

# 1 UNIT

# AN A-Z OF ME



## ULTIMATE BIKING

### IN THE PICTURE My things

»»» Talk about your things

#### WORK WITH WORDS Categories

- 1 a **RECALL** Work in pairs. Write the name of the things in the photos. The words start with the letter (A-Z) on each photo. You have three minutes.  
A - address ...
- b **1.13** Listen and check your answers.
- c Work in pairs. Ask and answer questions about the photos.

What's this in English?    It's a key / an orange.  
They're jeans.

- 2 a Work in pairs. Write the words in Exercise 1a in the best categories.

Animals	Clothes	Food
Games	Home <i>address</i>	People
School	Technology	Transport

- b Compare your answers with the rest of the class.
- c **1.14** Listen and repeat the categories.
- 3 a Work in groups. Add other words to the categories.
- b Make a class list. Which group has the most words for each category?

- 4 **THE MOVING PICTURE** Watch the video. Write the categories in the correct order.

- 5 a **1.15 PRONOUNCE** Listen to the alphabet rap. Repeat the letters.
- b Work in pairs.  
Student A: spell a word from this lesson.  
Student B: write it. Say 'stop' when you know it.

B - I - K ...    Stop! Is it 'bike'?

Yes, that's right. / No. Try again!



# MY THINGS

## WRITE AND SPEAK

6 Work in pairs. Write your favourite word for each category in Exercise 2a. Then compare with your partner.

**PHRASE BYTES**

What's your favourite word for animals/clothes?  
 My word's ...  
 What's your word?  
 How do you say ... in English?

**GO BEYOND**

Do the Words & Beyond exercise on page 130.

## Read an article from a book

### SPEAK AND READ

1 **Work in pairs. Look at the words in the box. Then answer the questions.**

bus café coffee hotel music radio taxi train

- 1 What are the words in your language?
- 2 Which words are the same or very similar in your language? Circle them.

2 **1.16 Read the start of the article. What's an international word?**

### PHRASE BYTES

What's *bus* in our language?

It's ... / I don't know.

*Café* is the same / very similar in ...

*Train* is different in ...



## WORLD WIDE WORDS FOR KIDS

**International words** are the same or very similar in many different languages. With international words you can talk to people from different countries. Use these international words on holiday or with tourists in your city.

- 1 Take a **taxi** or **metro**. (*Bus* and *train* are similar in some languages, but they aren't international words.)
- 2 Find a **wi-fi** hotspot. Use the **internet** on your **telephone** to check **emails**, listen to the **radio** or watch **music videos**.
- 3 Go to a **café** or a **bar**. Drink **tea** or **coffee**.
- 4 Go to a **restaurant**. Eat a **pizza** with a **salad**.
- 5 Visit a **museum**, go to a **park** or watch a **film** at the **cinema**. Or stay in your **hotel** and watch a **football** match on **television**!



3 **Read the rest of the article. Match sections 1–5 to the categories in the box.**

\_\_\_ Drinks    \_\_\_ Food    \_\_\_ Places    \_\_\_ Technology    \_\_\_ Transport

4 **Read the article again. Which words in Exercise 1 are international words?**

### REACT

5 **Work in pairs. Choose your five favourite international words. Then compare with your partner.**

### GO BEYOND

Read the article again. Make a phrasebook of international words.

**Transport:** taxi, metro

**Technology:** ...

»»» Talk about one or more things

**READ** »»» Grammar in context

1 Read Stella's list of likes and dislikes. Which of your likes and dislikes are the same?



**SOCIAL SCENE**

**LIKES** 👍

- maths classes (We've got a great teacher.)
- the people in my drama group
- an ice cream on a hot day
- old jeans
- the internet

**DISLIKES** 👎

- big cities (They're really noisy!)
- the school bus (It's always full.)
- video games (boring! 😞)
- sunglasses
- school lunches

**STUDY**

2 Complete the table with nouns from Exercise 1.

Plural nouns	
game > _____	
box > <u>boxes</u>	class > _____
_____ > <u>buses</u>	lunch > _____
key > <u>keys</u>	city > _____
man > <u>men</u>	person > _____
woman > <u>women</u>	jeans > _____

See GRAMMAR DATABASE, page 120.

3 Complete with words from Exercise 1.

**a/an, the**

We've got a great maths teacher.  
 I like an \_\_\_\_\_ on a hot day.  
 The \_\_\_\_\_ bus is always full.  
 I like the people in my \_\_\_\_\_.  
 The Old \_\_\_\_\_ are my favourite clothes.  
 I don't like the \_\_\_\_\_ games.

See GRAMMAR DATABASE, page 120.

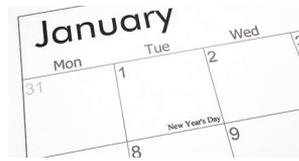
**PRACTISE**

4 Write the singular nouns.

singular	plural
1 <u>category</u>	categories
2 _____	videos
3 _____	matches
4 _____	phones
5 _____	Xboxes
6 _____	women

5 Write the things in the photos.

apple day glass man sandwich story



1 three days 2 \_\_\_\_\_



3 \_\_\_\_\_ 4 \_\_\_\_\_



5 \_\_\_\_\_ 6 \_\_\_\_\_

6 Choose the correct options in the profile.

I'm from Washington. It's (1) a / the capital city of the USA. It's (2) a / the very big city. I love (3) the / - dinosaurs and I've got (4) a / the big poster of a T-rex in my room. I like (5) the / - video games too. I've got (6) a / an Xbox and (7) a / an PlayStation. My favourite sport is basketball. I play for (8) a / the school basketball team.

**PROFILE** »»»

7 Complete the sentences with a/an, the or -.

**ALL ABOUT ME!**

- I like \_\_\_\_\_ apples.
- I don't like \_\_\_\_\_ colour orange.
- I take \_\_\_\_\_ taxi to school.
- I love \_\_\_\_\_ internet.
- I've got \_\_\_\_\_ old phone.
- I don't like \_\_\_\_\_ pizzas.

**WRITE AND SPEAK**

8 a Write five sentences about you, three true and two false.

I'm ... I've got ...  
 My favourite ... I like / don't like ...

b Work in pairs. Say your sentences. Your partner says 'true' or 'false'.

# LISTENING AND VOCABULARY It's a small world!

Listen to a description of where things are from

## WORK WITH WORDS Countries and nationalities

1 a **1.17** Work in pairs. Write the correct numbers in the table. Then listen and check.



Number	Country	Nationality
	Brazil	Brazilian
	Germany	Germ.....
	Italy	Ital.....
	Japan	Japan.....
	South Africa	South Africa.....
	Turkey	Turk.....

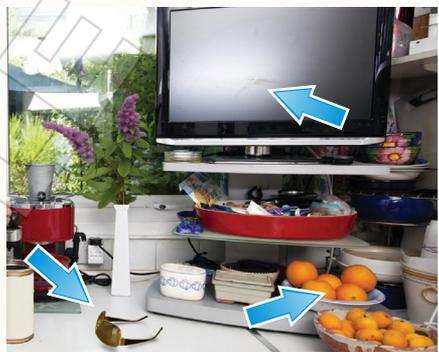
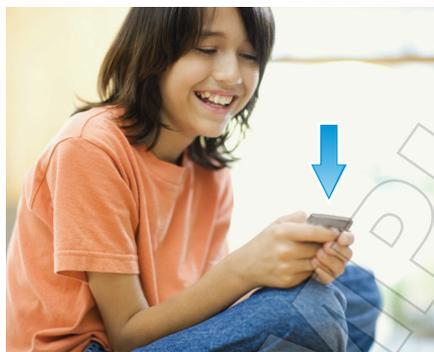


b **1.18** Try and complete the nationalities. Add *-an*, *-ese*, *-ian*, *-n* or *-ish* to the words. Listen and check. Then listen and repeat.

2 Work in pairs. Think of something famous for each country. Then make a class list.

## SPEAK AND LISTEN

3 a Work in pairs. Guess where Stefan's things are from. Use countries from Exercise 1.



b **1.19** Stefan is talking about where his things are from. Listen and check your ideas.

4 **1.19** Listen again and choose the correct answer.

- Stefan's from ...  
 A the UK.    B Italy.    C Turkey.
- Stefan says 'It's a small world' because his things are all from ...  
 A the same part of the world.  
 B different parts of the world.  
 C very far away.
- Where's Stefan's friend Ron?  
 A in London    B in Tokyo    C in New York

## REACT

5 **1.20** Work in pairs. Say where your things are from.

### LISTENING TIP

Before you listen, think: 'What do I know about this topic?' Use your answer to help you understand.

### PHRASE BYTES

My jeans/sunglasses are from ...  
 Where's your T-shirt/bag from?  
 What's on the label?  
 It says ... on the label.  
 I don't know.

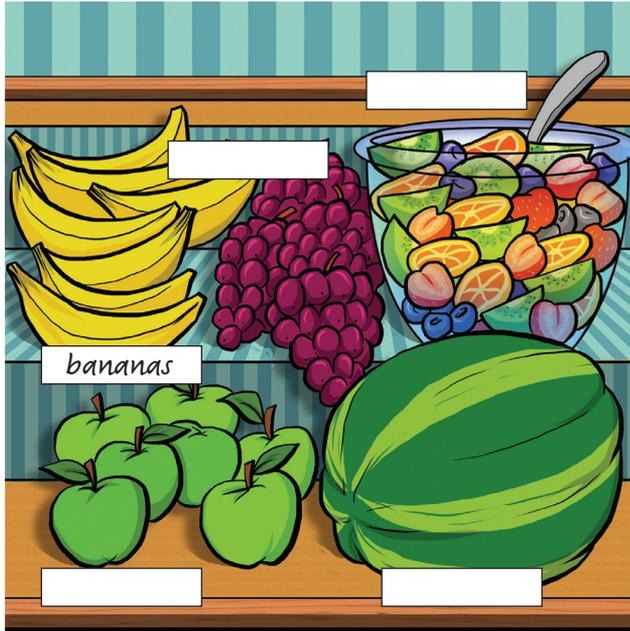
### GO BEYOND

Do the Words & Beyond exercise on page 130.

»»» Talk about the things around you

READ AND LISTEN »»» Grammar in context

1 **1.20** Read and listen to the conversation. Write the names of the fruit.



**Zoe:** We need to buy fruit for lunch.  
**Anya:** OK. What about those bananas?  
**Zoe:** I don't like bananas. But these apples are nice.  
**Anya:** They're very green. What's the name of those red things?  
**Zoe:** Those are grapes. They aren't my favourite fruit.  
**Anya:** And what's this?  
**Zoe:** It's a watermelon. But look at that fruit salad. That's got lots of different fruit in it.  
**Anya:** Yes. Let's buy fruit salad.

STUDY

2 Complete the table with words from Exercise 1.

This/that, these/those	
Here	There
Singular <i>What's this?</i>	Singular <i>Look at that</i> _____ .
Plural <i>These</i> <u>apples</u> <i>are nice.</i>	Plural <i>Those are</i> _____ .
See GRAMMAR DATABASE, page 120.	

PRACTISE

3 Complete the sentences with *this, that, these* and *those*.



- I like those T-shirts.
- That blue T-shirt's nice.
- What about those sunglasses?
- I don't like that bag.
- Those jeans are cool.
- Do you like that football shirt?

4 Complete the conversation with *this, that, these* and *those*.



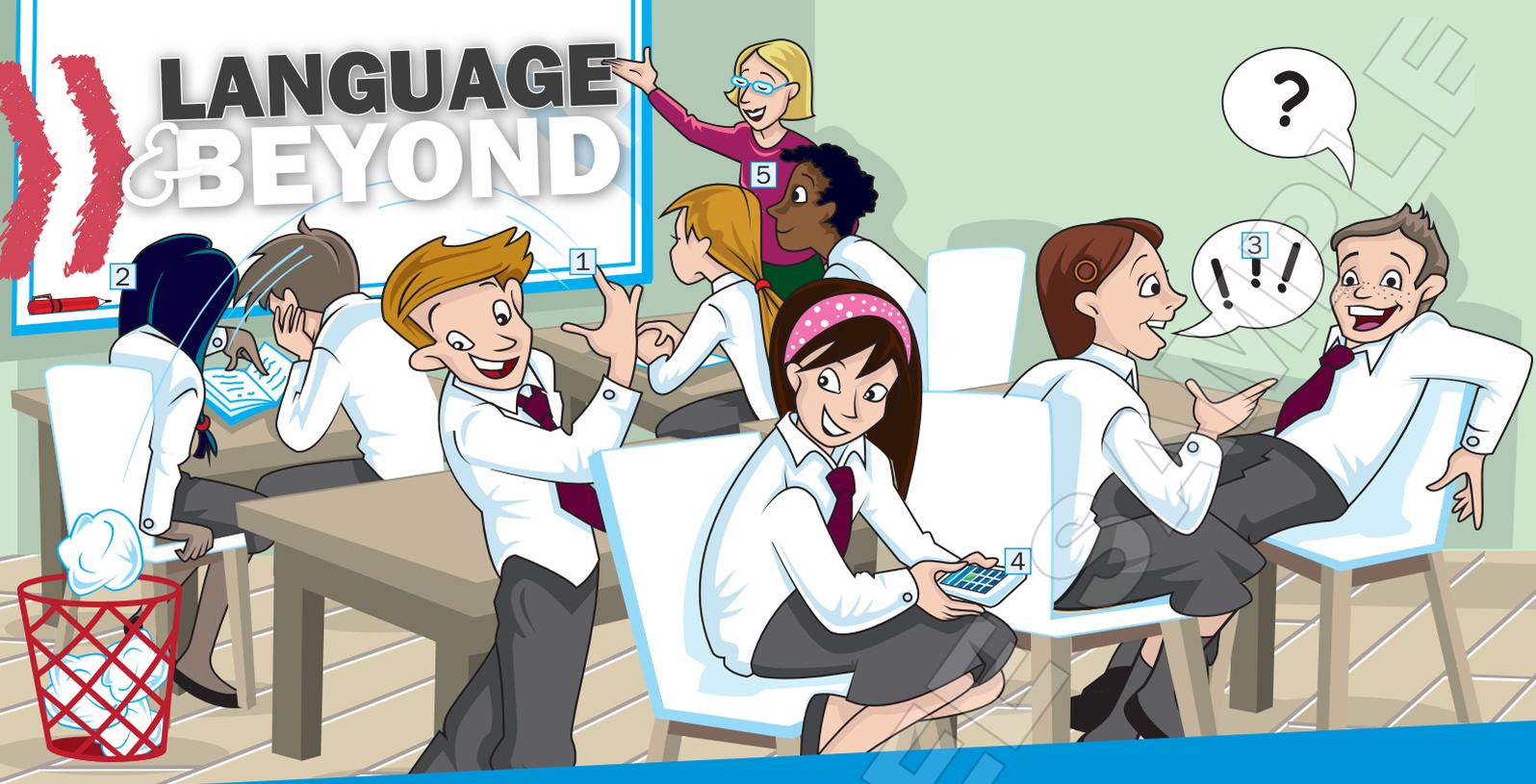
**Zoe:** Wow! Look at this stall.  
**Anya:** Yes! I love (1) those . What are they called?  
**Zoe:** Postcards. And (2) \_\_\_\_\_'s a really old tennis racket!  
**Anya:** What's (3) \_\_\_\_\_ in English?  
**Zoe:** It's a bowl.  
**Anya:** It's nice. And what are (4) \_\_\_\_\_ ?  
**Zoe:** They're sports cards. And (5) \_\_\_\_\_ is an album for the cards.

SPEAK

5 Work in pairs. Put your things on your desk. Ask and answer questions about them.

- What's this? / It's my ...
- They're my ... / What are those?
- What's that?

# LANGUAGE & BEYOND



## Be a good classmate

### SPEAK AND READ

- 1 a Work in pairs. Match the situations (1–5) in the picture to the descriptions (a–f).
- b Do you do these things in class? Write *never* (0%), *sometimes* (50%) or *always* (100%). Then compare your answers with the rest of your class.

- a be noisy \_\_\_\_\_  
 b help classmates \_\_\_\_\_  
 c listen to the teacher \_\_\_\_\_  
 d throw rubbish in the bin \_\_\_\_\_  
 e use a phone \_\_\_\_\_  
 f be quiet \_\_\_\_\_

### DO

- 2 a Work in pairs. Write the things in Exercise 1a in the correct column. Can you add more things?

It's good to ... in class. | It's bad to ... in class.

- b Why are the things good or bad? Complete the sentences. Use your own words or the words in the box.

- You can/can't ...
- The teacher can/can't ...
- Other students can/can't ...
- The classroom is/isn't ...

hear other students  
 hear the teacher clean and tidy  
 understand the lesson

### PHRASE BYTES

I'm / I'm not ...  
 It's important because ...  
 We need to ... more.

### REFLECT

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

- Are you a good classmate?
- Why is it important to be a good classmate?
- What can you change in your class?

### EXTEND

- 4 Work in groups. Choose a situation: with your friends or at home. Write two good things and two bad things for your situation.

It's good/bad to ...

### REFLECTION POINT

If you're a good classmate, you respect the teacher and other students. When you're a good classmate, all the students in the class can learn.

**>>> Describe things**

**SPEAK**

**1 Work in pairs. Match the adjectives to their opposites.**

- 1 big            a new
- 2 old            b horrible
- 3 quiet         c small
- 4 nice           d noisy

**WATCH OR LISTEN**

**2** **1.21** Watch or listen to the scenes. What things do the people describe?



**1**  
**Becca:** I can't find my ...  
**Kent:** What colour is it?  
**Becca:** It's black and it's really (1) .....  
**Kent:** Is that it on the chair?  
**Becca:** Yes, that's it.



**2**  
**Jiya:** Do you like Zac's ... ? They're (2) .....  
**Becca:** I know. They're Italian. They're very (3) .....  
**Jiya:** I think they're (4) .....



**3**  
**Zac:** What's your ... like?  
**Jiya:** It's OK, but the neighbours are really (5) .....  
**Zac:** What about your room? Is it (6) .....?  
**Jiya:** No, my room's very (7) .....

**3** **1.21** Complete the conversations with the adjectives in Exercise 1. Then watch or listen again and check.

**4** **1.22** Listen and repeat the sentences from the conversations.

**ACT**

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

- Choose a conversation from Exercise 2.
- Write a similar conversation about a different thing.
- Practise the conversation.
- Present the conversation to other students. Don't read it.

**PHRASEBOOK** **1.23**

**Ask for a description of something**

- What colour is it?
- What's / What are your ... like?
- Is it big/small ... ?

**Describe something**

- It's black/red ...
- They're Italian/German ...
- They're very/really nice.
- The neighbours are noisy/quiet ...

# WRITING My things

## Write a description of a thing

### SPEAK AND READ

- 1 a Work in pairs. Look at the photos and describe them. Note the adjectives (*big, blue, etc*) you use.
- b Read the descriptions. Do they use the same adjectives?

This is my new bike. It's a mountain bike and it's cool and *really* fast.



This is my favourite T-shirt. That's my name in Japanese on the front (Sara).



This is a great photo of Nele and Leni, the African elephants in my local zoo. Nele's the big one.

- 2 Read the tips in the **HOW TO** box. Then underline other adjectives in the photo descriptions.

#### HOW TO

write a description of a thing

- Use *am/are/is* + adjective: *it's cool*.
- Use adjective + noun: *my favourite T-shirt*.
- Use *really/very* + adjective: *really fast*.

### PRACTISE

- 3 Put the words in order to make sentences.

- 1 phone. / my / is / This / new
- 2 nice / are / sunglasses. / really / These
- 3 of Japanese / This / collection / my / comics. / is
- 4 very / My / fast. / isn't / computer
- 5 really / jeans / are / favourite / old. / My

#### Get it right

Adjectives don't change.

two elephants    two African elephants

### PLAN

- 4 You're going to write descriptions for some pictures. Use the *Writing plan* to help you prepare.

### WRITING PLAN

- 1 **Choose three pictures.**  
Use photos of your things, or draw pictures of them.
- 2 **Describe the things.**  
What colour are they? Are they old/new/big/small?
- 3 **Use adjectives correctly.**  
Read the tips in the **HOW TO** box.

### WRITE AND CHECK

- 5 Write your descriptions. Then check them. Tick (✓) the things in the plan.

### SHARE

- 6 Swap your descriptions with other students. Choose your favourite picture and description.

VOCABULARY Categories

1 Complete the categories.

**YourThings** THE WEBSITE FOR YOU AND YOUR THINGS

1 	2 	<ul style="list-style-type: none"> <li>● HOME</li> <li>● ABOUT</li> <li>● PROFILE</li> <li>● SEARCH</li> <li style="background-color: #008080; color: white; padding: 2px;">YOUR THINGS</li> </ul>
a _____	h _____	
3 	4 	
c _____	p _____	
5 	6 	
f _____	t _____	
7 	8 	
g _____	t _____	

\_\_\_\_\_/8

Countries and nationalities

2 Complete the countries and nationalities.

- 1 Juliana's my Braz \_\_\_\_\_ pen friend. She's from Rio de Janeiro in Braz \_\_\_\_\_.
- 2 These jeans are from Ital \_\_\_\_\_. I love Ital \_\_\_\_\_ fashion.
- 3 My dad's South Afric \_\_\_\_\_, and South Afric \_\_\_\_\_ is my favourite football team.
- 4 I want to go to Turk \_\_\_\_\_. I love Turk \_\_\_\_\_ food!
- 5 I'm Yoshi and I'm Jap \_\_\_\_\_. I'm from Osaka in the south of Jap \_\_\_\_\_.
- 6 Are you from Germ \_\_\_\_\_? I want to practise my Germ \_\_\_\_\_.

\_\_\_\_\_/12

GRAMMAR Plural nouns; a/an, the

This/that, these/those

3 Complete the message with a, an, the, - or the plural of the noun in brackets ( ).



My name's Vasily and I live in (1) \_\_\_\_\_ city in Russia called Gatchina. It isn't one of Russia's famous (2) \_\_\_\_\_ (city), but it's (3) \_\_\_\_\_ interesting place. I love technology and (4) \_\_\_\_\_ computers. (5) \_\_\_\_\_ science teachers at my school are great and I learn a lot in their (6) \_\_\_\_\_ (class). I love (7) \_\_\_\_\_ internet too. I've got (8) \_\_\_\_\_ website with lots of my (9) \_\_\_\_\_ (video) on it.

\_\_\_\_\_/18

4 Complete the description with this, that, these and those.

**YourThings**

'Hi everyone! (1) \_\_\_\_\_ is my room. All my favourite things are in here. (2) \_\_\_\_\_ are my favourite jeans. I love them! (3) \_\_\_\_\_ phone isn't very new, but I still use it. (4) \_\_\_\_\_ sunglasses are from my local market. They're really cool. (5) \_\_\_\_\_'s my games console. And you see (6) \_\_\_\_\_ football? It's got Neymar's signature on it. 😊'



\_\_\_\_\_/12

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 read an article from a book. \_\_\_\_\_
- I can listen to a description of where things are from. \_\_\_\_\_
- I can be a good classmate. \_\_\_\_\_
- I can describe things. \_\_\_\_\_
- I can write a description of a thing. \_\_\_\_\_