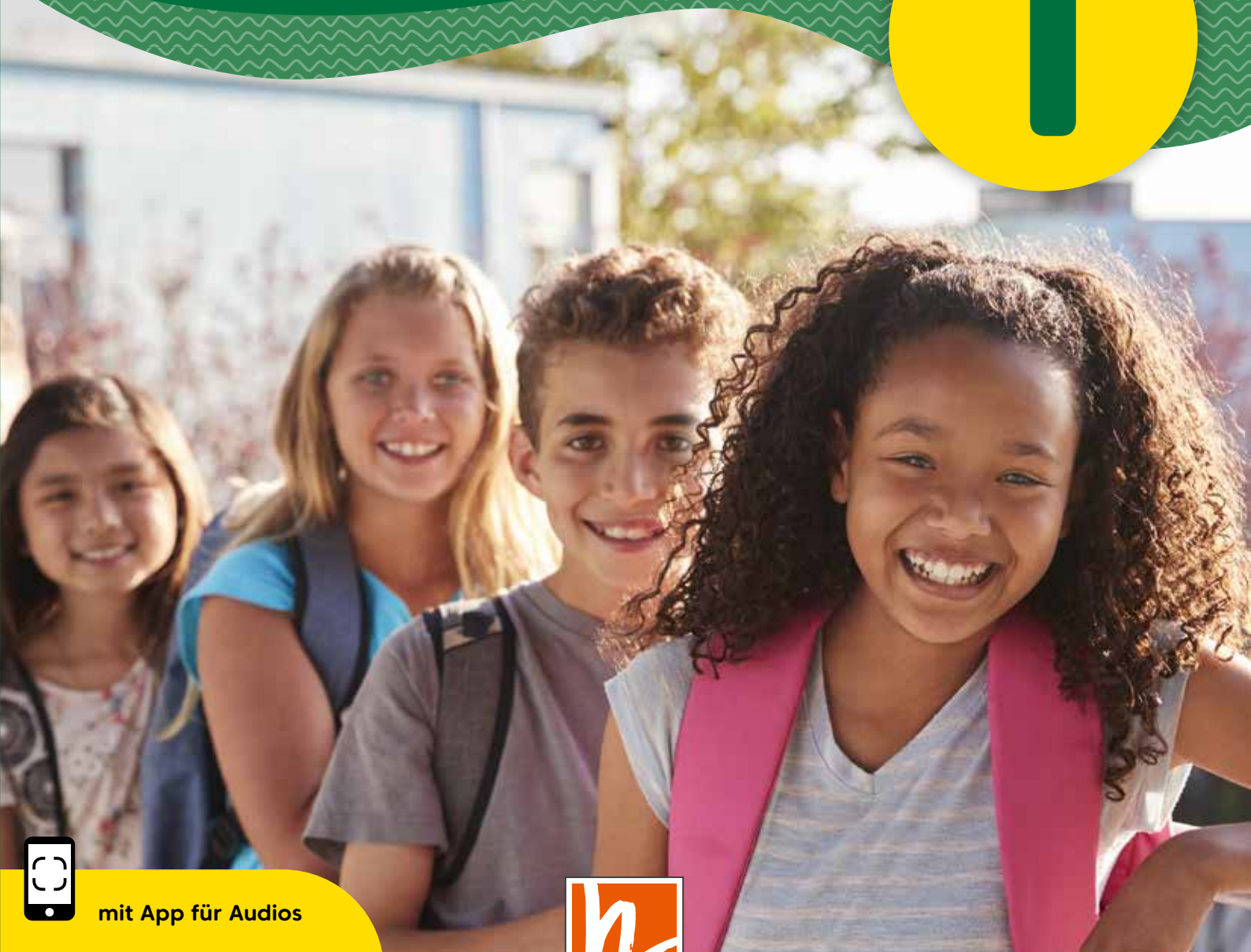


Puchta | Holzmann | Lewis-Jones | Biggs | Jory

Workbook

MORE!

1



mit App für Audios



HELBLING Media App


Mit der **HELBLING Media App** hast du Zugriff auf alle Audios zu *MORE! 1*.

So einfach geht's:

1. App herunterladen

Lade dir die kostenlose HELBLING Media App im *Apple App Store* oder im *Google Play Store* auf ein Smartphone oder Tablet herunter.

2. Inhalte hinzufügen

Starte die HELBLING Media App und tippe auf . Scanne den QR-Code oder gib unter MANUELLE EINGABE den untenstehenden Code ein und bestätige die Eingabe. Die Inhalte werden der Media App hinzugefügt.

3. Inhalte verwenden



Die Inhalte der HELBLING Media App sind im Buch mit diesem Symbol gekennzeichnet. Starte die HELBLING Media App, tippe auf **MORE! 1 Workbook** und wähle die gewünschten Inhalte über das Menü aus.

Die Media App Inhalte werden gestreamt. Wir empfehlen dir, eine WLAN-Verbindung zu nutzen.

MORE! 1 Workbook

Mit Bescheid vom 1. März 2023, GZ: 2022-0.272.098, erklärt das Bundesministerium für Bildung, Wissenschaft und Forschung das Unterrichtsmittel *MORE! 1 Workbook* in der vorliegenden Fassung gemäß § 14 Abs. 2 und 5 des Schulunterrichtsgesetzes, BGBl. Nr. 472/86, und gemäß den derzeit geltenden Lehrplänen als für den Unterrichtsgebrauch für die 1. Klasse an Mittelschulen und allgemein bildenden höheren Schulen - Unterstufe im Unterrichtsgegenstand Englisch (Lehrplan 2023) geeignet.

Workbook + E-Book: SBNR 210.814 | ISBN 978-3-7114-0001-7
Workbook E-Book Solo: SBNR 211.322 | ISBN 978-3-7114-0005-5

by
Herbert Puchta
Christian Holzmann
Peter Lewis-Jones
Gavin Biggs
Chris Jory

© HELBLING LANGUAGES 2023, Rum/Innsbruck
helbling.com

Workbook mit E-BOOK+: SBNR 210.821 | ISBN 978-3-7114-0003-1
Workbook E-BOOK+ Solo: SBNR 211.321 | ISBN 978-3-7114-0007-9

Edited by Verena Rainer, Christina Freudenschuss-Heigl, Dorothee Bliem
Design and layout by Amanda Hockin
Cover design by Stewart Grieve
Illustrated by Pietro Dichiara, Svjetlan Junaković, Romina Marchionni,
Manuela Nerolini, Arianna Nicora, Giovanni Giorgi Pierfranceschi,
Elisa Rocchi, Lorenzo Sabbatini, Matteo Settegrana
Printed by Athesia, Innsbruck
First published 2023, Rum/Innsbruck

This publication is in copyright.
All rights reserved. This work is wholly and in each of its parts protected by copyright. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means (photocopies, processing in electronic media) or translated without the prior written permission of the publisher.

Puchta | Holzmann | Lewis-Jones | Biggs | Jory

Workbook

MORE!

1

Liebe Schülerin, lieber Schüler!

Neben vielen Übungen, mithilfe derer du deine Kenntnisse der englischen Sprache erweitern und festigen kannst, findest du im Workbook am Ende jeder Unit auch eine Auflistung des Lernvokabulars, also der wichtigsten Wörter und Phrasen aus der jeweiligen Unit.

Diese Wortlisten sind in zwei Abschnitte unterteilt:

- 1. Word File:** Unter dieser Überschrift werden jene Wörter und Ausdrücke nochmals aufgelistet bzw. dargestellt, die im Student's Book eingeführt werden.
- 2. MORE Words and Phrases:** In diesem Abschnitt findest du die wichtigsten Wörter aus der jeweiligen Unit im Student's Book. Sie sind in der Reihenfolge aufgelistet, wie sie im Student's Book vorkommen, und zur leichteren Orientierung auch mit der jeweiligen Nummer einer Aktivität aus dem Student's Book gekennzeichnet: **1**, **2** usw.

Wichtig: Jene Wörter und Wortgruppen, die fett gedruckt sind, werden im Englischen sehr häufig verwendet. Du solltest sie gut beherrschen.

Noch ein Tipp: Wer eine Sprache gut beherrschen möchte, sollte darauf achten, dass sein Wortschatz ständig wächst. Das heißt aber auch, dass man schon gelernte Wörter und Phrasen regelmäßig wiederholen muss. Gehe deshalb immer wieder die Liste mit den Wörtern und Phrasen der vorangegangenen Units durch – du solltest dir davon möglichst alle gut merken!

Answer key: Wenn du deine Ergebnisse überprüfen möchtest, findest du am Ende des Buches alle Lösungen für die Übungen im Workbook.

Zeichenerklärung:



Zu dieser Übung gibt es eine Audioaufnahme.



Bei dieser Übung stehen dir zwei Varianten zur Verfügung.



Diese Übung passt zur angegebenen Seite im Student's Book (Seite 15).



Diese Übung passt zu den *The Twins* Doppelseiten im Student's Book.



So unterstützt dich dein **E-BOOK+** optimal beim Englischlernen:



Alle Übungen aus dem Workbook sind im E-BOOK+ bearbeitbar und werden **automatisch ausgewertet**.



Du kannst alle **Audios** direkt abspielen und anhören. Wenn du möchtest, kannst du die Audios auch langsamer abspielen.



Vocabulary trainer: Der Vokabeltrainer unterstützt dich gezielt beim Lernen von neuen Wörtern und Phrasen. Am Ende jeder Unit kannst du in drei Phasen den Wortschatz wiederholen, trainieren und festigen.

Noch ein Hinweis: Solltest du das E-BOOK+ zum MORE! 1 Workbook noch nicht haben, kann es auch nachträglich noch bestellt werden.

CONTENTS

Unit 1: Time for school

4-13

Unit 2: At the zoo

14-21

Unit 3: Pirates

22-30

Unit 4: Emotions

31-39

Unit 5: This is our band

40-48

Unit 6: The world's best detective

49-57

Unit 7: I love noodles

58-66

Unit 8: Clothes

67-74

Unit 9: Unusual pets

75-84

Unit 10: In a shop

85-92

Unit 11: What's the time?

93-101

Unit 12: The birthday cake

102-109

Unit 13: Help!

110-118

Unit 14: It's my favourite

119-128

Unit 15: What are you going to do?

129-133

ANSWER KEY

135-140

UNIT 1 Time for school

UNDERSTANDING VOCABULARY

Numbers / Colours / School things

1 Verbinde die Wörter mit den Zahlen.

2 ————— two seventeen
 25 twenty-five twenty
 5 eight twenty-four eleven
 24 five fifteen three
 8 17 12 3 20 15 17

2 Schreib die Zahlwörter.



A
 B
 C
 D
 E
 F
 G
 H
 I
 J
 K
 L

3 Lies die Sätze und mal die Gegenstände an.



Colour the pencil sharpener blue.
 Colour the paintbrush red and brown.
 Colour the rubber green and yellow.
 Colour the pencil grey and blue.
 Colour the glue stick yellow.
 Colour the exercise book orange and blue.

Colour the scissors pink and brown.
 Colour the watercolours green and orange.
 Colour the pen blue and yellow.
 Colour the ruler grey.
 Colour the pencil case green, red and yellow.

USING VOCABULARY Classroom objects

4 Schreib die richtigen Wörter.



5 Erkenne die Wörter aus der Liste und schreib sie in die Liste.

board chair window projector English book
 school bag door whiteboard desk chair

.....

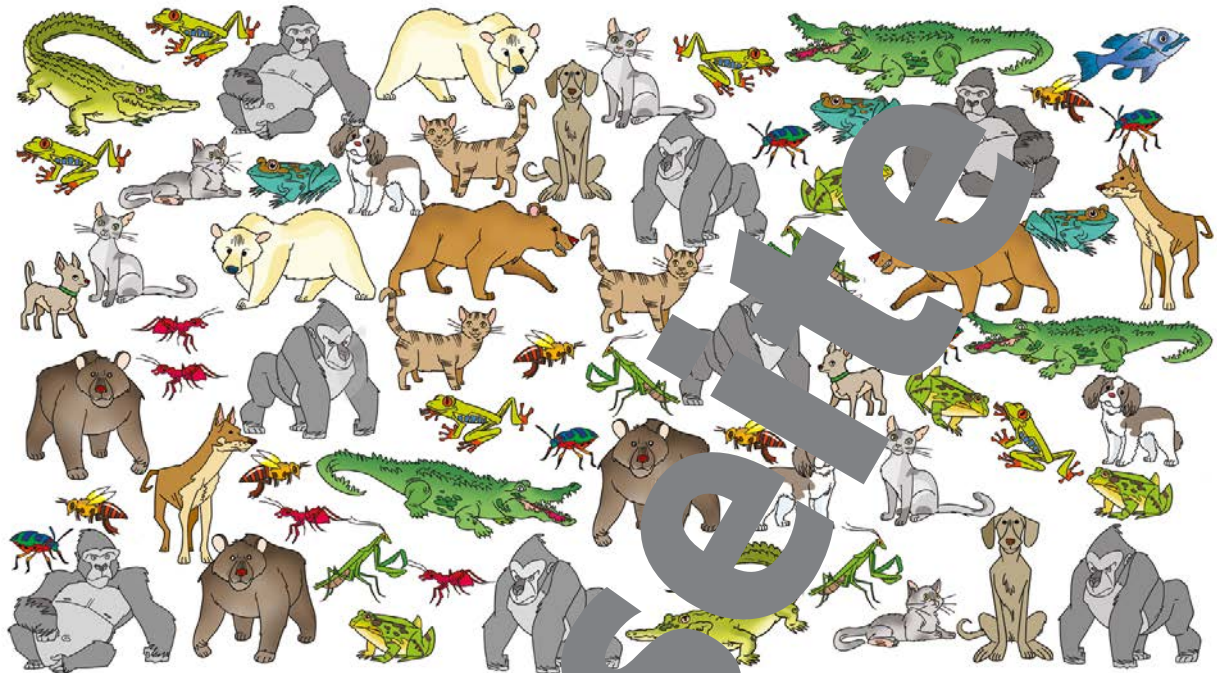
.....

.....

.....

UNDERSTANDING GRAMMAR Plural nouns / Irregular plurals

6 Hake an, was richtig ist. Kreuze an und bessere aus, was falsch ist.



- 8 gorillas
- 11 frogs
- 9 cats
- 1 fish
- 7 bears
- 19 insects
- 7 dogs
- 6 crocodiles

USING GRAMMAR Plural nouns / Irregular plurals

7 Schreib die Wörter aus der Box in Plural und das richtige Bild.

- fish
- gorilla
- crocodile
- bear
- insect
- cat
- frog
- dog



1 frogs



2



3



4



5



6



7



8

8 Schreib die Pluralformen und die Zahlwörter.

- book (4) four books
- desk (7)
- baby (2)
- boy (21)
- ball (25)

- banana (13)
- fish (12)
- child (19)
- tablet (11)
- pencil case (5)

UNDERSTANDING GRAMMAR

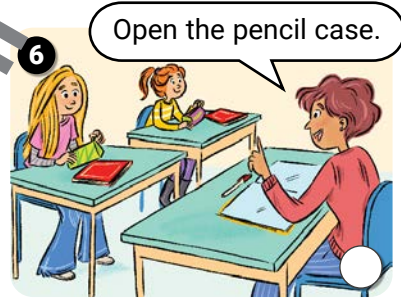
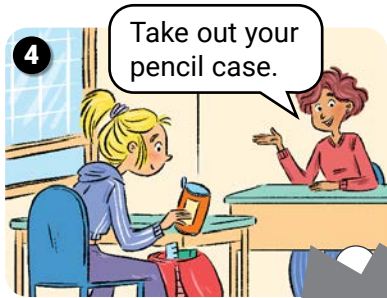
Imperatives (Befehlsformen)

9 Ordne die Sätze den Bildern zu. Setze die Zahlen 1-6 ein.



- Don't speak.
- Take out your scissors.
- Open the window.
- Don't sit down.
- Stand up.
- Take out your books.

10 Kreuze die Bilder an, in denen die Anweisungen der Lehrerin nicht richtig befolgt werden.



USING GRAMMAR

Imperatives (Befehlsformen)

11 Vervollständige die Sätze.



1 down.



2 up.



3 your books.



4 your books.

12 Bring die Wörter in die richtige Reihenfolge und schreib die Sätze.

1 green. / blue / colour / numbers / the / and

.....

2 the / close / don't / door.

.....

3 pencil case / open / out / and / take / a / green pencil. / your

.....

4 your / don't / school bags. / open

.....

13 Schreib die Anweisungen.



1 Don't speak.



2



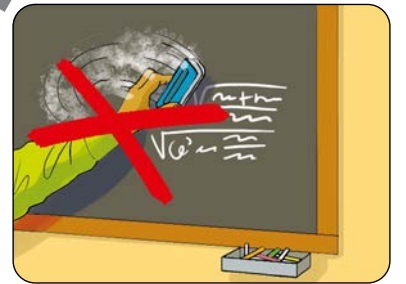
3



4



5



6

USING GRAMMAR Questions (Fragen)

14 Schreib die Fragen. Beantworte sie dann.

1 your / What / name

.....

.....

2 email / your / address / What's / ?

.....

.....

3 speak / please? / Can / it, / you

.....

.....

4 How / you / are / ?

.....

.....

READING & WRITING Meeting and greeting people

15 Ergänze die Sätze in den Sprechblasen.

- I'm fine
- crocodile
- I'm a wide-mouthed frog
- I'm Gordon
- I eat honey
- are you
- bear
- eat bananas
- name
- eat
- eat insects
- Bye

Hi, I'm Freddy.

1
What's your 2..... ?

Hi,
I'm a gorilla.

I 4.....
And you?

5.....

Hi, how 6..... ?

7.....
thanks. What's your name?

I'm Betty,
the 8....., and
9.....

I'm Freddy. And you?

I'm a 10.....
and
wide-mouthed frogs.

I must go. 12.....

1/1 **16** Höre dir die Dialoge an und überprüfe deine Arbeit.

1/2



17 Höre dir den Dialog an und ergänze ihn.

Sebastian Hi. I'm Sebastian. And what's your name?

Carina I'm Carina.

Sebastian Hi, Carina. What's your 1..... ?

Carina It's 2.....

Sebastian Can you spell it, please?

Carina 3... - ... - ... - ... - ... - ... - 9 - @ - ... - ... - ...
 - c - o - - ... -

Sebastian Thank you.

1/3



18 Bring den Dialog in die richtige Reihenfolge. Setze die Zahlen ein. Höre dir ihn dann an und überprüfe deine Arbeit.

- Dave** Hello, Jenny. I'm fine, thanks. And you?
- Dave** Oh, I must go, Jenny. Bye!
- Jenny** Bye, Dave.
- Jenny** Hi, Dave. How are you?
- Jenny** Great, thanks.

19 CHOICES

1/4



A Ergänze den Dialog mit den Worten in der Box. Höre dir ihn dann an und überprüfe deine Arbeit.

| | |
|------|---|
| is | Andy Hi, Julia. How are you? |
| How | Julia I'm fine, thank you. And you? |
| meet | Andy I'm great, thanks. Julia, this is 3..... Tim. |
| you | Tim Hello, Julia. Nice to meet you. |
| | Julia Hi, Tim. Nice to meet you too. |
| | Tim It's nice to meet you too. |

B Ergänze den Dialog.

| | | | |
|--|---------------------------------------|--|----------------------------|
| | Hi, Tony. What's your name? | | 3..... |
| | | | Hi, Sue. |
| | Nice to meet you, Sue. How are you? | | Sorry. I must go. Bye-bye. |
| | 2..... | | 4..... |
| | I'm great, thanks. Sue, this is Rick. | | Bye-bye, Sue! |

WORD FILE

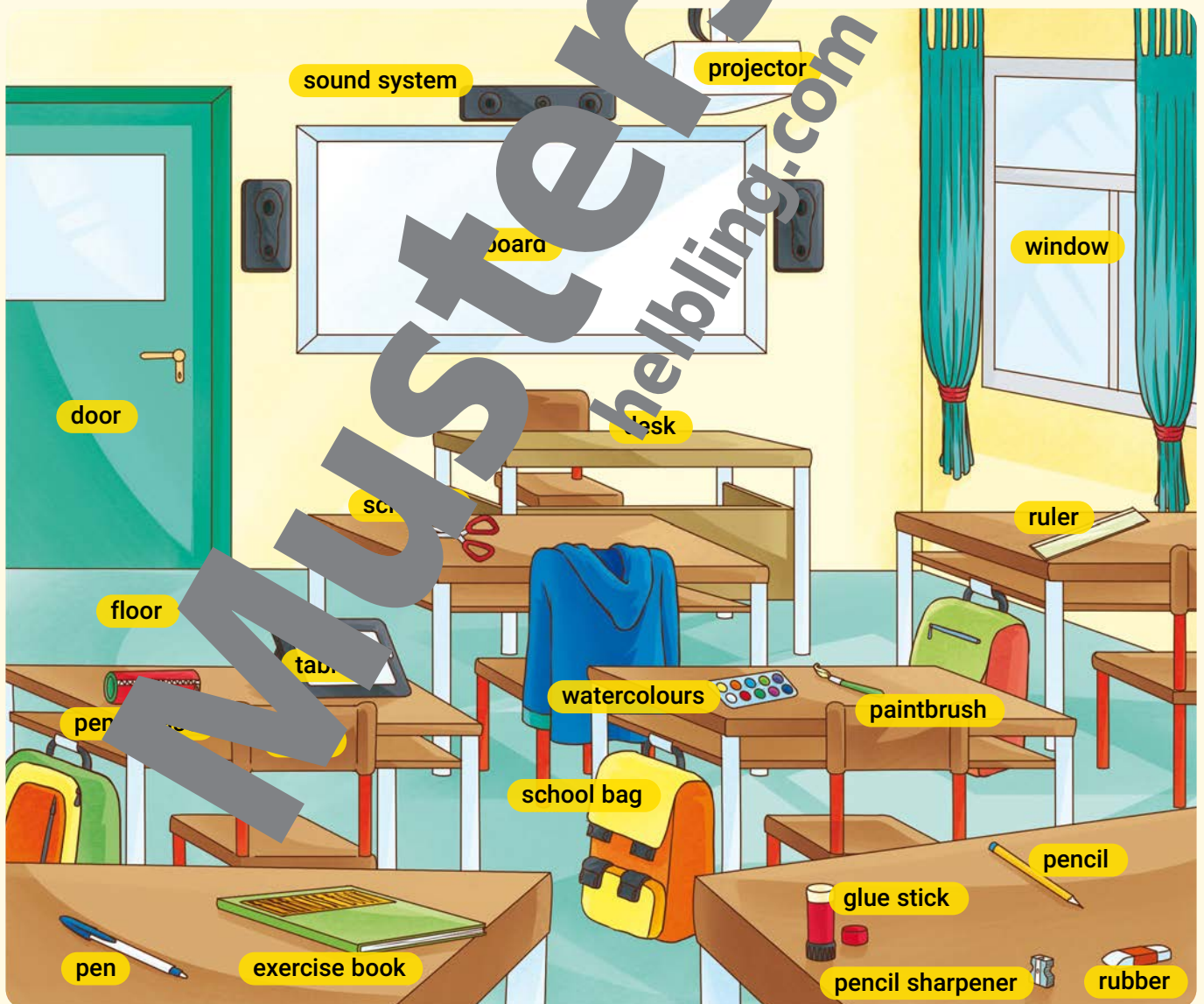
Numbers

- | | |
|-------------|-----------------|
| 1 one | 14 fourteen |
| 2 two | 15 fifteen |
| 3 three | 16 sixteen |
| 4 four | 17 seventeen |
| 5 five | 18 eighteen |
| 6 six | 19 nineteen |
| 7 seven | 20 twenty |
| 8 eight | 21 twenty-one |
| 9 nine | 22 twenty-two |
| 10 ten | 23 twenty-three |
| 11 eleven | 24 twenty-four |
| 12 twelve | 25 twenty-five |
| 13 thirteen | |

Colours



In the classroom



MORE Words and Phrases

| | | | |
|----------|----------------------------|--|--------------------------------|
| | a | <i>Read a story.</i> | ein/e |
| | about | <i>Talk about your class.</i> | über |
| | to give | <i>Give me your school bag.</i> | geben |
| | school | <i>I go to school in London.</i> | Schule |
| | time | <i>It's time for school.</i> | Zeit |
| | to understand | <i>I understand the question.</i> | verstehen |
| | to write | <i>Write the numbers.</i> | schreiben |
| 1 | and | <i>One and one are two.</i> | und |
| | are | <i>English words are really cool.</i> | sind; bist; seid |
| | to enjoy | <i>Enjoy the music.</i> | genießen |
| | Hello! | | Hallo! |
| | to listen | <i>Listen to the song.</i> | hören |
| | to love | <i>I love blue. It's my favourite colour.</i> | lieben |
| | more | <i>I want more!</i> | mehr |
| | to read | <i>Read the text.</i> | lesen |
| | to say | <i>Say it in English.</i> | sagen |
| | to sing | <i>We sing a song.</i> | singen |
| | the | <i>The rubber is white.</i> | der/die/das |
| 2 | their | <i>What's their address?</i> | ihr/e |
| 4 | to ask | <i>Can I ask you a question?</i> | fragen |
| | boy / girl | <i>Sam is a name for a boy or girl.</i> | Junge / Mädchen |
| | (email) address | <i>My email address is clinkway@helbling.com.</i> | (E-Mail-)Adresse |
| | How are you? | | Wie geht es dir/Ihnen/euch? |
| | I am (= I'm) | <i>I'm Joanna.</i> | ich bin; ich heiße |
| | I am (= I'm) fine. | | Es geht mir gut. |
| | I'm sorry. | | Es tut mir leid. |
| | to meet | <i>Nice to meet you.</i> | kennenlernen; sich treffen |
| | my | <i>My name is John.</i> | mein/e |
| | please | <i>Can you speak please?</i> | bitte |
| | Thanks., Thank you. | | Danke., Dankeschön. |
| | then | <i>Listen to the dialogue. Then read it.</i> | dann, danach |
| | What's your name? | | Wie heißt du?; Wie heißen Sie? |
| | yes | <i>Yes, I'm good, thanks.</i> | ja |
| | your | <i>What's your email address?</i> | dein/e; Ihr/e; euer/eure |
| 5 | to work | <i>Work with a partner.</i> | arbeiten |
| 7 | apple | <i>Buy some apples.</i> | Apfel |
| | ball | <i>The children play with the ball.</i> | Ball |
| | bear | <i>The bear Betty eats honey.</i> | Bär |
| | cat | <i>I have two cats.</i> | Katze |
| | dog | <i>My dog is brown.</i> | Hund |
| | fish | <i>I eat fish.</i> | Fisch |
| | frog | <i>The frog Freddy eats insects.</i> | Frosch |
| | to look | <i>Look at the animals.</i> | sehen, schauen; Schau mal. |
| | or | <i>Tick or correct the numbers.</i> | oder |

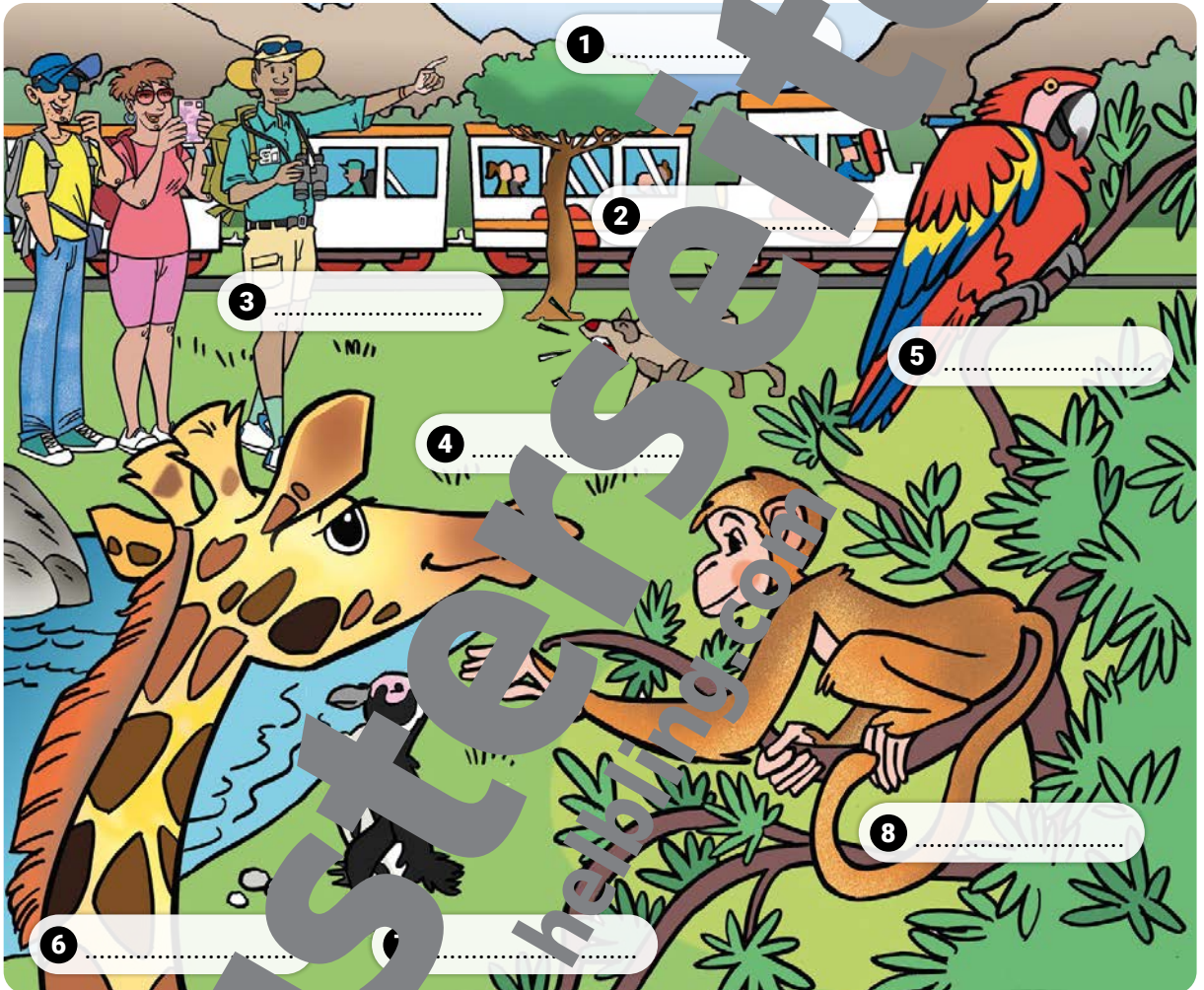
| | | | |
|------------|-----------------------------|---|------------------------------------|
| 8 | bye | <i>Bye, Anna!</i> | (auf) wiedersehen, tschau, tschüss |
| | crocodile | <i>I'm a crocodile and I eat frogs.</i> | Krokodil |
| | to eat | <i>I eat insects.</i> | essen; fressen |
| | to go | <i>I must go. Bye.</i> | gehen |
| | gorilla | <i>I'm a gorilla and I eat bananas.</i> | Gorille |
| | honey | <i>I'm a bear and I eat honey.</i> | Honig |
| | insect | <i>I'm a frog and I eat insects.</i> | Insekt |
| | must | <i>I must go.</i> | müssen |
| | note | <i>Look at the note on page 24.</i> | Anmerkung, Notiz |
| | wide-mouthed frog | <i>I'm a wide-mouthed frog.</i> | Wiesch |
| you | <i>I'm Freddy. And you?</i> | du; Sie, mir | |
| 9 | how many | <i>How many frogs can you see?</i> | wie viele |
| | is | <i>Freddy is a frog.</i> | ist |
| 11 | school bag | <i>Your book is in your school bag.</i> | Schultasche |
| 12 | to hate | <i>I hate pink.</i> | hassen, nicht ausstehen können |
| | here | <i>Here's your pencil case.</i> | hier |
| | it | <i>It's yellow.</i> | es |
| | Let's ... | <i>Let's sing a song!</i> | Lass(t) ... |
| | midnight | <i>It's twelve o'clock – midnight.</i> | Mitternacht |
| | our | <i>This is our school.</i> | unser/e |
| OYW1 | favourite | <i>Green is my favourite colour.</i> | Lieblings- |
| | to find | <i>Can you find my school bag?</i> | finden |
| | hairband | <i>My hairband is red and yellow.</i> | Haarband |
| | hat | <i>That's my favourite hat.</i> | Hut |
| | light | <i>My favourite colour is light blue.</i> | hell |
| | shirt | <i>The shirt is white.</i> | Hemd |
| | shoe | <i>My shoes are red.</i> | Schuh |
| | skirt | <i>My skirt is black.</i> | Rock |
| | sock | <i>The socks are white.</i> | Socke |
| | sunglasses | <i>My sunglasses are cool.</i> | Sonnenbrille |
| | sweater | <i>I want a black sweater.</i> | Pullover |
| | tie | <i>My favourite tie is green and white.</i> | Krawatte |
| | T-shirt | <i>My favourite T-shirt is black.</i> | T-shirt |
| | 13 | not (...n't) | <i>I don't like it.</i> |
| 15 | child | <i>The child is in class 1A.</i> | Kind |
| | to clean | <i>Clean the board.</i> | sauber machen, putzen |
| | to close | <i>Close the door.</i> | schließen, zumachen |
| | to open | <i>Open the window.</i> | öffnen, aufmachen |
| | picture | <i>Look at the pictures.</i> | Bild |
| | to sit down | <i>Sit down, children.</i> | sich (hin-)setzen |
| | to speak | <i>Don't speak. Listen.</i> | sprechen |
| | to stand up | <i>Don't stand up. Sit down.</i> | aufstehen |
| | to take out | <i>Take out your books.</i> | herausnehmen |
| 18 | class | <i>I'm in class 1A.</i> | (Schul-)Klasse |
| | own | <i>Write your own text.</i> | eigener/eigene/eigenes |

UNDERSTANDING VOCABULARY

At the wildlife park / Prepositions of place

1 Schreib die Wörter in das Bild.

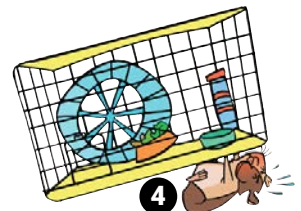
- giraffe
- parrot
- tree
- monkey
- dog
- train
- penguin
- guide



2 Verbinde die Wörter mit den Bildern.



- in
- on
- under
- behind
- in front of
- next to



3 Wo sind alle? Schreib die Zahlen in die Bilder.

- 1 She's under a tree.
- 2 It's behind the tree.
- 3 He's next to a giraffe.
- 4 They're on a car.
- 5 It's in the water.
- 6 She's on the chair.



USING VOCABULARY At the wildlife park / Prepositions of place

4 Vervollständige die Dialoge. Verwende *behind* / *in* / *on* / *under*.

1 There's a monkey over there.
Where?

.....

2 There's a giraffe over there.
Where?

.....

3 There are lions over there.
Where?

.....

4 There's a parrot ...
Where?

..... cap.
WOW!

UNDERSTANDING GRAMMAR *there is / there are*

5 Schau dir das Bild an und hake T (True/richtig) oder F (False/falsch) an.



- | | | | |
|---------------------------|---|---------------------------|---|
| 1 There are four monkeys. | T <input type="checkbox"/> F <input type="checkbox"/> | 4 There are two penguins. | T <input type="checkbox"/> F <input type="checkbox"/> |
| 2 There are two frogs. | T <input type="checkbox"/> F <input type="checkbox"/> | 5 There is one lion. | T <input type="checkbox"/> F <input type="checkbox"/> |
| 3 There are five dogs. | T <input type="checkbox"/> F <input type="checkbox"/> | 6 There are two cats. | T <input type="checkbox"/> F <input type="checkbox"/> |

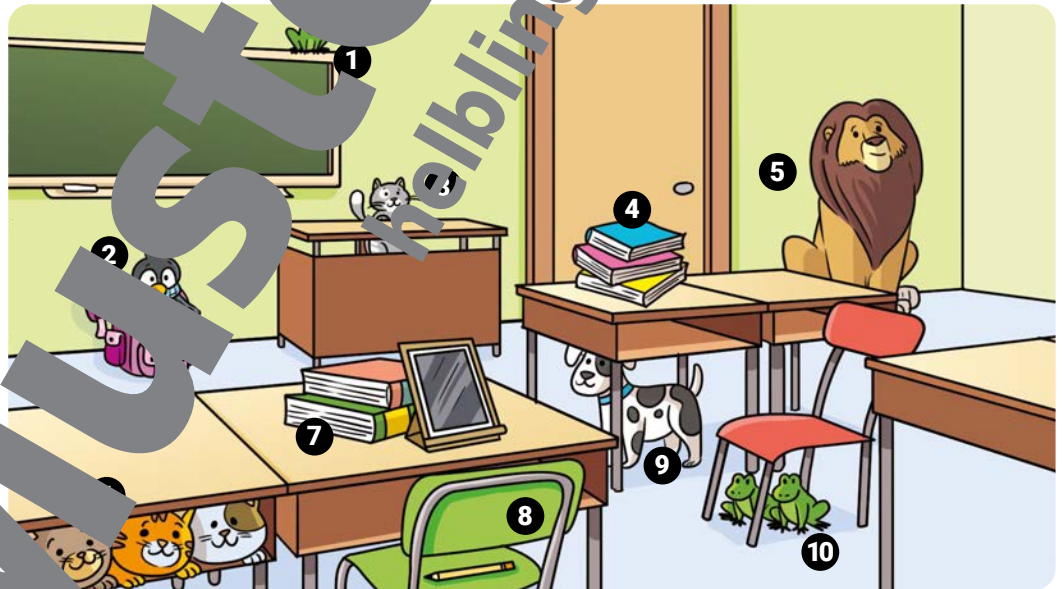
6 Schreib *is* oder *are* in die Lücken.

- | | |
|--|------------------------------|
| 1 There six lions in the wild. | 2 There a train. |
| 3 There a blue and yellow frog. | 4 There four children. |
| 5 There three monkeys in the tree. | 6 There a dog. |

UNDERSTANDING GRAMMAR *there is / there are + prepositions of place*

7 Schau dir das Bild genau an. Lies die Sätze und trage die sechs richtigen Zahlen ein.

- There's a cat behind the desk.
- There's a frog on the board.
- There's a dog under the desk.
- There's a tablet in front of the books.
- There are two cats in the desk.
- There's a lion next to the door.



8 Schau dir das Bild in **7** nochmal an und vervollständige die Sätze. Dann trage die richtigen Zahlen ein.

- There are two frogs
- There's a penguin
- There's a pencil
- There are three books

USING GRAMMAR to be

9 Ergänze die Sätze.



1 I am
ten.



2
not happy.

3
happy.



4
fifteen



5
black and white.



6
fine.

USING GRAMMAR Prepositions of place

10 Schau dir das Bild an und vervollständige die Sätze



- 1 Where is the frog?
It's the bus.
- 2 Where are the penguins?
They're the bus.
- 3 Where are the monkeys?
They're the bus.

- 4 Where is the giraffe?
It's the bus.
- 5 Where is the dog?
It's the bus.
- 6 Where are the cats?
They're the bus.

11 Schreib Sätze über die Kinder.

Aileen



11 / Cambridge / 7A

Aileen is eleven. She is from Cambridge. She is in class 7A.

Mark



10 / Manchester / 6B

Mark

Kristin



13 / London / 9B

Jenny and Omar



12 / Liverpool / 8C

Jenny and Omar

Amrita and Rajit



11 / Bradford / 7C

Amrita and Rajit

12 Schreib einen Text über

I'm m from

I'm (how old*) I'm in (your class)

VOCABULARY: *how old -

1/5



13 Bring den Dialog in die richtige Reihenfolge. Setze die Zahlen 1-6 ein. Höre dir den Dialog an und überprüfe deine Arbeit.

- Aaaah! A frog!
- There's a cat behind you.
- 3** I was on the sofa.
- Cool! We are!
- Great! I like frogs.
- The frog is next to the chair.



1/6



14 Bring den Dialog in die richtige Reihenfolge. Setze die Zahlen 1-7 ein. Höre dir den Dialog an und überprüfe deine Arbeit.

- A OK.
- A Yes ... Ah, now it's behind the giraffe.
- 1** A There's a frog on the giraffe!
- A Now it's next to the giraffe.
- B Next to the giraffe?
- B I can't see a frog on the giraffe. Where is it?
- B I can't see it. Let's go and see the lions.

- 15 Schau dir das Bild an. Schreib so viele Sätze mit *there is / there are* wie du kannst. Schreib auch, wo sich die Gegenstände/Tiere befinden.



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- 16 Schau dich in deinem Zimmer um. Versuche so viele Sätze wie nur möglich über dein Zimmer zu schreiben, die mit *There is / There are* beginnen.

.....

.....

.....

.....

.....

.....

LISTENING Understanding others talking about themselves



- 17 Höre dir den Text an und schreibe die Sätze.

- 1 Ellie is from
- 2 She is years old.
- 3 She likes the



- 18 Höre dir den Text nochmal an und hake T (True/richtig) oder F (False/falsch) an.

- 1 Ellie's mother likes the train. T F
- 2 Ellie's favourite animals are the monkeys. T F
- 3 Ellie has a dog. T F
- 4 Ellie's mother likes the giraffes. T F
- 5 Ellie's father likes the parrots. T F
- 6 There are yellow birds at the wildlife park. T F

WORD FILE

At the wildlife park



Prepositions of place



MORE Words and Phrases

| | | | |
|----|---------------------------|---|--------------------------------|
| | zoo | <i>There are many animals in the zoo.</i> | Zoo |
| 1 | beautiful | <i>The parrot is blue and yellow. It's beautiful.</i> | schön, hübsch |
| | behind | <i>The chair is behind the desk.</i> | hinter |
| | big | <i>There's a big giraffe.</i> | groß |
| | in front of | <i>The tree is in front of you.</i> | vor |
| | next to | <i>The parrot is next to the monkeys.</i> | neben |
| | now | <i>Where is it now?</i> | jetzt |
| | on | <i>Look! The parrot is on Buddy now.</i> | auf |
| | there is (there's) | <i>There's a book on my desk.</i> | es gibt, da ist |
| | there are | <i>There are three books on my desk.</i> | es gibt, es sind |
| | tree | <i>The monkeys are behind the tree.</i> | Baum |
| | under | <i>There's a book under my desk.</i> | unter |
| | What is it? | | Was ist los? |
| | where | <i>Where is it?</i> | wo |
| 2 | small | <i>The monkey isn't big. It's small.</i> | klein |
| 4 | adult | <i>Adults are £14.40.</i> | Erwachsene/r |
| | at | <i>The children are at the zoo.</i> | bei; an; hier: in |
| | to bring | <i>Can I bring my dog, Buddy?</i> | (mit-)bringen |
| | but | <i>Dogs are welcome. But they can't run around.</i> | aber |
| | to feed | <i>Let's go and feed the penguins.</i> | füttern |
| | guide | <i>Listen to the guide.</i> | (Reise-)Führer/in |
| | to run around | <i>Dogs are welcome but they can't run around.</i> | herumlaufen |
| | train | <i>Let's go on a train.</i> | Zug |
| | to | <i>Welcome to the wild.</i> | zu; bis; vor; hier: in |
| | welcome | <i>Welcome to London.</i> | willkommen |
| 6 | from | <i>They are from London.</i> | aus |
| | year | <i>I'm in year 7.</i> | Jahr; Jahrgangsstufe |
| 7 | he | <i>He is from London.</i> | er |
| | she | <i>She is from England.</i> | sie |
| | to talk | <i>Let's talk about the boys and girls.</i> | sprechen, sich unterhalten |
| | they | <i>Rahim and the others are 11. They are from Manchester.</i> | sie |
| | we | <i>We're Charlie and John.</i> | wir |
| 9 | for | <i>It's a present for you.</i> | für |
| | happy | <i>Buddy is happy.</i> | glücklich, fröhlich; zufrieden |
| | to let somebody | <i>Let me let you out!</i> | jemanden herauslassen |
| | us | <i>Can you see us?</i> | uns |
| 10 | car | <i>The parrot is in the car.</i> | Auto |
| S1 | At last. | | Endlich. |
| | How strange! | | Wie komisch! |
| | Let me see. | | Lass mich mal schauen. |
| | stone | <i>Colour your stone.</i> | Stein |

UNIT 3 Pirates

UNDERSTANDING VOCABULARY Parts of the body / Pirates

1 Kreise die restlichen 12 Wörter für die Körperteile ein (↓→). Dann schreibe sie auf.

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

2 Kreise die Wörter ein und schreibe sie auf.

hook ship, pirate wood, leg treasure sea



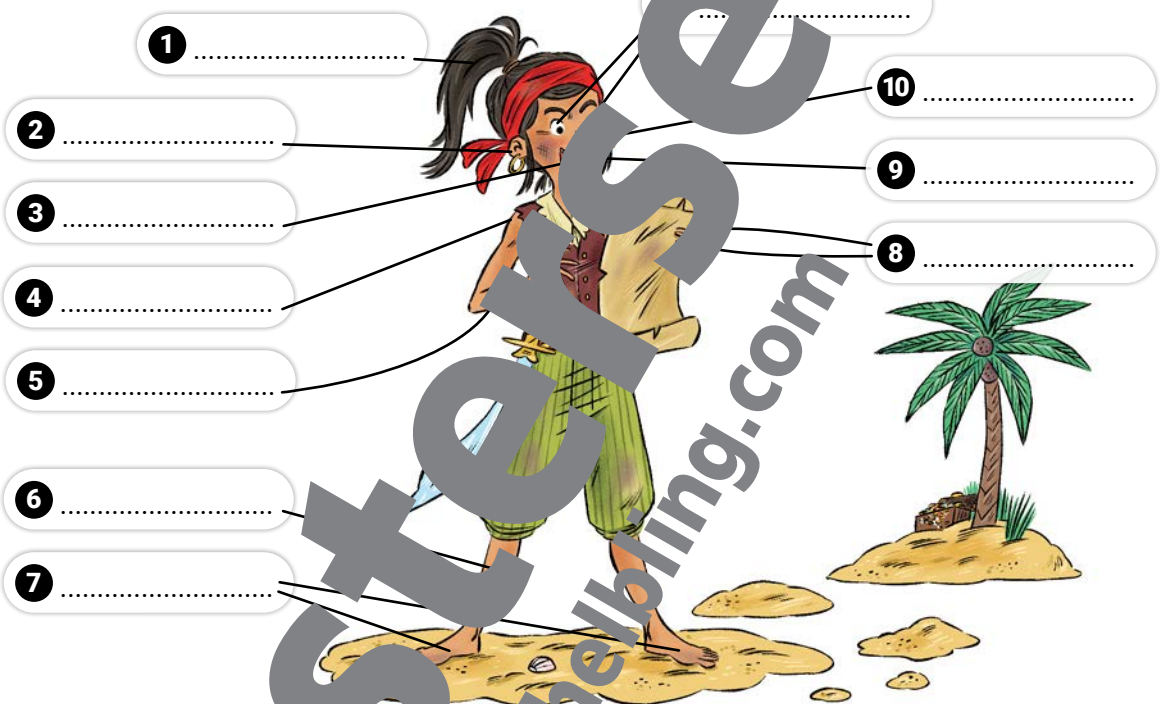
3 Schau dir das Bild an und schreib die Zahlen in die Kästchen.

- big
- small
- tall
- short
- long
- short

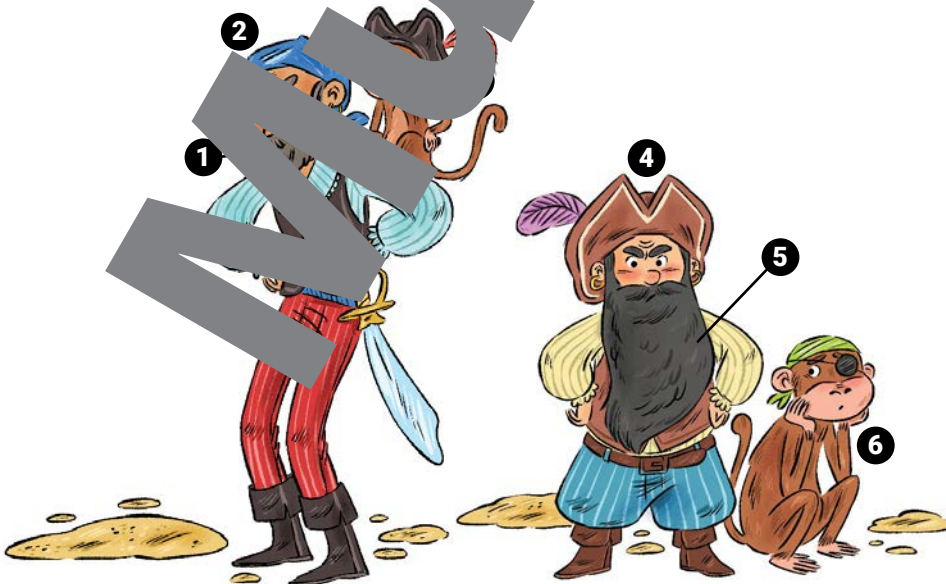


USING VOCABULARY Parts of the body

4 Schreib die richtigen Wörter.



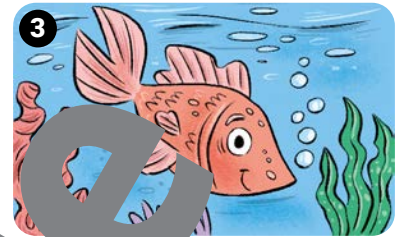
5 Schau dir das Bild an und schreib die richtigen Wörter aus 3.



- 1
- 2
- 3 **small**
- 4
- 5
- 6

UNDERSTANDING GRAMMAR *have got - haven't got*

6 Schau dir die Bilder an und kreuze in jedem Satz die richtige Form ein.



- 1 He *hasn't / haven't* got long hair.
- 2 She *hasn't / haven't* got a car.
- 3 It *hasn't / haven't* got legs.

- 4 I *hasn't / haven't* got a computer.
- 5 We *hasn't / haven't* got a big house.
- 6 He *hasn't / haven't* got apples. He's got bananas.

USING GRAMMAR *have got - haven't got*

7 Schau dir die Bilder an und schreib die Sätze.



1 She / red hair
She's got red hair.

2 They / new car

3 You / laptop

4 We / big feet

5 He / dog

6 I / a skateboard



8 Bring die Wörter in die richtige Reihenfolge und schreib die Fragen.

- 1 / a / pen? / he
- 2 / laptop / got / have / a
- 3 you / problem? / have / a / got
- 4 green / got / she / eyes? / has
- 5 you / have / a / dog? / big / got
- 6 he / hair? / long / got / has
- 7 she / hair? / got / red / has
- 8 house / your / garage? / a / got / has

Has he got a pen?

.....

.....

.....

.....

.....

.....

.....

9 Schreib die Antworten.

- 1 Has Ronald got black hair? (X) **No, he hasn't.**
- 2 Have you got a dog? (✓) **Yes, I have.**
- 3 Has Aileen got a cat? (X)
- 4 Have they got a computer in their house? (X)
- 5 Have they got hamburgers in this restaurant? (✓)
- 6 Has the house got a garage? (✓)

10 Schreib die Antworten.

- 1 A Has Peter got a cat?
B **Yes, he has** It's black and white.
- 2 A Have they got black hair?
B It's brown.
- 3 A Has Mary got a laptop?
B - and it's new!
- 4 A Has she got a new teacher*?
B - she's great!
- 5 A Have we got apples?
B We've got

VOCABULARY: *teacher – Lehrer/in

11 Wer hat was? Schreib die Sätze.

Sheila has got

12 Beantworte die Fragen zu deiner Person.

- Have you got long hair?
- Have you got short hair?
- Have you got blue eyes?
- Have you got brown eyes?
- Have you got a sister*?
- Have you got a brother?
- Have you got a cat?
- Have you got a tablet?

VOCABULARY: *sister – Schwester

13 Schreib einen kurzen Text über dich selbst.

Hello, my name is

I have got

I haven't got

14 Mal die Piraten an. Beschreibe Ruby und Ronald.



Ruby

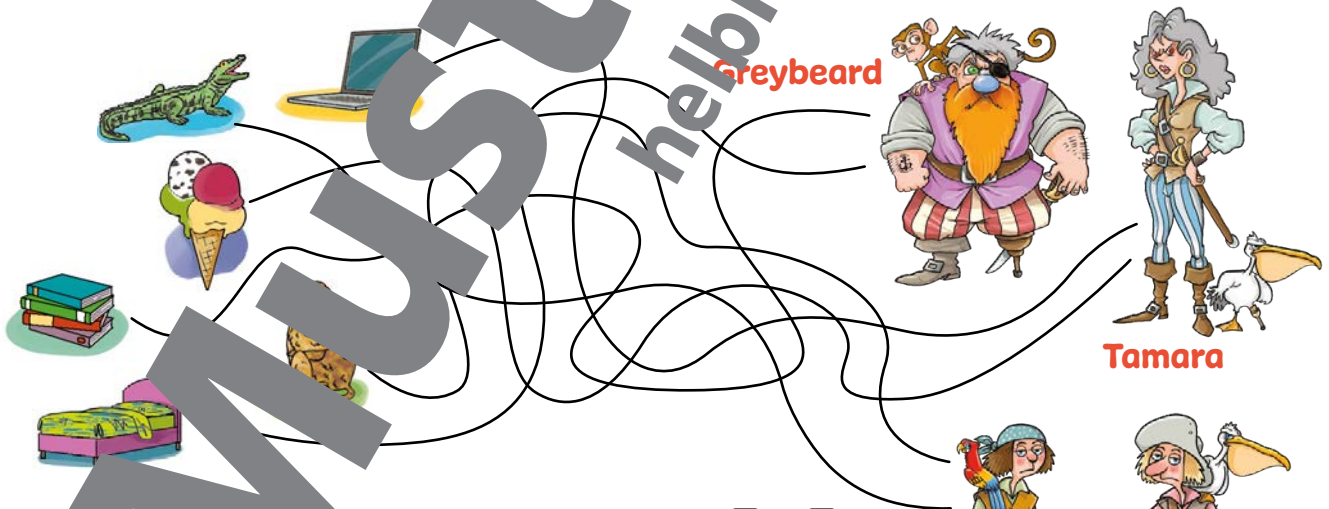


Ronald

READING & WRITING

Understanding what other people have(n't) got /
Describing other people

15 Wer hat was? Hake T (True/richtig) oder F (False/falsch.) an.



Greybeard

Tamara

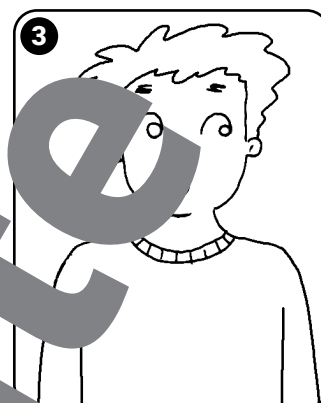
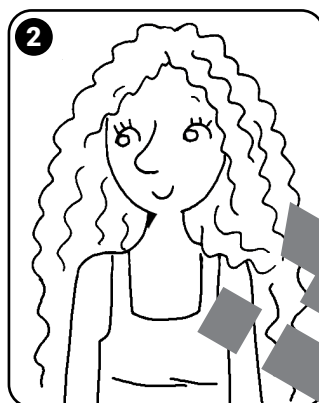
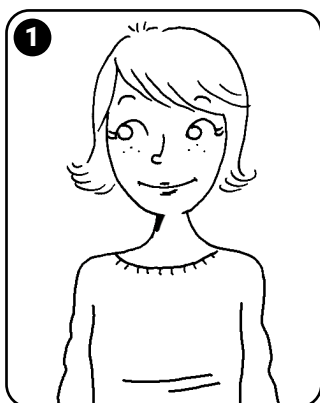
Fred and Frank

- 1 Tamara has got a lot of books.
- 2 Greybeard has got a small crocodile.
- 3 Tamara has got a laptop.
- 4 Greybeard hasn't got a bed.
- 5 Greybeard has got a big ice cream.
- 6 Fred and Frank have got two monkeys.
- 7 Fred and Frank haven't got a laptop.
- 8 Fred and Frank have got lots of books.

- | | | | |
|---|--------------------------|---|--------------------------|
| T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input type="checkbox"/> |

16 CHOICES

A Lies die Texte und ordne sie den Bildern zu. Mal dann die Bilder an.



Steve is 13 years old. He's from Chicago. He has got short brown hair and blue eyes. He has got a small mouth and a small nose.

Mel is 12 years old. She's from London. She has got long brown hair and blue eyes. She has got a small mouth and a big nose.

Steve is 13 years old. She's from London. She has got short blonde hair and blue eyes. She has got a small mouth and a small nose.

B Schreib über einen / eine Freundin.

My friend is
 He/She is from
 He/She has got
 He/She has got a
 He/She has got a

1/8



17 Bring die Dialoge in die richtige Reihenfolge. Dann höre dir die Dialoge an und überprüfe deine Arbeit.

DIALOGUE 1

- A How old is he?
- A Have you got a brother?
- A What's his name?
- B He's 12.
- B Peter.
- B Yes, I have.

DIALOGUE 2

- A What's its* name?
- A Have you got a dog?
- A Blackie, hmm. What colour is it?
- A And how old is it?
- B It is black.
- B Yes, we have.
- B Erm – eight.
- B Blackie.

VOCABULARY
 *its – sein/ihr

LISTENING Understanding what other people have got

1/9



18 Höre dir die Gedichte an und ergänze die Namen.

- Belinda
- Pat
- Lucinda
- Ben



DIALOGUE WORK Listening and responding to suggestions

1/10



19 Bring die Sätze in die richtige Reihenfolge. Dann höre dir den Dialog an und überprüfe deine Arbeit.



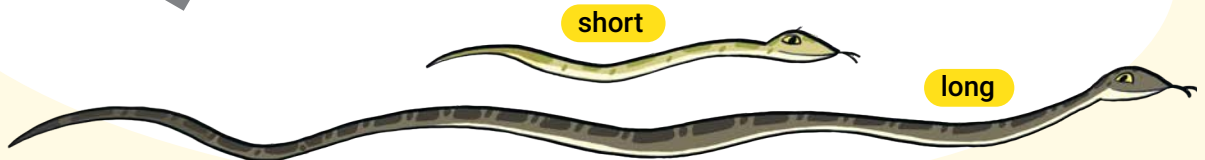
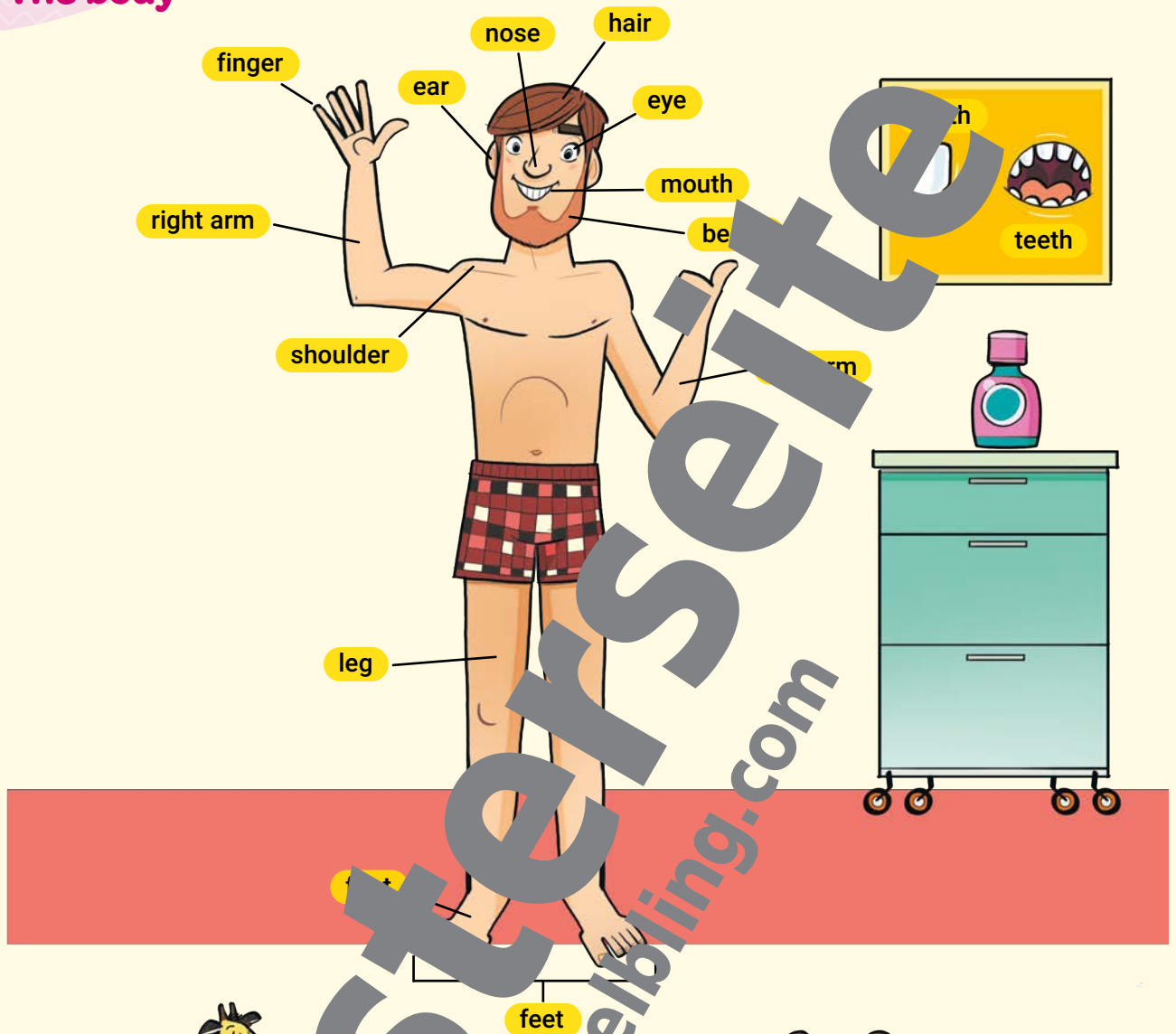
- | | |
|---|---|
| <input type="checkbox"/> Ben No, I hate shopping. Let's go bowling. | <input type="checkbox"/> Mia Yes, a pirate film. |
| <input type="checkbox"/> Ben No, I hate pirate films. We could go swimming. | <input type="checkbox"/> Mia No, I hate shopping. Let's go skateboarding. |
| <input type="checkbox"/> 1 Ben Let's go to the cinema. | <input type="checkbox"/> Mia Yes, swimming is a good idea. |
| <input type="checkbox"/> Mia Let's go to the swimming pool then. | <input type="checkbox"/> Mia No, I hate bowling. Let's go to the cinema. |
| <input type="checkbox"/> Ben Is there a good film on? | |

20 Ordne die drei Sätze einander zu. Setze die Zahlen 1-6 ein.

- | | |
|--------------------------------------|--|
| 1 I'm bored. | <input type="checkbox"/> Pirates are boring. |
| 2 There's a pirate film at the Roxy. | <input type="checkbox"/> OK, but what? |
| 3 We could go shopping. | <input type="checkbox"/> Good idea. What film is on? |
| 4 Let's do something. | <input type="checkbox"/> Me too. |
| 5 Let's go to the cinema. | <input type="checkbox"/> Yes, I love swimming. |
| 6 We could go swimming. | <input type="checkbox"/> Good idea. I like shopping. |

WORD FILE

The body



Pirates



MORE Words and Phrases

| | | | |
|----|---------------------------|--|--------------------------|
| 1 | also | Tamara is also a pirate. | auch |
| | famous | Greybeard is a famous pirate. | berühmt |
| | him | Peter is nice. We like him. | ihm/ihn |
| | his | His pirate name is Blackbeard. | sein/e |
| | ship | Greybeard has got a big ship. | Schiff |
| | to be scared (of) | The kids are scared of the ship. | Angst haben (vor) |
| | very | They are very scared. | sehr |
| 3 | strong | Greybeard doesn't got a strong left leg. | stark, kräftig |
| 4 | captain | The captain is on the big ship. | Kapitän |
| | have got / has got | I have got brown hair. Tamara has got red hair. | haben |
| 5 | pretty | Peter is pretty. | hübsch |
| | purple | She has got purple hair. | violett, lila |
| 6 | a lot of / lots of | Greybeard has got a lot of books about pirates. | viel/e |
| | bed | Dana is in bed now. | Bett |
| | dream | He has a dream! | Traum |
| | tired | Dana is in bed. She is tired. | müde |
| 8 | to guess | Listen and guess the pirate. | raten |
| | It's your turn. | | Du bist an der Reihe. |
| 11 | brother | Fred is Frank's brother. | Bruder |
| | blonde | He has got blonde hair. | blond |
| | real | His left leg isn't real. It's wooden. | echt; wirklich |
| | short | Greybeard is short. | klein |
| | tall | Tamara is tall. | groß |
| | wrong | Say what's wrong. | falsch, nicht in Ordnung |
| T1 | Good idea. | | Gute Idee. |
| | true | Is it true? | wahr |

UNDERSTANDING VOCABULARY Feelings / Days of the week

1 Circle the words and write them under the pictures.

angry bored cold happy hot hurt scared proud



1 She is



2 She is



3 They are



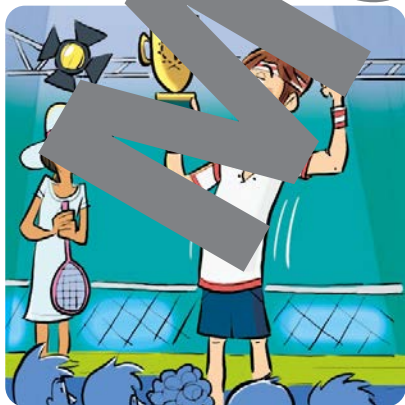
4 He is



5 She is



6 They are



7 He is

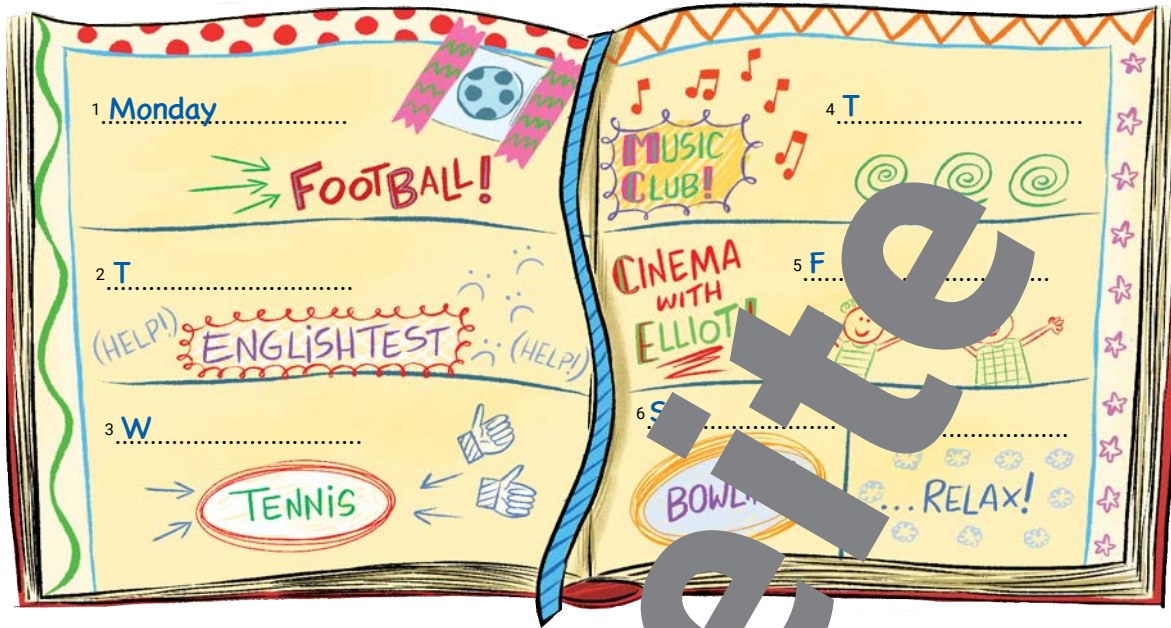


8 He is



9 They are

2 Look at Tom's diary. Write the days of the week.

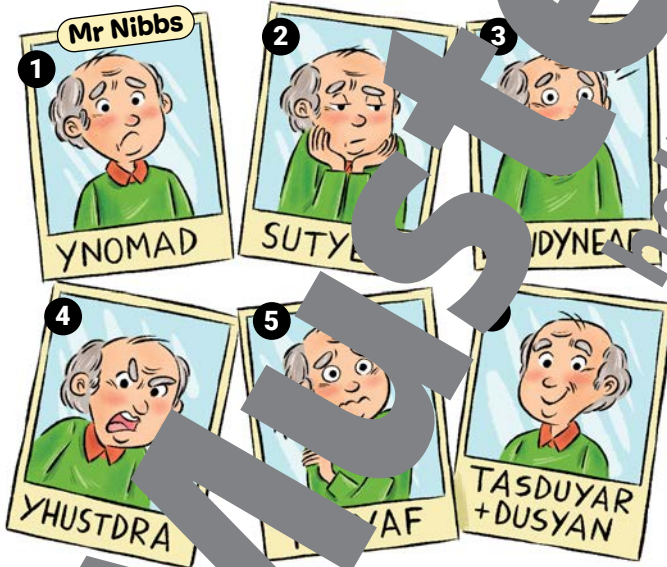


USING VOCABULARY Feelings / Days of the week

3 Match to make dialogues.

- | | | | |
|---------------|-------------|--|--|
| 1 I'm tired. | 4 I'm hot. | <input type="checkbox"/> Sit on a sandv... | <input type="checkbox"/> Open the window. |
| 2 I'm hungry. | 5 I'm cold. | <input type="checkbox"/> Open the door. | <input type="checkbox"/> Read a good book. |
| 3 I'm bored. | | <input type="checkbox"/> Sit... | |

4 Look at the pictures and write sentences about Mr Nibbs.



- 1 It's Monday. Mr Nibbs is sad
- 2 It's Tuesday .. Mr Nibbs
- 3 It's
- 4
- 5
- 6

5 Answer the questions with Yes, he is or No, he isn't.

- | | |
|---|---|
| 1 It's <u>Tuesday</u> . Is Mr Nibbs hungry? <u>No, he isn't.</u> | 4 It's Thursday. Is Mr Nibbs angry? |
| 2 It's Wednesday. Is Mr Nibbs happy? | 5 It's Tuesday. Is Mr Nibbs excited? |
| 3 It's Monday. Is Mr Nibbs sad? | 6 It's Friday. Is Mr Nibbs cold? |

UNDERSTANDING GRAMMAR to be (negative) / questions with to be

6 Match the questions and answers.

- | | | | |
|------------------------|---------------------|---|---|
| 1 Is it cold? | 5 Are they excited? | <input type="checkbox"/> Yes, we are. | <input type="checkbox"/> No, I'm not. |
| 2 Are you hungry, Sue? | 6 Is he English? | <input type="checkbox"/> No, she isn't. | <input type="checkbox"/> Yes, they are. |
| 3 Are we late? | | <input checked="" type="checkbox"/> Yes, it is. | |
| 4 Is she angry? | | <input type="checkbox"/> Yes, he is. | |

7 Complete the dialogues with the words from the box.

'm not
isn't
isn't
isn't
aren't
aren't
aren't

- | | |
|--|-----------------------------------|
| 1 A Look at that small dog! | 5 A Is it Wednesday? |
| B It isn't a dog. It's a cat! | B No, it's Wednesday today. |
| 2 A Hi, James! | B It's Thursday. |
| B I James. I'm Mike. | 6 A You're right! |
| 3 A They are from London. | B You right. You are wrong. |
| B No, they from London. | 7 A You're late! |
| They are from Vienna. | B Yes, we late. It's only |
| 4 A Alison is angry. | B It's clock. |
| B She angry. She is bored. | |

USING GRAMMAR to be (negative) / questions with to be

8 Complete the questions and short answers.

- | | |
|--|--------------------------|
| 1 A Is Nadia from London? | A they excited? |
| B No, she isn't | B Yes, |
| 2 A you ? | 6 A we right? |
| B Yes, I | B No, |
| 3 A right? | 7 A Steve sixteen? |
| B No, you | B No, |
| 4 A it a cat? | A you hot? |
| B Yes, it | B No, |

9 Look at the pictures. Complete the questions and short answers.



1 **Is** any in London?
B No, she **isn't**



2 it Sarah's dog?
Yes, it



3 Steve twelve?
No, he



4 they hungry?
Yes, they



5 you nervous?
Yes, I



6 we late?
Yes, you

10 Follow the lines and write the sentences.

- 1 Sharon isn't tired. She's bored.
- 2
- 3
- 4
- 5
- 6

11 Look at the story *A day in the mountains* on page 32 in the Student's Book and correct the sentences.

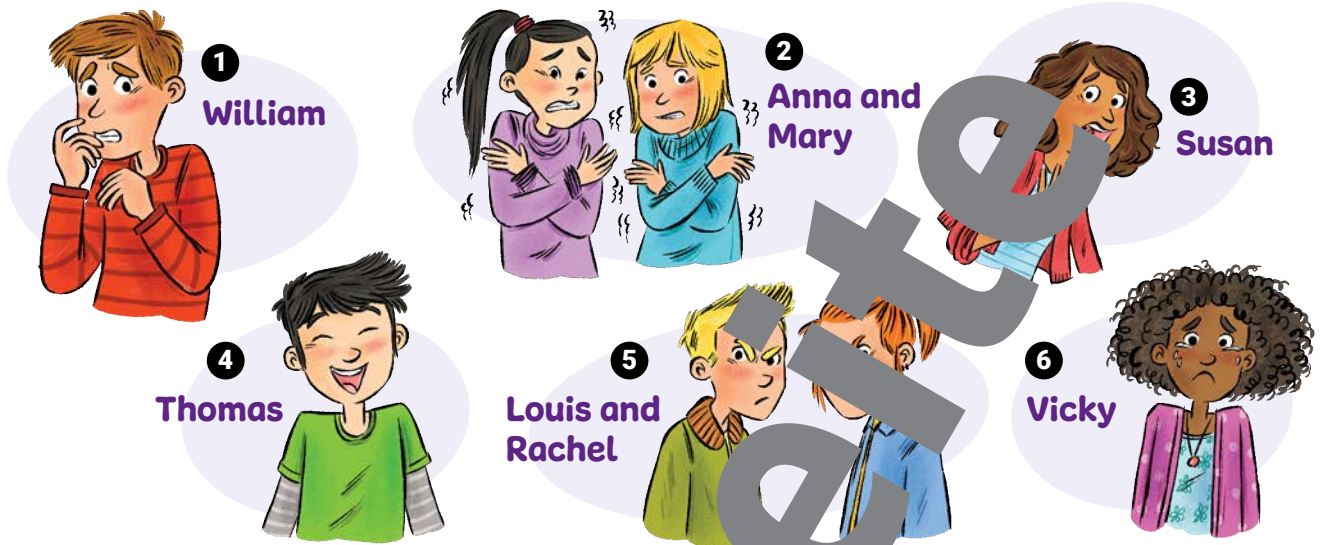
- 1 It's early morning. Richard is hot. He isn't hot. He's cold.
- 2 The tourists are hungry.
- 3 It's lunchtime. Richard is thirsty*.
- 4 The sun is shining. Richard is angry.
- 5 It's raining. Richard is sad.
- 6 Richard is nervous. He's sad.

VOCABULARY: *thirsty – durstig

12 Write short answers.

- 1 Is the man and Nadia here? (✓)
- 2 Are you tired? (X)
- 3 Is it your dog? (X)
- 4 Is she bored? (✓)
- 5 Is it Friday today? (✓)
- 6 Am I right? (X)

13 Look at the pictures and write dialogues.



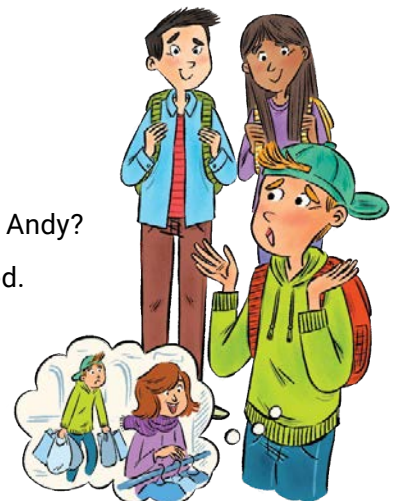
- 1 A How is William? 4 A
 B He is nervous. B
- 2 A 5 A
 B B
- 3 A 6 A
 B B

14 Write your answers to the questions.

- 1 What day of the week is today?
- 2 What day is tomorrow?
- 3 Are you happy today?
- 4 Are you hungry?

15 Complete the dialogues with the correct words.

- Andy** Hello, Hello, Emily. How ¹ you today?
- Emily** very excited.
- Andy** Really? ³ you excited?
- Tony** Tomorrow the weekend!
- it Friday today?
- Emily** Yes, it ⁶ ⁷ you happy, Andy?
- Andy** No, I' ⁹ very bored.
- Tony** Why?
- Andy** Saturday ¹⁰ a good day for me.
- Emily** Why?
- Andy** Mum and I go shopping.



A 1 Put the dialogue in the correct order.

- A Great! Why?
- B There's no homework today!
- A How are you today?
- B I'm very happy.

2 Complete the dialogues with the sentences from the box.

Why not? How are you today? I'm very tired.



DIALOGUE 1

- A 1.....
- B Not so good.
- A 2.....
- B I'm nervous about a test tomorrow.

DIALOGUE 2

- A How are you today?
- B 3.....
- A Then go to bed.
- B OK.



B 1 Put the dialogue in the correct order.

- A OK. Read a good book.
- A How are you today?
- A Oh dear. What's the problem?
- B But I haven't got a good book!
- B There's nothing good on TV.
- B I'm very bored.



2 Write your own dialogue.

- A How are you today?
-
-
- B
- A
-
- A
- B

VOCABULARY: *nothing – nichts

LISTENING & DIALOGUE WORK

Understanding others talking about their feelings and week

1/11



17 Listen to Sara. Match the days of the week with her feelings.



- | | |
|-------------|----------------------------------|
| 1 Monday | <input type="checkbox"/> excited |
| 2 Tuesday | <input type="checkbox"/> sad |
| 3 Wednesday | <input type="checkbox"/> tired |
| 4 Thursday | <input type="checkbox"/> nervous |
| 5 Friday | <input type="checkbox"/> bored |
| 6 Saturday | <input type="checkbox"/> angry |
| 7 Sunday | <input type="checkbox"/> happy |

VOCABULARY:
*get up – aufstehen

18 Complete the dialogues with the sentences from the box. Use two extra sentences.

No, I'm not. I'm angry. I'm tired. Are you happy? It's my birthday. No, they aren't.
I'm excited. They're from Spain. Yes, we're from France. Oh, I'm sorry.



1
Paula Hi, Toby. How are you?
Toby
Paula Why?
Toby
Paula Happy Birthday Toby.
Toby Thank you.



2
Bob Are you happy, Olivia?
Olivia
Bob What's the problem?
Olivia You've got my sandwich in your mouth.
Bob



3
Clara
Ben
Clara dear. What's the problem?
Ben
Clara Go to bed.
Ben That's a good idea.



4
Oliver Are they from Italy?
Tim
Oliver Where are they from?
Tim

1/12



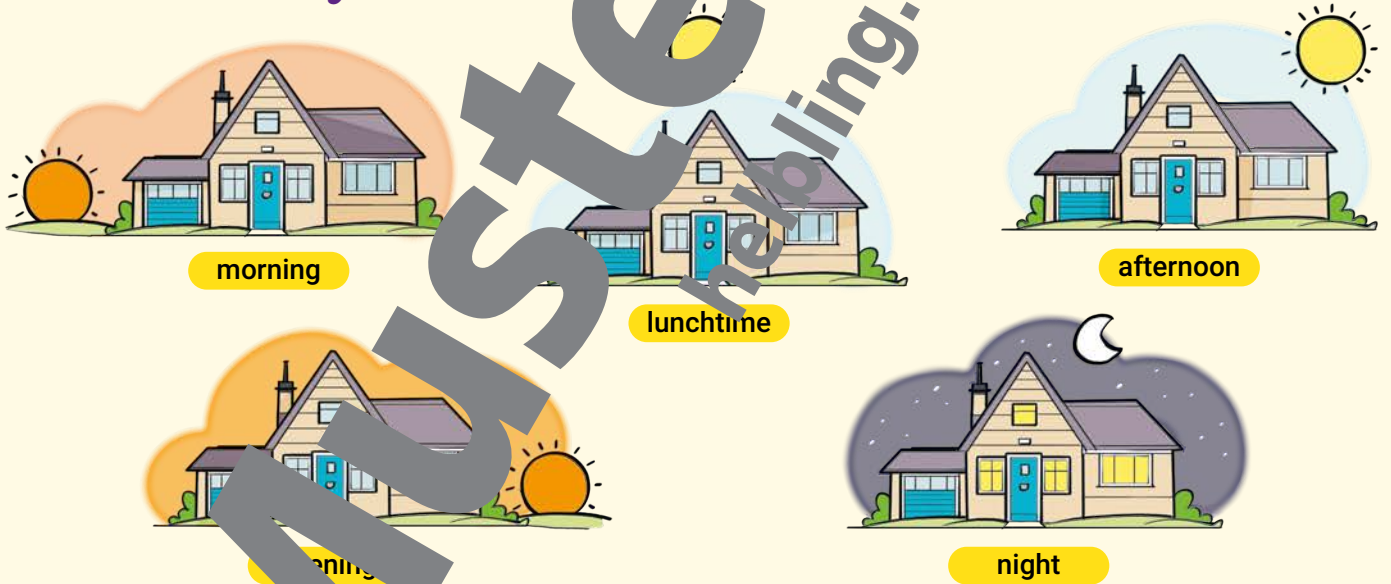
19 Listen and check your answers.

WORD FILE

Feelings



Times of the day



Days of the week



MORE Words and Phrases

| | | | |
|--------------------|--------------------------------------|---|---|
| 3 | after | <i>After school I meet my friends.</i> | nach |
| | day | <i>On the big day, Mike is nervous.</i> | Tag |
| | end | <i>At the end of the play, Mike is very happy.</i> | Ende |
| | fun | <i>It's great fun.</i> | Spaß |
| | Go away! | | Geh! |
| | to help | <i>Let me help you.</i> | helfen |
| | home | <i>Mike is at home.</i> | zu Hause, im Haus, Zuhause |
| | It's no good. | | Das hat keinen Zweck. |
| | mum | <i>She is his mum.</i> | Mutter, Mama, Mami |
| | next | <i>The next day.</i> | nächste/nächstes |
| still (not) | <i>Miss Baker still isn't happy.</i> | immer noch (nicht) | |
| 4 | a day in the life of | <i>The story is about a day in the life of Richard.</i> | ein Tag im Leben von |
| | to be asleep | <i>He's in bed and he's asleep.</i> | schlafen |
| | early | <i>It's early. He's still in bed.</i> | früh |
| | life (pl lives) | <i>Elephants have a long life.</i> | Leben |
| | lunchtime | <i>It's lunchtime. He's hungry.</i> | Mittagspause |
| | sun | <i>The sun is out.</i> | Sonne |
| 6 | Are you OK? | | Geht's dir/euch/Ihnen gut? |
| | homework (no pl) | <i>We have got a lot of homework today.</i> | Hausaufgaben |
| | into | <i>Go into the classroom!</i> | in (... hinein) |
| | Oh dear! | | Du meine Güte! |
| | room | <i>There's a rat in the room.</i> | Zimmer, Raum |
| | why | <i>Why are you tired?</i> | warum |
| 8 | bad | <i>Thursday and Friday are bad.</i> | schlecht, böse |
| | Don't be late. | | Komm(t) nicht zu spät., Sei(d) pünktlich. |
| | tomorrow | <i>Tomorrow is Monday.</i> | morgen |
| 9 | birthday | <i>Happy birthday, David!</i> | Geburtstag |
| | friend | <i>Tom is my friend.</i> | Freund/Freundin |
| 11 | Be yourself. | | Sei du selbst. |
| | no one else | <i>Be yourself and no one else.</i> | niemand anders |
| 12 | bottle | <i>The feelings are in the bottle.</i> | Flasche |
| | to get back | <i>Get back the feelings back.</i> | zurückholen, zurückbekommen |
| | mad | <i>I am nice, Bob is mad.</i> | wütend, zornig |
| | magic | <i>This is a magic bottle.</i> | magisch |
| | to rob | <i>I'm a monster and I rob feelings.</i> | stehlen; ausrauben |
| 13 | to break | <i>I must break the bottle.</i> | (zer-)brechen |
| | to go to sleep | <i>Go back to sleep.</i> | schlafen gehen |
| 15 | because | <i>I'm happy because it's the weekend.</i> | weil |
| S2 | It's me. | | Ich bin's. |
| | Try it! | | Versuch es! |
| | Let go! | | Lass(t) los! |
| | What's happening? | | Was ist (hier) los? |

UNDERSTANDING VOCABULARY

Musicians and instruments / Verbs for movement

1 Look at the picture and write the names of the instruments.

- guitar
- saxophone
- drums
- keyboard



2 Who plays the instruments? Write the names of the instruments.

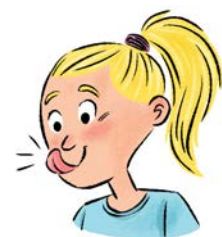
- | | |
|---------------------------------------|--------------------|
| 1 drums - <u>drummers</u> | 3 guitar - |
| 2 saxophone - | 4 keyboard - |

3 Write the phrases from the list in the correct picture.

- walk on my hands
- wiggle my ears
- touch my nose with my tongue
- stand on my head
- write with my left hand and my right hand













- 1 walk on my hands 2



- 3 4 5

4 Complete the sentences about *Project 11*.


Spotlight on PROJECT 11


| | | | | | |
|---|---|---------------|----------|---|--------------------|
| 1 |  | James | is the |  | of the band. |
| 2 |  | Jessica | is the |  | |
| 3 |  | Ellie | is the |  | player. |
| 4 |  | Dan and Steve | play the |  | |
| 5 |  | Jack | is the |  | player. |


5 Complete the text with the missing letter.


Proj_ _ 11 ar_ a gre_ _ ba_ _ n_ sin_ _ o_ th_ ba_ _ i_
 Jam_ _ Jess_ _ i_ t_ _ am_ _ . Sh_ i_ ve_ _ go_ _ Ell_ _
 i_ th_ keyb_ _ _ pla_ _ an_ Ja_ _ i_ th_ saxop_ _ _
 pla_ _ _ . Da_ a_ te_ _ th_ au_ _ _ .


6 Follow the lines and write about the band *Four U*.

1  Mark

2  Tim and Kate

3  Joe

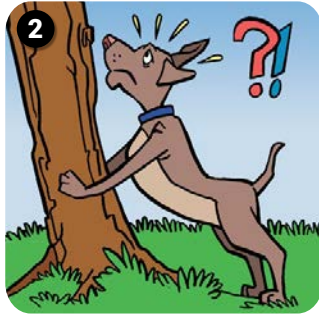
4  Sally

5  Emma

- | | | | |
|---|---------------------------|---|-------|
| 1 | Mark is the singer. | 3 | |
| 2 | | 4 | |
| | | 5 | |

UNDERSTANDING GRAMMAR can - can't

10 Look at the pictures and number the sentences.



- He can't sing.
- She can walk on her hands.
- It can climb trees.
- She can't walk on her hands.
- He can't play tennis.
- It can't climb trees.
- She can play tennis.
- He can sing.

USING GRAMMAR Possessive pronouns

11 Complete the sentences with the words from the box.

my
your
his
her
our
their



- 1 Is this ?
- 2 This is new school!
- 3 This is bag.



- 4 We're Billy and Steve. And these are dogs!
- 5 What's name?
- 6 They're Jane and Melissa. And that's mum.

12 Complete the sentences. Use *his*, *her* or *their*. Write short answers.



1 Is it his cat ?
Yes, it is



2 ?
No, Yes



3 ?
Yes



4 ?
No,



5 ?
No,



6 ?
Yes,

USING GRAMMAR *can - can't*

13 Write the words in the correct order to make sentences.

- | | |
|---|---|
| 1 you / stand / can / head / your / ? <u>Can you stand on your head?</u> | 5 can't / 1 / can / from / you / 100 / to / ? |
| 2 can't / they / sing / | 6 can't / her / hands / she / walk / on / |
| 3 play / you / tennis / can / | 7 hands / walk / you / can / on / your / ? |
| 4 climb / he / tree / can't / | 8 brother / my / guitar / play / the / can / |

14 Look at the pictures and write questions and short answers.



1 Can he play the guitar?
Yes, he can.

2
.....



3
.....

4
.....



15 Write the sentences from the box under the pictures.

It's their guitar.
It's her guitar.
It's our guitar.
It's his guitar.



1



2



3



4

16 Write questions and give answers that are true for you.

- | | |
|---|-------------------------------------|
| 1 climb a tree <u>Can you climb a tree?</u> <u>Yes, I can. / No, I can't.</u> | 5 play the guitar |
| 2 name 20 cities in Europe | 6 juggle |
| 3 say the names of ten British* s | 7 play volleyball |
| 4 touch your nose with your tongue | |

VOCABULARY: *British – aus Großbritannien

LISTENING Understanding what others can/can't do

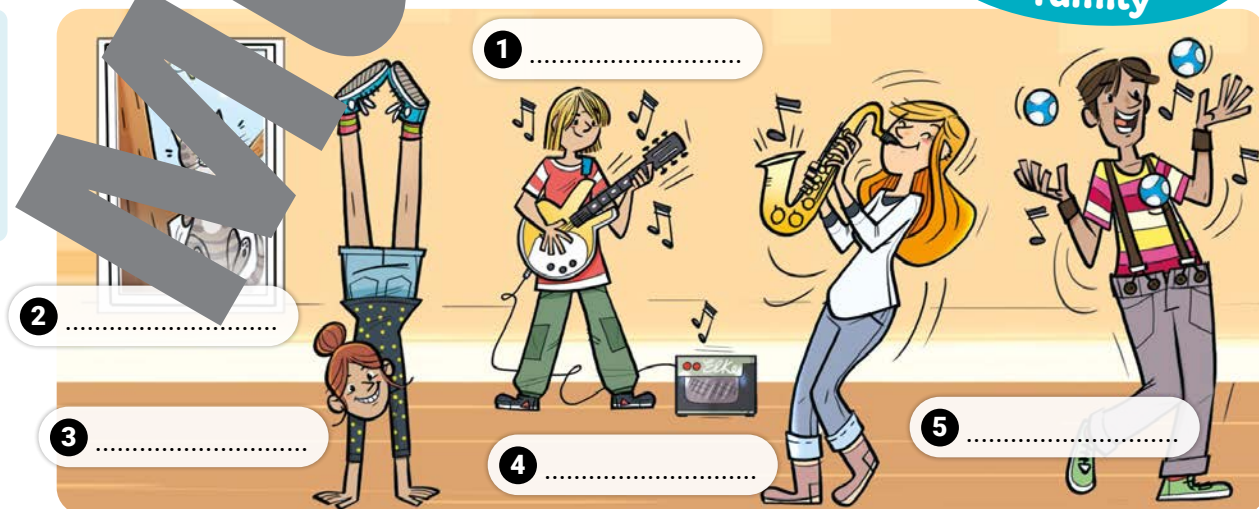
1/13



17 Listen and write the names from the box next to the pictures.

Bill
Sarah
Anne
Paul
Zizzi

My fantastic family





18 Listen again and tick T (True) or F (False).

- 1 Bill has short hair. T F
- 2 Bill can sing and play the guitar. T F
- 3 Sarah can play the saxophone. T F
- 4 Sarah can walk on her hands. T F
- 5 Bill's mum can't stand on her head. T F
- 6 Bill's mum can play the guitar. T F
- 7 Bill's dad can touch his nose with his tongue. T F
- 8 Bill's dad can juggle. T F
- 9 Zizzi can sing. T F
- 10 Zizzi likes to climb trees. T F

READING & WRITING What you and others can and can't do

19 Read the dialogue and complete it with the words from the box.

sing
I
play
am
can't
Bye
you
their

Lisa Are you in *Project 11*?
Pete Yes, I ¹.....
Lisa Wow, they're great.
Pete Thanks.
Lisa Are ²..... the singers?
Pete No, I'm not. I can't ³.....
Lisa Are you the keyboard player?
Pete No. I ⁴..... the keyboard.
Lisa Are you the guitarist?
Pete No. ⁵..... can't play the guitar.
Lisa Are you the saxophone player?
Pete No. I can't ⁶..... the saxophone.
Lisa What are you doing?
Pete Me? I carry ⁷..... instruments.
Lisa Oh, what are you going to go. ⁸.....



20 Listen and tick T (True) or F (False).

21 Read the dialogue in 19 again and tick the correct sentences.

- 1 Pete is in *Project 11*.
- 2 Lisa is in *Project 11*.
- 3 Pete is the keyboard player.
- 4 Pete can't play the guitar.
- 5 Pete can play the saxophone.
- 6 Pete can carry their instruments.

22 CHOICES

A Look at the pictures and write short answers.

- 1 Can James touch his nose with his tongue? Yes, he can......
- 2 Can Jessica juggle?
- 3 Can Ellie wiggle her ears?
- 4 Can Dan climb the tree?
- 5 Can Steve walk on his hands?
- 6 Can Jack stand on his head?



B Read the text. Then write a text about yourself.

My talents

I can touch my nose with my tongue. I can juggle and I can stand on my head. But I can't wiggle my ears, I can't climb trees and I can't walk on my hands.

DIALOGUE WORK Asking for help and offering help

23 CHOICES

A Put the dialogue in the correct order. Then listen and check.

- 1 Anna Can you help me? Owen It's on your head.
- 2 Anna I can't find my map. Owen Yes, of course. What's the problem?

B Complete the dialogue with the sentences from the box. Then listen and check.

Look under the sofa. Owen 1. Can you help me?.....
 My book. I can't find it. Beth Sorry, I can't help you.
 Can you help me? Owen 2.
 Can you help me, Beth? Beth Yes, of course. What's the problem?
 It's missing. Owen 3.
 Beth Pardon?
 Owen My book. 4.
 Beth OK. 5.
 Owen Ah, here it is.



1/15



1/16

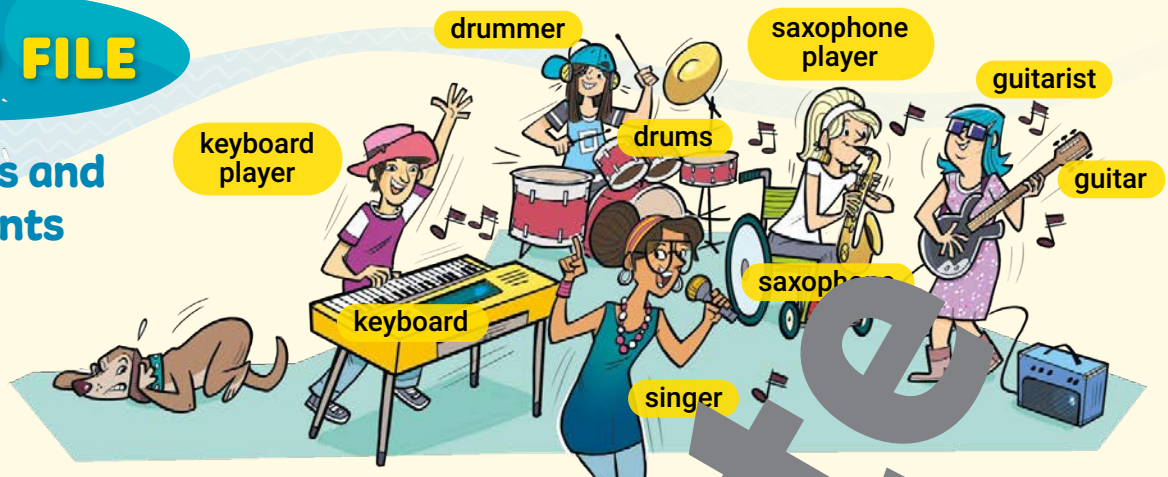


24 Complete the dialogue with your own ideas.

Tim Ruth Pardon?
 Ruth Sorry? Tim
 Tim Ruth OK.
 Ruth Yes, of course. What's the problem? Tim
 Tim Ruth OK, but it's not there.

WORD FILE

Musicians and instruments



MORE Words and Phrases

| | | | |
|------|--|---|--|
| 2 | boyfriend its to play sister | Jack is her boyfriend. This is my band. Its name is Project 11. They play the guitar. Jessica is my sister. | Freund sein/e; ihr/e spielen Schwester |
| 3 | can; cannot / can't concert to dance Don't worry. job perfect | She can play the drums. He can't sing. Let's go to the concert tomorrow. Let's dance to the music! She has a good job. The job is perfect for you. | können; nicht können Konzert tanzen Keine Sorge. Arbeit; Aufgabe perfekt |
| 7 | to carry | Can you carry my bag? | tragen |
| 8 | to stand on tongue to touch to walk on to wiggle | I can stand on my head. He can touch his nose with his tongue. Please don't touch me. Can you walk on your hands? He can wiggle his fingers. | auf etwas stehen Zunge berühren auf etwas gehen wackeln |
| 9 | can to drink hundred in one go Is that so? | Look. She carries fifty cans. I can drink ten cans. Can you eat a hundred apples? Can you drink ten cans in one go? | Dose trinken hundert in einem Zug, auf einmal Ach wirklich? |
| 12 | This is me. | | Das bin ich. |
| OYW2 | economy hospital to laugh (pocket) money pound profit school canteen table teacher uncle to wash | The economy is the world of money. My grandpa and his friends go to hospitals and help children. They make children laugh. I got my pocket money from my mum and dad. A cup of apple juice is 2 pounds. The company made a profit of 120 pounds. That's my profit. We have apple juice in our school canteen. I put a table in our playground. Mr Davis is my teacher at school. My uncle is my dad's brother. I wash my mum's car. | Wirtschaft Krankenhaus lachen (Taschen-)Geld Pfund Gewinn, Profit Schulkantine Tisch Lehrer/Lehrerin Onkel waschen |
| T2 | nothing Sorry? | There's nothing in the garden. | nichts Entschuldigung?, Wie bitte? |

UNDERSTANDING VOCABULARY Action verbs

1 Look at the pictures and number the words.

- mirror
- close a door
- smile
- open a window
- put a hat on
- take a hat off
- jump
- fall out of a window
- climb up a tree
- leave

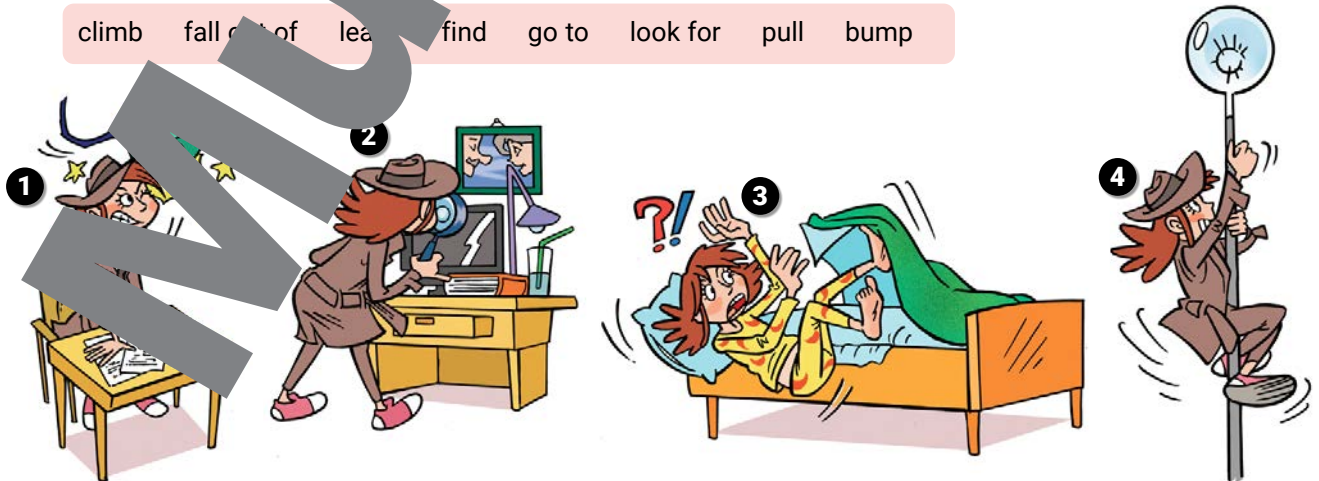


2 Remember the story *The lost bird*. Read and circle the correct actions.

Sherlock Groans is in his office. He looks in the ¹ mirror / window. He ² puts his hat on / takes his hat off. He ³ smiles / runs. He's the world's best detective! He ⁴ closes / opens the window and ⁵ looks in / looks out. His hat ⁶ falls out of / takes off the window. Sherlock's friend, Doctor Grey, comes to the office. An old man is ⁷ looking for / looking at the bird. "Sorry!" says Sherlock. He ⁸ goes down the street. He climbs up a tree. There's his hat. He ⁹ picks it up / takes it off. The bird ¹⁰ jumps / goes on his head. Now Sherlock's back at the office. The old man says, "Please help me. I can't find my bird!" Sherlock ¹¹ puts his hat on / takes his hat off. "Here you are!" he says. The man ¹² runs / smiles.

3 Match the words to the pictures. There are four extra words.

climb fall out of leave find go to look for pull bump



- 1 3
- 2 4

USING VOCABULARY Action verbs

4 Find and circle the verbs and prepositions from the box in the wordsearch. (← → ↑ ↓)
Then write a sentence for each one.

fall out of
go to
jump into
look for
bump into
put on
take off

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

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

5 Complete the text with the words from the box

goes
bumps into
looks for
leaves
looks for

Sherlock Groans ¹..... use
at eight o'clock. He ²..... his
umbrella*. Sherlock Groans thinks:..... is my
umbrella? Is it in the woods? Is it in the park? Is it
at the café?"
He ³..... to the café. No umbrella.
Then he goes to the woods. No umbrella. Then he
goes to the park. No umbrella. Then he
looks for his umbrella under the bushes. No umbrella. Later, he
⁵..... And from the tree -
falls his umbrella. Sherlock Groans is very happy.



VOCABULARY: *umbrella – Regenschirm

6 Write a short story called *Sherlock Groans and the lost dog*. Use the words from the box and the picture to help.

go to
climb
fall out of
leave
find
bump
look for
jump into

.....

.....

.....

.....

.....

.....

.....

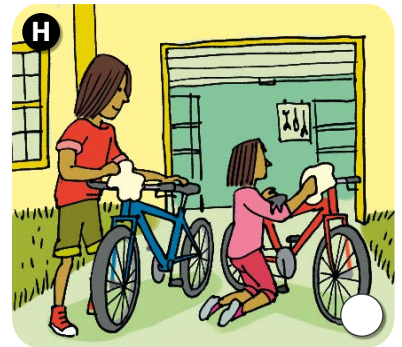
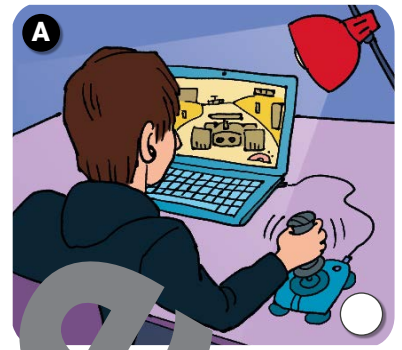


UNDERSTANDING GRAMMAR Present simple

7 Circle the correct words. Then number the pictures.

- 1 My sister Sheila *play / plays* football every day.
- 2 In the afternoon, I *play / plays* computer games.
- 3 Dad *wash / washes* his car on Saturdays.
- 4 We *clean / cleans* our bikes* at the weekend.
- 5 My mum *leave / leaves* the office at five.
- 6 We all *love / loves* our dog.
- 7 On Sunday, Mike *go / goes* to the park with his dog.
- 8 On Sunday, Dawn and I *go / goes* to the cinema.

VOCABULARY: *bike – Fahrrad



USING GRAMMAR Present simple

8 Complete with the correct form of the verbs in brackets.

- 1 My sister Sheila *plays* football. (play)
- 2 In the afternoon, I *play* computer games in the evening. (play)
- 3 I *help* my sister with her homework. (help)
- 4 And my sister *helps* me to clean my bike. (help)
- 5 My father *goes* to work at seven every morning. (go)
- 6 We *go* to the cinema on Friday. (go)
- 7 We *wash* the car at the weekend. (wash)
- 8 And on Sunday, my sister *washes* the dog! (wash)

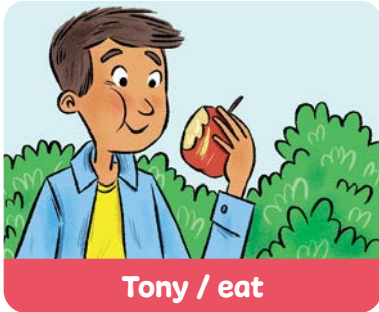
9 Read Alyssa's story. Complete the text with the correct form of the verbs in brackets.



My parrot Coco really ¹..... (like) bananas. Every day we ²..... (go) and ³..... (buy*) a big banana. First, I ⁴..... (eat) half of* the banana and then my parrot ⁵..... (eat) the other half of the banana. My parrot also ⁶..... (like) melons and strawberries.

VOCABULARY buy – kaufen; half of – die Hälfte von

10 What do they do every day? Write the sentences under the pictures.



1 Every day Tony eats an apple.

2

3



4

5

6

11 Complete the text with the missing letters.

Fiona is in bed suddenly she ¹he___ something. She ²ge___ up and ³go___ to the window. Nothing. She ⁴go___ to the door and ⁵wai___. Nothing. She ⁶lis___ for a minute. Then she ⁷lo___ at her desk. There is a big teddy bear with a big red card* on it. The card says: "For Fiona. Love you, Mum and Dad."

VOCABULARY:

*suddenly – plötzlich; card – Karte

12 Complete the text with the verbs from the box.

likes
go to
calls*
say

Susan ¹..... basketball and volleyball, too. Everyone ²..... her Volleyball Sue. And what about football? She's good at that, too. "OK," ³..... her friends. "You're Ballchampion Sue." Her friends all love her and ⁴..... every game*. You see, there's a lot just in a name.



VOCABULARY:

*call – hier: nennen; game – Spiel

13 CHOICES

A Look at the pictures and number the sentences.

Sherlock Groans and the garden gnome



VOCABULARY:

*garden gnome – Gartenzweig;
hit – schlagen

- The garden gnome hits* Groans with a little hammer.
- Today Groans wants to find a garden gnome.
- He looks for it in the park.
- Then the garden gnome goes away.
- He falls into the grass. Then he finds the garden gnome.
- He bumps into a...

B Sherlock Groans is on the phone with Doctor Grey. Put the dialogue in the correct order.

- Doctor Grey: Hello, who are you?
- Doctor Grey: OK, Groans. Give me twenty minutes.
- Doctor Grey: Ah... Who is it?
- Doctor Grey: OK, come home, Groans.
- Doctor Grey: Is my lost cat with you?
- Groans: Yes, it is.
- Groans: Yes, a tree in the woods.
- Groans: Groans here, Doctor Grey.



14 Read the text *A famous detective* on page 48 of the Student's Book again. Write the answers.

Name: 1 Sherlock Holmes
 Job: 2
 Address: 3
 Clothes: 4
 Hobby: 5
 Best friend: 6

15 Read about two famous detectives. How many of the tasks can you do?



She is **Georgina** from *The Famous Five*, but she prefers* the name **George**. Every summer holidays George and her friends Dick, Julian, Anne and her dog Timmy go on adventures* and solve cases* in the countryside*.

Miss Marple is a detective in a lot of books by the famous crime author* Agatha Christie. Miss Marple is a little old lady. She lives in a town* in the English countryside. She watches people all the time. She is very clever and she always* finds the killer.



VOCABULARY: *prefer – bevorzugen; adventures – Abenteuer; case – (Kriminal-)Fall; countryside – ländliche Gegend; author – Autor/Autorin; town – Stadt; always – immer

Choose the correct answers.

- Georgina has a dog. Its name is
 Dick Anne Timmy.
- Agatha Christie is the author of books about
 Miss Marple Georgina. *The Famous Five*.
- Agatha Christie is **T (True)** or **F (False)**.
 There are five children in *The Famous Five*. T / F
- Miss Marple lives in London. T / F

Complete the sentences.

- Georgina likes the name best.
- Agatha Christie is

1/17



16 Listen and check your answers.

17 Look at the pictures. Tell the story "Sherlock Groans finds the dog!" Use the words from the box. Then write the story in your exercise book.

Sherlock Groans goes to the park. He ... Doctor Grey's dog. Then he ... a tree.
 He ... his head. Then he ... the tree. The dog ... Sherlock Groans.
 Now, the dog ... Sherlock Groans to a hospital.



LISTENING Understand a detective story

1/18



18 Listen and complete the sentences.

- Nate is a young
- His friend can't find her
- The dog in it.

VOCABULARY *Red and yellow make orange. – Rot und gelb ergeben orange.;
 It's still wet. – Es ist noch nass.

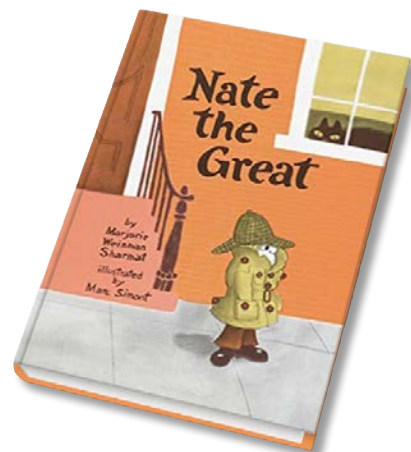
1/18



19 Listen and check T (True) or F (False).

- Nate is in the garden and the woods.
- He looks in Annie's room.
- He looks in her brother's room.
- There are lots of pictures and they're all orange.
- Annie's brother only paints red pictures.
- Nate says, "Red and yellow make orange. The orange picture is your picture!"

- T F
 T F
 T F
 T F
 T F
 T F



WORD FILE

Around town



Action verbs



to jump into the river

to look out the window



to run out of the office



to pick something up



to sit in a tree



to fall into a tree



to go to the park



to fall out of the tree



to pull



to leave the office



to look in the mirror



to climb up a tree



to look for something



MORE Words and Phrases

| | | | |
|----|--------------------------|---|---|
| 1 | to climb | <i>Sherlock Groans climbs up a tree.</i> | klettern |
| | to jump | <i>A bird jumps on Sherlock Groans' head.</i> | hüpfen |
| | to leave | <i>Doctor Grey leaves the office.</i> | verlassen, weggehen |
| | mirror | <i>There is a mirror on a wall.</i> | Spiegel |
| | to put on | <i>Sherlock puts his hat on.</i> | aufsetzen |
| | to smile | <i>He smiles in the mirror.</i> | lächeln |
| | to take off | <i>He takes off his hat.</i> | abnehmen |
| 2 | away | <i>Go away!</i> | weg |
| | (world's) best | <i>Sherlock Groans is the world's best detective!</i> | der/die Welt-/beste/bestes |
| | detective | <i>He's the world's best detective.</i> | Detective / Detektivin |
| | Help me! | | Hilf mir! |
| | to look for | <i>He looks for his hat in the park.</i> | suchen |
| | old | <i>His skateboard isn't new. It's very old.</i> | alt |
| | to pick up | <i>He picks up the hat.</i> | aufheben |
| | to run out (of) | <i>Sherlock runs out of the office.</i> | hinausrennen (aus) |
| | to run down (the street) | <i>Sherlock runs down the street.</i> | (die Straße) hinunterlaufen |
| 5 | to find | <i>The dog finds Sherlock Groans.</i> | finden |
| | to pull | <i>The dog pulls Sherlock Groans out of the car.</i> | ziehen |
| 6 | to catch | <i>He always catches the bus on time.</i> | fangen; erwischen; festnehmen |
| | clever | <i>Sherlock is really clever.</i> | klug, schlau |
| | to come to | <i>He comes to a park every day.</i> | (zu etwas) hinkommen |
| | to live | <i>Peter lives in London.</i> | leben, wohnen |
| | pipe | <i>Sherlock often has a pipe in his mouth.</i> | Pfeife |
| | to smoke | <i>Groans smokes a pipe.</i> | rauchen |
| | violin | <i>He can play the violin.</i> | Geige |
| | to wear | <i>Trevor wears a blue shirt.</i> | tragen |
| | 7 | a lot of / lots of | <i>There are lots of beautiful trees in the park.</i> |
| 9 | to call | <i>Sherlock calls Doctor Grey.</i> | (an-)rufen |
| | Come on! | | Komm(t) jetzt!, Mach(t) schon! |
| | to solve | <i>They solve problems.</i> | lösen |
| 10 | to wait | <i>But ... what's that?</i> | warten |
| | to watch | <i>She watches the people in the streets.</i> | beobachten, zuschauen |
| | street | <i>Anna lives in York Street.</i> | Straße |
| G | to get up | <i>She gets up at 7 o'clock in the morning.</i> | aufstehen |
| S3 | to become | <i>Benma becomes a tiger.</i> | werden |
| | But ... | | Aber es stimmt! |
| | Go on ... | | weitermachen; Erzähl weiter! |
| | Well done. | | Gut gemacht. |

UNIT 7 I love noodles

UNDERSTANDING VOCABULARY Food

1 Write the words from the box under the pictures.

brown bread
 an orange
 an egg
 peppers
 an apple
 cucumber
 mineral water
 nuts
 ham
 cheese
 fish
 grapes
 sausages
 ice cream
 corn
 meat
 pumpkin
 milk



1



2



4



5



6



7



9



10



14



13



12



11



15



16



17



18

2 Tick the sentences that are true for you.

- | | | |
|---|--|---|
| 1 I love milk. <input type="checkbox"/> | 5 I love pizza. <input type="checkbox"/> | 9 I like mineral water. <input type="checkbox"/> |
| 2 I don't like soup. <input type="checkbox"/> | 6 I don't like tea. <input type="checkbox"/> | 10 I don't like ice cream. <input type="checkbox"/> |
| 3 I hate corn bread. <input type="checkbox"/> | 7 I like spinach. <input type="checkbox"/> | 11 I like nuts. <input type="checkbox"/> |
| 4 I like fish. <input type="checkbox"/> | 8 I hate oranges. <input type="checkbox"/> | 12 I don't like tofu. <input type="checkbox"/> |

3 Find and circle 14 more food words in the wordsearch and write them in the table (→↓).





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

| Drinks | Vegetables | Fruit | Meat | Others |
|--------|------------|-------|---------|--------|
| | | | chicken | |
| | | | | |
| | | | | |
| | | | | |

USING VOCABULARY Food

4 Complete the text with the correct words.

My favourite food is  with  ²..... ,
 ³..... and  ⁴..... I love it. I always
eat it on Fridays. My mum sometimes makes it for us at home. And we
sometimes go to a pizza restaurant. I also like  ⁵..... ,
 and  ⁷..... But not on pizza!

5 Write about your favourite food. Say:

- what your favourite food is:
- how often you eat it:
- what other food you like:

6 Follow the lines. Write the sentences and use the verb *like*.



- 1 Janie likes yogurt.
 2
 3
 4
 5
 6

UNDERSTANDING GRAMMAR

Always a / an

7 Circle the correct word.

- 1 I've got a / an sister and three brothers.
 2 I don't want a / an apple, thanks.
 3 We live in a / an big city.
 4 Have you got a / an computer?
 5 Take a / an umbrella with you.
 6 Susie has got a / an orange bike.
 7 Bob's in a / an band.
 8 Let's watch a / an film.

UNDERSTANDING GRAMMAR

Present simple negative

8 Complete the sentences with *do* or *doesn't*.



- 1 He doesn't like spinach.
 2 They live in a big house.
 3 I know the answer.
 4 She go to our school.
 5 We understand!
 6 It eat meat.
 7 He speak English.
 8 You play very well.

UNDERSTANDING GRAMMAR Adverbs of frequency

9 Tick the sentences that are true for you.

- | | | | |
|--|--------------------------|--|--------------------------|
| 1 I sometimes have chicken for dinner. | <input type="checkbox"/> | 6 I often have orange juice for breakfast. | <input type="checkbox"/> |
| 2 I always have eggs for breakfast. | <input type="checkbox"/> | 7 I usually have hot dogs for dinner. | <input type="checkbox"/> |
| 3 I never have chocolate for lunch. | <input type="checkbox"/> | 8 I never have fish for breakfast. | <input type="checkbox"/> |
| 4 I usually have soup for dinner. | <input type="checkbox"/> | 9 I often have bread for breakfast. | <input type="checkbox"/> |
| 5 I sometimes have potatoes for lunch. | <input type="checkbox"/> | 10 I always have ... for lunch. | <input type="checkbox"/> |

USING GRAMMAR Articles a / an

10 Complete the text with a or an. Then colour the pictures.

Spoilt* Sally has got lots of things. She has got ¹..... parrot and ²..... angry cat, ³..... orange laptop and ⁴..... blue tablet, ⁵..... pink saxophone and ⁶..... red keyboard. Yes, spoilt Sally has got everything*!



VOCABULARY: *spoilt – verwöhnt; everything – alles

USING GRAMMAR Present simple negative

11 Complete the sentences with the negative form of the verb.

- He likes apples, but he doesn't like oranges.
- She speaks Italian, but she doesn't speak English.
- I like yogurt, but I don't like milk.
- He eats chicken, but he doesn't eat eggs.
- I collect* lots of things, but I don't collect garden gnomes.
- He plays football, but he doesn't play volleyball.
- You watch films, but you don't watch television.
- We go shopping on Saturdays, but we don't go on Sundays.

VOCABULARY: *collect – sammeln

12 Complete the sentences that are true for you.

- I don't like fish.
- I / my friends don't like ...
- My friends don't speak ...
- My friends at school / not live near ...
- I / not play any ...
- My mum and dad / not like any ...
- I / not watch any ...

USING GRAMMAR Adverbs of frequency

13 Look at the table. Write sentences. Put the verbs in the correct forms.

XXXXX = never ✓✓XXX = sometimes ✓✓✓XX = often ✓✓✓✓X = usually ✓✓✓✓✓ = always

1 My cat Jasper / ✓✓✓✓✓ / break / things.

My cat Jasper always breaks things.

2 He / be / ✓✓✓XX / happy.

3 He / ✓✓XXX / watch / TV.

4 He / ✓✓✓✓X / go / out all day.

5 He / be / ✓✓✓✓✓ / hungry.

6 He / XXXXX / sleep / at night.

7 He / ✓✓✓✓X / play / with my dog.



14 Write the words in the correct order to make sentences.

1 never / Hammond / watches / TV. / Miss

2 at / always / football / play / school.

3 for / to / sometimes / have / holidays* / go / our

4 friends. / plays / his / he / with / football

5 school / on / usually / the / goes. / go / to / their

6 eggs / have / to / get. / wait / for / often

7 at / always / the / goes* / weekend.

8 last / to / arrive* / sometimes / I / at

15 Write sentences so they are true for you.

1 I sometimes

2 I never

3 I often

4 My mum usually

5 My dad always

6 My best friend never

VOCABULARY:

*holidays – Ferien; rain – regnen;

arrive – (an-)kommen

16 Read the texts. How many of the tasks below can you do?

FOOD and the BRITISH TEENAGER

Two teenagers talk about what they usually eat.

Harry (14, Manchester)



My favourite food is fish and chips! It's delicious*. My mum often does fish and chips at home on Fridays and I sometimes go to the fish and chip shop with my friends on Saturday, too!

But I like other things too. I love spaghetti spaghetti bolognese is one of my favourite with Parmesan cheese

mmmh! In my town there's a really good restaurant and they make great spaghetti bolognese.



Jenny (15, Dorset)

I love fish, but not fish and chips. I like fish with rice or vegetables – tomatoes, spinach and potatoes. It's delicious!

I also like fast food, too. I sometimes go to a pizza restaurant with my friends.

There's a great hamburger restaurant in my town too and we often go there for lunch on Saturday or Sunday.

I love oranges and kiwis, too – kiwis and ice cream is great! I eat it in the summer, it's wonderful*.

VOCABULARY: *delicious – köstlich; wonderful – wunderbar

Choose the correct answer.

- Harry says, "My favourite food is ..."
 spaghetti bolognese. fish and chips. pizza.
- Jenny doesn't like ...
 fish and rice. fish and chips. fish and vegetables.
- Jenny goes to the pizza restaurant with her ...
 best friend. friends. family.

Circle T (True) or F (False).

- Harry sometimes eats fish and chips at the weekend. T / F
- Harry doesn't like the pizza at the restaurant in his town. T / F
- Jenny's favourite vegetables are carrots and beans. T / F

Write short answers.

- Where does Harry eat fish and chips?
- What does Harry like on his spaghetti?
- What fruit does Jenny like?

1/19



17 Listen and check your answers.

18 Look at the texts in **16** again. Write a short email (30–35 words) about what your friend likes / doesn't like to eat.

LISTENING & DIALOGUE WORK Talking about food and eating habits

1/20



19 Listen to the children and tick the food words you hear. There are six extra words.

kiwi grapes water toast apples butter pizza
 tea cheese beef fish and chips onion vegetable stew
 Scotch egg meat sandwich soup sausage meat oranges

1/20



20 Listen again and circle the words Jamie says in red and the words Annabel says in blue.

21 CHOICES

1/21



A Complete the dialogue with the words from the box. Then listen and check.

- chicken
- favourite
- always
- loves
- apple
- hate
- love

Billy It's Friday! Great. I ¹..... Fridays.
Annabel Really?
Billy Yeah. We ²..... have vegetable stew for dinner on Fridays. I think it's my food.
Annabel What – vegetable?
Billy Yes. And then ⁴..... strudel and ice cream. Mmh!
Annabel Well, that isn't my favourite food. My favourite food is curry.
Billy Curry! Oh no! I curry. It's terrible!
Annabel No, it isn't! I love my brother it, too.
⁷..... curry – wonderful!
Billy I really don't like it.
Annabel Bye, Billy. Come home and eat your vegetable stew.

1/22



B Put the dialogue in the correct order. Then listen and check.

- Paul** Well, come to my home on Tuesday. You'll love it.
- Clare** You hate pizza? Are you crazy?
- Paul** It's Tuesday. I hate Tuesday.
- Clare** I'd love to come. We always have fish and chips on Tuesday. I hate it.
- Paul** Not just. And after the pizza we have ice cream.
- Clare** Why? What's the problem with Tuesdays?
- Paul** I have pizza at school on Tuesday. I hate pizza.
- Clare** Pizza and ice cream. That's my perfect lunch.

DIALOGUE WORK Asking for something in a shop

1/23



22 Put the dialogue in the correct order. Then listen and check.



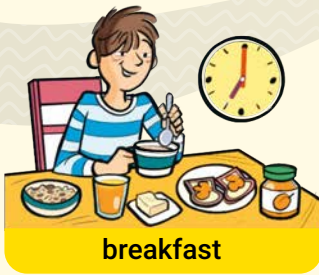
- Assistant** Here you are and here's your change.
- Carla** No, thanks. It's OK.
- Assistant** Sure, here you are.
- Carla** How much is it?
- Assistant** It's £30.
- Carla** I'll take it.
- Assistant** Would you like it in a bag?
- Carla** Yes, can I see that scarf, please?
- Assistant** Can I help you?

WORD FILE

Food



Eating



Adverbs of frequency

| Mon | Tue | Wed | Thu | |
|-----|-----|-----|-----|-----------|
| ✓ | ✓ | ✓ | ✓ | always |
| ✓ | ✓ | ✓ | ✓ | usually |
| | ✓ | ✓ | ✓ | often |
| ✓ | | | | sometimes |
| | | | | never |

MORE Words and Phrases

| | | | |
|----|----------------------|---|--------------------------------|
| 1 | meat | <i>I am vegetarian: I never eat meat.</i> | Fleisch |
| | ham | <i>On the weekend, I sometimes have ham and eggs for breakfast.</i> | Schinken |
| 2 | healthy | <i>A lot of junk food isn't healthy.</i> | gesund |
| | to like | <i>I like orange juice.</i> | mögen |
| 3 | That's nice. | | Das ist nett. |
| 4 | always | <i>They always have porridge for dinner.</i> | immer |
| | breakfast | <i>We have eggs for breakfast.</i> | Frühstück |
| | country | <i>My grandparents live in the country, but I live in the city.</i> | Land |
| | dessert | <i>For dessert, we usually have pudding.</i> | Nachtisch |
| | family | <i>My family and I live in the city.</i> | Familie |
| | fruit | <i>He likes lots of fruit for breakfast.</i> | Obst; Frucht |
| | grandparents | <i>My grandparents live in the country.</i> | Großeltern |
| | lunch | <i>We often have curry for lunch.</i> | Mittagessen |
| | never | <i>She never eats meat. She's a vegetarian.</i> | nie, niemals |
| | often | <i>They often eat bread for breakfast.</i> | oft, häufig |
| | to put | <i>She puts carrots and vegetables on the rice paper.</i> | setzen, legen, stellen |
| | sometime | <i>We sometimes have fish for lunch.</i> | manchmal |
| | stew | <i>They always have vegetables (and meat) at home, my mum cooks a stew.</i> | Eintopf |
| | usually | <i>She usually has bread for breakfast.</i> | gewöhnlich, normalerweise |
| | vegetables (veggies) | <i>I like veggies, I mean vegetables.</i> | Gemüse |
| 10 | best friend | <i>I like John best. He's my best friend.</i> | bester Freund / beste Freundin |
| 13 | tofu | <i>I like meat, but sometimes I also eat tofu.</i> | Tofu |
| 16 | beef | <i>I often eat chicken, but I really don't like beef.</i> | Rindfleisch |
| T3 | I don't know. | | Ich weiß es nicht. |
| | I'm not sure. | | Ich bin mir nicht sicher. |
| | present | <i>The vase is a good present for Mum.</i> | Geschenk |

UNDERSTANDING VOCABULARY Clothes

1 Write the words from the box under the pictures.

- | | |
|----------|---------|
| blouse | mask |
| trousers | pyjamas |
| trainers | cap |
| cape | belt |
| boots | jacket |
| shoes | hoodie |
| sweater | tights |



1 2 3 4



5 6 7 9



10 11 13 14

USING VOCABULARY Clothes

2 Write sentences about Sandy's and ...'s clothes.



Sandy's eye mask is ...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3 Look at the pictures and write sentences.

Maria's room



Tom's room



In Maria's room, there are two caps.

.....

.....

.....

UNDERSTANDING GRAMMAR

Present simple questions

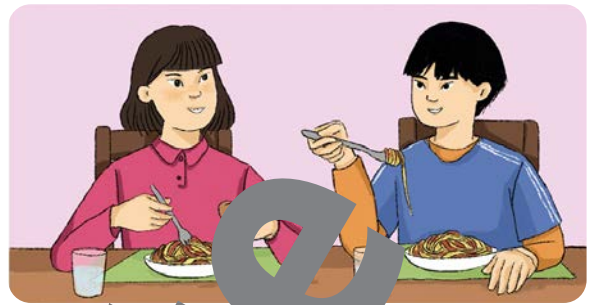
4 Write questions and answers.

- | | |
|---------------------------------------|---|
| 1 Do you like pizza? | <input type="checkbox"/> Yes, they do. They're my friends. |
| 2 Do you speak Spanish? | <input type="checkbox"/> No, it doesn't. It hates it! |
| 3 Does the shop always close at four? | <input type="checkbox"/> Yes, he does. He loves it! |
| 4 Do they go to your school? | <input type="checkbox"/> No, I don't. Let's ask! |
| 5 Does your cat like cat food? | <input type="checkbox"/> No, it doesn't. Only on Saturdays! |
| 6 Do you know his name? | <input type="checkbox"/> Yes, I do. And Italian, too! |

5 Look at the pictures and circle the correct options.



1 Do / Does Michael speak French*?
Yes, he does. / No, he doesn't.



2 Do / Does they like spaghetti?
Yes, they do. / No, they don't.



3 Do / Does Sara eat meat?
Yes, she does. / No, she doesn't.



4 Do / Does they know the way?
Yes, they do. / No, they don't.



5 Do / Does they like sports?
Yes, they do. / No, they don't.



6 Do / Does you like cats?
Yes, I do. / No, I don't.

VOCABULARY: *French – französisch

USING GRAMMAR Present simple questions

6 What do you do? Answer the questions.

- 1 Do you like football?
Yes, I do. / No, I don't.
Do you eat meat?
.....
- 3 Do your mum and dad like sport?
.....
- 4 Does your English teacher give you a lot of homework?
.....

- 5 Does your best friend speak English?
.....
- 6 Do you wear pink clothes?
.....
- 7 Do you play an instrument?
.....
- 8 Do you like vegetables?
.....

7 Complete the dialogue with do, don't or does.

John That boy next to George, is he new?

Sam Yes, he is. He's from Austria.

John 1..... you know his name?

Sam No, I 2.....

John 3..... he speak English?

Sam Yes, he 4..... His English is very good.

John 5..... he play football?

Sam I 6..... know. Let's ask.

John Hi, I'm John. What's your name?

Peter I'm Peter.

John 7..... you play football, Peter?

Peter Yes, I 8..... I love football.



John Great. Can you play tomorrow afternoon?

Peter When..... you play?

John Tomorrow.

Peter OK. Tomorrow at four.

1/24



8 Listen and check.

9 Read the dialogue in 7 again. Then tick (T) or F (False).

- 1 There's a new boy at John's school. T F
- 2 John is in Austria. T F
- 3 Sam knows the boy's name. T F
- 4 The new boy's name is Peter. T F
- 5 Peter likes football. T F
- 6 The football match is at four the next day. T F

10 Write the words in the correct order to make questions.

1 buy / clothes / do / you / your

.....

2 how / wear / your / shoes / do / with

.....

3 boots / you / pin / do / you / my

.....

4 shoes / do / wear / orange / you

.....

5 birthday / do / clothes / get / you / for / your

.....

6 animals / wear / you / with / do / T-shirts / pictures of

.....

11 Write the questions for the answers.

- 1 **Does Kevin speak Italian?**
No, he doesn't. Kevin doesn't speak a word of Italian.
- 2 Vienna?
No, I don't. I live in Liverpool.
- 3 ?
Yes, they do. They like all sports.
- 4 ?
No, we don't. Mum buys our clothes.
- 5 ?
No, she doesn't. She never wears jeans.
- 6 sweets?
No, I don't. I like vegetables.

READING & WRITING What other people are wearing / Your clothes

12 CHOICES

1/25



A Put the dialogue in the correct order. Listen and check.

- 1 A Does Pat often wear jeans with holes?
- 2 A What colour are they?
- 3 A So she has got lots of jeans with holes, right?
- 4 B Yes, she has.
- 5 B Pink, blue and black.
- 6 B Yes, she likes jeans with holes.

1/26



B Complete the dialogue with the sentences from the box. Then listen and check.

| | |
|--|--|
| <p>And what does she wear with the jeans?</p> <p>And what does she wear with the jeans?</p> <p>Does she wear jeans with holes?</p> <p>What colour are they?</p> <p>Does she have any more jeans?</p> <p>Green.</p> | <p>Does your sister often wear skirts?</p> <p>B</p> <p>B Yes, she does.</p> <p>A What colour are her favourite jeans?</p> <p>B ³</p> <p>A ⁴</p> <p>B Usually yellow T-shirts.</p> <p>A ⁵</p> <p>B She has only got red shoes.</p> <p>A Oh dear!</p> |
|--|--|

The clothes I like wearing



Sandra (14, London)

From Monday to Friday, I wear school uniform. It's OK, but I don't like it a lot – it's a green skirt and a white blouse, with brown shoes. In the evenings, at home, I usually wear jeans and a T-shirt. It's comfortable*! When I go to a party or when I go out with my friends, I often wear a dress, tight* and black boots. My favourite dress is black with two or three yellow stars. I love it!



Steve (14, Plymouth)

It's great – at my school, we haven't got a school uniform. I usually wear jeans, a brown belt and a white shirt. I think that's cool. I also wear a pair of black shoes or trainers. I wear T-shirts and shorts. At the weekend, I go out with my friends and I wear trousers and a jacket. My favourite thing; it's brown leather* and I love it! I often wear my yellow shirt – I like it a lot.

Mandy (13, Basildon)

My favourite clothes are my white dress and my pink shoes – they go great together. But I only wear them on special occasions. On special days, in the evening, at school, I wear the school uniform. It's not bad – it's a grey skirt and a white blouse with black shoes. I think it's OK. I like the shirts, they're cool! And the grey skirt is OK too. At home, in the evenings, at the weekend, I usually wear my jeans and a hoodie.



VOCABULARY: comfortable – bequem; leather – Leder; made of – gemacht aus

- Sandra really likes her school uniform. T / F
- She wears jeans to school. T / F
- The dress she likes best is black and yellow. T / F
- Steve doesn't wear a school uniform.
- On special days, in the evening, at school, he wears a jacket and trousers.
- His jacket is made of*
- Who usually wears her favourite clothes?
- What does she wear to school?
- What does she usually wear around the house?



15 Answer the questions about yourself.

1 What clothes do you wear to school?

.....

2 What clothes do you wear at home?

.....

3 What clothes do you wear to parties?

.....

16 Use your answers in **15** to write a paragraph about your clothes.

.....

.....

.....

.....

.....

.....

LISTENING Talking about other people's clothes

1/28



17 Listen and write the correct names under the picture. There is one extra picture.



1 2 3

1/28



18 Listen and write T (True) or F (False).

- | | | |
|--|----------------------------|----------------------------|
| 1 Jane always wears white shirts. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 Jane's leather jacket is cool and new. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Jane doesn't like her trainers. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 Jane never wears T-shirts. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 Anna has got lots of clothes and shoes. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 Her favourite skirt is blue and pink. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 7 At the weekends, she usually wears jeans. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 8 On Saturdays, Anna always wears her dress. | T <input type="checkbox"/> | F <input type="checkbox"/> |

WORD FILE

Clothes



MORE Words and Phrases

| | | | |
|----|------------------------|---|---------------------------|
| 3 | hole | Have your jeans got holes in them? | Loch |
| 4 | anything | Is there anything in the box? | (irgend-)etwas |
| | to borrow | Can I borrow your sweater tomorrow? | (sich) ausleihen |
| | to fit | These jeans don't fit. | passen |
| | to try on | Can I try these trousers on? | anprobieren |
| 8 | to hurt | My head hurts! | wehtun, schmerzen |
| | poem | She likes to write poems. | Gedicht |
| | to tickle | Please don't tickle me! | kitzeln |
| 9 | somebody | There's somebody behind the bushes. | jemand |
| 10 | backwards | I can spell the word backwards too. | rückwärts |
| | exciting | It's a very exciting costume. | aufregend |
| | tonight | They all want to win the big prize tonight. | heute Abend |
| 15 | horse | She rides her horse at weekends. | Pferd |
| S4 | building | The children go into the building. | Gebäude |
| | Let's get out of here. | | Lass(t) uns verschwinden. |

UNDERSTANDING VOCABULARY Pets

1 Write the names of the animals under the pictures.

- lizard
- dog
- cat
- fish
- rabbit
- hamster
- pony
- mouse
- tortoise
- guinea pig
- mice
- budgie



1



2



4



5



6



7



8



9



10



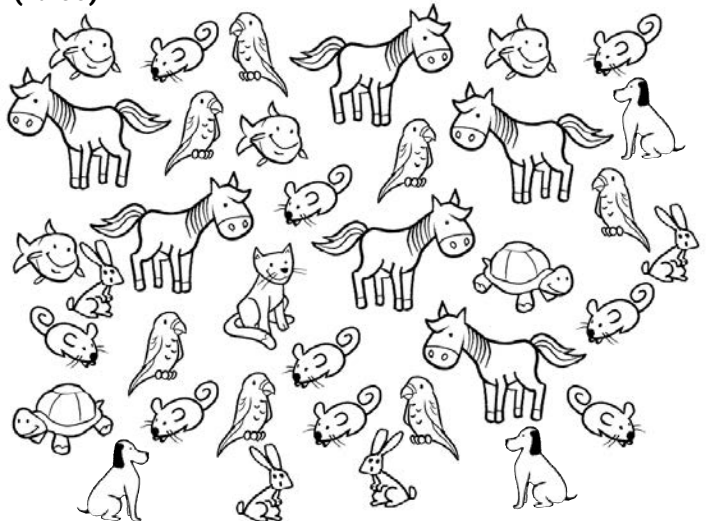
11



12

2 Look at the pictures and mark T (True) or F (False).

- 1 There is one cat. T F
- 2 There are two ponies. T F
- 3 There are eight budgies. T F
- 4 There is one fish. T F
- 5 There are nine mice. T F
- 6 There are five ponies. T F
- 7 There are two dogs. T F
- 8 There are four rabbits. T F



3 Find and circle eleven pet words in the wordsearch. (← → ↑ ↓)

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

.....

.....

.....

.....

.....

.....

.....

.....

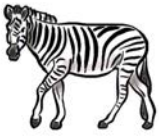
.....

.....


USING VOCABULARY Pets

4 Find the correct words in the box and write them next to the pictures.

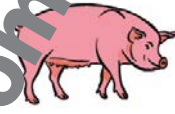
- low
- khasr
- plaeetnh
- gfor
- mcale
- ziradl
- hheecta
- ezbar
- alligor
- capinel
- girte
- gip
- kanse
- rta
- raeb

1 

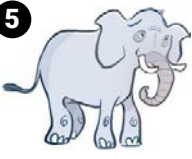
.....

2 


.....

4 


.....

5 


.....

6 


.....

7 


.....

9 


.....

10 


.....

11 


.....

13 


.....

15 

.....

14 

.....

15 

.....

5 Complete the text with the correct words.

1 It is a lizard.

2 Its Claws.

3 It in a big glass box.

4 I it three times a week.

5 It insects.



UNDERSTANDING GRAMMAR

Question words

6 Match the questions and answers.

- | | |
|--------------------------------|--|
| 1 Have you got a pet? | <input type="checkbox"/> One year. |
| 2 What is it? | <input type="checkbox"/> In a big cage. |
| 3 What's the name of your pet? | <input type="checkbox"/> Carrots, broccoli and apples. |
| 4 What does it eat? | <input type="checkbox"/> Every day. |
| 5 Where do you keep it? | <input type="checkbox"/> Its name is Nutcracker. |
| 6 What colour is it? | <input type="checkbox"/> Yes, I do. |
| 7 How old is it? | <input type="checkbox"/> A hamster. |
| 8 How often do you feed it? | <input type="checkbox"/> Brown. |

UNDERSTANDING GRAMMAR

Object pronouns

7 Circle the correct sentence.

- I like Sandra. I like her. / I like him.
- I don't like Tony. I don't like them. / I don't like him.
- Give the books to Nick and me. Give them to me. / Give them to us.
- Where are you, John? I can't see you. I can't see us.
- Look at this mountain bike. I like it. / I like her.
- Give the book to Nick and Sandra. Give it to us. / Give it to them.

8 Look at the pictures and number the statements.

- | | | |
|---|---|--|
| <input type="checkbox"/> Give it to me! | <input type="checkbox"/> I don't like them. | <input type="checkbox"/> Don't touch it! |
| <input type="checkbox"/> He loves her. | <input type="checkbox"/> Please help us! | <input type="checkbox"/> Let's ask him. |



UNDERSTANDING GRAMMAR (Irregular) Plurals

9 Complete the sentences. Write numbers and plural nouns.

- My friend Leonie has got six hamsters (hamster / 6)
- My friend Elisabeth has got (pony / 2)
- My friend Sam has got (cat / 4)
- My friend Emily has got (bird / 7)
- My friend Tim has got (fish / 3)
- And my friends Jacob and Fred have got (mouse / 3)

USING GRAMMAR Question words

10 Complete the dialogues with the words from the box.

Does
Can
Where
How often
Is
Do
What
How

- A do you feed your hamster? B you like pets?
B Milk and corn. I do.
- A do you feed your cat? A your sister like pets?
B Once a day. No, she doesn't.
- A do you keep it? A are you today?
B In a basket in my room. B I'm fine, thanks.
- A you ride* a horse? B No, it isn't.
- A this your dog?

VOCABULARY: *ride – reiten

11 Write the questions for the answers.

- What's your pet's name? – Billy.
- – He's a dog.
- – Dog food and carrots.
- – In my bedroom.
- – Twice a day.

USING GRAMMAR Subject pronouns

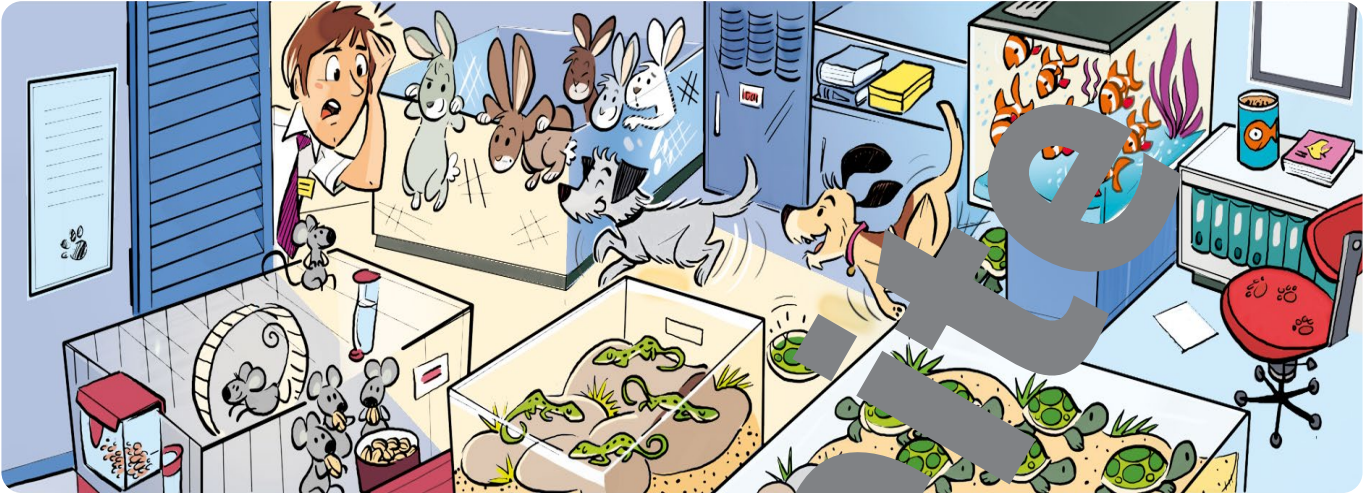
12 Complete the sentences with the words from the box.

it
her
it
us
me
them
him

- is my pet. Do you like
- Let's talk to
- We play football on Sundays. Come and play with
- Jennifer is in my class. Do you like
- Please phone on Sunday. I'm home all day.
- I don't like this game – I can't play
- We haven't got cats at home – we don't like

USING GRAMMAR (Irregular) Plurals

13 Look at the picture and write sentences about the pets.



- 1 There are two dogs.
- 2
- 3
- 4
- 5
- 6

USING GRAMMAR Possessives

14 Rewrite the sentences.

- 1 John has got a black and white dog.
John's dog is black and white.
- 2 Lily has got three friends: Isabella, Olivia and Sophie.
- 3 My brother has got a blue mountain bike.
- 4 Bob has got a daughter. She's 15 years old.
- 5 Harry's hamster has got this email address: *harry@hamster.co.uk*.
- 6 My dad has got a car. It's a VW.
- 7 Mr Roger has got an unusual pet: a lizard.

15 Write the words in the correct order to make sentences about Mr White's pet.

1 unusual / Mr White / got / pet / has / an

.....

2 shark / got / has / He / a

.....

3 shark's / The / is / Mr One-Eye / name

.....

4 keeps / swimming pool / He / him / the / in

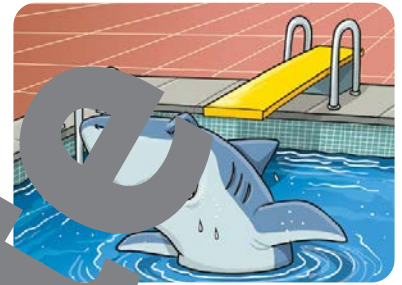
.....

5 shark / eats / The / fish / beef / and

.....

6 Mr White / four times / feeds / a day / shark / the

.....



1/29



16 Complete the sentences with the words from the box. Listen and check.

How often
What
Where
What's

Interviewer Ms Priestly, tell me about your pet.

Ms Priestly Sure. Ask me a question.

Interviewer 1..... is it?

Ms Priestly A crocodile.

Interviewer Wow. 2..... its name?

Ms Priestly Mr Big Teeth.

Interviewer Ha ha ha. 3..... do you feed him?

Ms Priestly Once a day.

Interviewer 4..... do you keep him?

Ms Priestly In my swimming pool.

17 Read the notes and match them with the pictures.

1 James, can you feed my hamster tonight? I'm staying at my brother's house? Thanks, Ian

2 Lucy, can you take the dog for a walk before dinner? Thanks, Mum

3 Mum, can you get some dog food when you go to the shops? Thanks, Jenny

18 Write notes for these situations in your exercise book.

- 1 You want your brother to feed your fish.
- 2 You want your mum to give your dog a bath*.
- 3 You want your dad to buy you some cat food.

VOCABULARY: *have a bath – ein Bad nehmen

A Read Emma's text. Then tick T (True) or F (False).

Hi, my name's Emma. I've got an unusual pet. It's an owl. Her name's Wise One. She lives in a big, old tree next to our house. In the evening, I open the window. Then Wise One comes into my room. She can speak and she tells me lots of stories. She is very clever. At midnight, Wise One flies away. Then she comes around and tries to find food. She eats mice. So I don't feed her. In the morning, she flies back to her tree. She sleeps in the tree during* the day.



VOCABULARY:
*during – während

- 1 Emma's pet is an owl. T F
- 2 Her pet's name is Wally. T F
- 3 Emma keeps the owl in a box in her room. T F
- 4 The owl comes to Emma's room in the evening. T F
- 5 The owl can juggle. T F
- 6 The owl is very clever. T F
- 7 Emma's owl eats chocolate. T F
- 8 She flies away again in the morning. T F

B 1 Read the letter. Then answer the questions.

Dear Aunty Olivia,
I've got a problem with my nan's Blackie. I'm a dog and I'm very big. I live in a basket in a house. My owners are two boys, Dan and Matt. Dan is 12. He's very nice. He plays with me, feeds me twice a day and cleans my basket. Matt is six years old - and that's a big problem. Matt thinks I'm a pony. He wants to ride on me all the time. He feeds me hay*. I don't like hay, and I'm not a pony. Sometimes Matt pulls my ears! What can I do?
Love,
Blackie



VOCABULARY: *hay – Heu

- 1 What is Blackie?
- 2 Where does he live?
- 3 Who are his owners?
- 4 How old are they?
- 5 What does Dan do?
- 6 What does Matt do?

2 Write an answer to Blackie from Aunty Olivia. Write 80–100 words.

LISTENING & DIALOGUE WORK

Talking and asking about pets / Complimenting

1/30



20 Listen to Rosie talking about her pet and answer the questions.



the big tarantula

1 Why does Rosie like her pet?

.....

2 Is Rosie's tarantula dangerous?

.....

3 What does it eat?

.....

4 What does Rosie do with her pet?

.....

5 Where does she keep it?

.....

6 What's the name of her pet?

.....

1/31



21 Complete the speech bubbles. Then listen and check.



1 That dress r.....
s..... you.
You l..... really
g..... in pink.



k..... of you.

3 I r.....
.....
y..... cap.



4 T.....
y.....

22 Write your own dialogue.

A
B
A
B
A
B



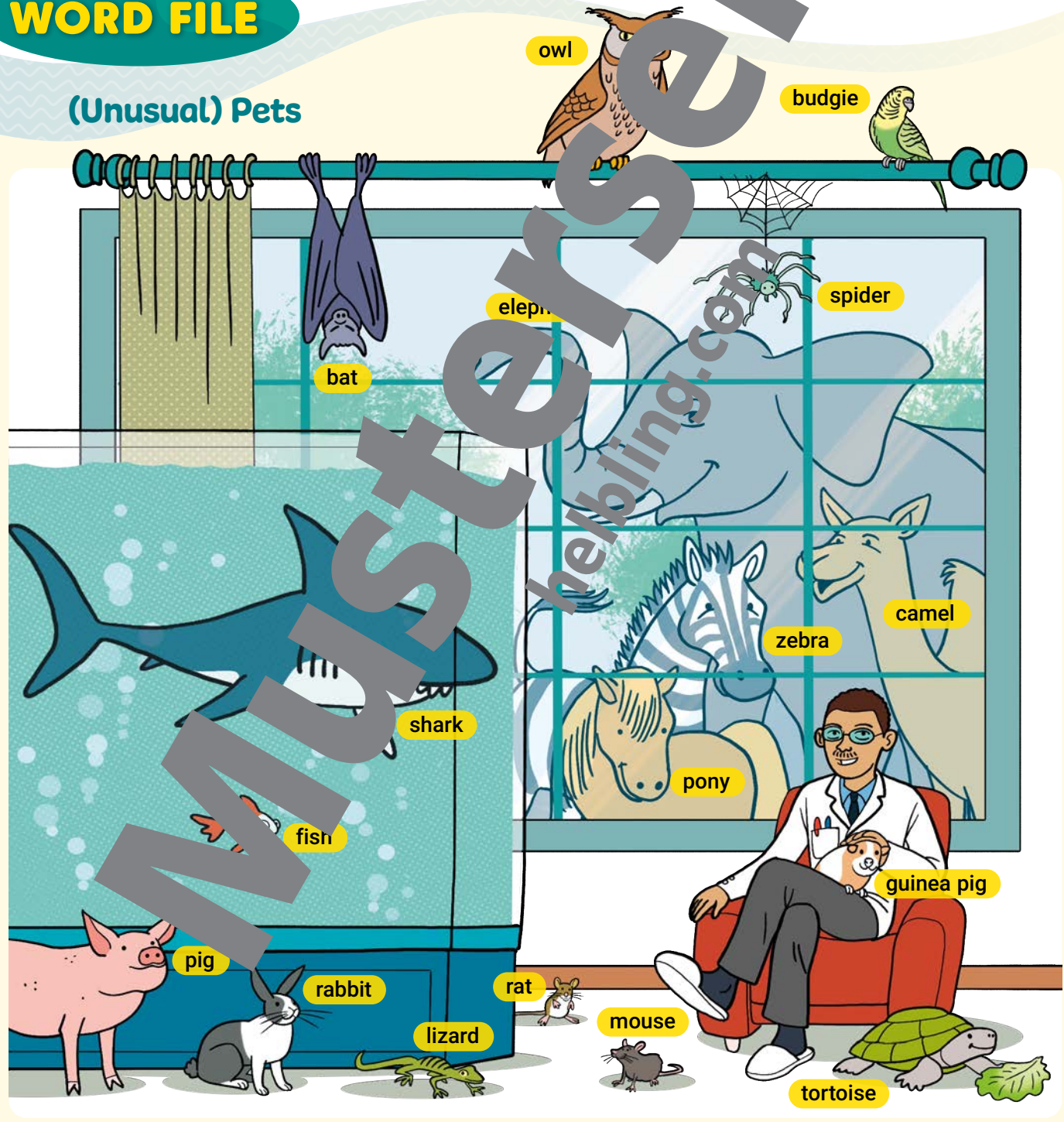
23 Work in pairs. Student A asks questions from page 68 in the Student's Book. Student B answers the questions with the information in box 1 in the Workbook. Then swap roles.

- 1 Your pet:**
- Your pet is a crocodile.
 - Its name is Snap.
 - It lives in a big tank.
 - You feed it ve times a day.
 - It eats fish nd mice.

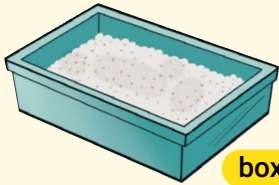
- 2 Your partner's pet:**
- has got an unusual pet.
 - It's a
 - Its name is
 - The pet lives in
 - feeds hi t a week.
 - It eats

WORD FILE

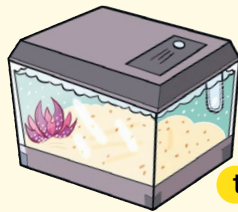
(Unusual) Pets



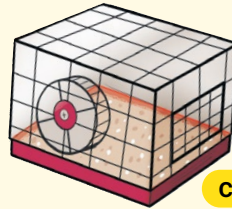
Where you keep pets/animals



box



tank



cage



terrarium

MORE Words and Phrases

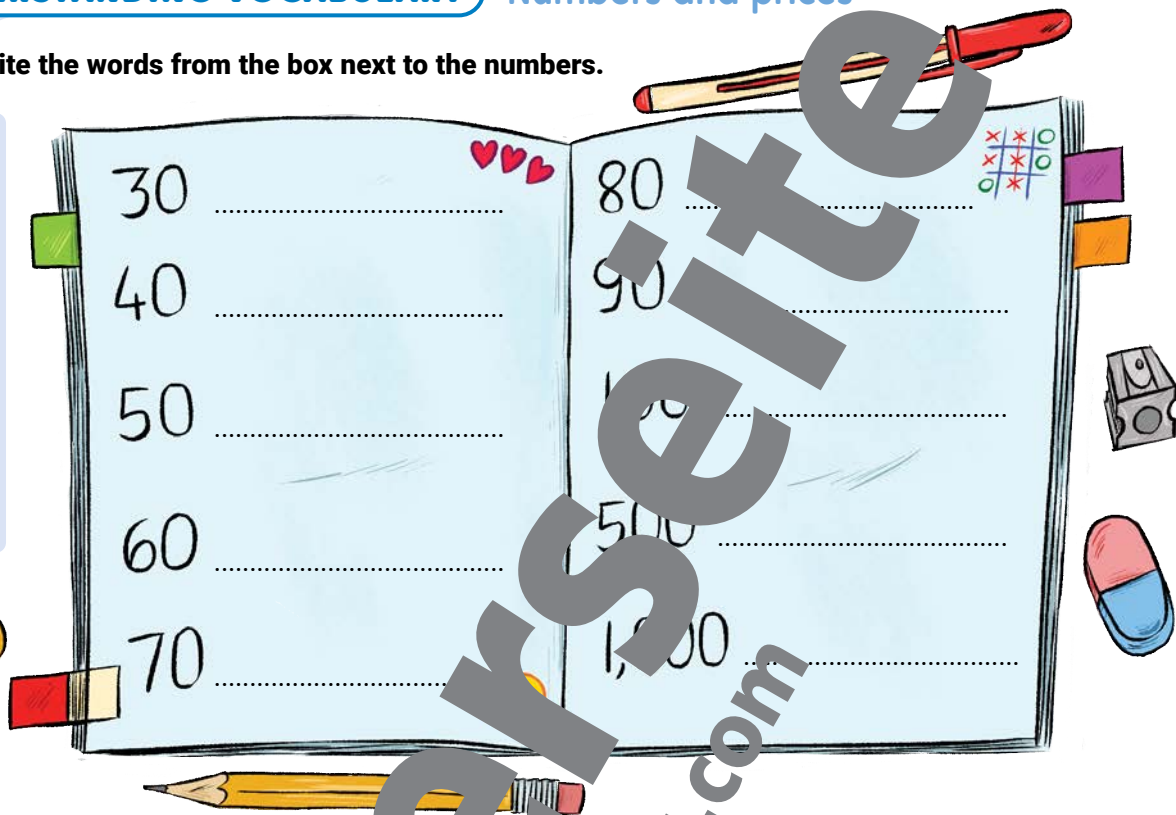
| | | | |
|------|----------------------------|--|---|
| | unusual | <i>A snake is a very unusual pet.</i> | ungewöhnlich, außergewöhnlich |
| 1 | mouse (pl mice) | <i>I have a mouse and a dog and my friend has four mice.</i> | Maus |
| 2 | (...) a day | <i>She walks her dog three times a day.</i> | (...) am Tag |
| | once | <i>He feeds his hamster once a day.</i> | einmal |
| | twice | <i>I only feed my spider twice a week.</i> | zweimal |
| 3 | across (Britain) | <i>There are lots of pets in homes across Britain.</i> | hier: in ganz (Großbritannien) |
| | dangerous | <i>Crocodiles are dangerous animals.</i> | gefährlich |
| | farm | <i>She lives on a farm with horses and pigs.</i> | Bauernhof |
| | man (pl men) | <i>The man's name is John.</i> | Mann |
| | near | <i>The Smith family lives near London.</i> | in der Nähe von |
| | newspaper | <i>My dad always reads the newspaper in the morning.</i> | Zeitung |
| | 10 | (...) a week | <i>He feeds his spider once a week.</i> |
| | basket | <i>Grandpa gives her two baskets of apples and plums.</i> | Korb |
| | daughter | <i>Clare is her daughter.</i> | Tochter |
| | to drive | <i>On Sunday, they drive to Grandpa's house.</i> | fahren |
| | everybody | <i>Everybody in class is busy today.</i> | jede/r |
| | far away | <i>Grandpa's house is far away.</i> | weit weg |
| | grandpa | <i>My grandpa lives on a farm.</i> | Opa |
| | mother | <i>She lives at home with her mother.</i> | Mutter |
| | noise | <i>Clare hears a noise in the apartment.</i> | Geräusch |
| | to stay | <i>We can stay at my house.</i> | bleiben |
| | cuddly toy | <i>All day long he plays with his cuddly toys.</i> | Stofftier |
| | to visit | <i>On Sundays they visit Grandpa.</i> | besuchen |
| OYW3 | to be interested in | <i>Tell me about the things you are interested in.</i> | an etw. interessiert sein |
| | fur | <i>She has a lot of fur – lots of it.</i> | Fell |
| | personal | <i>Don't put personal information on your blog.</i> | persönlich |
| | owner | <i>Who is the owner of an unusual pet.</i> | Besitzer/Besitzerin |
| 13 | aunty | <i>Aunt Jane is Mum's sister.</i> | Tante (Koseform) |
| | dear | <i>Dear Aunt Olivia, ...</i> | liebe/r (Anrede) |
| | letter | <i>Thank you for your letter.</i> | Brief |
| 16 | to bite | <i>I don't like that dog. It bites!</i> | beißen |
| 18 | beginning | <i>The beginning of the film is fantastic.</i> | Anfang |
| 19 | to begin | <i>He always begins his emails with "Hi!"</i> | anfangen, beginnen |
| | best wishes | <i>Best wishes to your mum and dad, Peter.</i> | herzliche Grüße |
| 21 | ending | <i>The ending of the book is very strange.</i> | Ende, Schluss |
| T4 | to need | <i>I really need your help.</i> | brauchen |

UNIT 10 In a shop

UNDERSTANDING VOCABULARY Numbers and prices

1 Write the words from the box next to the numbers.

fifty
eighty
sixty
forty
seventy
ninety
one hundred
thirty
five hundred
one thousand



2 Write the prices into the pictures.



USING VOCABULARY

Numbers and prices

3 Match the sentences with the prices.

- 1 The book is seven pounds ninety-nine.
- 2 The T-shirt is nine pounds eighty.
- 3 The shoes are fifty-five pounds ninety.
- 4 The trainers are sixty pounds seventy-five.
- 5 The laptop is four hundred and forty-five pounds.
- 6 The guitar is two hundred and seventy-six pounds.
- 7 The pen is three pounds ninety.
- 8 The jeans are twenty-two pounds fifty-five.



4 Write the words.

37
 13
 91

246

29 1,000
 173

358

14 15 31
 87

792

UNDERSTANDING GRAMMAR How much is / are ... ?

5 Complete the sentences with *is* or *are*.

- How much the pen? – It £1.50.
- How much the scissors? – They £2.92.
- How much the jeans? – They £69.99.
- How much the book? – It £9.55.
- How much the trainers? – They £74.
- How much the pencil case? – It £8.50.

UNDERSTANDING GRAMMAR *this / that – these / those*

6 Circle the correct word.

- How much are *that* / *those* shoes?
- Do you know *this* / *these* boys?
- She doesn't want *that* / *those* dress.
- Do you want *this* / *these* sandwich?
- How much are *this* / *these* bananas?
- Do you like *that* / *those* dog.
- Could you give *this* / *those* these cap, please.
- Are *this* / *these* boys are in a band.

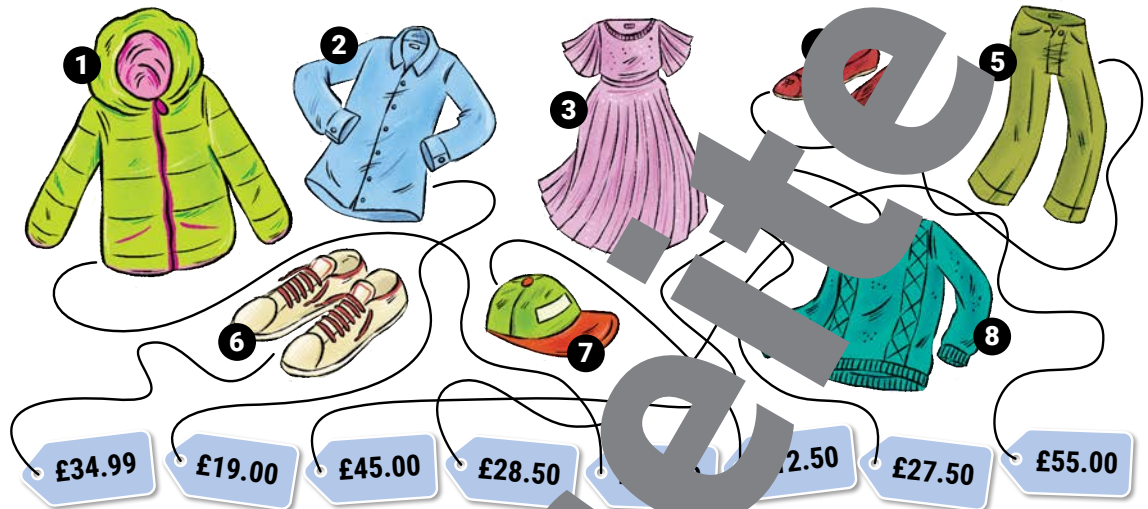
7 Look at the pictures and complete the sentences with *this*, *that*, *these* or *those*.



- Who are *those* girls?
- I don't like chicken.
- Is hamburger good?
- Are your trainers?
- is my favourite video game!
- shoes are too big!
- Are your dogs?
- I really like socks!
- Is your sister?

8 CHOICES

A Match the clothes with the prices. Then write the questions and the answers.



- 1 How much is the jacket? It's £75.00.
- 2
- 3
- 4
- 5
- 6
- 7
- 8

B Look at the pictures and talk about the different prices.



In picture A, the cap is £8.50, in picture B it is £8.20.

.....

.....

.....

.....

.....



9 Complete the dialogue with *this, that, these* or *those*. Then listen and check.

Shop assistant Can I help you?

Boy Yes, please. I'd like running shoes. How much are 1..... trainers here?

Shop assistant 2..... here aren't for running. They're for.....

Boy Alright. Then give me 3..... green trainers over there.

Shop assistant I'm sorry. 4..... over there are all.....

Boy And 5..... blue shoes in the back here?

Shop assistant Well, 6..... shoes here are for running in the woods, and 7..... shoes over there are.....

Boy Alright. Stop it, please! Give me the blue running shoes. And I'd like a T-shirt.

Shop assistant 8..... T-shirt here is for beach volleyball. And 9..... T-shirt over there is for beach volleyball. And 10..... blue T-shirt over there is for running. What would you like?

Boy The blue running shoes and the blue T-shirt, of course.

10 Complete the dialogue. There are two words missing in each line.

Shop assistant Good 1..... **morn**..... **Can**..... help you?

Girl Yes. I want..... shoes.

Shop assistant I've got 2..... ones.

Girl I don't like 4..... much. I don't like red.

Shop assistant OK. What about..... green walking shoes in the window?

Girl Yes. I like those shoes. How 5..... they?

Shop assistant 7..... £32.

Girl Great. I'll take them!

Shop assistant..... Is there anything else?

Girl..... see the cap up there behind you?

Shop assistant Yes, here you are.

Girl I like it. How much 9..... cap?

Shop assistant It's £12.

Girl OK. Can I have this cap as well?

Shop assistant Certainly. That 10....., please.



11 Read the story. How many of the tasks below can you do?

One more surprise for Mr Anderson

It's a Sunday. Mr Anderson goes to town with Mrs Anderson. She wants to see the flower show. Mr Anderson is not very interested in flowers. So he sits down under a tree and reads a book. He loves the book. It's about his favourite sport, horse racing*.

An hour later, a strong wind starts. It's really cold now. "Let's run home!" says Mrs Anderson. They run home as fast as* they can.



In the evening, Mr Anderson wants to read his book again. But he can't find it! Mr Anderson is very sad. "How silly I am!" he thinks.



The next day, Mr Anderson is in his shop. Mr Anderson is still very sad about his book. Suddenly he can hear the doorbell. "Ah, a customer," he thinks. And who does he see? Jolly Horse. "Oh, hello!" says Mr Anderson. "What would you like to buy this morning?" "Oh, I don't want to buy anything today. But I'd like to give you something," Jolly puts something on the table. "What ... but ... this ... is ... my er ... book!" says Mr Anderson. "I know you are a clever horse, but how do you know this is MY book?" says Mr Anderson. "That's silly!" says Jolly. "It's got your name in it!" Then the horse leaves the shop.

- On Sunday, Mr Anderson is in town with his daughter. a friend. his wife*.
- Mrs Anderson goes to the flower show. Mr Anderson reads the newspaper. talks to a friend. reads his book.
- A strong wind starts and Mr and Mrs Anderson feel hungry. feel sad. run home.
- In the evening, Mr Anderson reads about his book. T / F
- The next day, Mr Anderson doesn't go to his shop. T / F
- In the afternoon, a horse enters the shop. T / F
- What does Mr Anderson think?
- What does the horse want to do in the shop?
- How do you think Jolly feels when he leaves the shop?

VOCABULARY: *flower – Blume; horse racing – Pferderennen; as ... as – so ... wie; wife – Ehefrau

1/33



12 Listen to your answers.

13 Mrs Anderson wants to buy 12 roses. She wants them to be three different colours. Write a shopping dialogue.





14 Put the dialogues in the correct order. Then listen and check.



DIALOGUE 1

- A Bye.
- 1 A How much are the trainers?
- A Are they good for running?
- A OK. Here you are.
- B Thank you.
- B They're £34.90.
- B Bye.
- B Yes, they're very good.

DIALOGUE 2

- A Thank you.
- A That's £4, please.
- A That's all. It's £1.50. Or three for £4.
- 1 How much help you?
- B Here you are.
- B Yes, please. How much is this pen?
- B There's no price on it.
- B OK. Three pens, please.



15 Listen and write the prices.



20
twenty

30
thirty

40
forty

50
fifty

60
sixty

70
seventy

80
eighty

90
ninety

100
one hundred

1000
one thousand

MORE Words and Phrases

| | | | |
|-----------|-------------------------------|---|--------------------------------------|
| | how much is/are ... | <i>How much are the trainers?</i> | Wie viel kosten ... |
| | price | <i>The price is six pounds ninety-nine.</i> | Preis, Rechnungsbetrag |
| | these | <i>I'd like these shoes here.</i> | diese |
| | those | <i>I'd like those trainers over there.</i> | jene |
| 3 | Anything else? | | Darf es noch etwas sein? |
| | Can I help you? | | Kann ich dir/Ihnen behilflich sein? |
| | computer game | <i>How much is the computer game?</i> | Computerspiel |
| | headphones | <i>She can't hear you. She has her headphones on.</i> | Kopfhörer |
| | key ring | <i>I put my key on a key ring.</i> | Schlüsselanhänger |
| | magazine | <i>Can I buy this magazine?</i> | Zeitschrift, Magazin |
| | mobile phone | <i>Can I have a new mobile phone?</i> | Handy, Mobiltelefon |
| | scooter | <i>I ride my scooter to school.</i> | Moped |
| | sweets (pl) | <i>The sweets are on the table.</i> | Süßigkeiten |
| | tin | <i>A tin of chicken soup, please.</i> | Dose |
| 4 | Congratulations! | | Herzlichen Glückwunsch! |
| | rule | <i>You keep the rules.</i> | Regel |
| 6 | customer | <i>His customer has to come to the shop.</i> | Kunde/Kundin |
| | everything | <i>Have you got everything?</i> | alles |
| | expensive | <i>The things in the shop are very expensive.</i> | teuer |
| | to fall asleep | <i>Mr. Green sits in his chair and falls asleep.</i> | einschlafen |
| | Goodbye. | | Auf Wiedersehen., Tschüss. |
| | I'd like ... | <i>I'd like two kilos of rice.</i> | Ich hätte gerne ... , Ich möchte ... |
| | No wonder. | | Kein Wunder. |
| | suddenly | <i>She hears the doorbell.</i> | plötzlich, auf einmal |
| | town | <i>There's an old shop in the town.</i> | Stadt |
| | to walk away | <i>The horse picks up the food and walks away.</i> | weggehen, fortgehen |
| 10 | changing room | <i>You can try them on in the changing room.</i> | Umkleidekabine |
| | No problem. | | Kein Problem. |
| | over there | <i>How much are those socks over there in the window?</i> | da/dort drüben |
| 11 | drawer | <i>All my socks are in the drawer.</i> | Schublade |
| | That's better. | | So ist es besser. |
| 12 | What can I do for you? | | Was kann ich für dich/Sie tun? |
| S5 | Be careful. | | Pass(t) auf.; Sei(d) vorsichtig. |
| | Just a minute. | | Einen Augenblick bitte.; Moment mal. |

UNIT 11 What's the time?

UNDERSTANDING VOCABULARY Time / Free time activities

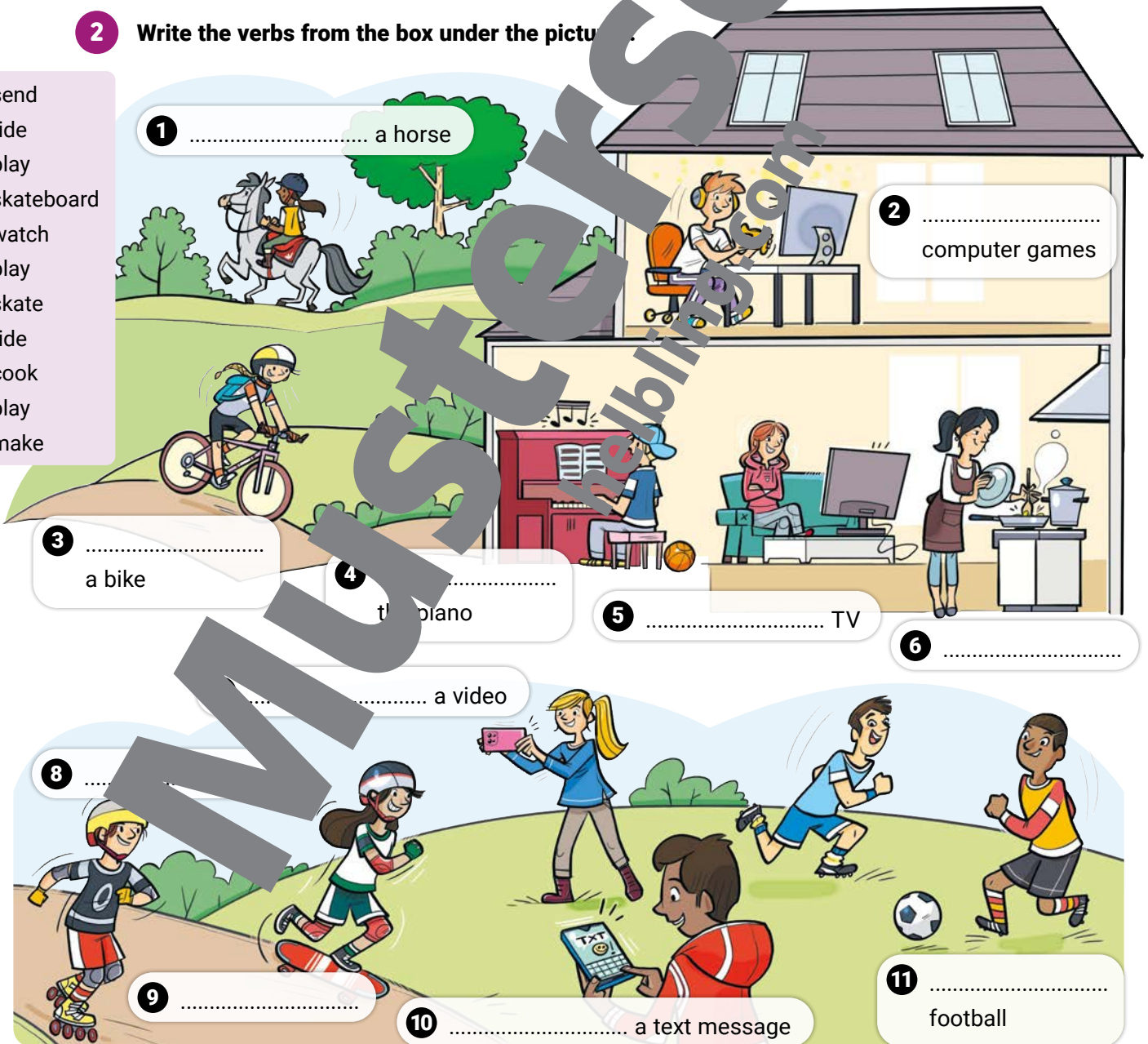
1 Look at the clocks and number the sentences.

- It's twenty to eleven.
- It's a quarter past three.
- It's twenty-five past eleven.
- It's ten to nine.
- It's a quarter to nine.
- It's five past twelve.
- It's twenty-five to ten.
- It's ten past nine.



2 Write the verbs from the box under the picture.

- send
- ride
- play
- skateboard
- watch
- play
- skate
- ride
- cook
- play
- make



1 a horse

2
computer games

3
a bike

4
the piano

5 TV

6

7 a video

8

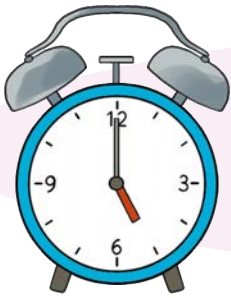
9

10 a text message

11
football

USING VOCABULARY Time / Free time activities

3 Write the times under the clocks.



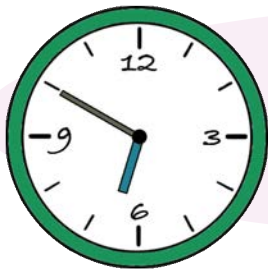
1 It's five o'clock.



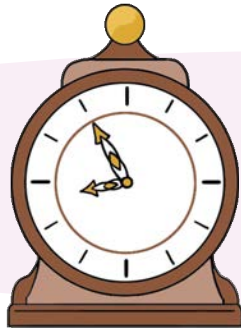
2



3



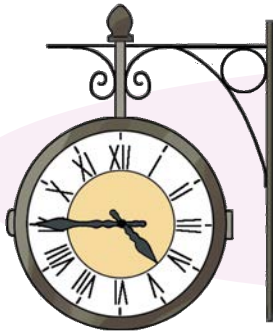
5



6



8



9



10



11



12

4 Choose one thing from the box and write sentences that are true for you.

text messages

1 I write ten text messages a day.

horse

2 I can't cook.

computer

skate

3

skateboard

bike

4

piano

5

video

cook

football

6

UNDERSTANDING GRAMMAR Present continuous

5 Match the sentence halves.

- | | |
|----------------------------|--|
| 1 The children are playing | <input type="checkbox"/> the newspaper. |
| 2 Mum's reading | <input type="checkbox"/> his homework. |
| 3 The cat's eating | <input type="checkbox"/> TV. |
| 4 Ian isn't doing | <input type="checkbox"/> doing? |
| 5 What's Jacob | <input type="checkbox"/> their bikes. |
| 6 We aren't watching | <input type="checkbox"/> computer games. |
| 7 Mum and Dad are riding | <input type="checkbox"/> water. |
| 8 James is drinking | <input type="checkbox"/> a fish. |

6 Write the sentences from the box under the pictures.

Jim and Gerald are sending text messages. Brad is riding his bike.
 The cat is climbing the tree. Mum and Christine are playing the piano.
 Hamid is watching TV. Sam and Sana are climbing a tree.
 Jeff is skateboarding. Indira is talking to her friend.
 Emma and Megan are playing football.



USING GRAMMAR Present continuous

7 Complete the sentences with the correct form of the verbs in brackets.

- 1 Come to my place – we **are listening** to music. (listen)
- 2 Look, the dog in the river*. (swim)
- 3 Be quiet! I my homework. (do)
- 4 She fun. (have)
- 5 We a really good film. (watch)
- 6 Be quiet! My dad (sleep)
- 7 Look! Those people to our house. (come)
- 8 Listen! Emma her guitar. (play)

VOCABULARY:
*river – Fluss

8 Complete the sentences with the correct form of the verbs in brackets.

- What a terrible day!
- I'm ¹..... (not have) fun.
- I'm ²..... (not listen) to my favourite music.
- I'm ³..... (not read) my book.
- I'm ⁴..... (not watch).....
- I'm ⁵..... (not talk).....
- Why not?
- Nadine isn't here.
- What a terrible day!



9 Write the questions and short answers.

- 1 he / watch TV (✓)
Is he watching TV? **Yes, he is.**
- 2 they / cook dinner (X) -
- 3 they / do their homework (✓) -
- 4 he / have breakfast -
- 5 you / play computer games (✓) -

10 Complete the dialogue in the present continuous form of the verbs in brackets. Then put the sentences in the correct order.

- Julia Why? What **are** you **doing** ? (do)
- Henry Sorry, I can't. I'm busy*.
- Julia a speaking.
- Henry *Jurassic World*. It's fantastic. (watch)
- Henry *Minecraft*. It's great. (play)
- Henry What you ? (do)
- Henry Oh! Can I come to your place?
- Henry Hi, Julia. It's me, Henry. Can you come to my place?

VOCABULARY: *busy – beschäftigt



11 Listen and check.

12 Look at the pictures. Who is writing these text messages? Write the names.

Where are you? It's ten to ten and the game starts at ten. We've only got ten players. We need you. Get here soon!

1



Do you want to go skateboarding with me at ten? I'm going to the park. See you there.

2



Can you help me? My bicycle is broken* and I want to go for a ride this afternoon at five. You can come with me if you want.

3



13 Choose one of the text messages and write a reply.

VOCABULARY: *broken – kaputt

14 CHOICES

A Read the interview with Nick. Then tick T (True) or F (False).



Interviewer Nick, can I ask you some questions?

Nick Yes, of course.

Interviewer What time do you get up in the morning?

Nick At half past seven. I do my homework, take a shower, and have breakfast at a quarter to eight.

Interviewer When do you leave for school?

Nick At eight o'clock. I go by bus.

Interviewer What time does school begin?

Nick At a quarter to nine.

Interviewer And when do you get home?

Nick At about a quarter to four.

Interviewer When do you do your homework then?

Nick Well, I usually meet my friends and then at half past five I do my homework.


Interviewer And when's dinner?


Nick Dad comes home at seven and that's when we have dinner.


Interviewer When do you go to bed?


Nick At about ten p.m.


Interviewer Thank you, Nick.


1 Nick gets up at  .
 T F

4 School starts at  .
 T F

2 He has breakfast at  .
 T F

5 Nick has dinner at  .
 T F

3 He takes the bus to school at  .
 T F

6 He goes to bed at  .
 T F

B Look at the pictures and put the sentences in the correct order.



- Bill arrives with a big umbrella.
- Nick calls Rashmi. "I can't come, there's a big dog in our garden. I'm scared!"
- Suddenly, his phone rings. It's his friend Rashmi.
- Bill runs away and Rashmi and Bill go to Rashmi's house.
- Bill goes back into the house. He's scared.
- "You come to my place?" says Rashmi, "I've got a new computer game."
- Bill is alone* in the house. He's watching TV.
- Bill opens the door. There's a big dog in the garden.
- "OK," says Rashmi. "Give me ten minutes."

VOCABULARY: *alone – allein

LISTENING & DIALOGUE WORK

Talking about what so. is doing right now / Telling so. to be quick / Asking so. to wait

1/37



15 Listen and put the pictures in the correct order.



1/38



16 Listen and complete the dialogue.

VOCABULARY: *towards – in Richtung, hin zu

James Hello. **Lisa** Sorry, I can't.
Lisa James! It's Lisa. **James** You 7..... ?
James What's the 1..... **James** No, I can't, Lisa. I'm
Lisa I'm 2..... 8..... dinner with Dad.
James What are you 3..... (Ten minutes later.)
Lisa I'm 4..... **Lisa** Hello.
James Are you 5..... **James** Lisa, I'm sorry. I'm 9.....
Lisa Yes, I am. There are 6..... over to your place.
7..... in the garden. Can you 8..... please? **Lisa** It's OK, James. Don't
9..... Fred is here.

17 CHOICES

A Complete the sentences. Use the words in the box.

Hurry
Get
John
Liam
Anna
Julia
Oliver

1 Mum on, John. It's time to go.
2 John a minute, Mum. I can't find my shoes.
3 up, Liam. The film starts in five minutes.
4 a minute. I don't know where my cap is.
5 a move on, Oliver. Mum's here.
6 Oliver OK, OK. I'm ready.

Use the missing words.

1 Julia up, Mum. The bus is here.
2 a minute. I don't know where my money is.
3 Betty a move on, Trevor. Dad's here.
4 Trevor OK, OK. I'm nearly ready.
5 Dad on, David. Let's go.
6 David a minute, Dad. I can't find my bag.



WORD FILE

Time



9 o'clock



(a) quarter past nine



(a) quarter to ten



(a) quarter to ten

Free time activities



to ride a bike



to watch TV



to play football



to play computer games



to play the piano



to ride a horse



to skateboard



to cook



to ride a scooter



to ski



to skate



to snowboard

MORE Words and Phrases

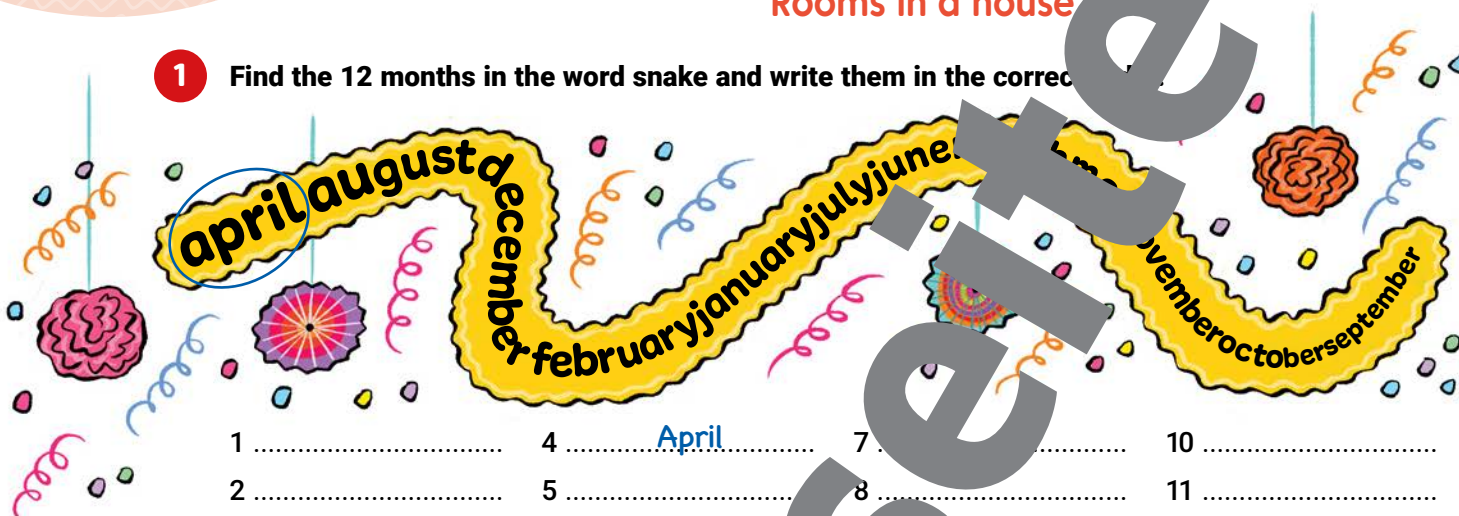
| | | | |
|-----------|---------------------------|--|---|
| | daily | <i>At 7 a.m., I do my daily exercise.</i> | täglich |
| | free time | <i>I like to read comics in my free time.</i> | Freizeit |
| | What's the time? | | Wie spät ist es? |
| 3 | Excuse me. | | Entschuldigen Sie bitte., Entschuldigung. |
| | to hurry | <i>We're late. Let's hurry.</i> | sich beeilen |
| 4 | clock | <i>My clock shows the wrong time.</i> | Uhr |
| | It's 10 a.m. | | Es ist 10 Uhr vormittags. |
| | It's 8 p.m. | | Es ist 8 Uhr abends. |
| | What time is it? | | Wie spät ist es? |
| 5 | bedtime | <i>Bedtime is at ten o'clock.</i> | Schlafenszeit |
| | break | <i>At a quarter to nine, I have a break.</i> | Pause |
| | exercise | <i>At a quarter to ten, we do our daily exercise.</i> | Übung, (körperliche) Bewegung |
| | to go to bed | <i>I go to bed at nine o'clock.</i> | ins Bett gehen |
| | to go to school | <i>Sarah goes to school at a quarter to eight.</i> | in die Schule gehen |
| | outside | <i>We always do our exercise outside.</i> | draußen, außerhalb |
| | to study | <i>I study art and drawing.</i> | lernen, studieren |
| | to wake somebody up | <i>My dad plays a loud song to wake me up.</i> | jemanden aufwecken |
| 8 | amazing | <i>I want to show you something amazing!</i> | erstaunlich, großartig |
| | to answer the door | <i>There's a knock at the door. Suzy answers the door.</i> | die Tür aufmachen |
| | bush | <i>Let's hide behind the bush.</i> | Busch |
| | Have fun! | | Viel Spaß! |
| | to hide | <i>Tim is hiding in the bushes.</i> | (sich) verstecken |
| | knock | <i>There's a knock at the door.</i> | Klopfen |
| | living room | <i>She is watching TV in the living room.</i> | Wohnzimmer |
| | surprise | <i>Tim has got a surprise for Suzy.</i> | Überraschung |
| 10 | to push | <i>She pushes the skateboard down the park.</i> | schieben; drücken |
| 13 | to cook | <i>My mum is cooking spaghetti.</i> | kochen |
| | text message | <i>He's sending a text message.</i> | Textnachricht, SMS |
| 14 | to look after | <i>She's looking after her cat.</i> | sich kümmern |
| 17 | road | <i>I'm walking down the road.</i> | Straße, Weg |
| 19 | place | <i>Can you come to my place?</i> | Ort, Platz; hier: Wohnung, Zuhause |
| | programme | <i>She's watching a great TV programme.</i> | Programm, Sendung |
| 20 | clue | <i>I don't know. Give me a clue.</i> | Hinweis, Tipp |
| 21 | See you soon. | | Bis bald. |
| | to snow | <i>It's snowing outside.</i> | schneien |
| | weather | <i>I hope the weather is nice tomorrow.</i> | Wetter |
| T5 | half an hour | <i>I read for half an hour every evening.</i> | eine halbe Stunde |
| | Hurry up. | | Beeil dich. / Beeilt euch. |

UNIT 12 The birthday cake

UNDERSTANDING VOCABULARY

Months / Ordinal numbers / Rooms in a house

1 Find the 12 months in the word snake and write them in the correct order.



- 1 4 April 7 10
- 2 5 8 11
- 3 6 12

2 Find out what day the children's birthdays are and write down the numbers.



Birthdays this month:

Alan's birthday is on the 22nd.

.....

.....

.....

3 Find and circle the rooms of the house in the wordsearch (↓→).

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

.....

.....

.....

.....

.....

.....

.....

USING VOCABULARY Ordinal numbers / Rooms in a house

4 Make these numbers into ordinals.

12 the twelfth (12th)

46

33

72

99

13

40

30

2

14

8

2

5 Put the poem in the correct order. Write 1-6.

The fourth piece is for Steve.
The fifth piece goes to Kate
They think the cake is great!

The ninth piece is for
The tenth piece is for!

The sixth and seventh
go to Bill.
He eats them – and
he's feeling ill.

The first piece is for Sue
The second goes to you.

You're right!
The eighth piece
The eighth piece is for you!

The third piece is for Peter.
He's a messy eater.

6 Write the names of the rooms.

- 1 We cook there.
- 2 We watch TV there.
- 3 We sleep there.
- 4 We eat dinner there.
- 5 We read our books there.
- 6 We wash our hands here.
- 7 We put our jackets

7 What else do you use these rooms? Write different things to **6**.



.....

.....

.....

UNDERSTANDING GRAMMAR Time prepositions

8 Complete the sentences with the words from the box.

at
in
in
in
on
at

- 1 My birthday's April 12th.
- 2 My mum's birthday is May.
- 3 I get up the morning and bake* a cake for her.
- 4 the evening we have a party.
- 5 We go to bed late night.
- 6 I get up six o'clock again, but it's

VOCABULARY: *bake – backen

UNDERSTANDING GRAMMAR Past simple (1) was – were

9 Complete the sentences with was or were.

- 1 I at school from eight to three yesterday.
- 2 Jane and Nick at the shopping centre this morning.
- 3 You not at home.
- 4 She my sister's best friend.
- 5 Our teacher angry.
- 6 We late for school this morning.

10 Circle the correct words.

- 1 I *wasn't* / *weren't* in the library at 9 p.m.
- 2 Daniel *wasn't* / *weren't* at school yesterday.
- 3 My friends *weren't* / *were* angry with me.
- 4 They *wasn't* / *weren't* alone in the house.
- 5 He *weren't* / *wasn't* angry.
- 6 We *wasn't* / *weren't* at Tom's birthday party.

USING GRAMMAR Time prepositions

11 Complete the sentences with the correct prepositions of time.

- 1 A When's your birthday, Hanna?
B It's November 3rd.
- 2 A When's Tom's birthday this year?
B It's Tom's next birthday, but he's having a big birthday party Saturday.
- 3 A Can you come and see me 10 a.m.?
B No, I can't see you the morning. I'm busy.
- 4 A When's Ashley's birthday?
B I'm not sure. I think it's July or August.
- 5 A It's Lisa's birthday Sunday.
B Oh, really? I must buy her a present then.
- 6 A When does your school start?
B It starts eight o'clock.

USING GRAMMAR Past simple (1) was - were

12 Write dialogues in your exercise book.

A Where was/were ... at ... ?

B He/She was at the ... / They were at the ...



1 Paul / 4 p.m. / shopping centre



2 Debbie / 3:30 p.m. / park



3 Tim and Sharon / 7:45 p.m. / cinema



4 Dawn / 9:10 a.m. / bus stop



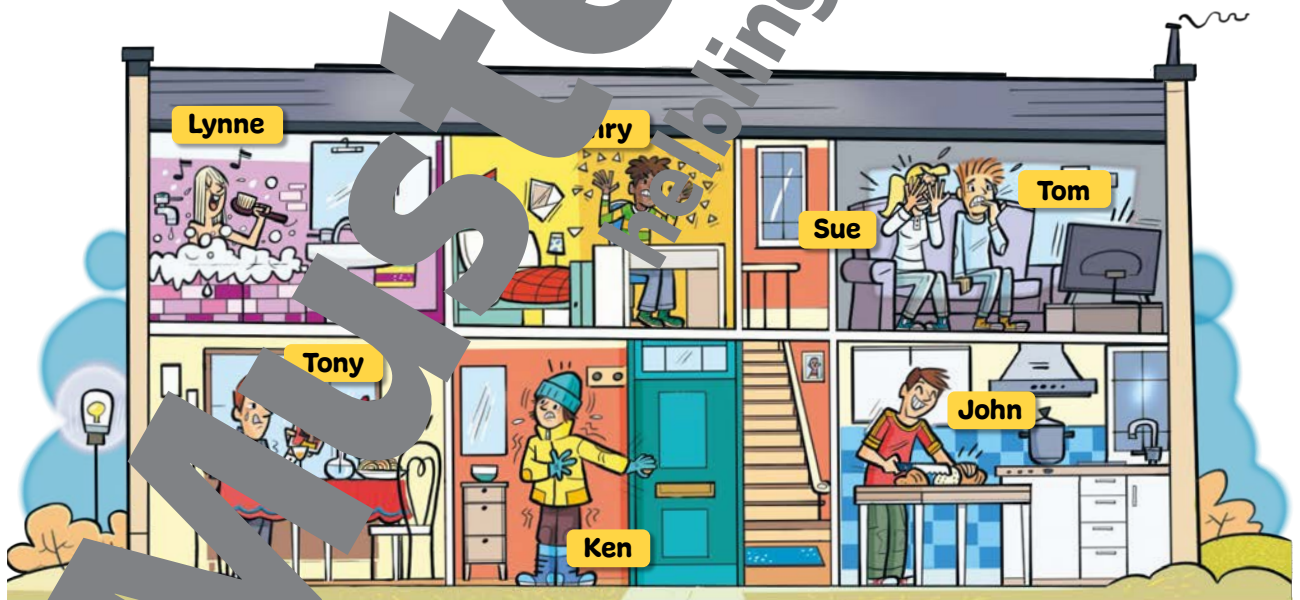
5 Kevin / 10 a.m. / sports centre



6 Tim and Sharon / 5:50 p.m. / train station*

VOCABULARY: *train station – Bahnhof

13 Look at the picture and read the text. Write sentences in your exercise book to correct the text.



Last night at 9 p.m., John, Tom and Sue, Henry, Lynne, Tony and Ken were all at home. John was in the bedroom. He was very cold. Tom and Sue were in the bathroom. They were very happy. Henry was in the dining room. He was sad. Lynne was in the living room. She was scared. Tony was in the kitchen. He was hungry. And Ken was in the bedroom. He was angry.

John wasn't in the hall. He was in the kitchen. He was very hungry.

LISTENING Saying/Asking where people were

1/39



14 Last night there was a robbery at Buckingham Hall – someone stole* an expensive painting* from the library. Inspector Clewdup is interviewing everyone who was in the house. Listen and write the room they say they were in.

| WHO? | WHERE? |
|-------------|--------|
| Lady Brown | |
| Henry Brown | |
| Mrs Black | |
| Mr White | |
| Miss Green | |



VOCABULARY: *stole – Diebstahl; *painting – Bild, Gemälde

1/39



15 Listen again and answer the questions.

- Who was Lady Brown with?
- Where does she think her son* was?
- Where does Henry Brown say his parents?
- Why was Mrs Black in the kitchen?
- Who was Mr White with?
- Who is telling a lie*? Who do you think is?

VOCABULARY: *husband – Ehemann; *prepare – vorbereiten; son – Sohn; tell a lie – lügen

READING & WRITING Talking about dates / Writing about the past

16 CHOICE

1/40



A Put the dialogue in the correct order. Then listen and check.

- | | |
|--|---|
| <input type="checkbox"/> A What day is it this year? | <input type="checkbox"/> B On November 17 th . |
| <input checked="" type="checkbox"/> 1 A How old are you, Michael? | <input type="checkbox"/> B It's a Saturday, I think. |
| <input type="checkbox"/> A Saturday. That's a great day for a party. | <input type="checkbox"/> B I know, but I don't really like parties. |
| <input type="checkbox"/> A When was your birthday? | <input type="checkbox"/> B I'm thirteen. |

B Complete the dialogue with your own ideas.

- Interviewer 1
- Alan I'm 14.
- Interviewer 2
- Alan March 22nd.
- Interviewer 3
- Alan This year? It's on a Monday, I think.

17 Read the story. How many of the tasks below can you do?

Mario's birthday

(In Tom and Janet's house.)

Janet Today's April 15th. It's Mario's birthday. Let's give him a birthday cake and sing "Happy birthday".

Tom You can sing, not me! Let me go and buy the birthday cake, and then you phone him. Tell him to come to our place.

(In the cake shop.)

Tom Have you got birthday cakes?

Man Yes. Is this one OK?

Tom Fine. How much is it?

Man £13.50.

Tom Here you are.

(Back at Tom and Janet's house. They phone Mario.)

Janet Mario, come over to our place!

Mario I can't right now. I'm helping my dad with the car.

Janet But we've got a problem. We need your help!

Mario OK, give me 30 minutes.

(30 minutes later. Knock, knock. Tom opens the door.)

Mario Where's Janet?

Tom She's lighting* the candles.

Mario Lighting the candles? Why? What's the problem?

Tom Come with me!

(They go into the living room.)

Tom See? The candles are burning*! Happy birthday, Mario!

(Janet sings.)

Janet Happy birthday to you, happy birthday to you! Happy birthday, dear Mario, happy birthday to you!

Mario Thank you two. But ...

Tom But what?

Mario Today isn't my birthday. My birthday's next month – May 15th!



VOCABULARY:

*light – anzünden; burn – brennen; confused – verwirrt

- 1 Tom doesn't want to sing. F T
- 2 Tom buys a birthday cake. F T
- 3 The cake is £15.30. T F
- 4 Who is Mario helping?

| | | |
|----------------------------------|----------------------------------|-------------------------------------|
| <input type="checkbox"/> his mum | <input type="checkbox"/> his dad | <input type="checkbox"/> his friend |
|----------------------------------|----------------------------------|-------------------------------------|
- 5 How long does Mario need?

| | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> 10 minutes | <input type="checkbox"/> 15 minutes | <input type="checkbox"/> 30 minutes |
|-------------------------------------|-------------------------------------|-------------------------------------|
- 6 Where is Janet?

| | | |
|---|---|---|
| <input type="checkbox"/> in the bedroom | <input type="checkbox"/> in the kitchen | <input type="checkbox"/> in the living room |
|---|---|---|
- 7 Who sings for Mario?
- 8 What is Mario doing?
- 9 What is Mario's birthday?

1/41



18 Listen and check your answers.

19 Complete the sentences so they are true for you.

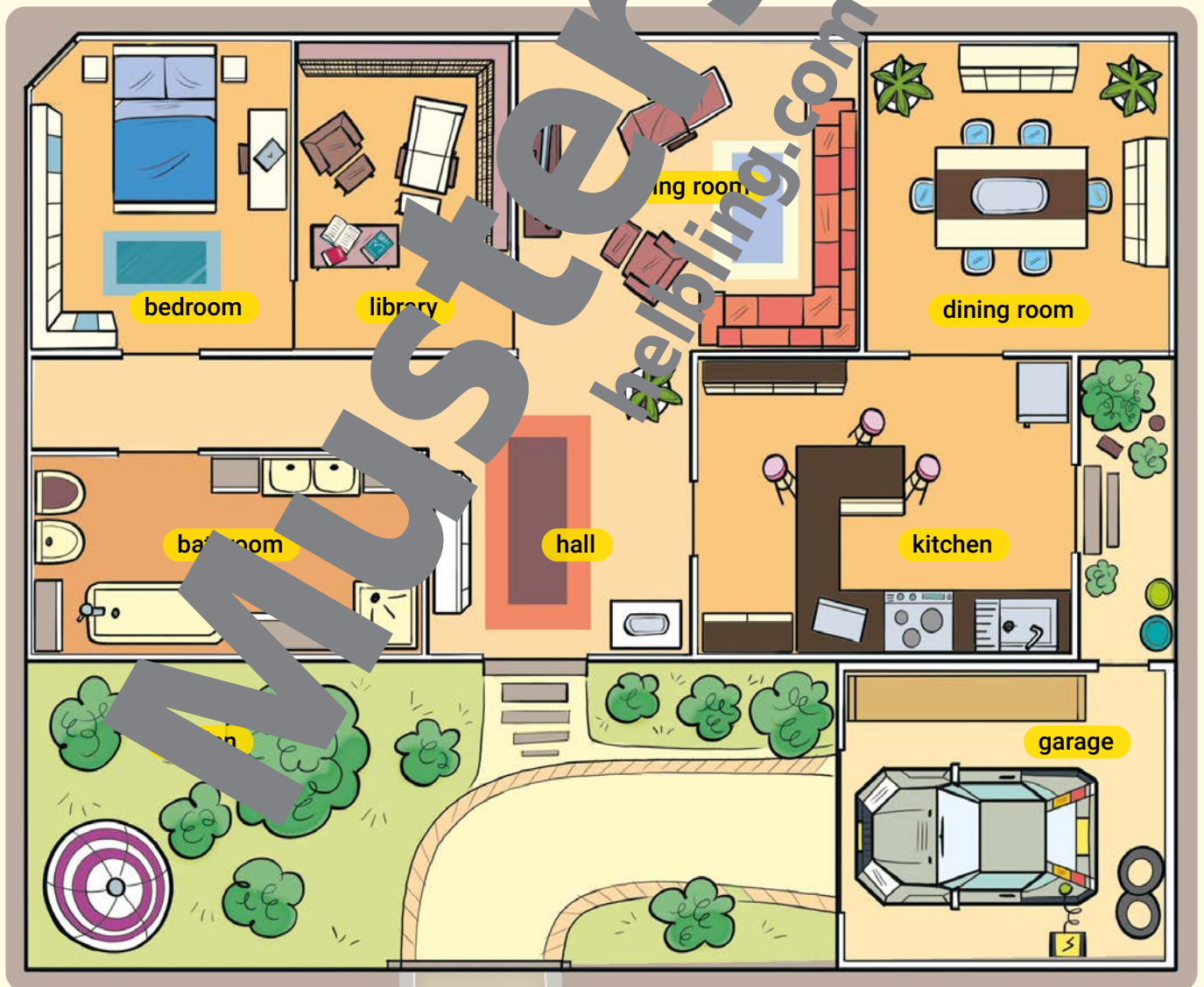
- 1 This morning at 6 a.m., I
- 2 This morning at 8 a.m., I
- 3 Yesterday at 8 p.m., I
- 4 Yesterday at 1 p.m., I
- 5 Last Sunday at 5 p.m., I
- 6 Last Saturday at 10 a.m., I

WORD FILE

Months



Rooms in a house

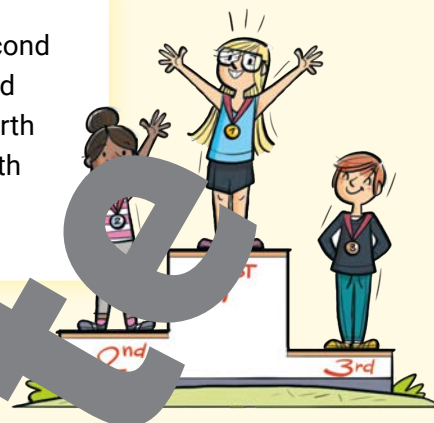


Ordinal numbers

1st first
2nd second
3rd third
4th fourth
5th fifth
6th sixth
7th seventh
8th eighth
9th ninth
10th tenth

11th eleventh
12th twelfth
13th thirteenth
14th fourteenth
15th fifteenth
16th sixteenth
17th seventeenth
18th eighteenth
19th nineteenth
20th twentieth

21st twenty-first
22nd twenty-second
23rd twenty-third
24th twenty-fourth
29th twenty-ninth
30th thirtieth
31st thirty-first



MORE Words and Phrases

| | | | |
|----|-------------------|---|--|
| | birthday cake | Mike's mum is making a big birthday cake for his grandpa. | Geburtstagskuchen/-torte |
| 1 | eater | She never eats much. She's not a big eater. | Esser/Esserin |
| | ill | He isn't at school today because he's ill. | krank |
| | messy | He's a messy eater. | unordentlich, schlampig |
| | piece | Have a piece of my birthday cake! | Stück |
| 3 | cinema | Let's go to the cinema on Friday. | Kino |
| | excellent | That's excellent work! | ausgezeichnet |
| | finally | Oh good! Finally we can leave! | endlich; schließlich |
| | match | There's a volleyball match on Saturday. | Match, Spiel |
| 5 | It's my birthday. | | Ich habe Geburtstag. |
| 6 | date | Today's date is Monday. | Datum |
| | month | February is the second month of the year. | Monat |
| 9 | How old are you? | | Wie alt bist du? |
| 10 | candle | The cake has twelve candles on it. | Kerze |
| | delicious | The chocolate cake is delicious. | köstlich |
| | last | There was a robbery last night. | letzter/letzte/letztes |
| | robber | He tried to find the robber. | Räuber/Räuberin |
| | robbery | There was a robbery at the big house. | Raubüberfall |
| | yesterday | Were you here yesterday at 9 p.m.? | gestern |
| 11 | alarm clock | The alarm clock wakes me up every morning. | Wecker |
| 13 | probably | I was probably in the garden last night at 9 p.m. | wahrscheinlich |
| 16 | Good for you! | | Schön für dich! |
| 20 | inspector | The inspector asks the questions. | Inspektor/Inspektorin |
| S6 | How dare you! | | Wie kannst du es wagen! |
| | That was close. | | Das war knapp. |
| | You're welcome. | | Nichts zu danken., Keine Ursache., Gern geschehen. |

UNDERSTANDING VOCABULARY Emergency services

1 Write the words from the box under the pictures.

mountain rescue bomb disposal police ambulance coastguard fire brigade



1



2



3



4



5



6

USING VOCABULARY Emergency services

2 Find the words in the word bank and write them in the correct gaps.

word bank: mountain rescue, helicopter, jetpack, fly, coastguard, fire brigade, ambulance, police, bomb disposal

- 1 on wet rocks
- 2 in danger
- 3 for help
- 4 the rescue team
- 5
- 6
- 7 up the mountain

3 Write the names of the emergency services from 1 in the speech bubbles.

Don't touch it! It's going to explode*.
Call the 1..... !

The house is on fire.
Call the 4..... !

There are two climbers at the top.
They can't get down.
Call the 2..... !

I think my leg's broken.
Call an 5..... !

Three bank robbers are in the bank.
Call the 3..... !

The boat is sinking*.
Call the 6..... !

VOCABULARY: *explode – explodieren; sink – (ver-)sinken

UNDERSTANDING GRAMMAR Linking words (*and, but, because*)

4 Circle the correct word.

- 1 Sally was in bed *and* / *because* she was tired.
- 2 I picked up my school bag *and* / *because* I opened the door.
- 3 I phoned Angus, *but* / *and* he wasn't at home.
- 4 I invited Janice to my party *because* / *but* she's my best friend.
- 5 I was tired, *because* / *but* happy too.
- 6 I switched off the TV *because* / *but* the film was boring.
- 7 I wanted to do my homework, *but* / *because* it was too difficult.
- 8 Dad cooked dinner *and* / *but* washed for us in the kitchen.

UNDERSTANDING GRAMMAR Past simple (2) regular verbs

5 Write the verbs in the correct box.

shouted push carried wait looked started walk want carried jump
arrive landed rescued remembered happen stopped cooked play phoned

Present simple

Past simple

6 Write the verbs in the past tense.

- | | |
|---------------------|------------------|
| 1 jump jumped | 8 phone |
| 2 change | 9 stop |
| 3 wait | 10 call |
| 4 play | 11 help |
| 5 walk | 12 collect |
| 6 carry | 13 happen |
| 7 arrive | 14 slide |

USING GRAMMAR Linking words (*but, because*)

7 Complete the sentences with *but* or *because*.

- They wanted to play football, was too hot.
- I sit next to Priya in class is my best friend.
- We walked to the park we wanted to play football.
- Hannah was excited, he was also very happy.
- We watched a film in the evening it wasn't good.
- He opened the window it was hot.
- I knocked at the door, there was no answer.

USING GRAMMAR Past simple (2) regular verbs

8 Complete the sentences in the past tense or the verbs in the box.

want shout rest wait sail arrive chase watch

- The police at Grafton Street.
- Paul an ice cream.
- Chris was hungry. He at me.
- Monday a boat.
- Yesterday my dog our cat.
- We a great film at school.
- I for ten minutes.
- The helicopter the people on the mountain.



9

Put the verbs in brackets in the past tense and write the sentences from the box under the correct picture to make a story.

Suddenly, the big boy (push) the small boy into the river.
 Helen (walk) to the park.
 Manju (phone) for the ambulance and the police.
 Helen (wait) for 15 minutes. Then Manju (arrive).
 In the park she (phone) her friend Manju.
 It (be) a sunny day.

The girls (walk) to the river.
 The police (interview) the girls.
 Helen (jump) into the river.
 There (be) people there.
 Helen (see) a boy.
 The ambulance (arrive).



- 1
- 2
- 3
- 4



- 5
- 6
- 7
- 8



- 9
- 10
- 11
- 12

WRITING Writing a story in the past

10 Look at the pictures. Write the story in the past. Use the words in brackets to help you.



1 It was a sunny day. A man was in his car in the mountains.

(be / car / mountain)



2

(storm / road / wet)



3

(slip / wet road)



4

(crash into / big rock)



5

(phone / mountain / help)



6

(arrive / jetpack / help)



7

(radio / helicopter)



8

(arrive / rescue)

11 Choose five verbs from the box and write about what you did yesterday.

- play walk
- carry arrive
- phone wash
- watch ~~help~~
- cook listen
- be play

- 1 I helped my dad in the kitchen.
- 2
- 3
- 4
- 5
- 6

DIALOGUE WORK Arousing interest / Encouraging someone to say what happened

12 CHOICES



A Complete the sentences. Then listen and check!



1 **Dave** G..... happened to me on the way to school.
Paul T.....
Dave Some..... off my bike.
Paul That's terrible!

2 **Susie** You won't believe what happened to me last week!
Emily W.....
Susie I met* my favourite singer.
Emily No way!



Olivia happened to me yesterday.
Paul ? T..... m.....
Olivia I passed* my maths test with 99%.
Paul Well done. That's great!

VOCABULARY:
 *met – past form of meet;
 pass – hier: bestehen

B Complete the dialogues with your own ideas.

- 1 **Jim** Guess what happened to me at school today.

- 2 **Bob** You won't believe what happened to my sister yesterday.

- 3 **Max** An amazing thing happened to me on holiday.
Kate
Max
Kate

LISTENING & DIALOGUE WORK Talking about emergency situations

1/43



13 Listen and complete the sentences.

- Alan and Jennifer are and
- The pushed their boat onto an island.
- A helicopter them.

1/43



14 Listen again and tick T (True) or F (False).

- Jennifer and Alan were in a boat in the afternoon. T F
- It was very windy in the afternoon. T F
- The coastguard called Jennifer. T F
- The boat was on fire. T F
- Jennifer and Alan jumped into the boat. T F
- The helicopter pilot noticed the fire. T F



1/44



15 Complete the dialogue with the words from the box. Listen and check.

Street minute car
accident police spell
course ambulance

Operator* Emergency. Fire brigade, police or 1..... ?
Woman 2....., please.
Operator Just 3....., please.
Man
Woman Hello. I can 4.....
Man
Woman Bolt Street.....
Man I can't hear you.
Man There's an accident. In Bolt Street.
Man Can you the name of the street, please?
 Of 7..... It's B - O - L - T.
Man OK. A police 8..... is coming now.



VOCABULARY:

*operator - Telefonist/Telefonistin

16 Complete the dialogue.



Operator 1..... ?
Man Fire brigade, please.
Operator 2..... ?
Man There's a cat stuck up a tree.
Operator 3..... ?
Man No, it's not my cat.
Operator 4..... ?
Man In Cambrian Street.
Operator 5..... ?
Man Sure. It's C - A - M - B - R - I - A - N.
Operator Thank you. A fire engine* is coming now.

VOCABULARY:

*fire engine - Löschfahrzeug

Accident/Emergency



MORE Words and Phrases

| | | | |
|---|------------------------|---|------------------------|
| 1 | to be lucky | They were lucky. The helicopter rescued them. | Glück haben |
| | to break | She falls and breaks her leg. | brechen |
| | country | Austria is a European country. | Land; Staat |
| | crime | Robbery is a crime. | Verbrechen |
| | fire | Help! There's a fire in Hammond Street. | Feuer |
| 3 | accident | There was an accident on the rocks. | Unfall |
| 5 | to be in danger | The police can help you when you are in danger. | in Gefahr sein |
| | to fly up the mountain | The man with the jetpack flies up the mountain. | den Berg hinauffliegen |

| | | | |
|-------------|----------------------|--|-----------------------------------|
| | to radio | <i>He finds her and radios the rescue team.</i> | (an-)funken |
| | rescue team | <i>The rescue team arrives in the helicopter.</i> | Rettungsteam |
| | rock | <i>The rock is wet.</i> | Stein |
| | to shout for help | <i>She hasn't got a phone and shouts for help.</i> | um Hilfe rufen |
| | to slip | <i>He slips on wet rocks.</i> | ausrutschen |
| | storm | <i>Yesterday, there was a storm with strong winds.</i> | Sturm |
| | wet | <i>It rained. The rocks are wet.</i> | naß |
| 6 | to arrive | <i>The mountain rescue team arrives.</i> | (an-)kommen |
| | to be safe | <i>The helicopter arrives. You're safe!</i> | in Sicherheit sein |
| | to dream | <i>Are you dreaming? No – the man has a job pack.</i> | träumen |
| | to fall down | <i>You fall down and break your leg.</i> | (hinunter-)fallen |
| | to land | <i>It is difficult for a helicopter to land on a mountain.</i> | landen |
| | medicine | <i>The rescue team gives you medicine and keeps you warm.</i> | Medikament; Medizin |
| | sky | <i>It's night-time. The sky is dark.</i> | Himmel |
| | windy | <i>There's a storm. It's very windy.</i> | windig |
| 8 | dark | <i>I can't see anything. It's very dark.</i> | dunkel |
| | young | <i>She's fifteen. She's a young manager.</i> | jung |
| 12 | alone | <i>I was alone in the mountain.</i> | allein |
| | backpack | <i>My phone was in my backpack.</i> | Rucksack |
| | to happen | <i>What happened? The helicopter came back.</i> | passieren |
| 14 | to chase | <i>My dog chased me in the garden.</i> | verfolgen, jagen |
| 15 | sunny | <i>The weather was sunny in the morning.</i> | sonnig |
| OYW4 | class speaker | <i>At the beginning of the school year, we choose a class speaker.</i> | Klassensprecher/Klassensprecherin |
| | democracy | <i>In a democracy, people have the power.</i> | Demokratie |
| | mayor | <i>The mayor is the leader of the town council.</i> | Bürgermeister/Bürgermeisterin |
| | political | <i>Politics is important.</i> | politisch |
| | to vote | <i>People vote for their parliament.</i> | wählen |
| 16 | button | <i>Press the button.</i> | Schalter; Knopf |
| | cloud | <i>There are dark clouds in the sky.</i> | Wolke |
| 17 | Earth | <i>We live on Earth.</i> | Erde |
| | to die | <i>The man is dying.</i> | sterben |
| | forest | <i>There are a lot of trees in the forest.</i> | Wald |
| | introduction | <i>Read the introduction to the radio play.</i> | Einleitung |
| | space | <i>People are living in spaceships in space.</i> | Weltall |
| 18 | to notice | <i>Suddenly, they noticed a little spaceship.</i> | bemerken |
| | to press | <i>You have to press the button.</i> | drücken |
| | screen | <i>They were in front of a big screen.</i> | Bildschirm |
| 19 | adventure | <i>That was a great adventure!</i> | Abenteuer, Erlebnis |
| | character | <i>In the story, the characters are in space.</i> | Figur; Person |
| T6 | Guess what? | | Du wirst es nicht glauben. |
| | Tell me more. | | Erzähl mir mehr. |

UNIT 14 It's my favourite

UNDERSTANDING VOCABULARY TV programmes / Books and stories

1 Write the names of the TV programmes under the pictures.

fantasy film

sports programme

music show

cartoon

detective film

romantic film

quiz show

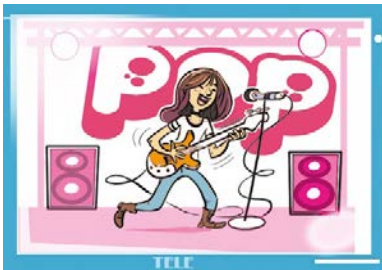
game show

the news

show

science-fiction film

nature programme



1

2

3



4

6



7

8

9



10

11

12

2 Write the words from the box under the book covers.

- animal story
- fantasy story
- detective story
- story about friendship
- poems
- adventure story
- comic book
- horror story



USING VOCABULARY TV programmes / Books and stories

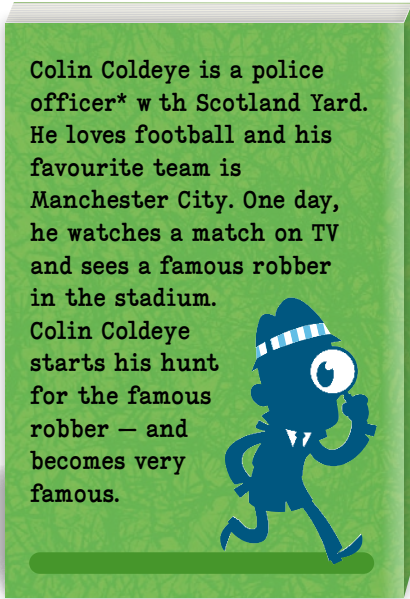
3 Look at **1** again. Read the speech bubbles and match them to the types of programmes.

- reality show
- music show
- romantic film
- quiz show
- the news
- detective story
- sports programme
- science-fiction film
- nature programme

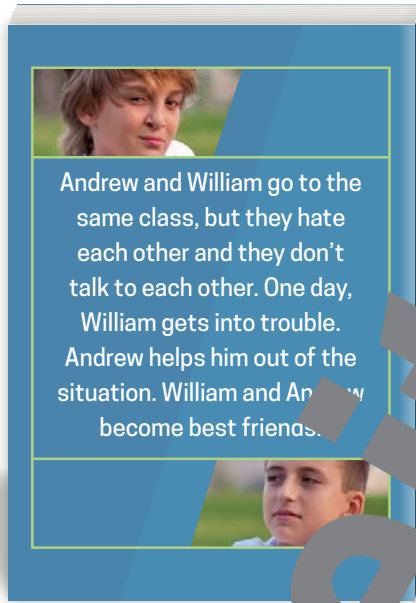


VOCABULARY: *goal – Tor

4 Read the short texts about books. Look at 2 again and write what type of book each one is.



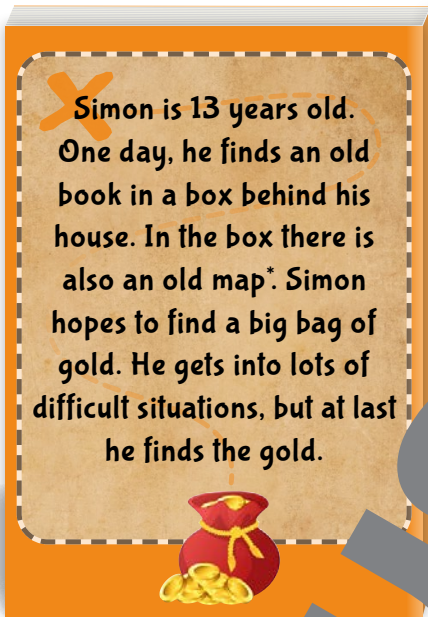
1



2



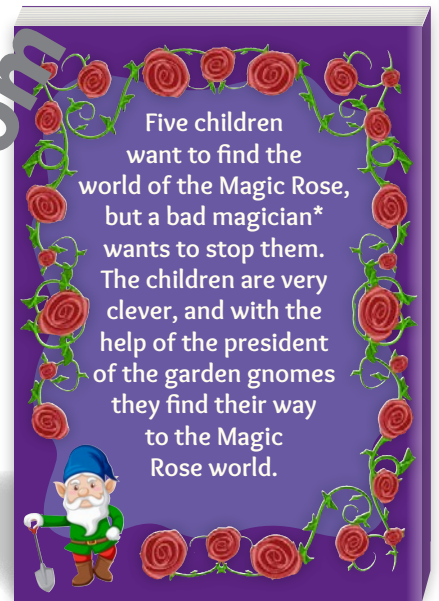
3



4



5



6

VOCABULARY: *police officer – Polizist/Polizistin; spooky – gespenstisch; village – Dorf; map – (Land-)Karte; magician – Zauberer/Zauberin

5 Write an interesting title for each of the books in 4.

- 1
- 2
- 3
- 4
- 5
- 6

UNDERSTANDING GRAMMAR

Past simple (3) Verneinung mit *didn't*

6 Read the sentences and look at the pictures. Then number the pictures.

- 1 Paul didn't like his presents.
- 2 Paul liked his presents.
- 3 Mary didn't go to school.
- 4 Mary went to school.
- 5 Liam didn't do his homework.
- 6 Liam did his homework.



UNDERSTANDING GRAMMAR

Past simple (4) Irregular verbs

7 Put the forms of the verbs in the correct box.

- | | | |
|-----------------|-------|---------|
| send | do | thought |
| did | was | say |
| heard | held | had |
| went | met | took |
| sat | think | tell |
| found | said | told |
| hear | leave | sit |
| hold | run | is |
| go | meet | ran |
| have | take | get |

Present tense

send

.....

.....

.....

.....

.....

.....

Past tense

did

.....

.....

.....

.....

.....

.....

8 Find and circle the verbs in the past form in the wordsearch (↓→).

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

USING GRAMMAR Past simple (3) Verneinung mit *didn't*

9 Write Present or Past.

- 1 She doesn't like milk. **Present** 6 Debbie didn't help me.
- 2 I don't understand you. 7 We don't want that.
- 3 You don't know her. 8 They didn't answer my email.
- 4 She didn't call me.
- 5 Tom doesn't play tennis.

10 Complete with the past simple negative of the verbs in brackets.

My friends ¹ **didn't come** (come) to my birthday party. They ² (phone) me. They ³ (give) me presents. They (send) me birthday cards. They ⁵ (write) e-mails. They ⁶ (bring) a cake and they ⁷ (sing) a song for me. What a terrible dream!

11 Complete with the past simple form of the verbs in brackets.

- 1 I **didn't write** you an email because my computer (not write / not work) I a new one. (not work / want)
- 2 I at six because Dad (not wake ... up)
- 3 She James because she him. (not talk / not see)
- 4 I a cold* because Sandra a cold*, so she to the party. (have / not go)
- 5 I a lot of money, so I the headphones. (not have / not buy)

VOCABULARY: *cold – hier: Erkältung

USING GRAMMAR Past simple (4) irregular verbs

12 Complete the table with the missing forms.

| Present tense | Past tense |
|---------------|------------|
| 1 | held |
| 2 | sat |
| 3 | |
| 4 | left |
| 5 | |
| 6 | |
| 7 | gave |
| 8 | |

| Present tense | Past tense |
|---------------|------------|
| 9 | see |
| 10 | sold |
| 11 | sent |
| 12 | take |
| 13 | put |
| 14 | read |
| 15 | run |
| 16 | meet |

13 Complete the text with the past forms of the verbs in brackets.

Andy and Miriam ¹.....
 (want) to go to the cinema, but it was too hot.
 So they ²..... (go) to the
 park. They ³..... (sit)
 down under a tree and Miriam
⁴..... (read) Andy a story
 about penguins in the Antarctic. Then she
⁵..... (say), "Let's go and
 get an ice cream."



"Oh, no," Andy ⁶..... (answer), "after that story... much too cold for an ice
 cream." So Miriam ⁷..... (give) him a very big piece of chocolate.
 He ⁸..... (take) it and ⁹..... (put) it into his mouth.
 "Thanks," he ¹⁰..... (say), "I'm OK again."

14 Complete with the past form of the verbs in the box.

sit take give meet go read put



The boy ¹..... into the house and ²..... his football.
 He ³..... his bag and then he ⁴..... to the park.



They ⁵..... in the park. He ⁶..... her a kiss and they
⁷..... on the grass and ⁸..... *Harry Potter and the Half-Blood Prince*.

15 Read the story. How many of the tasks below can you do?

The little fox and the lion

Once upon a time, there was a big lion. He was very dangerous and ate three animals every day. All the animals of the wood were very scared, and so they had a meeting under a big tree.

"We must do something," said the giraffe. "The lion is eating three animals a day!"

"You're right," said the owl, "but we're not strong." The animals didn't know what to do.

"I've got an idea. Let's kill the lion!" said the little fox.

"Kill the lion? Ha ha ha ha!" the other animals laughed. "How can we kill the lion? He's so strong!"

The fox didn't say a word and went to the place where the lion lived. When the fox was near the lion's place, he started to shout for help.

"Be quiet!" the lion said. "I'm coming to eat you now!"

"Help! Help!" shouted the fox again.

"Quiet!" the lion shouted back.

"I'm so scared!" answered the fox.

"Of course you're scared of me! I'm coming to eat you!" said the lion.

"Scared of you? I'm not scared of you," said the little fox. "I'm scared of the big, strong lion!"

"The big, strong lion?" asked the lion.

"Yes, there's a big, strong lion on the other side of the village. He eats ten animals a day. I'm so scared!" When the lion heard this, he was very angry.

"Show me the lion," he said. "I want to kill him!"

"Alright. Come," said the little fox.

The little fox started to run and the lion followed him. They walked around the village, and then they came to a lake on the other side of the village.

"Show me the lion," said the little fox. "There's the other lion. And he's very big and very strong!"

"I'm so scared of the lion," he shouted. When he looked down, he saw the face of a very strong and very big lion! "I'm coming to kill you!" he shouted.

Then he jumped into the water and died. When the other animals saw this, they were very happy. "The little fox tricked* the lion!" they all shouted.



VOCABULARY:

*trick – austricksen; himself – sich selbst

- 1 The lion ate ten animals a day. T / F
- 2 The animals had a meeting because they wanted to kill the lion. T / F
- 3 The other animals thought the fox's plan was good. T / F
- 4 Who went to the lion's place?
- 5 What happened when he arrived at the lion's place?
- 6 How many animals did the big, strong lion on the other side of the village eat every day?
- 7 When he talked about the big, strong lion, the lion
 - was angry with the fox.
 - was scared.
 - wanted to see him.
- 8 In the water, the lion saw
 - another lion.
 - himself*.
 - the fox.
- 9 The lion jumped into the water because
 - he was hot.
 - he wanted to drink the water.
 - he wanted to kill the other lion.



16 Listen and check your answers.

17 Match the questions and answers.

- | | |
|--|--|
| 1 How many hours do you watch TV a day? | <input type="checkbox"/> They love nature films. |
| 2 When do you watch TV? | <input type="checkbox"/> I don't like the news and romantic films. |
| 3 What kind of programmes do you like? | <input type="checkbox"/> It's <i>The Simpsons</i> . |
| 4 What kind of programmes do you not like? | <input type="checkbox"/> I usually watch TV in the evening. |
| 5 What's your favourite programme? | <input type="checkbox"/> I watch TV for two hours a day. |
| 6 What's your mum and dad's favourite programme? | <input type="checkbox"/> Cartoons and fantasy films. |

18 Remember the story *The remote control* on page 112 in the Student's Book. What happened to Tom in the TV? Write a short text (120 words) in your exercise book. Use some of the verbs in the box.

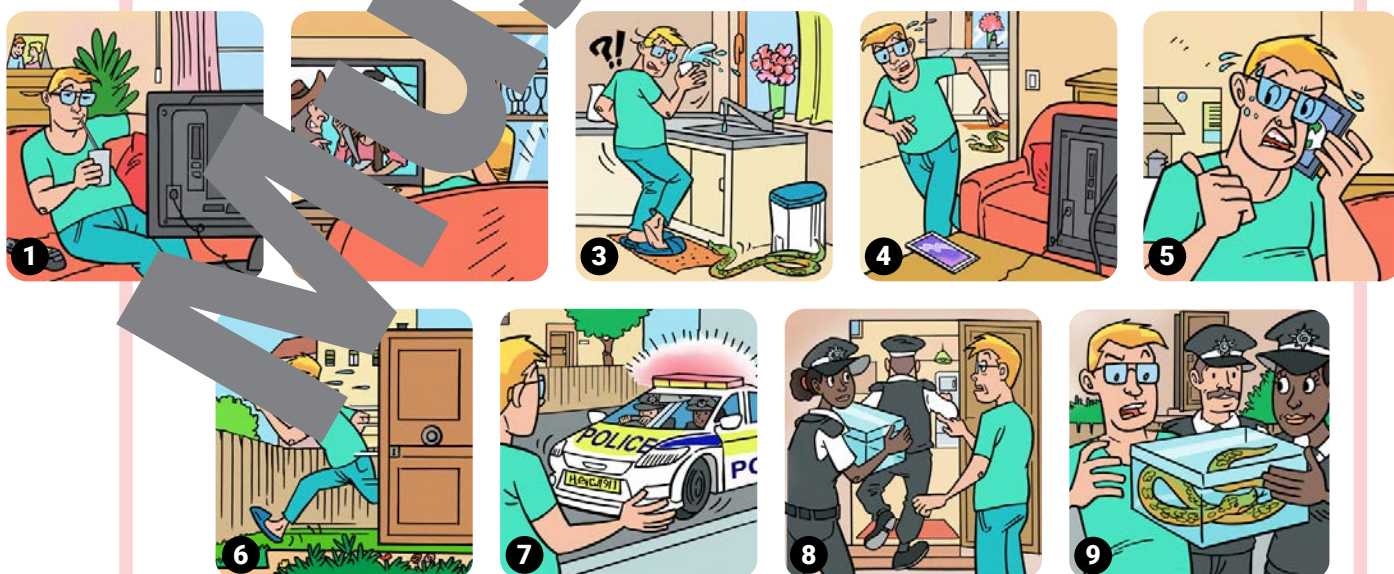
go meet run see read do hold
take freeze hear say know sit

19 CHOICES

A Read the story *The remote control* on page 112 in the Student's Book again and put the sentences in the correct order.

- | | |
|---|---|
| <input type="checkbox"/> Annie pointed the remote control at the TV and pressed the pause button. | <input checked="" type="checkbox"/> Annie saw a TV remote control in a shop window. |
| 2 The woman said, "This is a special remote control!" | <input type="checkbox"/> Later, Tom tried to get the remote control from Annie. |
| <input type="checkbox"/> But not Tom. He wanted to watch a dinosaur film. | <input type="checkbox"/> Tom froze. |
| <input type="checkbox"/> Annie wanted to watch a cartoon. | <input type="checkbox"/> Annie pressed the star button. |
| <input type="checkbox"/> At home, Tom was on the sofa in front of the TV. | |
| <input type="checkbox"/> Tom was inside the TV. | |

B Look at the pictures and write the story. Use past tense forms.



LISTENING & DIALOGUE WORK Talking about screen time

1/46



20 Listen and write which programmes Karen and Simon like / don't like.

- 1 Karen likes the news, and on her computer she often watches
- 2 She doesn't like
- and
- 3 Simon likes Sherlock Holmes and
- 4 He never watches

1/47

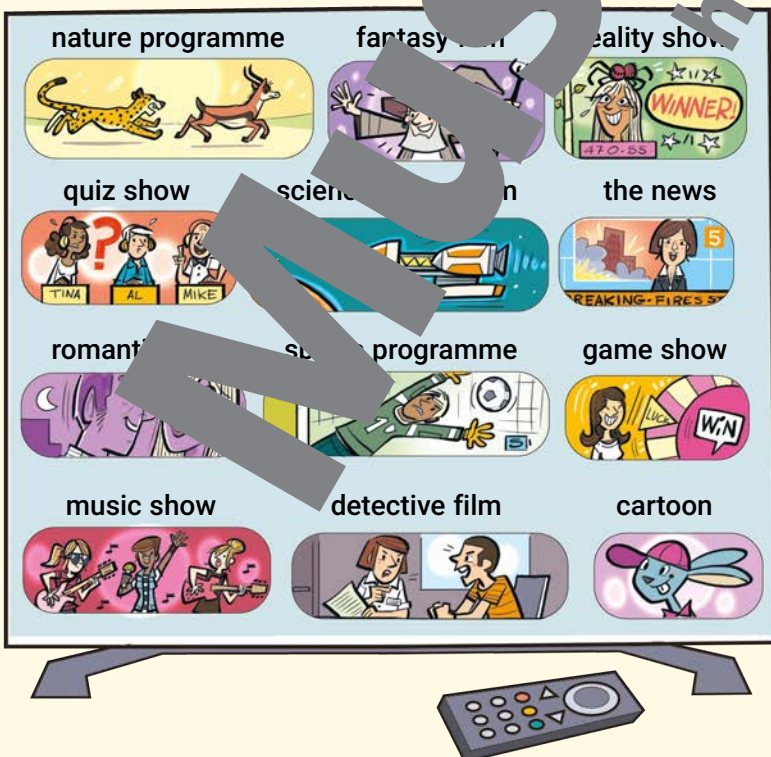


21 Complete the interview. Then listen and check.

| | | | |
|--------------------|--|--------------------|--|
| Interviewer | 1..... many hours do you 2..... TV a day? | Interviewer | kind of |
| Ranjit | About three. | Ranjit | do you not 10..... ? |
| Interviewer | 3..... do you watch TV? | Interviewer | Romantic film , the news and quiz shows. |
| Ranjit | I usually watch it 4..... the afternoon and sometimes I watch it 5..... the morning. | Interviewer | 11.....'s your 12..... programme? |
| Interviewer | 6..... kind of 7..... you like? | Ranjit | Match of the Day. |
| Ranjit | Cartoons, sports programmes and nature programmes. | | |

WORD FILE

On TV



Kinds of stories



MORE Words and Phrases

| | | | |
|----|---------------------------|--|-------------------------------|
| 1 | cartoon | <i>Cartoons are my favourite programme.</i> | Zeichentrick(-film/-serie) |
| | screen time | <i>Every day we have three hours of screen time.</i> | Zeit vor einem Bildschirm |
| 2 | headline | <i>What's the news headline today?</i> | Schlagzeile |
| | latest | <i>This is their latest song.</i> | neuester/neueste/neuestes |
| 4 | comedy | <i>We also watch comedy series.</i> | Komödie |
| | episode | <i>I watch three episodes a day.</i> | Episode/Folge |
| | gamer | <i>I watch the gamers.</i> | Spielder, Zocker/Zockerin |
| | kind of | <i>I usually watch some kind of series.</i> | einer Art |
| | quite | <i>I quite like detective films.</i> | ziemlich |
| | to stream | <i>We sometimes stream a film.</i> | streamen |
| | weekend | <i>Saturday and Sunday are the weekend.</i> | Wochenende |
| 6 | to freeze (froze) | <i>The film stopped and the people in the picture froze.</i> | starrstarr sein, anhalten |
| | huge | <i>An elephant is a huge animal.</i> | riesig |
| | inside | <i>Inside the car, there were four people.</i> | in, innerhalb |
| | to pay (paid) | <i>I paid three pounds for my hamburger.</i> | (be-)zahlen |
| | to point to | <i>She pointed to the clock inside the bus.</i> | zeigen auf |
| | power | <i>It has special powers.</i> | Kraft |
| | remote control | <i>You use a remote control to change the programme.</i> | Fernbedienung |
| | to reply (replied) | <i>I replied to your email this morning.</i> | antworten |
| | to sell (sold) | <i>He wants to sell his old car.</i> | verkaufen |
| | tiny | <i>An ant is a tiny insect.</i> | winzig |
| | voice | <i>She's a great singer with a beautiful voice.</i> | Stimme |
| | wide | <i>There's a very wide road near our house.</i> | breit; weit |
| 7 | to fight (fought) | <i>He fought his sister to get the car.</i> | kämpfen (mit) |
| | shopkeeper | <i>The shopkeeper isn't there.</i> | Ladenbesitzer/Ladenbesitzerin |
| 10 | to disappear | <i>He turned the corner and disappeared.</i> | verschwinden |
| | to hold (held) | <i>The robber held a gun in his hand.</i> | halten |
| 11 | to spend | <i>We spend a lot of time watching shows.</i> | verbringen (mit) |
| 12 | to bend down (bent down) | <i>Bend down to hug your child.</i> | (sich) hinunterbeugen |
| | to hug | <i>Can you hug me?</i> | umarmen |
| | lake | <i>The giraffe went to the lake.</i> | See |
| | leaf (pl leaves) | <i>The giraffe only eats leaves.</i> | Blatt (Blätter) |
| | to lie | <i>The giraffe lies under the sun.</i> | liegen |
| | skin | <i>The lion's skin is yellow.</i> | Haut |
| | spot | <i>The giraffe has black spots.</i> | Punkt |
| | weak | <i>I feel so weak today.</i> | schwach |
| 13 | dead | <i>Maybe I'm dead tomorrow.</i> | tot |
| | once upon a time | <i>Once upon a time, there was a lion.</i> | es war einmal |
| | one day | <i>One day, the giraffe went to the lake.</i> | eines Tages |
| 14 | adventure | <i>My favourite books are adventure stories.</i> | Abenteuer |
| | cover | <i>Look at the book covers.</i> | (Buch-)Umschlag |
| | friendship | <i>Is this a story about friendship?</i> | Freundschaft |
| | poem | <i>I read a poem every day.</i> | Gedicht |
| 19 | neighbour | <i>The neighbour's kid is nice.</i> | Nachbar/Nachbarin |

UNIT 15 What are you going to do?

UNDERSTANDING GRAMMAR *be going to*

1 Choose the correct words.

- | | |
|--|--|
| 1 <i>Is</i> / <i>Are</i> you going to see me next weekend? | 4 She <i>are</i> / <i>is</i> going to eat all the pizza. |
| 2 I <i>is</i> / <i>am</i> going to watch a film with Sandra. | 5 <i>Is</i> / <i>are</i> she going to bring the music? |
| 3 They <i>are</i> / <i>is</i> going to live with us for half a year. | 6 We <i>are</i> / <i>is</i> going to stay at home. |

USING GRAMMAR *be going to*

2 Complete the sentences. Use *going to*.



- 1 She (write) a
- 2 They (swim) in the
- 3 He (clean) his

3 Write the words in the correct order to make sentences.

- | | |
|---|---|
| 1 going / help / is / John / to / you / bike! / fall off / to / are / you / going / your John is going to help you. | 5 going / is / angry / be / Sara / to |
| 2 email. / write / are / to / going / an | 6 at eight. / going / they / to / are / arrive |
| 3 going / I / home / am / to / come | |

4 Write questions using *going to*.

- 1 what / to / the weekend - I'm going to visit my uncle.
What are you going to do at the weekend?
- 2 how / to / help / me - I'm going to help you.
- 3 where / see / live - He's going to live in our house.
.....
- 4 what / buy / for her birthday - He's going to buy a book.
.....
- 5 how / she / feel - She's going to be very sad.
- 6 they / buy this house - No, they aren't. They haven't got the money.
.....

READING & WRITING Talking/Writing about future plans

5 Read the texts quickly. Who is going to celebrate* ...

- a birthday? an exam result*?
 the end of school?

Let's celebrate!



1 Hey class 1B!
 Hooray! It's nearly the ☀️ summer holidays. Let's have a party 🎉 in the park after school on Thursday to celebrate the end of the year. Let's all bring some sandwiches 🥪, biscuits* 🍪 and something to drink 🥤. We're going to take our phones and a Bluetooth speaker* so we can dance. Invite all your friends and let's have some fun!
 Will and Nathan ✓✓



2 Hi James,
 Next Saturday is my birthday 🎂 and I'm going to have a party. Please come! It's going to be at my house 🏠 (212 Garden Lane). It's a fancy dress party*, so wear a costume! I'm going to be Batman and my brother Ken is going to be a pirate because he's crazy about* them. There is going to be lots of food 🍔🍟🍩🍰, so don't eat before you come. Dad is going to do a disco, so I know you're going to be happy because you love dancing 🕺. See you Saturday. Three o'clock. Don't be late!
 Love,
 Annie ✓

3 Hey Ben,
 I just passed my karate exam. Now I am a brown belt! I'm so proud and careful! So, to celebrate I'm going to have a small party. Well, it's not really a party. Mum says I can invite my friends to go to the cinema on Thursday afternoon, so I want to invite you and Jacob. We're going to see the new Marvel film 🎬. My sister saw it yesterday. She says it's brilliant. After the cinema we're going to the new Italian restaurant 🇮🇹. They have the best pizza 🍕 in town. Please say you can come.
 Janice ✓

VOCABULARY:

celebrate – feiern; **exam result** – Prüfungsergebnis; **biscuit** – Keks;
speaker – hier: Lautsprecher; **fancy dress party** – Kostümparty;
be crazy about – für etw. schwärmen

6 Read the texts again. How many of these tasks can you do?

Will and Nathan

- 1 The last day of school is Wednesday. T / F
 2 There is going to be music at the party. T / F
 3 Everyone can come to the party. T / F

Annie

- 4 Annie's address is
 5 Annie really likes
 6 The party starts at

Janice

- 7 Why should Ben 'be careful'?
 8 What are they going to do first?
 9 Where are they going next?

1/48



7 Listen and check your answers.

8 CHOICES

1/49



A Put the dialogue in the correct order. Then listen and check.

- | | |
|---|--|
| <input type="checkbox"/> A Can I come? | <input type="checkbox"/> B Of course you can. |
| <input checked="" type="checkbox"/> 1 A What are you going to do on Friday? | <input type="checkbox"/> B Well, I'm going to meet my friends. We're going to have a birthday party. |
| <input type="checkbox"/> A I know. | <input type="checkbox"/> B At my house. |
| <input type="checkbox"/> A Where? | <input type="checkbox"/> B Friday? That's the day we go to school. |

B Complete the dialogue with your own ideas.

- A What are you going to do in your holidays?
 B
- A What if there's no sun?
 B
- A What if all your friends are away on holiday?
 B
- A What if your parents say you can't?
 B
- A That sounds like fun. I hope you have a good time.

LISTENING & READING Talking about future plans

1/50



9 Listen and match the speakers with the places they are going to spend their holidays. There are two extra places. Draw lines.

1/50



10 Listen and write T (True) or F (False).

- | | |
|---|---|
| 1 Dana is going on holiday with her parents. | T <input type="checkbox"/> F <input type="checkbox"/> |
| 2 Dana is going to spend most days outdoors*. | T <input type="checkbox"/> F <input type="checkbox"/> |
| 3 Dana's family is going on a plane. | T <input type="checkbox"/> F <input type="checkbox"/> |
| 4 Liam is going to spend his holidays in a new place. | T <input type="checkbox"/> F <input type="checkbox"/> |
| 5 Liam thinks he is going to meet lots of new people. | T <input type="checkbox"/> F <input type="checkbox"/> |
| 6 Lucy's dad lives in Sydney. | T <input type="checkbox"/> F <input type="checkbox"/> |
| 7 Lucy is going to spend four weeks in Australia. | T <input type="checkbox"/> F <input type="checkbox"/> |
| 8 Lucy is looking forward to* the flight*. | T <input type="checkbox"/> F <input type="checkbox"/> |

VOCABULARY:
 *outdoors – draußen;
 looking forward to – sich auf
 etw. freuen; flight – Flug

11 Read the postcards of Dana, Liam and Lucy. Write the name of the person who sent each one.



1

Hi Annie,
 Wow – that was a long flight, but we're here. Look at the famous bridge on this postcard. We went there yesterday. I was still really tired, but it's amazing. I'm going to send you postcards from all the places we visit on our trip up this amazing country. See you in a month!
 Love,



.....
 Annie Smith
 Road
 Norwich
 NR5 5ORT

2

Dear Mum,
 we're here! The journey was very long and not very comfortable*, but I'm happy to be here. It's perfect. Everything is the same as it was last year. I know I'm going to make a lot of new friends.
 Miss you,



.....
 Matilda Job
 66 North Road
 Birmingham
 B9 4EJ



3

Robin,
 I'm having lots of fun with my aunt and uncle. They live in a small town, but there's lots to do. Every day I go fishing with my uncle in the morning and we go for a big walk in the afternoon. See you in a few days.
 Love,



.....
 Robin Fernsby
 57 School Lane
 Twickenham
 TW51 8CT

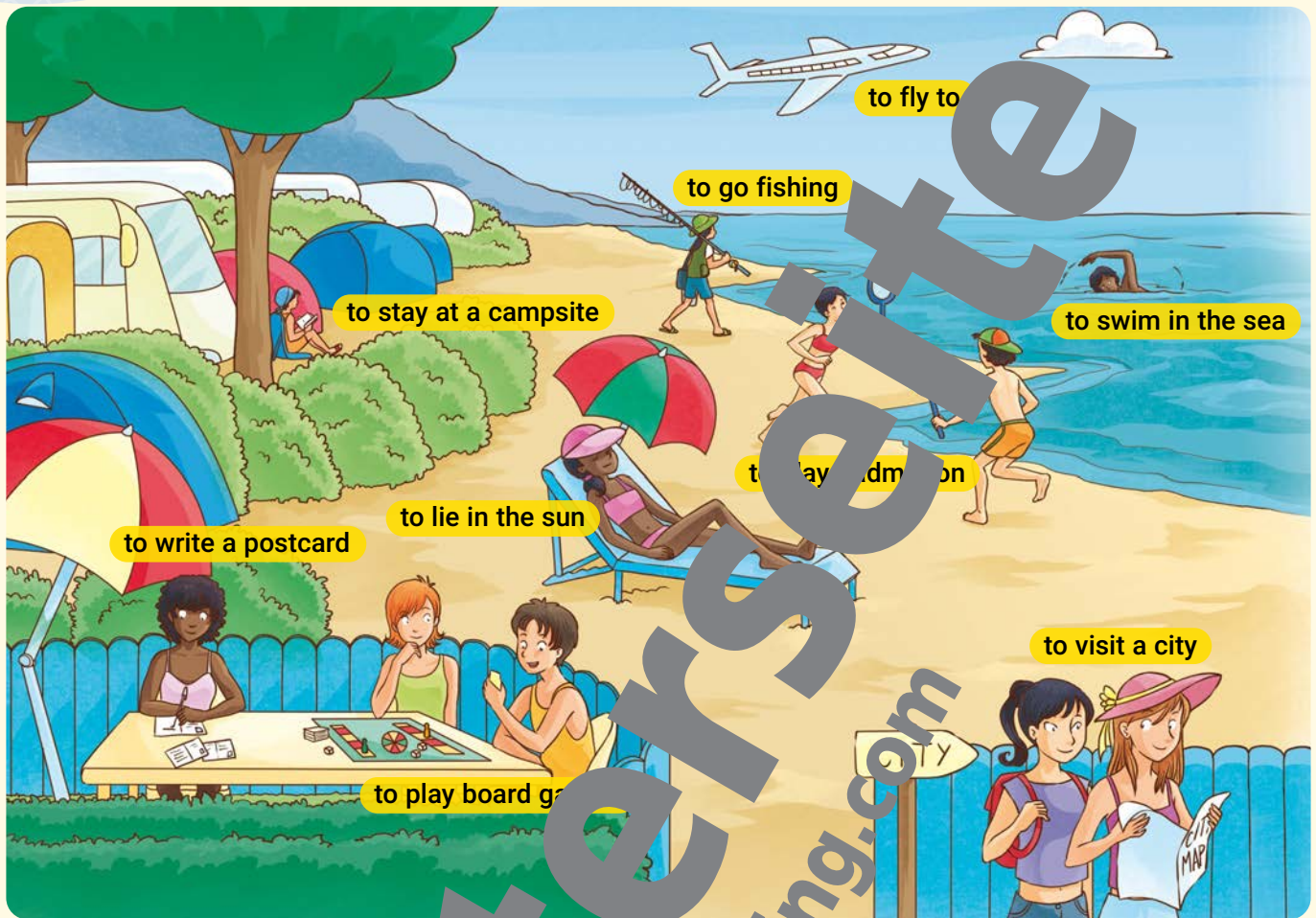
VOCABULARY: *comfortable – gemütlich, angenehm

WRITING Writing a postcard

12 You are on holiday. Write a postcard to your best friend. In your postcard, say:

- where you are
- how you got there
- what the place is like

Holiday activities



MORE Words and Phrases

| | | | |
|---|-------------------|--|--------------------------------|
| 1 | aunt | My aunt is my mother's sister. | Tante |
| | beach | Let's go to the beach and swim in the sea. | Strand |
| | board game | On the evening, we're going to play board games. | Brettspiel |
| | campsite | We're going to stay at a campsite and sleep in a tent. | Campingplatz |
| | cook | My grandma is a very good cook. | Koch/Köchin |
| | to drive | We're going to drive to Grandma's house. It's a long drive. | fahren; Fahrt |
| | holiday | My mum and dad have no holiday. | Urlaub; Ferien |
| | national park | We're going to visit the national parks in the United States. | Nationalpark |
| | parents | My parents and I are going to fly to the US. | Eltern |
| | plane | I'm not scared of flying. I can sleep on the plane most of the time. | Flugzeug |
| | summer | In the summer, I'm going to go swimming. | Sommer |
| 2 | hippo | Hippos are big animals. | Nilpferd |
| | to join | Let's join an Irish band. | beitreten, ein Mitglied werden |
| 7 | to invite | Who are you going to invite to your party? | einladen |

Musterseite
helbling.com

ANSWER KEY – Workbook

UNIT 1

- 1 two – 2, seventeen – 17, twenty-five – 25, twenty – 20, twelve – 12, eight – 8, twenty-four – 24, eleven – 11, five – 5, fifteen – 15, three – 3
- 2 A twenty-one, B twenty-three, C two, D seventeen, E five, F twenty-five, G nine, H eighteen, I thirteen, J seven, K four, L fourteen
- 4 1 projector, 2 sound system, 3 window, 4 board, 5 door, 6 tablet, 7 desk, 8 school bag, 9 chair, 10 floor, 11 (English) book
- 5 board, floor, tablet, window, chair, desk, door, sound system, school bag, projector, English book
- 6 1. Zeile: ✓, ✓, 8 cats, ✓
2. Zeile: 7 bears, ✓, 9 dogs, 5 crocodiles
- 7 1 frogs, 2 fish, 3 dogs, 4 cats, 5 gorillas, 6 crocodiles, 7 bears, 8 insects
- 8 four books, seven desks, two babies, twenty-one boys, twenty-five balls, thirteen bananas, twelve fish, nineteen children, eleven tablets, five pencil cases
- 9 4, 1, 6, 5, 2, 3
- 10 1, 3, 4, 5
- 11 1 Sit, 2 Stand, 3 Take out, 4 Open
- 12 1 Colour the numbers blue and green. 2 Don't close the door. 3 Open your pencil case and take out a green pencil. 4 Don't open your school bags.
- 13 1 Don't speak. 2 Don't stand up. 3 Don't close the door. 4 Open the door. 5 Close the door. 6 Don't touch the board.
- 14 1 What's your name? 2 What's your email address? 3 Can you help me, please? 4 How are you?
- 15 1 I'm a wide-mouthed crocodile, 2 name, 3 I'm Gordon, 4 eat bananas, 5 eat insects, 6 are you, 7 I'm fine, 8 bear, 9 I eat honey, 10 crocodile, 11 eat, 12 Bye

- 17 1 email address, 2 carina9@swapnet.co.uk, 3 c - a - r - i - n - a - 9 - @ - s - w - a - p - n - e - t - d - o - t - c - o - d - o - t - u - k
- 18 2, 4, 5, 1, 3
- 19 **A** 1 How, 2 you, 3 is, 4 meet
B 1 I'm Sue. / My name is/'s Sue. 2 I'm fine, thanks. And you? 3 Hi, Rick. / Hello, Rick. 4 Bye, Sue. / Bye-bye.

UNIT 2

- 1 1 tree, 2 train, 3 guide, 4 dolphin, 5 parrot, 6 giraffe, 7 penguin, 8 monkey
- 2 1 in front of, 2 next to, 3 in, 4 under, 5 behind,
- 3 1. Zeile: 5, 6, 1
2. Zeile: 3, 4, 2
- 4 1 It's in the tree. 2 It's behind the tree. 3 They are under the tree. 4 It's on the/your desk.
- 5 1 T, 2 F, 3 F, 4 F, 5 F, 6 T
- 6 1 are, 2 is, 3 are, 4 are, 5 are, 6 is
- 7 3, 1, 9
1 There are two frogs under the chair.
2 There's a penguin in the school bag.
3 There's a pencil on the chair.
4 There are three books on the desk.
5 There are four...
- 8 1 He is/'s, 2 He is/'s, 3 She is/'s, 4 They are/'re, 5 It is/'s, 6 They are/'re
- 9 1 under, 2 in, 3 on, 4 behind, 5 next to, 6 in front of
- 10 Aileen is eleven. She is from Cambridge. She is in class 7A. Mark is/'s ten. He is/'s from Manchester. He is/'s in class 6B. Kylie is/'s thirteen. She is/'s from London. She is/'s in class 9B. Jenny and Omar are twelve. They are/'re from Liverpool. They are/'re in class 8C. Amrita and Rajit are eleven. They are/'re from Bradford. They are/'re in class 7C.
- 11 6, 5, 3, 2, 4, 1

- 14 1. Spalte: 7, 5, 1, 3
2. Spalte: 4, 2, 6
- 17 1 London, 2 13/thirteen, 3 wildlife park
- 18 2 F, 4 F, 5 F, 6 T
- 19 leg, beard, shoulder, feet, nose, arm, eye, mouth, tooth, ear.
- 20 1 pirate, 2 hook, 3 sea, 4 wooden chest, 5 treasure, 6 ship
- 3 5, 1, 6, 3, 4, 2
- 4 1 hair, 2 ear, 3 mouth, 4 shoulder, 5 arm, 6 leg, 7 foot / feet, 8 fingers, 9 tooth / teeth, 10 nose, 11 eyes
- 5 1 short, 2 tall, 3 small, 4 short, 5 long, 6 big
- 6 1 hasn't, 2 hasn't, 3 hasn't, 4 haven't, 5 haven't, 6 hasn't
- 7 1 She has/'s got red hair. 2 They have/'ve got a new car. 3 You have not / haven't got a laptop. 4 We have/'ve got big feet. 5 He has/'s got a dog. 6 I have/'ve got a skateboard.
- 8 1 Has he got a pen? 2 Have they got a laptop? 3 Have you got a problem? 4 Has she got green eyes? 5 Have you got a big dog? 6 Has he got long hair? 7 Has she got red hair? 8 Has your house got a garage?
- 9 1 No, he hasn't. 2 Yes, I have. 3 No, she hasn't. 4 No, they haven't. 5 Yes, they have. 6 Yes, it has.
- 10 1 Yes, he has, 2 No, they haven't, 3 Yes, she has, 4 Yes, I have, 5 No, we haven't
- 11 Sheila has got a cat. Mary has/'s got a hat. Aylin has/'s got a crocodile. James has/'s got a laptop. Ken has/'s got a ship. Julia has/'s got an apple. Marcus has/'s got a ball.
- 15 1 F, 2 F, 3 T, 4 F, 5 F, 6 T, 7 T, 8 F
- 16 1 Sara, 2 Mel, 3 Steve
- 17 Dialogue 1: 5, 1, 3, 6, 4, 2
Dialogue 2: 3, 1, 5, 7, 6, 2, 8, 4
- 18 1 Ben, 2 Lucinda, 3 Belinda, 4 Pat

- 19 1. Spalte: 3, 7, 1, 9, 5
2. Spalte: 6, 2, 8, 4

- 20 2, 4, 5, 1, 6, 3

UNIT 4

- 1 1 hot, 2 scared, 3 angry, 4 bored, 5 cold, 6 happy, 7 proud, 8 sad, 9 hungry
- 2 1 Monday, 2 Tuesday, 3 Wednesday, 4 Thursday, 5 Friday, 6 Saturday, 7 Sunday
- 3 1. Spalte: 2, 5, 1
2. Spalte: 4, 3
- 4 1 It's Monday. Mr Nibbs is sad. 2 It's Tuesday. Mr Nibbs is bored. 3 It's Wednesday. Mr Nibbs is nervous/scared. 4 It's Thursday. Mr Nibbs is angry. 5 It's Friday. Mr Nibbs is cold. 6 It's Saturday. Mr Nibbs is happy/excited. / It's Sunday. Mr Nibbs is happy/excited. / It's the weekend. Mr Nibbs is happy/excited.
- 5 1 No, he isn't. 2 No, he isn't. 3 Yes, he is. 4 Yes, he is. 5 No, he isn't. 6 Yes, he is.
- 6 1. Spalte: 3, 4, 1, 6
2. Spalte: 2, 5
- 7 1 isn't, 2 'm not, 3 aren't, 4 isn't, 5 isn't, 6 aren't, 7 aren't
- 8 1 Is, isn't, 2 Are, am, 3 Am, aren't, 4 Is, is, 5 Are, they are, 6 Are, we/you aren't, 7 Is, he isn't, 8 Are, I'm not / we aren't
- 9 1 Is, isn't, 2 Is, is, 3 Is, isn't, 4 Are, are, 5 Are, am, 6 Are, are
- 10 1 Sharon isn't tired. She's bored. 2 Mehmed isn't cold. He's hot. 3 Jane and Harry aren't excited. They're nervous. 4 We are nervous. We're scared. 5 I'm not hungry. It's hot. Paula is proud. She's sad.
- 11 1 He isn't hot. He's cold. 2 They aren't hungry. They're tired. 3 He isn't angry. He's sad. 4 He is tired. He's hot. 5 He isn't tired. He's cold. 6 He isn't sad. He's asleep.
- 12 1 Yes, they are. 2 No, I'm not. 3 No, it isn't. 4 Yes, she is. 5 Yes, it is. 6 No, you aren't.

- 13 1 How is William? He is nervous. 2 How are Anna and Mary? They are/re cold. 3 How is/s Susan? She is/s scared. 4 How is/s Thomas? He is/s happy. 5 How are Louis and Rachel? They are/re angry. 6 How is/s Vicky? She is/s sad.

- 15 1 are, 2 're/are, 3 are, 4 's/is, 5 is, 6 is, 7 Are, 8 'm not, 9 'm/am, 10 isn't / is not

- 16 **A** 1 1. Spalte: 3, 1
2. Spalte: 4, 2
2 1 How are you today? Why not? 3 I'm very tired.

- B** 1 5, 1, 3, 6, 4, 2

- 17 3, 1, 5, 2, 7, 4, 6

- 18 1 I'm excited. It's my birthday. 2 No, I'm not. I'm angry. 3 I'm sorry. 3 Are you OK? I'm tired. 4 No, they aren't. They're from Spain.

UNIT 5

- 1 1 drums, 2 saxophone, 3 guitar, 4 keyboard

- 2 1 drummer, 2 saxophone player, 3 guitarist, 4 keyboard player

- 3 1 walk on my hands, 2 stand on my head, 3 write with my left hand, 4 juggle my balls, 5 touch my nose with my tongue, 6 wiggle my ears, 7 walk on my hands, 8 stand on my head, 9 write with my left hand, 10 juggle my balls, 11 touch my nose with my tongue, 12 wiggle my ears

- 4 1 guitar, 2 saxophone, 3 keyboard, 4 guitar, 5 saxophone
- 5 1 The 11 are a great band. The singer is James. 2 The drummer of the band is James. 3 Jennifer is the drummer. She is good. 4 Ellie is the keyboard player and Jack is the saxophone player. 5 Dan and Steve play the guitar.

- 6 1 Mark is the singer. 2 Tim and Kate are the guitarists. / Tim and Kate play the guitar. 3 Joe is the saxophone player. / Joe plays the saxophone. 4 Sally is the drummer. / Sally plays the drums. 5 Emma is the keyboard player. / Emma plays the keyboard.

- 7 4, 3, 1, 6, 2, 5

- 1 climb a tree, 2 stand on your head, 3 touch your nose with your tongue, 4 juggle balls, 5 walk on your hands, 6 wiggle your ears

- 8 1 our, 2 your, 3 his, 4 He, 5 they, 6 her, 7 It, 8 its, 9 my, 10 We, 11 their, 12 I

- 9 1 my, 2 you, 3 his, 4 she, 5 its, 6 our, 7 your, 8 they

- 10 1. Spalte: 3, 5, 4, 8
2. Spalte: 7, 2, 1, 6

- 11 1 our, 2 your, 3 his, 4 our, 5 her, 6 their

- 12 1 Yes, it is. 2 Is it her cat? No, it isn't. 3 Is it their cat? Yes, it is. 4 Is it his cat? No, it isn't. 5 Is it their/your cat? No, it isn't. 6 Is it her cat? Yes, it is.

- 13 1 Can you stand on your head? No, I can't. 2 They can't sing. 3 Can you play tennis? 4 He can't climb trees. 5 Can you count from 1 to 100? 6 She can't walk on her hands. 7 Can you walk on your hands? 8 My brother can play the guitar.

- 14 1 Can he play the guitar? Yes, he can. 2 Can she play the saxophone? Yes, she can. 3 Can she play the drums? No, she can't. 4 Can he sing? No, he can't.

- 15 1 It's his guitar. 2 It's her guitar. 3 It's their guitar. 4 It's our guitar.

- 16 1 Can you climb a tree? 2 Can you name 20 cities in Europe? 3 Can you say the names of ten British singers? 4 Can you touch your nose with your tongue? 5 Can you play the guitar? 6 Can you juggle? 7 Can you play volleyball?

- 17 1 Bill, 2 Zizzi, 3 Sarah, 4 Anne, 5 Paul

- 18 1 F, 2 F, 3 F, 4 T, 5 T, 6 F, 7 F, 8 T, 9 F, 10 T

- 19 1 am, 2 you, 3 sing, 4 can't, 5 I, 6 play, 7 their, 8 Bye

- 21 1, 4, 6

- 22 **A** 1 Yes, he can. 2 No, she can't. 3 Yes, she can. 4 No, he can't. 5 Yes, he can. 6 No, he can't.

- 23 **A** 1. Spalte: 1, 3
2. Spalte: 4, 2

- B** 1 Can you help me? 2 Can you help me, Beth? 3 My book. I can't find it. 4 It's missing. 5 Look under the sofa.

UNIT 6

- 1 9, 7, 1, 3, 5, 8, 4, 10, 2, 6
- 2 1 mirror, 2 puts his hat on, 3 smiles, 4 opens, 5 looks out, 6 falls out of, 7 picks it up, 8 jumps, 9 takes his hat off, 10 smiles
- 3 1 bump, 2 look for, 3 fall out of, 4 climb
- 5 1 leaves, 2 looks for, 3 goes, 4 looks for, 5 bumps into
- 7 1 plays, 2 play, 3 washes, 4 clean, 5 leaves, 6 love, 7 goes, 8 go
A2, B6, C8, D7, E3, F5, G1, H4
- 8 1 plays, 2 play, 3 help, 4 helps, 5 goes, 6 go, 7 wash, 8 washes
- 9 1 likes, 2 go, 3 buy, 4 eat, 5 eats, 6 likes
- 10 1 Every day Tony eats an apple.
2 Every day Li Jun plays football.
3 Every day Mara and Lewis watch TV.
4 Every day Anna goes to the cinema.
5 Every day Fred climbs (up) a tree.
6 Every day Kathy plays the drums.
- 11 1 hears, 2 gets, 3 goes, 4 runs, 5 waits, 6 listens, 7 looks, 8 says
- 12 1 likes, 2 calls, 3 say, 4 go to
- 13 **A** 5, 1, 2, 6, 4, 3
B 3, 11, 5, 1, 9, 7, 4, 10, 8, 6, 2
- 14 1 Sherlock Holmes, 2 detective, 3 221B Baker Street, London, 4 funny hat, 5 play the violin, 6 Dr Watson
- 15 1 Timmy, 2 Miss Marple, 3 T, 4 F, 5 George, 6 a famous crime a
- 18 1 detective, 2 picture, 3 yellow
- 19 1 T, 2 F, 3 T, 4 F, 5 T, 6 T

UNIT 7

- 1 1 peppers, 2 nuts, 3 pumpkin, 4 cheese, 5 brown bread, 6 an apple, 7 water, 8 butter, 9 meat, 10 milk, 11 cream, 12 grapes, 13 vegetable, 14 sausages, 15 tomato, 16 ham, 17 corn, 18 an egg
- 3 Drinks: milk, tea
Vegetables: pumpkin, spinach, pepper
Fruit: banana, mango, apple
Meat: chicken, sausage(s)

Others: bread, cheese, rice, egg(s), sandwich

- 4 1 pizza, 2 cheese, 3 tomatoes, 4 sausage(s), 5 potatoes, 6 rice, 7 carrots
- 6 1 Janie likes yogurt. 2 The monkeys like bananas. 3 Diana and Mark like pizza. 4 Susie likes carrots. 5 Bill likes bread. 6 My sister likes oranges.
- 7 1 a, 2 an, 3 a, 4 a, 5 an, 6 an, 7 a, 8 a
- 8 1 doesn't, 2 don't, 3 don't, 4 doesn't, 5 don't, 6 doesn't, 7 doesn't, 8 don't
- 10 1 a, 2 an, 3 an, 4 a, 5 a, 6 a
- 11 1 doesn't like, 2 doesn't speak, 3 don't like, 4 doesn't eat, 5 don't collect, 6 doesn't play, 7 don't watch, 8 don't go shopping
- 13 1 My cat Jasper always breaks things. 2 He is often happy. 3 He sometimes watches TV. 4 He usually goes out all day. 5 He always hunts. 6 He never sleeps at night. 7 He often plays with my dog.
- 14 1 Miss Jones never watches TV. 2 He always plays football at school. 3 Sometimes go to the library for books. 4 He never plays football with his friends. 5 They usually go to school on the bus. 6 We often have eggs for breakfast. 7 It always rains at the weekend. 8 I sometimes arrive late for school.
- 16 1 sh and chips. 2 sh and chips. 3 friends. 4 T, 5 F, 6 F, 7 He often has/eats sh and chips at home and sometimes at the sh and chip shop. 8 Parmesan cheese / He likes Parmesan cheese on his spaghetti. 9 oranges and kiwis / She likes oranges and kiwis.
- 19 grapes, water, toast, apples, butter, tea, sh and chips, vegetable stew, Scotch egg, meat, soup, sausage meat, milk, oranges
- 20 Jamie: toast, butter, tea, vegetable stew, Scotch egg, meat, soup, sausage meat, milk
Alissa: grapes, water, apples, sh and chips, milk, oranges

- 21 **A** 1 love, 2 always, 3 favourite, 4 apple, 5 hate, 6 loves, 7 Chicken
B 1. Spalte: 7, 1, 5, 3
2. Spalte: 4, 8, 2, 6
- 22 1. Spalte: 9, 3, 5, 7, 1
2. Spalte: 8, 4, 6, 2
- 23 1 T, 2 F, 3 sweater, 4 hoodie, 5 shoes, 6 boots, 7 belt, 8 jacket, 9 cape, 10 trainers, 11 blouse, 12 blouse, 13 mask, 14 trousers
1. Spalte: 4, 5, 1, 6, 3, 2
2. Spalte: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
A 1 Does, Yes, he does. 2 Do, Yes, they do. 3 Does, No, she doesn't. 4 Do, No, they don't. 5 Do, Yes, they do. 6 Do, Yes, I do.
B 1 Do, 2 don't, 3 Does, 4 does, 5 Does, 6 don't, 7 Do, 8 do, 9 do
- 24 1 T, 2 F, 3 F, 4 F, 5 T, 6 T
- 25 1 Do you buy your own clothes?
2 Do you wear jeans with holes?
3 Do you like my pink boots? 4 Do you wear orange clothes? 5 Do you get clothes for your birthday?
6 Do you wear T-shirts with pictures of animals?
- 26 1 Does Kevin speak Italian? 2 Do you live in Vienna? 3 Do they like sports? 4 Do you buy your own clothes? 5 Does she like/wear jeans? 6 Do you like sweets?
- 27 **A** 1, 3, 5, 6, 4, 2
B 1 No, she doesn't. 2 Does she wear jeans then? 3 Green. 4 And what does she wear with these jeans? 5 And shoes?
- 28 1 F, 2 F, 3 T, 4 wear, 5 Saturday, Sunday, 6 (brown) leather, 7 to parties or on special days / She wears her favourite clothes to parties or on special days. 8 her/ the school uniform / She wears a grey skirt and a white shirt with black shoes to school. 9 She wears jeans and a hoodie.
- 29 1 Anna, 2 Jane, 3 -
- 30 1 F, 2 F, 3 F, 4 F, 5 T, 6 F, 7 T, 8 F

UNIT 9

- 1 1 mouse, 2 rabbit, 3 pony, 4 cat, 5 guinea pig, 6 tortoise, 7 sh, 8 dog, 9 hamster, 10 budgie, 11 mice, 12 lizard
- 2 1 T, 2 T, 3 F, 4 F, 5 T, 6 F, 7 F, 8 T
- 3 rabbit, lizard, guinea pig(s), cat, tortoise, dog, mouse, sh, pony, budgie, hamster
- 4 1 zebra, 2 shark, 3 gorilla, 4 pig, 5 elephant, 6 camel, 7 bear, 8 tiger, 9 owl, 10 frog, 11 pelican, 12 cheetah, 13 snake, 14 rat, 15 lizard
- 5 1 is, 2 is, 3 lives, 4 feed, 5 eats
- 6 7, 5, 4, 8, 3, 1, 2, 6
- 7 1 I like her. 2 I don't like him. 3 Give them to us. 4 I can't see you. 5 I like it. 6 Give it to them.
- 8 1. Zeile: 5, 6, 1
2. Zeile: 2, 4, 3
- 9 1 six hamsters, 2 two ponies, 3 four guinea pigs, 4 seven budgies, 5 thirteen sh, 6 three mice
- 10 1 What, 2 How often, 3 Where, 4 Can, 5 Do, 6 Does, 7 How, 8 Is
- 11 1 What's your pet's name? 2 What is your pet / it? 3 What do you feed him/it? / What does he/it eat? 4 Where do you keep him/it? / Where does he/it sleep? 5 How often do you feed him/it?
- 12 1 it, 2 him, 3 us, 4 her, 5 me, 6 it, 7 them
- 14 1 John's dog is black and white. 2 Lily's (three) friends are Isabel, Olivia and Sophie. 3 My brother's mountain bike is blue. 4 Peter's sister is 15 years old. 5 Harry's hamster's email address is *harry@hamster.com*. 6 My car is a VW. 7 Mr White's pet is a lizard.
- 15 1 Mr White has a pet. 2 He has a shark. 3 The shark's name is Mr O. 4 He keeps him in the swimming pool. 5 The shark eats sh/beef and beef/sh. 6 Mr White feeds the shark four times a day.
- 16 1 What, 2 What's, 3 How often, 4 Where
- 17 1 hamster, 2 dog, 3 dog food

- 19 **A** 1 T, 2 F, 3 F, 4 T, 5 F, 6 T, 7 F, 8 T
B 1 a dog / Blackie is a dog. 2 in a basket / He/Blackie lives in a basket. 3 His/Blackie's owners are two boys, Dan and Matt. 4 Dan is 12 and Matt is six years old. 5 Dan plays with Blackie/him, feeds him twice a day and cleans his basket. 6 Matt feeds Blackie/him hay, rides on him and sometimes pulls his ears.
- 20 1 Because its name is rose hair. / She likes the name rose hair. 2 No, it/she isn't. 3 insects / She eats insects. 4 She watches it and sometimes she puts it on her hand. 5 in a small terrarium / She keeps it in a small terrarium. 6 Rose / Its name is Rose.
- 21 1 That dress really suits you. / It look really good in pink. 2 The kind of you. 3 I really like your cap. 4 Thank you.

UNIT 10

- 1 30 thirty, 40 forty, 50 fifty, 60 sixty, 70 seventy, 80 eighty, 90 ninety, 100 one hundred, 200 two hundred, 1,000 one thousand
- 2 1 30, 2 40, 3 50, 4 60, 5 70, 6 80, 7 90, 8 100, 9 200, 10 1,000
- 3 1 £7.99, 2 £15.50, 3 £25.90, 4 £60.75, 5 £44.5, 6 £270, 7 £190, 8 £355
- 4 37 thirty-seven, 42 forty-two, 13 thirteen, 19 nineteen, 44 forty-four, 31 ninety-one, 46 two hundred and forty-six, 20 twenty, 12 twelve, 1,000 a/one thousand, 173 one hundred and seventy-three, 358 three hundred and fifty-eight, 14 fourteen, 54 fty-four, 15 fteen, 31 thirty-one, 87 eighty-seven, 792 seven hundred and ninety-two
- 5 1 is, is, 2 are, are, 3 are, are, 4 is, is, 5 are, are, 6 is, is
- 6 1 those, 2 these, 3 that, 4 this, 5 these, 6 that, 7 this, 8 Those
- 7 1 those, 2 this, 3 this, 4 those, 5 This, 6 These, 7 those, 8 these, 9 that
- 8 **A** 1 How much is the jacket? – It's £75.00. 2 How much is the shirt/blouse? – It is/'s £19.00. 3 How much is the dress? – It is/'s £45.00. 4 How much are the shoes? – They

- are/'re £55.00. 5 How much are the trousers? – They are/'re £28.50. 6 How much are the trainers? – They are/'re £34.99. 7 How much is the cap? – It is/'s £12.50. 8 How much is the sweater? – It is/'s £27.50.
- B** 1 In picture A, the cap is £8.50, in picture B it is £8.20. 2 In picture A, the skirt is £12.90, in picture B it is £12.99. 3 In picture A, the dress is £92, in picture B it is £99. 4 In picture A, the shirt is £18.99, in picture B it is £19. 5 In picture A, the jacket is £129, in picture B it is £135. 6 In picture A, the trousers are £27.99, in picture B they are £21.99. 7 In picture A, the sweater is £28, in picture B it is £38. 8 In picture A, the socks are £1.99, in picture B they are £1.90.

- 9 1 these, 2 These, 3 those, 4 Those, 5 these, 6 these, 7 those, 8 This, 9 that, 10 that
- 10 1 morning, Can, 2 buy some/new, 3 these red, 4 them very, 5 about those, 6 much are, 7 They are, 8 Can I, 9 is this/the, 10 is/'s £44
- 11 1 his wife. 2 reads his book. 3 run home. 4 T, 5 F, 6 F, 7 He thinks that it's a new customer. / He thinks that Jolly Horse wants to buy something. 8 He/It wants to bring back Mr Anderson's book. / Jolly Horse wants to give Mr Anderson his book.
- 14 Dialogue 1: 7, 1, 3, 5, 6, 2, 8, 4
Dialogue 2: 7, 5, 3, 1, 6, 2, 4
- 15 key ring: £1.30, blue jeans: £79, black jeans: £73.50, grey jeans: £49.90, computer game: £28.70, scooter: £127.50, ear pods: £46, mobile phone: £839, T-shirt: £12.40

UNIT 11

- 1 4, 7, 2, 3, 6, 1, 5, 8
- 2 1 ride, 2 play, 3 ride, 4 play, 5 watch, 6 cook, 7 make, 8 skate, 9 skateboard, 10 send, 11 play

UNIT 12

- 3 1 It's five o'clock. 2 It's (a) quarter past eleven. 3 It's half past two. 4 It's five past twelve. 5 It's ten to seven. 6 It's five to nine. 7 It's twenty past three. 8 It's ten past two. 9 It's (a) quarter to five. 10 It's twenty-five to eight. 11 It's twenty-five past three. 12 It's twenty to ten.
- 5 2, 4, 6, 5, 7, 1, 8, 3
- 6 1 The cat is climbing the tree. 2 Mihir and Christine are playing the piano. 3 Julia and Sandra are climbing a tree. 4 Jeff is skateboarding. 5 Jim and Gerald are sending text messages. 6 Brandon is riding his bike. 7 Indira is talking to her friend. 8 Emma and Megan are playing football. 9 Hamid is watching TV.
- 7 1 are listening, 2 is/'s swimming, 3 am/'m doing, 4 is/'s having, 5 are/'re watching, 6 is/'s sleeping, 7 are coming, 8 is/'s playing
- 8 1 not having, 2 not listening, 3 not reading, 4 not watching, 5 not talking
- 9 1 Is he watching TV? – Yes, he is. 2 Are they cooking dinner? – No, they aren't. 3 Are they doing their homework? – Yes, they are. 4 Is he having breakfast? – No, he isn't. 5 Are you playing computer games? – Yes, I am. / Yes, we are.
- 10 are ... doing, am/'m watching, am/'m playing, are ... doing
3, 5, 1, 7, 4, 6, 8, 2
- 12 1 Brian, 2 Sharon, 3 Steve
- 14 A 1 T, 2 T, 3 T, 4 F, 5 F, 6 F
B 8, 6, 2, 9, 5, 3, 1, 4, 7
- 15 1. Zeile: 4, 8, 6, 1
2. Zeile: 3, 7, 5, 2
- 16 1 matter, 2 alone, 3 never, 4 watching, 5 scared, 6 not, 7 can't, 8 cooking, 9 sleeping, 10 come
- 17 A 1 Come, 2 Wait/Just/Wait, 3 Wait/Just/Wait
B 1 Hurry, Wait/Just/Wait, 2 Wait/Just/Wait, 3 Come, Just/Wait

- 1 1 January, 2 February, 3 March, 4 April, 5 May, 6 June, 7 July, 8 August, 9 September, 10 October, 11 November, 12 December
- 2 Alan's birthday is on the 22nd. Harry's birthday is on the 8th. Sophie's birthday is on the 12th. Mia's birthday is on the 24th. Tom's birthday is on the 30th. Grace's birthday is on the 21st.
- 3 bedroom, hall, kitchen, bathroom, living room, library, dining room
- 4 the twelfth (12th), the seventy-second (72nd), the fortieth (40th), the fourteenth (14th), the forty-sixth (46th), the ninety-ninth (99th), the thirtieth (30th), the eighth (8th), the thirty-third (33rd), the thirteenth (13th), the twenty-first (21st), the eighty-second (82nd)
- 5 1. Zeile: 3, 6, 4
2. Zeile: 1, 5, 2
- 6 1 kitchen, 2 living room, 3 bedroom, 4 dining room / kitchen, 5 bathroom, 6 hall
- 8 1 on, 2 in, 3 at, 4 at, 5 at, 6 at
- 9 1 was, 2 were, 3 was, 4 was, 5 was, 6 were
- 10 1 wasn't, 2 weren't, 3 weren't, 4 weren't, 5 wasn't, 6 weren't
- 11 1 On, 2 in, 3 in, 4 on, 5 on, 6 at
- 12 1 Where was Paul at 4 p.m.? – He was at the shopping centre. 2 Where was Bobbie at 3:30 p.m.? – She was in the park. 3 Where were Susan and John at 7:45 p.m.? – They were at the cinema. 4 Where was Dawn at 9:10 a.m.? – She was at the bus stop. 5 Where was Kevin at 5 p.m.? – He was at the sports centre. 6 Where were Tim and Sharon at 5:50 p.m.? – They were at the train station.
- 13 John wasn't in the hall. He was in the kitchen. He was very hungry. Tom and Sue weren't in the bathroom. They were in the living room. They were (very) scared. Henry wasn't in the dining room. He was in the/his bedroom. He was (very) angry. Lynne wasn't in the living room. She was in the bathroom. She was (very) happy. Tony wasn't in the kitchen. He was

in the dining room. He was (very) sad. Ken wasn't in the bedroom. He was in the hall. He was (very) cold.

- 14 Lady Brown: living room, Henry Brown: living room, Mrs Black: kitchen, Mr White: hall, Miss Green: hall
- 15 Lady Brown was with her husband. 2 in the bedroom / She says that her son Henry was in his bedroom. 3 in the library / He says that they were in the library. 4 She always prepares breakfast in the evening. / to prepare the breakfast, 5 Mr White was with Miss Green.
- 16 A 1. Spalte: 5, 1, 7, 3
2. Spalte: 4, 6, 8, 2
B 1 How old are you? / How old are you, Alan? 2 When is/'s your birthday? 3 What day is it this year?
- 17 1 T, 2 T, 3 F, 4 his dad, 5 30 minutes, 6 in the living room, 7 Janet, 8 Because it isn't his birthday. / Because he doesn't know why Janet is lighting the candles. / Because he doesn't know what the problem is. 9 on May 15th / next month

UNIT 13

- 1 1 ambulance, 2 police, 3 fire brigade, 4 bomb disposal, 5 mountain rescue, 6 coastguard
- 2 1 slip, 2 be, 3 shout, 4 radio, 5 helicopter, 6 jetpack, 7 fly
- 3 1 bomb disposal, 2 mountain rescue, 3 police, 4 fire brigade, 5 ambulance, 6 coastguard
- 4 1 because, 2 and, 3 but, 4 because, 5 but, 6 because, 7 but, 8 and
- 5 Present simple: push, change, slip, wait, walk, want, jump, arrive, happen, play
Past simple: shouted, looked, started, carried, landed, rescued, remembered, stopped, cooked, phoned
- 6 1 jumped, 2 changed, 3 waited, 4 played, 5 walked, 6 carried, 7 arrived, 8 phoned, 9 stopped, 10 called, 11 helped, 12 collected, 13 happened, 14 slipped

- 7 1 but, 2 because, 3 because, 4 but, 5 but, 6 because, 7 but
- 8 1 arrived, 2 wanted, 3 shouted, 4 sailed, 5 chased, 6 watched, 7 waited, 8 rescued
- 9 1 It **was** a sunny day. 2 Helen **walked** to the park. 3 In the park she **phoned** her friend Manju. 4 Helen **waited** for 15 minutes. Then Manju **arrived**. 5 The girls **walked** to the river. 6 There **were** two boys there. 7 Suddenly, the big boy **pushed** the small boy into the river. 8 Helen **jumped** into the river. 9 Manju **phoned** for the ambulance and the police. 10 Helen **rescued** the boy. 11 The ambulance **arrived**. 12 The police **interviewed** the girls.
- 12 A 1 Guess what, Tell me, 2 won't believe, What happened, 3 amazing thing, Really, Tell me more
- 13 1 brother/sister, sister/brother, 2 wind, 3 rescued
- 14 1 F, 2 T, 3 F, 4 F, 5 F, 6 T
- 15 1 ambulance, 2 Police, 3 minute, 4 accident, 5 Street, 6 spell, 7 course, 8 car
- 16 1 Emergency. Fire brigade, police or ambulance, 2 What happened, 3 Is it your cat, 4 Where are you / Where is it, 5 Can you spell the name of the street, please / Can you spell that, please

UNIT 14

- 1 1 music show, 2 quiz show, 3 sports programme, 4 fantasy film, 5 cartoon, 6 detective film, 7 romantic film, 8 game show, 9 reality show, 10 nature programme, 11 news programme, 12 science-fiction film
- 2 1 detective story, 2 comic book, 3 horror story, 4 adventure story, 5 animal story, 6 friendship story, 7 news story, 8 mystery story
- 3 2, 8, 5, 4, 3, 6, 9, 7, 1
- 4 1 detective story, 2 story about friendship, 3 horror story, 4 adventure story, 5 animal story, 6 fantasy story

- 6 1. Zeile: 6, 4, 3
2. Zeile: 2, 5, 1
- 7 Present tense: send, hear, hold, go, have, do, think, leave, run, meet, take, say, tell, sit, is, get
Past tense: did, heard, went, sat, found, was, held, met, said, thought, had, took, told, ran
- 8 told, said, met, held, saw, put, went, had, ran, took
- 9 1 Present, 2 Present, 3 Present, 4 Past, 5 Present, 6 Past, 7 Present, 8 Past
- 10 1 didn't come, 2 didn't / did not phone, 3 didn't / did not give, 4 didn't / did not send, 5 didn't / did not write, 6 didn't / did not bring, 7 didn't / did not sit
- 11 1 didn't write, didn't / did not work, 2 didn't / did not get, 3 didn't / did not wake up, 3 didn't / did not talk, didn't / did not see, 4 didn't / did not visit, 5 had, didn't / did not go, 6 didn't / did not have, didn't / did not buy
- 12 1 hold, 2 sit, 3 leave, 4 leave, 5 went, 6 said, 7 heard, 8 saw, 9 sent, 10 took, 11 put, 12 read, 13 put, 14 ran, 15 ran, 16 met
- 13 1 walked, 2 went, 3 sat, 4 read, 5 said, 6 put, 7 gave, 8 took, 9 put, 10 said, 11 put, 12 read
- 14 1 to, 2 to, 3 put, 4 ran, 5 met, 6 gave, 7 read, 8 read
- 15 1 F, 2 F, 3 F, 4 the fox / the fox, 5 When he roared at the lion's place, the fox shouted for help. / shout for help, 6 ten/10 (animals) / The big, strong lion on the other side of the village ate ten animals every day. 7 wanted to see him. 8 himself. 9 he wanted to kill the other lion.
- 17 6, 4, 5, 2, 1, 3
- 19 A 1. Spalte: 6, 2, 5, 4, 3, 10
2. Spalte: 1, 8, 7, 9
- 20 1 sports programmes and (streams) her favourite comedy series, 2 detective films, music shows, 3 fantasy films, 4 science-fiction films, the news and/or quiz shows

- 21 1 How, 2 watch, 3 When, 4 in, 5 in, 6 What, 7 programmes, 8 What, 9 programmes, 10 like, 11 What, 12 favourite

UNIT 15

- 1 1 Am, 2 am, 3 are, 4 is, 5 Is, 6 are
- 2 1 is going to write, postcard / letter, 2 are going to see, 3 are going to clean, 4 is going to buy, 5 is going to help you. 2 We are going to write an email. 3 I am going to come home late. 4 You are going to fall off your bike! 5 Sara is going to be angry. 6 They are going to arrive at eight.
- 3 1 What are you going to do at the weekend? 2 Who is/'s going to help me? 3 Where is/'s John going to live? 4 What is/'s he going to buy for her birthday? 5 How is/'s she going to feel? 6 Are they going to buy this house?
- 4 1 the end of school, 2 a birthday, 3 an exam result
- 5 1 F, 2 T, 3 T, 4 212 Garden Lane, 5 pirates, 6 three/3 o'clock, 7 Because Janice/she just passed her karate exam. / Because Janice/she is good at karate. / Because Janice/she is a brown belt now. 8 They are/'re going to go to the cinema. / They are/'re going to see the new *Marvel* film. 9 to the new Italian restaurant / to have pizza / They are/'re going to the new Italian restaurant. / They are/'re going to have/eat pizza at the new Italian restaurant.
- 8 A 1. Spalte: 7, 1, 3, 5
2. Spalte: 8, 4, 6, 2
- 9 Dana: Scotland, Liam: France, Lucy: Australia
- 10 1 F, 2 T, 3 F, 4 F, 5 T, 6 F, 7 T, 8 F
- 11 1 Lucy, 2 Liam, 3 Dana

Acknowledgements

The publisher would like to thank the following for their kind permission to reproduce the following photographs and other copyright material:

p41 Viktoriia Khyzhniak (keyboards), p54 Ronald Grant Archive (Miss Marple) / Panther Media GmbH (Georgina) | **Alamy**; p6 Irochka (fish) / Alexander Oshmarin (frogs) / Roughcollie (dogs) / Anna Krivitskaia (cats) / Eric Gevaert (gorillas) / Enter6 (bears) / Wingkit (insect) / Naypong (crocodile), p10 Nicholas Burningham (Rick) / Manav Lohia (Sue) / Gvictoria (Tony), p18 Tracy Whiteside (Aileen) / Smirno (Mark) / Alexicorvus (Kylie) / Darrinhenry (Jenny and Omar) / Hongqi Zhang (aka Michael Zhang) (Amrita and Rajit), p41 Kontur-vid (drums) / Reospace (guitar) / Svvelldesign (microphone) / Al4k14 (saxophone), p54 Larisap (Georgina's background), p58 Homydesign (ice cream) / Jay Waldron (apple) / Doodkoalex (bread) / Juan Moyano (cheese) / Shdphoto (corn) / David Brooks (cucumber) / Zts (egg) / Jacek Chabraszewski (fish) / Stanislav Pepeliaev (grapes) / Broker (ham) / Christian Jung (meat) / Akinshin (mineral water) / Pixelrobot (nuts, pumpkin) / Georgii Dolgykh (orange) / Paul Cowan (peppers) / Joseph Gough (sausages) / Oxfordsquare (milk), p59 Ankmsn (checked background) / Natis76 (fork, knife) / Thestrokes08606 (pizza) / Katerina Kovaleva (cheese) / Tatiana Muslimova (tomato) / Erik Lam (sausage) / Svetlana Kuznetsova (potatoes) / Pipa100 (rice) / Anna1311 (carrot), p63 Zigf (Jenny), p64 Lenazajchikova, p72 Lesia Sementsova (Sandra) / Hongqi Zhang (aka Michael Zhang) (Steve) / Monkey Business Images (Mandy), p75 Feng Yu (budgie) / Alptraum (mouse) / lsselee (pony, hamster, mice, cat) / Michael Gray (fish) / Mikheevnik (tortoise) / Jakob Dam Knudsen (dog) / Zts (rabbit), p82 Adogslifephoto, p120 Believeinme, p121 Vectorverde (detective) / Larisap (two boys) / EllerslieArt (castle) / Andreykuzmin (old paper background) / Tetiana Kozachok (bag of gold) / Liliia Marchuk (horse silhouette) / Blueringmedia (gnome) / Madartists (roses), p130 Syda Productions, p131 Designvectorpro, p132 Donald Kojich (bridge) / Mmphotos2017 (Australian stamp) / Georgesixth (fishing village) / Peter Etchells (waterpark) / Alexander Mirt (French stamp) | **Dreamstime.com**; © **G.P. Putnam's Sons** p55 cover image by Marc Simont; © **iStockphoto.com** p37 Jbryson, p63 kate_sept2004 (Harry); **Royal Mail Group Ltd.** p132 Collect GB Stamps (British stamp); p75 Photok.dk (guinea pig) / JDCarballo (lizard) | **Shutterstock.com**; **Cover image** © Monkey Business Images | Dreamstime.com

MORE!

Workbook

1

DIGI4SCHOOL

www.digi4school.at

Zugangscode:

Bitte Schutzfolie abziehen!

MORE! 1
Workbook + E-Book

SBNR: 210.814

SBNR 210.814

ISBN 978-3-7114-0001-7



9 783711 400017

