Vocabulary in context

Rooms
- bedroom
- bathroom
- dining room
- garage
- garden
- hall
- kitchen
- living room
- study

Furniture
- armchair
- bath
- bed
- chair
- cooker
- cupboard
- fridge
- radiator
- shelf
- shower
- sink
- sofa
- table
- toilet
- wardrobe

1 Match some of these words to numbers 1–7 in the picture. Which room is your favourite?

(a) dining room
(b) hall
(c) garden
(d) bathroom
(e) bedroom
(f) living room
(g) kitchen

2 Match some of these words to numbers 1–7 in the picture.

When you eat... in the kitchen
When you sleep... in the bedroom
When you cook... in the kitchen
When you do your homework... in the living room
When you put food... in the fridge
When you put food... in the cupboards
When you clean your teeth... in the bathroom

3 Complete the sentences with some of the words in the box.

Furniture: armchair - bath - bed - chair - cooker - cupboard - fridge - radiator - shelf - shower - sink - sofa - table - toilet - wardrobe

1 We put the _______ to keep our food fresh.
2 My room is very _______.
3 We put food in the _______ to keep it cold and we cook it on the _______.
4 We've got a _______ and four _______ in the kitchen. We put food in the _______.
5 I put all my books on the _______.
6 I sleep in my _______.

4 Choose the correct alternative.

AT HOME

Choose the correct alternative.

Ice cream exchange

The Haines Shoe House is an old house in the US. It's very unusual! It's an ice cream shop now and people don't live there. But it's got all the rooms of a 'normal' house.

The living room has got (a) an armchair, (b) a sofa for three people to sit on. The kitchen has got (c) a cooker/radiator to cook food, (d) a shelf/fridge to keep food fresh in and (e) a bath/shower to wash things in. The bedrooms have got (f) a sofa/bed to sleep in and (g) a wardrobe/cupboard for clothes.

Reach higher

Exam tip

In activities to complete a text with missing sentences, why is it useful to read the sentences before and after the gap?

1 Look at the photos (a–b) and answer the questions.
2 Do you make models?
3 What do you make models of?
4 You think the house in photo a is very big or very small?

2 Read the article quickly and check your answer to question 3 in 1.

3 Read the article again. Five sentences are missing. Complete the text with sentences 1–6. There is one extra sentence that you do not need to use.

1 In another area, visitors build fish and watch them swim.
2 The cooks read it and make your food.
3 You eat in the dining room near the restaurant.
4 When we make things, we learn, think and have fun.
5 In the house there are also two bedrooms.
6 There is also a special area under the building.

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

5 Critical thinkers

In your opinion, is it good for young people to make things with their hands?

What makes you say that?

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

Reach higher
Grammar in context 1

There is/There are

1 Complete the sentences in the table.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>affirmative</td>
<td></td>
</tr>
<tr>
<td>There is a special area.</td>
<td>(a) __________ two bedrooms as well.</td>
</tr>
<tr>
<td>negative</td>
<td></td>
</tr>
<tr>
<td>(b) __________ any water in it.</td>
<td></td>
</tr>
<tr>
<td>question</td>
<td></td>
</tr>
<tr>
<td>(c) __________ any other things to do?</td>
<td></td>
</tr>
<tr>
<td>short answers</td>
<td></td>
</tr>
<tr>
<td>(d) Yes, __________</td>
<td>(e) Yes, __________</td>
</tr>
<tr>
<td>(f) No, __________</td>
<td>(g) No, __________</td>
</tr>
</tbody>
</table>

2 The photo shows the Oval Office in the White House. Choose the correct alternative in these sentences to describe it.

1 There __________ two sofas.
2 There __________ two tables. There __________ more.
3 There __________ a desk.
4 There __________ a radiator.
5 There __________ some chairs.
6 There __________ a TV.

2b Listen, check and repeat.

2c Write sentences about your living room or kitchen. Use there is/are and there aren’t. Compare your sentences.

3 Match the questions and short answers about the picture in 2a.

1 Are there two chairs?   a. Yes, there is.
2 Is there a picture on the wall?   b. Yes, there are.
3 Are there any flowers?   c. No, there isn’t.
4 Is there a shower?   d. No, there aren’t.

4 Complete the questions and short answers. Use the correct form of there is or there are.

1 Q: __________ two tables? A: __________.
2 Q: __________ a fridge? A: __________.
3 Q: __________ food on the table? A: __________.
4 Q: __________ flowers? A: __________.

5 Ask and answer questions about your classroom.

Is there a radiator?   Yes, there is.

Prepositions of place

6 Match the sentences (1–8) to the diagrams (a–h).

7 Look at the picture and complete the text with these prepositions of place.

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

8 Look at the picture and complete the sentences with the correct preposition of place.

1 There is a wall like this __________ the Stranger Things living room.
2 The alphabet is __________ the wall.
3 The lights are __________ the letters.
4 The letters are __________ the lights.
5 The letter A is __________ the letter J.
6 The letter B is __________ the letter C.
7 The letter Z is __________ the letter Q.
8 The letter N is __________ the letter P.

9 Use prepositions to write two true sentences and two false sentences about the room in 8. Take turns to read your sentences. Which are true? Which are false?

There’s a picture on the sofa.

Food and drink

1 Match the photos (a–l) to these words.

- Match the photos (a–l) to these words.

- Which of the words are not in the photos?

- Look at the picture and complete the text with these prepositions of place.

- Which words in 1a are ...

- Use your dictionary to check that you understand all the words in 1a.

- Find out which food and drink your partner likes and doesn’t like. Use the examples to help you.

- Use it … don’t lose it!
Lesson aim: To think about the positive impact of tidying

Video: A fairytale house

SEL Social and emotional learning: Positive attitudes

1. Ask and answer these questions.
   1. What are the good and bad things about living in these types of homes?
      a. a big house with a garden  
      b. a small flat  
      c. a caravan  
   2. Would you like to live in a very small house? Why/Why not?

2. Watch a video about a young couple who visit a very small house.
   Tick (✓) the animals, places and things you see.
   A. a cat  
   C. a garden  
   E. shelves  
   B. a toilet  
   D. a fridge  
   F. a sofa

3. Watch the video again and choose the correct alternative.
   1. The house is in the US/the UK.
   2. The kitchen/bathroom is on the right.
   3. There are a lot of books/shelves.
   4. The bedroom is downstairs/upstairs.
   5. The bedroom/bathroom/garden is Bee’s favourite place.
   6. The kitchen/bathroom/garden is Theo’s favourite place.

4. Match the words (a–c) to the definitions (1–3).
   a. save  
   b. tidy (adj)  
   c. care  
   1. everything is in its correct place  
   2. not to spend  
   3. to protect someone or something

5. Read the text and choose the correct alternative.
   1. A tidy bedroom helps you relax and sleep/be a good student.
   2. A tidy bedroom shows that you care about your family/health.
   3. A tidy bedroom is good for your health because you do more exercise/eat good food.

WHY A TIDY BEDROOM IS GOOD FOR YOU

There are many reasons why a tidy bedroom is a positive thing:
- A tidy bed and bedroom helps you relax and this helps you sleep more.
- It’s easy to find things in a tidy bedroom. This saves you time and you can do more things.
- A tidy bedroom makes people happy. Tidying shows you care about yourself and your family.
- A tidy bedroom is also good for your health. People with tidy bedrooms do more physical activity and so this is healthy.

GREAT THINKERS

Headlines
6a Individually, look at the headlines for the text in 5.
   a. How to tidy your bedroom  
   b. A tidy bedroom is good for your health and makes you happy  
   c. A tidy bedroom is a very good thing  
   d. A tidy bedroom helps to save you time

Which one reflects the main message(s) of the text?
6b SPEAKING When you finish, compare your ideas with other students. Decide which headline is the best and why.

7. SEL What things can you do to make a positive difference in your life and in the lives of other people? Think about:
   - schoolwork  
   - friends and family  
   - classmates  
   - hobbies  
   - jobs at home

8. SPEAKING Work with a partner and compare your ideas. Write a list of things that make a positive difference in your life and the lives of other people.

GREAT LEARNERS

Great learners make a positive difference to the lives of others.

In 7, you explore how to make a positive difference in the lives of other people. Why is it important to do this?
Listening

1 Ask and answer these questions.

1 Do you cook at home?
2 Do you think cooking is important?
3 Do you think it’s good for young people to learn how to cook? Why/Why not?

2 Listen to a girl on a TV cooking show. Why is she in the competition?

a She wants to be a chef one day.
b She wants to win the money to travel.
c She wants to be a chef.
d It’s her hobby.

3 Listen again and choose the correct answer.

Why does Lisa cook?

a She wants to win the money to travel.
b She wants to be a chef.
c It’s her hobby.

Where does Lisa get ideas for dishes?

a She watches cooking videos.
b She reads books.
c She cooks the chicken first.
d She cooks the sauce for one hour.

What does Lisa say about her dish?

a It isn’t sweet.
b It isn’t unusual.
c It isn’t good.

Do you think it’s good for young people to learn how to cook? Why/Why not?

a Yes, there are.
b Yes, there aren’t.
c No, there aren’t.

Do you think cooking is important?

a Yes.
b No.

do You cook at home?

a Always.
b Sometimes.
c Never.


g Make a list of your favourite food. Use three countable and three uncountable nouns. Compare your lists. Are they similar?

Countable nouns
Apple
Bread
Tomato

Uncountable nouns
Sugar
Milk

4a Choose T (True) or F (False) to complete the rules.

1 We use a or an with singular countable nouns (e.g. banana), in affirmative and negative sentences and questions.  T / F
2 We use some with plural countable nouns (e.g. bananas) and uncountable nouns (e.g. oil) in affirmative statements and questions.  T / F
3 We use any with plural countable nouns (e.g. strawberries) and uncountable nouns (e.g. water) in negative sentences and questions.  T / F

4b Complete the text with the correct form of to be and a, an, or some.

I’ve got a banana. Are there any bananas?

There isn’t any oil in the bottle. Is there any oil?

There are some tomatoes. Are there any tomatoes?

There aren’t any biscuits in the cupboard. Are there any biscuits?

5 Match the halves to make sentences.

1 I’ve got an apple.  a bananas
2 There isn’t any oil.  b salt
3 I haven’t got any tomatoes.  c burger for lunch
4 Is there any apple in this dish?  d apple in my bag
5 I want an egg.  e honey for my tea
6 There are some tomatoes.  f oil in the bottle
7 Are there any tomatoes?  g biscuits in the cupboard.

6a Read the text and then listen again.

The MyPlate picture shows you the healthy food you need to eat every day and how much of each food to eat. The five different groups on the plate are:

- (a) green group. This is for vegetables – they’re very good for you.
- (b) orange group for fruits like apples, strawberries and bananas.
- (c) purple group for dairy foods like milk, yoghurt, cheese and eggs.
- (d) meat and fish group.
- (e) whole grains group like bread, rice and pasta.
- (f) beans group

They give you energy. Protein foods are meat, chicken, fish and eggs. They help you to grow. Milk, yoghurt and cheese are dairy foods. They keep your bones strong. Fruits are good for you too, because they have important vitamins. (g) Sugar on the plate? No. (h) The sugar in fruit is good, but the sugar in cakes, biscuits and ice cream is bad for your teeth and (i) vitamins in it – be careful with how much sweet food you eat!

MyPlate is easy to understand and it can help you eat well.

Use it … don’t lose it!

7 Complete the text with the correct form of there is or there are and a, an, or any.

Is there any pepper in the bottle?

Are there any eggs?

There are some onions.

There isn’t any oil in the bottle.

8 Design your own MyPlate and write foods in each group. Then ask and answer about your plates. Use these foods to help you.

apple • banana • bread • cheese • chicken • egg • fish • meat • milk • onion • rice • strawberry • tomato • yoghurt

Is there a strawberry on your plate?

No, there isn’t. Are there any strawberries on your plate?

Yes, there are.
Developing speaking

Making and replying to offers

1a SPEAKING Look at the people in the photo. Where do you think they are?

1b Answer these questions.
1. When do you and your friends have parties?
2. What kind of food are there at parties?
3. What do you like about parties?

2 Listen to the people in the photo. Complete the sentences with Ben or Emma.
1 ________ is at ________’s party.
2 ________ gives ________ a present.
3 ________’s friends are in the garden.
4 ________ offers ________ something to drink.
5 ________ doesn’t want anything to eat.
6 ________ asks ________ to dance.

3a List each other. Put the expressions in the ‘Making offers’ section of the Speaking bank in the order you hear them (1–5).

3b Check and repeat.
4 Complete the dialogue. What does Tom say to Molly?

Molly: Hi, Tom. It’s nice to see you!
Tom: (a) ________
Molly: I hope you enjoy it. Can I take your jacket?
Tom: (b) ________
Molly: Shall I put it in the wardrobe?
Tom: (c) ________
Molly: Yes, they’re in the living room. Would you like anything to drink?
Tom: (d) ________
Molly: No, sorry. About a smoothie?
Tom: (e) ________

5a SPEAKING Prepare a dialogue. Make offers and reply to them.
Student A: You are at home and your friend comes to your house to watch a film.
Student B: You go to your friend’s house to watch a film.

5b Practise the dialogue.
5c Act out your dialogue for the class.

Developing writing

A description of a place

1 SPEAKING Tell your partner which statements below are true for your bedroom.
1 I’ve got my own bedroom.
2 I share my room.
3 I’ve got a chair in my room.
4 There’s a TV in my room.
5 I’ve got a desk in my room.
6 There are posters on the walls.
7 There’s a wardrobe for my stuff.
8 I play computer games in my room.
9 I keep my room tidy.
10 My room is messy.

Exercise

2 Read the descriptions of the two bedrooms. Which teenager spends a lot of time in their room?

LUCY
I share my bedroom with my sister. There are two comfortable beds and two small tables next to them. I’ve got a lamp on my table and I often read in bed at night. Above my bed, there are cool posters of my favourite bands. In the corner, there’s an old wardrobe for our stuff. Our room is never messy because we like to keep it tidy. When my friends visit, we sometimes listen to music or watch funny videos on our phones. There isn’t a TV in my room, so I always watch TV in the living room.

JACK
I always study in my room because it’s quiet and I’ve got my computer and my books there. There’s a big TV on the wall and I often watch films from my bed at night or football matches at the weekend. I’ve also got a new games console and I usually play games with my friends when they visit. Near the bed there’s a desk with a comfortable chair. There isn’t a wardrobe because it’s a small room. My room is usually tidy, but sometimes I don’t have time to clean it and it’s messy.

Exercise

3a Underline all the adjectives that appear in the texts in 2. What do we use adjectives for?
3b Find the adverbs of frequency in the texts in 2. What do we use adverbs of frequency for?

Exercise

4 Look at the Writing bank and the rules for basic word order. Find an example of each in the texts in 2.

Writing bank

Basic word order

- Adjectives usually come before the noun they describe.
- Adjectives usually come after the verb to be.
- Adverbs of frequency come before the main verb.
- Adverbs of frequency come after the verb to be.

Exercise

5 Put the word in bold in the correct place in the sentence.
1 There’s a computer in my room. new
2 I listen to music in my room. often
3 My bedroom is clean and tidy. usually
4 It’s in my bedroom and I can stay there. quiet
5 There are some books on the shelf. interesting
6 We play video games in the living room. always

Exercise

6 Is the word order correct? Choose the correct alternative.
1 I like my bed because it’s comfortable and it’s comfortable.
2 There’s a small wardrobe/wardrobe small for my things.
3 There are colourful posters/posters colourful on the wall.
4 We listen/sometimes listen to music in my room.
5 There is usually/usually is a good film to watch on TV.
6 I’ve got a lot of stuff and my room never is/never tidy!

Exam tip

When you write a description, how important is it to use adjectives? Why?

Practice makes perfect

7a Look at the task.
An English magazine wants teenagers to describe their dream bedroom. Write a description of your dream bedroom. Include information about the furniture and other objects, and say what you do there.

7b Write your description. Remember to use adjectives and adverbs of frequency and to check the word order.
Grammar reference

There is/There are

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>There's a bed.</td>
<td>There are two beds.</td>
</tr>
<tr>
<td>There isn't a chair.</td>
<td>There aren't two chairs.</td>
</tr>
<tr>
<td>Is there a table?</td>
<td>Are there two tables?</td>
</tr>
<tr>
<td>Yes, there is.</td>
<td>No, there isn't.</td>
</tr>
</tbody>
</table>

- **Affirmative**
- **Negative**
- **Questions**
- **Short answer**

Prepositions of place

- **on**
- **under**
- **above**
- **next to**
- **in**
- **near**
- **behind**
- **in front of**

Countable and uncountable nouns

- **These are countable nouns.** We can count them.
- **These are uncountable nouns.**

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>biscuit</td>
<td>cheese</td>
</tr>
<tr>
<td>egg</td>
<td>honey</td>
</tr>
<tr>
<td>oil</td>
<td>salt</td>
</tr>
<tr>
<td>strawberry</td>
<td>tomato</td>
</tr>
<tr>
<td>yoghurt</td>
<td></td>
</tr>
</tbody>
</table>

Prepositions of place

- **Under/Behind**
- **Under/Above**

Vocabulary test

1. Complete the sentences with is, isn't, are or aren't.
   1. There are two beds in the room – one for me and one for my sister.
   2. Is there an armchair in the living room?
   3. It's a big house, but there is a study.
   4. Are there any old books in the cupboard?
   5. There is a pizza here. It's for our lunch.
   6. There are two tables – there's only one.

2. Look at the picture and choose the correct alternative to complete the text.
   - There are two tables - there's only one.
   - There are two beds in the room – one for me and one for my sister.
   - There aren't any old books in the cupboard.
   - There is a pizza here. It's for our lunch.
   - There are two tables – there's only one.

3. Complete the table with these words.

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>biscuit</td>
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<tr>
<td>egg</td>
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</tr>
<tr>
<td>oil</td>
<td>salt</td>
</tr>
<tr>
<td>strawberry</td>
<td>tomato</td>
</tr>
<tr>
<td>yoghurt</td>
<td></td>
</tr>
</tbody>
</table>

4. Complete these sentences with some, any, a or an.
   1. There aren't any tomatoes.
   2. Please put some oil on the salad.
   3. Is there a biscuit for me?
   4. Do you want some sugar in your tea?
   5. I always have an egg for breakfast.

1 Rooms
- bathroom, bedroom, dining room, garage, garden, hall, kitchen, living room, study

2 Furniture
- armchair, bath, bed, chair, cooker, cupboard, fridge, radiator, shelf, shower, sink, sofa, table, toilet, wardrobe

3 Food and drink
- apple, banana, biscuit, bread, butter, cake, cheese, chicken, chips, coffee, egg, fish, flour, honey, ice cream, jam, lemonade, meat, milk, oil, onion, orange juice, pizza, salad, salt, smoothie, strawberry, sugar, sushi, tea, tomato, veggie burger, water, yoghurt

4 Furniture
- Put the letters in the correct order to make furniture and things in a home.
  1. bleat 5 adrewib
  2. trodraia 6 badprouc
  3. whros 7 etid
  4. mihracra

Food and drink
- Write the names of the food and drink in the pictures.
  1. 2
  2. 3
  3. 4
  4. 5
  5. 6

5. Total: / 40 points
Exam success Units 3–4

Reading

Reading exam tip
In multiple-choice reading activities, remember ...
Read the (whole) text first to understand the topic and general meaning. Then look at the questions and find which part of the text answers each question.

1 SP: Describe your room. What do you like about it? What don’t you like about it?

2 Read the text quickly. What is the topic?
   a when Elena got her new room
   b the things in Elena’s room
   c how to make a new room

MY NEW ROOM

by Elena

Wow! We are in a new house and I’ve got my own bedroom! I’m very lucky. My sister has her own room, too.

My room got a very big window and my desk is in front of the window. When I do my homework, I see the people walking in the street. It’s very interesting and sometimes you see some funny things. On my desk there’s a computer, but I only use it for games and for school.

I’ve got a wardrobe – it’s new but it’s very small! I haven’t got many clothes but I do a lot of sport, so there are lots of things in the wardrobe! In my room, I have a small piano, too. I practise every day because I want to be really good at playing it.

There’s a very big board on one wall. I put notes about the dates of my sports matches, or my projects for school on it. On another wall, there are four shelves. I put all my books on them. There’s a big chair in the corner. I like to sit there and read. I’m always happy in my room – it’s warm and I relax there. I want to have more space for my things. But I love my room because it is my own.

For each question, choose the correct answer.

1 Why does Elena feel lucky?
   A She has a nice sister.
   B She can share things.
   C She has her own space.

2 Why does Elena like her big window?
   A It helps her do her homework.
   B She likes to watch the world outside.
   C It is easy for her to play games.

3 What does Elena say about the piano?
   A She is more interested in sport.
   B There is very little space for it.
   C She plays regularly.

4 Why is the noticeboard important for Elena?
   A She can use it for important things.
   B She keeps all her books near there.
   C She can read her notes when she is in the chair.

5 What does Elena want to change in her room?
   A the type of furniture
   B the chair for visitors
   C the size of the room

Writing

Writing exam tip
In writing exams, when you need to write a note, remember ...
Read the task carefully. Look at the three pieces of information you need to write about. Make notes on some rough paper. Use the notes to make sure you include all the information.

1 SP: Talk about the activities you like to do in your free time.

2 Read this task and write some notes. Write one piece of information for each point.

You want to ask your English friend, Alex, to do an activity with you at the weekend.

Write a note to Alex.
   • say which activity you want to do
   • ask Alex to do this with you
   • say when to meet to do the activity.

3 Write your note to Alex. Write 25 words or more.

4 SP: Show your note to a partner. Check together. Has your partner’s note got:

   1 some information about all three points?
   2 the correct punctuation and capital letters?
   3 correct grammar (tenses)?

Exam success Listening and Speaking

Exam success Units 3–4

Starting point

Look back at the Culture exchange text about the free-time activities of UK teens on page 38. Is the information similar in your country?

Project task

Search for information on the Internet about free-time activities for teens in your country so you can explain it to a class of teenagers from another country. Prepare one of these:

A poster
B presentation
C video message
D information leaflet

Research areas

• how much time teens spend online
• how many hours a week they do homework
• how much time they spend with their friends
• how much time teens spend on sport
• other free-time activities teens do

Think about ...

Digital skills

Look at the websites of good newspapers. They have useful information about many different topics in their news stories and articles.

Intercultural awareness

In other cultures, free-time activities are sometimes very different. It is possible some people from other countries think your free-time activities are interesting or unusual. Explain what is different about free-time activities in your country compared to hobbies in the UK.

Collaboration

When you work in a team, it’s important to show others you like their ideas. When you don’t like an idea, say it but be polite.

Useful language

Great idea! That’s a really good idea! I like your idea.
I’m not sure about that. Let’s think about it again.

Academic skills

When you use information from the Internet, remember to include in your project where it is from. One way of doing this is to add the author, title of the web page, date you accessed the web page and URL (web address).

Project time

Do the project. Then present it to the class.

Evaluation

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

Content
Design
Presentation
Language
UNIT 1

Vocabulary in context (page 12)
Write the name of a country beginning with each letter of the alphabet. One letter hasn’t got country names. Which is it?

A – Argentina B –

Reading (page 13)
What are these numbers in the article on page 13?
1 two … girls 4 millions …
2 20,000 … 5 100 …
3 25 …

Grammar in context 1 (page 14)
Complete the sentences with the correct form of the verbs to be.
A: (x) … you a singer? B: No, (b) … not.
A: (c) … you an actor? B: Yes, I (d) …
A: (e) … your house in the US? B: Yes, it (f) …
A: (g) … Five Feet Apart? B: Yes, she (h) …

Vocabulary (page 15)
Put the letters in the correct order to make family members. Is the person male (M), female (F), or both male or female (B)?
1 tuna M/F/B
2 ilve M/F/B
3 nciou M/F/B
4 mitwdfhrag M/F/B
5 ceine M/F/B
6 tgdruhea M/F/B
7 estri M/F/B
8 clune M/F/B
9 dcdrrnirheg M/F/B
10 easmpt M/F/B

Grammar in context 2 (page 18)
Write three true affirmative sentences and three true negative sentences about your family. Use have got/haven’t got and possessive adjectives.
1 I’ve got … sister. She (have) lunch with her friends. In the evenings, they (play) games or study for the next day.
2 The students do lots of extra-curricular classes. They (have) lunch at school with her sister. She (have) lunch with her friends. In the evenings, Aline and her sister do homework and chat with friends. They go to bed at around ten o’clock.

UNIT 2

Vocabulary in context (page 24)
Write the school subjects. In this subject, you study …
1 countries, maps
2 past facts
3 sports
4 how to design and make things
5 how to act
6 numbers and calculations
7 to write computer programs
8 a language

Grammar in context 1 (page 26)
Are the sentences correct? Rewrite the incorrect sentences.
1 Is Helens pencil case red? …
2 My friend’s names are Oscar and Alicia.
3 My music teachers’ names are John and Eva.
4 It’s my grandparents’ house.
5 I think these are Matt’s glasses.
6 They do projects at Paula’s and Anna’s school.

Vocabulary (page 27)
Write a description of yourself using words from both vocabulary boxes on page 27. Parts of the face and Adjectives to describe faces.
I’ve got …

Grammar in context 2 (page 30)
Complete the sentences with the correct question words. Write answers to the questions.
1 how old is your best friend?
2 colour is your pencil case?
3 how many students are in this class?
4 do you prefer – maths or science?
5 time is your next class?
6 are you from?
7 is your favourite artist?

UNIT 3

Vocabulary in context (page 38)
Look at the activities on page 38. Which activities do you usually do with other people? Which activities do you do on your own? Complete the mind maps.

Grammar in context 1 (page 40)
Complete the sentences, using the verbs in the affirmative or negative present simple. Make the sentences true for you.
1 I (play) online games in the morning before school.
2 My grandmother (watch) TV at breakfast.
3 I ___________ (get) up at 7 am on Saturday.
4 My friend (listen) to music when he/ she (do) homework.
5 My parents (have) lunch at my school.
6 I ___________ (speak) Chinese.

Vocabulary (page 41)
What places do you associate with these words?
1 books 5 rockets and balls
2 trees and flowers 6 money and credit cards
3 pizzas 7 films
4 water 8 doctors

Grammar in context 2 (page 44)
Read this text and find eight mistakes. Write the text with the corrections.
In Alines’ family, on school days, they get up usually at around half past seven. But at the weekend, it sometimes is ten o’clock. Aline and her sister have breakfast and then they walk to school. School start at nine o’clock. Aline don’t have lunch at school with her sister. She have lunch with her friends. In the evenings, Aline and her sister does homework and chat with friends. They go to bed at around ten o’clock.

UNIT 4

Vocabulary in context (page 50)
Put the letters in the correct order to make rooms and furniture. Then select (R) for room or (F) for furniture.
1 hnicetk R/F
2 orcpadub R/F
3 lah’ R/F
4 dorrarat R/F
5 usyd R/F
6 ehwo R/F
7 taggae R/F
8 racmhn R/F
9 gifred R/F
10 dobremo R/F
Unit 1
Great learners justify their opinions.

“It’s easy to give an opinion or to say you agree or disagree. But to show that you understand a difficult question, and that your opinion is logical, it’s important to give reasons to justify it.”

Do you always justify your opinions?
Grade yourself from 1 to 5.

1 2 3 4 5

Unit 2
Great learners value diversity.

“There are many people who are different from us and who have different lifestyles and opinions. It’s important to understand people who are different from us and value diversity. This can help us become more tolerant, open-minded and positive about others.”

Do you always try to value diversity?
Grade yourself from 1 to 5.

1 2 3 4 5

Unit 3
Great learners never stop learning.

“We all know that it’s important to learn at school and university but learning is a process that never stops. It is also possible to learn in our free time. Having a hobby is a great way to learn and have fun at the same time. It is very important to be curious and to continue learning new things during our whole life.”

Do you always try to learn new things?
Grade yourself from 1 to 5.

1 2 3 4 5

Unit 4
Great learners make a positive difference to the lives of others.

“When we have a positive attitude in life, we also help other people do the same. There are also many things we can do to make a positive difference in the life of others, for example, listen, smile, and help someone in your family or school.”

How positive are your attitudes in life?
Grade yourself from 1 to 5.

1 2 3 4 5

Unit 5
Great learners question their own attitudes and behaviour.

“We often do things that just become a routine. We don’t always stop and think about our attitudes. It’s important to stop sometimes and ask ourselves: ‘Why am I doing this? Is it the right thing to do? Is it good for me?’ When you do this, be honest and self-critical because this helps you do the right thing.”

Do you always question your own attitudes and behaviour?
Grade yourself from 1 to 5.

1 2 3 4 5

Unit 6
Great learners can think creatively.

“In life there are many surprises and new situations. Creativity helps us to see things differently and to deal with these situations. It also helps us to find different solutions to problems. Being creative helps us solve problems in all areas of our lives.”

Do you always think creatively?
Grade yourself from 1 to 5.

1 2 3 4 5

Unit 7
Great learners make connections.

“Sometimes when we learn from teachers, texts and books inside a classroom, we forget that this information can be useful in our everyday lives outside the classroom. Great learners think about connections between things we learn in class and things we learn in the outside world.”

Do you make connections between what you learn in class and the outside world?
Grade yourself from 1 to 5.

1 2 3 4 5

Unit 8
Great learners show empathy towards others.

“Empathy is the ability to understand how other people feel because you can imagine what it is like to be in their place. Showing empathy is important because understanding people’s feelings helps us have a better attitude towards ourselves and the others.”

How often do you show empathy?
Grade yourself from 1 to 5.

1 2 3 4 5

Unit 9
Great learners think locally and globally.

“When we hear about environmental change, it is easy to think the problem is too big for us to solve. However, there are many small things we can do in our everyday lives which can have a positive impact on the environment. If we all take small, positive steps, the impact on the environment is huge.”

How much do you try to make a positive impact on the environment?
Grade yourself from 1 to 5.

1 2 3 4 5

Unit 10
Great learners have a good mind and body balance.

“We all know that good physical health is important to a happy life. But mental health is as important as physical health. When we have good mental well-being, we feel happy and positive. Travelling is an excellent way to help us feel happier and more positive.”

How much do you care about your mental health?
Grade yourself from 1 to 5.

1 2 3 4 5