

STARTER

UNIT OBJECTIVES

Vocabulary:  
countries and nationalities;  
classroom objects;  
prepositions of place;  
numbers, days and dates; time

Grammar:  
present simple - be;  
imperatives; can ;  
subject and object pronouns;  
this / that / these /those

Functions:  
personal information;  
classroom language



# WELCOME

## A ALL ABOUT ME

### Personal information

1 1.02 Put the dialogue in order. Number the boxes. Listen and check.

Alex Hi. I'm Alex.

Alex I'm fourteen. How about you?

Alex The United States.

Alex Hello, Fabiola. Where are you from?

Fabiola Me? I'm fourteen, too.

Fabiola I'm from Italy. And you?

Fabiola Hi, Alex. My name's Fabiola.

Fabiola Cool! How old are you, Alex?

1

2 1.03 Complete the dialogue with the words in the box. Listen and check.

are • meet • this • too

Alex Fabiola – <sup>1</sup>\_\_\_\_\_ is my friend Ravi.

Ravi Hi, Fabiola. Nice to <sup>2</sup>\_\_\_\_\_ you.

Fabiola Nice to meet you, <sup>3</sup>\_\_\_\_\_, Ravi.  
And this is my friend: her name's Patrizia.

Patrizia Hi guys. How <sup>4</sup>\_\_\_\_\_ you? I'm Patrizia. Patrizia Lambertucci.

3 **SPEAKING** Imagine you are a famous person. Work in pairs, then groups.

1 Tell your partner who you are.

2 Introduce your partner to others in the group.

– Hi, I'm *Ryan Gosling*.

– Hello, my name's *Rihanna*. And this is my friend, *Barack Obama*.

### Countries and nationalities

4 Complete the names of the countries (add the consonants).

0 B r a z i l

1 \_\_\_\_i\_\_a i \_\_\_\_

2 The Ne \_\_\_\_e \_\_\_\_a \_\_\_\_

3 Co \_\_\_\_o \_\_\_\_i a

4 l \_\_\_\_a \_\_\_\_

5 \_\_\_\_e \_\_\_\_i \_\_\_\_o

6 \_\_\_\_u \_\_\_\_i a

7 \_\_\_\_a i \_\_\_\_

8 \_\_\_\_u \_\_\_\_e \_\_\_\_

9 The U \_\_\_\_i \_\_\_\_e \_\_\_\_ \_\_\_\_a \_\_\_\_e \_\_\_\_

10 A \_\_\_\_e \_\_\_\_i \_\_\_\_a

11 Be \_\_\_\_i u \_\_\_\_



5 What nationality are the people? Write the sentences.



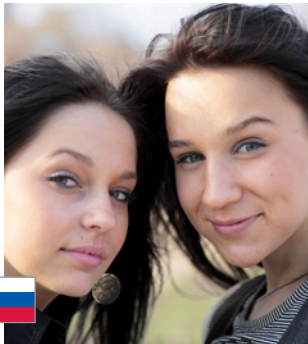
0 He's Brazilian.



1 She's



2 They



3 They



4 He



5 She



6 She



7 He

Look!

Subject pronouns

I / you / he / she / it are singular.  
We / you / they are plural.

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6 Replace the underlined words with a subject pronoun.

- 0 Harry is not English. Harry's Scottish.  
Harry is not English. He's Scottish.  
1 Your friends are really nice.  
2 Is your teacher Italian?  
3 Dan and I are good friends.  
4 Anna is a student and Anna's in my class.  
5 Lucy and Jay aren't in the classroom.

GRAMMAR

Present simple - be

+	-
I'm (am) Italian. You're (are) Italian. He/she/it's (is) Italian. We're (are) Italian. They're (are) Italian.	I'm not (am not) Italian. You aren't (are not) Italian. He/she/it isn't (is not) Italian. We aren't (are not) Italian. They aren't (are not) Italian.
?	Short answers
Am I Italian? Are you Italian? Is he/she/it Italian? Are we Italian? Are they Italian?	Yes, I am. / No, I'm not. Yes, you are. / No, you aren't. Yes, he/she/it is. / No, he/she/it isn't. Yes, we are. / No, we aren't. Yes, they are. / No, they aren't.

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7 1.04 Complete the dialogue using the correct forms of the verb to be. Then listen and check.

- Fabiola So, Ravi – where <sup>0</sup> are you from?  
Ravi Me? I <sup>1</sup> am from Britain, I <sup>2</sup> am British.  
Patrizia But, <sup>3</sup> is your name British?  
Ravi Well, no it <sup>4</sup> isn't. My parents <sup>5</sup> are from India and so my name <sup>6</sup> is from India too. But my sister Anita and I were both born here, so we <sup>7</sup> are 100% British.  
Fabiola Your name <sup>8</sup> is really nice.  
Ravi Thank you! And you two, <sup>9</sup> are you both Italian?  
Patrizia That <sup>10</sup> is right. But we <sup>11</sup> are not from the same city. I <sup>12</sup> am from Milan and Fabiola <sup>13</sup> is from Bari. We <sup>14</sup> are students at the language school.

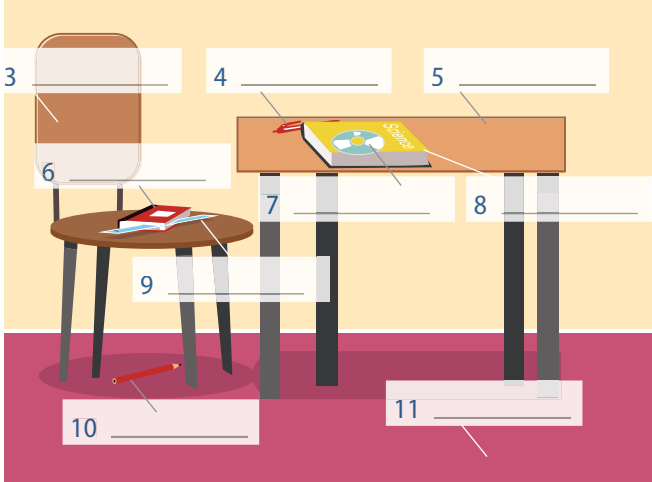
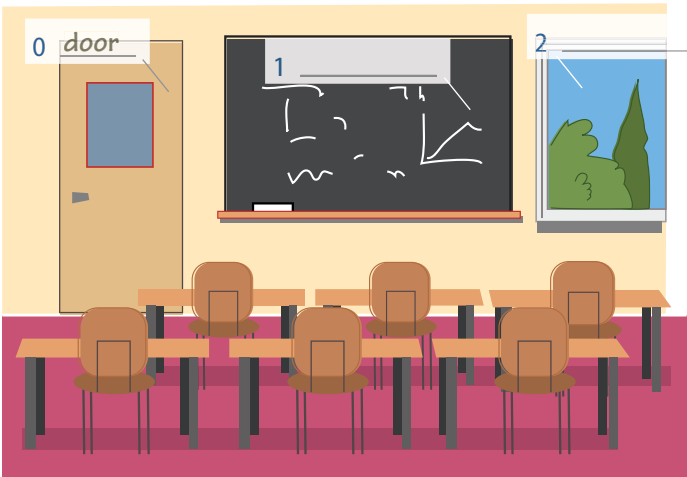
8 **SPEAKING** Write questions for these answers. Then ask and answer in pairs.

- 0 A Are you Italian? B Yes, I'm Italian.  
1 A Where are you from? B I'm from Milan.  
2 A Are your parents Italian? B No, my parents aren't English.  
3 A What's your name? B No, my name isn't Italian, it's French.  
4 A Where are your favourite bands from? B My favourite bands are from the U.S.A.

B WHAT'S THAT?  
Classroom objects

9 Write the words in the correct places.

board • book • CD • chair • desk • door • floor • notebook • pen • pencil • ruler • window



Prepositions of place

10 Look at the pictures in Exercise 9. Complete each sentence with a preposition from the box (you will use some words more than once).

between • in • on • under • in front of • behind

- 0 The notebook is on the chair.
- 1 The pencil is \_\_\_\_\_ the floor.
- 2 The pencil is \_\_\_\_\_ the chair.
- 3 The book is \_\_\_\_\_ the desk.
- 4 The pen is \_\_\_\_\_ the book.
- 5 The ruler is \_\_\_\_\_ the notebook.
- 6 The board is \_\_\_\_\_ the door and the window.
- 7 The book is \_\_\_\_\_ the pen.

Classroom language

11 1.05 Complete each sentence with a word from the box. Listen and check.

ask • again • mean • hand • ~~down~~  
page • say • spell • understand • run

- 0 Sit down please.
- 1 Don't \_\_\_\_\_ in the classroom.
- 2 Can you say that \_\_\_\_\_, please?
- 3 How do you \_\_\_\_\_ *aula* in English?
- 4 Open your books at \_\_\_\_\_ 21.
- 5 Put your \_\_\_\_\_ up if you know the answer.
- 6 Can I \_\_\_\_\_ a question?
- 7 Sorry, I don't \_\_\_\_\_.
- 8 What does this word \_\_\_\_\_?
- 9 Excuse me. How do you \_\_\_\_\_ that word?  
Is it T-I-R-E or T-Y-R-E?

GRAMMAR

Imperatives

+	-
Open your books!	Don't run!

Rule

- For the **positive imperative** we use **the base form of the verb**.
- For the **negative imperative**, we use **don't + the base form of the verb**.

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12 Use one word from each box to invent 8 new classroom rules. Use positive and negative imperatives.

speak • run • listen • shout • stand • open  
sleep • write • put

Italian • classroom • door • chair • desk  
music • book • food

Don't stand on the desk!

13 **SPEAKING** Compare your answers in pairs.

Look!

Can

- We use **can** for permission or to make a request.  
**Can** I ask a question?  
No, you **can't** ask a question.
- Can** is a modal verb and it is followed by the base form of the verb.

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- 14 Use the prompts to ask permission or make a request using *can*.
- 0 I / ask a question  
Can I ask a question?
  - 1 You / say that again please
  - 2 You / close the window please
  - 3 I / sit on the chair
  - 4 You / open your books at page 11
  - 5 You / help me

GRAMMAR

Subject and object pronouns

Subject pronouns	Object pronouns	Rule
I you he she it we they	me you him her it us them	<ul style="list-style-type: none"><li>• We put subject pronouns <b>before</b> verbs. <i>She's a good teacher.</i></li><li>• But we put object pronouns <b>after</b> verbs. <i>We like her.</i></li></ul>

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- 15 Circle the correct pronoun.
- 0 Jo is in the class with we / us. She / her sister is here too.
  - 1 This is a photo of I / me. I / me am with my dad.
  - 2 A Is that Paul?  
B Yes, I'm behind her / him in this photo.
  - 3 A Is Laura OK?  
B Yes, her mum's with she / her. She / her is fine.
  - 4 A Is Toby in their group?  
B No, he's not in a group with they / them.  
They / them are in group 1.
- 16 Complete each sentence with the correct pronoun.
- 0 A Where is my pen?  
B Is this it ?
  - 1 Sorry, I don't understand, can you help \_\_\_\_\_?
  - 2 A Are you with Emma?  
B Yes, I'm with \_\_\_\_\_.
  - 3 A Is your teacher in the classroom with you and your friends?  
B No, \_\_\_\_\_ isn't with \_\_\_\_\_.
  - 4 These questions are difficult, I don't understand \_\_\_\_\_.
  - 5 A Who's in front of Robert?  
B Dan's in front of \_\_\_\_\_.
  - 6 A Am I in the group with \_\_\_\_\_?  
B Yes, you're with us.

Look!

This / that / these / those



A What does this word mean?



B What does that word mean?



C These books are heavy.



D Those books are heavy.

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C ABOUT TIME  
Numbers, days and dates

17 Write the numbers as words.

1 <u>one</u>	11 _____
2 _____	12 _____
3 _____	13 _____
4 _____	14 _____
5 _____	15 _____
6 _____	16 _____
7 _____	17 _____
8 _____	18 _____
9 _____	19 _____
10 _____	20 _____

18 1.06 Write the numbers from the lowest to the highest. Then listen and check.

fifty nine • sixty three • twenty five • thirty six •  
eighty seven • one hundred • seventy eight  
ninety two • nineteen • forty four

0 <u>nineteen</u>	<u>19</u>
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____
6 _____	_____
7 _____	_____
8 _____	_____
9 _____	_____

19 Match the numbers and the words.

22<sup>nd</sup>  
3<sup>rd</sup>  
12<sup>th</sup>  
4<sup>th</sup>  
15<sup>th</sup>  
2<sup>nd</sup>  
5<sup>th</sup>  
31<sup>st</sup>  
1<sup>st</sup>  
20<sup>th</sup>

first  
second  
third  
fourth  
fifth  
twelfth  
fifteenth  
twentieth  
twenty-second  
thirty-first

20 1.07 How do you say these numbers? Listen and check.

7<sup>th</sup> • 11<sup>th</sup> • 14<sup>th</sup> • 19<sup>th</sup> • 23<sup>rd</sup> • 28<sup>th</sup> • 30<sup>th</sup>

21 1.08 Complete the names of the days. Listen and check.

0 M <u>o</u> n <u>d</u> a <u>y</u>	4 F _____
1 T _____ sd _____	5 S _____ r _____ y
2 W _____ n _____ d _____	6 S _____
3 _____ h u _____ y	

22 1.09 Complete the names of the months. Listen and check.

0 <u>January</u>	6 J _____ y
1 F _____ bru _____	7 A _____ u _____
2 M _____ h	8 S _____ mber
3 _____ p _____ l	9 O _____ er
4 M _____	10 _____ vem _____
5 J _____	11 D _____

23 1.10 Listen and choose the correct information.



**Oliver** Hi, Shona. Why are you so happy today?  
**Shona** Because it's the 21<sup>st</sup> / 22<sup>nd</sup> / 23<sup>rd</sup> February.  
**Oliver** And what's special about that date?  
**Shona** It's my birthday!  
**Oliver** Really! Happy birthday, Shona.  
**Shona** Thanks. I'm 13 / 14 / 15 today.  
**Oliver** Lucky you!  
**Shona** When is your birthday, Oliver?  
**Oliver** It's in August/September/October.  
**Shona** What date?  
**Oliver** The 11<sup>th</sup> / 12<sup>th</sup> / 13<sup>th</sup>. I think it's on a Tuesday/Thursday/Friday this year.

24 **SPEAKING** Work in pairs. Write dates for 1-4, but don't show your partner. Then take turns to say a date and your partner guesses the occasion.

- 1 Your birthday

2 Your favourite day of the year

– 17<sup>th</sup> of March

– Is it your birthday?

– No, it's a religious day - St Patrick's day.
- 3 A religious day

4 An Italian celebration

My day

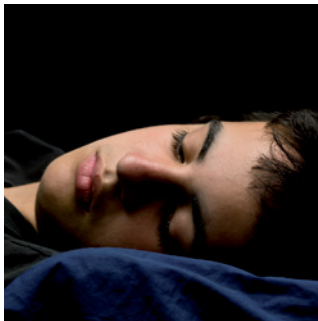
25 Put the pictures in the order you do them.



I go to school. **A** ☐



I get home. **B** ☐



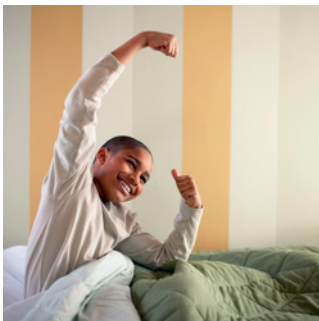
I go to bed. **C** ☐



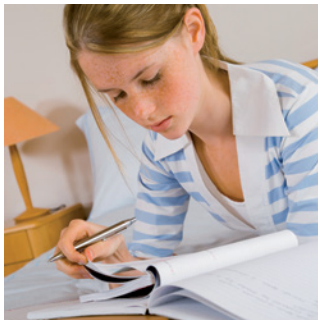
I have dinner. **D** ☐



I have breakfast. **E** ☐



I get up. **F** ☐ 1



I do my homework. **G** ☐



I have lunch. **H** ☐

26 Look at the sentences in Exercise 25. Write them in the correct column for you.

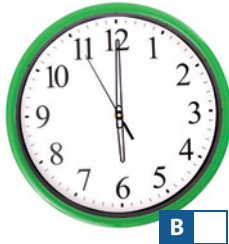
Morning	Afternoon	Evening
I get up.		

27 Match the clocks and the times.

- 1 It's half past eight.
- 2 It's quarter past three.
- 3 It's eleven o'clock.
- 4 It's six o'clock.
- 5 It's eight o'clock.
- 6 It's quarter to eight.
- 7 It's ten to one.
- 8 It's twenty past ten.



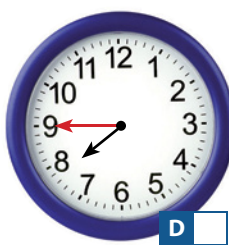
I get home



I \_\_\_\_\_



I \_\_\_\_\_



I \_\_\_\_\_



I \_\_\_\_\_



I \_\_\_\_\_



I \_\_\_\_\_



I \_\_\_\_\_

- 28 1.11 Listen to Leah. Write about her day under the pictures in Exercise 27.
- 29 **SPEAKING** Work in pairs. Talk about your day.
- I get up at half past seven.
  - I have lunch at one o'clock.

1

USEFUL THINGS

UNIT OBJECTIVES

**Vocabulary:**  
everyday objects;  
adjectives

**Grammar:**  
*have got;*  
*there is / there are;*  
plural nouns;  
possessive -'s;  
possessive adjectives;  
*a/an; some/any*

**Functions:**  
describing objects



1 phone



2



3



4



5



6



7



8



9



10



11



12




13



14

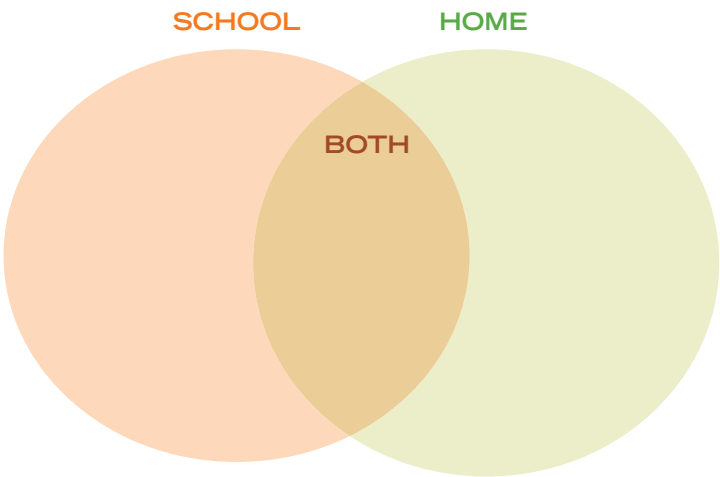
VOCABULARY

Everyday objects

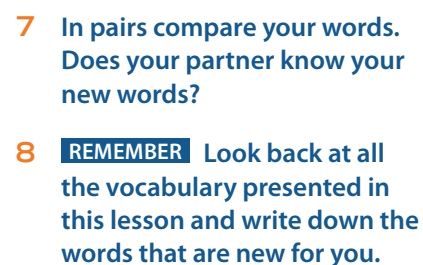
- 1  1.12 Match the words to the photographs 1-14. Then listen, check and repeat.

notebook • diary • phone • bottle of water  
lunchbox • key ring • earphones • magazines  
tablet • purse • ruler • watch  
wallet • pencil case
- 2 **SPEAKING** Work in pairs. Which objects from Exercise 1 are in your bag today?
- 3 Which objects from Exercise 1 are never in your bag?

4 Sort the objects from Exercise 1 into HOME, SCHOOL or BOTH.






[illegible]

- Choose 5 new words from pages 14 and 15.
- Write 5 simple sentences each containing one of your new words.  
*My notebook is **messy**.*  
*My **wallet** is for my money.*
- At the end of Unit 1 look back at your sentences and check you remember the words.

PRESENTATION

Start thinking

- 9 Think about your school bag and use the vocabulary from pages 14 and 15 to describe it to your partner.
- 10  1.14 Read and listen to the quiz then answer the quiz questions.

GRAMMAR		
Have got		
+	-	
I've (have) got a pen. You've (have) got a pen. He/she/it's (has) got a pen. We've (have) got a pen. They've (have) got a pen.	I haven't (have not) got a pen. You haven't (have not) got a pen. He/she/it hasn't (has not) got a pen. We haven't (have not) got a pen. They haven't (have not) got a pen.	
?	Short answers	
Have I got a pen? Have you got a pen? Has he/she/it got a pen? Have we got a pen? Have they got a pen?	Yes, I have. Yes, you have. Yes, he/she/it has. Yes, we have. Yes, they have.	No, I haven't. No, you haven't. No, he/she/it hasn't. No, we haven't. No, they haven't.
Rule We use <b>have got</b> to talk about possessions.		

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- 11 Find one question and two negative sentences in the quiz.
- 12 Write sentences using the prompts and *have got*.

0 you / a red pen in your bag?  
Have you got a red pen in your bag?

1 Your school / two computer labs.  
\_\_\_\_\_

2 We / a new teacher  
\_\_\_\_\_

3 They / not / their sports bag  
\_\_\_\_\_

4 Sara / a ruler?  
\_\_\_\_\_?

5 Your friends / their books?  
\_\_\_\_\_?

6 I / not / a pencil case.  
\_\_\_\_\_
- 13 Complete the sentences with *have got* so that they are true for you.

0 My school hasn't got wifi.

1 I \_\_\_\_\_ a sister.

2 My parents \_\_\_\_\_ a car.

3 I \_\_\_\_\_ a smartphone.

4 My best friend \_\_\_\_\_ a cat.

5 My house \_\_\_\_\_ a garden.

6 My grandparents \_\_\_\_\_ a computer.

How organised are YOU?

- 1 In my school bag, I have got  
A between one and five objects.  
B about eight objects.  
C twelve or more objects.
- 2 My school bag is  
A new.  
B about one year old.  
C over three years old.
- 3 My school bag  
A hasn't got any notebooks in it.  
B has got between one and four notebooks in it.  
C has got five or more notebooks in it.
- 4 Have you got any classroom objects in your bag?  
A No, I haven't got any classroom objects.  
B Yes, I have got pens and pencils.  
C Yes, I have got pens, pencils, a ruler, a calculator and other objects.
- 5 Inside my bag is  
A clean and tidy.  
B full of useful things.  
C a total mess.



TAKE the test  
and find out.



Your score

1	A 1	B 2	C 3	5-8	You're a minimalist! You aren't prepared for the school day.
2	A 3	B 2	C 1		
3	A 1	B 2	C 3	9-12	You are organised and ready for the school day! Well done.
4	A 1	B 2	C 3		
5	A 1	B 2	C 3	13-15	All these objects for one day?! You're not organised but you've got a big bag!

14 Rewrite the sentences using *have got*.

- 0 The exam questions are difficult.  
The exam *has got difficult questions* .
- 1 Lisa's notebook is new.  
Lisa \_\_\_\_\_ notebook.
- 2 Our tests are in the teacher's bag.  
The teacher \_\_\_\_\_ in her bag.
- 3 Your bag is messy!  
You \_\_\_\_\_ a messy bag!
- 4 My trainers are in my sports bag.  
I \_\_\_\_\_ in my sports bag.
- 5 My school bag is very big.  
I \_\_\_\_\_ school bag.
- 6 Our notebooks aren't in our bags.  
We \_\_\_\_\_ our bags.

15 **SPEAKING** Work in groups. Ask and answer questions to find someone who has got...

- 1 a red bike  
2 a cat and a dog  
3 an English dictionary  
4 two brothers or sisters  
5 an unusual pet  
6 a house with a garden
- Have you got a red bike?  
– No, I haven't. Have you?  
– Yes, I have.



THiNK! Values

Important things

- 16 Number in order of importance for you.
- \_\_\_ mobile phone  
\_\_\_ computer  
\_\_\_ friends  
\_\_\_ family  
\_\_\_ school books  
\_\_\_ music
- 17 **SPEAKING** Compare your ideas with a partner. Are the same things important to you both?