



หนังสือเรียน รายวิชาพื้นฐาน ภาษาอังกฤษ

Catrin E. Morris, Paola Tite with Grazia Cerulli and Luke Prodromou

SPRINT

STUDENT'S BOOK

1

ชั้นมัธยมศึกษาปีที่ 1

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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สงวนลิขสิทธิ์ตามพระราชบัญญัติ ลิขสิทธิ์เป็นของบริษัท สำนักพิมพ์เอมพันธ์ จำกัด



Welcome to **SPRINT**

In each unit you will find:

Vocabulary

Presentation of the new vocabulary of the unit.

LEARN TO LEARN

Peculiarities in the use of the English language.

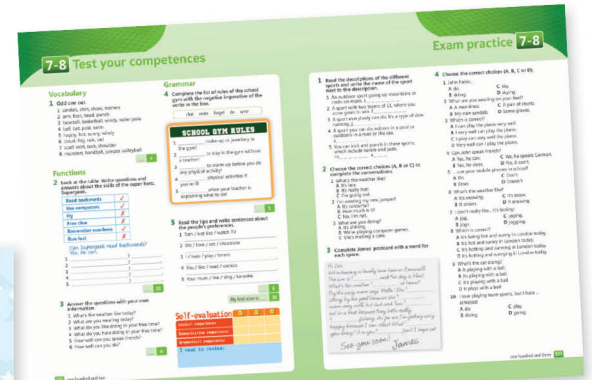
Presentation 1

Articles, blogs, web pages, to discover the English language and culture.



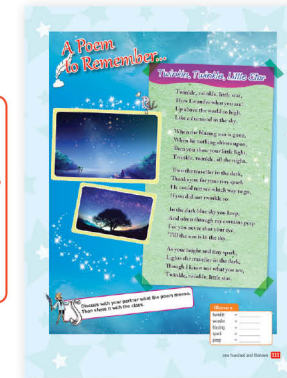
Test your competences and Exam practice

Every two units, recapitulative exercises with self-evaluation. In the **Exam Practice** session you will be able to practice with activities aimed at the preparation for exams and certifications.



A Poem to Remember...

Learn a meaningful classic poem with SPRINT!



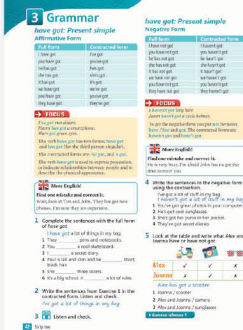
Culture and Festivals

At the end of your book, a section dedicated to the culture, history, and main celebrations of the English-speaking world will enable you to examine and compare multiple cultures.



Grammar

Tables, complete explanations, examples and exercises. Extension in the **Grammar reference** at the bottom of the workbook.

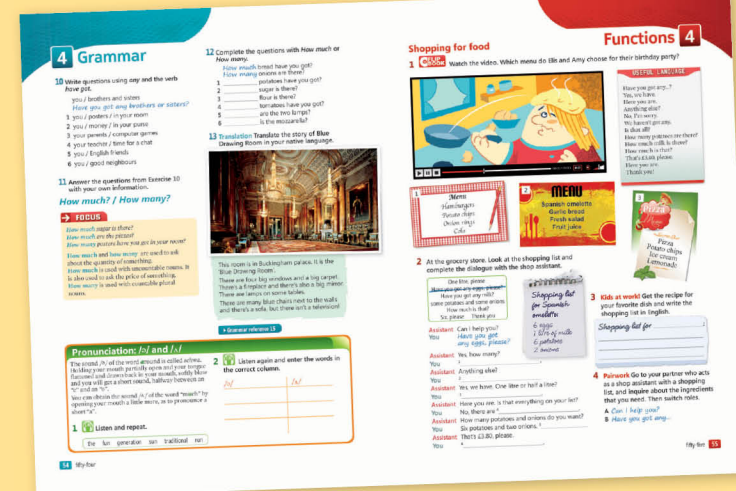


Functions

Videos to introduce communicative functions: you will learn by watching and listening to your English peers, then it will be your turn to speak!

Sprint FLIP BOOK

Integrated videos in Functions, Culture and Festivals sections that will deepen your knowledge of the English-speaking world.



Build your competences

Practice of the four linguistic abilities and with cultural topics and CLIL readings.



Contents

<div>S Starter unit</div> <div>p. 8</div> <div>Vocabulary</div> <div>Alphabet and spelling • Animals • Numbers (1-100) • Regular and irregular plurals • Colours • School objects • Time • Days, months and seasons • Ordinal numbers and dates • School subjects • Classroom language</div>		
Unit	Vocabulary	Grammar
<div>1 Welcome to our school!</div> <div>p. 16</div>	<div>Countries and nationalities</div> <div>Greetings</div>	<div>Personal pronouns subject be (Present simple)</div> <div>• Affirmative</div> <div>Possessive adjectives</div> <div>Indefinite article a/an</div> <div>Definite article the</div>
<div>2 My family</div> <div>p. 26</div>	<div>Family members</div> <div>Adjectives to describe personalities</div>	<div>be (Present simple)</div> <div>• Negative</div> <div>• Question forms and short answers</div> <div>Question words: Who, What, Where, When, Which, How old</div> <div>Demonstrative adjectives and pronouns: this, that, these, those</div>
Test your competences 1-2 p. 36		Exam practice 1-2 p. 37
<div>3 My favourite things</div> <div>p. 38</div>	<div>Personal possessions</div> <div>Physical descriptions</div>	<div>have got (Present simple)</div> <div>• Affirmative</div> <div>• Negative</div> <div>• Question forms and short answers</div> <div>Saxon genitive</div>
<div>4 At home</div> <div>p. 48</div>	<div>The house: rooms and furniture</div> <div>Food and drinks</div>	<div>Prepositions of place</div> <div>there is / there are there / they're / their</div> <div>Countable and uncountable nouns</div> <div>some / any</div> <div>How much? / How many?</div>
Test your competences 3-4 p. 58		Exam practice 3-4 p. 59

<div>Functions</div> <div>Asking and saying your name, your age, your favourite colour, the time, the date and your birthday</div>			
Pronunciation	Functions	Build your competences	Resources
<div>/θ/ and /ð/</div>	<div>Greetings and introductions</div>	<div>CLIL – Geography: Around the UK</div> <div>Reading: Understanding an article about amusement parks in the United Kingdom</div> <div>Listening: Understanding two guys talking about their own cities</div> <div>Speaking: Introducing yourself to a companion giving personal information</div> <div>Writing: Writing a post in a blog giving personal information</div>	<div>Word bank 1 p. 104</div> <div>Grammar reference</div> <div>Section 1-6</div> <div>FLIP BOOK</div> <div>Functions Video 1</div>
<div>/t/ and /i:/</div>	<div>Talking about yourself and others</div>	<div>Culture: Modern families</div> <div>Reading: Understanding an article about the modern British family</div> <div>Listening: Understanding a guy talking about his family</div> <div>Speaking: Interacting in a dialog talking about modern families</div> <div>Writing: Writing an email describing a typical family in your own country</div>	<div>Word bank 2 p. 105</div> <div>Grammar reference</div> <div>Section 6-8</div> <div>FLIP BOOK</div> <div>Functions Video 2</div>
Test your competences 1-2 p. 36		Exam practice 1-2 p. 37	
<div>/h/</div>	<div>Describing people physically</div>	<div>Culture: Avatars</div> <div>Reading: Understanding an article about avatars</div> <div>Listening: Understanding the description of applications related to avatars</div> <div>Speaking: Describing someone to let others guess who you are talking about</div> <div>Writing: Writing an email describing yourself and objects you own</div>	<div>Word bank 3 p. 106</div> <div>Grammar reference</div> <div>Section 9-10</div> <div>FLIP BOOK</div> <div>Functions Video 3</div>
<div>/ə/ and /ʌ/</div>	<div>Shopping for food</div>	<div>Culture: School menus</div> <div>Reading: Understanding an article about a food blogger's story</div> <div>Listening: Understanding an interview about the importance of balanced diet in canteens</div> <div>Speaking: Interacting in a dialog talking about your own diet</div> <div>Writing: Writing an email describing your school's canteen menu</div>	<div>Word bank 4 p. 107-108</div> <div>Grammar reference</div> <div>Section 11-16</div> <div>FLIP BOOK</div> <div>Functions Video 4</div>
Test your competences 3-4 p. 58		Exam practice 3-4 p. 59	

Contents

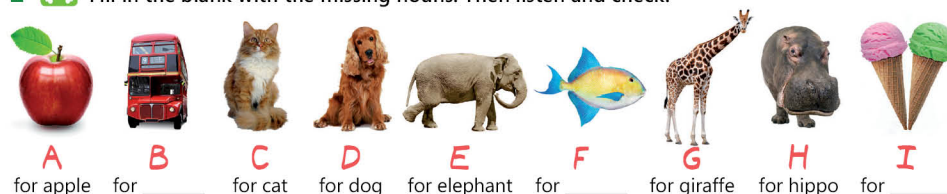
Unit	Vocabulary	Grammar
<div>5</div> Daily routines p. 60	Daily routines Musical instruments	<i>Present simple</i> <ul style="list-style-type: none">AffirmativeSpelling variationsNegative Adverbs of frequency Prepositions of time: at, on, in
<div>6</div> Free-time activities p. 70	Free-time activities Literary genres	<i>Present simple</i> <ul style="list-style-type: none">Question forms and short answers <i>How often...</i> ? + expressions of frequency The verb <i>Like</i> Complement personal pronouns <i>Me too. / So do I. / I don't.</i>
Test your competences 5-6 p. 80		Exam practice 5-6 p. 81
<div>7</div> I can dance p. 82	Sports The body	<i>can</i> (ability) <ul style="list-style-type: none">AffirmativeNegative Question forms and short answers <i>very well, well, quite well, (not) at all</i> Imperative – Affirmative and negative <i>like / love / hate + -ing</i>
<div>8</div> What's the weather like? p. 92	The weather Clothes	<i>Present continuous</i> <ul style="list-style-type: none">AffirmativeNegative Question forms and short answers <i>Like</i> as a preposition
Test your competences 7-8 p. 102		Exam practice 7-8 p. 103
Word bank 1-8 p. 104-112		
A poem to remember p. 113 <i>Twinkle, Twinkle, Little Star</i> Culture p. 114-125 The British Isles • London • Wales • Scotland • Northern Ireland • British Food • Sports and leisure in the UK Festivals p. 126-128 Halloween • Christmas and Boxing Day • Pancake Day and Easter		

Pronunciation	Functions	Build your competences	Resources
/s/, /z/ and /ɪz/	Talking about daily routines	Culture: British teen life Reading: Understanding an article about the routines of British teenagers Listening: Understanding two guys talking about their own routines Speaking: Interacting in a dialog talking about what you do in your free time Writing: Writing a letter describing a typical teenager's day	Word bank 5 p. 109 Grammar reference Section 17-19 <div>FLIP BOOK</div> Functions Video 5
/u:/, /ɔ:/ and /ɜ:/	Talking about free-time activities	CLIL – Teen literature Reading: Understanding a book review Listening: Understanding two guys talking about their favourite literary genres Speaking: Interacting in a dialog talking about your favourite books Writing: Writing a review of your favourite book	Word bank 6 p. 110 Grammar reference Section 18, 20-23 <div>FLIP BOOK</div> Functions Video 6
/æ/ and /ɑ:/	Talking about ability	CLIL – PE: Team sports Reading: Understanding an article about a sport Listening: Understanding a conversation about sports Speaking: Describing images by answering questions Writing: Writing an email about your favorite sport	Word bank 7 p. 111 Grammar reference Section 24-27 <div>FLIP BOOK</div> Functions Video 7
/dʒ/, /tʃ/ and /ʃ/	Talking about what we are doing	CLIL – Science: Water, water, everywhere! Reading: Understanding an article about the correct use and conservation of water Listening: Understanding a speech about water as a resource Speaking: Interacting in a dialog talking about the usage of water Writing: Writing an email about your holiday in an eco-friendly resort	Word bank 8 p. 112 Grammar reference Section 28-29 <div>FLIP BOOK</div> Functions Video 8
• School life in Britain			

Starter Unit

A for Animals

1 Fill in the blank with the missing nouns. Then listen and check.



→ **FOCUS: How do you say... ?**

"How do you spell your name?" "J-O-H-N"
"Could you spell your name for me?" "It's Tim. T-I-M"

3 Read Exercise 1 again and underline all animal names, then put the names into the correct category.

Farm animals

cow, sheep, _____, _____

Wild animals

monkey, tiger, _____, _____

Sea creatures

turtle, dolphin, _____, _____

8 eight

Numbers

S

1 Complete the table with the missing numbers.

1 one	9 _____	17 _____	24 _____
2 two	10 ten	18 _____	25 _____
3 _____	11 eleven	19 nineteen	26 _____
4 four	12 twelve	20 twenty	27 twenty-seven
5 _____	13 thirteen	21 twenty-one	28 twenty-eight
6 _____	14 _____	22 twenty-two	29 _____
7 _____	15 fifteen	23 _____	30 thirty
8 eight	16 _____		

2 Listen, check and repeat the numbers.

3 Match each number with the correct word.

Example:

40 fifty 60 forty 70 eighty ninety 100 90 50 seventy 80 sixty a hundred

4 Write the numbers in the spaces.

1 forty-one 41	3 fifty-three _____	5 sixty-five _____	7 seventy-seven _____
2 fifty-two _____	4 sixty-four _____	6 seventy-six _____	8 eighty-eight _____
			9 ninety-nine _____

→ **FOCUS: How do you say... ?**

"How old are you?" "I'm twelve."
"What is your age?" "I'm thirteen."

5 **Pairwork** Take turns asking each other how old you are and answer.

Plurals

1 Listen to the plurals.

1 book → books	3 boy → boys	5 umbrella → umbrellas	7 monkey → monkeys
2 girl → girls	4 student → students	6 number → numbers	8 banana → bananas

2 How many are there? Write the answer as shown in the example.



LEARN TO LEARN

Some nouns have irregular plurals. For example,
one child → two children
one person → three people
one mouse → four mice

The singular form of some nouns is the same as the plural. For example,
one fish → two fish
one sheep → two sheep

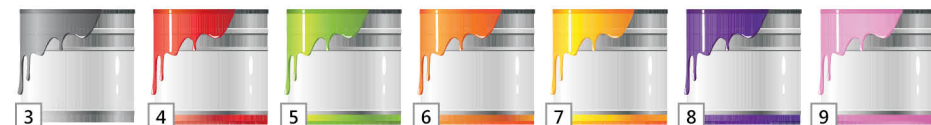
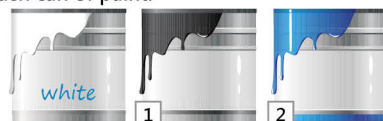
nine 9

S

Colours

- 1 Help Paul put his colours in order.
Write the correct colour on each can of paint.

blue red ~~white~~ pink
yellow grey orange
green purple black



- 2 Listen and check.

→ **FOCUS: How do you say... ?**

"What's your favourite colour?" "Green."
"What colour do you like the most?" "It's blue."

- 3 **Pairwork** Take turns asking what your partner's favorite colour is and respond.

School kit

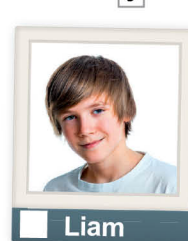
- 1 Match the words with the correct objects.

Then listen and check your answers.

- ☒ notebook
☐ pencil
☐ rubber
☐ pencil sharpener
☐ ruler
☐ scissors
☐ pen
☐ rucksack
☐ felt-tip pen
☐ book



- 2 Who owns the backpacks? Listen and write A, B, or C next to each name.



Liam



Tommy

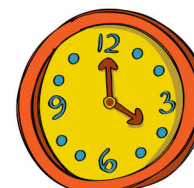


Meera

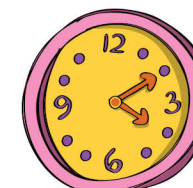
S

The time

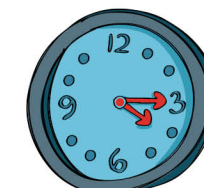
- 1 Listen and repeat the time.



It's four **o'clock**.



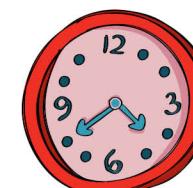
It's ten **past** four.



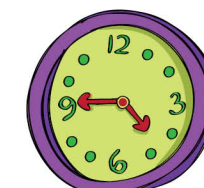
It's quarter **past** four.



It's **half past** four.



It's twenty **to** five.



It's quarter **to** five.

- 2 Listen and write the time.



It's **two o'clock**.



1 It's _____.



2 It's _____.



3 It's _____.



4 It's _____.

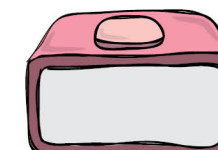
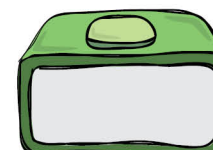
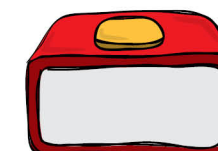
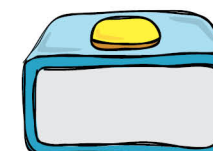
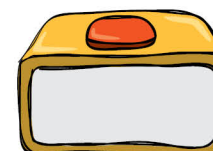


5 It's _____.

- 3 **Pairwork** Invent your time and write it in the first three watches. Then ask your partner their times and complete the last three watches. Take turns asking each other.

→ **FOCUS: How do you say... ?**

"What time is it?" "It's twenty to five."
"What's the time?" "It's twelve o'clock."



S

Days, months and seasons

- 1 Rewrite the days of the week in the correct order. Then listen and check.

Monday Wednesday Thursday
Saturday Sunday Tuesday Friday

Sunday

- 2 Complete the list of the months and match them with the correct number.

March November February December
July August June May April October
January September

J A N U A R Y

F _ B _ _ _ _

M A _ _ _

_ P _ _ _

_ _ _

_ U _ _

J _ _ _

_ U _ _ _

_ E _ _ _ _ E _

_ C _ _ _ _

_ V _ M _ _

_ C _ _ _ _

- 3 Listen and check.

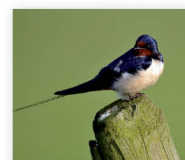
3 5
11 10
1 4
6 2
12 9
7 8

- 4 Match the seasons to the following pictures.

spring summer autumn winter



- 5 In what season were these photos taken?



spring



1



2



3

S

Ordinal numbers and dates

- 1 It is George's birthday and his parents take him on a trip to London. Discover his favourite places. Listen and look at the pictures.



- 2 Listen and repeat the ordinal numbers.

11th eleventh

16th sixteenth

20th twentieth

24th twenty-fourth

12th twelfth

17th seventeenth

21st twenty-first

29th twenty-ninth

13th thirteenth

18th eighteenth

22nd twenty-second

30th thirtieth

14th fourteenth

19th nineteenth

23rd twenty-third

31st thirty-first

15th fifteenth

→ **FOCUS:** How do you say... ?

- 3 **Pairwork** When is your birthday? Take turns asking and answering.

"When is your birthday?" "March the fifteenth."
"What day is your birthday?" "It's April the first."

- 4 **Over to you** Write the list of your 10 favourite places in your city and talk about them with your partner.
First, the Science Museum. Second, ...

School subjects

1 Listen and translate these subject names into your native language.

- | | | | |
|---------------------------|-------|--------------------------------|-------|
| 1 History | _____ | 8 English | _____ |
| 2 Science | _____ | 9 French | _____ |
| 3 Maths | _____ | 10 Spanish | _____ |
| 4 Music | _____ | 11 Italian | _____ |
| 5 PE (Physical Education) | _____ | 12 RE (Religious Education) | _____ |
| 6 Art | _____ | 13 Drama | _____ |
| 7 Geography | _____ | 14 IT (Information Technology) | _____ |

Classroom language

1 Match the instructions with the pictures.

Stand up. ~~Sit down.~~ Open your book. Close the door. Write. Listen. Close your book. Look.
Underline. Read. Open the window. Go to the board.



1 *Sit down.*



2 _____



3 _____



4 _____



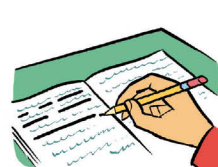
5 _____



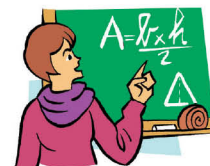
6 _____



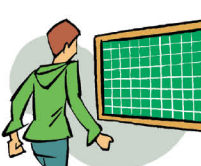
7 _____



8 _____



9 _____



10 _____



11 _____



12 _____

2 Listen and check.

1 Write the correct answers in words.

- 1 $8 + 1 =$ _____
 2 $16 + 2 =$ _____
 3 $39 + 12 =$ _____
 4 $21 + 33 =$ _____
 5 $54 + 1 =$ _____
 6 $77 + 6 =$ _____

6

4 Write the times and dates in words.

- 1 9.30 a.m. _____
 2 May 21 _____
 3 4.45 p.m. _____
 4 December 15 _____
 5 8.05 p.m. _____
 6 July 12 _____
 7 10 p.m. _____

7

2 Write the animals' names and their colours. Pay attention to singular and plural forms.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

12

5 Solve the anagrams and write the name of 10 school subjects.

- 1 CUMIS _____
 2 RAT _____
 3 SHEGLIN _____
 4 CENISCE _____
 5 ILITANA _____
 6 RISTOHY _____
 7 SHTAM _____
 8 ISHNASP _____
 9 GEPHYORAG _____
 10 CHNREF _____

10

3 Translate these words into your native language.

- 1 notebook _____
 2 rucksack _____
 3 rubber _____
 4 pencil _____
 5 felt-tip pen _____
 6 ruler _____
 7 pen _____
 8 pencil sharpener _____
 9 scissors _____
 10 books _____

10

6 Complete the instructions with the missing words or letters.

- 1 _____ up.
 2 Close _____ door.
 3 L_____k.
 4 Open your _____.
 5 Close _____ book.
 6 _____ i _____ te _____.
 7 _____ to the board.
 8 _____ ea _____.
 9 Sit _____.
 10 W _____ t _____.

10

My final score is 55

1

Welcome to
our school!

Vocabulary ▶ Word Bank p. 104

- 1 Listen and repeat the name of the countries and nationalities.

Country	Nationality
Albania	Albanian
Bangladesh	Bangladeshi
China	Chinese
Ecuador	Ecuadorian
England	English
Finland	Finnish
France	French
Greece	Greek
Italy	Italian
Jamaica	Jamaican
Morocco	Moroccan
Pakistan	Pakistani
Portugal	Portuguese
Spain	Spanish
United States	American



LEARN TO LEARN

Nationalities and languages (which are often the same) are always written with a capital letter at the beginning. *I'm Italian. I speak Italian.*

- 2 Complete the table with nationalities from Exercise 1.

-ish	<i>Finnish,</i>
-an	<i>Albanian,</i>
-ese	<i>Chinese,</i>
-i	<i>Bangladeshi,</i>
Other	<i>French,</i>

- 3 Quiz! Match the capital cities with the respective countries.

- | | |
|-------------------|--------------|
| 1 Dhaka | a Argentina |
| 2 Brussels | b Germany |
| 3 Buenos Aires | c Belgium |
| 4 Berlin | d France |
| 5 Lisbon | e England |
| 6 London | f Bangladesh |
| 7 Paris | g Portugal |
| 8 Washington D.C. | h The USA |

THAMES VALLEY
HIGH SCHOOL BLOG

home

archive

25
SEPT

Hello! My name is Mrs Green and I am your Head Teacher. Welcome to the Thames Valley High School blog! This year you are lucky as it is a competition year, and every student is welcome to compete in his or her favourite subjects to win a new tablet computer. So, if you are good at Maths, IT, English or French, register now! Good luck!



Sasha

1



Logan

about us

Search

OK

followers

Glossary

Head Teacher = _____
lucky = _____
to win = _____

Presentation 1

- 4 Read and listen to the blog from Thames Valley High School.

- 5 Comprehension Indicate whether these sentences are **true** (T) or **false** (F).

- | | | |
|--|---------------------------------------|----------------------------|
| Thames Valley is a school. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 1 Mrs Green is the Head Teacher. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The competition is in one subject. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The competition prize is a smartphone. | <input type="checkbox"/> | <input type="checkbox"/> |

→ Singular possessive adjectives

My name is...
Your name is...
His / Her favourite subjects...

- 7 Complete the dialogue with the missing words.

I'm is my Your *Hi!* His

Arif *Hi!* My name's Arif and I'm from the UK, but ¹ family is Bangladeshi.
Sasha Hello! ² Sasha and I'm British too, but my family ³ from Jamaica.
Arif ⁴ family is from Jamaica? Cool! Like Usain Bolt! ⁵ family is from Jamaica too.

→ be – singular affirmative

I am your Head Teacher.
You are lucky.
It is a competition year.

- 6 In groups of four, say the names as shown in the example.

Carlo *I am Carlo, you are Francesca, she is Marta, he is Luca.*
Francesca *I am Francesca, she is Marta...*

- 8 Over to you Introduce yourself and then introduce your partner.

I'm Marco and I'm 11 years old. I'm Italian.
He's Enrico and he's from...

1 We're so excited!



Presentation 2

1 Logan introduces his friends to his mother. Listen and read the dialogue.

Logan Mum, meet Arif and Sasha. They're in my class.
 Sasha Good afternoon, Mrs Ross!
 Mrs Ross Hello, guys, my name is Susie.
 Arif Hi! How are you, Susie? I'm Arif.
 Sasha We're so excited about our school competition!
 Mrs Ross Of course, you are! What a great idea of your teachers!
 Sasha Yes! It's a competition with all the teachers in all their subjects.
 Mrs Ross So, Logan, are you in the PE competition?
 Logan No way!

2 Listen again and repeat.

Glossary

excited = _____
 of course = _____
 No way! = _____

3 Comprehension Who says... ?

They're in my class. *Logan*

- Good afternoon, Mrs Ross! _____
- How are you, Susie? _____
- We're so excited about our school competition! _____
- Of course you are! _____
- No way! _____

Vocabulary Word Bank p. 104

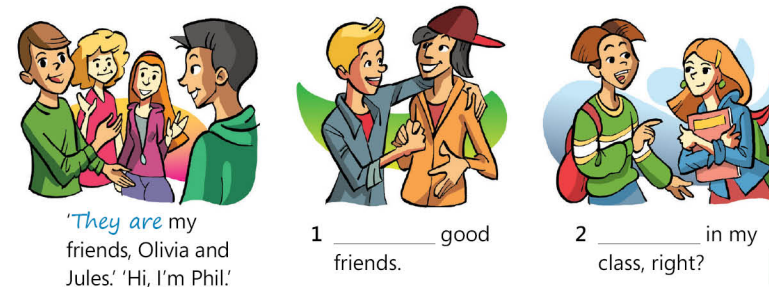
4 Match the greetings with each picture.



Greetings and farewell

Good morning.
 Hi/Hello.
 Welcome.
 See you later.
 Bye/Goodbye.

5 Complete the sentences with *we are*, *you are*, and *they are*.



'*They are* my friends, Olivia and Jules.' 'Hi, I'm Phil.'

1 _____ good friends.

2 _____ in my class, right?

→ **be – plural affirmative**

We're so excited!
Of course, you are!

6 Complete the text with the missing words.

they're their *My* your We are Our You are

My name's Jason Stiller, Mr Stiller, and I'm ¹ _____ Science teacher. I'm 31 years old. I'm from Kensington, in London, but my family is from Ireland. ² _____ a big family. Lots of my friends are Irish, ³ _____ in Cork with ⁴ _____ families. ⁵ _____ all in my class. Come with me! ⁶ _____ lab is Room C.

7 **Over to you** Work with your partner. Complete the text and introduce yourself to the class.

Hi! Our names are ¹ _____ and ² _____.
 We're from ³ _____, so we're ⁴ _____.
 We're ⁵ _____ years old.

→ **Plural possessive adjectives**

Our school competition...
*What a great idea of **your** teachers!*
*It's a competition with all the teachers in all **their** subjects.*

1 Grammar

Personal Pronouns

Singular	Plural
I	we
you	you
he / she / it	they

→ FOCUS

*I'm Arif.
He's from Jamaica.
It's a competition.*

The pronoun "I" is always written with a capital letter. The pronoun "you" may indicate the second person singular, the second person plural or the polite form. "He" is used for males, "she" is used for females, and "it" is used for things and animals.



More English!

Find one mistake and correct it.

Good morning, class. My name are Mr. Smith and I am your teacher.

1 Match the personal pronouns (1-6) with the correct words (a-f).

- | | |
|--------|-------------------|
| 1 she | a mum and dad |
| 2 you | b Harry |
| 3 it | c Susie |
| 4 they | d hobby |
| 5 he | e my friend and I |
| 6 we | f Arif and you |

2 Replace the words written in blue with the personal pronouns.

Jane and Peter are from Birmingham. *they*

- My mum* is a teacher. _____
- You and Kate* are Scottish. _____
- Sasha and I* are students. _____
- London* is in England. _____
- Peter* is my friend. _____
- One Direction* are my favourite band. _____

be: Present simple Affirmative form

Full Form		Contracted Form	
Singular	Plurals	Singular	Plurals
I am	we are	I'm	we're
you are	you are	you're	you're
he / she / it is	they are	he's / she's / it's	they're

→ FOCUS

In spoken English and informal writing, you usually use the contracted form.



More English!

To tell the age, say:
"I am 12 years old." "She is 13 years old."

3 Complete the sentences with the full form: am, is, are.



She *is* from Argentina.



1 My name _____ Richard.



2 I _____ from London.



3 We _____ at a new school.



4 The teachers _____ cool.



5 It _____ a great idea.

4 Listen and check.

► Grammar reference 1, 6

5 Write the verb "be" in the contracted form.

You are cool. *You're*

- We are in Italy. _____
- She is from Jamaica. _____
- I am eleven. _____
- They are in my class. _____
- It is a competition. _____
- You are lucky. _____

6 Complete the text with the verb "be".

My name *is* Emma. I ¹ _____ from Pisa, but my mum ² _____ British. English ³ _____ my favourite subject. Daniela and Guido ⁴ _____ in my class. They ⁵ _____ my friends. We ⁶ _____ so excited about our new school.

Possessive adjectives

Singular	Plural
my	our
your	your
his / her / its	their

→ FOCUS

My friends are 12 years old.
I am *your* Head Teacher.
Our school is great.

In English, the possessive adjectives have only one form for masculine, feminine, singular and plural. They always refer to the owner, not the thing possessed.

Mary → *her* book
Paul → *his* book



More English!

Remember! Do not use possessive adjectives with articles. For example,

- ✗ *The his parents* are Scottish.
- ✓ *His parents* are Scottish.
- ✗ *The car belongs to a my brother.*
- ✓ *The car belongs to my brother.*

► Grammar reference 2

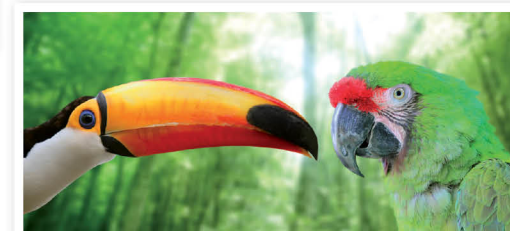
1 Grammar

7 Match the personal pronouns with the related possessive adjectives.

- | | |
|--------|---------|
| 1 I | a our |
| 2 you | b her |
| 3 he | c my |
| 4 she | d their |
| 5 it | e his |
| 6 we | f your |
| 7 you | g its |
| 8 they | h your |

8 Circle the correct answer.

They're from Brazil. Their / Our family is Brazilian.



- I'm Karen and *her* / *my* sister is Pauline.
- Marco and Susie are in *their* / *his* class.
- We are Italian: Italy is *your* / *our* country.
- Paul and *her* / *his* sister are in Morocco.
- Dear friends, welcome to *my* / *their* blog.
- Thanks, Simon: *your* / *his* idea is great.

9 Complete the sentences with the correct possessive adjectives.

They're in a new school. *Its* name is The Southern Academy.

- Hi! I'm a new student. _____ name is Samantha Bell.
- My sister and I are in the school competition: _____ subject is English.
- Peter is thirteen and _____ brother Rob is twelve.
- Hello, class! My name is Mrs Howard. I'm _____ new teacher.
- My English penfriend is great. _____ name is Annabel Marie Louise Homan.
- The winners are Kristine and Alan. _____ prize is a tablet computer!

1 Grammar

Indefinite article: a/an

→ FOCUS

I'm **a** good student.
It's **an** intelligent cat.

"A" is used before words beginning with a consonant sound. "An" is used before words beginning with a vowel sound.

10 Fill in the blanks with "a" or "an".

- a country 3 _____ smartphone
1 _____ idea 4 _____ Italian family
2 _____ great idea 5 _____ English city

Definite article: the



More English!

Mrs Green is **the** Head Teacher.
The students are excited about **the** competition.

The definite article **the** is used to indicate a specific thing or person.

11 Translation Translate these sentences into your native language.

- 1 The school 4 The names
2 The teachers 5 The girls
3 The award 6 The student

Pronunciation: /θ/ and /ð/

The sound /θ/ of the word "thanks" is "voiceless." Place the tongue between the teeth and blow. Place a hand on your head or around your throat. You will not feel any vibration.

The sound /ð/ of the word "the" is "voiced". Hold the tongue between the teeth, emit a sound with your throat. Place one hand on your head or around your throat, you will feel its vibration.

1 Listen and repeat.

~~thanks~~ three they third thousand
thirteen their thing ~~the~~ Maths

2 Listen again and put the words into the correct column.

/θ/	/ð/
thanks,	the,

3 Listen to the dictation and write the sentences.

- 1 _____
2 _____
3 _____

12 Complete the sentences with a, an or the.

- Arif is **a** British student.
1 Sao Paulo is _____ city in Brazil, but _____ capital city is Brasilia.
2 Romania is _____ country in Europe.
3 Annette is _____ new student.
4 This is _____ Argentinian family.
5 My family is from _____ USA.

13 Round up! Complete the text with personal pronoun, possessive adjective or the verb "be."

Dear Elena,
I'm your English penfriend. ¹ _____ family is from Pakistan but ² _____'m British. I ³ _____ twelve years old and my school ⁴ _____ Westbourne Secondary School. ⁵ _____ is a very big school in Sheffield. It ⁶ _____ cool! This ⁷ _____ a competition year and the prize ⁸ _____ a trip to London. ⁹ _____'m lucky. ¹⁰ _____ favourite subject is English! Write soon.
Love, Aadila

14 Listen and check.

► Grammar reference 4, 5

Greetings and introductions

Functions 1

1 Watch the video and complete the information about Elis and Amy.



USEFUL LANGUAGE

Hi/Hello.
My name's.../I'm...
I'm... years old.
I'm from...
I'm... (Nationality)
My family is from...
Bye/See you later.
I'm a student at...
Meet my friend...

2 Read the texts and write information in the blanks.

Hi! My name's Amy and I'm 13 years old. I'm British, but my family is from South Africa.

Hello! I'm Elis and I'm 14. That's E-L-I-S. I'm from Cardiff, the capital city of Wales, so my name's Welsh. Oh and my family's Welsh too.

Name _____
Age _____
Country _____
Nationality _____
Family _____

Name _____
Age _____
Country _____
Nationality _____
Family _____

4 Pairwork Ask questions and write answers.

Hi! My name's _____.

Hello! I'm _____.

I'm a student at _____.
And you?

I'm a student at _____ too.

I'm _____ years old.
And you?

I'm _____.
Where are you from?

I'm from _____.
Where are you from?

I'm from _____.

3 Put the dialogue into the correct order. Then, repeat and practice speaking with your partner.

- ☐ Hello, Lule, I'm Karim. How are you?
☒ Hi, my name's Lule.
☐ Oh cool. I'm 12 too!
☐ I'm 12 years old. And you?
☐ OK thanks. I'm from Albania. Where are you from?
☐ I'm from Rabat. I'm Moroccan.

1 Build your competences



Around the UK

Warm up

- 1 Look at the pictures. What do they show?

Reading

- 2 Read the texts and match them with the correct pictures.

1 Deep Sea World

Deep Sea World is in Queensferry, west of Edinburgh, the capital of Scotland. It is an aquarium with long underwater tunnels, full of fish and sea creatures. It is even possible to dive with sharks!

2 W5

W5 is in Belfast, the capital city of Northern Ireland. It is a science and discovery centre with over 250 interactive activities such as rocket launching and lie-detecting.

3 Legoland

Legoland Windsor is near London in England. It is a theme park made of model Lego cities with fun rides and adventures with mythical creatures.

4 Go Ape

This adventure park is in Margam, in South Wales. In Go Ape you are transported through the forest high up in the trees on ropes, bridges and zipslides.

Glossary

rocket launching	=	_____
lie-detecting	=	_____
zipslides	=	_____

- 3 Read the texts again. Which park is each sentence describing?

It's a science theme park. *W5*

- | | | | |
|-----------------------------|-------|-----------------------|-------|
| 1 It's in a forest. | _____ | 4 It's in Scotland. | _____ |
| 2 It's in England. | _____ | 5 It's in Wales. | _____ |
| 3 It's in Northern Ireland. | _____ | 6 It's made of Lego. | _____ |
| | | 7 It's under the sea. | _____ |

Build your competences 1

- 4 Now place the four parks on the map of the United Kingdom.

Listening

- 5 Listen to Lee and Carol who are speaking about their cities. Choose the correct answer.

- 1 Where is Lee from?
A ☐ London
B ☐ Leeds
C ☐ Liverpool
- 2 Carol's family is from...
A ☐ England.
B ☐ Scotland.
C ☐ Wales.

Speaking

- 6 Pairwork Introduce each other with the following information. ID cards.

Hi! My name's...

Hello, I'm...

Name: Mark
Age: 13
Nationality: British
City: Manchester

Name: Teresa
Age: 12
Nationality: Irish
City: Dublin

LEARN TO LEARN

UK countries and nationalities

United Kingdom (England, Scotland, Wales and Northern Ireland) → British
England → English
Scotland → Scottish
Wales → Welsh
Northern Ireland → Northern Irish



Writing

- 7 Read the post from Alex's blog and write one yourself.

Hi! My name's Alex and I'm from the USA, but my family is from Italy, so my real name is Italian. It's Alessandro. I'm 12 years old and I'm a student at Brooklyn High School in New York.

15:45 p.m. Sep 18th - posted by Alex