



# Light Up

**STUDENT'S BOOK + WORKBOOK**

**STARTER**



**María Alicia Maldonado | Lavaughn John**

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• *a mansion*  
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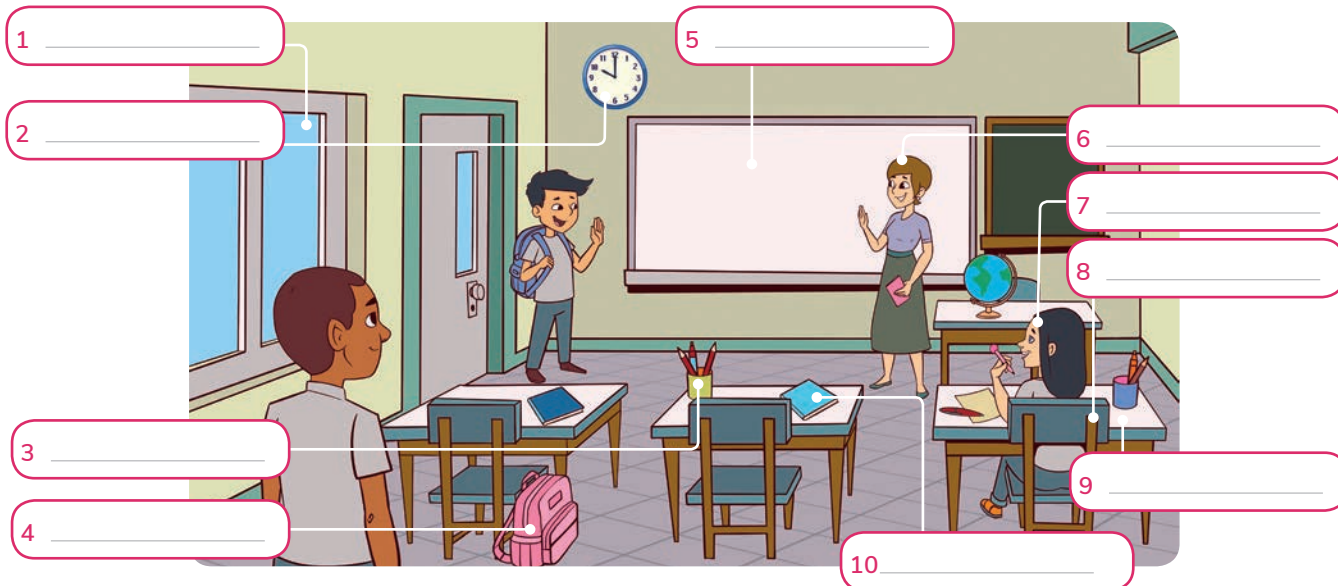
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# LIGHTING UP

## In the classroom

1 **ax** Look at the picture and fill in the blanks with words from the box.

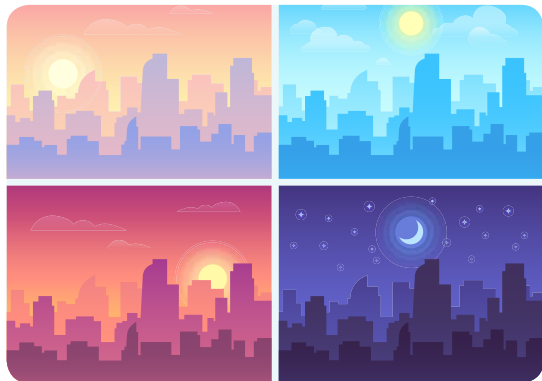
board student teacher chair desk notebook pencils bag window clock



We say:

Good morning.

Good afternoon.



Good evening.

Good night.

2 Practise these dialogues with a classmate. Use words from Exercise 1.

What's (desk) in Spanish?

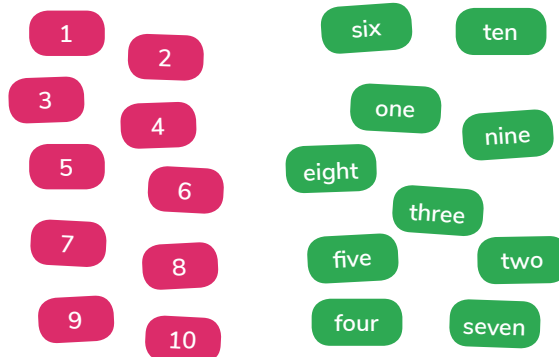
Desk in Spanish is (escritorio).

What's the English word for (ventana)?

The English word for ventana is (window).

## Numbers

3 **ax** **[02]** Listen and match the numbers to the words.



4 Look at the picture in Exercise 1 again and practise the dialogue with a classmate.

What's number ...?

It's a ...



It's **the** teacher. (only one)  
It's **a** student. (one of many)



## Fun time!

Draw a number on your classmate's back with your finger. He / she guesses the number. Then change roles. The student who guesses the most numbers wins.

## Classroom language

- 5  Look at the pictures. Then listen and complete the instructions.



Look



Match



Listen



Close



Open



Read



Write



Circle



Underline

Cross out

- 1 \_\_\_\_\_ your books at page 9.
- 2 \_\_\_\_\_ page 5, please.
- 3 \_\_\_\_\_ the correct answer.
- 4 \_\_\_\_\_ the pictures to the words.
- 5 \_\_\_\_\_ to the instructions.
- 6 \_\_\_\_\_ the extra word.
- 7 \_\_\_\_\_ your notebooks.
- 8 \_\_\_\_\_ at the board.
- 9 \_\_\_\_\_ your name.
- 10 \_\_\_\_\_ the title.

- 6   Read and complete with words from the box. Then listen and check.

|     |       |      |      |       |
|-----|-------|------|------|-------|
| six | eight | four | nine | seven |
|-----|-------|------|------|-------|

11 eleven    12 twelve    13 thirteen    14 \_\_\_\_\_teen    15 fifteen  
 16 \_\_\_\_\_teen    17 \_\_\_\_\_teen    18 \_\_\_\_\_teen  
 19 \_\_\_\_\_teen    20 twenty

- 7 What is similar about the numbers in pink circles?

## Fun time!

Join a classmate. Think of a number between 1 and 20. Your classmate has to guess it. Take turns.

- 8  We use the English words below in Spanish. Join a classmate and try to complete the missing letters. Then listen and check your answers.

- |                    |                      |
|--------------------|----------------------|
| 1 sh _ pp _ ng     | 8 ph _ t _           |
| 2 tel _ vi _ i _ n | 9 _ c _ nn _ r       |
| 3 a _ r b _ g      | 10 t _ le _ _ one    |
| 4 c _ mp _ ter     | 11 r _ gb _          |
| 5 de _ ti _ t      | 12 di _ _ iona _ _ y |
| 6 _ i-f _          | 13 fo _ _ ball       |
| 7 em _ _ l         | 14 r _ b _ t         |

- 9  Now complete the table with words from Exercise 8. Underline the stressed syllables.

| English = Spanish | English ≠ Spanish |
|-------------------|-------------------|
| television        | football          |
|                   |                   |
|                   |                   |
|                   |                   |
|                   |                   |
|                   |                   |
|                   |                   |
|                   |                   |
|                   |                   |

Can you add more words to the lists?

## Goals

- > Say hello and goodbye
- > Ask for and give personal information
- > Spell your name
- > Describe people and places
- > Write about a person you know
- > Listen to a conversation about a language course
- > Project: A presentation on a special person at school

## 1 Match the dialogues to the pictures.

1 A: Goodbye, Ayelén!

B: Bye, Fran!

2 A: Hello! I'm Patricia.

B: Hi! My name's Francisco.

A: Nice to meet you, Francisco.

B: Nice to meet you, too.

3 A: Hi, Isabel!

B: Hello, Sarah!

4 A: Good morning. My name's Robert.

B: Nice to meet you, Robert. I'm Miss Atkins.



## 2 Match the columns.

- |                     |                       |               |
|---------------------|-----------------------|---------------|
| 1 Hello!            | <input type="radio"/> | a I'm Robert. |
| 2 My name's Robert. | <input type="radio"/> | b Goodbye!    |
| 3 Bye!              | <input type="radio"/> | c Hi!         |

## 3 It's Marie's first day at school. She is talking to Miss Duncan, her counsellor. Listen and circle the correct options.

- Miss Duncan Good <sup>1</sup> *morning / afternoon*, Are you Marie Rousseau?
- Marie Yes, Miss.
- Miss Duncan Can you spell your surname, please?
- Marie Sure! R-O-U-double S-E-A-U.
- Miss Duncan Are you French?
- Marie Yes, I am from Paris.
- Miss Duncan Are you <sup>2</sup> *13 / 12* ?
- Marie Yes, I am.
- Miss Duncan Are you in Year <sup>3</sup> *2 / 4* ?
- Marie No, I'm not. I'm in Year 1.
- Miss Duncan What's your phone number?
- Marie <sup>4</sup> *2909-8531. / 2099-8513.*
- Miss Duncan And your email address?
- Marie mr\_13@frenchmail.com
- Miss Duncan Ok, Marie, now ...



In English, we say telephone numbers one by one.  
0 is called oh.  
E.g. 2909-8531  
TWO-NINE-OH-NINE-EIGHT-FIVE-THREE-ONE

## 4 Fill in the form with Marie's information. Then, practise the dialogue with a classmate.

### International School of English

ID 4728



First name: \_\_\_\_\_

Surname: \_\_\_\_\_

Age: \_\_\_\_\_ Year: \_\_\_\_\_

Email address: \_\_\_\_\_

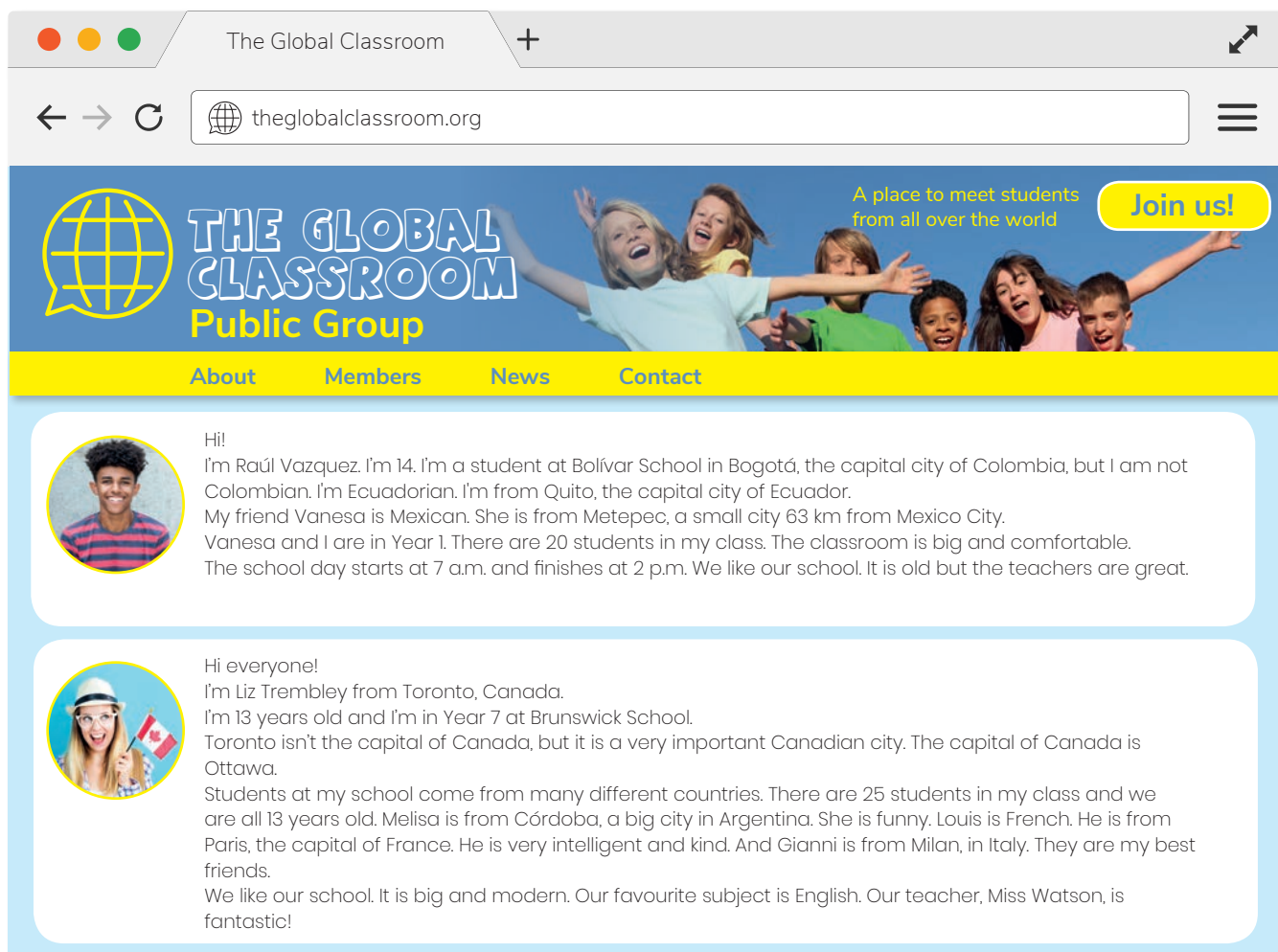
Telephone number: \_\_\_\_\_

Teacher: Mr Parker



### Think it up!

- You are going to prepare a poster / slide presentation about a special person at your school. You are going to describe them and their role in the school to the class.



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Hi!

I'm Raúl Vazquez. I'm 14. I'm a student at Bolívar School in Bogotá, the capital city of Colombia, but I am not Colombian. I'm Ecuadorian. I'm from Quito, the capital city of Ecuador.  
My friend Vanesa is Mexican. She is from Metepec, a small city 63 km from Mexico City.  
Vanesa and I are in Year 1. There are 20 students in my class. The classroom is big and comfortable.  
The school day starts at 7 a.m. and finishes at 2 p.m. We like our school. It is old but the teachers are great.

Hi everyone!

I'm Liz Trembley from Toronto, Canada.  
I'm 13 years old and I'm in Year 7 at Brunswick School.  
Toronto isn't the capital of Canada, but it is a very important Canadian city. The capital of Canada is Ottawa.  
Students at my school come from many different countries. There are 25 students in my class and we are all 13 years old. Melisa is from Córdoba, a big city in Argentina. She is funny. Louis is French. He is from Paris, the capital of France. He is very intelligent and kind. And Gianni is from Milan, in Italy. They are my best friends.  
We like our school. It is big and modern. Our favourite subject is English. Our teacher, Miss Watson, is fantastic!

### 1 Read and find:

- 9 cities.
- 6 countries.
- 5 nationalities.

### 2 Read again and circle the correct options.

- Raúl is **in / from** Bogotá. **He / She** is Ecuadorian.
- His / Her** friend is Vanesa. She **is / isn't** from Mexico City.
- Vanesa and Carlos **is / are** in Year 1. **His / Their** classroom is big and comfortable.
- Liz **is / isn't** Canadian. **He / She** is in Year 7.
- Gianni, Melisa and Louis **are / aren't** her friends. **She / They** are from different countries.
- Gianni is **Italian / Canadian**.

### 3 Read once more and complete the descriptions.

- Bolívar School \_\_\_\_\_.
- Teachers at Bolívar School are \_\_\_\_\_.
- Melisa is \_\_\_\_\_.
- Louis is \_\_\_\_\_.
- Miss Watson is \_\_\_\_\_.
- Brunswick School is \_\_\_\_\_.

### Your turn!

Write about yourself. Join with a classmate and practice.

- My name is \_\_\_\_\_.
- My surname is \_\_\_\_\_.
- I'm \_\_\_\_\_ years old.
- I'm from \_\_\_\_\_ in \_\_\_\_\_.

### In action!

- Think of a person at school that is important to you. It can't be a student in your class.
- Visit the person and tell him / her about the project.

# VOCABULARY

1

## The alphabet

- 1 Listen and repeat the letters of the alphabet.



- 2 Listen again and complete the table with letters from the box. Then check with a classmate.

A B E I K L O U V Z

|      |    |   |   |   |   |   |   |   |
|------|----|---|---|---|---|---|---|---|
| /i:/ | 1  | C | D | 2 | G | P | T | 3 |
| /e/  | F  | 4 | M | N | S | X | 5 |   |
| /ei/ | 6  | H | J | 7 |   |   |   |   |
| /ju/ | Q  | 8 | W |   |   |   |   |   |
| /ai/ | 9  | Y |   |   |   |   |   |   |
| /əʊ/ | 10 |   |   |   |   |   |   |   |
| /ɑ:/ | R  |   |   |   |   |   |   |   |

- 3 Do you know what these initialisms and acronyms mean? Join a classmate and discuss.

BBC LASER UK LOL CD OMG MTV  
USA CNN ZIP (code) VIP CSI

- Laugh Out Loud
- Oh My God
- Very Important Person
- British Broadcasting Corporation
- Cable News Network
- Crime Scene Investigation
- United Kingdom
- United States of America
- Compact Disk
- MusicTelevision
- Light Amplification by Stimulated Emission of Radiation
- Zone Improvement Plan

You read **acronyms** as words. E.g. *ASAP* (As Soon As Possible)  
You read **initialisms** letter by letter. E.g. *UFO* (Unidentified Flying Object)  
Search online for a **list of common initialisms and acronyms**.

- 4 Read and practise the dialogue with a classmate. Then use your own information. Write down what your classmate says. Check if you are right.

What's your surname?

Frankl. F-R-A-N-K-L.

And your phone number?

1-1-6-3-2-5-7-0-9.

## Email addresses

- 5 Match the symbols to the meanings.

- |     |                       |              |
|-----|-----------------------|--------------|
| 1 @ | <input type="radio"/> | a underscore |
| 2 . | <input type="radio"/> | b asterisk   |
| 3 _ | <input type="radio"/> | c at         |
| 4 / | <input type="radio"/> | d hyphen     |
| 5 * | <input type="radio"/> | e hash       |
| 6 - | <input type="radio"/> | f dot        |
| 7 # | <input type="radio"/> | g slash      |

- 6 Exchange email addresses with 4 classmates. Now you can ask about homework by email.

## Adjectives describing people and places

- 7 Put the letters in order to form words to describe the following people and places.



MLSAL



LILNEGETNIT



NUNFY



DONMER



NAFTATISC



L O D

## Numbers

- 8 Listen and put the numbers in order.

- |                                   |                               |                              |
|-----------------------------------|-------------------------------|------------------------------|
| <input type="radio"/> twenty      | <input type="radio"/> ninety  | <input type="radio"/> sixty  |
| <input type="radio"/> fifty       | <input type="radio"/> seventy | <input type="radio"/> eighty |
| <input type="radio"/> one hundred | <input type="radio"/> thirty  |                              |
| <input type="radio"/> forty       | <input type="radio"/> ten     |                              |

- 9 Look and complete the sequences. Use words from the box.

eighty fifty-four forty seventy-five twenty-eight

- 20: twenty, 24: twenty-four, \_\_\_\_\_
- 30: thirty, \_\_\_\_\_, 50: fifty
- \_\_\_\_\_, 58: fifty-eight, 62: sixty-two
- 65: sixty-five, 70: seventy, \_\_\_\_\_
- \_\_\_\_\_, 90: ninety, 100: one hundred

# 1

## GRAMMAR

### Subject pronouns

#### 1 Read and practise.

| Singular | Plural |
|----------|--------|
| I        | We     |
| You      | You    |
| He       | They   |
| She      |        |
| It       |        |

### Verb to be – affirmative

#### 2 Study and complete the table.

| Full form                              | Short (contracted) form               |
|----------------------------------------|---------------------------------------|
| I <b>am</b> Celene.                    | I <b>'m</b> Celene.                   |
| You <b>are</b> Luis.                   | You <b>are</b> Luis.                  |
| He <b>is</b> Albert.                   | He <sup>4</sup> _____ Albert.         |
| She <sup>1</sup> _____ Marina.         | She <b>'s</b> Marina.                 |
| It <sup>2</sup> _____ Perico.          | It <b>'s</b> Perico.                  |
| We <b>are</b> Ann and Javier.          | We <sup>5</sup> _____ Ann and Javier. |
| You <b>are</b> Julie and Laura.        | You <b>'re</b> Julie and Laura.       |
| They <sup>3</sup> _____ Mel and Justo. | They <b>'re</b> Mel and Justo.        |



We use:

- full forms in formal documents.
- short (contracted) forms when we write to friends or when we speak.

#### 3 Complete with *am*, *is* or *are*.

- I \_\_\_\_\_ a student.
- Margarita \_\_\_\_\_ from Peru.
- My friend Jenny \_\_\_\_\_ very intelligent.
- Chris and Helen \_\_\_\_\_ from the USA.
- We \_\_\_\_\_ very happy.

#### 4 Rewrite sentences 1, 2 and 5 using the short form.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### 5 Complete the sentences with the correct subject pronoun.

- Hi! \_\_\_\_\_ 'm María.
- \_\_\_\_\_ is my friend Francisco.
- \_\_\_\_\_ is my pet.
- \_\_\_\_\_ are my friends Milton and Joaquín.
- Alicia is a student. \_\_\_\_\_ is from Uruguay.

### Possessive adjectives

| Subject pronoun                | Possessive adjective              |
|--------------------------------|-----------------------------------|
| I'm a student.                 | <b>My</b> name is Peter.          |
| <b>You're</b> from Colombia.   | <b>Your</b> family is in Bogota.  |
| <b>He's</b> at school.         | <b>His</b> classroom is big.      |
| <b>She's</b> my friend.        | <b>Her</b> name is Letizia.       |
| <b>It's</b> my pet.            | <b>Its</b> name is Bony.          |
| <b>We're</b> in Year 7.        | <b>Our</b> friends are Canadian.  |
| <b>They're</b> from Argentina. | <b>Their</b> hometown is Mendoza. |

#### 6 Complete the text with subject pronouns and possessive adjectives.

Hi! <sup>1</sup> \_\_\_\_\_ name's Celene. In this photo <sup>2</sup> \_\_\_\_\_ am with Raquel and Laura. <sup>3</sup> \_\_\_\_\_ 're <sup>4</sup> \_\_\_\_\_ friends and classmates. <sup>5</sup> \_\_\_\_\_ 're students in Year 7. <sup>6</sup> \_\_\_\_\_ favourite teacher is Ms Murray. <sup>7</sup> \_\_\_\_\_ 's great! <sup>8</sup> \_\_\_\_\_ lessons are very interesting. English is fun! Raquel and Laura aren't from Argentina. <sup>9</sup> \_\_\_\_\_ 're exchange students. Raquel is from Brazil. <sup>10</sup> \_\_\_\_\_ family is in São Paulo. Laura is from Salto, in Uruguay.

### Verb to be – negative

#### 7 Study and complete the table.

| Full form                        | Short form                     |
|----------------------------------|--------------------------------|
| I <b>am not</b> a teacher.       | I <b>'m not</b> a teacher.     |
| You <b>are not</b> from Japan.   | You <b>aren't</b> from Japan.  |
| He <b>is not</b> at school.      | He <b>isn't</b> at school.     |
| She <b>is not</b> French.        | She <sup>3</sup> _____ French. |
| It <sup>1</sup> _____ my dog.    | It <b>isn't</b> my dog.        |
| We <sup>2</sup> _____ in Year 9. | We <b>aren't</b> in Year 9.    |
| They <b>are not</b> nice.        | They <sup>4</sup> _____ nice.  |

8 Read the text in Exercise 6 again and correct the following information.

- 1 Celene is a teacher.  
Celene isn't a teacher. She's a student.
- 2 Celene, Raquel and Laura are in Year 9.  
\_\_\_\_\_
- 3 Ms Murray is their classmate.  
\_\_\_\_\_
- 4 English is horrible!  
\_\_\_\_\_
- 5 Laura is from Venezuela.  
\_\_\_\_\_

### Verb to be – interrogative and short answers

|                     |                        |                                    |
|---------------------|------------------------|------------------------------------|
| Am I tall?          | Yes, you <b>are</b> .  | No, you <b>are not / aren't</b> .  |
| Are you from Salto? | Yes, I <b>am</b> .     | No, I <b>am not / 'm not</b> .     |
| Is she 18?          | Yes, she <b>is</b> .   | No, she <b>is not / isn't</b> .    |
| Are they at school? | Yes, they <b>are</b> . | No, they <b>are not / aren't</b> . |

### Wh-questions

| Wh- +   | to be      | + subject                                    |
|---------|------------|----------------------------------------------|
| What    | <b>is</b>  | your name? Julia.                            |
| What    | <b>are</b> | your favourite subjects? French and English. |
| Where   | <b>is</b>  | Milan? It's in Italy.                        |
| Where   | <b>are</b> | you from? England in the UK.                 |
| _____   | <b>am</b>  | I? At school!                                |
| How old | <b>are</b> | you? 14.                                     |



What **is**                      →      What's  
Where **is**                    →      Where's



### In action!

- Interview your favourite person at school. Prepare your questions in advance.
- Ask him / her the name of his / her job and what time he / she starts work.
- Take a photo of the person and a photo of the place where he / she works at school.

9 Put the words in order to form questions. Then match them to the answers.

- 1 name / what / your / is / ?      ○
  - 2 you / Year 1 / are / in / ?      ○
  - 3 you / where / from / are / ?      ○
  - 4 your / Mr Brusa / teacher / is / ?      ○
  - 5 I / your / in / am / class / ?      ○
  - 6 classroom / where / our / is / ?      ○
- a I'm from Italy.      d No, you aren't.
- b Fernando.      e It's on floor 2.
- c Yes, he is.      f Yes, I am.



### Fun-time!

Design a school ID with information about Fernando. Try to be original.

