









## BEGINNER Student's Book




Email for high quality PDFs (and more)  
[roadmap.free@yandex.com](mailto:roadmap.free@yandex.com)




INGRID WISNIEWSKA  
ED PRICE

# Contents

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
U1	NICE TO MEET YOU!					
1.1	<b>Say hello</b> (p2) Talk about where you're from	<b>present simple</b> <i>be: I, you</i>	countries; numbers 0–10	syllables and syllable stress	listen to a registration at a language school	complete a short conversation with your partner
1.2	<b>What's your job?</b> (p4) Introduce a friend	<b>present simple</b> <i>be: he, she, it</i>	jobs	contractions with <i>be</i>	read emails about a new job <b>KEY SKILL</b> Identifying personal pronouns	<b>SPEAKING HUB</b> complete information and present a friend
1.3	<b>Café Hub</b> <b>How are you?</b> (p6) Greet people and give personal information		greet people	word stress and intonation	 watch someone meet others and give information	
<b>UNIT REVIEW</b> (p8)		<b>WRITING</b> (p8) Fill in a form   <b>KEY SKILL</b> Using capital letters				
U2	OUR MUSIC, OUR WORLD					
2.1	<b>Where are they from?</b> (p10) Talk about nationalities	<b>present simple</b> <i>be: we, you, they;</i> <b>possessive</b> <b>adjectives</b>	languages and nationalities	syllable stress	read about some new musicians on a playlist	talk about your favourite musician
2.2	<b>When are you free?</b> (p12) Ask for and give personal information	<b>wh- questions</b> <b>with be</b>	days of the week; numbers 11–100	contractions in questions	listen to conversations <b>KEY SKILL</b> Identifying context	<b>SPEAKING HUB</b> complete an information exchange
2.3	<b>Café Hub</b> <b>I'm late</b> (p14) Ask for clarification		ask for clarification		 watch someone meet new people and introduce themselves	
<b>UNIT REVIEW</b> (p16)		<b>WRITING</b> (p16) Write an online introduction   <b>KEY SKILL</b> Using <i>and</i> to join sentences				
U3	MY LIFE					
3.1	<b>That's my coat</b> (p18) Describe everyday objects	<b>a/an and plural</b> <b>nouns;</b> <i>this, that, these,</i> <i>those</i>	objects and colours	/s/, /z/ and /ɪz/	listen to a conversation at a cloakroom	have a conversation at a cloakroom
3.2	<b>I've got two sisters</b> (p20) Talk about your family	<b>have/has got</b>	family	schwa /ə/	read an article about a birthday party <b>KEY SKILL</b> Finding key information	<b>SPEAKING HUB</b> ask and answer questions about your family
3.3	<b>Café Hub</b> <b>Guess who</b> (p22) Describe people		describe people		 watch two people describe what they look like and meet for the first time	
<b>UNIT REVIEW</b> (p24)		<b>WRITING</b> (p24) Write a social media post   <b>KEY SKILL</b> Using <i>but</i>				

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
<b>U4</b>	<b>TIME</b>					
<b>4.1</b>	<b>Every day</b> (p26) Talk about daily routines	<b>present simple:</b> <i>I, you, we, they</i>	daily activities; time	sentence stress	listen to a radio interview about people's daily routines	talk about your daily routine
<b>4.2</b>	<b>Every year</b> (p28) Talk about annual routines	<b>present simple questions:</b> <i>I, you, we, they</i>	months and seasons	do you /dʒu/	read an article about nomads in Mongolia <b>KEY SKILL</b> Using pictures before you read	<b>SPEAKING HUB</b> complete an information exchange about different animals
<b>4.3</b>	<b>Café Hub</b> <b>Coffee chaos</b> (p30) Order in a café		order in a café		 watch a busy day in a café	
	<b>UNIT REVIEW</b> (p32)	<b>WRITING</b> (p32) Write an email about your routine	<b>KEY SKILL</b> Using contractions			
<b>U5</b>	<b>TIME FOR A BREAK</b>					
<b>5.1</b>	<b>Relax and be happy</b> (p34) Talk about free time	<b>present simple:</b> <i>he, she, it</i>	free-time activities	<i>does he / does she</i>	listen to a short survey	talk about what you do in your free time
<b>5.2</b>	<b>When's your lunch break?</b> (p36) Talk about food and meals	<b>adverbs of frequency</b>	food and meals	linking with /j/	read an article about lunch breaks around the world <b>KEY SKILL</b> Skimming	<b>SPEAKING HUB</b> complete a survey about eating habits
<b>5.3</b>	<b>Café Hub</b> <b>No battery</b> (p38) Ask for information		ask for information		 watch someone ask for information about train times and prices	
	<b>UNIT REVIEW</b> (p40)	<b>WRITING</b> (p40) Write a blog about food	<b>KEY SKILL</b> Using object pronouns			
<b>U6</b>	<b>A PLACE TO LIVE</b>					
<b>6.1</b>	<b>Around town</b> (p42) Describe your town or city	<b>there is / there are; some and any</b>	places in a town	<i>there is / there are</i>	read a description of Venice	describe your town or city
<b>6.2</b>	<b>Choosing a home</b> (p44) Describe your home	<b>is there / are there question forms</b>	furniture and rooms; prepositions of place	vowel sounds: /ʌ/ and /e/	listen to a phone conversation about a room to rent <b>KEY SKILL</b> Predicting	<b>SPEAKING HUB</b> ask for and give information about a place to rent
<b>6.3</b>	<b>Café Hub</b> <b>Left or right?</b> (p46) Ask for and give directions		ask for and give directions		 watch someone ask for directions	
	<b>UNIT REVIEW</b> (p48)	<b>WRITING</b> (p48) Write a review of a café	<b>KEY SKILL</b> Using <i>because</i>			

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
U7	SKILLS					
7.1	<b>What can you do?</b> (p50) Talk about your abilities	<b>can/can't</b>	abilities	<i>can/can't:</i> <i>/æ/, /ə/ and /ɑ:/</i>	read an article about animals vs humans	conduct a class survey about abilities
7.2	<b>He's amazing!</b> (p52) Talk about people's talents	<b>possessive 's</b>	adjectives	possessive 's	listen to a radio programme about a very talented family <b>KEY SKILL</b> Listening for pronoun reference	<b>SPEAKING HUB</b> ask and answer questions to find out about a talented person
7.3	<b>Café Hub</b> <b>New hair</b> (p54) Book an appointment		book an appointment		 watch someone book an appointment on the phone	
<b>UNIT REVIEW</b> (p56)		<b>WRITING</b> (p56) Write a competition entry   <b>KEY SKILL</b> Using commas in lists				
U8	THE HERE AND NOW					
8.1	<b>What's he doing?</b> (p58) Describe what people are doing	<b>present continuous</b>	verb phrases	different ways to pronounce <i>a</i>	listen to a conversation between police officers	describe a picture and find the differences
8.2	<b>The grey coat</b> (p60) Talk about clothes	<b>adjective order</b>	clothes	vowel sounds: <i>/i:/, /ɜ:/, /u:/</i> and <i>/ɔ:/</i>	read a text message exchange between friends <b>KEY SKILL</b> Identifying key words	<b>SPEAKING HUB</b> talk about clothes in different situations
8.3	<b>Café Hub</b> <b>Too loud</b> (p62) Shop for clothes		shop for clothes		 watch someone buy something for a friend	
<b>UNIT REVIEW</b> (p64)		<b>WRITING</b> (p64) Write a short message   <b>KEY SKILL</b> Using <i>also</i> and <i>too</i>				
U9	LOOKING BACK					
9.1	<b>Famous faces</b> (p66) Talk about famous people from the past	<b>past simple: was/were</b>	dates and years	<i>was he / was she</i>	listen to a guide about famous people's lives	ask and answer questions about a famous person
9.2	<b>Voices from the past</b> (p68) Talk about people's achievements	<b>past simple: regular verbs</b>	everyday verbs	past tense endings: <i>/d/, /t/ and /ɪd/</i>	read a text about a new children's book <b>KEY SKILL</b> Scanning	<b>SPEAKING HUB</b> complete a quiz about famous people
9.3	<b>Café Hub</b> <b>Pizza Roma</b> (p70) Ask for and give recommendations		ask for and give recommendations		 watch someone ask for restaurant recommendations	
<b>UNIT REVIEW</b> (p72)		<b>WRITING</b> (p72) Write a short biography   <b>KEY SKILL</b> Organising your notes				

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
U10	IT'S HISTORY					
10.1	<b>Precious finds</b> (p74) Talk about past events	<b>past simple: irregular verbs</b>	time phrases	vowel sounds: /ɔː/ and /əʊ/	read <i>A history of the world in 100 objects</i>	choose 5 objects to represent the world today
10.2	<b>Family treasures</b> (p76) Talk about past experiences	<b>past simple questions</b>	life events	final consonant /t/ and /d/	listen to a podcast where people talk about treasured objects <b>KEY SKILL</b> Identifying reasons	<b>SPEAKING HUB</b> conduct a survey to find out about people's past experiences
10.3	<b>Café Hub</b> <b>It was amazing!</b> (p78) Talk about what you did at the weekend		react and show interest		 watch people discuss what they did at the weekend	
<b>UNIT REVIEW</b> (p80)		<b>WRITING</b> (p80) Write a paragraph about a past event   <b>KEY SKILL</b> Using sequencing words				
U11	HAVING FUN					
11.1	<b>In or out?</b> (p82) Talk about things you like doing	<b>like/love/hate/enjoy + verb + -ing</b>	leisure activities	verb + -ing /ɪŋ/	read a lifestyle article about staying in or going out	discuss what you like doing in your free time
11.2	<b>Super fans</b> (p84) Talk about favourite sports, music and films	<b>object pronouns</b>	entertainment	vowel sounds: /ʊ/ and /uː/	listen to a radio interview with fans <b>KEY SKILL</b> Listening for opinions	<b>SPEAKING HUB</b> ask and answer questions to find a super fan
11.3	<b>Café Hub</b> <b>Short run</b> (p86) Make and respond to suggestions		make and respond to suggestions		 watch someone make plans to see a friend	
<b>UNIT REVIEW</b> (p88)		<b>WRITING</b> (p88) Write a personal profile   <b>KEY SKILL</b> Using so				
U12	GOING AWAY					
12.1	<b>Journeys</b> (p90) Describe a journey	<b>countable and uncountable nouns</b>	travel	consonant clusters	read about journeys that go wrong	talk about a bad journey you went on
12.2	<b>A prize holiday</b> (p92) Talk about holiday plans	<b>present continuous</b>	types of holiday	vowel sounds: /ɪ/, /iː/ and /aɪ/	listen to a competition winner on the radio <b>KEY SKILL</b> Listening for feelings	<b>SPEAKING HUB</b> Discuss and plan your dream holiday
12.3	<b>Café Hub</b> <b>Istanbul</b> (p94) Ask for and give opinions		ask for and give opinions		 watch two friends talk about holiday destinations	
<b>UNIT REVIEW</b> (p96)		<b>WRITING</b> (p96) Write a postcard   <b>KEY SKILL</b> Editing your writing				

**Irregular Verbs** (p97)   **Grammar Hub** (p98)   **Vocabulary Hub** (p122)   **Communication Hub** (p128)





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.

- 1 umbrella /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?

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

**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*.

3.4



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.**

**L**illy 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?

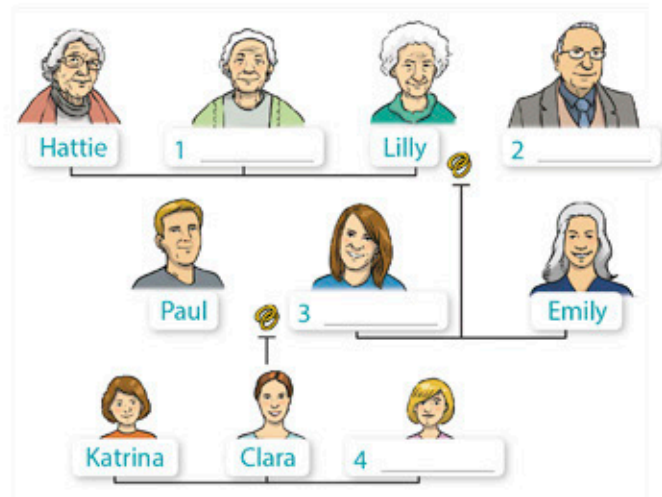
### VOCABULARY

#### 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.



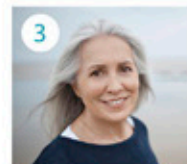
**C** Complete the sentences with words from Exercise A.



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 motherer.                      3 Paul is my husbandand.  
2 Arthur is my fatherer.                      4 I've got three children.

**B** Listen again and repeat.

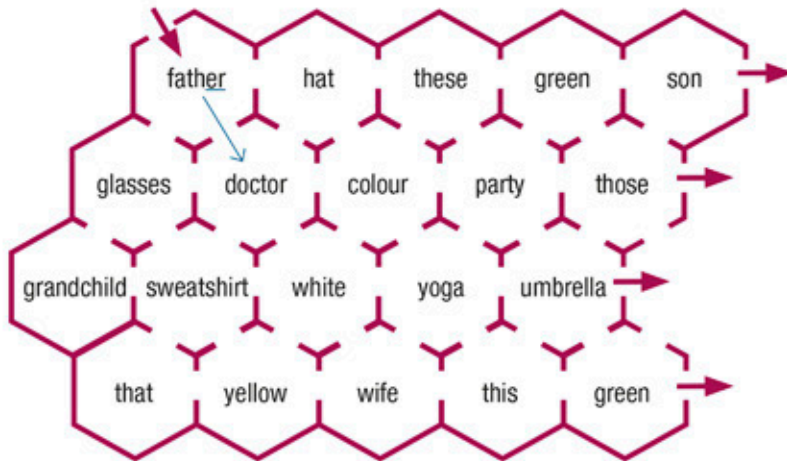
3.5

**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

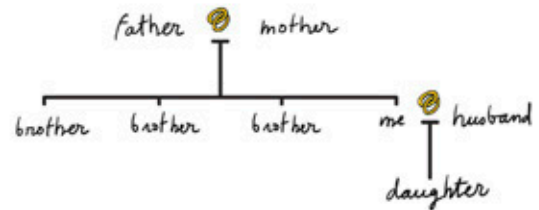
### have/has got

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.

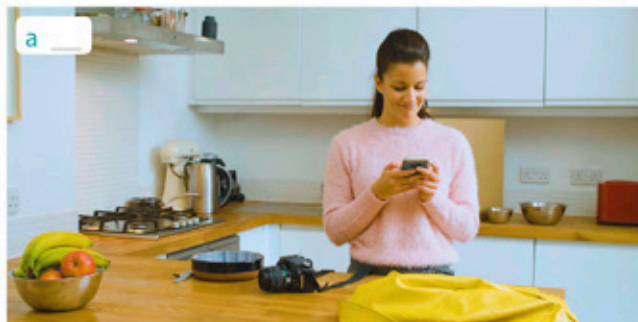


**Talk about your family**



### 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	<u>—</u>	men	<u>—</u>	tables	<u>—</u>
chairs	<u>—</u>	plants	<u>—</u>	people	<u>—</u>	women	<u>—</u>







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.

- got / a / jacket. / green / She's
- got / They've all / jackets. / green
- Lucy's / hair. / brown / light / got
- got / Lucy's / bag. / black / a
- 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.

## 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*.

- This bag is green.
- Those hats \_\_\_\_\_ yellow.
- Those headphones \_\_\_\_\_ black.
- These glasses \_\_\_\_\_ white.
- This phone \_\_\_\_\_ grey.
- Those bags \_\_\_\_\_ brown.

- C Choose the correct option to complete the sentences.

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

## VOCABULARY

- A Complete the words for objects and colours.

- My he a d p h o n e s are gr e e n.
- This u b \_\_\_\_\_ I \_\_\_\_\_ is w \_\_\_\_\_.
- I've got a b \_\_\_\_\_ n  
s w \_\_\_\_\_ s h \_\_\_\_\_.
- My g l \_\_\_\_\_ are g \_\_\_\_\_.
- That is a b \_\_\_\_\_ u \_\_\_\_\_ c o \_\_\_\_\_ t.
- 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.

- Cara : 'Mary is my daughter.'
  - \_\_\_\_\_ : 'Cara is my grandmother.'
  - \_\_\_\_\_ : 'Angela is my daughter.'
- Pietro is 10. Guillermo is 50. Giancarlo is 80.
- \_\_\_\_\_ : 'Pietro is my grandson.'
  - \_\_\_\_\_ : 'Giancarlo is my father.'
  - \_\_\_\_\_ : '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	I <b>have got</b> a phone. / I've got a phone. You <b>have got</b> a phone. / You've got a phone. We <b>have got</b> a phone. / We've got a phone. They <b>have got</b> a phone. / They've got a phone.	I <b>have not got</b> a son. / I <b>haven't got</b> a son. You <b>have not got</b> a son. / You <b>haven't got</b> a son. We <b>have not got</b> a son. / We <b>haven't got</b> a son. They <b>have not got</b> a son. / They <b>haven't got</b> a son.
he/she	He <b>has got</b> a phone. / He's got a phone. She <b>has got</b> a phone. / She's got a phone.	He <b>has not got</b> an umbrella. / She <b>hasn't got</b> an umbrella.

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

- 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, \_\_\_\_\_.

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

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

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

- 5 the waiter / Has / our food / got

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

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

➤ Go back to page 21.