

2^e ÉDITION



MORE!

7^e

2^e CYCLE

Guide pédagogique

Sue Parminster & Liz Gardiner avec Herbert Puchta & Jeff Stranks



CAMBRIDGE



CONFÉRENCE INTERCANTONALE
DE L'INSTRUCTION PUBLIQUE DE
LA SUISSE ROMANDE ET DU TESSIN

Shaftesbury Road, Cambridge CB2 8EA, United Kingdom
One Liberty Plaza, 20th Floor, New York, NY 10006, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre,
New Delhi – 110025, India
103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press & Assessment is a department of the University of Cambridge.

We share the University's mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781009223850

MORE! 1 was originally published by Helbling Languages © Helbling Languages 2006
Revised edition © Cambridge University Press and Helbling Languages 2008
First edition © Cambridge University Press and Helbling Languages 2013
This edition © Cambridge University Press & Assessment and Helbling Languages 2023

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press & Assessment.

First published 2013, Second edition 2023

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

A catalogue record for this publication is available from the British Library

ISBN 978-1-009-22385-0 Teacher's Book with Digital Pack
ISBN 978-1-009-22380-5 Student's Book

Cambridge University Press & Assessment has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Contents

Student's Book map	4
Welcome to MORE! 7 ^e	8
Introduction	16
Key features of MORE!	16
Course aims	16
MORE! approach and methodology	17
Assessment	21
Using MORE! in class	22
MORE! 7 ^e Workbook	27
MORE! 7 ^e Teacher's Book	27
MORE! 7 ^e Language Book	28
MORE! 7 ^e digital resources	28
Games bank	29
Classroom language	36
Teaching notes	
Unit 1	39
Unit 2	57
Unit 3	72
Unit 4	86
Unit 5	101
Unit 6	115
Unit 7	131






The Workbook answer key follows Unit 7 of the Teacher's Book.

Student's Book map

Module 1






Pages 4–13

Unit 1 Hello!

Objectives	Skills	Language	MORE!
Students learn: <ul style="list-style-type: none"> to say <i>hello</i> and <i>goodbye</i> to introduce themselves to ask about and say other people's names to introduce their pets to ask how to spell names to spell their names to talk about countries and places 	 Listening <ul style="list-style-type: none"> understand a greetings dialogue recognise names identify the letters of the alphabet  Reading <ul style="list-style-type: none"> understand names and pet words understand simple dialogues extract facts about other children  Interaction <ul style="list-style-type: none"> say <i>hello</i> and <i>goodbye</i> ask and give names spell names  Production <ul style="list-style-type: none"> introduce a pet say the alphabet  Writing <ul style="list-style-type: none"> copy pet words, country words write simple phrases of greeting and introduction 	Active vocabulary Hello and goodbye Pets The alphabet Countries Grammar Present simple to be – singular <i>How are you?</i> <i>I'm (fine). And you?</i> <i>What's your name?</i> <i>My name's ...</i> <i>I'm ...</i> <i>This is (my pet dog).</i> Possessive determiners <i>my, your, his, her, its</i>	Pronunciation <ul style="list-style-type: none"> alphabet sound groups /eɪ/, /i:/, /e/, /u:/, /aɪ/, /əʊ/, /ɑ:/ Song <ul style="list-style-type: none"> <i>Alphabet Stars</i> Cross-curricular content: Geography <ul style="list-style-type: none"> identifying countries in Europe villages, towns, cities and regions Learning strategies Learning to listen <ul style="list-style-type: none"> specific information Word tip <ul style="list-style-type: none"> international words Language links <ul style="list-style-type: none"> animal words letter names

Pages 14–21

Unit 2 My world

Students learn: <ul style="list-style-type: none"> to introduce their friends to count from one to twenty to ask and say ages to ask and answer questions about themselves to talk about their family 	 Listening <ul style="list-style-type: none"> identify numbers identify names, places, ages and family members  Reading <ul style="list-style-type: none"> extract facts about a boy from England understand a humorous dialogue  Interaction <ul style="list-style-type: none"> ask about people's ages ask and answer personal questions  Production <ul style="list-style-type: none"> talk about your friends, other people and families talk about yourself  Writing <ul style="list-style-type: none"> copy numbers one to twenty, family words write personal introductions 	Active vocabulary Numbers one to twenty The family Grammar Present simple to be – plural <i>How old are you?</i> <i>We're eleven.</i> <i>They're from London.</i> <i>These are my brothers.</i> Personal pronouns <i>I, you, he, she, it, we, you, they</i> Plural nouns (regular)	Pronunciation <ul style="list-style-type: none"> plural nouns with /z/ Song <ul style="list-style-type: none"> <i>Ten in the Bed</i> Reading for pleasure <ul style="list-style-type: none"> <i>The wide-mouthed frog</i> Learning strategies Learning to speak <ul style="list-style-type: none"> interaction Word tip <ul style="list-style-type: none"> using word cards Language links <ul style="list-style-type: none"> categorising animals numbers talking about age
---	--	--	--






Module 1






Units 1 and 2











Pages 22–23






Revise more

Project: Families

Objectives	Skills	Language	MORE!
Students learn: <ul style="list-style-type: none"> to ask and say who people are to say how people feel to say who things belong to to talk about their friends to say the days of the week to describe people in pictures 	 Listening <ul style="list-style-type: none"> identify feelings order and repeat dialogues  Reading <ul style="list-style-type: none"> understand feelings and situations understand a comic strip narrative  Interaction <ul style="list-style-type: none"> ask and say who people are ask and say how people feel ask and answer questions about people in pictures  Production <ul style="list-style-type: none"> describe feelings describe a boy's week  Writing <ul style="list-style-type: none"> copy feelings adjectives, days of the week describe a photo of a person 	Active vocabulary Feelings adjectives Days of the week Grammar Present simple to be Negative <i>This isn't my cat.</i> yes / no questions <i>Are you scared of dogs?</i> <i>Yes, I am.</i> <i>No, I'm not.</i> Questions with Who <i>Who's she?</i> <i>Who are they?</i> Possessive determiners <i>our, your, their</i>	Pronunciation <ul style="list-style-type: none"> word stress in the days of the week Song <ul style="list-style-type: none"> <i>If You're Happy and You Know It</i> Cross-curricular content: Art <ul style="list-style-type: none"> describing people in works of art being aware of different art styles identifying and drawing simple cartoon faces Learning strategies Learning to read <ul style="list-style-type: none"> using the title and pictures to aid understanding Word tip <ul style="list-style-type: none"> working on your pronunciation Language links <ul style="list-style-type: none"> talking about feelings

Students learn: <ul style="list-style-type: none"> to ask and say where things are to give and follow classroom instructions to describe their classroom to say what colours things are 	 Listening <ul style="list-style-type: none"> understand dialogues about where things are understand gist to identify situations  Reading <ul style="list-style-type: none"> understand stories with pictures  Interaction <ul style="list-style-type: none"> ask and say where objects are ask and answer personal questions ask and say what colour things are  Production <ul style="list-style-type: none"> describe the classroom say where school objects are  Writing <ul style="list-style-type: none"> copy school words, instructions, colours describe your desk write about your school 	Active vocabulary Classroom objects Colours Grammar Imperatives <i>Sit down!</i> <i>Don't laugh!</i> Questions <i>Where's my pen?</i> <i>What colour is it?</i> Prepositions of place <i>in, next to, on, under</i>	Pronunciation <ul style="list-style-type: none"> the sound /æ/ Song <ul style="list-style-type: none"> <i>Where Is My Pencil?</i> Reading for pleasure <ul style="list-style-type: none"> <i>Sunday morning</i> Learning strategies Learning to speak <ul style="list-style-type: none"> repeating Learning to write <ul style="list-style-type: none"> checking your work Word tip <ul style="list-style-type: none"> revising words Language links <ul style="list-style-type: none"> question words colour words
--	--	---	--

Objectives	Skills	Language	MORE!
Students learn: <ul style="list-style-type: none"> to describe objects to describe their bedrooms and their homes to ask and answer questions about things and places to talk about possession to ask and answer questions about size 	 Listening <ul style="list-style-type: none"> understand dialogues about a room and a zoo identify a bedroom listen for measurements  Reading <ul style="list-style-type: none"> understand a description of a room extract facts from a zoo brochure extract facts about homes in different countries  Interaction <ul style="list-style-type: none"> describe objects and a room ask and talk about sizes  Production <ul style="list-style-type: none"> describe people, animals and things describe a bedroom describe a favourite place  Writing <ul style="list-style-type: none"> copy adjectives, furniture and house words describe an ideal room describe an object 	Active vocabulary Adjectives Furniture Rooms in a house Numbers thirty to ninety Grammar <i>There is/are</i> <i>There are two posters.</i> <i>Is there a computer?</i> <i>There isn't a desk.</i> Possessive 's <i>Claudia's cat</i> <i>Lucas's farm</i> <i>my friends' books</i>	Pronunciation <ul style="list-style-type: none"> the schwa sound /ə/ in unstressed syllables and weak forms Song <ul style="list-style-type: none"> <i>The Witch's Haunted House</i> Cross-curricular content: Maths <ul style="list-style-type: none"> measuring objects estimating sizes Learning strategies Learning to speak <ul style="list-style-type: none"> preparing phrases Learning to read <ul style="list-style-type: none"> using background knowledge Word tip <ul style="list-style-type: none"> using mind maps Language links <ul style="list-style-type: none"> adjective order describing things
Students learn: <ul style="list-style-type: none"> to describe people to ask and say what people have got to ask and answer questions about what people are like to ask about and describe animals 	 Listening <ul style="list-style-type: none"> understand dialogues with descriptions follow an action sequence identify rooms  Reading <ul style="list-style-type: none"> understand descriptions of people understand a story play script  Interaction <ul style="list-style-type: none"> take part in dialogues about families and pets ask and say where things are ask and answer questions about an animal act out a play script  Production <ul style="list-style-type: none"> describe a famous person  Writing <ul style="list-style-type: none"> copy body words and wild animals describe a pirate describe favourite stars 	Active vocabulary The body Wild animals Adjectives Grammar <i>have got</i> Affirmative and negative <i>He's got fair hair.</i> <i>I haven't got my money.</i> yes / no questions and short answers <i>Have you got a sister?</i> <i>Yes, I have.</i> <i>No, I haven't.</i> The indefinite article a/an <i>a foot, an eye</i>	Pronunciation <ul style="list-style-type: none"> the sound /h/ Song <ul style="list-style-type: none"> <i>Head, Shoulders, Knees and Toes</i> Reading for pleasure <ul style="list-style-type: none"> <i>The Lake District Monster</i> Learning strategies Learning to speak <ul style="list-style-type: none"> asking for help Learning to listen <ul style="list-style-type: none"> listening for details Word tip <ul style="list-style-type: none"> learning phrases Language links <ul style="list-style-type: none"> parts of the body

Objectives	Skills	Language	MORE!
Students learn: <ul style="list-style-type: none"> to talk about the food they like and hate to talk about the food they eat at different meals to talk about the things that other people like to ask for things in a restaurant to classify food in different ways 	<p> Listening</p> <ul style="list-style-type: none"> understand a dialogue about school lunch understand a restaurant dialogue identify food likes and dislikes <p> Reading</p> <ul style="list-style-type: none"> understand a questionnaire about eating habits understand facts about children and their favourite foods <p> Interaction</p> <ul style="list-style-type: none"> talk about your eating habits ask for food in a restaurant <p> Production</p> <ul style="list-style-type: none"> talk about food you like and dislike talk about meals and eating habits <p> Writing</p> <ul style="list-style-type: none"> copy food and meal words write notes about meals write lists of food in food groups describe your favourite meal 	<p>Active vocabulary Food and drink Meals</p> <p>Grammar Present simple affirmative</p> <p>Likes and dislikes <i>I like bananas.</i> <i>He loves pizza.</i> <i>She hates tomatoes.</i></p> <p>Routines <i>I eat cereal for breakfast.</i></p> <p>Requests <i>Can I have a sausage, please?</i></p>	<p>Pronunciation</p> <ul style="list-style-type: none"> the sound /tʃ/ <p>Song</p> <ul style="list-style-type: none"> <i>A Slice of Pizza</i> <p>Cross-curricular content: Biology</p> <ul style="list-style-type: none"> nutritional values and food groups the food pyramid and eating a balanced diet <p>Learning strategies</p> <p>Learning to listen</p> <ul style="list-style-type: none"> listening for gist <p>Learning to write</p> <ul style="list-style-type: none"> process writing <p>Word tip</p> <ul style="list-style-type: none"> learning on your own <p>Language links</p> <ul style="list-style-type: none"> food words regular present tense verbs

Module 4

Unit 7

Pages 74–75

Revise more

Project: Me!

Welcome to MORE! 7^e

The Student's Book

The first two pages in each unit present and practise the new language in real life situations.

In this unit summarises the learning objectives for each unit.

Unit 3 My friends

In this unit
I can
• talk about people
and their feelings
• ask simple personal
questions

1 Listen and read.
Mrs Brown Good afternoon, Hannah.
Hannah Hi, Mrs Brown. Are these your dogs?
Mrs Brown Yes, they are.
Hannah What are their names?
Mrs Brown This is Baron, and this is Bess.
Hannah Hello, Baron. You're a nice dog.
James I'm scared of dogs.
Mrs Brown Who's your friend?
Hannah His name's James.
Mrs Brown Hello, James.
James Nice to meet you.
Hannah Mrs Brown is my new neighbour.

2 Read and say the names.
1 ... are
2 ... and
3 ... is
4 ...

Practice

3 Listen and repeat.
Who's he? Who's she? Who are they?
He's my brother. She's my neighbour. They're my friends.

4 Ask and answer.
Who's he? He's James Bond.

5 Read.

There is a range of activities to practise the new language in meaningful chunks.

The new language is presented in a dialogue. The photos create the context for students to understand the new language input.

The activities on this page present and practise the first set of active vocabulary in the unit using a wide range of communicative tasks.

Language

6 Match and say.
Then listen, check and repeat.

angry tired happy sad
cold hot thirsty scared hungry
bored

7 Listen and say. He's cold.

8 Ask and answer. Is Victor sad? No, he's tired.

Victor Maria Tom and Alice Paul Megan

Language links

In English	En français	Auf Deutsch
He's happy.	Il est heureux.	Er ist glücklich.
She's thirsty.	Elle a soif.	Sie hat Durst.

Language links helps students to transfer their knowledge of French and German to their learning in English.

Language

9 **Listen and match.**

Anna Toby Rose Daniel

a b c d

10 **Ask and answer.**

Are you scared of dogs? No, I'm not.

Are you scared of snakes? Yes, I am.

11 **Listen and repeat.**

This isn't my cat. It isn't your cat. It isn't his cat. It's her cat.

Oh, no! Oh, no! Yes, I'm her cat.

This isn't our dog. It isn't your dog. Of course not. It's their dog.

Oh, no! That's right, I'm their dog.

Grammar summary page 77

UNIT 3 27

The activities on this page focus on the target grammar. Students use the new language in context and are then guided to discover the rules.

There is a reference to the *Grammar summary* at the back of the Student's Book (see page 15 of this Teacher's Book).

A wide variety of reading texts use the new language in context. The comprehension tasks develop different reading strategies.

Reading and Speaking

12 **Read and listen.**

Max is happy

1 Max is in his car. The car is beautiful – and fast. He's happy – he's very happy!

2 Tom is his friend. He's in the car, too. He isn't happy. He's nervous – he's very nervous!

3 Mr and Mrs Cross are at the bus stop. They aren't happy. They're cold – they're very cold!

4 Mrs Bing is in front of her shop. She isn't happy. She's angry – she's very angry!

5 The duck is in the road. It isn't happy. It's scared – it's very scared!

6 Max isn't in his car now, and he isn't very happy. But the duck is happy and Mrs Bing is happy. And Mr and Mrs Cross are happy. And Tom's happy, too. They're all happy – they're all very happy!

13 **Ask and answer.**

Is Max happy in 1? Yes, he is.

Are Mr and Mrs Cross happy in 3? No, they aren't.

Listening and Writing

14 **Read and order.**

15 **Then listen and check.**

a Oh, no. Why?
b No, we aren't.
c Are you okay?
d We're very tired!

a It's Monday morning!
b I'm not very happy.
c How are you today?
d Oh, dear. Why?

16 **Ask and answer.**

angry bored cold hot hungry sad scared

17 **Find a photo of a friend and write for your Portfolio.**

Who's this?

This is Thomas. He's my best friend. He's twelve. In this photo he's happy and he's hot! He's very tired.

Students communicate about the text or perform a personalised oral task using the text as a springboard.

There is a listening skills development activity in every unit.

There is a *Portfolio* writing activity in every unit. Students personalise the target language to write about their own lives and experiences.

Students learn and practise a second set of active vocabulary connected to the unit topic.

Pronunciation rhymes focus on particular sounds or on the unit vocabulary.

Learn more

1. Listen and match.

2. Talk about Lara's family. Joanna is her mum.

3. Listen and repeat.

A baby, a ball, a bear and a dog.
Two babies, three balls, four bears and five frogs.

4. Listen and sing.

There are **ten** in the bed
And the little one says,
'Roll over. Roll over.'
So they all roll over and one falls out.
There's one in the bed ...

There's one in the bed
And the little one says,
'Good night.'

eight seven six five
four three two

Read more for pleasure

The wide-mouthed frog

23. Listen and read.
24. Then act out.

Frog: Hi, how are you?
Gorilla: I'm fine, thanks. What's your name?
Frog: I'm Freddy. I'm a wide-mouthed frog, and my favourite food is flies. What's your name?
Gorilla: I'm Gordon. I'm a gorilla. My favourite food is bananas.
Frog: Well, nice to meet you! Bye, gorilla!
Gorilla: Bye, frog!

Frog: Hi, how are you?
Bear: I'm fine, thanks. What's your name?
Frog: I'm Freddy. I'm a wide-mouthed frog, and my favourite food is flies. What's your name?
Bear: I'm Betty. I'm a bear. My favourite food is honey. Well, nice to meet you! Bye, bear!
Bear: Bye, frog!

Frog: Hi, how are you?
Crocodile: I'm fine, thanks. What's your name?
Frog: I'm Freddy. I'm a wide-mouthed frog, and my favourite food is flies. What's your name?
Crocodile: I'm Carl. I'm a crocodile. My favourite food is ... wide-mouthed frog!
Frog: Oh no, oh no, oh no!

Bye!

For MORE! go to cambridgeone.org and do a quiz on this text.

There is a song in every unit.

Every unit has a reading page. In the first unit in the module, the reading texts have a cross-cultural focus. In the second unit, the texts are for enjoyment and can be acted out in class.

Every first unit in the module has two cross-curricular pages linked into the PER curricular areas. They provide valuable opportunities for students to draw on their knowledge from across the school curriculum.

These pages are a rich source of vocabulary for the cross-curricular work.

Painting people

25. Look and listen. Which painting is it?

26. Play a guessing game.

boy child children girl man

Is it a boy?
No, it isn't. It's a girl.
Is she happy?
No, she isn't. She's ...

27. Find a painting and talk about it.

Art

26. Look and say.

It's a happy face.

27. Draw faces then say.

This is a girl. She's scared.
This is a man. He's tired.

28. Make a card game with pictures of people.

The *Mini project* encourages students to personalise their cross-curricular learning.

Every second unit in the module ends with revision activities, a project and self-evaluation.

The **Project** is designed to encourage self-expression, creativity and consolidation.

Revise more has revision activities and a communication game played in pairs or groups.

Revise more

22 Listen and choose the picture.

23 Play the game.

Where's the book? It's on the desk. What colour is it? It's red.

Workbook Page 51

UNIT 4

Project My school

24 Make a poster about your school.

My school

School is Cool

This is my school.

This is me and these are my friends. We're in a computer class. We're very happy!

This is my class. We're in Year 7. I'm not in this photo.

This is my teacher. Her name's Madame Dupont. She's great.

25 Revise and check.

Now I can ...

- talk about people and their feelings
- ask simple personal questions
- ask and say where things are
- give and follow instructions
- talk about colours

Who ...? Don't ...! Where ...? ... your book! What ...? Is your friend ...? Are ...? I'm ... It's ...

Portfolio

UNIT 4 43

Students are guided to assess their own learning.

Students are encouraged to choose sample work to put into their portfolios.

Language Book

The **Language Book** is a personalised picture dictionary. The key active vocabulary sets in each unit appear in pictures which the students label to record and help them learn the new words.

Unit 3

My friends

Feelings

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Days of the week

1/7 M. _____
2/7 T. _____
3/7 W. _____
4/7 T. _____
5/7 F. _____
6/7 S. _____
7/7 S. _____

The wordlist for each unit lists all the active vocabulary, key words and phrases and cross-curricular vocabulary. Students can use it to check their work and as a study tool.

Word Tip

Beaucoup de mots anglais ont une orthographe proche des leurs équivalents français ou allemands. Par exemple:

English	Français	Deutsch
football	football	Fußball
guitar	guitare	Gitarre

Les mots internationaux

l'orthographe la prononciation

- Cherchez des mots qui sont similaires en anglais et dans les autres langues que tu connais. Fais attention à:
- De quelles manières sont-ils similaires et/ou différents ?

Cette approche t'aidera à comprendre l'anglais plus facilement.

- Consulte l'unité 1 du *Student's Book* et fais une liste des mots qui sont similaires en anglais et dans les autres langues que tu connais. Les mots peuvent être similaires dans toutes les langues, ou seulement dans deux.

English	Français	Deutsch

Wordlist

chat	hamster	hamster
chien	mouse	souris
poisson	rabbit	lapin

Hello and goodbye

hello	bonjour	bonjour (matin)
good morning	salut (bonjour)	bonjour (après-midi)
good afternoon	salut (au revoir)	bonsoir
good evening	au revoir	bonne nuit
good night	à bientôt	

Words and phrases

adieu	no	non
you	pet	animal de compagnie
	yes	oui

Geography

Britain	Grande-Bretagne	Italy	Italie
Europe	Europe	Portugal	Portugal
France	France	Spain	Espagne
Germany	Allemagne	Switzerland	Suisse

city	ville (grande)	town	ville (petite)
country	pays	village	village
region	région		

Word tips give students practical suggestions for recording and learning vocabulary. Students can record the strategies they develop in their portfolios.

fromage cheese /tʃɪz/ n
fruit fruit /fru:t/ n

G
gamins kids /kɪdz/ n
garage garage /'gærɑ:ʒ/ n
garçon boy /bɔɪ/ n

At the back, all the words in the Student's Book and Workbook are listed in alphabetical order in English–French and French–English with phonetic symbols.

The Workbook

Plenty of vocabulary practice is provided through a wide range of activities.

Students practise the functional language in context and listen and check their own work.

Unit 3

My friends

Read and complete. Are His I'm is Nice their they this Who You

Hi, Amy. ¹ Are these your pets?

Yes, ² are.

What are ³ names?

This ⁴ Spike, and ⁵ is Bo.

Hello, Spike. ⁶ 're a nice dog.

⁷ scared of dogs.

⁸ 's your friend?

⁹ name's Oliver.

Hello, Oliver. I'm Sam's neighbour. My name's Amy.

¹⁰ to meet you, Amy.

Listen, check and practise.

Read and match.

- Who's your new neighbour?
- Who are you?
- Who are Paul and Simon?
- Who's your favourite star?
- Who are your best friends?
- Who's Anna?

- Mark and Laura.
- They're my brothers.
- She's my sister.
- I'm Christina.
- Billie Eilish.
- Mrs Jones. She's very nice.

Language

Circle the words and write.

happy cold thirsty tired hungry sad bored

Complete.

Then tick (✓) the words that are similar to the days in English.

English	français	Deutsch
Monday	lundi	Montag
Tuesday	mardi	Dienstag
Wednesday	mercredi	Mittwoch
Thursday	jeudi	Donnerstag
Friday	vendredi	Freitag
Saturday	samedi	Samstag
Sunday	dimanche	Sonntag

There are two pages of grammar exercises for the target language in the Student's Book.

Symbols indicate the suggested level of the exercises.

Language

Complete the table.

Are you happy?	Yes, I'm.	No, I'm not.
Is she sad?	Yes, she is.	No, she's.
Are you tired?	Yes, we're.	No, we aren't.
Are they scared?	Yes, they are.	No, they're.

Read and complete.

- Are you angry? No, I'm not.
- Is this your dog? Yes, it's.
- Is Steve twelve? No, he's.
- Are they hungry? Yes, they're.
- Is Jenny from Switzerland? No, she's.
- Are we late? Yes, you're!

Complete with your, our or their.

- We're Oscar and Jonny. These are dogs.
- They're Alice and Mel. And she's mum.
- Is this cat? He's great!

Longer reading and listening texts provide more challenging extension skills work.

Reading and Listening

12 Read and match.
Then write Holly's words.

A hamburger, please. Chocolate. Great.
I'm hungry. I'm still hungry. Oh, no.
This hamburger is bad. Yum, yum.

Holly's bad day

1 I'm hungry.
Holly is very hungry.

2 Now she's in a café.

3 But she isn't happy.

4 Holly is still hungry. Now she's angry, too.

5 She's in a supermarket.

6 Now Holly is happy.

7 She's very hungry.

8 Holly isn't hungry now. She's sick!

13 Listen and check.
Then listen and read.

Language Book Look up the new words.

20 UNIT 3

Every first Workbook unit in the module ends with a cross-curricular activity page linked to the content of the Student's Book.

Art

14 Look, read and match.
Then colour.

boy child children girl man man

1 child
This is a child.
It's hungry.

2

3

4

5

6

15 Write about the pictures.

UNIT 3 21

Check your progress

16 What can you do now?
Colour the bubbles red, yellow or green.

17 I can ask and answer about names.

18 I can spell my name.

19 I can understand names, ages and numbers.

20 I can say hello and goodbye.

21 I can understand the teacher's instructions.

22 I can name some animals.

23 I can ask and answer about ages.

24 I can understand questions about myself and my pet.

25 I can talk about my family and my friends.

26 I can ask and answer about people.

27 I can understand the important words in a song.

28 I can count from one to twenty.

UNIT 3 25

Every second Workbook unit in the module ends with a self-evaluation task so that students can assess their learning.

The downloadable Workbook Audio contains the Workbook listening tasks and the dialogues, pronunciation rhymes, songs and **Read more for pleasure** texts from the Student's Book. Students use them for listening and pronunciation practice.