

UNIT		VOCABULARY	GRAMMAR	READING AND CRITICAL THINKING
 Page 6	What do you know?	Vocabulary: countries and nationalities, in the classroom, family, describing people, action verbs		
 Page 12	School life WDYT? What is an ideal school?	Daily routines School subjects  Japanese school life	Present simple: affirmative and negative Present simple: Yes/No questions Object pronouns	An online article <i>A day in the life of an online student</i> Subskill: Predicting from the title and the pictures
Social and emotional competence Page 24				
 Page 26	Me time WDYT? How important are hobbies for teenagers?	Free-time activities Collocations with <i>do, go</i> and <i>play</i>  My time	Adverbs of frequency Likes and dislikes Present simple: <i>Wh-</i> questions	A blog <i>At the top of her game</i> Subskill: Reading for specific information
Social and emotional competence Page 38				
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 Page 42	Dressing up WDYT? Why do people dress up?	Clothes and accessories Describing clothes  The art of fashion	Present continuous Present simple and present continuous Time expressions	A live feed <i>Comic Con</i> Subskill: Identifying the text type
Social and emotional competence Page 54				
 Page 56	Extremes WDYT? How does the weather affect the way we live?	Seasons and weather Compound nouns: things to take on a trip  Four seasons in a week	Comparative and superlative adjectives Modal verbs of obligation, permission and prohibition	A magazine article <i>Our amazing world</i> Subskill: Understanding the main idea
Social and emotional competence Page 68				
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 Page 72	Must try! WDYT? What makes a town a good place to live in?	Food and drink Places in a town  Picnic snack ideas	Countable and uncountable nouns <i>there is/are</i> <i>Is there ... ? Are there ... ?</i> <i>How much/many ... ?</i>	A guidebook <i>How to eat like a local</i> Subskill: Identifying key words
Social and emotional competence Page 84				
 Page 86	Animals in danger WDYT? What can we do to help animals in danger?	Describing animals Collocations: taking action  Top five animal videos	Past simple: <i>be</i> Past simple of regular verbs: affirmative and negative	An article <i>The saiga and the mountain gorilla</i> Subskill: Understanding the content of paragraphs
Social and emotional competence Page 98				
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 Page 102	Heroes WDYT? What makes a hero?	Jobs Adjectives to describe people  Formula 1, let's go!	Past simple of irregular verbs: affirmative and negative Past simple: question forms and <i>ago</i>	A newspaper article <i>Heroic teens</i> Subskill: Understanding new words
Social and emotional competence Page 114				
 Page 116	Summer fun WDYT? What's your idea of a good holiday?	Holidays Holiday activities  Cool summer holidays	<i>will</i> for predictions Future with <i>going to</i> Present continuous for future arrangements	A travel blog <i>Sit back, get comfortable and ... travel?</i> Subskill: Identifying facts and opinions
Social and emotional competence Page 128				
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 Page 132	Look what you know!	Vocabulary and Grammar review		Reading: review of subskills
Pronunciation Page 140 Project planner Page 142 Phasebook Page 146				

LISTENING	REAL-WORLD SPEAKING	WRITING	PRONUNCIATION	PROJECT
Grammar: <i>be</i> (affirmative, negative and questions), possessive adjectives, possessive 's and s', <i>have got</i> , <i>can</i> for ability				
A conversation British and Finnish teenagers comparing their schools Subskill: Identifying the type of listening	 Working together to check answers	A blog post Subskill: Capital letters	Silent letters	 Design a timetable for your ideal school.  Critical thinking Making logical decisions
A radio interview with a hockey player Subskill: Listening for the general idea	 Asking for information	Informal messages Subskill: <i>and</i> , <i>or</i> and <i>but</i>	<i>do you /dʒu/</i>	 Do a survey about how students in the class spend their free time.  Collaboration Planning and task management
A live report about No Uniform Day Subskill: Listening to questions and answers	 Shopping for clothes	Photo descriptions Subskill: <i>because</i> and <i>so</i>	<i>/n/ and /ŋ/</i>	 Make a mini-book about traditional clothes.  Creativity Using your imagination and thinking of original ideas
Instructions for an adventure holiday in Yosemite Subskill: Using pictures to help you understand	 Making and responding to suggestions	Instructions Subskill: <i>too</i> and <i>also</i>	<i>can</i>	 Make a video giving weather advice to visitors to Lithuania.  Communication Active listening
An informal conversation about a visit to Buenos Aires Subskill: Predicting vocabulary	 Asking for directions	A description of a place Subskill: Adjectives	<i>/i:/ and /ɪ/</i>	 Make a map showing useful places for young people moving to live in your town.  Critical thinking Considering the needs of other people
A podcast about a teen entrepreneur Subskill: Identifying which statements are true or false	 Showing interest	An email Subskill: Sequencing words	Past simple endings <i>/d/ /t/ /ɪd/</i>	 Prepare a poster about endangered animals to raise awareness and help to protect them.  Collaboration Listening to other people's opinions
A podcast about two talented teens Subskill: Listening for numbers	 Giving opinions	A biography Subskill: Writing in paragraphs	Schwa <i>/ə/</i>	 Make a digital presentation about a hero from the past.  Creativity Using feedback to improve your work
Phone conversations and messages about holiday plans Subskill: Listening for feelings	 Making arrangements	Invitations Subskill: Apostrophes	<i>will</i>	 Create a three-day holiday plan for you and your friends.  Communication Communicating clearly
Listening: review of subskills		Speaking: review of Key phrases		Writing: review of subskills
Grammar reference and practice Page 150 Wordlist Page 168 Irregular verbs Page 174				

STARTER

What do you know?



All around the world

Vocabulary: countries and nationalities

1 Copy and complete the table.

Country	Nationality	Country	Nationality
Australia	1 (...)	8 (...)	Mexican
2 (...)	Brazilian	Morocco	9 (...)
Canada	3 (...)	10 (...)	Nigerian
4 (...)	Chinese	Spain	11 (...)
France	5 (...)	12 (...)	Turkish
6 (...)	Irish	the UK	13 (...)
7 (...)	Japanese	14 (...)	American

2 Listen and check. Identify the stressed syllable.

Australia – Australian

Grammar: *be* (affirmative, negative and Yes/No questions)

4 Copy and complete the table with *is*, *isn't*, *are* and *aren't*.

Affirmative		Negative	
I'm	British.	I'm not	French.
You/We/They 1 (...)		You/We/They 3 (...)	
He/She/It 2 (...)		He/She/It 4 (...)	

5 Write affirmative or negative sentences. Add capital letters.

- he / from (+) *He's from Japan.*
- she / (-) *She isn't Irish.*
- we / from (+)
- it / (-)
- I / (+)
- you / from (-)

3 Work in pairs. Complete the quiz with countries in exercise 1. You have three minutes!

THE BIG WORLD QUIZ

- Name three countries where people speak English.
- Tokyo is the capital city of ...
- Name three countries in Europe.
- Name two countries where people speak Spanish.
- Say five countries with the letter 'r' in their names.
- Name two countries in Africa.





6 Read the examples and choose the correct option to complete the rules.

Are you Spanish? No, I'm not.
Are you Mexican? Yes, I am.

- For Yes/No questions, the verb *be* comes **first/second**.
- For short answers in the affirmative, **use/don't use** contractions.
- For short answers in the negative, **use/don't use** contractions.

7 Match questions 1–5 with answers a–e.

- | | |
|--------------------------------|--------------------|
| 1 Is she a teacher? | a No, it isn't. |
| 2 Are we on exercise 4? | b Yes, she is. |
| 3 Are they your pens? | c No, they aren't. |
| 4 Is it the correct answer? | d Yes, you are. |
| 5 Am I in the right classroom? | e No, we aren't. |

Are you new here?

Vocabulary: in the classroom

1 Listen and write the letters. What words do you hear?

2 Complete the words with vowels to make classroom objects.

- | | |
|----------------------|-------------------------------------|
| 1 CL (...) CK | 6 C (...) MP (...) T (...) R |
| 2 B (...) (...) K | 7 N (...) T (...) B (...) (...) K |
| 3 P (...) NC (...) L | 8 SH (...) RP (...) N (...) R |
| 4 CH (...) (...) R | 9 D (...) CT (...) (...) N (...) RY |
| 5 B (...) (...) RD | 10 W (...) ND (...) W |

3 Work in pairs. Point to something in the classroom and ask and answer the questions.

What's this?

It's a notebook.

this/these, that/those

Ask 'What's **this**?' (singular) and 'What are **these**?' (plural) for things near you.

Ask 'What's **that**?' (singular) and 'What are **those**?' (plural) for things at a distance.

4 Listen to the instructions and match them with pictures a–f.

a (...)	b (...)	c (...)	d (...)	e (...)	f (...)
			They <u>are</u> French.		He's from <u>France</u> .

5 Listen and match conversations 1–4 with pictures A–D.



Grammar: be (Wh- questions)

6 Read the examples and choose the correct option in the rule.

What's this? It's a pen.
What are those? They're my books.

For *Wh-* questions, the verb comes **before/after** the question word.

7 Match the question words in the box with pictures 1–5.

How old? What? When? Where? Who?

1 (...)	2 (...)	3 (...)	4 (...)	5 (...)
			I'm 12.	

8 Order the words to make questions.

- name / your / What's ?
- you from / Where / are ?
- are / How old / you ?
- favourite sport / What's / your ?
- your / favourite singer / Who's ?

9 Work in pairs. Ask and answer the questions in exercise 8.



Families – big and small

Vocabulary: family

- 1 Copy and complete the table with the family words in the box.

aunt ~~brother~~ cousin daughter father
grandfather grandmother mother
nephew niece parent sister son uncle

Male	Female	Both
brother		

- 2 Write the family member.

- Your mother's brother *uncle*
- Your father's mother
- Your sister's son
- Your mother's daughter
- Your aunt's son

mother and father = parents
son and daughter = children

- 3 Work in pairs. Describe the families in the photos.

I think this is the mother.

Or maybe they're three sisters ...



- 4 Match family descriptions 1–3 with photos A–D in exercise 3. There is one photo you don't need.

Families around the world

Some of our readers tell us about their families.

1 I live with my family in London. My dad's from India, and my aunts, uncles and cousins all live there. My dad's name is Samar and he's 45 years old. My mum's 39. Her name is Liz. I've got two sisters.

2 I've got three sisters. My older sister's married and she's got a son and a daughter. My nephew's name is Jia and my niece is called Fin. My grandmother lives with us. I've got six cousins.

3 I live with my mum and my sister. We're a small family, but we're close to our neighbours. They're called Mr and Mrs Evans and their sons' names are Caleb and Damien. They're like brothers to me.

- 5 Find 12 family members in the descriptions.

Grammar: possessive adjectives

- 6 Read the example. Copy and complete the table with the possessive adjectives in the box.

My mum's 39. *Her* name is Liz.

his its our their your

Subject pronouns	I	you	he	she	it	we	they
Possessive adjectives	<i>my</i>	1 (...)	2 (...)	<i>her</i>	3 (...)	4 (...)	5 (...)

- 7 Complete the sentences with possessive adjectives.

- My grandfather is 70 years old. (...) name's Frank.
- My cousins live with (...) parents in the USA.
- We've got a big garden, but (...) house is small.
- My sister lives with (...) husband and two children.
- What about you? Is (...) family big or small?



Grammar: possessive 's and s'

My nephew's name is Jia. (singular noun + 's)
Their sons' names are Caleb and Damien. (plural noun ending in s + ')

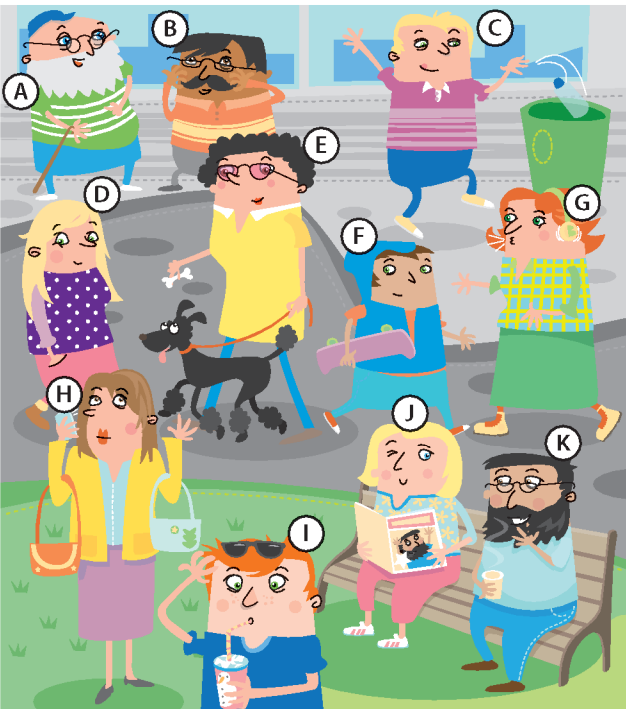
8 Add one apostrophe (') to each sentence.

- 1 My dads family is in Latvia.
- 2 My grandparents house is in Kaunas.
- 3 I see my cousins at my uncles house.
- 4 My cousins names are Adelè and Matas.

Who is it?

Vocabulary:describingpeople

1 Find the people in the picture.



- 1 He's got black hair and a moustache. He wears glasses. He hasn't got a beard.
- 2 She's got short blonde hair and blue eyes.
- 3 He's got fair hair. He hasn't got a beard.
- 4 She's tall. She's got short curly hair and glasses.

2 Copy the table and add words from exercise 1.

General description	Hair	Hair colour	Eyes	Other
short	long straight	brown grey	brown green	beard

3 Listen and match the descriptions to the people in exercise 1.

Grammar: have got

4 Copy and complete the table with has, hasn't or haven't.

	Affirmative	Negative
I/You/We/They	have got black hair.	1 (...) got blue eyes.
He/She/It	2 (...) got short hair.	3 (...) got glasses.

5 Complete the sentences with the correct form of have got.

- 1 He (...) a beard and glasses. (+)
- 2 They (...) any children. (-)
- 3 I (...) a cat called Sam. (+)
- 4 We (...) any cousins. (-)
- 5 She (...) any brothers or sisters. (-)

6 Copy and complete the table with has, hasn't, have or haven't.

Questions	Short answers
Have you got curly hair?	Yes, I have./No, I 1 (...).
2 (...) he got a beard?	Yes, he has./No, he 3 (...).
Have they got blue eyes?	Yes, they 4 (...)./No, they haven't.

7 Write questions with have got.

- 1 you / any brothers or sisters ?
- 2 your dad / a beard ?
- 3 your mum / long hair ?
- 4 your parents / any brothers or sisters ?
- 5 you / a lot of cousins ?

8 Work in pairs. Ask and answer the questions in exercise 7. Then write a description of your partner's family.

Tania's got a big family. She's got two brothers ...

9 Read the text and answer the question.

BRAIN TEASER

Two parents have got six sons. Each son has got a sister.

How many people are there in the family?