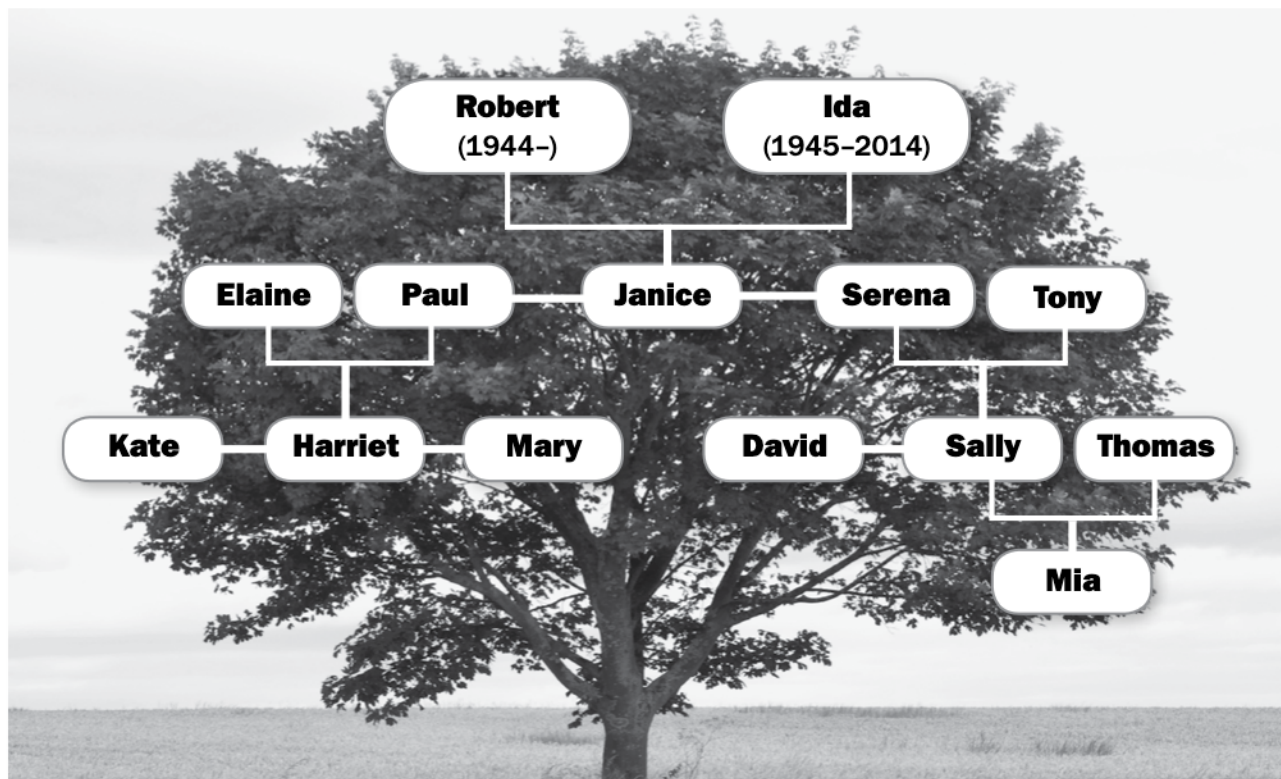


# Unit 1

## Family Matters

**1** Look at the family tree. Complete each sentence with a word from the box.



children   died   ~~four~~   generations   grandfather   husband   is married to   son   wife

- Robert and Ida have got four granddaughters.
- Paul and Elaine have got three \_\_\_\_\_.
- David is Serena and Tony's \_\_\_\_\_.
- Elaine \_\_\_\_\_ Paul.
- Ida \_\_\_\_\_ in 2014.
- Sally is Thomas's \_\_\_\_\_.
- Serena's \_\_\_\_\_ is called Tony.
- There are four \_\_\_\_\_ in the family.

**2 Listen.** Tick the questions you hear. **010**

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| 1. a. What's your favourite food?    | <input type="checkbox"/>            |
| b. What's your favourite sport?      | <input checked="" type="checkbox"/> |
| 2. a. What's your husband's name?    | <input type="checkbox"/>            |
| b. What's your son's name?           | <input type="checkbox"/>            |
| 3. a. Where are your parents from?   | <input type="checkbox"/>            |
| b. Where are your grandparents from? | <input type="checkbox"/>            |
| 4. a. What's his name?               | <input type="checkbox"/>            |
| b. What's her name?                  | <input type="checkbox"/>            |

**3 Listen.** Write the number of the sentence that goes with each photo. **011**

|                                                                                        |                                                                                         |                                                                                          |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| a.   | b.   | c.   |
| d.  | e.  | f.  |

**4 Listen to the questions.** Write answers. **012**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## GRAMMAR

### Be and have got

| Be                               | Have got                                  |
|----------------------------------|-------------------------------------------|
| I'm an explorer.                 | I've got two sisters.                     |
| You <b>aren't</b> an explorer.   | You've got one brother.                   |
| <b>Is</b> he a photographer?     | He <b>hasn't got</b> famous grandparents. |
| We're explorers.                 | We've got similar interests.              |
| <b>Are</b> they good at singing? | <b>Have</b> they got any children?        |

|            |
|------------|
| am = 'm    |
| is = 's    |
| are = 're  |
| have = 've |
| has = 's   |

You can use the verb **be** with nouns (*I'm an explorer.*) and adjectives (*It's dangerous.*)

To form the negative, use *not* or add *n't*: *I'm not an explorer.* / *We aren't happy.*

To ask a question, change the word order: **Are** you an explorer?

We use **have got** to talk about things that are ours (*I've got two sisters.*) or to describe people (*She's got long hair.*).

To form the negative, use *not* or add *n't*: *They have not got/haven't got their tickets.*

To ask a question, change the word order: **Has** he got blue eyes?

### 1 Circle the correct words.

- I'm not / aren't a photographer.
- She's got / 've got two cats.
- Are / Is they explorers?
- They've got / 's got one daughter.

### 2 Read and match the two parts of the sentence. Write the letter on the line.

- |                                               |                                 |
|-----------------------------------------------|---------------------------------|
| <u>  C  </u> 1. Alexandra Cousteau has got    | a. but my friend isn't.         |
| <u>      </u> 2. Jennifer is                  | b. sport?                       |
| <u>      </u> 3. Richard and Meave Leakey are | c. a famous grandfather.        |
| <u>      </u> 4. Is your sister good at       | d. any pets?                    |
| <u>      </u> 5. I'm interested in volcanoes, | e. Conrad Anker's wife.         |
| <u>      </u> 6. Have you got                 | f. Louise and Samira's parents. |

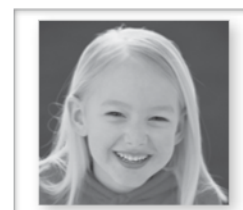
### 3 Now listen and check your answers. 013



**4 Complete the sentences using the correct form of the words.**

1. The book \_\_\_\_\_ is \_\_\_\_\_ (be / ✓) really good.
2. Johann \_\_\_\_\_ (have got / ✗) any sisters.
3. Some of the insects in the rain forest \_\_\_\_\_ (be / ✓) dangerous.
4. The children \_\_\_\_\_ (be / ✗) tall enough to ride the rollercoaster.
5. We \_\_\_\_\_ (have got / ✓) new ice skates.
6. Mrs Moreau \_\_\_\_\_ (be / ✓) French.

**5 Listen to the boy.** Write the words he uses to describe each family member.  **014**



This is my dad. He (1) \_\_\_\_\_ an architect. He (2) \_\_\_\_\_ two older brothers. He (3) \_\_\_\_\_ really (4) \_\_\_\_\_ and (5) \_\_\_\_\_.

This is my mum. She (6) \_\_\_\_\_ a photographer. She (7) \_\_\_\_\_ a really nice camera. My mum's (8) \_\_\_\_\_ at cooking too, and she makes delicious cakes.

Ben (9) \_\_\_\_\_ my brother. He's (10) \_\_\_\_\_ in films and he's (11) \_\_\_\_\_ at acting. He often plays with me. I'm glad I haven't got a (12) \_\_\_\_\_ brother!

Jane is my sister. She (13) \_\_\_\_\_ three years old. She's very (14) \_\_\_\_\_. She (15) \_\_\_\_\_ a new drum kit and it's very (16) \_\_\_\_\_!

**6 Write sentences about two people in your family or a famous family.** Use *be* and *have got* and words from the box.

annoying      friendly      funny      mean      noisy      rude

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# Omelettes!

## How do you eat yours?



<sup>1</sup> A lot of people around the world eat eggs. One of the most popular ways to eat eggs is to make them into omelettes. But an omelette in Spain is very different to an omelette in Indonesia! This is how people in different countries eat theirs.

<sup>2</sup> Rudi has got two brothers and one sister. They live in Jambi in Indonesia. Their favourite breakfast is *telur dadar* – an Indonesian omelette. Their grandmother makes it for them every morning. She uses ten eggs each day! The omelettes have got garlic, onions and chilli in them. They're delicious!

<sup>3</sup> Akira lives with her mum and dad in Tokyo. Her favourite snack is her mum's *tamagoyaki*. It's a thin Japanese omelette. Akira eats this five times a week. Her mum adds two teaspoons of sugar and one teaspoon of soy sauce to the eggs. She then cooks the eggs in a hot pan. It's really tasty!

<sup>4</sup> Maria's grandmother makes *tortilla de patatas* for her family at least four times a week. She uses six eggs, three large potatoes and one large onion. Maria loves her grandmother's omelettes.

**2 Look at the numbers in the article.** Circle the correct answer.

| Paragraph number | Number in the article | Answer                                                                                                       |
|------------------|-----------------------|--------------------------------------------------------------------------------------------------------------|
| 2                | two                   | a. number of brothers Rudi has got<br>b. number of sisters Rudi has got                                      |
| 2                | ten                   | a. how many omelettes Rudi's grandmother makes<br>b. how many eggs Rudi's grandmother uses                   |
| 3                | two                   | a. teaspoons of sugar<br>b. teaspoons of soy sauce                                                           |
| 3                | five                  | a. number of times Akira eats a snack each week<br>b. number of times Akira eats <i>tamagoyaki</i> each week |
| 4                | six                   | a. number of potatoes<br>b. number of eggs                                                                   |

**3 Look at the table of ingredients.** Read *Omelettes! How do you eat yours?* again. Tick the boxes if the person uses that ingredient.

|           | Rudi's grandmother                  | Akira's mum              | Maria's grandmother      |
|-----------|-------------------------------------|--------------------------|--------------------------|
| Eggs      | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Onions    | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Potatoes  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Sugar     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Soy sauce | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Garlic    | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Chilli    | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

**4 Write about your favourite snack.** Who makes it for you? What ingredients are in it? How often do you eat it?

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## GRAMMAR

### Countable and uncountable nouns

| Countable nouns                                                                                                                                                    | Uncountable nouns                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>There are</b> six eggs in this omelette.<br><b>Are there any</b> peppers?<br>Yes, there are. <b>There are some</b> peppers, but <b>there aren't any</b> onions. | <b>There's some</b> honey in the cupboard.<br><b>Is there any</b> coffee?<br>No, there isn't. <b>There isn't any</b> coffee, but <b>there's some</b> tea. |

If we can count something, it's a countable noun: *eggs, peppers, onions*. We generally add an -s to make the plural. We can put *a/an* or a number before a countable noun: *an egg, six onions*.

If you can't count something, it's an uncountable noun: *bread, milk, water*. These words don't have a plural form.

- 1** Look at Mari's shopping list. Listen and write the numbers you hear in the boxes. If you don't hear a number, leave it blank. 🎧 016

|                                |             |                   |
|--------------------------------|-------------|-------------------|
| <input type="text" value="6"/> | onions      | <u>  C  </u>      |
| <input type="text"/>           | tomatoes    | <u>          </u> |
| <input type="text"/>           | garlic      | <u>          </u> |
| <input type="text"/>           | beefburgers | <u>          </u> |
| <input type="text"/>           | rice        | <u>          </u> |
| <input type="text"/>           | coffee      | <u>          </u> |
| <input type="text"/>           | bread       | <u>          </u> |
| <input type="text"/>           | eggs        | <u>          </u> |

- 2** Look at Mari's shopping list again. Write **C** for *countable* and **U** for *uncountable* next to each word.

- 3 Read the conversation between Polly and her grandmother.** Complete the sentences with words from the box. You can use a word more than once.

any      are      is      some      there

Polly: Grandma, how do you make your apple cake?  
Grandma: First, we need (1) \_\_\_\_\_ apples. How many apples  
(2) \_\_\_\_\_ there?  
Polly: (3) \_\_\_\_\_ are six apples in the fruit bowl. How many do we need?  
Grandma: Only four, so that's fine. We also need (4) \_\_\_\_\_ flour. That's in  
the cupboard, here. Is there (5) \_\_\_\_\_ butter in the fridge?  
Polly: I'll look ... yes, there's some butter.  
Grandma: And we need brown sugar. (6) \_\_\_\_\_ there (7) \_\_\_\_\_  
brown sugar in the cupboard?  
Polly: And we mustn't forget the spices. What do we need?  
Grandma: Polly, there aren't (8) \_\_\_\_\_ spices in my apple cake.

**4 Answer the questions.**

1. Are there any eggs in the kitchen? ✗ No, there aren't.
2. Is there a pineapple in the fruit bowl? ✓ \_\_\_\_\_
3. Is there any milk in the fridge? ✓ \_\_\_\_\_
4. Are there any potatoes in the cupboard? ✗ \_\_\_\_\_

**5 Write questions.** Then look at the shelf and answer the questions.



1. there / any / tomato? Are there any tomatoes? → Yes, there are.
2. there / any / biscuit? \_\_\_\_\_ → \_\_\_\_\_
3. there / any / milk? \_\_\_\_\_ → \_\_\_\_\_
4. there / any / rice? \_\_\_\_\_ → \_\_\_\_\_
5. there / any / potato? \_\_\_\_\_ → \_\_\_\_\_

## WRITING

When we want to connect pieces of information in a sentence, we use words such as *and* and *but*.

Use *and* to join similar pieces of information.

*My brother is crazy about sport, **and** he really likes to play music, too.*

Use *but* to contrast two different pieces of information.

*My mum is very friendly, **but** she's quite quiet.*

### 1 Organise.

- Describe a member of your family. Look at the list of topics. Write two sentences about each topic. Is the information in the two sentences similar or different?

|                    |   |  |
|--------------------|---|--|
| Appearance:        | 1 |  |
|                    | 2 |  |
| Personality:       | 1 |  |
|                    | 2 |  |
| Interests:         | 1 |  |
|                    | 2 |  |
| Favourite food:    | 1 |  |
|                    | 2 |  |
| Other information: | 1 |  |
|                    | 2 |  |

- Plan your writing. Look at the information in the table above. If the information is similar, join the sentences with *and*. If it is different, join the sentences with *but*.

|             |   |                                    |                                                              |
|-------------|---|------------------------------------|--------------------------------------------------------------|
| Appearance: | 1 | <i>She's got blue eyes.</i>        | <i>My grandmother has got blue eyes and short grey hair.</i> |
|             | 2 | <i>She's got short grey hair.</i>  |                                                              |
| Interests:  | 1 | <i>She likes music.</i>            | <i>She likes music, but she doesn't play music now.</i>      |
|             | 2 | <i>She doesn't play music now.</i> |                                                              |

### 2 Write.

- Go to page 39 in your Student's Book. Re-read the model.
- Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
- Write your final draft. Share it with your teacher and classmates.

# Now I can ...



## • talk about people in a family.

Write two sentences about someone in your family.

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Write two sentences about someone from a famous family.

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- ☐ Yes, I can!
- ☐ I think I can.
- ☐ I need more practice.

## • use *be* and *have got* to talk about members of my family.

Complete the sentences about your family.

I've got \_\_\_\_\_

He's \_\_\_\_\_

They're \_\_\_\_\_

She hasn't got \_\_\_\_\_

- ☐ Yes, I can!
- ☐ I think I can.
- ☐ I need more practice.

## • use countable and uncountable nouns.

Write three sentences using these words.

juice    parents    water

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- ☐ Yes, I can!
- ☐ I think I can.
- ☐ I need more practice.

## • write about someone using the joining words *and* and *but*.

Write four sentences about a friend. Join the sentences using *and* and *but*.

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- ☐ Yes, I can!
- ☐ I think I can.
- ☐ I need more practice.