

STARTER UNIT

Vocabulary

The classroom

1a SPEAKING Look at the picture. Match the objects (a–o) to some of the words in the box. Check that you understand all the words. Use a dictionary if necessary.

01 Classroom objects

bag • board • board rubber • book • chair • computer • desk • dictionary • door • notebook • pen • pencil • pencil sharpener • poster • rubber • ruler • textbook • window



1b Which words in the box are not in the picture?

1c SPEAKING Make a list of the classroom objects you see in your classroom.

Grammar

Subject pronouns

1a Look at the sentences. How do you say the words in **bold** in your language?

- | | |
|-----------------------------|----------------------------|
| 1 I am a student. | 5 It is a pen. |
| 2 You are a student. | 6 We are friends. |
| 3 He is a boy. | 7 You are happy. |
| 4 She is a girl. | 8 They are sisters. |

1b Complete the sentences with the correct subject pronoun.

- He* is a boy. (Tom)
- are happy. (Bill and Ben)
- are sisters. (Anna and I)
- is my friend. (Amy)
- is big. (the bag)
- are late. (Leo and you)

✓ Check it page 11

Imperatives

2a Look at the pictures and complete the sentences with the words in the box.

come • sit • work • write



1 in pairs.



2 to the board.



3 Don't in your textbook.



4 down.

2b Listen and check your answers.

2c Look at the sentences in 2a and choose the correct alternative to complete the rule.

Imperative sentences *have/don't have* subject pronouns.

✓ Check it page 11



Speaking

The alphabet

- 1a** **03** Listen to the alphabet. What letter is missing? What's the sound?

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				

- 1b** **04** Listen and check your answer.

- 2a** **05** Listen. Why are the letters in different lists?

Grey:	A H J K
Green:	B C D E G P T V
Red:	F L M N S X Z
White:	I Y
Yellow:	O
Blue:	Q U W
Dark blue:	R

- 2b** **05** Listen again and practise saying the lists.

- 3** **06** Listen and write down the two letters you hear each time in the order you hear them.

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

- 4** **07** Listen and write the words the boy spells.

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

- 5** **SPEAKING** Practise the dialogue. Use your own names.

What's your name?

It's Leo.

How do you spell it, please?

It's L - E - O.

Classroom expressions

- 6a** Match the questions (1-3) to the answers (a-c) to make a short dialogue. Then listen and check your answers.

- | | |
|--------------------------------|-------|
| 1 What's this in English? | ..... |
| 2 Can you repeat that, please? | ..... |
| 3 How do you spell that? | ..... |
| a Yes, it's a board. | |
| b B - O - A - R - D | |
| c It's a board. | |

- 6b** **08** Listen and check your answers.

- 6c** Read these answers. What are the questions?

- | | |
|--|-------|
| 1 I'm sorry. I don't know how to spell it. | ..... |
| 2 I'm sorry. I don't know the word in English. | ..... |

- 7** **SPEAKING** Practise the short dialogues with classroom objects and the expressions in 6a and 6c.

What's this in English?

It's a poster.

How do you spell that?

P - O - S - T - E - R

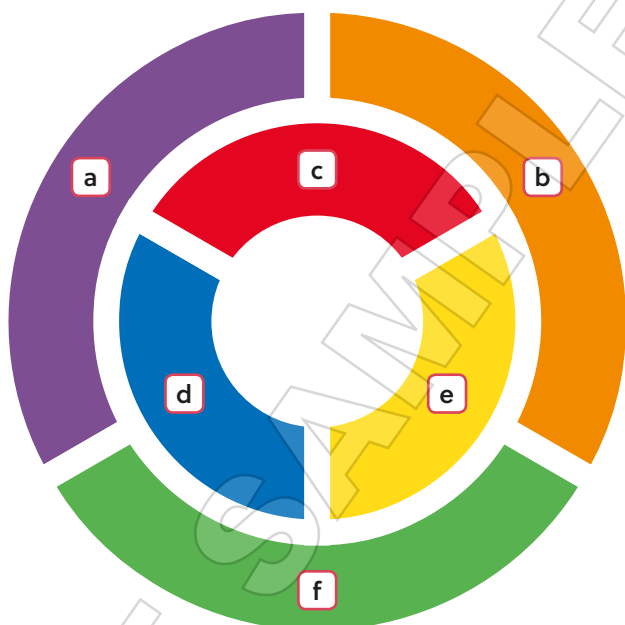


Colours

1a Label the colours a–f with the words in the box. Which of the colours in the box are not in the picture?

09 Colours

black • blue • brown • green • grey • orange • pink • purple • red • white • yellow



1b Complete with the missing colours.

- 1 black + white =
- 2 white + red =
- 3 blue + yellow =
- 4 red + blue =
- 5 yellow + red =
- 6 red + blue + yellow =



The bag is black.

Vocabulary

Numbers – cardinal and ordinal

1a Put the words in the box in order in the correct column. Write the numbers next to them.

eight • eighth • fifth • first • five • four • fourth •
nine • ninth • one • second • seven • seventh • six •
sixth • ten • tenth • third • three • two

Cardinal numbers	Ordinal numbers
one – 1	first – 1 st

1b **10** Listen and check.

2a Match the ordinal numbers to the words in the box.

eleventh • thirteenth • thirtieth • thirty-first •
twelfth • twentieth • twenty-fifth • twenty-first

- | | |
|--------------------------|--------------------------|
| a 11 th | e 21 st |
| b 12 th | f 25 th |
| c 13 th | g 30 th |
| d 20 th | h 31 st |

2b **11** Listen and check.

Days and months

3a Put the words in the box in order in the correct column.

April • August • December • February • Friday •
January • July • June • March • May • Monday •
November • October • Saturday • September •
Sunday • Thursday • Tuesday • Wednesday

Days	Months
Monday	January

3b **12** Listen and check.

4a Write the dates.

- | | | |
|---|---------|------------------------------------|
| 1 | 31 / 01 | <i>the thirty-first of January</i> |
| 2 | 3 / 09 | ..... |
| 3 | 25 / 12 | ..... |
| 4 | 11 / 06 | ..... |
| 5 | 15 / 08 | ..... |
| 6 | 22 / 04 | ..... |

4b **13** Listen and check your answers.

5a **SPEAKING** Look at the calendar. Ask and answer questions about the dates.

January 2022						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

What day is the the 31st of January?

Monday. What day is the 12th of January?

5b Answer the questions.

What is ...

- today's day and date?
It's Thursday the 9th of September.
- yesterday's day and date?
- tomorrow's day and date?

6 Read and answer the question.

Culture exchange

What's the date?

In the UK and the US they write the date differently. In the US the order is first the month and then the day, so 07/02 is July the second. In the UK the order is first the day and then the month so 07/02 is the seventh of February! And in your country?

7 **SPEAKING** Ask and answer these questions.

- When is your birthday this year?
- When is the next holiday?

Telling the time

1 Put the times in the correct order.

five to nine • half past four • nine o'clock •
one o'clock • quarter past three • quarter to seven •
ten past two • ten to eight • twenty to five

- 1 *one o'clock*
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

2 Choose the correct alternative.

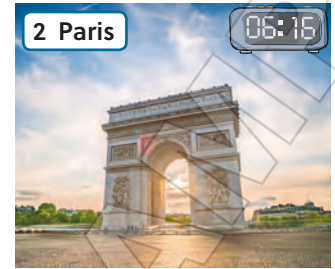
- 1 9.15
It's quarter to nine/quarter past nine.
- 2 6.05
It's five to six/five past six.
- 3 2.45
It's quarter to three/quarter past two.
- 4 12.20
It's twenty past twelve/twenty to twelve.
- 5 8.40
It's twenty to eight/twenty to nine.
- 6 3.10
It's ten past three/ten to three.
- 7 10.25
It's twenty-five to ten/twenty-five past ten.
- 8 7.30
It's half past seven/twenty past seven.

3 Match the times to the pictures.



- 1 ten to four
- 2 half past eleven
- 3 quarter past seven
- 4 quarter to five
- 5 five past eight
- 6 six o'clock

4 SPEAKING Ask and answer about the time in these cities.



What time is it in London?

It's half past one.

5 SPEAKING Take turns to do the task.

Student A: Choose a phone. Say the time and date.

Student B: Say the letter of the phone.



It's quarter to three. It's Tuesday the 3rd of October.

It's c!

6 SPEAKING Draw a phone screen. Take turns to tell your partner a time, day and date. Write the time, day and date your partner says.

Subject pronouns

Singular	I, You, He/She/It
Plural	We, You, They

- We use subject pronouns as the subject of the sentence.

I am a student.

- We can use them to replace names.

He is a boy.

Imperatives

- We use an imperative to tell someone to do something.

Work in pairs.

- Imperatives don't have a subject.

They Work in pairs.

Subject pronouns

- 1 Write the correct subject pronoun.**

- is white. (the board)
- are here. (mum and dad)
- is my brother. (Marco)
- are friends. (Sofia and I)
- is happy (Elena)
- are 13. (Max and you)

/ 6 points

Imperatives

- 2 Look at the ticks (✓) and crosses (×) and choose the correct alternative.**

- Open/Don't open the textbook. ✓
- Close/Don't close the door. ×
- Use/Don't use your dictionary. ✓
- Talk/Don't talk to your partner. ×

/ 4 points

Vocabulary

The classroom

bag • board • board rubber • book • chair • computer • desk • dictionary • door • notebook • pen • pencil • pencil sharpener • poster • rubber • ruler • textbook • window

Colours

black • blue • brown • green • grey • orange • pink • purple • red • white • yellow

Numbers – cardinal

one • two • three • four • five • six • seven • eight • nine • ten • eleven • twelve • thirteen • fourteen • fifteen • sixteen • seventeen • eighteen • nineteen • twenty • twenty-one • thirty • forty • fifty

Numbers – ordinal

first • second • third • fourth • fifth • sixth • seventh • eighth • ninth • tenth • eleventh • twelfth • thirteenth • fourteenth • fifteenth • sixteenth • seventeenth • eighteenth • nineteenth • twentieth • twenty-first • thirtieth • fortieth • fiftieth

Days

Monday • Tuesday • Wednesday • Thursday • Friday • Saturday • Sunday

Months

January • February • March • April • May • June • July • August • September • October • November • December



On-the-Go Practice

Vocabulary test

The classroom

- 1 Find six classroom objects and write them below.**

desk rubber notebook poster computer pencil

-
-
-
-
-
-

/ 6 points

Colours

- 2 Complete the colours with vowels.**

- y ll w
- r ng
- r d
- p rpl
- bl
- gr n

/ 6 points

Days and months

- 3 If Monday is the first day of the week and January the first month of the year, write the ...**

- third day:
- second month:
- twelfth month:
- seventh day:
- sixth day:
- sixth month:
- second day:
- tenth month:

/ 8 points

Total: / 30 points

1



ALL ABOUT ME

Vocabulary in context

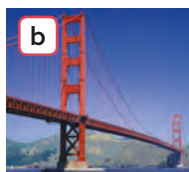
Countries

Nationalities

- 1 **SPEAKING** Look at the photos. Match them to some of the countries in the box.

14 Countries

Argentina • Australia • Brazil • China • Egypt • Germany • Japan • Mexico • Russia • Spain • the UK • the US • Turkey



- 2 **SPEAKING** Look at the photos. Say a letter. What is the country?

Photo b ...

The US!

- 3a Draw and complete a table in your notebook. Match the countries in 1 to these nationalities.

15 Nationalities

American • Argentinian • Australian • Brazilian • British • Chinese • Egyptian • German • Japanese • Mexican • Russian • Spanish • Turkish

Country	Nationality
Argentina	Argentinian

- 3b 16 Listen and check your answers.

- 4 17 Listen to five people talking about where they come from. Choose the correct alternative.

- Lia is Argentinian/Mexican.
- Axel is from Germany/the UK.
- Azra is Russian/Turkish.
- Olivia is Brazilian/American.
- Hisato is Japanese/Chinese.

- 5a Complete the quiz questions with the words in 3a.

WORLD QUIZ

- People from this South American country are (a) and they speak Portuguese. Which country is it?
- He is an (b) singer. His real name is Peter Gene Hernandez. Who is he?
- Sushi and sashimi are popular (c) dishes. Which country are they from?
- If you see **GB** on a car, it's a (d) car. Which country is it?
- Istanbul is a (e) city in two continents – Europe and Asia. Which country is it in?
- An Internet address that ends in .es is (f) Which country is that?
- A *Porsche* is a (g) car. Which country is it from?
- He's a famous (h) footballer. His nickname is 'La Pulga' or 'The Flea'. Who is he?
- Mandarin is a (i) language. There are over 300 languages in this country! Which country is it?

- 5b Now answer the questions in the quiz.

- 5c 18 Listen and check your answers.

Use it ... don't lose it!

- 6 **SPEAKING** Take turns to test each other. Say a country. Your partner says the nationality.

I'm from Japan.

You're Japanese!

I'm from the US.

You're American!

Reach higher → page 142



Reading

1a **SPEAKING** Look at the photos above. Where are the people in the photos?

1b Read the article. Why are these teenagers famous?

THEY AREN'T JUST TEENS. THEY'RE THE FUTURE!



1 Their organisation – Bye Bye Plastic Bags

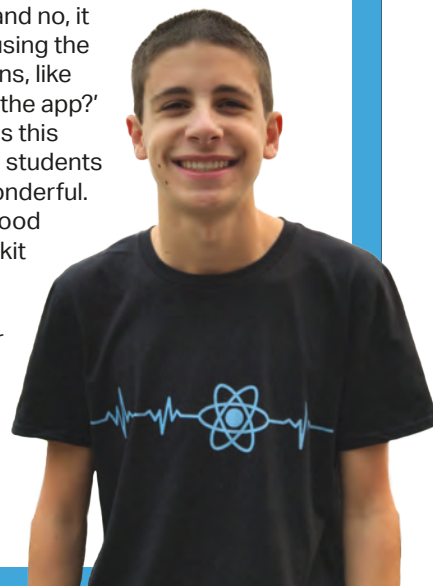
Melati and Isabel Wijsen are sisters, and they are teenagers. They're from Bali, an island in Indonesia. Is it possible for two young girls to help change the world? Yes, it is! These sisters have got their own organisation for young people, Bye Bye Plastic Bags, and they say no to plastic bags.

Every year, the two sisters clean up plastic and rubbish on beaches and streets with volunteers. Over 20,000 people are with them on one clean-up in Bali! The organisation isn't big, but it's in over 25 locations around the world.

Yes, they're young, but they can change things. Say 'no' to plastic bags in your country!

2 His invention – Gimkit

This is Josh Feinsilber. He's from the US and he's the inventor of Gimkit, an online quiz app. It's for teachers and students. The teachers write questions in an online quiz. Then the students answer the quiz questions and get awards. Millions of students in 100 countries now use Gimkit at school and at home. Is it difficult to make an app? Well, yes, it is and no, it isn't! The teachers using the app answer questions, like 'Are you happy with the app?' 'Is this colour ok or is this date ok?' And these students and teachers are wonderful. They've got many good ideas. Then the Gimkit team make small changes in the app. His mum, dad, sister and brother all help him. They're great. Oh, and his dog! He barks at him when he's on the computer for too long!



2 **19** Read the article again. Are these sentences True (T) or False (F)?

- | | |
|---|-------|
| 1 Isabel is Melati's sister. | T / F |
| 2 Bye Bye Plastic Bags is Isabel and Melati's organisation. | T / F |
| 3 A large number of people help them to clean up in Bali. | T / F |
| 4 Their organisation isn't for young people. | T / F |
| 5 Josh is Australian. | T / F |
| 6 Gimkit isn't for teachers. | T / F |
| 7 Schools use Gimkit in different countries. | T / F |
| 8 His family helps him. | T / F |

3 What do the underlined words in the text mean? Guess and then check in your dictionary.

4 **SPEAKING** Answer the questions.

- Which idea is your favourite? Why?
- Are the people in the reading text different from or similar to you and your friends? Why?

5 **Critical thinkers**

In your opinion, are Bye Bye Plastic Bags and Gimkit useful and interesting ideas?

What makes you say that?

Use the text and other information to justify your opinion. Then share your ideas.

to be – affirmative and negative

1a Look at the sentences. Which sentences are affirmative and which are negative?

- | | |
|------------------------|--------------------------------|
| 1 I'm from the US. | 4 We're from Bali. |
| 2 It isn't big. | 5 We aren't just teens. |
| 3 It's in 25 places. | 6 They're great! |

1b Complete the table with the correct form of the verbs.

Affirmative	Negative
1 I from the US.	I'm not from Brazil.
You're American.	You aren't Brazilian.
2 He/She/It American.	5 He/She/It Brazilian.
3 We American.	6 We Brazilian.
4 They American.	They aren't Brazilian.

1c Write the short form of these long forms.

- | | |
|----------------|--------------|
| 1 I am | 6 He is not |
| 2 She is | 7 You are |
| 3 They are not | 8 They are |
| 4 I am not | 9 We are not |
| 5 We are | 10 It is not |

✓ Check it page 22

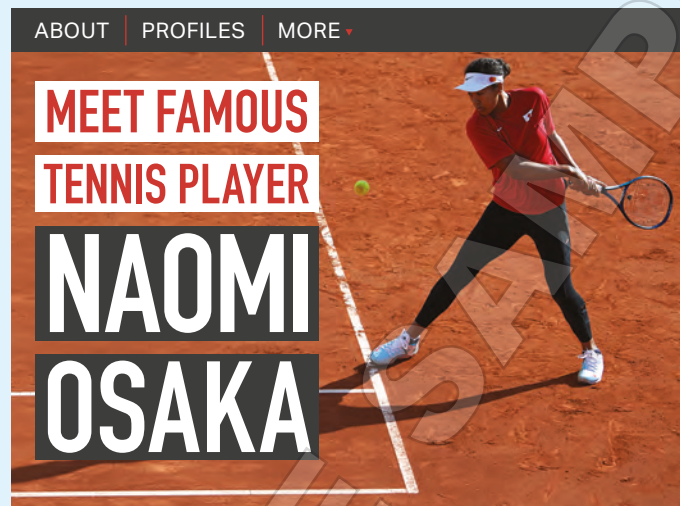
2 Use *am*, *is* or *are* to complete these sentences.

- We *are* Mexican.
- His mother Brazilian.
- They 13 years old.
- I from Canada.
- Her friend 16 years old.
- My name Angela.
- The students at my school great. They help me lots.
- Argentina a big country.

3 Make these sentences true for you.

- I'm from Japan.
I'm not from Japan. I'm from ...
- My teacher is German.
- We're 16 years old.
- Today is Sunday.
- It's half past five now.
- We're in Australia.

4 Complete the gaps with the correct form of *to be* in the affirmative or negative.



Her name (a) *is* Naomi Osaka. She (b) *is* Japanese. She (c) *is* good at tennis. Her mother and father's names (d) *are* Tamaki Osaka and Leonard François. Her mother is Japanese. Her father (e) *is* from Japan, he's from Haiti. Her sister, Mari, (f) *is* a tennis player too. They live in Florida, in the US, but they (g) *are not* from Florida. Her family's got a black and white dog. Its name (h) *is* Panda.

5a Imagine you are Naomi Osaka. Use the information in 4 to complete the sentences.

- | | |
|-----------------------|--------------------|
| 1 I'm ... | 4 My father is ... |
| 2 I'm not ... | 5 My dog is ... |
| 3 My mother isn't ... | |

5b **SPEAKING** Compare your sentences.

to be – questions and short answers

6 Look at the sentences, the questions and the short answers. Choose the correct alternative to complete the rules in a–d.

Affirmative	Question	Short answer
He is American.	Is he American?	Yes, he is.
You are happy.	Are you happy?	Yes, I am.
It is Saturday today.	Is it Saturday today?	No, it isn't!
They are Chinese.	Are they Chinese?	No, they aren't.

- In an affirmative sentence, the **verb to be** comes *before/after* the subject.
- In a question, the **verb to be** comes *before/after* the subject.
- In a Yes short answer, we always use the *long/short* form of the **verb to be**.
- In a No short answer, we use the *long/short* form of the **verb to be**.

✓ Check it page 22

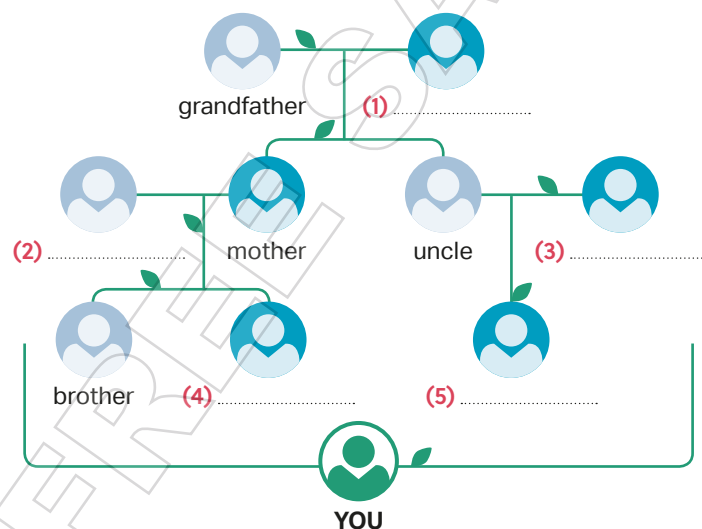
Vocabulary

The family

1 Complete the family tree with the words in the box. Check that you understand all the words. Use a dictionary if necessary.

21 The family

aunt • brother • cousin • daughter • father • grandchildren • grandfather • grandmother • grandparents • husband • mother • nephew • niece • parents • sister • son • uncle • wife



2a Complete the text about Liam's family.



My name's Liam and I've got one little (a) Her name is Sophie and I am her big brother.
My (b) is called Lorna and my (c) is called Matt. My parents are great! Judith and Richard are my (d)
I love them so much. My grandmother is lovely and her husband, my (e), is a lot of fun.
Henry is my (f) His wife, my (g), is called Rose. They are really good to me and Sophie because I'm their only nephew and Sophie is their only (h) They have one child. He's my (i) and he's called Adrian.

2b 22 Listen and check your answers.

Use it ... don't lose it!

3 SPEAKING Write down the names of five people in your family. Exchange your names. Guess who the people are.

Reach higher page 142

7a Put the words in order to make questions.

- | | |
|---|--------------------|
| 1 o'clock? / it / 12 / is | a Yes, I am. |
| 2 brother / your / is / happy? | b No, they aren't. |
| 3 American? / you / are | c No, it isn't. |
| 4 old? / 12 / Katy / years / is | d Yes, he is. |
| 5 parents / at home? / your / are | e Yes, she is. |
| 6 you and your friend / are / tennis players? | f Yes, you are. |
| 7 your birthday / is / in March? | g Yes, it is. |
| 8 I / a good friend? / am | h No, we aren't. |

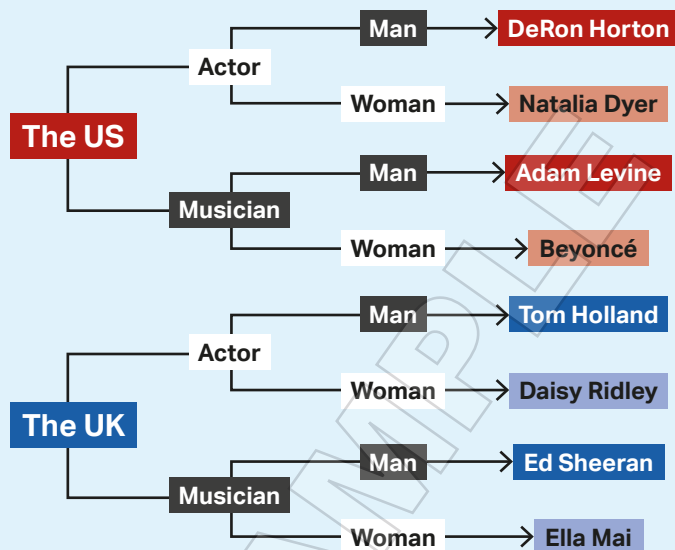
7b Match the questions (1–8) to the short answers (a–h) in 7a.

8a Write the questions for your partner. Use to be.

- | | |
|------------------|--------------------------|
| 1 Monday today? | 5 you Mexican? |
| 2 12 years old? | 6 we in class? |
| 3 in Australia? | 7 your birthday in July? |
| 4 your bag blue? | 8 I a good student? |

8b SPEAKING Use the questions in 8a to interview your partner.

9a 20 Look at the information about famous people. Then listen to and read the dialogue in the guessing game. Who is the person?



- | | |
|------------------------|-----------------------|
| A: Are you American? | A: Are you a woman? |
| B: No, I'm not. | B: Yes, I am. |
| A: Are you a musician? | A: Is your name |
| B: Yes, I am. | B: Yes, it is. |

Use it ... don't lose it!

9b SPEAKING Choose a person from 9a and practise the dialogue.

Are you British?

No, I'm not!

Reach higher page 142



GREAT LEARNERS GREAT THINKERS

PEOPLE AROUND ME

Lesson aim: To think about the importance of family and friends

Video: A family history

SEL Social and emotional learning: Relationship-building

1a Match the words (1–4) to the definitions (a–d).

- | | |
|------------|--|
| 1 generous | a you are good at learning or understanding things |
| 2 clever | b you are good and think about people's feelings |
| 3 kind | c you like being with people |
| 4 friendly | d you give people your time or money |

1b Describe the members of your family. Use words from 1a.

My sister is friendly and clever.

1c What do you know about your family history? Think about:

- parents, grandparents, great-grandparents
- nationalities, cities, jobs

2 **VIDEO** Watch the video and put the events in order.

- | | | | | | |
|--------------------------|---------|---------|-------------------------------------|---------|---------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| A A man is by a river. | | | D Two men are in a big house. | | |
| B A man is in a car. | | | E Two men are in a library. | | |
| C A man is with a child. | | | F A man and a woman are at a table. | | |

3 **VIDEO** Watch the video again. Choose the correct alternative.

- 1 Danny is a football player/an actor.
- 2 Danny is from London/Liverpool.
- 3 Danny has one child/two children.
- 4 Lord Tollemache is Danny's distant uncle/cousin.
- 5 At the end of the video Danny is sad/happy.

4 **SEL** Read these three teenagers' ideas about family and friends. Do you agree or disagree? Why?



a My family is very important to me. I love my grandparents, my parents, my brothers and sisters, and my cousins. My family are everything to me.

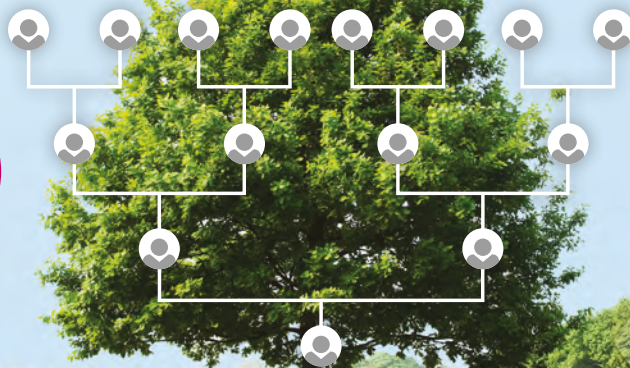


b I talk to my friends about my problems, not to my family. My friends help me. They know me and understand me very well.



c I think it's important to talk to your family and to have good friends. My family always help me and my friends are always fun. I like to be with my family and with my friends.





GREAT THINKERS



CSI: Colour-Symbol-Image

5 SPEAKING Follow the instructions.

- 1 Think about the ideas in the text in 4. Now think of a **colour** that you think represents the main idea(s) from the text.
- 2 Create a **symbol** that represents the main idea(s).
- 3 Now create an **image** that represents the main idea(s).
- 4 Exchange your colour, symbol and image with other students. Are they similar or different?

6 SPEAKING Put these qualities in order of importance for you (1 = very important, 5 = not important). Compare your list with a partner.

clever • friendly • generous • happy • kind

GREAT LEARNERS



Great learners justify their opinions.

When you have discussions with your family and friends, give reasons for your opinions. Why is it important?

Learner profile  page 150

1 SPEAKING Ask and answer the questions.



- Look at the photo. Is the family big or small?
- SPEAKING** Use family words to describe the photo.

✓ Exam tip

Why is it a good idea to look at the pictures before you listen?

2 Listen to a radio programme about the Briggs family. Complete the sentences. Write one word or a number in each gap.

- They are an *American* family.
- Jeane is the of the children.
- The Briggs have got children in total.
- They've got adopted children.
- The adopted children are from different countries, like and Bulgaria.
- Their house has got a big
- Only children live in their home.

3 Listen again and check your answers.

4 Critical thinkers

In your opinion, is your ideal family a big family or a small family?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Flipped classroom video

Watch the Grammar Presentation video



have got

1a Read the sentences. Which are in the affirmative, negative, question or short answer form?

- She's **got** her own house.
- Have** they **got** a bus?
- No, they **haven't**!
- I **haven't got** any brothers or sisters.

1b Now complete the table.

Affirmative

I/You/We/They + 've **got** a small family.

He/She/It + (1) brown eyes.

Negative

I/You/We/They + (2) a small family.

He/she/it + **hasn't got** brown eyes.

Question form

(3) I/you/we/they **got** a small family?

(4) he/she/it **got** brown eyes?

Short answers

Yes, I/you/we/they (5)

No, I/you/we/they (6)

Yes, he/she/it (7)

No, he/she/it (8)

1c Write the long forms for the contractions.

- 've got
- 's got
- hasn't got
- haven't got

✓ Check it page 22

2a Put the words in order to make questions.

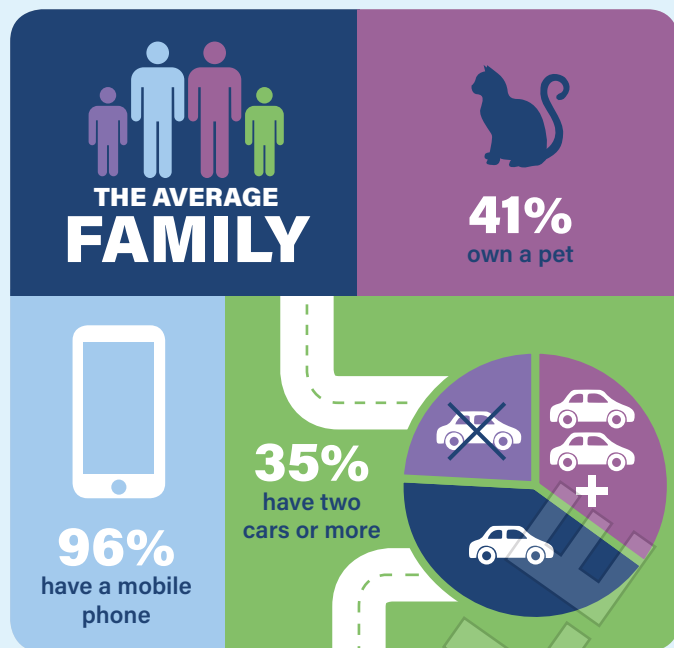
- three / got / Have / brothers / you
Have you got three brothers
- bag / a / in / you / got / Have / your / pencil
.....?
- got / cat / you / a / Have
.....?
- phone / your / Has / got / a / grandfather
.....?
- families / your / got / friends / big / Have
.....?

2b SPEAKING Use the questions in 2a to interview your partner.

3 Complete the sentences with *have/haven't* or *has/hasn't*. Look at the words in brackets. Correct the negative sentences.

- Katy *hasn't got* two cats. X (one)
She's got one cat.
- Alex a blue pencil. X (red)
- Katy and Alex a schoolbag. ✓
- He a pen. X (pencil)
- He a calculator. X (ruler)
- She a blue pencil. ✓
- They a computer. X (textbook)
- She a yellow notebook. X (blue)

4 Read the text about families in the UK. Complete the text with the correct forms of *to be* and *have got*.



Culture exchange

The UK family in the 21st century

Many people live in the UK. It (a) 66 million people. 19.2 million families live there. Usually, a family (b) two children.

The roads in the UK are busy, too. About one home in four (c) a car, but 35% (d) two cars or more.

The British love animals. 41% of homes (e) a pet. Dogs and cats are very popular pets – 23% of homes have dogs and 16% of homes have cats.

But British people also love their mobile phones! 96% of homes (f) a mobile phone.

Collaborative Project 1 page 37

Possessive adjectives

5a Look at the words in bold in the sentences and complete the table.

- I love **my** big family.
- She teaches **her** children at home.
- His** brothers and sisters are fun.
- It's time for **our** special programme.
- Their** son is 12 years old.

Subject pronoun	Possessive adjective
I	(1)
You	Your
She	(2)
He	(3)
It	Its
We	(4)
They	(5)

✓ Check it page 22

5b Complete the sentences (1–4) below with possessive adjectives. Then match the pictures to the sentences.

a



b



c



d



- I'm Alex. This is *my* cat. name is Lucky.
- names are Victor and Chloe. She is little sister. bag is red.
- 'Are they brothers?' 'Yes, names are Jack and Tim.'
- name's Ada. This is brother. name's Fred. bag is green.

Use it ... don't lose it!

6 Write questions about yourself so these short answers are true for you.

- | | |
|----------------|---------------------|
| 1 Yes, I am. | 4 Yes, it is. |
| 2 Yes, I have. | 5 No, it isn't. |
| 3 No, I'm not. | 6 No, they haven't. |

7 **SPEAKING** Now use your questions to interview your partner.

Reach higher page 142

Developing speaking

Personal questions 1

1a  **SPEAKING** Where are the people in the photo?



1b  **24** Listen to a conversation between a teacher and a new student. Check your guesses in 1a.

2a Complete the dialogue.

What's your name?

1 Tomás.

What's your surname?

2 Silva.

How do you spell that?

3 It's

How old are you?

4 13 years old.

Where are you from?

5 I'm I'm Portuguese.

Have you got any brothers or sisters?

6 Yes, one brother and one sister.

What are your hobbies?

7 I like I love football and volleyball.

2b  **24** Listen again and check your answers.

2c  **SPEAKING** Take turns to practise the dialogue in 2a.

3 Match the questions to the answers.

1 What's your name?

2 What's your surname?

3 How do you spell that?

4 How old are you?

5 Where are you from?

6 Have you got any brothers or sisters?

7 What are your hobbies?

a I'm from Mexico.

b I'm interested in video games.

c Yes, I've got one sister.

d I'm 12.

e My name's Ana.

f That's H-E-R-N-Á-N-D-E-Z.

g My surname's Hernández.

 **Exam tip**


Why is it important to know the alphabet in English when you answer personal questions?

4a  **24** Listen to the dialogue in 2a again and complete the questions in the Speaking bank.


Speaking bank

Useful questions to ask for personal information

- What's your (a)
- What's your (b)
- (c) you spell that?
- How (d) are you?
- Where are you (e)
- Have you got any (f)
- What are your (g)

4b  **SPEAKING** Use the questions in the Speaking bank to interview your partner.

Practice makes perfect

5a  **SPEAKING** Do this role-play. Use the questions in the Speaking bank to help you.

Student A: You're a new student. It's your first day at school. Your teacher asks you questions. Turn to page 157.

Student B: You're a teacher. You've got a new student in your class. It's their first day at school. Ask questions. Use the Speaking bank to help you. Turn to page 158.

5b Now change roles.

Student A: Now you are the teacher.

Student B: Now you are the new student.

5c  **SPEAKING** Act out your dialogue for the class.

A personal profile

1a Read the personal profile.

Timeline ▾ About Friends Photos More ▾

Personal Profile


My name's Gabriela Cruz. I'm 12 years old. I'm Mexican. I'm from Mexico City. My birthday is in January.

My father is called Juan. He's from Mexico and my mother's from Spain, her name's Sofia. I've got two brothers and a sister. Their names are Diego, Andres and Xenia. We've got a dog called Antonela but we call her Nela.

I'm really into music and films. I've got a big collection of songs online. My favourite singer is Shawn Mendes.



1b Complete the fact file with information from the profile.


Fact File

Name:	
Surname:	
Age:	
Nationality:	
Family – parents:	
Family – brothers/sisters:	
Pets:	
Hobbies:	

2 Look at the Writing bank below and Gabriela's profile in 1a. Does she follow the advice in the Writing bank?

Writing bank

Organising information

- Use paragraphs to group related ideas.
- Use the pronouns *I, you, he, she, it, they* for people, places or things so names are not repeated.


3 Read this personal profile and put the sentences in order from 1–10. Use the ideas in the Writing bank to help you.

- I've got a little brother. His name is Oliver but we call him Olly.
- I'm from the UK. I live in Herne Bay.
- My mother's name is Alison.
- My name's Ben Williams. I'm 12 years old.
- My hobbies are football and swimming. My favourite football team is Manchester United.
- My father is called Joseph and he's British.
- He's five years old.
- I've got a big dog.
- She's Australian.
- Its name is Max.

4 Complete the profile with the correct subject pronouns and possessive adjectives.

- (a) name's Lena Dubois.
 (b) am French. (c) 'm 13 years old. (d) birthday is in June. (e) parents are French, too.
 (f) names are Marion and Alain. I've got one brother. (g) name's Chris.
 (h) 's got two cats. (i) names are Bella and Chloe. (j) 're cute.

5 Complete the fact file with information about yourself.


Fact File

Name:	
Surname:	
Age:	
Nationality:	
Family – parents:	
Family – brothers/sisters:	
Pets:	
Hobbies:	

Practice makes perfect

6a Write your personal profile. Use the information in your fact file in 5. Use the model and the Writing bank to help you.

6b When you finish, use the Writing checklist on page 149 to check it.

Grammar reference

to be

Affirmative	I'm (am) Alex. You're (are) British. He/She/It's (is) American. We're (are) from Bali. They're (are) 13.
Negative	I'm not (am not) Amelia. You aren't (are not) American. He/She/It isn't (is not) Spanish. We aren't (are not) Australian. They aren't (are not) 15.

Question form	Am I American? Are you happy? Is he/she/it from China? Are we Australian? Are they Mexican?
Short answers	Yes, I am./No, I'm not. Yes, you are./No, you aren't. Yes, he/she/it is./No, he/she/it isn't. Yes, we are./No, we aren't. Yes, they are./No, they aren't.

- We use *to be* to describe a person's nationality, age, appearance, etc.
She is American.
- We do not use contractions ('m, 're, 's, etc.) in affirmative short answers.
Yes, I am.

have got

Affirmative	I've got (have got) a brother. You've got (have got) a sister. He/She/It's got (has got) a dog. We've got (have got) a house. They've got (have got) children.
Negative	I haven't got (have not got) a phone. You haven't got (have not got) a sister. He/She/It hasn't got (has not got) a pen. We haven't got (have not got) our books. They haven't got (have not got) a calculator.

Question form	Have I got your book? Have you got a phone? Has he/she/it got a dog? Have we got our books? Have they got brothers?
Short answers	Yes, I have./No, I haven't. Yes, you have./No, you haven't. Yes, he/she/it has./No, he/she/it hasn't. Yes, we have./No, we haven't. Yes, they have./No, they haven't.

- We use *have got* to talk about the things we possess.

Possessive adjectives

Singular	Plural
my	our
your	your
his/her/its	their

My name is Alex.
Is this your bag?
Their mother is Japanese.

Vocabulary

1 Countries

Argentina • Australia • Brazil • China • Egypt • Germany • Japan • Mexico • Russia • Spain • the UK • the US • Turkey

2 Nationalities

American • Argentinian • Australian • Brazilian • British • Chinese • Egyptian • German • Japanese • Mexican • Russian • Spanish • Turkish

3 The family

aunt • brother • cousin • daughter • father • grandchildren • grandfather • grandmother • grandparents • husband • mother • nephew • niece • parents • sister • son • uncle • wife

Grammar test

to be

1 Complete the dialogue with the correct form of the verb **to be**.

Jane: (a) you from Argentina?

Gabriel: No, I (b)

Jane: Oh! (c) you and your sister from Brazil?

Gabriel: Yes, we (d) from Rio de Janeiro.

Jane: (e) Rio de Janeiro the capital city?

Gabriel: No, it (f) The capital (g) Brasilia.

/ 7 points

have got

2 Choose the correct alternative.

1 I has/have got a phone.

2 Alice and Mark has/have got a dog.

3 We hasn't/haven't got our phones here.

4 Has Tom/Have Tom got a brother?
Yes, he has/have!

5 Has Mary and Harry/Have Mary and Harry
got cousins? No, they hasn't/haven't!

/ 7 points

Possessive adjectives

3 Complete the sentences with the correct possessive adjectives.

1 I've got a brother. name is Paul.

2 I've got a cat. cat is black.

3 Charlie and Clare have got a dog.
..... name is Rufus.

4 We learn English at school.
teacher is Sarah.

5 May's got a brother and a sister.
..... brother is 10 years old and
..... sister is 15.

/ 6 points

Vocabulary test

Countries

1 Write the correct country in the box for each capital city.

Argentina • Australia • Brazil • Egypt •
Germany • Japan

1 Buenos Aires

2 Cairo

3 Berlin

4 Tokyo

5 Rio de Janeiro

6 Sydney

/ 6 points

Nationalities

2 Write the nationalities

1 She's from Brazil. She's

2 They're from the UK. They're

3 He's from the US. He's

4 We're from Mexico. We're

5 I'm from China. I'm

6 You're from Spain. You're

7 They're from Turkey. They're

/ 7 points

The family

3 Complete these sentences with the correct word.

1 My father's brother is my

2 My mother's mother is my

3 My father's father is my

4 My mother's daughter is my

5 My sister's daughter is my

6 My mother's sister is my

7 My brother is my father's

/ 7 points

Total:

/ 40 points

2

MY SCHOOL DAY

Vocabulary in context

School subjects

Everyday objects

1a **SPEAKING** Look at the icons. Match the school subjects (a–l) to the words in the box.

25 School subjects

art • computer science • DT (design and technology) • drama • English • French • geography • history • maths • music • PE (physical education) • science



1b **26** Listen and check your answers.

2a Complete the table with some of the words in 1a.

Subjects you like	Subjects you're good at

2b **SPEAKING** Compare your answers. Are they similar?

I like maths. But I'm good at history.

3 **SPEAKING** Which of these objects have you got in your schoolbag? Check that you understand all the words. Use a dictionary if necessary.

27 Everyday objects

calculator • earphones • folder • glasses • laptop • marker pens • pencil case • phone • snack • trainers • water bottle

4a Complete the quiz with the words in 3.

What's in your schoolbag?

- The digital pocket is originally from Japan. It's ... years old.
a) 50 b) 100 c) 150
- They are eyeglasses in the US and in the UK. They're originally from Italy. They're ... years old.
a) 50 b) 200 c) over 700
- I keep my pens here. Some people think the is from China. It's over ... years old.
a) 100 b) 200 c) 500
- The mobile (without Internet!) is from the US. It's over ... years old.
a) 100 b) 50 c) 30
- The name comes from 'training shoes'. They're called sneakers in the US. They are over ... years old.
a) 100 b) 50 c) 20

4b **SPEAKING** Now do the quiz in 4a.

5 **28** Listen to these students. Match the students to the things they have got in their bags and the school subjects.

- | | | |
|---|----------|-----------|
| 1 | a laptop | science |
| 2 | trainers | maths |
| 3 | a phone | geography |
| 4 | folders | English |
| | | PE |
| | | French |

Use it ... don't lose it!

6 **SPEAKING** Answer the question.

Which objects are in your bag on Monday?

On Monday, I've got my maths textbook, my laptop ...

Reach higher

page 142



1 Sander – Agora School, the Netherlands

2 Maribel – THINK Global School

3 Emma – Urban Academy Lab, New York

Reading

- 1 **SPEAKING** Look at the photos of students from different countries. Read the text quickly. Are these schools different from your school?

SCHOOLS WITH A DIFFERENCE

A AGORA SCHOOL, ROERMOND, THE NETHERLANDS

Many schools have got classrooms and tests, but not mine. At Agora, we have open areas and meeting rooms. I choose what I want to learn each day. In the morning, I show the class my plan for the day and they show me theirs. My project today is to build a table and I learn maths to help me. My classmate's project is to learn about horses and another student wants to learn Spanish. We do our projects, then there's lunch and quiet reading or thinking time. Then we do our projects again. In Agora, the teachers are like coaches, they guide our work and help us look for solutions. I get help from other students or their families, too. I also search for information on my laptop or phone.

B THINK GLOBAL

My school, THINK Global, is a travelling secondary school. My friends at school are from all over the world. I bring my culture and they bring theirs. We live in four countries each year. So, one year we go to countries like China, Panama or Greece and the next year to India, Japan or Spain. We learn languages and eat and cook food from these different countries and we also work on our teachers' projects about the place. We study biology in a river, music in a recording studio, and history in a museum. Then we do our own project in each country and we give a presentation to local experts.

C URBAN ACADEMY LAB, NEW YORK, THE US

At my school, Urban Academy Lab, we've got classes with students of different ages. We choose the classes we want to do from a course catalogue. So, one day, I do an English writing class and my classmate does art. Then I change and do science and she does music. I do my subjects and she does hers. Sometimes, I choose courses of my favourite subjects and sometimes it's a subject I need help with. Our classes start with discussions. The teachers guide the discussions and help us find our own answers. We have no tests. We show what we know during the class and in our assignments. On Wednesday afternoons, we work in our local community. Some students work at art galleries and some students at museums, schools or hospitals.

- 2 Read the text about three different schools again. Which of the following topics are not mentioned?

School subjects ☐ School timetable ☐
School uniforms ☐ Teachers ☐

✓ Exam tip

To do exercise 2, is it a good idea to read the text quickly or slowly? Why?

- 3 **29** Read the text again. Choose the correct answers.

	Agora	THINK Global	Urban Academy
In which schools do students ...			
1 have projects?	A	B	C
2 not have tests?	A	B	C
3 share their plans with their class?	A	B	C
4 study in other countries?	A	B	C
5 present their work to local people?	A	B	C
6 use their phones?	A	B	C
7 choose their subjects?	A	B	C

- 4 What do the underlined words in the text mean? Guess and then check in your dictionary.

- 5 **SPEAKING** Answer the questions.

- Is your school similar or different to these schools?
- Which is your favourite school out of these three? Why?

- 6 **Critical thinkers**

In your opinion, what's important to learn at school?

What makes you say that?

Use the text and other information to justify your opinion. Then share your ideas.

Possessive 's

1 We use the apostrophe (') to show possession. Look at the sentences (a–c) and then match them to rules (1–3).

- a We work on our **teachers'** projects.
- b I get help from other **people's** families.
- c In **Sander and Emma's** schools, the teachers guide their work.

- 1 We use **'s** after singular names, nouns or plural nouns not ending in -s.
- 2 We add an apostrophe (') after plural nouns ending in -s.
- 3 When we name more than one person, the **'s** goes after the last person.

2 Now match each rule (1–3) in 1 to the sentences below (a–d).

- a Eva and Vicky's mother works at our school.
- b Oliver's favourite school subject is art.
- c Peter's trainers are new.
- d My cousins' teacher is called Mark.


✓ Check it page 34

3 Choose the correct alternative.


- 1 This is my schoolbag and that one is Lucy's/Lucys'.
- 2 They're my sisters/sister's marker pens.
- 3 My brother's/brothers' favourite subject is geography. They both love it!
- 4 This is our grandparent's/grandparents' house.
- 5 My friend's/friends' names are Lucia and David.

4 Look at the people and their possessions. Then complete the sentences.


a Eric




b Aline and Amy




c Mum




d Harry and Emma




e Alex




1




2




3



4



5



- 1 It's Mum's phone
- 2 They're
- 3 It's
- 4 They're
- 5 They're

5 **SPEAKING** Point to an object in the classroom. Whose is it?

It's Ben's water bottle.

Possessive pronouns

6a Look at the sentences (1–3) and then complete the rules (a–b).

The words in blue are possessive **adjectives**.
The words in red are possessive **pronouns**.

- 1 I do **my** subjects and she does **hers**.
- 2 I bring **my** culture and they bring **theirs**.
- 3 Many schools have got classrooms and tests but not **mine**.

- a There *is/isn't* a noun after possessive adjectives.
- b There *is/isn't* a noun after possessive pronouns.

6b Look at the table and complete the possessive pronouns.

Subject	Possessive adjective	Possessive pronoun
I	my school	1
you	your school	yours
he	his school	his
she	her school	2
we	our school	ours
they	their school	3

✓ Check it page 34

7 Rewrite the underlined words using possessive pronouns.

- 1 Is that my calculator? Is that mine?
- 2 Are they our pencil cases? Are they
- 3 Is that Jack's schoolbag? Is that
- 4 Is it Alisha's laptop? Is it
- 5 Are they your marker pens? Are they
- 6 Whose snack is it? Is it my snack? Is it

8 Complete the sentences with the correct form of the possessive pronoun.

- 1 This book is mine. See? This is my name.
- 2 Are these your sister's glasses? Yes, they're
- 3 Please give it back to me. It's It isn't yours!
- 4 This is your laptop. It's
- 5 Whose pencil case is this? I think it's my brother's. Yes, it's
- 6 That isn't our car. is red.
- 7 These books are Jane and Daisy's. They're

Regular and irregular plural nouns

9a Write these plural nouns after their singular form.

boys • children • countries • families • friends • girls • men • people • women

- 1 man →
- 2 woman →
- 3 child →
- 4 person →
- 5 boy →
- 6 girl →
- 7 friend →
- 8 family →
- 9 country →

9b Which plural nouns are regular? Which are irregular?

✓ Check it page 34

10 Complete the text with the plural forms of the nouns in the box.

country • family • party • student

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SCHOOL

traditions

In many (a), students have a big party or dance at the end of their last year of secondary school.

- In the US and the UK, they call it a *Prom*, 'a promenade dance'.
- In Australia, they call these (b) *School Formals*. In Ireland, schools have a *Debutante Ball*, or *debs*, four months after the end of classes.
- In Poland, they have their party 100 days before the final exams. They call it *Studniówka*. All of these parties are formal so (c) wear formal clothes and sometimes their (d) go to the party, too!

Use it ... don't lose it!

11 **SPEAKING** Write a list of school traditions in your country and compare with your partner.

Reach higher → page 142

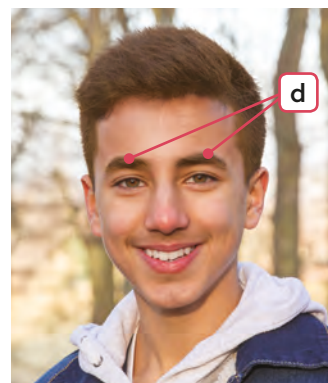
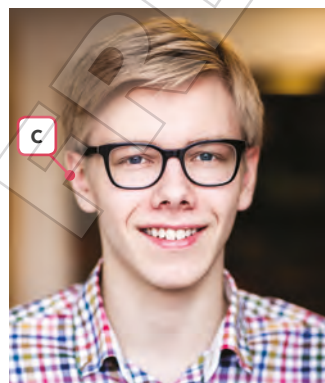
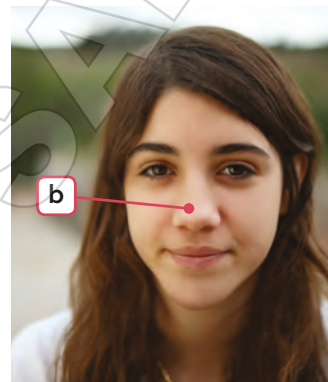
Vocabulary

Describing faces

1 **SPEAKING** Match parts of the face (a–d) to some of the words in the box. Use a dictionary if necessary.

30 Parts of the face

ear • eye • eyebrows • hair • lips • mouth • nose • teeth



2a **SPEAKING** Which of these adjectives describe the parts of the face in 1? Check that you understand the meaning. Use your dictionary if necessary.

31 Adjectives to describe faces

blonde • blue • brown • curly • dark • fair • green • grey • long • red • short • straight • thick • thin

2b Read the description and identify the person in 1.

She's got blonde hair. It's long and curly. Her eyes are green. She's got thin eyebrows and a small nose.

3 **SPEAKING** Choose a photo in 1 and describe it. Who is it?

Use it ... don't lose it!

4 **SPEAKING** Play a game. Take turns to describe one student in your class. Who is it?

She's got brown eyes ...

Reach higher → page 142



GREAT LEARNERS GREAT THINKERS

AWESOME SCHOOLS


Lesson aim: To think about different school systems

Video: Japanese high school life

SEL Social and emotional learning: Appreciating diversity

1 **SPEAKING**  Ask and answer these questions.

- 1 What do you know about Japan? List three things.
- 2 Do you think schools in Japan are similar to or different from your school?

2 **VIDEO**  Watch the video and answer the questions. Tick (✓) Sophie's favourite things in her school in Japan.

- 1 cleaning the classroom ☐
- 2 her bicycle to go to school ☐
- 3 the shoe box for her shoes ☐
- 4 her school uniform ☐
- 5 bentos/packed lunches ☐

3a **VIDEO**  Watch the video again. Are these sentences True (T) or False (F)?

- 1 Sophie is from Germany. T/F
- 2 Sophie's a student at a Japanese high school for one year. T/F
- 3 Sophie has a bicycle to go to school every day. T/F
- 4 Four students have got one shoe box at school. T/F
- 5 Sophie is in the second year of high school. T/F
- 6 Elementary school in Japan is six years. T/F

3b Correct the false sentences in 3a. Watch the video again if necessary.

4 Read the text and answer the questions.

ABOUT FEATURED **ARCHIVED** COMMUNITY

A day in the life of Finnish students

It's five past nine and the students are at the Störmsberg Comprehensive School in Finland. They say 'hello' to their classmates and their teachers. Students call their teachers by their first names. They work hard, but they sit on sofas, too. In the classes, the students are of different ages. They have lessons of 45 minutes. Then, they go out to have a break of 15 minutes, even in winter! Every student eats lunch at school. After lunch they have lessons again. They finish school at one-thirty. They have 30 minutes of homework a day. In the afternoon and evening, they play with their family.

- 1 Where is the school?
- 2 Are the lessons short or long?
- 3 Where is playtime?
- 4 When is playtime?
- 5 Is the school day long?
- 6 Is there a lot of homework?






GREAT THINKERS



The 4 Cs: Connections, Challenges, Concepts, Changes

5 **SPEAKING**  Follow these instructions.

- 1 **Make connections.** Is school life in Japan and in Finland similar to your school life?
- 2 **Challenge.** What ideas or opinions in the video and text do/don't you agree with?
- 3 Which ideas or **concepts** are important to remember?
- 4 Which **changes** are important? What's different?
- 5 Now share your ideas in small groups.

6 **SPEAKING**  Now you know about schools in other countries. Write three things that are similar and three things that are different in your school.

GREAT LEARNERS **SEL**



Great learners value diversity.

In this lesson, you look at different school systems. Why is it important to think about new ideas?

Learner profile  page 150

- 1 SPEAKING** Look at the photos of a school and answer the questions.
- In your opinion, what country are the students from?
 - Is this school similar to your school? Why/Why not?



- 2** Listen to a school radio programme about the differences between school in the UK and the US. Complete the notes with one word, a number or a time.

Sam is (a) 12 years old.

In the UK ...

- school starts at (b)
- classes have got about (c) students.
- the summer holiday is (d) weeks.
- all students wear school (e)
- students take a bus or go by (f)

- 3** Listen again and check your answers.

4 Critical thinkers

In your opinion, is it good to start school early or late?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Flipped classroom video

Watch the Grammar Presentation video



Question words

1a Look at the questions and check you understand the question words in bold.

- How** old are you?
- Where** are you from?
- What** is the difference between school here and in the UK?
- When** is home time?
- Which** subjects are there in the UK?
- How much** homework have you got in the UK?
- How many** students are in a class?
- Why** is your summer holiday short?
- Who** wears a uniform in the UK?
- How** do students go to school?

1b Now complete the rules with the question words in 1a.

We use ...

- what* to ask about things and people.
- to ask about a place.
- to ask about a reason.
- to ask about a person.
- to ask about a quantity.
- to ask about the way we do things.
- to ask about specific things.
- to ask about a date or a time.

Check it page 34

2 Write questions using the words.

- When / your birthday?
When is your birthday?
- What / your favourite subject at school?
.....?
- What colour / your bag?
.....?
- How many people / in your family?
.....?
- What / your favourite hobby?
.....?
- Where / your house?
.....?
- Who / your favourite singer?
.....?

Use it ... don't lose it!

- 3 SPEAKING** Use the questions in 2 to interview your partner.

Reach higher

page 142

this, that, these, those

4a Look at the picture and read the sentences. Match the people in the picture (a–d) to the sentences (1–4).



- This** phone is great.
- That** boy over there is Alex. He's new.
- Look! See **those** two boys with the red schoolbags? They're in my maths class.
- These** girls here are in my English class. The girl with the pink bag is Anna.

4b Complete the rules with the words in bold in 4a.

We use ...

- to talk about a person or a thing near us.
- to talk about a person or a thing far from us.
- to talk about people or things near us.
- to talk about people or things far from us.

✓ Check it page 34

5 Choose the correct alternative.

- Is that/those your laptop on the table?
- Are this/these earphones yours?
- This/These French book is mine.
- I think that/those is Helen's pen.
- Are this/these trainers Ben's?

Articles

6a Match the sentences (1–5) to the rules (a–e).

- I'm **a** new student here.
- I live in **a** small town. **The** town's Visby.
- (–)** Students wear uniforms.
- It's **an** interesting experience!
- The** students there have English and maths.

We use ...

- a** **an** when the next word begins with a vowel (a, e, i, o, u) sound.
- b** **a/an** the first time we talk about something.
- c** **the** to talk about specific things or people.
- d** **the** to talk about something for the second or third time.
- e** no article to talk about something in general.

✓ Check it page 34

6b Look at the sentences and choose the correct alternative.

- We use the/ calculators in maths.
- Matt's got the/a brother.
- The/– students at our school learn Japanese.
- Grace's mum is a/an English teacher.
- There's a photo of Richard in this book but a/the photo's quite old.

7 Read about a school trip. Choose the correct alternative.

ABOUT US NEWS **STUDENTS** PARENTS CONTACT US

School trip, Wednesday, 15th October

Hello everyone. We've got (a) a/an school trip to the People's History Museum in Manchester next week on Wednesday. (b) The/These trip costs £15. Please give (c) the/a money to (d) the/– school secretary. Her name is Mrs Weaver.

(e) The/– bus leaves at nine o'clock and we get back to school at half past four in (f) the/– afternoon. We've got a folder for your work at (g) the/that museum but please bring (h) a/an water bottle and (i) a/an extra snack.

Use it ... don't lose it!

8a Complete the sentences with **a, an, the** or **– (no article)**.

- How long is lesson?
- What do you prefer, art or maths?
- Have we got school trip this year?
- What time is next break?

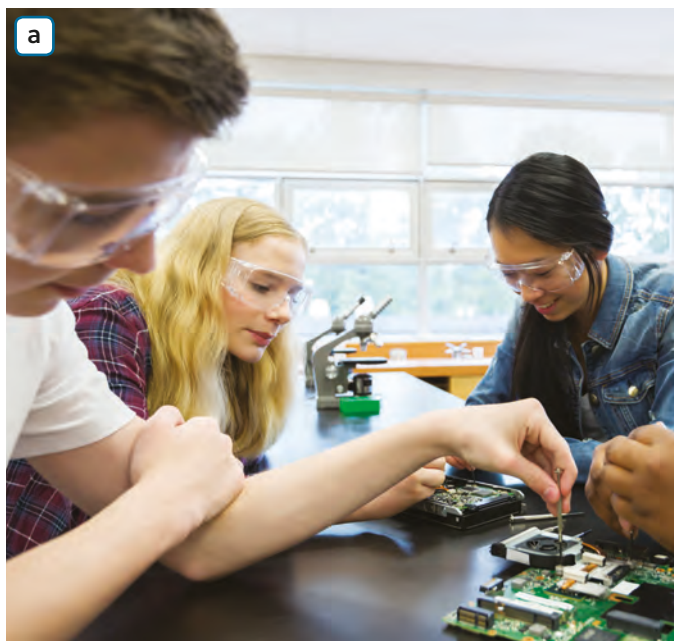
8b **SPEAKING** Ask and answer the questions in 8a.

Reach higher

page 142

Developing speaking

Describing people



1 **SPEAKING** Look at the photos and answer the questions.

- 1 Who are they?
- 2 Where are they?
- 3 How old are they?
- 4 Are they happy or sad?
- 5 Have the girls got long or short hair?
- 6 Have the boys got long or short hair?

2a **33** Listen to two people talking about the photos. Which photo do they describe?

2b Complete the dialogue.

Lucy: Hey. What's that? Is it a (a) *photo* of your school?

Matt: Yeah. These are my (b)

Lucy: And who's that? The girl with the (c) hair.

Matt: Is her hair light brown or blonde?

Lucy: (d)

Matt: Oh, that's Paula. Her hair's (e) isn't it?

Lucy: Yes, it is. And which one is the new boy in your class?

Matt: Who? Richard? He's got (f) hair. He's the boy on the left. He's (g) tall.

2c **33** Listen and check your answers.

3 Look at the information in the Speaking bank. Tick (✓) the expressions that the speakers use in 2a.

Speaking bank

Useful language for describing people

- With just an adjective, we use *be*. ☐
- With a noun (with or without an adjective), we use *have got*. ☐
- To make an adjective extreme, we add *very/really*. ☐
- To make an adjective soft, we add *not very/a bit/quite*. ☐

4 **SPEAKING** What's the difference between the two photos? Practise the model dialogue, describing other people in the photos and guess which photo it is.

In this photo, a boy has got short brown hair ...

It's photo a!

Yes! Your turn!

In this photo, a girl has ...

Practice makes perfect

5 **SPEAKING** Student A, turn to page 157. Student B, turn to page 158. Then take turns to describe and identify the people in the photo. Remember to use the information in the Speaking bank.

An informal email

1 SPEAKING Answer the questions.

- What are international students?
- Is it useful to study in a different country? Why?

2 Read the text. Check your answers to the questions in 1.

Culture exchange

International students in Canada

International students move to a different country to study at school or university. They are there for part or all of the school year.

International students in Canada are mainly from India, South Korea, France, Japan and Mexico, but they are also from other countries. Canadian schools and universities are popular destinations for international students, with over 640,000 international students in 2019. About 13.5% of these students are at secondary schools and over 76% of them are at universities.

International students live in different parts of Canada. But 84% of these students are in towns and cities in the regions of British Columbia, Ontario and Quebec.



3a Read Tom's email. When has he got maths?

From: Tom

Hi Ethan!

A My name's Thomas Wilson. I'm 15 years old. I'm your new exchange student. I'm from Toronto, in Canada.

B I've got two sisters and one brother. I'm tall and I've got brown eyes and brown hair. My brother's tall, too. He's 14. His name is Liam. And my sisters are Abigail and Ava. Our parents are Nicole and Paul.

C My school is Garth Webb Secondary School. It's quite big. It's got about 1,000 students. At my school we study Grades 9–12. School starts at 8.30 am and finishes at 2.45 pm. My favourite subjects are maths and science. I've got maths on Mondays and Wednesdays and science on Tuesdays and Fridays.

D We've got great after-school activities. I'm in the school robotics club and I also do school broadcasting club – you can see me on our YouTube™ channel!

Write back soon and tell me about yourself.

All the best

Tom

3b Put the topics Tom writes about in order.

- My family
- About me
- About school
- After-school activities

3c Read Tom's email again and answer the questions.

- How old are you?
I'm 15 years old.
- Where are you from?
- What's your school's name?
- How many students has your school got?
- What are your favourite subjects?
- Have you got after-school activities? What are they?

4a Read the Writing bank.

Writing bank

Writing informal emails

- Start with *Hi, Hello* or *Dear*.
- Only write the person's first name (*Ethan*) not their surname.
- Use contractions when possible, e.g. *My name's ... We've got ...*
- Finish the email with *Write back soon, All the best* or *Best wishes*, and your first name.

4b Now use the Writing bank and the email in 3a to correct these sentences.

- Hi Emily Anderson!
- I have got curly hair.
- Write back soon and tell about yourself.
- Goodbye

4c Answer the questions in 3c about yourself.

✓ Exam tip

In this type of writing task, why is it important to organise your writing into paragraphs?

Practice makes perfect

- Imagine you are Tom's student exchange partner. Write back to Tom with information about you. Use the Writing checklist on page 149 to check your email.

Grammar reference

Possessive 's

- We use 's to indicate possession.
A student's project.
- When there is more than one person named, we put 's after the last person.
Emma and Maribel's teacher.
- When a noun is plural and ends with an -s, we just add an apostrophe (').
Our teachers' projects.

Possessive pronouns

Singular	Plural
mine	ours
yours	yours
his/hers/its	theirs

- We use possessive pronouns when we do not repeat the noun.
My name is Alex and hers is Aline.
I show my plan and they show theirs.
His schoolbag is new. Mine is old.

Regular and irregular plural nouns

- To make regular plural nouns, we add -s:
book → books *phone → phones*
girl → girls *boy → boys*
- Some nouns end in consonant + y. The plural form ends in -ies:
country → countries *family → families*
baby → babies *story → stories*
- Some nouns have irregular plural forms:
child → children *person → people*
man → men *woman → women*

Question words

- We use *how many* to ask about quantities (countable).
- We use *how much* to ask about prices and quantities (uncountables).
- We use *what* to ask about things.
- We use *what time* to ask about the times of the day.
- We use *when* to ask about time in general.
- We use *where* to ask about places.
- We use *which* to ask about specific things.
- We use *who* to ask about people.
- We use *why* to ask for explanations.
- We use *how* to ask about the way we do things.

this, that, these, those

Singular	Plural
This is my father.	These are my parents.
That is my brother.	Those are my cousins.

- We use *this* and *these* for people and objects that are close to the speaker.
- We use *that* and *those* for people and objects that are distant from the speaker.

Articles

a/an

- We use *a/an* when we mention something for the first time, or to say that the person or thing is one of a number of things or people. *An* comes before a vowel sound.
I've got a cousin.

the

- We use *the* to talk about something or somebody mentioned before.
This is a good school. The school is not very big.
- We also use *the* to talk about a specific thing.
The book on the table is mine.

no article

- We do not use an article when we are talking about things in general.
I like history.

Vocabulary

1 School subjects

art • computer science • DT (design and technology) • drama • English • French • geography • history • maths • music • PE (physical education) • science

2 Everyday objects

calculator • earphones • folder • glasses • laptop • marker pens • pencil case • phone • snack • trainers • water bottle

3 Parts of the face

ear • eye • eyebrows • hair • lips • mouth • nose • teeth

4 Adjectives to describe faces

blonde • blue • brown • curly • dark • fair • green • grey • long • red • short • straight • thick • thin



Possessive 's and possessive pronouns

- 1 Complete the sentences with these words. There are eight words but only six spaces.

her • hers • mine • my • sister's • sisters' • their • theirs

- I've got a phone.
That's (a) phone.
That phone is (b)
- My sister has got a phone.
It's my (c) phone.
That phone is (d)
- My sisters have got a phone.
It's my (e) phone.
That phone is (f)

/ 6 points

Regular and irregular plural nouns

- 2 Write the plural form of the words.

- | | |
|-----------------|----------------|
| 1 country | 3 friend |
| person | man |
| 2 child | 4 woman |
| family | girl |

/ 4 points

Question words

- 3 Complete the questions with the correct *Wh-* question word.

- is your birthday?
- isn't Katy at school today?
- is your English teacher?
- many subjects have you got today?
- is my book? It isn't in my schoolbag.
- colour is her hair?

/ 6 points

this, that, these, those and articles

- 4 Complete the text with *that, those, a, an, the*, or – (no article). Use each word once only.

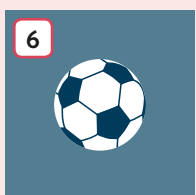
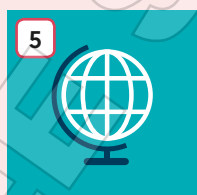
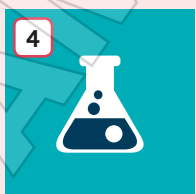
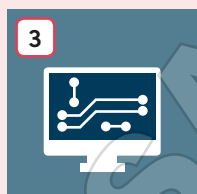
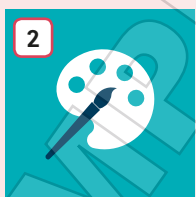
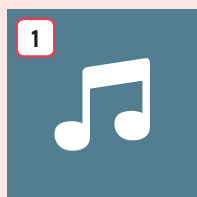
Oscar is (1) new student at school. He's from (2) UK. His favourite subject is (3) maths. Look, his family's over there. (4) 's his sister and (5) are his brothers. They live in (6) old house near the school.

/ 6 points

Vocabulary test

School subjects

- 1 What are the school subjects?



- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

/ 6 points

Everyday objects

- 2 What are the objects?

You use this object to ...

- write.
- add numbers.
- listen to music.
- talk to friends and family.
- drink water.
- look at the Internet or do your homework.

/ 6 points

Describing faces

- 3 Complete the description of the girl with parts of the face and adjectives.

This girl's hair is (a) and (b) She's got big (c) They're brown. She's got thin (d) and (e) eyebrows. She's got a small (f)



/ 6 points

Total:

/ 40 points

Reading

Reading exam tip

In activities where you match people and information, remember ...

Read all the texts first before you look at the questions.
Check for answers in all the texts.

1 SPEAKING Talk about:

- where your family live
- what they look like
- what their hobbies are.

2 Read the three texts quickly. Tick (✓) the information the boys give about:

- where they live
- their hobbies
- their age
- their family
- their houses
- their pets

3 Now read the texts again and choose the correct answer for each question.

My family



Leo

A Hi! I'm Leo and I'm from Brazil. I have lots of people in my family! I live with my parents and they are really good fun. I play football with my dad but we like different teams! My mum's tall with brown eyes and hair. I am tall and my eyes and hair are brown, too. My favourite person is my grandad. He's tall with dark hair and blue eyes. I spend a lot of time with him because we like playing games on our smartphones together.



Zak

B My name's Zak and I live in Australia. I live with my mum and dad and my grandparents. We are all quite tall with dark hair. I've got a cat, Etta. I like going out to the park and playing Australian football with my friends. My favourite hobby is swimming. I like all my school subjects and I spend a lot of time on my computer.



Martin

C Hey! I'm Martin. My family is Spanish but we live in Mexico. My favourite subjects at school are English and maths. My dad is like me, because he is good at maths as well. I live with my parents and sister and we also have a cat, Sophie. But she is very lazy and sleeps all day. My hobby is doing maths sums and I listen to a lot of music. Sometimes I play my music too loud and my mum gets upset with me!

- Whose hobby is one of his school subjects?
- Who has got the same colour eyes and hair as his mum?
- Who has got a pet?
- Who lives in a different place now?
- Who plays sports with friends?
- Whose family are all similar?
- Who has got the same hobby as another person in his family?

Speaking

Speaking exam tip

In speaking exams when you answer personal questions, remember ...

Try to speak clearly and give more than one-word answers. Give as much information as you can.

1 SPEAKING Look at these questions. The examiner may ask you questions like these at the start of the exam. Practise asking and answering these questions.

- What's your name?
- How old are you?
- Where are you from?
- Tell me where you live.
- Tell me who you live with.

2 Read the tip and think of your answers and your partner's answers.

Did you ...	You	Your partner
speak clearly?	Yes / No	Yes / No
give one-word answers?	Yes / No	Yes / No
give extra information?	Yes / No	Yes / No

3 SPEAKING Choose the best answers.

- Where are you from?
 - Galicia.
 - I come from Galicia.
 - I come from Galicia. It's a lovely place!
- Tell me where you live.
 - I live in Leon.
 - Leon.
 - I live in Leon. It's a big town.
- Tell me who you live with.
 - My mother and my grandmother.
 - I live with my mother and my grandmother.
 - Mother and grandmother.

	Leo	Zak	Martin
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C
7	A	B	C

A typical family in your country – the statistics



1 SPEAKING Starting point

Look back at the Culture exchange text about the statistics of typical families in the UK on page 19. Is the information similar in your country?

2 SPEAKING Project task

Search for information on the Internet about the population, size of families, typical possessions and pets in your country so you can explain it to a class of teenagers from another country. Prepare one of these:

- A poster
- B presentation
- C video message
- D information leaflet

Research areas

- total population and number of families
- number of children in a family
- the possessions a typical family have (car, phones, etc.)
- pets and which pets they have got

3 Think about ...

Digital skills

Find information about families in your country from official websites and other sources.

Intercultural awareness

Families are sometimes different in different parts of the world. Explain what is different about families in your country compared to families in another country.

Collaboration

Divide the work in your team. For example, who's good at art, presentations, writing in English? Is everyone happy with their role?

Useful language

Is this a good ...? Yes, it is./No, it isn't.

I've got a good (picture/website) ...

Have you got ...? Yes, I have./No, I haven't.

Academic skills

Think about different ways to present information, for example:

- graphs or diagrams
- infographics
- tables

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for these categories:

Content	<input type="checkbox"/>	Design	<input type="checkbox"/>
Presentation	<input type="checkbox"/>	Language	<input type="checkbox"/>

