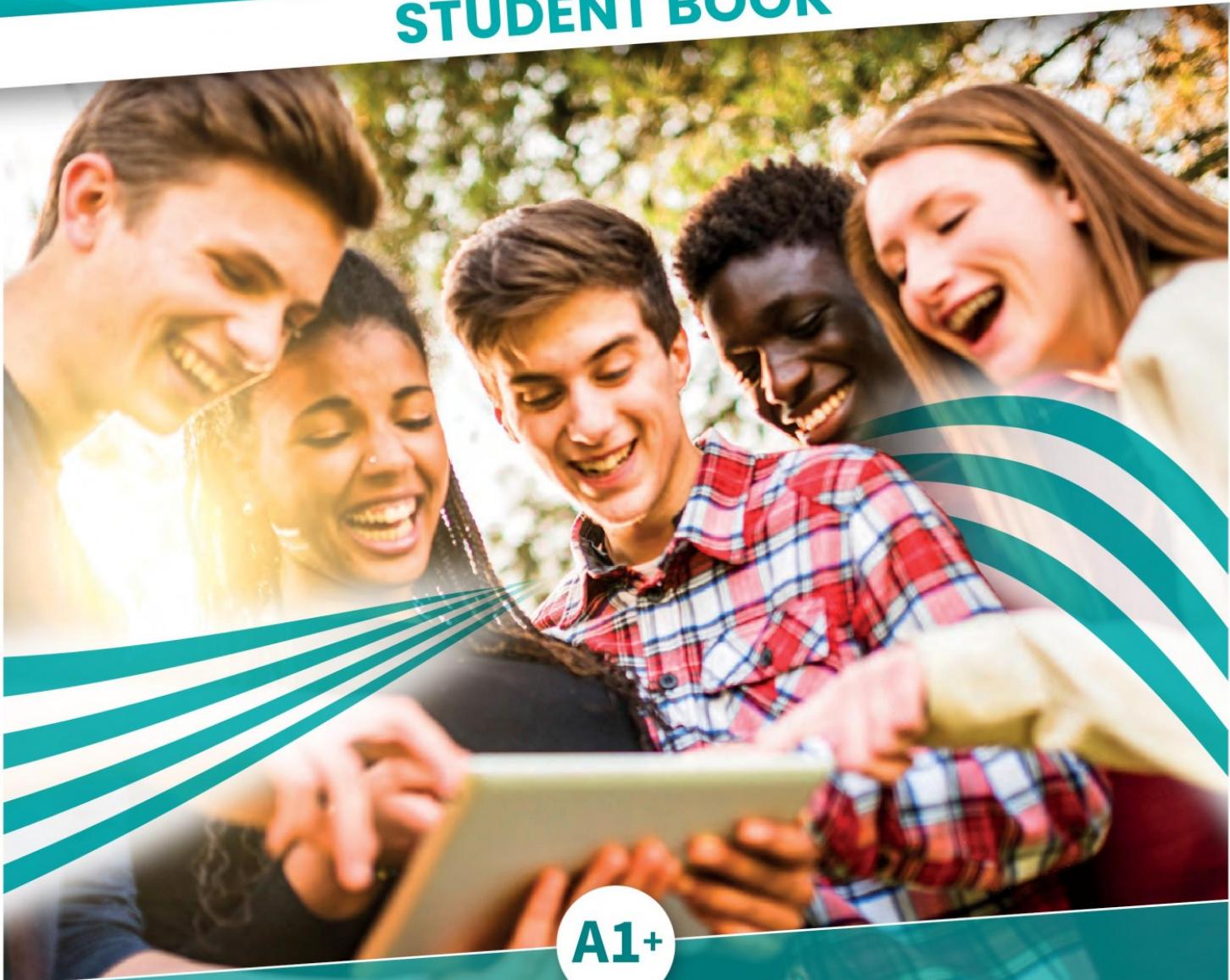


OXFORD

HARMONIZE 1

STUDENT BOOK



A1+

Rob Sved & Nicholas Tims



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HARMONIZE 1

STUDENT BOOK



A1+



Guide for Classroom Presentation Tool

Rob Sved & Nicholas Tims

OXFORD
UNIVERSITY PRESS

| | | | | |
|----------|---|--|---|--|
| | Welcome p4 Video How to do project work About the projects | <ul style="list-style-type: none"> Classroom objects Colours School subjects | <ul style="list-style-type: none"> Subject pronouns Prepositions of place Possessive adjectives <ul style="list-style-type: none"> can for ability Possessive 's have got | |
| | | Vocabulary | Grammar | Reading |
| 1 | This is my life p8 Video My family tree | <ul style="list-style-type: none"> Family Physical descriptions and personality adjectives | <ul style="list-style-type: none"> Present simple: be there is / there are + a, an, some, any | Article: Our hangouts Skill UP! Facts and opinions |
| | | PROJECT Design an infographic | Project Builder 1 p9 | Project Builder 2 p11 |
| 2 | Welcome to our school p20 Video School tour | <ul style="list-style-type: none"> Routine activities Free-time activities | <ul style="list-style-type: none"> Present simple: affirmative and negative Adverbs of frequency Present simple: questions and short answers | Article: Do you teach robots? Skill UP! Reading quickly for general meaning |
| | | PROJECT Design a web page | Project Builder 1 p21 | Project Builder 2 p23 |
| 3 | What do you want to play? p32 Video Home Olympics | <ul style="list-style-type: none"> Adjectives Sports | <ul style="list-style-type: none"> Comparative adjectives Superlative adjectives | Article: All kinds of football Skill UP! and, but, so |
| | | PROJECT Present a sport or game | Project Builder 1 p33 | Project Builder 2 p35 |
| 4 | What we wear p44 Video Keep? Sell? Donate? | <ul style="list-style-type: none"> Clothes Adjectives to describe feelings | <ul style="list-style-type: none"> Present continuous Present continuous and present simple | Magazine feature: Three young people with a passion for fashion Skill UP! Using titles and headings to understand content |
| | | PROJECT Design a range of clothes | Project Builder 1 p45 | Project Builder 2 p47 |
| 5 | Eat up p56 Video Food market | <ul style="list-style-type: none"> Food Adjectives to describe food | <ul style="list-style-type: none"> Countable and uncountable nouns; some, any, much, many, a lot of can / can't, must / mustn't | Article: Supertaster! Skill UP! Using photos to understand the topic of a text |
| | | PROJECT Create a menu | Project Builder 1 p57 | Project Builder 2 p59 |
| 6 | Island life p68 Video Our desert island | <ul style="list-style-type: none"> Geographical features Weather | <ul style="list-style-type: none"> Past simple: be and past time expressions there was / there were Past simple affirmative: regular and irregular verbs | Illustrated story: A new life Skill UP! Using pictures to help you understand new words |
| | | PROJECT Make a video diary | Project Builder 1 p69 | Project Builder 2 p71 |
| 7 | Let's start a band p80 Video Our band | <ul style="list-style-type: none"> Music Stages of life | <ul style="list-style-type: none"> Object pronouns Past simple: affirmative and negative, irregular and regular verbs Past simple: questions | Magazine profile: Tell me about ... Courtney Hadwin Skill UP! Understanding the format of an article |
| | | PROJECT Create a musical band | Project Builder 1 p81 | Project Builder 2 p83 |
| 8 | Around town p92 Video Come on our tour! | <ul style="list-style-type: none"> In a town Adjectives to describe places | <ul style="list-style-type: none"> be going to for future plans will / won't for future predictions | Encyclopedia entry, news article and magazine article: How will we travel? Skill UP! Understanding the type and purpose of a text |
| | | PROJECT Design a tour of a city | Project Builder 1 p93 | Project Builder 2 p95 |

| Listening | Speaking | Writing | PROJECT |
|---|--|---|---|
| <p>▶ Video Are we good friends? Video focus: Graphics</p> | <p>▶ Video Meeting people and making new friends Skill UP! Asking for repetition</p> | <p>A personal profile Skill UP! Contractions</p> | <p>Design an infographic p18 Project skills: Organizing visual information ▶ Project coach: Presenting an infographic</p> |
| Project Builder 3 p13 → | Project Builder 4 p15 → | Project Builder 5 p17 → | |
| <p>Podcast: Join a club! Skill UP! Identifying speakers in a conversation</p> | <p>▶ Video Talking about likes and dislikes Skill UP! Showing interest</p> | <p>A description of an event Skill UP! also</p> | <p>Design a web page p30 Project skills: Presenting clearly ▶ Project coach: Presenting clearly</p> |
| Project Builder 3 p25 → | Project Builder 4 p27 → | Project Builder 5 p29 → | |
| <p>▶ Video How do you play it? Video focus: Showing instructions and rules clearly</p> | <p>▶ Video Making arrangements Skill UP! Responding to an apology</p> | <p>An advertisement for a sports club Skill UP! Using capital letters</p> | <p>Present a sport or game p42 Project skills: Using creative ways to present ▶ Project coach: Interacting with the audience</p> |
| Project Builder 3 p37 → | Project Builder 4 p39 → | Project Builder 5 p41 → | |
| <p>Podcast: The secret life of ... colours Skill UP! Using photos to predict content</p> | <p>▶ Video Shopping for clothes Skill UP! Getting someone's attention</p> | <p>A magazine feature Skill UP! Punctuation</p> | <p>Design a range of clothes p54 Project skills: Sharing work ▶ Project coach: Sharing work fairly</p> |
| Project Builder 3 p49 → | Project Builder 4 p51 → | Project Builder 5 p53 → | |
| <p>▶ Video Interesting food combinations Video focus: Sound effects</p> | <p>▶ Video Ordering food and drink in a café Skill UP! Saying <i>please</i> and <i>thank you</i></p> | <p>A flyer for a food stall Skill UP! Writing a flyer</p> | <p>Create a menu p66 Project skills: Making good decisions ▶ Project coach: Working together to make decisions</p> |
| Project Builder 3 p61 → | Project Builder 4 p63 → | Project Builder 5 p65 → | |
| <p>▶ Video Madagascar Video focus: How to make presentations interesting</p> | <p>▶ Video Asking for, giving and refusing permission Skill UP! Giving reasons for refusing permission</p> | <p>A diary entry Skill UP! Sequencing words</p> | <p>Make a video diary p78 Project skills: Making a video presentation ▶ Project coach: Making face-to-camera video</p> |
| Project Builder 3 p73 → | Project Builder 4 p75 → | Project Builder 5 p77 → | |
| <p>Radio programme: An interview with a pop band Skill UP! Listening to the first word of questions</p> | <p>▶ Video Asking for and giving opinions Skill UP! Disagreeing politely</p> | <p>A biography Skill UP! Time expressions</p> | <p>Create a musical band p90 Project skills: Preparing for a role-play presentation ▶ Project coach: Overcoming nerves</p> |
| Project Builder 3 p85 → | Project Builder 4 p87 → | Project Builder 5 p89 → | |
| <p>Tour commentary: Dublin Skill UP! Listening for specific information</p> | <p>▶ Video Asking for and giving directions Skill UP! Asking for clarification</p> | <p>An advertisement for a tour Skill UP! Giving examples</p> | <p>Design a tour of a city p102 Project skills: Choosing different roles to practise different skills ▶ Project coach: Trying new roles in project work</p> |
| Project Builder 3 p97 → | Project Builder 4 p99 → | Project Builder 5 p101 → | |

Welcome

LESSON OBJECTIVES

- Revise grammar and vocabulary

1  What's your favourite board game? Why?

2 Read the instructions. Then play the game in pairs or two teams.

INSTRUCTIONS

To play:

- Place your counters on the Start circle.
- Take turns to throw the dice and move your counter.



Start



Purple square

Complete the sentence with **one word**.

Green square

Correct the underlined mistake.

Yellow square

Choose the correct answer **a**, **b** or **c**.

- Answer the question. Your partner listens carefully.
- A correct answer = 1 point
- The first person to get 10 points is the winner!**

3 Think about the game. Which questions are easy? Which are difficult? For more practice, go to page 104 and do the exercises.

CHECK IT!  **MY GRAMMAR REFERENCE & PRACTICE p104**



Well done! You're correct.
You get 1 point!

Oscar is great.
_____ are best friends.

1



2

His mum is a doctor.
It's clever.

_____ science on Wednesday.

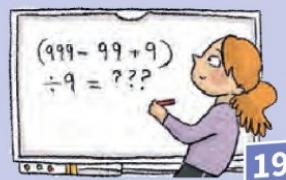
- a We've got
- b We got
- c We has got

24

23

They can speak
English.

My favourite subject is _____.



19

On Wednesday,
we play football
in music.

20

- a We not got a cat.
- b We haven't got a cat.
- c We no have got a cat.

18

Has you got
a brother?

Yes, I have.

17

Here are Tia and Anna.
____ in my class.

- a Their
- b They're
- c There

3

I love pizza.
____'s my
favourite food.

22

We learn about
countries in ____.

- a PE
- b maths
- c geography

21

He _____ got a car,
but he's got a bike.



16

The ruler is _____
the dictionary.



4

The pencil is in front of
the notebook and the
scissors.



5

The poster is _____
the whiteboard.

- a next to
- b in
- c on

6



I love pizza.
____'s my
favourite food.

Tom doesn't like ____ job.

- a his
- b their
- c my

9

Alex _____ draw.
His pictures are great!



10

Oxford is famous
for your university.

8

This is _____ new
car. I love it!

7



12

- a She can swimming.
- b She can't swimming.
- c She can swim.



11

He _____ got a car,
but he's got a bike.



16

The _____ uniform is red.

- a children's
- b childrens'
- c childs'

15



14

Glorias' pen
is blue.



13

John's bag isn't
blue. It's _____.

PROJECTS

LESSON OBJECTIVES

- Find out about the course
- Learn how to do project work

About the projects

YOUR PROJECT Create a healthy and tasty menu for a food stall

Project Builders 1–5:

- Think of an idea for a food stall.
- Choose some balanced food ideas for your menu.
- Adapt your menu for people with special diets.
- Create interesting food combinations.
- Create a flyer for your food stall.

Present your menu.

1 Each unit has got a different project.

2 Each lesson in the unit has a mini project task called a Project Builder. Work in small groups to complete the tasks.

UNIT 5 **PROJECT** Create a menu for a food stall

Log it! 1 Here are our ideas for a food stall:

PROJECT BUILDER 1 Think of an idea for a food stall.

→ Workbook Project Log p20

6 Think of some different ideas for your food stall. Write a list.

7 Agree on the best idea from your list.

I like the idea of a Mexican food stall.
What about you?

Good idea! I love Mexican food.

I'm not sure. I prefer Chinese food ...



8 Now decide on the different sections you want on your menu. Use the words from exercise 5 to help you.

Let's have main dishes and sides. Yes, and cold drinks.



3 Write your ideas in your Project Log.

4 Watch the Project coach video to help with your presentation.



5 PROJECT

Create a healthy and tasty menu for a food stall!

SHARE AND REVIEW

1 Look back at your Project Builders 1–5 for this unit. Check that you have:

- done all the tasks.
- chosen a range of dishes with some healthy food.
- adapted the menu for people with special diets.
- created interesting food combinations.
- created a flyer for your stall.

2 Read the Project skills checklist. Listen to Santi and Baby discuss ideas A–E for their food stall. Decide which ones you like best.

PROJECT SKILLS **Planning and decision-making**

Everyone in the group must participate in the discussion. Respect and listen carefully to each other's opinions. Decide which ideas you like best.

1 Which three do they decide are main dishes on their menu?

2 What do they decide about the other dish?

3 How well do they listen to each other's opinions?

3 Decide on at least three dishes to put in each section of your menu. Use the key phrases to help you.

- Healthy food
- some healthy dishes
- some dishes for people with special diets

Sharing ideas

I think ... is a good idea because ... It's got a lot of vegetables ... It's got a lot of meat ... It's got a lot of fruit ... It's got a lot of ... It's got ... Let's choose ...

CREATE

4 Design and prepare the menu for your stall.

- Include the name of your stall.
- Ask the names and prices of your dishes.
- Write the menu in English and add the objectives.
- Find photos of your dishes online and add them to your menu.
- Include information for people with special diets.

PRESENT

5 Present your flyers and the menu for your stall to the class. Use the key phrases to help you.

- Our stall is called ...
- It has ...
- The menu has ... sections.
- We've got ...
- Our ...

6 Walk around the class and order a meal from another stall. Use the language on page 64 to help you.

- In your opinion, which stall has ...?
- 1 the most delicious food!
- 2 the most interesting food!
- 3 the most attractive food!

REFLECT

B Think about your project work in this unit. Read the statements and choose your reactions.

INTERESTING

1 Our group ... make decisions together.

2 Our group can ... an interesting healthy menu.

3 Our group can ... listen to each other's ideas.

IMPROVEMENT

1 Our group ... for you.

2 I am pleased with the work we did for our stall because ...

3 I think it improved ...

→ Workbook Project Log p21

5 Work with your group to finish and present your project.

1 Use About the projects and your books to answer the questions.

- Look at page 8 of Unit 1. What is the project in this unit? _____
- How many Project Builders are there in each unit? _____
- Where is the Project Log? _____
- How many Project Log pages are there for each project? _____



2  Do the quick quiz.

QUICK QUIZ

Find the units with these Project Builders in your Student Book.

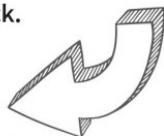


- You invent some after-school activities. _____
- You design an advertisement for a city tour. _____
- You choose the colours for a range of clothes. **4**
- You write tips on a sport. _____
- You write some lyrics for a song. _____
- You invent a new animal. _____
- You write about your favourite places. _____
- You invent some crazy food combinations. _____



3  01 Complete the classroom English with the words in the box. Then listen and check.

groups hands help How Listen mean with work



- | | |
|---|---------------------------------|
| 1 Get into groups of three. | 5 Raise your _____. |
| 2 Can you help me? | 6 Let's work together. |
| 3 How do you say 'lápis' in English? | 7 Work with a new group. |
| 4 What does 'notebook' mean ? | 8 Listen to each other. |

4 Complete the table. Who says the sentences in exercise 3, the teacher or the students?

| Teacher | Student |
|----------------------------------|---------|
| Get into groups of three. | |

HOW TO DO PROJECT WORK

5  Watch the video about project work and answer the questions.

- 1 Look at the seven types of project at 0.20. Which of these are in your coursebook?
- 2 Why is it useful to work collaboratively on projects?
- 3 Can you think of three more tips for project work?

This is our poster.

Snowboarding

Video

1

This is my life

UNIT OBJECTIVES



1



2

4



YOUR PROJECT Design an infographic: *This is my life*

Project Builders 1–5:

- 1 Decide on the special people in your life.
- 2 Complete short descriptions of them.
- 3 Describe the important places in your life.
- 4 Write about your favourite things.
- 5 Write a personal profile.

Present your infographic.

VOCABULARY

- Family
- Physical descriptions and personality adjectives

GRAMMAR

- Present simple: *be*
- *there is / there are + a, an, some, any*

5



LESSON OBJECTIVES

- Talk about the different important people in your life
- Learn family vocabulary

WARM-UP

- 1 Match photos 1–5 with the social media posts A–E.

A rosiej11 This is my mum with our two neighbours. Jean, on the left, is her best friend. _____

B bennybobs My uncle and our cousins are here for the weekend. Good times! _____

C r2eli That's my sister in the middle ... and the rest of my teammates! _____

D nay019 This is me with mum, my stepdad and my two sisters. My baby sister is only six months old. _____

E ddShaunie With my friends at the park. Summer's here! _____

VOCABULARY

- 2 Listen Look at the words in the box and talk about some of the people in your life.

I've got two aunts, Vanessa and Angela.

I've got two sisters and a brother.

| | | | |
|----------|---------|---------|---------|
| aunt | brother | cousin | dad |
| daughter | grandad | grandma | husband |
| mum | parents | sister | son |
| stepdad | stepmum | uncle | wife |

(best) friend neighbour teammate



- 3 Watch Watch Sophie's vlog. Which five members of her family are in the house?

- 4 Watch again. Choose the correct option.

- 1 Sophie's **dad** / **grandad** / **mum** has got a Polaroid™ camera.
- 2 Sophie's grandad is in the **kitchen** / **bathroom** / **living room**.
- 3 Sophie's **mum** / **sister** / **aunt** is called Clara.
- 4 **Sophie** / **Mack** / **Uncle Dan** hasn't got a Polaroid photo on the family tree.
- 5 There are **six** / **seven** / **eight** people on Sophie's family tree.

PROJECT BUILDER 1

Decide on the special people in your life.

→ Workbook Project Log p4



- 5 Who are the special people in your life? Write between five and ten names.

David, ...



- 6 Share three of the names on your list with your group. Can they guess who they are?

David.

Your brother?

No.

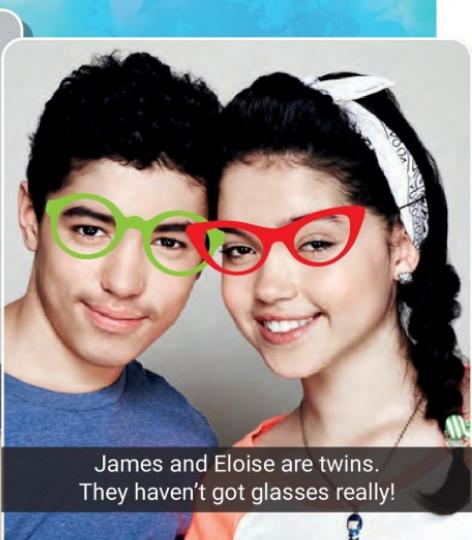
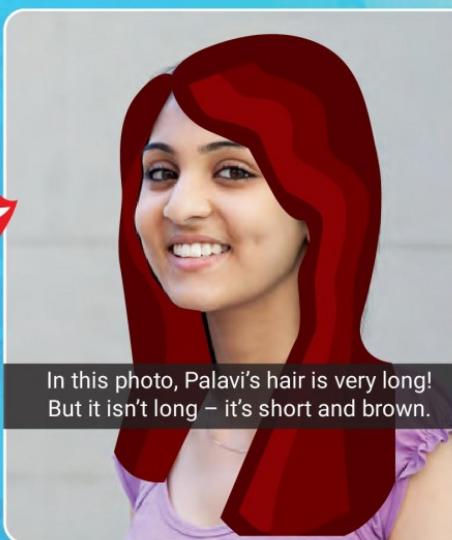
Your uncle?

Yes. That's right. He's my dad's brother.

1.2 #MYFRIENDS

LESSON OBJECTIVES

- Describe the appearance and personality of people
- Use the present simple: *be*



VOCABULARY

1 Look at the photos. Have you got photos like these of your friends and family?

2 Look at the photos again and read the descriptions.

Match the people 1–6 with the descriptions A–F.

- | | | | | |
|---|-------|-------------------|---|--------------------------|
| 1 | _____ | Alisha | A | haven't got blonde hair. |
| 2 | _____ | Eloise and Alisha | B | has got glasses. |
| 3 | _____ | Karl | C | has got braces. |
| 4 | _____ | Ibrahim | D | has got blue eyes. |
| 5 | _____ | James and Palavi | E | isn't short. |
| 6 | _____ | Jasmine | F | have got long hair. |



- 3 Use the table to say sentences about people in the photos. Your partner guesses.

He's got glasses.

Ibrahim.

That's right.

| Hair length / style | | | | | |
|------------------------------|---------------|-------------|--------|-------------|-----------------------|
| She's got short hair. | | long | short | curly | straight |
| Hair colour | | | | | |
| He's got blonde hair. | blonde | brown | grey | red | white dark fair |
| Eyes | | | | | |
| She's got brown eyes. | brown | blue | green | | |
| Special features | | | | | |
| He's got freckles . | a beard | a moustache | braces | freckles | glasses |
| Height / build | | | | | |
| She's tall . | medium-height | tall | short | slim | |
| Personality | | | | | |
| He's clever . | creative | friendly | funny | interesting | kind |

GRAMMAR

Present simple: *be*

- 4 Complete the table with the correct form of the verb *be*. Use the descriptions on page 10 to help you.

| Affirmative | |
|--------------------------------------|---|
| I ¹ | Jasmine. |
| She ² | tall. |
| They ³ | twins. |
| Negative | |
| I am not | his sister. |
| Her hair ⁴ | long. |
| They aren't | Spanish. |
| Questions | Short answers |
| Are you happy? | Yes, I am . / No, I'm not . |
| Is your cousin friendly? | Yes, he is . / No, he isn't . |
| ⁵ your friends fun? | Yes, they are . / No, they aren't . |

CHECK IT! MY GRAMMAR REFERENCE & PRACTICE p106

- 5 Choose the correct option.

- I **isn't** / **am not** from the UK.
- She **'s** / **'re** very kind.
- My parents **isn't** / **aren't** tall.
- His eyes **is** / **are** brown.
- My name **am** / **is** Bruno.

- 6 Complete the questions with *Is* or *Are*. Then answer with short answers.

Are you from London? **No, I'm not.**

- your teacher tall?
- you creative?
- your best friend funny?
- your school big?
- your neighbours friendly?

- 7 Use the table in exercise 3 to say sentences about yourself. Compare your answers with a partner. What information is the same?

I'm short.

I've got glasses.

We're kind.

We've got short hair.

- 8 Think of a person you both know. Write three sentences about the person with the verbs *be* or *have got*. Can your partner guess the person?

He's got a beard.

Is he Mr Davies?

No, he **isn't**. He's tall and slim.

Ah! Is he Mr Jackson?

Yes, that's right.

PROJECT BUILDER 2

Complete short descriptions of the special people in your life.



→ Workbook Project Log p4

- 9 Look at your list of people from Project Builder 1. Make notes about three of them. Think about:

- their relationship to you
- their appearance
- their personality

Becky, best friend, medium height, short hair ...



- 10 Describe these three people to your group. Are some of your descriptions similar?

1.3 MY PLACES

LESSON OBJECTIVES

- Talk about your favourite places
- Learn to recognize facts and opinions in texts
- Describe places with *there is / there are + a, an, some, any*

OUR HANGOUTS



HANIF
There are 39 libraries in my city, but the Library of Birmingham is my favourite. There are about a million books here in 50 different languages! I'm into graphic novels and there are lots here.

There are activities here, too. Table tennis is my favourite. And at the top of the library, there's a special Shakespeare room.¹ I think the best thing is the garden on the seventh floor. The views of the city are fantastic!



READING

1 Discuss the questions.

- 1 What's a hangout?
- 2 What are your favourite hangouts?

2 02 Read and listen to Hanif, Emma and Tyler's descriptions. What are their favourite hangouts and which country are they in?

What do these sentences mean in your language?
I'm into graphic novels.
Canadians are really into ice hockey.



EMMA
Is there a beach near you? There are over 10,000 in Australia and there are three near my home. This is Hyams Beach – my favourite. ² It's 3 km long and the sand is white! I think it's beautiful. There aren't any restaurants, but there's a café with great smoothies! There isn't a lifeguard, but the sea is safe here.



TYLER
I think shopping is boring but ³ West Edmonton Mall is awesome. There's an amazing waterpark with slides and there's a theme park. There's an ice rink for ice-skating and ice hockey games. Canadians are really into ice hockey. And of course, there are some shops – over 800 – and ⁴ there's a cinema with 13 screens!

There's just one problem. With 32 million visitors every year, it's very busy!



3 Read the descriptions again. Match these numbers with sentences 1–6.

eight hundred fifty seven **thirteen**
thirty-nine three zero

the number of movie screens at the mall **thirteen**

1 the number of lifeguards on the beach _____

2 the floor of the library garden _____

3 the number of stores at the mall _____

4 the number of libraries in Birmingham _____

5 the length of the beach in kilometres _____

6 the number of languages of books in the library _____

- 4** Read the *Skill UP!* Then read the underlined sentences 1–4 in the article. Are they facts or opinions?



Descriptions have got a mixture of facts and opinions.

A **fact** is something that is always true.

There are 39 libraries in my city.

For **opinions**, look for:

- phrases like *I (don't) think*
- adjectives that are positive or negative
I think it's beautiful.

1 3
2 4

- 5** Find four adjectives in the article with a similar meaning to *very good*.

- 6** **THINK** Look at the different hangouts again. Which place is your favourite? Why?

- 7** **MEDIATION** Choose one of the places in the text: *The Library of Birmingham, Hyams Beach or West Edmonton Mall*. Look online and find three more facts about the place. Tell the class.

GRAMMAR

there is / there are + a, an, some, any

- 8** Complete the table with *a, an, some* or *any*. Use the descriptions in the article to help you.

| | Affirmative | Negative |
|---|---|---|
| Singular | There's ¹ special Shakespeare room. There's ² amazing waterpark. | There isn't ³ lifeguard. |
| Plural | There are three beaches. There are ⁴ stores. | There aren't ⁵ restaurants. |
| Questions | | Short answers |
| Is there a beach near your house? | | Yes, there is . / No, there isn't . |
| Are there any beaches near your house? | | Yes, there are . / No, there aren't . |
| How many beaches are there in Australia? | | There are over 10,000. |

CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p106

- 9** **03** Read the **Pronunciation**. Then listen and repeat the sentences.

PRONUNCIATION *There, They're, Their*

These three words sound the same.

There are two girls. **They're** in my class. **Their** names are Beth and Lucy.

- 10** Complete the text with the words in the box.

an are isn't some there are
there aren't there's



- 11** Match the beginnings and ends of the questions. Then ask and answer.

1 Is there

2 Are there any

3 Is there an

4 Is there a

5 How many

A ice cream shop near you?

B swimming pool with slides in your town?

C parks are there near your home?

D beaches near your town?

E a shopping mall near you?

PROJECT BUILDER 3

Describe the important places in your life.

➔ Workbook **Project Log** p5



- 12** Make a list of your favourite hangouts.

- 13** Compare your lists. Are there any similar places? What are they?

- 14** Write two or three sentences to describe the important places in your life. Use *there is / there are*.

My special place is my local sports centre. There are two swimming pools and there's a great cafe.

My special place is my bedroom. There's a bed, a desk, ...

1.4 ARE WE GOOD FRIENDS?

LESSON OBJECTIVES

- Talk about your favourite things
- Focus on graphics in video presentations

LISTENING

- 1 Check the meanings of the categories in the box. Match the pictures 1–12 to the categories.

| | | | |
|----------------|-----------|-------------------|------|
| sport | celebrity | book | app |
| animal | film | singer | song |
| TV show | | ice cream flavour | |
| school subject | | video game | |

- 2 In one minute, write two words for each of the categories in exercise 1. Compare your words with a partner.
3 Look at photo 1 of Kyle and Lauren. What do you think the game is?



- 4 Watch the first part of the video and answer the questions.

1 How many questions are in the quiz?

2 What is their first question?

3 Is Kyle good at art?

4 How many points have they got?

- 5 **MEDIATION** A friend doesn't speak English. Explain in your own language how the game works.



5



6 Look at photo 2. What do you think the question is for this part of the quiz?

7  Video Watch the second part of the video. Answer the questions.

- 1 What are questions 2 and 5 of the quiz?
- 2 How many points do Kyle and Lauren get in total?

8  Video Watch again. Complete the table with the correct answers.

| | Kyle's answers | Lauren's answers |
|------------|----------------|------------------|
| Question 1 | 1 _____ | 2 _____ |
| Question 2 | 3 _____ | 4 _____ |
| Question 5 | 5 _____ | 6 _____ |



9 Read the *Video focus*. What information about the quiz was in the graphics on the screen? Can you remember?



Graphics are a good way to show information on the screen. They're fun and they help viewers to understand.

10  THINK Discuss the questions.

- 1 How is the fifth quiz question different?
- 2 Is this a good quiz? Why / Why not?
- 3 What kind of questions are good for a quiz like this? Think of an example.

11 Write five questions for an *Are we good friends?* quiz. In groups of three, take turns to do the quiz. Student A reads the questions and students B and C do the quiz. Then change roles.

Question 1: What's your favourite sport?

...

OK. I'm ready. What's your favourite sport, Anna?

It's volleyball.

Oh ... really? I've got basketball.



PROJECT BUILDER 4

Write about your favourite things.



→ Workbook Project Log p5

12 Think of five categories. Decide on your favourite thing for each category.
Singer: My favourite singer is Ariana Grande.

13  Show your categories to your group. Can they guess your favourites?

Is your favourite singer Billie Eilish?

No, it isn't.



1.5 A NEW SCHOOL

LESSON OBJECTIVES

- Meet people and make friends
- Learn how to ask for clarification

SPEAKING

1 Look at the photo of Anna and Tom and answer the questions.

- Who is new at the school?
- Why do you think that?



2 Watch the first part of the video. Are the sentences true (T) or false (F)? Correct the false sentences.

- Anna and Tom are in class 8B. _____
- Anna and Tom are into football. _____
- Anna has got two brothers. _____

3 Check the meanings of the phrases in the box. Can you remember who says each phrase, Izzy, Tom or Anna?

Good luck! Thanks! Sorry. No problem.

4 Complete the Key phrases with the words in the box. Then watch again and check.

Are I'm I've got name What What's

KEY PHRASES

Meeting people and making friends

| Questions | Answers |
|---------------------------------------|--|
| 1 your name? | I'm Tom. |
| Which class are you in? | 2 in 8C. |
| 3 you into football? | Yes, I am. |
| 4 about you? | My favourite team is United. |
| Have you got any brothers or sisters? | Yes, 5 (one brother and one sister). |
| What's your sister's 6 ? | It's Izzy. |

5 How do you think Tom and Izzy know each other? Watch the second part of the video and check.

LIFE SKILLS It is difficult to start at a new school or club. It's important to include everyone and make people feel welcome.

6 04 Read the Skill UP! Then listen and repeat the conversation. Practise in pairs.



In a conversation, do you understand the other person? You can say Sorry? and they can repeat.

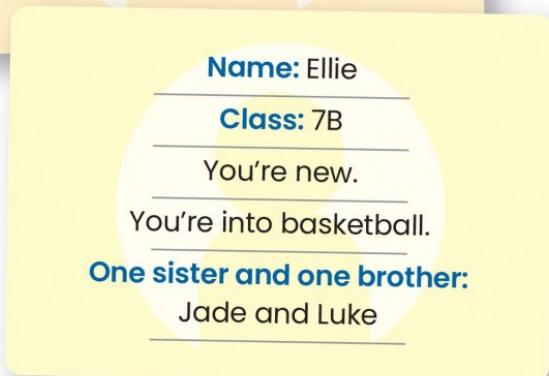
A I'm Charlie. What's your name?

B Sorry?

A I'm Charlie. What's your name?

B Oh. I'm Maisie.

7 Use the information to practise a dialogue. Use the Key phrases to help you. Then change roles.



1 PROJECT

Design an infographic: *This is my life*

SHARE AND REVIEW

- 1 Look back at your Project Builders 1–5 for this unit. Check that you have:

- 1 the special **people** in your life and descriptions of them.
- 2 the important **places** in your life.
- 3 a list of your **favourites**.
- 4 your **personal profile**.

Use your
Project Log

p4–6



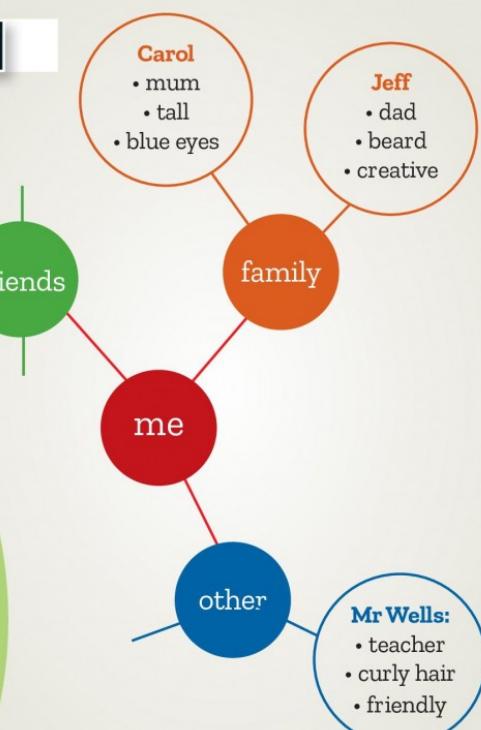
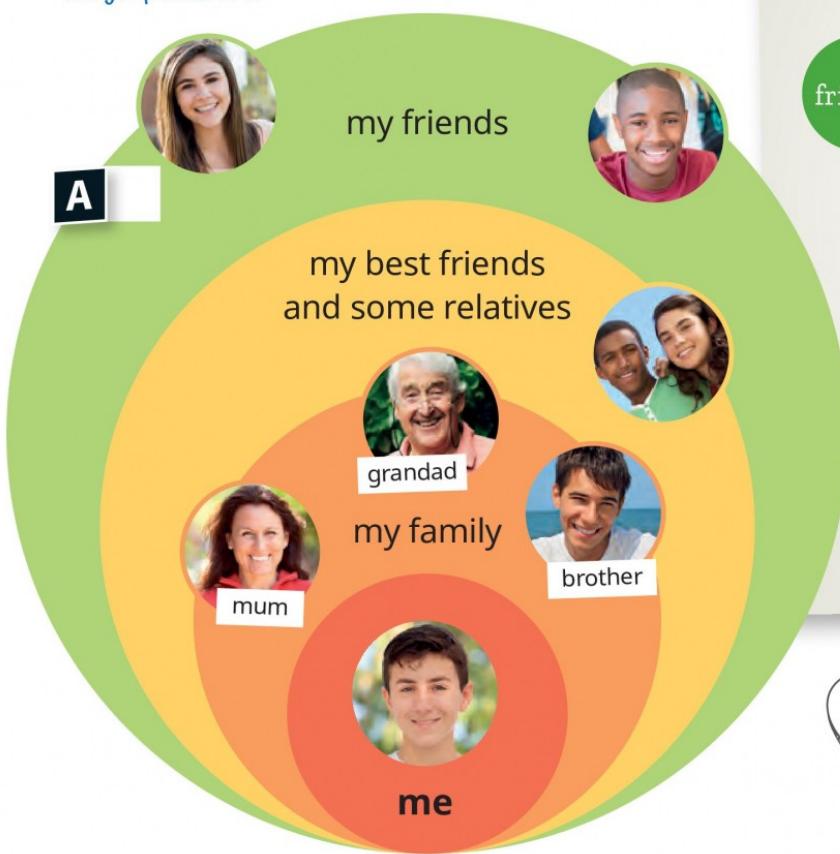
DECIDE

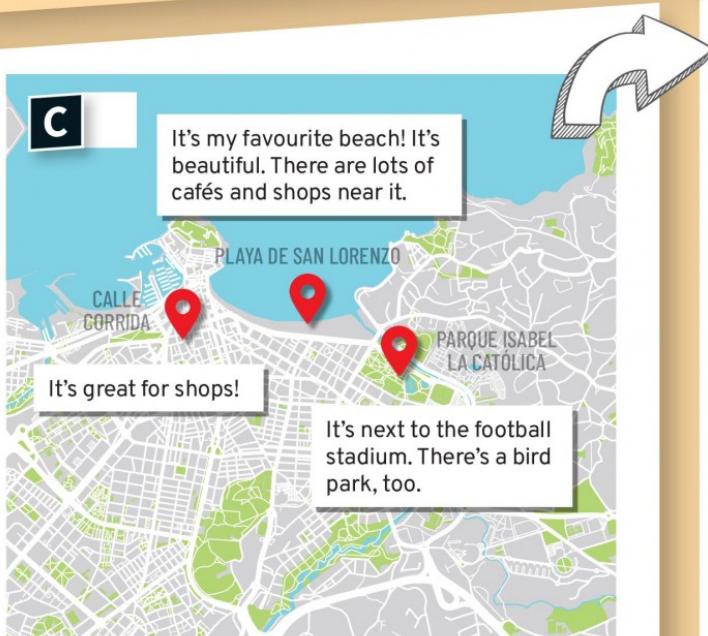
- 2 05 Look at the four different ways to show information. Listen to each description 1–4 and match with A–D.

- 3 Discuss in groups. Which can you use for each part of your infographic: *people, hangouts, favourites?*

This is good for my **hangouts**.

I've got photos of ...



C**CREATE**

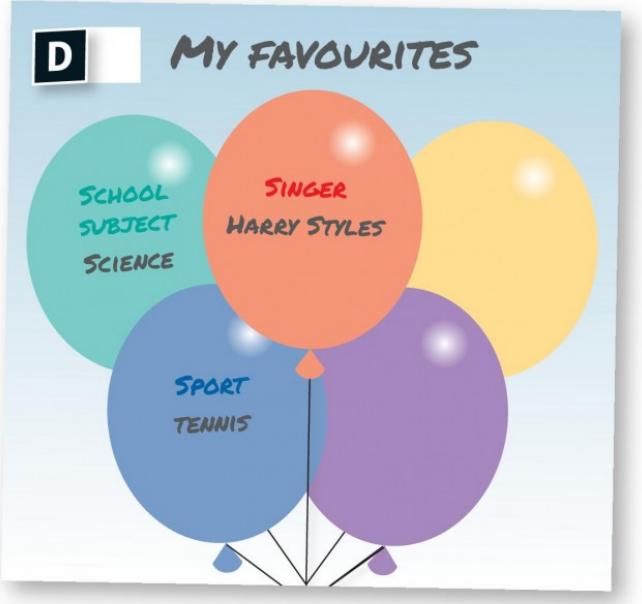
- 4** Read the *Project skills* then design the three parts of your infographic: *people*, *hangouts* and *favourites*. Use the visual ideas in exercise 2. Think about these questions.

- 1 Does the infographic use the space well?
- 2 Can I include photos?
- 3 Is my profile clear?

PROJECT SKILLS**Organizing visual information**

Make sure your information is clear for other people to understand. Use these tips to help you.

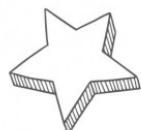
- You can look for more examples of infographics online.
- Do a rough version first. This helps you see the space you need.
- Use colour to make the information clear.
- Ask others in your group for their opinions.

D**MY FAVOURITES****PRESENT**

- 5** Put your infographic on the wall. Prepare one thing about each section to say to the class about your people, places and favourites. Use the *Key phrases* to help you.

KEY PHRASES

- This is my (brother). He's (tall).
- These are (my friends).
- My favourite places are (the sports centre ...).
- My favourite (sport is tennis).



- 6** Look at your classmates' infographics. Which is your favourite infographic? Why?

**REFLECT**

- 7** Think about your project work in this unit. Read the statements and choose your reaction.

SUPPORT AND COLLABORATION

- 1 Our group can help each other.

**CREATIVITY**

- 2 I can present information in different ways.

**COMMUNICATION**

- 3 I can talk clearly in presentations.



- 8** Complete this sentence for you.

- 1 My favourite part of my infographic is _____

→ **Workbook Project Log** p7

2

Welcome to our school

UNIT OBJECTIVES



1 A floating school, Bangladesh



2 The sports field on the roof at a school in Jinan, China



3 A classroom at the Green School, Bali, Indonesia

YOUR PROJECT Design a web page for an invented school

Project Builders 1–5:

- 1 Invent your school.
- 2 Describe a typical day.
- 3 Interview a student.
- 4 Invent clubs and after-school activities.
- 5 Describe a special event at the school.

Present your web page.

VOCABULARY

- Routine activities
- Free-time activities

GRAMMAR

- Present simple: affirmative and negative
- Adverbs of frequency
- Present simple: questions and short answers

4 The library at Vittra Södermalm School, Sweden

4



LESSON OBJECTIVES

- Find out about unusual schools
- Talk about places in a school

WARM-UP

- Look at the photos of unusual schools around the world. Discuss the questions.
 - How is your school different? **Our school isn't on a boat.**
 - Which school is your favourite?
- Check you know the meaning of these different places in a school. Then answer the questions.

cafeteria classroom gym hall ICT room
library music room science lab sports field

- Which of these places can you see in the photos?
- Which of these places are there in your school?
There are two ICT rooms at my school, but there isn't a cafeteria.
- Watch Sophie and Ava's vlog. Which of the places in exercise 2 are in their school tour?

- Watch again. Choose the correct option.
 - Ava is from **the USA / the UK**.
 - Mrs Thomas is a **music teacher / the head teacher**.
 - There are **917 / 970** students at the school.
 - School finishes at **3.30 p.m. / 4.30 p.m.**
 - The **cafeteria / gym** is Sophie's favourite place in the school.
 - The concert is in the **hall / library**.

PROJECT BUILDER 1

Invent your school.

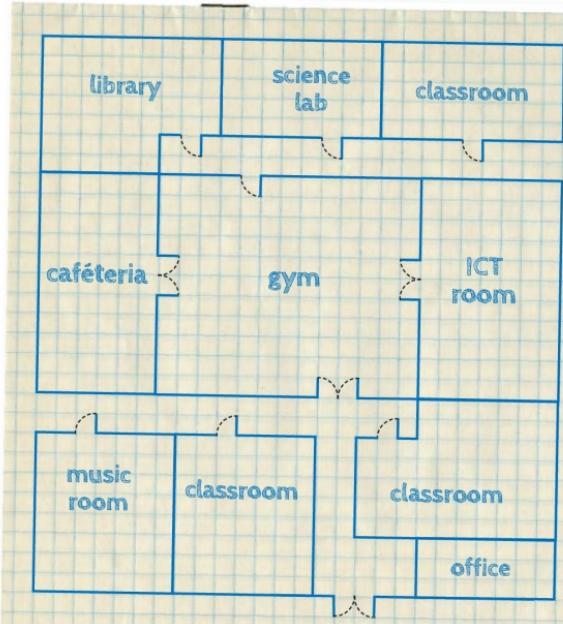
→ Workbook Project Log p8

- Decide on some information about your invented school. Think about:
 - the name of the school and the head teacher
 - the number of students
 - the age of the students
 - subjects
- Draw a simple floor plan for part of your school. Include some of the places in exercise 2.
- Think of some other interesting facts about your invented school.

The first class is at 10 a.m.

There are ten students in a class.

The food in the cafeteria is free!



2.2 SCHOOL LIFE IN OTHER COUNTRIES

LESSON OBJECTIVES

- Learn about education in other countries
- Learn routine activities
- Use the present simple and adverbs of frequency to talk about routine activities

VOCABULARY

1 Look at the activities in the box. Which do you do every day? Which activities do you only do on school days?

| | | | |
|---------------------------------|--------------|---------------|-------------------|
| do an exam | do exercise | do homework | get dressed |
| get home | get up | go home | go to bed |
| go to school | have a break | have a shower | tidy your bedroom |
| have breakfast / lunch / dinner | | | wear a uniform |

I do exercise every day. And you?

No!

Yes, me too!

2 Make a list of activities you only do:

- a at weekends b on school days

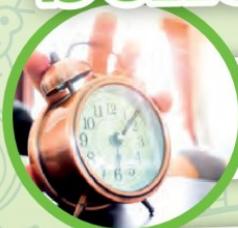
3 06 Read about schools around the world. Complete the facts 1–7 with the countries in the box. Then listen and check.

Brazil China Finland France
Japan the Netherlands the UK

4 THINK Which facts about schools in other countries are similar to your school?

5 MEDIATION Look online and find three interesting facts about schools in other countries. Tell the class.

Schools around the world



In ¹ _____ students get up very early for school. It starts at 7 a.m.!



Over 90% of students in ² _____ wear a school uniform. Colours of uniforms are usually grey, black, blue, red or green.



In ⁵ _____ the last class finishes at about 3.30 p.m. But school doesn't finish until students tidy and clean the classrooms.



In ³ _____, students usually start school the day after their fourth birthday.



Students in ⁴ _____ are never hungry after lunch. They have a break for at least 90 minutes and they have a meal with four courses: a salad, a main course, some fruit and a dessert.

Students in ⁶ _____ don't do exams until their final year. That's right! NO EXAMS until the age of 18!



On average, a student in ⁷ _____ does about 14 hours of homework every week.

GRAMMAR

Present simple: affirmative and negative

- 6 Complete the table with the affirmative and negative forms of the present simple. Use the article on page 22 to help you.

| Affirmative | Negative |
|---|--|
| In Brazil students 1 very early. French students 2 a meal with four courses. | Finnish students 3 exams until their final year. |
| School 4 at 7 a.m. in Brazil. The last class 5 at 3.30 p.m. in Japan. | School 6 until students tidy and clean the classrooms. |

CHECK IT! → MY GRAMMAR REFERENCE & PRACTICE p108

The he/she/it form of have is has.
She **has** a shower in the morning.

- 7 Choose the correct option.

- 1 I **gets / get** dressed in my bedroom.
- 2 My brother **get / gets** up early every day.
- 3 Students **have / has** lunch in the cafeteria.
- 4 We **doesn't / don't** wear a uniform at school.
- 5 I don't **have / has** breakfast every morning.
- 6 My teacher **doesn't / don't** get home before 5 p.m.

- 8 Write true sentences for you. Use the affirmative or negative form of the verb.

I **get dressed before breakfast.**

- 1 I (do) exercise every day.
- 2 Our English teacher (have) lunch at school.
- 3 School (finish) before 4 p.m.
- 4 My parents (tidy) my bedroom.
- 5 I (go) to bed before 10 p.m.

- 9 Compare your sentences in exercise 8. Are any sentences opposites?

- 10 07 Read the Pronunciation then listen to the third person -s form of the verbs and repeat.

PRONUNCIATION Third person -s

We pronounce the third person form of verbs in the present simple in different ways.
starts /s/ tidies /z/ finishes /ɪz/

GRAMMAR

Adverbs of frequency

- 11 Complete the diagram with the adverbs of frequency in the box.

sometimes usually always never often

0% 100%
1 sometimes 2 usually 3

- 12 Look at these sentences from the text. Choose the correct option to complete the rules in the table.

Students are **never** hungry after lunch.

Students **usually** start school on the day after their fourth birthday.

Adverbs of frequency

- 1 Adverbs of frequency go **before / after** the verb *be*.
- 2 Adverbs of frequency go **before / after** all other verbs.

CHECK IT! → MY GRAMMAR REFERENCE & PRACTICE p108

- 13 Use the phrases to write true sentences for you. Use an adverb of frequency in the correct position.

get home before 6 p.m. I **always get home before 6 p.m.**

- 1 be late for school
- 2 go to bed before 10 p.m.
- 3 have breakfast
- 4 do my homework
- 5 do exercise at weekends

- 14 Look at the phrases in exercise 13 again. Can you guess your partner's answers?

You're sometimes late for school.

No! I'm never late for school!

PROJECT BUILDER | 2

Describe a typical day at your invented school.

→ Workbook Project Log p8



- 15 Write sentences with information about a typical day at your invented school.

- 1 School always starts at ...
- 2 Our first class starts at ...
- 3 We usually do ... hours of homework every day.
- 4 Students don't ...
- 5 Teachers never ...
- 6 Our school doesn't ...
- 7 We have lunch at ...
- 8 School finishes at ...

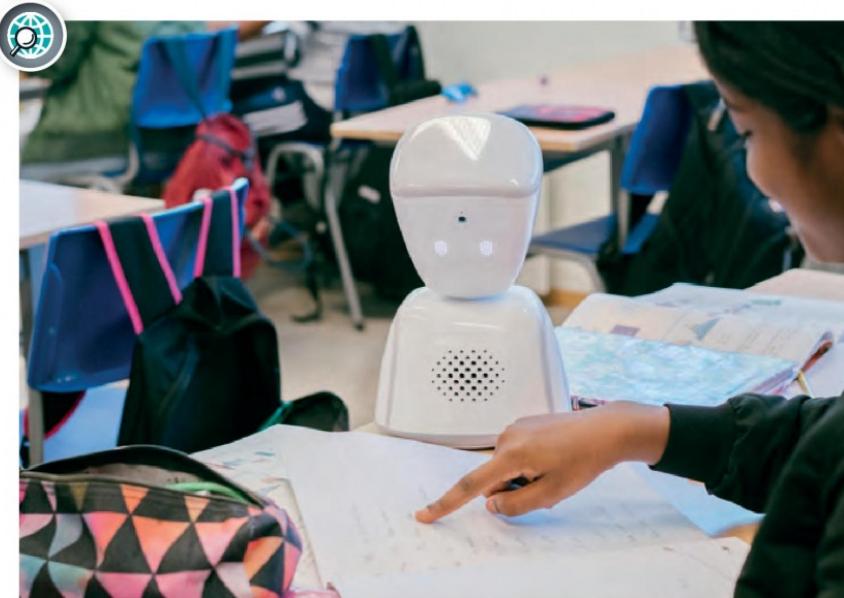
- 16 Write three more sentences about daily life at your school. Use the present simple and, when possible, an adverb of frequency.



2.3 DO YOU TEACH ROBOTS?

LESSON OBJECTIVES

- Learn about robots that help students
- Identify the gist of a text
- Ask about habits and routines



In this classroom there's a student at every desk. But one of the students is a small robot, called Daz. It stands on the desk and moves its head up and down, and from side to side. Does this school teach robots? Well, no, it doesn't. The robot helps a student at home called Makayla.

Makayla is 16. She has an illness called Chronic Fatigue Syndrome. She often feels tired and she sometimes hasn't got the energy to go to school.

Thanks to Daz, Makayla can be at home and in class at the same time. With her tablet, she connects to Daz, and she sees and hears the teacher and the other students. And what does Makayla do if she's got a question? She flashes Daz's blue light and the teacher lets her speak.

How often do you use Daz?

I use him every school day. I often stay at home in the morning and I go to school in the afternoon.

Do your classmates help you?

Yes, they do. They take turns to work with me. And they carry Daz from class to class. They've got a coat for Daz, so he doesn't get cold when he travels around the school!

How do you feel about school now?

I feel really positive about it. I see my friends every day and I feel ready for my exams.

Does your family like Daz?

My family loves him. My grandma sometimes talks to him!

Makayla



READING

1 Discuss the questions.

- When you are ill, do you sometimes miss a day of school?
- What do you do about your schoolwork?

2 Read the Skill UP! Then read the article quickly. What is a good title A-C for the article?



Sometimes it is useful to read texts quickly, to get a general idea of the topic.

A **My eyes and ears in the classroom**

B **Daz is my best friend**

C **Robots are always right**

3 08 Read and listen to the article. Answer the questions with Yes (Y), No (N) or Don't know (DK).

Does Makayla always go to school? N

1 Does Daz move his head? _____

2 Do Makayla's classmates talk to her in class? _____

3 Does Makayla ask questions in class? _____

4 Does Daz stay in one classroom? _____

5 Has the school got other robots? _____

6 Does Makayla feel happy about school? _____

LIFE SKILLS It's important to be helpful to your classmates (and your teachers) at school, so everyone can learn. How do Makayla's classmates help her when she isn't at school?

4 THINK Discuss the questions.

- 1 Are these robots a good idea? Why / Why not?
- 2 How can you help your classmates when they aren't at school?



Daz is an example of an AV1 robot. Find out one more fact about the AV1 robot.

GRAMMAR

Present simple: questions and short answers

5 Complete the table with *do*, *does*, *don't* or *doesn't*.

| Yes/No questions | | |
|-------------------------|---------------------|--------------------|
| 1 | I / you / we / they | teach robots? |
| 2 | he / she / it | go to school? |
| Short answers | | |
| Yes, | I / you / we / they | 3 |
| No, | I / you / we / they | 4 |
| Yes, | he / she / it | 5 |
| No, | he / she / it | 6 |
| Wh- questions | | |
| What ⁷ | I / you / we / they | do in the morning? |
| How ⁸ | he / she / it | feel? |

CHECK IT! ➔ MY GRAMMAR REFERENCE & PRACTICE p108

6 Match questions 1–5 with answers A–E.

- 1 Does Makayla's school teach robots?
 - 2 Do Makayla's classmates help her?
 - 3 What do Makayla's friends do?
 - 4 How does Makayla feel about school now?
 - 5 How often does Makayla use Daz?
- A She feels good about it.
B They take turns to work with her.
C No, it doesn't.
D She uses it every school day.
E Yes, they do.

7 Choose the correct option. Then answer the questions with short answers.

- 1 **Do / Does** you do homework every day?
- 2 What does your family **has / have** for breakfast?
- 3 **Do / Does** your head teacher teach classes?
- 4 **What / How often** do you do tests in English?
- 5 Where **do / does** students go at lunchtime?
- 6 **Do / Does** your friends have lunch with you?

8 Write questions using the question words in the box.

| | | | | | |
|------|-----------|-------|-----|-----|-----------|
| What | What time | Where | Who | How | How often |
|------|-----------|-------|-----|-----|-----------|

- 1 do you travel to school? I travel by bus.
- 2 do you do exercise? In the gym.
- 3 do you tidy your bedroom? Every week.
- 4 do you go to school with? I go with my brother.
- 5 do you have breakfast? At 7.45.
- 6 do you do at break time? I talk to my friends.

9 ➔ Ask and answer the questions in exercise 8. Compare your answers. Are they the same or different?

PROJECT BUILDER 3

Interview a student at your invented school.

➔ Workbook Project Log p9



10 Interview a student for the school web page. Decide on four questions about school. Use the table to help you or invent your own questions.

| | | |
|-----------|--------|-------------------------------------|
| What | is | your favourite subject and why? |
| How | do you | your favourite place in the school? |
| Who | | do at break time? |
| What time | | do after school? |
| How often | | travel to school? |
| When | | go to school with? |
| Where | | get home from school? |
| | | do sport? |
| | | do your homework? |

11 ➔ Ask your questions to a classmate in your group. Note their answers or, if possible, record your interview or make a video.



2.4 JOIN A CLUB!

LESSON OBJECTIVES

- Learn free-time activities
- Listen to a podcast about school clubs
- Identify speakers in a conversation

VOCABULARY

- 1 Use a verb from box A and a phrase from box B to make activities. How many free-time activities can you find in two minutes?

A

do draw go listen make meet
play read take watch

B

arts and crafts books / your phone a cake
friends an instrument photos pictures
shopping sport to a (drama) club to music
TV shows / films video games videos

do arts and crafts

do / play sport

- 2 Complete the table with two activities from exercise 1 in each column. Do not show your partner.

| I never ... | I often ... | I ... every day. |
|-------------|-------------|------------------|
| | | |

- 3 Tell your partner one of your activities from exercise 2. Can they guess how often you do the activity?

make cakes

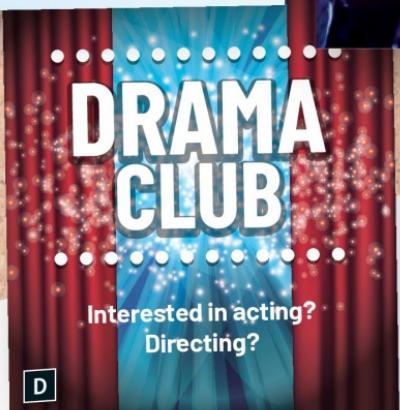
You never make cakes.

No! I often make cakes.

LISTENING

- 4 Look at the posters A-F for the school clubs. What activities in exercise 1 do you think students do at each club?

At Maker Club I think students do arts and crafts.



5 Look at the phone screen. Answer the questions.

- 1 What's the name of the podcast? _____
- 2 Is it a new podcast? How do you know? _____
- 3 Who is the presenter? _____

6  **09** Read the Skill UP! Then listen to the first part of the podcast and choose the correct answers.



When you listen to a conversation, think about the people you hear. For example:

- How many people are there?
- Are they young people or adults?

This information can help you understand the topic and context of a situation.

- 1 How many people do you hear on the podcast?

A 3 B 4 C 5

- 2 Who are they?

A students and a teacher B students only

7  **10** Listen to the complete podcast. Complete the table.

| Club | Main activities | When? | Where? |
|----------------|---|-----------------------------------|----------------------------|
| J-Culture Club | Watch Japanese animated videos, learn ¹ _____ and try ² _____ | On Thursday at ³ _____ | In room ⁴ _____ |
| Rock Band Club | Learn to play ⁵ _____ | On ⁶ _____ at 1 p.m. | In ⁷ _____ |
| Instaclub | Learn about ⁸ _____ | On ⁹ _____ at 4 p.m. | In ¹⁰ _____ |

8  **10** Listen again to the complete podcast. Answer the questions.

Use a maximum of four words.

- 1 What years are Eri and Jonah in? _____
- 2 What subject does Miss Thomas teach? _____
- 3 Why is Eri interested in Japanese culture? _____
- 4 What instrument does Jonah play? _____
- 5 How many people are there in the band? _____
- 6 What does Miss Thomas use to take photos? _____

9  **MEDIATION** Which club in the posters A-F do you want to go to? Tell your English-speaking friend about one club you like. Say when and where the club meets.

PROJECT BUILDER 4

Invent clubs and after-school activities for your school.



 Workbook Project Log p9

10  What clubs are there at your invented school? Think of some interesting ideas.

Let's have a YouTube™ club.

What do students do at the club?

They watch and make videos.



2.5 I DON'T LIKE GETTING UP EARLY ON SATURDAYS!

LESSON OBJECTIVES

- Talk about likes and dislikes
- Learn how to show interest in a conversation

SPEAKING

- 1 Look at photo 1. What class have Anna and Izzy got next?



- 2 Watch the first part of the video. Complete the sentences with the correct names.

Anna Izzy Leo Tom

- _____ is in Tom's class.
- _____ and _____ are interested in football.
- _____ plays football on Sunday mornings.
- _____ 's favourite game is Rocket League.
- _____ doesn't know what e-sports are.

- 3 Read the *Key phrases*. Tell your partner something you like and something you don't like.

KEY PHRASES

Talking about likes and dislikes

After the phrases *don't mind*, *like*, *love*, *hate*, we use a noun or the *-ing* form of a verb.

Say you like something

I don't mind (ICT).
I like (doing sport).
I love (playing video games).

Say you don't like something

I don't like (sport).
I hate (video games).

Ask questions

Do you like (sport or doing exercise)?
What do you like (doing at the weekend / in your free time?)

- 4 **Video** Read the *Skill UP!* Then watch the video again. Which person uses each phrase to show interest?



It is important to show you are interested in a conversation. For example, you can say *That's interesting!* or *Really?*

- 5 **Video** Look at photo 2. Who wins the game, do you think? Watch the second part of the video and check your answer.



- 6 Ask and answer questions. Use the activities in the box and the *Key phrases* in exercise 3.

| | | |
|-----------------|---------------|------------------|
| do exercise | draw pictures | go shopping |
| listen to music | make videos | play video games |
| read books | watch sport | |

Do you like playing video games?

Yes, I do. I love playing video games.

- 7 Find out two things you and your partner:

- 1 like doing after school
- 2 love doing at the weekend
- 3 hate doing at any time

Remember to use phrases to show you are interested.

What do you like doing after school?

I like making videos.

2.6 A DESCRIPTION OF AN EVENT

LESSON OBJECTIVES

- Write a description of a school event
- Use *also* to join ideas

WRITING

1 THINK Look at the invitation. Discuss the questions.

- 1 What do you think happens on this day?
- 2 Is there a Prize Day at your school?
- 3 Are Prize Days a good or a bad idea? Why?

CITY SCHOOL PRIZE DAY

Friday 25th June, 2–4 p.m., Sports Hall

Come and celebrate our students' success!

- Special guests
- Speeches
- Music

And, of course, PRIZES!

Please click [here](#) to reserve your tickets.

2 MEDIATION Read Sunil's description. Then imagine you are at Sunil's school. A friend asks you some questions about Prize Day. Write answers to the questions.

- | | |
|-----------------|--------------------------------|
| 1 When is it? | 3 Do your parents go? |
| 2 What happens? | 4 Do you enjoy Prize Day? Why? |

3 Find three sentences with *also* in Sunil's description. Then read the Skill UP! Choose the correct option.



also

We use *also* to join two ideas together.

- *also* comes **before / after** the verb *be*
- *also* comes **before / after** all other verbs

4 Complete the sentences. Put *also* in the correct position in the underlined sentence.

- 1 I like listening to music and I play guitar.
- 2 We've got a school orchestra and there's a school band.
- 3 In media club, we watch and talk about TV shows and films. We make videos.
- 4 Sara is my neighbour and she's in my class.

PRIZE DAY at City School

by Sunil Dara

Every year our school has 'Prize Day'. It's a celebration of students' achievements during the year. The whole school goes to the event and some parents also come. It's in the sports hall.

The event starts after lunch. Mrs Cobbett, our Head Teacher, always gives a speech and there are also some speeches by students or a special guest. Then it's time for the prizes. There are about 100! Students get a certificate and some students also get a book.

I don't always get a prize, but I don't mind. I like going to this event because everyone is happy. My favourite part of the day is when the school rock band plays a song. We all sing and some teachers dance!

PROJECT BUILDER 5

Write a description of an event at the school.

→ Workbook Project Log p10

5 Think of a special event for your invented school. Work in groups for Part A only.

A Plan

- What is the event?
- When and where does it happen?
- What do people do?
- Why do you like the event?



B Write

- Paragraph 1: General information about the event
- Paragraph 2: What do people do?
- Paragraph 3: What do you think about the event?



C Read and check

- Check your use of the present simple.
- Check the position of adverbs of frequency.
- Check the position of *also*.

2 PROJECT

Design a web page for an invented school

SHARE AND REVIEW

- 1 Look back at your Project Builders 1–5 for this unit. Which Project Builder is about:

- A clubs at your school? _____
- B general school information and a plan of the school? _____
- C a description of an event at your school? _____
- D an interview with a student? _____
- E the daily routine at your school? _____

Use your
Project Log
 p8–10



DECIDE

- 2 Choose at least three of the Project Builders 1–5 to include on your web page. Use the *Key phrases* to help you.

KEY PHRASES

Making decisions

- Let's include (clubs at our school).
- Yes, I agree.
- What about (an interview with a student)?

- 3 How can you present the information in your Project Builders on your web page? Look at the examples 1–4 for ideas.

I like number 1.

Me too! It's a good idea for general school information.

1 The EXCELLENT School

100
Students **10**
Students in each class **11–12**
Ages of students

5
Teachers **150**
Computers **3**
Classes every day

0
Exams! **12**

4 PRIZE DAY at City School

by Sunil Dara

Every year our school has 'Prize Day'. It's a celebration of students' achievements during the year. The whole school goes to the event and parents also come. It's in the sports hall. The event starts after lunch. Mrs Cobbett, our Head Teacher, always gives a speech and there are also some speeches by students or a special guest. Then it's time for the prizes. There are over 100! Students get a certificate and some parents also get a book.

2

TIMETABLE

| TIME | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|--------|---------|-----------|----------|--------|
| 8:00 | | | | | |
| 8:15 | | | | | |
| 8:30 | | | | | |
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| 8:00 | | | | | |



CREATE

- 4  Design your web page. Use some of the ideas in exercise 3 and your own.

- Check your spelling and grammar in your writing.
- Add photos.



PRESENT

- 5  Prepare to present your web page to the class. First, decide:

- 1 which person in your group presents each section of the web page.
- 2 which person speaks first, second, etc.

- 6  11 Read the *Project skills*. Then listen to three people. Which sentence of feedback 1–3 can you give each person?

PROJECT SKILLS Presenting clearly

Everyone feels nervous when they speak in front of other people.

- Try not to talk very quickly.
- Speak in a loud, clear voice.
- Practise your presentation so you don't often pause.



- 1 You often pause. _____
- 2 You are very quiet. _____
- 3 You talk very quickly. _____

- 7  Present your web page to the class. Use the *Key phrases* to help you.

KEY PHRASES

- Welcome to our website. Our school's name is ...
- The first class starts at ...
- Here is an interview with ...
- There are ... clubs at our school.
- A special event at our school is ...

- 8 Listen to your classmates' presentations. Which is your favourite school?



REFLECT

- 9  Think about your project work in this unit. Read the statements and choose your reaction.

COLLABORATION

- 1 Our group can share tasks in a project.



CREATIVITY

- 2 Our group can present information in different ways.



COMMUNICATION

- 3 Our group can talk clearly in presentations.



- 10 Complete these sentences for you.

- 1 I like our invented school because _____
- 2 In our next project, I want to improve _____

→ Workbook **Project Log** p11

3

What do you want to play?

UNIT OBJECTIVES



YOUR PROJECT Present a sport or game with tips for beginners

Project Builders 1–5:

- 1 Make a list of sports and games that your group like.
- 2 Make a short quiz.
- 3 Write sentences about the positive things about your sport or game.
- 4 Create tips for beginners.
- 5 Make an advertisement.

Present your sport or game.

VOCABULARY

- Adjectives
- Sports

GRAMMAR

- Comparative adjectives
- Superlative adjectives



LESSON OBJECTIVES

- Talk about sports and games • Learn adjectives

WARM-UP

- 1 12 Match photos 1–5 with a type of sport or game A–E. Then listen and check.

- A _____ individual sports
B _____ video games
C _____ extreme sports
D _____ board games
E _____ team sports

VOCABULARY

- 2 Write pairs of opposite adjectives. One word has two possible opposites.

| | | | |
|--------|-------------|-----------|-------|
| boring | clean | dangerous | dirty |
| easy | exciting | fast | hard |
| heavy | interesting | light | long |
| loud | new | old | quiet |
| safe | short | slow | |

boring – interesting, exciting

- 3 Talk about the photos 1–5. Use the adjectives in exercise 2 to help you.

I think mangala looks interesting.

Downhill skateboarding looks dangerous!

- 4 Watch Sophie and Mack's vlog. Complete the table with the correct order of the activities. Who wins each activity?

| Activity | Order | Winner |
|--------------------|-------|--------|
| video game | | |
| paper planes | | |
| sock slide | 1 | Mack |
| balloon volleyball | | |
| tower of blocks | | |



- 5 Video Complete the sentences from the video with an adjective from exercise 2. Then watch again and check.

Sophie That's a long slide, Mack.

1 Mack And the floor's now.

2 Mack This controller is

3 Mack This game is really

4 Mack Shhh! Be

5 Sophie This is my plane. It's very

6 Mack This is a game. Balloon volleyball!

- 6 THINK Discuss the questions.

1 What sports do you play? What type of sport is it?
(e.g. team sport, individual sport ...)

2 Look at all the sports and games on the page. Which do you want to try? Why?

PROJECT BUILDER 1

Make a list of sports and games that your group like.

→ Workbook Project Log p12



- 7 Look at the types of sports and games in exercise 1. Write some examples for each type.

Individual sports: running

- 8 Which sports and games do you all like? Write a list.

I like video games.
How about you?

I don't like video games.
They're boring! I prefer team sports. Do you like basketball?

Yes, I do.



3.2 SPORT

LESSON OBJECTIVES

- Discover unusual facts about sports and games
- Learn sports vocabulary
- Use comparative adjectives to talk about sports and games

VOCABULARY

- 1 Which of the sports can you see on this page? Complete the table with the sports in the box.

| | | | |
|--------------|-----------|--------------|---------|
| athletics | badminton | basketball | cycling |
| football | golf | gymnastics | hockey |
| horse-riding | judo | rugby | sailing |
| surfing | swimming | table tennis | tennis |
| volleyball | | | |

| play | go | do |
|-----------|---------|-----------|
| badminton | cycling | athletics |

- 2 Talk about the sports you do. Remember to use the correct verb each time.

I play badminton.

I sometimes play badminton. I go cycling and I play table tennis.

- 3 13 Do the quiz in pairs. Then listen and check.

GRAMMAR

Comparative adjectives

- 4 Complete the table with the comparative forms of the adjectives. Use the quiz to help you.

| | Adjective | Comparative |
|----------------------|-------------------------------|---|
| Short adjectives | long large big heavy | 1 _____ (than) larger (than) 2 _____ (than) 3 _____ (than) |
| Long adjectives | dangerous popular | more dangerous (than) 4 _____ (than) |
| Irregular adjectives | good bad | better (than) worse (than) |

CHECK IT! MY GRAMMAR REFERENCE & PRACTICE p110

How much do you know about sport?

Try our sports quiz and find out!

TRUE OR FALSE ?

1 A football is heavier than a basketball.

2 A tennis serve is faster than a rollercoaster.

3 The fans of a football team are louder than the sound of thunder.

4

Table tennis is more popular around the world than hockey.

**5**

A cycling track is longer than an athletics track.

**6**

A badminton court is bigger than a tennis court.

**7**

A golf ball is lighter than an egg.



5 Complete the sentences with comparative forms.

The Camp Nou Stadium is bigger than Wembley Stadium (big)

1 Badminton is horse-riding. (safe)

2 Southern Europe is usually Northern Europe. (hot)

3 Basketball players are usually footballers. (tall)

4 I think swimming is cycling. (tiring)

5 Is there a footballer Lionel Messi? (famous)

6 Your football boots are mine. (dirty)

6 Complete the sentences with the comparative form of one of the adjectives.

My sister's hair is blonde and my brother's hair is brown. (dark / fair)

My brother's hair is darker than my sister's.

1 I can play football, but I can't do gymnastics. (easy / hard)

Gymnastics is

2 There are more people at the sports centre than the market. (quiet / busy)

The sports centre is

3 The football costs £16 and the basketball costs £20. (cheap / expensive)

The basketball is

4 Our school hockey team win all their matches. Our school football team often lose. (bad / good)

Our football team is

7 Look at the sports and games on this page and on page 32. Choose one and make sentences for your partner to guess. Use the adjectives in the box to help you.

big cheap dangerous expensive fast loud popular safe
slow small

It's safer than downhill skateboarding.

Is it gymnastics?

No. There's a ball. It's bigger than a tennis ball.

Is it football?

No. It's more dangerous than football.

Is it rugby?

Yes, it is.

PROJECT BUILDER 2

Make a short quiz about your sport or game.



Workbook Project Log p12

8 Look at your list of sports or games from Project Builder 1. Decide together on the sport or game for your presentation.

9 Write six sentences for a short quiz about your sport or game. This is for the introduction to your final presentation – do not show other groups your sentences. Include at least two comparative sentences.

You play this game inside.

It's a game for two people.

It's quieter than table tennis.



3.3 THE GREATEST GAME IN THE WORLD?

LESSON OBJECTIVES

- Learn about different kinds of football
- Identify conjunctions *and*, *but* and so
- Use superlative adjectives to talk about sports and games

READING

1 Discuss the questions.

- Do you like football? What type of sport is it?
- What do / don't you like about it?

2 Check the meaning of the words in the box.

coach fans goal goalkeeper pitch

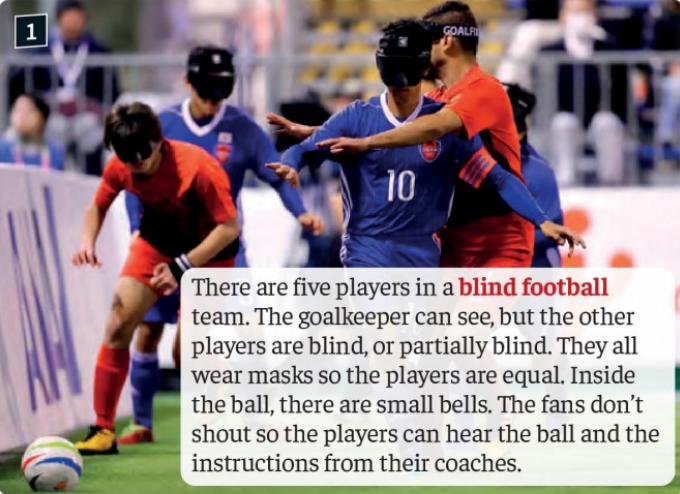
3 Read the article quickly. Match titles A–D to paragraphs 1–4.

- | | |
|---------|-----------------------------------|
| A _____ | What's the dirtiest game? |
| B _____ | What's the newest game? |
| C _____ | Which game has the quietest fans? |
| D _____ | What's the most dangerous game? |



All kinds of football

Some people say that football's the greatest game in the world. It's probably the most popular. Here, we answer some questions about different versions of our 'beautiful game'.



1

There are five players in a **blind football** team. The goalkeeper can see, but the other players are blind, or partially blind. They all wear masks so the players are equal. Inside the ball, there are small bells. The fans don't shout so the players can hear the ball and the instructions from their coaches.



2

Swamp football is from Finland, but there are about 300 swamp football teams around the world. There are six players in each team, including a goalkeeper. It's very tiring so the pitch is smaller than a normal football pitch, and the game is shorter – only 20 minutes.



3

Cycle ball looks modern, but it's over 120 years old. It's from the USA. Players move the ball with the wheels of their bikes. The four players are on their bikes all the time and don't put their feet on the ground. Players often crash into each other, so it's more dangerous than many other sports.



4

Teqball is just a few years old. It's from Hungary. It's a combination of football and table tennis! There's a table, but you use your feet and head, like football. People usually play in teams of two. Men and women play together. Natalia Guitler from Brazil is one of the best players in the world.

- 4** Read the *Skill UP!* Then underline examples of *and*, *but* and so in the article.



When you read long sentences, look for conjunctions, e.g. *and*, *but* or so. They help you understand the sentence. We use:

- *and* to connect two words or ideas in a sentence.
- *but* to contrast two pieces of information.
- *so* to introduce a result.

- 5** **14** Read and listen to the article. Which sport (1-4) is each sentence about?

- 1 You don't use your feet to kick the ball. _____
- 2 Twelve players are on the pitch at one time. _____
- 3 The writer doesn't say where this sport is from. _____
- 4 The coaches are louder than the fans. _____
- 5 There aren't any goals. _____

LIFE SKILLS There are many sports for people with disabilities. The Paralympic Games includes athletes with physical and learning disabilities. In the article, which sport is specifically for players with a disability? What others do you know?

- 6** **THINK** Discuss the questions.

- 1 Which of the sports in the article do you want to try?
- 2 Which is the most difficult? Why?

- 7** **MEDIATION** Look online and find out about another version of football. Tell the class three facts about it.

GRAMMAR

Superlative adjectives

- 8** Complete the table with the superlative forms of the adjectives. Use the article on page 36 to help you.

| | Adjective | Comparative | Superlative |
|-----------------------------|-------------------------------|---------------------------------------|---|
| Short adjectives | quiet safe big dirty | quieter safer bigger dirtier | 1 the safest 2 |
| Long adjectives | dangerous popular | more dangerous more popular | 3 4 |
| Irregular adjectives | good bad | better worse | 5 the worst |

CHECK IT! **MY GRAMMAR REFERENCE & PRACTICE** p110

- 9** Write the opposite of these sentences by changing the adjective.

Downhill skateboarding is one of the safest sports.

Downhill skateboarding is one of the most dangerous sports.

- 1** April is often the driest month of the year.

- 2** France is one of the smallest countries in Europe.

- 3** Tennis is the most boring summer sport.

- 4** The shortest cycling race in Spain is called the Vuelta.

- 5** Table tennis is one of the hardest games to play.

- 10** Complete the questions with the superlative form of the adjective in brackets.

Who is **the youngest** person in your family? (young)

- 1** What's month of the year?
(hot)

- 2** What's sport in your school?
(popular)

- 3** Who's footballer in the world?
(good)

- 4** What's subject at school?
(interesting)

- 5** Who's person you know?
(funny)

- 6** What's city in your country?
(large)

- 11** Ask and answer the questions in exercise 10.

PROJECT BUILDER 3

Write sentences about the positive things about your sport or game.

Workbook Project Log p13

- 12** Think about your sport or game.

Write answers to these questions.

- 1** Why do you like it?

We like team sports.

- 2** Why is it a good sport for people to do?

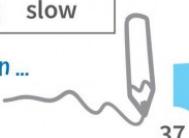
It's fast and exciting. It's healthy.



- 13** Imagine that you want other people to do this sport or game. Write five sentences using comparative or superlative forms of these adjectives or others.

amazing boring cool dangerous easy
exciting fast hard healthy interesting slow

It's fast and you play it outside, so it's healthier than ...



3.4 HOW DO YOU PLAY IT?

LESSON OBJECTIVES

- Learn about a new game
- Use verbs associated with sports and games
- Focus on giving clear instructions in videos

LISTENING

- 1 Complete the table with the words in the box. You can use the words more than once.

catch hit jump kick run score throw

| Basketball | Golf | Football | Table tennis | Volleyball |
|------------|------|----------|--------------|------------|
| catch | | catch | | |

- 2 Look at the photo of the equipment for a game. Answer the questions.

- How do you think you play this game? Do you kick, jump, run, throw, catch or hit?
- Do you know the name of the game?



- 3 Watch the first part of the video and check your answers to exercise 2.

- 4 Watch the second part of the video and complete the rules of the game. Use a number and one of the words in the box each time.

bag(s) point(s) metre(s)

Rules of the game

- You take turns to throw _____ at the board.
- You stand about _____ from the board that you throw to.
- Each player has got _____.
- A bag in the hole = _____.
- A bag on the board at the end of the round = _____.
- You need _____ to win the game.

- 5 In the next part of the video, Kyle asks Lauren for some tips. Match 1–5 to A–E to complete the tips. Which tips can you see in the photos?

- | | |
|--------------------------|---------------------------------------|
| 1 _____ Hold | A one foot in front of the other. |
| 2 _____ Put | B the bag at the hole. |
| 3 _____ Don't throw | C relaxed. |
| 4 _____ Throw | D the bag in front of the hole. |
| 5 _____ Make sure you're | E the bag in the middle of your hand. |

- 6  **MEDIATION** Imagine you are playing cornhole with an English-speaking friend. Give them three tips to help them.

- 7  **Video** Watch the third part of the video and check your answers. What does Kyle say is the most important tip?

- 8 Read the *Video focus*. What does Lauren show clearly to explain the rules?



For a *How to ...* video, it's important to show instructions and rules clearly.



Find videos online about cornhole. What other tips can you find?



PROJECT BUILDER 4

Create tips for beginners of your sport or game.



 **Workbook Project Log** p13

- 9  Think about your sport or game. What tips can you give for beginners? Write three to five sentences.

Make sure you ...

Hold / Throw / Hit / Look ...

Always ...

Don't put / look / throw ...

SNOWBOARDING

- Always bend your knees.
- Look in the direction you want to go. Don't look at your feet.
- Make sure you have a beginner's snowboard.
- Don't be nervous.

