

All about me

UNIT 1

LANGUAGE

Vocabulary: Describing people; Everyday activities

Grammar: Present simple; *like, love, hate* + verb + *-ing*; Adverbs and expressions of frequency; Present simple *Wh-* questions

SKILLS

Reading: An article about lookalikes

Speaking: Meeting someone new

Listening: A podcast about sleep animals

Writing: A personal profile

GLOBAL GOALS

Video: Boat schools



1 Match captions 1–6 with pictures A–F.

- Summer = friends, sun, sand + sea! ☀️
- My twin sister has the best brother ever! 😂
- Out for a walk with the whole family. 🌳
- A new school year! A few of my classmates! 🏫
- Me, my dad and grandad. Do we look alike? 😊
- Happy days with my best friend. 🥰

2 Work in pairs. Ask and answer the questions about your family and your friends.

- Who in your family do you most look like?
- Are you similar in other ways, for example personality, likes and dislikes?
- What do you enjoy doing together as a family?
- What's your favourite thing to do with your friends?
- What do you like about your best friend?
- In three words, how do you think your friends describe you?

READING An article about lookalikes

1 1.1 Work in pairs. Look at the photos and discuss the questions. Then read and listen to the article and check your answers.

- 1 How old do you think the girls are?
- 2 What do you think is the relationship between them?

Twin strangers

Meet Sara. She's a nineteen-year-old university student with dark hair and brown eyes. Now meet Megan. She's also nineteen with dark hair and brown eyes, and she works in an office. Identical twin sisters, right? Wrong! Sara and Megan are in fact *doppelgängers* or lookalikes – they look the same, but they aren't related. Megan is American and Sara is from Colombia. They are twin strangers.

According to experts, everyone has at least one *doppelgänger*. That means that somewhere around the world, there is someone who looks exactly like you! Most people don't meet their *doppelgängers*, but a lot of people use websites to look for their 'twins'. They upload a photo, and the website tries to match it with another person. Occasionally – like Sara and Megan – people meet their *doppelgängers* by chance, and when that happens, the photos often go viral.



Sara (left) and Megan (right)

So, how does it feel to come face to face with your *doppelgänger*? 'It's very strange,' says Megan. 'It's like looking in the mirror.'

Real identical twins don't only look like each other, they often have similar interests and personalities, too. What about Sara and Megan? 'We both enjoy singing and playing the piano,' says Sara, 'but Megan is very confident and loves singing in front of other people. I'm quite shy.'

What's Sara like? 'She's hard-working and clever,' says Megan. 'She wants to be a doctor. She reads a lot and she hates being the centre of attention. She's like a quiet, clever version of me!'

Although they live in different countries, Sara and Megan are now friends and they often chat online. 'It's great,' says Sara. 'In some ways, Megan's just like a real twin sister!'

- 2 Study the **READING EXPERT** box. Then read the article on page 10 again and choose the correct options (A, B or C) in questions 1–4.

READING EXPERT Multiple choice

When you do a multiple-choice exercise, read the questions and all the options carefully. Eliminate the options that are clearly wrong. Only one option is correct.

- Sara and Megan
 - have the same job.
 - are the same age.
 - are the same nationality.
- Experts believe that
 - we all have one or more doppelgängers.
 - only twins are doppelgängers.
 - only some people have doppelgängers.
- A lot of people
 - meet their lookalikes by chance.
 - go online to try to find their lookalikes.
 - become friends with their lookalikes.
- Sara and Megan
 - are both quiet.
 - both enjoy reading.
 - both like music.

- 3 Complete the summary. Use one word from the article in each space.

Sara and Megan are both ¹ ... years old. They look like identical ² ..., but they aren't related. They share some ³ ..., for example they both play the piano and they both like ⁴ But Megan is more ⁵ ... than Sara. Sara and Megan often chat online and are good ⁶ ...

WORD EXPERT like

We use *like* to talk about what people enjoy.

They both like music.

We use *be like* to describe someone's personality.

'What's Sara like?' 'She's quiet and clever.'

We use *look like* to describe someone's appearance.

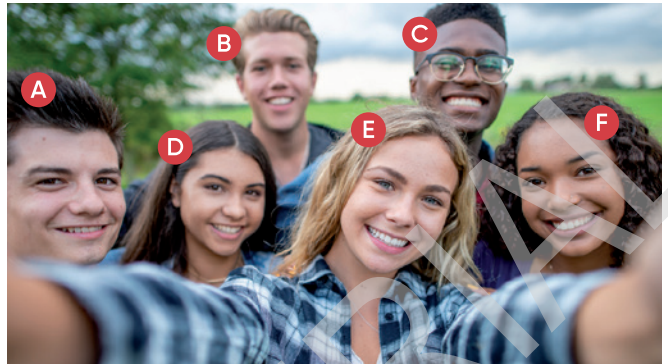
They look like each other.

Workbook, p.6

- 4 **CRITICAL THINKING** Discuss your opinions. Is it important to look like and dress like someone to be friends with them?

VOCABULARY Describing people

- 5 **1.2** Read and listen to the text and match the names with the people in the photo.



Meet my friends!

Frank is **tall** and **slim** with **short dark hair** and **glasses**. He's always **cheerful**.

Liam is **well-built** and has **blond hair** and green eyes. He's very **funny**.

Marisa is quite **short** with **long straight dark hair**. She's very **clever**.

Nacho is **of medium height**. He has **brown hair** and brown eyes. He's quite **shy**.

Celeste has **curly dark hair** and brown eyes. She has a nice smile and she's very **confident**.

What about me? My name's Hannah. I have long **wavy blond hair** and blue eyes. People say I'm **friendly**.

Vocabulary bank, WB p.117

- 6 Complete the table with the words in bold in Exercise 5. Can you add any more words?

Build	Hair	Personality	Other
<i>tall</i>	<i>short</i>	<i>cheerful</i>	<i>glasses</i>

- 7 Read the descriptions. Say who it is from Exercise 5, and why.

- He tells a lot of jokes. *It's Liam because he's funny.*
- She gets very good marks at school.
- He's sometimes nervous with new people.
- She's nice and easy to talk to.
- He's always happy and never sad.
- She's very comfortable with other people.

- 8 **COLLABORATION** Work in pairs. Write a short description of a famous person. Then read your description to another pair. Can they guess your person?

He's a British actor. He has brown hair and he sometimes wears glasses.

Is it Daniel Radcliffe?

No, it isn't. He's very friendly and confident. He's in the Spider-Man films.

I know! It's Tom Holland.

GRAMMAR Present simple; like, love, hate + verb + -ing

👁 Watch the Grammar video

Present simple

We use the present simple to talk about:

- things that happen regularly – habits and routines
- things that are always or usually true – facts

*Megan **lives** in the USA.*

*Most people **don't meet** their doppelgängers.*

*Do you **look** like your mum? Yes, I **do**.*

Grammar bank, WB p.108

- 1 1.3 Study the Grammar box above. Then complete the text with the present simple form of the verbs in the box. Listen and check.

not like listen not listen play see share
not sit spend watch ~~not watch~~



My best friend

by Jack, 14

My best friend is called Harry. He's fourteen years old and he has brown hair and green eyes. He's very clever and funny.

We're similar in some ways, but we're different in other ways, too. For example, we ¹ **don't watch** the same type of films. Harry ² ... a lot of horror films, but I prefer action films. We ³ ... to the same music either. I love rock music, but Harry ⁴ ... it. He ⁵ ... to rap.

We ⁶ ... a lot of time together. We're in the same class at school, but we ⁷ ... next to each other. Harry ⁸ ... in the same football team as me, and we ⁹ ... each other every day, including at the weekend. Oh, and one other thing. We ¹⁰ ... a bedroom. Yes, that's right. Harry is my twin brother!

- 2 PRONUNCIATION 1.4 Listen and repeat the sentences. Pay attention to the third person singular verbs.

- 1 Harry **likes** rap music.
- 2 He **plays** in the same football team.
- 3 He **watches** horror films.

- 3 Complete the questions with **Do** or **Does**. Then ask and answer with a partner. Give extra information when you can.

- 1 ... you watch horror films?
- 2 ... your mum like comedies?
- 3 ... you listen to rap music?
- 4 ... your dad play a musical instrument?
- 5 ... your parents speak another language?
- 6 ... you play in a sports team?
- 7 ... your best friend live near you?
- 8 ... you share a bedroom with a brother or sister?

Do you watch horror films?

No, I don't. I prefer action films.

- 4 How are you and your partner similar or different? Write six sentences.

*Our dads both **play** the guitar.*

I like action films, but Ana prefers horror films.

like, love, hate + verb + -ing

After verbs such as **like**, **love** and **hate**, we use the **-ing** form of the verb.

*Megan **loves singing** in front of other people.*

*She **likes going** to parties.*

*Sara **hates being** the centre of attention.*

Grammar bank, WB p.108

- 5 Study the Grammar box above. Then match the verbs in the box with the emojis.

can't stand don't like don't mind
enjoy hate like love

- | | | | |
|-----|----------|-----|----------|
| 1 😍 | ... | 4 😞 | ... |
| 2 😊 | ..., ... | 5 😡 | ..., ... |
| 3 😐 | ... | | |

- 6 Write sentences with the verbs in Exercise 5.

- 1 Lola 😍 play / games on her phone
- 2 I 😡 listen / to heavy metal music
- 3 Henry 😐 study / online
- 4 I 😊 cook / for my family
- 5 We 😊 watch / videos in class
- 6 My friends 😊 / buy / clothes

- 7 Write three sentences about yourself – two true and one false. Then read them to your partner. Can he/she guess which is false?

I love drinking tea. I can't stand swimming.
I don't mind going to the dentist.



SPEAKING Meeting someone new

Key expressions 1.5

Greeting someone

Hi./Hello.

Good morning/afternoon/evening.

Introducing yourself

I'm (Ruby).

My name's (Mateo), but everyone calls me (Matt).

Nice/Good to meet you. You too.

Asking for personal information

What's your name?

Where are you from?

Where do you live?

What's your phone number?

How old are you?

Do you have any brothers or sisters?

What's your favourite school subject?

Saying goodbye

Bye./Goodbye.

See you. / See you later.

Good night.

It was great to meet you.

- 1 Look at the picture of two students meeting for the first time. What questions do you think they ask each other?



- 6 Look at how we say phone numbers in English. Then invent some phone numbers. Ask and answer in pairs.

Saying phone numbers

0 = 'oh' or 'zero'

77 = 'double seven'

What's your phone number?

It's 0885 912643.
What's yours?

- 7 Study the **SPEAKING EXPERT** box. Ask and answer questions from the **Key expressions** box above. Look at your partner, listen carefully and reply clearly.


SPEAKING EXPERT Showing interest

Look at the person you are talking to, to show that you are interested. Listen carefully to the questions he/she asks you, and reply in a loud, clear voice.

- 2 1.6 Listen to the dialogue. Put the things that Ruby asks Matt about in the right order.

- A ☐ his age
- B ☐ his class at school
- C ☐ his family
- D ☐ his favourite school subjects
- E ☐ his name
- F ☐ his address

- 3 1.6 Listen again and make a note of Matt's answers.

- 4  **SOCIAL-EMOTIONAL AWARENESS** Think about your first day at your school. Was it easy or difficult? What can you do to help a new student at your school to feel welcome?

- 5 1.7 Listen to Ruby and Matt exchanging phone numbers. Choose the correct numbers.

- 1 Ruby
A 0733 554918 B 0773 544819 C 0337 455189
- 2 Matt
A 0749 632915 B 0784 372850 C 0794 362905

- 8 Work in pairs. Act out a dialogue with a new student at school. Follow the steps in the **SPEAKING GUIDE** and use the **Key expressions** box above to help you.

SPEAKING GUIDE

- 1 **PLAN** your dialogue.

One person is a new student at school. The other person will welcome them and ask questions. Look at the dialogue guide below. Think about your questions and answers.

- 2 **SPEAK** together.

Follow the guide and act out the dialogue. Then swap roles.

A Greet Student B. Ask if he/she is a new student.

B Greet Student A and reply.

A Tell Student B your name and ask what his/her name is.

B Reply and say it's nice to meet him/her.

A Ask some more questions to get to know Student B.

B Reply and ask your own questions.

A / B Say goodbye to each other.

LISTENING A podcast about sleep animals

1 Work in pairs. Ask and answer the questions.

- 1 What time do you go to bed on a school night or at the weekend?
- 2 Do you go to sleep straightaway, or do you read, check your phone, etc.?
- 3 Do you sometimes find it hard to sleep? What do you do when you can't sleep?
- 4 Why is sleep important?

2 Read the podcast guide. What is the podcast about? What animals do the pictures show?

Emma and Joe's Podcast

What's your sleep animal?

Why do some people find it easy to wake up, but others feel tired all morning? Why do some people have lots of energy at night, but others are in bed by 9 p.m.?

The answer is – we're like animals. Some of us are more active in the morning, and others are more active at night. Which animal are you like? Listen to Emma and Joe to find out.



3 Study the **LISTENING EXPERT** box. Then read the questions in Exercise 4. What type of answer do you need for each one? Choose from the words in the box.

an activity the name of an animal
the name of a person a number a time

LISTENING EXPERT Reading the questions

Before you listen, always read the questions carefully and think about what type of answer you need. This will help you to identify this information when you listen.

4 1.8 Listen to the podcast and answer the questions.

- 1 Which animal wakes up full of energy? ...
- 2 Which animal hates the morning? ...
- 3 When do bears have a snack? ...
- 4 What do bears like doing after dinner? ...
- 5 How many people are like bears? About ...%
- 6 Who thinks they are like a lion? ...

5 1.8 Listen again and complete the table.

	Lion	Bear	Wolf
Number of alarms	0	¹ ...	² ...
Breakfast	³ ...	Small	⁴ ...
Best time to study	Early morning	⁵ ...	⁶ ...
Bedtime	⁷ ...	⁸ ...	Midnight or later

6 Work in pairs. What do you remember? Answer the questions.

Which animal ...

- 1 ... wakes up early?
- 2 ... loves sleeping?
- 3 ... finds it hard to get up?
- 4 ... is always hungry?
- 5 ... likes eating a big lunch or dinner?
- 6 ... feels tired in the evening?
- 7 ... likes a bath in the evening?
- 8 ... is Joe like?

7 Work in pairs and do the questionnaire on page 15. Which animal are you most like?

What's your

sleep animal?

1 Do you need an alarm to wake up?

- A No, I don't.
B Yes, I do – one or two.
C Yes, I need lots of alarms to wake up.



2 Do you have a big breakfast?

- A Yes, I'm always really hungry when I wake up.
B I have a small breakfast and lots of snacks later.
C No, I prefer sleeping to having breakfast.

3 When do you have most energy?

- A Early morning.
B Late morning.
C Mid afternoon to early evening.



4 How often do you sleep during the day?

- A I never sleep during the day.
B I often have a sleep after school and at weekends.
C I sometimes have a sleep at weekends.

5 What time do you usually go to bed?

- A I like going to bed really early.
B I go to bed at around 10 or 11 p.m.
C I never go to bed before midnight.



6 At the weekend, when do you usually do your homework?

- A In the morning as soon as I get up.
B Before or just after lunch.
C In the evening or at night.

Results

Mostly As:
You're a lion!

Mostly Bs:
You're a bear!

Mostly Cs:
You're a wolf!

WORD EXPERT Prepositions of time

Times: I usually go to bed **at** 10 p.m.

Parts of the day: I do my homework **in** the morning.

Days: I get up late **on** Sunday.

BUT

Weekend and night: I do sport **at** the weekend.

I have more energy **at** night.

Workbook, p.10

- 8 **RESEARCH** Look online. How many hours of sleep do people of your age need? Do you think you get enough sleep? Why / Why not?

VOCABULARY Everyday activities

- 9 Match the pictures with some of the activities in the box.

brush my teeth check my phone
do my homework finish school get dressed
get up go to bed go to school go to sleep
have breakfast have dinner have lunch
have a shower have a snack leave the house
start school turn on/off my alarm wake up

Vocabulary bank, WB p.117



- 10 Put the activities in the box in Exercise 9 in the order you do them on a school day.

1 wake up 2 ...

- 11 1.9 Listen to Aidan and write the time he does each activity. What's Aidan's job?

- | | |
|---------------------|-----------------|
| 1 gets up 3.30 a.m. | 5 has lunch |
| 2 leaves the house | 6 finishes work |
| 3 starts work | 7 has dinner |
| 4 has a snack | 8 goes to bed |

- 12 **CREATIVITY** Imagine you are your favourite celebrity. Write about your day.

I wake up quite early. I have a healthy breakfast of eggs on toast and fruit juice. I drink lots of water. Then I leave the house and drive to the sports ground ...

- 13 Read your sentences to your partner. Can he/she guess who you are?

Are you an athlete?

Yes, I am.

Are you ...?



Fast finisher Write a paragraph about your everyday activities.

GRAMMAR Adverbs and expressions of frequency; Present simple Wh- questions

👁 Watch the Grammar video

Adverbs and expressions of frequency

We use adverbs of frequency to describe how often we do something.

always hardly ever never occasionally often rarely sometimes usually

They go after the verb *be*, and before other verbs (*have*, *sleep*, *go*, etc.).

*I'm **never** late for school.*

*I **always** have a big breakfast.*

*I **rarely** use an alarm.*

Other expressions of frequency include *every day*, *once a week*, *twice a month*, *three times a year*, etc. They usually go at the end of a sentence.

*I brush my teeth **twice a day**.*

Grammar bank, WB p.108

- 1 Study the Grammar box above. Then put the adverbs of frequency in the correct order from 100% (*always*) to 0% (*never*).

- | | |
|------|-----------------------|
| 100% | 1 <i>always</i> |
| | 2 ... |
| | 3 ... |
| | 4 ... |
| | 5 <i>occasionally</i> |
| | 6 ..., ... |
| 0% | 7 <i>never</i> |

- 2 1.10 Put the adverbs of frequency in the correct places in the sentences. Then listen and check.

1 *I often go at the weekend or after school.*



My free time

In my free time, I love climbing. ¹I go at the weekend or after school (often). There's an indoor climbing wall in my town. ²I practise there (usually). ³My sister comes with me (sometimes), but ⁴my friends are interested (never). I don't know why. ⁵It's a lot of fun (always), and ⁶people hurt themselves (hardly ever). ⁷I go climbing on real rocks, too (occasionally). It's much more difficult, but ⁸it's really exciting (always)!

- 3 Work in pairs. Write six sentences about your partner. Use an adverb or expression of frequency and the ideas in the box.

be busy at the weekend be on time for class
eat popcorn go dancing play chess
read in bed sing in the shower wear a hat
watch films in English

- 4 Read your sentences to your partner. Are you right?

Rosa often eats popcorn.

Wrong! I hardly ever eat popcorn.

Present simple Wh- questions

We use question words to ask different types of questions.

What What time When Where Which Who Why How How many How often

***What time** do you wake up?*

***Where** do you live?*

***How often** do you visit your cousins?*

Grammar bank, WB p.108

- 5 Study the Grammar box above. Then complete the questions with the words in the box.

How many How often What
What time When ~~Where~~ Which

Q&A MILLIE BOBBY BROWN

She starred in the TV show *Stranger Things* and films such as *Enola Holmes* and *Godzilla*. What do you know about Millie Bobby Brown as a person?



- Where** does Millie live?*
She lives in the UK and the USA.
- ...** brothers and sisters does she have?*
She has a brother and two sisters.
- ...** does she wake up?*
She usually wakes up at 6 a.m.
- ...** does she like doing in her free time?*
She likes boxing and singing. But not at the same time!
- ...** is her birthday?*
Her birthday is on 19 February.
- ...** does she prefer – *Jurassic Park* or *Harry Potter*?*
She prefers Jurassic Park!
- ...** do people stop her in the street?*
All the time!

- 6 Work in pairs. Change questions 1–6 in Exercise 5 so that they are for your partner. Ask and answer. How similar are you to your partner?

Where do you live?

I live in ...



WRITING A personal profile



1 Thanks for looking at my blog. My name's Charlie and I'm from Scotland. I'm fourteen years old and I live in Edinburgh with my dad, my stepmum and my two sisters, Flora and Maddie. I'm quite tall, and I have wavy blond hair and blue eyes. My friends say I'm always cheerful!

2 On a school day, I get up at ten to eight. My school isn't far, so I usually walk, or I sometimes cycle. Lessons start at quarter to nine. We have lunch at one o'clock and at half past three we go home. My favourite subject is Science. I don't like History or Geography.

3 I love music and I play the drums in a band with some friends. I also enjoy acting, so I go to a drama club on Tuesdays after school. Once a year we do a show at a theatre in town. It's always good fun! I'm not very sporty, but I often go skateboarding in the park.

1 Read the personal profile and complete the information.

Name	1 <i>Charlie</i>
Age	2 ...
City	3 ...
Favourite subject	4 ...
Clubs	5 ...
Other hobbies	6 ...

2 Read the personal profile again. Match paragraphs 1–3 with topics A–C.

- A Daily routine
- B Free-time activities
- C Personal information

3 Study the **WRITING EXPERT** box. Find examples of each conjunction in Charlie's personal profile.

WRITING EXPERT Using conjunctions

We use *and* to add information.

We use *but* to express a contrast.

We use *or* to give an alternative. We also use *or* after a negative form of a verb when we talk about two or more things.

We use *so* to express a result.

We use *also* after the subject to add information.

4 Complete the sentences with the correct conjunctions.

- 1 I have a dog ... two cats.
- 2 I don't speak Italian ... French.
- 3 I live a long way from school, ... I get the bus.
- 4 I play the guitar. I ... sing.
- 5 I love rock music, ... I can't stand rap.

5 Write your own personal profile. Follow the steps in the **WRITING GUIDE**.

WRITING GUIDE

1 **PLAN** your personal profile.

Decide on the topics to include and make notes.

Age Birthday Town/City Family Pets
Appearance School day Favourite subjects
Hobbies Friends

2 **WRITE** three paragraphs.

- 1 Personal information
- 2 Daily routine
- 3 Free-time activities

3 **CHECK** your work.

- ✓ Conjunctions
- ✓ Present simple affirmative and negative
- ✓ Adverbs and expressions of frequency
- ✓ Vocabulary for describing people and everyday activities
- ✓ Three paragraphs



Schools around the world

GLOBAL GOALS

1 Complete the infographic with the words in the box.

five girls live maths
million poor work write

EDUCATION AROUND

THE WORLD



Around the world, almost 260 ¹... children and teenagers don't go to school.



That's one in ²... children and teenagers.



This number includes 28 million boys and 32 million ³... of primary-school age.

3

reasons why children don't go to school:



they don't ⁴... near a school



their parents are too ⁵...



the children have to ⁶...

400

million children can't read, ⁷... or do simple ⁸... by the age of ten.



2  **CULTURAL AWARENESS** Discuss the questions in groups.

- Which part of the infographic surprises you the most? Why/Why not?
- Why do you think more girls than boys don't go to school?
- What are some other reasons why children don't go to school?



3 Work in pairs. Look at the photos above of school children in Bangladesh. Discuss the questions.

- 1 Where do you think the students are?
- 2 What can you see in the photos?

4 **V1.1** Watch the video 'Boat schools' and check your answers to Exercise 3.

5 **V1.1** Watch the video again. Are the sentences true (T) or false (F)?

- 1 There are three large rivers in Bangladesh.
- 2 It is difficult for some children to go to school because of climate change.
- 3 Mohammed Rezwan is a teacher on a boat.
- 4 Students travel by bus to the boat school.
- 5 Every student in the class has a desk and a computer.
- 6 There are more than twenty boat schools in Bangladesh.
- 7 Students of all ages can use the boat libraries.
- 8 One of the students wants to be a journalist.

6 Work in pairs. Discuss the questions.

- 1 How is the boat school similar and different to your school?
- 2 What do you think are the good and bad things about boat schools?

PROJECT Unit 1

7 **PROBLEM-SOLVING** Work in groups. What other types of transport can be used as classrooms?

- Choose a type of transport.
- Draw a plan to show the shape and size of the room and where the windows and doors are.
- Add the furniture to your plan. Where do students sit and work together?

Share your ideas with another group.

Look back at the infographic on page 18. Research more information for your area.

1 Challenge!

What's your routine?

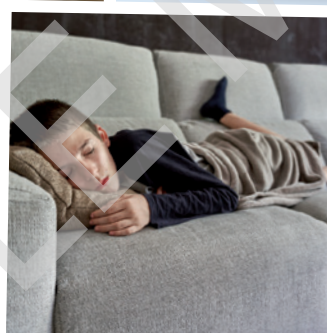
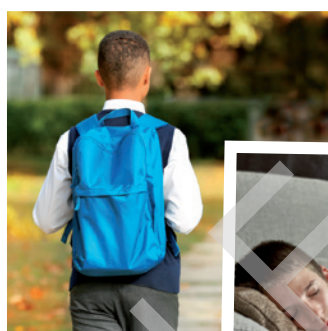
- 1** Work in groups. Ask your classmates the questions in the survey. Note down their answers.

A: *Do you get up before 6.30 on a school day?*

B: *No, I don't. I usually get up at 7.00.*

- 2** Answer the questions for yourself, and then read the Answer guide below the survey. Discuss the results in your group. Do you agree with them?

Marco usually gets up at 7.00 on a school day and he goes to school on foot. I agree he's active and organized!



	Name:	Name:	Name:
1 Do you get up before 6.30 on a school day?			
2 Do you get dressed before breakfast?			
3 Do you have breakfast at the table?			
4 Do you usually leave the house before 7.30?			
5 Do you go to school on foot?			
6 Do you sometimes go to sleep after lunch?			
7 Do you usually wake up late at the weekend?			
8 Do you go to bed with the radio or TV on?			
9 Do you spend half an hour in the shower?			
10 Do you often check your phone?			

Answer guide
Questions 1-5
 Mostly 'yes' answers = you are organized, active and usually early for things. Sometimes you need to slow down!
Questions 6-10
 Mostly 'yes' answers = you often take your time with things, but you usually enjoy yourself. Think about organizing your time a bit more!

Challenge your memory!

Say something true and something false. Use *like* + verb + *-ing*.

Describe the appearance of two members of your family.

Make three sentences about everyday activities you do before school.

Say two things about a member of your family. Use *love/hate* + verb + *-ing*.

Ask two *Wh*-questions with the present simple.

Name five everyday activities you like.

Give eight adjectives to describe people.

Make three sentences with three different adverbs of frequency.