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0.3 In the classroom
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Project: A digital presentation of a country pp. 24–25				
My things An article about a gadget • My things p. 33	*My favourite things* **Listening:** A dialogue about people and their things **Writing:** A blog post about your favourite things • Punctuation p. 34	Geometry: *Shapes* • Shapes p. 35	**Vocabulary Activator** p. 36 **Revision** p. 37	
A dream house A text about a skateboarder's dream house • Household objects p. 49	*My bedroom* **Listening:** Descriptions of bedrooms **Writing:** A blog post about your bedroom • Apostrophes p. 50	Science: *Materials* • Materials p. 51	**Vocabulary Activator** p. 52 **Revision** p. 53	**1–4** pp. 70–71 • **Vocabulary and Grammar:** multiple choice, open cloze • **Speaking:** multiple choice, describing your favourite room in your house and your favourite person in your family • **Listening:** matching • **Reading:** multiple matching, True/False • **Writing:** a description of your favourite place
Project: A digital presentation of interesting or unusual houses all over the world pp. 54–55				
Personality quiz A quiz about personalities • Personality adjectives p. 63	*Your favourite cartoon character* **Listening:** A description of favourite cartoon characters **Writing:** A description of your favourite cartoon character • Paragraphs p. 64	Science: *Genes* • Adjectives p. 65	**Vocabulary Activator** p. 66 **Revision** p. 67	
Sign language A text about sign language • Language p. 79	*After-school clubs* **Listening:** People talking about after-school clubs **Writing:** An ad for an after-school club • Linkers: *and, but* p. 80	Music: *Musical instruments* • Musical instruments p. 81	**Vocabulary Activator** p. 82 **Revision** p. 83	**1–6** pp. 100–101 • **Vocabulary and Grammar:** multiple choice, open cloze • **Speaking:** multiple matching, answering questions • **Reading:** multiple choice, answering questions • **Listening:** multiple choice • **Writing:** a text about what you do on holiday
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Interview with a traveller A text about a teenager's unusual life • Months p. 93	*A typical weekend* **Listening:** A dialogue about friends and what they are doing **Writing:** A blog post about your typical weekend • *before, after* p. 94	Technology: *The internet* • On the internet p. 95	**Vocabulary Activator** p. 96 **Revision** p. 97	
Amazing animals A text about three animals • Adjectives p. 109	*Looking after a pet* **Listening:** A radio interview with a pet expert **Writing:** An email asking someone to look after your pet • Starting and ending an email p. 110	Science: *The environment* • Where animal live p. 111	**Vocabulary Activator** p. 112 **Revision** p. 113	**1–8** pp. 130–131 • **Vocabulary and Grammar:** matching, open cloze • **Listening:** matching • **Speaking:** mini dialogues • **Reading and Writing:** matching texts with photos, completing a table, cloze • **Writing:** a text about your favourite sport
Project: A digital presentation with photos and information about your ideal pets pp. 114–115				
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Get started!

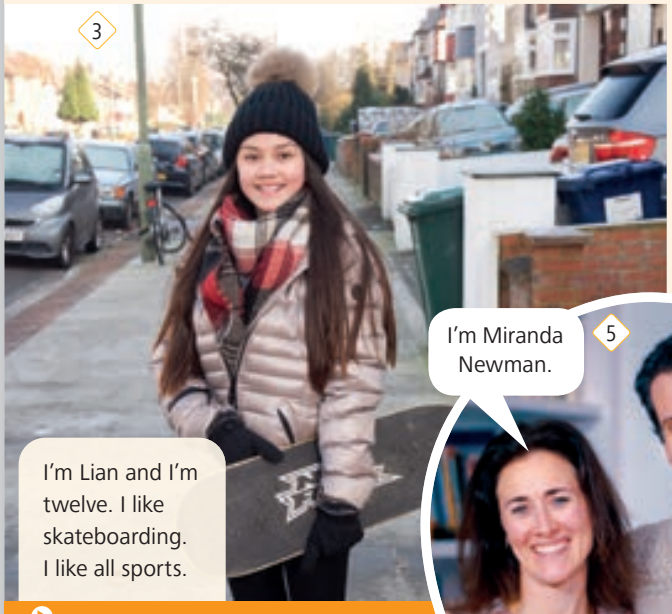
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VOCABULARY
The alphabet | Spelling words/names | Numbers | Colours | Classroom objects | Classroom language

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









0.1 How do you spell that?

1 ▶ 1 0.2 Watch the video. Then listen and read. Who is twelve? Alex and Lian

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

1 Jen likes *cupcakes*.
2 Alex likes computers and computer games.
3 Lian likes all sports.
4 Lucas likes music and Maths.

For the teacher
- Teaching notes, page 156
- Videoscript, page 231
- Audioscripts, page 231

For the student
- Workbook, page 2

On the Portal
- **Workbook**: Lesson 0.1

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3 Play a game! Stand in a line. Ask and answer.

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

4 0.3 0.4 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



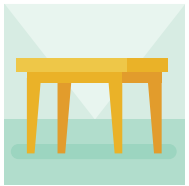
1 *g* irl



2 bo x



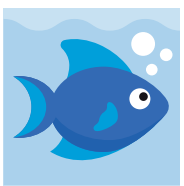
3 s andwich



4 t able



5 l ion



6 f ish

6 0.5 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!

WATCH OUT!
LL = double L

8 0.6 Listen and complete the names. In pairs, compare your answers.

1 H *A* I *L* E *Y*
2 B E T T Y
3 F E R G A L
4 W I L L I A M

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.

YOUR WORLD

10 Have a class spelling competition.

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



I can say and spell my name.

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The Terrific Two – 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 best friend.

1 0.7 Listen and read. Look at the picture. Choose the correct option.

Dug / *Kit* is a superhero.

2 0.8 In pairs, listen and point. Say who they are.

Coco Granny Kit Roberto Superdug Wonder Will



3 0.9 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 o*n*e
2 _t_ w _o_
3 t _h_ r _e_ _e_
4 _f_ o _u_ r
5 f _i_ _v_ e
6 _s_ i _x_
7 _s_ e _v_ e _n_
8 e i _g_ _h_ t
9 _n_ i n _e_
10 t _e_ _n_

5 Write the answer in words.

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

Exercise 2
In the order they are mentioned:
This is Kit.
This is Granny.
This is Wonder Will.
This is Roberto.
This is Coco.

For the teacher
- Teaching notes, page 156
- Audioscript, page 231

On the Portal
- Vocabulary Memory Game

For the student
- Workbook, page 3

On the Portal
- **Workbook:** Lesson 0.2

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6 0.10 Listen and repeat.

VOCABULARY Numbers 13–20

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

7 Choose the correct number.

1	four	(4) / 14
2	fifteen	5 / (15)
3	thirteen	3 / (13)
4	eight	(8) / 18
5	twenty	2 / (20)
6	seven	(7) / 17

8 0.11 Listen and write the number.

a	*20*	e	12
b	7	f	15
c	13	g	8
d	4	h	19

9 0.12 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*	yellow	3
blue	6, 10	black	5, 7
green	4, 9		

11 Play a game! Student A, listen to Student B and guess. Then change roles.

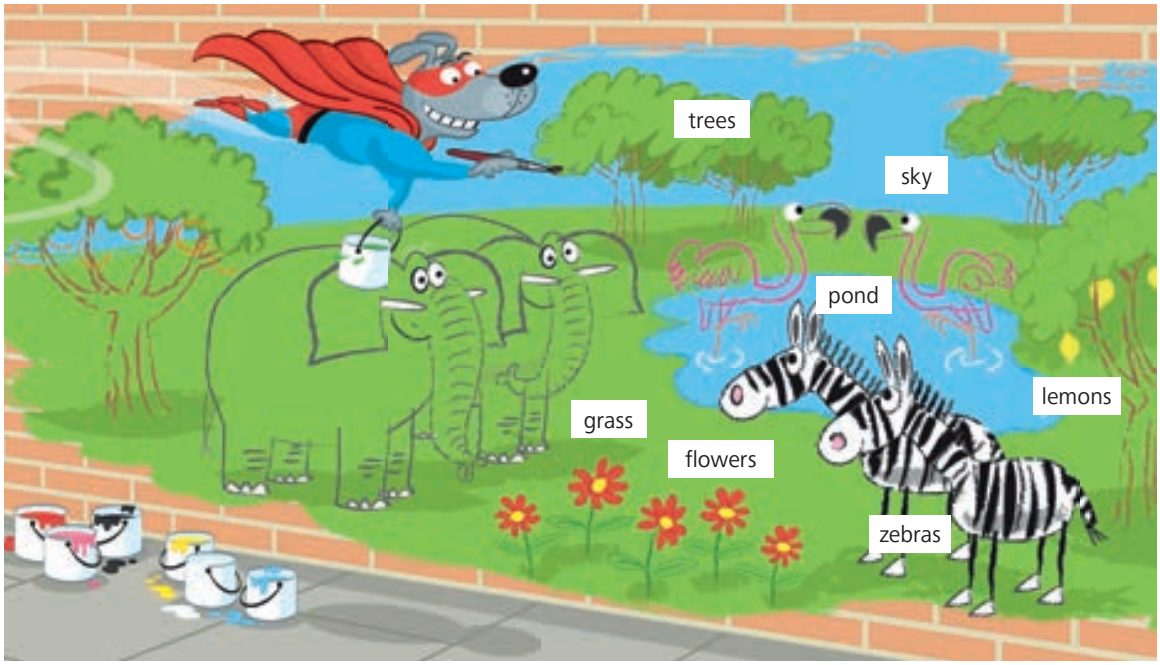
A: What's your favourite colour?
B: Not white, not yellow, not green, not blue, not black.
A: It's red!

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

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

13 Play a 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 …



I can say numbers 1–20 and name basic colours.

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0.3 In the classroom



Exercise 1
A sandwich
B book
C pen
D pencil
E notebook
F ruler

1 0.13 Listen and repeat. Match the words in the Vocabulary box with objects A–F in Alex's bag.

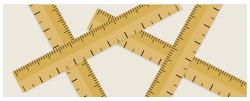
VOCABULARY In my bag

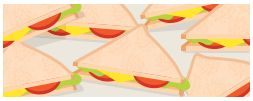
book notebook pen pencil ruler sandwich

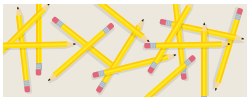
WATCH OUT!
a pencil six pencil**s**
a sandwich two sandwich**es**

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


1 *six notebooks*


2 four rulers


3 seven sandwiches

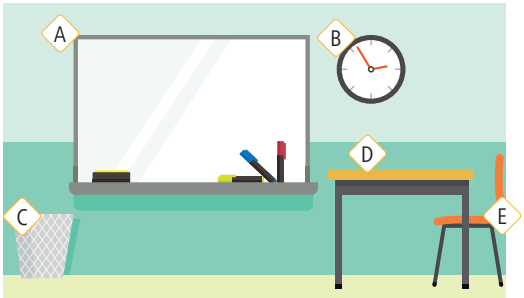

4 fifteen pencils


5 five books

3 0.14 Listen and repeat. Match the words in the Vocabulary box with objects A–E in the picture.

VOCABULARY Classroom objects

bin board chair clock desk



A board
B clock
C bin
D desk
E chair

4 Find objects from the Vocabulary box in Exercise 3 in your classroom and point at them.

WATCH OUT!
It's a board.
They're desks.

For the teacher
- Teaching notes, page 157
- Audioscript, page 231

On the Portal
- Vocabulary Memory Game

For the student
- Workbook, page 4

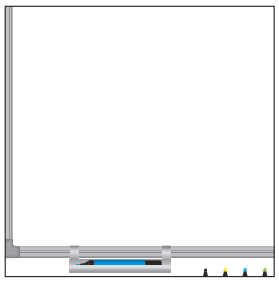
On the Portal
- **Workbook:** Lesson 0.3

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5 In pairs, guess what these objects are. Then go to page 140 and check.



1 It's a clock.



2 It's a board.



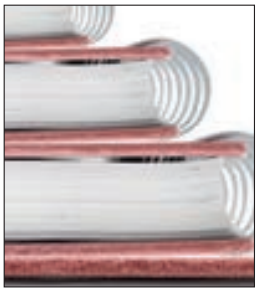
3 It's a bin.



4 It's a desk.



5 They're chairs.



6 They're notebooks.

6 0.15 Listen and repeat.

SPEAKING 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 Speaking box again. Who usually says them: a teacher or a student?

WATCH OUT!
Can you help me, **please**?
Stand up, **please**!

8 0.16 Match 1–4 with a–d. Listen and check. In pairs, act out the dialogues.



1 d Can you repeat that, please?
2 c Can you help me, Miss?
3 a How do we say this word in English?
4 b What does 'amazing' mean?

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

YOUR WORLD

9 Play a game! Be a teacher. Tell other students what to do. Use the expressions in the Speaking box.





Exercise 7
Student: Can you help me, please?
Can you repeat that, please?
What's … in English?
Teacher: 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.

I can talk about classroom objects and understand classroom instructions.

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Family and friends

1

VOCABULARY
Family | Countries and nationalities | Places | Art

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



1.1 Vocabulary

Family

1 Read the words below. What do they mean? Students' answers in L1

brother dad daughter grandad granny mum sister son

For the teacher
- Teaching notes, page 158
- *Need support?* worksheet, page 222
- Audioscript, page 231

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Two families*
- **Test:** Vocabulary Check 1

For the student
- Workbook, page 6

On the Portal
- **Workbook:** Lesson 1.1
- **Extra Practice Activities:** Vocabulary

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2 1.1 Listen and repeat.

VOCABULARY Family

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

3 Complete the table with family words from the Vocabulary box.

He	She
father grandfather	*mother* grandmother daughter
son brother	sister aunt
uncle cousin	cousin

4 Match 1–4 with a–d.

1 father b
2 grandmother c
3 mother d
4 grandfather a

a grandad
b dad
c granny
d mum

WATCH OUT!
Paul = Mark's father
Evita = Rosa's daughter

5 Look at the family tree on page 12 and write the names.

1 Mark's grandfather *Vittorio*
2 Mark's sister Evita
3 Mark's aunt Julia
4 Mark's cousins Tom and Anna
5 Mark's grandmother Agatha

6 Look at the family tree on page 12 again. Complete each sentence with one of the names below.

Colin's Julia's ~~Mark's~~
Paul's Rosa's Tom's

1 Colin is *Mark's* uncle.
2 Julia is Paul's sister.
3 David is Rosa's son.
4 Anna is Colin's daughter.
5 Vittorio and Agatha are Julia's parents.
6 Evita is Tom's cousin.

7 1.2 Listen and choose T (true) or F (false). Then listen again and check your answers.



1 T / (F)



2 (T) / F



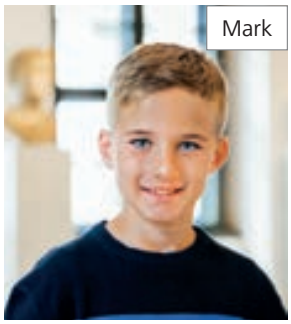
3 T / (F)



4 T / (F)



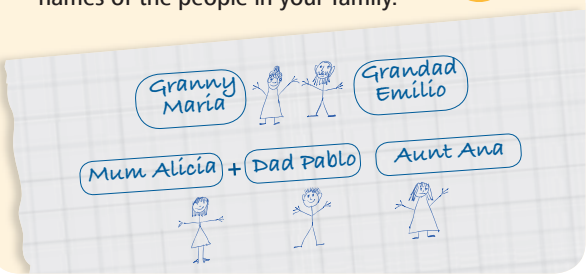
5 (T) / F



6 (T) / F

YOUR WORLD

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



I can talk about the people in a family.

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1.2 Grammar

to be affirmative

VIDEO **IT'S GRANNY'S BIRTHDAY!**

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



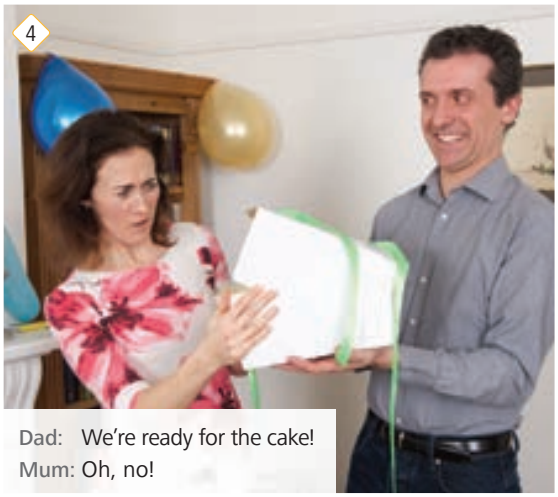
Sophie: I'm so happy you're here.



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



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



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

Exercise 1
She's seventy (years old).

Exercise 2
1 F Granny is very happy.
2 T
3 F There's a present for Granny in the box.
4 T

1 ▶ 2 🔊 1.3 Watch the video. Then listen and read. Answer the question.

How old is Jen and Alex's granny today?

2 Read the sentences. Mark them T (true) or F (false). Correct the false 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 🔊 1.4 Listen and repeat. Find these expressions in the story.

SOUNDS GOOD! Hold this, please. • Be careful! • I've got it!

4 Jen and Alex's mum says 'Oh, no!' Why? Have a class vote. Choose the correct answer.

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

5 ▶ 3 🔊 1.5 Now watch or listen and check. b

For the teacher
- Teaching notes, page 159
- *Need support?* worksheet, page 222
- Videoscripts, page 231
- Audioscript, page 232

On the Portal
- Grammar presentation
- **Photocopiable activity:** *I'm eleven!*
- **Test:** Grammar Check 1

For the student
- Workbook, page 7
- Grammar Time, page 132

On the Portal
- **Workbook:** Lesson 1.2
- **Extra Practice Activities:** Grammar, The Newmans video

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6 Study the Grammar box. Then watch.

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.

VIDEO **4 GET GRAMMAR!**



7 Find the sentences in the story on page 14. Complete the sentences with the missing word.

1 She *is* seventy years old.
2 'I 'm/am so happy!'
3 'You 're/are here!'
4 'It 's/is Granny's birthday cake.'
5 'We 're/are ready for the cake!'

8 Choose the correct option.

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

9 Rewrite the sentences in Exercise 8 in your notebook, using the short form of the verb *to be*.

1 *You're ready.*

WATCH OUT!

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

10 Complete the sentences with *my* or *your*.

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

11 1.6 How old are they? Complete the sentences. Then listen and check.

1 Lucas: I'*m eleven*.
2 Lian: Alex and I are twelve .
3 Lucas: My brother is sixteen .
4 Lian to Jen: You 're ten , right?

10
16
11
12

12 Complete the text with *am*, *are* or *is*.



My name [1]*is* Lian and I [2] am twelve years old. Alex and I [3] are best friends and classmates. Jen [4] is ten years old. We [5] are friends too.

13 Read the text in Exercise 12 again. Then write about you and your friends.

My name _____ and I _____

YOUR WORLD

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



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

Exercise 9
2 I'm here.
3 We're happy.
4 It's a present for you.
5 They're at Granny's house.

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

M01 WiderWorld2e Starter TR Global 42283 SB pages with answer key.indd 27 08/12/22 9:55 AM

1.3 Grammar

to be negative

The Terrific Two – Dug's family album



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

2 1.7 Listen and read. What nationality is Uncle Roberto? He's Spanish.

3 Read the sentences. Mark them 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)

For the teacher
- Teaching notes, page 160
- *Need support?* worksheet, page 222
- Videoscript, page 232

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Moody Mike*

Test: Grammar Check 1

For the student
- Workbook, page 8
- Grammar Time, page 132

On the Portal
- **Workbook:** Lesson 1.3
- **Extra Practice Activities:** Grammar, Vocabulary

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4 Study the Grammar box. Then watch.

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.

VIDEO **5 GET GRAMMAR!**



5 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 orange.

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

1 *Dug isn't French.*

7 1.8 Look, listen and repeat.

VOCABULARY Countries and nationalities

 the UK / British
 Turkey / Turkish
 Spain / Spanish
 France / French
 Poland / Polish
 China / Chinese
 the USA / American

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

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

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



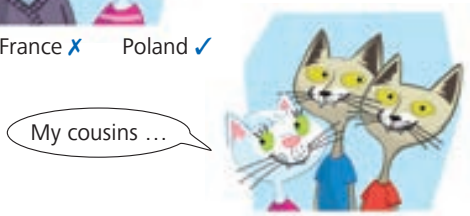
1 Turkey ✗ the UK ✓



2 Spain ✗ the UK ✓



3 France ✗ Poland ✓



4 the USA ✗ China ✓

YOUR WORLD

10 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.

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

Exercise 6
2 Kit isn't a dog.
3 Dug's parents aren't superheroes.
4 Dug: 'I'm not happy.'
5 Kit: 'You aren't in the photo, Dug.'
6 Dug isn't orange.

Exercise 9
2 We aren't from Spain. We're from the UK.
3 Granny Ola isn't from France. She's from Poland.
5 My cousins aren't from the USA. They're from China.

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

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1.4 Speaking

Introductions

VIDEO **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.
Lucas: Nice to meet you too, Mrs Newman.
Mum: Jen, your bag!
Jen: Sorry, Mum. Let's go, Lucas.

1 6 1.9 Watch the video. Then listen and read. What is Jen's family name? It's Newman.

2 1.10 Listen and repeat.

SPEAKING Introductions

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

3 1.11 Put the dialogue in the correct order. Then listen and check.

1 b 2 d 3 c 4 a

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 Choose 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.

YOUR WORLD

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



pop star _____
film star _____
sports star _____

Unit 1 **18** I can make introductions.

For the teacher
- Teaching notes, page 161
- *Need support?* worksheet, page 222
- Audioscript, page 232

On the Portal
- Photocopiable activity: *Nice to meet you!*

For the student
- Workbook, page 9

On the Portal
- Workbook: Lesson 1.4
- Extra Practice Activities: Speaking

M01 WiderWorld2e Starter TR Global 42283 SB pages with answer key.indd 30 08/12/22 9:55 AM

1.5 Reading and Vocabulary

Family photo album



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.

Exercise 1
A Alice is the small girl.
B Alice is the girl on the left.
C Alice is the girl in pink.

1 1.12 Read and listen to Alice's blog. Find Alice in photos A, B and C.

2 Read the blog again. Complete the sentences with one word in each gap.

1 Isabel is Alice's *sister*.
2 Tommy is Isabel's cousin.
3 Granny is Alice's dad's mother/mum.
4 Granny's house is in London.

3 Read the sentences. Mark them 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 1.13 Listen and repeat.

VOCABULARY Places

at home at school
in the park on holiday

5 Look at the pictures and write the places.



1 *in the park*



2 at school



3 on holiday



4 at home

6 Work in pairs. Go to page 140. Take turns describing the photos.

I can understand a text about family photos and places.

For the teacher
- Teaching notes, page 162

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Where are they?*

For the student
- Workbook, page 10

On the Portal
- **Workbook:** Lesson 1.5
- **Extra Practice Activities:** Vocabulary

M01 WiderWorld2e Starter TR Global 42283 SB pages with answer key.indd 31 08/12/22 9:55 AM

1.6 Listening and Writing

Best friends

INTERNATIONAL FRIENDSHIP DAY!

Podcasts Kids International Friendship



We think about our friends on International Friendship Day.

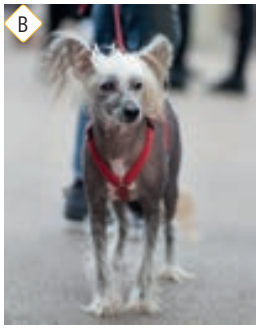
Listen to our podcast with your friends!

1 Look at the website. What is the podcast about?
It's about International Friendship Day.

2 1.14 Listen to the podcast. Match speakers 1–3 with photos of their best friends A–C.

1 Tom C 2 Maria B 3 Juan A







3 1.14 Read the questions. Listen again. Write a number or a country.

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

4 Who is your best friend? Tell the class.

5 Read about Alex and complete the table.

My best friend



My name's Alex. I'm twelve and I'm from the UK. I'm British. My best friend is Lian. She's twelve too. Lian is from the UK. Lian's dad is British. Lian's mum and granny are Chinese.

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

6 Study the Writing box. Then find the capital letters in the text in Exercise 5.

WRITING Capital letters

Use a capital letter for names of people, countries and nationalities. Use a capital letter for the pronoun *I* and at the beginning of every sentence too.
My best friend is **J**ack.
I'm from **F**rance.
Maria and **J**uan are **S**panish.

WRITING TIME

7 Write about you and your best friend.

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

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

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

Exercise 3
2 in the UK
3 two/2 (years old)
4 Turkey

Exercise 6
My name's Alex. I'm twelve and I'm from the UK. I'm British. My best friend is Lian. She's twelve too. Lian is from the UK. Lian's dad is British. Lian's mum and granny are Chinese.

For the teacher
- Teaching notes, page 163
- Audioscript, page 232

On the Portal
- Photocopiable activity: *This is me!*

For the student
- Workbook, page 11

On the Portal
- Workbook: Lesson 1.6
- Extra Practice Activities: Writing

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1.7 CLIL: Art

Families in Art



1 1.15 Listen and repeat.

VOCABULARY Art

artist by children painting people picture

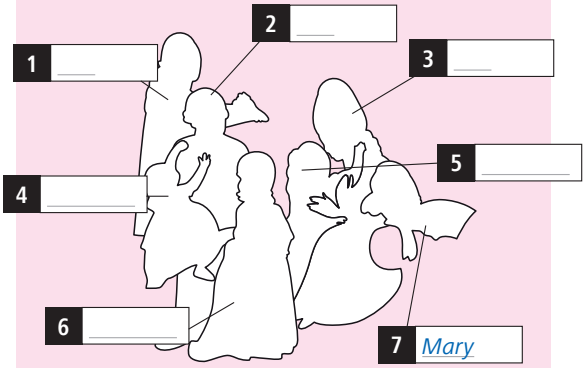
2 In pairs, talk about a family photo. Who is in it?

3 Look at the painting above 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 (six), Mary (three) Susanna (baby), and son, John Junior (four).



4 Read the text again. Complete the sentences with one word in each gap.

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' _____.

5 Look at paintings A–C. What is the nationality of the artists?



by Edgar Degas



by John Everett Millais



by Paul Cézanne

6 Match the paintings A–C in Exercise 5 with their titles 1–3.

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

7 Work in pairs. Test your memory. Cover Exercises 5 and 6. Then take turns to make sentences and say if they are correct or incorrect.

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

A: John Everett MIllais is American.
B: No. He's British.

B: Paul Cézanne is French.
A: Yes. That's right.

8 Have a class vote about the paintings in this lesson. Which one do you like best?

I can talk about families in art.

Exercise 3
1 John Singleton Copley
2 Richard Clarke
3 Mrs Copley
4 Susanna
5 John Junior
6 Betsy
7 *Mary*

Exercise 4
2 grandfather
3 mother
4 sister
5 brother

Exercise 5
A French
B British
C French

Exercise 7
3 **A:** Edgar Degas is British.
B: No. He's French.
4 **A:** Mrs Evamy is Millais' mother.
B: No. She's Millais' aunt.
5 **A:** Lucie is Degas' cousin.
B: Yes. That's right.
6 **A:** Henri is Degas' father.
B: No. He's Degas' uncle.

For the teacher
- Teaching notes, page 163

On the Portal
- **Photocopiable activity:** *Families in art*

For the student
- Workbook, page 12

On the Portal
- **Workbook:** Lesson 1.7

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Vocabulary Activator

WORDLIST 1.16

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

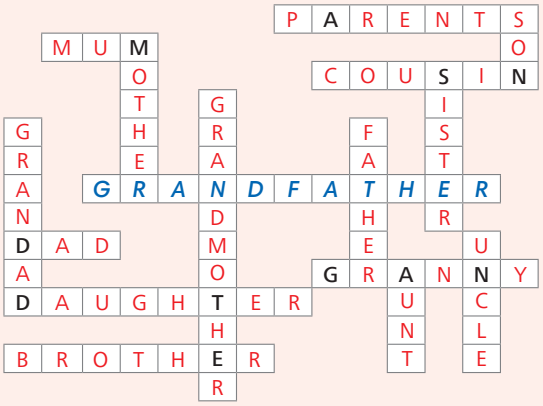
Countries and nationalities
American (adj)
British (adj)
China (n)
Chinese (adj)
France (n)
French (adj)
Poland (n)
Polish (adj)
Spain (n)
Spanish (adj)
Turkey (n)
Turkish (adj)
the UK (n)
the USA (n)

Places
at home
at school
in the park
on holiday

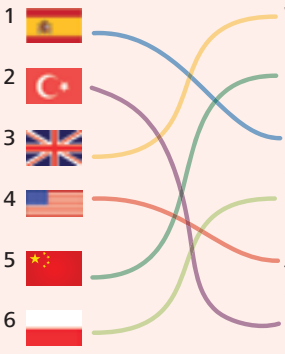
Art
artist (n)
by (prep)
children (singular: child) (n)
painting (n)
people (singular: person) (n)
picture (n)

Extra words
Be careful!
best friend
birthday (n)
box (n)
cake (n)
card (n)
classmate (n)
fat (adj)
flag (n)
hamster (n)
happy (adj)
Hold this, please.
holiday (n)
home (n)
I've got it!
Let's have a break.
mouse (n)
neighbour (n)
Nice to meet you.
orange (adj)
portrait (n)
present (n)

1 Complete the puzzle with the family words in the wordlist.



2 What nationality are they? Where are they from?



William is British.
He's from the UK.
Chang is Chinese.
He's from China.
Flora is *Spanish*.
She's from *Spain*.
Bartek is Polish.
He's from Poland.
Janet is American.
She's from the USA.
Erdem is Turkish.
He's from Turkey.

3 Find words from the wordlist.

1 words that go with *birthday* cake, *card*, present
2 words that go with *country* nationality, flag
3 groups of people neighbours, classmates, family

4 1.17 **PRONUNCIATION** /v/ or /b/
Listen and repeat.

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



On the Portal
- **Photocopiable activities:** *The matching game; Who are they?*
- **Test:** Unit 1 Test

For the student
- Workbook, pages 13–14

On the Portal
- **Workbook:** Self-check
- **My Language File:** Wordlist
- **Extra Practice Activities:** Self-check

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Revision

Vocabulary

1 Complete the family words.

1 g r and a d
2 gr a n n y
3 un c l e
4 a u n t
5 m u m
6 d a d
7 co u s in
8 s i st e r
9 b r o t h er

2 Choose 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 photos. Choose the correct option.



1 in the park / at school
at school



2 on holiday / in the park
in the park



3 at school / on holiday
on holiday



4 at school / at home
at home

Grammar

4 Complete the sentences. Use possessive *'s*.

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

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

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



6 Match 1–5 with a–e.

1 c Jane's best
2 d Your brother is
3 e It's my
4 a That isn't
5 b 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'm not fifteen.
2 My best friend is Spanish.
My best friend isn't Spanish.
3 My brother's name is Ben.
My brother's name isn't Ben.
4 We're at home.
We aren't at home.
5 It's my birthday.
It isn't my birthday.
6 My neighbours are Chinese.
My neighbours aren't Chinese.

Speaking

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

meet nice ~~this~~ this

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

M01 WiderWorld2e Starter TB Global 42283 SB pages with answer key.indd 35 08/12/22 9:55 AM

BBC CULTURE

English around the world



Exercise 1
1 the USA
4 the UK
6 Australia

WHO SPEAKS ENGLISH?

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

The USA (United States of America)
Capital city: Washington
Population: 324 million people
Language: English and Spanish

Australia
Capital city: Canberra
Population: 24 million people
Language: English

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

1 Look at the map. Match countries 1, 4 and 6 with the words below.

Australia the UK the USA

2 1.18 People in the UK, the USA and Australia speak the same language. What language is it? Read, listen and check. English

3 Look at the map and read the text again. Read 1–5 and follow the instructions.

1 Choose the Australian flag.
a  b  c 

2 Complete the sentence:
Scotland is in the UK.

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

4 Choose the correct option.
Canberra is in *Australia* / *the USA*.

5 Draw lines and make sentences.
Ireland → is in the UK.
Northern Ireland → is a country.

4 1.19 Listen and match 1–3 with a–c.

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

For the teacher
- Teaching notes, page 164
- Videoscript, page 232
- Audioscript, page 232

On the Portal
- Photocopiable activity: *Project worksheet: a digital presentation*

For the student
- Workbook, page 15

M01 WiderWorld2e Starter TR Global 42283 SB pages with answer key.indd 36 08/12/22 9:55 AM

BBC This is the UK



5 7 Watch the video and answer the presenter's questions.

6 7 Watch the video again. Choose the correct answer.

1 The UK is the United Kingdom of Great Britain and
a Scotland. b Wales. (c) Northern Ireland.

2 There are four … in the UK.
a cities. (b) countries. c towns.

3 People from the UK are …
(a) British. b English. c American.

4 London is a … city.
a small and busy b big and green
(c) big and busy

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

Exercise 5
The name of the UK flag is the Union Jack.

PROJECT TIME

8 In groups, make a digital presentation about one of the countries below. Follow these steps.

the Republic of Ireland | New Zealand | the Republic of South Africa | Canada

1 **In your group, collect information about the country. Answer these questions.**
- What is the capital city?
- What is the population?
- What is the language? / What are the languages?

2 **Find these things.**
- a map of the country
- the flag of the country
- photos of important and/or interesting places

3 **Create your presentation.**
- Write your presentation.
- Choose the photos to add to your presentation.
- Read and check your presentation.

4 **Share your presentation with the class.**
- Answer other students' questions.
- Ask questions and comment on the other presentations.

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My things 2

VOCABULARY
Clothes | Adjectives | My things | Shapes

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



2.1 Vocabulary

Clothes

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

coat jeans shoes skirt T-shirt trousers

For the teacher
- Teaching notes, page 166
- Audioscript, page 232

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Two T-shirts!*
- **Test:** Vocabulary Check 2

For the student
- Workbook, page 16

On the Portal
- **Workbook:** Lesson 2.1
- **Extra Practice Activities:** Vocabulary

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2 2.1 Listen and repeat. Find the clothes in the Vocabulary box in the picture on page 26.

VOCABULARY Clothes

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

3 2.2 Listen and choose the word you hear.

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

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

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

Singular: is	Plural: are
T-shirt, cap, coat, dress, jacket, skirt, top, tracksuit	*jeans*, shoes, trainers, trousers

5 Complete the sentences with *is* or *are*. Then look at the picture on page 26. Tick (✓) for *yes* or put a cross (✗) for *no*.

1 ✓ The tracksuit *is* brown.
2 ✗ The trainers *are* red.
3 ✓ The dress *is* yellow.
4 ✗ The trousers *are* 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/her clothes. Ask your partner to guess the student.

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

8 Adam and Adele are in the gym. Are their clothes OK for the gym? Write their clothes. Then tick (✓) for *yes* or put a cross (✗) for *no*.



Adam:
☐ *tracksuit trousers*
☐ *jacket*
✗ *shirt*
✓ *trainers*

Adele:
✗ *cap*
✗ *skirt*
✓ *T-shirt*
✗ *shoes*

9 Dress Adam and Adele for a party. Write two lists of clothes. In pairs, compare your lists.

Adam: white T-shirt, …
Adele: blue shoes, …

YOUR WORLD

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

at school	at the weekend

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2.2 Grammar

this, that, these, those

VIDEO **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 2.3 Watch the video. Then listen and read. Are the clothes in the right place? No, they aren't.

2 Look at the photos and read the story again. Whose clothes are they? Choose the correct option.

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

SOUNDS GOOD!

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

4 Who has got Alex's new T-shirt? Have a class vote. Choose the correct answer.

a Mum b Dad c Jen

5 9 2.5 Now watch or listen and check. b

For the teacher
- Teaching notes, page 167
- *Need support?* worksheet, page 223
- Videoscripts, page 232
- Audioscript, page 232

On the Portal
- Grammar presentation
- **Photocopiable activity:** *These are Mary's trousers*
- **Test:** Grammar Check 2

For the student
- Workbook, page 17
- Grammar Time, page 133

On the Portal
- **Workbook:** Lesson 2.2
- **Extra Practice Activities:** Grammar, Vocabulary, The Newmans video

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6 Study the Grammar box. Then watch.

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.



VIDEO **10 GET GRAMMAR!**



7 Choose the correct option.

1 *This* / *These* are your trainers.
2 *This* / *These* isn't Alex's T-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.

8 Complete the sentences with *this, that, these* or *those*.

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

9 2.6 Listen and repeat.

VOCABULARY Adjectives

big boring cool long new old short small

10 Look at the words from the Vocabulary box. Match them with their opposites.

1 big	a old 3
2 boring	b short 4
3 new	c small 1
4 long	d cool 2

11 In pairs, talk about the clothes. Use adjectives from 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.

WATCH OUT!
These shoes are **too** big!
This T-shirt is **too** small!

YOUR WORLD

12 Play a drawing dictation game! Use adjectives with *too*.
Draw a boy. The boy's T-shirt is too small. …

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

Exercise 11
(Suggested answers)
These trousers are short. Those trousers are long. This jacket is small. That jacket is big. These shoes are old. Those trainers are new.

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The Terrific Two – Dug's new suit













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

2 2.7 Listen and read. What size is Dug's new suit? It's XL.

For the teacher
- Teaching notes, page 168
- *Need support?* worksheet, page 223
- Videoscript, page 232
- Audioscript, page 233

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Is that your schoolbag?*
- **Test:** Grammar Check 2

For the student
- Workbook, page 18
- Grammar Time, page 133

On the Portal
- **Workbook:** Lesson 2.3
- **Extra Practice Activities:** Grammar

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3 Study the Grammar box. Then watch.

GRAMMAR *to be* questions and short answers

?	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.

VIDEO **11 GET GRAMMAR!**



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

1 The puppies 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 small. T / (F)

5 Find the questions in the cartoon on page 30. Complete the questions.

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

6 Look at the cartoon on page 30. In your notebook, answer the questions in Exercise 5.

1 *Yes, they are.*

7 Complete the questions and short answers.

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

8 2.8 Listen to the questions and choose 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.

9 Write questions in your notebook. In pairs, ask the questions and give true answers.

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.

YOUR WORLD

10 2.9 2.10 Go to page 140. Listen and chant Kit's Rap.



Exercise 9
2 A: Are you happy?
B: Yes, I am./ No, I'm not.
3 A: Are we friends?
B: Yes, we are./ No, we aren't.
4 A: Are Superdug and Kit cool?
B: Yes, they are./No, they aren't.
5 A: Are you clever?
B: Yes, I am./ No, I'm not.
6 A: Am I a superhero?
B: Yes, you are./No, you aren't.

Exercise 6
2 Yes, he is.
3 Yes, I am.
4 Yes, it is.
5 It's my new suit.
6 No, you aren't.

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

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2.4 Speaking

Asking for personal information

VIDEO **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!

Exercise 1
He's from Madrid, Spain.

1 12 2.11 Watch the video. Then listen and read. Where is Lucas from?

2 2.12 Listen and repeat.

SPEAKING **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*/*sportsperson*?

3 2.13 Listen to the short dialogues. Choose the correct option.

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 Ariana Grande. / Taylor Swift.

4 Complete the dialogues with questions from the Speaking box.

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

YOUR WORLD

5 In pairs, ask and answer the questions from the Speaking box. Give crazy answers!

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

For the teacher
- Teaching notes, page 170
- *Need support?* worksheet, page 223
- Audioscript, page 233

On the Portal
- **Photocopiable activity:** *Tell me about you!*

For the student
- Workbook, page 19

On the Portal
- **Workbook:** Lesson 2.4
- **Extra Practice Activities:** Speaking

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2.5 Reading and Vocabulary

My things

1 2.14 Listen and repeat. Then match photos 1–4 with the words in the Vocabulary box.

VOCABULARY My things

backpack laptop computer mobile phone mountain bike



1 backpack



2 mobile phone



3 laptop computer



4 mountain bike

2 2.15 Read and listen to the article. Why is the backpack a super backpack?

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

1 Shen is from London in the UK. T / (F)
2 The super backpack is a jacket too. (T) / F
3 The super backpack is too small for a laptop computer. T / (F)
4 Tilly is a cat. (T) / F

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

1 What colour is the super backpack? It's red.
2 Is the jacket red or blue? It's blue.
3 Is the cat big or small? She's big.

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

This isn't a boring schoolbag. It's a laptop too!

Exercise 2
It's also a mountain bike and a jacket and it's just right for Shen's laptop computer, mobile phone and cat, Tilly.



Shen Taylor is 12.
He's from Liverpool in the UK.
Shen's super backpack is our gadget of the week. Why? Read on.

SHEN'S 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, Tilly – and she's big! How cool is that!



I can understand a short text about a gadget.

For the teacher
- Teaching notes, page 170

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *My super backpack*

For the student
- Workbook, page 20

On the Portal
- **Workbook**: Lesson 2.5
- **Extra Practice Activities**: Vocabulary

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2.6 Listening and Writing

My favourite things

Exercise 1
(Suggested answers)
1 a T-shirt/top, a coat/jacket, jeans, trainers; a mobile phone
2 a T-shirt/top, a tracksuit, a cap, trainers; a (basket)ball
3 a T-shirt, trousers/ tracksuit trousers, trainers; a backpack and a mountain bike
4 a T-shirt, trousers/ tracksuit trousers, trainers, a cap; a backpack and a laptop computer
5 a top, a skirt, trainers; a laptop computer

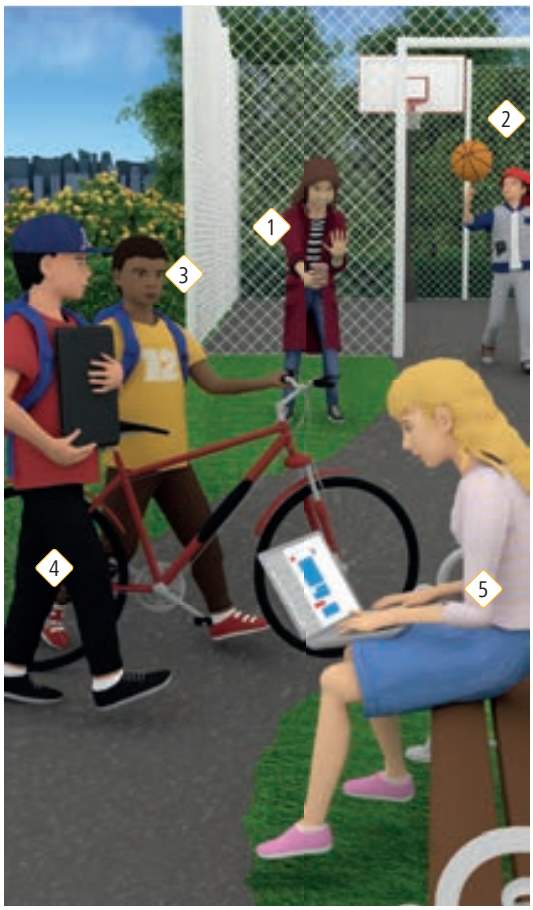
Exercise 5
His favourite things are his old, blue mountain bike, his new comic book and his red and white trainers.

Exercise 6
My number one favourite thing is my old, blue mountain bike. I love my bike! My new comic book is number two. It's fantastic! What's number three? That's easy. My red and white trainers. They're really cool! What are your favourite things? Write a post and tell me.

1 In pairs, name the clothes of the people in the picture in Exercise 2. What objects have they got?

2 2.16 Look at the picture again. Listen and write numbers next to the four names. There is one extra child in the picture.

Sam [2] Monica [1] Janet [5] Ben [3]



3 2.16 Listen again. Mark the sentences 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. What are 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's fantastic! What's number three? That's easy. My red and white trainers. They're really cool!

What are your favourite things? Write a post and tell me.

6 Study the Writing box. Then find the punctuation marks in Alex's blog post.

WRITING Punctuation

Remember to use punctuation marks!

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

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.

Unit 2 **34** I can understand and write short texts about favourite things.

For the teacher
- Teaching notes, page 171
- *Need support?* worksheet, page 223
- Audioscript, page 233

On the Portal
- Photocopiable activity: *My favourite things*

For the student
- Workbook, page 21

On the Portal
- Workbook: Lesson 2.6
- Extra Practice Activities: Writing

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2.7 CLIL: Geometry

Shapes

1 2.17 Listen and repeat. Match pictures 1–5 with the words in the Vocabulary box.

VOCABULARY Shapes

circle 2 line 1 rectangle 5 square 3 triangle 4

1  2  3  4 

5 

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



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

2 C 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 A My favourite top is blue with one big rectangle, small triangles and a circle. No squares or lines!

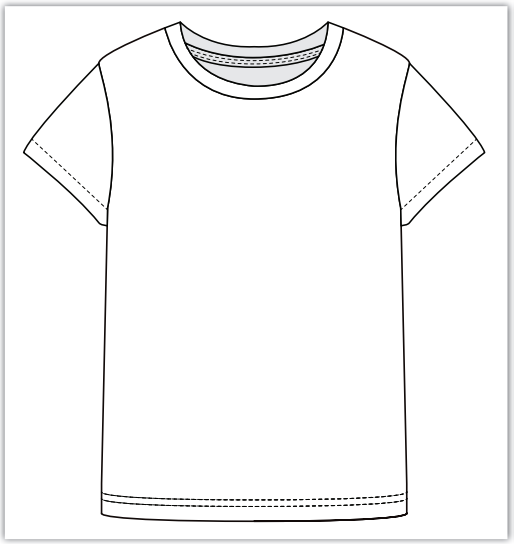
3 Read the texts and look at the pictures in Exercise 2 again. Complete the table.

Top	Colours	Shapes
A	*blue, black*	*rectangle, triangles, circle*
B	white, blue, orange, yellow	squares, triangles, lines, circle
C	yellow, red, green	squares, lines, triangles

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

1 The rectangle on top A is small. T / (F)
2 The shapes on top A are all big. T / (F)
3 Top C is yellow with eight squares and eight triangles. (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) _____

_____ .

I can describe different shapes. 35 Unit 2

For the teacher
- Teaching notes, page 172

On the Portal
- Photocopiable activity: *Shapes*

For the student
- Workbook, page 22

On the Portal
- Workbook: Lesson 2.7

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Vocabulary Activator

WORDLIST 2.18

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

Adjectives
big (adj)
boring (adj)
cool (adj)
long (adj)
new (adj)
old (adj)
short (adj)
small (adj)

My things
backpack (n)
laptop computer (n)
mobile phone (n)
mountain bike (n)

Shapes
circle (n)
line (n)
rectangle (n)
square (n)
triangle (n)

Extra words
Are you sure?
at the weekend
box (n)
boy (n)
clever cat
cold (adj)
fantastic (adj)
favourite (adj)
gadget (n)
girl (n)
Good question.
Hang on.
Here you are.
High five!
How cool is that!
just right
No problem.
Over there.
put away (v)
rock (music) (n)
school band (n)
size (n)
skateboard (n)
suit (n)
That's easy.
That's not all.
too (small) (adj)
What's up?

Exercise 1
1 trainers
2 dress, skirt, top
3 tracksuit
4 coat, jacket
5 cap
6 jeans, T-shirt, trousers (also possible: tracksuit jacket/tracksuit trousers)

1 Find words for clothes in the wordlist. Use each word only once.

1 two things for your *shoes, …*



2 three things for  only.

3 one thing for 

4 two things for when it's 

5 one thing for your 

6 three things for  and 

2 Rewrite the sentences. Use a word that means the opposite of the word in bold.

cool old short small

1 Your T-shirt is **big**.
Your T-shirt isn't small.

2 These trousers aren't **long**.
These trousers are short.

3 My tracksuit is **new**.
My tracksuit isn't old.

4 Those trainers are **boring**.
Those trainers aren't cool.

3 Complete the words.
My favourite things!
1 My m o b i l e ph o n e
2 My m o u n t ai n b i k e
3 My l a p t op c o mp u t er
4 My new b a ck p ack

4 2.19 **PRONUNCIATION** /ð/ or /d/
Listen and repeat.
This old T-shirt is my brother Dan's.
That new dress is my mother Anne's.



On the Portal
- **Photocopiable activities:** *Hidden words; Grammar bingo*
- **Test:** Unit 2 Test

For the student
- Workbook, pages 23–24

On the Portal
- **Workbook:** Self-check
- **My Language File:** Wordlist
- **Extra Practice Activities:** Self-check

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Revision

Vocabulary

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



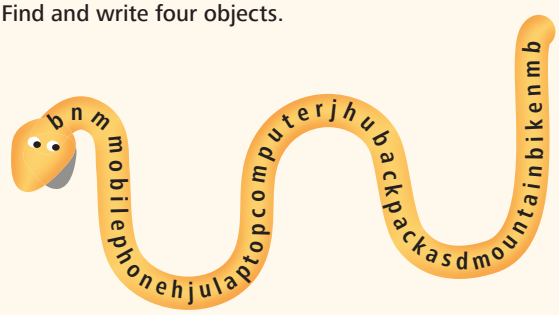
1 shoe s
2 co a t
3 t o p
4 ca p
5 tr a i n e r s
6 je a n s
7 T- sh i r t
8 ja c k e t

2 Match pictures A–C with sentences 1–2. In pairs, describe the extra picture.



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

3 Find and write four objects.



mobile phone, laptop computer,
backpack, mountain bike

4 In pairs, play a game.

Student A, say an adjective and a clothes word.

A cool T-shirt!

Student 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.

Exercise 5
Maggie's cap is too small.
Diego's T-shirt is too small/short.
Diego's jeans are too long.

6 Match 1–5 with a–e.

1 These are my favourite
2 Those trousers
3 Those aren't
4 That phone is
5 This is my old

a old and boring. 4
b Nick and Timmy's backpacks. 3
c brown bike. 5
d trainers. 1
e are too long. 2

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? ✓

Exercise 7
2 Are those your books? No, they aren't.
3 Is he at school? Yes, he is.
4 Is she Italian? No, she isn't.
5 Are you my best friend? Yes, I am.

Speaking

8 Complete the questions. Then work in pairs. Student A, you are your favourite star. Student B, ask Student A questions 1–5. Then change roles and have the conversation again.

1 *What's* your name?
2 How old ___are___ you?
3 Where are ___you___ from?
4 What ___'s/is___ your favourite music?
5 ___Who___ 's your favourite actor?

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SET FOR LIFE

Great idea!

1 Look at the photo. What is the situation?





2 Match expressions 1–4 with photos A–B.

A



B



1 B That's an awful idea!
2 A That's a great idea!
3 A I like it!
4 B I hate it!

3 It is your friend's birthday. You and another friend want to buy him/her a present together. In pairs, make suggestions. Add one suggestion of your own.

How about a green T-shirt?

That's a great idea! I like it!

1 a red tracksuit?
2 orange and brown trousers?
3 a superhero suit?
4 a toy car?
5 a painting of a cat?

4 2.20 Abbie, Brian and Chris are talking about their friend Lucy's birthday. Listen and choose the correct option.

1 When is Lucy's birthday? *Friday* / *today*
2 What kind of restaurant is it? a *pizza* / *Chinese* restaurant

5 2.21 Listen. Which is a good answer, a or b? Why?

a Ugh! That's an awful idea!
b I'm not sure. How about Chinese?

6 2.22 Listen and choose the correct option.

Lucy likes *pizza* / *Chinese food*.

7 2.23 Listen and vote for the best way to finish the dialogue.

a No, I hate pizza! I want Chinese!
b Well, OK. It's Lucy's day, and you all like pizza.

Exercise 3
Students' own answers
Questions and answers should be based on the model below.
A: How about …?
B: That's a great idea! I like it!/ That's an awful idea! I hate it!

Exercise 5
b
a is rude.
b is a more polite way to show you are not so much in favour of the idea.

For the teacher
- Teaching notes, page 172
- Audioscripts, page 233

On the Portal
- Photocopiable activity: *How about a cool cap?*

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8 2.24 Read the Useful Tips. Then listen to the friends again. Is Chris doing what the tips say?

9 Complete the dialogues. Dialogue 1 is about a film and dialogue 2 is about a concert. Use expressions from the Useful Phrases box. Then act out the dialogues in groups of three.

1 A: How about *My Fantastic Friend*?
B: _____
C: But we all like the actors.
A: And it's a new film.
B: _____

2 A: _____
B: I'm not sure. She isn't my favourite singer. How about the Ed Sheeran concert?
A: _____
C: And it's our favourite type of music.
B: Well, OK, then.

SET FOR LIFE

10 Read the Useful Tips and the expressions in the Useful Phrases box again. In groups, plan a special day out for your friend's birthday.

1. Think about the things your friend likes to do.
2. Write your suggestions on a piece of paper. Find the words you need.
3. In your group, discuss your suggestions. Make a decision.
4. Present your plan to the class.









Make decisions as a group

USEFUL TIPS

When you make decisions as a group, listen to the other people in your group. What do they want to do? Accept the group's decision.

People like different things. When you disagree with a suggestion, be polite.

USEFUL PHRASES

- … is good, but ….
- He/She likes/hates …
- How about a(n)/the …?
- I like/hate …
- I'm not sure.
- It's/It isn't my favourite (type of music/film/book).
- That's a great idea!
- We all like/hate …
- Well, OK, then.



Exercise 8
B
He is doing the right thing because he accepts what the majority has decided, even though it is something he hasn't chosen. He accepts that since it is Lucy's birthday, they should be doing what she likes, to please her.

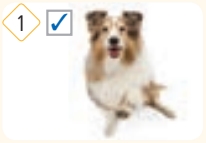
Exercise 9
(Suggested answers)
1 I'm not sure. How about *(name of film)*? Well, OK then.
2 How about the *(name of female singer)* concert? But we all like *(name of female singer)*.

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Progress Check Units 1–2

Vocabulary and Grammar

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



This is a dog.



This is a skirt.



This is the Spanish flag.



These are mountain bikes.



This is a park.



These are jeans.

2 Look at the picture. Then read and complete the text.

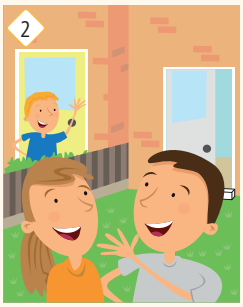


Hi, I'm Peter. I'm in [1] *the UK* now, but my family and I are from [2] the USA . My school clothes are this blue [3] jacket , this white [4] shirt and [5] these grey trousers. My favourite clothes are over there. [6] They 're my blue jeans, my T-shirt and my grey [7] trainers . My T-shirt is black with a white [8] rectangle and red [9] lines .

Speaking

3 Look at the pictures. Match a–h with 1–6. There are two extra sentences.

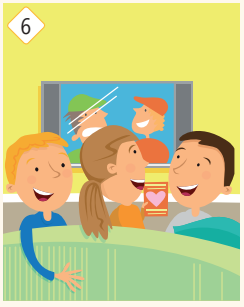












a Nice to meet you. 4
b Who's your favourite actor? 6
c This is my mum. –
d Caz, this is Jack. 3
e Hello, Caz! –
f He's my neighbour. 2
g What's your favourite music? 5
h Nice to meet you too, Mrs Smith. 1

4 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's your favourite place?

For the teacher
- Audioscript, page 233

On the Portal
- **Test:** Units 1–2 Progress Test, Units 1–2 Progress Writing Test, Units 1–2 Progress Speaking Test

For the student
- Workbook, page 25

On the Portal
- Workbook

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Listening

5 2.25 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? *Shaun*
3 Who's the boy's best friend? *David*
4 How old is the boy? *twelve/12*
5 What's the number of the boy's house? *13*

Reading

6 In pairs, say what you can see in the photo.



7 Read the text. Choose the correct title.

a My new cat
(b) Me and my family

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. Milo, my cat, isn't pink! He's brown 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 is a singer. She's cool. My granny and grandad are from Spain. Are we a happy family? Yes, we are!

8 Read the text in Exercise 7 again. Answer the questions in your notebook.

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?

Writing

9 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 …

Exercise 8
2 Cheryl's mobile phone is her favourite thing./ Cheryl's favourite thing is her mobile phone.
3 No, it isn't. It's big.
4 They're Cheryl's brothers.
5 No, she isn't. She's cool.
6 She's from Spain.

Exercise 6
A girl with a cat

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In the house

3

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

GRAMMAR
there is/there are affirmative | *there is/ there are* negative and questions



3.1 Vocabulary

In the house

1 Match the household objects 1–8 in the photos with the words below.

bath bed chair desk door sofa table window

Exercise 1
1 window
2 door
3 bath
4 desk
5 bed
6 chair
7 table
8 sofa

For the teacher
- Teaching notes, page 174
- *Need support*? worksheet, page 224

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *The old ghost house*
- **Test:** Vocabulary Check 3

For the student
- Workbook, page 28

On the Portal
- **Workbook:** Lesson 3.1
- **Extra Practice Activities:** Vocabulary

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2 3.1 Listen and repeat. Find the things in the Vocabulary box in the photos on page 42.

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? Choose the correct option.



1 living room / bedroom



2 bathroom / kitchen



3 garage / bathroom



4 bedroom / living room



5 living room / garden



6 floor / wall

4 3.2 Listen to the sounds. Where are you? Write in your notebook.

1 *In the living room.*
2 In the kitchen.
3 In the garage.
4 In the bedroom.
5 In the garden.
6 In the bathroom.

5 Read the sentences and complete the words.

1 It's in the bedroom.
b *e* d
2 It's in the kitchen.
f r id g e
3 It's in the living room.
a r m ch a ir
4 It's in the kitchen.
t a b l e
5 It's in the bedroom.
d e s k
6 It's in the bathroom.
b a t h
7 It's in the kitchen.
ch a i r
8 It's in the living room.
s o f a

6 In pairs, look at the photos on page 42. Student A, say a sentence about an object inside the house. It can be a true sentence or a false sentence. Student B, is Student A's sentence true or false? Correct the false sentences. Then change roles and have the conversation again.

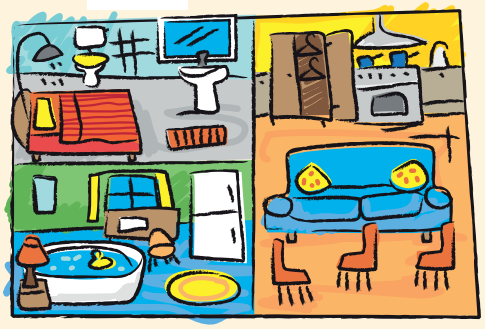
A: The armchair is in the bathroom.
B: No, it isn't. It's in the living room!

YOUR WORLD

7 Draw household objects in your Crazy House. Then make lists and compare in pairs.

The kitchen: a sofa, …

bedroom



bathroom kitchen

I can talk about my house.

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3.2 Grammar

there is/there are affirmative

VIDEO **THERE'S A PHONE ON THE SOFA!**



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!



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.



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



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

1 13 3.3 Watch the video. Then listen and read. What is Alex looking for? Choose the correct answer.

a a book (b) his phone c two DVDs

2 Look at the photos. Answer the questions in your notebook.

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?

SOUNDS GOOD! Right there! • There it is! • Wait! • Yuck!

3 3.4 Listen and repeat. Find these expressions in the story.

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

5 14 3.5 Now watch or listen and check.
It's in the fridge.

Exercise 2
2 They're in the living room.
3 Yes, it is.
4 No, they aren't.
5 They're old.

For the teacher
- Teaching notes, page 175
- *Need support*? worksheet, page 224
- Videoscripts, pages 233–234
- Audioscript, page 234

On the Portal
- Grammar presentation
- **Photocopiable activity:** *There is a cat on the armchair!*
- **Test:** Grammar Check 3

For the student
- Workbook, page 29
- Grammar Time, page 134

On the Portal
- **Workbook:** Lesson 3.2
- **Extra Practice Activities:** Grammar, Vocabulary, The Newmans video

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6 Study the Grammar box. Then watch.

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.

VIDEO **15 GET GRAMMAR!**



7 Complete the sentences with *There is* or *There are*. Then look at the photos on page 44 and tick (✓) the true sentences.

1 Photo 1 ✓ *There is* a fridge.
2 Photo 1 ✓ There are three phones.
3 Photo 2 ✗ There are two chairs.
4 Photo 2 ✓ There is a table.
5 Photo 3 ✓ There is a sofa.
6 Photo 3 ✗ There are two doors.

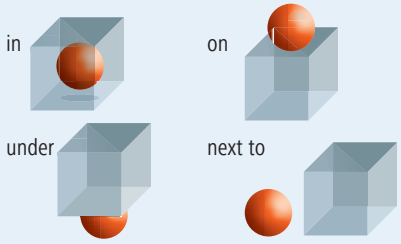
8 Look around you. Say how many of the things below there are in your classroom.

board desk door girls and boys teacher wall window

There's one door. There are two windows.

9 3.6 Look, listen and repeat.

VOCABULARY Prepositions of place



10 Look at the photos on page 44. Choose the correct option.

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 table.

11 Look at pictures A and B. Complete the sentences with prepositions of place.





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

YOUR WORLD

12 Go to page 141 and play a drawing dictation game.

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

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3.3 Grammar

there is/there are negative and questions

The Terrific Two – Dug and Coco



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

A  B  C 

2 3.7 Listen and read. Who says 'Kit! Help!' on the phone? Choose 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 car is blue.
3 There are two big trees in Granny's garden.
4 There aren't any bad people in Granny's house.
5 There's only Granny and Coco, the parrot in the house.

Unit 3 **46** I can use the negative and question forms of *there is / there are*.

For the teacher
- Teaching notes, page 176
- Videoscript, page 234

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Is there a fridge in the garden?*

Test: Grammar Check 3

For the student
- Workbook, page 30
- Grammar Time, page 134

On the Portal
- **Workbook:** Lesson 3.3
- **Extra Practice Activities:** Grammar

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4 Study the Grammar box. Then watch.

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.

VIDEO **16 GET GRAMMAR!**



5 Choose the correct option. Then look at the cartoon on page 46 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.

WATCH OUT!

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

6 Look at the cartoon on page 46. What is missing? Choose from the words below.

door pictures table TV ~~window~~

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

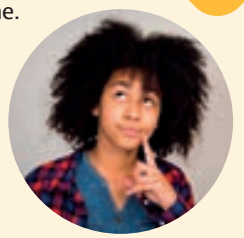
7 Look at the picture. In your notebook, write Kit's questions and Dug's answers. Then ask and answer the questions in pairs.



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

YOUR WORLD

8 Go to page 141 and play a memory game.



Exercise 6
2 There isn't a door.
3 There isn't a TV.
4 There isn't a table.
5 There aren't any pictures.

Exercise 7
2 Kit: Are there any cars next to the houses?
Dug: No, there aren't.
3 Kit: Is there a dog under the tree?
Dug: No, there isn't.
4 Kit: Are there any people in the street?
Dug: Yes, there are.
5 Kit: Is there a table in the garden?
Dug: No, there isn't.
6 Kit: Are there any armchairs in the garden?
Dug: Yes, there are.

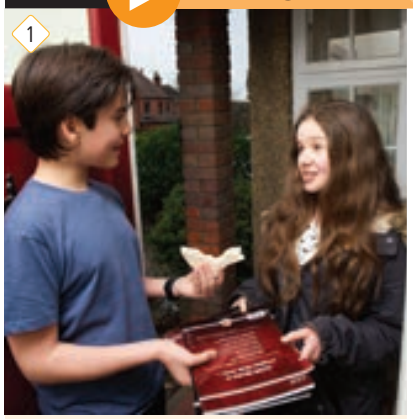
I can use the negative and question forms of *there is/there are*.

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3.4 Speaking

Having a guest

VIDEO **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 3.8 Watch the video. Then listen and read. Whose house is it? Choose the correct answer.

a Jen's b Lian's (c) Lucas's

2 3.9 Listen and repeat.

SPEAKING 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 with a–c. Then act out the dialogues in pairs.

1 [c] A: Would you like a biscuit?
2 [a] A: Where's the kitchen, please?
3 [b] 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 Choose 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 — *Hi. Please come in.* B: thank — *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

YOUR WORLD

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

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



Exercise 5
2 **A:** Would you like a cupcake?
B: No, thank you.
3 **A:** Would you like an apple?
B: Yes, please.
4 **A:** Where's the bathroom?
B: It's next to the living room. Let me show you.

For the teacher
• Teaching notes, page 177

On the Portal
• **Photocopiable activity:** *Please come in*

For the student
• Workbook, page 31

On the Portal
• **Workbook:** Lesson 3.4
• **Extra Practice Activities:** Speaking

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3.5 Reading and Vocabulary

A dream house

1 3.10 Listen and repeat. Then match photos 1–6 with the words in the Vocabulary box.

VOCABULARY Household objects

carpet cushion lamp plant poster television (TV)



1 television (TV)



2 cushion



3 plant



4 poster



5 lamp



6 carpet

2 Which objects in Exercise 1 are in your living room? Where are they? Tell a partner.

3 3.11 Look, read and listen. What is the text about? Choose the correct answer.

a a sport b a person c a house

4 Read the text again and choose *yes, no* or *no information*.

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

5 Read the text again. Answer the questions.

1 What rooms are there in the house?
2 What objects are there in the house?
3 What objects from the Vocabulary box 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!



Exercise 5
1 living room, kitchen, bedroom, bathroom, skateboard practice room
2 sofa, table, chairs
3 carpet, plant, poster

I can understand a text about a dream house.

For the teacher
- Teaching notes, page 178
- *Need support?* worksheet, page 224

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Let's put the chair in the kitchen!*

For the student
- Workbook, page 32

On the Portal
- Workbook: Lesson 3.5
- Extra Practice Activities: Vocabulary

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3.6 Listening and Writing

My bedroom

1 Look at photos A–C and find the objects below. Which is your favourite bedroom? Why?

chair cushion desk plant







Exercise 6
There's a brown desk and a white chair.

2 3.12 Listen and match speakers 1 and 2 with bedrooms A–C in Exercise 1. There is one extra bedroom.

C Speaker 1 B Speaker 2

3 3.12 Complete the sentences with prepositions of place. Then listen again and check.

Speaker 1

1 My bed is *next to* the window.
2 There's a plant on my desk, next to my laptop.

Speaker 2

3 There are two beds in my bedroom.
4 There's a green carpet on the floor.

4 Work in pairs. Describe one of the photos in Exercise 1 for your partner to guess.

5 The bedroom in photo A is Lucas's. Read his blog post and complete the sentence.
In Lucas's bedroom there isn't a carpet.

LUCAS'S BLOG



My bed is next to the window. There are some cushions on it. Next to my bed, there are two plants and a lamp. There are four boxes on the floor for my things. There's a brown desk and a white chair. There are posters and pictures on the wall. My room is great!

6 Study the Writing box. Then find the apostrophe in Lucas's blog post.

WRITING Apostrophes

Remember to use apostrophes with short forms.

there **i**s = there**'**s	is n**o**t = isn**'**t
are n**o**t = aren**'**t	it **i**s = it**'**s
they **a**re = they**'**re	that **i**s = that**'**s

7 Add apostrophes to these sentences.

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

WRITING TIME

8 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 is …
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.

For the teacher
- Teaching notes, page 179
- *Need support*? worksheet, page 224
- Audioscript, page 234

On the Portal
- Photocopiable activity: *Where are the apostrophes?*

For the student
- Workbook, page 33

On the Portal
- Workbook: Lesson 3.6
- Extra Practice Activities: Writing

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3.7 CLIL: Science

Materials

1 3.13 Listen and repeat. Find the materials in photos 1–6 below.

VOCABULARY Materials

cardboard glass metal paper wood/wooden

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



recycled = a new thing from an old thing

3 Match photos 1–6 with a–f.

a [2] paper lamp
b [5] cardboard chair
c [6] metal bath
d [4] wooden table
e [3] glass window
f [1] metal sofa

4 Read the text and look at photos 1–6. Which household object is missing from the text?

5 Read the text again. Mark the questions Y (yes) or N (no).

1 Is the house nice? (Y)/ N
2 Is the table recycled? (Y)/ N
3 Is the lamp metal? Y /(N)
4 Is the bath old? (Y)/ N
5 Is the window recycled? (Y)/ N
6 Is the sofa in the kitchen? Y /(N)

6 Think of three materials for each object.

Bed	Lamp	Door	Desk

7 What is there in your house? Choose the correct options and complete the sentences.

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

Exercise 1
1 metal, wood
2 paper
3 glass, wood/ metal
4 wood
5 cardboard
6 metal

Exercise 2
It means that something is used to make something else; it is not thrown away.'Recycled' is when we make a new thing from an old thing. For example, we make a new paper coffee cup from old newspapers.'

Exercise 4
The cardboard chair isn't in the text.









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's very old too. My favourite object is the metal sofa in the living room. It's really cool!





I can talk and write about different materials.

For the teacher
• Teaching notes, page 180

On the Portal
• Photocopiable activity: *Materials*

For the student
• Workbook, page 34

On the Portal
• Workbook: Lesson 3.7

M01 WiderWorld2e Starter TR Global 42283 SB pages with answer key.indd 63 08/12/22 9:56 AM

Vocabulary Activator

WORDLIST 3.14

In the house
bathroom (n)
bedroom (n)
door (n)
floor (n)
garage (n)
garden (n)
kitchen (n)
living room (n)
wall (n)
window (n)
armchair (n)
bath (n)
bed (n)
chair (n)
desk (n)
fridge (n)
sofa (n)
table (n)

Prepositions of place
in (prep)
next to (prep)
on (prep)
under (prep)

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

Materials
cardboard (n)
glass (n)
metal (n)
paper (n)
wood/wooden (n, adj)

Extra words
another (determiner)
bad (adj)
car (n)
competition (n)
dream house
DVD (n)
go (v)
I'd like …
inside (adv)
milk (n)
naughty (adj)
Not really.
number (n)
orange juice (n)
parrot (n)
people (n)
perfect (adj)
picture (n)
recycled (adj)
Right here!
silly (adj)
skateboarder (n)

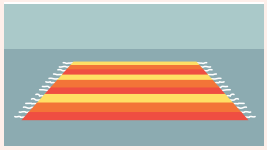
1 Match objects 1–6 with places a–f.

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

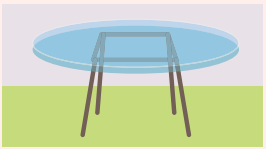
2 Label the household objects.



1 *armchair*



2 carpet



3 table



4 door

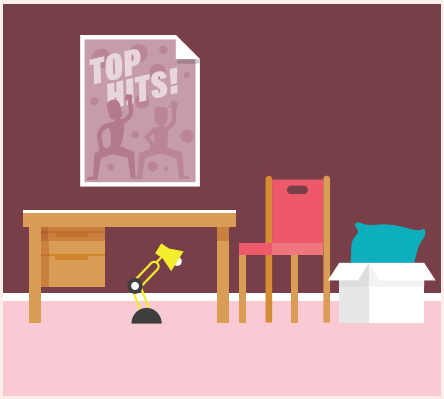


5 window



6 floor

3 Look at the picture and write sentences. Use prepositions of place.



1 cushion / box
The cushion is in the box.
2 chair / desk
The chair is next to the desk.
3 lamp / desk
The lamp is under the desk.
4 poster / wall
The poster is on the wall.

4 3.15 **PRONUNCIATION** /ɪ/ or /iː/
Listen and repeat.
There are sixteen TVs in the living room.
And three big fridges in the kitchen!

On the Portal
- **Photocopiable activities:** *Find the words; Spot the differences*
- **Test:** Unit 3 Test

For the student
- Workbook, pages 35–36

On the Portal
- **Workbook:** Self-check
- My Language File: Wordlist
- **Extra Practice Activities:** Self-check

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Revision

Vocabulary

1 Work in pairs. Student A, choose a square. Student B, say where where you can find the object in your house. Then change roles and have the conversation again.

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	poster	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*arpet*
3 It's in the living room. There's a film on it now! T*V*
4 They're green. They're in my garden. p*lants*
5 There's one in the living room. I sit in it. a*rmchair*

3 Look at the picture. Complete the sentences with prepositions of place.

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



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

1 kitgroom *kitchen*
2 bedhroom *bedroom*
3 garroom *garage*
4 batrage *bathroom*
5 livinden *living room*
6 garchen *garden*

Grammar

5 Look at the picture in Exercise 3. Complete the text with *there's, there isn't, there are* or *there aren't.*

[1]*There are* five rooms in the house. [2]*There's* a living room and there's a kitchen. [3]*There's* a bathroom and [4]*There are* two bedrooms. [5]*There isn't* a garden, but there's a garage. [6]*There aren't* 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 *Is there* a TV in the kitchen?
3 *Are there* any plants in the living room?
4 *Is there* a dog the kitchen?
5 *Is there* a lamp in the blue bedroom?
6 *Are there* any cushions in the bathroom?

7 Look at the picture in Exercise 3 again and answer the questions in Exercise 6 in your notebook.

1 *Yes, there is.*

Exercise 7
2 No, there isn't.
3 Yes, there are.
4 Yes, there is.
5 No, there isn't.
6 No, there aren't.

Speaking

8 Complete the dialogue with the words below.

come ~~hi~~ please show where's would

Marianna: [1]*Hi*, Louise. Please [2]*come* in!
Louise: Thanks.
Marianna: [3]*Would* you like a drink?
Louise: Yes, [4]*please*.
Louise: [5]*Where's* your room, Marianna?
Marianna: Let me [6]*show* you.

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BBC CULTURE

What do houses look like in the UK?

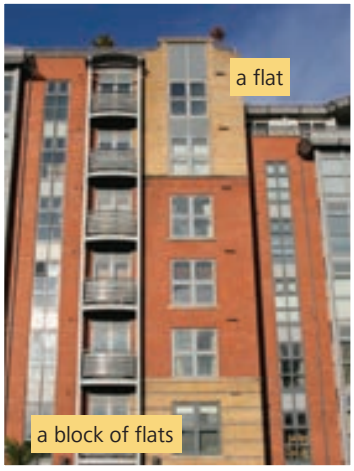

a detached house


terraced houses


semi-detached houses


a cottage


a houseboat


a block of flats

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

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

2 3.16 Read the texts and choose the correct option. 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 treehouse. We play there all the time!
Ian: semi-detached house


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!
Lisa: block of flats


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!
Claire: terraced houses

3 3.17 Listen and complete the texts with the words below.

boring cottage ~~country~~ houseboat next to small


Tamsyn, 12

I live in the [1] *country*. My house is a [2] cottage in Devon, south England. There are lots of trees [3] next to it.


Matt, 13

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

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

Exercise 1
a in the city: detached houses, terraced houses, semi-detached houses, houseboats, blocks of flats
b in the country: detached houses, cottages, houseboats
c in the city and in the country: detached houses, houseboats

For the teacher
- Teaching notes, page 180
- Audioscripts, page 234
- Videoscript, page 234

On the Portal
- Photocopiable activity: *Project worksheet: a digital presentation*

For the student
- Workbook, page 37

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BBC

Hampton Court Palace





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

There's a painting of _____ at Hampton Court.

a King Charles
b Queen Elizabeth
c King Henry

5 18 Watch the video again. Complete the sentences with one word in each gap.

1 Hampton Court Palace is in London .
2 There are no kings or queens in Hampton Court today.
3 There are over 1,000 rooms in Hampton Court.
4 There is a maze in the garden/gardens of Hampton Court.

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

Exercise 4
Question 1: It's over 500 years old.
Question 2: over 1,000
Question 3: 600
c

PROJECT TIME

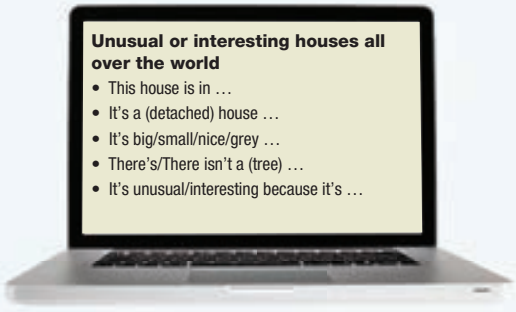
7 In groups, make a digital presentation of interesting or unusual houses all over the world.

1 **Individually, find one photo of an interesting or unusual house.**
- Look for photos on the internet.

2 **Write a description of the house. Find new words you need in a dictionary. 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? Are there any trees?

3 **In your group, put the photos and texts together.**

4 **Share your presentation with the class.**
- Which is your favourite house? Why?



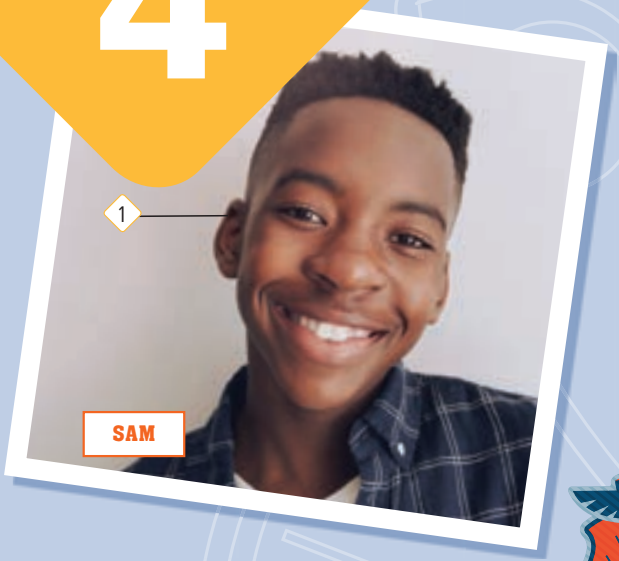
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About me

4

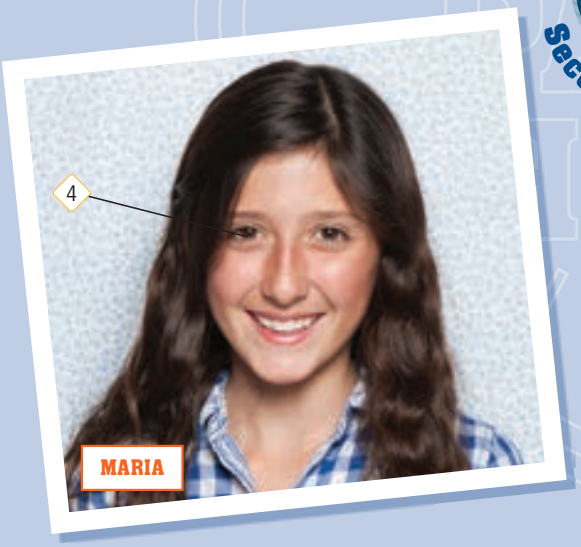
VOCABULARY
Face, eyes, hair | Parts of the body | Personality adjectives | Adjectives

GRAMMAR
have got affirmative and negative | Regular and irregular plurals | *have got* questions and short answers | Possessive adjectives





PARK HILL Secondary School





4.1 Vocabulary

Face, eyes, hair

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

ears eyes hair mouth nose

For the teacher
- Teaching notes, page 182
- *Need support?* worksheet, page 225
- Audioscript, page 234

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Word mazes*
- **Test:** Vocabulary Check 4

For the student
- Workbook, page 38

On the Portal
- **Workbook:** Lesson 4.1
- **Extra Practice Activities:** Vocabulary

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2 4.1 Listen and repeat. Which features can you find in the photos on page 56?

VOCABULARY Face, eyes, hair

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

3 Find numbers 1–5 in the photos on page 56. Whose features are they? Complete the sentences.

1 They're *Sam's ears*.
2 It's Regan's nose.
3 It's Regan's hair.
4 They're Maria's eyes.
5 It's Andy's mouth.

4 In pairs, put the words below in the correct list. You can use some words 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	

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

5 Look at the photos on page 56. Choose the correct option.

1 Regan's eyes are *brown* / *green*.
2 Sam's hair is *long* / *short*.
3 Maria's hair is *curly* / *wavy*.
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 [5] str a i ght


b [3] w a v y


c [4] c u r l y


d [6] s p ik y


e [1] l o n g


f [2] s h o r t

7 4.2 Listen and number the pictures in Exercise 6.

1 Long, straight, red hair, green eyes. e
2 Short, curly, brown hair, blue eyes. f
3 Long, wavy, blond hair, brown eyes. b
4 Short, curly, red hair, blue eyes. c
5 Short, straight, brown hair, green eyes. a
6 Short, spiky, brown hair, brown eyes. d

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

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

_____ _____ _____ hair
_____ _____ eyes

9 Work in pairs. Describe someone in your class. Guess who it is.

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

YOUR WORLD

10 Do you know a person with …

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

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

Exercise 4
1 eyes: big, blue, brown, dark, green, grey, small
2 ears/nose/mouth: big, small (red)
3 hair: blond, brown, curly, dark, grey, long, red, short, spiky, straight, wavy

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4.2 Grammar

have got affirmative and negative

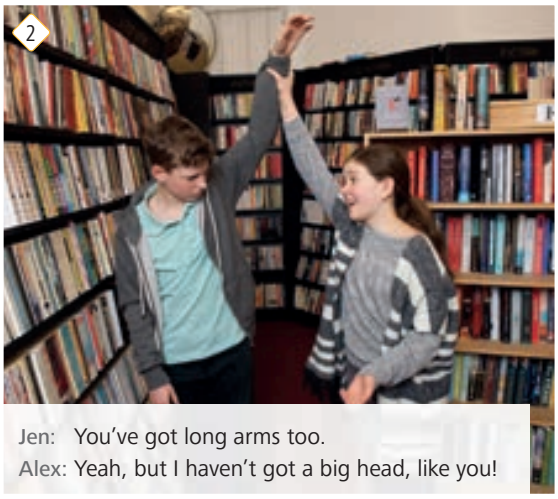
VIDEO **I HAVEN'T GOT BIG FEET!**

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 4.3 Watch the video. Then listen and read. Jen needs Alex's help. Why? Complete the sentence.

The book is too high.

2 Choose the correct option.

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) / *tall people*.

SOUNDS GOOD! It isn't my fault! • Stop it! • Help me, please!

3 4.4 Listen and repeat. Find these expressions in the story.

4 Will Alex help Jen? Have a class vote.

5 20 4.5 Now watch or listen and check. Yes

For the teacher
- Teaching notes, page 183
- *Need support?* worksheet, page 225
- Videoscripts, pages 234–235
- Audioscript, page 234

On the Portal
- Grammar presentation
- **Photocopiable activity:** *She's got four arms!*
- **Test:** Grammar Check 4

For the student
- Workbook, page 39
- Grammar Time, page 135

On the Portal
- **Workbook:** Lesson 4.2
- **Extra Practice Activities:** Grammar, Vocabulary, The Newmans video

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6 Study the Grammar box. Then watch.

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.

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

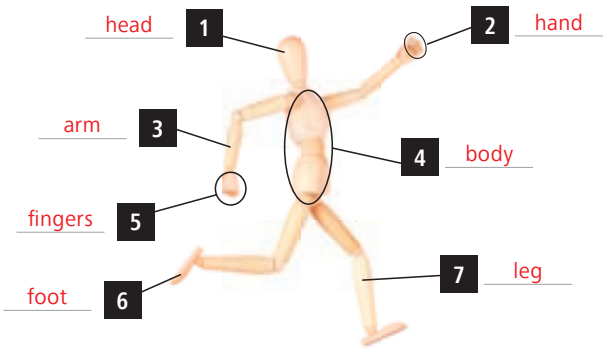
1 Jen: Alex, you *'ve got* big feet!
2 Jen: My brother 's got long arms.
3 Alex: Jen 's got a big head.
4 Jen: They 've got *Yummy Cupcakes*!
5 Mum: We 've got this book.

8 4.6 Listen and repeat.

VOCABULARY Parts of the body

arm body fingers foot hand head leg

9 Match the parts of the body 1–7 with the words in the Vocabulary box.



10 Write correct sentences in your notebook.

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

VIDEO **21 GET GRAMMAR!**



WATCH OUT!
finger – fingers foot – feet

11 Look at the picture. Complete the text with the words below.

big feet got has ~~have~~ tall they



Ike and Mike[1] *have* got long, spiky hair. [2] They have got big mouths, but they haven't got [3] big noses. Mike is [4] tall. He [5] has got green hair. He has [6] got very long arms and very big [7] feet.

12 Write about Ike. Use Exercise 11 for help.
Ike isn't tall. He's got …

YOUR WORLD

13 Draw 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 …

Exercise 10
2 Alex hasn't got small feet. He's got big feet.
3 Jen and Alex haven't got short legs. They've got long legs.
4 Jen and Alex's mum hasn't got blue eyes. She's got brown eyes.
5 Jen and Alex haven't got big heads. They've got small heads.

Exercise 12
(Suggested answer)
Ike isn't tall. He has got long, spiky, blue hair. He has got very short arms and very big hands, short legs, small feet and a small body.

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

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4.3 Grammar

have got questions and short answers

The Terrific Two – My favourite superhero!

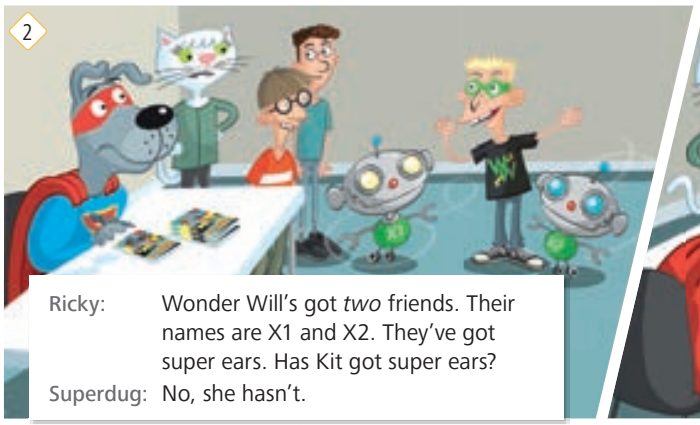


Ricky: Wonder Will is my favourite hero. He has got a super car. What have you got, Superdug? Have you got a super car?

Superdug: No, I haven't.

Ricky: Have you got a friend?

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



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.



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.



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

Superdug: Yes, but have they got battery power?

Ricky: No, they haven't!

Exercise 1
The boy with the red mask and superhero costume.

Exercise 2
He's a superhero./He's the boy in the green and black suit in pictures 1 and 4.

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

2 4.7 Listen and read. Who is Wonder Will?

3 Read the sentences. Mark them 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 has got super eyes. T / (F)
5 X1 and X2 haven't got any battery power now. (T) / F

For the teacher
- Teaching notes, page 184
- *Need support?* worksheet, page 225
- Videoscript, page 235

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Have you got a cat?*
- **Test:** Grammar Check 4

For the student
- Workbook, page 40
- Grammar Time, page 135

On the Portal
- **Workbook:** Lesson 4.3
- **Extra Practice Activities:** Grammar

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4 Study the Grammar box. Then watch.

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!

VIDEO 22 GET GRAMMAR!



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

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

6 Look at the cartoon on page 60. Answer the questions in Exercise 5 in your notebook.

1 *No, he hasn't.*

7 In pairs, ask and answer about the superheroes.

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

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.

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

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

9 Work in pairs. Student A, ask Student B what he/she has got. Student B, answer the questions. Use the words below. Then change roles. 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?

YOUR WORLD

10 4.8 4.9 Go to page 141. Listen and sing the Robots' Song.

Exercise 7
A: Has Wondercat got super ears?
B: Yes, she has.
A: Has Wondercat got super arms?
B: No, she hasn't.
A: Have Iron Girls got super eyes?
B: Yes, they have.
A: Have Iron Girls got super ears?
B: No, they haven't.
A: Have Iron Girls got super arms?
B: Yes, they have.

Exercise 6
2 No, he hasn't.
3 Yes, they have.
4 No, she hasn't.
5 No, they haven't.
6 Yes, he has.

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

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4.4 Speaking

Apologising

VIDEO **SORRY ABOUT THAT!**



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!



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



Jen: Come on! Really? Erm … Dad?

1 23 4.10 Watch the video. Then listen and read. Who has got Dad's phone? Choose the correct answer.

a Jen ⓑ Dad

2 4.11 Listen and repeat.

SPEAKING Apologising

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

3 4.12 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: Sorry ! I've got it!
A: That's all right .
3 A: This isn't my jacket.
B: Sorry, my mistake . Here you are.
A: It's OK. Thanks.

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





1 A: Ouch!
B: It's OK./No problem./That's all right.
A: I'm so sorry./Sorry about that!
2 A: This isn't my bag.
B: It's OK./No problem./That's all right.
A: I'm so sorry./Sorry about that!/Sorry, my mistake.

YOUR WORLD

5 Make dialogues in pairs. Use expressions from the Speaking box. Then act out the dialogues in class.

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

Unit 4 62 I can say sorry and respond to an apology.

For the teacher
- Teaching notes, page 185
- *Need support?* worksheet, page 225
- Audioscript, page 235

On the Portal
- Photocopiable activity: *I'm so sorry!*

For the student
- Workbook, page 41

On the Portal
- Workbook: Lesson 4.4
- Extra Practice Activities: Speaking

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4.5 Reading and Vocabulary

Personality quiz

1 4.13 Listen and repeat. Then 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 helpful.
3 You've got flowers for your mum.
You're very nice.
4 My friend's jokes are great!
He's funny.
5 My school grades are good.
I'm clever.

2 Do the personality quiz! Choose 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 4.14 Listen to two friends, Sue and Sam. Are they friendly, funny and clever? Tick (✓) for *yes* and put a cross (✗) for *no*.

	friendly	funny	clever
Sam	✓	✗	✓
Sue	✗	✓	✓

5 Write about someone you like. Read out your text.

My neighbour Nico is very friendly and nice. He's funny too! His jokes are great!

What kind of person are you?

Are you funny?
Are you friendly?



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.

I can understand a text about personalities. 63 Unit 4

For the teacher
- Teaching notes, page 186
- Audioscript, page 235

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Match and mime*

For the student
- Workbook, page 42

On the Portal
- Workbook: Lesson 4.5
- Extra Practice Activities: Vocabulary

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4.6 Listening and Writing

Your favourite cartoon character









Exercise 1
The photos are from:
1 *The Penguins of Madagascar* (2014)
2 *Kung Fu Panda 3* (2016)
3 *The SpongeBob Movie: Sponge out of Water* (2015)
4 *Minions* (2015)

1 Look at photos 1–4. Can you name the cartoons?

2 4.15 Find the characters in the photos. Write the correct number. There is one extra photo. Then listen and check.

a [4] Kevin
b [3] SpongeBob SquarePants
c [1] Skipper

3 4.16 Listen to the dialogue and tick (✓) the children's opinion.

	SpongeBob SquarePants	Kevin	Skipper
funny	✓	✓	
helpful	✓		✓
friendly	✓	✓	
clever		✓	✓

4 4.16 Listen again and complete the sentences with the words below.

~~clever~~ cool friendly Kevin Skipper

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

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?

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. 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!

7 Study the Writing box. Then 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, …*

Exercise 7
1 Face and body: big body, big head, big, blue eyes, small, black ears, short legs, long arms
2 Personality: nice, funny, friendly, clever

WRITING Paragraphs

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

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 long, straight, blond hair …
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.

For the teacher
- Teaching notes, page 187
- Audioscripts, page 235

On the Portal
- Photocopiable activity: *My family*

For the student
- Workbook, page 43

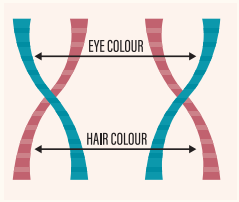
On the Portal
- Workbook: Lesson 4.6
- Extra Practice Activities: Writing

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4.7 CLIL: Science

Genes

WATCH OUT!
Which picture shows genes?



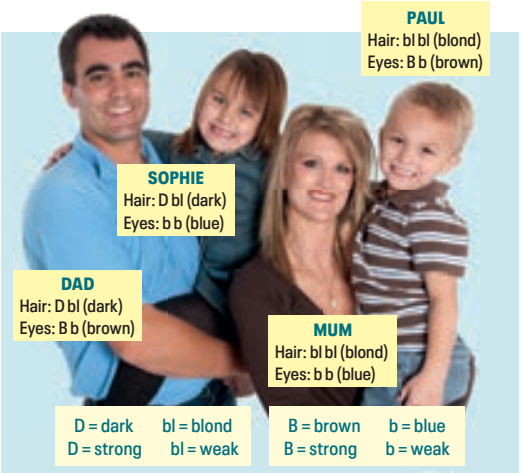


1 4.17 Listen and repeat.

VOCABULARY Adjectives

different same strong weak

2 Read the text and find the words in the Vocabulary box. 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 got dark hair and blue eyes. Paul has got blond hair and brown eyes. That's because they've got a different combination of genes from their parents.

We have got 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 two B genes have got brown eyes. People with one B gene and one b gene have also got brown eyes because B is strong. People with two b genes have got blue eyes.

3 Read the text again and write the hair or eye colour for the gene combinations.

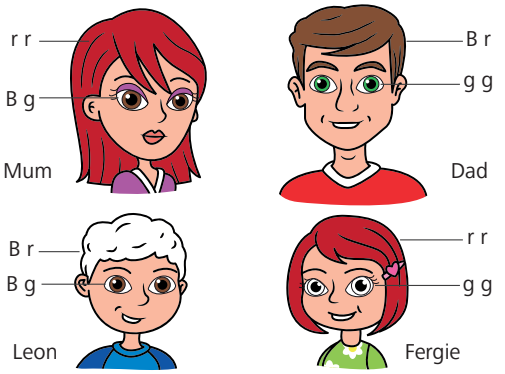
1 D D *dark*
2 D bl dark
3 bl bl blond
4 B B brown
5 B b brown
6 b b blue

4 In pairs, read the sentences. Mark them 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 The genes for hair colour are not the same as the genes for eye colour. (T) / F
4 Brothers and sisters always have the same combination of genes. T / (F)

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

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



Exercise 5
Leon's hair: brown
Fergie's eyes: green

YOUR WORLD

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

I can understand gene combinations.

For the teacher
• Teaching notes, page 187

On the Portal
• Photocopiable activity: *Genes*

For the student
• Workbook, page 44

On the Portal
• Workbook: Lesson 4.7

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Vocabulary Activator

WORDLIST 4.18

Face, eyes, hair
blond (adj)
blue (adj)
brown (adj)
curly (adj)
dark (adj)
ears (n)
eyes (n)
face (n)
green (adj)
grey (adj)
mouth (n)
nose (n)
red (adj)
spiky (adj)
straight (adj)
wavy (adj)

Parts of the body
arm (n)
body (n)
fingers (n)
foot (plural: feet) (n)
hand (n)
head (n)
leg (n)

Personality adjectives
clever (adj)
friendly (adj)
funny (adj)
helpful (adj)
nice (adj)

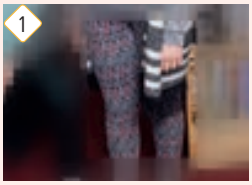
Adjectives
different (adj)
same (adj)
strong (adj)
weak (adj)

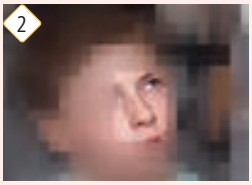
Extra words
a lot of (quantifier)
always (adv)
answer (n)
battery power
combination (n)
dancing (n)
do a quiz
fine (adj)
gene (n)
good at
good student
group (n)
Help me, please!
high (adj)
home lover
homework (n)
house key
How many?
Hurry up!
It isn't my fault!
joke (n)
long (adj)
like (prep)
Oh, dear!
Ouch!
party animal (n)
person (n)
personality (n)
place (n)
room (n)
say (v)
short (adj)
sometimes (adv)
speak (v)
Stop it!
subject (n)
super power (n)
sweetie (n)
tall (adj)
time (n)
usually (adv)
What kind of …?

1 Tick (✓) the correct phrases and put a cross (✗) for the incorrect phrases.

1	wavy ears	✓	5	funny boy	✓
2	straight head	✗	6	spiky arm	✗
3	long nose	✓	7	nice girl	✓
4	curly mouth	✗	8	blond eyes	✗

2 Whose face and body parts are they? The clues are on page 58.

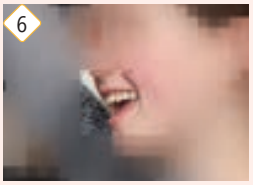


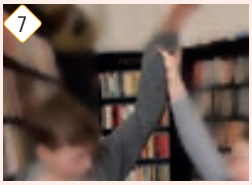














1 *They're Jen's legs.*

3 Describe the people. Use personality adjectives from the wordlist.

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

4 4.19 **PRONUNCIATION** /h/
Listen and repeat.
Her name's Helpful Helen.
Her horse's name is Claire.
Her home is in Hastings.
She's got dark hair!

Exercise 2
2 It's Alex's face/nose.
3 It's Mrs Newman's hand./They're Mrs Newman's fingers.
4 It's Jen's body.
5 They're Jen's feet/Alex and Jen's feet.
6 It's Jen's mouth.
7 It's Alex's arm./They're Alex and Jen's arms.
8 It's Jen's hand./They're Jen's fingers.

On the Portal
- **Photocopiable activities:** *A crossword; Questions, questions!*
- **Test:** Unit 4 Test

For the student
- Workbook, pages 45–46

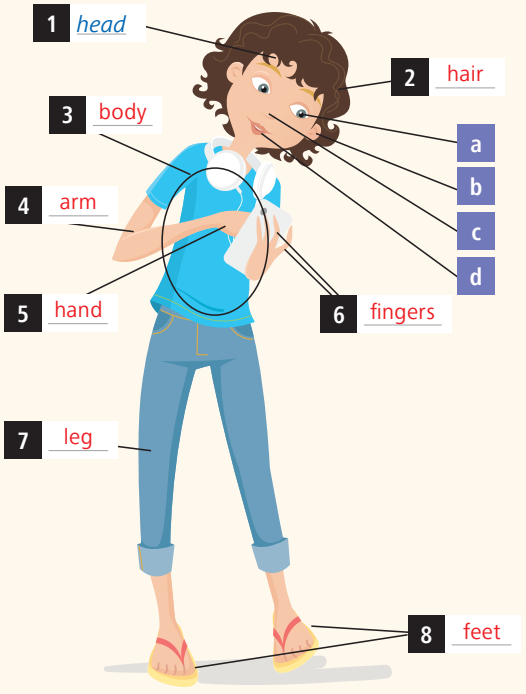
On the Portal
- **Workbook:** Self-check
- **My Language File:** Wordlist
- **Extra Practice Activities:** Self-check

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Revision

Vocabulary

1 Look at Maddy and write the parts of the body 1–8 in your notebook. Then complete words a–d.



a e y e s
b e a r s
c n o s e
d m o u t h

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 letters to make five adjectives.

fun 1 — ful
cle 2 — ver
help 3 — ly
friend 4 — ni
ni 5 — ce

Grammar

4 Complete the sentences with *have/has got* (✓) or *haven't/hasn't got* (✗).

1 Kit _____ big, green eyes. ✓
2 Lucas hasn't got blond hair. His hair is dark. ✗
3 My brother and I have got long legs. ✓
4 I haven't got curly hair. My hair is straight. ✗
5 Lian has got brown eyes. ✓

5 Make questions with *have/has got* in your notebook.

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 / a pet?

6 Answer the questions in Exercise 4.

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

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

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

Speaking

8 Complete the dialogues with the words below.

it's OK ~~mistake~~ problem so sorry that's

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

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

Exercise 6
2 Yes, he has./No, he hasn't.
3 Yes, we have./No, we haven't.
4 Yes, she has./No, she hasn't.
5 Yes, they have./No, they haven't.
6 Yes, they have./No, they haven't.

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SET FOR LIFE

Keeping things tidy

Exercise 1
(Suggested answers)
Photo A: It's organised and tidy. I feel relaxed.
Photo B: It's messy. I feel stressed.

1 Look at pictures A and B. Describe them and say how you feel when you look at them. Use the expressions below.

It's messy / organised and tidy. I feel relaxed / stressed.

A



B



Exercise 3
A under the bed/in the wardrobe/in the shoe cupboard
B on the desk/in a bag
C in a drawer/in a bag
D on the bookcase/on the desk/in the schoolbag

2 In pairs, cross (✗) the items you do not have on an organised desk.

1 ✗



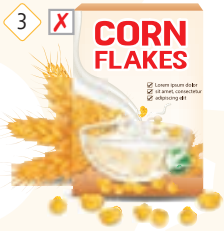
a toothbrush

2 ☐



a ruler

3 ✗



a box of cereal

4 ✗



swimming goggles

5 ☐



a pen holder with pens

6 ☐



a sticky tape dispenser

3 In pairs, discuss the right place for items A–D in a tidy room.

A



a pair of trainers

B



a laptop

C



a set of keys

D



a schoolbook

4 4.20 Listen and write *Sam, Trina, Ted* or *Lisa*.

1 Who is organised? Trina
2 Who isn't organised? Lisa
3 Who feels relaxed in Harry's room? Ted
4 Who feels stressed because he/she hasn't got something? Sam

5 Choose the option that is true for you. Compare your answers in pairs.

1 My desk is *organised / messy. It's easy / It isn't easy* to study or do my homework.
2 My bedroom is *messy / tidy*. I feel *relaxed / stressed* when I'm in it.

For the teacher
- Teaching notes, page 188
- Audioscript, page 235

On the Portal
- Photocopiable activity: *Being organised*

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Be tidy!

6 Read the Useful Tips and complete the sentences.

BIG PROJECT?

No problem!

Before

1 ___Make___ a list of the things you need.
2 Put ___together___ all the things you need.
3 ___Ask___ for the things you haven't got.

After

4 Put the things ___back___ in the right place.

7 4.20 Listen again. Give Sam and Lisa two useful tips each. Use ideas from Exercise 6. Students' answers may vary.

1 Sam, ___put your trainers___ in your bag the night before football practice.
___Put things back in their place___. Then it's easy to find them.
2 Lisa, ___put together all the things you need___ for your project.
___Ask for___ the laptop.

SET FOR LIFE

8 In groups, make a class poster with useful tips about how to be organised. Follow these steps.

1 **In your group, suggest some tips. Look up the words you need.**
2 **Choose six tips for your poster. Find photos or draw pictures if you want.**
3 **Make your poster. Be organised! Use your own tips to help you.** ☺
4 **Present your poster to the class. Discuss the tips in the other posters.**

USEFUL TIPS

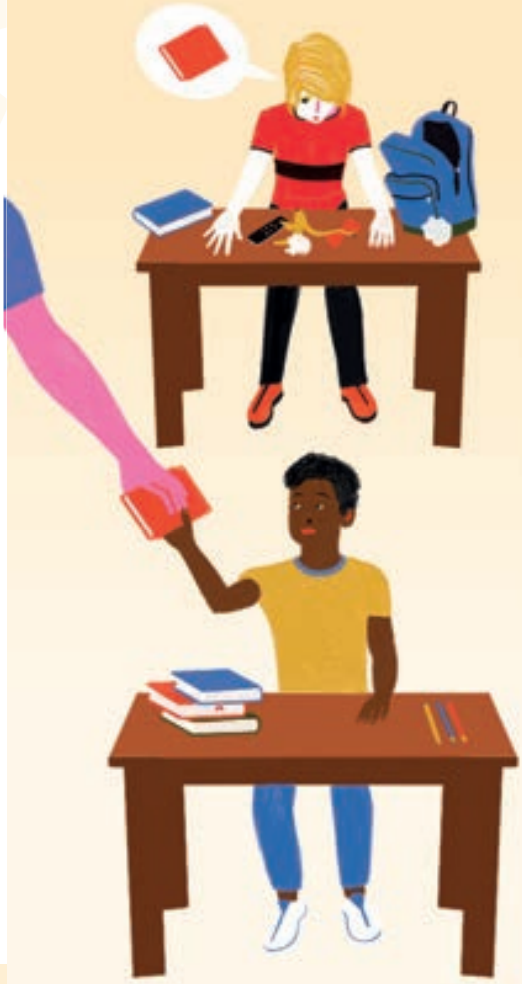
It's important to be tidy and organised at school and at home.

Make a list of the things you need.

Put together all the things you need.

Ask for things you haven't got

Be tidy. Put things back in their place.



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Progress Check Units 1–4

Vocabulary and Grammar

1 Choose the correct answer.

1 George's dad's sister's daughter is his
a sister. b aunt. (c) cousin.

2 Mum's car is in the
a fridge. (b) garage. c carpet.

3 Kate is very tall. Her _____ and legs are long.
a eyes b hair (c) arms

4 Lisa's test is 10/10. She's very
a nice. (b) clever. c helpful.

5 My _____ under my nose.
a mouth is b ears are c eyes are

6 This _____ is big. It's for four people.
a sofa b chair c wall

2 Complete the dialogue with one word in each gap.



Bart: Look at this photo.
Ellie: Who are [1] *those* people?
Bart: Harry, my best friend, and [2] his family. They're a big family.
Ellie: How many people [3] are there in Harry's family?
Bart: Seven. He's [4] got four brothers.
Ellie: [5] Has he got a sister?
Bart: No, he [6] hasn't.
Ellie: Is that his living room in the photo?
Bart: Yes, it [7] is. Harry's living room is very cool!
Ellie: [8] There are a lot of film posters on the walls.
Bart: They're Harry's dad's. He's a film star!

3 Read the sentences and complete the words.

1 Nadia's hair isn't curly or wavy. It's *straight*.
2 He's from the UK. He's British.
3 They're for your feet. They're trainers.
4 A bathroom is a room in your house.
5 We've got two hands and ten fingers.
6 A fridge is usually in the kitchen.
7 Cushions are usually on sofas, armchairs and beds.
8 I'm not at home. I'm not at school. I'm on holiday!

Speaking

4 Read the dialogues. Choose the correct answer.

Jane: Hi, come in!
Peter: [1] _____
Jane: Would you like some orange juice?
Peter: [2] _____ Oops! Oh, no! My juice is on the floor!
Jane: [3] _____

Alisha: Olga, this is my brother, Tad.
Olga: [4] _____
Tad: Nice to meet you too, Olga. Where are you from?
Olga: [5] _____

1 a No problem. b Are you OK?
(c) Thanks.

2 a Yes, I have. b No, I'm not.
(c) Yes, please.

3 a I'm fine, thank you. (b) That's all right.
c It's nice.

4 a Very well, thanks. (b) Nice to meet you, Tad.
c What's your name?

5 (a) Poland. b In the living room.
c No, I'm Polish.

5 Work in pairs.

1 Describe your favourite room in your house.
2 Describe your favourite person in your family. Talk about:
- their face, eyes and hair
- their body
- their personality

For the teacher
- Audioscript, page 235

On the Portal
- **Test:** Units 1–4 Progress Test, Units 1–4 Progress Writing Test, Units 1–4 Progress Speaking Test

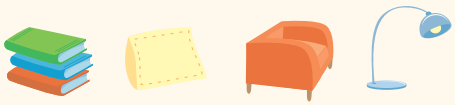
For the student
- Workbook, page 47

On the Portal
- Workbook

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Listening

6 4.21 Listen and draw lines. There is one extra picture.





Reading

7 In pairs, say what you can see in photos A–C in Exercise 8.

8 Read the blog. Match texts 1–3 with photos A–C.

What's your favourite place? Write about it!

Cora, 13

1 My favourite place is my grandmother's cottage. I love the living room. It's got big windows, Granny's favourite yellow armchair, a lot of pictures on the walls and a lot of books. Granny isn't old. She's got long, brown hair and blue eyes, like me. She's very nice and she's funny too!

Yasmin, 11

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.

Julia, 12

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.

A 3



B 2



C 1



9 Read the sentences. Mark them Y (yes) or N (no).

1 Cora's granny's house is a cottage. (Y)/ N
2 Cora's old books are in the living room. Y /(N)
3 Yasmin's classroom is small. Y /(N)
4 In Yasmin's classroom, there are boxes for the students' things. (Y)/ N
5 Julia's holiday home has got five rooms. (Y)/ N
6 Julia hasn't got a sister. Y /(N)

Writing

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

1 What is your favourite place?
2 Where is this place? What rooms has it got?
3 What nice things are there in it?
4 Who is there? Say a few words about them.

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

Exercise 6
books – in the schoolbag
cushion – on the sofa
armchair – next to the sofa and next to the window
lamp – on the chair
computer games – under the chair

Exercise 7
(Suggested answers)
A: There's a red house with a small garden. There are two girls.
B: There are two girls and a laptop computer. They are at school.
C: There's a woman in the living room.

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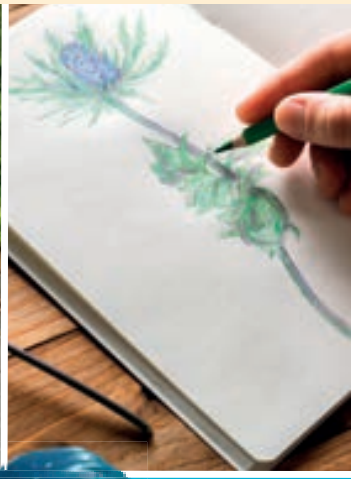
Things I can do

5

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

GRAMMAR
can affirmative and negative | *can* questions and short answers









5.1 Vocabulary

Action verbs

1 Find the actions below in the photos.

dance draw fix jump ride run swim

For the teacher
- Teaching notes, page 190

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Verbs are fun!*
- **Test:** Vocabulary Check 5

For the student
- Workbook, page 50

On the Portal
- **Workbook:** Lesson 5.1
- **Extra Practice Activities:** Vocabulary

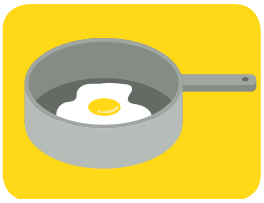
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2 5.1 Listen and repeat. Which action verbs are not in the photos on page 72?

VOCABULARY Action verbs

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

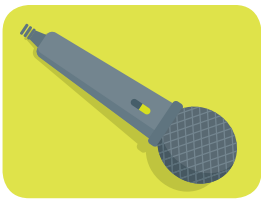
3 Match six words from the Vocabulary box with pictures 1–6.



1 cook



2 fly



3 sing



4 write



5 dance



6 read

4 5.2 Listen to the sounds and choose the correct option.

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

5 Which actions 1–8 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 In pairs, look at the picture in Exercise 5. Mime actions for your partner to guess!

7 In pairs, write the actions.

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: _____

YOUR WORLD

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

I think it's easy to: *cook,* _____
I think it's difficult to: _____

Exercise 2
Actions not in the photos: act, cook, fly, read, sing, write

Exercise 7
(Suggested answers)
2 act, dance, sing, read (their role) (also: run, jump, fly, swim, as part of a role)
3 cook, dance, draw, fix, read, sing, write
4 fly, jump, ride, run, swim
5 fly, jump, run, sing, swim

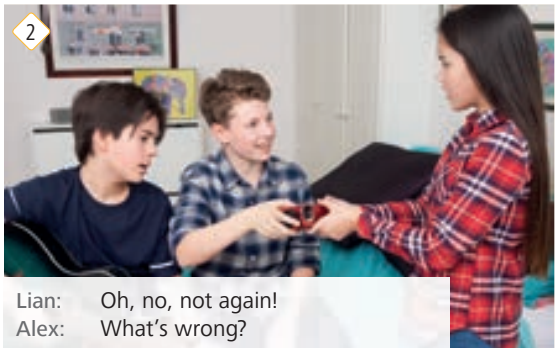
5.2 Grammar

can affirmative and negative

VIDEO **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 5.3 Watch the video. Then listen and read. Complete the sentence.

There's something wrong with Lian's camera.

2 Complete the sentences.

1 The video is for *Lian's granny*.
2 Lian's granny is in Shanghai (China).
3 Alex is a genius.
4 Jen is a good cook.

3 5.4 Listen and repeat. Find these expressions in the story.

SOUNDS GOOD!

- Not again!
- What's wrong?
- Let me see …

4 What can Lian do? Clue 1: Look at photo 3. Clue 2: Look at the picture of the elephant in photo 4.

Lian can s _ _ _ _ _ _ _ _ d and d _ _ w!

5 25 5.5 Now watch or listen and check. skateboard; draw

For the teacher
- Teaching notes, page 191
- Videoscripts, page 236
- Audioscripts, page 236

On the Portal
- Grammar presentation
- **Photocopiable activity:** *I can't fly!!*
- **Test:** Grammar Check 5

For the student
- Workbook, page 51
- Grammar Time, page 136

On the Portal
- **Workbook:** Lesson 5.2
- **Extra Practice Activities:** Grammar, Vocabulary, The Newmans video

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6 Study the Grammar box. Then watch.

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.

VIDEO **26 GET GRAMMAR!**



7 Who can do these things? Complete the sentences with the names below. Then look at the photos on page 74 and check.

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

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

8 Follow the lines and complete the sentences with *can* or *can't*. Then read the sentences.

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

draw
cook
play the guitar
fix things
skateboard
sing

9 5.6 Listen and choose the correct option.

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.

10 5.7 Listen and repeat.

VOCABULARY *make, play, ride*

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

WATCH OUT!
play volleyball play **the** piano

11 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] can ride a horse and she [3] can play the piano. My aunt Melina [4] can make cupcakes. They're yummy! As for me, I [5] can play the guitar and I [6] can ride a bike.

YOUR WORLD

12 Work in pairs. Student A, write three true and three false sentences. Student B, guess which sentences are true. Then change roles and have the conversation again.

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



Exercise 8
2 Jen can't skateboard.
3 Alex can't sing.
4 Lucas can't cook.
5 Lian can't play the guitar.
6 Alex can't draw.

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

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5.3 Grammar

can questions and short answers

The Terrific Two – Thank you, Superdug!



Exercise 1
1 The title is *Learn to swim*.
2 The small dog can swim.

1 Look at the cartoon and answer the questions.
1 What is the title of Dug's book?
2 Who can swim in the cartoon?

2 5.8 Listen and read. Complete the sentence.
The woman is Tom and Susan's mother/mum.

3 Read the cartoon again and complete the sentences with one word in each gap.
1 Dug can *see* the boat.
2 Susan and Tom are in the boat.
3 Susan and Tom can't swim.
4 Kit and Superdug can help.
5 Superdug can't swim, but he can fly.

For the teacher
- Teaching notes, page 192
- *Need support?* worksheet, page 226
- Videoscript, page 236

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Can she ride a horse?*

Test: Grammar Check 5

For the student
- Workbook, page 52
- Grammar Time, page 136

On the Portal
- **Workbook:** Lesson 5.3
- **Extra Practice Activities:** Grammar

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4 Study the Grammar box. Then watch.

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 you 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.

VIDEO **27 GET GRAMMAR!**



5 Complete the questions and short answers.

1 A: *Can* Superdug *fly*? (fly)
B: Yes, *he can*.
2 A: Can Dug swim ? (swim)
B: No, he can't .
3 A: Can you see the boat? (see)
B: Yes, I can .
4 A: Can the little dog swim; ? (swim)
B: Yes, it can .

6 Look at the cartoon on page 76. In pairs, ask and answer the questions.

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?

7 In pairs, ask and answer about Kit and Dug.

		
swim?	✓	✗
draw?	✗	✓
cook?	✓	✗

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

8 Copy the table. Add your idea for number 5. Ask five classmates. How many can do these things? How many 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 … ?					

9 Write about your classmates' answers in Exercise 8.
Two people can swim, and three people can't swim.

YOUR WORLD

10 5.9 5.10 Go to page 141. Listen and chant the Activities Rap.

Exercise 7
A: Can Kit draw?
B: No, she can't.
A: Can Kit cook?
B: Yes, she can.
A: Can Dug swim?
B: No, he can't.
A: Can Dug draw?
B: Yes, he can.
A: Can Dug cook?
B: No, he can't.

Exercise 6
2 A: Can Tom and Susan swim?
B: No, they can't.
3 A: What can Kit and Dug do?
B: They can help.
4 A: Can Superdug run fast?
B: Yes, he can.
5 A: Can Superdug swim?
B: No, he can't.

5.4 Speaking

Suggestions

VIDEO **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 5.11 Watch the video. Then listen and read. What do they agree to do? Tick (✓) the correct photo.





1 ☐ 2 ☑ 3 ☐

2 5.12 Listen and repeat.

SPEAKING **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 in each gap.

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

4 Choose 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 Complete the dialogues with expressions from the Speaking 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 below 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!

Exercise 5
2 I agree!/Let's do that!/Great idea!
3 It's not a good idea.
4 I'm not sure.

For the teacher
- Teaching notes, page 193
- *Need support?* worksheet, page 226

On the Portal
- Photocopiable activity: *Let's do that!*

For the student
- Workbook, page 53

On the Portal
- Workbook: Lesson 5.4
- Extra Practice Activities: Speaking

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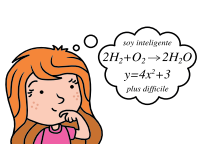
5.5 Reading and Vocabulary

Sign language

1 5.13 Listen and repeat. Match the words in the Vocabulary box with pictures 1–6.

VOCABULARY Language

hear language learn sign language speak special



1 learn



2 language



3 sign language



4 speak



5 special



6 hear

2 Read the text quickly. What is it about? Choose the correct answer.

a Learn to speak Spanish
(b) Sign language
c Make things with your hands

3 5.14 Read and listen to the text. Match headings a–d with paragraphs 1–4.

a Learn sign language!
b A special language
c Where is sign language important?
d What is 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 [d] In sign language you make letters and words with your hands. It's for people who can't hear.

3 [c] 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.

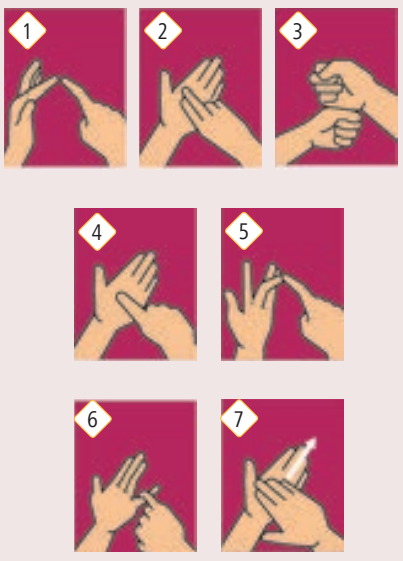
4 [a] Are there children at your school who can't hear? Here's an idea: you can learn sign language and speak to them.

4 Read the sentences. Mark them 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 hear can use sign language too. (T) / F
5 People use sign language only in school. T / (F)

5 Pictures 1–7 show a word in the British Sign Language alphabet. Go to page 142 and check the word. Practise saying the word with your hands. English



6 Spell your name in British Sign Language.

I can understand a text about sign language.

For the teacher
- Teaching notes, page 194
- *Need support?* worksheet, page 226

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Get signing!*

For the student
- Workbook, page 54

On the Portal
- **Workbook:** Lesson 5.5
- **Extra Practice Activities:** Vocabulary

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5.6 Listening and Writing

After-school clubs

Exercise 5
computers, computer games and robots

1 Match photos 1–4 with after-school clubs a–d. In pairs, say what you can do in these clubs.









a [4] swimming club
b [2] art club
c [3] drama club
d [1] football club

2 5.15 Listen and match speakers 1–4 with clubs a–d in Exercise 1.

Speaker 1 [b]
Speaker 2 [c]
Speaker 3 [d]
Speaker 4 [a]

3 5.15 Listen again. Complete the sentences 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 twelve/12.
3 In drama club you learn to act.
4 Football club is for boys and girls from twelve to fifteen/15.
5 The number of students in the swimming club is eight/8.

4 Which club a–d in Exercise 2 do you prefer?

Exercise 6
You can write emails, but you can't write computer programs.
You can make robots and you can play computer games too.

5 Read the ad for an after-school club. Complete the sentence.

The club is for students who like _____.

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

6 Study the Writing box. Find *and* and *but* in the ad in Exercise 5.

WRITING Linkers: *and, but*

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

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

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

WRITING TIME

8 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**
Give your ad a title: *Come to … Club!*
Write a paragraph about what you can do at the club.
You can … and …
You can … , but you can't …
Write where and when the club is.
Where: … When: … o'clock
Write the end. *See you there!*

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

For the teacher
- Teaching notes, page 195
- *Need support?* worksheet, page 226
- Audioscript, page 236

On the Portal
- Photocopiable activity: *What can we do after school?*

For the student
- Workbook, page 55

On the Portal
- Workbook: Lesson 5.6
- Extra Practice Activities: Writing

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5.7 CLIL: MUSIC

Musical instruments

1 5.16 Listen and repeat. Match the words in the Vocabulary box with photos 1–6.

VOCABULARY Musical instruments

acoustic guitar drums electric guitar
keyboard violin



1 electric guitar



2 acoustic guitar



3 violin



4 drums



5 keyboard

2 Read the quiz. Mark the sentences T (true) or F (false). Check your answers on page 142. What is your score?

3 Correct the false sentences in the quiz. Use the words below.

body can't China feet ~~Spain~~ wooden

1 The acoustic guitar is from *Spain*.
2 When you play the acoustic guitar, its body is on your legs.
3 Two-year-old children can't learn to play the violin.
4 You can play the drums with your hands and feet.
5 The violin is a wooden instrument.
6 The drums are from China.

4 Read the text. Answer Jane's question.

She can play the guitar.

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 the sentences. 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 acoustic guitar, its head is on your legs. T / (F)
4 Two-year-old children 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

I can name and describe musical instruments.

For the teacher
- Teaching notes, page 196

On the Portal
- Photocopiable activity: *Musical instruments*

For the student
- Workbook, page 56

On the Portal
- Workbook: Lesson 5.7

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Vocabulary Activator

WORDLIST 5.17

Action verbs
act (v)
cook (v)
dance (v)
draw (v)
fix (v)
fly (v)
jump (v)
read (v)
ride (v)
run (v)
sing (v)
swim (v)
write (v)

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

Language
hear (v)
language (n)
learn (v)
sign language (n)
speak (v)
special (adj)

Musical instruments
acoustic guitar (n)
drums (n)
electric guitar (n)
keyboard (n)
violin (n)

Extra words
after-school (adj)
all day
boat (n)
camera (n)
club (n)
come (v)
fast (adv)
football (n)
game (n)
guys (n)
I can't see a thing.
important (adj)
Let me see …
letter (n)
lovely day
Not again!
One minute, please.
star (n)
teach (v)
teacher (n)
video (n)
volleyball (n)
wear (v)
well (adv)
What's wrong?
who (pronoun)
word (n)

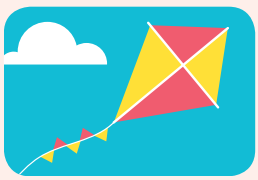
1 Guess the action verbs.


1 *swim*


2 cook


3 draw


4 jump

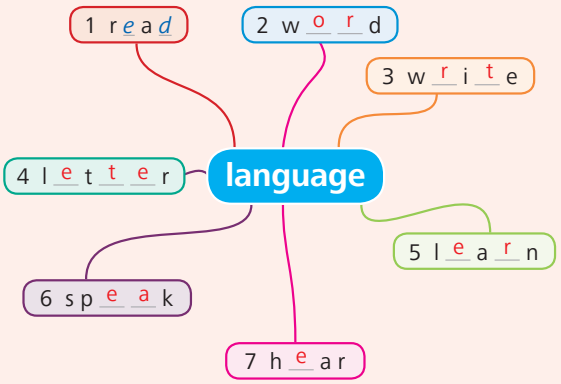

5 fly


6 fix


7 act


8 run

2 Complete the words from the wordlist.



3 Find the words and phrases in the wordlist that have something to do with music, sports and food.

1 music: *dance,* _____
2 sports: _____
3 food: _____

4 5.18 **PRONUNCIATION** /æ/, /ɑ:/
Listen and repeat.
Mark's Aunt Ann can play the guitar.
But she can't sing or act so she isn't a star!

Exercise 3
1 music: *dance*, sing, acoustic guitar, drums, electric guitar, keyboard, violin, play the piano
2 sports: jump, ride, run, swim, play football, ride a bike, ride a horse, football, game, volleyball
3 food: cook, make cupcakes

On the Portal
- **Photocopiable activities:** *A crossword; We can do lots of things!*
- **Test:** Unit 5 Test

For the student
- Workbook, pages 57–58

On the Portal
- **Workbook:** Self-check
- **My Language File:** Wordlist
- **Extra Practice Activities:** Self-check

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Revision

Vocabulary

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



1 f l y
2 a c t
3 f i x
4 s i n g
5 j u m p
6 r u n
7 s w i m
8 r e a d

cook, dance, draw, ride, write

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

1 *make* cupcakes
2 ride a bike
3 play the guitar
4 play football
5 ride a horse
6 make a poster

3 Complete the sentences with the words below.

cupcakes guitar hear learn speak ~~special~~

1 Sign language is a *special* language for people who can't hear.
2 We can learn Spanish or French at our school.
3 I can read French, but I can't speak it very well.
4 I can play the guitar, and I can make yummy cupcakes too.

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.

Speaking

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

a [4] I'm not sure … I can't play very well.
b [6] OK, cool. Let's do that.
c [2] I agree. Any ideas?
d [1] Let's do something fun.
e [5] No problem. I can teach you.
f [3] We can play football.

Exercise 4
2 Leo can't play the piano, but he can play football.
3 I can't make a cake, but I can make a pizza.
4 You can't play the guitar and you can't sing.
5 They can skateboard and they can run very fast.

Exercise 5
2 Can David sing; he can
3 Can the boys act; they can't
4 Can Lisa play; she can't
5 Can you see; I can

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BBC CULTURE

Young London


Hyde Park


Natural History Museum


The London Eye and the Thames

Exercise 3
2 at a workshop
3 in a musical
4 on the Thames
5 at the Natural History Museum

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

2 5.19 Listen and read. Match photos A–D with 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

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!


B

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


C

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


D

4 C **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.

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. Choose the correct option.
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 5.20 Listen and write where the people are. Choose from the places below.

a drawing workshop a musical
a puppet show the London Eye

1	*the London Eye*
2	a drawing workshop
3	a musical
4	a puppet show

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?

For the teacher
- Teaching notes, page 196
- Audioscript, page 236
- Videoscript, page 236

On the Portal
- Photocopiable activity: *Project worksheet: a promotional email*

For the student
- Workbook, page 59

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BBC Free-time activities





6 29 Watch the video and answer the presenter's questions. Which activity is not in the video? Choose the correct answer.

a boxing b skateboarding (c) swimming d ice-skating

7 29 Watch the video again. Mark the sentences 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?

PROJECT TIME

9 In pairs, make a promotional email 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 a digital document.**

4 **Email it to your classmates.**



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.

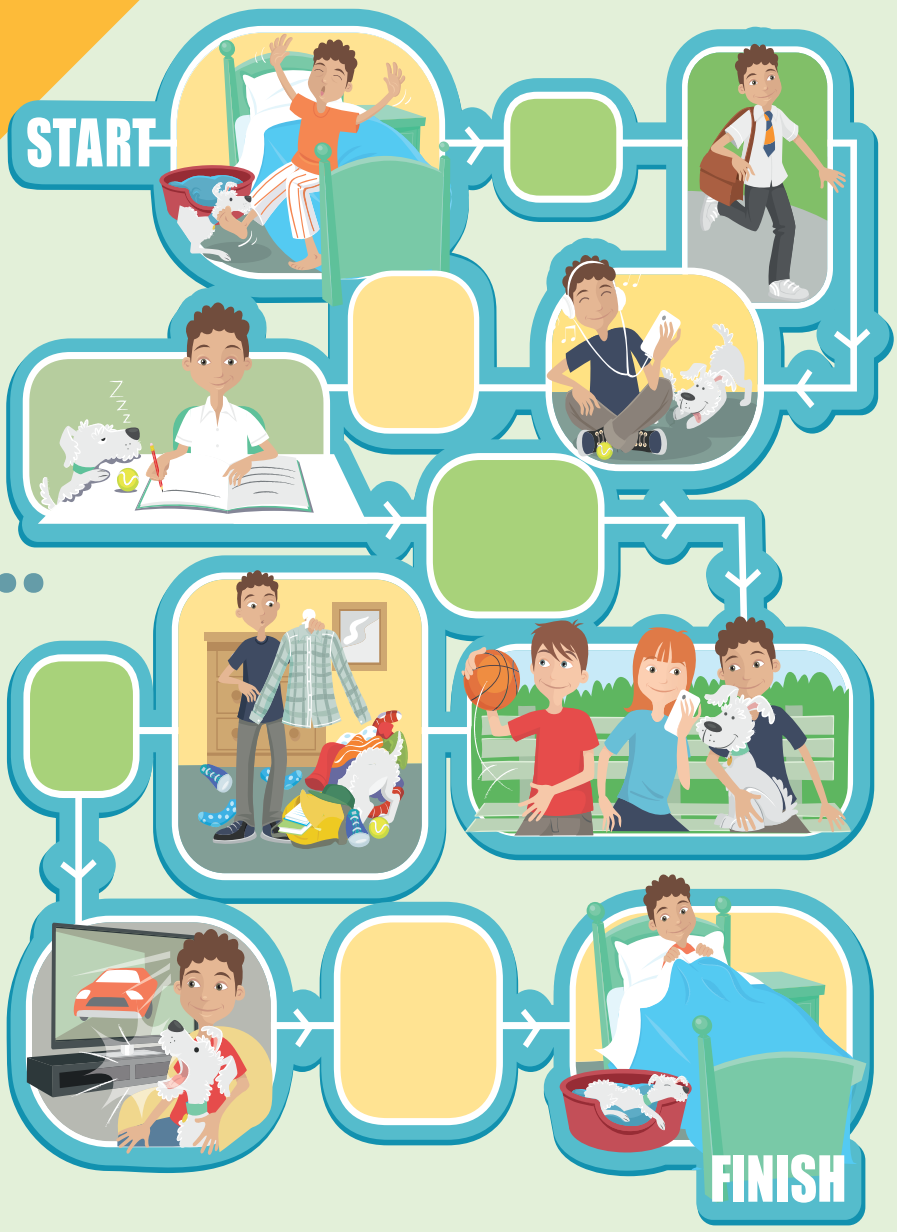
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VOCABULARY
Daily activities | Days of the week | Months | On the internet

GRAMMAR
Present Simple affirmative | Adverbs of frequency

My day

6



MY DAY ... FROM START TO FINISH

6.1 Vocabulary

Daily activities

1 Which activities below do you do every day?

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

For the teacher
- Teaching notes, page 198
- Audioscript, page 236

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Guess the activity*
- **Test:** Vocabulary Check 6

For the student
- Workbook, page 60

On the Portal
- **Workbook:** Lesson 6.1
- **Extra Practice Activities:** Vocabulary

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2 6.1 Listen and repeat. Which activities from the Vocabulary box can you see in the pictures on page 86?

VOCABULARY Daily activities

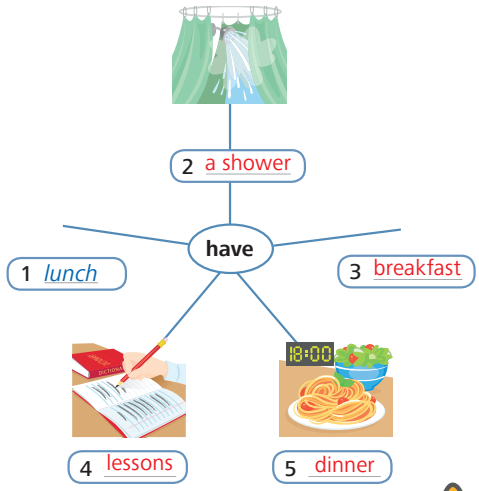
do my homework get up go to bed
go to school hang out with my friends
have a shower have breakfast have dinner
have lessons have lunch listen to music
tidy my room watch TV

3 Choose the correct option.

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 phrases with the words below.

a shower breakfast dinner lessons ~~lunch~~



WATCH OUT!
have breakfast/lunch/dinner
have a shower
have lessons

5 6.2 Listen and write six activities from the Vocabulary box in your notebook.

1 watch TV
2 go to school
3 have dinner
4 go to bed
5 have a shower
6 get up

6 Number the activities in the order you do them on a typical day. Then, in pairs, read your lists. Are they the same?

Suggested answers

7 have dinner
4 have lessons
3 go to school
6 do my homework

1 get up
2 have breakfast
8 go to bed
5 have lunch

7 Look at the photos. Write the activities.



1 hang out with my friends



2 go to school



3 have a shower



4 listen to music



5 get up



6 tidy my room

8 In pairs, play the board game on page 86.

1 Throw the dice.
2 Go forward.
3 If there is a picture on the square, say the activity.
Correct answer: stay there.
Wrong answer: go back two squares.
4 Go to the FINISH first to win!

YOUR WORLD

9 Put the daily activities in the Vocabulary box into groups.
☺ Activities I like: …
☹ Activities I don't like: …

I can talk about daily activities.

Exercise 2
do my homework, get up, go to bed, go to school, hang out with my friends, listen to music, tidy my room, watch TV

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6.2 Grammar

Present Simple affirmative

VIDEO **I LISTEN TO CLASSICAL MUSIC.**



Lucas asks Jen and Alex about their daily routine for a school survey.



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.



Jen: After school, we do our homework. In the evening, . . .
Alex: . . . I listen to classical music and Jen plays the piano.



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 6.3 Watch the video. Then listen and read. Who makes breakfast? Choose the correct answer.

a Lucas b Alex c Jen

2 Who does these things? Write *A* (Alex), *J* (Jen), or *A and J* (Alex and Jen).

1 get up early — A and J
2 make pancakes — J
3 walk to school — A and J
4 do homework — A and J
5 listen to classical music — A
6 play the piano — J

SOUNDS GOOD! Me too. • Come on, guys! • Seriously?

3 6.4 Listen and repeat. Find these expressions in the story.

4 Guess what Alex really does. Choose the option that you think is correct.

1 He gets up *early* / *late*.
2 He has breakfast *at home* / *at school*.
3 He plays *computer games* / *football*.

5 31 6.5 Now watch or listen and check.

1 late 2 at school 3 computer games

For the teacher
- Teaching notes, page 199
- *Need support?* worksheet, page 227
- Videoscripts, page 237
- Audioscript, page 237

On the Portal
- Grammar presentation
- **Photocopiable activity:** *She gets up late!*
- **Test:** Grammar Check 6

For the student
- Workbook, page 61
- Grammar Time, page 137

On the Portal
- **Workbook:** Lesson 6.2
- **Extra Practice Activities:** Grammar, The Newmans video

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6 Study the Grammar box. Then watch.

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.

VIDEO **32 GET GRAMMAR!**



7 Choose the correct option.



I [1]*get* / *gets* up early. Alex [2]*get* / *gets* up late. He [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

8 Read Lucas's blog. Complete the sentences with the Present Simple form of the verbs below.

~~get~~ get go hang have have play watch

LUCAS'S BLOG



My brother and I are very different. Victor [1]gets up early. I [2] get up late. I [3] have breakfast at home, but Victor [4] goes to the swimming pool, so he [5] has breakfast at school. Before dinner, I [6] play computer games and Victor [7] hangs out with his friends. But we [8] watch football on TV together!

9 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.	☐	☐

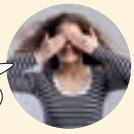
10 Look at Exercise 9. In your notebook, write what you and you partner do.

I get up early. Nicola gets up early too.
After school, I …

YOUR WORLD

11 Play *Who is it?*





I can use the Present Simple in affirmative sentences.

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6.3 Grammar

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!

Exercise 3
have dinner with Uncle Roberto, play football (for the superhero team), hang out with our friends

Exercise 4
2 ~~singing~~ swimming
3 ~~lunch~~ dinner
4 ~~granny and grandad~~ parents
5 ~~basketball~~ football

1 Look at the cartoon. Can you see Dug's football shirt? What colour is it?
It's green. (It's behind Dug in pictures 1 and 3.)

2 6.6 Listen and read. Which is Dug's free day?
Sunday

3 Three activities from Dug's busy week are not 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 Uncle Roberto. _____
4 Dug visits his granny and grandad. _____
5 Dug plays basketball for the superhero team. _____

For the teacher
- Teaching notes, page 200
- Videoscript, page 237

On the Portal
- Grammar presentation
- **Photocopiable activity:** *I never go to bed early!*
Test: Grammar Check 6

For the student
- Workbook, page 62
- Grammar Time, page 137

On the Portal
- **Workbook:** Lesson 6.3
- **Extra Practice Activities:** Grammar, Vocabulary

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5 Study the Grammar box. Then watch.

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 + the verb *to be*
I always have breakfast.	I am always happy.
They never get up late.	They are never late.

VIDEO 33 GET GRAMMAR!



6 In your notebook, write the sentences with the adverb in the correct place.

1 Dug has dinner with Kit. usually
Dug usually has dinner with Kit.
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

7 In your notebook, write about Kit's sisters, Lulu and Flo. Use the adverbs in the Grammar box.



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 ●●●●●

8 6.7 Listen and repeat.

VOCABULARY Days of the week

Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

9 Read the clues and write the days.

1 / 3 is a Monday.
1 / 6 is a Tuesday.
1 / 8 is a Sunday.
1 / 10 is a Wednesday.

1 17/3
2 26/6
3 6/8
4 30/10

10 Complete the words. In pairs, say 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 a film on Friday.

YOUR WORLD

11 In your notebook, write sentences that are true for you.

1 always
I always watch TV on Saturday.
2 sometimes
3 often
4 usually
5 never

12 Work in pairs. Student A, say one true and one false sentence about the things you do. Student B, spot the false sentence. Then change roles and have the conversation again.

A: I never get up late. I often cook.
B: True, false!
A: Correct!

I can use adverbs of frequency.

Exercise 9
1 Wednesday
2 Saturday
3 Friday
4 Thursday

Exercise 10
2 Kit gets up late on Saturday.
3 Kit cooks dinner on Wednesday.
4 Kit tidies her house on Sunday.
5 Kit has a tennis lesson on Monday.
6 Kit goes to the gym on Tuesday.
The missing day is Thursday.

Exercise 6
2 He sometimes plays computer games.
3 He is never at home on Tuesday.
4 He often listens to music.
5 He is always late for breakfast.

Exercise 7
2 Lulu and Flo sometimes hang out with Kit and Dug.
3 Lulu usually goes to bed early.
4 Flo never plays computer games.
5 They are sometimes late for school.
6 They always do their homework before dinner.

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6.4 Speaking

Telling the time

VIDEO **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 is a film at half past four on Fridays. Oh!
Lian: Exactly! Today's Saturday.

1 Find the times 1–3 in the story. Match them with clocks a–c.

a [1]  b [3]  c [2] 

2 34 6.8 Watch the video. Then listen and read. Why isn't there a film at half past four?
It's Saturday and the 4.30 show is on Fridays.

3 6.9 Listen and repeat.

SPEAKING 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 half past two.
3 10:15 It's a quarter past ten.
4 03:00 It's three o'clock.
5 05:10 It's ten past five.
6 07:45 It's a quarter to eight.

A: What time is it?
B: It's twenty to six.

5 In pairs, make dialogues. 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: time / the party? B: 6:00

YOUR WORLD

6 Play *What time is it?* as a class. Ask and answer.
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 …

Exercise 5
1 B: It's at (a) quarter past twelve.
A: What time is it now?
B: It's five (minutes) to twelve.
2 A: What time is it?
B: It's twenty to six.
A: What time is the party?
B: It's at six o'clock.

For the teacher
- Teaching notes, page 201
- *Need support?* worksheet, page 227

On the Portal
- Photocopiable activity: *What time is the …?*

For the student
- Workbook, page 63

On the Portal
- Workbook: Lesson 6.4
- Extra Practice Activities: Speaking

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6.5 Reading and Vocabulary

Interview with a traveller

1 Look at the photos and read the first part of the text. Why is this family special?
They are special because they live in different countries.

2 6.10 Read and listen to the rest of the text. Choose the correct option.

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 In pairs, talk about what you like most about Réka's life.

5 6.11 Listen and repeat. Match five months from the Vocabulary box with photos 1–5.

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 class about your plan.

Month	Country
January and February	*Australia*

In January and in February, I'm in Australia.
In March, I'm in …

Exercise 5
1 January
2 March
3 March
4 October'
5 August

Exercise 3
2 They are her parents and the people they visit.
3 No, she hasn't.
4 They are reading and writing.
5 They are always in different places.
6 She watches TV and films.

by Burak Yilmaz *September 2016*

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!

I can understand a text about a teenage life.

For the teacher
- Teaching notes, page 202
- *Need support?* worksheet, page 227

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Which month?*

For the student
- Workbook, page 64

On the Portal
- Workbook: Lesson 6.5
- Extra Practice Activities: Vocabulary

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6.6 Listening and Writing

A typical weekend

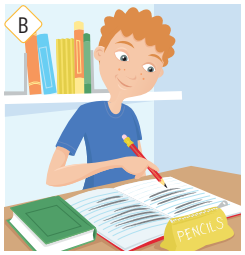
1 Tick (✓) the activities you do at the weekend. In pairs, compare your answers.

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 6.12 Listen and match people 1–3 with pictures A–D. There is one extra picture.

1 Brian B 2 Ben D 3 Anna A









3 6.13 Listen to Ben talking about his weekend. Complete the sentences with a word you hear.

1 Ben *usually* gets up at seven o'clock on Saturday.
2 Ben tidies his room after breakfast.
3 Ben goes to bed at ten o'clock on Saturday.
4 Ben always does his homework after breakfast on Sunday.
5 Ben and his best friend play the guitar on Sunday.

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? Choose the correct answer.

(a) Saturday b Sunday



MY WEEKEND

I usually get up at eight 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 nine 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.

6 Study the Writing box. Find *before* and *after* in Lian's blog.

WRITING *before, after*

tidy my room — lunch — play football

Before lunch, I tidy my room. I tidy my room **before** lunch.
After lunch, I play football. I play football **after** lunch.

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 *before* and *after* and write the final version of your text.

For the teacher
- Teaching notes, page 203
- *Need support?* worksheet, page 227
- Audioscripts, page 237

On the Portal
- Photocopiable activity: *My partner's weekend*

For the student
- Workbook, page 65

On the Portal
- Workbook: Lesson 6.6
- Extra Practice Activities: Writing

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6.7 CLIL: Technology

The internet

1 6.14 Listen and repeat. Match the phrases in the Vocabulary box with photos 1–6.

VOCABULARY On the internet

chat online email someone get help with homework
have a video call read/write a blog watch videos online



1 read/write a blog



2 get help with homework



3 chat online



4 have a video call



5 watch videos online



6 email someone

2 Read the online posts. Complete them with six words 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 five o'clock in the morning in LA, it's one o'clock in the afternoon in London, so we only [1]*chat* online on weekdays. But we always have a video [2] call on Saturday or Sunday.

FierceTed I love the internet! I get help with my [3] homework. I play games online with my friends. We can play from our homes. I also watch [4] videos online.

Cherry I write *Classmates*. It's a fun [5] blog with stories and cartoons about school life. A lot of kids read it and they [6] email me their stories. I usually post them on my blog.

3 Read the posts again. Answer the questions.

1 When it's two o'clock in London, what time is it in Los Angeles?
It's ten o'clock.
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 _____

YOUR WORLD

5 Write a post for *The internet and me!* about you. Create an online name first!

_____ I usually …

Exercise 3
2 Monday to Friday.
3 No, they aren't. (They're at their homes.)
4 It's *Classmates*.

Exercise 4
One more thing you can do on the internet: play games online
Possible answers: listen to music, read a book/ magazine, read the news, buy things, pay bills

I can describe things I can do on the internet.

For the teacher
• Teaching notes, page 204

On the Portal
• **Photocopiable activity:** *The internet*

For the student
• Workbook, page 66

On the Portal
• **Workbook:** Lesson 6.7

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Vocabulary Activator

WORDLIST 6.15

Daily activities
do my homework
get up (v)
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

Days of the week
Monday (n)
Tuesday (n)
Wednesday (n)
Thursday (n)
Friday (n)
Saturday (n)
Sunday (n)

Months
January (n)
February (n)
March (n)
April (n)
May (n)
June (n)
July (n)
August (n)
September (n)
October (n)
November (n)
December (n)

On the internet
chat online
email someone
get help with homework
have a video call
read/write a blog
watch videos online

Extra words
animal (n)
busy (adj)
busy week
cartoon (n)
classical music (n)
Come on, guys!
daily routine
early (adv)
every (determiner)
free day
get ready
grandparent (n)
gym (n)
hour (n)
How about …?
in the evening
late (adv)
lesson (n)
life (n)
live (v)
love (v)
Me too.
meet (v)
mess (n)
never (adv)
often (adv)
online (adv)
pancake (n)
really (adv)
school survey
Seriously?
swimming (n)
team (n)
teenager (n)
That's better.
The film is on again at …
too late
travel (v)
visit (v)
walk (v)
walking (n)
weekday (n)
writing (n)

1 Complete the sentences with the Present Simple form of verbs from the wordlist.

1 Jack usually *tidies* the kitchen after breakfast.
2 We always hang out with our friends on Saturday.
3 She listens to music in her room.
4 I never get up late on weekdays.
5 My brother does his homework on Friday.
6 They often watch TV in the evening.
7 Dad sometimes has a shower after dinner.
8 We have lessons on Monday and Thursday.
9 Paul often goes to bed at nine o'clock.
10 You usually have 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 _____
9 Wed. 14/4 _____
10 Sat. 1/6 _____
11 Tue. 9/9 _____
12 Thurs. 13/12 _____

Exercise 2
2 Wednesday, 25 March
3 Sunday, 10 February
4 Friday, 8 August
5 Saturday, 29 January
6 Tuesday, 12 May
7 Thursday, 17 November
8 Monday, 22 October
9 Wednesday, 14 April
10 Saturday, 1 June
11 Tuesday, 9 September
12 Thursday, 13 December

3 Match 1–6 with a–f. Then choose three phrases and write sentences.

1	email	a	online 2
2	chat	b	a blog 4
3	get	c	videos online 6
4	write	d	a video call 5
5	have	e	a friend 1
6	watch	f	help with homework 3

On Saturdays, my sister watches videos online with her friends.

4 6.16 **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!



On the Portal
- **Photocopiable activities:** *Find the words; Complete it*
- **Test:** Unit 6 Test

For the student
- Workbook, pages 67–68

On the Portal
- **Workbook:** Self-check
- **My Language File:** Wordlist
- **Extra Practice Activities:** Self-check

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Revision

Vocabulary

1 Complete the phrases with the words below. There is one extra word.

friends go to have ~~homework~~ listen to my room school up watch

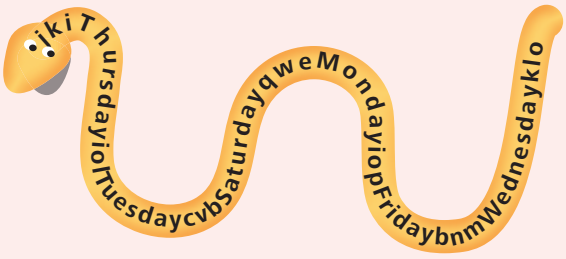
1 do my *homework*
2 get up
3 watch TV
4 go to school
5 go to bed
6 listen to music
7 tidy my room
8 hang out with my friends

The extra word is 'have'.

2 Write three phrases with the extra word from Exercise 1. Do you know any more phrases with this word? More phrases: have lunch, have dinner

1 have a sh o w e r
2 have b r e a k f a s t
3 have l e ss o n s

3 Find the days of the week. In pairs, say them. Which day is missing?



4 Answer the questions. Then tell a friend.

1 Which month is your birthday? _____
2 Which month is before January? December
3 Which month is after February? March
4 Which month is before May? April

5 Choose the correct option.



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 the text with the Present Simple form of the verbs below.

get (x3) go hang have (x3) listen

I [1]*get* up at half past seven, but my parents [2] get up at seven o'clock. My sister, Kate, [3] gets up late every day! We [4] have breakfast together. After breakfast, I [5] go to school with Kate. We go on the bus. Kate [6] listens to music and I [7] hang out with my friends. We [8] have lessons and we [9] have lunch at one o'clock.

7 In your notebook, write sentences that are true for you.

1 My brother/sister *always gets up late*. (always)
2 My parents _____. (usually)
3 My best friend _____. (often)
4 My granny and grandad _____. (sometimes)
5 My teacher _____. (never)
6 I _____. (always)

Exercise 3
Thursday, Tuesday, Saturday, Monday, Friday, Wednesday
Missing day: Sunday

Speaking

8 Choose the correct option.

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* / *nine*.
6 01:50 It's *fifty past one* / *ten to two*.

9 Match 1–3 with a–c and make two dialogues.

Dialogue 1

1 b What time is it?
2 c What time is the show?
3 a Let's watch it.

a OK!
b It's five to two.
c At two o'clock.

Dialogue 2

1 c When is the match?
2 a What time is it now?
3 b Let's walk fast then!

a It's a quarter to eleven.
b Yes, let's go!
c It's at eleven o'clock.

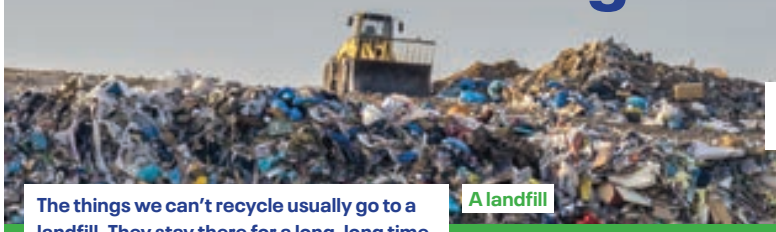
Exercise 5
1 email a friend
2 watch videos online
3 write a blog
4 have a video call

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SET FOR LIFE

Give things a new life!

What can we do with old or broken things?





We can recycle some things, but we can't recycle all of them.

A landfill

The things we can't recycle usually go to a landfill. They stay there for a long, long time. Landfills use a lot of space and they are not good for the environment.

We use a lot of energy to make new things like mobile phones or clothes. This is bad for the environment too.



How can we help?

Repair things! ✓



Use things in a different way ✓



Save energy!

Save space!

Save the environment!

Students' answers in L1

1 What do you usually do with things 1–4? Choose a, b or c.

a Throw them away.

b Repair them.

c Recycle them.





2 Read the poster above. Answer the questions.

1 What happens to the things we can't recycle?

2 Why is it good to repair broken things or use them in a different way?

3 6.17 Listen to Mike and Suzie. They are talking about repairing things. Choose the correct option.

SHOW YOU CARE: REPAIR!

Join our repair workshops!



When? [1] *Sunday* / *Saturday* mornings at [2] *11 a.m.* / *1 p.m.*
Where? Bay Road Centre

Bring your [3] *broken* / *new* things.
Our team can [4] *recycle* / *repair* them for you.
We can teach you how to repair them too!

Bring your old things and give them a new life!
There are a lot of fun projects with the things we can't fix.
Make a cat bed with old [5] *clothes* / *bags*!



Exercise 2
1 They go to a landfill.
2 (We save energy, we save space and) it is good for the environment.

For the teacher
- Teaching notes, page 204
- Audioscripts, page 237

On the Portal
- Photocopiable activity: *Make old things new!*

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Repair or use again

4 6.18 Listen to Mike and Suzie again. Choose the correct option.

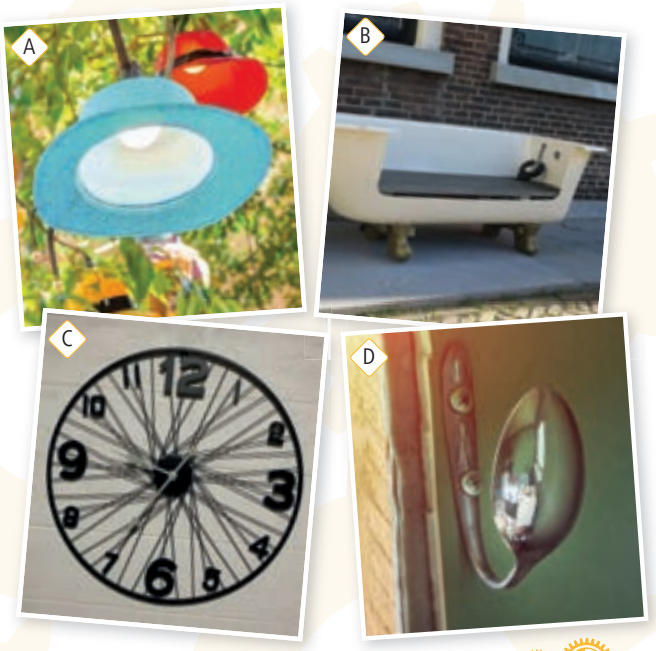
What we do in our workshop:

We repair slow [1] *phones* / *computers*.

We show you how to paint your [2] *desks* / *chairs*. You can make them look [3] *new* / *cool*!

We [4] *throw away* / *use* things we can't repair.

5 In pairs, look at photos A–D. What are the things? What are they made from? Look up any words you need.



SET FOR LIFE

6 Make a new object from something old or broken. Make a digital presentation of the process. Follow these steps.

1. Find an old or broken thing. Make a list of things you can do with it or with parts of it.
2. Choose an idea and do your project. Take photos of every step.
3. Make a digital presentation with the photos.
4. Show your presentation to the class.

USEFUL TIPS

- It is not good for the environment to throw away things.
- Learn how to repair broken things.
- Take parts from a broken thing and make something new.
- Use things in a different way.
- Give the things you no longer want to other people.

Exercise 5

1 They're lamps. They're made from hats.
2 It's a sofa. It's made from an old bath (tub).
3 It's a clock. It's made from a bike wheel.
4 It's a hook. It's made from a spoon.



Progress Check Units 1–6

Vocabulary and Grammar

1 Choose the correct answer.

1 This day is after Wednesday and before Friday.
a Tuesday b Saturday (c) Thursday

2 You _____ to music.
a play (b) listen c hear

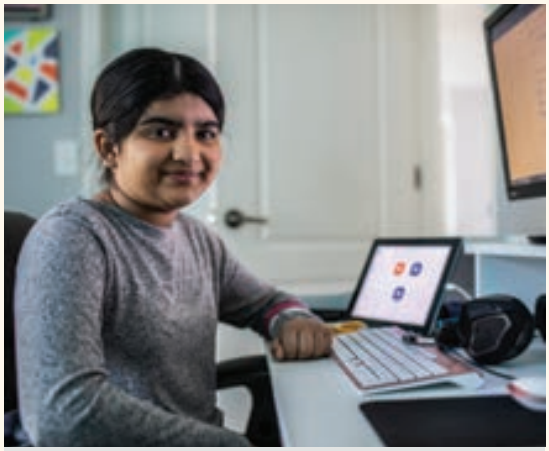
3 You wear them on your feet. They're good for running.
a shoes (b) trainers c trousers

4 You have this meal before you go to school.
a dinner b lunch (c) breakfast

5 This month has 31 days.
a February (b) October c June

6 You do this with a pen and a notebook.
(a) write b read c speak

2 Complete the text with one word in each gap.

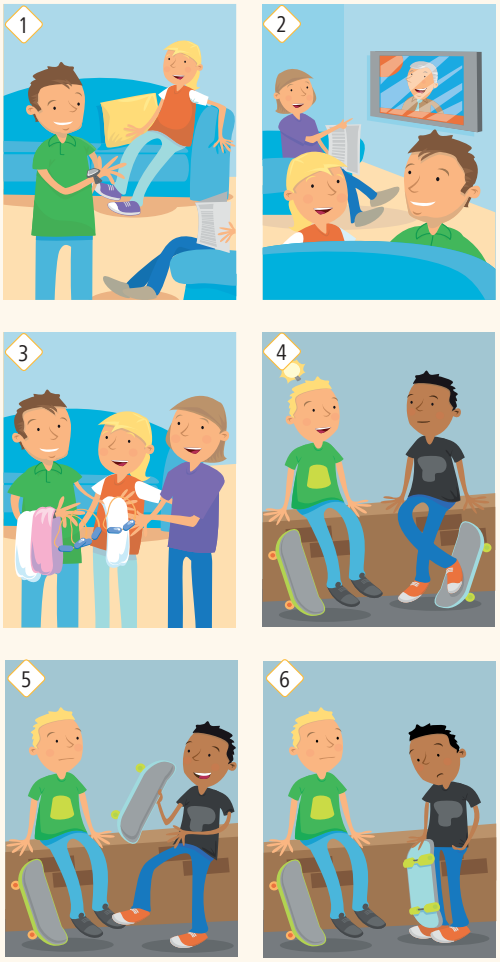


My bedroom is small. I've [1] *got* a big bed, but I [2]_____ got a desk. Our house has got a big living room. [3]_____ are two desks in it: one for my brother and one for me. I usually [4]_____ my homework after school. My brother [5]_____ football after school, so he [6]_____ his homework before dinner. We usually have dinner at half [7]_____ six. After dinner, I [8]_____ computer games and my brother [9]_____ videos online. We always [10]_____ to bed early on weekdays.

Exercise 2
2 haven't
3 There
4 do
5 plays
6 does
7 past
8 play
9 watches
10 go

Speaking

3 Look at the pictures. Match sentences a–h with pictures 1–6. There are two extra sentences.



a No, it isn't a good idea. _____
b The film's at a quarter to five. 2
c Let's do something fun! 4
d Let's go skateboarding! 5
e Swimming? I'm not sure. _____
f Swimming? Great idea! 3
g We can ride our bikes! 6
h What time is it? 1

4 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?

For the teacher
• Audioscript, page 237

On the Portal
• Test: Units 1–6 Progress Test, Units 1–6 Progress Writing Test, Units 1–6 Progress Speaking Test

For the student
• Workbook, page 69

On the Portal
• Workbook

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Reading

5 In pairs, talk about what you and your family can and can't do.

A: I can play the guitar.
B: My brother can't dance!

6 Read the ad. What is it about? Choose the correct answer.

(a) a talent contest b a London show

7 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? _____

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 8 o'clock
Where: Town Theatre
Your family and friends can come too!
We're sorry, but no dogs.

Exercise 7
2 She can sing, play the guitar and dance.
3 There are three prizes.
4 It's on Saturday at 8/eight o'clock.
5 It's at the Town Theatre.
6 No, they can't.

Listening

8 6.19 Listen and tick (✓) the correct answer.

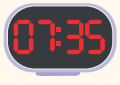
1 What can Grace do?

a ☐ 
b ☑ 
c ☐ 

2 What club is on Thursday?

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 ☐ 

Writing

9 Complete Dan's blog with the words below. There are two extra words.

after breakfast can garden get hang have ~~house~~ listen room the usually

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] garden ! My uncle and aunt [3] get up at half past six. I get up at seven and have [4] breakfast with them and Julie. [5] After breakfast, I go to bed again – it's the holidays! Then I tidy my [6] room . Julie and I [7] usually do sports after lunch. Julie [8] can skateboard really well. She's my new teacher! We often [9] hang out with Julie's friends before dinner. Before bed, we [10] listen to music or watch TV.

10 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 …

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Animals 7

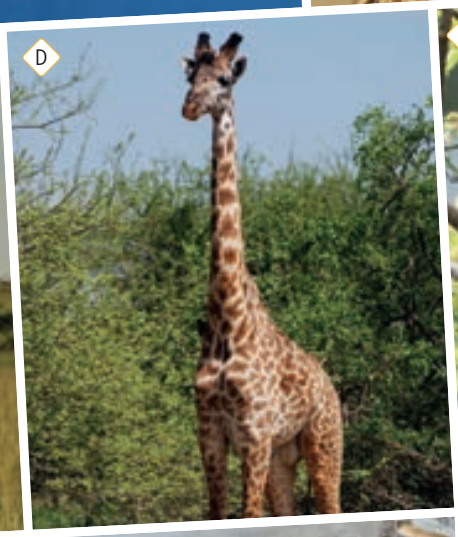
VOCABULARY
Wild animals | Pets | Adjectives | Where animals live

GRAMMAR
Present Simple negative | Present Simple questions and short answers

















7.1 Vocabulary

Wild animals

1 Find the animals below in photos A–H. There is one extra photo.

crocodile elephant giraffe kangaroo lion monkey tiger

Exercise 1
crocodile – G;
elephant – C;
giraffe – D;
kangaroo – F;
lion – B;
monkey – E;
tiger – H

For the teacher
- Teaching notes, page 206

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Wild animals*
- **Test:** Vocabulary Check 7

For the student
- Workbook, page 72

On the Portal
- **Workbook:** Lesson 7.1
- **Extra Practice Activities:** Vocabulary

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2 7.1 Listen and repeat. What is the name of the animal in the extra photo on page 102?

VOCABULARY Wild animals

bird butterfly crocodile elephant fish
fly frog giraffe kangaroo lion monkey
snake spider tiger whale

3 Look at photos 1–7 and complete the words. Use the Vocabulary box to help you.



1 b u t t e r f l y



2 b i r d



3 f l y



4 s n a k e



5 s p i d e r



6 f r o g



7 f i s h

4 7.2 Listen to the animal sounds. Number the animals. Then check your answers in pairs.

a 5 bird
b 2 elephant
c 4 frog
d 1 lion
e 3 monkey
f 6 snake

5 Read the sentences and choose the correct option.

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 are 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 kangaroo
3 butterfly
4 crocodile
5 lion
6 monkey

YOUR WORLD

7 Draw three fantasy animals. In pairs, look at the animals and give them a name.

A: It's a giraffe and a bird.
B: It's a 'giraffird'!
A: Or a 'biraffe'!



I can talk about wild animals.

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7.2 Grammar

Present Simple negative

VIDEO **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 7.3 Watch the video. Then listen and read. Find a word that means 'baby dog'. puppy

2 Read the sentences. Mark them T (true) or F (false).

1 Alex's mum doesn't like dogs. T / F
2 Alex gets up late at the weekend. T / F
3 Dad thinks small dogs eat a lot. T / F
4 The puppy in Alex's photo is very big. T / F
5 A cat isn't a good pet for Alex. T / F

SOUNDS GOOD! I don't mind! • Poor (dog)! • Oh, all right!

3 7.4 Listen and repeat. Find these expressions in the story. How do you say them in your language?

4 Guess what kind of pet is good for Alex in Dad's opinion.

5 36 7.5 Now watch or listen and check.

Exercise 5
Dad thinks a goldfish is a good pet for Alex.

For the teacher
- Teaching notes, page 207
- Videoscripts, page 238
- Audioscript, page 238

On the Portal
- Grammar presentation
- **Photocopiable activity:** *You don't like classical music!*
- **Test:** Grammar Check 7

For the student
- Workbook, page 73
- Grammar Time, page 138

On the Portal
- **Workbook:** Lesson 7.2
- **Extra Practice Activities:** Grammar, Vocabulary, The Newmans video

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6 Study the Grammar box. Then watch.

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.

VIDEO 37 GET GRAMMAR!



7 7.3 7.5 Choose the correct option. Then listen again and check.

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 twelve o'clock at the weekend.
5 People *take* / *don't take* cats for a morning walk.
6 Alex *wants* / *doesn't want* a goldfish.

8 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 doesn't play computer games on weekdays.

3 On weekdays, Jen gets up early, but she doesn't get up early at the weekend.



4 I hang out with my friends at the weekend, but I don't hang out with them on weekdays.

5 On weekdays, Lian does homework, but she doesn't do homework at the weekend.

6 At the weekend, we watch films on TV, but we don't watch TV on weekdays.

9 In pairs, talk about what you do and don't do at the weekend.

I don't go to school at the weekend.

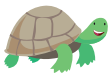
10 7.6 Listen and repeat. Match the words in the Vocabulary box with pictures 1–8.

VOCABULARY Pets

cat dog goldfish hamster
iguana parrot rabbit tortoise


1 cat


2 parrot


3 tortoise


4 goldfish


5 hamster


6 iguana


7 rabbit


8 dog

11 Which pet is good for these people?

Student A, read 1–3. Then listen to Student B and decide. Student B, go to page 142 to help Student A. Student A, choose the correct option.

1 Alex: *goldfish* / *dog*
2 Lucas: *parrot* / *hamster*
3 Lian: *iguana* / *rabbit*

A: A goldfish or a dog for Alex?
B: Alex wants to play with his pet.
A: A dog is a good pet for Alex, then.

Student B, read 4–6. Then listen to Student A and decide. Student A, go to page 142 to help Student B. Student B, choose the correct option.

4 Granny: *dog* / *hamster*
5 Aunt Megan: *tortoise* / *parrot*
6 Jen's friend, Emma: *goldfish* / *big dog*

I can use the negative form of the Present Simple and talk about pets.

7.3 Grammar

Present Simple questions and short answers

The Terrific Two – Superdug's interview



1 Look at the cartoon. In what language is Kit's magazine? (It's in) Chinese.

2 7.7 Listen and read. Who is Superdug's piano teacher?

Exercise 2
Kit is Superdug's piano teacher.

3 Read the sentences. Choose the correct option.

1 Superdug *watches TV* / *plays computer games* to relax.
2 Superdug *sometimes* / *always* wins computer games.
3 Kit *speaks* / *doesn't speak* foreign languages.
4 Superdug *is* / *isn't* a good piano player.
5 Kit *sings* / *doesn't sing* well.

For the teacher
- Teaching notes, page 208
- *Need support?* worksheet, page 228
- Videoscript, page 238
- Audioscript, page 238

On the Portal
- Grammar presentation
- **Photocopiable activity:** *What do you do to relax?*

Test: Grammar Check 7

For the student
- Workbook, page 74
- Grammar Time, page 138

On the Portal
- **Workbook:** Lesson 7.3
- **Extra Practice Activities:** Grammar

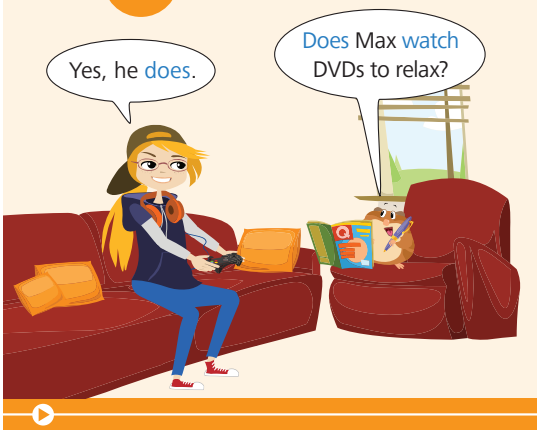
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4 Study the Grammar box. Then watch.

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.

VIDEO **38 GET GRAMMAR!**



5 Complete the reporter's other questions to Superdug with *do* or *does*.

1 *Do* you know Superman? (✗)
2 Do you hang out with friends? (✓)
3 Does Kit help you? (✓)
4 Do you go to the gym? (✓)
5 Do you and Kit go ice-skating? (✗)
6 Does Kit teach music at a school? (✗)

6 In your notebook, write Superdug's answers to the questions in Exercise 5.

1 *No, I don't.*

7 Work in pairs. Student A, pretend you are the reporter. Student B, pretend you are Superdug. Role play the questions and answers in Exercises 5 and 6. Then change roles and have the conversation again.

A: Do you know Superman?
B: No, I don't.

8 In your notebook, write questions.

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?

9 7.8 Listen to Kit's answers to the questions in Exercise 8. Write them in your notebook.

1 *No, I don't.*

10 Play a 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 do you have (have) for breakfast?
3 Where do you do (do) your homework?
4 What do you do (do) after school?
5 What do you do (do) on Friday after dinner?
6 Where do you hang out (hang out) with your friends?

A: What do you do to relax?
B: (mimes the answer)
A: I know! You play the guitar!



YOUR WORLD

11 7.9 7.10 Go to page 142. Listen and sing the Questions Song.

Exercise 8
2 Do you listen to pop music?
3 Does Superdug eat superhero food?
4 Does Superdug watch TV?
5 Do you and Superdug hang out every day?
6 Does Superdug have swimming lessons?

Exercise 9
2 Yes, I do.
3 No, he doesn't.
4 Yes, he does.
5 No, we don't.
6 No, he doesn't.

Exercise 6
2 Yes, I/we do.
3 Yes, she does.
4 Yes, I/we do.
5 No, we don't.
6 No, she doesn't.

I can ask and answer questions in the Present Simple.

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7.4 Speaking

Buying a ticket

VIDEO **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. Where do we start?
Jen: At the café. I'm so hungry I could eat a horse!
Lucas: Shh! We're at the zoo.



Exercise 1
He's got all the information on his phone.

1 39 7.11 Watch the video. Then listen and read. Why doesn't Lucas need a guide?

2 7.12 Listen and repeat.

SPEAKING 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 7.13 Put the dialogue in order. Then listen and check.

a [6] Thanks.
b [5] Here are your tickets.
c [2] Can I have three tickets to the aquarium, please?
d [4] Here you are.
e [3] That's twelve pounds sixty, please.
f [1] Can I help you?

WATCH OUT!
£ = pound
£4.20 = four (pounds) twenty

4 How much are the tickets?



1 *eighteen pounds fifty*



2 eight pounds twenty

3 nine pounds ten





4 nineteen pounds fifteen

5 In pairs, role play buying tickets to the museum.

A: help / you? *Can I help you?*
B: three tickets
A: £13.20
B: here
A: your tickets
B: thanks

6 In pairs, role play three more dialogues. Use the tickets in Exercise 4 and the phrases in the Speaking box.

Exercise 5
A: Can I help you?
B: Can I have three tickets to the museum, please?
A: That's thirteen pounds twenty.
B: Here you are.
A: Here are your tickets.
B: Thanks.

For the teacher
- Teaching notes, page 209
- *Need support?* worksheet, page 228
- Audioscript, page 238

On the Portal
- Photocopiable activity: *Can I have two tickets, please?*

For the student
- Workbook, page 75

On the Portal
- Workbook: Lesson 7.4
- Extra Practice Activities: Speaking

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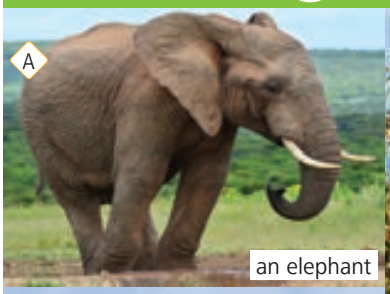
7.5 Reading and Vocabulary

Amazing animals

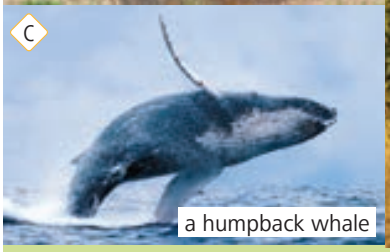
1 In your notebook, write names of animals which …
a swim very well. **b** eat a lot. **c** can sing.

2 7.14 Read and listen to the texts from a web page about amazing animals. Match texts 1–3 with photos A–C.

Amazing animals!


A an elephant


B a giraffe


C a humpback whale

1 B 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 don't drink much water, but they like eating. They can eat leaves from tall trees. They eat 45 kilos of food every day!

2 A 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 C These animals eat a lot of very small fish and they are very strong. They can jump out of the water. They like having fun! They can sing and they 'write' different songs! Some people think they are ugly, but other people think they are cute.

3 Read the texts again and complete the table.

	giraffes	elephants	humpback whales
What do they eat/drink?	*leaves*, water	plants, water	(very small) fish
What can they do?	run fast, eat leaves from tall trees	run fast, swim	*jump*, sing, 'write' songs
What do they like/love?	eating	water, their families	having fun

4 7.15 Listen and repeat. Match the words in the Vocabulary box with pictures 1–6.

VOCABULARY Adjectives

cute dangerous fast slow strong ugly


1 dangerous


2 slow


3 ugly


4 cute


5 fast


6 strong

5 Read the texts in Exercise 2 again. Find and write the adjectives that describe each animal in your notebook.
giraffe: fast, …

6 7.16 Listen to two children. What animals do they talk about?
Speaker 1: kangaroos
Speaker 2: butterflies

YOUR WORLD

7 Play a game in teams of four. Your teacher says an adjective. Which animals does it describe? Write a list. You have one minute. Which team has the longest list?
Teacher: *fast*
Group: *giraffe, elephant, …*

Exercise 1
(Suggested answers)
a a crocodile, a fish, a goldfish, a whale
b an elephant, a lion, a rabbit, a tiger
c a bird

Exercise 5
giraffes: fast, cute
elephant: big, fast, clever, friendly, dangerous
humpback whale: strong, ugly, cute

I can understand a text about animals.

For the teacher
- Teaching notes, page 210
- *Need support?* worksheet, page 228
- Audioscript, page 238

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Guess the adjective*

For the student
- Workbook, page 76

On the Portal
- Workbook: Lesson 7.5
- Extra Practice Activities: Vocabulary

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7.6 Listening and Writing

Looking after a pet

1 In pairs, make a list of animals that you can have as pets. Then say which animals are easy to look after in your opinion.

Cats – easy. You don't take cats for a walk!

2 7.17 Listen to a radio interview with Jo, a pet expert. Tick (✓) the names of the animals on your list that you hear.

3 7.17 Listen again. Look and tick (✓) a, b or c.

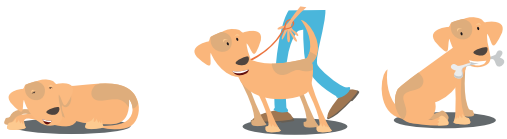
1 Which animal is dangerous?

a ☐ b ☐ c ☑



2 What do dogs like?

a ☐ b ☑ c ☐



3 Which pet sleeps a lot?

a ☐ b ☑ c ☐



4 7.18 Listen to George talking about his new pet. Choose the correct option.

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 rabbit* / *two rabbits*.



5 In pairs, talk about your ideal pet. What is it? What do you know about it?

6 Read Martin's email to Jen. What is it about? Choose the correct answer.

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.

Thanks,
Martin

7 Study the Writing box. How does the email begin? How does it end?

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*

8 Order the sentences to make an email.

a 3 She eats cat food and chicken. She drinks water.
b 4 Helena
c 5 Thanks,
d 6 Is this OK? Let me know.
e 1 Hi Ben,
f 2 Can you look after my cat for the weekend?

WRITING TIME

9 Write an email to a friend asking him/her to look after your pet.

1 **Find ideas**
Make notes about your pet.

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 email.
Is this OK? Let me know.
Thank your friend and write your name.

3 **Check and write**
Check the beginning and ending of your email.
Write the final version of your text.

Exercise 7
It begins with 'Hi'. It ends with 'Thanks, Martin'.

For the teacher
- Teaching notes, page 210
- *Need support?* worksheet, page 228
- Audioscripts, pages 238–239

On the Portal
- Photocopiable activity: *Can you look after my cat?*

For the student
- Workbook, page 77

On the Portal
- Workbook: Lesson 7.6
- Extra Practice Activities: Writing

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7.7 CLIL: Science

The environment

1 7.19 Listen and repeat. Match the phrases in the Vocabulary box with photos 1–6.

VOCABULARY Where animals live

in the forest 6 in a hole in the ground 1
on land 4 in a pond 2 in the sea 3 in trees 5













2 Read the texts. Match headings a–b with texts 1–2.

a Water animals b Land animals

1 b Land animals

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 a Water animals

There is 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 texts in Exercise 2 again. Mark the sentences T (true) or 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 What animals live in these places? Complete the table. Use information from the texts in Exercise 2.

1	In the forest	*butterfly,* elephant, giraffe, tiger
2	In trees	bird, monkey, snake, spider
3	In a hole in the ground	rabbit
4	In a pond	fish, frog
5	In the sea	fish, whale

5 Look at the animals in the photos. In pairs, guess where they live. Go to page 142 and check.

A: Where do catfish live?
B: I think they live …

Exercise 5
catfish – in a pond;
fox – in a forest;
groundhog – in a hole in the ground;
octopus – in the sea;
koala – in trees



6 Add one more animal to the table in Exercise 4.

I can say and write where animals live.

For the teacher
• Teaching notes, page 211

On the Portal
• **Photocopiable activity:** *The environment*

For the student
• Workbook, page 78

On the Portal
• **Workbook:** Lesson 7.7

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Vocabulary Activator

WORDLIST 7.20

Wild animals
bird (n)
butterfly (n)
crocodile (n)
elephant (n)
fish (n)
fly (n)
frog (n)
giraffe (n)
kangaroo (n)
lion (n)
monkey (n)
snake (n)
spider (n)
tiger (n)
whale (n)

Pets
cat (n)
dog (n)
goldfish (n)
hamster (n)
iguana (n)
parrot (n)
rabbit (n)
tortoise (n)

Adjectives
cute (adj)
dangerous (adj)
fast (adj)
slow (adj)
strong (adj)
ugly (adj)

Where animals live
in a hole in the ground
in a pond
in the forest
in the sea
in trees
on land

Extra words
amazing (adj)
at 55 kilometres an hour
at the weekend
because (conjunction)
children (singular: child) (n)
dog food (n)
drink (v)
easy (adj)
every day
expert (n)
food (n)
foreign language
guide (n)
hard work
have fun
hour (n)
I could eat a horse!
I don't mind.
I'm allergic to
interview (n)
kilo (n)
leaves (singular: leaf) (n)
litre (n)
look after (v)
magazine (n)
night (n)
not … at all
Oh, all right.
pass (n)
Poor dog!
puppy (n)
relax (v)
reporter (n)
sleep (v)
take the dog for a walk
think (v)
together (adv)
water (n)
win (v)
work (v)

1 Look at pictures 1–8 and write the animals.


1 *elephant*


2 crocodile


3 kangaroo


4 monkey


5 parrot


6 butterfly


7 iguana


8 hamster

2 Read the questions. Choose the correct answer.

1 Which animal is fast? *b*
Which animal is slow? *a*
a tortoise **b** tiger

2 Which animal is strong? b
Which animal has got legs? a
a snake **b** lion

3 Which animal is cute? a
Which animal is ugly? b
a cat **b** fly

4 Which animal lives in a pond? b
Which animal lives in a tree? a
a bird **b** frog

5 Which animal lives in people's houses? b
Which animal lives in a forest? a
a giraffe **b** spider

6 Which animal lives in the sea? b
Which animal lives in a hole in the ground? a
a rabbit **b** whale

3 7.21 **PRONUNCIATION** /s/
Listen and repeat.
Sue's snake Simon just eats, eats and eats.
He sits on the sofa and steals all the sweets!



On the Portal
- **Photocopiable activities:** *Word snakes; Ten seconds*
- **Test:** Unit 7 Test

For the student
- Workbook, pages 79–80

On the Portal
- **Workbook:** Self-check
- My Language File: Wordlist
- **Extra Practice Activities:** Self-check

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Revision

Vocabulary

1 Choose the odd one out. Why is it different?

1 a bird
b fly
c butterfly
d kangaroo

2 a crocodile
b tiger
c snake
d elephant

3 a monkey
b frog
c fish
d whale

4 a giraffe
b spider
c lion
d tiger

2 How many pets can you see? Write the number.



1 cats *one*
2 rabbits four
3 parrots two
4 goldfish six
5 tortoises three
6 iguanas one
7 dogs two
8 hamsters five

3 Complete the adjectives.

1 str *o* n *g*
2 danger o u s
3 fa s t
4 sl o w
5 ug l y
6 cu t e

4 Complete the sentences with the words below.

forest ground hole land pond ~~sea~~ trees

1 Whales live in the *sea* and lions live on land.
2 Frogs live in a pond.
3 Elephants and giraffes live in the forest.
4 Monkeys and birds live in trees.
5 Rabbits live in a hole in the ground.

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 weekend, 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 his parents
5 his parents / go to the park

6 In your notebook, write questions and answers.

1 Jason / want / a rabbit?
A: Does Jason want a rabbit?
B: No, he doesn't.
2 his parents / want / an iguana?
3 they all / watch TV?
4 what / Jackie / do / at the weekend?
5 where / Jason / go / at the weekend?

Speaking

7 Choose the correct answer.

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.

Exercise 5
2 Their parents don't want an iguana.
3 Jackie doesn't like cartoons.
4 Jason doesn't go to the park with his parents.
5 His parents don't go to the park.

Exercise 6
2 Do his parents want an iguana? No, they don't.
3 Do they all watch TV? Yes, they do.
4 What does Jackie do at the weekend? She hangs out with her best friend.
5 Where does Jason go at the weekend? He goes to the park with his friends.

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BBC CULTURE

Pets in the UK



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 7.22 Listen and read. Match photos A–D with 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 [B] 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 [D] 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 [A] Axolotls
They've got an unusual name and they look funny. 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 in Exercise 2 again and answer the questions.

1 Which pet eats a lot?
The pygmy hedgehog.
2 Which pet can make new body parts? The axolotl.
3 Which pet needs a lot of space? The pygmy hedgehog.
4 Which pet doesn't need a lot of food? The tarantula.
5 Which pet can be different colours? The axolotl.
6 Which pet can be scary? The tarantula.

4 7.23 Listen and choose the correct answer.

1 Which is the number one pet in the UK?
a cat (b) dog
2 Which animal is number three 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 is 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 animal do you choose? Why?
2 Think of a name for your animal.

exotic (adj) interesting and unusual because it is from a foreign place
popular (adj) something is popular when a lot of people like or do it
unusual (adj) different from what we usually do or know

For the teacher
- Teaching notes, page 212
- Audioscript, page 239
- Videoscript, page 239

On the Portal
- Photocopiable activity: *Project worksheet: a digital presentation*

For the student
- Workbook, page 81

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BBC London Zoo



6 40 Watch the video and answer the presenter's questions. What do the animals do after breakfast? 3 b (Millipedes have 300 legs.) They play.

7 40 Watch the video again. Match the animals below with sentences 1–6. Use the information from the video, not what you know.

monkeys penguins stick insects tigers (×2) tortoises

1 They're fast. *tigers*
2 They're slow. tortoises
3 They're green. stick insects.
4 They eat fish. penguins
5 They eat meat. tigers
6 They love toys. monkeys

8 Discuss in groups. Which animals in London Zoo would you like to see? Why?

PROJECT TIME

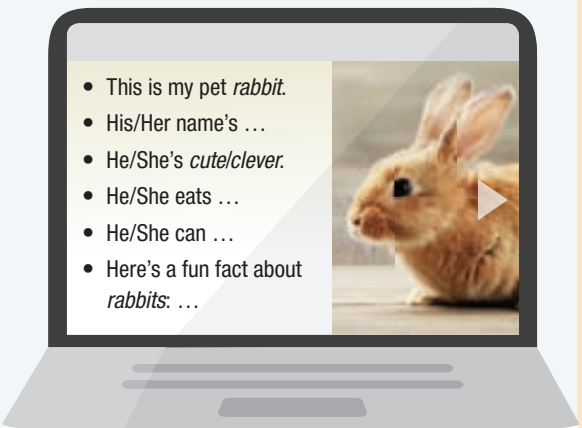
9 In groups of three, make a digital presentation with photos and information about your ideal pets.

1 **In your group, think of six ideal pets, two pets for each person in your group. Find information about them. Use these questions to help you.**
- What animals are your ideal pets?
- What do they look like?
- What do they eat?
- What can they do?
- What is a fun fact about them?

2 **Individually, create your part of the presentation.**
- Make digital posters of the pets.
- Find photos of each pet.
- Write a short text about each pet.
- Give each text a title.

3 **In your group, create your presentation.**
- Put the photos and texts together.
- Think of a title for the whole presentation.
- Check that the texts are correct.

4 **Share your presentation with the class.**
- Present your pets.
- Answer other students' questions.
- Ask questions and comment on the other presentations.



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I like that!

8

VOCABULARY
Sports | Healthy lifestyle | Sports equipment

GRAMMAR
love / *like* / *don't like* / *hate* + *-ing* | Object pronouns | Question words





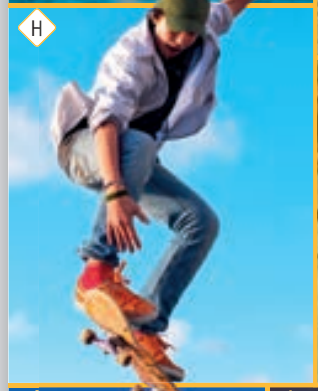




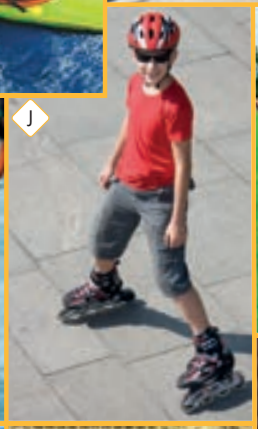






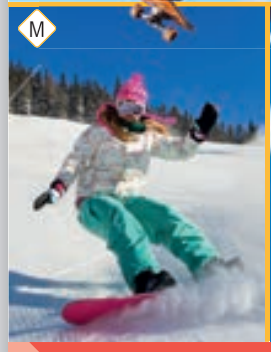




















8.1 Vocabulary

Sports

1 Read the words below. What do they mean?

basketball football skateboarding swimming tennis volleyball

For the teacher
- Teaching notes, page 214
- Audioscript, page 239

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Sports Bingo*
- **Test:** Vocabulary Check 8

For the student
- Workbook, page 82

On the Portal
- **Workbook:** Lesson 8.1
- **Extra Practice Activities:** Vocabulary

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2 8.1 Listen and repeat. Match the words in the Vocabulary box with photos A–Q on page 116. Which sport is in two photos?

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 you.

1 tekaodnwo *t a e k w o n d o*
2 anngcioe c a n o e i n g
3 rloerl kasitng r o l l e r s k a t i n g
4 sktbraoadenig s k a t e b o a r d i n g
5 swobonrdiang s n o w b o a r d i n g
6 hoecky h o c k e y
7 bsktbaelal b a s k e t b a l l
8 bdatinmon b a d m i n t o n

4 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: _____

WATCH OUT!
I **do** taekwondo.
I **go** swimming.
I **play** tennis.

5 8.2 Complete the phrases with *go* or *play*. In pairs, compare your answers. Then listen and check.

1 *go* cycling
2 play basketball
3 play hockey
4 go snowboarding
5 go skateboarding
6 go roller skating
7 go windsurfing
8 play badminton
9 play table tennis
10 go canoeing
11 play football
12 go ice-skating

6 These children do two sports. Look at the pictures and complete the sentences.



Mario



Alicia



Peter



Fran

1 Mario *plays badminton* at school. He goes roller skating at the weekend.
2 Alicia plays table tennis at school. She also goes canoeing with her dad.
3 Peter plays hockey in the school team. He does taekwondo every week.
4 Fran goes snowboarding in winter. She always goes swimming in the morning.

YOUR WORLD

7 Complete the sentences with verbs and sports from Exercise 5.

I never _____ .
I watch _____ on TV.
I think _____ is boring.
I think _____ is great!
I _____ with friends.
I _____ every day.
I often _____ at school.

Exercise 2
badminton – N
basketball – P
canoeing – E
cycling – A
football – O
hockey – K
ice-skating – I
roller skating – F, J
skateboarding – H
snowboarding – M
swimming – B
table tennis – Q
taekwondo – D
tennis – L
volleyball – G
windsurfing – C
Roller skating is in two photos.

Exercise 4
Indoor sports: badminton, *basketball*, cycling, hockey, ice-skating, swimming, table tennis, taekwondo, volleyball
Outdoor sports: badminton, basketball, canoeing, cycling, *football*, hockey, ice-skating, roller skating, skateboarding, snowboarding, swimming, tennis, volleyball, windsurfing
Team sports: basketball, football, hockey, volleyball
Winter sports: ice-skating, snowboarding
Ball sports: basketball, football, hockey, table tennis, tennis, volleyball
Water sports: canoeing, swimming, windsurfing

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8.2 Grammar

love / like / don't like / hate + -ing Object pronouns

VIDEO **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 8.3 Watch the video. Then listen and read. Find two sports in the story that are not in the Vocabulary box on page 117.
horse-riding and rock climbing

2 Read the story again. Complete the sentences with one word in each gap.

1 Lian wants to go to *summer* camp.
2 Jen doesn't like rock climbing.
3 Sailing and windsurfing are water sports.
4 Windsurfing is not a good sport for Alex.
5 Jen wants to go to a cooking camp, but Alex doesn't.

SOUNDS GOOD! Maybe. • That's true.

3 8.4 Listen and repeat. Find these expressions in the story.

4 Look at the summer camp brochures. Which camp is good for Lian, Jen and Alex? Choose the correct answer.

a tech camp b fun camp c sports camp

5 42 8.5 Now watch or listen and check. b

For the teacher
- Teaching notes, page 215
- *Need support?* worksheet, page 229
- Videoscripts, page 239
- Audioscripts, page 239

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Do you like cooking?*
- **Test:** Grammar Check 8

For the student
- Workbook, page 83
- Grammar Time, page 139

On the Portal
- **Workbook:** Lesson 8.2
- **Extra Practice Activities:** Grammar, The Newmans video

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6 Study the Grammar box. Then watch.

GRAMMAR *love / like / don't like / hate + -ing*

I love eating. I hate cooking.
I don't like getting wet.

Do you like cycling? Yes, I do. / No, I don't.
What do you like doing? I like cooking.

VIDEO **43 GET GRAMMAR!**

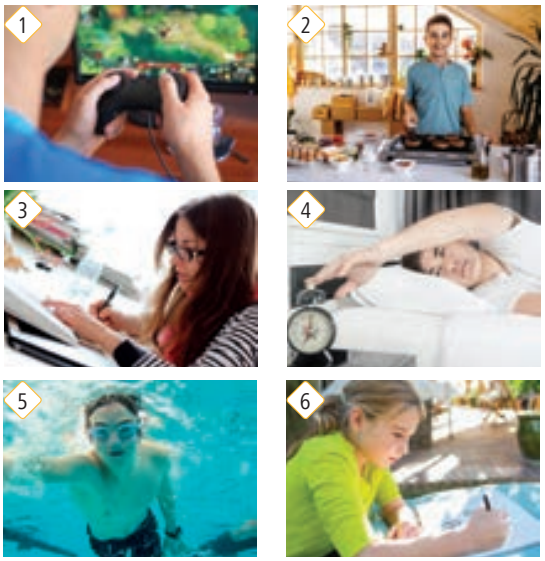


7 Read the story on page 118 again. Complete the sentences with *loves, likes, doesn't like* or *hates*.

1 Jen *doesn't like* rock climbing.
2 Lian ___likes___ rock climbing.
3 Alex ___doesn't like___ getting wet.
4 Alex ___loves___ eating, but he ___hates___ cooking.

8 Look at photos 1–6. Write true sentences in your notebook. Use *love, like, don't like* or *hate* + *-ing*.

cook do homework draw get up play swim



1 *I like playing computer games.*

9 8.6 Listen and mark the sentences T (true) or F (false).

1 Sue doesn't like playing volleyball. T / (F)
2 Brian likes swimming. T / (F)
3 Kate 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 → her	you → you
	it → it	they → them

She is a good friend. I like her.
You don't like sports. We love them.

10 Read Lian's email and choose the correct option.



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).

YOUR WORLD

11 Write what your friends or family *love/like/don't like/hate* doing. Use Lian's email in Exercise 10 to help you.

My friend … likes … . He/She knows a lot of things about …

Exercise 8
2 I love/like/don't like/hate cooking.
3 I love/like/don't like/hate doing homework.
4 I love/like/don't like/hate getting up.
5 I love/like/don't like/hate swimming.
6 I love/like/don't like/hate drawing.

I can use the verbs *love / like / don't like / hate* + *-ing* and object pronouns.

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8.3 Grammar

Question words

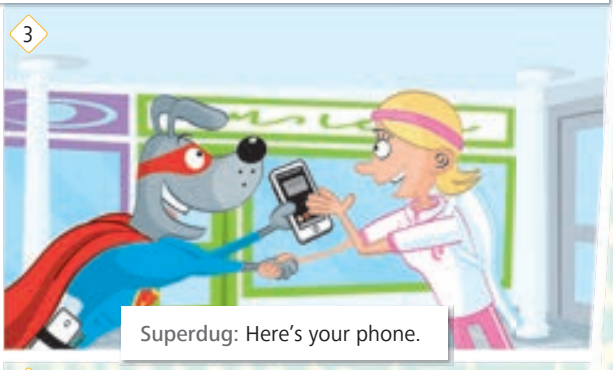
The Terrific Two – Dug's sports hero



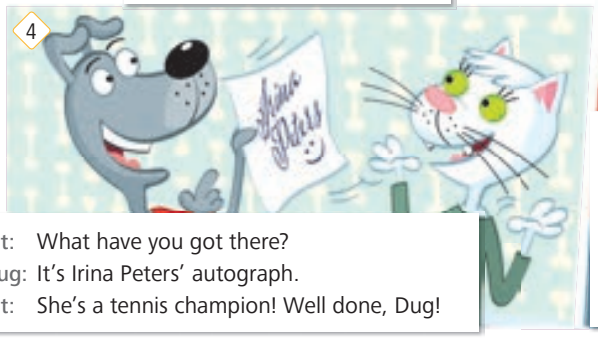
Dug: Excuse me, are you Irina Peters, the tennis player?
Irina: Yes, I am.
Dug: Can I have your autograph, please? I'm a great fan!
Irina: Sure. Hold my phone, please. What is your name?
Dug: Dug, erm … no … Superdug.
Irina: Are you THE Superdug?



Superdug: Yes. Look! Selfie?
Irina: Wow, yes! I'm your fan too!



Superdug: Here's your phone.



Kit: What have you got there?
Dug: It's Irina Peters' autograph.
Kit: She's a tennis champion! Well done, Dug!



Dug: And here's a photo of us. Oh, no! This isn't my phone.
Kit: Whose phone is it?
Dug: It's Irina Peters' phone. We've got the same phone!
Kit: Where can you find her? Where does she live?
Dug: 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?
Two. They are the same.

2 8.7 Listen and read. Who is Irina Peters?
She's a tennis champion/a champion tennis player/a tennis player.

3 Read the sentences. Mark them 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

Exercise 3
(Some students may answer F for question 5 – Dug knows that his phone is with Irina – but as he doesn't know where Irina is, he doesn't know where his phone is.)

For the teacher
- Teaching notes, page 216
- *Need support?* worksheet, page 229
- Videoscript, page 240
- Audioscript, page 240

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Who? Where? When?*
- **Test:** Grammar Check 8

For the student
- Workbook, page 84
- Grammar Time, page 139

On the Portal
- **Workbook:** Lesson 8.3
- **Extra Practice Activities:** Grammar

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4 Study the Grammar box. Then watch.

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.

VIDEO **44 GET GRAMMAR!**



5 Match questions 1–6 with answers a–f.

1	d	Where do Superdug and Kit live?	a Two.
2	c	Who is a tennis champion?	b Fish and chips.
3	a	How many sisters has Kit got?	c Irina.
4	f	When is Superdug's birthday?	d In the UK.
5	b	What is Kit's favourite dinner?	e Superdug's.
6	e	Whose bike is red and white?	f On 5 July.

6 How well do you know the Terrific Two? Complete the questions with the question words below. Then answer the questions in pairs.

how many what when where ~~who~~ whose

1 A: *Who* is Uncle Roberto? (Look at page 16.)
B: *He's Superdug's uncle.*
2 A: _____ is in the box? (Look at page 30.)
3 A: _____ is Granny's house? (Look at page 46.)
4 A: _____ eyes are green? (Look at page 60.)
5 A: _____ children are there in the boat? (Look at page 76.)
6 A: _____ does Superdug play football? (Look at page 90.)

7 8.8 Listen to Superdug's questions. Then choose 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.

8 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 Rafael Nadal.
3 A: _____?
B: I live at 6 Rose Street.
4 A: _____?
B: My birthday is on 26 August.
5 A: _____?
B: I've got one brother and one sister.

YOUR WORLD

9 In pairs, ask questions 1–5 from Exercise 8 and give true answers.
A: What is your favourite sport?
B: It's …

10 Play a 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?

Exercise 8
2 Who is your favourite sportsperson?
3 Where do you live?
4 When is your birthday?
5 How many brothers and sisters have you got?

Exercise 10 (Suggested answers)
Where is Jack/he?
Where does Jack/he swim?
Where can Jack/he swim?
When does Jack/he swim?
When can Jack/he swim?
Who is Jack/he?
Who does Jack/he like?
What does Jack/he like?
Whose friend is Jack/he?
Whose friend can swim?
Whose friend is Jack/he?
Does Jack/he swim?
Can Jack/he swim?

Exercise 6
2 What; Superdug's new superhero suit.
3 Where; It's at 10 Paxton Street.
4 Whose; Kit's eyes are green.
5 How many; There are two children in the boat.
6 When; On Fridays.

I can ask detailed questions. 121 Unit 8

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8.4 Speaking

Talking about the weather

VIDEO **WHAT'S THE WEATHER LIKE?**

Lucas is on holiday in Spain, but it's rainy in London.

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!



Exercise 4
(in the Northern Hemisphere)
1 **Summer:** June, July, August
2 **Spring:** March, April, May
3 **Winter:** December, January, February
4 **Autumn:** September, October, November

1 45 8.9 Watch the video. Then listen and read. Complete the sentence.

Jen can't go swimming today because _____.
it's cold/it's cold and rainy/the weather is bad

2 8.10 Listen and repeat.

SPEAKING 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.*

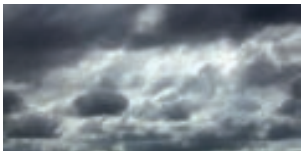
3 What is the weather like? Complete the sentences.



1 It's *rainy*.



2 It's windy.



3 It's cloudy.



4 It's sunny.

4 Which months are in each season in your country?

January February March
April May June July
August September October
November December

1 Summer: _____
2 Spring: _____
3 Winter: _____
4 Autumn: _____

5 Choose the best answer.

1 A: What's the weather like in autumn in Spain?
B: (a) It's warm and sunny.
b I like sunny weather.

2 A: I want to go windsurfing tomorrow.
B: a Yes, it's cold.
(b) I hope it's warm and windy.

YOUR WORLD

6 Play a game! Student A, say what the weather is like. Student B, suggest a sport you can do. Then change roles.

A: It's windy.
B: Let's go windsurfing!

For the teacher
• Teaching notes, page 217

On the Portal
• Photocopiable activity: *What's the weather like?*

For the student
• Workbook, page 85

On the Portal
• Workbook: Lesson 8.4
• Extra Practice Activities: Speaking

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8.5 Reading and Vocabulary

Healthy lifestyle

1 8.11 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: go to bed early
3 Photo c: eat fruit and vegetables
4 Photo d: brush your teeth
5 Photo e: do exercise
6 Photo f: have friends

2 8.12 Read and listen to the magazine article. Match headings A–F with tips 1–6.

A Healthy teeth 4
B Be sporty 5
C Sleep well 1
D People you like 6
E Healthy food 2
F Water is great! 3

3 Read the article again. Complete the sentences with one word in each gap.

1 It's good to *get* up at the same time every day.
2 Healthy teens eat fruit and vegetables every day.
3 Healthy teenagers drink a lot of water.
4 It's good to brush your teeth after every meal.
5 When you want to exercise, you can play a sport, ride your bike or walk.
6 It's fun to hang out with friends.

4 Read the sentences. Tick (✓) the things that are healthy and put a cross (✗) if they are unhealthy.

1 I sleep five 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.

YOUR WORLD

5 Work in pairs. Talk about two healthy things that you do.
I brush my teeth after every meal.

I can understand short texts about healthy habits.

For the teacher
- Teaching notes, page 218
- *Need support?* worksheet, page 229

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Stay healthy!*

For the student
- Workbook, page 86

On the Portal
- Workbook: Lesson 8.5
- Extra Practice Activities: Vocabulary

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8.6 Listening and Writing

Your lifestyle

Exercise 5
Lucas has a healthy lifestyle in some ways.
Yes: Lucas loves sleeping. He drinks water. He plays the guitar every day and he meets his friends.
No: Lucas doesn't like healthy food and he isn't sporty.

1 Complete the sentences about sports champions with *train, good* and *healthy*.

1 Champions are good at their sport.
2 They train a lot.
3 They have a healthy lifestyle.

2 8.13 Listen to the interviews with Denise and Gary. What are their sports?
Denise: volleyball; Gary: taekwondo

3 8.13 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 seven/7 o'clock in the morning.
3 How often does she eat fruit and vegetables?
Every day.
4 Has she got time for homework?
Yes, she has.



Gary

5 How many friends has he got in his club?
He's got three/3 friends.
6 When does he train?
From five to seven/7 every day.
7 When are his competitions?
Usually on Saturday mornings.
8 What does he always eat on Saturdays? pizza.

4 Have Denise and Gary got a healthy lifestyle? In pairs, compare your ideas.

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.

6 Study the Writing box.

WRITING Checking grammar

Read the first draft of your text to check for grammar mistakes. Check your final draft too.
I like ~~watch~~ watching football on TV.

7 Correct the underlined mistakes.

1 I like eat chocolate. eating
2 I hate swimming, but my friends like him. it
3 He eat a healthy breakfast. eats
4 We love do sports. doing

Exercise 4
Yes, they have. They both do exercise.
Denise drinks a lot of water and eats fruit and vegetables every day.
Gary likes healthy food and has fun with his friends.

WRITING TIME

8 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 for grammar mistakes and write the final version of your text.

For the teacher
- Teaching notes, page 218
- *Need support?* worksheet, page 229
- Audioscript, page 240

On the Portal
- Photocopiable activity: *My weekend*

For the student
- Workbook, page 87

On the Portal
- Workbook: Lesson 8.6
- Extra Practice Activities: Writing

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8.7 CLIL: Sports

Sports equipment

1 8.14 Listen and repeat. Match the words in the Vocabulary box with the sports equipment A–F in the photos in Exercise 2.

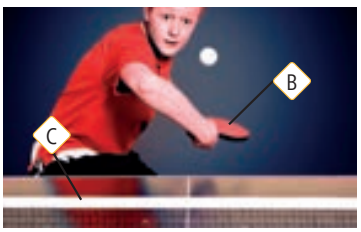
VOCABULARY Sports equipment

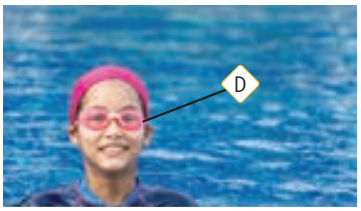
bat B goggles D helmet A net C racket E stick F

2 What sports do the teens in the photos like? Complete the texts with the words below. There are four extra words.

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.

Exercise 2
2 table tennis
3 swimming
4 tennis
5 hockey

YOUR WORLD

3 Complete the sentences so they are true for you.
I like _____ . I play/go _____ with _____ .
I need _____ to do this sport.

4 Complete the table with equipment words from the texts in Exercise 2.

Tennis	*racket, ball, net*
Hockey	stick, helmet
Volleyball	ball, net
Football	ball, net
Swimming	goggles, swimming cap
Table tennis	ball, bat, net, table
Cycling	bike, helmet

I can name sports equipment.

For the teacher
• Teaching notes, page 219

On the Portal
• **Photocopiable activity:** *Sports equipment*

For the student
• Workbook, page 88

On the Portal
• **Workbook:** Lesson 8.7

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Vocabulary Activator

WORDLIST 8.15

Sports
badminton (n)
basketball (n)
canoeing (n)
cycling (n)
football (n)
hockey (n)
ice-skating (n)
roller skating (n)
skateboarding (n)
snowboarding (n)
swimming (n)
table tennis (n)
taekwondo (n)
tennis (n)
volleyball (n)
windsurfing (n)

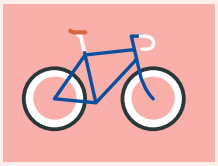
Healthy lifestyle
brush your teeth
do exercise
drink a lot of water
eat fruit and vegetables
go to bed early
have friends

Sports equipment
bat (n)
goggles (n)
helmet (n)
net (n)
racket (n)
stick (n)

Extra words
appointment (n)
at the beach
autograph (n)
champion (n)
chocolate (n)
cloudy (adj)
cold (adj)
competition (n)
fan (n)
find (v)
for example
from … to …
get wet
hate (v)
health (n)
healthy (adj)
horse-riding (n)
hot (adj)
I hope …
in the morning
Maybe.
meal (n)
pizza (n)
rainy (adj)
right now
rock climbing (n)
snowy (adj)
sporty (adj)
spring (n)
summer (n)
summer camp (n)
sunny (adj)
That's a pity.
That's true.
tip (n)
want (v)
warm (adj)
water sport (n)
Well done!
What's the weather like?
whose (pronoun)
windy (adj)
winter (n)

Exercise 1
2 basketball, football, volleyball
3 badminton, tennis
4 hockey, skateboarding
5 swimming, snowboarding
6 table tennis, roller skating
7 windsurfing
8 ice-skating

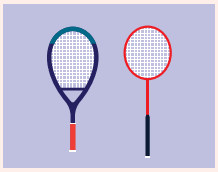
1 For which sport(s) do you need the equipment in pictures 1–8?



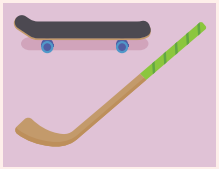
1 *cycling*



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

2 Find the words for sports equipment in the wordlist. Four of them are in the pictures in Exercise 1. Which two pieces of equipment are not in the pictures? Write them. Then draw them in the box.

helmet , net

3 The underlined words are in the wrong phrase. Put them in the correct phrase.

For a healthy lifestyle:

1 brush your water — *teeth*
2 do teeth — exercise
3 drink a lot of early — water
4 eat fruit and friends — vegetables
5 go to bed exercise — early
6 have vegetables — friends

4 8.16 **PRONUNCIATION** /r/

Listen and repeat.

Rosemary and Jane
Love running in the rain!

On the Portal
- **Photocopiable activities:** *Read, match, win!; Make your own questionnaire!*
- **Test:** Unit 8 Test

For the student
- Workbook, pages 89–90

On the Portal
- **Workbook:** Self-check
- **My Language File:** Wordlist
- **Extra Practice Activities:** Self-check

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Revision

Vocabulary

1 Read sentences 1–5. Then complete the words for the sports.

1 You play these sports with a ball.
   a b*asketball*
   b t__able__ t__ennis__
   c t__ennis__
2 These are not team sports.
   a r__oller__ s__katin__g
   b sk__ateboardin__g
   c t__ennis/taekwondo__
   d sn__owboardin__g
3 You do these sports indoors and outdoors.
   a h__ockey__
   b v__olleyball__
   c c__ycling__
   d b__adminton__
   e s__wimming__
4 You do these sports in winter.
   a sn__owboardin__g
   b i__ce__ - s__kating__
5 You need windy weather for this sport.
   a w__indsurfing__

2 Jamie's lifestyle isn't healthy. Give him some tips. Complete the sentences with the words below.

bed ~~exercise~~ friends teeth vegetables water



1 Do *exercise* every day.
2 Eat fruit and __vegetables__.
3 Drink a lot of __water__.
4 Brush your __teeth__ after you eat.
5 Hang out with your __friends__.
6 Go to __bed__ early.

3 Read the sentences. Mark them 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 Complete the text about Jamie with the correct form of the verbs in brackets.

Jamie isn't very sporty. He doesn't like [1]*doing* (do) sports at school and he doesn't like [2]__playing__ (play) football with his friends. He [3]__hates__ (hate) cycling too. He sometimes [4]__goes__ (go) roller skating with his sister. They like [5]__going__ (go) to the park, but not when it's cold and rainy. Jamie loves [6]__watching__ (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?

Exercise 5
2 Who is your sports hero?
3 Whose autograph have you got?
4 Where do you exercise? Indoors or outdoors?
5 When do you go to bed?
6 How many friends have you got?

6 Read the sentences. Replace the underlined object pronouns with the words below.

chocolate Mr Smith those roller skates you and me ~~your mum~~

1 I like her. *your mum*
2 I don't like them. __those roller skates__
3 I love it! __chocolate__
4 They like him. __Mr Smith__
5 She can help us. __you and me__

Speaking

7 Match 1–4 with a–d.

1 What's the weather a in summer in the UK. 3
2 It's sunny, but it's b the UK in winter. 4
3 It's often rainy c windy. 2
4 It's sometimes cold in d like in the UK today? 1

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SET FOR LIFE

I'm sorry, it's my fault!









1 Match 1–4 with photos A–D above.

1 Ron: Hang on! We're at 4, Rose Street. You say it's the address of the bookshop, but it isn't. This is an ice cream shop.
Olga: Oh, no! I've got the wrong address!

2 Peter: Have you got our tickets?
Haley: They aren't in my bag! They're at home!

3 Mr Reed: You're late! You play the drums in the school band and they can't start without you!

4 Nick: We're hungry, Sue! Is dinner ready?
Sue: No, it isn't. It's on the floor!

2 Are you ever in situations like those in photos A–D? Read sentences a–e and tick (✓) the things you do.

a ☐ I make mistakes.
b ☐ I break things.
c ☐ I forget things or I lose them.
d ☐ I'm late.
e ☐ I don't do the things people ask me to do.

3 Answer the questionnaire. Then compare your answers in pairs. Check your score on page 142.

How do you deal with mistakes?

1 You borrow your friend's laptop computer. It stops working.
- a You give it back and you say: 'There's something wrong with it. How can I fix it?'
- b You don't tell him. When he finds out, you say: 'I don't know anything about it.'
- c You don't tell him. When he finds out, you say: 'I'm sorry.'

2 You are working on a school project in a group. You don't do your part of the project well. The project gets a bad mark.
- a You tell the group: 'It's your fault.'
- b You tell the teacher: 'It's my fault.'
- c You tell the group: 'I'm sorry.'

3 You buy cinema tickets online for you and your friends. You make a mistake and buy tickets for the wrong time.
- a You say: 'I'm sorry.' Then you ask your friends to pay for the new tickets.
- b You say: 'There's a problem with the site.'
- c You say: 'I'm sorry.' Then you pay for new tickets for the right time.

4 Your mum texts you from work. She asks you to tidy the living room. You forget. Your mum comes back home with a friend and the living room is a mess.
- a You say: 'I'm sorry.' Then you tidy the living room quickly.
- b You say: 'I haven't got my phone with me.'
- c You promise to tidy the living room next time.

For the teacher
- Teaching notes, page 220
- Audioscript, page 240

On the Portal
- Photocopiable activity: *These things happen*

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4 Look at the people A–D again. Then read 1–4 below and choose the best option.

1 Sue: I'm so sorry! It's my fault!
Nick: *Why can't you be careful? / Don't worry, Sue. Accidents happen!*
Sue: Let's order some pizza. My treat!

2 John: I'm really sorry, Mr Reed. How can I make up for it?
Mr Reed: *Well, you can't! / Just don't be late next time.*
John: I promise, Mr Reed.

3 Haley: I feel so bad about this!
Peter: *It's your fault! We can't go to the zoo now! / Don't feel bad, Haley! I forget things too. Let's ask the people at the zoo. Maybe they can do something.*

4 Olga: *It's my mistake! / It isn't my fault!*
Ron: That's OK. These things happen.
Olga: *Can I buy you / Can you buy me* some ice cream to make up for it?
Ron: That's a great idea!

5 8.17 In pairs, compare your answers to Exercise 4. Did you choose different answers? Why? Then listen and check.

6 In pairs, act out a complete dialogue from Exercise 1 or Exercise 4.

SET FOR LIFE

7 In pairs, write, act out and film a video clip about how to deal with situations like the ones in Exercise 2. Follow these steps.

1. Choose a situation from Exercise 2. Think of the details, e.g. who the people are, what happens.
2. Write your dialogue. Read the Useful Tips and use expressions from the Useful Phrases box.
3. Act out and film the dialogue.
4. Play the video clip to the class.

Reacting to mistakes

USEFUL TIPS

It's important to apologise for your mistakes. It's also important to be kind to people who make mistakes.



USEFUL PHRASES

What to say when you make a mistake.

- I'm so/very sorry.
- It's my fault.
- I feel so bad about this!
- How can I make up for it?

What to say to someone who makes a mistake.

- That's OK.
- Don't worry!
- Don't feel bad about it.
- These things happen.

Exercise 5
2 Just don't be late next time.
3 Don't feel bad, Haley! I forget things too. Let's ask the people at the zoo. Maybe they can do something.
4 It's my mistake! Can I buy you



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Progress Check Units 1–8

Exercise 1
1 A; armchair, bed, carpet, chair, desk, lamp, poster, plant, table, television/TV
2 F; daughter, grandmother/granny
3 C; body, ears, eyes, face, fingers, foot, hand, head, leg, mouth
4 B; (acoustic/electric guitar,) keyboard, violin
5 E; play computer games, chat online, hang out with friends, go swimming/cycling/etc., play tennis/football/etc.
6 D; net, racket, stick, (tennis/table tennis) ball

Vocabulary and Grammar

1 Match categories A–F with words and phrases 1–6. Then add one more word or phrase to each category.

A Household objects
B Musical instruments
C Parts of the body
D Sports equipment
E Things we do to relax
F Women in the family

1 ☐ cushion, fridge, sofa, _____
2 ☐ mother, sister, aunt, _____
3 ☐ arm, nose, hair, _____
4 ☐ piano, drums, guitar, _____
5 ☐ listen to music, watch TV, play a game, _____
6 ☐ goggles, helmet, bat, _____

2 Find the words.

1 A sport like tennis, but with a different type of ball. (noun) *table tennis*
2 This very big animal lives in the sea, but it isn't a fish. (noun) whale
3 Not fast. (adjective) slow
4 You do this to make your bedroom look nice. (verb) tidy
5 We cook our meals in this room. (noun) kitchen
6 You wear these on your feet when you do sports. (noun) trainers
7 The day after the weekend. (noun) Monday
8 It's good to do this in the morning and after meals. (three words) brush your teeth
9 A room usually has four of them. (noun) walls

3 Complete the dialogue with one word in each gap.
Kai is a new student at Alice's school.

Kai: [1] *Have* you got a favourite cousin, Alice?
Alice: Yes, I have. [2] Her name's Emily.
Kai: [3] Where does she live?
Alice: She [4] lives in Southend. Her house is next [5] to the beach.
Kai: [6] Does she go swimming?
Alice: No, she [7] doesn't. She [8] can't swim.
Kai: That's a pity! Swimming is a nice sport.
Alice: Emily does a lot of other sports. She [9] plays hockey, tennis and football. She also loves singing. She [10] has music lessons after school.
Kai: I love music too! Is [11] there a music club in our school?
Alice: Yes, there is. We [12] have music lessons every Tuesday and Thursday.
Kai: That's fantastic!

Listening

4 8.18 Listen and match names 1–4 with pictures A–F. There are two extra pictures.

1 E Beatrice
2 B Charlie
3 F Mel
4 D Jeff



Speaking

5 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 I/we have three tickets, please?
B: Yes, sure. Three tickets are £27, please.
3 A: Where is the concert?
B: It's June, so the concert is in the park.
4 A: Can I/we buy CDs at the concert?
B: Yes, you can buy CDs at the concert.
5 A: What time does the concert start?/(What time) is the concert?
B: At eight o'clock.

6 In pairs, make mini dialogues. Then act them out.

1 What do you do to relax?
2 What do you say when someone apologises to you?
3 What's the weather like in winter in your country?
4 You and your friends want to hang out this afternoon. Make a suggestion.

For the teacher
• Audioscript, page 240

On the Portal
• **Test:** Units 1–8 Progress Test, Units 1–8 Progress Writing Test, Units 1–8 Progress Speaking Test

For the student
• Workbook, page 91

On the Portal
• **Workbook**

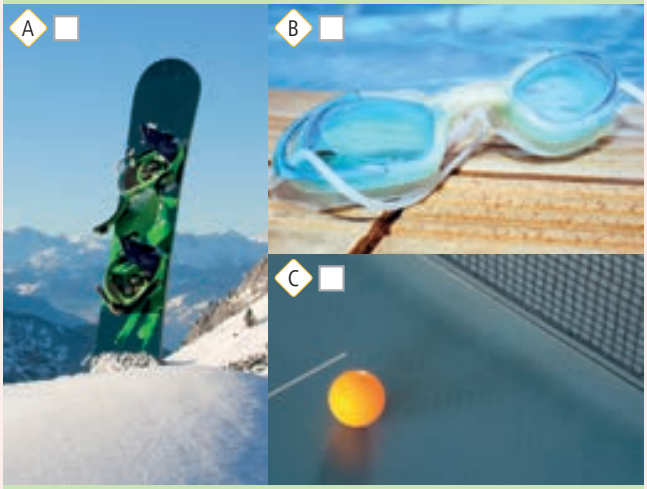
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Reading and Writing

7 In pairs, look at photos A–C. What sports do you use the equipment in?

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's one sport I love: 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 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*

8 Read texts 1–3 and match them with photos A–C.

9 Read the texts again and complete the table.

	Jill	Rod	Alistair
What's his/her favourite sport?	*table tennis*	snow boarding	swimming
Where does he/she do it?	at school	In Argentina	at the swimming pool
Who does he/she do it with?	her school friends	his family	his swimming club

10 Read this. Choose a word from below. Write the correct word next to numbers 1–5. There are two extra words.

My [0]*body* and head are orange and black. I see with my two yellow [1] eyes . My four [2] legs are very strong. I've got big teeth and I am dangerous. I can run very fast! I don't eat fruit and [3] vegetables . I eat meat. I like the [4] sun , but I don't like very hot weather. Do I like [5] swimming ? Yes, I like water! What am I? I am a tiger.


body

sun


man


swimming


eyes


vegetables


teeth


legs

11 Write a short description of an animal. Don't write its name. Can your teacher guess the animal?

12 Write 40–50 words about your favourite sport. Use these questions to help you.

1 What is your favourite sport?
2 Where and when do you do it?
3 Do you do it alone or with other people/in a team?
4 Are you good at it?
5 How often do you win?

Exercise 7
A snowboarding
B swimming
C table tennis

Exercise 8
A 2
B 3
C 1

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Grammar Time

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 Rewrite the sentences. Use 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 Choose the correct option.

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 dialogue in your notebook. Use the correct form of the verb *to be*.

Jackie: Hi! [1]my name / be / Jackie
My name's Jackie.
Liam: Oh, hi, Jackie. [2]you / be / Nicki's friend, right?
Jackie: [3]yes, 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 Complete the text about yourself. Use the correct form of the verb *to be*.

Hi, my name's [1]_____ . Today I [2]_____ years old. My friends and I [3]_____ ready for my birthday cake. It [4]_____ a lovely cake! Look at all the presents! They [5]_____ 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.

We add *not* after the verb *to be* to make it negative.
For the short form, join *are/is* and *not*: *aren't, isn't.*
For the first person, join *I* and *am*: *I'm not.*

1 Write *not* in the correct place to make the verb *to be* negative.

1 John _____ is *not* Tom's _____ uncle.
2 I _____ am not British.
3 They _____ are not from _____ France.
4 It _____ is not my _____ dog.
5 You _____ are not at _____ home.

2 Write negative sentences. Use the short form of the verb *to be*.

1 we / hungry — *We aren't hungry.*
2 she / happy — She isn't happy.
3 I / a superhero — I'm not a superhero.
4 he / here — He isn't here.
5 you / in the photo — You aren't in the photo.
6 it / my name — It isn't my name.

3 Look at the table. Write true sentences. Use the affirmative or negative form 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 Mel / Spanish
6 Jeanette / Chinese

1.2
Exercise 1
2 They're cousins.
3 It's a birthday cake.
4 We're at my house now.
5 I'm very happy!

1.2
Exercise 3
2 You're Nicki's friend, right?
3 Yes, I am.
4 I'm Liam.
5 Nicki and I are cousins.
6 Today's my birthday.

1.3
Exercise 3
2 Ollie is American.
3 Marcos and Mei Lin aren't American.
4 Mei Lin isn't French.
5 Marcos and Mel are Spanish.
6 Jeanette isn't Chinese.

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2.2

this, that, these, those

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.

We use *this/these* to talk about someone or something that is near.

We 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 Rewrite the sentences.

1 These are Mum's trainers.
These *trainers are Mum's*.
2 That is a lovely dress!
That dress is lovely.
3 This is a cool top.
This top is cool.
4 Those are Mark's trousers.
Those trousers are Mark's.
5 These are Sam's clothes.
These clothes are Sam's.
6 That is Carla's backpack.
That backpack is Carla's.

2 Write sentences. Use *this, that, these* or *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
my favourite / trainers	trainers / my sister's

1 *This is a long skirt. That is a short shirt.*
2 These jeans are blue. Those jeans are black.
3 These are new shoes. Those are old shoes.
4 This jacket is big. That jacket is small.
5 These tracksuits are boring. Those tracksuits are cool.
6 These are my favourite trainers.
Those trainers are my sister's.

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*, we change the position of *I/you/he/she/it/we/they* and *am/are/is*.
He is thirteen. – Is he thirteen?

We give a short answer to *yes/no* questions **only.**
A: *Are you OK?* B: *Yes, I am.*

We give a full answer to questions with *what, who,* etc.
A: *Who is Harry*? B: *He's my best friend.*

1 Write questions with the correct form of the verb *to be*.

1 you / at home? *Are you at home?*
2 we / OK now? Are we OK now?
3 he / sorry? Is he sorry?
4 it / a new T-shirt? Is it a new T-shirt?
5 the cupcakes / for me? Are the cupcakes for me?

2 Answer the questions in Exercise 1. Use short answers.

1 ✗ *No, I'm not.*
2 ✓ Yes, we are.
3 ✓ Yes, he is.
4 ✗ No, it isn't.
5 ✓ Yes, they are.

3 Complete the questions. Use *who* or *what* and the correct form of the verb *to be.*

1 *Who is* Peter? Peter is Mary's friend.
2 What is it? It's my new jacket.
3 What are these clothes? They're tracksuits.
4 Who are these boys? They're my classmates.

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Grammar Time

3.2

there is/there are affirmative

+	There is (There's) a book on the desk. There are two phones on the table. There are some books next to the TV.

We use *there is/there are* to say that someone or something exists or is present.

We use *there is* with singular nouns. We use *there are* with plural nouns.

The short form of *there is* is *there's*. There is no short form for *there are*.

With *there is/there are*, before plural nouns and uncountable nouns, we use *some* in affirmative sentences.

1 Choose the correct option.

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 some *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 some bikes in the garage.
2 There are four chairs in the kitchen.
There's a chair in the kitchen.
3 There's a window in the living room.
There are some windows in the living room.
4 There are some sweets in my bag.
There's a sweet in my bag.

3 Match 1–6 with a–f and say where the things are. Then write sentences with *there's* or *there are*.

1 a bath	e	a	in the house
2 four bedrooms	a	b	in the fridge
3 some trees	f	c	in the garage
4 a car	c	d	in the wall
5 some milk	b	e	in the bathroom
6 a window	d	f	in the garden

1 *There's a bath in the bathroom.*
2 There are four bedrooms in the house.
3 There are some trees in the garden.
4 There's a car in the garage.
5 There's some milk in the fridge.
6 There's a window in the wall.

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, we change the position of *there* and *is/are*.
There is a cat on the bed. – Is there a cat on the bed?

We 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 white house in this street
There isn't a white house in this street.
2 books on the desk
3 TV in my bedroom
4 chair in the garden
5 people in the house

2 Complete the sentences with *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 ___any___ bags on the floor.
5 Are there ___any___ oranges in the kitchen?

3 Write questions about an unusual house in your notebook. Then look at the table and answer the questions.

	bedroom	kitchen	bathroom	garage
bath	1	✗	✗	✗
sofas	✗	2	✗	✗
posters	✗	✗	10	✗
fridge	✗	✗	✗	1

1 bath / in the bathroom?
A: Is there a bath in the bathroom?
B: 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?

3.3

Exercise 1

2 There aren't any books on the desk.
3 There isn't a TV in my bedroom.
4 There isn't a chair in the garden.
5 There aren't any people in the house.

3.3

Exercise 3

2 A: Are there any sofas in the kitchen?
B: Yes, there are. (There are two sofas.)
3 A: Are there any posters in the bedroom?
B: No, there aren't.
4 A: Is there a fridge in the garage?
B: Yes, there is. (There's one fridge.)
5 A: Is there a bath in the bedroom?
B: Yes, there is. (There's one bath.)
6 A: Are there any posters in the bathroom?
B: Yes, there are. (There are ten posters.)

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4.2

have got affirmative and negative

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

We use *have got* with *I/you/we/they*. We use *has got* with *he/she/it*. We add *not* between *have* and *got* to make the negative form.

1 Choose the correct option.

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 wrong options in Exercise 1.

1 *That cat hasn't got* blue eyes.
2 My grandparents haven't got white hair. white hair.
3 Ian hasn't got curly hair. curly hair.
4 Chris and Eve haven't got small feet. small feet.
5 Those dogs haven't got long ears. long ears.

3 Write affirmative or negative sentences.

Look at photo 1 on page 58.

1 Mrs Newman / brown hair
Mrs Newman has got brown hair.
2 Jen / a big bag
Jen hasn't got a big bag.
3 Jen and Alex / sandwiches in their hands
Jen and Alex haven't got sandwiches in their hands.
4 Jen and Alex / trainers
Jen and Alex have got trainers.

Look at photo 4 on page 58.

5 Jen / long hair
Jen has got long hair.
6 Alex / long hair
Alex hasn't got 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, we change the position of *I/you/we/they/he/she/it* and *have/has*.
They have got super powers. –
Have they got super powers?

We don't use *got* in short answers.
A: *Have you got a pencil?* B: *Yes, I have.*

1 Complete the 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: Has she got a dog too?
3 A: They've got long legs.
B: Have they got long arms too?
4 A: It's a funny robot! It's got big ears.
B: Has it got a big nose too?
5 A: I've got a brother.
B: Have you got a sister too?

2 Answer the questions in Exercise 1.

1 ✓ *Yes, he has.* 2 ✗ 3 ✓ 4 ✗ 5 ✓

3 Complete the questions. In pairs, swap notebooks and write true answers.

1 A: _____ you got _____?
B: _____
2 A: _____ your best friend got _____?
B: _____

4.3
Exercise 2
2 No, she hasn't.
3 Yes, they have.
4 No, it hasn't.
5 Yes, I have.

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Grammar Time

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 write what these people can do.

1 Carol *can sing.* isgn
2 We can swim. mwis
3 Henry can dance. ecnad
4 The girls can act. cta

2 Who or what can't do these things? Choose and write negative sentences.

1 elephants / people – jump
Elephants can't jump.
2 parrots / I – fly
Parrots can fly.
3 a dog / a pop star – sing
A pop star can sing.
4 my cat / my teacher – read
My teacher can read.

3 Complete the sentences with the verb *can* or *can't* and the verbs in brackets.

1 I *can swim* (✓swim), but I *can't run* (✗ run) fast.
2 My mum can't ride (✗ ride) a horse, but she can ride (✓ride) a bike.
3 You can't sing (✗ sing), but you can dance (✓dance).
4 We can play (✓play) computer games, but we can't play (✗ play) the guitar.
5 My uncle can fix (✓fix) things, but he can't fix (✗ fix) computers.

4 What can you, your mum, your dad and your best friend do? What can't you, your mum, your dad and your best friend do? Write eight true sentences.
I can fix things. I can't sing. My mum can play football very well. She can't sing.

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, we change the position of *can* and *I/you/he/she/it/we/they*.

They can play football. – Can they play football?

1 Match questions 1–6 with answers a–f.

1 Can Mike play the guitar? d
2 Can I dance well? f
3 Can a dog fly? b
4 Can you cook? a
5 Can Dan and Liz make posters? e
6 Can Sue run fast? c

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 with the verb *can*. 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?

5.2

Exercise 3
1 Yes, I can./ No, I can't.
2 Yes, they can./ No, they can't.
3 Yes, they can./ No, they can't.
4 Yes, he/she can./No, he/she can't

5.3

Exercise 2
2 A: Can your granny play computer games?
B: Yes, she can.
3 A: Can Samantha ride a horse?
B: No, she can't.
4 A: Can dogs swim?
B: Yes, they can.
5 A: Can we fly?
B: No, you can't.

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6.2

Present Simple affirmative

	+
I	get up at seven.
You	get up at seven.
He/She/It	gets up at seven.
We	get up at seven.
You	get up at seven.
They	get up at seven.

Most verbs add *-s*: (verb: *play*) *He plays music.*
(verb: *hang out*) *She hangs out with her friends.*
Verbs ending in *-ch, -o, -ss, -sh* and *-x* add *-es*:
(verb: *watch*) *He watches TV.*
(verb: *go*) *She goes to school.*
Verbs ending in consonant + *-y* cut the *-y* and add *-ies*:
(verb: *fly*) *She flies to Rome.*
(verb: *tidy*) *He tidies his room.*
The verb *have* becomes *has*.

We use the Present Simple to talk about a habit or something you do regularly.

1 Choose the correct option.

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. Use the Present Simple.

Julia [1] *gets up* (get up) at seven in the morning. She [2] *has* (have) breakfast and she [3] *goes* (go) to school. She [4] *has* (have) lessons all morning. She [5] *does* (do) her homework in the afternoon. In the evening, she [6] *plays* (play) computer games. On Saturday morning, she [7] *tidies* (tidy) her room. On Saturday afternoon, she [8] *hangs out* (hang out) with her friends.

3 Write true sentences about you and your family. Use the words below.

I my mum my dad my parents my brother/sister

do get up go hang out
have play tidy watch

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.

Adverbs of frequency (*never, often*, etc.) go between *I/you/he/she/it/we/they* and Present Simple verbs.
They usually have lunch at home.

Adverbs of frequency go after *I/you/he/she/it/we/they* and the verb *to be*.

She is never at home.

We use adverbs of frequency to say how often we do something.

1 Order the words to make sentences.

1 we / have / in the morning / lessons / always
We always have lessons in the morning.
2 late for breakfast / she / often / is
She is often late for breakfast.
3 sometimes / computer games / play / they
They sometimes play computer games.
4 walk / usually / I / to school
I usually walk to school.
5 are / never / you / at home on Sunday
You are never at home on Sunday.

2 Write sentences with the correct form of the Present Simple and the adverbs in bold.

1 I / listen to classical music **never**
I never listen to classical music.
2 Timothy / have dinner at eight. **usually**
3 my friends and I / go to the park **often**
4 you / be late for school **never**
5 my cousin Dom / get up early **always**
6 Leslie and Nicola / play tennis **often**
7 we / hang out in the park **sometimes**

3 How often do you do these things? Write true sentences.

1 ride my bike to school
2 go to bed after twelve
3 watch TV in the morning
4 have orange juice with my breakfast

6.3

Exercise 2

2 Timothy usually has dinner at eight.
3 My friends and I often go to the park.
4 You are never late for school.
5 My cousin Dom always gets up early.
6 Leslie and Nicola often play tennis.
7 We sometimes hang out in the park.

6.3

Exercise 3

1 I always/ usually/often/ sometimes/ never ride my bike to school.
2 I always/ usually/often/ sometimes/ never go to bed after twelve.
3 I always/ usually/often/ sometimes/ never watch TV in the morning.
4 I always/ usually/often/ sometimes/ never have orange juice with my breakfast.

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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.

To make the negative form, we use *does not/doesn't* with *he/she/it*, but we 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 don't go to bed early on Saturday.
3 You don't like spiders.
4 My dog doesn't eat a lot.
5 The boys don't play football in the street.
6 I don't 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.
We don't have breakfast at six o'clock.
3 I hang out with my friend after school.
I don't hang out with my friend after school.
4 Rob goes to school at seven o'clock.
Rob doesn't go to school at seven o'clock.
5 Mum and Dad watch TV in the morning.
Mum and Dad don't 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.

We form questions with *do* + *I/you/we/they* + main verb or *does* + *he/she/it* + main verb without *-s*.

1 Match questions 1–6 with answers a–f.

1 Do you want a pet? d
2 Does Fred play football? b
3 Does your cat like milk? a
4 Do parrots sing? c
5 Do I play the piano well? e
6 Does Katie speak Spanish? f

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 the questions.

1 A: you / speak / any foreign languages?
Do you speak any foreign languages?
B: I speak English and Spanish.
2 A: Clare / have / piano lessons?
B: No, she has guitar lessons.
3 A: you and your brother / visit / your cousins?
B: Yes, when we visit our grandparents.

3 Complete the short answers.

1 A: Do you ride your bike to school?
B: No, *I don't*.
2 A: Does your brother eat a lot?
B: Yes, he does .
3 A: Do your grandparents like pop music?
B: No, they don't .
4 A: Do you and your friends hang out on Saturday?
B: Yes, we do .

7.2
Exercise 3
2 Small animals don't eat a lot, but my hamster eats all the time!
3 My sister plays with our iguana, but my brother doesn't like it.
4 Tortoises don't walk fast and they don't play games.

7.3
Exercise 2
2 Does Clare have piano lessons?
3 Do you and your brother visit your cousins?

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8.2

love / like / don't like / hate + -ing

I love playing hockey. I hate getting up early.

Do you like swimming? Yes, I do. / No, I don't.

What does she like doing? She likes watching TV.

We use *love* (☺☺) or *hate* (☹☹) when we have strong feelings about something.

1 Write sentences in your notebook.

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.

Who is this boy? Do you know him?

2 Complete the text with the words below.

him her ~~it~~ me them

I don't like skateboarding, but my friends love [1]*it*! I usually go with [2] them to the skate park, but I just watch. My friend Alistair is really good. I love watching [3] him skateboard. His sister Lisa doesn't skate. So she hangs out with [4] me. I like [5] her!

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 A: a Where do you play tennis?
b When do you go to the gym?
B: On Wednesday and Friday.

2 A: (a) How many oranges are there?
b What have you got in this bag?
B: Two, I think.

3 A: (a) Whose birthday is it?
b Who is it?
B: Mary's.

4 A: a Where does she go after school?
(b) What does she do after school?
B: She watches TV.

2 Complete the questions with question words.

1 A: *Where* does she live?
B: In the UK.
2 A: How many students are there in your class?
B: Twenty-six.
3 A: Whose jacket is this?
B: My dad's.
4 A: When do you usually go on holiday?
B: In July.
5 A: Who is that girl?
B: She's George's sister.

3 Write the questions.

1 A: *How many pets have you got?*
B: Three. I've got a dog, a cat and a hamster.
2 A: Where do they live?
B: They live in Newcastle.
3 A: Whose bike is it? / What is it?
B: It's Nico's bike.
4 A: Who is your teacher? / Who is Mrs Cole?
B: Mrs Cole is our teacher.

8.2

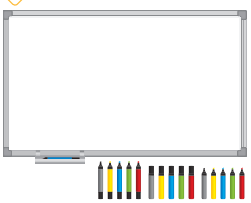
Exercise 1
2 I don't like doing homework.
3 They love flying.
4 We hate studying on Friday.

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Student Activities

Unit 0 Lesson 0.3 Exercise 5

1 

2 

3 

4 

5 

6 

Unit 1 Lesson 1.5 Exercise 6

Take turns. Describe the photos. Use the example to help you.

A: It's a mum, a dad and three sons. They're on holiday.

B: It's photo A.

A 

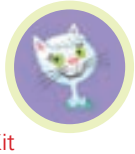
B 

C 

D 

Unit 2 Lesson 2.3 Exercise 10

2.9 2.10 Kit's Rap



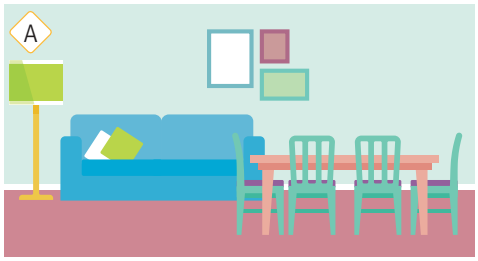
Is she clever? Yes, she is.
Is she fun? She's all that!
Is she the best? Her name's Kit
Is she the one? and she's a cool cat!

Now you rap. You can rap about a friend!

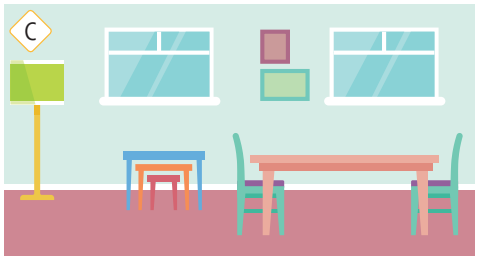
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Unit 3 Lesson 3.2 Exercise 12

Play a drawing dictation game. Describe one of the pictures A–D for your partner to draw.









Unit 3 Lesson 3.3 Exercise 8

Play a memory game.
Student A, choose one of the pictures A–D above.
Close your book.
Student B, ask Student A questions.
Then change roles.

A: Picture A.
B: Chairs?
A: There are four chairs.

Unit 4 Lesson 4.3 Exercise 10

4.8 4.9 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 10

5.9 5.10 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.

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Unit 5 Lesson 5.5 Exercise 5



Unit 5 Lesson 5.7 Exercise 2

1 F 2 T 3 F 4 F 5 F 6 F 7 T 8 T 9 T 10 F

Unit 7 Lesson 7.2 Exercise 11

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 11

7.9 7.10 **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!

Unit 7 Lesson 7.7 Exercise 5

Catfish live in a pond. Foxes live in the forest. Groundhogs live in a hole in the ground. Octopuses live in the sea. Koalas live in trees.

Unit 8 Set for life Exercise 3

Score

1 a = 2 points; b = 0 points; 1 = 1 point
2 a = 0 points; b = 2 points; c = 1 point
3 a = 1 point; b = 0 points; c = 2 points
4 a = 2 points; b = 0 points; c = 1 points

0–3 points Not good at all! 😕
4–5 points You can do better. 🤔
6–8 points You're good! 🙂

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