

Fourth edition

# Project

Student's Book



1

OXFORD

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# 1

# Introduction

## 1A Hello



Hi! My name's Ravi Gupta.

Hello. My name's Carla Fletcher.

Hello. I'm Molly Dawson.

Hello. I'm Joe Bradley.

Hi! I'm Mel Bradley.

And I'm Andy Fletcher.

Hi! I'm Mickey.

I'm



And I'm Mut. What's your name?

1 a 1.2 Read and listen.

b 1.2 Listen again and repeat.

2 Ask and answer.



Who's this?

It's Ravi Gupta.

3 1.3 Listen. Who do you hear? Write the names.

- 1 Carla and Joe.
- 2 Andy Fletcher, Mrs Williams and \_\_\_\_\_.
- 3 Carla, \_\_\_\_\_ and \_\_\_\_\_.
- 4 Molly and \_\_\_\_\_.
- 5 \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

4 Work in a group. Introduce yourself.

- Hello. I'm \_\_\_\_\_. What's your name?
- My name's \_\_\_\_\_.

5 a 1.4 Listen and repeat.

Hello.  
Hi!  
Good morning.  
Good afternoon.  
Good evening.



Goodbye.  
Bye.  
See you later.  
See you.



6 a 1.6 Read and listen. Complete the dialogues.



Molly 1 \_\_\_\_\_, Andy.  
Andy Oh, 2 \_\_\_\_\_, Molly. How are you?  
Molly I'm fine, thanks. And you?  
Andy Fine.  
Molly OK. 3 \_\_\_\_\_.  
Andy Yes. 4 \_\_\_\_\_.



Carla Good 5 \_\_\_\_\_, Mr Walker. How are you?  
Mr Walker 6 \_\_\_\_\_, Carla. I'm fine, thanks.  
And 7 \_\_\_\_\_?  
Carla I'm 8 \_\_\_\_\_, thank you, sir.  
Mr Walker That's 9 \_\_\_\_\_.  
Carla 10 \_\_\_\_\_ you later, sir.  
Mr Walker Yes. 11 \_\_\_\_\_, Carla.

b 1.5 Listen and answer.

- Good morning.
- Good morning.

c Work with a partner. Make dialogues. Use different expressions.

- Good morning.
- Hello.

b Work with a partner. Read the dialogue.

c Go round the class. Make new dialogues. Use different expressions.

# 1B In the classroom

## Grammar

1 1.7 Read and listen.



a book



an apple



Why is it a book, but an apple?

3 1.9 Listen. Draw the thing that you like.

- What's this?
- It's an umbrella.



## Speaking

4 Work with a partner. Ask and answer about things in your classroom.

What's this?

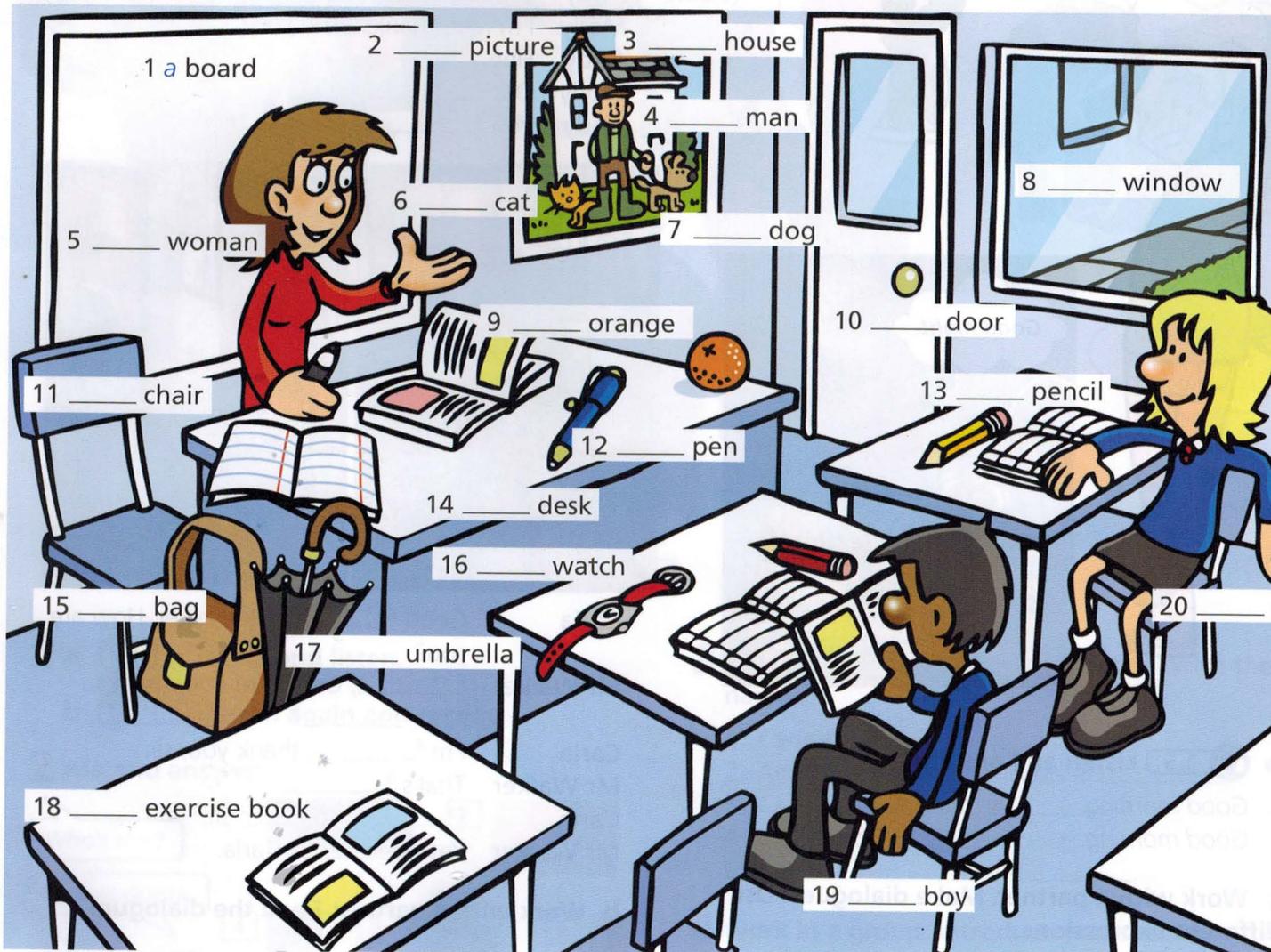


It's an apple.



## Vocabulary

2 a Complete the labels with a or an.



b 1.8 Listen and repeat.

### Vocabulary

5 a **1.10** Read the instructions.  
Listen and repeat.



1 Read.



2 Say 'Good morning'.



3 Open your exercise book.



4 Listen.



5 Draw.



6 Put down your pencil.



7 Close your exercise book.



8 Pick up your pencil.



9 Sit down.



10 Look at the picture.



11 Go to the board.



12 Stand up.



13 Write on the board.



14 Come here.



15 Give me your book, please.

b **1.10** Listen again and do the actions.

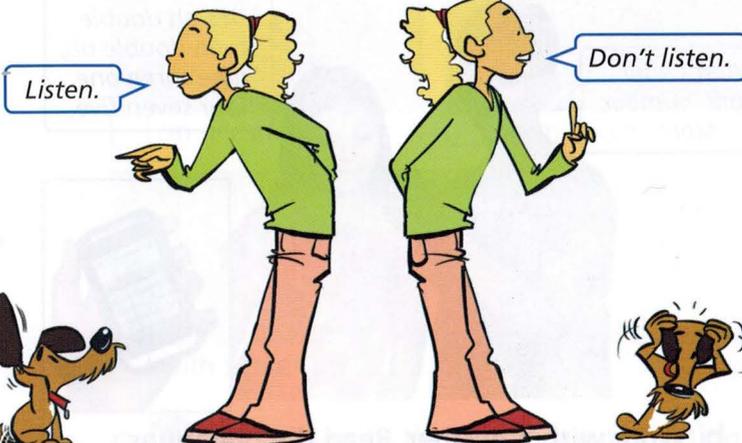
### Grammar

6 **1.11** Look at Millie and Mut.  
Then listen and say the negative.

### Listening and speaking

7 **1.12** Listen and follow the new instructions.

8 Give a partner some instructions.



# 1C Numbers

## Vocabulary

1 a Write the words in the correct order.

two seven oh (zero) nine one  
six ten three five four eight

Numbers 0–10

0	oh (zero)	6	_____
1	one	7	_____
2	_____	8	_____
3	_____	9	_____
4	_____	10	_____
5	_____		

b 1.13 Listen, check and repeat.

## Comprehension

2 a 1.14 Read and listen. Complete the phone numbers.

Andy \_ 4 \_ \_ 0 \_

Mel 0 \_ \_ 0 0 9 \_ 1 \_ 7 \_

What's your phone number, Andy?



It's six four double eight oh two.

What's your mobile number, Mel?



It's oh double seven double oh, nine three one, four seven five.



b Work with a partner. Read the dialogues.

3 a 1.15 Listen. Write the phone nu

Name	phone number
John	511698
Katie	
Sanjit	
Laura	

b Ask and answer with a partner. Use the phone numbers. Ask and answer.

- What's your telephone number, John?
- It's five double one six nine eight.

4 Collect five phone numbers from people in your class.

## Vocabulary

5 1.16 Listen and repeat.

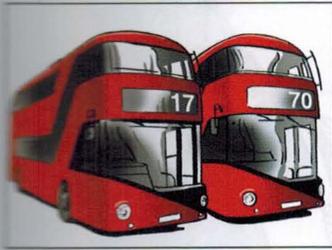
- |    |           |     |           |
|----|-----------|-----|-----------|
| 11 | eleven    | 30  | thirty    |
| 12 | twelve    | 40  | forty     |
| 13 | thirteen  | 50  | fifty     |
| 14 | fourteen  | 60  | sixty     |
| 15 | fifteen   | 70  | seventy   |
| 16 | sixteen   | 80  | eighty    |
| 17 | seventeen | 90  | ninety    |
| 18 | eighteen  | 100 | a hundred |
| 19 | nineteen  |     |           |
| 20 | twenty    |     |           |



Look. Be careful! fourteen forty

6 a Read the numbers.

b 1.17 Listen. Which number do you hear?



7 Continue the numbers. Count round the class.

20 twenty

21 twenty-one

22 twenty-two

23 twenty-three

24 .....

8 Say the numbers.

22 39 41 53 67 76 85 94

### Listening and speaking

9 1.18 Listen. Write the numbers you hear.

71

10 Play Fizz Buzz. Work in a group and count. For all 'five' numbers (5, 10, 15, 20 ...) say 'fizz'. For all 'seven' numbers (7, 14, 21, 28 ...) say 'buzz'.

one, two, three, four, fizz, six, buzz, eight, nine, fizz, eleven, twelve, thirteen, buzz, fizz, sixteen ...

11 a 1.19 Listen to the first part of the song.

### This old man

1 This old man he played *one*.  
He played knick knock *on my drum*.

#### Chorus

With a knick knock paddy whack,  
Give a dog a bone.  
This old man came rolling home.



b 1.20 Listen to the song. Put the pictures in the order you hear them.

2 This old man he played *two*.  
He played knick knock *on my shoe*.



down a mine



at my gate



on my hive



up a tree



up in heaven



with my pen



on my shoe



on my door



with some sticks

c 1.21 Listen to the whole song and sing.

# 1D How do you spell that?

## Vocabulary

1 1.22 Listen and repeat.

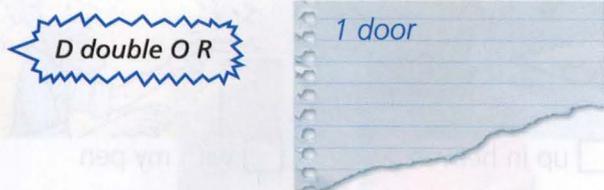
Aa Bb Cc Dd Ee Ff  
Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt  
Uu Vv Ww Xx Yy Zz

2 1.23 Listen and sing.

Let's sing the ABC.  
Sing the letters, sing with me.  
A B C D  
E F G  
H I J K  
L M N O P  
Q R S  
T U V  
W X Y and Z.  
Let's sing the ABC.  
Sing the letters, sing with me.



3 1.24 Listen and write the words.



4 a 1.22 Listen to the alphabet again. Put the letters in the column with the same sound.

/eɪ/	/i:/	/e/	/aɪ/	/əʊ/	/ju:/	/ɑ:/
A	B	F	I	O	Q	R
	C					

b 1.25 Listen and check.

c Say the letters in each column.

5 a Work with a partner. Spell some words.

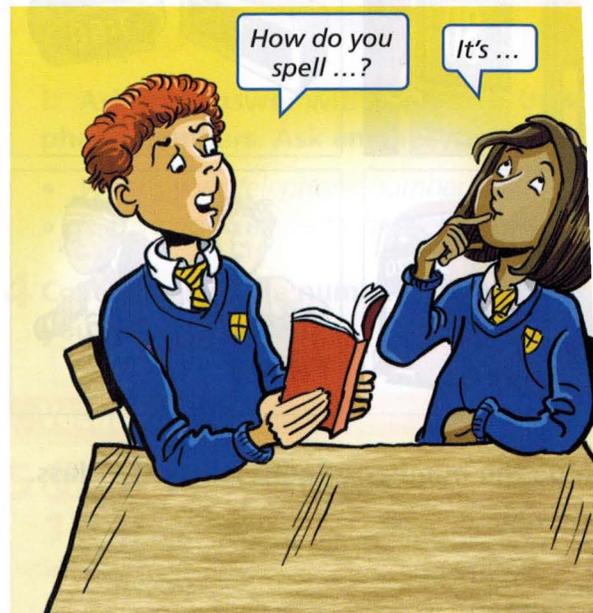
b Work in a group. Spell your name.

## Listening and speaking

6 a 1.26 Listen. Is the spelling correct? Correct the ones that are wrong.

- |            |         |
|------------|---------|
| 1 ✓        | 5 _____ |
| 2 ✗ window | 6 _____ |
| 3 _____    | 7 _____ |
| 4 _____    | 8 _____ |

b Test your partner with some words.



## Grammar

7 1.27 Look at the table. Listen and read.

How do we make plurals?

Singular	Plural
a dog	two dogs
a car	three cars
a book	four books

8 How many of these things are there in your classroom?

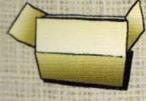
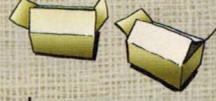
desks windows boys girls  
doors pictures chairs bags

There are twenty desks.

9 1.28 Listen and repeat.

Be careful with these plurals.

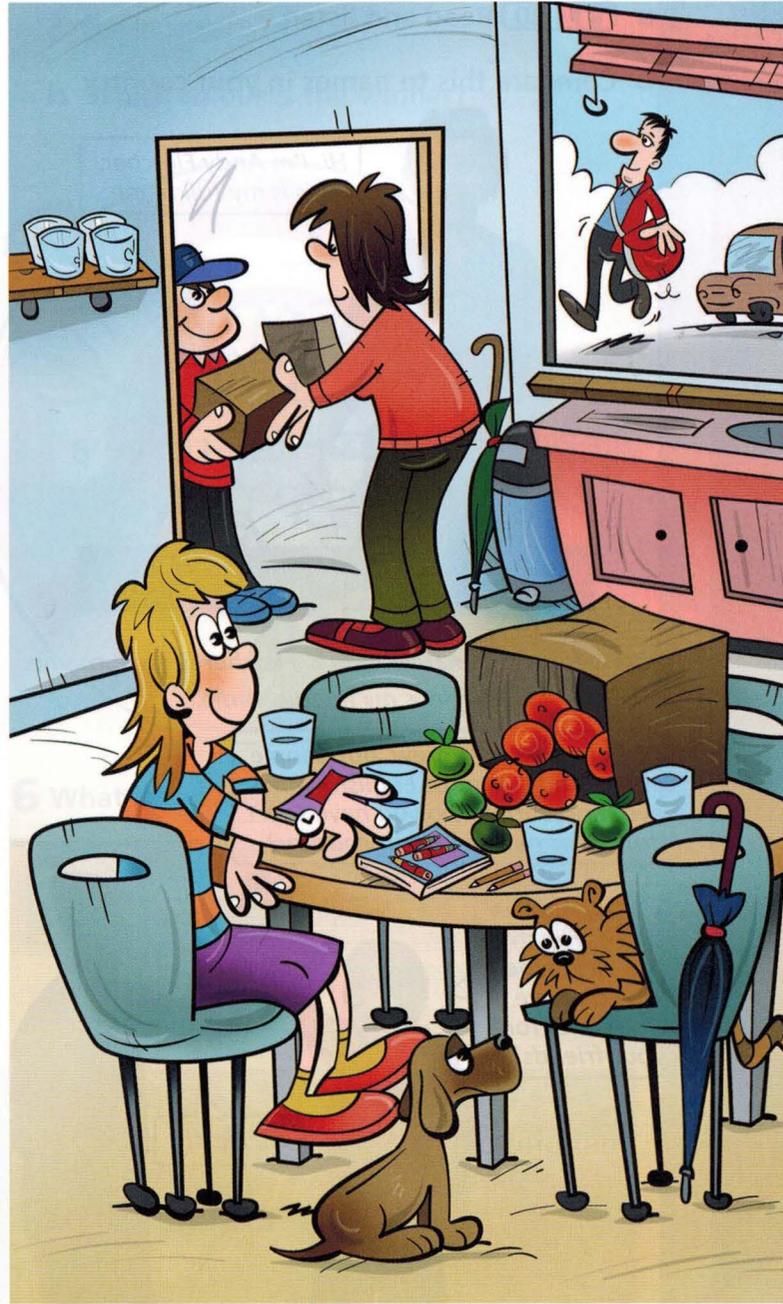


Singular	Plural
 an orange	 two oranges
 a watch	 three watches
 a glass	 two glasses
 a box	 two boxes
 a toothbrush	 three toothbrushes
 a man	 two men
 a woman	 two women
 a child	 three children
 a person	 four people

Speaking and writing

10 a What's in the picture?

There's a cat.  
There are four chairs.



b 1.29 Close your book. Listen. Are the sentences true or false?

There are two dogs in the picture.  
False. There's only one dog.

c 1.29 Open your book. Listen again and check your answers to exercise 10b.



## Names

1 a 1.30 Read and listen.

b Compare this to names in your country.



Hi. I'm Andy Fletcher.  
This is my full name.

Andrew Martin Fletcher

Andrew is my first name.

Fletcher is my surname.

Martin is my middle name.

My real name is Andrew, but people call me Andy. A lot of English names have short forms. Do you have short forms for names in your country?

My friends often call me 'Fletch'. It's a nickname. Do you have nicknames for your friends?



Hi, Fletch.

2 1.31 Read and listen. Write the short forms.

Boys:

1 Christopher > *Chris*

2 Michael > \_\_\_\_\_

3 Thomas > \_\_\_\_\_

Girls:

1 Elizabeth > \_\_\_\_\_

2 Catherine > \_\_\_\_\_

3 Megan > \_\_\_\_\_

3 1.32 Read and listen to the people. Copy and complete the chart.

	1	2
full name	Bradley Adam Grant	
short name	Brad	
nickname	Bags	



1

Hi. My full name is Bradley Adam Grant. Most people call me Brad. But my friends often call me Bags. It's a nickname from my initials: Bradley Adam Grant – B A G.



2

Hello. My name's Abigail Parker. Everyone calls me Abbie. That's short for Abigail. My middle name is Sophie. I haven't got a nickname.



3

Hello. I'm Tim Roberts. Actually my full name is Daniel Timothy Roberts. So Tim is short for my middle name, Timothy. (I use my middle name, because my dad's name is Daniel, too.) My nickname is Robbo – from my surname, Roberts.



4

Hi. My name's Jojo. It isn't my real name. It's a nickname. My full name is Joanna Megan Jones. So I'm Joanna Jones – Jojo. Only my friends call me Jojo. The teacher and my parents call me Joanna or Jo.

## Maths: sums

**1** 1.33 Look at the symbols. Listen and repeat.

**+** plus

**-** minus

**x** times

**÷** divided by

**=** equals

**2 a** Write the missing symbols or numbers.

1 16    +    27 = 43

2 100    ÷    4 =   

3 87    -    = 74

4 12    x    8 =   

5 68       17 = 4

6 34       29 = 63

7 23       4 = 92

8 99    -    66 =   

**b** Say the sums aloud.

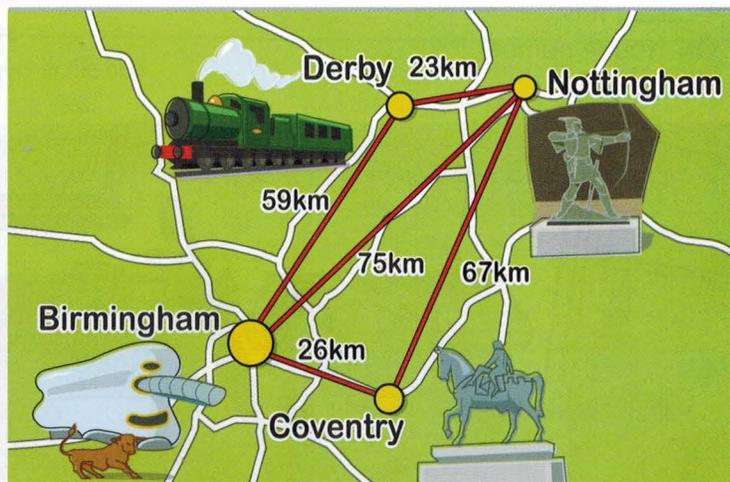
*sixteen plus twenty-seven equals forty-three*

**3** Test a partner.

- What's seven times five?
- Seven times five equals thirty-five.

**4** Look at the map and answer the questions.

- 1 Go from Birmingham to Derby and then to Nottingham. How far is it?
- 2 Go from Nottingham to Derby and back. How far is it?
- 3 Go from Coventry to Nottingham, and then to Birmingham. How far is it?
- 4 Go from Birmingham to Coventry and back three times. How far is it?



**5 a** Look at the picture. What are the scores for.

- 1 the yellow darts?
- 2 the green darts?
- 3 the blue darts?

**b** Which colour is the winner?



**6** What is the answer?

1	6	x5	+2	÷4	-7	=	Conduct of Caron 333
2	12	+23	+7	-9	x2	=	

## Listening and speaking

**1** **1.34** Listen and correct the information about these two people.



1  
Name: Kelly Harison  
Age: 12  
Telephone number: 760442751

2  
Name: Mark Foster  
Age: 12  
Telephone number: 79460032

**2 a** **1.35** What is the boy's name? What number is he in the competition?

**b** **1.35** Listen again and complete the dialogue.

- A Good <sup>1</sup> \_\_\_\_\_. How are <sup>2</sup> \_\_\_\_\_?  
 B I'm <sup>3</sup> \_\_\_\_\_, thanks. And you?  
 A Fine. What's your <sup>4</sup> \_\_\_\_\_?  
 B It's <sup>5</sup> \_\_\_\_\_.  
 A How do you <sup>6</sup> \_\_\_\_\_ that?  
 B It's <sup>7</sup> \_\_\_\_\_.  
 A Thank you. And what's your <sup>8</sup> \_\_\_\_\_ name?  
 B <sup>9</sup> \_\_\_\_\_.  
 A Is that short for <sup>10</sup> \_\_\_\_\_?  
 B <sup>11</sup> \_\_\_\_\_, it is.  
 A OK. You're number <sup>12</sup> \_\_\_\_\_.  
 B <sup>13</sup> \_\_\_\_\_ you.

## In the classroom

**3** Copy the table. Put the words into the correct column.

bag pencil door window cat orange  
 boy umbrella girl exercise book picture  
 board desk apple

a	an

**4** **1.36** Listen and follow the instructions.

## Numbers

**5 a** Say the numbers.

27 32 13 51 80 18 39 15 40 4 100 6

**b** **1.37** Listen. Which numbers do you hear?

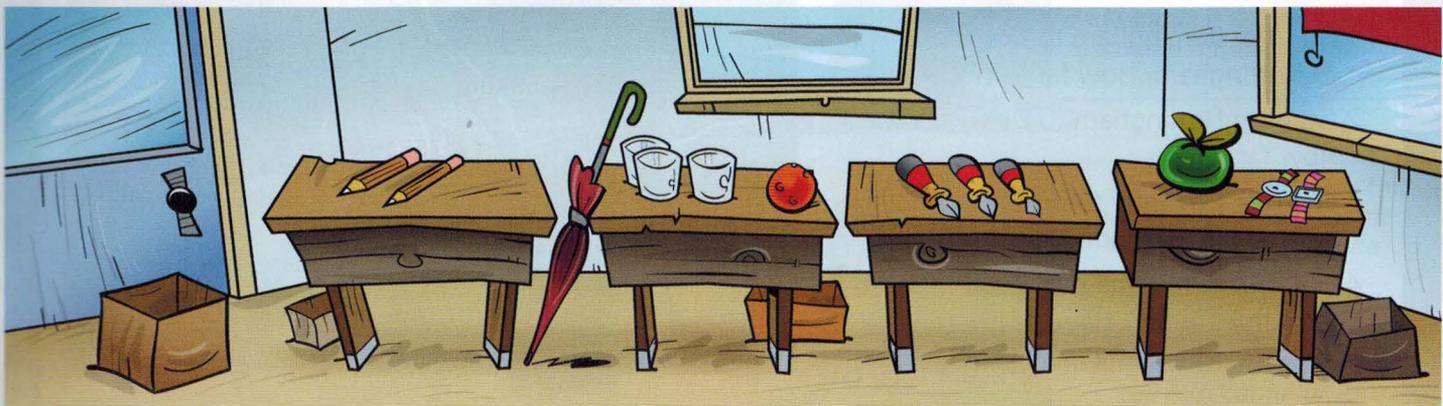
## Plurals

**6 a** What's in the picture?

*There's a door.*  
*There are two windows.*

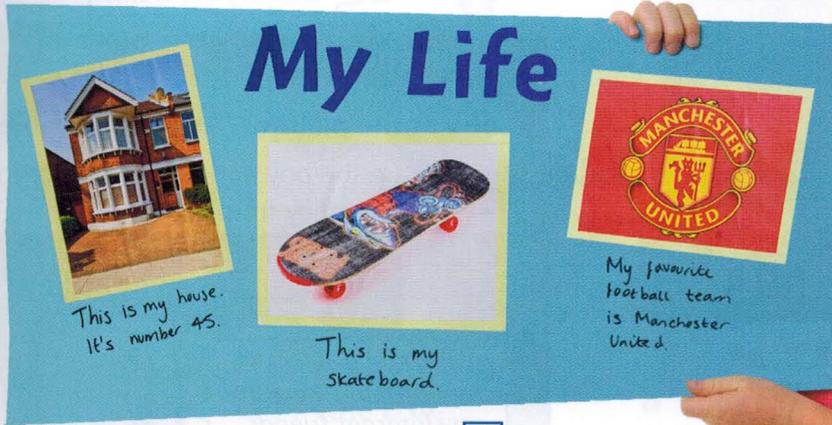
**b** Look at the picture again. Write five sentences about it.

*There are four desks.*



## Presenting your project

1 This is my project. It's on a poster.



2 Ravi's project is on a computer.



- 3 Make a project about your life.
- 1 Find pictures of people and things in your life.
  - 2 Write speech bubbles and captions for your pictures
  - 3 Put the things together to make a project.

## Song

1 1.38 Listen and sing.

### There were ten in the bed

There were ten in the bed  
 And the little one said,  
 Roll over, roll over.  
 So they all rolled over and  
 one fell out.

There were nine in the bed  
 And the little one said,  
 Roll over, roll over.  
 So they all rolled over and one fell out.  
*Repeat with 8, 7, 6, 5, 4, 3, 2*

There was one in the bed  
 And the little one said,  
 Roll over, roll over.  
 So he rolled over and he fell out.  
 There were none in the bed  
 So no one said, Roll over, roll over.



# 2

# Friends and family

## 2A Where are you from?

### Vocabulary

1 a 1.39 Listen and repeat.



1 Britain



7 Australia

*the Cheek Republic*



2 The USA



8 Brazil



3 France



9 Italy



4 China



10 Russia



5 Germany



11 Greece



6 Japan



12 Spain

b Find the countries on the map on pages 82 and 83. Find your country.

2 a Where are these cities? Reorder the words and complete the sentences.

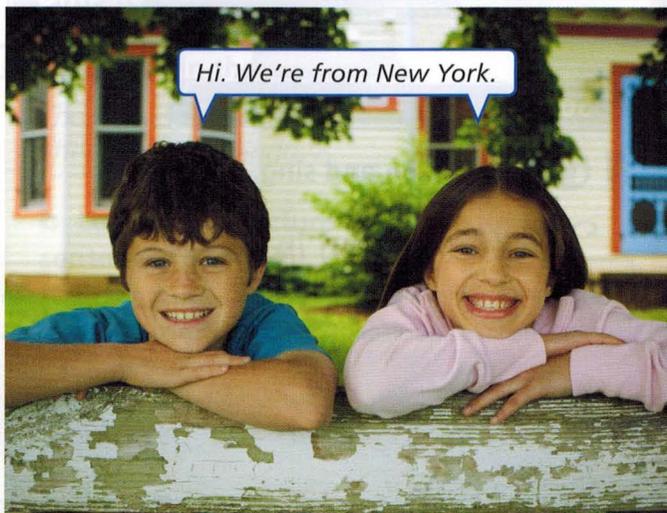
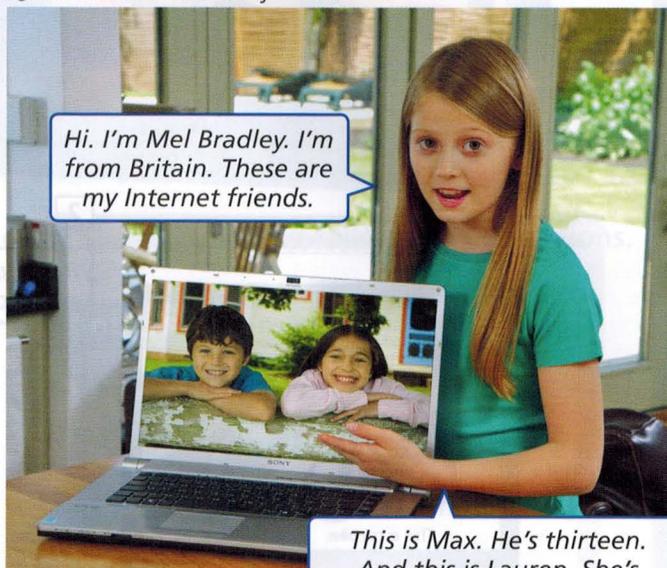
- Tokyo is in *Japan*. *paanj*
- Rio de Janeiro is in \_\_\_\_\_. *libzar*
- Sydney is in \_\_\_\_\_. *aalsrutai*
- Milan is in \_\_\_\_\_. *ilyat*
- London is in \_\_\_\_\_. *natibir*
- Paris is in \_\_\_\_\_. *racnef*
- Moscow is in \_\_\_\_\_. *ssariu*
- New York is in \_\_\_\_\_. *het sau*
- Beijing is in \_\_\_\_\_. *nahci*

b 1.40 Listen and check.

### Comprehension

3 Look at the pictures. Answer the questions.

- Who are the boy and girl on the computer?
- Where are they from?



4 1.41 Here are some more of Mel's Internet friends. Listen. Which countries are the people from?

- Vera is from Rio de Janeiro.

## Grammar

**5 a** Look again at exercise 3. Copy and complete the table with 's, 'm, or 're.

*This is the verb be.*



**be: affirmative long and short forms**

I	am	twelve.
He	_____	_____
She	is	a girl.
It	_____	a boy.
We	are	from New York.
You	_____	in the USA.
They	_____	in the classroom.
		here.

**b** Make five sentences. Use the table.

**6 a** Complete the sentences with *am*, *is* or *are* and the name of the country.

1 This is Rosa. She \_\_\_\_\_ from \_\_\_\_\_ . She \_\_\_\_\_ eleven.

2 I \_\_\_\_\_ from \_\_\_\_\_ . My name \_\_\_\_\_ Manuel and I \_\_\_\_\_ twelve.

3 We \_\_\_\_\_ from \_\_\_\_\_ . We \_\_\_\_\_ from Sydney.

4 This is Hans. He \_\_\_\_\_ eleven and he \_\_\_\_\_ from \_\_\_\_\_ .

5 They \_\_\_\_\_ from \_\_\_\_\_ .

**b** Change the sentences. Use the short forms.

**7 a**  1.42 Read and listen.

*I'm not Mel. I'm Lauren.*

*Lauren isn't twelve. She's thirteen. We aren't from Britain. We're from the USA.*



**b** Copy and complete the table with the short forms.

<b>be: negative long forms</b>	<b>short forms</b>
I am not Mel.	I _____ Mel.
Max is not twelve.	Max _____ twelve.
We are not from Britain.	We _____ from Britain.

**8** Make the sentences negative.

- I'm from France. *I'm not from France.*
- She's twelve.
- They're from London.
- He's my friend.
- We're from Greece.
- I'm eleven.
- My name's Joe.
- Your friends are here.

## Speaking and writing

**9** Work in a group. Play a game.

A *I'm not from Australia.*

B *He isn't from Australia and I'm not from France.*

**10 a** Introduce yourself. Complete the sentences.

Hello. My name's <sup>1</sup>\_\_\_\_\_. I'm <sup>2</sup>\_\_\_\_\_ (age) and I'm from <sup>3</sup>\_\_\_\_\_ (city) in <sup>4</sup>\_\_\_\_\_ (country).

**b** Introduce a famous person (a film star, a sportsperson, etc).

This is <sup>5</sup>\_\_\_\_\_. He's / She's <sup>6</sup>\_\_\_\_\_ (age) and he's / she's from <sup>7</sup>\_\_\_\_\_ (city) in <sup>8</sup>\_\_\_\_\_ (country).

# 2B My family

## Vocabulary

1 a 1.43 Listen and repeat.

b 1.44 Listen. If the word you hear is male, stand up. If it's female, don't stand up.

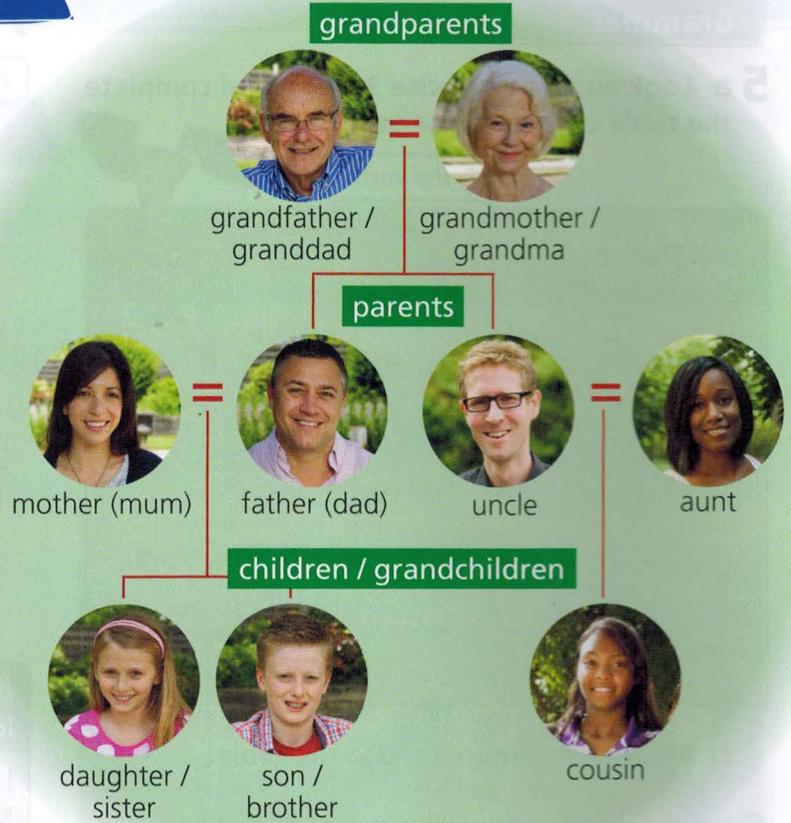


## Comprehension

2 1.45 Read and listen. Answer the questions.

- Who are the people in the photo?
- Where are they?

This is my family.  
We're in our garden.



These are possessive adjectives.

## Grammar



3 Match the pronouns to the possessive adjectives.

I	we	its	their
he	you	his	our
she	they	my	her
it		your	

4 Ask and answer about people in your class.

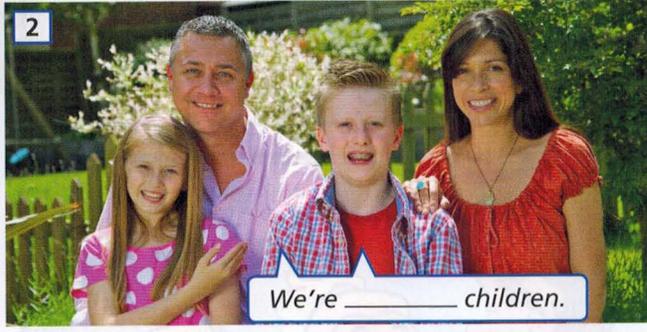


- What's her name?
- Her name's Maria.



- What's his name?
- His name's Carl.

5 Copy and complete the sentences with the possessive adjectives.



6 1.46 Read and listen.



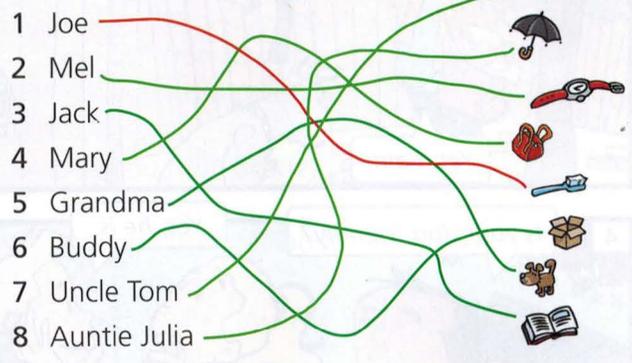
This is Mel. This is her mobile.  
This is Mel's mobile.



This is Joe and Mel's house.

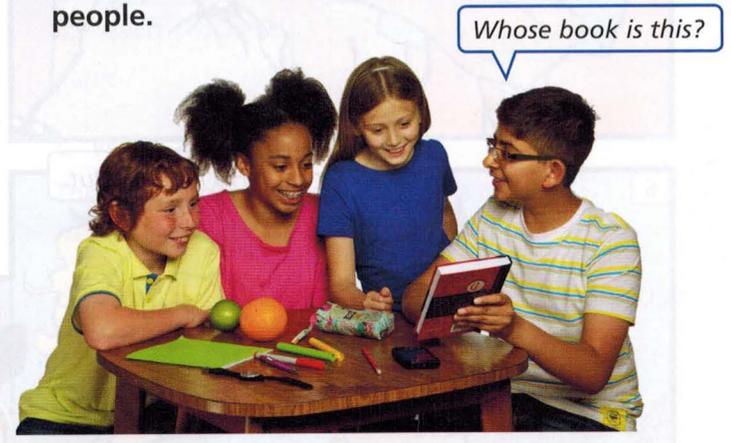
7 Whose is it? Write sentences.

This is Joe's toothbrush.



Listening and speaking

8 a 1.47 Listen. Connect the things to the people.



b Work in a group. Each person puts three things on the table. In turns, pick up one thing and say whose it is.

This is Maria's watch.



### Comprehension

**1 a** 1.48 Read and listen. Choose the correct answers.

- Mickey and Millie's house is in:
  - London Road.
  - London Avenue.
- The man is:
  - their neighbour.
  - a postman.

**b** Work in a group. Act the story.



**Grammar**

**2 Copy and complete the table.**

How do we make questions with be?



**be: questions**

This is London Road.  
Is this London Road?  
You are our new postman.  
\_\_\_\_\_ you our new postman?  
Your dog is friendly.  
\_\_\_\_\_ friendly?

**3 Make questions.**

- Mut is their dog.  
*Is Mut their dog?*
- You are Mickey's sister.
- He is our new postman.
- Mut is friendly.
- They are in their garden.
- This is London Avenue.
- You are Millie.

**4 a Copy and complete the table with isn't, aren't or am.**

Questions	Short answers
Are you our new postman?	Yes, I <u>am</u> . No, I'm <u>not</u> .
Is this London Road?	Yes, it is. No, it _____.
Are they in the garden?	Yes, they are. No, they _____.

**b Give the short answers.**

- Is Millie Mickey's sister? Yes, *she is*.
- Are Mickey and Millie ten? No, they \_\_\_\_\_.
- Are they in the garden? Yes, \_\_\_\_\_.
- Is the man their neighbour? No, he \_\_\_\_\_.
- Is he their new postman? \_\_\_\_\_, \_\_\_\_\_ is.
- Are you their neighbour? No, I \_\_\_\_\_.
- Is Mut your dog? No, he \_\_\_\_\_.
- Are you friendly? Yes, I \_\_\_\_\_.

**Listening, speaking and writing**

**5 a Complete the dialogue.**

Mickey Hello, <sup>1</sup> are you our new neighbours?  
Stella Yes, we <sup>2</sup> are. My <sup>3</sup> names Stella and this is <sup>4</sup> my brother, David.  
Mickey Pleased to <sup>5</sup> meet you. <sup>6</sup> I'm Mickey and <sup>7</sup> she is my <sup>8</sup> sister, Millie.  
Stella <sup>9</sup> Pleased to meet you, too.

**b Work with a partner. Make new dialogues.**

**6 a 1.49 Listen to three new students. What are their names? Choose from these names.**

- Maria Connor Simon Henry Dana Gemma

- Hello. This is Connor. He's your new classmate. He isn't from Oxford.
- Are you from Australia?  
C Yes, I am.  
D Are you from Sydney?  
C No, I'm not.  
E Are you from Melbourne?  
C Yes, I am.
- How old are you? Are you thirteen?  
C No, I'm not.  
D Are you twelve?  
C Yes, I am.

**b 1.49 Listen again. Find this information for each student.**

name? boy / girl? from? age?

**c Write about the students.**

*The first student is Connor. He's a boy. He's from Melbourne in Australia. He's twelve.*

**d Who are you? Work with three friends. Use the questions:**

- Are you a man / a woman?  
Are you from ...?  
Are you a singer / a film star / a sportsperson? */ game star*

**Remember you can only ask Yes or No questions.**

## 2D What day is it today?

### Vocabulary

1 a Write the days of the week in the correct order.

Monday

Saturday

Thursday

Monday

Friday

Sunday

Tuesday

Wednesday



Do you know the days of the week in English?

b 1.50 Listen and repeat.



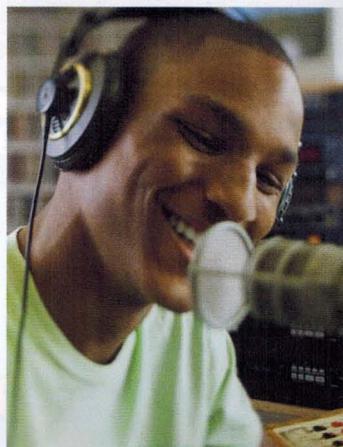
Is it Tuesday today?

No, it isn't. It's Wednesday.

### Comprehension

3 a 1.52 Read and listen. Are the statements true or false?

- 1 *The Birthday Show* is on Sunday.
- 2 The song is for Mel's brother.
- 3 His birthday is on Tuesday.
- 4 He is thirteen on his birthday.
- 5 Mel's at home.
- 6 Joe's at his friend's house.



b Work with a partner. Act the dialogue.

- DJ Hi. It's Saturday. My name's Jez Jones and this is *The Birthday Show*. Hello. What's your name?
- Mel Mel Bradley.
- DJ Hi, Mel. How old are you?
- Mel I'm ten.
- DJ And who is your song for?
- Mel It's for my brother, Joe.
- DJ When's his birthday?
- Mel It's on Tuesday.
- DJ And how old is he?
- Mel He's twelve on Tuesday.
- DJ OK. Where are you? Are you at home?
- Mel No, I'm not. I'm at the shops.
- DJ Is Joe there, too?
- Mel No, he isn't. He's at home.
- DJ Well, happy birthday, Joe, from your sister, Mel. Here's the song.

2 1.51 Listen. What day do you hear?

Friday

**Grammar**

**4** Copy and complete the table.

These are yes / no questions



be: questions	
Yes / No	Wh-
_____ you at home?	Where are you?
Is he thirteen?	How old is _____?

These are wh-questions.



**5 a** Put the words in the correct order to make questions.

- 1 you are How old  
*How old are you?*
- 2 your name is What
- 3 you from are Where
- 4 When your birthday is
- 5 What day is today it
- 6 is Where Joe
- 7 your is brother How old
- 8 What your phone number is
- 9 this mobile Whose is
- 10 my Where books are

**b** Match the answers to the questions to make dialogues.

- a It's 762954
- b It's William, but everyone calls me Billy.
- c He's in the garden.
- d I'm twelve.
- e They're on the table.
- f I'm from Spain.
- g It's Friday.
- h It's Charlotte's.
- i He's fifteen.
- j It's on Saturday.

**c** Work with a partner. Read the dialogues.

- *How old are you?*
- *I'm twelve.*

**Listening**

**6 a** 1.53 Listen to two more dialogues. Answer the questions.



1 What is his / her name?	_____	_____
2 Who is the record for?	_____	_____
3 When is his / her birthday?	_____	_____
4 How old is he / she then?	_____	_____
5 Where are they?	_____	_____

**b** Work with a partner. Act the dialogues. Use the chart.

**c** Work with a partner. Make your own dialogues.

**Writing**

**7 a** Complete the DJ's text.

Our caller <sup>1</sup>\_\_\_\_\_ Mel Bradley.  
<sup>2</sup>\_\_\_\_\_ ten. The song is for <sup>3</sup>\_\_\_\_\_  
 brother. <sup>4</sup>\_\_\_\_\_ name's Joe and  
<sup>5</sup>\_\_\_\_\_ twelve on Tuesday.

**b** Write texts for the girl and boy in exercise 6a and you.



## What's your address?

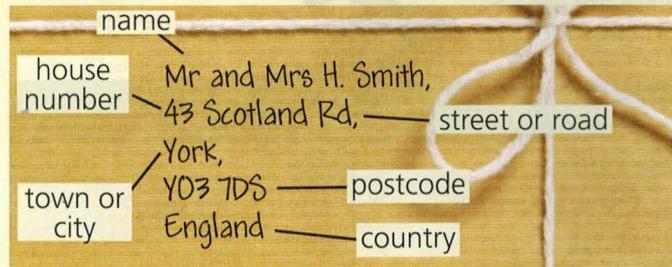
**1 a** Look at the pictures. Do you know anything about these places?

**b** 1.54 Read and listen to the texts. Copy and complete the chart.

Address	Where is it?	Why is it famous?
1		
2		
3		
4		

**c** What famous streets are there in your country? Why are they famous?

**2** Look at the address. How do you write an address in your country?



**3 a** Complete the short forms of these addresses with these words.

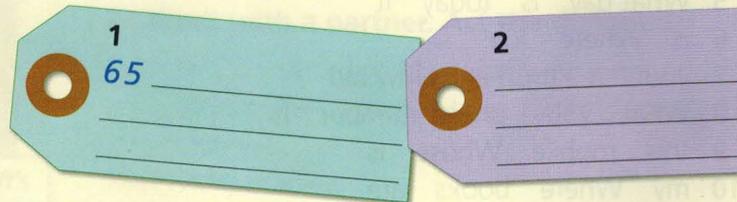
Ave St Rd

- 1 London Road London \_\_\_\_\_
- 2 Victoria Street Victoria \_\_\_\_\_
- 3 Park Avenue Park \_\_\_\_\_

**b** Write these in the short form.

High Street Sydney Avenue York Road

**4 a** 1.55 Listen. Write the addresses.



**b** Work with a partner. Ask and answer. Use the addresses in exercise 4a.

- What's your address?
- It's sixty-five ...

**c** Work with a partner. Ask and answer about your own addresses.

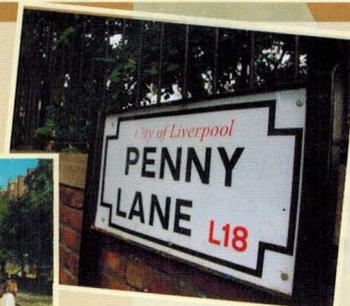


This is 10 Downing Street in London. It's the British Prime Minister's home. People often call it just 'Number 10'. It's actually a very big house. There are a hundred rooms in it.

Whose home is this? Not a real person's. But the house is real. It's 221b Baker Street in London, and it's the home of the famous detective, Sherlock Holmes. Today it's a museum about him.



Abbey Road is in London, too. Why is it famous? It's on The Beatles' album 'Abbey Road'. The crossing is outside their recording studio at 3 Abbey Road. There's a webcam there now, so



Penny Lane is also famous because of The Beatles. It's the name of one of their songs. Do you know it? Penny Lane isn't in London. It's in Liverpool. The Beatles

## Geography: the world

**1 a** Look at the map. Match the words with the photos.

desert mountain river ocean

**b** On the map find the names of:

- a desert
- the four oceans
- four rivers
- three mountain ranges

**2 a** Look at the map. Change the underlined words.

1 The Indian Ocean is between Europe and Oceania.

*The Indian Ocean is between Africa and Oceania.*

2 North America and South America are between the Pacific Ocean and the Arctic Ocean.

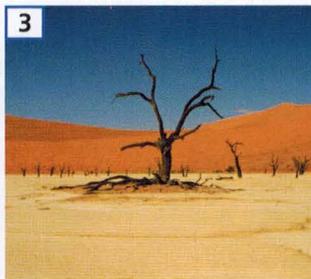
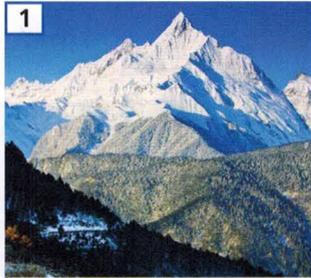
3 Europe is between the Atlantic Ocean and the Indian Ocean.

4 The Arctic Ocean is next to North America, Antarctica and Asia.

5 Oceania is between the Indian Ocean and the Arctic Ocean.

6 The letter a is in Africa, Antarctica, America, and Europe.

**b** 1.56 Listen and check.



**3 a** 1.57 Listen. Point to the places you hear.

**b** 1.57 Listen again and repeat.

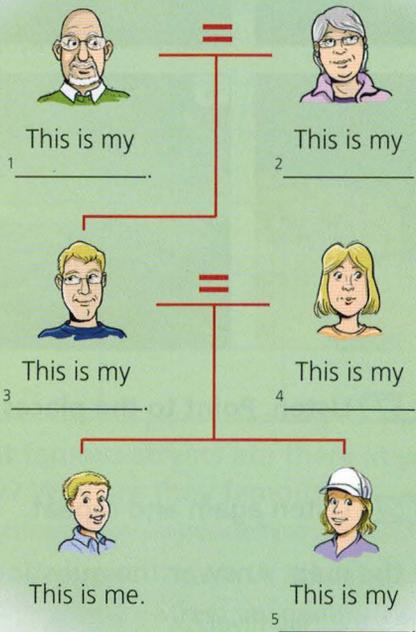
**4** Look at the map. Answer the questions.

- 1 Where's the Nile River?  
*It's in Africa.*
- 2 Where are the Himalayas?
- 3 Where's the Sahara Desert?
- 4 Where are the Rocky Mountains?
- 5 Where's the Amazon River?
- 6 Which ocean is next to four continents?
- 7 Which continent is cold?
- 8 Which continent is your country in?



## Vocabulary

## 1 Complete the family tree.



## 2 Put the letters in the correct order to make the days of the week.

- 1 ahdustryr \_\_\_\_\_ 5 ifadyr \_\_\_\_\_  
 2 uynsad \_\_\_\_\_ 6 dedyewсна \_\_\_\_\_  
 3 astudyе \_\_\_\_\_ 7 oydamn \_\_\_\_\_  
 4 yrstdaau \_\_\_\_\_

## Short forms

## 3 Rewrite the sentences. Use short forms.

- We are in the garden.
- I am at the shops.
- Mel is not at home.
- They are not from the USA.
- He is our teacher.
- I am not ten.
- It is my birthday today.
- Where is Joe?

## Short forms and possessive adjectives

4 Complete the sentences with *his, her, their, he's, she's* or *they're*.

- This card is for my brother. It's \_\_\_\_\_ birthday today. \_\_\_\_\_ twelve.
- There's Mr and Mrs Smith with \_\_\_\_\_ three dogs. \_\_\_\_\_ all black.
- Where's Andy?  
• \_\_\_\_\_ in the garden with \_\_\_\_\_ friends.
- Are they Molly's bags?  
• No \_\_\_\_\_ bags are in the car. \_\_\_\_\_ Mel's bags.
- This is Mel's grandmother. \_\_\_\_\_ from London. Buddy is \_\_\_\_\_ dog.

Questions with *be*

## 5 Complete the dialogues with questions.

- \_\_\_\_\_?  
• My name's María Cortéz.  
• \_\_\_\_\_?  
• I'm from Spain.  
• \_\_\_\_\_?  
• I'm thirteen.
- \_\_\_\_\_?  
• It's for my brother.  
• \_\_\_\_\_?  
• Pedro.  
• \_\_\_\_\_?  
• He's eleven.

## Possessive 's

## 6 Use the cues. Write sentences.

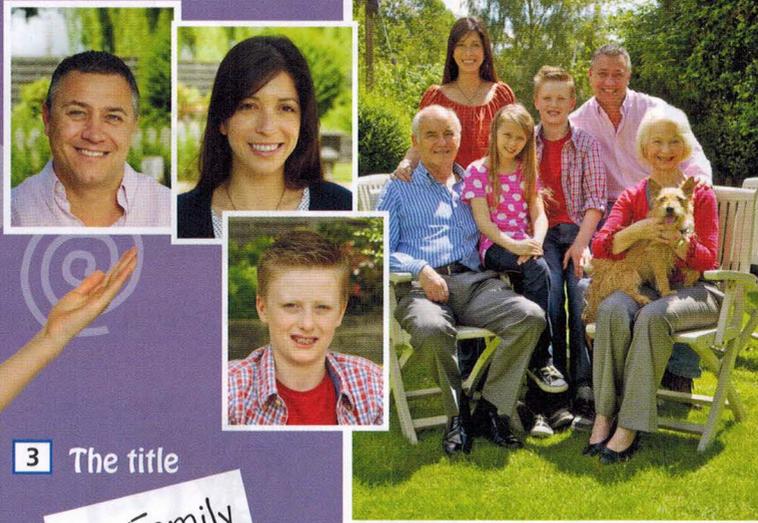
- Mel / pen  
*This is Mel's pen.*
- Joe / watch
- Jack and Susan / dog
- Buddy / ball
- Mary / book
- Granddad and Grandma / house

## Planning your project

**1** Make a project about your family. These are the things for my project.



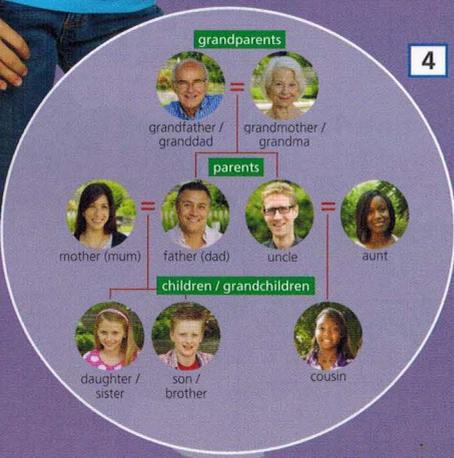
**2** Photos of my family



**3** The title

My Family

**4** A drawing of my family tree



**5** An interview with my uncle



## Song

**1** 1.58 Listen and sing.

### My Bonnie

My Bonnie is over the ocean.  
 My Bonnie is over the sea.  
 My Bonnie is over the ocean.  
 Oh, bring back my Bonnie to me.

Bring back, bring back.  
 Oh, bring back my Bonnie to me, to me.  
 Bring back, bring back.  
 Oh, bring back my Bonnie to me.



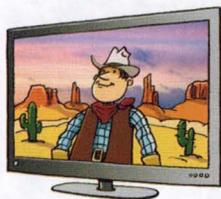
## 3A I've got a computer

## Vocabulary

1 a 2.2 Listen and repeat.



1 a games console



2 a television



3 a radio



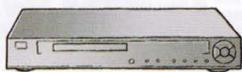
4 a mobile phone



5 an MP3 player



6 a skateboard



7 a DVD player



8 a bike



9 a camera



10 a remote-controlled car

b 2.3 Listen. Which thing do you hear?

## Comprehension

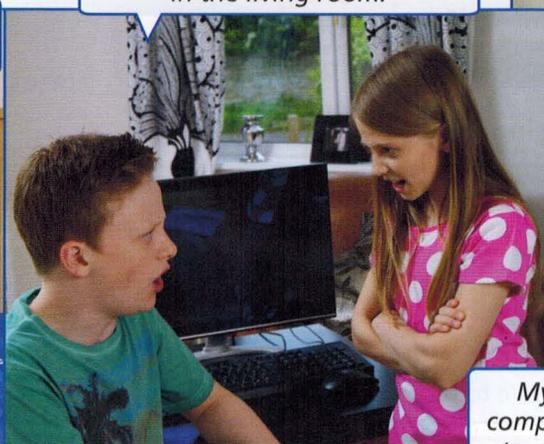
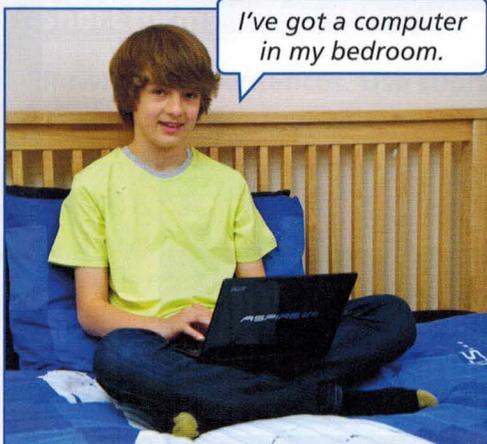
2 2.4 Read and listen. Answer the questions.

Who has got:

- a computer in his bedroom?
- a computer in the living room?
- a sister to play computer games with?

*My friend Tom is lucky. He's got a computer in his bedroom. I haven't got a computer in my room. We've got a computer, but it's for me and my sister. It's in the living room.*

*I've got a computer in my bedroom.*



*My friend Joe's lucky. He hasn't got a computer in his room, but he's got a sister to play computer games with. I have...*

**Grammar**

**3 a** Copy and complete the table with the full forms.

have got: affirmative			
I			a computer.
You	've		a dog.
We			two cousins.
They		got	three pens.
			a watch.
He			two cameras.
She	's		a car.
It			

**b** Complete the sentences with *have got* or *has got*.

- Tom *has got* a computer.
- Joe \_\_\_\_\_ a sister.
- I \_\_\_\_\_ two English books.
- Joe \_\_\_\_\_ a remote-controlled car.
- We \_\_\_\_\_ a good teacher.
- Mickey \_\_\_\_\_ a dog.
- You \_\_\_\_\_ my pens.
- They \_\_\_\_\_ a skateboard.

**c** Now say the sentences with short forms.

**4 a** Look at the table.

have got: negative			
I			an exercise book.
You	have not		a skateboard.
We	haven't		a sister.
They		got	a camera.
			a dog.
He	has not		a pen.
She	hasn't		a bike.
It			a brother.

How do we make have got and has got negative?



**b** Use the table. Make three sentences about yourself and three about your friend.

**5** Make true sentences. Use the cues.

*She hasn't got a bag. She's got a box.*



1 a bag / a box



2 a car / bikes



3 a mobile / a camera



4 a dog / a cat



5 a remote-controlled car / a skateboard



6 an apple / an orange

**Listening**

**6 a** 2.5 Look at the things in exercise 1. Listen. Tick (✓) the things Ravi has got.

**b** Say what Ravi has and hasn't got.  
*He's got a ... He hasn't got a ...*

**Speaking**

**7** Work in a group. Play a game.

- I've got a book.*
- He's got a book and I've got a mobile.*
- He's got a book. She's got a mobile and I've got a bag.*

# 3B Mut's present



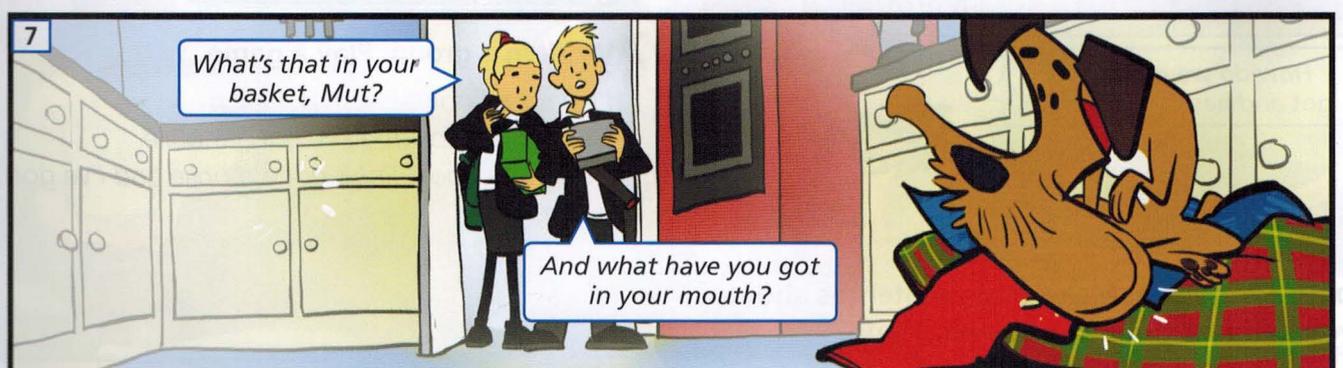
## Comprehension

**1 a** 2.6 Read and listen. Choose the correct presents and match them to the names.

- |        |                     |
|--------|---------------------|
| Mickey | • a blue bag        |
| Millie | • a new blanket     |
| Mut    | • a red jumper      |
|        | • a new cricket bat |
|        | • a big bone        |
|        | • a yellow ball     |

**b** Who are the presents from?

**2** Work in a group. Act the story.



### Vocabulary

3 a 2.7 Listen and repeat.

These words are adjectives.  
They describe things.



### Colours

yellow green orange

red black brown

blue white grey

### Others

big small thick THIN

old new GOOD bad

long short

b Find something in your classroom for each adjective.



This exercise book is red.

### Grammar

4 a Look at the story. Rewrite the sentences with the words red or good.

I've got a jumper.

They've got presents.

We've got two presents for our birthday.

Where do we put the adjective?



b Rewrite the sentences. Put the words in brackets in the correct order.

1 I've got \_\_\_\_\_ (a present big).  
I've got a big present.

2 She's got \_\_\_\_\_ (books thick four).

3 We've got \_\_\_\_\_ (teacher a good).

4 Where's \_\_\_\_\_ (jumper yellow my)?

5 I've got \_\_\_\_\_ (cats two black).

### Speaking and writing

5 a Work with a partner. Look at the pictures. Student A: cover one picture. Student B: cover the other picture. Now ask and answer. Use the cues.

- 1 a skateboard
- A Mickey's got a red skateboard in my picture. Is it red in your picture, too?
- B No, it isn't. He's got a green skateboard in my picture.
- 2 a T-shirt
- 3 a bag
- 4 a watch
- 5 a pencil
- 6 a book
- 7 a mobile
- 8 a cap
- 9 a radio



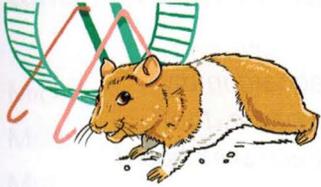
b Now write about the differences.

Mickey's got an orange cap in picture A, but he's got a blue cap in picture B.

# 3C Have you got a pet?

## Vocabulary

1 a  2.8 Listen and repeat.



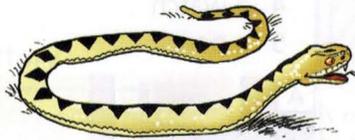
1 a hamster



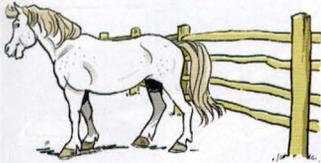
2 a rabbit



3 a rat



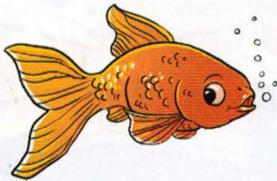
4 a snake



5 a horse



6 a mouse



7 a fish (plural: fish)



8 a spider



9 a budgie (a bird)



10 a parrot (a bird)

b  2.9 Listen. What kind of animal is it?

*This is a small animal. It's got a long, thin tail. The one in the picture is grey.*

## Comprehension

2 a  2.10 Listen and match the people to the pets.

- Joe a rabbit
- Joe a cat
- Mel a spider
- Mel a snake

b What colour are the pets?



Teacher Have you got a dog or a cat, Joe?  
 Joe No, I haven't, Miss. I've got a snake.  
 Teacher Really? Is it a big snake?  
 Joe No it isn't, but it's beautiful. It's red and white.  
 Teacher Has your sister, Mel, got a pet, too?  
 Joe Yes, she has.  
 Teacher What's she got?  
 Joe She's got a rabbit.  
 Teacher That's nice. What colour is it?  
 Joe Grey. It's boring. It's always asleep!

## Grammar

3 Copy and complete the table.

*have got: questions and short answers*

You have got a pet. _____ a pet?	Yes, I have. No, I haven't.
He has got a pet. _____ a pet?	Yes, he has. No, he hasn't.

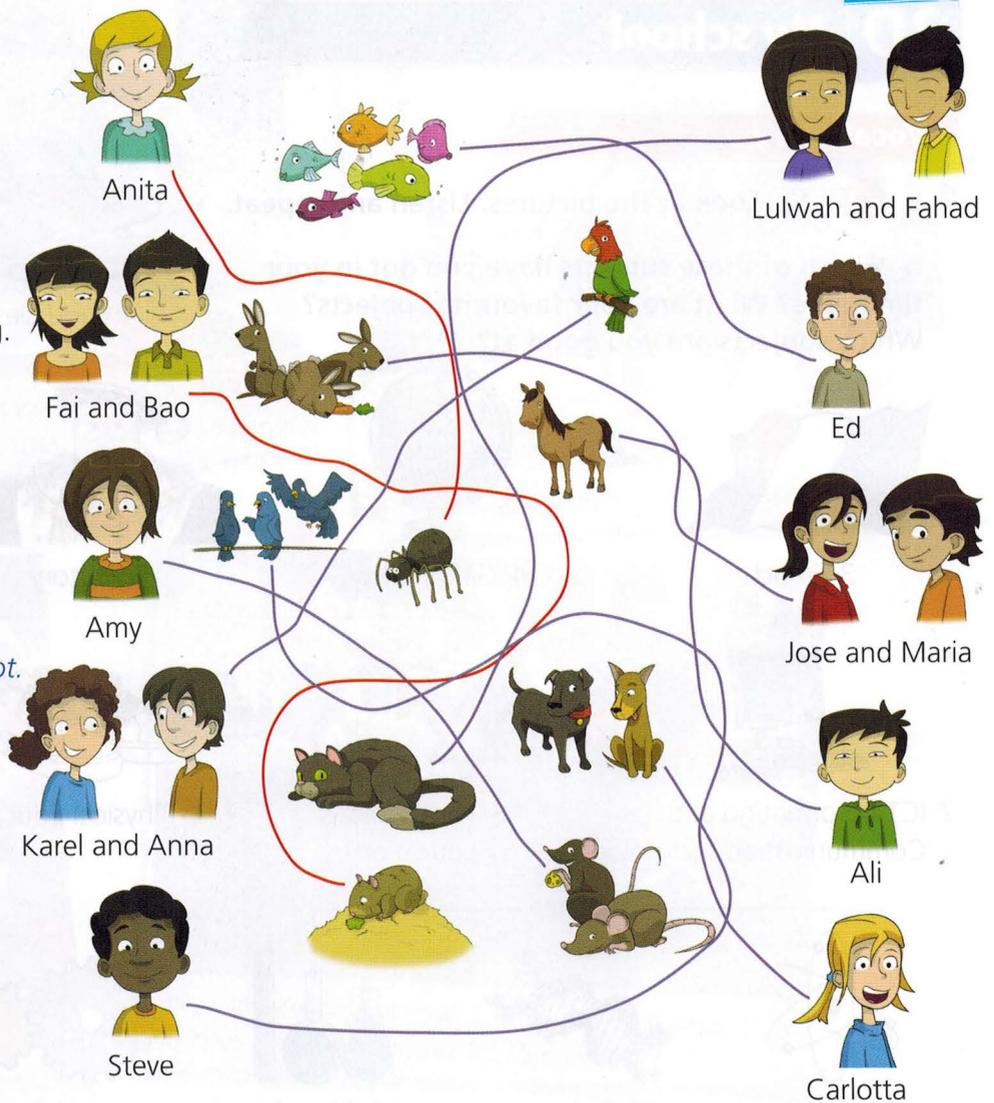
How do we make questions with have got and has got?

#### 4 Make questions.

- You've got a pet.  
*Have you got a pet?*
- She's got a brother.
- They've got a car.
- He's got a bike.
- You've got a computer.
- Our neighbours have got a dog.
- Mel's got an MP3 player.
- Joe's got a mobile.

#### 5 Look at the picture and make sentences. Use the cues.

- Anita / a spider  
*Anita's got a spider.*
- Fai and Bao / a parrot  
*Fai and Bao haven't got a parrot.  
They've got a hamster.*
- Amy / horse
- Steve / two dogs
- Karel and Anna / two mice
- Lulwah and Fahad / a cat
- Ed / five fish
- Jose and Maria / three rabbits
- Ali / a hamster
- Carlotta / three birds



#### 6 Work with a partner. Ask and answer. Use the cues in exercise 5.

- *Has Anita got a spider?*
- *Yes, she has.*
- *Have Fai and Bao got a parrot?*
- *No, they haven't. They've got a hamster.*

### Listening

#### 7 2.11 Listen and complete the chart.

	pet	name	colour
1	Ollie		
2	Phoebe		
3	Salim		
4	Alice		

### Speaking

#### 8 Work with a partner. Ask and answer questions.

- a pet  
*Have you got a pet?*  
*Yes, I have. / No, I haven't.*
- a brother
- a sister
- a favourite band
- a radio
- a bike
- an MP3 player
- a computer

#### 9 Work in a group. Play a game.

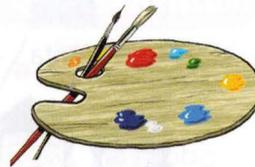
- A *What have I got in my bag beginning with P?*  
 B *Have you got a pencil?*  
 A *No, I haven't.*  
 C *Have you got a pen?*  
 A *Yes, I have.*

# 3D My school

## Vocabulary

1 a  2.12 Look at the pictures. Listen and repeat.

b Which of these subjects have you got in your timetable? What are your favourite subjects? Which subjects are you good at?



1 Art and Design



2 English



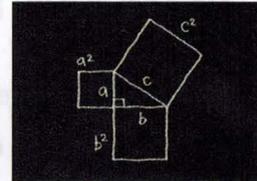
3 French



4 Geography



5 History



6 Maths



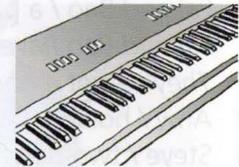
7 ICT (Information and Communication Technology)



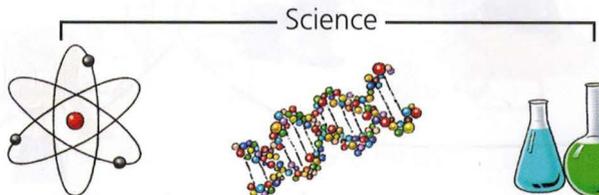
8 RE (Religious Education)



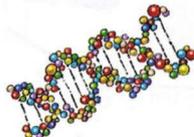
9 PE (Physical Education)



10 Music



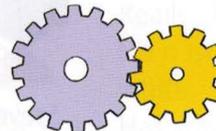
11 Physics



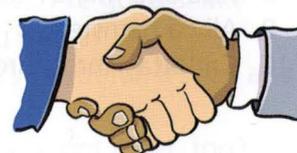
12 Biology



13 Chemistry



14 Design and Technology



15 Citizenship

## Comprehension

2 Look at Joe's timetable and the text with the photos. Answer the questions.

- 1 What class is Joe in?
- 2 What lessons has he got on Wednesday?
- 3 Has he got lessons on Saturday?
- 4 What are PE, RE and ICT?
- 5 When has he got a double lesson of Maths?
- 6 How many students are there in his class?
- 7 Which science has he got this term?



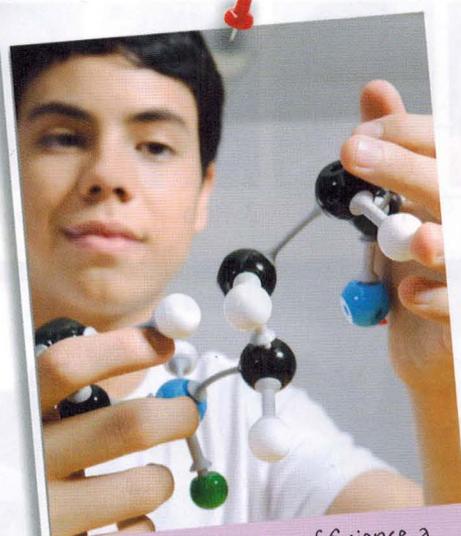
Name: Joe Bradley		Class: 8C			
	Monday	Tuesday	Wednesday	Thursday	Friday
8.30–9.00	Registration and assembly				
9.00–10.00	French	English	Maths	French	Geography
10.05–11.05		Citizenship	ICT	PE	Art
11.05–11.20	Break				
11.20–12.20	Maths	Technology	Music	History	RE
12.20–1.20	Lunch				
1.20–2.20	Science	PE	English	Maths	Science
2.25–3.25					



This is our Maths class with our Maths teacher, Mr Woods. He's very nice, but I'm not very good at Maths. My favourite subject is Science.



Tuesday afternoon is great. We've got double PE.



We've got four lessons of Science a week. We do one science each term. This term it's Physics, last term it was Chemistry and next term it's Biology.



This is my school. I'm in year 8. There are thirty students in my class. We wear a uniform. It's blue and black.

## Speaking and listening

### 3 Compare your school to Joe's. Answer the questions.

- 1 What class are you in?
- 2 How many students are there in your class?
- 3 Do you wear a uniform?
- 4 Have you got the same subjects as Joe?
- 5 What is your favourite day? Why?
- 6 Do you have registration and assembly in the morning?
- 7 When is your lunch?
- 8 Have you got lessons on Saturday?

### 4 Work with a partner. Ask and answer. Use the cues.

- 1 English / Wednesday
  - Has Joe got English on Wednesday?
  - Yes, he has.
  - Have we got English on Wednesday?
  - No, we haven't.
- 2 PE / Tuesday
- 3 History / Monday
- 4 Art / Friday
- 5 ICT / Thursday
- 6 Science / Monday
- 7 Music / Friday
- 8 PE / Thursday
- 9 Maths / Tuesday
- 10 Geography / Wednesday

### 5 2.13 Look at Joe's timetable in exercise 2. Listen. What day is it?



## Schools in England and Wales

**1** **2.14** Read and listen to the information about schools in England and Wales. Look at the chart and answer the questions.

- How old are pupils in:  
Year 1? Year 6? Year 9?
- How many years are they at primary school?
- How many years are they in the sixth form?
- Are pupils at school on Saturday?
- Where do pupils have lunch?

The school day is from about 8.45 to about 3.30.  
There are no lessons on Saturday and Sunday, but a lot of secondary schools have got sports matches on Saturday morning.  
Most pupils have their lunch at school.  
About half have a school lunch and half bring sandwiches from home (a packed lunch).  
Most schools have got a school uniform.

**2** Compare the information to your country. Make a chart of the school system in your country.

**3** **2.15** Listen and find this information for each person.

- What class is he / she in?
- What are his / her favourite subjects?
- What colour is his / her school uniform?
- Does he / she have a school lunch?



1 Sasha



2 Henry



3 Rob



4 Noelle

Year	Age	School
1	5-6	primary
2	6-7	
3	7-8	
4	8-9	
5	9-10	
6	10-11	
7	11-12	secondary
8	12-13	
9	13-14	
10	14-15	
11	15-16	
12	16-17	
13	17-18	

compulsory

sixth form



break

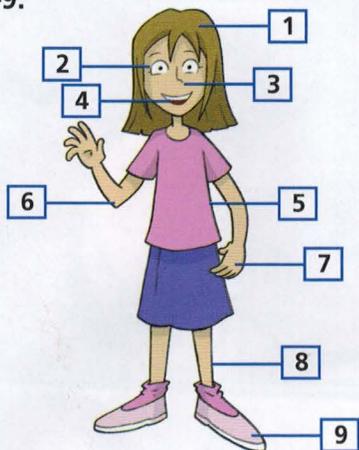


a packed lunch

## Science: we are animals, too

**1 a** **2.16** Listen. Match the words to numbers 1–9.

mouth  
hand  
body  
arm  
head  
foot  
eye  
leg  
nose



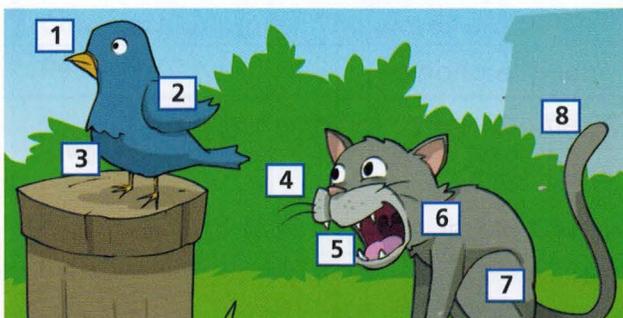
**b** **2.17** Listen. Touch or point to the part of the body you hear.



arm

**2 a** **2.18** Listen and label the picture.

fur a beak feathers legs a tail  
teeth whiskers a wing



**b** **2.19** Listen. If it's part of a bird, say 'tweet tweet'. If it's part of a cat, say 'miaow'.

fur

miaow

**3** Test your partner. Use words from exercises 1 and 2 and these expressions. Ask and answer.

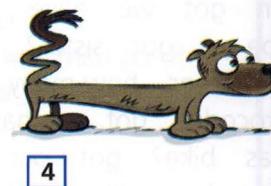
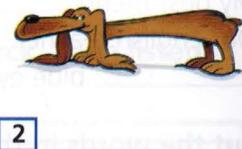
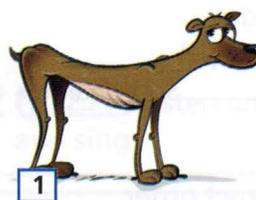
- Have cats got ...? • Yes, they have. / No, they haven't.
- Have birds got ...? • Yes, they have. / No, they haven't.
- Have humans got ...? • Yes, they have. / No, they haven't.
- Have birds got wings? • Yes, they have.
- Have humans got a tail? • No, they haven't.

**4** Work with a partner. Play a game.

- A** Pick an animal from here or page 32.  
**B** Ask Yes / No questions to find the animal.
- Has it got four legs? • Yes, it has.
  - Has it got a tail? • No, it hasn't.



**5** Here are four dogs: Fido, Woof, Rover and Shep. Read the sentences. Which dog is which?



- 1 Rover hasn't got long legs.
- 2 Woof hasn't got large ears.
- 3 Shep and Fido have got short tails.
- 4 The dog with a short body isn't Woof.
- 5 Fido has got small eyes.

## Vocabulary

Write down six of each of these things.

- 1 colours
- 2 school subjects
- 3 adjectives
- 4 possessions

Find eight animals.

d	f	c	b	h	o	r	s	e	j
f	g	s	i	o	k	a	w	v	m
y	u	p	o	r	a	b	b	i	t
t	j	i	p	d	h	w	s	q	n
o	s	d	h	k	e	v	n	r	m
l	o	e	g	u	k	l	a	d	o
r	c	r	b	n	h	r	k	l	u
d	s	o	u	o	e	p	e	f	s
n	a	m	s	t	e	r	s	e	e
o	a	r	r	o	t	c	h	n	r

## have got / has got

Make true sentences. Use 've / 's got or haven't / hasn't got.

- I \_\_\_\_\_ a dog.
- We \_\_\_\_\_ Science on Wednesday.
- Our school \_\_\_\_\_ a uniform.
- I \_\_\_\_\_ a skateboard.
- We \_\_\_\_\_ English today.
- My best friend \_\_\_\_\_ a pet.
- Our English teacher \_\_\_\_\_ short hair.
- I \_\_\_\_\_ blue eyes.

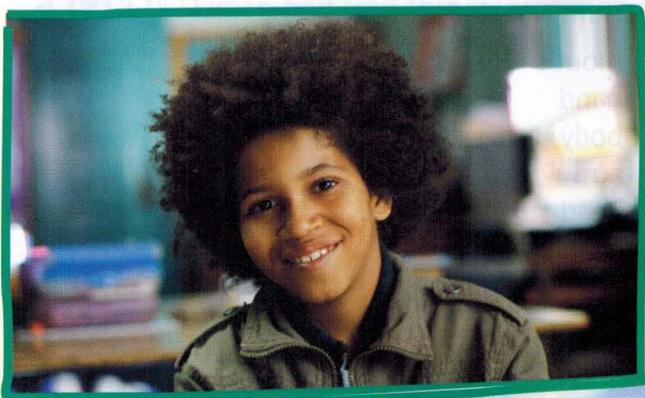
**a** Put the words in the correct order.

- on got we have Maths Tuesday?
- Joe a got sister? has
- has legs how many got? a spider
- crocodile got a has feathers?
- has bike? got our teacher a
- you have bag? got a red
- have we today? got what subjects
- a got have pet? you

**b** Use your questions. Ask and answer with a partner.

## Listening

**5 a**  **2.20** Listen. Complete the chart. Tick (✓) the things Edward and Martha have got.



	Edward	Martha
a games console		
a television		
a radio		
a mobile phone	✓	
a remote-controlled car		
a skateboard		
a DVD player		
a bike		
a camera		
a pet		
a brother		

**b** Write six true sentences about Edward and Martha. Use *has / hasn't got*.

## Working together

Make a project about your school. Here's our project.



Miss Jones

This is our Biology teacher, Miss Jones. She's married, but hasn't got any children.



Mr Walker

This is Mr Walker. He's our maths teacher. He's 36. He's married and he's got two children.

## Song

1 Complete the song. The words are all on page 34.

2 2.21 Listen and check. Then listen and sing.

## My favourite day

### Chorus

Hey! Hey! It's OK  
It's our favourite day today.

We haven't got <sup>1</sup>E \_\_\_\_\_ h, we haven't got <sup>2</sup>F \_\_\_\_\_ h,  
We haven't got <sup>3</sup>A \_\_\_\_\_ t or <sup>4</sup>H \_\_\_\_\_ y.  
We haven't got <sup>5</sup>M \_\_\_\_\_ s, we haven't got Games,  
We haven't got <sup>6</sup>M \_\_\_\_\_ c or <sup>7</sup>G \_\_\_\_\_ y.

### Chorus

We haven't got <sup>8</sup>R \_\_\_\_\_, we haven't got Science,  
We haven't got <sup>9</sup>B \_\_\_\_\_ y or <sup>10</sup>I \_\_\_\_\_ T.  
We haven't got <sup>11</sup>P \_\_\_\_\_ s, we haven't got <sup>12</sup>P \_\_\_\_\_,  
We haven't got <sup>13</sup>b \_\_\_\_\_ k or <sup>14</sup>a \_\_\_\_\_ y.

### Chorus

So what's today? Well, it isn't <sup>15</sup>M \_\_\_\_\_ y,  
<sup>16</sup>T \_\_\_\_\_ y, <sup>17</sup>W \_\_\_\_\_ y, <sup>18</sup>T \_\_\_\_\_ y  
or <sup>19</sup>F \_\_\_\_\_ y.  
What's today? It's our favourite day. No school today.  
It's Saturday!

## 4A What's the time, please?

### Vocabulary

1 2.22 Look at the clocks. Listen and repeat.



2 a Write the times. Use these words.

quarter past ten to twenty to five past quarter to half past twenty-five to o'clock



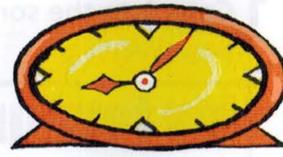
1 It's quarter past four



2 It's... \_\_\_\_\_



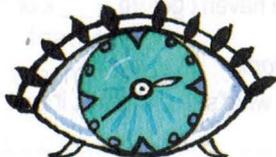
3 \_\_\_\_\_



4 \_\_\_\_\_



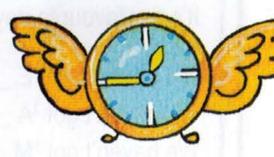
5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

b Rewrite this with the correct punctuation.

whatsthetimepleaseitssevenoclock

**3** 2.23 Listen. Write the times you hear.

1 twenty to four

**Comprehension**

**4** Read the conversation and answer the questions.

- When is the party?
- Why can't Molly go to the party?



Mrs Dawson: When is Ravi's birthday party?  
 Molly: It's on Saturday.  
 Mrs Dawson: What time?  
 Molly: It's at four o'clock. Why?  
 Mrs Dawson: Well, you've got a piano exam at half past four on Saturday.  
 Molly: Oh no!

**Grammar**

**5** Copy and complete the table.

When do we use *on* and *at*?



*on, at*

The party is \_\_\_\_\_ Saturday.  
 It's \_\_\_\_\_ four o'clock.  
 You've got a piano exam \_\_\_\_\_ half past four \_\_\_\_\_ Saturday.

**Listening, speaking and writing**

**6 a** Look at the chart. Work with a partner. Ask and answer. Point to a clock.

- What's the time, please?
- It's quarter to four.

**b** 2.24 Listen to the dialogues. Match the activities to the days and times.

Activity	Day	Time
the volleyball match 	Monday	
Annie's dance lesson 	Tuesday	
the school concert 	Wednesday	
Jim's piano exam 	Thursday	
the hockey game 	Friday	
Fred's party 	Saturday	
Claire's tennis lesson 	Sunday	

**7** Work with a partner. Look at the chart in exercise 6. Ask and answer.

- When is the volleyball match?
- It's on Friday at eight o'clock.

**8** Write the days and the times.

The volleyball match is on Friday at eight o'clock.

# 4B My day

## Vocabulary

1  2.25 Listen and repeat the expressions in blue.

## Comprehension

2  2.26 Read and listen to Molly's day. Put the things in the correct order.

bus dinner homework lunch  
book breakfast TV shower  
teeth bed



A I get up at half past seven and I have a shower.



B At ten to eight I have breakfast in the kitchen and I listen to the radio.



C Then I brush my teeth and put on my coat.



D At quarter past eight I go to school with my friends. We take the bus.



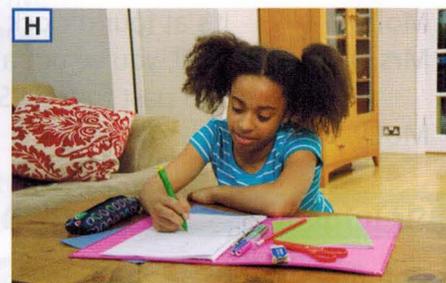
E Lessons start at quarter to nine.



F We have lunch at school at half past twelve. I have a packed lunch.



G We finish school at half past three and go home.



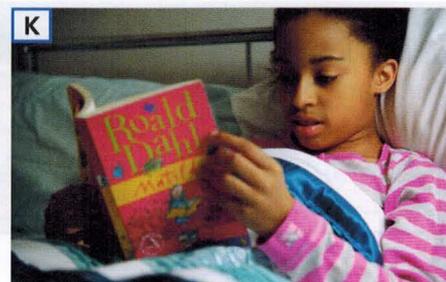
H I do my homework and go on the Internet before dinner.



I We have dinner at six o'clock.



J After dinner I watch TV or listen to music.



K I go to bed at half past nine. I read a book or a magazine for half an hour and then go to sleep.

# 4C Free time

## Vocabulary

1 a  2.29 Listen and repeat.



1 play football



2 play tennis



3 play ice hockey



4 play computer games



5 play the piano



6 play the guitar



7 play the violin



8 collect badges



9 go skiing



10 go swimming



11 go to dance class



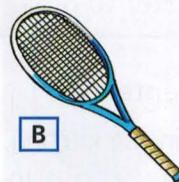
12 watch DVDs

## Comprehension

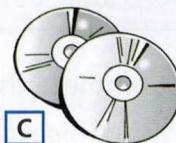
2  2.31 Read and listen to Molly. Find three pictures for each person.



A



B



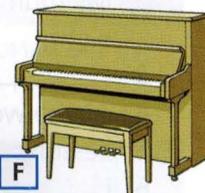
C



D



E



F



G



H



I

1

**Molly**

I like sport. I play tennis with my friends, and I watch tennis on TV. I like music, too. I play the piano, and I also go to dance school. We've got classes on Wednesdays and Saturdays. I don't play computer games.

2

**Kirk**

My brother, Kirk, likes sport. He plays football. He has training after school on Tuesdays. He goes swimming with his friends at the sports centre, too. He doesn't play a musical instrument, but he collects football cards. He's got 200!

3

**Eddie**

Our neighbour, Eddie, doesn't like sport. He doesn't play tennis or football and he doesn't

What happens after he and she?

### Present simple: endings

I play football.	She _____ tennis.
We have piano lessons.	He _____ training.
They watch TV.	He _____ DVDs.
I go swimming.	She _____ to dance school.

### b Match the subjects and the verbs.

play / like

I you we they he she it

plays / likes

### c Look at your answers to exercise 2. What do the people do?

*Molly plays tennis. She ...*

### 4 Look at Molly's day on page 42 again. Write about it.

*Molly gets up at half past seven and she has a shower.*

### 5 a Copy and complete the table. Find the missing words in the text in exercise 2.

### Present simple: negative

I \_\_\_\_\_ play computer games.  
He \_\_\_\_\_ play a musical instrument.

### b Complete what Molly says. Use *don't* or *doesn't*.

- I \_\_\_\_\_ get up at six o'clock.
- Eddie \_\_\_\_\_ collect football cards.
- We \_\_\_\_\_ play ice hockey at our school.
- Kirk \_\_\_\_\_ play the piano.
- Eddie \_\_\_\_\_ like sport.
- Kirk and Eddie \_\_\_\_\_ go to dance class.
- I \_\_\_\_\_ play football.

## Speaking, listening and writing

### 7 Work in a group. Play a game.

*She doesn't like sport and I don't like Maths*



*I don't like sport.*

### 8 a 2.33 Listen. What do the people do? Tick the correct pictures.

1 Juraj Slovakia		1 Guang Thailand
	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	

### b Write about the people in exercise 8a.

*Juraj plays ice hockey. He doesn't play football.*

### 9 What do you do in your free time? Write a paragraph. Use these phrases.

*I like ..., I ..., and I ..., I don't like ..., and I don't ...*

# 4D Mickey, Millie and Mut

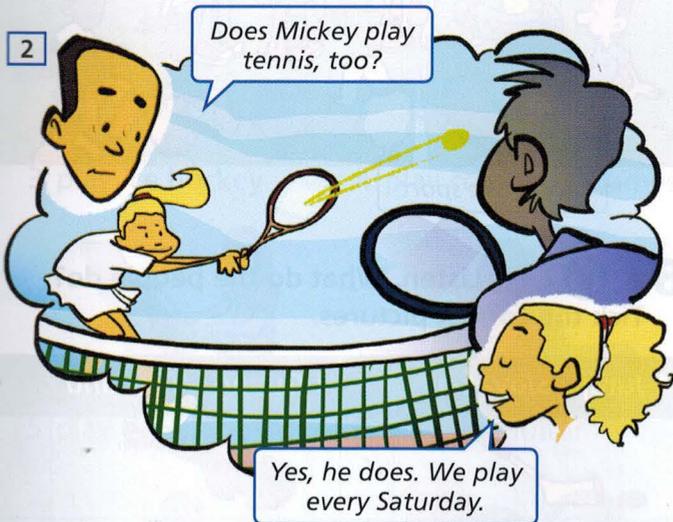


## Comprehension

1 a Read the story. Answer the questions.

- 1 Who is Millie talking to?
- 2 Where do Mickey and Millie play tennis?
- 3 Why doesn't Mut go with them?

b 2.34 Read and listen.

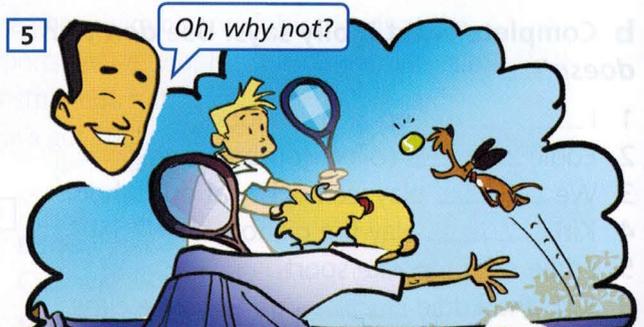


1 Mickey and Millie's uncle and aunt are visiting them from Australia.



3

Oh, where do you play? Do you go to the sports centre?



- 2 Millie doesn't like sport.
- 3 She plays tennis.
- 4 She doesn't go swimming.
- 5 Mickey doesn't like volleyball.
- 6 Mickey and Millie go to the park every Saturday.
- 7 They play tennis there at ten o'clock.
- 8 They don't take Mut to the park.
- 9 Mut catches their tennis balls.

## Grammar

**3 a** Copy and complete the table with *do* and *does*.

How do we make questions in the present simple?



### Present simple: questions and short answers

_____	you	play volleyball?	Yes, I _____.
_____	you	go swimming?	No, I <b>don't</b> .
_____	he	collect things?	
_____	he	like sport?	Yes, he _____.
_____	he	watch TV?	No, he <b>doesn't</b> .

**b** Complete the questions with *Do* or *Does*.

- 1 \_\_\_\_\_ you collect badges?
- 2 \_\_\_\_\_ Eddie go skiing?
- 3 \_\_\_\_\_ Molly play tennis?
- 4 \_\_\_\_\_ Molly and her friends play football?
- 5 \_\_\_\_\_ you go swimming?
- 6 \_\_\_\_\_ Kirk play a musical instrument?

**c** Work with a partner. Make dialogues. Use the questions in exercise 3b.

- *Do you collect badges?*
- *Yes, I do or No, I don't.*

**4** Copy and complete the table. Put the words in brackets in the correct order.

### Present simple: *wh-* questions

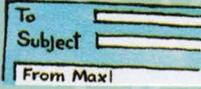
Where \_\_\_\_\_ tennis? (play you do)  
 When \_\_\_\_\_ to school? (she does go)

When does Molly have breakfast?  
 She has breakfast at ten to eight.

- 2 When / you go to school
- 3 Where / Molly have lunch
- 4 When / we go home
- 5 Where / you do your homework
- 6 When / Mickey and Millie play tennis

## Speaking and writing

**6 a** Look at the chart. Do you do these things? Write ✓ or X for Me.

	Me	My partner
play the 		
get up at 		
listen to the  in the morning		
take the  to school		
play 		
go 		
collect 		
write a lot of 		

**b** Work with a partner. Ask and answer. Write ✓ or X for My partner.

- *Do you play the piano?*
- *Yes, I do or No, I don't.*

**c** Write about yourself and your partner.

*I don't play the piano. My partner plays ...*

# 4



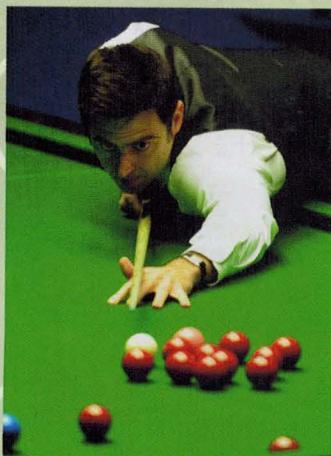
# Culture

## Sport

**1 a** **2.35** Read and listen to the information. Copy the chart and write the names of the sports in columns 1 and 2.

1 Britain	2 The USA	3 My country
-----------	-----------	--------------

These are popular sports in Britain:  
**football** **rugby** **cricket** **snooker**



These are popular sports in the USA and Canada:  
**American football** **baseball** **basketball**  
**ice hockey**

**Tennis** and **golf** are also popular in all these

**2** **2.36** Read the text. Copy and complete the chart.

	Girls	Boys
winter	<i>hockey</i>	
summer		

In British schools, pupils normally have a double lesson of PE each week.

In most schools, boys play football or rugby in the winter. In summer, they play cricket and they do athletics.

Girls normally play hockey or netball (a kind of basketball) in the winter. They play tennis and they do athletics in the summer.

Most schools have a sports day in the summer. There are races and other athletics events, like the high jump, long jump and javelin. Parents and grandparents come to watch, and there are prizes for the winners.



**3** How often do you have PE in your school? What things do you do? Do you have a sports day?

**4 a** **2.37** Listen. What sports do Cherry and Marcus play? Which ones do they like?



Cherry

Marcus

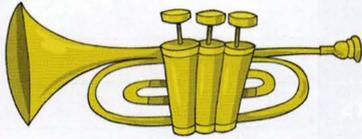
**b** **2.37** Listen again. Answer the questions.

1. What sports do they play? Which ones do they like?

# Music: musical instruments

## 1 2.38 Read and listen.

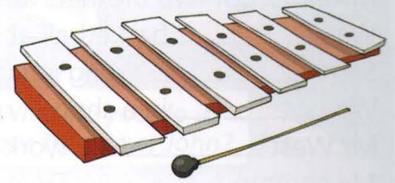
There are lots of different kinds of musical instruments.



a trumpet  
This is a wind instrument.



a guitar  
This is a string instrument.



a xylophone  
This is a percussion instrument.

## 2 a Copy the chart and write the instruments in the correct column.

Wind instrument	String instrument	Percussion instrument
a trumpet	a guitar	a xylophone

## b 2.39 Listen and check.



a harp



a piano



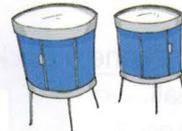
a trombone



a tambourine



a clarinet



drums



a violin



a saxophone



a flute



a double bass



an electric guitar



a keyboard



a harmonica

## 3 2.40 Listen. What instruments do you hear?

## 4 Do you play a musical instrument? What are your favourite instruments?

## 5 Work with a partner. Mime playing a musical instrument. Ask questions about the instrument.

- Is it a clarinet?
- No, it isn't.
- Is it a saxophone?
- Yes, it is.



# 4

# Revision

## Present simple: affirmative and negative

**1 a** Complete the sentences with the correct form of the verbs.

work have got do go play watch go

- 1 Mike *has got* two brothers and a sister.
- 2 We \_\_\_\_\_ basketball at school.
- 3 Sarah \_\_\_\_\_ skiing in France.
- 4 We \_\_\_\_\_ in a shop.
- 5 Mr West \_\_\_\_\_ to work by car.
- 6 My parents \_\_\_\_\_ TV in the evening.
- 7 Mandy \_\_\_\_\_ her homework in the kitchen.

**b** Make the sentences negative.

## Present simple: questions

**2** Make questions.

- 1 You're from Australia.  
*Are you from Australia?*
- 2 It's my turn.
- 3 We have lunch at one o'clock.
- 4 They like football.
- 5 I'm in this photo.
- 6 Peter takes the bus to school.
- 7 Mr and Mrs Johnson have got a new computer.
- 8 Jane finishes school at quarter past three.

## Vocabulary

**3** Look at the picture clues. Complete the words or phrases. What is phrase 9?

1



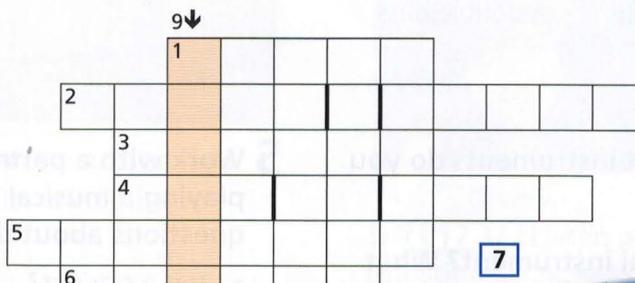
2



3



4



5



6



7



## Listening, writing and speaking

**4 a** 2.41 Listen and complete the chart about Kenton.

Name	
From	
Age	
Phone number	
Brothers and sisters	
School	
Favourite subjects	
Free time	
Musical instrument	

**b** Now complete the text. Use the information from exercise 4a.

Kenton <sup>1</sup>\_\_\_\_\_ comes from <sup>2</sup>\_\_\_\_\_. He's <sup>3</sup>\_\_\_\_\_ years old. His phone number's <sup>4</sup>\_\_\_\_\_. He <sup>5</sup>\_\_\_\_\_ a brother, but he <sup>6</sup>\_\_\_\_\_ a sister. His name's <sup>7</sup>\_\_\_\_\_. Kenton <sup>8</sup>\_\_\_\_\_ to <sup>9</sup>\_\_\_\_\_ High School. His favourite subjects are <sup>10</sup>\_\_\_\_\_ and <sup>11</sup>\_\_\_\_\_. In his free time he <sup>12</sup>\_\_\_\_\_, and he <sup>13</sup>\_\_\_\_\_ and <sup>14</sup>\_\_\_\_\_. He <sup>15</sup>\_\_\_\_\_ a musical instrument.

**c** Write a text about yourself.

**d** Interview your partner. Use the chart in exercise 4a.

*What's your name?  
It's ...*

# Helping each other



**1** Make a project about your free time.  
Write about:  
- your favourite hobby  
- the hobby of someone that you know (a friend or another family member.)  
Add photos to your project.

**2** We help each other with our projects:

## 3 Interviews

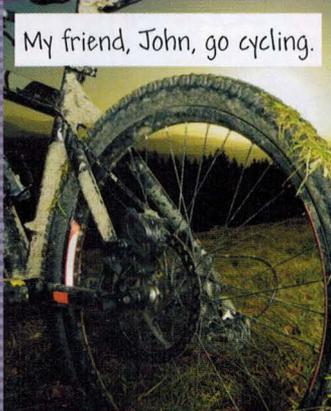


What do you do in your free time, John?

## 4 Taking photos



## 5 Checking



It isn't, 'go'... It's, 'He goes'...

Oh yes. Thank you.

## 6 Commenting

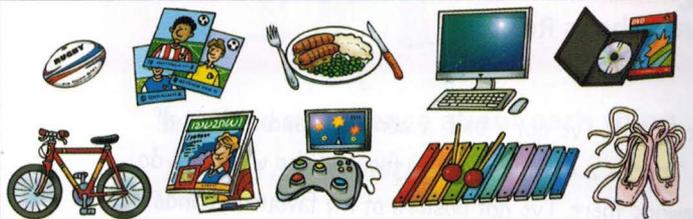


This is great. I like this photo. Do you go to dance class every week?

## Song

**1 a** Read and guess the missing words.

### Digital Charlie.



**Chorus**  
Charlie <sup>1</sup>\_\_\_\_\_ play  
Any sport at all.  
Football, tennis, <sup>2</sup>\_\_\_\_\_,  
Golf or volleyball.  
He just plays <sup>3</sup>\_\_\_\_\_ games.  
At that he is a winner.  
Then he watches <sup>4</sup>\_\_\_\_\_  
Till it's time for dinner.

I collect stamps and cards  
And play a lot of <sup>5</sup>\_\_\_\_\_.  
Mirabelle <sup>6</sup>\_\_\_\_\_ magazines  
And books of any sort.  
Benjamin <sup>7</sup>\_\_\_\_\_ cycling  
Until his face is red.  
But Charlie <sup>8</sup>\_\_\_\_\_ DVDs  
Until it's time for <sup>9</sup>\_\_\_\_\_.

**Chorus**

We are all at <sup>10</sup>\_\_\_\_\_ all week,  
But when the weekend comes,  
Martha <sup>11</sup>\_\_\_\_\_ the xylophone  
And Maxwell plays the <sup>12</sup>\_\_\_\_\_.  
Wilma goes to dance class  
On <sup>13</sup>\_\_\_\_\_ and Sunday.  
But Charlie's on the Internet  
From Friday night till <sup>14</sup>\_\_\_\_\_.

**Chorus**

**b** 2.42 Listen and check.

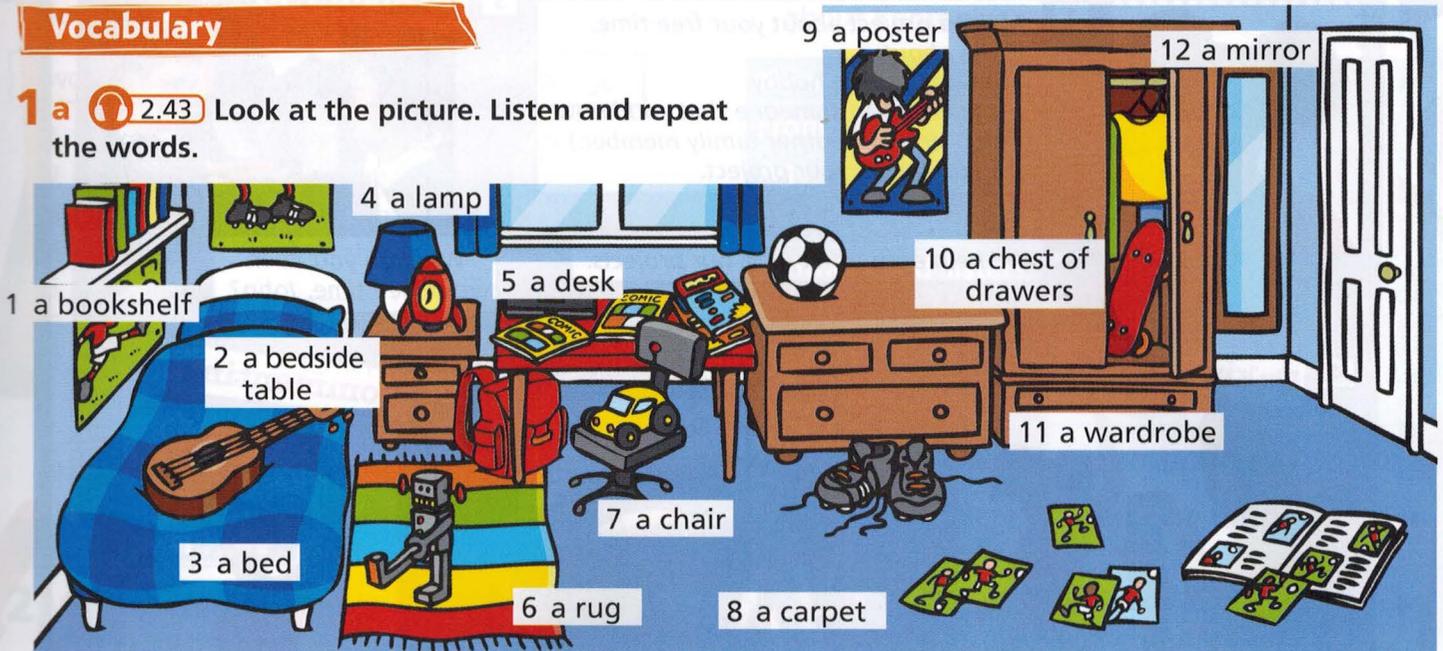
# 5

# Places

## 5A My room

### Vocabulary

**1 a** 2.43 Look at the picture. Listen and repeat the words.

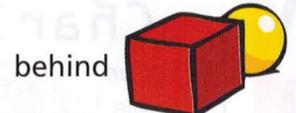
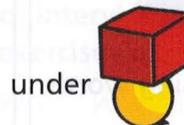
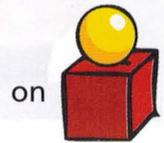


**b** 2.44 Listen. Complete the sentences with the correct places.

The remote-controlled car is on ... the chair.

### Grammar

**3 a** 2.46 Listen and repeat.



### Comprehension

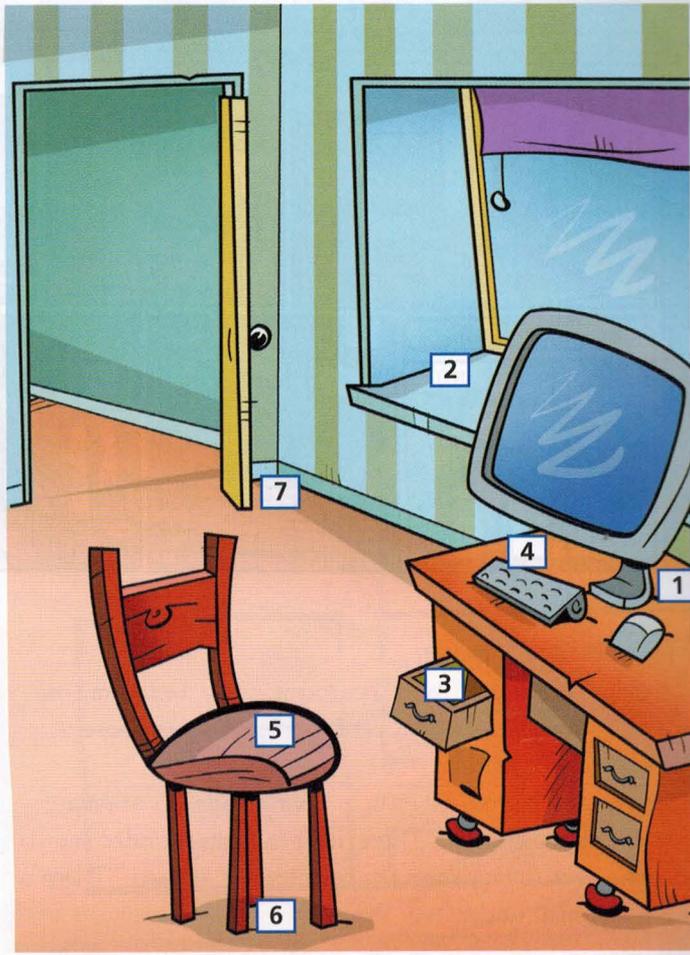
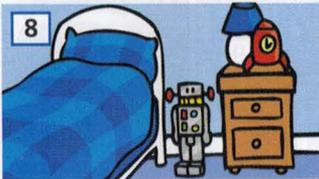
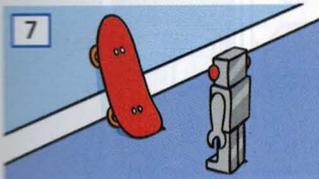
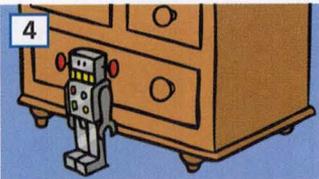
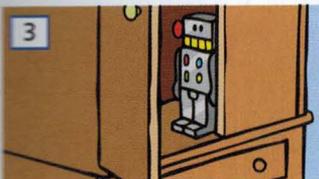
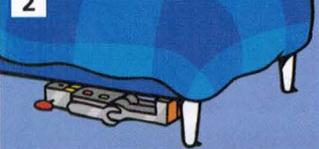
**2 a** 2.45 Look at Ravi's room. Read and listen. Who is Robby?

This is my room. I've got a bed, a wardrobe and a chest of drawers. There's a desk, too. It's in front of the window. I do my homework there. I've got posters of my favourite bands and sports stars on the wall. You can see some of my things in the picture, too. My skateboard's in the wardrobe and my guitar's on the bed. And that's Robby, my robot, on the rug next to the bed. He's great!

**b** Find eight things in the picture that Ravi

Connect the things to the places 1-7.

- book mobile phone pen CD  
umbrella watch bag



**4 a** Look at the picture of Ravi's room on page 52. Work with a partner. Describe the position of the things. Use the cues.

- 1 the football / on  
*The football is on the chest of drawers.*
- 2 the chair / in front of
- 3 the bedside table / between
- 4 the lamp / behind
- 5 the rug / next to
- 6 the bag / under
- 7 the bookshelf / opposite
- 8 the skateboard / in
- 9 the football boots / in front of
- 10 the clock / on

**b** Work with a partner. Ask and answer about the things.

- *Where's the football?*
- *It's on the chest of drawers.*

**b** Write a sentence about each thing.  
*The pen is next to the computer.*

- 6** Work with a partner. Play a game.
- A** Choose something in the classroom.
- B** Ask Yes / No questions to find it.
- B Is it in front of me?  
A No, it isn't.
- B OK. So it's behind me. Is it on the wall?  
A Yes, it is.
- B Is it next to the window?  
A Yes, it is.
- B It's the map of the world.  
A Correct.

# 5B Our house

## Comprehension

1 2.48 Look at the picture. Read and listen. Which of the places in blue is not in the picture?



This is our house.

Upstairs there are three bedrooms - my bedroom, my sister, Vama's bedroom and our parents'. There's a bathroom upstairs, too.

Downstairs there's a hall, a living room, a dining room and a kitchen. There isn't a cellar under my house. The dining room is next to the kitchen. There's also a toilet under the stairs.

In this picture, I'm in the living room. Vama is in her bedroom, and our parents are in the kitchen. Our dog, Jack, is in the hall.

Outside there's a garden and we've got a garage for our car, too.

2 a Read the text again. Label the parts of the house.

1 upstairs

b 2.49 Listen, check and repeat

## Grammar

4 Copy and complete the table.

We use *There is* and *There are ...* to describe places.

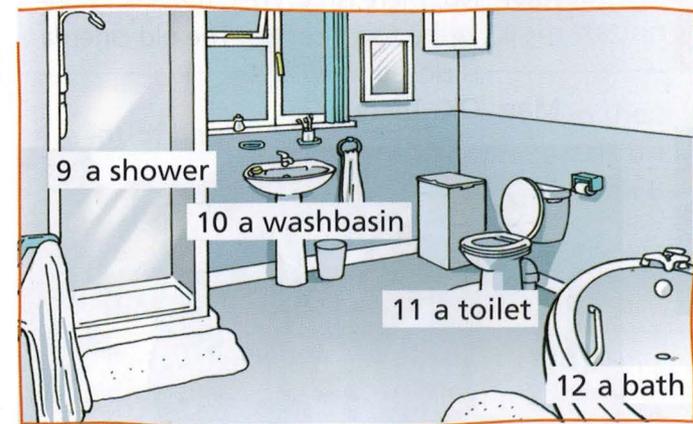
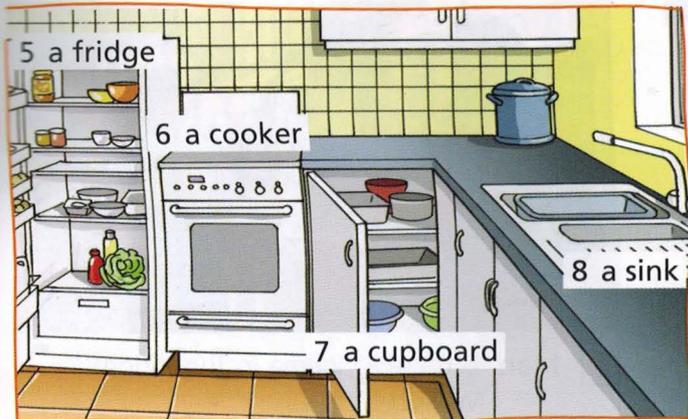
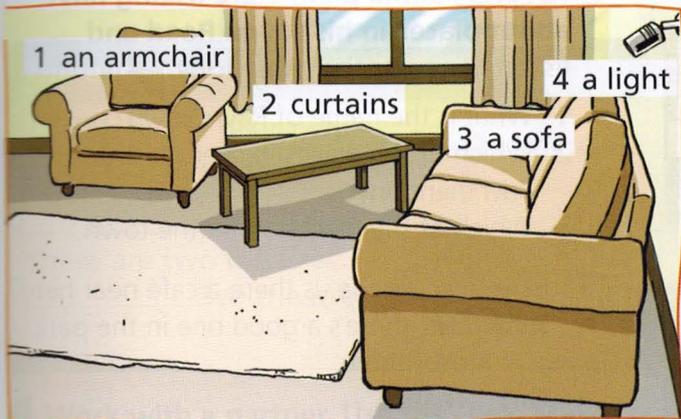


There is / are + room		(+ part of house)
There _____	a bathroom	upstairs.
There _____	three bedrooms.	
There _____	a cellar.	
There aren't	two bathrooms.	

5 Look at the picture of Ravi's house again. Complete the sentences.

- 1 *There's* a television in the l\_\_\_\_\_ r\_\_\_\_\_.
- 2 \_\_\_\_\_ four rooms u\_\_\_\_\_.
- 3 \_\_\_\_\_ a bathroom d\_\_\_\_\_.
- 4 \_\_\_\_\_ four b\_\_\_\_\_.
- 5 \_\_\_\_\_ a toilet under the s\_\_\_\_\_.
- 6 \_\_\_\_\_ two people in the k\_\_\_\_\_.

6 a 2.51 Look at the pictures. Listen and repeat.



**b** Which things 1–12 can you see in Ravi's house. Where are they?

*There's a cooker and a sink in the kitchen.*

**c** What other things can you see in Ravi's house?

*There are wardrobes in the bedrooms.*

7 a Copy the plan of a flat. Read the text and label the rooms.

## FLAT TO LET

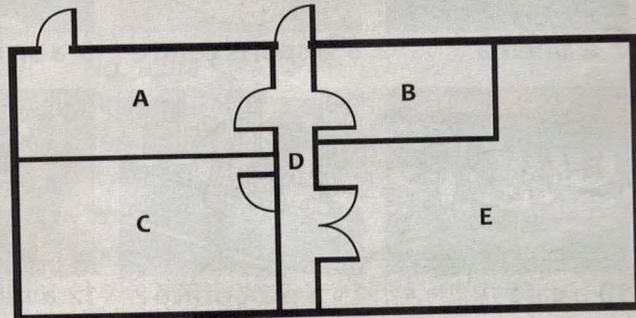
There are four rooms in the flat and a hall. The hall is room D. There's a small table in the hall. There's a telephone on the table.

Room E is the living room. There's a sofa here and there are two armchairs, too. The television is here. There's a desk here, too, with a chair. There's a computer on the desk.

Room B is the bathroom. There isn't a bath here, but there's a big shower. There's a toilet and a washbasin, too.

There's a big mirror on the wall.

Room A is the kitchen. There are lots of cupboards here. There's a fridge, a sink and a cooker. There's also a television and a radio here. We eat here, so there's a small table and there are four chairs. Room C is the bedroom. There are two beds here. There's a big wardrobe, and a chest of drawers. There's a lamp on the chest of drawers and a clock.



**b** Read the text again. Draw and label the things in each room.

**8 a** Add six more things to the flat. Don't show your partner.

**b** Describe the position of each thing to your partner. He / She must draw it on his / her plan.

*In the hall there's a picture on the wall.  
There's a rug in the bedroom. It's between the two beds.*

**9** Describe one of the rooms in your house.

# 5C Our town

## Vocabulary

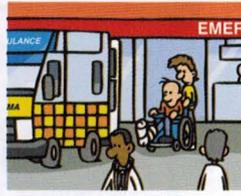
1 a  2.52 Listen and repeat.



1 a station



2 a theatre



3 a hospital



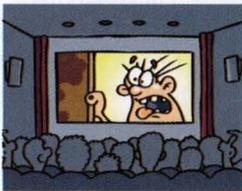
4 a church



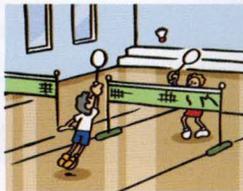
5 a hotel



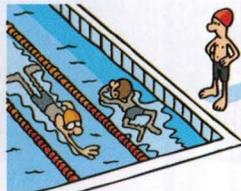
6 a bank



7 a cinema



8 a sports centre



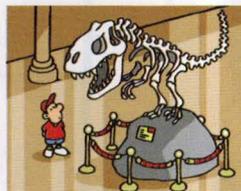
9 a swimming pool



10 a café



11 a post office



12 a museum



13 a shopping centre



14 a supermarket



15 a square

**b** Which of the places are there near your home?

*There isn't a station near my home.*

*There are three cafés in my street.*

## Comprehension

2  2.53 Some people are asking Ravi about places in his town. Read and listen. Answer the questions.

- 1 What is the name of Ravi's town?
- 2 Which of the places in exercise 1 does Ravi mention?
- 3 Which of the places are in the town?

- 1 Boy Excuse me. Is there a café near here?  
 Ravi Yes, there's a good one in the park over there.  
 Girl Thanks.



- 2 Man Is there a cinema in Tunbridge Wells?  
 Ravi No, there isn't. Well, there isn't one in the town centre. The old cinema is closed now.  
 Man OK. Thanks.



- 3 Woman Are there two theatres in Tunbridge Wells?

# 5C Our town

## Vocabulary

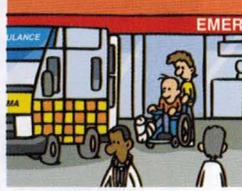
1 a  2.52 Listen and repeat.



1 a station



2 a theatre



3 a hospital



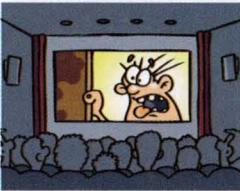
4 a church



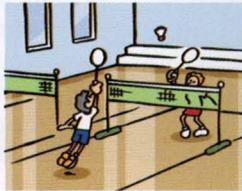
5 a hotel



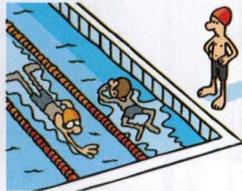
6 a bank



7 a cinema



8 a sports centre



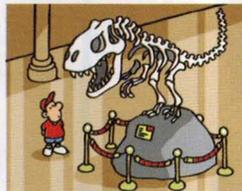
9 a swimming pool



10 a café



11 a post office



12 a museum



13 a shopping centre



14 a supermarket



15 a square

**b** Which of the places are there near your home?

*There isn't a station near my home.*

*There are three cafés in my street.*

## Comprehension

2  2.53 Some people are asking Ravi about places in his town. Read and listen. Answer the questions.

- 1 What is the name of Ravi's town?
- 2 Which of the places in exercise 1 does Ravi mention?
- 3 Which of the places are in the town?

1 **Boy** Excuse me. Is there a café near here?  
**Ravi** Yes, there's a good one in the park over there.  
**Girl** Thanks.



2 **Man** Is there a cinema in Tunbridge Wells?  
**Ravi** No, there isn't. Well, there isn't one in the town centre. The old cinema is closed now.  
**Man** OK. Thanks.



3 **Woman** Are there two theatres in Tunbridge Wells?  
**Ravi** Yes, there are – The Assembly Hall and The Trinity. The Trinity is over there in Church Road.  
**Woman** Thank you.



# 5D Mickey, Millie and Mut



## Comprehension

1 2.55 Read and listen. What can Supermut do? What can't he do?

### Mut's Dream

Look. It's Supermut. He can run like the wind.

He can stop a train with one hand.

Wow! Can you fly, too, Supermut?

Yes, I can!

No, I can't. I can't fly. Help!

Oh. It was only a dream!

## Grammar

2 Look at the table. Make six true sentences about you.

### can / can't

I		fly.
He		speak English.
She		play a musical instrument.
It	can	ski.
We	can't	ride a bike.
You		swim.
They		run like the wind.

3 Copy the table. Complete the questions and short answers from the story.

### can / can't questions and short answers

\_\_\_\_\_ fly? Yes, I \_\_\_\_\_.  
No, \_\_\_\_\_.

How do we make questions with can?

4 a How well do you know your partner? Write six sentences about him / her with *can / can't*.

*She can play the piano.*

*She can't ...*

b Check your ideas. Ask and answer with your partner.

• *Can you play the piano?*

• *Yes, I can. / No, I can't.*

# Mickey, Millie and Mut's day out

Speak English or you miss a turn.

5 a 2.56 Read and listen.

b Work in a group. Play a game.



Join us on our day out.  
Play our game.



Me too.

I can ride a horse.

Go to number 38 and miss a turn.

**START**

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 **FINISH**

Can you swim?

No, I can't.

You can't cross the river. Go back to number 4.

Can you ski?

Yes, I can.

Go to number 22.

Go to number 10.

Go back to the start.

My bag's heavy. I can't carry it.

Yes, I can.

Can you read a map?

OK. We can stop at this café.

Miss a turn.

Mut's tired. He can't walk anymore.

Oh, no. I can't find my camera.

Go to number 43.

Go back to number 38 and miss a turn.

We're on the wrong bus.

Miss a turn.

The road's closed.

Here's bus stop

We can't see the road. We're lost.

I can't run. My feet hurt.

Me too.

I can ride a horse.

Go to number 38 and miss a turn.

Go back to number 3.

Go back to number 25.



## An English town

**1** **2.57** Read and listen to the text. Match the places to the parts of the town.

A

The Pantiles  
Calverley Grounds  
the Precinct

B

the shopping centre  
a market  
an ice rink

**2** Are the statements true or false?

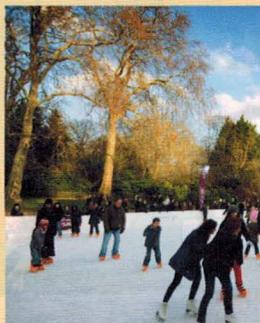
- 1 Tunbridge Wells is in London.
- 2 It's famous for its old castle.
- 3 The Pantiles is the old part of the town.
- 4 There's a post office in the Precinct.
- 5 Tunbridge Wells hasn't got a museum.
- 6 You can take a train to the coast from Tunbridge Wells.
- 7 A lot of people from Tunbridge Wells work in London.
- 8 You can go swimming in Calverley Grounds.

Tunbridge Wells is in south-east England, about sixty kilometres from London. It isn't a very old town. It's about 350 years old. So it hasn't got a castle or anything like that. It's famous for its water. People think it's good for you.

This is the old part of the town. It's called the Pantiles. There are lots of cafés and restaurants here. There's a market on Saturdays, too. A lot of visitors come to see the Pantiles.



This is the modern part of the town. People call it the Precinct. The shopping centre and the post office are here. The Town Hall and the police station are here, too. There are also two theatres, a small museum and a library in this part of town.



**3 a** **2.58** Listen. Write ✓ or X in the chart for each person.

	lives there	likes it
Jane 		
Ivan 		
Mark 		
Alice 		

**b** **2.58** Look at the cues. Listen again. Which person mentions it? Does he / she like it?

the sports centre the cinema the Pantiles  
trains shops cafés the park theatres  
the swimming pool

**4 a** Think about your town (or the nearest town to you). Answer the questions.

- 1 What do you like about the town?
- 2 What don't you like?

**b** Compare your ideas with a partner.

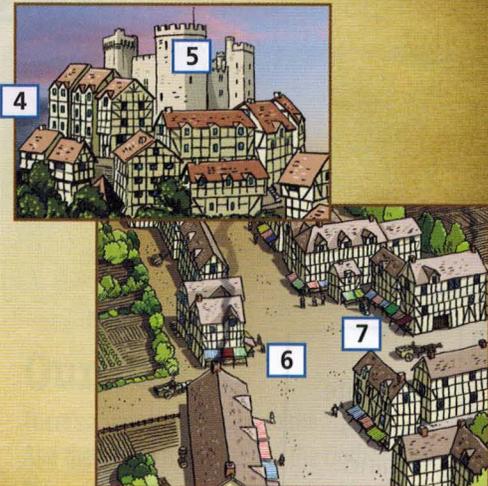
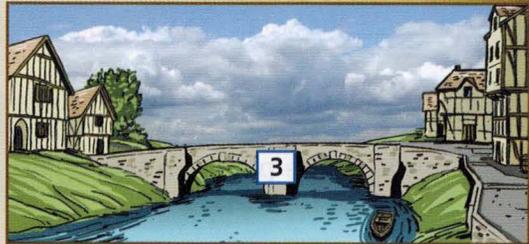
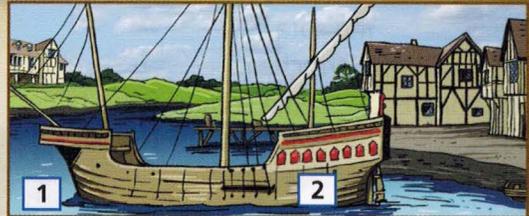
There's a station in Tunbridge Wells. Trains from here go to London and to Hastings on the coast. A lot of people in Tunbridge Wells take the train to London every day. They work in the banks, offices and shops there. Opposite the station there's a big park. It's called Calverley Grounds. You can play tennis and some other sports here, and there's a nice café, too. In the winter there's an ice rink here and you can go ice skating.

## History: towns and cities

### 1 Read the text. What is it about?

Think about your town or city (or a big town near you, if you live in a village).  
Why is it there?

- 1 Is it near a river? Towns are often near rivers or lakes, because water is very important. We need it for drinking and for washing. You can travel by boat on water, too. A lot of big cities, such as Budapest, London and Prague, are near a river.
- 2 But a river can be a problem if you can't cross it. A lot of towns are in places where there is a bridge (or a ford), so that you can cross the river. You can see this in the names of some British towns, such as Cambridge (a bridge over the river Cam) and Oxford (a place where you can cross the river with your cows). Are there similar names in your country?
- 3 A lot of towns are on a small hill. Why? A hill is a good place to be because it's safe from floods. And it isn't easy for people to attack you, because you can see them. This isn't important today, but a lot of very old towns are on hills. These towns often have a castle.
- 4 A lot of old towns are at a crossroads – a place where two roads cross. This is important, because people can come to your town from other places to buy and sell things. These towns often have a big square in the town centre for a market.



### 4 Think about your town (or a big town near you). Answer the questions.

- 1 Is it an old town?
- 2 Is it near a river? What is the river called?
- 3 Are there any bridges in your town?
- 4 Is the town on a hill?
- 5 Has it got a castle?
- 6 Is your town at a crossroads? Where do the roads go to?
- 7 Has your town got a big square? Is there a market there?
- 8 Is there another reason why your town is there?

### 2 a Which of these things does the text mention? Tick them.

farms hills bridges factories  
crossroads rivers the sea stations

### b Why is each of the things that you ticked important?

### 3 Label the numbered things in the pictures.

## Prepositions

**1** Look at the picture and complete the sentences.

- 1 The table is \_\_\_\_\_ the sofa.
- 2 The cat is \_\_\_\_\_ the armchair.
- 3 The school bag is \_\_\_\_\_ the sofa and the table.
- 4 The lamp is \_\_\_\_\_ the sofa.
- 5 Ollie is \_\_\_\_\_ the sofa
- 6 The sofa is \_\_\_\_\_ the TV.
- 7 Ollie's sister is \_\_\_\_\_ the sofa.



## Vocabulary and writing

**2 a** Match the words to the places in the picture:

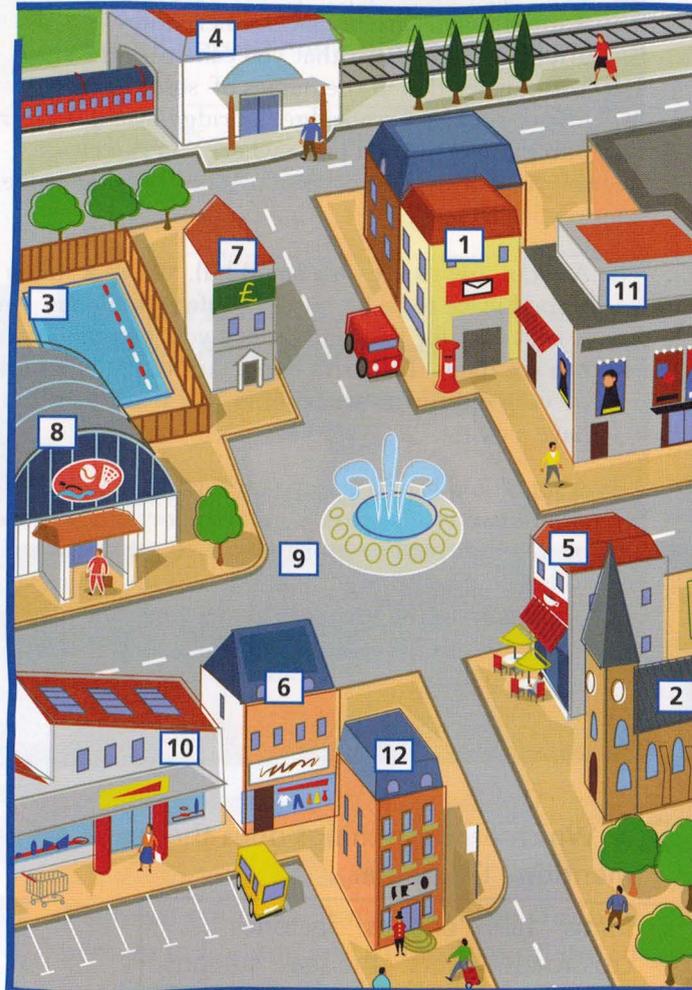
- |  |  |
|--|--|
| <input type="checkbox"/> a station     | <input type="checkbox"/> a shop          |
| <input type="checkbox"/> a supermarket | <input type="checkbox"/> a hotel         |
| <input type="checkbox"/> a cinema      | <input type="checkbox"/> a café          |
| <input type="checkbox"/> a post office | <input type="checkbox"/> a church        |
| <input type="checkbox"/> a square      | <input type="checkbox"/> a swimming pool |
| <input type="checkbox"/> a bank        | <input type="checkbox"/> a sports centre |

**b** Write six sentences about the picture. Use these words.

There's  
There isn't  
There are

in  
opposite  
next to  
behind  
between  
in front of

1 *There's a bank opposite the post office.*



## Listening, writing and speaking

**3 a** 2.59 Listen. What can Ben do? Tick (✓) what he can do and cross (X) what he can't do.



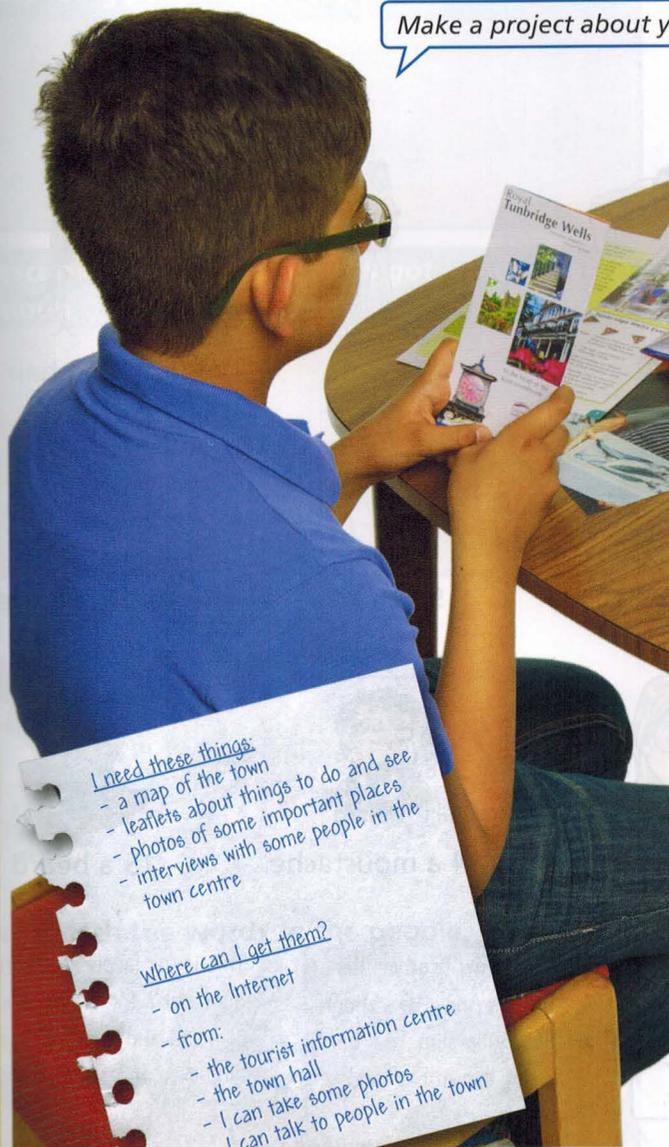
- 1 play the piano
- 2 speak English
- 3 draw with his left hand
- 4 swim
- 5 speak German
- 6 draw

**b** Write six sentences about what Ben can and can't do.

**c** Now ask your partner what he / she can and can't do. Write four sentences.

## Getting information

Make a project about your town.



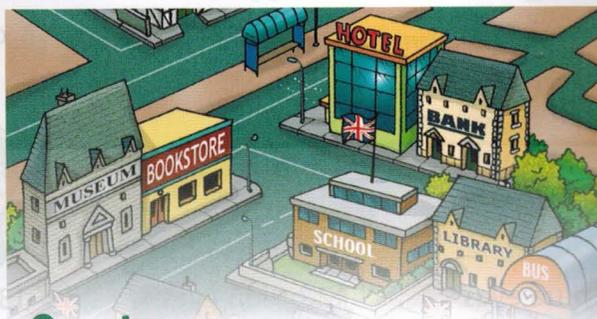
I need these things:

- a map of the town
- leaflets about things to do and see
- photos of some important places
- interviews with some people in the town centre

Where can I get them?

- on the Internet
- from:
  - the tourist information centre
  - the town hall
  - I can take some photos
  - I can talk to people in the town

## 2 2.60 Listen and check.



### Our town

There's a supermarket next to the <sup>1</sup> \_\_\_\_\_,  
 And the church is <sup>2</sup> \_\_\_\_\_ to the clothes shop.  
 In <sup>3</sup> \_\_\_\_\_ of the doctor's there's a bus stop.  
 Welcome to our town.

Chorus

Our town, our town. Come and walk around.  
 Our town, our town. Come and walk around.  
 Our town, our town. Come and walk around.  
 Oh we love our town.

Take a look at the map and you <sup>4</sup> \_\_\_\_\_ see  
 There's a <sup>5</sup> \_\_\_\_\_ and a school and a library,  
 A hotel, a bank and a <sup>6</sup> \_\_\_\_\_.  
 Welcome to our town.

In the middle of the <sup>7</sup> \_\_\_\_\_ is the bus station.  
<sup>8</sup> \_\_\_\_\_ the café there's a fire station.  
 Next to the shops is the <sup>9</sup> \_\_\_\_\_ station.  
 Welcome to our town.

## Song

**1** Complete the song. Choose from these words.

opposite behind can't park front  
 village factory museum police can  
 town road bookshop next

## 6A My friends

## Vocabulary

1 a  3.2 Listen and repeat.

1 tall



2 short



3 fat



4 slim



5 long hair



6 short hair



7 bald



8 dark hair



9 fair hair



10 brown eyes



11 blue eyes



12 green eyes



13 glasses



14 a moustache



15 a beard

b  3.3 Listen. Write the numbers of the correct pictures to match the descriptions.

1 This woman has got brown eyes and dark hair.

8 ...

Hi. I'm Carla. I'm tall and I'm very slim. I've got long, fair hair and blue eyes.

This is my brother. His name's Andy. He's short and quite slim. He's got short, brown hair and brown eyes.

This is my favourite teacher. His name's Mr Walker. He's very tall and slim. He's got blue eyes and short, dark hair.

## Comprehension

## 2 Read the texts. Complete the sentences with the correct names.

- 1 \_\_\_\_\_ is short.
- 2 \_\_\_\_\_ is very slim.
- 3 \_\_\_\_\_ have got short hair.
- 4 \_\_\_\_\_ have got blue eyes.
- 5 \_\_\_\_\_ has got fair hair.
- 6 \_\_\_\_\_ is very tall.



## Grammar

3 Look at the table. Make three sentences from each table.

### Describing people: *be* + adjective

I	'm	tall.
	'm not	short.
He	's	fat.
She	isn't	slim.
		bald.

### Describing people: *have / has got* + (adjective) + noun

I	've	got	long hair.
	haven't		dark hair.
He	's		blue eyes.
She	hasn't		brown eyes.
			a beard.
			glasses.



We often use these words in descriptions.

**very** He's very slim.  
She isn't very tall.  
**quite** He's quite fat.

4 a Match the words to the people.



brown hair brown eyes a moustache long hair  
short slim green eyes fair hair short hair  
tall blue eyes black hair fat bald

b Describe the people.

1 She isn't very tall. She's got short black hair and brown eyes.

## Speaking and listening

5 Work with a partner.

A Look through the book and choose a person. Don't show your partner.

B Ask questions about the person to find out who it is.

A OK. This person is a man.

B Is he tall?

A No, he isn't.

B Is he slim?

A Yes, he is.

B Has he got fair hair?

A No, he hasn't. He's bald.

B Has he got a moustache or a beard?

A Yes, he has. He's got a beard.

B Is it the teacher on page 81?

A Yes, it is.

6 a 3.4 Listen and draw the people.

b Work with a partner. Compare your pictures.

Hello. My name's Frank N. Stein.  
I've got a very strange family.



## Writing

7 a Work in a group. Make your own strange family. Draw some people or cut pictures from magazines or comics.

b Write a description of each person.

# 6B Saturday morning

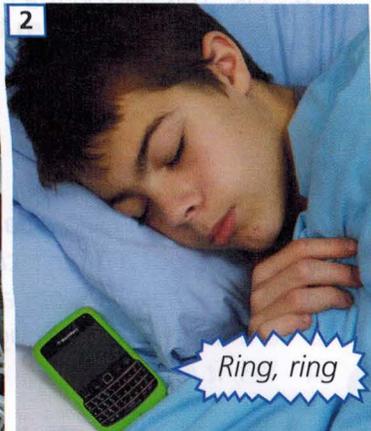
## Comprehension

**1 a** Look at the pictures. Find the people.

Carla Billy Andy Mrs Fletcher



1 It's ten o'clock on Saturday morning. Carla is getting in the car with her brother Andy. They're going into town.



2 Their friend, Billy, isn't going into town. He's at home, because he's ill. He's lying in bed.



5 We're in the department store now. Andy's buying some balloons. I'm not buying balloons. I'm looking for some pens. Ah, here they are.



6 It's one o'clock. They aren't shopping now. They're at home

**2** Complete the sentences with the names of the people.

- Picture 1: \_\_\_\_\_ are getting in the car.
- Picture 2: \_\_\_\_\_ is lying in bed.
- Picture 3: \_\_\_\_\_ are sitting in the car.
- Picture 4: \_\_\_\_\_ is talking to Carla.

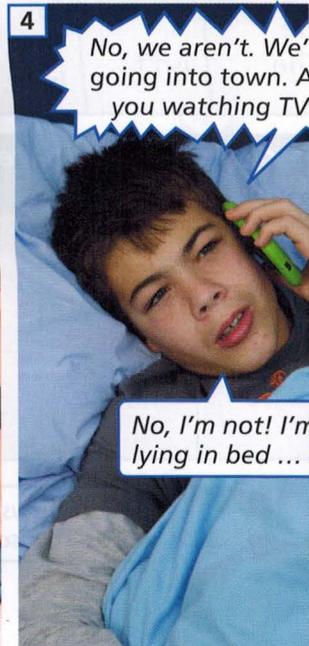
**b** **3.5** Read and listen. Answer the questions.

- 1 Why is Billy at home?
- 2 Why are Carla and Andy in the car?
- 3 Why are Carla and Andy buying pens and balloons?



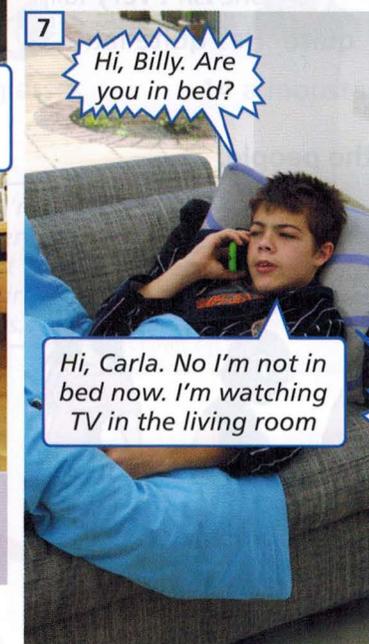
Hi, Billy. We're in the car.

Are you going to the sports centre?



No, we aren't. We're going into town. Are you watching TV?

No, I'm not! I'm lying in bed ...



Hi, Billy. Are you in bed?

Hi, Carla. No I'm not in bed now. I'm watching TV in the living room



Well, look out of your window.

- Picture 5: \_\_\_\_\_ is buying some pens.
- Picture 6: \_\_\_\_\_ are making a poster.
- Picture 7: \_\_\_\_\_ is watching TV.
- Picture 8: \_\_\_\_\_ is looking out of the window.

## Grammar

### 3 a Copy and complete the table with 's, 'm, 're.

We use the present continuous tense to say what is happening **now**.



#### Present continuous

I	am	watching TV. buying some pens.
He She It	is	lying in bed. looking out of the window. making a poster.
We You They	are	getting in the car. talking to Carla. sitting in the car.

**b** Work in pairs. Student A chooses a picture from the story. Student B says what's happening.

A Picture 6

B Carla and Andy are making a poster

### 4 It's quarter to eight on Monday morning. Complete the sentences with the present continuous of the verbs in brackets.

- Carla's *having* a shower. (have)
- Andy \_\_\_\_\_ his teeth. (brush)
- Their parents \_\_\_\_\_ the radio. (listen to)
- Mr Fletcher \_\_\_\_\_ a cup of coffee. (make)
- Mrs Fletcher \_\_\_\_\_ the newspaper. (read)
- Joe and Mel \_\_\_\_\_ their books in their bags. (put)

### 5 a Find the negative of these sentences in the story in exercise 1.

#### Present continuous: negative

I'm buying balloons.  
\_\_\_\_\_ balloons.  
Billy's going into town.  
\_\_\_\_\_ into town.  
They're shopping now.  
\_\_\_\_\_ now.



How do we make the present continuous negative?

### b It's now quarter past eight. Make sentences. Use the cues and your answers to exercise 4.

- Carla / wait for the bus  
*Carla isn't having a shower now. She's waiting for the bus.*
- Andy / phone Billy
- Their parents / go to work
- Mr Fletcher / walk to the station
- Mrs Fletcher / have breakfast
- Joe and Mel / get in the car

## Listening and speaking

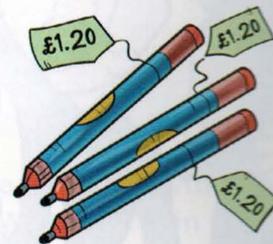
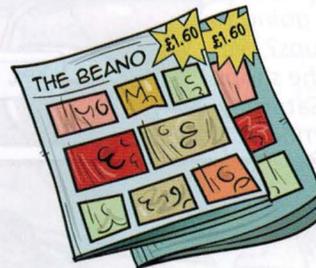
### 6 3.6 Listen. What is Carla doing?

*She's going swimming.*

### 7 a 3.7 Listen. Complete the dialogue.

- Can I <sup>1</sup> \_\_\_\_\_ you?
- How <sup>2</sup> \_\_\_\_\_ is this pen?
- It's 75p.
- And how much are <sup>3</sup> \_\_\_\_\_ balloons?
- <sup>4</sup> \_\_\_\_\_ 50p each.
- <sup>5</sup> \_\_\_\_\_ I have a pen and five balloons, please?
- That's £3.25 then, <sup>6</sup> \_\_\_\_\_
- Here <sup>7</sup> \_\_\_\_\_ are.
- Thank <sup>8</sup> \_\_\_\_\_

### b Make new dialogues to buy the things.



# 6C Are we going to the shops?



## Comprehension

**1 a** **3.8** Read and listen. Answer the questions

- 1 Why are Mickey and Millie washing Mut?
- 2 Why does Millie say: 'Well done!'?

**b** Work in a group. Act the story.

**1** It's Saturday morning. We go to the park every Saturday morning.

Come on, Mut!

**2** We aren't going to the park today. I'm having a bath! Huh!

**3** Is it raining?  
No, it isn't. It's sunny today.

**4** What are Mickey and Millie wearing?  
They usually wear jeans and sweatshirts at the weekend, but they're wearing smart clothes now.

**5** Come on, Mut. We're going out now.

**6** Are we going in the car, Dad?  
Yes, we are.

**7** We usually go into town on the bus, but we're going in the car today. And we aren't going to the shops. Where are we going?

**8** And the winner of the first prize is ... Mut!  
Well done, Mut!  
You're the best!

**2** Complete the sentences with the words.

park smart fur washing  
bus winner raining show

- 1 They aren't going to the \_\_\_\_\_ today.
- 2 Mickey and Millie are \_\_\_\_\_ Mut.
- 3 It isn't \_\_\_\_\_ this morning, but Mut isn't playing in the garden.
- 4 Millie is brushing Mut's \_\_\_\_\_.
- 5 Mickey and Millie are wearing \_\_\_\_\_ clothes.
- 6 They aren't taking the \_\_\_\_\_ into town.
- 7 They're going to a pet \_\_\_\_\_.
- 8 Mut is the \_\_\_\_\_.

## Grammar

**3** Copy the table. Complete the questions and short answers.

How do we make questions in the present continuous?



### Present continuous: questions and short answers

We're going in the car.	Yes, we _____.
_____ in the car?	No, we aren't.
It's raining.	Yes, it is.
_____ ?	No, it _____.

**4 a** Make questions and short answers. Use the cues.

- they / go to the park / No  
*Are they going to the park? No, they aren't.*
- Mut / have a bath / Yes
- it / rain / No
- Mickey and Millie / go to the shops / No
- Mickey / brush Mut's fur / No
- Mickey and Millie / wear smart clothes / Yes
- they / go in the car / Yes

**b** Work with a partner. Practise your dialogues.

**5** Copy and complete the table.



We use the present simple with every day, all the time and usually. We use the present continuous with now, today and at the moment.

### Present simple

We go to the park every Saturday morning.  
I **play** in the garden when it's sunny.  
They **wear** jeans and sweatshirts at the weekend.

### Present continuous

We **aren't going** to the park today.  
I \_\_\_\_\_ **playing** in the garden at the moment.  
They \_\_\_\_\_ smart clothes now.

**6** Complete the sentences with the correct tense of the words in brackets.

- I *am listening* to music at the moment. I *listen* to music every day. (listen)
- Carla \_\_\_\_\_ jeans every weekend. She \_\_\_\_\_ jeans now. (wear)
- We \_\_\_\_\_ the car today. We \_\_\_\_\_ the car every Sunday. (wash)
- Carla and Andy \_\_\_\_\_ to the shops every Saturday. They \_\_\_\_\_ to the shops now. (go)
- Carla \_\_\_\_\_ tennis today. She \_\_\_\_\_ tennis on Tuesdays and Fridays. (play)

## Speaking and listening

**7** Work with a partner. Mime an activity. Ask questions about the activity.

- A *Are you playing a computer game?*  
B *No, I'm not.*  
A *Are you texting?*  
B *Yes, I am.*



**8 a** 3.9 Copy the chart. Listen. It's six o'clock on Wednesday. What are the people doing at the moment? Complete column 1. Use these verbs.

cook practise do go swimming watch

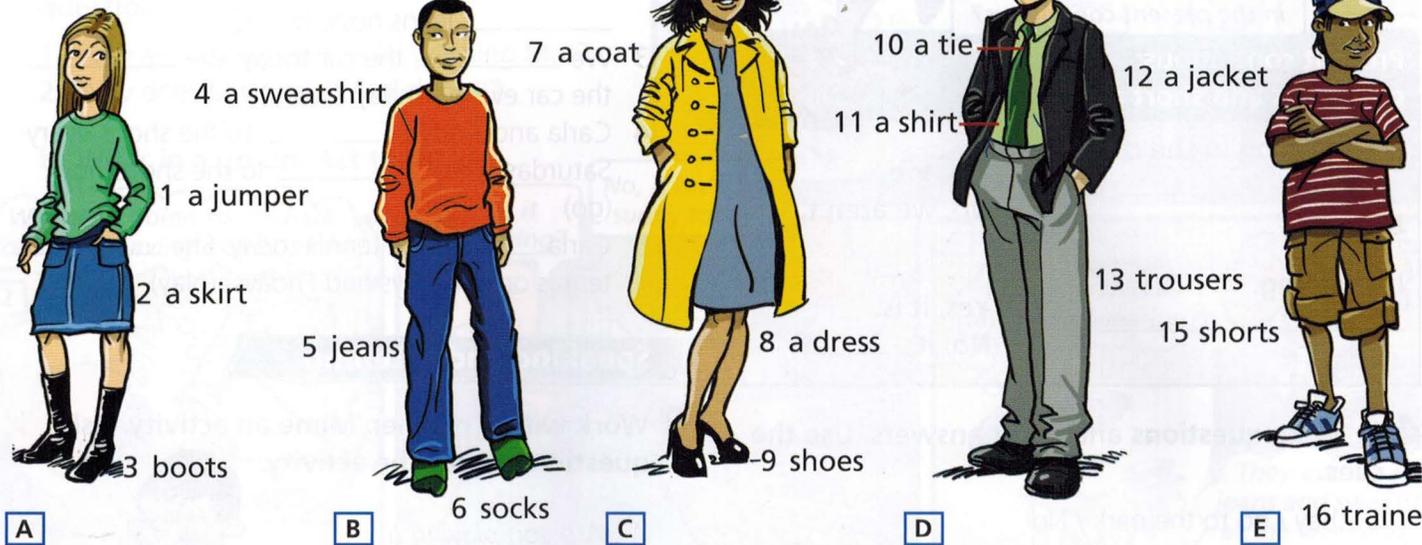
	now	every day?
Carla		
Billy		
Carla's dad		
Carla's mum		
Andy		

**b** 3.9 Do the people do the activities every day? Listen again. Write Y or N in column 2.

# 6D Clothes

## Vocabulary

1 a 3.10 Listen and repeat.



b 3.11 Close your book. Listen. Which person is wearing the things? Say A, B, C, D or E.

*This person's wearing a black jacket* D

2 What are you and your friends wearing now?

*I'm wearing a blue shirt, black jeans, ...  
Elsa's wearing ...*

## Comprehension

3 a Read the dialogue. How much does Carla pay?

b 3.12 Listen and check.



## Grammar

4 Copy and complete the table.

*How much is / are ...?*

How much \_\_\_\_\_ T-shirt?  
\_\_\_\_\_ £8.50  
How much \_\_\_\_\_ jeans?  
\_\_\_\_\_ £17.20.



*These words are always plural.*

5 Work with a partner. Make shopping dialogues about these clothes.

- 1 a jumper: €35
- 2 trousers: £59
- 3 a cap: \$7
- 4 shorts: €20.60
- 5 socks: \$8
- 6 a sweatshirt: £26

Carla How much is this T-shirt, please?  
Assistant It's £8.50.  
Carla What about this sweatshirt?  
Assistant That's £25.  
Carla Oh. And how much are these jeans?  
Assistant They're £17.20.  
Carla Can I have the jeans and the T-shirt then, please?  
Assistant OK. That's £ \_\_\_\_\_, please.

## Reading and speaking

**6 a** Look at the pictures and answer the questions.

- 1 What is happening in each picture?
- 2 What is the king wearing in Picture A?

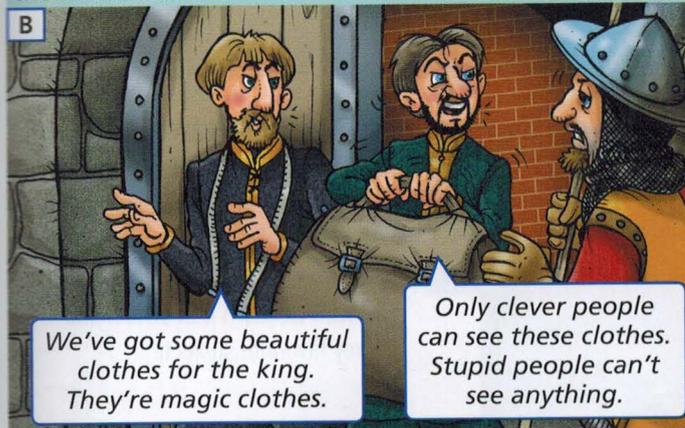
It's Saturday, and the Royal Show is starting. The king is on his white horse. The people are in the street. They know about the king's clothes.



Look at the people. They're singing and shouting. They can all see my beautiful new clothes.



One day two men come to the royal palace. They say they are tailors and they want to show the king their clothes.

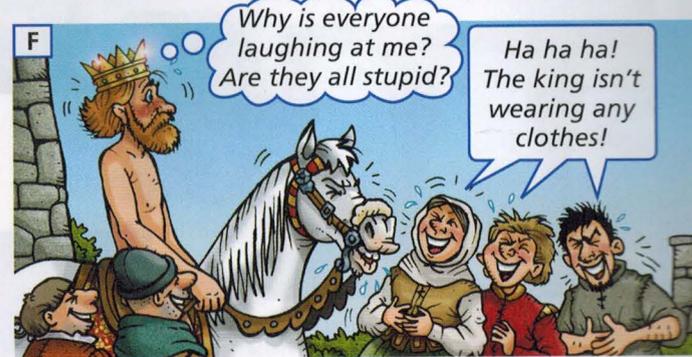


**b** Read the story. Put the pictures in the correct order.

**c** 3.13 Listen and check.

Your Majesty, look at this red jacket ... this white shirt ... these black trousers ... and these blue shoes.

Are they holding any clothes? I can't see them but I don't want to look stupid.



In a country far away lives a king. He loves clothes.



**7** Work in a group. Act the story of the king's new clothes.



## People

**1 a** **3.14** Read and listen to the information. Where were all these people born?

**b** Copy and complete the chart.

Name	Lives in	The family is from	Speaks
Gabi	Edinburgh		

**2** Find the names of six English-speaking countries in the texts.

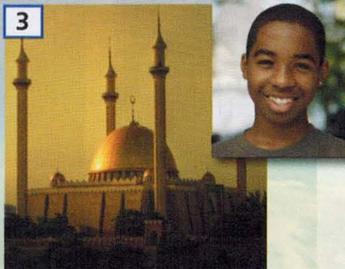
**3** Look at the map on pages 82 and 83 and find the countries.

**4** Answer the questions.

- Are there people from other countries in your country? Where are they from?
- Do many people from your country live abroad? Which countries do they usually go to?

People from all over the world live in Britain. These young people were all born in Britain, but their parents or grandparents are from other countries.

**1** Gabi lives in Edinburgh in Scotland. Her grandfather is from Hungary. 'We usually go to Budapest every summer, but I don't speak Hungarian. It's a very difficult language. Luckily, all my cousins there learn English at school.'



Desmond's grandparents are from Nigeria in Africa. Desmond lives in Manchester. 'Everyone in Nigeria speaks English. It's the national language,' he says. 'There are a lot of African languages there, too, but I don't speak any of them. I only speak English. I'm learning French at school.'



Kathir lives in Oxford. His parents are from Sri Lanka. 'We speak English at home,' he says. 'My parents also speak Tamil – an Indian language – but I don't. I can speak Spanish. We learn it at school and it's my favourite subject.'



**2** Mei's family is from Singapore. They live in Birmingham. Her parents work in a hospital there. 'I speak English and Chinese,' says Mei. 'We always speak Chinese at home, but at school I only speak English. Some of my friends are Chinese, too, but we always speak English to each other.'



**5** This is Emre. His family is from Turkey. 'There are a lot of Turkish people in our part of London, so I speak English and Turkish. I speak English most of the time, but we visit my grandparents in Turkey every year and they don't speak English.'



People from Britain live and work in other countries, too. Most of them go to other English-speaking countries – Australia, New Zealand, South Africa, Canada and the USA. A lot of people from Britain...

## Art: describing people



**1 a** Read the text. Choose the correct answers.

This painting shows people in a park on Sunday afternoon. The park is on an island called *La Grande Jatte*. It's in the River Seine in Paris. In the picture we can see a river, people, trees, boats and animals, but look closely. It's really just dots of colour.

The painter is Georges Seurat. He painted it in 1884.

- 1 Where is the park in the painting?  
a Berlin      b London      c Paris
- 2 Who is the painter?  
a Picasso      b Seurat      c Whistler
- 3 When was it painted?  
a 1884      b 1910      c 1840

**b** What can you see when you look at the picture closely?

**2 a** How many of these things can you see in the painting?

boats    umbrellas    dogs    children

**b** How many people are:

- holding an umbrella?
- not wearing a hat?
- running?
- lying on the grass?
- fishing?
- rowing?
- playing a musical instrument?

**c** What animal is the woman in the black hat holding?

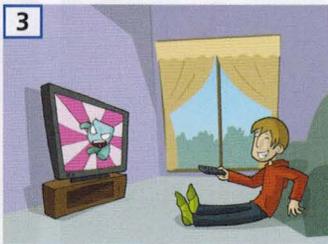
**3**  **3.15** Listen. Find the people in the painting.

*This person is sitting on the grass next to the river. Her friend is standing in front of her. She's fishing.*

**4** Do you like the painting? Why? Why not?

## Present continuous

1 a Look at the pictures. What are Dominic and Mark doing? Ask and answer with a partner.



b **3.16** Listen. Are the pictures correct?

1 No. They aren't playing football. They're playing tennis.

## Present simple or present continuous?

2 Complete the sentences with the correct tense of the verbs in brackets.

- We *get up* late on Sundays. (get up)
- Come on, Vicky. It's quarter past eight.
  - OK. I \_\_\_\_\_ now. (get up)
- Is Jess in the garden?
  - Yes, she \_\_\_\_\_ with Tess. (play)
- Tony \_\_\_\_\_ swimming every Saturday. (go)
- Bye, Mum. We \_\_\_\_\_ to the cinema. (go)
- What are you doing?
  - I \_\_\_\_\_ to The Wanted on my MP3 player. (listen)

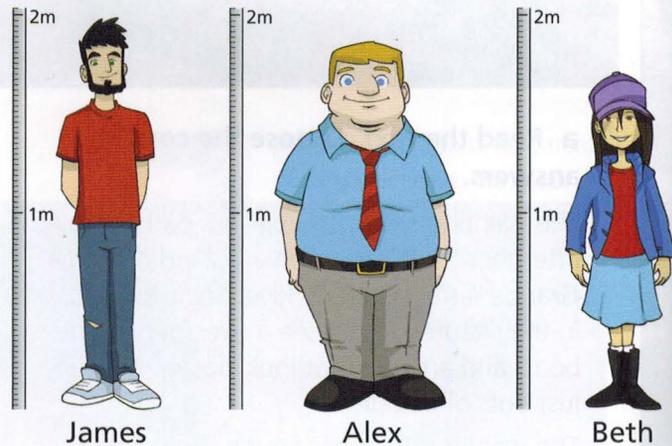
## Speaking

3 Complete the dialogue. Practise it with a partner.

- <sup>1</sup> \_\_\_\_\_ I \_\_\_\_\_ you?
- How <sup>2</sup> \_\_\_\_\_ is \_\_\_\_\_ pen?
- <sup>3</sup> \_\_\_\_\_ £5.25.
- And <sup>4</sup> \_\_\_\_\_ much \_\_\_\_\_ these badges?
- They're £1.14.
- Can I <sup>5</sup> \_\_\_\_\_ the pen and a badge <sup>6</sup> \_\_\_\_\_?
- <sup>7</sup> \_\_\_\_\_ £6.39 altogether.
- <sup>8</sup> \_\_\_\_\_ you are.
- Thank you. That's 61p <sup>9</sup> \_\_\_\_\_.
- Thank <sup>10</sup> \_\_\_\_\_.

## Describing people

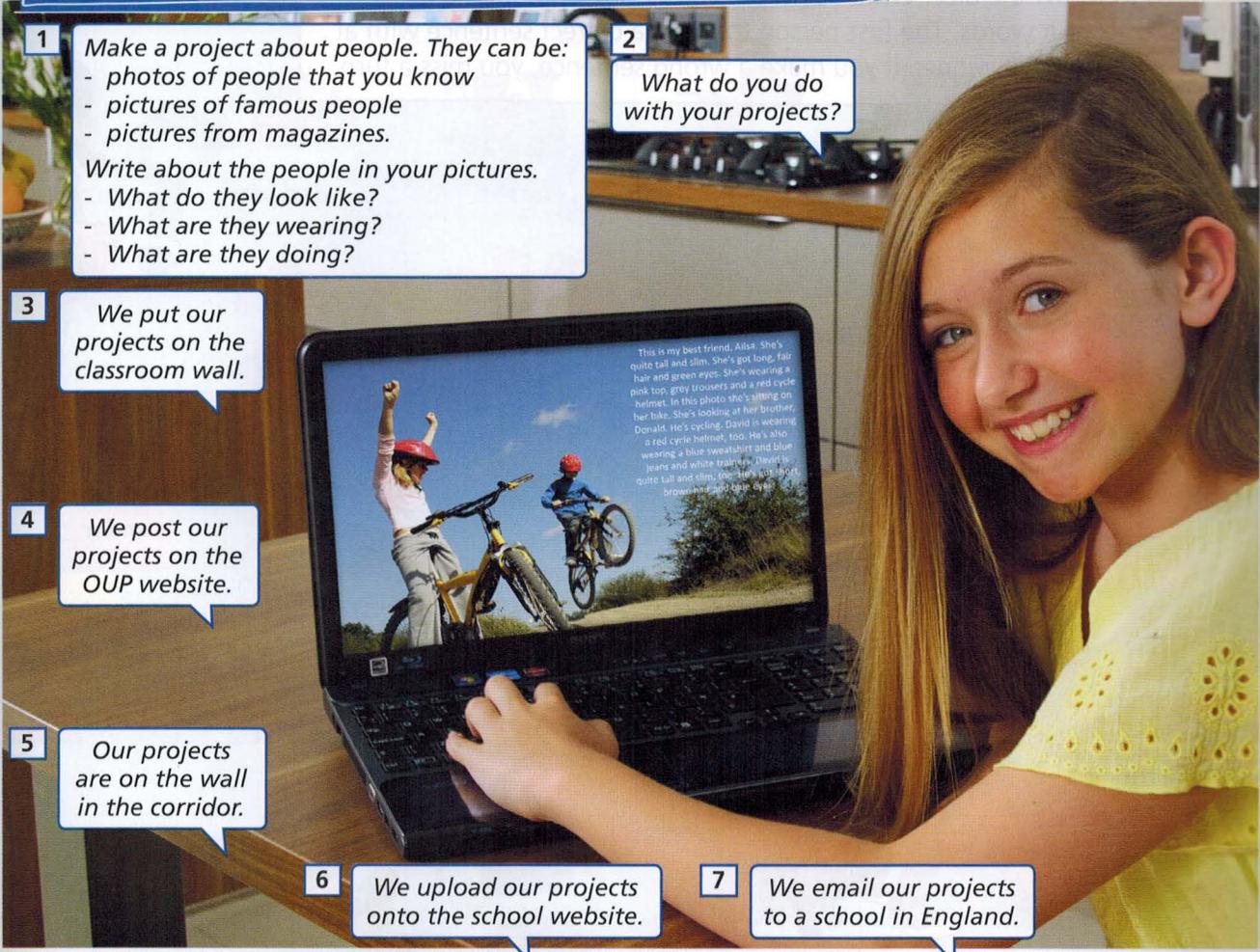
4 a Describe the people. Write three sentences about each person.



- James is *tall and slim*.  
He's got \_\_\_\_\_  
He's wearing \_\_\_\_\_
- Alex is \_\_\_\_\_  
He \_\_\_\_\_  
\_\_\_\_\_
- Beth is \_\_\_\_\_  
She \_\_\_\_\_  
\_\_\_\_\_

b Now write three true sentences about yourself.

## Presenting and sharing your project



**1** Make a project about people. They can be:

- photos of people that you know
- pictures of famous people
- pictures from magazines.

Write about the people in your pictures.

- What do they look like?
- What are they wearing?
- What are they doing?

**2** What do you do with your projects?

**3** We put our projects on the classroom wall.

**4** We post our projects on the OUP website.

**5** Our projects are on the wall in the corridor.

**6** We upload our projects onto the school website.

**7** We email our projects to a school in England.

## Song

**1** Complete the song with the correct form of the verbs: eat go wear

**b** 3.17 Listen and check.



## Red pyjamas

I <sup>1</sup> _____ red pyjamas today.	Peter <sup>5</sup> _____ a banana today.	We <sup>9</sup> _____ to the shops today.
I <sup>2</sup> _____ red pyjamas today.	Yes, he <sup>6</sup> _____ a banana today.	Yes, we <sup>10</sup> _____ to the shops today.
I <sup>3</sup> _____ them as a rule,	He <sup>7</sup> _____ them all the time	We <sup>11</sup> _____ there every Sunday
But I'm really late for school.	And they keep him feeling fine	And we sometimes stay till Monday.
So I <sup>4</sup> _____ red pyjamas today.	Peter <sup>8</sup> _____ a banana today.	Yes, we <sup>12</sup> _____ to the shops today.

# Land on a word

Take turns to throw the dice. Write down the words you land on. Make a sentence with your words. The first person to make a correct sentence with at least four words is the winner. If you make a wrong sentence, you miss a turn.

**START**

lives does we where

do

isn't

in

the

when

under

breakfast

drink

how

playing

is

what

Saturday

like

you

he

why

reading

are

quarter

to

I

every day

opposite

she

# Pronunciation

## Unit 1

### Sounds and letters

1 3.18 Listen and repeat the words.

same letter      different sound

man                /mæn/

watch             /wɒtʃ/

name              /neɪm/

different letter    same sound

door                /dɔː/

your                /jɔː/

board               /bɔːrd/

2 a 3.19 Listen to the pairs of words. If the sounds are the same, clap your hands.

o		a	
1 open	close	5 bag	watch
2 dog	boy	6 glass	are
3 forty	box	7 apple	stand
4 two	phone	8 name	draw

b 3.19 Listen again and repeat the words.

### A rhyme

3 a 3.20 Listen and say the rhyme.

One, two, three, four, five.  
Once I caught a fish alive.  
Six, seven, eight, nine, ten.  
Then I let him go again.  
Why did you let him go?  
Because he bit my finger so.  
Which finger did he bite?  
This little finger on my right.



b Find all the words with the letter 'i'. Which ones have the same vowel sound as 'fish' and 'five'?

### A tongue twister

4 How fast can you say this?

Oranges, pictures, glasses and watches,  
Toothbrushes, pencils, apples and boxes.

## Unit 2

### /ə/ endings

1 3.21 A lot of words in English have an /ə/ sound in the last syllable. Listen and repeat.

father brother America woman  
garden Britain cousin sister

2 Can you find your way across the river? You can only step on stones with the /ə/ sound in the last syllable.



### A rhyme

3 a 3.22 Listen and say the rhyme.

Tinker, tailor, soldier, sailor,  
Rich man, poor man, beggar man, thief.  
Doctor, lawyer, Indian chief.

b 3.22 Listen to the first line of the rhyme again. How do we pronounce the second syllable of each word?

### A tongue twister

4 How fast can you say this?

Granddad, father, uncle, brother.  
Grandma, sister, aunt and mother.

# Unit 3

## Short and long vowels

### 1 a 3.23 Listen and repeat.

#### Short vowels

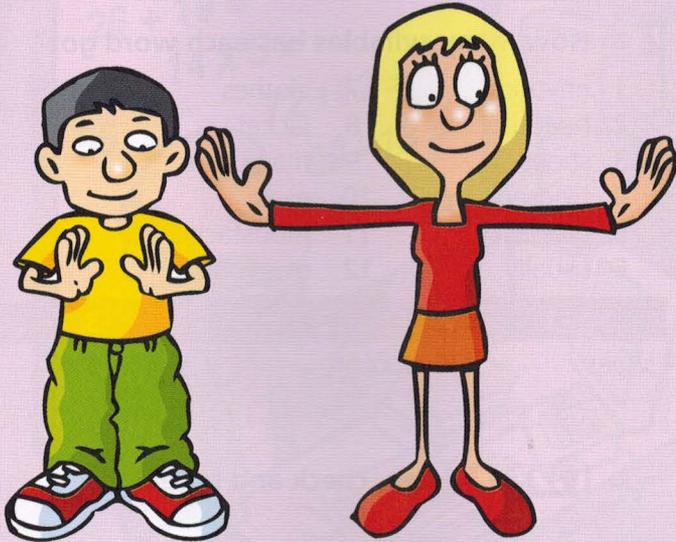
/ɪ/ fish big  
 /e/ ten pet  
 /æ/ cat man  
 /ɒ/ box got  
 /ʌ/ number lucky  
 /ʊ/ look good

#### Long vowels

/i:/ green he  
 /ɑ:/ car France  
 /ɔ:/ horse door  
 /u:/ blue you  
 /ɜ:/ bird world

### b Give one more word for each sound.

### 2 3.24 Listen and repeat the words. Is it a short vowel or a long vowel?



## A rhyme

### 3 3.25 Listen and say the rhyme. Copy the stress.

I've got a hamster.  
 She's got a dog.  
 They've got a spider.  
 He's got a frog.  
 We've got a budgie.  
 You've got a cat.  
 Jack's got an elephant.  
 And Donna's got a rat.



## A tongue twister

### 4 How fast can you say this?

Red lorry, yellow lorry. Red lorry,  
 yellow lorry. Red lorry, yellow lorry.



# Unit 4

## /ɒ/ and /əʊ/

### 1 a 3.26 Listen and repeat.

dog phone home comic song hockey  
 mobile go don't got nose postman  
 clock ocean box shop

### b Put the words with the dog or the phone.



dog



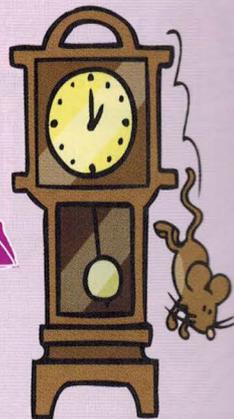
phone

### c 3.27 Listen. If you hear 'a dog' word, say 'Woof, woof'.

## A rhyme

### 2 3.28 Listen and say the rhymes.

Hickory, dickory dock  
 The mouse ran up the clock.  
 The clock struck one.  
 The mouse ran down.  
 Hickory, dickory dock.



## A tongue twister

### 3 How fast can you say this?

A xylophone, a trombone,  
 a saxophone, a mobile phone.

# Unit 5

## /ʃ/ and /s/

1 a 3.29 Listen. Put the words with the shop or the cinema.

shop cinema shower centre office  
she bus brush ocean square finish  
short sofa school T-shirt sport



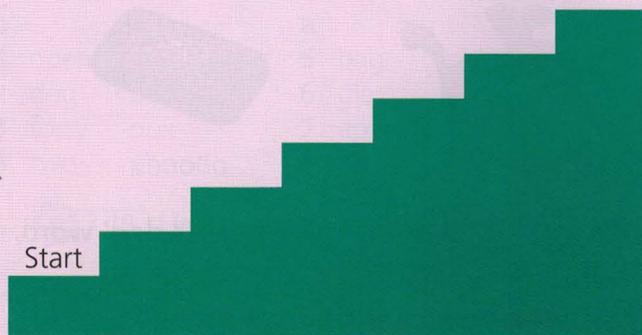
shop



cinema

b 3.29 Listen again and repeat.

2 3.30 Listen. If you hear the /ʃ/ sound go up one step. When you reach the top, say 'Finish'.



## A rhyme

3 3.31 Listen and say the rhyme.

I can see a shopping centre.  
I can see a school.  
Can you see a sports centre  
And a swimming pool?

I can't see a station  
And I can't see a shop.  
But I can see a supermarket  
Near the bus stop.



## A tongue twister

4 How fast can you say this?

She sells sea shells on the sea shore.  
The sea shells that she sells are sea shells, I'm sure.

# Unit 6

## Vowel sounds

1 a Which words have the same vowel sound? Match the words in A to the words in B.

- |          |   |          |
|----------|---|----------|
| <b>A</b> |   | <b>B</b> |
| 1 blue   | — | ears     |
| 2 mouth  |   | bald     |
| 3 fat    |   | tooth    |
| 4 short  |   | hair     |
| 5 quite  |   | brown    |
| 6 fair   |   | red      |
| 7 beard  |   | eyes     |
| 8 head   |   | black    |

b 3.32 Listen, check and repeat.

## Syllables

2 a How many syllables has each word got?

- |             |              |
|-------------|--------------|
| 1 anything  | 7 clothes    |
| 2 beautiful | 8 jacket     |
| 3 shoes     | 9 magazine   |
| 4 trousers  | 10 eyes      |
| 5 glasses   | 11 moustache |
| 6 usually   | 12 everyone  |

1	2	3
shoes	jacket	anything

b 3.33 Listen, check and repeat.

## A rhyme

3 3.34 Listen and say the rhyme.

Diddle diddle dumpling, my son John  
Went to bed with his trousers on.  
One sock off and one sock on.  
Diddle diddle dumpling, my son John.

## A tongue twister

4 How fast can you say this?

I scream. You scream. We all scream for ice cream.

# Vocabulary and Reading

## Unit 1

1 How many of these are there in the picture?

- girls
- bags
- boys
- pens
- boxes
- pencils

2 What is on the teacher's desk?

3 a Find something in the picture beginning with these letters:

1 o    2 u    3 e    4 h    5 a

b How many things can you find beginning with these letters?

1 b    2 c    3 w    4 d

4 What letters of the alphabet can't you see on the poster?

5 What are the answers to the maths question on the board?



# Unit 2

1 Which continent isn't on the map?

2 Which continent are these countries on?

- Canada
- Argentina
- Morocco
- India
- Italy
- New Zealand

3 Find your country on the map. Which countries are next to your country?

4 Find four countries beginning with these letters:

- 1 s
- 2 c
- 3 b



5 How many countries does the equator go through? What are they?



# Unit 3

**1** Which of these animals are in the pet show?  
How many are there?

a rat a mouse a hamster a cat  
a rabbit a snake a fish a spider  
a horse a budgie a dog a frog

**2** What other animals can you see in the picture?

**3** Which of these things are in the picture?

a skateboard a radio a mobile phone  
a remote-controlled car a camera  
MP3 player a computer a bike

**4** What colour are these:

- the skateboard
- the car
- the horses
- the bike
- the fish
- the snake

**5** Who is wearing these things? Is it a boy or a girl?

- a red cap
- a blue T-shirt
- a green T-shirt
- a yellow cap



## Unit 4

**1 a**  3.35 Read and listen to the story. Find these things in the pictures.

Town Mouse   Country Mouse   a cow  
a cart   a cat   a street   long grass

**b** Which mouse lives:

- on a farm?
- in a big house?

## Town Mouse and Country Mouse

One day Town Mouse visits his friend, Country Mouse. Country Mouse lives on a farm in the country.

'Hello, Town Mouse,' says Country Mouse. 'Come in.' He brings some food for his friend.

'Thank you,' says Town Mouse. He eats a bit of the food, but he doesn't like it. He doesn't eat food like this at home in the town.

Later Town Mouse goes to bed, but he doesn't go to sleep. The bed is hard and the bedroom is very dark and quiet.

In the morning Town Mouse and Country Mouse go for a walk. The grass is long and wet. Soon Town Mouse's legs and feet are wet.

'Do you like the country?' says Country Mouse.

'Well,' says Town Mouse 'I ...' Then suddenly, he sees a very big animal.



'Eek!' he shouts. Then he runs and hides in the long grass.

'What's that?' says Town Mouse.

'Oh, it's only a cow,' says Country Mouse, and he laughs.

But Town Mouse thinks: 'I don't like the country. I want to go back to the town.'

The next day the two mice see a cart on the road.

**2** Put these things in the correct column.

a soft bed   wet grass   a cat   a noisy street  
very big animals   dangerous   a dark bedroom  
a clock   a hard bed   very quiet   lots of people

in the country

in the town

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3** Are you a town mouse or a country mouse?  
What things do you like about your home?

'Come on,' says Town Mouse. 'Let's go to my house in the town.' The two mice jump on the cart and travel to the town.

Town Mouse is very happy in the town, but Country Mouse doesn't like it. There are lots of people and cars in the streets. Town Mouse and Country Mouse go to a big house.



'This is my home,' says Town Mouse. 'Do you like it?'

'Well,' says Country Mouse. 'I ...' Then suddenly, he hears a loud noise. BONG! BONG! BONG!

'Eek!' shouts Country Mouse. Then he runs and hides under a chair.

'What's that?' he says.

'Oh, it's only the clock,' says Town Mouse and he laughs.

Later Country Mouse goes to bed, but he doesn't go to sleep. The bed is very soft. The bedroom isn't very dark and the street is very noisy.

The next day they go for a walk, but they see a cat. The cat wants to eat the mice. Town Mouse and Country Mouse run back to the house.

'I don't like the town,' thinks Country Mouse. 'It's noisy and dangerous. I want to go home.'

Later he sees a cart from the farm. He jumps on the cart and says: 'Thank you, Town Mouse. Goodbye.'

Soon Country Mouse is in his little house on the farm again. 'I love my home,' he says.

Town Mouse sits in his big house in the town. 'I love my home,' he says.

## Unit 5

**1 a**  3.36 Read and listen to the story. Find these in the picture.

Finn Oonah Benan a cradle  
bread rolls stones the fire

**b** Match the words to the people in the story.

bad good clever

# Finn, The GIANT

Here's a story from long ago. Finn MacCool is a giant. He lives in Ireland. Finn is a good, strong giant. He lives with his wife, Oonah. Finn and his good, clever wife live on a hill near the sea.

On the other side of the sea is Scotland. A giant lives there, too. His name is Benan. He isn't a good giant. He's a big, bad giant. Finn doesn't like Benan. One day he throws some big rocks at Benan. Benan doesn't like Finn and he throws big rocks back. The rocks land in the sea between Ireland and Scotland.

Soon there are lots of rocks in the sea. The rocks make a bridge. Big, bad Benan starts to cross the bridge.

'Oh, no!' says Finn, and he runs home.

'What's wrong?' says Oonah when she sees her husband.

'Look,' he says. 'Here comes big, bad Benan! What can I do?'

'Quick,' says clever Oonah. 'Make a big baby's cradle.'

Finn collects some wood and makes a big cradle. 'Now get in the cradle and be quiet,' says Oonah. Then she collects some stones and makes some bread rolls. She puts stones into the rolls. But there is one roll with no stone in it.

Soon Benan arrives and he bangs on the door. 'Where's Finn?' he shouts.

'He isn't here,' says Oonah. 'There's only me and the baby at home.'

Benan looks at the cradle. 'That's a very big baby,' he says.

'Yes, just like his daddy,' says Oonah. 'Finn is a very big giant.'

'Oh,' says Benan. Then he sees the bread by the fire. 'Mmm. Those bread rolls smell very good,' he says. 'Can I have one?'

'Yes. Here you are,' says Oonah. She gives Benan a bread roll. There's a big stone in it.

'Thank you,' says Benan. He opens his big mouth and bites the

**2** Complete the sentences with the correct name.

- 1 \_\_\_\_\_ throws rocks at Benan.
- 2 \_\_\_\_\_ crosses the bridge to Ireland
- 3 \_\_\_\_\_ makes a cradle and gets into it.
- 4 \_\_\_\_\_ puts stones in the bread rolls.
- 5 \_\_\_\_\_ bites one of the stones.
- 6 \_\_\_\_\_ gives the baby a bread roll.
- 7 \_\_\_\_\_ runs back to Scotland.
- 8 \_\_\_\_\_ throws the rocks into the Atlantic Ocean.

**3** Work in a group of three. Act the story.

bread roll. 'Ow!' he shouts. 'My teeth! This bread is very hard.' 'Oh,' says Oonah. 'Finn eats this bread every day. He likes it.' Then the baby starts to cry. 'Oh dear,' says Oonah. 'He's hungry. Here you are, baby. Here's a bread roll for you.'

'That baby's got very strong teeth,' says Benan. He doesn't know that there's no stone in the baby's bread roll. The baby eats the bread roll.

'Listen,' says Oonah. 'I think I can hear Finn outside now.'

'Oh, no,' thinks Benan. 'If this is Finn's baby, I don't want to meet Finn!' And he runs out of the house and back to the sea. As he crosses the bridge again, he picks up the big stones. He throws them far into the Atlantic Ocean. 'Finn can't follow me now,' he thinks.

But Finn doesn't want to follow Benan. He's happy in Ireland with his clever wife, Oonah.



## Unit 6

**1 a**  3.37 Read and listen to the story. Find these things in the picture.

the fox   the crow   the piece of cheese

**b** Which animal:

- gets the cheese first?   - eats the cheese?

**2 a** Put the events in the correct order.

- The cheese falls.
- The fox says that the crow has got a beautiful voice.
- She flies up into a tree.
- The fox eats the piece of cheese.
- The crow picks up the piece of cheese.
- The crow opens her beak to sing.

**b** Why does the crow try to sing?

## The Fox and the Crow

The fox is hungry. He's looking for food, but he can't find anything to eat. Then he sees something. It's a piece of cheese – nice, yellow cheese. The fox loves cheese.

He runs to get it, but then he sees a bird – a big black bird. It's a crow. The crow likes cheese, too. The big, black crow lands next to the cheese, picks it up in her beak and flies up into a tree.

The fox isn't happy. He's still hungry, but now he can't eat the piece of cheese. He can see it. It's in the crow's beak and the crow is sitting on a branch in the tree.

'I really want that piece of cheese,' thinks the fox. 'But how can I get it? I can't climb trees. And the crow can fly away.'

The fox is very clever and he has an idea. He walks to the tree and he looks up. The crow is sitting on a branch. She's holding the piece of cheese in her beak. She sees the fox, but she doesn't fly away. She knows that the fox can't get her. She's safe in the tree.

'Good morning, Mrs Crow,' says the fox and he smiles. 'How are you today?' The crow doesn't say anything. She can't speak because she's holding the piece of cheese in her beak.

'Isn't it a lovely day?' says the fox. 'The sun is shining. The birds are singing.'

The crow doesn't say anything.

'But you aren't singing,' says the fox. 'Why aren't you singing today, Mrs Crow? Everyone says that you've got a beautiful voice.'

Now everyone knows that the crow can't sing. She can only say 'Caw. Caw.' But the fox says: 'Please sing for me, Mrs Crow. I want to hear your beautiful voice.'



The crow wants to sing. She wants to have a beautiful voice.

'Please sing your beautiful song for me,' says the fox again.

The crow wants to sing. She opens her beak and says: 'Caw. Caw.'

But the fox isn't listening to her. When she opens her beak, the piece of cheese falls. It lands in front of the fox. He looks at the cheese. The crow looks at the cheese.

'Thank you,' says the fox. Then he picks up the piece of cheese – the nice, yellow cheese – and he eats it.