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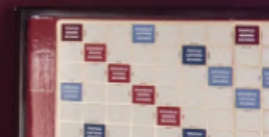
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Starter unit p6

Vocabulary English-speaking countries and nationalities • Classroom objects • Family • Descriptions • School subjects
Grammar to be • Subject pronouns • Possessive adjectives • Imperatives • Possessive 's • have got • Demonstrative pronouns

		Vocabulary	Grammar	Reading	Listening
	From day to day p14	Everyday activities Free-time activities Places to go in a town	1 Present simple affirmative and negative Prepositions of time 2 Adverbs of frequency Present simple questions Culture exchange: Education in the UK	Education a different way An online article	Teenagers studying in the UK A podcast interview
	Welcome home p26	Rooms in the house Household objects and furniture Housework	1 There is/There are Prepositions of place 2 Present continuous Present simple and present continuous	Welcome to the house of fun A magazine article	Housework Radio interviews
	Active living p40	Parts of the body Physical activities Sports	1 can/can't Adverbs of manner 2 have to/don't have, must/mustn't Culture exchange: Sport in British schools	Technology and sport An article	UK Young Sports Personality of the Year A conversation
	On the move p52	Countries and nationalities Words connected with travel Transport	1 Past simple of to be There was/There were Past simple of can 2 Past simple: affirmative, negative and questions	Space tourists An online article	A holiday in California A conversation
	Life stories p66	Jobs Places of work Jobs in the arts	1 Past continuous 2 Past simple and past continuous Culture exchange: Famous actors from Australia	A story of two novelists An online biography	Millie Bobby Brown: Actor A presentation
	Fabulous food! p78	Food and drink Containers	1 Countable and uncountable nouns some, any, a/an 2 a lot of/much/many should/shouldn't Culture exchange: A taste of the States	You are what you eat An online article	Fast-food adverts A radio phone-in show
	Into the wild p92	Wild animals The natural world The weather	1 be going to 2 will/won't Present continuous for future Culture exchange: Visiting South Africa	Frozen zoos An information text	Jackson Hole, Wyoming An online talk
	Our society p104	Personality adjectives Feelings Social problems	1 Comparative adjectives 2 Superlative adjectives Articles Culture exchange: Charity giving in the UK	Talking about your generation A magazine article	Four news stories News reports
	Shop with care p118	Clothes Accessories and jewellery Shops	1 Present perfect Present perfect with ever and never 2 Present perfect with just, already and yet Culture exchange: Shopping in London	Young fashion designers An article	At the shops Dialogues
	Big ideas p130	Creating and inventing Inventions Nouns with -ion	1 The passive, the passive with by 2 Zero conditional First conditional Culture exchange: An inventor from the US – Thomas Edison	The next big thing ... An information text	Mark Rober: YouTuber, engineer and inventor A conversation

Speaking

Writing

GREAT LEARNERS GREAT THINKERS

Exam success

Collaborative projects

Introducing yourself

Talking about you, your family, school and free-time activities

Introducing yourself

An informal email 1

Having goals

 **Video:** Sophie's monthly update

***SEL:** Setting long-term goals

*Social and Emotional Learning

Exam success 1–2

Reading: 3-option multiple-choice cloze p38

Speaking: Questions p38

Listening: 3-option multiple-choice p152


Writing: An email p152

Giving opinions


A discussion

My dream house

A description of a house

 **Culture exchange:** Country estates in the UK

Your home and the environment

 **Video:** Hannah's van

SEL: Making decisions

Collaborative project 1

Historical buildings in your country p39




Asking for information

A role-play

Arranging to meet

An informal email 2

The benefits of doing sport

 **Video:** Inline skating champion

SEL: Managing worry and anxiety

Exam success 3–4

Listening: Gap fill p64


Speaking: Discussion with pictures p64

Reading: 3-option multiple choice p153

Writing: Picture story p153

Talking about holidays


Talking about a holiday in the past

 **Culture exchange:** Tourism in New Zealand

A four-day trip

A travel blog

Learning about different cultures

 **Video:** A different kind of journey

SEL: Keeping an open mind

Collaborative project 2

Tourist attractions in your country p65



Talking about a past event

Talking about a special day

Writing about a past event

A story

Work skills

 **Video:** Robot workers of the future

SEL: Teamwork

Exam success 5–6

Reading: 3-option multiple matching p90

Writing: An email p90

Listening: Matching p154

Speaking: Discussion with pictures p154


Ordering food

A dialogue

An invitation

An email invitation

Reducing food waste

 **Video:** The food-sharing app

SEL: Empathising

Collaborative project 3

Famous actors from your country p91




Making suggestions and plans

A role-play

Responding to a friend

A short message

Animal intelligence

 **Video:** Meerkats of the Kalahari

SEL: Being curious

Exam success 7–8

Listening: 3-option multiple-choice p116

Speaking: Describing a photo p116

Reading: Open cloze p155

Writing: An article p155


Describing a photo

Describing photos and speculating about them

Are friends more important than family?

An opinion essay

Making a difference

 **Video:** The climate heroes

SEL: Being considerate

Collaborative project 4

Wildlife in your country p117




Shopping

A dialogue

A recent purchase

A product review

People and their clothes

 **Video:** Our clothes

SEL: Keeping an open mind

Exam success 9–10

Reading: 3-option multiple choice p142

Speaking: Asking and answering questions p142

Listening: 3-option multiple-choice p156

Writing: An email p156


An important invention or discovery

A presentation

Inventors and discoverers

A biography

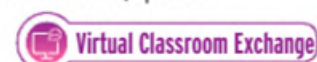
Great inventors

 **Video:** Driving inventions

SEL: Being creative

Collaborative project 5

Shopping in your country p143



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

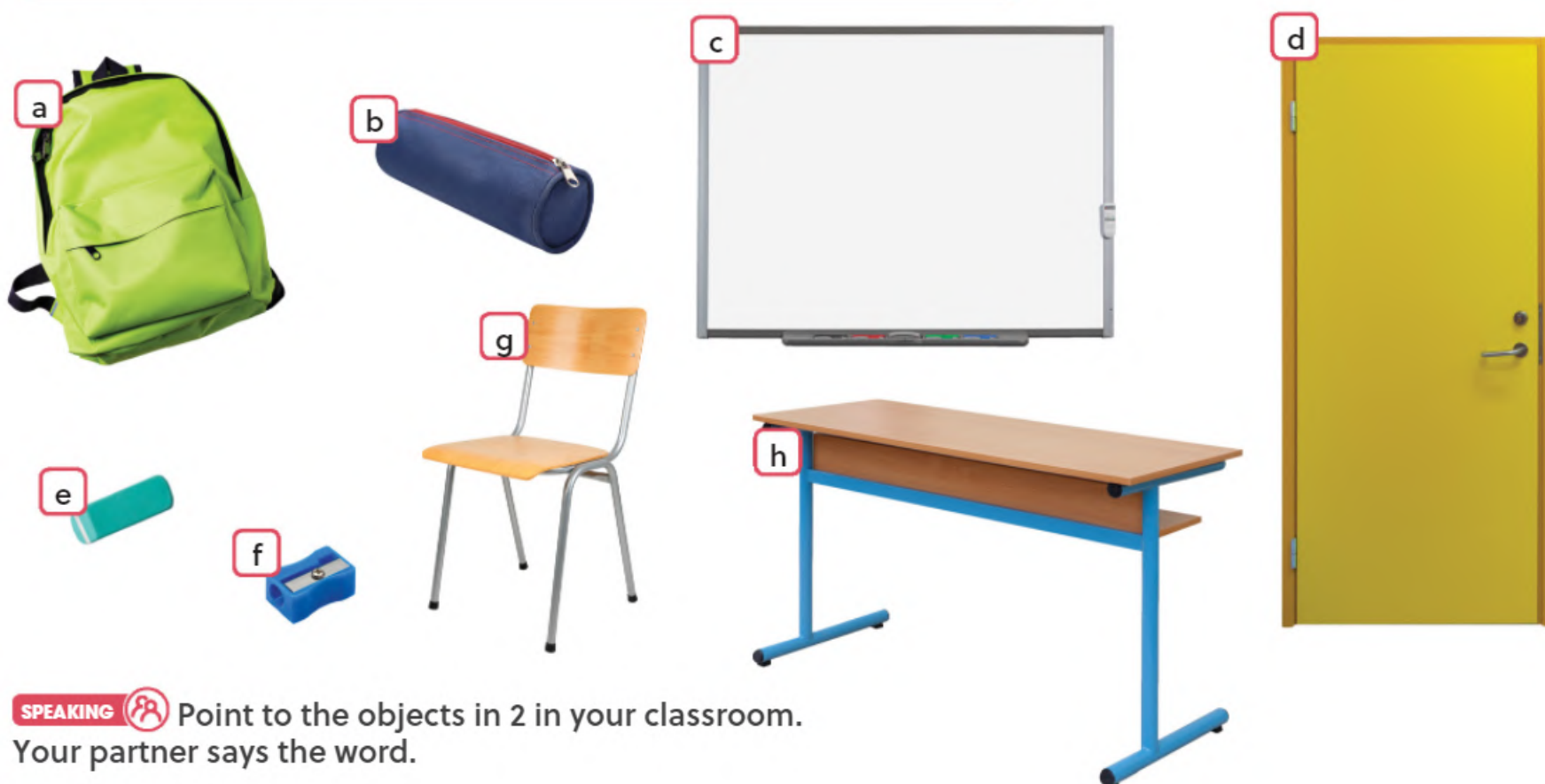
Continent	Country	Nationality	Capital city
Europe	1	2	London
	3	4	Dublin
North America	5	6	Washington D.C.
	7	8	Ottawa
Oceania	9	10	Canberra
	11	12	Wellington

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



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.
- I'm from Ireland.
 - Are you English?
 - Yes, I am.
 - No, I'm not.
 - Gerard is from Dublin.
 - 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.

You're American.

(2) 's Canadian.

She's British.

(4) 's my dog.

We're 14.

(6) 're 12.

My name is Gerard.

(1) name is Luke.

His name is Cody.

(3) name is Ava.

Its name is Oscar.

(5) names are Lia and Tom.

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.

ABOUT

FEATURED

PHOTOS

ARCHIVED

MORE



(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.



Imperatives

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

a Open your books.

b Don't write in your books.

c Be quiet, please.

d Don't use phones in class.

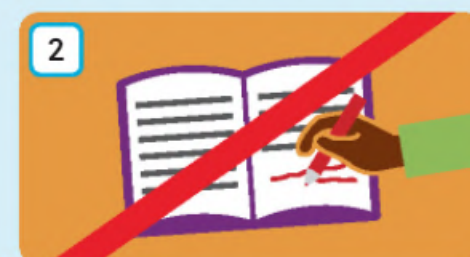
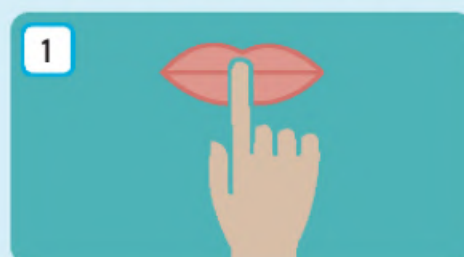
e Don't look at the answers.

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.



- 2 Choose the correct alternative.

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

- 3 Complete the questions with is or are.

- you from the US?
- your mum from your country's capital?
- you 14?
- your school bag black?
- your textbook open?
- your mum and dad at home today?

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

Are you from the US?

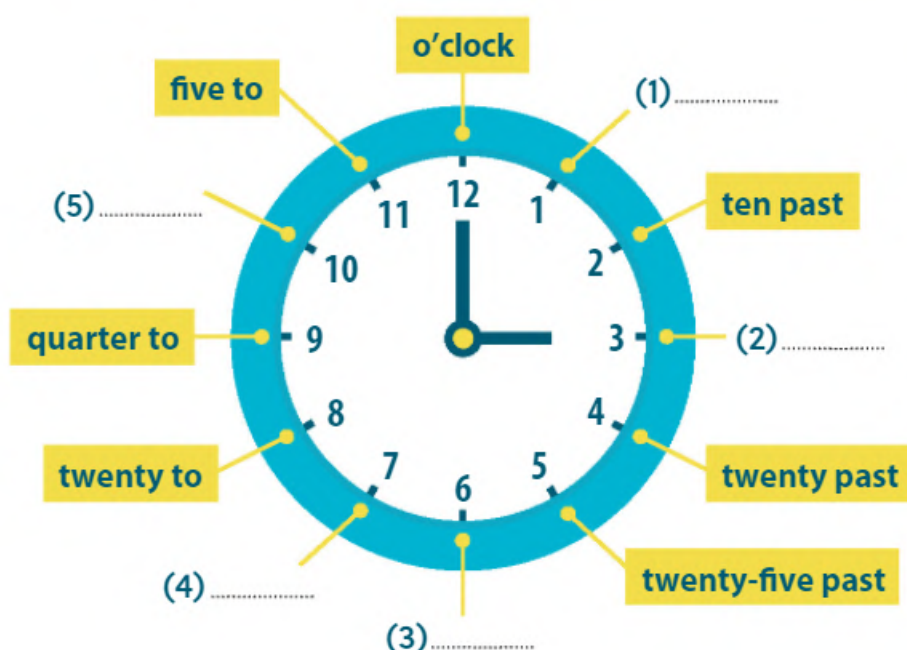
No, I'm not. I'm from Mexico.

Speaking

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.

1



2



3



4



5



6



7



8



- 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.

- What time is it now?
- What time is the next lesson?
- What time is school over?
- What time is dinner time for you?
- What time is bedtime for you?

Vocabulary

Family

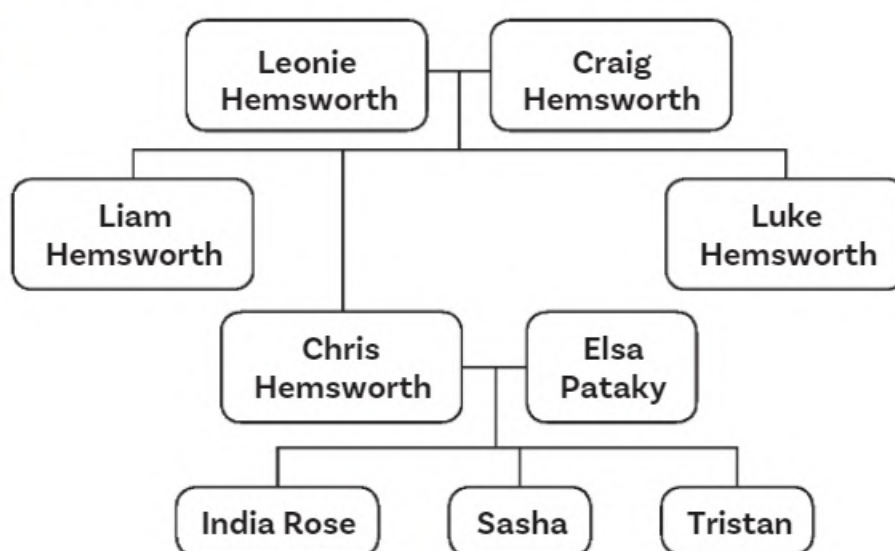
1 Complete the table with these words. Use a dictionary if necessary.

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

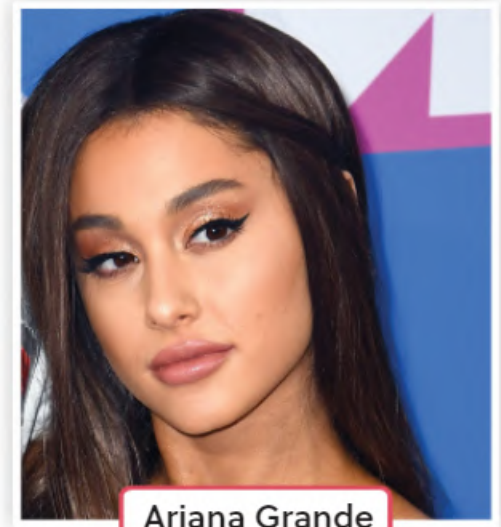
School subjects

- 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

- Look at these sentences and choose the correct alternative to complete the rules.
 - Chris's wife's name is Elsa.
 - Elsa's hair is blonde.
 - Their grandparents' names are Craig and Leonie.
 - We add *'s/just an apostrophe (')* after singular names or nouns.
 - We add *'s/just an apostrophe (')* after plural nouns ending in -s.

✓ Check it page 12

2 Put the apostrophes in the correct place.

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

have got

3 Look at these sentences and complete the table.

- They've got three children.
- Chris hasn't got a sister.
- Has he got a brother called Freddy?
- 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.

- He's got straight hair. **T / F**
*He hasn't got straight hair.
He's got curly hair.*
- He's got a beard. **T / F**
- He's got brown eyes. **T / F**
- He's got blonde hair. **T / F**
- He's got long hair. **T / F**
- 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.



- This is my best friend.
- That is my teacher.
- These are my books.
- 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.



- are extra chairs for students.
- is the teacher's bag.
- are my pencils.
- 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
This is my sister.	These are my grandparents.
That is my dad.	Those 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

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

1c **SPEAKING** 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.

ON AVERAGE ...

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

For sources of data in exercise, see acknowledgements page.

2b Listen and check your answers.

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

I wake up at half past six.

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 Listen and say which activities in 4a you hear.

5a 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**.

- likes hanging out with friends.
- Sam and love doing sport.
- hates watching films.
- doesn't like going shopping.
- doesn't mind doing homework.

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



a

b

c

d

e

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

Reach higher

page 144



Reading

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About

Education

Health

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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.

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

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

- Learn through projects
- Music, music and more music!
- 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?

- It's important to learn 'normal' subjects like maths and science at school.
- 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 /tʃ/ |

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?

Prepositions of time

- 6 Look at these sentences and complete the rules (1–7) with **on**, **at** or **in**.
- I wake up at 6.45 **in** the morning.
 - School starts **on** 5th September.
 - She does her homework **at** night.
 - On** Saturdays, Amy likes going shopping.
 - My brother starts university **in** 2023.
 - They finish school **in** July.
 - We hang out together **at** the weekend.
 - We've got history **at** 11.15 am.
- We use with days.
 - We use with times.
 - We use with months.
 - We use with dates.
 - We use with some parts of the day (*the morning, the afternoon, the evening*).
 - We use with years.
 - We use with *night, the weekend, lunchtime*.

✓ Check it page 24

7 Choose the correct alternative.

A Japanese education

Home About Articles Subscribe Q

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 20th July every year. But the school year doesn't start (j) in/at/on September, after the school holidays – it starts in April.



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

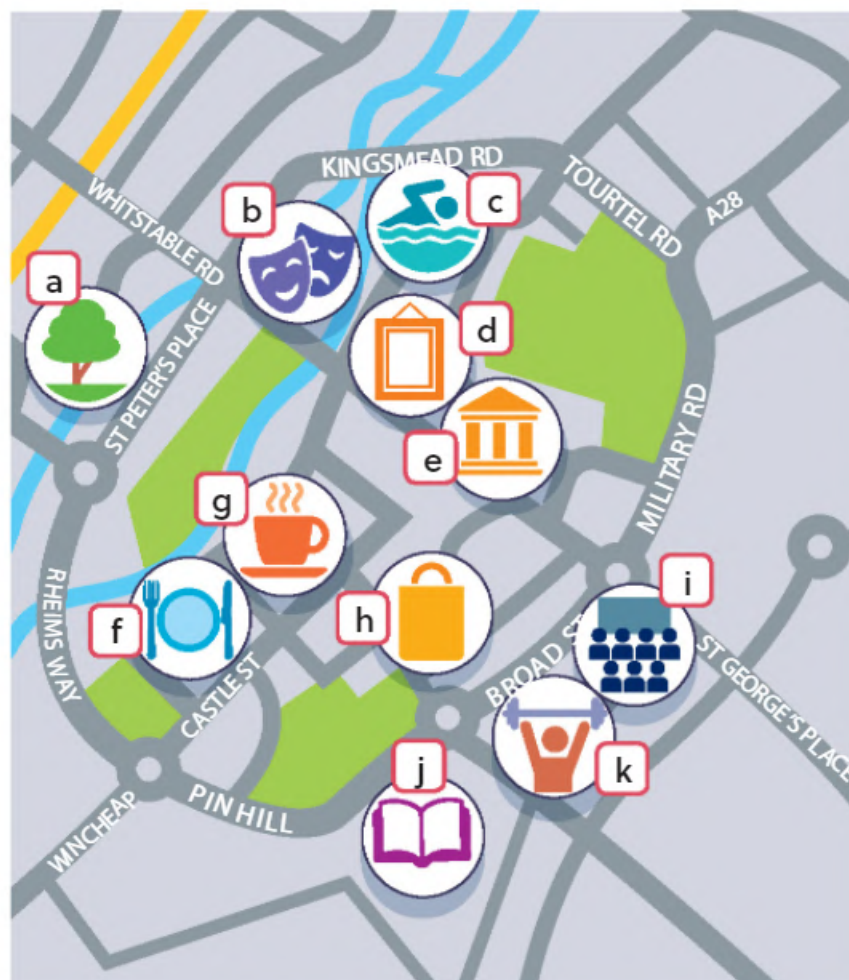
Vocabulary

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



2 Write the correct places.

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

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 ...

- | | |
|--|-------|
| 1 never stops for a drink when shopping? | ..... |
| 2 sometimes doesn't go to school in the afternoon? | ..... |
| 3 usually meets with two friends from school? | ..... |
| 4 doesn't usually go out at night? | ..... |
| 5 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.

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

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



Developing speaking

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.

Developing writing

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

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

- 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

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

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 20th January, on 6th 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%

always
usually
often
sometimes
hardly ever
never

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 6th 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.

- At the weekend, we usually go to the cinema to films.
- I often shopping with my sister and a friend.
- When do you with your friends?
- When he does his homework, he sometimes to music.
- Both my sisters an instrument, but I don't.
- Olivia hardly ever books.

/ 6 points

Places to go in a town

- 3 Complete the words in the sentences.

- How often do you go to the g to do sport?
- My friends usually go to the p to go skateboarding.
- Do you like the new a ? The pictures are great.
- Our family sometimes go to have dinner at a f
- We hardly ever do our homework in the l
- I never go to the s c with my dad – he doesn't like it.

/ 6 points

Total: / 40 points