

คำชี้แจง

หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ Go Beyond Active 1 ชั้นมัธยมศึกษาปีที่ 1
กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ เล่มนี้ จัดพิมพ์โดย องค์การค้ำของ สกสค.

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หนังสือเล่มนี้ประกันคุณภาพโดยผู้ผลิต และจะต้องส่งให้สำนักวิชาการและมาตรฐานการศึกษา
สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ตรวจสอบประเมินคุณภาพทางวิชาการ เพื่อยกใบอนุญาตให้ใช้
ในสถานศึกษาแทนใบประกันคุณภาพของสำนักพิมพ์ กรณีที่พบข้อบกพร่องหรือข้อผิดพลาด กรุณาแจ้ง
ให้สำนักพิมพ์ทราบเพื่อดำเนินการตามระเบียบในใบประกันคุณภาพสื่อฯ (ปกหลัง) พร้อมทั้งแจ้งให้สำนักวิชาการ
และมาตรฐานการศึกษาทราบด้วย เพื่อใช้เป็นข้อมูลประกอบการพิจารณาอนุญาตให้ใช้หนังสือในสถานศึกษาต่อไป

สำนักวิชาการและมาตรฐานการศึกษา
สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน

หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ Go Beyond Active 1

Go Beyond 1

STUDENT'S BOOK ACTIVE

ชั้นมัธยมศึกษาปีที่ 1

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ
ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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คำนำ

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Go Beyond Active เป็นชุดการเรียนการสอน รายวิชาพื้นฐาน ภาษาอังกฤษ มีเนื้อหาและกิจกรรมการเรียนรู้ที่สอดคล้องตามมาตรฐานการเรียนรู้และตัวชี้วัด ชั้นมัธยมศึกษาปีที่ 1–6 กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 องค์การการค้าของ สกสศ.จัดทำขึ้นโดยมีจุดมุ่งหมายเพื่อพัฒนาความรู้และทักษะด้านภาษาอังกฤษของผู้เรียน และสอดคล้องกับนโยบายการปฏิรูปการเรียนการสอนภาษาอังกฤษของกระทรวงศึกษาธิการ ซึ่งมีแนวคิดในการจัดการเรียนการสอนภาษาอังกฤษแนวใหม่ จัดกิจกรรมการเรียนการสอนภาษาอังกฤษเพื่อการสื่อสาร Communicative Language Teaching (CLT) ส่งเสริมคุณภาพผู้เรียนเทียบเคียงกรอบมาตรฐานความสามารถด้านภาษาอังกฤษที่เป็นสากล The Common European Framework of Reference for Languages (CEFR)

ชุดการเรียนการสอน Go Beyond Active แต่ละชั้นประกอบด้วยสื่อการเรียนรู้ดังต่อไปนี้

1. หนังสือเรียน Go Beyond Active Student’s Book
2. คู่มือครู Go Beyond Active Teacher’s Book
3. สื่อประกอบการเรียนออนไลน์

Go Beyond Active เป็นชุดการเรียนการสอนที่มุ่งเน้นให้ผู้เรียนมีความคุ้นชินกับการใช้ภาษาอังกฤษ เกิดแรงจูงใจพัฒนาความสามารถในการเรียนรู้และการใช้ภาษาอังกฤษ ผ่านการทำกิจกรรมการเรียนรู้ทางภาษาที่หลากหลาย โดยการฝึกทักษะด้านการฟัง การพูด การอ่าน และการเขียน มีการสร้างประสบการณ์และพัฒนาทักษะทางภาษาเป็นขั้นตอน มีความทันสมัย มีสื่อประกอบการเรียนออนไลน์ เนื้อหาและกิจกรรมการเรียนรู้แต่ละหน่วย (Unit) เหมาะสมกับวัย ส่งเสริมทักษะให้เป็นผู้เรียนในศตวรรษที่ 21 และนำไปใช้ในชีวิตประจำวันได้

คณะผู้จัดทำหวังเป็นอย่างยิ่งว่า ชุดการเรียนการสอน รายวิชาพื้นฐาน ภาษาอังกฤษ Go Beyond Active จะเป็นประโยชน์ต่อการจัดการเรียนการสอนภาษาอังกฤษ ให้เป็นไปอย่างมีประสิทธิภาพและประสิทธิผล บรรลุตามจุดมุ่งหมายของหลักสูตรและเทียบเคียงกรอบมาตรฐานความสามารถด้านภาษาอังกฤษที่เป็นสากล (CEFR) ได้

คณะผู้จัดทำ









<div><div><div>S</div><div>STARTER</div></div><div>GET READY: IT'S MY PARTY pages 8–13</div></div>	HELLO!			
	Grammar (1): Pronouns; Possessive adjectives; Be	Vocabulary (1): Numbers 1–20, introductions, colors	Grammar (2): Be: negative, questions, and short answers; question words	Vocabulary (2): Numbers 20–100, days of the week, months; phone contacts

<div><div><div>1</div><div>UNIT</div></div><div>ME pages 14–27</div></div>	IN THE PICTURE ▶	READING ▶	GRAMMAR (1)	LISTENING & VOCABULARY ▶	GRAMMAR (2)	LANGUAGE & BEYOND	SPEAKING ▶	WRITING
	My things Talk about your things Vocabulary (1): Things PRONOUNCE The alphabet ▶ My things	Worldwide words Read an article from a book	Plural nouns; a/an, the Talk about one or more things	It's a small world! Listen to a description of where things are from Vocabulary (2): Countries and nationalities	<i>This/that, these/those</i> Talk about the things around you	School skills Be a good classmate	Is it new? Describe things	My things (description) Write a description of a thing

<div><div><div>2</div><div>UNIT</div></div><div>PEOPLE pages 28–42</div></div>	Family and friends Talk about your family and friends Vocabulary (1): Family PRONOUNCE The /æ/ sound ▶ Family and friends	I have a new phone Read text messages	<i>Have</i> Talk about your things, ideas, and problems	Whose is it? Listen to a quiz show Vocabulary (2): Parts of the body	Whose?; possessive 's/s' and possessive pronouns Talk about your things, family, and friends	School skills Be friendly to other students	On the phone Talk on the phone	My favorite person (description) Write a description of a person

<div><div><div>3</div><div>UNIT</div></div><div>ANIMAL MAGIC pages 43-57</div></div>	Adopt a pet Talk about pets Vocabulary (1): Pet animals PRONOUNCE The / / sound ▶ Adopt a pet	Teach your pet English Read instructions	Imperatives and object pronouns Give orders and instructions	A new neighbor Listen to a description of a room Vocabulary (2): Things in your room	<i>There is / there are</i> Describe a room	School skills Prepare your things for school	You're welcome Ask for and give things	Don't forget (note) Write a note

<div><div><div>4</div><div>UNIT</div></div><div>PLAY pages 58-73</div></div>	Free time Talk about your free-time activities Vocabulary (1): Free-time activities ▶ Free time	We can! Read an article on a website	<i>Can/can't</i> Talk about the things you can do	Are you musical? Listen to street interviews PRONOUNCE The /v/ sound Vocabulary (2): Music	Simple present Talk about habits and routines	School skills Write down your homework	What time is it? Tell the time	My free time (email) Write an email

	IN THE PICTURE 	READING 	GRAMMAR (1)	LISTENING & VOCABULARY 	GRAMMAR (2)	LANGUAGE & BEYOND	SPEAKING 	WRITING
<div><div>UNIT</div><div>5</div><div>OTHER WORLDS</div><div>pages 74-89</div></div>	Welcome to Tomorrowtown Talk about jobs Vocabulary (1): Jobs <div><div>PRONOUNCE</div>The / r/ sound</div> <div> Welcome to Tomorrowtown</div>	My perfect job Read a questionnaire	Simple present Ask and answer questions about habits and routines	My daily routine Listen to a radio show Vocabulary (2): Daily activities	Adverbs of frequency Say how often you do things	School skills Ask for help	Why not? Ask for and give reasons	A normal day (message) Write a website post
<div><div>UNIT</div><div>6</div><div>VACATION HOME</div><div>pages 90-106</div></div>	Our vacation home Talk about homes Vocabulary (1): Homes <div> Our vacation home</div>	Home away from home Read chat messages	Comparative adjectives Compare two places, people, or things	Favorite food Understand a conversation about food Vocabulary (2): Food and drink	Some and any, much and many Talk about how much there is of something <div><div>PRONOUNCE</div>The / / sound</div>	School skills Try new things	How much is it? Ask how much something is	Back home (text message) Write a text message
<div><div>UNIT</div><div>7</div><div>THEATER WORKSHOP</div><div>pages 107-123</div></div>	What are you wearing? Talk about clothes Vocabulary (1): Clothes <div><div>PRONOUNCE</div>The /s/ sound</div> <div> What are you wearing?</div>	A message for the king Read part of a play	Present progressive Talk about things happening now	Mime show Listen to descriptions Vocabulary (2): Action verbs	Present progressive Ask and answer questions about things happening now	School skills Be polite	I love acting Talk about things you like	A day in the city (message) Write a short message
<div><div>UNIT</div><div>8</div><div>WEATHER REPORT</div><div>pages 124-140</div></div>	World weather Talk about the weather Vocabulary (1): Countries, the weather <div><div>PRONOUNCE</div>The /ð/ sound</div> <div> World weather</div>	Memory Read and take a test	Was/were Describe things in the past	A great day Listen to a description of a day Vocabulary (2): The country	Simple past Talk about events in the past <div><div>PRONOUNCE</div>Simple past verbs</div>	School skills Be careful with money	How are things? Ask how people are	Send me a postcard (postcard) Write a postcard

GET READY: IT'S MY PARTY

HELLO!



THINK AND READ

- 1.01 Read the story. What's Emily's favorite color?
- 2 Read the story again and do the exercises.

RECALL

1 NUMBERS 1-20

a 1.02 Work in pairs. Complete the numbers with *a, e, i, o, and u*. Then listen and repeat.

- | | | | |
|-----------|-------------|----------------|-------------------|
| 1 o n e | 6 s _ x | 11 _ l _ v _ n | 16 s _ xt _ n |
| 2 tw _ | 7 s _ v _ n | 12 tw _ lv _ | 17 s _ v _ nt _ n |
| 3 thr _ | 8 _ ght | 13 th _ rt _ n | 18 _ ght _ n |
| 4 f _ r | 9 n _ n | 14 f _ rt _ n | 19 n _ n _ t _ n |
| 5 f _ v _ | 10 t _ n | 15 f _ ft _ n | 20 tw _ nty |

b Work in pairs. Student A: say a number from 1 to 20. Student B: Close your book. Write the number in letters. Student A: Check the number. Then change roles.

2 INTRODUCTIONS

a Put the words in order to make sentences.

Maria: Hi. Maria. / I'm

Hi. (1) *I'm Maria.*

Eric: Hello. Eric. / My / name's
Hello. (2)

Maria: is / This / Mark.
(3)

b 1.03 Listen and check. Then listen and repeat.

3 PRONOUNS AND POSSESSIVE ADJECTIVES

Complete the table. Use words from the pictures.

(1) <i>I'm</i> Ben.	(2) <i>My</i> name's Ben.
You're Emily.	(3) _____ name's Emily.
(4) _____'s Eric.	His name's Eric.
She's Karen.	Her name's Karen.
(5) _____'s a house.	Its address is 20 Hill Street.
We're Ben and Karen.	(6) _____ names are Ben and Karen.
You're Emily and Eric.	Your names are Emily and Eric.
They're Lucy and Maria.	Their names are Lucy and Maria.



4 1.04 Complete Karen's sentences with words from the table in Exercise 3. Then listen and check your answers.

- 1 "Lucy's here with *her* friend, Maria."
- 2 "This is Mark, and this is _____ brother."
- 3 "The pizzas? _____'re on the table."

- 4 "Hi, Eric. _____ sunglasses are great!"
- 5 "The cat? It lives next door. _____ name is Star."

5 COLORS

1.05 Match the colors to the words in the box. Listen and repeat.

black _____ blue _____ brown _____ green _____ orange _____
pink _____ purple _____ red _____ white _____ yellow _____



6 BE

a Complete the sentences with *am, are, or is*.

Karen: They (1) *are* my friends from school. We (2) _____ in the same class.

Ben: Eric (3) _____ number 7 on the team, and I (4) _____ number 11.

Karen: His name (5) _____ Mark. You (6) _____ at the same school.

Ben: Kayla (7) _____ from Canada. Karen and Kayla (8) _____ really good friends.

b 1.06 Listen and check.

7 HAVE A PARTY

Write an invitation for your party. Use the invitation in the story to help you.

AT THE PARTY



THINK AND READ

1. Read the story. Who's Maximus?
2. Read the story again and do the exercises.

RECALL

1 NUMBERS 20–100

- 1.08 Match the numbers to the words. Then listen and repeat.

20	30	40	50	60	thirty	one	forty
70	80	90	100	sixty	fifty		

2 DAYS OF THE WEEK

- 1.09 Write the days of the week in order. Listen and check. Then listen and repeat.

Friday Saturday Sunday
Thursday Wednesday

Monday
Tuesday

- b Work in pairs. Close your books. Write the days. Then check your spelling.

3 MONTHS

- a Work in pairs. Write the months in order.

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

January, February, ...

- b 1.10 Listen and check. Then listen and repeat.

4 BE: NEGATIVE, QUESTIONS, AND SHORT ANSWERS

- 1.11 Complete the conversation. Then listen and check.

am are aren't is isn't 'm not

Leo: Hi. I'm Maximus.
Emily: (1) Is that your real name?
Leo: No, it (2) isn't. And I (3) am really a gladiator.
Emily: (4) Are you one of Ben's friends?
Leo: Yes, I (5) am, but we (6) aren't friends from school.

5 QUESTION WORDS

- a Match the question words (1–5) to the pictures (a–e).

- | | | | |
|----------|---|------------|--|
| 1 Who? | e | 4 When? | |
| 2 What? | | 5 How old? | |
| 3 Where? | | | |

- b 1.12 Complete the conversation with question words. Then listen and check.

Emily: (1) How old are you?
Leo: I'm 13.
Emily: (2) When is your birthday?
Leo: It's in October. And your birthday's in May.
Emily: That's right! (3) Where are you?
Leo: I'm Maximus.
Emily: (4) What is your real name?

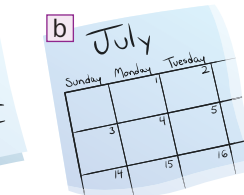
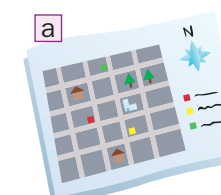
6 PHONE CONTACTS

- Work in pairs. Complete the contact information for your partner.

What's your ... ?

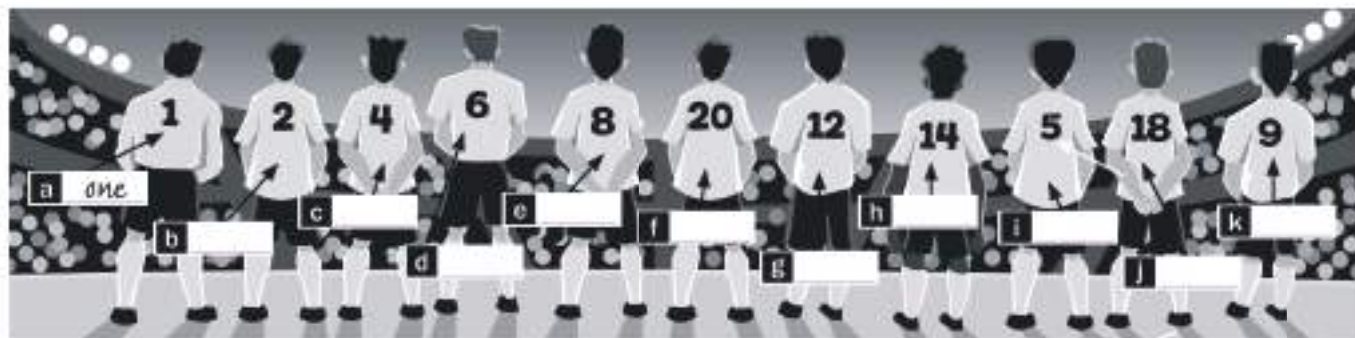
How old ... ?

When's your ... ?



Name: _____
Phone number: _____
Age: _____
Birthday: _____
Address: _____

1 Write the numbers.



GRAMMAR 1 Pronouns; Possessive adjectives; Be

>>> Hello!

1 Choose the correct option.

- I like her / she.
- She's my / I friend.
- What's you / your name?
- Where's they / their house?
- They / Their live on Hill Street.
- We / Our dog's name is Ben.
- That's his / he name.

2 Complete the text with I, my, she, her, we, or our.

Hi! (1) My name is Leonarda. (2) I'm Mexican. (3) My name means "strong as a lion." (4) My best friend's name is Esperanza. (5) My's Colombian. (6) My name means "hope." (7) My's a very good friend. (8) We are together all the time. (9) We eat lunch together. (10) Dancing favorite activity is dancing.



3 Choose the correct option, a, b, or c.

- That's John. It's his birthday today.
a your b his c he
- Mary's in blue. She's there with Molly.
a She's b Her c Its
- Mia and Lily are here. Their clothes are great.
a Her b My c Their
- Music is great. Our favorite music is pop.
a Our b They c We
- I love parties. They're really fun.
a They're b Their c Your
- Hi, Brian! You're here!
a You b He c You're
- I like the name Lola. Is that really my name?
a you b my c your
- Look at all the food! It's time to eat.
a Its b It's c It

1 Write the numbers.

- thirty-five 35
- twenty-one 21
- fifty-six 56
- eighty-three 83
- ninety-seven 97
- seventy-four 74
- forty-nine 49
- sixty-two 62

2 Look at the Contact Information form. Match the answers (a-e) to the information (1-5).

Contact Information	
1 Name:	a 555-062-8397
2 Phone number:	b 13
3 Age:	c 20 Sun Street, Miami, USA
4 Birthday:	d Lucas Johnson
5 Address:	e December 23

GRAMMAR 2 Be: negative, questions, and short answers; question words

>>> At the party

1 a Complete the questions with Am, Is, or Are.

- Are you Ella's brother?
- Is she your sister?
- Are they your friends?
- Am I OK?
- Is he a gladiator?
- Are we ready?
- Is it Friday today?

b Match the questions (1-7) in Exercise 2 to the answers (a-g).

- | | | | |
|------------------|----------|------------------|----------|
| a Yes, I am. | <u>1</u> | e No, she isn't. | <u>6</u> |
| b Yes, you are. | <u>2</u> | f Yes, they are. | <u>3</u> |
| c No, we aren't. | <u>3</u> | g Yes, he is. | <u>7</u> |
| d Yes, it is. | <u>4</u> | | |



2 a Complete the questions with the words in the box.

How What (x2) When Where (x2) Who



- Who are you?
- Where are you from?
- What is your last name?
- When is your birthday?
- How old are you?
- Where is your house?
- What is your favorite color?

- 1 a I'm Maria.
- 2 b I'm 13.
- 3 c It's downtown.
- 4 d I'm from Venezuela.
- 5 e It's in December.
- 6 f It's Gonzalez.
- 7 g It's yellow.



b Now match the questions (1-7) to the answers (a-g).



IN THE PICTURE My things

»»» Talk about your things

WORK WITH WORDS Things

1 Work in pairs. What things can you name in the pictures?

2 a Match the things in the pictures (1–15) to the words in the box.

backpack bike car game console
ice cream jeans laptop notebook
orange phone sandwich soccer ball
sunglasses T-shirt website

PHRASE BYTES

What's this?
It's a / an ...
They're ...
I don't know.

b 1.13 Listen and check your answers. Then listen and repeat.

3 a Work in pairs. Write the words in Exercise 2a in the best categories.

Clothes	Food	Games
School	Technology	Transportation

b Compare your answers with the rest of the class.

c 1.14 Listen and check your answers.

4 a Work in groups. Add other words to the categories.

b Which group has the most words for each category?
Make a class list of all the words.

5 **THE MOVING PICTURE** Watch the video.
Write the categories in the correct order.

6 a 1.15 **PRONOUNCE** Listen to the alphabet. Repeat the letters.

b Work in pairs. Student A: spell a word from this lesson.
Student B: write it. Say "stop" when you know it.

B – I – K ...

Stop! Is it "bike"?

Yes, that's right. / No. Try again!



PHRASE BYTES

What's your favorite word for food?
My favorite word is ...
What's your word?
How do you say ... in English?

SPEAK AND READ

1 Work in pairs. Look at the words in the box. Then answer the questions.

bus café coffee hotel music radio taxi train

- What are the words in your language?
- Which words are the same or very similar in your language? Circle them.

2 Read the beginning of the article. What's an international word?

WORLDWIDE WORDS FOR KIDS

International words are the same or very similar in many different languages. With international words you can talk to people from different countries. When you go on vacation, do these things and use the international words in bold.

- Take a **taxi** or **metro**. (Bus and train are similar in some languages, but they aren't international words.)
- Find a **Wi-Fi** hotspot. Use the **internet** on your **telephone** to check **emails**, listen to the **radio**, or watch **music videos**.
- Go to a **café** or a **bar**. Drink **tea** (with **lemon**) or **coffee**.
- Go to a **restaurant**. Eat a **pizza** with a **salad**.
- Visit a **museum**, go to a **park**, or go to a movie **theater**. Or stay in your **hotel** and watch **sports** on **television**!



PHRASE BYTES

What's *bus* in our language?
It's ... / I don't know.
Café is the same / very similar in ...
Airplane is different in ...



3 Read the rest of the article. Match sections 1–5 to the categories in the box.

Drinks Food Places Technology Transportation

4 Read the article again. Which words in Exercise 1 are international words?

REACT

5 Work in pairs. Choose your five favorite international words. Then compare with your partner.

READ Grammar in context

1 Read Stella's list of likes and dislikes. Which of your likes and dislikes are the same?



SOCIAL SCENE

LIKES

- math classes (We have a great teacher.)
- the people in my drama group
- an ice-cream cone on a hot day
- old jeans
- the internet

DISLIKES

- big cities (They're really noisy!)
- the school bus (It's always full.)
- video games (boring!)
- sunglasses
- school lunches

STUDY

2 Complete the examples. Use Exercise 1 to help you.

Plural nouns

game > games

box > _____

city > _____

class > _____

lunch > _____

Irregular plurals

man > men

person > _____

woman > women

foot > feet

See GRAMMAR DATABASE, page 141.

3 Complete the examples. Use Exercise 1 to help you.

Articles a/an, the

We have a great math teacher.

Use an before a, e, i, o, u.

I like an ice-cream cone on a hot day.

Use the for specific things.

The school bus is always full.

Don't use the for general things in the plural form.

I don't like the video games.

See GRAMMAR DATABASE, page 141.

PRACTICE

4 Write the singular nouns.

singular

plural

1 category

categories

2 _____

videos

3 _____

sandwiches

4 _____

women

5 Write the things in the pictures.

apple day glass man sandwich story



1 three days

4 _____



2 _____

5 _____



3 _____

6 _____

6 Choose the correct options in the profile.

I'm from Washington, DC. It's (1) a / the capital city of the USA. It's (2) a / the very big city. I love (3) the / - cars, and I have (4) a / the big poster of an Italian sports car in my room. I like (5) the / - video games too. I have (6) a / an Xbox and (7) a / an PlayStation. My favorite sport is basketball. I play on (8) a / the school basketball team.

7 Complete the sentences with a/an, the, or -.

ALL ABOUT ME!

- I like _____ apples.
- I don't like _____ color orange.
- I take _____ taxi to school.
- I love _____ internet.
- I have _____ old phone.
- I don't like _____ pizza.

WRITE AND SPEAK

8 a Write five sentences about you, three true and two false.

I'm ... I have ...
My favorite ... I like / don't like ...

b Work in pairs. Say your sentences. Your partner says "true" or "false."

Listen to a description of where things are from

WORK WITH WORDS Countries and nationalities

1 a 1.17 Work in pairs. Write the correct numbers in the table. Then listen and check.

Number	Country	Nationality
1	Brazil	Brazilian
2	Germany	Germ.....
	Italy	Ital.....
	Japan	Japan.....
	South Africa	South Africa.....
	Turkey	Turk.....



b 1.18 Try to complete the nationalities. Add -an, -ese, -ian, -n, or -ish to the words. Listen and check. Then listen and repeat.

2 Work in pairs. Think of something famous for each country. Then make a class list.

SPEAK AND LISTEN

3 a Work in pairs. Guess where Steve's things are from. Use countries from Exercise 1.



b 1.19 Steve is talking about where his things are from. Listen and check your ideas.

4 1.19 Listen again and choose the correct answer.

- Steve's from ...
A the USA. B Italy. C Turkey.
- Steve says, "It's a small world" because his things are all from ...
A the same part of the world.
B different parts of the world.
C very far away.
- Where's Steve's friend Ricardo from?
A Colombia B Brazil C the USA

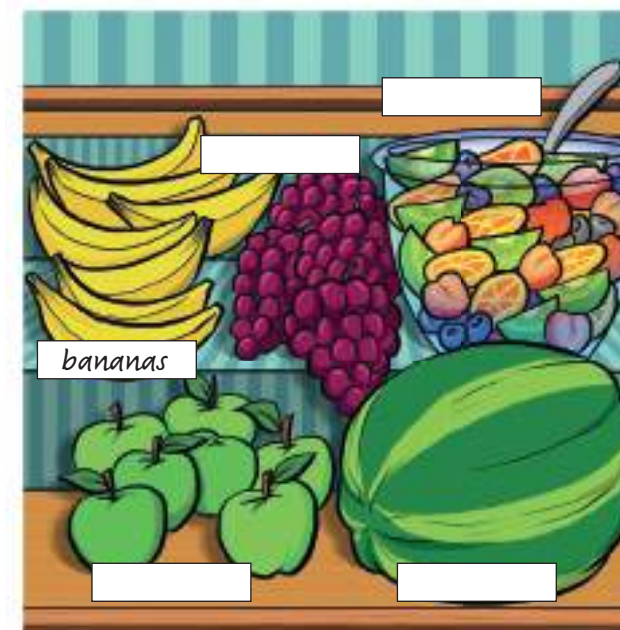
REACT

5 Work in pairs. Say where your things are from.

Talk about the things around you

READ AND LISTEN Grammar in context

1 1.20 Read and listen to the conversation. Write the names of the fruit.



Zoe: We need to buy fruit.
Rose: OK. What about those bananas?
Zoe: I don't like bananas. But these apples are delicious.
Rose: They're very green. What's the name of those purple things?
Zoe: Those are grapes. They aren't my favorite fruit.
Rose: And what's this?
Zoe: It's a watermelon. But look at that fruit salad. That has a lot of different fruit in it.
Rose: OK. Let's buy fruit salad.

STUDY

2 Complete the table with words from Exercise 1.

This/that, these/those

Use *this* and *these* to talk about objects near you.
 Use *that* and *those* for objects far from you.

Here



There



Singular

What's this ?

Singular

Look at fruit salad.

Plural

apples are delicious.

Plural

Those are grapes.

See GRAMMAR DATABASE, page 141.

PRACTICE

3 Complete the sentences with *this*, *that*, *these*, and *those*.



- I like those T-shirts.
- That blue T-shirt's nice.
- What about those sunglasses?
- I don't like that bag.
- Those jeans are cool.
- Do you like that soccer shirt?

4 Complete the conversation with *this*, *that*, *these*, and *those*.



Zoe: Wow! Look at these things.
Rose: Yes! I love (1) those . Great postcards!
Zoe: And (2) that 's a really old tennis racket!
Rose: What's (3) that in English?
Zoe: It's a bowl.
Rose: It's nice. And what are (4) those ?
Zoe: They're sports cards. And (5) that is an album for the cards.

SPEAK

5 Work in pairs. Put your things on your desk. Ask and answer questions about them.

What's this?

It's my ...

They're my ...

What are those?

What's that?



>>> Be a good classmate

SPEAK AND READ

- 1 a Work in pairs. Match the situations (1–5) in the picture to the descriptions (a–e).
- b Do you do these things in class? Write *never* (0%), *sometimes* (50%), or *always* (100%). Then compare your answers with the rest of your class.

- a be noisy
b help classmates
c be quiet and listen to the teacher
d throw trash in the wastebasket
e use a phone

DO

- 2 a Work in pairs. Write the things in Exercise 1a in the correct column. Can you add more things?

It's good to ... in class.	It's bad to ... in class.

- b Why are the things good or bad? Complete the sentences with a word or phrase from Exercise 1.

- If you're _____, you can hear the teacher.
- If you're _____, you can't hear other students.
- If you _____, they can understand the lesson too.
- If you _____, the classroom is clean.

REFLECT

- 3 Talk about the questions. Then read the REFLECTION POINT.

- Are you a good classmate?
- Why is it important to be a good classmate?
- What can you change in your class?

EXTEND

- 4 Work in groups. Write two good things and two bad things for one of these situations.

It's good/bad to ... at home.

It's good/bad to ... with my friends.

PHRASE BYTES

I'm / I'm not ...
It's important because ...
We need to ... more.

REFLECTION POINT

If you're a good classmate, you respect the teacher and other students. When you're a good classmate, all the students in the class can learn.

SPEAKING Is it new?

>>> Describe things

SPEAK

- 1 Work in pairs. Match the adjectives to their opposites.

- | | |
|---------|--------------------|
| 1 big | a new (for things) |
| 2 old | b horrible |
| 3 quiet | c small |
| 4 nice | d noisy |

LISTEN

- 2 Listen to the conversations. What things do the people describe?

1

Becca: I can't find my (1) _____.

Kent: What color is it?

Becca: It's red, and it's really (2) _____.

Kent: Is that it on the chair?

Becca: Yes, that's it.



3

Zac: What's your house like?

Lily: It's OK, but the neighbors are really (7) _____.

Zac: What about your (8) _____? Is it (9) _____?

Lily: No, my room's very (10) _____.



2

Anita: Do you like Vicky's (3) _____? They're (4) _____.

Zac: They're very (5) _____.

Vicky: Thanks. They're (6) _____.



- 3 Complete the conversations. Then listen again and check.

- 4 Listen and repeat the sentences from the conversations.

ACT

- 5 Work in pairs. Complete the tasks.

- Choose a conversation from Exercise 2.
- Write a similar conversation about a different thing.
- Practice the conversation.
- Present the conversation to other students. Don't read it.

PHRASEBOOK

Ask for a description of something

What color is it?

What's / What are your ... like?

Is it big / small?

Describe something

It's black / red.

They're Italian / Brazilian.

They're very / really nice.

The neighbors are noisy / quiet.

Write a description of a thing

SPEAK AND READ

- 1 a Work in pairs. Look at the pictures and describe them. Note the adjectives (big, blue) you use.
- b Read the descriptions. Do they use the same adjectives?

This is my new bike. It's a mountain bike. It's cool and really fast.

This is my favorite T-shirt. That's my name in Japanese on the front (Sara).



This is a great picture of Nele and Leni, the African elephants in my local zoo. Nele's the big one.

- 2 Read the tips in the HOW TO box. Then underline other adjectives in the picture descriptions.

HOW TO

write a description of a thing

- Use am / are / is + adjective: *it's cool*.
- Use adjective + noun: *my favorite T-shirt*.
- Use really / very + adjective: *really fast*.

PRACTICE

- 3 Put the words in order to make sentences.
- phone. / my / is / This / new
 - nice / are / sunglasses. / really / These
 - of Japanese / This / collection / my / comics. / is
 - very / My / fast. / isn't / computer
 - really / jeans / are / favorite / old. / My

DISCUSS

- 4 Talk about one thing you have at school. What color is it? Is it old or new? Do you like it? Is it your favorite?

WRITE

- 5 Write a description of three things.

- Choose three things. Use photos or draw pictures of the three things.
- Use adjectives to describe each thing. What color is it? Is it big or small? Is it old or new?
- Remember that adjectives come before the noun. Start sentences about your thing with "It." See the HOW TO box.

SHARE

- 6 Take turns reading your descriptions. Listen to your classmates. Name one picture and description you like.

- 1 Write the words for the things in the pictures.



1 phone



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

- 2 Write the words (1-7). Then find them in the word search.

- 1 N O T E B O O K

2 J _____ S

3 I _____ E C _____ M

4 P _____ E

5 S _____ W _____ H

6 W _____ S _____

7 C _____ R
- You write in this.

They are clothes.

It is cold and delicious.

You talk to people with this.

It is good to eat.

It's on the internet.

It's a type of transportation. It has a motor.

X	I	C	E	O	W	O	R	G	W
P	S	A	N	D	W	I	C	H	E
H	N	E	C	X	E	O	S	O	B
O	J	E	A	N	S	T	R	V	S
N	E	L	R	B	U	K	E	P	I
E	Q	R	E	Y	T	I	E	N	T
I	C	E	C	R	E	A	M	E	E
N	O	T	E	B	O	O	K	I	D

- 3 Match the categories (a-f) to the words (1-6).

- 1 basketball e

2 laptop _____

3 homework _____

4 sandwich _____

5 bike _____

6 shirt _____
- a school

b food

c clothes

d technology

e games

f transportation

Read an article from a book

1 Match the things (a–h) to the verbs (1–8).

- 1 eat

2 watch

3 drink

4 use
- 5 take

6 listen to

7 go to

8 check
- a a movie

b coffee

c a taxi

d the internet
- e the radio

f a café

g a pizza

h emails

2 Complete the ad with the words in the box.

bus café email hotel pizza television

- A fantastic (1) hotel on the beach!
- Central location.
 - Take the metro, (2) _____, or taxi from the airport – just 30 minutes.
 - Free internet. Check your (3) _____, Wi-Fi in your room.
 - Watch (4) _____. Sports 24/7.
 - Eat in the (5) _____. Delicious (6) _____ and salad.
 - Visit museums – just 10 minutes from the hotel.



3 Complete the table with words from Exercise 2.

Transportation	Food	Places
m _____	p _____	hotel _____
b _____	s _____	m _____
t _____		c _____

4 Complete the article about Miami with the words in the box.

aquarium café movies museum park room taxi television transportation Wi-Fi

MY WEEKEND IN MIAMI

Saturday:
It's 11:30 a.m. We take public (1) transportation (the Metrorail) to downtown Miami. Then we take a (2) _____ to our hotel. The driver is very nice. We go to a (3) _____ in Miami Beach, and we eat a delicious sandwich. Then we visit the Science (4) _____. It's very interesting.

Sunday:
We go to the (5) _____. We see dolphins and whales. Wow! Cool!

Monday morning:
We stay at the hotel in the morning. Our (6) _____ is perfect! We have a (7) _____ with a lot of channels. We have free (8) _____ too. We can surf the internet.

Monday afternoon:
The hotel has a big (9) _____ with pretty flowers and trees. We go there and play soccer. The hotel has a swimming pool, sauna, and gym. It has a movie theater too. Cool! I can watch (10) _____ there.



Listen to a description of where things are from

1 Where are these things from – Brazil, Germany, Italy, or Japan? Guess.



1 coffee _____



2 cars _____



3 computers _____



4 clothes _____

2 Listen again and complete the table with the words in the box.

bananas cars (x2) clothes (x2) coffee computers
famous dances laptops risotto sports cars

Italy	Brazil	Germany	Japan
sports cars			

3 Complete the sentences.

- Italy is famous for its food. Italian food is some of the best in the world.
- Soccer is very popular in Brazil. The B _____ soccer team is very good.
- Adidas is a G _____ clothing company. Germany has a lot of big companies like Adidas.
- Japan is famous for sushi. There are J _____ sushi restaurants all over the world.

Country and nationalities

1 Complete the words in the sentences.

- Pizza is a famous Italian food.
- S t A national parks are famous for animals like lions and giraffes.
- The T h city of Istanbul is very old.
- Porsche is a famous G car company.
- Taylor Swift is an A n singer.
- People all over the world watch J e anime like *Pokémon*.



2 Choose the correct option.

- Brazilian** / **Brazil** is a very big country.
- People like to go on a safari in **South Africa** / **South African**.
- Italy** / **Italian** is famous for its history.
- Udon is a **Japanese** / **Japan** food.
- My English teacher is from Los Angeles. She's **America** / **American**.
- The **Germany** / **Germans** make very safe cars.
- I have a **Turkish** / **Turkey** friend.

GRAMMAR 2 This/that, these/those

Talk about the things around you

1 a Complete the questions with this, that, these, or those.

- Is this my glass here?
- Are these your sunglasses there?
- Who are those people over there?
- What's that picture there on your T-shirt?
- Is that you there in the picture?
- What's in this food here?
- Are these things there real or not?
- What are those things here?

b Match the questions (1–8) in Exercise 4a to the answers (a–h).

- | | |
|-------------------------------------|----------|
| a No, they're not. | <u>2</u> |
| b I think these are green bananas. | _____ |
| c They look real to me. | _____ |
| d It's Japanese art. | _____ |
| e Yes, it's yours. | _____ |
| f I don't know. But it looks great. | _____ |
| g Yes. I don't look very happy! | _____ |
| h They're my teachers. | _____ |

Describe things

1 Listen to three conversations and answer the questions.

Conversation 1

- What country is Lara from? Brazil
- What country is Diego from? _____

Conversation 2

- Where is Zac? At a _____.

Conversation 3

- What color is the girl's room? _____

2 Listen again and match the adjectives (a–f) to the nouns (1–6).

- | | | |
|----------|----------|-------------|
| 1 Bogota | <u>e</u> | a small |
| 2 Rio | _____ | b noisy |
| 3 party | _____ | c Brazilian |
| 4 music | _____ | d new |
| 5 house | _____ | e capital |
| 6 room | _____ | f big |

3 Listen and repeat these five questions from the conversations. Pay special attention to stress and intonation.

- | | |
|------------------------------|---------------------------|
| 1 Where are you from, Diego? | 3 What's your house like? |
| 2 Is this Brazilian music? | 4 What's your room like? |
| 5 What color is it? | |

4 Read the example and write a similar conversation.

Eric: What is your room like?

Ana: It's not big. It's very quiet.

Eric: What's in your room?

Ana: My new laptop. And big posters of my favorite band.

A: (Ask about a backpack.)

B: (Describe the color.)

A: (Ask what is in the backpack.)

B: (Describe things in the backpack.)

Be a good classmate

1 Match the phrases (a–g) to the verbs (1–7).

It's good to ...

- | | | |
|------------|----------|---|
| 1 be quiet | <u>a</u> | a when the teacher is talking. |
| 2 throw | _____ | b to the teacher. |
| 3 be | _____ | c in a speaking activity. |
| 4 talk | _____ | d your phone after school but not in class. |
| 5 listen | _____ | e other students. |
| 6 help | _____ | f nice. |
| 7 use | _____ | g trash in the wastebasket. |

2 Match the solutions (a–f) to the situations (1–6).

- | | |
|---|----------|
| 1 Your classmate doesn't know how to do an exercise you can do. | <u>b</u> |
| 2 The classroom isn't clean and neat. | _____ |
| 3 You can't hear the teacher because it's noisy. | _____ |
| 4 Your classmate doesn't talk to you in a speaking activity. | _____ |
| 5 Your classmate uses his/her phone to text you in class. | _____ |
| 6 You don't understand something. | _____ |
- a Be quiet, and ask other students to be quiet too.
b Help him/her. Show him/her how to do it.
c Throw trash in the wastebasket.
d Ask the teacher to explain.
e Don't use your phone in class.
f Say your part, and try to help him/her.