

CAMBRIDGE

SUPER MINDS SECOND EDITION

Super Practice Book

1

SUPER PRACTICE

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Better
Learning

Numbers



Language focus

Use **How old are you?** and **I'm ...** to ask and answer about ages.

How old are you? *I'm nine.*

I'm ten.

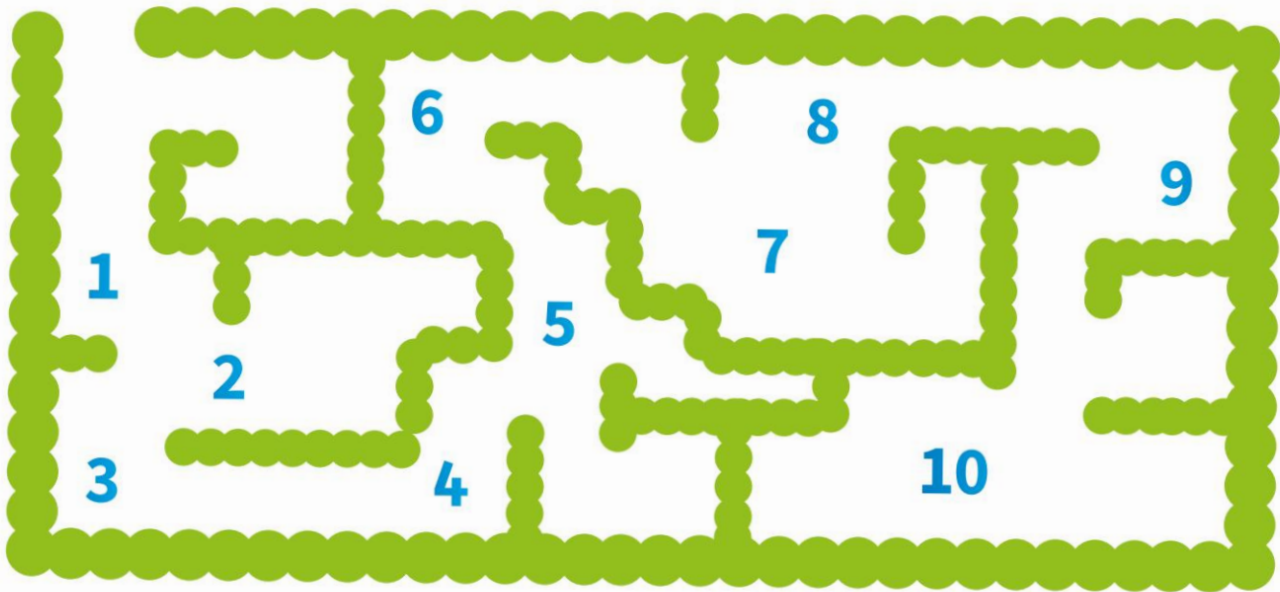
1 Match the numbers.

How old are you?



9
1
5
7
3
10

2 Follow the numbers in the maze.



3 Write the numbers.

1

2

3

one

4

5

6

7

8

9

10

Colours



I'm Ned. My hat is blue.



I'm Ben. My hat is green.



What's your name?

Language focus

Use **colours** to describe different objects.

A **blue** hat. My hat is **green**.

1 Match the colours with the words.



- 1 blue
- 2 orange
- 3 yellow
- 4 red
- 5 green
- 6 purple

2 Write the letters to complete the colours.

1 gr e e n

3 r _____

5 _____ e _____ l _____ w

2 o _____ a _____ e

4 _____ ur _____ l _____

6 b _____ e

3 Write the colours.



1 A blue balloon.



2 A _____ balloon.



3 A _____ balloon.



4 A _____ balloon.



5 A _____ balloon.



6 An _____ balloon.

Reading: a chat

1 Read the conversation and match the phrases.



Sally Green

Hi! I'm Sally.
What's your name?

Hugo Black



I'm Hugo. How
old are you?



Sally Green

I'm eight. How
old are you?

Hugo Black



I'm seven.

1 Sally

2 Hugo

3 Sally is

4 Hugo is

a seven

b Green

c eight

d Black

1 Write the questions.

1 you / old / How / are / ?

2 your / name / What's / ?

2 Write a chat with a friend. Draw pictures.

The chat interface consists of a blue header bar at the top. Below it, there are four message bubbles arranged in a vertical sequence. The first and third bubbles are orange with a white fill and a tail pointing to the left. The second and fourth bubbles are yellow with a white fill and a tail pointing to the right. The background of the chat area is white with alternating light blue and light yellow horizontal bands.

Listening: greetings

1  01 Listen and draw lines.

6

7

8

9



2  02 Listen and colour.

1 Draw a picture of you with a hat and a balloon.



2 Look at your picture and write answers. Then practise.

1 What's your name? I'm _____.

2 How old are you? I'm _____.

3 What colour is your hat? My hat is _____.

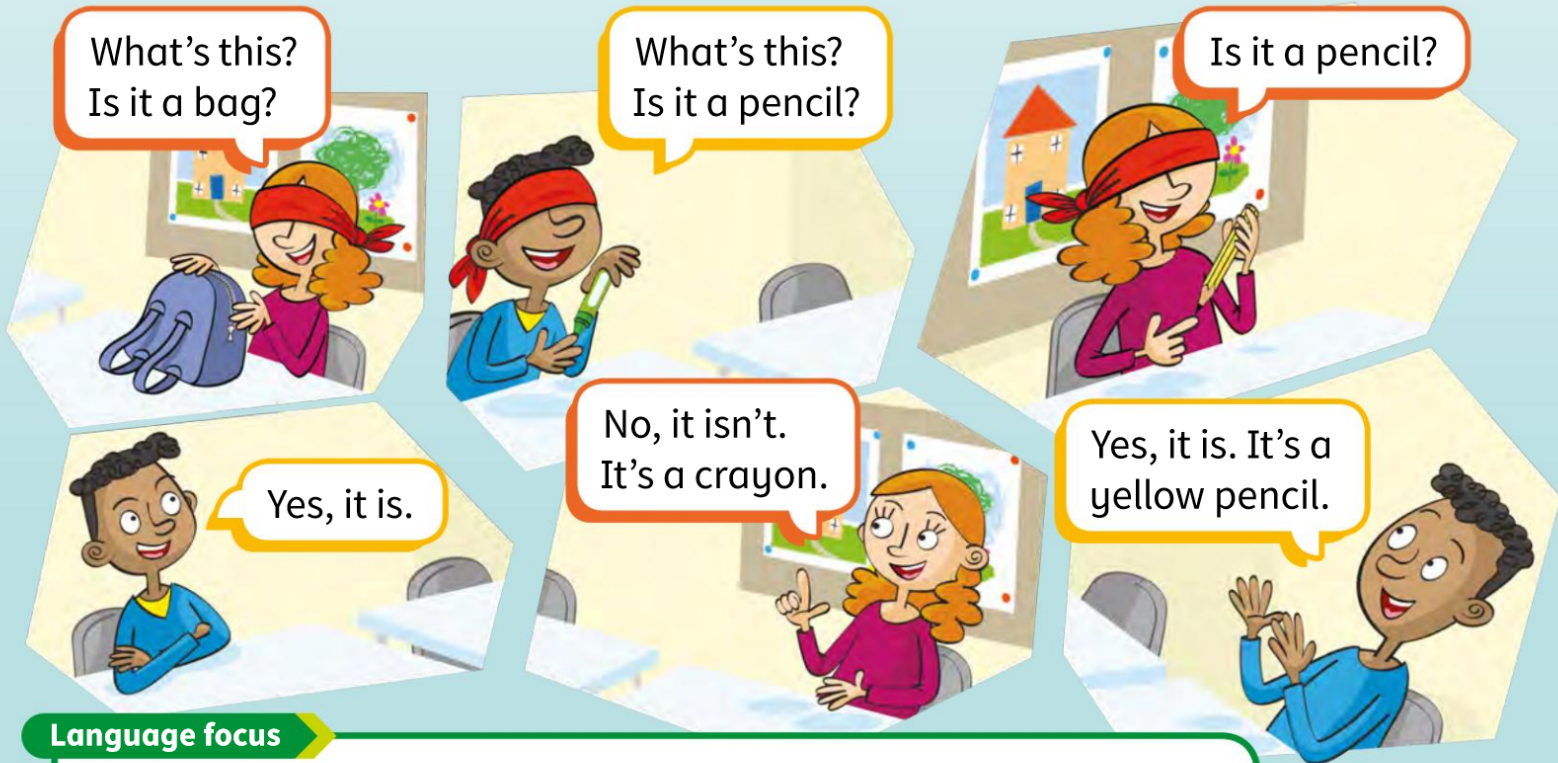
4 What colour is your balloon? My balloon is _____.

3 Work with a friend. Ask and answer.



1

Questions and short answers



Language focus

Use **What's this?** to ask about objects and **It's a ...** to answer. Use **Is it ... ?** to ask about objects and **No, it isn't / Yes, it is** to give short answers.

What's this? It's a pencil. Is it a pen? No, it isn't. / Yes, it is.

1 Look at the pictures. Match the questions with the responses.

1 Is it a rubber?

2 Is it a pencil?

3 Is it a desk?

4 Is it a pencil case?

5 Is it a ruler?

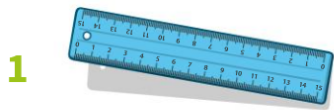
6 Is it a bag?



Yes, it is.

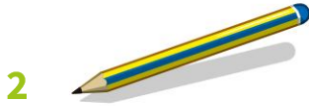
No, it isn't.

2 Match the questions with the responses.



What's this?

a Yes, it is.



Is it a pen?

b No, it isn't. It's a rubber.



Is it a pencil case?

c No, it isn't. It's a pencil.



What's this?

d It's a notebook.



Is it a bag?

e It's a ruler.

3 Write questions and answers.

1 this / What's / ?

What's this?

a / It's / desk / .

4 this / What's / ?

a / It's / bag / green / .

2 rubber / it / Is / a / ?

is / Yes, / it / .

5 this / What's / ?

a / desk / yellow / It's / .

3 it / notebook / Is / a / ?

isn't / it / No, / .

Imperatives



Language focus

Use **imperatives** to give instructions.

Open your book, please.

Pass me a ruler, please.

Sit at your desk, please.

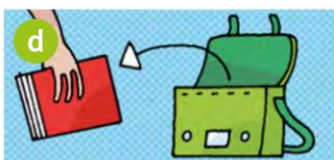
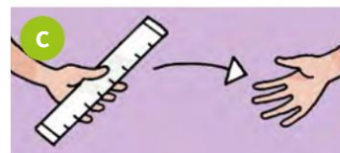
Close your bag, please.

Put away your book, please.

Take out your ruler, please.

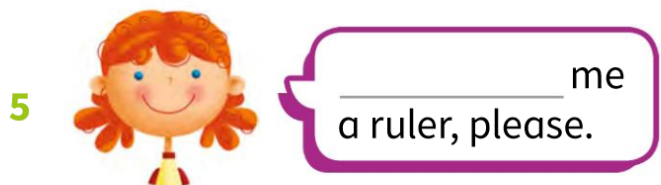
1 Match the sentences with the pictures.

- | | | | |
|-------------------------------|---------------------------------------|--------------------------------|--------------------------|
| 1 Close your bag, please. | <input checked="" type="checkbox"/> b | 4 Pass me a pen, please. | <input type="checkbox"/> |
| 2 Pass me a ruler, please. | <input type="checkbox"/> | 5 Take out your ruler, please. | <input type="checkbox"/> |
| 3 Take out your book, please. | <input type="checkbox"/> | 6 Open your bag, please. | <input type="checkbox"/> |



2 Complete the sentences with the words from the box.

Put Turn Pass Open away Pass



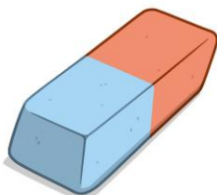
3 Look and write.



1 Open your bags, please.

2 Sit at _____.

3 Close _____, please.



4 Pass _____, please.

5 Take _____, please.

6 Put _____, please.

Reading: a comic strip

1 Read the text and draw lines.



Sam



Fred



Kim



Mia



Jane

1 What objects are on your desk and in your classroom?

a black book _____

2 Write a story. Draw pictures.

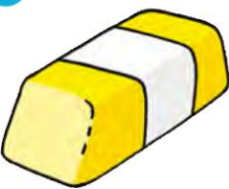
<hr/> <hr/>	<hr/> <hr/>
<hr/> <hr/>	<hr/> <hr/>

Listening: classroom objects

1  03 Listen and tick the correct picture.

1 a  b 

2 a  b 

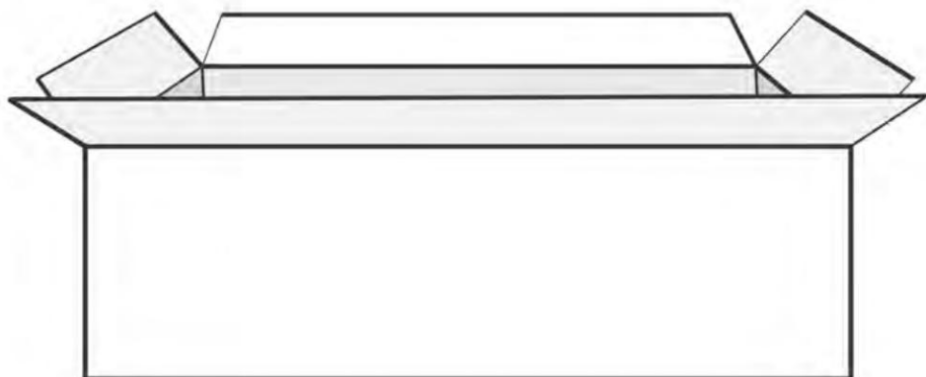
3 a  b 

4 a  b 

5 a  b 

6 a  b 

2  04 Look at the box. Listen and do the actions.



1 Look and write. Then ask and answer.

What's letter 'a'?

It's a pen.

a



b



c



d



pen

2 Draw three classroom objects.



3 Work with a friend. Talk about your classroom objects.

What's this?



It's my pencil case. It's orange.

2

What's his/her ... ? How old is he/she?



Language focus

Asking and answering questions using **his**, **her**, **he** and **she**.

What's **his** name?

His name's Ned.

How old is **he**?

He's six.

What's **his** favourite toy?

His favourite toy's his ball.

What's **her** name?

Her name's Alice.

How old is **she**?

She's eight.

What's **her** favourite toy?

Her favourite toy's her kite.

1 Match the questions with the responses.

- | | |
|-----------------------------|----------------------------------|
| 1 What's her name? | a He's ten. |
| 2 What's her favourite toy? | b His name's Tim. |
| 3 How old is she? | c Her name's Kim. |
| 4 What's his favourite toy? | d She's six. |
| 5 What's his name? | e Her favourite toy's her bike. |
| 6 How old is he? | f His favourite toy's his plane. |

2 Complete the sentences with the words from the box.

favourite her She's What's name she

1 What's her name? Her _____'s Sophie.

2 _____ her favourite toy? Her _____ toy's her go-kart.

3 How old is _____? _____ seven.

3 Write questions and answers.

1 his / What's / name / ? What's his name?
Ben / His / name's / .



2 Toby / How / old / is / ? _____
seven / He's / . _____

3 his / What's / number / favourite / ? _____
number / favourite / is / His / ten / . _____

4 her / What's / name / ? _____
name's / Mary / Her / . _____

Adjectives



It's a long red train.



It's a big yellow plane.

It's a new black go-kart.



It's an ugly orange monster!

Language focus

Use **an** before words beginning with **a, e, i, o** or **u** (vowels).

It's **a new** kite.

It's **an ugly** monster.

It's **a long blue** train.

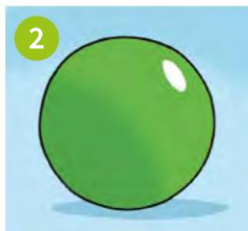
It's **a big green** ball.

1 Look, read and tick or cross .

1 It's a long red train.



2 It's a big green ball.



3 It's an ugly blue monster.



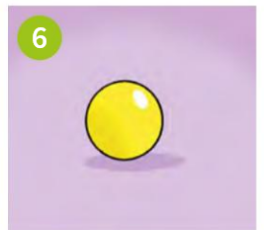
4 It's a new pink go-kart.



5 It's a long blue train.



6 It's a big yellow ball.



2 Circle the correct words to complete the sentences.



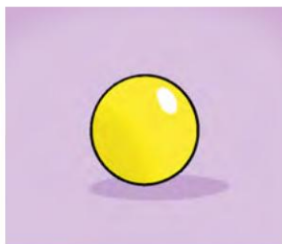
1 It's a / *an* short green train.



2 It's *a* / *an* ugly purple monster.



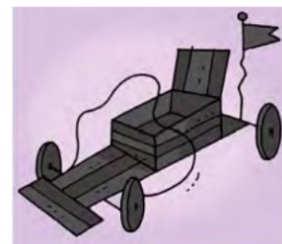
3 It's a *beautiful new* / *new beautiful* doll.



4 It's *a* / *an* small yellow ball.



5 It's a *green big* / *big green* monster.



6 It's *a* / *an* old black go-kart.

3 Write sentences with *a/an* and the words from the box.

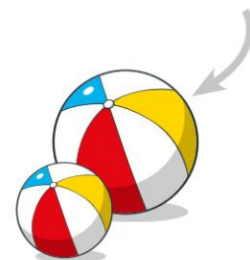
~~yellow bike~~ ugly green monster yellow and red plane
beautiful doll blue car big ball



1 It's a yellow bike .



2 It's _____ .



3 It's _____ .



4 It's _____ .



5 It's _____ .



6 It's _____ .

Reading: an email

1 Read the text and answer the questions.

● ● ●

To: Ana

From: Tom

Hi, Ana

I'm Tom and I'm seven. My favourite toy's my yellow go-kart. It's new! Look – this is my go-kart!

What's your favourite toy? How old are you?

Tom



● ● ●

To: Tom

From: Ana

Hi, Tom

I'm seven. My favourite toy isn't a doll or a computer game. My favourite toy's my bike. It's a new green bike. My favourite colour's green. Look – this is my bike!

What's your favourite colour?

Ana



1 What's his name?

His name's Tom.

2 How old is he?

3 What's his favourite toy?

4 What's her name?

5 What colour is her bike?

6 What's her favourite colour?

1 Write answers.

What's your favourite toy? _____

What colour is it? _____

Is it new or old? _____

What isn't your favourite toy? _____

2 Write an email to Tom or Ana. Use your notes from Activity 1. Draw a picture of the toy.

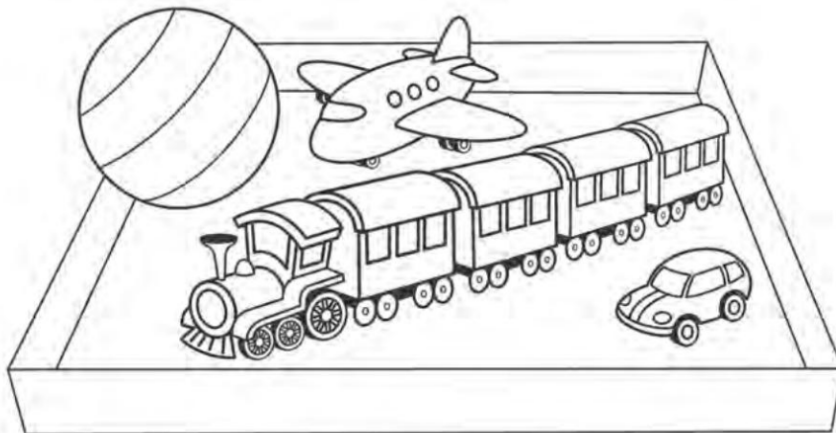
The form is a stylized email template. At the top left, there are three small colored circles (red, yellow, green). Below them are two light purple rectangular fields. The first field is labeled 'To:' and the second is labeled 'From:'. Below these fields is a large, empty rectangular box with a thin grey border, intended for drawing a picture of the toy.

Listening: toys and friends

1  05 Listen and number the pictures.



2  06 Listen and colour.



- 1** Talk about the toys.
Use the words.

Number 1 is a small pink monster.

1



small pink

2



beautiful green

3



new orange

4



big red

- 2** Look at the toys in Activity 1. Play the guessing game.

It's new and orange. What is it?

It's the go-kart.

- 3** Look at Activity 1 and choose a toy for a friend.
Then write and say.

My friend's name is _____ . He's/She's _____ .

This toy is for my friend. It's a _____ .

My friend's name is Luc. He's six. This toy is for my friend. It's a big red ball.



3 in, on, under



The dog is under the desk.

The cat is on the desk.

The rat is in the bag.

Language focus

Use **prepositions** to describe where things are.

in

The lizard is **on** the bag.

under

1 Match the sentences with the pictures.

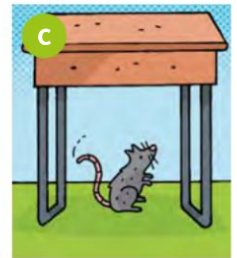
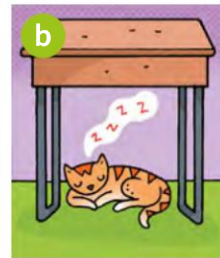
1 The cat is under the desk. b

2 The frog is in the bag.

3 The lizard is on the bag.

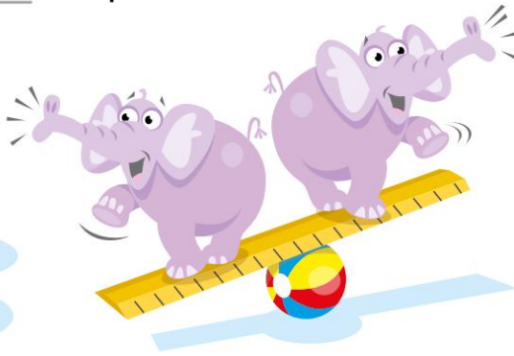
4 The lizard is in the pencil case.

5 The rat is under the desk.



2 Write *in*, *on* or *under*. Draw lines.

- 1 The rats are in the desk.
- 2 The ducks are _____ the books.
- 3 The elephants are _____ the ruler.
- 4 The cats are _____ the desk.
- 5 The lizards are _____ the bag.
- 6 The spiders are _____ the pencil case.



3 Look and write.

- 1 The spider is in the pencil case.

- 2 _____
- 3 _____
- 4 _____
- 5 _____



I like / I don't like ...



Language focus

Use **like** and **don't like** to express likes and dislikes.

😊 *I like dogs.*

😊 *I like dogs, too.*

☹️ *I don't like dogs.*

1 Circle the correct words to complete the sentences.

1 I like / don't like dogs.

2 I like / don't like ducks.

3 I like / don't like cats.

4 I like / don't like frogs.

5 I like / don't like rats.



2 Complete the sentences with the words from the box.

too like green ~~like~~ don't lizards

Ben I (1) like dogs.

Tim I like dogs, (2) _____.

Ben I (3) _____ like rats. What about you?

Tim I like rats and I (4) _____ lizards.

Ben I like (5) _____, too – they are my favourite – big (6) _____ lizards!



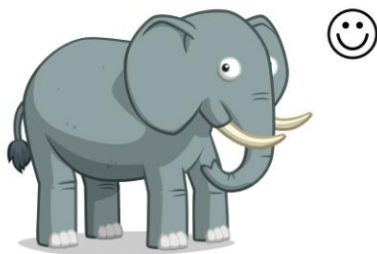
3 Look and write.



1 I like cats.



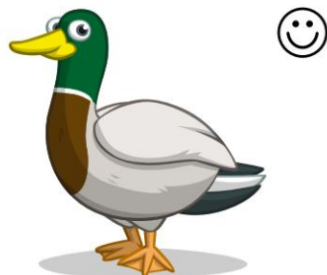
2 _____



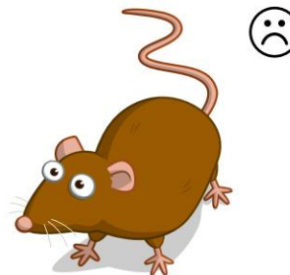
3 _____



4 _____



5 _____



6 _____

Reading: a project

1 Look at the pictures. Read the texts and choose *yes* or *no*.

This is my cat. His name is Felix. He's nine.
His favourite toy's his doll. Felix is a small
brown and black cat. He's in my bag!
I like cats – cats are my favourite.
I don't like dogs. What about you?

Sophie



This is my rat. Her name is Rita.
She's five. Her favourite toy's her ball.
Rita is a small white rat. I like rats –
rats are my favourite. I don't like
cats. What about you?

Max



1 Felix is a rat.

yes / no

2 Felix's favourite toy is his doll.

yes / no

3 Felix is on the bag.

yes / no

4 Rita is five.

yes / no

5 Her favourite toy is her doll.

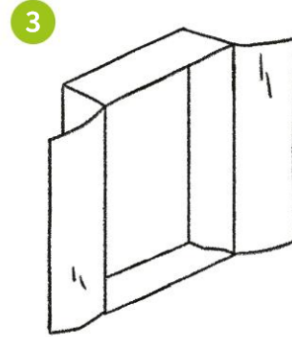
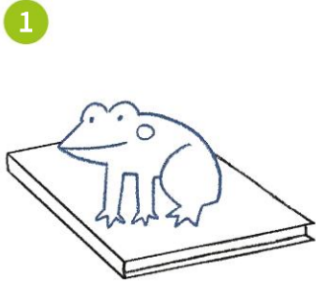
yes / no

6 She is black and white.

yes / no

Listening: animals

1 07 Listen and circle. Then draw the animals.



- 1 The frog's on / under the notebook. 3 The spider's in / on the box.
 2 The duck's on / under the chair. 4 The cat's in / under the hat.

2 08 Listen and tick or cross .

Animals	Jill	Bill
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>



Speaking

1 Find and circle six animals. Then play the memory game.

Where is the frog?

It's on the ball.



2 Talk about the animals. Draw 😊 or ☹️ for you and your friend.

I like elephants. What about you?

I don't like elephants.



Me
 My friend



Me
 My friend



Me
 My friend



Me
 My friend

3 Work with your friend from Activity 2. Say.

Hi! I'm Tim. I like elephants and cats. Cats are my favourite! I don't like spiders and I don't like lizards.

Hello! I'm Eva. I like ...

4

I've got / I haven't got ...



Language focus

Use **have got** and **haven't got** to talk about possessions.

I've got a sandwich and an apple.

I haven't got a cake.

1 Look and write *yes* or *no*.

- 1 I've got a cake. yes
- 2 I've got bananas. _____
- 3 I've got pizza. _____
- 4 I haven't got peas. _____
- 5 I haven't got chicken. _____
- 6 I've got orange juice. _____



2 Complete the sentences with the words from the box.

Me got too got 've haven't

1 I've got a kiwi. Me too!

2 I've got pizza. I _____ got pizza. I've got chicken.

3 I've got a cake. Me _____!

4 What's for lunch? I haven't _____ chicken. I've got sausages.

5 I've got meatballs and peas. I _____ got meatballs, but I haven't got peas. I've got carrots.

6 I've got a cheese sandwich. _____ too!

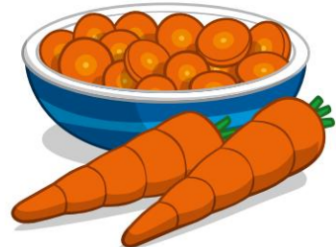
3 Look and write.

×



1 I haven't got a cake. _____

✓



2 _____

×



3 _____

✓



4 _____

Have ... got any ... ?



Language focus

Use **Have ... got any ... ?** to ask about possessions.

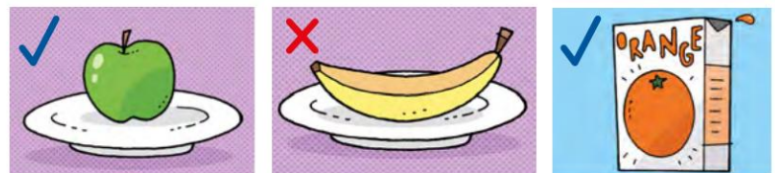
Use **Yes, we have** and **No, we haven't** to give short answers.

Have we got any cheese? **Yes, we have.**

No, we haven't.

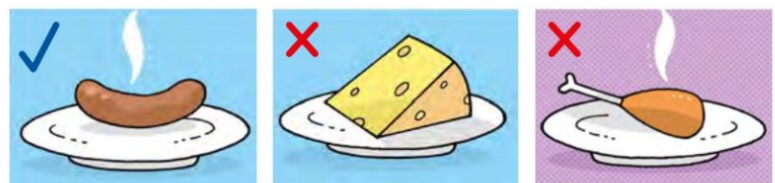
1 Look at the pictures. Match the questions with the responses.

- 1 Have we got any apples?
- 2 Have we got any bananas?
- 3 Have we got any orange juice?
- 4 Have we got any sausages?
- 5 Have we got any cheese?
- 6 Have we got any chicken?



Yes, we have.

No, we haven't.



2 Write the dialogue in the correct order.

Have you got sausage on your pizza?

Me too! I like sausages.

No, I haven't. I don't like carrots. I've got cheese.

Yes, I have. I've got cheese and sausage. Sausage is my favourite.

Have you got carrots on your pizza?

Alice Have you got carrots on your pizza?

Katy _____

Alice _____

Katy _____

Alice _____

3 Write questions.



1 Have we got any apples?

2 _____



3 _____

4 _____



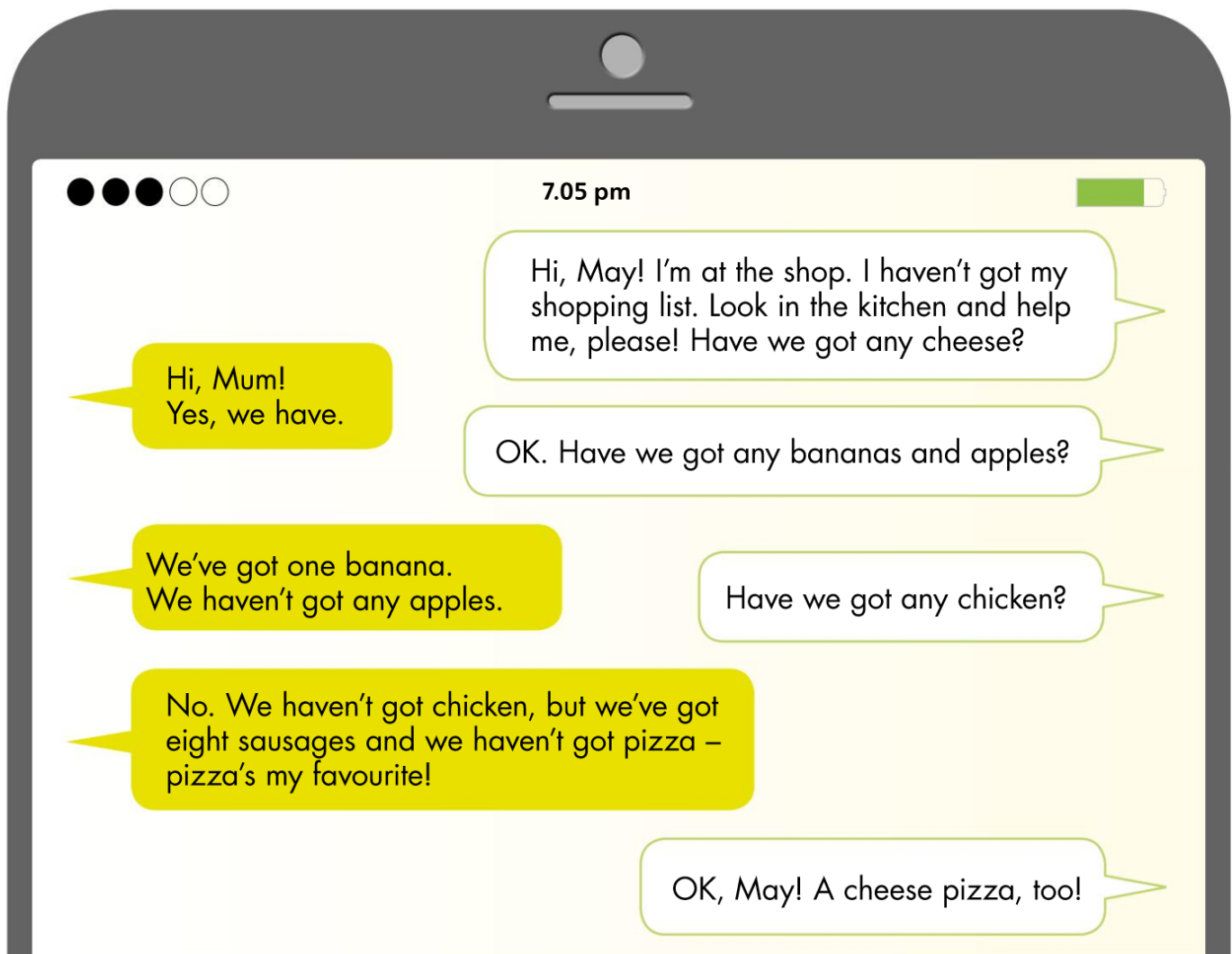
5 _____

6 _____

Reading: a text message

1 Read. Tick the food in the text messages.

sausages steak chicken pizza
carrots peas bananas apples
cheese apple juice orange juice milk



2 Look at Activity 1. Write the food words.

We haven't got any (1) apples, but we've got one (2) _____
and we've got (3) _____. We haven't got any (4) _____ or
(5) _____, but we've got eight (6) _____.



1 Look and write the food.

cheese

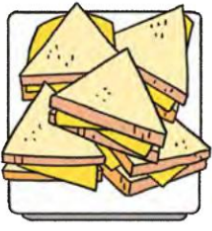

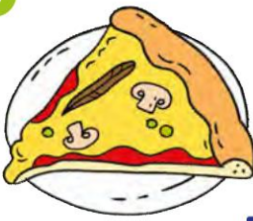







2 Look. Write a dialogue about the picture in Activity 1.

●●●○○

Listening: food

1  09 Listen and tick Laura's birthday food.

1  <input checked="" type="checkbox"/>	2  <input type="checkbox"/>	3  <input type="checkbox"/>	4  <input type="checkbox"/>
5  <input type="checkbox"/>	6  <input type="checkbox"/>	7  <input type="checkbox"/>	8  <input type="checkbox"/>

2  10 Listen and match.



Leo and Rose



Mum and Nick



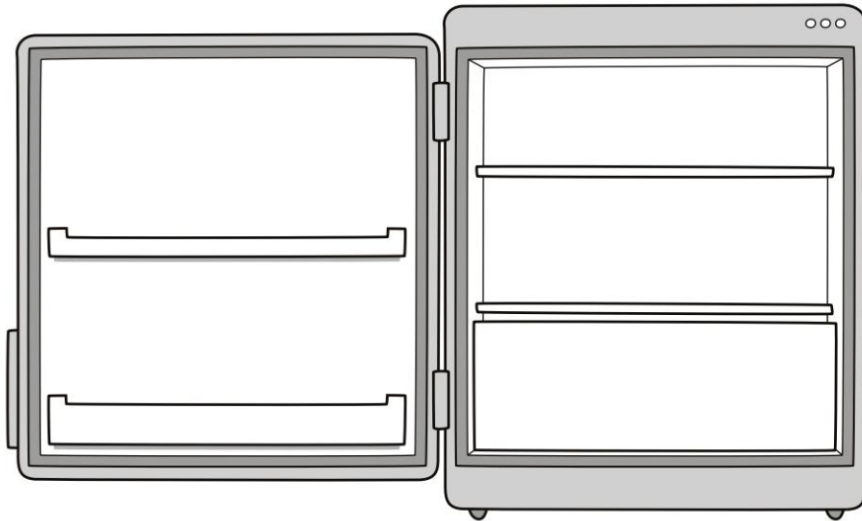
Ann and Jack



Dad and Tina



1 What's in your fridge? Draw five things and say.



I've got four carrots, six bananas ...

2 Ask a friend about their fridge. Tick or cross .

<input type="checkbox"/>	cheese <input type="checkbox"/>	fish <input type="checkbox"/>
<input type="checkbox"/>	apples <input type="checkbox"/>	peas <input type="checkbox"/>
<input type="checkbox"/>	pizza <input type="checkbox"/>	carrots <input type="checkbox"/>
<input type="checkbox"/>	sausages <input type="checkbox"/>	bananas <input type="checkbox"/>
<input type="checkbox"/>	chicken <input type="checkbox"/>	cake <input type="checkbox"/>
<input type="checkbox"/>	steak <input type="checkbox"/>	

Have you got any cheese?

Yes, I have. Have you got any cheese?

No, I haven't.

3 With your friend, look at your fridges in Activity 1. Have you got the same things?

We've got bananas and sausages.



5

Free time activities

On Thursdays,
I play football.
What about you?

I go to school on
Saturdays.

It's OK.
School is cool.

I go swimming
on Thursdays.
I play football on
Saturdays. What do
you do on Saturdays?

On Saturday?!

Language focus

Use the verbs **go ...** and **play ...** to talk about free time activities.
I go swimming on Mondays. *I play football on Saturdays.*

1 Match the sentences with the pictures.

- 1 On Mondays, I ride my bike.
- 2 On Fridays, I play computer games.
- 3 I go swimming on Thursdays.
- 4 'What do you do on Sundays?'
'I watch TV and sleep!'
- 5 I play football with friends on Saturdays.
- 6 On Tuesdays, I play with my toys.



2 Circle the correct words to complete the sentences.

- 1 I play / go football on Saturdays.
- 2 I play / go swimming on Fridays.
- 3 What do you do / go on Thursdays?
- 4 I ride / play my pony on Sundays.
- 5 I do / play computer games on Tuesdays.
- 6 I do / play the piano on Wednesdays.

3 Write sentences with the words from the boxes and days.

go play ride watch

football computer games swimming TV ball bike

- 1 I play football on Tuesdays.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____



Do you ... ? Yes, I do. / No, I don't.

Do you watch TV at the weekend?

Yes, I do.

No, I don't.

Do you play computer games at the weekend?

Language focus

Use **Do you ... ?** to ask about activities. Use **Yes, I do** and **No, I don't** to give short answers.

Do you watch TV at the weekend?
No, I don't.

Do you play in the park at the weekend?
Yes, I do.



1 Write Yes, I do or No, I don't.

1 Do you watch TV at the weekend?

✗ No, I don't.

2 Do you play with your toys on Sundays?

✓

3 Do you play football at the weekend?

✗

4 Do you ride your bike on Tuesdays?

✓

5 Do you play in the park at the weekend?

✓

6 Do you go swimming on Fridays?

✗

2 Match the sentences with the pictures.

1 Do you watch TV at the weekend?

Yes, I do.

2 Do you play computer games on Fridays?

Yes, I do.

3 Do you play computer games at the weekend?

No, I don't. I play football.

4 Do you watch TV on Sundays?

No, I don't. I read a book.

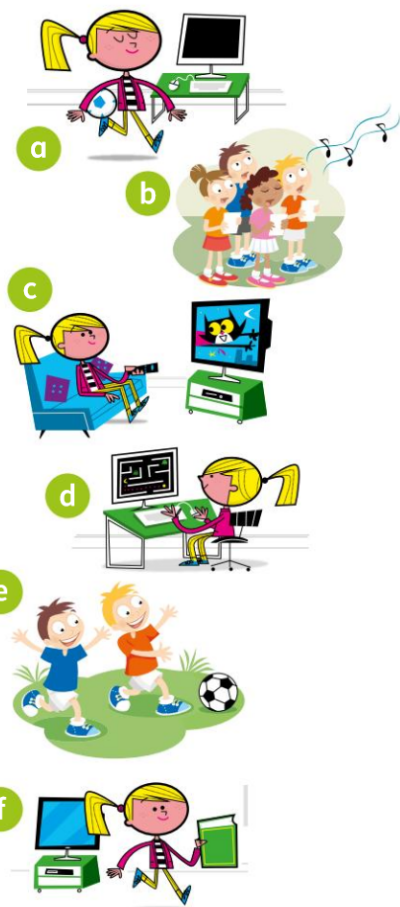
5 Do you play hide-and-seek at the weekend?

No, I don't. I sing with my friends.

6 Do you play football on Sundays?

Yes, I do.

c



3 Write the questions.

1 ride / Do / you / at the weekend / your / bike / ?

Do you ride your bike at the weekend?

2 Do / football / you / on Sundays / play / ?

3 go / you / at the weekend / swimming / Do / ?

4 you / hide-and-seek / play / on Saturdays / Do / ?

5 watch / at the weekend / you / Do / TV / ?

6 Do / the piano / play / you / on Mondays / ?

Reading: a blog

1 Read the blog. Write Sam's diary.

MyBlog

Sam Brown

My week

It's a busy week for me! On Monday, I play tennis for one hour and on Tuesday, I swim for one hour. On Wednesday and Friday, I watch TV and read a book. On Thursday, I ride my bike with my friend Meg – we ride our bikes for two hours. Saturday is my favourite day! I go to the park and play with my friends – we play football. On Sunday, I watch TV and play computer games. What do you do at the weekend?



Monday	Friday
<i>play tennis</i>	
Tuesday	Saturday
Wednesday	Sunday
Thursday	

1 Write your diary.

Monday	Friday
<i>play tennis</i>	
Tuesday	Saturday
Wednesday	Sunday
Thursday	

2 Write a blog. Use your diary in Activity 1 to help you. Draw your picture.

MyBlog

Listening: free time activities

1  Listen and draw lines.



Monday
 Tuesday
 Wednesday
 Thursday
 Friday
 Saturday
 Sunday

2  Look at Jane's diary. Listen and circle the correct activities.

Weekend diary	
Friday	go swimming play tennis
Saturday	go swimming play computer games play board games
Sunday	play football ride my bike



1 Look and do the actions.
Play the guessing game.

Number 3! You play computer games.

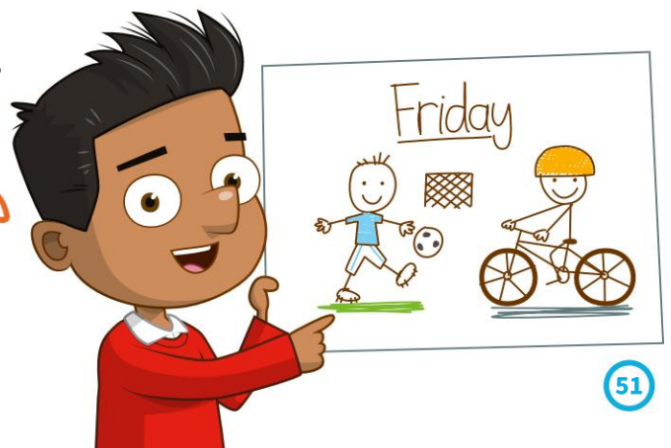


2 Draw a picture of you on your favourite day.
Complete and practise.

My favourite day is _____. I _____ and _____ on _____.

3 Talk about your favourite day.

My favourite day is Friday. I play football and ride my bike on Fridays.



6 There's / There are ...



Language focus

Use **there's** and **there are** to say what singular and plural nouns you can see.

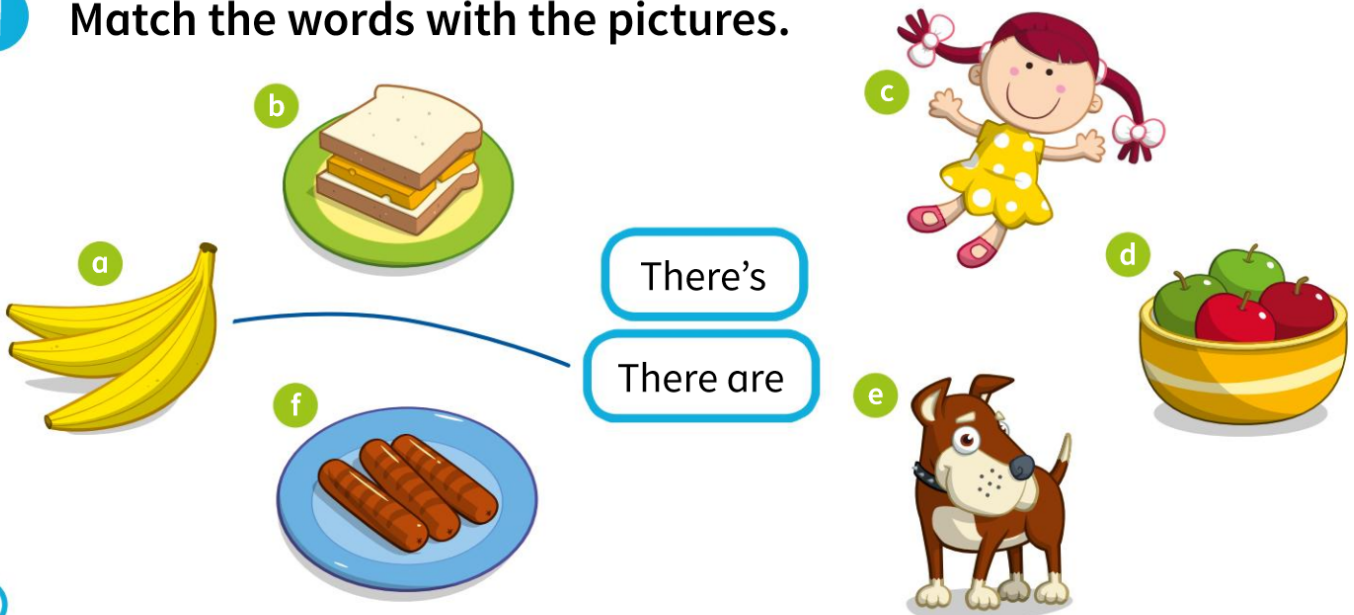
There's a monster.

There are four cats.

There's a frog.

There are three apples on the tree.

1 Match the words with the pictures.



2

Write *There's* or *There are*.



1 **There's** a cat in the living room.



2 _____ five frogs in my bedroom.



3 _____ a cat on the TV.



4 _____ a frog in my bedroom.



5 _____ a monster under the table.



6 _____ two cats in the dining room.

3

Look and write.

1 **There's a snake in the cellar.** _____

(a snake / cellar)

2 _____

(a lizard / bedroom)

3 _____

(seven crocodiles / bathroom)

4 _____

(five tigers / garden)

5 _____

(a spider / kitchen)

6 _____

(a cat / living room)



Is there / Are there ...? / How many ...?



Language focus

Use **Is there ... ?** to ask about singular nouns. Use **Are there ... ?** to ask about plural nouns. Use **Yes, there is** and **No, there isn't** to give short answers about singular nouns. Use **Yes, there are** and **No, there aren't** to give short answers about plural nouns.

Use **How many ... are there?** to ask about a plural number of things. Use **There are ...** to give an answer about plural nouns.

Is there a plane?

Yes, there is.

Are there any rats?

No, there aren't.

How many cars are there?

There are four cars.

1 Circle the correct words to complete the sentences.

1 Are / Is there any pears?

4 Are / Is there a plane?

2 Are / Is there any rats?

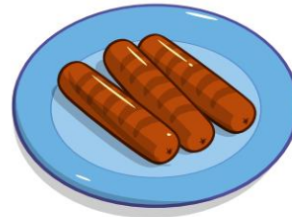
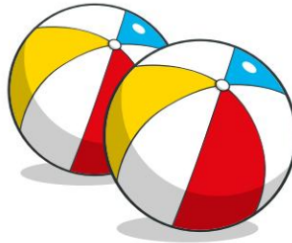
5 Are / Is there a go-kart?

3 How many cars are / is there?

6 How many cakes are / is there?

2 Look and write answers.

- 1 Is there a cat? Yes, there is.
- 2 Are there any balls? _____
- 3 Is there a frog? _____
- 4 How many sausages are there? _____
- 5 Is there a go-kart? _____
- 6 How many apples are there? _____



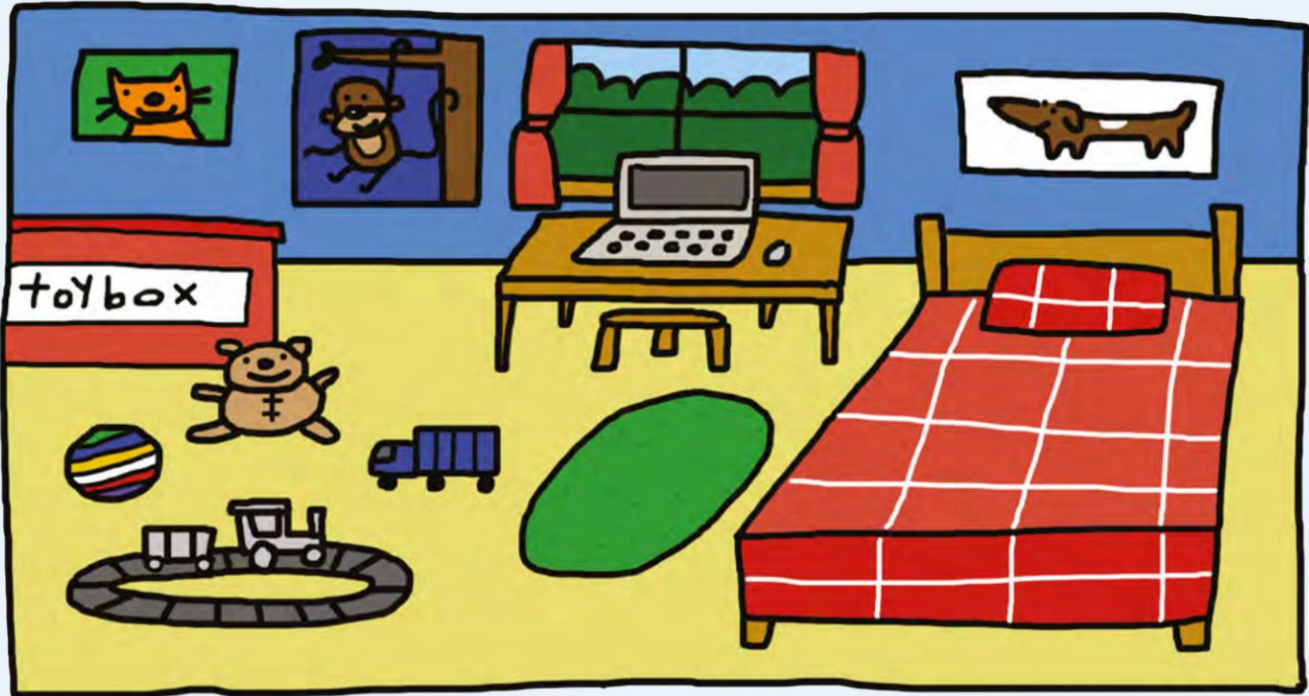
3 Look. Complete the questions and answers.

- 1 Are there any _____ bikes? Yes, there are.
- 2 _____ cars? Yes, _____.
- 3 _____ are there? _____ eight kites.
- 4 _____ a plane? _____.
- 5 _____ a park? _____.
- 6 _____ are there? _____ one cake.



Reading: a project

1 Read the text and the sentences. Write *yes* or *no*.

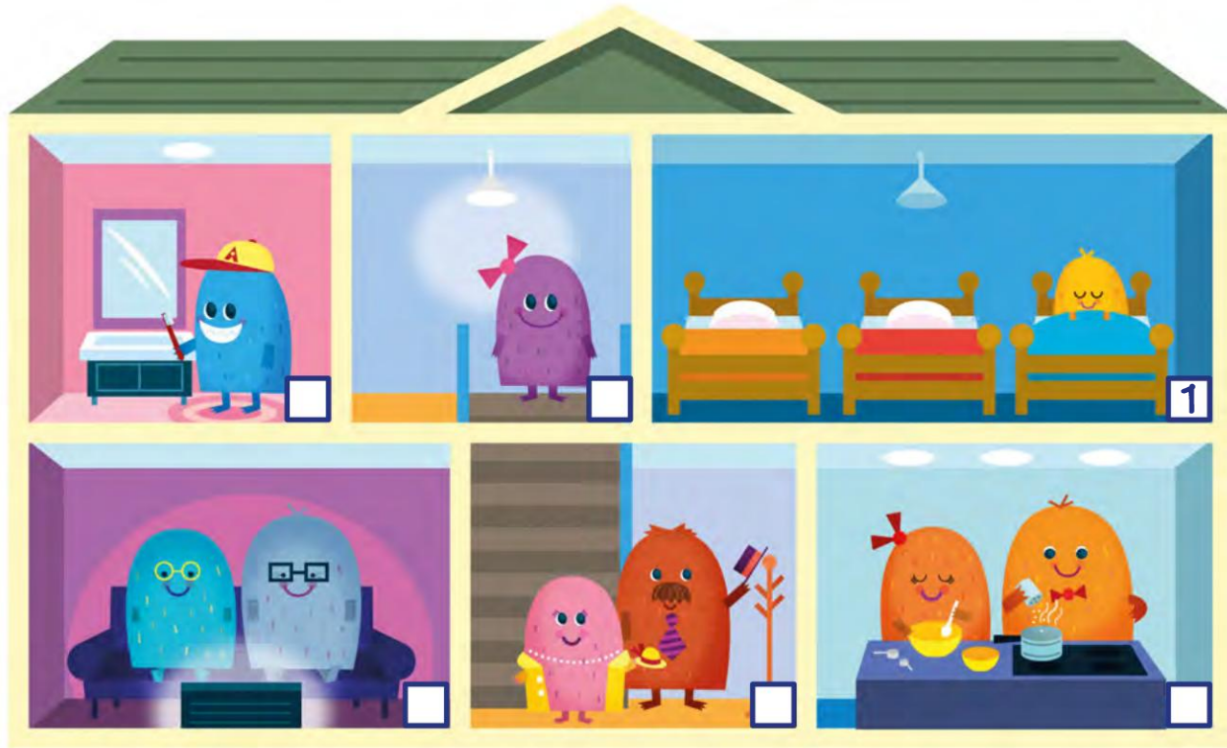



I live in a big house. It isn't old, it's new. There are four bedrooms, a kitchen, a dining room, a living room and a hall. My bedroom is my favourite room. It's blue. There are posters of animals and I've got a green rug. There's a desk in my bedroom and I've got a computer. There isn't a TV. My toys are in my bedroom and there's a teddy bear. I play with my toys at the weekend.

- 1 The house is small. no
- 2 There are five bedrooms. _____
- 3 The rug is blue. _____
- 4 There isn't a computer. _____
- 5 There's a TV in the bedroom. _____
- 6 There are toys in the bedroom. _____

Listening: houses and rooms

- 1**  13 Listen and number the rooms.



- 2**  14 Listen to Amy. Circle the correct answers about her house.

- 1** How many rooms are there?
a There are seven rooms.
b There are eight rooms.
- 2** How many bedrooms are there?
a There are two bedrooms.
b There are three bedrooms.
- 3** Is there a garden?
a Yes, there is.
b No, there isn't.
- 4** Is there a desk in the living room?
a Yes, there is.
b No, there isn't.
- 5** Are there any stairs?
a Yes, there are.
b No, there aren't.



- 1 Find and circle six differences. Then say.

There's a yellow ball.

Bedroom A!



- 2 Look at the bedrooms in Activity 1. Play the memory game.

How many pencils are there in Bedroom A?

There are ...

Where is the teddy in Bedroom B?

It's ...

What colour's ... ?

It's ...

- 3 Choose a bedroom from Activity 1. Talk about it.

This is Bedroom A. There's a yellow ball. It's on the chair. There are two red books. There are ...

7

Do you like this/these ... ?

Do you like these jeans?

Yes, I do!

Do you like these shoes?

No, I don't! Put on these shoes.

Do you like this jacket?

No, I don't! Put on this jacket.

Do you like this hat?

Yes, I do!

Language focus

Use **Do you like this ... ?** to ask about singular nouns.
 Use **Do you like these ... ?** to ask about plural nouns.
 Use **Yes, I do** and **No, I don't** to give short answers.

Do you like this hat? **Yes, I do.**

Do you like these shoes? **No, I don't.**

1 Match the words with the pictures.

a

b

c

d

e

f

This

These

2 Write the questions.

1 this / Do / like / hat / you / ?

Do you like this hat?

2 these / you / shoes / Do / like / ?

3 like / jacket / you / this / Do / ?

4 like / you / shorts / these / Do / ?

5 T-shirt / Do / you / like / this / ?

6 you / jeans / like / Do / these / ?

3 Look and write.



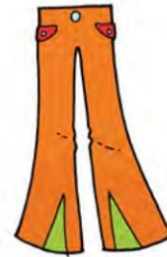
1 Do you like this hat ?
☺ Yes, I do .



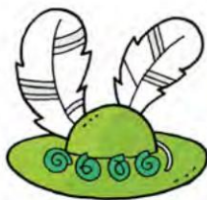
2 Do you _____ ?
☹ No, _____ .



3 Do you _____ ?
☹ No, _____ .



4 Do _____ ?
☺ _____ .



5 Do _____ ?
☹ _____ .



6 _____ ?
☺ _____ .

Is he/she + -ing?

Where's James? Is he playing football?



That's James.



Is he wearing a black sweater?



Oh yes! I can see him.

Language focus

Use **Is he/she + -ing** to ask what people are doing. Use **Yes, he is** and **No, she isn't** to give short answers. Use **is + -ing** to describe what people are doing.

Is he wearing a blue T-shirt?

Yes, he is.

Is she wearing brown shoes?

No, she isn't.

Olivia's wearing a red sweater.

1 Look and read the questions. Write *yes* or *no*.

1 Is Emma watching TV? yes

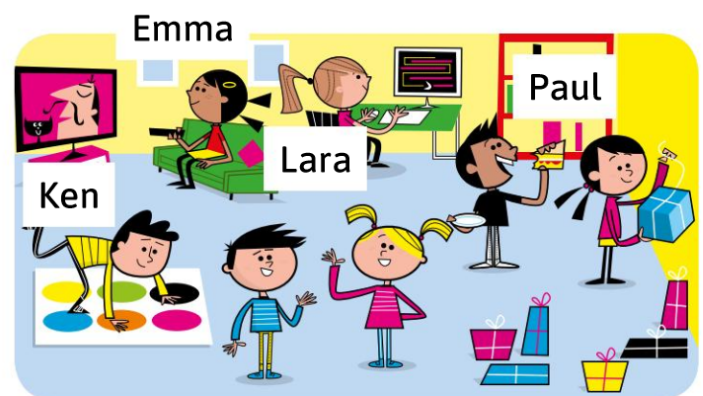
2 Is Paul playing a game? _____

3 Is Lara singing? _____

4 Is Ken playing a game? _____

5 Is Emma wearing a green T-shirt? _____

6 Is Ken wearing a blue sweater? _____



2 Write Yes, he/she is or No, he/she isn't.

1 Is he wearing red shorts?

Yes, he is.



2 Is he watching TV?



3 Is he wearing a red sweater?



4 Is she eating cake?



5 Is he playing football?



6 Is she playing computer games?



3 Write the questions and sentences.

1 Anna / wearing / is / a blue skirt / .

Anna is wearing a blue skirt.

2 is / What / doing / Bob / ?

3 Are / Amy and Hannah / bikes / riding / ?

4 are / TV / watching / Emma and Tom / .

5 playing / Oscar / football / is / .

6 a sandwich / Kylie / Is / eating / ?

Reading: a chat

1 Read the conversation and answer the questions.

CHATS School friends

James, Amy



James Brown

Hi, Amy!

I'm in my bedroom. I'm listening to music with my cat! He's on my bed!

Is he sleeping?

Yes, he is.

Where are your mum and brother Luke?

My mum's in the dining room and Luke's in the living room.

Is your mum eating?

No, she isn't. She's reading a book in her favourite chair!



Amy Little

1 Who is James talking to?
He's talking to Amy.

2 What is the cat doing?

3 What is James doing?

4 Where is Mum?

5 Where is Luke?

6 Is Mum watching TV?

1 Make notes.

You are at home. What are you doing?

What is your mum doing? Where is she?

Have you got a cat or a dog? What is he/she doing?

What is your brother/sister doing? Where is he/she?

2 Write a conversation with your friend.






CHATS School friends

Listening: clothes

1 15 Listen and draw 😊 or ☹️.

<p>1</p>  <p style="text-align: right;"></p>	<p>2</p>  <p style="text-align: right;"></p>	<p>3</p>  <p style="text-align: right;"></p>
<p>4</p>  <p style="text-align: right;"></p>	<p>5</p>  <p style="text-align: right;"></p>	<p>6</p>  <p style="text-align: right;"></p>

2 16 Listen and match.

<p>1</p>  <p>Stan</p>	<p>2</p>  <p>Oscar</p>	<p>3</p>  <p>Stella</p>	<p>4</p>  <p>Lucy</p>	<p>5</p>  <p>Maya</p>
----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------

<p>a</p> 	<p>b</p> 	<p>c</p> 	<p>d</p> 	<p>e</p> 
----------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------

1 Play the description game. Use the words.

Bob

Bob's wearing a yellow T-shirt and blue shorts. He's playing tennis.



Helen

T-shirt
shorts
cap
football



Matt

sweater
trousers
shoes
TV



Pat

jacket
skirt
banana



Bob

T-shirt
shorts
tennis

2 Draw a picture of you wearing your favourite clothes. Talk about your picture.

In this picture, I'm wearing my favourite clothes. I'm wearing ...



3 Show your picture to a friend. Ask and answer.

Do you like this T-shirt?

Yes, I do! Do you like these jeans?

8

can/can't for ability



Language focus

Use **can** and **can't** to talk about ability.

*I **can** stand on one leg.*

*I **can't** touch my toes.*

*She **can** skip.*

*He **can't** skip.*

1 Match the sentences with the pictures.

1 He can't swim.

f

2 He can play football.

3 He can skip.

4 She can stand on one leg.

5 She can't play the piano.

6 She can't ride a bike.



2 Write *can* or *can't*.

1



✗ He can't swim.

2



✓ He _____ ride a horse.

3



✗ She _____ play tennis.

4



✗ He _____ play the piano.

5



✓ She _____ ride a bike.

6



✓ She _____ do ballet.

3 Look and write.

	Ned	Alice
	✗	✓
	✗	✓
	✓	✗

1 Ned can't play the piano.

2 _____

3 _____

4 _____

5 _____

6 _____

Questions with can



Language focus

Use **can** to ask about ability. Use **Yes, I can** and **No, I can't** to give short answers.

Can you swim?

Yes, I can.

Can you dance?

No, I can't.

1 Match the questions with the responses.

1 Can you dance?

a I don't know. Let's see. Woah!
No, I can't.

2 Can you fly a kite?

b Yes, I can. I can play the piano, too.

3 Can you ride a horse?

c Yes, I can, and I can sing.

4 Can you stand on one leg?

d No, I can't. I haven't got a kite.

5 Can you play the guitar?

e Yes, I can. I swim at the weekends.

6 Can you swim?

f No, I can't, but I can ride a bike.

2 Complete the sentences with the words from the box.

sing speak play can ~~Yes~~ can't

Karl Hello, May. Can you dance?

May (1) Yes, I can.

Karl Can you (2) _____ the guitar?

May No, I (3) _____. But I can play the piano and I can (4) _____.

Karl Can you (5) _____ Spanish?

May No, I can't. But my sister (6) _____.



3 Write questions.

1 (piano) Can you play the piano?

No, I can't. But I can play the guitar.

2 (speak Spanish) _____

Yes, I can. ¡Hola!

3 (play tennis) _____

No, I can't. I can play football.

4 (ride a bike) _____

Yes, I can. My bike is pink.

5 (swim) _____

Yes, I can.

6 (ride a horse) _____

No, I can't. I don't like horses.



Reading: a forum

1 Read the text and the sentences. Write *yes* or *no*.

Pet forum

Super pets!



Alice

Can your cat sing?!

My cat is called Bob. He's black with one white foot! He's two years old. He can run and jump AND he can sing! What can your pet do?



Harry

Wow! No way! My cat can't sing. I've got a dog, too. His name is Patch. He can swim and he can play football – we play football in the garden! Look at my photo.



Sally

Cool! I haven't got a cat or a dog, but I've got a horse. Her name is Jazzy. She's a big black horse – she's beautiful. She can't sing. She can jump up high, stand on two legs and she can skip.

- 1 Bob is one. no
- 2 Bob can't sing. _____
- 3 Patch can swim. _____
- 4 Patch can't play football. _____
- 5 Jazzy is ugly. _____
- 6 Jazzy can skip and jump. _____

1 Choose a pet and make notes.

Pet _____

What's her/his name? _____

What colour is she/he? _____

How old is she/he? _____

She/he can _____

She/he can't _____

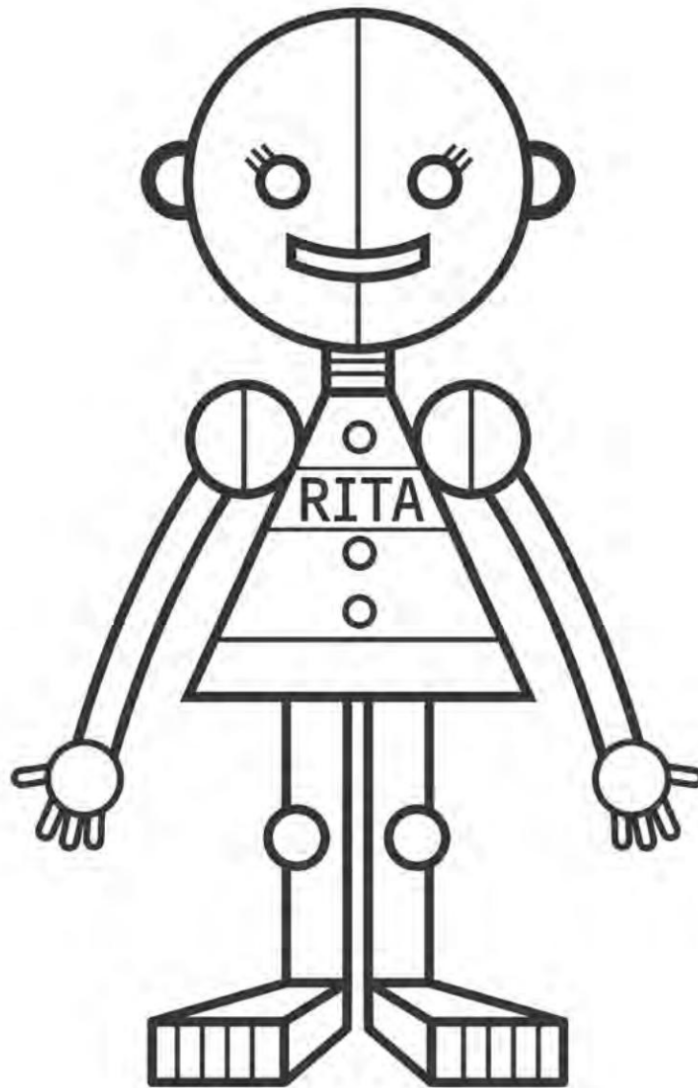
2 Write a forum post. Use your notes from Activity 1 to help you.


Pet forum

Super pets!

Listening: the body and actions

1  17 Listen and colour.



2  18 What can Rita do? Listen and tick or cross .

What can Rita do?

talk

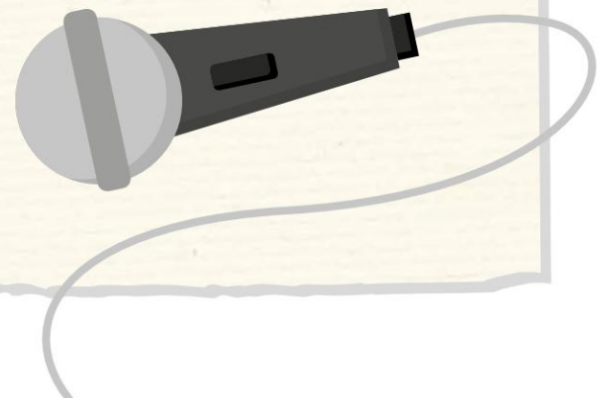
walk

run

jump

dance

sing



Speaking

1 Ask and answer.
Use the words from the box.

Can you touch your toes?

Yes, I can.

skip make fly touch swim play sing



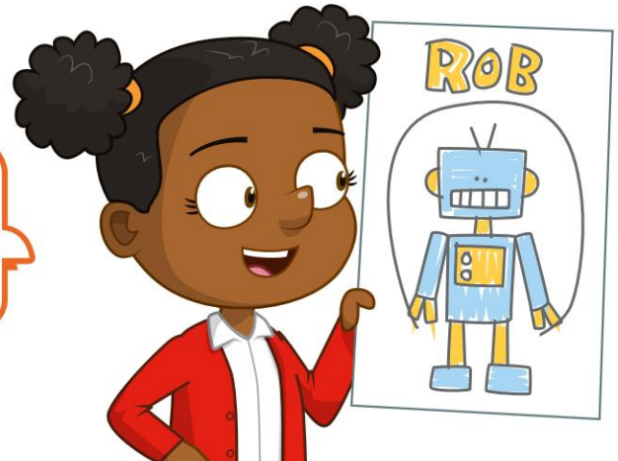
2 Imagine and draw a robot. Complete and practise.



This is my robot. Her/His name's _____ . My robot can _____ , _____ and _____ . My robot can't _____ or _____ .

3 Talk about your robot.

This is my robot. His name's Rob. Rob can talk, sing and skip. Rob can't dance or swim.



9 Suggestions



Language focus

Use **Let's + verb** to make suggestions.

Good idea.

Let's play the guitar.

I'm not sure.

Sorry, I don't want to.

1 Match the sentences with the pictures.

1 Let's paint a picture. d

2 Let's take a photo.

3 Let's look for shells.

4 Let's listen to music.

5 Let's go to the park.

6 Let's go swimming.



2

Complete the sentences with the words from the box.

Let's idea play sure eat want

Hugo (1) Let's look for shells.

Tony I'm not (2) _____.

Hugo OK. Let's (3) _____ football.

Tony Sorry, I don't (4) _____ to – we haven't got a ball.

Hugo Let's (5) _____ an ice cream.

Tony Good (6) _____. Banana is my favourite ice cream!

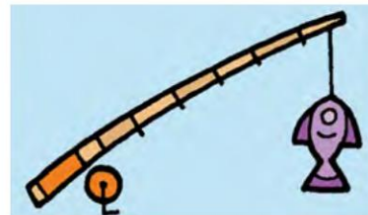
3

Look and write.



1 Let's play the guitar.

✓ Good idea.



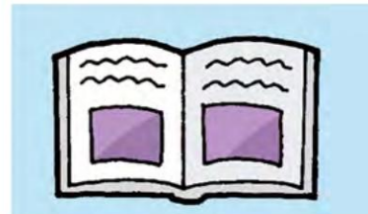
2 _____

✗ Sorry, _____.



3 _____

✓ _____



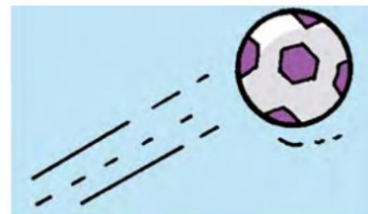
4 _____

✗ I'm _____.



5 _____

✗ I'm _____.



6 _____

✓ _____

Where's / Where are ... ?



Language focus

Use **Where's ... ?** to ask about singular items.

Use **It's ...** to answer about singular items.

Use **Where are ... ?** to ask about plural items.

Use **They're ...** to answer about plural items.

Where's the blue book?

It's in the green bag.

Where are the orange books?

They're in the black bag.

1 Write the questions.

1 are / Where / small / the / shells / ? Where are the small shells?

2 is / the / dog / Where / big / ? _____

3 are / blue / shoes / the / Where / ? _____

4 the / Where / is / cat / ? _____

5 beach / the / Where / is / ? _____

6 orange / Where / the / are / kites / ? _____

2 Look and write answers.

1 Where's the blue book?

It's in the green bag.

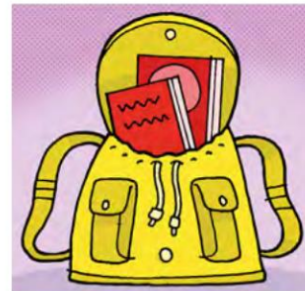
2 Where's the green lizard?

3 Where are the green books?

4 Where's the purple spider?

5 Where are the red books?

6 Where's the yellow lizard?



3 Look. Complete the questions and answers.

1 Where 's the lizard ?

It's in the bedroom.

2 _____ the crocodiles?

_____ in the bathroom.

3 _____ the cat?

_____ room.

4 _____ the spider?

_____ ?

It's in the cellar.

