

OXFORD

Project Explore

Радна свеска

Starter

Sarah Phillips
Paul Shipton



Online practice with
Workbook audio

Project Explore

Радна свеска

Starter

Sarah Phillips
Paul Shipton

Енглески језик за 4. разред основне школе
Четврта година учења

| | |
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| 1 Me! | 2 |
| Progress check | 10 |
| 2 At home | 12 |
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Based on an original concept
by Tom Hutchinson

1

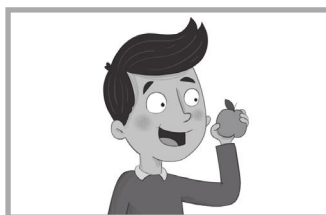
Me!

1A In the playground

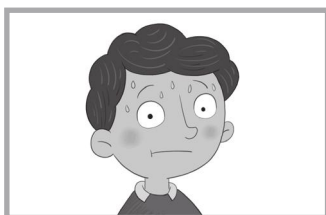
Vocabulary and Grammar

be: singular forms

1 ★ Label the pictures.



1 hungry



2 _____



3 _____



4 _____



5 _____



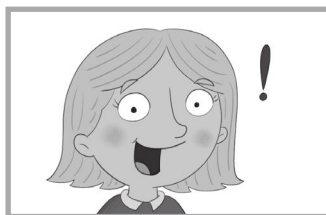
6 _____



7 _____



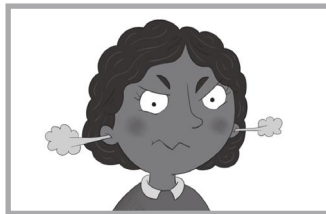
8 _____



9 _____



10 _____



11 _____

2 ★★ Mark these sentences true (T) or false (F) for you. Correct the false sentences.

1 I'm hungry. ☒ F I'm not hungry. I'm thirsty.

2 I'm hot. ☐ _____

3 I'm tired. ☐ _____

4 I'm angry. ☐ _____

5 I'm sad. ☐ _____

6 I'm scared. ☐ _____

3 a ★★ 02 Listen to the dialogues. Match the names (a-e) to the pictures in exercise 1 (1-11).

a Alfie ☐

b Leo ☐

c Iris ☐

d Maisie ☐

e Tilly ☐

b ★★ Complete the dialogues.

Mr Rees Hi Alfie. Are you OK?

Alfie Yes, I'm fine.

Mr Rees Are you hungry?

Alfie No, I'm not. I'm _____.

Mr Rees Hello Leo!

Leo Hi!

Mr Rees Are you _____, Leo?

Leo Yes, I am. Very!

c 03 Listen and check.

4 a ★★ Over to you! Write four questions to ask your partner. Then guess their answers.

Are you cold? Yes, I am.

1 _____

2 _____

3 _____

4 _____

b Ask your partner the questions and check your answers.

► Student's Book page 11, exercise 2

Listening and Grammar

5 a ★★ 04 Listen to the dialogues and complete the table.



| | Tamsin | Anna | Mike | Omar |
|-------------|---------|---------|-------|------|
| age | 11 | | | |
| nationality | | English | | |
| feeling | thirsty | | happy | |

b ★★ Mark the sentences true (T) or false (F). Correct the false sentences.

1 Tamsin

a She's eleven. ☒ T

b She's English. ☒ F

She isn't English. She's Welsh.

c She's tired. ☐

2 Mike

a He's 10. ☐

b He's Irish. ☐

c He's sad. ☐

3 Anna

a She's 11. ☐

b She's English. ☐

c She's bored. ☐

4 Omar

a He's 9. ☐

b He's Welsh. ☐

c He's cold. ☐

6 ★★ Put the words in the correct order to make questions. Then write the answers.

Name:

Maria

Nationality:

Polish

Age:

12



Name:

Antonio

Nationality:

Spanish

Age:

11



1 twelve Is he ?

Is he twelve?

No, he isn't. He's eleven.

2 Antonio Italy from Is ?

3 he Is tired ?

4 Poland Maria Is from ?

5 she hungry Is ?

6 Is twelve she ?

7 ★★★ Over to you! Answer the questions for you and give some extra information.

1 Are you from Scotland?

No, I'm not. I'm from Hungary. / Yes, I am.

2 Are you ten?

3 Are you happy?

4 Are you tired?

5 Is your teacher English?

6 Is your best friend eleven?

7 Is your classroom cold?

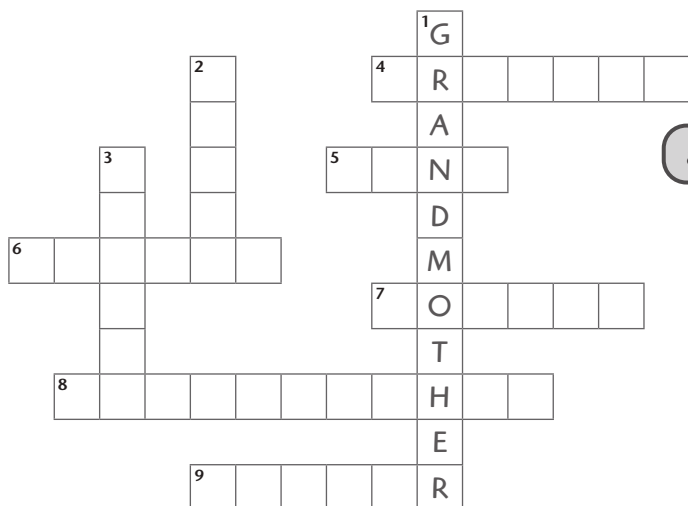
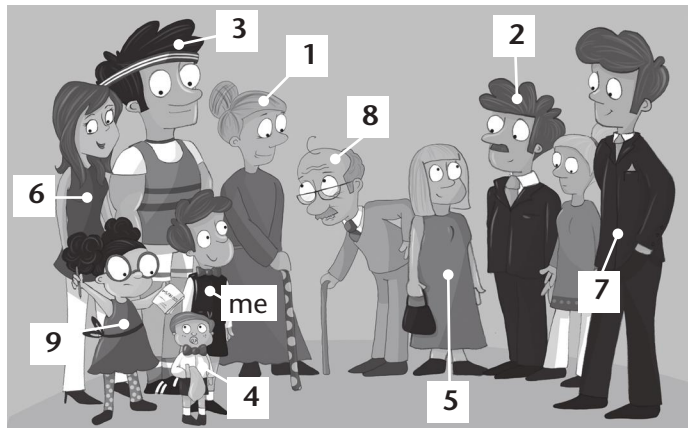
8 Is your classroom big?

▶ Student's Book page 11, exercise 5

1B My family

Vocabulary

- 1 ★ Look at the picture and complete the crossword with the family words.



- 2 ★★ Write sentences about some of the people in the crossword. Use the words in the box.

clever old pretty short strong tall young

- a (3) This is my father. He's strong.
b (4) _____
c (5) _____
d (6) _____
e (7) _____
f (8) _____
g (9) _____

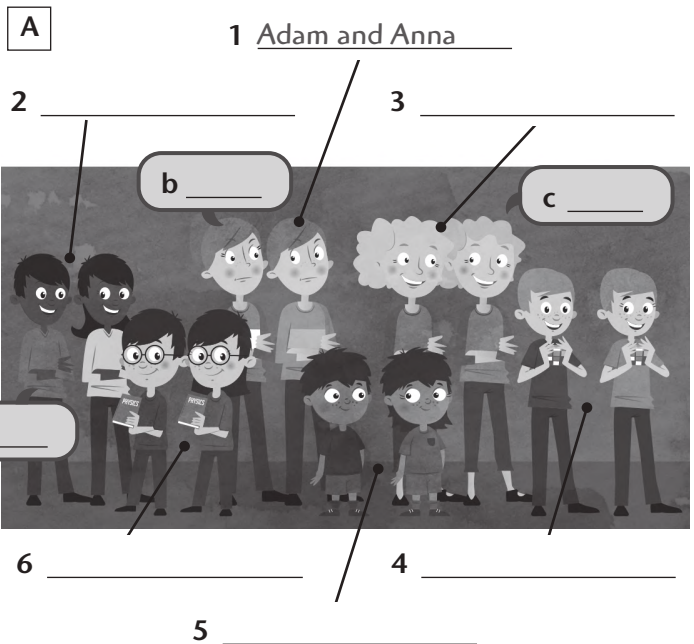
► Student's Book page 12, exercise 5

Listening and Grammar

be: plural forms

- 3 a ★★ Listen and label the twins with the names in the box.

Adam and Anna Jo and Joe Chris and Chrissie
Lola and Lucy Pete and Petra Zoe and Zak



- b ★★ Complete the speech bubbles (a-c). Use the words in brackets.

a (old / clever) We aren't old. We're clever.
b (tall / old) _____
c (short / pretty) _____

- 4 ★★ Compare picture A in exercise 3a with picture B below. Write about picture B.



e.g.: Adam and Anna aren't short. They're tall.

- 5 ★★ Put the words in the correct order to make questions. Then answer the questions for The Eagles and The Flamingos.

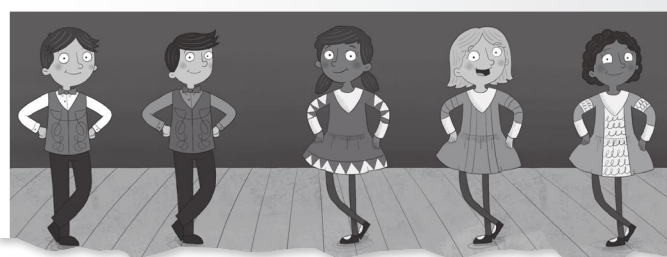
THE SCOTTISH TIMES

The Eagles from Year 6 at the Sports Club Open Day



THE IRISH TIMES

The Flamingos from Year 5 at the Dance Club Show!



- 1 from Are Ireland they ?

Are they from Ireland?

a The Eagles: No, they aren't. They're from Scotland.

b The Flamingos: Yes, they are.

- 2 Are in Year 5 they ?

a The Eagles: _____

b The Flamingos: _____

- 3 scared Are they ?

a The Eagles: _____

b The Flamingos: _____

- 4 Are at the Dance Club show they ?

a The Eagles: _____

b The Flamingos: _____

► Student's Book page 13, exercise 8

Writing

- 6 a ★★ 06 Get ready to write Listen to the interview and complete the table about Toby and Tina.



| | Tina | Toby |
|--------------|------------|------|
| nationality | | |
| appearance | tall | |
| relationship | sister and | |
| age | | |
| sports | | |
| feeling | | |

- b ★★ Complete the text about Toby and Tina. Use the information in the table in exercise 6a.

Toby and Tina are my cousins. They're ¹brother and sister. They're ²_____, but they live in London. They are tall but they aren't twins. Toby is 10 and Tina is ³_____. They like sport. They can ⁴_____ basketball and football. They ⁵_____ in races, too. This photo is at the end of a 5K race. They are ⁶_____ and tired.

- 7 ★★ Join the sentences with *and* or *but*.

1 He's young. He's short.

He's young and he's short.

2 We're hot. We're tired.

3 They're nice. They're clever.

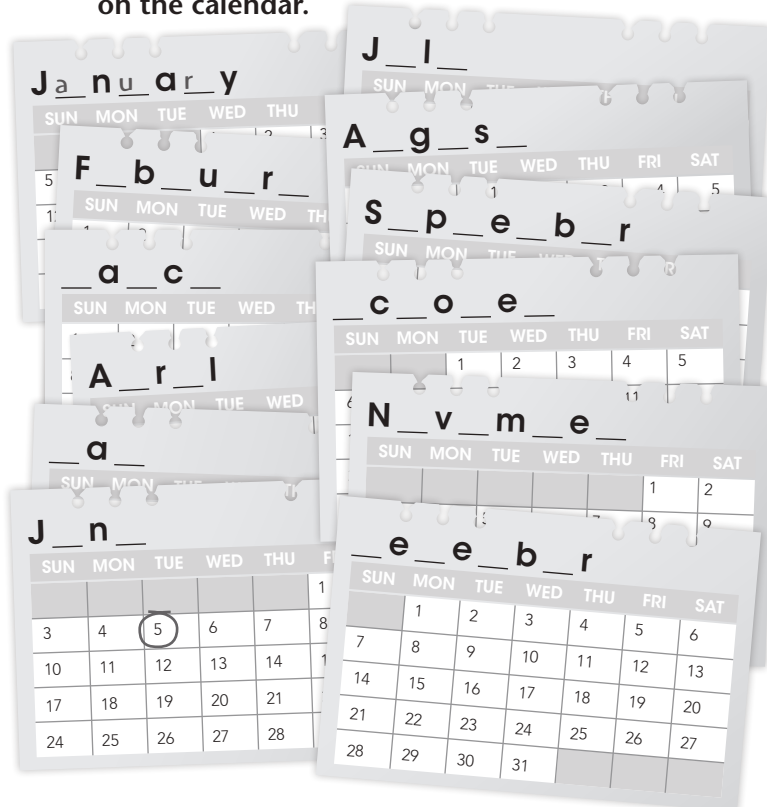
4 I'm tall. He's short.

► Student's Book page 13, exercise 9

1C Birthdays

Vocabulary

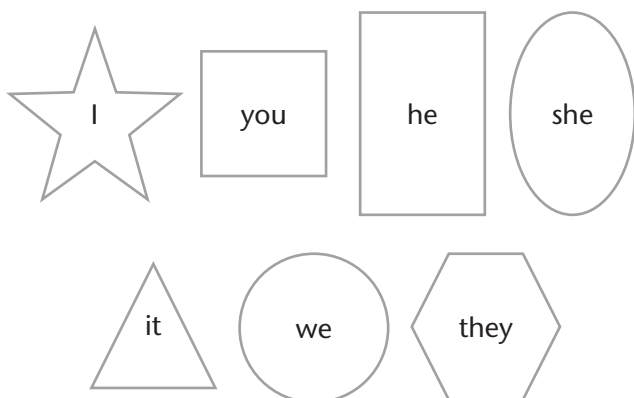
1 ★ Complete the names of the months on the calendar.



► Student's Book page 15, exercise 4

Grammar Possessives

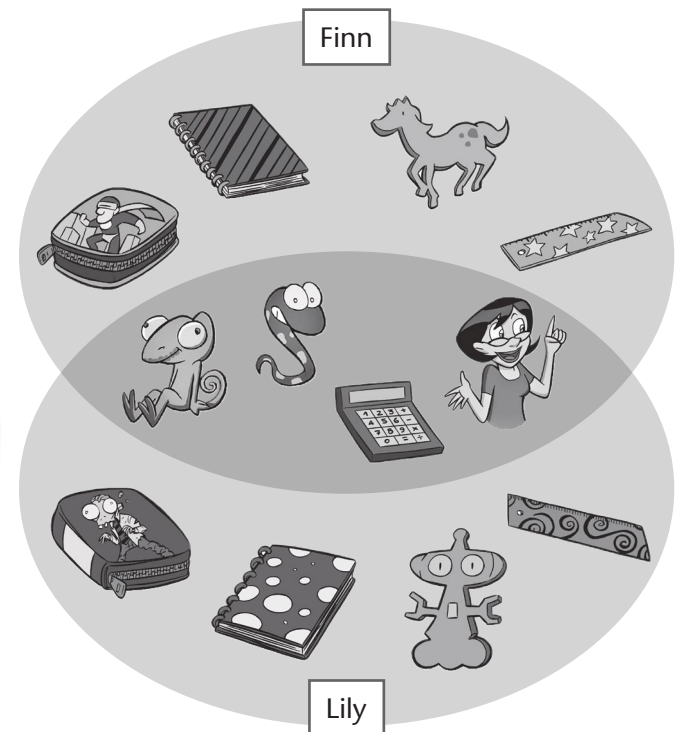
2 ★ Draw the correct shape round the possessives.



his our their its

your my her

3 a ★★ Look at the diagram and write sentences using *his*, *her* or *their*.



1 It's his pencil case.



2



3



4



5

b ★★ Look at the diagram again. Mark the sentences true (T) or false (F). Correct the false sentences. Use the possessive 's.



1 She's their aunt. ☐ F
She's Lily and Finn's mother.



2 It's her pencil case. ☐



3 It's his ruler. ☐



4 It's their notebook. ☐



5 It's her calculator. ☐

- 4 a** ★★ 07 Listen to Polly and Samir. Complete the table with ticks (✓).

| | the same | different |
|------------------|----------|-----------|
| birthday | ✓ | |
| father's name | | |
| mother's name | | |
| favourite colour | | |
| favourite sport | | |
| favourite number | | |

- b** ★★★ Look at the table again and complete the information for Polly.

- Our _____ birthdays are on the same date. It is 5th June.
- _____ fathers' names are different. _____ father's name is Pete, _____ father's name is Mo.
- _____ mothers' names are _____. _____ mother's name is Becca, _____ mother's name is Sally.
- _____
- _____
- _____

- 5** ★★ Complete the texts with the correct subject pronoun or possessive.

¹My name's Tania. ²_____ 'm in class 7A at Green Park High School. Our classroom is nice. ³_____ 's blue and green with big windows.

⁴_____ English teacher's name is Rose. She isn't English. ⁵_____ 's Scottish. Rose's classes are fun, but ⁶_____ exams are difficult! Our favourite activity is Hangman. ⁷_____ love it!

Our PE teacher's name is Ivan. ⁸_____ 's from Spain and ⁹_____ favourite game is basketball. ¹⁰_____ favourite game is basketball too, and I like Ivan's classes. My best friends don't like basketball. ¹¹_____ don't like PE classes.

► Student's Book page 15, exercise 6

Pronunciation

- 6 a** 08 Listen and mark the rhythm on the sentences with big and small circles.

○ ○ ○

A What's your name?

B My name's David.

A How old are you?

B I'm twelve.

A What's your favourite colour?

B It's green.

A Can you swim?

B Yes, I can.

A Are you English?

B No, I'm not. I'm Welsh.

- b** Over to you! Answer the questions for you. Mark the rhythm on your answers.

► Student's Book page 15, exercise 7



1D Hurry up!

Vocabulary

- 1 ★★ Write sentences about the pictures. Use *I'm*, *He's*, *She's*, *We're* or *They're*.



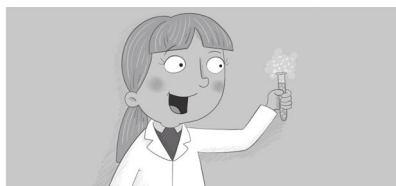
1 He's in Maths.



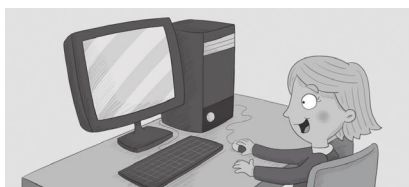
2 We're in German.



3 _____



4 _____



5 _____



6 _____



7 _____

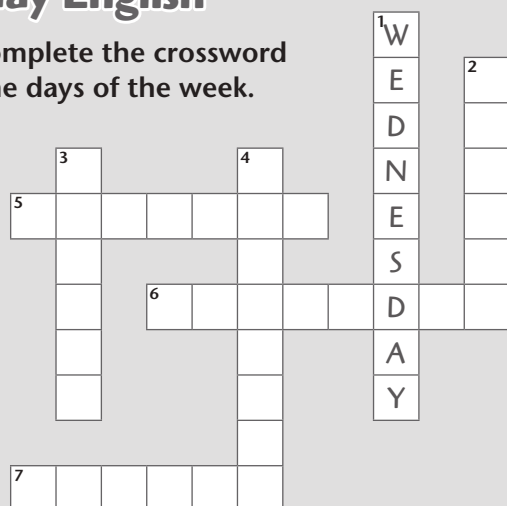


8 _____

► **Student's Book** page 17, exercise 3

Everyday English

- 2 ★ Complete the crossword with the days of the week.



- 1 The 3rd day of the week.
2 The 1st day of the week
3 The 7th day of the week.
4 The 6th day of the week.
5 The 2nd day of the week.
6 The 4th day of the week.
7 The 5th day of the week.

- 3 a ★★ 09 Listen to the dialogues and complete the table with the times.

| | |
|--------------|--|
| | |
| | |
| | |
| | |
| LUNCH | |
| | |
| | |
| BREAK | |
| | |
| | |

- b ★★ Write sentences about the timetable.

1 History is at nine o'clock.

- 2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

- 4 ★★ Over to you! Answer the questions.

- 1 What's your favourite subject?
2 What's your favourite day at school?

► **Student's Book** page 17, exercises 5–7

Reading

1 Read and follow the instructions. Can you complete the sentence at the end?

- 1 Answer the questions.
- 2 Write the letters in the answer box at the bottom of the page.
- 3 Read the sentence.

The 1st letter

What is the 2nd month of the year?

February

Write its 8th letter. Y

The 2nd letter

What's the opposite of hot?

Write the letter that is in both words. _____

The 3rd letter

What's the next sentence?

- 1 It's one o'clock.
- 2 It's quarter past two.
- 3 It's half past three.
- 4 It's _____.

Write the 15th letter in sentence 4. _____

The 4th letter

What's Lily and Finn's chameleon's name?

Write the 3rd letter. _____

The 5th letter

Complete this sentence.
My mother's brother is my _____.

Write the 5th letter. _____

The 6th letter

Write the letter that is in both these words.
orange black _____

The 7th letter

What is the ninth month?

Write the 1st letter. _____

The 8th letter

Complete this sentence.
My father's sister is my _____.

What's the 4th letter? _____

The 9th letter

What's the opposite of light?

What's the opposite of short?

Write the letter that is in both words. _____

The 10th letter

What letter is in Saturday, but isn't in Tuesday? _____

_____, _____!

1 Progress check

Grammar and Vocabulary

1 Write questions and answers.



1 (sad) Are you sad?

No, I'm not. I'm tired.



2 (hungry) _____



3 (hot) _____



4 (bored) _____



5 (happy) _____



6 (excited) _____

2 Find seven words you can use to describe people.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Y | F | R | E | H | J | K | L | C | V | S |
| O | Q | S | F | P | C | J | S | L | B | T |
| U | D | C | T | A | L | L | V | P | F | R |
| N | V | I | M | F | E | M | Q | H | A | O |
| G | E | Q | F | A | V | R | C | F | Q | N |
| P | I | F | T | Q | E | V | I | V | E | G |
| I | S | C | S | G | R | H | S | O | T | V |
| C | L | P | V | Y | A | P | F | L | U | D |
| X | P | R | E | T | T | Y | Z | D | O | A |
| E | S | L | M | V | L | F | Q | J | P | S |
| V | C | Y | I | N | F | S | H | O | R | T |

3 a Read the descriptions and write the names.



1 Frank is tall and strong. He's clever, too.

2 Delia is tall and old. She's nice, too.

3 Carlos is nice. He's tall and he's old.

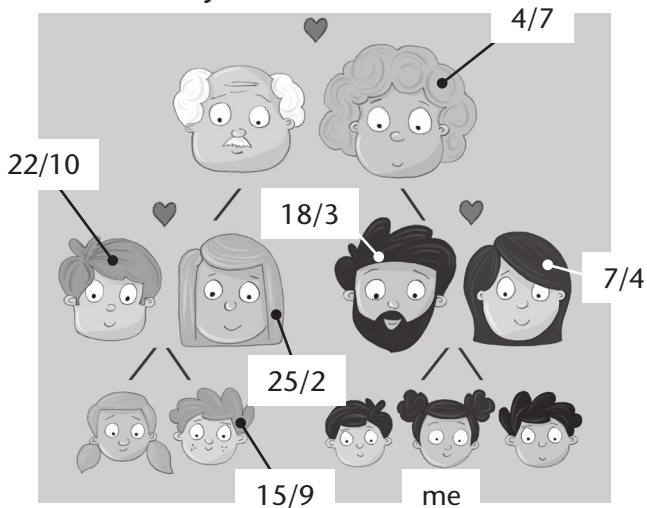
4 Matt isn't clever. He's short and he's strong.

b Write about the last two characters.

5 _____

6 _____

- 4 Look at the family tree. Write sentences about their birthdays.



- 1 My grandmother's birthday is on 4th July.
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____

- 5 a Look at the table. Write about Rita and Sam's favourite things.

| Name | Rita | Sam |
|---------|------|-----|
| Day | Mon | Fri |
| Number | | |
| Subject | | |
| Food | | |
| Sport | | |

Rita

- 1 Her favourite day is Monday.
 2 _____
 3 _____

Sam

- 4 His _____
 5 _____
 6 _____

Rita and Sam

- 7 Their _____
 8 _____

- b Over to you! Write about your favourites.

- 6 a Complete the sentences with *I, my, you, your, we or our*.

A Hi, what's ¹your name?

B ² _____ name is Zoe. And this is my sister, Cleo.

A Are ³ _____ twins?

B Yes, ⁴ _____ are.

A What are ⁵ _____ favourite sports?

B ⁶ _____ favourite sports are football and basketball.

A What are ⁷ _____ favourite subjects at school?

B ⁸ _____ favourite subject is Maths. Cleo's favourite subject is Science.

A Are you in the same class at school?

B No, we aren't. Cleo's in class 5B.

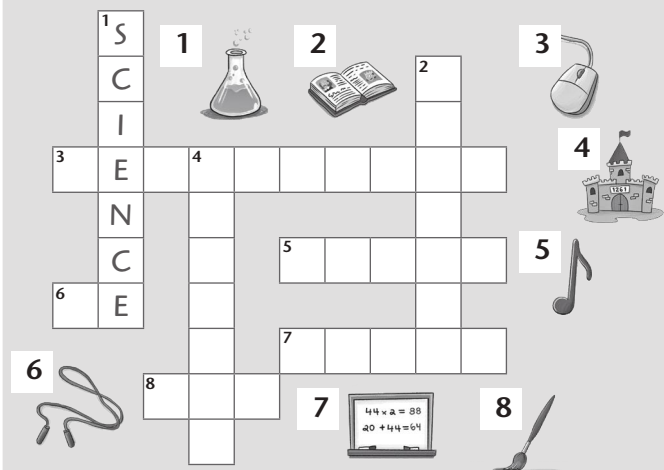
⁹ _____'m in class 5A.

- b Complete the text with *he, his, she, her, they or their*.

This is my grandmother and grandfather. ¹His name is John and ² _____ name is Susan. ³ _____ live in London. He is 65 years old and ⁴ _____ is 61 years old. They like music. ⁵ _____ favourite music is jazz. She can play the piano. ⁶ _____ piano is pink. ⁷ _____ can play the saxophone. His saxophone is red. I think my grandparents are great!

Everyday English

- 7 Complete the crossword.



- 8 Put the letters in the correct order to make days of the week.

1 y n d S a u Sunday

2 e u y s T d a _____

3 a F r y d i _____

4 W n e d s a d y e _____

5 u h a T r s d y _____

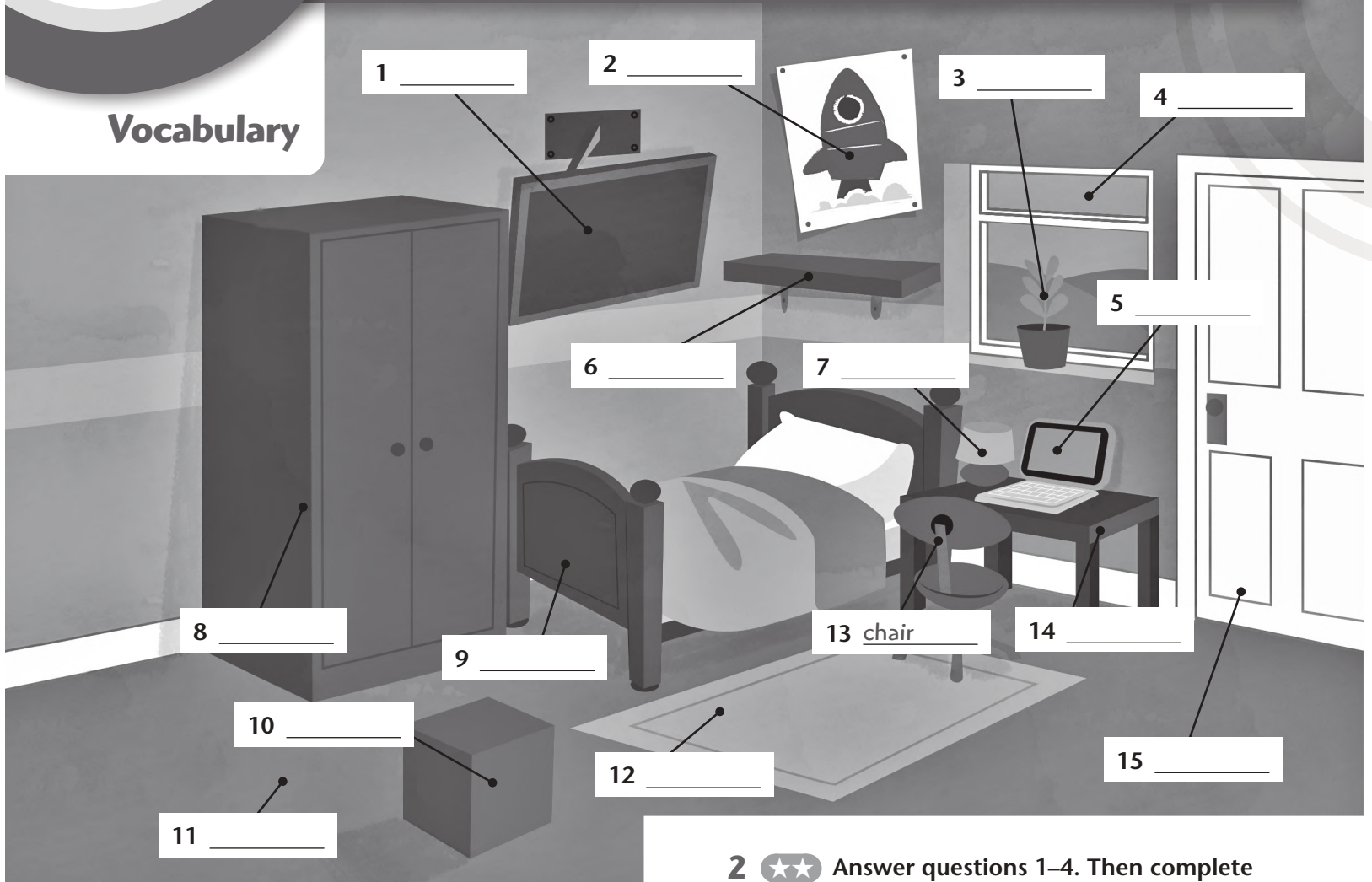
- 9 Write about your timetable at school.
 e.g.: English is at half past ten on Monday.

2

At home

2A My room

Vocabulary



1 a ★ Look at the picture. Find the words for 15 things in the room.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| W | A | R | D | R | O | B | E | S | D | R |
| T | O | F | P | K | L | J | H | G | E | U |
| R | E | L | B | S | H | E | L | F | S | G |
| T | V | O | E | L | K | J | H | G | K | F |
| W | Q | O | D | A | W | I | N | D | O | W |
| Q | L | R | S | D | F | L | A | M | P | D |
| D | A | W | D | O | O | R | G | H | Z | S |
| S | P | E | Z | P | C | H | A | I | R | A |
| X | T | N | R | X | M | L | K | J | X | B |
| C | O | M | P | O | S | T | E | R | C | O |
| V | P | L | A | N | T | N | B | V | V | X |

b ★ Now label the picture.

2 ★★ Answer questions 1–4. Then complete questions 5–6 and answer them.



1 Is it a lamp?

No, it isn't. It's a plant.



2 Is it a door?



3 Is it a TV?



4 Is it a floor?



5 _____ a poster?



6 _____ a chair?

► Student's Book page 23, exercise 3

Grammar and Listening

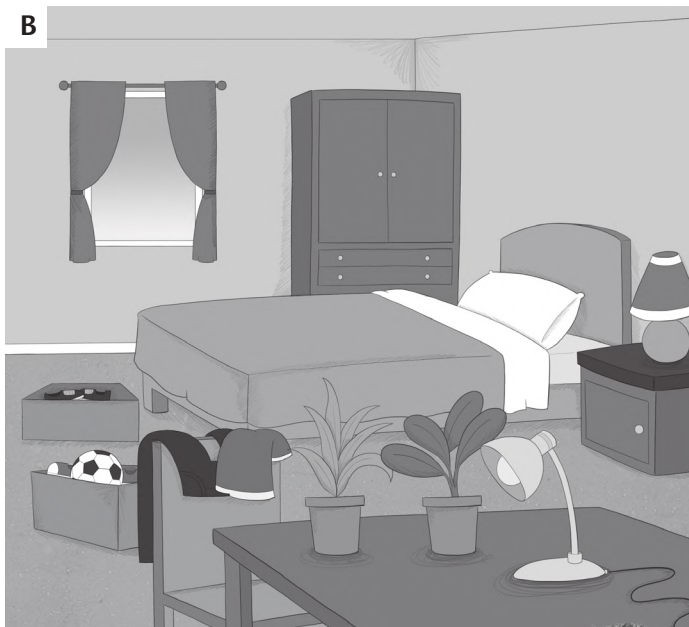
have got; a, some, any

3 a ★★ 10 Listen to Leo. Which is his room?

A



B



b ★★ Write about Leo's room. Complete the sentences with *I've got* or *I haven't got*.

- 1 I've got _____ a bed.
- 2 _____ a shelf.
- 3 _____ a TV.
- 4 _____ any plants.
- 5 _____ a box.
- 6 _____ some posters.
- 7 _____ a desk.
- 8 _____ any rugs.



Leo

c ★ Complete the sentences about Leo's room with the words in the box.

books calculator plants video-games wardrobe

- 1 I've got some video games.
- 2 I haven't got a _____.
- 3 I've got some _____.
- 4 I haven't got any _____.
- 5 I've got a _____.

4 a ★★ Write five more sentences about the other room in exercise 3a. Use the words in the box.

boxes wardrobe laptop rugs shelves

- 1 I've got some boxes. _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

b ★★ Over to you! Write questions about your classmate's room.

- 1 (posters) Have you got any posters?
Yes, I have. / No, I haven't.
- 2 (laptop) _____
- 3 (shelves) _____
- 4 (TV) _____
- 5 (plants) _____
- 6 (desk) _____

c ★★ Work with a partner. Ask and answer the questions. Use short answers and write down your partner's answers. Use *a* or *any*.

5 ★★ Over to you! Write five sentences about your room. Use the words in exercise 1.

► Student's Book page 23, exercise 7

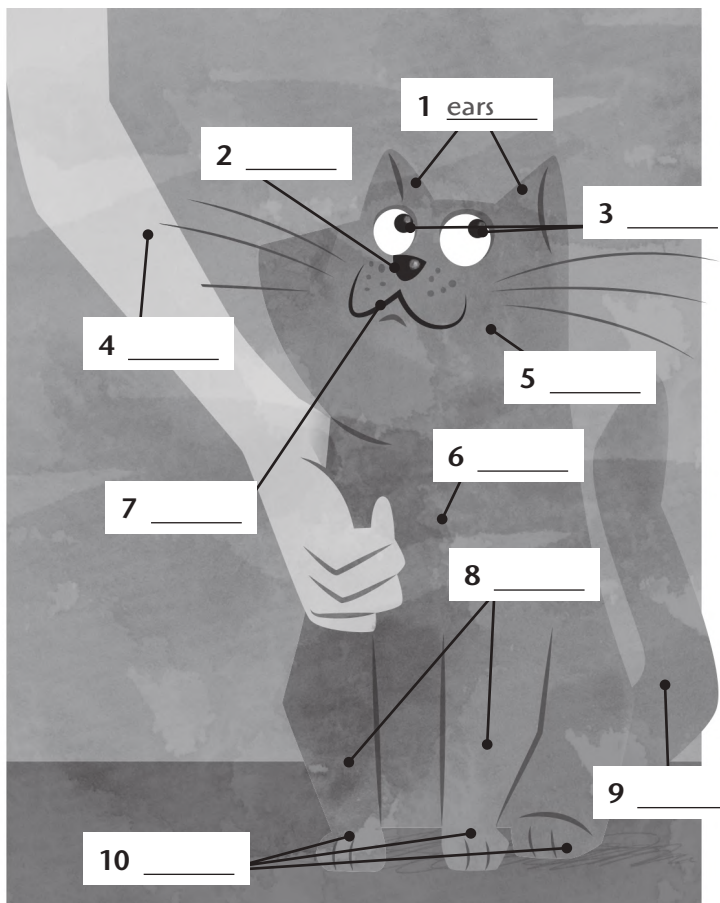
2B My pets

Vocabulary

1 ★ Label the pets.



2 ★ Label the body parts.



► Student's Book page 25, exercise 5

Grammar and Reading

have got / has got

3 ★★ Look at the animals in exercise 1.
Read the texts and answer the questions.

- 1 It's got short legs and a long tail. It's got big eyes and long ears. It's black and white. Which animal is it? the dog
- 2 It's got small ears and small eyes. It's got a short white tail and a black and white body. Which animal is it? _____
- 3 It's got two wings and a long tail. It can fly. It can't sing. Which animal is it? _____
- 4 It's black. It's got small ears and a long tail. It's got two long arms and two long legs. Which animal is it? _____

4 ★★ Complete the sentences about the canary.
Use *It's got* or *It hasn't got*.

- 1 It's got two short legs.
- 2 _____ any arms.
- 3 _____ a tail.
- 4 _____ long ears.
- 5 _____ small eyes.
- 6 _____ ears.
- 7 _____ a nose.
- 8 _____ wings.

5 a ★★ 11 Listen to the dialogue and answer the questions.

1 What hasn't the animal got? long _____,

2 What animal is it? _____

b ★★ 12 Complete the dialogue with short answers for the animal in exercise 5a. Then listen and check.

1 Has it got long legs? No, it hasn't.

2 Has it got big eyes? _____

3 Has it got wings? _____

c ★★ Write three more questions about the animal in exercise 5a. Use the words in the box.

feet long ears a tail

1 _____? Yes, it has.

2 _____? No, it hasn't.

3 _____? No, it hasn't.

d 13 Listen to Part 2 of the dialogue again and check.

6 ★★ ★ Over to you! Write a description of a pet. Use *is*, *can* and *has got*. You can use exercise 5 as a model.

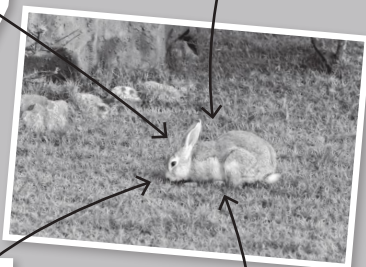
► Student's Book page 25, exercise 7

Writing

7 ★★ Get ready to write Look at the concept map and complete the advert.

special features
a white tail
long ears
brown eyes
a pink nose

name
Roger



contact
Sarah
01632 9600452

colour
grey

8 ★★ Put the words in the correct order to make sentences about Harry the hamster.

1 [tail] [got] [short] [He's] [a] [.]

2 [small] [ears] [are] [His] [.]

3 [small] [He's] [eyes] [got] [green] [.]

4 [pink] [feet] [His] [are] [.]

► Student's Book page 25, exercise 10



This is ¹Roger. He's my ²_____. He's grey and he's got a white ³_____. He's got long ears and a pink ⁴_____ and ⁵_____ eyes.

Please help me find ⁶_____.

Call ⁷_____ on 01632 9600452.

2C My things

Vocabulary

1 ★ Find ten words for things you can collect.

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S | W | V | F | A | H | S | O | U | D | A | O | K |
| T | T | B | F | E | H | U | I | X | N | Y | K | E |
| I | Y | E | O | D | O | P | U | N | A | G | R | Y |
| C | E | I | O | I | K | E | I | W | D | I | D | R |
| K | I | M | T | N | N | R | G | I | M | B | I | I |
| E | S | A | B | O | T | H | E | F | R | L | H | N |
| R | I | G | A | S | T | E | L | L | E | B | R | G |
| P | I | A | L | A | F | R | Y | F | O | A | U | K |
| E | T | Z | L | U | H | O | I | M | N | D | K | J |
| Y | T | I | C | R | H | F | A | A | T | G | E | F |
| C | N | N | A | R | G | I | L | G | A | E | N | O |
| O | D | E | R | D | S | G | D | N | O | P | N | S |
| M | E | K | D | Y | W | U | E | E | A | I | R | S |
| I | E | A | O | V | T | R | H | T | E | R | B | I |
| C | O | D | I | U | Y | E | S | Z | W | X | H | L |

2 ★★ Write six sentences about the things you've got. Use *I've got* or *I haven't got*.

Remember!

I've got **some** badges.
I haven't got **any** magnets.

3 a ★★ Put the lines in the correct order to make a dialogue.

- ☐ A Are they old cars?
- ☐ B The Porsche 911. He's got two. They're red and black.
- 1 ☐ A Has your brother got a collection?
- ☐ B No, they aren't. They're modern cars.
- ☐ A What's his favourite car?
- ☐ B Yes, he has. He's got a collection of cars.

b ★★ Listen and check.

c ★★ Over to you! Think about your family and friends. Have they got a collection? Write a dialogue. Use exercise 3a to help you.

► Student's Book page 27, exercise 4

Pronunciation

4 a Look at the underlined sounds in the words in the box. Put the words in the chart under the correct sound.

aunt bored cat dog father floor
hot lamp orange plant sad wardrobe

| car /ɑ:/ | badge /æ/ | ball /ɔ:/ | box /ɒ/ |
|-------------|--------------|--------------|------------|
| | | | |

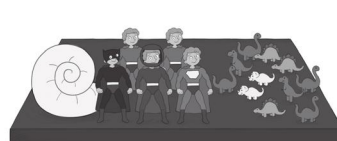
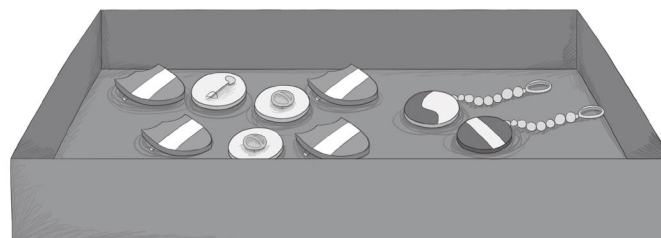
b 15 Listen and check.

c Add more words to the chart.

► Student's Book page 27, exercise 6

Grammar Question words

5 ★★ Look at the pictures. Write questions for the answers and answers for the questions.



1 How many key rings have you got?

I've got two.

2

I've got some badges and some key rings.

3

I've got one.

4 What have you got on the shelf?

5

I've got some cat stickers, some magnets and some rubbers.

6 Have you got any comics or magazines?

Listening

- 6 a ★ 16 Listen and match the names in the box with the collections. Write the collection and the name.

Rex Hassan Angus



a _____



b _____



c _____

- b ★★ 16 Listen again and circle the correct answer.

- How many key rings has Hassan got?
a 26 b 16 c 28
- Has Hassan got a key ring from Scotland?
a Yes, he has.
b No, he hasn't.
- How many cactuses has Angus got?
a 17 b 7 c 13
- Which is Angus's favourite cactus?
a the big cactus
b the small cactus
c the red cactus
- How many badges has Rex got?
a 19 b 9 c 16
- Has Rex got a favourite badge?
a Yes, the sad face.
b Yes, the sleepy face.
c Yes, the happy face.

► Student's Book page 27, exercise 7

Reading and Writing

- 7 a ★★ Try and answer the questions in the quiz. Use the numbers in the box.

three four thirty-three and a half
thirty-five three hundred

bridge



team

- How many bridges has London got?

- How many colours has the UK flag got?

- How many kilometres is it from England to France?

- How many languages can you hear in London?

- How many national football teams has the UK got?

- b ★★ Now read the text and check your answers.

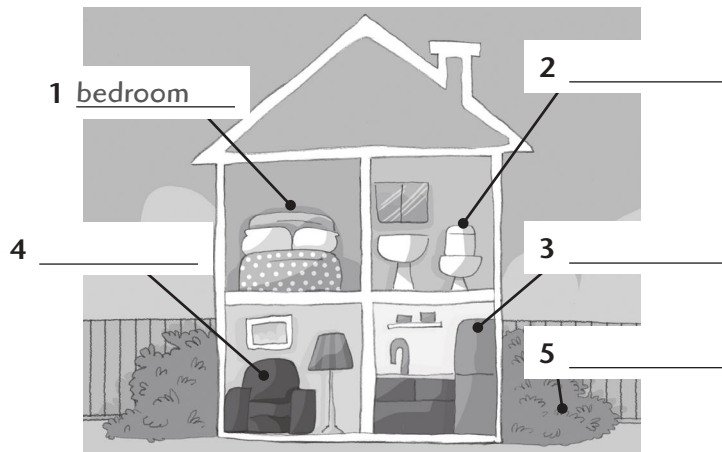
- The River Thames is the river in London. It's a very long river. It's got thirty-five bridges.
- The UK flag has got three colours.
- You can see France from England. It is only thirty-three and a half kilometres from Dover in England to Calais in France.
- People from lots of different countries live in London. You can hear 300 languages.
- The UK has got four football teams, the English team, the Scottish team, the Welsh team and the Northern Irish team.

- c ★★★ Write a new quiz. Write three questions with *How many*. Write the answers upside down. Swap quizzes with your friends.

2D Too late!

Vocabulary

1 a ★ Label the house.



b ★★ Mark the sentences true (T) or false (F) for you. Correct the false sentences.

- 1 My bedroom is orange. ☐
- 2 The bathroom is blue in our house. ☐
- 3 The kitchen has got two windows. ☐
- 4 The living room has got some shelves in it. ☐
- 5 We haven't got a garden. ☐

c ★★★ ✍ Now write two more sentences about your house.

► Student's Book page 28, exercise 3

Grammar

2 ★★ Look at the pictures and write sentences with the words in the box and *this, that, these or those*.

bedroom cat dad football cards
friends hamsters plants Tom's bedroom



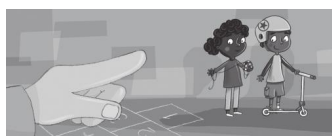
1 This is my bedroom.



2



3



4



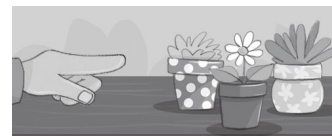
5



6



7



8

► Student's Book page 29, exercise 4

Everyday English

3 a ★ Complete the speech bubbles with the phrases in the box.

book Can I borrow
Can I have
Can I take Yes
you can you can't



b 17 Listen and check.

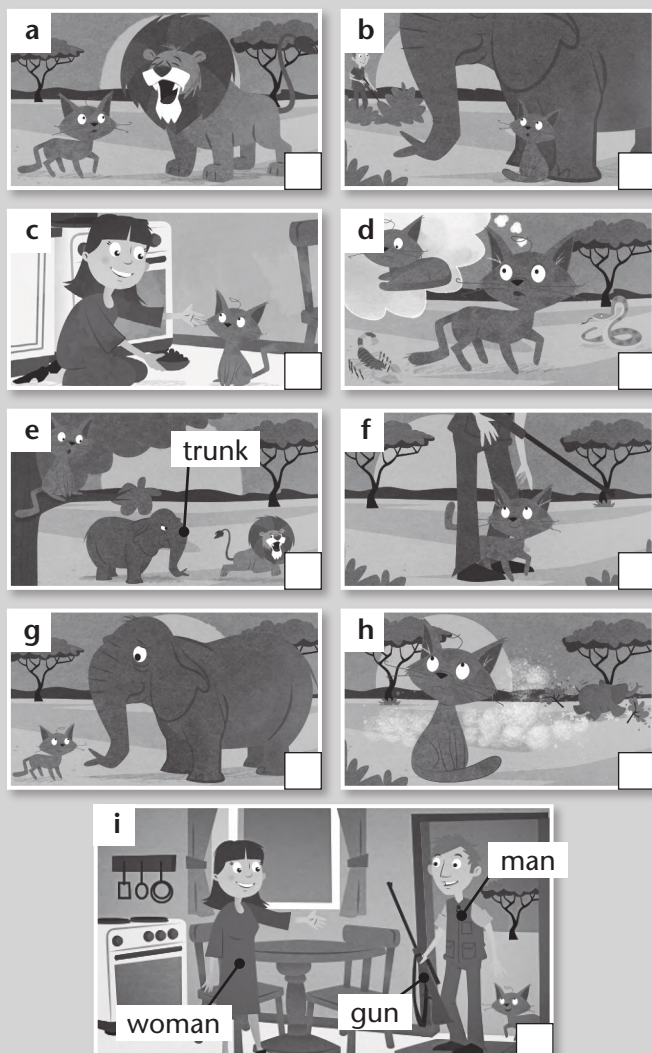
► Student's Book page 29, exercise 5

Reading

- Look at the pictures. Which characters can you see?
- Read the story. Number the pictures in the correct order.

Why are cats pets?

A traditional story from Africa.



And that is the story of why cats are pets.

a cat an elephant an iguana
a lion a man a snake a woman

- Cat** I'm small and weak. I want a friend. I want a strong friend. Lions are strong.
- Cat** Can I be your friend, Lion?
Lion Yes, of course. Come with me.
- Cat** Later
Lion Look at the elephant. She's got big legs and a long trunk. She's very strong. My friend the lion is scared of the elephant!
Lion Goodbye! Run!
- Cat** Can I be your friend, Elephant?
Elephant Yes, of course. Come with me.
- Cat** Later
Elephant Who's that?
Cat That's a hunter.
Elephant What's he got in his hand?
Elephant It's a gun! I'm scared of guns. Goodbye! Run!
- Cat** That's a surprise. That man isn't strong. He can't run fast. But my friend the elephant is scared of the man and his gun.
- Cat** Hello! Can I be your friend, Man?
Man Yes, of course. Come home with me.
- Man** Hello!
Woman Hello! Wipe your feet! Give me your gun.
Man OK. Here you are.
Woman Now go and wash your hands.
- Cat** That's a surprise! The woman isn't scared of the man and she isn't scared of the gun.
Cat Can I be your friend, Woman?
Woman Yes, of course. And here's some food for you.

Glossary



strong



weak

- Read again. Match the sentence halves.

- | | |
|-----------------------------|------------------------|
| 1 The cat is weak and | a a strong woman. |
| 2 The cat's first friend | b the man and his gun. |
| 3 The lion is scared | c is the elephant. |
| 4 The cat's second friend | d of the elephant. |
| 5 The elephant is scared of | e is the man. |
| 6 The cat's third friend | f is a lion. |
| 7 The man's wife is | g he wants a friend. |
| 8 The cat's fourth friend | h is the woman. |

- 18** Now listen to the recording of the story while you read it again.

- Over to you!** Work with a partner. Answer the questions.

- Do you like the story? Why? / Why not?
- What is a good friend?

2 Progress check

Grammar and Vocabulary

- 1 Put the letters in the correct order to make words. Then use the words to complete the sentences. Use *a*, *some* and *any* correctly.



dbē dkse VT patlns tospesr

bed _____
He's got ¹a bed and ²_____. He hasn't got ³_____. He's got ⁴_____. He hasn't got ⁵_____.



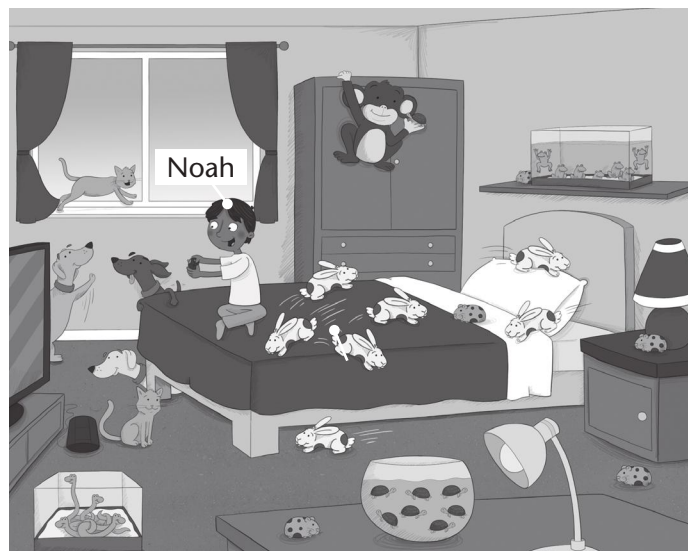
wdarrbeo dkes wsodniw rgusu

_____ She's got a bed and ¹_____. She hasn't got ²_____. She's got ³_____. She hasn't got ⁴_____.

- 2 Complete the words for pets.

- | | |
|-----------------|----------------------|
| 1 c _ t | 8 _ a b _ i _ |
| 2 _ o g | 9 m _ _ s e |
| 3 h _ _ s t e _ | 10 m _ n k _ y |
| 4 f _ o g | 11 _ n a k _ |
| 5 i g _ _ n _ | 12 _ o l _ _ i s _ |
| 6 c _ _ _ _ y | 13 t _ _ t l _ |
| 7 p _ r _ o _ | 14 _ u i _ e a p _ g |

- 3 a Look at the picture and write sentences for Noah.



- 1 (cats) I've got two cats.
2 (frogs) _____
3 (hamster) _____
4 (mice) _____
5 (guinea pigs) _____

- b Write questions for Noah and then write his answers.

- 1 (rabbits) Have you got any rabbits?
Yes, I have. I've got seven.
2 (snakes) _____
3 (goldfish) _____

- c Write questions about Noah.

- 1 How many frogs has he got?
He's got seven.
2 _____
He's got eight.
3 _____
He's got three.

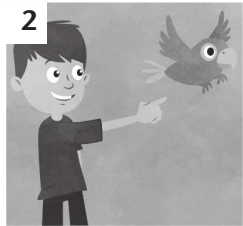
- d Mark the sentences true (T) or false (F). Correct the false sentences.

- 1 He's got five turtles. F
He hasn't got five turtles. He's got eight turtles.
2 He hasn't got a canary. _____
3 He hasn't got any parrots. _____
4 He's got two dogs. _____

- 4** Complete the first sentence in each text with *This*, *That*, *These* or *Those*. Then put the letters in the correct order to make words and use the words to complete the texts.



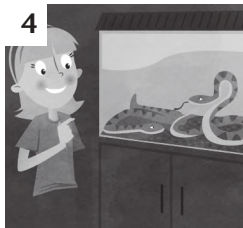
This is my cat.
She's black. She's got small
sera and a long
tila. Her tfee
are white.



 is my parrot.
His yodb is
blue. He's got blue and
green feathers in his
liat.



 are my iguanas.
They've got big seahd
 with small yees
 and a big utmoh
 .



 are my snakes.
They haven't got mras
 or egls.

- 5 a** Label the pictures.



1 sticker



2



3



4



5



6



7



8



9



10

- b** Write eight sentences about the things you've got. Use the words from exercise 5a. Remember to use *a*, *some* and *any* correctly.

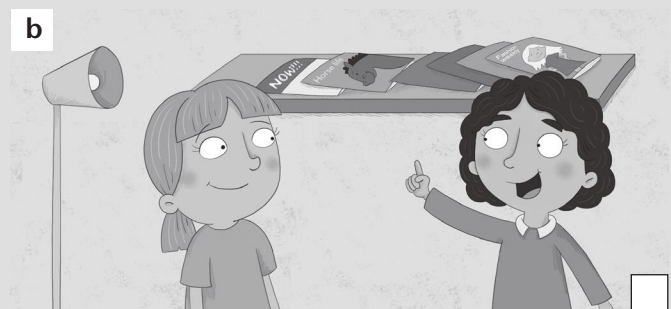
e.g.: I've got a fossil. I haven't got a dinosaur.

Everyday English

- 6 a** Put the lines in the correct order to make dialogues.

- 1 No, I'm sorry, you can't.
 Oh, he's beautiful. Can I take Hamish home?
1 Look, this is my hamster, Hamish.
- 2 Can I borrow a magazine, please?
1 Are those your magazines?
 Yes, of course.
 Yes, they are.
- 3 OK.
1 Are those sandwiches for lunch?
 I'm hungry. Can I have a sandwich now, please?
 Yes, they are.

- b** Match the dialogues (1–3) to the pictures (a–c).

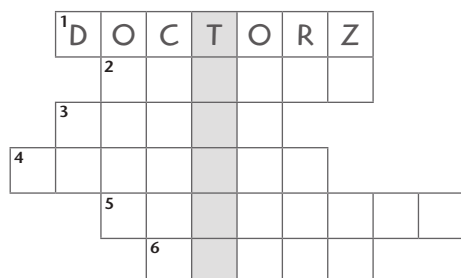


Doctor Z Episode 1

1 ★ Circle the correct word.

- 1 Harry / Zelda is here for a job.
- 2 Doctor Z is Zelda's father / grandfather.
- 3 Fluffy is Doctor Z's dog / cat.
- 4 Fluffy can make machines / speak English.
- 5 Doctor Z is a scientist / teacher.
- 6 A turtle is in the red / blue box.
- 7 A goldfish / hamster is in the green box.
- 8 The animals are scared / angry.

2 ★ Complete the crossword. Find the missing word.



- 1 He is brilliant and bad.
- 2 She's got a long, white tail.
- 3 He's big and strong.
- 4 It's got four legs. It hasn't got a tail.
- 5 It can swim. It hasn't got legs.
- 6 She's tall and she has dark hair.

The missing word is _____.



3 ★★ Complete the speech bubbles with the words in the box.

am behind have is this



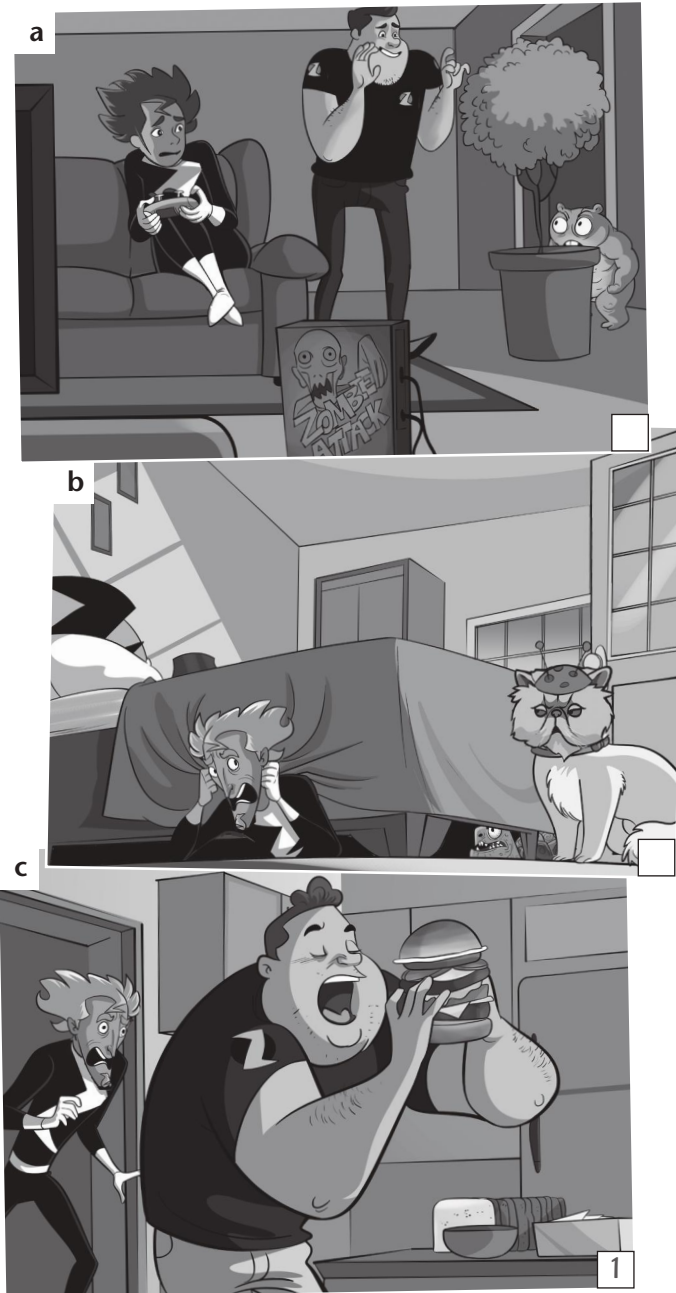
4 ★★ Complete the sentences with the words in the boxes.

Doctor Z Fluffy Harry Zelda

big and strong. a brilliant scientist.
Doctor Z's daughter. a white cat.

- 1 Doctor Z is _____
- 2 _____ is _____
- 3 _____ is _____
- 4 _____ is _____

- 5 ★★ 19 Listen and number the pictures in the correct order.



- 6 ★★ 19 Listen again and answer the questions.

- 1 Who is hungry? Harry
- 2 How does Doctor Z feel? _____
- 3 Where is Zelda? _____
- 4 What is behind the plant in the living room? _____
- 5 Where is Doctor Z in the bedroom? _____

- 7 ★★ Look at the picture of Zelda's bedroom. Correct the sentences.



- 1 She's got a toy *dog* on her bed.
She's got a toy dinosaur on her bed.
- 2 She's got *three* posters on the walls.

- 3 She's got a TV on her desk.

- 4 The plant is *behind* the wardrobe.

- 5 The lamp is on the *shelves*.

- 6 The magazine is *under* the desk.

- 8 ★★★ Over to you! Work with a partner. Ask and answer questions about Zelda's room.

Has she got a TV in her room?

No, she hasn't.

Has she got a laptop?

Yes, she has. It's on the desk.

3

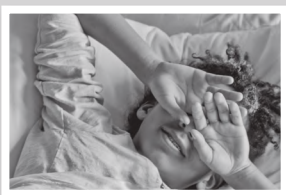
My day, your day

3A Different days, different routines

Vocabulary

1 a ★ Complete the words.

b ★ Circle the expressions with different colours to make six groups by verb.



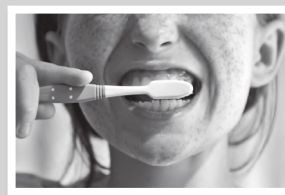
1 get _ up _



2 g _ d _



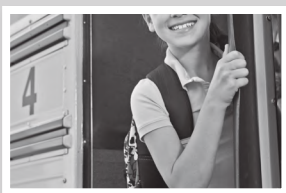
3 h _ a s _



4 b _ m _ t _



5 h _ b _



6 g _ t _ b _



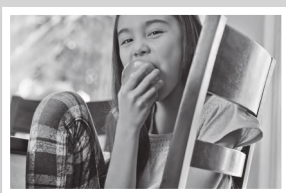
7 g _ t _ s _



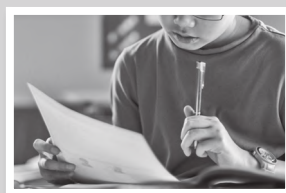
8 h _ l _



9 g _ h _



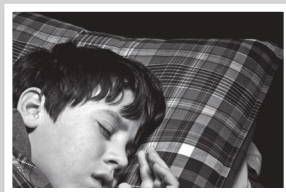
10 h _ a s _



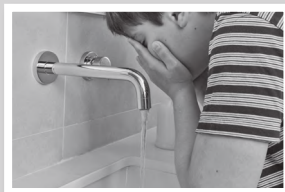
11 d _ h _



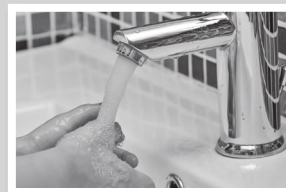
12 h _ d _



13 g _ t _ b _



14 w _ m _ f _



15 w _ m _ h _

2 ★★ Over to you! Mark the sentences true (T) or false (F) for you. Correct the false sentences.

1 I get up at six o'clock. ☐

2 I have breakfast at eight o'clock. ☐

3 I walk to school. ☐

4 I have a snack at eleven o'clock. ☐

5 I go home at half past two. ☐

6 I go to bed at ten o'clock. ☐

3 ★★★ Over to you! Write about your schedule on weekdays and on Saturdays.

e.g.: I get up at half past seven on weekdays. I get up at nine o'clock on Saturdays.

► Student's Book page 36, exercise 3

Grammar and Listening

4 a ★ Look at the table. Read the texts and answer the questions.

| | Lexi | Zara | Iris | Tamsin | you |
|--|-------|-------|-------|--------|-----|
| | 07:15 | 07:15 | 07:30 | 07:30 | |
| | 07:30 | 07:45 | 07:45 | 07:45 | |
| | 08:00 | 08:00 | 08:15 | 08:30 | |
| | 08:45 | 08:45 | 09:00 | 09:00 | |

- I get up at quarter past seven. I get dressed at half past seven and then I have breakfast. I don't get the bus at nine o'clock. Who am I? _____
- I don't get up at quarter past seven. I get dressed and then I have breakfast at quarter past eight. I get the bus at nine o'clock. Who am I? _____
- I get the bus at quarter to nine. I get up at quarter past seven, I get dressed at quarter to eight and then I have breakfast. Who am I? _____

b ★★ Write about girl 4. Include two sentences with *don't*.

e.g.: I don't get up (at seven o'clock).

c ★★★ Over to you! Complete the table for you. Then write about yourself. Include two sentences with *don't*.

5 a ★★ 20 Listen to Claire. Match her routine (1–8) to the times (a–h).

- 1
- 3
- 5
- 7

- a
- b
- c
- d
- e
- f
- g
- h

- 2
- 4
- 6
- 8

b ★ 20 Listen again and check.

c ★★ Look at exercise 5a and answer the questions for Claire.

1 Do you walk to school at nine o'clock?
No, I don't.

2 Do you have lunch at quarter to one?

3 Do you go home at quarter past four?

4 Do you do homework at quarter to five?

6 ★★★ Over to you! Put the words in the correct order to make questions. Then answer the questions for you.

1 [do] [a shower] [What time] [have] [you] [?]

2 [your teeth] [What time] [you] [brush] [do] [?]

3 [do] [wash] [you] [your face] [When] [?]

4 [do] [homework] [When] [you] [do] [?]

5 [have] [What time] [a snack] [you] [do] [?]

► Student's Book page 37, exercise 6

3B Book Day

Vocabulary

- 1 a ★ Match the words in the box to the verbs (1–7).

a bike books a car in London
karate the library TV

- 1 live in London , _____ , _____
- 2 drive _____ , _____ , _____
- 3 ride _____ , _____ , _____
- 4 do _____ , _____
- 5 read _____ , _____ , _____
- 6 watch _____ , _____ , _____
- 7 go to _____ , _____ , _____

- b ★★ Can you add some more phrases to each verb?

- 2 ★★★ Write sentences about yourself with the phrases in brackets.

(live in London)

I live in London. / I don't live in London.

- 1 (live in Budapest)

- 2 (drive a Ferrari)

- 3 (do karate)

- 4 (read comics)

- 5 (watch tennis)

- 6 (go to the library after school)

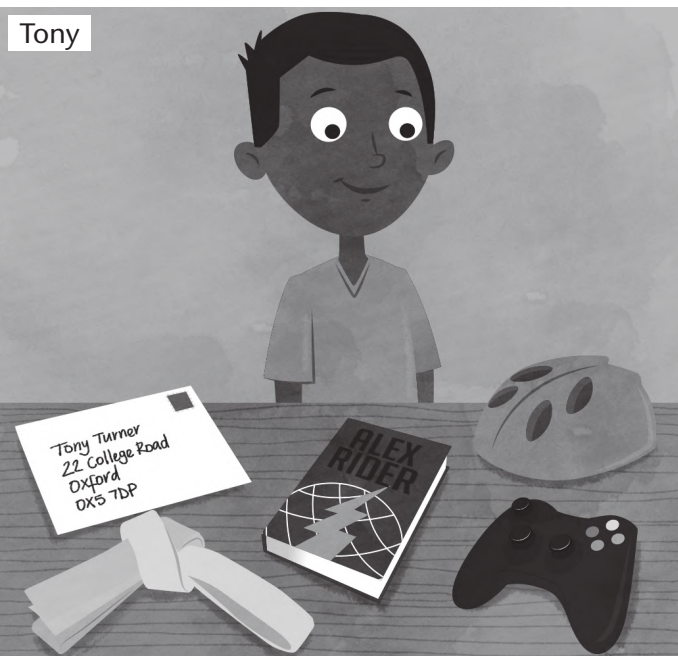
- 7 (ride a horse on Saturdays)

- 8 (ride my bike to school)

▶ **Student's Book** page 38, exercise 3

Grammar Present simple: *he, she, it*

- 3 a ★ Look at the pictures and match the names to the sentences (1–5).



- 1 He doesn't do magic. Tony
- 2 He doesn't ride a bike. _____
- 3 He lives in Oxford. _____
- 4 He reads comics. _____
- 5 He plays computer games. _____

- b ★★ Write sentences about Tony.

- 1 (ride a bike) He rides a bike.
- 2 (books) _____
- 3 (play volleyball) _____
- 4 (do karate) _____
- 5 (go swimming) _____

- 4 ★★ Write the questions for these answers about Frodo in *The Lord of the Rings* by Tolkien.



- 1 Where does he live?
He lives in the Shire.
- 2 What _____?
He loves food and his home.
- 3 What language _____?
He speaks Elvish.
- 4 What _____?
He wants the ring.
- 5 Where _____?
He goes to Mordor.
- 6 Who _____?
He meets Gollum, a bad hobbit.

- 5 a ★★ Over to you! Work with a partner. Write five *yes/no* questions to find out about your partner's best friend.
e.g.: Does she live in Budapest?

- b ★★ Ask your partner your questions about his/her best friend and answer your partner's questions.

► **Student's Book** page 39, exercise 6

Writing

- 6 ★★ Get ready to write Look at the notes about Lyra and complete the text.

Lyra Belacqua (*Northern Lights* by Philip Pulman)

| | |
|-------------------|--|
| Age | 11 |
| Appearance | brown eyes, long hair |
| Lives | with her uncle, in Oxford |
| School | x |
| Interesting facts | naughty good friend tells good stories plays with her friends |

Lyra Belacqua is my favourite character in *Northern Lights*. She's got long hair and brown
 2 _____. She 3 _____
 with her parents. She lives with her uncle in
 4 _____. She 5 _____ to school,
 but she 6 _____ with her friends in the
 street. She's a naughty girl, but she is a
 7 _____ friend.

- 7 ★★ Match the sentence halves then underline the opposite ideas.

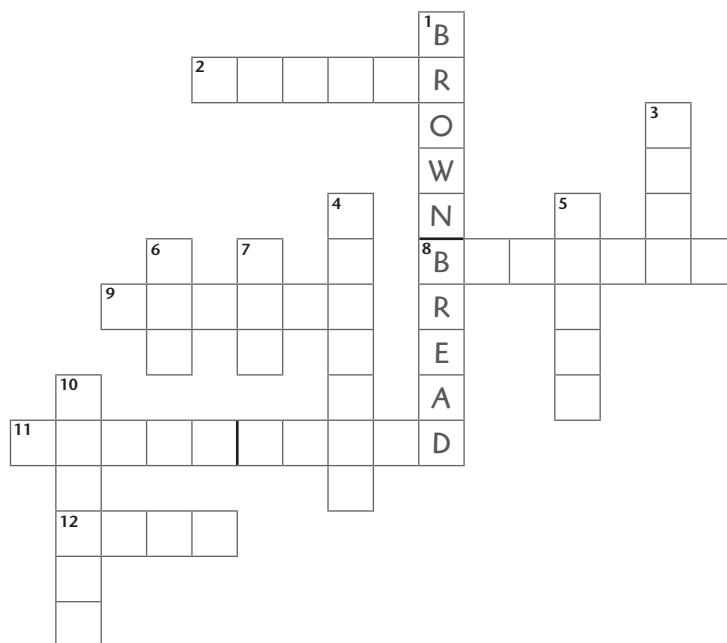
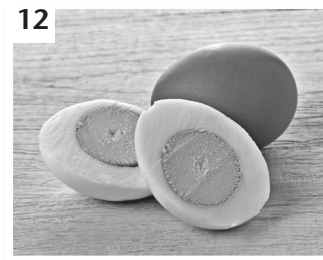
- 1 She's doesn't live in a house e
- 2 She loves her aunt ____
- 3 She can't read ____
- 4 She hasn't got a bike ____
- 5 She doesn't do karate ____
- a but she doesn't like her uncle.
- b but she can do Maths.
- c but she does judo.
- d but she's got a horse.
- e but she lives in a tent.

► **Student's Book** page 39, exercise 7

3C A picnic for lunch

Vocabulary

1 ★ Complete the crossword.



2 ★★ Over to you! Do you like the foods in exercise 1? Answer with *love*, *like*, *don't like*, *hate*.
e.g.: I love bananas.

3 a ★ Complete the text.

I ¹ love _____ eggs and cheese. My favourite sandwich is egg and cheese on brown bread. My second favourite sandwich is banana.
I ² _____ bananas. I ³ _____ chicken sandwiches too, but I ⁴ _____ chicken and salad sandwiches. I ⁵ _____ salad!

b ★★★ Over to you! Write about a sandwich you love and a sandwich you hate.

► Student's Book page 41, exercise 3

Pronunciation

4 a 21 Listen to the sentences and underline the words with the /tʃ/ sound. Circle the words with the /dʒ/ sound.

- 1 I like cheese.
- 2 My birthday is in June.
- 3 I don't like tuna.
- 4 I love chocolate.
- 5 We have PE on Tuesday.
- 6 I hate oranges.
- 7 I love jam sandwiches.
- 8 My favourite month is July.

b 22 Listen and check.

► Student's Book page 41, exercise 4

Grammar and Listening

love / like / don't like / hate

- 5 ★★ Look at the photos. Write the sentences with the correct form of the verbs.



1 He likes tuna.



2



3



4



5



6



7



8



9

- 6 ★★ Look at the diagram. Write yes/no questions and answers about Zak and Zoe.



- 1 (he / chicken) Does he like chicken ?
- 2 (they / cheese) ?
- 3 (she / salad) ?
- 4 (he / salad) ?
- 5 (he / jam) ?
- 6 (they / bread) ?
- 7 (she / eggs) ?
- 8 (they / chocolate spread) ?
- 9 (she / chicken) ?

- 7 a ★★ 23 Listen and complete the dialogues.

- 1 A What do you want in your sandwiches?
B ¹Cheese _____, please.
A Do you want ²_____, too?
B No, thank you.
A Do you want ³_____?
B No, thanks. Can I have ⁴_____, please?
A OK.
- 2 C Can I have a sandwich, please?
D Yes, sure. Do you want a ⁵_____ sandwich?
C No, thanks. I ⁶_____.
D OK. ⁷_____ sausage?
C Yes, I do. I ⁸_____ sausage!
D Great. Do you want ⁹_____ or brown bread?
C ¹⁰_____, please.
D Here you are.

b ★★ ★ Over to you! Write a dialogue about a sandwich for you. You can use words and phrases from exercise 7a.

c ★★ ★ Act out the dialogue with a friend.

► Student's Book page 41, exercise 5

3D A family party

Vocabulary and Listening

1 a ★ Label the food.



b ★★ Write sentences about the picture.

- 1 (Mum / popcorn)
Mum hasn't got popcorn. She's got some juice.
- 2 (Dad / a hot dog)

- 3 (Alex / biscuits)

- 4 (Clara / ice cream)

► Student's Book page 43, exercise 3

Everyday English

2 ★★ 24 Listen to the dialogues and answer the questions.

- 1 What would Alex like?
He'd like a burger.
- 2 What would Mum like?

- 3 Would Clara like a hot dog?

- 4 Would Dad like some ice cream?

3 ★★ What can you say in these situations?

- 1 You are at a party. You want some popcorn.
I'd like some popcorn, please.
- 2 You are at an Italian restaurant. You want a cheese and ham pizza.

- 3 Your friend is at your house. Ask if he / she wants some juice.

- 4 Your friend is at your house. Ask if he / she wants some biscuits.

- 5 Your neighbour is at your house for dinner. Ask what he / she wants.

► Student's Book page 43, exercise 4

Reading

1 Look at the pictures only. Answer the questions.

1 Has the frog got a big mouth or a small mouth?

2 What does the frog eat?

3 What animals does the frog meet?

4 Does the frog like talking?

The story of the big-mouthed tree frog a popular joke

Hello! I'm a big-mouthed tree frog. ^a I eat worms.



worm

This is the story of the big-mouthed tree frog. He lives in a tree in the jungle. He's got a very big mouth and he's very curious. He asks a lot of questions.

On Monday he gets up. He goes to the river and he has his breakfast of worms. He meets a hippo.

Hello! I'm a big-mouthed tree frog. I eat worms. ^b ___?



grass

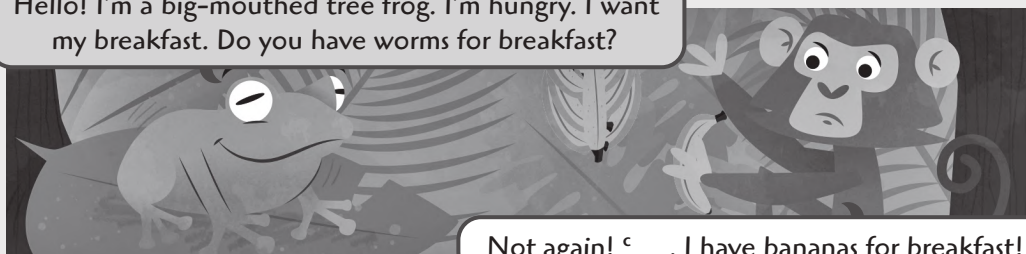
Not again! You know I eat grass.

Ooooooh yes! I remember now! Bye!



On Tuesday the big-mouthed tree frog gets up early. He sees a monkey in his tree.

Hello! I'm a big-mouthed tree frog. I'm hungry. I want my breakfast. Do you have worms for breakfast?



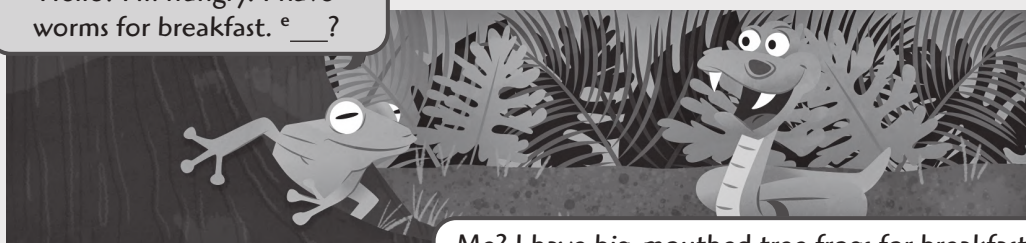
Not again! ^c ___. I have bananas for breakfast!

Ooooooh yes! ^d __! Bye!



On Wednesday the frog gets up. He climbs down the tree. He wants his breakfast. He meets a snake.

Hello! I'm hungry. I have worms for breakfast. ^e ___?



Me? I have big-mouthed tree frogs for breakfast!

Oh. That's interesting. ^f __ Bye!



2 a Read the story and complete the speech bubbles (a-f) with the sentences (1-6).

1 What do you have for breakfast?

2 What do you eat?

3 I eat worms.

4 But big-mouthed tree frogs don't live here!

5 I remember now.

6 No, I don't.

b 25 Listen and check.

3 Work with a partner. Read the story again. Answer the questions.

1 Do you like the tree frog?

2 Does he listen to the answers to his questions?

3 Why is the snake's answer important?

4 Do you listen to the answers to your questions?

4 25 Listen to the recording of the story again while you read it.

5 Over to you! Change the animals in the story. Then tell the new story to your classmates.

3 Progress check

Grammar and Vocabulary

1 Complete the tables with the words in the box.

a shower a snack breakfast dinner dressed
home homework lunch my face my hands
my teeth the bus to school to bed up

| brush | wash | do |
|-------|------|----|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| have | get | go |
|------|-----|----|
| | up | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

2 a Look at the timelines. Write about **Matt**, **Izzy**, or **Izzy and Matt**.

Matt and Izzy go to different schools. They have different routines.

| | Matt | Izzy |
|--|------|------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

- (7.15 a.m.) He gets up at quarter past seven.
- (7.45 a.m.) _____
- (8.45 a.m.) _____
- (1.30 p.m.) _____
- (3.00 p.m.) _____
- (5.00 p.m.) _____
- (9.30 p.m.) _____

b Write about Izzy.

- (get dressed / 7.00 a.m.)
She doesn't get dressed at seven o'clock.
- (have breakfast / 8.00 a.m.)

- (have lunch / 1.15 p.m.)

- (go home / 3.00 p.m.)

- (have a snack / 5.30 p.m.)

- (go to bed / 10.00 p.m.)

c Compare your routine with Matt's routine.

e.g.: I have breakfast at eight o'clock, too.

OR

I don't have breakfast at eight o'clock.

I have breakfast at half past seven.

3 Label the pictures.



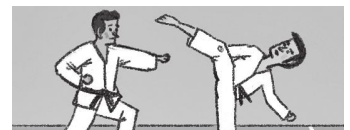
1 live in London



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

- 4 a Look at the table. Answer the questions about Special Agents 004, 005 and 006.



| | 004 | 005 | 006 |
|----------------------------|-----|-----|-----|
| live in London | ✓ | ✓ | ✗ |
| drive an Aston Martin | ✗ | ✓ | ✓ |
| do karate | ✓ | ✗ | ✗ |
| work in MI6 | ✗ | ✗ | ✓ |
| watch spy programmes on TV | ✓ | ✗ | ✓ |

- Does Special Agent 004 live in London?
Yes, she does.
- Do Special Agents 005 and 006 drive an Aston Martin?

- Does Special Agent 005 work in MI6?

- Do Special Agents 005 and 006 do karate?

b Read the answers. Then look at the table and write questions about Special Agents 004, 005 and 006.

- What sport does Special Agent 004 do _____?
She does karate.
- Where _____?
They live in London.
- What car _____?
Special Agent 005 drives an Aston Martin.
- Where _____?
She works in MI6.
- What programmes _____?
They watch spy programmes.

- 5 Look at the picture. Write foods beginning with these letters.



- b biscuits
- c _____
- e _____
- h _____
- i _____
- j _____
- p _____
- s _____
- a _____

- 6 What foods do you like? Write four sentences. Use *love*, *like*, *don't like* and *hate*.

Everyday English

- 7 a Complete the dialogues with the phrases in the box.

don't like I'd like a sandwich No, thanks
salad Yes, please What Would you like

- A ¹ Would you like some crisps?
B No, thanks. I ² _____ crisps.
A ³ _____ would you like?
B ⁴ _____ some popcorn, please.
A I'm hungry.
B Would you like ⁵ _____?
A ⁶ _____. I'd like a tuna sandwich.
B Would you like ⁷ _____ in your sandwich?
A ⁸ _____.

- b Write another dialogue. Use some of the language in exercise 7a.

4

After school

4A At home

Vocabulary review

1 ★ Label the activities.



3 _____



4 _____



1 run _____



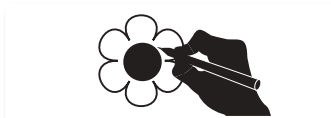
2 _____



7 _____



8 _____



5 _____



6 _____



11 _____



12 _____

▶ Student's Book page 48, exercise 1

Grammar Present continuous

2 a ★ Write the *-ing* forms of the verbs in exercise 1.

- | | |
|------------------------|----------|
| 1 <u>running</u> _____ | 7 _____ |
| 2 _____ | 8 _____ |
| 3 _____ | 9 _____ |
| 4 _____ | 10 _____ |
| 5 _____ | 11 _____ |
| 6 _____ | 12 _____ |

b ★★ Put the *-ing* forms of the verbs into three groups by their spelling. Use the key.

| | |
|--|---|
| 1 add <i>-ing</i> | _____, _____, _____, _____, _____, _____, _____ |
| 2 double the consonant and add <i>-ing</i> | <u>running</u> , _____ |
| 3 take off the 'e' and add <i>-ing</i> . | _____, _____, _____ |

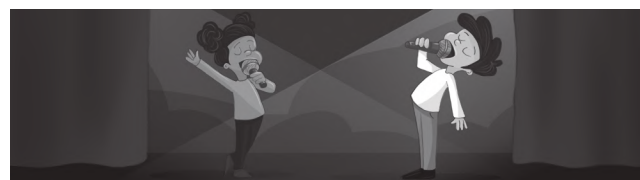
3 ★★ Write sentences about the pictures.



1 (wash their hands).
They aren't washing their hands. They're swimming.



2 (have a shower)



3 (have a snack)

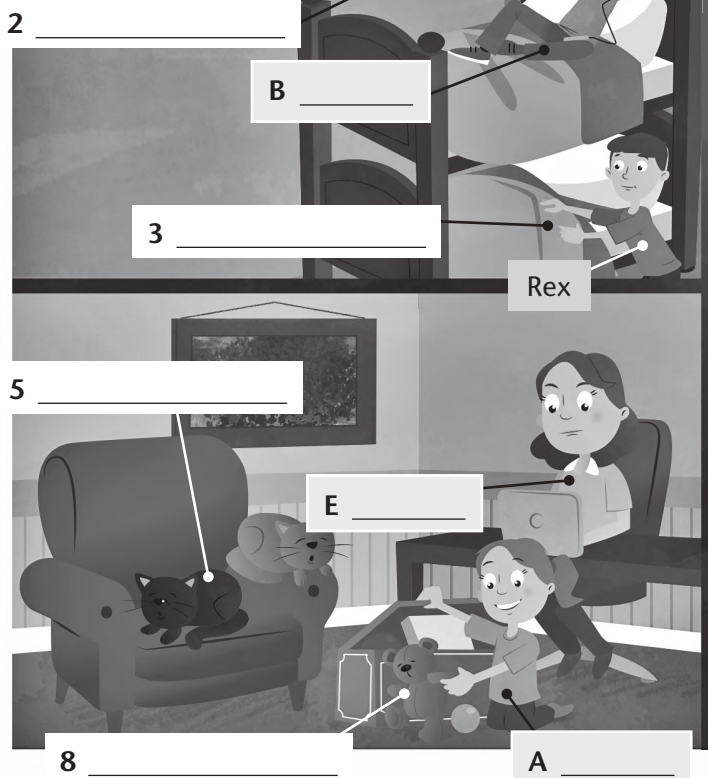


4 (watch TV)

▶ Student's Book page 49, exercise 3

Vocabulary and Listening

4 a ★ Look at the pictures and write the activities (1–8).



b ★★ 26 Listen and match the people in the pictures (A–E) with the names in the box.

Bella Fiona Ivy Sue Tom

c 26 Listen again and answer the questions.

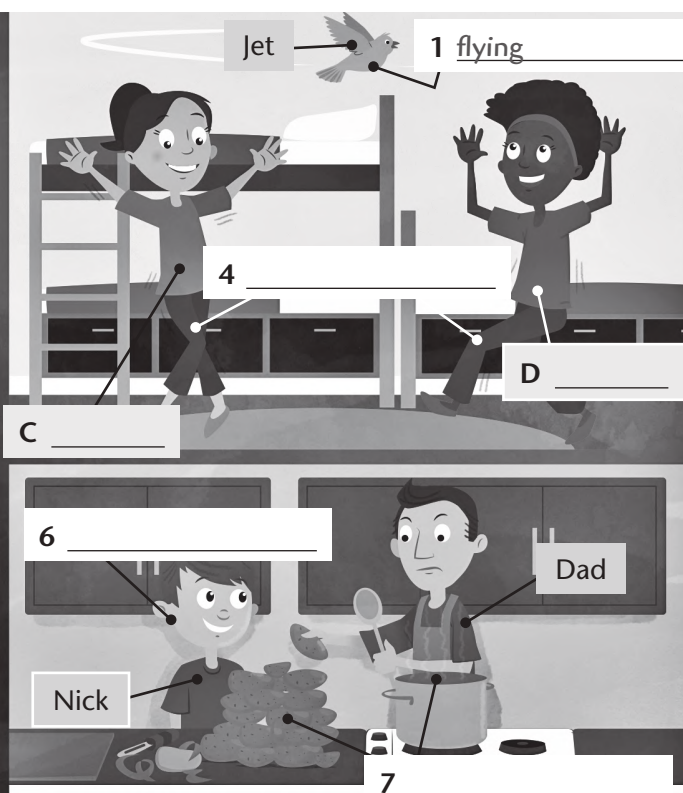
- Why can't Bella help Dad?
She's tidying up.
- Why can't Tom hear Dad?

- Why can't Mum help Dad?

- Why can't Fiona and Ivy help Dad?

d ★★ Write questions about the people in the house.

- (talk) Is Nick talking to his mum?
No, he isn't. He's talking to his dad.
- (fly) _____
Yes, he is.
- (cook) _____
No, he/she isn't.
- (dance) _____
Yes, they are.



- (tidy up) _____
No, they aren't.
- (work) _____
Yes, she is.
- (listen to music) _____
No, he isn't.
- (make his bed) _____
Yes, he is.

e ★★★★★ Over to you! Work with a partner. Play the *Memory Game*.

5 a ★★★★★ Imagine these situations. What are you doing?

- It's twelve o'clock at night. You're in bed.
I'm sleeping.
- It's Monday. It's nine o'clock in the morning.

- It's Wednesday. It's two o'clock in the afternoon.

- It's Sunday evening.

- It's your birthday party.

b ★★★★★ Imagine two more situations. Write about them. Use the sentences in exercise 5a to help you.

► **Student's Book** page 49, exercise 4

4B A concert

Vocabulary

1 a ★ Label the pictures with the words in the box.

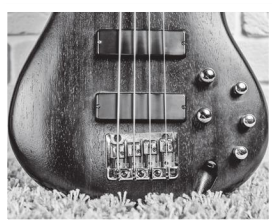
bass guitar cello clarinet drums piano
recorder saxophone trumpet violin



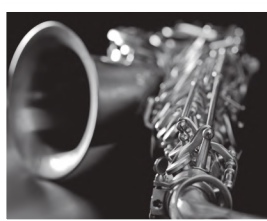
1 recorder



2



3



4



5



6



7



8



9

b ★ Over to you! What instruments do you like? Use *love*, *like*, *don't like* and *hate*.
e.g.: I like the piano. I hate the violin.

2 a ★★ Write yes/no questions.



1 Is she playing the violin?



2



3



4



5

b ★★ 27 Listen to the sounds and answer the questions (1–5).

► Student's Book page 51, exercise 3

Pronunciation

3 a 28 Listen and write the first letters of these words.

- | | |
|-----------|--------------|
| 1 v_iolin | 5 __ednesday |
| 2 __atch | 6 __ideo |
| 3 __ash | 7 __ery |
| 4 __indow | 8 __hat |

b 28 Listen and check, then repeat.

► Student's Book page 51, exercise 4

Vocabulary review and Grammar

Present continuous: *Wh-* questions

4 a ★ Complete the word spiders with the words in the box.

an apple basketball a bike a book in a box
a comic to the door the drums a friend
the guitar a horse music the radio a rock
a sandwich to school a teacher / my teacher
tennis a tree in a tree

basketball

play (a sport)

tennis

play

read

eat

climb

listen to

ride

talk to

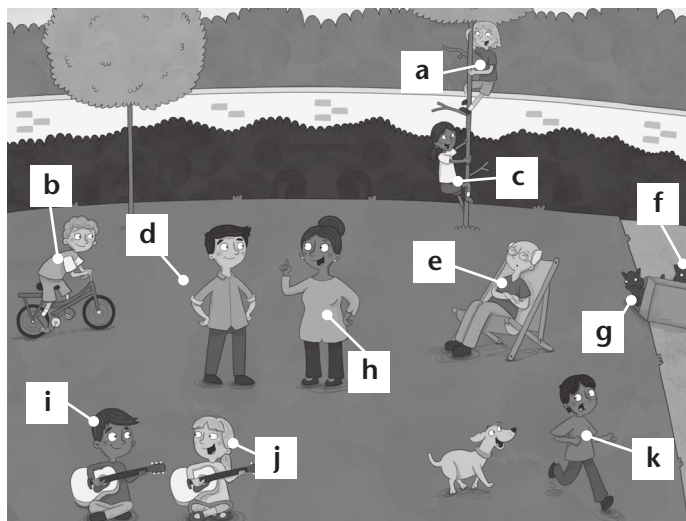
hide

run

b ★★★ Add one or two more words for each verb.

5 a ★★ 29 Listen to the dialogue and match the names (1–11) to the people in the picture (a–k).

- | | | |
|----------|---------|----------|
| 1 Greg | 5 Mo | 9 Katie |
| 2 Clara | 6 Samir | 10 Kitty |
| 3 Andrea | 7 Tony | 11 Paul |
| 4 Elsa | 8 Poppy | |



b ★★ Write questions with the verbs in brackets. Then write the answers. Use *What*, *Where* or *Who*.

- (ride) What's Greg riding?
He's riding a bike.
- (climb) What are Clara and Andrea climbing?
- (play) _____
- (run to) _____
- (talk to) _____
- (hide) _____
- (sleep) _____

6 a ★ Put the lines in the correct order to make a dialogue.

- ___ B I'm doing my Art homework.
___ B No, I'm not. I'm writing about Picasso.
1 ___ A Anna! What are you doing?
___ A Are you drawing a picture?

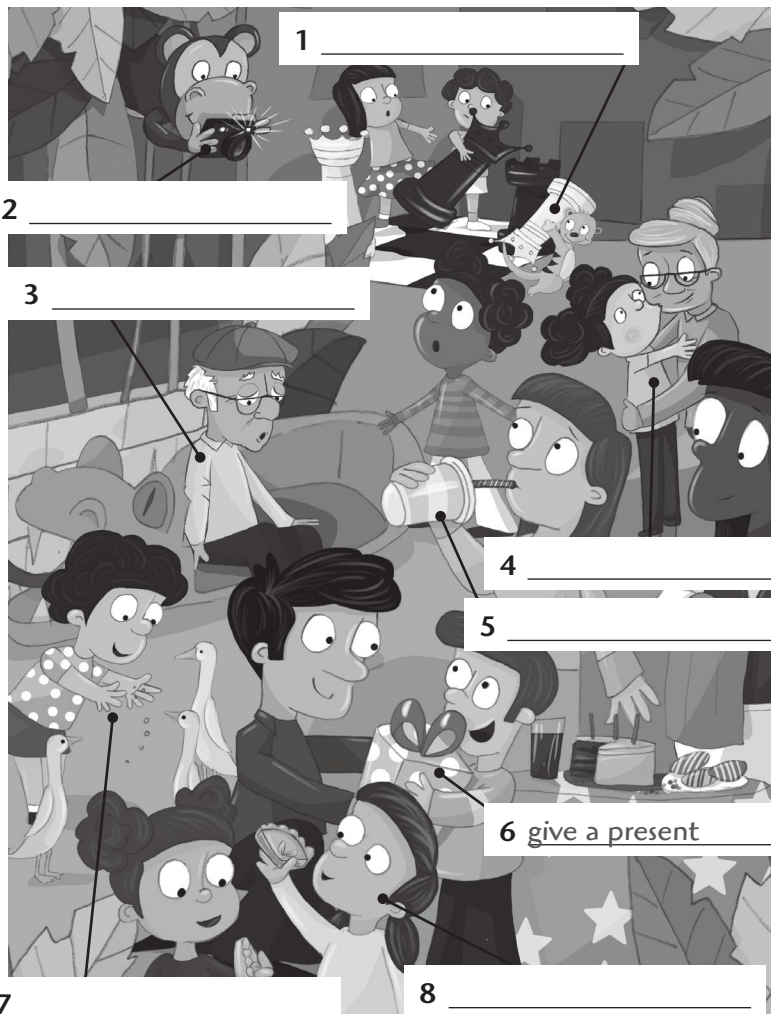
b ★★★ Over to you! Write a similar dialogue about your homework.

► Student's Book page 51, exercise 5

4C At the park

Vocabulary

1 a ★ Label the picture with the correct activities.



b ★★★ Write sentences about the picture.

- 1 _____
- 2 _____
- 3 _____ on a snake.
- 4 _____
- 5 _____
- 6 He's giving the boy a present.
- 7 _____
- 8 _____

2 ★★ Complete the chart with three words or phrases for each verb.

| | |
|-------|--------------------------------------|
| give | a book a computer game a pencil case |
| eat | |
| sit | |
| drink | |
| feed | |
| play | |

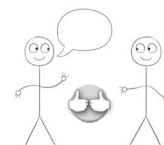
► Student's Book page 52, exercise 2

Grammar Object pronouns

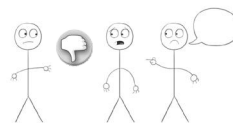
3 a ★ Match the subject pronouns (1–7) with the object pronouns (a–g). Use a different colour for each pair.

- | | |
|--------|--------|
| 1 I | a him |
| 2 you | b them |
| 3 he | c you |
| 4 she | d her |
| 5 it | e me |
| 6 we | f it |
| 7 they | g us |

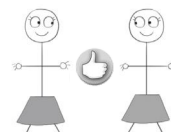
b ★★★ Write sentences about the pictures.



1 I love you. _____



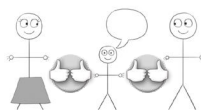
2 You _____



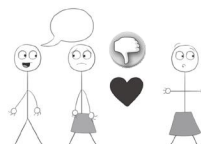
3 She _____



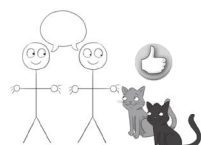
4 I _____



5 They _____



6 She _____



7 We _____

- 4 a** ★ 30 Listen to the dialogues.
Match the pictures (a–c) to the dialogues (1–3).



- b** ★★ 30 Answer the questions.
Then listen again and check.

- Is Tom talking to his mother?
No, he isn't talking to her. He's talking to his father.
- Are they feeding the dog?

- Is Tom's sister helping Tom and his dad?

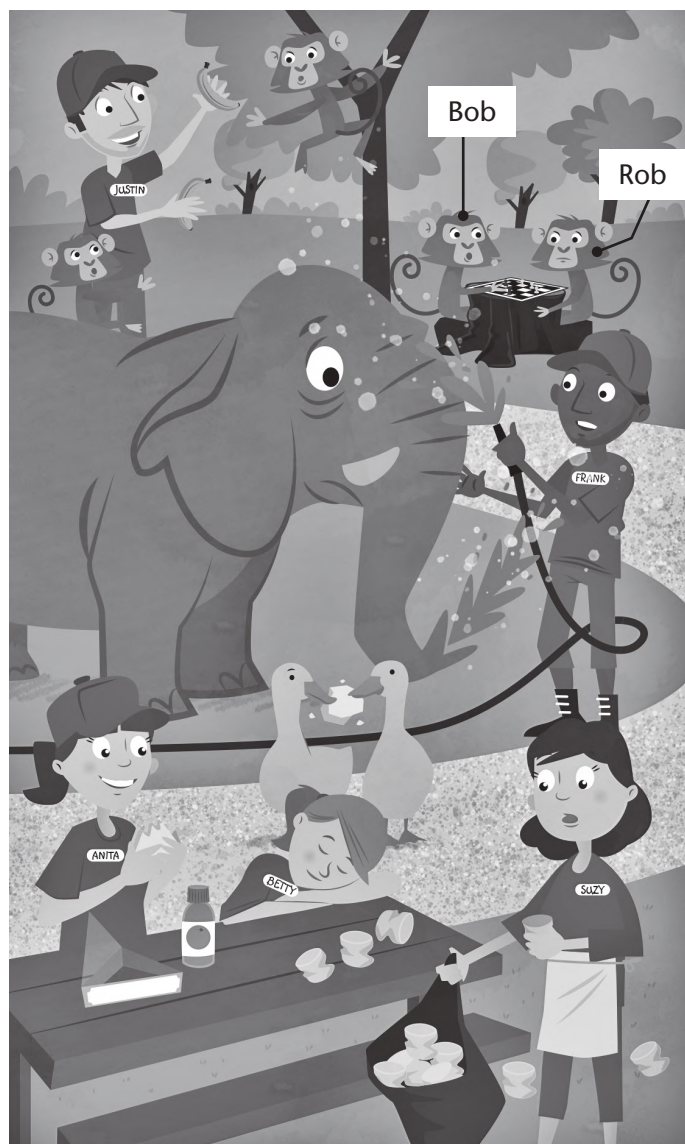
- Is the dog sitting next to Tom's sister?

- c** ★★ Over to you! Work with a partner.
Play the *Guess the Picture* game.

► **Student's Book** page 53, exercise 4

Writing

- 5 a** ★ Get ready to write Look at the picture and read the description. Underline the sentences which give extra information.



- Anita is sitting at the table. She's eating a cheese sandwich. She loves cheese.
- The chimps eat ten kilos of bananas every day. They're hungry now. Justin is feeding them.
- Frank is washing the elephant. The elephant is washing Frank. The water is cold!
- Betty is sleeping. She's very tired.
- Suzie is Betty's sister. She's tall and she's got long hair. She's tidying up.

- b** ★★ Write two more sentences which describe the picture.

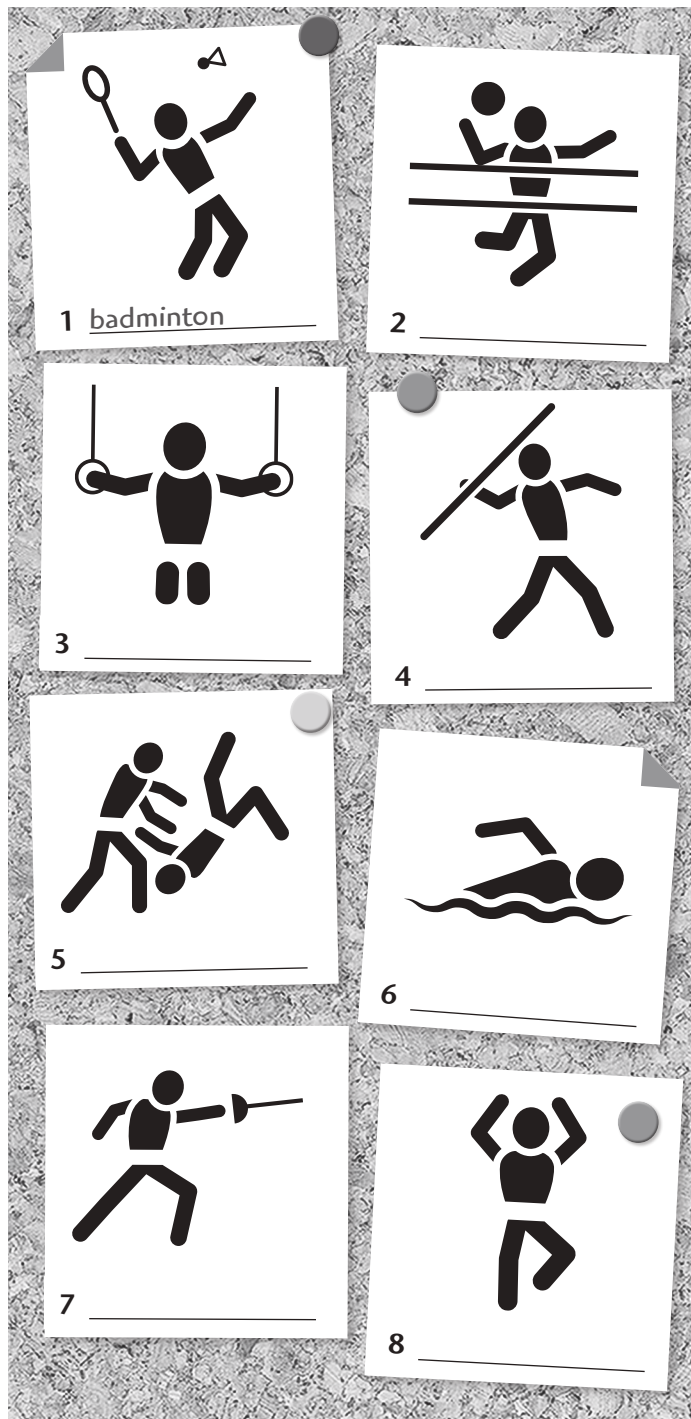
- c** ★★ Write two more sentences which give extra information. You can invent the extra information.

► **Student's Book** page 53, exercise 5

4D At the leisure centre

Vocabulary

1 a ★ Label the sports.



1 badminton

2

3

4

5

6

7

8

b ★★ Complete the chart with the verbs.

| 1 | 2 | 3 |
|------------|------------|----------|
| badminton | judo | swimming |
| volleyball | gymnastics | fencing |
| | athletics | dancing |

2 ★★★ Over to you! Write five sentences about the sports you do / don't do.

e.g.: I play volleyball. I don't go swimming.

► Student's Book page 55, exercise 3

Everyday English

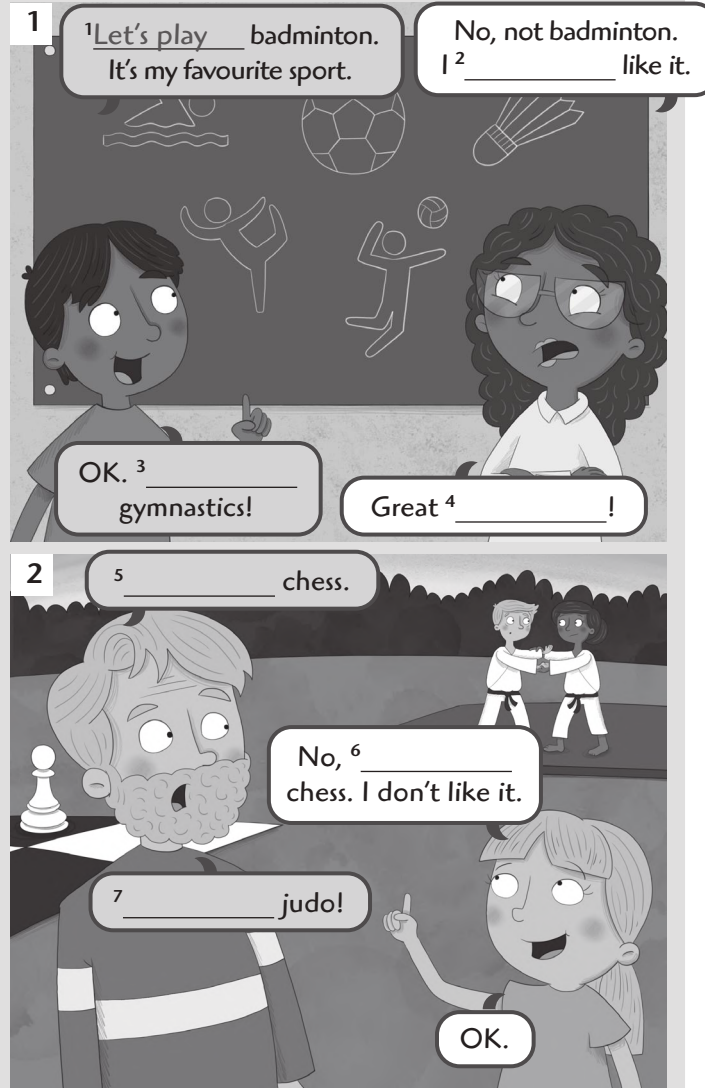
3 a ★★ Put the lines in the correct order to make dialogues.

- 1 Lexi Let's go to the park!
 1 Declan Hi Lexi.
 Lexi Hi Declan. I'm bored.
 Declan That's a great idea.
 Declan Me too.
 2 Lorcan Hi Poppy! Let's play volleyball.
 1 Poppy Hello Lorcan.
 Poppy Yes, let's do that.
 Poppy No, not volleyball. I'm tired.
 Lorcan OK. Let's listen to music.

b 31 Listen and check.

4 ★★ Complete the speech bubbles with the words in the box.

don't idea Let's do (x2)
 Let's play Let's play not



1 'Let's play badminton.
 It's my favourite sport.

No, not badminton.
 I like it.

OK. gymnastics!

Great! I like it!

2 I like chess.

No, I don't like it.
 chess. I don't like it.

I like judo!

OK.

► Student's Book page 55, exercise 4

The story of a farmer, his son and their donkey.



Glossary



lazy



carry

Reading

1 Look at the pictures. Circle three words which are **not** in the story.

apples bananas car dog
donkey farmer market men
old man old woman son women

2 Read the story and number the pictures in the correct order.

1 This is a story about a farmer, his son and their donkey. They go to market with their apples every Friday.

2 It's Friday. It's hot and sunny. The farmer and his son are going to market. The farmer is walking and his son is riding the donkey.

3 They pass some men. They're talking.
"Hey! Look at that farmer. He's walking and his lazy son is riding the donkey."
"That's not right."

4 Now the farmer is sitting on the donkey. His son is running on the road.
"Those men are right. You're young. You can walk."

5 They pass some women. They're talking.
"Hey! Look at that poor boy. He's running and his lazy father is riding the donkey."
"It's not fair."

6 The farmer stops the donkey. He calls his son.
"Those women are right. Jump on the donkey! You can ride with me."
"Thanks, Dad!"

7 They pass an old man and an old woman. They're talking.
"Hey! Look at that poor donkey. He's carrying the farmer, his son and all the apples."
"That's not right!"

8 "That old man and that old woman are right. Poor donkey! Let's carry him."

9 Finally they arrive at the market. Everyone is looking at them.
"Hey! Look at that silly farmer and his son! They're carrying their donkey!"

3 Read the story again. Answer the questions.

- 1 Is the son lazy?
- 2 Is the farmer lazy?
- 3 Can the donkey carry the farmer, the son and the apples?
- 4 Does the man think for himself?

4 32 Now listen to the story while you read it again.

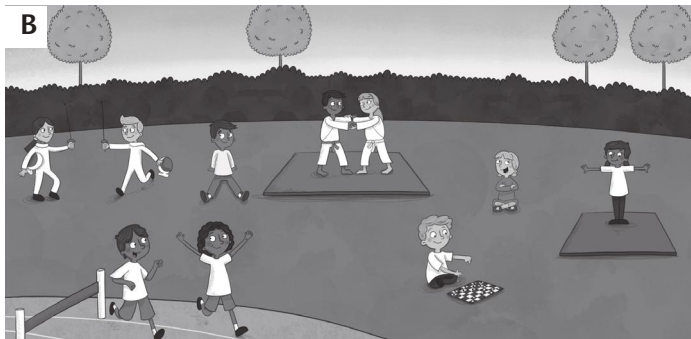
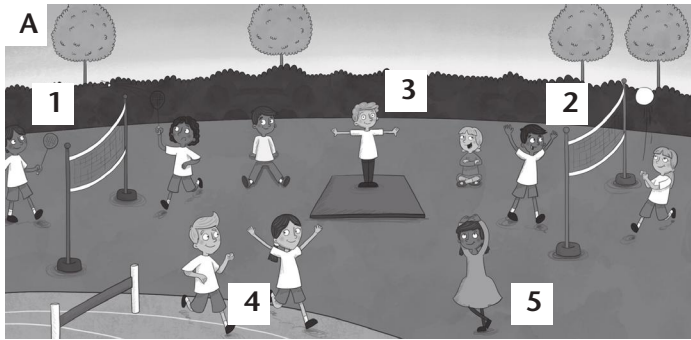
5 Over to you! What is the moral of the story?

- 1 Listen to other people, but think for yourself too.
- 2 Don't be lazy.
- 3 Donkeys are good animals.

4 Progress check

Grammar and Vocabulary

1 Spot five differences between the pictures. Write sentences about picture B.



In picture B

1 They aren't playing badminton. They're doing
athletics.

- 2 _____
- 3 _____
- 4 _____
- 5 _____

2 Write questions and answers about the people in the picture below. Use the words in the boxes.

cook drink eat kiss play sleep stand talk to

the baby on a box burgers the grandfather
the guitar a milkshake a pizza in a tree



1 What is she playing?

She's playing the guitar.



2



3



4



5



6

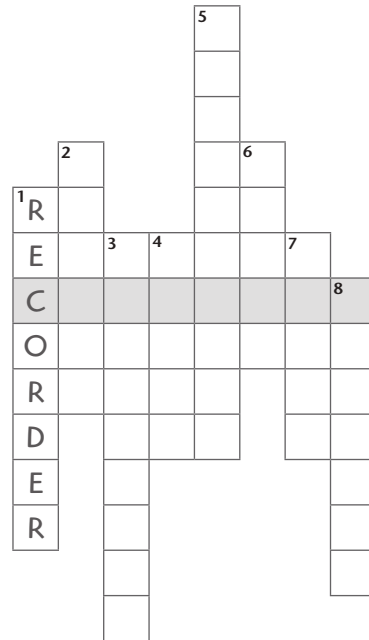
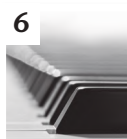
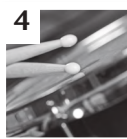


7



8

3 What does Clara play? Complete the crossword to find out.



- 4** Imagine it's six o'clock on Saturday.
Write *yes/no* questions to ask your partner.
Guess their answers.



1 Are you dancing?
Yes, I am. / No, I'm not.



2 _____



3 _____



4 _____



5 _____



6 _____

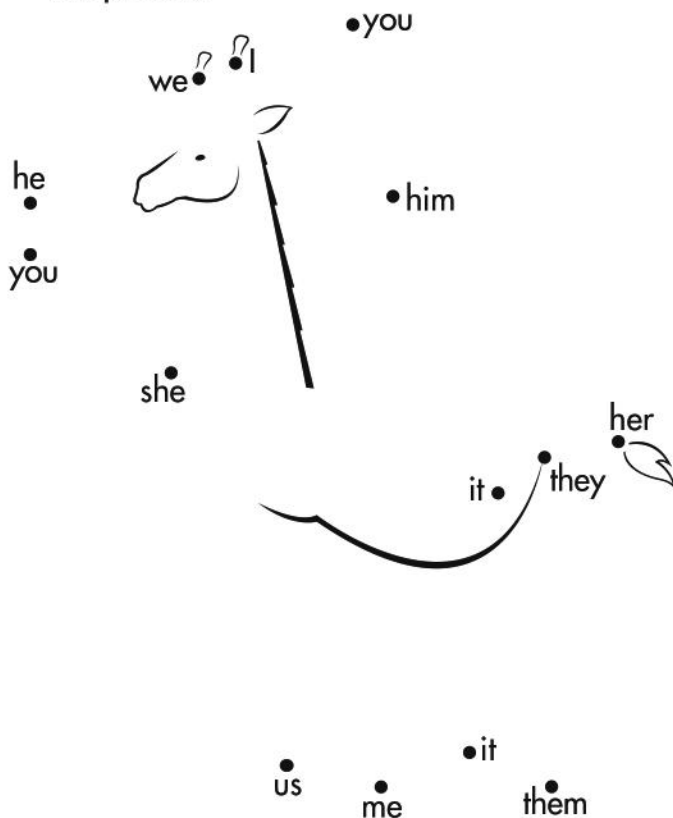


7 _____



8 _____

- 5** Join the subject and object pronouns. Then
colour in between the lines. What animal is in
the picture?



- 6** Circle the correct word to complete the text.

Hi Jodie! Can ¹you/I come and play
MegaMonsters with ²me/I and my brother?

Sorry, I can't. ³Me am at my new
school with Mum and Dad.

Can you chat? Are you with ⁴they/them now?

Yes, I can. ⁵They/Them are talking to my teachers.

Dad's with Mrs Wells. ⁶She/Her is
my Maths teacher. I like ⁷she/her.

What about your mum?

She's with Mr Foster. ⁸He/Him is my Art
teacher. I don't like ⁹he/him.

Do you like your new school?

It's OK. ¹⁰We/Us do a lot of homework.
Great! Mum's finished. Bye for now.

Bye! Come and play with
¹¹them/us another day!

Everyday English

- 7** Write mini-dialogues for these situations.
Use *Let's* in the first sentence.

1 You're with a friend. You see some ducks on
the river. You've got some duck food.
Your friend likes the idea.

Let's feed the ducks.

Good idea!

2 You're with a friend at home. Your favourite
TV programme is starting.

Your friend loves the programme, too.

3 You're hungry. You see a pie shop.

Your friend doesn't like pies. She likes pizza.

4 You are at the Sports Centre. You think
dancing is fun.

Your friend doesn't like dancing. He thinks
climbing is fun.

Doctor Z Episode 2

1 ★★ Put the sentences in the correct order as they happen in the story.

- ___ a An apple goes into the tuba.
- ___ b Doctor Z is sleeping.
- ___ c Fluffy asks for some food.
- ___ d Harry carries Doctor Z's tuba at the concert.
- ___ e Harry is sleeping.
- ___ f Harry wakes up.
- ___ g Zelda and Doctor Z put on headphones in the park.
- 1 h Zelda and Harry look at Doctor Z's new invention.

2 ★ Find the words in the story.

- 1 A musical instrument tuba _____
- 2 A fruit a _____
- 3 You can play and run outside here. p _____
- 4 Clothes u _____
- 5 You use these to listen to music. h _____
- 6 A kind of fish t _____
- 7 You can put this on the grass and sit on it. b _____

3 ★★ Put the words in the correct order to make sentences and complete the speech bubbles.

- 1 tuba loud This very big is .



- 2 me you ? hear Can



- 3 please ? I Can food some , have



- 4 don't I apple this like !



- 5 sleeping Z is ? Why Doctor



4 ★★★ Over to you! Work with a partner. Answer the questions.

- 1 What does Doctor Z want to get at the concert?
- 2 Why do Doctor Z and Zelda put on headphones?
- 3 Why does Fluffy throw the apple?
- 4 Why does Doctor Z sleep?

- 5 ★ 33 Listen and number the pictures in the correct order.



- 6 ★★ 33 Listen again and answer the questions.

- Why is Doctor Z angry?
A man is standing in the way.
- Does Fluffy like fish?

- What does Fluffy want from the picnic?

- Does Fluffy like ice cream?

- Does Zelda like the man's "dance"?

- 7 a ★ Complete the sentences with the verbs in the box.

don't get go have play read work

A Day in the Life of an **Evil Scientist**

by Doctor Z, aged 48½



I ¹get up early.

I ²breakfast with Zelda. I like eggs!



In the morning, I ³_____ in my lab.

On Monday afternoons, I ⁴_____ to the swimming pool, but I ⁵_____ go swimming.



On Wednesday afternoons, I go to the library, but I don't ⁶_____ any books.

In the evening, I ⁷_____ the saxophone.



- b ★★ Answer the questions.

- When does Doctor Z get up?
He gets up early.
- Who does he have breakfast with?

- Where does he work in the mornings?

- Where does he go on Monday afternoons?

- When does he go to the library?

- What musical instrument does he play?

- 8 ★★★ Over to you! Work with a partner. Ask and answer questions about Doctor Z's day.

5

In town

5A Our town

Vocabulary

1 a ★ Label the places.



1 shopping centre



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____

b ★★ Write about your town.

e.g.: We've got a shopping centre. We haven't got a museum.

2 a ★ Complete the text with the missing words.

My favourite place in town is the ¹swimming pool _____. I am in the swimming team. I go to the pool on ²M_____ and ³W_____. I like the ⁴m_____, too. My favourite subject at school is ⁵H_____.

b ★★★ Over to you! Write about you. Use the text in exercise 2a to help you.

► Student's Book page 62, exercise 2

Pronunciation

3 a Circle the words with the /ð/ sound. Underline the words with the /θ/ sound.

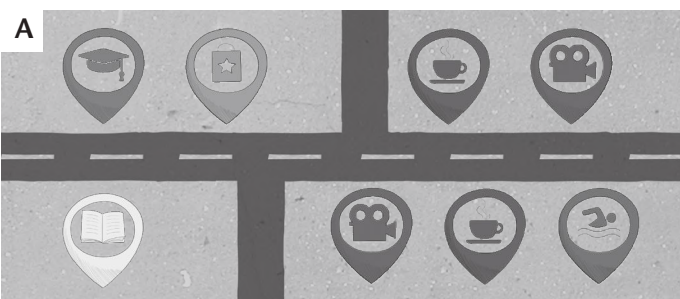
bath this birthday them brother they
north father south thank that three

b 34 Listen and check.

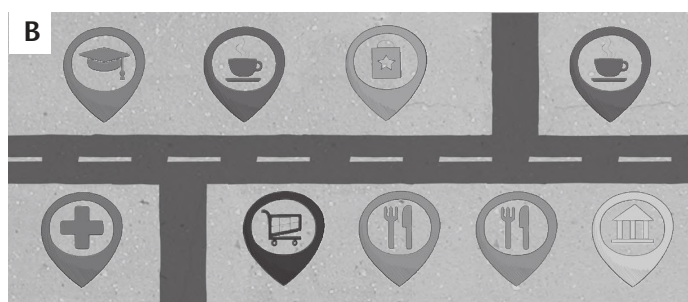
► Student's Book page 62, exercise 3

Grammar

4 ★★ Look at the map. Compare Chestnut Street and Pine Road.



Chestnut Street



Pine Road

1 What places do both Chestnut Street and Pine Road have? Write + sentences.

There's a school.

2 What places are there in Chestnut Street, but not in Pine Road? Write - sentences.

There isn't a library.

5 a ★★ Look at the maps again. Complete the dialogues with *Pine Road* or *Chestnut Street*.

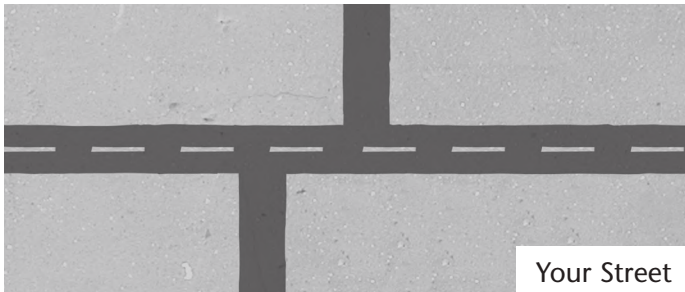
- 1 A Is there a library in Chestnut Street?
B Yes, there is.
- 2 A Are there any cinemas in _____?
B No, there aren't.
- 3 A Is there a hospital in _____?
B No, there isn't.
- 4 A Are there any cafés in _____?
B Yes, there are.

b ★★ Write four different questions for these answers. Use the words in the box. Use exercise 5a to help you.

cinemas hospital restaurants swimming pool

- 1 A Is there a hospital in Pine Road?
B Yes, there is.
- 2 A _____
B No, there aren't.
- 3 A _____
B No, there isn't.
- 4 A _____
B Yes, there are.

c ★★★ Over to you! Draw a street. Write about it.



Your Street

► Student's Book page 63, exercise 7

Listening and Writing

6 a ★ 35 Listen to the dialogue and circle the correct answers for David.

| Where? | David |
|--|---|
| Does he like his street? | <u>Yes</u> No |
| Where does his mum work? | a school a restaurant |
| Where does his dad work? | a library a café |
| What isn't there in his street? | a supermarket shops a library a school |
| What other places are there in his street? | a library a school a hospital a restaurant |
| What's his favourite place in his street? | his grandmother's house his friend's house |

b ★★ Get ready to write Complete the text for David.

My name's David. I live in Cherry Street. It's a great street! There's a library and there's ¹ _____ in the street. My mum works at the school. It isn't my school. I go to school in the centre of town. I can't walk to school, I get the bus. There aren't any ² _____ and there isn't ³ _____, but there's a shopping centre near our street. My dad works in the ⁴ _____ in the shopping centre. My favourite place is my friend's ⁵ _____. He lives next door to us!

7 ★★ Complete the sentences with the correct form of the verbs in the box.

is is live ride ride walk walk work work

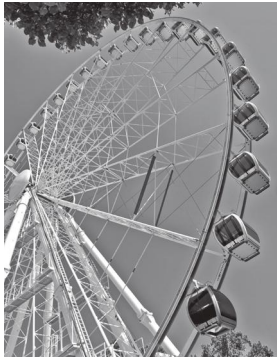
- 1 We **+** live on Pear Tree Road.
- 2 There **+** _____ a hotel on our road.
- 3 My mum **-** _____ at the hotel.
- 4 Mum and Dad **+** _____ at the museum.
- 5 My school **+** _____ on our road.
- 6 I **-** _____ to school, I **+** _____ my bike.
- 7 My sister is five years old. She **-** _____ a bike to school.
- 8 She **+** _____ to school with Mum.

► Student's Book page 63, exercise 8

5B At the funfair

Vocabulary

1 a ★ Complete the fairground words.



1 b _ w _



2 g _ t _



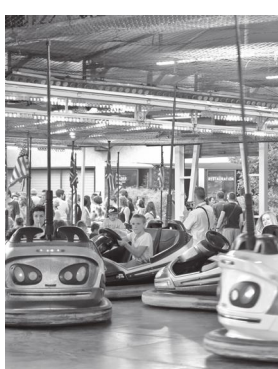
3 r _ c _



4 h _ d _ s _



5 t _



6 d _



7 c _ s _



8 c _ s _

b ★★ Write about the fairground attractions. Use *like*, *don't like*, *love* or *hate*.
e.g.: I hate the roller coaster.

2 a ★★ Read the texts (1–2) then look at the pictures and answer the questions.

Tina

Clea

Shari

- 1 She loves the big wheel, but she doesn't like the dodgems. She likes the ghost train, but she hates the rollercoaster. Who is she? _____
- 2 She likes the rollercoaster, but she hates the ghost train. She doesn't like the big wheel, but she loves the dodgems. Who is she? _____

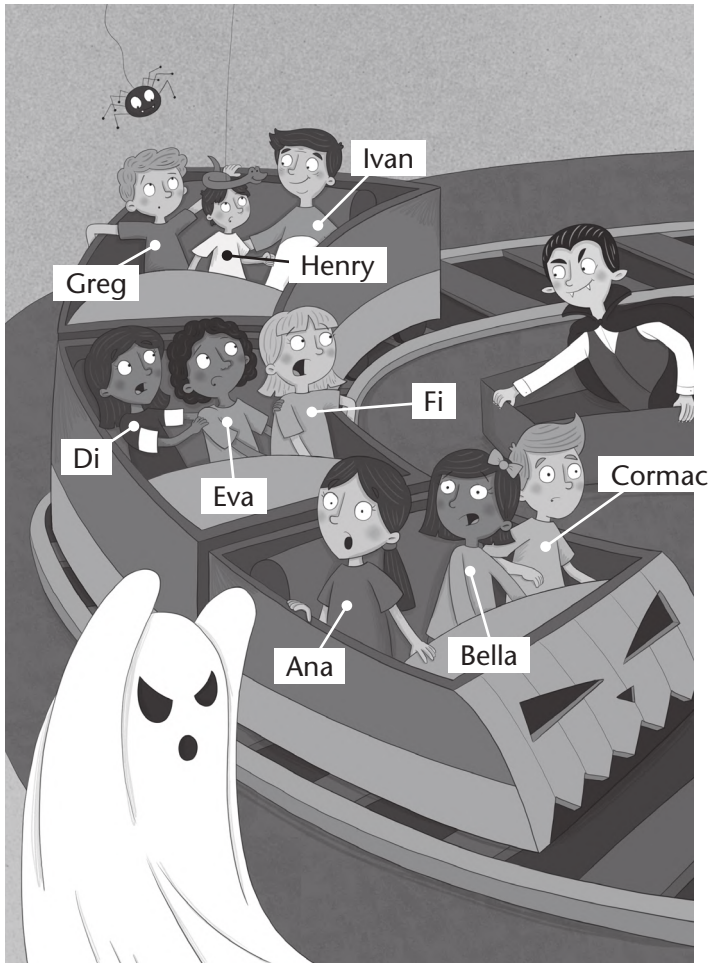
b ★★ Write about the third girl.

► Student's Book page 65, exercise 3

Grammar Prepositions of place

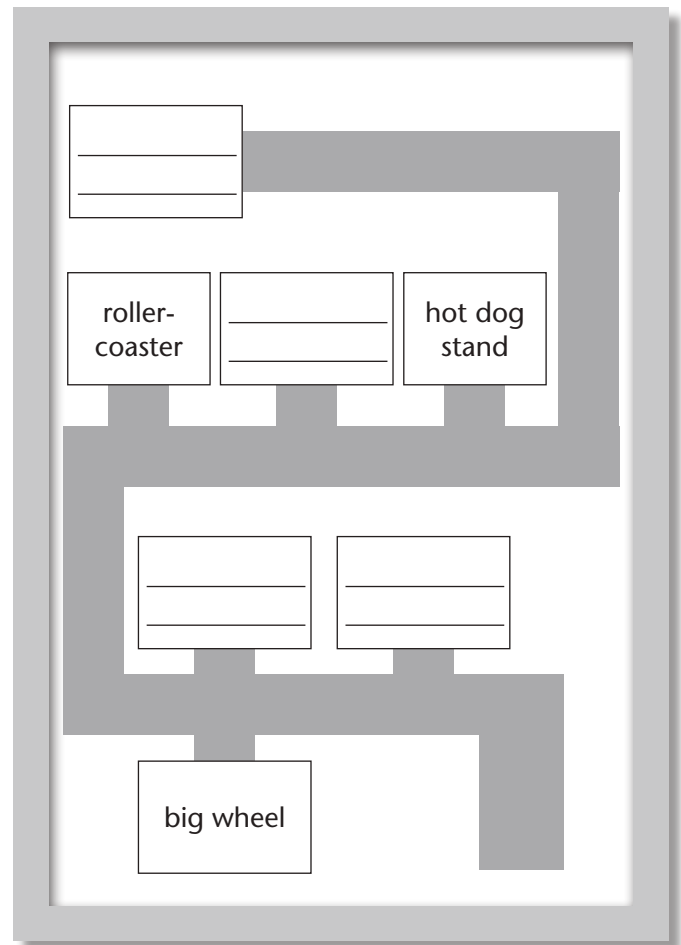
- 3 ★ Mark the sentences true (T) or false (F).
Correct the false sentences. Use the prepositions in the box.

behind between in in front of
near next to on opposite under



- 1 Ana is behind Bella. ☒ F
Ana is next to Bella.
- 2 Bella is in front of Ana and Cormac. ☐
- 3 Di is opposite Eva. ☐
- 4 Fi is near the vampire. ☐
- 5 The snake is on Henry. ☐
- 6 Fi is under Eva. ☐
- 7 Greg is under the spider. ☐
- 8 Ana is behind the ghost. ☐

- 4 a ★ 36 Listen to the dialogues and label the places on the map.



- b ★★ Look at the map and complete the dialogues.

between Can you hungry Is there
next to opposite there is Where

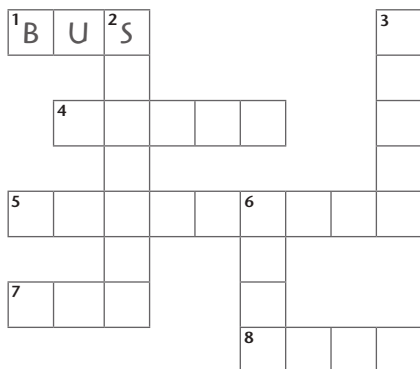
- 1 A Excuse me? Is there a candyfloss stand here?
B Yes, there is.
A ² Where is it?
B It's over there. It's ³ between the trampolines.
A Oh. I can't see the trampolines.
B Look! They're ⁴ opposite the rollercoaster.
- 2 A Hello. ⁵ Can you help me?
B Sure.
A I'm ⁶ hungry. Is there a hot dog stand here?
B Yes, ⁷ there is.
A Where is it?
B It's ⁸ next to the trampolines and the big wheel.
A Thanks.

- c ★★★ Write another dialogue.
Use exercise 4b as a model.

5C The chase

Vocabulary

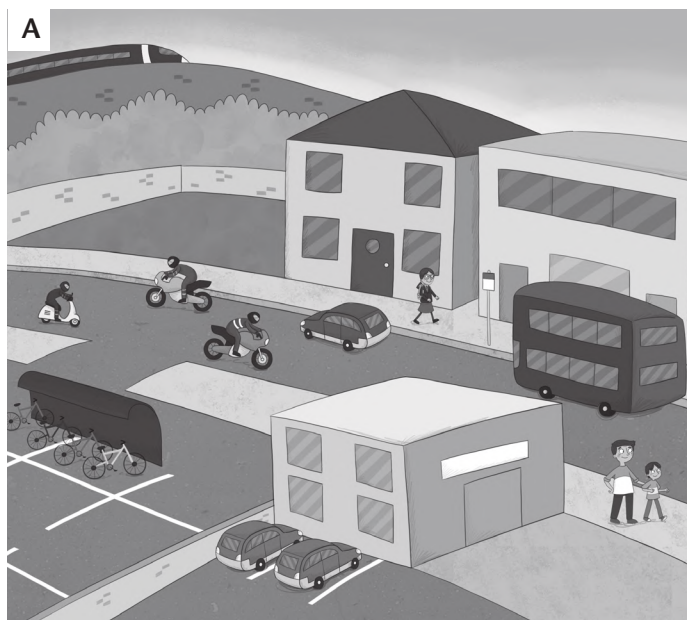
1 a ★ Complete the crossword.



b ★★ Read the puzzles and write the name of the vehicle.

- 1 It's got wings and wheels. _____
- 2 It's big. It's got lots of wheels. I go to school in it. _____
- 3 It's got four wheels. There are lots of them on the road. It's not too big. _____

2 ★★ Compare pictures A and B.
Write about picture B.



In picture B

- 1 There isn't a bus. _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

3 ★★ Write two puzzles. Use the puzzles in exercise 1b as a model. Swap with your friends.

► Student's Book page 67, exercise 3

Grammar

Present simple: *Wh-* questions

- 4 a ★ Put the words in the correct order to make questions.

AGENT 076 ZOE X

TOP SECRET



1 she What does do ?

What does she do?

2 live she Where does ?

3 does she work with Who ?

4 wear does a black cap Why she ?

5 does What languages she speak ?

6 she drive What does ?

7 she Where have breakfast does ?

8 does at weekends she Who visit ?

9 Why visit does them she ?

- b ★★ Now answer the questions in exercise 4a about Zoe X. Use the phrases in the box.

a black Jaguar a special-agent
ex-spies her long red hair
her uncle and aunt in a small café
in Paris ten languages with Jane P

- 1 She's a special agent _____.
- 2 _____.
- 3 _____.
- 4 Because she can hide _____.
- 5 _____
including Sanskrit.
- 6 _____.
- 7 _____.
- 8 _____.
- 9 Because they _____.

- 5 ★★ Write the questions for these answers about another spy.

1 What does he like?

He likes horses and fast cars.

2 _____

He drives a red sports car.

3 _____

He works at MI7.

4 _____

He talks to his grandmother every day.

5 _____

He speaks Chinese because he lives in China.

► Student's Book page 67, exercise 6

Writing

- 6 ★★ Get ready to write Complete the concept map for your ideal secret agent. Use the questions in exercise 4a to help you.

| why | what |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| who | where |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

- 7 ★★ ★ Write about *A day in the life of your secret agent*. Use the story of Jane P in the Student's Book to help you.

5D At the chippy

Vocabulary

1 a ★ Write the amount in numbers.



a 37p



b



c



d



e



f

b 37 ★ Listen and number the photos.

► Student's Book page 69, exercise 3

Everyday English

2 ★★ Write the questions with *how much* is or *how much are*. Complete the answers.

• MENU •

| | | | |
|-------------------|-------|--------------------|-------|
| Fish: small piece | £4.50 | Cheeseburger | £4.20 |
| Fish: big piece | £6.00 | Chicken sticks (6) | £3.65 |
| Chips: small bag | £2.25 | Sausage (each) | £1.20 |
| Chips: big bag | £3.25 | Scotch egg (two) | £3.80 |
| Burger | £3.50 | | |



1 How much is a small bag of chips?
£2.25



2



3



4



5

3 a ★★ Complete the dialogue. Use the menu in exercise 2 to complete the price.

Here you are How much
I'd like two sausages would you
Would you like your change

Assistant What ¹would you like?

Girl Can I have ²_____, please?

Assistant ³_____ chips?

Girl Yes, ⁴_____ a big bag, please.

Girl ⁵_____ is that?

Assistant ⁶£_____, please.

Girl ⁷_____.

Assistant And here's ⁸_____.

b ★★ ★ Imagine you are at the chippy with a friend. Write a dialogue.

► Student's Book page 69, exercise 4

STONE SOUP

Bella Look Mum! There's a new family in the square.
Mrs Brown What are they doing?
Bella I don't know.
Mrs Brown Come inside. We don't like new people.
Mr Cook Good evening. Can you give us some food, please?
Mrs Brown Sorry. We haven't got any extra food.
Mr Cook Never mind. Thank you all the same.



Mr Cook There isn't any extra food in this town.
Martin I've got an idea. Let's make stone soup.
Mrs Cook Here's our cooking pot. Help me make a fire.
Bella Look! They're cooking.
Mrs Brown What are they cooking?
Bella I don't know.
Mrs Brown Go and ask!










Bella Excuse me. What are you making?
Mrs Cook Hello. We're making stone soup.
Bella Stone soup! How do you make stone soup?
Mrs Cook Easy! Three stones and some water. You can add salt and pepper. But I haven't got any. Never mind.
Bella Mum! She's making stone soup. She needs some salt and pepper.
Mrs Brown Stone soup. That's interesting. I've got some salt and pepper. Here you are.
Mr Cook Thanks. You can add carrots. But there aren't any in my bag. Never mind.
Mrs Finch I've got some carrots at home. Wait a minute.



Mrs Cook Stone soup is very nice with potato and ham. But I haven't got potato or ham in my bag today.
Old Mr Cole There are some potatoes in my cupboard.
Young Mr Cole And I've got some ham in the kitchen. Wait a minute.
Mrs Cook The soup is ready. Would you like some soup?
All Yes, please.
Mrs Cook Do you like it?
All It's delicious.
Mrs Brown I can't believe it! Delicious soup from three stones.

Reading


1 Tick (✓) the ingredients you can put in soup.

- | | | |
|---|---|---|
|  |  |  |
| <input type="checkbox"/> bananas | <input type="checkbox"/> carrots | <input type="checkbox"/> chocolate |
|  |  |  |
| <input type="checkbox"/> ham | <input type="checkbox"/> oranges | <input type="checkbox"/> pepper |
|  |  |  |
| <input type="checkbox"/> potatoes | <input type="checkbox"/> salt | <input type="checkbox"/> stones |

2 Read the story. What are the ingredients in Mrs Cook's soup?

3 Read the story again. Answer the questions.

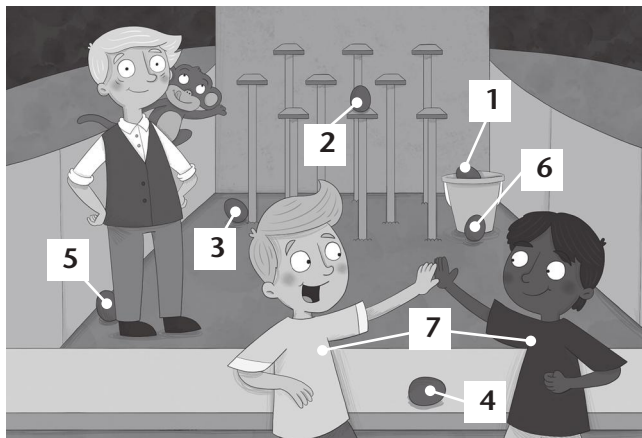
- Does Mrs Brown know Mr and Mrs Cook? _____
- Does Mr Brown give Mr Cook some food? _____
- Who has got the ingredients? _____
- Why is the soup delicious? _____

4  38 Now listen to the recording of the story while you read it again.

5 Progress check

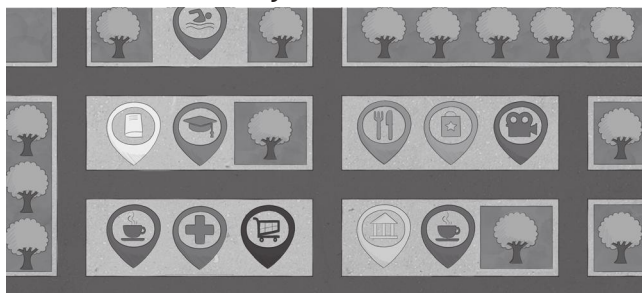
Grammar and Vocabulary

1 Look at the picture and write the prepositions.



- 1 in _____ 5 _____
 2 _____ 6 _____
 3 _____ 7 _____
 4 _____

2 Look at the map. Mark the sentences true (T) or false (F). Correct the false sentences. Add some extra information if you can.



- 1 There's a museum next to the school. ☐ F
 There's a library next to the school. There's a museum next to a café.
 2 There are three cafés. ☐

 3 There aren't any restaurants. ☐

 4 There's a supermarket between the museum and the hospital. ☐

 5 There's a swimming pool behind the cinema. ☐

 6 There are two shopping centres. ☐

3 Write questions and answers about the fairground.



- 1 (big wheel)
 Is there a big wheel?
 Yes, there is.
 2 (trampolines)

 3 (ghost train)

 4 (candyfloss stands)

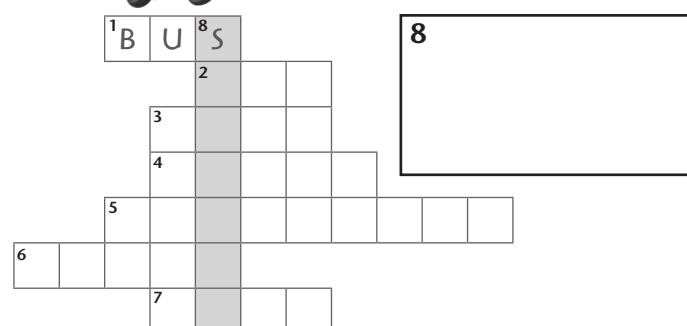
 5 (roller coaster)

 6 (coconut shy)

 7 (hot dog stands)













 8 (dodgems)

4 Complete the crossword. Draw word number 8.



Everyday English

5 a Look at the table. Write the questions for the answers. Then answer the last question.

| | The Parker family | | The Wilson family | |
|----------|---|---|--|--|
| | Sunday | Saturday | Saturday | Sunday |
| Where | Tina's Takeaway | Zak's Shack | Tina's Takeaway | Zak's Shack |
| Why |  |  |  |  |
| What |  Lola |  Lola |  Penny |  Penny |
| |  Rob |  Rob |  Ruben |  Ruben |
| How much | £30 | £25 | £25 | £30 |

A 1 When do they go out?

They go out on Sunday.

2 _____

They go to Tina's Takeaway.

3 _____

He eats fish and chips.

4 _____

It's £30.

5 Which family is it?

B 1 _____

Because it's Mum's birthday.

2 _____

She eats chicken drumsticks.

3 _____

They go out on Saturday.

4 _____

It's £25.

5 Which family is it?

b Over to you! Work with a partner. Ask questions and guess the family.

6 Match the sentence halves of the dialogues.

A 1 Hello, can I

a

2 Yes, please.

3 Would you like a big bag

4 A big

5 Here

6 How much

7 £13.00,

a help you?

b bag, please.

c you are.

d or a small bag of chips?

e is that?

f please.

g I'd like fish and chips.

B 1 Good morning,

i

2 I'd like some

3 How many

4 I'm not sure,

5 6 for £3.50,

6 Nine,

7 Would you like

8 Yes, please,

9 Here you are,

a 9 for £5.00.

b chicken drumsticks, please.

c how much are they?

d any chips?

e please.

f I'd like a small bag.

g would you like?

h that's £9.00, please.

i what would you like?

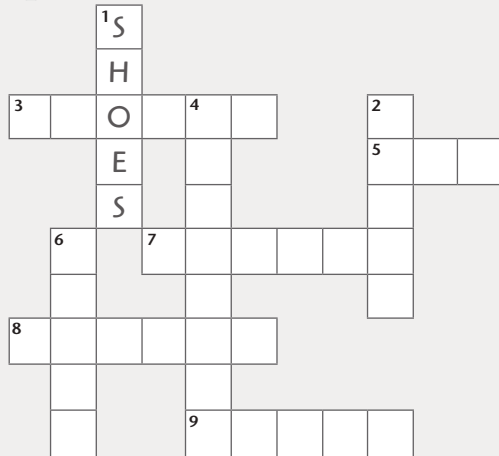
6

At the weekend

6A Going for a walk

Vocabulary

1 ★ Complete the crossword.



2 ★★ Look at the pictures again and answer the questions.

- 1 It's big and grey. What is it? _____
- 2 They're old. What are they? _____
- 3 It's grey and long. What is it? _____
- 4 It's small. What is it? _____
- 5 They're old and black. What are they? _____
- 6 It's white and pretty. What is it? _____

3 a ★★ Read and answer the questions.

- 1 You're at school. What are you wearing?
e.g.: I'm wearing blue trousers, a red T-shirt and black shoes.
- 2 It's Sunday morning. What are you wearing? _____
- 3 You're in PE class. What are you wearing? _____
- 4 It's your grandfather's birthday party. What are you wearing? _____

b ★★★ Over to you! Write three more situations. What are you wearing?

► Student's Book page 75, exercise 3

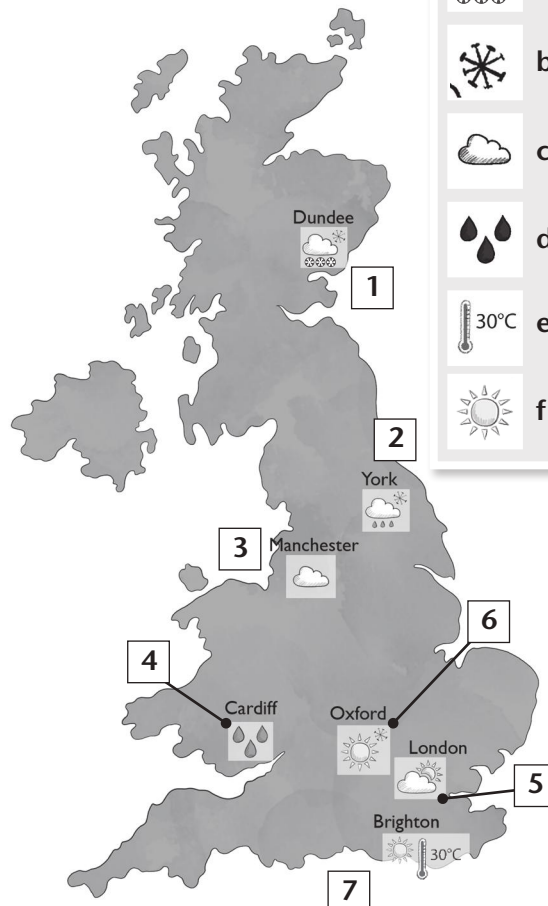
Grammar

What...like?

4 a ★ Complete the key for the weather symbols.

Key

| | |
|--|------------------|
| | a <u>snowing</u> |
| | b _____ |
| | c _____ |
| | d _____ |
| | e <u>30°C</u> |
| | f _____ |



b ★★ Look at the map in exercise 4a. Write the answers for 1–4. Then write the questions for 5–6.

1 What's the weather like in Oxford?

It's cold and sunny.

2 What's the weather like in Dundee?

3 What's the weather like in Manchester?

4 What's the weather like in Cardiff?

5 _____?

It's sunny and cloudy.

6 _____?

It's hot and sunny.

c ★★ Look at Lea. Write the questions.



1 What's her hat like?

It's small and white.

2 _____

They're big and black.

3 _____

It's short and grey.

4 _____

They're long and grey.

5 _____

It's long and black and white.

d ★★ Look at the map in exercise 4a. Where is Lea?

e ★★★ 📄 Over to you! Find a weather map for today. What's the weather like in five different towns in your country?

5 ★★★ 📄 Work with a partner. Think about the weather and the clothes you need in the places in the box. Write a short description and ask your partner where the person is.

the Amazon the Antarctic
the Canary Islands the Sahara Desert

e.g.: It's hot. It isn't raining. Jake's wearing shorts, a T-shirt and a hat. He's got strong shoes. Where is he?

► **Student's Book** page 75, exercise 5

Writing

6 a ★ Get ready to write Complete the beginning of the story with the words in the box.



boots camels car hot see

Edmund is an explorer. ☒ D

He's driving a ¹car in the desert. ☐

He's wearing ²_____, a T-shirt and a hat. ☐

It's ³_____ and sunny. ☐

He can't ⁴_____ because the sun is in his eyes. ☐

There are four ⁵_____ on the road in front of him. ☐

b ★★ Write D (description), A (action) or P (problem) by the sentences.

7 ★★ Write two of each type of sentence about another explorer. Use the sentences in exercise 6a to help you.

Description

1 _____

2 _____

Action

1 _____

2 _____

Problem

1 _____

2 _____

► **Student's Book** page 75, exercise 7

6B What's on TV?

Vocabulary and Listening

1 ★ Match the sentence halves.

- | | |
|---|---------------------------------|
| 1 A film tells | a plants and animals. |
| 2 A series tells | b in a sports show. |
| 3 A documentary gives you | c a part of a story every week. |
| 4 People sing and play instruments | d in a music show. |
| 5 Cooks demonstrate recipes | e in a talent show. |
| 6 You can see football, basketball and other sports | f in a cookery show. |
| 7 Reporters tell you the important news | g information. |
| 8 Nature programmes are about | h in the news. |
| 9 People sing, dance, do acrobatics, etc. | i you watch animated pictures. |
| 10 Games shows are | j a story in about two hours |
| 11 You don't watch real people in cartoons, | k competitions with prizes. |

2 ★★ Look at the pictures. Write the questions and answers.



- 1 (cookery show) Is she watching a cookery show?
No, she isn't. She's watching a game show.



- 2 (sports programme) _____



- 3 (a documentary) _____



- 4 (comedy) _____

3 a ★★ 39 Listen to Jack and Polly and answer the questions.

| | Jack | Polly |
|----------------------------------|-------------|-------|
| 1 When is the programme? | Monday 7.30 | |
| 2 What kind of programme is it? | | |
| 3 What's it called? | | |
| 4 What happens on the programme? | | |

b ★★★ Answer the questions above and write about your ideal TV programme.

► **Student's Book** page 77, exercise 3

Pronunciation /r/

4 a 40 Listen and circle the words with an /r/ sound. Underline the words with silent r.



bathroom burger cartoon
 cookery hungry jumper mother
 nature rat red sister
 sports where write

b 41 Listen and check.

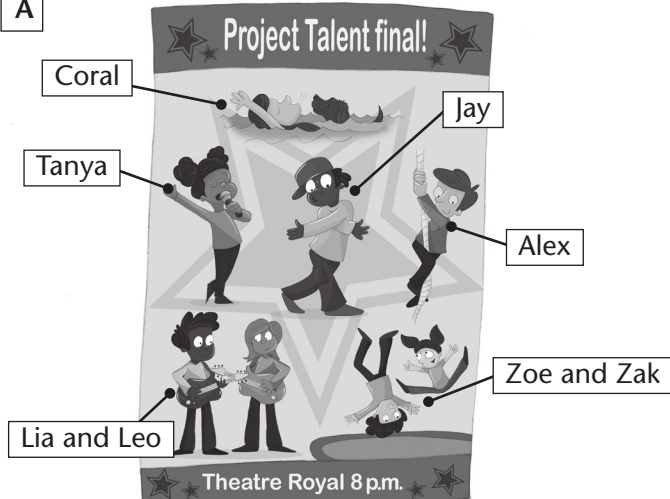
► **Student's Book** page 77, exercise 4

Grammar

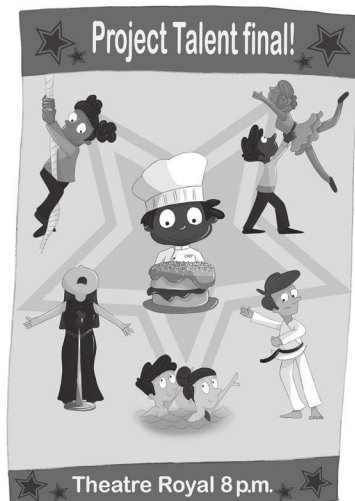
Present continuous: review

- 5 ★★ Compare pictures A and B. Write sentences about picture B.

A



B

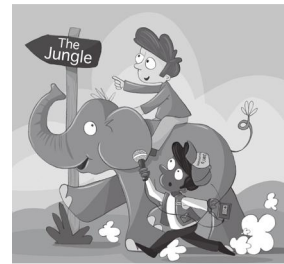


- 1 Tanya isn't singing. She's climbing a rope.
- 2 Jay _____
- 3 Lia and Leo _____
- 4 Alex _____
- 5 Coral _____
- 6 Zoe and Zak _____

- 6 a ★ Match 1–5 to a–e to complete the verb phrases.

- | | |
|--------|--------|
| 1 look | a with |
| 2 talk | b to |
| 3 sit | c for |
| 4 look | d at |
| 5 play | e on |

- b ★★ Complete the questions and answers.



- 1 a What are they making _____?
They're making a documentary.
- b _____?
- c _____ an elephant.
- d _____ to an explorer.
- e _____ the jungle.



- 2 a What are they making _____?
_____ a sports programme.
- b _____?
- c _____ a cyclist.
- d _____ to the Alps.
- e _____ his helmet.



- 3 a _____?
- b _____ a film.
- c _____ a car.
- d _____ an actor.
- e _____ a lion.

► Student's Book page 77, exercise 6

6C I work at the weekend

Vocabulary

- 1 ★★ Look at the pictures and answer the questions.



Adam



Ben



Charlene



Elsa and Ed



Dana and Doug



Ivy



Gloria and Greg



Hector



Emma



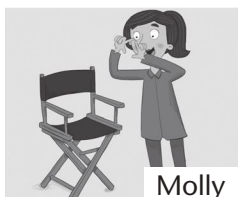
Josh and Jolene



Ken



Lucy



Molly



Pablo

- 1 Is Adam a mechanic?
No, he isn't. He's a doctor. Ken's a mechanic.
- 2 Are Dana and Doug police officers?

- 3 Is Lucy a bus driver?

- 4 Is Ben a hairdresser?

- 5 Are Josh and Jolene reporters?

- 6 Is Ivy a musician?

- 7 Is Molly an artist?

- 2 ★★★ Over to you! Write about the jobs in your family. Use your dictionary if necessary.

e.g.: My mum's a doctor. She works in a hospital. She likes her job.

► Student's Book page 78, exercise 3

Grammar

Present simple: review and extension

- 3 ★★ Complete the texts with the correct form of the words in the boxes and answer the questions at the end of the texts.

go like wear wear work work work

- A Amy ¹works in a hospital, but she isn't a doctor or a nurse. She ²X _____ a uniform, but she ³✓ _____ a white coat. She ⁴X _____ at nights, but she ⁵✓ _____ at weekends. She ⁶✓ _____ to work by car. She ⁷✓ _____ her job.

What does she do? _____

get go love wash wear work work

- B Harry ¹✓ _____ in a shopping centre, but he isn't a shop assistant. He ²X _____ a uniform. He ³✓ _____ and cuts hair. He ⁴✓ _____ from Monday to Friday in the afternoons. He ⁵X _____ to work by car. He ⁶✓ _____ the bus. He ⁷✓ _____ his job.

What does he do? _____

get love ride work work work

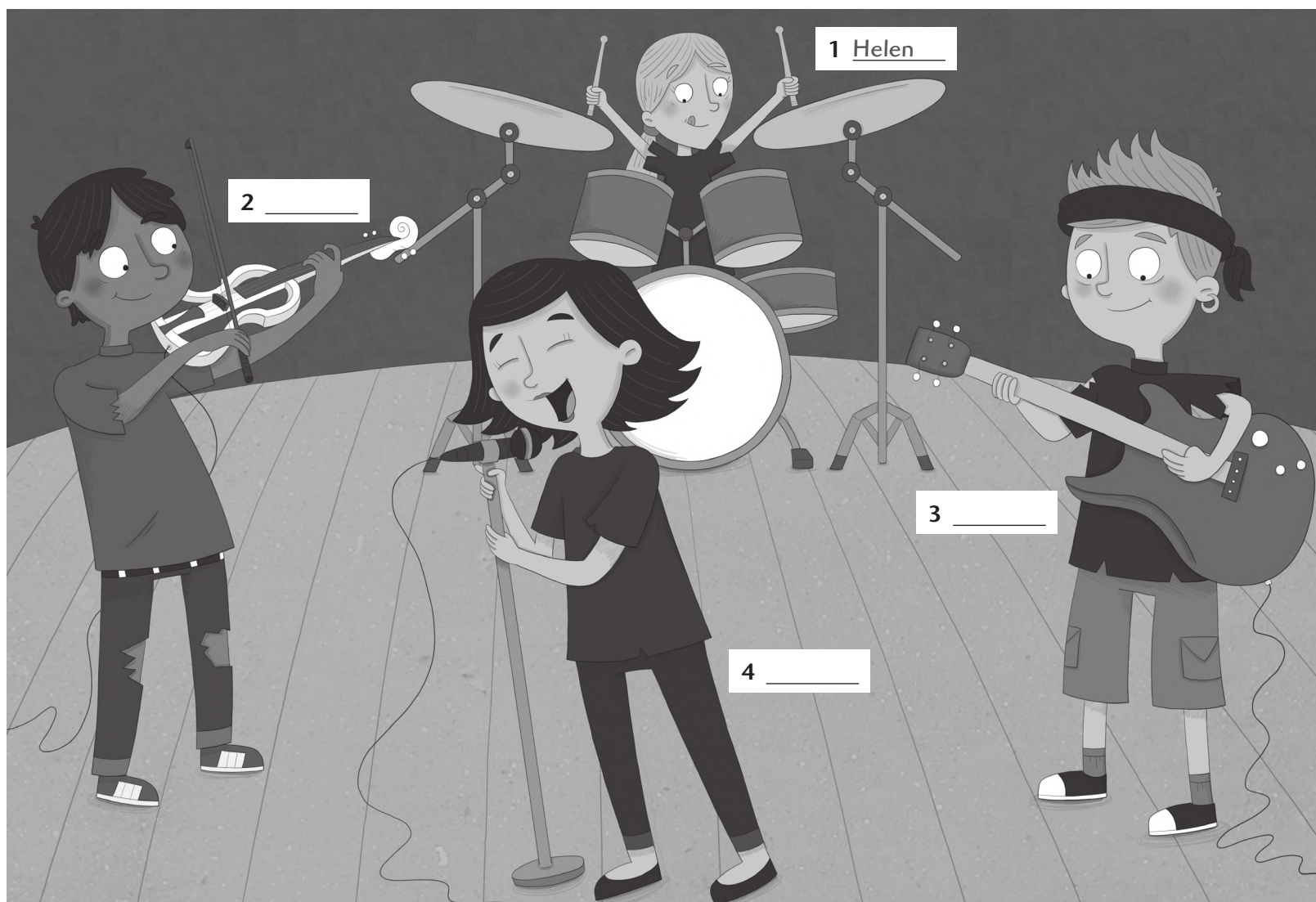
- C My name's Anita. I love cars and buses. I ¹✓ _____ at a bus station, but I'm not a bus driver. I ²X _____ the bus to work, I ³✓ _____ my scooter. I ⁴✓ _____ at weekends, but I ⁵X _____ at night. I ⁶✓ _____ my job.

What do I do? _____

fly go help like wear work work

- D They ¹✓ _____ on a plane. They ²X _____ the plane. They ³✓ _____ passengers. They ⁴✓ _____ to lots of different countries. They ⁵✓ _____ at weekends. They ⁶✓ _____ a uniform, but they ⁷X _____ it. What do they do? _____

4 a ★★ Write questions for these answers about Helen and her band.



- 1 What does she do?
She's a musician.
- 2 What _____
She plays the drums.
- 3 When _____
She practises every day.
- 4 Who _____ with?
She plays with a band.
- 5 When _____
She works at the weekends.
- 6 Where _____
They play at festivals.
- 7 How _____
They travel in a big lorry.

b ★ ★ 42 Listen to the dialogue and label the musicians with their names.

Helen Harvey Colin Kate

c ★ ★ 42 Listen again and answer the questions.

- 1 Does Harvey sing?

- 2 What does Kate play?

- 3 What time do they practise?

- 4 Where do Colin and Kate work?

- 5 Where does Harvey work?

- 6 Do they like their jobs?

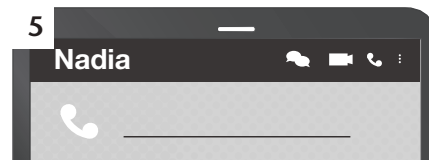
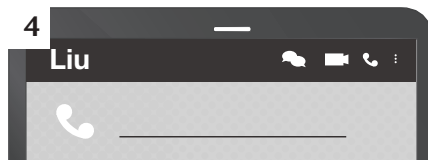
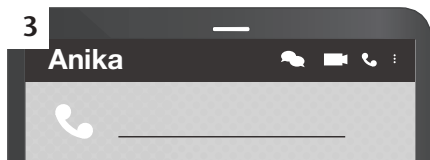
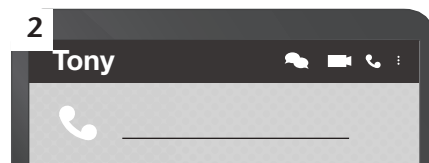
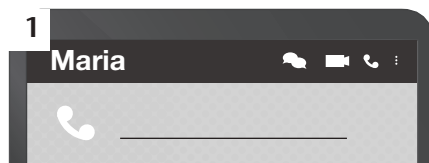
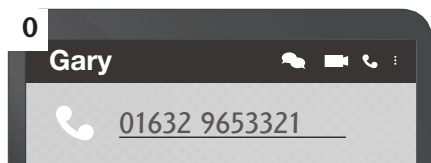
- 7 What do they like?

► Student's Book page 79, exercise 5

6D The superheroes special

Vocabulary

1 a 43 Listen and write the numbers on the screens.



b Complete the dialogue with the correct name.

Anika, have you got _____'s number?

Yes, I have. It's 0191 498 5500.

c Work with a partner. Practise the dialogue. Use different names.

► **Student's Book** page 81, exercise 4

Everyday English

2 Match 1–6 to a–f to complete the mini phone dialogues.

- | | |
|--------------------------------------|----------------------------|
| 1 See you later! | a It's 07794 000333. |
| 2 Can you give me your phone number? | b It's Polly. |
| 3 Hello, who's that? | c Bye! |
| 4 Ben, is that you? | d Yes, it is. |
| 5 I've got a message from Mum. | e Bye! Thanks for calling. |
| 6 Goodbye! | f OK. What is it? |

3 a Put the lines in the correct order to make phone conversations.

- | | | |
|--|--|---|
| A | B | C |
| ___ B Yes, that's fine. | 9 ___ A Thanks for calling. Goodbye. | ___ B Can you play football on Saturday? |
| ___ A Hello, who's that? | ___ B It's Miss Wilson. I'm Holly's teacher. | ___ A Hi Danny! |
| ___ B It's Gemma. | ___ B Can you meet me today? | 6 ___ B Oh, OK. Have you got Paula's number? |
| 9 ___ A See you later. | ___ A Yes, of course. What time? | ___ B Hello. Is that Fred? |
| 6 ___ B Is four o'clock OK for you? | ___ A Hello. Who's calling? | 9 ___ A That's OK. Bye. |
| 3 ___ A Oh, hi Gemma! | ___ B Great. Goodbye. | ___ B Thanks! |
| ___ B Can you help me with my homework? | 6 ___ B At half past four? | 3 ___ A Yes, it is. |
| ___ A Sorry, I've got a guitar class at four. What about five o'clock? | ___ A Half past four is OK for me. | ___ A No, I'm sorry, I can't. I'm not here on Saturday. |
| ___ B Bye! | 3 ___ A Oh, hello. | ___ B Bye! |
| ___ A Yes, of course. What time? | | ___ A Yes, I have. It's 09900 961448. |

b 44 Listen and check.

c Work with a partner. Act out one of the phone conversations.

► **Student's Book** page 81, exercise 5

The Hungry Jacket



a

butler

1 It's the day of the party for the King's workers. It's sunny and warm. At six o'clock the guests arrive. They're wearing their party clothes. They're happy and excited.

1



b

2 Mike the mechanic arrives at the party at half past six. He's late. He isn't wearing his party clothes. He's wearing his work clothes. His trousers and T-shirt are old and dirty. The butler looks at Mike's dirty clothes. 'Have you got an invitation?' he says. 'Yes,' says Mike, 'I'm the King's mechanic.'

2



c

3 All the people at the party are eating, drinking, talking and laughing. His friends look at his dirty T-shirt and his old shoes. They don't talk to him. He asks the Queen to dance. She looks at his dirty hands and hair, and she says no. The King looks at his dirty trousers and his old jacket. He doesn't talk to him. 'They don't want me here,' Mike thinks.

3



d

guests

4 Mike goes home. He has a shower and washes his hair. He changes his clothes and he goes to the party again.

4

The butler opens the door. Now Mike is wearing a beautiful jacket and trousers.

'Welcome,' says the butler.

'Thank you,' says Mike.



e

5 'Hello Mike!' say the other guests. 'I love your jacket!' says the Queen. 'Come and dance with me.' 'Great hair!' says the King. 'Come and have your dinner.'

5



f

dirty

6 Mike takes a pie and puts it in his pocket. Then he takes a cake and puts it in another pocket. Then he takes some ice cream and puts it in another pocket.

6

7 'What are you doing?' asks the King. 'Why are you putting food in your pockets?'

7

'Well,' says Mike. 'My beautiful jacket is an important guest. You want to talk to it. The Queen wants to dance with it. I'm giving the jacket its dinner!'



g

Reading

1 Look at the pictures. What is the story about? Tick two sentences.

- 1 A party at the Palace. ☐
- 2 A man and his clothes. ☐
- 3 A delicious dinner. ☐

2 Read the story and match the pictures (a-g) to the paragraphs (1-7).

3 Read again. Answer the questions.

1 What time is the party?

2 What time does Mike arrive?

3 What are Mike's clothes like the first time he goes to the party?

4 Do the King and Queen talk to him?

5 What is Mike wearing the second time he goes to the party?

6 Who does Mike talk to and dance with the second time he goes to the party?

7 What does Mike put in his pockets? Why?

4 45 Now listen to the story while you read it again.

5 Over to you! What is the moral of the story?

- 1 It's a good idea to wear clean clothes to parties.
- 2 You are important if you have good clothes.
- 3 A person is important. His or her clothes aren't important.

6 Work with a partner. Discuss these questions.

- 1 Is Mike right?
- 2 Are the King and Queen right?
- 3 When is it important to wear good clothes?

4 a Compare Ed, Eva and Paula. Write sentences in the present simple.

ED


| | |
|--------------------|-------------|
| Name | Ed |
| Address | Dublin |
| Work place | school |
| Instrument | piano |
| Languages | Irish |
| Transport | bike |
| Favourite TV shows | music shows |

EVA


| | |
|--------------------|------------|
| Name | Eva |
| Address | Dublin |
| Work place | hospital |
| Instrument | piano |
| Languages | Spanish |
| Transport | car |
| Favourite TV shows | game shows |

PAULA


| | |
|--------------------|-------------|
| Name | Paula |
| Address | Madrid |
| Work place | school |
| Instrument | guitar |
| Languages | Spanish |
| Transport | car |
| Favourite TV shows | music shows |

1 (live) Ed and Eva / Paula

Ed and Eva live in Dublin. Paula doesn't live in Dublin. She lives in Madrid.

2 (work) Ed / Eva

3 (play) Paula / Ed and Eva

4 (ride) Ed / Paula

5 (watch) Ed and Paula / Eva

b Look at the information about Ed again. Write the questions for these answers.

1 Where does he live?

He lives in Dublin.

2

He works in a school.

3

He plays the piano.

4

He likes The Beatles.

5 Over to you! Mark the sentences true (T) or false (F) for you. Correct the false sentences. Use the present simple.

1 I don't watch cartoons. ☐

2 My mum works in a police station. ☐

3 My dad works in a shop. ☐

4 I go to school on Saturdays. ☐

Everyday English

6 Read the situation then complete the phone call.

Rob's mum is calling Mia. She's got a message from Rob for her.

A Hello. 'Who's _____ that?

B It's Mia.

A Hi Mia. ² _____ Rob's mum. I've got a message for you from him.

B Oh, what is it?

A ³ _____ him about your homework?

B Yes, of course. ⁴ _____ me his number?

A It's 00770 918273. Don't call him now, he's in guitar class.

B OK. ⁵ _____ for the message.

A That's OK. ⁶ _____!

Doctor Z Episode 3

1 ★ Look at the story again and correct the sentences.

1 It's a hot and *cloudy* day.

It's a hot and sunny day.

2 Harry wants to go to the *museum*.

3 Doctor Z wants to escape on the *road*.

4 *Harry* works for Jane P.

5 Fluffy wants Doctor Z to *play* with Jane P.

2 ★ Match the sentence halves and write them under the correct picture.

1 Put on these a my new flip-flops.

2 I can wear b terrible!

3 Doctor Z is c hats and scarves.

4 Wow, the weather's d a brilliant scientist.

1



I can wear my new flip-flops.

2



3



4



3 ★★ Look at the pictures. Which picture are the sentences about? Write A or B.

A



B



1 Harry is wearing a T-shirt.

2 Zelda is wearing big boots.

3 Harry has got an ice cream.

4 Zelda has got a big bag of money.

5 It is snowing.

6 It is sunny.

7 Zelda is wearing flip-flops.

8 Harry is wearing a hat.

A

4 ★★★ Over to you! Work with a partner. Look at pictures A and B again. Play the *Guess the Picture* game.

Zelda is wearing a dress.

Picture A.

5 ★ 46 Listen and put the pictures in the correct order.



6 ★★ 46 Listen again and choose the correct answers.

- 1 What is Jessie's job?
 - a She tells the weather on TV.
 - b She rides a skateboard.
 - ☒ c She reads the news on TV.
- 2 What is Billy's job?
 - a He is a police officer.
 - b He tells the weather on TV.
 - c He is a reporter.
- 3 Where is Billy standing?
 - a on the beach
 - b outside the library
 - c in a TV studio
- 4 What does Billy ask for?
 - a a scarf
 - b a hat
 - c a coat
- 5 What are the three people carrying?
 - a money
 - b clothes
 - c bags of shopping
- 6 Why can't Billy see more?
 - a He hasn't got his glasses.
 - b Snow falls on him.
 - c He is scared.

7 ★★ Complete the dialogue between Jessie and Billy with the words in the box.

are can cold happening hear hot
I'm running There what's where

- Jessie** What's ¹ happening now, Billy?
- Billy** I'm wet and I'm ² running.
- Jessie** OK, but ³ what's happening with the robbers?
- Billy** I can see them! They're ⁴ there on the river!
- Jessie** Billy, I can ⁵ hear something. What's that sound?
- Billy** ⁶ There are police cars. Lots of police officers ⁷ are jumping out of them.
- Jessie** And ⁸ where are the robbers now?
- Billy** They're in the water. It's a ⁹ hot and sunny day again!
- Jessie** Billy, ¹⁰ can you go and speak to one of the police officers?
- Billy** No. ¹¹ I'm going home!

8 ★★★ Over to you! Work with a partner. Think about all the episodes of Doctor Z. Answer the questions.

- 1 Who is your favourite character in the story? Why?
- 2 What do you like about the story? What's your favourite part? Why?
- 3 What *don't* you like about the story? Why?

Grammar

Saxon genitive with singular / plural nouns

1 Put the ' in the correct place.

- 1 Milly is Nathan's sister.
- 2 I'm Olivers brother.
- 3 The pupils books are on the shelf.
- 4 That is your friends coat.
- 5 This is my cousins pen.
- 6 Joes soda is on the table.
- 7 This is Mels bag.
- 8 My friends bicycles are in the yard.
- 9 Our cats name is Fluffy.
- 10 We're in my aunts car.

Use and omission of definite and indefinite articles: *the, a / an*2 Complete the sentences with *a, an, the* or *nothing (-)*.

In my town we have lots of places to visit and things to do! My favourite place to go is _____ cinema. Opposite the cinema is _____ big park. That's where I walk my dog. There is also _____ café nearby. _____ café has the best chocolate cake in Serbia!

I also do some hobbies at home. I play _____ piano in my free time. My friend Luka likes _____ video games, but I think they're boring. At the moment, I am learning _____ English because I want to visit _____ United Kingdom next year.

Polite requests: *can / may*3 Read and write *can* or *may*.

- 1 _____ I go to the cinema with Patrick, please? (formal)
- 2 _____ I use your coloured pencils? (informal)
- 3 _____ I please go to the library? (formal)
- 4 _____ we have pizza for dinner, please? (formal)
- 5 _____ I borrow your scooter? (informal)
- 6 _____ I call my mum, please? (formal)
- 7 _____ we go to the café? (informal)
- 8 _____ you bring me a soda? (informal)

Regular and irregular plurals

4 Write each noun as a plural.

- 1 toothbrush _____
- 2 orange _____
- 3 baby _____
- 4 glass _____
- 5 box _____
- 6 man _____
- 7 tomato _____
- 8 woman _____
- 9 child _____
- 10 leaf _____

Differences in British and American English

Spelling

1 Find the American English words.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| X | U | L | R | J | C | O | L | O | R |
| C | F | A | V | O | R | I | T | E | Y |
| A | V | G | M | X | V | W | G | V | V |
| R | T | R | A | S | H | C | A | N | Y |
| N | C | A | S | O | C | C | E | R | A |
| I | G | Y | T | Q | X | H | N | F | R |
| V | S | J | C | T | E | Y | H | R | D |
| A | R | M | T | A | Y | X | R | I | Q |
| L | C | O | O | K | I | E | S | E | L |
| O | I | M | P | A | N | T | S | S | C |

carnival
color
cookies
favorite
fries
gray
mom
pants
soccer
trash can
yard

Vocabulary

2 Match the British English word to the American English.

British English

trousers
biscuits
garden
bin
mum
chips
football
funfair

American English

yard
fries
pants
cookies
soccer
trash can
carnival
mom

Grammar summary

Introduction

be: it is / they are

We use *it is* or *they are* to say what an item is or what items are.

| | | |
|---|---------|---------------|
| + | It's | a calculator. |
| | They're | pencils. |

| | | |
|---|-------------|---------------|
| - | It isn't | a calculator. |
| | They aren't | pencils. |

- ? Is it a snake?
- ✓ Yes, it is.
- ✗ No, it isn't.
- ? Are they crayons?
- ✓ Yes, they are.
- ✗ No, they aren't.

can / can't

We use *can* + infinitive to talk about things we know how to do.

| | | | |
|---|-----------------|-----|------------------|
| + | I | can | walk. |
| | You | | play the guitar. |
| | He / She / It | | drive. |
| | We / You / They | | dance. |

We use *can't* + infinitive to talk about things we don't know how to do.

| | | | |
|---|-----------------|-------|------------------|
| - | I | can't | walk. |
| | You | | play the guitar. |
| | He / She / It | | drive. |
| | We / You / They | | dance. |

- ? Can you play basketball?
- ✓ Yes, I can.
- ✗ No, I can't.

Can't is the short form of *cannot*. We usually use the short form, but we sometimes use the full form in formal writing.



Unit 1

be: singular forms

Be is an irregular verb. *Be* is the infinitive. The singular forms of the verb *be* are the following: *am*, *are*, *is*.

I'm tired.

Are you scared?

She's not thirsty.

| | | | |
|---|---------------|-----------|------------|
| + | I | am ('m) | excited. |
| | You | are ('re) | sad. |
| | He / She / It | is ('s) | beautiful. |

| | | | |
|---|---------------|------------------|------------|
| - | I | am ('m) not | excited. |
| | You | are not (aren't) | sad. |
| | He / She / It | is not (isn't) | beautiful. |

? Is he angry?

✓ Yes, he is.

✗ No, he isn't.

? Are you hungry?

✓ Yes, I am.

✗ No, I'm not.

be: plural forms

Be is an irregular verb. *Be* is the infinitive. The plural form of the verb *be* is *are*.

We're old.

You **aren't** identical twins.

Are they clever?

| | | | |
|---|------|-----------|------------------|
| + | We | | students. |
| | You | are ('re) | here to study. |
| | They | | my grandparents. |

| | | | |
|---|------|------------------|------------------|
| - | We | | students. |
| | You | are not (aren't) | here to study. |
| | They | | my grandparents. |

? Are you identical twins?

✓ Yes, we are.

✗ No, we aren't.

? Are they Spanish?

✓ Yes, they are.

✗ No, they aren't.

Possessives

We use possessive 's to talk about things or people that belong to a person, place or thing.

This is Tom's bag.

She is my teacher's daughter.

We use possessive adjectives with a noun to talk about possessions.

His birthday is in October.

This is **her** present.

We use possessive adjectives to talk about family and friends.

My family lives in Brighton.

Her friends are very nice.

We use possessive adjectives to talk about appearance.

Her eyes are blue.

| subject pronoun | possessive adjective |
|-----------------|----------------------|
| I | my |
| you | your |
| he | his |
| she | her |
| it | its |
| we | our |
| you | your |
| they | their |

Possessive adjectives have one form for singular and plural nouns.

He is **our** friend.

They are **our** friends.

We don't use *the* with possessive adjectives.

It's **my** house.



Unit 2

have got

We use *have got* to talk about possession. Use *have got* with *I, you, we* and *they*.

| | | | |
|---|------|----------------|--------------|
| + | I | have ('ve) got | brown hair. |
| | You | | blue eyes. |
| | We | | a big house. |
| | They | | a dog. |

| | | | |
|---|------|-------------|--------------|
| - | I | haven't got | brown hair. |
| | You | | blue eyes. |
| | We | | a big house. |
| | They | | a dog. |

? Have you got a car?

✓ Yes, I have.

✗ No, I haven't.

? Have they got a TV?

✓ Yes, they have.

✗ No, they haven't.

a / an, some, any

We use *a / an* with singular countable nouns.

| | | | |
|---|-----------|----------|---------------------|
| + | I've got | an apple | in my bag. |
| | We've got | a TV | in our living room. |

| | | | |
|---|----------------|----------|---------------------|
| - | I haven't got | an apple | in my bag. |
| | We haven't got | a TV | in our living room. |

? Have you got a desk in your room?

✓ Yes, I have.

✗ No, I haven't.

We use *some* with plural countable nouns in positive sentences.

+ You've got **some** plants in your house.

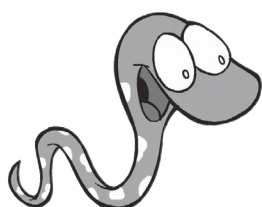
We use *any* with plural countable nouns in negative sentences and questions.

- You haven't got **any** plants in your house.

? Have you got **any** plants in your house?

✓ Yes, I have.

✗ No, I haven't.



have got / has got

We use *have got / has got* to talk about possession. Use *has got* with *he, she* and *it*.

| | | | |
|---|-----|--------------|-----------|
| + | He | has ('s) got | a rabbit. |
| | She | | a dog. |
| | It | | wings. |

| | | | |
|---|-----|------------|-----------|
| - | He | hasn't got | a rabbit. |
| | She | | a dog. |
| | It | | wings. |

? Has he got a cat?

✓ Yes, he has.

✗ No, he hasn't.

Question words

We use different question words to ask about different type of information.

We use *What* to ask about things.

What have you got in your bag?

We use *How many* to ask about numbers of things.

How many books have you got on your shelf?

How many legs has a spider got?

this, that, these, those

We use *this* and *these* to talk about people or things that are near us.

This is my house.

These are my children.

We use *that* and *those* to talk about people or things that aren't near us.

That is her new bike.

Those are our books.



Unit 3

Present simple: I, you, we, they

We use the present simple to talk about our routines and habits.

| | | | |
|---|------|--------|------------------------|
| + | I | get up | at 6.25 a.m. |
| | You | have | breakfast at 7 a.m. |
| | We | go | home after school. |
| | You | take | the bus to work. |
| | They | live | in the centre of town. |

| | | | |
|---|------|--------------|------------------------|
| - | I | don't get up | at 6.25 a.m. |
| | You | don't have | breakfast at 7 a.m. |
| | We | don't go | home after school. |
| | You | don't take | the bus to work. |
| | They | don't live | in the centre of town. |

? Do you have a shower in the morning?

✓ Yes, I do.

✗ No, I don't.

? Do they play basketball on Fridays?

✓ Yes, they do.

✗ No, they don't.

Present simple: he, she, it

We use the present simple to talk about our routines and habits.

We add -s to the verb with *he/she/it*.

She **starts** work at 9 a.m.

We add -es to verbs ending in -o, -s, -x, -z, -ch and -sh with *he/she/it*.

He **goes** to university.

We change -y to -ies after a consonant with *he/she/it*.

She **studies** every day.

| | | | |
|---|-----|---------|------------------|
| + | He | teaches | English. |
| | She | has | dinner at 7 p.m. |
| | It | starts | at 3 p.m. |

| | | | |
|---|-----|---------------|------------------|
| - | He | doesn't teach | English. |
| | She | doesn't have | dinner at 7 p.m. |
| | It | doesn't start | at 3 p.m. |

? Does she get up at 7 a.m. in the morning?

✓ Yes, she does.

✗ No, she doesn't.

? Does he drive to work?

✓ Yes, he does.

✗ No, he doesn't.

love / like / don't like / hate

We can also use *love*, *like*, *don't like* and *hate* with a noun to talk about things that we like or don't like.

+

We like pizza.

+

She loves bananas.

+

I hate tuna.

-

She doesn't like ham.

-

They don't like apples.

? Do you like salami?

✓ Yes, I do.

✗ No, I don't.



Unit 4

Present continuous

We use the present continuous to talk about actions happening now.

We make the present continuous with the verb *be* and the *-ing* form of the verb.

| | | | |
|---|-----------------|-----------|---------------------|
| + | I | am ('m) | doing my homework. |
| | You | are ('re) | climbing a rock. |
| | He / She / It | is ('s) | sleeping. |
| | You / We / They | are ('re) | listening to music. |

| | | | |
|---|-----------------|------------------|---------------------|
| - | I | am ('m) not | doing my homework. |
| | You | are not (aren't) | climbing a rock. |
| | He / She / It | is not (isn't) | sleeping. |
| | You / We / They | are not (aren't) | listening to music. |

? Are they eating their dinner now?

✓ Yes, they are.

✗ No, they aren't.

? Is she riding her bike?

✓ Yes, she is.

✗ No, she isn't.

| add <i>-ing</i> | drop <i>-e</i> , then add <i>-ing</i> | double consonant, then add <i>-ing</i> |
|---------------------|---------------------------------------|--|
| climb → climbing | write → writing | run → running |
| read → reading | dance → dancing | swim → swimming |
| speak → speaking | close → closing | stop → stopping |



YOUR NOTES

Present continuous: Wh- questions

We form *Wh-* questions in the present continuous with *question word + be + subject + -ing*.

We use *Wh-* questions in the present continuous to ask about actions happening now.

We use *What* to ask about an action.

What are you doing?

I'm watching a movie.

We use *Where* to ask about a place.

Where is she going?

She's going to the cinema.

We use *Who* to ask about a person or people.

Who are they playing basketball with?

They're playing basketball with their friends.

Object pronouns

We use pronouns in place of nouns.

The object pronoun goes after a verb.

He likes **her** a lot.

You love **me** and I love **you**.

The object pronoun also goes after a preposition.

He is studying English with **me**.

Listen to **her**!

| subject pronouns | object pronouns |
|------------------|-----------------|
| I | me |
| you | you |
| he | him |
| she | her |
| it | it |
| we | us |
| you | you |
| they | them |

Unit 5

there is / there are

We use *there is / there are* to talk about things that are in a place.

We use *there is* when we are talking about one thing.

- ⊕ There is a museum at the end of the street.
- ⊖ There isn't a museum at the end of the street.
- ? Is there a museum at the end of the street?
- ✓ Yes, there is.
- ✗ No, there isn't.

We use *there are* when we are talking about more than one thing.

We can use a number or *some* with plural countable nouns.

- ⊕ There are **two** Italian restaurants in our village.
- ⊕ There are **some** books on my shelf.

We use *any* in negative sentences and questions.

- ⊖ There aren't **any** shops near here.
- ? Are there **any** shops near here?

Prepositions of place

We use prepositions of place to give the position of something.

She was lying **in** bed.

There is a huge painting **on** the wall.

Check **under** your bed! Your sock might be there.

He is sitting **next to** his girlfriend.

Is there a bank **near** here?

She is standing **between** two chairs.

The cat is hiding **behind** the sofa.

The bus stop is **in front of** their house.

The bank is **opposite** the cinema.

We use *here*, *there* and *over there* to say how near a thing is to us.

Present simple: Wh- questions

We form *Wh-* questions in the present simple with *question word + do / does + subject + verb*.

We use *What* to ask about things.

What do you usually eat for breakfast?

We use *Where* to ask about places.

Where do you work?

We use *Who* to ask about people.

Who do you live with?

We use *Why* to ask about reasons.

Why do they like playing basketball?

Unit 6

What...like?

We use *What...like?* to ask for characteristics.

What's the weather like?

What's she like?

What are his children like?

What are their books like?

Present continuous: review

We use the present continuous to talk about actions happening now.

We make the present continuous with *be + verb + -ing*.

We can use time words like *now* and *at the moment* with the present continuous to give more information.

- ⊕ She's washing her hair **at the moment**.
- ⊕ We're eating our lunch **now**.
- ⊖ They are not looking for their dog.
- ⊖ We are not talking about the weather at the moment.
- ? What are you looking at? I'm looking at those beautiful flowers over there.

Present simple: review and extension

We use the present simple to talk about our routines and habits.

We also use the present simple to talk about what we do at work.

- ⊕ He's a bus driver.
- ⊕ They are nurses.
- ⊖ They aren't hairdressers.
- ⊖ We aren't musicians.
- ? What do you do? I'm a police officer.
- ? What does she do? She's a teacher.
- ? Are you a doctor?
- ✓ Yes, I am.
- ✗ No, I'm not.



Introduction

A Lily and Finn

Vocabulary

book /bʊk/
calculator /'kælkjuleɪtə(r)/
crayon /'kreɪən/
notebook /'nəʊtbʊk/
pen /pen/
pencil /'pensl/
pencil case /'pensl keɪs/
rubber /'rʌbə(r)/
ruler /'ru:lə(r)/
school bag /'sku:l bæɡ/
scissors /'sɪzəz/
sharpener /'ʃɑ:pneɪ(r)/
cage /keɪdʒ/
chameleon /kə'mi:liən/
Have a good day! /,hæv ə gʊd 'deɪ/
snake /sneɪk/
Wait a minute! /'weɪt ə ,mɪnɪt/
What's that? /wɒts 'ðæt/

Vocabulary

black /blæk/
brown /braʊn/
dark blue /dɑ:k 'blu:/
dark green /dɑ:k 'gri:n/
grey /greɪ/
light blue /laɪt 'blu:/
light green /laɪt 'gri:n/
orange /'ɒrɪndʒ/
pink /pɪŋk/
purple /'pɜ:pl/
red /red/
white /waɪt/
yellow /'jeləʊ/

B New friends

Vocabulary

China /'tʃaɪnə/
Chinese /'tʃaɪ'ni:z/
Croatia /krəʊ'eɪʃə/
Croatian /krəʊ'eɪʃn/
Czech /tʃek/
Czech Republic /tʃek rɪ'pʌblɪk/
England /'ɪŋɡlənd/
English /'ɪŋɡlɪʃ/
Hungarian /hʌŋ'geəriən/
Hungary /'hʌŋɡəri/
India /'ɪndiə/

Indian /'ɪndiən/
Ireland /'aɪələnd/
Irish /'aɪrɪʃ/
Scotland /'skɒtlənd/
Scottish /'skɒtɪʃ/
Serbia /'sɜ:biə/
Serbian /'sɜ:biən/
Slovenia /slə'vi:niə/
Slovenian /slə'vi:niən/
Spain /speɪn/
Spanish /'spæɪnɪʃ/
Wales /weɪlz/
Welsh /welʃ/
How old are you? /,haʊ 'əʊld ə ,ju:/
What's your name? /,wɒts ɔ: 'neɪm/
Where are you from? /,weə ə ,ju: 'frɒm/

C Come to the park

Vocabulary

climb a tree /,klaɪm ə 'tri:/
draw /drɔ:/
play basketball /pleɪ 'bɑ:skɪtbɔ:l/
play football /pleɪ 'fʊtbɔ:l/
play the guitar /,pleɪ ðə grɪ'tɑ:(r)/
ride a bike /,raɪd ə 'baɪk/
rollerblade /'rɒləbleɪd/
run /rʌn/
sing /sɪŋ/
speak Chinese /spi:k ,tʃaɪ'ni:z/
spell /spel/
swim /swɪm/
walk /wɔ:k/
favourite /'feɪvərɪt/
My leg is broken. /maɪ 'leg ɪz ,brəʊkən/
park /pɑ:k/
See you soon! /,si: ju: 'su:n/
wheelchair /'wi:l'tʃeə(r)/

1 Me!

1A In the playground

Vocabulary

angry /'æŋɡri/
bored /'bɔ:d/
cold /kəʊld/
excited /ɪk'saɪtɪd/
happy /'hæpi/
hot /hɒt/
hungry /'hʌŋɡri/
sad /sæd/

scared /skeəd/
thirsty /'θɜ:sti/
tired /'taɪəd/
Me neither! /mi: 'naɪðə(r)/
Me too! /mi: 'tu:/
sleepy /'sli:pi/

1B My family

Vocabulary

aunt /ɑ:nt/
brother /'brʌðə(r)/
cousin /'kʌzn/
father /'fɑ:ðə(r)/
grandfather /'grænfɑ:ðə(r)/
grandmother /'grænmʌðə(r)/
mother /'mʌðə(r)/
sister /'sɪstə(r)/
uncle /'ʌŋkl/
clever /'klevə(r)/
identical twins /aɪ'dentɪkl 'twɪnz/
nice /naɪs/
old /əʊld/
pretty /'prɪti/
short /ʃɔ:t/
strong /strɒŋ/
tall /tɔ:l/
twins /twɪnz/
young /jʌŋ/

1C Birthdays

Vocabulary

January /'dʒænjʊəri/
February /'februəri/
March /mɑ:tʃ/
April /'eɪprəl/
May /meɪ/
June /dʒu:n/
July /dʒu'lai/
August /'ɔ:gəst/
September /sep'tembə(r)/
October /ɒk'təʊbə(r)/
November /nəʊ'vembə(r)/
December /drɪ'sembə(r)/
at last /ət 'lɑ:st/
birthday /'bɜ:θdeɪ/
cake /keɪk/
follow /'fɒləʊ/
lucky number /,lʌki 'nʌmbə(r)/
perhaps /pə'hæps/
present (n) /'preznt/

spotty /'spɒti/
touch /tʌtʃ/
soon /su:n/
tummy /'tʌmi/

1D Hurry up!

Vocabulary

Art /ɑ:t/
English /'ɪŋɡlɪʃ/
History /'hɪstri/
Maths /mæθs/
Music /'mju:zɪk/
PE /pi: 'i:/
Science /'saɪəns/
Spanish /'spæniʃ/
Technology /tek'nɒlədʒi/
be late for sth /bi 'leɪt fə(r)/
Biology /baɪ'ɒlədʒi/
chess /tʃes/
football /'fʊtbɔ:l/
gymnastics /dʒɪm'næstɪks/
Hurry up! /,hʌri 'ʌp/
It's a brilliant day! /ɪts ə 'brɪljənt ,deɪ/
kit /kɪt/
nearly /'nɪəli/
subject /'sʌbdʒɪkt/
They're great! /ðəə 'greɪt/
training /'treɪnɪŋ/
What about you? /wɒt ə,bəʊt 'ju:/
What time is it? /,wɒt 'taɪm ɪz ɪt/
What's the matter? /,wɒts ðə 'mætə(r)/

1 My project

different /'dɪfrənt/
Drama /'drɑ:mə/
each /i:tʃ/
emotion /ɪ'meɪʃn/
feeling /'fi:liŋ/
sticky note /'stɪki nəʊt/

1 Culture

cross /krɒs/
first language /'fɜ:st ,læŋgweɪdʒ/
flag /flæɡ/
leaf /li:f/
moon /mu:n/
national language /'næʃnəl ,læŋgweɪdʒ/
star /stɑ:(r)/

1 Learn through English

bucket /'bʌkɪt/

chalk /tʃɔ:k/
every /'evri/
move /mu:v/
part /pɑ:t/
shadow /'ʃædəʊ/
stick /stɪk/
stone /stəʊn/
sundial /'sʌndaɪəl/
tell the time /,tel ðə 'taɪm/
watch /wɒtʃ/

2 At home

2A My room

Vocabulary

bed /bed/
box /bɒks/
chair /tʃeə(r)/
desk /desk/
door /dɔ:(r)/
floor /flɔ:(r)/
lamp /læmp/
laptop /'læptɒp/
plant /plɑ:nt/
poster /'pəʊstə(r)/
room /ru:m/
rug /rʌɡ/
shelf/shelves /ʃelf, ʃelvz/
TV /ti: 'vi:/
wardrobe /'wɔ:drəʊb/
window /'wɪndəʊ/
bear /beə(r)/
tiger /'taɪɡə(r)/

2B My pets

Vocabulary

canary /kə'neəri/
cat /kæt/
dog /dɒɡ/
frog /frɒɡ/
goldfish /'gəʊldfɪʃ/
guinea pig /'ɡɪni piɡ/
hamster /'hæmstə(r)/
iguana /ɪ'gwɑ:nə/
monkey /'mʌŋki/
mouse/mice /maʊs, maɪs/
parrot /'pærət/
rabbit /'ræbɪt/
turtle /'tɜ:tl/

Vocabulary

arm /ɑ:m/
body /'bɒdi/
ear /ɪə(r)/
eye /aɪ/
foot/feet /fʊt, fi:t/
head /hed/
leg /leg/
mouth /maʊθ/
nose /nəʊz/
tail /teɪl/
wing /wɪŋ/

2C My things

Vocabulary

badge /bædʒ/
comic /'kɒmɪk/
dinosaur /'daɪnəsɔ:(r)/
football card /'fʊtbɔ:l kɑ:d/
fossil /'fɒsl/
key ring /'ki: rɪŋ/
magazine /,mæɡə'zi:n/
magnet /'mæɡnət/
sticker /'stɪkə(r)/
superhero figure /'su:pəhɪərəʊ ,fɪɡə(r)/
collection /kə'leɪʃn/
fly /flaɪ/

2D Too late!

Vocabulary

bathroom /'bɑ:θru:m/
bedroom /'bedru:m/
garden /'ɡɑ:dn/
kitchen /'kɪtʃɪn/
living room /'lɪvɪŋ ru:m/
amazing /ə'meɪzɪŋ/
borrow /'bɒrəʊ/
of course /əv 'kɔ:s/
video game /'vɪdiəʊ geɪm/

2 My project

basketball hoop /'bɑ:skɪtbɔ:l hu:p/
blackboard /'blækbɔ:d/
discover /dɪ'skʌvə(r)/
interesting /'ɪntrəstɪŋ/
near /nɪə(r)/
team /ti:m/
unusual /ʌn'ju:ʒuəl/
wall /wɔ:l/

2 Culture

across /ə'krɒs/
 ancient /'eɪnfənt/
 Aztec /'æztek/
 bamboo /ˌbæm'buː/
 be made of /bi'meɪd əv/
 beautiful /'bjʊ:tɪfl/
 carnivorous /kɑː'nɪvərəs/
 coffee /'kɒfi/
 cup /kʌp/
 Egypt /'iːdʒɪpt/
 exotic /ɪg'zɒtɪk/
 fall /fɔːl/
 famous /'feɪməs/
 flower /'flaʊə(r)/
 Greece /griːs/
 insect /'ɪnsekt/
 Italy /'ɪtəli/
 Mexico /'meksɪkəs/
 mummy /'mʌmi/
 pet /pet/
 rainforest /'reɪnfɒrɪst/
 real /'riəl/
 special /'speʃl/
 tea /tiː/
 useful /'juːsfl/
 wood /wʊd/
 world /wɜːld/

2 Learn through English

bird /bɜːd/
 chick /tʃɪk/
 feather /'feðə(r)/
 grass /grɑːs/
 ground /graʊnd/
 hair /heə(r)/
 hedge /hedʒ/
 hole /həʊl/
 mud /mʌd/
 nest /nest/
 owl /aʊl/
 penguin /'penɡwɪn/
 roof /ruːf/
 safe /seɪf/
 sparrow /'spærəʊ/
 swallow /'swɒləʊ/
 tree /triː/

Doctor Z

Episode 1

bad /bæd/
 behind /bɪ'haɪnd/
 bring /brɪŋ/
 Come in. /kʌm 'ɪn/
 job /dʒɒb/
 lift /lɪft/
 machine /mə'ʃiːn/
 Now watch this! /ˌnaʊ wɒtʃ 'ðɪs/
 open /'əʊpən/
 quick /kwɪk/
 tell /tel/
 think /θɪŋk/
 turn off /tɜːn 'ɒf/
 understand /ˌʌndə'stænd/

3 My day, your day

3A Different days, different routines

Vocabulary

brush my teeth /ˌbrʌʃ maɪ 'tiːθ/
 do my homework /ˌduː maɪ 'həʊmwɜːk/
 get dressed /get 'drest/
 get the bus /ˌget ðə 'bʌs/
 get up /get 'ʌp/
 go home /gəʊ 'həʊm/
 go to bed /ˌgəʊ tə 'bed/
 go to school /ˌgəʊ tə 'skuːl/
 have a shower /ˌhæv ə 'ʃaʊə(r)/
 have a snack /ˌhæv ə 'snæk/
 have breakfast /hæv 'brekfəst/
 have dinner /hæv 'dɪnə(r)/
 have lunch /hæv 'lʌntʃ/
 wash my face /ˌwɒʃ maɪ 'feɪs/
 wash my hands /ˌwɒʃ maɪ 'hændz/
 fire /'faɪə(r)/
 forest /'fɒrɪst/
 woods /wʊdz/
 in the morning /ˌɪn ðə 'mɔːnɪŋ/
 in the afternoon /ˌɪn ðɪ ˌɑːftə'nʊːn/
 in the evening /ˌɪn ðɪ 'iːvɪnɪŋ/
 at night /ət 'naɪt/

3B Book Day

Vocabulary

do karate /duː kə'reɪti/
 drive a car /ˌdraɪv ə 'kɑː(r)/
 go to the library /ˌgəʊ tə ðə 'laɪbrəri/

live in London /ˌlɪv ɪn 'lʌndən/
 read books /riːd 'bʊks/
 ride a bike /ˌraɪd ə 'baɪk/
 ride a horse /ˌraɪd ə 'hɔːs/
 watch TV /ˌwɒtʃ tiː 'viː/
 work /wɜːk/
 adventure /əd'ventʃə(r)/
 all day /ɔːl 'deɪ/
 at home /ət 'həʊm/
 belt /belt/
 fantastic /fæn'tæstɪk/
 gadget /'ɡædʒɪt/
 guardian /'ɡɑːdiən/
 hero /'hɪərəʊ/
 librarian /ˌlaɪbrə'riən/
 main character /ˌmeɪn ˌkærəktə(r)/
 recommend /ˌrekə'mend/
 spy /spaɪ/
 surname /'sɜːneɪm/
 surprised /sə'praɪzd/

3C A picnic for lunch

Vocabulary

banana /bə'nɑːnə/
 brown bread /'braʊn bred/
 butter /'bʌtə(r)/
 cheese /tʃiːz/
 chicken /'tʃɪkɪn/
 egg /eg/
 ham /hæm/
 jam /dʒæm/
 salad /'sæləd/
 salami /sə'lɑːmi/
 tuna /'tʃuːnə/
 white bread /'waɪt bred/
 hate /heit/
 Let's go! /lets 'gəʊ/
 like /laɪk/
 love /lʌv/
 picnic /'pɪknɪk/
 sandwich /'sænwɪdʒ/
 want /wɒnt/

3D A family party

Vocabulary

apple pie /æpl 'paɪ/
 biscuit /'bɪskɪt/
 burger /'bɜːgə(r)/
 crisps /krɪspz/
 cupcake /'kʌpkɛk/

hot dog /'hɒt dɒg/
ice cream /,aɪs 'kri:m/
juice /dʒu:s/
pizza /'pi:tʃə/
popcorn /'pɒpkɔ:n/
answer the door /,ɑ:nsə ðə 'dɔ:(r)/
Be careful! /bi 'keəfl/
chili sauce /,tʃɪli 'sɔ:s/
Don't worry. /'dəʊnt ,wʌri/
give /gɪv/
Good idea. /gʊd aɪ'dɪə/
hot /hɒt/
joke /dʒəʊk/
Look out! /lʊk 'aʊt/
meat /mi:t/
party /'pɑ:ti/
pie /paɪ/
really /'ri:əli/
tomato /tə'mɑ:təʊ/
vegetarian /,vedʒə'teəriən/
What would you like? /,wʌt wʊd ju: 'laɪk/

3 My project

arrive /ə'reɪv/
boat /bəʊt/
castle /'kɑ:sl/
day out /deɪ 'aʊt/
decide /dɪ'saɪd/
delicious /dɪ'lɪʃəs/
fruit /fru:t/
ghost /gəʊst/
giraffe /dʒə'reɪf/
guide /gaɪd/
illustrate /'ɪləstreɪt/
leave /li:v/
punt /pʌnt/
rhino /'raɪnəʊ/
river /'rɪvə(r)/
schedule /'ʃedju:l/
share /ʃeə(r)/
song /sɒŋ/
table /'teɪbl/
trip /trɪp/
visit /'vɪzɪt/
wildlife /'waɪldlaɪf/

3 Culture

activity /æk'tɪvəti/
difficult /'dɪfɪkəlt/
egg and spoon race /,eg ən 'spu:n reɪs/

fete /feɪt/
finishing line /'fɪnɪʃɪŋ laɪn/
hard /hɑ:d/
luckily /'lʌkɪli/
pony /'pəʊni/
race /reɪs/
sack race /'sæk reɪs/
sports equipment /'spɔ:ts ɪ,kwɪpmənt/
toy /tɔɪ/
tractor /'træktə(r)/
traditional /trə'dɪʃənəl/

3 Learn through English

bus station /'bʌs ,steɪʃn/
bus stop /'bʌs stɒp/
compass /'kʌmpəs/
cross /krɒs/
east /i:st/
like /laɪk/
needle /'ni:dl/
north /nɔ:θ/
point /pɔɪnt/
route /ru:t/
south /saʊθ/
symbol /'sɪmbəl/
west /west/

4 After school

4A At home

Vocabulary

cook /kʊk/
dance /dɑ:ns/
fly /flaɪ/
listen to /'lɪsn tə/
make your bed /,meɪk jɔ: 'bed/
sleep /sli:p/
talk to /'tɔ:k tə/
tidy up /,taɪdi 'ʌp/

4B A concert

Vocabulary

bass guitar /beɪs gɪ'tɑ:(r)/
cello /'tʃeləʊ/
clarinet /,klærə'net/
drums /drʌmz/
guitar /gɪ'tɑ:(r)/
piano /pi'ænəʊ/
recorder /rɪ'kɔ:də(r)/
saxophone /'sæksəfəʊn/
trumpet /'trʌmpɪt/

violin /,vaɪə'lɪn/
composition /,kɒmpə'zɪʃn/
hide /haɪd/
horrible /'hɒrəbl/
I don't believe it! /aɪ ,dəʊnt brɪ'li:v ɪt/
I'm ready. /aɪm 'redi/
video /'vɪdiəʊ/
What are you doing? /,wʌt ə ju: 'du:ɪŋ/

4C At the park

Vocabulary

drink a milkshake /,drɪŋk ə 'mɪlkʃeɪk/
eat a pie /,i:t ə 'paɪ/
feed the ducks /,fi:d ðə 'dʌks/
give a present /,gɪv ə 'preznt/
kiss her/his mother /,kɪs hɜ:,hɪz
'mʌðə(r)/
play chess /pleɪ 'tʃes/
sit /sɪt/
stand /stænd/
take a photo /,teɪk ə 'fəʊtəʊ/
a cup of tea /ə ,kʌp əv 'ti:/
answer an email /,ɑ:nsə əv 'i:meɪl/
champion /'tʃæmpiən/
chess move /'tʃes mu:v/
greedy /'gri:di/

4D At the leisure centre

Vocabulary

do athletics /du: æθ'letɪks/
do gymnastics /du: dʒɪm'næstɪks/
do judo /du: 'dʒu:dəʊ/
go dancing /gəʊ 'dɑ:nsɪŋ/
go fencing /gəʊ 'fensɪŋ/
go swimming /gəʊ 'swɪmɪŋ/
play badminton /pleɪ 'bædmɪntən/
play volleyball /pleɪ 'vɒlibɔ:l/
climbing wall /'klaɪmɪŋ wɔ:l/
Don't be silly! /,dəʊnt bi 'sɪli/
fight /faɪt/
Fingers crossed. /,fɪŋgəz 'krɒst/
hurt /hɜ:t/
lazy /'leɪzi/
leisure centre /'leɪzə ,sentə(r)/
noticeboard /'nəʊtɪsbɔ:d/
try /traɪ/
winner /'wɪnə(r)/

4 My project

buggy /'bʌgi/
club /klʌb/

grow /grəʊ/
 heat /hi:t/
 jump /dʒʌmp/
 oven /'ʌvən/
 seed /si:d/
 seed bomb /'si:d bɒm/
 solar /'səʊlə(r)/
 sun /sʌn/
 throw /θrəʊ/
 workshop /'wɜ:kʃɒp/

4 Culture

accordion /ə'kɔ:diən/
 bagpipes /'bægpaɪps/
 beach /bi:tʃ/
 bodyboard /'bɒdibɔ:d/
 Ceilidh /'keɪli/
 exercise /'eksəsaɪz/
 fiddle /'fɪdl/
 friendly /'frendli/
 invent /ɪn'vent/
 popular /'pɒpjələ(r)/
 pro /prəʊ/
 sea /si:/
 sunny /'sʌni/
 surfing /'sɜ:fɪŋ/
 wave /weɪv/
 weather /'weðə(r)/

4 Learn through English

air /eə(r)/
 bend /bend/
 elbow /'elbəʊ/
 flexible /'fleksəbl/
 healthy /'helθi/
 hold /həʊld/
 knee /ni:/
 muscle /'mʌsl/
 need /ni:d/
 stretch /stretʃ/

Doctor Z

Episode 2

band /bænd/
 blanket /'blæŋkɪt/
 evil /'i:vl/
 happen /'hæpən/
 headphones /'hedfəʊnz/
 hear /hɪə(r)/
 invention /ɪn'venʃn/
 loud /laʊd/

money /'mʌni/
 player /'pleɪə(r)/
 shout /ʃaʊt/
 tuba /'tju:bə/
 wrong /rɒŋ/

5 In town

5A Our town

Vocabulary

café /'kæfeɪ/
 cinema /'sɪnəmə/
 hospital /'hɒspɪtl/
 library /'laɪbrəri/
 museum /mju:'zi:əm/
 restaurant /'restrɒnt/
 school /sku:l/
 shopping centre /'ʃɒpɪŋ ,sentə(r)/
 supermarket /'su:pəmə:kɪt/
 swimming pool /'swɪmɪŋ pu:l/

5B At the funfair

Vocabulary

big wheel /bɪɡ 'wi:l/
 candyfloss stand /'kændɪflɒs stænd/
 coconut shy /'kəʊkənət ʃaɪ/
 dodgems /'dɒdʒəmz/
 ghost train /'gəʊst treɪn/
 hot dog stand /'hɒt dɒɡ stænd/
 roller coaster /'rəʊlə ,kəʊstə(r)/
 trampoline /'træmpəlɪn/
 ball /bɔ:l/
 catch /kætʃ/
 funfair /'fʌnfeə(r)/
 prize /praɪz/
 save sb /seɪv/

5C The chase

Vocabulary

bike /baɪk/
 boat /bəʊt/
 bus /bʌs/
 car /kɑ:(r)/
 lorry /'lɒri/
 motorbike /'məʊtəbaɪk/
 plane /pleɪn/
 scooter /'sku:tə(r)/
 tram /træm/
 alien /'eɪliən/
 bridge /brɪdʒ/
 code /kəʊd/

dangerous /'deɪndʒərəs/
 fast /fɑ:st/
 HQ /eɪtʃ 'kju:/
 mobile phone /,məʊbaɪl 'fəʊn/
 pass /pɑ:s/
 passenger /'pæsɪndʒə(r)/
 point at sb/sth /'pɔɪnt ət/
 rider /'raɪdə(r)/
 save the world /,seɪv ðə 'wɜ:ld/
 secret /'si:kret/
 slow /sləʊ/
 suddenly /'sʌdnli/
 traffic jam /'træfɪk dʒæm/

5D At the chippy

Vocabulary

penny/pence /'peni, pens/
 pound /paʊnd/
 batter /'bætə(r)/
 chicken stick /'tʃɪkɪn stɪk/
 chippy /'tʃɪpi/
 fish /fɪʃ/
 fried food /'fraɪd fu:d/
 Here you are. /'hɪə ju: ,ɑ:(r)/
 Here's your change. /,hɪəz jɔ: 'tʃeɪndʒ/
 How much is it? /,haʊ mʌtʃ 'ɪz ɪt/
 I'm starving! /aɪm 'stɑ:vɪŋ/
 order /'ɔ:də(r)/
 piece /pi:s/
 sausage /'sɒsɪdʒ/
 Scotch egg /skɒtʃ 'eg/

5 My project

pop-up /'pɒp ʌp/

5 Culture

bay /beɪ/
 break /breɪk/
 correct order /kə'rekt 'ɔ:də(r)/
 cross /krɒs/
 fog /fɒɡ/
 gold /ɡəʊld/
 national park /,næʃnəl 'pɑ:k/
 nature reserve /'neɪtʃə rɪ,zɜ:v/
 Pacific Ocean /pə'sɪfɪk 'əʊʃn/
 suspension bridge /sə'spenʃn brɪdʒ/
 wide /waɪd/

5 Learn through English

AD /eɪ 'di:/
 bank /bæŋk/

block of flats /ˈblɒk əv 'flæts/
 church /tʃɜːtʃ/
 edge /edʒ/
 factory /'fæktəri/
 farmer /'fɑːmə(r)/
 field /fiːld/
 log /lɒɡ/
 lots of /'lɒts əv/
 path /pɑːθ/
 railway /'reɪlweɪ/
 village /'vɪlɪdʒ/
 war /wɔː(r)/

6 At the weekend

6A Going for a walk

Vocabulary

flip-flops /'flɪp flɒps/
 hat /hæt/
 jacket /'dʒækɪt/
 jumper /'dʒʌmpə(r)/
 scarf/scarves /skaːf, skaːvz/
 shoes /ʃuːz/
 shorts /ʃɔːts/
 skirt /skɜːt/
 trousers /'traʊzəz/
 T-shirt /'tiː ʃɜːt/
 North Pole /nɔːθ 'pəʊl/
 perfect /'pɜːfɪkt/
 polar bear /ˌpəʊlə 'beə(r)/
 zip wire /'zɪp ˌwaɪə(r)/

6B What's on TV?

Vocabulary

cartoon /kɑːtuːn/
 comedy /'kɒmədi/
 cookery show /'kʊkəri ʃəʊ/
 documentary /ˌdɒkjʊ'mentri/
 film /fɪlm/
 game show /'geɪm ʃəʊ/
 music show /'mjuːzɪk ʃəʊ/
 nature programme /'neɪtʃə ˌprəʊgrəm/
 series /'sɪəriːz/
 sports programme /'spɔːts ˌprəʊgrəm/
 talent show /'tælənt ʃəʊ/
 the news /ðə 'njuːz/
 extreme /ɪk'striːm/
 iron /'aɪən/
 mountain /'maʊntən/
 warm /wɔːm/

6C I work at the weekend

Vocabulary

artist /'ɑːtɪst/
 bus driver /'bʌs ˌdraɪvə(r)/
 doctor /'dɒktə(r)/
 film director /'fɪlm də'rektə(r), daɪ-/
 flight attendant /'flaɪt ə'tendənt/
 hairdresser /'heədresə(r)/
 mechanic /mə'kænɪk/
 musician /mjuːzɪʃn/
 nurse /nɜːs/
 police officer /pə'liːs ˌɒfɪsə(r)/
 reporter /rɪ'pɔːtə(r)/
 scientist /'saɪəntɪst/
 shop assistant /'ʃɒp ə'sɪstənt/
 teacher /'tiːtʃə(r)/
 armour /'ɑːmə(r)/
 company /'kʌmpəni/
 elephant /'elɪfənt/
 lion /'laɪən/
 mask /mɑːsk/
 model /'mɒdl/
 picture /'pɪktʃə(r)/
 puppet /'pʌpɪt/
 robot /'rəʊbɒt/
 spider /'spaɪdə(r)/
 weekend /ˌwiːk'end/

6D The superheroes special

costume /'kɒstjuːm/
 credit /'kredɪt/
 I'm on my way. /aɪm ɒn maɪ 'weɪ/
 identify /aɪ'dentɪfaɪ/
 See you later. /ˌsiː juː 'leɪtə(r)/
 text /tekst/
 Thanks for calling. /'θæŋks fə ˌkɔːlɪŋ/
 Who's calling? /'huːz ˌkɔːlɪŋ/

6 My project

be scared of sb/sth /bi 'skeəd əv/
 clean /kliːn/
 soap /səʊp/
 special feature /'speʃl ˌfiːtʃə(r)/
 uniform /'juːnɪfɔːm/

6 Culture

barbeque /'bɑːbɪkjuː/
 carnival /'kɑːnɪvl/
 celebrate /'selɪbreɪt/
 celebration /ˌselɪ'breɪʃn/
 coconut water /'kəʊkənət ˌwɔːtə(r)/

decorate /'dekəreɪt/
 dirty /'dɜːti/
 fireworks /'faɪəwɜːks/
 float /fləʊt/
 flour /'flaʊə(r)/
 Independence Day /ˌɪndɪ'pendəns deɪ/
 jerk chicken /dʒɜːk 'tʃɪkɪn/
 monster /'mɒnstə(r)/
 parade /pə'reɪd/
 straw /strɔː/

6 Learn through English

desert /'dezət/
 dustbin /'dʌstbɪn/
 fox /fɒks/
 fur /fɜː(r)/
 grassland /'grɑːslænd/
 hole in the ground /ˌhəʊl ɪn ðə 'graʊnd/
 wake up /weɪk ʌp/

Doctor Z

Episode 3

boot /buːt/
 escape /ɪ'skeɪp/
 plan /plæn/
 snowy /'snəʊi/
 terrible /'terəbl/
 van /væn/

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Project Explore

Откријте свет *Project Explore* кроз чије вас узбудљиве приче и доживљаје води група занимљивих ликова. У основи сваке лекције је већ чувена *Project* методологија и опробан и успешан приступ усвајању граматике и вокабулара.

Уз *Project Explore* ученици ће стећи сигурност у комуникацији и ван учионице.

- Припрема ученике за коришћење енглеског у реалном свету кроз различите теме, текстове и задатке.
- Материјал прилагодљив сваком ђаку у одељењима са ученицима различитих нивоа знања.
- Пројекти, лекције из културе, фото-приче и стрипови развијају радозналост.
- Активности које подстичу креативност, сарадњу и комуникацију и развијају животне вештине.
- Ученици ће пред собом имати изазов, али и одговарајућу подршку на сваком кораку процеса учења.

