

Student's Book: Unit guide

Videos which feature in the unit are displayed on the opening page.

Language aims are clearly shown. The aims identify language functions, skills, and Learning Situation outcomes. Key competencies in the unit are highlighted here.

Students are engaged by a striking opening image and video with tasks that personalise the topic and activate their existing knowledge.

UNIT 1 We are family

Unit aims

- Talking about family and appearance
- Using have got and has got
- Understanding a blog post and a podcast
- Reading and understanding news pieces
- Writing an informal email
- Learning about names and hair colours
- Learning Situation Design and present a family about family members from another country

VOCABULARY Family

1. Copy and complete Andy's family tree with the words in the box. Then listen and check.

Aunt, brother, cousin, dad, Grandad, Grandad, mum, sister, Uncle

2. Look again at the family tree. Select the words to complete the sentences.

3. Listen to Uncle Matt and check.

4. Match the names to the family members.

5. There's a photo of my brother's sister.

6. There's a photo of my mother's sister.

7. There's a photo of my father's sister.

8. There's a photo of my mother and my father's daughter.

9. There's a photo of my mother's grandchild.

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100. There's a photo of my father's grandchild.

Vocabulary that students need during the unit is introduced. A three-star rating system is used to indicate the level of difficulty of the activities. The vocabulary focus always includes a communicative activity to help students practice.

Tips on the differences between British and American English are included.

Target vocabulary reappears in the Reading text. The texts cover a range of different genres. Tasks are fun and encourage students to practice reading skills and to speak about the text.

Key Competencies are embedded naturally into the tasks, allowing students to reinforce new language while developing lifelong learning skills.

READING

1. Read the blog post quickly. What is special about Raquel's family?

2. Read the blog post again. Match 1-5 with A-E.

3. Read the blog post again. Copy and complete the table with things that are good and not so good about big families.

4. Key Competencies

1. PARAWORK: Think about what is good and not so good about small families. Copy and complete the table. Then talk to your partner.

2. Would you prefer to be part of a big family or a small family?

GRAMMAR TOOLKIT Have got / Possessive 's

1. Select the correct words from the box to complete the comments on Raquel's post.

2. Look at the pictures. Copy and complete the sentences with the correct form of have got.

3. Copy and complete the sentences using the word in brackets and 's or 's'.

4. PARAWORK: Write five facts about your family using have got and 's or 's. Then tell a partner. How many sentences can they remember?

COMMON ERRORS

My mum ~~has~~ a blue car.
My mum ~~has~~ a blue car.

The language structures previewed in the reading task are explored in more detail. Students are guided by a grammar table with guided tasks and the three-star rating system to build their confidence step-by-step.

Two types of grammar video to support and consolidate learning.

Vocabulary is extended further with engaging tasks, this time using listening skills to provide context.

LISTENING AND VOCABULARY Describing people

1. Match the words in the box to the pictures.

2. Listen to Tom talk about a family photo. Which photo does he talk about?

3. Listen again. Are the sentences T (true) or F (false)?

4. Draw a picture of your favourite family photo and show it to your partner. Can they describe your family members?

5. Write a description of yourself. Pass your description around the class. Can you guess whose description you have?

GRAMMAR TOOLKIT Have got questions

1. Copy and complete the questions and short answers with have/haven't or has/hasn't.

2. Look at the image of Hannah and her dad, Rob. Write short answers to the questions.

3. Write short questions with have/has got. Write short answers that are true for you.

4. PARAWORK: Ask questions about your classmates. Give short answers.

COMMON ERRORS

Yes, I have got. Yes, she has.
Yes, I have. Yes, she has.

A Grammar reference at the end of the book provides further support.

Common errors are highlighted. These are based on research taken from the Cambridge Learner Corpus.

All the units are linked to the Fast Finisher page extension activities, and corresponding Workbook materials for further practice.

The Speaking focus builds on communication tasks from earlier in the unit with an extended fluency activity.

In alternate Speaking lessons, an additional 'For Real' video shows real British school children discussing topics connected to the unit topic.

A Useful language box with audio and a Pronunciation section provide additional support.

1 SPEAKING Asking for information

1 Look at the picture and read. What is the conversation about?

2 Listen and select the correct answer.

3 Listen to the conversation again. Are the sentences T (true) or F (false)?

4 Listen and read the Useful Language. Choose one phrase and write one more question for Carl to your notebook.

USEFUL LANGUAGE

Asking for information
Can I ask you about...? What is that...?
How often do they...? When can I see...?
What time...? How many...?
Giving information
What do you want to know?
Any other questions?

FOR REAL VIDEO

1 What time is the meeting?
2 Can I ask you about the maths club?
3 ...is that next to the library?
4 ...other questions?
5 ...can I find a camera?

NEW HIP-POP MUSIC CLUB

IT CLUB

1 WRITING An informal email

1 Read Joe's email quickly. What is he writing about?

2 Read the email. Which four sentences are true?

3 Copy and complete the Useful Language with examples from Joe's email. Listen and check.

USEFUL LANGUAGE

Greetings: Hi/Hello, Hey, Hi there, How are you?
Excuse me: Excuse me, Pardon?
Questions: How is it?, How's it going?, What's up?
Saying goodbye: Bye, Bye-bye, See you.

1 Imagine you want to write an email to a new pen pal. Write notes using the ideas in the box or your own ideas.

2 Write your email. Use your notes from Ex 4 to help you.

Remember to:

- Use a greeting.
- Organise your text into paragraphs.
- Use good ideas.
- Use expressions from the Useful Language box.

Key Competencies

1 **PAIRWORK:** Look at your partner's email. Has it got four paragraphs and some of the Useful Language?

2 How can your partner improve their email?

3 How can you use your partner's ideas to improve your email?

The Writing lesson brings together the topic, language focus, and vocabulary from the unit and provides an opportunity for students to use these in a meaningful written task.

Units 1, 3, 5, 7 and 9 include a focus on Culture. Students can apply what they have learned to a wider global context and use their creative- and critical thinking skills to explore the topic further.

CULTURE Mixing cultures

Central High School

One School, Many Cultures

1 Watch the video. What does it say about globalisation?

2 GROUP WORK: Can you think of examples of globalisation in your country?

3 GROUP WORK: Look at the pictures. Where in the world do you think these cultural events come from?

4 Read the blog quickly and check your answers to Ex 3.

5 Read the blog. Who talks about each event?

6 Match the blue words in the blog with a definition.

Sustainable Development

GOAL 17 PARTNERSHIPS FOR THE GOALS

Think of three things that you are really proud of in your culture. What other cultures and countries? What do you know about them? Are there any similarities? What are the differences? What are the similarities and differences between your culture and others? What kind of problems could people solve by working together?

Activity card: Translations

Both Culture and CLIL lessons include a documentary video.

Units 2, 3, 6, and 8 include a focus on CLIL. This encourages students to integrate their language learning with other subjects.

CLIL Maths

St John's School

Year 7's daily routines

1 Select the correct answer.

2 Watch the video.

3 Look at the bar graph. It shows the results of the survey in the video. Select the correct words to complete the sentences.

4 Read the article quickly. Which two daily activities are the most common?

Daily activities survey

Activity	Number of people
have breakfast	17
have lunch	...
have dinner	...
play sport	18
watch TV	11
go to bed early	14
go to bed late	...

Sustainable Development

GOAL 4 QUALITY EDUCATION FOR ALL

Good education is very important for the future of our world. In many parts of the world, only few children stay at school to the age of 18. Why is a good routine so important for education to progress? Think of the reasons why children don't complete their education in some parts of the world.

Sustainable Development boxes highlight a goal which has a connection to the content in the lesson. Students are encouraged to discuss questions around that goal.

Mini Projects can be completed alone or in groups. In groups, inclusivity and mediation play a key role as students work together collaboratively. They can then extend their project work via the Learning Situations worksheets.

Student's Book: Unit guide

Activities which provide a fun extension for more-confident students. Students are directed to these at appropriate points in the unit.

Mediation lessons are included in Levels 1 and 2, and Learning to Learn in Levels 3 and 4. These lessons give students an opportunity to explore communication skills and study skills in greater depth.

UNIT 1: FAST FINISHER

1 Read the sentences to find the people's names.

Mark is Amy's brother. Amy and Mark's mum is called Mrs. Jackie is Mark's daughter. George is Jackie's grandson. Harry is George's grandson. Sasha is Harry's sister. Sasha and Harry's aunt is called Susan. Jackie is Tom and Amy's niece.

2 Write the words in the correct order to make sentences.

- teacher / my / got / hair / sister's / has / red
- friends / are / tall / my / parents
- hasn't / dad / a / Lily / heard / got
- Sam's / got / freckles / hasn't / sister
- a / my / friend / got / black / grandparents' / moustache / has

3 Use the words to write questions with have got. Write positive (✓) or negative (✗) short answers to the questions.

- you / a big family ✓
- How do you get a big family? A: Yes, I have.
- your friends / their bags ✓
- Sarah / a calculator ✗
- Amy's dad / a moustache ✓
- your dad / glasses ✗
- we / English homework ✗

4 Use the words in the box to write five descriptions of people in Amy's family.

beard blonde glasses grey wavy

MEDIATION Including others in a conversation

1 PAIRWORK Imagine you're at a party with people you don't know. How do you feel? Why?

bored shy happy nervous friendly

2 What can the people at the party do to include you in their conversation? Find the good ideas.

- ask you to join them
- introduce themselves and ask your name
- stop talking and wait for you to say something
- talk only about themselves
- ask questions about you

3 Listen to three people at a party. What activities and hobbies do they talk about?

4 Listen again. Select R (Rory) or S (Stephanie).

- Come and join us. ... S
- What about you ... ? ...
- What do you think of ... ? ...
- Why's that? ...
- Tell me about

5 Copy and complete the conversations with the phrases from Ex 4. Then listen and check.

1 Tell me about your family.

Wait, there's me, my mum and dad, and I've got two sisters.

2 I love playing video games ...

... Andy?

I prefer watching films.

3 I don't know many people here.

Wait ... This is my friend Sally, and I'm Tom.

Nice to meet you.

Hi there. Come and join us.

Thank you.

I'm Rita, and this is my friend, Sue ...

6 GROUP WORK Work in groups of three. Imagine you're at a party. Role play a conversation.

Students A and B are friends. You're talking about school. You see Student C alone. Invite them to join you and include them in your conversation.

7 GROUP WORK Change roles and do the role play again.

MEDIATION TIPS

Introductions in English

Don't worry! Remember to use the phrases 'This is my ...' and 'That is ...'

Take your time and use your hands to help you

A Review lesson is included after every two units. Students complete tasks both collaboratively and independently to help them understand their own progress.

REVIEW

1 PAIRWORK Imagine you're one of the people in a family picture. Ask and answer questions.

Who's that girl?

That's my sister. She's 10 years old.

2 Select how you feel talking about family.

I feel ...

A 4 4 very confident. It's easy for me.

B 4 4 confident, but I want more practice.

C 4 4 OK, but I need more practice.

3 Make a sentence with a word or phrase from each box. Can your partner guess if it's true or false?

always usually sometimes never every day every weekend

go to school get up have breakfast play sport watch a film chat online go shopping read a book listen to music

I go shopping every day.

That's false. You don't go shopping every day!

OK, it's false. Your turn!

4 PAIRWORK How do you feel talking about your daily routines? Select a number and explain your choice.

Self-assessment

1	2	3	4	5	6
---	---	---	---	---	---

1 = I need more time to practise.
6 = I feel very confident doing this.

5 PAIRWORK Look at the posters and read the roles. Role play a conversation. Then change roles and repeat.

Student A You know everything about City High School clubs. You want to help a new student choose the best club for them.

Student B You're a new student at City High School. You want to join a club. You like sport and art, but you're often busy after school.

Can I ask you about school clubs?

Sure, what are you interested in?

6 How confident do you feel having a conversation like the one in Ex 5? Select a number and explain your choice.

Self-assessment

1	2	3	4	5	6
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1 = I need to practise more.
6 = I feel confident doing this.

7 Choose one of these ways to become more confident in using English. Try it for two weeks!

- Greet your friends and ask them how they are in English every day.
- Download a language app and practise new words.
- Write text messages to your friends and reply to their messages in English.

Self-Assessment and reflection feature. This helps to make students better learners and promotes Learner Autonomy.

LEARNING TO LEARN Guessing the meaning of new words

1 PAIRWORK Which sentence (A-F) is true for you? Explain your choice to a partner.

When I read or hear a word I don't know, I usually ...

- guess the meaning.
- ask the teacher what it means.
- look up the word in a dictionary.
- stop reading or listening.
- panic.
- ignore it.

2 PAIRWORK Read the post and the questions in the box. Then discuss Questions 1 and 2 for the word rub in Joe's reply.

Hey, everyone! I'm doing a project about fashion for school called 'What's your style?' I'd love to hear about yours.

Joe

Personally, I love trainers, but I've got big feet, so it can be difficult to find my size. It takes me a long time to find shoes that fit perfectly and don't rub my feet. I really hate tight clothes. I only wear baggy jeans because they're much more comfortable. I've got a lot of baggy T-shirts as well. Some have long sleeves, some have short sleeves, but they're all a bit big on me. Also, I really dislike T-shirts with logos - I don't want the name of the company or their little pictures on my clothes and I'm not a walking advertisement! In fact, I prefer plain T-shirts to ones with a pattern - I don't even like stripes. Anyway, that's my style!

Nikki

My sister says my style is 'a bit too much?' because I'm always wearing lots of different accessories, especially jewellery. My favourite pieces of jewellery are some coloured glass earrings I bought last year. I love how pretty they look in the light - so sparkly! I also wear a watch and in the winter I never go out without a hat, a pair of gloves and a scarf. Most of them are presents from my grandma. She loves to knit clothes for me and my sister. I'm happy about that because I like being comfortable and warm in cold weather. Woolen clothes are cozy and look good.

1 What part of speech is the word? A noun, an adjective or a verb? How do you know?

2 Are there words or phrases around the word that can help you to guess the meaning?

3 Based on your answers to Questions 1 and 2, what do you think the word means?

4 Listen to the conversation. Which of your ideas from Ex 2 do the people mention?

5 Now use the questions in the box to guess the meaning of the other words in bold in Joe's reply.

6 Now work alone. Use the questions in the box to guess the meaning of the words in bold in Nikki's reply.

LEARNING TO LEARN TIPS

Understanding when to ignore unknown words

When you see a word you don't know, finish reading the sentence anyway. If you're able to understand the general idea of the sentence, continue to the next. If you finish the next sentence and still understand the general idea, ignore the word you didn't know and keep reading.

baggy

1 adjective - it describes clothes (jeans and T-shirts)

2 seems to be the opposite of 'tight' (I hate tight clothes), also Joe's T-shirts are 'a bit big on me'

3 loose / big for the person

A Grammar Review is included in the back of the book to clarify language structures. A useful resource, e.g. as class preparation, a review tool for self-study or exam preparation.

GRAMMAR REVIEW

Have got

Affirmative

I / You / We / They (I've) have got a brother.
He / She / It has (s) got a brother.

We use **have got to**

- express possession; We've got a new computer at home.
- express family relations and friendship; She's got a brother.
- describe people's physical appearance; My dad's got brown hair.

The contracted forms of **have got** and **has got** are 've got and 's got. The apostrophe shows that letters have been left out.

I have got a sister. → I've got a sister.
She has got a bike. → She's got a bike.

Negative

I / You / We / They (haven't) have not got a brother.
He / She / It (hasn't) has not got a brother.

Negative sentences with the verb **have got** follow the following structure:

Subject	have / has	negative	got	compl.
We	have	not	got	a dog.

The contracted negative forms of **have got** are **haven't got** and **hasn't got**.

I have not got a phone. → I haven't got a phone.

Have got

Interrogative and short answers

Have I / You / We / They got a brother?
Has he / she / it got a brother?

Interrogative sentences with **have got** are formed by placing **have / has** before the subject and **got** after the subject.

Have they got skateboards?

Possessive 's

The **Saxon genitive** is a construction used in the English language to express possession and relationships between people.

Possessor – singular	Possessors – plural regular
Kat's book	the students' classroom
Possessor – plural	Possessors – plural irregular
Jim and Jack's mother	the women's book

- If the possessor is a singular noun, the Saxon genitive is formed by adding the apostrophe ' and -s after the name.
- If the possessor is a regular plural noun ending in -s, the Saxon genitive is formed by adding the apostrophe ' after the name.
- If there are two or more possessors, the Saxon genitive is formed by adding the apostrophe ' and the -s after the last possessor.
- If the possessor is an irregular plural noun, the Saxon genitive is formed by adding the apostrophe ' and the -s after the name.

There is / there are

Affirmative

Sing.	Full form	Contracted form	
There is	There is	There's	a chair.
Pl.	There are	There are	two chairs.

- We use **there is** and **there are** to say that something exists or that something is in a place.
- The expression **there is** (there's) is usually followed by the indefinite article a / an.
- There's a pen on the desk.
- The expression **there are** can be followed by:
 - the definite article some + plural noun; There are some chairs in the kitchen.
 - a number + plural noun; There are four chairs in the kitchen.

Negative

Sing.	Full form	Contracted form	
There is not	There isn't	There isn't	a door.
Pl.	There are not	There aren't	any doors.

- The whole negative form of **there is** and **there are** is constructed by adding **not**.
- There is not a phone on the desk.
- There are not two dogs in the garden.

An additional set of vocabulary in the back of the book, extending and building on the topic in the corresponding unit. Useful for challenging stronger groups of students.

UNIT 1 VOCABULARY PLUS Family

1 Match the words from the box with the images below. Then listen and check.

children / divorced / engaged / married / relatives / single / twins

2 Select the correct words from the box to complete the sentences. Then listen and check.

half-brother / half-sister / stepbrother / stepfather / stepmother / stepson

- He is married to your mum. He's your **stepfather**.
- Your dad and her mum are married. She's your ...
- Your dad is this person's dad, too. He's your ...
- She is married to your dad. She's your ...
- Your mum is this person's mum, too. She's your ...
- Your mum and his dad are married. He's your ...

3 PAIRWORK Talk about your family. Use words from Ex 1-2.

PRONUNCIATION

UNIT 1

How to sound interested

1 Listen. Who sounds interested? Number the pictures 1 and 2.

2 Listen. Is the speaker I (interested) or NI (not interested)?

3 Listen and repeat.

- My sister is really funny. That's nice.
- My mum speaks three languages. Oh, really?

4 Practise the conversations in Ex 3. Remember to show if you are interested or not.

UNIT 2

/b/ vs. /p/

1 Listen and repeat.

2 Listen. Select the sound you hear.

3 Read the conversations. Copy and complete the table with words from the conversations. Then listen and check.

4 Practise saying the conversations in Ex 3.

UNIT 3

can vs. can't

1 Listen. Do you hear can or can't? Select the correct word.

2 Listen and repeat.

3 PAIRWORK Say two activities you can do. Say two activities you can't do.

UNIT 4

/s:/ vs. /z:/

1 Listen and repeat.

2 Listen. Select the sound you hear.

3 Listen and repeat.

4 Practise saying the conversation in Ex 3.

UNIT 5

/r/ vs. /l/

1 Listen and repeat.

2 Do you usually stay after school?

Words with /r/ sound Words with /l/ sound

Provides additional tasks for each unit to support speaking and help students improve areas of pronunciation that are challenging. These are selected to be relevant to the vocabulary of each unit.

IRREGULAR VERBS LIST

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was / were	been	know	knew	known
beat	beat	beaten	leave	left	left
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
fast	fast	fast	sleep	asleep	asleep
fight	fought	fought	speak	spoke	spoken
find	found	found	spend	spent	spent
fly	flew	flown	stand	stood	stood
forget	forgot	forgotten	swim	swam	swum
get	got	got	take	took	taken
give	gave	given	teach	taught	taught
go	went	gone	tell	told	told
grow	grew	grown	think	thought	thought
have	had	had	throw	threw	thrown
hear	heard	heard	understand	understood	understood
hide	hid	hidden	wake	woke	woken
hit	hit	hit	wear	wore	worn
hold	held	held	win	won	won
keep	kept	kept	write	wrote	written

A handy reference listing irregular verbs.

The *Glow Up!* Workbook supports the Student's Book with practice activities for self-study or additional practice for the classroom.

UNIT 1 We are family **VOCABULARY** Family

1 Circle the correct words to complete the family tree.

2 Who says it? Match the sentences with the correct people.

3 Look at Andy's family tree again. Then answer the questions.

GRAMMAR TALKIT Have got / Possessive 's

1 Read the texts. Write Clara, Olivia and Nicola under the correct picture.

2 Write sentences about your family. Use the words in the box, have/has got and the possessive 's.

3 Look at Ex 1 again. Circle the correct words to complete the texts.

These revisit the key vocabulary from the Student's Book core units so that students can feel confident that they have mastered the language.

A three-star rating system identifies the difficulty level of each task, allowing teachers to select the tasks to suit the current level of individual students, and helping students to see their progress as they tackle each new task.

LISTENING AND VOCABULARY Describing people

1 Complete the crossword.

2 Write descriptions of people in your family.

3 Listen to Emily talking about her family. Match the descriptions with the people.

GRAMMAR TALKIT Have got questions

1 Match 1-6 with A-F.

2 Use the words to write questions and short answers.

3 Use the words to write questions and short answers.

Question	Short answer
1 Freya / red hair	Yes, she has.
2 your friends / parts	No, I haven't.
3 you / a brother	Yes, I have.
4 your dad / grey hair	No, I haven't.
5 we / a science class / today	Yes, we have.
6 David / a sister	No, we haven't.

A Reading activity allows students to draw on language that they have encountered throughout the unit while further developing their reading skills through a fresh text.

A Writing task provides consolidation of the writing skills from the Student's Book so students feel completely confident in approaching each type of text.

READING

1 Read the blog quickly. How many families does it talk about?

2 Read the blog and write T (true) or F (false). Then listen and check.

TEEN LIFE TODAY

3 Circle the correct answer. Then answer the question.

WRITING An informal email

1 Match the parts of the email with the section numbers.

2 Imagine you want to write a friend an email about your weekend. Write short notes for each paragraph.

3 Write your email to your friend. Remember to include a greeting, two paragraphs, a question and to say goodbye.

A two-page language review after every two units gives students the opportunity to review their learning at regular intervals.

REVIEW Unit 1

1 Complete the sentences about Caroline's family with the words in the box.

family: husband, cousins, grandmas, uncle ✓

- This is my dad's brother. Tom's my _____.
- My aunt has got five children. I've got five _____.
- My mum's mum's name is Sofia. Sofia is my _____.
- My mum and dad have got two other children, James and Harris. James and Harris are my _____.
- My dad has got three sisters. I've got three _____.

2 Circle the word that does not belong.

- 1 masculine (female) ✓ 4 mother (father) (uncle)
- 2 tall (tall) (short) 5 grandparent (uncle) (aunt)
- 3 freckles (blonde) (red) 6 cousin (brother) (sister)
- 4 long (short) (grey)

3 Put the sentences in order to make a conversation.

OK, bye!

Nice to meet you, Francesca. This is my friend Roberto.

We're in the same French class.

Yeah, it's fun! See you later, Francesca!

Nice to meet you, Roberto. How do you know Tom?

Hi, my name is Tom. What's yours?

Cool! I love French.

Hello, Tom. I'm Francesca.

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1 Complete the text with the affirmative (✓) or negative (✗) form of have got.

1 Follow

This is a photo of me and my friends in the park last summer. That's me on the right! I _____ have got long brown hair and a pink T-shirt. I'm sitting next to Kelly. She _____ long brown hair, too. Next to Kelly's Lucy, with very brown hair. Kelly and Lucy _____ (not) long hair now. They _____ about hair. In the middle is Will. He usually wears glasses but he _____ them on in this photo. From left to right: Will and Paul on the left. We _____ a lot of other friends, but they aren't in this picture.

2 Look at the two sentences. Write one sentence with the same meaning using the possessive 's.

- John's got a brother. His brother is tall. → John's brother is tall.
- Heaven's got a cat. Her cat is friendly.
- My cousins have got bikes. Their bikes are new.
- My mum's got glasses. Her glasses are red.
- Sam's got a video game. His video game is fun.
- My parents have got a car. Their car is black.
- The children have got homework. Their homework is difficult.

3 Find and correct eight errors in the email.

To: James
From: Charlie
Subject: A bit about me

Hi James,

I'm excited to have a new pen pal. I want to tell you about me and my family. I've got a little brother called Harry and a little sister called Paula. Our parents are called Sue and Liam. We live in a house in Edinburgh, Scotland. We not have got a garden but we live near a very big park and we go there to play sports at the weekend.

We've got a pet cat called Scout, and Henry have got a pet fish called Sparky. My friend's houses are nearby and I stay there away weekends. We play football in the park and video games at their houses. I haven't got any video games but my friends have got lots!

Tell me about you! Has you got any brothers and sisters?

Best,
Charlie.

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The grammar map outlines the main grammar topic using colour coding to highlight the different parts of a clause - an essential reference and study tool that can accommodate different types of learning styles.

GRAMMAR MAP Unit 1

1 Complete the map.

Present simple of have got

Full form
Subject + have / has + got
I have got two sisters.
He / She / It / They + has + got a brother.

Short form
Subject + 've / 's + got
She's got a big house.
They 've got a garden.

Full form
Subject + have / has + not + got
You have not got a pet.
They 've not got a cat.

Short form
Subject + haven't / hasn't + got
He hasn't got time.
It 's not got a bike.

Short answers

Affirmative / Negative
Yes / No, + subject + have / has / have / has
Yes, I / you / we / they have.
No, I / you / we / they 've not.
No, he / she / it / he / she 's not.

Have / Has + subject + got + ?
Have you got a car?
Has Julie got a dictionary?
Have they got rice friends?

Possessive 's

Possessor	's	's
singular	+ 's	
regular plural	+ 's	
irregular plural	+ 's	+ possessor's name
two or more possessors	+ 's	after last possessor

Bob's mum. Today is Mike's birthday.

The girl's bikes. The old pictures are in his parents' house.

Those women's car. The children's school.

Liz and Ryan's parents. Mike and Katy's friends are from France.

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HOW TO WRITE An email

Prepare

1 What do you write about in emails to friends or family?

family: hobbies, school, sport, food, holidays, music, teachers

Text structure and content

2 Read the email and write a subject.

From: Charlie Hick
To:
Subject:

Hi,
Thanks for your email. Your new house sounds really nice. I'm in a new school now. It's great but I've got lots of homework every day! I get up at 7.00 and have breakfast. Then I take the bus to school. It starts at 8.30. We have lunch at 1.0 school finishes at 3.30. My favourite subject is maths. It's so interesting. I also like other subjects. I walk home with my bag and we usually play sports in the park after school. There's a big football pitch and, sometimes, I help my brother's homework, too. We have dinner and watch TV at 7.00. At the weekend, I hang out with my friends. I practice the guitar. I'm really good at it. What about you? Tell me about you. What do you do in your free time?
Bye,
Charlie

HOW TO WRITE A website review

Prepare

1 Who do we NOT usually talk to by text message?

A friends
B teachers
C parents

2 What do you usually talk about in text chats?

1 plans
2 TV films
3 family
4 school subjects
5 food
6 friends
7 sport
8 clothes
9 other:

Text structure and content

3 Look at the text messages.

1 What do the messages mean?
2 What emojis do you use when you text? Draw your favourites.

4 Look at the sentences. Write T (true) or F (false).

Text messages ...
1 are very short.
2 use very formal language.
3 have long descriptions with a lot of adjectives.
4 use a lot of punctuation, like exclamation marks (!)
5 use contractions (like isn't, don't and aren't).
6 use long sentences with a lot of information.

5 Look at the pairs of phrases. In each pair, circle the one we normally use in a text message.

- 1 I love you! / I would like to spend the day with you!
- 2 It's really fun here! / This is a very nice place. I think you would like it.
- 3 It's great news. / Amazing!
- 4 Sure! / I would love to join you.

Now write it!

6 Write replies to Mart's messages in Ex. 3 and continue the conversation with two more messages.

- Use the information in Ex. 4.
- Include some of the phrases in Ex. 5.

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These 'How to Write' lessons explore different text types and give students the opportunity to practise writing skills.

SPEAKING PART 1 Exam Practice

1 Complete the conversation with the correct phrases.

Ben: Hello. My name's Ben. I'm new in Newcastle.
Oliver: Hi, Oliver. Do you live in Newcastle?
Ben: Oh, really? How often do you play sport there?
Oliver: ...
Ben: What do you do at the weekend?
Oliver: ...
Ben: Is the shopping centre in Newcastle good?
Oliver: ...
Ben: And what's your favourite place in Newcastle?
Oliver: ...
A Football and tennis, but I'm not very good.
B In fact, thanks, and good!
C I usually meet my friends and we go skateboarding.
D Not very often. I prefer watching football on TV.
E Nice to meet you, I'm Oliver.
F This park because it's very beautiful.
G I don't really know. I do my shopping online.
H Yes, near the gym.

2 Put the words in the correct order to make questions or sentences. Ask and answer with a partner.

- 1 you / What's / name / ?
- 2 did / How / you / are / ?
- 3 work / Do / are / a student / you / a / or / for / ?
- 4 you / do / When / live / ?
- 5 English / your / Who / teacher / is / ?
- 6 learning / start / English / When / you / did / ?
- 7 many / lessons / you / do / How / English / learn / have / every / ?
- 8 much / How / do / get / you / homework / English / ?
- 9 something / lesson / Please / about / English / are / tell / you / me / enjoyed / ?
- 10 kids / like / do / What / you / do / watching / programme / TV / ?
- 11 TV / do / When / watch / you / ?
- 12 you / often / do / How / TV / watch / ?
- 13 watching / Who / you / like / with / TV / do / ?
- 14 something / programme / Please / favourite / tell / you / me / TV / about / .

3 Complete the sentences with the correct word.

1 You've got a mum, a dad and a sister. They are in your f.....
2 You are a man. You are married to a woman. She is your w.....
3 Eric has got a sister but he hasn't got any b.....
4 Your mum has got a sister. She's your s.....
5 My father's father is my g.....
6 You've got a cousin. She's a girl. She's your c.....
7 I am 15 years old and my brother is 12. We're both c.....
8 Your uncle's got two children. They're your c.....
9 You are a boy. You are your grandmother's g.....
10 Your mum and dad are your p.....

EXAM FACTS

- In this part, the examiner asks you questions about yourself.
- The questions are about your name, where you live and other things, such as your hobbies, family and school.
- You only speak to the examiner. You don't speak to the other student.

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Cambridge exam practice lessons - A2 Key for Schools in Levels 1 and 2, B1 Preliminary for Schools for Levels 3 and 4.