

Vocabulary: Classroom objects; Adjectives

Grammar: Articles; Plural nouns; *be*: affirmative and negative

Speaking: Talking about timetables

Writing: A student profile

VOCABULARY Classroom objects

I can talk about things in the classroom.

1 **1.1** Match the words in the box with the pictures. Listen, check and repeat.

board chair computer desk door headphones laptop pen pencil
pencil case rubber ruler shelf smartphone tablet window



2 Copy the table in your notebook. Complete it with the objects from Exercise 1.

Things in a pencil case	
Parts of a classroom	
Technology	

3 Work in pairs. Point at the picture and ask and answer questions.

A: *What's this/that?*

B: *It's a desk.*

4 With a partner, say the things you see in your classroom.

It's a chair.

Now watch the vlog.

FAST FINISHER

Write a list of classroom objects that you also have in your bedroom.

door, window, desk ...

This is my bag

READING I can match descriptions with pictures.



WHAT'S IN YOUR BAG?

Bags are important. We carry everything we need for the day in our bags. Today we ask three people from Burnham High School, 'What's in your bag?'



1

Hi, what's your name?

My name's Lorna.

What's in your bag, Lorna?

This is a Science book and these are lunch boxes. I have two. My sandwiches are in this box, and an apple and an orange are in that box. And this is a pencil case with one, two, three pencils, a rubber and a ruler.



2

Hello, what's your name?

I'm Mrs Johnson. I'm a teacher.

What's in your bag?

OK, let's see. This is a pencil case. And in the pencil case ... pens. They're black, blue and red. And what are these? They're books. These are two dictionaries. An English dictionary and a French dictionary. And this is a laptop and this is a smartphone.



3

And what's your name?

Fabian.

OK, Fabian, what's in your bag?

These are my books ... a Maths book, an Art book, a notebook. What's this? Oh yes, it's an umbrella. And this is a pencil case – with pens and pencils. And this is an apple and my smartphone. Oh, and finally these are headphones.



a



b



c

1 Look at the pictures of the bags. What can you see in them?

pencil case, ruler...

2 1.2 Read and listen to the text. Match the bags with the people.

1 Lorna ... 2 Mrs Johnson ... 3 Fabian ...

3 Copy the table in your notebook. Read the text again and tick (✓) the things in the bags.

	books	technology	food
Lorna	✓		
Mrs Johnson			
Fabian			

4 Work in pairs. Ask and answer the question from the text.

A: What's in your bag?

B: This is a pencil case ...

5 **Word Power** Find five school subjects in the text and write them in your notebook. Which is your favourite subject?

Science, ...

6 **THINK CRITICALLY** In some schools, students use their smartphones in the classroom. Is this a good idea or a bad idea? Think of one good thing and one bad thing.

I think it's a good idea because ...

I think it's a bad idea because ...

GRAMMAR Articles

I can use articles before nouns.

Now watch the grammar animation.

- 1 **1.3** Read the grammar box. Copy the words with the correct articles in your notebooks. Listen, check and repeat.

Use *an* before nouns that begin with vowels (a, e, i, o, u).

an apple **an** umbrella

Use *a* before nouns that begin with consonants.

a teacher **a** book

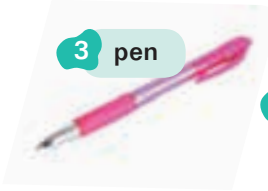
- 1 orange



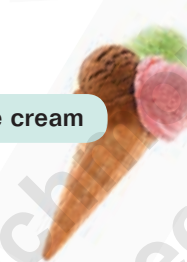
- 2 watch



- 3 pen



- 4 ice cream



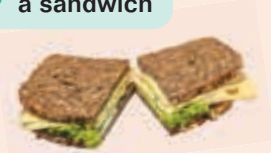
Plural nouns

I can use singular and plural nouns.

- 2 **1.4** Read the grammar box. Write the plurals of the words in the pictures in your notebooks with the correct numbers. Listen, check and repeat.

	Singular	Plural
Most nouns	a pen	pens
Nouns ending in -ch, -s, -sh, -x, -z	a box	boxes
Nouns ending in -f, -fe	a shelf	shelves
Nouns ending in consonant + -y	a dictionary	dictionaries

- 1 a sandwich



two sandwiches

- 2 an umbrella



- 3 a dress



- 4 a baby



- 5 a book



- 6 a leaf



- 3 Read the **Look!** box. Match the singular nouns with the irregular plural nouns.

Look! Irregular plural nouns

Some plural nouns don't end in -s.

- | | |
|------------|------------|
| 1 a person | a children |
| 2 a child | b men |
| 3 a woman | c people |
| 4 a man | d women |

- 4 Work in pairs. What can you see in the picture? Use the nouns in the box with articles or numbers.

apple board child clock desk laptop
pen rubber ruler shelf smartphone
tablet umbrella window woman

an apple, two windows ...



FAST FINISHER

Write about the things in your classroom. Use numbers or articles.

a dictionary, six pens ...

This isn't difficult!

VOCABULARY and LISTENING Adjectives

I can listen for detail.

- 1 **1.5** Match the pictures with the adjectives. Listen, check and repeat.

beautiful big boring cheap difficult
easy expensive happy interesting old
sad short small tall ugly young

1 

2 

3 

4 

5 

6 

7 

8 

Look! Adjective order

Adjectives come before nouns:
This is a big classroom.
Adjectives come after be:
This classroom is big.

- 2 Read the **Look!** box. In your notebook, put the words in the correct order to make sentences.

- 1 is / tall / father / my
- 2 men / the / old / are
- 3 young / are / children / those
- 4 lessons / are / English / easy
- 5 a / subject / difficult / is / that
- 6 am / I / person / a / happy
- 7 computers / expensive / these / are
- 8 an / interesting / is / book / this

- 3 **1.6** Listen to a dialogue between two friends, Liam and Ava. Match them to their Maths classes.

Ava 

Liam 

a 

b 

- 4 **1.6** Listen again. Are the sentences true (T) or false (F)?

- 1 Liam is happy.
- 2 Maths is difficult.
- 3 Liam's Maths lessons are boring.
- 4 Ava's Maths lessons are interesting.
- 5 Ava uses tablets in Maths lessons.
- 6 Today is Friday.

GRAMMAR *be*: affirmative and negative

I can use *be* in the affirmative and negative.

Now watch the grammar animation.

- 1 Read the grammar box. Copy and complete the rule with the long form of *be*.

	Affirmative	Negative
I	I'm a teacher.	I'm not a student.
you	You're happy.	You aren't sad.
he	He's at home.	He isn't at school.
she	She's tall.	She isn't short.
it	It's cheap.	It isn't expensive.
we	We're in this class.	We aren't in Class 3.
they	They're from the UK.	They aren't from Brazil.

Rule

We can use *be* in the long form or the short form after subject pronouns.

Long form	1 ...	2 ...	3 ...	4 ...	5 ...	6 ...
Short form	'm	's	're	'm not	aren't	isn't

- 2 **1.7** Choose the correct answers to complete the start of Ava and Liam's dialogue. Listen and check.

Ava: Hi, Liam. How are you?

Liam: Oh, I ¹ *am not / aren't* bad.

Ava: Uh-oh, you ² *re / aren't* happy. What's wrong?

Liam: It's my Maths lessons. They ³ *re / 's* difficult.

Ava: Well, Maths ⁴ *aren't / isn't* easy. What's the teacher like?

Liam: She ⁵ *'s / isn't* OK, but the lessons ... they ⁶ *aren't / 're* boring.

Ava: Boring? Maths lessons ⁷ *am not / aren't* boring. They ⁸ *re / aren't* fun!

3 PRONUNCIATION Negative contractions

- 1.8** Listen and repeat.

- isn't** He isn't happy.
- aren't** They aren't cheap.

- 4 Copy and complete the sentences with the affirmative (+) or negative (-) form of *be*.

- Today ... Saturday. (-)
- I ... happy today. (+)
- The students ... at school. (-)
- This smartphone ... cheap. (+)
- You ... my teacher. (-)
- English lessons ... interesting. (+)
- I ... tall. (-)
- My school ... big. (+)

- 5 Work in pairs. Make affirmative and negative sentences about the pictures.

That's an ugly building. It isn't beautiful.



- 6 Work in pairs. Write three true sentences and three false sentences about you. Can your partner guess if the sentences are true or false?

A: *I'm happy today.*

B: *True.*

A: *I'm thirteen.*

B: *False! You aren't thirteen. You're twelve.*

FAST FINISHER

Write three affirmative and three negative sentences about your classmates.

Jorge isn't tall ...

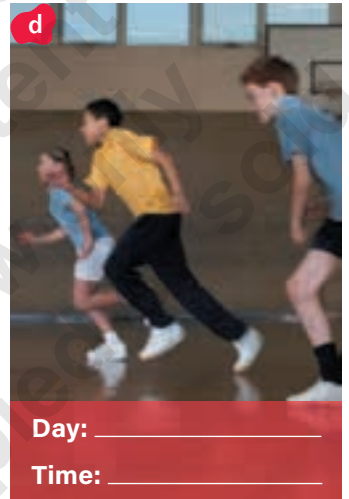
KEEP TALKING!

Time for class!

READING and LISTENING

I can understand a school timetable.

- Look at the pictures. Which school subjects can you see?
- Read the school timetable for Monday and Tuesday. Write the day and time of each lesson (a-d).



		9.00–10.15	10.15–10.45	10.45–12.00	12.00–1.00	1.00–2.30	2.45–4.00
MONDAY	Lesson: Classroom: Teacher:	English B14 Mrs Jones	BREAK	Spanish C3 Sra García	LUNCH	Art A6 Mr Ashton	P.E. Gym Mr Sansom
TUESDAY	Lesson: Classroom: Teacher:	Maths C3 Mr Norton	BREAK	History A12 Ms Foster	LUNCH	Science B2 Ms Hancock	English B14 Mrs Jones

FRIDAY	Lesson: Classroom: Teacher:	1 ... 2 ... Mr Garrett	BREAK	3 ... B4 Mme 4 ...	LUNCH	5 ... A3 Mr 6 ...	7 ... 8 ... Mrs Davis
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- Read the timetable again and answer the questions.
 - Which subject is on Monday and on Tuesday?
 - Which classroom has two different lessons?
 - What time is break?
 - Which two lessons are 1.5 hours?
- Which day do you prefer: Monday or Tuesday? Why?
- FIND OUT** Students in the UK learn Maths, Science, Art, P.E., History, English and other languages. Find two more British school subjects.
- 1.9** Listen to a teacher talk about the timetable for Friday. Which of the lessons in the box do the students have?

Art	English	French	History
Music	P.E.	Science	Spanish
- 1.9** Listen again. Copy and complete the timetable for Friday.

SPEAKING Talking about timetables

I can say the days of the week and tell the time.



1 1.10 Listen and read. What is the problem?

Jake: What day is it today?
Sarah: It's Wednesday.
Jake: Science is on Wednesday. What time is it?
Sarah: It's five to nine.
Jake: Oh no!
Sarah: What?
Jake: The Science lesson is at nine o'clock. We're late!

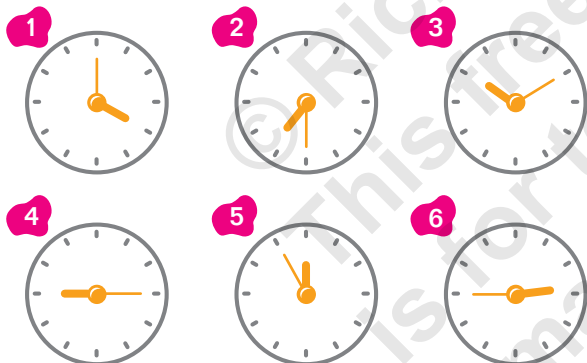
2 1.11 Listen and repeat the days of the week.

3 Work in pairs. Ask and answer the questions.

- 1 What day is it today?
- 2 What day is it tomorrow?
- 3 What days are the weekend?

4 1.12 In your notebook, complete the times with the words in the box. Listen, check and repeat.

half o'clock past quarter ten to



- | | |
|------------------------|--------------------------|
| 1 It's four | 4 It's quarter ... nine. |
| 2 It's ... past seven. | 5 It's five ... twelve. |
| 3 It's ... past ten. | 6 It's ... to three. |

5 What time is it now?

6 1.13 Listen and repeat the Useful language.

Useful language

Talking about days

What day is it today?
 It's Monday/Tuesday, etc.
 What day is the Maths lesson?
 It's on Wednesday/Thursday, etc.

Talking about times

What time is it?
 It's ten o'clock / quarter past nine, etc.
 What time is the English lesson?
 It's at half past three / quarter to twelve, etc.

Look! Prepositions of time

We use *on* to talk about days and *at* to talk about times.

The Science lesson is on Monday.
The Science lesson is at nine o'clock.

7 Work in pairs. Ask and answer questions about your timetable. Follow the steps in the Speaking plan.

Speaking plan

Prepare

- > Write your timetable for a week.
- > Check how to say the school subjects in English.

Speak

- > Ask your partner questions from the **Useful language** box to find the days and times of five lessons.
- > Use phrases from the **Useful language** box to answer your partner.

Reflect

- > How can you improve next time?
- > Swap partners and act out a new dialogue.

Now play *Keep moving!*

FAST FINISHER

Choose a day of the week. Write sentences about the time of your lessons.

Maths is at quarter past nine ...

A DIFFERENT SCHOOL

- The Whole Earth Nature School in the USA is different from most schools. Students aren't in a classroom all day. There aren't computers or laptops. At this school, the lessons are outside in a beautiful forest!

LESSONS

- The students play a lot of games and the timetable is always interesting. The lessons have animal names.
- In 'The Way of the Cougar', students paint their faces and bodies with mud. Now they're the same colour as the forest. They're very quiet, too... shh... Where are they?!
- In 'The Way of the Raccoon', students learn about plants. They find edible plants in the forest and make a big salad for lunch. Yum!
- In 'The Way of the Owl', students study the animals in the forest. They listen to different birds and look for wild animals and their homes. But they need to be careful – there are black bears here!
- In 'The Way of the Wolverine', students make a home in the forest. They make a fire, too!



TEACHERS

- The teachers at Whole Earth are different from your teachers. They have nature names like Lonestar, Thunder and Foxfire. They tell stories and sing songs by the fire. Their clothes are different, too!

CLOTHES

- There aren't any uniforms at Whole Earth. Students wear T-shirts and they paint them with mud. Their clothes get very dirty!

- At this school, the lessons aren't boring. At the end of the school day, the students are tired and dirty, but they are happy!



1 Look at the photos of the students at Whole Earth Nature School. Where are the students? What country is the school in?

2 1.14 Read and listen to the article and check.

3 Match the photos a-f with the **blue** sentences in the article.

4 Read the article again. Complete the sentences with the correct form of *be*.

- 1 The Whole Earth school ... in the UK.
- 2 The lessons ... in a classroom.
- 3 The timetable ... interesting.
- 4 'The Way of the Owl' ... a lesson about animals.
- 5 The students ... in school uniforms.
- 6 The students ... happy at the end of the school day.

5 **COMPARE CULTURES** Work in pairs. Compare your school with the Whole Earth Nature School.

The lessons in the Whole Earth Nature School are outside. The lessons in my school are in classrooms.

6 1.15 Read the text. Match the countries in the box with the pictures 1-4. Listen and check.

Australia Japan UK Uruguay

7 **Word Power** Match the words in the box with the clothes in the photos.

hat jumper shirt shoes shorts
skirt socks tie trousers

8 **GET CREATIVE** Work in pairs. Design a school uniform.

9 Describe your school uniform to the class.

The hat is pink and green.

Now watch the culture video.

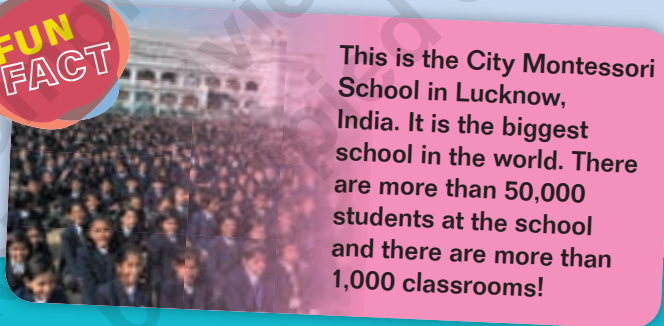
FAST FINISHER

Write a list of good things and bad things about Whole Earth Nature School.

Good things: no uniforms, ...

Bad things: no computers, ...

FUN FACT



This is the City Montessori School in Lucknow, India. It is the biggest school in the world. There are more than 50,000 students at the school and there are more than 1,000 classrooms!

SCHOOL UNIFORMS AROUND THE WORLD

In many countries, students wear school uniforms. But the clothes aren't the same in every country. We hear from four students about their school uniform.



Me and my school

WRITING A student profile

I can write about myself.

1 Look at the pictures on the school website. Guess the answers to the questions. Read and check.

- 1 Where is the boy from?
- 2 How old is he?
- 3 What are his favourite subjects?



The screenshot shows the Brandon Gate School website. At the top, there is a search bar and navigation links for Home, Students, Teachers, School Clubs, Latest news, Contact us, and Sign in. The main content area features a profile for Gus Winter, a Year 8 student. To the left of the profile is a circular photo of Gus. To the right is a photo of two students high-fiving on a field, one holding a soccer ball. The profile text reads: "Hi, my name's Gus and I'm twelve years old. I'm a student at Brandon Gate School and I'm in Year 8. The school is in Bristol, a city in the UK. It's a big school and there are 2,000 students. My favourite day is Wednesday. English and P.E. are my favourite subjects and they're on Wednesday! English is difficult, but it's interesting. P.E. is fun ... football is my favourite sport, but I'm not in the school football team."

2 Work in pairs. Compare yourselves with Gus.

Gus is twelve and I'm twelve, too.

I'm not from the UK. I'm from Brazil.

3 Look at the **Useful language**. How do you say these expressions in your language?

Useful language

You and your school

I'm in Year ...

I'm a student at ...

It's a big/small/old/new school.

There are ... students.

My favourite day/subject is ...

I'm (not) in the school ... team.

4 Read the **Look!** box. Find examples of capital letters in Gus's profile.

Look! Capital letters

We use capital letters:

- at the start of sentences: *It's an old school.*
- when we use the subject pronoun *I*: *I'm ten years old.*
- for names of people and places: *My name's Ana and I'm from Madrid.*
- for countries and nationalities: *I'm from Spain and I'm Spanish.*
- for days of the week: *Friday is my favourite day.*

5 In your notebook, rewrite the sentences with capital letters.

- 1 hello, this is edward and he's mexican.
- 2 today isn't tuesday, it's monday.
- 3 my name's sonia and i'm from the usa.
- 4 this is kate. she's eleven years old.
- 5 it's a small school in birmingham in england.

6 Write a student profile about you for your school website.

Writing plan

Prepare

- › Make notes about you and your school.
 - Which year are you in?
 - What's the name of your school?
 - Where is it?
 - What's your favourite subject? Why?

Write

- › Use your notes to write sentences.
- › Use the expressions from the **Useful language** box.

Reflect

- › Check your use of capital letters.
- › Check your spelling.
- › Check your grammar: articles, *be*: affirmative and negative

REVIEW

UNITS 1-3

▶ LISTENING

4 **R1** Listen to the descriptions of the houses. Match them to the people.



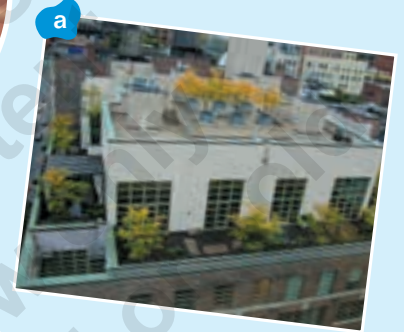
1 Khloé Kardashian



2 John Legend and Chrissy Teigen



3 Jay Z and Beyoncé



a



b



c

5 **R1** Listen again. Are the sentences true (T) or false (F)?

- There are seven bedrooms in Khloé Kardashian's house.
- There's a swimming pool in her garden and a cinema in her house.
- There are ten bathrooms in John Legend and Chrissy Teigen's house.
- They live in Justin Bieber's old house.
- Jay Z and Beyoncé's house is in Los Angeles, in the USA.
- Blue Ivy, Rumi and Sir are their children.

▶ READING

1 Read about Elena. Choose the correct words to complete the text.



I'm Elena and I'm thirteen. I'm from ¹ *Spain / Spanish*, but I live in Cambridge, in the UK with my family. My parents ² *is / are* teachers and we're here for two years. I have ³ *a / an* brother called Toni. He ⁴ *'s / 're* eleven.

My school in Cambridge is good and the lessons are interesting. It's an international school and my classmates are from all over the world. My best friend is ⁵ *a / an* Argentinian girl called Martina. ⁶ *Her / His* desk is next ⁷ *to / of* my desk in our Science class.

There ⁸ *'s / are* lots of beautiful buildings in Cambridge, but there ⁹ *isn't / aren't* a beach! In Spain, our house is in front ¹⁰ *to / of* a beautiful beach. My cat is in Spain at my ¹¹ *grandmas' / grandma's* house. I'm ¹² *sad / happy* because it isn't here with me!

2 Put the words in the correct order to make questions about Elena.

- Elena / British / is / ?
- brother / her / how old / is / ?
- from / best friend / is / where / her / ?
- beach / there / in / a / Cambridge / is / ?
- cat / Elena's / is / where / ?

3 Answer the questions from Exercise 2.

▶ SPEAKING

6 Work in pairs. Look at pictures A and B. Find ten differences.

In picture A there's a computer on the desk, but in picture B there isn't a computer.



▶ WRITING

7 Look at a picture of Poppy and her family. Write sentences about the picture with the words in the box.

brother	dad	laptop	light	mum	pet
phone	plant	sofa	table	window	



This is a picture of a living room. In this room, there's ...

There are ...

TEST YOUR MEMORY!

How many adjectives can you say in twenty seconds?

Name three countries and their nationalities.

Name five things in your classroom.

Name three people in your family and how they are related to you.

Name four rooms in a house.

Name five things your living room.

Make a question for your partner with *be*.

Say two things you *are* and two things you *aren't*.

Say five things you can see. Use articles or plurals.

Say five things you can see. Use possessive adjectives or *'s*.

What can you see out of the window. Use *there is / there are*.

Describe three things in your bedroom. Use prepositions of place.

PROJECT

UNITS 1-3

TASK

Create a poster about your life

I can plan and make a poster.

PREPARE

My life in pictures

- My family
- My school
- My friends
- My home

Step 1 Get ideas

- Match the photos with the categories in the mind-map.
- Tell your partner which photos are similar to your family, friends, home and school.

My family is the same as this family. My family is big!

Step 2 Choose pictures

- Draw pictures or find photos about you for the four categories.
- Choose the best picture for each category.

21st Century skills Think critically

Think about which pictures are interesting for other people. How do the pictures make other people feel?

Step 3 Do your research

- Work in pairs. Tell your partner which pictures you want to include in your poster. Do they agree?

Look! Feedback

Get feedback by asking for other people's opinions. Do their ideas help you with your work?

DO

Step 4 Plan your poster

- › Decide if your poster is on paper or on a computer.
- › Make a sketch of your poster. Decide where each picture goes.

Step 5 Write the text for your poster

- › Write the text to explain the pictures on your poster. Use the **Useful language** box to help you.
- › Give your text to another student to check your spelling and punctuation.

Step 6 Create your poster

- › Print or draw your poster.
- › Add the text to explain the pictures.
- › Display your poster for your class to see.

REFLECT

Step 7 Evaluate the posters

- › Look at all the posters and ask questions.
How old are your brothers?
Is this your teacher?
- › Choose the posters you like. Why are the pictures interesting?

Step 8 Reflect

- › Think about your poster. Is there anything you can improve on your poster?

Useful language

This is my home/school/family.

... is my best friend/cousin.

He/She/It is(n't) ...

These are my friends/brothers/sisters.

They are(n't) ...

There are ... bedrooms. My bedroom is ...

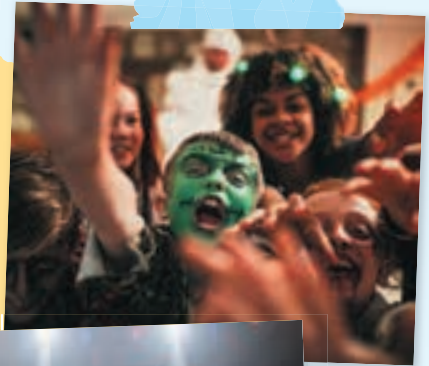
There are ... at our school, but there aren't any ...

My life in pictures



My friends

These are my friends at a Halloween party. The boy with the green face is Eric – he's funny! The girl behind Eric is Esther. She's my best friend.



My family

This is my family on a special day – it's my dog's first birthday! His name's Bailey. My mum and dad and my two big brothers are in the photo, too.



My school

This is a Drama class at our school. Drama classes are on Monday and Friday and they're fun! It's my favourite subject. The other classes at school are boring!



My house

Our house is small, but our garden is big. There aren't any interesting photos of my house, but this is my tree house! It's in our garden and it's very cool. There are posters on the walls and there's an old sofa for me and my friends!

LITERATURE

UNITS 1-3

BEFORE YOU READ

1 Work in pairs. Imagine you're a new student at a school. Choose the best option to complete the sentences for the activities in the box.

I think it's easy to ...

I think it's difficult to ...

find classrooms join clubs make new friends
talk to teachers understand lessons

2 Read the outline to *A surprise for Emma*. Complete the sentences with the correct words.

- 1 Emma is the *new* / *old* student in the class.
- 2 It's *easy* / *difficult* for Emma to make new friends.
- 3 She's quiet with other people because she's *noisy* / *shy*.
- 4 She is usually *at home* / *with friends* at the weekend.

OUTLINE

A surprise for Emma

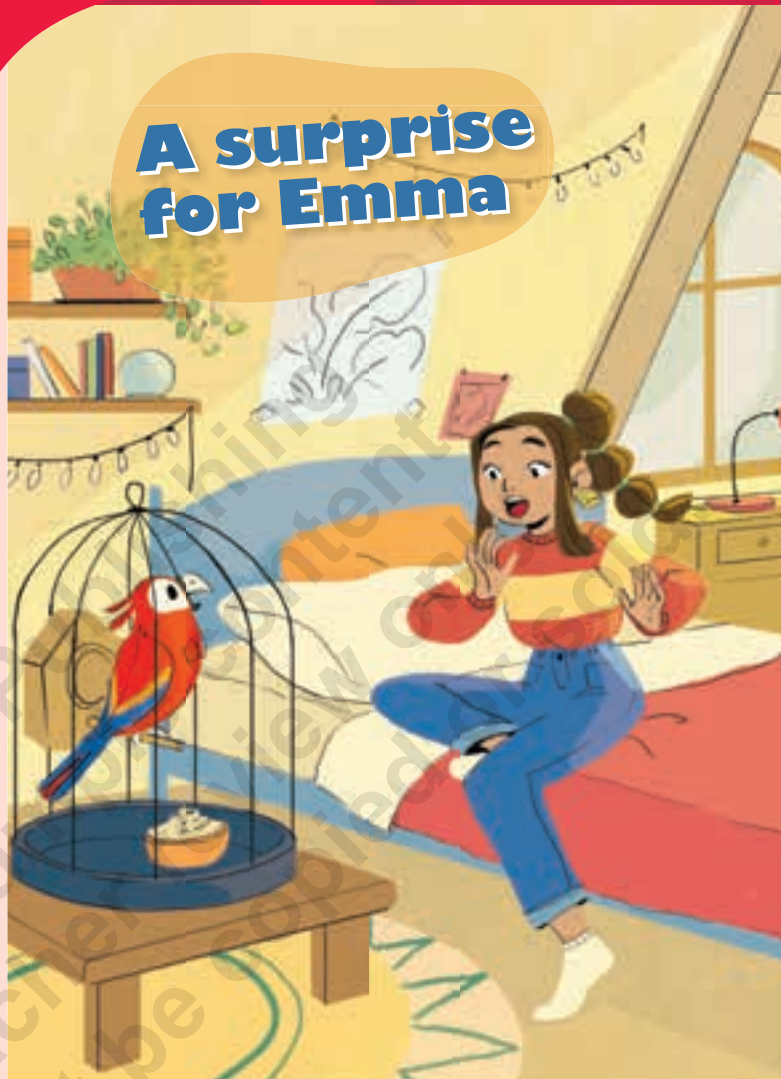
Emma Crace is twelve years old. She lives with her parents and her little brother. She's the new student in her school and she doesn't have any friends yet. It isn't easy for Emma to make friends – she's quiet around other people because she's shy. The other students are noisy and they go out together at the weekend and have fun. Emma stays at home. She's usually in her bedroom with her pet parrot, Rolo.

READ

3 **L1** Read and listen to Part one of the story. Look at the picture. Find the people and things in the box.

a cage Emma Kevin Rolo

A surprise for Emma



'Congratulations, everyone – it's Friday! What are your plans for the weekend?'

Ms Booth stands in front of the board and speaks to the students. Emma sits at the back of the classroom. There is nobody next to her.

'The beach!' says one student.

'It's Caitlin's birthday party tomorrow,' says another student. 'It's at the beach.'

'Lovely,' says Ms Booth. 'Emma, are you going to Caitlin's party?'

The other children turn and look at Emma.

'Um ...,' her face is red because she's embarrassed. 'No, I'm not.'

'OK,' says Ms Booth. 'Maybe something with your family, then?'

'Um ..., I don't know,' says Emma. She feels very shy.

'Ha!' a boy laughs. His name is Toby. Emma doesn't like him.

'Be quiet, Toby!' shouts Ms Booth. She's angry with Toby. 'Have a good weekend, Emma.'

She's a nice teacher, thinks Emma.



It's Saturday morning and Emma is in her bedroom. There's a cage next to the bed. Emma's pet parrot, Rolo, is in the cage.

'Oh Rolo, I'm very bored today,' Emma says.

There's a voice behind her bedroom door. 'Emma?' It's Kevin, her little brother.

'What do you want?' she asks.

'Is there someone in your room with you?'

Emma says nothing.

'Ha! You're talking to Rolo again!' he laughs.

'Go away!' says Emma, and she looks at the cage.

'I want to go to the beach with the others, but I'm scared,' she says.

'Don't be scared.'

Emma is very surprised. 'Who said that?' Is Kevin behind her door again?

Rolo looks at her. 'Don't be scared, Emma.'

'Aagh!' Emma jumps. 'Rolo? Is that you?'

'Yes, it's me.'

'But ... you're talking!'

'I know I'm talking! Now come here. I have an idea.'

Emma puts her head close to the cage and listens.

4 Word Power Read the story again. Find the adjectives in the box. Match the adjectives with the pictures.

angry embarrassed scared surprised



5 Read the story again. Are the sentences true (T) or false (F)?

- 1 Emma sits next to her friends in the classroom.
- 2 Toby is her friend.
- 3 Ms Booth is a nice teacher.
- 4 Emma's classmates go to the beach on Saturday.
- 5 Emma goes to the beach on Saturday.
- 6 Emma is in her bedroom with another person.
- 7 Emma is very happy.
- 8 Her parrot talks to her.

6 **L2** Work in pairs. Choose what you think Rolo says? Listen and check.

Rolo wants to ...

- a stay in the cage
- b go outside
- c eat breakfast

REFLECT

7 Work in pairs. Answer the questions.

- 1 Are you shy?
- 2 Do you know a shy person?
- 3 What is it difficult for shy people to do?

8 **FIND OUT** African Grey parrots are good at talking. Find out how many words they can learn.

Glossary

- laugh** the sound you make when you're happy or you think something is funny
- cage** a box with bars to keep animals or birds in
- voice** the sound you make when you speak or sing
- idea** a plan or suggestion

LANGUAGE SUMMARY

UNIT 1

GRAMMAR

Articles

an	We use <i>an</i> before singular nouns that begin with vowels (a, e, i, o, u). an animal, an egg, an umbrella
a	We use <i>a</i> before singular nouns that begin with consonants (e.g. b, c, d, etc.). a window, a chair, a teacher

Plural nouns

Spelling rules	Singular	Plural
For most nouns: we add <i>-s</i> .	a chair an egg	chairs eggs
For nouns ending in <i>-ch, -s, -sh, -x</i> or <i>-z</i> : we add <i>-es</i> .	a box a watch	boxes watches
For nouns ending in <i>-f</i> or <i>-fe</i> : we remove <i>-f</i> or <i>-fe</i> and add <i>-ves</i> .	a shelf a knife	shelves knives
For nouns ending in consonant + <i>-y</i> : we remove <i>-y</i> and add <i>-ies</i> .	a dictionary a story	dictionaries stories
Irregular nouns	a woman a man a person a child	women men people children

be: affirmative and negative

	Affirmative	Negative
I	I'm a boy.	I'm not a girl.
you	You re Mexican.	You aren't Spanish.
he	He s in this class.	He isn't in Class 2.
she	She s short.	She isn't tall.
it	It s cheap	It isn't expensive.
we	We re at school.	We aren't at home.
they	They re red.	They aren't blue.

Rules

We use the verb *be* to give information about things and people.

After subject pronouns we usually use the short form.

I am a teacher. = *I'm* a teacher.

She **is not** in class. = She **isn't** in class.

They **are** from Brazil = They **re** from Brazil.

VOCABULARY

Classroom objects

board	pencil
chair	pencil case
computer	rubber
desk	ruler
door	shelf
headphones	smartphone
laptop	tablet
pen	window

Adjectives

beautiful	interesting
big	old
boring	sad
cheap	short
difficult	small
easy	tall
expensive	ugly
happy	young

SPEAKING

Talking about days

What day is it today?

It's Monday/Tuesday, etc.

What day is the Maths lesson?

It's on Wednesday/Thursday, etc.

Talking about times

What time is it?

It's ten o'clock / quarter past nine, etc.

What time is the English lesson?

It's at half past three / quarter to twelve, etc.

WRITING

You and your school

I'm in Year ...

I'm a student at ...

It's a big/small/old/new school.

There are ... students.

My favourite day/subject is ...

I'm (not) in the school ... team.

Capital letters

We use capital letters:

- at the start of sentences: **She's** a girl.
- with the subject pronoun, *I*: **I'm** happy.
- with names of people and places: **Alex** is in **New York**.
- with countries and nationalities: **Sara** is from **Mexico**. **She's Mexican**.
- with days of the week: **Today is Monday**.