

OXFORD



INSIGHT

Elementary Student Book

Second Edition

Ben Goldstein • Ceri Jones • Alexandra Paramour • Fiona Beddall

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Guide for Classroom Presentation Tool



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W Welcome

Grammar *be*: affirmative and negative

1 0.1 Read and listen to the dialogue. Then work in pairs and practise reading the dialogue.

Marie Hello. I'm Marie. What's your name?

Mateo My name's Mateo.

Marie It's nice to meet you, Mateo. How do you spell your name?

Mateo M-A-T-E-O.

Marie How old are you?

Mateo I'm 16. And you?

Marie I'm 15. Are you from England?

Mateo No, I'm not. I'm Italian.

Marie Are you from Rome? Is it nice?

Mateo Yes, it's very nice.

2 Read the blog post. Match 1–3 to a–c.

- | | |
|-------------|-----------------------------------|
| 1 Markos is | a from Oxford. |
| 2 Freya is | b in a football team with Thomas. |
| 3 Thomas is | c in a basketball team. |

🔍 share
📧 Sign in 🗨️ Blog

Hi. My name's Thomas. I'm British and I live in Oxford.

In this photo, I'm with Markos and Freia. They're my friends. Markos is from Greece and Freya is from New Zealand. We're at the same school, but we aren't in the same class. Markos likes football and he's in the same football team as me. Freya isn't in the team, but she's in the school basketball team.



Grammar Insight

3 Complete the table with the affirmative forms of *be* from exercises 1 and 2.

Full form	Short form
I am	I ¹ _____
he / she / it is	he's / she's / ² _____
you / we / they are	you're / ³ _____ / they're

4 Complete the table with the negative forms of *be* from exercises 1 and 2.

Full form	Short form
I am not	I ¹ _____
he / she / it is not	he / she / it ² _____
you / we / they are not	you / we / they ³ _____

➔ For further reference and practice > **Workbook** > page 90

5 Make sentences with *be*.

- Thomas: American **X** / British **✓**
Thomas *isn't American. He's British.*
- you: from New Zealand **X** / Greece **✓**
- we: in London **X** / in Oxford **✓**
- they: my family **X** / my friends **✓**
- I: good at football **X** / good at basketball **✓**

WORLD QUIZ

Where are they from?
Label photos A–F with six of the countries.

	the UK		Russia
	Italy		China
	Japan		Germany
	Poland		Brazil
	India		Australia



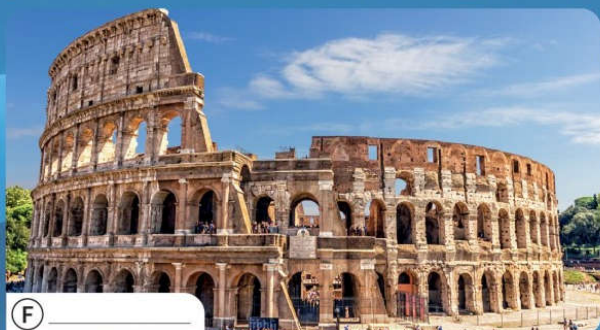
V Insight Countries and nationalities

6 Work in pairs. Do the world quiz. Check your answers at the bottom of the quiz.

7 0.2 Match the nationalities below to the flags in the quiz. Then listen, check and repeat.

■ Australian ■ Brazilian ■ British ■ Chinese ■ German
■ Indian ■ Italian ■ Japanese ■ Polish ■ Russian

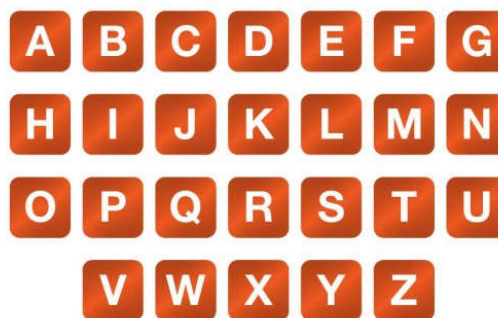
Vocabulary extra > Countries and nationalities >
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Answers: A Brazil B India C Australia D Poland E Japan F Italy

V Insight The alphabet

8 0.3 Listen and repeat the alphabet.



9 TASK Work in pairs. Ask and answer the questions. Change pairs and change the country and nationality.

**Grammar** *be*: questions and short answers**Grammar Insight**

10 Read the dialogue in exercise 1 again. Complete the table with the questions and short answers for *be*.

Questions	Affirmative short answers	Negative short answers
Am I?	Yes, I am .	No, I 1 _____.
2 _____ he / she / it?	Yes, he / she / it is .	No, he / she / it 3 _____.
Are you / we / they?	Yes, you / we / they 4 _____.	No, you / we / they aren't .

For further reference and practice > Workbook >
page 90

11 Make questions with *be*.

- you / from Australia? _____
- your best friend / 16? _____
- your cousins / Italian? _____
- you / good at sport? _____
- your home / in a city? _____

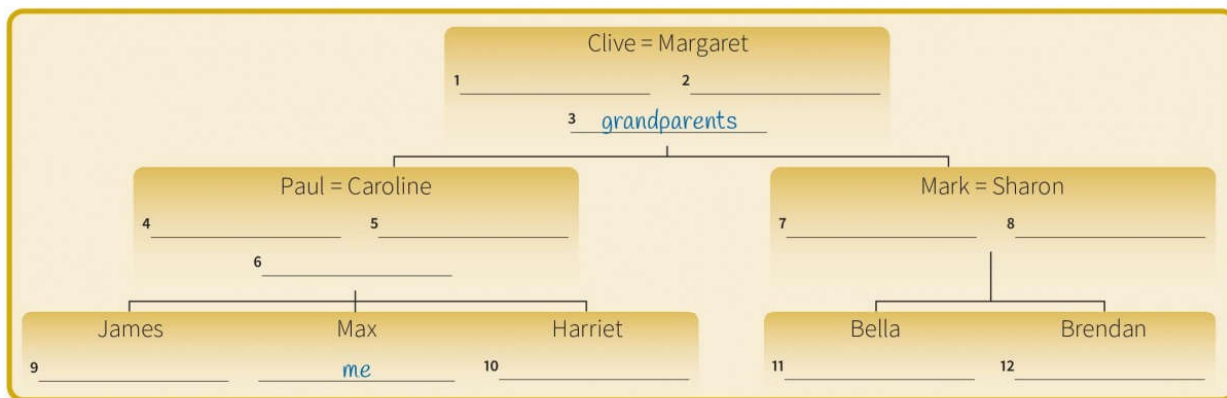
12 TASK Work in pairs. Ask and answer the questions in exercise 11.

Assess your progress Workbook page 9

V Insight Family

1 0.4 Listen to Max talking about his family tree. Write the family words below under the correct names.

■ aunt ■ brother ■ cousin (x2) ■ dad ■ grandfather ■ grandmother ■ grandparents ■ mum
■ parents ■ sister ■ uncle



2 0.5 Complete the sentences with the words below. Then listen, check and repeat.

■ daughter ■ granddaughter ■ grandson ■ husband ■ nephew ■ niece ■ son ■ wife

- 1 Caroline: 'This is Paul. He's my _____.'
- 2 Margaret: 'This is James. He's my _____.'
- 3 Sharon: 'This is Harriet. She's my _____.'
- 4 Paul: 'This is Brendan. He's my _____.'
- 5 Clive: 'This is Mark. He's my _____.'
- 6 Mark: 'This is Sharon. She's my _____.'
- 7 Clive: 'This is Harriet. She's my _____.'
- 8 Sharon: 'This is Bella. She's my _____.'

3 TASK Work in pairs. Write five sentences about people in exercise 1. Your partner guesses the name.



V Insight Plural nouns

Regular plurals	Irregular plurals
one brother → two brothers	one person → two people ; one child → two children
one granny → two grannies	one man → two men ; one woman → two women

4 0.6 Study the table above. Change the underlined words to plurals. Then listen, check and repeat.

- 1 The two woman in the photo are my aunt.
The two women in the photo are my aunts.
- 2 The child are very tired.
- 3 Sam and Liz are her cousin, and Jonas and Mick are her friend.
- 4 11 person are in the team. They are man.
- 5 Britain and Germany are country in Europe.

Grammar Possessive adjectives

5 Read the texts and look at exercise 1. Who is the writer of the texts?

Grammar Insight

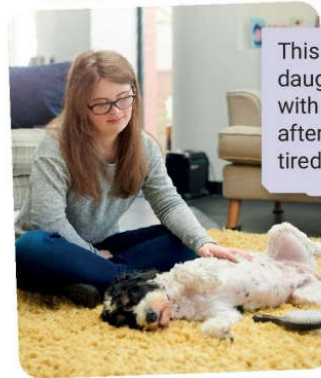
6 Complete the table with the words in bold in the texts.

Subject pronouns	Possessive adjectives
I	1 _____
you	your
he	2 _____
she	3 _____
it	its
we	4 _____
they	5 _____

➔ For further reference and practice > Workbook > page 90



This is a photo of **my** sons, James and Max. They're at a festival. They're with **their** friend Vicky. She's very excited because they're at a concert and it's **her** favourite band. James is happy because it's **his** favourite festival.



This is a photo of **my** daughter, Harriet. She's with **our** dog Hamlet after a long walk. They're tired and hungry.

7 Choose the correct words.

- 1 This is a photo of **I** / **my** family. **We** / **Our** are in London.
- 2 **She** / **Her** looks happy. Is she **you** / **your** mum?
- 3 I like **you** / **your** dog. What is **it** / **its** name?
- 4 **He** / **His** is tired because of **he** / **his** exam.
- 5 **They** / **Their** aren't from the USA. What's **they** / **their** nationality?

Grammar *this, that, these, those*

Grammar Insight

8 Read rules a and b and look at the pictures. Complete rule c with the correct words.

- We use *this* and *these* for things and people that are near us ('here').
- We use *that* and *those* for things and people that aren't very near ('there').
- We use ¹_____ and ²_____ with singular nouns. We use ³_____ and ⁴_____ with plural nouns.

➔ For further reference and practice > Workbook > page 90

Singular: *this* photo*that* photoPlural: *these* photos*those* photos

9 Look at the picture and complete the sentences with *this, that, these* and *those*.



- 1 _____ people are my parents.
_____ people are my grandparents.
- 2 _____ boy is my brother and
_____ girl is my cousin.
- 3 _____ dog is bored but _____
dog is excited.

10 TASK Work in pairs. Draw your family tree. Ask and answer questions about your family.

Who is Ben?

Ben is my brother. He's 16.

✓ Assess your progress Workbook page 9

Grammar

have got

1 🔊 0.7 Read and listen to the dialogue. Who are the people in the photos?

Sam Have you got friends in your new class?

Eva Yes, I have. Peter is in it and I like him. He's in the music club with me.

Sam Oh yes. He's got a new guitar.

Eva That's right. Sophie from the football team is in my class, too. She's got a sister, Lucy. I think Lucy is in your class.

Sam Yes, she is. Oh, I like them. They're cool.

Eva And I've got a new friend, too. Her name's Alice.

Sam Has Alice got a brother in my class?

Eva No, she hasn't. She's got a cousin in our school. Her name's Anna.

Sam Oh yes. I'm in the film club with her. She's nice.



Grammar Insight

2 Read the dialogue again. Complete the table with the correct form of *have got*.

Affirmative

I / you / we / they	have got (¹ _____)	a brother.
he / she / it	has got (² _____)	

Negative

I / you / we / they	have not got (haven't got)	a brother.
he / she / it	has not got (hasn't got)	

Questions

³ _____	I / you / we / they
⁴ _____	he / she / it

Short answers

got a brother?	Yes, I / you / we / they ⁵ _____.
	No, I / you / we / they haven't .
	Yes, he / she / it has .
	No, he / she / it ⁶ _____.

➔ For further reference and practice > Workbook > page 91

3 Complete the text with the correct affirmative (✓) or negative (X) form of *have got*.4 🔊 0.8 Make questions with *have got*.

Then listen and choose Ian's answers.

- you / a brother? ✓ / X
- you / a sister? ✓ / X
- you / a dog or a cat? ✓ / X
- your friends / laptops? ✓ / X
- your class / nice teachers? ✓ / X
- your school / a school band? ✓ / X

I ¹ _____ (✓) a big family. My parents ² _____ (X) a son, but they ³ _____ (✓) five daughters. My mum ⁴ _____ (✓) four brothers. My dad ⁵ _____ (X) a brother, but he ⁶ _____ (✓) three sisters. I ⁷ _____ (X) a grandmother or grandfather, but my sisters and I ⁸ _____ (✓) lots of aunts and uncles, and 22 cousins!

5 TASK Answer the questions in Exercise 4 about you. Then work in pairs and ask and answer the questions.

Grammar Object pronouns

6 Look at the dialogue in exercise 1 again. Underline the object pronouns *it, him, me, them, her*.

Grammar Insight

7 Complete the table with the object pronouns in exercise 6.

Subject pronoun	I	you	he	she	it	we	they
Object pronoun	1 _____	you	2 _____	3 _____	4 _____	us	5 _____

➔ For further reference and practice > Workbook > page 91

8 Choose the correct words.

- 1 Dad is there, but Mum isn't with **her** / **him**.
- 2 I like Ayasha and Kamila, but they don't like **him** / **me**.
- 3 I'm in a sports club and Thomas is in **me** / **it**, too.
- 4 My brother's into athletics and judo, but I'm not into **them** / **us**.
- 5 We're in Class 3F and Lily's in Class 3F with **it** / **us**.

Grammar Articles

9 Read the examples. What type of word follows *a / an / the / -*?

- 1 **a** It's an apple. **b** He's an old man.
- 2 I'm in a football team. The team is very good.
- 3 **a** It's a book. **b** She's a good friend.
- 4 **a** It's the book for our English class. **b** They're the apples from my apple tree.
- 5 I like – kangaroos. (– = no *a / an / the*)

Grammar Insight

10 Match examples 1–5 in exercise 9 to rules a–e.

- a We use *a* with singular nouns when the next word starts with a consonant.
- b We use *an* with singular nouns when the next word starts with a vowel: *a, e, i, o, u*.
- c We use *the* with singular and plural nouns when we know which thing we mean.
- d We use *a / an* the first time we talk about something, and *the* when we talk about it again.
- e We use no article with plural nouns when we talk about something in general.

➔ For further reference and practice > Workbook > page 91

11 Complete the sentences with *a, an, the, or no article (-)*.

- 1 I've got ____ uncle and two ____ cousins in Auckland, New Zealand. Auckland is ____ fantastic city.
- 2 Klara has got ____ nice bag. ____ bag is blue and it's got ____ pictures of ____ animals on it.
- 3 My grandparents have got ____ old dog. ____ dog's very nice. I really like ____ dogs.
- 4 I'm at ____ big school in Manchester. ____ school has got ____ nice teachers.

12 Complete the description of the photo with the words below. Then write a description of another photo in this unit.

■ a (x2) ■ has ■ has got ■ his ■ the ■ them ■ –

This photo ¹ ____ one girl and two ² ____ boys in it. One boy has got ³ ____ guitar; ⁴ ____ guitar is blue. The girl ⁵ ____ got ⁶ ____ mobile phone. The second boy is wearing shorts; ⁷ ____ shorts are brown. The girl is taking a photo of ⁸ ____.



➔ Vocabulary extra > Colours > page 133



Assess your progress Workbook page 9

V Insight Days, months and seasons

1 **0.9** Number the days of the week in the correct order. Then listen, check and repeat.

Wednesday ____ Friday ____ Sunday ____ Tuesday ____ Saturday ____ Monday 1 Thursday ____

2 **0.10** Listen to the months and add the correct endings, -y or -ber. Then listen again, check and repeat.

January <u>y</u> ____	April	Jul ____	Octo ____
Februar ____	May	August	Novem ____
March	June	Septem ____	Decem ____

3 **0.11** Match the seasons to the photos. Then listen, check and repeat.

■ autumn ■ spring ■ summer ■ winter



4 **TASK** Work in pairs and answer the questions.

- Which days are: a school days? b the weekend?
- Which is your favourite: a day? b month? c season?
- Which month is: a your birthday in? b New Year's Day in?
- Which months are in: a spring? b autumn?

V Insight Numbers

5 **0.12** Listen and repeat the numbers.

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30

6 **0.13** Write the numbers below in the correct order. Then listen, check and repeat.

■ a hundred ■ a million ■ seventy ■ sixty ■ thirty

ten twenty ¹ _____ forty fifty ² _____ ³ _____
eighty ninety ⁴ _____ a thousand ⁵ _____ a billion

7 **0.14** Listen and repeat the examples. Then write the numbers below.

thirty-one 31 sixty 60 a hundred and twenty-four 124
forty-seven 47 eighty-nine 89 seven thousand 7,000

- thirty-five _____
- two thousand _____
- seventy-eight _____
- two hundred and fifty-two _____
- ninety-six _____
- eight million _____

8 **TASK** Work in pairs. Ask and answer questions about these subjects.

- the age of your friends and the people in your family
- the number of people in your class, school, family and country

How old is your grandfather?

He's about seventy-five.

How many people are in your class?

Thirty-five, I think.

V Insight Ordinal numbers and dates

9 0.15 Listen and repeat the ordinal numbers.

1 st	first	9 th	ninth	17 th	seventeenth	25 th	twenty-fifth
2 nd	second	10 th	tenth	18 th	eighteenth	26 th	twenty-sixth
3 rd	third	11 th	eleventh	19 th	nineteenth	27 th	twenty-seventh
4 th	fourth	12 th	twelfth	20 th	twentieth	28 th	twenty-eighth
5 th	fifth	13 th	thirteenth	21 st	twenty-first	29 th	twenty-ninth
6 th	sixth	14 th	fourteenth	22 nd	twenty-second	30 th	thirtieth
7 th	seventh	15 th	fifteenth	23 rd	twenty-third	31 st	thirty-first
8 th	eighth	16 th	sixteenth	24 th	twenty-fourth		

10 0.16 Read the rules. Then complete sentences 1–5 with the correct dates. Listen, check and repeat the sentences. Then complete sentences 6–8 about yourself.

- a We write: 2nd April or 2 April
b We say: **the second of April**

- 1 Earth Day is _____. 5 Halloween is _____.
2 Valentine's Day is _____. 6 My birthday is _____.
3 New Year's Eve is _____. 7 _____ is an important date in my country.
4 New Year's Day is _____. 8 _____ is an important date in my town.

11 0.17 Read the text and choose the correct numbers. Then listen and check. Which facts are surprising?

The world is a village!



Imagine the world is a small village of only a hundred people.

- Nineteen people are Chinese and seventeen are Indian. ¹Ten / **Forty-six** are from Europe.
- ²**Sixty-seven** / **Thirty-four** people are children or teenagers. ³**Six** / **Sixteen** are aged ten to nineteen.
- ⁴**Seventy-nine** / **Fifty-seven** people use the internet.
- Nine people have got a dog and ⁵**eleven** / **three** have got a cat.
- ⁶**Thirty-two** / **Seventy-five** people have got a mobile phone, but only five have got a computer.
- ⁷**Twenty** / **Fifty-three** people like football.

12 TASK Work in pairs. Match 1–8 to a–h to make questions. Then ask and answer the questions.

- | | |
|----------------|--------------------------|
| 1 Where are | a your birthday? |
| 2 How old | b you from? |
| 3 When's | c family like? |
| 4 What's your | d your favourite sport? |
| 5 Have you | e are you? |
| 6 Have you got | f got a pet? |
| 7 What's | g your favourite singer? |
| 8 Who's | h a laptop / a tablet? |

➔ Vocabulary extra > The time > page 133



Assess your progress Workbook page 9

1 My life

Reading and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss. Do you follow the same routine every morning? Why are routines important?

V Insight Daily routines

2 Match photos 1–6 to eight of the daily routines below.

- chat on the phone ■ do homework ■ get dressed
- get home ■ get up ■ go to bed ■ have a shower
- have breakfast ■ have dinner ■ have lunch
- meet friends ■ play football ■ read a book
- start school ■ use the internet ■ watch TV



3 1.1 Listen and write the daily routines from exercise 2 that you hear.

4 1.2 Listen, check and repeat the answers to exercises 2 and 3.

5 Look at the photos of a research station in Antarctica and read the factfile. What do you think life is like for the scientists there during the winter? Read the article and check your answers.

6 Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 No boats travel to the Antarctic in winter.
- 2 It's cold inside the station.
- 3 Maria doesn't like the food in the canteen.
- 4 She does some exercise every day.
- 5 She likes watching the sky.
- 6 She usually goes to bed late.

WINTER IN ANTARCTICA

FACTFILE

- ❄ temperature at the South Pole: -25 to -35°C in summer, and -55 to -65°C in winter
- ❄ six months of daylight, six months of night
- ❄ sun goes down on 21 September and comes up again on 21 March

Winter in Antarctica lasts for six months, from March to September. The temperature at the South Pole is about -60°C. Boats can't go there because of the ice. Aeroplanes don't fly. At the South Pole, it's **permanent** night for six months.

The Amundsen-Scott South Pole Station is an American research station. 50 people live and work there **in** winter. Maria Corsini, one of the **astronomers** at the research station, studies the stars in the Antarctic sky. She tells us about life at the station.



I get up **at** 6.30 **in** the morning. It's dark outside, of course. It's always dark, but it isn't cold. Inside the station, it's 20°C in winter and in summer. But I only live here in winter. You can't study the stars here in summer – there's no night!





My morning routine is always the same. I have a shower, I get dressed and then I go to the **canteen**. I have breakfast there with everyone else. The food is really good. We have a little garden inside the research centre and we grow **fresh** green vegetables and salad.

After breakfast, I go to the gym. We don't go outside very often because it's so cold, but it's really important to do some exercise every day. After the gym, I start work. The South Pole is the perfect place to study the stars in winter. The sky here is amazing. Before dinner, I sometimes watch the Aurora Australis – the Southern Lights. The colours are so beautiful!



I usually go to bed early during the week, but at the weekend, there are lots of things to do. We have a cinema room and we sometimes watch films there together in the evening. There's a music room as well, with some guitars, a piano and other stuff. Some of the people here are really good **musicians**. We sometimes have a **concert** on Saturday night and we all sit and listen to them play. It's true we live and work at night for six months, but you know, life isn't so hard in Antarctica!



Strategy Guessing the meaning of words

To guess the meaning of a word:

- read the sentence carefully – the words before and after it can help you understand the meaning.
- read the sentences before and after the word – they can also help you understand.
- think of similar words in your language.
- look at pictures and photos – they can show the meaning, too.

7 Read the strategy. Guess the meaning of the words in bold in the article.

8 REACT In the summer at the South Pole, it is light for 24 hours a day for six months. Which would you prefer: six months of constant day or six months of constant night? Why?

V Insight Prepositions of time

9 Study the highlighted prepositions in the article. Write them in the table.

Preposition	Time
1 _____	the weekend, night, 6.30 a.m., seven o'clock
2 _____	Saturday
3 _____	the morning, the afternoon, the evening, (the) winter, December
4 _____ /	breakfast, lunch, dinner
5 _____	
–	every day / night, all the time, all week, early, late

10 Complete the text with the correct prepositions or no preposition (-).

I'm an astronomer and I work in the USA. I start work 1 _____ 9 p.m. 2 _____ every night. 3 _____ autumn, winter and spring, I study the sky and stars, but 4 _____ June, July and August, I work at Space Camp. Teenagers from a lot of different countries come 5 _____ Monday and stay 6 _____ all week. 7 _____ the morning and afternoon, they learn about space. 8 _____ night, they look at the stars with telescopes. I finish work 9 _____ late, but I don't work 10 _____ the weekend.

11 TASK Work in pairs. Tell your partner about your routines during the week and at the weekend. Use the phrases in exercise 9 to help you. Find three things that are the same about your routines.

On a school day, I get up at 6.30, but at the weekend, I get up at 10.

Grammar

Present simple: affirmative

- 1 WHAT DO YOU THINK?** Work in pairs. Look at the photos in the article. It is early on a typical morning. What can you see? Do you think the people like getting up early in the morning? Read the article and check your answers.

WHAT A WONDERFUL MORNING!

A lot of people don't like mornings, but Shona and Nico are different. The morning is their favourite time of day.

Shona is in the local swimming team. She gets up at five o'clock and she goes to the swimming pool for two hours before school. She swims and practises with her team. 'My friends don't get up so early. They're tired at school in the morning, but I feel great after a swim,' she says. She doesn't swim at the weekend. She gets up late. She watches TV in bed.

Then she has a shower and she studies for her exams. 'I don't do any exercise on Sunday, but I study a lot and I feel tired all day!'



Nico lives near Lake Como in Italy. Every morning, he gets up at half past five to walk his dog. 'In winter and in summer, I get up every morning to take Hugo for a walk before I have breakfast and go to school. It's cold and dark in winter, but we don't mind!' he says. 'It's a great time to walk down to the lake. People don't usually go to the lake at that time in the morning. There's no one else there. Hugo loves the lake! He always jumps in and swims in the water. I don't swim in the lake in winter! It's too cold. But sometimes I swim with Hugo in summer. We enjoy our morning walks together very much!'



- 2 Read the article again and complete the sentences.**

- | | |
|-----------------------------------|------------------------------|
| 1 Shona _____ up at five o'clock. | 4 Shona _____ for her exams. |
| 2 Shona _____ TV in bed. | 5 Nico _____ in Italy. |
| 3 Then Shona _____ a shower. | 6 Hugo _____ the lake. |

- 3 REACT** Do you get up before most other people in the morning? Do you like getting up early in the morning? Why / why not? What's your favourite time of day? Why?

My sister and I get up at 6 a.m. every morning. We live on a farm and we help my parents with the animals.

Grammar Insight

- 4 Study sentences 1–6 in exercise 2. Which talk about routines? Which talk about facts and general truths?**

- 1 routines: _____, _____, _____
 2 facts and general truths: _____, _____

- 5 Complete the table with examples from exercise 2 and the article.**

swim	study	watch	have
I / you / we / they 1 _____	I / you / we / they 2 _____	I / you / we / they watch _____	I / you / we / they 3 _____
he / she / it 4 _____	he / she / it 5 _____	he / she / it 6 _____	he / she / it 7 _____

- 6 Match 1–4 to a–d to complete the rules about *he*, *she* and *it* in the present simple.**

After *he*, *she* and *it*:

- | | |
|---|---------|
| 1 most verbs add | a -ies. |
| 2 verbs with consonant + -y at the end change -y to | b -s. |
| 3 verbs with -ch, -sh, -s or -o at the end add | c has. |
| 4 <i>have</i> changes to | d -es. |

➤ For further reference and practice > Workbook > page 92

Grammar

Present simple: negative

7 Underline the other examples of the *he / she / it* form of the present simple affirmative in the article.

8 Put the words in order to make sentences about Shona and Nico. Use the correct form of the present simple for the verbs in bold.

- | | |
|--|--|
| 1 at Merryfield High School / study / Shona | 4 two hours of homework / after school / do / Nico |
| Shona <u>studies at Merryfield High School.</u> | 5 dinner / he / with his family / at eight o'clock / have |
| 2 work / her mum / at her school | 6 go / running with / his brother / he / at the weekend |
| 3 her school / at four o'clock / finish | |

9 TASK Work in pairs. Tell your partner about the daily routine of a friend or relative.

My friend Eva gets up at 6 a.m. She does her homework before school. She ...

Grammar Insight

10 Study the examples of negative present simple verbs. Find more examples in the article in exercise 1.

- 1 She **doesn't swim** at the weekend. 2 I **don't do** any exercise on Sunday.

11 Look at the examples in exercise 10 and complete the rules with *don't* or *doesn't*.

- a After *I, you, we* and *they*, we form the negative present simple with _____ + verb.
b After *he, she* and *it*, we use _____ + verb. We don't add -s to the verb.

➔ For further reference and practice > Workbook > page 92

12 Complete the sentences with the verbs below. Then choose the correct negative form.

do have like meet start

- 1 I **don't / doesn't** _____ mornings.
2 My mum **don't / doesn't** _____ breakfast with me.
3 I **don't / doesn't** _____ my friends before school.
4 School **don't / doesn't** _____ at eight o'clock.
5 My friends and I **don't / doesn't** _____ exercise every day.

13 Complete the text with the correct present simple form of the verbs in brackets.

Most teenagers ¹ _____ (not do) exercise before school. They ² _____ (like) staying in their beds in the morning. But Jo ³ _____ (get up) at six. She ⁴ _____ (get) dressed to go to the gym because she is a gymnast. She ⁵ _____ (not have) breakfast with her family. They're still in bed! After the gym, Jo ⁶ _____ (go) to school. Her school ⁷ _____ (start) at half past eight and it ⁸ _____ (finish) at three. But she ⁹ _____ (not feel) tired. 'Gymnastics gives me energy,' she ¹⁰ _____ (say). Well done, Jo!

14 🎧 1.3 Listen to Jake. What is his hobby?

15 🎧 1.3 Listen again and choose the correct words.

- 1 Jake **plays / doesn't play** games with his cousin.
2 Mia **goes / doesn't go** to school in Singapore.
3 Jake and his mum **live / don't live** in Canada.
4 Jake and Alex **play / don't play** games together before breakfast.
5 Alex **does / doesn't do** sport after school on Monday.
6 Jake and Alex **like / don't like** different online games.

16 TASK Work in pairs. Write three true and two false sentences about you, your friends or your family. Use the present simple negative. Your partner guesses if they are true or false.



Assess your progress Workbook page 17

Reading and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

- 1 Is it a good idea for school to start in the afternoon?
- 2 What are the advantages? What are the disadvantages?

2 Read an article about a British school that opens only in the afternoon. Does it mention any of your ideas from exercise 1? Is Robbie happy with the afternoon timetable? Why / why not?

3 Read the interview with Robbie again. Put the activities below in the order he does them (1–8).

- do sport ■ get up ■ go to bed ■ have breakfast ■ have a shower
■ have lunch ■ start school ■ study and do homework



Global skills Culture

4 Work in pairs and discuss the questions.

- 1 Would you like to go to a school like this?
- 2 How do you think schools are different in other countries?
- 3 Would you like to study in another country? Why / why not?
- 4 Do you think students from other countries would like to study in your country? Why / why not?

V Insight School subjects

5 1.4 Label icons 1–14 with the school subjects below. Then listen, check and repeat.

- art ■ citizenship ■ design and technology (DT) ■ drama ■ English
■ geography ■ history ■ information and communication technology (ICT)
■ maths ■ modern languages ■ music ■ physical education (PE)
■ religious education (RE) ■ science



1



2



3



4



5



6



7



8



9



10



11



12



13



14

6 Which lessons do you hear these words in?

- 1 Shakespeare, Emily Brontë, Wordsworth
- 2 Mozart, Beethoven, The Beatles
- 3 geometry, algebra, arithmetic
- 4 Australia, the Nile, Everest
- 5 molecule, photosynthesis, carbon dioxide

7 TASK Work in pairs. Which school subjects do you study at your school? Which do you like? Why? What other subjects would you like to study? Why?

Grammar

Present simple: questions, question words

8 Complete the questions and answers from the interview with Robbie.

- 1 'Do you _____ this new timetable?' 'Yes, I _____.'
- 2 '_____ your headteacher like the idea?' 'Yes, she _____!'
- 3 '_____ your teachers like the new timetable?' 'Yes, they do.'
- 4 'Do you want to go back to the old timetable?' 'No, I _____!'

School in the afternoon?

Average school starting times for year 10 (14–15 years old)

China: 7 a.m.

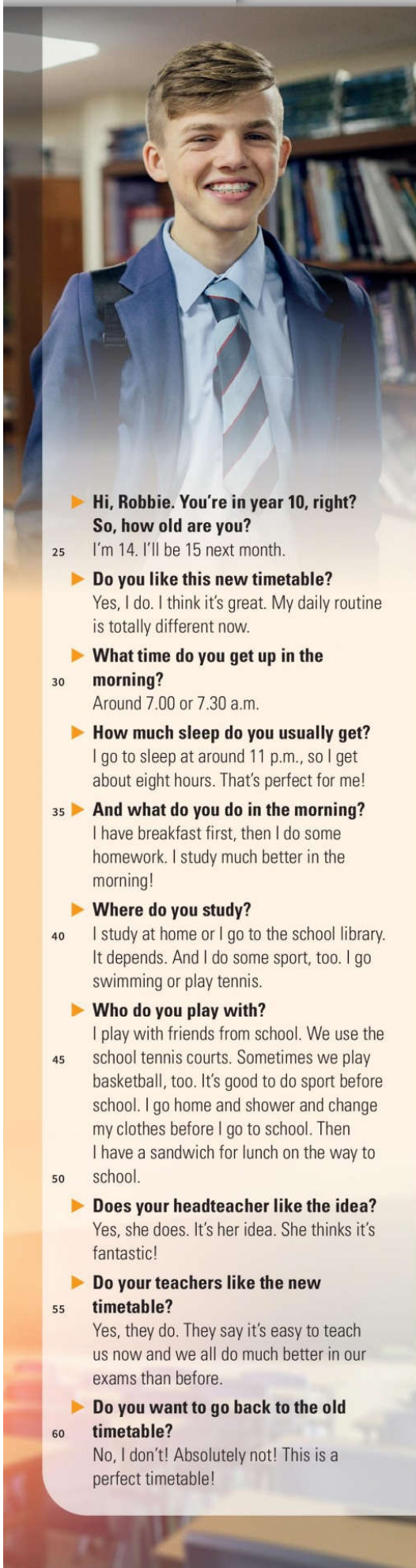
Brazil: 7.30 a.m.

USA: 8 a.m.

UK: 8.45 a.m.

Teenagers just don't get enough sleep. It's a fact: most of them go to bed late. At the weekend, they can sleep until late the next day. But during the week, they get up early and they don't get a full eight hours of sleep. This is a big problem. Parents know this, teachers know this, but what can they do?

One school in London is trying something new. They have a new timetable for years 10 to 13. The school day doesn't start in the morning; it starts in the afternoon – at 1.30 p.m. And it finishes at 7 p.m. They have the same number of classes, but they start later in the day. We asked one of the students about the timetable.



▶ **Hi, Robbie. You're in year 10, right? So, how old are you?**

25 I'm 14. I'll be 15 next month.

▶ **Do you like this new timetable?**

Yes, I do. I think it's great. My daily routine is totally different now.

▶ **What time do you get up in the morning?**

30 Around 7.00 or 7.30 a.m.

▶ **How much sleep do you usually get?**

I go to sleep at around 11 p.m., so I get about eight hours. That's perfect for me!

35 ▶ **And what do you do in the morning?**

I have breakfast first, then I do some homework. I study much better in the morning!

▶ **Where do you study?**

40 I study at home or I go to the school library. It depends. And I do some sport, too. I go swimming or play tennis.

▶ **Who do you play with?**

45 I play with friends from school. We use the school tennis courts. Sometimes we play basketball, too. It's good to do sport before school. I go home and shower and change my clothes before I go to school. Then I have a sandwich for lunch on the way to school.

▶ **Does your headteacher like the idea?**

Yes, she does. It's her idea. She thinks it's fantastic!

▶ **Do your teachers like the new timetable?**

55 Yes, they do. They say it's easy to teach us now and we all do much better in our exams than before.

▶ **Do you want to go back to the old timetable?**

60 No, I don't! Absolutely not! This is a perfect timetable!

Grammar Insight

9 Study the questions and answers in exercise 8. Then choose the correct form of **do** in the table.

Questions

¹Do / Does + I / you / we / they like the new timetable?

²Do / Does + he / she / it like the new timetable?

Short answers

Yes, I / you / we / they ³do / does. No, I / you / we / they ⁴don't / doesn't.

Yes, he / she / it ⁵do / does. No, he / she / it ⁶don't / doesn't.

➔ For further reference and practice > Workbook > page 93

10 Add **do** or **does** and put the words in order to make questions.

- do your homework / before school / you?
- on Saturday morning / you / study?
- you and your friends / at break time / football / play?
- study / other people in your family / at your school?
- wear / your English teacher / glasses?
- do sports / at the weekend / you?

11 **TASK** Work in pairs. Ask and answer the questions in exercise 10.

Grammar Insight

12 Study the questions in the interview with Robbie. Then match the question words to their functions.

We use:

- where
- what
- who
- when
- how old
- how many

for questions about:

- things.
- time.
- age.
- numbers.
- people.
- places.

➔ For further reference and practice > Workbook > page 92

13 Complete the questions with the question words in exercise 12.

- '_____ is the drama club?' 'On Friday afternoon.'
- '_____ 's the teacher?' 'I'm the teacher.'
- '_____ do you teach in the club?' 'Lots of different drama techniques.'
- '_____ are the students?' 'They're 14–18.'
- '_____ students do you teach every week?' 'About 25.'
- '_____ is the club?' 'Room 301.'

14 **TASK** Work in pairs. Plan your perfect school timetable. Use these ideas to help you.

- What time does school start and finish?
- How many break times do you have during the day?
- Do you have lunch at home or at school?
- What subjects do you study?
- How many classes do you have for each subject?
- What equipment do you have in your classrooms?
- How much homework do you get each day?
- What clubs or extra classes do you go to after school?

➔ Vocabulary extra > Classroom items > page 134

✓ Assess your progress > Workbook page 17

Listening and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

- 1 Are there a lot of cars in the centre of your town or city?
- 2 Does your town or city do anything to stop the use of cars? If yes, what?

V Insight Transport

2 1.5 Match the photos to the forms of transport below. Then listen, check and repeat.

■ bike ■ bus ■ car ■ plane ■ train ■ walking



Strategy Understanding words and phrases with the same meaning

We call words with the same meaning *synonyms* – for example, *excellent* and *fantastic*. Record words and phrases which have the same meaning together in your vocabulary notebook.

3 1.6 Read the strategy. Match the verbs to the phrases. Listen, check and repeat. Then write the words and phrases with the same meaning in your vocabulary notebook.

- | | |
|---------|---------------|
| 1 walk | a go by bike |
| 2 fly | b go by car |
| 3 drive | c go on foot |
| 4 cycle | d go by plane |

4 1.7 Listen to a radio programme about teenagers' journeys to school. Who lives on a farm? Who lives on an island?

5 1.7 Listen again and complete the table. Who has the longest journey and who has the shortest journey?

	Amanda	Joseph	Claire	Henrik	Salma	Brad
Country						
Transport to school						
Journey time						

6 1.8 Match the questions to the answers. Then listen and check.

- | | |
|-----------------------------------|---------------------|
| 1 How do you go to school? | a About 15 minutes. |
| 2 When do you leave home? | b I go by bike. |
| 3 How long does the journey take? | c At 8.25. |
| 4 When do you arrive at school? | d At 8.10. |

7 TASK Work in small groups. Ask and answer the questions in exercise 6. Find out who has the longest and shortest journey to school every day.