



CAMBRIDGE

Starters

ENGLISH

*Starter Student's Book*

*for schools*

ANDREW LITTLEJOHN  
DIANA HICKS

CAMBRIDGE  
ENGLISH  
*for schools*  
*Starter Student's Book*

ANDREW LITTLEJOHN & DIANA HICKS



CAMBRIDGE  
UNIVERSITY PRESS



PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE  
The Pitt Building, Trumpington Street, Cambridge CB2 1RP, United Kingdom

CAMBRIDGE UNIVERSITY PRESS

The Edinburgh Building, Cambridge CB2 2RU, United Kingdom  
40 West 20th Street, New York, NY 10011-4211, USA  
10 Stamford Road, Oakleigh, Melbourne 3166, Australia

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First Published 1996

Reprinted 1997

Printed in the United Kingdom at the University Press, Cambridge

ISBN 0 521 56795 5 Student's Book

ISBN 0 521 56794 7 Workbook

ISBN 0 521 56793 9 Teacher's Book

ISBN 0 521 56792 0 Class Cassette Set

ISBN 0 521 56791 2 Workbook Cassette

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# Map of Cambridge English for Schools Starter

## UNIT

**1 Learn English!** 8  
Ways to learn English; some basic verbs and nouns; social language; the alphabet and numbers 1–20.

## THEME

## TOPIC

**A New friends** **2 TOPIC Around the world** 14  
**Curriculum links:** *Geography* – countries; *Communication studies* – use of English.  
Saying your name, age, where you come from and where you live; some adjectives; numbers 20+.

**B Where we live** **5 TOPIC Your country** 26  
**Curriculum links:** *Geography* – countries, continents and physical features; *Social studies* – housing, languages.  
Names of countries, continents and languages; natural features of countries; a poster about your country; 'has got'.

**C Animal world** **8 TOPIC Animal facts** 38  
**Curriculum links:** *Biology and Environmental science* – animal life and habitat.  
Animals from around the world; habitat; what animals can and can't do; reading and writing about animals.

**D The circle of life** **11 TOPIC Natural food** 50  
**Curriculum links:** *Biology* – food chains; *Geography* – facts about the world.  
Food chains; the life cycle of a butterfly.

**E North and south** **14 TOPIC The clothes we wear** 62  
**Curriculum links:** *Geography* – Northern/southern hemispheres; *Biology* – capillary action; *Social studies* – the climate and how it affects our lives.  
Months of the year and clothing; climate and seasons in different parts of the world.

**F In the sun** **17 TOPIC What's the time?** 74  
**Curriculum links:** *Physics and Geography* – sun, shadows and time.  
Activities in the sun; the sun and shadows; telling the time from the sun; daylight hours in England and your country; sunrise/sunset; making a sundial.

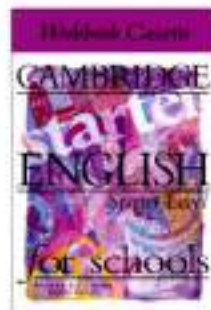
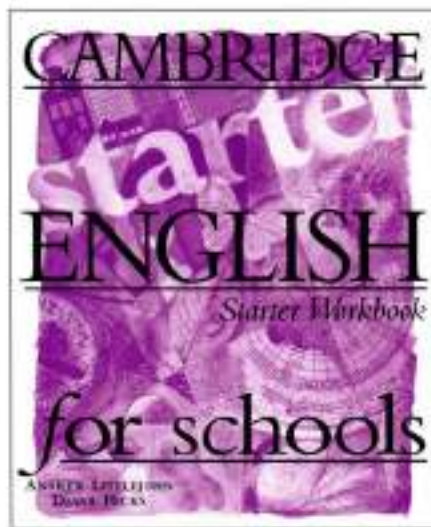
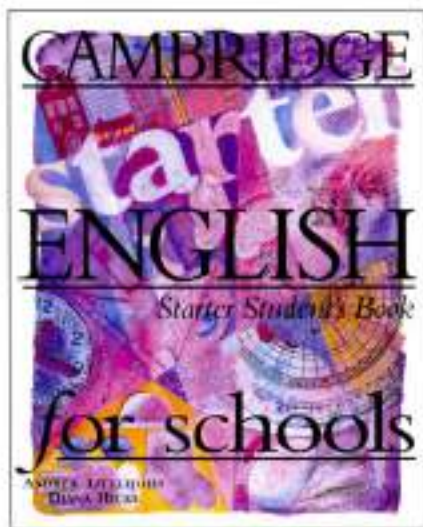
**20 Question time!** 86  
A game to revise the *Topic and Language focus* units.

LANGUAGE FOCUS		REVISION/ACTIVITY	
<b>3</b>	<b>LANGUAGE FOCUS</b> 'this', 'that', 'be' in positive sentences and questions. <i>In the classroom:</i> classroom words.	<b>19</b>	<b>4</b> <b>ACTIVITY English in our world</b> Making a poster about English in your life.
<b>6</b>	<b>LANGUAGE FOCUS</b> Rooms in a house; discovering a grammar rule; 'a/an/the'; plurals. <i>Out and about:</i> in the shops (1).	<b>31</b>	<b>7</b> <b>REVISION</b> Self-assessment Revision of Units 1–6.
<b>9</b>	<b>LANGUAGE FOCUS</b> 'be' in negative sentences; 'can/can't'. <i>In the classroom:</i> classroom phrases (1).	<b>43</b>	<b>10</b> <b>REVISION</b> Self-assessment Revision of Units 8–9.
<b>12</b>	<b>LANGUAGE FOCUS</b> Pets; Present simple; 'there is/there are'. <i>Out and about:</i> in the shops (2).	<b>55</b>	<b>13</b> <b>REVISION</b> Self-assessment Revision of Units 11–12.
<b>15</b>	<b>LANGUAGE FOCUS</b> Clothes, possessive 's; colours; an experiment with flowers and colours. <i>Out and about:</i> meeting friends.	<b>67</b>	<b>16</b> <b>ACTIVITY A class calendar</b> A calendar to show climate events for each month of the year.
<b>18</b>	<b>LANGUAGE FOCUS</b> 'have got'; telling the time; days of the week; personal routines. <i>In the classroom:</i> classroom phrases (2).	<b>79</b>	<b>19</b> <b>REVISION Make a test</b> Self-assessment Revision of Units 14–18 Making your own test.



# What's in *Cambridge English for Schools Starter?*

*Cambridge English for Schools Starter* has three parts for you. There is a Student's Book, a Workbook and a Workbook Cassette.



## The Student's Book

1 The Student's Book has six Themes. Match the Theme, the name and the picture.

Theme <b>A</b>	North and south	
Theme <b>B</b>	Where we live	
Theme <b>C</b>	New friends	
Theme <b>D</b>	In the sun	
Theme <b>E</b>	The circle of life	
Theme <b>F</b>	Animal world	

2 Look at the pictures on page 7. Look in your book. What Unit are the pictures in?

## The Workbook and Workbook Cassette

3 Can you use the cassette with these exercises?

	Yes	No
a Unit 2 Exercise 3	<input type="checkbox"/>	<input type="checkbox"/>
b Unit 6 Exercise 1	<input type="checkbox"/>	<input type="checkbox"/>
c Unit 10 Exercise 4	<input type="checkbox"/>	<input type="checkbox"/>
d Unit 13 Exercise 1	<input type="checkbox"/>	<input type="checkbox"/>
e Unit 15 Exercise 2	<input type="checkbox"/>	<input type="checkbox"/>





# Welcome to

## CAMBRIDGE ENGLISH for schools

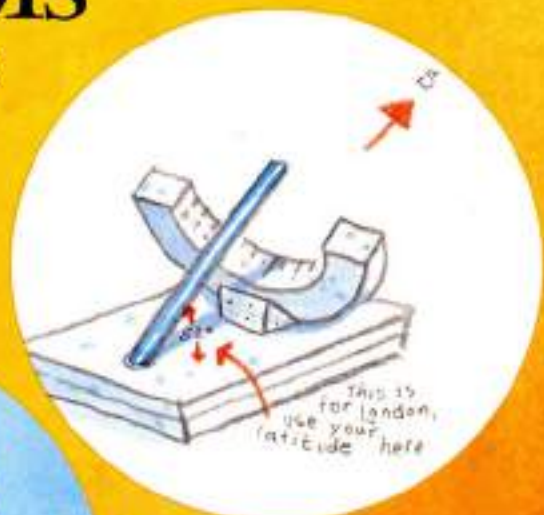
*Starter Student's Book*



Unit



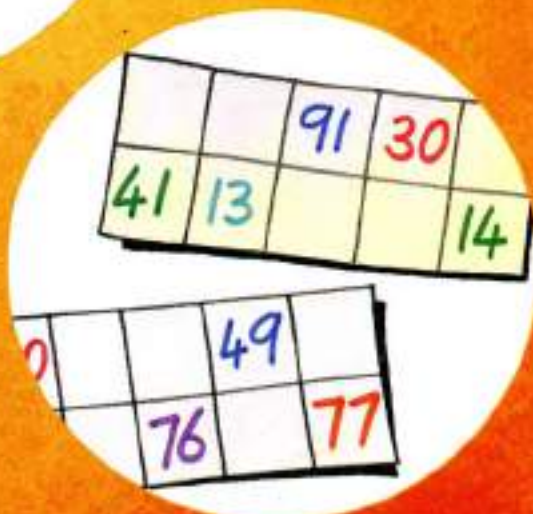
Unit



Unit



Unit



Unit



# 1

## Learn English!

Learning English;  
some basic verbs



### 1 How can you learn English?

Ways to learn English

Look at the pictures.

Can you learn English like this?

Write yes (✓) or no (X).



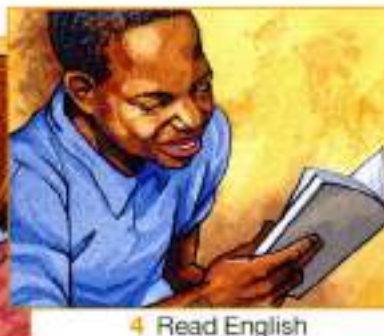
1 Sleep with English



2 Listen to English



3 Speak English



4 Read English



5 Write English



6 Eat English



7 Play with a computer  
in English



8 Sing in English

With Cambridge English  
for Schools you can

### 2 Have fun!

Basic verbs

Extra practice • WB Ex. 1

#### 2.1 Play a game

Listen to your teacher. Do the actions.



look



sing



listen



read



write



eat



speak

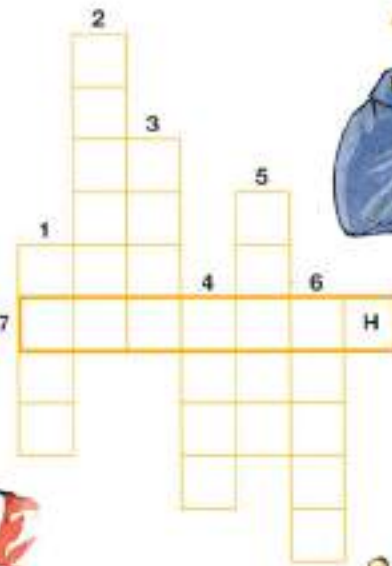


sleep



## 2.2 A puzzle

Write the words in the puzzle.  
What is word 7?



With Cambridge English  
for Schools you can...

## 3 Think!

Look at the picture. How many words can you understand?

Vocabulary

Extra practice • WB Ex. 2





## 4 Practise!

Social language

Extra practice - WB Ex. 4

### 4.1 Where are they?

Listen. Where are the people? Write 1, 2, 3 or 4.



A in a school

B in a park

C in a factory

D in a town

### 4.2 Practise with your teacher

Talk to your teacher.



### 4.3 Practise in pairs

Work in pairs. Ask each other.

- STUDENT 1: Hello, Tim. How are you?  
STUDENT 2: Fine, thanks. How are you?  
STUDENT 1: Fine, thanks. Bye!  
STUDENT 2: Bye!






## 5 Learn the alphabet

### 5.1 The English alphabet

Look at the alphabet.  
Is it the same in your language?

 Learn the sounds.  
Say the letters in groups.



Spell your name and address.

### 5.2 What's the word?


Look in Unit 1. Choose a word. Spell it to your partner.  
Your partner writes it down. Check if you are right!

### 5.3 Play a game! Letter Bingo

Choose a card. If your teacher says one of your letters, cross it off.  
If you can cross off all of your letters, shout 'Bingo'!



## 6 Sing a song! Hello, friend (How are you?)

 Listen to 'Hello, friend (How are you?)'  
and sing it with your class.  
The words are on page 88.






## 7 Learn the numbers

Numbers 1–20

Extra practice • WB Ex. 6

### 7.1 One, two, three ...

 Say the numbers.



### 7.2 Think!

What's the next number?

- a two, four, six, \_\_\_\_\_
- b five, ten, fifteen, \_\_\_\_\_
- c one, four, eight, thirteen, \_\_\_\_\_
- d twenty, eighteen, sixteen, \_\_\_\_\_
- e sixteen, thirteen, ten, \_\_\_\_\_

Write some numbers for your neighbour to complete.

### 7.3 Play a game! What's the word?

Look at your *Language Record* on page 13. Choose four words. Write them in the squares. Don't look at your neighbour's!

YOUR WORDS

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Now work with your neighbour. Ask:

What's number seven?

Nothing.

What's number fifteen?

'B'.

Write your neighbour's letters.

YOUR NEIGHBOUR'S WORDS

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

The first person to guess the four words is the winner!

## 8 Your Language Record

Now complete your *Language Record*.

# Language Record



Write the meanings of the words in your language.

Word	Meaning	Example
eat		I <b>eat</b> a sandwich at school.
listen		<b>Listen</b> to the cassette.
look		<b>Look</b> at the picture.
play		<b>Play</b> a game!
read		<b>Read</b> this book.
sing		<b>Sing</b> a song!
sleep		I <b>sleep</b> at night.
speak		I <b>speak</b> English.
write		<b>Write</b> the word in the puzzle.
a song		Sing <b>a song</b> .
in		I read a book <b>in</b> English.
with		Sing it <b>with</b> your class.

Your own phrase book! **SAYING HELLO**

Write the phrases in your language.

Hello. \_\_\_\_\_

How are you? \_\_\_\_\_

Fine, thanks. \_\_\_\_\_

Not too bad. \_\_\_\_\_

Bye! Goodbye! \_\_\_\_\_

## Time to spare?

Complete the dialogue.

PETER: Hello, Susan. \_\_\_\_\_?

SUSAN: \_\_\_\_\_ How are you?

PETER: \_\_\_\_\_ Bye!

SUSAN: \_\_\_\_\_





# 2

## Topic Around the world


People and places;  
curricular links with  
Geography

### 1 I'm ...

*Names and ages*

*Extra practice • WB Ex. 1*

#### 1.1 What's your name?

 Read and listen.  
Can you understand?



Tell the class.

My name's ... I'm ... years old.

10	ten	13	thirteen
11	eleven	14	fourteen
12	twelve	15	fifteen

#### 1.2 PRACTICE

Work in a small group. Ask each other.



#### 1.3 Four students

Write two sentences for each person.



 Check your answers with the cassette or your teacher.

## 2 Around the world

People and places

Extra practice • WB

Ex. 2, 3, 6

### 2.1 They live in ...

Read about Carolina and Marek. Join them to the right country.



This is Carolina.  
She's twelve years old.  
She's from Italy.



This is Marek.  
He's thirteen years old.  
He's from Poland.

### 2.2 Paula and Satoru

Look at the pictures. Write about Paula and Satoru. Join them to the right country.

This is .....

She's .....

.....



This is .....

He's .....

.....



## 3 A photo poster

### 3.1 A picture of you

Find a photograph or draw a picture.

Write about yourself.



Writing; adjectives

Extra practice • WB Ex. 5



### 3.2 Your town

Look at the pictures and read the texts. Who lives there? Carolina, Marek, Paula or Satoru? (Look at Exercise 2.)

Find a photograph or draw a picture of your house or flat. Write about it.

This is my house/flat.  
It is in \_\_\_\_\_  
\_\_\_\_\_ is a \_\_\_\_\_



This is my house. It is in Ohara. Ohara is a small town in Japan.



This is my flat. It is in Rome. Rome is a big city.

Put your pictures and writing on a poster. Put them on the classroom wall.



Look!

a small town ✓  
a town-small ✗

### 4 Decide ...

Choose an exercise. You can work by yourself, with a partner or in a small group.

**Exercise 4.1** is a vocabulary exercise.

**Exercise 4.2** is a writing exercise.

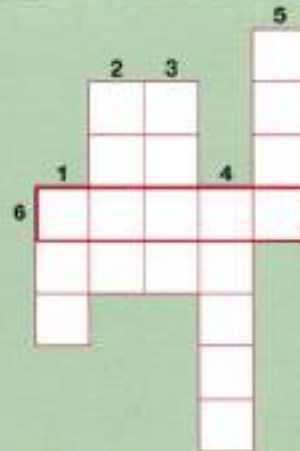


#### 4.1 What's the word?

Put the words in the puzzle. What is word 6?

- \_\_\_\_\_ old are you?
- Satoru is \_\_\_\_\_ Japan.
- What is y \_\_\_\_\_ name?
- England is a s \_\_\_\_\_ country.
- My n \_\_\_\_\_ is David.

Make a puzzle for other students.  
Look in Units 1 and 2 for words.



Vocabulary

#### 4.2 Some more countries

Read about Britain, Italy and Brazil.  
Now look at the map on page 90. Find these countries.

Chile Russia New Zealand Australia Norway Ecuador

Write about them.

Chile is a \_\_\_\_\_ country.



IS A SMALL COUNTRY



IS A LONG COUNTRY



Writing



## 5 Sing a song! Hello, hello!

Listen to 'Hello, hello!' and sing it with your class. The words are on page 88.



## 6 Learn some more numbers

### 6.1 Ten, twenty, thirty ...

Listen and say the numbers.



20+

Extra practice • WB Ex. 7

Say it clearly!

/twenti/ twenty  
thirty forty fifty

### 6.2 Thirteen or thirty?

Listen and write the number.



Say it clearly!

/θɜːtɪn/ thirteen  
thirty  
/fɔːtɪn/ fourteen  
forty

### 6.3 Twenty-one, twenty-two ...

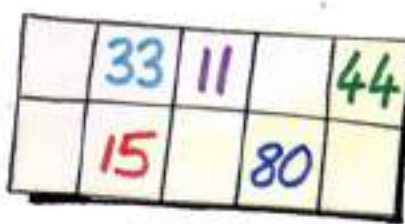
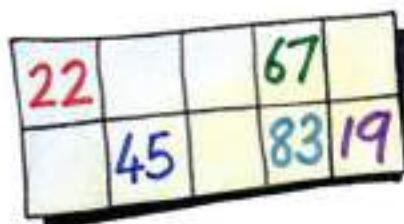
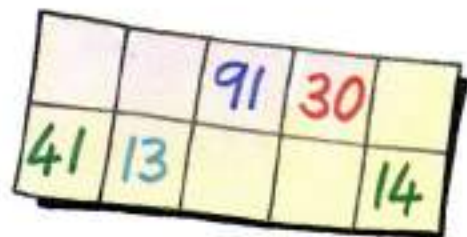
Write the numbers.

21 twenty-one      54 \_\_\_\_\_      101 a hundred and one      225 two hundred and  
32 thirty-two      67 \_\_\_\_\_      88 \_\_\_\_\_      twenty-five  
47 \_\_\_\_\_      74 \_\_\_\_\_      92 \_\_\_\_\_

Write some numbers for your neighbour.

### 6.4 Play Bingo!

Choose a card. Listen. Put a cross (X) if you hear one of your numbers. When your card is full of crosses shout 'Bingo'!



## Time to spare? Choose one of these exercises.

1 Write a sentence for each person. (See Exercise 2.1.)

2 What's the answer?

Twenty-two and thirty-six and forty-two is ...

Thirty-nine and six and five is ...

Twelve and five and three is ...

Write some more sums for other students.

Susi:  
Colombia

Akis:  
Greece

Cem:  
Turkey

Dave:  
United States  
of America





## 7 Your Language Record

Now complete your *Language Record*.



### Language Record

Write the meanings of the words in your language.

Word	Meaning	Example
a city		Tokyo is a big <b>city</b> .
a flat		My <b>flat</b> is big.
a house		My <b>house</b> is small.
a name		What's your <b>name</b> ?
a town		My house is in a small <b>town</b> .
and		Five <b>and</b> five is ten.
big		Italy is a <b>big</b> country.
long		Chile is a <b>long</b> country.
small		Britain is a <b>small</b> country.
I'm		<b>I'm</b> twelve years old.
she		Paula is eleven years old. <b>She</b> is from Brazil.
he		Satoru is fourteen years old. <b>He</b> is from Japan.
this		<b>This</b> is my house.
what		<b>What's</b> your name?
your		What's <b>your</b> name?
my		<b>My</b> name is Paul.
from		I'm <b>from</b> England.

Your own phrase book! Write the phrases in your language. **NAMES AND AGES**

My name's ...

How old are you?

I'm twelve years old.

What's your name?

This is my house.

Write the numbers.

28 *twenty-eight*

84

39 *thirty-nine*

99

43

110

59

200

# 3 Language focus



'this', 'that', 'be', classroom vocabulary

## 1 A new school and new friends

Listening

### 1.1 What are they saying?

Susan is at a new school.  
She is with Kate and Tony.

Look at the picture.  
What are they saying?

### 1.2 Are you new here?

 Listen to Kate, Susan and Tony.

Are they in the same class?

- KATE: Hello. Are you new here?  
SUSAN: Yes. It's my first day.  
KATE: What's your name?  
SUSAN: Susan.  
KATE: I'm Kate. This is Tony.  
TONY: Hi, Susan.  
SUSAN: Are you new here?  
TONY: Oh, no. We're in Class 2M.  
What class are you in?  
SUSAN: Class 2F. This is my classroom, here.  
TONY: We're in that classroom, there.  
KATE: Oh, no! That's the bell. Susan,  
come to my house with Tony after school.  
SUSAN: Thanks!



Can you understand the conversation? Check with your teacher.  
Read the conversation in groups of three.

## 2 What's this? What's that?

### 2.1 'This' or 'that'? Make a rule

When do you say 'this'?  
When do you say 'that'?  
(*'that's' = 'that is'*)

Talk to your neighbour.  
Make a rule.

This is my  
classroom.



That's my  
classroom.

*'this' and 'that'*

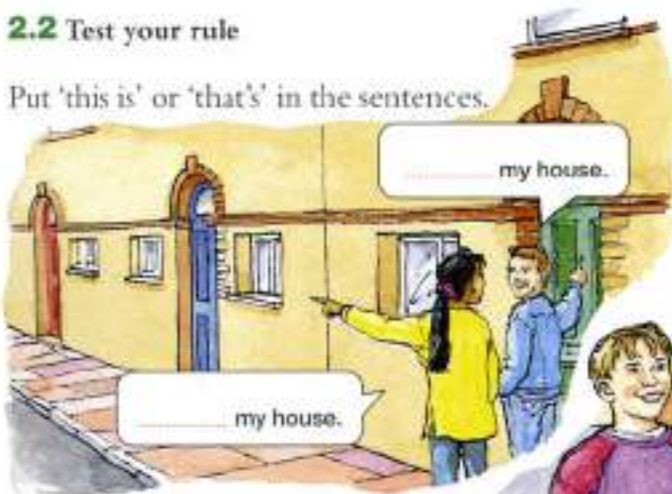
Extra practice • WB Ex. 1

Extra practice • TB Ws. 3.1



## 2.2 Test your rule

Put 'this is' or 'that's' in the sentences.



## 2.3 Introduce someone

Introduce two people to your class.

*This is Jack and that's Helen.*



## 3 Here we are

### 3.1 The verb 'be'

The verb 'be' has different forms in English. We use the short forms when we speak.

Can you complete the tables? Look at Exercise 1.2 and Unit 2.

'be'  
Extra practice • WB Ex. 2  
Extra practice • TB Wz. 3.2

BE		
I' <i>m</i>	(I am)	
You'	(You are)	from England.
We'	(We are)	in Italy.
You'	(You are)	
They' <i>re</i>	(They are)	

He'	(He is)	
She'	(She is)	from England.
It'	(It is)	in Italy.



BE: QUESTIONS	
Where	<i>am</i> I?
	..... you?
	..... we?
	..... you?
	..... they?

Where	..... he?
	..... she?
	..... it?

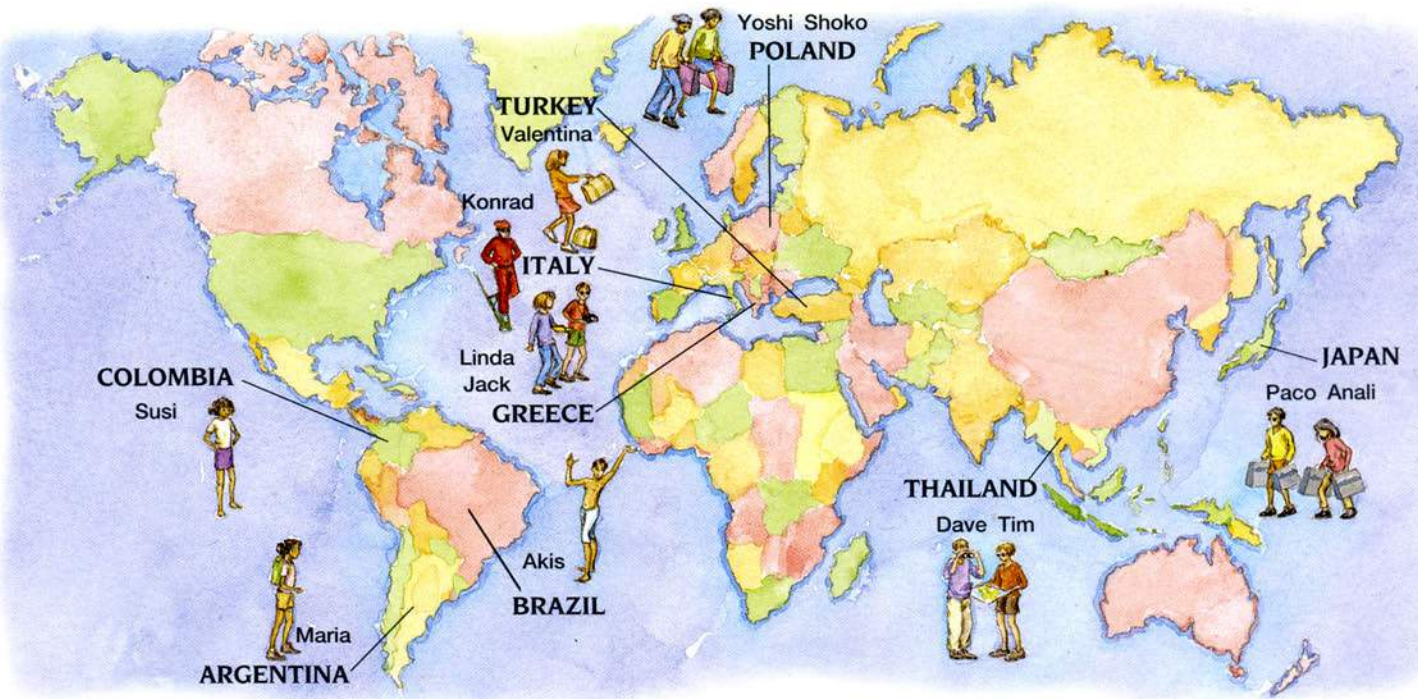


### 3.2 Where are they?

Look at the map. Write your answers to the questions.

- Where's Valentina? *She's in Turkey.*
- Where's Akis? He's ...
- Where are Dave and Tim? *They're ...*
- Where's Konrad? \_\_\_\_\_
- Where are Linda and Jack? \_\_\_\_\_
- Where's Maria? \_\_\_\_\_
- Where's Susi? \_\_\_\_\_
- Where are Paco and Anali? \_\_\_\_\_
- Where are Yoshi and Shoko? \_\_\_\_\_
- Where are you? \_\_\_\_\_





### 3.3 Play a game! Memory

Work in pairs. Ask each other.

Make a list of the people in Exercise 3.2. Look at the map again, then close your book. Test each other.

Check your answers.

Where's Valentina?

She's in Turkey.

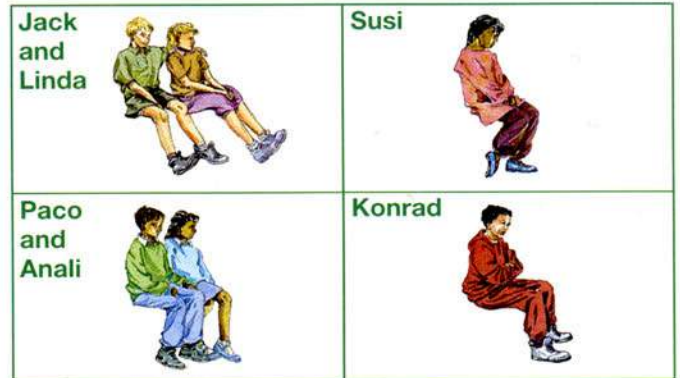
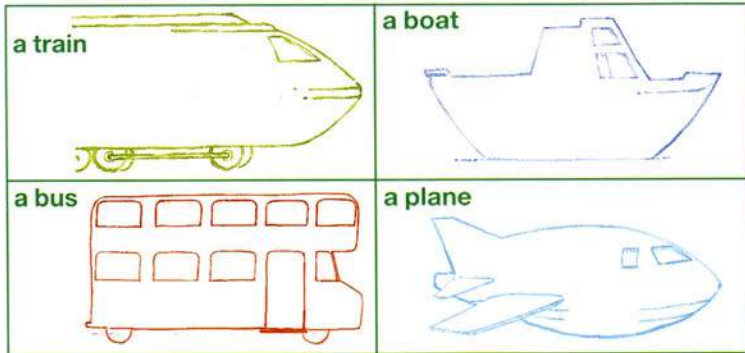
### 4 Guess

Play another game. Look at the people. Where are they? Draw a picture of them in a train, a boat, a bus or a plane. Don't let your neighbour see!

Questions with 'be'

Extra practice • WB

Ex. 3, 4



	a train	a boat	a bus	a plane
Jack and Linda				
Susi				
Paco and Anali				
Konrad				

Copy the table and work in pairs. Ask each other questions. Answer *yes* or *no*. Mark your partner's answers. The first person to guess four correct answers is the winner!

Is Susi on a train?

No.

Are Jack and Linda on a bus?

Yes.



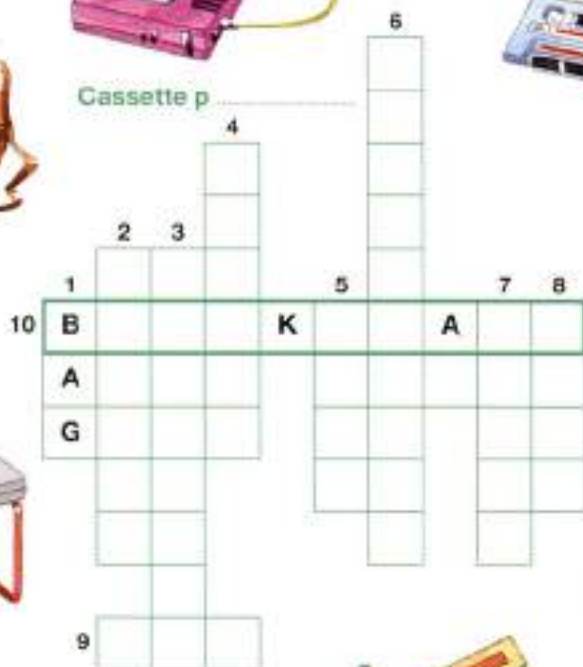
## 5 In the classroom

### 5.1 Things in your classroom

Put the words in the puzzle.

dictionary pen pencil  
desk book cassette  
cassette player bag ruler

What is word 10?



Classroom words  
Extra practice • WB Ex. 5

Check your answers with your teacher or a dictionary.

### 5.2 Ask your neighbour

Work in pairs. Ask each other about things in your classroom.

*What's this? It's a book. What's that? It's a desk.*

## 6 Your Language Record

Now complete your *Language Record*.



**Time to spare?** Choose one of these exercises.

- Look at Exercise 5.1. Make a puzzle with the word 'DICTIONARY'. Use words from Units 1, 2 and 3.
- Write your answers. Read your dialogue with a partner.

SAM: Hello.

YOU: \_\_\_\_\_

SAM: My name's Sam. What's your name?

YOU: \_\_\_\_\_

SAM: What class are you in?

YOU: \_\_\_\_\_

SAM: I'm in 2B. My teacher is Mr Long.

YOU: \_\_\_\_\_

SAM: That's the bell. Bye!

YOU: \_\_\_\_\_

# Language Record



Write the meanings of the words in your language.

Word	Meaning	Example
a bell		That's the <b>bell</b> .
a boat		They're on a <b>boat</b> .
a bus		He's on a <b>bus</b> .
a day		This is my first <b>day</b> at school.
a plane		We're on a <b>plane</b> .
a train		She's on a <b>train</b> .
first		This is my <b>first</b> day at school.
new		This is my <b>new</b> bag.
this		<b>This</b> is my classroom, here.
here		This is my classroom, <b>here</b> .
that		<b>That's</b> my classroom, there.
there		That's my classroom, <b>there</b> .
come		<b>Come</b> to my house!
after		Come to my house <b>after</b> school.
with		Come to my house <b>with</b> Tony.

Write the name.



'This' and 'that'

Write 'this is' or 'that's'.



'Be'

Complete the sentences with 'I', 'he', 'she', 'it', 'you', 'we', or 'they'.

Hello! \_\_\_\_\_ 'm Peter. Here are my friends.

This is Pierre. \_\_\_\_\_ is from France.

This is Maria. \_\_\_\_\_ is from Spain.

This is my crocodile. \_\_\_\_\_ is from Africa.

This is Steven and this is Jack.

\_\_\_\_\_ are from England.

This is me and my family.

\_\_\_\_\_ are from England.

Where are you from?





# 4 Activity English in our world

Making a poster of English in your life

Extra practice • WB Unit 4



## Before your lesson

### 1 English in your language

Work with your neighbour.  
What English words are in your language?  
Make a list.

Compare your list with other students.  
Can you add more words and phrases that you know?



### 2 English is everywhere!

Where can you find English words? at home? at school?  
in the shops? in the town?  
Tell the class your ideas.

Before your next *Activity* lesson, collect all the English words you see. Collect some pictures with the words.





## In your lesson

### 3 Your English words

Work in a small group. Put all your English words together.  
Can you put the words into groups?



### 4 Make a poster

Put your words and pictures on a poster.  
Put it on the wall or on your desk.  
Look at other students' posters.





# 5

## Topic Your country

Names of countries and continents; curricular links with Geography

### 1 Where are you?

#### Continents

Extra practice • WB

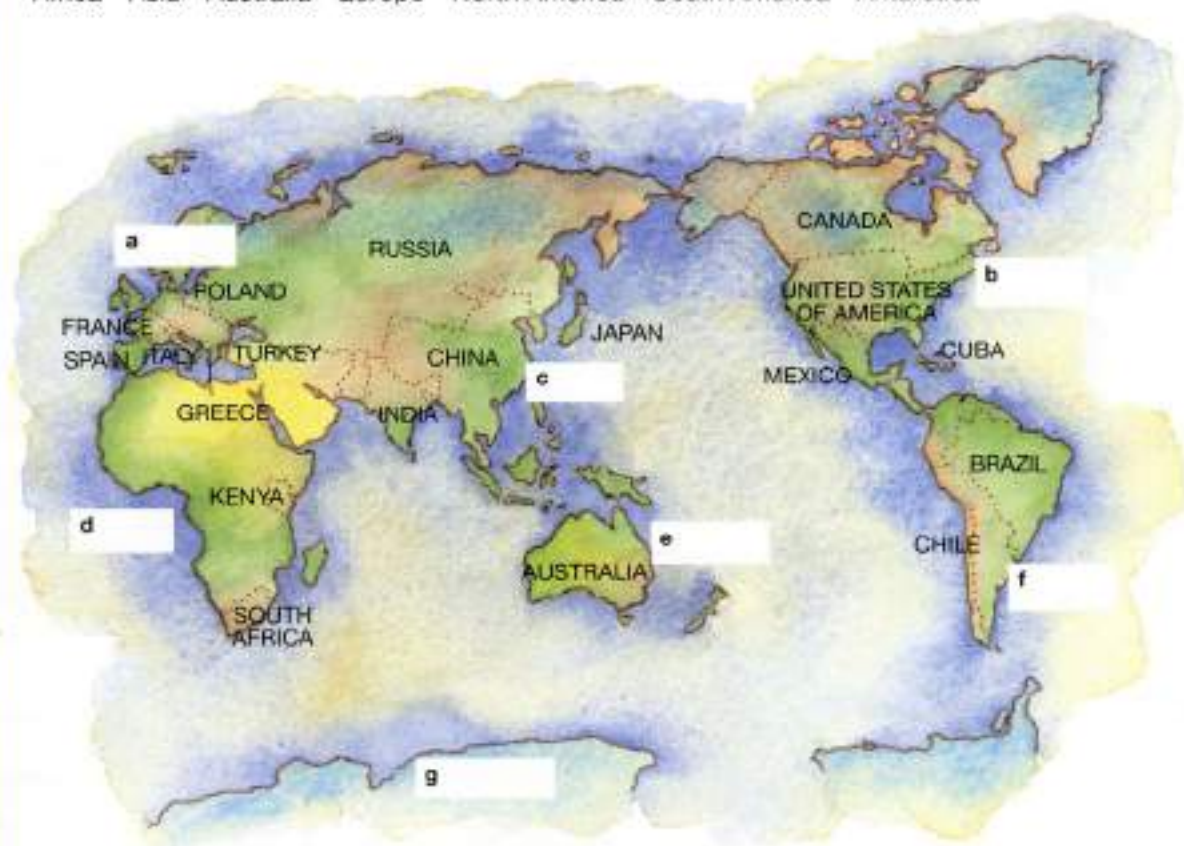
Ex. 1-3, 7

#### 1.1 The continents

Look at the map.

Write the names of the continents in the correct place.


Africa Asia Australia Europe North America South America Antarctica



Say it clearly!

/i:/ Africa, Antarctica  
/e:/ Australia, Asia

Where is your country? Is it a small country or a big country?  
What is your language? Tell the class.

 For example:

*We live in France.  
France is in Europe.  
It is a big country.  
We speak French.*



#### Some languages:

French	Spanish
Italian	Polish
Portuguese	Turkish
Japanese	Greek

## 1.2 People and places

What can you say about these people and places?

... and ... live in ...

... is in ...

It is a ... country,

They speak ...



Write about the people.

Check your answers with the cassette or your teacher.

## 2 Some more countries

### 2.1 Where are they?

Find these countries on the map in Exercise 1.1.  
What continent are they in?



What has each country got? Tell the class.

*Greece has got mountains and rivers.*

*Italy has got ...*

*Brazil has got ...*

Continent: .....



Greece



*Natural features;  
'has got'*

*Extra practice • WB:*

*Ex. 3, 4, 5*

Continent: .....



Continent: .....





### 3 Come to my country!

Writing

Extra practice • WB Ex. 6

Read about the United States.



Make a poster about your country.  
Draw the forests, mountains, rivers and beaches.  
Write about your country.

... is in ...  
It is a big/small country.  
It has got ...  
We speak ...

### 4 Play a game! What's the country?


Vocabulary; 'be'

Look at the countries in Exercise 2.  
Mime a country to the class.  
They can guess.





## 5 Sing a song! There is a country

 Listen to 'There is a country' and sing it with your class. The words are on page 88.



## 6 Decide ...

Choose an exercise. Work by yourself, with a partner or in a small group.

**Exercise 6.1** practises questions.

**Exercise 6.2** practises reading.



### 6.1 Answering and asking

Look at the map in Exercise 1.1. Write your answers to the questions.

1 What continent are Greece and Italy in?

*They're in Europe.*

3 What continent is Brazil in?

*It's in*

2 What continent are Japan and India in?

4 What continent is Poland in?

Write three more questions for other students.

### 6.2 What countries are they?

Read about the countries. What countries are they?

a

This country is in North America. They speak English and French there.

b

This country is in Europe. They eat spaghetti there.

c

This country is in Europe. It has got very big mountains. They speak French, German and Italian there.

d

This country is in South America. It has got forests and a very big river. They speak Portuguese there.

Write about two more countries. Ask another student to guess.

## Time to spare? Choose one of these exercises.

- 1 Look at the puzzle.  
Find 3 countries.  
Find 3 continents.  
Find 3 languages.  
Find 3 verbs.

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

Make another puzzle for your class.

- 2 Look at Exercise 3. Make a poster for another country in another continent.





## 7 Your Language Record

Now complete your *Language Record*.

### Language Record



Write the meanings of the words in your language.

Word	Meaning	Example
has got		France <b>has got</b> rivers and mountains.
eat		In Italy, people <b>eat</b> spaghetti.
live		We <b>live</b> in Mexico.
speak		They <b>speak</b> Spanish there.
a beach		Mexico has got beautiful <b>beaches</b> .
a country		France is a big <b>country</b> .
a forest		Brazil has got very big <b>forests</b> .
a mountain		Everest is a very high <b>mountain</b> .
a river		The Amazon is a very big <b>river</b> .
big		Brazil is a <b>big</b> country.
very		China is a <b>very</b> big country.

Your own phrase book! **MY COUNTRY**

Write the phrases in your language.

I live in ...

It is a big country.

It has got ...

We speak ...

Your own notes

# 6 Language focus

Rooms; 'a/an/the'; plurals;  
shopping

## 1 Susan visits Kate

### 1.1 A plan of the house

Look at the plans. Complete the sentences with the correct number.



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

Kate's house has got ..... rooms. It has got ..... bedrooms, ..... living room,  
..... bathroom, and ..... kitchen. It has got ..... windows.

### 1.2 In the house

Listen. Look at the plan in Exercise 1.1. Tick (✓) the rooms they see.

KATE: Here we are. This is my house. Come in, Susan.  
SUSAN: Oh, it's nice.  
KATE: This is the living room.  
TONY: Look out of the window.  
SUSAN: Oh, look! There's the school.



TONY: That's right.  
KATE: This is the kitchen.  
SUSAN: Mmm.  
KATE: Come upstairs.  
That's the bathroom. It's very small.  
SUSAN: Oh. Where's your bedroom?  
KATE: Here.



SUSAN: Wow! It's very big.  
KATE: Yes. It's a nice room. Look out of this window.  
SUSAN: Oh, yes. There's the town.  
TONY: Where's your house?  
SUSAN: Mmm. I think it's ...



### 1.3 Play a game! Where am I?

Think of a room in a house. Mime it to the class. The others have to guess where you are.



You're in the bathroom!

You're in the living room!

You're in the bedroom!

## 2 In the living room

### 2.1 Label the picture

Label the picture of the living room.

an umbrella  
an elephant  
a cat  
a sofa  
a plant  
a radio  
a picture  
an apple  
an orange  
a chair  
a table  
an ice-cream  
a clock



'a' and 'an'; 'the'

Extra practice • WB

Ex. 3, 4

Extra practice • TB

Wr. 6.1

### 2.2 'A' or 'an'? Make a rule

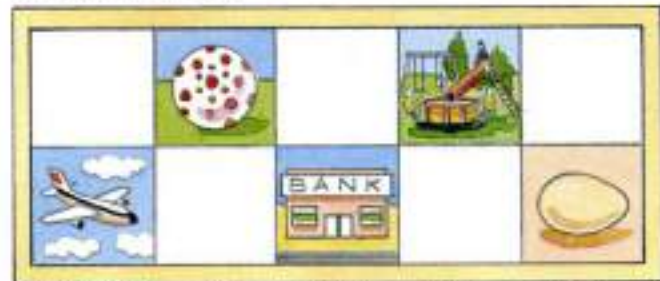
Look at the words in Exercise 2.1. Write them in a table.

a	an
a plant	an elephant

When do you use 'a'? When do you use 'an'? Tell the class your ideas.

### 2.3 Test your rule

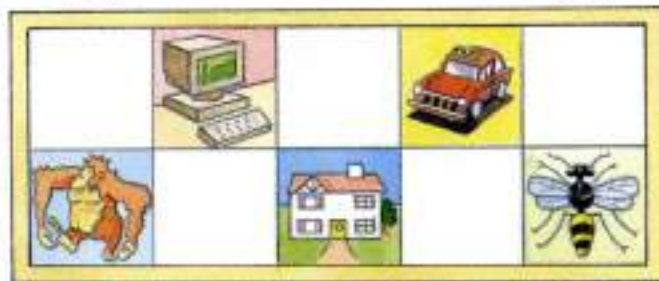
Write 'a' or 'an'. Check your answers with your teacher.



... aeroplane ... ball ... bank ... park ... egg



... exercise book ... bus ... football ... school ... alarm clock



... orangutan ... computer ... house ... taxi ... insect

### 2.4 Play Bingo!

Choose two cards in Exercise 2.3,

Listen and put a cross (X).

The first people to complete two cards are the winners.

## 2.5 Where's the cat?

How do you say this sentence in your language?

Is the cat on the sofa?

In English, you say 'the' if you are thinking of a particular thing.

Is the cat on the sofa? (= the cat in the picture)

Work in pairs. Ask your neighbour. Look at the picture in Exercise 2.1

Where's the ...?     It's on the ...

telephone   elephant   cat   umbrella   radio

## 3 Seven pictures

Look.

a picture   seven pictures   an apple   two apples

To say plurals in English, you can usually add 's'.

Look at the picture in Exercise 2.1. What's in the picture?

two .....     two .....     three .....     five .....  
six .....     seven .....

Work in pairs. Look at the picture in Exercise 2.1. Ask your neighbour.

Where are the pictures?     They're on the wall.

Where are the ...?

pictures   plants   books   apples   oranges

They're on the ...

### Plurals

Extra practice • WB

Ex. 4, 7

Extra practice • TB

Ws. 6.2



### Say it clearly!

/plants/ plants  
/bʊks/ books  
/pɪk.tʃəz/ pictures  
/ɔrɪndʒɪz/ oranges

## 4 Out and about with English

### 4.1 What's this?

Can you add the missing labels?



a magazine



a drink



a packet of sweets



a notebook




an exercise book



### In the shops (1)



## 4.2 Kate and Susan in the shops

 Kate and Susan are in a small shop. Listen.  
What do they want?

MAN: Hello.  
KATE: Hello. Can I have this magazine, please?  
MAN: That's 50 pence, please.  
KATE: Here you are.  
MAN: Thank you.  
SUSAN: Can I have that packet of sweets, please?  
MAN: Yes, of course. That's 25 pence, please.  
SUSAN: Here you are.  
MAN: Thank you.  
KATE: Bye.  
MAN: Goodbye.



Work in pairs. Read the dialogue with your neighbour.

## 4.3 Ask for things

Work in pairs. You are in a shop.  
Take turns to ask for things.

*Can I have ..., please?*  
*That's ..., please.*  
*Here you are.*  
*Thank you.*

ten	twenty	thirty	forty	fifty
10	20	30	40	50
twenty-five	thirty-five	forty-five		
25	35	45		



## 5 Your Language Record

Now complete your *Language Record*.



**Time to spare?** Choose one of these exercises.

**1** Draw a plan of your house or flat.  
Write about your house or flat.

My house/flat has got \_\_\_\_\_ rooms.  
It has got \_\_\_\_\_

**2** Look at the picture in Exercise 2.1.  
Complete the sentences.

The books are on the chair.  
The pictures ...  
The oranges ...  
The cat ...  
The radio ...  
The umbrella ...

# Language Record



Write the meanings of the words in your language.

Word	Meaning	Example
come up		<b>Come up</b> to my room.
has got		My house <b>has got</b> three bedrooms.
an apple		The <b>apples</b> are on the table.
a cat		The <b>cat</b> is on the sofa.
a chair		The books are on the <b>chair</b> .
a flat		I live in a small <b>flat</b> .
an orange		The <b>oranges</b> are on the table.
a picture		The <b>picture</b> is on the wall.
a plant		The <b>plant</b> is on the television.
a room		This is a nice <b>room</b> .
a sofa		The cat is on the <b>sofa</b> .
a table		The <b>table</b> is in the living room.
a telephone		The <b>telephone</b> is on the television.
an umbrella		Can I have an <b>umbrella</b> ?
nice		This is a <b>nice</b> room.
out of		Look <b>out of</b> the window.
right		That's <b>right</b> .

Label the rooms.



Your own phrase book! **GOING SHOPPING**  
Write the phrases in your language.

Can I have a pen, please?

That's 15 pence, please

Here you are,

Thank you.

Write 'a' or 'an'. Write the plural.



an apple



two apples





## How well do you know it?

Self-assessment

Here are some language points from Units 1-6. Tick (✓) the box.

	<i>I know it</i>	<i>very well</i>	<i>OK</i>	<i>a little</i>
1 'be' (I am, he is, etc.)				
2 Plurals (e.g. books)				
3 Talk about yourself				

Now do the exercises to revise and check.

### 1 Where are they from?

#### 1.1 Here are my friends

Choose the correct sentence 1-6 for each picture.

- They're from Glasgow.
- We're from London.
- She's from Liverpool.
- I'm from England.
- He's from Cardiff.
- Where are you from?



Hello! My name's John.  
..... (a) .....

'he', 'she', 'it', etc.;  
'be'

This is my friend Jane.  
..... (b) .....



This is my friend Simon.  
..... (c) .....



..... (f) .....

This is Bill and Jack.  
..... (d) .....



This is my family.  
..... (e) .....



#### 1.2 Some more friends

Look at the map. What can John say about the people?

James: He's from Cambridge.

Yousuf: .....

Daniel and Fiona: .....

Mary: .....

Mike: .....

Sam and Nina: .....

Sujita: .....



## 2 What's in the picture?

Look at this picture. How many of these things can you find?



five pens



Plurals



## 3 Write a letter

Personal information

Read the letter from Sarah.

Write a letter to Sarah.



## 4 MORE PRACTICE

Look at the list of language points again.

Put a cross [x] if you think you need more practice.

- 'be' ('I am', 'he is', etc.)
- Plurals (e.g. 'books')
- Talk about yourself

You can find more practice in your Workbook Unit 7.



### 8 Topic Animal facts



penguins

Animals; curricular links with Biology

#### 1 Animals around the world

##### 1.1 Where are they from?

Look at the pictures.  
Join the animals to the continents.

Tell the class your ideas.

*Tigers are from Asia.  
Penguins are from Antarctica.*



toucans



tigers



kangaroos



zebras



black bears

##### 1.2 Are you right?

Listen. Check your answers.

#### 2 Animal facts

##### 2.1 Right or wrong?

Work in pairs. Are these sentences right or wrong?  
Correct them, if they are wrong.

- Tigers are from Europe. \_\_\_\_\_  
*Wrong! Tigers aren't from Europe. They're from Asia.*
- Penguins are from cold countries. \_\_\_\_\_  
*Right! Penguins are from Antarctica.*
- Kangaroos are from South America. \_\_\_\_\_
- Toucans are from Antarctica. \_\_\_\_\_
- Zebras are from hot countries. \_\_\_\_\_
- Black bears are from Europe. \_\_\_\_\_

Check your answers on the cassette or with your teacher.



*Say it clearly!*

/ə/ are  
/ɑ:nt/ aren't

*Animals and places*

Extra practice • WB Ex. 4

## 2.2 Write some animal facts

Look at the map. Write some 'right or wrong' sentences about the animals.  
Give them to your neighbour.

## 3 Who am I?

Think of an animal. Mime it to the class.  
They can guess who you are.



*A game*

## 4 The things animals can do

### 4.1 What can they do?



A tiger can run.



A kangaroo can jump.



A toucan can fly.



A penguin can swim.



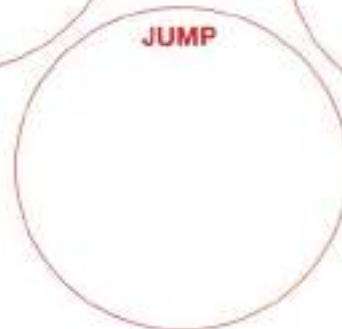
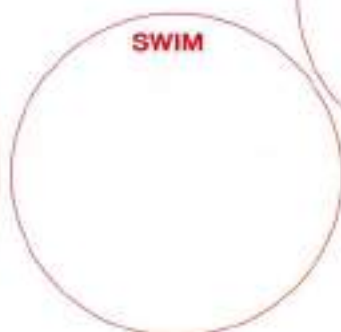
A bear can climb.

*'can' and 'can't'*

*Extra practice \**

*WB Ex. 2, 6, 7*

Look at the animals in Exercise 1 again.  
Write the names of the animals in the circles.



Compare your ideas with your neighbour.



## 4.2 Can penguins fly?

Answer your teacher's questions.

Can penguins fly?

Can toucans jump?

Can zebras swim?

Can tigers swim?

Can kangaroos climb?



Say it clearly!

/kæni/ can  
/kɑ:ni/ can't

No, they can't!


I don't know!

Yes, they can!



## 5 Kangaroos and tigers

### 5.1 Kangaroos can jump!

 Read about kangaroos. Underline the new information for you. You can listen to the text on the cassette.

# Kangaroos

Kangaroos can jump 9 metres. They can jump very fast – 30 kilometres per hour. Baby kangaroos are very small – only 3 centimetres long. They can't jump and they can't see. They can see when they are 9 weeks old. They can jump when they are 8 months old. They can't run and they can't walk. Kangaroos live in Australia.



### 5.2 Tigers can run!


Look at the pictures. Write about tigers. You can work by yourself or with your neighbour.



Tigers can ..... very well.  
They can .....  
They can ..... 5 metres.  
Baby tigers can't .....  
Tigers live .....



## 6 Sing a song! I can't do what a toucan can

 Listen to 'I can't do what a toucan can' and sing it with your class. The words are on page 88.





## 7 Decide ...

Choose an exercise. Work by yourself, with a partner or in a small group.



**Exercise 7.1** practises vocabulary.

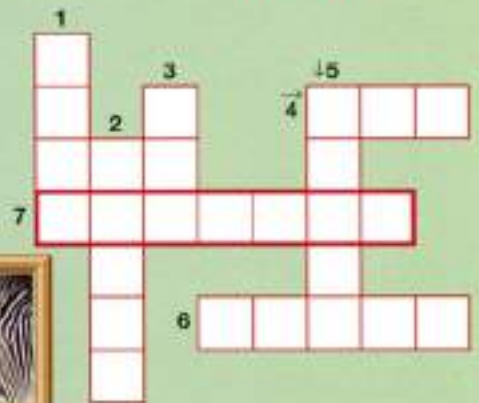
**Exercise 7.2** practises reading.

### 7.1 A puzzle

Write your answers to the questions in the puzzle.

What is number 7?

- |  |   |
|--|---|
| 1 Kangaroos can j_____.  | 4 Look at page 32. You can see a _____ on the sofa. |
| 2 B_____ live in North America. They are black. They are very big. | 5 A tiger can c_____.                               |
| 3 Tigers can r_____ very fast.                                     | 6 What's this in the picture?                       |



### Vocabulary

Now make a puzzle for your class. Here are some words.

toucan kangaroo zebra bear tiger kangaroo penguin  
swim fly jump climb see run eat speak live big small

### 7.2 Who is it?

Read the sentences. Choose the correct answer and follow the line to the next sentence. Who can you see at the end?

### Reading

**START**

The baby can't jump for eight months.	tiger
	kangaroo

This animal isn't from a hot country. The baby can't swim.	penguin
	toucan

This animal can jump very well.	bear
	kangaroo

This animal isn't from a cold country. It can't climb.	penguin
	zebra

This animal can run very fast. The baby can't see.	tiger
	bear

This animal can climb trees. The baby can't see for two weeks.	toucan
	bear

This animal is from a cold place. It can swim very well.	penguin
	tiger

*(Note: Red arrows in the original image show a path starting from the 'START' box, going to the 'This animal can run very fast...' box, then to the 'This animal can climb trees...' box, then to the 'This animal is from a cold place...' box, then to the 'This animal isn't from a cold country...' box, then to the 'This animal can jump very well...' box, and finally to the 'This animal isn't from a cold country...' box.)*



## 8 Your Language Record

Now complete your *Language Record*.



### Language Record

Write the meanings of the words in your language.

Word	Meaning	Example
can		Penguins <b>can</b> swim.
climb		Tigers can <b>climb</b> trees.
fly		Toucans can <b>fly</b> .
jump		Kangaroos can <b>jump</b> .
run		Penguins can't <b>run</b> .
swim		Tigers can <b>swim</b> .
walk		Kangaroos can't <b>walk</b> .
an animal		A tiger is an <b>animal</b> .
a baby		A <b>baby</b> kangaroo can't see.
a bear		Black <b>bears</b> live in North America.
a country, countries		England is a <b>country</b> .
a kangaroo		<b>Kangaroos</b> live in Australia.
a penguin		A <b>penguin</b> can swim very well.
a zebra		<b>Zebras</b> live in Africa.
fast		Tigers can run very <b>fast</b> .

Your own notes:

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Time to spare? Choose one of these exercises.

1 Look at the pictures and write about the black bear.



2 What about you? Write four sentences about things you can do.  
Write four sentences about things you can't do.



## 1 At the zoo


Listening

### 1.1 What is it?

Kate and Tony are at the zoo with Class 2M. Look at the picture. Who lives here, do you think?



### 1.2 Are you right?

 Listen to Kate and Tony.  
Can you complete the worksheet?

TONY: What's this animal?  
 KATE: I don't know. I can't see an animal here.  
 TONY: I think they're toucans.  
 KATE: No, they aren't. The toucans are in there.  
 TONY: Yes, you're right.  
 KATE: Look! I can see something in the trees.  
 TONY: Oh, yes! It's very small. I think it's a baby.  
 KATE: No, it isn't. Look, you can see a baby there. It's very, very small.  
 TONY: Wow! It isn't very old. What are they?  
 KATE: I know. They come from Australia. They're ...

Can you understand the conversation?  
Check with your teacher.

Work in pairs. Read the conversation.

## Central Secondary School

Class 2M  
ZOO VISIT

①

Name of animal .....

Number of adult animals .....


Number of babies .....

They come from .....



### 1.3 The three bears

Look at the pictures. Can Kate and Tony see a koala bear, a panda bear or a polar bear?

 You can listen to the texts on the cassette.

**1** Koala bears are from Australia. They live in trees. Adult koala bears aren't very big. They are only 0.5 metres tall. Baby koala bears are very small. They are only 2 centimetres tall!



**2** Panda bears are from China. Adult panda bears are very big. They are 130 kilos. Baby panda bears aren't very big: only 1.5 kilos. They are black and white.

**3** Polar bears are from the Arctic. Baby polar bears aren't very big but adult polar bears are very strong.



## 2 It isn't a panda bear!

### 2.1 In your language

How can you say these sentences in your language?



'be' negatives

Extra practice • WB

Ex. 2, 3

Extra practice • TBWs. 9.1

### 2.2 'Not'

In English, there is a long and a short form of 'not'. Can you complete the table?

I'm	not	(I am not)	a panda bear! from China.
You	aren't	(You are not)	
He	.....	(He is not)	
She	.....	(She is not)	
It	.....	(It is not)	
We	.....	(We are not)	
You	.....	(You are not)	
They	.....	(They are not)	



Say it clearly!

/ɪz/ is  
/ɪzənt/ isn't  
/ə/ are  
/ɑːnt/ aren't

### 2.3 What is it?

Look at the pictures. The sentences are wrong! Correct them.

Write your answers.

1 It's a bag.

It isn't a bag!  
It's a football.



2 They're pens.  
They aren't pens!  
They're books.



4 It's a table.



3 They're zebras.



5 He's from Paris.



6 They're pencils.



7 It's a window.



8 They're very old.



Check your answers with your neighbour.

### 3 What can you do?

#### 3.1 The things you can do

Look at the pictures.

What can you do? What can't you do?

Write some sentences.

I can ...  
I can't ...

5 climb



1 sing



3 swim



6 jump



2 play football



4 fly



9 speak Chinese



7 play tennis



8 play the piano



10 write in Arabic



'can' and 'can't'

Extra practice • WB Ex. 1

Extra practice •

TB Ws. 9.2

Compare with your neighbour. Read some sentences to the class.

What other things can you do? Tell the class.

#### 3.2 'Can' and 'can't'

'Can' is easy! You can use the same form for everybody.

I		
You	can	play tennis, swim.
He		
She		
It		
We	can't	fly, speak Chinese.
You		
They		



Say it clearly!

/kən/ can  
/kɑːnt/ can't



## 4 In the classroom

### 4.1 Some things your teacher says

Listen to your teacher.  
Match the sentences to the pictures.

- 1 Read about animals.
- 2 Look at the picture.
- 3 Write some sentences.
- 4 Match the words to the pictures.
- 5 Listen.
- 6 Work in pairs.



Classroom phrases  
Extra practice • WB Ex. 5



Compare your answers with your neighbour.

### 4.2 Some things you can say

Here are some useful phrases.

What's 'spaghetti' in English?  
What does 'taxi' mean?  
I don't understand this word.

Can I have a dictionary, please?  
Can you play the cassette again, please?  
Can you say that again, please?

Look at the pictures. What are the people saying?



## 5 Your Language Record

Now complete your *Language Record*.



# Language Record

Your own phrase book! **CLASSROOM PHRASES**

Add more phrases. Write the meaning in your language.



What's 'pizza' in English?

What does 'taxi' mean?

'Be' (negative). Complete the table.

I'm	not	(I am not)	It		(It is not)
You	aren't	(You are not)	We		(We are not)
He		(He is not)	You		(You are not)
She		(She is not)	They		(They are not)

Write some true negative sentences.

I'm not from England.  
My country ...

My friend  
My friends, ... and ... , ...

'Can' and 'can't'. Complete the table. Write some more examples.

I	can	play tennis.	It	can't	speak Chinese.
You	can	swim.	We	can't	fly.
He			You		
She			They		

Write some true sentences.

I can ...  
I can't ...

My friend can ...  
My friends, ... and ... , can't ...

## Time to spare? Choose one of these exercises.

1 Find eight verbs in the puzzle.



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

2 Look at Exercise 2.3. Draw some pictures and write some 'wrong sentences' for a friend to correct.



### How well do you know it?

*Self-assessment*

Here are some language points from Units 8–9.

Tick (✓) the box.

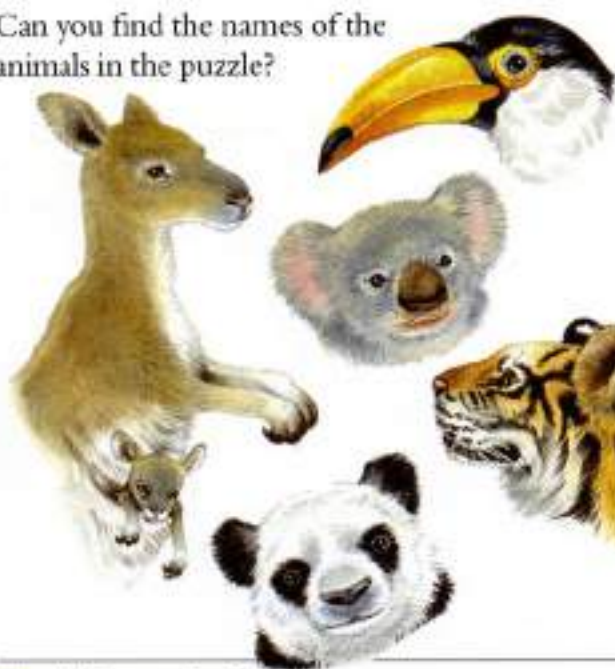
	<i>I know it</i>	<i>very well</i>	<i>OK</i>	<i>a little</i>
1 New words				
2 'can', 'can't'				
3 'be' negatives				
4 Classroom phrases				

Now do the exercises to revise and check.

### 1 Find the word

*Animal vocabulary*

Can you find the names of the animals in the puzzle?



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

### 2 This animal can ...

#### 2.1 What can they do?

Write some sentences about the animals in Exercise 1. For example:

*A tiger can't fly. An elephant can walk.*

You can use these verbs:

swim climb fly jump run walk talk speak

What can you do? Write some sentences.

*I can read. I can write. I can ... I can't ...*



## 2.2 What can a tortoise do?

Look at the picture and read the sentences.  
Are they true or false?

- 1 Tortoises can't fly.
- 2 Tortoises can't walk very fast.
- 3 Tortoises can live for 200 years.
- 4 Tortoises can't live in cold countries.
- 5 Tortoises can climb.

Read the text to check your answers.

Tortoises come from warm countries – Spain, Greece, Italy, North Africa, Australia – but they can live in cold countries. Many tortoises live in gardens in Great Britain and North America.

When it is cold they sleep for 20–24 weeks.

Big tortoises can live for 150 years. Small tortoises can live for 50 or 60 years. They eat plants. They can't fly and they can't climb, but they can walk at 5 kilometres per hour.



Tortoise

## 3 Is it right?

Look at the pictures and read the sentences.  
Some sentences are wrong!  
Correct them.



- 1 It's a panda bear.  
That's right.



- 2 It's a pencil.  
It isn't a pencil.  
It's a book.



- 6 It's a house.



- 3 They're penguins.



- 4 He's an astronaut.



- 5 She's very old.



- 7 It's a mountain.



- 8 You're a boy!

'be' negative

## 4 In the classroom

Classroom phrases

Match the two parts of the sentences.

- |              |                                   |
|--------------|-----------------------------------|
| 1 Read ...   | a ... to the cassette.            |
| 2 Look ...   | b ... the words and the pictures. |
| 3 Write ...  | c ... at the pictures.            |
| 4 Match ...  | d ... about the animals.          |
| 5 Listen ... | e ... in pairs.                   |
| 6 Work ...   | f ... some sentences.             |

## 5 MORE PRACTICE

Look at the list of language points again.  
Put a cross (X) if you think you need more practice.

- New words    'can' and 'can't'    'be' negatives    classroom phrases

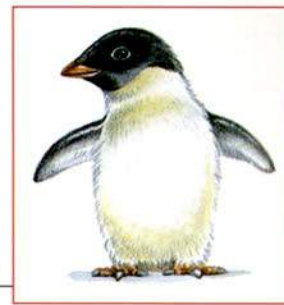
You can find more practice in your Workbook Unit 10.





# 11

## Topic Natural food



a penguin

Food chains; the life cycle of a butterfly

Types of animals

### 1 Big and small animals

#### 1.1 In your country

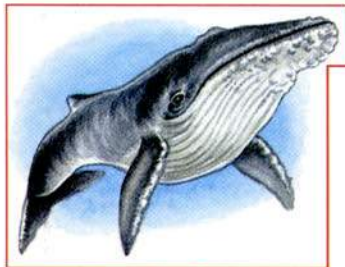
Look at the pictures.  
Can you find these animals in your country?



a butterfly



a snake



a whale



a polar bear



a seal



a frog



a fish

Work with your neighbour.  
Make three lists.

They can fly   They can't walk   They can swim  
butterfly   whale   whale

#### 1.2 What is it?

Listen. What animal is it? Write your answers.

- 1 ..... 2 ..... 3 .....  
4 ..... 5 .....

#### 1.3 Three more lists

Work with your neighbour.  
Look at the pictures in Exercise 1.1 again.  
Can you make three more lists?

They eat meat   They eat plants   They eat meat and plants

Tell the class what you think.

*We think ... a polar bear eats meat.  
a fish eats meat and plants.  
a penguin eats ...*





## 2 Big or small, they are all important!

### Food chains

### 2.1 What do they eat?

All the animals in the world are important. They give food to other animals. Look at the pictures. Make a food chain for each animal.

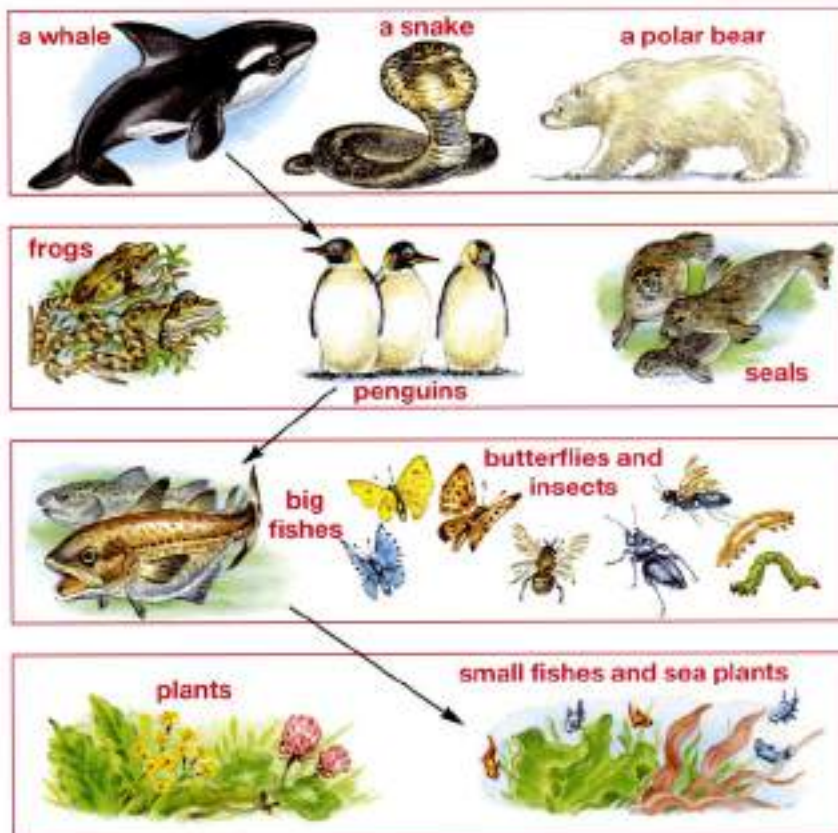
What can you say about the food chains? Tell your neighbour.

*A whale eats penguins.*  
*A penguin eats big fishes.*  
*A big fish eats small fishes and sea plants.*

### 2.2 Write about a food chain

Write about a food chain for a snake and a polar bear.

A snake eats ...                      A polar bear eats ...  
 A frog eats ...                      A seal eats ...  
 A butterfly eats ...                      A big fish eats ...



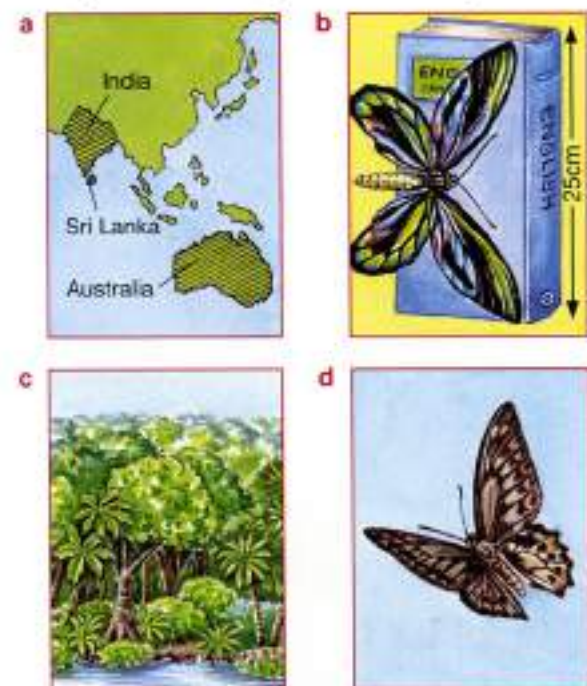
## 3 A circle of life

### Reading

### 3.1 A beautiful butterfly

Read about the biggest butterfly in the world.

Can you match the pictures to the spaces?



# The Birdwing Butterfly

There are a lot of butterflies in the world. There are small butterflies. There are big butterflies. The birdwing butterfly is a very big butterfly. It is also very beautiful.

3

▲ It is 25cm across, the same size as this book!

1

▲ It lives in the forests. It eats flowers.

The female isn't beautiful. It is black and white. ▼

2

4

▲ There are birdwing butterflies in India, Sri Lanka and Australia.



### 3.2 Words

Read the text in Exercise 3.1 again.  
Make a list of the words and phrases you can't understand.

Words I can't understand  
beautiful

Compare with your neighbour. Can you guess the meanings?  
Check with your teacher.

### 3.3 The life of a butterfly

Work with your neighbour.  
Look at the pictures.

Can you match the correct text to each picture?

A caterpillar comes from the egg.

It flies in the forest.

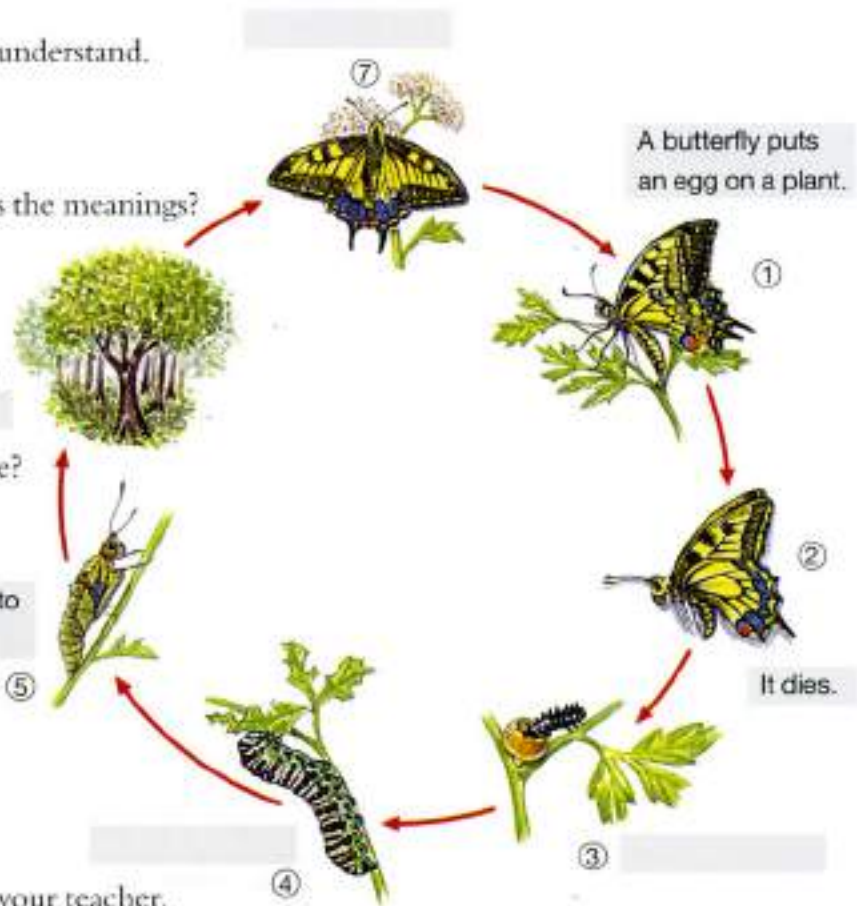
It eats the plant.

It eats flowers.

It changes into a butterfly.

Read the text again. Write some more words on your list from Exercise 3.2.  
Check with your teacher.

Check your answers with the cassette or your teacher.



## 4 Decide ...

Choose an exercise. Work by yourself, with a partner or in a small group.

**Exercise 4.1** practises vocabulary.

**Exercise 4.2** practises writing.



### 4.1 What's the word?

Can you join the picture or sentence to the correct word?

It swims in rivers and the sea.

A caterpillar comes from \_\_\_\_\_.

Snakes \_\_\_\_\_ frogs and small animals.

A butterfly can \_\_\_\_\_.

a frog

an egg

eat

a butterfly

fly

meat

a plant

a fish

### Vocabulary



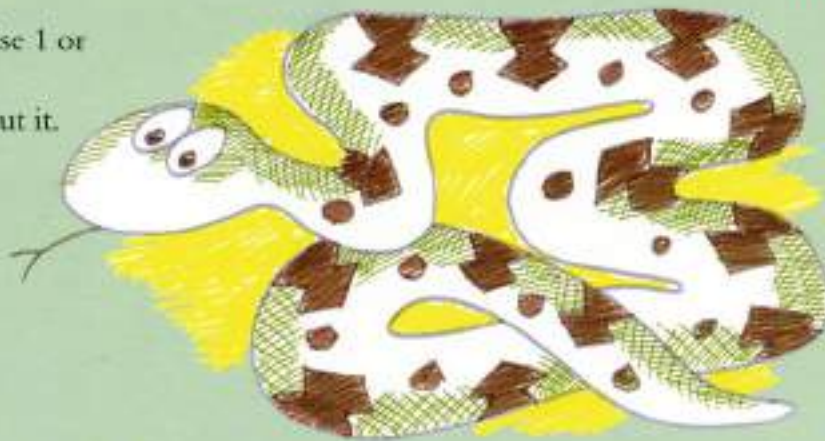
Look back at Units 8 and 9. Make a puzzle for another student.



## 4.2 Write about an animal

Writing

Look at the pictures in Exercise 1 or choose another animal.  
Draw a picture and write about it.



This is a Boa snake.  
It lives in forests.  
It eats small animals.  
It isn't very beautiful.  
It is very big.  
Boas live in Africa, Asia and South America.

## 5 Sing a song! There's an animal in my pocket

Listen to 'There's an animal in my pocket' and sing it with your class.  
The words are on page 88.



## 6 Your Language Record

Now complete your *Language Record*.

Time to spare? Choose one of these exercises.

1 Look at Exercises 2.1 and 2.2 again. Write about this food chain.



2 Look at Exercise 4.2 again. Write about a white shark.



Asia Africa South America Australia

6 metres



# Language Record



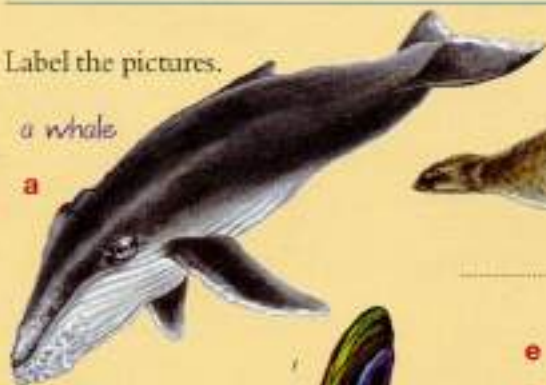
Write the meanings of the words in your language.

Word	Meaning	Example
change		Caterpillars <b>change</b> into butterflies.
come from		I <b>come from</b> England.
die		All animals <b>die</b> .
eat		Snakes <b>eat</b> small animals.
fly		Butterflies <b>fly</b> . A butterfly <b>flies</b> .
live		Polar bears <b>live</b> in the Arctic.
put		I <b>put</b> my book on the table.
meat		Polar bears eat <b>meat</b> .
the sea		A whale lives in <b>the sea</b> .
the world		<b>The world</b> is very big.
beautiful		Butterflies are <b>beautiful</b> .
black		This is <b>black</b> : <span style="background-color: black; color: black;">                    </span>
white		This is <b>white</b> : <span style="background-color: white; color: white;">                    </span>
female		A <b>female</b> birdwing butterfly is black and white.
also		A polar bear eats seals. It <b>also</b> eats fishes.
a lot of		The world has got <b>a lot of</b> animals.

Label the pictures.

a whale

a



b



c



d



e



f



g



h



i





# 12

## Language focus

Present simple;  
'there is/there are'



Listening


### 1 A new pet

#### 1.1 Your pets

Have you got a pet at home? What is it?  
Tell the class about it.

*I've got a pet ..... His/her name is .....  
He/she is ..... old. He/she sleeps in ..... He/she eats .....*

#### 1.2 Kate has got a new pet

 Listen. Kate has got a new pet. What is it?  
A rabbit, a dog, a mouse or a snake?

- KATE: Hi, Susan.  
SUSAN: Hi, Kate. What's in the box?  
KATE: It's my new pet. It lives in here.  
SUSAN: I like pets. I've got a pet mouse.  
KATE: Oh, that's nice.  
SUSAN: What is your pet? Can I see it?  
KATE: Yes. He's in here. His name's Fang.  
He's a baby.  
SUSAN: How old is he?  
KATE: He's eight weeks old. He sleeps a lot.  
He eats at night. He's very nice.  
SUSAN: What is he?  
KATE: Look! You can see him.  
SUSAN: Ugh!  
KATE: He likes a mouse for dinner.  
SUSAN: Oh, no! My mouse is in my pocket!



#### 1.3 Read the conversation.

Work in pairs. Read the conversation.

#### 1.4 Your pet

Draw a picture of your pet or an animal you know.  
Write about it.

*This is my pet dog. His name is Tiger.  
He is eight years old. He eats meat.  
He sleeps in my house.*





## 2 The Present simple

'-s' with 'he', 'she' and 'it'

Extra practice • WB Ex. 3

Extra practice •

TB Ws. 12.1

### 2.1 What is different?

Read the sentences. Look at the sentences with 'he', 'she' and 'it'. What is different?

I like my pet mouse.	She likes her pet snake.
You speak English.	He lives in a box.
We walk to school.	It eats a mouse for dinner.
They live in England.	

### 2.2 Complete the table

Complete the table with the correct form of the verb.

I	live in England.	He	_____ in England.
You	sleep eight hours at night.	She	_____ eight hours at night.
We	come from Africa.	It	_____ from Africa.
They	sing a song every day.		

You can use the Present simple to talk about:

something that happens regularly and something that is true generally.

I come to school by bus.

He lives in a small house.

### 2.3 Talk to your neighbour

Tell your neighbour about your day:

I come to school ...  
I go home ...



by bus



by car



on foot

After school, I play ...



in my house



in the park



in the street

Tell the class about your neighbour.

Peter comes to school by bus. He goes home by car. He plays in the park.

### 2.4 MORE PRACTICE

Choose a word to fill the gap.

- a Tony \_\_\_\_\_ to school by bus.
- b Fang \_\_\_\_\_ a mouse for dinner.
- c Polar bears \_\_\_\_\_ in the Arctic.
- d We \_\_\_\_\_ football at school.
- e Kangaroos \_\_\_\_\_ from Australia.
- f You \_\_\_\_\_ English.
- g She \_\_\_\_\_ English songs.
- h Susan \_\_\_\_\_ to school.

- live / lives
- eat / eats
- play / plays
- come / comes
- speak / speaks
- walk / walks
- sing / sings
- go / goes



### 3 Facts about the world

'there is/there are'

Extra practice • WB Ex. 4

Extra practice • TB Ws. 12.2

#### 3.1 Read about the world

Read these facts about the world.  
Can you tell the class more facts about the world?

How do you say 'there is' and 'there are' in your language?


#### 3.2 Make a rule

Look at Exercise 3.1 again.  
When do you say 'there is'?  
When do you say 'there are'?

Tell the class your ideas.

#### 3.3 Test your rule

Write 'there is' or 'there are' in these sentences.

 Listen and check your answers.

## Facts about the world

- There are 7 continents in the world.
- There are 180 countries in the world.



**The River Nile**


◀ There is a very long river in Egypt.



**The Amazon Forest**


▲ There is a very big forest in Brazil.

## More facts about the world




**Angel Waterfall**

◀ a very high waterfall in Venezuela.




**Penguins**

..... eighteen types of penguins. ▼



**Mount Everest**

◀ a very high mountain in Nepal.



**Kangaroos**

▶ fifty types of kangaroos in Australia.

#### 3.4 What's wrong?

Look at the picture. There are some strange things in the classroom! Write about them. For example:

There's an elephant on a desk.






## 4 Out and about with English

In the shops (2)

Extra practice • WB Ex. 6

### 4.1 In the shop

 Listen. Has Susan got the right money at the end?

- SUSAN: Can I have 'The World of Nature', please?  
ASSISTANT: Yes, here it is.  
SUSAN: Thank you, er ...  
ASSISTANT: Is that OK?  
SUSAN: Can I have the free map, please?  
ASSISTANT: Oh, Sorry. There are two here.  
Here you are.  
SUSAN: Thank you. How much is that?  
ASSISTANT: That's £2.50 please.  
SUSAN: Here's ten pounds.  
ASSISTANT: Thanks. Here you are, £2.50 change.  
Thank you..  
SUSAN: But ...



### 4.2 PRACTICE

Work with a partner. You are in a shop.

- A: Can I have .....?  
B: Yes, .....?  
A: Thank you.  
B: Is that OK?  
A: Can I have .....?  
B: Sorry, ..... Here you are.  
A: Thank you. How much is that?  
B: That's .....



A: Here's ten pounds.

B: .....

Act out your dialogue for the class.

## 5 Your Language Record

Now complete your *Language Record*.



# Time to spare?

Choose one of these exercises.

- 1 What's in your classroom? Write some sentences.  
There is a ..... There are .....
- 2 Think! What is the next number?
  - a eleven, fourteen, seventeen, .....
  - b sixteen, twenty, twenty-four, twenty-eight, .....
  - c twelve, twenty-four, thirty-six, .....
  - d five, nine, fourteen, twenty, .....

Write some number puzzles for another student.

# Language Record



Write the meanings of the words in your language.

Word	Meaning	Example
come		I <b>come</b> to school by car.
like		I <b>like</b> butterflies.
dinner		I like fish for <b>dinner</b> .
a pet		Susan has got a <b>pet</b> at home. It's a mouse.
a pocket		I've got £5 in my <b>pocket</b> .
a street		I play in a <b>street</b> .
by bus		I go home <b>by bus</b> .
by car		She goes home <b>by car</b> .
on foot		I go to the shops <b>on foot</b> .
there is		<b>There is</b> a very long river in Egypt.
there are		<b>There are</b> 50 types of kangaroos.
a lot		He sleeps <b>a lot</b> .

Write some more examples.

I	go to school by bus.	He	goes to school by bus.
You	live in a big house.	She	lives in a big house.
We	_____	It	_____
You	_____		
They	_____		

Write 'there is' or 'there are'.

- \_\_\_\_\_ 5,000 million people in the world.
- \_\_\_\_\_ a very high volcano in Japan.
- \_\_\_\_\_ only 300 panda bears in the world.
- \_\_\_\_\_ a very big lake in Russia.



Your own phrase book! **GOING SHOPPING**

Write the phrases in your language.

Can I have ..., please?  
 Here it is.  
 Sorry.  
 How much is that?  
 That's £2.50.



### How well do you know it?

### Self-assessment

Here are some language points from Units 11-12.

Tick (✓) the box.

Now do the exercises to revise and check.

	<i>I know it</i>	<i>very well</i>	<i>OK</i>	<i>a little</i>
1 New words				
2 Use 'there is' and 'there are'				
3 Describe things (Present simple)				

### 1 A puzzle!

### Vocabulary

Match the two parts of the words.

kan	tain
cater	fly
butter	er
pen	pillar
riv	est
for	guin
moun	garoo



Write one of the words in the sentences.

- The female birdwing \_\_\_\_\_ is black and white.
- A \_\_\_\_\_ changes into a butterfly.
- There are a lot of trees in a \_\_\_\_\_.
- A \_\_\_\_\_ eats fish.
- There is a very long \_\_\_\_\_ in South America.
- Everest is a very big \_\_\_\_\_.
- A \_\_\_\_\_ can jump 30 kilometres an hour.

### 2 What's wrong?

'there is', 'there are'

Look at the picture.  
There are some strange things here!  
Write about them.  
For example:

There are two fish in the tree.



### 3 Describing things

Present simple with 's'

#### 3.1 Describe a shark

Read about white sharks.  
Choose the correct word for each space.

live/lives eat/eats swim/swims



## SHARKS

Sharks \_\_\_\_\_ in all parts of the world.  
There are 250 different sharks. All sharks \_\_\_\_\_ meat.

A white shark isn't very nice. It is very big – 6 metres long. It \_\_\_\_\_ fish, small sharks, seals and people! It \_\_\_\_\_ very fast – 65 kilometres an hour. People only \_\_\_\_\_ 6 kilometres an hour. A remora is a small fish – only 45 centimetres long. It \_\_\_\_\_ on a shark. It \_\_\_\_\_ food from the shark and \_\_\_\_\_ with the shark.

#### 3.2 Describe Nina's life

Look at the pictures.  
Write about Nina.



Nina lives .....



She goes .....



She comes home .....



She .....



She .....



She .....

### 4 MORE PRACTICE

Look at the list of language points again.  
Put a cross [x] if you think you need more practice.

- New words
- Use 'there is' and 'there are'
- Describe things (Present simple)

You can find more practice in your Workbook Unit 13.



### Topic The clothes we wear

Weather and clothes;  
months of the year;  
curricular links with  
Geography

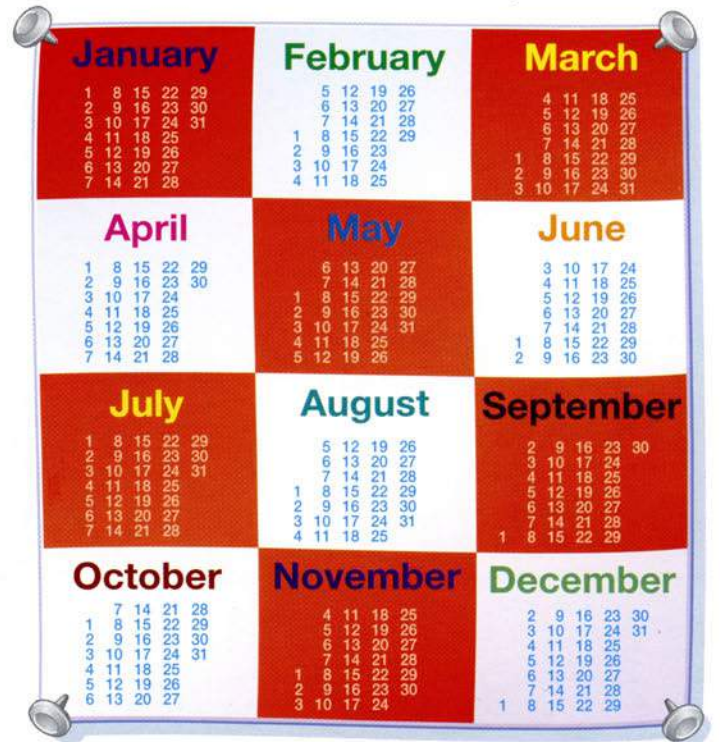
#### 1 The months

Months of the year

Extra practice • WB Ex. 1

##### 1.1 A calendar

Look at the calendar. Read the names of the months. Can you say them?



##### 1.2 Your year

Work in a small group. Write your answers. Tell the class.

When is it hot in your country?

It's hot in .....

When is it cold?

When is it summer?

When is it winter?

When is your birthday or name-day?

When are your school holidays?

#### 2 What can you wear?

Clothes

##### 2.1 Clothes in winter and summer

Look at the pictures. Are the windows in summer or in winter?

##### 2.2 More clothes

Where can you put these clothes – in window A or B?

Tell the class.

We can put the ... in window ...



a T-shirt



shorts



a coat



a scarf



gloves



a sweater



## 2.3 Play a game!

Play a game with the class. Start a sentence. Another student can complete it with the name of a month.

PETER: Lisa, we can wear shorts in ...

LISA: In June. Maria, we can wear a sweater in ...

MARIA: In December. Tim, we can wear shoes in ...

TIM: All the time! Patty, we can ...

## 3 The weather in Britain

Read about the weather in Britain.  
Is it the same in your country?

It is winter in Britain in November, December, January and February. It is cold all the time. Sometimes it is very cold. It is also wet and windy. People wear sweaters, coats, hats and gloves.

It is summer in June, July and August. It is usually warm. Sometimes it is very hot and sometimes it is wet. People wear T-shirts, shorts and sandals.

 You can listen to the texts on the cassette.

When is your winter? When is your summer?  
Write about winter and summer in your country.



*Reading and writing*  
Extra practice • WB Ex. 4



## 4 On the other side of the world

### 4.1 Where are they?

Look at the map on page 90.  
Find Britain. Find New Zealand.

Look at the pictures.  
Which pictures are in Britain?  
Which pictures are in New Zealand?



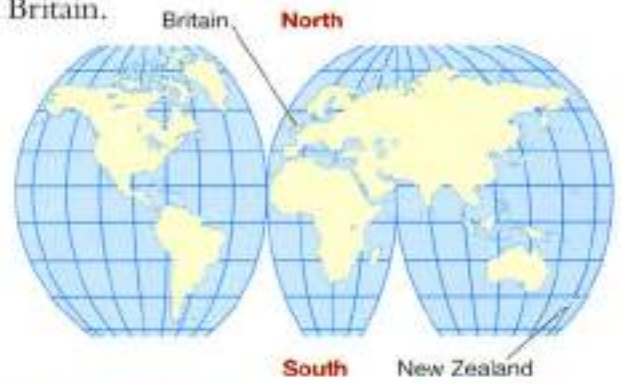
*Reading*



## 4.2 New Zealand and Britain


 Work with your neighbour. Read about New Zealand and Britain.

New Zealand is in the south. Britain is in the north.  
When it is winter in Britain, it is summer in New Zealand.  
In November, December and January it is cold in Britain but in New Zealand it is hot. A lot of people have holidays in December and January. They go to the beach and swim in the sea.  
In June, July and August there is snow in New Zealand but it is warm in Britain.



Is your country in the north or south?

### 5 Sing a song! Go south, go north!

 Listen to 'Go south, go north' and sing it with your class.  
The words are on page 89.



### 6 Decide ...

Choose an exercise. You can work by yourself, with a partner or in a small group.

**Exercise 6.1** is a vocabulary puzzle.

**Exercise 6.2** is a reading and writing exercise.

#### 6.1 Find the words

#### Vocabulary

Look at clues 1–12.

Find the answers in the puzzle.

- In Britain, it is warm in the s\_\_\_\_\_.
- In New Zealand, it is w\_\_\_\_\_ in June, July and August.



8 January, February, M\_\_\_\_\_.

9 April, May, J\_\_\_\_\_.

10 July, A\_\_\_\_\_, September.

11 October, November, D\_\_\_\_\_.

12 When are your summer h\_\_\_\_\_?

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

Complete the sentence with one word from the letter square.

In New Zealand, in \_\_\_\_\_, it is warm. People can swim in the sea.

Make a puzzle like this for your class.



## 6.2 Where is she from?

Reading and writing

Look at the photographs of Ingrid and read her writing. Where is Ingrid from? New Zealand or England?



This is me at school in December. I wear a T-shirt, a skirt and black shoes. The boys wear T-shirts and shorts.



This is me at school in July. I wear a sweater and a dress and black shoes. I've also got a coat and a scarf.

Draw pictures of you in December and July. Write about your pictures.

## 7 Your Language Record

Now complete your *Language Record*.



Time to spare? Choose one of these exercises.

1 Make three lists.

These months have got 30 days  
April

These months have got 31 days  
January

This month has got 28/29 days

2 Copy the text in Exercise 4.2 but miss a word after every six words. Like this:

New Zealand is in the south. \_\_\_\_\_ is in the north. When it \_\_\_\_\_ winter in Britain, it is \_\_\_\_\_ in New Zealand.

Close your book. Can you remember the words?



# Language Record



Write the meanings of the words in your language.

Word	Meaning	Example
wear		Can you <b>wear</b> a T-shirt in January in your country?
clothes		I've got a lot of <b>clothes</b> .
a holiday		My summer <b>holidays</b> are in June and July.
a month		There are 12 <b>months</b> in the year.
the sea		Can you swim in the <b>sea</b> ?
snow		There is <b>snow</b> in New Zealand in July.
summer		It is <b>summer</b> in Britain in June and July.
winter		It is <b>winter</b> in New Zealand in June and July.
weather		The <b>weather</b> is cold in winter.
wet		It is <b>wet</b> in England in March.
windy		It is <b>windy</b> today.
all the time		In Hawaii, they can wear shorts <b>all the time</b> .

Label the clothes.



a T-shirt



a



b



c



d



e



f

# 15

## Language focus

Possessive 's; colours



Listening

### 1 Holidays!

#### 1.1 Your holiday

Where can you go on holiday?

What clothes can you take with you in winter?

What clothes can you take with you in summer?

#### 1.2 Kate visits her aunt

 Susan is in Kate's bedroom. Kate is going to her aunt's house. Listen.

What can Kate take?

What can't Kate take?

Where is Kate's aunt, do you think?

SUSAN: Look! This is a nice T-shirt.

KATE: Yes, it is. But it's Carol's. I can't take that.

SUSAN: OK. Here's a blue T-shirt. Can you take this?

KATE: Yes, thanks.

SUSAN: Have you got a scarf and gloves?

KATE: No, but I can take my dad's red scarf and my mum's gloves.

SUSAN: Good. Here's your winter hat.

KATE: Thanks. You know, it's very cold there now. Eight degrees!

SUSAN: What! Brrrr! In July!



### 2 Carol's clothes

#### 2.1 In your language

How can you say this dialogue in your language?

How do you say *Carol's* in your language?



Possessive 's

Extra practice • WB Ex. 1

Extra practice •

TB Ws. 15.1



## 2.2 Whose things are they?

Look at the picture. Some important things are missing!  
Whose are these things?

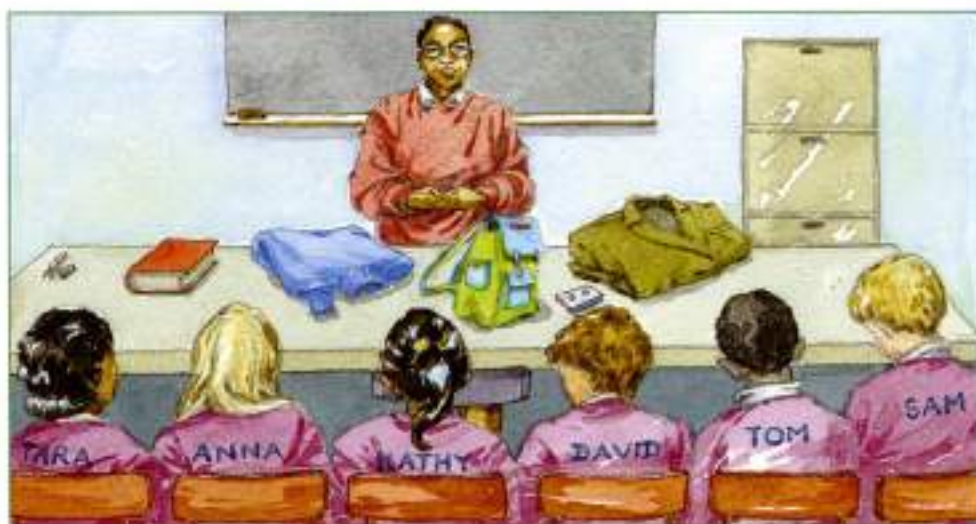


Check with your neighbour.  
Point and ask each other.

*Whose book is this? It's Peter's.*

## 2.3 Lost property

Listen to the teacher.  
Whose things are they?  
Draw a line from the student to the things.



## 2.4 Play a memory game!

Collect 12 things from 12 people in your class. Give them to your teacher. When your teacher holds up each thing, write down whose it is.

1	Helen's book	7.
2	Marco's pen	8.
3		9.
4		10.
5		11.
6		12.

## 3 Colours and clothes

### 3.1 What colour is it?

Match the words with the colours.

green red black white blue yellow



*Colours*

*Extra practice • WB Ex. 4*

*Extra practice • TB*

*Ws. 15.2*

### 3.2 Colours in your classroom

Work in a small group. Look at things in your classroom. Write a list.

Find:

2 black things or 2 yellow things


2 green things or 2 blue things

2 white things or 2 red things

Tell the class:

*Peter's bag is green. My book is green.*

### 3.3 Who is who?

 Read what these people say.

Write the correct name under each person.

Write a description for Jo.

Hello, my name's Jo.  
I've got \_\_\_\_\_  
\_\_\_\_\_

Hello, my name's Minnie.  
I've got a white shirt and a blue skirt.  
I've also got a blue sweater and black shoes.

Hello. My name's Toni.  
I've got a green T-shirt, a black skirt,  
a green sweater and green shoes.



Hi! My name's Sam.  
I've got a yellow T-shirt and black jeans.  
I've got a red sweater and red shoes.

## An experiment to try at home Make a new type of flower

1 Find a white flower.



3 Put three food colours in some water.



2 Cut the stem into three parts.



4 Put the flower in the water.  
Wait one or two days.

Look – a new type of flower!



## 4 Out and about with English

### 4.1 With your friends

Where can you go with your friends?

Where can you meet?

Tell the class.

*We can go to ...*

*We can meet at ...*



the swimming pool



the town centre



the park



the sports club



the beach




the cinema

*Meeting friends*



## 4.2 Fireworks tomorrow!

 Listen. Susan and Kate are on the telephone.

What can they see tomorrow?

Where can they meet?

When can they meet?

SUSAN: Hello.

KATE: Hello, Susan. It's Kate.

SUSAN: Hi, Kate.

KATE: Listen. Do you want to see the fireworks tomorrow?

SUSAN: Tomorrow ... that's Wednesday.

KATE: That's right! We can see them from my mother's office.

SUSAN: Fantastic!

KATE: Can you come?

SUSAN: Um ... OK! What time?

KATE: The fireworks start at 7 o'clock.

SUSAN: OK. Where can we meet?

KATE: At my mother's office.

SUSAN: See you tomorrow. Bye.

KATE: Bye.



## 4.3 PRACTICE

Work in pairs. What can you do tomorrow? When can you meet?

Where can you meet? Make a conversation.

A: Hello ...

B: Hello ...

A: Do you want to ... tomorrow?

B: Fantastic! What time?

A: At ...

B: Where can we meet?

A: We can meet at ...

B: OK. See you then! Bye.

A: Bye.

### Some ideas

Do you want to ...  
go to the cinema  
go for a walk  
go to the beach  
go to the club  
go ...

Act out your conversation for the class.

## 5 Your Language Record

Now complete your *Language Record*.



Time to spare? Choose one of these exercises.

1 Read what the children say. What month is their birthday?

My birthday month starts with 'J'.  
There are 31 days in the month.  
There are 4 letters in the name.  
It's \_\_\_\_\_.



My birthday month starts with 'M'.  
There are 31 days in the month.  
There are 3 letters in the name.  
It's \_\_\_\_\_.



My birthday month starts with 'A'.  
There are 30 days in the month.  
There are 5 letters in the name.  
It's \_\_\_\_\_.



Make some more puzzles like this for another student.

2 Look at Unit 14 Exercise 6.1. Make a word puzzle with the names of the colours.

# Language Record



Write the meanings of the words in your language.

Word	Meaning	Example
meet		We can <b>meet</b> at the cinema.
start		I <b>start</b> school at 9 o'clock.
take		You can <b>take</b> my coat.
an aunt		My <b>aunt</b> lives in New Zealand.
an office		My mother works in an <b>office</b> .
a firework		I like <b>fireworks</b> .
a hat		I've got a blue <b>hat</b> .
whose		<b>Whose</b> cat is this?

Your own phrase book! **MEETING FRIENDS**

Write the phrases in your language.

Do you want to go to ...  
 What time can we meet?  
 Where can we meet?  
 See you then!

Possessives. Label the pictures.

Jane



a Jane's book

Tom



b

Maria



c

Paco



d

Colours. Label the colours.



a



b



c



d



e



f



# 16

## Activity A class calendar



Make a calendar;  
discussing, reading, writing  
and drawing

Extra practice • WB

Unit 16

### 1 Think about the months of the year

Work in pairs. Choose two or three months.



Make notes about each month.

Is it hot or cold? What can you do?

What can you wear?

Have you got a holiday then?

For example:



### 2 Tell the class

Tell the class your ideas.

Collect all the ideas on the board.





### 3 Work in groups

Work in groups of 2–3 students.  
First, with your class decide which groups will write about which months.

In your group, write about three months.  
You can draw a picture for each month.



In January it is very cold.  
The days are very short.  
We wear coats and gloves.  
Sometimes we can play in the snow.  
We go back to school after the holidays.

### 4 Make a class calendar

You can make a big calendar for the wall.

**JANUARY**

The days are very short  
the nights are long

Wear all the things to stay warm

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5			
8	9	10	11	12			
15	16	17	18	19			
22	23	24	25	26			
29	30	31					

**FEBRUARY**

	5	6	7	8	9	10	11
--	---	---	---	---	---	----	----

**JANUARY**

The days are very short  
the nights are long

Wear all the things to stay warm

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
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				

Or, you can make a small calendar for your house.



# 17

## Topic What's the time?

The sun, time and shadows;  
curricular links with Physics  
and Geography

### 1 On a sunny day

Here are some things you can do on a sunny day.  
Can you label the pictures?

swim play a game ride a bicycle have a picnic  
go for a walk play on a beach play in a park



Things to do on a sunny day

Extra practice • WB

Ex. 1, 5

What can you do  
near where you live?  
Tell the class.

We can ...

We can go to ...



### 2 In the sun

The time

Extra practice • WB Ex. 2

#### 2.1 Tom's shadow

Look at the pictures. Where is the sun? Where is Tom's shadow? Can you draw Tom's shadow for 12 o'clock, 3 o'clock and 5 o'clock? Is it long or short?



8 o'clock



10 o'clock



12 o'clock



3 o'clock



5 o'clock

Tell the class.

At 8 o'clock, Tom has got a long shadow.

At 10 o'clock, Tom has got a \_\_\_\_\_

At 12 o'clock, Tom \_\_\_\_\_

At 3 o'clock, Tom \_\_\_\_\_

At 5 o'clock, Tom \_\_\_\_\_

Listen and check your answers.



## 2.2 Time from the sun

Work in pairs. Ask each other.

What time is it? It's three o'clock.



Draw a shadow. Ask your neighbour.



## 3 How long is your day?

*Reading and writing about the time*

*Extra practice • WB Ex. 4*

### 3.1 The day in England

Read about the day in England. Is it the same in your country?

	<p>In England, in June, the day is very long and the night is very short. The sun comes up at 4 o'clock in the morning. It goes down at 9 o'clock in the evening. It is warm in June. Sometimes it is very hot.</p>	
<p><b>JUNE</b></p>	<p>In December, the day is very short and the night is very long. The sun comes up at 8 o'clock in the morning. It goes down at 4 o'clock in the afternoon. It is always cold in December.</p>	<p><b>DECEMBER</b></p>

You can listen to the text on the cassette.

### 3.2 What time is it?

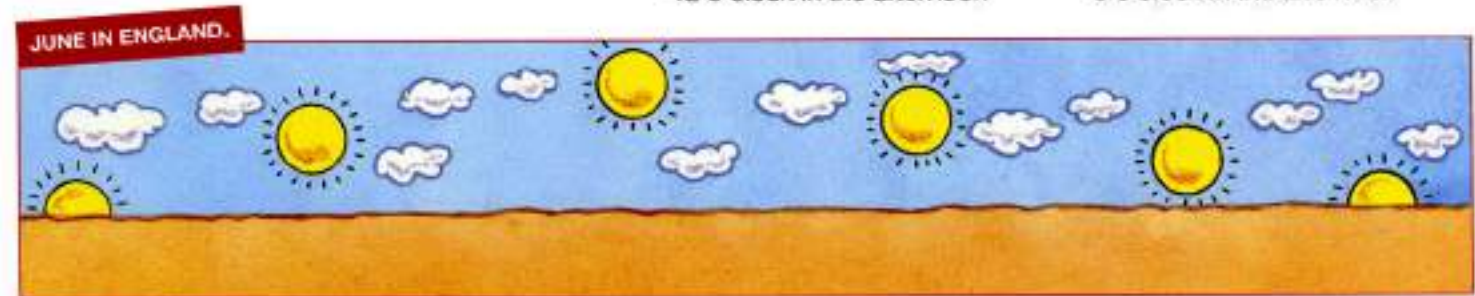
Can you write the correct time next to the sun?

9 o'clock in the morning

5 o'clock in the afternoon

12 o'clock in the afternoon

3 o'clock in the afternoon



4 o'clock in the morning

9 o'clock in the evening

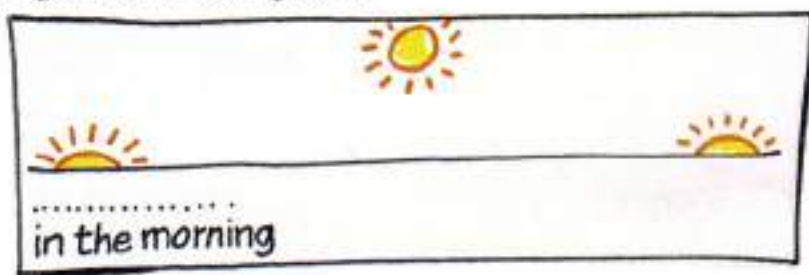


### 3.3 Write about your country

Work with your neighbour. Look at Exercise 3.1 again. Write about June or December in your country.  
Draw the sun and write the times.

In June/December, the sun comes up at ...  
It goes down at ... It is ...  
Sometimes ... It is always ...

Compare your work with other students.



### 4 Play a game! What do you do?

Listen to your teacher. Mime what you do at different times of the day.

12 o'clock in the afternoon.

6 o'clock in the evening.

A game

6 o'clock in the morning.



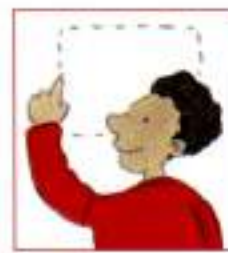
get up



eat



work



watch television



play



sleep

### 5 Sing a song! Round and round

Listen to 'Round and round' and sing it with your class.  
The words are on page 89.



### 6 Decide ...



Choose an exercise. Work by yourself, with a partner or in a small group.

**Exercise 6.1** practises vocabulary.

**Exercise 6.2** practises reading and writing.

#### 6.1 What's the word?

Vocabulary

Write the correct word in the squares.

What word is number 7?

1 s \_\_\_\_\_



4 Can you \_\_\_\_\_ a bicycle?

2 It isn't long. It's s \_\_\_\_\_

5 At 8 o'clock, Tom has got a \_\_\_\_\_ shadow.

3 Can you \_\_\_\_\_ football?

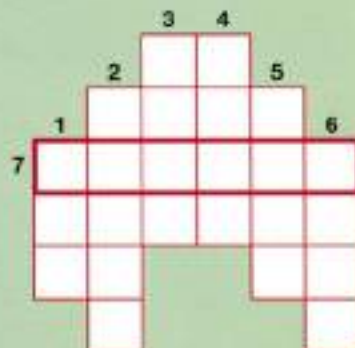
6 w \_\_\_\_\_

Now make a puzzle with this word.

A F T E R N O O N



Look in your *Language Records* for words for your puzzle.



## 6.2 What time is it?

Read about time in other parts of the world.

The time is different in different parts of the world! When it is 12 o'clock in the afternoon in London, it is 7 o'clock in the morning in New York and 10 o'clock in the evening in Sydney, Australia.



New York



London



Sydney, Australia

## Reading and writing

Look at the map on page 90. Look at the clocks. Write your answers to these questions.

When it is 12 o'clock in the afternoon in London, what time is it:

in Cairo? It's 2 o'clock in the afternoon.

in Tokyo? .....

in Beijing? .....

in Madrid? .....

in Mexico City? .....

in Los Angeles? .....

where you live? .....

Find the time in some more places. Make a list and ask your neighbour.

## 7 Your Language Record

Now complete your *Language Record*.

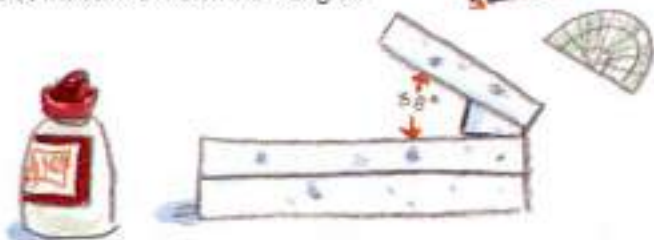
### Make a sundial at home

- 1 Cut a semi-circle from polystyrene.

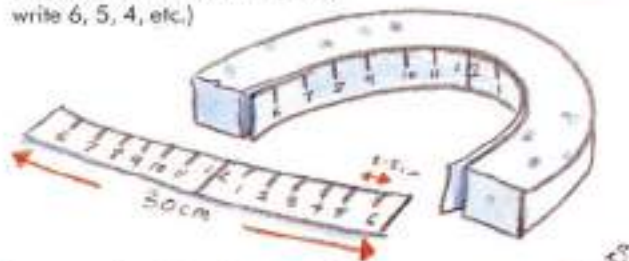


- 3 Look at the map on page 90. Find your latitude. Take this from 90. For example, London is 52° north.  $90 - 52 = 38$ .

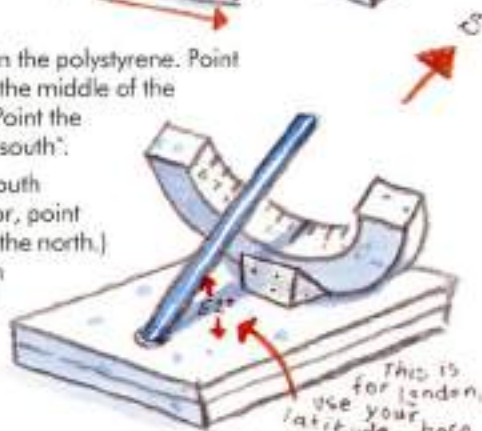
Cut two triangles from polystyrene. Glue the semi-circle on the triangles.



- 2 Write the hours on a piece of paper\*. Cut the paper. Glue the paper in the semi-circle. (\*If you are south of the equator, write 6, 5, 4, etc.)



- 4 Put a pencil in the polystyrene. Point the pencil at the middle of the semi-circle. Point the pencil to the south\*. (\*If you are south of the equator, point the pencil to the north.) Now you can tell the time!



The sun can tell you the time!



# Language Record



Write the meanings of the words in your language.

Word	Meaning	Example
come up		In England, the sun <b>comes up</b> at 4 o'clock in June.
get up		I <b>get up</b> at 7 o'clock in the morning.
go down		The sun <b>goes down</b> at 4 o'clock in December.
watch television		Sometimes, I <b>watch television</b> in the afternoon.
ride		I can <b>ride</b> a bicycle.
a bicycle		I have got a <b>bicycle</b> .
a picnic		We can go for a <b>picnic</b> in the afternoon.
a shadow		I have got a long <b>shadow</b> in the sun.
a walk		We can go for a <b>walk</b> in the afternoon.
afternoon		Sometimes, I play football in the <b>afternoon</b> .
day		In December, in England, the <b>day</b> is very short.
evening		I go to bed at 9 o'clock in the <b>evening</b> .
morning		I go to school in the <b>morning</b> .
night		In December, in England, the <b>night</b> is very long.
long		In the afternoon, my shadow is <b>long</b> .
short		In the morning, my shadow is <b>short</b> .
warm		Sometimes it is <b>warm</b> in England.
always		I <b>always</b> eat at 1 o'clock in the afternoon.
sometimes		<b>Sometimes</b> it is very cold here.

Your own phrase book! **THE TIME**

Write the phrases in your language.

What time is it?

It's one o'clock.

It's seven o'clock.

in the morning

in the afternoon

in the evening

I get up at 7 o'clock

in the morning.

at night

I go to bed at 10 o'clock

at night.

## Time to spare? Choose one of these exercises.

1 Draw some clocks. Write some times. Ask your neighbour to match the time to the correct clock.

2 Look at Exercise 4 again.

Write some sentences about what you do at different times. For example:

I get up at 7 o'clock in the morning.  
I eat at 8 o'clock in the morning.



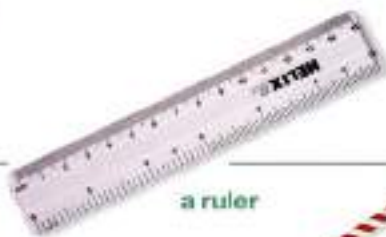


# 18

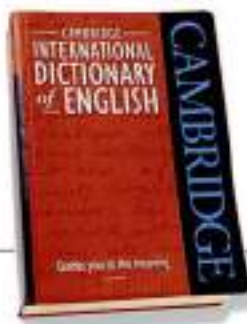
## Language focus

'have got'; telling the time;  
classroom phrases

### 1 What have you got?



a ruler



a book

Listening

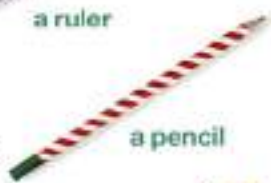
#### 1.1 In your bag

What have you got in your bag or pocket?  
Tell the class about some of your things.

I've got ...



some cards



a pencil



some sweets



a pen



a rubber



a key



some money

#### 1.2 Kate's birthday

Listen to Susan and Tony. Why do they say 'Oh no!'?

TONY: Hi, Susan. What have you got in your pocket?

SUSAN: Oh ... nothing.

TONY: Nothing! I can see something.

SUSAN: Well ... It's a present for Kate.

TONY: A present for Kate? Why?

SUSAN: It's her birthday today.

TONY: It isn't today. It's tomorrow!

SUSAN: No, it isn't. It's today.

TONY: What! I've got a present for Kate,  
but it's at home.

SUSAN: What is it?

TONY: It's a cassette.

SUSAN: I've got a cassette for her, too.

TONY: What is it?

SUSAN: It's the new Mike Richards cassette.

TONY: Mike Richards!

KATE: Hi, Susan! Hi, Tony. Look, I've got  
a present from Andy. It's a cassette.

T AND S: Mike Richards! Oh no!



Work in a group of three. Read the conversation.



## 2 I've got ...

### 2.1 'Have got' or 'has got'? Make a rule

When do you say 'have got'? When do you say 'has got'?  
Look at these sentences and complete the table.

I've got	(have got)	a new pet.	He's got	(has got)	a small house.
You _____	(_____)	a test tomorrow.	She _____	(_____)	a big flat.
We _____	(_____)	a present for you.	It _____	(_____)	three bedrooms.
They _____	(_____)	a lot of pets.			

Note: 'She's got' = 'She has got', 'I've got' = 'I have got'. We usually say 'She's got/I've got' when we are talking.

It's easy to make questions and negatives!

Have you got a test tomorrow?

No, I haven't got a test tomorrow.

Has Tony got a present for Kate?

No, he hasn't got a present for Kate.

'have got'

Extra practice • WB

Ex. 1, 2

Extra practice • TB

Ws. 18.1

I've got a cassette.

You've got something in your pocket.

We've got a test tomorrow.

They've got a big car.

Kate's got a present from Susan.

My house has got three bedrooms.



/hɪz gɒt/ He's got  
/aɪv gɒt/ I've got

### 2.2 PRACTICE 'has got'

Look at the pictures. Ask your neighbour.

What has Peter got? He's got a dog and a cat.

Peter

Sarah

Chris

Raminder

Simon

Rick

### 2.3 PRACTICE 'has got' and 'have got'

What about you? What have you got at home? Tell your neighbour.

I've got ...

Tell the class about yourself and your neighbour. Say some things that aren't true. They can guess if it is true.

John has got a tiger at home.

I've got a computer in my bag.

### 3 What time is it?

#### 3.1 Around the clock

Look at these five clocks. What time is it?  
Complete the sentences.



#### The time

Extra practice • WB Ex. 4

Extra practice • TB

Ws. 18.2

- 1 Nina gets up at .....
- 2 She goes to school at .....
- 3 She has lunch at .....

- 4 She goes home at .....
- 5 She goes to bed at .....

Draw hands on these clock faces  
and ask your neighbour. For example:

What time is it?  
It's ten past three.



#### 3.2 Your day

Look at Exercise 3.1 again. Write about your day.  
Compare with your neighbour.

Tell the class about your neighbour.

Sarah gets up at ... She ...



Say it clearly!

He/She gets up  
He/She goes to

### 4 Your week

What do you do every week?  
Write some things in the diary.  
Write the time.

Tell your neighbour. Find one thing  
that is the same in your diary and one  
thing that is different.

On Monday, I play football at ...  
On Tuesday, I watch ... on television  
at ...

Day	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

#### Days of the week

Extra practice • WB Ex. 3

Extra practice • TB

Ws. 18.2



Say it clearly!

/mɑ:ndi/ Monday  
/tʃu:zdi/ Tuesday  
/wenzdi/ Wednesday  
/θɜ:zdi/ Thursday  
/fraidi/ Friday  
/sætədi/ Saturday  
/sændi/ Sunday



## 5 Play Bingo!

A game

Write a day or a time in each square.


Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



Now play Bingo. If you hear one of your words, put a cross (x) on it. When your card is full of crosses, shout BINGO!

## 6 In the classroom

Classroom phrases

Extra practice • WB Ex. 5

### 6.1 Some things your teacher says

Listen to your teacher.  
Match the sentences to the pictures.

Look at page 56.

Who can answer the question?

Compare with your neighbour.

Ask your neighbour.



### 6.2 Some things you can say

Here are some useful phrases. Write them in your language.  
When can you say them?

What page are we on? .....

What's for homework? .....

I can't find my book. ....

Sorry, I can't hear the cassette. ....

I don't understand this exercise. ....

## 7 Your Language Record

Now complete your *Language Record*.

# Language Record



Write the meanings of the words in your language.

Word	Meaning	Example
a birthday		When is your <b>birthday</b> ?
a card		I've got a picture <b>card</b> .
money		I've got some <b>money</b> .
a present		I've got a <b>present</b> for you.
something		I can see <b>something</b> .
today		It is hot <b>today</b> .
tomorrow		It's my birthday <b>tomorrow</b> .
at home		My present is <b>at home</b> .

'Have got'. Write some true sentences.

I've got \_\_\_\_\_

You \_\_\_\_\_

My friend, \_\_\_\_\_

We \_\_\_\_\_

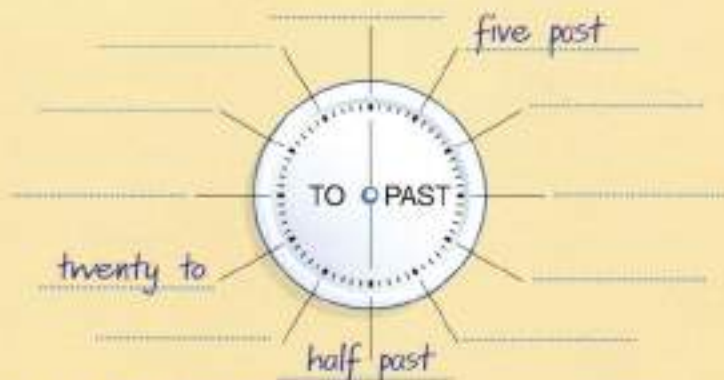
My friends, \_\_\_\_\_ and \_\_\_\_\_

**DAYS OF THE WEEK** Fill in the missing days.

Monday, \_\_\_\_\_, Wednesday, \_\_\_\_\_, \_\_\_\_\_, Sunday

**TELLING THE TIME**

Complete the clock.



**Time to spare?** Choose one of these exercises.

1 Draw some more clocks. Write the times. Ask another student to match the time with the clock.

2 Write about a friend.

My friend lives in \_\_\_\_\_ He/She is \_\_\_\_\_ years old.

He/She has got \_\_\_\_\_ and \_\_\_\_\_ He/She has also got \_\_\_\_\_



### 1 How well do you know it?

Self-assessment

Here are some language points from Units 14–18.

Tick (✓) the box.

Now do Exercise 2 to check.

	<i>I know it</i>	<i>very well</i>	<i>OK</i>	<i>a little</i>
1 New words: months, days, colours, clothes				
2 The time				
3 'have got'				
4 's (possessive)				

### 2 Test yourself!

A short test

Work with your neighbour and do this short test.

#### TEST YOURSELF!

##### A What's the word?

New words

Find the answers in the puzzle.

1



2 Monday, \_\_\_\_\_, Wednesday

3



4 March, \_\_\_\_\_, May

5



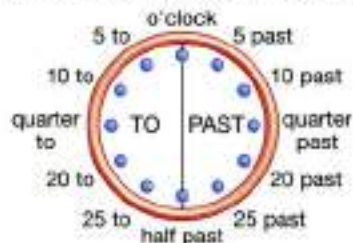
6 October, November, \_\_\_\_\_

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

##### B What time is it?

The time

Write the time under each clock.



twenty-five  
past four



.....  
 .....

**C What have they got?**

*'have got'*

Write about the people.

Emma *has got a bag.*

Chris .....

Val .....

Helen and Chris .....

Emma and Val .....



**D This is Jack's pen**

Write about each object.



*This is Susan's desk*

Check your answers on page 92. Look back at Exercise 1. Were you right?

**3 Write your own test!**

*Make a test*

Work in small groups.

Look at Units 14–18 and write part of a test for your class.

Look at the test in Exercise 2 for ideas.

Tell your teacher which part you are doing.

- A** new words
- B** the time
- C** 'have got'
- D** 's (possessive)

Give the test to your teacher to check and to put together for your class.

**4 MORE PRACTICE**

Look at the list of language points in Exercise 1 again.

Put a cross [X] if you think you need more practice.

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> New words | <input type="checkbox"/> 'have got'      |
| <input type="checkbox"/> The time  | <input type="checkbox"/> 's (possessive) |

You can find more practice in your Workbook Unit 19.



## Question time! A revision game

### HOW TO PLAY

You need:  
counters



a dice



Aim:

To get to 'Home'

- 1 Play in a group of two or three.
- 2 Choose a colour. Put your counter on 'Start'.
- 3 If you are **Blue**, write a question for Yellow square 3 and 'Home'.  
If you are **Yellow**, write a question for Red square 4 and 'Home'.  
If you are **Red**, write a question for Blue square 5 and 'Home'.
- 4 Throw the dice and move your counter.
- 5 Answer the question.
- 6 The first person to answer the 'Home' question is the winner.







## YELLOW QUESTIONS



- 1 Say two things about your town.
- 2 What have you got in your house/flat?  
Say three things.
- 3 \_\_\_\_\_?
- 5 Say these numbers: 55, 88, 94, 36.
- 7 Answer: 'Where are you from?'
- 8 Say three things you can't do.
- 11 Can penguins fly?
- 12 Say the names of two animals from cold countries.
- 13 Say three things you have got in your bag or pocket.
- 14 What colour is the door of your house/flat?
- 16 Say the months of the year.
- 18 You want a dictionary. What can you say?

## RED QUESTIONS



- 1 Say two things about your country.
- 2 Say two things about yourself.
- 4 \_\_\_\_\_?
- 6 Complete: 'They ... students.'
- 7 'A' or 'an'? apple pen orange car
- 8 Ask your partner for a pen.
- 10 Say these numbers: 20, 30, 40, 100.
- 12 Answer: 'What's your name?'
- 13 Say the names of two animals from Africa.
- 15 Say your telephone number in English.
- 17 What colour is your classroom door?
- 18 You can't understand an English word.  
What can you say?

## BLUE QUESTIONS



- 1 What is in your classroom? Say three things.
- 3 Say the days of the week.
- 4 Name three rooms in your house.
- 5 \_\_\_\_\_?
- 6 Answer: 'How old are you?'
- 9 Answer: 'How many students are in your class?'
- 10 Say three things you can do.
- 11 Where do kangaroos live?
- 13 Say your address in English.
- 15 Say the alphabet.
- 16 You want to buy a magazine. What can you say?
- 18 What can you do in a living room?



# Songs

## Unit 1 'Hello, friend (How are you?)'

One, two, three, four.

Hello, friend\*. Hello. How are you?  
Hello, friend\*. Hello. How are you?  
Fine, thanks. It's good to see you.  
Fine, thanks. It's good to see you.

Hello, friend\*. Hello. How are you?  
Hello, friend\*. Hello. How are you?  
Not too bad. It's a beautiful day.  
Not too bad. It's a beautiful day.

Goodbye, friend, goodbye to you.  
Goodbye, friend, goodbye to you.  
Sing with me, it's good to see you.  
Sing with me, it's a beautiful day.

Do-da-do, do-da-do-da  
Do-da-do, do-da-do-da  
Sing with me, it's good to see you.  
Sing with me, it's a beautiful day.  
Do-da-do, do-da-do-da  
Do-da-do, do-da-do-da

\* Sing the name of someone  
in your class.



## Unit 2 'Hello, hello!'



Hello, hello! It's nice to meet you.  
Goodbye, goodbye! It's time to go.  
Hello, hello! It's nice to meet you.  
Goodbye, goodbye! It's time to go.

You are there and I am here.  
You are far and then you are near.  
You see me and say 'Hello!'  
But then 'Goodbye!'  
It's time to go.

So ... Hello, hello!  
It's nice to meet you ...

Repeat

Goodbye!



## Unit 5 'There is a country'

There is a country,  
A beautiful country,  
Where I want to go.

Yes, there is a country,  
A beautiful country,  
Where I want to go.

Oh I want to go there today,  
Yes, I want to go there today.  
It's got flowers and bees  
And birds in the trees.  
Oh I want to go there today.

There is a country,  
A beautiful country,  
Where we can go.

Yes, there is a country,  
A beautiful country,  
Where we can go.

Oh we can go there today,  
Yes, we can go there today.  
It's got beaches and seas  
So take me there please.  
Oh take me there today.



## Unit 8 'I can't do what a toucan can'

I can't do what a toucan can.  
I can't fly in the sky.  
I can run, I can swim,  
But I have got wings.  
I'm a bird and I want to fly.

I can't do what a toucan can.  
I can't fly in the trees.  
I stand on the ice,  
It's not very nice.  
I'm a bird and I want to fly.

Chorus

I want to fly, fly in the sky.  
I want to fly.  
I'm a penguin, yes I am,  
And I can't do what a to- to- toucan can.

I can't do what a toucan can.  
I can't fly in the sun.  
I can run, I can swim,  
But I have got wings.  
I'm a bird and I want to fly.

Repeat chorus





### Unit 11 'There's an animal in my pocket'

There are books on the tables.  
There are children on the chairs.  
There are pencils in our hands,  
And there's a teacher over there.  
There are words on the blackboard.  
There are pictures on the walls.  
But the best thing in my classroom  
is very, very small.

*Chorus*

There's an animal in my pocket,  
It is a mouse.  
He eats my sweets and sandwiches,  
And lives in my house.  
There's an animal in my pocket,  
His name is Joe.  
He comes to school every day,  
And my teacher doesn't know.

There are books on the tables.  
There are children on the chairs.  
There are pencils in our hands,  
And there's a teacher over there.  
There are words on the blackboard.  
There are pictures on the walls.  
But the animal in my pocket  
is the best thing of all.

*Repeat chorus*

### Unit 14 'Go south, go north!'

I want to go on holiday  
In the summer when the weather is hot.  
We wear shorts and T-shirts on the beach  
And we swim in the sea.

But where can we run  
To see the sun?  
Oh where can we run  
To see the sun?

Go south, go south, where the  
weather is hot.  
Go south to the sun with me.  
Go south, go south, where the  
weather is hot.  
Go south to the sun with me.

I want to go on holiday  
In the winter when the weather is cold.  
We wear coats and hats in the park  
And we play in the snow.

But where can we go  
To see the snow?  
Oh where can we go  
To see the snow?

Go north, go north, where the weather is cold.  
Go north to the snow with me.  
Go north, go north, where the weather is cold.  
Go north to the snow with me.

### Unit 17 'Round and round'

Round and round,  
I get up, you go to bed.  
It's morning here, it's evening there.

*Chorus*

The sun comes up, the sun goes down,  
And the world is turning round and round.  
1, 2, 3, 4, 5, 6 o'clock.  
Round and round,  
7, 8, 9, 10, 11, 12 o'clock.  
Round and round.

Round and round,  
I go to school, it is light.  
You go to sleep, it is night.

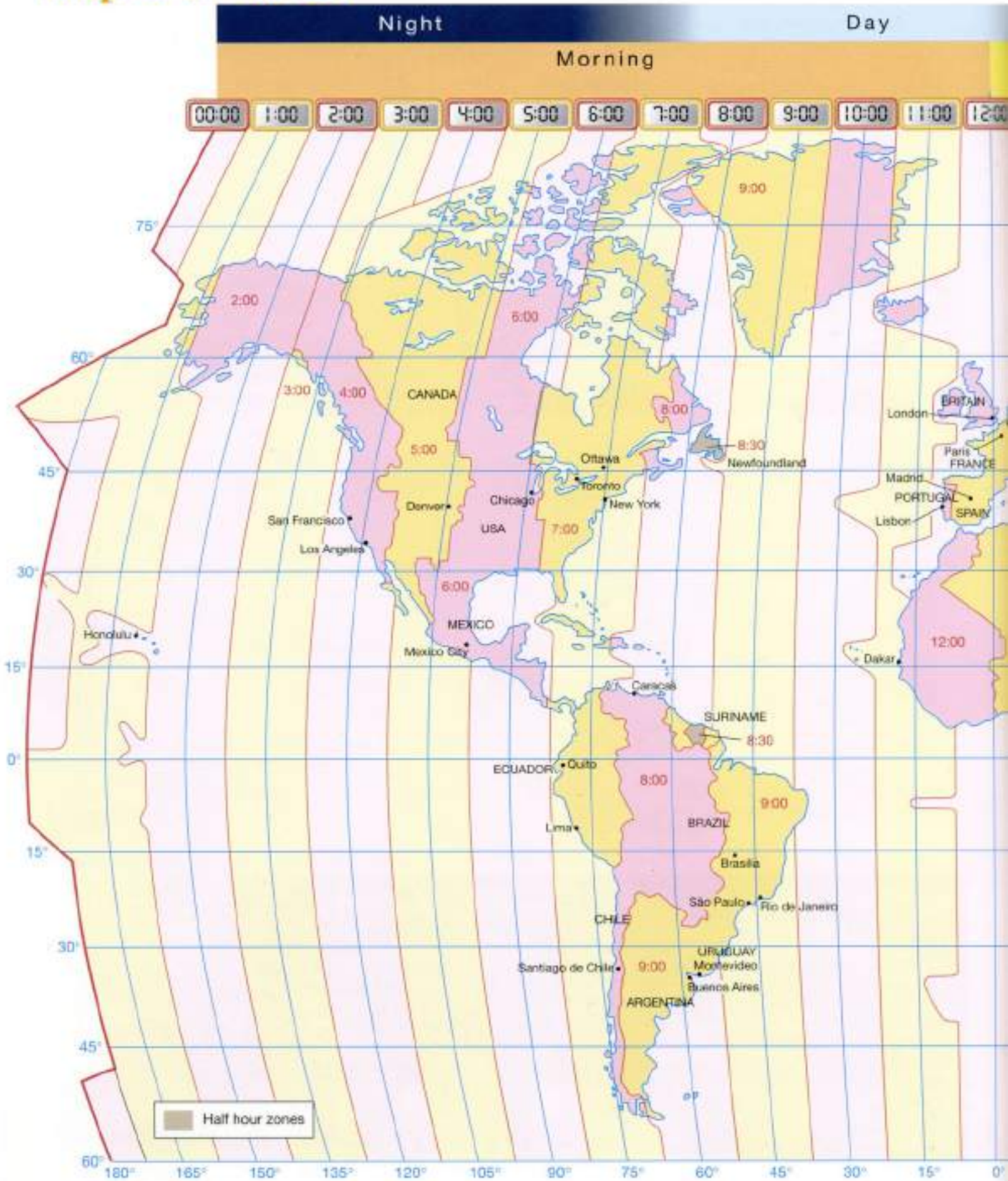
*Repeat chorus*

Round and round,  
You get up, I go to bed.  
It's evening here, it's morning there.

*Repeat chorus*



# Map of the World





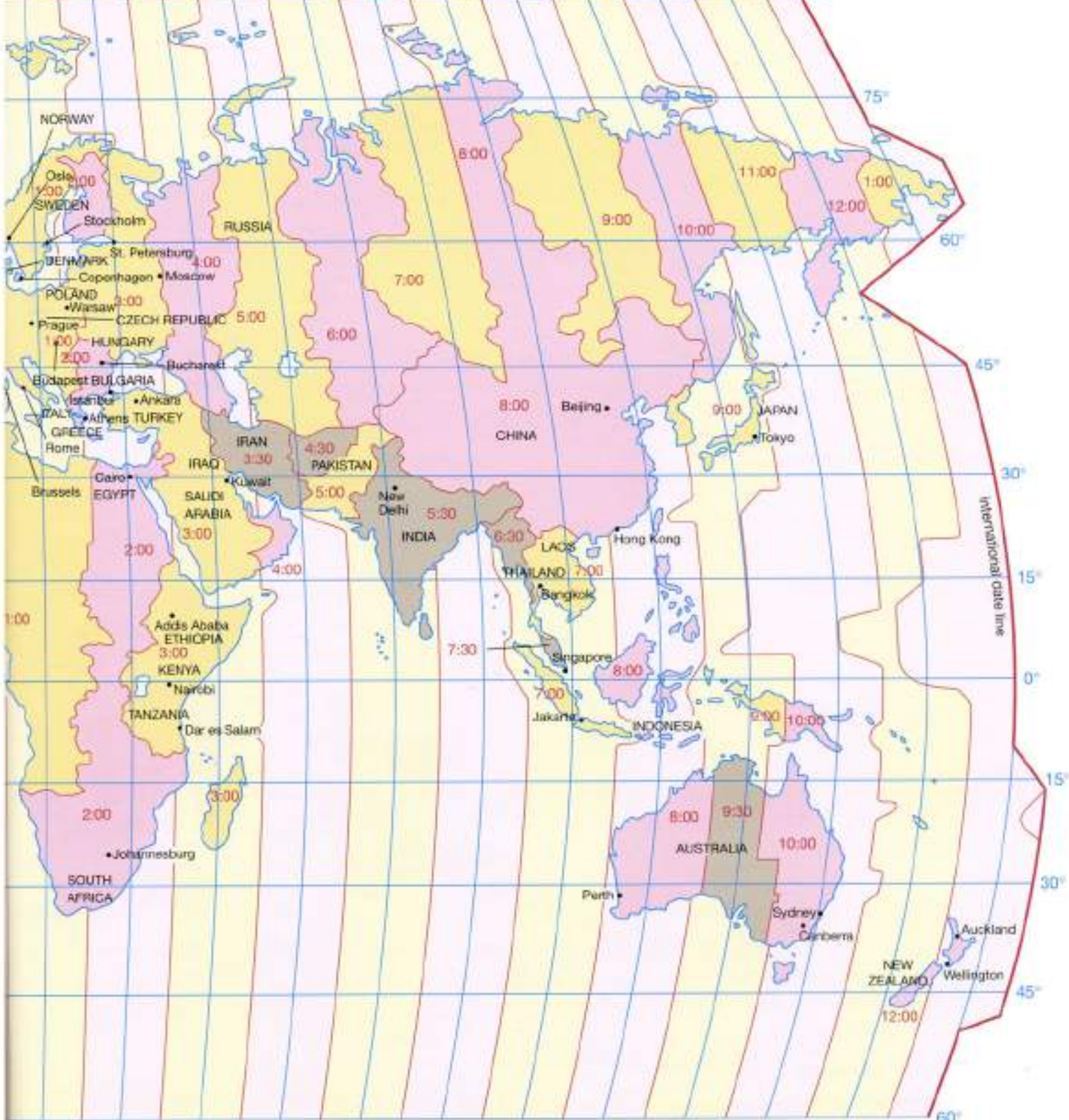
Day

Night

Afternoon

Evening

1:00 2:00 3:00 4:00 5:00 6:00 7:00 8:00 9:00 10:00 11:00 00:00





# Useful sets

## Days

Monday Tuesday Wednesday Thursday  
Friday Saturday Sunday

## Months

January February March April May June  
July August September October November  
December

## Colours



## The alphabet (by sound)

/eɪ/	/i:/	/e/	/aɪ/	/əʊ/	/ju:/	/ɑ:/
a	b	f	i	o	q	r
h	c	l	y		u	
j	d	m			w	
k	e	n				
	g	s				
	p	x				
	t	z				
	v					

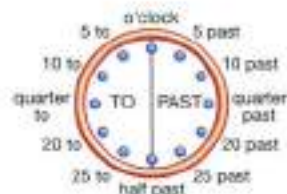
## Numbers

1 one 2 two 3 three 4 four 5 five 6 six  
7 seven 8 eight 9 nine 10 ten 11 eleven  
12 twelve 13 thirteen 14 fourteen 15 fifteen  
16 sixteen 17 seventeen 18 eighteen  
19 nineteen 20 twenty

31 thirty-one 42 forty-two 53 fifty-three  
64 sixty-four 75 seventy-five 86 eighty-six  
97 ninety-seven 100 a hundred  
201 two hundred and one

1,000 a thousand 10,000 ten thousand  
1,000,000 a million

## The time



It's twenty-five to six.



It's quarter to ten.



It's quarter past nine.



It's five past eight.



## Rooms

classroom bedroom living room bathroom  
kitchen

## Things in a classroom

a dictionary a pen a pencil a desk a book  
a cassette a cassette player a bag

## Things at home

a sofa a plant a television a radio a picture  
a telephone a chair a table a clock

## Clothes



## Answers Unit 19, Exercise 2, pages 84-85

- A** shoes, Tuesday, trousers, April, green, December  
**B** twenty-five past four, half past three, five o'clock, quarter past six, twenty to eight  
**C** Emma has got a bag. Val has got a bicycle. Emma and Val have got a dog. Chris has got a radio. Helen and Chris have got a computer.  
**D** This is Simon's cat. This is Ali's pen. This is Janet's picture.

# Wordlist/Index

In this list you can find the words from the *Topic*, *Language focus* and *Activity Units* and their page numbers. This list is also an index of the grammar in the book.

## Abbreviations:

*adj.* adjective    *adv.* adverb    *art.* article    *conj.* conjunction  
*int.* interjection    *n.* noun    *pl.* plural  
*poss. adj.* possessive adjective    *prep.* preposition  
*pron.* pronoun    *subj. pron.* subject pronoun    *v.* verb

<b>A</b>		beach <i>n.</i> ( <i>pl.</i> beaches) 27	Carol's <i>n.</i> (with possessive 's) 67	Dear friend 37	first <i>adj.</i> 19	
a <i>indefinite article</i> 32	bear <i>n.</i> 38	cassette <i>n.</i> 22	cassette player <i>n.</i> 22	December <i>n.</i> 62	fish <i>n.</i> 50	
a/an/the 32	beautiful <i>adj.</i> 51	cat <i>n.</i> 32	centimetre <i>n.</i> 40	degrees <i>n.</i> <i>pl.</i> 67	five 12	
a hundred 17	bedroom <i>n.</i> 31	caterpillar <i>n.</i> 52	chain <i>n.</i> 51	describe things 57	flat <i>n.</i> 16	
a hundred and one 17	Beijing <i>n.</i> 77	chair <i>n.</i> 32	change <i>n.</i> 58	desk <i>n.</i> 22	flies <i>see</i> 'fly' 52	
a lot <i>adv.</i> 55	bell <i>n.</i> 19	change into <i>v.</i> 52	check <i>v.</i> 14	dictionary <i>n.</i> 22	flowers <i>n.</i> <i>pl.</i> 51	
a lot of 51	bicycle <i>n.</i> 74	chicken <i>n.</i> 53	choose <i>v.</i> 11	die <i>v.</i> 52	fly <i>v.</i> ( <i>he/she/it</i> flies) 39	
across <i>adv.</i> 51	big <i>adj.</i> 16	China <i>n.</i> 26	cinema <i>n.</i> 69	different <i>adj.</i> 77	food <i>n.</i> 50	
act <i>v.</i> 58	biggest <i>from</i> big 51	Chinese <i>n.</i> 45	city <i>n.</i> 16	dinner <i>n.</i> 55	food chain <i>n.</i> 51	
adult <i>n.</i> and <i>adj.</i> 43	bingo <i>n.</i> 11	choose <i>v.</i> 11	class <i>n.</i> 11	do <i>v.</i> 39	food chains 51	
Africa <i>n.</i> 38	birdwing butterfly <i>n.</i> 51	classroom <i>n.</i> 19	classroom phrases 46	Do you want to ... 70	foot <i>n.</i> : on foot 56	
after <i>prep.</i> 19	birthday <i>n.</i> 62	classroom words 22	climb <i>v.</i> 39	door <i>n.</i> 31	football <i>n.</i> 32	
afternoon <i>n.</i> : in the afternoon 75	black <i>adj.</i> 41	clock <i>n.</i> 32	clock <i>n.</i> 32	Dover <i>n.</i> 36	For homework... 46	
all the time <i>adv.</i> 63	black bear <i>n.</i> 38	clothes 62	clothes <i>n.</i> <i>pl.</i> 62	draw <i>v.</i> 16	forest <i>n.</i> 27	
alphabet 11	blue <i>adj.</i> 67	coat <i>n.</i> 62	coat <i>n.</i> 62	dress <i>n.</i> 62	form <i>n.</i> 20	
also 51	boa <i>n.</i> 53	cold <i>adj.</i> 38	cold <i>adj.</i> 38	drink <i>v.</i> and <i>n.</i> 11	forty 17	
always <i>adv.</i> 78	boat <i>n.</i> 21	collect <i>v.</i> 24	collect <i>v.</i> 24	<b>E</b>		
an <i>indefinite article</i> 32	book <i>n.</i> 22	Colombia <i>n.</i> 17	Colombia <i>n.</i> 17	eat <i>v.</i> 8	forty-five 34	
and <i>conj.</i> 17	box <i>n.</i> 55	colour TV <i>n.</i> 24	colour TV <i>n.</i> 24	Ecuador <i>n.</i> 16	four 12	
animal <i>n.</i> and <i>adj.</i> 38	Brazil <i>n.</i> 15	colours 68	colours <i>n.</i> <i>pl.</i> 68	Edinburgh <i>n.</i> 36	fourteen 12	
animals 38	Britain <i>n.</i> 64	come <i>v.</i> 19	come <i>v.</i> 19	eight 12	fox <i>n.</i> 53	
answer <i>n.</i> 17	bus <i>n.</i> 9	come from <i>v.</i> 52	come from <i>v.</i> 52	eighteen 12	France <i>n.</i> 26	
Antarctica <i>n.</i> 26	butterfly <i>n.</i> 50	come in <i>v.</i> 31	come in <i>v.</i> 31	eighty 17	free <i>adj.</i> 58	
apple, an <i>n.</i> 32	by <i>prep.</i> : by bus 56	come up <i>v.</i> 35	come up <i>v.</i> 35	elephant, an <i>n.</i> 32	French <i>n.</i> and <i>adj.</i> 26	
April <i>n.</i> 62	Bye, <i>interj.</i> 10	compare <i>v.</i> 24	compare <i>v.</i> 24	eleven 12	Friday <i>n.</i> 81	
Arabic <i>n.</i> and <i>adj.</i> 45	<b>C</b>		complete <i>v.</i> 12	egg, an <i>n.</i> 32	friend <i>n.</i> 19	
Arctic <i>n.</i> and <i>adj.</i> 44	Cairo <i>n.</i> 77	continent <i>n.</i> 26	complete <i>v.</i> 12	Egypt <i>n.</i> 57	frog <i>n.</i> 50	
are <i>see</i> 'be' 20	calendar <i>n.</i> 62	conversation <i>n.</i> 19	computer <i>n.</i> 8	England <i>n.</i> 16	from <i>prep.</i> 15	
aren't = 'are not' <i>see</i> 'be' negatives 44	Cambridge <i>n.</i> 36	copy <i>v.</i> 21	continent <i>n.</i> 26	English <i>n.</i> and <i>adj.</i> 8	<b>G</b>	
around <i>prep.</i> 14	camera <i>n.</i> 11	country <i>n.</i> 16	continent <i>n.</i> 26	equator <i>n.</i> 26	game <i>n.</i> 12	
Asia <i>n.</i> 26	can <i>v.</i> 39	crocodile <i>n.</i> 23	continent <i>n.</i> 26	Europe <i>n.</i> 26	get up <i>v.</i> 76	
astronaut, an <i>n.</i> 49	I can play tennis 39	cut <i>v.</i> 69	continent <i>n.</i> 26	evening <i>n.</i> : in the evening 75	Glasgow <i>n.</i> 36	
at <i>prep.</i> : at the zoo 43	You can 39	<b>D</b>		Everest <i>n.</i> 57	glove <i>n.</i> 62	
at home <i>adv.</i> 55	He can 39	day <i>n.</i> 19	day <i>n.</i> 19	exercise <i>n.</i> 16	gloves <i>n.</i> <i>pl.</i> 62	
at night <i>adv.</i> 13	She can 39	days of the week 81	days of the week 81	exercise book <i>n.</i> 33	glue <i>v.</i> 77	
August <i>n.</i> 62	It can 39	<b>E</b>		experiment <i>n.</i> 69	go <i>v.</i> 56	
aunt <i>n.</i> 67	We can 39	fact <i>n.</i> 38	fact <i>n.</i> 38	<b>F</b>		
Australia <i>n.</i> 16	They can 39	factory <i>n.</i> 10	factory <i>n.</i> 10	evening 75	go back <i>v.</i> 72	
<b>B</b>		family <i>n.</i> 23	family <i>n.</i> 23	evening 75	go down <i>v.</i> 75	
baby <i>n.</i> and <i>adj.</i> 40	am/can't 39	Fantastic! <i>interj.</i> 70	Fantastic! <i>interj.</i> 70	evening 75	go to <i>v.</i> 69	
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ballpoint pen <i>n.</i> 33	Can I have a dictionary, please? 46	February <i>n.</i> 62	February <i>n.</i> 62	evening 75	Goodbye 13	
bank <i>n.</i> 32	Can you play the cassette again, please? 46	female <i>n.</i> and <i>adj.</i> 51	female <i>n.</i> and <i>adj.</i> 51	evening 75	got <i>see</i> 'have got' 80	
basic verbs 8	Can you say that again, please? 46	fifteen 12	fifteen 12	evening 75	Greece <i>n.</i> 17	
bathroom <i>n.</i> 31	can't <i>v.</i> 39	fifty 17	fifty 17	evening 75	Greek <i>n.</i> and <i>adj.</i> 26	
be <i>v.</i> I am, you are, he/she/it is, we are, you are, they are 20	card <i>n.</i> 79	find <i>v.</i> 15	find <i>v.</i> 15	evening 75	green <i>adj.</i> 68	
'be' negatives 44	Cardiff <i>n.</i> 36	fireworks <i>n.</i> <i>pl.</i> 70	fireworks <i>n.</i> <i>pl.</i> 70	evening 75	group <i>n.</i> 14	



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Hello.	10
here <i>adv.</i>	19
Here you are.	34
he's = 'he is' <i>see 'be'</i>	20
he's got = 'he has got' <i>see 'have got'</i>	80
hold up v.	68
holiday n.	62
home n.	55
hot <i>adj.</i>	38
hour n.	77
house n.	16
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Is that OK?	46
isn't = 'is not' <i>see 'be'</i> <i>negatives</i>	44
it <i>subj. pron.</i>	16
it isn't = 'it is not' <i>see 'be' negatives</i>	44
Italian n. and <i>adj.</i>	26
Italy n.	15
it's = 'it is' <i>see 'be'</i>	20
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I've got = 'I have <i>got' see 'have got'</i>	80

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# Thanks and acknowledgements

## Authors' thanks

The development of this course has been a large part of our lives for well over six years. During this time, we have become indebted to literally thousands of people who have so generously shared their time, skills and experience. In particular, we appreciate the constructive advice of the numerous teachers and students who helped with our initial classroom research and with the piloting, the readers, and the language teaching specialists. The final version owes much to their enthusiastic involvement.

We would like to record a special 'thank you' to Peter Donovan who shared our ideals of innovation and who has provided input and support throughout. Also to James Dingle, our editor, whose hard work, professionalism, understanding and painstaking attention to detail have helped transform our ideals into reality. Sarah Brierly who so efficiently managed the production of the pilot editions of *Cambridge English for Schools*, and Carlos Barbisan for many useful insights in fine-tuning the Starter level in particular. The final form of the Starter owes much to the dedication and thoroughness of Helena Goman who handled all the detailed editorial work, for which we are extremely grateful. The pride we now take in the design of the materials is due to the skilful contribution of Anne Colwell, our design manager, to whom we owe our most sincere thanks.

We would also like to thank the Cambridge University Press sales managers and representatives around the world for all their help and support.

Finally, from Andrew, a tribute to Lita, Daniel, Fiona and David for their support and inspiration. From Diana, a big 'thank you' to Tom, Sam and Tara. Thank you for waiting so long.

## The authors and publishers would like to thank the following individuals for their vital support throughout the project:

Professor Michael Breen, Edith Cowan University, Perth, Australia; Jeff Stranks, Cultura Inglesa, Rio de Janeiro, Brazil; Laura Izarra, OSEC, São Paulo, Brazil; Sergio de Souza Gabriel, Cultura Inglesa, São Paulo, Brazil; Françoise Motard, France; Eleni Mitsakaki, Athens, Greece; Akis Davanellos, The Davanellos School of Languages, Lamia, Greece; Paola Zambonelli, SMS Volta, Bologna, Italy; Cristina Zanoni, SMS Pepoli, Bologna, Italy; Emilia Paloni, SMS Lorenzo Milani, Caivano, Italy; Gisella Langé, Legnano, Italy; Mariella Merli, Milan, Italy; Roberta Fachinetti, SMS Mantri Caravaggini, Caravaggio, Italy; Giovanna Carella, SMS Nazario Sauro, Novate Milanese, Italy; Dominique Bertrand, SMS Giacomo Leopardi, Rome, Italy; Jan Hague, British Council, Rome, Italy; Val Benson, Suzugamine (Joshi Tandai), Hiroshima, Japan; Malgorzata Szwej, English Unlimited, Gdańsk, Poland; Alastair MacLean, NKJO, Krosno, Poland; Janina Rybienieć, Przemysł, Poland; Hanna Kijowska, Warsaw, Poland; Ewa Kofodziejska, Warsaw, Poland; Zeynep Çağlar, Beyoğlu Anadolu Lisesi, Istanbul, Turkey; Maureen Güntak, Turkey; Steve Cooke, UK.

## The authors and publishers would like to thank the following institutions for their help in testing the material and for the invaluable feedback which they provided:

Colegio Sion, Rio de Janeiro, Brazil; Open English House, Curitiba, Brazil; Ginásio Integrado Madalena Khari, Leblon, Brazil; Steps in English Curso Ltda., Niterói, Brazil; Instituto Educacional Stella Maris, Rio de Janeiro, Brazil; Cultura Inglesa, São Carlos, Brazil; Colegio Bandeirantes, São Paulo, Brazil; Kaimeya Language School, Alexandria, Egypt; Victory College, Victoria, Egypt; Collège Jean Jaures, Aire-sur-la-Lys, France; Collège Louis Le Prince-Ringuet, La Fareles-Oliviers, France; Collège de Misodon, Port Brillet, France; The Aidonoupolou School, Athens, Greece; the following language school owners in Greece: Petros Dourtourkas, Athens; Eleni Fakalou, Athens; Angeliki & Lasee Kinnick, Athens; Mark Palmer, Athens; Georgia Stanatopoulou, Athens; Anna Zerbini-Vasiladiou, Athens; Shirley Papanikolaou, Heraklion; Tony Hatzinikolaou, Kos; Antonis Trechis, Piraeus; SMS Italo Calvino, Milan, Italy; SMS G.Rodari, Novate Milanese, Italy; SMSL Fibonacci, Pisa, Italy; Accademia Britannica/International House, Rome, Italy; David English House, Hiroshima, Japan; British Council, Tokyo, Japan; Senri International School, Japan; Szkoła Podstawowa w Bratkówce, Poland; Primary School, Dębowiec, Poland; 4th Independent Primary School, Kraków, Poland; Gama Bell School of English, Kraków, Poland; Kosmopolita, Łódź, Poland; Private Language School PRIME, Łódź, Poland; Szkoła Społeczna 2001, Łódź, Poland; Szkoła Podstawowa Nr 11, Nowy Sącz, Poland; Omnia, Poznań, Poland; Szkoła Języków Obcych J. Rybienieć i A. Ochakkiej, Przemysł, Poland; Szkoła Podstawowa Nr 23, Warsaw, Poland; Szkoła Podstawowa Nr 320, Warsaw, Poland; Liceum Ogólnokształcące Wschowa, Poland; Yükseliş Kökçü I, Ankara, Turkey; Özel Kalamış Lisesi, Istanbul, Turkey; Özel Şener Lisesi, Istanbul, Turkey.

## The authors and publishers would like to thank the following for all their help in the production of the finished materials:

Gecko Limited, Bicester, Oxon: all stages of design and production. Particular thanks to David Evans, James Arnold, Wendy Homer, Linda Beveridge & Sharon Ryan; Goodfellow & Egan, Cambridge: four-colour scanning and film. Particular thanks to David Ward; Steve Hall of Bell Voice Recordings: recording and production of the songs; Heather Richards: help with selecting artists; Janet and Peter Simmonett: freelance design work; Tim Wharton: writing and performing of songs; Martin Williamson (Prolingua Productions), Diana and Peter Thompson (Studios AVP) and all of the actors who contributed to the recorded material.

Song credits: *Hello, friend (How are you?)*: words by Andrew Littlejohn, music by Steve Hall; *Hello, hello!*: words and music by Steve Hall; *There is a country and Go south, go north!*: words and music by Richard Vranich; *I can't do what a tourist can, There's an animal in my pocket and Round and round*: words and music by Tim Wharton.

## The authors and publishers are grateful to the following illustrators and photographic sources:

**Illustrators:** Sophie Allington: pp. 51 b, 52, 60 *nr*, 61 *tr*; Alex Ayliffe: pp. 64 *bl*, 66 b, 69 *t*; Felicity Roma-Bowers: pp. 14, 26 *bl*, 38 *bl*, 41 b, 50 *bl*, 62 *bl*, 74 *bl*; Robert Calow: 11 *nl*, 22 *t*, 23 *w & bl*, 31, 32, 37 *t & m*, 45 *t*, 62 *br*, 76 *bl*, 84; Gecko Limited: all DTP illustrations and graphics; Lorraine Harrison: 11 *t*, 12 *t*, 15 *t*, 26 *m*, 27 *tr*; Peter Kern: 6 *m*, 9 *k*, 35, 42 *b*, 47 *bl*, 56 *m*, 69 *b*; Steve Lach: 57, 60 *b*, 75, 76 *tr*, 77 *tr*; Jan Lewis: all illustrations of recurring characters; Doreen McGuinness: 48 *m*, 50 *t*, 51 *tr*, 53 *b*, 54 *b*, 55 *t*; Jenny Norton: 17 *tr*, 21 *t & br*, 27 *t*, 36, 61 *m*, 68, 70 *b*, 71 *m*, 74 *t & br*, 80 *m*, 81 *t*, 82, 85; John Plumb: 7 *w & br*, 15 *b*, 16 *b*, 17 *m*, 21 *bl*, 24, 25 *t & br*, 28 *t*, 53 *t*, 55 *br*, 65 *t*, 72 *m*, 73 *tr & b*, 78 *br*; Liz Roberts: 20 *t & nr*, 23 *br*, 45 *m*, 46, 49 *m*, 59 *nr*; Debbie Ryder: 11 *bl*, 17 *tr*, 29 *t*, 40 *b*, 53 *m*, 64 *m*, 76 *m*, 88, 89; John Storey: 8 *m*, 9 *t*, 10; Mel Wright: 37 *b*.

**Photographic sources:** Ace Photo Agency/David Kerwin: p. 63 *tr*; Adams Picture Library Limited: p. 16 *t*; Labat J.M./Ardea London: p. 39 *br*; Malhya Pradesh/Ardea London: p. 38 *tr*; Art Directors Photo Library: p. 39 *tr*; Aspect Picture Library/Tom Nebbia: pp. 43, 44 *tr*; Britstock-IFA/M. Gottschalk: p. 57 *tr*; Britstock-IFA/Kopfle: p. 38 *bl*; Bruce Coleman Limited/Erwan & Peggy Bauer: p. 40 *bl*; Chris Fairclough Colour Library: p. 63 *bl*; Robert Harding Picture Library: p. 16 *tr*; R.H.P.L./Lainon: p. 70 *bl*; M. Ranjit/FLPA Limited: p. 40 *tr*; John Sturrock/Network Photographers: p. 63 *nr*; Bill Coster/NHPA: p. 38 *tr*; Stephen Dalton/NHPA: p. 39 *tr*; Kevin Schaefer/NHPA: p. 57 *bl*; Tui De Roy/Oxford Scientific Films: p. 39 *bl*; Pictor International: pp. 44 *tr*, 57 *tr*; Spectrum Colour Library: pp. 63 *tr*, 63 *br*; Roland Seitre/Still Pictures: p. 40 *br*; Tony Stone Images: pp. 40 *tr*/James Balog, 38 *br*/Daniel J Cox, 44 *tr*/T. Davis/W. Blenduke, 38 *br*/Kim Heacox, 7, 39 *tr*/Renee Lynn, 44 *tr*/Fritz Prenzel, 57 *bl*/Art Wolfe, 57 *br*; Telegraph Colour Library/Penny Tweedie: p. 57 *br*; Trip/W. Jacobs: p. 63 *br*; Zefa-Allstock: pp. 40 *t*, 49; Zefa-Goebel: p. 38 *t*.

All other photographs by Nigel Luckhurst.

t = top m = middle b = bottom r = right c = centre l = left

Picture research by Sandie Huskinson-Rolle of PHOTOSEEKERS.

Cover illustration by Felicity Roma-Bowers.

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