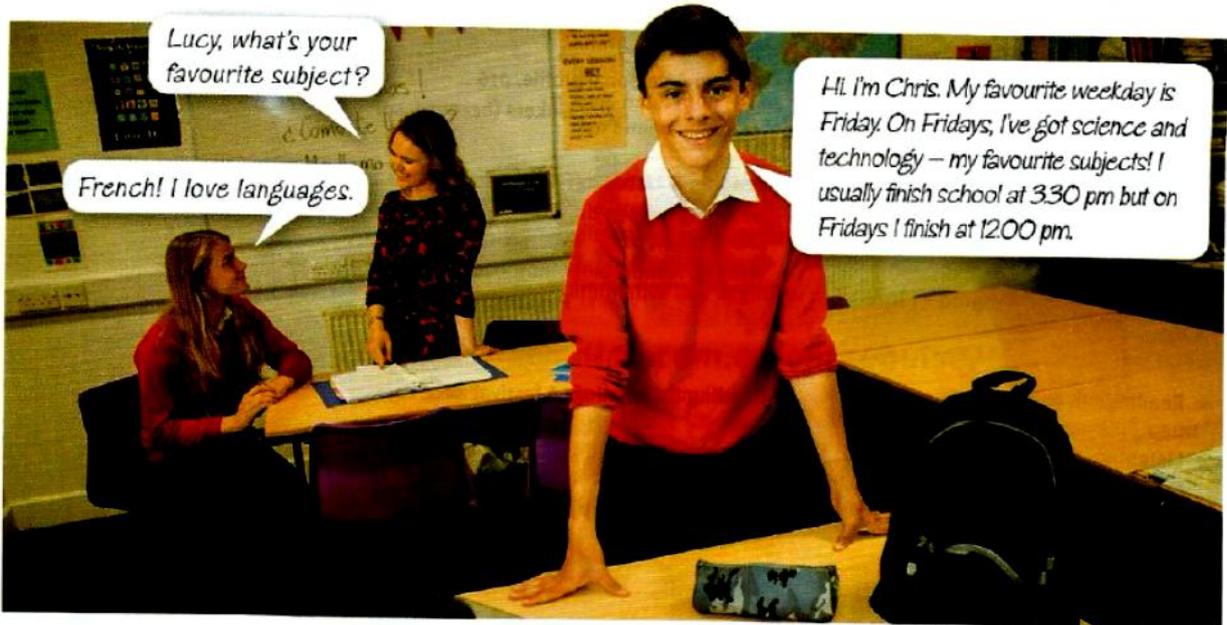


# It's my life!

## Vocabulary

### School subjects

1 These are Lucy and Chris. What are their favourite subjects? What is Chris's favourite weekday?



2 02 Look at the pictures and complete the school subjects. Then listen, check and repeat.

1 \_\_\_\_\_s

2 \_\_\_\_\_r\_\_\_\_\_

3 \_\_\_\_\_st\_\_\_\_\_

4 \_\_\_\_\_T\_\_\_\_\_

5 d\_\_\_\_\_a

6 \_\_\_\_\_u\_\_\_\_\_i\_\_\_\_\_

7 \_\_\_\_\_i\_\_\_\_\_e

8 g\_\_\_\_\_r\_\_\_\_\_

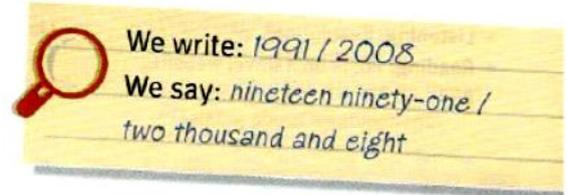
3 Answer.

- 1 What's your favourite weekday?
- 2 What subjects have you got on that day?

## Dates

4 03 Say the dates. Then listen and check.

- |              |              |
|--------------|--------------|
| 1 16/09/1996 | 3 01/05/2011 |
| 2 28/02/2000 | 4 03/01/2015 |



5 In turns, say the dates of these special days.

- 1 Christmas Day
- 2 Flag Day
- 3 Independence Day
- 4 New Year's Day
- 5 Your birthday

- Christmas Day is on 25th December.
- Flag Day is on...

# Listening & Speaking

## Getting to know people

- 1 Before you watch the video > Look at the photo. Who are they? Where are they?
- 2  04 Watch the video and listen for general ideas > Answer.
  - 1 Are Lucy and Chris in the same year?
  - 2 Do they live near each other?



- 3 Watch the video and listen for details > Complete the conversation.

So, what's your name?	My name's Lucy. What about you?
I'm Chris.	Nice to meet you, Chris. What year are you in?
I'm in Year 9.	Me too! I'm in (1) ... class.
Cool. Where do you live?	On Ash Road.
Oh, I live (2) ... there. Shall we (3) ... home together?	OK, let's go!

- 4 Speak > Role play in pairs.

- 1 Role play the conversation in Exercise 3.
- 2 Role play a new conversation. Use your own information.
- 3 Change roles.

### Keep it going!

Circle these questions in the conversation.

What's your name?      What about you?  
 What year are you in?      Where do you live?

Use them when you meet people to get to know them. Use *Me too!* to say that something is also true for you.

# Grammar

## Be

1 Look at the table and revise.

Affirmative		
I	am	15 years old.
You / We / They	are	Chinese.
He / She / It	is	from Spain.
Negative		
I	am not	from Italy.
You / We / They	are not	in London.
He / She / It	is not	my best friend.

2 Rewrite the sentences in the table using the short forms of *be*.

3 Write *T* (True) or *F* (False). Then correct the false sentences. Use short forms of *be*.

- Great Britain is an island.
- Juan and Pilar are English names.
- Edinburgh is the capital of England.
- British people's favourite drink is tea.
- The White House is in London.

4 Look at the table and revise.

Yes/No questions		
Am	I	a teenager?
Are	you / we / they	friends?
Is	he / she	your teacher?
Short answers		
Yes,	I	am.
	you / we / they	are.
	he / she	is.
No,	I	'm not.
	you / we / they	aren't.
	he / she	isn't.

5 Answer about you. Use short answers.

- Is this your first English lesson?
- Are your friends in your English class?
- Are you on page 15 of this book?
- Is English your favourite subject?
- Are you in Year 1 of secondary school?

# Vocabulary

## Home

6 Look at the photo. What room is it? Write words for furniture.



7 Write a paragraph describing the room in Exercise 6. Use *there is*, *there are*, *there isn't* and *there aren't*, and adjectives from the box.

modern old tidy clean dirty  
nice expensive

## Routines

8 Write the activities from the box in the order you do them. Write the times. Then describe your daily routine to a classmate.

go to bed have breakfast go to school  
have a shower do my homework  
come back home have lunch

My routine	
Time	Activity

# Vocabulary

## Clothes

1 Match the photos to the texts on the right.



### OUR FAVOURITE CLOTHES

- 1 My favourite clothes are my **jeans**! I wear them with a **T-shirt** in summer and with a **sweater** in winter. I always wear **trainers**.  
Who am I?
- 2 I love my new **jacket**. It looks great with my **scarf** and my brown **boots**!  
Who am I?
- 3 This is my favourite **dress**. It looks nice with these **sandals**. I sometimes wear a **jacket** with it if it's cold.  
Who am I?

2 Write other words for clothes.



## Grammar

### Possessive adjectives

3 Complete the table.

Subject pronouns						
I	you	he	she	it	we	they
Possessive adjectives						
my				its	our	

4 Complete the sentences with possessive adjectives.

- 1 Lucy's dress is black and white, and ... sandals are brown.
- 2 Chris's jeans are blue and ... sweater is grey.
- 3 Lucy and Nina are happy. They like ... clothes!
- 4 I'm wearing a new jacket with ... jeans.
- 5 Do you like fashion? What are ... favourite clothes?

### Possessive 's

5 Analyze these sentences.



- 1 The dog's coat is red.  
's = possession



- 2 The boys' T-shirts are big.  
's = possession



- 3 Jane's happy.  
's = is



- 4 She's got old trainers.  
's = has

6 Choose the correct answers.

- 1 Nina's hair is long.  
a 's = possession    b 's = is    c 's = has
- 2 She's got brown eyes.  
a 's = possession    b 's = is    c 's = has
- 3 The boy's jeans are blue.  
a 's = possession    b 's = is    c 's = has
- 4 He's sad.  
a 's = possession    b 's = is    c 's = has
- 5 Nina's jacket is new.  
a 's = possession    b 's = is    c 's = has

**Language** *Countable nouns* can be both singular and plural. Examples: *screw, nail, bottle*. *Uncountable nouns* are always singular. Examples: *concrete, cement, sand, oil*.

screws are countable		cement is uncountable	
a	screw	some	cement
one			
some	screw	-	
two			
a bag of		a bag of	
two bags of		two bags of	

Do you need	some/any	screws? cement?	How	many (screws) much (cement)	do you need?
-------------	----------	--------------------	-----	--------------------------------	--------------

**4** Complete the dialogue with the words in the box.

any how many much some What colour What size



- *Good morning. Can I help you?*
- Hello. Do you have (1) \_\_\_\_\_ screws?
- *Certainly. (2) \_\_\_\_\_ do you need?*
- Ten mil.
- *OK. And (3) \_\_\_\_\_ do you need?*
- Fifty, please.
- *Right. So that's fifty 10 mil screws. Anything else?*
- Yes. I need to buy (4) \_\_\_\_\_ paint, please.
- (5) \_\_\_\_\_?
- Black.
- *OK. So (6) \_\_\_\_\_ black paint do you need?*
- Six large tins, please.
- *Anything else?*
- No, that's all, thanks.

**5** Make similar dialogues with your partner. Use the questions in the box and the information from the table.

To buy ...		
Item	Quantity	Kind, size or colour
screws	50	10 mm
paint	6 large tins	black
glue	2 tubes	superglue
nuts	30	15 mm
oil	15 L	motor oil
bolts	60	25 mm
cement	20 bags	white
nails	2 packets of 50	20 mm

write: 15 L; say: 15 litres

How many? How much?  
What colour? What kind?  
What size? What type?



## 1 Heating system

**Start here** 1 Work in groups. Which way does the water flow in this system? Draw arrows to show the direction of the flow.



### Solar water heater

The main parts of this system are water pipes, a solar water panel, a water tank, an inlet, a valve and a shower head. The tank is above the solar panel.

5 Cold water enters the system through the inlet. (It) then flows into the tank. From (here), the water flows into the solar panel.

The Sun heats the water in the panel.

10 The hot water rises and flows from the panel into the tank. In the tank, hot water stays at the top and cold water sinks to the bottom.

15 When you open the valve, hot water flows from the tank, through the valve, to the shower head. (Here) (it) finally leaves the system.

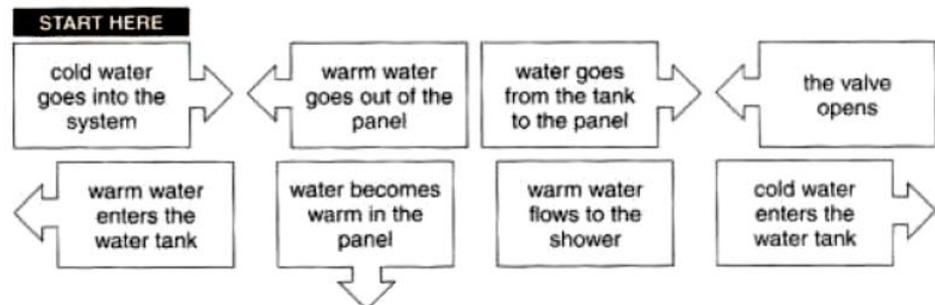
**Reading** 2 Read the text. Check the directions of your arrows in 1.

3 What do these words refer to?

- |                  |                |               |                |
|------------------|----------------|---------------|----------------|
| 1 It (line 6)    | a) inlet       | b) cold water | c) system      |
| 2 here (line 7)  | a) tank        | b) inlet      | c) water       |
| 3 Here (line 16) | a) tank        | b) valve      | c) shower head |
| 4 it (line 16)   | a) shower head | b) valve      | c) hot water   |

Example: I Cold water enters the system through the inlet. It then ...  
In line 6, it refers to cold water.

4 Draw the flow chart, putting these boxes into the correct order.



## 1 Materials testing

- Start here** 1 Work in pairs. Read the instructions and answer the question.
- Look at the helmet and rope. What are they made of?
  - Design tests for them. Use diagrams and the words in the box.

break nylon polycarbonate pull stretch strike

- Listening** 2  32 Listen and answer the questions.

- 1 What material is the rope made of?  
\_\_\_\_\_
- 2 What is the lecturer doing?  
\_\_\_\_\_
- 3 Is the rope breaking?  
\_\_\_\_\_

- 3 Listen again and complete the dialogue.

- I'm (1) \_\_\_\_\_ the rope. I'm (2) \_\_\_\_\_ it.  
Is it (3) \_\_\_\_\_?
- No, it (4) \_\_\_\_\_.
- That's right. It (5) \_\_\_\_\_.

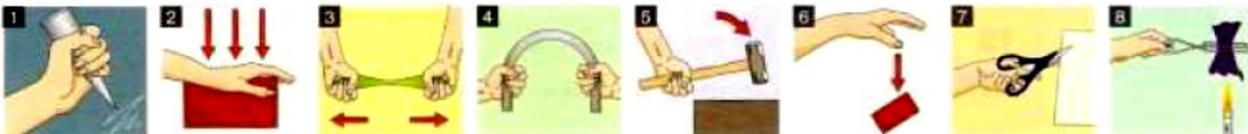


- Language** This is the *present continuous* form of the verb. Use it to describe what is happening at the same time as you are speaking.

I	'm am	pull	-ing	the rope.
The rope	isn't is not	break	-ing.	
What	are	you	do	
	is	the rope	break	-ing?

- Vocabulary** 4 Match the actions with the verbs in the box.

bend compress cut drop heat scratch stretch strike



**Language 5** The lecturer is testing other materials. Complete his description.

- Now I (1) *in heating* (heat) this plastic to 100°C. Can you see? It (2) \_\_\_\_\_ (not melt). OK, now I (3) \_\_\_\_\_ (put) this helmet on the floor. And now the machine (4) \_\_\_\_\_ (drop) a 10 kg weight on it. Right, now look at Dr Wilson. He (5) \_\_\_\_\_ (strike) the metal plate with a hammer. But the plate (6) \_\_\_\_\_ (not bend). OK, now the jaws of the vice (7) \_\_\_\_\_ (compress) this plastic block. The block (8) \_\_\_\_\_ (not break). Now Dr Wilson (9) \_\_\_\_\_ (hang) a weight of 500 kg from the ropes. But the ropes (10) \_\_\_\_\_ (not stretch).

Note the spelling changes:  
 strike → striking  
 drop → dropping  
 cut → cutting

**Speaking 6** What are the people in the gym doing? Describe this picture using the words in the box.

bend cycle hold lift pick up pull push run sit stretch touch



**7** Ask and answer questions about the picture in 6.

- A: *What's D doing? Is he pushing the bar up?*  
 B: *No, he isn't. He's pulling the bar down.*

**8** Work in pairs. Guess the sport from the mime.

Student A: do the actions.

Student B: guess what Student A is doing. Then change roles.

- A: *Watch me. (Mime a sport). What am I doing now?*  
 B: *Are you diving?*  
 A: *No, I'm not diving.*  
 B: *I know. You're swimming.*  
 A: *Yes, you're right. I'm swimming.*