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BBC

Wider World

STARTER

STUDENTS' BOOK

Pearson

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0

0.1 HOW DO YOU SPELL THAT?

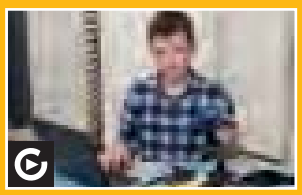
I can say and spell my name.

Get started!

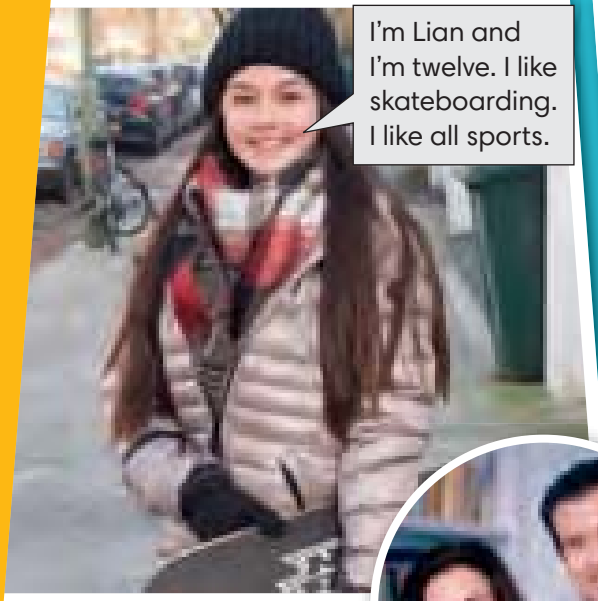
VOCABULARY
The alphabet | Spelling words / names | Numbers | Colours | Classroom objects | Classroom language

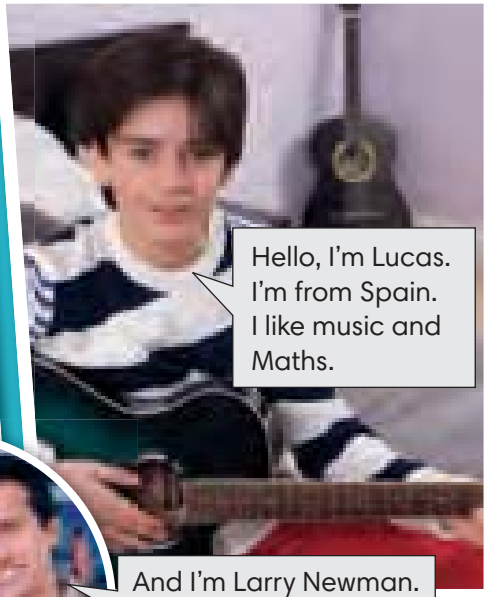
GRAMMAR
I'm... | *I like / He / She likes* | *This is*

Intro video



Hello!





1 1 1.2 **Watch or listen, then read. Who is twelve?**

2 **Look at the photos and read. Complete the sentences.**

Jen likes *cupcakes*.
Alex likes computers and _____.
Lian likes all _____.
Lucas likes _____ and Maths.

3 **Game! Stand in a line. Ask and answer.**

A: Hi, I'm Mario. What's your name?
B: Hi, I'm Ella. What's your name?
C: My name's David. Hi, …

4 **1.3** **1.4** **Listen and do the Alphabet Rap.**

, D,

E, F, G,

Say the alphabet, say it with me!

H, I, J, K, L, M, N, O, P,

is funny as you can see.

R, S, T, U and V

four more letters and we're free.

W, X, Y and – shh …

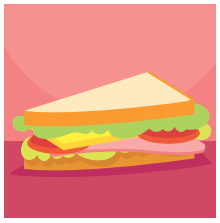
is sleepy, so are we!

5 **Complete the words with the letters below. Say the letters.**

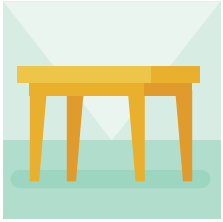
t f g x l s

1 *girl*

2 bo __

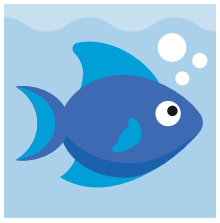


3 __ andwich



4 __ able

5 __ ion



6 __ ish

6 **1.5** **Listen and tick (✓) the letters you hear.**

1	A ✓	E ✓	I ☐
2	G ☐	J ☐	C ☐
3	W ☐	U ☐	Y ☐
4	B ☐	D ☐	P ☐
5	M ☐	N ☐	F ☐
6	I ☐	J ☐	Y ☐

7 **Work in pairs. Say the alphabet. Stop when the teacher tells you. Your partner says what comes next.**

A, B, C, D, … | Stop! | E!

LL = double L **Watch OUT!**

8 **1.6** **Listen to the names. Complete the missing letters. Check with your partner.**

1 HAILEY
2 B __ T __ Y
3 __ E __ __ A L
4 __ I __ L __ A __

9 **Work in pairs. Ask for your partner's name. Write it down.**

A: *What's your name?*
B: *Vicky.*
A: *How do you spell that?*
B: *V-I-C-K-Y. Vicky.*

10 **Have a class spelling competition.**

And YOU

Music. M-U-S-I-C. Music.

0.2 NUMBERS and COLOURS

I can say numbers 0–20 and name basic colours.

Meet Dug and Kit

This is Dug. Dug is also Superdug. Superdug is a superhero.

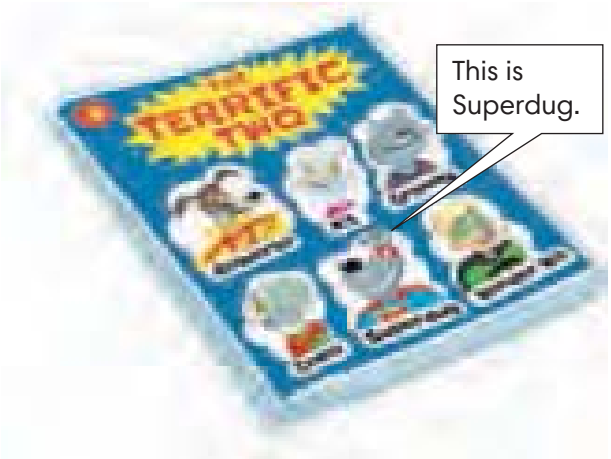
This is Kit. Kit is very clever. She is Dug's friend.

1 1.7 **Listen and then read. Look at the picture. Circle the correct answer.**

Dug / Kit is a superhero.

2 1.8 **Work in pairs. Listen and point. Say who they are.**

Roberto Kit Granny Coco Superdug Wonder Will



3 1.9 **Listen and repeat.**

Vocabulary	Numbers 1–12	
1 one	5 five	9 nine
2 two	6 six	10 ten
3 three	7 seven	11 eleven
4 four	8 eight	12 twelve

4 **Complete the numbers.**

1 one
2 __ w __
3 t __ r __ __
4 __ o __ r
5 f __ __ e
6 __ i __
7 __ e __ e __
8 e i __ __ t
9 __ i n __
10 t

5 **Write the answer in words.**

1 six + six = *twelve*
2 ten – one = ____
3 two + three = ____
4 twelve – nine = ____
5 two – one = ____
6 two + six = ____
7 five + two = ____
8 twelve – one = ____

6 **1.10** Listen, read and repeat.

Vocabulary	Numbers 13–20
13 thirteen	17 seventeen
14 fourteen	18 eighteen
15 fifteen	19 nineteen
16 sixteen	20 twenty

7 Circle the correct number.

1	four	04 / 14
2	fifteen	05 / 15
3	thirteen	03 / 13
4	eight	08 / 18
5	twenty	02 / 20
6	seven	07 / 17

8 **1.11** Listen and write the number you hear.

a *20*
b _____
c _____
d _____
e _____
f _____
g _____
h _____

9 **1.12** Listen and repeat.

Vocabulary	Colours
black blue green red white yellow	

10 Look at Exercise 4. Write the numbers which are this colour.

red *1, 8*
blue _____
green _____
yellow _____
black _____

11 Game! Student A: Listen to Student B and guess! Then swap roles.

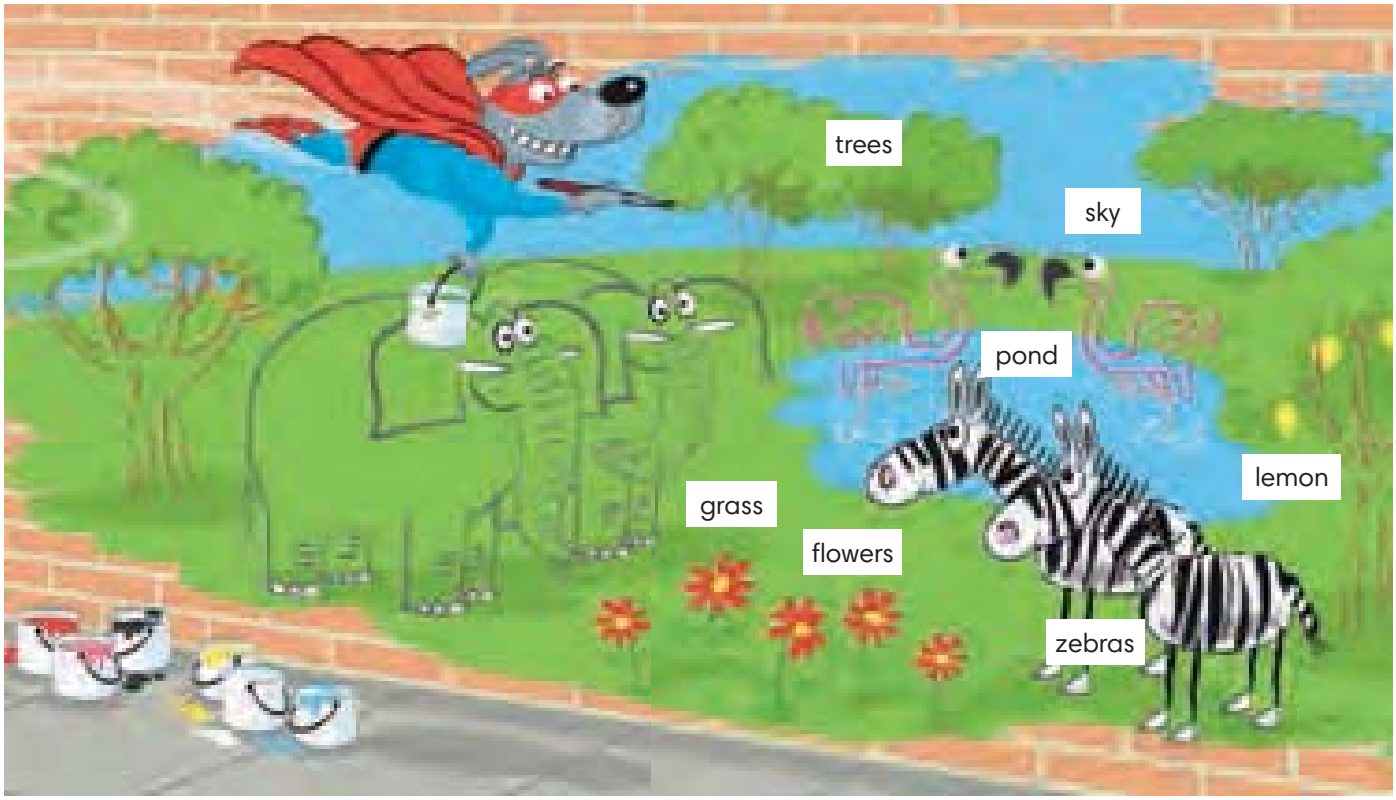
A: *What's your favourite colour?*
B: *Not white, not yellow, not green, not blue, not black.*
A: *It's red!*

12 Look at the picture below. Match 1–5 to colours a–e.

1	The flowers are	a	blue.
2	The zebras are	b	yellow.
3	The sky is	c	red.
4	The lemons are	d	green
5	The trees are	e	black and white.

13 Game! Finish the sentences.

A: *The trees are …*
B: *… red.*
C: *No! They're green. The pond is …*
D: *… blue!*
E: *Yes! The zebras are…*



0.3 IN THE CLASSROOM

I can talk about classroom objects and understand classroom instructions.

1 1.13 Listen and repeat. Name the objects in Alex's bag.

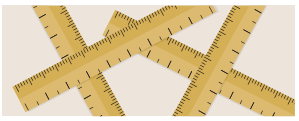
Vocabulary	In my bag				
book	notebook	pen	pencil	ruler	sandwich

a pencil *six pencils*
a sandwich *two sandwiches*

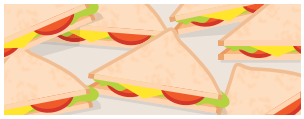
Watch OUT!

2 Look at the pictures. How many of these things can you see?

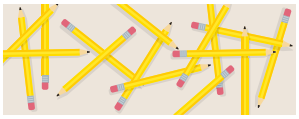
1 *Six notebooks.*



2 _____



3 _____

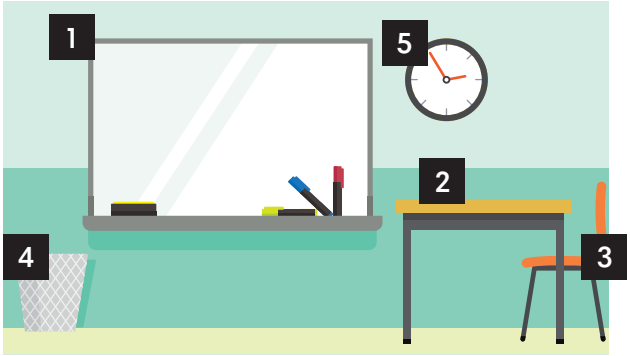


4 _____

5 _____

3 1.14 Listen and repeat. Then label the objects 1–5 in the picture.

Vocabulary	Classroom objects			
bin	board	chair	clock	desk



1 *board*
2 _____
3 _____
4 _____
5 _____

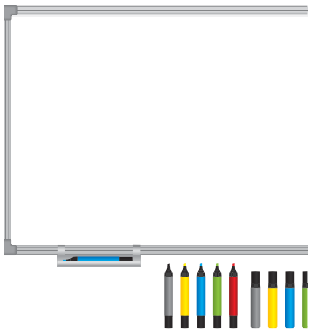
4 Find the objects from the vocabulary box in your classroom and point at them.

It's a board.
They're desks.

Watch OUT!

5 Work in pairs. Guess what these objects are. Then go to page 130 and check.

1 It's a _____.

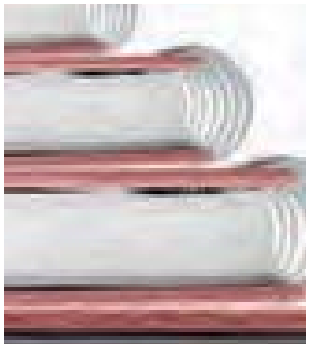


2 _____

3 _____

4 _____

5 _____



6 _____

6 1.15 Listen and repeat.

Communication	Classroom language
Open your books. Close your books. Listen (to the story). Look (at the photo). Read (the text). Write your name. Sit down. Stand up. Work in pairs. Can you help me, please? Can you repeat (that), please? What's ... in English?	

7 Read the expressions in the Communication box again. Who usually says them: Teacher or Student?

Can you help me, please?
Stand up, please!

Watch OUT!

8 1.16 Match 1–4 to a–d. Listen and check. Act out the dialogues in pairs.

1 [d] Can you repeat that, please?
2 [ ] Can you help me, please, miss?
3 [ ] How do we say this word in English?
4 [ ] What does amazing mean?

a We say elephant.
b It means really good.
c Yes, Maria. How can I help?
d Yes, Thomas. Giraffe. Giraffe. OK?

9 Game! Be a teacher. Tell other students what to do. Use the expressions in the Communication box.

And YOU

1

Family and friends

VOCABULARY
Family | Countries and nationalities | Places | Art

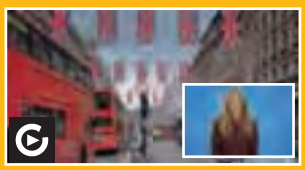
GRAMMAR
to be affirmative | *to be* negative | *my, your* | possessive *'s*

Grammar: It's Granny's birthday!

Grammar animations:
to be affirmative
to be negative

Communication:
Nice to meet you!

BBC Culture:
This is the UK

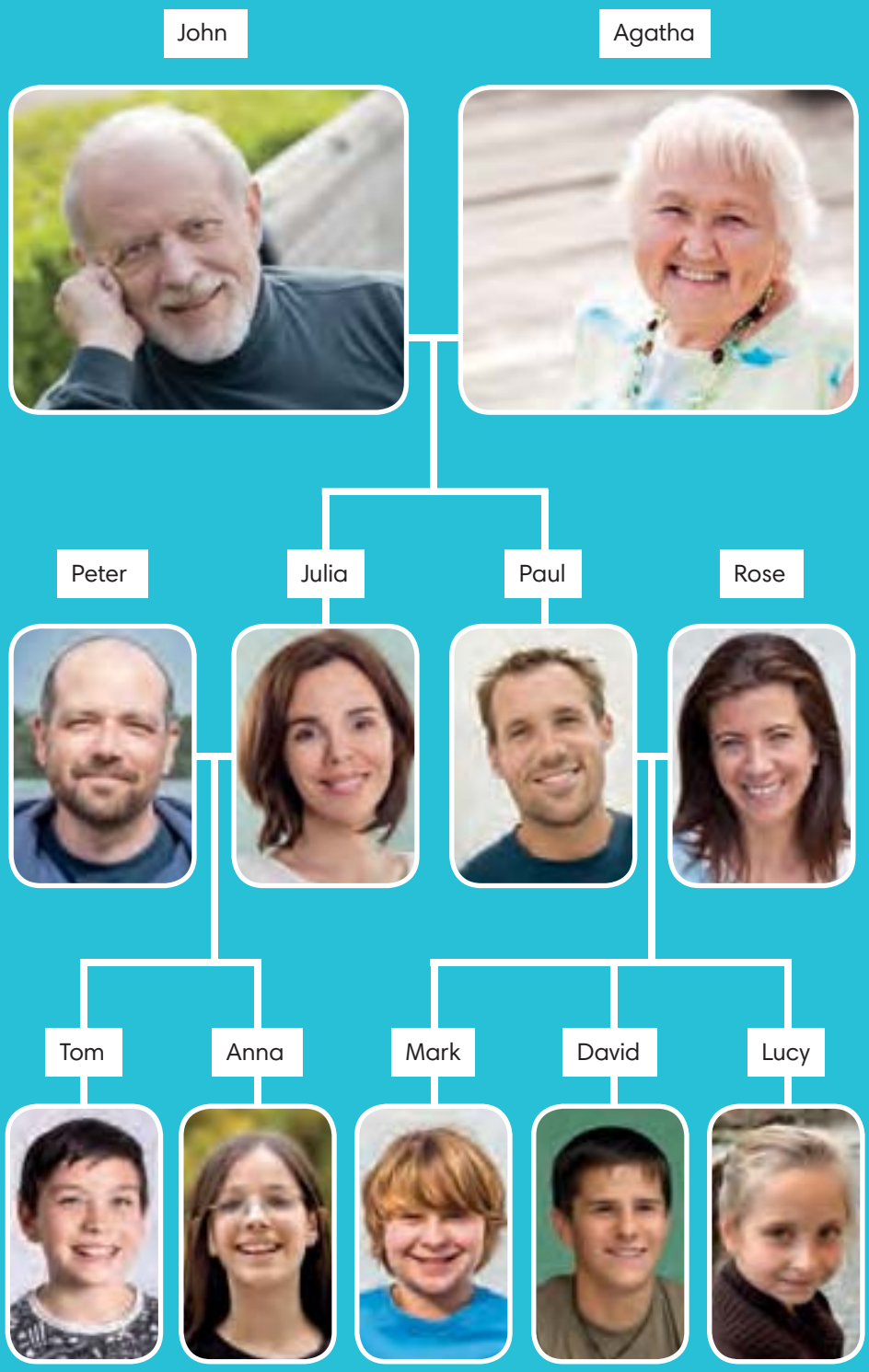


1.1 VOCABULARY Family

I can talk about the people in a family.

1 **Read these words. What do they mean?**

brother dad daughter grandad granny mum sister son



2 1.17 Listen and repeat.

Vocabulary	Family
mother mum father dad parents grandfather grandad grandmother granny son daughter brother sister aunt uncle cousin	

3 Complete the family words. Use the Vocabulary box to help you.

He	She
father	*mother*
_____	grandmother
son	_____
_____	sister
uncle	_____
_____	cousin

4 Match 1–4 to a–d.

1	father	a	grandad
2	grandmother	b	dad
3	mother	c	granny
4	grandfather	d	mum

Paul = Mark's father
Lucy = Rose's daughter

Watch OUT!

5 Look at the family tree on page 10 and write the names.

1 Mark's grandfather *John*
2 Mark's sister _____
3 Mark's aunt _____
4 Mark's cousins _____
5 Mark's grandmother _____

6 Look at the family tree again. Complete the sentences. Use the names below.

~~Mark's~~ Julia's Rose's
Tom's Paul's Peter's

1 Peter is *Mark's* uncle.
2 Julia is _____ sister.
3 David is _____ son.
4 Anna is _____ daughter.
5 John and Agatha are _____ parents.
6 Lucy is _____ cousin.

7 1.18 Listen and circle T (true) or F (false). Then listen again and check your answers.

1 T / F

2 T / F

3 T / F

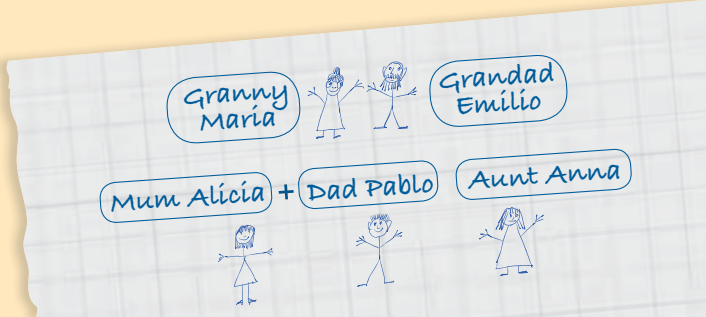
4 T / F

5 T / F

6 T / F

8 Draw your family tree. Write the names of the people from your family.

And YOU



I can use the affirmative form of the verb *to be* and *my, your*.

It's Granny's birthday!

Sophie is Jen and Alex's grandmother. Today is Sophie's birthday. She is seventy years old.

1

Sophie: I'm so happy you're here.

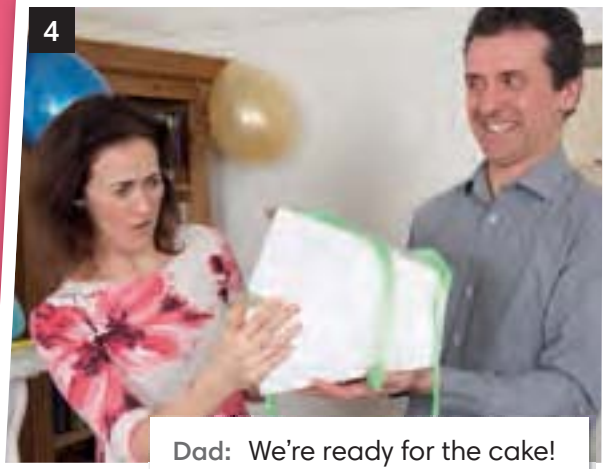
2

Sophie: It's Megan!
Megan: Hello, Alex! Hold this, please! Be careful! It's Granny's birthday cake.
Alex: It's OK. I've got it!

3

Megan: Happy birthday, Mum! Here's your present.
Sophie: Thank you, my darling.
Dad: Hello, sister!

4



Dad: We're ready for the cake!
Mum: Oh, no!

1 2 1.19 **Watch or listen, then read the extract from the video. Answer the question.**

How old is Jen and Alex's granny today?

2 **Read the sentences. Circle T (true) or F (false). Correct the wrong sentences.**

1 Granny isn't very happy. T / F
2 Granny's name is Sophie. T / F
3 There's a present for Alex in the box. T / F
4 Dad is Megan's brother. T / F

3 1.20 **Listen and repeat. Find these expressions in the story.**

Hold this, please!
Be careful! *I've got it!*

OUT of class

4 CLASS VOTE **Jen and Alex's mum says 'Oh, no!' Why? Have a class vote. Choose: a, b or c.**

a The cake is a mess.
b It's not Granny's cake.
c A mouse is in the box.

5 3 1.21 **Now watch or listen and check.**

Grammar	*to be* affirmative
Long form	**Short form**
I am eleven.	I'm eleven.
You are eleven.	You're eleven.
He/She/It is eleven.	He/She/It's eleven.
We are eleven.	We're eleven.
You are eleven.	You're eleven.
They are eleven.	They're eleven.

4 Get Grammar!

6 **Find the sentences in the story. Write the missing word.**

1 They *are* at her house.
2 'I _____ so happy!'
3 'You _____ here!'
4 'It _____ granny's birthday cake.'
5 'We _____ ready for the cake!'

7 **Circle the correct answer.**

1 You **are** / **is** ready.
2 I **is** / **am** here.
3 We **am** / **are** happy!
4 It **are** / **is** a present for you.
5 Jen and Alex **is** / **are** at Granny's house.

8 **Re-write the sentences in Exercise 7 using short forms of the verbs.**

1 *You're ready.*

I → my	*It's **my** birthday.*	**Watch OUT!**
	***I**'m ten!*	
you → your	*It's **your** birthday.*	
	***You**'re eleven!*	

9 **Complete with *my* or *your*.**

1 Alex: 'Granny, here's *your* birthday card!'
2 Sophie: 'I'm very happy! _____ family is here!'
3 Alex: '_____ birthday cake is in this box, granny'.
4 Jen: 'Sophie is _____ granny, too!'

10 **1.22 How old are they? follow the lines and complete the sentences. Then listen and check.**

1 Lucas: 'I*'m twelve* — 11
2 Lian: 'Alex and I _____. — 16
3 Lucas: 'My brother _____. — 12
4 Lian to Jen: 'You _____, right?' — 13

11 **Read and complete with *am*, *are* or *is*.**

My name [1]*is* Lian and I [2]_____ thirteen years old. Alex and I [3]_____ best friends and classmates. Jen [4]_____ eleven years old. We [5]_____ friends, too.

12 **Look at Exercise 11. Write about you and your friends.**

My name's _____ and I _____

13 **Read the poem. Make changes to talk about a friend or classmate.**

And YOU

I'm **twelve** today,
Hip, hip, hooray!
Let's have a break
And eat some cake!

Kelly's thirteen
today …

I can talk about countries and nationalities and use the negative form of the verb *to be*.

The Terrific Two – Dug's family album

1 Look at the cartoon. How many types of dogs can you see?

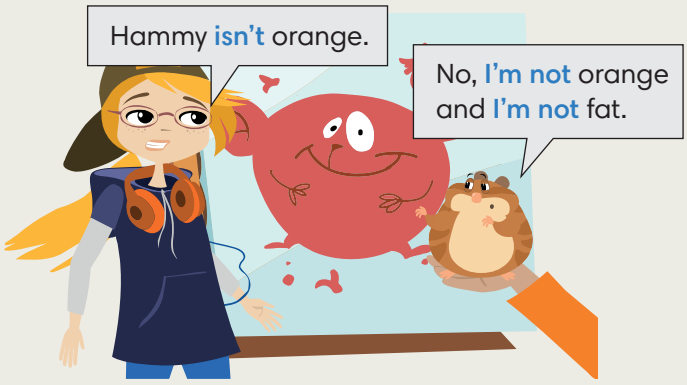
2 1.23 Listen and read. What nationality is Uncle Roberto?

3 Read the sentences. Circle T (true) or F (false).

1 Uncle Roberto is a superhero. (T) / F
2 Aunt Gigi is French. T / F
3 Dug's parents are superheroes. T / F
4 Dug is happy in the photo. T / F
5 Dug's mum is British. T / F

Grammar	*to be* negative
Long form	**Short form**
I am not British.	I'm not British.
You are not British.	You aren't British.
He/She/It is not British.	He/She/It isn't British.
We are not British.	We aren't British.
You are not British.	You aren't British.
They are not British.	They aren't British.

5 Get Grammar!



4 **In your notebook, write negative sentences. Use the long form of the verb *to be*.**

1 Dug is French. *Dug is not French.*
2 Kit is a dog.
3 Dug's parents are superheroes.
4 Dug: 'I am happy.'
5 Kit: 'You are in the photo, Dug'.
6 Dug is fat.

5 **Rewrite the sentences in Exercise 4 in your notebook. Use the short form of the verb *to be*.**

1 *Dug isn't French.*

6 **1.24** **Look, listen and repeat.**

Vocabulary	Countries and nationalities
the UK / British	Turkey / Turkish
Spain / Spanish	France / French
Poland/ Polish	China / Chinese
The USA / American	

7 **Look at the flags. Complete the sentences about Dug's family with *is* or *isn't*. Correct the false sentences.**

1 Aunt Teresa *isn't* Spanish. *She is Polish.*
2 Grandad Umberto _____ Chinese.
3 Cousin Lulu _____ French.
4 Cousin Chen _____ British.
5 Granny Flossie _____ American.

8 **In your notebook, write sentences about Kit's friends and family.**

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

1 Turkey ✗ the UK ✓

We …

2 Spain ✗ the UK ✓

Granny Ola …

3 France ✗ Poland ✓

My cousins …

4 the USA ✗ China ✓

9 **Choose your nationality and play *Three Guesses*.**

A: You're Spanish!
B: No, I'm not Spanish.
A: You're British!
B: No, I'm not British.
A: You're Turkish!
B: Yes, I'm Turkish.

And YOU

I can make introductions.

Nice to meet you!

Jen: Hi, Mum!
Mum: Hi, kids!
Jen: Mum, this is Lucas. He's our new neighbour. Lucas, this is my mum.
Mum: Hello, Lucas. Nice to meet you.
Emilio: Nice to meet you too, Mrs Newman.
Mum: Jen, your bag!
Jen: Sorry, Mum. Let's go, Lucas.

1 6 1.25 **Watch or listen and read. What's Jen's family name?**

2 1.26 **Listen and repeat.**

Communication	Introductions

A: *Mum*, this is Lucas.
He is my *friend* / *neighbour* / *classmate*.
Lucas, this is *my mum*.
B: Hello, *Lucas*. Nice to meet you.
C: Nice to meet you, too.

3 1.27 **Put the dialogue in the correct order. Then listen and check.**

1 b 2 ___ 3 ___ 4 ___

a Desi: Nice to meet you, too, Lisa.
b Adam: Lisa, this is Desi. He's my best friend.
c Lisa: Hello, Desi. Nice to meet you.
d Adam: Desi, this is my cousin, Lisa.

4 **In groups of three, act out the dialogue in Exercise 3.**

5 **Circle the best answer.**

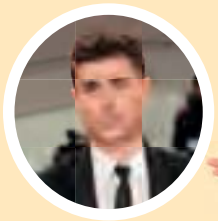
1 A: Hello, I'm George.
B: a Very well, thanks.
b I've got it!
c Nice to meet you, George.

2 A: Mum, this is Sam.
B: a He's my classmate.
b Hello, Sam.
c Hold this, please.

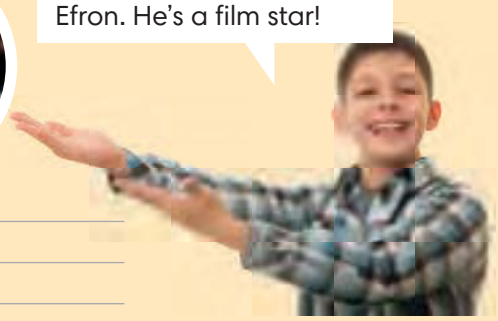
3 A: Kate, this is my sister, Lisa.
B: a Be careful!
b Hi, Lisa. Nice to meet you.
c She's my friend.

6 **Write the names of three famous people. Then introduce them to your friends!**

And YOU



Tom, this is my friend, Zac Efron. He's a film star!



pop star ___
film star ___
sports star ___

1.5 READING and VOCABULARY Family photo album

I can understand a text about family photos and places.

My family album

I'm Alice! I'm thirteen. I'm from London in the UK. This is my family album.

This is my favourite photo. I'm four and my sister, Isabel, is six! In this photo, we are at my granny's house in London. Granny is Dad's mum. She's fun!

My cousin Tommy, Isabel and I are in this photo. I'm nine, Tommy's ten and Isabel's eleven.

And this is my family: Mum, Dad, Isabel and me. I'm eleven and Isabel's thirteen. We're on holiday in France.

1 1.28 **Read and listen to Alice's blog. Find Alice in photos A, B and C.**

2 **Complete the sentences about the text with one word.**

1 Isabel is Alice's *sister*.
2 Tommy is Isabel's _____.
3 Granny is Alice's dad's _____.
4 Granny's _____ is in London.

3 **Read the sentences. Circle T (true) or F (false).**

1 Alice is eleven in Photo C. (T) / F
2 They're on holiday in France in Photo A. T / F
3 They're in the park in Photo B. T / F
4 Tommy is eleven in Photo B. T / F
5 Photo A is Alice's favourite. T / F

4 1.29 **Listen and repeat.**

Vocabulary	Places
at home	at school
in the park	on holiday

5 **Look at the pictures and write the places.**

in the park

_____

_____

_____

6 1.30 **Work in pairs. Go to page 130. Take turns describing the photos.**

I can understand short spoken texts and write short texts about best friends.

1 Look at the website. What's the radio show about?

2 1.31 Listen to the radio show. Match callers 1–3 to photos of their best friends A–C.

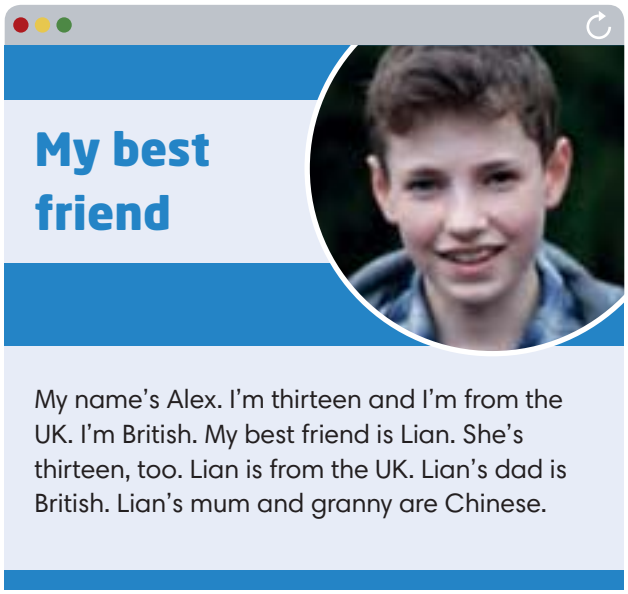
1 Tom _____ 2 Maria _____ 3 Juan _____

3 1.31 Read the questions. Listen again. Write a number or country.

1 How old is Monica? *11*
2 Where is Monica now? _____
3 How old is Jack? _____
4 Where are Ayla and Yusuf from? _____

4 Who's your best friend? Tell the class.

5 Read about Alex and complete the table.



	Name	Age	Nationality	Country
Me	*Alex*			*the UK*
My best friend			*British*	

Writing Capital letters

Use a capital letter for names of people, countries and nationalities. Use a capital letter for the pronoun and at the beginning of every sentence, too

My best friend is Jack.
I'm from France.
Ayla and Yusuf are Turkish

6 Find and circle capital letters in exercise 5.

Writing Time

7 Write about you and your best friend.

1 **Find ideas**
Find a photo of you and your best friend. Make notes.

2 **Draft**
Write about your name, age, country and nationality.
My name's … I'm (ten / eleven / twelve …) I'm from …
Write the same about your best friend.

3 **Check and write**
Check all the capital letters and write the final version of your text.

1.7 CLIL: Art Families in art

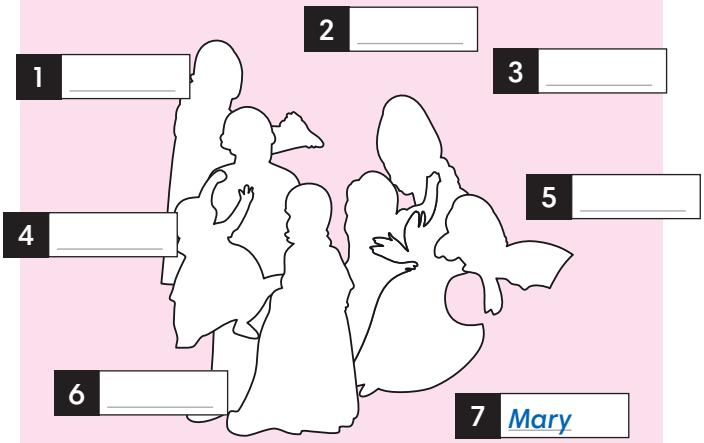
I can understand a short text about families in art.

Vocabulary	Art
artist by children painting people picture	

1 **Have you got a family photo? Who is in it?**

2 **Look at the painting and read the text. Write the names of the people in the line drawing.**

The Copley family
By John Singleton Copley (1738 – 1815).
This is a painting of the artist's family. The people in the picture are John Singleton Copley; Mrs Copley; Mrs Copley's father, Richard Clarke; the Copleys' three daughters, Betsy (6yrs), Mary (3yrs) Susanna (baby), and son, John Junior (4yrs).



3 **Read the text again. Complete the sentences with one word.**

1 John Singleton Copley is the children's *father*.
2 Richard Clarke is the children's _____.
3 Mrs Copley is the children's _____.
4 Betsy is Mary and Susanna's _____.
5 John Junior is the girls' _____.

4 **Look at the three paintings. Answer the questions.**

What is the nationality of the artists?

by Edgar Degas

by John Everett Millais

by Paul Cezanne

Match the paintings A–C with their titles 1–3.

1 _____ The artist's father.
2 _____ Portrait of the artist's uncle Henri and his cousin, Lucie.
3 _____ Portrait of Mrs William Evamy (the artist's aunt).

5 **In pairs, test your memory. Look at the paintings and information in exercise 5.**

Cover the page. Ask and answer.

1 John Everett Millais / American?
2 Edgar Degas / British?
3 Paul Cezanne / French?
4 Mrs Evamy / Millais' mother?
5 Lucie / Degas' cousin?
6 Henri / Degas' father?

A: *Is John Everett Millais American?*
B: *No, he isn't. He's British.*

B: *Is Mrs Evamy Millais' mother?*
A: *No, she isn't. She's Millais' aunt.*

6 CLASS VOTE **Have a class vote about the paintings in this lesson. Which one do you like best?**

WORDLIST Family | Countries and nationalities | Places

American /əˈmerəkən/
artist /ˈɑːtɪst /
aunt /ɑːt/
best friend /ˌbest ˈfrend/
British /ˈbrɪtɪʃ/
brother /ˈbˌʌðə/
children /ˈtʃɪl.drən/
China /ˈtʃaɪnə/
Chinese /ˌtʃaɪˈniːz/
cousin /ˈkʌzən/
dad /dæd/
daughter /ˈdɔːtə/
father /ˈfɑːðə/
France /frɑːns/
French /frentʃ/
grandfather/grandad /ˈgrændˌfɑːðə/ˈgrændæd/
grandmother/granny /ˈgrænˌmʌðə/ˈgræni/
holiday /ˈhɒlədeɪ/
home /ˈhəʊm/
mother /ˈmʌðə/
mum /mʌm/
painting /ˈpeɪn.tɪŋ/
parents /ˈpeərənts/
park /ˈpɑːk/
picture /ˈpɪk.tʃə/
Poland /ˈpəʊlənd/
Polish /ˈpəʊlɪʃ/
school /ˈskuːl/
sister /ˈsɪstə/
son /sʌn/
Spain /speɪn/
Spanish /ˈspænɪʃ/
the UK /ðə ˌjuː ˈkeɪ /
the USA /ðə ˌjuː es ˈeɪ/
Turkey /ˈtɜː.ki/
Turkish /ˈtɜː.kɪʃ/
uncle /ˈʌŋkəl/

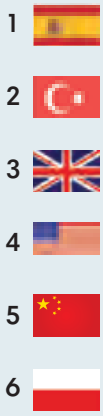
EXTRA

art /ɑːt/
Be careful! /ˌbiˈkeəfəl/
birthday /ˈbɜːθ.deɪ/
box /bɒks/
cake /keɪk/
card /kɑːd/
classmate /ˈklɑːs.meɪt/
country / ies /ˈkʌn.tri/
family /ˈfæm.əl.i/
fat /fæt/
flag /flæg/
hamster /ˈhæm.stə/
happy /ˈhæp.i/
Hold this, please! /ˈhəʊld ðɪs ˌpiːz/
I've got it! /ˌaɪv gɒt ɪt/
Let's have a break! /lets hæv ə breɪk/
mouse /maʊs/
neighbour /ˈneɪ.bə/
Nice to meet you! /naɪs tuː miːt juː/
orange /ˈɒr.ɪndʒ/
parents /ˈpeə.rənts/
people /ˈpiː.pəl/
present /ˈprez.ənt/
pet /pet/
thin /θɪn/
today /təˈdeɪ/

VOCABULARY IN ACTION

1 Complete the puzzle with all the family names in this unit.

2 What nationality are they? What's the name of their country?



1 William is *British*. He's from *the UK*.
2 Chang is _____. He's from _____.
3 Flores is _____. She's from _____.
4 Pavel is _____. He's from _____.
5 Janet is _____. She's from _____.
6 Erdem is _____. He's from _____.

3 Find words in the vocabulary list.

1 words that go with birthday cake, *card*, _____
2 places in the park, _____, _____, _____
3 groups of people neighbours, _____, family

4 1.32 PRONUNCIATION Listen and repeat: /v/, /b/.

Viv's best friends,
Vincent and Brad,
are a bad brown dog
and a very big cat!

Revision

VOCABULARY

1 Complete the family words.

1 g __ and __ d
2 g r __ n __ y
3 u n __ __ e
4 a __ __ t
5 m __ m
6 d __ d
7 c o __ __ i n
8 s __ st __ r
9 b __ __ t __ e r

2 Circle the odd one out.

1	a Chinese	b Spain	c the UK
2	a the USA	b Turkish	c the UK
3	a France	b Poland	c American
4	a Spanish	b British	c China
5	a French	b the USA	c Polish

3 Look at the pictures. Circle the correct words.

in the park / at school

on holiday / in the park

at school / on holiday

at school / at home

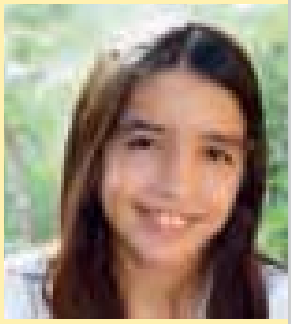
GRAMMAR

4 Write sentences with possessive 's.

1 Luke / cake — It's *Luke's cake*.
2 Granny / birthday — It's _____.
3 Dad / sister — Megan is _____.
4 Jen / brother — Alex is _____.

5 Read and complete Maria's profile with *am*, *are* or *is*.

My name's Maria. I [1] *am* thirteen. I [2] _____ from the USA. My best friend [3] _____ Isabel. Isabel's family [4] _____ English. We [5] _____ classmates. Isabel's two brothers [6] _____ my friends too.



6 Match 1–5 to a–e.

1 ☐ Jane's best
2 ☐ Your brother is
3 ☐ It's my
4 ☐ That isn't
5 ☐ My cousin

a your schoolbag.
b George is eleven.
c friend is Spanish.
d in my class.
e birthday today!

7 Write negative sentences. Which sentences are true for you? Tell your partner.

1 I'm fifteen. / *I am not fifteen.*
2 My best friend is my cat. / _____
3 My brother's name is Ben. / _____
4 We are at home. / _____
5 It is my birthday. / _____
6 My neighbours are Chinese. / _____

COMMUNICATION

8 Complete the dialogue with the words below. Then act out the dialogue in groups of three.

Nice this meet ~~this~~

Jamie: Mum, [1] *this* is my friend, David. David, [2] _____ is my mum.
David: Hello Mrs Smith. [3] _____ to meet you.
Mum: Nice to [4] _____ you, too David.

BBC

CULTURE

English around the world

EXPLORE

1 Look at the map. Label the countries 2, 4 and 5 with the words below.

the UK the USA Australia

2 1.33 People in the UK, the USA and Australia speak the same language. What language is it? Read, listen and check.

Who speaks English?

The UK (United Kingdom): England, Wales, Scotland and Northern Ireland
Capital City: London Population: 65 million
Language: English

The USA (United States of America)
Capital City: Washington, DC
Population: 324 million
Language: English and Spanish

Australia
Capital City: Canberra
Population: 24 million
Language: English

3 Look at the map and read the text again. Read tasks 1–6 and follow the instructions.

1 Circle the Australian flag.
a b c

2 Complete the sentence. Scotland is in _____.

3 Number the countries from 1 to 3 (very big, big, small number of people).
☐ The UK ☐ The USA ☐ Australia

4 Circle the correct answer.
Canberra is in *Australia* / *the USA*.

5 Draw lines and match the sentences

Ireland	is in the UK.
Northern Ireland	is a country.

4 1.34 Listen and match 1–3 to a–c.

1	Erin	a	is from the USA.
2	Peter	b	is from Australia.
3	Ollie	c	is from the UK.

GLOSSARY
capital city (n) an important city where the government of a country, state, etc. is
flag (n) a piece of cloth with a design on it that represents a country
population (n) the number of people living in a country

EXPLORE MORE

This is the UK

5 7 **Watch the video and answer the presenter's questions. Who is Harry?**

6 7 **Watch the video again. Circle the correct answer a, b or c.**

1 The UK is: The United Kingdom of Great Britain and …
   a Scotland. **b** Wales. **c** Northern Ireland.
2 People from the UK are …
   a British. **b** English. **c** American.
3 There are … million people in London.
   a 4 **b** 9 **c** 64
4 Queen Elizabeth is Prince William's
   a mother. **b** grandmother. **c** aunt.

7 **Discuss in class. What new things did you learn from the video? Would you like to visit the UK? Why / Why not?**

YOU EXPLORE

8 CULTURE PROJECT **In groups, prepare a digital presentation about one of these countries.**

The Republic of Ireland New Zealand
The Republic of South Africa Canada

1 Write information about the country. Use these questions to help you.
   What is the capital city? What is the population? What is the language?
2 Add a map of the country, its flag and photos of important and/or interesting places.
3 Write your presentation.
4 Share it with the class.

2

My things

VOCABULARY
Clothes | Adjectives | My things | Shapes

GRAMMAR
this / *that* / *these* / *those* | *too big* / *small* | *to be* questions and short answers

Grammar: That's my T-shirt!

Grammar animations
this, that, these, those
to be questions and short answers

Communication:
What's your name?

2.1 VOCABULARY Clothes

I can talk about clothes.

1 Find these clothes the picture. Which are you wearing today?

coat jeans shoes skirt T-shirt trousers

2 1.35 Listen and repeat. Find the clothes in the picture on page 24.

Vocabulary	Clothes	
cap	coat	dress
jacket	jeans	shoes
skirt	T-shirt	top
tracksuit	trainers	trousers

3 1.36 Listen and circle the word you hear.

1 T-shirt / skirt
2 jacket / jeans
3 trainers / trousers
4 shoes / dress
5 cap / coat
6 top / tracksuit

*The T-shirt **is** blue.*
*The shoes **are** black.*
*The jeans **are** blue.*

Watch OUT!

4 Complete the table with the words in the Vocabulary box.

Singular: is	Plural: are
T-shirt, _____,	*jeans,* _____,
_____, _____,	_____, _____
_____, _____,	
_____, _____	

5 Complete the sentences with *is* or *are*. Then look at the picture on page 22. Add a tick (✓) for yes or put a cross (✗) for no.

1 ☑ The tracksuit *is* brown.
2 ☐ The trainers _____ red.
3 ☐ The dress _____ yellow.
4 ☐ The trousers _____ black.

6 Look at your clothes and tell a partner.

My jeans are blue, my T-shirt is green and white and my trainers are red.

7 Choose a student from your class and name his or her clothes. Ask your partner to guess.

A: *White T-shirt, blue skirt.*
B: *It's Natasha!*

8 Adam and Adele are in the sports centre. Are their clothes OK? Complete the list. Tick (✓) for yes or put a cross (✗) for no.

Adam:	1 *T-shirt*	✓	2 *jacket*	✗
	3 _____	☐	4 _____	☐
Adele:	5 _____	☐	6 _____	☐
	7 _____	☐	8 _____	☐

9 Dress Adam and Adele for a party. Write two lists of clothes. Then compare in pairs.

Adam: *White T-shirt, …*
Adele: *blue shoes, …*

And YOU

10 Make lists of clothes you wear at school and at the weekend.

at school	at the weekend

2.2 GRAMMAR *this, that, these, those*

I can use *this, these, that, those* and adjectives.

That's my T-shirt!

1

Mum: Jen, put these clothes away, please.
Jen: OK, Mum.
Oh, hi! What's up?
What? No!

2 Ten minutes later …

Jen: Bye, Holly! … Hang on, what are these? These aren't my jeans. They're too long! These are Mum's jeans! Yep … and this is Mum's top!

3

Mum: Jen, these are your jeans. They're too small for me!
Jen: Oops! Sorry, Mum!
Mum: And that's my top over there.
Jen: Yes, it is. Here you are!

4

Alex: Jen? … Jen, where's my new T-shirt?
Jen: It's over there with your old T-shirts!
Alex: No, those are Dad's T-shirts!
Jen: Oh, then your T-shirt is …

1 8 1.37 **Watch or listen and read. Are the clothes in the right place?**

2 **Look at the photos and read the story again. Whose clothes are they? Circle the correct answer.**

1 Photo 2 The jeans are Jen's / Mum's.
2 Photo 3 The jeans are Jen's / Mum's.
3 Photo 3 The top is Jen's / Mum's.
4 Photo 4 The T-shirts are Dad's / Alex's.

3 1.38 **Listen and repeat. Find these expressions in the story.**

What's up? Hang on!
Here you are. Over there.

OUT of class

4 CLASS VOTE **Guess who's got Alex's new T-shirt?**

a Mum b Dad c Jen

5 9 1.39 **Watch or listen and check.**

Grammar	*this, that, these, those*
This is Jen's top. This top is Jen's.	That is Alex's T-shirt. That T-shirt is Alex's.
These are Jen's trainers. These trainers are Jen's.	Those are Alex's trainers. Those trainers are Alex's.

10 Get Grammar!

6 **Circle the correct answer.**

1 This / These are your trainers.
2 This / These isn't Alex's shirt.
3 This / These shoes aren't Jen's.
4 That / Those T-shirts are Dad's.
5 That / Those is my coat.
6 That / Those jeans are Mum's.

7 **Complete with *this, that, these* or *those*.**

1 *That* is Alex's cap.
2 _____ are Jen's trousers.
3 _____ are Dad's jeans.
4 _____ is Mum's top.
5 _____ is Alex's jacket.

8 1.40 **Listen and repeat.**

Vocabulary	Adjectives						
big	boring	cool	long	new	old	short	small

9 **Look at the words in the Vocabulary box. Match them with their opposites.**

big	old
boring	short
new	small
long	cool

10 **In pairs, talk about the clothes. Use adjectives in the Vocabulary box and *this, that, these* or *those*.**

A: How about the T-shirts?
B: This T-shirt is cool. That T-shirt is boring.

*These shoes are **too** big!*
*This shirt is **too** small!*

Watch OUT!

11 **Play a drawing dictation game. Use adjectives with too.**

Draw a boy. The boy's T-shirt is too small. …

And YOU

2.3 GRAMMAR *to be* questions and short answers

I can ask and answer questions with the verb *to be*.

The Terrific Two – Dug's new suit

1

Girl: Are they OK?
Superdug: Yes, they are.
Girl: Thank you!
Boy: Is he a superhero?
Kit: Yes, he is. He's Superdug!

2

Kit: Dug! Your suit is too small!

3

Dug: This suit is cool! Size M? No. Size XL!
Kit: Are you sure, Dug?
Dug: Yes, I am.
Kit: XL is too big for you.
Dug: No, I'm a superhero! I'm big!

4 Two days later …

Kit: Thank you.
Dug: Is this box for me?
Kit: Yes, it is. What is it?
Dug: It's my new suit!

5

Dug: Ready! Am I cool in this suit?
Kit: No, you aren't. The suit is too big! Hm … Hang on!

6

Dug: Fantastic. You're a clever cat, Kit!

1 Look at the cartoon. Where does Dug buy his superhero suits from?

2 1.41 Listen and read. What size is Dug's new suit?

Grammar	*to be* questions
?	**Short answers**
Am I OK?	Yes, I am. / No, I'm not.
Are you OK?	Yes, you are. / No, you aren't.
Is he/she/it OK?	Yes, he/she/it is. / No, he/she/it isn't.
Are we OK?	Yes, we are. / No, we aren't.
Are you OK?	Yes, you are. / No, you aren't.
Are they OK?	Yes, they are. / No, they aren't.
What is it?	It's my new suit.

11 Get Grammar!

3 **Read the sentences. Circle T (true) or F (false).**

1 The dogs are OK. T / F
2 The girl is a superhero. T / F
3 Dug's new suit is in the box. T / F
4 Dug's new suit is cool. T / F

4 **Find the questions in the cartoon. Write the missing word.**

1 *Are* they OK?
2 Is _____ a superhero?
3 _____ you sure?
4 _____ this box for me?
5 What is _____?
6 Am _____ cool?

5 **Look at the cartoon. Answer the questions in Exercise 4.**

1 *Yes, they are.*

6 **Complete the questions and the short answers.**

1 Boy: *Are* you a superhero?
Kit: No, I*'m not*.
2 Kit: _____ we best friends?
Dug: Yes, we _____.
3 Dug: _____ my new suit cool?
Kit: No, it _____.
4 Kit: _____ I clever?
Dug: Yes, you _____.
5 Girl: _____ Superdug your brother?
Kit: No, he _____.
6 Kit: _____ they your dogs?
Girl: Yes, they _____.

7 1.42 **Listen to the questions and circle the correct answer.**

1 Yes, it is. / No, they aren't.
2 Yes, you are. / No, they aren't.
3 Yes, I am. / No, you aren't.
4 Yes, they are. / No, he isn't.
5 Yes, they are. / No, you aren't.
6 Yes, we are. / No, they aren't.

8 **Write questions in your notebook. Then ask the questions and give true answers in pairs.**

1 you / twelve years old?
Are you twelve years old?
2 you / happy?
3 we / friends?
4 Superdug and Kit / cool?
5 you / clever?
6 I / a superhero?

A: *Are you twelve years old?*
B: *Yes, I am. / No, I'm not.*

9 1.43 1.44 **Go to page 130. Listen and chant Kit's Rap.**

And YOU

I can ask for and give personal information.

What's your name?

Mr Wood: What's your name?
Lucas: Lucas Ortiz. That's O-R-T-I-Z.
Mr Wood: Good. And how old are you, Lucas?
Lucas: I'm eleven years old.
Mr Wood: Welcome to the school band.

Lian: Where are you from, Lucas?
Lucas: I'm from Madrid, Spain.
Lian: What's your favourite music?
Lucas: Good question. Rock, I think.
Lian: Who's your favourite singer?
Lucas: Erm … Ed Sheeran.
Lian: High five! He's my favourite, too!

1 12 1.45 **Watch or listen. Then read the extract from the video. Where is Lucas from?**

2 1.46 **Listen and repeat.**

Communication	Asking for personal information

What's your name?
How old are you?
Where are you from?
What's your favourite *music/sport/film*?
Who's your favourite *actor/singer/sports person*?

3 1.47 **Listen to the short dialogues. Circle the correct answer.**

1 *Star Wars* / *Superman*
2 Nick Carr. That's C-A-double R. / Carl Neal. That's N-E-A-L.
3 Portsmouth, UK / Paris, France
4 I'm twelve / I'm thirteen
5 Alicia Keys / Taylor Swift

4 **Complete the dialogues with questions in the Communication box.**

1 A: *What's your favourite music?*
B: Pop, I think.
2 A: _____?
B: I'm twelve years old.
3 A: _____?
B: My name's Fred Allen. That's A- double L-E-N.
4 A: _____?
B: Football.
5 A: _____?
B: I'm from Glasgow, Scotland.

5 **In pairs, ask and answer questions in the Communication box. Give crazy answers!**

And YOU

A: What's your name?
B: My name's Queen Coco!
A: Where are you from?
B: I'm from Chocolateland.

2.5 READING and VOCABULARY My things

I can understand a short text about a gadget.

1 1.48 Listen and repeat. Then label pictures 1–4 with the words in the Vocabulary box.

Vocabulary	My things
backpack laptop computer mobile phone mountain bike	

1 *backpack*

2 _____

3 _____

4 _____

2 1.49 Read and listen to the article. Why is the backpack a super backpack?

3 Read the sentences. Circle T (true) or F (false).

1 Jamie is from London in the UK. T / F
2 Super backpack is a jacket too. T / F
3 Super backpack is too small for a laptop computer. T / F
4 Fiona is a cat. T / F

4 Look at the picture in the text and answer the questions.

1 What colour is the super backpack? *It's red.*
2 What colour is the mountain bike? _____
3 Is the jacket red or blue? _____
4 Is the cat big or small? _____

5 Work in groups. Invent a supergadget! Draw it and present it to the class.

It's a schoolbag. It isn't boring. It's a laptop, too.

Jamie Cooper's 13.
He's from Liverpool in the UK.
Jamie's super backpack is our gadget of the week.
Why? Read on.

CONGRATULATIONS JAMIE!

Super backpack!

This is my super backpack! It's very, very cool. My super backpack is also a mountain bike. It's small, but it isn't too small. It's fantastic! And that's not all. If I'm cold and my jacket is at home, no problem. This super backpack is a big jacket, too. My super backpack is just right for my laptop computer, my mobile phone and even my cat, Fiona. How cool is that?

2.6 LISTENING and WRITING Punctuation

I can understand and write short texts about favourite things.

1 Work in pairs. Name the clothes of the people in the picture in exercise 2. What objects have they got?

2 1.50 Look at the picture again. Listen and write numbers next to the four names. There's one extra child in the picture.

Sam ____ Monica ____ Janet ____ Ben ____

3 1.50 Listen again. Circle T (true) or F (false).

1 Sam's cap is too small. (T) / F
2 Janet is Monica's sister. T / F
3 Janet's favourite thing is a skateboard. T / F
4 Ben's trainers are red. T / F
5 Monica's skirt is too short. T / F

4 What are your favourite things? Tell a friend.

5 Read Alex's blog post. Underline his favourite things.

What are my favourite things?

My number one favourite thing is my old, blue mountain bike. I love my bike! My new comic book is number two. It isn't boring. It's fantastic! What's number three? That's easy. My red and white trainers. They're really cool!
Write a post and tell me about your favourite things.

Writing Punctuation

Remember to use punctuation marks!

What are your favourite things?
They're my backpack, my phone and my computer.
They are cool!

6 Find and circle the punctuation marks in Alex's blog.

Writing Time

7 Write about your favourite things.

1 **Find ideas**
Make a list of your favourite things.
Think of adjectives to describe them.

2 **Draft**
Write about your favourite things.
Give your text a title.
What are my favourite things?
My number one/two/three favourite thing is my … It's …

3 **Check and write**
Check your punctuation and write the final version of your text.

2.7 CLIL: Geometry Shapes

I can talk and write about different shapes.

1 1.51 **Listen and repeat. Look at the pictures and number the words in the Vocabulary box.**

Vocabulary Shapes

circle [2] line [ ] rectangle [ ]
square [ ] triangle [ ]

1 2 3 4 5

2 **Read and match texts 1–3 to pictures A–D. There is one extra picture.**

A

B

C

D

1 [ ] Look! This is my new top. It's cool. It's blue with squares, triangles, and orange and yellow lines. Oh, and a small circle, too.

2 [ ] My favourite top is old but it isn't boring. It's yellow with red squares, green lines and triangles. No rectangles and no circles!

3 [ ] My T-shirts are one colour. My favourite T-shirt is blue with one big square, small triangles and a circle. No squares or lines!

3 **Read the texts in Exercise 2 again. Complete the table.**

Top	Colours	Shapes
A	*blue*	*rectangle, triangle, circle*
B		
C		

4 **Read the sentences and circle T (true) or F (false).**

1 The square on T-shirt A is small. T / F
2 T-shirt A is one colour. T / F
3 Top C is yellow with one square and one triangle. T / F
4 The squares on top C are green. T / F
5 The circle on top B is blue. T / F
6 The lines on top B are black and blue. T / F

5 **Design a T-shirt or a top with shapes. Then complete the sentences.**

This is my _____
It's (colour) _____ with (colours and/or shapes) _____.

WORDLIST Clothes | Adjectives | My things | Shapes

backpack /ˈbækpæk/
big /bɪg/
boring /ˈbɔːrɪŋ/
cap /kæp/
cardboard /ˈkɑːdˌbɔːd/
circle /ˈsɜːkl/
coat /kəʊt/
cool /kuːl/
dress /dres/
glass /glɑːs/
jacket /ˈdʒækət/
jeans /dʒiːnz/
laptop computer /ˌlæptɒp kəmˈpjuːtə/
line /laɪn/
long /lɒŋ/
metal /ˈmet(ə)l/
mobile phone /məʊbaɪl ˈfəʊn/
mountain bike /ˈmaʊntən baɪk/
new /njuː/
old /əʊld/
paper |ˈpeɪpə|
rectangle /ˈrɛkˌtæŋgl/
shoes /ʃuːz/
short /ʃɔːt/
skateboard /ˈskeɪtbɔːd/
skirt /skɜːt/
small /smɔːl/
square /skweə/
T-shirt /ˈtiː ʃɜːt/
top /tɒp/
trainers /ˈtreɪnəz/
triangle /ˈtraɪæŋgl/
trousers /ˈtraʊzəz/
wooden /wʊdn/

EXTRA

Are you sure? /ɑː juː ʃʊə/
at the weekend /æt ðə ˈwiːkˈɛnd/
box /bɒks/
boy /bɔɪ/
clever cat /ˈklɛvə kæt/
Congratulations! /kənˌgrætjʊˈleɪʃənz/
Don't worry! /dəʊnt ˈwʌri/
fantastic /fænˈtæstɪk/
favourites /ˈfeɪvərɪts/
gadget /ˈgædʒɪt/
Good question. /gʊd ˈkwɛstʃən/
girl /gɜːl/
Hang on! /ˌhæŋ ˈɒn/
Here you are. /ˈhɪə jə ˌɑː/
High five! /haɪ faɪv/
How cool is that! /haʊ kuːl ɪz ðæt/
No problem. /nəʊ ˈprɒbləm/
Over there. /ˌəʊvə ˈðeə/
pet /pɛt/
pocket /ˈpɒkɪt/
put away /pʊt əˈweɪ/
right size /raɪt saɪz/
rock /rɒk/
school band /skuːl bænd/
size /saɪz/
suit /sjuːt/
That's easy. /ðæts ˈiːzi/
That's not all. /ðæts nɒt ɔːl/
That's right. /ðæts raɪt/
too (small) /tuː (smɔːl)/
What's up? /ˌwɒts ˈʌp/
You're cold. /juə kəʊld/

VOCABULARY IN ACTION

1 Use the wordlist to find words for clothes. Use each word only once.

Find:

1 two things for your

2 three things for only.

3 one thing for

4 three things for and

5 two things for when it's

6 one thing for your

2 Re-write the sentences. Use the opposite word from the one in bold.

cool small old short

1 Your T-shirt is **big**.
Your T-shirt isn't _____
2 These trousers aren't **long**.
3 My tracksuit is **new**.
4 Those trainers are **boring**.

3 Complete the words.

My favourite things!

1. My m __ __ i __ e ph __ __ e
2. My m __ u __ __ ai__ b __ k__
3. My l __ p __ op c__mp__ __ er
4. My new __ __ ck __ ack

4 1.52 PRONUNCIATION Listen and repeat: /ð/ or /d/?

This old T-shirt is my bro**th**er Dan's.
That new **d**ress is my mo**th**er Anne's.

Revision

VOCABULARY

1 **Look at the pictures and complete the words. In pairs, say four more clothes words.**

1 shoe s
2 co __ t
3 t __ p
4 ca __
5 tr __ i __ e __ s
6 je __ __ s
7 T- sh __ __ t
8 ja __ __ __ t

2 **Which picture a–c matches sentences 1–2? Describe the extra picture with a friend.**

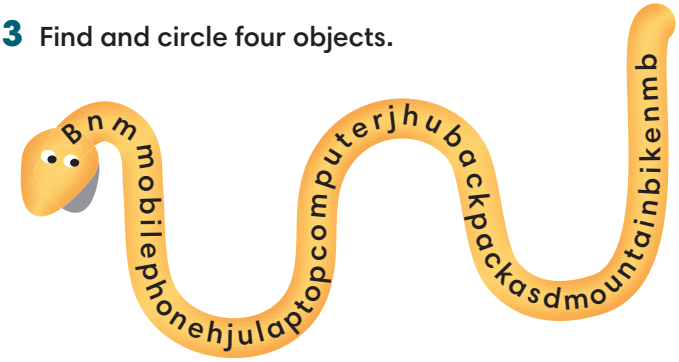
a

b

c

1 ☐ It's old but it isn't boring. It's green.
2 ☐ It's new. It isn't small and it isn't big. It's red. It's cool!

3 **Find and circle four objects.**



4 **In pairs, play a game.**

A: Say an adjective and a clothes word.
A cool T-shirt!

B: Say an adjective and a different clothes word.
New trousers!

Continue!
You can't repeat the clothes words. You can repeat the adjectives.

GRAMMAR

5 **Look at the pictures in Exercise 1 again. In pairs, say sentences with *too*.**
Maggie's coat is too big.

6 **Match sentence halves 1–5 to a–e.**

1 These are my favourite	a old and boring.
2 Those trousers	b Nick and Timmy's backpacks.
3 Those aren't	c brown bike.
4 That phone is	d trainers.
5 This is my old	e are too long.

7 **Write questions in your notebook. Answer *yes* (✓) or *no* (✗). Use short answers.**

1 your / backpack / blue? ✓
Is your backpack blue? Yes, it is.
2 those / your / books ? ✗
3 he / at school? ✓
4 she / Italian? ✗
5 you / my best friend? ✓

COMMUNICATION

8 **Complete the questions. Then work in pairs. Student A: You are your favourite star. Student B: Ask Student A questions 1–5. Then swap roles.**

1 *What's* your name?
2 How old _____ you?
3 Where are _____ from?
4 What _____ your favourite music?
5 _____'s your favourite actor?

READING and WRITING

Hi, I'm Cheryl! I'm twelve and my favourite colour is pink. My pink mobile phone is my favourite thing. My clothes are pink, too. Rafs, my dog, isn't pink! He's grey and white.

My family is very big. My sisters' names are Sarah and Daniela. My brothers' names are Rob and Mick. My dad is an actor. Sometimes he's on TV! My mum's a singer. She's cool. My granny and grandad are from Spain. Are we a happy family? Yes, we are!

1 **Work in pairs. Say what you can see in the photo.**

2 **Read the text. Circle the correct title.**

a My new dog. b Me and my family.

3 **Read the sentences. Answer the questions.**

1 How old is Cheryl?
Cheryl is twelve.
2 What's Cheryl's favourite thing?
3 Is Cheryl's family small?
4 Who are Rob and Mick?
5 Is Cheryl's mum boring?
6 Where is Cheryl's grandmother from?

4 **Look and read. Tick (✓) for yes or put a cross (✗) for no.**

1 ✓
This is a dog.

2 ☐
This is a skirt.

3 ☐
These are shoes.

4 ☐
These are mountain bikes.

5 ☐
This is a park.

6 ☐
These are jeans.

5 **Write 40–50 words about you and your family. Use these questions to help you.**

1 What's your name?
2 How old are you?
3 What's your favourite colour?
4 What are your favourite things?
5 Where is your family from?

Hi! My name's …

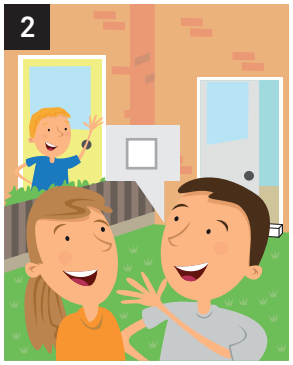
LISTENING

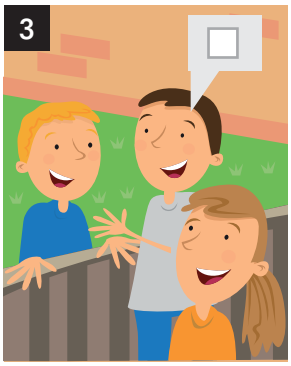
6 1.53 **Read the questions. Listen and write a name or a number.**

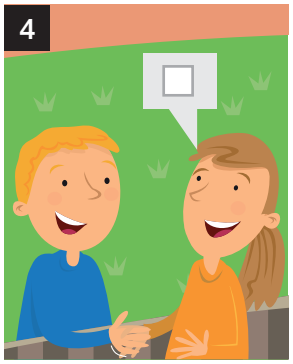
1 What's the man's surname?
Smith
2 What's the boy's name?
3 Who is the boy's best friend?
4 How old is the boy?
5 What's the number of the boy's house?

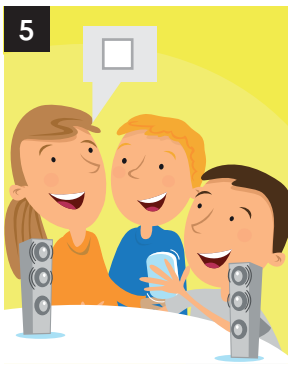
COMMUNICATION

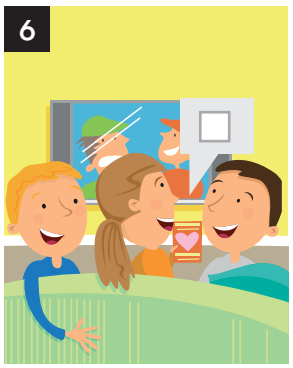
7 **Look at the pictures. Match a–h to 1–6. There are two extra sentences.**











a Nice to meet you.
b Who's your favourite actor?
c This is my mum.
d Caz, this is Jack.
e Hello Caz!
f He's my neighbour.
g What's your favourite music?
h Nice to meet you too, Mrs Smith.

8 **Work in pairs. Ask and answer the questions.**

1 What are your favourite weekend clothes?
2 What colour is your T-shirt/top today?
3 What's in your schoolbag today? (Don't look!)
4 What is your favourite place?

LANGUAGE BANK

Family
mother
mum
father
dad
parents
grandfather
grandad
grandmother
granny
son
daughter
brother
sister
aunt
uncle
cousin

Places
at home
at school
in the park
on holiday

Clothes
cap
coat
dress
jacket
jeans
shoes
skirt
T-shirt
top
tracksuit
trainers
trousers

Countries and nationalities
The UK / British
Spain / Spanish
Poland / Polish
The USA / American
France / French
China / Chinese
Turkey / Turkish

Adjectives
big
boring
cool
long
new
old
short
small

My things
backpack
laptop computer
mobile phone
mountain bike
skateboard

Introductions
Mum, this is Lucas.
He's my friend/classmate.
Lucas, this is my mum.
Nice to meet you.
Nice to meet you too.

Asking questions
What's your name?
How old are you?
Where are you from?
What's your favourite music/sport/film?
Who's your favourite actor/singer/sports person?

3

In the house

VOCABULARY
In the house | Prepositions of place | Household objects | Materials

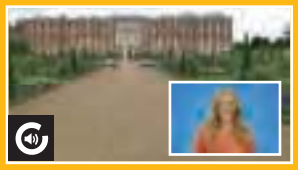
GRAMMAR
there is / there are affirmative, negative and questions | *a, an, any*

Grammar: There's a phone on the sofa!

Grammar animations:
there is / there are affirmative
there is / there are negative
and questions

Communication:
Where's the bathroom?

BBC Culture: Hampton Court Palace



3.1 VOCABULARY In the house

I can talk about my house.

1 **Label the objects in the photos (1–8) with these words.**

bath bed chair desk door sofa table window

2 2.1 Listen and repeat. Find the items in the Vocabulary box in the photos on page 38.

Vocabulary In the house

Parts of the house
bathroom bedroom door floor garage garden kitchen living room wall window

Inside the house
armchair bath bed chair desk fridge sofa table

3 Which part of the house are the photos from? Circle the correct word.

1 living room / bedroom

2 bathroom / kitchen

3 garage / bathroom

4 bedroom / living room

5 living room / garden

6 floor / wall

4 2.2 Listen to the sounds. Where are you? Write in your notebook.

1 *In the living room.*

5 Complete the word. Read the sentence to help you.

1 bed
It's in the bedroom.
2 f __ id __ e
It's in the kitchen.
3 a __ __ ch __ ir
It's in the living room.
4 t __ b __ e
It's in the kitchen.
5 d __ __ k
It's in the bedroom
6 b __ t __
It's in the bathroom.
7 ch __ __ r
It's in the kitchen
8 s __ f __
It's in the living room.

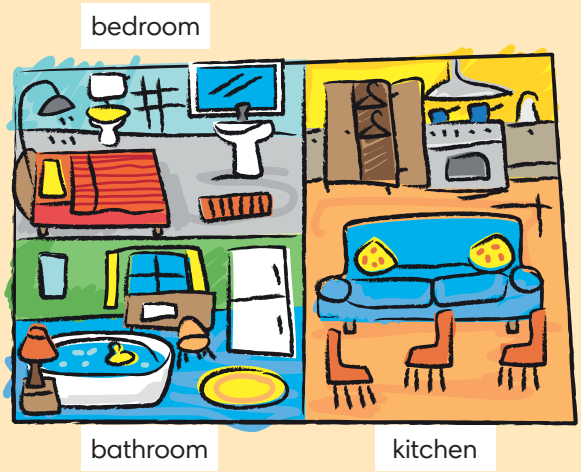
6 Look at the photos on page 38.
Student A: Say a sentence about an object inside the house. It can be a correct sentence or a false sentence.
Student B: Is student A's sentence true? Correct the false sentences.
Then swap roles.

A: The armchair is in the bathroom.
B: No, it isn't. It's in the living room!

7 Draw the things in your Crazy House. Then make lists and compare in pairs.

And YOU

The kitchen: a sofa, …



I can use *there is / there are* and prepositions of place.

There's a phone on the sofa!

1

Alex: Jen, where's the orange juice?
Jen: It's in the fridge.
Alex: Where?
Jen: Right there! It's next to the milk.
Alex: Oh, there it is!

2

Alex: Where's my phone?
Lian: There's a phone on the sofa.
Jen: No, that's my phone.
Lian: Is it under the table?
Jen: No, it isn't.

3

Lian: Is it under the sofa?
Alex: No, it isn't but there are two DVDs.
Jen: Hey! Those are my DVDs!

4

Alex: Wait! There are some sweets under the sofa!
Jen: Yuck! They're too old!
Alex: But where's my phone?
Lian: Hang on!

1 13 2.3 **Watch or listen, then read the extract from the video. What is Alex looking for? Circle the right word.**

a a book b his phone c a DVD

2 **Answer the questions.**

1 Photo 1: Where are the three friends?
They're in the kitchen.
2 Photo 2: Where are they now?
3 Photo 2: Is it Jen's phone?
4 Photo 3: Are they Alex's DVDs?
5 Photo 4: What's wrong with the sweets?

3 2.4 **Listen and repeat. Find these expressions in the story.**

Right there! *There it is!*
Wait! *Yuck!*

OUT of class

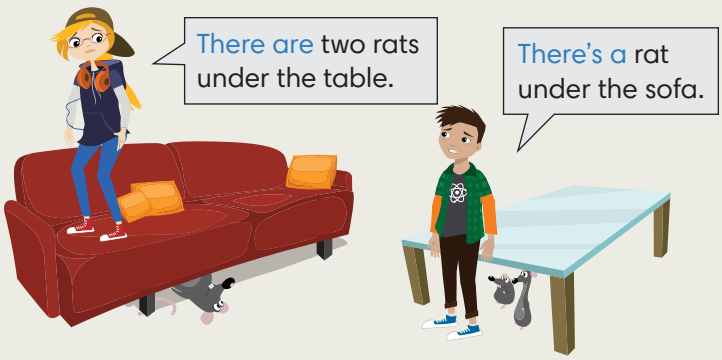
4 **Guess where Alex's phone is. Use *in*, *on* or *under*.**

5 14 2.5 **Now watch or listen and check.**

Grammar *there is / there are* affirmative

+	There is (There's) a phone on the sofa.
	There are two DVDs under the sofa.
	There are some sweets under the sofa.

15 Get Grammar!



6 Complete with *There is* or *There are*. Then look at the photos on page 40 and tick (✓) the true sentences.

1 ☑ *There is* a fridge.
2 ☐ _____ four chairs.
3 ☐ _____ a bed.
4 ☐ _____ three phones.
5 ☐ _____ two windows.
6 ☐ _____ a sofa.

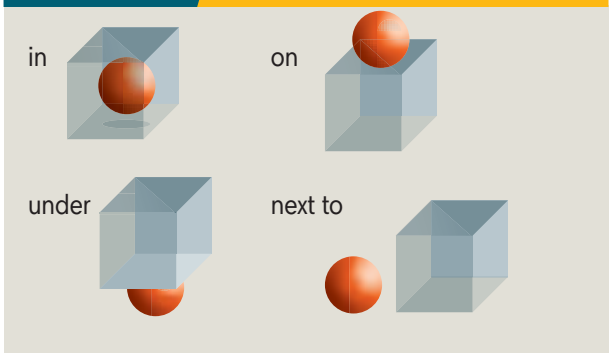
7 Look around you. Say how many of these things there are in your classroom.

door window board desk boys and girls teacher wall

There's one door. There are two windows.

8 2.6 Look, listen and repeat.

Vocabulary Prepositions of place



9 Look at the photos on page 40. Circle the correct preposition.

1 Photo 1 There are two phones *under* / (*on*) the kitchen table.
2 Photo 1 There is orange juice *in* / *on* the fridge.
3 Photo 1 Lian is *on* / *next to* Jen.
4 Photo 2 There are some books *under* / *next to* the small table.

10 Look at pictures A and B. Complete the sentences.

1 There's a chair …
A *next to* the desk. B on the bed.
2 _____ a bag …
A _____ the door. B _____ the box.
3 There are some books …
A _____ the bag. B _____ the table.
4 _____ some T-shirts …
A _____ the bed. B _____ the bed.

11 Go to page 131 and play a drawing dictation game.

And YOU

I can use the negative and question forms of *there is / there are*.

The terrific two – Dug and Coco

Kit: Dug! It's my granny! Go to 10 Paxton street!
Dug: OK.

Dug: Kit, there isn't a number on the house.
Kit: Is there a blue car in the garage?
Dug: Yes, there is.
Kit: Are there two big trees next to the house?
Dug: Yes, there are.
Kit: That's Granny's house.

Dug: Where are the bad people?
Granny: There aren't any bad people, here, Dug.
Parrot: Help! Kit! Help!

Dug: Kit, it's the parrot, not your granny!
Kit: Coco? Oh, he's naughty!
Granny: I'm very sorry, Dug. Coco is a silly boy!
Parrot: Silly boy Coco! Sorry Dug!
Granny: Good boy, Coco!

1 **Look at the cartoon. How do Kit and Superdug talk when he is in the air? Circle the correct picture.**

a

b

c

2 2.7 **Listen and read. Who says 'Kit! Help!' on the phone? Circle the correct answer.**

a Kit's granny. b Coco, the parrot.

3 **Complete the sentences with words from the cartoon.**

1 *Kit's* granny's house is at 10, Paxton street.
2 Granny's _____ is blue.
3 There are two big _____ in Granny's garden.
4 There aren't any bad _____ in Granny's house.
5 There's only Granny and _____ in the house.

Grammar	*there is / there are* negative and questions	
–	There isn't a red car	There aren't any people
?	Is there a red car? Yes, there is. / No, there isn't.	Are there any people? Yes, there are. / No, there aren't.

16 Get Grammar!

4 **Circle the correct answers. Then look at the cartoon on page 42 and tick (✓) the true sentences.**

1 ☑ There isn't / There aren't any people in granny's garden.
2 ☐ There isn't / There aren't any cats in the story.
3 ☐ There isn't / There aren't a bike in granny's garage.
4 ☐ There isn't / There aren't any dogs in granny's garden.
5 ☐ There isn't / There aren't a phone in granny's house.
6 ☐ There isn't / There aren't a desk in the living room.

*There isn't **a** tree.*
*There aren't **any** trees.*
*Is there **a** tree?*
*Are there **any** trees?*

Watch OUT!

5 **Look at the cartoon pictures on page 42. What is missing? Choose from the words below.**

TV photos table window doors

1 Pic 1: Look at the wall.
There isn't a window!
2 Pic 2: Look at granny's house.
3 Pic 3: Look at the table.
4 Pic 4: Look at the books.
5 Pic 5: Look at the wall.

6 **Look at the picture. In your notebook, write Kit's questions and Dug's answers. Then ask and answer the questions in pairs.**

1 a small house next to the big houses?
Kit: Is there a small house next to the big houses?
Dug: Yes, there is.
2 cars next to the houses?
3 dog under the tree?
4 people in the street?
5 a table in the garden?
6 armchairs in the garden?

7 **Go to page 131 and play a memory game.**

And YOU

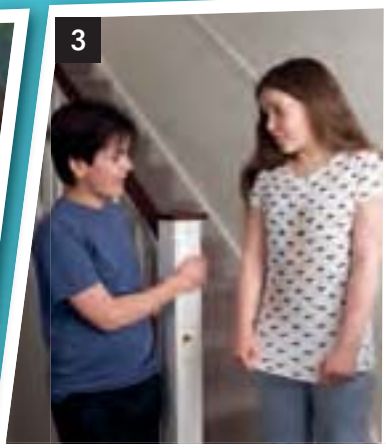
3.4 COMMUNICATION Having a guest

I can ask for something and ask where something is.

Where's the bathroom?

Jen: Hi! Here are your books.
Lucas: Thanks, Jen. Please, come in. Would you like a sandwich?
Jen: Yes, please. I'm really hungry.

Jen: This is yummy!
Lucas: Erm … Jen? There's ketchup on your T-shirt.
Jen: Oh, no! Where's the bathroom, please?
Lucas: Let me show you.



Lucas: Is your T-shirt OK?
Jen: Not really. But I'd like another sandwich, please!

1 17 2.8 **Watch or listen, then read the video extract. Whose house is it? Circle the correct answer.**

a Jen's b Lian's c Lucas'

2 2.9 **Listen and repeat.**

Communication	Having a guest
A: Hello. Please, come in. B: Thank you.	
A: Would you like a *sandwich*? B: Yes, please./No, thank you.	
A: Where's the *bathroom*, please? B: It's next to the living room. Let me show you.	

3 **Match 1–3 to a–c. Then act out the dialogues in pairs.**

1 ☐ A: Would you like a biscuit?
2 ☐ A: Where's the kitchen, please?
3 ☐ A: Where's my jacket, please?

a B: Let me show you.
b B: It's on the chair, next to the sofa.
c B: Yes, please.

4 **Circle the best answer.**

1 A: Hello, Maria. Please come in.
B: a Yes, please.
b Thank you.
c Let me show you.

2 A: Would you like an ice cream?
B: a Come in.
b It's in the fridge.
c Yes, please.

3 A: Where's the bathroom?
B: a Please come in.
b Let me show you.
c It's next to the bed.

5 **Write dialogues. Then act them out in pairs.**

1 A: Hi/come in — B: thank
Hi. Please, come in. — *Thank you.*
2 A: like/a cupcake? — B: no/thank
3 A: like/an apple? — B: yes
4 A: where/the bathroom? — B: It's/let me show

6 **You have a guest from another planet. In pairs, write dialogues. Make them funny or crazy! Then act them out in class.**

And YOU

A: *Hello, Zizzy! Please, come in. Would you like a chair?*
B: *Yes, please. I'm really hungry!*

3.5 READING and VOCABULARY Household objects

I can understand a text about a dream house.

1 2.10 **Listen and repeat. Then label pictures 1–6 with the words in the Vocabulary box.**

Vocabulary	Household objects
carpet cushion lamp plant poster television (TV)	

1 *television*

2 _____

3 _____

4 _____

5 _____

6 _____

2 **Which objects in Exercise 1 are in your classroom? Where are they? Tell a partner.**

3 2.11 **Look, read and listen. What is the text about? Circle the correct answer.**

a a sport b a person c a house

4 **Read the text again and circle *yes*, *no* or *no info*.**

1 People skateboard inside the house.
(yes) / no / no info
2 There are posters on the walls.
yes / no / no info
3 There's a TV in the living room.
yes / no / no info
4 There's a sofa inside the house.
yes / no / no info
5 There's a carpet in the bedroom.
yes / no / no info
6 There's a garage next to the house.
yes / no / no info

5 **Answer the questions about the text.**

1 What rooms are there in the house?
2 What objects are there in the house?
3 What objects in Exercise 1 are NOT in the house?

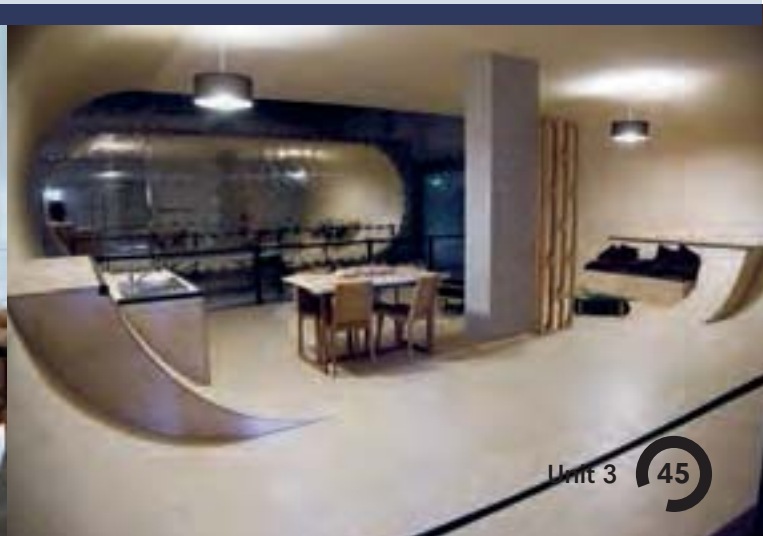
6 **Imagine your dream house. Write five sentences about it in your notebook. Tell your partner.**

There are … rooms. There's a … and there are … . In my … there's a small/big ….

A skateboarder's dream house

Normally people skateboard in the park or in the street. In this house, people skateboard inside! It is a perfect house for skateboarders. There aren't any carpets, plants, pictures or posters on the walls. People skateboard in the living room, in the kitchen, in the bedroom and in the bathroom. They skateboard on the sofa, the table, the chairs and on the walls, too!

There's a big skateboard practice room too. People skateboard with friends and they have competitions there. It's really cool!

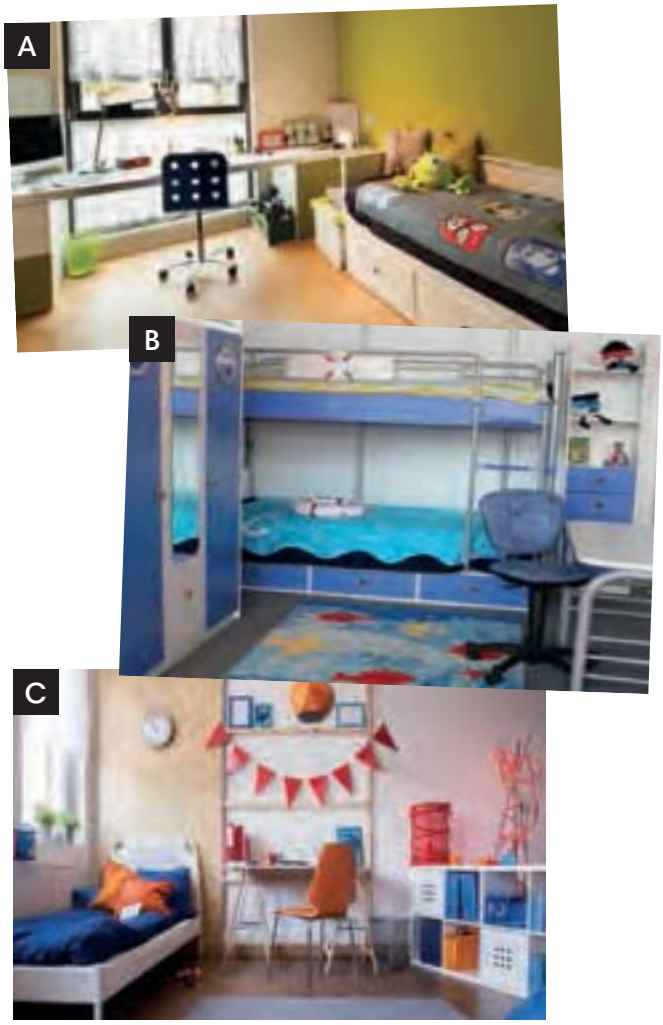


3.6 LISTENING and WRITING Apostrophes

I can understand and write short texts describing a room.

1 Look at photos A–C. Find these objects in the photos. Which is your favourite bedroom? Why?

chair cushion desk plant



2 2.12 Listen and match the speakers to their bedrooms. Write A, B or C. There is one extra photo.

☐ Speaker 1 ☐ Speaker 2

3 2.12 Complete the sentences with a preposition of place. Then listen again and check.

Speaker 1

1 My bed is *next to* the window.
2 There are orange cushions _____ the bed.

Speaker 2

3 There are two beds _____ my bedroom.
4 There's a chair _____ the desk.

4 In pairs, describe one of the photos in Exercise 1 for a partner to guess.

5 The bedroom in photo A is Lucas's. Read his blog post and finish the sentence: *In Lucas's bedroom there isn't a …*

'My bed is next to a green wall. There are two cushions and a toy on my bed. There's a big white desk under the window. There's a black chair next to it. There's a computer and a lamp on the desk. My room is great!'

Writing Apostrophes

Remember to use apostrophes with contractions.

there is = there's	is not = isn't
are not = aren't	it is = it's
they are = they're	that is = that's

6 Add apostrophes to these sentences.

1 There isn't a desk in my bedroom.
2 Theres a plant.
3 Its under the bed.
4 There arent any books.

Writing Time

7 Write about your bedroom.

1 **Find ideas**
Make a list of objects in your bedroom. Write where they are.

2 **Draft**
Write about your bedroom. Give your text a title.

My bed's …
There's ?There isn't a …
There are/There aren't any …

3 **Check and write**
Check the apostrophes and write the final version of your text.

3.7 CLIL: Science Materials

I can talk and write about different materials.

1 2.13 **Listen and repeat. Find the materials in photos 1–6.**

Vocabulary	Materials			
cardboard	glass	metal	paper	wooden

2 **Look at the picture. What is 'recycled'?**

Recycled = a new thing from an old thing.

3 **Look at the photos below again. Which household objects are recycled? Match 1–6 with a–f.**

a 2 paper lamp b __ cardboard armchair
c __ metal bath d __ wooden table
e __ glass window f __ metal sofa

4 **Read the text and look at the photos. Which household object is missing from the text?**

5 **Read the text again. Circle Yes or No.**

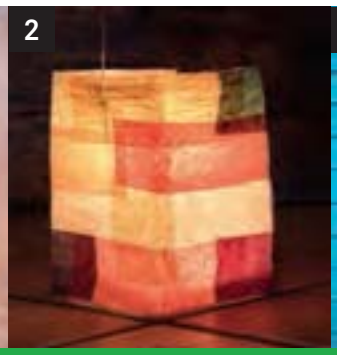
1 Is the house nice? Yes / No
2 Is the table recycled? Yes / No
3 Is the lamp metal? Yes / No
4 Is the bath old? Yes / No
5 Is the window recycled? Yes / No
6 Is the sofa in the kitchen? Yes / No

6 **Think of three materials for each object.**

Bed	Lamp	Door	Desk

7 **What is there in your house? Complete the sentences.**

There's a / an *cardboard / glass / metal / paper / wooden* _____ in _____.
There are *some / two cardboard / glass / metal / paper / wooden* _____ in _____.
They're *great / nice / OK / not nice.*



Is your house eco-friendly?

My house is very nice. There are many recycled household objects in it. This wooden coffee table is in the living room and it's recycled. This paper lamp is in my bedroom. In the bathroom there's this metal bath. It's very old. This beautiful glass window is in the kitchen. The glass is recycled but it is very old, too. My favourite object is the metal sofa in the living room. It's really cool!

WORDLIST In the house | Prepositions of place | Household objects | Science: Materials

armchair /ˈɑːmtʃeə/
bath /bɑːθ/
bathroom /ˈbɑːθrʊm/
bed /bed/
bedroom /ˈbedrʊm/
cardboard /ˈkɑːdbɔːd/
carpet /ˈkɑːpət/
chair /tʃeə/
cushion /ˈkʊʃən/
desk /desk/
door /dɔː/
floor /flɔː/
fridge /frɪdʒ/
garage /ˈgærɪdʒ/
garden /ˈgɑːdn/
glass /glɑːs/
in /ɪn/
kitchen /ˈkɪtʃən/
lamp /læmp/
living room /ˈlɪvɪŋ ruːm/
metal /ˈmetl/
next to /ˈnekst tə/
on /ɒn/
paper /ˈpeɪpə/
plant /plɑːnt/
poster /ˈpəʊstə/
sofa /ˈsəʊfə/
table /ˈteɪbəl/
television (TV) /ˈteləˌvɪʒən (ˌtiː ˈviː)/
under /ˈʌndə/
wall /wɔːl/
window /ˈwɪndəʊ/
wooden /ˈwʊdn/

EXTRA

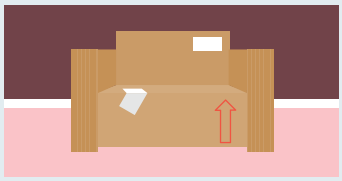
another /əˈnʌðə(r)/
bad people /ˌbæd ˈpiːpəl/
car /kɑː/
competition /ˌkɒmpəˈtɪʃən/
dream /driːm/
DVD /ˌdiː viː ˈdiː/
go /gəʊ/
I'd like ... /ˌaɪd ˈlaɪk/
inside /ɪnˈsaɪd/
milk /mɪlk/
naughty /ˈnɔːti/
Not really. /ˌnɒt ˈrɪəli/
number /ˈnʌmbə/
orange juice /ˈɒrəndʒ dʒuːs/
parrot /ˈpærət/
perfect /ˈpɜːfɪkt/
picture /ˈpɪktʃə/
Right there! /raɪt ˈðeə/
silly /ˈsɪli/
skateboarder /ˈskeɪtbɔːdə/
some /səm/
sweets /swiːts/
There it is! /ˈðeər ɪt ɪz/
tree /triː/
Wait! /weɪt/
Yuck! /jʌk/

VOCABULARY IN ACTION

1 Think about your house. Match the objects with the places. Some objects may be in more than one place.

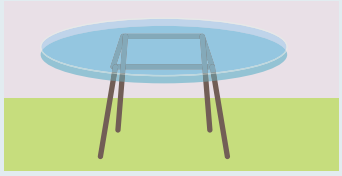
1 fridge	a bedroom
2 bed	b garage
3 bath	c living room
4 sofa	d bathroom
5 plant	e kitchen
6 car	f garden

2 Label the household objects. Add the material they are made of: cardboard, glass, metal, paper, wood



1 *A cardboard armchair*

2 _____



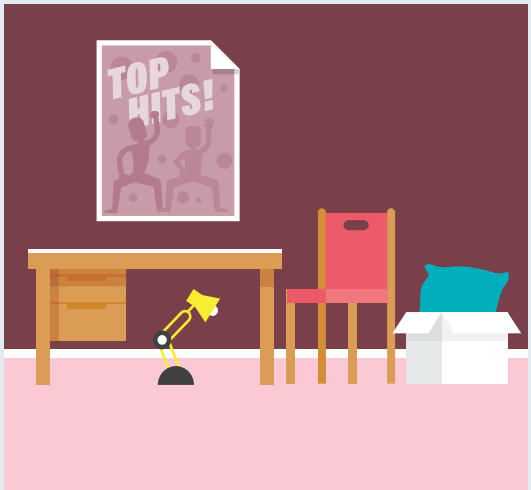
3 _____

4 _____

5 _____

6 _____

3 Where are they? Use the right preposition of place.



1 cushion/box
The cushion is in the box.
2 chair/desk
_____
3 lamp/desk
_____
4 poster/wall
_____

4 2.14 **PRONUNCIATION** Listen and repeat: /ɪ/ or /iː/.

There are sixteen TVs in the living room
And three big fridges in the kitchen!

Revision

VOCABULARY

1 **Work in pairs. Student A: Choose a square. Student B: Say where where you can find the object. Then swap roles.**

A: *3B*

B: *Lamp … There's a lamp on my desk.*

	1	2	3	4
A	bath	bed	desk	door
B	fridge	sofa	lamp	chair
C	lamp	window	table	cushion

2 **Read the riddles. Write the objects.**

1 There are three on my bedroom wall. p*osters*
2 It's on the floor in the living room. c_____
3 It's in the living room. There's a film on it now! T_____
4 They're green. They are in my garden. p_____
5 There's one in the living room. I sit in it. a_____

3 **Look at the picture. Read and complete the sentences with a preposition of place.**

1 There's a sofa the *in* the living room.
2 There are cushions _____ the beds.
3 There's a plant _____ the sofa.
4 There's a dog _____ the kitchen.
5 The cat is _____ the door.
6 The trainers are _____ the bed.

4 **The words for places in the house are mixed up. Write them correctly.**

1 kitgroom *kitchen*
2 bedhroom _____
3 garoom _____
4 batrage _____
5 livinden _____
6 gachen _____

GRAMMAR

5 **Look at the picture. Complete the text with *there is*, *there isn't*, *there are* or *there aren't*.**

[1]*There are* five rooms in the house. [2]_____ a living room and there's a kitchen. [3]_____ a bathroom and [4]_____ two bedrooms. [5]_____ a garden but there's a garage. [6]_____ any windows in the garage.

6 **Write questions about the house in Exercise 3. Use *Is there* or *Are there*.**

1 *Is there* a table in the living room?
2 _____ a TV in the kitchen?
3 _____ any plants in the living room?
4 _____ a dog the kitchen?
5 _____ a lamp in the blue bedroom?
6 _____ any cushions in the bathroom?

7 **Look at the picture again and answer the questions in Exercise 6.**

1 *Yes, there is.*

COMMUNICATION

8 **Complete the dialogue with the words below.**

please Where's show ~~Hi~~ come in Would

1

Marianna: [1]Hi, Louise. Please, [2]_____!
Louise: Thanks.
Marianna: [3]_____ you like a drink?
Louise: Yes [4]_____.

2

Louise: [5]_____ your room Marianna?
Marianna: Let me [6]_____ you.

BBC

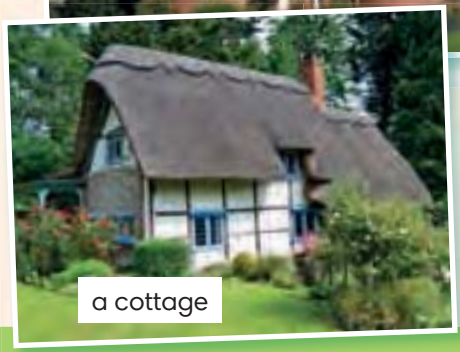
CULTURE

What do houses look like in the UK?

a detached house

terraced houses

semi-detached houses


a cottage

a houseboat

a flat

a block of flats

EXPLORE

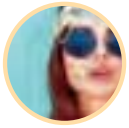
1 **There are different types of houses in the UK. In pairs, talk about where you can find these types of houses.**

a in the city
b in the country
c in the city and in the country

2 **2.15 Read the texts and circle the type of house Ian, Lisa and Claire live in. Then listen and check.**

Ian, 11

I live in a *houseboat / semi-detached house*. I am friends with the boys next door. There's a big tree in their garden with a tree-house. We play there all the time!


Lisa, 13

I live in a *block of flats / detached house* with twelve floors. The flat isn't big. There are two small bedrooms but the living room is nice. The view is fantastic!

Claire, 12

I live in the city, in a street with *terraced houses / cottages*. They are all tall and grey but the doors are different colours. The door of my house is yellow!

3 **2.16 Listen and complete the text with the words below.**

next to cottage ~~country~~ boring
houseboat small

Martha, 12

I live in the [1]*country*. My house is a [2]_____ in Devon, South West England. There are lots of trees [3]_____ it.

Matt, 13

I live in a [4]_____ on the River Thames. It is very [5]_____ but I like it. The view from my window is never [6]_____!

GLOSSARY
fantastic (adj) very attractive
floor (n) one of the levels in a building
view (n) what you can see from somewhere

EXPLORE MORE

Hampton Court Palace

4 18 **Watch the video and answer the presenter's questions. Then circle the correct answer.**

Hampton Court was the home of _____ VIII.

a King Charles **b** Queen Elizabeth **c** King Henry

5 18 **Watch the video again. Complete the sentences with one word from the video.**

1 Hampton Court Palace is in _____.
2 There are _____ kings or queens in Hampton Court today.
3 There are over 1,000 _____ in Hampton Court.
4 There is a maze in the _____ of Hampton Court.

6 **Discuss in pairs. Which part of Hampton Court Palace is your favourite? Why?**

YOU EXPLORE

7 **In groups, make a digital presentation of an unusual or interesting house in your area.**

1 Take photos of the house or find them on the Internet.
2 Write a description of the house. Use these questions to help you.
Where is the house?
What type of house is it?
Is it big/small?
What colour is it?
Is there a garden/garage?
3 Put the photos and text together.
4 Share your presentation with the class. Which is your favourite house? Why?

4

About me

VOCABULARY
Face, eyes and hair | Parts of the body | Personality adjectives | Genes

GRAMMAR
Have got affirmative and negative | Regular and irregular plural | *Have got* questions and short answers | Possessive adjectives

Grammar: I haven't got big feet!

Grammar animations:
Have got affirmative and negative
Have got questions and short answers

Communication:
Sorry about that!

4.1 VOCABULARY Face, eyes and hair

I can describe someone's face, eyes and hair.

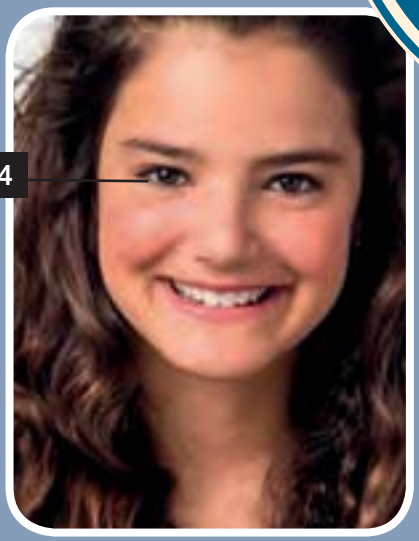
1 Say the words and point at the features of your face.

ears eyes hair mouth nose

SAM

REGAN

PARK HILL SECONDARY SCHOOL



MARIA

ANDY

2 2.17 Listen and repeat. Find the features in the photos on page 52.

Vocabulary	Face, eyes and hair
Face	
ears eyes mouth nose	
Eyes	
blue brown green	
Hair	
curly spiky straight wavy	
blond brown dark grey red	

3 Find the numbers (1–5) in the photos on page 52. Write whose features they are.

1 They're *Sam's ears*.
2 It's _____.
3 It's _____.
4 They're _____.
5 It's _____.

4 In pairs, put the words in the box in the correct list. You can use them more than once.

big blond blue brown curly
dark green grey long red
short small spiky straight wavy

1 eyes	
2 ears / nose / mouth	
3 hair	

Maria's hair ***is*** *brown.* **Watch OUT!**

5 Look at the photos on page 52. Circle the correct word.

1 Regan's eyes are *brown* / *green*.
2 Sam's hair is *straight* / *curly*.
3 Maria's hair is *long* / *short*.
4 Andy's hair is *straight* / *wavy*.
5 Sam's hair is *blond* / *dark*.
6 Regan's hair is *blond* / *red*.
7 Andy's eyes are *blue* / *brown*.

6 Look at the children's hair. Complete the words.

a ☐ straight

b ☐ w __ __ y

c ☐ __ u __ l __

d ☐ __ __ ik __

e [1] l __ __ g

f ☐ __ h __ r __

7 2.18 Listen and number the pictures in Exercise 6.

1 Long straight red hair, green eyes.
2 Short curly brown hair, blue eyes.
3 Long wavy blond hair, brown eyes.
4 Short curly red hair, blue eyes.
5 Short straight brown hair, green eyes.
6 Short spiky brown hair, brown eyes.

long/short curly/straight
blond/brown/dark/red hair
big/small blue/brown eyes
Watch OUT!

8 Which words in Exercise 4 describe your hair and eyes? Write them down. Use the Watch Out! box for help. Tell a partner.

_____ _____ _____ hair
_____ _____ eyes

9 In pairs, describe someone in your class. Guess who it is.

A: *Long, straight brown hair, brown eyes.*
B: *It's Alice!*

10 Do you know a person with …

a green eyes? *My mum.* b spiky hair?
c grey hair? d a small nose?

And YOU

4.2 GRAMMAR *Have got* affirmative and negative

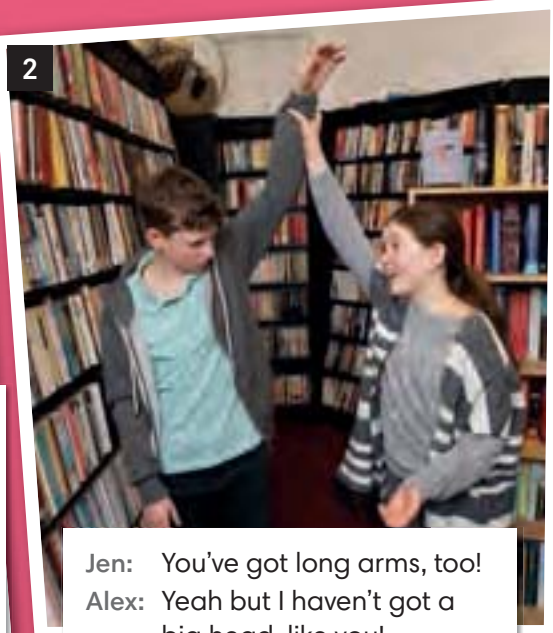
I can use the affirmative and negative forms of the verb *have got*.

I haven't got big feet!

1 At the bookshop.

Alex: Ouch, my foot!
Jen: It isn't my fault! You've got long legs! And you've got big feet!
Alex: I haven't got big feet! I'm tall!

2



Jen: You've got long arms, too!
Alex: Yeah but I haven't got a big head, like you!

3

Jen: My head is fine! Mum?
Mum: Stop it, you two! Jen, your brother hasn't got big feet. Alex, your sister hasn't got a big head! Now, hurry up! We haven't got a lot of time.

4

Jen: Oh, they've got "Yummy Cupcakes". Great! Oh, no! It's too high! Alex? Help me, please!

1 19 2.19 **Watch or listen, then read. Jen needs Alex's help. Why? Finish the sentence.**

Because the book is too _____.

2 **Circle the correct answer.**

1 *Alex* / *Jen* is tall.
2 Alex's arms are *long* / *short*.
3 Jen's head *is* / *isn't* big.
4 Jen's book is about *cupcakes* / *big feet*.

3 2.20 **Listen and read. Find these expressions in the story.**

It isn't my fault! *Stop it!*
Help me, please!

OUT of class

4 CLASS VOTE **Will Alex help Jen?**

5 20 2.21 **Now watch or listen and check.**

21 Get Grammar!

Grammar *have got* affirmative and negative

+ Short and long form	- Short and long form
I've (have) got long legs.	I haven't (have not) got long legs.
You've (have) got long legs.	You haven't (have not) got long legs.
He / She / It's (has) got long legs.	He / She / It hasn't (has not) got long legs.
We've (have) got long legs.	We haven't (have not) got long legs.
You've (have) got long legs.	You haven't (have not) got long legs.
They've (have) got long legs.	They haven't (have not) got long legs.

6 Complete the sentences with *'ve got* or *'s got*.

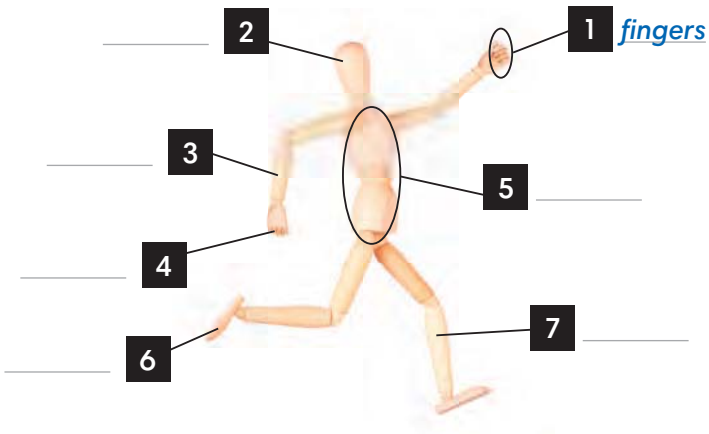
1 Jen: 'Alex, you've got big feet!'
2 Jen: 'Alex_____ long arms.'
3 Alex: 'Jen_____ a big head.'
4 Mum: 'We_____ very little time.'
6 Jen: 'They_____ 'Yummy Cupcakes'!

7 2.22 Listen and repeat.

Vocabulary Parts of the body

arm body fingers foot hand head leg

8 Label the parts of the body. Use the words from the Vocabulary box.



9 Write the correct the sentences in your notebook.

1 Jen's got blond hair. (brown)
Jen hasn't got blond hair. She's got brown hair.
2 Alex's got small feet. (big)
3 Jen and Alex have got short legs. (long)
4 Jen and Alex's mum's got blue eyes. (brown)
5 Jen and Alex have got big heads. (small)

Watch OUT!

finger - fingers
foot – feet

10 Look at Ike and Mike. Complete the text with one word in each gap.

big got they has tall feet ~~have~~

Ike and Mike[1] have got long spiky hair. [2]_____ 've got big mouths but they haven't got [3]_____ noses. Mike is [4]_____. He [5]_____ got green hair. He's [6]_____ very long arms and very big [7]_____.

11 Write about Ike. Use exercise 10 for help.

Ike isn't tall. He's got …

And YOU

12 Create a friend for Ike and Mike. Give her a name and describe her.

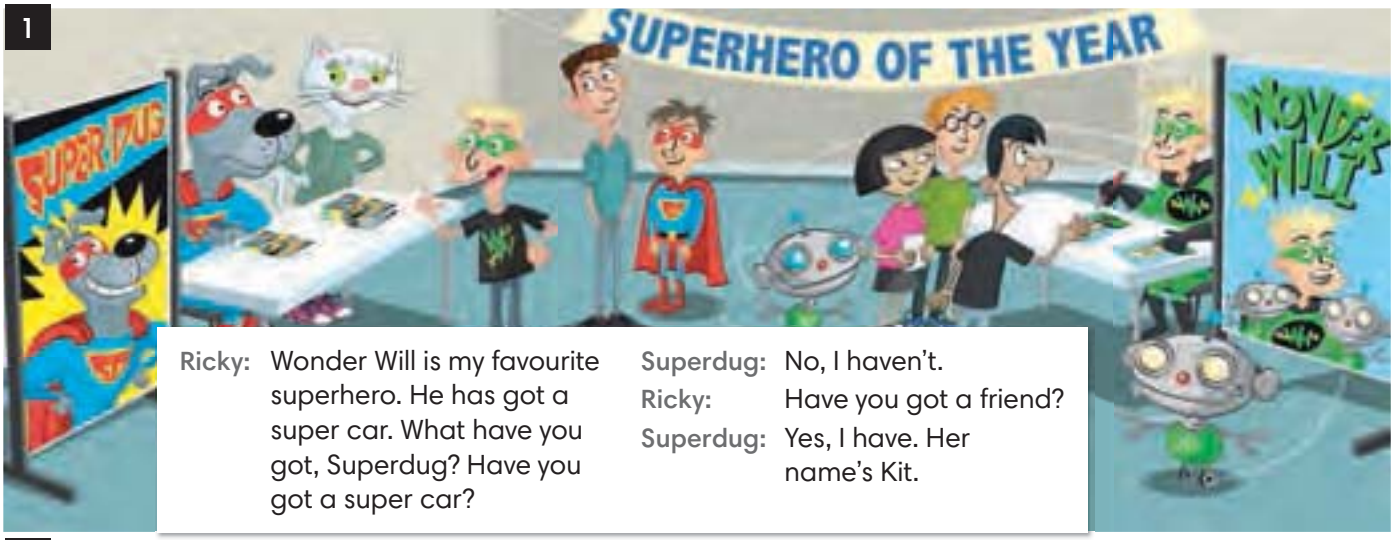
Ike and Mike have got a friend.
She's got … and …
She's got … but she hasn't got …

4.3 GRAMMAR *have got* questions and short answers

I can ask questions with the verb *have got* and use *his, her, its, our, your, their.*

The Terrific Two – My favourite superhero!

1



Ricky: Wonder Will is my favourite superhero. He has got a super car. What have you got, Superdug? Have you got a super car?

Superdug: No, I haven't.

Ricky: Have you got a friend?

Superdug: Yes, I have. Her name's Kit.

2

Ricky: Wonder Will's got *two* friends. Their names are X1 and X2. They've got super ears. Has Kit got super ears?

Superdug: No, she hasn't.

3

Ricky: They've got super eyes, too. Have you and Kit got super eyes?

Superdug: No, we haven't. Our eyes are like your eyes.

4

Ricky: X1 and X2 have got other super powers, too!

Superdug: Yes, but have they got battery power?

Ricky: No, they haven't!

1 **Look at the cartoon carefully. Someone looks like Superdug. Point at him/her.**

2 **2.23 Listen and read. Who is Wonder Will?**

3 **Read the sentences. Circle T (true) or F (false).**

1 Superdug is at home. T / F
2 Superdug hasn't got a super car. T / F
3 X1 and X2 have got super ears. T / F
4 Kit's got super eyes. T / F
5 X1 and X2 haven't got any battery power now. T / F

Grammar *have got* questions and short answers

?	Short answers
Have I got a friend?	Yes, I have. / No, I haven't.
Have you got a friend?	Yes, you have. / No, you haven't.
Has he/she/it got a friend?	Yes, he/she/it has. / No, he/she/it hasn't.
Have we got a friend?	Yes, we have. / No, we haven't.
Have you got a friend?	Yes, you have. / No, you haven't.
Have they got a friend?	Yes, they have. / No, they haven't.
What have you got?	I've got super powers!

22 Get Grammar!

4 **Complete the questions. Use *have … got* or *has … got*.**

1 Q: Has Wonder Will got a red suit?
2 Q: _____ Ricky _____ brown hair?
3 Q: _____ X1 and X2 _____ big heads?
4 Q: _____ Kit _____ brown eyes?
5 Q: _____ X1 and X2 _____ long legs?
6 Q: _____ Superdug _____ long ears?

5 **Look at the cartoon. Answer the questions in Exercise 4.**

1 *No, he hasn't.*

6 **In pairs, ask and answer about the superheroes.**

	super eyes	super ears	super arms
Wondercat	✓	✓	✗
Iron Girls	✓	✗	✓

1 A: *Has Wondercat got super eyes?*
B: *Yes, she has.*

Watch OUT!

he → his	*His superhero costume is green.*
she → her	*Her eyes are green.*
it → its	*Its eyes are blue.*
we → our	*'Wonder Will is our friend!'*
you → your	*'Your hair is blond and spiky!'*
they → their	*Their noses are red.*

7 **Complete the sentences. Use *his, her, its, our, your* or *their*.**

1 They've got green suits.
These are their suits.
2 We've got a super car!
This is _____ super car!
3 He's got a new robot.
This is _____ new robot.
4 Has she got a super friend?
Is this _____ super friend?
5 Has it got a battery?
Is this _____ battery?

8 **Work in pairs. Ask your partner what he/she has got. Answer your partner's questions. Use the words in the box. Tell the class about your partner.**

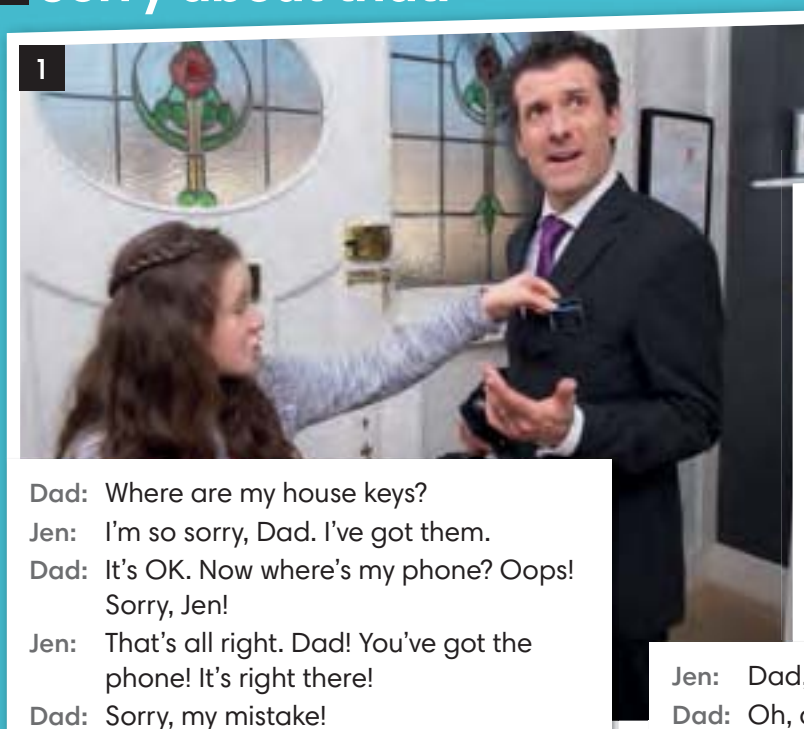
a brother or a sister? a pet? a TV in your room?
a friend? a bike? a robot? a cousin?

9 2.24 2.25 **Go to page 131. Listen and sing the Robots' Song.**

And YOU

I can say sorry and respond to an apology.

Sorry about that!



1

Dad: Where are my house keys?
Jen: I'm so sorry, Dad. I've got them.
Dad: It's OK. Now where's my phone? Oops! Sorry, Jen!
Jen: That's all right. Dad! You've got the phone! It's right there!
Dad: Sorry, my mistake!
Jen: No problem.
Dad: Oh, it's late! Bye, Jen!

2

Jen: Dad, wait! Your house keys!
Dad: Oh, dear! Sorry about that! Thanks, sweetie! Bye!
Jen: Bye dad!

2

Jen: Come on! Really? Erm … dad?

1 23 2.26 **Watch or listen. Then read. Who has got Dad's phone? Circle the right answer.**

a Jen b Dad

2 2.27 **Listen and repeat.**

Communication	Apologising
A: I'm so sorry. Sorry about that! Sorry, my mistake.	B: It's OK. That's all right. No problem.

3 2.28 **Complete the dialogues. Then listen and check. Act out the dialogues in pairs.**

1 A: Oops! Sorry about that, Pete!
B: No *problem*.
2 A: Where's my phone?
B: _____, I've got it!
A: That's _____.
3 A: This isn't my jacket.
B: Sorry, my _____. Here you are.
A: _____ OK. Thanks.

4 **Write dialogues for the pictures. Then act out the dialogues in pairs.**

1 A: Ouch!
B: _____
A: _____

1

2 A: This isn't my bag.
B: _____
A: _____

2

5 **Make real dialogues in pairs. Use expressions from the Communications box. Then act them out in class.**

And YOU

A: *Where's my pen?*
B: *I'm so sorry. I've got it.*
A: *No problem.*

4.5 READING and VOCABULARY Personality adjectives

I can understand and do a personality quiz.

1 2.29 **Listen and repeat. Complete the sentences with the words in the Vocabulary box.**

Vocabulary	Personality adjectives
clever friendly funny helpful nice	

1 I speak to everyone.
I'm friendly.
2 My teacher helps me every day.
She's _____.
3 You've got flowers for your mum.
You're very _____.
4 My friend's jokes are great!
He's _____.
5 I've got good marks at school.
I'm _____.

2 **Do the personality quiz! Circle a, b or c.**

3 **Count how many a, b and c answers you have got and read the key. Do you agree? Tell a friend or the class!**

4 2.30 **Listen to two friends. Are they friendly, funny and clever? Tick (✓) for yes and put a cross (✗) for no.**

	friendly	funny	clever
Sam	✓		
Sue			

5 **Write about a student from your class. Read the text out. Can the class guess who it is?**

A: *She is very friendly and she's funny. She's very helpful, too.*
B: *Is it Maria?*
A: *Yes! You're right!*

What kind of a person are you? Are you friendly? Are you funny?

QUIZ TIME

Do our personality quiz to find out!

1 How many good friends have you got?
a 3–6 **b** 7–10 **c** 1 or 2

2 Are your jokes funny?
a Sometimes. **b** Yes! **c** No. My jokes are bad!

3 What's your favourite place?
a School. **b** A party! **c** My room.

4 Are you good at school?
a I'm ok. **b** Yes, I am!
c I'm good at my favourite subjects.

5 Your best friend has got a problem. You ...
a help your friend. **b** just say 'I'm sorry'.
c say 'Speak to your mum.'

6 Your neighbour has got a big bag. You say:
a 'Let me help you!' **b** 'That's big!'
c 'I'm sorry, I've got homework'

KEY:

A lot of your answers are a.

GOOD FRIEND!

You are a good friend. You are very nice! You are helpful and you are a good student.

A lot of your answers are b.

PARTY ANIMAL!

You are very funny and friendly but you aren't always very helpful. Jokes, parties and dancing are your favourite things but you are also a good student.

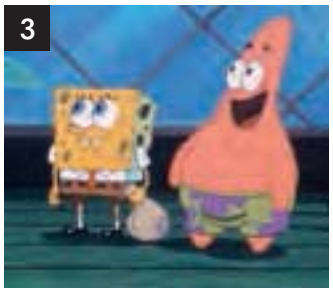
A lot of your answers are c.

HOME LOVER!

You are friendly ... sometimes! You don't like groups and you aren't very helpful. You are usually a good student.

4.6 LISTENING and WRITING Paragraphs

I can understand and write short texts about cartoon characters.



1 Look at the photos. Can you name the cartoons?

2 2.31 Find the characters in the photos. Write the correct number. There is one extra photo. Then listen and check.

Skipper ☐
Kevin ☐
SpongeBob SquarePants ☐

3 2.32 Listen to the dialogue and tick (✓) the children's opinion.

	SpongeBob SquarePants	Kevin	Skipper
funny	✓	✓	
helpful			
friendly			
clever			

4 2.32 Complete the sentences with the words below.

Skipper clever Kevin cool friendly

1 SpongeBob SquarePants isn't very *clever*.
2 All Minions are _____.
3 _____ loves bananas and apples.
4 _____ has got good ideas.
5 Sometimes Skipper isn't nice or _____.

5 Who is your favourite cartoon character? Describe him/her to a friend.

6 Read Lian's text about her favourite cartoon character. Do you know him/her?

Paragraph 1
Kung Fu Panda's name is Po. He's got a big body and head. He's got big blue eyes and small black ears. They're cool. His legs are short and his arms are long. He's got yellow and red shorts.

Paragraph 2
I think Po is nice. He's funny and he's friendly. He's got lots of friends. He's clever and he's very good at Kung fu!

Writing Paragraphs

A paragraph is a part of a text. It's about one main idea. Remember to divide your text into paragraphs!

7 Read Lian's text in Exercise 6 again. Write the paragraph numbers. Add examples from Lian's text to each paragraph.

☐ Face and body *big body, big head, …*
☐ Personality *nice, …*

Writing Time

8 Write about your favourite character from a book or cartoon.

1 **Find ideas**
Find a photo of your character. Make a list of words describing his/her face, body and personality.

2 **Draft**
Write a paragraph describing his/her face and body.
(Your character's name) has got a really friendly face …
Write a paragraph about his/her personality.
He/She isn't very clever but …

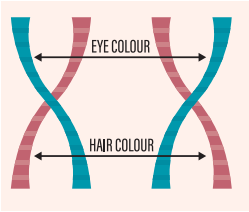
3 **Check and write**
Check the paragraphs and write the final version of your text.

4.7 CLIL: Science Genes

I can talk and write about genes.

Which of these pictures shows genes?

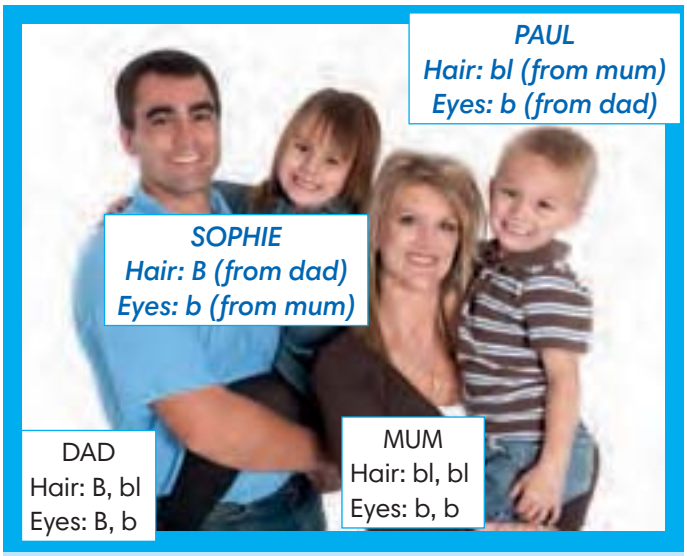
Watch OUT!



1 2.33 **Listen and repeat.**

Vocabulary	Adjectives		
different	same	strong	weak

2 **Read the text and find the words. In pairs, discuss what they mean. Check with your teacher.**



It's in the genes!

Sophie and Paul are brother and sister. They haven't got the same hair and eye colour. Sophie has brown hair and blue eyes. Paul has blond hair and brown eyes. That's because they've got a different combination of genes from their parents.

We get two genes for our hair colour and two genes for our eye colour. One gene is from our mother and one gene is from our father.

We get different colours from different gene combinations. For example, here, brown eye genes (B) are strong (dominant) and blue eye genes (b) are weak (recessive). People with one *B* gene and one *b* gene have got brown eyes because *B* is strong. People with two *b* genes have got blue eyes because they are the same type of genes.

3 **Read the text again and look at the picture. Write Sophie or Paul next to the right eye colour combination.**

B, b _____

b, b _____

4 **Read the statements. In pairs, circle T (true) or F (false).**

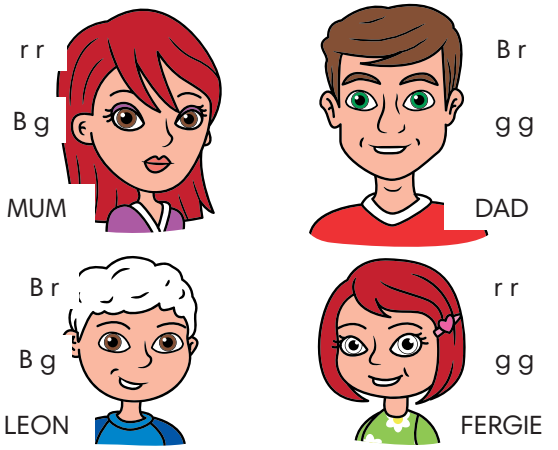
1 We get our genes from our brothers and sisters. T / F

2 The colour of our eyes is from a combination of two genes. T / F

3 We've got different genes for hair colour and eye colour. T / F

4 Brothers and sisters always have the same combination of genes. T / F

5 **Colour in Leon's hair and Fergie's eyes.**



B = brown – strong g = green – weak r = red – weak

6 **Draw you and your family. What colour eyes and hair have you got? Guess the gene combinations.**

And YOU

WORDLIST Face, eyes and hair | Parts of the body| Personality adjectives | Biology (adjectives)

arm /ɑːm/
blond /blɒnd/
blue /bluː/
body /ˈbɒdi/
brown /braʊn/
clever /ˈklevə/
curly /ˈkɜːli/
dark /dɑːk/
different /ˈdɪfərənt/
ears /ɪəz/
eyes /aɪz/
fine /faɪn/
fingers /ˈfɪŋgəz/
foot /fʊt/
friendly /ˈfrendli/
funny /ˈfʌni/
green /griːn/
grey /greɪ/
hand /hænd/
head /hed/
helpful /ˈhelpfəl/
leg /leg/
mouth /maʊθ/
nice /naɪs/
nose /nəʊz/
red /red/
same /seɪm/
spiky /ˈspaɪki/
straight /streɪt/
strong /strɒŋ/
wavy /ˈweɪvi/
weak /wiːk/

EXTRA

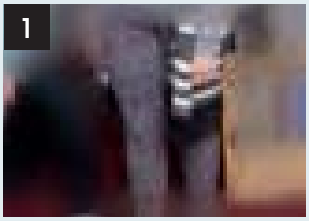
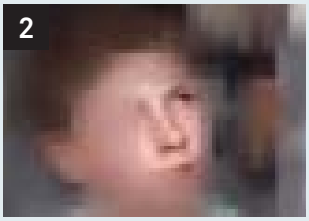
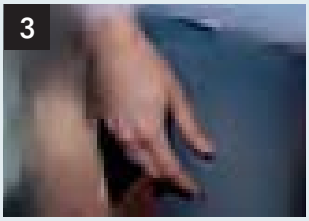
a lot of /ə ˈlɒt əv/
always /ˈɔːlwəz/
answer /ˈɑːnsə/
battery power /ˈbætəri ˌpaʊə/
dancing /ˈdɑːnsɪŋ/
do a quiz /ˌduː ə ˈkwɪz/
good at /ˈgʊd ət/
good student /ˌgʊdˈstjuːdənt/
group /gruːp/
Help me, please! /ˈhelp mi pliːz/
high /ˌhaɪ/
home lover /ˈhəʊm ˌlʌvə/
homework /ˈhəʊmwɜːk/
house keys /haʊs kiːz/
How many? /ˌhaʊ ˈmeni/
Hurry up! /ˌhʌri ˈʌp/
It isn't my fault! /ɪt ˌɪzənt maɪ ˈfɔːlt/
joke /dʒəʊk/
kind /kaɪnd/
long /lɒŋ/
like /laɪk/
Oh, dear /əʊ dɪə/
Ouch! /aʊtʃ/
party animal /ˌpɑːti ˈænəməl/
person /ˈpɜːsən/
personality /ˌpɜːsəˈnæləti/
place /pleɪs/
reading /ˈriːdɪŋ/
room /ruːm/
say /seɪ/
short /ʃɔːt /
sometimes /ˈsʌmtaɪmz/
speak to /ˈspiːk tə/
Stop it! /ˈstɒp ɪt/
subject /ˈsʌbdʒɪkt/
suit /suːt/
super power /ˈsuːpə ˌpaʊə/
sweetie /ˈswiːti/
tall /tɔːl/
time /taɪm/
usually /ˈjuːʒuəli/

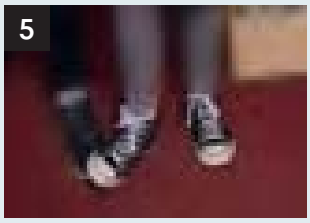
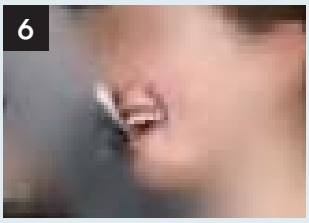
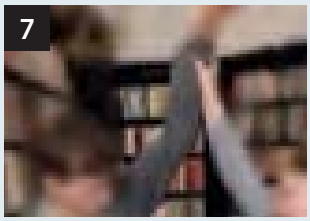
VOCABULARY IN ACTION

1 Find words from the wordlist to describe:

Hair: *blond, …*
Eyes: *blue, …*

2 Whose face and body parts are they? The clues are on p. 54.

1 *They're Jen's legs.*

3 Describe the people with one personality adjective from the wordlist.

1 Maria: 'Let me help you!'
Maria's helpful.
2 Theo: 'This cake is for you'.
3 You: 'Ha! Ha! Great joke, Charlie!'
4 Alex: 'Hi! Great to see you! How are you?'
5 Isabella: 'I'm good at Chinese, Spanish and French'

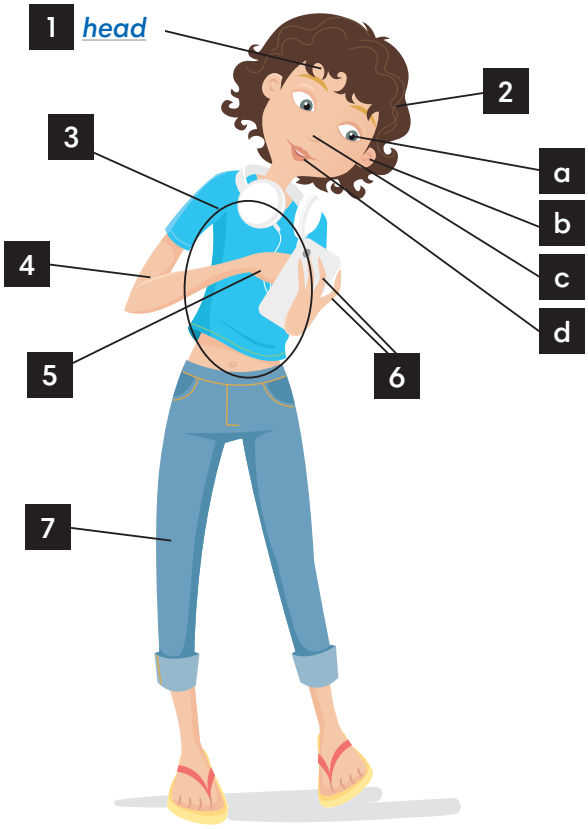
4 2.34 PRONUNCIATION
Listen and repeat: /h/.

Her name's **H**elpful **H**elen.
Her **h**orse's name is Claire.
Her **h**ome is in **H**astings.
She's got dark **h**air!

Revision

VOCABULARY

1 Look at Maddy. Write words 1–7 describing her body. Then complete words a–d describing her face.

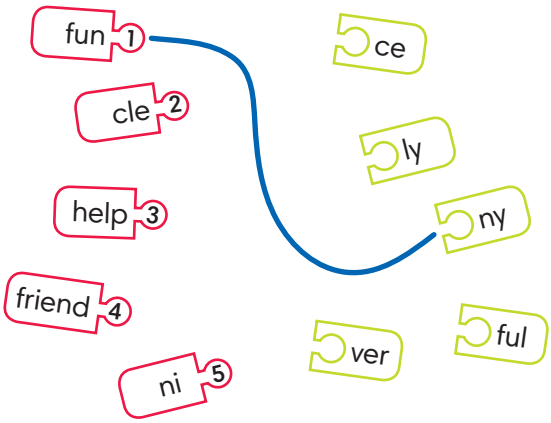


a e y e s b e ___ s
c n ___ e d m ___ u ___

2 Read sentences 1–3 about Maddy's hair. Tick (✓) the sentence that is true.

1 ☐ She's got long, dark, straight hair.
2 ☐ She's got short, blond, wavy hair.
3 ☐ She's got short, brown, curly hair.

3 Match the word fragments to make five adjectives.



GRAMMAR

4 Make questions with *have/has got*.

1 you / brown eyes?
Have you got brown eyes?
2 your dad / curly hair?
3 you and your friends / dark hair?
4 your mum / long arms?
5 your parents / blue eyes?
6 your grandparents / pet?

5 Answer the questions in Exercise 4.

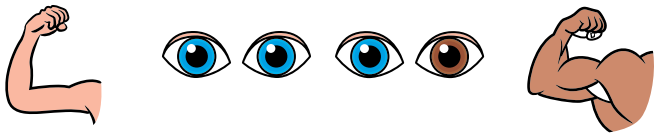
1 *Yes, I have. / No, I haven't.*

6 Complete the sentences with *his, her, its, our, your* or *their*.

1 A: What are *your* names, please?
B: _____ names are Jo and Frankie.
2 A: Is that Lisa and _____ friend?
B: That's right. _____ name's Andrew.
3 Oh, look at that cat! One of _____ eyes is green and the other is blue!
4 This is a photo of my aunt and uncle and this is _____ new house.

7 Label the pictures with the words below.

different same strong weak



1 _____ 2 _____ 3 _____ 4 _____

COMMUNICATION

8 Complete the dialogues with the words below.

problem That's mistake so Sorry It's OK

1 A: This isn't my phone.
B: Sorry, my [1]*mistake*. Here you are.
A: [2]_____ all right.
2 A: Where's my cap?
B: Oops! I've got it. [3]_____ about that.
A: No [4]_____
3 A: I haven't got your book today. I'm [5]_____ sorry.
B: [6]_____.

READING and WRITING

What's your favourite place? Write about it!

A

Bev, 14

1 My favourite place is my Granny's cottage. I love the living room. It's got Granny's books, her lamps and some of my old toys!

B

Jane, 13

2 My favourite place is our classroom! It's very big and it's got long, brown desks. We've all got boxes for our books and schoolbags.

C

Julietta, 14

3 My favourite place is our holiday home in the country. I go there with my mum, dad and sister. It's got two small bedrooms, a living room, a kitchen and a bathroom. My sister and I love the garden!

1 **Work in pairs. Say what you can see in the photos.**

2 **Read and match texts 1–3 to photos A–C.**

3 **Read the sentences. Circle *yes* or *no*.**

1 Bev's Granny's house is a cottage. yes / no
2 Bev's old books are in the living room. yes / no
3 Jane's classroom is small. yes / no
4 In Jane's classroom, there are boxes for the students' things. yes / no
5 Julietta's holiday home has got five rooms. yes / no
6 Julietta hasn't got a sister. yes / no

4 **Write about 40–50 words about your favourite place. Use these questions to help you.**

1 What is your favourite place?
2 Where is this place?
3 What is there in it?
4 Who is there?
5 What nice things are there in it?

My favourite place is …
It's in …
There are … in my favourite place.
There is a nice … / There are nice …

5 **Look and read. Write yes or no.**

1 The boy has got short, spiky hair. *yes*
2 There is a brown carpet on the floor. ____
3 The man on the chair has got long arms. ____
4 There aren't any dresses. ____
5 There's a cat under the desk. ____
6 The girl has got blond hair. ____

LISTENING

6 2.35 **Listen and draw lines. There is one extra picture.**

COMMUNICATION

7 **Read the dialogue and circle the best answer.**

1 Jane: Hi, come in!
Peter: **a** No problem. **b** Are you OK? **c** Thanks.

2 Jane: Would you like a cupcake?
Peter: **a** It's in the kitchen **b** It's too small. **c** No, thanks.

3 Peter: Where's your brother?
Jane: **a** He's in the kitchen. **b** He's got a new computer. **c** They're at school.

4 Peter: Oops! My juice! Oh, no! It's on the sofa!
Jane: **a** I'm fine, thanks. **b** That's all right. **c** It's nice.

5 Peter: Where's the bathroom, please?
Jane: **a** Let me show you. **b** This is the living room. **c** It's all right.

8 **Work in pairs. Ask and answer the questions.**

1 Describe your favourite room in your house.
2 Describe your favourite person in your family (their face, body and personality).

LANGUAGE BANK

Parts of the house bathroom bedroom door floor garage garden kitchen living room wall window	**Hair** curly spiky straight wavy blond brown grey dark red
Inside the house armchair bath bed chair desk fridge sofa table	**Parts of the body** arm body fingers foot hand head leg
Prepositions of place in next to on under	**Personality adjectives** clever friendly funny helpful nice
Household objects carpet cushion lamp plant poster television (TV)	**Having a guest** Hello. Please, come in. Thank you. Would you like a sandwich? Yes, please. / No, thanks. Where's the bathroom, please? It's next to the living room. Let me show you.
Face ears eyes mouth nose	**Apologising** I'm so sorry. Sorry about that! Sorry, my mistake. It's OK. That's all right. No problem.

5

Things I can do

VOCABULARY
Action verbs | Collocations with *make*, *play* and *ride* | Language | Musical instruments

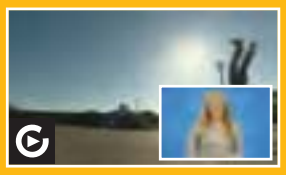
GRAMMAR
Can affirmative, negative, questions, short answers

Grammar: *I can fix it!*

Grammar animation:
Can affirmative, negative
Can questions, short answers

Communication:
Let's do something fun!

BBC Culture: Free time activities

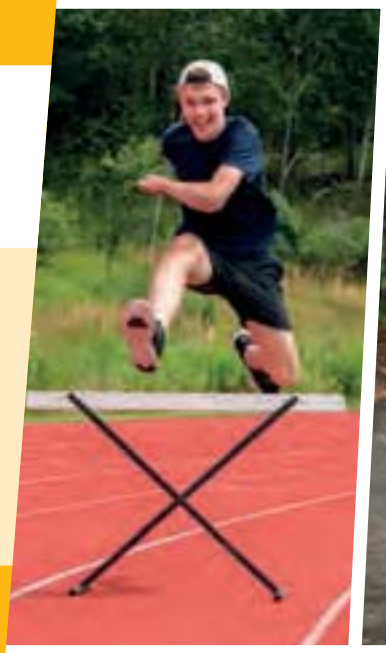


5.1 VOCABULARY Action verbs

I can understand and use action verbs.

1 Find these actions in the photos.

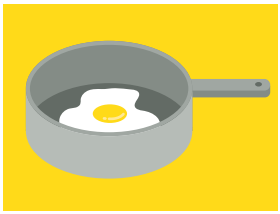
dance draw fix jump ride run swim



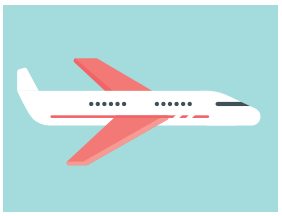
2 2.36 Listen and repeat. Which action verbs are not in the photos on page 66?

Vocabulary	Action verbs
act cook dance draw fix fly jump read ride run sing swim write	

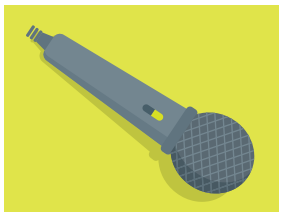
3 Label the illustrations with words from the Vocabulary box.



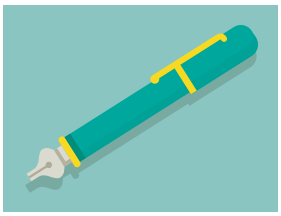
1 cook



2 _____



3 _____



4 _____

5 _____

6 _____

4 2.37 Listen and circle the word you hear.

1 write / read
2 swim / cook
3 draw / ride
4 write / fly
5 run / fix
6 act / sing

5 Which actions are in the picture? Tick (✓) for *yes* or put a cross (✗) for *no*.

1 ☑ swim
2 ☐ dance
3 ☐ read
4 ☐ jump
5 ☐ draw
6 ☐ fix
7 ☐ ride
8 ☐ fly

6 Work in pairs. Look at the picture in Exercise 5. Mime actions for your partner to guess!

7 In pairs, complete the groups of words.

1 Things we do at school: read, write, draw
2 Things actors do: _____
3 Things we do at home: _____
4 Things we do for sport: _____
5 Things birds do: _____

8 Make two lists that are true for you. Use the Vocabulary box to help you.

And YOU

I think it's easy to: cook, _____

I think it's difficult to: _____

5.2 GRAMMAR *can* affirmative and negative

I can use the verb *can* in affirmative and negative sentences.

I can fix it!

Lian: Guys, this video is for my granny, in Shanghai. Granny Lin, this is my friend, Lucas.
Lucas: Hello!
Lian: Lucas can play the guitar and he can sing!
Lucas: I can't sing very well but …

Lian: Oh no, not again!
Alex: What's wrong?
Lian: It's the camera. I can't see a thing!
Alex: Let me see … Hmm, I can fix it.
Lian: Thanks! Alex is a genius! He can fix things! He can do very clever things with computers, too!

Jen: Yes, very clever – he can play computer games all day! Cupcake?
Lian: Jen is a fantastic cook! These cupcakes are yummy!

Alex: But what about, Lian?
Lucas: Yes, what can she do?

1 24 2.38 **Watch or listen, then read. Finish the sentence.**

There's something wrong with Lian's _____.

2 **Complete the sentences.**

1 The video is for *Lian's granny*.
2 Lian's granny is in _____.
3 _____ is a genius.
4 _____ is a good cook.

3 2.39 **Listen and repeat. Find these expressions in the story.**

Not again! What's wrong? Let me see…

OUT of class

4 **What can Lian do? Clue no 1: Look at photo 3. Clue no 2: Look at the picture of the elephant in photo 4.**

Lian can s __ __ __ __ __ __ __ __ d and d __ __ w!

5 25 2.40 **Now watch or listen and check.**

Grammar *can* affirmative and negative

+	-
I can jump.	I can't jump.
You can jump.	You can't jump.
He/She/It can jump.	He/She/It can't jump.
We can jump.	We can't jump.
You can jump.	You can't jump.
They can jump.	They can't jump.

26 Get Grammar!

6 **Write who can do these things. Then look at the photos on page 60 and check.**

Lian (x2) Jen (x2) Alex (x1) Lucas (x2)

1 *Lian can* skateboard.
2 _____ _____ sing.
3 _____ _____ play computer games.
4 _____ _____ make cupcakes.
5 _____ _____ draw.
6 _____ _____ cook.
7 _____ _____ play the guitar.

7 **Follow the lines and find out what they can't do. Read the sentences.**

1 Lian *can't fix things*.
2 Jen *can't* _____
3 Alex _____ _____
4 Lucas _____ _____
5 Lian _____ _____
6 Alex _____ _____

draw
cook
play the guitar
fix things
skateboard
sing

8 **2.41** **Listen and circle *can* or *can't*.**

1 He *can* / *can't* swim.
2 She *can* / *can't* draw.
3 They *can* / *can't* act.
4 He *can* / *can't* sing.
5 She *can* / *can't* run.
6 His brother *can* / *can't* read.

9 **2.42** **Listen and repeat.**

Vocabulary *make, play, ride*

make a poster / cupcakes
play computer games / football / the piano
ride a bike / a horse

play volleyball *play the piano* **Watch OUT!**

10 **Complete Lucas's email with *can* and *make*, *play* or *ride*.**

Here's what my family can do: My dad [1]*can play* football very well. My mum [2]_____ _____ a horse and she [3]_____ _____ the piano. My aunt, Melina, [4]_____ _____ cupcakes. They're yummy! As for me, I [5]_____ _____ the guitar and I [6]_____ _____ a bike.

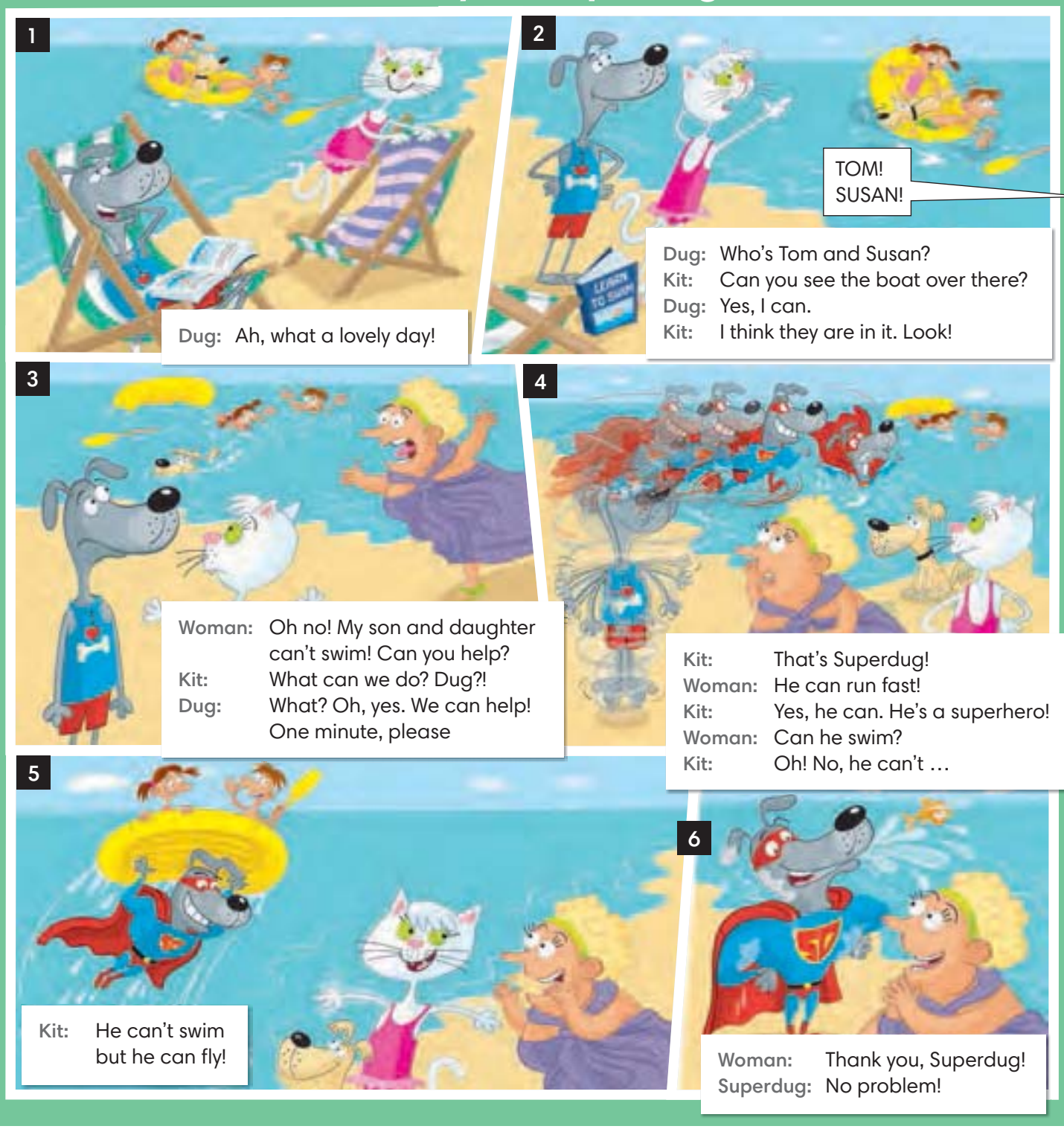
And YOU

11 **Work in pairs. Student A: Write three true and three false sentences. Student B: Guess which sentences are true. Then swap roles.**

A: *My granny can skateboard.*
B: *No, she can't!*

I can ask and answer questions with the verb *can*.

The Terrific Two – Thank you, Superdug!



1 **Look at the cartoon and answer the questions.**

1 What's the title of Dug's book?
2 Who can swim in the cartoon?

2 **2.43** **Listen and read. Finish the sentence.**

The woman is Tom and Susan's _____.

3 **Read the cartoon again and complete the sentences with one word.**

1 Dug can see the boat.
2 Susan and Tom are in the _____.
3 Susan and Tom can't _____.
4 Kit and Superdug _____ help.
5 Superdug can't swim but he can _____.

Grammar	*can* questions and short answers
?	Short answers
Can I swim?	Yes, I can. / No, I can't.
Can you swim?	Yes, you can. / No, you can't.
Can he/she/it swim?	Yes, he/she/it can. / No, he/she/it can't.
Can we swim?	Yes, we can. / No, we can't.
Can we swim?	Yes, you can. / No, you can't.
Can they swim?	Yes, they can. / No, they can't.
What can we do? We can help.	

27 Get Grammar!

4 **Complete the questions. In your notebook, write short answers.**

1 **Q:** Can Superdug fly? (fly)
  A: Yes, he can.
2 **Q:** _____ Dug _____? (fly)
  A: No, _____ _____.
3 **Q:** _____ you _____ the boat? (see)
  A: Yes, _____ _____.
4 **Q:** _____ the little dog _____? (swim)
  A: Yes, _____ _____.

5 **Look at the cartoon. Ask and answer the questions in pairs.**

1 Picture 2 Dug / see the children?
  A: *Can Dug see the children?*
  B: *Yes, he can.*
2 Picture 3: Tom and Susan / swim?
3 Picture 3: What / Kit and Dug / do?
4 Picture 4: Superdug / run fast?
5 Picture 4: Superdug / swim?

6 **In pairs, ask and answer about Kit and Dug.**

swim?	✓	✗
draw?	✗	✓
cook?	✓	✗

A: Can Kit swim? **B:** Yes, she can.

7 **Copy the table. Add your idea for number 5. Ask five of your classmates. How many of them can or can't do these things?**

Can you …	1	2	3	4	5
1 swim?	✓	✗	✓	✗	✗
2 fix a computer?					
3 ride a horse?					
4 draw?					
5 … ?					

8 **Write about your classmates' answers in Exercise 7.**

Two people can swim and three people can't swim.

9 2.44 2.45 **Go to page 131. Listen and chant the Activities Rap.**

And YOU

5.4 COMMUNICATION Suggestions

I can make suggestions about what to do.

Let's do something fun!

Lucas: Hey, guys, let's do something fun.
Jen: I agree. Any ideas?
Alex: We can go to the park.
Jen: Again? It's not a good idea.
Lian: Let's go ice-skating.
Jen: Great idea!
Lucas: I'm not sure … I can't skate very well.
Lian: No problem. I can teach you.
Lucas: OK, cool! Let's do that!

Alex: Hey, Lucas? You can wear these!
Lucas: Ha, ha! You're so funny!

1 28 2.46 **Watch or listen and read. What do they agree to do? Tick (✓) the correct picture.**

1 ☐ 2 ☐ 3 ☐

2 2.47 **Listen and repeat.**

Communication	Suggestions
A: Let's *do something fun*! / Let's *go ice skating*! / We can *go to the park*!	
B:	I agree! / Let's do that! / Great idea!
	I'm not sure.
	It's not a good idea.

3 **Complete the sentences with one word.**

1 We *can* go to the cinema!
2 _____ go to the swimming pool!
3 Let's _____ something fun!
4 _____ can play football!
5 We _____ ride our bikes!

4 **Circle the best answer.**

1 A: Let's do something fun.
B: a Let me see …
b I agree. Any ideas?
c What's wrong?

2 A: Let's go to the swimming pool!
B: a We can go to the park.
b Let's do something fun.
c I'm not sure … I can't swim very well.

3 A: No problem. I can teach you.
B: a Yes, we can.
b OK. Let's do that!
c I can't do that.

5 **Read and answer. Use expressions in the Communication box.**

1 A: We can make cupcakes! B: Great idea!
2 A: Let's do something fun! B:
3 A: We can go to the park. B:
4 A: Let's play volleyball. B:

6 **In pairs, make dialogues like those in Exercise 5. Use the ideas in the box and add your own.**

go to the cinema go to the swimming pool
make a video play computer games
play volleyball ride our bikes

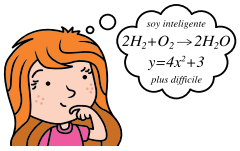
A: *Let's ride our bikes!*
B: *I agree!*

5.5 READING and VOCABULARY Language

I can understand a text about sign language.

1 2.48 Listen and repeat. Label the pictures with words from the vocabulary box.

Vocabulary	Language
hear learn language sign language speak special	



1 *learn*

2 _____

3 _____

4 _____

5 _____

6 _____

2 Look at the photos in Exercise 1 and the title of the text in Exercise 3.

3 2.49 Read and listen to the text. Match headings a–d to paragraphs 1–4.

a Learn sign language!
b A special language
c Where is sign language important?
d What is sign language?

Sign language

1 [b] At school you can learn different languages, like English, French or Spanish. But there are special schools where teachers and students use sign language.

2 [ ] In sign language you make letters and words with your hands. It's for people who can't hear.

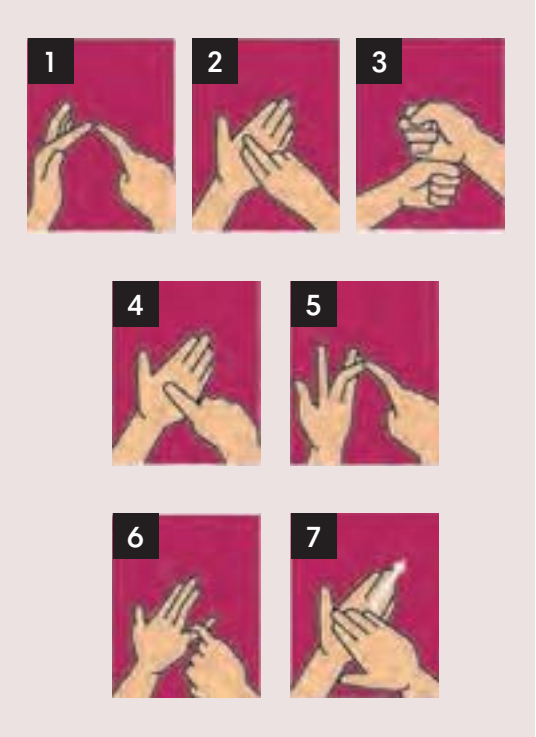
3 [ ] Sign language is important in schools and at home. All the family can learn sign language. They can speak to children who can't hear.

4 [ ] Are there children at your school who use sign language? Here's an idea: you can learn sign language and speak to them.

4 Read the sentences. Circle T (true) or F (false).

1 People who can't hear have got a special language. T / F
2 There are special schools for students who use sign language. T / F
3 In sign language you draw pictures. T / F
4 People who can't speak use sign language. T / F
5 People use sign language only at schools. T / F

5 The pictures show a word in the British Sign Language alphabet. Go to page 132 and check the word. Can you show it with your hands?



6 Can you spell your name in British Sign Language?

5.6 LISTENING and WRITING Linkers: *and, but*

I can understand and write short texts about after-school clubs.

1 **Match the pictures 1–4 to after-school clubs a–d. In pairs, say what you can do in these clubs.**

1

2

3

4

a [4] swimming club
b [ ] art club
c [ ] drama club
d [ ] football club

2 **2.50 Listen to four children. Match speakers 1–4 to clubs a–d in Exercise 1.**

Speaker 1 [b]
Speaker 2 [ ]
Speaker 3 [ ]
Speaker 4 [ ]

3 **2.50 Listen again. Complete with a number or an action verb.**

1 At Art Club you can learn to *draw*.
2 The number of students in the Art Club is _____.
3 In Drama Club you learn to _____.
4 Football Club is for boys and girls from twelve to _____.
5 The number of kids in the swimming club is _____.

4 **CLASS VOTE** **Which of the clubs in Exercise 2 do you prefer?**

5 **Read the ad for an after-school club. Who is the club for? Circle the correct answer.**

It's for students who like *sports* / *computers*.

Come to Computer Club!

You can write emails but you can't write computer programs? We can teach you!
You can make robots and you can play computer games too. How cool is that?

Where: St Alban's Secondary School
When: Monday, 4 o'clock

See you there!

www.U-and_Bot.get

Writing *and, but*

You **can** make robots and you **can** play computer games.
You **can** write emails but you **can't** write computer programs.

6 **Complete the sentences with *and* or *but*.**

1 I can run *and* I can jump.
2 She can sing _____ she can't act.
3 They can play computer games _____ make a robot _____ they can't write computer programs.

Writing Time

7 **Write an ad for an after-school club.**

1 **Find ideas**
Make notes about what you can do at the club, and where and when the club is.

2 **Draft**
1 Write the title. *Come to … Club!*
2 Write a paragraph about what you can do at the club.
You can … and
You can … but you can't …
3 Write where and when the club is.
Where: … When: … o'clock
4 Write the end. *See you there!*

3 **Check and write**
Check all the linkers (*and*, *but*) and write the final version of your text.

5.7 CLIL: Music Musical instruments

I can talk and write about musical instruments.

1 2.51 **Listen and repeat. Label photos 1–6.**

Vocabulary	Musical instruments
acoustic guitar drums electric guitar keyboard violin	

1 *electric guitar* 2 _____ 3 _____

4 _____ 5 _____

2 **Read the quiz. Circle T (true) or F (false). Check your answers on page xx. What's your score?**

3 **Look at the false sentences in the quiz. Correct them using the words below.**

body China feet Spain wooden

1 The acoustic guitar is from *Spain*.
2 When you play the guitar, its _____ is on your legs.
3 You play the drums with your hands and _____.
4 The violin is a _____ instrument.
5 The drums are from _____.

4 **What can Jane play? Look at the quiz again. Read and complete the text.**

Hi, I'm Jane. I love music!
Can you guess the instrument I can play?
It's wooden and it's big.
I play this instrument with my fingers. It's brown and black.

5 **Imagine you can play one of the instruments from the quiz and complete. Use Exercise 4 to help.**

I can play the _____. It's _____ and _____. I play this instrument with my _____.

QUIZ TIME!

1 The acoustic guitar is from France. T / F
2 The guitar has got a head, a neck and a body. T / F
3 When you play the guitar, its head is on your legs. T / F
4 Two-year-old kids can learn to play the violin. T / F
5 You can only play the drums with your hands. T / F
6 The violin is a glass instrument. T / F
7 The keyboard is an electric instrument. T / F
8 The body of the electric guitar is usually wooden. T / F
9 The violin and the acoustic guitar are in the same family of instruments. T / F
10 The drums are from the USA. T / F

My score is __ / 10

WORDLIST Action verbs | make, play, ride | Language | Musical instruments

acoustic guitar /əˈkuːstɪk/ /ɡɪˈtɑː/
act /ækt/
cook /kʊk/
dance /dɑːns/
draw /drɔː/
drums /drʌmz/
electric guitar /ɪˈlektrɪk/ /ɡɪˈtɑː/
fix /fɪks/
fly /flaɪ/
hear /hɪə/
jump /dʒʌmp/
keyboard /ˈkiːbɔːd/
language /ˈlæŋɡwɪdʒ/
learn /lɜːn/
make a poster /ˌmeɪk əˈpəʊstə/
make cupcakes /ˌmeɪkˈkʌpkeɪks/
play computer games /ˌpleɪ kəmˈpjuːtə geɪmz/
play football /ˌpleɪ ˈfʊtbɔːl/
play the piano /ˌpleɪ ðə piˈænəʊ/
read /riːd/
ride /raɪd/
ride a bike /ˌraɪd ə ˈbaɪk/
ride a horse /ˌraɪd ə ˈhɔːs/
run /rʌn/
sign language /ˈsaɪnˌlæŋɡwɪdʒ/
sing /sɪŋ/
speak /spiːk/
special /ˈspeʃəl/
swim /swɪm/
violin /ˌvaɪəˈlɪn/
write /raɪt/

EXTRA

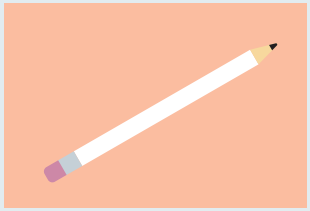
after school /ˌɑːftə ˈskuːl/
all day /ˌɔːl ˈdeɪ/
boat /bəʊt/
camera /ˈkæmərə/
club /klʌb/
come /kʌm/
fast /fɑːst/
football /ˈfʊtbɔːl/
game /geɪm/
guys /ɡaɪz/
I can't see a thing. /aɪ ˌkɑːnt ˌsiː ə ˈθɪŋ/
important /ɪmˈpɔːtənt/
Let me see ... /ˌlet mi ˈsiː/
letter /ˈletə/
lovely day /ˌlʌvli ˈdeɪ/
Not again! /ˌnɒt əˈɡen/
One minute, please. /ˌwʌn ˈmɪnət ˌpliːz/
star /stɑː/
teach /tiːtʃ/
teacher /ˈtiːtʃə/
video /ˈvɪdiəʊ/
volleyball /ˈvɒlibɔːl/
wear /weə/
well /wel/
What's wrong? /ˌwɒts ˈrɒŋ/
who /huː/
word /wɜːd/

VOCABULARY IN ACTION

1 Guess the words.

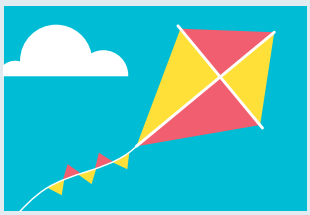
1 *swim*

2 _____

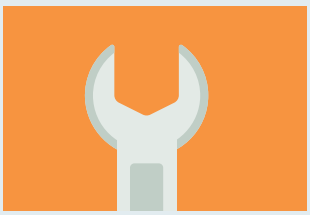


3 _____

4 _____

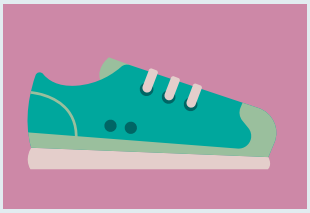


5 _____



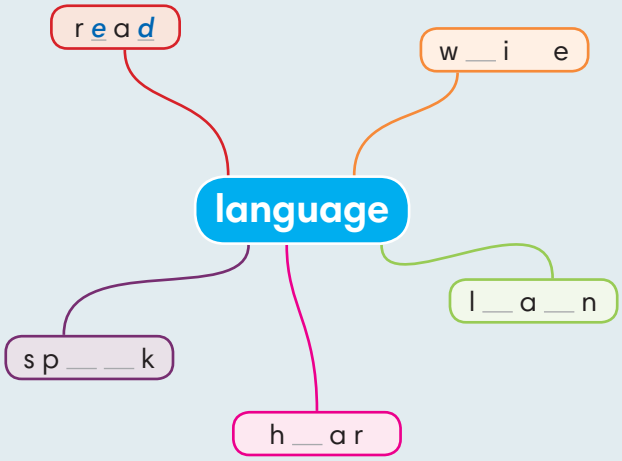
6 _____

7 _____



8 _____

2 Complete with words from the wordlist.



3 Find all the words and one expression in the wordlist that have something to do with music.

Nouns: acoustic guitar, _____,
_____, _____, _____,
_____

Verbs: dance, _____

Expression: _____ the _____

4 2.52 **PRONUNCIATION** /ae/, /aː/. Listen and repeat.

Mark's Aunt Ann can play the guitar.
But she can't sing or act so she isn't a star!

Revision

VOCABULARY

1 Look at the picture and complete the action verbs 1–8. Then write five more action verbs in your notebook.

1 a c t 2 f _ x 3 f _ y 4 j _ _ p
5 r _ _ d 6 r _ n 7 s _ _ g 8 s _ _ m

2 Complete with *make*, *play* or *ride*.

1 make cupcakes
2 _____ a bike
3 _____ the guitar
4 _____ football
5 _____ a horse
6 _____ a poster

3 Complete with words from the list below.

speak drums hear electric special learn

1 Sign language is a special language for people who can't _____.
2 We can _____ Spanish or French at our school.
3 I can read French but I can't _____ it very well.
4 I can play the _____ and my friend can play the _____ guitar.

GRAMMAR

4 In your notebook, write sentences with can (✓) or can't (✗) and *and* or *but*.

1 Superdug / fly ✓ / swim ✗
Superdug can fly but he can't swim.
2 Leo / play the piano ✗ / play football ✓
3 I / make a cake ✗ / make a pizza ✓
4 You / play the guitar ✗ / sing ✗
5 They / skateboard ✓ / run very fast ✓

5 Complete the questions and short answers.

1 Can you swim (you / swim)?
No, I can't.
2 _____ (David / sing) this song?
Yes, _____. He's very good.
3 _____ (the boys / act) ?
No, _____!
4 _____ (Lisa / play) this game?
No, _____. She's really bad!
5 _____ (you / see) Mario?
Yes, _____. He's over there.

COMMUNICATION

6 Put the dialogue in the correct order. Then act it out in pairs.

a ☐ I'm not sure … I can't play very well.
b ☐ Ok, cool. Let's do that.
c ☐ I agree. Any ideas?
d [1] Let's do something fun.
e ☐ No problem. I can teach you.
f ☐ We can play football.

BBC

CULTURE

Young London

Hyde Park

Natural History Museum

The London Eye and the Thames

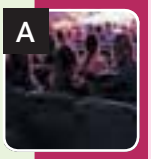
EXPLORE

1 Do you know these places in London? What are they? What can you do there?

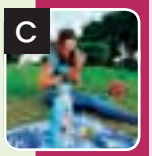
2 2.53 Listen and read. Match photos A–D to paragraphs 1–4.

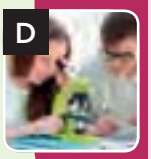
Things to do at the weekend

London is a fun city. There are a lot of things young people can do. Here are some of them.

A


B

C


D


1 [D] **Go to a museum**
How about the Natural History Museum? There are fun activities for teens: you can make dinosaur T-shirts, see a puppet show or be a scientist for a day!

2 [ ] **Workshops**
Some museums have workshops. You can draw or make things with your friends. At the Cartoon Museum, you can make your own comic!

3 [ ] **See a show**
London is famous for its musicals. There are many shows. You can sing and dance to the songs, too!

4 [ ] **See the city**
You can see London from the top of the London Eye or from a boat on the Thames. You can run, play football, skateboard or have a picnic in Hyde Park.

GLOSSARY
activity (n) something you do because you enjoy it
workshop (n) a place where people meet to learn or improve a skill
comic (n) a magazine that tells a story with pictures

3 Read the text in Exercise 2 again. Circle the correct answer.

Where can you …

1 skateboard?
on the London Eye / in Hyde Park

2 make a comic?
at a workshop / on the Thames

3 sing?
in the Natural History Museum / in a musical

4 go on a boat?
from the top of the London Eye / on the Thames

5 make a T-shirt?
at the Natural History Museum / at the Cartoon Museum

4 2.54 Listen and write where the people are. Choose from the places listed below.

A puppet show A drawing workshop
The London Eye A musical

1	*The London Eye*
2	
3	
4	

5 Work in pairs. What can teenagers do where you live? Make a list and compare with other students' lists. Whose list is the longest?

EXPLORE MORE

Free time activities

6 29 **Watch the video and answer the presenter's questions. Which of these activities is not in the video? Circle the correct answer a, b, c or d.**

a boxing b skateboarding c swimming d ice-skating

7 29 **Watch the video again and circle T (true) or F (false). Use the information from the video, not what you know.**

1 You can ride a BMX bike in Rom Park. T / F
2 You can't skateboard in Rom Park. T / F
3 There are special hats for climbing. T / F
4 Boxing isn't a sport. T / F
5 Sports can help you make new friends. T / F

8 **Discuss in pairs. Which of the sports or activities in the video can you do? Which would you like to do?**

YOU EXPLORE

9 CULTURE PROJECT **In pairs, make a leaflet about the fun things visitors can do in your area.**

1 Take photos of the places or find them on the internet.
2 Write about places with fun activities for teenagers. Use these questions to help you.
   What kind of places are they?
   Where are they?
   What can people do there?
3 Put the photos and text together on the leaflet.
4 Share your leaflet with the class.

Fun things to do in …*

This is …
It's in …
You can *do fun activities / skateboard / see a film there.*

*Add the name of the place where you live.

6

My day

VOCABULARY
Daily activities | Days of the week | Months | On the internet

GRAMMAR
Present Simple affirmative | Adverbs of frequency

Grammar: *I listen to classical music*

Grammar animations:
Present Simple affirmative

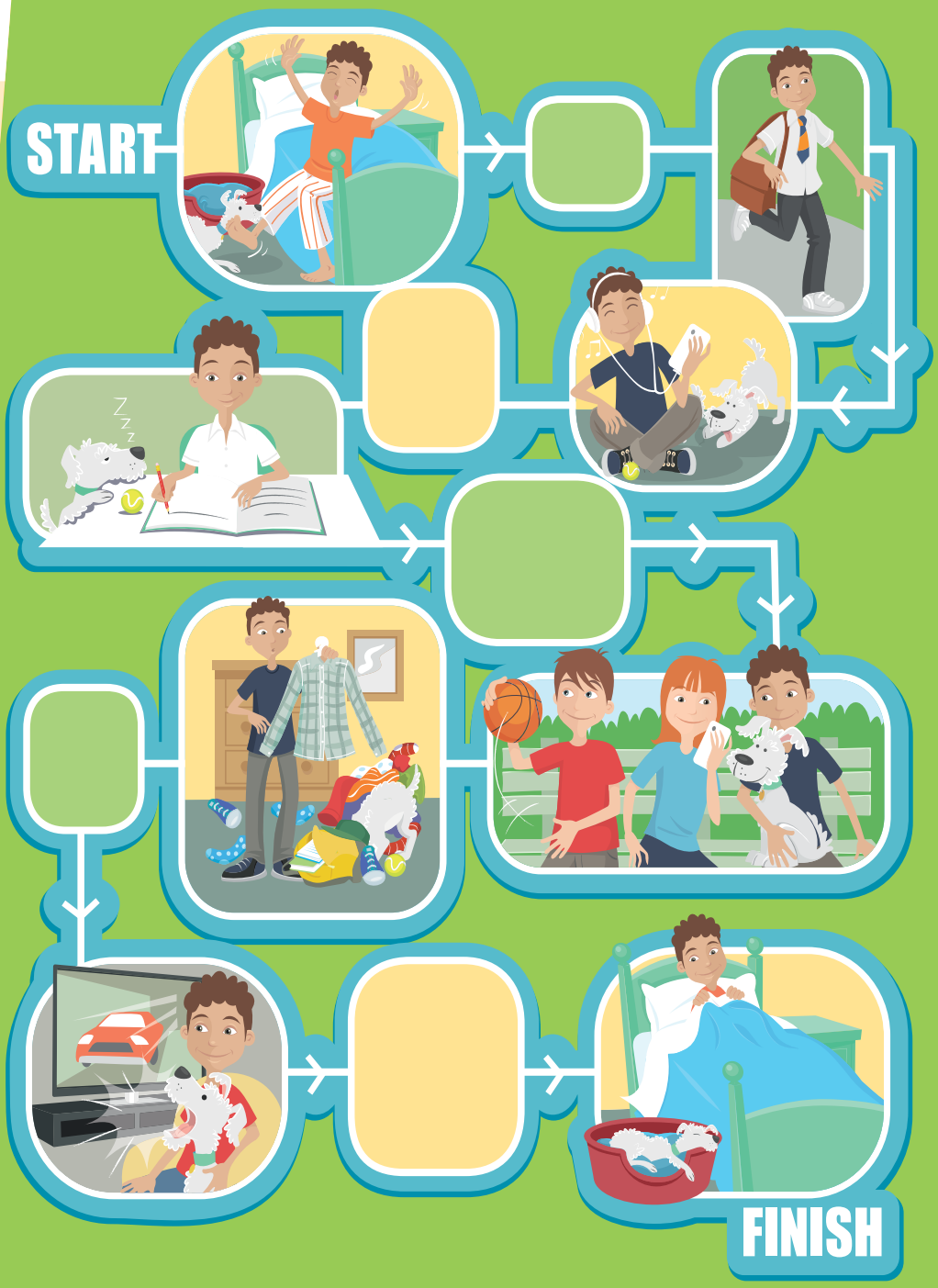
Communication:
The film starts at four o'clock!

6.1 VOCABULARY Daily activities

I can talk about daily activities.

1 Which of these activities do you do every day?

go to school | have lunch | do (my) homework | watch TV | go to bed



2 3.1 Listen and repeat. Which expressions can you find in the pictures on page 80?

Vocabulary Daily activities

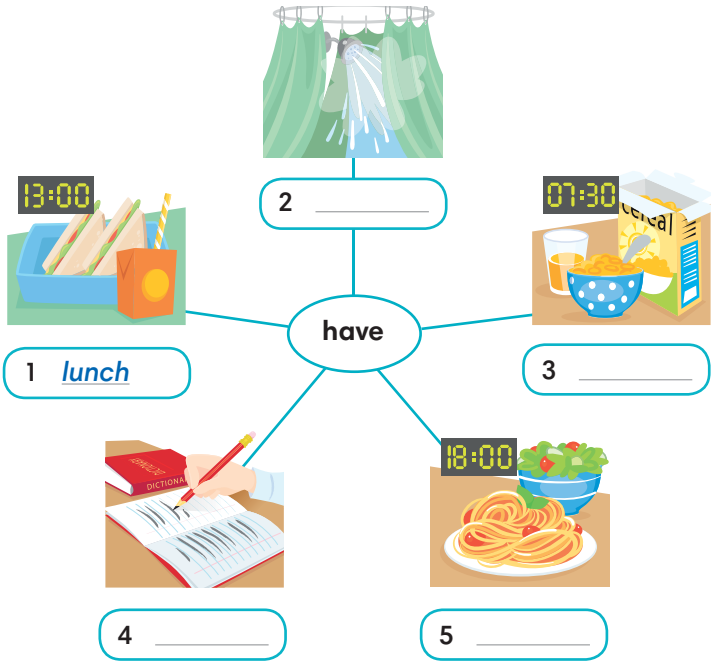
do my homework get up go to bed
go to school hang out with my friends
have a shower have breakfast have dinner
have lessons have lunch listen to music
tidy my room watch TV

3 Circle the correct answer.

1 *get* / *go* to bed
2 *have* / *get* up
3 *tidy* / *listen* to my room
4 *have* / *go* lessons
5 *watch* / *listen* to music
6 *take* / *watch* TV
7 *do* / *have* my homework
8 *take* / *hang* out with my friends

4 Complete the expressions with a word from the list below.

lessons dinner a shower breakfast ~~lunch~~



have breakfast / lunch / dinner
have a shower
have lessons

Watch OUT!

5 3.2 Listen and write the activities in your notebook. Use the Vocabulary box to help you.

1 *watch TV*

6 Number the activities in the order you do them on a typical day. Read your lists in pairs. Are they the same?

- [ ] have dinner
- [ ] have lessons
- [ ] go to school
- [ ] do my homework
- [1] get up
- [ ] have breakfast
- [ ] go to bed
- [ ] have lunch

7 Look at the pictures. Write the activity.

1 *hang out with my friends*

2 _____

3 _____

4 _____

5 _____

6 _____

8 In pairs, play the board game on page 80.

1 Throw the dice.
2 Go forward.
3 If there's a picture on the square, name the activity.
  Correct answer: stay there.
  Wrong answer: go back two squares.
4 Go to the FINISH first to win!

9 Put the daily activities in the Vocabulary box into groups.

☺ Activities I like: …
☹ Activities I don't like: …

And YOU

I can use the Present Simple in affirmative sentences.

I listen to classical music.

1 Lucas asks Alex and Jen about their daily routine for a school survey.

2

Jen I get up early. I get ready for school and I have breakfast.
Alex Me, too. Breakfast is very important. Jen makes pancakes!
Jen Then we walk to school.
Alex We're never late for school.

3

Jen After school we do our homework. In the evening, ...
Alex I listen to classical music and Jen plays the piano.

4

Lucas Come on guys! Alex listens to classical music! Jen plays the piano! Seriously?
Jen Oh, Alex! Lucas, this is what Alex really does ...

1 30 3.3 **Watch or listen, then read. Who makes breakfast? Circle the correct answer.**

a Lucas b Alex c Jen

2 **Write A (Alex), J (Jen) or A and J (Alex and Jen).**

1 get up early J
2 make pancakes _____
3 walk to school _____
4 do homework _____
5 listen to classical music _____
6 play the piano _____

3 3.4 **Listen and repeat. Find these expressions in the story.**

Me, too. *Come on, guys!* *Seriously?*

OUT of class

4 **Guess what Alex really does. Circle your choice.**

1 gets up *early* / *late*
2 has breakfast *at home* / *at school*
3 plays *computer games* / *football*

5 31 3.5 **Now watch or listen and check.**

Grammar	present simple affirmative
	+
I	listen to music.
You	listen to music.
He/She/It	listens to music.
We	listen to music.
You	listen to music.
They	listen to music.

32 Get Grammar!

6 **Circle the correct answer.**

I [1]*get / gets* up early. Alex [2]*get / gets* up late. Alex [3]*have / has* breakfast at school. I [4]*have / has* breakfast at home.

Jen and I [5]*walk / walks* to school. After school, we [6]*do / does* our homework. In the evening, I [7]*play / plays* computer games.

Watch OUT!

get → gets *make → makes*
watch → watches *go → goes*
tidy → tidies *have → has*

7 **Read Lucas' blog. Complete the sentences with a verb from the list below in the correct form.**

go hang watch play have have get ~~get~~

Lucas' blog

My brother and I are very different. Victor [1]gets up early. I [2]_____ up late. I [3]_____ breakfast at home but Victor [4]_____ to the swimming pool so he [5]_____ breakfast at school. Before dinner, I [6]_____ computer games and Victor [7]_____ out with his friends. But we [8]_____ the football on TV together!

8 **Tick (✓) the things that you do. Tell your partner. Then listen to your partner and tick (✓) the things he/she does.**

		Me	Partner:
1	I get up early.	☐	☐
2	I get up late	☐	☐
3	I have breakfast at home.	☐	☐
4	I have breakfast at school.	☐	☐
5	I do my homework after school.	☐	☐
6	I hang out with my friends after school.	☐	☐
7	I watch TV after dinner.	☐	☐
8	I play computer games after dinner.	☐	☐

9 **Look at Exercise 8. In your notebook, write what you and you partner do.**

I get up early. Nicola gets up early, too.
After school, I …

10 **Play *Who is it?***

And YOU

I play basketball after school.

It's Oliver! He plays basketball after school.

I can use adverbs of frequency.

The Terrific Two – Dug's busy week

Kit: Dug, your garage is a mess! Can you tidy it, please?
Dug: Sorry, Kit. Today's Monday. On Mondays I always go to the superhero gym.
Kit: How about Tuesday?
Dug: Tuesday isn't a good day. I have swimming lessons on Tuesday.
Kit: OK. Wednesday.
Dug: I usually have dinner with uncle Roberto on Wednesday.
Kit: Thursday? Friday? Saturday?
Dug: I'm often busy on these days. On Thursday I visit my parents. On Friday I play football for the superhero team. And on Saturday we always hang out with our friends.

Kit: How about Sunday?
Dug: But Sunday is my only free day!
Kit: Not this Sunday!

1 Look at the cartoon. Can you see Dug's football shirt? What colour is it?

2 3.6 Listen and read. Which is Dug's free day?

3 You can't see three activities from Dug's busy week in the cartoon. Which activities are they?

4 Correct the sentences.

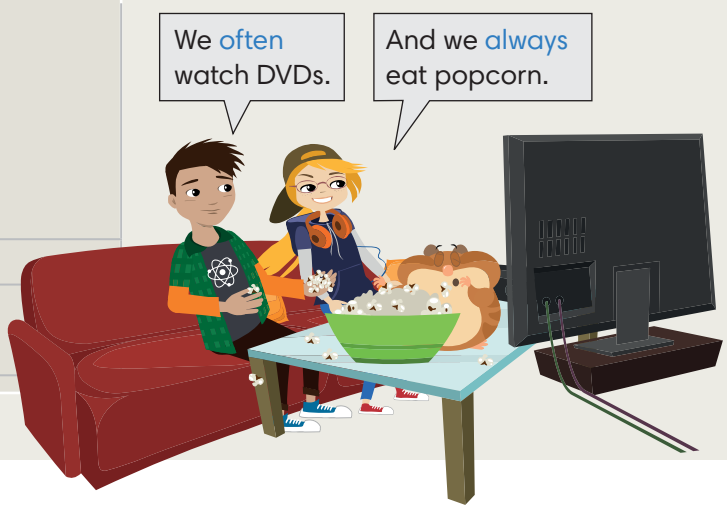
1 Dug's ~~kitchen~~ is a mess. *garage*
2 Dug has singing lessons. _____
3 Dug has lunch with his uncle Roberto. _____
4 Dug visits his granny and grandad. _____
5 Dug plays basketball for the superhero team. _____

Grammar — Adverbs of frequency

●●●●● We always hang out with our friends.
●●●●○ He usually goes to the gym.
●●●○○ I often visit my granny.
●●○○○ She sometimes has dinner with us.
●○○○○ They never get up late.

Adverb + verb	Adverb + *to be*
I always have breakfast.	I am always happy.
They never get up late.	They are never late.

33 Get Grammar!



5 Draw arrows and put the adverb in the correct place in the sentence.

1 Dug has dinner with Kit. usually
2 He plays computer games. sometimes
3 He is at home on Tuesday. never
4 He listens to music. often
5 He is late for breakfast. Always

6 In your notebook, write about Kit's sisters, Lulu and Flo. Find the correct adverb in the grammar table.

1 Lulu and Flo / go to the cinema on Friday ●●●○○
Lulu and Flo often go to the cinema on Friday.
2 Lulu and Flo / hang out with Kit and Dug. ●●○○○
3 Lulu / go to bed early. ●●●●○
4 Flo / play computer games ○○○○○
5 They / be late for school. ●●○○○
6 They / do their homework before dinner. ●●●●●

7 3.7 Listen and repeat.

Vocabulary — Days of the week

Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

8 Complete the words. Tell your partner when Kit does these activities. Which day is missing?

1 watch a film F r i day
2 get up late S _ _ _ _day
3 cook dinner W _ _ _ _ _ day
4 tidy her house S _ _ day
5 have a tennis lesson M _ _ day
6 go to the gym T _ _ _ day

Kit watches films on Friday.

And YOU

9 In your notebook, write sentences that are true for you. When is your free day?

1 always / Monday
I always watch TV on Monday.
2 sometimes / Tuesday
3 often / Thursday
4 usually / Friday
5 never / Saturday
6 always / Sunday

10 Work in pairs. Say one true and one false activity. Can your partner spot the false sentence?

A: *I never get up late. I often cook.*
B: *True, false!*
A: *Correct!*

I can tell the time.

The film starts at four o'clock.

1 Alex and Lian want to go to the cinema.

Lian: What time is it?
Alex: It's a **quarter to four**. (1)
Lian: What time is the film?
Alex: It's at **four o'clock**. (2)
Lian: It's too late now.
Alex: Wait, the film is on again **at half past four**. (3)
Lian: That's better. Let's go.

2 At the cinema.

Lian: There isn't a film at half past four.
Alex: But it says here there's a show at half past four on Fridays. Oh!
Lian: Exactly! Today's Saturday.

1 Find the times (1–3) in the dialogue. Match them with the clocks (a–c).

a ☐ b ☐ c ☐

2 34 3.8 Watch or listen and read. Why isn't there a show at half past four?

3 3.9 Listen and repeat.

Communication Telling the time

A: **What time is it?**
B: **It's** four **o'clock**.
A: **What time is the** film / match?
B: It's **at** ten **(minutes) past** four.
(a) quarter past four.
half past four.
(a) quarter to five.
ten **(minutes) to** five.

4 Complete the times. Then ask and answer in pairs.

1 05:40 It's twenty *to* six.
2 02:30 It's _____ past two.
3 10:15 It's a quarter _____ ten.
4 03:00 It's three _____.
5 05:10 It's ten past _____.
6 07:45 It's a quarter _____ eight.

A: *What time is it?* B: *It's twenty to six.*

5 In pairs, make dialogues like those in Exercise 4. Then act them out in class.

1 A: time / the football match? B: 12:15
What time is the football match?
A: time / now? B: 11:55
2 A: time? B: 5:40
A: the party? B: 6:00

6 Play What time is it? as a class. Ask and answer.

And YOU

A: *What time is it?*
B: *It's one o'clock. What time is it?*
C: *It's five past one. What time is it?*
D: *It's …*

6.5 READING and VOCABULARY Months

I can understand a text about a teenage traveller.

1 Look at the photos and read the first part of the text. Why is this family special?

2 3.10 Read and listen to the rest of the text. Circle the correct answer.

1 Réka lives in *Australia* / *different countries*.
2 Réka has got a *brother* / *sister*.
3 Réka *has got* / *hasn't got* a school.
4 Réka hangs out with her friends *in different places* / *online*.
5 'Dreamtime Traveler' is Réka's *book* / *blog*.
6 Réka's life *is* / *isn't* boring.

3 Read the text again and answer the questions.

1 Who is Lalika?
He's Réka's brother.
2 Who are Réka's teachers?
3 Has Réka got a best friend?
4 What are her two favourite activities?
5 Réka hasn't got a pet. Why?
6 What does Réka watch?

4 What do you like most about Réka's life? Tell a partner.

5 3.11 Listen and repeat. Find the months in the photos.

Vocabulary Months

January February March April May
June July August September October
November December

6 Imagine you travel to different countries like Réka. Plan your journey for a year. Tell the other students about your plan.

Month	Country
January and February	*Australia*

In January and in February I'm in Australia. In March, I'm in …

1 Australia – January 2016

2 Machu Picchu, Peru – March 2013

3 Nazca, Peru – March 2013

4 Cappadocia, Turkey – October 2014

5 Paris, France – August 2015

A day with … Dreamtime Traveler!

Réka Kaponay is from Australia, but she lives in different countries! She travels with her parents and brother, Lalika. Today she tells us about her life.

Where's your school?
I haven't got a school! My teachers are my parents and the people we visit.

Who are your friends?
I've got friends in a lot of countries. We hang out online. I haven't got a best friend.

Have you got a pet?
No! I love animals but I can't have a pet. We are always in different places.

What are your favourite hobbies?
Reading and writing! I read a lot and I write my own books. I've got a blog too – Dreamtime Traveler. But I also watch TV and films like all teenagers and I love walking and swimming.

Do you like your life?
Yes, I love every day! It's never boring!

6.6 LISTENING and WRITING A typical weekend

I can understand and write short texts about a typical weekend.

1 Tick [✓] the activities you do at the weekend. Compare with your partner.

1 ☐ tidy my room
2 ☐ play football
3 ☐ ride my bike
4 ☐ listen to music
5 ☐ watch TV
6 ☐ sing
7 ☐ play computer games
8 ☐ do my homework
9 ☐ have lunch with my family

2 3.12 What is their typical Saturday? Listen and match the names to the pictures. There is one extra picture.

3 3.13 Listen to Ben talking about his weekend. Complete the sentences with a word you hear.

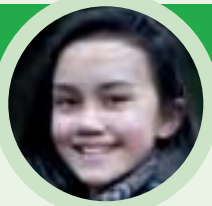
1 Ben *usually* gets up at 7 o'clock on Saturdays.
2 Ben tidies his room after _____.
3 Ben goes to bed at _____ o'clock on Saturdays.
4 Ben _____ does his homework after breakfast on Sundays.
5 Ben and his best friend play the _____ on Sundays.

4 Work in groups. Talk about what you usually do at the weekend. Then tell your class about a student in your group. Can they guess who it is?

5 Read Lian's blog. Which is her favourite day? Circle the correct answer.

a Saturday b Sunday

My weekend



I usually get up at 8 o'clock on Saturdays. After breakfast I skateboard with my friends. I love my skateboard and I love Saturdays! Before dinner I watch TV or play computer games. I get up at 9 o'clock on Sundays. Before lunch I tidy my room and I do my homework. I always have lunch with my family! After lunch I often draw or listen to music.

Writing *before, after*

tidy my room — lunch — play computer games

Before lunch I tidy my room.
I tidy my room before lunch.
After lunch I play computer games.
I play computer games after lunch.

6 Underline *before* and *after* in Lian's blog.

Writing Time

7 Write about your typical weekend. Use before and after.

1 **Find ideas**
Make a list of what you do.
Saturday: get up late, help Mum, …
Sunday: do my homework, …

2 **Draft**
Write a paragraph about Saturday.
I usually get up at … o'clock on Saturday.
I have a shower and I have breakfast.
After breakfast I …
Write a paragraph about Sunday.
I always …. on Sunday. Before lunch I …

3 **Check and write**
Check all *before* and *after* and write the final version of your text.

6.7 CLIL: Technology The Internet

I can talk and write about things I can do on the Internet.

1 3.14 **Listen and repeat. Label photos 1–6.**

Vocabulary	On the Internet

chat online email someone get help with homework
have a video call watch videos online read/write a blog

1 *read/write a blog*

2 _____

3 _____

4 _____

5 _____

6 _____

2 **Read the online posts. Complete the sentences with one word from the Vocabulary box.**

The Internet and me!

chocolatecookie My best friend lives in the USA now. We are in different time zones: London time is Los Angeles time + 8 hours. When it's 5 o'clock in the morning in LA, it's 1 o'clock in the afternoon in London, so we only [1]*chat* online on weekdays. But we always have a video [2]_____ on Saturday or Sunday.

FierceTed I love the Internet! I get help with my [3]_____. I play games online with my friends. We can play from our homes! I also watch [4]_____ online.

Cherry I write *Classmates*. It's a [5]_____ with stories and cartoons about school life. A lot of kids read it and they [6]_____ me their own cartoons. They're usually funny!

3 **Read the posts again. Answer the questions.**

1 When it's 2 o'clock in London, what time is it in Los Angeles?
2 Which days of the week are 'weekdays'? Guess.
3 When *FierceTed* plays games with his friends, are they all in the same room?
4 What is the name of *Cherry's* blog?

4 **Find one more thing you can do on the Internet in one of the posts. Then add your own ideas. Ask your teacher or find the words you need online!**

More things I can do on the Internet:

1 _____
2 _____
3 _____

5 **Write a post for *The Internet and me* about you. Create an online name first!**

And YOU

_____ I usually …

WORDLIST Daily activities | Days of the week | Months | On the Internet

April /ˈeɪprəl/
August /ˈɔːgəst/
chat online /tʃæt ˈɒnlaɪn/
December /dɪˈsembə/
do my homework /ˌduː maɪˈhəʊmwɜːk/
email /ˈiː meɪl/
February /ˈfebruəri/
Friday /ˈfraɪdi/
get help with homework /get help wɪθ ˈhəʊmwɜːk /
get up /ˌget ˈʌp/
go to bed /ˌgəʊ tə ˈbed/
go to school /ˌgəʊ tə ˈskuːl/
hang out with my friends /hæŋ ˌaʊt wɪð maɪˈfrendz/
have a shower /ˌhæv ə ˈʃaʊə/
have a video call /həv eɪ ˈvɪdiəʊ kɔːl/
have breakfast /ˌhæv ˈbrekfəst/
have dinner /ˌhæv ˈdɪnə/
have lessons /ˌhæv ˈlesənz/
have lunch /ˌhæv ˈlʌntʃ/
January /ˈdʒænjuəri/
July /dʒʊˈlaɪ/
June /dʒuːn/
listen to music /ˌlɪsən təˈmjuːzɪk/
March /mɑːtʃ/
May /meɪ/
Monday /ˈmʌndi/
November /nəʊˈvembə/
October /ɒkˈtəʊbə/
read/write a blog /riːd/ /raɪt eɪ blɒg/
Saturday /ˈsætədi/
September /sepˈtembə/
Sunday /ˈsʌndi/
Thursday /ˈθɜːzdi/
tidy my room /ˌtaɪdi maɪˈruːm/
Tuesday /ˈtjuːzdi/
watch TV /ˌwɒtʃ ˌtiː ˈviː/
watch videos online /wɒtʃ ˈvɪdiəʊz ˈɒnlaɪn/
Wednesday /ˈwenzdi/

EXTRA

animal /ˈænɪm(ə)l/
busy /ˈbɪzi/
busy week /ˌbɪzi ˈwiːk/
cartoons /kɑːˈtuːnz/
classical music /ˌklæsɪkəlˈmjuːzɪk/
Come on, guys! /ˌkʌm ˈɒn gaɪz/
daily routine /ˈdeɪli ruːˈtiːn/
early /ˈɜːli/
every /ˈevri/
free day /ˌfriː ˈdeɪ/
get ready for school /get ˌredi fə ˈskuːl/
grandparents /ˈgrænd ˌpeərənts/
gym /dʒɪm/
hours /aʊəz/
How about Tuesday? /ˌhaʊ əˌbaʊt ˈtjuːzdi/
in the evening /ˌɪn ði ˈiːvnɪŋ/
late for school /ˌleɪt fə ˈskuːl/
life /laɪf/
live /lɪv/
love /lʌv/
Me too. /ˌmi ˈtuː/
meet my friend /ˌmiːt maɪˈfrend
mess /mes/
my own /maɪ əʊn/
never /ˈnevə/
often /ˈɒfən/
online /ˈɒnlaɪn/
pancakes /ˈpænkeɪks/
really /ˈrɪəli/
school survey /skuːl ˈsɜːveɪ/
Seriously? /ˈsɪəriəsli/
swimming lesson /ˈswɪmɪŋˌlesən/
team /tiːm/
teenagers /ˈtiːnˌeɪdʒə(r)z/
That's better. /ˌðæts ˈbetə/
The film is on again at … /ðə fɪlm s ɒn əˈgen ət/
travel /ˈtræv(ə)l/
too late /ˌtuː ˈleɪt/
visit /ˈvɪzət/
walk /wɔːk/
walking /ˈwɔːkɪŋ/
weekdays /ˈwiːkdeɪz/
writing /ˈraɪtɪŋ

VOCABULARY IN ACTION

1 **Complete the daily activities with a verb. Use the correct form.**

1 Jack usually *tidies* the kitchen after breakfast.
2 We always _____ out with our friends on Saturday.
3 She _____ to music in her room.
4 I never _____ up late on weekdays.
5 My brother _____ his homework on Friday.
6 They often _____ TV in the evening.
7 Dad sometimes _____ a shower after dinner.
8 We _____ lessons on Monday and Thursday.
9 Paul often _____ to bed at 9 o'clock.
10 You usually _____ lunch at school.

2 **Write the dates in full.**

1 Mon. 6/7 *Monday, 6 July*
2 Wed. 25/3 _____
3 Sun. 10/2 _____
4 Fri. 8/8 _____
5 Sat. 29/1 _____
6 Tues. 12/5 _____
7 Thurs. 17/11 _____
8 Mon. 22/10 _____

3 **Match 1–6 with a–f. Choose three expressions and write your own sentences.**

1	email	a	online
2	chat	b	a blog
3	get	c	videos online
4	write	d	a video call
5	have	e	a friend
6	watch	f	help with homework

4 3.15 PRONUNCIATION /s/, /z/ or /ɪz/? **Listen and repeat.**

Kate gets up late and has breakfast fast,
She watches a film and runs for the bus!

Revision

VOCABULARY

1 **Complete the expressions with words in the box. There's one extra word.**

go to watch homework listen to up
have my room friends school

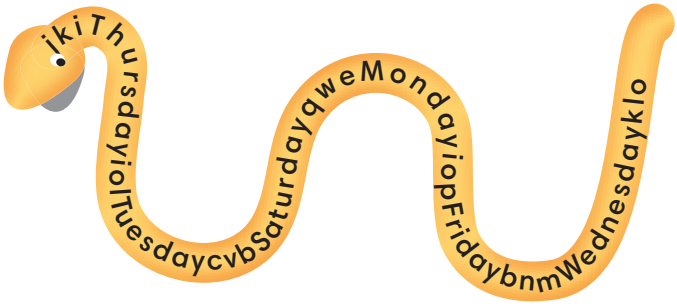
1 do my *homework*
2 get _____
3 _____ TV
4 go to _____
5 _____ bed
6 _____ music
7 tidy _____
8 hang out with _____

The extra word is _____.

2 **Write three expressions with the extra word in Exercise 1. Do you know any more?**

1 _____ a s h _ _ _ r
2 _____ b _ _ _ k _ _ _ t
3 _____ lessons.

3 **Find and circle the days of the week. Say them in the correct order with your partner. Which day is missing?**



4 **Answer the questions. Then tell a friend.**

1 Which month is your birthday? _____
2 Which month is before January? _____
3 Which month is after February? _____
4 Which month is before May? _____

5 **Circle the correct answer.**

1 email a friend / listen to music

2 get help with homework / watch videos online

3 play computer games / write a blog

4 have a video call / chat online

GRAMMAR

6 **Complete Carla's blog about her typical morning. Use the verbs below in the correct form.**

go get (x3) hang have (x3) listen

I [1]*get up* at half past seven but my parents [2]_____ up at seven o'clock. My sister, Kate, [3]_____ up late every day! We [4]_____ breakfast together. After breakfast I [5]_____ to school with Kate. We go on the bus. Kate [6]_____ to music and I [7]_____ out with my friends. We [8]_____ lessons and we [9]_____ lunch at one o'clock.

7 **In your notebook, write sentences that are true for you.**

1 My brother / sister (always)
My brother / sister always gets up late.
2 My parents _____ (usually)
3 My best friend _____ (often)
4 My granny and grandad _____ (sometimes)
5 My teacher _____ (never)
6 I _____ (always)

COMMUNICATION

8 **Circle the correct answer.**

1 06:35
It's twenty-five to six / seven.

2 12:30
It's a quarter / half past twelve.

3 06:10
It's ten past six / six past ten.

4 04:00
It's four past / o'clock.

5 09:45
It's a quarter to ten / past nine.

6 01:50
It's fifty past one / ten to two.

9 **Match 1–3 to a–c and make two dialogues.**

Dialogue 1

1 [b] What time is it? a OK!
2 [ ] What time is the show? b It's five to two.
3 [ ] Let's watch it. c At two o'clock.

Dialogue 2

1 [ ] When is the match? a It's a quarter to eleven.
2 [ ] What time is it now? b Yes, let's go!
3 [ ] Let's walk fast then! c It's at eleven o'clock.

SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with?

WORKBOOK p. 65

READING and WRITING

1 **Work in pairs. Tell a partner about what you and your family can and can't do.**

A: *I can play the guitar.*
B: *My granny can't use a mobile phone!*

2 **Read the ad. What is it about? Circle the correct answer.**

a A talent contest. b A London show.

3 **Read the ad again. Answer the questions.**

1 Who is Meryl? *She's a new star.*
2 What can she do? _____
3 How many prizes are there? _____
4 When is the contest? _____
5 Where is it? _____
6 Can dogs come? _____

4 **Complete Dan's blog with words in the box. There are two extra words.**

can After hang the get listen garden room usually breakfast have ~~house~~

I'm at my cousin Julie's [1]*house* this week. It's in Richmond. It isn't very big but it's got a fantastic [2]_____! My uncle and aunt [3]_____ up at half past six. I get up at seven and have [4]_____ with them and Julie. [5]_____ breakfast, I go to bed again – it's the holidays! Then I tidy my [6]_____. Julie and I [7]_____ do sports after lunch. Julie [8]_____ skateboard really well. She's my new teacher! We often [9]_____ out with Julie's friends before dinner. Before bed we [10]_____ to music or watch TV.

5 **You are at a friend's house for the holidays. Write 40–50 words about what you do. Use these questions to help you.**

1 Where is your friend's house?
2 What time do you get up?
3 What do you do before and after lunch?
4 What do you do in the evening?

I'm at my friend's house this week. It's in … I get up at … I have breakfast with … Before lunch I/we … After lunch I/we … In the evening I/we …

New Stars!'

You can be a star too!

This is Meryl. She's a new star! She sings and plays the guitar in a rock band. She can dance too.

What can you do? Show us! We've got special prizes.

Prize 1 You can be on TV!
Prize 2 Meet a famous band!
Prize 3 Go to a London show!

When: Saturday at 10 o'clock
Where: Town Theatre

Your family and friends can come too! We're sorry but no cats or dogs.

LISTENING

6 **3.16** **Listen and tick [✓] the correct answer.**

1 What can Grace do?

a ☐
b ☐
c ☐

2 What club is on Thursdays?

a ☐
b ☐
c ☐

3 What time is the film?

a ☐
b ☐
c ☐

4 Where is Jill?

a ☐
b ☐
c ☐

5 What can Uncle Jack do?

a ☐
b ☐
c ☐

COMMUNICATION

7 **Look at the pictures. Match a–h to 1–6. There are two extra sentences.**

a No, it's not a good idea.
b The film's at a quarter to five.
c Let's do something fun!
d Let's go skateboarding!
e Swimming? I'm not sure.
f Swimming? Great idea!
g We can ride our bikes!
h What time is it?

8 **Work in pairs. Ask and answer the questions.**

1 What's your favourite month?
2 Who can sing in your family?
3 What cool things can you do?
4 Have you got a book in English?

LANGUAGE BANK

Action verbs

act, climb, cook, dive, draw, fix, fly, jump, read, ride, run, sing, skateboard, swim, write

make, play, ride

make a poster, cupcakes
play computer games, football, the piano
ride a bike, a horse

Daily activities

do my homework
get up
go to bed
go to school
have lessons
hang out with my friends
have a shower
have breakfast
have dinner
have lunch
listen to music
tidy my room
watch TV

Days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Months

January
February
March
April
May
June
July
August
September
October
November
December

Suggestions

Let's *do something fun!*
Let's *go ice-skating!*
We can *go to the park.*
I agree!
Let's do that!
Great idea!
I'm not sure.
It's not a good idea.

Telling the time

What time is it?
It's *four o'clock.*
What time is *the film / match*?
It's at *ten* (minutes) past *four.*
It's at a quarter past *four.*
It's at half past *four.*
It's at a quarter to *five.*
It's at *ten* (minutes) to *five.*

7

Animals

VOCABULARY
Wild animals | Pets | Money | Adjectives | Where animals live

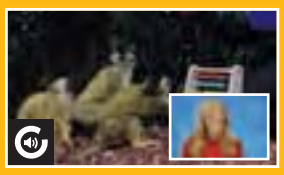
GRAMMAR
Present Simple negative | Present Simple questions and short answers

Grammar: *I don't like cats!*

Grammar animations:
Present Simple negative
Present Simple questions and short answers

Communication:
One ticket, please.

BBC Culture:
The London Zoo



7.1 VOCABULARY Wild animals

I can talk about animals.

1 Find the animals in the photos. There is one extra photo

elephant monkey tiger giraffe lion crocodile kangaroo

2 3.17 Listen and repeat. What is the name of the animal in the extra photo on page 94?

Vocabulary	Wild animals
bird butterfly crocodile elephant fish fly frog giraffe kangaroo lion monkey snake spider tiger whale	

3 Look at the pictures and complete the words. Use the Vocabulary box for help.

1 butterfly

2 b__r__

3 __ly

4 s__ak__

5 __pid__ __

6 f__ __g

7 __is__

4 3.18 Listen to the animal sounds. Number the words. Then check your answers in pairs.

a ☐ bird
b ☐ elephant
c ☐ frog
d [1] lion
e ☐ monkey
f ☐ snake

5 Read the sentences and circle the correct answer.

1 I can fly!
spider / bird

2 I can swim!
whale / butterfly

3 I'm very tall!
frog / giraffe

4 I can't jump!
kangaroo / elephant

5 I've got big teeth!
crocodile / fly

6 I haven't got arms and legs.
snake / monkey

6 The names of the animals got mixed up. Write the correct names.

1	ti	on	4	croco	roo
2	kanga	fly	5	li	key
3	butter	dile	6	mon	ger

1 *tiger*
2 _____
3 _____
4 _____
5 _____
6 _____

7 Work in pairs. Draw three fantasy animals. Show them to your partner and give them a name.

And YOU

A: *It's a giraffe and a bird.*
B: *It's a 'giraffird'!*
A: *Or a biraffe!*

I can use the negative form of the Present Simple and talk about pets.

I don't like cats!

Alex: Mum? I want a dog like this! Please?
Mum: Aww … I like dogs but they are hard work, Alex.
Alex: I don't mind!

Mum: Can you get up early and take it for a walk? Every day?
Jen: Poor dog! Alex doesn't get up before twelve o'clock at the weekend.
Dad: Big dogs eat a lot.
Alex: But it's small! It doesn't eat a lot.
Dad: Because it's a puppy! These dogs are usually very big!
Alex: Oh, all right.

Jen: How about a cat? People don't take cats for a walk.
Alex: I don't like cats! And I'm allergic!
Dad: Look, these are perfect for you! They don't eat a lot and you are not allergic to them.

1 35 3.19 **Watch or listen. Then read. Find a word that means 'baby dog'.**

2 **Read the sentences. Circle T (true) or F (false).**

1 Alex wants a pet cat. T / F
2 Dad thinks small dogs eat a lot. T / F
3 Alex gets up late at the weekend. T / F
4 The puppy in Alex's photo is very big. T / F
5 A cat is not a good pet for Alex. T / F

3 3.20 **Listen and repeat. Find these expressions in the story. How do you say them in your language?**

I don't mind! *Poor (dog)!* *Oh, all right!*

OUT of class

4 CLASS VOTE **Guess what kind of pet is good for Alex in Dad's opinion?**

a hamster b goldfish c frog

5 36 3.21 **Now watch or listen and check.**

Grammar | **Present Simple negative**

I don't (do not) get up early.
You don't (do not) get up early.
He/She/It doesn't (does not) get up early.
We don't (do not) get up early.
You don't (do not) get up early.
They don't (do not) get up early.

37 Get Grammar!

6 **Circle the correct answer. Then check with the story on page 96.**

1 Alex *wants* / *doesn't want* a cat.
2 Small dogs *eat* / *don't eat* a lot.
3 Alex's mum *likes* / *doesn't like* the puppy in the photo.
4 Alex *gets up* / *doesn't get up* before 12 o'clock at the weekend.
5 People *take* / *don't take* cats for a morning walk.
6 Alex *wants* / *doesn't want* a goldfish.

7 **Complete what Alex says with *don't* or *doesn't*.**

1 On weekdays, Jen and I go to school but we *don't* go to school at the weekend.

2 At the weekend Lucas plays computer games but he _____ play computer games on weekdays.

3 On weekdays Jen gets up early but she _____ get up early at the weekend.

4 I hang out with my friends at the weekend but I _____ hang out with them on weekdays.

5 On weekdays Lian does homework but she _____ do homework at the weekend.

6 At the weekend we watch films on TV but we _____ watch TV on weekdays.

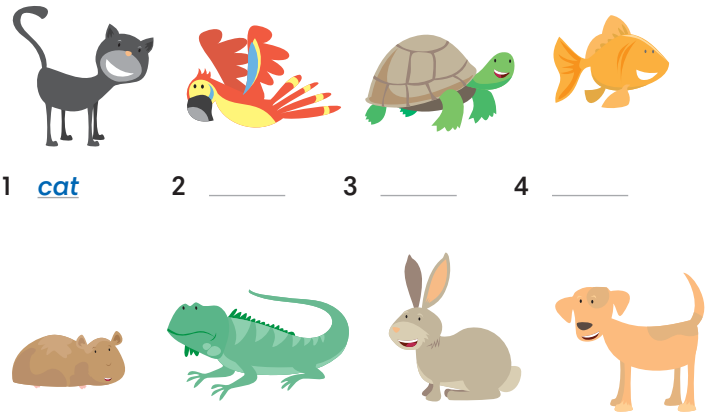
8 **In pairs, talk about what you do and don't do at the weekend.**

I don't go to school at the weekend.

9 **3.22 Listen and repeat. Then label the pictures with the words in the Vocabulary box.**

Vocabulary | **Pets**

cat dog goldfish hamster
iguana parrot rabbit tortoise



1 *cat* 2 _____ 3 _____ 4 _____

5 _____ 6 _____ 7 _____ 8 _____

10 **Which pet is good for these people? Student B: Go to page 132 to help Student A. Student A: Listen to Student B and decide which pet is good for them.**

1 Alex: goldfish / dog?
2 Lucas: parrot / hamster?
3 Lian: iguana / rabbit?

B: *Alex wants to play with his pet.*
A: *A dog is a good pet for Alex, then.*

Student A: Go to page 132 to help Student B. Student B: Listen to Student A and decide which pet is good for them.

4 Granny: dog / hamster?
5 Aunt Megan: tortoise / parrot?
6 Jen's friend, Emma: goldfish / big dog?

I can ask and answer questions in the Present Simple.

The Terrific Two – Superdug's interview

1 A reporter from Superhero magazine is at Dug's house.

Reporter: Superdug, what do you do to relax?
Superdug: I play computer games with Kit.
Reporter: Does Superdug always win, Kit?
Kit: No, he doesn't.
Superdug: Kit is a very good player. I'm not.

2

Reporter: That's interesting! Do you speak any foreign languages, Superdug?
Superdug: No, I don't but Kit speaks five languages. She can speak Chinese!
Kit: But Superdug plays the piano!

3

Reporter: Does he have piano lessons?
Kit: Yes, he does.
Superdug: Kit is my piano teacher.
Reporter: Do you sing, Superdug?
Superdug: Oh, no, I don't! I can't sing at all! Kit is a very good singer!

4

Reporter: Do you and Kit work together?
Superdug: Yes, we do. She helps me with my work.
Reporter: OK. Thank you.

5

Superdug: Eh? Superdug? No. Here's Superkit!
Kit: Oh…

1 Look at the cartoon. In what language is Kit's magazine?

2 3.23 Listen and read. Who is Superdug's piano teacher?

3 Read the sentences. Circle the correct answer.

1 Superdug *watches TV* / *plays computer games* to relax.
2 Superdug *sometimes* / *always* wins a computer game.
3 Kit *speaks* / *doesn't speak* foreign languages.
4 Superdug *is* / *isn't* a good piano player.
5 Kit *sings* / *doesn't sing* well.

Grammar	Present Simple questions and short answers

?	Short answers
Do I sing?	Yes, I do. / No, I don't.
Do you sing?	Yes, you do. / No, you don't.
Does he/she/it sing?	Yes, he/she/it does. / No, he/she/it doesn't.
Do we sing?	Yes, we do. / No, we don't.
Do you sing?	Yes, you do. / No, you don't.
Do they sing?	Yes, they do. / No, they don't.
What do you do to relax?	I play computer games.

38 Get Grammar!

4 Complete the reporter's other questions to Superdug with *Do* or *Does*.

1 *Do* you know Superman? ✗
2 _____ you hang out with friends? ✓
3 _____ Kit help you? ✓
4 _____ you go to the gym? ✓
5 _____ you and Kit go ice skating? ✗
6 _____ Kit visit you at the weekend? ✗

5 In your notebook, write Superdug's answers to the questions in Exercise 4.

1 ✗ *No, I don't.*

6 In pairs, role play the questions and answers in Exercises 4 and 5.

A: *Do you know Superman?*
B: *No, I don't.*

7 In your notebook, write the questions to Kit.

1 you / play the guitar?
Do you play the guitar?
2 you / listen to pop music?
3 Superdug / eat superhero food?
4 Superdug / watch TV?
5 you / and Superdug hang out every day?
6 Superdug / have swimming lessons?

8 3.24 Listen to Kit's answers to the questions in Exercise 7. Write them in your notebook.

1 *No, I don't.*

9 Game! Complete the questions. In pairs, ask the questions and mime the answers. You get one point for each correct guess.

1 What *do you do* (do) to relax?
2 What _____ (have) for breakfast?
3 Where _____ (do) your homework?
4 What _____ (do) after school?
5 What _____ (do) on Friday after dinner?
6 Where _____ (hang out) with your friends?

A: *What do you do to relax?*
B: (mimes the answer)
A: *I know! You play the guitar!*

10 3.25 3.26 Go to page 132. Listen and sing the Questions song.

And YOU

I can buy a ticket.

One ticket, please.

Dad: Get a ticket, Lucas. Jen and I have got passes.
Attendant: Can I help you?
Lucas: Can I have one ticket to the zoo, please?
Attendant: That's eighteen pounds fifty, please.
Lucas: Here you are.
Attendant: Thank you. Here's your ticket. Would you like a guide?
Lucas: No, thanks. I've got all the information on my phone.

Lucas: Where do we start?
Jen: At the café. I'm so hungry I could eat a horse!
Lucas: Shh! We are at the zoo.

1 39 3.27 **Watch or listen, then read. Why don't they need a guide?**

2 3.28 **Listen and repeat.**

Communication	Buying a ticket

A: Can I help you?
B: Can I have *one ticket / two tickets* to *the zoo*, please?
A: That's *eighteen pounds fifty.*
B: Here you are.
A: Here's your ticket. / Here are your tickets.
B: Thanks.

3 3.29 **Put the sentences in the dialogue in the correct order. Then listen and check.**

a ☐ Thanks.
b ☐ Here are your tickets.
c ☐ Can I have three tickets to the aquarium, please?
d ☐ Here you are.
e ☐ That's twelve pounds sixty, please.
f [1] Can I help you?

£ = pound
£4.20 = four (pounds) twenty

Watch OUT!

4 **Write how much it is.**

1 *eighteen pounds fifty*
2 _____
3 _____
4 _____

5 **In pairs, role play buying tickets to the museum. Use the prompts.**

A: help / you? *Can I help you?* B: three tickets
A: £13.20 B: here
A: your tickets B: thanks

6 **In pairs, act out three more dialogues. Use the tickets in Exercise 4 and the expressions in the Communications box.**

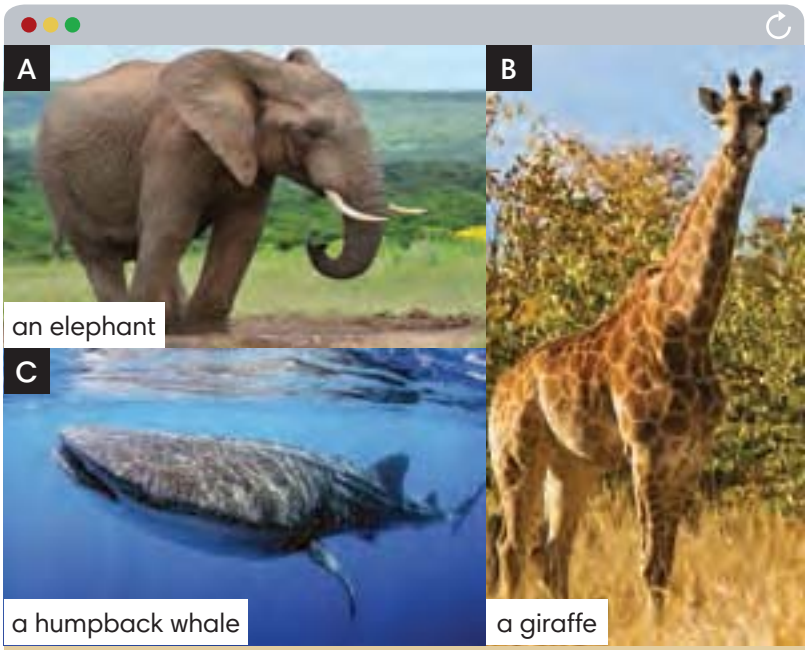
7.5 READING and VOCABULARY Adjectives

I can understand a text about amazing animals.

1 In your notebook, write names of animals which …

a swim very well. b eat a lot. c can sing.

2 3.30 Read and listen to the texts from a web page about amazing animals. Match texts 1–3 to photos A–C.



1 ☐ These animals are very fast. They can run at 55 kilometres an hour! They only sleep one or two hours every night. They've got cute faces. They can eat leaves from tall trees. They don't drink much water but they like eating. They eat 45 kilos of food every day!

2 ☐ These animals are big but they can run very fast. They love water and they can swim, too. They love their families. They are very clever and friendly but sometimes they can be dangerous! They eat plants. They eat up to 270 kilos of food and they drink about 75 litres of water every day!

3 ☐ These animals eat a lot of small fish and are very strong. They can jump out of the water. They like having fun! We can't hear them but they sing and they 'write' songs! Some people think they are ugly but other people think they are cute.

3 Read the text again and complete the table.

	giraffes	elephants	humpback whales
What do they eat/drink?	*leaves, …*		
What can they do?			*jump, …*
What do they like/love?			

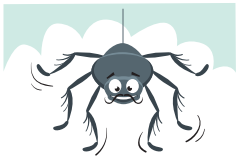
4 3.31 Listen and repeat. Label pictures 1–6 with the adjectives in the Vocabulary box.

Vocabulary Adjectives

cute dangerous fast slow strong ugly

1 *dangerous.*

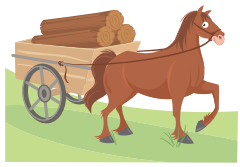
2 _____



3 _____

4 _____

5 _____



6 _____

5 Read the text again. Find and underline adjectives used to describe each animal.

6 3.32 Listen to the two children. Write the animals they speak about.

Speaker 1: _____

Speaker 2: _____

7 Game! Work in teams of four. Your teacher says an adjective. Write as many animals with that quality as you can in one minute. Compare your animals with other teams.

And YOU

Teacher: *fast*

Group: *giraffe, elephant, …*

7.6 LISTENING and WRITING Starting and ending an email

I can understand and write short texts about pets.

1 **In pairs, make a list of animals that you can find in pet shops. Then underline animals that are easy to look after in your opinion.**

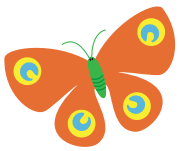
Cats – easy. You don't take cats for a walk!

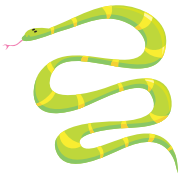
2 **3.33 Listen to a radio interview with Jo. She's got a pet shop. Tick (✓) the names of the animals on your list that you hear.**

3 **3.33 Listen again. Look and tick (✓) a, b or c.**

1 Which animal is dangerous?

a ☐ b ☐ c ☐



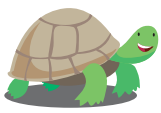


2 What do dogs like?

a ☐ b ☐ c ☐

3 Which pet is easy to look after?

a ☐ b ☐ c ☐



4 **3.34 Listen to George talking about his new pet. Circle the correct answers.**

1 George's rabbit is *clever* / *boring*.
2 His favourite place is *his rabbit house* / *the garden*.
3 He eats *green* / *red and green* vegetables.
4 He drinks *water* / *milk*.
5 George has got *one* / *two* rabbits.

5 **What's your ideal pet? What do you know about it? Tell a partner.**

6 **Read Martin's email to Jen. Is it about …**

a his weekend? b his puppy?

Hi Jen,

Can you look after my puppy for the weekend? His name's Rex.

He eats dog food and he drinks water. He likes milk too. I take him for a walk after his breakfast and dinner. He sleeps a lot. He's very friendly and very cute!

Is this OK? Let me know.

Martin

Writing **Starting and ending an email**

Begin with *Hi/Hello*.
Write a comma after the name, e.g. *Hi Jen, …*
Write your name at the end, e.g. *Martin*

7 **Put the sentences in order to make an e-mail.**

a ☐ She eats cat food and chicken. She drinks water.
b ☐ Helena
c ☐ Is this OK? Let me know.
d [1] Hi Ben,
e ☐ Can you look after my cat for the weekend?

Writing Time

8 **Write an email to a friend asking him/her to look after your pet.**

1 **Find ideas**
Make notes about your pet.
Decide which friend you're writing to.

2 **Draft**
Write *Hi/Hello* and your friend's name.
Explain why you are writing.
Can you look after my … for the weekend?
Give helpful information.
He/She eats/drinks/likes/sleeps …
End your note.
Is this OK? Let me know.
Write your name.

3 **Check and write**
Check the beginning and ending of your email. Write the final version of your text.

7.7 CLIL: Science The Environment

I can talk and write about where animals live.

1 3.35 **Listen and repeat. Look at the pictures and number the words in the Vocabulary box.**

Vocabulary	Where animals live

in the forest [6] in a hole in the ground [ ]
on land [ ] in a pond [ ] in the sea [ ]
in trees [ ]

2 **Read the text. Label the paragraphs.**

a Water animals b Land animals

1 _____

A lot of animals, like tigers, elephants, giraffes and butterflies, live in forests. There are many different types of forests all over the world.

Some animals live in trees. They can do that because they can climb or fly. Some of these animals are monkeys, snakes, birds and spiders.

Rabbits make holes in the ground and they make a lot of them! They live there with their friends and families.

2 _____

There's a lot of life in ponds! Fish and frogs have their home there. Frogs are different from fish because they don't live only in the water. They can also live on land.

You can find a lot of different fish in the sea. They are big, small, cute, funny or ugly and they are many different colours. Whales live in the sea, too.

3 **Read the text again. Circle T (true) of F (false).**

1 All forests are the same. T / F
2 Only birds live in trees. T / F
3 Rabbits live together with other rabbits. T / F
4 Fish don't live on land. T / F
5 Fish can be many different colours. T / F
6 Whales live in ponds. T / F

4 **Complete the table about where animals live. Use the information in the text.**

1	In the forest	*butterfly,*
2	In trees	
3	In a hole in the ground	
4	In a pond	
5	In the sea	

5 **Look at the animals in the photo. In pairs, guess where they live. Go to page 132 and check.**

A: *Where do dragonflies live?*
B: *I think they live …*

6 **Add one more animal to each place in the table in exerise 4.**

WORDLIST Animals

bird /bɜːd/
butterfly /ˈbʌtəflaɪ/
cat /kæt/
crocodile /ˈkrɒkədaɪl/
cute /kjuːt/
dangerous /ˈdeɪndʒərəs/
dog /dɒg/
elephant /ˈeləfənt/
fast /fɑːst/
fish /fɪʃ/
fly /flaɪ/
frog /frɒg/
giraffe /dʒəˈrɑːf/
goldfish /ˈgəʊldˌfɪʃ/
hamster /ˈhæmstə/
iguana /ɪˈgwɑːnə/
in a hole in the ground /ɪn ə həʊl ɪn ðə graʊnd/
in a pond /ɪn ə pɒnd/
in the forest /ɪn ðə ˈfɒrɪst /
in the sea /ɪn ðə siː/
in trees /ɪn triːz/
kangaroo /ˌkæŋgəˈruː/
lion /ˈlaɪən/
monkey /ˈmʌŋki/
on land /ɒn lænd/
parrot /ˈpærət/
rabbit /ˈræbət/
slow /sləʊ/
snake /sneɪk/
spider /ˈspaɪdə/
strong /strɒŋ/
tiger /ˈtaɪgə/
tortoise /ˈtɔːtəs/
ugly /ˈʌgli/
whale /weɪl/

EXTRA

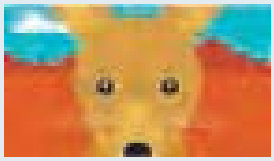
amazing /əˈmeɪzɪŋ/
at 55 kilometres an hour /ət ˌfɪfti ˌfaɪv ˌkɪləmiːtəz ən ˈaʊə/
at all /ət ˈɔːl/
at night /ət ˈnaɪt/
at the weekend /ət ðəˌwiːkˈend/
because /bɪˈkɒz/
before /bɪˈfɔː/
children /ˈtʃɪldrən/
dog food /ˈdɒg fuːd/
drink /drɪŋk/
easy /ˈiːzi/
every day /ˌevri ˈdeɪ/
food /fuːd/
foreign language /ˌfɒrən ˈlæŋgwɪdʒ/
guide /ˈgaɪd/
hard work /ˌhɑːd ˈwɜːk/
having fun /ˌhævɪŋ ˈfʌn/
hour /aʊə/
I could eat a horse. /aɪ kəd iːt eɪ hɔːs/
I don't mind! /aɪ ˌdəʊnt ˈmaɪnd/
I'm allergic (to) /aɪm əˌlɜːdʒɪk (tə)/
in the day /ɪn ðə ˈdeɪ/
interview /ˈɪntəvjuː/
it's cold /ˌɪts ˈkəʊld/
jump out /ˌdʒʌmp ˈaʊt/
kilo /ˈkiːləʊ/
leaves /liːvz/
litre /ˈliːtə/
look after a pet /ˌlʊk ˌɑːftər ə ˈpet/
magazine /ˌmægəˈziːn/ player /ˈpleɪə/
night /naɪt/
Oh, all right! /əʊ ˌɔːl ˈraɪt/
pass /pɑːs/
pet shop /ˈpet ʃɒp/
plants /plɑːnts/
Poor (dog)! /ˌpɔː (ˈdɒg)/
puppy /ˈpʌpi/
relax /rɪˈlæks/
reporter /rɪˈpɔːtə/
sleep /sliːp/
take the dog for a walk /ˌteɪk ðə ˌdɒg fər ə ˈwɔːk/
think /θɪŋk/
together /təˈgeðə/
water /ˈwɔːtə/
win /wɪn/
work /wɜːk/

VOCABULARY IN ACTION

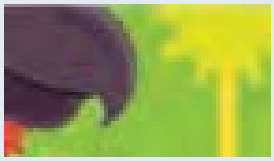
1 Write the names of the animals.

1 *elephant*

2 _____

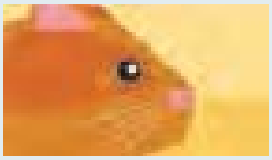

3 _____

4 _____


5 _____

6 _____

7 _____


8 _____

2 Answer the questions. Choose the right animal.

1 Which animals is fast? *b*
Which animal is slow? *a*
a tortoise **b** tiger

2 Which animal is strong? _____
Which animal is dangerous? _____
a snake **b** lion

3 Which animal is cute? _____
Which animal is ugly? _____
a cat **b** fly

4 Which animal lives in a pond? _____
Which animal lives in a tree? _____
a bird **b** frog

5 Which animal lives in people's houses? _____
Which animal lives in the forest? _____
a giraffe **b** spider

6 Which animal lives in the sea? _____
Which animal lives in a hole in the ground? _____
a rabbit **b** whale

3 3.36 **PRONUNCIATION** /s/. Listen and repeat.

Sue's snake Simon just eats, eats and eats.
He sits on the sofa and steals all the sweets!

Revision

VOCABULARY

1 **Circle the odd one out. Why is it different?**

1 a bird b butterfly c fly d kangaroo
2 a crocodile b snake c tiger d elephant
3 a monkey b fish c frog d whale
4 a giraffe b lion c spider d tiger

2 **Write how many of these pets you can see.**

1 cats one
2 rabbits _____
3 parrots _____
4 goldfish _____
5 tortoises _____
6 iguanas _____
7 dogs _____
8 hamsters _____

3 **Complete the adjectives.**

1 strong
2 danger _ _ _
3 fa _ _
4 sl _ _
5 ug _ _
6 cu _ _

4 **Where do they live? Complete the sentences.**

forest hole pond land ground sea trees

1 Whales live in the _____ and lions live on _____.
2 Frogs live in a _____.
3 Elephants and giraffes live in the _____.
4 Monkeys and birds live in _____.
5 Rabbits live in a _____ in the _____.

GRAMMAR

5 **Read the text and write negative sentences in your notebook.**

Jason and his family are very different!

Jason wants an iguana. His sister, Jackie, wants a rabbit and their parents want a parrot!

They all watch TV. Jackie, mum and dad like films and Jason likes cartoons!

At the weekends Jason goes to the park with his friends. Jackie hangs out with her best friend and their parents visit the neighbours.

1 Jackie and Jason / want / a parrot
Jackie and Jason don't want a parrot.
2 Their parents / want / an iguana
_____
3 Jackie / like / cartoons _____
4 Jason / go to the park with / parents
_____
5 Their parents / go to / the park
_____

6 **In your notebook, write questions and short answers.**

1 Jason / want / a rabbit
A: Does Jason want a rabbit?
B: No, he doesn't.
2 Their parents / want / an iguana?
3 They all / watch TV?
4 What / Jackie / do / at the weekend?
5 Where / Jason / go / at the weekend?

COMMUNICATION

7 **Read the mini-dialogues and circle a or b.**

1 Can I help you?
a Can I have a ticket please?
b Would you like a ticket?
2 That's ten pounds ninety.
a The money's here.
b Here you are.
3 Here are your tickets.
a Thanks.
b No they aren't.

BBC

CULTURE

Pets in the UK

EXPLORE

1 **Discuss these questions in class.**

1 Which pets are popular in your country?
2 Do you know any unusual pets? What are they?
3 Would you like to have an exotic animal as a pet?

2 **3.37 Listen and read. Match photos A–D to texts 1–3. There is one extra photo.**

Pets in the UK

Some people in the UK want an unusual pet. This is why they choose exotic animals. Here are three unusual pets that you can have in the UK.

1 ☐ Tarantulas
Spiders are scary but some people think tarantulas are pretty. They are quiet animals and they don't need a lot of space or food so they aren't hard work.

2 ☐ Pygmy hedgehogs
People like pygmy hedgehogs because they are small and cute. They eat cat food and they eat a lot! They need a lot of space to run and play.

3 ☐ Axolotls
They've got a funny name and they look funny, too. They live in the water. They can be brown, black, yellow, white or other colours. And here's an amazing fact: if they lose a part of their body, they can make a new one!

3 **Read the texts again and answer the questions.**

1 Which pet eats a lot?
The pygmy hedgehog.
2 Which pet can make new body parts?
3 Which pet needs a lot of space?
4 Which pet doesn't need a lot of food?
5 Which pet can be different colours?
6 Which pet can be scary?

4 **3.38 Listen and circle the correct answer.**

1 Which is the number one pet in the UK?
a Cat b Dog
2 Which animal is number 3 in the list?
a Rabbit b Fish
3 Which are two top names for pets in the UK?
a Alfie and Bella b Cookie and Dolly
4 What's their dog's name?
a George b Mrs C

5 **Work in pairs. Imagine you can have one of the animals in photos A–D.**

1 Which of the animals do you choose? Why?
2 Think of a name for your animal.

GLOSSARY
exotic (adj) interesting and unusual because it's from a foreign place
popular (adj) something a lot of people like or do
unusual (adj) different from what we usually do or know

EXPLORE MORE

The London Zoo

6 40 **Watch the video and answer the presenter's questions. What do the animals do after breakfast?**

7 40 **Watch the video again. Write the animals below next to the correct sentence. Use the information from the video, not what you know.**

penguins stick insects tigers monkeys tortoises lions

1 They're fast. _____
2 They're slow. _____
3 They're green. _____
4 They eat fish. _____
5 They eat meat. _____
6 They love toys. _____

8 **Discuss in groups. Which animals in London Zoo would you like to see? Why?**

YOU EXPLORE

9 CULTURE PROJECT **Make a class digital photo album of the class pets and/or your ideal pets.**

1 Create a digital poster about your pet and/or your ideal pet. Write short descriptions.
Use these questions for help.
What are they?
What are their names?
What do they look like?
What do they eat?
What can they do?
What is a fun fact about them?
2 Add photos to your descriptions.
3 Collect all the posters to make a digital class album.

8

I like that!

VOCABULARY
Sports | Seasons and weather | Healthy lifestyle | Sports equipment

GRAMMAR
Love / like / don't like / hate + -ing | Object pronouns | Question words

Grammar: *Let's go to summer camp!*

Grammar animations:
love /like / don't like / hate + -ing
Question words

Communication:
What's the weather like?

8.1 VOCABULARY Sports

I can talk about sports.

1 **Read these words. What do they mean?**

tennis football volleyball basketball swimming skateboarding

2 3.39 Listen and repeat. Find the sports in the photos on page 108. One sport appears twice. Which one?

Vocabulary Sports

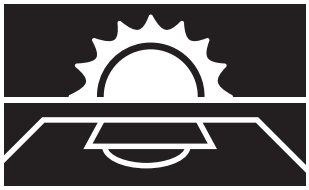
badminton basketball canoeing cycling
football hockey ice-skating roller skating
skateboarding snowboarding swimming
table tennis taekwondo tennis volleyball
windsurfing

3 Unscramble the words. Use the Vocabulary box to help.

1 tekaodnwo *taekwondo*
2 anngcioe c _ _ _ _ g
3 rloerl kasitng r _ _ _ _ r s _ _ _ _ _ g
4 sktbraoadenig s _ _ _ _ _ _ _ _ _ _ _ g
5 swobonrdiang s _ _ _ _ _ _ _ _ _ _ g
6 hoecky h _ _ _ _ y
7 bsktbaelal b _ _ _ _ _ _ _ _ l
8 bdatinmon b _ _ _ _ _ _ _ n

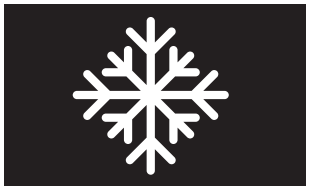
4 Work in pairs. Put the sports in the Vocabulary box in groups. A sport can be in more than one group.

Indoor sports:
basketball, _____



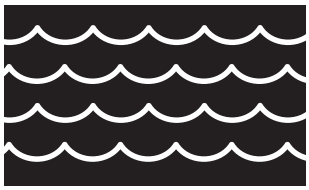
Outdoor sports:
football, _____

Team sports: _____



Winter sports: _____

Ball sports: _____



Water sports: _____

I do taekwondo.
I go swimming.
I play tennis.

Watch OUT!

5 3.40 Write *go* or *play*. Compare in pairs. Then listen and check.

1 *go* cycling
2 ___ basketball
3 ___ hockey
4 ___ snowboarding
5 ___ skateboarding
6 ___ roller skating
7 ___ windsurfing
8 ___ badminton
9 ___ table tennis
10 ___ canoeing
11 ___ football
12 ___ ice skating

6 What sports do they do? Complete the sentences.

Mario

Sue

Peter

Fran

Mario [1]*plays* badminton at school.
He [2]_____ at the weekend.
Sue [3]_____ at school.
She also [4]_____ with her dad.
Peter [5]_____.
He [6]_____ every week.
Fran [7]_____ in winter.
She always [8]_____ in the morning.

7 Complete the sentences with verbs and sports from exercise 5.

And YOU

I never _____.
I watch _____ on TV.
I think _____ is boring.
I think _____ is great!
I _____ with friends.
I _____ every day.
I often _____ at school.

I can use verbs *love / like / don't like / hate + -ing* and object pronouns.

Let's go to summer camp!

Lian: Hey guys, do you want to go to summer camp with me?
Alex: Maybe. What do you do there?
Lian: Horse-riding, rock climbing … I like rock climbing.
Jen: I don't like it!
Lian: How about water sports? There's sailing, windsurfing …
Alex: No, thanks. I don't like getting wet.
Jen: That's true. Lian, you like sports. We like them, but we want to do other things, too. Cooking, for example?
Lian: There's a cooking camp in …
Alex: No thanks. I love eating but I hate cooking!
Lian: Let's find a camp we all like.

1 41 3.41 **Watch or listen, then read. Find two sports in the dialogue that are not in the Vocabulary box on p. 109.**

2 **Read the dialogue again. Complete the sentences with one word.**

1 Lian wants to go to *summer* camp.
2 _____ doesn't like rock climbing.
3 Sailing and windsurfing are _____ sports.
4 Windsurfing is not a good sport for _____.
5 Jen wants to go to a _____ camp but Alex doesn't.

3 3.42 **Listen and repeat. Find these expressions in the dialogue.**

Maybe. *That's true.*

OUT of class

4 CLASS VOTE **Look at the summer camp brochures. Which camp is good for all three of them? Circle a, b or c.**

a tech camp b fun camp c sports camp

5 42 3.43 **Now watch or listen and check.**

Grammar *love / like / don't like / hate + -ing*

I love eating.
I don't like getting wet.
I hate cooking.

Do you like cycling? Yes, I do. / No, I don't.
What do you like doing? I like cooking.

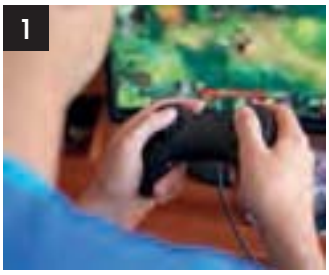
42 Get Grammar!

6 **Read the dialogue on p. 110 again. Complete the sentences with *likes*, *doesn't like*, *loves* or *hates*.**

1 Jen *doesn't like* rock climbing.
2 Lian _____ rock climbing.
3 Alex _____ getting wet.
4 Alex _____ eating but he _____ cooking.

7 **Look at the photos. Write true sentences in your notebook. Use *love*, *like*, *don't like* or *hate* + *-ing*.**

get up draw play swim cook do homework



1 *I like playing computer games.*

8 3.44 **What do these people like or don't like doing? Write T (true) or F (false).**

1 She doesn't like playing volleyball. T / F
2 Brian likes swimming. T / F
3 She hates getting up early. T / F
4 They love skateboarding. T / F
5 Jake doesn't like playing football. T / F

Grammar **Object pronouns**

I → me	he → him	we → us
you → you	she → he	you → you
	it → it	they → them

She is a good friend. I like her.
You don't like sports. We love them.

9 **Read Lian's email and circle the correct answer.**

My friend, Alex, loves fixing computers. [1]*He / Him* knows a lot of things about [2]*they / them*. I don't, so I usually ask [3]*he / him* for help. [4]*We / Us* often hang out with his sister, Jen. I like [5]*she / her* a lot. Jen loves making cupcakes. [6]*They / Them* are amazing! Alex and I love chocolate so [7]*she / her* often makes chocolate cupcakes for [8]*we / us*.

10 **Write about your friends or family. What do they *love/like/don't like/hate* doing? Use Lian's email in exercise 10 for help.**

And YOU

My friend, …, likes … . He/She knows a lot of things about …

I can ask detailed questions.

The Terrific Two – Dug's sports hero

1

Dug: Excuse me, are you Irina Peters, the tennis player?
Irina: Yes, I am.
Dug: Can I have your autograph, please? I'm a great fan!
Irina: Sure. Hold my phone, please. What is your name?
Dug: Dug erm … no … Superdug.
Irina: Are you THE Superdug?

2

Superdug: Yes. Look! Selfie?
Irina: Wow, yes! I'm your fan, too!

3

Superdug: Here's your phone.

4

Kit: What have you got there?
Superdug: It's Irina Peters' autograph.
Kit: She's a tennis champion! Well done, Dug!

5

Superdug: And here's a photo of us. Oh, no! This isn't my phone.
Kit: Whose phone is it?
Superdug: It's Irina's phone. We've got the same phone!
Kit: Where can you find her? Where does she live?
Superdug: I don't know.
Kit: I'm sure you're not her favourite superhero right now!

1 **Look at the cartoon. How many mobile phones can you see? What do you notice about them?**

2 3.45 **Listen and read. Who is Irina Peters?**

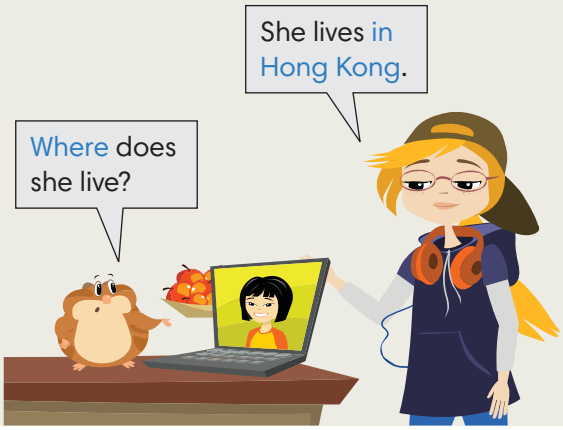
3 **Read the sentences. Circle T (true) or F (false).**

1 Irina wants Dug's autograph. T / F
2 Irina is Superdug's fan. T / F
3 Kit doesn't know who Irina Peters is. T / F
4 Dug's got the wrong phone. T / F
5 Dug doesn't know where his phone is. T / F

Grammar | **Question words**

Who is Dug's sports hero?	It's Irina Peters.
What have you got there?	I've got Irina's autograph.
When is the game?	It's on Tuesday.
Where does she live?	She lives in London.
Whose phone is it?	It's Irina's phone.
How many photos have you got?	I've got 80 photos.

44 Get Grammar!



4 **Match the questions to the answers.**

1	[d] Where do Superdug and Kit live?	a	Two.
2	[ ] Who is a tennis champion?	b	Fish and chips.
3	[ ] How many sisters has Kit got?	c	Irina.
4	[ ] When is Dug's birthday?	d	In the UK.
5	[ ] What is Kit's favourite dinner?	e	Superdug's.
6	[ ] Whose bike is red and white?	f	On 5th July.

5 **How well do you know the Terrific Two? Complete the questions with a question word. Then answer the questions in pairs.**

whose who when how many where what

1 Q: *Who* is uncle Roberto? (look at page 14)
  A: *He's Superdug's uncle.*
2 Q: _____ is in the box? (look at page 28)
3 Q: _____ is granny's house? (look at page 42)
4 Q: _____ eyes are green? (look at page 56)
5 Q: _____ children are there in the boat? (look at page 70)
6 Q: _____ does Superdug play football? (look at page 84)

6 **3.46** **Listen to Superdug's questions. Then circle Kit's answers.**

1 On Wednesdays. / At her house.
2 Two cars. / I've got them.
3 In Spain. / You are.
4 It's my sister's. / Two sisters.
5 They're Wonder Will's. / I think there are four.
6 It's in your room. / It's nice.

7 **Write questions about the underlined words.**

1 A: *What is your favourite sport?*
  B: My favourite sport is rock climbing.
2 A: _____?
  B: My favourite sportsperson is Andy Murray.
3 A: _____?
  B: I live at 6 Rose Street.
4 A: _____?
  B: My birthday is on August 26.
5 A: _____?
  B: I've got one brother and one sister.

And YOU

8 **In pairs, ask questions from Exercise 7 and give true answers.**
A: *What is your favourite sport?*
B: *It's …*

9 **Game! Make questions with the words in the box! You have three minutes!**

where	Jack	swim	is
does	can	when	what
whose	who	he	like

Where is Jack?
Where can Jack swim?

8.4 COMMUNICATION The weather

I can talk about the weather.

What's the weather like?

Jen: Hi Lucas! Why aren't you at the beach? Isn't it hot and sunny?
Lucas: It's three o'clock. It's too hot and too sunny. What's the weather like in the UK?
Jen: It's cold and rainy. We can't go swimming.
Lucas: That's a pity.
Jen: Yes, but it's OK. It often rains in summer.
Lucas: Well, I hope it's sunny tomorrow.
Jen: Me, too but I still can't go swimming.
Lucas: Why?
Jen: I have a dentist's appointment!
Lucas: Eurgh! I hate dentists!
Jen: Me, too!
Lucas: See you soon! Bye!

Lucas is on holiday in Spain but it's rainy in London.

1 45 3.47 **Watch or listen. Then read. Complete the sentence.**

Jen can't go swimming today because _____.

2 3.48 **Listen and repeat.**

Communication	Talking about the weather

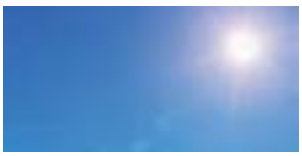
A: What's the weather like?
B: It's *cloudy/cold/hot/rainy/snowy/sunny/warm/windy.*
It's *cold/hot/rainy/sunny in winter/summer/autumn/spring.*

3 **What's the weather like? Complete the sentences.**

1 It's *rainy*.

2 It's _____.

3 It's _____.



4 It's _____.

4 **Which months are in each season?**

January February March
April May June July
August September October
November December

a Summer: _____
b Spring: _____
c Winter: _____
d Autumn: _____

5 **Circle the best answer.**

1 Q: What's the weather like in autumn in Spain?
A: a It is warm and sunny.
b I like sunny weather.

2 Q: I want to go windsurfing tomorrow.
A: a Yes, it's cold.
b I hope it's warm and windy.

6 **Game! Sports and weather. Student A: Say what the weather is like. Student B: Suggest a sport you can do. Then swap roles.**

And YOU

A: *It's windy.* B: *Let's go windsurfing!*

8.5 READING and VOCABULARY Healthy Lifestyle

I can understand short texts about healthy habits.

1 3.49 **Listen and repeat. Then match the phrases in the Vocabulary box to photos a–f in the magazine article below.**

Vocabulary	Healthy lifestyle
brush your teeth	do exercise
drink a lot of water	eat fruit and vegetables
go to bed early	have friends

1 Photo a: *drink a lot of water*
2 Photo b: _____
3 Photo c: _____
4 Photo d: _____
5 Photo e: _____
6 Photo f: _____

2 3.50 **Read and listen to the text. Match headings A–F to tips 1–6.**

A Healthy teeth
B Be sporty
C Sleep well
D People you like
E Healthy food
F Water is great!

3 **Read the text again. Complete the sentences with one word.**

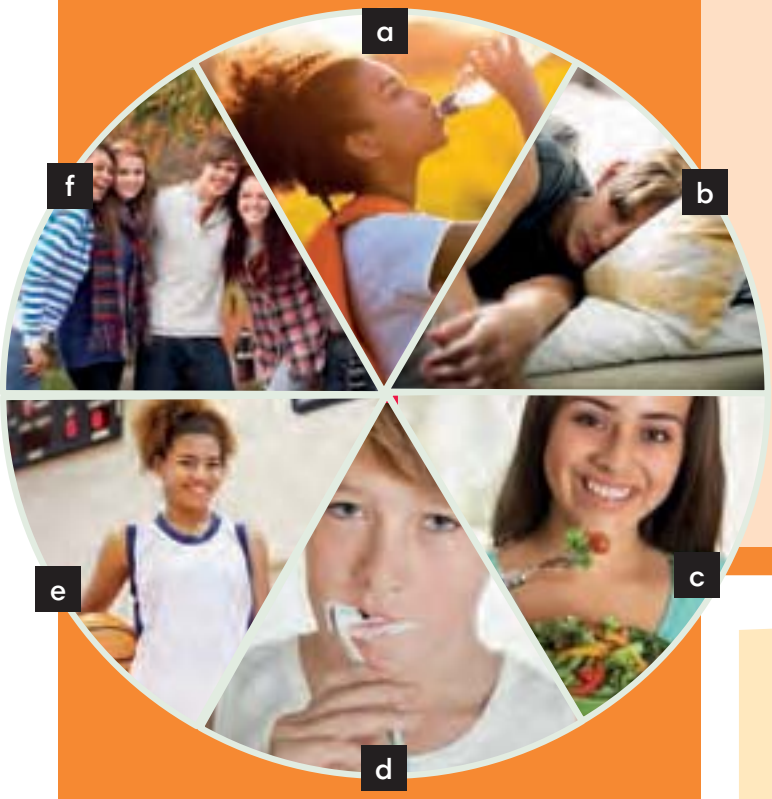
1 It's good to *get* up at the same time every day.
2 Healthy teens eat fruit and _____ every day.
3 Healthy teenagers drink a lot of _____.
4 It's good to brush your _____ after every meal.
5 When you want to exercise you can play a sport, ride your bike or _____.
6 It's fun to _____ out with friends.

4 **Read the sentences. Decide if these things are healthy (✓) or not healthy (✗).**

1 I sleep 5 hours every night. ☒
2 I never eat vegetables. ☐
3 I often brush my teeth after dinner but never after breakfast. ☐
4 I go swimming at the weekend. ☐
5 I meet my friends three times every week. ☐

Teen health

Read our top tips!



1 ☒ A healthy teenager needs nine hours of sleep. Go to bed early and get up at the same time every day!

2 ☐ Don't say 'I hate vegetables!' Find the fruit and vegetables you like! Eat five servings every day.

3 ☐ Healthy teenagers drink a lot of water. Have water in your schoolbag, not cola!

4 ☐ How often do you brush your teeth? Only after breakfast? Brush them after every meal, every day!

5 ☐ Do you like football, swimming or volleyball? Great! You don't? No problem! You can ride your bike or walk. It's good exercise!

6 ☐ Do you play computer games or watch TV after school on your own? Hang out with your friends sometimes. Friends are fun and they help us with our problems.

5 **Tell a partner two healthy things that you do.**

And YOU

8.6 LISTENING and WRITING Checking grammar

I can understand and write short texts about healthy lifestyles.

1 **Complete the sentences about sports champions with *train*, *good* and *healthy*.**

a Champions are _____ at their sport.
b They _____ a lot.
c They have a _____ lifestyle.

2 **3.51 Listen to the interviews with Denise and Gary. What are their sports?**

3 **3.51 Listen again. Read the questions and complete the interviewer's notes about Denise and Gary.**

Denise

1 Where does she play volleyball?
At City Club.
2 When does she train?
At _____ o'clock in the morning.
3 How often does she eat fruit and vegetables?
Every _____.
4 Has she got time for homework?
_____ she _____.

Gary

5 How many friends has Gary got in his club?
He's got _____ friends.
6 When does Gary train?
From five to _____ every day.
7 When are Gary's competitions?
Usually on _____ mornings.
8 What does Gary always eat on Saturdays?
_____.

4 **Have the champions got a healthy lifestyle? Tell a partner what you think.**

5 **Has Lucas got a healthy lifestyle? Read his blog and find out.**

My lifestyle!

1 I go to bed at half past nine on school days and I get up at eight o'clock. I love sleeping!
2 My favourite food is pizza. Mum and Dad don't like pizza. Yes, really! They like fruit and vegetables. I drink a lot of water.
3 I'm not very sporty but I like watching football on TV. I love music and I play the guitar every day after school from 5 to 6. I often hang out with Jen, Alex and Lian, too!

Writing **Checking for grammar mistakes**

Read through the first draft of your text to check for grammar mistakes. Check your final draft, too.
I like ~~watch~~ watching football on TV.

6 **Correct the underlined mistakes.**

1 I like eat chocolate. *eating*
2 I hate swimming but my friends like him. _____
3 He eat a healthy breakfast. _____
4 We like do sports. _____

Writing Time

7 **Write about your lifestyle.**

1 **Find ideas**
Make notes under these headings.
Sleep *I go to bed at … . / I get up at … .*
Food My favourite food is … .
Sports and friends
I am / I'm not very sporty.
I love/like/don't like/hate … .
I often/sometimes hang out with … .

2 **Draft**
Write about your lifestyle.

3 **Check and write**
Check your grammar and write the final version of your text.

8.7 CLIL: Sports Sports equipment

I can read and talk about sports and sports equipment.

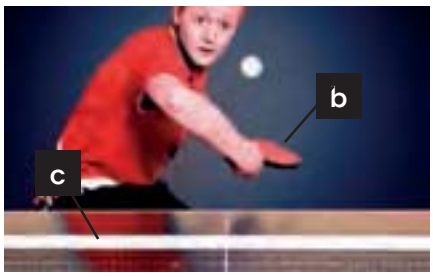
1 3.52 **Listen and repeat. Find these objects in the photos in Exercise 2.**

Vocabulary	Sports equipment

bat [b] goggles [ ] helmet [ ] net [ ]
racket [ ] stick [ ]

2 **What sports do these teens like? Complete the texts with the words below. There are four extra sports.**

badminton ~~cycling~~ canoeing hockey
snowboarding swimming table tennis tennis
volleyball



1 I love *cycling* because I can hang out with my friends outdoors. We ride our bikes at the weekend. I always wear a helmet.

2 I play _____ with my brother on Saturdays. You need a small ball and a bat for this sport. You play on a table with a net. There are usually two or four players.

3 I like _____. I'm in a club. I train every day and I think I'm good at it. I wear goggles because I hate getting water in my eyes. I wear a swimming cap too because I've got long hair.

4 I love playing _____. I often play with my sister. We play on Wednesdays and Fridays. I have a new racket. It's a birthday present.

5 I love playing ice _____. You need a long stick to play. And it's also good to wear a helmet.

3 **Look at the texts again and underline four more pieces of equipment.**

4 **Complete the table with equipment words from the texts.**

Tennis	racket, ball, net
Hockey	
Volleyball	
Football	
Swimming	
Table tennis	
Cycling	

5 **Do you like sport? Complete the sentences for you.**

And YOU

I like _____. I *play/go/do* with _____. To do this sport I need _____.

WORDLIST Sports | Healthy lifestyle | Sports equipment

badminton /ˈbædmɪntən/
basketball /ˈbɑːskətbɔːl/
bat /bæt/
brush your teeth /ˌbrʌʃ jə ˈtiːθ/
canoeing /kəˈnuːɪŋ/
cycling /ˈsaɪklɪŋ/
do exercise /ˌduː ˈeksəsaɪz/
drink a lot of water /ˌdrɪŋk ə lɒt əv ˈwɔːtə/
eat fruit and vegetables /ˌiːt ˌfruːt ənd ˈvedʒtəbəlz/
football /ˈfʊtbɔːl/
go to bed early /ˌgəʊ təˌbed ˈɜːli/
goggles /ˈgɒgəlz/
have friends /ˌhæv ˈfrendz/
helmet /ˈhelmɪt/
hockey /ˈhɒki/
ice-skating /ˈaɪs ˌskeɪtɪŋ/
net /net/
racket /ˈrækɪt/
roller skating /ˈrəʊlə ˌskeɪtɪŋ/
skateboarding /ˈskeɪtbɔːdɪŋ/
snowboarding /ˈsnəʊbɔːdɪŋ/
stick /stɪk/
swimming /ˈswɪmɪŋ/
table tennis /ˈteɪbəl ˌtenəs/
taekwondo /taɪˈkwɒndəʊ/
tennis /ˈtenəs/
volleyball /ˈvɒlibɔːl/
windsurfing /ˈwɪnd sɜːfɪŋ/

EXTRA

appointment /əˈpɔɪntmənt/
at the beach /ət ðə ˈbiːtʃ/
autograph /ˈɔːtəgrɑːf/
autumn /ˈɔːtəm/
champion /ˈtʃæmpiən/
chocolate /ˈtʃɒklət/
cloudy /ˈklaʊdi/
cold /kəʊld/
competitions /ˌkɒmp ə ˈtɪʃ ənz/
fan /fæn/
find /faɪnd/
for example /fər ɪgˈzɑːmpəl/
from … to … /frɒm … tuː …/
get wet /ˌget ˈwet/
hate /heɪt/
health /helθ/
healthy /ˈhelθi/
horse-riding /ˈhɔːs ˌraɪdɪŋ/
hot /hɒt/
I hope … /ˌaɪ ˈhəʊp/
in the morning /ɪn ðə ˈmɔːnɪŋ/
Maybe. /ˈmeɪbi/
meal /miːl/
pizza /ˈpiːtsə/
rainy /ˈreɪni/
right now /ˌraɪt ˈnaʊ/
rock climbing /ˈrɒk ˌklaɪmɪŋ/
snowy /ˈsnəʊi/
sporty /ˈspɔːti/
spring /sprɪŋ/
summer /ˌsʌmə/
summer camp /ˌsʌmə ˈkæmp/
sunny /ˈsʌni/
That's true. /ˌðæts ˈtruː/
That's a pity. /ˌðæts ə ˈpɪti/
tip /tɪp/
want /wɒnt/
warm /wɔːm/
water sports /ˈwɔːtə spɔːts/
Well done! /ˌwel ˈdʌn/
What's the weather like? /wɒts/ /ðə/ /ˈweðə/ /laɪk/
whose /huːz/
windy /ˈwɪndi/
winter /ˈwɪntə/

VOCABULARY IN ACTION

1 Find the sports in the wordlist.

For which sport(s) do you need …

1 ? _____, _____, _____

2 ? _____, _____, _____, _____, _____

3 ? _____, _____, _____

4 ? _____

5 ? _____, _____

6 ? _____, _____

7 ? _____

8 ? _____

9 ? _____, _____

2 Find six words for sports equipment in the list. Find them in the pictures in Exercise 1. Draw the two missing words inside the box.

_____, _____, _____,
_____, _____, _____

3 The last words in each sentence are in the wrong expression. Put them in the correct one.

For a healthy life style:

1 brush your water
2 do teeth
3 drink a lot of early
4 eat fruit and friends
5 go to bed exercise
6 have vegetables

4 3.53 PRONUNCIATION /r/. Listen and repeat.

Rosemary and Jane
Love running in the rain!

Revision

VOCABULARY

1 Read sentences 1–5. Then complete the words to find the names of sports.

1 You play these sports with a ball.
   a b*asketball*
   b t_____ t_____
   c t_____
2 You don't usually play these sports in a team.
   a r_____ s_____ g
   b sk_____g
   c t_____
   d sn_____g
3 You do these sports indoors and outdoors.
   a h_____
   b v_____
   c c_____
   d b_____
   e s_____
4 You do these sports in the winter.
   a sn_____g
   b i_____ - s_____
5 You need windy weather for this sport.
   a w_____

2 Jamie's lifestyle isn't healthy. Help him! Complete the sentences with the words below.

teeth friends water vegetables ~~Do~~ early

1 *Do* exercise every day.
2 Eat fruit and _____.
3 Drink a lot of _____.
4 Brush your _____ after you eat.
5 Hang out with your _____.
6 Go to bed _____.

3 Read the statements. Circle T (true) or F (false).

1 You need a net to play volleyball. (T) / F
2 You don't need a bat to play table tennis. T / F
3 You play badminton with a stick. T / F
4 You need a helmet to swim. T / F
5 It's good to wear goggles under water. T / F
6 You play tennis with a racket. T / F

GRAMMAR

4 Read again about Jamie. Put the verbs in the correct form.

Jamie isn't very sporty. He doesn't like [1]*doing* (do) sports at school and he doesn't like [2]_____ (play) football with his friends. He [3]_____ (hate) cycling too. He sometimes [4]_____ (go) roller skating with his sister. They like [5]_____ (go) to the park but not when it's cold and rainy. Jamie loves [6]_____ (watch) sports on TV at home!

5 Write questions. Then ask and answer in pairs.

1 What / be / your favourite sport?
   What's your favourite sport?
2 Who / be / your sports hero?
3 Whose / autograph / you / have got?
4 Where / you / exercise? Indoors or outdoors?
5 When / you / go to bed?
6 How many / friends / you / have got?

6 Read the sentences. Replace the underlined object pronouns with the words below.

those rollerskates you and me chocolate
~~your mum~~ Mr Smith

1 I like her. *your mum*
2 I don't like them. _____
3 I love it! _____
4 They like him. _____
5 I can help us. _____

COMMUNICATION

7 Match the sentence halves 1–4 to a–d.

1 What's the weather
2 It's sunny but it's
3 It's often rainy
4 It's sometimes cold in

a in summer in the UK.
b the UK in the winter.
c windy.
d like in the UK today?

READING and WRITING

SPORTS WEEK

What sports do you like? What's your favourite sport? Write and tell us!

1 I'm not usually very sporty. I hate team sports and I don't like water sports. But there is one sport I love. It's table tennis! I think I'm really good at it.

I play every day at school with my school friends in summer and in winter. I play in school competitions too. I usually win!
Jill, 12

2 I'm in a football club and I play hockey but my favourite sport isn't a ball sport. It's snowboarding.

There are some great places to snowboard in my country, Argentina. I always go snowboarding in August with my family. Yes, August! It's winter here in August.
Rod, 13

3 My best friend and I go canoeing in the summer. It's fun but my number one sport is swimming.

I go to the swimming pool on Mondays and Fridays after school with my swimming club. I don't often swim in the sea. The water is very cold in Scotland!
Alistair, 14

1 Work in pairs. Look at photos A–C. What sports do you use the objects in?

2 Read texts 1–3 and match them to photos A–C.

3 Read the questions and complete the table.

	What's his/her favourite sport?	Where does he/she do it?	Who does he/she do it with?
Jill	*table tennis*		
Rod			
Alistair			

4 Read this. Choose a word from below. Write the correct word next to numbers 1–5. There are two extra words.

My [1]*body*, and head are orange and black. I see with my two yellow [2]_____. My four [3]_____ are very strong. I've got big teeth and I am dangerous. I can run very fast! I don't eat fruit and [4]_____. I eat meat. I like the [5]_____ but I don't like very hot weather. Do I like [6]_____? Yes, I like water! What am I? I am a tiger.

body

sun

man

swimming

eyes

vegetables

teeth

legs

5 Write 40–50 words about your favourite sport.

My favourite sport is (add name of sport).
I do/go/play (add sport) at/on (add when) with (add name of person).
I think I'm really good/good/OK/not very good at it. I always/usually/sometimes/never win.

LISTENING

6 3.54 **Listen and match names 1–4 to pictures a–f. There are two extra pictures.**

1 [e] Beatrice 2 [ ] Charlie
3 [ ] Mel 4 [ ] Jeff

a

b

c

d

e

f

COMMUNICATION

7 **Read the answers and complete the questions.**

1 A: Have *you got any tickets for the concert?*
B: Yes, we have. There are a lot of tickets.
2 A: Can _____?
B: Yes, sure. Three tickets are twenty-seven pounds, please.
3 A: Where _____?
B: It's June so the concert is in the park.
4 A: Can _____?
B: Yes, you can buy CDs at the concert.
5 A: What time _____?
B: At 8 o'clock.

8 **Work in pairs. Ask and answer the questions.**

1 What do you do to relax?
2 Where do you go for your holidays?
3 What's the weather like in winter in your country?
4 Have you got an apple in your schoolbag?

LANGUAGE BANK

Wild animals
bird
butterfly
crocodile
elephant
fish
fly
frog
giraffe
kangaroo
lion
monkey
snake
spider
tiger
whale

Pets
cat
dog
goldfish
hamster
iguana
parrot
rabbit
tortoise

Adjectives
cute
fast
strong
dangerous
slow
ugly

Sports
badminton
basketball
canoeing
cycling
football
hockey
ice-skating
roller skating
skateboarding
snowboarding
swimming
table tennis
taekwondo
table tennis
tennis
volleyball
windsurfing

Healthy Lifestyle
brush your teeth
do exercise
drink a lot of water
eat fruit and vegetables
go to bed early
have friends

Buying a ticket
Can I help you?
Can I have *a ticket/two tickets* to the zoo, please?
That's *eighteen pounds fifty.*
Here you are.
Here is your ticket. / Here are your tickets.
Thanks.

Talking about the weather
What's the weather like?
It's *cloudy/cold/hot/rainy/snowy/sunny/warm/windy.*
It's *cold/hot/rainy/sunny* in *winter/summer/autumn/spring.*

1.2 *to be* affirmative

Long form	Short form
I am happy.	I'm happy.
You are happy.	You're happy.
He/She/It is happy.	He/She/It's happy.
We are happy.	We're happy.
You are happy.	You're happy.
They are happy.	They're happy.

We often use the short form when we speak or write something informal.

1 **Re-write the sentences using the short form of the verb *to be*.**

1 Melissa is thirteen years old.
Melissa's thirteen years old.
2 They are cousins.
3 It is a birthday cake.
4 We are at my house now.
5 I am very happy!

2 **Circle the correct answer.**

1 *She* / *You* is ready.
2 *We* / *It* are in Spain!
3 *My name* / *I* am Ben.
4 *They* / *He* are at Greg's house.
5 *It* / *You* is a present for you!
6 *You* / *I* are fourteen.

3 **Write the complete dialogue in your notebook. Use the correct form of the verb *to be*.**

Jackie: Hi, my [1]name / be / Jackie.
My name's Jackie.
Liam: Oh, hi, Jackie. [2]You / be / Nicki's friend, right?
Jackie: Yes, [3]I / be.
Liam: [4]I / be / Liam. [5]Nicki and I / be / cousins.
Jackie: Great! Here's some cake. [6]Today / be / my birthday.
Liam: Happy birthday, Jackie!

4 **It's your birthday! Complete the paragraph about yourself.**

Hi, my name's _____ Today I _____ years old. My friends and I _____ ready for my birthday cake! Here it _____! It _____ a lovely cake! Look at all the presents! They _____ for me!

1.3 *to be* negative

Long form	Short form
I am not fourteen.	I'm not fourteen.
You are not fourteen.	You aren't fourteen.
He/She/It is not fourteen.	He/She/It isn't fourteen.
We are not fourteen.	We aren't fourteen.
You are not fourteen.	You aren't fourteen.
They are not fourteen.	They aren't fourteen.

Add *not* after the verb *to be* to make it negative. For the short form, join the verb *to be* and *not*: aren't, isn't. For the first person, join *I* and *am*: I'm not.

1 **Add *not* in the correct place to make the verb *to be* negative.**

1 John is *not* Tom's uncle.
2 I am British.
3 They are from France.
4 It is my dog.
5 You are at home.

2 **Write negative sentences. Use the short form of the verb *to be*.**

1 we x hungry
We aren't hungry.
2 she x happy
3 I x a superhero
4 he x here
5 you x in the photo
6 it x my name

3 **Look at the table. Write true sentences. Use the affirmative or negative of the verb *to be*.**

Jeanette	Ollie	Marcos	Mei Lin	Mel	
✗	✗	✓	✗	✓	Spanish
✗	✗	✗	✓	✗	Chinese
✓	✗	✗	✗	✗	French
✗	✓	✗	✗	✗	American

1 Jeanette / Spanish
Jeanette isn't Spanish.
2 Ollie / American.
3 Marcos and Mei Lin / American.
4 Mei Lin / French.
5 Marcos and Me I / Spanish.
6 Jeannette / Chinese.

2.2 *this, that, these, those*

With *there is / there are*, before plural and uncountable nouns, we use:

- *some* in affirmative sentences.
- *any* in negative sentences and questions.

This is a blue T-shirt. This T-shirt is blue.	That is my dad's coat. That coat is my dad's.
These are Jenny's jeans. These jeans are Jenny's.	Those are new shoes. Those shoes are new.

Use *this/these* to talk about someone or something that is near.

Use *that/those* to talk about someone or something that is further away.

This/That = singular. *These/Those* = plural.

When we say that something is *here*, it is *near* us.

When we say that something is *there* or *over there*, it is *away* from us.

1 **Re-write the sentences.**

1 These are Mum's trainers.
These trainers are Mum's.
2 That is a lovely dress!
That _____
3 This is a cool top.
This _____
4 Those are Mark's trousers.
Those _____
5 These are Sam's clothes.
These _____

2 **Write sentences. Use *This/That* and *These/Those* and the words in the order they appear.**

Here	There
long / skirt	short / skirt
jeans / blue	jeans / black
new / shoes	old / shoes
jacket / big	jacket / small
tracksuits / boring	tracksuits / cool

1 *This is a long skirt. That is a short shirt.*
2 _____.
3 _____.
4 _____.
5 _____.

2.3 *to be* questions and short answers

?	Short answers
Am I a superhero?	Yes, I am. No I'm not.
Are you a superhero?	Yes, you are. No you aren't.
Is he/she/it a superhero?	Yes, he/she/it is. No he/she/it isn't.
Are we superheroes?	Yes, we are. No we aren't.
Are you superheroes?	Yes, you are. No you aren't.
Are they superheroes?	Yes, they are. No they aren't.
Wh- questions	**Full answers**
What is it?	It's a superhero suit.
Who are they?	They're my friends.

To ask a question with the verb *to be*, switch places between I/you/he/she/it/we/they and am/are/is: *He is thirteen – Is he thirteen?*

Give a short answer to *yes/no* questions **only**:
Q: *Are you* OK? A: Yes, *I am*.

Give a full answer to questions that begin with what/who etc. Q: *Who is Harry*? A: *He's my best friend.*

1 **Write questions with the verb *to be*.**

1 you / at home?
Are you at home?
2 we / OK now?
3 he / sorry?
4 it / a new T-shirt?
5 the cupcakes / for me?

2 **Write a short answer for the questions in Exercise 1.**

1 ✗ *No, I'm not.*
2 ✓ _____
3 ✓ _____
4 ✗ _____
5 ✓ _____

3 **Ask a question. Begin with *Who* or *What*.**

1 *Who is Peter?* Peter is Mary's friend.
2 _____ it? It's my new jacket.
3 _____ these clothes? They're tracksuits.
4 _____ these boys? They're my classmates.

3.2 *There is/there are* affirmative

+	There is orange juice in the fridge. There are two phones on the table. There are some DVDs next to the TV.

Use *there is* / *there are* to say that someone or something exists or is present.
Use *there is* with singular nouns. Use *there are* with plural nouns.
The short form of there is is there's. There's no short form for *there are*.

1 **Circle the correct answer.**

1 There is *some books* / *a book* on my desk.
2 There's *a dog* / *two dogs* on a bike in the video!
3 There are *orange juice* / *oranges* in the fridge.
4 There is a poster / posters on the wall.
5 There are *a window* / *two windows* in the kitchen.

2 **Make the sentences singular or plural.**

1 There's a bike in the garage.
There are bikes in the garage.
2 _____
There are chairs in the kitchen.
3 There's a window in the living room.
_____
4 _____
There are sweets in my bag.

3 **Match 1-6 with a-f and say where these things are. Write sentences with *There is* / *There are*.**

1	a bath	a	in the house.
2	four bedrooms	b	in the fridge.
3	trees	c	in the garage.
4	a car	d	in the wall.
5	milk	e	in the bathroom.
6	a window	f	in the garden.

1 *There's a bath in the bathroom.*
2 _____
3 _____
4 _____
5 _____
6 _____

4 **Make the sentences singular or plural.**

1 a desk _____
2 chairs _____
3 a TV _____
4 DVDs _____

3.3 *there is/there are* negative and questions

–	There isn't a tree in the garden.	There aren't any cars in the street.
?	Is there a tree in the garden? Yes, there is./ No, there isn't.	Are there any cars in the street? Yes, there are./ No, there aren't.

- To ask a question switch places between *there* and *is/are*: There is a cat on the bed. – Is there a cat on the bed?

- Use ***any*** with **plural** nouns in questions and negative sentences: Are there *any* cars in the street? There aren't any cars in the street.

1 **Write negative sentences.**

1 a white house in this street.
There isn't a white house in this street.
2 any books on the desk
3 a TV in my bedroom
4 a chair in the garden
5 any people in the house

2 **Add *a* or *any*.**

1 Are there *any* pictures in the living room?
2 There isn't _____ a bath in this bathroom.
3 Is there _____ a garage next to the house?
4 There aren't _____ bags on the floor.
5 There's _____ small table next to the sofa.
6 Are there _____ oranges in the kitchen?

3 **Write questions about an unusual house in your notebook. Look at the table and write short answers.**

	bedroom	kitchen	bathroom	garage
bath	1	✗	✗	✗
sofas	✗	2	✗	✗
posters	✗	✗	10	✗
fridge	✗	✗	✗	1

1 bath / in the bathroom?
Q: *Is there a bath in the bathroom?*
A: *No, there isn't.*
2 sofas / in the kitchen?
3 posters / in the bedroom?
4 fridge / in the garage?
5 bath / in the bedroom?
6 posters / in the bathroom?
7 sofas / bedroom?

have got affirmative and negative

–	I've got (have got) brown eyes.
	You've got (have got) brown eyes.
	He/She/It's got (has got) brown eyes.
	We've got (have got) brown eyes.
	You've got (have got) brown eyes.
	They've got (have got) brown eyes.
+	I haven't (have not got) brown eyes.
	You haven't (have not got) brown eyes.
	He/She/It hasn't got (has not got) brown eyes.
	We haven't (have not got) brown eyes.
	You haven't (have not got) brown eyes.
	They haven't (have not got) brown eyes.

Use *have got* with I/you/we/they. Use *has got* with he/she/it. Add *not* between have and got to make the negative form.

1 **Choose the right answer.**

1 *Those cats* / *That cat* have got blue eyes.
2 *Mr Lewis* / *My grandparents* has got white hair.
3 *Ian* / *The boys* have got curly hair.
4 *Chris and Eve* / *Sandra* has got small feet.
5 *Those dogs* / *My dog* has got long ears.

2 **Write negative sentences about the answers you didn't use in exercise 1.**

1 *That cat hasn't got* blue eyes.
2 _____ white hair.
3 _____ long arms.
4 _____ curly hair.
5 _____ small feet.
6 _____ long ears.

3 **Go to page 54. Write affirmative or negative sentences.**

Look at picture 1.

1 Mrs Newman / brown hair
Mrs Newman's got brown hair.
2 Jen / a big bag
_____
3 Jen and Alex / books in their hands
_____
4 Jen and Alex / trainers
_____

Look at picture 3.

5 Jen / long hair
_____
6 Alex / long hair
_____

4.3 *have got* questions and short answers

?	Short answers
Have I got a pet?	Yes, I have. / No, I haven't.
Have you got a pet?	Yes, you have. / No, you haven't.
Has he/she/it got a pet?	Yes, he/she/it has. / No, he/she/it hasn't.
Have we got a pet?	Yes, we have. / No, we haven't.
Have you got a pet?	Yes, you have. / No, you haven't.
Have they got a pet?	Yes, they have. / No, they haven't.

What have you got? I've got a pet hamster!

To ask a question switch places between *have* and *I/you/he/she/it/we/they*:

They have got super powers. – Have they got superpowers?
Do not use *got* in short answers: Q: Have you got a pencil? A: Yes, I have.

1 **Ask questions.**

1 A: He's got a red superhero suit.
B: *Has he got* a blue superhero suit, too?
2 A: She's got a cat.
B: _____ a dog, too?
3 A: They've got long legs.
B: _____ long arms, too?
4 A: It's a funny robot! It's got big ears.
B: _____ a big nose, too?
5 A: I've got a brother.
B: _____ a sister, too?

2 **Write short answers for the questions in exercise 1.**

1 ✓ A: *Yes, he has.* 2 ✗ 3 ✓ 4 ✗ 5 ✓

3 **Work in pairs. Write two questions for your partner. Swap books and give true answers.**

1 Q: _____ you got _____?
A: _____
2 Q: _____ your best friend got _____?
A: _____

5.2 *can* affirmative and negative

+	-
I can cook.	I can't cook.
You can cook.	You can't cook.
He/She/It can cook.	He/She/It can't cook.
We can cook.	We can't cook.
You can cook.	You can't cook.
They can cook.	They can't cook.

1 **Unscramble the words and find what these people can do.**

1 Carol *can sing*. isgn
2 We _____ mwis
3 Henry _____ ecnad
4 The girls _____ cta

2 **Who can't do these things? Choose and write negative sentences.**

1 Elephants / People – jump
Elephants can't jump.
2 Parrots / I – fly
_____
3 A dog / A pop star – sing
_____
4 My cat / My teacher – read
_____

3 **Complete the sentences with *can* or *can't* and the words in brackets.**

1 I *can* (✓swim) but I *can't* (✗ run) fast.
2 My mum _____ (✗ ride a horse) but she _____ (✓ride a bike).
3 You _____ (✗ sing) but you _____ (✓dance).
4 We _____ (✓play computer games) but we _____ (✗ play the guitar).
5 My uncle _____ (✓fix things) but he _____ (✗ f ix computers).

4 **Make six true sentences about you, your parents and your best friend with the words in the table.**

I	can	cook
my mum	can't	sing well
my dad		fix things
my best friend		run
		play football
		swim

5.3 *can* questions and short answers

?	Short answers
Can I run fast?	Yes, I can. / No, I can't.
Can you run fast?	Yes, you can. / No, you can't.
Can he/she/it run fast?	Yes, he/she/it can. / No, he/she/it can't.
Can we run fast?	Yes, we can. / No, we can't.
Can you run fast?	Yes, you can. / No, you can't.
Can they run fast?	Yes, they can. / No, they can't.

What can you do? I can run fast.

To ask a question switch places between *can* and *I/you/he/she/it/we/they*:

They can play football. – can they play football?

1 **Match questions 1–6 to answers a–f.**

1 Can Mike play the guitar? [d]
2 Can I dance well? [ ]
3 Can a dog fly? [ ]
4 Can you cook? [ ]
5 Can Dan and Liz make posters? [ ]
6 Can Sue run fast? [ ]

a No, I can't.
b No, it can't.
c No, she can't.
d Yes, he can.
e Yes, they can.
f Yes, you can.

2 **Write questions. Then answer them.**

1 you / read English books? (✓)
A: *Can you read English books?*
B: *Yes, I can.*
2 your granny / play computer games? (✓)
3 Samantha / ride a horse? (✗)
4 dogs / swim? (✓)
5 we / fly? (✗)

3 **Answer the questions about you.**

1 Can you cook?
2 Can your grandparents dance?
3 Can your mum and dad read Chinese?
4 Can your best friend run fast?

6.2 Present Simple (affirmative)

+	I get up at 7.
	You get up at 7.
	He/She/It gets up at 7.
	We get up at 7.
	You get up at 7.
	They get up at 7.

-Add -s: (verb: play) He plays music.
(verb: hang out) She hangs out with her friends.
-Add -es if the verb ends in -ss, -ch, -sh, -x, -o:
(verb: watch) He watches TV.
(verb: go) She goes to school.
-Add -ies to *fly*, *tidy* and other verbs that end in *consonant+y*: She flies to Rome.
He tidies his room.
-The verb *have* becomes has.

Use the present simple to talk about a habit or something you do regularly.

1 **Circle the correct answer.**

1 Adam *go* / *goes* to school.
2 We *do* / *does* our homework in the afternoon.
3 Lisa *listen* / *listens* to music in the evening.
4 My sister *have* / *has* lunch at school.
5 They *tidy* / *tidies* the house at the weekend.

2 **Complete the text with the correct form of the verbs in brackets.**

Julia [1]*gets up* (get up) at 7 in the morning. She [2]_____ (have) breakfast and she [3]_____ (go) to school. She [4]_____ (have) lessons all morning. She [5]_____ (do) her homework in the afternoon. In the evening she [6]_____ (play) computer games TV. On Saturday morning she [7]_____ (tidy) her room. On Saturday afternoon she [8]_____ (hang out) with her friends.

3 **Write true sentences about you and your family.**

1 I / get up
_____
2 my parents / go to bed
_____
3 my family and I / have dinner
_____
4 my (sister/brother/cousin) / tidy
_____

6.3 Adverbs of frequency

●●●●●	They always do their homework.
●●●●○	I am usually late.
●●●○○	She often plays the piano.
●●○○○	You sometimes get up late.
○○○○○	He never goes to the gym.

Simple present verbs: The adverb goes between I/you/he/she/it/we/they and the verb:

They usually have lunch at home.

Verb *to be*: The adverb goes after I/you/he/she/it/we/they and the verb *to be*:

She is never at home.

Use a frequency adverb to talk about how often you do something.

1 **Put the words in the correct order.**

1 We / have / in the morning / lessons / always
We always have lessons in the morning.
2 late for breakfast / She / often / is
_____
3 sometimes / computer games / play / They
_____
4 walk / usually / I / to school
_____
5 are / never / You / at home on Sunday
_____

2 **Write sentences. Add the adverbs in bold.**

1 I / listen to classical music **never**
I never listen to classical music.
2 Timothy / have dinner at 8. **usually**
3 My friends and I / go to the park **often**
4 My cousin, Dom, / get up early **always**
5 Leslie and Nicola / play tennis. **often**

3 **How often do you do these things? Write true sentences.**

1 ride my bike to school
2 go to bed after 12.
3 watch TV in the morning
4 have orange juice with my breakfast

7.2 Present Simple (negative)

Long form	Short form
I do not like snakes.	I don't like snakes.
You do not like snakes.	You don't like snakes.
He/She/It does not like snakes.	He/She/It doesn't like snakes.
We do not like snakes.	We don't like snakes.
You do not like snakes.	You don't like snakes.
They do not like snakes.	They don't like snakes.

- For the negative, use does not / doesn't with *He/She/It* but **don't add -s** to the main verb.

1 **Complete the sentences with *don't* or *doesn't*.**

1 My sister *doesn't* like parrots.
2 We _____ go to bed early on Saturday.
3 You _____ like spiders.
4 My dog _____ eat a lot.
5 The boys _____ play football in the street.
6 I _____ visit my cousins every week.

2 **Write negative sentences.**

1 Granny plays computer games.
Granny doesn't play computer games.
2 We have breakfast at six o'clock.
_____
3 I hang out with my friend after school.
_____
4 Rob goes to school at seven o'clock.
_____
5 Mum and dad watch TV in the morning.
_____

3 **Write affirmative (✓) or negative (✗) sentences.**

1 my dad / like / rabbits ✓ but my mum / want / a pet in the house. ✗
My dad likes rabbits but my mum doesn't want a pet in the house.
2 small animals / eat / a lot ✗ but my hamster / eat / all the time! ✓
3 my sister / play /with our iguana ✓ but my brother / like / it ✗
4 tortoises / walk fast ✗ and they play games ✗.

7.3 Present Simple (questions and short answers)

?	Short answers
Do I play the guitar?	Yes, I do. / No, I don't.
Do you play the guitar?	Yes, you do. / No, you don't.
Does he/she/it play the guitar?	Yes, he/she/it does. / No, he/she/it doesn't.
Do we play the guitar?	Yes, we do. / No, we don't.
Do you play the guitar?	Yes, you do. / No, you don't.
Do they play the guitar?	Yes, they do. / No, they don't.

-Start a question with *Do* + I/you/we/they or *Does* + he/she/it and then add the main verb.

Don't add -s to the main verb with he/she/it.

1 **Match questions 1–6 to answers a–f.**

1 Do you want a pet? [d]
2 Does Fred play football? [ ]
3 Does your cat like milk? [ ]
4 Do parrots sing? [ ]
5 Do I play the piano well? [ ]
6 Does Katie speak Spanish? [ ]

a No, it doesn't.
b Yes, he does.
c No, they don't.
d Yes, I do.
e No, you don't.
f Yes, she does.

2 **Write questions.**

1 Q: you / speak / any foreign languages?
Do you speak any foreign languages?
A: I speak English and Spanish.
2 Q: Clare / have / piano lessons?
A: No, she has guitar lessons.
3 Q: You and your brother / visit / your cousins?
A: Yes, when we visit our grandparents.

3 **Complete the dialogues with a short answer.**

1 Q: Do you ride your bike to school?
A: No, *I don't*.
2 Q: Does your brother eat a lot?
A: Yes, _____
3 Q: Do your grandparents like pop music?
A: No, _____
4 Q: Do you and your friends hang out on Saturday?
A: Yes, _____

8.2 *love / like / don't like / hate + verb-ing*

I love playing hockey.
I don't like roller skating.
I hate getting up early.

Do you like swimming? Yes, I do. / No, I don't.
What does she like doing? She likes watching

Add -ing to the verb you use after *love/like/hate*.

Use *like* (☺) / *don't like* (☹) to say how you feel about an activity.
Use *love* (☺☺) / *hate* (☹☹) when you have strong feelings about something.

1 Write sentences.

1 Elsie ☺ play tennis
Elsie likes playing tennis.
2 I ☹ do homework
_____
3 They ☺☺ fly
_____
4 We ☹☹ study on Friday
_____

8.2 Object pronouns

me	Your cat likes me.
you	I go to school with you.
him	We know him.
her	I can help her.
it	We love watching it.
us	Play with us.
you	These boxes are for you.
them	You love them.

We often use pronouns to avoid repeating the same words: I see John at school. Do you know him?

2 Choose the right word and complete the text.

them me him her it

I don't like skateboarding very much but my friends love [1]*it*! I usually go with [2]_____ to the skate park but I just watch. My best friend, Alistair, is really good. I love watching [3]_____ skateboard. His sister, Lisa, doesn't skate so comes and hangs out with [4]_____. She's fun! I like [5]_____!

8.3 Question words

Who is Matt?	He's my cousin.
What do you eat for breakfast?	I usually eat pancakes.
When is the football game?	It's this Saturday.
Where are the girls?	They're at school.
Whose bag is this?	It's Mel's bag.
How many cats has she got?	She's got two cats.

1 Choose the correct question.

1 Q: a Where do you play tennis?
(b) When do you go to the gym?
A: On Wednesday and Friday.
2 Q: a How many oranges are there?
b What have you got in this bag?
A: Two, I think.
3 Q: a Whose birthday is it?
b Who is it?
A: Mary's.
4 Q: a What does she do after school?
b Where does she go after school?
A: She watches TV.

2 Write the correct question word. Choose one from the grammar table.

1 Q: *Where* does she live?
A: In the UK.
2 Q: _____ students are there in your class?
A: Twenty-six.
3 Q: _____ jacket is this?
A: My Dad's.
4 Q: _____ do you usually go on holiday?
A: In July.
5 Q: _____ is that girl?
A: She's George's sister.

3 Write questions for these answers.

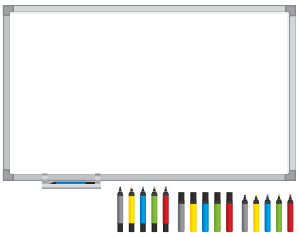
1 Q: *How many pets have you got*?
A: Three. I've got a dog, a cat and a hamster.
2 Q: _____?
A: They live in Newcastle.
3 Q: _____ ?
A: It's Nico's bike.
4 Q: _____ ?
A: Mrs Cole is our teacher.

STUDENT ACTIVITIES

Unit 0 Lesson 0.3, Exercise 5

1

2



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6

Unit 1 Lesson 1.5, Exercise 6

Take turns. Describe the photos. Use the example to help you.

A: *'It's a mum, dad, and three sons. They are on holiday'.*

B: *It's photo A.*

A

C

B

D

Unit 2 Lesson 2.3, Exercise 9

1.43 **1.44** Kit's Rap

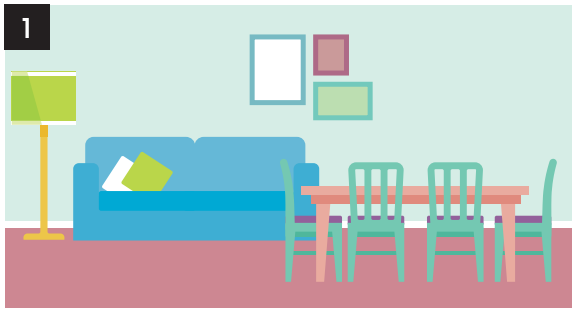
Is she clever? Yes, she is.
Is she fun? She's all that!
Is she the best? Her name's Kit
Is she the one? and she's a cool cat!

Now you rap. You can rap about a friend!

Unit 3 Lesson 3.2, Exercise 11

Play a drawing dictation game. Describe one of the pictures for your partner to draw.

1



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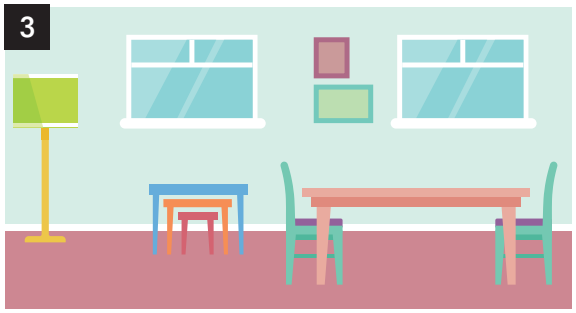

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Unit 3 Lesson 3.3, Exercise 7

Play a memory game.
Student A: Choose one of the pictures above.
Close your book.
Student B: Ask Student A questions.
Then swap roles.

A: *Picture 1.*
B: *Chairs?*
A: *There are four chairs.*

Unit 4 Lesson 4.3, Exercise 9

2.24 2.25 Robots' Song.

Have you got super ears,
Have you got super eyes?
Yes, we've got superpowers,
We are super guys!
Have you got super arms,
Or maybe a super nose?
We have got super feet,
And twenty super toes!
Have you got a super boat,
Have you got a bike?
No, we've got a super car,
And its name is Mike!

Unit 5 Lesson 5.3, Exercise 9

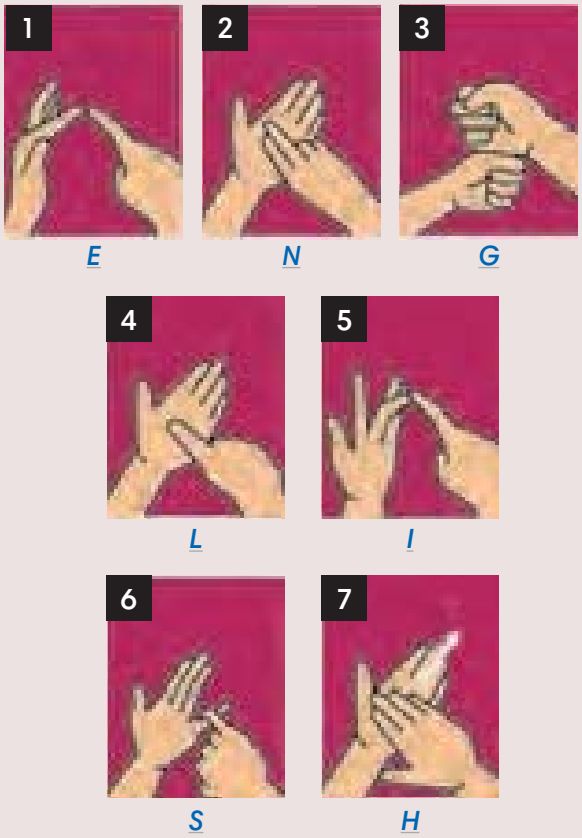
2.44 2.45 Activities Rap.

I can act, I can sing, I can draw a cat.
I can run, I can swim – Can you do all that?

I can act, I can sing, I can draw a cat.
I can run, I can swim – I can do all that!

Now you rap. Use different activities you know.

Unit 5 Lesson 5.5, Exercise 5



Unit 7 Lesson 7.2, Exercise 10

Student B

1 Alex wants to play with his pet.
2 Lucas doesn't like birds.
3 Lian's mum is allergic to cats and rabbits.

Student A

4 Granny wants to go for walks with her pet.
5 Aunt Megan loves birds.
6 Emma doesn't want a big pet.

Unit 7 Lesson 7.3, Exercise 10

3.25 3.26 Questions Song.

Do you play computer games?
Do you watch TV?
Do you hang out with your friends?
Then you're just like me!
Yes, you're just like me!

Does your mum say 'Get up now!'?
Does she count to three?
Do you say 'Oh, it's not fair!'?
Then you're just like me!
Yes, you're just like me!

Do you have your breakfast?
Do you go to school?
Do you like your English class?
Then you're really cool!
Yes, you're really cool!