

# 1

# Me!

## 1A In the playground



How many things can you say about yourself in one minute?

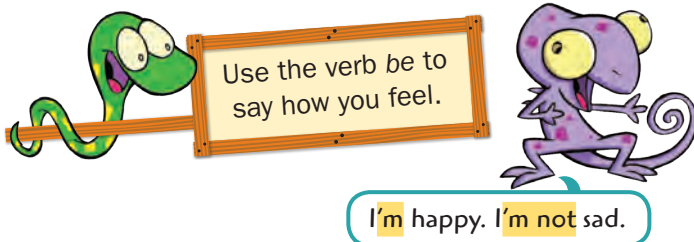
### Vocabulary and Grammar *be*: singular forms

1 a Complete the labels with the words in the box.

cold happy hot sad

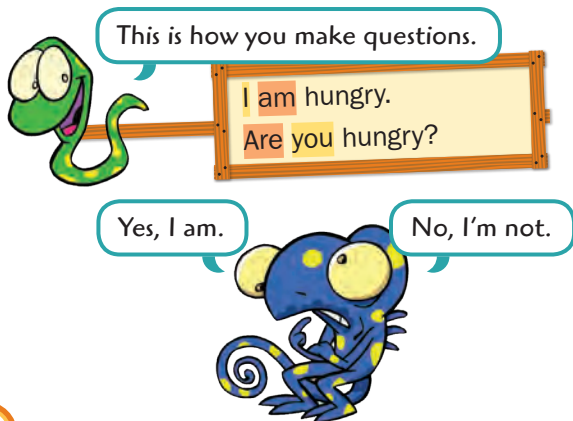


b 1.17 Listen and check, then repeat.



c Make three true sentences about how you feel now.

I'm not hungry. I'm sleepy.



d 1.18 Listen and repeat the dialogues.



A Are you **hungry**?  
 B No, I'm not.  
 A Me neither!

A Are you **tired**?  
 B Yes, I am.  
 A Me too!

e **Over to you!** Ask your friends the questions in exercise 1d. Change the **highlighted** words. Can you find three students with the same answers as you?

### Study tip!



You learn to speak English by speaking English. Practise in class and at home. You can record sentences on a phone or tablet.

▶ Workbook page 2, exercises 1–4

2 Read the sentences. Then match the words (1–2) to the pictures (a–b).

Look at Dylan. **He's** sad.

Look at Karina. **She's** bored.

a  b 

1 He 2 She

3 Read the puzzles. Write the names of the people from the picture in exercise 1.

- 1 He's scared. He isn't 11; he's ten. He's from England. Adam
- 2 She's eight. She's happy. She isn't from Spain; she's from India. \_\_\_\_\_
- 3 He's Hungarian. He isn't a student; he's a teacher. He's tired. \_\_\_\_\_
- 4 She isn't hungry; she's thirsty. She's from Poland. She's nine. \_\_\_\_\_



Am, are and is are singular forms of the verb be.

**Remember!**

Singular means one person or one thing.

4 a Complete the sentences about Rafael and Lara. Use *He's*, *She's*, *He isn't* or *She isn't*.



He + is = He's  
 She + is = She's  
 He + is + not = He isn't  
 She + is + not = She isn't

- |                           |                   |
|---------------------------|-------------------|
| Rafael                    | Lara              |
| 1 <b>He's</b> from Spain. | 4 _____ Croatian. |
| 2 _____ from Slovenia.    | 5 _____ tired.    |
| 3 _____ hungry.           | 6 _____ cold.     |

b Write true sentences and three false sentences about two other people in the picture in exercise 1a. Use the examples in exercise 4a to help you.

c Work with a partner. Swap sentences. Are your partner's sentences true or false?

▶ **Workbook** page 3, exercises 5–7

**Speaking**

5 a Get ready to speak Look at picture A in exercise 1 and picture B below. Complete the dialogue with A or B.

She **'s** angry.  
 Is she angry?

- Yes, she is.
- No, she isn't.



Is Myra tired?

No, she isn't. She's happy.

I know. It's picture \_\_\_\_!

You're right.

b 1.19 Listen and check, then repeat.

6 Work with a partner. Play the *Guess the Person* game. Use the dialogue in exercise 5 to help you.

**EXTRA** Draw and label emojis for the words in exercise 1.

# 1B My family



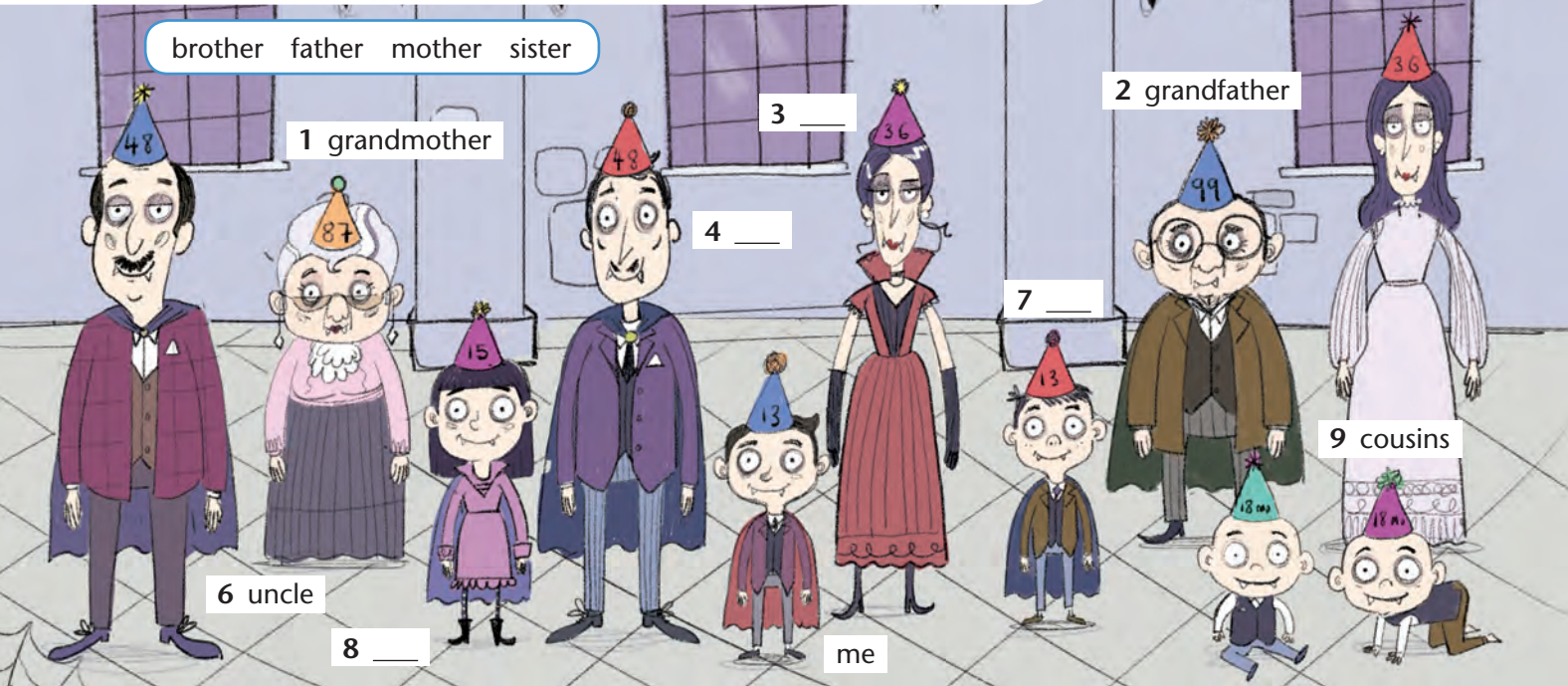
Is your family big or small?

## Vocabulary

1 a Look at the family picture. How many pairs of twins can you see?

b Complete the labels with the words in the box.

brother father mother sister



c 1.20 Listen and check, then repeat.

2 a 1.21 Listen and repeat.



twenty thirty forty fifty sixty



seventy eighty ninety one hundred

b Add five more numbers to the series.

21, 32, 43,...

c 1.22 Listen and check.

3 a Look at the family in exercise 1. Complete the dialogue with a family member.

A How old is she?	B No.
B She's 36.	A The ____.
A The ____.	B That's right.

b 1.23 Listen and check.

4 Over to you! Work with a partner. Ask and answer about the people in the family picture.

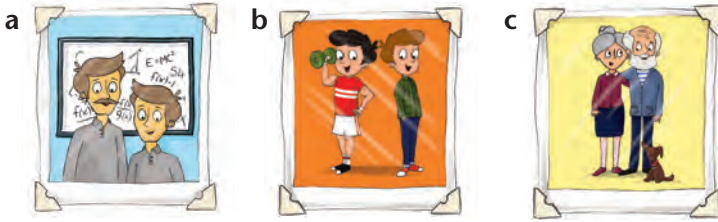
▶ Workbook page 4, exercise 1

## Reading

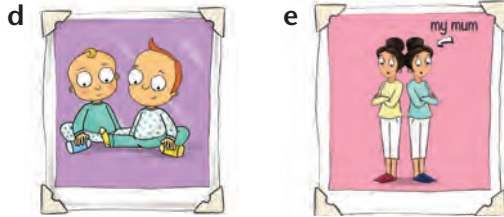
5 a Read the descriptions (1–5) and choose the correct family photo (a–e) from page 13.

### My family album

- \_\_\_ This is my brother. We're twins; we're 11 years old. We aren't identical twins. My brother is **tall** and **strong**. I'm tall, too, but I'm not strong.
- \_\_\_ My mum and my aunt are twins. They're 35 years old. They are identical twins. They're **short** and **pretty**.
- \_\_\_ My dad and my uncle are twins. They're 42 years old. They aren't identical. My dad is tall and my uncle is short. They are very **clever**!
- \_\_\_ My cousins are twins, too. They're very **young**. They're one year old. Are they identical? We don't know! I think all babies are identical!
- \_\_\_ My grandparents are 75. They're **old**! My grandfather is very **nice**. He can play the guitar, he can sing, and he loves animals.



1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_



6 \_\_\_ 7 \_\_\_ 8 \_\_\_

**b** Label the people with the **highlighted** words in exercise 5a.

**Study tip!**

Look carefully at the pictures in the book. They help you understand new words.

► **Workbook** page 4, exercise 2

**Grammar** *be*: plural forms

**6** Look at exercise 5a again. Match the words (1–2) to the pictures (a–b).



1 We 2 They

**7 a** Copy the table into your notebook. Complete the table with the plural forms of the verb *be*.

	+	-	?
we			
you	<i>are / 're</i>		<i>Are you...?</i>
they			



You *are* is the singular and plural form!



**b** Are the sentences true (T) or false (F) for you? Correct the false sentences. Use the pronouns *I, she, we, he* and *they* in your answers.

- I'm a twin.
- My friend and I are 11.
- My brother isn't strong.
- My aunt and uncle are tall.
- My grandmother and grandfather aren't old.
- My friend and I are short.

**c** Answer the questions.

- Are your mother and father English?
- Is your mother short?
- Are your friends old?
- Is your teacher tall?

**d** **Over to you!** Think of four questions to ask the other students about their friends and family. Use the questions in exercise 7c to help you.

**e** Ask your classmates. Can you find three things you have in common with other students?

► **Workbook** pages 4–5, exercises 3–5

**Writing**

**8** **Get ready to write** Write the names of four people in your family. Then add more information.

- Who is he or she?
  - How old is he or she?
  - Describe the person.
- e.g.: **Michael – brother – 10 – English – short and fair**

► **Workbook** page 5, exercises 6–7

**9** Write about your family. You can draw a picture or add a photo, too. Use the example to help you.

These are my brothers, Michael and James. Michael is 10; James is 12. Michael is short. James isn't short; he's tall. They're cold in this photo. They aren't happy!



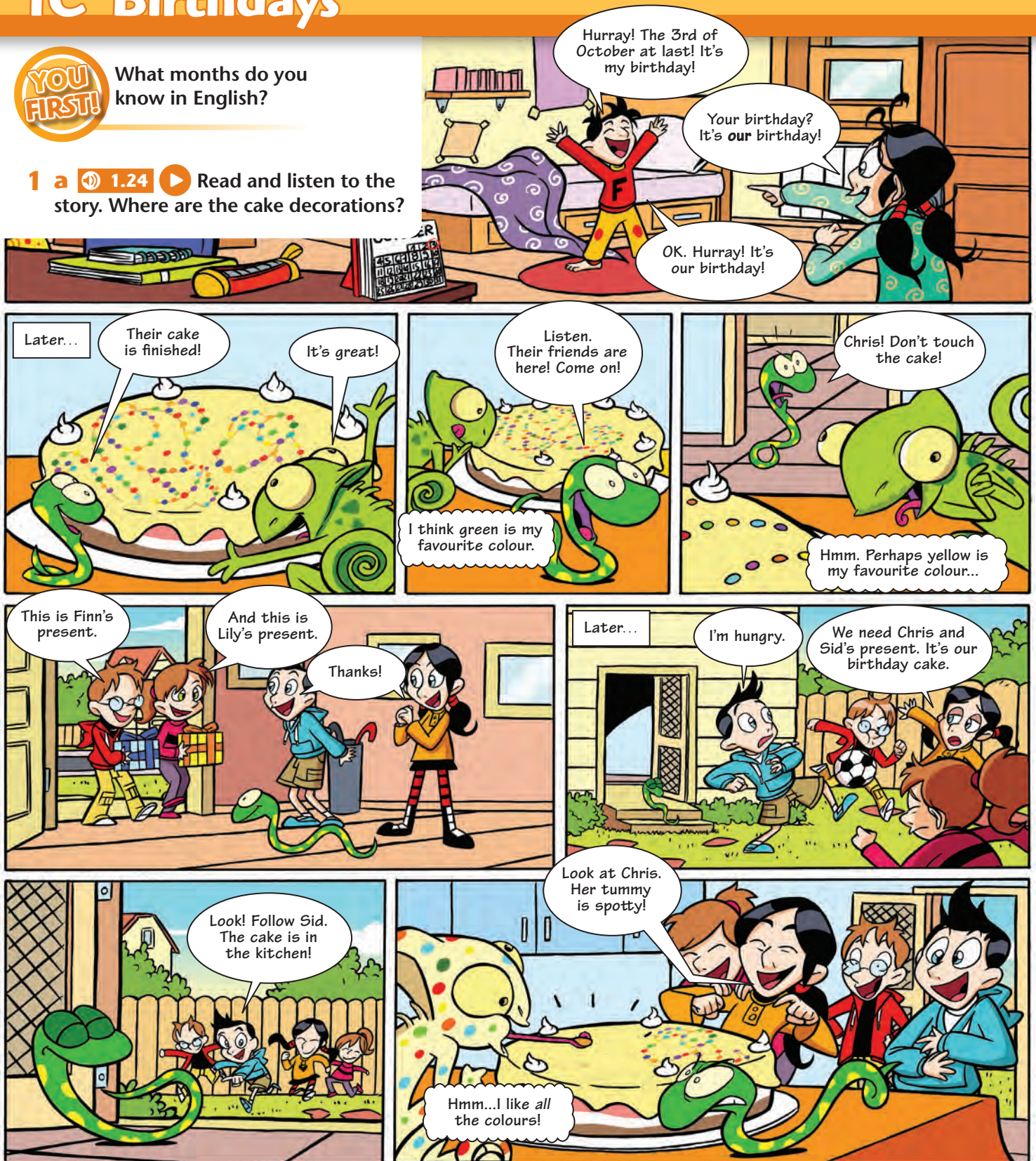
Draw and label your family tree.

# 1C Birthdays



What months do you know in English?

1 a 1.24 Read and listen to the story. Where are the cake decorations?



**b** Read the story again. Are the sentences true (T) or false (F)? Correct the false sentences.

- |   |                            |
|---|----------------------------|
| 1 Finn is happy.                                      | 5 The children are hungry. |
| 2 Pictures of Lily and Finn are on the birthday cake. | 6 The children follow Mum. |
| 3 Chris's favourite colour is green.                  | 7 Sid is angry with Chris. |
| 4 Some friends are at the door.                       |                            |



## Vocabulary

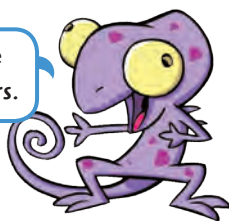
**2 a** Put the dates in the correct order.

- 31st December      3rd March      23rd September  
 5th May      4th April      21st July  
 2nd February      1st January      26th October  
 27th November      22nd August      20th June

**b** **1.25** Listen and check.

**c** Now say the dates in the correct order.

1st, 2nd, 3rd, etc. are called **ordinal numbers**.



**3** **Over to you!** Ask your friends about their birthdays. How many people have the same birthday month as you?

When's your birthday?

It's the 23rd of September.

► **Workbook** page 6, exercise 1

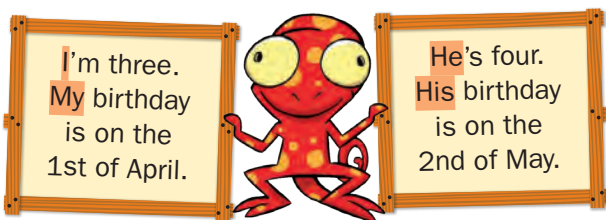
## Grammar Possessives

**4 a** Look at the story again. Complete the sentences.

- It's **my** birthday!
- \_\_\_ birthday? It's \_\_\_ birthday!
- \_\_\_ cake is finished!
- Green is \_\_\_ favourite colour.
- \_\_\_ tummy is spotty.



The missing words are **possessives**.



**b** Match the subject pronouns (1–8) to the possessives (a–h).

- 1 you    2 I    3 they    4 she    5 it    6 he    7 we    8 you

- a his    b your    c her    d our    e its    f their    g my    h your

You can substitute *his*, *her* or *their* with a name + 's.  
 It's their birthday. = It's Lily and Finn's birthday.

**5** Complete the sentences with *his*, *her* or *their*.

- This is Finn's present. = This is **his** present.
- This is Lily's present. = This is \_\_\_ present.
- This is Chris and Sid's present. = This is \_\_\_ present.

► **Workbook** pages 6–7, exercises 2–5

## Pronunciation

**6 a** **1.26** Listen and clap the rhythm.

○ ○ ○ ○

- |   |   |
|---|---|
| When's his birthday?<br>The 2nd of June.<br>The 2nd of June.<br>That's very soon. | When's her birthday?<br>The 3rd of May.<br>The 3rd of May.<br>Oh, that's today! |
|---|---|

**b** **1.27** Mark the rhythm with circles. Listen and check, then repeat.

► **Workbook** page 7, exercise 6

## Listening and Speaking

**7** **1.28** Listen to Tom and Eva. Then complete the sentences with *Tom's*, *Eva's* or *Tom and Eva's*.

### YOUR FAVOURITES!

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31					

- \_\_\_ birthday is in March.
- \_\_\_ birthday is in July.
- \_\_\_ favourite colour is blue.
- \_\_\_ favourite game is Karts!
- \_\_\_ favourite number is ten.
- \_\_\_ favourite food is pizza.
- \_\_\_ lucky number is 29.

**8** **Get ready to speak** Choose two of your classmates and think of three or four sentences about them.

**9** Tell your classmates about other students in the class. Can they guess their names?

Her favourite colour is blue. Her birthday is in June. Her sister is in Year 8. What's her name?



Write two true sentences and two false sentences about you. Swap sentences with a partner. Can they guess the false sentences?

# 1D Hurry up!



What's your favourite day at school?

1 a 1.29 Read and listen to the story.



**Joel** It's Tuesday tomorrow! Fantastic! I've got Maths and Art. They're my favourite subjects!  
**Dad** What about you, Rosie?  
**Rosie** I don't like Art, but I've got Science. I love Science.  
**Dad** Are your bags ready for PE?  
**Rosie** Yes, I've got my gymnastics kit.  
**Joel** And I've got my football kit.



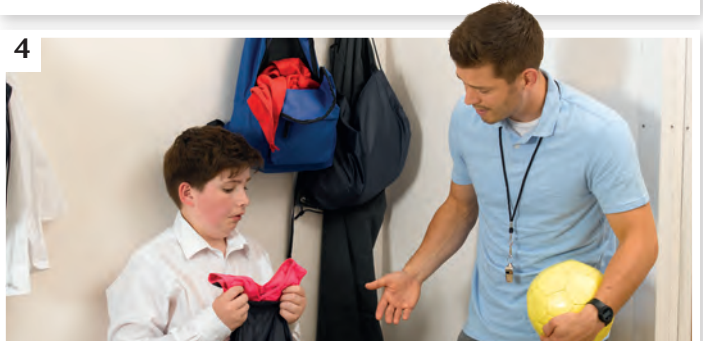
**Joel** What time is it?  
**Dad** It's half past eight.  
**Rosie** Half past eight! We're late.  
**Joel** Why? What time's the bus?  
**Rosie** It's at half past eight!  
**Dad** Run!

**b** Read the story again. Answer the questions.

- Are Rosie and Joel's bags ready?
- Are they late for the bus?
- Is Rosie at a football class?
- What's Joel's problem?



**Leila** Hey Joel, where's Rosie?  
**Joel** She's at gymnastics. Her class is at quarter to three.  
**Leila** What about your football training?  
**Joel** It's at three o'clock.  
**Jan** Well, it's five to three now. Run!



**Trainer** Are you ready, Joel?  
**Joel** Nearly.  
**Trainer** Well, hurry up!  
**Joel** Oh no!  
**Trainer** What's the matter?  
**Joel** This is my sister's bag. Look! I can't play football today.

## Vocabulary

2 a Complete the timetable with the words in the box.

Art English History Maths Music  
PE Science Spanish Technology

	Monday	Tuesday	Wednesday	Thursday	Friday
1	1	2	3	4	5
2		6			
3					
4			7	8	9

**b** 1.30 Listen and check, then repeat.

- c What are your top three subjects at school?
- d Talk to your classmates. Can you find a friend with the same top three subjects as you?

Do you like Maths?

Yes, I do. What about you?

▶ **Workbook** page 8, exercise 1

## Everyday English

3 a Look at the story again. Match the sentence halves.




- 1 The bus is at
- 2 Rosie's gymnastics class is at
- 3 Joel's football training is at




- a three o'clock.
- b half past eight.
- c quarter to three.


We say times like this.




b Put the clocks in the correct order.

a  three o'clock      b  quarter to four      c  five past three



d  twenty-five to four      e  quarter past three      f  half past three

g  five to four

c  **1.31** Listen and check, then repeat.



You can say the time in two different ways.

 half past ten = ten thirty	 quarter to eleven = ten forty-five
---	---

d Find two questions about time in the story.

4 a Put the days of the week in the correct order.

Friday      Monday      Wednesday      Saturday  
 Tuesday      Sunday      Thursday

b  **1.32** Listen and check, then repeat.


c Ask and answer about your timetable.

▶ **Workbook** page 8, exercises 2–4

## Listening

5 a  **1.33** Listen and answer the questions.

- 1 Which is Joel's favourite day? **Tuesday**
- 2 Which is Rosie's favourite day?
- 3 Which is Jan's favourite day?

b  **1.33** Listen again and answer the questions about the three children.

- Joel
- 1 What time is History?
  - 2 What time is PE?
- Rosie
- 1 What time is Science?
  - 2 Are Science and Music Joel's favourite subjects?
- Jan
- 1 What time is Music?
  - 2 Is Art after lunch?

c Complete the dialogue.

Jan What's your favourite day at school?  
 Joel **Tuesday**.  
 Jan Why?  
 Joel I've got Maths at <sup>2</sup>\_\_\_\_. I love Maths.  
 Jan Me too.  
 Joel I've got <sup>3</sup>\_\_\_\_ at quarter to ten, and then I've got Art. They're great!  
 Jan I don't like <sup>4</sup>\_\_\_\_. History is OK.  
 Joel I've got <sup>5</sup>\_\_\_\_ at quarter to twelve. And I've got chess after lunch! It's a brilliant day!

d  **1.34** Listen and check.

### Look!

You can talk about your timetable like this.  
**I've got Biology at half past nine.**

## Speaking

6 **Get ready to speak** What are your answers to Jan's questions in exercise 5c? Make some notes.

7 Tell your classmates about your favourite day at school. Can you find someone with the same favourite day as you?



Draw four clocks with different times. Swap with a partner. Say the times.

### Story

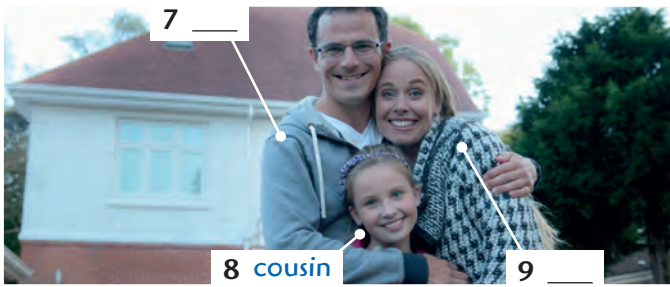
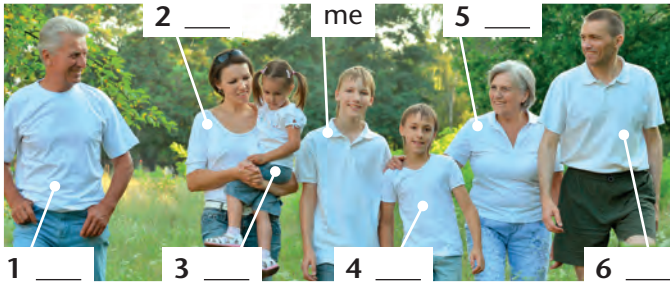
Read the puzzle on page 9 of the Workbook and do the exercises.



# 1 Revision

## Vocabulary and Grammar

1 a Label the photos with family member names.



b Complete the descriptions of the father and the grandmother in the photo using the words in the box.

old pretty short strong tall young

- The father *is tall and* \_\_\_\_ .
- The grandmother \_\_\_\_ .

2 a Write about the smileys. Use the words in the box.

bored cold excited happy hot scared



Tom and Tony

1 They aren't happy.



Polly and Peter

2 \_\_\_\_



Sue

3 \_\_\_\_

4 \_\_\_\_



Bob

5 \_\_\_\_

6 \_\_\_\_

b Put the words in the correct order to make questions. Then answer them.

- Are happy Tom and Tony ? \_\_\_\_
- Sue Is angry ? \_\_\_\_
- cold Is Bob ? \_\_\_\_
- Polly and Peter excited Are ? \_\_\_\_

3 Complete the table with personal pronouns or the possessive.

I	he	we	you
your	her	its	their

4 a Choose the correct words to complete the text.

My name's Amy. <sup>1</sup>*I/My* am ten years old. My brother's name is Fred. <sup>2</sup>*He/His* is ten years old, too. <sup>3</sup>*We/Our* are twins, but <sup>4</sup>*we/our* birthdays aren't on the same day! <sup>5</sup>*My/I* birthday is on 31st December, and <sup>6</sup>*he/his* birthday is on 1st January.

b Complete the sentences using *Amy's*, *Fred's* or *Amy and Fred's*.

- \_\_\_\_ birthday is on 31st December.
- \_\_\_\_ birthday is on 1st January.
- \_\_\_\_ birthdays aren't on the same day.

## Everyday English

5 a Look at the timetable. Complete the questions.

— Timetable —						
8.45	9.35	10.25		11.00	11.50	12.30
			BREAK			

1 What time is **History**?

It's at ten to twelve.

2 What time is \_\_\_\_ ?

It's at half past twelve.

3 What time is \_\_\_\_ ?

It's at twenty-five past ten.

b Look at the timetable. Write questions and answers about the other three subjects.

c Write three questions and answers about your lessons.

**YOU FIRST!**

Are your feelings different at different times of the day?

## My day, my feelings

**1** It's seven o'clock. I'm sleepy.

**2** \_\_\_\_\_

**3** It's quarter to one. I'm in Maths class. I'm hungry.

**4** \_\_\_\_\_

**5** It's half past three. I'm in Drama club. I'm excited.

**6** \_\_\_\_\_

**a** It's half past eleven. I'm thirsty. I'm in PE. It's my favourite subject.

**b** I'm tired. I'm on the school bus. It's ten past two.

**c** I'm bored. It's half past five. I'm with my mother in the supermarket. I don't like the supermarket!

**1** Look at Maria's project. Answer the questions.

1 She's sleepy. What time is it?

*It's seven o'clock.*

2 She's hungry. Where is she?

3 She's tired. What time is it?

**2** Read the sticky notes from Maria's project. Match the notes on the right (a-c) to the gaps (2, 4 and 6) in the picture. Complete the notes.

**3** Look at Maria's project and the notes again. Answer the questions.

- 1 What colour is the picture for *sleepy*?
- 2 What colour is the picture for *thirsty*?
- 3 What colour is the picture for *hungry*?
- 4 Which feeling is grey in Maria's project?
- 5 Which feeling is orange in Maria's project?
- 6 Which feeling is white in Maria's project?
- 7 Do you like these colours for these feelings?

**4** Create your own 'feelings wheel'. Follow the instructions. Ask your teacher for more information.

- 1 Think of four or five times in the day when you have different feelings.
- 2 Write two or three sentences about each time. Check them carefully.
- 3 Draw your 'feelings wheel'.
- 4 Draw a picture in each section. Choose a colour to represent the emotion.
- 5 Write your sentences on sticky notes. Stick them on your project.

**5** Present your 'feelings wheel' to the class. Tell your friends about some of the things on your wheel. Answer their questions.

Which emotion is blue for you?

It's half past seven. I'm in bed. I'm hungry!



# 1 Culture



Which countries speak English as a first language?

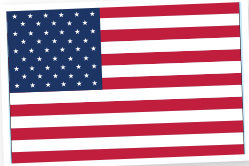
## Do you speak English?

English is the first language in these countries. Many people in these countries speak other languages as well. In the USA, a lot of people speak Spanish. In Canada, a lot of people speak French. In the UK, the Northern Irish, the Welsh and the Scots speak English, and they speak their national languages, too.

1 \_\_\_\_



2 \_\_\_\_



3 \_\_\_\_



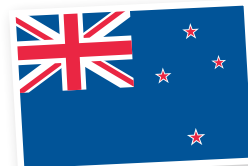
4 \_\_\_\_



5 \_\_\_\_



6 \_\_\_\_



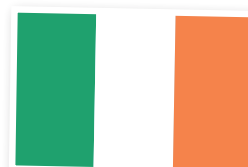
7 \_\_\_\_



8 \_\_\_\_



9 \_\_\_\_



- a The Jamaican flag is green and black, with a yellow cross.
- b The Canadian flag is red and white, with a leaf on it.
- c The Australian flag is red, white and blue, with six white stars.
- d The American flag is red, white and blue, with 50 stars on it.
- e The Singaporean flag is red and white, with five white stars and a white moon.
- f The New Zealand flag is red, white and blue, with four red and white stars.
- g The South African flag is red, black, blue, green, white and yellow.
- h The UK flag is blue, with red and white crosses.
- i The Irish flag is green, white and orange.

### Glossary



cross



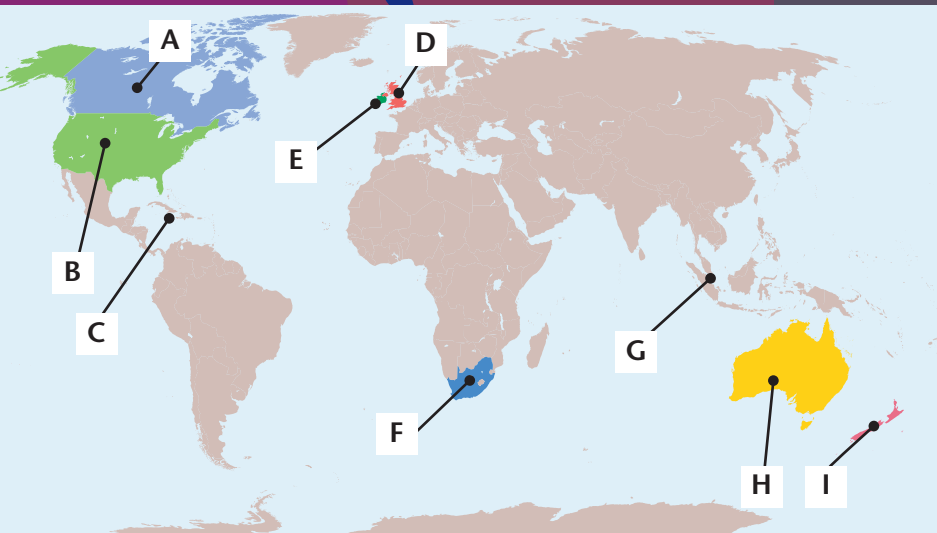
star



leaf



moon



3 1.35 Listen and complete the chart with T (true) or F (false). Correct the false sentences.

	I'm from the UK.	I can speak English and another language.
David	T	
Celine		
Carol		
Lorcan		

1 Read the introduction and descriptions (a-i). Label the flags (1-9).

2 a **Get ready to speak** Find the countries in exercise 1 on the map.

b **Work with a partner.** Ask and answer.

What's this country?

It's the USA.

### Study tip!

The Culture pages give you a window into English-speaking countries. Compare them with your culture.

**YOU FIRST!**

What different ways can you tell the time?

# Sundials



These are sundials.

You can tell the time with a sundial.

Some sundials are 1,500 years old.

- a** You can see sundials in cities.
- b** You can make a sundial. It's easy!
- c** You can find sundials in parks.
- d** You can be part of a sundial.
- e** You can see sundials on houses.

- 1 a** Look at the photos. How many sundials can you see?
- b** Read the descriptions. Match the sentences (a–e) to the pictures (1–5).

## Make a sundial

**a** You need: a stick, stones, chalk, a watch, a bucket

**b** You can make your sundial in the garden. Put the stick in the bucket.

**c** It's seven o'clock in the morning. Mark the shadow of the stick with a stone. Write '7' on the stone. Don't move the bucket!

**d** It's eight o'clock in the morning. Mark the shadow of the stick with a stone. Write '8' on the stone.

**e** Mark the shadow of the stick every hour. Stop at night. Your sundial is finished!

**2** Look at the pictures. Match the instructions to the pictures.

**3** **Over to you!** Work with a partner. Ask the time in the different sundials on this page.

What time is it on this sundial?

It's four o'clock.

