

# 3 UNIT

# CLASSMATES

## IN THE PICTURE School icons

Talk about school subjects

### WORK WITH WORDS School subjects

1 **RECALL** Work in pairs. Write words for the different categories.

- five things you do at school: *answer questions, ...*
- four things you use in class: *an exercise book, ...*
- three things your teacher uses in class: *a board, ...*
- two things you see on the classroom wall: *a timetable, ...*

2 Match the icons (a–l) to the UK school subjects in the box. Which subject doesn't have an icon?

- ..... art
- ..... design & technology
- ..... drama
- ..... English
- ..... geography
- ..... history
- ..... IT (information technology)
- ..... languages
- ..... maths
- ..... music
- ..... PE (physical education)
- ..... science

3 a **1.37** Listen and check your answers to Exercise 2. Then listen and repeat.

b Create an icon for the missing subject in Exercise 2.

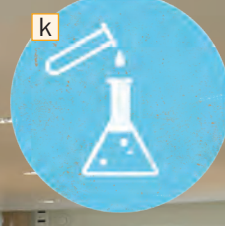
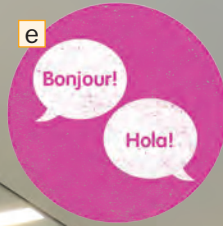
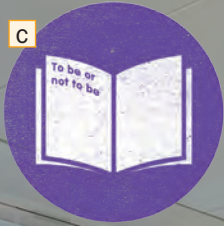
4 **1.38** Look at the timetable and complete the sentences below. Then listen and check.



	8.30–8.50	8.50–9.50	9.50–10.50	10.50–11.10	11.10–12.10	12.10–12.55	1.00–2.00	2.00–3.00
MON	ASSEMBLY	Design & Technology		BREAK	a .....	LUNCH	Maths	History
TUE		b .....	English		French		PE	c .....
WED		Maths	Science		IT		d .....	e .....
THU		Music	f .....		g .....		Maths	Science
FRI		PE	French		h .....		Science	Geography

- We have ..... on Monday, Wednesday and Thursday.
- We do ..... on Tuesday afternoon and Friday morning.
- We have our ..... class on Wednesday at 11.10.
- On Thursday our first class is .....
- We study ..... for two hours each week. I study French.
- The week starts with two hours of .....

5 **1.39** Listen and complete the timetable with the school subjects.



**6 THE MOVING PICTURE** ▶ Watch the video of four teenagers talking about school subjects. Which are their favourite subjects? Why?

**7 Complete the sentences about your school timetable.**

- 1 My schoolday starts at ..... and ends at .....
- 2 We have a break at .....
- 3 My favourite school subject/s is/are .....
- 4 I like ..... but I don't like .....
- 5 I have English on .....
- 6 We do ..... at ..... on .....

**SPEAK**

**8 Work in pairs. Complete the tasks.**

- 1 Write sentences about three school subjects.
- 2 Read your sentences to your partner. Can your partner name the school subject?

*We do it on Mondays and Wednesdays. We learn about important people and dates in the past.*

*Is it history?*

**GO BEYOND**

Do the Words & Beyond exercise on page 132.

# READING An interview

## Understand the main ideas

### SPEAK AND READ

#### 1 Work in pairs. Answer the questions.

- Is your school big or small?
- How many teachers and students are there?
- What do you like about the school?

#### 2 a Read the tips in the **HOW TO** box.

#### b 1.40 What does Jon talk about? Read the interview and tick (✓) the information.

- |              |                          |                        |                          |                 |                          |
|--------------|--------------------------|------------------------|--------------------------|-----------------|--------------------------|
| The building | <input type="checkbox"/> | The number of students | <input type="checkbox"/> | The timetable   | <input type="checkbox"/> |
| The teachers | <input type="checkbox"/> | The subjects           | <input type="checkbox"/> | The school food | <input type="checkbox"/> |

### HOW TO

understand the main ideas

- Read the text quickly.
- Don't try to understand every word.
- Think about the general topic.



## MY SCHOOL RULES!

**REPORTER:** What's your name and where do you go to school?

**JON:** My name's Jon and I go to the Evelyn Grace Academy in Brixton, South London. I'm in Year 8.

**REPORTER:** Do you like it?

**JON:** Yes, I do. The school building's amazing. Every day we walk along a running track to go into the school.

**REPORTER:** Are there a lot of students?

**JON:** Yes, there are. There are around 800 students.

**REPORTER:** When do you start and finish school?

**JON:** We start at 8.30 in the morning. We finish at 3.15 but I usually don't get home until 5.30 because I have extra classes.

**REPORTER:** Do you get tired?

**JON:** No, I don't. Well, maybe sometimes. But the extra classes mean more dance and music. I like music a lot.

**REPORTER:** What subjects do you do?

**JON:** We do all the usual school subjects like science and history. Maths is my favourite subject. In Year 8 we do extra English and maths.

**REPORTER:** Are there any school rules?

**JON:** Yes, there are. We all wear a uniform. And we can't take phones inside the school.



#### 3 Which tips in the **HOW TO** box did you use for help with Exercise 2b? Tick (✓) them.

#### 4 Read the interview again and complete the reporter's notes.

#### 5 Answer the questions.

- How do students enter the Evelyn Grace Academy?
- How often does Jon get tired?
- Why does Jon like the extra classes?

### REACT

#### 6 Work in pairs. What do you think? Tell your partner.

- Describe the Evelyn Grace Academy building. Do you like it? Why?/Why not?
- In what ways is the Evelyn Grace Academy different from your school?



STUDENT NAME:

YEAR:

Nº STUDENTS:

SCHOOL TIMES:

FAVOURITE SUBJECT:

RULES:

### PHRASE BYTES

I think the building looks ...  
It's very ...  
In our school ... , but at the Evelyn Grace Academy ...

### GO BEYOND

In pairs, ask and answer the questions in the interview about *your* school.

**Use negative verbs and ask and answer questions**

**READ AND LISTEN >>> Grammar in context**

**1** **1.41** Read and listen to the interview. In what way is Bella's school different?

**Reporter:** Where do you go to school?  
**Bella:** I go to Watershed School in Colorado, USA.  
**Reporter:** Do you like it?  
**Bella:** Yes, I do.  
**Reporter:** Do you think Watershed is a typical school?  
**Bella:** No, I don't. We do the usual school subjects but we don't spend all day in classrooms.  
**Reporter:** What do you do?  
**Bella:** We go to local farms and organisations to learn in the real world. And we visit other countries.  
**Reporter:** Does the school have classrooms?  
**Bella:** Yes, it does. But the school doesn't believe you can learn everything in a classroom. At Watershed, the world is our classroom.



**STUDY**

**2** Complete the explanations with examples from Exercise 1.

**Present simple**

**Use:** For habits, routines and things that are generally true.

**Form:**

**Negative**  
*don't/doesn't + verb*  
*We ..... all day in classrooms.*

**Questions**  
*do/does + I/he, etc + verb*  
*Where ..... to school?*  
*..... it?*

**Short answers**  
*Yes, I ..... / Yes, he does.*  
*No, I don't. / No, she doesn't.*  
 See **GRAMMAR DATABASE**, page 122.

**PRACTISE**

- 3 a** Write the complete questions.
- Where / Bella / go to school?  
*Where does Bella go to school?*
  - she / like / it?
  - she / think / her school is typical?
  - Why / she / think it's different?
  - How / they / learn in the real world?
  - What / Bella say / at the end?
- b** Write answers to the questions. Use Exercise 1 to help you.
- 1 *She goes to Watershed School.*

**4** Complete the text with the present simple form of the verbs.

I (1) ..... (not go) to school.  
 My sister (2) ..... (not go) to school either. Our mum and dad are our teachers.  
 They (3) ..... (not work) in an office. They work at home. But we (4) ..... (not spend) all day at home. We often go on study trips. My favourite subject is geography.  
 I (5) ..... (not like) history.  
 It (6) ..... (not interest) me.

**5** Complete the questions with the question words in the box. Use each word once. One question doesn't use a question word.

How    What    When    Where    Which  
 Who    Why

- ..... do you travel to school?
- ..... do you live?
- ..... does the school day start and end?
- ..... do you usually do after school?
- ..... do you usually talk to in breaks?
- ..... do you like (or not like) your school?
- ..... does your school organise trips to other countries?
- ..... school subjects don't interest you?



**SPEAK**

**6 a** Work in pairs. Ask and answer the questions in Exercise 5.

*How do you travel to school?*

*I usually go by bus.*

**b** Tell the class two interesting facts about your partner.

*Cris travels to school by bus and she usually plays tennis after school.*

# LISTENING AND VOCABULARY Dress code

## Listen for specific information

### SPEAK AND LISTEN

1 **RECALL** Work in pairs. Answer the questions.

1 Which of these clothes can you see in the photos?

dress jacket jeans shirt shoes  
skirt socks trainers trousers T-shirt

2 Which of the clothes do you usually wear at school or at home?

2 **1.42** Listen to three teenagers talk about their school uniforms. Match the names to the photos.

1 Kath \_\_\_\_\_ 2 Dani \_\_\_\_\_ 3 Chloe \_\_\_\_\_

3 **a** Read the tips in the **HOW TO** box.

**b** **1.42** Listen again and match the information to the correct photo (a-c).

- 1 The uniform's quite traditional. ....
- 2 The students designed the uniform. ....
- 3 They have special clothes for sport. ....
- 4 Students can wear jewellery. ....
- 5 They have a school backpack. ....

4 Which tips in the **HOW TO** box did you use for help with Exercise 3b? Tick (✓) them.

### REACT

5 Work in pairs. Answer the questions.

- 1 Which of the uniforms in Exercise 3b is your favourite?
- 2 Do you think school uniforms are a good thing? Why?/Why not?

### WORK WITH WORDS Clothes and accessories

6 **a** Match the pictures (a-l) to the words in the box.

backpack belt coat earrings gloves  
hoody scarf shorts jumper tie  
tracksuit bottoms tracksuit top

**b** **1.43** Listen and check your answers. Listen again and repeat.

7 **1.44** **PRONOUNCE** Listen to the /əʊ/ sound in these words. Is it a short or long sound? Listen again and repeat.

clothes coat photo home Chloë

8 **1.45** Complete the quotes with words from Exercise 6a. Then listen and check.

- 1 'We can wear jewellery too, like \_\_\_\_\_.'
- 2 'We have a school \_\_\_\_\_ to carry stuff.'
- 3 'We have blue \_\_\_\_\_ and bottoms for outside sports.'
- 4 'We wear a grey jumper, a school scarf, gloves and a \_\_\_\_\_ to keep warm.'
- 5 'We wear our normal clothes like Sam's skateboard \_\_\_\_\_.'
- 6 'I forgot the school \_\_\_\_\_. It's got stripes.'

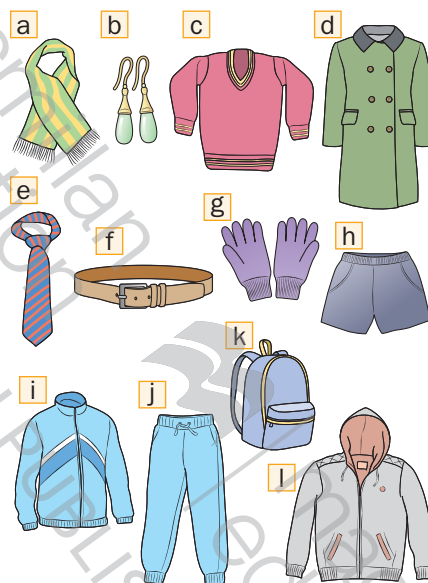
9 Work in pairs. Design a school uniform for your school. What clothes and colours would you choose?



#### HOW TO

listen for specific information

- Read the task carefully.
- Decide which words in the task are important.
- Listen carefully for this information.



#### GO BEYOND

Do the Words & Beyond exercise on page 132.

# GRAMMAR Possessive 's, whose and possessive pronouns

▶▶▶ Talk about possessions and relationships

## READ AND LISTEN ▶▶▶ Grammar in context

1 1.46 Read and listen to the conversation. Who does the coat belong to?

When the teacher arrives, the students' things are all on the floor.

**Mr Ford:** This changing room is a mess. Whose things are these? Are they all yours?

**Todd:** They aren't all ours, sir.

**Mr Ford:** Whose tracksuit top is this?

**Martin:** It's mine, sir.

**Mr Ford:** And these trainers?

**Todd:** They're Harry's trainers, I think.

**Mr Ford:** Who's Harry?

**Martin:** Harry is Todd's brother, sir.

**Mr Ford:** And this coat? Is it Harry's?

**Todd:** No, sir. It's yours.



## PRACTISE

4 Complete the sentences with the words in brackets. Add an apostrophe (') in the correct place.

- These are \_\_\_\_\_ gloves. (Dan)
- This is \_\_\_\_\_ room. (my parents)
- That's \_\_\_\_\_ school over there. (Chloe)
- Those are \_\_\_\_\_ cats. (our neighbours)
- I really like \_\_\_\_\_ earrings. (Kath)
- This is \_\_\_\_\_ changing room. (the students)

5 1.47 Complete the conversation with the words in the box. Then listen and check.

brother's hers  
his Martin's mine  
school's theirs  
whose (x2) yours

- Todd:** (1) \_\_\_\_\_ bag is this?  
Jenny, is it (2) \_\_\_\_\_ ?
- Jenny:** No, it isn't (3) \_\_\_\_\_. Maybe it's (4) \_\_\_\_\_.
- Todd:** It isn't (5) \_\_\_\_\_. It's got a 'J' on the front.
- Jenny:** (6) \_\_\_\_\_ name begins with a J?
- Todd:** There's Jack and Jonathan. Maybe it's (7) \_\_\_\_\_.
- Jenny:** Or Julie's. Do you think it's (8) \_\_\_\_\_ ?
- Martin:** Actually it's my (9) \_\_\_\_\_ bag. The J is for Jamestown. It's his old (10) \_\_\_\_\_ name.



## STUDY

2 Complete the explanations with examples from Exercise 1.

### Possessive 's and whose

**Use:** To talk about possessions or relationships.

**Form:**

noun + 's

The trainers belong to Harry. → *They're Harry's (trainers).*

Harry is the brother of Todd. → *Harry is*

regular plural noun + s'

*The \_\_\_\_\_ things are all on the floor.*

**Questions**

Whose + noun + question

\_\_\_\_\_ tracksuit top is this?

See **GRAMMAR DATABASE**, page 122.

3 Read the explanation and complete the table with possessive pronouns. Use Exercise 1 to help you.

### Possessive pronouns

**Use:** In place of a possessive adjective (*my, your*) + noun.

**Form:**

*It's my tracksuit top. → It's mine.*

*It's your coat. → It's yours.*

Possessive adjectives	Possessive pronouns
my	
your	
his/her	<i>his/hers</i>
our	
their	<i>theirs</i>

See **GRAMMAR DATABASE**, page 122.

## SPEAK

6 Work in pairs. Do the tasks.

- Find several objects: your possessions, your partner's possessions or another student's possessions.
- Write short sentences about each object.  
*EXAMPLE: Object 1 is Juan's red exercise book.*
- Show your objects to another pair. Can they identify the correct person?



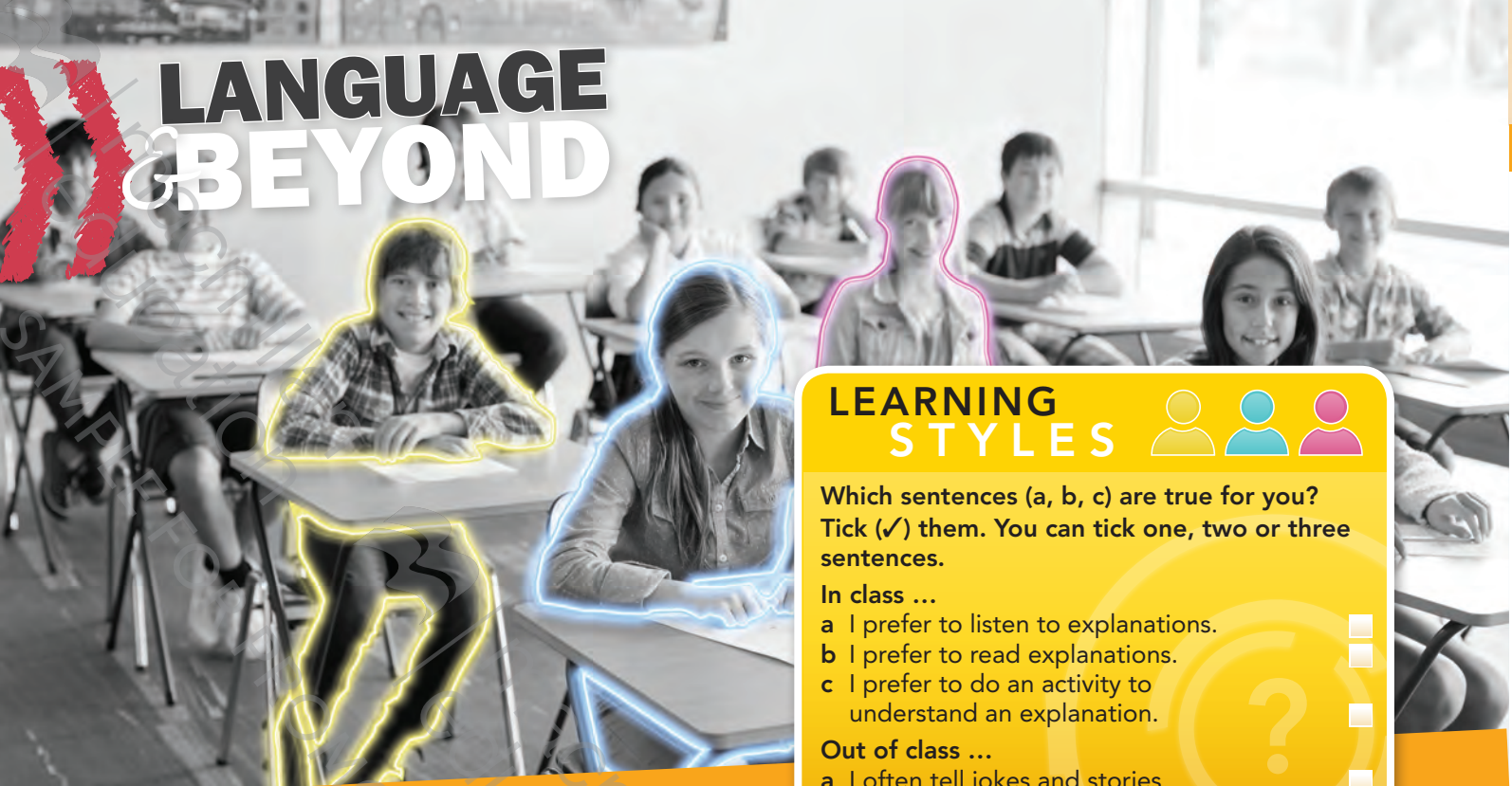
Whose red exercise book is this?

No, it isn't. It's Juan's.

I think it's Sylvia's exercise book.

# LANGUAGE & BEYOND

SAMPLE COPY



## »» Understand your learning style

### LEARNING STYLES



Which sentences (a, b, c) are true for you? Tick (✓) them. You can tick one, two or three sentences.

**In class ...**

- a I prefer to listen to explanations.
- b I prefer to read explanations.
- c I prefer to do an activity to understand an explanation.

**Out of class ...**

- a I often tell jokes and stories.
- b I'm good at taking photos.
- c I like to make things with my hands.

### READ AND LISTEN

- a** Read the website article and follow the instructions.

**b** 1.48 Now read and listen. What type of learner are you? (You can have more than one style.)
- Work in pairs. Talk about Exercise 1. Do you agree with the website article?

### DO

- Look at these typical classroom activities. Tick (✓) the activities you like.

<input type="checkbox"/> Reading	<input type="checkbox"/> Listening	<input type="checkbox"/> Speaking
<input type="checkbox"/> Pronunciation	<input type="checkbox"/> Project work	<input type="checkbox"/> Role-play
- Work in pairs. Are the activities in Exercise 3 good for (a) auditory, (b) visual or (c) kinaesthetic learners? Explain why.

### REFLECT

- Talk about the questions. Then read the **REFLECTION POINT**.

  - Why are the students in the photo different colours?
  - Do you think the other students in your class have the same learning style as you? Why?/Why not?
  - How can it help you in class if you know your learning style?

### EXTEND

- People with different learning styles are often good at different things. In groups, ask questions to find out what each person in the group is good at. Do the results match that person's learning style?

Are you good at playing football?

Yes, I am. / No, I'm not.

There are three main types of learning styles:

- a *auditory* learners like to hear information.
- b *visual* learners like to see things.
- c *kinaesthetic* learners like to do things to help them learn.

#### PHRASE BYTES

The article says I'm a(n) ...  
I think that's true.  
I don't agree. I think I'm a(n) ...

#### PHRASE BYTES

I think reading activities are good for ... learners because ...

### REFLECTION POINT

Your learning style is the way you learn things. If you know your learning style, you can use it to help you understand and remember things.

# SPEAKING What are they like?

## Describe people

### SPEAK

1 a Work in pairs. Think of two words or phrases to complete the sentences.

- 1 She plays ... tennis. / the violin.
- 2 She always wears ...
- 3 He loves ...
- 4 He's got ... eyes.
- 5 She's got ... hair.
- 6 He's ...

b Compare your sentences with other students.

### WATCH OR LISTEN

2 1.49 Watch or listen to the scene. Write the names under the four correct photos opposite.

Claire Salva Manu Emma

**Liz:** Here's the list of students for the school play.  
**Adam:** Ah, thanks. Who's Claire?  
**Liz:** You know her.  
**Adam:** No, I don't. What's she like?  
**Liz:** Er, she's got long, wavy hair ... and she's got brown eyes. She always wears (1) \_\_\_\_\_ and she plays (2) \_\_\_\_\_.  
**Adam:** Ah, right. What about Salva? Is he the tall Italian guy?  
**Liz:** No. He isn't very tall. And he isn't Italian. He's (3) \_\_\_\_\_. He's got big brown eyes. He loves (4) \_\_\_\_\_.  
**Adam:** And Manu and Emma?  
**Liz:** They're friends. He's tall and wears glasses. She's got (5) \_\_\_\_\_ blonde hair. He's got dark hair. He's (6) \_\_\_\_\_.  
**Adam:** OK. Let's see if they can act.



3 1.49 Watch or listen again. Complete the conversation with the missing words.

4 1.50 Match the sentence halves. Then listen and check your answers.

- |                 |                          |
|-----------------|--------------------------|
| 1 He's          | a plays tennis.          |
| 2 She's got     | b music.                 |
| 3 His           | c young.                 |
| 4 She sometimes | d brother's name is Pep. |
| 5 He likes      | e straight, dark hair.   |

5 Write five sentences to describe the two other people in the photos.

*He's got short straight hair.*

### ACT

6 Work in groups of three or four. Complete the tasks.

- 1 Choose two people in the class.
- 2 Think about how to describe the people.
- 3 Take it in turns to say your descriptions to the class. Can the other students identify the people?

### PHRASEBOOK 1.51

#### Describe appearance and nationality

He's/She's ...  
tall/old/young/Spanish.

Describe hair and eyes  
He's/She's got ...  
black/blonde/brown/grey/dark hair.  
long/short/wavy/straight hair.  
brown/green/blue eyes.

#### Describe clothes and activities

He/She ...  
plays the guitar / wears glasses /  
wears T-shirts / likes/loves sport.



# WRITING A questionnaire

Use *and*, *or* and *but*

## SPEAK AND READ

### 1 Work in pairs. Complete the tasks.

- 1 Ask and answer the questions in the class questionnaire. Write your partner's answers.
- 2 Compare your answers with other students in the class. Are your answers similar?



## CLASSMATES – THINGS WE DO AND LIKE

Read the **four** questions and write your answers.

- 1 Which is your favourite school subject – English, maths or geography?
- 2 How often do you go to the cinema – never, sometimes or often?
- 3 Pop, rock and classical are all types of music. Which do you prefer?
- 4 It's Saturday afternoon. You want to go out but it's raining. What do you do?



### 2 a Read the tips in the **HOW TO** box.

#### HOW TO

use *and*, *or* and *but*

- Use *and* to add another similar idea.
- Use *or* to add a choice.
- Use *but* to add a different idea.
- In a list, *and/or* usually come before the last word or phrase.

### b Underline examples of *and*, *or* and *but* in the questionnaire in Exercise 1.

## PRACTISE

### 3 Complete the sentences with *and*, *or* or *but*. Use the **HOW TO** box to help you.

- 1 My favourite subjects are history \_\_\_\_\_ science.
- 2 I like rock music \_\_\_\_\_ I don't like classical music.
- 3 I usually have a glass of orange \_\_\_\_\_ apple juice for breakfast.
- 4 I want to watch the film on TV tonight \_\_\_\_\_ it starts very late.
- 5 My brother can speak German, Spanish \_\_\_\_\_ French.
- 6 After school we can go to the park and play football, \_\_\_\_\_ we can go home and watch TV.

## PLAN

- 4 You're going to write a questionnaire about things you and your classmates do and like. Use the *Writing plan* to help you prepare.

## WRITING PLAN

- 1 **Think of different topics for your questions.**  
What things do you like? Do you want to ask questions about school, sport, music, languages ... ?
- 2 **Think of answer options.**  
How many answer options do you want to give – two, three or four?
- 3 **Use *and*, *or* or *but* in your questions and answer options.**  
Look at the tips in the **HOW TO** box.

## WRITE AND CHECK

- 5 **Write four questions for your questionnaire. Include one situation (see question 4 in the questionnaire in Exercise 1). Then check it. Tick (✓) the things in the plan.**

## SHARE

- 6 **Swap your questionnaire with other students. Write your answers to their questions. Then read their answers to your questionnaire.**

UNIT REVIEW

VOCABULARY School subjects

1 Complete the names of the school subjects.

Welcome to the Lunar Secondary School website. Please follow the links to read about our school subjects.



- 1 a \_\_\_\_\_
  - 2 d \_\_\_\_\_ n & \_\_\_\_\_
  - 3 t \_\_\_\_\_ y
  - 4 d \_\_\_\_\_ a \_\_\_\_\_
  - 5 E \_\_\_\_\_ h \_\_\_\_\_
  - 6 g \_\_\_\_\_ y \_\_\_\_\_
  - 7 h \_\_\_\_\_ y \_\_\_\_\_
  - 8 i \_\_\_\_\_ n \_\_\_\_\_
  - 9 t \_\_\_\_\_ y (IT)
  - 10 l \_\_\_\_\_ s \_\_\_\_\_
  - 11 m \_\_\_\_\_ s \_\_\_\_\_
  - 12 m \_\_\_\_\_ c \_\_\_\_\_
  - 13 p \_\_\_\_\_ l \_\_\_\_\_
  - 14 e \_\_\_\_\_ n (PE)
  - 15 s \_\_\_\_\_ e \_\_\_\_\_
- \_\_\_\_\_/12

Clothes and accessories

2 Write the names of the items.

You can order your Lunar Secondary School uniform and accessories online.

- 1 \_\_\_\_\_
  - 2 \_\_\_\_\_
  - 3 \_\_\_\_\_
  - 4 \_\_\_\_\_
  - 5 \_\_\_\_\_
  - 6 \_\_\_\_\_
  - 7 \_\_\_\_\_
  - 8 \_\_\_\_\_
  - 9 \_\_\_\_\_
  - 10 \_\_\_\_\_
  - 11 \_\_\_\_\_
  - 12 \_\_\_\_\_
- \_\_\_\_\_/12

GRAMMAR Present simple negative, questions and short answers

3 Complete the questions and answers. Some are short answers.

Read an interview with our teacher, Mr Astro.

Reporter: (1) \_\_\_\_\_ (what / you / do)?

Mr Astro: I'm a teacher.

Reporter: (2) \_\_\_\_\_ (you / like) your job?

Mr Astro: (3) Yes, \_\_\_\_\_.

Reporter: (4) \_\_\_\_\_ (why / you / think) Lunar School is different?

Mr Astro: A schoolday on planet Earth is about six hours. On the moon the schoolday (5) \_\_\_\_\_ (not finish) at the same time. A lunar day is very long.

Reporter: (6) \_\_\_\_\_ (students / wear) their own clothes?

Mr Astro: (7) No, \_\_\_\_\_. They wear the special Lunar School uniform.

Reporter: (8) \_\_\_\_\_ (the students / enjoy) Lunar School?

Mr Astro: Let's go and ask them ...

\_\_\_\_\_/16

Possessive 's and possessive pronouns

4 Complete the sentences with possessive 's and possessive pronouns.

Take a video tour of our school.

- 1 'This is our classroom. It's \_\_\_\_\_.'
- 2 'And this is my desk. It's \_\_\_\_\_.'
- 3 'Clare sits next to me. That's \_\_\_\_\_ desk.'
- 4 'These are Mr Astro \_\_\_\_\_ books. They're \_\_\_\_\_.'
- 5 'This is the teachers \_\_\_\_\_ room. It's \_\_\_\_\_.'
- 6 'That's my sister \_\_\_\_\_ coat. It's \_\_\_\_\_.'
- 7 'And this video is for you. It's \_\_\_\_\_.'

\_\_\_\_\_/10

Your score: \_\_\_\_/50



SKILLS CHECK

- ✓✓✓ Yes, I can. No problem!
- ✓✓ Yes, I can. But I need a bit of help.
- ✓ Yes, I can. But I need a lot of help.

- I can understand the main ideas when I read. \_\_\_\_\_
- I can listen for specific information. \_\_\_\_\_
- I can understand my learning style. \_\_\_\_\_
- I can describe people. \_\_\_\_\_
- I can use *and*, *or* and *but* when I write. \_\_\_\_\_