

STUDENT'S BOOK CONTENTS

	LANGUAGE		SKILLS	
	VOCABULARY	GRAMMAR	READING	LISTENING
Starter unit p.4	› People › Subject pronouns › <i>be</i> : affirmative › The alphabet › Numbers › Demonstrative pronouns			
Unit 1 School life p.9	› Classroom objects › Vlog › Adjectives	› Articles › Plural nouns › <i>be</i> : affirmative and negative › Pronunciation : Negative contractions › Grammar animations	› <i>This is my bag</i> › Skill : Matching descriptions with pictures › Word Power : School subjects	› <i>This isn't difficult!</i> › Skill : Listening for details
Unit 2 Friends and family p.19	› Family and pets › Vlog › Countries and nationalities › Pronunciation : Nationalities	› Possessive adjectives › Possessive 's › <i>be</i> : questions and short answers › Grammar animations	› <i>Best friends forever</i> › Skill : Scanning a text › Word Power : Brothers and sisters	› <i>Where are they from?</i> › Skill : Understanding information about nationalities
Unit 3 At home p.29	› Rooms › Vlog › Objects in the home › Pronunciation : /ə/ sound	› <i>There is / There are</i> › Prepositions of place › Grammar animations	› <i>Homes with a difference</i> › Skill : Using pictures to help understand a text › Word Power : Parts of buildings	› <i>What's in your bedroom?</i> › Skill : Identifying location of objects
REVIEW UNITS 1-3 pp.100-101			PROJECTS UNITS 1-3 pp.106-107	
Unit 4 Food and drink p.39	› Food and drink › Vlog › Meals	› <i>like / don't like</i> › Pronunciation : Linking › <i>would like</i> › <i>like</i> and <i>would like</i> › Grammar animations	› <i>Do you like chocolate?</i> › Skill : Transferring information to a table › Word Power : Food adjectives	› <i>Lunchtime!</i> › Skill : Identifying meals people want
Unit 5 My life p.49	› Daily routine › Vlog › Common verbs	› Present simple: affirmative › Pronunciation Third person -s › Present simple: negative; questions and short answers › Grammar animations	› <i>An actor's life for me!</i> › Skill : Interpreting information › Word Power : <i>near, far, early, late</i>	› <i>Home school</i> › Skill : Understanding information in a podcast
Unit 6 Free time p.59	› Free-time activities › Vlog › Months, dates and seasons	› Adverbs and expressions of frequency › <i>Wh</i> - questions › Pronunciation : Question words › Grammar animations	› <i>I check YouTube fifty times a day!</i> › Skill : Reading for detail › Word Power : Internet words	› <i>Festival time</i> › Skill : Completing a fact file
REVIEW UNITS 4-6 pp.102-103			PROJECTS UNITS 4-6 pp.108-109	
Unit 7 Skills and sport p.69	› Abilities › Vlog › Sports	› <i>can</i> : affirmative and negative; questions and short answers › Pronunciation : <i>can</i> and <i>can't</i> › <i>like/love/hate</i> › Object pronouns › Grammar animations	› <i>Amazing abilities</i> › Skill : Guessing the meaning of new words › Word Power : <i>-er</i> people	› <i>I love it!</i> › Skill : Listening for opinions
Unit 8 About town p.79	› Places in a town › Vlog › Adjectives to describe places	› Present continuous: affirmative and negative › Pronunciation : <i>-ing</i> sound › Present continuous: questions and short answers › Grammar animations	› <i>Welcome to my town!</i> › Skill : Understanding the main ideas in a text › Word Power : <i>a few, some, a lot of</i> and <i>no</i>	› <i>What are you doing?</i> › Skill : Understanding a phone conversation
Unit 9 Travel p.89	› Weather and nature › Vlog › Transport	› <i>be</i> : past simple › Pronunciation : <i>was/wasn't</i> › <i>be going to</i> › Grammar animations	› <i>It was a great holiday!</i> › Skill : Comparing texts › Word Power : Past time expressions	› <i>On the move</i> › Skill : Understanding future plans
REVIEW UNITS 7-9 pp.104-105			PROJECTS UNITS 7-9 pp.110-111	
REFERENCE	LANGUAGE SUMMARY: UNITS 1-9 pp.118-126		IRREGULAR VERBS LIST p.127	

SPEAKING	WRITING	CULTURE	21 ST CENTURY SKILLS
----------	---------	---------	---------------------------------

› Colours › Classroom language

<ul style="list-style-type: none"> › <i>Time for class!</i> › Skill: Talking about timetables › Useful language: Talking about days and times › Keep moving! 	<ul style="list-style-type: none"> › <i>A student profile</i> › Skill: Writing about myself for a school website › Useful language: You and your school › Look! Capital letters 	<ul style="list-style-type: none"> › <i>Let's learn outside!</i> › Word Power: School uniforms › Culture video 	<ul style="list-style-type: none"> 🔍 FIND OUT p.14 🗨️ THINK CRITICALLY p.10 🌐 COMPARE CULTURES p.17 💡 GET CREATIVE p.17
<ul style="list-style-type: none"> › <i>Party time!</i> › Skill: Introducing yourself › Useful language: Introductions; Asking for personal details › Keep moving! 	<ul style="list-style-type: none"> › <i>Describing photos</i> › Skill: Writing a post about my favourite photos › Useful language: Describing personal photos › Look! <i>and/but</i> 	<ul style="list-style-type: none"> › <i>Pets in the UK</i> › Word Power: Animals › Culture video 	<ul style="list-style-type: none"> 🔍 FIND OUT p.23 🗨️ THINK CRITICALLY p.22 🌐 COMPARE CULTURES p.27 💡 GET CREATIVE p.25
<ul style="list-style-type: none"> › <i>A new home</i> › Skill: Meeting friends › Useful language: Greetings › Keep moving! 	<ul style="list-style-type: none"> › <i>A chat forum</i> › Skill: Writing a forum post about my home › Useful language: Describing family homes › Look! Punctuation 	<ul style="list-style-type: none"> › <i>Modern families</i> › Word Power: Step-family › Culture video 	<ul style="list-style-type: none"> 🔍 FIND OUT p.29 🗨️ THINK CRITICALLY p.30 🌐 COMPARE CULTURES p.37 💡 GET CREATIVE p.33

LITERATURE UNITS 1-3 pp.112-113

<ul style="list-style-type: none"> › <i>What's on the menu?</i> › Skill: Ordering food and drink › Useful language: Ordering in a café › Keep moving! 	<ul style="list-style-type: none"> › <i>A blog post</i> › Skill: Writing a blog post about food › Useful language: Describing your diet › Look! <i>and/or</i> 	<ul style="list-style-type: none"> › <i>A family meal</i> › Word Power: Meat and vegetables › Culture video 	<ul style="list-style-type: none"> 🔍 FIND OUT p.43 🗨️ THINK CRITICALLY p.40 🌐 COMPARE CULTURES p.47 💡 GET CREATIVE p.45
<ul style="list-style-type: none"> › <i>After-school fun</i> › Skill: Making and responding to suggestions › Useful language: Suggesting and responding › Keep moving! 	<ul style="list-style-type: none"> › <i>An article</i> › Skill: Writing an article about my typical day › Useful language: Describing general habits › Look! <i>because</i> 	<ul style="list-style-type: none"> › <i>Away from home</i> › Word Power: Feelings › Culture video 	<ul style="list-style-type: none"> 🔍 FIND OUT p.50 🗨️ THINK CRITICALLY p.52 🌐 COMPARE CULTURES p.57 💡 GET CREATIVE p.57
<ul style="list-style-type: none"> › <i>How much are the tickets?</i> › Skill: Asking for information › Useful language: Asking for and giving information › Keep moving! 	<ul style="list-style-type: none"> › <i>An email</i> › Skill: Writing an email to a penfriend › Useful language: Writing an email › Look! <i>too/also</i> 	<ul style="list-style-type: none"> › <i>UK music festivals</i> › Word Power: Types of music › Culture video 	<ul style="list-style-type: none"> 🔍 FIND OUT p.62 🗨️ THINK CRITICALLY p.60 🌐 COMPARE CULTURES p.67 💡 GET CREATIVE p.65

LITERATURE UNITS 4-6 pp.114-115

<ul style="list-style-type: none"> › <i>Can I help you?</i> › Skill: Buying something in a shop › Useful language: Shopping for sports clothes › Keep moving! 	<ul style="list-style-type: none"> › <i>An application</i> › Skill: Writing an application for a summer camp › Useful language: Interests and abilities › Look! Modifiers 	<ul style="list-style-type: none"> › <i>The Scouts</i> › Word Power: Outdoor words › Culture video 	<ul style="list-style-type: none"> 🔍 FIND OUT p.70 🗨️ THINK CRITICALLY p.74 🌐 COMPARE CULTURES p.77 💡 GET CREATIVE p.77
<ul style="list-style-type: none"> › <i>Is the skatepark near here?</i> › Skill: Asking for and giving directions › Useful language: Asking for and giving directions › Keep moving! 	<ul style="list-style-type: none"> › <i>A text message</i> › Skill: Writing a text message arranging to meet › Useful language: Arranging to meet › Look! <i>right now / at the moment</i> 	<ul style="list-style-type: none"> › <i>Street party!</i> › Word Power: Compounds with <i>every</i> › Culture video 	<ul style="list-style-type: none"> 🔍 FIND OUT p.83 🗨️ THINK CRITICALLY p.79 🌐 COMPARE CULTURES p.87 💡 GET CREATIVE p.87
<ul style="list-style-type: none"> › <i>A school trip</i> › Skill: Buying a ticket for public transport › Useful language: Buying a train ticket › Keep moving! 	<ul style="list-style-type: none"> › <i>A review</i> › Skill: Writing a review of a place › Useful language: Positive and negative comments › Look! <i>so</i> 	<ul style="list-style-type: none"> › <i>Famous transport</i> › Word Power: Future time expressions › Culture video 	<ul style="list-style-type: none"> 🔍 FIND OUT p.90 🗨️ THINK CRITICALLY p.93 🌐 COMPARE CULTURES p.97 💡 GET CREATIVE p.94

LITERATURE UNITS 7-9 pp.116-117

Vocabulary: Classroom objects; Adjectives

Grammar: Articles; Plural nouns; be: affirmative and negative

Speaking: Talking about timetables

Writing: A student profile

VOCABULARY Classroom objects

I can talk about things in the classroom.

1 **1.1** Match the words in the box with the pictures. Listen, check and repeat.

board chair computer desk door headphones laptop pen pencil
pencil case rubber ruler shelf smartphone tablet window



2 Copy the table in your notebook. Complete it with the objects from Exercise 1.

Things in a pencil case	
Parts of a classroom	
Technology	

3 Work in pairs. Point at the picture and ask and answer questions.

A: *What's this/that?*

B: *It's a desk.*

4 With a partner, say the things you see in your classroom.

It's a chair.

Now watch the vlog.

>>> FAST FINISHER

Write a list of classroom objects that you also have in your bedroom.

door, window, desk ...

This is my bag

READING I can match descriptions with pictures.



WHAT'S IN YOUR BAG?

Bags are important. We carry everything we need for the day in our bags. Today we ask three people from Burnham High School, 'What's in your bag?'



Hi, what's your name?

My name's Lorna.

What's in your bag, Lorna?

This is a Science book and these are lunch boxes. I have two. My sandwiches are in this box, and an apple and an orange are in that box. And this is a pencil case with one, two, three pencils, a rubber and a ruler.



Hello, what's your name?

I'm Mrs Johnson. I'm a teacher.

What's in your bag?

OK, let's see. This is a pencil case. And in the pencil case ... pens. They're black, blue and red. And what are these? They're books. These are two dictionaries. An English dictionary and a French dictionary. And this is a laptop and this is a smartphone.



And what's your name?

Fabian.

OK, Fabian, what's in your bag?

These are my books ... a Maths book, an Art book, a notebook. What's this? Oh yes, it's an umbrella. And this is a pencil case – with pens and pencils. And this is an apple and my smartphone. Oh, and finally these are headphones.



1 Look at the pictures of the bags. What can you see in them?

pencil case, ruler...

2 1.2 Read and listen to the text. Match the bags with the people.

1 Lorna ... 2 Mrs Johnson ... 3 Fabian ...

3 Copy the table in your notebook. Read the text again and tick (✓) the things in the bags.

	books	technology	food
Lorna	✓		
Mrs Johnson			
Fabian			

4 Work in pairs. Ask and answer the question from the text.

A: What's in your bag?

B: This is a pencil case ...

5 **Word Power** Find five school subjects in the text and write them in your notebook. Which is your favourite subject?

Science, ...

6 **THINK CRITICALLY** In some schools, students use their smartphones in the classroom. Is this a good idea or a bad idea? Think of one good thing and one bad thing.

I think it's a good idea because ...

I think it's a bad idea because ...

GRAMMAR Articles

I can use articles before nouns.

Now watch the grammar animation.

1 **1.3** Read the grammar box. Copy the words with the correct articles in your notebooks. Listen, check and repeat.

Use *an* before nouns that begin with vowels (a, e, i, o, u).

an apple **an** umbrella

Use *a* before nouns that begin with consonants.

a teacher **a** book

1 orange



2 watch



3 pen



4 ice cream



Plural nouns

I can use singular and plural nouns.

2 **1.4** Read the grammar box. Write the plurals of the words in the pictures in your notebooks with the correct numbers. Listen, check and repeat.

	Singular	Plural
Most nouns	a pen	pens
Nouns ending in -ch, -s, -sh, -x, -z	a box	boxes
Nouns ending in -f, -fe	a shelf	shelves
Nouns ending in consonant + -y	a dictionary	dictionaries

1 a sandwich



two sandwiches

2 an umbrella



3 a dress



4 a baby



5 a book



6 a leaf



3 Read the **Look!** box. Match the singular nouns with the irregular plural nouns.

Look! Irregular plural nouns

Some plural nouns don't end in -s.

- | | |
|------------|------------|
| 1 a person | a children |
| 2 a child | b men |
| 3 a woman | c people |
| 4 a man | d women |

4 Work in pairs. What can you see in the picture? Use the nouns in the box with articles or numbers.

apple board child clock desk laptop
pen rubber ruler shelf smartphone
tablet umbrella window woman

an apple, two windows ...



FAST FINISHER

Write about the things in your classroom. Use numbers or articles.

a dictionary, six pens ...

This isn't difficult!

VOCABULARY and LISTENING Adjectives

I can listen for detail.

1 1.5 Match the pictures with the adjectives. Listen, check and repeat.

beautiful big boring cheap difficult
easy expensive happy interesting old
sad short small tall ugly young



2 Read the **Look!** box. In your notebook, put the words in the correct order to make sentences.

- 1 is / tall / father / my
- 2 men / the / old / are
- 3 young / are / children / those
- 4 lessons / are / English / easy
- 5 a / subject / difficult / is / that
- 6 am / I / person / a / happy
- 7 computers / expensive / these / are
- 8 an / interesting / is / book / this

3 1.6 Listen to a dialogue between two friends, Liam and Ava. Match them to their Maths classes.



4 1.6 Listen again. Are the sentences true (T) or false (F)?

- 1 Liam is happy.
- 2 Maths is difficult.
- 3 Liam's Maths lessons are boring.
- 4 Ava's Maths lessons are interesting.
- 5 Ava uses tablets in Maths lessons.
- 6 Today is Friday.

Look! Adjective order

Adjectives come before nouns:

This is a big classroom.

Adjectives come after *be*:

This classroom is big.

GRAMMAR *be*: affirmative and negative

I can use *be* in the affirmative and negative.

Now watch the grammar animation.

- 1 Read the grammar box. Copy and complete the rule with the long form of *be*.

	Affirmative	Negative
I	I'm a teacher.	I'm not a student.
you	You're happy.	You aren't sad.
he	He's at home.	He isn't at school.
she	She's tall.	She isn't short.
it	It's cheap.	It isn't expensive.
we	We're in this class.	We aren't in Class 3.
they	They're from the UK.	They aren't from Brazil.

Rule

We can use *be* in the long form or the short form after subject pronouns.

Long form	1 ...	2 ...	3 ...	4 ...	5 ...	6 ...
Short form	'm	's	're	'm not	aren't	isn't

- 2 **1.7** Choose the correct answers to complete the start of Ava and Liam's dialogue. Listen and check.

Ava: Hi, Liam. How are you?

Liam: Oh, I ¹ *am not / aren't* bad.

Ava: Uh-oh, you ² *are / aren't* happy. What's wrong?

Liam: It's my Maths lessons. They ³ *are / 's* difficult.

Ava: Well, Maths ⁴ *aren't / isn't* easy. What's the teacher like?

Liam: She ⁵ *s / isn't* OK, but the lessons ... they ⁶ *aren't / 're* boring.

Ava: Boring? Maths lessons ⁷ *am not / aren't* boring. They ⁸ *re / aren't* fun!

3 PRONUNCIATION Negative contractions

- 1.8** Listen and repeat.

- isn't** He isn't happy.
- aren't** They aren't cheap.

- 4 Copy and complete the sentences with the affirmative (+) or negative (-) form of *be*.

- Today ... Saturday. (-)
- I ... happy today. (+)
- The students ... at school. (-)
- This smartphone ... cheap. (+)
- You ... my teacher. (-)
- English lessons ... interesting. (+)
- I ... tall. (-)
- My school ... big. (+)

- 5 Work in pairs. Make affirmative and negative sentences about the pictures.

That's an ugly building. It isn't beautiful.



- 6 Work in pairs. Write three true sentences and three false sentences about you. Can your partner guess if the sentences are true or false?

A: *I'm happy today.*

B: *True.*

A: *I'm thirteen.*

B: *False! You aren't thirteen. You're twelve.*

FAST FINISHER

Write three affirmative and three negative sentences about your classmates.

Jorge isn't tall ...

KEEP TALKING!

Time for class!

READING and LISTENING

I can understand a school timetable.

- Look at the pictures. Which school subjects can you see?
- Read the school timetable for Monday and Tuesday. Write the day and time of each lesson (a-d).



		9.00–10.15	10.15–10.45	10.45–12.00	12.00–1.00	1.00–2.30	2.45–4.00
MONDAY	Lesson:	English	BREAK	Spanish	LUNCH	Art	P.E.
	Classroom:	B14		C3		A6	Gym
	Teacher:	Mrs Jones		Sra García		Mr Ashton	Mr Sansom
TUESDAY	Lesson:	Maths	BREAK	History	LUNCH	Science	English
	Classroom:	C3		A12		B2	B14
	Teacher:	Mr Norton		Ms Foster		Ms Hancock	Mrs Jones

FRIDAY	Lesson:	1 ...	BREAK	3 ...	LUNCH	5 ...	7 ...
	Classroom:	2 ...		B4		A3	8 ...
	Teacher:	Mr Garrett		Mme ⁴ ...		Mr ⁶ ...	Mrs Davis

3 Read the timetable again and answer the questions.

- Which subject is on Monday and on Tuesday?
- Which classroom has two different lessons?
- What time is break?
- Which two lessons are 1.5 hours?

4 Which day do you prefer: Monday or Tuesday? Why?

5 FIND OUT Students in the UK learn Maths, Science, Art, P.E., History, English and other languages. Find two more British school subjects.

6 1.9 Listen to a teacher talk about the timetable for Friday. Which of the lessons in the box do the students have?

Art English French History
Music P.E. Science Spanish

7 1.9 Listen again. Copy and complete the timetable for Friday.

SPEAKING Talking about timetables

I can say the days of the week and tell the time.

1 1.10 Listen and read. What is the problem?

- Jake:** What day is it today?
Sarah: It's Wednesday.
Jake: Science is on Wednesday. What time is it?
Sarah: It's five to nine.
Jake: Oh no!
Sarah: What?
Jake: The Science lesson is at nine o'clock. We're late!



2 1.11 Listen and repeat the days of the week.

3 Work in pairs. Ask and answer the questions.

- 1 What day is it today?
- 2 What day it is tomorrow?
- 3 What days are the weekend?

4 1.12 In your notebook, complete the times with the words in the box. Listen, check and repeat.

half o'clock past quarter ten to



- 1 It's four
- 2 It's ... past seven.
- 3 It's ... past ten.
- 4 It's quarter ... nine.
- 5 It's five ... twelve.
- 6 It's ... to three.

5 What time is it now?

6 1.13 Listen and repeat the Useful language.

Useful language

Talking about days

What day is it today?

It's Monday/Tuesday, etc.

What day is the Maths lesson?

It's on Wednesday/Thursday, etc.

Talking about times

What time is it?

It's ten o'clock / quarter past nine, etc.

What time is the English lesson?

It's at half past three / quarter to twelve, etc.

Look! Prepositions of time

We use *on* to talk about days and *at* to talk about times.

The Science lesson is on Monday.

The Science lesson is at nine o'clock.

7 Work in pairs. Ask and answer questions about your timetable. Follow the steps in the Speaking plan.

Speaking plan

Prepare

- > Write your timetable for a week.
- > Check how to say the school subjects in English.

Speak

- > Ask your partner questions from the **Useful language** box to find the days and times of five lessons.
- > Use phrases from the **Useful language** box to answer your partner.

Reflect

- > How can you improve next time?
- > Swap partners and act out a new dialogue.



Now play *Keep moving!*

FAST FINISHER

Choose a day of the week. Write sentences about the time of your lessons.

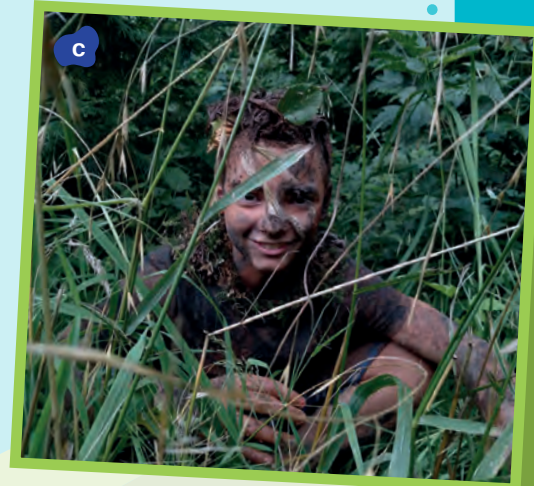
Maths is at quarter past nine ...

A DIFFERENT SCHOOL

- The Whole Earth Nature School in the USA is different from most schools. Students aren't in a classroom all day. There aren't computers or laptops. At this school, the lessons are outside in a beautiful forest!

LESSONS

- The students play a lot of games and the timetable is always interesting. The lessons have animal names.
- In 'The Way of the Cougar', students paint their faces and bodies with mud. Now they're the same colour as the forest. They're very quiet, too... shh... Where are they?!
- In 'The Way of the Raccoon', students learn about plants. They find edible plants in the forest and make a big salad for lunch. Yum!
- In 'The Way of the Owl', students study the animals in the forest. They listen to different birds and look for wild animals and their homes. But they need to be careful – there are black bears here!
- In 'The Way of the Wolverine', students make a home in the forest. They make a fire, too!



TEACHERS

- The teachers at Whole Earth are different from your teachers. They have nature names like Lonestar, Thunder and Foxfire. They tell stories and sing songs by the fire. Their clothes are different, too!

CLOTHES

There aren't any uniforms at Whole Earth. Students wear T-shirts and they paint them with mud. Their clothes get very dirty!

At this school, the lessons aren't boring. At the end of the school day, the students are tired and dirty, but they are happy!



1 Look at the photos of the students at Whole Earth Nature School. Where are the students? What country is the school in?

2 1.14 Read and listen to the article and check.

3 Match the photos a-f with the blue sentences in the article.

4 Read the article again. Complete the sentences with the correct form of *be*.

- 1 The Whole Earth school ... in the UK.
- 2 The lessons ... in a classroom.
- 3 The timetable ... interesting.
- 4 'The Way of the Owl' ... a lesson about animals.
- 5 The students ... in school uniforms.
- 6 The students ... happy at the end of the school day.

5 **COMPARE CULTURES** Work in pairs. Compare your school with the Whole Earth Nature School.

The lessons in the Whole Earth Nature School are outside. The lessons in my school are in classrooms.

6 1.15 Read the text. Match the countries in the box with the pictures 1-4. Listen and check.

Australia Japan UK Uruguay

7 **Word Power** Match the words in the box with the clothes in the photos.

hat jumper shirt shoes shorts
skirt socks tie trousers

8 **GET CREATIVE** Work in pairs. Design a school uniform.

9 Describe your school uniform to the class.

The hat is pink and green.

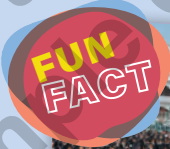
Now watch the culture video.

FAST FINISHER

Write a list of good things and bad things about Whole Earth Nature School.

Good things: no uniforms, ...

Bad things: no computers, ...



This is the City Montessori School in Lucknow, India. It is the biggest school in the world. There are more than 50,000 students at the school and there are more than 1,000 classrooms!

SCHOOL UNIFORMS AROUND THE WORLD

In many countries, students wear school uniforms. But the clothes aren't the same in every country. We hear from four students about their school uniform.



Me and my school

WRITING A student profile

I can write about myself.

1 Look at the pictures on the school website. Guess the answers to the questions. Read and check.

- 1 Where is the boy from?
- 2 How old is he?
- 3 What are his favourite subjects?

Brandon Gate School

Home | Students | Teachers | School Clubs | Latest news | Contact us | Sign in



Gus Winter – Year 8

Hi, my name's Gus and I'm twelve years old. I'm a student at Brandon Gate School and I'm in Year 8. The school is in Bristol, a city in the UK. It's a big school and there are 2,000 students. My favourite day is Wednesday. English and P.E. are my favourite subjects and they're on Wednesday! English is difficult, but it's interesting. P.E. is fun ... football is my favourite sport, but I'm not in the school football team.



2 Work in pairs. Compare yourselves with Gus.

Gus is twelve and I'm twelve, too.

I'm not from the UK. I'm from Brazil.

3 Look at the **Useful language**. How do you say these expressions in your language?

Useful language

You and your school

I'm in Year ...

I'm a student at ...

It's a big/small/old/new school.

There are ... students.

My favourite day/subject is ...

I'm (not) in the school ... team.

4 Read the **Look!** box. Find examples of capital letters in Gus's profile.

Look! Capital letters

We use capital letters:

- at the start of sentences: *It's an old school.*
- when we use the subject pronoun *I*: *I'm ten years old.*
- for names of people and places: *My name's Ana and I'm from Madrid.*
- for countries and nationalities: *I'm from Spain and I'm Spanish.*
- for days of the week: *Friday is my favourite day.*

5 In your notebook, rewrite the sentences with capital letters.

- 1 hello, this is edward and he's mexican.
- 2 today isn't tuesday. it's monday.
- 3 my name's sonia and i'm from the usa.
- 4 this is kate. she's eleven years old.
- 5 it's a small school in birmingham in england.

6 Write a student profile about you for your school website.

Writing plan

Prepare

- › Make notes about you and your school.
 - Which year are you in?
 - What's the name of your school?
 - Where is it?
 - What's your favourite subject? Why?

Write

- › Use your notes to write sentences.
- › Use the expressions from the **Useful language** box.

Reflect

- › Check your use of capital letters.
- › Check your spelling.
- › Check your grammar: articles, *be*: affirmative and negative