

Get INVOLVED!

Level 1

ม.2

Student's Book

COMMON EUROPEAN FRAMEWORK

A1

A2

B1

B2

หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ

ชั้นมัธยมศึกษาปีที่ 2

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ
ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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Gill Holley Kate Pickering



Collaborative projects

Collaborate with your classmates to develop your problem-solving skills in the WDYT? projects. Become an expert on a topic and get involved with others in your class.

WDYT?
(What do you think?)

Social and emotional learning

Get Involved! helps you develop strategies to deal with social situations and gives you the vocabulary you need to discuss emotions that you or others experience.

Ways to be polite

- Be friendly. Look at people and
1 _____ when you talk to them.

Real-world content

Learn about culture while you learn English. *Get Involved!* is full of real-world content, so go online and learn more about the people, events and places in the book.

Media-rich content

Get Involved! videos help you with critical thinking, communication and project presentations and improve your video literacy skills.

Super skills

Get Involved! helps develop your critical thinking, collaboration, creativity and communication skills, which are essential for life in the 21st century.

COLLABORATION



CRITICAL THINKING



COMMUNICATION

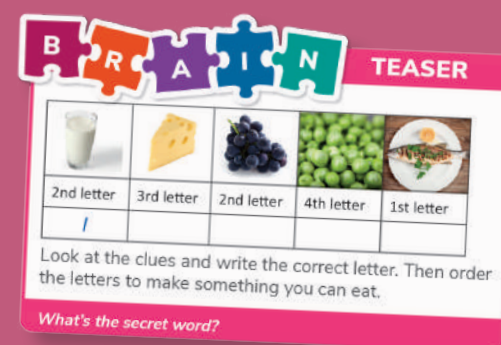


CREATIVITY



Inclusive classroom

Show your strengths and talents by putting your investigative skills and logic to the test with *Get Involved!* Brain teasers. Learn at your own pace with reinforcement and challenge activities in the Grammar bootcamp and graded Workbook activities.





























Grammar bootcamp

Unit 1

Simple present: affirmative and negative

- Reinforcement** Change affirmative to negative and negative to affirmative.
1 I take a shower before breakfast.

UNIT	VOCABULARY	GRAMMAR	READING AND CRITICAL THINKING
 What do you know? Page 6	Vocabulary: countries and nationalities, in the classroom, family, describing people, action verbs		
 School life  What is an ideal school? Page 12	Daily routines School subjects  Japanese school life	Simple present: affirmative and negative Simple present: Yes/No questions Object pronouns	An online article <i>A day in the life of an online student</i> Subskill: Predicting from the title and the pictures
 Me time  How important are hobbies for teenagers? Page 24	Free-time activities Collocations with <i>do, go</i> and <i>play</i>  My time	Adverbs of frequency Likes and dislikes Simple present: <i>Wh-</i> questions	A blog <i>At the top of her game</i> Subskill: Reading for specific information
 Dressing up  Why do people dress up? Page 36	Clothes and accessories Describing clothes  The art of fashion	Present progressive Simple present and present progressive Time expressions	A live feed <i>Comic Con</i> Subskill: Identifying the text type
 Extremes  How does the weather affect the way we live? Page 48	Seasons and weather Compound nouns: things to take on a trip  Four seasons in a week	Comparative and superlative adjectives Modal verbs of obligation, permission and prohibition	A magazine article <i>Our amazing world</i> Subskill: Understanding the main idea
 Must try!  What makes a town a good place to live in? Page 60	Food and drink Places in a town  Picnic snack ideas	Countable and uncountable nouns <i>there is/are</i> <i>Is there ... ? Are there ... ?</i> <i>How much/many ... ?</i>	A guidebook <i>How to eat like a local</i> Subskill: Identifying key words
 Animals in danger  What can we do to help animals in danger? Page 72	Describing animals Collocations: taking action  Top five animal videos	Simple past: <i>be</i> Simple past of regular verbs: affirmative and negative	An article <i>The saiga and the mountain gorilla</i> Subskill: Understanding the content of paragraphs
 Heroes  What makes a hero? Page 84	Jobs Adjectives to describe people  Formula 1, let's go!	Simple past of irregular verbs: affirmative and negative Simple past: question forms and <i>ago</i>	A newspaper article <i>Heroic teens</i> Subskill: Understanding new words
 Summer fun  What's your idea of a good vacation? Page 96	Vacations Vacation activities  Cool summer holidays	<i>will</i> for predictions Future with <i>going to</i> Present progressive for future arrangements	A travel blog <i>Sit back, get comfortable and ... travel?</i> Subskill: Identifying facts and opinions
 Look what you know! Page 108	Vocabulary and Grammar review		Reading: review of subskills
Grammar bootcamp p116		Pronunciation p128	

LISTENING	REAL-WORLD SPEAKING	WRITING	PRONUNCIATION	PROJECT
Grammar: <i>be</i> (affirmative, negative and questions), possessive adjectives, possessive 's and s', <i>have got, can</i> for ability				
A conversation British and Finnish teenagers comparing their schools Subskill: Identifying the type of listening	 Working together to check answers	A blog post Subskill: Capital letters	Silent letters	 Design a schedule for your ideal school.  Critical thinking Making logical decisions
A radio interview with a hockey player Subskill: Listening for the general idea	 Asking for information	Informal messages Subskill: <i>and, or</i> and <i>but</i>	<i>do you /dju/</i>	 Do a survey about how students in the class spend their free time.  Collaboration Planning and task management
A live report about No Uniform Day Subskill: Listening to questions and answers	 Shopping for clothes	Photo descriptions Subskill: <i>because</i> and <i>so</i>	<i>/n/</i> and <i>/ŋ/</i>	 Make a mini-book about traditional clothes.  Creativity Using your imagination and thinking of original ideas
Instructions for an adventure vacation in Yosemite Subskill: Using pictures to help you understand	 Making and responding to suggestions	Instructions Subskill: <i>too</i> and <i>also</i>	<i>can</i>	 Make a video giving weather advice to visitors to your country.  Communication Active listening
An informal conversation about a visit to Buenos Aires Subskill: Predicting vocabulary	 Asking for directions	A description of a place Subskill: Adjectives	<i>/i/</i> and <i>/ɪ/</i>	 Make a map showing useful places for young people moving to live in your town.  Critical thinking Considering the needs of other people
A podcast about a teen entrepreneur Subskill: Identifying which statements are true or false	 Showing interest	An email Subskill: Sequencing words	Simple past endings <i>/d/ /t/ /ɪd/</i>	 Prepare a poster about endangered animals to raise awareness and help to protect them.  Collaboration Listening to other people's opinions
A podcast about two talented teens Subskill: Listening for numbers	 Giving opinions	A biography Subskill: Writing in paragraphs	Schwa <i>/ə/</i>	 Make a digital presentation about a hero from the past.  Creativity Using feedback to improve your work
Phone conversations and messages about vacation plans Subskill: Listening for feelings	 Making arrangements	Invitations Subskill: Apostrophes	<i>will</i>	 Create a three-day vacation plan for you and your friends.  Communication Communicating clearly
Listening: review of subskills		Speaking: review of Key phrases		Writing: review of subskills
Project planner p130		Irregular verbs p134		



What do you know?

All around the world

Vocabulary: countries and nationalities

1 Complete the tables.

Country	Nationality	Country	Nationality
Australia	1	8	Mexican
2	Brazilian	Morocco	9
Canada	3	10	Nigerian
4	Chinese	Spain	11
France	5	12	Turkish
6	Irish	the UK	13
7	Japanese	14	American

- 2 1 Listen and check. Identify the stressed syllable.
Australia – Australian
- 3 Work in pairs. Complete the quiz with countries in exercise 1. You have three minutes!

THE BIG WORLD QUIZ

1 Name three countries where people speak English.

2 Tokyo is the capital city of ...

3 Name three countries in Europe.

4 Name two countries where people speak Spanish.

5 Say five countries with the letter 'r' in their names.

6 Name two countries in Africa.

Grammar: be (affirmative, negative and Yes/No questions)

4 Complete the table with *is*, *isn't*, *are* and *aren't*.

Affirmative	
I'm	American.
You/We/They 1 _____	
He/She/It 2 _____	
Negative	
I'm not	French.
You/We/They 3 _____	
He/She/It 4 _____	

- 5 Write affirmative or negative sentences. Add capital letters.
- 1 he / from

(+) *He's from Japan.*
- 2 she /

(-) *She isn't Irish.*
- 3 we / from

(+) _____
- 4 it /

(-) _____
- 5 I /

(+) _____
- 6 you / from

(-) _____

6 Read the examples and circle the correct option to complete the rules.

Are you Spanish?No, I'm not.

Are you Mexican?Yes, I am.

- 1 For Yes/No questions, *be* comes first/second.
- 2 For short answers in the affirmative, *use/* don't use contractions.
- 3 For short answers in the negative, *use/don't* use contractions.

7 Match questions 1–5 with answers a–e.

- 1 Is she a teacher?

a No, it isn't.
- 2 Are we on exercise 4?

b Yes, she is.
- 3 Are they your pens?

c No, they aren't.
- 4 Is it the correct answer?

d Yes, you are.
- 5 Am I in the right classroom?

e No, we aren't.

Are you new here?

Vocabulary: in the classroom

- 1 2 Listen and write the letters. What words do you hear?
- 2 Complete the words with vowels to make classroom objects.
- 1 CL _ CK

2 B _ _ K

3 P _ NC _ L

4 CH _ _ R

5 B _ _ RD

6 C _ MP _ T _ R

7 N _ T _ B _ _ K

8 SH _ RP _ N _ R

9 D _ CT _ _ N _ RY

10 W _ ND _ W
- 3 Work in pairs. Point to something in the classroom and ask and answer the questions.

What's this?

It's a notebook.

this/these, that/those

Ask 'What's **this**?' (singular) and 'What are **these**?' (plural) for things near you.

Ask 'What's **that**?' (singular) and 'What are **those**?' (plural) for things at a distance.

4 3 Listen to the instructions and match them with pictures a–f.

a	b	c	d	e	f
			They <u>are</u> French.		He's from <u>France</u> .

5 4 Listen and match conversations 1–4 with pictures A–D.

A _

B _

C _

D _

Grammar: be (Wh- questions)

6 Read the examples and circle the correct option in the rule.

What's this?It's a pen.

What are those?They're my books.

For *Wh-* questions, the verb comes **before/** after the question word.

7 Match the question words in the box with pictures 1–5.

How old? What? When? Where? Who?

1	2	3	4	5
			I'm 12.	

8 Order the words to make questions.

- 1 name / your / What's ?
- 2 you from / Where / are ?
- 3 are / How old / you ?
- 4 favorite sport / What's / your ?
- 5 your / favorite singer / Who's ?

9 Work in pairs. Ask and answer the questions in exercise 8.

Families – big and small

Vocabulary: family

- 1 Copy and complete the table with the family words in the box.

aunt brother cousin daughter father
grandfather grandmother mother
nephew niece parent sister son uncle

Male	Female	Both
<u>brother</u>		

- 2 Write the family member.

- Your mother's brother uncle
- Your father's mother _____
- Your sister's son _____
- Your mother's daughter _____
- Your aunt's son _____

mother and father = parents
son and daughter = children

- 3 Work in pairs. Describe the families in the photos.

I think this is the mother.

Or maybe they're three sisters ...



- 4 Match family descriptions 1–3 with photos A–D in exercise 3. There is one photo you don't need.

Families around the world

Some of our readers tell us about their families.

1

I live with my family in New York. My dad's from India, and my aunts, uncles and cousins all live there. My dad's name is Samar and he's 45 years old. My mom's 39. Her name is Liz. I've got two sisters.

2

I've got three sisters. My older sister's married and she's got a son and a daughter. My nephew's name is Jia and my niece is named Fin. My grandmother lives with us. I've got six cousins.

3

I live with my mom and my sister. We're a small family, but we're close to our neighbors. They're named Mr. and Mrs. Evans and their sons' names are Caleb and Damien. They're like brothers to me.

- 5 Find 12 family members in the descriptions.

Grammar: possessive adjectives

- 6 Read the example. Copy and complete the table with the possessive adjectives in the box.

My mom's 39. Her name is Liz.

his its our their your

Subject pronouns	I	you	he	she	it	we	they
Possessive adjectives	<u>my</u>	1	2	<u>her</u>	3	4	5

- 7 Complete the sentences with possessive adjectives.

- My grandfather is 70 years old. _____ name's Frank.
- My cousins live with _____ parents in the USA.
- We've got a big yard, but _____ house is small.
- My sister lives with _____ husband and two children.
- What about you? Is _____ family big or small?

Grammar: possessive 's and s'

My nephew's name is Jia. (singular noun + 's)

Their sons' names are Caleb and Damien. (plural noun ending in s + ')

- 8 Add one apostrophe (') to each sentence.

- My dads family is in India.
- My grandparents house is in Chennai.
- I see my cousins at my uncles house.
- My cousins names are Ajay and Hari.

Who is it?

Vocabulary: describing people

- 1 Find the people in the picture.



- He's got black hair and a mustache. He wears glasses. He hasn't got a beard.
- She's got short blond hair and blue eyes.
- He's got light hair. He hasn't got a beard.
- She's tall. She's got short curly hair and glasses.

- 2 Complete the table with the words in exercise 1.

General description	Hair	Hair color	Eyes	Other
<u>short</u>	<u>long</u> <u>straight</u>	<u>brown</u> <u>gray</u>	<u>brown</u> <u>green</u>	<u>beard</u>

- 3 Listen and match the descriptions to the people in exercise 1.

Grammar: have got

- 4 Complete the table with *has*, *hasn't* or *haven't*.

	Affirmative	Negative
I/You/We/They	<u>have got</u> black hair.	1 _____ <u>got</u> blue eyes.
He/She/It	2 _____ <u>got</u> short hair.	3 _____ <u>got</u> glasses.

- 5 Complete the sentences with the correct form of *have got*.

- He _____ a beard and glasses. (+)
- They _____ any children. (-)
- I _____ a cat named Sam. (+)
- We _____ any cousins. (-)
- She _____ any brothers or sisters. (-)

- 6 Complete the table with *has*, *hasn't*, *have* or *haven't*.

Questions	Short answers
<u>Have</u> you <u>got</u> curly hair?	Yes, I <u>have</u> ./No, I 1 _____
2 _____ he <u>got</u> a beard?	Yes, he <u>has</u> ./No, he 3 _____
<u>Have</u> they <u>got</u> blue eyes?	Yes, they 4 _____/No, they <u>haven't</u> .

- 7 Write questions with *have got*.

- you / any brothers or sisters ?
- your dad / a beard ?
- your mom / long hair ?
- your parents / any brothers or sisters ?
- you / a lot of cousins ?

- 8 Work in pairs. Ask and answer the questions in exercise 7. Then write a description of your partner's family.

Tania's got a big family. She's got two brothers ...

- 9 Read the text and answer the question.

B

R

A

I

N

TEASER

Two parents have got six sons. Each son has got a sister.

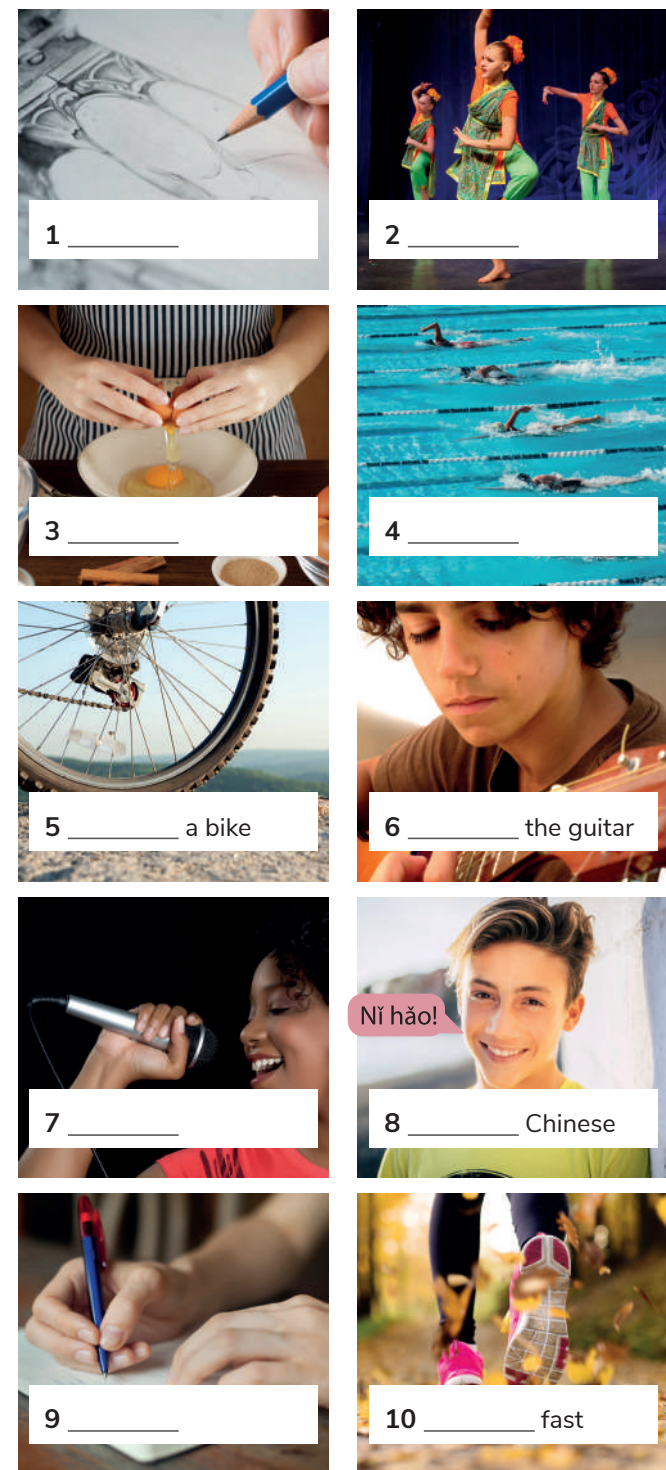
How many people are there in the family?


What can you do?

Vocabulary: action verbs

1 Match the words in the box with photos 1–10.

cook dance draw play ride run
sing speak spell swim



2  6 Listen. What is the verb? Can the people do the action?

1 sing – yes

Grammar: can for ability


3 Complete the table with sentences a–d.

- a He can't spell. c Yes, they can.
b Can they cook? d She can swim.

Affirmative	Negative
I can draw.	I can't sing.
1 _____	2 _____
They can speak Chinese.	They can't speak French.
Questions	Short answers
Can you play the guitar?	Yes, I can ./No, I can't .
Can he sing?	Yes, he can ./No, he can't .
3 _____	4 _____/No, they can't .

4 Use the words to write questions (?) and affirmative (+) or negative (–) sentences.

- 1 she / sing (+)
2 he / play the guitar (–)
3 she / speak Chinese (?)
4 he / swim (+)
5 they / spell (–)
6 you / dance (?)

5  Work in pairs. Ask and answer questions about the activities in exercise 4. How many of your answers are the same?

Can you sing?

No, I can't.

6  Work in pairs. Test yourself!

What can you do in English?

Test

Score ONE point for each thing you can do.

1 name six colors

2 write the names of ten animals

3 see three things that begin with the letter 'c'

4 count backwards from 20 to 1 (20, 19, 18, ...)

5 spell your teacher's name

6 say the days of the week

What's in this book?

1 Look through the Student's Book and answer the questions.

- 1 Each unit has a Quick review page. Where?
2 How many Projects are there in the book?
3 Where is the Irregular verbs list?
4 Where is the Graphic organizer?

2 There are lots of things to help you in the book. Find the answers to the questions.

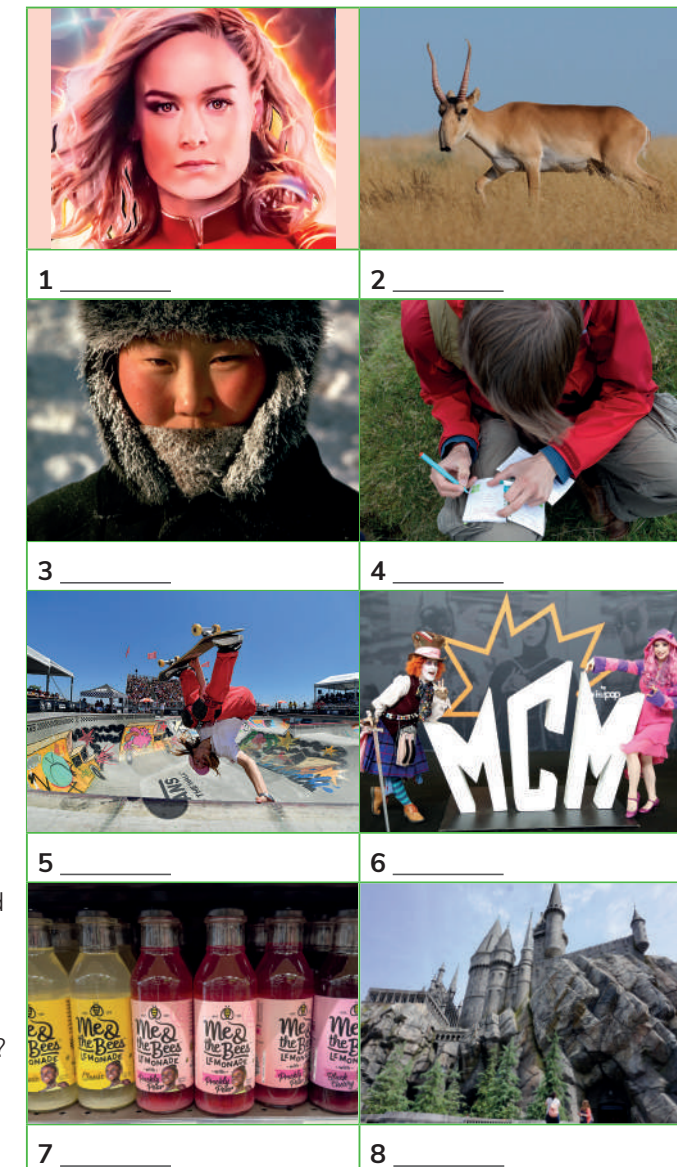
- 1 In WDYT? (What Do You Think?) you think about a big question at the start of the unit, and again at the end. Lots of things in the unit help you think about the topic. What's the question in Unit 2?
2 In Research boxes you go online to find out more about a topic. What information do you research in Unit 4?
3 In Video skills you learn to think critically about videos. What's the first question in Video skills in Unit 6?
4 In Reading subskills you learn how to be a more effective reader. What's the subskill in Unit 1?
5 In Word work you meet new vocabulary in context in the reading texts. What's the first word you study in Unit 7?
6 In Critical thinking you learn to think more carefully about ideas in a text. What's question number 3 in the Critical thinking activity in Unit 5?
7 In Listening subskills you learn how to be a more effective listener. What's the subskill in Unit 3?
8 In Super skills you practice things which are important in everyday life. What Super skill do you practice in the Project in Unit 8?

4 Work in pairs. Complete the challenge.

Classroom CHALLENGE

- In which unit do you plan an ideal school schedule?
- In which unit do you learn to describe animals?
- In which unit do you listen to a hockey player?
- Where do you 'Think – Prepare – Practice – Perform' in every unit?
- In which unit do you visit Comic Con?
- What are the four steps in the final Writing activity?

3 In which unit do you see photos 1–8?



How quickly can you find the answers?

- In which unit do you study modal verbs of obligation?
- In which unit do you talk about vacations?
- In which unit do you give a presentation on a hero?
- Where do you learn Super skills?
- In which Project do you make a mini-book?
- In which unit do you study food vocabulary?

1

School life

WDYT?
(What do you think?)

What is an ideal school?

Vocabulary: daily routines; school subjects

Grammar: simple present; object pronouns

Reading: an online article about online schools

Listening: a conversation with a Finnish student

Speaking: working together to check answers

Writing: a blog post

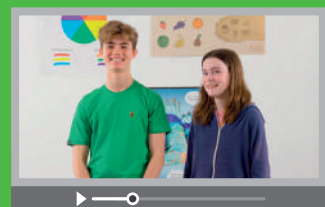
Project: design a schedule for your ideal school



Video skills p13



Real-world speaking p19



Project pp22–23

At my school in France, we have two hours for lunch. Some students
1 _____ home, but others
2 _____ lunch in the school cafeteria. There are no packed lunches!



Students at my school in Finland have less than four hours of class a day, and we only 3 _____ about 30 minutes of homework in the evening.



I'm from Ghana and in my family we 6 _____ at four o'clock in the morning. I often help at home before I 7 _____ to school. I walk 6 km to and from school because there isn't a bus.



In Brazil, some students 4 _____ school at seven o'clock in the morning and 5 _____ at 12 o'clock. My school is different. We study from 12 o'clock until five in the afternoon.

Daily routines

- 1 When do students usually do the activities in the box? Complete the table.

~~do homework~~ finish school get up go home go to bed go to school
have breakfast have dinner have lunch start school

Morning	Afternoon	Evening
		do homework

- 2 Complete the facts on the map with words from exercise 1.
- 3 Work in pairs. What things are similar and different in your school day?

My typical day

- On school days, I **wake up** at six fifteen, and get up five minutes later. I **take a shower** and **brush my hair**.
- I have breakfast – noodles or oatmeal – at about six forty-five. I **brush my teeth** and then I go to school with my friends.
- I **get dressed** in my school uniform and I **pack my bag** for school. I usually **make my bed** and **clean my room**, but sometimes I forget!
- We start school at seven thirty and **take a break** at nine fifty. We all do physical exercises together.
- We have lunch at twelve thirty and finish school at four o'clock. I go home and **get changed** into my regular clothes.
- I have dinner with my family at about five thirty, and then I do homework for about three hours. I go to bed at ten o'clock and **go to sleep** – I'm usually really tired!



- 4 Read about a Chinese student's typical day. Match paragraphs 1–6 with pictures A–F.



A _



B _



C _



D _



E _



F _

1 Vocabulary

- 5 Match the times with the activities from a Chinese student's typical day.



- 6 Put the activities in the order you do them on a typical day.

- make my bed / wake up / get up
- brush my hair / get dressed / take a shower
- have breakfast / make my bed / brush my teeth
- take a break / pack my bag / start school
- go to sleep / go to bed / brush my teeth

Time and day

Use **at** with times – *at six thirty, at ten o'clock*

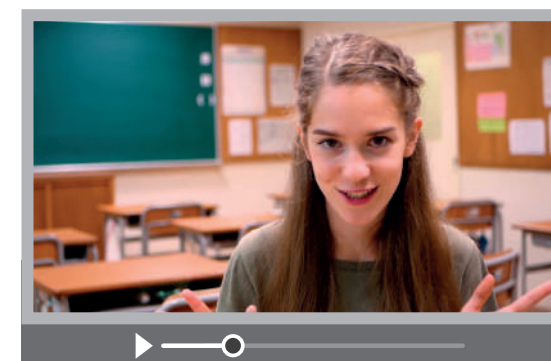
Use **in** with parts of the day – *in the morning, in the afternoon, in the evening* BUT *at night*

Use **on** with days – *on Monday(s), on Tuesday(s)*

- 7 Complete the sentences with **at**, **in** or **on**.

- We finish school early _____ Fridays.
- I sometimes take a shower _____ the evening.
- I usually have breakfast _____ about seven o'clock.
- I brush my teeth _____ the morning and _____ night.
- My first class _____ Monday morning is math.

VIDEO SKILLS



- 8 Watch the video. What daily activities do you see students do?

- 9 Work in pairs. Discuss the questions.

- Why did the vlogger make the video?
- Who do you think this video is for?
- How does the vlogger make the video interesting? Think about: how long you see each image, the music, her voice, etc.

An online article

1 Match the words in the box with photos A–J. Then order them for a typical day.

get dressed get up go home go to school
go to sleep have lunch pack my bag
start school take a break wake up



A _____



C _____



E _____



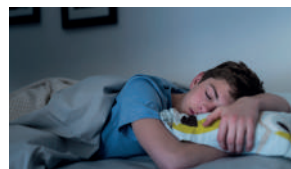
G _____



I _____



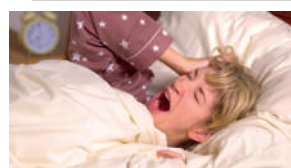
B _____



D _____



F _____



H _____



J _____

Subskill: Predicting from the title and the pictures

Look at photos and the title of a text before you read to help you understand what it's about.

2 Look at the photos on p15 and read the title of the article. Answer the questions.

- 1 What day and time is it in the photos?
- 2 Why are the students at home?
- 3 What daily routine activities do you think the students do? What don't they do?

3 Read and listen to the article. What daily routine activities do the students do?

4 Read the article again. Are the sentences true or false? Correct the false sentences.

- 1 An online school has classes at fixed times.
- 2 Students see the whiteboard on their computer.
- 3 They can communicate with the teacher.
- 4 Students work on the computer all day.
- 5 They see their classmates outside school.
- 6 Online students study different subjects from students in other schools.

5 Complete the sentences.

- 1 Jack starts school at _____
- 2 Abi has her first class at _____
- 3 In the morning, they have _____
- 4 They have lunch, and then they _____
- 5 Jack learns about _____
- 6 They see friends in _____

6 Word work Match the definitions to the words in bold in the text.

- 1 numbers or letters that show how good schoolwork is _____
- 2 things you learn at school, e.g. math or English _____
- 3 a place where you can borrow or read books _____
- 4 start to use a computer _____
- 5 students in your class _____
- 6 visits with other students _____

7 Complete with words from exercise 6.

- 1 We sometimes go on _____ to museums or other places of interest.
- 2 There's a big _____ at my school with books.
- 3 Our teacher gives us _____ from one to ten for our homework.
- 4 The first thing we do in computer classes is _____.
- 5 I walk to school with one of my _____.
- 6 We have science _____ every Friday.

CRITICAL THINKING

SUPER SKILLS

- 1 Understand Think about online and traditional schools. Find two things that are the same and two things that are different.
- 2 Evaluate Which of these things is an advantage of an online school? Which is a disadvantage?
- 3 Create Think of three advantages of a traditional school.

Learning ZONE

Online learning | My story | News | Events



A DAY IN THE LIFE OF AN ONLINE STUDENT

Every year, more and more teens study at online high schools. They don't go to school like other students. They stay at home and connect to classes via the internet. So, what is a typical day for an online student?



The fact is, it depends. Students have classes, but they can study when they want. Jack wakes up at seven and reads for an hour before breakfast. He starts his classes at nine. Abi prefers to start school early, so she has free time for sports and other activities in the afternoon.

'I get up and **log on** for my first class at eight' she says. 'I read the notes on the whiteboard on my computer.' Abi doesn't see her teachers, but she can hear them. Later, she can ask questions online or by phone.

Both Jack and Abi have four classes in the morning. After lunch, they do homework and class projects. 'I don't sit at the computer all day,' says Jack. 'I make robots, or I go to the **library** and learn about the things I like.'

Of course, online students don't see their **classmates** every day. They sometimes go on **school trips** together, but they only meet friends in after-school clubs. They also need to be motivated, because they spend a lot of time studying alone.

In other ways, online schools are the same as ordinary schools. 'We study all the regular **subjects** like math and history,' says Abi. 'We take tests and we get **grades** for our work.'



[Click here to find out what other students say about online learning.](#)



CELEBRITY CORNER

Actor Iain Armitage doesn't go to school. He learns at home or in the TV studio with a 'studio teacher'. Which TV shows does he star in?

Simple present: affirmative and negative

- 1 Read the examples. Complete the table with the verbs in blue.

I **get up** at eight.

They **don't go** to school. They **stay** at home.

Jack **wakes up** at seven.

Abi **doesn't see** her teachers.

I **don't sit** at the computer all day.

Affirmative

I/You	get up	at eight.
He/She/It	1	at seven.
We/They	2	at home.

Negative

I/You	3	at the computer all day.
He/She/It	4	her teachers.
We/They	don't go	to school.

- 2 Circle the correct option.

- We **don't/doesn't** go to school on Saturdays.
- Many students **start/starts** school before nine o'clock.
- My younger brother **don't study/doesn't study** on weekends.
- Our school **open/opens** at eight thirty.
- I **don't/doesn't** do homework in the morning.
- Our school year **start/starts** in September.

- 3 Read the Spelling rules on p21. Write the third person singular of the verbs in the box.

finish get up go have
make play study watch


- 4 Complete the sentences with the simple present form of the verbs in parentheses.

- I (...) **(wake up)** at seven o'clock but I (...) **(not get up)** until seven fifteen.
- My brother (...) **(not make)** his bed on school days. My dad (...) **(make)** it.
- I (...) **(have)** cereal for breakfast but my mom (...) **(have)** toast.
- My sister (...) **(go)** to school before me.
- Our teacher (...) **(give)** us homework, but we (...) **(not get)** much on weekends.
- My brother (...) **(study)** for hours every day.

- 5 Change the underlined words to make the sentences true for you.

- I go to an online school.
I don't go to an online school. I go to a ...
- My school day starts at 11 o'clock.
- We take a break at nine thirty.
- I study English on Sundays.
- My school day finishes at six o'clock.
- My parents do my homework.

- 6 8 Complete the text with the correct form of the verbs. Then listen and check.



Can you imagine going to a school like HOGWARTS?

In many ways, Hogwarts, in the Harry Potter books, is a regular boarding school. A typical day 1 start with breakfast in the Great Hall. Then a bell 2 ring and the students go to class. They 3 have two classes before lunch, and two more classes in the afternoon. They even 4 do homework, take exams, and they get grades for their work.

But students 5 not study regular subjects, they learn about magic. And Harry 6 not play soccer, he plays quidditch.

You probably think that schools like Hogwarts 7 not exist, but there is a real-life wizardry school in California. It 8 teach students all about magic!

- 7 Answer the question to solve the Brain teaser.

B R A I N TEASER

	School start time			Likes		
	8:00	8:45	9:15	chess	music	dance
Tom						
Ana						
Sara						

- Tom starts school before Ana.
- Sara likes dance. She is the first to start school.
- Ana doesn't like chess.

What do you know about Tom, Ana and Sara?
(Clue: each answer is true for only one student.)

School subjects

- 1 Look at the extract from a school schedule and find ...

- two sciences _____
- one creative subject _____
- one foreign language _____



Class B	MONDAY	TUESDAY	WEDNESDAY
9:30–10:10	math	English literature	chemistry
10:10–10:50	history	French	math
10:50–11:10	BREAK		
11:10–11:50	biology	technology	technology
11:50–12:30	P.E.	math	P.E.
12:30–1:10	LUNCH BREAK		
1:10–2:00	basketball practice		
2:00–2:40	design	music	geography
2:40–3:20	English language	music	civics
Homework	math English biology	French math	chemistry math geography

- 2 Add the following subjects to groups 1–3 in exercise 1.

art drama German physics

- 3 9 Listen to extracts 1–6 and match each one to a subject from the schedule.

- 4 Work in pairs. Tell your partner which is your favorite day on the schedule and why.

Which is your favorite day?

Tuesday, because I like French and they have music twice.

A conversation



Hi! I'm Ansa. I'm from Hamina in Finland but this month I'm in York, England, visiting family and going to a British school.

Subskill: Identifying the type of listening

To identify the type of listening, think about: people (how many?), places (where are they?) and language (is it formal or informal?).

- 5 10 Listen and circle the correct description.

- An interview with Ansa on local radio
- Ansa talking to a teacher
- A dialogue between Ansa and a classmate

- 6 Listen again. Which sentences are true?

- Ansa thinks school in Britain is similar to her school.
- Ansa starts school at half past eight.
- Ansa has school after lunch.
- Ansa doesn't have any exams.
- In a project, all the students work on the same thing.
- Finnish students study subjects in separate lessons.

- 7 Correct the false sentences in exercise 6.

- 8 Work in pairs. Would you like to go to Ansa's school? Why/Why not?

I'd like to go to Ansa's school because I'd like to do projects.

Really? I prefer to study separate subjects.

FUN FACTS

In Finland, students start school when they're seven years old.

Simple present: Yes/No questions

1 Read the examples. Complete the table.

Do you **have** history classes in school? Yes, we **do**.
Does your school **start** later? No, it **doesn't**.
 Do you **go** back in the afternoon? No, I **don't**.

Yes/No questions and short answers

Do		think it's different?
Yes,	I / 1 _____	2 _____.
No,	/we/they	don't .
3 _____		start at eight o'clock?
4 _____,	he/she/it	does .
No,		5 _____.

2 Match the questions with the short answers in the box.

Yes, she does. Yes, I do. Yes, we do.
 No, it doesn't. No, they don't.

- Does your school have a swimming pool?
- Do you and your classmates study French?
- Do the students wear a uniform?
- Does your teacher use a computer?
- Do you like your school?

3 Write questions. Use Do or Does.

- you / start school / eight o'clock?
Do you start school at eight o'clock?
- your class / study / German?
- you / have classes / Saturdays?
- your school / finish / 3:30?
- your teachers / give / homework?

4 Work in pairs. Take turns to ask the questions and answer with short answers.

Object pronouns

5 Complete the table with the object pronouns in the box.

We present **them**.
 I can't imagine studying **it**.

her him it me us you

Subject	I	you	he	she	it	we	they
Object	1	2	3	4	5	6	<i>them</i>

6 Replace the words in bold with an object pronoun.

- P.E. is my favorite class – I love **P.E.**!
- Our art teacher, Mr. Flynn, is great – we like **Mr. Flynn** a lot.
- I think science subjects are really difficult. I don't like **science subjects**.
- I go to school with Sara and I come home with **Sara** too.
- Our math teacher always gives **our class** lots of homework.

7 Circle the correct option.

GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

Teach yourself!



If you **1 want/wants** to learn something new, why not use your phone? You **2 can download/can to download** lots of great learning apps and use **3 they/them** to learn all kinds of things, from languages to computer coding.

Are you into video? *Magisto* and *OpenShot™* are great apps to learn video editing. If **4 you no know/you don't know** how to do your design homework, then *Instructables®* is the app for you. *WikiHow* is a great option too! And if you **5 want/do want** help with art, go for *MyPaint* or *Krita*. They **6 do have/have** some fantastic ideas to help you.

7 Do they cost/Cost they a lot of money?
8 No, they don't cost./No, they don't.
 Most of the apps are free.

Research

Find one of the apps in the article online. Would it be useful for you?

5 Create your own dialogue. Follow the steps in the Skills boost.

SKILLS BOOST

THINK

Work individually. You have five minutes to complete the Geography quiz below.

PREPARE

In pairs, use your answers to the quiz to prepare a dialogue of students checking together. Remember to use the Key phrases for working together.

PRACTICE

Practice your dialogue.

PERFORM

Act out your dialogue for the class.

Geography quiz



- Which city is not in Canada: Montreal, Seattle or Toronto?
- Is the Antarctic in the north or the south?
- What's the next planet: Mercury, Venus, Earth, ...?
- Which is the capital of Turkey: Ankara or Istanbul?
- On which continent is Mount Kilimanjaro?

6 Peer review Listen to your classmates and answer the questions.

- Which Key phrases do they use?
- Do you agree with their answers to the quiz?

Key phrases

Asking about a question: What about number ...?

What have you got for number ...?

Do you think it's ...?

Giving your answer: I've got ...

I think it's ...

Agreeing on the same answer: Yes, me too.

You're right.

Disagreeing (you have a different answer):

Really? I've got ...

Are you sure?

Saying you don't know the answer: I don't know.



I've got 'Australia'. (UK) → I **have** 'Australia'. (US)



Working together to check answers

1 Look at four things students do in class. In which activities do you work together?

- playing a game
- taking an exam
- checking answers to an exercise
- asking what the homework is

2 Watch the video. What is the activity? Choose from a–d in exercise 1.

3 Watch again. Which Key phrases do you hear?

4 Complete the dialogue with the Key phrases. Watch again and check.

Carmel

What **1 _____** number 1?
 I've got 'Australia'.

Lukas

Yes, me too. OK – what about number 2? I've got 'Sydney'.

Carmel

Are you **2 _____**? I've got 'Canberra'. Let's leave that one.

Lukas

OK, and number 3? The number of states ...

Carmel

I don't **3 _____**.

Lukas

I think it's 'six'.

Carmel

OK, six. Now, number 4.
 I **4 _____** it's '34 million'.

Lukas

Are you sure? I've got '24 million'.

Carmel

Oops, yes, you're **5 _____**. I can't read my writing!

Lukas

Right. Number 5 – the national sport.
 Do **6 _____** think it's 'rugby'?

Carmel

Let's see ... 'rugby'! High five!

Tell us about your school

All About My School is an international project where teachers and students from different countries post descriptions about school life where they live and answer questions from students in other countries.

All About My School

- How many students are in your school?
- Do you have a uniform?
- How many teachers are in the school?
- What subjects do you study?
- Do you use computers?
- What time does school start and when does it finish?
- Do you have lunch at school?
- What sports do you play?
- What are your favorite things about school?

Questions by English Class A,
Kyoto High School, Japan

Our high school is in the center of Tirana, Albania. It's a big school, with about 900 students. The teachers are OK – they aren't too strict. We don't have a school uniform.

My favorite subjects are P.E. and technology. We also study math, biology, chemistry, English, history and Albanian. I love computers but we don't use them a lot at my school.

We start school at 7:30 in the morning – it's too early! But we finish at two o'clock and I have lunch at home. In the afternoon, I relax for a while and then I do my homework. I normally have about three hours of homework every day. In the evening, I play video games or go out to play basketball with my friends.

posted by Altin at 14:59

A blog post

- Read the questions and answers in the blog. Does the writer answer all the questions?
- Read the blog post again and find the answers to questions 1–9 in Altin's answer.
- Match a–c with each paragraph in the blog.
 - Subjects
 - School day and free time
 - General description of the school, the students and teachers

Subskill: Capital letters

In English, some words have a capital letter. Remember that it isn't just the first word at the start of a sentence, e.g. *I have a French class on Monday.*

- Read the school subjects. Find two rules for using capital letters.

art English French geography
technology math P.E.

- Read the list. When do we use a capital letter in English?

- for I, e.g. *Can I use your pen?* ✓
- at the start of a sentence
- for all nouns
- for days of the week
- for greetings
- for months of the year
- for names and surnames
- for people's titles
- for cities, countries and nationalities

- Work in pairs. Read Altin's description and explain the reason for each capital letter.

- Correct the text, adding capital letters where necessary.

Hi

Hi! i'm pearl. i live in edinburgh, in scotland. the school year here starts in august and finishes in june. we have classes five days a week, from monday to friday. my favorite subjects are p.e. and german. all our teachers are very nice but my favorite is our biology teacher, mr. liddle.

- Write an entry about your school life for the *All About My School* blog. Follow the steps in the Skills boost.

SKILLS BOOST

THINK

Write your answers to the questions in *All About My School*.

-
-
-
-
-
-
-
-
-

PREPARE

Organize the information from your answers into three paragraphs. Use the paragraph headings and order from exercise 3.

Paragraph 1:

Paragraph 2:

Paragraph 3:

WRITE

Write your blog post. Use Altin's post to help you.

CHECK

Answer the questions.

- Is the blog post interesting to read? ☐
- Do you use paragraphs? ☐
- Do you use the simple present correctly? ☐
- Do you use capital letters correctly? ☐

- Peer review** Exchange your blog post with another student. Does the writer give clear information about school life in your country?

Quick review

Grammar

Simple present

Affirmative

With *he/she/it* the verb ends in -s, -es or -ies.

I get up at seven o'clock. She goes to sleep at 10:30.

Negative

I/you/we/they: subject + *don't* + verb

he/she/it: subject + *doesn't* + verb

We don't have a school uniform. He doesn't study French.

Yes/No questions and short answers

Do + *I/you/we/they* + verb? Yes, *I/you/we/they* do.

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

Does + *he/she/it* + verb?

Yes, *he/she/it* does.

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

Do they study music?

Yes, they do.

Does the school have a gym? No, it doesn't.

Spelling rules for *he/she/it*

For most verbs, add -s:

read → *he reads* *wake up* → *she wakes up*

For verbs that end in -s, -sh, -ss, -ch, -x or -o, add -es:

go → *it goes* *teach* → *she teaches* *mix* → *he mixes*

For verbs that end in consonant + y, omit the y and add -ies:

study → *he studies*

Some verbs are irregular: *have* → *she has*

Subject and object pronouns

Subject pronouns: I, you, he, she, it, we, they

Object pronouns: me, you, him, her, it, us, them

I start my homework at six o'clock and finish it at seven.

Can you help us?

Vocabulary

11 Daily routines

brush my hair, brush my teeth, clean my room, do homework, finish school, get changed, get dressed, get up, go home, go to bed, go to school, go to sleep, have breakfast, have dinner, have lunch, make my bed, pack my bag, start school, take a break, take a shower, wake up

12 School subjects

art, biology, chemistry, civics, design, drama, English language, English literature, French, geography, German, history, math, music, P.E., physics, technology

1 Project

WDYT?
(What do you think?)

What is an
ideal school?

TASK: Design a schedule for your ideal school.

Learning outcomes

- 1 I can talk about the importance of different school subjects.
- 2 I can make logical decisions.
- 3 I can use appropriate language from the unit.

Graphic organizer → Project planner p130

- 1** Watch a video of students talking about their ideal timetable, or schedule. What's the first lesson, or class, of the week?



STEP 1: THINK

- 2 Look at the photos and the schedule in the Model project. What school subjects can you see in the photos?
- 3 What do you learn in these subjects? Match 1–4 with a–d.

1 money management	a how to speak to a group of people
2 cyber-security	b how to be safe online
3 public speaking	c how to create new things
4 inventing	d how to use money
- 4 Are the subjects useful? Why/Why not?

STEP 2: PLAN

- 5** Work in pairs. Read the tips in the Super skills box and practice saying the Key phrases with a partner.

CRITICAL THINKING

SUPER SKILLS

Making logical decisions

Tips

Don't make a quick decision.
List the advantages and disadvantages.
Think about the advantages and disadvantages before you decide.

Key phrases

Wait a moment. Yes, but don't forget ...
Slow down. I'd like to learn ...
What about ... ? Me too.
I think/don't think that's a good thing.
Really? I'd prefer ...

- 6** Work in pairs. Make notes about your ideal school schedule. Use the tips and Key phrases in the Super skills box.

- the time of the school day – when it starts and finishes
- the number of minutes for each class
- the school subjects that you want to study

STEP 3: CREATE

- 7 In your notebook, prepare a schedule for a week of classes.
- 8 Write sentences about your school schedule. Explain your decisions.
Our school day starts at ... and finishes at ... because ...
Our first class is ...
We think it's ...
Students learn music because we think ...

Model project



	MONDAY	TUESDAY	WEDNESDAY
9:00–9:50	yoga	app design	martial arts
9:50–10:40	Chinese	science	math
10:40–11:00	BREAK		
11:00–11:50	chemistry	inventing	money management
11:50–12:40	history	English	cyber-security
12:40–13:30	movie-making	cooking	public speaking
13:30	LUNCH/GO HOME		



STEP 4: PRESENT

- 9 Read the How to ... tips on p130. Then work with another pair. Tell them about your school schedule.
- 10 **Peer review** Choose the schedule you think is most interesting and useful for all students.

1 FINAL REFLECTION

- 1 The task
How well can you describe your ideal school schedule?
Can you explain your decisions? Give examples.
- 2 Super skill
Are your decisions logical? Say why.
- 3 Language
Do you use language from the unit? Give examples.

