

AMERICAN

Options

Student's Book

1



Including:

- Differentiated skills development
- Interactive e-book+
- Dialogue Karaoke
- Vocabulary Trainer
- Personal Learning Track

Contents

Welcome

pp. 6–11

Numbers and colors

The After School Club Day one

Let's talk! Meeting and greeting

Subject pronouns and *be* (affirmative)

School subjects

Vocabulary and song

The After School Club and functional language

Grammar

1 Our feelings

pp. 12–23

Feelings
Rooms
Song The feelings boat

 **Ahmed's hungry**
Let's talk! Expressing and responding to feelings

be (negative)
be (questions and short answers)

Review

2 Pets

pp. 24–35

Pets
Prepositions of place
Song Where are my pets?

 **A puzzle**
Let's talk! Expressing disbelief

have
have (negative and questions)

Review

3 My week

pp. 36–47

Daily routines
Food and days of the week
Song The cool cat

 **Late!**
Let's talk! Weekday routine

Present simple affirmative
Present simple negative
Adverbs of frequency

Review

4 My family and friends

pp. 48–59

Family and friends
Adjectives to describe people
Song Always in my heart

 **She's great!**
Let's talk! Guessing

Present simple questions
Possessive adjectives
Sounds right /h/

Review

5 Our bodies

pp. 60–71

Parts of the body
Body movements
Song The body song

 **The broken arm**
Let's talk! Talking about ability

can / *can't*
Sounds right *can* / *can't*
Imperatives
Object pronouns

Review

6 Our clothes

pp. 72–83

Clothes
Sports clothes
Song We really love PE!

 **The clothes game**
Let's talk! Complimenting someone

Present continuous
this / *that* / *these* / *those*
Whose ...? and possessive pronouns

Review

7 The sports world

pp. 84–95

Countries
Sports
Song Super-duper sporty kids

 **The flag**
Let's talk! Saying where you're from

was / *were*
was / *were* (negative and questions)

Review

8 Fun times

pp. 96–107

Entertainment
Months and ordinal numbers
Song The birthday song

 **What to watch?**
Let's talk! Making suggestions

Past simple affirmative (regular verbs)
Past simple affirmative (irregular verbs)
Prepositions of time
Telling the time

Review

Grammar bank and

pp. 108–123



Exam practice

pp. 124–131

Classroom language

pp. 132–133

English sounds

p. 134

Irregular verbs

p. 135

At school
Song My name's ...

there is / there are
Possessive 's

The alphabet
Sounds right Letters of the alphabet

Skills	Listening and speaking	Reading and writing	Learning skills	Story
	Sounds right /æ/ and /ʌ/ Talking about feelings	Managing feelings Tips for managing feelings	Learning for life Good manners Project	The Secret Spring Episode 1
Culture A different school				
	Sounds right Word stress Where is it?	Facts about pets Researched facts about pets	Learning to learn Learn how to listen and understand	The Secret Spring Episode 2
Sustainable Development Goals Wild and free Project				
	Sounds right Syllables Describing routines	Food diaries Food diary entries	Learning for life Changing your routine Project	The Secret Spring Episode 3
Culture Breakfasts around the world				
	Describing your family	Different families Descriptions of your family and other families	Learning to learn Learn how to remember new words	Story time The elephant and the rat
Culture Families around the world				
	What's the problem?	Amazing facts Researched facts about humans and animals	Learning for life Thinking ahead Project	The Secret Spring Episode 4
Sustainable Development Goals Amazing athletes Project				
	Sounds right /ɜ:/ At the market	Do you need it? A "thank you" email	Learning to learn Learn how to set and achieve learning goals	The Secret Spring Episode 5
Culture Traditional clothes around the world				
	Sounds right was / were Winners past and present	Sports events An article about a sports event	Learning for life We all do things differently Project	The Secret Spring Episode 6
Sustainable Development Goals Sports and the body Project				
	Sounds right Past simple endings Last weekend	Party time A party plan and an invitation	Learning to learn Learn how to improve your speaking skills	Story time The twins in the city
Sustainable Development Goals Places and spaces Project				



Critical thinking skills



Imagination and creativity



Communication skills



Global learning



Social and emotional learning



Digital skills



Research skills



Collaboration

Introducing American Options 1

American 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

4 My family and friends

At the end of this unit ...

you know

- family words
- adjectives to describe people
- how to use present simple questions
- how to use possessive adjectives

you can

- talk about your family
- understand people talking about their family
- understand an article about different families
- write descriptions of your family and other families

Vocabulary

Family and friends

1. a. Match the words with the photos.

☐ dad	☐ brother
☐ mom	☐ aunt
☐ grandma	☐ uncle
☐ grandpa	☐ cousin
☐ sister	☐ (best) friend

Lexical

mom (mother) + dad (father) = parents
 grandma + grandpa = grandparents
 My parents' names are ...
 My grandparents' names are ...

b. 4-5.5 Listen and check.

c. 4-5.5 Talk about your family and friends.

d. 4-5.5 Look at the photo story on page 49. Find and say the family words.

The After School Club

She's great!

1. a. Watch Part 1 of the video.

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

1. The teacher's name is Miss Tina. T / F
2. She's 12 years old. T / F
3. Miss Tina likes ☐ BMX biking ☐ basketball.
4. Tom is Miss Tina's ☐ boyfriend. ☐ cat.
5. Do you think Miss Tina likes pets? Why (not)?
6. What do we know about Miss Tina's family?

3. Watch Part 2 of the video. Who says it?

Say Miss Tina, Miss Tina's father, or Lily.

1. "There's someone at the door."
2. "Oh, really?"
3. "These are for you."
4. "Thanks, Dad!"

Skills Reading and writing

Food diaries

1. a. Read Martha's diary. Match the underlined words with the photos.

1. 2. 3. 4. 5.

My big brother THE COOK

Reading Food diaries

1. a. Read the text. What's Martha's favorite place in this school?

2. a. Read the text. What's Martha's favorite place in this school?

3. a. Read the text. What's Martha's favorite place in this school?

Options

4. Work in pairs. Choose A or B.

A. Make sentences about the pictures in 1.a.

B. Look at your partner's things. Tell the class.

Pedro's school bag is blue and white.

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

A and B options for productive speaking and writing tasks.

Where are my pets?

Roger, my rabbit, where are you?
 You're under my rug. My house is a zoo!

Kitty, my cat, where are you?
 You're behind my sofa. My house is a zoo!

Where are my pets, pets, pets?
 Come on let's let's let's
 Get the pets, pets, pets.
 Right now!

Bernie, my budgie, where are you?
 You're under my table. My house is a zoo!

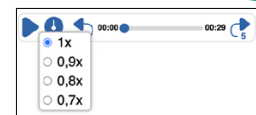
Harry, my hamster, where are you?
 You're next to the chair. My house is a zoo!

Where are my ...
 Susie, my snake, where are you?
 You're in my school bag. My house is a zoo!

Rover, my dog, where are you?
 You're in front of the house. My house is a zoo!

Where are my ... (x2)

Songs expand your vocabulary.



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

Sustainable Development Goals, CLIL, and Culture

Learning skills and life skills

Sustainable Development Goals

Sports and the body

1. a. Before you watch, discuss in pairs.

2. Do you think it is the favorite sport in every country?

3. What other sports are popular with children of your age?

4. Watch the video. Check your answers to 1.a.

5. Watch the video again. Complete the facts from the video with the missing words.

6. 3.5 Follow people enjoy watching ...

7. In ... % of American say that they enjoy cricket.

8. The favorite sport in the U.S.A. is ...

9. The favorite sport in Canada is ...

10. In aerobic exercise, you take a lot of ...

11. In aerobic exercise, you take a lot of ...

Reading

2. a. Look at the photo on page 95. Which sport does it show?

b. Read the article on page 95 quickly. Which sports are good for helping in these ways?

1. making strong muscles

2. making you faster

3. making you stronger

c. Read the article again. Answer the questions.

1. What type of exercise makes you breathe quickly?

2. Which two sports does the text say work on your muscles?

3. How do fast sports exercise the heart?

4. How does dance exercise the heart?

5. What type of exercise can help you lose weight?

6. Which type of sport helps you connect with people?

Culture A different school

Key words

boarding school campus assembly dormitory library laboratory cafeteria

1. a. Read the text. What's Martha's favorite place in this school?

2. a. Read the text. What's Martha's favorite place in this school?

3. a. Read the text. What's Martha's favorite place in this school?

Options

4. Work in pairs. Choose A or B.

A. Make sentences about the pictures in 1.a.

B. Look at your partner's things. Tell the class.

Pedro's school bag is blue and white.

Learning for life

1. a. Look at the photo. Think and mark the aspect.

2. a. Read the text. What's Martha's favorite place in this school?

3. a. Read the text. What's Martha's favorite place in this school?

Learning for learn

1. a. Look at the photo. Think and mark the aspect.

2. a. Read the text. What's Martha's favorite place in this school?

3. a. Read the text. What's Martha's favorite place in this school?

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

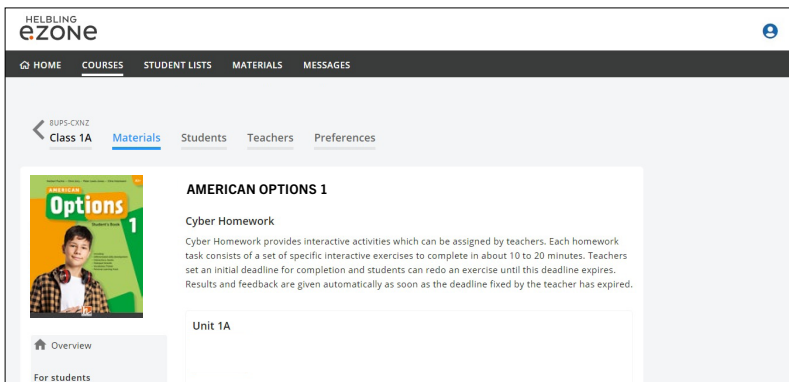
You find out about aspects of culture from around the world.

You develop important skills for learning and for life.

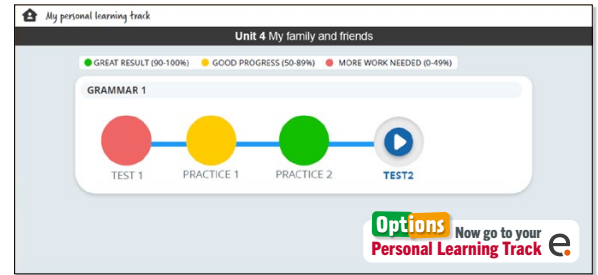
Your digital options



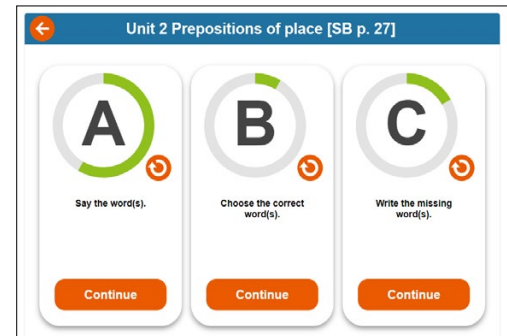
e-book+ is the interactive version of your Student's Book and Workbook, with audio, video, and self-correcting tasks.



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



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



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

e Dialogue Karaoke

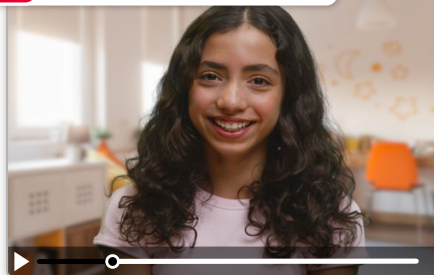
To practice your speaking skills.

Your video options

The After School Club



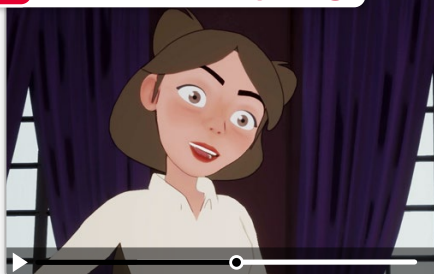
Learning for life



Grammar raps



The Secret Spring



Sustainable Development Goals



Welcome

Numbers and colors

1. a W.01 Listen and repeat.

1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

9

nine

10

ten

11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16

sixteen

17

seventeen

18

eighteen

19

nineteen

20

twenty

b W.02 Listen and repeat the colors. Then listen and look at 1a. Say Yes or No.



black

blue

brown

green

gray

orange

pink

purple

red

white

yellow

You hear: 3 is white on black.

Yes.

You hear: 8 is pink on blue.

No.

c Take turns to close your book. Remember the numbers and colors.

15 is gray on red.

No, 15 is blue on red.

2. a Watch Part 1 of the video.

b Read the photo story. Circle the correct names and ages.



My name's ¹ Ahmed / Oliver.
I'm ² 11 / 12.



Hi, I'm ³ Lily / Alissa.



Hello. I'm ⁴ Lily / Alissa.



Hi. My name's ⁵ Ahmed / Oliver.
I'm ⁶ 11 / 12.

3. Watch Part 2 of the video. Complete the classes with A, B, or C.

1. Ahmed is in 7 B.

2. Alissa is in 7 .

3. Lily is in 7 .

4. Oliver is in 7 .



The After School Club Day 1

from our friends in the U.K.



Let's talk! Expressing and responding to feelings

4. a W.03 Listen and repeat.

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

My name's ...

How are you?

I'm fine, thanks. And you?

How old are you?

I'm 12.

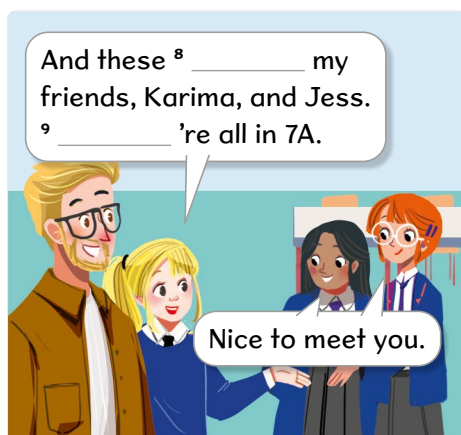
I'm 12, too! / Oh, I'm 11.

b Ask and answer.

Subject pronouns and *be* (affirmative)

1. a Complete the speech bubbles with the subject pronouns and forms of *be*.

we he 'm is they I 're she it are



b W.04 Listen and check.

Look!

I am = I'm it is = it's
you are = you're we are = we're
he is = he's they are = they're
she is = she's

2. a Circle the correct words.

- Hi! I 'm / 's Mr. Wilson.
- Maya's dad am / is at school.
- This is Miss Watson. She / It 's a teacher.
- You / I 're a math teacher.
- Karima and Jess is / are my friends.
- We 's / 're P.E. teachers.

b W.05 Listen and check.

School subjects

3. a Find three school subjects in 1a.

b W.06 Listen and repeat the names for school subjects in English. Then mark the subjects in your schedule.

- | | |
|---|----------------------------------|
| ☐ art | ☐ history |
| ☐ biology | ☐ math |
| ☐ computer science | ☐ music |
| ☐ English | ☐ P.E. |
| ☐ science | ☐ Spanish |

c Make a class list in English of other subjects in your schedule.

d Talk about your subjects.

I like English, biology, and music. My favorite subject is music. What about you?

I like music, too, but my favorite subject is ...

At school

1. W.07-08 Listen and complete the song.

My name's ...



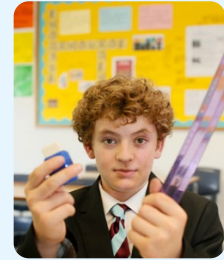
My name's ¹ _____.
Hi – and look!
Here's my pencil.
Here's my book.

My name's ² _____.
Here's my chair.
It is brown.
Not like my hair.



*It's the After School Club.
Come and meet the friends.
It's the After School Club.
Come and meet the friends.*

Hi, I'm ³ _____.
How are you?
Here's my rubber *.
And my ruler, too.



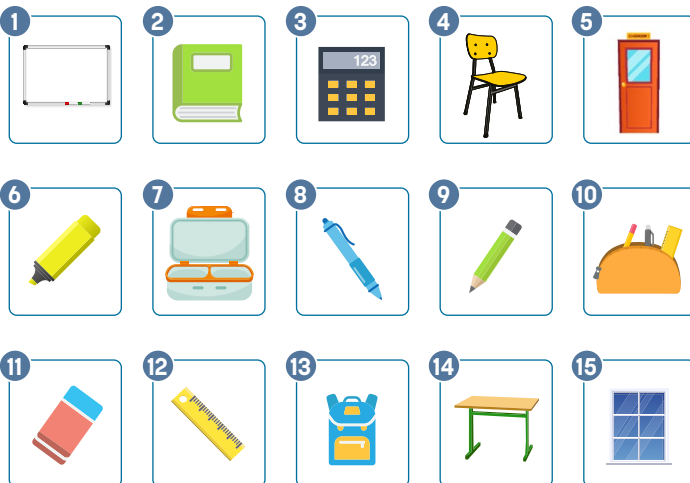
I'm ⁴ _____.
And I'm great.
Here's my school bag.
And I'm late. (Bye!)

*It's the After School Club.
Come and meet the friends.
It's the After School Club.
Come and meet the friends. (x2)*

*BrE rubber AmE eraser

2. a Match the words with the pictures.

- | | | |
|---|---|--------------------------------------|
| ☐ school bag | ☐ chair | ☐ pen |
| ☐ *eraser / rubber | ☒ board | ☐ pencil |
| ☐ book | ☐ table | ☐ pencil case |
| ☐ calculator | ☐ ruler | ☐ lunchbox |
| ☐ window | ☐ highlighter | ☐ door |



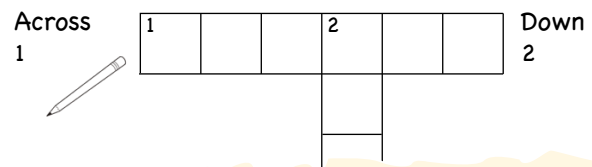
b W.09 Listen and check.

Options



3. a Work in pairs. Choose A or B.

A Plan a crossword with eight words from 2a.
Draw a frame and picture clues.



B Make a wordsquare with the words from 2a.
Don't use *pen*, *pencil*, or *pencil case*!
Draw picture clues.

X	C	H	R	L	D	B	O	A	P	E
L	A	S	C	H	O	O	L	B	A	G



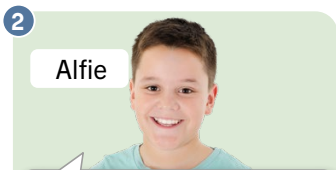
b Exchange puzzles with another pair.

there is / there are

1. a Match the descriptions with the pictures.



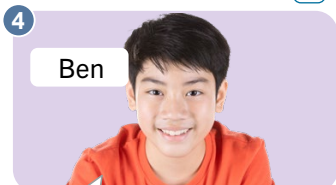
There are four highlighters on my table. There's also a blue pencil case and a calculator.



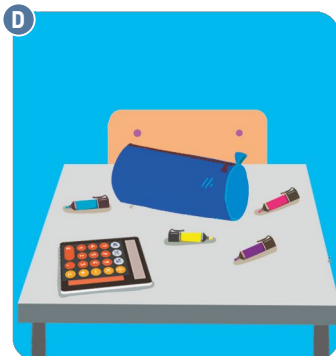
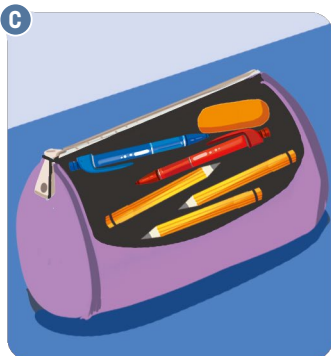
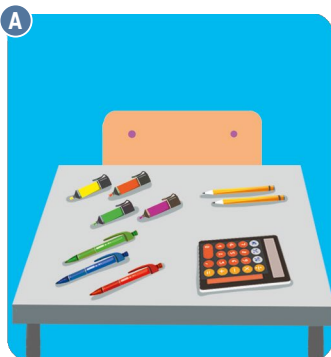
In my pencil case, there's a blue pen and a red pen. There's an orange eraser and there are three pencils, too.



This is my pencil case. There are three pens, two pencils, and a white eraser.



On my table, there are three pens. There are also two pencils, a calculator, and four highlighters.



b W.10 Listen and write *M* (Megan), *A* (Alfie), *L* (Lucy) or *B* (Ben).

1. ☒ L 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐

Look!

a pen a blue pen an orange pen

There's a blue pen.

There's a blue pen and an orange pencil.
(there's = there is)

There are three pencils in my pencil case.
two pencil cases two lunchboxes

2. a Write a or an.

- | | |
|--------------------------------|----------------------------|
| 1. <u>a</u> pencil case | 5. <u> </u> pink lunchbox |
| 2. <u> </u> English book | 6. <u> </u> chair |
| 3. <u> </u> highlighter | 7. <u> </u> art teacher |
| 4. <u> </u> orange school bag | 8. <u> </u> window |

b W.11 Listen and check.

c Complete the description with *a*, *an*, *there's*, or *there are*.

On my table, there's ¹ pencil case. In my pencil case, ² two highlighters. ³ a pink highlighter and ⁴ orange highlighter. ⁵ also ⁶ blue pen, ⁷ yellow pencil, and ⁸ black ruler.



Possessive 's

3. a Put the words in the correct order to make sentences.

- is / Anna's / purple / eraser Anna's eraser is purple.
- table / calculator / on / Alex's / is / the
- There / Lidia's / pencil cases / table / on / are / two
- are / books / four / Tom's / in / school bag / There
- teacher's / the / six / table / are / lunchboxes / There / on

b W.12 Listen and check.

Options

4. Work in pairs. Choose A or B.

A Make sentences about the pictures in 1a.

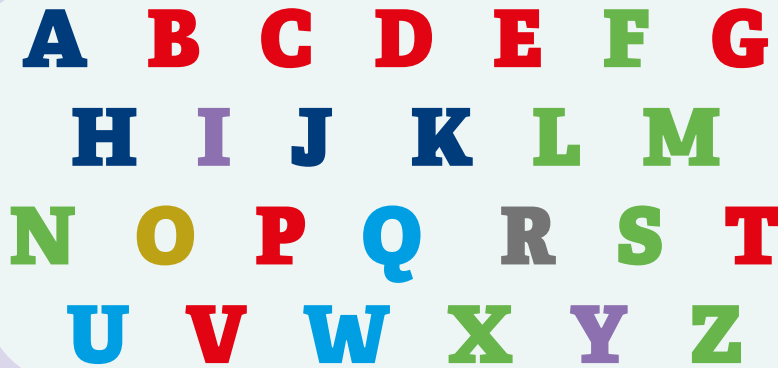
Lucy's ...

B Look at your partner's things. Tell the class.

Pedro's school bag is blue and white.

The alphabet

1. a W.13 Listen and repeat. Then listen and say the next letter.



b Take turns to ask *What's next?*

A, B, C ... What's next?

D, E, F ... What's next?

Sounds right

Letters of the alphabet

2. W.14 Listen and say the groups of letters.

A ... H ... J ... K

B, C, D, E, G, P, T, V, Z

F, L, M, N, S, X

O ... I ... Y ... R

Q, U, and W

3. a W.15 Listen to the spelling and write the words.

1. _ _ _ _ _

4. _ _ _ _ _

7. _ _ _ _ _

2. _ _ _ _ _

5. _ _ _ _ _

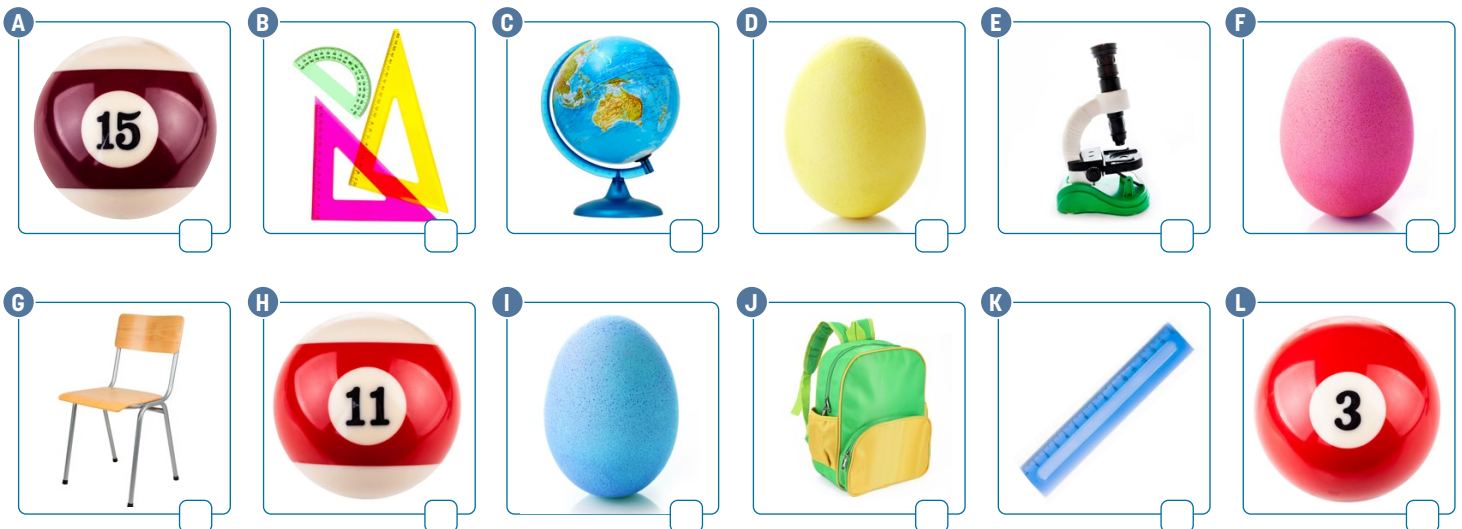
8. _ _ _ _ _

3. _ _ _ _ _

6. _ _ _ _ _

9. _ _ _ _ _

b Match the words in 3a with the pictures. There are three extra pictures.



4. a Take turns to spell the extra words from 3b.

How do you spell "...?"

b Think of other words. Test your partner.

1 Our feelings

At the end of this unit ...
you know

- ☐ adjectives to describe feelings
- ☐ words for rooms in the house
- ☐ how to use *be* (negative)
- ☐ how to use *be* in questions

you can

- ☐ express feelings
- ☐ respond to other people's feelings
- ☐ understand an article about feelings
- ☐ write tips for managing feelings



Vocabulary Feelings



1. a Match the words with the photos.

- | | | |
|---|---------------------------------|--------------------------------|
| ☐ sad | ☐ tired | ☐ bored |
| ☒ happy | ☐ hungry | ☐ hot |
| ☐ nervous | ☐ angry | ☐ cold |

b 1.01 Listen and check.

c Take turns to mime a feeling for your partner to guess.

You're hungry.

Yes. / No.

d Look at the photo story on page 13.
Find and say the feelings.

Photo 1: tired and ...

2. a Watch Part 1 of the video.

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

- | | | |
|---|--|---|
| 1. In Photo 1, Ahmed's | ☒ tired. | ☐ sad. |
| 2. Oliver isn't | ☐ hungry. | ☐ tired. |
| 3. What's Ahmed's problem in Photo 3? | ☐ He's tired. | ☐ He's hungry. |
| 4. Alissa isn't here. Where is she? | ☐ In the bathroom. | ☐ In the music room. |
| 5. In Photo 5, Oliver and Ahmed aren't _____. | They're tired. | |
| 6. In Photo 6, Alissa isn't _____. | She's _____. | |

3. Watch Part 2 of the video.
Complete the sentences with the adjectives.

happy angry
sorry angry

1. Ahmed's _____.
2. Alissa's _____.
3. Lily's _____.
4. In the end, Alissa isn't _____.



Let's talk! Expressing and responding to feelings

4. a 1.02 Listen and repeat.

I'm a little tired*.

I'm nervous.

I'm really angry.

Poor you!

Sorry to hear that.

Let's talk about it.

I'm happy!

I'm really happy.

Great!

*BrE a bit tired AmE a little tired

b Take turns to choose and say.

I'm ...



bored



happy



nervous



tired



angry

Sorry to hear that.

Grammar

be (negative)

1. a Look at the photo story on page 13 again.
Complete the sentences with the adjectives.

tired angry bored hungry



1. She isn't happy.
She's _____.



2. He isn't sad.
He's _____.



3. I'm not great.
I'm a little* _____.



4. We aren't _____.
We're a little* tired.

*BrE bit AmE little

- b 1.03 Listen and check.

2. a 1.04 Listen and read.

Language box

- I'm not bored. I'm angry.
- You aren't tired. You're bored.
- She isn't hot. She's cold.
- They aren't angry. They're happy.

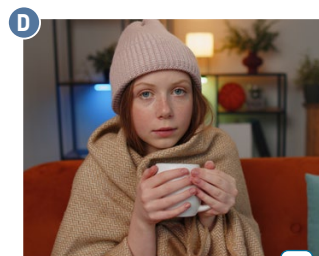
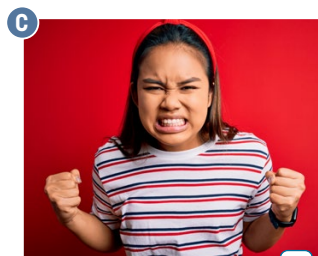
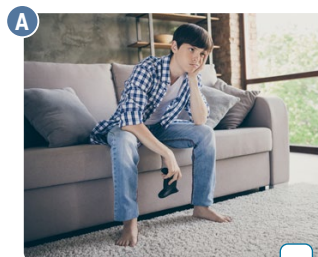
Look!

aren't = 're not
isn't = 's not

- b Complete the rules with the negative forms of be.

- We use ¹ _____ with I.
- We use ² _____ with you, we, and they.
- We use ³ _____ with he, she, and it.

3. Match the sentences in the Language box with the photos.



4. a Circle the correct verb forms.

- Mr. Watson isn't / aren't an art teacher.
- I'm not / isn't bored.
- Alissa and I isn't / aren't 12. We're 11.
- There 'm not / isn't a ruler on my table.
- You aren't / 'm not in the Drama Club.
- My highlighters isn't / aren't in my school bag.

- b 1.05 Listen and check.

5. a 1.06 Listen and correct the underlined mistakes.

- Tom is hungry. cold
- Sophie is nervous.
- Harry is happy.
- Isabelle is cold.

- b Look at 5a again. Make two sentences about each person.

Tom isn't hungry.

He's ...

6. Look at the photos in 3 again. Make more sentences about the photos. Change the subject pronouns.

Photo A – He isn't He's ...

Photo C – You aren't You're ...

Vocabulary

Rooms

1. a Find these people in the picture. a happy boy an angry girl a nervous boy a sad boy a hungry girl

b 1.07–08 Read and listen to the song. Then say the names. The sad boy's name is...

The feelings boat



*Come on board the feelings boat!
Come on board!
We are happy, angry, tired,
Hot and cold and bored.*

Tom is in the living room.
He's so sad.
Harry's in the bathroom.
Look – that's bad!
Lisa's in the kitchen.
She's very hungry.
Jonathan is happy.
Annabel is angry.

Come on board ...

Let's jump in the water.
Yeah, okay.
Now we're all cold.
Yeah, yeah, yay!

*Come on board ...
Come on board the feelings boat!*

2. a Read the song. Match the words with the rooms in the picture.

- | | |
|-----------------------------------|--------------------------------------|
| ☐ kitchen | ☐ living room |
| ☐ bathroom | ☐ bedroom |

b 1.09 Listen and check.

c Find these things in the picture.
Then take turns to tell your partner.

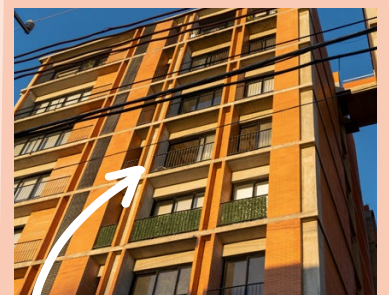
a white chair a blue book
a picture a window a gray table

There's a white chair in ...

3. 1.10 Listen and read. Choose a description and change it to write about your home.



In our house, there are two bedrooms. There's a kitchen, a living room, and a bathroom. There's a patio (in the back), but there isn't a yard.

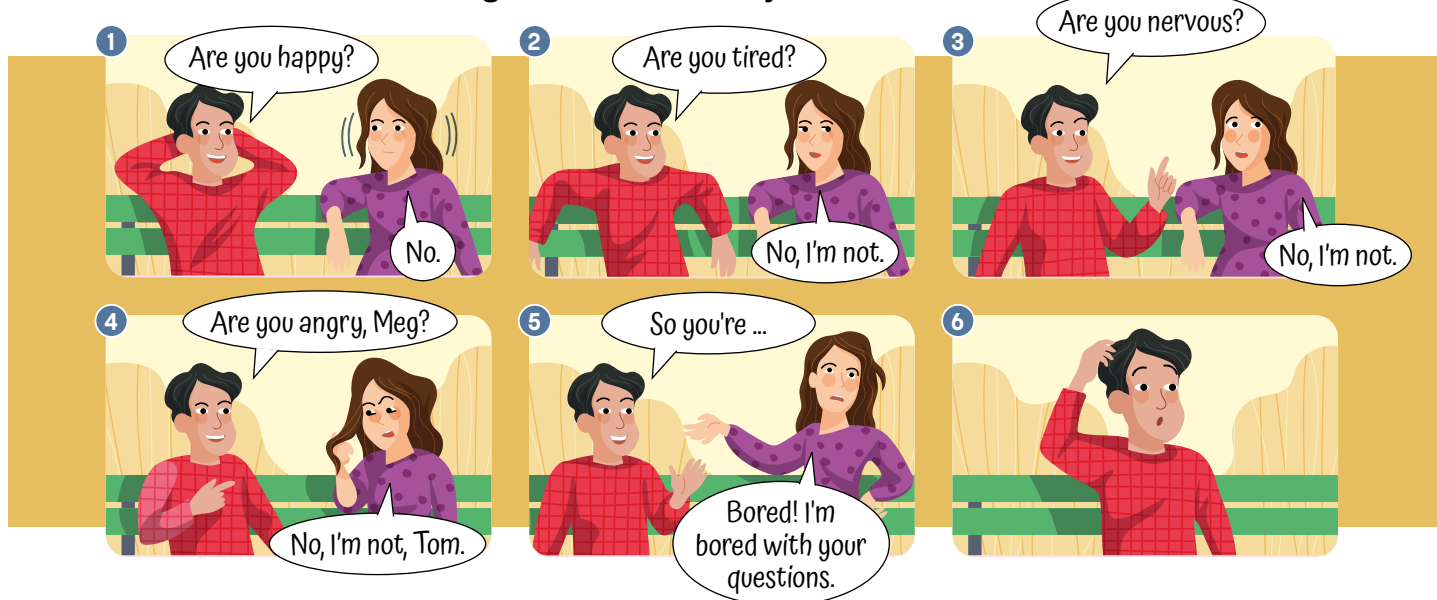


In our apartment, there are three bedrooms. There's a kitchen, a living room, and a bathroom. There's a balcony, but there isn't a yard.

Grammar

be (questions and short answers)

1. 1.11 Listen and read. Find the girl's name and the boy's name.



2. a 1.12 Listen and read.

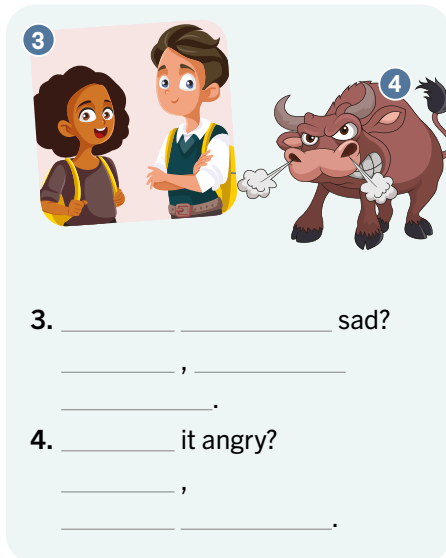
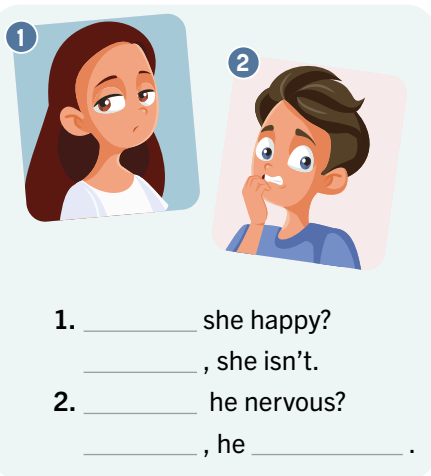
Language box

Are you angry?	Yes, I am. / No, I'm not.	Is it good?	Yes, it is. / No, it isn't.
Is she nervous?	Yes, she is. / No, she isn't.	Are we tired?	Yes, we are. / No, we aren't.
Is he happy?	Yes, he is. / No, he isn't.	Are they cold?	Yes, they are / No, they aren't.

b Circle the correct options to complete the rules.

- To make questions, we put the forms of *be* ¹ **before** / **after** the subject pronoun or name.
- To make affirmative short answers, we use *Yes* and the ² **full** / **contracted** forms of *be*.
- To make negative short answers, we use *No* and the ³ **full** / **contracted** forms of *be*.

3. a Complete the questions and short answers.



b 1.13 Listen and check.

c Point, ask and answer.



Skills Listening and speaking

Talking about feelings

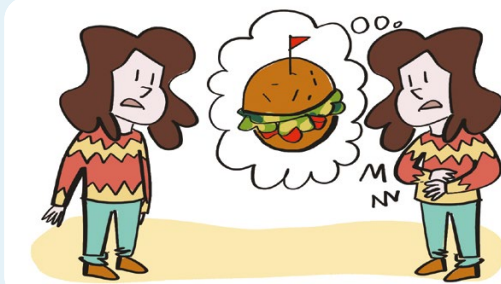
Sounds right /æ/ and /ʌ/

1. 1.14 Listen and repeat.

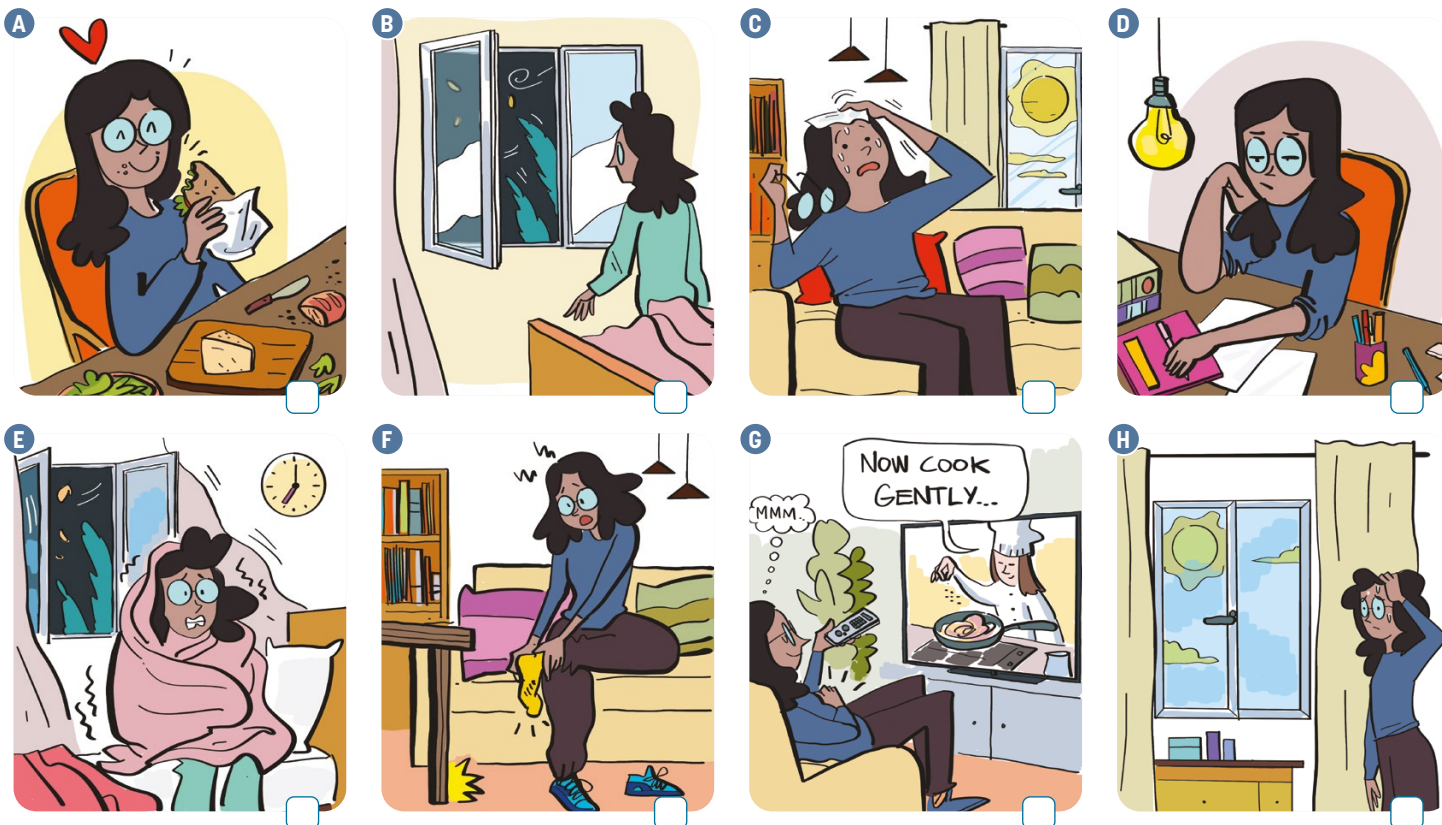
"Are you happy? Are you sad?"

"Or are you very angry?"

"I'm not happy, sad, or angry,
But I'm very, very hungry."



2. a Look at the pictures. What words can you think of?



b 1.15 Listen and number the pictures in 2a.

Options



3. Work in pairs. Choose A or B.

A Talk about each picture in 2a.

Picture E. Lidia's cold. She's in ...

B Tell the story in 2a.

This is Lidia. She's 12. She's in ... and she isn't happy.

Managing feelings

1. a Read the article. Are negative feelings OK?

Learn to ... manage your feelings

We all have feelings. Girls have feelings. Boys have feelings. Teachers have feelings, and moms and dads have feelings, too.

It's good to have positive feelings, of course. When you're happy, it's great. And it's OK to have negative feelings, but what's the important thing? Learn to manage your negative feelings. It's easy.

**What's the feeling here?
Yes, they're angry!**

When you're angry, you can do this:

1. **Count to ten** and breathe deeply. One ... two ... three ...



2. **Rip up paper.** (But use old paper and recycle it!)

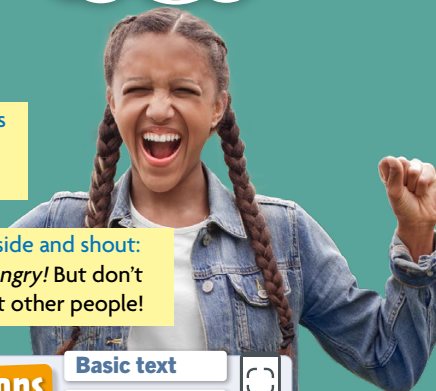


3. **Pop bubble wrap.** And count the "pops," too!

4. **Think of funny pictures** or share them with a friend.



5. **Go outside and shout:** *I'm so angry!* But don't shout at other people!



Options

Basic text

Enriched text



b 1.16 Read the article again and listen.

Circle T (True) or F (False).

- Boys have no feelings. T / F
- It's good to have happy feelings. T / F
- It's difficult to manage negative feelings. T / F
- The girl outside isn't happy. T / F
- In the article, there are two photos of angry people. T / F

Options



2. Choose **A** or **B**.

A Choose two blue phrases from the article. Write a chant.



When I'm angry, when I'm angry,
This is what I do!
[.....] [.....]
This is what I do!

B Write the blue phrases from the article in order (1 = your favorite) or use your own ideas. Make a *Top tips* leaflet.

Are you angry?

Here are my top tips:

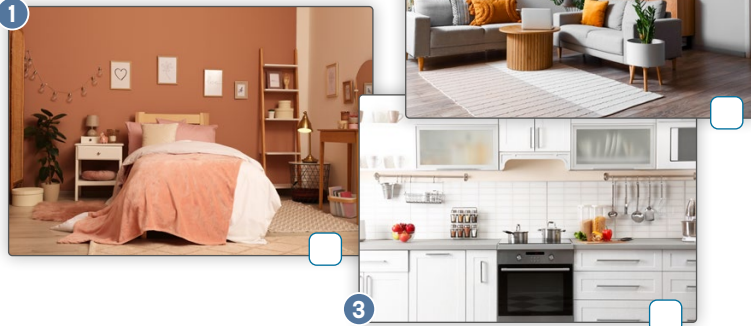
- 1 ...
- 2 ...
- 3 ...
- 4 ...
- 5 ...

Are my tips right for you?

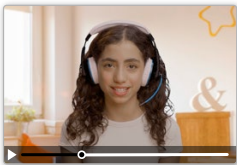


Good manners

1. a What are these rooms?



b This is Amelia. Watch the video and match the people with the rooms in 1a.

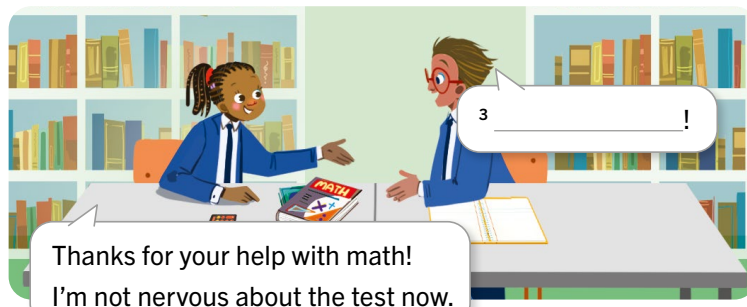
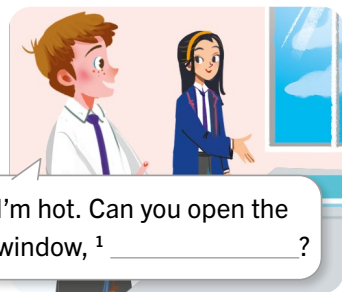


- a Amelia
- b Amelia's brother
- c Amelia's dad

c Watch the video again. Complete the sentences with one word in each space.

1. The TV is in the living room.
2. Jack isn't happy. He's _____.
3. The three magic words are "_____" and "_____".
4. Amelia's dad is probably hot and _____.
5. "_____ welcome" is an answer to "Thank you."

2. Look at the school situations. Complete what the students say.



3. a Read the tips. Circle the correct words.

Top tips for good manners

- 1 Remember that good manners are important. They help us create a **positive** / **negative** environment.
- 2 Use words like **now** / **please**, *thank you* and *you're welcome* to show good manners.
- 3 Say **you're welcome** / **please** when you ask someone to do something for you.
- 4 Say **thank you** / **please** after you get someone's help.

b Discuss the questions.



1. It's good to show good manners at home and school situations. Can you think of three more situations in other places?
2. How important are good manners in your culture? Think of some examples.
3. Think of your own language. What words help you show good manners?

It's good to show good manners in a store. For example, when you ...

Project



4. a Work in pairs. Draw and act out a comic strip.

1. Think of a situation at home or at school where you need to show good manners. What's the situation? Who are the characters?
2. Draw a comic strip with four boxes.
3. Include speech bubbles for your characters. Remember to use words like *please*, *thank you*, and *you're welcome*.

b Exchange your comic strip with another pair. Read and act it out. What's the same about your situations? What's different?

THE SECRET SPRING

EPISODE 1: THE BREAKOUT

The story begins ...

1. Watch Episode 1. Complete the names.



i e n d A

Hi, I'm Ai _ _ e _ _ .



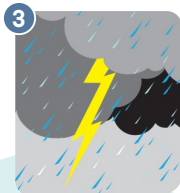
r v D e n a

This is _ _ _ a _ _ e _ _ .

2. Match the words with the pictures.



- ☐ rat
- ☐ map
- ☐ storm
- ☐ torch*
- ☐ water bottle



*BrE torch AmE flashlight

Now watch

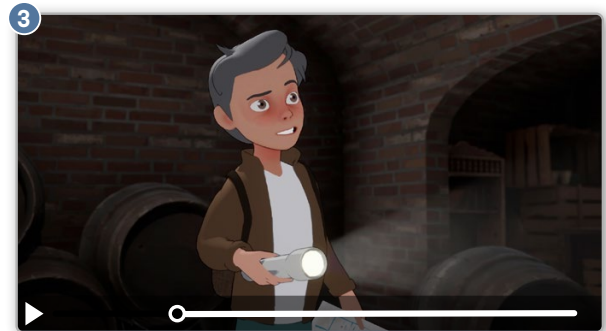
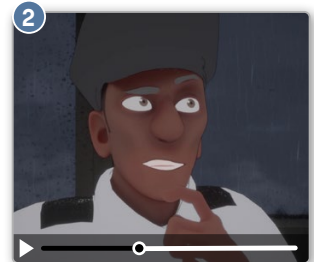
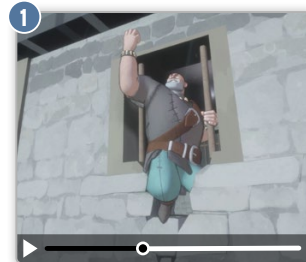
3. Watch Episode 1 again. Number the words in the order you see these things.

- ☐ rat
- ☐ water bottle
- ☐ torch*
- ☐ pen
- ☐ map
- ☐ storm

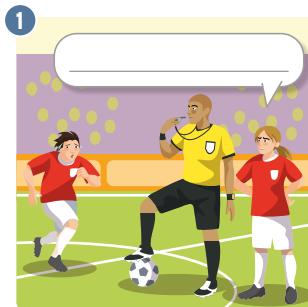
Everyday English

4. a Match the expressions with the pictures.

- ☐ At last! ☐ How strange! ☐ Let me see.



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



Vocabulary

1. Complete the adjectives with *a, e, i, o, or u*.

- | | |
|---------------------|----------------|
| 1. __ n g r y | 4. h __ t |
| 2. b __ r __ d | 5. t __ r __ d |
| 3. n __ r v __ __ s | |

2. Complete the sentences with adjectives.



1. He's _____.



2. She's _____.



3. He's _____.



4. They're _____.

3. Look at the picture. Circle the correct rooms.



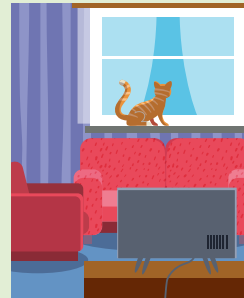
- The girl is in the **bedroom** / bathroom.
- The boy is in the **kitchen** / bathroom.
- Mom and Dad are in the **kitchen** / living room.
- There's a book in the **bathroom** / bedroom.
- The cat is in the **bedroom** / living room.
- There are green chairs in the **living room** / kitchen.

Grammar

4. Complete the sentences with *isn't* or *aren't*.

- It _____ a cold day. It's a hot day.
- You _____ sad. You're really happy.
- Anna _____ happy. She's sad.
- They _____ bored. They're tired.
- We _____ cold. We're hot.
- Tom _____ nervous. He's hungry.
- Zak and I _____ 11. We're 12.

5. Complete the mini-dialogues with short answers.



1. A Is Felix the cat in the bedroom?

B _____.
He's in the living room.



2. A Is Jack angry?

B _____.
He's happy.

A Is Lucy happy?

B _____.
She's angry.



3. A Are they in the living room?

B _____.
They're in the kitchen.



4. A Are you two tired?

B No, we _____.
We're bored. Are you bored?

A _____.
I'm happy.



boarding school campus
dormitory dorm room library
laboratory cafeteria

1. a Read the text. What's Mason's favorite place in his school?



Hello! My name's Mason and I'm 12. I'm from California, in the United States. My school is different – it's a boarding school. I live and study in it! Why? My parents are actors and they're busy with lots of work. I'm at the school from Monday to Friday and I'm at home with my parents on the weekends. I'm very happy at my school. I'm not bored!

THE SCHOOL CAMPUS



There's a big campus with five boarding houses. My class is in Boarding House A. There are classes in the morning and the afternoon. At night, I sleep in a nice dormitory with seven other students. We're good friends now!



DORM ROOM

My cousin Anna is in Boarding House B. She's 16. When you're 16, you share a dorm room with another student.



LIBRARY

There's a library with lots of books and magazines in it.



LABORATORY

I also like the science laboratory. Science experiments are fun!



CALM ROOM

My favorite room at my school is the calm room. We can go there when we're angry or nervous. Then we're calm and relaxed again. I go to the calm room when I'm nervous before a test or exam!





b Read the text again. What does Mason say?
Circle the correct words.

1. I'm at my boarding school **on the weekends / from Monday to Friday**.
2. I'm / I'm not sad at my school.
3. My dormitory is for **six / eight** students.
4. My cousin Anna's **dormitory / dorm room** is in Boarding House B.
5. I go to the **laboratory / calm room** when I'm nervous.



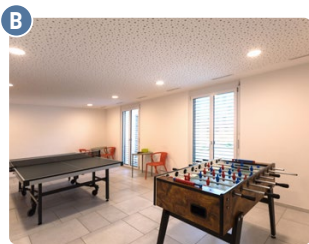
c Which of the rooms in Mason's school is your favorite? Why?

I like the ... It's ... There's / There are ...

2. a 1.17 Listen to Mason and his cousin. Then look at school places A and B. Say *Mason* or *Anna*.



school cafeteria



games room

b 1.18 Listen again. Write *M* (Mason) or *A* (Anna).

1. ☐ I'm tired today.
2. ☐ I like biology.
3. ☐ My tests are today and tomorrow.
4. ☐ I'm at my table.
5. ☐ I'm not hungry.
6. ☐ I'm bored.

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

1. Students sleep and study in this room in a boarding school.
2. Students live and study in this type of school.
3. There are a lot of books and magazines in this place.
4. All the buildings of a school are in this area.
5. Students sleep in this place in a boarding school.
6. You learn about science in this place.
7. All the students eat in here.

b 1.19 Listen and check.

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

1. The biology lesson is in the _____ today. I like experiments!
2. There are four beds in my school _____.
3. Let's go to the _____. I'm really hungry.
4. There are two beds and two tables in my sister's _____.
5. The _____ at Tom's school is big! There are five buildings in it.
6. These books are from my school _____.
7. I'm at _____ for the school year. I go home for the breaks.

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



2 Pets

Vocabulary

Pets

1. a Match the words with the photos.

- | | | | |
|----------------------------------|--------------------------------|---------------------------------|-------------------------------|
| ☐ hamster | ☐ fish | ☐ rat | ☐ bird |
| ☐ dog | ☐ snake | ☐ rabbit | ☐ cat |



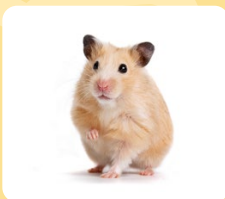
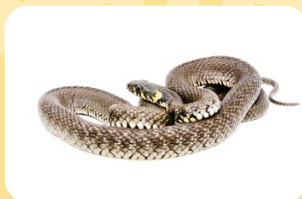
b 2.01 Listen and check.

c Tell your partner the pets that you like.

I like cats, hamsters, and fish.

d Look at the photo story on page 25. Find and say the words for pets.

The word *snake* is in photo ...



At the end of this unit ...

you know

- ☐ words for pets
- ☐ how to use *have / has / doesn't / don't have*
- ☐ how to use prepositions of place

you can

- ☐ express disbelief
- ☐ understand, say, and ask where things are
- ☐ research and write facts about pets

Look!

1 fish – 2 fish



2. a Watch Part 1 of the video.

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

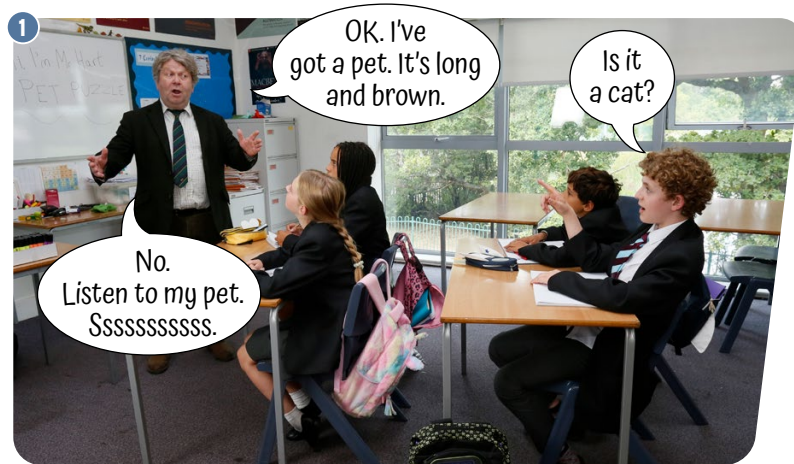
- Mr. Hart has [got]* a white pet. T / F
- Mr. Hart has [got]* a snake. T / F
- Alissa's pet is _____ and white.
- Lily has [got]* a _____.
- Ahmed's family have [got]* a ☐ dog. ☐ rabbit.
- Oliver's pet is a ☐ snake. ☐ crocodile.

* In **AmE**, you can use *have* without *got*.

3. Watch Part 2 of the video.

Who says it? Say **Ahmed**, **Mr. Hart**, or **Alissa**.

- "Where's Oliver?" Mr. Hart!
- "On his crocodile?"
- "Or in his crocodile?"
- "Agh! Help, it's a crocodile!"



Let's talk! Expressing disbelief

4. a 2.02 Listen and repeat.

I **have** a crocodile.

My snake **is** 5 meters long.



Really?

Do you really?

No way!

Is it really?



b Take turns to invent ideas and answer.

Grammar

have / has got*

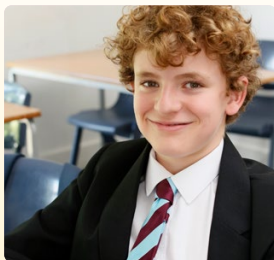
1. a Look at the photo story on page 25 again. Circle the correct words.



1. I have*
a snake / cat.



2. You have* a cat /
snake, Mr. Hart.



3. Oliver has*
a rat / crocodile.



4. We have*.
a dog / rabbit.



5. They have* fish /
hamsters.

b 2.03 Listen and check.

* BrE speakers say *have got*.

2. a 2.04 Listen and read.

Language box

I have two dogs.

You have a green school bag.

He / She has a green pen.

It has a long tail.

We have two cats.

You have two birds.

They have a hamster.

Look!

British English often uses "have got" and "has got"

I've got = I have got

he's got = he has got

we've got = we have got

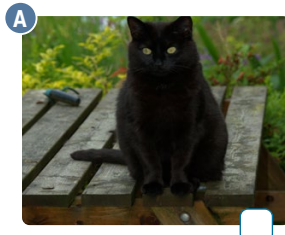
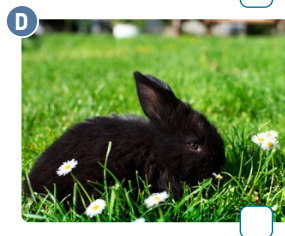
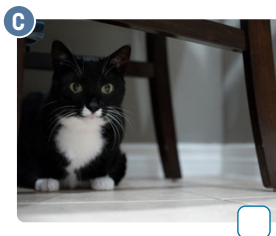
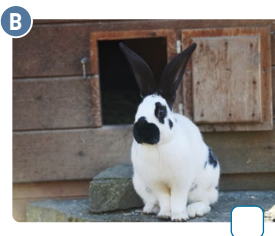
b Complete the rules with subject pronouns.

- We use **have** with ¹ _____, you, we and ² _____.
- We use **has** with ³ _____, she and ⁴ _____.

3. a Complete the sentences with *have* or *has*.

- Josh and Hannah _____ a cat.
- Ben _____ a rabbit.
- Anna and Beth _____ a rabbit.
- Charlie _____ a cat.

b 2.05 Listen, check, and match.



c Make sentences.

Josh and Hannah have a black cat.

4. Talk about your pets and other people's pets.

I have a
brown
hamster.



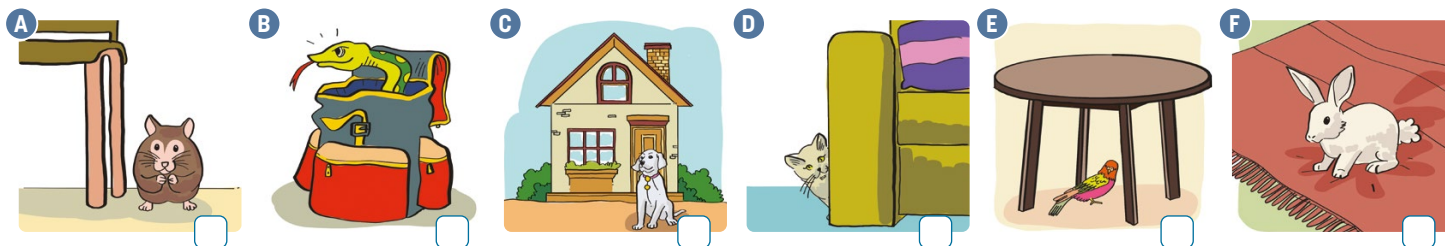
My dad has ten fish.

David and Laura have a dog.

Vocabulary

Prepositions of place

1. a 2.06-07 Listen and number the pictures.



Where are my pets?

Roger, my rabbit, where are you?
You're on the rug. My house is a zoo!

Kitty, my cat, where are you?
You're behind my sofa*. My house is a zoo!

Where are my pets, pets, pets?
Come on let's, let's, let's
Get the pets, pets, pets.
Right now!

Bernie, my budgie*, where are you?
You're under my table. My house is a zoo!

Harry, my hamster, where are you?
You're next to the chair. My house is a zoo!

Where are my ...

Susie, my snake, where are you?
You're in my school bag. My house is a zoo!

Rover, my dog, where are you?
You're in front of the house. My house is a zoo!

Where are my ... (x2)

*BrE sofa AmE couch
*BrE budgie AmE bird

b Read the song again.

Correct the underlined mistakes.

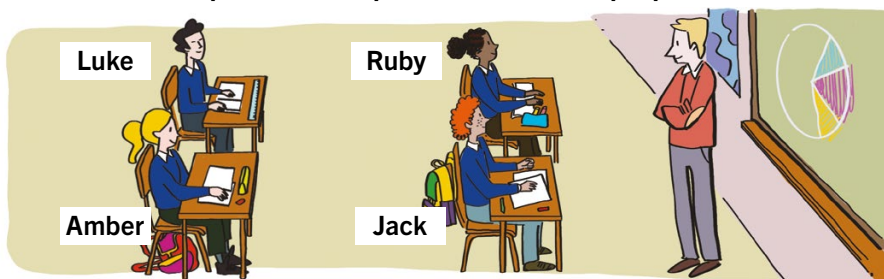
1. Roger is in the rug.
2. Kitty is on the couch.
3. Bernie is in front of the table.
4. Harry is behind the chair.
5. Susie is next to the school bag.
6. Rover is under the house.

2. Look at the cats and rabbits on page 26. Where are they?
Make sentences with the words.

garden table door chair

The black cat is on ...

3. a Look at the picture. Complete the text with prepositions.



I'm Ruby. Here are my friends and my math teacher. My friend Luke is ¹ _____ me, Jack is ² _____ me and Amber is ³ _____ Jack. I have two highlighters ⁴ _____ the pencil case ⁵ _____ my table. Jack's school bag is ⁶ _____ the chair, but Amber's school bag is ⁷ _____ the chair. Mr. Rivers is ⁸ _____ the board.

b 2.08 Listen and check.

c Make sentences with prepositions about your classroom.

Eva is in front of ...

There's a ruler on ...

Grammar

have / has (negative and questions)

1. a 2.09 Listen and read. Then write the names under the pets.

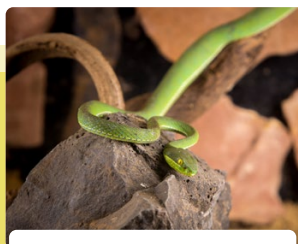
I'm Molly. Try my pet puzzle!

I don't have a fish and my pet isn't green or brown.

Max and Amy don't have lots of pets.

Adam's pet isn't brown and white.

Freya doesn't have a hamster.



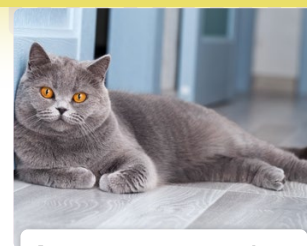
1 _____'s
snake



2 _____'s
hamster



3 _____'s
fish



4 _____'s
cat

b Read the questions. Circle the correct answers.

1. Molly, do you have a cat? Yes, I do / No, I don't.
2. Do Max and Amy have a snake? Yes, they do. / No, they don't.
3. Does Adam have a hamster? Yes, he does. / No, he doesn't.
4. Does Freya have a fish? Yes, she does / No, she doesn't.

c 2.10 Listen and check.

2. a 2.11 Listen and read.

Language box

don't have / doesn't have

I **don't have** a hamster. She **doesn't have** a snake.

You **don't have** a cat. They **don't have** a fish.

Questions with have

Do you **have** a rat? Yes, I **do**. No, I **don't**.

Do you **have** a bird? Yes, he **does**. / No, he **doesn't**.

Do you **have** a fish? Yes, we **do**. / No, we **don't**.

Do they **have** a dog? Yes they **do**. / No they **don't**.

b Complete the rules with *have, has, do, don't, does, or doesn't*.

- To make negative sentences with *I, you, we, and they*, we use ¹ _____.
- To make negative sentences with *he, she, and it*, we use ² _____.
- To make questions, we use ³ _____ or ⁴ _____ + the subject pronoun or name.
- In affirmative short answers, we use *Yes*, + subject pronoun + ⁵ _____ or ⁶ _____.
- In negative short answers, we use *No*, + subject pronoun + ⁷ _____ or ⁸ _____.

3. a Complete the text with *don't have* or *doesn't have*.



This is Caitlin. She ¹ _____ pets at home, but she's a volunteer at a cat shelter. In this picture, she's with a gray and white cat called Milly. Milly's sad because she ² _____ a family. There are a lot of cats here and they all have names, but they ³ _____ homes and they ⁴ _____ families. They all have food and water ... and Caitlin, of course! The shelter ⁵ _____ dogs, so the cats aren't nervous.

b 2.12 Listen and check.

c Write questions and short answers.

1. Caitlin / pets at home?
2. the gray and white cat / a name?
3. all the cats / names?
4. the cats / homes and families?
5. the cats / food and water?
6. the shelter / dogs?

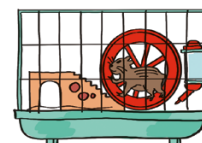
Skills Listening and speaking

Where is it?

Sounds right

Word stress

1. 2.13 Listen and repeat.

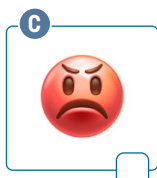
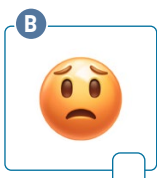


A rabbit in the garden, a crocodile under the table, a bird behind the sofa and a hamster in a cage.

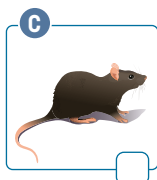
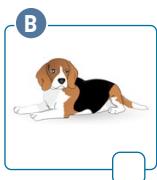
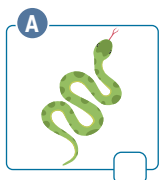
2. a 2.14 Listen and mark the box.

*BrE sofa AmE couch

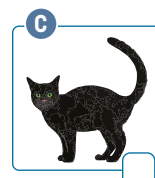
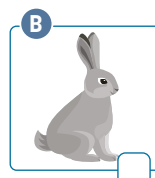
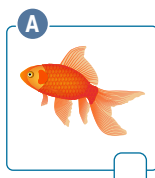
1. Alice is ...



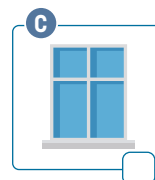
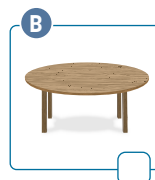
2. Wally is a ...



3. Ryan's friend has a ...



4. There isn't a ... in the room.



b 2.15 Listen again. Circle T (True) or F (False).

- | | |
|--|-------|
| 1. Alice's pet isn't in his cage. | T / F |
| 2. Wally is brown. | T / F |
| 3. Toby doesn't have a pet. | T / F |
| 4. Wally is under the bed. | T / F |
| 5. Wally is on the table and then under the chair. | T / F |
| 6. Wally is on Alice's head. | T / F |



Options



3. a 2.16 Read and listen to Dialogues 1 and 2.

1. **Rose** Where's the cat?
Benji Is it behind the couch?
Rose No, it isn't.
Benji Is it under your bed?
Rose No, it isn't. It's on the green chair.

2. **Sophie** Where's my bird?
Noah In the cage?
Sophie No, it isn't.
Noah Is it behind the bed?
Sophie Behind the bed? No.
Noah Oh, there it is. Next to the window!
Sophie Oh no! Get it. Quick!

b Work in pairs. Choose A or B.

- A** Act out Dialogue 1 or 2. **B** Act out Dialogue 1 and 2. Choose one. Change it.

Skills Reading and writing

Facts about pets

1. a Read the text. Choose a good title.

- ☐ Millions of cats
- ☐ Pets in the U.S. and the U.K.
- ☐ Dogs cost a lot of money

Look!

30	thirty	100	a / one hundred
40	forty	1,000	a / one thousand
50	fifty	10,000	ten thousand
60	sixty	1,000,000	a / one million
70	seventy	1,000,000,000	a / one billion
80	eighty	We write 10.1.	
90	ninety	We say <i>ten point one</i> .	

In the United States (U.S.), 85 million families have one or more pets. About 70 million people have a dog. Every year, people in the U.S. spend about \$99 billion (dollars) on pets.

In the U.S., a dog costs you about \$700 a year.

Thirty million people in the United Kingdom (U.K.) have a pet.

In the U.K., there are 10.1 million pet dogs.

Every year, people in the U.K. spend about £7 billion (pounds) on pets.

In the U.K., a small dog costs you about £1,800 a year.

Do you have a dog? Or another pet?



Options

Basic text

Enriched text



b 2.17 Read the text again and listen.

Check your answer in **1a**.

c Go online. Find the answers to these questions in your currency.

- How much is U.S. \$700 in your currency?
- How much is £1,800 in your currency?

d Now calculate the answers to these questions in your currency.

- How much is it for nine families in the U.S. to have small dogs?
- How much is it for five families in the U.K. to have small dogs?

Options



2. a Choose **A** or **B**.

A Choose the U.S. or the U.K. Research and write these facts. Make a note of the websites that you use.

- How many people have a cat?
- How much is it a year for a cat?

B Choose the U.S. or the U.K. and then choose two pets. Research and write these facts. Make a note of the websites that you use.

- How many people have these pets?
- How much is it a year for these pets?

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



Learn how to listen and understand

1. a Mark what's true for YOU.

1 How I prepare for listening

- ☐ I read the instructions and look at the exercise.
- ☐ I think about the topic and the words I know.

2 How I listen

- ☐ I try to understand all the words.
- ☐ I try to understand the important words.

3 How I answer

- ☐ When I can't answer a question, I stop.
- ☐ When I can't answer a question, I try to answer the next one.

b Compare your answers in 1a. How many are the same?

I read the instructions. What about you?

2. a Read the tips. Write the correct listening stages.

After you listen Before you listen While you listen

Top tips for becoming a listening champion



a

- 1 Read and understand the exercise instructions.
- 2 Look at the pictures and read the exercise. Think of words you know!
- b
- 3 Listen for the important words and ideas.
- 4 When you can't answer a question, move to the next one!
- 5 Listen again. Now, try to answer all the questions.
- c
- 6 Check your answers.
- 7 Correct your mistakes and listen again.



b Read the tips in 2a again. Do you do those things? Color the faces. Green = I do this. Yellow = I need to do this.

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

c Compare your answers in 2b with a partner. How many are the same?

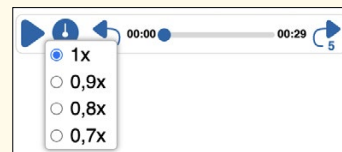
My face for number 1 is green. I read ...

My face for number 1 is yellow. I need to do this.

3. 2.18 Listen to the e-book tip. Then practice.

e-book tip

Is the audio too fast?
You can slow it down!
Click on the button next to "play."



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

b Compare your answers.

In the next unit, I want to practice this tip: ...

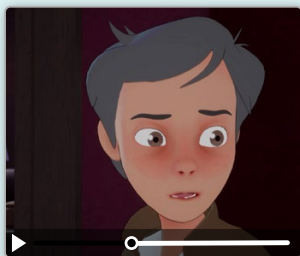


THE SECRET SPRING

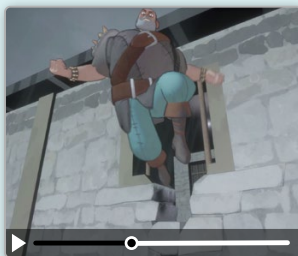
EPISODE 2: TWO WORLDS

Remember the story

1. Remember Episode 1.
Label the characters with their names.



1 _____



2 _____

Before you watch

2. Match the words with the pictures.

- ☐ nut ☐ wolf ☐ strawberry
☐ squirrel ☐ trap



Now watch

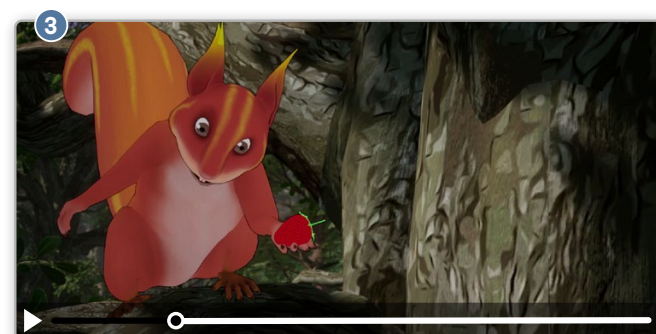
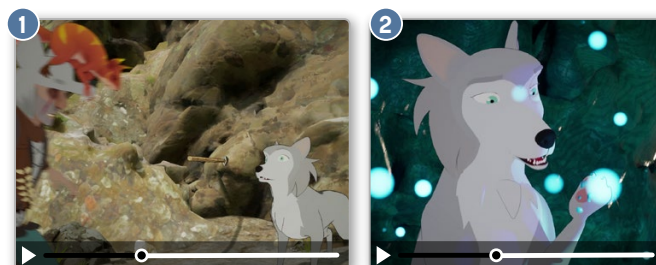
3. Watch Episode 2 and number the pictures.



Everyday English

4. a Match the expressions with the pictures.

- ☐ Let go! ☐ Try it. ☐ What's happening?



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

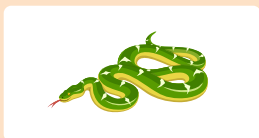


Vocabulary

1. Complete the sentences.



1. I have a _____.



2. I have a _____.



3. I have a _____.



4. I have a _____.



5. I have a _____.



6. I have a _____.

2. Where's the cat? Look and circle the correct prepositions.



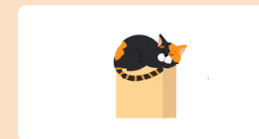
1. It's in / under the box.



2. It's behind / next to the box.



3. It's behind / in front of the box.



4. It's in / on the box.



5. It's under / next to the box.



6. It's in front of / behind the box.

Grammar

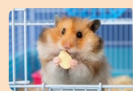
3. Complete the text with the correct form of *have*.

I ¹ _____ a pet rabbit. We ² _____ a bird, too. My friend Jack ³ _____ a snake. My friend Sara ⁴ _____ a dog and a cat. They're cute. Her brother ⁵ _____ two hamsters. They ⁶ _____ a fish, too.



4. Look at the photos. Complete the sentences with the verb forms.

have has don't have doesn't have



1. They _____ a hamster.
They _____ a rabbit.



2. I _____ a rabbit.
I _____ a dog.



3. We _____ a cat.
We _____ a bird.



4. Max He _____ a cat.
He _____ a snake.
Zak No way!



5. Maya Lisa _____ three fish.
She _____ thirteen fish.
Seb Really?

5. Write the questions and short answers with *has* / *have*.

1. Josh / a cat?

A Does Josh have a cat?

B Yes, he does. ✓

2. Dan and Skye / a dog?

A _____

B _____ X

3. Emma / a crocodile?

A _____

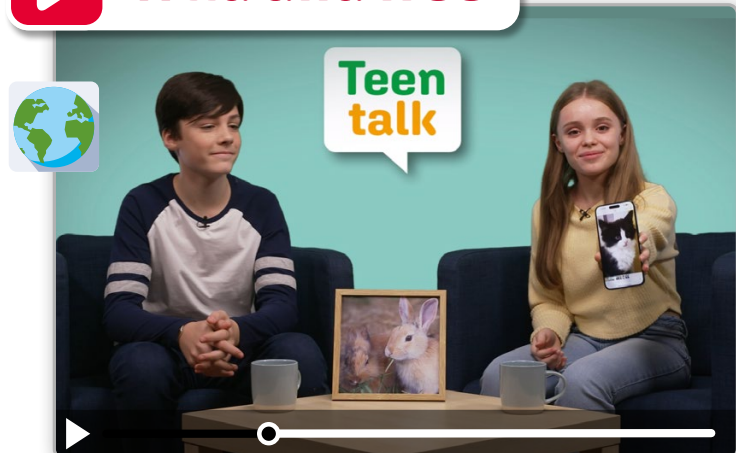
B _____ X

4. Max and Tilly / hamster?

A _____

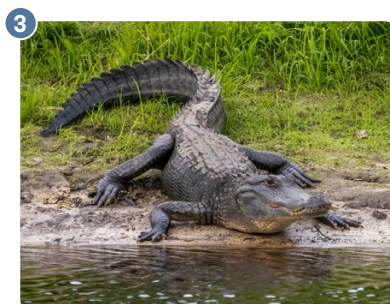
B _____ ✓

Wild and free



1. a Before you watch, match the names of the animals with the photos.

- ☐ parrot ☐ alligator ☐ monkey



b Watch the video and check your answers to 1a.

c Watch the video again. Circle the correct words.

- Ben has / Emily has a dog.
- It is / isn't a good idea to have wild animals as pets.
- Fruit is a good food for **monkeys** / alligators.
- The parrots' home is a lake / jungle.
- Fish is a good food for alligators / parrots.
- Wild animals are / aren't happy in their natural habitat.

Reading

2. a Look at the photos on page 35. Can you answer the questions?

- What are these animals?
- Where is their home?

b Read the article on page 35. Answer the questions.

- Where's the Sepilok Orangutan Rehabilitation Center?
- What other animals do they have there?

c Read the article again. Match the sentence halves.

- ☐ The adult orangutans at Sepilok live ...
 - ☐ The baby orangutans haven't got ...
 - ☐ The people at Sepilok teach ...
 - ☐ Visitors to Sepilok can't walk ...
 - ☐ Visitors to Sepilok can see ...
 - ☐ It's good when the orangutans can find ...
- a mothers or fathers.
b food in the forest.
c orangutans how to live in the wild.
d in 43 square kilometers of rainforest.
e near the orangutans.
f the orangutans when they come for food.

Project



3. a Work in pairs. People sometimes have these animals as pets. Choose one of them to research online.

Indian star tortoises tarantulas sugar gliders coral snakes

b Follow the instructions.

- Find out these facts about your animal:
 - its home country / countries
 - its natural habitat (forest, river, etc.)
 - its favorite food
 - is it dangerous?
- Find some pictures of your animal, its habitat, and its food. Is it a good animal to have as a pet?
- Make a poster with the pictures and the facts you found.

c Display everyone's poster. Whose do you like best? Why? How could your poster be better?

BACK TO THE RAINFOREST



The Sepilok Orangutan Rehabilitation Center is a special place in Borneo, a large island in Asia. Sepilok is 43 square kilometers of rainforest in the part of Borneo that belongs to Malaysia. It's an animal conservation center which is home to 60 to 80 adult orangutans and around 25 baby orangutans. The babies don't have any parents and they can't live in the wild. But why are the adult orangutans at the Center? People like cute pets, so they take baby orangutans from the rainforest. But it isn't right to keep these animals as pets. When they grow, people aren't happy with the orangutans in their homes any more. The people at the Center take these pets and are kind to them. They give them food and medicine and they teach them how to live in the rainforest. It's their natural habitat – in English, *orangutan* is “person of the forest.”

The Sepilok Rehabilitation Center is popular with tourists. Visitors travel a very long way to Sepilok to see the orangutans and other animals, like bears or elephants. The visitors can't go near the orangutans or touch them, but every day there is “feeding time” at the Center. The people at the Center leave fruit for the orangutans, and sometimes the animals come from the forest and take it. It's interesting to watch, but sometimes no orangutans come and the visitors are sad. But it's a good thing! It's a sign that the orangutans can find their own food now!

