

4 AT HOME



AT HOME

Vocabulary in context

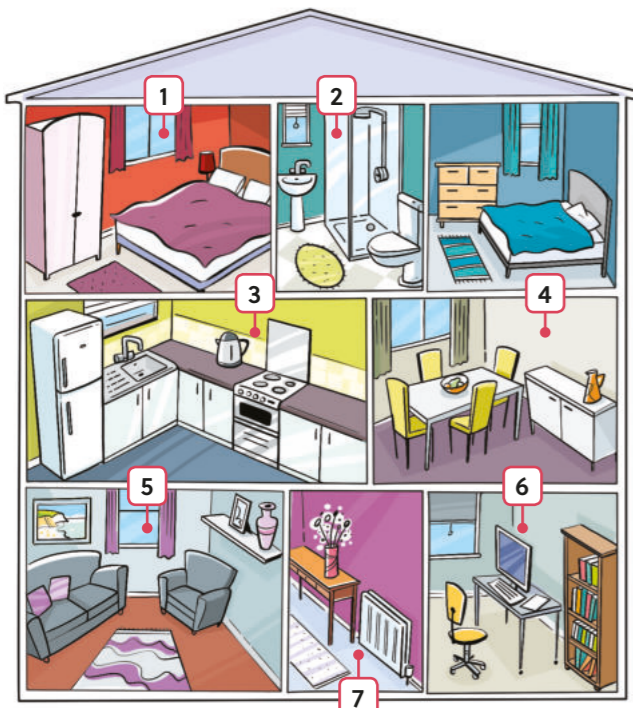
Rooms

Furniture

1a Match some of these words to numbers 1–7 in the picture. Which room is your favourite?

42 Rooms

bathroom • bedroom • dining room • garage • garden • hall • kitchen • living room • study



1b Match these definitions to the rooms in 1a.

- You do your homework here. study
- You cook in here.
- You sleep in here.
- You clean your teeth in here.
- You have flowers and trees here.

2a 43 Listen and complete the text.

My house has got a (a), three bedrooms, a dining room, a hall, a (b), and a (c), It's also got a (d), a garage and a (e)

2b SPEAKING Talk about the rooms in your house.

My house has got three bedrooms. It hasn't got a garage.

3 Complete the sentences with some of the words in the box.

44 Furniture

armchair • bath • bed • chair • cooker • cupboard • fridge • radiator • shelf • shower • sink • sofa • table • toilet • wardrobe

- I sleep in my I put my clothes in the
- We put food in the to keep it cold and we cook it on the
- We've got a and four in the kitchen. We put food in the
- I put all my books on the
- We use the when it's cold!

4 Choose the correct alternative.

Culture exchange

Ice cream in a shoe!

The Haines Shoe House is an old house in the US. It's very unusual! It's an ice cream shop now and people don't live there. But it's got all the rooms of a 'normal' house.

The living room has got (a) an armchair/ a sofa for three people to sit on. The kitchen has got a (b) cooker/radiator to cook food, a (c) shelf/fridge to keep food fresh in and a (d) bath/sink to wash things in. The bedrooms have got a (e) sofa/bed to sleep in and a (f) wardrobe/cupboard for clothes.



Use it ... don't lose it!

5 SPEAKING What furniture have you got in the rooms in your house?

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Reading

1 SPEAKING Look at the photos (a–b) and answer the questions.

- Do you make models?
- What things do you make models of?
- Do you think the house in photo a is very big or very small?
- Look at the photos on this page and the title of the text. What is the connection between them?

2 Read the article quickly and check your answer to question 3 in 1.

HOME LATEST BLOG NEWS MORE

A VERY UNUSUAL HOUSE



Is there a real-size LEGO® house near you? There's one in Billund, Denmark, the home of LEGO. It's 23 metres high and has got 25 million LEGO bricks!

In the house, there's a real-size living room with furniture – two armchairs in front of a TV, and a table with a cupboard behind it. (a) The builders make everything with bricks – the furniture, the reading lamps, the clocks next to the beds, and even the cat on the bed!

Visitors build things in the house, too. (b) There aren't any rules, people make anything they like.

There are four different areas and 25 million bricks for visitors to use. In one area, people build houses and anything else they think a town needs. (c) There isn't any real water but a computer makes it look like there is!

So, are there other things to do? Yes, there are! There are nine areas on the top of the house and each one offers a unique experience for visitors. (d) It's like a museum and you learn about the history of the company there.

There are bathrooms and restaurants for visitors. At Mini Chef restaurant, you build your food with bricks. Then you put the bricks in a machine – it's like a computer – and a message goes to the kitchen. (e) When the food is ready, it's in a big LEGO box and robots give it to you.

Reach higher page 144

Exam tip

In activities to complete a text with missing sentences, why is it useful to read the sentences before and after the gap?

3 45 Read the article again. Five sentences are missing. Complete the text with sentences 1–6. There is one extra sentence that you do not need to use.

- In another area, visitors build fish and watch them swim.
- The cooks read it and make your food.
- You eat in the dining room near the restaurant.
- When we make things, we learn, think and have fun.
- In the house there are also two bedrooms.
- There is also a special area under the building.

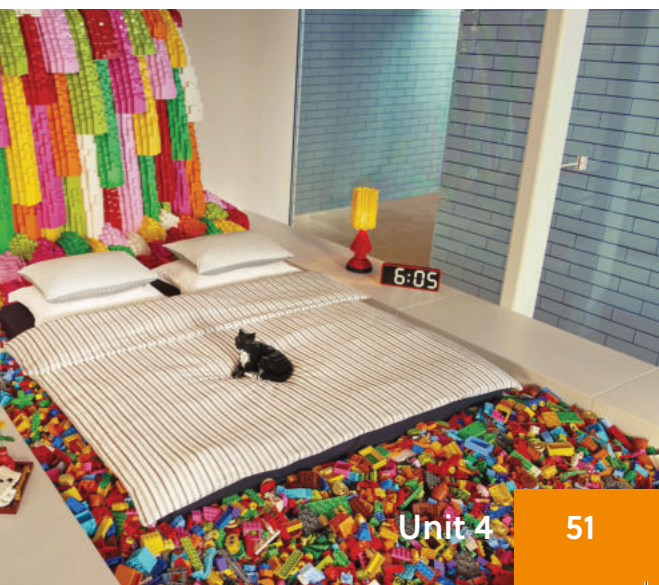
4 What do the underlined words in the article mean? Guess and then check in your dictionary.

Critical thinkers

In your opinion, is it good for young people to make things with their hands?

What makes you say that?

Use the photos and the ideas from the text to justify your opinion. Then share your ideas.



There is/There are

1 Complete the sentences in the table.

singular	plural
affirmative	
There is a special area.	(a) two bedrooms as well.
negative	
(b) any water in it.	(c) any rules.
question	
(d) a real-life LEGO house near you?	(e) other things to do?
short answers	
(f) Yes,	(g) Yes,
(h) No,	(i) No,

Check it page 60

2a The photo shows the Oval Office in the White House. Choose the correct alternative in these sentences to describe it.



- There *is/are* two sofas.
- There *isn't/aren't* two tables. There *is/are* more.
- There *is/are* a desk.
- There *isn't/aren't* a radiator.
- There *is/are* some chairs.
- There *isn't/aren't* a TV.

2b 46 Listen, check and repeat.

2c Write sentences about your living room or kitchen. Use *there is/isn't* and *there are/aren't*. Compare your sentences.

3 Match the questions and short answers about the picture in 2a.

- | | |
|-----------------------------------|---------------------|
| 1 Are there two chairs? | a Yes, there is. |
| 2 Is there a picture on the wall? | b Yes, there are. |
| 3 Are there any flowers? | c No, there isn't. |
| 4 Is there a shower? | d No, there aren't. |

4 Complete the questions and short answers. Use the correct form of *there is* or *there are*.

- Q: two tables? A: X.
- Q: a fridge? A: X.
- Q: food on the table? A: ✓.
- Q: flowers? A: ✓.

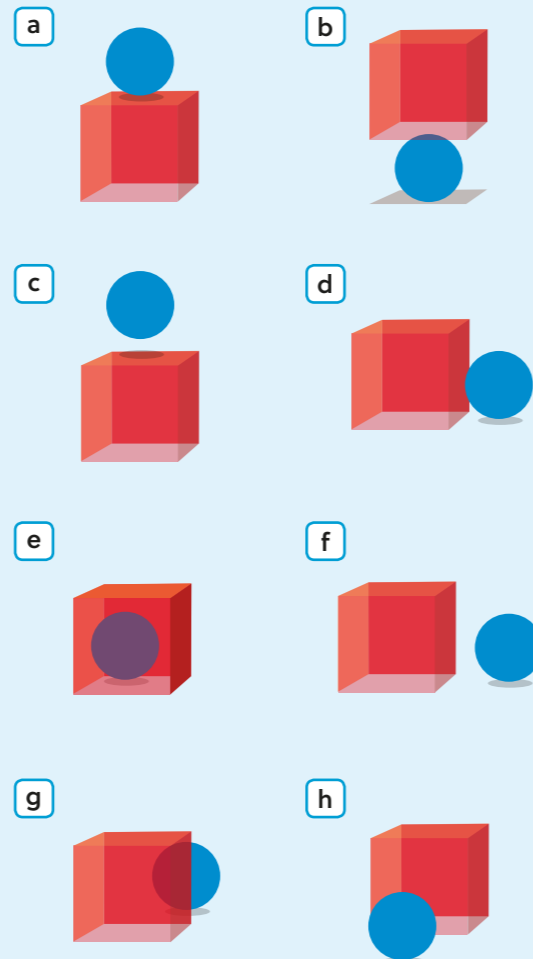
5 Ask and answer questions about your classroom.

Is there a radiator?

Yes, there is.

Prepositions of place

6 Match the sentences (1-8) to the diagrams (a-h).



- The TV is **above** the cupboard.
- There is a table with a cupboard **behind** it.
- There are play areas **on** the roof.
- There's a clock **next to** the bed.
- There's a special area **under** the building.
- Is there a real-size LEGO house **near** you?
- There isn't any water **in** the swimming pool.
- There are two armchairs **in front of** a TV.

Check it page 60

7 Look at the picture and complete the text with these prepositions of place.

above • behind • in • in front of • near • next to • on • under



Our favourite TV family

There are more than 600 episodes of *The Simpsons* and they're all great! We often see the family (a) their living room. They watch TV and eat here. They sit (b) the brown sofa. There's a wall (c) the sofa and a picture of a boat is (d) the sofa. Marge's high blue hair is funny! It's (e) a part of the boat picture. Their dog is (f) the sofa. Look carefully! There's a hole in the wall. It's (g) Homer. Does a mouse live there? Where is it now? Is it in its home or is it (h) the sofa?

8 Look at the picture and complete the sentences with the correct preposition of place.



- There is a wall like this the *Stranger Things* living room.
- The alphabet is the wall.
- The lights are the letters.
- The letters are the lights.
- The letter A is the letter J.
- The letter B is the letter C.
- The letter Z is the letter Q.
- The letter N is the letter P.

Use it ... don't lose it!

9 Use prepositions to write two true sentences and two false sentences about the room in 8. Take turns to read your sentences. Which are true? Which are false?

There's a picture on the sofa.

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Food and drink

1a Match the photos (a-l) to these words. Which of the words are not in the photos?

47 Food and drink

- apple • banana • biscuit • bread • butter • cake • cheese • chicken • chips • coffee • egg • fish • flour • honey • ice cream • jam • lemonade • meat • milk • oil • onion • orange juice • pizza • salad • salt • smoothie • strawberry • sugar • sushi • tea • tomato • veggie burger • water • yoghurt



1b Use your dictionary to check that you understand all the words in 1a.

2 Which words in 1a are ...

- a food?
- b drinks?

Use it ... don't lose it!

3 Find out which food and drink your partner likes and doesn't like. Use the examples to help you.

Do you like ice cream?

Yes, I love it! Do you?

It's my favourite! And do you like sushi?

I don't like it at all!

Reach higher page 144



GREAT LEARNERS GREAT THINKERS

TIDY HOME, TIDY MIND

Lesson aim: To think about the positive impact of tidying

Video: A fairytale house

SEL Social and emotional learning: Positive attitudes



1 **SPEAKING** Ask and answer these questions.

- What are the good and bad things about living in these types of homes?
 - a big house with a garden
 - a small flat
 - a caravan
- Would you like to live in a very small house? Why/Why not?

2 **VIDEO** Watch a video about a young couple who visit a very small house. Tick (✓) the animals, places and things you see.

- | | | | | | |
|------------|--------------------------|------------|--------------------------|-----------|--------------------------|
| A a cat | <input type="checkbox"/> | C a garden | <input type="checkbox"/> | E shelves | <input type="checkbox"/> |
| B a toilet | <input type="checkbox"/> | D a fridge | <input type="checkbox"/> | F a sofa | <input type="checkbox"/> |

3 **VIDEO** Watch the video again and choose the correct alternative.

- The house is in *the US/the UK*.
- The *kitchen/bathroom* is on the right.
- There are a lot of *books/shelves*.
- The bedroom is *downstairs/upstairs*.
- The *bedroom/bathroom/garden* is Bee's favourite place.
- The *kitchen/bathroom/garden* is Theo's favourite place.

4 Match the words (a–c) to the definitions (1–3).

- | | |
|--------------|--------------------------------------|
| a save | 1 everything is in its correct place |
| b tidy (adj) | 2 not to spend |
| c care | 3 to protect someone or something |

5 Read the text and choose the correct alternative.

- A tidy bedroom helps you *relax and sleep/be a good student*.
- A tidy bedroom shows that you care about your *family/health*.
- A tidy bedroom is good for your health because you *do more exercise/eat good food*.

WHY A TIDY BEDROOM IS GOOD FOR YOU

There are many reasons why a tidy bedroom is a positive thing:

- A tidy bed and bedroom helps you relax and this helps you sleep more.
- It's easy to find things in a tidy bedroom. This saves you time and you can do more things.
- A tidy bedroom makes people happy. Tidying shows you care about yourself and your family.
- A tidy bedroom is also good for your health. People with tidy bedrooms do more physical activity and so this is healthy.



GREAT THINKERS

Headlines

6a Individually, look at the headlines for the text in 5.

- How to tidy your bedroom
- A tidy bedroom is good for your health and makes you happy
- A tidy bedroom is a very good thing
- A tidy bedroom helps to save you time

Which one reflects the main message(s) of the text?

6b **SPEAKING** When you finish, compare your ideas with other students. Decide which headline is the best and why.

7 **SEL** What things can you do to make a positive difference in your life and in the lives of other people? Think about:

- schoolwork
- friends and family
- classmates
- jobs at home
- hobbies

8 **SPEAKING** Work with a partner and compare your ideas. Write a list of things that make a positive difference in your life and the lives of other people.

GREAT LEARNERS

Great learners make a positive difference to the lives of others.

In 7, you explore how to make a positive difference in the lives of other people. Why is it important to do this?

Learner profile page 150

1 **SPEAKING** Ask and answer these questions.



- Do you cook at home?
- Do you think cooking is important?
- Do you think it's good for young people to learn how to cook? Why/Why not?

2 **48** Listen to a girl on a TV cooking show. Why is she in the competition?

- She wants to be a chef one day.
- She wants to be a famous presenter.
- She wants to win the money to travel.

3 **48** Listen again and choose the correct answer.

- How does Lisa feel now?
 - nervous
 - sad
 - happy
- What does Lisa say about her dish?
 - It isn't unusual.
 - It isn't sweet.
 - It isn't popular.
- Where does Lisa get ideas for dishes?
 - books
 - videos
 - TV competitions
- Why does Lisa cook?
 - It's her hobby.
 - She wants to be a chef.
 - She likes to eat different food.
- What is true about Lisa's dish?
 - She serves the chicken with oil.
 - She cooks the sauce for one hour.
 - She cooks the chicken first.

4 **Critical thinkers**

In your opinion, is it good to try food from different countries?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Flipped classroom video
Watch the Grammar Presentation video



Countable and uncountable nouns

1 Look at the sentences and choose the correct alternative to complete the rules.

- You've got some **rice**.
 - There's also an **onion**.
 - There are four **tomatoes**.
 - I cook it in some **oil**.
- a Countable/Uncountable nouns have got a singular and plural form, e.g. *banana*.
b Countable/Uncountable nouns haven't got a plural form, e.g. *sugar*.

Check it page 60

2 Look at the words for food and drink on page 60 and put them in the correct place in the table. Add any other words for food and drink you know.

Countable nouns	Uncountable nouns
<i>apple</i>	<i>bread</i>

3 **SPEAKING** Make a list of your favourite food. Use three countable and three uncountable nouns. Compare your lists. Are they similar?

some, any, a/an

4a Look at the sentences. Decide if the underlined nouns are singular countable (SC), plural countable (PC) or uncountable (U).

- I've got a banana.
- We need some chocolate.
- Is there any chicken?
- There are some onions.
- Have we got a tomato?
- I haven't got any oil.
- There isn't an egg in this dish.

4b Choose T (True) or F (False) to complete the rules.

- We use **a** and **an** with singular countable nouns (*biscuit*), in affirmative and negative sentences and questions. **T / F**
- We use **some** with plural countable nouns (*apples*) and uncountable nouns (*oil*) in affirmative sentences. **T / F**
- We use **any** with plural countable nouns (*strawberries*) and uncountable nouns (*water*) in negative sentences and questions. **T / F**

Check it page 60

5 Match the halves to make sentences.

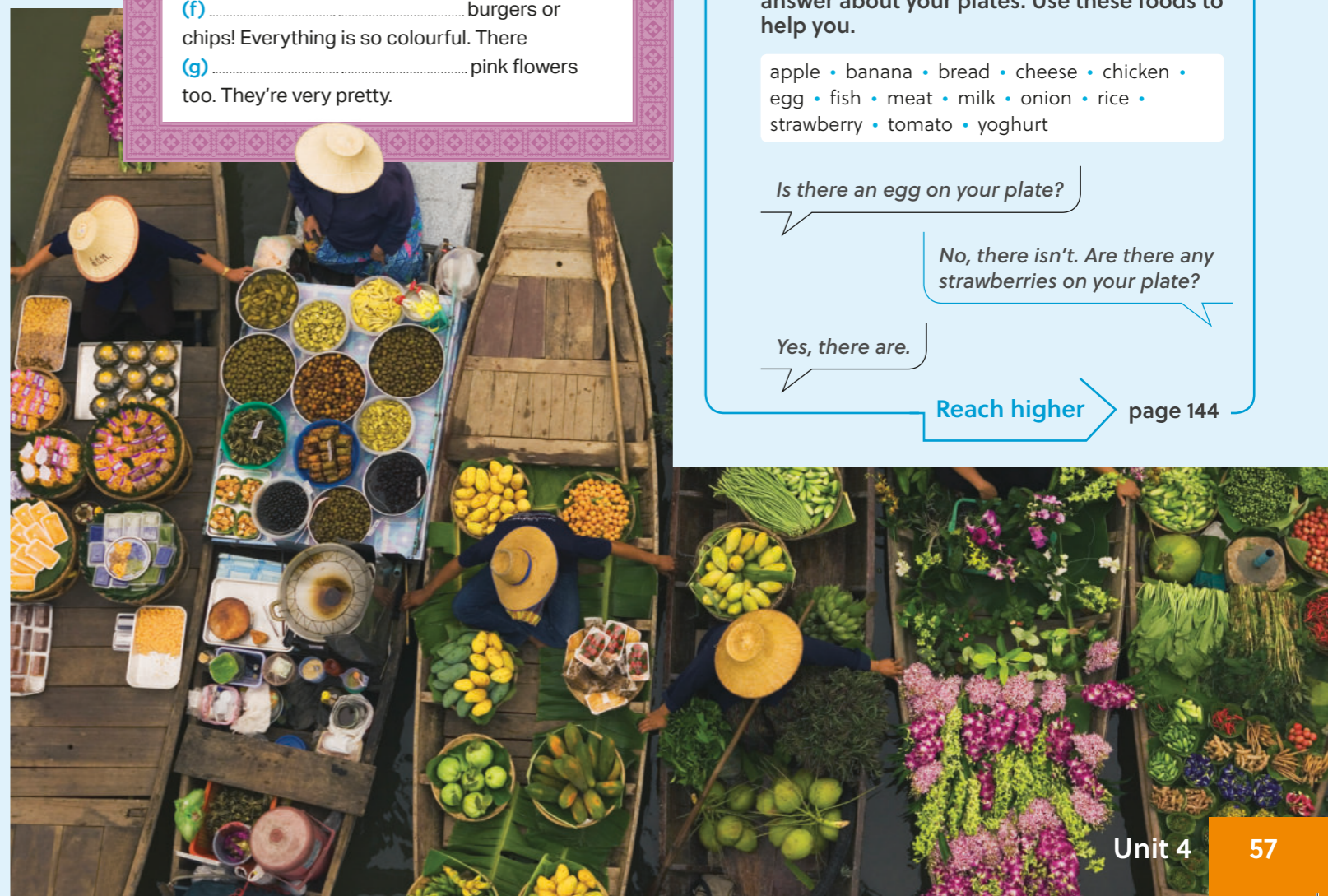
- | | |
|-------------------------|-----------------------------|
| 1 I've got an ... | a bananas? |
| 2 There isn't any ... | b salt. |
| 3 I haven't got any ... | c burger for lunch. |
| 4 Is there any ... | d apple in my bag. |
| 5 I want a ... | e honey for my tea? |
| 6 There are some ... | f oil in the bottle. |
| 7 Are there any ... | g biscuits in the cupboard. |

6a **SPEAKING** Look at the photo below and tell your partner what you can see.

6b Complete the text with the correct form of **to be** and **a, an, any or some**.

A floating food market

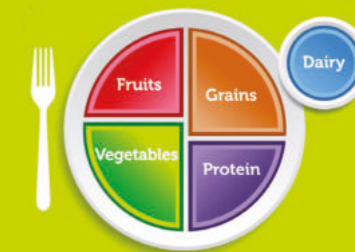
This (a) interesting photo. I like it a lot! It (b) food market in Thailand. There (c) small boats on a river. I can see fruit and vegetables. I think there (d) rice in one of the boats, but I'm not sure. There (e) cake and there (f) burgers or chips! Everything is so colourful. There (g) pink flowers too. They're very pretty.



7 Complete the text with the correct form of **there is** or **there are** and **a, an, or any**.

MyPlate

The MyPlate picture shows you the healthy food you need to eat every day and how much of each food to eat. (a) five different groups on the plate. (b) green group. This is for vegetables – they're very good for you. (c) orange group for grains (for example, bread, rice and pasta). They give you energy. Protein foods are meat, chicken, fish and eggs. They help you to grow. Milk, yoghurt and cheese are dairy foods. They keep your bones strong. Fruits are good for you too, because they have important vitamins. (d) sugar on the plate? No, (e) The sugar in fruit is good, but the sugar in cakes, biscuits and ice cream is bad for your teeth and (f) vitamins in it – be careful with how much sweet food you eat!



MyPlate is easy to understand and it can help you eat well.

Use it ... don't lose it!

8 **SPEAKING** Design your own MyPlate and write foods in each group. Then ask and answer about your plates. Use these foods to help you.

- apple • banana • bread • cheese • chicken • egg • fish • meat • milk • onion • rice • strawberry • tomato • yoghurt

Is there an egg on your plate?

No, there isn't. Are there any strawberries on your plate?

Yes, there are.

Reach higher page 144

Developing speaking

Making and replying to offers

- 1a **SPEAKING** Look at the people in the photo. Where do you think they are?



- 1b Answer these questions.

- When do you and your friends have parties?
- What kinds of food are there at parties?
- What do you like about parties?

- 2 **49** Listen to the people in the photo. Complete the sentences with *Ben* or *Emma*.

- is at 's party.
- gives a present.
- 's friends are in the garden.
- offers something to drink.
- doesn't want anything to eat.
- asks to dance.

- 3a **49** Listen again. Put the expressions in the 'Making offers' section of the Speaking bank in the order you hear them (1-5).

Speaking bank

Useful expressions for making and replying to offers

Making offers

- Have a seat.
- How about some orange juice?
- Shall I take your bag?
- Would you like some pizza?
- Can I get you a drink?

Replying to offers

- Thanks./Thank you./Cheers.
- Thanks a lot./Thank you very much.
- That'd be great.
- Yes, sure.
- No, I'm fine, thanks.
- No, it's OK.

- 3b **49** Listen, check and repeat.

- 4 Complete the dialogue. What does Tom say to Molly?



Molly: Hi, Tom. It's nice to see you!
Tom: (a)
Molly: I hope you enjoy it. Can I take your jacket?
Tom: (b)
Molly: Shall I put it in the wardrobe?
Tom: (c)
Molly: Yes, they're in the living room. Would you like anything to drink?
Tom: (d)
Molly: No, sorry. How about a smoothie?
Tom: (e)

- Yes, sure. That's fine.
- Thanks for inviting me to your party.
- That'd be great. Have you got any iced tea?
- OK ... Is everyone here?
- Yes, thanks. But let me get my phone first!

Practice makes perfect

- 5a **SPEAKING** Prepare a dialogue. Make offers and reply to them.

Student A: You are at home and your friend comes to your house to watch a film.

Student B: You go to your friend's house to watch a film.

- 5b Practise the dialogue.

- 5c **SPEAKING** Act out your dialogue for the class.

Developing writing

A description of a place

- 1 **SPEAKING** Tell your partner which statements below are true for your bedroom.

- I've got my own bedroom.
- I share my room.
- I've got a chair in my room.
- There's a TV in my room.
- I've got a desk in my room.
- There are posters on the walls.
- There's a wardrobe for my stuff.
- I play computer games in my room.
- I keep my room tidy.
- My room is messy.

- 2 Read the descriptions of the two bedrooms. Which teenager spends a lot of time in their room?

Profiles x Q

@OURTEENTIME

LUCY

I share my bedroom with my sister. There are two comfortable beds and two small tables next to them. I've got a lamp on my table and I often read in bed at night. Above my bed, there are cool posters of my favourite bands. In the corner, there's an old wardrobe for our stuff. Our room is never messy because we like to keep it tidy. When my friends visit, we sometimes listen to music or watch funny videos on our phones. There isn't a TV in my room, so I always watch TV in the living room.



JACK

I always study in my room because it's quiet and I've got my computer and my books are there. There's a big TV on the wall and I often watch films from my bed at night or football matches at the weekend. I've also got a new games console and I usually play games with my friends when they visit. Near the bed there's a desk with a comfortable chair. There isn't a wardrobe because it's a small room. My room is usually tidy, but sometimes I don't have time to clean it and it's messy!



- 3a **Underline** all the adjectives that appear in the texts in 2. What do we use adjectives for?

- 3b Find the adverbs of frequency in the texts in 2. What do we use adverbs of frequency for?

- 4 Look at the Writing bank and the rules for basic word order. Find an example of each in the texts in 2.

Writing bank

Basic word order

- Adjectives usually come before the noun they describe.
- Adjectives usually come after the verb *to be*.
- Adverbs of frequency come before the main verb.
- Adverbs of frequency come after the verb *to be*.

- 5 Put the word in **bold** in the correct place in the sentence.

- | | |
|---|--------------------|
| 1 There's a computer in my room. | new |
| 2 I listen to music in my room. | often |
| 3 My bedroom is clean and tidy. | usually |
| 4 It's in my bedroom and I can study there. | quiet |
| 5 There are some books on the shelf. | interesting |
| 6 We play video games in the living room. | always |

- 6 Is the word order correct? Choose the correct alternative.

- I like my bed because it comfortable is/is comfortable.
- There's a small wardrobe/wardrobe small for my things.
- There are colourful posters/posters colourful on the walls.
- We listen sometimes/sometimes listen to music in my room.
- There is usually/usually is a good film to watch on TV.
- I've got a lot of stuff and my room never is/is never tidy!

Exam tip

When you write a description, how important is it to use adjectives? Why?

Practice makes perfect

- 7a Look at the task.

An English magazine wants teenagers to describe their dream bedroom. Write a description of your dream bedroom. Include information about the furniture and other objects, and say what you do there.

- 7b Write your description. Remember to use adjectives and adverbs of frequency and to check the word order.

Grammar reference

There is/There are

	Singular	Plural
Affirmative	There's a bed.	There are two beds.
Negative	There isn't a chair.	There aren't two chairs.
Questions	Is there a table?	Are there two tables?
Short answer	Yes, there is./No, there isn't.	Yes, there are./No, there aren't.

Prepositions of place

a

on

b

under

c

above

d

next to

e

in

f

near

g

behind

h

in front of

Countable and uncountable nouns

- These are **countable** nouns. We can count them and so there is a singular and plural form: apple—apples, strawberry—strawberries, biscuit—biscuits, onion—onions, tomato—tomatoes, burger—burgers, chip—chips.
- These are **uncountable** nouns. We cannot count them and so we do not usually use a plural form: butter, flour, jam, oil, sugar, water, yoghurt.

some, any, a/an

- We use *some* with uncountable nouns and plural countable nouns, in affirmative sentences.
We need some milk.
I've got some apples.
- We use *any* with uncountable nouns and with plural countable nouns, in negative sentences and questions.
There isn't any sugar.
I don't want any lemonade.
Has he got any coffee?
Are there any eggs?
- We use *a/an* with singular countable nouns in affirmative and negative sentences and in questions. *An* goes before a vowel sound.
I haven't got a tomato.
She wants an apple.

Grammar test

There is/There are

- 1** Complete the sentences with *is*, *isn't*, *are* or *aren't*.
- 1 There two beds in the room – one for me and one for my sister.
 - 2 there an armchair in the living room?
 - 3 It's a big house, but there a study.
 - 4 there any old books in the cupboard?
 - 5 There a pizza here. It's for our lunch.
 - 6 There two tables – there's only one.

/ 6 points

Prepositions of place

- 2** Look at the picture and choose the correct alternative to complete the text.



This is a picture of my bedroom. **(a)** Under/Above the bed I've got a notice board. **(b)** Next to/On the desk there's a window. There's a reading lamp **(c)** in front of/on the desk and there's a wardrobe **(d)** near/in the desk. **(e)** Under/Behind the bed, there's a radiator and **(f)** on/in front of the desk is my chair.

/ 6 points

Countable and uncountable nouns

- 3** Complete the table with these words.

biscuit • cheese • egg • honey • oil • onion • salt • strawberry • tomato • yoghurt

Countable	Uncountable

/ 5 points

some, any, a/an

- 4** Complete these sentences with *some*, *any*, *a* or *an*.
- 1 There aren't tomatoes.
 - 2 Please put oil on the salad.
 - 3 Is there biscuit for me?
 - 4 Do you want sugar in your tea?
 - 5 I always have egg for breakfast.

/ 5 points

Vocabulary

1 Rooms

bathroom • bedroom • dining room • garage • garden • hall • kitchen • living room • study

2 Furniture

armchair • bath • bed • chair • cooker • cupboard • fridge • radiator • shelf • shower • sink • sofa • table • toilet • wardrobe

3 Food and drink

apple • banana • biscuit • bread • butter • cake • cheese • chicken • chips • coffee • egg • fish • flour • honey • ice cream • jam • lemonade • meat • milk • oil • onion • orange juice • pizza • salad • salt • smoothie • strawberry • sugar • sushi • tea • tomato • veggie burger • water • yoghurt

Vocabulary test

Rooms

- 1** Complete the sentences with the correct words.
- 1 We keep the car in the g.....
 - 2 We cook our food in the k.....
 - 3 At night, we sleep in the b.....
 - 4 We eat our meals in the d.....
 - 5 We wash or have a shower in the b.....

/ 5 points

Furniture

- 2** Put the letters in the correct order to make furniture and things in a home.

- | | |
|------------|-----------------|
| 1 bleat | 5 adorewrb..... |
| 2 trodraia | 6 badprouc..... |
| 3 wheros | 7 etiolt |
| 4 mihraca | |

/ 7 points

Food and drink

- 3** Write the names of the food and drink in the pictures.

1

2

3

4

5

6

/ 6 points

Total: / 40 points



On-the-Go Practice

Reading

Reading exam tip

In multiple-choice reading activities, remember ...
Read the (whole) text first to understand the topic and general meaning. Then look at the questions and find which part of the text answers each question.

- 1 **SPEAKING** Describe your room. What do you like about it? What don't you like about it?
- 2 Read the text quickly. What is the topic?
- when Elena got her new room
 - the things in Elena's room
 - how to make a new room

MY NEW ROOM

by Elena

Wow! We are in a new house and I've got my own bedroom! I'm very lucky. My sister has her own room, too. 😊
My room's got a very big window and my desk is in front of the window. When I do my homework, I see the people walking in the street. It's very interesting and sometimes you see some funny things. On my desk there's a computer, but I only use it for games and for school.
I've got a wardrobe – it's new but it's very small! I haven't got many clothes but I do a lot of sport, so there are lots of things in the wardrobe! In my room, I have a small piano, too. I practise every day because I want to be really good at playing it.
There's a very big board on one wall. I put notes about the dates of my sports matches, or my projects for school on it. On another wall, there are four shelves. I put all my books on them. There's a big chair in the corner. I like to sit there and read.
I'm always happy in my room – it's warm and I relax there. I want to have more space for my things. But I love my room because it is my own.

- 3 For each question, choose the correct answer.

- Why does Elena feel lucky?
 - She has a nice sister.
 - She can share things.
 - She has her own space.
- Why does Elena like her big window?
 - It helps her do her homework.
 - She likes to watch the world outside.
 - It is easy for her to play games.
- What does Elena say about the piano?
 - She is more interested in sport.
 - There is very little space for it.
 - She plays regularly.
- Why is the noticeboard important for Elena?
 - She can use it for important things.
 - She keeps all her books near there.
 - She can read her notes when she is in the chair.
- What does Elena want to change in her room?
 - the type of furniture
 - the chair for visitors
 - the size of the room

Exam success
Listening and Speaking

page 153

Writing

Writing exam tip

In writing exams, when you need to write a note, remember ...
Read the task carefully. Look at the three pieces of information you need to write about. Make notes on some rough paper. Use the notes to make sure you include all the information.

- 1 **SPEAKING** Talk about the activities you like to do in your free time.
- 2 Read this task and write some notes. Write one piece of information for each point.
- You want to ask your English friend, Alex, to do an activity with you at the weekend. Write a note to Alex.
- say which activity you want to do
 - ask Alex to do this with you
 - say when to meet to do the activity.
- 3 Write your note to Alex. Write 25 words or more.
- 4 **SPEAKING** Show your note to a partner. Check together. Has your partner's note got:
- some information about all three points?
 - the correct punctuation and capital letters?
 - correct grammar (tenses)?

Free-time activities
in your countryVirtual
Classroom
Exchange1 **SPEAKING** Starting point

Look back at the Culture exchange text about the free-time activities of UK teens on page 38. Is the information similar in your country?

2 **SPEAKING** Project task

Search for information on the Internet about free-time activities for teens in your country so you can explain it to a class of teenagers from another country. Prepare one of these:

- A poster C video message
B presentation D information leaflet

Research areas

- how much time teens spend online
- the main activities they do online
- how many hours a week they watch TV
- how much time they spend with their friends
- how many hours a week they do homework
- other free-time activities teens do



3 Think about ...

Digital skills

Look at the websites of good newspapers. They have useful information about many different topics in their news stories and articles.

Intercultural awareness

In other cultures, free-time activities are sometimes very different. It is possible some people from other countries think your free-time activities are interesting or unusual. Explain what is different about free-time activities in your country compared to hobbies in the UK.

Collaboration

When you work in a team, it's important to show others you like their ideas. When you don't like an idea, say it but be polite.

Useful language

*Great idea! That's a really good idea! I like your idea.
I'm not sure about that. Let's think about it again.*

Academic skills

When you use information from the Internet, remember to include in your project where it is from. One way of doing this is to add the author, title of the web page, date you accessed the web page and URL (web address).

4 **SPEAKING** Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for these categories.

Content
Presentation

Design
Language

UNIT 1

Vocabulary in context (page 12)

Write the name of a country beginning with each letter of the alphabet. One letter hasn't got country names. Which is it?

a – Argentina b –

Reading (page 13)

What are these numbers in the article on page 13?

- | | |
|------------------------|----------------|
| 1 two ... <i>girls</i> | 4 millions ... |
| 2 20,000 ... | 5 100 ... |
| 3 25 ... | |

Grammar in context 1 (page 14)

Complete the sentences with the correct form of the verb *to be*.

- A: (a) you a singer?
 B: No, (b) I not.
 A: (c) you an actor?
 B: Yes, I (d)
 A: (e) your house in the US?
 B: Yes, it (f)
 A: (g) Haley Lu Richardson in the film *Five Feet Apart*?
 B: Yes, she (h)!

Vocabulary (page 15)

Put the letters in the correct order to make family members. Is the person male (M), female (F), or both male or female (B)?

- | | | |
|------------------|-------|-----------|
| 1 tuna | ..... | M / F / B |
| 2 ifwe | ..... | M / F / B |
| 3 nsciou | ..... | M / F / B |
| 4 nrtaedfhrag | ..... | M / F / B |
| 5 ceine | ..... | M / F / B |
| 6 tgrduhea | ..... | M / F / B |
| 7 esstri | ..... | M / F / B |
| 8 clune | ..... | M / F / B |
| 9 dcdrrannilrhag | ..... | M / F / B |
| 10 easrntp | ..... | M / F / B |

Grammar in context 2 (page 18)

Write three true affirmative sentences and three true negative sentences about your family. Use *have got/haven't got* and possessive adjectives.

-
-
-
-
-
-

UNIT 2

Vocabulary in context (page 24)

Write the school subjects.

In this subject, you study ...

- | | |
|---------------------------------|-------|
| 1 countries, maps | ..... |
| 2 past facts | ..... |
| 3 sports | ..... |
| 4 how to design and make things | ..... |
| 5 how to act | ..... |
| 6 numbers and calculations | ..... |
| 7 to write computer programs | ..... |
| 8 a language | ..... |

Reading (page 25)

Are these sentences about the text on page 25 True (T) or False (F)?

- | | |
|---|-------|
| 1 At <i>Agora School</i> the students have quiet reading after lunch. | T / F |
| 2 At <i>THINK Global</i> all the students present their projects in the different countries. | T / F |
| 3 <i>Agora School</i> has got classrooms. | T / F |
| 4 At <i>THINK Global</i> , all the students are from the US. | T / F |
| 5 At <i>Urban Academy</i> , the students work in the subjects they are good at and in those they are not. | T / F |

Grammar in context 1 (page 26)

Are the sentences correct? Rewrite the incorrect sentences.

- Is Helens pencil case red?
.....
- My friend's names are Oscar and Alicia.
.....
- My music teachers' names are John and Eva.
.....
- It's my grandparents' house.
.....
- I think these are Matt's glasses.
.....
- They do projects at Paula's and Anna's school.
.....

Vocabulary (page 27)

Write a description of yourself using words from both vocabulary boxes on page 27: *Parts of the face* and *Adjectives to describe faces*.

I've got

.....

.....

.....

.....

Grammar in context 2 (page 30)

Complete the sentences with the correct question words. Write answers to the questions.

- old is your best friend?
- colour is your pencil case?
- many students are in this class?
- do you prefer – maths or science?
- time is your next class?
- are you from?
- is your favourite artist?

UNIT 3

Vocabulary in context (page 38)

Look at the activities on page 38. Which activities do you usually do with other people? Which activities do you do on your own? Complete the mind maps.



Reading (page 39)

Read the article on page 39, then find and correct the mistake in each sentence.

- Tring school is for students from 10 to 19 years of age. Park School is for 10–19 year-old students.
.....
- The students have a shower after breakfast.
.....
- Classes start at nine in the morning and finish at 6.30 pm.
.....
- The students usually have an hour for lunch.
.....
- The students do lots of extra-curricular classes.
.....
- In the evenings, they play games or study for the next day.
.....

Grammar in context 1 (page 40)

Complete the sentences, using the verbs in the affirmative or negative present simple. Make the sentences true for you.

- I (play) online games in the morning before school.
- My grandmother (watch) TV at breakfast.
- I (get up) at 7 am on Saturday.
- My friend (listen) to music when he/she (do) homework.
- My parents (have) lunch at my school.
- I (speak) Chinese.

Vocabulary (page 41)

What places do you associate with these words?

- | | |
|---------------------|--------------------------|
| 1 books | 5 rackets and balls |
| 2 trees and flowers | 6 money and credit cards |
| 3 pizzas | 7 films |
| 4 water | 8 doctors |

Grammar in context 2 (page 44)

Read this text and find eight mistakes. Write the text with the corrections.

In Alines' family, on school days, they get up usually at around half past seven. But at the weekend, it sometimes is ten o'clock. Aline and her sister have breakfast and then they walks to school. School start at nine o'clock. Aline don't have lunch at school with her sister. She have lunch with her friends. In the evenings, Aline and her sister does homework and chat with friends. They go to bed at around ten o'clock.

.....

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.....

UNIT 4

Vocabulary in context (page 50)

Put the letters in the correct order to make rooms and furniture. Then select (R) for room or (F) for furniture.

- | | | | | | |
|------------|-------|-------|------------|-------|-------|
| 1 hnicetk | ..... | R / F | 6 ehsw | ..... | R / F |
| 2 orcpadub | ..... | R / F | 7 raggae | ..... | R / F |
| 3 lahl | ..... | R / F | 8 racamhri | ..... | R / F |
| 4 daorirat | ..... | R / F | 9 gifred | ..... | R / F |
| 5 usydt | ..... | R / F | 10 dobremo | ..... | R / F |



Unit 1

Great learners **justify their opinions**.

“It’s easy to give an opinion or to say you agree or disagree. But to show that you understand a difficult question, and that your opinion is logical, it’s important to give reasons to justify it.”

Do you always justify your opinions?
Grade yourself from 1 to 5.

1 2 3 4 5

Unit 2

Great learners **value diversity**.

“There are many people who are different from us and who have different lifestyles and opinions. It’s important to understand people who are different from us and value diversity. This can help us become more tolerant, open-minded and positive about others.”

Do you always try to value diversity?
Grade yourself from 1 to 5.

1 2 3 4 5

Unit 6

Great learners **can think creatively**.

“In life there are many surprises and new situations. Creativity helps us to see things differently and to deal with these situations. It also helps us to find different solutions to problems. Being creative helps us solve problems in all areas of our lives.”

Do you always think creatively?
Grade yourself from 1 to 5.

1 2 3 4 5

Unit 7

Great learners **make connections**.

“Sometimes when we learn from teachers, texts and books inside a classroom, we forget that this information can be useful in our everyday lives outside the classroom. Great learners think about connections between things we learn in class and things we learn in the outside world.”

Do you make connections between what you learn in class and the outside world?
Grade yourself from 1 to 5.

1 2 3 4 5

Unit 3

Great learners **never stop learning**.

“We all know that it’s important to learn at school and university but learning is a process that never stops. It is also possible to learn in our free time. Having a hobby is a great way to learn and have fun at the same time. It is very important to be curious and to continue learning new things during our whole life.”

Do you always try to learn new things? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 4

Great learners **make a positive difference to the lives of others**.

“When we have a positive attitude in life, we also help other people do the same. There are also many things we can do to make a positive difference in the life of others, for example, listen, smile, and help someone in your family or school.”

How positive are your attitudes in life?
Grade yourself from 1 to 5.

1 2 3 4 5

Unit 8

Great learners **show empathy towards others**.

“Empathy is the ability to understand how other people feel because you can imagine what it is like to be in their place. Showing empathy is important because understanding people’s feelings helps us have a better attitude towards ourselves and the others.”

How often do you show empathy?
Grade yourself from 1 to 5.

1 2 3 4 5

Unit 9

Great learners **think locally and globally**.

“When we hear about environmental change, it is easy to think the problem is too big for us to solve. However, there are many small things we can do in our everyday lives which can have a positive impact on the environment. If we all take small, positive steps, the impact on the environment is huge.”

How much do you try to make a positive impact on the environment?
Grade yourself from 1 to 5.

1 2 3 4 5

Unit 5

Great learners **question their own attitudes and behaviour**.

“We often do things that just become a routine. We don’t always stop and think about our attitudes. It’s important to stop sometimes and ask ourselves: ‘Why am I doing this? Is it the right thing to do? Is it good for me?’ When you do this, be honest and self-critical because this helps you do the right thing.”

Do you always question your own attitudes and behaviour? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 10

Great learners **have a good mind and body balance**.

“We all know that good physical health is important to a happy life. But mental health is as important as physical health. When we have good mental well-being, we feel happy and positive. Travelling is an excellent way to help us feel happier and more positive.”

How much do you care about your mental health? Grade yourself from 1 to 5.

1 2 3 4 5