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**Game**
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<td></td>
</tr>
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<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• short answers</td>
<td>Song</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Game</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The family</strong></td>
<td>Has got</td>
<td>Reading</td>
<td>Talking about birthday presents</td>
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</tr>
<tr>
<td></td>
<td>• affirmative</td>
<td>Family life</td>
<td></td>
<td>Over to you!</td>
</tr>
<tr>
<td></td>
<td>• negative</td>
<td>Writing</td>
<td></td>
<td>Make a Mother's Day card</td>
</tr>
<tr>
<td></td>
<td>• questions</td>
<td>My family</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• short answers</td>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>My, your, his, her, our, their</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>possessive 's</td>
<td>Game</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Out of the bag</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Self check 3** page 68 Revision of units 5 and 6

**Story Zone** page 70 **Supermarket Sam: A present for Sally**

| **Unit 7**   |               |             |            |              |
| **Routines** | Present simple | Reading     | Talking about school | After school |
|              | • affirmative | Milos' story |            | Over to you! |
|              | Adverbs of frequency | Vocabulary |            | Class survey of free time activities |
|              | (always, never ...) | School subjects |        |              |
|              | Game          | Writing     |            |              |
|              | Chain game    | Speaking    |            |              |
|              | **Song**      | Routines    |            |              |
|              | **Monday to Friday** |        |            |              |
| **Unit 8**   |               |             |            |              |
| **Likes and dislikes** | Present simple | Speaking     | Talking about likes and dislikes | Music at school |
|              | • negative    | Survey about likes and habits |            | Over to you! |
|              | • questions   | Listening   |            | Make a poster about music |
|              | • short answers| People in uniform |        |              |
|              | **Me, you, him, her ...** | Writing |            |              |
|              | Game          | An email    |            |              |
|              | **Twins!**    | Song        |            |              |
|              |                | Walk with a smile |        |              |

**Self check 4** page 88 Revision of units 7 and 8

**Story Zone** page 90 **Supermarket Sam: Well done, Sam!**

**Key**

- recorded material on class cassette or audio CD.
- activities on the CD-Rom.
A Hello! Goodbye!

1 Listen and repeat.

Hello! I'm Emma.
Hi! I'm Simon.

2 Practise in pairs.

3 Listen and repeat.

In English there is a greeting used in the afternoon.

4 Complete the speech bubbles.

5 Listen and sing.

Song
Greetings

Hello! Good morning!
Hi! How are you?
Hello! Good morning!
I'm fine, thank you.

Hello! Good afternoon!
Hi! How are you?
Hello! Good afternoon!
I'm fine, thank you.

Hello! Good evening!
Hi! How are you?
Hello! Good evening!
I'm fine, thank you.

Goodbye! Good-night!
Goodbye! Good-night!
**B The alphabet**

1. **Listen and repeat.**
   
   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 z

2. **Write the missing letters. Then say the alphabet.**
   
   a b c d f g h i k l m n p q s t v w x z

3. **Write the missing letters. Listen and check.**
   
   1 f g h i j k 3 l n 5 b e f
   2 s t w 4 v x 6 p s

**Pronunciation**

4. **Listen to the alphabet rap.**

5. **Find the letters in the picture and make a word.**

6. **Find five English words.**

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

7. **Spell the words in pairs.**
1. Listen and point to the pictures. Then listen and repeat.

2. Name the things in your classroom.

3. Point to things in the classroom. Ask *How do you spell ...?*

   **Example**
   
   A. What is it?
   B. It's a chair.
   A. How do you spell chair?
   B. C-H-A-I-R.

4. Draw a picture of a classroom object. Show it to your partner. Your partner says what it is.

   **Example**
   
   A. A chair.
   B. Yes.

5. Find the classroom words.

6. Write the words in alphabetical order. Use two columns. Write the English in column A and write the word in your language in column B.

   **Example**
   
<table>
<thead>
<tr>
<th>A English</th>
<th>B My language</th>
</tr>
</thead>
<tbody>
<tr>
<td>bag</td>
<td></td>
</tr>
<tr>
<td>board</td>
<td></td>
</tr>
</tbody>
</table>

7. Can you remember the meanings? Cover the translations. Do you remember the meanings of the words in English? Now cover the English words. Do you remember them?
Do you speak English?

1. Match the pictures and the words. Listen and check your answers.

2. Listen and repeat.

3. Guess what's in the pictures.

4. Listen and write the words.

5. Find seven words.

6. Game: Writing race. Work in pairs. Compete against your partner. Write as many English words as you can. You have 3 minutes. The student that writes the most is the winner.
**Colours**

1. Match the colours with the words.

- [ ] red
- [ ] blue
- [ ] green
- [ ] yellow
- [ ] black
- [ ] white
- [ ] brown

2. Listen and check. Then listen and repeat.

3. Listen and colour.

4. Say what’s in the pictures. Then label the pictures.

   - 1. a green book
   - 2. 
   - 3. 
   - 4. 
   - 5. 
   - 6. 

**Look and learn!**

In English the nouns haven’t got masculine or feminine genders. The colour is always before the noun.

5. Game
   - Listen. Repeat after your teacher when the colour is correct.
Instructions

1. Listen and point to the right picture.

1. Stand up.

2. Sit down.

3. Look.

4. Listen.

5. Read.

6. Write.

7. Open your book.


2. Listen and repeat.

3. Listen and follow your teacher’s instructions.

4. Look at your teacher and guess the instruction.

Song

Instructions

Come on everybody, stand up!
Come on everybody, sit down!
Come on everybody, stand up!
Come on everybody, sit down!
Open your book. Write your name.
Close your book. Let’s sing it again ...
G Self check

1 Complete the sentences.
1 Good ____________________.
2 __________________ up.
3 How do ____________________ telephone? T-E-L-E-P-H-O-N-E.
4 Good ____________________.

2 Complete the crossword.

Across
1 hot 2 dog 3 ____________________
4 5 6 ____________________

Down
1 2 3 4 5 6 ____________________

Learning diary
Check if you can ...
• greet your teacher in the morning
• say the alphabet
• name five things in the classroom
• spell the names of three colours
• ask your classmate to spell his / her name

How did you do?
Not bad! Good! Excellent!

Do you have a problem?
If yes, revise and try again.

Listen and go through the maze.

Write the colours.
1 ________ 2 ________ 3 ________

Not bad! Good! Excellent!

Do you have a problem?
If yes, revise and try again.
Listen and repeat.

MUM: Emma, this is Mrs Wood. She’s your new teacher. She’s my friend.

MRS WOOD: Hi!

EMMA: Hello!

MRS WOOD: And what’s your name?

CONNOR: I’m Connor.

MRS WOOD: How old are you, Connor?

CONNOR: I’m 9. How old are you?

DAD: Connor!

Comprehension

2 Complete the sentences.

1 This is __________.
   She’s 11.

2 This is __________.
   He’s __________.

3 This is __________.
Vocabulary

Listen and repeat.

Numbers

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

Practice

Do the sums. Answer in words.

1 1 + 7 = ______
2 6 - 6 = ______
3 3 + 4 = ______
4 11 - 7 = ______
5 7 - 4 = ______
6 11 + 1 - 3 = ______
7 8 - 2 = ______
8 3 + 2 = ______
9 5 + 7 = ______
10 8 - 6 = ______

Complete the sentences.

1 He's ______
2 She's ______
3 He's ______
4 She's ______

Complete the dialogue about you.

A Hi! What's your ______?
B I'm ______
A How ______ are you?
B I'm ______

Practise the dialogue in pairs.
1 Translate the English subject pronouns into your language.

<table>
<thead>
<tr>
<th>English</th>
<th>Your Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>you</td>
<td>you're</td>
</tr>
<tr>
<td>he</td>
<td>he's</td>
</tr>
<tr>
<td>she</td>
<td>she's</td>
</tr>
<tr>
<td>it</td>
<td>it's</td>
</tr>
</tbody>
</table>

2 Complete the sentences with I, you, he, she or it.

1. This is Holly. **She**'s my friend.
2. This is Connor. **He**'s 9.
3. How old are you? **I**'m 11.
4. Look at the cat. **It**'s black and white.
5. This is Ben. **It**'s my dog.
6. This is a pencil-case. **It**'s pink.
7. How are you? **I**'m fine, thank you.
8. Hi! **You**'re my new friend.
9. This is Mrs Wood. **She**'s my teacher.

3 Circle the right word.

1. I **am** 12.
2. It **am** a radio.
3. She **is** Mrs Wood.
4. Connor **is** 9.
5. You **is** 11.
6. Ben **am** is my dog.
7. I **are** Emma.
8. You **is** my friend.

4 Write the sentences in exercise 3 using the contracted form.

Example

I am 12.
I'm 12.
5 Find five sentences in the snake.

6 Match the names with the pictures.
Leonardo DiCaprio
Prince William
Janet Jackson
Madonna
Brad Pitt
Drew Barrymore

Example
a = Prince William

8 Guess how old the people in the pictures are.

Example
Prince William is 10.

9 Ask and answer in pairs.

Example
A How old is Prince William?
B He's 10.

10 Tell a partner your name and age.

Example
I'm Magda. I'm 11.

11 Find another pair. Introduce your partner.

Example
A This is Magda. She's 11.
B Hello. This is Martin. He's 10.

Game

Bingo!

Draw a table with nine squares. Colour three squares using different colours. Write numbers 1 – 12 in the other squares. Listen to your teacher. When you hear your number or colour cross out that square. When there are crosses in every square shout 'Bingo'!

7 Who is in the pictures? Tell a partner. Use he or she.

Example
a He's Prince William.
Listening

1  Listen and spell the names.

New students

<table>
<thead>
<tr>
<th>First Name</th>
<th>Surname</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Ryan</td>
<td>Matthews</td>
<td>11</td>
</tr>
<tr>
<td>2 Sarah</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>3 Amir</td>
<td>K</td>
<td></td>
</tr>
<tr>
<td>4 Gemma</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>5 Tim</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listen again and write the ages.

Speaking

2 Imagine you are a famous person. Ask and answer.

Example

A What's your name?
B I'm Orlando Bloom.
A How do you spell it?
B O-R-L-A-N-D-O B-L-O-O-M.

3 Break the code and write the words.

2 5 7 11 3 8 1 6 10

d e m r s

Now finish the sentence for you.

Song

4 Listen and sing.

This is John, my friend John; in the photo he is one.
This is Sue, my friend Sue; in the photo she is two.
This is Lee, my friend Lee; in the photo he is three.
Here's my teacher, Mrs Moore; in the photo she is four.

(Chorus):
Come and see my friends!
Come and see my teacher!
Come and see my friends!
Hey, come and see!

This is Clive, my friend Clive; in the photo he is five.
Here's my teacher, Mrs Rix; in the photo she is six.
This is Kevin, my friend Kevin; in the photo he is seven.
This is Kate, my friend Kate; in the photo she is eight.

(Chorus)
Reading

5 Read about Connor, Emma and Gavin. Then complete the table.

My name's Emma Castle. I'm 11. I'm in class 7. My new teacher is Mrs Wood. My hero is Orlando Bloom. My friend is Holly Ellis. She's 11. She's in my class. Her hero is Nelly Furtado.

My name's Connor Castle. I'm 9. My hero is Cristiano Ronaldo. I'm in class 5. My class teacher is Mrs Holmes.

My name's Gavin Bennet. I'm 12. I'm in class 7. My new teacher is Mrs Wood. My friend is Emma Castle. My hero is Peter Crouch.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Class</th>
<th>Teacher</th>
<th>Hero</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emma</td>
<td>11</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connor</td>
<td>9</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gavin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writing

6 Complete the table.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Class</th>
<th>Teacher</th>
<th>Hero</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Speaking

7 Tell the class about yourself.

Example
I'm Martin. I'm 10 ...

Writing

8 Write about yourself. Use exercise 5 to help you.
Talking about names and ages

1. Listen and repeat.

BOY: Hi!
CONNOR: Hello!
BOY: What's your name?
CONNOR: I'm Connor.
BOY: How old are you?
CONNOR: I'm 9.

2. Complete the dialogues.

1. YOU: Hi!
   HOLLY: Hello!
   YOU: What's your name?
   HOLLY: ____________________________.
   YOU: How _________ are you?
   HOLLY: _________ 11.

2. YOU: ____________________________!
   GAVIN: _________________!
   YOU: What's _________ _________ _________?
   GAVIN: ____________________________ _________ your name?
   YOU: ____________________________.
   GAVIN: ____________________________ old _________ _________?
   YOU: I’m _________ _________ _________ are you?
   GAVIN: ____________________________ _________.

3. Practise the dialogues in pairs.

4. Introduce your partner to another pair of students.

   Example
   A: This is Emma!
   B: Hello!
   C: Hi, this is Gavin!
   D: Hello!
1. Listen and read. How many places does Gavin show you?

2. Write the names of the places in school.
   1. c___ m
   2. p___ d
   3. a___ h___
   4. c___

3. Complete the sentences.
   1. The school is in _________.
   2. Mr Fox is the head _________.
   3. Gavin is in class _________.
   4. Class 7 is _________.

4. Tell Gavin about your school.
   Use these questions to help:
   - What is the name of your school?
   - Where is it?
   - What class are you in?
   - Who are your friends?
   - Who are your teacher and headmaster?

5. Make a poster.
1 Listen and repeat.

EMMA Ben, get down! I'm sorry!
LUKE It's OK.
GAVIN Where are you from?
LUKE We're from Perth, in Australia. We're Australian. I'm Luke and this is Martin. We're students.
MARTIN Where are you from? Are you tourists?
EMMA Oh, no. We're from Oxford. We're English. My name's Emma and this is Gavin.
LUKE Oxford is pretty. The centre is old.
GAVIN Yes, Oxford is nice – and the shops are new!
MARTIN Look at that dog!
EMMA Oh no! Ben, come here!

Comprehension 2 True or false?

1 Luke and Martin are from the USA.  5 Gavin is from London.
2 They are students.   6 Emma is English.
3 They are from Perth.  7 Oxford is pretty.
4 Gavin and Emma are tourists.  8 Ben is a dog.

3 Practise the dialogue in groups of four.
4 Match the words with the pictures.

- Vocabulary

- Match the words with the pictures.

- big
- old
- pretty
- noisy
- dirty
- small
- new
- ugly
- quiet
- clean

- Practice

- 5 Match the words in exercise 4 with their opposites. Listen and check.

- 6 Describe your home town.

   Example
   I'm from Oxford.
   Oxford is an old town.
   It's pretty.

- 7 Test your partner.

   Example
   A It's old.
   B Number 1.
Plurals

Look and learn!

Plurals are formed by adding -s to the noun.

<table>
<thead>
<tr>
<th>a football</th>
<th>two footballs</th>
</tr>
</thead>
<tbody>
<tr>
<td>a book</td>
<td>four books</td>
</tr>
</tbody>
</table>

1. Write the numbers of the objects.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>eight</td>
<td>five</td>
<td>pencils</td>
<td>pencils</td>
<td>pencils</td>
<td>pencils</td>
<td>pencils</td>
</tr>
</tbody>
</table>

2. Complete the sentences with he, she, we or they.

1. Holly is pretty. ____ is pretty.
2. Mrs Wood and Mr Fox are teachers. ____ are teachers.
3. Connor and I are English. ____ are English.
4. Gavin and Holly are my friends. ____ are my friends.
5. Gavin is twelve. ____ is twelve.
6. Renata is Czech. ____ is Czech.
7. Holly and I are in class 7. ____ are in class 7.

Be – affirmative, plural

<table>
<thead>
<tr>
<th>long form</th>
<th>short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>we are</td>
<td>we’re</td>
</tr>
<tr>
<td>you are</td>
<td>you’re</td>
</tr>
<tr>
<td>they are</td>
<td>they’re</td>
</tr>
</tbody>
</table>

3. Complete the sentences.

1. I ____ Czech.
2. You ____ English.
3. They ____ tourists.
4. We ____ friends.
5. They ____ from Hungary.
6. They ____ quiet.
7. Mum ____ a teacher.
8. I ____ 11.
4 Make sentences with these words.

Emma
Luke and Martin
My town
You and I
I
Ben

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Australian</th>
<th>pretty</th>
<th>friends</th>
<th>students</th>
<th>noisy</th>
</tr>
</thead>
</table>

5 Complete the sentences with This, That, These or Those.

1. ______ are my friends.
2. ______ are noisy dogs.
3. ______ is a computer.
4. ______ is a hamburger.
5. ______ is my home town.
6. ______ flags are British.

6 Complete the sentences with the short form of be.

Hi! My name ______ Jean-Paul, and I ______ from Lyon, in France. It ______ a big city. I'm 12 and my sister Beatrice is 10. We ______ at school in Lyon. School ______ great! Beatrice ______ a good student. Her teacher is Miss Richard and my teacher is Mr Duval. They ______ nice teachers. Where are you from?

This, that, these, those

We use this and these to talk about a thing or things near by.

This is a pencil.
These are pencils.

We use that and those to talk about a thing or things away from us.

That is a dog.
Those are dogs.

Game

In my schoolbag

Work in pairs or groups. Student A says the name of a thing. Student B says the same thing and adds another one. Student C (or A) says the words of Students A and B and adds a new one. The student that remembers the most names in the correct order is the winner.

One pencil-case. One pencil-case and three pens.

One pencil-case, three pens and two hamburgers!
Vocabulary

Days of the week

Write the days of the week in Emma’s diary.

Monday
Wednesday
Sunday
Friday
Thursday

S___nd___y
Th___r__da___
Mo___a___
F___l___

Tuesday
Saturday

W___d___d___y

Listen and check. Then listen and repeat.

Listening

Days of the week

1 Saturday / Sunday
2 Tuesday / Thursday
3 Wednesday / Friday
4 Monday / Sunday

Speaking

Say the next day of the week.

Examples
A Monday.
A Thursday.
B Tuesday.
B Friday.

Song

Listen and sing.

These are all the days of the week.
Sing with me!
Sing with me!

Sunday, Monday, Tuesday,
Wednesday, Thursday, Friday,
Saturday,
A day to play.
Reading

6 Read the text. Are the sentences true or false?

My name’s Calum. I’m Scottish. My Dad’s from Edinburgh. Edinburgh is my home town. My Mum’s English. She’s from London.

Edinburgh is a big town. It’s the capital of Scotland. The castle is famous. It’s big and old. The centre of the town is old and pretty. The shops are new.

1 Calum is Scottish. 4 Edinburgh is small.
2 His Dad is English. 5 The castle is famous.
3 His Mum is from London. 6 The shops are old and dirty.

7 Tell the class about your home town. Use Calum’s description to help you.

Vocabulary

8 Listen and repeat.

Numbers 13–50

13 thirteen 20 twenty
14 fourteen 21 twenty-one
15 fifteen 22 twenty-two
16 sixteen 23 twenty-three
17 seventeen 30 thirty
18 eighteen 40 forty
19 nineteen 50 fifty

9 Listen and write the numbers.

10 Say some numbers for your partner to write.

11 Do sums with numbers 1–50.

Example

a Six plus eleven.
b Seventeen. Fifteen plus fourteen.
c Twenty-nine.
Talking about nationality

1 Listen and repeat.

JOSH Hi! I'm Josh and this is Megan.
EMMA I'm Emma.
HOLLY And I'm Holly.
EMMA Where are you from?
JOSH We're from New York.
   We're American.
MEGAN Where are you from?
EMMA We're from England.
HOLLY We're English.

2 Complete the sentences.

1 Hi! __________ Luke and
   this __________ Martin.
   We __________
   __________ Perth.
   Where __________
   __________ from?

2 I'm Josh and __________
   __________ Megan.
   We __________ from
   __________
   We're __________.
   Where __________
   __________? 

3 Practise the dialogue in groups of four.
The countries of the United Kingdom are England, Scotland, Wales and Northern Ireland.

The capital of England is London. The capital of Scotland is Edinburgh. The capital of Wales is Cardiff. The capital of Northern Ireland is Belfast.

The national flag is the Union Jack. It is made of the flags of England, Scotland and Northern Ireland.

1. Listen and read. Circle the correct answer.
   1. The United Kingdom is made of ____ countries.
      A. three  B. four  C. five
   2. Edinburgh is the capital of ____.
      A. England  B. Wales  C. Scotland
   3. The capital of England is ____.
      A. London  B. Oxford  C. Wales
   4. Oxford is in ____.
      A. Wales  B. England  C. Scotland
   5. The Union Jack is red, white and ____.
      A. black  B. green  C. blue

2. Complete the sentences.
   1. The United Kingdom is __________.
      Scotland, __________ and
      Northern __________.
   2. The Union Jack is red, __________
      and __________.

3. Write the names of the capital cities on the map.

4. Tell Emma about your country.
   - draw a map of your country
   - mark some cities and write their names
   - mark your home town and write the name
   - draw your country's flag
   - write two sentences about your country
Is, are

1 How old are they?

Example
Lisa is 10. She's 10.

2 Complete the email.

Dear Emma,
We _________ in London.
London _________ very big and the
shops _________ new and modern.
They _________ good.
How _________ you? We
_________ fine!
Yours,
Luke and Martin

This, these, that, those

3 Write sentences with be and this or these.

a CD new shops
green pencils my ruler
big dogs a big town
a small pizza English tourists
an American hot dog Mrs Wood

Examples
This is a CD.
These are new shops.

4 Complete the sentences with this, that, these or those.

1 _______ is my football.

2 Look at _______ dogs.

3 The computer is on _______ desk.

4 _______ are my new jeans.
Situations

5 Complete the dialogue.

A What’s your name?
YOU
A How old are you?
YOU
A Where are you from?
YOU

Vocabulary

6 Write the missing numbers.

1 ten + + eight = thirty
2 seventeen + nine + + + = thirty
3 two + + + + + fifteen = thirty
4 twenty + four + + + = thirty
5 seven + + + + sixteen = thirty
6 twelve + + + seven = thirty
7 fifteen + + five + = thirty
8 twenty + + + + + + nine = thirty

7 Complete the puzzle.

<table>
<thead>
<tr>
<th>a</th>
<th>12</th>
<th>5</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>10</td>
<td>b</td>
<td>30</td>
</tr>
<tr>
<td>15</td>
<td>c</td>
<td>7</td>
<td>30</td>
</tr>
</tbody>
</table>

70 70 70 70

Learning diary

Check if you can …
• introduce yourself
• introduce your friends
• say how old you are
• count to 20

8 Write the opposites.

small
ugly
dirty
quiet
old

8 Use the opposites in exercise 8 to complete the sentences.

1 The radio is + +
2 The bag is +
3 The jeans are +
4 The computer is +
5 The books are +

9 How did you do?
Not bad! Good! Excel!
Supermarket Sam: The new assistant

CRESKO
THE FRIENDLY SUPERMARKET

We need part time assistants
Age 14-16
Ask now!

Come in.

Er ... Hello.

Hello. What's your name?

OK. Sit down Sam. How old are you?

I'm fourteen.

Sam. Sam Trent.

Er ... eighteen?

Yes. Very good. The job's for you!

You start on Tuesday.

Great!

... plus 2 plus 5 plus 1?

OK!
Listen and read.

Who says these things?
1 What's your name?
2 I'm fourteen.
3 Very good.
4 Good luck!
5 Here I am.

True or false?
1 Cresco is a supermarket.
2 Sam is the manager.
3 He is 16 years old.
4 Mr Beeston is the new assistant.
5 $4 + 2 + 3 + 1 + 2 + 5 + 1 = 18$

Act out the story in groups.
EMMA: Look at that guy. Is he in the England football team?
GAVIN: No, he isn't.
EMMA: Hmm, you're right. But isn't he famous?
GAVIN: I'm not sure.
EMMA: Let's ask.
GAVIN: OK. Excuse me.
DARREN: Yes?
EMMA: Are you in the England team?
DARREN: No, I'm not. I'm an actor. My name's Darren.
EMMA: Are you on television?
DARREN: Yes, I am. And I'm in that advert. Look!
GAVIN: Oh, OK, great.

Comprehension

Circle the correct answers.

1. Is he a footballer?  
   Yes, he is.  
   No, he isn't.
2. Is he in a pop group?  
   Yes, he is.  
   No, he isn't.
3. Is he in the England team?  
   Yes, he is.  
   No, he isn't.
4. Is his name Darren?  
   Yes, it is.  
   No, it isn't.
5. Is he an actor?  
   Yes, he is.  
   No, he isn't.
6. Is he on television?  
   Yes, he is.  
   No, he isn't.
7. Is he in an advert?  
   Yes, he is.  
   No, he isn't.

3 Practise the dialogue in groups of three.
Match the jobs with the pictures. Then listen and check.

- a shop assistant
- a nurse
- a police officer
- a doctor
- a taxi driver
- an actor
- a singer
- a footballer
- a fire fighter

Find the correct job for each picture.

1. a doctor
2. a nurse
3. a police officer
4. a fire fighter
5. a taxi driver
6. an actor
7. a footballer
8. a singer

Listen and check.

Student A mimes one of the jobs in exercise 4. Student B says the job.
A, an
In English *a* or *an* come before singular nouns.

*a police officer*  
*an actor*

---

**Look and learn!**

Before vowels, *a*, *e*, *i*, *o*, *u*, we use *an*:
*an actor, an exercise book.*

---

1 Complete the sentences with *a* or *an*.

1. My Mum is ______ doctor.
2. Johnny Depp is ______ actor.
3. This is ______ exercise book.
4. That man is in ______ advert.
5. Ben is ______ dog.
6. Mrs Wood is ______ teacher.
7. My Dad is ______ taxi driver.

Historical note: *a* and *an* were not always used as we do today. Before 1500, we used *a* for both vowel and consonant sounds: *a* fire, *a* book. Then people began to use *an* for words beginning with a vowel sound.

---

2 Complete the sentences with the negative form of *be*. Use the short form.

1. I ______ British.
2. Peter ______ here.
3. You ______ in my class.
4. That dog ______ very clean.
5. We ______ actors.
6. The teachers ______ here today.
7. Wales ______ big.
8. Australia ______ small.

---

3 Correct the sentences.

<table>
<thead>
<tr>
<th>Long form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not an actor.</td>
<td>I'm not an actor.</td>
</tr>
<tr>
<td>You are not famous.</td>
<td>You aren't famous.</td>
</tr>
<tr>
<td>She/He/It is not English.</td>
<td>She/He/It isn't English.</td>
</tr>
<tr>
<td>We are not actors.</td>
<td>We aren't actors.</td>
</tr>
<tr>
<td>You are not actors.</td>
<td>You aren't actors.</td>
</tr>
<tr>
<td>They are not actors.</td>
<td>They aren't actors.</td>
</tr>
</tbody>
</table>

In the negative form *not* comes after the verb.
4 True or false?

Examples
Nelly Furtado is a singer.
True.
Penélope Cruz is a singer.
False.
Penélope Cruz isn't a singer.
She's an actor.
1 Gavin and Emma are from Edinburgh.
2 Brad Pitt is an actor.
3 Martin and Luke are American.
4 Ben is a teacher.
5 Big towns are noisy.
6 You are 13.

6 Make questions.

Example
you English are?
Are you English?
1 an actor he is?
2 they are famous?
3 Wales she is from?
4 a Roger Federer is footballer?
5 you students are?
6 your town is clean?
7 it is Friday?
8 you are Emma?

Listen and check.

5 Give a short answer.

Examples
Is your Dad a bus driver?
Yes, he is./No, he isn't.
1 Are you American?
2 Are you English?
3 Are you 10?
4 Are you noisy?
5 Are you a student?
6 Are you from Scotland?
7 Is your Mum a singer?
8 Is your Dad a police officer?

In questions be comes before the pronoun.

Be – questions and short answers

<table>
<thead>
<tr>
<th>questions</th>
<th>short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I an actor?</td>
<td>Yes, you are.</td>
</tr>
<tr>
<td>Are you a student?</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>Is he/she/it English?</td>
<td>Yes, he/she/it is.</td>
</tr>
<tr>
<td>Are we English?</td>
<td>Yes, you are.</td>
</tr>
<tr>
<td>Are you students?</td>
<td>Yes, we are.</td>
</tr>
<tr>
<td>Are they teachers?</td>
<td>Yes, they are.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a town</td>
<td>famous footballer</td>
</tr>
<tr>
<td>a football team</td>
<td>new singer</td>
</tr>
<tr>
<td>a singer</td>
<td>brown computer</td>
</tr>
<tr>
<td>a computer</td>
<td>dirty dog</td>
</tr>
<tr>
<td>a dog</td>
<td>Welsh pencil-case</td>
</tr>
<tr>
<td>a pencil-case</td>
<td>green big</td>
</tr>
<tr>
<td></td>
<td>noisy</td>
</tr>
</tbody>
</table>

Example
a green pencil-case

Look and learn!

Adjectives are always before nouns.
It's a new pop group.
He's a famous actor.

Match words from A and B. Write six phrases and compare them with your partner's.

Guessing game
Get into two groups. Group A writes the name of an object in the classroom. Group B asks questions to find out what it is. Group A can only give short answers.

Example
B Is it a blackboard?
A No, it isn't.
B Is it big?
A Yes, it is.
B Is it a desk?
A Yes, it is.
Vocabulary

1. Write the colours. Then listen and check.

Colours

1
3
5
6
8
9

2. Colour the bag on the left. Don't show it to anyone.

Now describe the bag to your partner.

Example

Number 17 is blue.
Number 12 is orange.

Vocabulary

Food and drink

3. Listen and repeat.

hamburger   egg   chips   sandwich   milkshake
chocolate   cola   ice-cream   apple   orange

Listening

4. Listen and number the food and drink items as you hear them.

apples   egg   milkshake
chips   hamburgers   oranges
chocolate   ice-cream   pizza
**Song**

Welcome to my restaurant

There are big, blue chips and purple milkshakes
1. _______ and 2. _______ hamburgers too
There are 3. _______ fried eggs and 4. _______ apples
All for me and you!

(Chorus):
Welcome to my restaurant
It's a very very famous restaurant
Come and look at the colours of the food
It's all for me and you!

There is 5. _______ ice-cream and 6. _______ chocolate
7. _______ and 8. _______ oranges too
There is 9. _______ pizza and 10. _______ cola
All for me and you!

(Chorus)

Now listen again and sing.

**Pronunciation**

6. Complete the phrases with a or an. Then listen and repeat.

Word linking

1. ____ hamburger 3. ____ ice-cream 5. ____ chip
2. ____ egg 4. ____ pizza 6. ____ apple

7. Listen and repeat.

An apple a day keeps the doctor away!

**Reading**

8. Read the thread from an Internet chatroom and complete the table.

A: Hi! What’s your name?
B: I’m Tanya and I’m from Bristol in the U.K. What’s your name?
A: My name’s Tomaš. I’m from Bratislava in Slovakia.
B: How old are you?
A: I’m 12.
B: I’m 12, too!
A: That’s good! What are your favourite things?
B: My favourite colour is yellow and my favourite food is pizza.
A: My favourite colours are purple and green, and my favourite food is chocolate.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nationality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favourite colour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favourite food</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Talking about addresses

Listen and repeat.

RECEPTIONIST Hello. Parkside Swimming Pool.
EMMA Hello. I want to join the swimming class, please.
RECEPTIONIST What's your surname?
EMMA Castle.
RECEPTIONIST How do you spell that?
EMMA C-A-S-T-L-E.
RECEPTIONIST And what's your first name?
EMMA Emma.
RECEPTIONIST What's your address?
EMMA 17 Old Town Road, Oxford.
RECEPTIONIST And what's your postcode?
EMMA OX3 6YJ.
RECEPTIONIST OK. It's three pounds a lesson, and the first lesson is on Monday.

Look and learn!

In Britain the number of the house comes before the name of the street or road. The postcode comes after town.

Practise the dialogue in pairs.

Complete this form with Emma's information.

Parkside Swimming Pool

Surname ..................................................  
First name ..............................................  
Address ..................................................  
Postcode ..................................................  

Ask and answer in pairs. Complete the form again with your friend's information.

What's your surname?
How do you spell that?
What's your first name?
What's your address?
What's your postcode?
Culture Zone

Money, money, money

Money is different in different countries.

In some countries in Europe it is the euro. One euro is 100 eurocents. The sign for a euro is €.

In the United States it is the dollar. One dollar is 100 cents. The sign for a dollar is $.

In the United Kingdom it is pounds and pence. One pound is 100 pence or 100p. The sign for a pound is £.

The notes for euros and pounds are different colours. The ten euro note is red and the twenty euro note is blue. The five pound note is blue and green and the ten pound note is orange and brown. But all dollar notes are green.

1 Listen and read.

2 Write the name of the money.
   1 €
   2 $
   3 £

3 Say the prices. Listen and check.
   1 £20
   2 $15
   3 €10.30
   4 $10.30
   5 €22
   6 £5.50

4 True or false?
   1 All American notes are the same colour.
   2 All British notes are the same colour.
   3 All euro notes are the same colour.
   4 The money in the United States is the pound.

5 What can Emma buy?

6 Make your own project about money.
   1 What kind of coins and notes are used in your country?
   2 What is one euro in your country's currency?
   3 Write a list of things you can buy for €10.00.
1. Listen and repeat.

DAD  Who is it?
EMMA  It's Holly. Hi, Holly, come in and listen to my new CD.
HOLLY  Great!
EMMA  Wait! What's the time, Dad?
DAD  It's six o'clock. Why?
EMMA  My favourite programme's on at six.
DAD  What is it?
EMMA  It's CD UK.
HOLLY  Great. Let's watch it.
EMMA  Where's the remote?
HOLLY  Is it on the table?
EMMA  No, it isn't. Dad – it's on your chair!

Comprehension

2. Circle the correct answers.

1. Is Emma at home?  Yes, she is.  No, she isn't.
2. Is Holly at home?  Yes, she is.  No, she isn't.
3. Is it six o'clock?  Yes, it is.  No, it isn't.
4. Is CD UK at seven o'clock?  Yes, it is.  No, it isn't.

3. Practise the dialogue in groups of three.
**Vocabulary**

The time

1. It's six o'clock.
2. It's five past six.
3. It's ten past six.
4. It's a quarter past six.
5. It's twenty past six.
6. It's twenty-five past six.
7. It's half past six.
8. It's six thirty.
9. It's a quarter to seven.
10. It's twenty-five past six.
11. It's ten to seven.
12. It's twenty to seven.
13. It's twenty to seven.
14. It's ten to seven.
15. It's five to seven.

**Look and learn!**

In English, *past* is used for the minutes up to the half-hour, and *to* for minutes after the half-hour. When using *to* and *past*, you always say the minutes before the hours:

- It's twenty *past* three.
- It's ten *to* four.

**Pronunciation**

Listen and repeat.

Sentence stress

- *I'm late! I'm late! It's a quarter past eight!*
- *It's fine! It's fine! The lesson's at nine.*
- *That's great! That's great! I'm not that late.*

**Practice**

Ask and answer in pairs.

Example

A What's the time, please?
B It's half past eight.
Wh- questions

Wh- questions start with question words, such as: Where, Who, What, When.

**Examples**

- What is it? It's a new hotel.
- Where is she? She's in London.
- Who are they? They're my friends.
- When is your English lesson? It's on Tuesday.

**1.** Write the question words.

1. __________ is this?
   - It's my bag.
2. __________ is your English lesson?
   - It's on Tuesday.
3. __________ is your new teacher?
   - It's Mr Patterson.
4. __________ is dinner?
   - It's at eight.
5. __________ is the time?
   - It's half past nine.
6. __________ is Helen?
   - She's at school.
7. __________ is your favourite colour?
   - It's blue.
8. __________ is that?
   - It's my Dad.

**2.** Make questions.

1. __________ is where the book?
2. __________ are who you?
3. __________ are where they from?
4. __________ is what time the?
5. __________ they are where?
6. __________ who your teacher is?
7. __________ who 12 is?
8. __________ this is programme what?

**3.** Find and write four more questions.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What</td>
<td>is</td>
</tr>
<tr>
<td>2</td>
<td>Where</td>
<td>are</td>
</tr>
<tr>
<td>3</td>
<td>What</td>
<td>is</td>
</tr>
<tr>
<td>4</td>
<td>Who</td>
<td>are</td>
</tr>
<tr>
<td>5</td>
<td>When</td>
<td>is</td>
</tr>
<tr>
<td>6</td>
<td>the</td>
<td>time?</td>
</tr>
</tbody>
</table>

**Example**

- What is your name?

**4.** Complete the questions.

**LILY**

- Hi! Adam. __________ you?

**ADAM**

- I'm at home.

**DAVE**

- __________ the time?

**DAD**

- It's four o'clock.
Match the questions with the correct reply.

2. When is that programme on?  b. They're on the table.
3. When's your English lesson?  c. Dinner is at half past seven.
4. Where are my books?  d. The programme's on Monday.
5. When is your birthday?  e. He's in the park.
7. When is dinner?  g. My English lesson is at 10 o'clock.
8. Where's the dog?  h. My birthday's in April.

Listen and check.

In pairs ask and answer about the pictures.

Examples
Who is in picture 1? Lily and Adam.
What time is it? It's half past six.
Where's Adam? He's at home.

Complete the sentences with the correct prepositions.
1. Jack isn't _________ school today.
2. Your mobile phone's _________ the desk.
3. Christmas is _________ December.
4. Lunch is _________ half past twelve.
5. The match is _________ Saturday.
6. Is your book _________ your bag?
Speaking

1 Take turns in pairs to say the numbers.
   1 0845 756657
   2 887 1252
   3 568110
   4 027 7261 1722
   5 00 44 1466 303132
   6 01222 473369

2 Ask and answer in pairs.
   Example
   A My phone number's 01433 838929. What's your phone number, Maria?
   B It's 01433 563746.

Song

3 Listen and sing.
   The months of the year
   January, February, March,
   April, May, June, July ...
   August, September, October,
   November, December.

4 Complete the chart with the months.

| winter | January | | spring | | summer | | autumn |
|--------|---------|-------|--------|-------|--------|-------|
|        |         | June  |        | August |        | December |

Speaking

5 Ask and answer to make a class birthday chart.

<table>
<thead>
<tr>
<th>JANUARY</th>
<th>FEBRUARY</th>
<th>MARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example
   A When is your birthday, Maria?
   B It's in winter. It's in February.
Reading

6 Read the TV guide and find three programmes you would like to watch.

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.30</td>
<td>The Simpsons</td>
<td>America's favourite cartoon family</td>
</tr>
<tr>
<td>3.00</td>
<td>Film: <em>Pirates of the Caribbean</em></td>
<td>Classic adventure</td>
</tr>
<tr>
<td>5.10</td>
<td>News and weather</td>
<td></td>
</tr>
<tr>
<td>5.30</td>
<td>Animal Hospital</td>
<td></td>
</tr>
<tr>
<td>6.00</td>
<td>Tennis in the Spotlight</td>
<td>Today: a dog with a cold!</td>
</tr>
<tr>
<td>7.15</td>
<td>X-factor</td>
<td>The week at Wimbledon</td>
</tr>
<tr>
<td>8.20</td>
<td>Ask me a question!</td>
<td>Looking for a new singing star</td>
</tr>
<tr>
<td>9.00</td>
<td>Big Brother</td>
<td>A quiz show for all the family</td>
</tr>
<tr>
<td>9.50</td>
<td>Bond on Saturday: Goldeneye</td>
<td>The original reality show</td>
</tr>
</tbody>
</table>

7 Ask and answer questions about Saturday's TV.

Example
A What time is *The Simpsons*?
B It's at half past two.

Listening

8 Listen and say the name of the programme.

9 Listen to the programme again and choose the correct answers.

1 The time is _______.
   A 7.40    B 8.20
2 The contestant is ________.
   A Phil    B Pete
3 He is ________ years old.
   A 13      B 30
4 He's from ________.
   A Oxford  B Bradford
5 He's a ________ fan.
   A tennis  B football
6 The question is about ________.
   A music   B football
7 The colours are red and ________.
   A yellow  B white
8 The answer is ________.
   A right   B wrong

10 Write about your favourite TV and radio programme.

My favourite television channel is Sky Sports. My favourite programme is *Soccer AM*. It's on Sky Sports 2 on Saturdays. My favourite radio station is 'Best Rock'. My favourite programme is *The Top 20*. 
Talking about the time

1 🎧 Listen and repeat.

CONNOR Emma!
EMMA Yes, Connor.
CONNOR What's the time?
EMMA It's two o'clock.
CONNOR What time is dinner?
DAD It's at seven. Why?
Are you hungry?
CONNOR No, I'm not, but my favourite programme is at half past seven tonight.

2 Practise the dialogue in groups of 3.

3 Ask and answer in pairs.

![Examples of meals]

Example
A What time is breakfast?
B It's at seven o'clock.

4 Ask and answer in pairs.

1 A What's your favourite TV programme?
   B It's *Animal Hospital*.
   A When is it on?
   B It's at seven on Wednesdays.

2 A What time is lunch?
   B It's at twelve thirty.
   A Are you hungry?
   B Yes, I am.

5 Change the words in bold to make your own dialogue.
A DAY TRIP TO GREENWICH

Greenwich is in London. It's on the River Thames.

It's 10 a.m. We're on this boat from Westminster to Greenwich.

Now we're at the Greenwich Royal Observatory.

It's 11 a.m. We're at Greenwich now. Look at that beautiful ship! Its name is the Cutty Sark. It's very old.

And here is the Prime Meridian time line. It's the centre of world time. It's 180° from the International Date line. The International Date line is the starting point for each new day, year and millennium in the world. There are 24 time zones in the world — one for each hour of the day. When it is 12 o'clock noon in Greenwich, it is 1 o'clock in Budapest, but only 7 o'clock in the morning in New York. And in Tokyo it's 9 o'clock in the evening!

Listen and read.

Answer the questions.

1. Where is Greenwich?
2. Who is Emma with?
3. What is the old ship called?
4. Where is the Royal Observatory?
5. How many time zones are there?

It's 3 o'clock in the morning now in Budapest. Say what the time is in ...

1. London 3. Tokyo

Plan your own day trip.

- choose three places in your region that you would show a guest
- plan the trip
- write the times and describe the places you are going to see
- draw the places or find photos and prepare a poster
Be – negative

1 Complete the facts.

Examples

Paris is the capital of France.
Cardiff isn't in England.

1 Edinburgh the capital of Wales.
3 New York the capital of Britain.
4 The Union Jack a flag.
5 Dogs and cats animals.
6 Chocolate brown.
7 Eggs green and yellow.
8 One pound 100 pence.

Be – questions and short answers

2 Make questions.

Example

Scottish are you?
Are you Scottish?

1 American you are?
2 an actor you are?
3 you eleven are?
4 we class are noisy a?
5 a you taxi driver are?
6 hungry are you?

3 Ask the questions in exercise 2 in pairs.

4 Complete the questions.

1 Where ?
She is from Spain.
2 What ?
They are my CDs.
3 Who ?
She's a famous model.
4 What ?
My favourite programme is Animal Hospital.
5 How ?
He's 13.

Situation

5 Write answers to these questions.

RECEPTIONIST What's your surname?
YOU

RECEPTIONIST What's your first name?
YOU

RECEPTIONIST How old are you?
YOU

RECEPTIONIST What's your address?
YOU

RECEPTIONIST And what's your postcode?
YOU

Vocabulary

6 Circle the correct word.

1 Tim isn't here. He's in / on the park.
2 Sally isn't at / on school today.
3 Your pen's at / on my desk.
4 There's chocolate on / in my chair.
5 I want chips in / on my pizza.
6 The match is at / on television today.

7 Complete the sentences with in, on or at.

1 My favourite programme is Thursdays.
2 Is your birthday February?
3 Dinner's half past six today.
4 The film is eight o'clock.
5 Is the English lesson Monday?
6 My birthday is the summer.

8 Find the twelve months.

M A J U N E G H E R
O A U G U S T D S E
C M L A C E M B W F
M A Y P Y P U R O E
Y R X R I T W A C B
S C F I L E T J T R
L H A L Z M I G O U
N O V E M B E R B A
P R D E C E M B E R
J A N U A R Y M R Y
9 Write the colours.
Example

- + = purple

1

2

3

4

11 Write the words.

1 hamburger

2

3 a

4 e

5

6 o

7

8 c

Learning diary

Check if you can ...
- Give the names of five jobs
- Count to 50
- Give your telephone number
- Make a question using what, when, who and where
- Give the names of months and seasons

How did you do?

Not bad! Good! Excellent!
Supermarket Sam: Just in time

There's a problem.

Really Mrs Moffat?
Hmm. There's a television in the office... and Mr Beeston isn't here!

That's fourteen pounds twenty-five please.

Half past seven. It's time for my favourite programme, This Week's Hits.

It's my favourite programme too!

Sam, you're brilliant!

I don't understand.

There's a problem.
It's five to eight. This Week's Hits is nearly finished!

It's OK now, Rachel. Look!

Yes ... but it isn't This Week's Hits. It's a football match.

Hello everyone. What's this ... the television from my office? Sam ...

Oh!

It's the football match! We're just in time!

Great idea, Sam. It's my favourite team! Come on, United!

Phew!

1 Listen and read.

2 True or false? Example
   What's the time? Rachel
   1 It's __________ past seven.
   2 Time for my __________ programme.
   3 __________ my favourite programme, too.
   4 Sam, __________ brilliant!
   5 Come __________, United!

3 Complete the phrases. Write the name of the speaker.

4 Act out the story in groups.
MRS WOOD: Emma, have you got a pet?
EMMA: Yes, I've got a dog.
HOLLY: I've got a parrot. It can talk, but it can't fly.
MRS WOOD: Have you got a pet, Gavin?
GAVIN: Yes, I have.
EMMA: No, you haven't.
GAVIN: It's not true.
EMMA: It is! Here he is! This is Rambo. Rambo's a computer dog! He can't run but he can wag his tail!
GAVIN: Gavin!

Comprehension 2

Who says these things?

1 Have you got a pet?
2 I've got a dog.
3 I've got a parrot.

4 Yes, I have.
5 It's not true.
6 This is Rambo.

3 Practise the dialogue in groups of four.
Vocabulary

Animals

- a duck
- a cat
- a hamster
- a mouse
- a bird
- a dog
- a horse
- a fish
- a monkey
- a rabbit
- a guinea pig
- a parrot

Practice

5 Listen and say which animal you hear.

6 Name the animals.

Example

I think a is a monkey.

Look and learn!

Some plurals are irregular!

a fish \( \rightarrow \) 2 fish
a mouse \( \rightarrow \) 2 mice

Speaking

8 Change the words in bold to ask and answer in pairs.

Have you got a pet? Yes, I've got a cat/three hamsters.
Have got – affirmative
I have (I've) got a horse.
You have (You've) got a dog.
We have (We've) got a cat.
They have (They've) got a rabbit.

Have got – negative
I have not (I haven't) got a horse.
You have not (You haven't) got a dog.
We have not (We haven't) got a cat.
They have not (They haven't) got a rabbit.

1 Rewrite the sentences using the contracted form.
1 I have got a dog.
   I've got a dog.
2 We have got three cats.
3 I have not got a pet.
4 They have got a horse.
5 You have not got a mouse.
6 You have got a guinea pig.
7 I have got lots of friends.
8 We have got a new teacher.

2 Complete the sentences with I've got or haven't got.
1 I haven't got a dog.
2 We haven't got two rabbits.
3 They haven't got a cat.

Have got – questions
Have I got a fish?
Have you got a cat?
Have we got a parrot?
Have they got a rabbit?

Have got – short answers
Yes, I/we/they have.
No, I/we/they haven't.

3 Complete the short answers.
1 Have you got a pet? Yes, I have two.
2 Have they got a pet? No, they haven't.
3 Have we got a horse? No, we haven't.
4 Have you got a fish? No, you haven't.
5 Have Holly and Emma got pets? Yes, they have one.
6 Have they got a new teacher? No, they haven't.
Language zone 5

4 Look at the picture and write answers to the questions.

1 Have they got a cat?
2 Have they got a monkey?
3 Have they got a rabbit?
4 Have they got a horse?
5 Have they got a dog?
6 Have they got a snake?

5 Ask and answer questions with Have you got?
Example
Have you got a dog?
Yes, I have. / No, I haven't.

Can – affirmative
I/you can swim.
He/She/It can swim.
We/They can swim.

Can – negative
I/You cannot (can't) swim.
He/She/It cannot (can't) swim.
We/They cannot (can't) swim.

Look and learn!
Can does not take -s after he, she or it.

Can – questions and short answers
Can I/you/he/she/it/we/they swim?
Yes, I/you/he/she/it/we/they can.
No, I/you/he/she/it/we/they can't.

6 Tick (✓) the true sentences.
1 Dogs can run.
2 Guinea pigs can talk.
3 Birds can fly.
4 Fish can talk.
5 I can swim.
6 My teacher can fly.

7 Correct the false sentences in exercise 6.
Example
Guinea pigs can't talk.

8 Complete the short answers.
1 Can you swim? Yes, I can.
2 Can he swim? No, I can't.
3 Can they talk? Yes, they can.
4 Can she write? No, she can't.
5 Can it fly? No, it can't.
6 Can you and Emma sing? Yes, we can.

Game
Three questions
Work in pairs. Choose an animal. Your partner can ask you three questions to guess what animal it is.
Example
A Can you fly? B No, I can't.
A Have you got a tail? B Yes, I have.
A Are you small? B Yes, I am.
A You are a mouse!
Half of the families in Britain have got a pet. They have dogs, cats, rabbits and interesting pets, like spiders and snakes.

The most popular pet is the goldfish. More than 10 million people have got goldfish. British people have got 7.2 million cats and 6.6 million dogs. A lot of people have got two or three pets.

Hamsters, rabbits, and even rats are popular pets.

Reading
1. Read Popular Pets. Are the sentences true or false?
   1. All British families have got a pet.
   2. Spiders and snakes are interesting pets.
   3. The most popular pet is the cat.
   4. Hamsters and rabbits are popular pets.

Vocabulary
2. Listen and repeat.
   Actions
   - fly
   - swim
   - jump
   - run
   - talk
   - sing

Speaking
3. Choose a pet and answer your partner's questions.
   Example
   A. Have you got a pet?
   B. Yes, I have.
   A. Can it jump?
   B. No, it can't.
   A. Can it fly?
   B. Yes, it can.
   A. Can it sing?
   B. No, it can't.
   A. Can it swim?
   B. Yes, it can.
   A. Have you got a duck?
   B. Yes, I have.
Listening

4 Listen and circle the correct word or phrase.

1 Hannah is in Oxford / London.
2 The bag / box is for money.
3 The money is for the RSPCA / RSCPA.
4 'Gold' is the name of a fish / guinea pig.
5 Hannah and her family have got two / three dogs.
6 The fish are big / small.

Writing

5 Read about Gavin and Connor and write your own paragraph.

My name is Gavin. My name is Connor.
I've got a pet. I haven't got a pet,
His name is Rambo. but I have got a bike.
Rambo's a computer dog. He's grey.

My name is Connor. I haven't got a pet, but I have got a bike. It's red.

Song

6 Listen and sing. Then write your own verse with one of the other animal noises.

Old MacDonald had a farm

Old MacDonald had a farm, E I E I O!
And on this farm he had 1 ________, E I E I O!
With a ‘quack quack’ here and a ‘quack quack’ there,
Here a ‘quack’, there a ‘quack’, everywhere a ‘quack quack’,
Old MacDonald had a farm, E I E I O!

Old MacDonald had a farm, E I E I O!
And on this farm he had 2 ________, E I E I O!
With a ‘woof woof’ here and a ‘woof woof’ there,
Here a ‘woof’, there a ‘woof’, everywhere a ‘woof woof’,
Old MacDonald had a farm, E I E I O!

Old MacDonald had a farm, E I E I O!
And on this farm he had 3 ________, E I E I O!
With a ‘miaow miaow’ here and a ‘miaow miaow’ there,
Here a ‘miaow’, there a ‘miaow’, everywhere a ‘miaow miaow’,
Old MacDonald had a farm, E I E I O!
Good morning. What's today's date?

Today is Tuesday the sixteenth of March.

Good. So what's special about today?

Is it your birthday, Mrs Wood? Happy Birthday!

No, it isn't. My birthday's in October.

Oh. Is it a holiday?

Of course it isn't, Gavin!

So why is today a special day?

Now I remember. We've got a test.

Practise the dialogue in groups of four.

Listen and repeat.

1st the first 6th the sixth
2nd the second 7th the seventh
3rd the third 8th the eighth
4th the fourth 9th the ninth
5th the fifth 10th the tenth

Say the numbers. Then listen and check.

11th 14th 17th 20th 23rd 26th 29th
12th 15th 18th 21st 24th 27th 30th
13th 16th 19th 22nd 25th 28th 31st

Ask and answer in pairs.

A When's your birthday?
B It's in March. It's on the twenty-first of March.
Jobs with animals

This is Birmingham City Farm. The farm is for families. It is very popular. At the farm they have got sheep and chickens. Harry and Liz are volunteers. On Saturday and Sunday they haven’t got school, so they can help with the animals.

The RSPCA helps animals. Diana is an RSPCA officer. She helps animals. These dogs haven’t got homes. Diana can help them find a new family.

The police in Britain have got horses and dogs. Andrew and Phillip are police officers. They haven’t got police dogs, they’ve got police horses. The police horses are big. They can run fast.

1. Listen and read.

2. True or false?
   1. The police in Britain have got dogs and cats. ______
   2. The RSPCA helps animals. ______
   3. The RSPCA helps people who haven’t got homes. ______
   4. At Birmingham City farm they have sheep and chickens. ______
   5. Harry and Liz can help on Tuesday and Wednesday. ______

3. Read and write Andrew, Diana or Harry.
   1. I am a volunteer. ______
   2. I’ve got a horse. ______

4. Adopt an abandoned pet from the RSPCA!

Say ... • what kind of animal it is • what colour it is • how old it is • what is its name

Draw it.
Listen and repeat.

**MUM**  It's Dad's birthday on Tuesday.

**CONNOR**  Yes, Mum.

**MUM**  Have you got a present?

**CONNOR**  Yes, Mum.

**MUM**  That's nice. What is it?

**CONNOR**  It's a picture.

**MUM**  Oh. He's got lots of pictures.

**CONNOR**  He hasn't got this one. Look! It's his favourite football player!

**MUM**  Oh no! It's a poster. It's very big.

**CONNOR**  That's OK. I can keep it in my bedroom.

---

**Comprehension**

2 True or false?

1 Dad's birthday is on Thursday.
2 Connor has got a present for his father.
3 It's a picture of a pop group.
4 It's very small.
5 Mum is happy about the present.

3 Practise the dialogue in pairs.
Vocabulary

The family

Find these members of Emma's family on her family tree. Say their names.

1 mother  2 father  3 brother  4 grandma  5 grandad  6 aunt  7 uncle  8 cousins

Practice

Listen and write the months in the family tree. Then listen and repeat.

Work in pairs. Student A is Connor or Emma, Student B asks questions about his/her family.

Example

B Who is Richard?  A He's my uncle.

Speaking

Tell the class about your family's favourites. Talk about these or other things:

actors/actresses  football/sports teams  TV programmes/films

Examples

My Mum's favourite actor is George Clooney.
My brother's favourite football team is Real Madrid.

Pronunciation

Listen and repeat.

It's my father's brother's birthday.
I think he's thirty-three.
He's got a lot of birthday cards
And one of them's from me.
Has got – affirmative
He has (He’s) got a bike.
She has (She’s) got a CD.
It has (It’s) got a ball.

Has got – negative
He has not (He hasn’t) got a bike.
She has not (She hasn’t) got a CD.
It has not (It hasn’t) got a ball.

Has got – questions and short answers
Has he/she/it got a present?
Yes, he/she/it has.
No, he/she/it hasn’t.

1 Write sentences about the picture.

2 Ask and answer questions in pairs about the picture.

Example
A Has Mum got a computer?
B No, she hasn’t.

3 Complete the sentences with have got or has got.

1 My brother _____ a new bike.
2 You ______ a nice bag.
3 We ______ two dogs.
4 My sister ______ a cat.
5 I ______ a rabbit.
6 My Mum ______ a present.
7 Our teachers ______ a good class.
8 My cousin ______ a monkey.

Listen and check.

My, your, his, her, our, their

Words: my, your, his, her, our and their are used before nouns to show a relationship between two people or a person and thing.

<table>
<thead>
<tr>
<th>I</th>
<th>my</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>your</td>
</tr>
<tr>
<td>He</td>
<td>his</td>
</tr>
<tr>
<td>She</td>
<td>her</td>
</tr>
<tr>
<td>We</td>
<td>our</td>
</tr>
<tr>
<td>They</td>
<td>their</td>
</tr>
</tbody>
</table>

4 Complete the sentences with the words in the table. Use each word once.

1 I’ve got a sister. This is _____ sister.
2 You’ve got a new watch. It’s _____ watch.
3 He’s got a bike. It’s _____ bike.
4 She’s got a cat. That is _____ cat.
5 We’ve got computers. These are _____ computers.
6 They’ve got a hamster. It’s _____ hamster.

1 Mum _____ a book.
2 Nick ______________________
3 Dad ______________________
4 Aunt Val __________________
5 Millie ___________________
6 William ___________________
5 Complete the text with *my*, *his*, *her* or *our*.

Hi! My name is Emma. I'm eleven. I've got one brother. **Connor** name is Connor.

Mum's name is Rachel and Dad's name is Alex. Connor and I have got three uncles. favourite uncle is Dad's brother. name is Richard. Dad's got a sister, too. name is Lisa.

6 Choose the correct form.
2 She / Her is French. *She* is French.
3 This is he / his dog. *This is* his dog.
4 He's / His name is Martin. *He's* name is Martin.
5 Have you / your got a cat? *Have you* got a cat?
6 Is it you / your birthday? *Is it* your birthday?
7 They / There are from England. *They* are from England.
8 We / Our guinea pig is black and white. *Our* guinea pig is black and white.
9 Their / They mother is American. *Their* mother is American.

Listen and check.

Possessive 's

This is Emma. This is her watch. It's Emma's watch.

This is Connor. This is his bike. It's Connor's bike.

7 Circle the word in each sentence that should have an apostrophe (').

1 This is Emma's teacher.
2 Have you got your Dad's telephone number?
3 David's dogs are very noisy.
4 Holly's family has got lots of pets.
5 Come in, Emma. Now all Gavin's friends are here.
6 Where are your grandfathers books?

8 Tick (√) the correct sentences. Correct the other sentences.

1 That is Emma's hamster. ✓
2 This is Connor book.
3 Is it Holly's cat's?
5 That is the teacher's book.
6 He's got our Mum's computer.
7 Have you got address Gavin?
8 Is that Dad his present?

Game

Out of the bag
Get into groups of three. One student faces the wall. The other two students take one thing out of their bags and put it on the desk. The first student turns round and joins the other two students. He / She tries to guess who the thing belongs to.

Example
This is Silvia's pencil.
This is Jan's rubber.
Family life

Meg
My name’s Meg. I’m 11. I’m an only child. My Dad is a teacher. My Mum is a nurse. I’ve got my own bedroom. The house is very quiet. I’m not lonely because I’ve got two good friends. I’ve also got a cat. Cuddles is 2 and I love her.

John
My name’s John. I’m 11. I’ve got four sisters and one brother. Kate is 18. Kim is 14. Kirsty is 11 and Karen is 4. My brother Mike is 8. Mike and I have got a small bedroom. We’ve got pictures of all our favourite footballers. Dad’s a taxi driver and Mum’s a housewife. We’ve got two dogs and a cat. I’m not lonely but the house is very noisy.

Reading 1
Read the text and complete the table.

<table>
<thead>
<tr>
<th>Question</th>
<th>Meg</th>
<th>John</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Who is 11?</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2 Who hasn’t got brothers and sisters?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Who has got four sisters?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Who is a teacher’s child?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Who has got his/her own bedroom?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Who hasn’t got his/her own bedroom?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Who has got pictures of footballers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Who has got a cat?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Who is Kate’s brother?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Who isn’t lonely?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing

2 Complete the sentences with information from the texts.

My name is Meg. I am 11.
I am an only child.
I got a small family. Mum is a 6 and Dad is a 6. I've got my own 7

I John.
I got four 10 and a brother. I've a big family.
My 12 is a taxi driver. 13 Mum is a

15 got my own bedroom.

3 Write about your family. Use exercise 2 as a model.

Speaking

4 Draw your family tree. Use the one on page 61 to help you.

5 Show your tree to your partner. Ask and answer questions.

Examples
What's your uncle's name?
How old is your brother?
Who's Judy?

Listening

6 Listen. Are the sentences true or false?

1 Penny is on line three.
2 She is 11.
3 The song is for her Mum's birthday.
4 The birthday is on Tuesday.
5 She hasn't got a present.
6 Her request is the song – Daddy (I love you).

Speaking

7 Work in pairs. A is a DJ and B is a listener. Complete the dialogue.

A What's your name?
B

A How old are you?
B

A What's your request?
B
Talking about birthday presents

1 Listen and repeat.

CONNOR: It’s Mum’s birthday on Thursday. Have you got a present?
EMMA: Yes, I have.
CONNOR: What is it?
EMMA: A CD.
CONNOR: That’s a great idea.

Look and learn!

on + day
It’s Mum’s birthday on Thursday.

on + date
It’s Mum’s birthday on 3rd June.

in + month
It’s Mum’s birthday in June.

2 Practise the dialogue in pairs.

3 Complete the sentences with in or on.
1 Christmas Day is _______ Friday this year.
2 Her birthday is _______ December.
3 Halloween is _______ the thirty-first of October.
4 Our English class is _______ Tuesday.
5 My sister’s birthday is _______ April.
6 Is your Mum’s birthday _______ May?

4 Look at exercise 1. Change the words in bold to write your own dialogue.

- chocolates
- a CD
- a book
- a pen
- a bottle of perfume
- a camera
- flowers
Mother's Day is a special day in many countries. In Europe Mother's Day is in the spring. But it is on different days in different countries. In Spain it is on May the 1st, in Italy and Germany it is on May 8th, and in Poland it is on May 26th.

In Britain and the USA the date is different every year. In Britain it is in March or April. In the USA it is on the second Sunday in May.

But there are presents for Mums in every country! The most popular presents are flowers and chocolates. Cards and telephone calls are very important, too. Other members of the family have special days, too. In many countries Father's Day is on March 19th. And in some countries like the USA there are special days for grandparents.

1 Listen and read.

2 Match the Mother's Day things with the pictures.

1 flowers 3 a telephone call
2 chocolates 4 a card

3 What special family days are there in your country? Make a list with your partner.

4 When is Mother's Day in these countries? Write the dates or months.

1 Britain
2 Spain
3 Italy and Germany
4 The USA
5 Poland

Over to you!

5 Make a Mother's Day card.
- Draw a picture or cut out a photo from a magazine
- Write the greetings in English
Have got

1 Solve the puzzle.
   Example
   Paul has got a walkman.

2 Have you or your family got these things?
   Examples
   We've got a cat.
   I haven't got a bike.

Can

3 Complete the sentences with can or can't.
   1 Dogs ________ swim.
   2 Cats ________ fly.
   3 Rabbits ________ jump.
   4 Birds ________ sing.
   5 Ducks ________ run.
   6 Hamsters ________ talk.

Possessive 's

4 Match the pets to the owners.
   Example
   Barney is John's dog.
   Fifi is Vicky's dog.
   Patch is Sophie's dog.
   Jemma is Paul's dog.
   Baby is Andy's dog.
   Will is David's dog.
   Mrs Brown is Hannah's dog.
   Bliss is Nick's dog.

5 Rewrite the sentences using his or her.
   Example
   Barney is his dog.
   Hannah is her dog.

Vocabulary

6 Write the names of the animals.
   1 d ________
   2 c ________
   3 h ________
   4 m ________
   5 r ________
   6 p ________
   7 f ________
   8 d ________
7 How many animals can you find? Write the names and numbers.

Example
Three dogs

8 Complete the table.

<table>
<thead>
<tr>
<th>Grandma</th>
<th>Your mother or father's mother</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The child of your aunt or uncle</td>
</tr>
<tr>
<td></td>
<td>Your mother or father's sister</td>
</tr>
<tr>
<td></td>
<td>Your mother or father's brother</td>
</tr>
<tr>
<td></td>
<td>Your mother or father's father</td>
</tr>
</tbody>
</table>

Situations

9 Complete the sentences.

1 Today's date is ________________________
2 My birthday is in ________________________
3 My birthday is on ________________________
4 Christmas Day is on ________________________
5 Our next English test is ________________________

10 Complete the dialogue.

VICKY: Look. It's the new Robbie Williams CD. Have you _______ it?
ANDY: No, I _______.
VICKY: When _______ Mum's birthday?
ANDY: Next week.
VICKY: _______ a present for her?
ANDY: No, I _______. Why?
VICKY: This is a very good CD ...
ANDY: Vicky!!

Learning diary

Check if you can ...
- say the names of five animals
- say three sentences about your friends' pets
- say the dates of your family's birthdays

How did you do?

Not bad!  Good!  Excellent!
Supermarket Sam: A present for Sally

March 13th. Oh, no! It's Sally's birthday ... and I haven't got a present!

Happy Birthday, Sally!

Thanks, Sam. Look - I've got two CDs and a book from Mum!

They're very nice.

Yes ... but I haven't got a pet.

Later that day, at Cresco's

Are you OK, Sam?

I'm not very happy. It's my sister's birthday and I haven't got a present for her.

I want a tin of HappyKat. It's up there.

OK. Just a minute.

Excuse me young man!

Ouch! You clumsy boy!

Look out!
1 Listen and read.

2 Answer the questions.
   1 What is the date?
   2 What has Sally got for her birthday?
   3 What hasn't she got?
   4 What is HappyKat?
   5 What is in the box in picture 13?

3 Look at the pictures. Say if people are happy or unhappy.
   1 Sam (picture 1)
   2 Sally (picture 3)
   3 Old lady (picture 8)
   4 Mrs Moffat (picture 11)
   5 Sam (picture 13)
   6 Sally (picture 14)

4 Act out the story in groups.
Girls! It’s time for bed.

Oh Dad. It’s only nine o’clock and this is a very good programme.

You always go to bed at eight thirty.

Yes, but I never go to sleep then.

I always read in bed until nine thirty.

And Holly always goes to bed at nine.

That’s true and I always go to sleep at half past nine.

That’s enough girls. Bed!

OK. Goodnight Dad. Come on Holly.

I’ve got this great new magazine ...

1 Listen and repeat.

DAD Girls! It’s time for bed.

EMMA Oh Dad. It’s only nine o’clock and this is a very good programme.

DAD You always go to bed at eight thirty.

EMMA Yes, but I never go to sleep then.

I always read in bed until nine thirty.

And Holly always goes to bed at nine.

HOLLY That’s true and I always go to sleep at half past nine.

DAD That’s enough girls. Bed!

EMMA OK. Goodnight Dad. Come on Holly.

I’ve got this great new magazine ...

2 Complete the sentences.

1 It is __________ o’clock.

2 Emma goes to bed at __________.

3 Emma reads until __________.

4 Holly goes to bed at __________.

5 Holly goes to sleep at __________.

3 Practise the dialogue in groups of three.
**Vocabulary**

4 Listen and complete the sentences about Emma's day.

Habits and routines

1. I get up at **seven o'clock** in the morning.
2. I have breakfast at
3. I go to school at
4. I watch television in the evening. My favourite programme starts at
5. I have dinner at
6. I go to bed at and I read in bed until nine thirty.

**Practice**

5 Talk about your day. Use these expressions.

1. get up
2. have breakfast
3. go to school
4. watch television
5. have dinner
6. go to bed

Example

I get up at half past six.

**Pronunciation**

6 Listen and say how we pronounce the -s in these verbs. Is it /s/ or /z/?

I’ve got three pets, they’re really cool
They never scratch or bite
The cat just sleeps
The dog just eats
And the hamster plays all night.

Listen again and repeat.
Present simple – affirmative

We use the Present simple to talk about something that happens every day.

I do my homework in the evening.
Holly goes to bed at nine o'clock.
Connor plays football with Ben.

1. I (go) to school at eight o'clock.
2. Connor (play) football.
3. We (watch) television on Saturday morning.
4. She (play) computer games.
5. John (get up) at 6.00 a.m.
6. Mark's Dad (teach) at my school.
7. He never (listen) to his teacher.
8. They (go) to bed at half past nine.

Look and learn!

Look how the spelling of the verb with he, she and it changes.

Verbs ending with a -y change from -y to -ies.

we study she studies

We add -es to verbs ending with -o, -ch, -sh or -x.

I do she does you teach he teaches

1. Write the base form of these verbs.
   1. goes
   2. starts
   3. gets
   4. reads
   5. watches
   6. studies
   7. teaches
   8. likes
   9. plays

2. Put the verbs in the correct column.

<table>
<thead>
<tr>
<th>-s</th>
<th>-es</th>
<th>-ies</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Put these verbs in the correct form.
   1. I (go) to school at eight o'clock.
   2. Connor (play) football.
   3. We (watch) television on Saturday morning.
   4. She (play) computer games.
   5. John (get up) at 6.00 a.m.
   6. Mark's Dad (teach) at my school.
   7. He never (listen) to his teacher.
   8. They (go) to bed at half past nine.

4. Complete the sentences with an appropriate verb.

   1. (I go) at seven o'clock.
   2. (I start) at eight o'clock. I (go) to school at half past eight. In the afternoons I (play) football. I always (listen) to CDs. On Sundays I (go) to school at half past eight. In the afternoons I (play) football. I always (listen) to CDs. On Sundays I (go) to bed at nine o'clock.

Listen and check.
5 Listen to the description of Mark's day. Circle the correct times.

6 Look at the pictures and make sentences about Mark's day.

Always, usually, never, often, sometimes

These words show how often something happens.

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>usually</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>often</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>sometimes</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>never</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

In the Present simple always, never, etc. go between the subject and the verb.

Examples
I always do my homework.
I often get up at 7 o'clock.
She never plays football.

Look and learn!
With be always, usually, etc. go after the verb.

I am always hungry.

7 Choose a suitable adverb to make true sentences.
1 | ________ | read English books.
2 | ________ | do my homework.
3 | ________ | go to sleep at school.
4 | ________ | watch TV in the evening.
5 | ________ | get up at 8.00 a.m.
6 | ________ | go to bed at 9.00 p.m.
7 | ________ | read comics.
8 | ________ | play football at school.

8 Guess what time your partner does the activities in exercise 4.
A You get up at half past six.
B No, I don't. I get up at seven o'clock.

Game

Chain game

Get into groups. The first student says when he / she does an activity, e.g. I get up at seven o'clock. The next student repeats the activity of the previous student and adds the time when he / she does it himself / herself. The following students repeat and add their sentences. The game ends when every person in the group has had a go, or when someone makes a mistake.

Example
A I get up at half past six.
B Ania gets up at half past six. I get up at seven o'clock.
C Ania gets up at half past six. Kasia gets up at seven o'clock. I get up ...

When the last person correctly repeats all the sentences he / she can start a new round with a different activity.
Reading 1 Read the text and circle the best way to complete the sentences.

Milos is 12 years old. He lives in Prague, the capital of the Czech Republic. His father is a teacher in a big school. His mother works in a hospital. She's a nurse. Milos has got a sister, Dana. She's 13. They go to the same school. The school hasn't got a uniform. Milos usually wears jeans. His favourite subjects are Geography and Art. He studies two foreign languages: English and German.

After school he plays football or goes out with friends. He does his homework at 5 o'clock. He usually has dinner at seven o'clock and watches television in the evening. He goes to bed at half past nine.

1 Milos comes from ...
   A Poland. B Germany. C The Czech Republic.

2 His mother is a ...

3 Milos has got ...
   A a sister. B a brother. C a school uniform.

4 His favourite subjects at school are ...

5 He plays football ...
   A at school. B after school. C in the evening.

6 At half past nine he ...
   A watches television. B goes to bed. C has dinner.

Vocabulary 2 Match the school subjects with the pictures. Then listen and check.

- Spanish  [ ]
- English  [ ]
- Science  [ ]
- Maths  [ ]
- Geography  [ ]
- Art  [ ]
- Sport  [ ]

Writing 3 Complete the text about Milos.

My name 1 ________ (be) Milos and I 2 ________ (be) 12 years old. I 3 ________ (live) in Prague.

My father 4 ________ (teach) in a big school and my mother 5 ________ (be) a nurse. My sister and I 6 ________ (go) to the same school. I usually 7 ________ (wear) jeans to school.

My favourite subjects 8 ________ (be) Geography and Art.

4 Write a similar text about yourself.
Listening

5. Listen and complete the table.

<table>
<thead>
<tr>
<th>Name</th>
<th>Wang Yu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lives in</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Birthday</td>
<td></td>
</tr>
<tr>
<td>Brothers/Sisters</td>
<td></td>
</tr>
<tr>
<td>School uniform colours</td>
<td></td>
</tr>
<tr>
<td>Favourite subjects</td>
<td></td>
</tr>
</tbody>
</table>

6. What else can you remember from the interview? Tell your partner.

Example
Wang Yu's got a brother.

Speaking

7. How well do you know your partner? Write sentences about her / him using the phrases in the box. Check if you were right.

Examples
A I think you usually get up at 6.30.
   B You're right. I always get up at 6.30.
A I think your favourite animal is a snake.
   B You're wrong. My favourite animal is a bird.

Song

Monday to Friday

Listen and sing.

Monday to Friday I go to school,
I like my school - I think it's cool.
Saturday and Sunday I see my friends,
I like my friends - we meet at weekends.
Morning to evening we swim and play,
We like to play and laugh all day.
Night time, at nine, it's time for bed,
I like my bed to rest my head.
Tell me about the things you do,
What about you? What do you do?
Talking about school

Listen and repeat.

HOLLY What have we got now?
EMMA Maths.
HOLLY Good. I like Maths!
EMMA After the break we’ve got Geography.
HOLLY Geography is OK, but it’s not my favourite.
EMMA And at twelve o’clock it’s Science.
HOLLY Great. I love Science!
EMMA Oh – I don’t. I hate Science!

2 Practise the dialogue in pairs.

3 Match the phrases with the faces. Listen and check.

☐ I like ...
☐ I love ...
☐ I hate ...
☐ ... is OK

4 Write true sentences about school subjects.

1 I love ________________
2 I hate ________________
3 I love ________________
4 ________________ is OK.

5 Talk about your timetable in pairs.

Examples
A What have we got after break?
B English.
A Good. I like English.
A What have we got at ten o’clock?
B Sport.
A Oh no! I hate sport.
School finishes at a quarter to four. After school, students do different things. Some go home and some stay at school!

Here are some things you can do at school after lessons:

- **Sports**
  - Our school has got football, rugby and netball clubs.

- **Music**
  - We've got a good choir (I sing in it!).

- **Drama**
  - For young actors (like Connor).

- **Reading**
  - Our school has got a good library with lots of books.

- **Internet**
  - We can use the schools' computers from 4 to 6 p.m.

Here are some things students do outside school:

- **Swimming**
  - At a big swimming pool near the school.

- **Karate and Judo**
  - You can do this at the sports centre.

- **Listen to music**
  - (My favourite group is Blue.)

- **Play computer games**
  - (Not me!)

- **Watch television**
  - The Simpsons is very popular.

This is the result of my class survey of 11 boys and 12 girls.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>do activities at school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>go swimming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>go to the sports centre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>listen to music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play computer games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch television</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**1.** Listen and read.

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

1. _______ boys and _______ girls do activities at school.
2. _______ girls go swimming.
3. _______ girls listen to music.
4. _______ boys play computer games.
5. _______ students watch television.

**Over to you!**

**3.** Do a class survey on free time activities. Ask questions like these:

- What's your favourite sport?
- What's your favourite television programme?
- What's your favourite computer game?

**4.** Draw a graph of the results.
Listen and repeat.

GAVIN Hi Emma. Do you like my new track suit?
EMMA Yes, I do. It's great. I love it.
GAVIN Look, I've got the new *Mirage* CD. It's brilliant.
EMMA I don't like them.
GAVIN Well, I think they're cool.
EMMA Well, I hate them. And the singer looks so stupid ...
GAVIN He doesn't look stupid.
EMMA He does. He always wears those silly track suits and trainers.
GAVIN Emma, do you really like my new track suit?
EMMA Oops!

Comprehension 2 Who says these things?
1 Do you like my new track suit?
2 I love it.
3 It's brilliant.
4 I don't like them.
5 I hate them.
6 Do you really like my new track suit?

3 Practise the dialogue in pairs.
Vocabulary

Clothes

trainers
jeans
T-shirt
ejacket
shirt
dress
shoes
skirt
jumper
sweatshirt
track suit
trousers
uniform

Practice

5 What is it? Test your partner.

Example
A It's green and yellow.    B The T-shirt.

6 Answer the questions in pairs.

Examples
A What do you wear to school?
B I always wear my school uniform.

A What do you wear at the weekend?
B I usually wear blue jeans at the weekend.

Pronunciation

7 Listen and repeat with the same intonation.

Do /do/ and /du/

Do you like blue?
Yes, I do. Blue's a great colour.
I love blue.

Do you like red?
Yes, we do. Red's a great colour.
We love red.

Make up your own verse of the chant.

8 What is your friend wearing? Write a list. Use the words in exercise 4 with different colours.

Example
a yellow jumper

Read the list to your partner.
### Present simple – negative

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>Negative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>don't</td>
<td>like</td>
<td>pizza</td>
</tr>
<tr>
<td>You</td>
<td>don't</td>
<td>like</td>
<td>pizza</td>
</tr>
<tr>
<td>He</td>
<td>doesn't</td>
<td>like</td>
<td>pizza</td>
</tr>
<tr>
<td>She</td>
<td>doesn't</td>
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<td>It</td>
<td>doesn't</td>
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<td>pizza</td>
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<td>We</td>
<td>don't</td>
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<td>pizza</td>
</tr>
<tr>
<td>You</td>
<td>don't</td>
<td>like</td>
<td>pizza</td>
</tr>
<tr>
<td>They</td>
<td>don't</td>
<td>like</td>
<td>pizza</td>
</tr>
</tbody>
</table>

**Examples**

I don't like trainers.
Emma doesn't like track suits.
They don't like football.

### Look and learn!

We use **do** to form the negative in the Present simple, but not with **be** and **have got**.

Emma isn't American.
Connor hasn't got a cat.

What is the form of **do** after **he, she and it**?

### 1 Complete the sentences with **doesn't** or **don't**.

1. Emma ________ like Mirage.
2. They ________ like football.
3. Connor ________ like school.
5. I ________ wear jeans at school.
6. You ________ wear sweatshirts.
7. We ________ listen to CDs.
8. My cousin ________ like music.

### 2 Write the sentences in the negative form.

1. Martin lives in London.
2. Connor hates football.
4. We wear a uniform to school.
5. Emma wears dresses.
6. They listen to pop music.

### Present simple – questions

<table>
<thead>
<tr>
<th><strong>Do</strong></th>
<th><strong>Present simple</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you</td>
<td>like Mirage?</td>
</tr>
<tr>
<td>he/she/it</td>
<td>like Mirage?</td>
</tr>
<tr>
<td>we/you/they</td>
<td>like Mirage?</td>
</tr>
</tbody>
</table>

### 3 Complete the questions with **do** or **does**.

1. ____ you like Mirage?
2. ____ Emma wear jeans?
3. ____ Julian like this shirt?
4. ____ they wear trainers to school?
5. ____ school start at eight?
6. ____ we go to bed after ten o'clock?
7. ____ we wear a uniform?
8. ____ English students go to school on Saturdays?

### 4 Make questions with these words.

1. do school you go to on Sundays?
2. wear your does Dad track suits?
3. you do like football?
4. cousins play the piano your do?
5. your teacher does wear trainers?
6. they do swimming go?
7. your does Mum music listen to?
8. friend your does Maths like?

### 5 Make questions from these sentences.

1. Dad likes football. ________
2. I don't wear a school uniform. ________
3. We play football at the weekend. ________
4. She doesn't like red sweatshirts. ________
5. I go to bed at ten o'clock. ________
6. He drinks milk for breakfast. ________
7. I don't live in London. ________
Present simple – short answers

Yes, I / you / we / they do.
Yes, he / she / it does.
No, I / you / we / they don’t.
No, he / she / it doesn’t.

Examples
Do you like spiders? No, I don’t.
Does Gavin like Mirage? Yes, he does.

6 Complete the short answers.

1 ‘Do you like tennis?’
   ‘Yes, _______ _________.’
2 ‘Does your sister wear a uniform?’
   ‘No, _______ _________.’
3 ‘Does Robert go to your school?’
   ‘Yes, _______ _________.’
4 ‘Do you and Sally like dresses?’
   ‘No, _______ _________.’
5 ‘Do your friends wear track suits?’
   ‘_______, _______ _________.’
6 ‘Does your teacher wear jeans?’
   ‘_______, _______ _________.’

7 Listen and tick the clothes that Emma and Gavin like.

8 What does your partner like?
   Look at the picture and ask and answer.

Me, you, him, her ...

Emma likes Gavin.
Gavin likes Emma.
I like this T-shirt.
Gavin likes track suits.

Object pronouns

<table>
<thead>
<tr>
<th>Subject pronouns</th>
<th>Object pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>he</td>
<td>him</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
</tr>
</tbody>
</table>

9 Replace the words in bold with me, you, him, her, it, us, you or them.

1 I like Gavin.
   I like _________.
2 I like Emma.
   I like _________.
3 I wear this jacket every day.
   I wear _________. to school.
4 Holly doesn’t like hot dogs.
   She hates _________.
5 Ben likes you and me.
   He likes _________.

Game

Twins!

Work in groups. Draw a boy or a girl and colour his / her clothing. Describe your picture to your friends.

Example

It’s a girl.
She’s got a yellow T-shirt.
She’s got red and white jeans.
She’s got grey trainers.

The other students listen and draw a picture based on the description.
1 Work in pairs. Answer the questions below. Guess your partner's answers and then ask her/him these questions and check if you were right.

<table>
<thead>
<tr>
<th></th>
<th>Me</th>
<th>My friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What time do you usually get up?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>What time do you go to bed on Saturdays?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Do you like this school?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Do you like parrots?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>What is your favourite pet?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Do you play volleyball?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Who is your favourite sports star?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>What is your favourite television programme?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Do you usually wear a track suit?</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>What is your favourite colour?</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>What colour is your bedroom?</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Do you like chips?</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>What time do you have dinner?</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Have you got a computer?</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Are you noisy?</td>
<td></td>
</tr>
</tbody>
</table>

2 Tell the class three things you and your partner have in common.

*Example*
We like this school.
We don't play volleyball.
Our favourite colour is blue.

3 *Do they like their clothes?* Listen and circle the correct answer.

- police officer
- actor
- ski instructor
- student

Listen again and write the clothes they wear at home.

1 police officer **jeans**
2 actor ****
3 ski instructor ****
4 student ****
Writing

4 Change the words in bold to write your own email.

Dear Emma

My name is Shane. I'm 12. I'm from Dublin and I want to be your penfriend. I get up at 7.15 and I go to school at 8.30. I like school but I don't like Maths. What time do you go to school? After school I do my homework and watch TV. My best friend's name is Matt. We often listen to music together and we play football on Saturdays. Football is my favourite sport. I don't like swimming. What is your favourite sport? Do you like the sweatshirt in the photograph? It's my favourite. Please write soon.

Shane

Song

5 Listen and sing.

Walk with a smile

Do you like green, do you like blue?
Hey, what colour looks good on you?
Do you think trainers and jeans are cool?
Or do you wear a uniform to school?

Do you like red, and yellow too?
Hey, what colour looks good on you?
Do you like a track suit or a skirt?
Or do you wear trousers and a shirt?

(Chorus):
Be proud of your look!
Be proud of your style!
Be proud of yourself!
And walk with a smile!

(Repeat)

Game

6 Who is it? Describe a person in the class or on TV. Can the others guess who it is?

He usually wears a green T-shirt.
Talking about likes and dislikes

1. Listen and repeat.

MUM: Do you like this shirt?
CONNOR: It's OK.
MUM: Do you like this one?
CONNOR: No, I don't.
MUM: I think it's nice.
CONNOR: Well, I think it's horrible. You know I hate clothes shops.
MUM: All right. That's enough. Come on, Connor, it's time to go home.
CONNOR: Wait a minute, Mum. I really like this one! Come and have a look at it!

2. Put the expressions in the right column.

It's great. I think it's nice. I hate it. I really don't like it.
I love it. I really like it. It's horrible.

3. Use the pictures to ask and answer in pairs.

Example:
A: Do you like this T-shirt?
B: Yes, I do. I think it's nice. I really like it.
Many British schools have orchestras or choirs. There are some schools that are famous for music. One of them is Magdalen College School in Oxford.

Magdalen College School is for boys aged 7 to 18. The school has a famous choir. They sing in the University. They also sing in different countries, on television, and they make CDs.

Every year on May 1st at six o'clock in the morning the choir sing from the College tower. Lots of students and tourists come to listen to them. It's a very old tradition to welcome the beginning of spring.

What's it like to be a choirboy in a choir school? Ollie gives us the answers!

Q Do you have to wear special clothes for choir?
A We wear our school uniform. It's black and white. You can see it in the photo.

Q Do you like the choir's uniform?
A Yes, it's alright.

Q What clothes do you like?
A I like jeans and T-shirts. I usually wear them at home.

Q Do you like the music that the choir sings?
A I like it but sometimes it's a bit boring.

Q What other music do you like?
A I like all sorts of music. I like rock, pop and dance music.

Q Who is your favourite band or singer?
A My favourite band is Coldplay. I've got their new CD and I love it.

1 Listen and read.

2 True or false?
1 Magdalen College School is a choir school.
2 It is for boys and girls.
3 Ollie sings in the choir.
4 He wears black and white clothes in the choir.
5 He doesn't like them.
6 He likes Coldplay.

3 Find out about about the music your classmates like.
1 What music do you like?
2 Who's your favourite singer/group?
3 Have you got his/her/their CD?

4 Make a poster with the names of the most popular singers and their songs.
Present simple

1. Complete the sentences with the correct form of the verbs in brackets.
   1. I often ___ comics. (read)
   2. I ___ big dogs. (not like)
   3. My cousin ___ in Ireland. (live)
   4. We often ___ to music. (listen)
   5. My sister ___ Maths. (hate)
   6. We ___ a uniform to school. (not wear)
   7. Our cat ___ fish. (not eat)
   8. My Mum ___ in a junior school. (teach)

2. Complete the text with the correct form of the verbs in the box.

   Alex ___ at seven o'clock every day.
   He ___ to school by bus.
   He ___ lunch at school.
   He ___ a uniform. After school he ___ basketball. It's his favourite sport. In the evening he ___ his homework, or ___ to his friend by email. He usually ___ television after dinner.

3. Write questions.

   Do you go to school ___ in the morning?  Do you go to bed ___?
   Does Alex have lunch ___?  Does Alex have breakfast ___?
   Example
   Do you go to school in the morning?

4. Now answer the questions.

5. Who wears these sweatshirts?

   LISA: I never wear red. My favourite sweatshirt has got a picture of my pet on it.
   JENNY: I like red but I hate football.
   ANNA: My favourite group is from Ireland, so I wear green.
   LUKE: I sometimes wear a sweatshirt with my favourite team on it.
Vocabulary

6 Do the puzzle.

7 Put these expressions in the correct order.

- go to school
- get up
- have lunch
- have breakfast
- have dinner
- go home
- go to sleep
- go to bed

8 Write the names of these school subjects.

- Geography
- Music
- Art

Situations

9 Complete the dialogue.

A What have we got at ten o'clock?
B ____________________.
A Good. I ____________ English!
B And at eleven o'clock we've got
__________________.
A Oh, no. I ____________!

Write another dialogue. Change the times and the subjects.

Learning diary

Check if you can ...
- name three activities that you always do every day
- name three activities that you sometimes do
- names eight pieces of clothing
- say three things that you like and three things that you don’t like
- say three things that you do in your free time

How did you do?

Not bad! Good! Excellent!
Supermarket Sam: Well done, Sam!

Where are you, Sam?
I'm here, Mr Beeston.
Go to the car park and collect the trolleys.

I've got a job for you.

Brr. It's cold and I haven't got a jacket.

Watch out!

But ...

I don't like him!

Twenty-nine, thirty. Wow! Thirty trolleys!
1 Listen and read.

2 True or false?
   1 Sam sometimes works in the car park.
   2 He is with Rachel.
   3 He sees a man in a car.
   4 Sam likes the man.
   5 The man likes Sam.
   6 The man goes into the supermarket.

3 Number the events in order 1–6.
   a The man goes into the supermarket.
   b Rachel and Mrs Moffat come out of the supermarket.
   c The man runs to the car.
   d Mr Beeston is happy.
   e A police officer comes.
   f Sam stops the man with the trolleys.

4 Act out the story in groups.
### Starter unit

<table>
<thead>
<tr>
<th>a.m.</th>
<th>/ət 'em/</th>
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</thead>
<tbody>
<tr>
<td>across</td>
<td>/ə'kros/</td>
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<tr>
<td>after</td>
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<td>and</td>
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<td>hot dog</td>
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<td>/ˈhɛltəl/</td>
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<td>How do you spell ...?</td>
<td>/hɑː ˈdəʊ ˈspell .../</td>
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<td>I am/</td>
<td>/aɪ/</td>
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<td>I'm fine, thank you.</td>
<td>/aɪ ˈfain, ˈθæŋk juː/</td>
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<tr>
<td>is</td>
<td>/ɪz/</td>
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<td>/dʒɛinz/</td>
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<td>/wɛ/</td>
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<td>/waɪt/</td>
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<td>write</td>
<td>/raɪt/</td>
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<td>/jes/</td>
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<td>/juː/</td>
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<td>what</td>
<td>/wɒt/</td>
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<tr>
<td>What's your name?</td>
<td>/wɒt ˈzɜːrə/</td>
</tr>
</tbody>
</table>

### Unit 1

#### animal
- /əˈnɪml/  
- are /əˈre/  
- assembly hall /ˈæsəmpli hɔːl/  
- black /bæk/  
- canteen /ˈkæntɪn/  
- cat /kæt/  
- class /klɑs/  
- come /kʌm/  
- dog /dɒɡ/  
- eight /eɪt/  
- eleven /ˈelɪvən/  
- first name /ˈfɜːst nɪm/  
- five /fɪv/  
- four /fɔː(r)/  
- friend /frend/  
- great /ɡreɪt/  
- he /he/  
- head teacher /hed ˈtʃeɪtə(r)/  

#### her
- /hɜːr(r)/  
- hero /ˈhɪərəʊ/  
- Hey /hɛ/  
- How old are you? /hau ˈəʊld ə juː/  
- It /ɪt/  
- lunch time /ˈlʌntʃ tʌm/  
- new /nju:/  
- nine /naɪn/  
- one /əʊn/  
- Oxford /ˈɒksfəd/  
- pet /pɛt/  
- photo /ˈfəʊtəʊ/  
- picture /ˈpɪktʃə(r)/  
- playground /ˈpleɪgrəʊnd/  
- poster /ˈpəʊstə(r)/  
- school /ˈskuːl/  
- see /si:/  
- seven /ˈsevn/  
- she /ʃi:/  
- six /sɪks/  
- stick /sti:k/  
- surname /ˈsɜːnmen/  
- teacher /ˈtiːtʃər/  
- ten /tɛn/  
- this /ðɪs/  
- three /θriː/  
- twelve /ˈtaulv/  
- What's your name? /wɒt ˈzɜːrə/  

### Unit 2

| American | /ˈæmərɪkən/  
| are | /əˈre/  
| assistant | /əˈsɪstənt/  
| Belfast | /ˈbɛlfəst/  
| big | /bɪɡ/  
| Britain | /ˈbɜːtn/  
| British | /ˈbrɪtʃ/  
| Byel | /bjuː/  
| capital | /ˈkeɪpəl/  
| Cardiff | /ˈkɑrdɪf/  
| castle | /ˈkæsəl/  
| CD | /siːdi/  
| centre | /ˈsɛntə(r)/  

### Abbreviation

| p. | plural |
go to school /gəʊ tə 'skulf/  
go to sleep /gəʊ tə 'slɛp/  
hate /heɪt/  
have breakfast /hæv 'brefkfast/  
have dinner /hæv 'dɪnə(r)/  
homework /ˈhəʊmwaːk/  
house /ˌhɔʊs/  
Imagine /ɪmˈdʒɪn/  
Internet /ˈɪntərnet/  
It's only /ɪts əʊnli/  
It's time for /ɪts ə 'taɪm fɔ(r)/  
judo /'dʒuːdʒu/  
just /dʒʌst/  
karate /'kærət/  
library /ˈlaɪbrəri/  
like, likes /laɪk, laɪks/  
listen, listens /ˈlɪsn, ˈlɪsnz/  
live, lives /lɪv, lɪvz/  
love /lʌv/  
Maths /mæθs/  
Music /ˈmjuːzɪk/  
neat /neɪt/  
netball /ˈnetbɔːl/  
ever /ˈnevər/  
often /ˈɒfn, ˈɔftn/  
online /ˈɒnlайн/  
PE. /piː/  
play, plays /pleɪ, pleɪz/  
pijama /ˈpiːdʒəmə/  
Prague /ˈpraːɡ/  
read, reads /riːd, riːdz/  
really /ˈriːəli/  
result /ˈrɛzəlt/  
rugby /ˈrʌɡbi/  
Science /ˈsɛntʃaɪn/  
scratch /ˈskrætʃ/  
sleep /slɛp/  
sometimes /ˈsʌmtaɪmz/  
sport /spɔːt/  
sports centre /ˈspɔːts sɛntə(r)/  
starts /stɑːts/  
stay /steɪ/  
study, studies /ˈstʌdi, ˈstʌdz/  
subject /ˈsʌbʤekt/  
survey /ˈsɜːrvər/  
swimming /ˈswɪmɪŋ/  
switch on /ˈswɪtʃ ən/  
teaches /tɛtʃiz/  
The Czech Republic /də tʃɛk rɪˈpʌblɪk/  
the same /ðə ˈseɪm/  
then /ðɛn/  
tonight /ˈtaʊnɪt/  
true /trjuː/  
uniform /ˈjuːnɪfɔːm/  
until /ˈʌntɪl/  
usually /ˈjuːʒuəli/  
watch television /ˈwɔtʃ ˈtɛlvɪʃn/  
What have we got at ...? /ˈwɔt æv wiː ˈɡɔt ət .../  
works /wɜːks/  
young /ˈjʊŋ/  

cassock /ˈkæsək/  
casual /ˈkɛʒʊəl/  
cat /kæt/  
cold /kəʊld/  
collect /ˈkəlɛkt/  
college /ˈkɒlɪdʒ/  
Do you have to ...? /ˌduː ˈjuː/  
dress /dres/  
get home /get ˈhʊm/  
go home /ɡəʊ ˈhʊm/  
go to bed /ɡəʊ tə ˈbed/  
go to sleep /ɡəʊ tə ˈslɛp/  
have lunch /hæv ˈlʌntʃ/  
herself /hɜːrsɛlf/  
him /hɪm/  
horrible /ˈhɔːrəbl/  
Ireland /ˈaɪrənd/  
It's a hard life. /ɪts əˈhaːd laɪf/  
jacket /ˈdʒækɪt/  
jumper /ˈdʒʌmpə(r)/  
leg /legate/  
likes and dislikes /ˈlaɪks ənd ˈdɪslæks/  
listen to /ˈlɪsn tə/  
look at /lʊk ət/  
look good /lʊk ˈgʊd/  
look stupid /lʊk ˈstjuːpid/  
make /meɪk/  
me /miː/  
need /niːd/  
Oops! /ˈaʊps/  
orchestra /ˈɔrkɪstra/  
other /ˈʌðə(r)/  
Owl /ˈaʊl/  
pencil friend /ˈpɛnkl frend/  
piano /ˈpiənəʊ/  
play the piano /ˈplei diə piənəʊ/  
 seiz of pride of /ˈpraʊd əv/  
shirt /ʃɜːt/  
shoes /ʃuːz/  
silly /ˈsɪlɪ/  
ski instructor /ˈskiː ɪnstrʌkta(r)/  
skirt /ˈskɜːt/  
smile /smайл/  
so /soʊ/  
sports star /ˈspɔːts stɑː(r)/  
start /stɑːt/  
style /streɪl/  
such as /sʌʃ əz/  
sweatshirt /ˈswetʃaːt/  
suave /swɛv/  
the same /ðə ˈseɪm/  
then /ðɛn/  
tonight /ˈtaʊnɪt/  
true /trjuː/  
uniform /ˈjuːnɪfɔːm/  
until /ˈʌntɪl/  
usually /ˈjuːʒuəli/  
watch television /ˈwɔtʃ ˈtɛlvɪʃn/  
What have we got at ...? /ˈwɔt æv wiː ˈɡɔt ət .../  
works /wɜːks/  
young /ˈjʊŋ/  

Unit 8

a bit /ə ˈbit/  
All right. /əl rɛt/  
all sorts /əl sɔːts/  
basketball /ˈbɑːskɪtbɔːl/  
beginning /ˈbɪɡɪnɪŋ/  
boring /ˈbɔːrɪŋ/  
car park /ˈkɑː pɑːk/
English Zone

English Zone – A four-level course for every class

English Zone is aimed at students aged 10–14. It provides lessons that are easy to teach and easy to learn. Its clear approach to language learning helps students build on what they already know and develop their skills with confidence.

English Zone has:

- Great storylines with lots of lively dialogues
- Simple, clear grammar presentations and plenty of practice
- Interesting Culture Zones with engaging projects
- Fun songs, games and puzzles
- Constant recycling and revision of materials

English Zone 1 consists of:
Student’s Book
Workbook with CD-ROM
Audio CD with all the Student’s Book listening material and songs
Teacher’s Book with photocopiable material
Flashcards

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