

# STARTER

# What do you know?

## All around the world

### Vocabulary: countries and nationalities

1 Copy and complete the table.

Country	Nationality	Country	Nationality
Australia	1 (...)	8 (...)	Mexican
2 (...)	Brazilian	Morocco	9 (...)
Canada	3 (...)	10 (...)	Nigerian
4 (...)	Chinese	Spain	11 (...)
France	5 (...)	12 (...)	Turkish
6 (...)	Irish	the UK	13 (...)
7 (...)	Japanese	14 (...)	American

2 Listen and check. Identify the stressed syllable.

*Australia – Australian*

3 Work in pairs. Complete the quiz with countries in exercise 1. You have three minutes!

## THE BIG WORLD QUIZ

- Name three countries where people speak English.
- Tokyo is the capital city of ...
- Name three countries in Europe.
- Name two countries where people speak Spanish.
- Say five countries with the letter 'r' in their names.
- Name two countries in Africa.

### Grammar: be (affirmative, negative and Yes/No questions)

4 Copy and complete the table with *is, isn't, are* and *aren't*.

Affirmative		Negative	
I'm		I'm not	
You/We/They 1 (...)	British.	You/We/They 3 (...)	French.
He/She/It 2 (...)		He/She/It 4 (...)	

5 Write affirmative or negative sentences.

Add capital letters.

- he / from (+) *He's from Japan.*
- she / (-) *She isn't Irish.*
- we / from (+)
- it / (-)
- I / (+)
- you / from (-)





**6** Read the examples and choose the correct option to complete the rules.

Are you Spanish?	No, I'm not.
Are you Mexican?	Yes, I am.

- For Yes/No questions, the verb *be* comes **first/second**.
- For short answers in the affirmative, **use/don't use** contractions.
- For short answers in the negative, **use/don't use** contractions.

**7** Match questions 1–5 with answers a–e.

- |                                |                    |
|--------------------------------|--------------------|
| 1 Is she a teacher?            | a No, it isn't.    |
| 2 Are we on exercise 4?        | b Yes, she is.     |
| 3 Are they your pens?          | c No, they aren't. |
| 4 Is it the correct answer?    | d Yes, you are.    |
| 5 Am I in the right classroom? | e No, we aren't.   |

## Are you new here?

### Vocabulary: in the classroom

**1** Listen and write the letters. What words do you hear?

**2** Complete the words with vowels to make classroom objects.

- |                      |                                     |
|----------------------|-------------------------------------|
| 1 CL (...) CK        | 6 C (...) MP (...) T (...) R        |
| 2 B (...) (...) K    | 7 N (...) T (...) B (...) (...) K   |
| 3 P (...) NC (...) L | 8 SH (...) RP (...) N (...) R       |
| 4 CH (...) (...) R   | 9 D (...) CT (...) (...) N (...) RY |
| 5 B (...) (...) RD   | 10 W (...) ND (...) W               |

**3** Work in pairs. Point to something in the classroom and ask and answer the questions.

What's this?

It's a notebook.

**this/these, that/those**

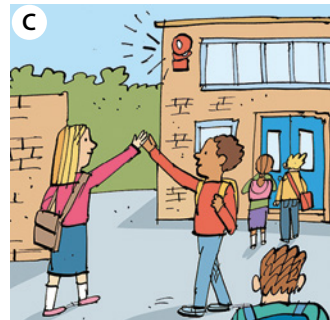
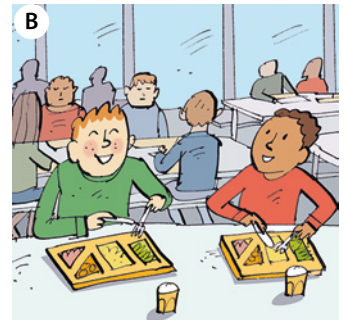
Ask 'What's **this**?' (singular) and 'What are **these**?' (plural) for things near you.

Ask 'What's **that**?' (singular) and 'What are **those**?' (plural) for things at a distance.

**4** Listen to the instructions and match them with pictures a–f.

a (...)	b (...)	c (...)	d (...)	e (...)	f (...)
			They <b>are</b> French.		He's from <u>France</u> .

**5** Listen and match conversations 1–4 with pictures A–D.



## Grammar: be (Wh- questions)

**6** Read the examples and choose the correct option in the rule.

What's this?	It's a pen.
What are those?	They're my books.

For *Wh-* questions, the verb comes **before/after** the question word.

**7** Match the question words in the box with pictures 1–5.

How old? What? When? Where? Who?

1 (...)	2 (...)	3 (...)	4 (...)	5 (...)
			I'm 12.	

**8** Order the words to make questions.

- name / your / What's ?
- you from / Where / are ?
- are / How old / you ?
- favourite sport / What's / your ?
- your / favourite singer / Who's ?

**9** Work in pairs. Ask and answer the questions in exercise 8.



# Families – big and small

## Vocabulary: family

1 Copy and complete the table with the family words in the box.

aunt brother cousin daughter father  
grandfather grandmother mother  
nephew niece parent sister son uncle

Male	Female	Both
brother		

2 Write the family member.

- Your mother's brother *uncle*
- Your father's mother
- Your sister's son
- Your mother's daughter
- Your aunt's son

mother and father = parents  
son and daughter = children

3 Work in pairs. Describe the families in the photos.

I think this is the mother.

Or maybe they're three sisters ...



4 Match family descriptions 1–3 with photos A–D in exercise 3. There is one photo you don't need.

### Families around the world

Some of our readers tell us about their families.

**1** I live with my family in London. My dad's from India, and my aunts, uncles and cousins all live there. My dad's name is Samar and he's 45 years old. My mum's 39. Her name is Liz. I've got two sisters.

**2** I've got three sisters. My older sister's married and she's got a son and a daughter. My nephew's name is Jia and my niece is called Fin. My grandmother lives with us. I've got six cousins.

**3** I live with my mum and my sister. We're a small family, but we're close to our neighbours. They're called Mr and Mrs Evans and their sons' names are Caleb and Damien. They're like brothers to me.

5 Find 12 family members in the descriptions.

## Grammar: possessive adjectives

6 Read the example. Copy and complete the table with the possessive adjectives in the box.

My mum's 39. Her name is Liz.

his its our their your

Subject pronouns	I	you	he	she	it	we	they
Possessive adjectives	<i>my</i>	1 (...)	2 (...)	<i>her</i>	3 (...)	4 (...)	5 (...)

7 Complete the sentences with possessive adjectives.

- My grandfather is 70 years old. (...) name's Frank.
- My cousins live with (...) parents in the USA.
- We've got a big garden, but (...) house is small.
- My sister lives with (...) husband and two children.
- What about you? Is (...) family big or small?



## Grammar: possessive 's and s'

My nephew's name is Jia. (singular noun + 's)  
 Their sons' names are Caleb and Damien. (plural noun ending in s + ')

### 8 Add one apostrophe (') to each sentence.

- 1 My dads family is in India.
- 2 My grandparents house is in Chennai.
- 3 I see my cousins at my uncles house.
- 4 My cousins names are Ajay and Hari.

## Who is it?

### Vocabulary: describing people

#### 1 Find the people in the picture.



- 1 He's got black hair and a moustache. He wears glasses. He hasn't got a beard.
- 2 She's got short blonde hair and blue eyes.
- 3 He's got fair hair. He hasn't got a beard.
- 4 She's tall. She's got short curly hair and glasses.

#### 2 Copy the table and add words from exercise 1.

General description	Hair	Hair colour	Eyes	Other
short	long straight	brown grey	brown green	beard

#### 3 Listen and match the descriptions to the people in exercise 1.

## Grammar: have got

#### 4 Copy and complete the table with *has, hasn't* or *haven't*.

	Affirmative	Negative
I/You/We/They	have got black hair.	1 (...) got blue eyes.
He/She/It	2 (...) got short hair.	3 (...) got glasses.

#### 5 Complete the sentences with the correct form of *have got*.

- 1 He (...) a beard and glasses. (+)
- 2 They (...) any children. (-)
- 3 I (...) a cat called Sam. (+)
- 4 We (...) any cousins. (-)
- 5 She (...) any brothers or sisters. (-)

#### 6 Copy and complete the table with *has, hasn't, have* or *haven't*.

Questions	Short answers
Have you got curly hair?	Yes, I have./No, I 1 (...).
2 (...) he got a beard?	Yes, he has./No, he 3 (...).
Have they got blue eyes?	Yes, they 4 (...)./No, they haven't.

#### 7 Write questions with *have got*.

- 1 you / any brothers or sisters ?
- 2 your dad / a beard ?
- 3 your mum / long hair ?
- 4 your parents / any brothers or sisters ?
- 5 you / a lot of cousins ?

#### 8 Work in pairs. Ask and answer the questions in exercise 7. Then write a description of your partner's family.

*Tania's got a big family. She's got two brothers ...*

#### 9 Read the text and answer the question.

### BRAIN TEASER

Two parents have got six sons. Each son has got a sister.

*How many people are there in the family?*



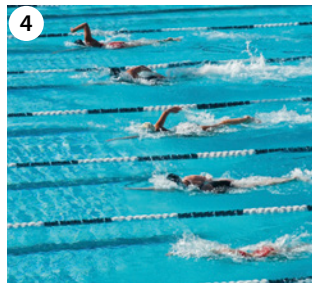
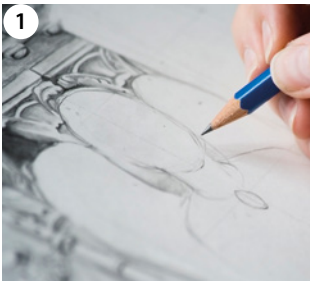


# What can you do?

## Vocabulary: action verbs

1 Match the words in the box with pictures 1–10.

cook dance draw play ride run  
sing speak spell swim



(...) a bike



(...) the guitar



(...) Chinese



(...) fast

2 Listen. What is the verb? Can the people do the action?

1 sing – yes

## Grammar: can for ability

3 Copy and complete the table with sentences a–d.

- a He can't spell.
- b Can they cook?
- c Yes, they can.
- d She can swim.

Affirmative	Negative
I can draw. 1 (...) They can speak Chinese.	I can't sing. 2 (...) They can't speak French.
Questions	Short answers
Can you play the guitar? Can he sing? 3 (...)	Yes, I can./No, I can't. Yes, he can./No, he can't. 4 (...)/No, they can't.

4 Use the words to write questions (?) and affirmative (+) or negative (-) sentences.

- 1 she / sing (+)
- 2 he / play the guitar (-)
- 3 she / speak Chinese (?)
- 4 he / swim (+)
- 5 they / spell (-)
- 6 you / dance (?)

5 Work in pairs. Ask and answer questions about the activities in exercise 4. How many of your answers are the same?

Can you sing?

No, I can't.

6 Work in pairs. Test yourself!

## What can you do in English? Test ★

Score ONE point for each thing you can do.

- 1 name six colours
- 2 write the names of ten animals
- 3 see three things that begin with the letter 'c'
- 4 count backwards from 20 to 1 (20, 19, 18, ...)
- 5 spell your teacher's name
- 6 say the days of the week



# What's in this book?

## 1 Look through the Student's Book and answer the questions.

- 1 Each unit has a **Quick review** page. Where?
- 2 How many **Projects** are there in the book?
- 3 Where is the **Irregular verbs** list?
- 4 Where is the **Graphic organiser**?

## 2 There are lots of things to help you in the book. Find the answers to the questions.

- 1 In **WDYT? (What Do You Think?)** you think about a big question at the start of the unit, and again at the end. Lots of things in the unit help you think about the topic. What's the question in Unit 2?
- 2 In **Research** boxes you go online to find out more about a topic. What information do you research in Unit 4?
- 3 In **Video skills** you learn to think critically about videos. What's the first question in Video skills in Unit 6?
- 4 In **Reading subskills** you learn how to be a more effective reader. What's the subskill in Unit 1?
- 5 In **Word work** you meet new vocabulary in context in the reading texts. What's the first word you study in Unit 7?
- 6 In **Critical thinking** you learn to think more carefully about ideas in a text. What's question number 3 in the Critical thinking activity in Unit 5?
- 7 In **Listening subskills** you learn how to be a more effective listener. What's the subskill in Unit 3?
- 8 In **Super skills** you practise things which are important in everyday life. What Super skill do you practise in the Project in Unit 8?

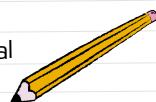
## 3 In which unit do you see photos 1–8?



## 4 Work in pairs. Complete the challenge.

### Classroom CHALLENGE

- 1 In which unit do you plan an ideal school timetable?
- 2 In which unit do you learn to describe animals?
- 3 In which unit do you listen to a hockey player?
- 4 Where do you 'Think – Prepare – Practise – Perform' in every unit?
- 5 In which unit do you visit Comic Con?
- 6 What are the four steps in the final Writing activity?



### How quickly can you find the answers?

- 7 In which unit do you study modal verbs of obligation?
- 8 In which unit do you talk about holidays?
- 9 In which unit do you give a presentation on a hero?
- 10 Where do you learn Super skills?
- 11 In which Project do you make a mini-book?
- 12 In which unit do you study food vocabulary?





# 1

# School life

WDYT?  
(What do you think?)

What is an ideal school?

At my school in France, we have two hours for lunch. Some students **1** (...) home, but others **2** (...) lunch in the school canteen. There are no packed lunches!



**Vocabulary:** daily routines; school subjects

**Grammar:** present simple; object pronouns

**Reading:** an online article about online schools

**Listening:** a conversation with a Finnish student

**Speaking:** working together to check answers

**Writing:** a blog post

**Project:** design a timetable for your ideal school



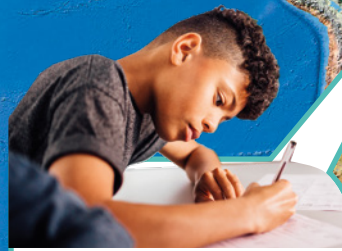
Video skills p13



Real-world speaking p19



Project pp22–23



In Brazil, some students **4** (...) school at seven o'clock in the morning and **5** (...) at 12 o'clock. My school is different. We study from 12 o'clock until five in the afternoon.

I'm from Ghana and in my family we **6** (...) at four o'clock in the morning. I often help at home before I **7** (...) to school. I walk 6 km to and from school because there isn't a bus.



## Daily routines

**1** When do students usually do the activities in the box? Copy and complete the table.

~~do homework~~ finish school get up go home go to bed go to school  
have breakfast have dinner have lunch start school

Morning	Afternoon	Evening
		do homework

**2** Complete the facts on the map with words from exercise 1.

**3** Work in pairs. What things are similar and different in your school day?



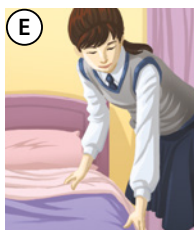
Students at my school in Finland have less than four hours of class a day, and we only 3 (...) about 30 minutes of homework in the evening.



### My typical day

- 1 On schooldays, I **wake up** at quarter past six, and get up five minutes later. I **have a shower** and **brush my hair**.
- 2 I have breakfast – noodles or porridge – at about quarter to seven. I **clean my teeth** and then I go to school with my friends.
- 3 I **get dressed** in my school uniform and I **pack my bag** for school. I usually **make my bed** and **tidy my room**, but sometimes I forget!
- 4 We start school at half past seven and **have a break** at ten to ten. We all do physical exercises together. 
- 5 We have lunch at half past twelve and finish school at four o'clock. I go home and **get changed** into my normal clothes.
- 6 I have dinner with my family at about half past five, and then I do homework for about three hours. I go to bed at ten o'clock and **go to sleep** – I'm usually really tired!

### 4 Read about a Chinese student's typical day. Match paragraphs 1–6 with pictures A–F.



### 5 Match the times with the activities from a Chinese student's typical day.

- |         |         |         |        |
|---------|---------|---------|--------|
| A 12:30 | B 22:00 | C 17:30 | D 9:50 |
| E 16:00 | F 6:15  | G 6:45  | H 7:30 |

### 6 Put the activities in the order you do them on a typical day.

- 1 make my bed / wake up / get up
- 2 brush my hair / get dressed / have a shower
- 3 have breakfast / make my bed / clean my teeth
- 4 have a break / pack my bag / start school
- 5 go to sleep / go to bed / clean my teeth

#### Time and day

Use *at* with times – *at half past six, at ten o'clock*

Use *in* with parts of the day – *in the morning, in the afternoon, in the evening BUT at night*

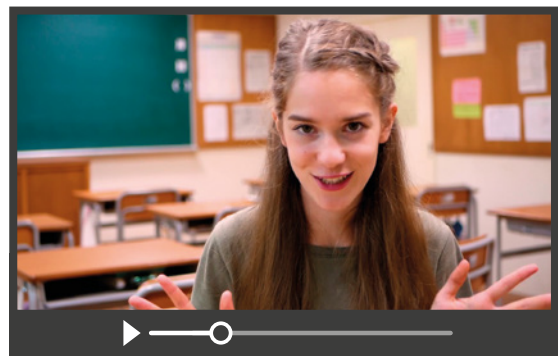
Use *on* with days – *on Monday(s), on Tuesday(s)*

### 7 Complete the sentences with *at*, *in* or *on*.

- 1 We finish school early (...) Fridays.
- 2 I sometimes have a shower (...) the evening.
- 3 I usually have breakfast (...) about seven o'clock.
- 4 I clean my teeth (...) the morning and (...) night.
- 5 My first class (...) Monday morning is maths.

### 8 Work in pairs. Tell your partner about your typical day. What is the same and what is different?

#### VIDEO SKILLS



### 9 Watch the video. What daily activities do you see students do?

### 10 Work in pairs. Discuss the questions.

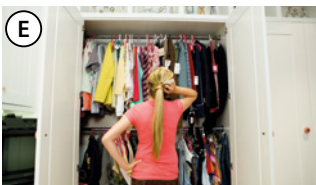
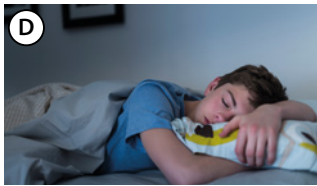
- 1 Why did the vlogger make the video?
- 2 Who do you think this video is for?
- 3 How does the vlogger make the video interesting? Think about: how long you see each image, the music, her voice, etc.



## An online article

### 1 Match the words in the box with pictures A–J.

get dressed   get up   go home   go to school  
go to sleep   have a break   have lunch  
pack my bag   start school   wake up



### 2 Order the activities of a typical school day in exercise 1. Add three more activities to the list.

#### ▶ Subskill: Predicting from the title and the pictures

Look at photos and the title of a text **before** you read. This can help you understand what is in the text.

### 3 Look at the pictures on p15 and read the title of the article. Answer the questions.

- 1 What day and time is it in the pictures?
- 2 Why are the students at home?
- 3 What daily routine activities do you think the students do? What don't they do?

### 4 ▶▶ Read and listen to the article. What daily routine activities do the students do?

### 5 Read the article again. Are the sentences true or false? Correct the false sentences.

- 1 An online school has lessons at fixed times.
- 2 Students see the whiteboard on their computer.
- 3 They can communicate with the teacher.
- 4 Students work on the computer all day.
- 5 They see their classmates outside school.
- 6 Online students study different subjects from students in other schools.

### 6 Complete the sentences.

- 1 Jack starts school at ...
- 2 Abi has her first lesson at ...
- 3 In the morning, they have ...
- 4 They have lunch, and then they ...
- 5 Jack learns about ...
- 6 They see friends in ...

### 7 **Word work** Match the definitions to the words in bold in the text.

- 1 numbers or letters that show how good schoolwork is
- 2 things you learn at school, e.g. maths or English
- 3 a place where you can borrow or read books
- 4 start to use a computer
- 5 students in your class
- 6 visits with other students

### 8 Complete the sentences with words from exercise 7.

- 1 We sometimes go on (...) to museums or other places of interest.
- 2 There's a big (...) at my school with lots of books.
- 3 Our teacher gives us (...) from one to ten for our homework.
- 4 The first thing we in do in computer classes is (...).
- 5 I often walk to school with one of my (...).
- 6 We have science (...) every Friday morning.

#### CRITICAL THINKING



- 1 **Understand** Think about online and traditional schools. Find at least two things that are the same and two things that are different.
- 2 **Evaluate** Which of these things is an advantage of an online school? Which is a disadvantage?
- 3 **Create** Think of three advantages of a traditional school.



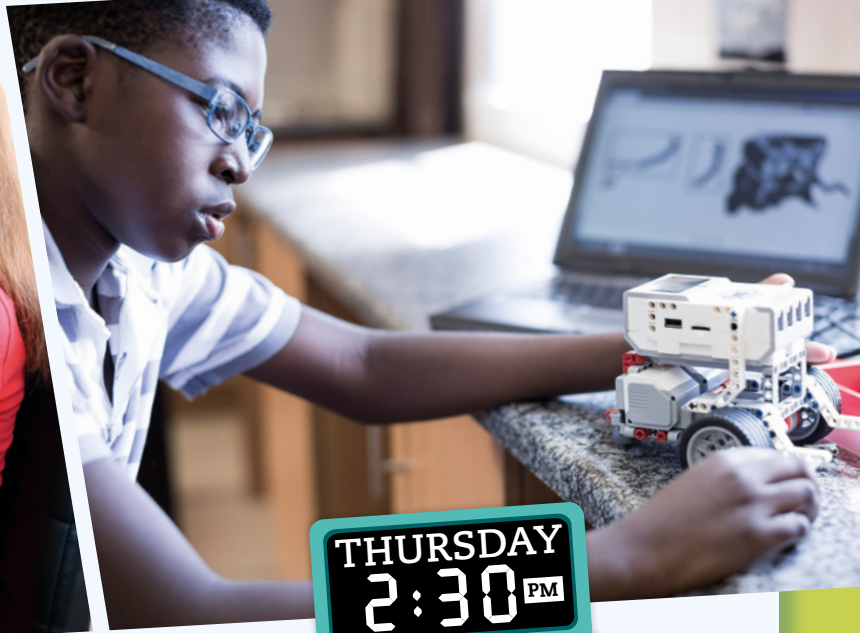
## A DAY IN THE LIFE OF AN ONLINE STUDENT

Every year, more and more teens study at online high schools. They don't go to school like other students. They stay at home and connect to classes via the Internet. So, what is a typical day for an online student?

MONDAY  
11:00 AM



THURSDAY  
2:30 PM



The fact is, it depends. Students have lessons, but they can study when they want. Jack wakes up at seven and reads for an hour before breakfast. He starts his lessons at nine. Abi prefers to start school early, so she has free time for sports and other activities in the afternoon.

'I get up and **log on** for my first lesson at eight' she says. 'I read the notes on the whiteboard on my computer.' Abi doesn't see her teachers, but she can hear them. Later, she can ask questions online or by phone.

Both Jack and Abi have four lessons in the morning. After lunch, they do homework and class projects. 'I don't sit at the computer all day,' says Jack. 'I make robots, or I go to the **library** and learn about the things I like.'

Of course, online students don't see their **classmates** every day. They sometimes go on **school trips** together, but they only meet friends in after-school clubs. They also need to be motivated, because they spend a lot of time studying alone.

In other ways, online schools are the same as ordinary schools. 'We do all the normal **subjects** like maths and history,' says Abi. 'We do tests and we get **grades** for our work.'



[Click here to find out what other students say about online learning.](#)



## Present simple: affirmative and negative

1 Read the examples. Copy and complete the table with the verbs in blue.

I **get up** at eight.  
They **don't go** to school. They **stay** at home.  
Jack **wakes up** at seven.  
Abi **doesn't see** her teachers.  
I **don't sit** at the computer all day.

### Affirmative

I/You	<b>get up</b>	at eight.
He/She/It	<b>1 (...)</b>	at seven.
We/They	<b>2 (...)</b>	at home.
<b>Negative</b>		
I/You	<b>3 (...)</b>	at the computer all day.
He/She/It	<b>4 (...)</b>	her teachers.
We/They	<b>don't go</b>	to school.

2 Choose the correct option.

- We **don't go/doesn't go** to school on Saturdays.
- Many students **start/starts** school before nine o'clock.
- My younger brother **don't study/doesn't study** at weekends.
- Our school **open/opens** at half past eight.
- I **don't do/doesn't do** homework in the morning.
- Our school year **start/starts** in September.

3 Read the Spelling rules on p21. Write the third person singular of the verbs in the box.


finish get up go have  
make play study watch

4 Complete the sentences with the present simple of the verbs in brackets.

- I (...) (**wake up**) at seven o'clock but I (...) (**not get up**) until a quarter past.
- My brother (...) (**not make**) his bed on schooldays. My dad (...) (**make**) it.
- I (...) (**have**) cereal for breakfast but my mum (...) (**have**) toast.
- My sister (...) (**go**) to school before me.
- Our teacher (...) (**give**) us homework, but we (...) (**not get**) much at weekends.
- My brother (...) (**study**) for six hours every weekend.

5 Change the underlined words to make the sentences true for you.

- I go to an online school.  
*I don't go to an online school. I go to a ...*
- My school day starts at 11 o'clock.
- We have a break at half past nine.
- I study English on Sundays.
- My school day finishes at six o'clock.
- My parents do my homework.

6  Complete the text with the correct form of the verbs. Then listen and check.



### Can you imagine going to a school like HOGWARTS?

In many ways, Hogwarts, in the Harry Potter books, is a normal boarding school. A typical day **1 (...)** (**start**) with breakfast in the Great Hall. Then a bell **2 (...)** (**ring**) and the students go to class. They **3 (...)** (**have**) two classes before lunch, and two more classes in the afternoon. They even **4 (...)** (**do**) homework and exams, and they get grades for their work.

But students **5 (...)** (**not study**) normal subjects, they learn about magic. And Harry **6 (...)** (**not play**) football, he plays quidditch.

You probably think that schools like Hogwarts **7 (...)** (**not exist**), but there is a real-life wizardry school in California. It **8 (...)** (**teach**) students all about magic!

7 Answer the question to solve the Brain teaser.



	School start time			Likes		
	8:00 am	8:45 am	9:15 am	chess	music	dance
Tom						
Ana						
Sara						

- Tom starts school before Ana.
- Sara likes dance. She is the first to start school in the morning.
- Ana doesn't like chess.

*What do you know about Tom, Ana and Sara?  
(Clue: each answer is true for only one student.)*

## School subjects

1 Look at the extract from a British school timetable and find ...

- 1 two sciences
- 2 one creative subject
- 3 one foreign language



Class B	MONDAY	TUESDAY	WEDNESDAY
9:30–10:10	maths	English literature	chemistry
10:10–10:50	history	French	maths
10:50–11:10	BREAK		
11:10–11:50	biology	ICT	ICT
11:50–12:30	PE	maths	PE
12:30–1:10	LUNCH BREAK		
1:10–2:00	basketball practice		
2:00–2:40	design and technology	music	geography
2:40–3:20	English language	music	citizenship
Homework	maths English biology	French maths	chemistry maths geography

2 Add the following subjects to groups 1–3 in exercise 1.

art drama German physics

3 Listen to extracts 1–6 and match each one to a subject from the timetable.

4 Work in pairs. Tell your partner which is your favourite day on the timetable and why.

Which is your favourite day?

Tuesday, because I like French and they've got double music.

## A conversation



Hi! I'm Ansa. I'm from Hamina in Finland but this month I'm in York, England, visiting family and going to a British school.

### Subskill: Identifying the type of listening

To identify the type of listening, think about: people (how many?), places (where are they?) and language (is it formal or informal?).

5 Listen and choose the correct description.

- a An interview with Ansa on local radio
- b Ansa talking to a teacher
- c A dialogue between Ansa and a classmate

6 Listen again. Which sentences are true?

- 1 Ansa thinks school in Britain is similar to her school.
- 2 Ansa starts school at half past eight.
- 3 Ansa has school after lunch.
- 4 Ansa doesn't have any exams.
- 5 In a project, all the students work on the same thing.
- 6 Finnish students study subjects in separate lessons.

7 Correct the false sentences in exercise 6.

8 Work in pairs. Would you like to go to Ansa's school? Why/Why not? Tell your partner.

I'd like to go to Ansa's school because I'd like to do projects.

Really? I prefer to study separate subjects.



In Finland, students start school when they're seven years old.



## Present simple: Yes/No questions

1 Read the examples. Copy and complete the table.

Do you <b>have</b> history lessons in school?	Yes, we <b>do</b> .
<b>Does</b> your school <b>start</b> later?	No, it <b>doesn't</b> .
Do you <b>go</b> back in the afternoon?	No, I <b>don't</b> .

### Yes/No questions and short answers

Do		think it's different?
Yes, No,	I / 1 (...)/we/they	2 (...). don't.
3 (...)		start at eight o'clock?
4 (...), No,	he/she/it	does. 5 (...).


2 Match the questions with the short answers in the box.

Yes, she does. Yes, I do. Yes, we do.  
No, it doesn't. No, they don't.

- Does your school have a swimming pool?
- Do you and your classmates study French?
- Do the students wear a uniform?
- Does your teacher use a computer?
- Do you like your school?

3 Write questions. Use **Do** or **Does**.

- you / start school / eight o'clock?  
*Do you start school at eight o'clock?*
- your class / study / German?
- you / have lessons / Saturdays?
- your school / finish / 3:30?
- your teachers / give / homework?

4  Work in pairs. Take turns to ask the questions and answer with short answers.

## Object pronouns

We present **them**.  
I can't imagine studying **it**.

5 Copy and complete the table with the object pronouns in the box.

her him it me us you

Subject	I	you	he	she	it	we	they
Object	1 (...)	2 (...)	3 (...)	4 (...)	5 (...)	6 (...)	them

6 Replace the words in bold with an object pronoun.

- PE is my favourite sport – I love **PE**!
- Our art teacher, Mr Flynn, is great – we like **Mr Flynn** a lot.
- I think science subjects are really difficult. I don't like **science subjects**.
- I go to school with Sara and I come home with **Sara** too.
- Our maths teacher always gives **our class** lots of homework.

7 Choose the correct option.

### GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

### Teach yourself!



If you **1 want/wants** to learn something new, why not use your phone? You **2 can download/can to download** lots of great learning apps and use **3 they/them** to learn all kinds of things, from languages to computer coding.

Are you into video? *Magisto* and *OpenShot* are great apps to learn video editing. If **4 you no know/you don't know** how to do your design and technology homework, then *Instructables* is the app for you. *WikiHow* is a great option too!

And if you **5 want/do want** help with art, go for *MyPaint* or *Krita*. It **6 do has/has** some fantastic ideas to help you.

**7 Do they cost/Cost they** a lot of money?  
**8 No, they don't cost./No, they don't.**  
Most of the apps are free.

### Research

Find one of the apps in the article online. Would it be useful for you?



## Working together to check answers

- Look at four things students do in class. In which activities do you work together?
  - playing a game
  - doing an exam
  - checking answers to an exercise
  - asking what the homework is
- Watch the video. What is the activity? Choose from a–d in exercise 1.
- Watch again. Which Key phrases do you hear?
- Complete the dialogue with the Key phrases. Watch again and check.

Carmel

What **1** (...) number 1? I've got 'Australia'.

Lukas

Yes, me too. OK – what about number 2? I've **2** (...) 'Sydney'.

Carmel

Are you sure? I've got 'Canberra'. Let's leave that one.

Lukas

OK, and number 3? The number of states ...

Carmel

I don't **3** (...).

Lukas

I think it's 'six'.

Carmel

OK, six. Now, number 4. I **4** (...) it's '34 million'.

Lukas

Are you **5** (...)? I've got '24 million'.

Carmel

Oops, yes, you're right. I can't read my writing!

Lukas

Right. Number 5 – the national sport. Do **6** (...) think it's 'rugby'?

Carmel

Let's see ... 'rugby'! High five!

- Create your own dialogue. Follow the steps in the Skills boost.

### SKILLS BOOST

#### THINK

Work individually. You have five minutes to complete the Geography quiz below.

#### PREPARE

In pairs, use your answers to the quiz to prepare a dialogue of students checking together. Remember to use the Key phrases for working together.

#### PRACTISE

Practise your dialogue.

#### PERFORM

Act out your dialogue for the class.

## Geography quiz



- Which city is not in Canada: Montreal, Seattle or Toronto?
- Is the Antarctic in the north or the south?
- What's the next planet: Mercury, Venus, Earth, ... ?
- Which is the capital of Turkey: Ankara or Istanbul?
- In which continent is Mount Kilimanjaro?

- Peer review** Listen to your classmates and answer the questions.

- Which Key phrases do they use?
- Do you agree with their answers to the quiz?

### Key phrases

**Asking about a question:** What about number ... ?

What have you got for number ... ?

Do you think it's ... ?

**Giving your answer:** I've got ...

I think it's ...

**Agreeing on the same answer:** Yes, me too.

You're right.

**Disagreeing (you have a different answer):**

Really? I've got ...

Are you sure?

**Saying you don't know the answer:** I don't know.

### Real-world grammar

I think it's '34 million'.

Do you think it's 'rugby'?



# Tell us about your school



- 1 How many students are in your school?
- 2 Have you got a uniform?
- 3 How many teachers are in the school?
- 4 What subjects do you study?
- 5 Do you use computers?
- 6 What time does school start and when does it finish?
- 7 Do you have lunch at school?
- 8 What sports do you do?
- 9 What are your favourite things about school?

Questions by English Class A,  
Kyoto High School, Japan

## All About My School

Our high school is in the centre of Tirana, Albania. It's a big school, with about 900 students. The teachers are OK – they aren't too strict. We haven't got a school uniform.

My favourite subjects are PE and ICT. We also study maths, biology, chemistry, English, history and Albanian. I love computers but we don't use them a lot at my school.

We start school at 7:30 in the morning – it's too early! But we finish at two o'clock and I have lunch at home. In the afternoon, I relax for a bit and then I do my homework. I normally have about three hours of homework every day. In the evening, I play video games or go out to play basketball with my friends.

posted by Altin at 14:59

## A blog post

**All About My School** is an international project where teachers and students from different countries post descriptions about school life where they live and answer questions from students in other countries.

- 1 Read the questions and answers in the blog. Does the writer answer all the questions?
- 2 Read the blog post again and find the answers to questions 1–9 in Altin's answer.
- 3 Match headings a–c with each paragraph in the blog.
  - a Subjects
  - b School day and free time
  - c General description of the school, the students and teachers
- 4 Is Altin's school life similar or different to yours? Why?

### Subskill: Capital letters

In English, some words have a capital letter. Remember that it isn't just the first word at the start of a sentence, e.g. *I have a French class on Monday.*

- 5 Read the school subjects. Find two rules for using capital letters.

art	English	French	geography
ICT	maths	PE	

- 6 Read the list. When do we use a capital letter in English?

- a for I, e.g. *Can I use your pen?* ✓
- b at the start of a sentence
- c for all nouns
- d for days of the week
- e for greetings
- f for months of the year
- g for names and surnames
- h for people's titles
- i for cities, countries and nationalities

**7** Work in pairs. Read Altin's description and explain the reason for each capital letter.

**8** Correct the text, adding capital letters where necessary.

*Hi  
Hi!* i'm pearl. i live in edinburgh, in scotland. the school year here starts in august and finishes in june. we have classes five days a week, from monday to friday. my favourite subjects are pe and german. all our teachers are very nice but my favourite is our biology teacher, mr liddle.

**9** Write an entry about your school life for the *All About My School* blog. Follow the steps in the Skills boost.

**THINK**

Write your answers to the questions in *All About My School*.

**PREPARE**

Organise the information from your answers into three paragraphs. Use the paragraph headings and order from exercise 3.

**Paragraph 1:**

**Paragraph 2:**

**Paragraph 3:**

**WRITE**

Write your blog post. Use Altin's post to help you.

**CHECK**

Answer the questions.

- 1 Is the blog post interesting to read?
- 2 Do you use paragraphs?
- 3 Do you use the present simple correctly?
- 4 Do you use capital letters correctly?

**10** **Peer review** Exchange your blog post with another student. Answer the questions.

- 1 Does the writer use the present simple and capital letters correctly?
- 2 Does the post give clear information about school life in your country?
- 3 Do you know anything new about your classmate now?

**Grammar**

**Present simple**

**Affirmative**

With *he/she/it* the verb ends in *-s*, *-es* or *-ies*.

*I get up at seven o'clock.*      *She goes to sleep at 10:30.*

**Negative**

*I/you/we/they*: subject + *don't* + verb

*he/she/it*: subject + *doesn't* + verb

*We don't have a school uniform.*    *He doesn't study French.*

**Yes/No questions and short answers**

*Do + I/you/we/they + verb?*

Yes, *I/you/we/they do.*

No, *I/you/we/they don't.*

*Does + he/she/it + verb?*

Yes, *he/she/it does.*

No, *he/she/it doesn't.*

*Do they study music?*

*Yes, they do.*

*Does the school have a gym?*

*No, it doesn't.*

**Spelling rules for he/she/it**

For most verbs, add *-s*:

*read → he reads*      *wake up → she wakes up*

For verbs that end in *-s*, *-sh*, *-ss*, *-ch*, *-x* or *-o*, add *-es*:

*go → it goes*      *teach → she teaches*      *mix → he mixes*

For verbs that end in consonant + *y*, omit the *y* and add *-ies*:

*study → he studies*

Some verbs are irregular: *have → she has*

**Subject and object pronouns**

Subject pronouns: *I, you, he, she, it, we, they*

Object pronouns: *me, you, him, her, it, us, them*

*I start my homework at six o'clock and finish it at seven.*

*Can you help us?*

**Vocabulary**

**11 Daily routines**

brush my hair, clean my teeth, do homework, finish school, get changed, get dressed, get up, go home, go to bed, go to school, go to sleep, have a break, have a shower, have breakfast, have dinner, have lunch, make my bed, pack my bag, tidy my room, start school, wake up

**12 School subjects**

art, biology, chemistry, citizenship, design and technology, drama, English language, English literature, French, geography, German, history, ICT, maths, music, PE, physics



# 1

# Project

WDYT?  
(What do you think?)


What is an ideal school?

**TASK:** Design a timetable for your ideal school.

### Learning outcomes

- 1 I can talk about the importance of different school subjects.
- 2 I can make logical decisions.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p118

- 1  Watch a video of students talking about their ideal timetable. What school subjects do they mention?



### STEP 1: THINK

- 2 Look at the photos and the timetable in the Model project. What school subjects can you see in the photos?
- 3 What do you learn in these subjects? Match 1–4 with a–d.
 

1 money management	a how to speak to a group of people
2 cyber-security	b how to be safe online
3 public speaking	c how to create new things
4 inventing	d how to use money
- 4 Are the school subjects useful? Why/Why not?

### STEP 2: PLAN

- 5 Work in pairs. Read the tips in the Super skills box and practise saying the Key phrases with a partner.

#### CRITICAL THINKING



#### Making logical decisions

##### Tips

Don't make a quick decision.  
List the advantages and disadvantages.  
Think about the advantages and disadvantages before you decide.

##### Key phrases

*Wait a moment. Yes, but don't forget ...*  
*Slow down. I'd like to learn ...*  
*What about ... ? Me too.*  
*I think/don't think that's a good thing.*  
*Really? I'd prefer ...*

- 6 Work in pairs. Make notes about your ideal school timetable. Use the tips and Key phrases in the Super skills box.

- the time of the school day – when it starts and finishes
- the number of minutes for each lesson
- the school subjects that you want to study

### STEP 3: CREATE

- 7 In your notebook, prepare a timetable for a week of classes.
- 8 Write sentences about your school timetable. Explain your decisions.
 

*Our school day starts at ... and finishes at ... because ...*

*Our first lesson is ...*

*We think it's ...*

*Students learn music because we think ...*

# Model project



	MONDAY	TUESDAY	WEDNESDAY
9:00-9:50	yoga	app design	martial arts
9:50-10:40	Chinese	science	maths
10:40-11:00	BREAK		
11:00-11:50	chemistry	inventing	money management
11:50-12:40	history	English	cyber-security
12:40-13:30	film making	cookery	public speaking
13:30	LUNCH/GO HOME		



## STEP 4: PRESENT

- Read the *How to ...* tips on p118. Then work with another pair. Tell them about your school timetable.
- Peer review** Choose the timetable you think is most interesting and useful for all students.

## 1 FINAL REFLECTION

### 1 The task

How well can you describe your ideal school timetable?



Can you explain your decisions? Give examples.



### 2 Super skill

Are your decisions logical? Say why.



### 3 Language

Do you use language from the unit? Give examples.

