



Jenny Dooley

Student's Book



New

# ENTERPRISE



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**ENTERPRISE**



Student's Book







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**CLIL (pp. 108-111)**  
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# 1

# Hi!

**Vocabulary:** Cardinal numbers, Countries, Nationalities, Jobs, Abilities, Subjects, Colours  
**Grammar:** the verb *to be*, subject pronouns, *a/an*, the verb *can*

**Everyday English:** Greetings, Introductions & personal questions  
**Writing:** an 'About me' profile

## Reading

1 Look at the social media profiles. How old is each person? What is their dream job?

🔊 Listen and read to find out.




**Peter Smith**

- ▶ **Age:** 16
- ▶ **Country:** the UK

I'm good at singing. Music is my favourite subject at school. My favourite artist is Bruno Mars. He is an American singer and he can sing really well. My dream job is to become a singer. It's an amazing job.

👍 Likes   📌 Save   ➦ Share   ⋮ More



**Maria Álvarez**

- ▶ **Age:** 18
- ▶ **Country:** Argentina

I'm really interested in Art and ICT. I can draw beautiful pictures. I can design great outfits on my computer as well. My dream job is to become a fashion designer. It's a great job!

👍 Likes   📌 Save   ➦ Share   ⋮ More



**Ju Luó**

- ▶ **Age:** 19
- ▶ **Country:** Thailand

I'm crazy about English Literature. My favourite writers are Margaret Atwood, John Steinbeck and Charles Dickens. I can write good stories. My dream job is to become a writer.

👍 Likes   📌 Save   ➦ Share   ⋮ More



**Janusz Florek**

- ▶ **Age:** 20
- ▶ **Country:** Poland

At my college, all of the subjects are interesting, but my favourite one is Art. I'm mad about photography. I can take really good snapshots with my camera. My dream job is to become a photographer.

👍 Likes   📌 Save   ➦ Share   ⋮ More


2 Read the sentences. Replace the words in bold with words from the text.

- |   |  |
|---|--|
| <p>1 Peter is good at <b>it</b>.</p> <p>2 Maria is interested in <b>them</b>.</p> | <p>3 <b>She's</b> interested in English Literature.</p> <p>4 Janusz can take <b>these</b> with his camera.</p> |
|---|--|

### ✓ Check these words

good at, become, amazing, interested in, draw, design, outfit, crazy about, mad about, snapshot

### Speaking

3 a)  Ask and answer questions, as in the example.

A: **What is Peter's surname?** B: *He's from the UK.*  
 B: *Smith.* A: **What is his dream job?**  
 A: **How old is he?** B: *His dream job is to become a singer.*  
 B: *He's 16 years old.*  
 A: **Where is he from?**

b) Read the texts again. Copy and complete the table. Make sentences, as in the example.

First name	Surname	Age	Country	Dream Job
Peter	<i>Smith</i>	<i>16</i>	<i>the UK</i>	<i>singer</i>
Maria	<i>Álvarez</i>			
Ju				
Janusz				


*... is ... years old. He/She is from ... . His/Her dream job is to become ... .*

### Vocabulary

#### Cardinal numbers

4 a)  Listen and learn.

one (1)	eleven (11)	thirty (30)
two (2)	twelve (12)	forty (40)
three (3)	thirteen (13)	fifty (50)
four (4)	fourteen (14)	sixty (60)
five (5)	fifteen (15)	seventy (70)
six (6)	sixteen (16)	eighty (80)
seven (7)	seventeen (17)	ninety (90)
eight (8)	eighteen (18)	a hundred (100)
nine (9)	nineteen (19)	a hundred and one (101)
ten (10)	twenty (20)	a thousand (1000)
	twenty-one (21)	

b)  Listen and circle the numbers you hear. Write them in your notebook.

**47** 5 3 **67** 13 **28** **56** 64 **96** 100 89 **34**

*forty-seven*

### Countries/Nationalities

5 Fill in the gaps with words from the list. Write in your notebook. Then make sentences, as in the example.

- Brazil • Mexican • Argentina
- Japanese • Greek • Spain • Finland
- American • Canada • Turkey

Name	Nationality	Capital	Country
 Paolo	Brazilian	Brasilia	1) <i>Brazil</i>
 Pablo	Spanish	Madrid	2) .....
 Jason	Canadian	Ottawa	3) .....
 Ito	4) .....	Tokyo	Japan
 Tomás	Argentinian	Buenos Aires	5) .....
 Mike	6) .....	Washington DC	the USA
 Costas	7) .....	Athens	Greece
 Hans	Finnish	Helsinki	8) .....
 Rico	9) .....	Mexico City	Mexico
 Ali	Turkish	Ankara	10) .....

*Paolo is Brazilian. He's from Brasilia, Brazil.*

### Writing

6 Copy and complete the table in Ex. 3b with information about your friend. Use your notes to write a paragraph about him/her (50 words). Add a photo.



# Grammar in Use

## Tony's Profile



Tony is from London, the UK. He's 18 years old. Tony is good at drawing, but he isn't good at singing. His dream job is to become an architect. He can play football well, but he can't play tennis.

1 Read the table. Find examples in Tony's profile.

### The verb to be

Affirmative		Negative	
Long form	Short form	Long form	Short form
I am	I'm	I am not	I'm not
you are	you're	you are not	you aren't
he is	he's	he is not	he isn't
she is	she's	she is not	she isn't
it is	it's	it is not	it isn't
we are	we're	we are not	we aren't
you are	you're	you are not	you aren't
they are	they're	they are not	they aren't
Interrogative	Short answers		
Am I?	Yes, I am. / No, I'm not.		
Are you?	Yes, you are. / No, you aren't.		
Is he?	Yes, he is. / No, he isn't.		
Is she?	Yes, she is. / No, she isn't.		
Is it?	Yes, it is. / No, it isn't.		
Are we?	Yes, we are. / No, we aren't.		
Are you?	Yes, you are. / No, you aren't.		
Are they?	Yes, they are. / No, they aren't.		

2 Fill in: *is, are, 's, 're, 'm, aren't or isn't*.

- A: *is* he from Mexico?  
B: No, he ..... He ..... from Japan.
- A: ..... they Spanish?  
B: No, they ..... They ..... Canadian.
- A: What ..... your favourite school subject?  
B: My favourite school subject ..... Music.
- A: ..... Paolo from Brazil?  
B: Yes, he ..... He ..... from Brasilia.
- A: How old ..... you?  
B: I ..... 23.
- A: ..... she from Italy?  
B: Yes, she ..... She ..... from Milan.

3 a) Complete the gaps with the correct form of the verb *to be*.

Viewing By: Most Recent Most Active

Hi! My name 1) *is* Andrea and I 2) ..... from the UK. I 3) ..... 25 years old. This 4) ..... my friend Monica. She 5) ..... from Poland. She 6) ..... 28 years old. We 7) ..... photographers. I 8) ..... good at drawing, and Monica 9) ..... good at singing. In this photo, we 10) ..... at a café. Be our e-friend.

b) Correct the sentences. Write in your notebook.

- Andrea is from Poland.  
*Andrea isn't from Poland. She's from the UK.*
- Monica is 25 years old.
- Andrea and Monica are American.
- Andrea is a good singer.

4 **SPEAKING** Pretend you are from one of the countries below. Your partner tries to guess where you are from.

- Australia • India • Peru • France • Germany
- Bahrain • Portugal • Brazil • Italy • Egypt

A: *Are you from Italy?* A: *Are you from France?*  
B: *No, I'm not.* B: *Yes, I am.*

5 Read the theory box. Then fill in the correct subject pronoun.

Singular	I/You/He/She/It
Plural	We/You/They
Subject pronouns go before the main verb. <i>John is from Peru. He is Peruvian.</i>	

- Mary is from the UK. .... is British.
- Tom and I are 18 years old. .... are Canadian.
- Sue and Molly are students. .... are from the USA.
- I am interested in Art. .... is my favourite subject.
- Mark is 28 years old. .... is a photographer.
- You and Anna are from Canada. .... are Canadians.



6 Read the theory. Find one example in Tony's profile on p. 6.

**a/an**

- We use **a/an** before singular nouns when we talk generally about them. We also use **a/an** before names of jobs. *a book, an actor*
- We use **a** before consonant sounds (*b, c, d, f*, etc). *He's a teacher.* We use **an** before vowel sounds (*a, e, i, o, u*). *She's an actress.*

7 a) Use *a/an* and the words: *artist, astronaut, doctor, engineer, pilot, police officer, vet, waiter, waitress, actress/actor, secretary* to label the pictures.



Steven (27)

1 *a waiter*



Kathy (26)

2 .....



Mary (30)

3 .....



Laura (29)

4 .....



Bob (35)

5 .....



Helen (34)

6 .....



Steve (42)

7 .....



Paul (36)

8 .....



Stella (28)

9 .....



Tom (38)

10 .....



Pam (28) Peter (30)

11 .....

b) **SPEAKING** Ask and answer questions about the people in Ex. 7a.

- A: *What's his name?*      A: *What's his job?*  
 B: *Steven.*                      B: *He's a waiter.*  
 A: *How old is he?*  
 B: *Twenty-seven.*


8 Read the table. Find examples in Tony's profile on p. 6.

**The verb can**

<b>Affirmative</b>	I/You/He/She/It/We/You/They <b>can</b> .
<b>Interrogative</b>	<b>Can</b> I/you/he/she/it/we/you/they?
<b>Negative</b>	I/You/He/She/It/We/You/They <b>cannot/can't</b> .


9 Say what each person *can/can't* do.

1




Mark / cook (x)

2




Mary / type (✓)

3




Lora / dance (x)

4




Steve / swim (✓)

5



Sam / play the guitar (x)

6



Kate / run (✓)

1 *Mark can't cook.*

10 **SPEAKING** In groups, ask and answer questions to find out what your friends *can* or *can't* do. Use the phrases in the table.

very well/fast	95%	↑
quite well/fast	70%	
not very well/fast	40%	
no	0%	

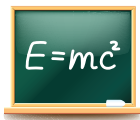
- A: *Can you cook?*  
 B: *Yes, I can cook very well. Can you type?*  
 A: *No, I can't. Can you type?*  
 C: *Yes, I can type quite well. Can you ... ? etc*

## Skills in Action

### Vocabulary

#### School/College subjects

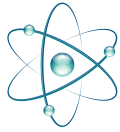
1 a) Listen and learn.



Maths



Computer Science



Physics



Geography



English Language



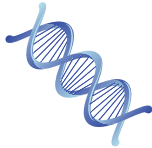
Music



History



Art



Biology



Chemistry



Literature



Drama

b) Which subjects are/aren't you good at? What about your best friend? Tell your partner.

*I'm good at Maths. I'm not very good at History. My best friend is good at Physics. She isn't very good at Music. etc*

### Listening

#### Study Skills

##### Multiple choice

First, read the questions and all the possible answers so that you know what you are about to listen to. While you listen, try not to get distracted as all options are mentioned.

2 a) Look at the questions and answers. What is the dialogue about?

- Where is Elsa from?  
A Sweden      B Mexico      C Spain
- How old is Carlos?  
A 21            B 20            C 18
- What year is Elsa in?  
A 2              B 3              C 1
- What is Diego's favourite subject?  
A English      B Geography    C Art
- What is Carlos's favourite subject?  
A Chemistry    B Biology        C English

b) Listen and choose the correct answers.

### Everyday English

#### Greetings, Introductions & Personal questions

3 a) Complete the dialogue.

**Ann:** Nice party!  
**Steve:** Yes, it's great.  
**Ann:** I'm Ann, by the way. **1)** ..... is your name?  
**Steve:** I'm Steve, Steve Blair. Nice to meet you.  
**Ann:** Nice to meet you, too. **2)** ..... are you from?  
**Steve:** I'm from Glasgow, Scotland.  
**Ann:** Oh, are you a student there?  
**Steve:** I'm a doctor. **3)** ..... about you?  
**Ann:** I'm from Birmingham and I'm a student. I study Biology.  
**Steve:** Really? Biology is my favourite. **4)** ..... old are you?  
**Ann:** I'm twenty-one. And you?  
**Steve:** Well, I'm thirty.

b) Listen and check.

4 Act out a similar dialogue. Use phrases from the Language box.

Greet people	Respond
<ul style="list-style-type: none"> <li>Hi!/Hello! How are you?</li> <li>How's everything?</li> <li>Bye! • See you!</li> </ul>	<ul style="list-style-type: none"> <li>Fine. • Great. • So-so.</li> <li>Not bad. • I'm OK.</li> <li>See you!</li> </ul>
Introduce yourself/others	Respond
<ul style="list-style-type: none"> <li>Hi! I'm ...</li> <li>Hello! My name's ... This is ...</li> </ul>	<ul style="list-style-type: none"> <li>Nice to meet you!</li> <li>Oh, hi! I'm ...</li> <li>Pleased to meet you.</li> </ul>
Personal questions	
<ul style="list-style-type: none"> <li>What's your name? • How old are you?</li> <li>Where are you from? • What's your job?</li> </ul>	

### Intonation in *wh*-questions

5 Read the theory.

Listen and repeat.

Intonation goes down at the end of *wh*- questions.  
*What's your name?* ↘

- Where are you from?
- What's his name?
- When is your birthday?
- What about you?

**Reading & Writing**

**6** Read the texts. Copy and complete the table for each person in your notebook.

**Michael Stephenson**  
**About me:**  
 My name's Michael. I'm 18 years old and I'm a college student from Los Angeles in the USA. My favourite subjects are Maths and Physics. I can swim and run very fast but I can't play the guitar. My favourite singer is Eminem.

**Mumba Akua**  
**About me:**  
 I'm Mumba and I'm from Nairobi in Kenya. I'm 22 years old and I'm a college student. I'm crazy about Drama and Literature. My favourite writers are Oscar Wilde and F. Scott Fitzgerald. I can write really good stories and cook very well. I'm crazy about Sia. She's a great singer.

Name	
Age	
Where from	
Favourite subjects	
Abilities	
Favourite singer	

**Writing Tip**

**Capital letters**  
 In English we use capital letters to start a sentence. (*He's from Italy.*) We also use capital letters with:

- names (*Paul Smith*).
- nationalities (*Mexican*).
- months (*June*).
- school subjects (*Art*).
- days of the week (*Monday*).
- the personal pronoun *I*.
- countries (*Mexico*).

**7** Read the *Writing Tip* box. Rewrite the sentences. Use capital letters.

- i am from france. ....
- you are interested in maths. ....
- jenny can dance very well. ....
- they are british. ....
- my favourite sportsman is michael Phelps. he's american. ....

**Writing Tip**

**Linking ideas**

- We use **and** to link similar ideas.  
*I'm 25 years old and I'm from Vietnam.*
- We use **but** to link opposing ideas.  
*I can cook very well but I can't dance well.*

**8** Read the *Writing Tip* box. Use *and* or *but* to join the sentences.

- Dan is 16 years old. He is good at Maths.  
 .....
- Mary can draw. She can't sing.  
 .....
- I am good at Music. I can play the piano very well.  
 .....
- I am interested in Drama. I can sing well.  
 .....
- Jenny can swim really fast. She can't cook very well.  
 .....

**Writing (an 'About me' profile)**

**9** Copy the table in Ex. 6 into your notebook and complete it with information about yourself.

**10** You want to create your social media profile. Use your notes in Ex. 9 to write the 'About me' text for it (50-60 words).

**VALUES**

**Unity**  
*All for one and one for all.*  
 Alexandre Dumas





# Culture

VIDEO

## Countries of the English-speaking world

Over 840 million people speak English as a first or second language. It is an official language in 67 countries. And in these six countries most people are native speakers of English.

**Canada**

Continent: North America  
 Population: 36 million  
 Capital: Ottawa  
 Area: 9.98 million km<sup>2</sup>  
 Currency: Canadian dollars (\$)

**The USA**

Continent: North America  
 Population: 325 million  
 Capital: Washington DC  
 Area: 9.83 million km<sup>2</sup>  
 Currency: American dollars (\$)

**Ireland**

Continent: Europe  
 Population: 5 million  
 Capital: Dublin  
 Area: 70,000 km<sup>2</sup>  
 Currency: euros (€)

**The UK**

Continent: Europe  
 Population: 66 million  
 Capital: London  
 Area: 242,000 km<sup>2</sup>  
 Currency: pounds (£)

**Australia**

Continent: Oceania  
 Population: 25 million  
 Capital: Canberra  
 Area: 7.69 million km<sup>2</sup>  
 Currency: Australian dollars (\$)

**New Zealand**

Continent: Oceania  
 Population: 5 million  
 Capital: Wellington  
 Area: 270,000 km<sup>2</sup>  
 Currency: New Zealand dollars (\$)

**Check these words**  
 official language, native speaker, continent, population, capital, currency

### Listening & Reading

- Look at the map and the fact files. What is the official language in these countries?  
 Listen and read the text to find out.
- Read again and correct the sentences.
  - Australia and New Zealand are in North America.
  - Wellington is in Australia.
  - Ireland's currency is pounds.
  - Canada and the UK are nearly the same size.
  - The population of New Zealand is the same as the population of the UK.

### Speaking & Writing

**3** Use the colour guide and say what colours are on each country's flag.

The UK's flag is red, white and blue.

- Write a similar fact file about your country.



## Vocabulary

### 1 Write the numbers.

- |            |             |
|------------|-------------|
| 1 5 .....  | 6 3 .....   |
| 2 15 ..... | 7 38 .....  |
| 3 12 ..... | 8 105 ..... |
| 4 20 ..... | 9 16 .....  |
| 5 73 ..... | 10 82 ..... |
- (10 x 1 = 10)

### 2 Write the nationalities.

- |                  |                  |
|------------------|------------------|
| 1 the UK – ..... | 4 Turkey – ..... |
| 2 Japan – .....  | 5 Spain – .....  |
| 3 Canada – ..... |                  |
- (5 x 2 = 10)

### 3 Write each person's job.

- Terry can take good snapshots. ....
  - Anna can write interesting stories. ....
  - Jacob can design outfits. ....
  - Samantha can draw beautiful pictures. ....
  - Andrew can sing well. ....
- (5 x 2 = 10)

## Grammar

### 4 Fill in the correct form of the verb *to be*.

- A: ..... you a teacher?  
B: No, I ..... I ..... a doctor.
  - A: ..... Mark from the USA?  
B: Yes, he ..... He ..... American.
  - A: ..... Steve and Luke pilots?  
B: No, they ..... They ..... actors.
  - A: ..... you from Italy?  
B: Yes, we ..... We ..... from Milan.
  - A: ..... Julia from Germany?  
B: No, she ..... She ..... from Russia.
- (5 x 4 = 20)

### 5 Fill in: *a* or *an*.

I'm William and my best friend is Ben. He's **1** ..... student at college and I'm **2** ..... actor. My sister's **3** ..... artist. Ben's dream is to become **4** ..... vet. It's **5** ..... amazing job.

(5 x 2 = 10)

### 6 Use *can* or *can't* to fill in the gaps.

- "..... you cook?" "Yes, ....." "
  - "..... we run fast?" "No, ....." "
  - "..... Alison swim?" "Yes, ....." "
  - "..... they dance?" "Yes, ....." "
  - "..... he type fast?" "No, ....." "
- (5 x 2 = 10)

### 7 Complete the gaps with the correct form of the verb *to be* or the verb *can*.

I **1** ..... Kevin and this **2** ..... my friend Alex. We **3** ..... best friends. Alex and I **4** ..... both seventeen years old. My favourite subject **5** ..... Music. I **6** ..... play the guitar, but I **7** ..... sing very well. Alex **8** ..... really good at Art. He **9** ..... draw amazing pictures. He **10** ..... also take really good snapshots with his camera.

(10 x 2 = 20)

## Everyday English

### 8 Match the sentences.

- |  |                       |
|--|-----------------------|
| 1 <input type="checkbox"/> What's your name?       | A I'm twenty.         |
| 2 <input type="checkbox"/> How old are you?        | B Not bad.            |
| 3 <input type="checkbox"/> Hello! My name's Steve. | C She is from Mexico. |
| 4 <input type="checkbox"/> How are you?            | D I'm Brenda.         |
| 5 <input type="checkbox"/> Where is she from?      | E Nice to meet you!   |

(5 x 2 = 10)

Total 100

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Lexical Competence

- Talk about
- cardinal numbers
  - countries & nationalities
  - jobs
  - abilities
  - colours

### Reading Competence

- read for specific information (identify reference in a text; complete a table)

### Listening Competence

- identify key information (multiple choice)

### Speaking Competence

- greet & introduce myself/others
- give personal information

### Writing Competence

- write a short text about my friend
- write an 'About me' page



# Families

## Reading

- 1 Look at the family tree. Who are these characters? Who's got a pet spider?

🔊 Listen and read to find out.



VIDEO

A family like no other!

Imagine a family where nothing is normal! They are The Addams Family and they can make you laugh until you cry!

**Gomez Addams** (*husband*): He is a billionaire. He has got short black hair and a moustache. He can dance the tango with his wife and can juggle. His favourite hobby is playing with his toy trains.

**Morticia Addams** (*wife*): She is tall and thin with very long black hair. She is clever and can speak French. Her favourite hobbies are playing music and gardening.

**Wednesday Addams** (*their daughter*): She is very serious. Her favourite hobbies are reading, looking after her pet spider, Homer, and playing with her brother.

**Pugsley Addams** (*Wednesday's brother*): He is short, plump and very naughty. He has got a pet octopus; his name is Aristotle. Playing games with his sister is his favourite hobby.



### Check these words

laugh, cry, billionaire, moustache, juggle, gardening, look after, naughty, octopus



- 2 Read the text again and answer the questions.

- 1 What is Gomez's favourite hobby?
- 2 What can Morticia do?
- 3 What is Wednesday like?
- 4 Who's got a pet octopus?






## Vocabulary

### Family members

3 Look at the family tree. Choose the correct word.

- 1 Fester is Gomez's **brother/father**.
- 2 Morticia is Ophelia's **daughter/sister**.
- 3 Wednesday is Grandmama's **aunt/granddaughter**.
- 4 Pubert is Ophelia's **son/nephew**.
- 5 Pugsley is Morticia's **cousin/son**.
- 6 Gomez is Morticia's **husband/father**.
- 7 Pugsley is Pubert's **brother/uncle**.
- 8 Father Frump and Grandma Frump are Wednesday's **parents/grandparents**.

4  Say a sentence about a person in the family tree. Your partner says who the person is.


A: *It's Father Frump's wife.*

B: *Grandma Frump.*

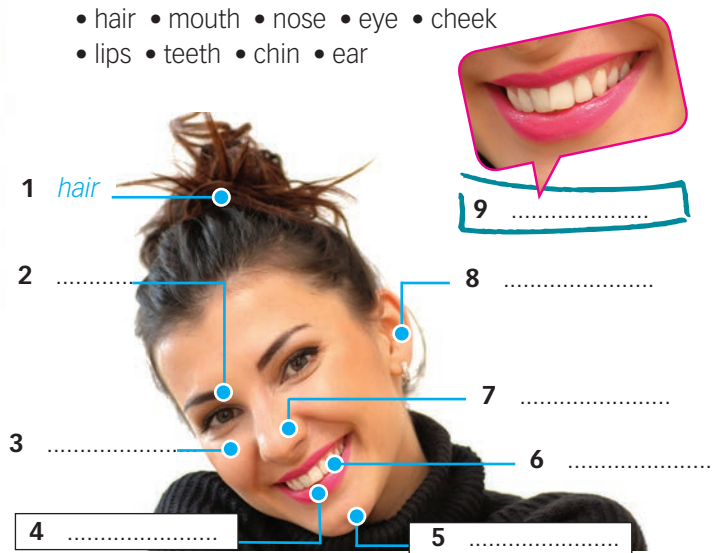
## People's appearance

5 Look at the Addams' family tree. Who's:

- 1 **tall** and **slim** with **long straight black** hair?
- 2 **old** and **short** with **fair** hair?
- 3 **well-built** with **short** straight black hair and a moustache?
- 4 **young** and **plump** with **short** fair hair?
- 5 **middle-aged**, plump and **bald**?

6  Label the different parts of the face, then point to them on your face and name them.


- hair • mouth • nose • eye • cheek
- lips • teeth • chin • ear



7 Use the words *small, short, fair, thin, curly, plump* to write the opposite phrases. Find photos of family/friends on your smartphone and show them to the class.

- |                               |                     |
|-------------------------------|---------------------|
| 1 tall boy ≠ <i>short boy</i> | 5 dark hair ≠ ..... |
| 2 slim girl ≠ .....           | 6 full lips ≠ ..... |
| 3 long hair ≠ .....           | 7 big nose ≠ .....  |
| 4 straight hair ≠ .....       | 8 big eyes ≠ .....  |

## Speaking & Writing

8  Choose a person in the Addams family and ask and answer questions, as in the example.

A: *What does **Morticia** look like?*

B: ***She's tall and slim. She's got long straight black hair.***

9 **ICT** Find pictures of another famous TV/film family. Label them. Present the family to the class.

## Grammar in Use



**Mary:** *This photo is cool, but who are they?*  
**Beth:** *They're my friends, Danny and his sister Jane.*  
**Mary:** *Jane! Really?*  
**Beth:** *Yes, she's got long dark hair now.*  
**Mary:** *So, who's the girl with the curly hair?*  
**Beth:** *That's Danny's cousin, Lynn. She's a vet. The new place on Cook Street is hers.*  
**Mary:** *Really? Have you got her phone number?*  
*My dog's got a bad tooth.*  
**Beth:** *No, sorry, I haven't. But we can ask Jane. She's got it.*



1 Read the table. Find examples in the dialogue.


### The verb *have got*

Affirmative		
Long form	Short form	
I/You have got ...	I've/You've got ...	
He/She/It has got ...	He's/She's/It's got ...	
We/You/They have got ...	We've/You've/They've got ...	
Negative		
Long form	Short form	
I/You have not got ...	I/You haven't got ...	
He/She/It has not got ...	He/She/It hasn't got ...	
We/You/They have not got ...	We/You/They haven't got ...	
Interrogative		
Interrogative	Short answers	
Have I/you got ...?	Yes, I/you have.	No, I/you haven't.
Has he/she/it got ...?	Yes, he/she/it has.	No, he/she/it hasn't.
Have we/you/they got ...?	Yes, we/you/they have.	No, we/you/they haven't.

2 a) Look at the pictures and complete the sentences with: *have got, has got, haven't got, hasn't got.*




- John ..... black hair. He ..... fair hair.
- Mary ..... straight hair. She ..... curly hair.
- Ben and Andrea ..... blonde hair. They ..... brown hair.
- Jessica ..... long wavy hair. She ..... short straight hair.
- Charlotte and Mary ..... short hair. They ..... long hair.
- Ben ..... a beard and a moustache.
- Andrea ..... straight hair. She ..... curly hair.
- Daniel ..... brown eyes, but Ben ..... blue eyes.
- Jessica ..... fair hair. She ..... dark hair.
- Andrea and Charlotte ..... long hair, but Jessica ..... short hair.

b)  Form questions and then answer them, as in the example.

- |                        |                         |
|------------------------|-------------------------|
| 1 Charlotte/fair hair? | 6 John/a beard?         |
| 2 Ben/a moustache?     | 7 Daniel/fair hair?     |
| 3 Mary/brown eyes?     | 8 Jessica/red hair?     |
| 4 John/short hair?     | 9 Andrea/straight hair? |
| 5 Charlotte/blue eyes? | 10 Jessica/wavy hair?   |

1 A: *Has Charlotte got fair hair?*  
 B: *No, she hasn't. She's got red hair.*



- 3 SPEAKING**  Choose one person from Ex. 2. Your partner asks questions to find out who this person is.

A: *Is it a woman?* | A: *Has she got brown hair?*  
 B: *Yes, it is.* | B: *Yes, she has.*

- 4** Read the table. Find examples in the dialogue on p. 14.

### Object pronouns – Possessive adjectives/pronouns

<b>Object Pronouns</b>	me	you	him	her	it	us	you	them
after the verb as objects: <i>Look at <b>him</b>. He's <b>my</b> friend.</i>								
<b>Possessive Adjectives</b>	my	your	his	her	its	our	your	their
before nouns to show possession: <i>This is <b>his</b> dog.</i>								
<b>Possessive pronouns</b>	mine	yours	his	hers	—	ours	yours	theirs
at the end of a sentence: <i>It's <b>his</b>.</i>								

- 5** Choose the correct item.

### Meet the Swansons!

Hello readers! **1) My/I** name is Mark and **2) I/me** am 23 years old. I've got short brown hair and **3) my/me** eyes are blue. In this photo, I am with **4) my/me** brother Tom and **5) us/our** sister Ann. **6) We/Us** are at the beach. Look at **7) we/us**. Tom is 25 years old.



**8) Him/He's** very tall and well-built. **9) Our/Us** sister Ann is 20 years old. **10) She/Her** is a bit short and **11) she/her** hair is brown. She's very funny. Tell **12) us/our** about your families.

- 6** Read the theory. Find an example in the dialogue on p. 14.

### Possessive case ('/s)

We use:

- 's with **singular and irregular plural nouns**.  
*the **boy's** brother, the **men's** father*
- ' with **plural nouns**. *the **girls'** mother*
- **of** to talk about **things that belong to other things**.  
*the door **of** the car*

**COMPARE:** *Jo and Sue's brothers* (same brothers)

**BUT:** *Jo's and Sue's brothers* (different brothers)

- We use **who** to ask about **people**. ***Who** is Tony?*
- We use **whose** to ask about **possession or relation**.  
***Whose** cat is this? **Whose** brother is Tony?*

- 7** Choose the correct item.

- 1 Who's/Whose** brother is Mike? He's **Kelly's/ Kellys'** brother.
- 2 Who/Whose** is Bill? He is the **boy's/boys** cousin.
- 3 Who/Whose** is Mark? He's **Sam's and Mary's/ Sam and Mary's** brother.
- Where are **John's and Ann's/John and Ann's** rooms?
- These are the **girls'/girl's** glasses. They are their glasses.

- 8** Read the theory. Find an example in the dialogue on p. 14.


### Plurals

- nouns + **-s**: *one friend – two friends*
- **-s, -ss, -sh, -ch, -x, -o + -es**: *bus – buses, glass – glasses, brush – brushes, match – matches, box – boxes, tomato – tomatoes*
- **-f, -fe → -ves**: *leaf – leaves, knife – knives*
- consonant **-y → -ies**: *family – families* BUT: *boy – boys*
- **Irregular plurals**: *man – men, woman – women, child – children, foot – feet, tooth – teeth, ox – oxen, deer – deer, fish – fish, sheep – sheep*

- 9** Use the plural form of the nouns in the brackets to complete the gaps.

Hi, I'm Louise. Meet my family.

- 1** I've got two ..... (**brother**), Peter and Ralph.
- 2** Their ..... (**personality**) are very different from each other.
- 3** Peter's favourite ..... (**hobby**) are reading and listening to music.
- 4** Ralph's got three ..... (**goldfish**).
- 5** My dad is a teacher at two ..... (**university**).
- 6** My mum is an artist. She can create beautiful ..... (**painting**) with her ..... (**brush**).
- 7** I've got four of them in my room. My favourite is the one with brown ..... (**leaf**).

- 10 SPEAKING**  Show photos of your friends on your smartphone. Your partner asks questions about them. Use the dialogue on p. 14 as a model.



# Skills in Action

## Vocabulary

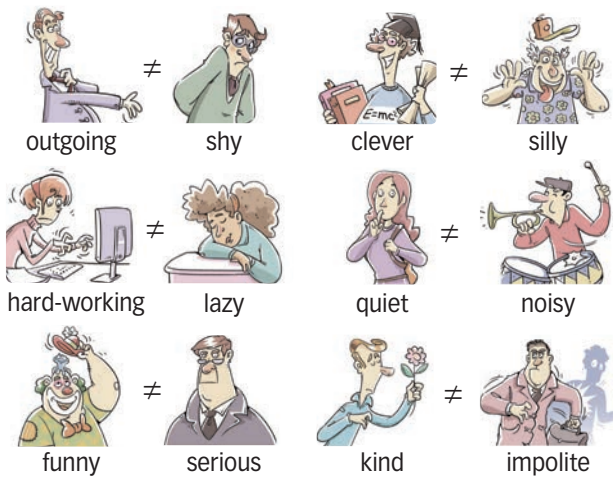
### Character adjectives

1 a) Listen and learn.

#### Study Skills

##### Opposites

Learn words with their opposites. This helps you remember them.



b) Which adjectives best describe you?

*I'm funny and kind. I can be noisy at times.*

## Listening

#### Study Skills

##### Multiple matching

Read the rubric and the lists of words. Try to guess the content of the recording. While you listen, try not to get distracted as all options will be mentioned.

2 a) Listen to Tom talking to a friend. Match the people to their relationship with Tom.

People	Relation
0 <input checked="" type="checkbox"/> Alex	A cousin
1 <input type="checkbox"/> Margaret	B brother
2 <input type="checkbox"/> Martha	C aunt
3 <input type="checkbox"/> David	D mum
4 <input type="checkbox"/> Claire	E dad
5 <input type="checkbox"/> Michelle	F grandma
	G uncle
	H sister

b) Listen again. What is each person like?

## Everyday English

### Identifying & Describing people

3 Use the sentences A-D to complete the dialogue. One sentence is extra. Listen and check. Find Mr Jones in the picture.



- A Who is Mr Jones?
- B What's his name?
- C How old is he?
- D What's he like?

**Ann:** 1) .....

**Jane:** He's the one with the short fair hair, beard and moustache.

**Ann:** 2) .....

**Jane:** I think he's 35.

**Ann:** 3) .....

**Jane:** Well, he's really quiet and he's very hard-working.

**Ann:** OK. Let's go into the meeting.

4 You are about to go into a meeting. Act out a dialogue similar to the one in Ex. 3. Use phrases from the language box.

Asking about people	Responding
• What is he/she like?	• He/She's clever.
• How old is he/she?	• He/She's 25.
• Who's he/she?	• He/She's the new manager etc.
• What's his/her name?	• Mr Smith/Ms Brown etc.

## Pronunciation /i:/ /ɪ/

5 Listen and tick (✓). Listen again and repeat.

	/i:/	/ɪ/		/i:/	/ɪ/		/i:/	/ɪ/
six			three			teacher		
read			slim			singer		

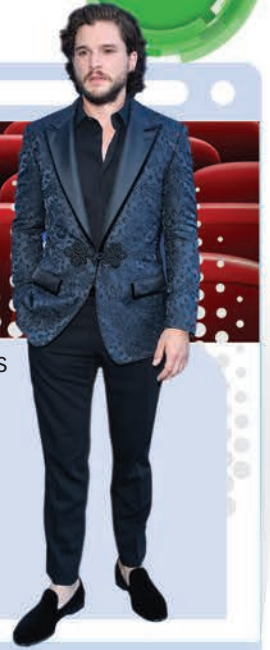


## Who's your favourite actor?

### Jamie's Blog

My favourite actor is Kit Harington. He is British with curly black hair, brown eyes and a big smile. His mum's a playwright and his dad's a businessman. He's got a brother, John.

Kit's very famous for his role as Jon Snow in *Game of Thrones*. At the beginning of the story Jon is the son of Lord Ned Stark. He is very close to his half brothers, Robb, Bran and Rickon and half sisters Sansa and Arya, but Ned's wife, Catelyn, isn't fond of him. Kit is great as brave Jon Snow! Who's your favourite film or TV actor?



POST A COMMENT

### Reading & Writing

**6** Look at the text. What is it about? Read and check.

**7** Read again and answer the questions.

- 1 Where is Kit Harington from?  
.....
- 2 What is his mum's job?  
.....
- 3 Which TV series is he in?  
.....
- 4 Who's Jon Snow's dad?  
.....
- 5 What is Jon Snow like?  
.....



### Writing Tip

#### Punctuation

We use a(n) ...

- (.) **full stop** after affirmative & negative sentences.
- (?) **question mark** after interrogative sentences.
- (,) **comma** to separate a list of items.
- (!) **exclamation mark** to express strong feelings.

**8** Punctuate the following sentences.

- 1 His real name is Christopher
- 2 His hair isn't black
- 3 Who's your favourite actor
- 4 He's an actor a writer and a poet
- 5 He is amazing

**9** **ICT** Collect information about your favourite actor/actress. Answer the questions.

- 1 Who's your favourite actor/actress?  
.....
- 2 Where's he/she from?  
.....
- 3 Has he/she got any brothers/sisters/sons/daughters?  
.....
- 4 Which film/TV series is he/she in?  
.....
- 5 What is he/she like in his/her role?  
.....

### Writing

(A blog entry about a famous person)

**10** Use your answers from Ex. 9 to write a blog entry about your favourite actor/actress similar to the one in Ex. 6 (50-80 words). Follow the plan.

#### Plan

- Para 1:** name of favourite actor/actress, nationality, appearance and family members.  
**Para 2:** name in film/TV series, family, character

### VALUES

#### Family

Family is not an important thing.  
It's everything.

Michael J. Fox

# Celebrity Siblings

*It's easy to be famous with a brother or sister by your side!*



## The Williams sisters

These two sisters are great tennis players. They are both very hard-working. Venus is Serena's big sister. Their dad Richard, their ex-coach, and their mum Oracene Price, are very proud of their daughters. The sisters have got homes in Florida very near one another. Because of their love of fashion, they have both got clothing companies.

## The Franco brothers

There's not one, not two, but THREE Franco brothers! They are the sons of a businessman and a writer from California. They are all very clever and talented. James and Dave are both actors. James is outgoing but Dave is quite shy. Tom is an actor too, but he is also an artist. He's very funny.



### Listening & Reading

**1** Look at the photos. Who are these people? Whose dad is a businessman?

Listen and read to find out.

**2** Read the text again and replace the words in bold with words from the text.

- 1 Venus and Serena can play **it**.
- 2 Venus is **her** big sister.
- 3 Venus' and Serena's houses are **there**.
- 4 The Franco brothers are from **there**.
- 5 **He** is shy.
- 6 **He** is an artist.

### Check these words

sibling, famous, ex-coach, proud, fashion, company, talented

### Speaking & Writing

**3** Ask and answer questions about the siblings.

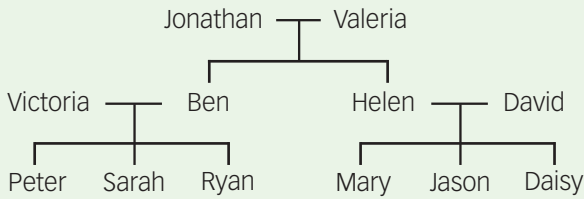
- Who's ...? • What does ... look like?
- What is ... like?

**4** **ICT** Work in groups. Write short descriptions about famous siblings in your country or other countries. Write about: *names, jobs, character*. Present them to the class.



**Vocabulary**

**1 Complete the sentences.**



- 1 Valeria is Helen's .....
  - 2 Ben is Ryan's .....
  - 3 Jason is Sarah's .....
  - 4 Peter is Helen's .....
  - 5 Victoria is Daisy's .....
- (5 x 2 = 10)

**2 Match to form collocations.**

- |                                     |                |
|-------------------------------------|----------------|
| 1 <input type="checkbox"/> old      | <b>A</b> lips  |
| 2 <input type="checkbox"/> straight | <b>B</b> woman |
| 3 <input type="checkbox"/> full     | <b>C</b> nose  |
| 4 <input type="checkbox"/> big      | <b>D</b> hair  |
- (4 x 2 = 8)

**3 Write the opposites.**

- |                     |                         |
|---------------------|-------------------------|
| 1 long hair ≠ ..... | 4 noisy boy ≠ .....     |
| 2 tall boy ≠ .....  | 5 straight hair ≠ ..... |
| 3 thin girl ≠ ..... | 6 funny boy ≠ .....     |
- (6 x 2 = 12)

**Grammar**

**4 Complete with: has, hasn't, have, haven't.**

- 1 ..... you got a brother? No, I .....
  - 2 ..... Gavin got black hair? Yes, he .....
  - 3 ..... your parents got fair hair? No, they .....
  - 4 ..... Andy and Mary got two children? Yes, they .....
  - 5 ..... your mum got curly hair? No, she .....
- (5 x 2 = 10)

**5 Choose the correct item.**

- 1 Look at **us/we**. **Our/We**'ve got beards.
  - 2 **My/Me** brother is twenty. Look at **him/his**!
  - 3 This isn't **your/yours** ball. It's **me/mine**.
  - 4 This is **them/their** dog. It's **them/theirs**.
- (4 x 2 = 8)

**6 Write the plurals.**

- |                   |                 |
|-------------------|-----------------|
| 1 hobby – .....   | 4 child – ..... |
| 2 brother – ..... | 5 foot – .....  |
| 3 man – .....     | 6 fish – .....  |
- (6 x 2 = 12)

**7 Choose the correct item.**

- 1 **Whose/Who's** sister is this? This is **Vicky's/Vickys'** sister.
  - 2 **Whose/Who's** that over there? She is **Tom's and Anna's/Tom and Anna's** sister.
  - 3 **Whose/Who's** are all these boxes? They are the **girl's/girls** boxes.
  - 4 **Whose/Who** is he over there? He's **George's/Georges'** brother.
  - 5 **Whose/Who** dad is Sean? He is **Mary and Ann's/Mary's and Ann's** dad.
- (5 x 4 = 20)

**Everyday English**

**8 Match the exchanges.**

- |  |                                    |
|--|------------------------------------|
| 1 <input type="checkbox"/> Who's he?               | <b>A</b> He's 17.                  |
| 2 <input type="checkbox"/> What's his name?        | <b>B</b> He's quiet.               |
| 3 <input type="checkbox"/> How old is he?          | <b>C</b> John.                     |
| 4 <input type="checkbox"/> What does he look like? | <b>D</b> He's tall and well-built. |
| 5 <input type="checkbox"/> What's he like?         | <b>E</b> He's my cousin.           |
- (5 x 4 = 20)  
Total 100

**Competences**

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

**Lexical Competence**

- Talk about
- family members
  - people's appearance
  - character adjectives

**Reading Competence**

- read for specific information (identify information in a text; answer questions)

**Listening Competence**

- multiple matching (identify relationships)

**Speaking Competence**

- identify and describe people

**Writing Competence**

- write short texts about a famous family and famous siblings
- write a blog entry about my favourite famous person

# 3

**Vocabulary:** Rooms, Furniture, Appliances, Ordinal numbers, Types of houses  
**Grammar:** *there is/are, a/an/some/any, this/these, that/those*, prepositions of place

**Everyday English:** Renting a flat  
**Writing:** An email describing your new flat

## Home sweet home!

### Vocabulary

#### Furniture & Appliances

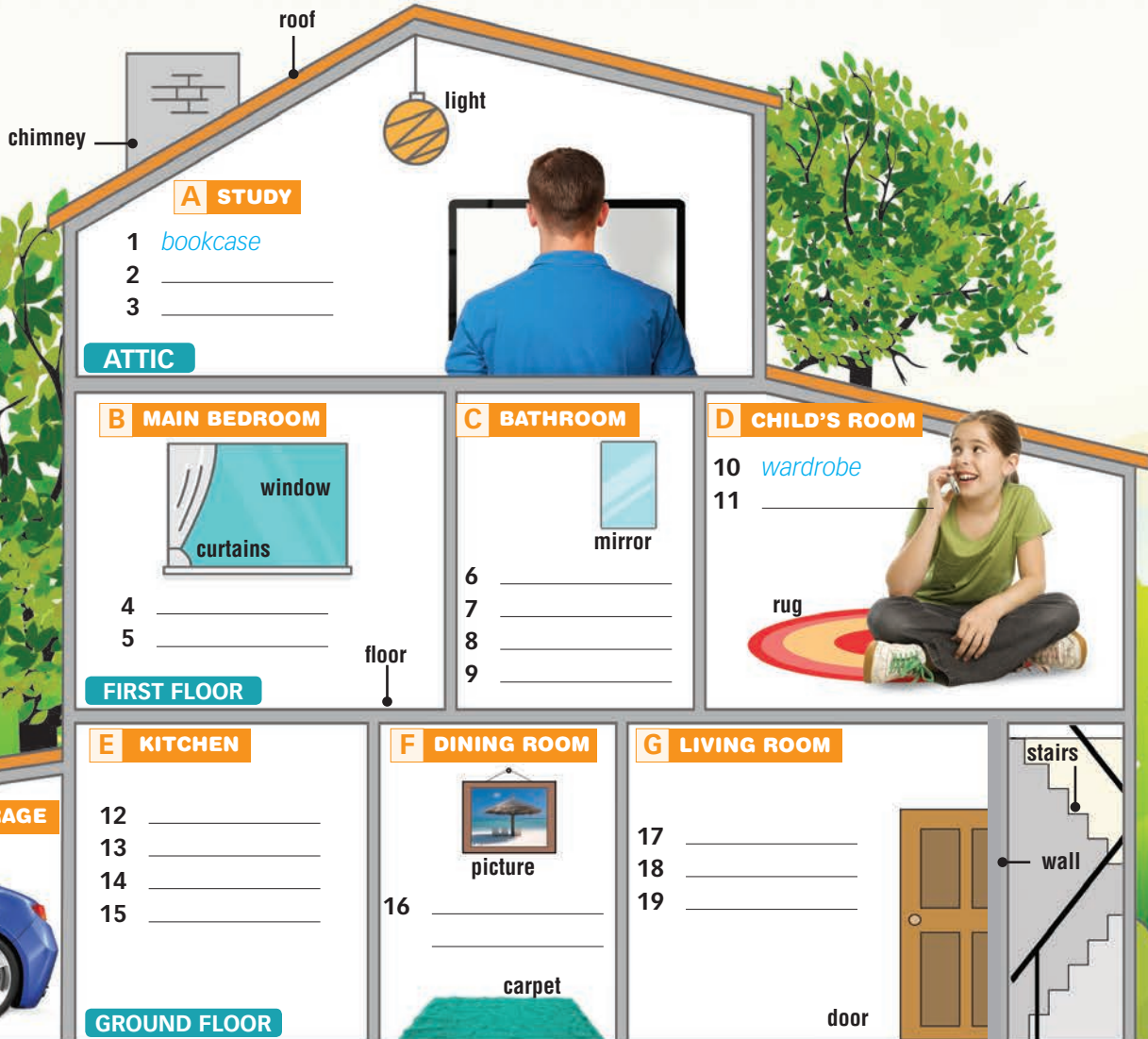
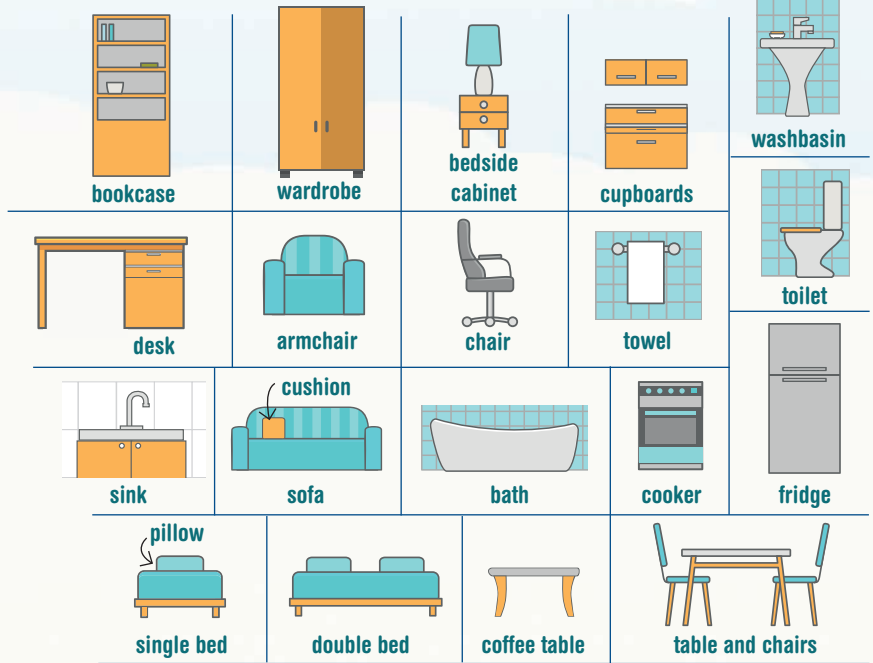
1 Look at the picture of the house. Which rooms are:

- on the ground floor (downstairs)?
- on the first floor (upstairs)?
- in the attic?
- outside the house?

*The kitchen is on the ground floor downstairs.*

2 Put the furniture/appliances in each room.

Listen and check.



**A STUDY**

- 1 *bookcase*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**ATTIC**

**B MAIN BEDROOM**



- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**FIRST FLOOR**

**C BATHROOM**



- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_

**D CHILD'S ROOM**



- 10 *wardrobe*
- 11 \_\_\_\_\_

**E KITCHEN**

- 12 \_\_\_\_\_
- 13 \_\_\_\_\_
- 14 \_\_\_\_\_
- 15 \_\_\_\_\_

**GROUND FLOOR**

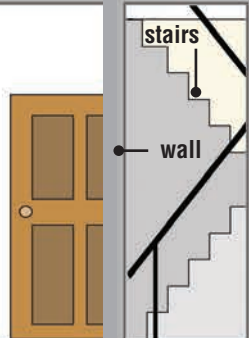
**F DINING ROOM**



- 16 \_\_\_\_\_
- \_\_\_\_\_

**G LIVING ROOM**

- 17 \_\_\_\_\_
- 18 \_\_\_\_\_
- 19 \_\_\_\_\_





## Life underground

Can people today live under the ground? In an area in Spain, far away from the **big** cities, there is a small city called Guadix. In one neighbourhood, all you can see are white chimneys, red roofs and small wooden doors. This is because the houses there are not on the hills, they are under them!

These **unique** cave houses are very old; some of them are over 1,000 years old. But they all have **modern** furniture and appliances.

In a typical cave house there is a **cosy** kitchen with a **wonderful** view of a **beautiful** garden. There is also a

**huge** bathroom, a **large** bedroom and a **spacious** living room.

These **pretty** homes are good for the environment. Since they're underground, they can save electricity as they are cool in the summer and warm in the winter.

For people in Guadix, this neighbourhood is very special. It's a world away from the noisy life of the city.



### Check these words

ground, neighbourhood, wooden, hill, environment, save, cool, warm

## Reading

**3** Look at the pictures. What is special about these houses?

Listen and read to find out.

**4** Read the text again and decide if the sentences are *T* (True) or *F* (False).

- 1 There are cave houses in all cities in Spain. ....
- 2 The cave houses have got red chimneys. ....
- 3 They have got wooden doors. ....
- 4 There are some new cave houses in Guadix. ....
- 5 A typical cave house has got four rooms. ....

**5** Look at the adjectives in bold in the text and fill in the nouns.

- |                     |                   |
|---------------------|-------------------|
| 1 big <b>cities</b> | 6 beautiful ..... |
| 2 unique .....      | 7 huge .....      |
| 3 modern .....      | 8 large .....     |
| 4 cosy .....        | 9 spacious .....  |
| 5 wonderful .....   | 10 pretty .....   |

**6** Write the adjectives in Ex. 5 that have a similar meaning to the adjectives in bold.

- 1 lovely = *wonderful*, b \_\_\_\_\_, p \_\_\_\_\_
- 2 big = h \_\_\_\_\_, l \_\_\_\_\_, s \_\_\_\_\_

## Speaking & Writing

**7** How different is your house from a typical cave house? Write a few sentences. Read them to the class.

### Study Skills

#### Grouping words

Grouping words under headings helps you to remember new vocabulary.

**8** Group the words in Exs 1 and 2 under the headings: *rooms – furniture – appliances – other/ decoration.*

**9** Which is your favourite room in your house? Why? Describe it.



# Grammar in Use

Homes
For rent
For sale

### Spacious house in Edgbaston, Birmingham



*This unique house has got four bedrooms, one kitchen, two bathrooms, one living room and a study. Outside there is a garage, a small garden in front of the house and a large one behind it. The kitchen, the living room and the study are on the ground floor. Upstairs there are the bedrooms and the bathrooms. This is a great home for all the family.*

**Make it yours today!**  
Contact Mr Bernard on 01218...

1 a) Read the theory. Find examples in the advert.

**there is/there are – a/an – some/any**

Singular		Plural
There <b>is</b> a/an ...	<b>Affirmative</b>	There <b>are</b> some ...
There <b>isn't</b> a/an ...	<b>Negative</b>	There <b>aren't</b> any ...
<b>Is</b> there a/an ...?	<b>Interrogative</b>	<b>Are</b> there any ...?
<b>Yes, there is.</b> <b>No, there isn't.</b>	<b>Short Answers</b>	<b>Yes, there are./</b> <b>No, there aren't.</b>

- We use **there is** in the singular.  
*There is a bed in the bedroom.*
- We use **there are** in the plural.  
*There are two beds in the bedroom.*
- We use **some** in the plural in the affirmative.  
*There are some chairs in the kitchen.*
- We use **any** in the plural in the negative and the interrogative.  
*There aren't any chairs in the kitchen.*  
*Are there any chairs in the kitchen?*

b) Complete the sentences with *there is/isn't, there are/aren't, is/are there.*

- 1 A: ..... any chairs in the kitchen?  
B: No, .....
- 2 A: ..... a desk in the bedroom?  
B: Yes, .....
- 3 A: ..... a fireplace in the living room?  
B: No, .....
- 4 A: ..... any cushions on the sofa?  
B: Yes, .....

2 Complete the sentences with *some/any, a/an.*

- 1 There is ..... table in our kitchen.
- 2 There are ..... pillows on the bed.
- 3 Are there ..... flowers in the vase?
- 4 Is there ..... bookcase in your living room?
- 5 There is ..... armchair in our study.
- 6 There aren't ..... cars in the garage.
- 7 There are ..... books on the desk.
- 8 Is there ..... fireplace in your house?
- 9 There is ..... painting on the wall.
- 10 There is ..... attic in the house.

3 a) What things can you see in the picture? Put a tick (✓) or a cross (x) for each, then ask and answer questions, as in the example.



- |                    |       |               |       |
|--------------------|-------|---------------|-------|
| 1 dining table     | x     | 9 double bed  | ..... |
| 2 bedside cabinets | ✓     | 10 single bed | ..... |
| 3 cushions         | ..... | 11 light      | ..... |
| 4 pillows          | ..... | 12 desk       | ..... |
| 5 posters          | ..... | 13 rug        | ..... |
| 6 lamps            | ..... | 14 bookcase   | ..... |
| 7 sofa             | ..... | 15 curtains   | ..... |
| 8 armchair         | ..... | 16 fireplace  | ..... |

A: *Is there a dining table?*

B: *No, there isn't. Are there any bedside cabinets?*

A: *Yes, there are. etc.*

b) Describe the picture. Make three mistakes. Your partner corrects you.

4 Read the theory.

### this/these – that/those

- We use **this/these** for things **near** us.  
*This is my bed. These are my cushions.* (near)
- We use **that/those** for things **far from** us.  
*That is my desk. Those are my posters.* (far)

5 Write sentences as in the example.

1 *This is a sofa and that is a coffee table.*

2 .....

3 .....

4 .....

5 .....

Ordinal numbers

6 Listen and learn. Which floor are the people's flats on?

nineteenth	19	20	twentieth
seventeenth	17	18	eighteenth
fifteenth	15	16	sixteenth
thirteenth	13	14	fourteenth
eleventh	11	12	twelfth
ninth	9	10	tenth
seventh	7	8	eighth
fifth	5	6	sixth
third	3	4	fourth
first	1	2	second
basement	-1	0	ground floor

Steve & Paul 9th









Mary 3rd

Jane 1st

Tony & Larry 8th

Sue & Ann 12th

Prepositions of place

			
ON	IN	UNDER	BEHIND
			
NEXT TO/NEAR	IN FRONT OF	BETWEEN	OPPOSITE

7 Look at the sketches and the picture, then choose the correct preposition.



This is our living room. There are two sofas with some cushions 1) **in/on** them. There is a vase 2) **opposite/on** the coffee table with flowers 3) **in/behind** it and a rug 4) **behind/on** the floor 5) **under/in front of** the coffee table. The coffee table is 6) **between/opposite** the fireplace and the sofa. 7) **Behind/Next to** the fireplace there is a TV. There is also a chair 8) **behind/in front of** the TV and a huge window 9) **opposite/next to** it. Our living room is very modern.

8 Look at the picture. Use the words to ask and answer questions, as in the example.

- desk • bed
- ball • rug
- wardrobe
- pillow
- bedside cabinet
- window • chair
- lamp



A: *Where's the desk?* B: *It's next to the wardrobe.*

9 **THINK** Design your ideal house. How many floors has it got? What are the rooms like? What furniture is there? What colours are the walls? Present it to the class.

10 **WRITING** Write an advert for your house. Use the advert on p. 22 as a model.



## Skills in Action

### Vocabulary

#### Types of houses

- 1 Listen and learn. Which of these types of houses are there in your city/village?



### Study Skills

#### Note taking (Predicting words)

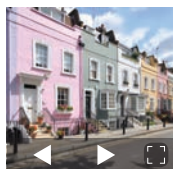
Try to guess what is missing in each gap (e.g. a name, a noun, a number). This will help you do the task.

### Listening

- 2 Look at gaps 1-5. Which ask for: *a number?* *a noun?* *an adjective?*

Listen to an estate agent and a flat owner and complete the gaps.

#### Large Flat Available for Rent



Address: (1) \_\_\_\_\_ Greenbank Park

Rooms: a (2) \_\_\_\_\_ living room, a kitchen, a small bathroom and two (3) \_\_\_\_\_ bedrooms

Outside: a small garden and a double (4) \_\_\_\_\_

Cost: £800 per (5) \_\_\_\_\_

[Read More](#)

### Everyday English

#### Renting a flat

- 3 a) Max wants to rent a flat and he is talking to an estate agent. Complete the dialogue with the phrases (A-E).

**Estate Agent:** Hello. How can I help you?  
**Max:** Yes. **1)** .....  
**Estate Agent:** Okay, let me see. There is a very nice flat for rent very close to the city centre.  
**Max:** **2)** .....  
**Estate Agent:** It's 14 Oakfield Road.  
**Max:** Oh, OK. **3)** .....  
**Estate Agent:** It's a double bedroom flat. It has got a living room, dining room, kitchen and two bathrooms.  
**Max:** And which floor is it on?  
**Estate Agent:** It's on the second floor of a nice block of flats.  
**Max:** **4)** .....  
**Estate Agent:** It's £500 per month.  
**Max:** That's perfect. **5)** .....  
**Estate Agent:** Of course, I can take you there right now.  
**Max:** That's great.

- A How many rooms has it got?      D I'm interested in a flat near the city centre.  
 B How much is the rent?      E What's the address?  
 C Can I see it?

b) Listen and check.

- 4 You want to rent the flat in Ex. 2. Act out a similar dialogue to the one in Ex. 3. Use phrases from the language box.

Asking information about a flat	Giving information about a flat
<ul style="list-style-type: none"> <li>How many rooms has it got?</li> <li>Which floor is it on?</li> <li>How much is the rent?</li> <li>What's the address?</li> </ul>	<ul style="list-style-type: none"> <li>It's got (<i>two bedrooms, one kitchen</i>), etc.</li> <li>It's on the (<i>second</i>) floor.</li> <li>It's (<i>£500</i>) per month.</li> <li>It's (<i>87 Ridgeway Street</i>).</li> </ul>

### Pronunciation /ɑ:/ /æ/

- 5 Listen and tick (✓). Listen again and repeat.


	/ɑ:/	/æ/		/ɑ:/	/æ/		/ɑ:/	/æ/
attic			carpet			armchair		
garden			lamp			flat		



## Reading & Writing

- 6 Look at the email. Who is it from? Who is it for? What is it about? Read through to find out.

**From:** Gina  
**To:** Dad  
**Subject:** My new home



Hi Dad,

1 Thanks for the beautiful paintings! I'm in my new flat, at last! It's on the seventh floor of a huge block of flats near the city centre and it's got a wonderful view of a park outside. It's got a large living room, a small bathroom, a modern kitchen and a bedroom.

2 My bedroom's wonderful. There's a double bed and a desk. The wardrobe's very small, but that's OK. There are some beautiful paintings on the walls now.

3 My new flat is very comfortable. Can't wait for you to come and see it. Drop me a line soon.

Bye for now!  
Gina

### Study Skills

#### Paragraphs

Always group your ideas into paragraphs. A new idea needs a new paragraph.

- 7 Read again. Which paragraph is: a description of the flat? a description of Gina's room?



### Writing Tip

#### Informal language

When we write emails to people we know like our friends and family we use informal language. That is:

- everyday vocabulary. (*Thanks, at last*)
- everyday expressions and idioms. (*Drop me a line.*)
- short verb forms. (*I'm in my new flat.*)
- omission of pronouns. (*Can't wait* instead of *I can't wait*)

- 8 Find examples of informal language in the email in Ex. 6.

## Writing (an email describing your new flat)

- 9 Read the task. Answer the questions.

You are in London starting college. This is part of an email from your Australian friend.

What's life like in London? Is your flat OK? What is your bedroom like? Write back.

Write an email to your friend answering all the questions (80 words).

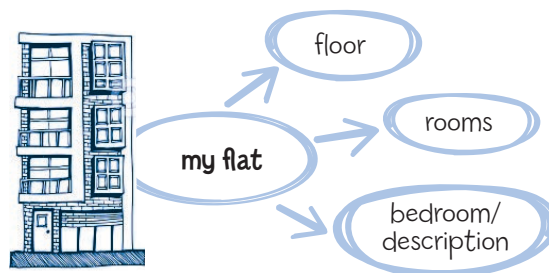
- 1 What are you going to write? .....
- 2 Who is it for? .....
- 3 What should you write about? .....
- 4 How many words should you write? .....

### Study Skills

#### Brainstorming

Before you start writing, brainstorm for ideas. This helps you do the writing task.

- 10 a) Complete the spidergram in your notebook with information about your flat/house.



- b) Use your notes in Ex. 10a to write your email. Follow the plan.

### Plan

Hi + (friend's first name),

**Para 1:** opening remarks; describe your house (number of rooms, location, extra features)

**Para 2:** describe your bedroom (colour, objects in it)

**Para 3:** closing remarks

*Bye for now!*

(your first name)

## VALUES

### Love

*It takes hands to build a house,  
but only hearts can build a home.*

(Unknown)



## Culture

# The UK - Homes of the Monarchy

VIDEO

*The Royal Family of the UK are very powerful people. The Queen is the UK's head of state. Their homes are very impressive.*



A

**Windsor Castle** is the weekend home of the British monarchy. It is in the county of Berkshire, England. It is a very old building. Actually, it is over 900 years old. It has got very high walls and a large tower in the middle of it with lots of rooms.

C

**St James's Palace** is one of the homes of the monarch of the UK and the Royal Court. The palace is a large building in London, next to St James's Park. It is over 400 years old and it has got tall red walls and a big gatehouse at the front. Inside, there are lots of rooms and offices.



B

**Buckingham Palace** is the official home of the monarchy of the UK in London. It is in the centre of London next to Hyde Park. It is a huge building with 775 rooms. There are 52 royal bedrooms, 188 staff bedrooms and 78 bathrooms in it.

*People from all over the world can visit these homes and see the amazing paintings, spacious rooms and pretty gardens of the UK's monarchy. They are open for all.*



Check these words

powerful, head of state, county, gatehouse, office

### Listening & Reading

- Look at the pictures. Where is each building?  
 Listen and read to find out.
- Read the texts again. Which building(s) A, B or C ...

- |                     |   |   |
|---------------------|---|---|
| has got offices?    | 1 | <input type="checkbox"/>                          |
| are near a park?    | 2 | <input type="checkbox"/> <input type="checkbox"/> |
| has got high walls? | 3 | <input type="checkbox"/>                          |
| are in London?      | 4 | <input type="checkbox"/> <input type="checkbox"/> |
| has got red walls?  | 5 | <input type="checkbox"/>                          |

### Speaking & Writing

- Which of the three buildings is the most impressive? Why?
- Think of the head of state in your country. Is there a special building for them to live in? Collect information under the headings: *location - age - size - rooms*. Present it to the class.



## Vocabulary

### 1 Find the odd word out.

- 1 living room – study – attic – pillow
- 2 bath – washbasin – toilet – garden
- 3 garage – bed – bedside cabinet – wardrobe
- 4 terraced – detached – semi-detached – bathroom
- 5 window – cushion – chimney – wall
- 6 castle – block of flats – terraced – stairs
- 7 sofa – cooker – fridge – sink
- 8 table – chairs – window – sofa
- 9 chimney – roof – cooker – window

(9 x 2 = 18)

### 2 Fill in: cushions, armchairs, rug, mirror, wardrobe, towels, pillows, curtains.

- 1 In the bathroom there are some colourful ..... and a ..... on the wall.
- 2 In my bedroom there is a ..... next to my bed and a ..... on the floor.
- 3 There are two ..... with some ..... in the living room.
- 4 On my bed there are two large ..... and yellow ..... on the window.

(8 x 2 = 16)

## Grammar

### 3 Use *is/isn't, are/aren't* and *some/any/a/an* to complete the description of this room.



- 1 In my bedroom there ..... single bed but there ..... wardrobe.
- 2 There ..... pillow on the bed but there ..... cushions.
- 3 There ..... armchair but there ..... chair.
- 4 There ..... bookcase but there ..... shelves on the walls.
- 5 There ..... desk but there ..... TV.
- 6 There ..... pencils on the desk but there ..... computer.

(12 x 2 = 24)

### 4 Fill in: *this/that, these/those*.



- 1 ..... is a vase and ..... are flowers.



- 2 ..... are posters and ..... is a painting.



- 3 ..... are cushions and ..... is an armchair.

(6 x 2 = 12)

### 5 Choose the correct item.

- 1 There is a large window **behind/on** the desk.
- 2 There is a rug **above/on** the floor.
- 3 The posters **in/on** the wall are really nice.
- 4 There is a bedside cabinet **next to/behind** the bed.
- 5 The armchair is **between/in front of** the fireplace.
- 6 The flowers **in/under** the vase are beautiful.
- 7 The wardrobe is **opposite/above** the bed.
- 8 The bed is **between/in front of** the two bedside cabinets.
- 9 The rug is **under/above** the table.
- 10 The painting **under/above** the fireplace is really old.

(10 x 1 = 10)

## Everyday English

### 6 Match the two columns.

- |   |                                    |
|---|------------------------------------|
| 1 <input type="checkbox"/> Which floor is your flat on? | <b>A</b> It's £600 per month.      |
| 2 <input type="checkbox"/> How many rooms has it got?   | <b>B</b> On the sixth.             |
| 3 <input type="checkbox"/> How much is the rent?        | <b>C</b> It's got six.             |
| 4 <input type="checkbox"/> What's the address?          | <b>D</b> I'm interested in a flat. |
| 5 <input type="checkbox"/> How can I help you?          | <b>E</b> It's 64 Benson Street.    |

(5 x 4 = 20)

Total 100

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Lexical Competence

Talk about:

- rooms, furniture & appliances
- ordinal numbers
- types of houses

### Reading Competence

- read for specific information (T/F statements; multiple matching)

### Listening Competence

- listen for detail (note taking)

### Speaking Competence

- renting a flat

### Writing Competence

- write an advert for my house
- write an email describing my new flat



## Values: National pride

### VIDEO

India



Egypt



Nigeria



Myanmar



Uruguay



Fiji



Every country in the world has got a flag. The different shapes and colours on a flag are symbols of the values the people from each country have. Flags are also national symbols.

### Colours

**Red** is for life, courage and strength. You can see red on the flags of Egypt, Poland and Vietnam.

**Blue** is for water, sky, wisdom and honesty. You can see blue on the flags of Kazakhstan, Fiji and Thailand.

**Green** is for nature, peace and harmony. You can see green on the flags of Mexico, Brazil and Nigeria.

### Symbols

The **Sun** is a symbol of energy. Countries like Uruguay, Namibia and Argentina have got it on their flags.

**Stars** are a symbol of power. Myanmar, Cuba and Chile have all got stars on their flags.

**Stripes** are a symbol of freedom. Many countries, like France, Poland and India, have got stripes on their flags.

- 1 Look at the flags. Why are the colours and symbols on them important?

Listen and read to find out.

- 2 Read again and complete the table in your notebook. Choose two flags and explain what the colours and symbols on them mean.

colours	meaning	symbols	meaning
red		the Sun	
blue		stars	
green		stripes	

- 3 **ICT** Collect information about the meaning of more colours and more symbols on flags. Prepare a poster. Tell the class.

- 4 **THINK** Imagine your team takes part in a sports competition. You need to create your own flag. Decide on: *colours, symbols, meanings*. Use the information in Ex. 2 to design your flag.

- 5 You are your team's representative. Present your team's flag to the audience. Explain its meaning. The class votes for the best idea.

## Public Speaking Skills


### Study Skills

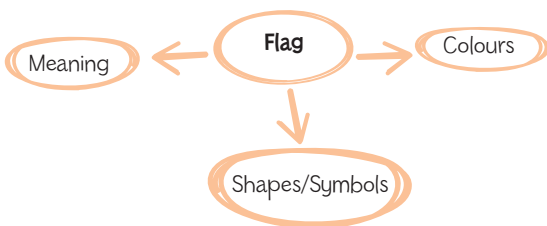
#### Preparing your presentation: steps to follow

- A Brainstorm for ideas.** Collect information and create a spidergram with notes.
- B Find appropriate visuals.**
- C Prepare your presentation.** Use your notes to write your text.
- D Practise your presentation** in front of a mirror.
- E Give your presentation.** Speak clearly. Use short sentences. Look at the audience. Use appropriate body language and gestures. Smile. Don't cross your arms, put your hands in your pockets or look at your notes all the time.

### 1 a) Read the task.

Imagine you celebrate Flag Day at a local event. You are the school's representative. Present your country's flag to the audience.

- b)  **Listen and read the model. Then copy and complete the spidergram in your notebook.**



### 2 Read the theory. Which opening technique can you read in the model?

#### Opening techniques in public speaking

To start a presentation, we can:

- **Use humour/a riddle:** "I am red with a yellow star and I am a symbol of my country. What am I? ... It's the flag of my country, Vietnam."
- **Address the audience directly:** "Can you guess the meaning of the colour on this flag?"
- **Ask a rhetorical question:** "Aren't we proud of our country's flag?"
- **Make a statement:** "One thing I'm proud of is my country's flag."

### 3 Copy the spidergram in Ex. 1b and complete it with information about the flag of your country. Use your notes and the model to prepare and give your presentation.

Hello, I'm Lien Dao.

You can see it on public buildings during national celebrations in Vietnam. What is it? ... That's right! It's the flag of Vietnam. I'm from Vietnam and one of the things I'm proud of is my country's flag. Vietnam's flag is red and has got a yellow star on it. The red is for life and the yellow is for the people of Vietnam. The five points on the star are for the soldiers, traders, students, farmers and workers of Vietnam. The flag is our country's national symbol and it has a special meaning for us – just like the flags of other countries have a special meaning to their people. Thank you for listening.

