

# STARTER UNIT

## Vocabulary

### English-speaking countries and nationalities

#### Classroom objects

1a Complete the table with these countries and nationalities.

01 English-speaking countries

Australia • Canada • Ireland • New Zealand • the UK • the US

02 English-speaking nationalities

American • Australian • British • Canadian • Irish • New Zealander

Continent	Country	Nationality	Capital city
Europe	1 .....	2 .....	London
	3 .....	4 .....	Dublin
North America	5 .....	6 .....	Washington D.C.
	7 .....	8 .....	Ottawa
Oceania	9 .....	10 .....	Canberra
	11 .....	12 .....	Wellington

1b Are the words for countries and nationalities in 1a similar in your language? Which ones?

2 Match some of these words to the photos. Check that you understand all of the words. Use a dictionary if necessary.

03 Classroom objects

bag • board • board rubber • chair • desk • dictionary • door • notebook • pen • pencil • pencil case • pencil sharpener • rubber • ruler • textbook • window



3 **SPEAKING** Point to the objects in 2 in your classroom. Your partner says the word.

New Zealander  
Canada  
Irish  
Canadian  
Ireland  
Australia  
British  
the UK  
the US  
Australian  
New Zealand  
American



## Speaking

### Classroom expressions

#### Saying hello

##### 1a Match the questions and answers.

- |   |                                      |
|---|--------------------------------------|
| 1 How do you spell that?                  | a It's a small bag for your pencils! |
| 2 Can you repeat that, please?            | b It's 'chair' in English.           |
| 3 What does 'pencil case' mean?           | c Yes, of course: 'How old are you?' |
| 4 I'm sorry, I don't understand.          | d No problem!                        |
| 5 How do you say <i>silla</i> in English? | e It's C-A-N-A-D-A.                  |

##### 1b 04 Listen and check your answers.

##### 2 SPEAKING Practise the mini-dialogues in 1a.

##### 3a Complete the dialogue with these phrases and questions.

Are you English • How are you • How do you spell it? • How old are you • Nice to meet you. • What's your name?

**Ms Long:** OK, class. Be quiet, please. We've got a new student today. Say hello!

**Class:** Hello!

**Charlie:** (a) .....

**Gerard:** My name's Gerard Donaghy. (b) .....

**Charlie:** Nice to meet you, too. (c) ....., Gerard?

**Gerard:** No, I'm Irish. I'm from Dublin in Ireland.

**Ms Long:** Is 'Donaghy' an Irish name, Gerard?

**Gerard:** Yes, it is.

**Charlie:** (d) .....

**Gerard:** D-O-N-A-G-H-Y.

**Charlie:** (e) ....., Gerard?

**Gerard:** I'm 15.

**Ms Long:** This is your desk, Gerard. Sit down next to Charlie, please.

**Gerard:** OK! (f) ....., Charlie?

**Charlie:** Fine, thanks!

##### 3b 05 Listen and check your answers.

##### 4a Change the names, places, ages and nationalities in the dialogue in 3a. Make them true for you.

##### 4b SPEAKING Practise your dialogue in 4a then change roles.



to be

1 Look at these sentences and complete the table.

- 1 I'm from Ireland.
- 2 Are you English?
- 3 Yes, I am.
- 4 No, I'm not.
- 5 Gerard is from Dublin.
- 6 She isn't Canadian. She's Australian.

Affirmative

I (a) ..... British.  
 You/We/They **are** British.  
 He/She/It (b) ..... British.

Negative

I (c) ..... Canadian.  
 You/We/They **aren't** Canadian.  
 He/She/It (d) ..... Canadian.

Question

Am I Australian?  
 (e) ..... you/we/they Australian?  
 Is he/she/it Australian?

Short answers

Yes, I (f) ..... / No, I'm not.  
 Yes, you/we/they **are**. / No, you/we/they **aren't**.  
 Yes, he/she/it **is**. / No, he/she/it **isn't**.

Check it page 12

Subject pronouns and possessive adjectives

5a Look at the sentences. What colour are the subject pronouns? What colour are the possessive adjectives?

- |                        |                                  |
|------------------------|----------------------------------|
| I'm Irish.             | My name is Gerard.               |
| You're American.       | (1) ..... name is Luke.          |
| (2) ..... 's Canadian. | His name is Cody.                |
| She's British.         | (3) ..... name is Ava.           |
| (4) ..... 's my dog.   | Its name is Oscar.               |
| We're 14.              | (5) ..... names are Lia and Tom. |
| (6) ..... 're 12.      | Their names are Ela and Finn.    |

5b Complete the sentences with these words.

he • her • your • it • our • they

Check it page 12

6 Choose the correct alternative.

(a) My/His name's Madisen and this is a photo of (b) your/our school football team. In the photo (c) we/you're at school. (d) Their/Our football coach is also in the photo. (e) It/She's a good coach. (f) My/Our team number is six and my friends Mia and Lauren are numbers 8 and 10. (g) They/She are both good at football.

2 Choose the correct alternative.

- 1 Are/Is you American?
- 2 We 'm not'/re not from Australia.
- 3 My best friends is/are Canadian.
- 4 Is/Are she from the US?
- 5 I am/is from Ireland.
- 6 Sushi isn't/aren't British.
- 7 They isn't/aren't in our class.
- 8 Is/are New Zealand in Asia?

3 Complete the questions with *is* or *are*.

- 1 ..... you from the US?
- 2 ..... your mum from your country's capital?
- 3 ..... you 14?
- 4 ..... your school bag black?
- 5 ..... your textbook open?
- 6 ..... your mum and dad at home today?

4 SPEAKING Ask and answer the questions in 3. Give more information.

Are you from the US?

No, I'm not. I'm from Mexico.

Imperatives

7 Read the sentences. Then choose the correct alternatives in the rules.

- |                              |                              |
|------------------------------|------------------------------|
| a Open your books.           | d Don't use phones in class. |
| b Don't write in your books. | e Don't look at the answers. |
| c Be quiet, please.          | f Sit down, please.          |

Imperative sentences (a) *have got/haven't got* subject pronouns. We use (b) *don't/doesn't* in the negative.

Check it page 12

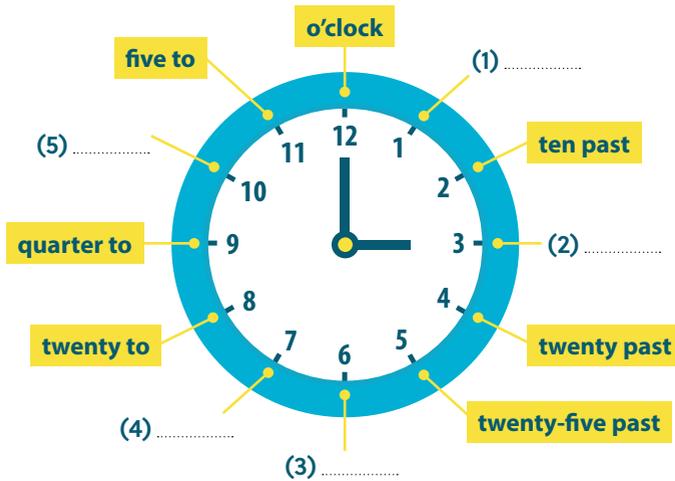
8 Match the pictures to some of the sentences in 7.



## Telling the time

1 Complete the diagram with these phrases.

five past • half past • quarter past • ten to • twenty-five to



2 Match the times to the clocks.



- a It's three o'clock.
- b It's quarter to twelve.
- c It's quarter past six.
- d It's half past one.
- e It's twenty to five.
- f It's ten past nine.
- g It's twenty-five past eight.
- h It's five to eleven.

3 **SPEAKING** Ask and answer the questions.

- 1 What time is it now?
- 2 What time is the next lesson?
- 3 What time is school over?
- 4 What time is dinner time for you?
- 5 What time is bedtime for you?

## Family

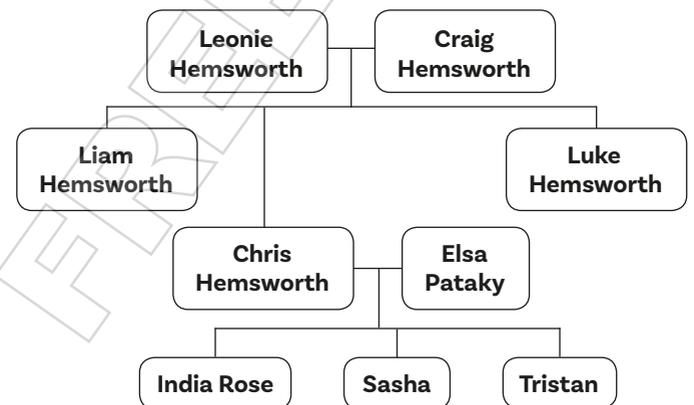
1 Complete the table with these words. Use a dictionary if necessary.

06 The family

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

male	female	male or female

2 Look at Chris Hemsworth's family tree and complete the text below with the correct form of some of the words in 1.



The Australian actor Chris Hemsworth is from a family of actors. His (a) ....., Leonie, is also an actor. Chris hasn't got a (b) ....., but he's got two (c) ..... called Liam and Luke – they're actors, too! Chris's (d) .....s name is Elsa. She's an actor and model. Chris and Elsa have got three (e) .....: a (f) ..... called India Rose, and two (g) ..... called Tristan and Sasha. Liam and Luke are India Rose, Tristan and Sasha's (h) ..... Chris's (i) ....., Craig, isn't an actor. But he's got a very famous family!

3 **07** Listen and check your answers.

# Vocabulary

## Descriptions

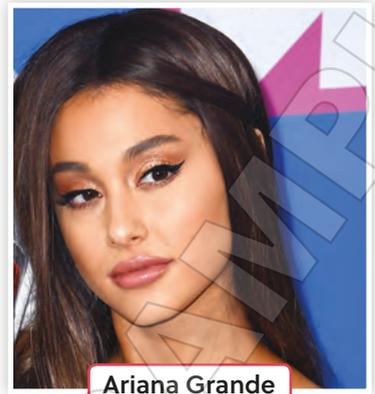
### School subjects

1 Match some of these words to the photos. Which words describe Ariana, and which describe Finn?

*Ariana: brown eyes*

**08** Descriptions

beard • blue/brown/green eyes • blonde/dark/red hair • curly/wavy/straight hair • glasses • heavy • long/short hair • medium build • moustache • short • tall • thin



Ariana Grande

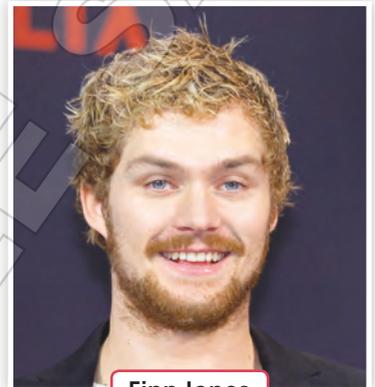
2 **SPEAKING** Which words and phrases in 1 describe members of your family? Tell your partner.

*My brother: brown eyes, dark hair, short hair, curly hair, short, thin*

3 Match some of these words to the icons (a–n) in the timetable.

**09** School subjects

art • biology • chemistry • computer science • drama • D&T (design and technology) • English • French • geography • German • history • maths • media studies • music • PE (physical education) • physics • Spanish



Finn Jones

	Monday	Tuesday	Wednesday	Thursday	Friday
9 am	a	b	c		d
10 am		e		f	g
11 am	BREAK				
11.15 am	h	i	j		
12.15	LUNCH				
1 pm		k	l		
2 pm		m		n	

4 Look at the school timetable again and complete the sentences with some of the words in 3.

- On Monday, we've got ..... at 10 am and ..... at 2 pm.
- On Friday, we've got ..... and ..... in the afternoon.
- On Tuesday morning, we've got ..... and .....
- On Thursday, we've got ..... at 9 am and then we've got .....
- On Wednesday afternoon, we've got ..... and .....

5 **SPEAKING** Talk about your school timetable. How is it different to the timetable in 3? Are any things the same?

*I haven't got history on Monday at 9 am. I've got geography.*

*I've got chemistry on Tuesday at 9 am!*

## Possessive 's

1 Look at these sentences and choose the correct alternative to complete the rules.

- a Chris's wife's name is Elsa.
- b Elsa's hair is blonde.
- c Their grandparents' names are Craig and Leonie.

- 1 We add 's/just an apostrophe (') after singular names or nouns.
- 2 We add 's/just an apostrophe (') after plural nouns ending in -s.

✓ Check it page 12

2 Put the apostrophes in the correct place.

- 1 Sasha and Tristan are Lukes nephews.
- 2 Tristans uncles are actors.
- 3 Chriss parents names are Craig and Leonie.
- 4 Their two daughters hair is long and brown.
- 5 Elsas eyes are green.
- 6 The UKs capital city is London.

## have got

3 Look at these sentences and complete the table.

- 1 They've got three children.
- 2 Chris hasn't got a sister.
- 3 Has he got a brother called Freddy?
- 4 No, he hasn't.

### Affirmative

I/You/We/They (a) ..... two brothers.  
He/She/It has got a sister.

### Negative

I/You/We/They haven't got two brothers.  
He/She/It (b) ..... a nephew.

### Question

Have I/you/we/they got two brothers?  
(c) ..... he/she/it ..... a sister?

### Short answers

Yes, I/you/we/they have. / No, I/you/we/they haven't.  
Yes, he/she/it has. / No, he/she/it (d) .....

✓ Check it page 12

4 Look at the photo of Mo Salah. Are the sentences True (T) or False (F)? Correct the false sentences.

- 1 He's got straight hair. T/F  
*He hasn't got straight hair.  
He's got curly hair.*
- 2 He's got a beard. T/F
- 3 He's got brown eyes. T/F
- 4 He's got blonde hair. T/F
- 5 He's got long hair. T/F
- 6 He's got glasses. T/F



5 Write five true sentences about you and your friends and family. Use *have/haven't got* and these ideas.

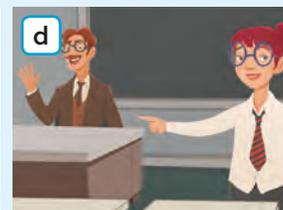
a beard • a big bedroom • a dog • a little brother • glasses • green eyes • red hair • wi-fi at school

*We haven't got a dog.*

6 **SPEAKING** Compare your sentences in 5. Are any the same?

## Demonstrative pronouns

7 Match the pictures to the sentences.



- 1 This is my best friend.
- 2 That is my teacher.
- 3 These are my books.
- 4 Those are my friend's pens.

✓ Check it page 12

8 Look at the pictures and complete the sentences with *this, that, these* or *those*.



- 1 ..... are extra chairs for students.
- 2 ..... is the teacher's bag.
- 3 ..... are my pencils.
- 4 ..... is my new pencil case.

9 **SPEAKING** Talk about things in your classroom. Use *this, that, these* and *those*.

*This is my desk. That's a window.*

## Grammar reference

### to be

#### Affirmative

I'm (am) Australian.  
You/We/They're (are) Australian.  
He/She/It's (is) Australian.

#### Negative

I'm not (am not) American.  
You/We/They aren't (are not) American.  
He/She/It isn't (is not) American.

#### Question

Am I British?  
Are you/we/they British?  
Is he/she/it British?

#### Short answers

Yes, I am. / No, I'm not.  
Yes, you/we/they are. / No, you/we/they aren't.  
Yes, he/she/it is. / No, he/she/it isn't.

We use the verb *to be* to describe a person's nationality, age, appearance, etc.

We do not use contractions ('m, 're, 's etc.) in affirmative short answers.

### Subject pronouns

Singular	Plural
I	we
you	you
he/she/it	they

*I'm 14 years old.*

*She's British.*

*We're from the US.*

### Possessive adjectives

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

*My friend's name is Tamara.*

*Is that your school?*

*Our teacher is from New Zealand.*

### Imperatives

We use an imperative to tell someone to do something.

*Don't look at the answers.*

Imperatives don't have a subject.

*Sit down. NOT They sit down.*

### Possessive 's

We use 's to indicate possession or a family relationship.

*Marge's husband*

*My friend's pencil case*

When a noun is plural and ends with an -s, we just add an apostrophe (') to the end of the word.

*My grandparents' house*

### have got

#### Affirmative

I/You/We/They've got (have got) a blue pencil case.  
He/She/It's got (has got) a new pen.

#### Negative

I/You/We/They haven't got (have not got) long hair.  
He/She/It hasn't got (has not got) green eyes.

#### Question

Have I/you/we/they got a sister?  
Has he/she/it got a cousin?

#### Short answers

Yes, I/you/we/they have. / No, I/you/we/they haven't.  
Yes, he/she/it has. / No, he/she/it hasn't.

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

### Demonstrative pronouns

Singular	Plural
<b>This</b> is my sister.	<b>These</b> are my grandparents.
<b>That</b> is my dad.	<b>Those</b> are my friends.

We use *this* and *these* for people and objects which are close to the speaker.

We use *that* and *those* for people and objects which are distant from the speaker.

## Vocabulary

### 1 English-speaking countries and nationalities

**Countries:** Australia • Canada • Ireland • New Zealand • the UK • the US

**Nationalities:** American • Australian • British • Canadian • Irish • New Zealander

### 2 Classroom objects

bag • board • board rubber • chair • desk • dictionary • door • notebook • pen • pencil • pencil case • pencil sharpener • rubber • ruler • textbook • window

### 3 Family

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

### 4 Descriptions

beard • blue/brown/green eyes • blonde/dark/red hair • curly/wavy/straight hair • glasses • heavy • long/short hair • medium build • moustache • short • tall • thin

### 5 School subjects

art • biology • chemistry • computer science • drama • D&T (design and technology) • English • French • geography • German • history • maths • media studies • music • PE (physical education) • physics • Spanish



## Grammar test

### to be

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

Max: Hi! I'm Max. (a) ..... you from the US?

Tom: Hello! I'm Tom. No, I (b) ..... not. I (c) ..... from Canada.

Max: (d) ..... your friend Canadian, too?

Tom: No, he (e) ..... He (f) ..... from the US.

/ 6 points

### Subject pronouns, possessive adjectives, possessive 's, demonstrative pronouns, imperatives

2 Choose the correct alternative.

1 That/Those are my best friends.

2 Is this/these your pencil?

3 Have you/your got a pen?

4 My grandfather's/grandfathers' name is George.

5 Is this him/his book?

6 Listen/Listens carefully.

/ 6 points

### have got

3 Complete the dialogue with the correct form of *have got*.

Ellie: (a) ..... you ..... a brother?

Sophie: No, I (b) ....., but I (c) ..... two sisters.

Ellie: (d) ..... your sister ..... long blonde hair?

Sophie: No, she (e) ..... She (f) ..... short dark hair and green eyes.

/ 6 points

## Vocabulary test

### English-speaking countries and nationalities

1 Write the nationalities for the countries.

1 Australia .....

2 Canada .....

3 New Zealand .....

4 the US .....

/ 4 points

### Descriptions

4 Which word doesn't belong in each group?

1 blue brown dark green

2 long blonde dark red

3 curly thin wavy straight

4 heavy thin beard medium build

/ 4 points

### Classroom objects

2 Put the letters in order to make classroom objects.

1 tobekono .....

2 eksd .....

3 eilpnc ceas .....

4 hirac .....

/ 4 points

### School subjects

5 Write the school subjects.

1 c ..... y

2 E ..... h

3 m ..... s

4 F ..... h

5 d ..... a

/ 5 points

### Family

3 Write the correct words. Sometimes more than one answer is possible.

1 You are your mum and dad's .....

2 Your father's brother is your .....

3 Your grandfather's wife is your .....

4 You are your aunt's .....

5 You are your grandmother's .....

/ 5 points

Total:

/ 40 points

# 1



# FROM DAY TO DAY

## Vocabulary in context

### Everyday activities

### Free-time activities

1a Put the everyday activities in the order you usually do them on a typical school day. Use your dictionary if necessary.

**10** **Everyday activities**

- brush your teeth • do homework • finish school • get dressed • get up • go home • go on social media • go to bed • go to school (by bike/bus/car/train/on foot) • have a shower • have breakfast • have dinner • have lunch • leave home • pack your school bag • start school • wake up

*wake up, get up, ...*

1b **11** Listen to Sam talking about his typical school day. In what order does he do the activities in 1a?

1c **SPEAKING** **12** Does Sam do the activities in 1a in the same order as you? How is his school day different?

2a Guess the correct answers in the everyday activities quiz.

4a Match some of these words and phrases to the photos.

**13** **Free-time activities**

- chat online • dance • do exercise • do sport • draw • go shopping • hang out with friends • listen to music • play an instrument • play board games • play computer games • read • take photos • watch films



4b **14** Listen and say which activities in 4a you hear.

5a **15** Listen to Sam talking about what he and his friends, Jack and Molly, like doing in their free time. Complete the sentences with **Sam, Jack or Molly**.

- 1 ..... **likes** hanging out with friends.
- 2 Sam and ..... **love** doing sport.
- 3 ..... **hates** watching films.
- 4 ..... **doesn't like** going shopping.
- 5 ..... **doesn't mind** doing homework.

5b Match the emoticons to the words and phrases in bold in 5a.



6 Make sentences about you and your free-time activities with the verbs in the box.

- don't like • don't mind • hate • like • love

**Use it ... don't lose it!**

**7** **SPEAKING** **16** Compare your sentences in 6. How similar are you?

**Reach higher** page 144

## ON AVERAGE

- 1 only 20%/50% of British people have breakfast every morning.
- 2 Americans brush their teeth for two minutes/four minutes.
- 3 Spanish people have a shower for two-five minutes/five-ten minutes every day.
- 4 in China, people have lunch for about 30 minutes/two hours every day.
- 5 in Brazil, people have dinner at about 7.30 pm/9.30 pm.
- 6 British people go to bed at between 10 and 11 pm/11 and 12 pm.
- 7 people in Britain get up at about 6.35 am/7.35 am.

For sources of data in exercise, see acknowledgements page.

2b **12** Listen and check your answers.

3 **SPEAKING** **17** Tell your partner what time you do the activities in 1a.

*I wake up at half past six.*



## Reading

Home

About

Education

Health

Technology



# Education a different way

On most days of the week, young people all over the world get up, get dressed and go to school. Like you, most students study typical school subjects like maths, physics, chemistry, biology and English. But at some schools around the world, students study in very different ways.

**A** Some students in India start each day with 'happiness lessons'. For 45 minutes they relax and do gentle exercises instead of normal schoolwork. They listen to a story and then talk about it. Students also draw or write about how they feel and play fun games in their lessons. The teacher doesn't give them any homework. After the 'happiness lesson', students feel happy and calm and are ready to start their other lessons.

**B** At Waldorf Schools in the US, students don't have happiness lessons. At these schools students learn with special projects – they are creative and practical. They often work in small groups and the projects practise two or more subjects. For example, history projects sometimes include drama or art. The teacher doesn't tell students the answers: each student learns in their own way. They learn to think as individuals, to be creative and to find answers.

**C** In Lambeth in the UK, some schools give their students extra music lessons – it's called the 'In Harmony' method. At these schools, all students learn to play a musical instrument when they're young. A teacher who doesn't play an instrument learns to play it with the students. Teachers and students then practise together. Playing music and singing as a group helps students to work as a team and become more confident. Some students play in orchestras or rock groups, and do concerts. Students enjoy it because they feel free when they play.

**1** **SPEAKING** Look at the photos on this page and answer the questions.

- 1 What can you see in the photos?
- 2 What school subjects do you think the photos show?

**2** Read the article. Match the paragraphs to the summaries.

- 1 Learn through projects .....
- 2 Music, music and more music! .....
- 3 How to be happy .....

### Exam tip

In multiple-matching activities, you often match statements to different paragraphs or texts. Do you think the statements use the same words and phrases as the paragraphs/texts, or similar words and phrases?

**3** **16** Read the article again and choose the correct paragraph (A–C) for each statement.

At this school, ...

- |   |       |
|---|-------|
| 1 the teachers don't correct the students' work.      | A B C |
| 2 students learn different subjects at the same time. | A B C |
| 3 students don't work in their first class.           | A B C |
| 4 teachers and students learn together.               | A B C |
| 5 students don't take work home.                      | A B C |
| 6 one specific subject is very important.             | A B C |

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

**5** **Critical thinkers**

Do you agree with these statements?

- 1 It's important to learn 'normal' subjects like maths and science at school.
- 2 Relaxation classes are unnecessary for school students.

What makes you say that?

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

## Present simple affirmative and negative

1 Look at these sentences and answer the questions (1–4).

- a Students **start** each day with a 'happiness lesson'.
- b Each student **learns** in their own way.
- c You **don't have** school at the weekend.
- d The teacher **doesn't give** them any homework.
- e She **finishes** school at 3.30 pm.
- f We **don't have** happiness lessons.
- g The teacher **doesn't tell** them the answers.
- h I **like** playing in the rock group.

- 1 Which sentences (a–h) are affirmative and which are negative?
- 2 How does the main verb change in the *he/she/it* form?
- 3 What form of the verb do we use after *don't/doesn't*?
- 4 Which of these things do we use the present simple to talk about?
  - i regular or routine actions
  - ii things that are always or usually true
  - iii things that are happening now

✓ Check it page 24

2a **PRONUNCIATION** **17** Listen and match each group of verbs to the correct sounds (a–c).

- |            |         |         |        |
|------------|---------|---------|--------|
| 1 does     | plays   | runs    | a /s/  |
| 2 finishes | relaxes | teaches | b /z/  |
| 3 breaks   | likes   | starts  | c /ɪz/ |

2b **PRONUNCIATION** **17** Listen again and practise saying the verbs.

3a Complete the sentences with the present simple affirmative form of these verbs.

chat • do • get up • go • hang out • have • listen • take • watch

- 1 After school I ..... home by bike.
- 2 Cora ..... to music when she does sport.
- 3 My brother ..... at 6.30 am and he ..... his homework before school.
- 4 We ..... with our friends at the park at the weekend.
- 5 Mason and Liam ..... films on Sunday afternoons.
- 6 You ..... a lot of photos on holiday.
- 7 When they aren't together, they ..... online with their phones.
- 8 Our teacher ..... lunch with us at school.

3b Make the sentences in 3a negative.

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



## SCHOOL IN FINLAND

In Finland, schools are different. Children (a) ..... (not start) school until they're seven years old. Ninety-seven percent of school children (b) ..... (go) to pre-school, but they (c) ..... (not learn) to read or write until they're seven - they (d) ..... (play) instead.

In most countries, teachers (e) ..... (study) for four years, but in Finland it's seven years. Teachers (f) ..... (work) together in the same classroom and each teacher (g) ..... (choose) what to teach. Most teachers (h) ..... (not give) students homework or tests!

5a Write six sentences about what you normally do/don't do at school. Use these words and phrases and your own ideas.

a musical instrument • breakfast/lunch/dinner • computer games • dressed • homework • laptop • music • online • sport • tablet • to bed

*I have lunch at school.*

*I don't play computer games at school.*

5b **SPEAKING** Compare your sentences in 5a. Are any the same?

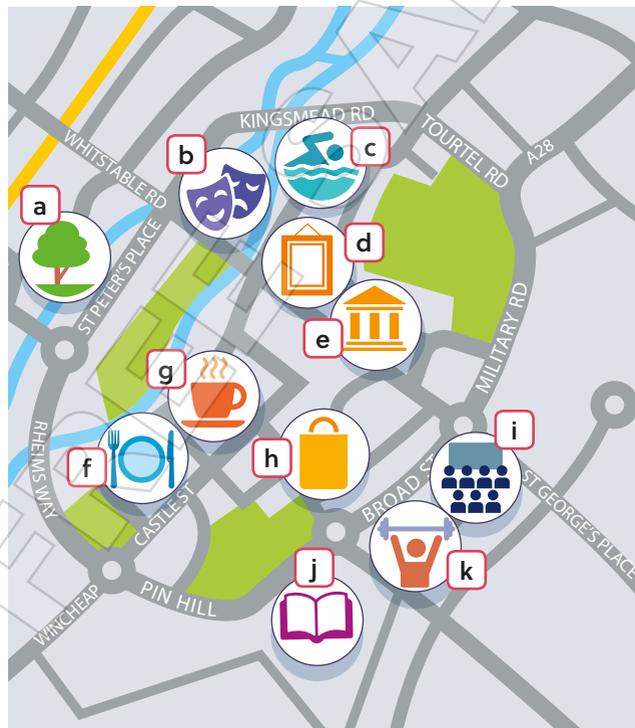
# Vocabulary

## Places to go in a town

1 Match some of these words to the places on the map of Canterbury in the UK.

**18** Places to go in a town

- art gallery • café • cinema • gym • library • museum • park • restaurant • shopping centre • sports centre • stadium • swimming pool • theatre



## Prepositions of time

6 Look at these sentences and complete the rules (1–7) with **on**, **at** or **in**.

- a I wake up at 6.45 **in** the morning.
  - b School starts **on** 5<sup>th</sup> September.
  - c She does her homework **at** night.
  - d **On** Saturdays, Amy likes going shopping.
  - e My brother starts university **in** 2023.
  - f They finish school **in** July.
  - g We hang out together **at** the weekend.
  - h We've got history **at** 11.15 am.
- 1 We use ..... with days.
  - 2 We use ..... with times.
  - 3 We use ..... with months.
  - 4 We use ..... with dates.
  - 5 We use ..... with some parts of the day (*the morning, the afternoon, the evening*).
  - 6 We use ..... with years.
  - 7 We use ..... with *night, the weekend, lunchtime*.

✓ Check it page 24

7 Choose the correct alternative.

## A Japanese education

- Home About **Articles** Subscribe 🔍

Japanese students usually start school (a) at/on/in 8.30 am and finish school (b) in/on/at 3 pm. Classes are about 45 minutes long. (c) At/On/In lunchtime, students usually eat in their classrooms! (d) At/On/In the afternoon, after lunch, students at some schools clean their classrooms together. Japanese schools don't open (e) on/in/at Saturdays, but some students have extra study classes (f) at/on/in night in a special school called a *Juku*. They sometimes get home at nine (g) in/on/at the evening! School holidays in Japan are (h) at/on/in July and August. They start (i) on/in/at 20<sup>th</sup> July every year. But the school year doesn't start (j) in/at/on September, after the school holidays – it starts in April.



2 Write the correct places.

- 1 At the weekend we go here to buy clothes. ....
- 2 Jackson and Ella go here to watch films. ....
- 3 After school we go here to drink milkshakes and hang out with our friends. ....
- 4 There are lots of beautiful pictures in this place. ....
- 5 I have tennis lessons here on Saturdays. ....
- 6 People take books from here to read and return them a few weeks later. ....
- 7 I go to watch football matches here with my family. ....
- 8 People eat meals in these places, sometimes on special occasions. ....
- 9 This is a place to learn about history and the past. ....

### Use it ... don't lose it!

3 **SPEAKING** 🗣️ Talk about three places in your town you like going to and three places you don't like going to.

*I love going to the cinema at the weekend, but I don't like going to the swimming pool.*

### Use it ... don't lose it!

8 **SPEAKING** 🗣️ Compare school in your country with school in Japan.

*In Japan, school starts at 8.30 am, but in our country school starts at 9 am.*

➔ Reach higher page 144

➔ Reach higher page 144



# GREAT LEARNERS GREAT THINKERS

## HAVING GOALS

Lesson aim: To think about having goals in life

Video: Sophie's monthly update

**SEL** Social and emotional learning: Having long-term goals

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

- 1 Why is it important to have goals and objectives?
- 2 What goals have you got?

**2** **VIDEO** Watch the video and answer these questions.

- 1 What three things does the vlogger want to do this month?
- 2 Which thing does she do?

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

- |  |       |
|--|-------|
| 1 Sophie doesn't usually vlog about her goals.                           | T / F |
| 2 The JLPT tests what students know about Japanese culture.              | T / F |
| 3 Sophie isn't from the Netherlands.                                     | T / F |
| 4 She wants to find driving lessons in German.                           | T / F |
| 5 She doesn't think the people at the horse-riding school speak English. | T / F |
| 6 Her driving lessons are in English.                                    | T / F |

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

**4** Read the text and check the meaning of the words in bold. Which things in the article are important for you? Why?

### THE IMPORTANCE OF SETTING GOALS FOR YOUNG PEOPLE

When teenagers **set** goals they learn the importance of hard work and patience. Here are the top four reasons for teens to have goals.

#### **1** IT DEVELOPS FOCUS

When young people have goals, they have more direction. Teens with goals are **focused** and have more concentration.

#### **2** IT GIVES CONFIDENCE

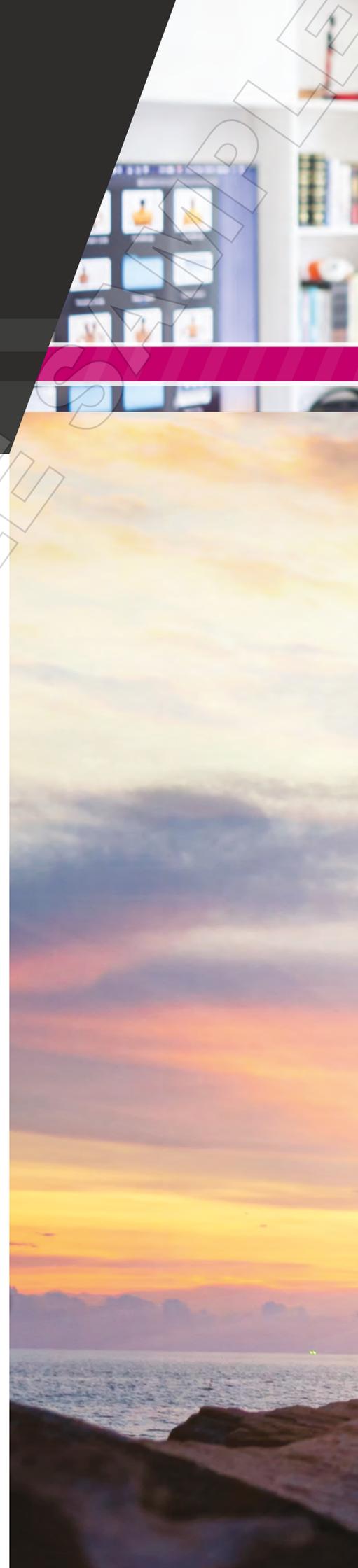
When young people have realistic goals and **achieve** them, they feel happy and this helps them have more **confidence**.

#### **3** IT MAKES YOU WORK HARD

Young people with goals know what they want and they are happy to work hard to achieve their goals.

#### **4** IT TEACHES RESPONSIBILITY

When teens learn to set goals, they learn that what they achieve depends on their actions.





## GREAT THINKERS



### Compass points (E-W-N-S)

5 Think about how you can improve your English this year. Set goals using the 'Compass points'.

- 1 **E = Excitement.** What **excites** you about this idea? What positives are there?
- 2 **W = Worries.** What **worries** you about this idea? What could be negative about it?
- 3 **N = Needs.** What do you **need** to know about this idea?
- 4 **S = Steps.** What is your next **step** to achieve your goal?

6 **SPEAKING**  **SEL** Share the ideas you thought of in 5. Make a list of steps to take to improve your English.

## GREAT LEARNERS



Great learners have short-term and long-term goals.

In this lesson, you are looking at why it is important to set goals. Why do you think it is important to set goals for the future?

Learner profile  page 150

- 1** **SPEAKING** Think about two or three friends. Talk about what free-time activities you do together.
- 2** **19** Listen to two teenagers, Esther and Oliver, talking about what they do with their friends in their free time. Do they mention any of the activities you talked about in 1?



**Exam tip**

In this listening exercise, you match people with the correct information. Why is it important to read the names and information before you listen?

- 3** **19** Listen again. Match each person to a place they like going to. There are three extra places that you don't need.

- |           |                   |
|-----------|-------------------|
| 1 Ivan    | a café            |
| 2 Lucia   | b theatre         |
| 3 Antonio | c gym             |
| 4 Charlie | d sports centre   |
| 5 Natalie | e shopping centre |
|           | f art gallery     |
|           | g swimming pool   |
|           | h museum          |

- 4** Read the sentences and write **E** for Esther or **O** for Oliver.

Who ...

- never stops for a drink when shopping? .....
- sometimes doesn't go to school in the afternoon? .....
- usually meets with two friends from school? .....
- doesn't usually go out at night? .....
- often watches films at the weekend? .....

**5** **Critical thinkers**

In your opinion, is it important to visit museums in your free time?

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

**Adverbs of frequency**

**1a** Look at these sentences. The words in bold say how often we do something. Put them in order from 0% (never) to 100% (always).

- We **usually** walk on the beach after school.
- I **always** chat online with my family.
- I **often** go to the cinema on Friday.
- We **never** stop for coffee.
- I **sometimes** go to art galleries alone.
- I **hardly ever** go out in the evening.



**1b** Look at these sentences and complete the rules with **before** or **after**.

- They are **always** happy to speak to me.
- We **usually** go to the shopping centre.

- Adverbs of frequency come ..... the verb *be*.
- Adverbs of frequency come ..... main verbs (*walk, go, play, etc.*).

Check it page 24

- 2** Choose the correct alternative.

- I never am/am never happy.
- Lauren goes always/always goes to the park.
- They hardly ever are/are hardly ever calm.
- We listen sometimes/sometimes listen to music.
- My mum often gets up/gets up often early.
- You aren't always/always aren't confident.

- 3** Write the sentences with an adverb of frequency to make them true for you.

- I go to the cinema on Saturday.  
*I sometimes go to the cinema on Saturday.*
- I am late for class.
- I go to school by bike.
- I go shopping at the weekend.
- We have dinner at 7 pm.

- 4a** Guess your partner's answers in 3. Write them down.

*I think you never go to the cinema on Saturday.*

- 4b** **SPEAKING** Read your sentences in 4a to your partner. How many are correct?

## Present simple questions

5 Look at these sentences. Then decide if (1–4) are True (T) or False (F).

- a Does Esther **go** out with her friends after school?  
Yes, she **does**. / No, she **doesn't**.
- b Where **does** Oliver **live**?
- c What **do** you **do** in the evening?
- d **Do** you **go** swimming? Yes, I **do**. / No, I **don't**.

- 1 We use *does* with *he/she/it* and *do* with the other subject pronouns.
- 2 In questions, *do* and *does* come before the subject.
- 3 Question words (e.g. *who*, *why*, *where*, *what*) usually come at the start of the question.
- 4 In short answers, we don't repeat the main verb.

✓ Check it page 24

6a Complete the questions with *do* or *does*.

- 1 ..... you often watch YouTubers?
- 2 ..... your mum speak English?
- 3 ..... we usually start school at 9 am?
- 4 ..... your parents help with your homework?
- 5 ..... your grandfather play an instrument?
- 6 ..... the school have wi-fi?

6b **PRONUNCIATION** 20 Listen and check your answers. Does the intonation go up (↗) or down (↘)?

7 **SPEAKING** Ask and answer the questions in 6a. Use the correct intonation and short answers to reply.

8 Read the text and choose the correct alternative.

## Culture exchange

### Education in the UK

(a) **When do/does children start school?**

Children in the UK usually start primary school when they are five years old.

(b) **What/When do students leave primary school?**

They leave primary school at 11 years old.

(c) **What/Where do students do next?**

Next, they go to secondary school from 11 to 16 years old.

(d) **Do/Does students take exams?**

Students take exams, called GCSEs, when they are 15 or 16 years old.

(e) **Why/What do students study at GCSE?**

Students usually take between five and ten subjects at GCSE level. All students study English, maths and science. They choose other subjects, for example history, geography, French, Spanish, German, art, drama, ICT, D&T, media studies, music and PE.



9a Complete the questions with these words.

how • what • when • where • which • who • why

- 1 A: ..... do you usually get up on Saturdays?  
B: At about 11 am.
- 2 A: ..... do you usually have lunch on Sunday?  
B: At my grandparent's house.
- 3 A: ..... do you usually go out with at the weekend?  
B: With my best friend, Jodie.
- 4 A: ..... do you travel home after school?  
B: By bus.
- 5 A: ..... after-school activities do you do?  
B: Sports club and dance classes.
- 6 A: ..... activity do you prefer – going shopping or watching films?  
B: I prefer going shopping because I like looking in the shops.
- 7 A: ..... do you like learning new languages?  
B: Because I like travelling and talking to people.

9b **PRONUNCIATION** 21 Listen and check your answers. Does the intonation go up or down in the questions?

Use it ... don't lose it!

10a **SPEAKING** Ask and answer the questions in 9a. Use the correct intonation.

10b **SPEAKING** Tell the class about your partner.

*Freya usually gets up at around 12 pm on Saturdays ...*

Reach higher → page 144



## Introducing yourself



1 22 Listen to a student introducing himself to his new class. Tick (✓) the topics that he mentions.

- a his family
- b his free-time activities
- c why he's in the UK
- d the school subjects he likes
- e his name, age and home town
- f the school subjects he doesn't like
- g a typical school day for him
- h what he likes about the new school

2a 22 Listen again and put the questions in the order the teacher asks them.

- a What about school? What are your favourite subjects?
- b Tell us something about yourself. What's your name, how old are you and where are you from?
- c Tell us about your family.
- d What do you do on a typical school day in France?
- e What school subjects don't you like?
- f And what do you do in your free time?

2b 22 Complete the table with information about Alex. Listen again if necessary.

Name	Alex
Age	
Country/City	
Parents' names	
Brothers and sisters	
Favourite subjects	
Subjects you don't like	
School	
• Start	
• Finish	
• Lessons	
• Lunch	
Free-time activities	

3 SPEAKING Practise asking and answering the questions in 2a.

4 Complete the sentences in the Speaking bank with *and*, *but*, *because* or *so*.

### Speaking bank

#### Basic linkers

- **Addition:** Her name is Mia (a) ..... she's ten years old.
- **Contrast:** I'm quite good at drawing and painting, (b) ..... in general I don't like art as a school subject.
- **Reason:** My favourite subject is PE (c) ..... I love sport.
- **Consequence:** I'm good at playing the guitar, (d) ..... I like music, too.

5 Match the sentence halves.

- 1 I don't like science because ...
  - 2 I speak English and ...
  - 3 I love sport, so ...
  - 4 I'm good at basketball, but ...
  - 5 My friend is from Madrid, in Spain, so ...
- a I understand a little French.
  - b I go to the sports centre every weekend.
  - c I think it's difficult.
  - d she speaks Spanish.
  - e I don't play very often.

### Practice makes perfect

6a SPEAKING Do the role-play.

**Student A:** You are the teacher. Ask the questions in 2a.

**Student B:** You are the student. Turn to page 158.

6b Now change roles.

**Student A:** Turn to page 157.

## An informal email 1

1 Read Chloe's email introducing herself and complete her personal profile below.

To: florence@coolmail.fr  
From: chloemed@Tmail.com  
Subject: All about me

---

Hi!

**A** My name's Chloe Medina. I'm 14 and I live with my family in Glasgow, in the UK. My mum is Scottish, but my dad is from Venezuela. I've got two brothers. Their names are Nick and Ben.

**B** I go to a secondary school called Castlehill High School. It's quite a large school. I love languages so my favourite subjects are French and Spanish. Our school year always starts in September. Lessons begin at half past eight and finish at ten past three.

**C** I get up at seven o'clock on school days. I go to school by bus, but sometimes I walk home with my friends. We have five lessons a day with a 15-minute break at half past ten and lunch at quarter to one.

**D** In my free time, I have dance lessons on Monday, Tuesday and Thursday in the evening. They're fun! I also like singing and listening to music. At the weekend, I love going out with my friends.

Write back soon and tell me all about yourself.

Best wishes,  
Chloe

PERSONAL PROFILE



<b>Name</b>	..... <i>Chloe Medina</i> .....
<b>Age</b>	.....
<b>Lives</b>	.....
<b>Brothers and sisters</b>	.....
<b>Favourite subjects</b>	.....
<b>Free-time activities</b>	.....

2 Read Chloe's email again. Match the paragraphs to the headings.

- 1 Life at school .....
- 2 Free-time activities .....
- 3 Name, age, home town and family .....
- 4 Daily routine .....

3a Look at the information about when we use capital letters in English. Find an example for each one in the email in 1.

Capital letters are used:

- 1 with names and surnames  
*Chloe Medina*
- 2 with cities
- 3 with countries
- 4 with nationalities and languages
- 5 with days and months
- 6 with the first person singular
- 7 at the start of a sentence

3b Which rules for capital letters are different in your language?

4 Rewrite the sentences using capital letters where necessary.

- 1 my sister jo dances and i play the piano.
- 2 in spain school finishes in june this year.
- 3 i've got english and german on wednesdays.
- 4 my parents and i live in puebla in mexico.
- 5 olga and i go to a music school in berlin.

5 Look at Chloe's email again and complete the information in the Writing bank.

### Writing bank

Useful language in informal emails

- Begin with (a) ..... or Dear (Chloe).
- Use contractions, e.g. (b) ....., not *I am*, and (c) ....., not *I have got*.
- Use exclamation marks to show excitement: (d) .....
- Finish with Write back (e) ....., Bye for now!, Best (f) ....., All the best.

### Practice makes perfect

6a Read the task and write your email. Use Chloe's email as a model and the Writing bank to help you. Remember to use capital letters.

You have a new e-pal in the UK. Write an email to introduce yourself. Include information about:

- your name, age, home town and family
- your life at school
- your daily routine
- your free-time activities.

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

## Present simple

<b>Affirmative</b>	I/You/We/They <b>live</b> . He/She/It <b>lives</b> .	
<b>Negative</b>	I/You/We/They <b>don't (do not) live</b> . He/She/It <b>doesn't (does not) live</b> .	
<b>Question</b>	Do I/you/we/they <b>live</b> ? <b>Does</b> he/she/it <b>live</b> ?	
<b>Short answers</b>	Yes, I/you/we/they <b>do</b> .	No, I/you/we/they <b>don't</b> .
	Yes, he/she/it <b>does</b> .	No, he/she/it <b>doesn't</b> .

We use the present simple to talk about:

- regular habits and routines.  
*They study English every day.*  
*He watches films at the weekend.*
- things that are always or usually true.  
*Americans speak English.*  
*I feel happy when I dance.*

### Spelling of third person singular affirmative form

We usually add -s to the verb.

*get – gets, like – likes*

We add -es to verbs that end in -s, -sh, -ch, -x.

*kiss – kisses, wash – washes, watch – watches*

We add -es to the verbs go and do.

*go – goes, do – does*

With verbs that end in consonant + -y, we omit the -y and add -ies.

*study – studies, cry – cries*

With verbs that end in vowel + -y, we add -s.

*play – plays, say – says*

## Prepositions of time

### in

with parts of the day

*in the morning/afternoon/evening*

with months

*in September, in December*

with years

*in 1999, in 2020*

### on

with days

*on Monday, on Sunday*

with dates

*on 20<sup>th</sup> January, on 6<sup>th</sup> November*

### at

with times

*at six o'clock, at ten to eleven*

with *night* and the *weekend*

*at night, at the weekend*

## Adverbs of frequency

We use adverbs of frequency to say if something happens often or not.

The usual position for adverbs of frequency is before the main verb.

*I usually go to the cinema at the weekend.*

Adverbs of frequency go after the verb to be.

*She's never late.*

*We're often in the café on Sundays.*

100%



0%

## Vocabulary

### 1 Everyday activities

brush your teeth • do homework • finish school • get dressed • get up • go home • go on social media • go to bed • go to school (by bike/bus/car/train/on foot) • have a shower • have breakfast • have dinner • have lunch • leave home • pack your school bag • start school • wake up

### 2 Free-time activities

chat online • dance • do exercise • do sport • draw • go shopping • hang out with friends • listen to music • play an instrument • play board games • play computer games • read • take photos • watch films

### 3 Places to go in a town

art gallery • café • cinema • gym • library • museum • park • restaurant • shopping centre • sports centre • stadium • swimming pool • theatre



## Grammar test

### Present simple

1 Complete the sentences with one word in each gap.

**Kareem:** Which school (a) ..... your little sister go to?

**Marie:** She (b) ..... to the same school as me now – she's 11 years old.

**Kareem:** Really? (c) ..... you walk home together?

**Marie:** No, we (d) ..... I usually stay at school.

**Kareem:** What (e) ..... you do at school?

**Marie:** I do my homework and then I go to the sports centre.

**Kareem:** (f) ..... do you go to the sports centre?

**Marie:** Because I love doing sport.

**Kareem:** I always go straight home after school. I (g) ..... stay at school.

**Marie:** Do you play sport in the evening?

**Kareem:** Yes. I (h) ..... to the local gym with my dad.

/ 8 points

### Prepositions of time

2 Choose the correct alternative.

- I think his birthday is in/on January.
- We start school at/on 6<sup>th</sup> September.
- She does her homework at/in the evening.
- Do they play basketball at/in the weekend?
- The game doesn't start at/on 7.30 pm.
- My uncle likes watching films in/on Sundays.

/ 6 points

### Adverbs of frequency

3 Put the words in order to make sentences. Then put the sentences in order of frequency. 1 = 100%, 6 = 0%

- games / plays / never / He / computer
- online / I / chat / usually
- Our / late / often / are / friends
- ever / They / shopping / hardly / go
- aunt / happy / always / My / is
- finish / sometimes / at 4 pm / We / school

/ 6 points

## Vocabulary test

### Everyday activities

1 Complete the everyday activities.

1 b.....h y.....r t.....h

2 w.....e .....p

3 p.....k y.....r s.....l b.....g

4 g.....t.....s.....l

5 s.....t s.....l

6 h.....e l.....h

7 g.....h.....e

8 h.....e d.....r

/ 8 points

### Free-time activities

2 Complete the sentences with the correct form of a suitable verb.

1 At the weekend, we usually go to the cinema to ..... films.

2 I often ..... shopping with my sister and a friend.

3 When do you ..... with your friends?

4 When he does his homework, he sometimes ..... to music.

5 Both my sisters ..... an instrument, but I don't.

6 Olivia hardly ever ..... books.

/ 6 points

### Places to go in a town

3 Complete the words in the sentences.

1 How often do you go to the g..... to do sport?

2 My friends usually go to the p..... to go skateboarding.

3 Do you like the new a..... g.....? The pictures are great.

4 Our family sometimes go to have dinner at a r.....

5 We hardly ever do our homework in the l.....

6 I never go to the s..... c..... with my dad – he doesn't like it.

/ 6 points

Total:

/ 40 points

# 2



# WELCOME HOME

## Vocabulary in context

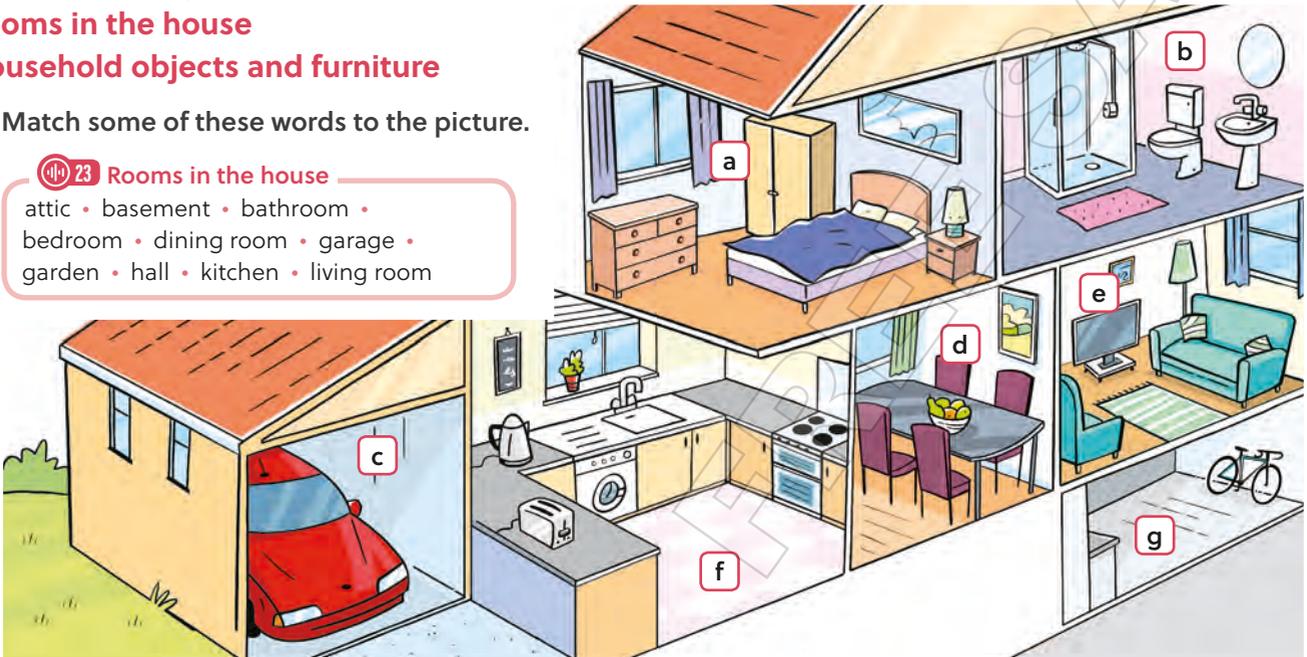
### Rooms in the house

### Household objects and furniture

1 Match some of these words to the picture.

**23 Rooms in the house**

- attic • basement • bathroom • bedroom • dining room • garage • garden • hall • kitchen • living room



2a Look at the photo and complete the text about tiny houses with some of the words in 1.

## Tiny HOUSES

Tiny houses are popular with young people – they are small but cheap. In the photo, the woman is in the



(a) ..... and the man is in the (b) ..... This tiny house hasn't got a (c) ..... – they eat at a small table. The people who live in the house haven't got a (d) ..... to sit and watch TV together. The tiny house has got a (e) ..... to wash, brush your teeth and have a shower – it's very small, of course! They like their tiny house, but they spend a lot of time outside. They haven't got a (f) ....., but there are trees and countryside near their tiny house.

2b **SPEAKING** Tell your partner about the rooms in your house or flat.

3a Look at the picture in 1. Which of these household objects or furniture can you see?

**24 Household objects and furniture**

- armchair • bath • bed • carpet • chest of drawers • cooker • cupboard • curtains • dishwasher • fridge • games console • lamp • light • microwave • mirror • phone • picture • poster • radiator • rug • shelf/shelves • shower • sink • sofa • table • toilet • TV • wardrobe • washing machine • window

3b Complete the table with the words in 3a. Some words can go in more than one column.

Kitchen	Dining room	Living room	Bedroom	Bathroom

4 **25** Listen and decide which object in each list the person is describing.

- fridge    microwave    dishwasher    cooker
- microwave    cooker    radiator    lamp
- washing machine    sink    toilet    dishwasher
- bath    sink    toilet    washing machine
- microwave    cooker    radiator    lamp

**Use it ... don't lose it!**

5 **SPEAKING** Tell your partner about the furniture in your bedroom. Try to find five similar things between your bedrooms.



## Reading

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

- Do you play board games with friends or family? Which board games do you play?
- Which board games are popular in your country?

2 Read the article. Are any of the board games you talked about in 1 mentioned in the text?

3 26 Read the article again. Are these sentences True (T) or False (F)? Write the number of the line(s) where you found the answer.

- Not all the rooms in the Great Escape Lakeside house have got games. T / F .....
- The Monopoly room has got unusual furniture. T / F .....
- The Dungeons & Dragons room hasn't got furniture. T / F .....
- One of the bathrooms is similar to a hospital because it's white. T / F .....
- You can play games with the cooker and dishwasher in the kitchen. T / F .....
- People sometimes practise singing in one of the living rooms. T / F .....

4 In which room ...

- is it dark? .....
- can you watch films? .....
- is there a sports game? .....
- do you walk on a board game? .....
- are there photos of real people? .....
- is there a games console? .....

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

6 **Critical thinkers**

Why do you think people choose to stay in this house?

What makes you say that?

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

## Welcome to the House of fun

**The Great Escape Lakeside holiday home in Florida, in the US, has got a different game in each room!**

There are 13 bedrooms in the holiday home and all of them have got different game themes. For example, there's a room with a bed in the shape of Pac-Man™ and you can play computer games on a big TV. There's also a room with a Scrabble® board carpet and you can win a prize by finding out the secret message on the walls. In the Monopoly® room, the beds look like Monopoly cards and the chairs look like dice. Next to the bed there's a wardrobe with doors that look like the Monopoly jail. In the Dungeons & Dragons® room, you feel like you're in prison because there aren't any lights or windows and the beds are on the floor.

There are 11 game-themed bathrooms in the house. The Operation® game bathroom is all white like a hospital and has got photos of famous TV doctors above the toilet. Play the giant version of Operation in this room, but wash your hands first! Imagine you're a detective in the game of Cluedo®. In this bathroom there's a picture of Miss Scarlett above the sink. Perhaps it's a clue ... Miss Scarlett, in the bathroom with ... a mirror?

There's a very big kitchen and dining room in the Great Escape Lakeside house – cook, eat and play games with the whole family. While Dad's at the cooker and Uncle Tim takes things out of the dishwasher, the rest of the family can play giant chess or table football. There's also a big word search on the wall with 7,206 words to find.

Are there any living rooms in the giant house? Yes! Families love the TV Game Show studio – get into teams to play the Wheel of Fortune® and other TV games. The karaoke room and the private cinema are also both popular. The cinema's got a giant screen and comfortable chairs – some people even sleep there.

Which room is your favourite? What game would you like to play first?

There is/There are

- Look at these sentences and complete the table.
  - There aren't 100 bedrooms.
  - Is there a games house where you live?
  - There's a very big kitchen.
  - No, there aren't.
  - There are 13 bedrooms.
  - Yes, there is.

	Singular	Plural
Affirmative	(1) .....	(2) .....
Negative	There isn't a bath.	(3) .....
Question	(4) .....	Are there any living rooms?
Short answers	(5) ..... / No, there isn't.	Yes, there are. / (6) .....

Check it page 36

- Choose the correct alternative.



At home in 10 Downing Street

10 Downing Street is the home of the British Prime Minister. There (a) *is/are* more than 100 rooms in the house, including three living rooms. This is a photo of the White Drawing Room. The Prime Minister often uses it for meetings. There (b) *is/are* a lot of white objects and furniture in this room. In the photo there (c) *is/are* two white armchairs. There (d) *is/are* also a white door, and all the walls are white. On the floor there (e) *is/isn't* a big red and white rug, and on the walls there (f) *is/are* two pictures. There (g) *is/are* also a desk with a lamp on it. There (h) *is/are* a small table between the armchairs. It isn't a very modern room – there (i) *isn't/is* a TV or a games console. And there (j) *is/isn't* a radiator.

- Complete the sentences about the room that you are in now. Use *is, are, isn't* or *aren't*.

- There ..... lots of desks.
- There ..... a shower.
- There ..... beds for the students.
- There ..... more than 20 chairs.
- There ..... a cupboard.
- There ..... big screen.

- SPEAKING** Write five questions to ask your partner about the furniture in one of the rooms in their house. Ask your partner the questions.

Is there a wardrobe in your bedroom?

No, there isn't.

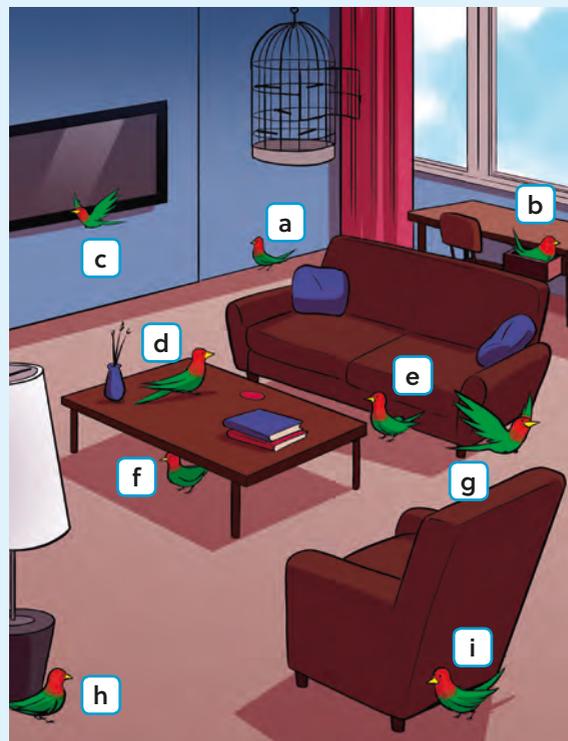
- SPEAKING** Tell the class about your partner's room.

Prepositions of place

- Look at the picture. Write sentences about the position of the birds using these prepositions.

above • behind • between • in • in front of • near • next to • on • under

a There's a bird near the wall.



Check it page 36

Exam tip

In the type of exercise in 6, there is a text with spaces. You fill each space in the text with one of three words. Is it a good idea to stop and think about the missing words the first time you read? Why/Why not?

## 6a Choose the correct alternative.



### PUZZLE! Who lives where?

There (1) ..... three coloured houses – yellow, green and red – with three people of different nationalities living in them: Spanish, German and English. Each person has got a favourite place to sit and enjoys a different free-time activity. The German lives in house number three.

- The Spanish person doesn't live (2) ..... house number two.
- The English person lives in the house (3) ..... the yellow house and the red house.
- The German person doesn't live (4) ..... the yellow house.
- One person likes playing the guitar. She doesn't live in or (5) ..... to the red house.
- One person likes sitting (6) ..... the window and listening to music. He lives next to the German person.
- One person loves sitting (7) ..... the sofa. She lives in the yellow house.
- One person likes sitting (8) ..... of the TV watching films.

- |   |           |            |            |
|---|-----------|------------|------------|
| 1 | A is      | B are      | C isn't    |
| 2 | A on      | B under    | C in       |
| 3 | A behind  | B in front | C between  |
| 4 | A in      | B next     | C above    |
| 5 | A between | B behind   | C next     |
| 6 | A on      | B near     | C above    |
| 7 | A on      | B in       | C between  |
| 8 | A behind  | B above    | C in front |

## 6b Complete the table with the information in 6a.

	House 1	House 2	House 3
colour of house		<i>green</i>	
nationality			
favourite place to sit			
free-time activity			

### Use it ... don't lose it!

- 7 **SPEAKING** Turn to page 158 and look at the picture for thirty seconds, then close your books. What can you remember about the picture?

*There are two pictures above the bed.*

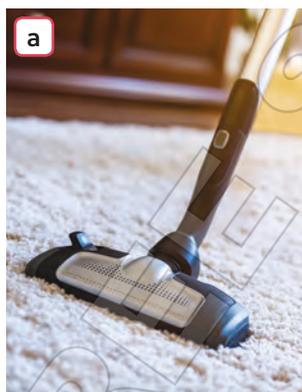
Reach higher page 144

## Housework

### 1 Match some of these phrases to the photos.

#### 27 Housework

- clean the floor/windows
- do the ironing
- do the shopping
- do the washing
- do the washing up
- dust the furniture
- lay the table
- make lunch/dinner
- make the bed
- sweep the floor
- take the rubbish out
- tidy up
- vacuum (the carpet)



### 2 Which jobs in 1 ...

- are easy?
- are difficult?
- are important?
- do people do every day?
- do you like doing?
- do you hate doing?
- don't you mind doing?

### Use it ... don't lose it!

- 3 **SPEAKING** Compare your ideas in 2. Are any of your answers the same?

Reach higher page 144



# GREAT LEARNERS GREAT THINKERS

## YOUR HOME AND THE ENVIRONMENT

**Lesson aim:** To think about ways of making your home environmentally friendly

**Video:** Hannah's van

**SEL** Social and emotional learning: Making decisions

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

- 1 What are the possible good and bad things about living in a tiny home?
- 2 Would you like to live in a tiny home? Why/Why not?

**2** **VIDEO** Watch a video about a young woman called Hannah who lives in a van. Tick (✓) the events you see.

- A Hannah doing yoga.
- B Hannah opening a van.
- C Hannah running.
- D Hannah drinking tea.
- E Hannah and her dog walking next to a van.
- F Hannah looking out of a van at the sea.
- G Hannah sitting on a bed with her dog and talking.
- H Hannah cooking.


**3** **VIDEO** Watch the video again. Find seven mistakes in the text and correct them.

The video shows the home of a young woman called Hannah. She lives in her van at the weekend. Hannah works in the city. She doesn't want to pay expensive rent so she decided to live in her van. The van has got water but it hasn't got heating. Her home is small and uncomfortable. Her bed is her favourite thing in the van. Hannah has got a small kitchen and a small bathroom. Hannah spends a lot of time in the van. She can make tea from her bed!

**4** **SPEAKING** Do you think tiny homes are good for the environment? Why/Why not?

**5** Read the text. Are any of your ideas in 4 mentioned?

🔍

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Small homes are becoming very popular in many countries. One reason is that living in a small home is good for the environment. People with small homes haven't got a lot of space to heat and they don't use a lot of water, so they save energy. They also save money because they don't need to have a lot of lights on in their tiny houses – often only one or two lamps! People with tiny houses often spend more time outside in parks, cafés and at work, so this also helps to save energy. Finally, people who live in small houses haven't got a lot of things and this is also good for the environment.





## GREAT THINKERS



### Headlines

**6** **SPEAKING**  Individually, think of a good headline or title for the text in 5 – one that summarises the content. When you finish, compare your ideas with other students. Decide which idea is the best and why.

**7** **SPEAKING**  **SEL** Make a list of things that use energy in your home (having a shower, using the dishwasher, etc.). How often do you do each thing? Think of ways to reduce energy at home. Decide which of your ideas you can use in your house to reduce how much energy you use.

## GREAT LEARNERS



Great learners think locally and globally.

In 7, you thought about how you can make a difference locally to a global problem. Why is it important to do this?

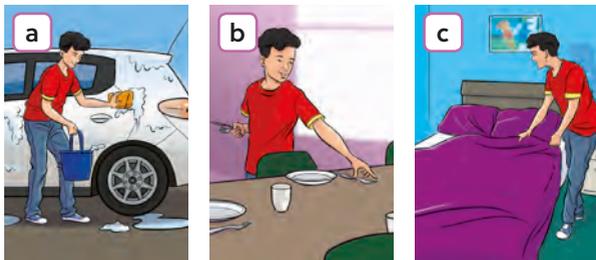
Learner profile  page 150

**1 SPEAKING** Discuss these questions.

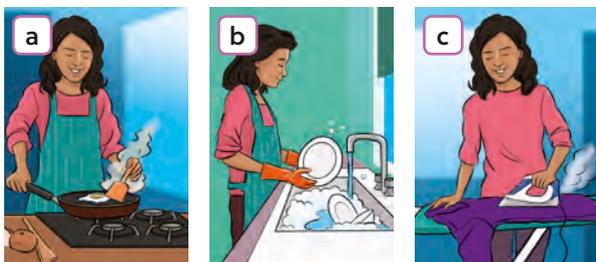
- Who usually does the housework in your house?
- How often do you do housework?

**2** Listen to a radio interview with young people about housework and choose the correct picture.

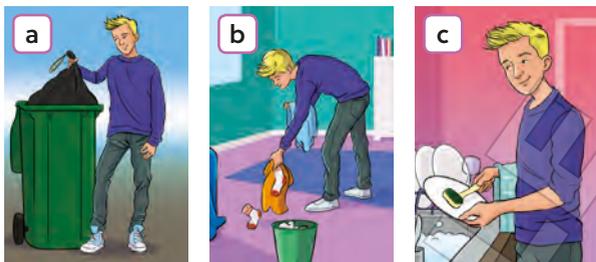
1 Which job does Mason do?



2 Which job doesn't Shazia do?



3 Which job does Jack like doing?



**3** Choose the correct alternative. Listen again if necessary.

- Three quarters/Half of young people in the UK don't do housework.
- Eleven/Twelve percent of young people vacuum the floor.
- Mason's dad/mum sometimes washes the car.
- Shazia makes breakfast during the week/at the weekend.
- Jack doesn't like taking the rubbish out/ironing.

**4 Critical thinkers**

In your opinion, is it important for teenagers to help their parents with housework?

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



Present continuous

1 Look at these sentences and choose the correct alternative to complete the rules.

- I'm walking down the High Street.
- You're carrying a bag of food.
- We're hanging out.
- Are you shopping today?
- Yes, I am. / No, I'm not.

- We make the present continuous with the verb be/have and the -ing form of the main verb.
- We use the present continuous to talk about routines/things that are happening now.

Check it page 36

2 What is the -ing form of each of these verbs? Put them in the correct column.

be • chat • clean • dance • do • eat • get • go • have • lay • make • put • sit • study • swim • take • tidy • wash • watch

1 Most verbs: add -ing

2 Verbs ending in consonant + -e: take away -e and add -ing

3 Verbs ending in one vowel + one consonant: double the consonant and add -ing

play – playing

write – writing

run – running

3a PRONUNCIATION Listen and check your answers. Do we say swimming or swimming?

3b PRONUNCIATION Listen again and repeat the verbs with the correct pronunciation.

4a Complete the dialogue with the correct present continuous form of the verbs given.

Ellie: Dad – what (a) ..... you ..... (watch)? It's very loud!

Dad: I (b) ..... (not watch) anything. I (c) ..... (read) an article.

Mum: Sorry, Ellie, I (d) ..... (make) the noise. I (e) ..... (watch) a programme called *Tidying up with Marie Kondo* online. She (f) ..... (talk) about how people living in big houses often have a lot of things they don't need. I think I agree!

Josh: Mum! What (g) ..... you ..... (say)?

Mum: Well, for example, what (h) ..... you two ..... (do) at the moment?

Josh: I (i) ..... (play) a game on my tablet.

Ellie: And I (j) ..... (chat) online.

Mum: Exactly, so we don't need the TV anymore, do we?

Josh: Mum!

4b 30 Listen to the dialogue and check your answers.



4c Look at the photo and the dialogue in 4a. Are the sentences True (T) or False (F)? Correct the false sentences.

- 1 Ellie is reading a magazine. T / F  
*Ellie isn't reading a magazine. She's chatting online.*
- 2 Mum is watching a TV programme. T / F
- 3 Josh is sitting on the sofa. T / F
- 4 Dad is watching television. T / F
- 5 Josh isn't wearing shoes. T / F
- 6 Mum is sitting on an armchair. T / F
- 7 Josh is checking his messages. T / F

5 Complete the sentences with the present continuous form of these verbs. Then match the two parts of the dialogue.

check • listen • travel • watch • work

- 1 ..... we ..... in a circle on this bus?
  - 2 ..... Monica and Tom .....  
*Tidying Up with Marie Kondo?*
  - 3 ..... you ..... your messages in class?!
  - 4 What music ..... Mark ..... to on his phone?
  - 5 ..... the wi-fi ..... at the moment?
- a No, I'm looking for information for the project.
  - b No, they're aren't. They're chatting online with Will and Neil.
  - c No, we aren't. We're arriving now.
  - d No, it isn't. I can't go online.
  - e I think it's Billie Eilish.

Present simple and present continuous

6 Look at the sentences and answer the questions.

- a People with big houses usually **have** a lot of things.
- b I **'m chatting** online.
- c What **are you doing** at the moment?
- d I **do** this every day.

- 1 Which sentences are in the present simple and which are in the present continuous?
- 2 Which sentences describe routine actions or something that is a general truth? Which sentences describe actions that are happening now?

Check it page 36

7 Choose the correct alternative.



LIVING OFF GRID

Tanner and Marian are American. They **(a) live/are living** in a small wooden house on Kodiak Island in Alaska. At the moment they **(b) build/are building** a new house on the island. Their houses are 'off grid', this means that they **(c) don't buy/aren't buying** electricity or water from a company every month like most people. They **(d) use/are using** solar panels to make electricity and they **(e) get/are getting** water from the ground every day. On a typical day they **(f) get up/are getting up at** 5.30 am and then they **(g) take/are taking** their dogs for a walk at the lake. At 7 am they **(h) make/are making** a fire, then they **(i) have/are having** breakfast before starting work on their new house. At the moment they **(j) get/are getting** ready for winter – they **(k) cut/are cutting** lots of wood for the fire in their old house. They both love living off grid in this beautiful part of the world.

Use it ... don't lose it!

8 SPEAKING Ask and answer these questions.

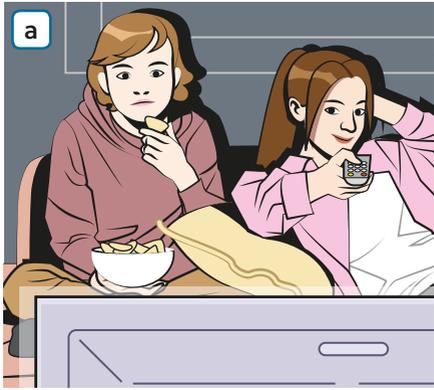
- 1 Do you often listen to music?
- 2 Are you listening to music now?
- 3 Do your parents work?
- 4 Are they working now?
- 5 Do you write a lot in English lessons?
- 6 Are you writing a lot now?

Reach higher page 144

# Developing speaking

## Giving opinions

1 Look at these pictures from an exam task. What activities can you see?



2 31 Listen to two students doing the exam task in 1 and answer the questions.

- 1 Which activity in 1 is James's favourite?
- 2 Which activity in 1 is Sasha's favourite?
- 3 Do they both talk about all of the activities?

3 31 Listen again and complete the sentences.

- 1 James likes watching films with .....
- 2 Sasha thinks it's important to .....
- 3 James prefers reading in bed to .....
- 4 James doesn't think it's good to .....
- 5 Sasha doesn't mind .....

4a Decide if these adjectives are positive (P) or negative (N).

- |             |       |               |       |
|-------------|-------|---------------|-------|
| 1 fun       | P / N | 4 boring      | P / N |
| 2 difficult | P / N | 5 interesting | P / N |
| 3 easy      | P / N | 6 relaxing    | P / N |

4b 31 Which adjectives in 4a do James or Sasha use to describe these activities? One activity has two adjectives. Listen again if necessary.

- 1 watching TV .....
- 2 cooking Sunday lunch .....
- 3 reading .....
- 4 chatting online .....
- 5 playing board games .....

5 32 Complete the phrases in the Speaking bank. Then listen and check.

### Speaking bank

#### Giving opinions

- In my (1) ....., it's good to have some time alone.
- Personally, I prefer doing other things in my free time.
- I (2) ..... most TV programmes really boring.
- I really think that it's important to do that.
- I (3) ..... like reading, too – I find it relaxing.
- I prefer reading in bed (4) ..... reading in the living room.
- I (5) ..... mind playing board games.

#### Exam tip

Is there a right or wrong answer in this type of exam task?

#### Practice makes perfect

6 SPEAKING Talk together for about two minutes, giving your opinion on the activities in the pictures in 1. Remember to:

- use the phrases for giving opinions
- give reasons for your opinions
- talk about all the activities
- say which activity you like best.

# Developing writing

## A description of a house

- 1 **SPEAKING** Describe the house in the photo. Would you like to live there? Why/Why not?



- 2 Read the text. Which things described in the text can you see in the photo?

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### My dream house

My dream house is on a Caribbean island near the sea. I love the sun, and really don't like winter, so it's very important that the house is somewhere warm all year.

My dream house is big and modern, with lots of big windows to let in the light. The house has got ten rooms: two big living rooms, a kitchen, a gym, a games room, two bathrooms and three bedrooms. It's got two balconies with great views of the sea. There's also a beautiful swimming pool with comfortable chairs and tables next to it, so it's a great place for parties.

The house has some amazing technology. Many things are voice controlled – so I say 'TV on' and the big flat-screen TV on the balcony comes on. I say 'music, gym' and the music starts in the gym. Outside there's a pizza oven near the swimming pool, so we can have pizza parties by the pool.

- 3 Read the text again. Which paragraph mainly talks about ...

- rooms and furniture? .....
- special rooms or features in the house? .....
- the location of the house? .....

- 4 Find adjectives in the text that mean the opposite of these adjectives.

- 1 unimportant .....
- 2 small .....
- 3 traditional .....
- 4 ugly .....
- 5 uncomfortable .....
- 6 very bad .....

- 5 Look at the text again and complete the information in the Writing bank with *before* or *after*.

### Writing bank

Using adjectives

- We use adjectives to describe places and make our writing more interesting.
- Adjectives usually come:
  - (1) ..... the noun they describe, e.g. *It's a great space for parties.*
  - (2) ..... the verb to be, e.g. *My dream house is big and modern.*
- We use *very* to make some adjectives strong. It goes (3) ..... the adjective (and noun) e.g. *It's a very beautiful house.*
- Remember, adjectives don't have a plural form: *comfortables chairs*

- 6 Choose the correct alternative.

### Culture exchange

#### Country estates in the UK

Country estates are big, (a) expensive houses/ houses expensive with lots of rooms and (b) big gardens/big gardens for people to visit. Most of them are very (c) old/modern – some are over 500 years old! They are full of old furniture and beautiful paintings. Blenheim Palace in Oxfordshire is a (d) building very important/very important building in England. It is over 300 years old and was the home of former British Prime minister Winston Churchill. Chatsworth House is another example of a (e) very old house/house very old. It's from the 16<sup>th</sup> century! There are 30 rooms to visit, with amazing gardens and a farm.

Collaborative project 1 page 39

- 7a Make some notes about your dream home.

- 7b **SPEAKING** Tell your partner about your ideas in 7a.

### Practice makes perfect

- 8a Read the task and write your description. Use the text in 2 as a model and the Writing bank to help you. Remember to use adjectives.

An online magazine has a competition about dream houses. Write a description of your dream house. Include information about location, special rooms and features, furniture and special household objects and technology.

- 8b When you finish your description, use the Writing checklist on page 149 to check it.

## There is/There are

	Singular	Plural
<b>Affirmative</b>	<b>There's</b> a bedroom.	<b>There are</b> two bedrooms.
<b>Negative</b>	<b>There isn't</b> a kitchen.	<b>There aren't</b> two kitchens.
<b>Question</b>	<b>Is there</b> a bedroom?	<b>Are there</b> any bedrooms?
<b>Short answers</b>	Yes, <b>there is</b> ./ No, <b>there isn't</b> .	Yes, <b>there are</b> ./ No, <b>there aren't</b> .

## Prepositions of place



on



under



above



near



behind



in front of



next to



in



between

## Present continuous

<b>Affirmative</b>	subject + <b>am/is/are</b> + verb+ <b>-ing</b> <i>We're eating dinner.</i>
<b>Negative</b>	subject + <b>am not/isn't/aren't</b> + verb+ <b>-ing</b> <i>She isn't swimming.</i>
<b>Question</b>	<b>am/is/are</b> + subject + verb+ <b>-ing</b> ? <i>Are they doing the shopping?</i>
<b>Short answers</b>	Yes, subject + <b>am/is/are</b> . No, subject + <b>am not/isn't/aren't</b> . <i>Yes, I am. / No, they aren't.</i>

We use the present continuous to talk about things that are happening now.

### Spelling

We usually add **-ing** to the verb to form the present participle.

*play – playing      cook – cooking*

When verbs end in one of more consonant + e, take away -e and add -ing.

*write – writing      make – making*

When verbs have only one syllable and end in one vowel + one consonant (except w, x or y), we double the consonant and add -ing.

*run – running      swim – swimming*

## Present simple and present continuous

We use the present simple to talk about regular habits and routines, and things that are always or usually true.

We use the present continuous to talk about things that are happening now.

*My brother works (present simple) in a shop. But it's Sunday so he isn't working (present continuous) today.*

## Vocabulary

### 1 Rooms in the house

attic • basement • bathroom • bedroom • dining room • garage • garden • hall • kitchen • living room

### 2 Household objects and furniture

armchair • bath • bed • carpet • chest of drawers • cooker • cupboard • curtains • dishwasher • fridge • games console • lamp • light • microwave • mirror • phone • picture • poster • radiator • rug • shelf/shelves • shower • sink • sofa • table • toilet • TV • wardrobe • washing machine • window

### 3 Housework

clean the floor/windows • do the ironing • do the shopping • do the washing • do the washing up • dust the furniture • lay the table • make lunch/dinner • make the bed • sweep the floor • take the rubbish out • tidy up • vacuum (the carpet)

# Grammar test

## There is/There are

1 Look at the picture and complete the sentences with *there is/isn't* or *there are/aren't*.

- 1 ..... a photo of a family.
- 2 ..... three books.
- 3 ..... a lamp.
- 4 ..... two armchairs.
- 5 ..... a table.
- 6 ..... two plants.
- 7 ..... a TV.
- 8 ..... two mirrors.



/ 8 points

## Prepositions of place

2 Look at the picture in 1. Are the sentences True (T) or False (F)? Correct the prepositions in the false sentences.

- 1 The photo of the family is above the mirror. **T / F**
- 2 The lamp is between the armchair and the sofa. **T / F**
- 3 The books are under the table. **T / F**
- 4 The plants are near the window. **T / F**
- 5 The table is in front of the sofa. **T / F**
- 6 The sofa is next to the photo of the family. **T / F**

/ 6 points

## Present simple and present continuous

3 Complete the sentences with the present simple or the present continuous form of the verbs given.

- 1 **A:** I can hear music upstairs. ....  
George ..... (listen) to the radio?  
**B:** Yes, he .....
- 2 Sam isn't in the garden. She ..... (watch) TV. She always ..... (watch) TV after dinner.
- 3 Paul and I ..... (not play) football at the moment. We ..... (not play) football when it rains.
- 4 **A:** What ..... Helena ..... (do)?  
**B:** She ..... (make) lunch.

/ 8 points

# Vocabulary test

## Rooms in the house

1 In which room do we usually ...

- 1 make breakfast .....
- 2 eat with family .....
- 3 have a shower .....
- 4 enter the house .....
- 5 watch TV .....
- 6 park the car .....

/ 6 points

## Housework

2 Complete the housework with these words.

dust • lay • make • take • up • vacuum

- 1 ..... the rubbish out
- 2 ..... the carpet
- 3 tidy .....
- 4 ..... the table
- 5 ..... the bed
- 6 ..... the furniture

/ 6 points

## Household objects and furniture

3 Write the objects.



/ 6 points

Total:

/ 40 points

## Reading

## Reading exam tip

In multiple-choice cloze activities, remember ... First, read the whole text. This is to get a general understanding of the text. Don't stop to think about the missing words.

## 1 Read the text and choose the best title.

- A How to find more free time
- B The importance of hobbies
- C Choosing a new hobby



**P**eople today often spend a lot of time online, so they don't have much time for hobbies. According to a Digital 2019 study, we spend an average of six hours and 42 minutes online every day!

There are several reasons why it's important for us to (1) ..... off our smartphones and do more free-time activities.

One reason to do this is to improve our physical health, for example by (2) ..... sport or dancing. Hobbies can also be good for our mental health (3) ..... they help us to relax and they reduce stress. Activities like drawing or playing a musical instrument help us to forget our problems and think about other things.

Having a hobby is also a good way for us to be sociable. We can (4) ..... out with friends at the weekend and do a hobby together, like (5) ..... photos or running. We can also spend time with family, doing hobbies together, like cooking or playing board (6) .....

## 2 Read the text again. Choose the best word for each gap.

- |   |           |          |          |
|---|-----------|----------|----------|
| 1 | A turn    | B close  | C hang   |
| 2 | A making  | B doing  | C going  |
| 3 | A because | B or     | C but    |
| 4 | A hang    | B meet   | C walk   |
| 5 | A doing   | B making | C taking |
| 6 | A matches | B games  | C plays  |

3 **SPEAKING** Do you agree or disagree with the ideas in the text? Why/Why not? What hobbies are popular in your country?

## Speaking

## Speaking exam tip

When answering questions about yourself, remember ...

Listen to the questions carefully. You can ask the examiner to repeat the questions if necessary.

4a **SPEAKING** Ask and answer these questions.

**Student A:** Do you live in a house or a flat? What's your favourite room?

**Student B:** Do you live in a small or a big house or flat? Which room do you spend the most time in?

**Student A:** What are your favourite subjects at school?

**Student B:** What do you normally do after school?

4b **SPEAKING** Now ask and answer these questions. Take notes on what your partner says.

**Student A:** Tell me about a typical Monday at school for you.

**Student B:** Tell me about your living room at home.

4c **SPEAKING** Tell the class about your partner's answer in 4b.

*On a typical Monday, Monica goes to school by bike ...*





# Historical buildings in your country



## 1 SPEAKING Starting point

Look back at the Culture exchange text on page 35. Are there similar historical buildings in your country?

## 2 SPEAKING Project task

Think of an important historical house or building in your country. Search for information about the house or building on the Internet so you can talk about 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

- where the house or building is and why it's important
- its age and any interesting facts about it
- what it looks like, its size and the different rooms inside
- the furniture and objects inside



## 3 Think about ...

### Digital skills

When you find a piece of information about a historical house that you want to use in your project, search for at least two other sources that confirm that information. Look for the information in English if you can.

### Intercultural awareness

Think about the information in your presentation that is possibly new or unusual for somebody not from your country. Check also for any words or expressions in your language that you think are difficult to translate. Then decide how to explain the information, words and expressions.

### Collaboration

When you work in a team, speak in English. Remember that making suggestions can help your team to improve the project.

### Useful language

*Do you think it's a good idea to ...? How about ... + gerund?  
What about ... + gerund? Let's try and + infinitive?*

### Academic skills

Texts about historical houses are sometimes quite long. It can be difficult to include everything. Find the main information and use it for your own text. Don't be afraid to use simple and direct structures when you write.

## 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:

Content  Presentation  Design  Language