



A collection of wellington boots.

Our life is what our  
thoughts make it.

Marcus Aurelius

## OBJECTIVES

- describe everyday objects
- talk about your family
- describe people
- write a social media post

Work with a partner. Discuss the questions.

- 1 Choose words that match the picture.  
family home job nationality school
- 2 Who do you think lives in the house?
- 3 Who is important in your life?

# 3.1 That's my coat

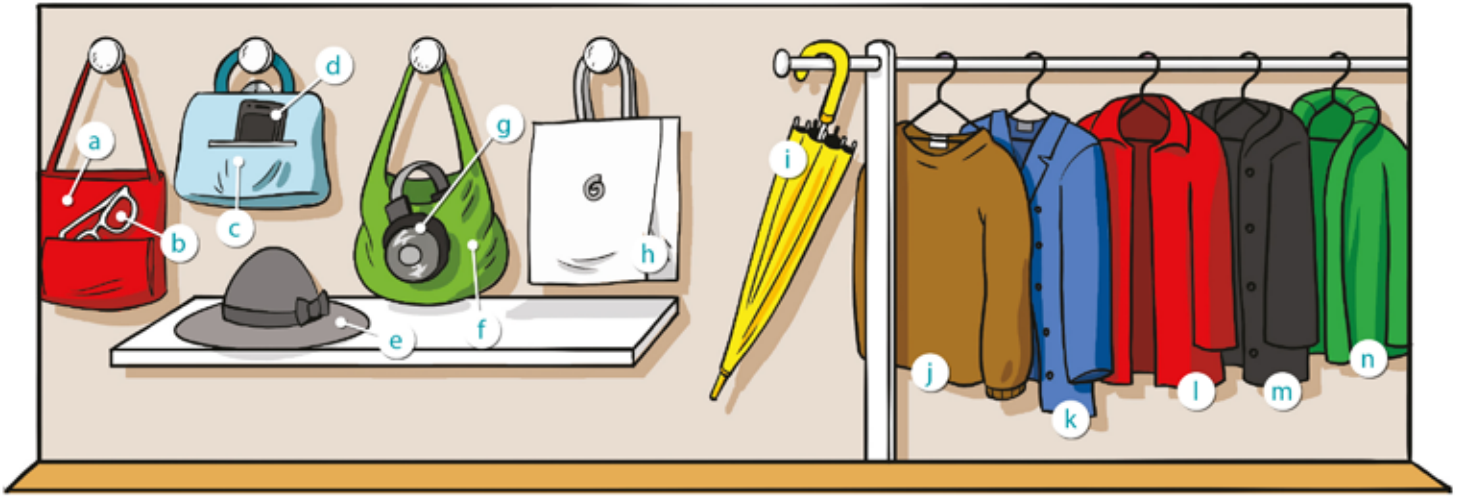
● Describe everyday objects

**V** objects and colours

**G** a/an and plural nouns; *this, that, these, those*

**P** /s/, /z/ and /ɪz/

## CLOAKROOM



### VOCABULARY

Objects and colours

**A** Look at the picture. Write the letter (or letters) for these words.

- a hat \_\_\_\_\_
- a phone \_\_\_\_\_
- a sweatshirt \_\_\_\_\_
- an umbrella \_\_\_\_\_
- a bag a, \_\_\_\_\_
- a coat \_\_\_\_\_
- glasses \_\_\_\_\_
- headphones \_\_\_\_\_

**B** Look at the picture again. Write the correct letter.

Which coat is ...

- 1 blue? \_\_\_\_\_      3 green? \_\_\_\_\_
- 2 red? \_\_\_\_\_      4 black? \_\_\_\_\_

**C** Go to the **Vocabulary Hub** on page 123.

### GRAMMAR

a/an and plural nouns

**A WORK IT OUT** Read the examples. Choose the correct options for the sentences in the box.

- In the picture, ...
- letter j is a sweatshirt.
- letter i is an umbrella.
- letters k, l, m, and n are coats.

#### a/an and plural nouns

- 1 We use *a/an* when there is *one / more than one* object.
- 2 We add *s* when there is *one / more than one* object.

**B** Go to the **Grammar Hub** on page 102.

**C SPEAK** Work in pairs. Say the colour and name of an object in the picture. Your partner says the correct letter.

A: A blue bag

B: Letter c!

A: Correct. White glasses ...

### PRONUNCIATION

/s/, /z/ and /ɪz/

**A** Listen and repeat the sounds and the words.

- 3.1 /s/ coats /z/ headphones /ɪz/ glasses

**B** Listen to the words. Choose the correct sound for the underlined letters.

- 3.2
- 1 umbrellas /s/ /z/ /ɪz/
  - 2 hats /s/ /z/ /ɪz/
  - 3 bags /s/ /z/ /ɪz/
  - 4 classes /s/ /z/ /ɪz/

**C SPEAK** Work in pairs. Make a list of the objects from Vocabulary Exercise A that are in your classroom. Say how many.

A: an umbrella

B: sixteen black bags

### LISTENING

**A LISTEN FOR GIST** Listen to the conversation. What is the problem?

3.3 **B LISTEN FOR KEY WORDS** Listen again. Look at the picture above and circle all the objects that you hear.

3.3 **C LISTEN FOR DETAIL** Listen again and answer the questions.

- 1 What's the woman's ticket number? \_\_\_\_\_
- 2 What colour is the woman's coat? \_\_\_\_\_
- 3 What colour are the woman's bags? \_\_\_\_\_ / \_\_\_\_\_

# GRAMMAR

*this, that, these, those*

**A** Look at the pictures. Listen and complete the sentences from the conversation with *this, that, these or those*.



Cloakroom attendant: Is <sup>1</sup> \_\_\_\_\_ your coat?  
 Customer: No! My coat is blue.  
<sup>2</sup> \_\_\_\_\_ coat is green.



Cloakroom attendant: Are <sup>3</sup> \_\_\_\_\_ your bags?  
 Customer: No! <sup>4</sup> \_\_\_\_\_ bags are red and blue.

**B WORK IT OUT** Look at the pictures and sentences in Exercise A again. Match the numbers (1–4) with the letters (a–d) to complete the rules.

### *this, that, these, those*

- 1 We use *this* and *that* to talk about ...
  - 2 We use *these* and *those* to talk about ...
  - 3 We use *this* and *these* to talk about ...
  - 4 We use *that* and *those* to talk about ...
- a more than one object.
  - b things that are not near.
  - c one object.
  - d things that are near.

**C** Go the **Grammar Hub** on page 102.

**D PRACTISE** Write *this, that, these* or *those* and the name of the object for each picture.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

# SPEAKING

**A PRACTISE** Work in pairs. Practise the conversation.

Customer: Can I have my hat, please?  
 Cloakroom attendant: Is this your hat?  
 Customer: No. That hat is blue. My hat is green.  
 Cloakroom attendant: Is this your hat?  
 Customer: Yes, that's my hat.

**B PREPARE** Work in groups. You are going to ask for your own objects at a cloakroom.

One person is the cloakroom attendant. Go to the **Communication Hub** on page 129.

The rest of the group are customers.

- Put some objects on the table. Try and put out more than one of the same type of object.
- Think about the names of the objects (hat, bag, headphones, etc).
- Think about the colours (red, blue, black, white, grey, brown, etc).
- Don't tell the attendant which object is yours.

Remember: *that/those*.

**C DISCUSS** Ask for your things at the cloakroom. Use the conversation in Exercise A to help you.

**D REPEAT** Change roles and repeat.

A: *Can I have my glasses, please?*  
 B: *Are these your glasses?*  
 A: *No, they aren't. Those glasses are brown. My glasses are black.*

### Describe everyday objects

# 3.2 I've got two sisters

— Talk about your family

**S** finding key information

**V** family

**P** schwa /ə/

**G** have/has got

## READING

**A PREPARE TO READ** Look at the picture. Choose three words from the box to describe it.

cake family job party restaurant

## 100 YEARS YOUNG!

Local woman celebrates her 100<sup>th</sup> birthday with her family.

Lilly Wenders is 100 years old this week, and there's a family party to celebrate. 'A lot of my family live in the same town as me,' says Lilly. 'I'm very lucky.' Lilly is not the oldest person in her family. She's got two **sisters**. Agatha is 103 and Hattie is 106.



Lilly has got two **children**, Sally and Emily, and three **grandchildren**: Katrina, Olivia and Clara. 'I haven't got a **son** or a **grandson**,' says Lilly. 'My children and my grandchildren are all women.' 'Have you got any men in your family?' I ask Lilly. 'Yes, I have,' says Lilly. 'I've got a **husband**, Arthur. It's his birthday this week, too, but he's only 84!'

### Finding key information

Finding the important information first can help you to understand a text.

Examples of important information are:

- names (people, places)
- numbers (age, time, date)

**B SCAN FOR INFORMATION** Read the article quickly. Match the people (1–4) with their ages (a–d).

- |          |       |
|----------|-------|
| 1 Lilly  | a 84  |
| 2 Agatha | b 100 |
| 3 Hattie | c 103 |
| 4 Arthur | d 106 |

**C READ FOR DETAIL** Read the article again. Complete the statements with the underlined words in the article.

- The party is for Lilly's \_\_\_\_\_.
- Lilly lives in the same \_\_\_\_\_ as a lot of people in her family.
- Lilly has got a lot of \_\_\_\_\_ in her family.

**D SPEAK** Work in pairs. Answer the questions.

- Do you know anyone who is 100 years old?
- Do you live in the same town/city as your family?

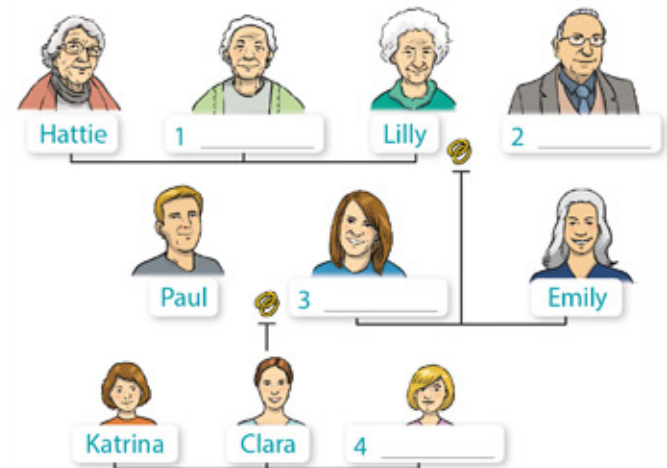
## VOCABULARY

### Family

**A** Find the words in bold in the article. Put them in the correct place in the table.

Female	Male
mother	father
1 _____	brother
daughter	2 _____
grandmother	grandfather
granddaughter	3 _____
wife	4 _____
Female and/or male	
parents	
5 _____	6 _____

**B** Complete the family tree with names from the article.



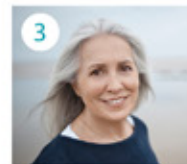
**C** Complete the sentences with words from Exercise A.



Arthur: 'Lilly is my \_\_\_\_\_.'



Hattie: 'Lilly is my \_\_\_\_\_.'



Emily: 'Lilly is my \_\_\_\_\_.'



Clara: 'Lilly is my \_\_\_\_\_.'

## PRONUNCIATION

schwa /ə/

**A** Listen to the sentences. Notice how the underlined letters sound.

3.5

- 1 Lilly is my mother.                      3 Paul is my husband.  
2 Arthur is my father.                      4 I've got three childern.

**B** Listen again and repeat.

3.5

**C** Underline the letters with the schwa sound. Listen and check.

3.6

- 1 daughter    2 parents    3 grandfather    4 brother

**D** Connect the words with the schwa sound to get out of the maze.



## GRAMMAR

have/has got

**A WORK IT OUT** Read the phrases from *100 years young!* Underline examples of *have/has got*. Then choose the correct option to complete the rule.

Lilly has got two children, ...

'I haven't got a son or a grandson, ...'

'Have you got any men in your family?'

'Yes, I have, ...' 'I've got a husband, ...'

### have/has got

We use *have/has got* to talk about *somebody's age / family members and things that we own*.

**B WORK IT OUT** Complete the table with the words in the box.

Has hasn't (x2) Have have haven't 've 's

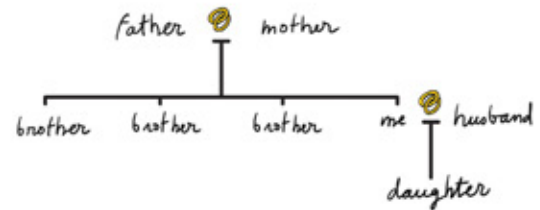
### have/has got

positive (+)	I <sup>1</sup> _____ 've _____ got a sister She <sup>2</sup> _____ got a brother.
negative (-)	I <sup>3</sup> _____ got a brother. He <sup>4</sup> _____ got a granddaughter.
question	<sup>5</sup> _____ you got a daughter? <sup>6</sup> _____ she got a daughter?
answer	Yes, I <sup>7</sup> _____ / No, I haven't. Yes, she has / No, he <sup>8</sup> _____.

**C** Go to the [Grammar Hub](#) on [page 102](#).

## SPEAKING HUB

**A PREPARE** Draw your family tree on a piece of paper and write the family members. Don't write their names and don't write your name.



**B DISCUSS** Work in groups. Follow the instructions:

- Fold your family trees and put them in a box.
- Take out another person's family tree.
- Ask and answer questions. Find out who each family tree belongs to.

A: *Have you got a sister, Nita?*

B: *No, I haven't.*

A: *Have you got three brothers?*

B: *Yes, I have.*

A: *Is this your family tree?*

B: *Yes, it is!*

**C PRACTISE** Ask each other more questions about the people in your families.

A: *What's your brother's name?*

B: *His name's Hector.*

A: *How old is he?*

B: *He's 34.*

A: *What does he do?*

B: *He's a builder.*



Talk about your family

### COMPREHENSION

**A** Watch the video. Number the events (a–d) in the order you see them (1–4). Is it easy for Gaby to meet Lucy?



**B** Are the sentences true (T) or false (F)? Watch the video again and check your answers.

- |  |       |  |       |
|--|-------|--|-------|
| 1 Gaby sees Lucy's poster in Sam's Café. | T / F | 5 Lucy's got a green scarf.                            | T / F |
| 2 Gaby texts Lucy first.                 | T / F | 6 At Sam's Café, all the women have got green jackets. | T / F |
| 3 Lucy's got a yellow jacket.            | T / F | 7 Gaby says she's not OK.                              | T / F |
| 4 Lucy is English.                       | T / F | 8 Gaby is Lucy's new Spanish teacher.                  | T / F |

**C** Correct the false sentences in Exercise B.

**D** How many bags, chairs, etc can you see in the picture?

- |        |          |         |   |        |   |        |   |
|--------|----------|---------|---|--------|---|--------|---|
| bags   | <u>3</u> | laptops | — | men    | — | tables | — |
| chairs | —        | plants  | — | people | — | women  | — |





GABY



SAM



LUCY

## FUNCTIONAL LANGUAGE

### Describing people

Subject + verb	Type	Colour	Noun
I've got	long	brown	hair.
I have	light	brown	hair.
Gaby's got a		yellow	jacket.

**A** Put the words in 1–5 in the correct order. Use the box to help you.

1 got / a / jacket. / green / She's

\_\_\_\_\_

2 got / They've all / jackets. / green

\_\_\_\_\_

3 Lucy's / hair. / brown / light / got

\_\_\_\_\_

4 got / Lucy's / bag. / black / a

\_\_\_\_\_

5 grey / got / Lucy's / a / scarf.

\_\_\_\_\_

**B** ▶ 01:39–02:20 Watch part of the video and check your answers to Exercise A.

**C** Complete the descriptions with the words in the box.

blonde curly long straight



1 short \_\_\_\_\_ hair



2 \_\_\_\_\_ red hair



3 \_\_\_\_\_ grey hair



4 \_\_\_\_\_ black hair

**D SPEAK** Work in pairs. Play a game of *Guess who* in the class.

A: She's got long brown hair.

B: Is it Sandra?

A: Yes it is.



## PRONUNCIATION

**A** Listen to the conversation. Notice how the underlined words are stressed.

**Jessica:** Hi, Mark. Are you free at two o'clock?

**Mark:** Yes

**Jessica:** Do you know Sam's Café?

**Mark:** Yes. See you there at two o'clock. I've got light brown hair and a black coat.

**Jessica:** OK. I have long black hair, a green coat and a yellow scarf.

**B** Listen again and repeat the conversation. Copy the stress.

**C SPEAK** Work in pairs. Practise the conversation.

## SPEAKING

**A PLAN** Work in pairs. You want to do a language exchange. Arrange to meet your partner – you don't know each other.

- Choose a time and a place to meet.
- Make notes about your appearance.

**B PRACTISE** Work in pairs. Write and practise a similar conversation to the one in Pronunciation Exercise A.

**C REPEAT** Swap roles. Choose a new time and place to meet.

🗨️ Describe people

W using but

**A** Read the social media post. Whose birthday is it today? Match the picture with the event.

**Florence Duprey**  
24th January, 9.21 am




Happy birthday to my sister Martina! Here we are at home. She's got the yellow jumper and a big smile – she's one in this picture! Our mum took this photo. Today it's Martina's 30<sup>th</sup> birthday party! We've got the cake, but Mum is late 😊! Our little sister Talia is here, too – she's in the yellow top next to her husband Larry. Martina's got a husband, too. His name is Paulo – he's the one in the white jumper.

🔍 5
❤️ 20
🔄 9

**Using but**

We use *but* to join ideas that are different.  
We've got the cake, **but** mum is late!

**B** Read the post again. These sentences are all false. Correct the sentences.

- 1 Martina is two years old in the first picture.  
\_\_\_\_\_
- 2 Martina's mum is at Martina's 30<sup>th</sup> birthday party.  
\_\_\_\_\_
- 3 Martina's got one sister.  
\_\_\_\_\_
- 4 Larry's got a white jumper.  
\_\_\_\_\_

## WRITING

**A PLAN** You are going to write a social media post. Find a picture of people in your family on a special day. Plan what you want to say.


**B WRITE** Write a social media post for the picture.

Write a social media post

## Unit 3 Review

### GRAMMAR

**A** Complete the sentences with *this, that, these* or *those*.



1 \_\_\_\_\_  
bag is red.  
2 \_\_\_\_\_  
bag is blue.



3 \_\_\_\_\_  
bags are red.  
4 \_\_\_\_\_  
bags are blue.

**B** Complete the sentences with *is* or *are*.

- 1 This bag is green.
- 2 Those hats \_\_\_\_\_ yellow.
- 3 Those headphones \_\_\_\_\_ black.
- 4 These glasses \_\_\_\_\_ white.
- 5 This phone \_\_\_\_\_ grey.
- 6 Those bags \_\_\_\_\_ brown.

**C** Choose the correct option to complete the sentences.

- 1 I've got / I got a son.
- 2 Have you got / Have got you a brown coat? Yes, I got / have.
- 3 I not have / haven't got a brother.
- 4 She hasn't / haven't got a granddaughter.
- 5 Have / Has he got a brother? No, he not has / hasn't.

### VOCABULARY

**A** Complete the words for objects and colours.

- 1 My h e a d p h o n e s are g r e e n.
- 2 This u \_ b \_ \_ \_ \_ I \_ \_ is w \_ \_ \_ \_ \_ .
- 3 I've got a b \_ \_ \_ \_ n s w \_ \_ \_ \_ s h \_ \_ \_ \_ .
- 4 My g l \_ \_ \_ \_ \_ are g \_ \_ \_ \_ .
- 5 That is a b \_ u \_ \_ c o \_ \_ t.
- 6 These are my \_ \_ l \_ \_ c k b \_ \_ g s.

**B** Use the information. Write the names of the people.

- Angela is 6. Mary is 35. Cara is 70.
- 1 Cara : 'Mary is my daughter.'
  - 2 \_\_\_\_\_ : 'Cara is my grandmother.'
  - 3 \_\_\_\_\_ : 'Angela is my daughter.'
- Pietro is 10. Guillermo is 50. Giancarlo is 80.
- 4 \_\_\_\_\_ : 'Pietro is my grandson.'
  - 5 \_\_\_\_\_ : 'Giancarlo is my father.'
  - 6 \_\_\_\_\_ : 'Guillermo is my father.'



## 3.1

### a/an and plural nouns; *this, that, these, those*

a/an	Plural nouns
a hat	three hats
a phone	phones
a box	two boxes
a baby	three babies
an umbrella	two umbrellas

- We use *a* or *an* to talk about one object.
- We use *an* when the noun starts with a vowel sound (*a, e, i, o, u*). We use *a* when the noun doesn't start with a vowel sound.
- We don't use *a* or *an* with plural nouns (= more than one object).
- We add *-s* to the end of most nouns to make them plural.
- We add *-es* to the end of nouns ending in *-ch* (e.g. *watch – watches*), *-s* or *-ss* (e.g. *class – classes*), *-sh* (e.g. *brush – brushes*), *-x* (e.g. *box – boxes*), and *-o* (e.g. *potato – potatoes*) to make them plural.
- For nouns ending in *-y*, we change the *-y* to *-i* and add *-es* (e.g. *baby – babies*).

### *this, that, these, those*

- We use *this* and *that* to talk about one object.  
*Is this your bag?*
- We use *these* and *those* to talk about more than one object.  
*Those actors are Italian.*
- We use *this* and *these* to talk about things that are near.  
*These are my shoes.*
- We use *that* and *those* to talk about things that are not near.  
*That's Khaled's house over there.*

## 3.2

### have/has got

	Positive	Negative
I/you/we/they	<b>I have got</b> a phone. / <b>I've got</b> a phone. <b>You have got</b> a phone. / <b>You've got</b> a phone. <b>We have got</b> a phone. / <b>We've got</b> a phone. <b>They have got</b> a phone. / <b>They've got</b> a phone.	<b>I have not got</b> a son. / <b>I haven't got</b> a son. <b>You have not got</b> a son. / <b>You haven't got</b> a son. <b>We have not got</b> a son. / <b>We haven't got</b> a son. <b>They have not got</b> a son. / <b>They haven't got</b> a son.
he/she	<b>He has got</b> a phone. / <b>He's got</b> a phone. <b>She has got</b> a phone. / <b>She's got</b> a phone.	<b>He has not got</b> an umbrella. / <b>She hasn't got</b> an umbrella.

	Question	Short answers
I/you/we/they	<b>Have I/you/we/they got</b> children?	<b>Yes, I/you/we/they have.</b> <b>No, I/you/we/they haven't.</b>
he/she	<b>Has he/she got</b> a red bag?	<b>Yes, he/she has.</b> <b>No, he/she hasn't.</b>

- We use *have/has got* to talk about family members and things that we own.

## 3.1

## a/an and plural nouns

**A** Choose *a* or *an* or no article (-) to complete the sentences and questions.

- 1 My grandmother has got *a / an / -* glasses.
- 2 *A / An / -* headphones are useful.
- 3 Aisha hasn't got *a / an / -* coat.
- 4 Is there *a / an / -* address on the letter?
- 5 This is *a / an / -* map of Turkey.
- 6 Take *a / an / -* umbrella with you!

**B** Complete the sentences and questions with the plural form of the words in brackets.

- 1 Put three tomatoes (*tomato*) in the salad.
- 2 Our \_\_\_\_\_ (*family*) live in the same street.
- 3 When are your English \_\_\_\_\_ (*lesson*)?
- 4 Which \_\_\_\_\_ (*country*) are on the map?
- 5 My answers aren't right – there are red \_\_\_\_\_ (*cross*)!

*this, that, these, those*

**C** Complete the sentences and questions with *is* or *are*.

- 1 This phone is great!
- 2 \_\_\_\_\_ that a map of Greece?
- 3 These \_\_\_\_\_ my new shoes.
- 4 These exercises \_\_\_\_\_ easy!
- 5 What \_\_\_\_\_ that thing over there?
- 6 \_\_\_\_\_ these headphones Olivia's?

**D** Read the sentences and tick (✓) the correct pictures.

- 1 This is my new hat.



- 2 That is my book.



- 3 Those headphones are cool!



- 4 Are these your keys?



► Go back to page 19.

## 3.2

## have/has got

**A** Complete the sentences with the correct form of *have got*.

- 1 Afua hasn't got a coat and she's cold! (-)
- 2 My friends and I \_\_\_\_\_ English classes on Sundays. (-)
- 3 My mother \_\_\_\_\_ a new phone. (+)
- 4 I \_\_\_\_\_ a brother. (+)
- 5 Akim \_\_\_\_\_ a blue school bag. (+)

- 6 My dad \_\_\_\_\_ glasses. (-)
- 7 She \_\_\_\_\_ a brother and a sister. (+)
- 8 We \_\_\_\_\_ a new car. (+)
- 9 They \_\_\_\_\_ grandchildren. (-)
- 10 Sarah \_\_\_\_\_ a coat. (-)

**B** Put the words in order to make questions. Then write short answers.

- 1 my phone / Have / got / you

A: Have you got my phone \_\_\_\_\_?

B: No, I haven't \_\_\_\_\_.

- 2 got / Carlo / a brother / Has

A: \_\_\_\_\_?

B: No, \_\_\_\_\_.

- 3 Have / they / a red car / got

A: \_\_\_\_\_?

B: Yes, \_\_\_\_\_.

► Go back to page 21.

- 4 two grandchildren / Mary and John / Have / got

A: \_\_\_\_\_?

B: Yes, \_\_\_\_\_.

- 5 the waiter / Has / our food / got

A: \_\_\_\_\_?

B: Yes, \_\_\_\_\_.