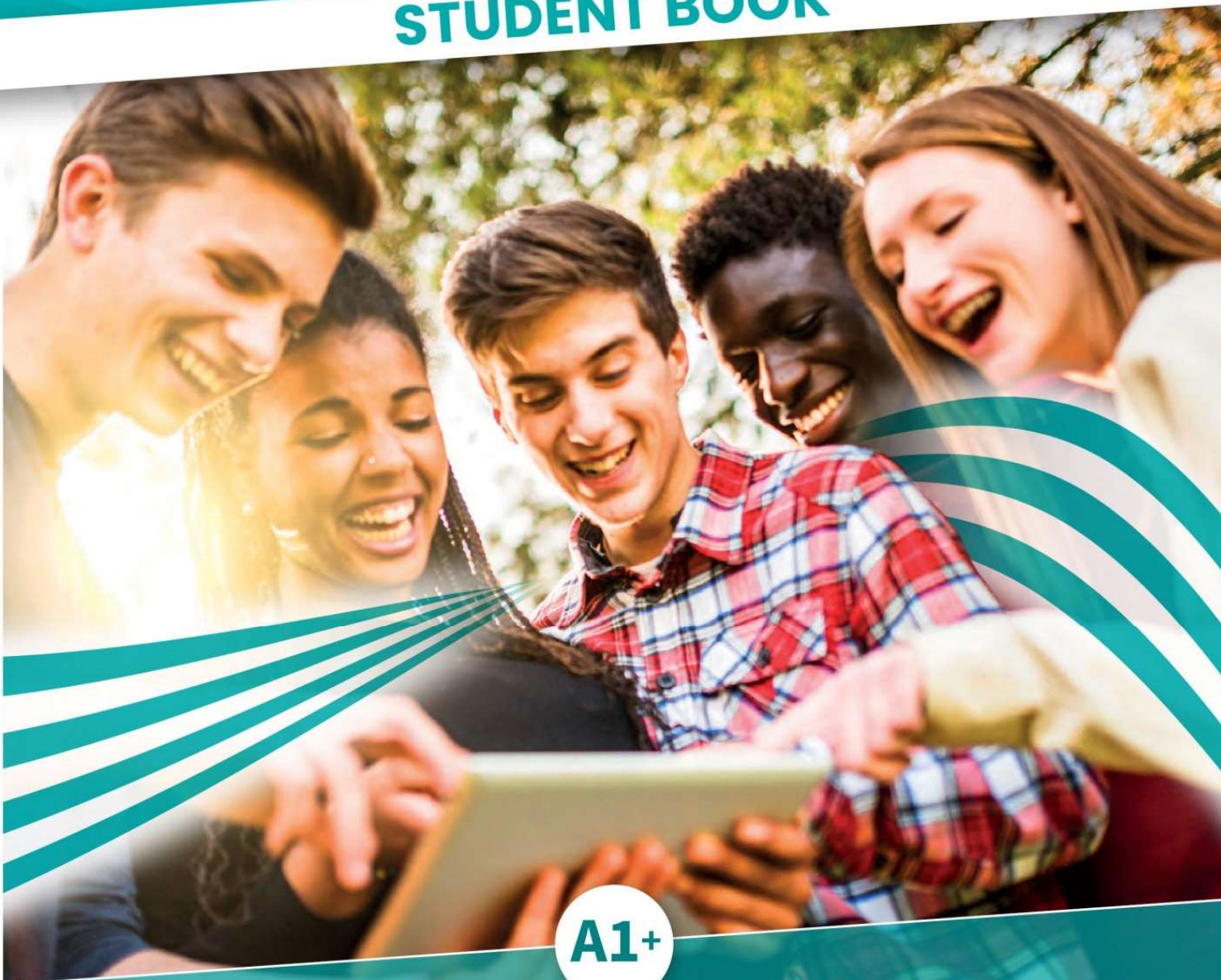


OXFORD

HARMONIZE 1

STUDENT BOOK



A1+

Rob Sved & Nicholas Tims



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HARMONIZE 1

STUDENT BOOK

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Guide for Classroom Presentation Tool

Rob Sved & Nicholas Tims

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	Welcome → p4 ▶ Video How to do project work About the projects	<ul style="list-style-type: none"> Classroom objects Colours School subjects 	<ul style="list-style-type: none"> Subject pronouns Prepositions of place Possessive adjectives 	<ul style="list-style-type: none"> <i>can</i> for ability Possessive 's <i>have got</i> 		
		Vocabulary	Grammar	Reading		
1	This is my life → p8 ▶ Video My family tree	<ul style="list-style-type: none"> Family Physical descriptions and personality adjectives 	<ul style="list-style-type: none"> Present simple: <i>be</i> <i>there is / there are + a, an, some, any</i> 	Article: Our hangouts Skill UP! Facts and opinions		
	PROJECT Design an infographic	→	Project Builder 1 p9	→	Project Builder 2 p11	→
2	Welcome to our school → p20 ▶ Video School tour	<ul style="list-style-type: none"> Routine activities Free-time activities 	<ul style="list-style-type: none"> Present simple: affirmative and negative Adverbs of frequency Present simple: questions and short answers 	Article: Do you teach robots? Skill UP! Reading quickly for general meaning		
	PROJECT Design a web page	→	Project Builder 1 p21	→	Project Builder 2 p23	→
3	What do you want to play? → p32 ▶ Video Home Olympics	<ul style="list-style-type: none"> Adjectives Sports 	<ul style="list-style-type: none"> Comparative adjectives Superlative adjectives 	Article: All kinds of football Skill UP! <i>and, but, so</i>		
	PROJECT Present a sport or game	→	Project Builder 1 p33	→	Project Builder 2 p35	→
4	What we wear → p44 ▶ Video Keep? Sell? Donate?	<ul style="list-style-type: none"> Clothes Adjectives to describe feelings 	<ul style="list-style-type: none"> Present continuous Present continuous and present simple 	Magazine feature: Three young people with a passion for fashion Skill UP! Using titles and headings to understand content		
	PROJECT Design a range of clothes	→	Project Builder 1 p45	→	Project Builder 2 p47	→
5	Eat up → p56 ▶ Video Food market	<ul style="list-style-type: none"> Food Adjectives to describe food 	<ul style="list-style-type: none"> Countable and uncountable nouns; <i>some, any, much, many, a lot of</i> <i>can / can't, must / mustn't</i> 	Article: Supertaster! Skill UP! Using photos to understand the topic of a text		
	PROJECT Create a menu	→	Project Builder 1 p57	→	Project Builder 2 p59	→
6	Island life → p68 ▶ Video Our desert island	<ul style="list-style-type: none"> Geographical features Weather 	<ul style="list-style-type: none"> Past simple: <i>be</i> and past time expressions <i>there was / there were</i> Past simple affirmative: regular and irregular verbs 	Illustrated story: A new life Skill UP! Using pictures to help you understand new words		
	PROJECT Make a video diary	→	Project Builder 1 p69	→	Project Builder 2 p71	→
7	Let's start a band → p80 ▶ Video Our band	<ul style="list-style-type: none"> Music Stages of life 	<ul style="list-style-type: none"> Object pronouns Past simple: affirmative and negative, irregular and regular verbs Past simple: questions 	Magazine profile: Tell me about ... Courtney Hadwin Skill UP! Understanding the format of an article		
	PROJECT Create a musical band	→	Project Builder 1 p81	→	Project Builder 2 p83	→
8	Around town → p92 ▶ Video Come on our tour!	<ul style="list-style-type: none"> In a town Adjectives to describe places 	<ul style="list-style-type: none"> <i>be going to</i> for future plans <i>will / won't</i> for future predictions 	Encyclopedia entry, news article and magazine article: How will we travel? Skill UP! Understanding the type and purpose of a text		
	PROJECT Design a tour of a city	→	Project Builder 1 p93	→	Project Builder 2 p95	→

Listening	Speaking	Writing	PROJECT
<p>Video Are we good friends? Video focus: Graphics</p>	<p>Video Meeting people and making new friends Skill UP! Asking for repetition</p>	<p>A personal profile Skill UP! Contractions</p>	<p>Design an infographic p18 Project skills: Organizing visual information Project coach: Presenting an infographic</p>
Project Builder 3 p13 →	Project Builder 4 p15 →	Project Builder 5 p17 →	
<p>Podcast: Join a club! Skill UP! Identifying speakers in a conversation</p>	<p>Video Talking about likes and dislikes Skill UP! Showing interest</p>	<p>A description of an event Skill UP! <i>also</i></p>	<p>Design a web page p30 Project skills: Presenting clearly Project coach: Presenting clearly</p>
Project Builder 3 p25 →	Project Builder 4 p27 →	Project Builder 5 p29 →	
<p>Video How do you play it? Video focus: Showing instructions and rules clearly</p>	<p>Video Making arrangements Skill UP! Responding to an apology</p>	<p>An advertisement for a sports club Skill UP! Using capital letters</p>	<p>Present a sport or game p42 Project skills: Using creative ways to present Project coach: Interacting with the audience</p>
Project Builder 3 p37 →	Project Builder 4 p39 →	Project Builder 5 p41 →	
<p>Podcast: The secret life of ... colours Skill UP! Using photos to predict content</p>	<p>Video Shopping for clothes Skill UP! Getting someone's attention</p>	<p>A magazine feature Skill UP! Punctuation</p>	<p>Design a range of clothes p54 Project skills: Sharing work Project coach: Sharing work fairly</p>
Project Builder 3 p49 →	Project Builder 4 p51 →	Project Builder 5 p53 →	
<p>Video Interesting food combinations Video focus: Sound effects</p>	<p>Video Ordering food and drink in a café Skill UP! Saying <i>please</i> and <i>thank you</i></p>	<p>A flyer for a food stall Skill UP! Writing a flyer</p>	<p>Create a menu p66 Project skills: Making good decisions Project coach: Working together to make decisions</p>
Project Builder 3 p61 →	Project Builder 4 p63 →	Project Builder 5 p65 →	
<p>Video Madagascar Video focus: How to make presentations interesting</p>	<p>Video Asking for, giving and refusing permission Skill UP! Giving reasons for refusing permission</p>	<p>A diary entry Skill UP! Sequencing words</p>	<p>Make a video diary p78 Project skills: Making a video presentation Project coach: Making face-to-camera video</p>
Project Builder 3 p73 →	Project Builder 4 p75 →	Project Builder 5 p77 →	
<p>Radio programme: An interview with a pop band Skill UP! Listening to the first word of questions</p>	<p>Video Asking for and giving opinions Skill UP! Disagreeing politely</p>	<p>A biography Skill UP! Time expressions</p>	<p>Create a musical band p90 Project skills: Preparing for a role-play presentation Project coach: Overcoming nerves</p>
Project Builder 3 p85 →	Project Builder 4 p87 →	Project Builder 5 p89 →	
<p>Tour commentary: Dublin Skill UP! Listening for specific information</p>	<p>Video Asking for and giving directions Skill UP! Asking for clarification</p>	<p>An advertisement for a tour Skill UP! Giving examples</p>	<p>Design a tour of a city p102 Project skills: Choosing different roles to practise different skills Project coach: Trying new roles in project work</p>
Project Builder 3 p97 →	Project Builder 4 p99 →	Project Builder 5 p101 →	

Welcome

LESSON OBJECTIVES

- Revise grammar and vocabulary

- 1 What's your favourite board game? Why?
- 2 Read the instructions. Then play the game in pairs or two teams.

Start

INSTRUCTIONS

To play:

- Place your counters on the Start circle.
 - Take turns to throw the dice and move your counter.
- Purple square**
Complete the sentence with **one word**.
- Green square**
Correct the underlined mistake.
- Yellow square**
Choose the correct answer **a**, **b** or **c**.
- Answer the question. Your partner listens carefully.
 - A correct answer = 1 point
 - **The first person to get 10 points is the winner!**

- 3 Think about the game. Which questions are easy? Which are difficult? For more practice, go to page 104 and do the exercises.

CHECK IT! MY GRAMMAR REFERENCE & PRACTICE p104



<p>Oscar is great. _____ are best friends.</p> <p>1 </p>	<p></p> <p>2 His mum is a doctor. It's clever.</p>
<p>_____ science on Wednesday. a We've got b We got c We has got</p> <p>24</p>	<p></p> <p>23 They can <u>speaks</u> English.</p>
<p>My favourite subject is _____.</p> <p></p> <p>19</p>	<p></p> <p>On Wednesday, we play football in <u>music</u>.</p> <p>20</p>
<p>a We not got a cat. b We haven't got a cat. c We no have got a cat.</p> <p>18</p>	<p>Has you got a brother? Yes, I have.</p> <p>17</p>

Here are Tia and Anna.
_____ in my class.

- a Their
- b They're
- c There

3

The ruler is _____
the dictionary.



4

The pencil is in front of
the notebook and the
scissors.



5

The poster is _____
the whiteboard.

- a next to
- b in
- c on



6

I love pizza.
_____ 's my
favourite food.

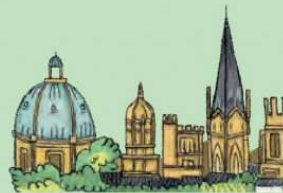
22

Tom doesn't like _____ job.

- a his
- b their
- c my



9



8

Oxford is famous
for your university.



7

This is _____ new
car. I love it!

We learn about
countries in _____.

- a PE
- b maths
- c geography

21

Alex _____ draw.
His pictures are great!



10

Can she sings?

Yes, she can.

11

- a She can swimming.
- b She can't swimming.
- c She can swim.

12



He _____ got a car,
but he's got a bike.



16

The _____ uniform is red.

- a children's
- b childrens'
- c childs'



15



14

Glorias' pen
is blue.



13

John's bag isn't
blue. It's _____.

PROJECTS

LESSON OBJECTIVES

- Find out about the course
- Learn how to do project work

About the projects

YOUR PROJECT Create a healthy and tasty menu for a food stall

Project Builders 1-5:

- 1 Think of an idea for a food stall.
- 2 Choose some balanced food ideas for your menu.
- 3 Adapt your menu for people with special diets.
- 4 Create interesting food combinations.
- 5 Create a flyer for your food stall. Present your menu.

1 Each unit has got a different project.

2 Each lesson in the unit has a mini project task called a Project Builder. Work in small groups to complete the tasks.

UNIT 5 PROJECT Create a menu for a food stall

Log it! 1 Here are our ideas for a food stall:

Our group is _____

has great ideas!

My favourite idea

OUR BEST IDEA

Our menu has these sections

1	3
2	4

and me!

PROJECT BUILDER 1 Think of an idea for a food stall.

Workbook Project Log p20

- 6 Think of some different ideas for your food stall. Write a list.
- 7 Agree on the best idea from your list.

I like the idea of a Mexican food stall. What about you?

Good idea! I love Mexican food.

I'm not sure. I prefer Chinese food ...

- 8 Now decide on the different sections you want on your menu. Use the words from exercise 5 to help you.

Let's have main dishes and sides.

Yes, and cold drinks.

3 Write your ideas in your Project Log.

4 Watch the Project coach video to help with your presentation.



5 PROJECT Create a healthy and tasty menu for a food stall

RESEARCH AND REVIEW

1. **RESEARCH** Look back at your Project Builders 1-5 for this unit. Check that you have:

- a topic for your stall;
- a range of dishes with some healthy food;
- ideas for people with special diets;
- some interesting food combinations;
- a flyer for your stall.

2. **REVIEW** Ask the Project coach about the ideas in Daily, Freddie and Ruby about ideas 4 & 5 for their menu. Answer the questions 1-5.

DECIDE

1. **DISCUSS** Discuss the ideas and choose the best one. Remember to:

- Research and listen carefully to each other's opinions.
- Try to agree on a decision. Remember why.

2. **DECIDE** What do they decide are most delicious? What about the other dish?

3. **HOW** How will they listen to each other's opinion?

4. **HOW** How will they listen to each other's opinion?

3. **DECIDE** Decide on at least three dishes to put in each section of your menu. Use the key phrases to help you. Remember to include:

- some healthy dishes;
- some dishes for people with special diets.

KEY PHRASES

Sharing ideas

- I think ...
- I really like ...
- I would like to see ...
- I'm not sure ...
- I'm not sure ...
- I'm not sure ...

Making decisions

- I think ...
- I think ...
- I think ...

CREATE

4. **CREATE** Design and prepare the menu for your stall.

- Include the name of your stall.
- Add the names and prices of your dishes.
- Write short descriptions of each dish. Use adjectives.
- Draw pictures of your dishes and add them to your menu.
- Include information for people with special diets.

PRESENT

5. **PRESENT** Present your menu and the menu for your stall to the class. Use the key phrases to help you.

KEY PHRASES

Our stall is called ...

- It's really ...
- It's really ...
- It's really ...

6. **PRESENT** Present your menu and the menu for your stall to the class. Use the key phrases to help you.

7. **IN YOUR OPINION**, which stall has got:

1. the most interesting food?
2. the healthiest food?
3. the most attractive menu?

REFLECT

8. **THINK** about your project work in this unit. Read the statements and choose your reaction.

DISAGREE STRONGLY	DISAGREE	NEUTRAL	AGREE	AGREE STRONGLY
1	2	3	4	5

9. **COMPLETE** these sentences for you.

1. I am pleased with the menu for our stall because ...
2. I like to learn ...

10. **REVIEW** Workbook Project Log p20

5 Work with your group to finish and present your project.

1 Use *About the projects* and your books to answer the questions.

- 1 Look at page 8 of Unit 1. What is the project in this unit? _____
- 2 How many Project Builders are there in each unit? _____
- 3 Where is the Project Log? _____
- 4 How many Project Log pages are there for each project? _____



2 Do the quick quiz.

QUICK QUIZ

Find the units with these Project Builders in your Student Book.

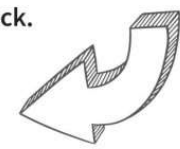


- You invent some after-school activities. _____
- You design an advertisement for a city tour. _____
- You choose the colours for a range of clothes. 4
- You write tips on a sport. _____
- You write some lyrics for a song. _____
- You invent a new animal. _____
- You write about your favourite places. _____
- You invent some crazy food combinations. _____



3 01 Complete the classroom English with the words in the box. Then listen and check.

groups hands help How Listen mean with work



- | | |
|--|---------------------------|
| 1 Get into groups of three. | 5 Raise your _____. |
| 2 Can you _____ me? | 6 Let's _____ together. |
| 3 _____ do you say 'lápiz' in English? | 7 Work _____ a new group. |
| 4 What does 'notebook' _____? | 8 _____ to each other. |

4 Complete the table. Who says the sentences in exercise 3, the teacher or the students?

Teacher	Student
Get into groups of three.	

HOW TO DO PROJECT WORK

5 **Video** Watch the video about project work and answer the questions.

- 1 Look at the seven types of project at 0.20. Which of these are in your coursebook?
- 2 Why is it useful to work collaboratively on projects?
- 3 Can you think of three more tips for project work?



1 This is my life

UNIT OBJECTIVES

YOUR PROJECT Design an infographic: *This is my life*

Project Builders 1-5:

- 1 Decide on the special people in your life.
- 2 Complete short descriptions of them.
- 3 Describe the important places in your life.
- 4 Write about your favourite things.
- 5 Write a personal profile.

Present your infographic.

VOCABULARY

- Family
- Physical descriptions and personality adjectives

GRAMMAR

- Present simple: *be*
- *there is / there are + a, an, some, any*



LESSON OBJECTIVES


- Talk about the different important people in your life
- Learn family vocabulary


WARM-UP


1 Match photos 1–5 with the social media posts A–E.

A  **rosiej11** This is my mum with our two neighbours. Jean, on the left, is her best friend. _____

B  **bennybobs** My uncle and our cousins are here for the weekend. Good times! _____

C  **r2eli** That's my sister in the middle ... and the rest of my teammates! _____

D  **nay019** This is me with mum, my stepdad and my two sisters. My baby sister is only six months old. _____

E  **ddShaunie** With my friends at the park. Summer's here! _____




3  **Video** Watch Sophie's vlog. Which five members of her family are in the house?

4  **Video** Watch again. Choose the correct option.

- 1 Sophie's **dad** / **grandad** / **mum** has got a Polaroid™ camera.
- 2 Sophie's grandad is in the **kitchen** / **bathroom** / **living room**.
- 3 Sophie's **mum** / **sister** / **aunt** is called Clara.
- 4 **Sophie** / **Mack** / **Uncle Dan** hasn't got a Polaroid photo on the family tree.
- 5 There are **six** / **seven** / **eight** people on Sophie's family tree.

VOCABULARY

2  Look at the words in the box and talk about some of the people in your life.

I've got two aunts, Vanessa and Angela.

I've got two sisters and a brother.

aunt	brother	cousin	dad
daughter	grandad	grandma	husband
mum	parents	sister	son
stepdad	stepmum	uncle	wife

(best) friend neighbour teammate


PROJECT BUILDER 1

Decide on the special people in your life.

 **Workbook Project Log** p4

5 Who are the special people in your life? Write between five and ten names.

David, ...

6  Share three of the names on your list with your group. Can they guess who they are?

David.

Your brother?

No.

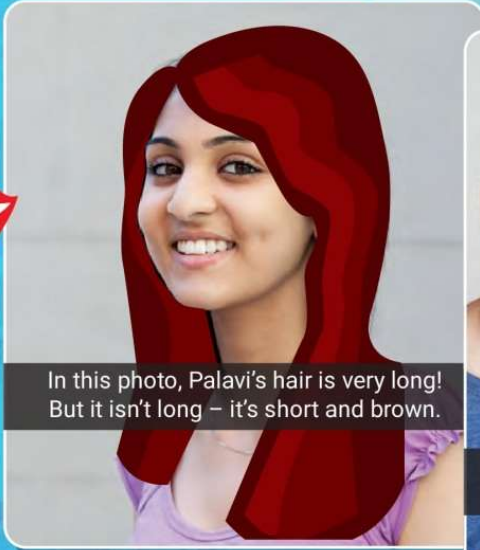
Your uncle?

Yes. That's right. He's my dad's brother.

1.2 #MYFRIENDS

LESSON OBJECTIVES

- Describe the appearance and personality of people
- Use the present simple: *be*



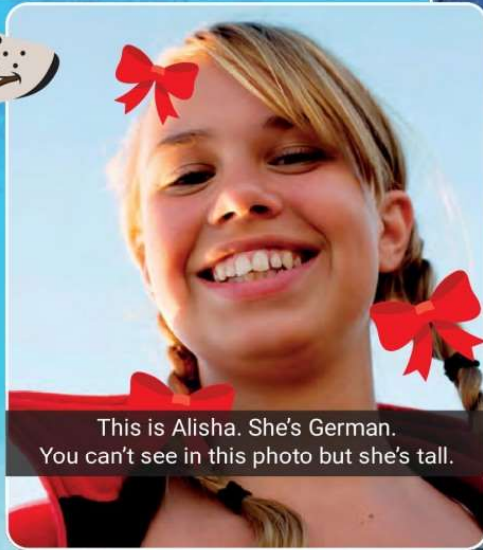
In this photo, Palavi's hair is very long! But it isn't long – it's short and brown.



James and Eloise are twins. They haven't got glasses really!



Ibrahim is my best friend. He's funny and kind. He hasn't got a beard or a moustache!



This is Alisha. She's German. You can't see in this photo but she's tall.



My friend Karl has got freckles and lots of curly hair.



And I'm Jasmine! What about your friends? Are they fun, too?

VOCABULARY

- 1 Look at the photos. Have you got photos like these of your friends and family?
- 2 Look at the photos again and read the descriptions. Match the people 1–6 with the descriptions A–F.

1 _____ Alisha	A haven't got blonde hair.
2 _____ Eloise and Alisha	B has got glasses.
3 _____ Karl	C has got braces.
4 _____ Ibrahim	D has got blue eyes.
5 _____ James and Palavi	E isn't short.
6 _____ Jasmine	F have got long hair.



- 3 Use the table to say sentences about people in the photos. Your partner guesses.

He's got glasses.

Ibrahim.

That's right.

Hair length / style	
She's got short hair.	long short curly straight
Hair colour	
He's got blonde hair.	blonde brown grey red white dark fair
Eyes	
She's got brown eyes.	brown blue green
Special features	
He's got freckles .	a beard a moustache braces freckles glasses
Height / build	
She's tall .	medium-height tall short slim
Personality	
He's clever .	creative friendly funny interesting kind

GRAMMAR

Present simple: *be*

- 4 Complete the table with the correct form of the verb *be*. Use the descriptions on page 10 to help you.

Affirmative	
I ¹ _____ Jasmine.	
She ² _____ tall.	
They ³ _____ twins.	
Negative	
I am not his sister.	
Her hair ⁴ _____ long.	
They aren't Spanish.	
Questions	Short answers
Are you happy?	Yes, I am . / No, I' m not .
Is your cousin friendly?	Yes, he is . / No, he isn't .
⁵ _____ your friends fun?	Yes, they are . / No, they aren't .

CHECK IT! → MY GRAMMAR REFERENCE & PRACTICE p106

- 5 Choose the correct option.

- 1 I **isn't** / **am not** from the UK.
- 2 She **'s** / **'re** very kind.
- 3 My parents **isn't** / **aren't** tall.
- 4 His eyes **is** / **are** brown.
- 5 My name **am** / **is** Bruno.

- 6 Complete the questions with *Is* or *Are*. Then answer with short answers.

Are you from London? **No. I'm not.**

- 1 _____ your teacher tall?
- 2 _____ you creative?
- 3 _____ your best friend funny?
- 4 _____ your school big?
- 5 _____ your neighbours friendly?

- 7 Use the table in exercise 3 to say sentences about yourself. Compare your answers with a partner. What information is the same?

I'm short.

I've got glasses.

We're kind.

We've got short hair.

- 8 Think of a person you both know. Write three sentences about the person with the verbs *be* or *have got*. Can your partner guess the person?

He's got a beard.

Is he Mr Davies?

No, he isn't. He's tall and slim.

Ah! Is he Mr Jackson?

Yes, that's right.

PROJECT BUILDER 2

Complete short descriptions of the special people in your life.

→ Workbook **Project Log** p4

- 9 Look at your list of people from Project Builder 1. Make notes about three of them. Think about:

- their relationship to you
- their appearance
- their personality

Becky, best friend, medium height, short hair ...

- 10 Describe these three people to your group. Are some of your descriptions similar?

1.3 MY PLACES

LESSON OBJECTIVES

- Talk about your favourite places
- Learn to recognize facts and opinions in texts
- Describe places with *there is / there are + a, an, some, any*

OUR HANGOUTS



There are 39 libraries in my city, but the Library of Birmingham is my favourite. There are about a million books here in 50 different languages! I'm into graphic novels and there are lots here.

There are activities here, too. Table tennis is my favourite. And at the top of the library, there's a special Shakespeare room. ¹I think the best thing is the garden on the seventh floor. The views of the city are fantastic!



There's a garden here!



Blue sea and white sand!



Is there a beach near you? There are over 10,000 in Australia and there are three near my home. This is Hyams Beach – my favourite. ²It's 3 km long and the sand is white! I think it's beautiful. There aren't any restaurants, but there's a café with great smoothies! There isn't a lifeguard, but the sea is safe here.



Slides



I think shopping is boring but ³West Edmonton Mall is awesome. There's an amazing waterpark with slides and there's a theme park. There's an ice rink for ice-skating and ice hockey games. Canadians are really into ice hockey. And of course, there are some shops – over 800 – and ⁴there's a cinema with 13 screens!

There's just one problem. With 32 million visitors every year, it's very busy!



The stores!

READING

1 Discuss the questions.

- 1 What's a hangout?
- 2 What are your favourite hangouts?

2 02 Read and listen to Hanif, Emma and Tyler's descriptions. What are their favourite hangouts and which country are they in?

- ✓ What do these sentences mean in your language?
I'm into graphic novels.
Canadians are really into ice hockey.

3 Read the descriptions again. Match these numbers with sentences 1–6.

eight hundred fifty seven thirteen
thirty-nine three zero

- the number of movie screens at the mall thirteen
- 1 the number of lifeguards on the beach _____
- 2 the floor of the library garden _____
- 3 the number of stores at the mall _____
- 4 the number of libraries in Birmingham _____
- 5 the length of the beach in kilometres _____
- 6 the number of languages of books in the library _____

- 4 Read the *Skill UP!* Then read the underlined sentences 1–4 in the article. Are they facts or opinions?

Skill UP! Descriptions have got a mixture of facts and opinions. **A fact is something that is always true.** *There are 39 libraries in my city.* **For opinions, look for:**

- phrases like *I (don't) think*
- adjectives that are positive or negative *I think it's beautiful.*

- 1 _____ 3 _____
2 _____ 4 _____

- 5 Find four adjectives in the article with a similar meaning to *very good*.

- 6 **THINK** Look at the different hangouts again. Which place is your favourite? Why?

- 7 **MEDIATION** Choose one of the places in the text: *The Library of Birmingham, Hyams Beach or West Edmonton Mall*. Look online and find three more facts about the place. Tell the class.

GRAMMAR

there is / there are + a, an, some, any

- 8 Complete the table with *a, an, some* or *any*. Use the descriptions in the article to help you.

	Affirmative	Negative
Singular	There's ¹ _____ special Shakespeare room. There's ² _____ amazing waterpark.	There isn't ³ _____ lifeguard.
Plural	There are three beaches. There are ⁴ _____ stores.	There aren't ⁵ _____ restaurants.
Questions	Short answers	
Is there a beach near your house? Are there any beaches near your house?	Yes, there is. / No, there isn't. Yes, there are. / No, there aren't.	
How many beaches are there in Australia?	There are over 10,000.	

CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p106

- 9 **03** Read the *Pronunciation*. Then listen and repeat the sentences.

PRONUNCIATION *There, They're, Their*

These three words sound the same.

There are two girls. **They're** in my class. **Their** names are Beth and Lucy.

- 10 Complete the text with the words in the box.

an are isn't some there are
there aren't there's

There ¹ _____ a big park near my home but, near my grandparents' house in London, there's ² _____ amazing park. It's called Hampstead Heath. ³ _____ over five kilometres of paths for walking and cycling. There are ⁴ _____ good cafés in the park and ⁵ _____ a great swimming pool, but ⁶ _____ any slides. From the top of the park, there ⁷ _____ awesome views of London!



- 11 **🗨️** Match the beginnings and ends of the questions. Then ask and answer.

- 1 Is there _____
2 Are there any _____
3 Is there an _____
4 Is there a _____
5 How many _____

- A ice cream shop near you?
B swimming pool with slides in your town?
C parks are there near your home?
D beaches near your town?
E a shopping mall near you?

PROJECT BUILDER 3

Describe the important places in your life.

➔ Workbook **Project Log** p5



- 12 Make a list of your favourite hangouts.
- 13 **👥** Compare your lists. Are there any similar places? What are they?
- 14 Write two or three sentences to describe the important places in your life. Use *there is / there are*.

My special place is my local sports centre. There are two swimming pools and there's a great café.

My special place is my bedroom. There's a bed, a desk, ...

1.4 ARE WE GOOD FRIENDS?

LESSON OBJECTIVES

- Talk about your favourite things
- Focus on graphics in video presentations

LISTENING

- 1 Check the meanings of the categories in the box. Match the pictures 1–12 to the categories.

sport	celebrity	book	app
animal	film	singer	song
TV show		ice cream flavour	
school subject		video game	

- 2 In one minute, write two words for each of the categories in exercise 1. Compare your words with a partner.
- 3 Look at photo 1 of Kyle and Lauren. What do you think the game is?



- 4 **Video** Watch the first part of the video and answer the questions.

- How many questions are in the quiz?
.....
- What is their first question?
.....
- Is Kyle good at art?
.....
- How many points have they got?
.....


- 5 **MEDIATION** A friend doesn't speak English. Explain in your own language how the game works.



6 Look at photo 2. What do you think the question is for this part of the quiz?

7  **Video** Watch the second part of the video. Answer the questions.

- 1 What are questions 2 and 5 of the quiz?
- 2 How many points do Kyle and Lauren get in total?

8  **Video** Watch again. Complete the table with the correct answers.

	Kyle's answers	Lauren's answers
Question 1	1 _____	2 _____
Question 2	3 _____	4 _____
Question 5	5 _____	6 _____



9 Read the *Video focus*. What information about the quiz was in the graphics on the screen? Can you remember?



Graphics are a good way to show information on the screen. They're fun and they help viewers to understand.

10 **THINK** Discuss the questions.

- 1 How is the fifth quiz question different?
- 2 Is this a good quiz? Why / Why not?
- 3 What kind of questions are good for a quiz like this? Think of an example.

11 Write five questions for an *Are we good friends?* quiz. In groups of three, take turns to do the quiz. Student A reads the questions and students B and C do the quiz. Then change roles.

Question 1: What's your favourite sport?

...

OK. I'm ready. What's your favourite sport, Anna?

It's volleyball.

Oh ... really? I've got basketball.


PROJECT BUILDER 4

Write about your favourite things.

 **Workbook Project Log** p5



12 Think of five categories. Decide on your favourite thing for each category.
 Singer: My favourite singer is Ariana Grande.

13  Show your categories to your group. Can they guess your favourites?

Is your favourite singer Billie Eilish?

No, it isn't.



1.5 A NEW SCHOOL

LESSON OBJECTIVES

- Meet people and make friends
- Learn how to ask for clarification

SPEAKING

1 Look at the photo of Anna and Tom and answer the questions.

- 1 Who is new at the school?
- 2 Why do you think that?

2 Watch the first part of the video. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Anna and Tom are in class 8B. _____
- 2 Anna and Tom are into football. _____
- 3 Anna has got two brothers. _____

3 Check the meanings of the phrases in the box. Can you remember who says each phrase, Izzy, Tom or Anna?

Good luck! Thanks! Sorry. No problem.

4 Complete the *Key phrases* with the words in the box. Then watch again and check.

Are I'm I've got name What What's

KEY PHRASES

Meeting people and making friends

Questions	Answers
1 _____ your name?	I'm Tom.
Which class are you in?	2 _____ in 8C.
3 _____ you into football?	Yes, I am.
4 _____ about you?	My favourite team is United.
Have you got any brothers or sisters?	Yes, 5 _____ (one brother and one sister).
What's your sister's 6 _____?	It's Izzy.

5 How do you think Tom and Izzy know each other? Watch the second part of the video and check.

LIFE SKILLS It is difficult to start at a new school or club. It's important to include everyone and make people feel welcome.



6 04 Read the *Skill UP!* Then listen and repeat the conversation. Practise in pairs.



In a conversation, do you understand the other person? You can say *Sorry?* and they can repeat.

- A I'm Charlie. What's your name?
 B Sorry?
 A I'm Charlie. What's your name?
 B Oh. I'm Maisie.

7 Use the information to practise a dialogue. Use the *Key phrases* to help you. Then change roles.

Name: Jacob

Class: 7D

 You're into video games.

One sister: Bella

Name: Ellie

Class: 7B

 You're new.

 You're into basketball.

One sister and one brother:
 Jade and Luke

1.6 A PERSONAL PROFILE

LESSON OBJECTIVES

- Write a personal profile
- Use contractions

WRITING

1 Read Kelly's personal profile. Order 1–10 the information she includes.

favourite subjects ____ name 1 interests ____
 home town ____ school ____ personality ____
 age ____ birthday ____ family ____
 physical appearance ____

This is me! →

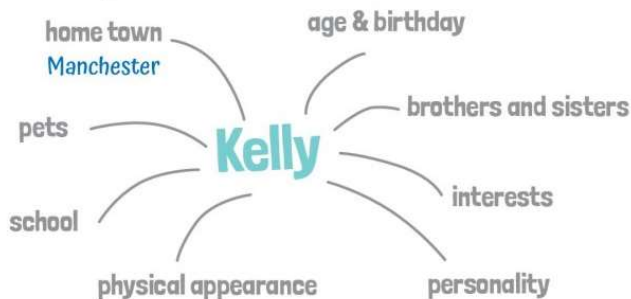


Hi! I'm Kelly and I'm from Manchester in England. I'm 12 and my birthday's in the summer, on 21st August. There are five people and a dog in my family: Mum, Dad, my two brothers, Aaron (16) and George (14) and me. Our dog's called Bertie!

I'm at Highbury Secondary School. I'm in Year 7 and my form teacher's Mr Howe. My favourite subjects are science and music.

I'm quite short and I've got curly brown hair and blue eyes. I'm a friendly and funny person. I'm creative, too. I'm into films and dance. Dance is my favourite hobby.

2 Read the profile again. Complete the information about Kelly.



3 **MEDIATION** Imagine you are describing Kelly to an English-speaking friend. Use the profile in exercise 1 to help you.
She's from Manchester.

4 Complete sentences 1–4 with the prepositions in the box. Use Kelly's profile to help you.

at from in on

- 1 My birthday's _____ 24th May.
- 2 I'm _____ London.
- 3 I'm _____ Nathan Park School.
- 4 I'm _____ Year 8.

✓ For dates we **write** *My birthday's on 21st August*, but we **say** *My birthday's on the 21st of August*.

5 Read the *Skill UP!* Then find the contractions in Kelly's profile. Write them in full.



Contractions

For informal writing (emails, letters and social media) you can use contractions (*I'm, he's, I've got*, etc.).

I'm = I am, _____

PROJECT BUILDER 5

Write a personal profile.

➔ Workbook **Project Log** p6



6 Write your personal profile.

A Plan

- Decide on the information to include.
- Put the information in order.
- Divide the information into three paragraphs.

B Write

- Use complete sentences.
- Use the present simple of *be* and *have got*.
- Use contractions.

C Read and check

- Check your use of the present simple.
- Check your use of prepositions *on, in, from, at*.
- Check all of the information is included.



1 PROJECT

Design an infographic: *This is my life*

SHARE AND REVIEW

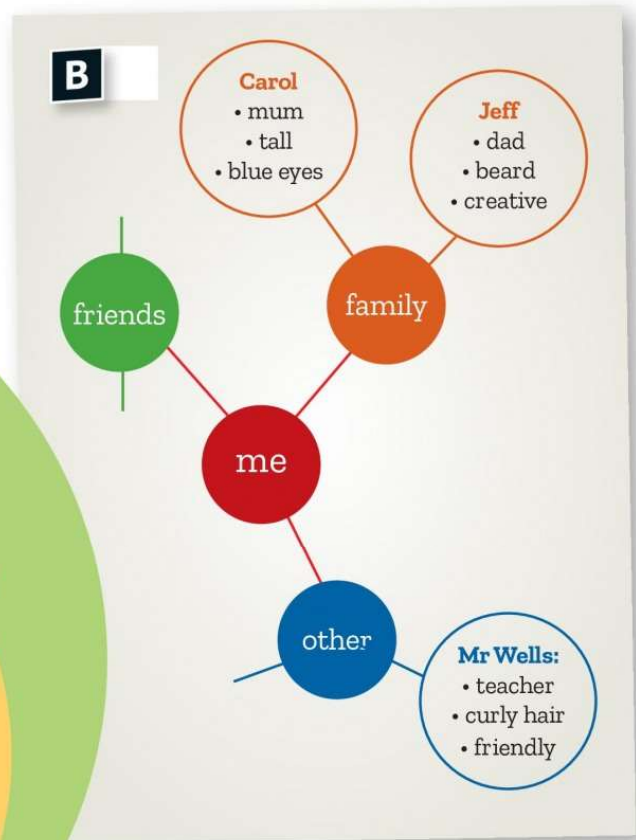
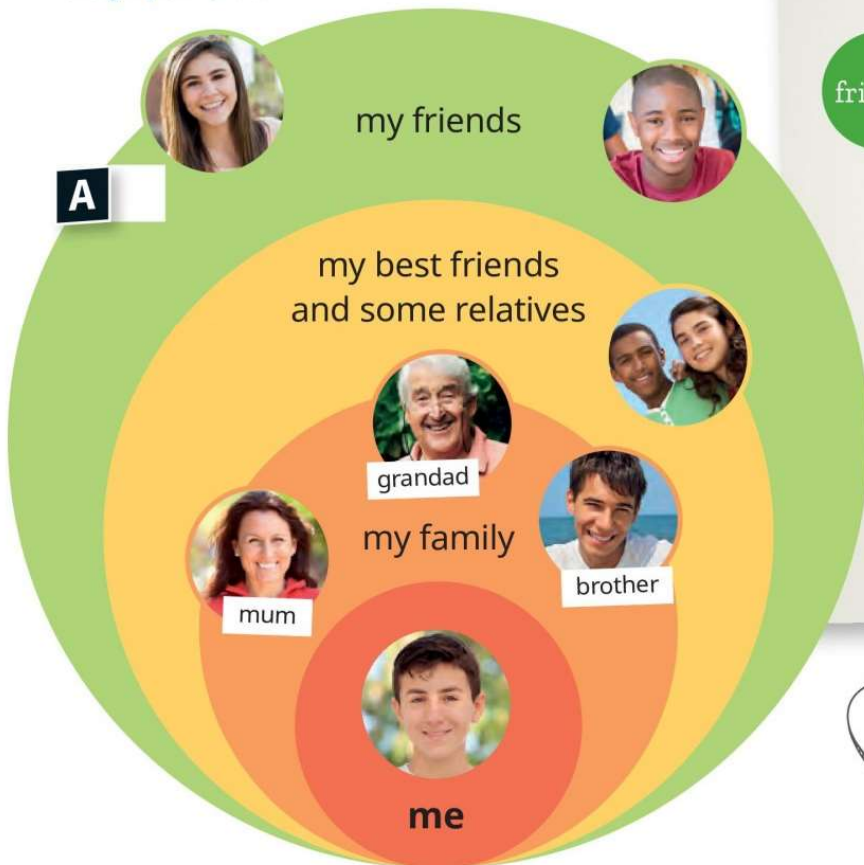
- Look back at your Project Builders 1–5 for this unit. Check that you have:
 - the special **people** in your life and descriptions of them.
 - the important **places** in your life.
 - a list of your **favourites**.
 - your **personal profile**.

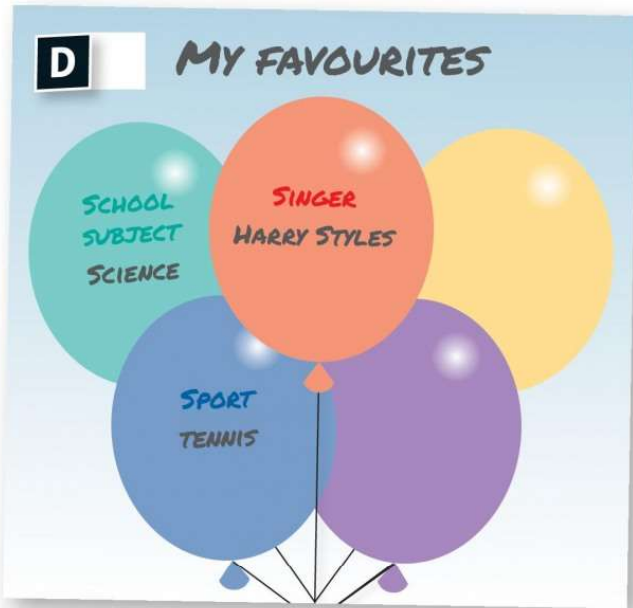
Use your Project Log p4-6



DECIDE

- Look at the four different ways to show information. Listen to each description 1–4 and match with A–D.
- Discuss in groups. Which can you use for each part of your infographic: *people, hangouts, favourites?*
This is good for my hangouts.
I've got photos of ...





CREATE

- 4 Read the *Project skills* then design the three parts of your infographic: *people*, *hangouts* and *favourites*. Use the visual ideas in exercise 2. Think about these questions.
- 1 Does the infographic use the space well?
 - 2 Can I include photos?
 - 3 Is my profile clear?

PROJECT SKILLS

Organizing visual information

Make sure your information is clear for other people to understand. Use these tips to help you.

- You can look for more examples of infographics online.
- Do a rough version first. This helps you see the space you need.
- Use colour to make the information clear.
- Ask others in your group for their opinions.



PRESENT

- 5 Put your infographic on the wall. Prepare one thing about each section to say to the class about your people, places and favourites. Use the *Key phrases* to help you.

KEY PHRASES

- This is my (brother). He's (tall).
- These are (my friends).
- My favourite places are (the sports centre ...).
- My favourite (sport is tennis).

- 6 Look at your classmates' infographics. Which is your favourite infographic? Why?



REFLECT

- 7 Think about your project work in this unit. Read the statements and choose your reaction.

SUPPORT AND COLLABORATION

- 1 Our group can help each other.



CREATIVITY

- 2 I can present information in different ways.



COMMUNICATION

- 3 I can talk clearly in presentations.



- 8 Complete this sentence for you.

- 1 My favourite part of my infographic is

Workbook **Project Log** p7