

คำชี้แจง

หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ Go Beyond Active 2 ชั้นมัธยมศึกษาปีที่ 2
กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ เล่มนี้ จัดพิมพ์โดย องค์การค้ำของ สกสค.

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

สำนักวิชาการและมาตรฐานการศึกษา
สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน

หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ Go Beyond Active 2

Go Beyond 2

STUDENT'S BOOK ACTIVE

ชั้นมัธยมศึกษาปีที่ 2
กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ
ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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คำนำ

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

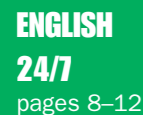
ชุดการเรียนการสอน Go Beyond Active แต่ละชั้นประกอบด้วยสื่อการเรียนรู้ดังต่อไปนี้

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 ส่งเสริมทักษะให้เป็น ผู้เรียนในศตวรรษที่ 21 และนำไปใช้ในชีวิตประจำวันได้

คณะผู้จัดทำหวังเป็นอย่างยิ่งว่า ชุดการเรียนการสอน รายวิชาพื้นฐาน ภาษาอังกฤษ Go Beyond Active จะเป็นประโยชน์ต่อการจัดการเรียนการสอนภาษาอังกฤษ ให้เป็นไปอย่างมีประสิทธิภาพและ ประสิทธิผล บรรลุตามจุดมุ่งหมายของหลักสูตรและเทียบเคียงกรอบมาตรฐานความสามารถด้านภาษา ภาษาอังกฤษที่เป็นสากล (CEFR) ได้

คณะผู้จัดทำ



ENGLISH CLASS

Vocabulary (1): Dates, introductions, nationalities

Vocabulary (2): Classroom things, colors, the alphabet
PRONOUNCE the /i/ sound



WRITING

 In a city

Describe what's in a place

Vocabulary (2): Family

Talk about relationships and possessions

Understand different ways to say “hello”

Ask for and give directions

Use correct punctuation



▶ Around the world

PRONOUNCE Verbs with an /ɪz/ sound at the end

Vocabulary (2): Furniture and other things in the home

Talk about how often you do things

Organize your things

Ask for and tell the time when you travel

Use also *and* too



▶ School subjects

Use negative verbs and ask and answer questions

PRONOUNCE The /ou/ sound

Talk about possessions and relationships

Understand your learning style

Describe people

Use and, or, and but



▶ Staying in and going out

Understand the order of messages

PRONOUNCE The /ŋ/ sound at the end of verbs

Vocabulary (2): Places in public buildings

Talk about how often you do things

Find ideas and information

Ask for information

Use headings



▶ Food and drink

Describe how much there is of something






Vocabulary (2): Lifestyle adjectives


Talk about your likes and dislikes


**Follow the rules
in electronic
communication**


React to news


Use because

	IN THE PICTURE 	READING 	GRAMMAR (1)	LISTENING & VOCABULARY 	GRAMMAR (2)	LANGUAGE & BEYOND	SPEAKING 	WRITING
<div><div>UNIT</div><div>6</div><div>IT'S YOUR TURN</div><div>pages 74-85</div></div>	In the game Talk about sports and games Vocabulary (1): Sports and games <div><div></div><div> In the game</div><div></div></div>	In the final Understand new words (1)	<i>Can/can't</i> for ability; adverbs of manner Talk about what you can do and how you do it	Game over Understand spoken instructions Vocabulary (2): Games verbs <div><div>PRONOUNCE</div>The /u/ sound</div>	<i>Have to</i> and <i>don't have to</i> Talk about things that are and aren't necessary	Communicate & cooperate Work with others on a team	<i>Can I?</i> Ask for and give or refuse permission	My sports hero (profile) Use paragraphs

<div><div>UNIT</div><div>7</div><div>TIMELINES</div><div>pages 86-98</div></div>	A timeline Talk about people's lives Vocabulary (1): Times of life <div><div></div><div> A timeline</div><div></div></div>	Life in the past Understand new words (2)	<i>Was/were; ago</i> Talk about situations in the past	Dear Diary Use pictures to help you listen Vocabulary (2): Personality adjectives	Simple past affirmative Talk about completed events in the past <div><div>PRONOUNCE</div>Simple past -ed endings</div>	Get thinking Understand what makes people creative	Guess what! Tell an interesting or funny story	My diary (blog post) Use time expressions

<div><div>UNIT</div><div>8</div><div>ON THE MOVE</div><div>pages 99-112</div></div>	My travel blog Talk about places and the weather Vocabulary (1): Weather and prepositions of movement <div><div></div><div> My travel blog</div><div></div></div>	A cool place to visit Identify the writer's opinion	Simple past negative Talk about things that didn't happen in the past	The amazing story of Palle Huld Take notes Vocabulary (2): Forms of transportation <div><div>PRONOUNCE</div>Stress important words in sentences</div>	Simple past questions and short answers Ask and answer questions about the past	Get organized Plan for a night away from home	Check into and out of a hotel Ask for repetition	A message from Mexico (email) Use descriptive language

<div><div>UNIT</div><div>9</div><div>MEET ME AT THE MALL</div><div>pages 113-124</div></div>	At the mall Talk about stores and shopping Vocabulary (1): Stores <div><div></div><div> At the mall</div><div></div></div>	Shopping tips Use things you know to help you read	Comparative adjectives Compare two things	Radio ads Use important words to help you listen Vocabulary (2): Money and measurements	Superlative adjectives Compare one thing with the others in a group <div><div>PRONOUNCE</div>The /ɜr/ sound</div>	Respect others Listen actively to other people	What would you like? Buy things at a market	The best place in town! (ad) Check your writing

<div><div>UNIT</div><div>10</div><div>SPECIAL DAYS</div><div>pages 125-136</div></div>	A world of festivals Talk about festivals and celebrations Vocabulary (1): Festivals <div><div>PRONOUNCE</div>The /f/ sound <div><div></div><div> A world of festivals</div><div></div></div></div>	Celebrate! Take notes when you read	<i>Be going to</i> Talk about future plans	Special days Identify positive and negative feelings Vocabulary (2): Feelings	<i>Will</i> for predictions Predict things in the future	Know yourself See things in a positive way	Congratulations! Give wishes and congratulate people	Let's celebrate! (invitation) Use typical phrases in invitations

ENGLISH 24/7

SUMMER CAMP



2



Today's Monday, July sixteenth. It's the first day of Marta's summer camp.

3



4



5



6



7



8



THINK AND READ

- Work in pairs. What can you do at a summer camp? Write three more activities.
meet new friends
eat different food
speak in English
- 1.01 Read or listen to the story. Which things in Exercise 1 does Marta do on her first day at summer camp? Why is today a special day for Marta?
- Read the story again.

RECALL

- DATES
 - 1.02 Write the dates from the calendar. Listen and check. Then listen and repeat.
 07/16 = It's Monday, July sixteenth.
 1 07/03 3 07/20 5 07/21
 2 07/12 4 07/25 6 07/02
 - Write the names of the other months. Then write and say today's date.

2 INTRODUCTIONS

Complete the introductions with words from the table.

I	you	he	she	we	they
my	your	his	her	our	their

- Hi. We 're Japanese. names are Kaori and Shiro.
- This is Juan Carlos and brother, Sergio. 're Colombian.
- Hello. I'm German. name's Hans.
- This is Silvia. 's Spanish. Her sister's here too.

3 NATIONALITIES

1.03 Write the nationalities. Listen and check. Then listen and repeat.

Country	Nationality
Mexico	<i>Mexican</i>
Germany	
Italy	
Japan	
Colombia	
Spain	
the USA	

4 BE

1.04 Complete the conversation. Then listen and check.

- Max:** What (1) is your name?
Marta: It (2) is Marta. Marta Morales.
Max: There's another student named Esteban Morales. (3) is you brother and sister?
Marta: No, we (4) are. He (5) is my brother.
Max: Where (6) are you from?
Marta: I (7) am from Mexico. I'm Mexican.
Max: How old (8) are you?
Marta: I (9) am 14.
Max: When (10) is your birthday?
Marta: It's today.

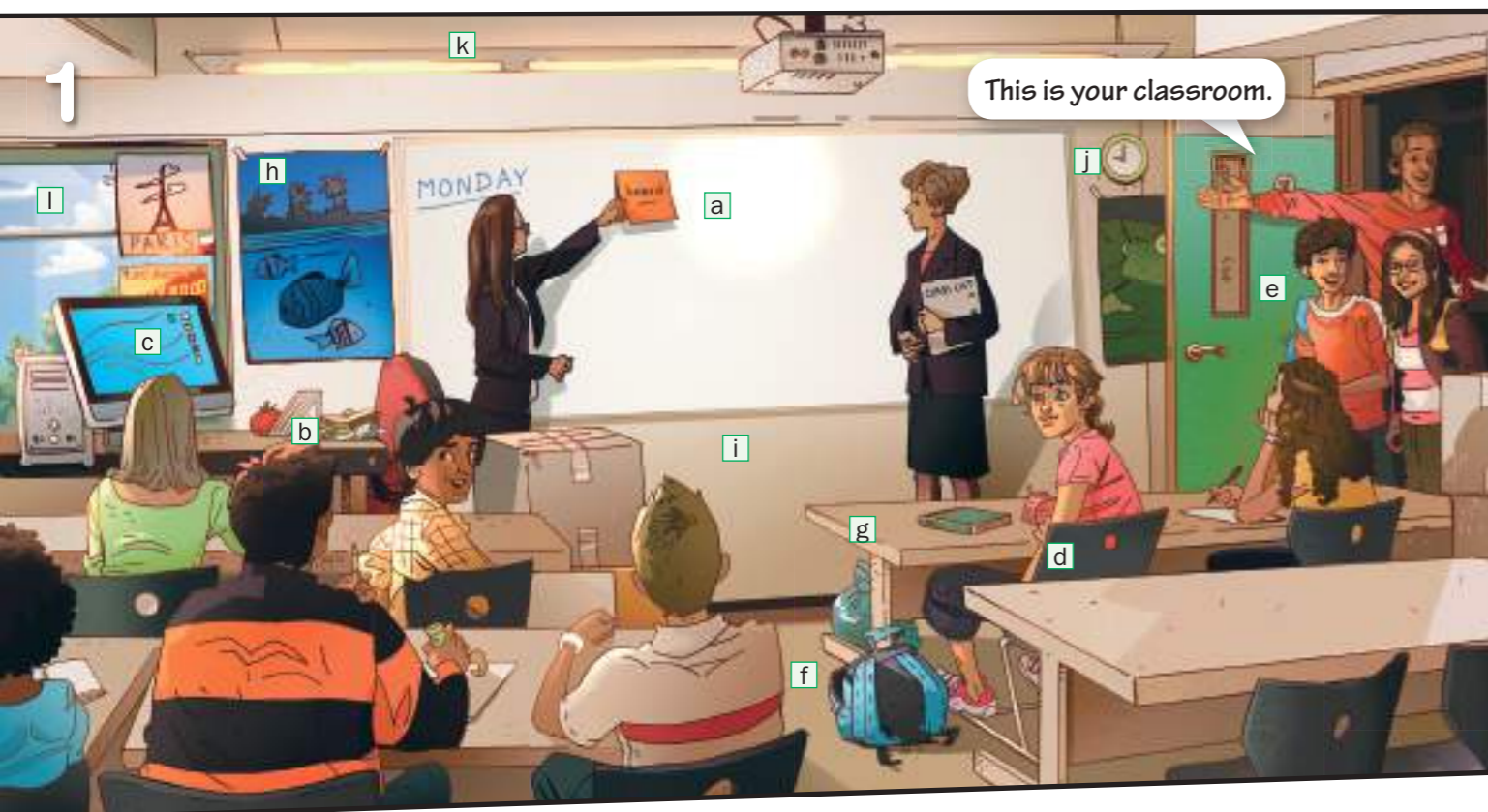
5 PERSONAL INFORMATION

- You're one of the students in the picture. Think of a new name and nationality. Then complete the form for "You."

	You	Your partner
First Name		
Last Name		
Nationality		
Age		
Birthday		

- Work in pairs. Complete the form with your partner's new information. Ask questions from Exercise 4.

- What's ... ? How old ... ?
 Where ... ? When's ... ?
 This is ... He's/She's from ...
 He's/She's ... years old. Her birthday is on ...



THINK AND READ

- 1 Complete the things you usually do at school.

r e a d w r _ _ t _ _
l _ _ s t _ _ n s p _ _ _ k
r _ _ p _ _ _ t c h _ _ _ c k

- 2 **1.05** Read or listen to the story. Check (✓) the things the people do in the story.

RECALL

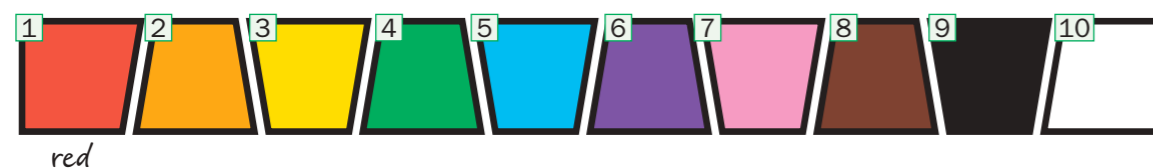
1 CLASSROOM THINGS

- 1.06** Write the letter (a-l) of the things in the classroom in the picture. Listen and check. Then listen and repeat.

a board floor
chair light
clock poster
computer table
desk wall
door window

2 COLORS

- a **1.07** Write the colors. Listen and check. Then listen and repeat.



red

- b Work in pairs. Talk about the colors in your classroom.

My pen's blue. Yes, and the ...

3 THE ALPHABET

- a **1.08** Listen and write the missing letters in the correct place. Then listen and repeat.

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

/eɪ/	/i/	/e/	/aɪ/	/oʊ/	/u/	/ɑ/
A	B	F	I	O	Q	R
J	C	M			W	
	D					
	G	S				
	T					
	Z					

- b **1.09** **PRONOUNCE** Listen and repeat the words with the /i/ sound.

green he me read repeat she
speak these



4 THIS, THAT, THESE, THOSE

- a Complete the table.

	here ↓	there →
Singular		
Plural		those

- b Work in pairs. Ask the name of things in the classroom. How do you spell the names?

What's that? It's a ... What are these? They're ...
How do you spell it?

5 PLURALS

- a **1.10** Listen and write the words.

- b Write the plurals of the words.

6 OBJECT PRONOUNS

- a **1.11** Complete the conversation with the object pronouns in the box. Then listen and check.

her it me them us you

Marta: Can you help (1) me ?
Cesco: Sure.
Marta: Where's my pen? I can't see (2) it .
Cesco: It's on your desk in front of (3) me .
Marta: Oh, OK! And the teacher? I can't see (4) her .
Cesco: There. She's looking at (5) them because we're talking. Where are your glasses?
Marta: I don't know. I can't find (6) them .

- b Where are Marta's glasses?



7 SAY GOODBYE

- Say goodbye to your teacher and other students when your class finishes.

Goodbye! See you tomorrow!
Bye!

- 1 Complete the table with the months in the correct order.

30 days	31 days
	January

- 2 Choose the correct option to complete the sentences.

- I'm *Americanese* / *American*.
- I'm *Mexicanese* / *Mexican*.
- I'm *Italian* / *Italese*.
- I'm *Japanian* / *Japanese*.
- I'm *German* / *Germanian*.
- I'm *Colombian* / *Columbish*.
- I'm *Spanish* / *Spanish*.

- 3 Complete the sentences.

In many countries ...

- Monday is the *first* day of the week.
- Thursday is the _____ day.
- Tuesday is the _____ day.
- Saturday is the _____ day.
- Sunday is the _____ day.
- Wednesday is the _____ day.
- Friday is the _____ day.

4

- | | | |
|---------------|----------|--------------|
| 1 Birthday | <i>c</i> | a Eva |
| 2 Age | | b English |
| 3 Last name | | c 02/26/2001 |
| 4 Nationality | | d 13 |
| 5 First name | | e Smithson |

GRAMMAR This/that/these/those, plurals, object pronouns

>>> English class

- 1 Complete the sentences with the words in the box.

that these this those

- Is *this* your bag? (here)
- Is _____ your phone? (there)
- Are _____ your books? (there)
- Are _____ your glasses? (here)

- 2 Complete the grammar table with the object pronouns.

Subject pronoun	Object pronoun
I	(1) <i>me</i>
he	(2) _____
she	(3) _____
it	(4) _____
we	(5) _____
you	(6) _____
they	(7) _____

- 3 a Choose the correct pronouns to complete the text.

My sister and her family live in Chile. (1) *We* / *Us* don't see (2) *they* / *them* very often, but (3) *they* / *them* Skype (4) *we* / *us*. (5) *She* / *Her* husband's name is Manuel. (6) *He* / *Him* is from Santiago. (7) *He* / *Him* is very nice. We all like (8) *he* / *him*.

- b Choose the correct options to complete the text.

Look here on the computer screen. (1) *This* / *These* are (2) *she* / *her* two girls, Tanya and Eva. And (3) *that's* / *those are* her little boy, Miguel. (4) *They* / *Them* 're good children. (5) *That's* / *Those are* Miguel in the blue jeans. And (6) *that's* / *those are* Eva and Tanya.

1 UNIT

WELCOME TO MY WORLD

IN THE PICTURE In a city

>>> Talk about places in a city

WORK WITH WORDS Places in a city

- 1 a **RECALL** Work in pairs. Look at the words and cross out the wrong word in each group. Say why it's different. You have one minute.

- | | | |
|-------------|-------|-------------------|
| 1 town | city | street |
| 2 apartment | house | downtown building |

- b Complete the words for the places. You have two minutes.

- You watch plays here. t _____
- You swim here. s _____ p _____
- You play sports here. s _____ c _____
- You see animals here. z _____
- You buy things here. s _____
- You eat meals here. r _____
- You watch movies here. m _____ theater
- You walk and play games here. p _____

- 2 Look at the map and the photos. What city is this?

- 3 a **1.12** Listen to Teresa. Put the places in the photos in the order you hear them (1–10). What other place does Teresa talk about?

- b **1.13** Listen and check your answers. Listen and repeat.

- 4 a **1.14** **PRONOUNCE** Listen and repeat the words. Pay attention to the syllable stress in the words.

airport building shopping station tower

- b When a word has two syllables, the first syllable is usually stressed. Underline the stressed syllable in these words.

awesome baseball city summer welcome

- 5 **1.15** Choose the correct words to complete the conversation. Then listen and check.

Sienna: Hi, Teresa. Where are you going?

Teresa: To the (1) *square* / *library* to get some books. Then to the (2) *airport* / *train station* to meet my grandma. She wants to go to the art (3) *tower* / *museum*.

Sienna: Is she here for a few days?

Teresa: Yes. Tomorrow she wants to go shopping at the (4) *theme park* / *mall*. On the weekend she wants to see the baseball game at the (5) *bridge* / *stadium*. She loves baseball!



WELCOME TO MY CITY!



- 6 **THE MOVING PICTURE** Watch the video.
Which place would you like to visit?

WRITE AND SPEAK

- 7 a Work in pairs. Write a list of interesting places in your city or area.
- b Read your list out loud to another pair. Do you have the same places? What are your favorite places?

On our list we have the technology museum, ...

My favorite place is ... (because ...)

We have the technology museum too.

READING Meet San Francisco's sister cities

Identify the type of text

SPEAK AND READ

- 1 Work in pairs. Look at the title of the page. Together, choose the correct explanation for "sister cities."

- A cities in the same area with the same number of people
B cities in different countries with a special link
C cities in different countries with the same language

- 2 a Read the tips in the **HOW TO** box.

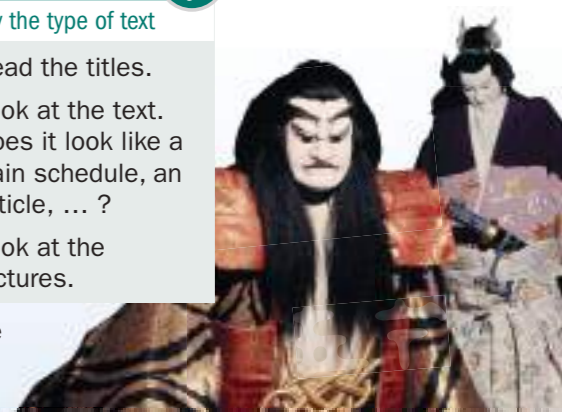
- b Use the tips in Exercise 2a and try to identify the type of text. Then read the text and check.

- A a magazine article
B a "What's on?" website with a list of events
C an online city guide
D a guidebook

HOW TO

identify the type of text

- ☐ Read the titles.
☐ Look at the text. Does it look like a train schedule, an article, ... ?
☐ Look at the pictures.



CITY GUIDE

Home | Things To Do | Shopping | Arts & Culture | Food & Drink

OUR SISTER CITY *Osaka*

San Francisco Extra

Extra tips, extra information, extra fun! San Francisco has 18 sister cities. Here are six.

- *Osaka, Japan* (our first sister city in 1957)
 - *Sydney, Australia* (1968)
 - *Assisi, Italy* (1969)
 - *Thessaloniki, Greece* (1990)
 - *Paris, France* (1997)
 - *Bangalore, India* (2009)
- Follow the links to find out more.

Two and a half million people live in Osaka. The city has two main centers: Namba and Umeda. In Namba at the famous Bunraku Theatre you can see plays with one-meter-tall Japanese puppets. There are also many good stores and movie theaters.

Near the station in Umeda, there's a big shopping mall under the city. The HEP Five shopping mall is also there, and it has a hundred-meter-high Ferris wheel on the roof! There are also a lot of cafés and restaurants – people in Osaka love food.

Osaka Castle is very popular with visitors. In the main tower there's a museum about the castle's long history. Visit the castle in the spring and have a picnic in the beautiful park next to it.

- 3 Which tips in the **HOW TO** box did you use for help with Exercise 2b? Check (✓) them.

- 4 Teresa is taking notes on San Francisco's sister cities. Read the text again and complete her notes. Use one word, number, or date.

Number of San Francisco's sister cities: (1) 18
Osaka: sister city since: (2) _____
Number of people in Osaka: (3) _____ million
Bunraku Theater: (4) one-meter-high _____
Umeda shopping mall: (5) _____ the city
Ferris wheel: (6) _____ meters high
Osaka Castle: (7) _____ in the main tower

REACT

- 5 Work in pairs. What do you think? Tell your partner, giving reasons for your answers.

- 1 Would you like to go to Osaka? Why or why not?
2 Does your town or city have sister cities? Where are they?

PHRASE BYTES

... sounds interesting / boring.
My town's sister cities are ...
You can learn about ...

MOVE BEYOND

Write the nationalities for the countries in the text.

READ >>> Grammar in context

- 1 Read the chat messages. Where does Owen live? How many people live there?

- ANTONIO: Where do you live?
OWEN: In New York.
ANTONIO: Wow! Are there any towers next to your home?
OWEN: No, but there are some small houses.
ANTONIO: Is there a sports stadium near you?
OWEN: No, there isn't. And there aren't any parks.
ANTONIO: Is there a zoo?
OWEN: There isn't a zoo, but there's a farm across from our house.
ANTONIO: Oh. Are there any stores?
OWEN: Yes, there are. ... Well, there's one store between my grandma's house and our house. There are only 15 people here.
ANTONIO: But you live in New York City!
OWEN: No, I live in New York, Texas! :)

STUDY

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

There is/there are

Use *there is/there are* to describe what's in a place.

Affirmative

There's a farm across from our house.

There some small houses next to my house.

Negative

There a zoo near us.

aren't any parks.

Questions and short answers

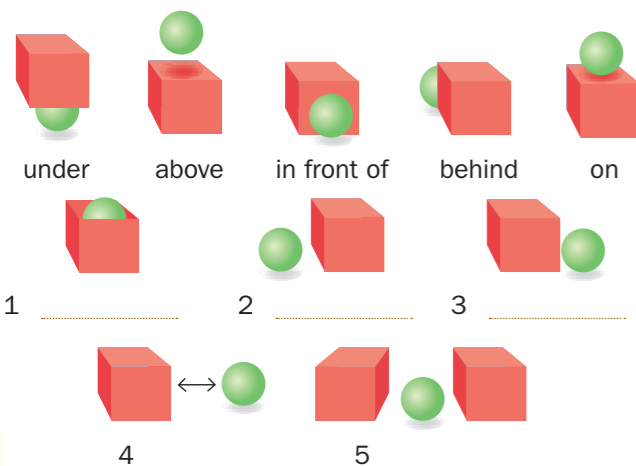
a zoo? Yes, there is.

any towers next to your house? No,

there aren't.

See GRAMMAR DATABASE, page 137.

- 3 Look at the pictures. Complete 1–5 with the correct words in bold from Exercise 1.



PRACTICE

- 4 Write sentences about New York City.

- 1 some tall buildings ✓
There are some tall buildings.
2 a big park ✓
3 big farms X
4 a lot of people ✓
5 a beach X
6 a lot of quiet places X

- 5 Complete the sentences about the picture. Use *there is* or *there are* and prepositions of place.



- 1 *There are* some stores *in the square*.
2 a restaurant one of the stores.
3 some trees the museum.
4 a bookstore the museum.
5 some tables the café.
6 And me the chair!

SPEAK AND WRITE

- 6 Student A: Look at the picture on page 158.
Student B: Look at the picture on page 159.

- Describe your picture to your partner.
- Draw your partner's picture. Then compare it with the picture in the book.

- 7 a Write the questions for a survey.

Is your town or area a good or bad place for young people? We want to know!

- ① there / a theme park / in your area?
② there / a sports center / near your home?
③ there / any parks?
④ there / a swimming pool?
⑤ there / free concerts in your town?
⑥ there / other places for young people?

- b Write your answers. Tell the class if your town or area is a good place for young people.

SPEAK AND LISTEN

- 1 **RECALL** Work in pairs. Circle 12 family words.



- 2 a Read the tips in the **HOW TO** box.

- b **1.17** Listen to four students in the pictures. Do they have a big family or a small family?

- 3 Which tips in the **HOW TO** box did you use for help with Exercise 2b? Check (✓) them.

- 4 **1.17** Listen again. Circle **T** (true) or **F** (false).

- 1 Riley thinks a small family is nice. T/F
2 Akemi's family watches a lot of TV. T/F
3 Akemi thinks it's noisy at home. T/F
4 Antonio has brothers and sisters. T/F
5 There are three girls and one boy in Janine's family. T/F

REACT

- 5 **1** Work in pairs. Answer the questions.

- 1 What's good about a small family?
2 What's good about a big family?

PHRASE BYTES

In a small / big family
it's quiet / noisy ...
It isn't lonely / boring ...

WORK WITH WORDS Family

- 6 **1.18** Work in pairs. Complete the sentences with the correct words. Listen and check your answers. Then listen and repeat.

daughter parents son

Riley lives with his sister and his (1) . He's their (2) . His sister is their (3) .

granddaughter grandparents grandsons

Akemi's (4) live with her family. She's their (5) . Her four brothers are their (6) .

aunts cousins uncle

Antonio's mom has a brother – Antonio's (7) . His dad has two sisters – Antonio's (8) . They have a lot of children – Antonio's (9) .

husband married wife

Janine's brother and sister are (10) . Her brother's (11) is Lisa, and her sister's (12) is Tom.

HOW TO

listen for the main ideas

- ☐ Don't try to understand every word.
- ☐ Listen for words you know.
- ☐ Use these words to help you understand important ideas.

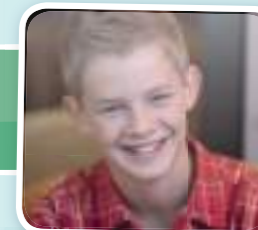
GET TO KNOW

STUDENTS FROM
SAN FRANCISCO AND
ITS SISTER CITIES!

WHAT'S ON STUDENTS SEARCH

Talking point:
big and small families

Riley,
SYDNEY



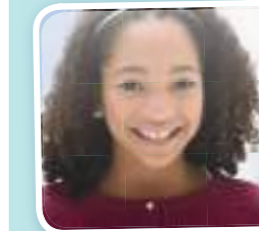
Akemi,
OSAKA



Antonio,
ASSISI



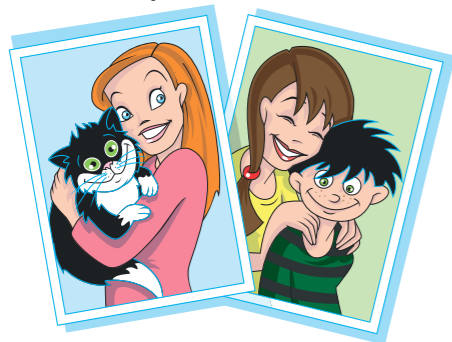
Janine,
PARIS



READ AND LISTEN »»» Grammar in context

- 1 1.19 Read and listen to the conversation. Who's Josh?

Lucy: Do you have any brothers or sisters?
Riley: Yes, I do. I have one sister.
Lucy: Do you have any pets?
Riley: No, I don't. But my sister has a cat. It has long black hair and it doesn't have a name. We call it "Cat." What pets do you have?
Lucy: We don't have any pets. But I have a little brother. My parents call him Josh but I call him "Noisy."



STUDY

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

Have

Use *have* to talk about relationships and possessions.

Affirmative

With *I, you, we, they*, use *have*.

I have one sister.

They _____ a cat.

With *he, she, it*, use *has*.

My sister has a cat. It _____ long black hair.

Negative

With *I, you, we, they*, use *don't + have*.

With *he, she, it*, use *doesn't + have*.

We don't _____ any pets.

Lucy _____ have a cat.

Questions and short answers

Use *do* and *don't* with *I, you, we, they*. Use *does* and *doesn't* with *he, she, it*.

_____ you have a brother? No, I _____.

Does the cat _____ a name? No, it _____.

See GRAMMAR DATABASE, page 137.

- 3 Start a chain sentence in your class. One student starts. Then the next student repeats and adds another thing.

I have a brother.

I have a brother and a dog.

I have a brother and a dog and a ...

PRACTICE

- 4 a Complete the description with the correct form of *have*.

My favorite cousin

I (1) *have* _____ a lot of cousins but my favorite cousin is Victor. He (2) _____ black hair. I don't see him much because he doesn't live near us and his parents (3) _____ a car. But they (4) _____ a computer and we often chat online. He (5) _____ the same interests as me; we like different things. But we always (6) _____ a lot of things to talk about.



- b Write three or four sentences to describe one of your family members.

- c Work in pairs. Read your sentences to your partner.

- 5 a Write the questions and ask other students in your class. Use *have*.

1 you / have / a big or a small family?

Do you have a big or a small family?

2 how many cousins / you / have?

3 you / have / any pets?

4 your family / have / a house or an apartment?

5 what color hair / your mom / have?

6 your parents / have / a car?

- b Write one more question. Use your own ideas.

SPEAK

- 6 a Stand up and walk around the class.

- Ask other students the questions in Exercise 5.
- Find two students with the same answer to each question. Write the students' names.

- b Tell your partner.

Talia and Denise have a big family.

Carmel and Franco don't have any pets.

Hugo's mom and Tam's mom have black hair.

LANGUAGE & BEYOND

1 Hi, Keesha.

2 Good morning!

3 Hello, Mrs. Matthews. How are you?

4 Hey, Jerome! How's it going?

5 Hello, nice to meet you.

»»» Understand different ways to say "hello"

SPEAK AND READ

- 1 How many different people do you say hello to on a school day?

- Make a list of their names and the places. Compare with a partner.

- 2 Look at the pictures of Mary's morning. Does Mary know the other person? Is the other person a friend?

DO

- 3 Read these tips. Are they the same for your country?
- 4 Match the tips (a–g) to the pictures (1–5) above.

- a Use first names for friends and family.
- b Use Mr./Mrs. or Ms. plus last name when you don't know adults well.
- c When you meet somebody for the first time, say "Nice to meet you."
- d Use a formal greeting with strangers, older people, teachers, and so on: "Good morning / Hello."
- e Use "Good morning" before 12:00 p.m., "Good afternoon" after 12:00 p.m., and "Good evening" after 6:00 p.m.
- f Use an informal greeting with friends: "Hi" or "Hey."
- g Ask about somebody's health: "How are you?" (formal), "How's it going?" (informal).

School exchange tips

In the USA ...

- look the other person in the eye.
- smile.
- only hug or kiss good friends or family.

REFLECT

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

- When do you say hello to strangers in your country?
- What are informal and formal greetings in your country?
- Why do you think it's important to use people's names?

EXTEND

- 6 a Work in pairs. Act out the situations in Exercise 2. Add replies.

- b From now on, say hello to your teacher and classmates in English.

PHRASE BYTES

We always say hello to strangers in stores. A formal / informal greeting is ... It's important because people feel ...

REFLECTION POINT

It's important to say hello to people in the right way. Be friendly but show respect. Use people's names so they feel special.

SPEAKING How do I get there?

>>> Ask for and give directions

SPEAK

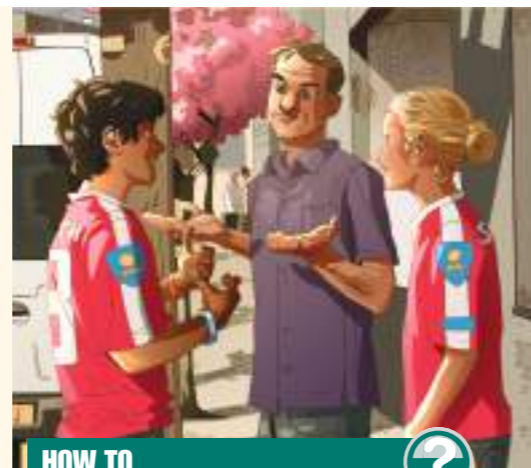
1 Work in pairs. In a new place, do you ...

- ask for directions?
- use a map?
- use your phone to find the way?
- often get lost?

LISTEN

2 ▶ 1.20 Listen to the conversations. Why can't the last person give directions?

- 1
Alex: Excuse me, can you tell me the way to the shopping mall?
Woman: Yes. Go straight ahead for two blocks. It's on the left.
Alex: Thank you.
- 2
Amy: How do I get to the library, please?
Officer: Turn left. Then take the second right. It's next to the museum.
Amy: Thanks.
- 3
Joe: Can you tell me the way to the station, please?
Woman: It's just around the corner. You can't miss it.
Joe: Thanks.
- 4
Eric: Excuse me, I think I'm lost. How do I get to the stadium?
Man: Sorry, I don't know. I'm lost too!



HOW TO

be polite

- Use "Excuse me" to start a sentence.
- Use "please" at the end of a sentence.
- Say "Thank you" or "Thanks."

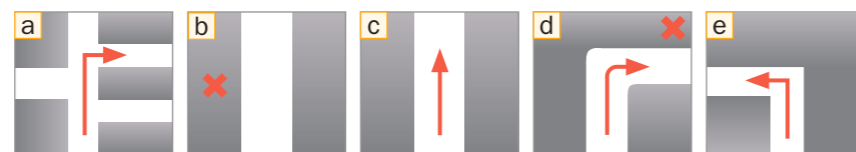
3 a Read the tips in the HOW TO box.

b ▶ 1.20 Listen again and underline polite phrases in Exercise 2.

c ▶ 1.21 Listen and repeat the questions.

4 a Match the directions (1–5) to the pictures (a–e).

- Go straight ahead.
- It's on the left.
- Turn left.
- Take the second right.
- It's just around the corner.



b ▶ 1.22 Listen and repeat the sentences in Exercise 4a.

ACT

5 a Student A: Ask for directions to these places. Repeat and check the directions.

movie theater museum station supermarket

Student B: Look at the map on page 158 and give your partner directions.

b Student B: Ask for directions to these places. Repeat and check the directions.

library shopping mall sports center zoo

Student A: Look at the map on page 158 and give your partner directions.

PHRASEBOOK

▶ 1.23

Ask for directions

Excuse me, ...
 How do I get to ... ?
 Can you tell me the way to ... , please?
 I think I'm lost.
 Thank you. / Thanks.

Give directions
 Go straight ahead.
 Turn left / right.
 Take the first / second left / right.
 It's on the left / right.
 It's just around the corner.
 You can't miss it.

WRITING Hello from Cartagena

>>> Use correct punctuation

SPEAK AND READ

1 Work in pairs. Look at the title of the page and the photo. What do you know about this place?

e-POSTCARD

From Angelica

Dear Jessie,
 Hello from Cartagena! I love my city. It has a lot of parks and beautiful squares, like the Customs House Square. There are famous old churches and other old buildings, like the Clock Tower and the Castle of San Felipe. The city also has a lot of modern buildings. There's a soccer stadium and some great shopping malls. Why don't you come and visit?
 Angelica

2 Read the e-postcard. Check (✓) the things Angelica writes about. Add two more things.

- | | |
|---|--|
| <input type="checkbox"/> a tower | <input type="checkbox"/> old buildings |
| <input type="checkbox"/> parks | <input type="checkbox"/> a zoo |
| <input type="checkbox"/> shopping malls | <input type="checkbox"/> churches |
| <input type="checkbox"/> schools | |
| <input type="checkbox"/> museums | |

3 a Read the tips in the HOW TO box.

HOW TO

use correct punctuation

- Use capital letters to start a sentence and for names, cities, and nationalities.
- Use periods (.) at the end of sentences.
- Use commas (,) in lists or before new ideas.
- Use apostrophes (') for contractions of verbs and possessive s.
- Use question marks (?) at the end of questions.
- Add exclamation marks (!) for emphasis.

b Find one example of each punctuation mark in Angelica's e-postcard.

PRACTICE

4 Add punctuation to Jessie's email.

✉ New mail ← Reply → Forward

hi angelica
 thanks for your e-postcard
 cartagena looks amazing in the photo
 I can't speak Spanish do a lot of people in colombia
 speak english
 write soon
 jessie



DISCUSS

5 Talk about your city or a city you have visited. What fun and interesting places are there in the town or city?

WRITE

6 Write an e-postcard about your town or an interesting town or city you have visited.

- 1 Start your e-postcard with a greeting. Where are you? Write about the interesting places there are in this city. What can you see and do there?
- 2 Use the verb *have* and *there is/there are*. What is there to see and do there?
- 3 Finish your card and check the punctuation. See the HOW TO box.

SHARE

7 Read your e-postcard to other students. Vote on which postcard is from the most interesting place.

1 Write 11 buildings. Then find them in the word search.

- 1 a *partment* a home in a big building
- 2 m..... a place to see interesting things about art, science, or history
- 3 s..... a big place to see or do sports
- 4 a..... a place you go to get on a plane
- 5 s..... a place you go to get on a bus
- 6 c..... a place to eat or drink something
- 7 l..... a place to borrow books
- 8 s..... a place to buy things
- 9 t..... a place to watch plays
- 10 t..... a tall building
- 11 z..... a place to see animals

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

2 Complete the conversation with the words in the box.

apartment park restaurant school stadium street

- Tim:** Where do you live?
Alex: Our house is only 10 minutes from our (1) *school*. I live near the mall on Apple (2) And you?
Tim: My house isn't near the (3) We live in an (4) above the (5) that my parents have. Do you know it? We serve Italian food. It's called Pasta Palace.
Alex: Yes! I went there last week. It's next to the soccer (6) It was great.

3 Choose the correct options to complete the text.

Go right when you leave the bus (1) *tower / station*. There's a (2) *park / airport* up on the hill. It's very large, and there's a great history (3) *museum / stadium* there. Sit outside in the main (4) *library / square* and watch the people walking by. In the evening you can see a play in the 50-year-old (5) *theater / theme park*, or you can listen to free live music and eat good food at the (6) *movie theater / café* at the mall.

READING

>>> Identify the type of text

1 Match the pictures (a-e) to the types of text (1-5).

- 1 subway map *d*
- 2 magazine article
- 3 "What's on?" website
- 4 café menu
- 5 train schedule

2 Look at the picture and identify the type of text below. Then read the text and check.

- a a text from a guidebook
- b the text of a talk
- c a "What's on?" website with a list of events
- d an advertisement

3 What does the text do? Choose a, b, c, d, or e.

- The text ...
- a tells you where to go.
 - b tells you what to do.
 - c tells you facts.
 - d asks you what you know.
 - e wants you to buy something.



>>> Describe what's in a place

1 Choose the correct options to complete the conversation.

- Andy:** Look! (1) *There's* / *There are* a mouse in the bathtub.
Sal: No, there (2) *is* / *isn't*. It's a plastic toy.
Jon: (3) *There are* / *There's* two concerts next week.
Barb: Yes, but there (4) *isn't* / *aren't* any tickets left.
Kai: (5) *There's* / *There are* a lot of people here.
Clara: Yes. (6) *There's* / *There are* a soccer game at the stadium.
Don: (7) *There's* / *There are* four supermarkets near my house.
Dinah: Wow! There (8) *isn't* / *aren't* one near me.

3 >> Look at the classroom seating plan. Complete the sentences with *in front of*, *behind*, *next to*, *between*, *across from*, and *near*.

- 1 Fred sits *between* Ed and Gus.
- 2 Gus sits *next to* Chuck.
- 3 Chuck sits *behind* Dave.
- 4 Dave sits *in front of* Harry.
- 5 Harry sits *across from* Fred.
- 6 Bill sits *near* the teacher.

2 Choose the correct options to complete the conversation.

- Jo:** Do you know (1) *some* / *any* people in the band?
Si: Yes, I know (2) *any* / *some*. Look! There's the guitar player.
Jo: She's with (3) *some* / *any* friends. Can we talk to her?
Si: There are (4) *any* / *some* people in front of us, so we have to wait.
Jo: Do you have (5) *any* / *some* music by this band?
Si: No, I don't have (6) *some* / *any*, but I want to buy some songs online.

LISTENING

>>> Listen for the main ideas

1 >01 Listen to three people, John, Sam, and Eva, talking. Write the names under the correct pictures.

2 >02 Listen again to John. What is the main idea? Choose a, b, or c.

- a I have a happy family.
- b My brother is important to me.
- c My brother is younger than me.

3 >03 Listen again to Sam. What is the main idea? Choose a, b, or c.

- a It's good to be sad and lonely sometimes.
- b It's not good to talk to people.
- c It's good to spend some time alone.

4 >04 Listen again to Eva. What is the main idea? Choose a, b, or c.

- a I like visiting my girl cousins.
- b My cousins live in a different house.
- c I don't like being with my brothers.



Name:

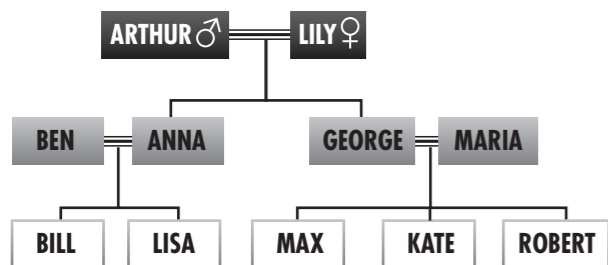


Name:



Name:

1 Look at the family tree. Check (✓) the correct sentences and put an X next to the incorrect sentences. If a sentence is incorrect, write the correct answer.



- 1

Max has two sisters.

X

one sister
- 2

Kate has two brothers.
- 3

Lisa has two cousins.
- 4

Robert has one cousin.
- 5

George has two sons.
- 6

Anna is Ben's husband.
- 7

Arthur is Lily's wife.
- 8

Lily is Bill's grandmother.

2 Complete the sentences with family words.

- My mom's sister is my aunt.
- My sister's sister is my _____.
- My dad's brother is my _____.
- My aunt's daughter is my _____.
- My dad's father is my _____.
- My grandmother has only one child – a daughter. She's my _____.
- My mom's daughter is my _____.
- My brother's father is my mother's _____.
- My son's son is my _____.

GRAMMAR 2 Have

Talk about relationships and possessions

1 Choose the correct option to complete the sentences.

- I doesn't / don't have a pet.
- We don't / doesn't have a dog.
- They don't / doesn't have a cat.
- He has / have two cars.
- She doesn't / don't have blue eyes.
- You doesn't / don't have many cousins.
- I has / have three sisters.

2 a Write questions about Karen and Lucy. Use the correct form of have.

- Karen / brother? Does Karen have a brother?
- Karen / sister? _____
- Lucy / brother? _____
- Lucy / sister? _____
- they / any cousins? _____
- they / long hair? _____
- Lucy / a pet? _____



b Use the information about Karen and Lucy to write short answers to questions 1–7 in Exercise 2a.

	brother	sister	cousin	long hair	pet
Karen	X	✓	X	✓	✓
Lucy	✓	X	X	✓	✓

- 1

No, she doesn't.

5
- 2

6
- 3

7
- 4

Use correct punctuation

1 Complete the tips with the words and phrases in the box.

apostrophes capital commas exclamation points ideas
nationalities periods question marks questions verbs

REMEMBER HOW TO ...

use correct punctuation

- Use (1) capital letters to start a sentence and for names, cities, and (2) _____.
- Use (3) _____ (.) at the end of sentences.
- Use (4) _____ (,) in lists or before new (5) _____.
- Use (6) _____ (') for contractions of (7) _____ and possessive s.
- Use (8) _____ (?) at the end of (9) _____.
- Add (10) _____ (!) for emphasis.

2 Rewrite the sentences with the correct capitalization and punctuation.

- hi roman
Hi Roman,
- best wishes raul

- its near a park a castle and the Prado museum

- why dont you visit

- my dad has an apartment here

- theres also real madrids stadium to see

- how are you

- im in madrid now
