<table>
<thead>
<tr>
<th>Unit</th>
<th>Reading</th>
<th>Grammar</th>
<th>Vocabulary 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Starter</strong></td>
<td><strong>Welcome to my world</strong></td>
<td>possessive adjectives</td>
<td>numbers</td>
</tr>
<tr>
<td></td>
<td><strong>topic:</strong> posts about family</td>
<td>possessive ‘s</td>
<td>family words</td>
</tr>
<tr>
<td></td>
<td><strong>skill:</strong> identifying personal information</td>
<td><strong>to be – present simple</strong></td>
<td>the alphabet</td>
</tr>
<tr>
<td></td>
<td><strong>posts about family</strong></td>
<td></td>
<td>countries</td>
</tr>
<tr>
<td></td>
<td><strong>possessive adjectives</strong></td>
<td></td>
<td>nationalities</td>
</tr>
<tr>
<td></td>
<td><strong>possessive</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>to be – present simple</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>numbers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>family words</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>the alphabet</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>months</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>nationalities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1 Come in</strong></td>
<td><strong>page 11</strong></td>
<td><strong>things in a room (p12)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>topic:</strong> a birthday party – story</td>
<td><strong>prepositions of place (p12)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>skill:</strong> using photos to understand a text</td>
<td><strong>the home (p15)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>task:</strong> sentence completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>there is/there are (+ some/any) (p14)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>have got (p16)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>everyday activities (p22)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>free time activities (p25)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2 What a week!</strong></td>
<td><strong>page 21</strong></td>
<td><strong>animals (p32)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>topic:</strong> a different school day</td>
<td><strong>the world around us (p35)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>skill:</strong> looking at the questions before you read</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>task:</strong> multiple-choice cloze</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>present simple: positive and negative (p24)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>present simple: questions and short answers (p26)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3 Animal magic</strong></td>
<td><strong>page 31</strong></td>
<td><strong>imperatives; must/mustn’t (p46)</strong></td>
<td>buildings and places in town</td>
</tr>
<tr>
<td></td>
<td><strong>topic:</strong> what are armadillos like?</td>
<td><strong>can/can’t (ability); object pronouns (p48)</strong></td>
<td>(p44)</td>
</tr>
<tr>
<td></td>
<td><strong>skill:</strong> choosing a word for a gap</td>
<td></td>
<td><strong>vehicles (p47)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>task:</strong> gapped text with picture cues</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>adverbs of frequency (p34)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>present simple: question words (p36)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4 Let’s explore</strong></td>
<td><strong>page 43</strong></td>
<td><strong>food and drink (p54)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>topic:</strong> a real-world adventure game</td>
<td><strong>the weather (p57)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>skill:</strong> choosing an answer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>task:</strong> multiple-choice cloze</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>imperatives; must/mustn’t (p46)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>can/can’t (ability); object pronouns (p48)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5 Fun with food</strong></td>
<td><strong>page 53</strong></td>
<td><strong>present continuous (all forms) (p56)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>topic:</strong> Mexican Day of the Dead</td>
<td>**countable and uncountable nouns with a/some/any</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>skill:</strong> thinking before you read</td>
<td>(p58)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>task:</strong> comprehension questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>food and drink (p54)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>the weather (p57)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>Speaking</td>
<td>Writing</td>
<td>Switch on</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>---------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| **topic:** dates and nationalities  
**skill:** listening to numbers and places | **topic:** speaking about dates and preferences  
**skill:** reporting personal information | **topic:** favourite things  
**skill:** using capital letters  
**task:** make a personal profile | video: tiny house tour  
project: tiny house presentation |
| **topic:** homes around the world  
**skill:** choosing the correct picture  
**task:** multiple choice (pictures) | **topic:** phone conversations  
**skill:** using appropriate levels of formality  
**task:** make a phone call | **topic:** favourite days  
**skill:** using punctuation  
**task:** write interview questions | video: Kung Fu School  
project: perfect school day |
| **topic:** going to school  
**skill:** writing numbers  
**task:** gap fill | **topic:** a school timetable  
**skill:** answering questions about you  
**task:** answer questions about your day | **topic:** fairy penguins  
**skill:** using and, but  
**task:** write a description of an animal | video: panda protection  
project: animal sanctuaries |
| **topic:** an Australian nature reserve  
**skill:** reading questions before you listen  
**task:** matching | **topic:** similarities and differences between animals  
**skill:** saying what you think and why  
**task:** picture sets | **topic:** notes, lists and messages  
**skill:** identifying information to include  
**task:** write a message | video: school journeys  
project: video diary |
| **topic:** a game app  
**skill:** finding things in a picture  
**task:** gap fill | **topic:** visiting a new place  
**skill:** finding your way around  
**task:** ask for help | **topic:** planning a party  
**skill:** making notes  
**task:** write a description of a party | video: Frozen Museum  
project: Fun Food Museum |
| **topic:** a kite festival  
**skill:** finding people in a picture  
**task:** matching | **topic:** good and bad weather  
**skill:** talking about pictures  
**task:** find differences between two pictures | | |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Reading</th>
<th>Grammar</th>
<th>Vocabulary 1 and 2</th>
</tr>
</thead>
</table>
| 6 Back in time page 63 | **topic:** a TV show about the past  
**skill:** finding the right type of word  
**task:** gapped text with picture cues | past simple: *be* (p66)  
past simple: regular verbs (p68) | adjectives to describe things (p64)  
things we do (verbs) (p67) |
| 7 Bright sparks page 75 | **topic:** amazing teenagers  
**skill:** identifying words that go together  
**task:** sentence completion | past simple: irregular verbs and questions (p78)  
past simple: question words (p80) | jobs (p76)  
irregular verbs (p79) |
| 8 Top to toe page 85 | **topic:** friends and twins – physical appearance  
**skill:** reading quickly  
**task:** multiple-choice cloze | comparative adjectives (p88)  
superlative adjectives (p90) | parts of the body (p86)  
clothes (p89) |
| 9 School’s out page 95 | **topic:** different sports to try  
**skill:** transferring information  
**task:** matching | *be going to* (p98)  
*like/love* + *-ing*; *want to* + infinitive (p100) | sport and activities (p96)  
health problems (p99) |
| 10 Films and friends page 107 | **topic:** a film academy  
**task:** multiple-choice cloze | | |

Grammar file  
Speaking and writing file page 114  
Pairwork file page 134  
Audioscripts page 143  
Irregular verb list page 144  
page 151
<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Writing</th>
<th>Switch on</th>
</tr>
</thead>
</table>
| **topic:** a TV show about the past  
**skill:** finding the right type of word  
**task:** gapped text with picture cues | **topic:** life in the past  
**skill:** supporting a partner  
**task:** talk about a picture | **topic:** a pirate museum  
**skill:** choosing the right word  
**task:** write a blog post | **video:** Frontier House  
**project:** life in the past |
| **topic:** Back in time  
**topic:** a night in a castle  
**skill:** identifying information you need  
**task:** multiple choice (pictures) | **topic:** the model plane (picture story)  
**skill:** using linking words  
**task:** tell a story from pictures | **topic:** a personal story  
**skill:** making your writing clear  
**task:** write about a famous person | **video:** skateboard star  
**project:** improvement action plan |
| **topic:** making a robot for a competition  
**skill:** spelling words carefully  
**task:** gap fill | **topic:** unusual world records  
**skill:** making a guess  
**task:** make guesses about pictures | **topic:** a visit to a pet shop  
**skill:** writing a story based on pictures  
**task:** write a short story | **video:** meet my family  
**project:** record breakers |
| **topic:** people with world records  
**skill:** guessing an answer  
**task:** gap fill | **topic:** talking about plans  
**skill:** interacting with a partner  
**task:** plan an activity weekend | **topic:** holiday activities  
**skill:** setting out a clear message  
**task:** write a postcard | **video:** survival fun  
**project:** survival school |
| **topic:** future dreams  
**skill:** checking answers  
**task:** multiple choice (short texts) | **topic:** different types of film  
**skill:** exchange opinions | **topic:** favourite films  
**task:** write a review | |
| **topic:** making a film  
**task:** multiple choice (dialogue) | | | |
“My favourite thing is spaghetti!”

My favourite thing is spaghetti!

Welcome to my world

STATER

1. Look at the photo on the left. How old do you think he is?

explore language
numbers
1 2 3 4 5 6 7 8 9 10 11 12

2. Listen and repeat the numbers.

Me and my family

3. Look at the photo and guess the answers to these questions. Listen and check your answers.
   1. How old is Sam now?
   2. What’s his favourite colour?
   3. Is spaghetti his favourite food now?

4. Read the quiz. Listen again and choose Sam’s answers.

5. Work in pairs. Ask and answer the quiz questions. Tell the class.
   Nina, what’s your favourite colour?
   I like yellow.

Answer the questions about you – then we can find your new friend!

Write your name and age here: ________________________________

1. What’s your favourite colour?
   - A green  - B red  - C yellow  - D blue

2. What’s your favourite animal?
   - A cat  - B dog  - C horse  - D other

3. What’s your favourite food?
   - A Italian food  - B Chinese food  - C Mexican food  - D other

4. What’s your favourite hobby?
   - A music  - B computer games  - C photography  - D other

5. What’s your favourite sport?
   - A football  - B swimming  - C basketball  - D other
6 Sam wants to tag his family in his photo. Match some of these words with the people in the photo (A–F).

- brother
- dad/father
- grandfather/grandad
- grandmother/grandma
- grandparents
- mum/mother
- parents
- sister

![Family Photo]

7 Read Sam’s post. Find the name of each person in the photo.

Here’s a photo of my family at home. It’s my favourite photo, but I’m not in it – I’m behind the camera, of course! This is my mum, Carmen, and this is my dad, Joe. She’s thirty-seven and he’s forty. Here’s my brother, Oscar. He’s five. This is my sister. Her name’s Molly. She’s six. Our family name is Gates. We’re from London. Here are my grandmother and grandfather, Ed and Jill Jones. They’re fifty-nine and sixty-two – and they love computer games!

8 Read the grammar box. Complete the sentences with possessive adjectives.

1. I’m Sam. ____________ family is from London.
2. This is my mum. ____________ name’s Carmen.
3. This is my dad. ____________ name’s Joe.
4. Ed and Jill are my grandparents. ____________ family name is Jones.

explore language
more numbers

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>ten</td>
<td>twenty</td>
<td>twenty-three</td>
</tr>
<tr>
<td>30</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>57</td>
<td>60</td>
</tr>
<tr>
<td>fifty</td>
<td>fifty-seven</td>
<td>sixty</td>
</tr>
<tr>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>90</td>
<td>99</td>
</tr>
<tr>
<td>eighty</td>
<td>ninety</td>
<td>ninety-nine</td>
</tr>
<tr>
<td>100</td>
<td></td>
<td>one hundred</td>
</tr>
</tbody>
</table>

9 S.4 Read the language box. Listen and repeat. Then write each person’s age in numbers.

<table>
<thead>
<tr>
<th>Carmen</th>
<th>Ed</th>
<th>Jill</th>
<th>Joe</th>
<th>Molly</th>
<th>Oscar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carmen is 37.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

explore grammar

to be – present simple: positive and negative

We use to be to talk about people and their age, nationality or where they come from.

+ I am twelve years old. = I’m
- I’m not thirteen.

You are my friend. = You’re
- You aren’t my brother.

He is ten. = He’s
- He isn’t eleven.

She is eight. = She’s
- She isn’t nine.

It is my favourite. = It’s
- It isn’t bad.

We are cousins. =
- We aren’t sisters.

They are sixty-five. =
- They aren’t seventy.

10 Read the grammar box. Complete the text with these words. You can use the words more than once.

am are aren’t is isn’t

Here’s my photo of my aunt and uncle with my cousins and their dog. They 1 ____________ from London. They’re from Manchester.

My uncle’s name 2 ____________ Andy and my aunt’s name is Jane. She 3 ____________ my dad’s sister. They are married.

The boys 4 ____________ my cousins, Joel and Tom. 1 5 ____________ very close to Joel. He 6 ____________ fifteen and we 7 ____________ good friends.

Tom 8 ____________ very old – he’s only five.

11 S.5 Listen and check your answers. Find each person in the photo and say a sentence about them.
1 S.6 Can you say the alphabet in English? Listen and practise.

S.6 Can you say the alphabet in English? Listen and practise.

2 Sam and his new online friends are on a video call for the first time. Guess the things they talk about.

birthdays  favourite things  home town  homework  name and age  school

3 S.7 Listen and check your answers.

4 S.8 Listen to the girls' names again. Write the letters you hear.

5 Work in pairs and spell your first name and family name. Your partner writes the letters they hear.

explore grammar

To be – present simple: questions

We use to be in questions to ask about people and their age, nationality or where they come from.

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

Is your sister ten? Yes, she is. / No, she isn't.

6 Read the grammar box. Complete the questions with Is or Are. Then ask and answer the questions.

1 .......................... Sam's sister on the video call?
2 .......................... the girls sisters?
3 .......................... the twins twelve?
4 .......................... the twins' birthday in May?

explore grammar

Possessive 's

We use name + ' (apostrophe) + -s to show a person's favourite things or things people have.

Nina's favourite colour is yellow.

Sam's favourite food is Italian.

9 Read the grammar box. Work in pairs. Ask and answer questions about your birthday. Tell the class.

When's your birthday? It's 5th May.

Alev's birthday is the fifth of May.

Why is 29th February an unusual day for a birthday?
10 Find your country on the map. What’s the name of your country in English?

11 Do you know people in other countries? Find the countries on the map.

12 Write these countries in the correct places (1–10) on the map.

Australia  Britain  China  Mexico  Nigeria  Poland  Russia  Spain  Turkey  the USA

13 Work in pairs. Where are the people in the photos from? Use the countries in Ex 12 to help you.

1 Elif’s from T.
2 Diego’s from M.
3 Millie’s from the U.
4 Alyona and Inessa are from S.
5 Stefan’s from P.
6 Sam and Molly are from B.
7 Ju’s from C.
8 Olu’s from N.
9 Anna’s from R.
10 Ryan’s from A.

14 Write sentences about each person’s nationality. Use these words.

Australian  American  British  Chinese  Mexican  Nigerian  Polish  Russian  Spanish  Turkish

Anna’s Australian.

15 S.11 Listen and answer the questions.


Is Ju from Australia?  No, he isn’t.
UNIT CHECK

Wordlist

Numbers
1 one
2 two
3 three
4 four
5 five
6 six
7 seven
8 eight
9 nine
10 ten
11 eleven
12 twelve
20 twenty
23 twenty-three
30 thirty
40 forty
50 fifty
57 fifty-seven
60 sixty
70 seventy
80 eighty
90 ninety
99 ninety-nine
100 one hundred

Family
aunt (n)
brother (n)
cousin (n)
dad/father (n)
grandfather/grandad (n)
grandmother/grandma (n)
grandparents (n, pl)
mum/mother (n)
parents (n)
sister (n)
uncle (n)

Months
January (n)
February (n)
March (n)
April (n)
May (n)
June (n)
July (n)
August (n)
September (n)
October (n)
November (n)
December (n)

Ordinal numbers
1 = 1st / first
2 = 2nd / second
3 = 3rd / third
4 = 4th / fourth
5 = 5th / fifth
6 = 6th / sixth
7 = 7th / seventh
8 = 8th / eighth
9 = 9th / ninth
10 = 10th / tenth
21 = 21st / twenty-first
22 = 22nd / twenty-second
23 = 23rd / twenty-third
24 = 24th / twenty-fourth, etc.

Countries and nationalities
America / the USA Ʉ American
Australia Ʉ Australian
Britain Ʉ British
China Ʉ Chinese
England Ʉ English
Mexico Ʉ Mexican
Nigeria Ʉ Nigerian
Poland Ʉ Polish
Russia Ʉ Russian
Spain Ʉ Spanish
Turkey Ʉ Turkish

Other
animal (n)
banana (n)
basketball (n)
birthday (n)
blue (adj)
camera (n)
cat (n)
close (adj)
colour (adj)
computer game (n)
dog (n)
favourite (adj)
food (n)
football (n)
green (adj)
hobby (n)
home town (n)
homework (n)
horse (n)
How old are you? (phr)
map (n)
name (n)
photography (n)
red (adj)
school (n)
spell (n)
sport (n)
swimming (n)
team (n)
yellow (adj)

Practice

1 Work in pairs. Find things in the wordlist that are important for you. Why are these things important?

   1 a number
   2 a month
   3 an ordinal number
   4 a person
   5 a country or nationality

   1 Twelve: I’m twelve.
   2 May: My dad’s birthday is in May.

2 Write the nationalities from the wordlist in the correct groups.

   -ish
   -an/-ian
   -ese

   America / the USA Ʉ American

   Australia Ʉ Australian

   Britain Ʉ British

   China Ʉ Chinese

   England Ʉ English

   Mexico Ʉ Mexican

   Nigeria Ʉ Nigerian

   Poland Ʉ Polish

   Russia Ʉ Russian

   Spain Ʉ Spanish

   Turkey Ʉ Turkish

3 S.12 Listen and write the sentences you hear.
Look at the photo and answer the questions.

1 Find these things in the photo.

   bed  chair  lamp  table  wall  window

2 What’s your opinion of this room?
   😊 great  😐 OK  😞 boring

My room is my special world.
game on quick draw

Work in pairs and play ‘Quick draw’. Take turns to quickly draw an object in a location and ask and answer questions.

A: What’s in my picture?
B: Is it a laptop on a shelf?
A: No, it isn’t.
B: Is it a laptop on a desk?
A: Yes, it is.
Joanna’s twelve today. Ben and Kate are at her birthday party. ‘Happy birthday, Jo!’
The party is in an escape room. It’s a special room with a big puzzle game. The door is locked.

Jo: Help! Is there another door?
Kate: Yes, there is. But where is it?
Jo: Look. There are some instructions on the table in front of you.
Ben: ‘Here’s your puzzle. Let’s begin. Are there any papers in the bin?’

Jo: Yes, there are! There’s a message in the bin: ‘Is there a box under the bed? Is there a key behind something red?’

Ben: Here’s the box – look! But it’s locked.
Kate: And here’s something red. A red picture on the wall … with a key behind it!
Ben: Well done, Kate!

The key is for the box under the bed.

Jo: What’s inside? Open it, Ben.
Ben: It’s another key and another message. ‘Under the mat on the floor, can you find a secret door?’
Kate: Yes, there is a door! It’s the escape door! We’re out!

There are escape rooms in many countries, e.g. in Japan, China, the USA, South America, Europe and Russia.
1 Come in

GRAMMAR

1 Read the grammar box below. Choose the correct words to complete the sentences.

1 There's / There are a white desk in Tara's room.
2 There isn't / aren't a bin in my room.
3 There isn't / aren't any pictures in your room.
4 There's / There are some cushions in Fred's room.

2 *explore* grammar  p116

*there is/there are (+ some/any)*

We use *there's/there are* + a/an + noun to say where something is.

We use *there are* + some + noun/*there aren't* + any + noun to say where two or more things are.

+ There's a message in the bin.
  There are some instructions on the table.

- There isn't a key on the table.
  There aren't any papers on the bed.

? Is there another door? Yes, there is. / No, there isn't.
Are there any papers in the bin? Yes, there are. / No, there aren't.

3 1.4 Listen and repeat. Focus on the highlighted words.

1 There are lots of cushions.
2 There are some books.
3 There's a big bed.
4 There's a TV.

4 Work in pairs. Choose picture A or B. Write three questions about your picture.

Is there a lamp next to the TV?
Are there any computer games on the shelves?

5 Work in pairs. Ask and answer your questions.

Is there a lamp behind the chair in Picture A?
No, there isn't.

6 Work in pairs. Find differences between pictures A and B.

In picture A there's a lamp next to the TV, but in picture B …

Speak up

7 Work in pairs. Write two questions about your partner's room. Ask and answer your questions.

Is there a TV in your room?
No, there isn't.
VOCABULARY 2

the home

1 1.5 Look at Joe’s apartment. Listen to Joe and repeat.

2 Find these things in Joe’s apartment. Say where they are.
   bed light picture TV window

   The chairs are in the dining room.

3 Read the language box. Work in pairs. Ask and answer questions about Joe’s apartment. Then ask and answer questions about your classroom.

   How many windows are there?

explore language

We use How many…? to ask about numbers.

   How many bedrooms are there?

4 Look at the picture of the Hill family’s house and follow the instructions.

   Complete the sentences.
   1 The orange cat is in the living room. The other cat is ..................................................................
   2 ................................................................. are in the garden.

   Answer the questions.
   3 How many dogs are in the bathroom?
   .................................................................
   4 How many children are upstairs?
   .................................................................

   Write two sentences about the picture.
   5 .................................................................
   6 .................................................................

   game on

‘Yes/No’ game

   Play in two teams. Team 1 chooses a home on this page. Team 2 asks questions to guess the home. Team 1 can only answer ‘yes’ or ‘no’.
LISTENING

Power up

1 Describe your home. Talk about these things.

balcony   door   garden   rooms   windows

There are two bedrooms and a big living room …

Listen up

2 Work in pairs. Look at the pictures in question 1. Which pictures show houses and which show apartments?

3 (a) 1.6 Look at the pictures in Ex 2. Listen and choose the correct picture, A, B or C.

explore grammar p116

have got

We can use have got to talk about part of a building or person. We can also use it to talk about relationships (with family and friends) or possessions.

+ We’ve got a big apartment.  
  It’s got yellow walls.

− It hasn’t got a balcony.  
  We haven’t got a garage.

? Has it got stairs outside?  
  Have you got a garden?  
  Yes, it has. / No, it hasn’t.
  Yes, we have. / No, we haven’t.

4 Read the grammar box. Then look at the table. Find Nina and Luke’s homes in Ex 2. Write sentences about them.

Nina’s apartment  Luke’s house

<table>
<thead>
<tr>
<th></th>
<th>x</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>a garden</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>yellow walls</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>red walls</td>
<td>✔</td>
<td>x</td>
</tr>
<tr>
<td>a balcony</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

Luke’s house has got a garden.


Has Luke’s home got red walls?

No, it hasn’t.

Has Nina’s apartment got a balcony?

Yes, it has.
SPEAKING

Power up

1 Work in pairs. Practise the conversation.

What’s your mobile number?

It’s 07987 324 165.

07987 324 165. Is that right?

Yes, that’s right.

2 Work in pairs and practise the conversation with your own numbers. Make a note of your partner’s number and ask them to check it.

A: What’s your mobile number?

B: It’s ____________________ .

A: (Write the number you hear.) ____________________ . Is that right?

B: Yes, that’s right. / No, this number is wrong.

(Show the number to your partner.)

(Write the number you hear.) ____________________ . Is that right?

B: Yes, that’s right. / No, this number is wrong.

(Correct the number if it is wrong.)

3 1.7 Complete the phone conversation with these questions. Listen and check your answers.

Have you got your key?

Is it in the plant pot next to the wall?

Where are you? Where’s the spare key?

Kay: Hi, Mum. I’m at home, but the door is shut. 1 ____________________ .

Mum: I’m at work. 2 ____________________ .

Kay: Er, no I haven’t. I think it’s in the kitchen. 3 ____________________ .

Mum: Umm, it’s under the mat.

Kay: No, it isn’t.

Mum: ____________________ .

Kay: No. Oh yes, I’ve got it now. Thanks. Bye, Mum! See you later!

4 1.8 Listen and write the words you hear.

bye  hello  hi  thanks

Jacob: Hello, Mrs Reeves. It’s Jacob here. Is Rosy there, please?

Mum: Yes, of course. Just a minute …

Rosy: Hi? Jacob?

Jacob: 1 ____________________ , Rosy! Have you got my maths homework?

Rosy: Your maths homework? I’m not sure … Oh, yes. It’s in my bag!

Jacob: Oh good. 2 ____________________ , Rosy.

Rosy: That’s OK. 3 ____________________ !

5 Work in small groups. Practise the conversation in Ex 4.

Speaking extra

6 Make a phone call to a friend. Ask if he/she has your English book. Use Ex 4 and the skill tip to help you. What words will you need to change if you call a teacher?

skill tip

Some words in English are formal. Some words are informal.

Use these words with family, friends and children:

hi  thanks  bye

Use these words with other people:

hello  thank you  goodbye

7 Practise the conversation in Ex 6 with different things and people.
1 Come in

WRITING

Power up

1 Which of these things have you got in your room?

- birthday cards
- books
- cinema/concert/sports tickets
- photos
- postcards
- posters

2 Look at Jorge’s noticeboard and find these things.

- a website
- a city
- a country
- a film
- a name

3 Answer the questions.

1 Jorge has got a sister. What’s her name?
2 What’s Jorge’s favourite film?
3 What’s his mobile number?
4 Where are the bears from?
5 How old is Jorge?
6 Who is his friend?

4 Complete the sentences with about, of or from. Use Jorge’s noticeboard to help you.

1 Here’s a book _______________ elephants.
2 That’s a photo _______________ my grandparents.
3 This is a postcard _______________ my friend George.
4 ‘Jungle Book’ is _______________ a boy with animal friends.
5 This website is full _______________ funny stories.
6 That menu is _______________ my favourite café.

5 Complete Emma’s profile with five of these words. Then choose the best title, A, B or C.

- blue
- fantastic
- favourite
- my
- picture
- poster
- Spain
- tickets
- your

A My favourite footballer players
B My favourite colour
C All about my favourite sport

- I have some _______________ tickets for a football match. _______________ team is Chelsea. It’s a _______________ team!
- I like everyone in the team, so I don’t have a _______________ player. But I’m from _______________, so I prefer watching players from my country!
- This is a photo of me in my football kit – _______________ is a great colour!

WWW.GALAXYZOO.ORG
Great website about stars and planets!

PHOTO OF ME AND MY SISTER ISABELLA IN SYDNEY. GREAT HOLIDAY!

A POSTCARD FROM MY COUSIN JAKE IN CANADA. I'D LOVE TO SEE BEARS IN THE WILD.

YUM! MENU FROM A GREAT PIZZA RESTAURANT!

MY BIRTHDAY CARD FROM MY FRIEND MARINA.

I'M 12 YEARS OLD!

ADMIT ONE
THEATRE 4
OCEAN WARRIOR
6:45PM

07977 405637
THIS IS MY NEW MOBILE NUMBER. REMEMBER!
Plan on

You are going to create your own profile. Think about these questions. Use Jorge’s noticeboard to help you.

1. Who is your birthday card from?
2. Who is in your photos?
3. Where is your postcard from?
4. What event is your ticket from?
5. Where is your menu from?

Write on

Look at Emma’s profile in Ex 5. Make your own profile about a few of your favourite things. Use your answers from Ex 6 and the useful language to help you.

useful language:
talking about your favourite things

Here are some of my …
This is …
That’s …
My favourite … is …

Improve it

Check your spelling. Check that capital letters are in the correct places. Use the skill tip to help you.

skill tip

Use capital letters:
• at the start of a sentence.
• for the names of people and places.
• for days of the week, months, countries and nationalities.

Remember to use a full stop (.) at the end of a sentence.

Tiny house tour

Work in pairs. List five rooms in a house.

Watch the clip. Is Annabel’s house different from your house? Give two examples.

Watch again and answer the questions. Which things does Annabel talk about?

• knives • clothes • stairs
• windows • shower • garden

Watch again. Are these statements true (T) or false (F)?

1. Annabel likes living in a tiny house.
2. The kitchen is very big.
3. There are shelves next to the door.
4. The stairs were a present from her family.
5. Annabel doesn’t like reading or taking photos.

Work in pairs. Complete the sentences about Annabel’s house.

1. Annabel’s sofa ………………… big.
2. The shelves ………………… next to the door.
3. The loft ………………… upstairs.
4. There ………………… a kitchen downstairs.

Project

Work in pairs. Design a tiny house. There are only four rooms. What things do you need? Draw your tiny house and present it to the class. Explain your ideas.

This is our tiny house.
There is a …
There are …
UNIT CHECK

Practice

1 Use the wordlist to find:
   1 things that you can see in the classroom now.
   2 places in the home that are not rooms.
   3 small things that you can carry in your school bag.

2 Write three true sentences about people and things in your classroom. Use prepositions of place in each sentence.
   My desk is near the teacher’s desk.
   1
   2
   3

3 Listen and write the sentences you hear.
   1
   2
   3
   4

4 Complete the questions with have or has. Listen and check your answers. Then answer the questions.
   1 Your teacher got a laptop in the classroom?
   2 Your friend got a black school bag?
   3 You got a brother or a sister?
   4 You got a blue pen in your bag?