

CAMBRIDGE



OWN IT! 1

IT'S YOUR WORLD

STUDENT'S BOOK
WITH PRACTICE EXTRA

Claire Thacker
with Melissa Wilson and Daniel Vincent

Better
Learning

CONTENTS

Vocabulary			Language in action		Reading	
Starter unit Welcome! p4	Months Cardinal and ordinal numbers Colours Classroom objects	p4 p4 p4 p7	Subject pronouns and possessive adjectives Verb <i>be</i> Question words <i>whose</i> + possessive pronouns Imperatives	p6 p6 p6 p8 p8	An online profile: Welcome to my life!	p5
Unit 1 Friends and family p10 	Family members Describing people	p11 p14	<i>have got</i> : affirmative and negative Possessive <i>'s</i> <i>have got</i> questions	p13 p13 p15	A webpage: Meet the Flying Cortes Family An article: Twins Day Children's Day	p12 p18 p18
Unit review p20, Finished? p118						
Unit 2 That's life! p22 	Daily routines Leisure activities	p23 p26	Present simple: affirmative and negative Adverbs of frequency Present simple: questions <i>Wh-</i> questions	p25 p25 p27 p27	A profile: A day in the life of ... Everyday maths	p24 p137
Unit review p32, Finished? p119						
Unit 3 School days p34 	School subjects Places in a school	p35 p38	<i>can</i> for ability and permission Verb forms: (<i>don't</i>) <i>like</i> , <i>don't mind</i> , <i>love</i> , <i>hate</i> + <i>ing</i> Object pronouns	p37 p39 p39	A webpage: Ballet School A blog post: Welcome to my school day! The School of the Air	p36 p42 p42
Unit review p44, Finished? p120						
Unit 4 You are what you eat p46 	Food and drink Adjectives	p47 p50	Countable and uncountable nouns <i>a/an, some/any</i> <i>there is/isn't, there are/aren't</i> <i>much/many, a lot of</i>	p49 p49 p51 p51	An article: Time for a snack Foodscapes	p48 p138
Unit review p56, Finished? p121						
Unit 5 What's your style? p58 	Clothes Accessories	p59 p62	Present continuous Present simple and present continuous	p61 p63	An online diary: Michiko's Mix.com A magazine article interview: Special Days Culture and Fashion	p60 p66 p67
Unit review p68, Finished? p122						
Unit 6 Sport for life p70 	Sports Sports verbs	p71 p74	Comparatives Superlatives	p73 p75	Online FAQs: Bossaball Fast or Slow?	p72 p139
Unit review p80, Finished? p123						
Unit 7 Amazing animals p82 	Animals Adjectives	p83 p86	<i>was/were, there was/were</i> Past simple: regular and irregular verbs	p85 p87	Fact files: Animals with a Difference An article: The Girl and the Golden Eagle Four-legged Friends	p84 p90 p90
Unit review p92, Finished? p124						
Unit 8 Lost and found p94 	Places in town Personal possessions	p95 p98	Past simple: questions Past simple: <i>Wh-</i> questions	p97 p99	An online travel article: Lost treasures The Lascaux Cave Paintings	p96 p140
Unit review p104, Finished? p125						
Unit 9 Summer fun p106 	Outdoor life Holidays	p107 p110	Future with <i>will/won't</i> Present continuous for future <i>be going to</i>	p109 p111 p111	A leaflet: Wild weekend A webpage: Your Guide to American Summer Camps A summer camp in ...	p108 p114 p114
Unit review p116, Finished? p126						

Listening	Speaking and pronunciation	Writing	Project	Learn to Learn
A talk p7		An informal letter p9		Learning numbers together p4 Recording vocabulary p7
A conversation p14	Phoning a friend Everyday English p16 /h/ p141	An informal email p17		Making connections (1) p11 Drawing pictures p14 Increasing your vocabulary p19 Learn to ... organise your notebook p21
Street interviews p26	An interview Everyday English p28 /s/, /z/ and /z/ p141	An article p29	The maths project: A class survey p30 How to present survey results p30	Word partners (1) p23 Word partners (2) p26 Learn to ... work in pairs p33
A radio programme p38	Asking for help Everyday English p40 can p141	A description p41		Recognising cognates p35 Making a spidergram p38 Understanding new words from context p43 Learn to ... use flashcards p45
A quiz p50	Ordering food and drink Everyday English p52 Word stress p141	A description p53	The art project: Design a food truck p54 How to evaluate a design p54	Personalising vocabulary p47 True or false sentences p50 Learn to ... play vocabulary games p57
An interview p62	Buying clothes or accessories Everyday English p64 -ing p142	A description of a photo p65		Making a picture dictionary p59 Listening for the general idea p62 Making connections p67 Learn to ... guess the meaning of words p69
A conversation p74	Buying tickets online Everyday English p76 schwa /ə/ p142	A profile of a sportsperson p77	The PE project: An information leaflet p78 How to design a leaflet p78	Saying collocations out loud p71 Remembering vocabulary sets p74 Learn to ... write example sentences p81
A podcast p86	Talk about a day out Everyday English p88 /t/, /d/ and /s/ p142	An article p89		Word categories p83 Preparing to listen p86 Noun and verb forms p91 Learn to ... use mind maps p93
A radio interview p98	Losing things Everyday English p100 Intonation in questions p142	A blog post p101	The history project: An interview p102 How to do a recorded interview p102	Compound nouns p95 Using photos to predict content p98 Learn to ... improve your writing p105
A conversation p110	Making suggestions and responding Everyday English p112 going to p142	An email p113		Collocation p107 Personalising spidergrams p110 Understanding different types of English p115 Learn to ... make an action plan p117

WELCOME!

VOCABULARY

Months

- 1 Put the months in the correct order. Listen, check and repeat.

April	<input type="checkbox"/>	January	<input checked="" type="checkbox"/>	May	<input type="checkbox"/>
August	<input type="checkbox"/>	June	<input type="checkbox"/>	November	<input type="checkbox"/>
December	<input type="checkbox"/>	July	<input type="checkbox"/>	October	<input type="checkbox"/>
February	<input type="checkbox"/>	March	<input type="checkbox"/>	September	<input type="checkbox"/>

Get it right!

In English, months and days of the week start with a capital letter. Is it the same in your language?

- 2 Complete the sentences. Compare with a partner.

- 1 This month is _____.
2 My birthday is in _____.

Cardinal and ordinal numbers

- 3 Write the numbers.

- 1 The number of letters in my name. ____
2 The date today. ____
3 The number of people in my house. ____

LEARN TO LEARN

Learning numbers together

Learn and practise cardinal and ordinal numbers together.

23 twenty-three, 23rd twenty-third

- 4 Listen. Circle the numbers you hear.

- 1 a 17 b 70 3 a 12th b 20th
2 a 13 b 30 4 a 51st b 61st

Use it!

- 5 Take turns to say a cardinal number. Your partner says the ordinal number.

- 6 Listen and complete the sentences with the date.

- 1 Laura's birthday is on 24th July.
2 Onur's birthday is on _____.
3 Bella's birthday is on _____.
4 Nico's birthday is on _____.

- 7 Complete the sentences. Tell your partner.

- 1 My birthday is on _____.
2 Today is _____.

Colours

- 8 Add the colours and write the new colour. Listen, check and repeat.



- 9 Do the quiz with a partner. Circle the correct answer. Listen and check.

THE GREAT BIG NUMBER QUIZ!!

- 1 The number of countries in the world is ...
a 195 b 100 c 95
2 ... million people speak English as their first language.
a 3 b 36 c 360
3 There are ... seconds in a year.
a 36,536,000 b 31,536,000 c 35,636,000
4 ... million people have the same birthday as you.
a 19 b 6 c 10

READING

An online profile

- 1 Look at the photos. Where do you think Diana and Thiago are from? Read the profiles quickly and check your answers.

- 2 Read the profiles again. Are the sentences **T** (true) or **F** (false)?

- Diana is from Granada. T
- Miranda is Turkish.
- Diana's favourite place is her bedroom.
- Thiago is from São Paulo.
- Thiago's favourite colour is blue.
- Thiago is good at football.

- 3 Find nationalities in the profiles to match the countries.

- Spain Spanish
- Mexico
- Turkey
- Brazil
- the USA

- 4 Complete the table with the countries and nationalities.

Flag	Country	Nationality
	Australia	¹ <u>Australian</u>
	² <u> </u>	Canadian
	China	³ <u> </u>
	⁴ <u> </u>	German
	Poland	⁵ <u> </u>
	the UK	⁶ <u> </u>

Voice it!

- 5 Complete the sentences with your ideas. Compare with a partner.


- Diana's bedroom is because .
- Thiago's favourite colours are yellow and green because .




Home Profile Photos Events

Hi! My name's Diana.
I'm from Granada in Spain.
I'm 13 years old.

In this photo, I'm with
Miranda and Suki. They're
my best friends. They aren't
Spanish. Miranda's Mexican and Suki's Turkish.
My birthday is on 9th March. When is your birthday?
My favourite colour is blue.
My favourite place is my bedroom. Guess what colour
it is!
My dream is to be a singer like Rihanna.
She's brilliant! 😊 Are you a good singer?
What's your name? How old are you? Let me know! 😊




DIANA



Home Profile Photos Events

Hello! My name's Thiago.
I'm from Brasilia. It's the
capital of Brazil. I'm Brazilian.
I'm 14. I'm with Bruno and
Victor in this photo. They're
my best friends. We're at the
same American school, but
I'm not in their class.

My favourite colours are yellow and green.
Can you guess why?
My favourite number is 10.
My dream is to be a footballer like Neymar Júnior. He's
amazing! I'm good, too! 😊 Are you a football fan?
What's your name? Where are you from? Write soon!



THIAGO

LANGUAGE IN ACTION

Subject pronouns and possessive adjectives



Watch video S.1
Where is Isabella from?
What is Martine's dream?

Subject pronouns	Possessive adjectives	Subject pronouns	Possessive adjectives
I	1 _____	it	its
you	2 _____	we	our
he	his	they	their
she	her		

1 Complete the examples in the table above. Use the profiles on page 5 to help you.

2 Circle the correct words.

- Alana is (my) / I best friend.
- Our / We aren't from Brazil. Our / We're from Spain.
- Her / She name is Luna. Her / She's 13.
- Their / They names are Kit and Bella. Their / They aren't British.

Verb be

Affirmative	I ¹ <u>am</u> (am) from Granada. She ² <u>(is)</u> brilliant! He ³ <u>(is)</u> amazing! We ⁴ <u>(are)</u> at the same American school. They ⁵ <u>(are)</u> my best friends.
Negative	They ⁶ _____ Spanish. Miranda <u>isn't</u> Turkish. I ⁷ _____ in their class.
Questions and short answers	How old ⁸ _____ you? ⁹ _____ you a football fan? Yes, I <u>am</u> . / No, I'm <u>not</u> . <u>Is</u> Thiago 12? Yes, he <u>is</u> . / No, he <u>isn't</u> . <u>Are</u> Bruno and Victor Brazilian? Yes, they <u>are</u> . / No, they <u>aren't</u> .

3 Complete the examples in the table above. Use the profiles on page 5 to help you.

4 Complete the profile with the correct form of *be*. Guess the person. Listen and check.

His birthday ¹ is (✓) on 1st March.
He ² _____ (X) American.
He ³ _____ (✓) Canadian. My favourite songs ⁴ _____ (✓) Boyfriend and Sorry.
⁵ _____ (?) he your favourite singer?

5 Write questions with the verb *be*.

- you / 12? Are you 12?
- you / from / Ankara? _____
- your best friends / in your class? _____
- your teacher / English? _____
- today / 19th June? _____

Use it!

6 Ask and answer the questions in Exercise 5.

Question words

7 Match the question words with their functions.

- | | |
|-----------|------------------|
| 1 What | a age |
| 2 Where | b people |
| 3 When | c places |
| 4 How old | d things |
| 5 Who | e time and dates |

8 Complete the questions with *is* or *are*.

- Where are you from?
- How old _____ you?
- When _____ your birthday?
- Who _____ your best friend?
- What _____ your favourite colour?

Use it!

9 Ask and answer the questions in Exercise 8.

VOCABULARY AND LISTENING

Classroom objects



1
5.08

Match the words in the box with the objects in the picture 1–12. Listen, check and repeat.

board	<input type="checkbox"/>	calculator	<input type="checkbox"/>	chair	<input type="checkbox"/>	dictionary	<input type="checkbox"/>
door	<input type="checkbox"/>	notebook	<input type="checkbox"/>	pen	<input type="checkbox"/>	pencil	<input type="checkbox"/>
poster	<input type="checkbox"/>	ruler	<input type="checkbox"/>	table	<input type="checkbox"/>	window	<input type="checkbox"/>

A talk



4
5.09

Listen and circle the correct answer.

Stefan is ...

a a teacher. b a student.



5
5.09

Listen again. Circle the correct answer.

1 Stefan is in Year 7 / 10.

2 Stefan is / isn't a friendly person.

3 It's the students' first / second day at the school.

4 At the end, Luiza is / isn't in the classroom.



Use it!

6 Answer the questions with a partner.

1 What classroom objects are on your table?

2 What is in your bag?



LEARN TO LEARN

Recording vocabulary

Divide the pages in your notebook to record new vocabulary. Write a translation and draw a picture to help you remember the words.

Classroom objects	Translation	Picture

2 Organise your notebook and write new vocabulary from this unit.

3 Test a partner. Say a word in your language. Your partner says it in English. Can you remember all the new words?

LANGUAGE IN ACTION

whose + possessive pronouns



Watch video S.2
What colour is Mia's pen?
What classroom objects
are there?

Whose ... ?	Possessive pronouns
Whose dictionary is this?	It's mine .
	It's yours .
	It's his .
	It's hers .
	It's ours .
	It's theirs .
this, that, these, those	
 This is my pencil.	 That is my calculator.
 These are my notebooks.	 Those are my pens.



Write the questions. Listen and match the questions with the answers.

1 book / whose / this / is

Whose book is this?

b

2 posters / those / are / whose

3 are / pens / whose / these

4 that / ruler / whose / is

a It's his.

b It's mine.

c They're hers.

d They're ours.

Imperatives

Close the door! ☐

Don't be late! ☐



3 Look at the table above. Which sentence is positive (✓)?



4 Complete the instructions with the verbs in the box. Listen and check.

don't forget ~~don't write~~ listen to use write

1 Don't write on the desks!

2 _____ new words in your notebook!

3 _____ to bring your pen!

4 _____ your teacher!

5 _____ a dictionary!



5 Listen and follow the instructions.



6 Take turns to give your partner instructions. Use classroom objects or your own ideas.

Pick up your pen!

Write your birthday!

1 Look at the table above. Complete the second sentence with a possessive pronoun.

1 It's your pencil. It's yours.

2 That's his notebook. That's _____.

3 This table is my table. This table is _____.

4 Those are our chairs. Those are _____.

5 Is this your calculator? Is this _____?

6 Are these her pens? Are these _____?

WRITING

An informal letter

1 Read Gloria's letter. Who is Mrs Weston?

29 Upper Road
Wilmslow
Cheshire
SK52 0TY
16th September

Dear Mrs Weston,

- 1 ☐ My name is Gloria Rodriguez **and** I'm 13. I'm from Ottawa in Canada. I'm Canadian.
 - 2 ☐ I'm a student at the International School. It's my first day in this school. I'm happy! I'm in class 7A. That's your class!
 - 3 ☐ The students here are from all over the world. My best friends are Marco **and** Leona. They're in my class. They aren't Canadian like me. Marco is Italian **and** Leona is German.
 - 4 ☐ My favourite colour is pink **and** my favourite place is my English classroom. My dream is to be a teacher – just like you!
- Best wishes,
Gloria



3 Read Gloria's letter again. Which information isn't in the letter? _____

name age birthday country
nationality names of her best friends
favourite colour and place dream



4 Look at the *Useful language* box and complete the information with words from Gloria's letter.

Useful language

to start: ¹ _____ + Mr (man) or Mrs/Miss (woman) + person's surname,
to end: *All the best*, or ² _____
to join two ideas in one sentence: ³ _____



5 Join the sentences with *and*.

- 1 My name is Hugo. I'm 13 years old.

- 2 I'm Japanese. I'm from Tokyo.

- 3 My favourite number is 15. My favourite colour is red.

Write an informal letter.

PLAN

- 6 Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.

WRITE

- 7 Write your letter. Remember to include four paragraphs, the address and date, and expressions from the *Useful language* box.

CHECK

- 8 Do you ...
 - introduce yourself and give your name, age and nationality?
 - use *and* to join ideas?
 - say what your dream is?

2 Match topics a–d with paragraphs 1–4.

- a Information about your favourite things
- b Information about you
- c Information about your friends
- d Information about your school

1

FRIENDS AND FAMILY

LEARNING OUTCOMES

I can ...

- understand texts about families and a festival
- phone a friend
- write an email
- understand how to use *have got*; possessive's; questions with *How many ...?*
- talk about families and describe people
- draw pictures to remember words and increase my vocabulary.



Start it!

- 1 Look at the photo. How are families different?
- 2 Before you watch, are friends family?
- 3 Where are Laura and Andrés from? Watch and check.
- 4 Which is your favourite family? Why?



Watch video 1.1



Language in action 1.2



Language in action 1.3



Everyday English 1.4



Globetrotters 1.5

VOCABULARY

Family members

- 1** Look at Beth's family tree.
Match nine words in the box with the people a-i. Listen and check.

aunt	<input type="checkbox"/>	brother	<input type="checkbox"/>	cousin	<input type="checkbox"/>
dad	<input type="checkbox"/>	daughter	<input type="checkbox"/>	grandad	<input type="checkbox"/>
granddaughter	<input type="checkbox"/>	grandma	<input type="checkbox"/>	grandson	<input type="checkbox"/>
husband	<input type="checkbox"/>	mum	<input type="checkbox"/>	nephew	<input type="checkbox"/>
niece	<input type="checkbox"/>	sister	<input type="checkbox"/>	son	<input type="checkbox"/>
uncle	<input type="checkbox"/>	wife	<input type="checkbox"/>		<input type="checkbox"/>

- 2** Look again at Beth's family tree. Complete the answers with words from Exercise 1. Listen, check and repeat.

- Andy + Sara = husband and wife
- Lizzie + Olga = mum and _____
- Amanda + Theo = grandma and _____
- Ryan + Beth = _____ and _____
- Lizzie + Theo = _____ and _____
- Theo + Beth = _____ and _____

- 3** Complete the lists with the family words in Exercise 1.

Male: brother

Female: _____

Both male and female: _____



LEARN TO LEARN

Making connections (1)

Think of examples from your own life to help you remember new words.

- 4** Draw your family tree. Use Beth's family tree to help you.

- 5** Don't show your family tree. Take turns to say the name of a person in your family. Can your partner guess who they are?

Carlos. Is he your brother? No, he isn't. Try again.

Use it!

- 6** Imagine you are a famous person. Write sentences to describe your family. Tell your partner. Can they guess who you are?

I'm British. My brother is Harry. My wife is Kate. My children are George, Charlotte and Louis.

Are you Prince William? Yes, I am.

Explore it!

Guess the correct answer.

A Canadian woman, Vera Sommerfeld, is a great-great-great grandma. There are ... generations of women in her family.

a two b four c six

Find an interesting family fact. Write a question for your partner to answer.





READING

A webpage

- 1 Tell your partner two things you know about the circus and two things you want to know about the topic.
- 2 Read the webpage. What is it about?
 - 1 A visit to the circus
 - 2 Life in a circus family
 - 3 A circus school



1.03

MEET THE *Flying* CORTES FAMILY

Ysabella Wallenda-Cortes isn't from a typical family. She's from a circus family. Ysabella is a trapeze artist like her parents. Her parents' names are Robinson and Alida. She's got two brothers, Lucas and Tomas, but she hasn't got any sisters.

Ysabella's uncle and aunt are in the circus, too. Her uncle Alex is her dad's brother and he's an acrobat and a trapeze artist. Her aunt Aurelia is her mum's sister and she's one of Ysabella's teachers. Her grandparents, Olinka and Tino, are also part of the circus. Olinka isn't a performer any more. Her job is to help the rest of the family. Tino is in his 60s but he's still a tightrope walker. Lucas and Tomas haven't got jobs in the circus ... yet!

Where is home? They've got two homes – one in the USA and a mobile home. The mobile home is also a school during tours. Imagine a school on wheels!



3 Find words in the webpage to match the photos.



4 Read the webpage again. Complete the sentences with the correct family words.

- Ysabella's ...
- 1 parents are trapeze artists.
 - 2 _____ is an acrobat and a trapeze artist.
 - 3 _____ is a circus teacher.
 - 4 _____ aren't circus performers yet.



5 Correct the sentences.

- 1 Ysabella Cortes is a tightrope walker.
Ysabella Cortes isn't a tightrope walker.
She's a trapeze artist.
- 2 Robinson and Alida are brother and sister.

- 3 Lucas and Tomas are cousins.

- 4 Alida and Aurelia are friends.

Voice it!

6 Discuss the questions.

- 1 What do you think is a typical family?
- 2 Is family life in the circus like your family life? Why / Why not?
- 3 What are the good and bad things about life in the circus?

Finished? p118 Ex 1

LANGUAGE IN ACTION

have got: affirmative and negative



Watch video 1.2

True or false?

Tess has got two brothers.
Marco has got a big family.

I/you/we/they	he/she/it
They have (¹ ve) got two homes.	Ysabella has ¹ (s) got two brothers.
Lucas and Tomas have not ² () jobs in the circus.	She has not ³ () any sisters.



1 Complete the examples in the table above. Use the webpage on page 12 to help you.

2 Circle the correct form of *have got*. Check your answers in the webpage on page 12.

- Robinson *has got* / *hasn't got* a sister in the circus.
- Alida *has got* / *hasn't got* a sister in the circus.
- Olinka and Tino *have got* / *haven't got* any grandsons in the circus.
- Ysabella *has got* / *hasn't got* an aunt and an uncle in the circus.

Possessive 's

Alex is her dad's brother.

Her parents' names are Robinson and Alida.

4 Look at the table above. Complete the sentences. Use the words in brackets with 's or s'.

- Aurelia's niece is Ysabella. (Aurelia)
- Alida is _____ wife. (Robinson)
- _____ names are Ysabella, Alex, Robinson and Alida. (the trapeze artists)
- _____ grandparents are Olinka and Tino. (Ysabella)
- Aurelia is _____ sister. (Alida)



1.04

3 Complete the text with the correct form of *have got*. Listen and check.



Meet this week's circus stars ...

Bibi and Bichu Tesfamariam are brothers and they're from Ethiopia. They ¹*haven't got* (-) any sisters.

Ethiopia ² _____ (-) a circus tradition but Bibi and Bichu are brilliant jugglers. They ³ _____ (+) a circus school in Ethiopia. It ⁴ _____ (+) 150 students. They ⁵ _____ (+) their own circus too, called Circus Abyssinia, with some amazing Ethiopian acrobats. We think Bibi and Bichu ⁶ _____ (+) a great future!

Use it!

5 Write true and false sentences with 's or s' and *have got*. Use the ideas below or your own ideas.

My _____'s name _____.
_____ got _____.
My _____s' house _____.
_____ got _____.
My sister's classroom _____ got _____.
I haven't got _____.
My grandparents' house is pink. They've got a big garden.

6 Take turns to say your sentences. Can your partner guess the false sentences?

My mum's name is Sandra. She's got two sisters.

False! Your mum's name is Emma.








Finished? p118 Ex 2

Describing people


1.05

beard blonde brown (x2) freckles
glasses grey (x2) long moustache
red short (x2) tall wavy

Eyes		<u>brown</u> _____
Hair style		_____
Hair colour		_____
Height		_____
Other features		_____



Drawing pictures can help you to remember new words.

2 Draw pictures of the words in Exercise 1.



brown eyes **NOT** ~~eyes brown~~



4 Describe the people. Use words from Exercise 1.



5 Work in pairs. Take turns to describe a member of your family. Can your partner guess who they are?

He's tall. He's got short brown hair.

Is it your dad?

Yes, it is. / No, it isn't.

A conversation

6 Look at the photo and listen. Who is the actor?



7 Listen again. Circle the correct answers.

The actor ...

1 is American / Australian.

2 has got *blue / brown* eyes.

3 has got two *brothers / sisters*.

4 has got *an Australian / a Spanish* wife.

5 has got two daughters and a son / two sons and a daughter.

LANGUAGE IN ACTION

have got questions



Watch video 1.3
Has she got blue eyes?
How many brothers
has she got?

Have they got any children?	Has he got blue eyes?	How many brothers and sisters ¹ <u>has</u> he <u>got</u> ?
Yes, they have .	Yes, he ² _____.	He's got two brothers.
No, they ³ _____.	No, he hasn't .	He ⁴ _____ any sisters.

Pronunciation p141

1 Complete the examples in the table above.

2 Write the questions and answers about the famous people in the quiz below. Circle the correct answer. Listen and check.

THIS WEEK'S *star* INTERVIEW

We've got the questions.
Have you got the answers?



1 How many / brothers and sisters / Daniel Radcliffe?

How many brothers and sisters has Daniel Radcliffe got?

a one brother

He's got one brother.

b (X) brothers or sisters

He hasn't got any brothers or sisters.

2 Scarlett Johansson / a brother?

a a twin brother

b (X) a twin sister

3 Mila Kunis / green eyes?

a (X) blue eyes

b (X) one green eye and one brown eye

3 Work in pairs. Write three questions like the ones in Exercise 2 about famous people. Ask another pair. Can they guess the answer?

- 1 _____
- 2 _____
- 3 _____

Use it!

4 Write a class quiz. Write questions with the correct form of *have got*.

1 brown eyes

2 a twin brother or sister

3 a pet

4 a phone

5 a niece or nephew

5 Ask the people in your class your quiz questions. Write down their answers.

Have you got brown eyes?

Yes, I have.

No, I haven't. I've got grey eyes.

6 Compare your answers with your classmates. What is interesting or surprising?

Finished? p118 Ex 3

SPEAKING

Phoning a friend



LILY



EVAN

- 1** Listen to the conversation.
Who is Jack?

LILY ¹ Hey, Evan.
EVAN Hi, Lily. Are you alright? ² _____?
LILY OK, thanks. ³ _____?
EVAN ⁴ _____, thanks. So, how's school?
LILY It's good.
EVAN Have you got any new friends?
LILY Yes, I have. I've got one new friend. His name's Jack.
EVAN Cool! I've got a new boy in my class. His name's Jack, too.
LILY Has he got wavy black hair and blue eyes?
EVAN Yes, he has. That's funny! Maybe it's the same boy. Imagine if it is!
LILY That's so not funny, Evan!
EVAN Got to go! ⁵ _____!
LILY OK. ⁶ _____.

- 2** Complete the conversation with the phrases from the *Useful language* box. Listen and check.

Useful language

Bye! Hey, (Evan). Hi, (Lily). How are things?
OK/Fine, thanks. You? See you later.

- 3** Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 1.4 Everyday English

Are you alright? Cool! Got to go!
That's funny! That's so not funny!

- 4** Work with a partner. Practise the conversation.

PLAN

- 5** Write questions to ask your friend on the phone. Use the ideas below.

School? _____

New friends? _____

Family? _____

SPEAK

- 6** Practise the phone conversation with your partner. Remember to use *have got*, the vocabulary from this unit and expressions from the *Useful language* and *Everyday English* boxes.

CHECK

- 7** Work with another pair. Listen to their phone conversation and complete the notes.

School: _____

New friends: _____

Family: _____



Your new school penfriend is Martin, from England. Write to him below.



Hello Martin,

- 1 ☐ I'm Javi and I'm from Montijo, a small town in the west of Spain. I've got a big house and a very big family!
- 2 ☐ I've got six brothers and one sister. My brother, Dani, is my twin. He's tall. He's got short straight brown hair and brown eyes, like me. He's my brother and my friend! My sister, Claudia, is ten. She's got long brown hair, blue eyes and lots of freckles! I've got a pet rabbit. His name's Thumper! 😊🐰 My best friend's name is Toni. He's funny! 😂
- 3 ☐ Here's a photo of me with Dani (he's got a red shirt) and Claudia. We're in my uncle's garden.
- 4 ☐ Have you got a big family? Have you got any pets? Who's your best friend? 👍

Write soon!

Javi 🐶



- 4 Complete the *Useful language* box with examples from Javi's email.

Useful language

at the start: Hi, Hey, ¹ _____

at the end: Email me soon, That's all for now,
² _____!

contractions: I'm, I've, ³ _____, She's, ⁴ _____,
⁵ _____, Who's

symbols: use emojis to help express your feelings

WRITING

An informal email



- 1 Look at the photo. Which boy is Javi? Read his email and find the answer.



- 2 Match topics a–d with paragraphs 1–4.

- a Javi's questions for Martin
- b Family and friends
- c Introduction and reason for writing
- d Extra information



- 3 Read the email again and answer the questions.

- 1 How old is Javi's sister? _____
- 2 How many brothers and sisters has Javi got?

- 3 Who is Thumper? _____
- 4 Who is Javi's best friend? _____

Write an informal email to a new friend.

PLAN

- 5 Make notes about these things.

Age: _____

Family: _____

Pets: _____

Friend(s): _____

Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.

WRITE

- 6 Write your email. Remember to include four paragraphs, the verbs *be* and *have got* and expressions from the *Useful language* box.

CHECK

- 7 Do you ...

- use expressions to start and end your email?
- give information about you and your family in the second paragraph?
- ask questions in the last paragraph?



Finished? p118 Ex 4



AROUND THE WORLD

READING

An article

1 Look at the photos. Where are the people? What is special about them? Read the article to check your answers.

2 Find words in the article that mean:

- 1 two children born at the same time (n) _____
- 2 three children born at the same time (n) _____
- 3 four children born at the same time (n) _____
- 4 very young children (n) _____

3 Read the article again. Circle the correct words.

- 1 The Festival of Twins is one *week* / *day* long.
- 2 Pleucadeuc isn't a *big* / *small* town.
- 3 The festival is for twins, triplets and quadruplets from *France* / *all over the world*.
- 4 Geoffrey and Guillaume *have got some* / *haven't got any* photos as babies at the Festival of Twins.



Globetrotters

Watch video 1.5
Children's Day

- What is Children's Day?
- When is Children's Day in Japan?
- Which city are the superheroes in?

Voice it!

4 Discuss the questions.

- 1 What is interesting about the Festival of Twins?
- 2 Have you got any twins in your family?
- 3 What do you think life is like as a twin?



Twins Day

France is the third biggest country in Europe and it's got a lot of different festivals. They've got a film festival in Cannes, music festivals in Paris and in Lyon, and there's a festival of lights!

But, perhaps one of the most unusual festivals of all is 'Deux et Plus' or 'Festival of Twins' on 15th August in the small town of Pleucadeuc in the northwest of France. More than 1,000 twins, triplets and quadruplets from all over the world meet in one place! Some look the same and some look different, some even speak their own language! Imagine that!

LEARN TO LEARN

Increasing your vocabulary

When you learn an adjective, it's a good idea to learn the opposite adjective. Learning word pairs increases your vocabulary.

- 5 Write the opposite adjectives for words 1–4. Find and underline them in the article.

- | | |
|--------------------|----------------|
| 1 big <u>small</u> | 3 normal _____ |
| 2 last _____ | 4 old _____ |

- 6 Close your books. Say an adjective from Exercise 5. Can your partner remember the opposite adjective?

Explore it!

Guess the correct answer.

Identical twins have the same DNA, but they don't have the same ...

- a eye colour. b fingerprints. c hair colour.

Find two more interesting facts about twins.

Choose your favourite fact and write a question for your partner to answer.

CHALLENGE! The Culture Project Teacher's Resource Bank



The festival has got its own traditions. Each twin, triplet, or quadruplet is usually in the same clothes with the same hairstyle! There are also a lot of interesting activities to do, like face painting, watching live music, dancing and playing fun games.

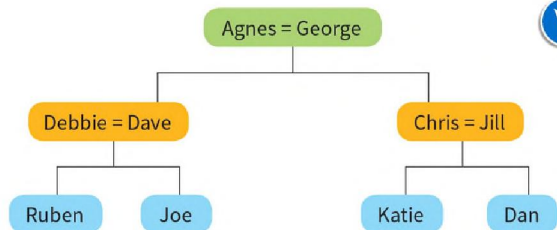
Geoffrey and Guillaume have got photos from their first visit to the festival of twins as babies. Now they are 13! 'It's a great day! We've got a lot of new friends this year.' Their new friends have all got the same DNA and one thing in common – they've all got brothers or sisters that look the same – or almost!!



1 REVIEW

VOCABULARY

- 1 Look at Ruben's family tree. Complete the sentences.



- Joe: Agnes and George are my _____.
- Debbie and Dave: Ruben is our _____.
- Ruben: Katie and Dan are my _____.
- Jill: Ruben is my _____.
- Katie and Dan: Dave is our _____.

- 2 Complete the descriptions with words from the box.

brown (x2) wavy glasses grey
long red short (x2) tall



KIRSTY

Kirsty is ¹ _____.
She's got ² _____ hair.
She's got ³ _____ eyes.



JACK

Jack is ⁴ _____.
He's got ⁵ _____ hair.
He's got ⁶ _____ eyes.
He's got ⁷ _____.

LANGUAGE IN ACTION

- 3 Rewrite the sentences. Replace the underlined words with the words in brackets and 's or s'.

- Their names are Jack and Sara. (My parents)

- Is that her phone? (Anna)

- They're their bags. (my friends)

- That's his bike. (Danny)

- 4 Write the questions with *have got*. Answer them with the information in brackets.

- how many / sisters / you (four)

- Toby / any cousins (X)

- you / a big family (✓)

- your best friend / a pet (✓) (two cats)

- you / a phone / in your bag (X)



Self-assessment

I can use family words to talk about my family.



I can use adjectives to describe people.



I can use *have got* in affirmative and negative sentences.



I can use *have got* in questions.





LEARN TO ... ORGANISE YOUR NOTEBOOK

It's important to organise your notebook to help you to find your notes and study for exams.

1 Ask and answer with a partner.



- 1 Have you got a notebook?
- 2 Is it for all your subjects or for English only?
- 3 Are your notes easy or difficult to read?

2 Look at Omar's notebook. Match 1-4 with a-d.

- 1 Today's vocabulary c
- 2 Today's date a
- 3 Today's homework b
- 4 Today's grammar d

a 23 September

b	have got	
	I / you / we / they	have / haven't got ...
	he / she / it	has / hasn't got ...

Family members	
	
dad	mum
husband	wife
brother	sister
son	daughter
uncle	aunt
nephew	niece
grandad	grandma
grandson	granddaughter
cousin	cousin

d Learn the family words from Unit 1.

3 Look at Azra's notebook. Is her notebook different from Omar's? How?

Verb be		
Affirmative	Negative	Questions
I'm from Turkey.	I'm <u>not</u> from Turkey.	Am I Brazilian?
She's my sister.	She's <u>isn't</u> my sister.	Is she Mexican?
He's my brother.	He <u>isn't</u> my brother.	Is he from Ecuador?
We're at school.	We <u>aren't</u> at school.	Are we 12?
They're my cousins.	They <u>aren't</u> my cousins.	Are they at school?

4 Ask and answer with a partner.

- 1 What is good about Omar's notebook? What is good about Azra's?
- 2 What are some other ways to organise a notebook?
- 3 Which is your favourite way? Why?

OWN IT!

5 Discuss with a partner. Decide how to organise your notebook.

2

THAT'S LIFE!

LEARNING OUTCOMES

I can ...

- understand texts about daily routines
- ask and respond to interview questions
- write an article
- understand how to use the present simple and adverbs of frequency
- talk about daily routines and leisure activities
- identify word partners
- do a survey and present the results.



Start it!

- 1 Is the girl in the photo happy? Why / Why not?
- 2 Before you watch, what time is it in India now?
- 3 Which countries are in the video? Watch and check.
- 4 Which is your favourite activity in the video? Why?



Watch video 2.1



Language in action 2.2



Language in action 2.3



Everyday English 2.4

VOCABULARY

Daily routines



- 1** Match eight of the activities in the box with the pictures a–h. Listen, check and repeat.

brush your teeth
 check your phone
 do your homework
 get dressed a
 get up
 go home
 go to bed
 go to school
 have a shower
 have breakfast
 pack your bag
 wake up



- 2** Which activities in the box in Exercise 1 are not in the pictures? Write them in the correct order. Listen, check and repeat.

wake up



- 3** Listen to Eduardo talking about his day. Put all the activities in the correct order. Write 1–13 in the boxes in Exercise 1. Write two numbers in one box.



LEARN TO LEARN

Word partners (1)

When you learn new words, think about the words that go with them. This will help you to remember them.



- 4** Complete the table with activities from Exercise 1. Think of one more activity for each verb.

go	get	have
to school		

Use it!

- 5** Work in pairs. Take turns to say an activity from Exercise 1. Your partner guesses what time you do this activity.

have breakfast

7 o'clock?

No, try again.

Explore it!

Guess the correct answer.

When you brush your teeth and leave the tap on, you use ... litres of water every minute.

a two b five c ten

Find an interesting fact about another daily routine. Write a question for your partner to answer.



READING

A profile

A day in the life of ...



This is Amir from the Bajau tribe in Borneo. His life is unusual. He lives with his family in a house – but it's in the water. Amir doesn't know his age or the date of his birthday. The Bajau tribe don't count days and hours; they use the movement of the sea to count time.

Every morning, Amir wakes up early, but he doesn't have breakfast. He and his father go out in their boat. They swim

in the water to look for food for the day. Amir and the people in his tribe can see really well under water. Amir catches a fish for breakfast and his father catches an octopus for dinner.

After breakfast, Amir usually meets his friends. They don't go to school and they don't study subjects like English. The older Bajau people teach them how to make nets and build boats.

In the afternoons, Amir and his friends dive into the water from bridges and they play in the water, too. It's their favourite place!

In the evenings, Amir's mother and sisters cook the octopus and then the family has dinner together. It's always delicious!



1 Tell your partner three things you do after breakfast.

2 Read the profile. Say one surprising thing about Amir's routine.

3 Find words in the profile to match the photos.



4 Read the profile again and complete the sentences.

- 1 Amir lives in an unusual house with his family.
- 2 Amir and his father look for _____ every morning.
- 3 Amir can _____ really well under water.
- 4 Amir plays in the water in the _____.
- 5 Amir's favourite place is the _____.

5 Are the sentences **T** (true) or **F** (false)?

- 1 Amir's house isn't in the water. F
- 2 Amir's family has got a boat.
- 3 Before breakfast, Amir is in the water.
- 4 Amir isn't happy in water.
- 5 Amir hasn't got any sisters.

Voice it!

6 Discuss the questions.

- 1 How is Amir's life different from yours?
- 2 What do you like about Amir's day?

LANGUAGE IN ACTION

Present simple: affirmative and negative



Watch video 2.2
Name three things he does in the morning. Is he always on time for school?

I/you/we/they	he/she/it
Amir and his father go out in their boat.	Amir lives with his family.
They ¹ <u>swim</u> in the water to look for food.	Amir ² _____ a fish for breakfast.
Amir and his friends ³ _____ to school.	He doesn't know his age.

Pronunciation p141

1 Complete the examples in the table above. Use the profile on page 24 to help you.

2 Correct the sentences. Check your answers in the profile on page 24.

1 Amir knows the date of his birthday.
Amir doesn't know the date of his birthday.

2 He plays with his friends in the evenings.

3 He and his friends study English.

4 He and his friends don't like the water.

5 He doesn't have dinner with his family in the evenings.

Adverbs of frequency

After breakfast, Amir ¹ _____ meets his friends.

It's ² _____ delicious.

4 Complete the examples in the table above. Use the profile on page 24 to help you.

5 Complete the timeline with the adverbs of frequency.

often sometimes usually



Use it!

6 Imagine you are a famous person. Write three positive and three negative sentences with adverbs of frequency about your daily routine. Use the ideas in the box.

do exercise do interviews have breakfast
sing travel watch TV all afternoon

I always have breakfast in bed.

7 Swap your sentences with your partner. Guess who they are.

Are you Taylor Swift?

Yes, I am.

Finished? p119 Ex 2

3 Complete the text with the correct form of the present simple. Listen and check.

Nadia is 13 years old and she ¹ comes (come) from Siberia. Her family is part of the Nenets tribe. They ² _____ (not live) in the same place all year round. In summer, Nadia ³ _____ (travel) more than 1,000 km to the north of the country. She ⁴ _____ (not have got) a house. She ⁵ _____ (live) in a tent with her family. In winter, they ⁶ _____ (move) to the south of the country and their tent ⁷ _____ (go), too! How cool is that?



VOCABULARY AND LISTENING

Leisure activities



3 Change the words in **bold** and write the correct the sentences.

- I usually **chat** music on my phone.
I usually listen to music on my phone.
- We never **read** videos.
- Victor **listens to** photos all the time!
- Alex **downloads** online with his friends every evening.
- Evie and Laura **take** the piano together.

Street interviews

1 Match the activities in the box with the pictures. Listen, check and repeat.

- | | | | |
|-----------------------|--------------------------|----------------------|--------------------------|
| chat online | <input type="checkbox"/> | download songs | <input type="checkbox"/> |
| go for a bike ride | <input type="checkbox"/> | go shopping | <input type="checkbox"/> |
| hang out with friends | <input type="checkbox"/> | listen to music | <input type="checkbox"/> |
| make videos | <input type="checkbox"/> | play an instrument | <input type="checkbox"/> |
| play video games | <input type="checkbox"/> | read a book/magazine | <input type="checkbox"/> |
| take photos | <input type="checkbox"/> | watch TV | <input type="checkbox"/> |

4 Listen. Which activities from Exercise 1 do you hear?

5 Listen again. Circle the correct answers.

- Nina and her friends like / *don't like* the same music.
- Nina *does* / *doesn't* do her homework before she chats online.
- Anton *plays* / *doesn't play* video games on his own.
- George *lives* / *doesn't live* near Anton.
- Anton *has got* / *hasn't got* a bike and a camera.

LEARN TO LEARN

Word partners (2)

When you learn new words, learn them with the words that go with them. This will help you remember them.

2 Complete the table with the activities in Exercise 1.

<u>Leisure activities</u>	
Indoors	download songs _____
Outdoors	_____
Indoors and outdoors	_____

Use it!

- Write five sentences about your leisure activities. Use adverbs of frequency.
- Work with a partner. Take turns to say your sentences. Are any the same?

I always chat online after school.

I never chat online after school. I read a magazine.

LANGUAGE IN ACTION

Present simple: questions



Watch video 2.3
Where does Sophie live?
What does Max make?

I/you/we/they	he/she/it
Do they like the same music?	1 <u>Does</u> your best friend live near you?
Yes, they ² _____. / No, they don't .	Yes, he does . / No, he ³ _____.
What ⁴ _____ you do ?	Who does Anton play with?
How often ⁵ _____ you chat online?	How often ⁶ _____ she do that?

1 Complete the examples in the table above.

2 Write the words in the correct order to make questions. Write the answers.

1 Nina / hang out with friends / does ✓

Does Nina hang out with friends?

Yes, she does.

2 Nina and her friends / do / like / reading X

3 Nina / her homework / in the evenings / does / do ✓

4 Anton / walk / to George's house / does X

Get it right!

Remember *do* and *does* in present simple questions.

Where does your best friend live? NOT *Where your best friend live?*

Wh- questions

4 Complete the questions with the words in the box.

How often What What time When Where

1 When do you have breakfast?

2 _____ does your best friend live?

3 _____ do you get up on week days?

4 _____ do you do in your free time?

5 _____ does your English teacher give you homework?

Use it!

5 Write questions. Ask and answer with a partner.

1 What video games / you and your friends / like?

What video games do you and your friends like?

2 Where / your best friend / live?

3 Who / you / meet / before school?

What video games do you and your friends like?

I like adventure games, but my friends usually play football games.

Finished? p119 Ex 3

SPEAKING

An interview

MR GREEN

AMELIA

1 Listen to the conversation. Who is Mr Green?

AMELIA Hello, Mr Green. ¹*I've got some questions to ask you* for the school magazine. ²_____?

MR GREEN Go ahead.

AMELIA What time do you get up in the morning?

MR GREEN That's easy. I always get up at 5.30 am.

AMELIA ³_____. So early! What time do you go to school?

MR GREEN It depends. I usually arrive at about half past seven.

AMELIA You're a history teacher here. Do you like your job?

MR GREEN Good question! Of course I do, especially the interviews.

AMELIA That's lucky!! ⁴_____.

MR GREEN Sure!

AMELIA What's your favourite day of the week?

MR GREEN That's a difficult one! Saturday.

AMELIA ⁵_____.

MR GREEN No problem. You're welcome.

PLAN

5 Work with a partner and decide who you want to interview. Write four questions that you want to ask. Use the ideas below. Decide on the person's answers.

1 What time / get up?

What time do you get up in the morning?

I get up at 7.30 am.

2 What time / go to work?

3 Like job?

4 Favourite day?

SPEAK

6 Practise the interview with your partner. Remember to use verbs in the present, the vocabulary from this unit and expressions from the *Useful language* and *Everyday English* boxes.

CHECK

7 Work with another pair. Listen to their interview and complete the notes.

Who do they interview? _____

Favourite day: _____

Something interesting: _____

2 Complete the conversation with the phrases from the *Useful language* box. Listen and check.

Useful language

I've got some questions to ask you. Thank you very much for your time.
Is that OK?
I've just got one more question. That's interesting.

3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 2.4
Everyday English

Go ahead. It depends. No problem.
Sure! That's easy.

4 Work with a partner. Practise the conversation.

WRITING

An article



1 Read the article. Discuss the best title. Write it in the space in the article.

- 1 What do you do all day?
- 2 What's your daily routine?
- 3 What does a vlogger do all day?

2 Match topics a–c with paragraphs 1–3.

- a Description of Amy's evening routine
- b Description of her morning routine
- c Description of her afternoon routine

3 Read the article again. What does Amy do at these times?

- 1 7.00 am She wakes up.
- 2 11.00 am _____
- 3 1.00 pm _____
- 4 9.00 pm _____

4 Look at the *Useful language* box. Write the punctuation used in 1–6.

- 1 I read a book. full stop
- 2 Close the door! _____
- 3 Do you chat online? _____
- 4 Canadian Amy Ritchie _____
- 5 chair, table, notebook _____
- 6 I'm they're don't _____

Useful language

apostrophe ' capital letter **A, B, C**
 comma , exclamation mark !
 full stop . question mark ?

5 Find and circle examples of the punctuation in the *Useful language* box in the article and title.

Amy Ritchie is a Canadian vlogger.
 She vlogs about her life.

- 1 ☐ She always wakes up at 7.00, has breakfast and checks her phone. She plans her vlog but she doesn't make it. She usually goes for a bike ride at 11.00 .
- 2 ☐ She has lunch at 1.00 and listens to music. Between 2.00 and 3.00, she practises her vlog. She takes some photos and posts them.
- 3 ☐ Amy doesn't have much free time. She sometimes watches TV before dinner. She always uploads her vlog at 9.00 pm and she goes to bed at 11.00.

One day I want to be a vlogger like Amy!

Write an article about daily activities.

PLAN

6 Choose a famous person. Think about their daily activities. Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.

WRITE

7 Write your article. Remember to include the information in the correct order, the present simple, adverbs of frequency and correct punctuation from the *Useful language* box.

CHECK

8 Do you ...

- include an interesting title with a question?
- introduce the person, their nationality and what they do?
- end the article with a sentence about you and your ambition?



THE MATHS PROJECT

A class survey

1 Circle the correct answer.

A survey is a ...

- a test to check your knowledge.
- b list of questions to find out information.



2 Look at the bar chart and complete the results of a class survey a–g. Listen and check.

3 Read the survey results again. Answer the questions.

- 1 How many people are in the class? 30
- 2 What question do the students want to ask?

- 3 How do the students present the results?

- 4 What is the class's favourite leisure activity?



4 Complete the summary of the survey results with the words in the box. Listen and check.

class leisure girls question
results students surprising



5 Read the *How to* box and listen again. Answer the questions.

- 1 Do the students complete each stage from the *How to* box?
- 2 What is the students' conclusion after the survey?
- 3 Do you think it is a good summary? Why / Why not?

How to present survey results

- a Say what question you ask in your survey.
- b Say why you want to do the survey.
- c Give information about the people in the survey.
- d Present the results.
- e Give your opinion on the results.
- f Comment on any surprising results.
- g Summarise the survey results.

OUR CLASS SURVEY

SURVEY OF CLASS 7B: STUDENTS' LEISURE TIME

What do you do on Saturday mornings?

Total number of students: 30

- a hang out with friends 9
- b play video games _____
- c go shopping _____
- d watch TV _____
- e listen to music _____
- f stay in bed late _____
- g tidy your bedroom _____

