

SECOND EDITION

Super Practice Book

2

SUPER PRACTICE

Emma Szlachta ■ Garan Holcombe

 **CAMBRIDGE**
UNIVERSITY PRESS



Map of the book

Unit	Grammar/Language	Reading/Writing	Listening/Speaking
 (pages 4–11)	<ul style="list-style-type: none"> • <i>There's / There are ...</i> • Imperatives 	A poem	In the classroom
1 (pages 12–19)	<ul style="list-style-type: none"> • Telling the time • Present simple, 3rd person 	A blog entry	Daily routines
2 (pages 20–27)	<ul style="list-style-type: none"> • <i>Likes / Doesn't like</i> • <i>Does ... like ... ?</i> 	A web page	My favourite animal
3 (pages 28–35)	<ul style="list-style-type: none"> • <i>Has ... got ... ?</i> • Prepositions 	A letter	Places
4 (pages 36–43)	<ul style="list-style-type: none"> • <i>Would you like ... ?</i> • <i>Are there / Is there any ... ?</i> 	A recipe	Fruit, vegetables and eggs!
5 (pages 44–51)	<ul style="list-style-type: none"> • <i>This, that, these, those</i> • <i>Whose ... is this? / Whose ... are these?</i> 	A web page	The perfect room
6 (pages 52–59)	<ul style="list-style-type: none"> • <i>Am / Is / Are + adjective</i> • The months, <i>our, their</i> 	An invitation	Parties
7 (pages 60–67)	<ul style="list-style-type: none"> • <i>I'd like to ...</i> • verb + <i>ing</i> 	A postcard	Transport
8 (pages 68–75)	<ul style="list-style-type: none"> • <i>ing</i> forms • <i>Like + ing</i> 	A text message	Let's play!
9 (pages 76–83)	<ul style="list-style-type: none"> • <i>Can</i> for requests • Revision 	A story	Fun on holidays

There's / There are

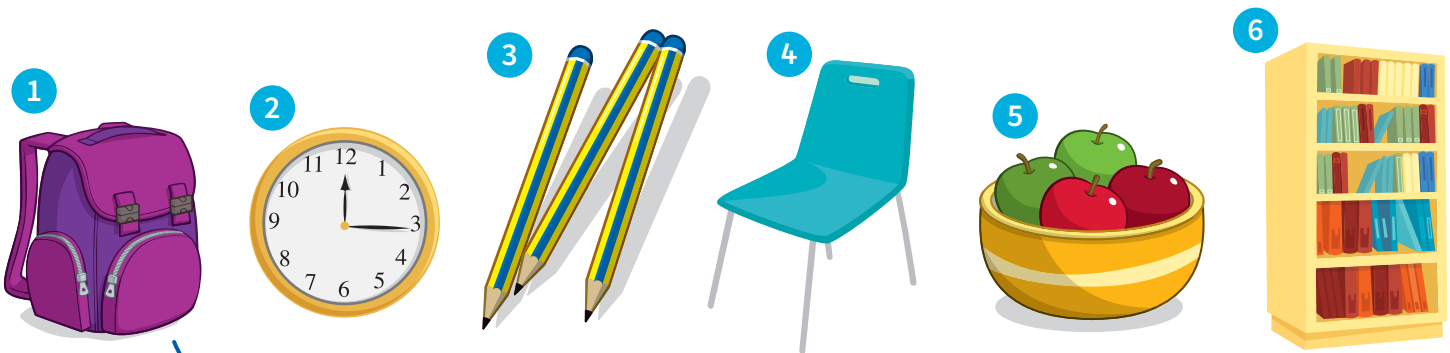


Language focus

Use **there is** / **there's** and **there are** to say what singular and plural nouns you can see.

There's a car. **There are** some balls.

1 Look and match.



a

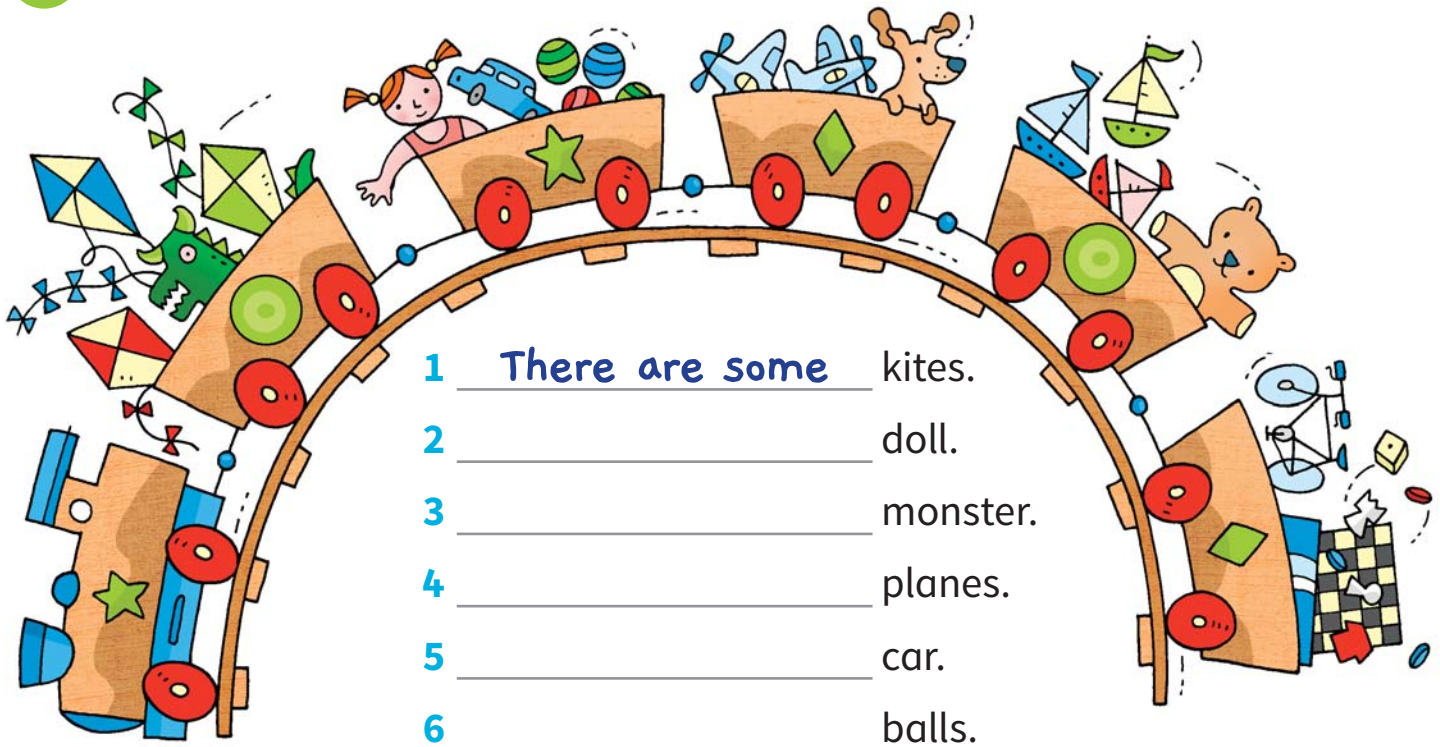
Some

2 Write *is* or *are*.



- 1 There is a red book.
- 2 There _____ some pencils.
- 3 There _____ an apple.
- 4 There _____ a clock.
- 5 There _____ some sweets.
- 6 There _____ a green pen.

3 Write *There are some* or *There is a*.



- 1 There are some kites.
- 2 _____ doll.
- 3 _____ monster.
- 4 _____ planes.
- 5 _____ car.
- 6 _____ balls.

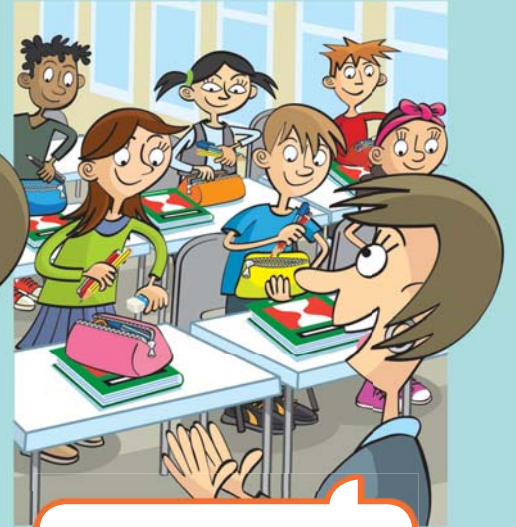
Imperatives



It's good to see you all again. **Stand** up, please.



Don't open your books.



Put your pens in your pencil case. Let's play a game.

Language focus

Use **imperatives** to give instructions.

Stand up.

Don't stand up.

Sit down.

Don't sit down.

Put your book in your bag.

Don't close your books.

1 Read and complete the sentences.

- 1 Open your books.
- 2 Sit _____.
- 3 Stand _____.
- 4 C _____ your bag.
- 5 Pass me y _____ r ru _____ r.
- 6 Don't o _____ y _____ r bags.

2 Complete the dialogue with the words from the box.

Pass open down Don't up **sit**

Mrs Brown Hello, class. Welcome back! It's good to see you all again. OK,
(1) **sit** down please and (2) _____ your books.

Matt Oh no! I haven't got a pencil! (3) _____ me a pencil,
please, Sally.

Sally Shhh, Matt. Here you are.

Matt Mrs Brown, I can't see
the board.

Mrs Brown Stand (4) _____,
Matt. (5) _____
sit down there. Sit
(6) _____ here.

Matt Thank you.



3 Write the instructions.

1 **Don't sit down.**

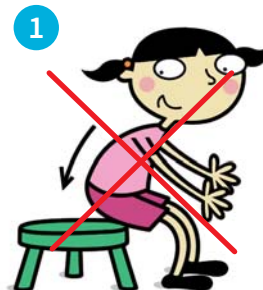
2 _____

3 _____

4 _____

5 _____

6 _____



Reading: a poem

1 Read the poem and write *t* (true) or *f* (false).

A poem about my desk

The classroom is a mess.
Look at my desk!
There are some pens and a book.
An apple and a clock.
There are some pencils and a sausage!
A sausage? A sausage!
Don't sit down, Sue and Dan.
Put the pencils in your pencil case
and the sausage in your bag.
Don't sit down, Anna and Alex.
Put the clock on the wall
and the apple in your desk.
Don't sit down - let's tidy this mess.



- 1 The classroom isn't tidy.
- 2 There are two books.
- 3 There's a banana.
- 4 There's a clock.
- 5 There are some pencils.
- 6 There isn't a sausage.

☒ t

☐

☐

☐

☐

☐

1 What is on your desk? Write a list.

There's a _____

There are some _____

2 Write a poem about your desk, then draw it.

A poem about my desk

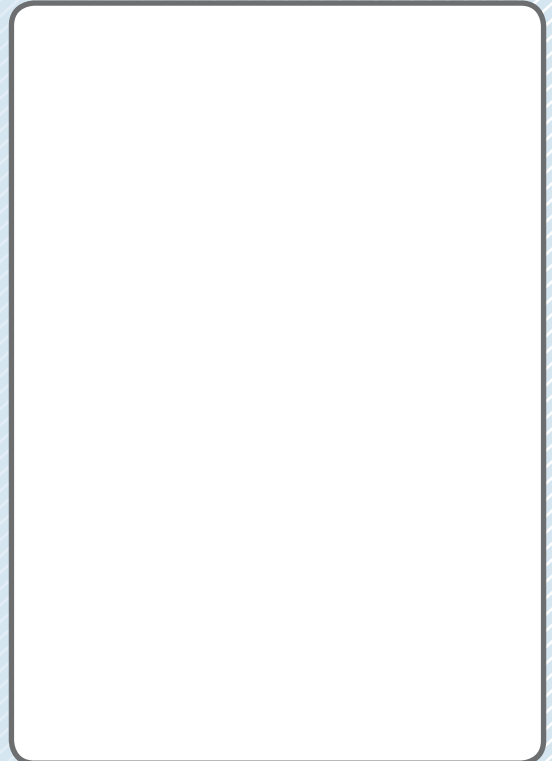
The classroom is a mess.

Look at my desk!

There are _____

Look at my desk!

Don't sit down - let's tidy this mess.



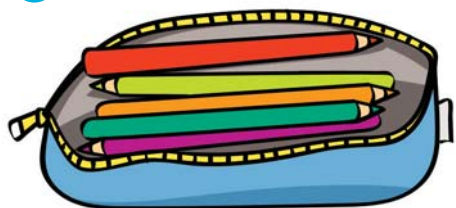
Listening: in the classroom

1



Listen and number the pictures.

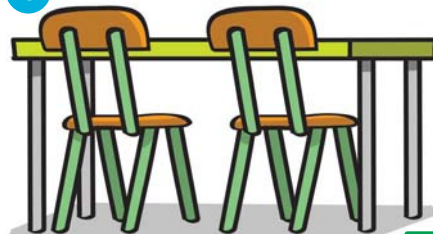
a



b



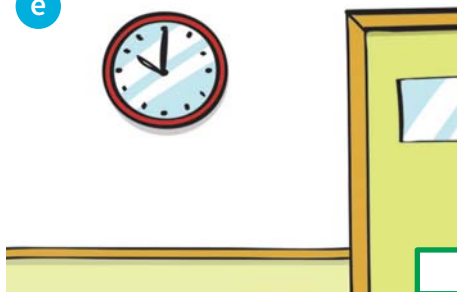
c



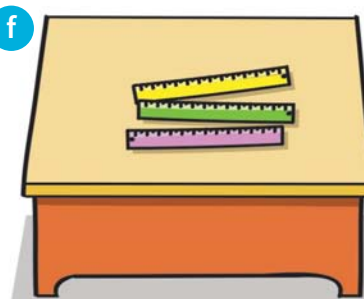
d



e



f



2



Listen and tick ☒ the correct sentences.



Sit down, please.



Don't sit down, please.



Stand up, please.



Don't stand up.



Get your books, please.



Don't get your books.



Get your crayons, please.



Don't get your crayons.



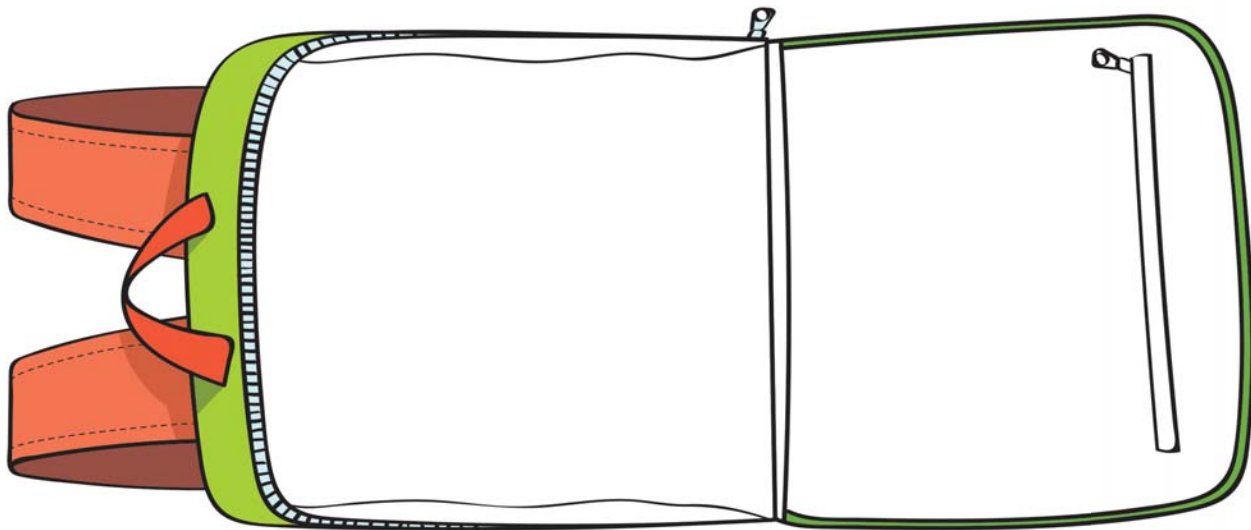
Write your name, please.



Don't write your name.



- 1** What's in your bag? Draw five things and say.



There's a pencil case. There are three books. There's a notebook.

- 2** Work with a friend. Talk about your bags.
Play the memory game.

There's a pencil case in your bag.

Yes! What colour is it?

It's blue.

Yes, that's right!

- 3** Talk about your friend's bag.

In Pablo's bag, there's a blue pencil case. There are three books – one is yellow ...



1 Telling the time



Language focus

Use **What's the time?** to ask the time and **It's ... o'clock** to answer.
 Use **When do you ... ?** to ask about the time of an activity, and **At ... o'clock** to answer.

What's the time?

It's nine o'clock.

When do you have breakfast?

At seven o'clock.

1 Read and match.

- 1 What's the time? It's two o'clock.
- 2 When do you have lunch? At twelve o'clock.
- 3 What's the time? It's ten o'clock.
- 4 When do you go to bed? At eight o'clock.
- 5 What's the time? It's four o'clock.
- 6 When do you get up? At six o'clock.

b

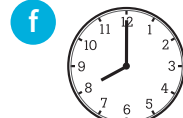
☐

☐

☐

☐

☐



2 Complete the dialogue with the words from the box.

~~time~~ ten do When at o'clock

Mary Tell me about your day. What (1) time do you get up?

Alan OK. Well, I get up (2) at seven o'clock.

Mary (3) When do you go to school?

Alan At nine (4) o'clock.

Mary And when (5) do you play in the park?

Alan On Saturday at (6) ten o'clock.

3 Write sentences.



1 I get up at
six o'clock.



2 I _____.



3 I _____.



4 I _____.



5 I _____.



6 I _____.

Present simple, 3rd person



Eva **gets up** at seven o'clock.



She **goes** to school at eight o'clock.



She **has** lunch at twelve o'clock.



She **brushes** her teeth and then she **goes** to bed at eight o'clock.

Language focus

Use the **present simple, 3rd person (gets, goes)** to talk about what other people do.

Eva **gets up** at seven o'clock. She **goes** to school at eight o'clock.

1 Match the sentences with the pictures.

1 He has dinner at six o'clock with his family. ☒ d

2 He goes to work at eight o'clock at night. ☐

3 He comes home at six o'clock in the morning. ☐

4 He has breakfast at seven o'clock. ☐

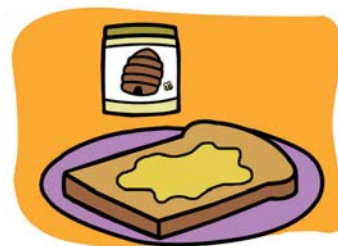
5 He plays in the park at eight o'clock. ☐

6 He goes to bed at nine o'clock in the evening. ☐



2 Match to complete the sentences.

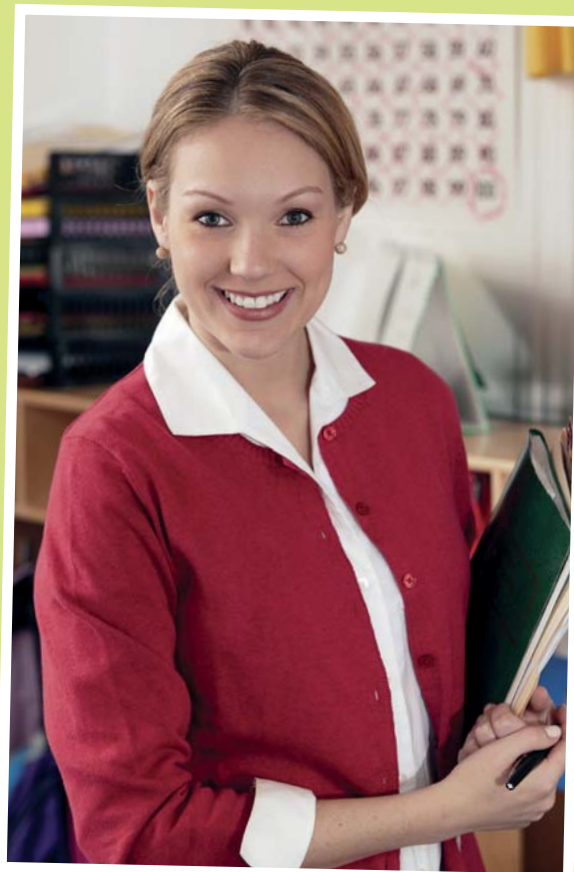
- | | |
|----------------|---|
| 1 Emma gets | a breakfast and brushes her teeth. |
| 2 Kate has | b to bed at eight o'clock. |
| 3 Dan gets | c her teeth in the morning and in the evening. |
| 4 Hugo goes | d up at nine o'clock on Saturdays and she plays football. |
| 5 Lucy brushes | e in the park after school. |
| 6 Fred plays | f dressed in jeans and a T-shirt. |



3 Complete the text with the words from the box.

has leaves arrives gets starts ~~works~~

Alison is a teacher. She
 (1) works in a big school in
 New York. In the morning, she
 (2) _____ the house at seven
 o'clock and (3) _____ at
 school at eight o'clock. She
 (4) _____ two classes in the
 morning and then she has lunch.
 She (5) _____ her afternoon
 class at one o'clock and the children
 go home at four o'clock. She leaves
 school at six o'clock and
 (6) _____ home and has
 dinner. What a long day!



Reading: a blog entry

1 Read the text. Circle the correct words.

My Blog

by Suzy James

My Mum

My mum is fantastic! She gets up at six o'clock and walks me and my brother to school at eight o'clock. Then she goes to work on the bus. She has a busy day at work and she has lunch at her desk. Then at four o'clock she gets me and my brother from school and she helps me with my school work. She cooks and we all have dinner at five o'clock. On Fridays we have pizza – it's my favourite dinner. I go to bed at eight o'clock and Mum goes to bed at ten o'clock – she has a long day.



- 1 Mum gets up at six / eight o'clock.
- 2 She *walks* / *goes by bus* to work.
- 3 She has lunch at *her desk* / *one o'clock*.
- 4 She *works some more* / *helps Suzy with her work* at home.
- 5 Mum *has* / *They all have* dinner at five o'clock.
- 6 *Suzy* / Mum goes to bed at ten o'clock.

Listening: daily routines

1  03 Listen and tick ☒ the correct clock.

1 Eva gets up at ...



2 Eva has breakfast at ...



3 Eva goes to school at ...



4 Eva has lunch at ...



5 Eva has dinner at ...



6 Eva goes to bed at ...



2  04 Listen and circle *yes* or *no*.

1 Dan gets home at four o'clock.

yes / no

2 Dan walks home with his mum and his sister.

yes / no

3 At five o'clock, Dan plays with his sister.

yes / no

4 Dan has dinner at seven o'clock.

yes / no

5 After dinner, Dan, his sister and his dad read a story.

yes / no

6 After the story, Dan brushes his teeth and goes to bed.

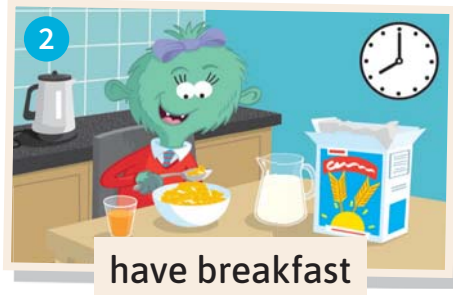
yes / no



- 1** Look at Mindy's day. Choose a picture and say. Play the guessing game.

Mindy has dinner at seven o'clock.

Number 5!



- 2** Draw a picture of your favourite activity at the weekend. Complete and practise.

At the weekend, I _____
at _____ o'clock. It's my
favourite activity!



- 3** Show your picture to a friend. Talk about your favourite activity at the weekend.

Look, this is me at the weekend.
I play computer games at five
o'clock. What about you?

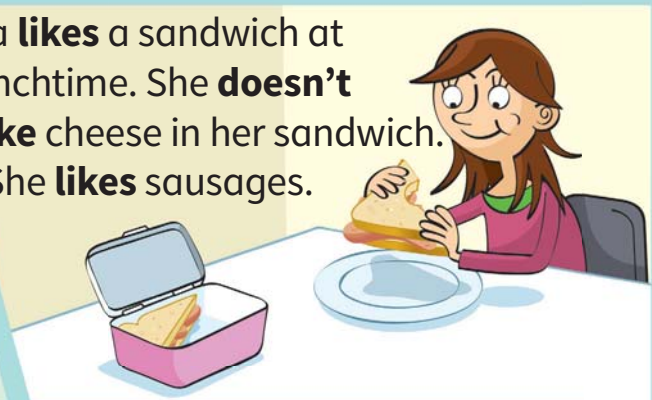
I ride my bike in the park.
I go there at eleven o'clock.

2

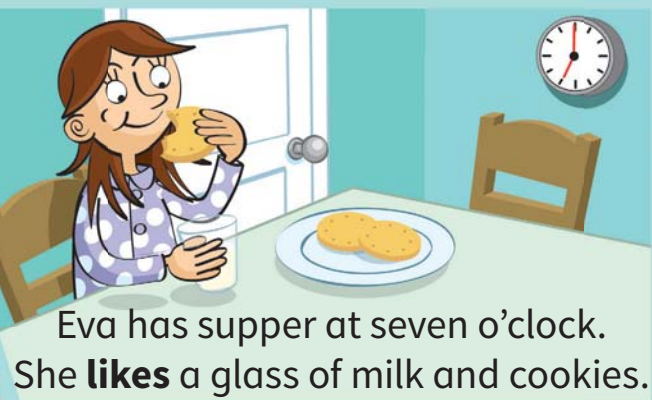
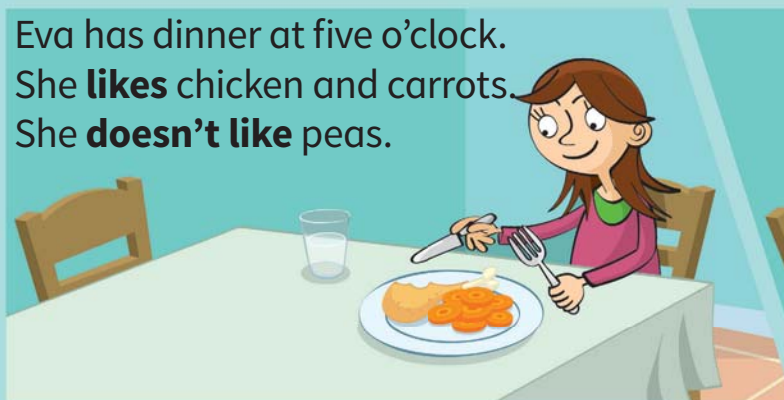
Likes / Doesn't like



Eva **likes** a sandwich at lunchtime. She **doesn't like** cheese in her sandwich. She **likes** sausages.



Eva has dinner at five o'clock. She **likes** chicken and carrots. She **doesn't like** peas.



Language focus

Use **likes** and **doesn't like** to talk about preferences.
*Freddy **likes** spiders. Freddy **doesn't like** apples.*

1

Circle the correct words to complete the sentences.

- 1 Tony *likes / doesn't like* carrots.
- 2 Ben *likes / doesn't like* apples.
- 3 Mary *likes / doesn't like* cheese.
- 4 Monica *likes / doesn't like* bananas.
- 5 Bill *likes / doesn't like* peas.
- 6 Tim *likes / doesn't like* chicken.

a



b



c



d



e



f

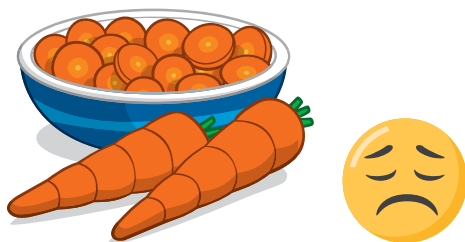


2 Complete the text with the words from the box.

likes ~~likes~~ doesn't likes likes like

The zoo is busy. There are lots of animals. It's six o'clock and the animals are having breakfast. The zebra (1) likes apples but he (2) like bananas. The monkey (3) likes lovely yellow bananas for breakfast and the tiger (4) likes steak. The snake doesn't (5) like peas – he (6) likes a big rat for breakfast. Yum!

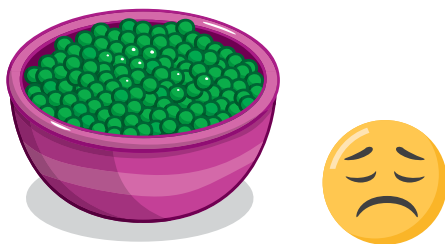
3 Complete the sentences.



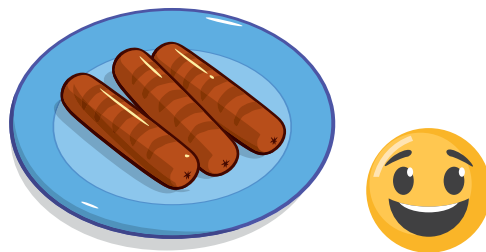
1 Emma doesn't like carrots.



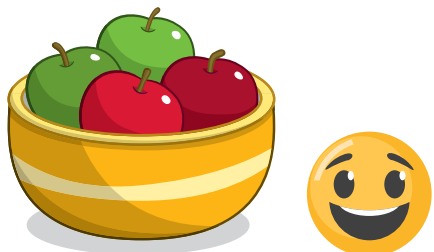
2 Mark _____.



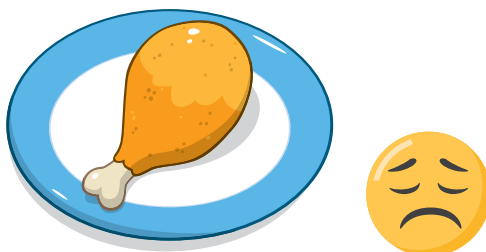
3 Suzy _____.



4 Dan _____.



5 Pam _____.



6 Toby _____.

Does ... like ... ?



Language focus

Use **Does ... like ... ?** to ask questions about what people like.

Use **Yes, he / she does** and **No, he / she doesn't** to give short answers.

Does Mark like bananas? **Yes, he does. / No, he doesn't.**

1 Write *Yes, he / she does* or *No, he / she doesn't*.

- 1 Does Anna like sausages? Yes, she does. They're her favourite.
- 2 Does Bill walk to school? _____. He rides his bike.
- 3 Does May like cats? _____. She likes dogs.
- 4 Does your mum get up at six o'clock? _____ but not at the weekend.
- 5 Does your parrot like carrots? _____. He likes apples.
- 6 Does your dad go to work every day? _____. He arrives at nine o'clock.

2 Complete the dialogue with the words from the box.

he ~~Does~~ walk she does doesn't

Toby (1) Does your mum get up early?

Katy Yes, (2) _____ does.
She goes to work every day.

Toby Does she (3) _____ to work?

Katy No, she (4) _____. She rides a bike.

Toby Does she have lunch at work?

Katy Yes, she (5) _____. She has a sandwich and some fruit.

Toby Does your dad ride a bike to work, too?

Katy No, (6) _____ doesn't. He goes by car.



3 Write questions and answers.

1 sausages / Mark / Does / like / ?

Does Mark like sausages? ✓ Yes, he does.

2 ride / Ben / school / a bike / Does / to / ?

_____ ✓ _____

3 chicken / the zebra / eat / Does / ?

_____ ✗ _____

4 Does / swimming / like / the hippo / ?

_____ ✗ _____

5 a lot / cat / your / Does / sleep / ?

_____ ✓ _____

6 eight o'clock / Tina / go to / Does / bed / at / ?

_____ ✗ _____



Reading: a web page

1 Read the text and answer the questions.

**BLUEWATER
ZOO**

HomeOur animalsContact usOpening times



The Hippos

This is Hugo the hippo. He's 15 years old and lives at the zoo. He's from Africa. He's got a big house and water to swim in. He gets up early in the morning but he likes a sleep after lunch. He likes fruit and his favourite food is apples but he doesn't like carrots! Does he like the water? Yes, he does – and he can swim. Hannah lives with Hugo. Hugo and Hannah are good friends. Hannah likes the water too but she doesn't like apples – she likes bananas. Come and visit Hugo and Hannah! We are open from nine o'clock to five o'clock every day.



1 Where is Hugo from?

He's from Africa.

2 Does Hugo get up early?

3 Does he sleep in the morning?

4 What's his favourite food?

5 Can Hugo swim?

6 Does Hannah like the water?

1 Write notes about Terry the tiger. Use the words from the box.

eight a long tail ~~India~~ steak carrots run fast

Terry comes from **(1)** India .
 He's **(2)** _____ years old.
 He likes **(3)** _____ .
 He doesn't like **(4)** _____ .
 He can **(5)** _____ .
 He's got **(6)** _____ .



2 Write about Terry the tiger. Use your notes from Activity 1.

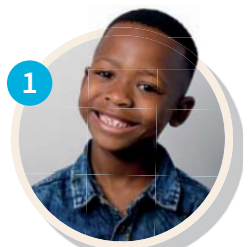
Handwriting practice area with ten horizontal lines on a light blue background, featuring a decorative scalloped top edge.

Listening: my favourite animal

1



Listen and match the children with the animals they like.



Alex



Grace



Tom



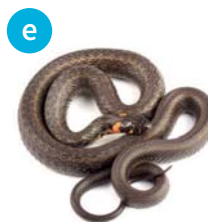
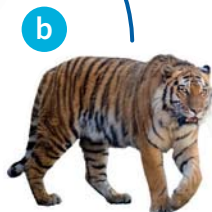
Kim



Jill



Nick



2



Listen and circle the correct answers.

1 Does Holly's mum like crocodiles?

☐ a Yes, she does.

☐ b No, she doesn't.

2 Does her dad like zebras?

☐ a Yes, he does.

☐ b No, he doesn't.

3 Does her brother like snakes?

☐ a Yes, he does.

☐ b No, he doesn't.

4 Does her sister like snakes?

☐ a Yes, she does.

☐ b No, she doesn't.

5 Does Holly like parrots?

☐ a Yes, she does.

☐ b No, she doesn't.

6 Does Holly like monkeys?

☐ a Yes, she does.

☐ b No, she doesn't.



1 Work with a friend. Look at the photos. Play the guessing game.



monkey

Does it live in trees?

Yes, it does.

Can it fly?

No, it can't.

Is it the monkey?

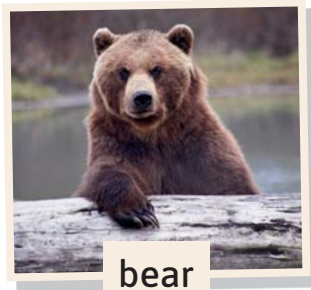
Yes, it is!



elephant



parrot



bear



spider



fish

2 With your friend, talk about the animals in Activity 1.

Do you like monkeys?

Yes, I do! Do you like elephants?

3 Which animals does your friend like or not like? Say.

Emma likes monkeys, but she doesn't like parrots. She really likes bears and ...



3

Has ... got ... ?



Language focus

Use **Has ... got ... ?** to ask about possessions and places.

Use **Yes, it has** and **No, it hasn't** to give short answers.

Has your town **got** a swimming pool?

Yes, it has.

Has your town **got** a train station?

No, it hasn't.

1 Write Yes, he has or No, he hasn't.

1 Has Ben got a book? Yes, he has.

2 Has he got a bike? _____

3 Has he got a cat? _____

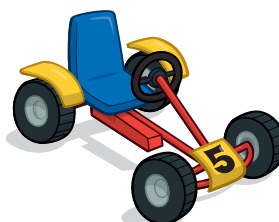
4 Has he got a notebook? _____

5 Has he got a kite? _____

6 Has he got a jacket? _____



Ben



2 Look and write questions and answers.



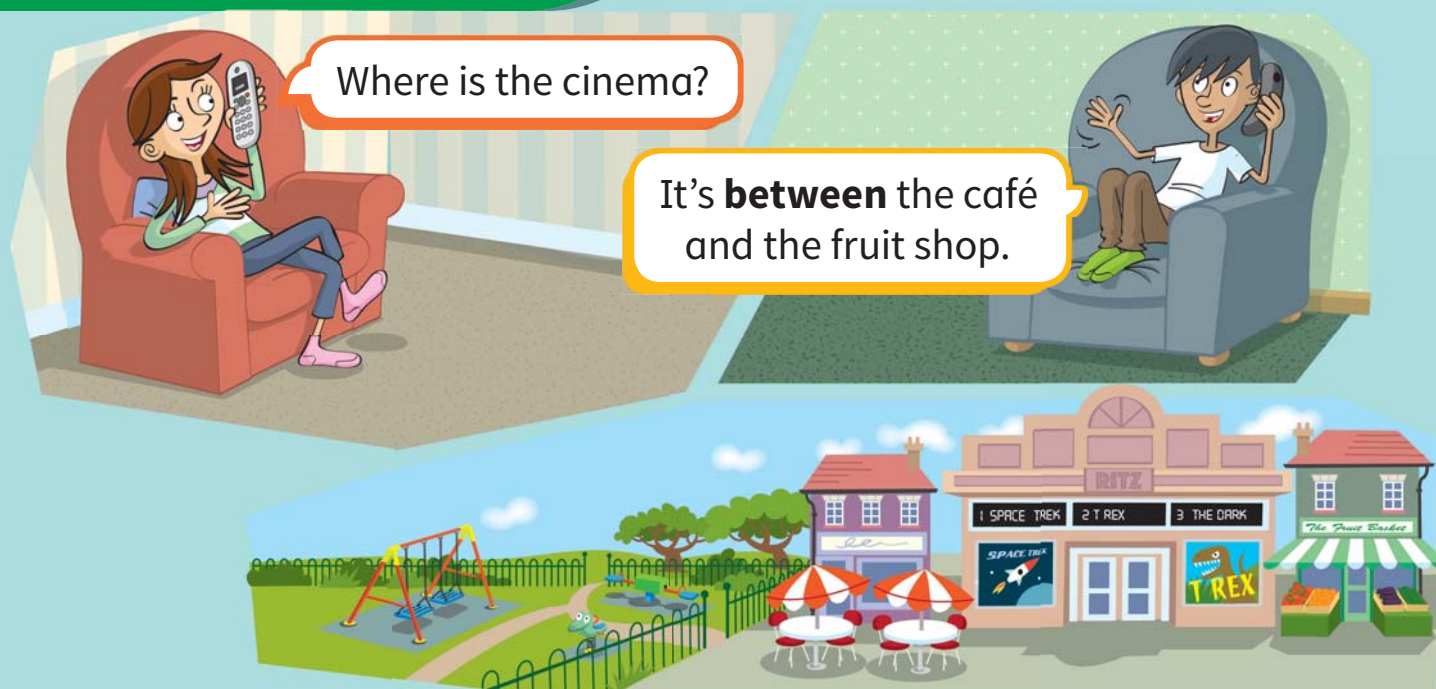
- 1 Has Top Town got a train station? Yes, it has.
- 2 Has Top Town got a school? _____.
- 3 _____ a hospital? No, it hasn't.
- 4 Has Top Town got a café? _____.
- 5 Has Top Town got a park? _____.
- 6 _____ a swimming pool? No, it hasn't.

3 Write questions and answers.

- 1 town / your / Has / a cinema / got / ?
Has your town got a cinema? ✓ Yes, it has.
- 2 your / a shop / Has / town / got / ?
 _____ ✓ _____
- 3 a dog / Anna / got / Has / ?
 _____ ✗ _____
- 4 Tim / a go-kart / got / Has / ?
 _____ ✗ _____
- 5 a playground / Has / got / your town / ?
 _____ ✓ _____
- 6 your town / a hospital / got / Has / ?
 _____ ✗ _____



Prepositions



Language focus

Use **prepositions** to describe where things and places are.

The cinema is **between** the toy shop and Green Street.

The hospital is **behind** the playground.

The school is **in front of** the park.

The café is **next to** the train station.

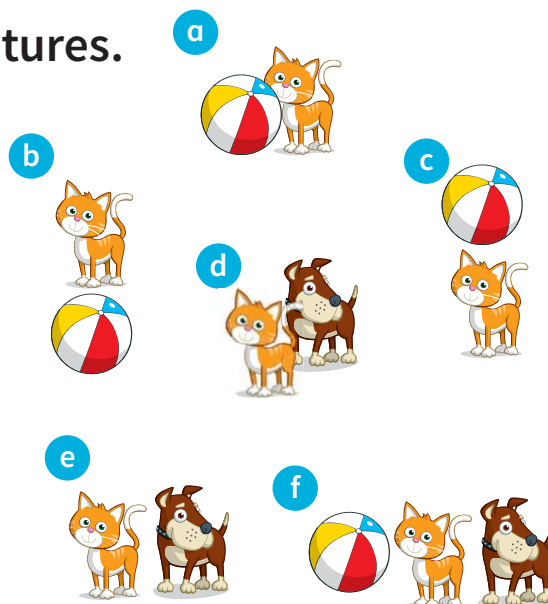
1 Circle the correct words to complete the sentences.



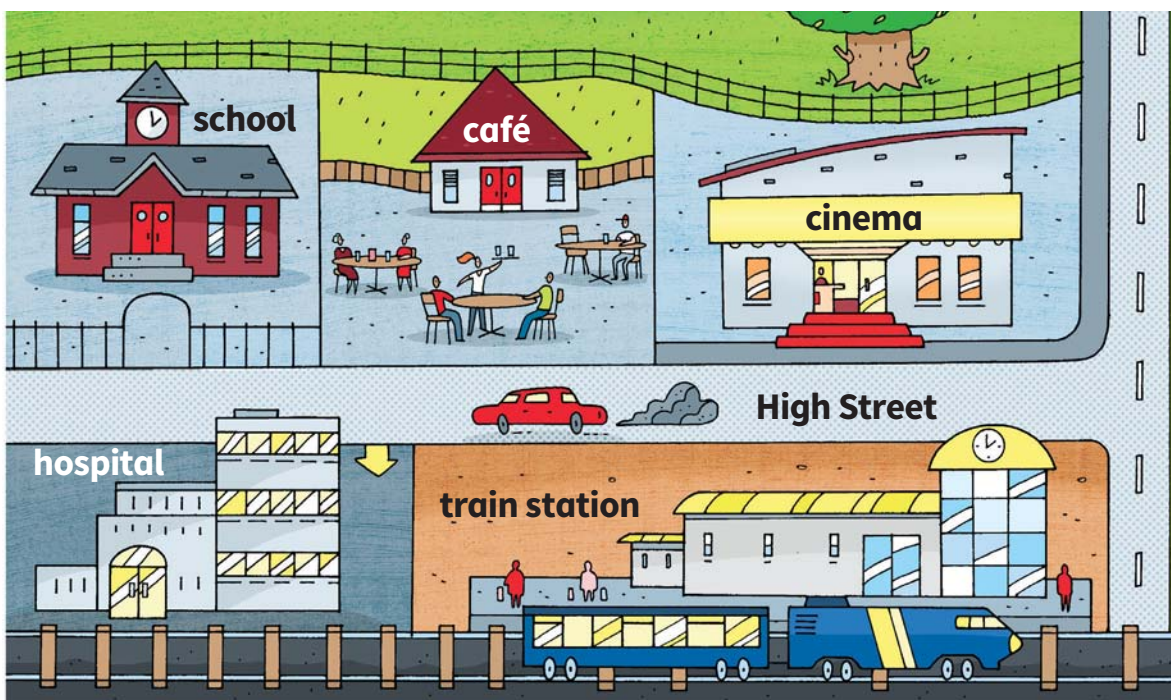
- 1 The books are next to / behind the apple.
- 2 The apple is in front of / between the books and the pencils.
- 3 The ruler is in front of / behind the clock.
- 4 The fish is on / in the water.
- 5 The red book is between / next to the fish and the clock.
- 6 The blue book is on / under the yellow book.

2 Match the sentences with the pictures.

- 1 The cat is next to the dog. ☒ e
- 2 The cat is in front of the dog. ☐
- 3 The cat is between the dog and the ball. ☐
- 4 The cat is on the ball. ☐
- 5 The cat is behind the ball. ☐
- 6 The cat is under the ball. ☐



3 Look and write the words.



- 1 The school is next to the café.
- 2 The car is on the café.
- 3 The café is between the cinema.
- 4 The train is at the train station.
- 5 The tree is behind the cinema.
- 6 The café is between the school and the cinema.

Reading: a letter

1 Read the text. Circle the correct words.

Hi James

My favourite days of the week are Saturday and Sunday. On Saturday my mum takes me and my brother to the swimming pool in the morning. We go every week and we have lots of fun. After that we go to the café next to the swimming pool for our lunch. I have a sandwich and my brother has a pizza. On Sundays we go to the park behind our house and we play football and sometimes we go to the cinema in town. It isn't a big cinema, but it shows films for children on Sunday mornings. My favourite films are about animals.

Has your town got a swimming pool? What's your favourite day of the week?

Freddie








- 1 Freddie likes / *doesn't like* the weekend.
- 2 Freddie goes to the *cinema* / *swimming pool* on Saturday mornings.
- 3 He eats *a pizza* / *a sandwich* for lunch.
- 4 The park is behind *the cinema* / *his house*.
- 5 The cinema *is* / *isn't* small.
- 6 Freddie *likes* / *doesn't like* films about animals.

- 1 Write a list of places in your town. What can you do there?

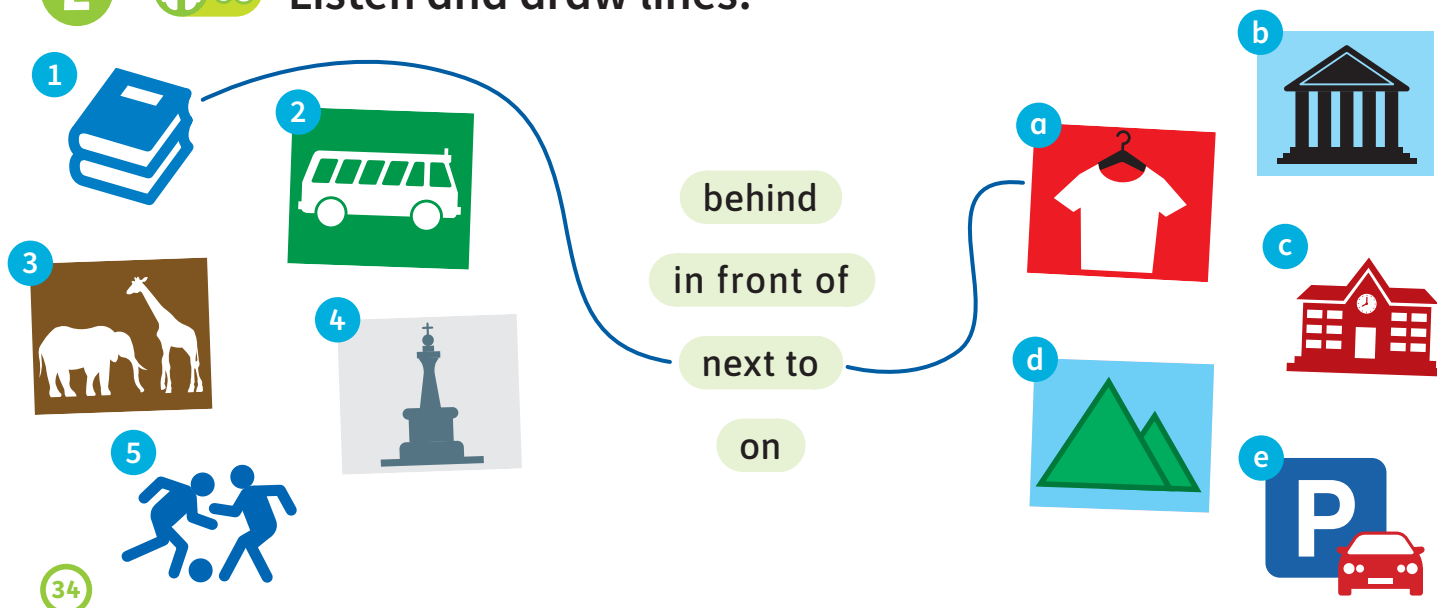
- 2 Write a letter to Freddie. Tell him about your favourite days and where you go in your town.

Listening: places

1  07 Listen and tick ☒ or cross ☐.

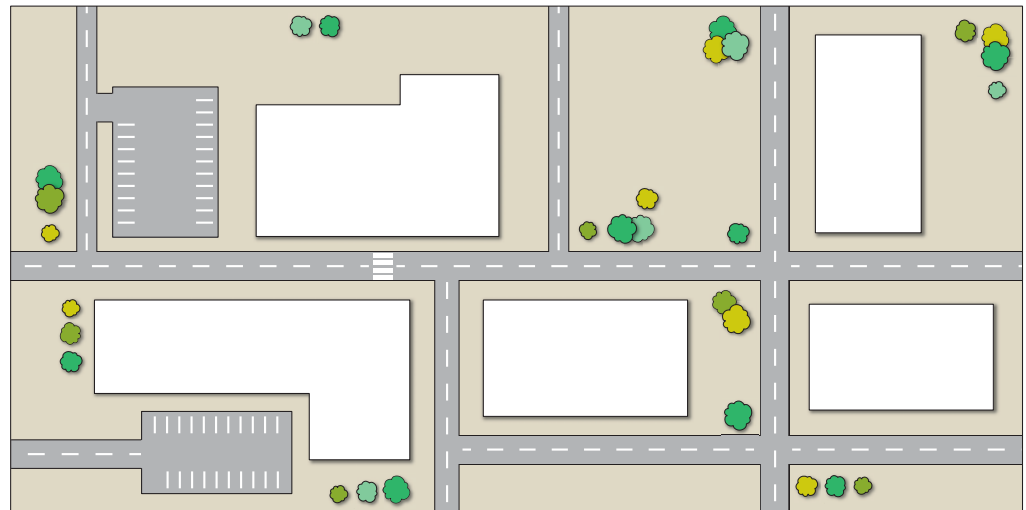
Places	 Sam's town	 Hugo's town
1 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 	<input type="checkbox"/>	<input type="checkbox"/>
3 	<input type="checkbox"/>	<input type="checkbox"/>
4 	<input type="checkbox"/>	<input type="checkbox"/>
5 	<input type="checkbox"/>	<input type="checkbox"/>

2  08 Listen and draw lines.



- 1** Choose five places to complete the map of the town.
Give your town a name.

sports centre
museum
train station
swimming pool
market
cinema
hospital
playground



Name of town: _____

- 2** Work with a friend. Which places has your friend's town got?
Ask and tick ☒ your friend's town's places in Activity 1.

What's the name of your town?

It's Super Town.

Has your town got a sports centre?

No, it hasn't. Has your town got a hospital?

Yes, it has.

- 3** Work with a friend. Where are the places on your maps?
Ask and answer.

Where's the sports centre in your town?

It's next to the train station.



4

Would you like ... ?

Would you like
a sandwich?

Would you like
some tomatoes?

Would you
like a mango?

Would you like
some grapes?

Yes, please.

No, thank you.

No, thank you.

Yes, please.

Language focus

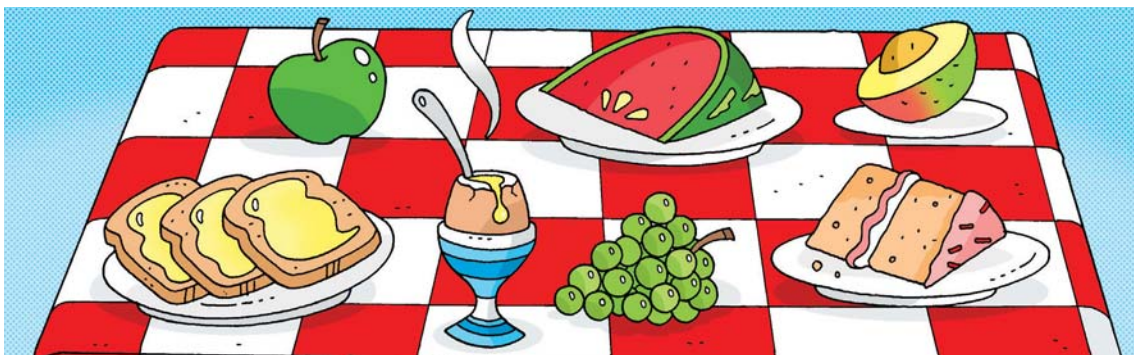
Use **Would you like ... ?** to ask polite questions. Use **Yes, please** and **No, thank you** to give polite short answers.

Would you like a tomato? *Yes, please.*

Would you like some bread? *No, thank you.*

1

Look and write *some* or *an*.



1 some watermelon

5 an apple

2 an egg

6 a mango

3 a cake

7 some bread

4 a bunch of grapes

2 Complete the dialogue with the words from the box.

a some please ~~like~~ Would No

Dad Would you (1) like
a sandwich, Sally?

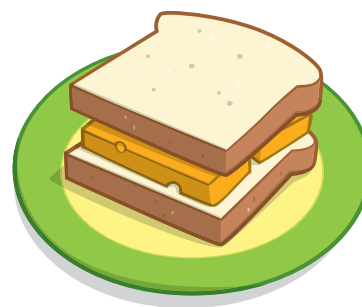
Sally Yes, (2) _____.

Dad (3) _____ you like a sausage in your sandwich?

Sally (4) _____, thank you. I'd like (5) _____ cheese.

Dad Would you like an apple or (6) _____ banana, too?

Sally Yes, please – a banana.



3 Look and write questions and answers.

1 Would you like a mango? ✓ Yes, please.

2 _____ some grapes? ✗

No, _____.

3 _____ apple? ✗

_____ thank you.

4 _____? ✓

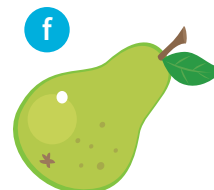
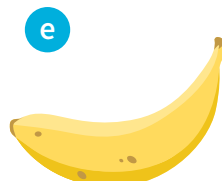
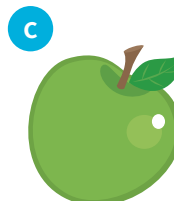
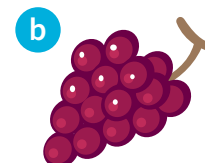
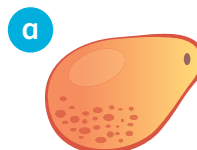
Yes, _____.

5 _____? ✓

_____.

6 _____? ✗

_____.



Are there / Is there any ... ?

Is there **any** milk
in the fridge?

No, there **isn't**.

Are there
any lemons?

No, there
aren't any.

Is there **any** chicken
in the fridge?

Yes, there **is**.

Language focus

Use **Is there any ... ?** and **Are there any ... ?** to ask about singular and plural nouns. Use **Yes, there is / are** and **No, there isn't / aren't any** to give short answers.

Are there any pears in the fridge? **Yes, there are.**

No, there aren't any.

Is there any bread in the basket? **Yes, there is.**

No, there isn't any.

1 Look and write.

1 Are there any bananas? No, there aren't any.

2 Is there any bread? _____

3 Are there any tomatoes? _____

4 Is there any fish? _____

5 Are there any grapes? _____

6 Are there any pears? _____



2 Write numbers to put the dialogue in order.

Mia Are there any sausages?

John Yes, there are. There are two sausages.

John Yes, there is. There's white bread. Let's look in the fridge.

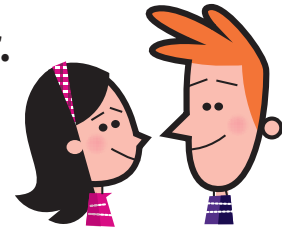
Mia OK. Is there any chicken?

Mia My favourite – a sausage sandwich. Is there any cake?

John Yes, there is. There's chocolate cake. Yummy!

Mia Let's make sandwiches for lunch. Is there any bread?

John No, there isn't any.


☐
☐
☐
☐
☐
☐
☒
☐

3 Write questions.

1 Are / any / there / potatoes / the basket / in / ?

Are there any potatoes in the basket?

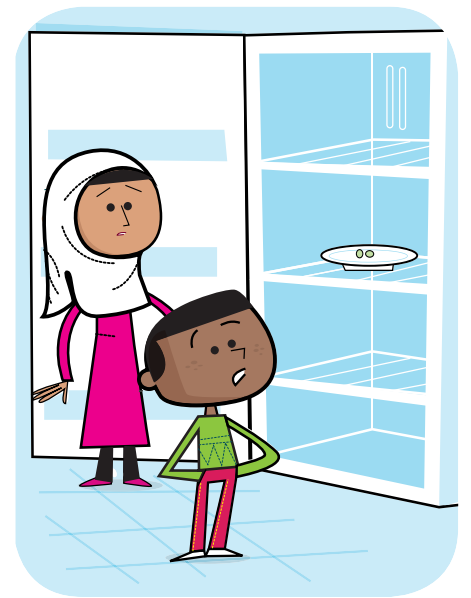
2 there / Is / cake / any / ?

3 there / lemons / Are / any / ?

4 there / cheese / in / Is / the fridge / any / ?

5 the basket / Is / any / bread / there / in / ?

6 there / Are / apples / in / the fridge / any / ?



Reading: a recipe

1 Look, then answer the questions about the recipe.



milk



butter



lemon



chocolate



egg



flour



frying pan

PANCAKES



1 Put a cup of flour in a bowl.

2 Put an egg and a cup of milk in the bowl. Start mixing.

3 Put one spoon of butter in a frying pan.

4 Put some of the mixture in the frying pan.

5 Fry the pancake for two minutes each side. (Can you throw the pancake?!)

6 Put chocolate, fruit or lemon juice on your pancake.



Enjoy the pancakes with your friends.

1 How many cups of flour are there? There is one cup of flour.

2 How many eggs are there? _____

3 Is there any water? _____

4 Is there any butter? _____

5 Is there any fruit? _____

6 What else can you put on the pancake? _____

- 1 What food would you like to make? Write a list of things you would need to make it.

- 2 Write a recipe for your food.

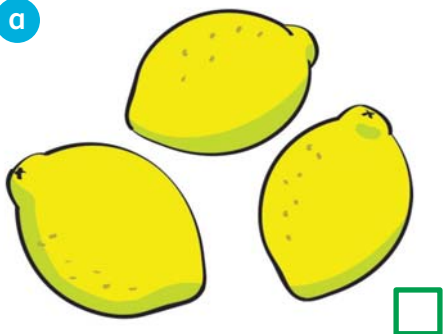
Listening: fruit, vegetables and eggs!

1

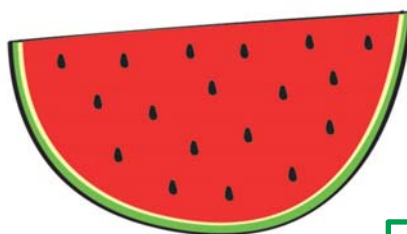


Listen and number the pictures.

a



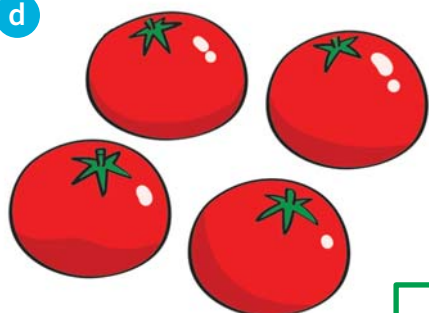
b



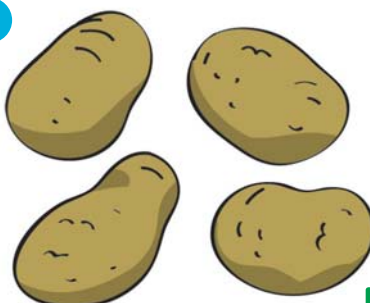
c



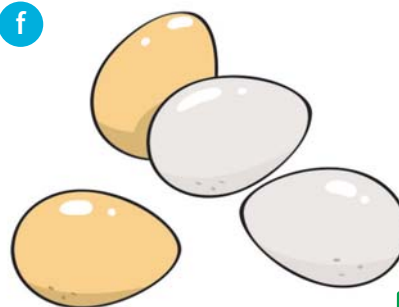
d



e



f



2



What would they like? Listen and match.

1



Lucy

2



Connor

3



Anna

4



Jack

5



May

a



b



c



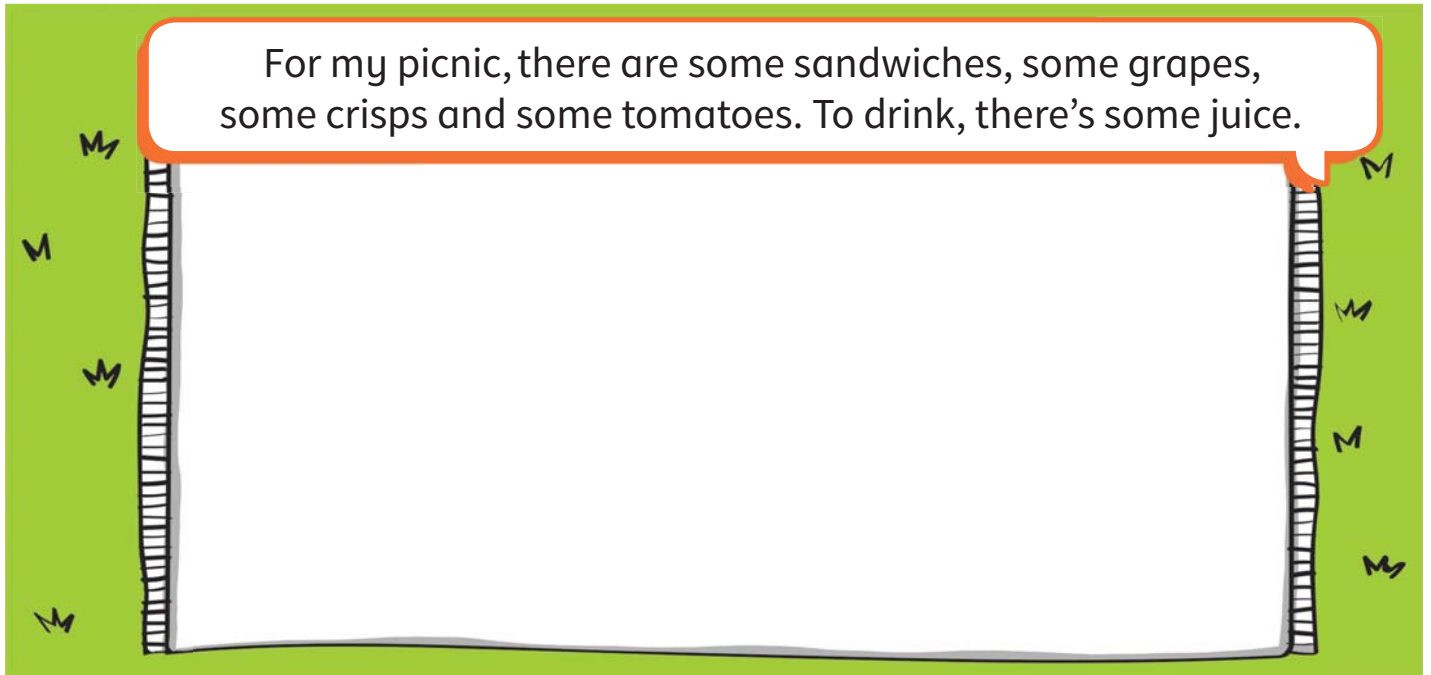
d



e



- 1** What have you got for your picnic? Draw five things and say.



- 2** Work with a friend. Talk about your picnic food and drink.

There are some sandwiches for my picnic.

How many sandwiches are there?

There are three sandwiches.

- 3** What would your friend like at your picnic?
Ask and answer.

Would you like a sandwich?

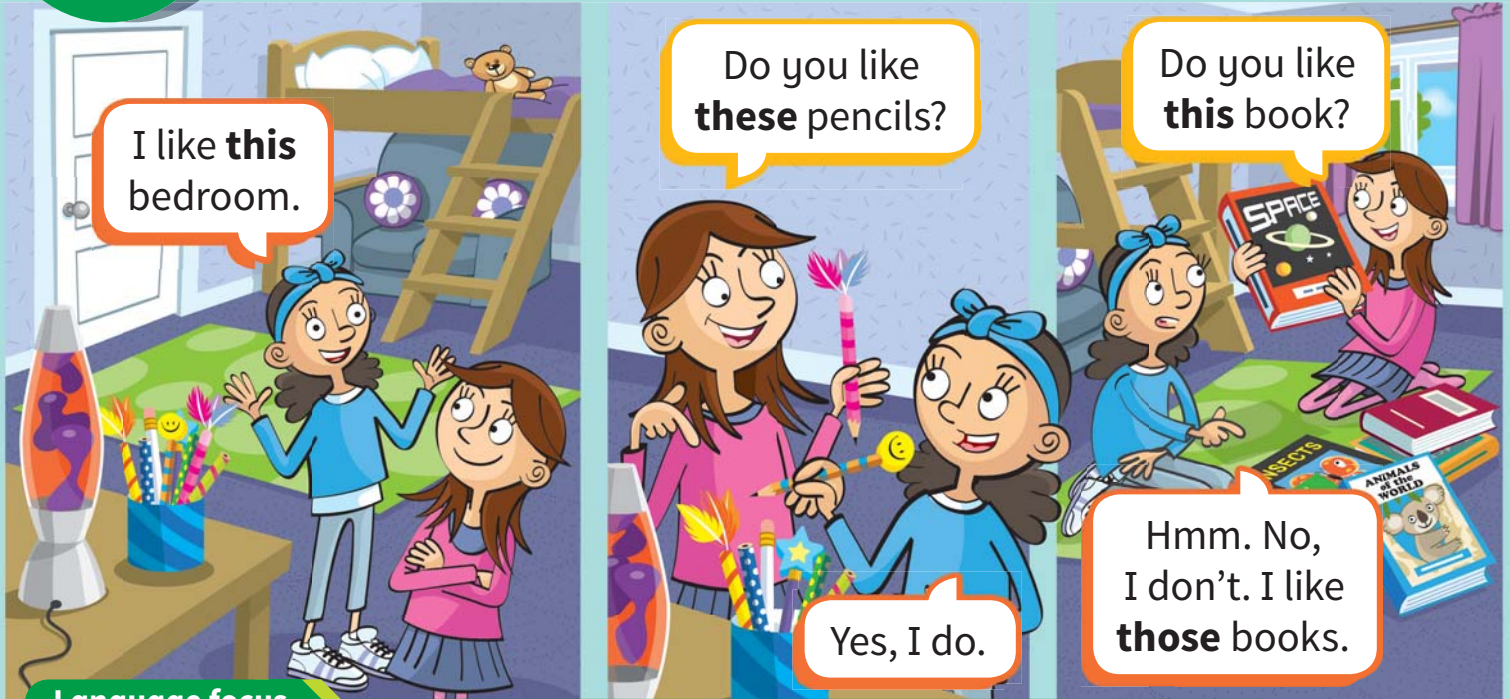
Yes, please! Would you like an apple?

No, thank you.
I don't like apples.



5

This, that, these, those



Language focus

Use **this** and **these** to talk about singular (this) and plural (these) things that are near to you. Use **that** and **those** to talk about singular (that) and plural (those) things that are far from you.

I like **this** book.

I like **that** book.

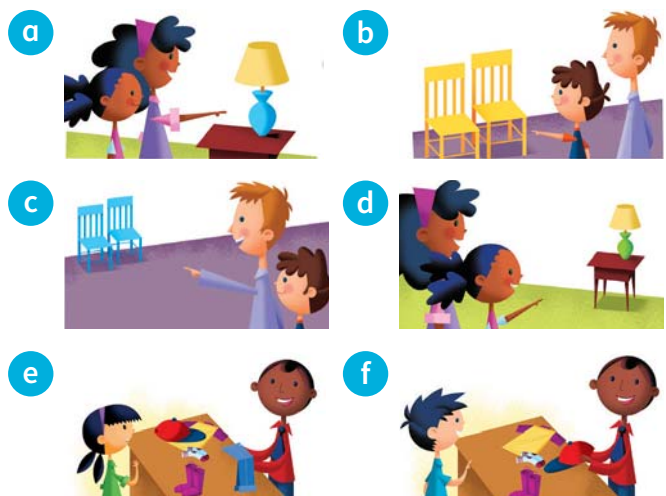
I like **these** books.

I like **those** books.

1

Circle the correct words to complete the sentences.

- 1 I like this / these lamp.
- 2 I don't like these / this yellow chairs.
- 3 Do you like these / those blue chairs?
- 4 I like that / those lamp.
- 5 I like these / this blue jeans.
- 6 Do you like that / this red cap?



2 Match the sentences with the pictures.

- 1 I like this hat. ☒ e
- 2 I don't like these shoes. ☐
- 3 I like those shoes. ☐
- 4 I don't like that jacket. ☐
- 5 I don't like that hat. ☐
- 6 I like this jacket. ☐



3 Look and write *this*, *that*, *these* or *those*.

Do you like (1) these yellow shoes?

No, I don't. I like (2) _____ green shoes.

Look at (3) _____ hats over there.

Do you like (4) _____ red hat?

Yes, I do.

I like (5) _____ red T-shirt. Do you?

Yes, I do. I like this blue shirt, too.

Do you like (6) _____ shoes over there?

No, I don't. They're awful!



Whose ... is this? / Whose ... are these?

Whose socks are these?

They're Sam's.
He's my brother.

Whose car is this?
Is it yours?

No, **it's** Sam's too.

Whose brother is this?!

Sam! What are you doing under the bed?

Language focus

Use **Whose ... are these?** to ask about possession of plural items.

Use **Whose ... is this?** to ask about possession of singular items.

Whose socks are these? **They're** Fred's.

Whose hat is this? **It's** May's.

1 Circle the correct words to complete the sentences.

1 **A** Whose cap is this?

B It's Claire / Claire's.

2 **A** Whose socks are *these* / *this*?

B They're Bob's.

3 **A** Whose pencil is this?

B It's *my* / *mine*.

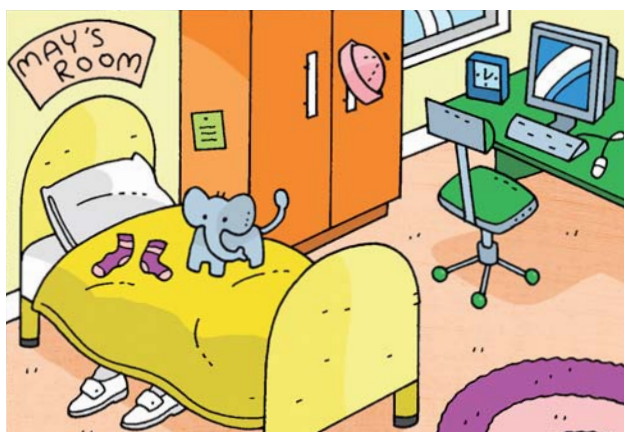
4 Whose jeans are these? Are they *yours* / *your*?

5 *Whose* / *Who's* doll is this? Is it Jane's?

6 Whose football boots are these? Are they *Tom's* / *Toms*?



2 Look and write the names.



1 Whose purple socks are those? They're May's.

2 Whose football is that? _____

3 Whose plane is that? _____

4 Whose hat is that? _____

5 Whose black socks are those? _____

6 Whose white shoes are those? _____

3 Complete the dialogue with the words from the box.

they're ~~whose~~ yours mine 's these

Mrs Bush What a mess! Let's tidy the classroom. (1) Whose pen is this?

Tim It's (2) _____, Mrs Bush.

Mrs Bush And whose pencil case is this? Is it (3) _____, Alice?

Alice No, it's not mine. It's Tim (4) _____.

Mrs Bush OK. Whose socks are (5) _____ under the desk? Are they yours, Tim?

Tim Sorry, Mrs Bush. Yes, (6) _____ mine.

Mrs Bush Tim! Please tidy up your pen, your pencil case and your socks!

Reading: a web page

1 Read the texts and answer the questions.

HOME IDEAS

Home

Bedrooms

Living rooms

Garden

Contact us



Alice from England

When I want to think, I go to my bedroom. It's my favourite room in the house. My room is blue and green and I've got lots of books. I like books. I haven't got a TV or a computer in my bedroom but that's OK. I can watch TV in the living room. I listen to music in my bedroom and it's a great place to have fun! Look at those blue, green and red things on the wall – I can climb in my bedroom!

My bedroom is blue. I've got some toys and that's my sister's doll on my bed! I haven't got a clock or a bookcase. Can you see that big brown tree on the wall? I look at my tree when I want to think about my holidays. I like climbing trees. I've got a cat, Bobby, and he doesn't like the tree! There isn't water in my bedroom, but my bed is a boat!

Ben from Canada



- 1 There's a boat. Whose bedroom is it?
- 2 Whose bedroom has got a tree in it?
- 3 Whose bedroom is green and blue?
- 4 It hasn't got a TV. Whose bedroom is it?
- 5 Whose bedroom can you climb in?
- 6 There are toys. Whose bedroom is it?

It's Ben's bedroom.



2


This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.[illegible]

Listening: the perfect room

1  11 Listen and tick ☒ the correct picture.

1	a  <input checked="" type="checkbox"/>	b  <input type="checkbox"/>	2	a  <input type="checkbox"/>	b  <input type="checkbox"/>
3	a  <input type="checkbox"/>	b  <input type="checkbox"/>	4	a  <input type="checkbox"/>	b  <input type="checkbox"/>
5	a  <input type="checkbox"/>	b  <input type="checkbox"/>	6	a  <input type="checkbox"/>	b  <input type="checkbox"/>

2  12 Listen and circle *Adam's* or *Lucy's*.

- | | |
|----------------------------|--|
| 1 Whose ball is this? |  Adam's / <u>Lucy's</u> |
| 2 Whose crayons are these? |  Adam's / Lucy's |
| 3 Whose jeans are these? |  Adam's / Lucy's |
| 4 Whose jacket is this? |  Adam's / Lucy's |
| 5 Whose books are these? |  Adam's / Lucy's |
| 6 Whose kite is this? |  Adam's / Lucy's |

- 1 Draw five things that belong to people in your family. You can draw clothes, toys, furniture or other things.

- 2 Work with a friend. Look at your pictures in Activity 1. Ask and answer.

Whose mirror is this?

It's my sister's mirror.
Whose shoes are these?

They're my dad's shoes.



- 3 Talk about your friend's pictures.



My friend is Sue and
this is her sister's
mirror. It's beautiful.
These are her dad's
shoes. They're brown.
This ...



6

Am / Is / Are + adjective



Language focus

Use **Are you + adjective?** to ask about how people are feeling.

Use **I'm + adjective** to describe how you are feeling.

Are you angry? No, I'm not angry. **I'm tired.**

Are you happy? Yes, I'm happy and **I'm excited.**

1 Look, read and write the words.



1 He is sad.



2 She is _____.



3 She is _____.



4 He is _____.



5 She is _____.



6 He is _____.

2 Match the phrases with the pictures.

1 I'm excited.

2 I'm sad.

3 I'm tired.

4 I'm happy.

5 I'm angry.

6 I'm scared.

a



b



c



d



e



f



3 Circle the correct words to complete the sentences.

1 Are you angry?

No, I'm not. It's a busy week.

I'm tired / sad.

2 Are you excited / scared?

Yes, there's a big dog. Help!

3 Are you angry / happy?

Yes, I am. It's the weekend!

4 Are you sad?

No, I'm not. I'm angry / excited. There isn't any cake.

5 Are you excited / tired?

Yes, I am. It's my birthday party today!

6 Are you tired?

No, I'm not. I'm happy / sad. I can't play football today.



The months, our, their



Language focus

Use **our** and **their** before nouns to talk about plural possession.

Our birthdays are both in May.

Their birthdays are in November.

1 Look and write the months.

- 1 My birthday is in M a r c h.
- 2 Our birthdays are in _ e _ _ m b _ r.
- 3 My cat is four. Its birthday is in A _ _ i _ .
- 4 My dog is ten. Its birthday is in _ _ l _ .
- 5 Their birthdays are in F _ _ r _ _ r _ .
- 6 His birthday is in _ a _ .



2 Circle the correct words to complete the sentences.



- 1 It's Lucy's birthday today. Her / Their birthday is in May.
- 2 It's Ben's party today. He's nine. His / He birthday is in August.
- 3 My sister is fifteen today. She / Her birthday is in May.
- 4 I've got a present for my dad. Her / His birthday is in October.
- 5 We are eight today! Our / Their birthday is in December.
- 6 I'm ten today. My / Mine birthday is in January.

3 Complete the sentences with the words from the box.

Her His Its My ~~Our~~ Their

- 1 We are seven. Our birthdays are in March.
- 2 I'm four. _____ birthday's today.
- 3 She's ten. _____ birthday party is today.
- 4 He's twelve. _____ party is at four o'clock.
- 5 They are six today. _____ birthday is in July.
- 6 My dog is five today. _____ birthday is in April.



Reading: an invitation

1 Read the party invitations. Answer the questions.



Dear Jenny

Please come to my party on Sunday 14th July at one o'clock. My party is in the park. Please bring your swimming things – we can swim in the swimming pool. I've got a football so we can play football, too. My mum has got lots of nice food – sandwiches, sweets and cupcakes!

See you on Sunday.

Katy



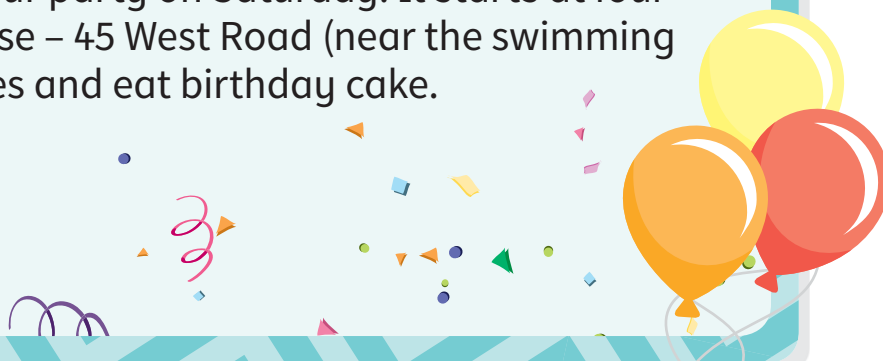
Dear Ben

We are seven! Come to our party on Saturday. It starts at four o'clock. It's at Dan's house – 45 West Road (near the swimming pool). We can play games and eat birthday cake.

Don't be late.

See you there!

Dan and Ruby



- 1 What time is Katy's party? It's at one o'clock.
- 2 What month is Katy's party? _____
- 3 What can you do at Katy's party? _____
- 4 How old are Dan and Ruby? _____
- 5 Whose house is Dan and Ruby's party at? _____
- 6 Where is Dan's house? _____

1

sandwiches

2

Listening: parties

1



Listen and number the pictures.

a



b



d



e



f



2



Listen and draw lines.

- 1 Alex and Dan
- 2 Kim
- 3 Pat and Mark
- 4 Bobby
- 5 Olivia and Alice

a



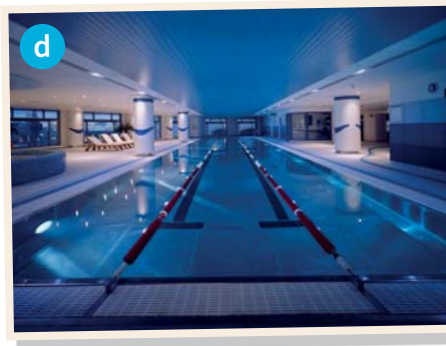
b



c



d



e



1 Work with a friend. Plan a class party. Complete the table.

Let's bring some balloons to our party.

Good idea!

OK. And I'd like to bring some grapes, too.

Things	Food and drink	Games
balloons	grapes	bingo

2 With your friend, write your answers. Then practise.

1 Where is your class party?

It's _____.

3 What day is your party?

It's on _____.

2 What month is your party?

It's in _____.

4 What do you want to do?

We want to play _____
and _____.

3 Talk about your class party.

Our party is in the classroom.
It's in April and it's on
Friday. We want to play with
balloons, eat cake and sing.



7 I'd like to ...



I'd like to fly to Canada and see a bear.



I'd like to go sailing on a big boat.

I'd like to drive a big lorry.



Language focus

Use **I'd like to + verb ...** to talk about wishes.

I'd like to go to Africa by plane.

I'd like to drive a train.

1 Complete the sentences with the words from the box.

like to to see I'd fly around eat

1 I'd like to go to Canada.

2 I'd _____ to see a snake.

3 _____ like to go to Italy.

4 I'd like to _____ ice cream.

5 I'd like to _____ the world.

6 I'd like _____ a bear.

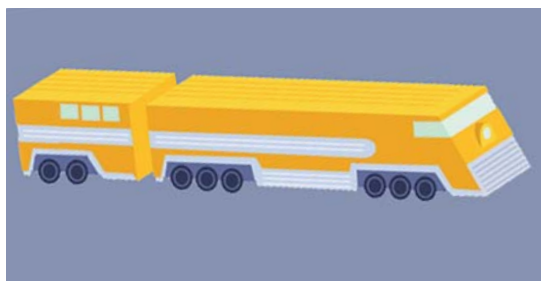
2 Circle the correct words to complete the sentences.

- 1 I'd like to go / sail to the jungle by bus.
- 2 I'd like / likes to eat a pizza.
- 3 I like / 'd like to see an elephant.
- 4 I'd like to fly to / fly Africa.
- 5 I'd like sail / to sail around the world.
- 6 I'd like to drive / fly a bus.



3 Write sentences using *I'd like to* and the words from the box.

ride a scooter fly a helicopter sail a boat
~~drive a train~~ ride a motorbike drive a lorry



1 I'd like to drive a train.



2



3



4



5



6

verb + ing



Language focus

Use **is / are + verb + ing** to ask and answer about actions at the moment of speaking. Use **Yes, I am** and **No, I'm not** to give short answers.

What **are** you **doing**? *I'm flying a plane.*

What **is** he **doing**? *He's riding his bike.*

Are you **flying** a plane? *Yes, I am. / No, I'm not.*

1 Write *ing* words.

- 1 She **'s** listening to music. (listen)
- 2 He _____ breakfast. (eat)
- 3 I _____ dressed. (get)
- 4 She _____ an ice cream. (eat)
- 5 He _____ his teeth. (brush)
- 6 I _____ a photo. (take)



2 Write questions.

1 are / What / doing / you / ?

What are you doing?

2 football / you / Are / playing / ?

3 she / Is / a scooter / riding / ?

4 is / What / doing / she / ?

5 an ice cream / Are / eating / you / ?

6 playing / he / Is / computer games / ?



3 Look and write the missing words.

1 What are you doing?

I 'm looking for my jacket.

2 What _____ Lucy doing?

She _____ sailing a boat.

3 What _____ you _____?

I _____ for a bus.

4 What's Ben doing?

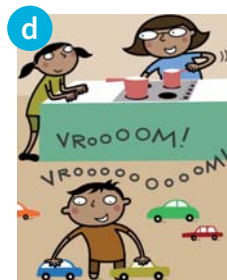
He _____ with his cars.

5 _____ Marie doing?

_____ her bike.

6 _____ Dad doing?

_____ the guitar.



Reading: a postcard

1 Read the postcards. Tick ☒ the activities that Ryan and Dan do. Write *R* (Ryan), *D* (Dan) or *B* (both).

☒ swim

☐ ride a bike

☐ sail a boat

☐ look for shells

☐ skateboard

☐ play football

☐ visit the beach

☐ climb trees

☐ take photos

Hi Ryan

I'm visiting my grandma in Italy. We visit her every year and we come by plane. Grandma lives by the sea and she's even got a swimming pool too, so I'm swimming every day! When I'm here I like riding my bike and looking for shells on the beach. I've got a friend called Mario and his dad has got a boat. I'd like to sail the boat but I can't - the boat is big!

What are you doing this holiday?

Write to me!

Dan

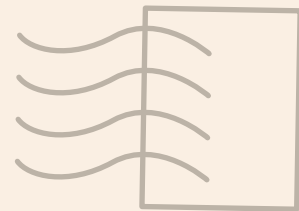


Hi Dan

I'm at home for the holiday but I'm doing lots of fun things. I'm playing football with my friends, skateboarding in the park and visiting the beach with my mum and my sister (we're swimming and looking for shells). I'd like to go to Italy and eat pizza and ice cream! Are you eating pizza? When we visit my grandma we go by train - she lives in the city. She hasn't got a swimming pool but she's got a big garden. I like climbing trees and taking photos.

See you soon!

Ryan



- 1 What do you like doing on holiday? What would you like to do? Make notes.

I like

I'd like to



- 2 Write a postcard to Dan. Write about what you are doing on holiday.







A postcard template with a red and blue striped border. In the top right corner, there is a rectangular box for a stamp and a wavy line indicating where to write an address. The rest of the card is lined for writing a message.



Listening: transport



1  **15** Listen and tick ☒ the correct picture.



1 a  ☒ b  ☐

2 a  ☐ b  ☐

3 a  ☐ b  ☐

4 a  ☐ b  ☐

5 a  ☐ b  ☐

6 a  ☐ b  ☐

2  **16** Listen and circle the correct answers.

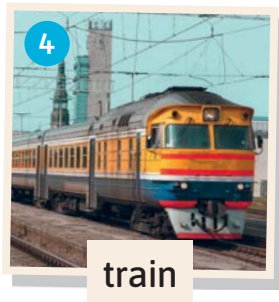
- 1 How does Amelia want to go to China?
a By boat. **b** By plane.
- 2 Who wants to walk to the sports centre?
a Emma's dad. **b** Emma.
- 3 What is Ronnie doing?
a He's playing a computer game.
b He's playing football.
- 4 What is Ruby doing?
a She's reading a book. **b** She's watching TV.
- 5 How does Oscar get to school?
a By car. **b** By bus.
- 6 Which bus stops next to Laura's house?
a Number twenty. **b** Number twelve.



- 1** Look at the photos and mime the actions.
Play the guessing game.

Number 2! You're driving a car.

Yes, I am!



- 2** Think of an amazing place to visit. Complete the sentences.

MY AMAZING PLACE

I'd like to go to _____.

I'd like to travel with _____.

I'd like to travel by _____.

- 3** Talk about your amazing place.

I'd like to go to London. I'd like to travel
with my mum, my dad and my brother.
I'd like to travel by hot air balloon!



8 ing forms



Dancing is great.



Playing volleyball is difficult.



Swimming is fun.



Watching TV is boring.

Language focus

Use **verb + ing** to make sentences describing activities.

Riding is great.

Flying a kite is difficult.

1 Circle the correct words to complete the sentences.

- 1 Flying / Fly a kite is difficult.
- 2 Play / Playing computer games is boring.
- 3 Making / Makes cakes is fun.
- 4 Riding / Ride a horse is easy.
- 5 Reads / Reading a book is great.
- 6 Painting / Paint pictures is fun.

2 Write the words to complete the sentences.

1



Playing baseball
is boring.

2



_____ is great.

3



_____ is fun.

4



_____ is difficult.

5



_____ is fun.

6



_____ is difficult.

3 Complete the dialogue with the words from the box.

club Playing ~~join~~ Dancing swimming boring

Sally Let's (1) join a club.

Bob That's a great idea. What do you think about dancing?

Sally (2) _____ is difficult. I'd like to join the (3) _____ club.
What about you?

Bob No. Swimming is (4) _____.

Sally I think I'll join the football (5) _____. You can have fun with your friends.

Bob OK. (6) _____ football is great.

Like + ing



Language focus

Use **What ... like doing?** to ask about what activities other people like. Use **I like + verb + ing** to answer. Use **So do I**, **Me too** and **I don't** to give positive and negative short answers.

What sport do you like doing?

I like swimming. So do I. / Me too.

I like playing football. I don't.

1 Match the sentences with the pictures.

1 I like swimming.

So do I.

☒ c

2 I like playing football.

I don't.

☐

3 I like running.

So do I.

☐

4 I like playing table tennis.

I don't.

☐



2 Circle the correct words to complete the dialogue.

Matt What sport do you like (1) *do* / *doing*?

Jane I like playing hockey.

Matt I (2) *don't like* / *don't*. I like dancing – I think dancing is great. Do you like any other sports?

Jane Yes, I like (3) *rides* / *riding* my bike on a sunny day.

Matt So (4) *do I* / *I do*. I (5) *am like* / *like* going to the lake on my bike and swimming.

Jane Me (6) *to* / *too*!



3 Look and complete the sentences.

1



✓ I like playing tennis.

✓ So do I.

2



✓ I _____.

✗ I _____.

3



✓ I _____.

✓ Me _____.

4



What sport _____?

Reading: a text message

- 1 Read the messages. Circle the correct words to complete the sentences.

CHATS School friends *Matt, Sally, Ben, You*

Saturday 25 June

I'm at the park at a football club. Playing football in the park is fun! 11:32 ✓✓✓

Sally Jones

Hi! Football is my favourite sport. Is it for boys and girls? Can I come too? 11:35

Matt Brown

Me too! Where are you? 11:40

Ben Hardy

I don't like football. Football is boring. I'm playing tennis. See you later. 11:42

I'm at the town park near the cinema. There are twenty boys and girls here. It's on Saturday mornings at eleven o'clock. Come and join us. We are playing in between the ice cream shop and the little playground. We're wearing blue T-shirts and yellow shorts. 11:45 ✓✓✓

Sally Jones

I love that ice cream shop! I can't come today. I'm swimming with my sister. Bye! 11:48

- 1 You are at the swimming pool / park.
- 2 Sally *doesn't like* / *likes* football.
- 3 Matt *doesn't like* / *likes* football.
- 4 Ben is playing *football* / *tennis*.
- 5 There are *twenty* / *eleven* children playing football at the park.
- 6 Sally is *at the swimming pool* / *eating an ice cream*.



1 Plan a conversation.

Who are you chatting with? _____

Where are you? _____

Where are your friends? _____

What are you doing? _____

2 Write your conversation.

CHATS School friends

Listening: let's play!

1



Listen and match the children with the sports they like playing.



Chloe



Noah



Jess



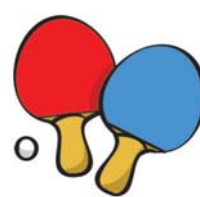
Lucas



Esme



Ethan



2



Listen and circle *yes* or *no*.

- 1 Tom plays football on Fridays.
- 2 Tom plays football at a football club.
- 3 On Saturdays, Tom goes swimming with his friends.
- 4 For Tom, swimming is boring.
- 5 Tom plays table tennis on Sundays.
- 6 Tom has got a new tennis racket.

yes / no
yes / no
yes / no
yes / no
yes / no
yes / no



- 1** Work with a friend. What is the equipment? Look, choose and say.

goal board racket helmet pitch goggles bat net

1



2



3



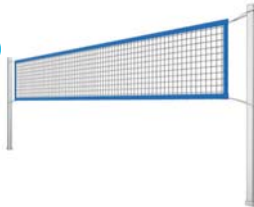
4



5



6



7



8



Number 5.

They're goggles.

- 2** With your friend, think of sports that need the equipment in Activity 1. Play the guessing game.

Do you need a racket?

Yes, you do.

Is it tennis?

No, it isn't.

Is it badminton?

Yes, it is!

- 3** Create a sport and draw it. Complete and practise.



The name of my sport is _____.

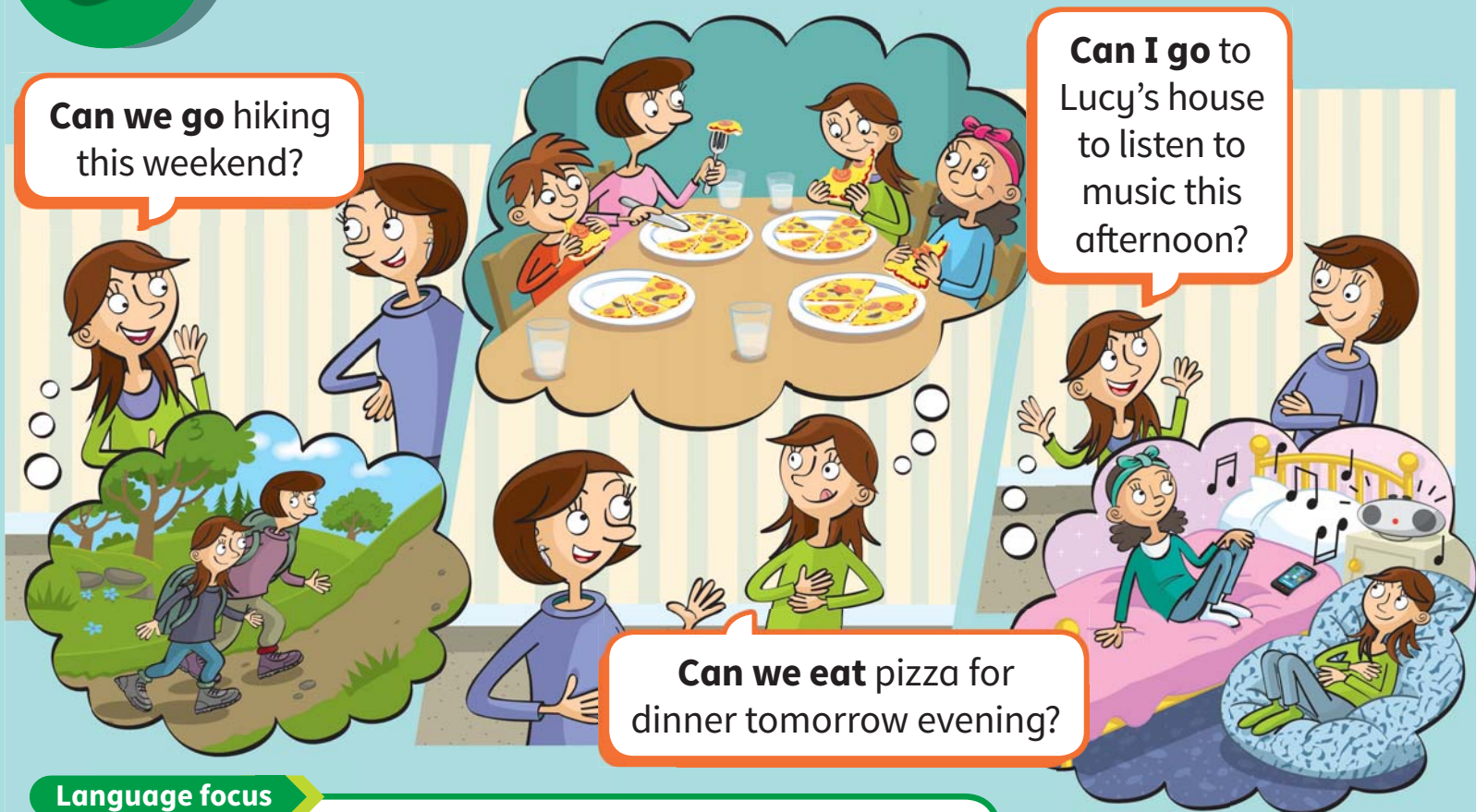
You play my sport in / on _____.

For my sport, you need _____.

- 4** Talk about your sport.

The name of my sport is hotball. You play hotball on a court. For my sport, you need two balls and a net.

9 Can for requests



Language focus

Use **Can I / we + verb** to make requests.

Can I go horse riding tomorrow morning?

Can we visit Grandpa and Grandma in the afternoon?

1 Match to complete the sentences.

- | | |
|---------------|------------------------------------|
| 1 Can I | a my cousin at the weekend? |
| 2 Can I visit | b horse riding tomorrow afternoon? |
| 3 Can we | c pizza for dinner? |
| 4 Can I go | d go camping in the summer? |
| 5 Can we have | e my football to the park? |
| 6 Can we take | f help you in the garden? |

2 Complete the dialogues with the words from the box.



help visit ~~what~~ have Can We

Dad Tom, (1) what would you like to do on Saturday?

Tom (2) _____ we go to the park in the afternoon?

Dad Fine. What about you, Lucy? What would you like to do?

Lucy Can I (3) _____ Grandma in the afternoon? I want to (4) _____ her in the garden.

Dad OK. (5) _____ can go to the park in the morning and to Grandma's in the afternoon. What do you want to eat for dinner?

Tom and Lucy Can we (6) _____ pizza?

Dad Yes!

3 Write questions using *Can I* or *Can we* and the words from the box.

build a tree house have pizza ~~have a party~~
go horse riding visit Grandpa go swimming

1



Can we have a party this weekend?

4



_____ for dinner tomorrow afternoon?

2



_____ tomorrow morning?

5



_____ tomorrow morning?

3



_____ tomorrow afternoon?

6



_____ tomorrow afternoon?

Revision



Language focus

Use **Do** or **Have** to ask Yes/No questions. Use **Can ... ?** to ask about ability. Use question words (**Where** / **Whose**) to ask questions.

Does your sister eat tomatoes?	Yes, she does.
Have spiders got eight legs?	Yes, they have.
Can you swim?	No, I can't.
Where are my pencils?	On the desk.
Whose jumper is pink?	Emily's.

1 Read and write the question words.

- 1 Does your brother like apples? Yes, he does.
- 2 _____ you sing? Yes, I can.
- 3 _____ you got a go-kart? No, I haven't.
- 4 _____ your mum get up at six o'clock? No, she doesn't.
- 5 _____ bag is this? It's Dan's.



2 Write questions.



- 1 hiking / Mark / Does / like / ? Does Mark like hiking?
- 2 socks / these / Whose / are / ? _____
- 3 horse riding / Can / go / tomorrow / we / ? _____
- 4 your / a lot / Does / sleep / cat / ? _____
- 5 toy shop / the / Where / is / ? _____
- 6 your / a cinema / town / Has / got / ? _____

3 Complete the questions.

- 1 Can you play volleyball? No, I can't.
- 2 _____ a train station?
Yes, it has.
- 3 _____ dancing? Yes, I do.
- 4 _____ my pens and pencils?
They're in your pencil case.
- 5 _____ book
_____ ? It's not mine. It's May's.
- 6 _____ any cheese? No, we haven't.



Reading: a story

1 Read the story. Answer the questions.

- 1 How old is Cinderella? She is young.
- 2 Who does she live with? _____
- 3 What time is the party? _____
- 4 Whose party is it? _____
- 5 Can the prince find Cinderella? _____
- 6 Whose feet are the right size for the shoe? _____



Cinderella is a fairy tale about a young girl. She's got blue eyes and blonde hair. She lives with her two ugly sisters and her wicked stepmother. She gets up early and cleans the house every day. One day she gets a party invitation. It says:

Come to a party at the palace on Saturday. It starts at seven o'clock.

Prince Harry

Cinderella asks her wicked stepmother, 'Can I go to the party?' but her stepmother says, 'No, you can't.'

But Cinderella has got a fairy godmother. She helps Cinderella get a dress and she helps her get to the party.

Cinderella is wearing a beautiful dress and shoes. She meets Prince Harry at the party. At twelve o'clock Cinderella goes home. She runs and she has only one shoe. The prince says, 'Where is Cinderella?'

The next day the prince looks for Cinderella but he can't find her. He looks all around town. He has got Cinderella's shoe and he asks the girls in town to try on the shoe.

He goes to Cinderella's house and her sisters try on the shoe. Their feet aren't small, but the shoe is. Cinderella tries on the shoe and it fits! Hooray!

Cinderella and the prince live happily ever after.



1 Put the sentences in order to make the story of *Sleeping Beauty*, a princess who lives in a palace.

- a** The wicked witch isn't invited. She is angry. ☐
- b** When Sleeping Beauty is 16, she pricks her finger on a spinning wheel. ☐
- c** A prince finds her. The people in the palace wake up. ☐
- d** She and everyone in the palace sleep for 100 years. ☐
- e** The wicked witch says, 'She will prick her finger and die.' ☐
- f** A forest grows around the palace. ☐
- g** Sleeping Beauty is a baby. Her parents have a birthday party for her. ☒

2 Use the sentences from Activity 1 to write the story of *Sleeping Beauty*.

When Sleeping Beauty is a baby _____

They all live happily ever after.

Listening: fun on holidays

1



What can Edward do at summer camp?

Listen and tick ☒ or cross ☒.

This week at summer camp!

Take riding lessons.



Build a tree house.



Swim in the river.



Watch TV.



Go fishing.



Go hiking.



Play volleyball and tennis.



Help in the garden.



2



Listen and circle the correct answers.

1 What does Mila want to do now?

☒ a Go to the beach.

☐ b Have lunch.

2 Whose house is it?

☐ a It's Mila's house.

☐ b It's Grandpa's house.

3 How many bedrooms are there?

☐ a Five.

☐ b Four.

4 Has the house got a garden?

☐ a Yes, it has.

☐ b No, it hasn't.

5 Can Mila go hiking tomorrow?

☐ a Yes, she can.

☐ b No, she can't.

6 Who wants to help in the kitchen?

☐ a Mila's cousins.

☐ b Mila.

- 1** Imagine you are at a summer camp. Tick ☒ five things you can do. Then ask a friend and tick ☒ what you can do at their camp.

Can you take riding lessons at your summer camp?

Yes, you can.

SUMMER CAMP

You can ...	My camp	My friend's camp
take riding lessons		
build a tree house		
swim		
watch TV		
bake cakes		
do sports		
ride a bike		
read books		
go hiking		
visit new places		

- 2** Choose one thing from Activity 1 that you and your friend can do at your camps. Draw a picture of you and your friend.

- 3** Talk about your picture.

Look, this is me and Liam.
We're at summer camp.
We're building a tree house!



Audioscripts

Welcome Unit page 10



- 1 **Boy** Hello! This is my new classroom. Come and look. This is the board! We've got a big board!
- 2 **Boy** There's a nice clock on the wall. It's red. Can you see it?
- 3 **Boy** This is the teacher's desk. Look, there are some rulers on the desk.
- 4 **Boy** Can you see the bookcase? There are some books in it. I want to read them!
- 5 **Boy** This is my desk. I sit here with my friend, Ben. There are two chairs: one chair for me and one chair for Ben.
- 6 **Boy** Look! This is my new pencil case. There are some crayons in my pencil case. My crayons are new, too!



- Miss White** Good morning, everyone!
- Children** Good morning, Miss White.
- Miss White** It's nice to see you all again! Do you like the new classroom?
- Children** Yes, we do!
- Miss White** Me too! OK! Oh no, don't sit down. Don't sit down, please. Stand up. Stand up, please. Can you get your books? Get your books, please. That's great. Now, open your books at page one. Oh no, don't get your crayons. Don't get your crayons. Get a pencil and write your name. Write your name, please. That's very good. Well done, class!

Unit 1 page 18



Hello! I'm Lucy and I've got a big sister, Eva. I love my big sister. Do you want to know about her day? OK. Eva gets up at six o'clock. Six o'clock is early! Then she gets dressed and helps Mum to make breakfast. Eva has breakfast at seven o'clock. After breakfast, she brushes her teeth and puts her books in her bag. At eight o'clock, Eva goes to school. Then she has lunch at one o'clock. Chicken and carrots are her favourite! After school, Eva plays with me. Then we have dinner together at seven o'clock, and we go to bed at nine o'clock. In bed, Eva and I talk about our day. That's one of my favourite things!



- Teacher** OK, it's your turn, Dan. When do you get home from school?
- Dan** I get home at four o'clock. I walk home with my mum and my brother. My dad's at work.
- Teacher** That sounds nice. And what do you do at home?
- Dan** I play with my brother. Then, at five o'clock we go to the park. I play in the park with friends.

- Teacher** That's good! And when do you have dinner?
- Dan** Hmm ... Well, I get home from the park at seven o'clock, and I have dinner at eight o'clock. After dinner, my brother and I read a story with my dad. We like stories!
- Teacher** A story after dinner is great! And then do you go to bed?
- Dan** No, I don't! I brush my teeth, and then I go to bed.
- Teacher** Oh, of course, Dan! Well done!

Unit 2 page 26



Hello! Today, I'm at the zoo with my friends! There's Alex. He's with the tigers. Alex loves tigers. Oh, look. That's Grace. Grace likes tigers too, but her favourite animal is the hippo. For Grace, hippos are fantastic! Now, can you see the crocodiles? My friend Tom is next to them. Tom likes crocodiles a lot. And that's my friend Kim. Kim likes crocodiles too, but snakes are her favourite animal. Kim likes all snakes, long or short, big or small! And my friend Jill is there, with the zebras. Zebras are Jill's favourite animal. OK, what about me? I'm Nick and I love polar bears! Polar bears are amazing!



- Tony** Hello, Holly!
- Holly** Oh! Hi, Tony!
- Tony** Are you here with your family?
- Holly** Yes, I am. We really like the zoo.
- Tony** I like it, too. The crocodiles are amazing!
- Holly** Yes! My mum really likes crocodiles. They're her favourite. My dad doesn't like crocodiles. He loves zebras. Zebras are my dad's favourite animals.
- Tony** Zebras are nice! What about your brother? What's his favourite animal?
- Holly** Well, my brother likes snakes! Arghh!
- Tony** Haha! I love snakes, too. They're cool!
- Holly** No, they're not! I don't like snakes, and my sister doesn't like snakes. They're ugly!
- Tony** OK, OK. Hey, do you like parrots, Holly? They're my favourite.
- Holly** Hmm ... not really. I don't like parrots, Tony. I like monkeys! Monkeys are funny!

Unit 3 page 34



- Sam** Do you like your town, Hugo?
- Hugo** Yes, I do! It's great. Do you like your town, Sam?
- Sam** Yes. My town is very nice. It's got a new café! Has your town got a café, Hugo?
- Hugo** Yes, it has. It's called the Blue Café. We go there for breakfast at the weekend.

- Sam** Cool! My town has got a big cinema. Has your town got a cinema?
- Hugo** No, it hasn't. There isn't a cinema in my town.
- Sam** Then come to my town! And I can go to the swimming pool in your town, Hugo.
- Hugo** That's right, Sam. My town's got a great swimming pool!
- Sam** Yes, it's fun! My town hasn't got a swimming pool. But it's got a big playground.
- Hugo** My town has got a big playground, too. It's next to the train station. Has your town got a train station, Sam?
- Sam** No, it hasn't. There isn't a train station in my town. I can go to your town by car!
- Hugo** Good idea!

08

- 1 **Boy** Hello. Can you help me, please?
Girl Yes, of course.
Boy Where's the bookshop?
Girl It's next to the clothes shop.
Boy OK, next to the clothes shop. Thanks!
- 2 **Girl** Hi, Eric. We're at the bus station.
Eric Where's the bus station?
Girl It's behind the museum.
Eric Behind the museum. OK. See you soon!
- 3 **Boy** Where's the zoo, May?
May Hmm ... let's look at the map. The zoo is in front of the school.
Boy Great! Let's go!
- 4 **Girl** Hello. Do you know the monument?
Boy Yes, I do.
Girl Where is it?
Boy It's on the hill. Look!
Girl Yes! I can see it on the hill!
- 5 **Boy** Are you at the sports centre, Sophie?
Sophie Yes, I am.
Boy Is it behind the car park?
Sophie No, it's next to the car park.
Boy Next to the car park? OK, see you there!

Unit 4 page 42

09

- 1 **Polly** What is there in the cupboard, Tim?
Tim There are some potatoes.
Polly Some potatoes? Is that all? Let's go to the market!
- 2 **Tim** Would you like an egg sandwich, Polly?
Polly Yes, please! Are there any eggs?
Tim Yes, there are some eggs in the fridge.
- 3 **Polly** Are there any lemons, Tim?
Tim Yes, there are. How many lemons would you like?
Polly Hmm ... I'd like three lemons, please.
- 4 **Polly** OK. We need some vegetables for the salad.
Tim Look! There are some beans in the fridge.
Polly That's right! We've got lots of beans!

- 5 **Tim** What's your favourite fruit, Polly?
Polly Hmm ... I love watermelon.
Tim Great. Would you like some watermelon after lunch?
Polly Yes, please!
- 6 **Polly** Tim, would you like some pizza?
Tim Yes, good idea!
Polly OK. We've got some cheese. Are there any tomatoes?
Tim Yes, there are. The tomatoes are on the table – look.
Polly OK, great!

10

- 1 **Dad** Would you like a kiwi, Lucy?
Lucy Hmm. No thanks, Dad. Are there any grapes?
Dad Yes, there are.
Lucy I'd like some grapes, please.
- 2 **Mum** Would you like an apple, Connor?
Connor No, thank you, Mum. Can I have a kiwi?
Mum Let's see ... Oh, yes, there's a kiwi here. Here you are.
Connor Thanks, Mum.
- 3 **Anna** Where's my lunchbox, Dad?
Dad I don't know, Anna. What would you like?
Anna My apple. Oh, my lunchbox is here. And here's my apple!
- Dad** Good!
- 4 **Mum** Jack?
Jack Yes, Mum.
Mum Can you help me, please? I can't find the mangoes.
Jack Look, Mum. The mangoes are in the fridge. Would you like one?
Mum Yes, please!
- 5 **Dad** Are you sure, May?
May Yes, Dad. I'd like some for breakfast. Please!
Dad OK. Let's take it. It's a big watermelon!
May Thanks, Dad. I like watermelon!

Unit 5 page 50

11

- 1 **Milly** Wow! These mirrors are lovely!
Mum Yes! Would you like this blue mirror or that orange mirror?
Milly I'd like this blue mirror. Thanks, Mum.
- 2 **Milly** There are lots of wardrobes, Mum!
Mum Yes, there are. What about this one, Milly?
Milly Hmm ... It's nice, but it's very small.
Mum OK. Let's get that wardrobe. It's big!
Milly Good idea!
- 3 **Milly** I like those rugs, Mum!
Mum Me too. Do you want the red one or the green one?
Milly Can we get the red rug, please?
Mum Of course! Red is your favourite colour!
- 4 **Milly** Look at these lamps! The yellow lamp is ugly.
Mum Yes, it is. What about this white lamp?
Milly I like this white lamp! It's nice for my new bedroom!

- 5 **Mum** Look at these sofas, Milly. I like this purple sofa.
Milly I like the purple sofa too, Mum. The brown sofa isn't very nice.
- 6 **Milly** Mum, can we get a poster of an animal for my bedroom?
Mum Good idea. Look at the crocodile!
Milly It's cool, but I love the tiger.
Mum OK, let's get the poster of the tiger!

12

- Dad** Look at this bedroom! You two need to tidy up.
Children Sorry, Dad.
Dad Whose ball is this?
Adam That's Lucy's ball.
Dad Can you put your ball in the box, please, Lucy?
Lucy OK, Dad.
Dad Whose crayons are these?
Adam They're Lucy's crayons too, Dad.
Dad OK. Lucy, put your crayons in the pencil case, please. Now, jeans! Are these your jeans too, Lucy?
Lucy No, they're Adam's jeans.
Dad Put your jeans in the wardrobe, please, Adam.
Adam OK.
Dad And Adam ... your jacket's on the chair again!
Adam That's Lucy's jacket, Dad.
Lucy Oh! Sorry! Yes, it's my jacket. I can put it in the wardrobe.
Dad Well done. Now, whose books are these, Lucy?
Lucy They're Adam's books, Dad.
Dad Adam, put these books on your desk, please.
Adam OK. But Lucy's kite is on my desk, Dad. Look.
Dad Lucy's kite? Lucy, your kite goes in the box!
Lucy OK, Dad.
Dad Well done, children! Now you've got a tidy bedroom again!

Unit 6 page 58

13

- 1 **Grace** Happy birthday, Jill! What time is your party?
Jill Thanks, Grace! It's at five o'clock. I'm very excited!
- 2 **Dad** Are you OK, Jenny?
Jenny Dad, the party's great. But I'm very tired now.
Dad You're tired and it's late. Let's go home.
- 3 **Max** I'm very happy, Leah!
Leah Why?
Max Look. I've got new glasses for my birthday.
Leah Oh, yes! Your new glasses are cool, Max!
- 4 **Kate** Henry, are you OK?
Henry No, I'm not. I'm very angry. Look. Carmen's party is on Friday and my party is on Friday, too!
Kate Oh dear!
- 5 **Mum** Oliver, are you scared?
Oliver Yes, Mum. I'm scared. I don't like that big spider ...
Mum Oh, don't worry, Oliver. The spider is Dad!
- 6 **Beth** Dad, it's Jamie's party today ...

- Dad** That's great, Beth. But you look sad.
Beth I am sad. Jamie's party is in the park, and it's raining!
Dad Oh, I see!

14

Hello, my name's Alice. I love birthday parties. They're fun! We can play with our friends and eat cake. This year, there are lots of parties in my class, and they are all different. Alex and Dan's party is in January. Their party is at our town's new cinema. They're very excited! Then we've got Kim's party in March. She's very happy, too. Kim's party is at her family's farm! I love animals! Now, Pat and Mark's birthdays are in April, and their party is at the sports centre! They like playing sports. Then Bobby's party is in May. It's at the Sunshine Café. We love the cake there! And lastly, my party is with my friend Olivia. Our birthdays are in June, and our party is in the park!

Unit 7 page 66

15

- 1 **Girl** Look, Michael – I'm flying my plane. What are you doing? Are you flying your helicopter?
Michael No, I'm not. Look – I'm flying my plane, too!
- 2 **Boy** Come on, Kelly. Let's go! We can take our skateboards.
Kelly I don't want to go by skateboard. I'd like to go by bike.
Boy OK! Let's take our bikes!
- 3 **Boy** Mum, I'd like to take the train to the cinema.
Mum Me too. But the train doesn't stop at the cinema. Let's take the bus.
Boy OK. Let's go by bus.
- 4 **Girl** Would you like to ride a motorbike, Nick?
Nick Hmm ... I'm not sure. Motorbikes are very big. I'd like to ride a scooter.
Girl Really?
Nick Yes. My scooter is great!
- 5 **Boy** Does your dad drive a lorry, Ava?
Ava No, he doesn't.
Boy What does he drive?
Ava My dad drives a taxi.
- 6 **Girl** Look, Tom! Would you like to get on that big ship or on that little boat?
Tom I'd like to get on that little boat.
Girl Why?
Tom Little boats are fun!

16

- 1 **Boy** Look at all these countries, Amelia. Where would you like to go?
Amelia I'd like to go to China.
Boy Well, you'd need to take a plane.
Amelia Not a plane – I'd like to go to China by boat!
Boy By boat? Wow! But China is far!
- 2 **Emma** Dad, can we ride our bikes to the sports centre?
Dad That's a nice idea, but there are lots of cars on the road, Emma. Let's walk.
Emma Oh, Dad. I don't want to walk ...
Dad Come on, Emma. We can walk fast! The sports centre isn't far.

- 3 **Lola** Hi, Ronnie.
Ronnie Oh, hi, Lola.
Lola What are you doing?
Ronnie I'm playing a computer game. It's about cars!
Lola Would you like to play football with me?
Ronnie OK. When I finish my game.
- 4 **Ruby** Hello, Ted.
Ted Hi, Ruby. What are you doing?
Ruby I'm watching TV. What about you?
Ted I'm reading a book about planes. It's amazing!
- 5 **Girl** Do you go to school by car, Oscar?
Oscar No, I don't.
Girl Do you walk?
Oscar No, I don't. I go to school by bus.
- 6 **Ben** How do I get to your house, Laura?
Laura Take the bus, Ben.
Ben The number twelve bus?
Laura No, take the number twenty. The twenty stops next to my house.
Ben OK!

Unit 8 page 74



- 1 **Boy** Do you like playing baseball, Chloe?
Chloe Yes, I love baseball! It's fun!
- 2 **Girl** Noah, would you like to play table tennis with me?
Noah Yes, of course! Playing table tennis is great!
- 3 **Boy** What sports do you like, Jess?
Jess Well, I like playing one sport. You play it with a racket – guess.
Boy That's easy! Tennis.
Jess No, I like playing badminton!
- 4 **Girl** What do you think about football, Lucas?
Lucas Playing football is boring! I like playing volleyball.
Girl Me too. Playing volleyball is fun.
- 5 **Boy** OK. We can play hockey or football, Esme.
Esme Playing hockey is difficult. I like football.
Boy OK! Let's play football!
- 6 **Girl** Are you ready for the game, Ethan?
Ethan Yes, I am! I love playing hockey! Hockey's my favourite sport!



Hello! I'm Tom and I love doing sport. It's great! On Fridays, I play football with my friends. We go to a football club. We wear red T-shirts at our football club. On Saturdays, I go swimming with my family. Swimming is fun! There's a new swimming pool next to my house and I love it. On Sundays, I play table tennis with my brother. Playing table tennis is easy! Oh, and I play tennis, too! There's a nice tennis court in the park in our town. I like playing on it. Oh, I can show you my new tennis racket. It's purple and blue! Look!

Unit 9 page 82



- Edward** Mr Thompson, can I ask you some questions about summer camp?
- Mr Thompson** Yes, of course you can, Edward.
- Edward** OK. Can I take riding lessons this week?
- Mr Thompson** Yes, you can. You can take riding lessons every morning with Ellie. She's very friendly.
- Edward** Great! And can I build a tree house?
- Mr Thompson** Good news, Edward. You can build a tree house tomorrow morning!
- Edward** That's fun! You know, I really like swimming. Can I go swimming in the river?
- Mr Thompson** Sorry, you can't swim in the river, Edward. But you can swim in our swimming pool.
- Edward** OK. And can I watch TV this week?
- Mr Thompson** Oh, no, you can't. We haven't got TVs at the camp! There are lots of things to do outside – you can go fishing and hiking this week.
- Edward** Well, fishing and hiking are OK ... Hmm ... Can I play volleyball and tennis, too?
- Mr Thompson** No, you can't. Not this week. But you can help in the garden.
- Edward** OK. I like helping!



- Mila** I love this house, Mum. Look out of the window – there's the sea. It's big. It's amazing!
- Mum** Yes, it is, Mila!
- Mila** Can we go to the beach now?
- Mum** Hmm ... Not now. Let's have lunch. We can go to the beach after that. OK?
- Mila** OK!
- Mum** You know, Grandpa's very happy – you, me and your cousins are staying in his house.
- Mila** Yes, I like being in Grandpa's beach house. And I like playing with my cousins!
- Mum** I can see that!
- Mila** Grandpa's house is big, Mum. How many bedrooms are there? Four or five?
- Mum** Four. There are four bedrooms.
- Mila** My favourite place in the house is the garden.
- Mum** Yes, the garden is lovely. Would you like to help Grandpa in the garden this week?
- Mila** Yes, of course! I'd like that. And Mum, can we go hiking tomorrow?
- Mum** Yes, of course we can. We can go with your cousins. Now, what about lunch? Can you help me make it?
- Mila** Yes! I love helping in the garden and I love helping in the kitchen!

Acknowledgements

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting and in the next update to the digital edition, as applicable.

Key: ST = Starter, U = Unit

Photography

The following images are sourced from Getty Images.

ST: recep-bg/E+; goldenKB/iStock/Getty Images Plus; **U1:** Comstock Images/Stockbyte; Studiocartoon/iStock/Getty Images Plus; Wavebreakmedia Ltd/Getty Images Plus; **U2:** Dinodia Photo/The Image Bank Unreleased; Marka/Universal Images Group; wilpunt/iStock/Getty Images Plus; Skyler Ewing/EyeEm; real444/iStock/Getty Images Plus; Juanmonino/iStock/Getty Images Plus; Nophamon Yanyapong/EyeEm; ValuaVitaly/iStock/Getty Images Plus; nattan726/iStock/Getty Images Plus; DrPAS/iStock/Getty Images Plus; anankkml/iStock/Getty Images Plus; zokru/iStock/Getty Images Plus; VitalisG/iStock/Getty Images Plus; AaronAmat/iStock/Getty Images Plus; Image Source/Vetta; Kuntalee Rangnoi/iStock/Getty Images Plus; Andreas Speich/EyeEm; Js Photography/Moment; Piotr Pestka/500px; WLDavies/iStock/Getty Images Plus; Razvan Ciuca/Moment; FatCamera/E+; **U3:** selimaksan/E+; Jose Luis Pelaez Inc/DigitalVision; Lena Granefeldt; **U4:** alex5248/iStock/Getty Images Plus; Devonyu/iStock/Getty Images Plus; kbwills/iStock/Getty Images Plus; Kangah/iStock/Getty Images Plus; Scrambled/iStock/Getty Images Plus; Paola Zucchi/Photolibrary/Getty Images Plus; Moncherie/E+; Jose Luis Pelaez Inc/DigitalVision; Soldt/iStock/Getty Images Plus; Juanmonino/E+; ozgurdonmaz/iStock/Getty Images Plus; Jodie Griggs/Moment; SvetlanaK/iStock/Getty Images Plus; subjug/iStock/Getty Images Plus; Natthakan Jommanee/EyeEm; Jamakosy/iStock/Getty Images Plus; pjohanson1/E+; Imgorthand/E+; **U5:** Stephanie Hager - HagerPhoto/Stockbyte; irina88w/iStock/Getty Images Plus; Maskot; Iwan Chorniy/iStock/Getty Images Plus; cyfrogclone/DigitalVision Vectors; **U6:** David Marsden/Photolibrary/Getty Images Plus; Creativ Studio Heinemann; 130920/Moment; Tolimir/E+; Craig Tuttle/Corbis Historical; View Pictures/Universal Images Group; Alain BENAINOUS/Gamma-Rapho; kali9/E+; **U7:** pikenpri foto/Moment; MHJ/DigitalVision Vectors; Oscar Porras González/500px/500Px Plus; Cassandra Kosmayer/EyeEm; James Hipps/EyeEm; New SIGHT Photography/iStock/Getty Images Plus; Stocktrek Images; Henn Photography/Cultura; Rakdee/DigitalVision Vectors; Matriyoshka/iStock/Getty Images Plus; **U8:** Cybernesco/iStock/Getty Images Plus; carlosalvarez/E+; Goodboy Picture Company/E+; Layland Masuda/Moment Open; Elena Riim/EyeEm; Daniel MacDonald/www.dmacphoto.com/Moment; fstop123/iStock/Getty Images Plus; Stockbyte; Andersen Ross Photography Inc/DigitalVision; Tim Macpherson/Cultura; ddukang/iStock/Getty Images Plus; freestylephoto/iStock/Getty Images Plus; artisteer/iStock/Getty Images Plus; Thomas Northcut/Photodisc; Viruj/iStock/Getty Images Plus; Nerthuz/iStock/Getty Images Plus; ZargonDesign/E+; Bim/E+; **U9:** Imgorthand/E+; Jupiterimages/Creatas; wundervisuals/E+.

The following images are sourced from another library.

U4: Andy Tu/Shutterstock; **U8:** Mike Flippo/Shutterstock; tkemot/Shutterstock.

Commissioned photography by Stephen Bond.

Illustrations

Clive Goodyer (Beehive Illustration); Anna Hancock (Beehive Illustration); Andrew Hennessy; Marek Jagucki; Chris Lensch; Daniel Limon (Beehive Illustration); Bernice Lum; Andy Parker; Alan Rowe (Beehive Illustration); David Russell; David Semple.

Audio

Audio production by Hart McLeod.

Typeset

EMC Design limited.

Cover design by We Are Bold.