

About me

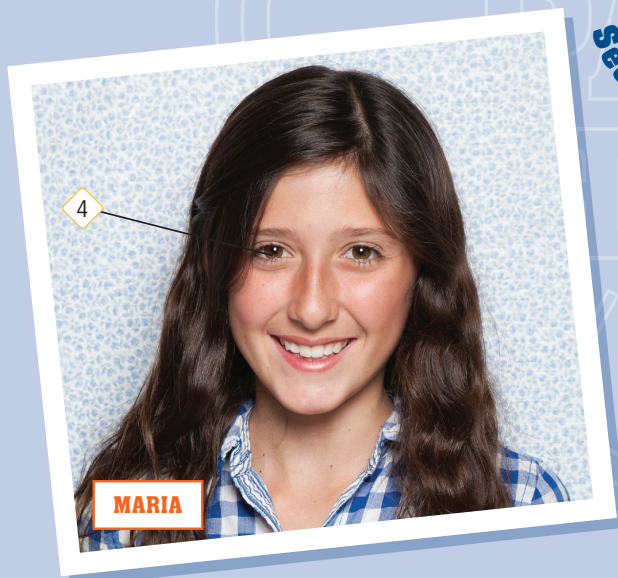
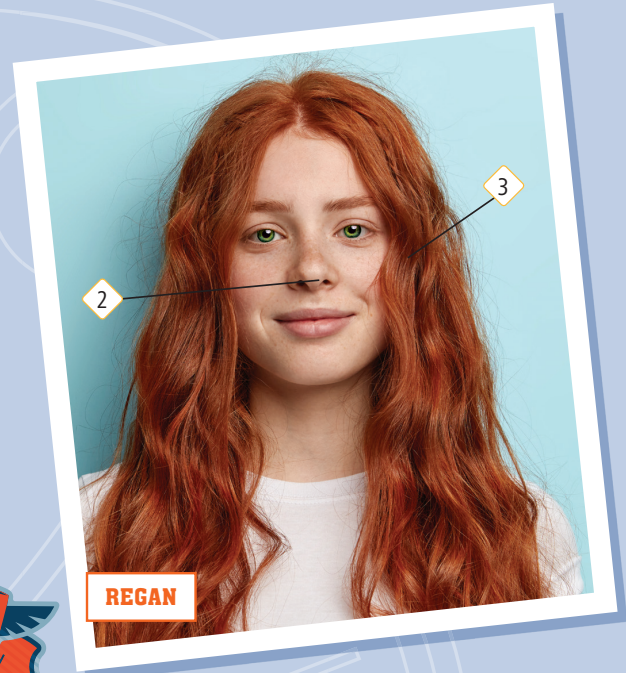
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VOCABULARY

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



4.1 Vocabulary

Face, eyes, hair

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

ears eyes hair mouth nose

Unit 4 **56**

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

- 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 i k 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!*

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

YOUR WORLD

- 10 Do you know a person with ...

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

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

57 Unit 4

VIDEO



I HAVEN'T GOT BIG FEET!



- 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

6 Study the Grammar box. Then watch.

GRAMMAR have got affirmative and negative

+ Short and long form

I've (have) got long legs.
You've (have) got long legs.

He/She/It's (has) got long legs.
We've (have) got long legs.

You've (have) got long legs.

They've (have) got long legs.

- Short and long form

I haven't (have not) got long legs.
You haven't (have not) got long legs.

He/She/It hasn't (has not) got long legs.
We haven't (have not) got long legs.

You haven't (have not) got long legs.

They haven't (have not) got long legs.

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

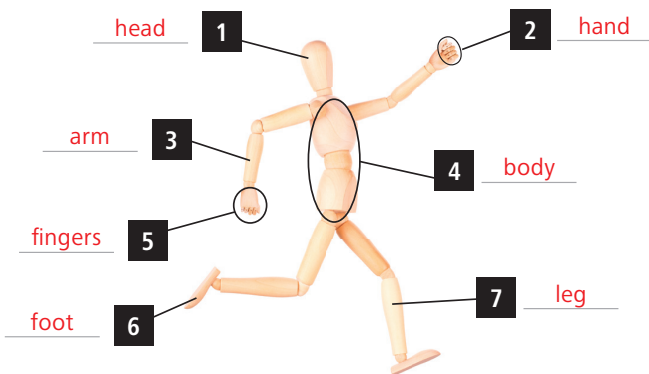
- Jen: Alex, you've got big feet!
- Jen: My brother's got long arms.
- Alex: Jen's got a big head.
- Jen: They've got Yummy Cupcakes!
- Mum: We've got this book.

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.

- Jen's got blond hair. (brown)
Jen hasn't got blond hair. She's got brown hair.
- Alex has got small feet. (big)
- Jen and Alex have got short legs. (long)
- Jen and Alex's mum has got blue eyes. (brown)
- 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 Mike¹ 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

- Alex hasn't got small feet. He's got big feet.
- Jen and Alex haven't got short legs. They've got long legs.
- Jen and Alex's mum hasn't got blue eyes. She's got brown eyes.
- 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.

59 Unit 4

The Terrific Two – My favourite superhero!

1



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.

2



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

Superdug: No, she hasn't.

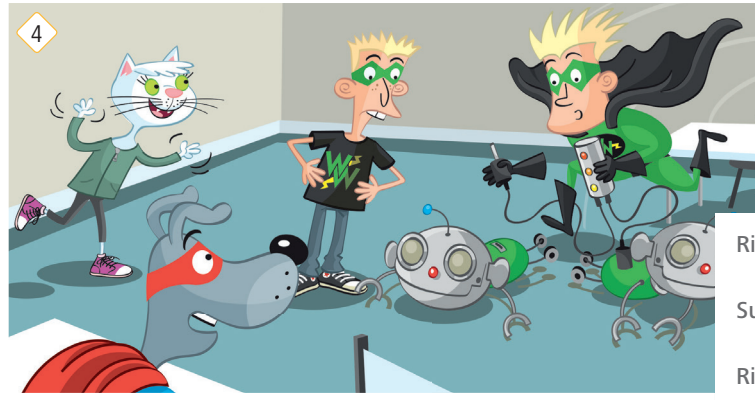
3



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

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

4



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

Superdug: Yes, but have they got battery power?

Ricky: No, they haven't!

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

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*.

- Has Wonder Will got a red suit?
- Has Ricky got brown hair?
- Have X1 and X2 got big heads?
- Has Kit got brown eyes?
- Have X1 and X2 got long legs?
- Has Superdug got long ears?

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

- 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*.

- They've got green suits.
These are their suits.
- We've got a super car!
This is our super car!
- He's got a new robot.
This is his new robot.
- Has she got a super friend?
Is this her super friend?
- 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?

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

YOUR WORLD

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.

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 **b Dad**

- 2 4.11 Listen and repeat.

SPEAKING Apologising

A: I'm so sorry. B: It's OK.
 Sorry about that! That's all right.
 Sorry, my mistake. 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.*

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

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

- I speak to everyone.
I'm *friendly*.
- My teacher helps me every day.
She's *helpful*.
- You've got flowers for your mum.
You're very *nice*.
- My friend's jokes are great!
He's *funny*.
- 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 (X) for no.

	friendly	funny	clever
Sam	✓	X	✓
Sue	X	✓	✓

- 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!

- How many good friends have you got?
a 3–6 b 7–10 c 1 or 2
- Are your jokes funny?
a Sometimes. b Yes! c No. My jokes are bad!
- What's your favourite place?
a School. b A party! c My room.
- Are you good at school?
a I'm OK. b Yes, I am! c I'm good at my favourite subjects.
- Your best friend has got a problem. You
a help your friend. b just say 'I'm sorry'.
c say 'Speak to your mum.'
- 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

**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)

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

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, ...*

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

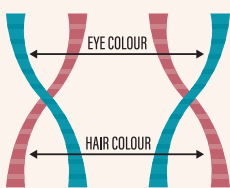
On the Portal

- Workbook: Lesson 4.6
- Extra Practice Activities: Writing

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.

PAUL
Hair: bl bl (blond)
Eyes: B b (brown)

SOPHIE
Hair: D bl (dark)
Eyes: b b (blue)

DAD
Hair: D bl (dark)
Eyes: B b (brown)

MUM
Hair: bl bl (blond)
Eyes: b b (blue)

D = dark bl = blond B = brown b = blue
D = strong bl = weak B = strong b = weak

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 <u>dark</u> | 4 B B <u>brown</u> |
| 2 D bl <u>dark</u> | 5 B b <u>brown</u> |
| 3 bl bl <u>blond</u> | 6 b b <u>blue</u> |

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

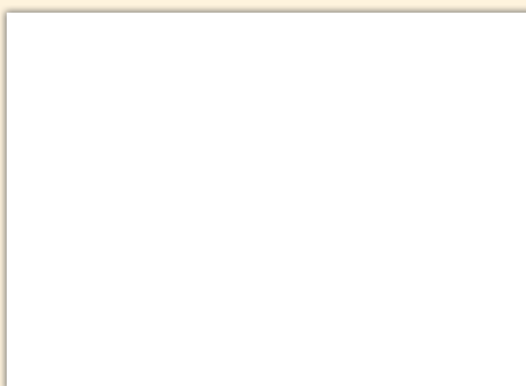
r r		B r	
B g		g g	
Mum		Dad	
B r		r r	
B g		g g	
Leon		Fergie	

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.

65 Unit 4

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

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 (X) for the incorrect phrases.

- 1 wavy ears ☒
2 straight head ☒
3 long nose ☒
4 curly mouth ☒

- 5 funny boy ☒
6 spiky arm ☒
7 nice girl ☒
8 blond eyes ☒

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**.

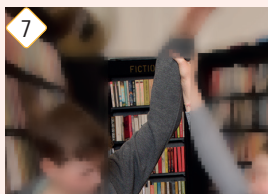
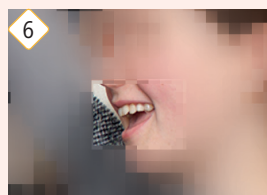
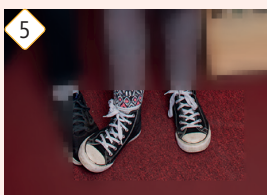
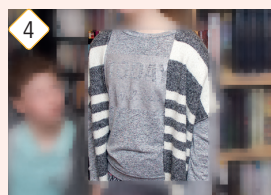
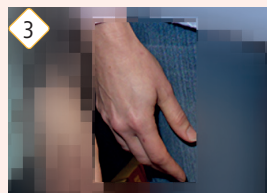
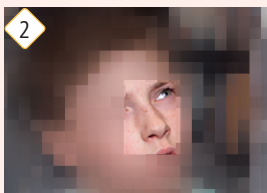
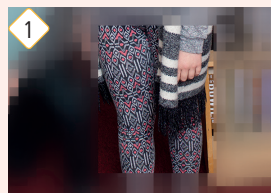
4 4.19 PRONUNCIATION /h/

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.



- 1 **They're Jen's legs.**

On the Portal

- Photocopiable activities:
A crossword; Questions,
questions!
- Test: Unit 4 Test

For the student

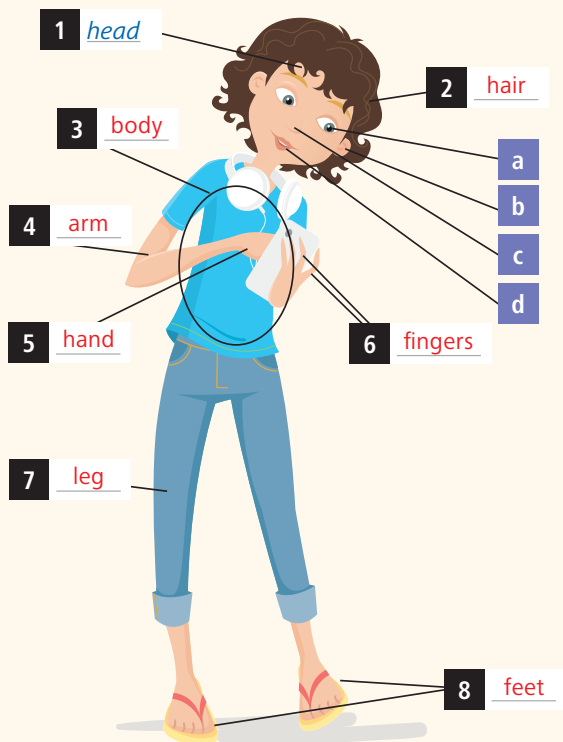
- Workbook, pages 45–46

On the Portal

- Workbook: Self-check
- My Language File: Wordlist
- Extra Practice Activities:
Self-check

Vocabulary

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

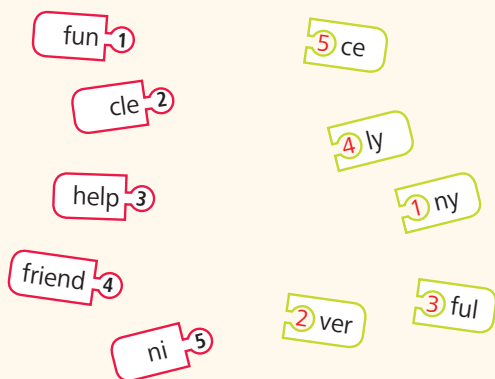


a e y e s c n o s e
b e a r s d m o u t h

- 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.



Grammar

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

- 1 Kit has got 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.

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.



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 (X) the items you do not have on an organised desk.

1 ☒



a toothbrush

2 ☐



a ruler

3 ☒



a box of cereal

4 ☒



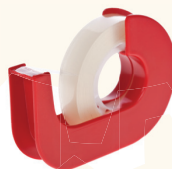
swimming goggles

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*.

- Who is organised? Trina
- Who isn't organised? Lisa
- Who feels relaxed in Harry's room? Ted
- 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.

- My desk is *organised* / *messy*. It's *easy* / *It isn't easy* to study or do my homework.
- 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*

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.

