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Options

Student's Book

2



Including:

- **Personal Learning Track**
- **Interactive e-book+**
- **Cyber Homework**
- **Vocabulary Trainer**

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Skills	Listening and speaking	Reading and writing	Learning skills	Story and role play
	Sounds right /ə/ Going to the cinema	Review: <i>On The Last Train</i> A film review	▶ Learning for life What we wear to school Project	▶ The Secret Spring Episode 1
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	Sounds right /s/ and /z/ Healthy choices	Fascinating facts about sleep Researched facts about sleep habits	Learning to learn Learn how to get your grammar right	▶ The Secret Spring Episode 2
Sustainable Development Goals ▶ Feeding the world			Project	
	Sounds right /aɪ/ Describing animals	Report: Helping endangered animals A report about endangered animals	▶ Learning for life Looking after our pets Project	▶ The Secret Spring Episode 3
Sustainable Development Goals ▶ Save the seas			Project	
	Sounds right ch = /k/ Directions around town	OpenDoors: escape room adventures An email about an escape room	Learning to learn Learn how to listen more effectively	Act out A problem at the tech shop
Culture Markets around the world				
	Sounds right have to / has to Keeping our world clean	So remote A researched article about remote places	▶ Learning for life Problem solving Project	▶ The Secret Spring Episode 4
Sustainable Development Goals ▶ Our changing planet			Project	
	Sounds right /ɒ/ and /əʊ/ Changing rooms	Postcards A postcard	Learning to learn Learn how to use a mind map to give a talk	▶ The Secret Spring Episode 5
Culture Houses around the world				
	Sounds right /eɪ/ At the station	Book a fantastic holiday ... by train! A description of an interesting journey	▶ Learning for life Luna's helping out Project	▶ The Secret Spring Episode 6
Culture Types of transport around the world				
	Sounds right /w/ and /h/ Using future tech	Space in the future A researched article about planets	Learning to learn Learn how to organise a text in paragraphs	Act out Summer holiday plans
Sustainable Development Goals ▶ Digital poverty			Project	



Critical thinking skills



Imagination and creativity



Communication skills



Global learning



Social and emotional learning



Digital skills



Research skills



Collaboration

Options is the English course that helps you achieve your potential

Build on what **you know** about different topics and what **you can do** in English.



Skills options

[illegible][illegible]

You have three text options for your Reading texts: **Standard**, **Basic** and **Enriched**.

Options



4 Work in pairs.
Choose **A** or **B**.

A Act out the dialogue in 3.

B Act out the dialogue in 3.
Then make three changes and act it out again.

My best friend

When I need a friend, You listen to what I say. You are always there for me, And help me through the day. I'm often a bit shy And don't know what to say. But you are very sporty And always want to play.	Can you keep a secret? What do you say? Do you want to play with me? Are we best friends today? (x2) I am very happy Each day when I see you. Your eyes are green and shiny, And your ears are lovely too!
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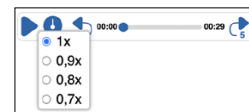


You know we are best friends,
As everyone can see.
But when you scratch the sofa,
My mother shouts at me!

Can you keep a secret? ... (x2)

A and B options for productive speaking and writing tasks.

Songs expand your vocabulary.



- An audio player allows you to listen at a slower speed.

Sustainable Development Goals, CLIL and Culture

SUSTAINABLE DEVELOPMENT GOALS

Our changing planet

1.8 Before you watch, look at the photo. When do you think this was? What are the problems in this type of region at the moment?

2 Watch the video. What is disappearing in a serious problem for the planet?

3 Watch the video again. Complete the sentences in this sequence of words.

land water road trees plain carbon dioxide

1. People put _____ into the air.

2. The earth and the air become _____.

3. Large areas of _____.

4. A lot of water goes to the sea at the beach and the _____.

5. _____ of the sea goes on all around the world.

6. A lot of land goes under the _____.

Reading

2 Look at the photo at the top of page 71. What problems do you think global warming is causing for places like this?

3 Read the article on page 71. Complete the facts about the Maldives.

a. a country
 b. a population
 c. a capital
 d. a highest point

4 Answer the questions.

Why are we seeing a big problem for the Maldives?

What is special about Maldives?

How did they make Maldives?

Is anything off?

How many humans are there going to be on the Maldives?

How many humans in the world in small island states?

Project

2 Work in pairs. Choose one of the three island states. Use the internet to find some research and prepare a presentation.

Vanuatu Kiribati Fiji Tuvalu

3 Follow the instructions.

Make a list about the natural similarities and the similar about the Maldives in 2D.

Find out what presentations climate change is causing for the country. What solutions are people trying to find? Write your presentation.

4 Give your presentation to the class. Which presentation did you like best? How could you make your presentation better?

70

You can play your part in reaching the **United Nations Sustainable Development Goals**.

[illegible]

You find out about aspects of **culture** from around the world.

Learning to learn

Learn how to listen more effectively

4

3

1 > > > Discuss the quiz.

ALL ABOUT LISTENING!

1. **1 > > > Listen and check.**

2. **2 > > > Read the tips. Discuss the tips. Do you do any of these where you live?**

Tip Top tips for becoming a listening champion

1. Practice the lesson. Use the context and what you already know to answer questions such as *What are the people going to talk about?* or *What words are they going to use?*
2. **2 > > > Interviewing** This is when you ask the context and what about them to 'guess' the meaning of a word or phrase. For example, you hear something in a shop and the shop assistant asks you a question. You can often find the situation that a possible question is *Do you want a bag?*
3. **3 > > > Listen for the main idea.** Listen to context words, names, verbs and adjectives. They can help you understand the main idea. For example, the search menu, *play and teach* tells you that you are listening to a lesson about driving lessons.
4. **4 > > > Listen for the details.** You want to find the answer to what you need to find out a piece of information, the context, names, a number or a date. To do this, listen and write down the information that you need.

3 > > > Match

a Match x 1 2 3 4 5 6 7 8 9 10 11 12	4 > > > Learning for life 1 > > > Look at Jamie and his school. Which job do you think he's best at? a choose a make a spider something else 2 > > > Match the video and check. 3 > > > Watch the videos with a friend. 4 > > > Complete the sentences with the words. These are two extra words. (crickey, gear for Jamie rock lamp) 1. Jamie calls Terry's brother _____ 2. Terry says he is _____ 3. Terry says _____ 4. Terry says "my best friend is _____" 5. The end of Terry's is _____ 5 > > > Look at the four pairs. How are they feeling? 1 a b c d 2 a b c d 3 a b c d 4 a b c d 6 > > > Choose in your friend's class
--	--

7 > > > Read the tips. Match the questions and answers.

Tip Top tips for looking after our pets

1. You can be a boss and make decisions as fast as you like.

2. You can be a boss and make decisions as fast as you like.

3. You can be a boss and make decisions as fast as you like.

4. You can be a boss and make decisions as fast as you like.

5. You can be a boss and make decisions as fast as you like.

6. You can be a boss and make decisions as fast as you like.

7. You can be a boss and make decisions as fast as you like.

8. You can be a boss and make decisions as fast as you like.

9. You can be a boss and make decisions as fast as you like.

10. You can be a boss and make decisions as fast as you like.

11. You can be a boss and make decisions as fast as you like.

12. You can be a boss and make decisions as fast as you like.

8 > > > Choose the questions.

1. What are you going to do tomorrow?

2. What are you going to do tomorrow?

3. What are you going to do tomorrow?

4. What are you going to do tomorrow?

5. What are you going to do tomorrow?

6. What are you going to do tomorrow?

7. What are you going to do tomorrow?

8. What are you going to do tomorrow?

9. What are you going to do tomorrow?

10. What are you going to do tomorrow?

11. What are you going to do tomorrow?

12. What are you going to do tomorrow?

9 > > > Project

1 > > > Choose a new pet. Find a photo. Answer the questions.

1. What color is your pet and what's its name?

2. What does it eat? How big is it?

3. Where does your pet live?

4. What does it do?

5. How do you take care of your pet? Think of five ideas.

2 > > > Prepare a video presentation. Show it to the class.

10 > > > Work in pairs.

1. What are you going to do tomorrow?

2. What are you going to do tomorrow?

3. What are you going to do tomorrow?

4. What are you going to do tomorrow?

5. What are you going to do tomorrow?

6. What are you going to do tomorrow?

7. What are you going to do tomorrow?

8. What are you going to do tomorrow?

9. What are you going to do tomorrow?

10. What are you going to do tomorrow?

11. What are you going to do tomorrow?

12. What are you going to do tomorrow?

11 > > > Match the pet names with the jobs.

1. My dog's name is _____

2. My cat's name is _____

3. My rabbit's name is _____

4. My hamster's name is _____

5. My fish's name is _____

6. My bird's name is _____

7. My snake's name is _____

8. My lizard's name is _____

9. My turtle's name is _____

10. My frog's name is _____

11. My toad's name is _____

12. My snake's name is _____

12 > > > Complete the speech bubbles.

1. My dog's name is _____

2. My cat's name is _____

3. My rabbit's name is _____

4. My hamster's name is _____

5. My fish's name is _____

6. My bird's name is _____

7. My snake's name is _____

8. My lizard's name is _____

9. My turtle's name is _____

10. My frog's name is _____

11. My toad's name is _____

12. My snake's name is _____

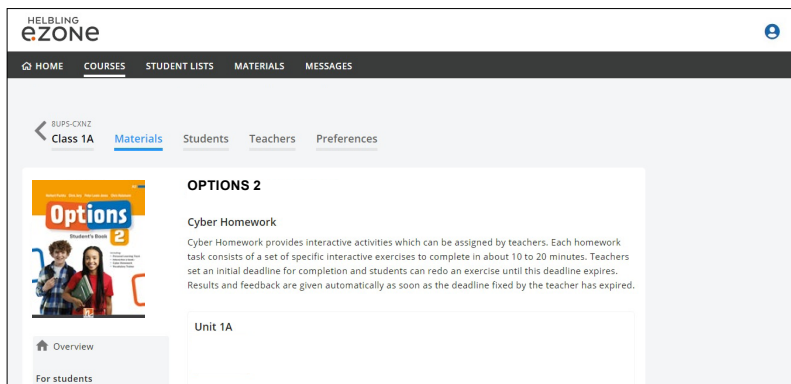
13

You develop important skills for learning and for life.

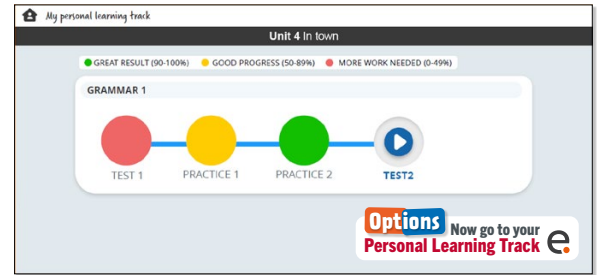
Your digital options



e-book+ is the interactive version of your Student's Book and Workbook, with audio, video and self-correcting tasks.



Cyber Homework lets you practise the new vocabulary, grammar, listening, reading and other skills.



Personal Learning Track Lots of personalised practice: at the end of each unit, a progress test takes you to more practice.



Practise new words and phrases at home with the **Vocabulary Trainer**.

e. Dialogue Karaoke

To practise your speaking skills.

Your video options

The After School Club



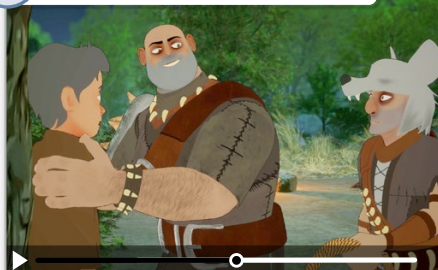
Learning for life



Grammar raps



The Secret Spring



Sustainable Development Goals



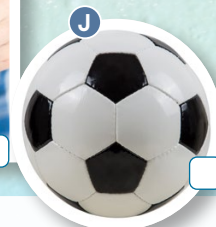
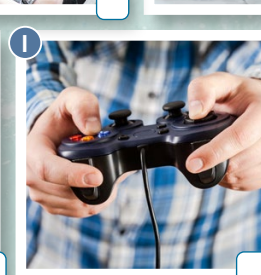
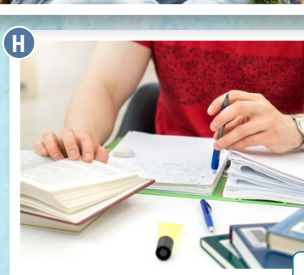
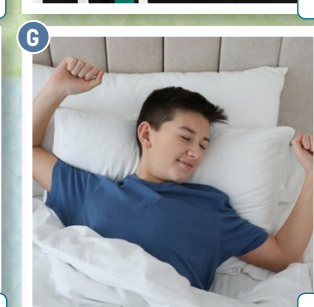
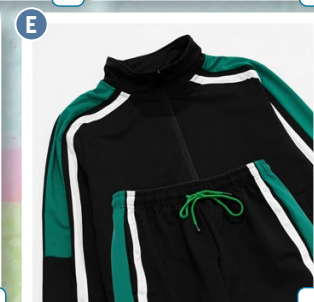
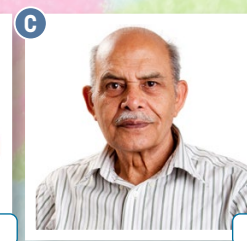
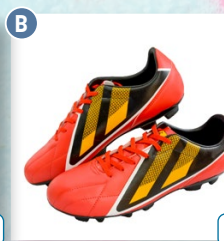
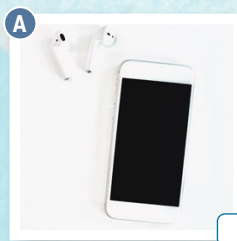
Welcome

At the weekend

1a Read about Max. Match the underlined words and phrases with the photos.



Hi, I'm Max. I love the weekend!
It's my favourite part of the week.
I ¹ get up at half past nine on Saturdays. I usually put on my favourite jeans and a hoodie. I have breakfast with my brother and then I ² do my homework. After lunch, I often go into town and I ³ hang out with friends. We sometimes ⁴ go to the cinema. In the evening, I usually ⁵ listen to music or I ⁶ play computer games. On Sunday mornings, I play ⁷ football. I'm in a local team. For football practice, we wear a green ⁸ tracksuit and ⁹ football boots. My ¹⁰ grandad (Mum's dad) sometimes comes for lunch on Sundays. He's one of my best friends. He's chatty and very clever! He likes watching sport on TV with us. What do you do at the weekend?



b Copy and complete the table with the underlined words and phrases from **1a**. Then add more words and phrases from the text.

Activities	Clothes	Family
get up		



c Add more words to your table. Compare your list with a partner.

How many clothes words have you got?

What about ...? Have you got that?

d What do you do at the weekend?

I usually have basketball practice and I sometimes ...

I often play the guitar and ...

2a Watch part 1 of the video.

b Read the photo story. How many of these tasks can you do?

- The new student is a girl/ boy.
- Alissa introduces Maya to Lily / Oliver first.
- Maya lives close to the school. T / F
- Alissa doesn't know Kingfisher Park. T / F
- Who isn't there? _____
- How many students are now in the After School Club?

3 Watch part 2 of the video. Who says it?
Say **Oliver**, **Alissa**, **Maya** or **Ahmed**.

- "I'm sporty."
- "I like Mr Wilson."
- "He's my favourite teacher."
- "No. He isn't my dad."

Ahmed!



The After School Club The new student



Let's talk! Introducing yourself and others

4a W.01 Listen and repeat.

Hello, I'm ... What's your name?

Hi, I'm ...

Let me introduce you. Isabel, this is Tilly.

Hi, Tilly! Nice to meet you.

Nice to meet you too!

Who's that?

That's Toby. Hey Toby, say hi to Meg!

Hi, Meg!

b Work in groups. Introduce yourself and others in your group.

Grammar review

Present simple

1a Circle the correct verb forms.

Molly Hi, I'm Molly. I'm new here.

Erin Nice to meet you. I'm Erin. ¹ **Do** / **Does** you live near the school?

Molly Yes, I ² **do** / **does**. Our new house is in North Street, next to the park.

Erin Oh, I often ³ **go** / **goes** to the park. I love hanging out there! What do you ⁴ **do** / **does** at the weekend?

Molly I sometimes go bowling with my friends. My brother ⁵ **work** / **works** there, so we always ⁶ **get** / **gets** cheap tickets! Have you got any brothers or sisters?

Erin Yes, I have. I've got a big sister, Skye. She ⁷ **don't** / **doesn't** come to this school.

Molly And ⁸ **do** / **does** you spend time together at the weekend?

Erin Hmm ... no, we ⁹ **don't** / **doesn't**. Not really. Skye usually ¹⁰ **play** / **plays** football every weekend.

Molly Oh, ¹¹ **do** / **does** she play for a team?

Erin Yes, that's right ... and I ¹² **don't** / **doesn't** really like sport. I never do sport outside school. Hey, but bowling sounds fun!

Molly Great! You can come with us some time!



b W.02 Listen and check.

Look!

I **get** up at seven, but Dad **gets** up at six.

We **don't** go to school by bike.

She **doesn't** go to school by car.

Do we have English on Tuesdays? No, we **don't**.

Does he play basketball on Wednesdays? Yes, he **does**.

2a Complete the sentences and questions with the present simple form of the verbs.

not wear you / listen **get** she / watch
not hang play have not go

- Sarah always gets dressed before breakfast.
- We sometimes _____ pizza at the weekend.
- My uncle _____ jeans.
- Students at our school never _____ tennis in PE lessons.
- I _____ into town at the weekend.
- _____ to music in the evening?
- Cameron _____ out with his friends after school.
- _____ a lot of online videos?

b W.03 Listen and check.

3a Find five adverbs of frequency in 1a. Complete the diagram.

100% ✓✓✓✓	1 <u>always</u>
90% ✓✓✓	2 _____
75% ✓✓	3 _____
50% ✓	4 _____
0% ✗	5 _____

b Make sentences with the correct adverbs of frequency.

- She chats online. (✓) *She sometimes chats online.*
- We go to the cinema. (✗)
- I play the guitar at the weekend. (✓✓)
- My little sister gets up early. (✓✓✓✓)
- You wear boots. (✗)
- I'm early for school. (✓✓✓)
- They drink juice. (✓✓)
- He's very chatty. (✓✓✓✓)

c W.04 Listen and check.

d Talk about your week. Use adverbs of frequency.

On school days, I usually get up ...

On Tuesday, I always ...

Friends

- 1 W.05-06 Read and listen to the song. Who do you think is the girl's best friend?

My best friend

When I need a friend,
You listen to what I say.
You are always there for me,
And help me through the day.

I'm often a bit shy
And don't know what to say.
But you are very sporty
And always want to play.

*Can you keep a secret?
What do you say?
Do you want to play with me?
Are we best friends today? (x2)*

I am very happy
Each day when I see you.
Your eyes are green and shiny,
And your ears are lovely too!



You know we are best friends,
As everyone can see.
But when you scratch the sofa,
My mother shouts at me!

Can you keep a secret? ... (x2)

2a Complete the text with the words.

chatty clever short shy **sporty** tall



Hi, I'm Amy. That's me on the left! My twin sister Olivia is my best friend. She loves tennis and basketball. She's very ¹ sporty.

We often see one set of grandparents – Dad's parents. It's funny to see them together because Grandad's 1 m 90 cm – that's ² _____ – but Grandma is ³ _____ – only 1 m 50 cm! They're different in other ways too. Grandad doesn't talk very much and he's ⁴ _____ when he meets new people. Grandma talks a LOT – she's very ⁵ _____! She's also very ⁶ _____. She always knows the answers to TV quizzes ... and often helps us with homework too. (Mum's parents live in Australia, so we only see them in video calls.)

- b W.07 Listen and check.

- c Describe your family and friends.

My brother is tall and shy.

Alicia is quite sporty and very chatty.

- 3 W.08 Listen and read. What's the sporty sister doing?

Amy Hey, Olivia, I'm shopping in town at the moment. There's a new clothes shop with some great things. Do you want to meet me here?

Olivia Er, sorry, no, I can't!

Amy Why? What are you doing?

Olivia Don't you remember? I'm getting ready for my tennis match.

Amy Oh yes, of course! Sorry! Good luck in your match! See you later!

Options



- 4 Work in pairs.
Choose **A** or **B**.

A Act out the dialogue in 3.

B Act out the dialogue in 3.
Then make three changes
and act it out again.

Grammar review

Question forms

1a Circle the correct words.

- ¹ Can / Do you keep a secret?
² Who / What do you say?
³ Do / Does you want to play with me?
⁴ Are / Is we best friends today?

b Check your answers in the song on page 9.

2a Put the words in the correct order to make questions.

Where is he from?

- 1 he / from / Where / is / ?
 2 at / does / What / weekend / he / the / do / ?
 3 his / friend / Who / best / is / ?
 4 use / he / computer / Can / a / ?
 5 shy / Is / he / ?
 6 got / cousins / he / Has / any / ?

b Match the questions in 2a with the answers.

- a ☐ It's Pablo.
 b ☐ No, he isn't. He's chatty.
 c ☒ He's from Colombia.
 d ☐ No, he hasn't.
 e ☐ He plays tennis.
 f ☐ Yes, he can.

c W.09 Listen and check.

3 Play "20 questions".

Student A: Think of a person who both you and Student B know. Answer Student B's questions. You can only use short answers.

Student B: Ask and answer up to 20 questions to guess Student A's person. Student A can only use short answers. Swap roles.

Does this person go to our school?

Yes, she does.

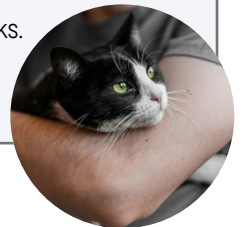
Look!

- | | |
|---------------------------------------|-------------------------------------|
| Are you happy? Yes, I am . | Is he sporty? No, he isn't . |
| Have they got a pet? | Has she got a brother? |
| Yes, they have . | No, she hasn't . |
| Can he play the guitar? | Can they play basketball? |
| Yes, he can . | No, they can't . |
| Do you listen to music? | Does he play computer games? |
| Yes, we do . | No, he doesn't . |
| What do you do at the weekend? | |

Present continuous

4a Complete the dialogue with the present continuous form of the verbs.

- Ben** So, what ¹ _____ (you / do) at the moment?
Adam Er, I ² _____ (try) to do my homework ...
Ben What's the problem?
Adam My cat, Socks! He ³ _____ (move) my things.
Ben Oh, so ⁴ _____ (he / sit) on the table?
Adam Yes ... oh, no, ⁵ _____ ! Not now. He ⁶ _____ (sit) on me! ⁷ _____ (you / do) your homework?
Ben Yes, ⁸ _____ . I ⁹ _____ (not / do) my English right now - I ¹⁰ _____ (study) for the science test on Monday.
Adam Oh no ... that's Monday! You're right! Come on, Socks. You ¹¹ _____ (go) outside now. You ¹² _____ (not help) me!



b W.10 Listen and check.

Look!

- | | |
|------------------------------------|----------------------------------|
| I'm playing the piano. | Are you chatting online? |
| We aren't eating chocolate. | Yes, I am . |
| He's watching TV. | Is he playing volleyball? |
| She isn't wearing boots. | No, he isn't . |

c What's happening at the moment? Ask and answer.

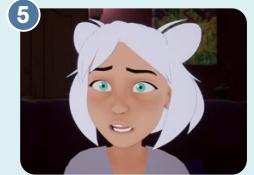
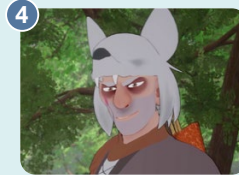
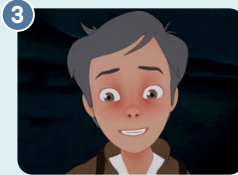
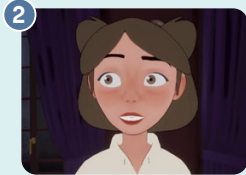
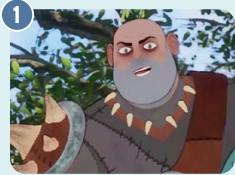
you / listen to music you / wear / a blue T-shirt
 you / practise / your English you / sit on a chair your teacher / talk
 your friends / have lunch

Are you listening to music?

No, I'm not.

SECRET SPRING

1a What do you remember about the characters? Write their names.



b **W.11** Listen and check.

c Match the sentence halves.



- 1 ☒ **c** Aiden finds ...
- 2 ☐ Jenna is ...
- 3 ☐ Victoria is ...
- 4 ☐ Draven and Druff ...
- 5 ☐ The wolf and the squirrel ...

- a a wolf in the Forest World.
- b are hunters who want to catch animals.
- c the Secret Spring in the cellar.
- d are friends in the Forest World.
- e Aiden's big sister.

2a Does Aiden use these things in the first six episodes? Tick (✓) or cross (X). Compare your ideas.

Yes! He uses his torch in the cellar.



b **W.12** Listen and check.

c Aiden had these things in his backpack in episode 1. What do you think he does with them? Tell the class. Then write your favourite ideas.



3a **W.13** Look at the words. Listen and say the correct word.

dangerous dinosaur fall hide human safe hungry nervous live lock storm strawberry

b Choose a word from **3a** for your partner to guess. Give clues from the story or your own ideas.

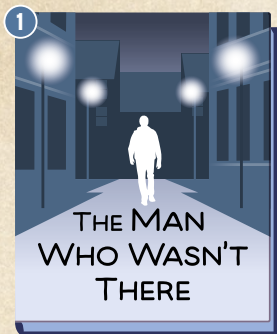
This is an adjective. Aiden was ...

This is a noun. Squirrel had a ...

This is a verb. Jenna Wolf and Squirrel "mmm" in ...

1

Stories



At the end of this unit ...

you know

- ☐ words for types of books
- ☐ words for types of films
- ☐ how to use the past simple
- ☐ how to use *must/mustn't*

you can

- ☐ say that something is strange
- ☐ understand and talk about going to the cinema
- ☐ understand and write reviews

Vocabulary

Types of books

1a Match the types of books with the titles.

- | | |
|--|---|
| ☐ true story | ☐ detective story |
| ☐ poetry | ☐ historical story |
| ☐ horror story | ☐ short story |
| ☐ adventure story | ☒ mystery story |

c Tell your partner what books you like / don't like and why.

I like adventure stories because they're exciting.

I don't like ...

d Look at the photo story on page 13.

Find and say the types of books.

A mystery story.

b 1.01 Listen and check.

2a Watch part 1 of the video.

b Read the photo story. How many of these tasks can you do?

- 1 Alissa / Lily is tired.
- 2 Lily is reading a **mystery / detective** story.
- 3 Lily woke up at _____.
- 4 Lily opened the _____.
- 5 Lily saw a strange _____ on her bedroom wall.
- 6 Why does Alissa call Ahmed "silly"? _____

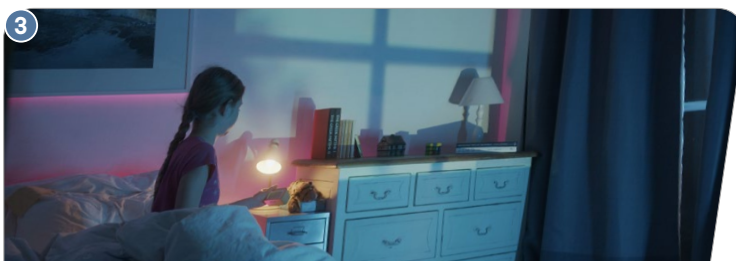
3 Watch part 2 of the video.

Who wants Mr Wilson to read these books? Say *Maya, Ahmed, Alissa* or *Oliver*.

- 1 a true story
- 2 a historical story
- 3 an adventure story
- 4 poetry
- 5 a horror story



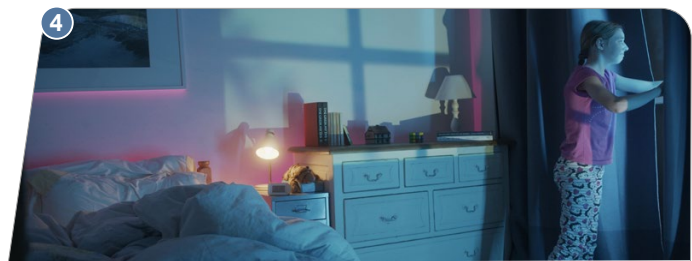
The After School Club A bad night's sleep



Lily In the middle of the night, I heard a strange noise. I looked at my alarm clock. It was 2.30 a.m.

Oliver Spooky.

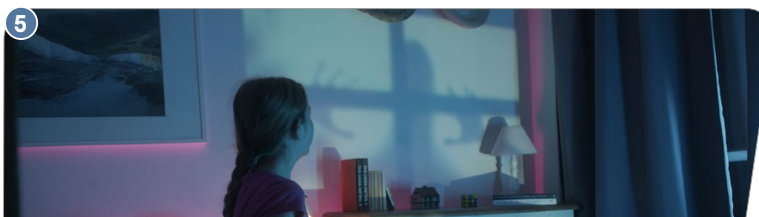
Maya That's strange.



Lily The noise was outside. So I opened the window.

Maya And?

Lily I didn't see anything and when I opened the window, the noise stopped.



Lily So I went back to bed. That's when I saw a strange shadow on my wall.

Alissa How weird. It's like a horror story.

Lily I closed my eyes and opened them again. The shadow wasn't there any more.



Let's talk! Saying that something is strange

4a 1.02 Listen and repeat.

In the middle of the night, I heard a strange noise.

Spooky!

I saw a yellow cat!

That's strange!

There was a monster in my garden last night!

How weird!

b Take turns to invent strange things and answer.



Grammar

Past simple

1 1.03 Listen and read. What adventure do Zoe and Luca have today?

Zoe Did you have a good weekend, Luca?

Luca Yes, I did. I stayed in all day on Sunday and I finished a historical story called *Across the Sea*. The people in the story lived 100 years ago. They travelled from Italy to Mexico by boat and they had lots of exciting adventures on the way. I loved it! What did you do over the weekend? Did you read any stories?

Zoe Yes, I did. I read an adventure story called *Running Fast*.

Luca Did you enjoy it?

Zoe No, I didn't. The people in the story didn't have any really exciting adventures! Really? And ... did they run fast?

Luca I don't know. I didn't get to the end of the book because it was so boring. I think we have more adventures at school!

Zoe Ha! Well, we've got the adventure of a maths test and a science test this morning!



2a 1.04 Listen and read.

Language box

I **finished** a historical story.

I **didn't** get to the end of the book.

Did you enjoy it? Yes, I **did**. / No, I **didn't**.

Did they run fast? Yes, they **did**. / No, they **didn't**.

What **did** you do over the weekend?

I **read** an adventure story.

b Circle the correct options to complete the rules.

- To make the affirmative past simple form of regular verbs, we add ¹ **-s** / **-ed**. Remember the spelling rules.
- To make negative sentences in the past simple, we use ² **didn't** / **not** + the verb.
- To make questions in the past simple, we use ³ **Does** / **Did** + subject pronoun or name + the verb.
- In short answers, we ⁴ **use** / **don't use** the main verb after *did* or *didn't*.

Irregular verbs list p. 135

3a Complete the sentences and questions with the past simple form of the verbs.

- I _____ (like) the beginning of the book, but I _____ (not like) the ending.
- They _____ (listen) to music last night and they _____ (not go) to the cinema.
- A _____ (you / have) pasta last night?
B No, we _____.
- A What _____ (she / do) yesterday?
B She _____ (go) into town.

b 1.05 Listen and check.

4 Tell a chain story. Student A says an affirmative sentence. Student B says a negative sentence. After three turns each, swap roles.



I left my house at ... yesterday.

But I didn't go to school.

I went ... instead.

But I didn't ...

I ...

But I didn't ... Now it's my turn to start! I ...

5 Play "Find someone who ...". Write the names and answer the questions.

Did you watch TV last night?

Yes, I did. / No, I didn't.

What did you watch?

Find someone who ...

watched TV last night.

Who? _____ What? _____

woke up early last Sunday.

Who? _____ What time? _____

had pizza last week.

Who? _____ When? _____

went on holiday last year.

Who? _____ Where? _____

played sport yesterday.

Who? _____ What time? _____

Vocabulary

Types of films

1 1.06-07 Read and listen to the song. Tick the correct answer.

The song is about: 1 ☐ good films. 2 ☐ what to do / not to do. 3 ☐ how to make films.

Enjoy the film!

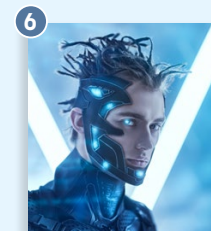
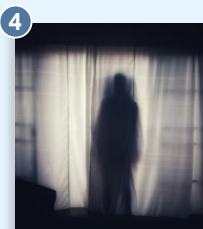
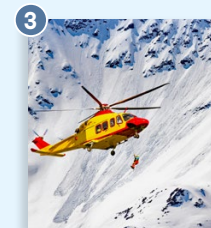
*Come on in, enjoy the film!
We hope you like the show. But ...
Before it starts, there are some things
That you really need to know.*

You mustn't stand up on your chair
To get a better view.
And when you want to buy some sweets,
Then don't forget to queue.

You must put your phone away
When the lights go out.
You mustn't talk with your friends
Or mess about and shout.

Come on in, enjoy the film ...

You must only eat the food
That you buy from our shop.
You mustn't bring your own food in –
That's something we must stop.



You mustn't take your trainers off
And put them on the chair.
Your smelly feet aren't welcome here –
It really isn't fair.

*Come on in, enjoy the film ... (x2)
Come on in!*

2a Match the types of films with the pictures in 1.

- ☐ animated film ☐ disaster film
☐ comedy ☐ action film
☐ thriller ☐ science fiction film

b 1.08 Listen and check.

c Circle the correct words.

- 1 Action films / Comedies make us laugh.
- 2 I enjoy films that take place on different planets, so I'm a big fan of **thrillers** / science fiction films.
- 3 Disaster / Animated films are often for children.
- 4 I prefer watching **comedies** / thrillers because they're exciting and you often can't guess the ending.
- 5 I find **animated** / disaster films a bit scary.
- 6 I love **action** / animated films because you never get bored when so much is happening.

d 1.09 Listen and check.

3a Copy and complete the table.
Rank the types of films in 2a.



My least favourite films			My favourite films	
← ----- →				
hate	don't (really) like	don't mind	like	love

b Compare your answers.

I like ... because ...

I don't really like ... because ...

Grammar

must/mustn't

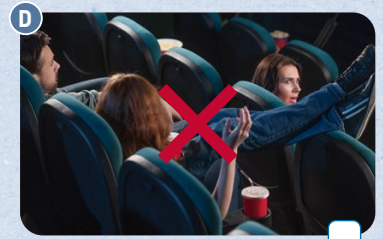
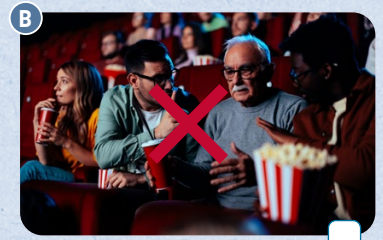
1 Match the cinema rules with the photos.

1 YOU MUST WAIT
in the queue for the film.

2 YOU MUSTN'T PUT
your feet on the chairs.

3 YOU MUST TURN OFF
your phone.

4 YOU MUSTN'T TALK
during the film.



2a 1.10 Listen and read.

Language box

You **must** pay to get in.

You **must** leave before 6 p.m.

You **mustn't** run near the pool.

You **mustn't** copy in an exam.

b Complete the rules with **must** or **mustn't**.

- To give affirmative rules, we use the subject pronoun or name + ¹ _____ + the verb.
- To give negative rules, we use the subject pronoun or name + ² _____ + the verb.

4a Write the school rules.



arrive on time
listen to the teacher
put up our hands



chat online on our phones
forget our homework
eat in the classroom

3a Circle the correct verb forms.



SAFARI RULES

- You **must** / **mustn't** stay in your vehicle.
- You **must** / **mustn't** drop rubbish.
- You **must** / **mustn't** throw food for the animals.
- You **must** / **mustn't** be quiet near the animals.
- You **must** / **mustn't** touch the animals.

b 1.11 Listen and check.

We must arrive on time for school.

b Invent six new rules for your perfect school.



We **mustn't** arrive before ...

We **must** eat ...

We **mustn't** have ...

We **must** finish ...

Skills Listening and speaking

Going to the cinema

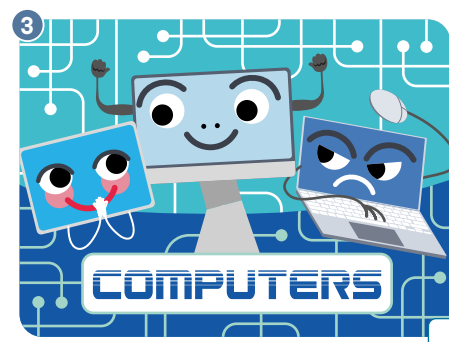
Sounds right /ə/

1 1.12 Listen and repeat.

Adventure or horror? I can't decide!
Which is my favourite type of book?
Disaster or thriller? I can't decide!
Which is my favourite type of film?



2a 1.13 Listen. Which film do Richard and Lucy choose to see?



b 1.14 Listen again. Complete the sentences.

- 1 Richard doesn't like _____ films.
- 2 Lucy thinks that _____ films are boring.
- 3 The film they want to see is on at _____ and at 7.45 p.m. today.
- 4 They can see the film because they're _____ years old.
- 5 Tickets for under 14s are £ _____.
- 6 Lucy and Richard are going to meet outside the cinema at _____.

Look!

What's on at the moment?
I'd really like to see ...
There's a showing at ...
There are two showings: one at ...

Options



3a Work in pairs. Choose A or B. You're arranging to go to the cinema together.

A Suggest a film. Arrange a time and a place to meet.

Suggest going to the cinema.
Agree. Ask what film.
Suggest a film.
Agree. Ask what time.
Suggest a time.
Agree. Suggest a place to meet.
Agree and say goodbye.
Say goodbye.

B Discuss which film you want to see. Arrange a time and a place to meet.

Suggest going to the cinema.
Agree. Suggest a type of film.
Say that you don't like this type. Suggest another.
Say that you don't like this type. Suggest another.
Agree and suggest a time.
Agree and suggest a place to meet.
Agree and say goodbye.
Say goodbye.

b Swap roles. Invent a new dialogue.

Skills Reading and writing

Reviews

1a Read the film review. What does the writer think about the acting in the film?



ON THE LAST TRAIN

REVIEW ★★★★★

On the Last Train tells the story of the journey of a normal 40-year-old man. The film takes place in the United Kingdom in the present day. Every day, John takes the 7.30 a.m. train to work and then returns home on the 6 p.m. train. But today isn't a normal day. When John is on his way back to the station in the evening, a strange man stops him and asks for help. John doesn't help. The man gets angry and John goes a different way to the station. He misses his train and needs to take "the last train". That's when the fun really starts!

For 90 minutes, *On the Last Train* is a very exciting action film. But the problem is the last 20 minutes. The film changes from a very exciting film – my favourite this year – to a really silly film. I can't tell you what happens, of course. You must watch the film to find out! I really enjoyed the acting in this film. Jamie Wise is the hero and Dave Patterson is the baddie. Both actors are brilliant and, for an hour and a half, the film is brilliant too.

I think *On the Last Train* is good for people who like exciting films, but it's a shame about the ending.

b 1.15 Read the review again and listen.
Circle T (True) or F (False).

- | | |
|--|-------|
| 1 The film is about a superhero. | T / F |
| 2 John helps a strange man on the way to the station. | T / F |
| 3 John must take a different train home. | T / F |
| 4 The writer enjoyed most of the film. | T / F |
| 5 The writer tells us what happens at the end of the film. | T / F |
| 6 The writer really liked the ending. | T / F |

I completely agree with you about the ending. It's more like a comedy than an action film! I didn't like the acting much either.

Angela, New York

I think you're wrong about this film. I thought it started slowly, but it was really exciting at the end!

Sam, Cape Town

Options

Basic text

Enriched text



Options

2 Choose A or B.

A Imagine you saw *On the Last Train*.
Write two more comments:
one that agrees with the review
and one that disagrees with it.

I totally agree with you about this film. ...

B Write a film review about a film you watched recently.

Answer these questions:

- What's the film title and what type is it?
- What was it about?
- Was the acting good?
- What was good/bad about the film?



What we wear to school

1a What's Luna wearing in each photo?

b Watch the video. What animal has Luna's tie got on it?

c Watch the video again. Circle the correct words.

- 1 Luna's favourite colour is light green / blue.
- 2 Her orange socks have got a frog / dog on them.
- 3 Her real school socks are navy blue / dark grey.
- 4 Her tie has stripes in three / four colours.
- 5 She bought / made her tie.

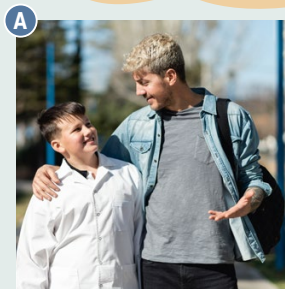


2 Match the speech bubbles with the photos.

1 Hi! Here I am with my brother. Our school is in London. I wear a white polo shirt and a grey skirt to school. My brother wears grey trousers.

2 Hello. This is me! I'm going to school with my dad. In public schools in Argentina, we wear our own clothes, but we put on a kind of white coat. It's called a guardapolvo.

3 Hey! I'm from Australia and these are my friends. We only wear uniform when we've got PE at school. Our PE uniform is red and white.



3a Complete the tips with the words.

different must uniform wear

Top tips for respecting what we wear

Remember that ...

- all schools around the world are ¹ _____.
- some schools have a ² _____.
- in other schools, students can ³ _____ their own clothes.
- we ⁴ _____ look after all our clothes!

b Answer the questions.

- 1 What do you think about the different clothes for school in **2**?
- 2 Do you wear a uniform? What do you like about it? What don't you like about it?
- 3 What are the good things about wearing a school uniform? What are the bad things?

Project



4a Work in pairs. Research a school in another country and its uniform. Answer the questions.

- 1 Where's the school and what's its name?
- 2 What uniform do the students wear?
- 3 Are there different types of uniform (e.g. a PE uniform, a summer/winter uniform, etc.)?
- 5 Do you like their uniform? Why? / Why not?

b Prepare a video presentation. Show it to the class.

THE SECRET SPRING

EPISODE 1: ANOTHER WORLD

Before you watch

- 1a** Talk about the characters. Use page 11 to help you.

Picture 1 shows He's ...



- b** Who said it? Say each character's name.

- 1 "Wolf! I'll get you!"
- 2 "Run, little wolf! Run!"
- 3 "Who are you?"
- 4 "It's a door to another world."
- 5 "Welcome to the Forest World!"

Now watch

- 2a** Watch "Previously on The Secret Spring".
Check your answers to **1b**.

- b** Watch the rest of episode 1.
Which characters are now in the Forest World?

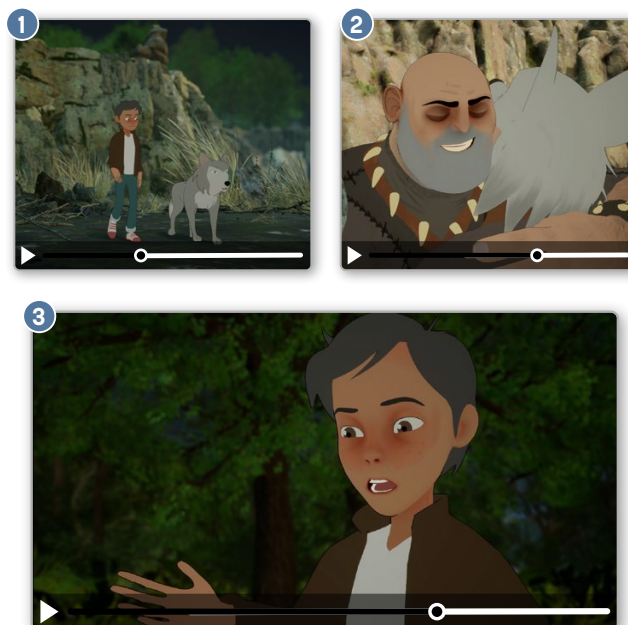
- c** Watch the video again.
Answer the questions.

- 1 What is Draven's plan?
- 2 What is Squirrel's plan?
- 3 What do Aiden and Jenna Wolf think of Squirrel's plan?

Everyday English

- 3a** Match the expressions with the pictures.

☐ I promise ☐ Come on ☐ I mean



- b** Complete the speech bubbles with the expressions from **3a**.



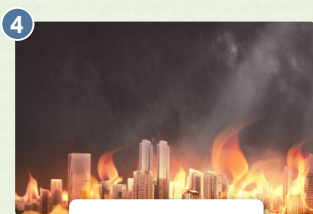
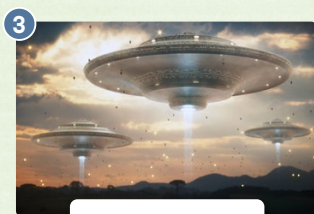
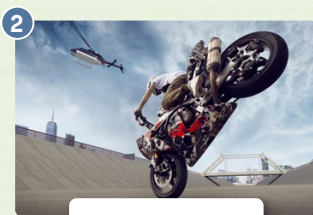
Review

Vocabulary

1 Put the letters in order to make types of books.

- 1 I like historical (csthilrai) stories because I like reading about the past.
- 2 I enjoy _____ (rorhro) stories because I like feeling scared.
- 3 I love _____ (rsoth) stories because they're quick to read.
- 4 I like _____ (vctiteede) stories because it's fun to guess who did it.
- 5 I love _____ (rteu) stories because it's interesting to find out about real life.
- 6 I enjoy a good _____ (streymy) story because it's like a puzzle.
- 7 I often read _____ (reotyp) because I think it's like songs.
- 8 I like _____ (veaeudtnr) stories because they're exciting.

2 Label the types of films.



Grammar

3 Write negative sentences and questions.

- 1 She / not read / an adventure story yesterday.
She didn't read an adventure story yesterday.
- 2 We / not go / to the cinema at the weekend.

- 3 I / not enjoy / the film last Sunday.

- 4 Leo / buy / a new book on Tuesday?

- 5 they / stay / in the classroom during break?

- 6 you / watch / online videos last night?

4 Complete the dialogue with the past simple form of the verbs.

Ryan What ¹ did you do (you / do) last night?
² _____ (you / watch) TV?

Katie No, ³ _____. I ⁴ _____ (help) to cook dinner and then we ⁵ _____ (go) to the cinema. We ⁶ _____ (see) a comedy.

Ryan ⁷ _____ (you / enjoy) the film?

Katie Yes, ⁸ _____. But the bus ⁹ _____ (be) late, so we ¹⁰ _____ (not get) home until quarter to eleven, so I'm a bit tired today!

5 Write the cinema rules. Use *must* or *mustn't* and the words.

your rubbish home quiet your feet on the seats
late a ticket your phone

- 1 buy You must buy a ticket. ✓
- 2 arrive _____ ✗
- 3 be _____ ✓
- 4 use _____ ✗
- 5 put _____ ✗
- 6 take _____ ✓



Culture

The history of the cinema

Key words

camera projector silent
sound screen record image
special effects

1a Read the text. What were the first films like?

ALL ABOUT FILMS

How did it all start?

Around 1890, the American inventor Thomas Edison created a film camera and a projector. Five years later, the French brothers Louis and Auguste Lumière invented a combined film camera and projector. They called it a *cinématographe* in French.



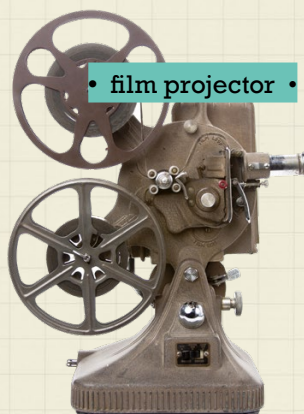
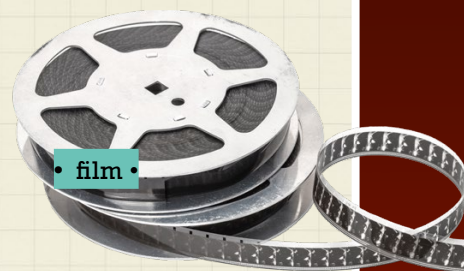
The first films were silent – they didn't have sound. The pictures in these films didn't have colour either. They were in black and white.



In 1927, *The Jazz Singer* was the first film with sounds – both music and talking. Then in the 1930s, people made the first films with colour pictures.

In the past, there was only one type of cinema. Today, there's more variety – the effects in 3D and 4D cinemas can make us feel as if we are in the film! But there's one thing that never changes – people all over the world still love watching films. All film genres, from comedies and animated films to thrillers and disaster films, are still very popular!

A film projector shows the photos one after the other on a screen. This makes a moving scene. The American word *movie* came from the idea of moving pictures.



The second way – **digital cinematography** – uses a digital camera. A sensor inside the camera captures light and turns it into signals. These signals create a digital image. The camera records these images onto digital files.



Filmmakers have different opinions. Some use film cinematography to make their films. Others prefer the modern technology of digital cinematography.

How do people make films?

There are two ways of making a film. The first one – **film cinematography** – needs two pieces of equipment: a film camera and a film projector. A film camera records photos on film. It can take about 24 photos in a second! The photos that it takes are very close together, so there are very small differences in movement.



Technological advances

Experts invented new technology at the end of the 20th century. CGI, computer-generated imagery, became another tool for making films, creating characters, scenes, backgrounds and lots of special effects. Thanks to this type of technology, we can enjoy computer-animated films today.



Options

Basic text

Enriched text



b Read the text again. Answer the questions.

- 1 When did the Lumière brothers create the cinematograph?
- 2 Why was 1927 an important year in cinema history?
- 3 What equipment do you need for film cinematography?
- 4 What does a film projector do?
- 5 What equipment do you need for digital cinematography?
- 6 What can CGI (computer-generated imagery) do?

c Which information from the text did you know?
What else do you know about films?

I knew the words ... and ... I also know that films ...

2a What can you see in the photos? What do you know about drive-ins?

I can see ... Drive-ins are ...



b **1.16** Listen to Katie and her grandma.
Compare your ideas in **2a**.

c **1.17** Listen again. Circle T (True) or F (False).

- | | |
|--|-------|
| 1 Katie went to a drive-in with her dad and a friend. | T / F |
| 2 Everyone enjoyed the movie. | T / F |
| 3 As a child, Grandma liked having popcorn and soda at the drive-in. | T / F |
| 4 Richard Hollingshead was the inventor of the first drive-in. | T / F |
| 5 In the 1950s and '60s, drive-ins were cheap for families and young people. | T / F |
| 6 Drive-ins were open all year round. | T / F |

3a Match the **Key words** with the definitions.

- 1 This word means you can't hear anything.
- 2 Computers, TVs, laptops and phones have got a ...
- 3 This is another word for *noise*.
- 4 This piece of equipment records pictures on film or as files.
- 5 This is another word for *picture*.
- 6 This piece of equipment shows films on a screen.
- 7 This important part of an exciting film helps to make it feel real.
- 8 This means to make a copy of pictures or noises.

b **1.18** Listen and check.

c Complete each sentence with a **Key word**.

- 1 The first films were _____, but there was sometimes piano music in the cinema.
- 2 Filmmakers enjoy using _____.
- 3 Can you _____ our football match on your phone?
- 4 It's a very old _____, but I can see a man and a woman.
- 5 This _____ doesn't work. It isn't showing the film on the screen.
- 6 The _____ isn't very good – I don't like listening to music on this computer.
- 7 I can see you on my _____. Can you see me?
- 8 You need a good _____ to make a film.

d Write a new sentence with each **Key word**.



2

A healthy life

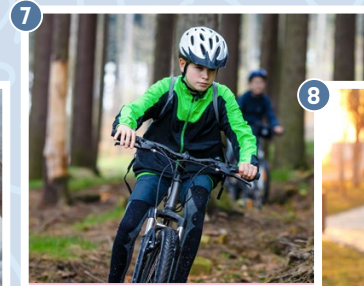
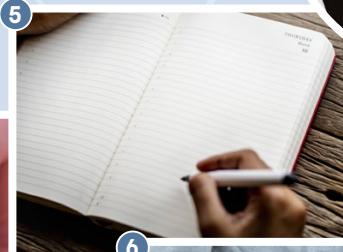
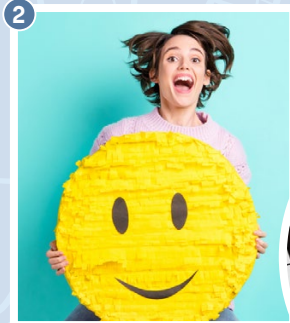
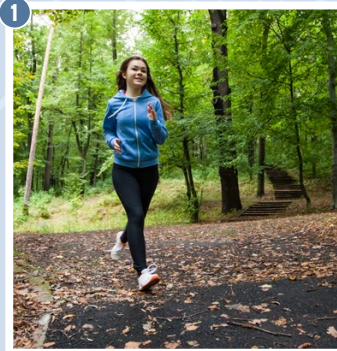
At the end of this unit ...

you know

- ☐ words for healthy activities
- ☐ words for healthy and unhealthy food
- ☐ how to use *going to*
- ☐ how to use articles and *some/any* with countable and uncountable nouns

you can

- ☐ react to bad news
- ☐ understand and talk about making healthy choices
- ☐ understand and write about sleep and dreams



Vocabulary

Healthy activities

1a Match the phrases with the photos.

- | | |
|--|--|
| ☐ have a healthy diet | ☐ sleep well |
| ☐ go for a walk | ☐ be positive |
| ☐ keep a diary | ☐ do some puzzles |
| ☐ do some exercise | ☐ ride my bike |

c Describe and guess.

You do this with a pen.

Keep a diary!

d Look at the photo story on page 25.

Find and say the words for healthy activities.

b 2.01 Listen and check.

2a Watch part 1 of the video.

b Read the photo story. How many of these tasks can you do?

- 1 Miss Ellis is going to be with them for _____ weeks.
- 2 Miss Ellis is a _____ teacher.
- 3 The five friends are excited about doing exercise. T / F
- 4 Miss Ellis is going to do some puzzles with them. T / F
- 5 What are they going to do on Friday? _____
- 6 At the end, what does Miss Ellis want them to do? _____

3 Watch part 2 of the video.

Answer the questions.

- 1 How do the friends feel about the race?
- 2 What did they think of the exercise with Miss Ellis?
- 3 Who expects to win the race?
- 4 Why doesn't Miss Ellis want to race?
- 5 Who wins the race?
- 6 What's the prize?



The After School Club The race



Let's talk! Reacting to bad news

4a 2.02 Listen and repeat.

My grandma's not very well.

Oh dear, I'm sorry to hear that.

We've got a maths test tomorrow.

Oh no, that's awful!

The wi-fi isn't working.

You're joking! I don't believe it!

b Invent bad news for your partner to react.



Grammar

going to

1 Look at the photo story on page 25 again. Circle T (True) or F (False).

- | | |
|--|-------|
| 1 Miss Ellis is going to be their art teacher for three weeks. | T / F |
| 2 She's going to do some exercise with them. | T / F |
| 3 They're going to do some puzzles too. | T / F |
| 4 Miss Ellis thinks that she isn't going to lose the race. | T / F |



2a 2.03 Listen and read.

Language box

I'm going to do some exercise tomorrow.

He's going to do some puzzles.

They're going to have a healthy diet.

I'm not going to go to bed.

She isn't going to go for a walk next Sunday.

We aren't going to eat lots of chocolate.

Questions and short answers

Are you going to keep a diary next year?

Yes, I am. / No, I'm not.

Is she going to ride her bike tomorrow?

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

Are they going to sleep well tonight?

Yes, they are. / No, they aren't.

b Complete the rules with *full*, *short*, *going* or *be*.

- In sentences about future plans, we use the subject pronoun or a name + the correct affirmative or negative form of ¹ _____ + ² _____ + *to* + the verb.
- To make questions about future plans, we use the correct form of ³ _____ + the subject pronoun or a name + ⁴ _____ + *to* + the verb.
- In short affirmative answers, we use the subject pronoun + the correct ⁵ _____ affirmative form of ⁶ _____.
- In negative short answers, we use the subject pronoun + the correct ⁷ _____ negative form of ⁸ _____.

3 Circle the correct verb forms.

- 1 They 's / 're going to play tennis tomorrow.
- 2 He 's / 're going to go for a walk later.
- 3 I'm not going / go to watch a film tonight.
- 4 We isn't / aren't going to listen to music this afternoon.
- 5 She isn't / aren't going to go swimming next week.
- 6 I'm not / no going to ride my bike at the weekend.

4a Ask and answer questions.

- 1 she / read / a detective story tomorrow? (X)
- 2 he / go / for a walk this afternoon? (✓)
- 3 they / watch / an action film tonight? (X)
- 4 he / eat / lots of chocolate? (X)
- 5 you / play / volleyball next Tuesday? (✓)

b 2.04 Listen and check.

Is she going to read a detective story tomorrow?

No, she isn't.

5 Talk about your plans for Saturday.

I'm going to have a party next Saturday.

Hey, can I come?

I'm not going to ...

Really? Why not?

Vocabulary

Healthy and unhealthy food

1 2.05–06 Listen and complete the song with food words.

Superfood

We're in the mood
For some superfood –
Something healthy for you
and me.

Tell us more. What can it be?

This is what we want to eat.
This is what we call a treat.

Can we have some crisps,
some ¹ _____
And some really tasty dips?
Are there any fizzy drinks?
Because we really love these things.



Sorry, but that will not do.
Here's some food that's good for you.

Apples, mangoes, broccoli
Or some good ² _____
from the sea.
Spinach, lentils, nuts and beans –
They are really good for teens.

We're in the mood ...

This is ...

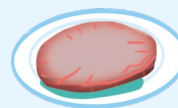
We don't want any broccoli.
We don't want any fish, you see.
We want some ³ _____.
We want some meat.
This is what we want to eat.

Sorry, ...



Tofu ⁴ _____
are first-rate!
And some carrot cake –
that's great!
This is what is good
for you.
This is what is
healthy too.

We're in the mood ...



2a Match the words with the photos.

- ☐ lentils ☐ carrot cake ☐ broccoli ☐ apple ☐ nuts
☐ mango ☐ fizzy drink ☐ beans ☐ crisps ☐ spinach



b 2.07 Listen and check.

c Write the food from 2a on the lists.

HEALTHY FOOD

.....

.....

.....

.....

UNHEALTHY FOOD

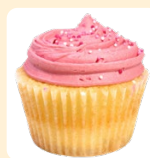
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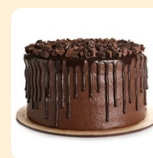
.....

.....

Look!



a cake / cupcake



a chocolate cake



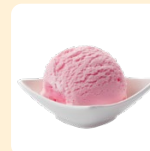
some cake



an ice cream



some ice cream



some strawberry
ice cream

3 Talk about the food that you like and don't like.

I don't like lentils.

Oh, I love them!

I like fizzy drinks.

Me too!

Grammar

Countable and uncountable nouns

1a Zak is at his friend's house.

Complete the dialogue with the words for the food in the photos.



Mrs Evans Zak, do you want some ¹ _____?

Zak No, thank you, Mrs Evans.

Mr Evans How about some ² _____?

Zak No, thank you, Mr Evans.

Later ...

Mr Evans Now, we're going to have fruit for dessert. Zak, would you like a kiwi?

Or an ³ _____? Or how about some grapes? We've got a lot of grapes!

Zak No, thank you.

Rose Dad ... Zak doesn't eat any green food.

Mr Evans Oh! OK ... er, do you want some ⁴ _____? They aren't green.

Zak No, thank you. I don't like nuts.

Rose Mum, is there any ⁵ _____?

Mrs Evans Ah yes! Zak, do you want some ice cream?

Zak Yes, please! ... Oh, but this ice cream is green and it's got lots of nuts in it!



b 2.08 Listen and check.

2a 2.09 Listen and read.

Language box

Would you like a kiwi?	He doesn't eat any green food.
Can I have an apple?	Is there any ice cream?
There's some broccoli.	Are there any grapes?
There are some apples.	Do you want some salad?
It's got lots of nuts in it.	Can I have some spinach?

Look!

a lot of = lots of

b Circle the correct options to complete the rules.

Countable and uncountable nouns

- We ¹ **can** / **can't** count apples or grapes.
We ² **can** / **can't** count spinach or rice.
- We use **a** or **an** with singular countable nouns.
We use ³ **a** / **an** before a vowel sound and ⁴ **a** / **an** before a consonant.
- We use **some** and **any** with uncountable nouns and ⁵ **singular** / **plural** countable nouns.

some / **any**

- We use ⁶ **some** / **any** in affirmative sentences.
- We usually use ⁷ **some** / **any** in negative sentences and questions.
- We use ⁸ **some** / **any** in offers and requests.

3a Complete the sentences with **a**, **an**, **some** or **any**.

- 1 We haven't got any cheese.
- 2 There's _____ apple in the bowl.
- 3 Are there _____ lentils in it?
- 4 She has _____ juice in the morning.
- 5 Would you like _____ pasta?
- 6 Have you got _____ spinach?
- 7 I often have _____ banana for lunch.
- 8 Can I have _____ water, please?

b 2.10 Listen and check.

4 Ask and answer.



Is there any bread?

Yes, there is.

Are there any strawberries?

No, there aren't.

Skills Listening and speaking

Healthy choices

Sounds right /s/ and /z/

1 2.11 Listen and repeat.

I do a lot of exercise and eat well every day –
With spinach, beans and strawberries and other superfood.
I cycle and do races and I sometimes win a prize.
I do puzzles and I'm positive. My mind is healthy too!



2a 2.12 Listen. Who does more exercise: Clare or Lucas?



b 2.13 Listen again. Circle the correct answers.

- 1 How many times a week does Clare do exercise?
a Three times a week. b Four times a week. c Every day.
- 2 How long does she spend on exercise each time?
a 10 minutes. b 20 minutes. c 30 minutes.
- 3 What's Clare's favourite exercise?
a Swimming. b Running. c Cycling.
- 4 When is she going to take part in a special race?
a Next week. b Next month. c Next weekend.
- 5 How many sports are in the race?
a Three. b Nine. c Five.
- 6 What are Clare and Lucas going to do together this weekend?
a Go swimming. b Go running. c Go cycling.

Options



3 Work in pairs. Choose **A** or **B**. Discuss fitness challenges for next week.

A Talk about the exercise that you do now. Set a fitness challenge for yourself.

I do PE at school, but I don't do a lot of exercise outside school. Next week, I'm going to ... on Monday. Then on Tuesday, ...

Great! I sometimes play football at the weekend, but I'm going to try to do some exercise every day. On Monday, ...

B Talk about your normal diet and the exercise that you do now. Set a fitness challenge for yourself.

I eat fruit and vegetables, but I eat lots of ... too. Next week, I'm not going to eat ...

OK. My diet's quite healthy, but ... What about exercise?

I go jogging at the weekend. Perhaps I can do that on schooldays too.

Let's go together ... or maybe ...

Skills Reading and writing

Sleep and dreams

1a Read the article quickly. Answer the questions.

- 1 Which animals does the writer talk about?
- 2 Which facts surprise you?

Fascinating facts about sleep

Did you know that ...

- Most people spend 33% of their lives sleeping. Sleep is really important for our bodies and our minds.
- About 12% of people dream in black and white. Before we had colour TV, about 75% of us dreamt in black and white!
- The world record for not sleeping is for 11 days and 25 minutes. This is really dangerous for us because we need to sleep well to stay healthy.
- It's very common to talk in your sleep. 60–65% of us talk in our sleep at least once in our lives.
- You can't catch up on sleep. This means you can't miss a night's sleep and then sleep for 16 hours. It doesn't work like that. Try to sleep for 8 hours every night.
- It's very healthy to take a nap. 30% of people in the US take a nap for 20–30 minutes every day.
- We usually have 4–6 different dreams every night (but we aren't sure what we dream about).



- About 4% of people sleepwalk. It's more common in children; 1 in 5 children walk in their sleep at least once.
- Giraffes only need 1.9 hours of sleep in 24 hours. It's dangerous for them to sleep too long because they might become a tasty snack for hungry lions.
- Cats are lazy. They sleep 66% of their lives. What about koalas? They spend 18–20 hours a day asleep! However, they aren't lazy. It's because they don't get a lot of energy from their food.



Options

Basic text

Enriched text



b 2.14 Read the article again and listen. Complete the answers.

- 1 How much of our lives do we spend asleep? _____ %
- 2 How many of us have black and white dreams? _____ %
- 3 What's the record for going without sleep? _____ days and _____ minutes
- 4 How many people talk in their sleep at least once? _____ %
- 5 How many Americans take a nap every day? _____ %
- 6 How much sleep do giraffes need in 24 hours? _____ hours
- 7 How much of their lives do cats spend asleep? _____ %
- 8 How many hours a day do koalas sleep? _____ hours

Options



2a Choose A or B. Research and make a note of the websites that you use.

A Research the sleep habits of three animals.

- How much sleep do the animals need?
- Why do/don't they sleep a lot?

Giraffes only need 1.9 hours of sleep in 24 hours. They must keep their eyes open most of the time to see lions and other predators.

B Research to find out about the sleep habits of humans.

- How much sleep do we need at different ages?
- Do men and women need different amounts of sleep?
- What different types of sleep do we have each night?
- What happens to our bodies when we don't sleep well?
- What things can we do to help us to sleep well?

Babies need 12–16 hours of sleep in 24 hours. They need a lot of sleep because their brains are growing.

b Tell the class your facts and where you found them.



Learn how to get your grammar right

1a Underline and correct the mistake in each sentence.

- 1 Who's is this violin? It's mine. Whose
- 2 My brother don't play tennis. _____
- 3 Marta doesnt like ice cream. _____
- 4 Is your best friend sporty. _____
- 5 This guitar isn't your. It's hers. _____

b Match the sentences in 1a with the types of mistakes.

- a ☐ The apostrophe is missing.
- b ☐ The possessive pronoun is wrong.
- c ☐ The auxiliary verb form is wrong.
- d ☐ The punctuation mark is wrong.
- e ☐ The words sound the same, but their spelling and meaning are different.

2a Complete the tips with the words.

mistakes meaning auxiliary punctuation read remember

Top tips for becoming a grammar champion

- Read in English. This is the number one rule! When you ¹ _____, you memorise the correct grammar in your mind.
- Watch the videos and rap the grammar raps in the Grammar bank (pages 108-123). Rapping is fun and it helps you learn and ² _____ grammar rules.
- There are different types of grammar mistakes. Perhaps the verb, ³ _____ verb or pronoun is wrong; or maybe your spelling or ⁴ _____. Look at your sentence. Are all the words correct? Do you need to change any spellings, apostrophes or punctuation?
- Many words in English are **homophones** - they sound the same, but their spelling and ⁵ _____ are different, for example *Who's* and *Whose*. Write these words in a section of your notebook and learn them.
- Learn from your ⁶ _____. When you correct an exercise, or when your teacher corrects your work, make sure you know what you got wrong and why. Write the correct word or sentence. You can write a different example too.



b Turn to page 110 and look at part 2 of the grammar rap. Rhyme helps us remember things. Find and write four pairs of rhyming words.



- 1 Ed and bread
- 2 _____ and _____
- 3 _____ and _____
- 4 _____ and _____

3 Choose a verse from the rap and learn it. Take turns to rap the lines. Then swap lines.



4a Look at 2a again. Choose and write a tip that you want to practise in the next lesson.

b Compare your answers.

In the next lesson, I want to practise this tip: ...

THE SECRET SPRING

EPISODE 2: CAPTURED

Remember the story

1 Complete the words.



1 The b_____ are now together in the Forest World.

2 Draven has a plan to make them r_____.



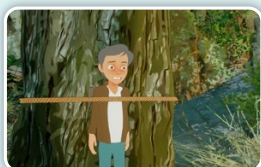
3 He plans to steal dinosaur e_____ and sell them.

4 Aiden says that he can't b_____ it.



Before you watch

- 2 Remember episode 1. What do you think happens to Aiden?



Now watch

- 3a Watch episode 2. Compare your ideas in 2.

b Turn back to page 11. Look at 2c and compare your ideas.

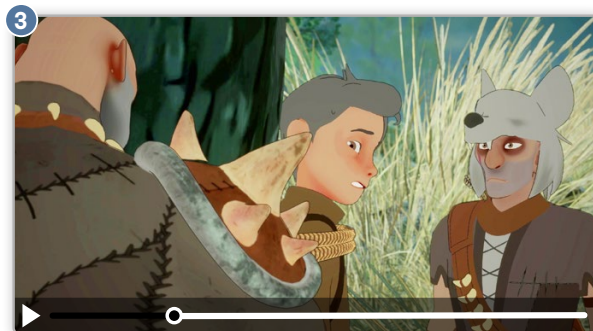
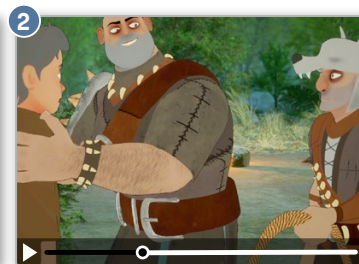
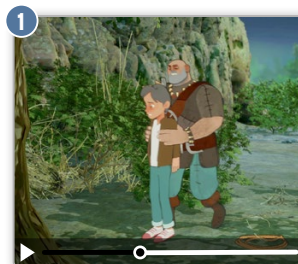
- c Watch episode 2 again. Number the events in the correct order.

- a ☐ The T-rexes run away from the fire.
- b ☒ 1 Draven ties Aiden up with rope.
- c ☐ Aiden tells Jenna and Squirrel his plan.
- d ☐ Aiden starts a fire.
- e ☐ Draven and Druff leave.
- f ☐ Aiden falls out of the tree.
- g ☐ Draven and Druff talk about getting rich.
- h ☐ Aiden finds something in his pocket.

Everyday English

4a Match the expressions with the pictures.

☐ Get it? ☐ Let me explain. ☐ Here you are.



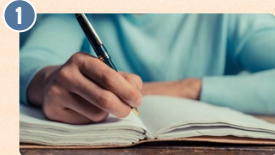
- b Complete the speech bubbles with the expressions from 4a.



Review

Vocabulary

1 Complete the phrases.



keep a d



do some e



go for a w



s well



ride my b



do a p



have a healthy d



be p

2 Complete the crossword.

Across

1 5 9 10

Down

2 3 4 6 7 8

1 N U T S 2 S

3

4

5

6

7

8

9

10

Grammar

3 Complete the dialogue with the correct form of *going to* and the verbs.



Leo Hey, Mum. Freddie ¹ _____ (have) a party at his house on Saturday night. Can I go?

Mum Saturday? Yes, that's fine. OK, so you ² _____ (not be) here for dinner.

Leo That's right. Oh and I ³ _____ (ride) my bike there and back.

Mum Hmm, no. I can take you and pick you up later. ⁴ _____ (you / take) anything with you to the party?

Leo Yes, ⁵ _____. I ⁶ _____ (take) crisps. Freddie's mum ⁷ _____ (make) him a chocolate cake! We ⁸ _____ (not have) any healthy food ...!

4 Circle the correct words.

- There isn't **some** / **any** spinach.
- Can I have **a** / **an** apple, please?
- I've got **some** / **any** carrot cake in my lunchbox.
- They didn't buy **some** / **any** nuts.
- Are there **some** / **any** crisps?
- I'm going to buy **some** / **any** fizzy drinks for the party.
- Would you like **some** / **any** lentils?
- We've got **a** / **an** mango.

5 Complete the sentences.

- beans (X) spinach (✓) I didn't buy any beans,
but I bought some spinach
- apple (✓) strawberries (X) She's going to have _____
- rice (✓) lentils (X) We've got _____
- crisps (X) nuts (✓) He didn't have _____