

หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ

# iSucceed

## in English

### Student's Book

# 2

ชั้นมัธยมศึกษาปีที่ 2

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

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# 0 Introduction

## The alphabet

1 0.2 Listen and repeat the alphabet.

Aa Bb Cc Dd Ee Ff  
Gg Hh Ii Jj Kk Ll  
Mm Nn Oo Pp Qq Rr  
Ss Tt Uu Vv Ww Xx  
Yy Zz

2 0.3 Listen and tick (✓) the letters you hear.

<input type="checkbox"/> B	<input checked="" type="checkbox"/> D		
<input type="checkbox"/> C	<input type="checkbox"/> G	<input type="checkbox"/> Y	<input type="checkbox"/> I
<input type="checkbox"/> F	<input type="checkbox"/> T	<input type="checkbox"/> J	<input type="checkbox"/> G
<input type="checkbox"/> A	<input type="checkbox"/> E	<input type="checkbox"/> S	<input type="checkbox"/> C
<input type="checkbox"/> E	<input type="checkbox"/> I	<input type="checkbox"/> O	<input type="checkbox"/> U
<input type="checkbox"/> I	<input type="checkbox"/> H	<input type="checkbox"/> V	<input type="checkbox"/> W
<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> X

3 0.4 Listen and repeat.

A What's your name?  
B It's Tom Sheen.  
A How do you spell Sheen?  
B It's S - H - double E - N.

Look!

Moody  
M - double O - D - Y

## Colours

4 0.5 Listen and complete the colours with the missing letters.

red	1 p_nk	2 bl_ck	3 wh_t_
4 gr__n	5 bl__	6 _r_ng_	7 y_ll_w
8 br_wn	9 p_rpl_	10 gr_y	

5 Look at the alphabet in Exercise 1. A: say a letter. B: say the colour. Then swap roles.

A T. B Blue.

## Numbers 1-100

6 0.6 Label the numbers with the words in the box. Then listen and check.

eight five four nine one  
seven six ten three two



7 0.7 Listen and repeat the numbers.

11 eleven	16 sixteen
12 twelve	17 seventeen
13 thirteen	18 eighteen
14 fourteen	19 nineteen
15 fifteen	20 twenty

8 0.8 Write the words in the box next to the correct numbers. Then listen and check.

eighty fifty forty ninety  
one hundred seventy sixty thirty  
twenty-one twenty-three twenty-two

21 twenty-one	
a 22 _____	f 60 _____
b 23 _____	g 70 _____
c 30 _____	h 80 _____
d 40 _____	i 90 _____
e 50 _____	j 100 _____

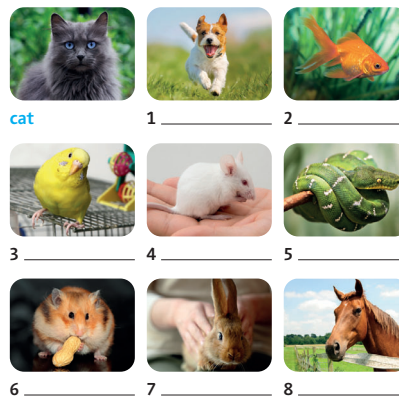
9 A: say a number between 1 and 100. B: say the number before. Then swap roles.

A Eighty-seven. B Eighty-six.

## Pets

1 0.9 Label the photos with the words in the box. Listen and repeat.

bird cat dog fish hamster  
horse mouse rabbit snake



2 Your turn Ask and answer in pairs.

A What's your favourite pet?  
B My favourite pet is a cat.

## this, that, these, those



This cat is black.

That cat is white.

These birds are blue.

Those birds are yellow.

3 0.10 Choose the correct option. Then listen and check.

Those / That dog is good.

1 That / Those mice are horrible!

2 This / These horse is the champion!

3 These / This rabbits are brown.

Look!

one cat → two cats

one dog → two dogs

but one mouse → two mice

one fish → two fish

Hi, I'm Lori.  
I've got a pet human.

## have got

+ I/you/we/they **ve got (have got)** a cat.

He/She/It **s got (has got)** a cat.

- I/you/we/they **haven't got (have not got)** a cat.

He/She/It **hasn't got (has not got)** a cat.

? **Have** I/you/we/they **got** a cat?

Yes, I/you/we/they **have**.

No, I/you/we/they **haven't**.

**Has** he/she/it **got** a cat?

Yes, he/she/it **has**.

No, he/she/it **hasn't**.

4 Complete the sentences with **have got** or **has got**.

I **have got** five mice.

1 Mike \_\_\_\_\_ a funny hamster.

2 You \_\_\_\_\_ an orange snake!

3 They \_\_\_\_\_ fifty-five fish!

4 She \_\_\_\_\_ a grey horse.

5 A: pretend you have got an animal. Mime your animal. B: guess what animal your partner has got and ask questions. Then swap roles.

B **Have you got a mouse?**

A **No, I haven't got a mouse.**

B **Have you got a bird?**

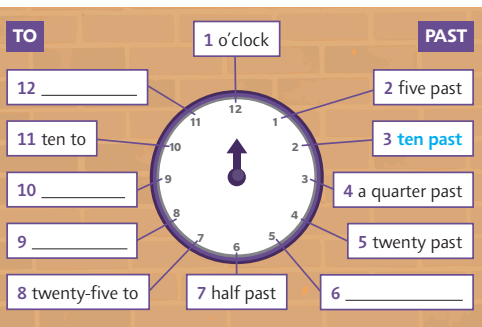
A **Yes, I've got a bird!**

# 0 Introduction

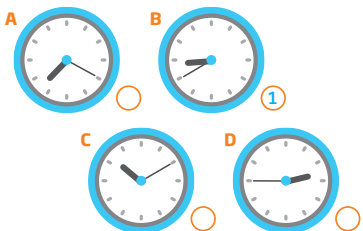
## The time

- 1 0.11 Label the clock with the phrases in the box. Then listen and check.

a quarter to five to ten past  
twenty to twenty-five past



- 2 0.12 Listen and number the clocks.



## Days of the week

- 3 0.13 Listen to the spelling of the days of the week and complete 1–6 with the missing letters.

Wednesday  
1 Sa\_ur\_ay 4 S\_nday  
2 \_o\_day 5 \_r\_day  
3 T\_ursd\_y 6 T\_esda\_

- 4 A: say a day of the week. B: say the next day.  
C: say the next day. Continue around the class as fast as possible.

A Thursday. B Friday. C Saturday.

## Months

- 5 0.14 Write the months in the correct order. Then listen and check.

April August February January  
July May November October

1 January 7 \_\_\_\_\_  
2 \_\_\_\_\_ 8 \_\_\_\_\_  
3 March 9 September  
4 \_\_\_\_\_ 10 \_\_\_\_\_  
5 \_\_\_\_\_ 11 \_\_\_\_\_  
6 June 12 December

- 6 **Your turn** Ask and answer in pairs.

A What's your favourite month?  
B My favourite month is December.

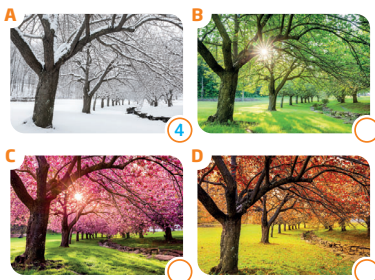
### Look!

A What time is it?  
B It's six o'clock. It's 6 a.m. It's 6 p.m.  
a.m. = before noon p.m. = after noon

## Seasons

- 7 0.15 Match the seasons (1–4) to the photos (A–D). Then listen and check.

1 spring 2 summer 3 autumn 4 winter

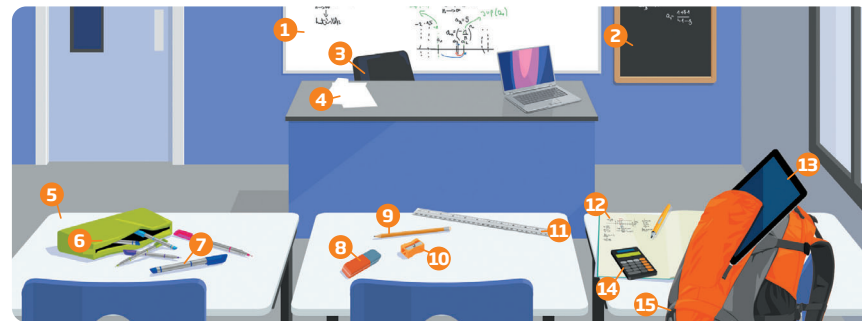


- 8 **Your turn** In pairs, ask and answer about your birthday.

A When is your birthday?  
B My birthday is in spring, in March.

## Classroom objects

- 1 0.16 Match the objects (1–15) to the words (a–o). Then listen and repeat.



a ruler	—	i calculator	—
b desk	—	j pencil sharpener	—
c paper	—	k exercise book	—
d chair	—	l rucksack	—
e pen	—	m blackboard	—
f pencil	—	n interactive	1
g pencil case	—	o whiteboard	—
h rubber	—	o tablet	—

### a / an

a (with consonants)	a book
	a calculator
an (with vowels: a, e, i, o, u)	an exercise book
	an interactive whiteboard

- 2 0.17 Write a or an. Then listen and check.

a blue book  
1 \_\_\_ orange pencil 4 \_\_\_ calculator  
2 \_\_\_ white desk 5 \_\_\_ tablet  
3 \_\_\_ exercise book 6 \_\_\_ blue pen

- 3 Work in pairs. Ask and answer about the picture in Exercise 1.

A What's that?  
B It's a pen.  
A What colour is it?  
B It's blue.

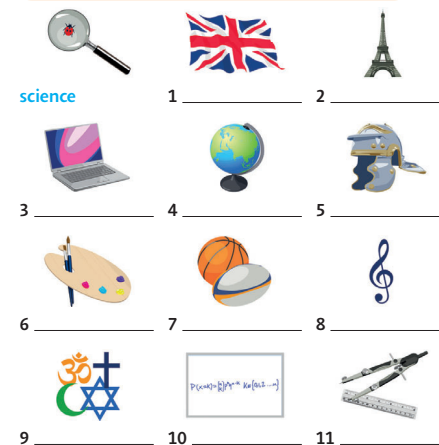
### Look!

What's that?  
What colour is it?

## School subjects

- 4 0.18 Label the pictures with the school subjects in the box. Then listen and repeat.

art D&T (design and technology)  
English French geography history  
ICT (information and communication technology)  
maths music RE (religious education)  
PE (physical education) science



- 5 **Your turn** Look at your timetable for two minutes and try to memorise it. Then ask and answer five questions in pairs.

A When is art? B Art is on Wednesday.

# 0 Introduction

## Parts of the body

- 1 0.19 Label the picture with the parts of the body in the box. Then listen and check.

arm back ear eye finger foot hair hand  
head leg mouth neck nose thumb toe



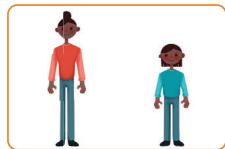
- 2 Find the odd one out.

arm	<u>eye</u>	finger	hand
1 eye	nose	back	mouth
2 ear	foot	leg	toe
3 finger	toe	tooth	neck

## Appearance

- 3 0.20 Label the pictures with the adjectives in the box. Then listen and check.

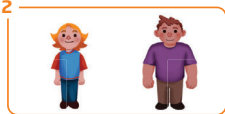
big short slim young



a tall woman    a short woman



an old man    a \_\_\_\_\_ man



a small child    a \_\_\_\_\_ child



an overweight cat    a \_\_\_\_\_ cat

- 4 0.21 Label the pictures with the words in the box. Then listen and check.

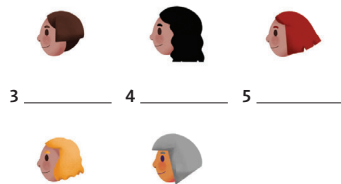
black blonde brown grey  
medium-length long red short

### length



long    1 \_\_\_\_\_ 2 \_\_\_\_\_

### colour

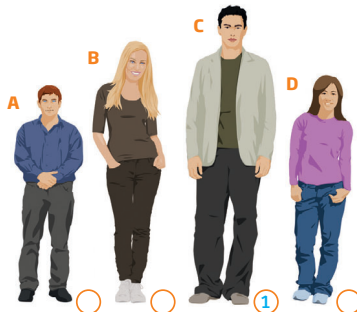


3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

6 \_\_\_\_\_ 7 \_\_\_\_\_

- 5 Match the descriptions (1–4) to the figures (A–D).

- A tall man with short, black hair and brown eyes.
- A short woman with long, brown hair and brown eyes.
- A short man with short, red hair and blue eyes.
- A young woman with long, blonde hair and blue eyes.



# 1 One world



- 1 Look at the photos. Take turns to describe the people.  
Photo 1: a man with short, red hair and green eyes.

- 2 1.1 Listen and match the people (1–6) in Exercise 1 to the cities (a–f).

a _____ Edinburgh	d 1 Liverpool
b _____ Cardiff	e _____ Oxford
c _____ London	f _____ Dublin

- 3 **iReflect** Look at Exercise 2 and choose the correct option.  
There is / isn't a typical British person.

10 REDUCED INEQUALITIES

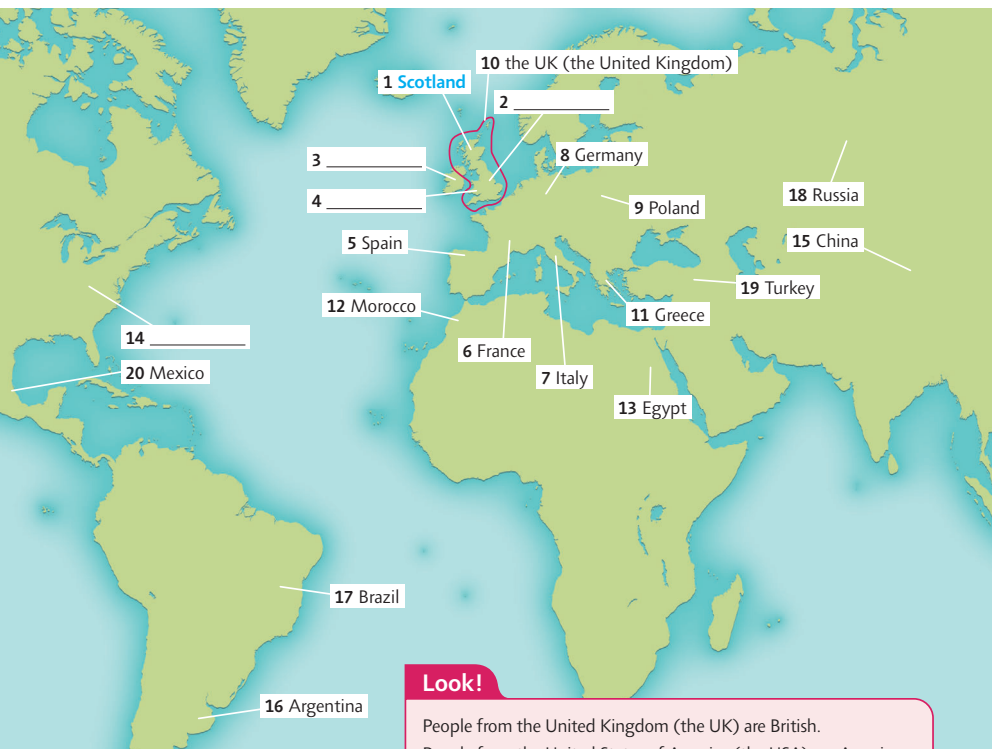


People of different age, gender, ability, race, ethnicity, religion or economic status are all equal.

## Countries and nationalities

1 1.2 Label the map with the names of the countries in the box. Then listen and check.

England Ireland the USA (the United States of America) Wales



## Look!

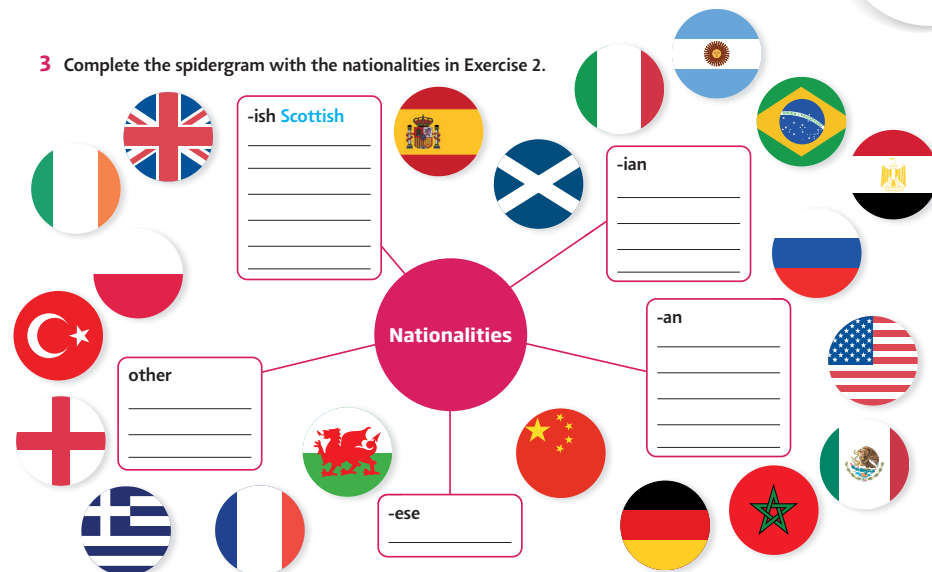
People from the United Kingdom (the UK) are British.  
People from the United States of America (the USA) are American.

2 1.3 Write the names of the countries from the map (1–20). Then match them to the nationalities in the box. Listen and check.

American Argentinian Brazilian British Chinese Egyptian English French German Greek  
Irish Italian Mexican Moroccan Polish Russian **Scottish** Spanish Turkish Welsh

- |                             |          |          |          |
|-----------------------------|----------|----------|----------|
| 1 <b>Scotland, Scottish</b> | 6 _____  | 11 _____ | 16 _____ |
| 2 _____                     | 7 _____  | 12 _____ | 17 _____ |
| 3 _____                     | 8 _____  | 13 _____ | 18 _____ |
| 4 _____                     | 9 _____  | 14 _____ | 19 _____ |
| 5 _____                     | 10 _____ | 15 _____ | 20 _____ |

3 Complete the spidergram with the nationalities in Exercise 2.



4 1.4 **Pronunciation** Listen and repeat the chant with the /ʃ/ sound.

Sheila isn't Turkish or Spanish or French. **Sheila is Irish and she's a fish.**  
Her aunt is a **fish** too – her name is **Masha**. But **she** isn't **Irish** – **she's Russian**.

5 1.5 Match the people to the nationalities in the box. Then listen and check.

American British Egyptian German Mexican Polish Russian Spanish



Michelle Obama



Marcus Rashford



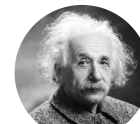
Tutankhamun



Alvaro Soler



Anastasia Pavlyuchenkova



Albert Einstein



Marie Skłodowska-Curie



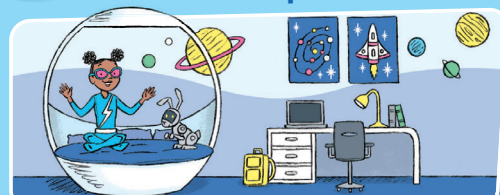
Lupita Nyong'o

6 A: say the name of a person from the photos in Exercise 5.  
B: say his/her nationality. Then swap roles.

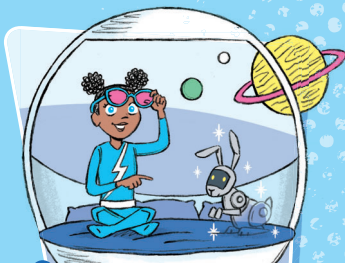
A **Michelle Obama**.

B **Michelle Obama – American.**

## We're from planet Zoom.



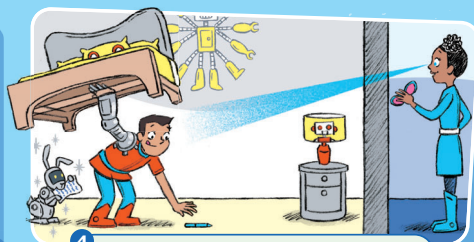
- 1 Ray Hey! I'm Ray and I'm 13. This is Hop – he's my pet rabbit. He's grey with yellow eyes. He's three. We're from planet Zoom. It's big and blue. Blue is my favourite colour, too!



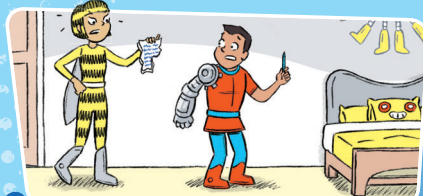
- 2 Ray My friends are cool. We're all different. Look ...



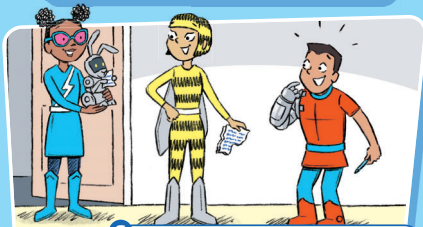
- 3 Ray This is Bee and she's 12. Look! Her hair is black and yellow, and she can fly! She isn't boring. She's my best friend!



- 4 Ray This is Crush. He's 13 and he's funny. He isn't very big, but he's very strong. Look at his arm. It's silver!



- 5 Bee Crush! It isn't funny! It's my homework. Crush What?!



- 6 Ray Look. Hop is hungry!  
Bee Don't worry, Hop. We aren't angry. I'm sorry, Crush.  
Crush That's OK.

## 1 Look at the cartoon. Find the characters.

- 1 A girl with black hair and blue eyes.  
2 A rabbit with long, grey ears and yellow eyes.

## 2 Read or listen. Match the characters (1–4) to their names (a–d).



- a Hop b Bee c Crush d Ray

## 3 Complete the fact file.

Name: Ray, 13

Favourite colour: blue

Best friend:

1 \_\_\_\_\_

Name: Bee, 12

Hair: <sup>2</sup> \_\_\_\_\_ and yellow

Superpower: flying

Name:

<sup>3</sup> \_\_\_\_\_, 13

Size: small

Feature: silver arm

## 1 iExplore grammar

## to be affirmative and negative



+	-
I'm (am) cool.	I'm (am) not cool.
You're (are) cool.	You aren't (are not) cool.
He/She/It's (is) cool.	He/She/It isn't (is not) cool.
We're (are) cool.	We aren't (are not) cool.
You're (are) cool.	You aren't (are not) cool.
They're (are) cool.	They aren't (are not) cool.

- 7 Look at the pictures and correct the sentences. Then listen and check.



He's English.  
He isn't English. He's Argentinian.



1 They're red books.



2 We're in France.



3 It's winter.



4 They're Spanish.

- 4 Look at the cartoon and the grammar box. Complete the sentences with **is** or **are**, **is not** or **are not**.

- Ray **is** 13 years old.  
1 Ray and Hop \_\_\_\_\_ from planet Zoom.  
2 Planet Zoom \_\_\_\_\_ big.  
3 Bee \_\_\_\_\_ five years old.  
4 Hop \_\_\_\_\_ hungry.  
5 Bee and Ray \_\_\_\_\_ angry.

- 5 Rewrite the sentences in Exercise 4 using short forms where possible.

- 6 Complete the text with the correct form of **to be**. Use short forms.



My name's John and I <sup>1</sup> \_\_\_\_\_ (✓)  
12 years old. My school <sup>2</sup> \_\_\_\_\_ (✓) in  
Cork, in Ireland. It <sup>3</sup> \_\_\_\_\_ (✓) very big.  
I <sup>4</sup> \_\_\_\_\_ (X) Irish, I'm Scottish. Andy  
and Lou <sup>5</sup> \_\_\_\_\_ (✓) my best friends.  
We <sup>6</sup> \_\_\_\_\_ (✓) in the same class. Maths  
<sup>7</sup> \_\_\_\_\_ (✓) my favourite subject – but it  
<sup>8</sup> \_\_\_\_\_ (X) easy, it's difficult.

## Fun time

- 8 Your turn Change the information in **bold** so it is true for you. Then find someone with the same information for each sentence.

- 1 I'm from **Berlin**.  
2 I'm not from **the USA**.  
3 My best friend and I are **sad** today.  
4 My English notebook is **green**.  
5 My pencil case is **small**.

**A I'm from Berlin. And you?**  
**B Yes, I'm from Berlin, too!**

## When is the practice?

1

Lola, Mina and Theo meet outside their school.

**Lola** Come on, Theo! We're late!

**Theo** Hi, Lola. Hi, Mina. Sorry! It's my first basketball practice today.

**Mina** Oh yeah. Are you worried?

**Theo** No, I'm not.

**Lola** So, when is the practice? Is it after school?

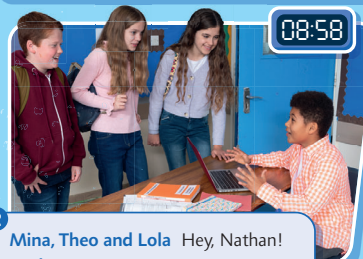
**Theo** No, it isn't. It's at lunchtime.

**Mina** We aren't very good at basketball, but we're good fans!

**Lola and Mina** Theo, Theo, Theo ...



08:55



08:58

2

**Mina, Theo and Lola** Hey, Nathan!

**Nathan** Hey, guys!

**Mina** Wow! Cool laptop. Is it new?

**Nathan** Yeah, it is. It's new, and it's awesome!

**Lola** Cool!



12:30

3

**Nathan** Look! It's Trevor Hoop – my favourite basketball player.

**Theo** Cool picture. What nationality is he?

**Nathan** He's American, like me! He's fast, and strong ... like me! His team is fantastic!

**Theo** Oh, my practice is now! Let's go!



4

**Theo** What?! Where are the players?

**Nathan** Theo, look! The practice is ... tomorrow! It isn't today.

**Theo** Oops.

## Cool talk

Translate into your language.

Hey, guys! Let's go! Oops!

1 Look at the photos. Who is in the story? When is basketball practice?

2 2 1.8 Read, watch or listen. Are the sentences true (T) or false (F)?

1 \_\_\_ Mina is a basketball fan.

2 \_\_\_ Basketball practice is after school.

3 \_\_\_ Nathan's laptop is new.



video

## Story extra

Nathan says ...

3 3 1.9 Watch or listen to the extra scene. Choose the correct option.

1 Nathan's dad is **American** / **English**.

2 Nathan's favourite subjects are art and **science** / **maths**.

3 Writing is **easy** / **difficult** for Nathan.

## to be questions and short answers



?	Short answers
Am I OK?	Yes, I <b>am</b> . / No, I'm <b>not</b> .
Are you OK?	Yes, you <b>are</b> . / No, you <b>aren't</b> .
Is he/she/it OK?	Yes, he/she/it <b>is</b> . / No, he/she/it <b>isn't</b> .
Are we OK?	Yes, we <b>are</b> . / No, we <b>aren't</b> .
Are you OK?	Yes, you <b>are</b> . / No, you <b>aren't</b> .
Are they OK?	Yes, they <b>are</b> . / No, they <b>aren't</b> .
Where <b>is</b> he from? Who <b>are</b> these people?	

4 Look at the story and the grammar box. Complete the questions and short answers.

Is it Theo's first basketball practice? **Yes, it is.**

1 \_\_\_ Theo worried?

2 \_\_\_ Mina good at basketball?

3 \_\_\_ Mina and Lola basketball fans?

4 \_\_\_ Nathan's laptop new?

5 \_\_\_ Nathan and Theo in the same school?

5 **Your turn** Complete the chart for you. Then guess your partner's answers and write them in the chart.

	Me	My partner
Middle name		
Favourite colour		
Favourite animal		
Favourite day		
Favourite subject		

6 Check your guesses in Exercise 5. Ask Yes/No questions.

**A** Is your middle name **Lisa**?

**B** No, it isn't. / Yes, it is!

## Possessive adjectives

I → <b>my</b>	I'm 13. It's <b>my</b> laptop.
you → <b>your</b>	You're 13. It's <b>your</b> laptop.
he → <b>his</b>	He's 13. It's <b>his</b> laptop.
she → <b>her</b>	She's 13. It's <b>her</b> laptop.
it → <b>its</b>	It's 13. It's <b>its</b> laptop.
we → <b>our</b>	We're 13. It's <b>our</b> laptop.
you → <b>your</b>	You're 13. It's <b>your</b> laptop.
they → <b>their</b>	They're 13. It's <b>their</b> laptop.



7 Look at the story and the grammar box. Use the words in the box to say who each adjective in bold is about.

Nathan **Theo** Theo Trevor Hoop

It's **my** first basketball practice today. **Theo**

1 It's **my** new laptop. \_\_\_\_\_

2 **Your** practice is today. \_\_\_\_\_

3 **His** team is fantastic. \_\_\_\_\_

8 1.10 Complete the text with possessive adjectives. Then listen and check.

Luke and Sara are **my** best friends. They are brother and sister, and this is <sup>1</sup> \_\_\_\_\_ house. Sara is in my class. Her favourite sport is football. That's <sup>2</sup> \_\_\_\_\_ ball. Luke isn't in <sup>3</sup> \_\_\_\_\_ class. He's 14 and we're 13. <sup>4</sup> \_\_\_\_\_ hobby is animals. This is <sup>5</sup> \_\_\_\_\_ snake. Hiss!



9 **Your turn** Ask and answer the questions in pairs.

1 How old is our school?

2 What's your favourite colour?

3 What's your favourite animal?

4 Who is your best friend?

5 What are his/her hobbies?

**A** How old is our school? **B** It's 15 years old.

## Introductions



video

**Martin** Hi, I'm Martin.  
**Tilly** <sup>1</sup>\_\_\_\_\_, Martin. I'm Tilly.  
 I'm a new student.  
**Martin** Nice to meet you, Tilly.  
**Tilly** Nice to meet you, too.  
**Martin** This is Adela. She's my best friend.  
**Adela** <sup>2</sup>\_\_\_\_\_, Tilly.  
**Martin** And this is Scott. He's a friend  
 from tennis club. Tilly, meet Scott.  
**Tilly** <sup>3</sup>\_\_\_\_\_, Scott. Great to meet you.  
**Scott** Great to meet you, too, Tilly.

- 1 5 1.11 Read, watch or listen. Complete the dialogue with the words in the box. Then listen again and check.

hey hello hi hi

- 2 1.12 **Key expressions** Read the dialogue again and complete the phrases in the box. Then listen, check and repeat.

You say	You reply
Hi, I'm Martin.	Hello, Martin. I'm Tilly.
<sup>1</sup> _____ to meet you.	Nice to meet you, <sup>2</sup> _____.
<sup>3</sup> _____ Adela.	Hey, Adela.
Tilly, <sup>4</sup> _____ Scott.	Hi, Scott.
<sup>5</sup> _____ to meet you.	Great to meet you, too.

- 3 Complete the dialogue with the correct words.

**Agnes** Hi, I'm Agnes.  
**Raul** Hello, Agnes. <sup>1</sup>\_\_\_\_\_ Raul.  
**Agnes** Is this Room 5b?  
**Raul** Yes, it is. Are you a new student?  
**Agnes** Yes, I am.

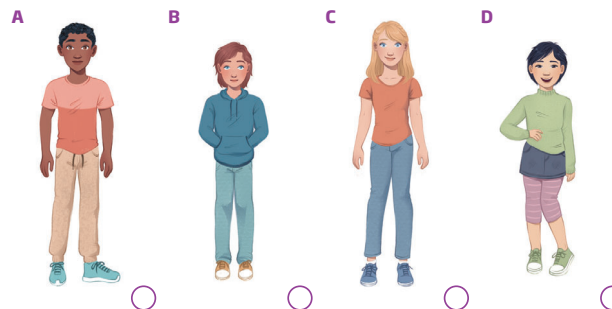
**Raul** <sup>2</sup>\_\_\_\_\_ to meet you, Agnes.  
**Agnes** Nice to meet you, <sup>3</sup>\_\_\_\_\_, Raul.  
**Raul** Agnes, <sup>4</sup>\_\_\_\_\_ Jeremy. He's my best friend.  
**Agnes** Hi, Jeremy. Great to meet <sup>5</sup>\_\_\_\_\_.  
**Jeremy** Hi, Agnes. <sup>6</sup>\_\_\_\_\_ to meet you, too.

- 4 **Your turn** Work in pairs. Introduce yourselves in different situations.

**A** You are at basketball practice.  
**B** You are a new team member.  
**B** You are at photography club.  
**A** You are a new student.

## Listening

- 1 1.13 Listen and number the pictures (1–4).



## Listening tip

**Using visual information**  
 Before you listen, look carefully at the picture. Describe the people and objects in the scene. Use adjectives, e.g. He's tall and happy. His pencil is blue.

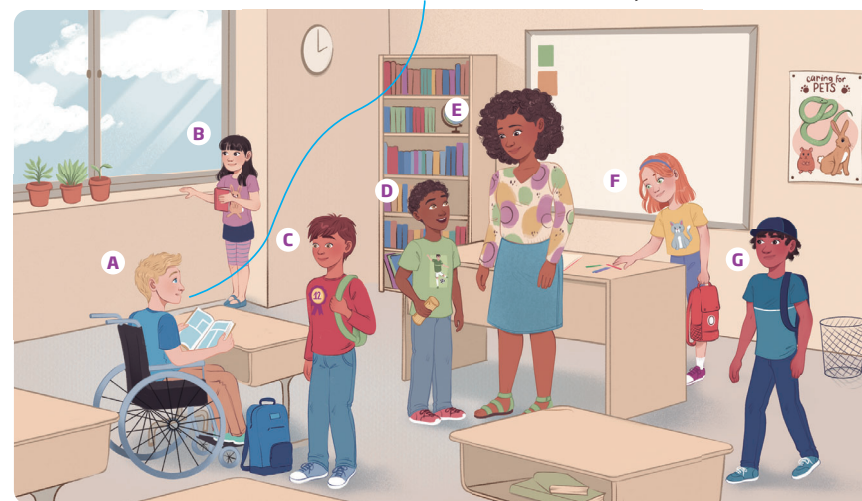
- 2 Work in pairs. Describe the people in the picture in Exercise 3. Your partner points to the correct person.

**A** It's a boy with blonde hair. His bag is blue.

**B** This boy.

- 3 1.14 Listen and draw lines. There is one extra name.

Max Tina Chris Andy



Toby

Lia

Sam

- 4 1.15 Listen to the same recording with a different accent. Can you hear the difference?

# SCOTTISH CITIES

Scotland is part of the United Kingdom with England, Wales and Northern Ireland. Scottish **laws** are different from English laws, and Scottish **banknotes** are different, too. There are three **official languages** in Scotland – English, Scots and Scottish Gaelic. English is the **main language**. The population of Scotland is 5.5 million people.

1 Edinburgh is the capital city of Scotland, but it's a small city – the **population** is 500,000. The Scottish **parliament** is there. Edinburgh Castle is a famous building. It's fantastic! It's around 900 years old and it's on an old volcano. There are big **cultural festivals** every August there. The Edinburgh Fringe Festival is very famous and has three million **visitors** and 3,000 **shows**.

2 Glasgow is a very big city. The population is almost 1.7 million. It's a busy city and a **port**. It is famous for its **football teams**, Celtic and Rangers, and there are two **football stadiums**. The city is also famous for art. There is a very big museum with 22 galleries and 8,000 **objects**!



Glasgow

Edinburgh Castle

3 Inverness is a small city in the north of Scotland. The population is about 70,000. It's in the Scottish Highlands and there are lots of beautiful mountains and hills there. The Inverness Highland Games is a popular event. It's a big **celebration** of traditional Scottish sports, with around 7,000 visitors every year.

## FACT BOX

### Scotland

**National animal:** unicorn

**Famous resident:** the Loch Ness monster

**Islands:** 790

**Castles:** about 1500

**Famous event:** 1872, the first football game: Scotland v England, 0–0

## Look!

2,000      two thousand  
5.5 million      five point five million

## Glossary

What are these words in your language?

banknote	law	population
celebration	main language	port
cultural festival	object	show
football stadium	official language	visitor
football team	parliament	

the Scottish Highlands

## Reading

1 **SEE • THINK • WONDER** Do the task.

1 **SEE** Look at the photos on page 18. Describe them.

2 **THINK** The photos are **A** cities. **B** the city and the country.

3 **WONDER** I'm curious about **A** the culture. **B** the city. **C** the people.

2 **1.16** Read and listen. Match the numbers (1–3) to the facts (a–d).

5.5 million

13

2 900

3 7,000

a visitors to the Highland Games

b the population of Scotland

c official languages of Scotland

d the age of Edinburgh Castle

## Listening

3 **1.17** Listen and number the photos (A–C) in the order Anya mentions them (1–3).



thistle



kilt



bagpipes

4 **1.17** Listen again and write *thistle*, *kilt* or *bagpipes* next to the descriptions.

It's a musical instrument.

**bagpipes**

1 There are different colours for different families.

2 It's a purple and green plant.

3 It's from the Highlands.

4 It's 500 years old.

5 It's the symbol of Scotland.

5 **1.18** Listen to the same recording with a different accent. Can you hear the difference?

## Writing

6 Complete the text with the words in the box.

Australia big January million music visitors

Sydney is a city in the southeast of **Australia**. It's a <sup>1</sup> \_\_\_\_\_ city.

The population is 5.3 <sup>2</sup> \_\_\_\_\_. The Sydney Opera House and the Sydney Harbour Bridge are there. Every year there is a big festival in <sup>3</sup> \_\_\_\_\_. There is art, <sup>4</sup> \_\_\_\_\_ and drama. About 500,000 <sup>5</sup> \_\_\_\_\_ come to the festival.



7 **Your turn** Write a text about your town or city with information about location, population, famous places and famous events. Use Exercise 6 to help you.

## Speaking

8 **Your turn** Think of another city in your country and give information about it.

Your partner guesses the city. Think about:

• location • special events • famous buildings

**A** It's in the southeast of Brazil. One of its famous places is Copacabana Beach.

**B** Rio de Janeiro!

# Review Unit 1

## Vocabulary

1 Look at the flags and write the country.



Mexico



1 B \_ \_ \_ \_



2 G \_ \_ \_ \_



3 E \_ \_ \_ \_



4 P \_ \_ \_ \_



5 M \_ \_ \_ \_

2 Complete the table with the country or nationality.

Country	Nationality
Italy	Italian
<sup>1</sup> _____	British
the USA	<sup>2</sup> _____
China	<sup>3</sup> _____
<sup>4</sup> _____	Spanish
France	<sup>5</sup> _____
<sup>6</sup> _____	German
<sup>7</sup> _____	Irish

## Grammar

3 Write questions using the prompts.

you / Scottish?

**Are you Scottish?**

1 your hair / purple?

2 your teacher / 20?

3 your friends / Mexican?

4 you / a good student?

5 your classmates / happy?

4 Write your answers to the questions in Exercise 3.

**I'm not Scottish. I'm Brazilian.**

5 Complete Kate's email with the words in the box.

am are are (x2) is (x2) my our

Hi, Toby,  
How **are** you? <sup>1</sup> \_\_\_\_\_ your new school nice? <sup>2</sup> \_\_\_\_\_ you on the football team? I <sup>3</sup> \_\_\_\_\_ in England. <sup>4</sup> \_\_\_\_\_ parents and I are really happy. <sup>5</sup> \_\_\_\_\_ new house is fantastic. My new classmates <sup>6</sup> \_\_\_\_\_ friendly and our teacher <sup>7</sup> \_\_\_\_\_ fun.  
Write soon!  
Kate

6 Choose the correct option.

My teacher is Miss Scott and **I** / **my** am in class 3A.

1 My friend Nicola is Italian, but **she** / **her** mum is Irish.

2 Mr Tully is American. **His** / **He** is from New York.

3 Pat and I are in the same class. **Our** / **We** teacher is cool!

4 Our grandparents are French. **They** / **Their** house is in Paris.

5 Our friends are teenagers and **we** / **our** are teenagers, too.

## Functions

7 Put the dialogue in the correct order.

— **Adele** Nice to meet you, too.

— **Adele** Hello, Francis. I'm Adele.

— **Sara** Great to meet you, too.

— **Francis** Nice to meet you, Adele.

1 **Francis** Hi, I'm Francis.

— **Adele** Hi, Sara. Great to meet you.

— **Francis** Adele, meet Sara.  
She's in our class, too.