





Saing Lights

Student's Book

with Interactive eBook

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STARER

Unit	Grammar	Vocabulary	Skills	Pronunciation	
UNIT 1 We're all different! Dage 7	Question words Possessive adjectives Present simple: <i>be</i>	Favourite things and activities Numbers 0–20 Describing things	 Reading Part 4 Reading: Think outside the box: Welcome to my world! By Danny Writing Part 6 Listening Part 3 	Stress in sentences with the verb be	
<section-header><section-header><section-header><section-header><section-header></section-header></section-header></section-header></section-header></section-header>	<i>this, that, these, those</i> Possessive 's Have(n't) got	Family members Describing people	Reading: Blog posts Reading: Think outside the box: The Addams family Reading Part 5 Writing: An email Listening Part 1	Pairs of words with <i>and</i>	
<section-header><section-header></section-header></section-header>	there is / are, there isn't / aren't is there / are there questions, much, many, a lot of	Food, drink and containers Numbers 20–100	 Reading Part 2 Listening: Think outside the box: An interview Listening Part 3 Speaking Part 1 Writing: A message Listening: A conversation 	Word stress / syllables in words	
UNIT 4 Games, games, games! page 31	<i>can</i> for ability <i>like</i> , <i>love</i> , <i>don't</i> <i>mind</i> , etc. + <i>ing</i> forms	Sports and games verbs Sports and games nouns	 Reading: An article Speaking: Part 1 Reading: Think outside the box: Mind sports Reading: Part 1 Writing: A blog post Listening: Part 5 	can / can't	
<section-header><section-header></section-header></section-header>	Present simple and adverbs of frequency Present simple questions	Daily routines What's the time? Transport and travel	 Reading Part 2 Reading: Think outside the box: How do they get to school? Speaking Part 2 Writing: A social media post Listening Part 2 	/s/, /z/ and /ız/ with present simple endings	
UNIT 6	Present continuous	Clothes	Reading: An article	Vowel sounds:	

What on earth are you wearing? page 47	Present simple and present continuous	Rooms and objects in the home	 Reading: Think outside the box: House clothes – by Carrie Morgan Reading Part 4 Writing Part 6 Listening Part 5 	/æ/, /uː/ and /ɜː/
UNIT 7 People in the past	Past simple: <i>be</i> Past simple: regular verbs (positive)	Jobs Time expressions	 Reading Part 3 Reading: Think outside the box: Women's football is back! Writing Part 7 Listening Part 2 	Past tense regular endings: /t/, /d/ and /ɪd/
UNIT 8 Let's go on a journey! Dage 63	Past simple: irregular verbs (positive) Past simple: negatives and questions	The world around us Adverbs	 Reading: A blog post Reading Part 5 Listening: Think outside the box: An interview Writing: An email Listening Part 4 	Long and short vowels: /ɔː / /e/ and /ʊ/
UNIT 9	Comparative	Animals	Reading Part 3	Word stress:

Awesome animal life page 71	adjectives Superlative adjectives	Describing feelings	laugh?	comparatives and superlatives
<section-header><section-header><section-header><section-header></section-header></section-header></section-header></section-header>	must and have to, mustn't and don't have to Infinitive of purpose	Places in the city Weather words	Concounty rare 1	Silent consonants
STEAM investigations page 88 Grammar reference and practice page 98 Pair work page 108 Irregular verbs page 111				

 Oracy	Challenge	Life competencies	STEAM
Working with other students Showing your partner that you are listening	I want to find out more about the people in my class.	Creative thinking: preparing for creativity Critical thinking: evaluating ideas and arguments	Science Why are we all different?
Asking questions Asking for more information Asking for clarification		Learning to learn: developing skills and strategies for learning Creative thinking: generating ideas	
Talking about ideas with other people Making sure that people can hear you Presenting a poster Showing interest	I want to know more about the food I eat.	Collaboration: encouraging effective group interaction Critical thinking: evaluating ideas and arguments Digital literacy: using tools and creating digital content	Science How can I cook safely?
Speaking slowly and clearly Using body language and making eye contact		Emotional development: empathy and relationship skills	
Asking for people's opinions about your ideas Taking turns	It's good to do new things!	 Critical thinking: solving problems and making decisions Creative thinking: implementing ideas and solving problems Critical thinking: evaluating ideas and arguments Critical thinking: solving problems and making decisions 	
Giving opinions Saying what you think Agreeing and disagreeing		Learning to learn: developing skills and strategies for learning Critical thinking: evaluating ideas and arguments Critical thinking: evaluating ideas and arguments Emotional development: empathy and relationship skills	Technology, Engineering How do I keep dry?
Asking follow-up questions Answering questions	It's important to learn about people in the past.	Critical thinking: evaluating ideas and arguments	Science, Maths What did people in the past think about the stars and the solar system?
Description of the second s		Creative thinking: generating ideas Learning to learn: developing skills and strategies for learning	
Inviting people to give their opinion Making suggestions	Animals are very important for people and the planet. We need to understand why.	Creative thinking: implementing ideas and solving problems Emotional development: empathy and relationship skills	Science, Arts What do animals need to live?
Working together Being positive about each other's ideas Using connectors		Emotional development: empathy and relationship skills Digital literacy: using tools and creating digital content	
Digital Classroom: Practice Extra			









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UNIT I WE'RE ALL DIFFERENT!

LEARNING AIMS

- Skills: talk and write about ourselves, ask people questions
- **Grammar**: learn and practise question words, possessive adjectives and the present simple of *be*
- **Vocabulary**: learn and practise words for people's favourite things and activities, numbers 0–20 and adjectives to describe things
- Critical thinking: find out about your classmates

THE CHALLENGE

I want to find out more about the people in my class. You will:

- **Stage 1 Think:** think about what information you want to find out.
- Stage 2 Prepare: write a questionnaire.
- Stage 3 Develop: ask your questions.
- **Stage 4 Present:** tell the class about your classmate
- **Exam practice**: Reading Part 4, Writing Part 6, Listening Part 3

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C	ια	-	-	10	AL	L	•



1 What is important to know about your

- 1 Where are the people?
- 2 How old are they?
- 2 Watch the video. Where is Kasia from? Where is Trevor from?



classmates?

- their name yes / no
- how old they are
- their favourite music yes / no
- things they do at the weekend yes / no
- **2** Think of five or six more things to ask about.



Documentary



Grammar

7

yes / no

VOCABULARY

FAVOURITE THINGS AND ACTIVITIES

(1) 1.1 Write the words under the photos. Listen, check and repeat.

cinema comic book bike board game band camera hiking online gaming guitar cycling film party













- **2 D 01** Watch the video again. What are Kasia and **Trevor's favourite activities?**
- **5** Work in pairs. Ask and answer questions about your favourite things.

3 Read the text in Exercise 4 quickly. What is the girl's name? Where is she from?

EXAM TRAINING READING PART 4

EXAM TIP

Each question has only one correct answer.

4 Read the text again. For each question, choose the correct answer.

C Inbox

Hi, my name's Ana! I'm 13 years old, and I live in Berlin. My favourite sport is cycling, and go to school on my (1) every day. At the weekends, I go to watch at the cinema with my (2) friends. I also take great photos with my new . This is a photo of me in (3) my favourite place in my house!



What's your favourite music / film / band / board game / comic book / online game?

NUMBERS 0-20

6 (1) 1.2 Write the numbers next to the words. Then say the numbers in the correct order. Listen, check and repeat.

three	seven	nine
one	ten	zero
four	two	six
five	eight	seventeen
twenty	eleven	nineteen
fourteen	twelve	fifteen

1	Α	comic	Β	bike	С	guitar
2	Α	books	Β	music	С	films
3	Α	camera	Β	party	С	band

fourteen ____ twelve ____ eighteen ____ sixteen

thirteen _____

7 Work in pairs. Say a number. Your partner writes it. Then your partner says a number and you write it.

twelve

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READING

A CONVERSATION

- Look at the photos of Ben and Rosa. Do you think the sentences are true or false? Why?
 - **1** Ben plays the guitar.
 - **2** Rosa's favourite colour is blue.
- **2** Read the text in the box below. Answer the questions.
 - **1** Who is new at the school?



- **2** Are Rosa and Ben in the same class?
- **3** Where is the school?

Rosa is a new student at Ben's school. Ben and Rosa are both in Class 8C. Their school is in Bristol, in England.

- **3** Read Ben and Rosa's conversation quickly and check your answers to Exercise 1.
- 4 ⊲) 1.3 Read and listen to the conversation. Answer the questions.
 - **1** How old is Rosa?
 - 2 Where is she from?
 - **3** What is her favourite band?
 - 4 How old is Ben?
 - **5** Where is he from?
 - 6 What is his favourite colour?

STRETCH! Work in pairs and follow the instructions.

- Student A: Find photos of Rosa's city and information about it.
- Student B: Find photos of Ben's city and information about it.
- Tell each other what you find out.

Great! Welcome to our school! And welcome to my city, Bristol! How old are you?

I'm 12. And you?

Is that your guitar in the photo?

Yes, I'm in a small school band.

13.

Really? Who's in the band with you?

A boy and a girl from Class 8C. His name is Leo and her name is Claire.

My favourite band is called Rancho Aparte.



UNIT 1 WE'RE ALL DIFFERENT! 9

GRAMAR

QUESTION WORDS

- **Complete the questions from Ben and Rosa's** conversation.
 - 's your name? are you from? old are you?
 - 's in the band with you? 4
 - do you like them?

2 Choose the correct answers to complete the

8 Write the correct possessive adjective in each conversation.



rules in the grammar box.

Question words

We use question words at the ¹ end / beginning of questions.

We use ² what / how / who with old to ask about people's age.

Grammar reference and practice page 98

- **3 Go to the digital activities.**
- **4** Write the question words.

1	is your favourite actor?
2	is she from?
3	do vou like that band?

- **9** Work in pairs. Ask and answer questions. Then write
- old is he? 4

POSSESSIVE ADJECTIVES

- **5** Complete the sentences from Ben and Rosa's conversation.
 - school! Welcome to name is Leo and
 - name is Claire.
 - favourite band is called Rancho Aparte.
 - music is fun and beautiful. 4
- **6** Complete the rules with the words in the box.

her his our their your

three sentences about your partner.

What's your name?

My name's Lucy.

Her name's Lucy.

ORACY

Working with other students

What is important when you work with other students?

We listen to each other and let people speak.

We ...



Possessive adjectives

The possessive adjectives for *I*, you, she, he and it are my, ¹

and its.

The possessive adjectives for we, you and they , your and ⁵ are⁴

Grammar reference and practice page 98

7 Go to the digital activities.

UNIT 1 WE'RE ALL DIFFERENT! 10

- Work in groups of three or four. Remember to work together!
- Look at the things you want to know about 2 your classmates from Stage 1.
- Decide how many questions you want in your 3 questionnaire.
- **4** Write the questions for your questionnaire.

HOW IS UNIT 1 SO FAR?

公公公 I understand 公公 I'm getting there





Welcome to my world! By Danny

My name is Danny and I am 12 years old. I'm from York. York is a beautiful city in the north of England. It's not very big, but it's very old. My favourite films are *Enola Holmes 1* and 2. My favourite actor is in them. His name is Louis Partridge. My favourite band is Imagine Dragons. Their music isn't boring; it's fun!

My friend's name is Rob. Our favourite activities are online gaming and cycling. Rob's new bike is expensive and very fast. My old bike is cheap and slow! Rob and I are in class 7B at school. Our school is small, and all our teachers are nice.

When Rob and I talk, we often use sign language. We also both have cochlear implants, so we can hear our teachers and

our classmates. At home with my family, I use sign language because my parents are deaf, too. Rob and I also use sign language at parties with loud music. Sign language is very important for lots of people, and it's very important for me!

Can you spell your name in sign language?



A BLOG POST

- Look at the photo. What activity can you see?
- 2 (1) 1.4 Read and listen to the blog post.Answer the questions.



Danny's favourite ...

1 films

2 actor

3 band

4 activities

4 Work in pairs. Use a dictionary to find the meaning of *cochlear implant*, *sign language* and *deaf*.



BRITISH SIGN LANGUAGE

- **1** Where is Danny from?
- 2 What is his friend's name?

VOCABULARY

DESCRIBING THINGS

party

a

а

1 () **1.5** Write the correct adjective for each photo. Listen, check and repeat.





animal an





2 Which adjectives in Exercise 1 are opposites? big / small

book a

3 Creative Thinking Work in pairs. Think about things that are important or beautiful. Do you and your partner think the same?

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flower

GRAMMAR

PRESENT SIMPLE: BE



2 Look at the examples from the grammar vlog. **Complete the rules in the grammar box.**

6 Put the words in the correct order.

- from / They / Italy / aren't / .
- 2 he/your/ls/friend/?
- **3** not / I / in England / am / .
- **4** your / fast / bike / ls / ?
- **5** my/Are/in/you/class/?
- Spain / My sister / in / is / . 6
- **7 PRONUNCIATION**) Go to the digital

pronunciation activity.

- **8** Complete the conversations.
 - **A:** Are you 13?

- I am 12 years old.
- Lucas **is** 12.
- We **are** at the same school.
- I'm not!
- Lucas **is not** in class 7A.
- Parties aren't fun.
- Is it Scrabble?
- Are parties fun? •

are before is not am



B: No, I'm _____, I'm 12.

- 2 A: Is your guitar expensive? B: Yes, it _____.
- **3** A: Scrabble your favourite board game?
- B: No, it 4 A: ______you my friend? B: Yes, I
- **9** Work in pairs. Ask and answer questions with *be*.



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In **negative** sentences, we add ⁴ In questions, the verb be is ⁵ the subject.

Grammar reference and practice page 98

3 Go to the digital activities.

- **4** Choose the correct answers to complete the sentences.
 - *It / He* is an expensive camera.
 - 2 *I / We* are in Class 7C.
 - **3** You / She are my friend.
 - **4** They / It are beautiful.
 - 5 *He / I* am your friend.

Critical Thinking Lara and Lucas are twins. Think about being a twin. Work in pairs. How many good and bad things can you think of?

CHALLENGE - 17-12-13-14

DIGITAL CLASSROOM

PRACTICE EXTRA UNIT 1

Develop

- Choose someone in a different group to interview.
- **2** Ask your classmate the questions in your questionnaire.
- Write down the answers. 3

6 She / They is from Egypt.

5 Write sentences with contractions (').

Example: You are in my class. You're in my class.

- We are in Mexico.
- am not ten.
- **3** They are our friends.
- 4 He is our teacher.
- 5 It is not cheap.
- 6 You are not old.

UNIT 1 WE'RE ALL DIFFERENT! 12





AN EMAIL

- Imagine a new online friend. Fill in the information about your new friend.
 - Name:
 - Age:
 - City/Country: ________,
 - Favourite activity, music, film:







2 Read the email from your new friend. Complete the email with information from Exercise 1.

V Inbox	
Hi your name,	
My name's	and I'm
years	old. I'm from
, in	
is a b	eautiful
My school's small and	my lessons are fun. My
favourite activity is	My favourite
music is	, and my favourite film is

What are your favourite things?

Write soon,

EXAM TIP

In your answer, always write about the three things in the exam task.

6 You have a new online friend called Sam. Write an email to Sam.

Tell Sam about:

- your town or city
- your school
- your favourite music.

Write 20 words or more.

Match the items in the email plan (1-6) to the 3 phrases from the email (a-f).

Email plan:

- Start the email.
- **2** Give information about my town/city.
- **3** Give information about my school.
- **4** Give information about my favourite things.
- **5** Ask a question.
- 6 End the email.
- What are your favourite things? a
- **b** ... is a beautiful

- 7 Read your email again and check your work. Use these questions to help you.
 - Is there information about:
 - your town or city?
 - your school?
 - your favourite music?
 - **2** Is there a good start and end to the email?
 - Is the spelling and grammar correct? 3
- 8 Now work in pairs. Read each other's emails and give feedback. Use the questions in Exercise 7 to help you. Make a note of your partner's feedback and write a second draft of your email.

- **c** Write soon, ...
- **d** My school's small and my lessons are fun.
- e Hi...,
- My favourite activity is My favourite music is ..., and my favourite film is
- **4** Read the exam task in Exercise 6. How many things do you need to write about in your email to Sam?
- **5** Look at the email in Exercise 2. Underline the sentences which can help you to write your email.

STRETCH! Write an answer to the email in Exercise 2.

CHALLENGE - 17-23-33-43 Present

Tell the class about your classmate.

- Talk for around one minute.
- Answer other students' questions.
- Listen carefully to other students. Ask a 2 question if you want.