

Find Your

Voice

Student's Book

with Digital Student's Book



Nick Beare and Catherine Bright
with Gill Holley

Also
includes



Find Your **voice**

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Welcome unit <i>page 4</i>	Vocabulary: classroom objects, stationery, the alphabet, everyday objects, basic colours, days of the week, numbers 1–20	
	Vocabulary	Grammar
Unit 1 People and places <i>page 8</i>	<ul style="list-style-type: none"> countries and nationalities places, numbers 20–100 Pronunciation /ɪ/ and /i:/	<ul style="list-style-type: none"> verb <i>be</i> affirmative, personal pronouns <i>a, an</i> and zero article, nouns with adjectives
Unit 2 Me and my clothes <i>page 20</i>	<ul style="list-style-type: none"> clothes, adjectives describing clothes personality adjectives Pronunciation /ɜ:/	<ul style="list-style-type: none"> verb <i>be</i> negative verb <i>be</i> questions, short answers, <i>Wh-</i> questions and answers
Revision Units 1–2 <i>pages 32–33</i>		
Unit 3 Our things <i>page 34</i>	<ul style="list-style-type: none"> possessions household objects, prepositions of place Pronunciation /r/	<ul style="list-style-type: none"> possessive adjectives, <i>whose</i>, possessive <i>'s</i> <i>this, that, these, those</i>
Unit 4 Family and friends <i>page 46</i>	<ul style="list-style-type: none"> describing appearance: face and hair family Pronunciation /h/ and /tʃ/	<ul style="list-style-type: none"> verb <i>have got</i> affirmative and negative verb <i>have got</i> questions and short answers
Revision Units 3–4 <i>pages 58–59</i>		
Unit 5 Me and my food <i>page 60</i>	<ul style="list-style-type: none"> food and drink fruit and vegetables Pronunciation /s/ and /ʃ/	<ul style="list-style-type: none"> <i>there is/are, some, a lot of</i>, countable and uncountable nouns <i>there isn't/aren't, any</i>
Unit 6 Out and about! <i>page 72</i>	<ul style="list-style-type: none"> sports, hobbies action verbs, word friends Pronunciation /eɪ/ and /æ/	<ul style="list-style-type: none"> verb <i>can</i> affirmative and negative verb <i>can</i> questions and short answers, <i>Wh-</i> questions and answers, adverbs with <i>can</i>
Revision Units 5–6 <i>pages 84–85</i>		
Unit 7 My week <i>page 86</i>	<ul style="list-style-type: none"> everyday activities free-time activities Pronunciation /u:/ and /əʊ/	<ul style="list-style-type: none"> present simple affirmative, negative, questions and short answers, <i>Wh-</i> questions and answers: <i>I, you, we</i> and <i>they</i> present simple affirmative, negative, questions and short answers, <i>Wh-</i> questions and answers: <i>he, she, it</i>
Unit 8 Time out! <i>page 98</i>	<ul style="list-style-type: none"> holiday activities places in a town Pronunciation /ŋ/	<ul style="list-style-type: none"> present continuous affirmative and negative present continuous questions and short answers, <i>Wh-</i> questions and answers
Revision Units 7–8 <i>pages 110–111</i>		
Vocabulary extension <i>pages 112–119</i>		
Communicative activities <i>pages 120–121</i>		

Grammar: possessive adjectives: *my* and *your*, imperative, regular and irregular plural nouns

Speaking: classroom instructions, spelling

Speaking	Reading and culture	Writing	Global Citizens Project
<ul style="list-style-type: none"> asking for and giving personal information 	<ul style="list-style-type: none"> Favourite parks 	<ul style="list-style-type: none"> personal information form 	<ul style="list-style-type: none"> make a webpage about a country
<ul style="list-style-type: none"> telling the time, asking what time it is 	<ul style="list-style-type: none"> Cosplay around the world 	<ul style="list-style-type: none"> short message about myself 	<ul style="list-style-type: none"> design a sustainable wardrobe
<ul style="list-style-type: none"> asking and answering about a price 	<ul style="list-style-type: none"> Recycle to save the planet! 	<ul style="list-style-type: none"> description of my bedroom 	<ul style="list-style-type: none"> make a new object from an old one
<ul style="list-style-type: none"> welcoming and introducing friends 	<ul style="list-style-type: none"> Family photo competition 	<ul style="list-style-type: none"> description of a family 	<ul style="list-style-type: none"> make a poster about families in our community
<ul style="list-style-type: none"> ordering a takeaway pizza 	<ul style="list-style-type: none"> School lunches around the world 	<ul style="list-style-type: none"> blog post about my lunch 	<ul style="list-style-type: none"> plan a menu for the day of a test
<ul style="list-style-type: none"> asking for and giving permission and information 	<ul style="list-style-type: none"> Unusual national sports 	<ul style="list-style-type: none"> text message 	<ul style="list-style-type: none"> make a questionnaire to choose a hobby for a classmate
<ul style="list-style-type: none"> likes and dislikes 	<ul style="list-style-type: none"> School in other countries 	<ul style="list-style-type: none"> blog post about my weekend 	<ul style="list-style-type: none"> plan the perfect school day
<ul style="list-style-type: none"> asking for and giving directions 	<ul style="list-style-type: none"> Arts festivals 	<ul style="list-style-type: none"> holiday postcard 	<ul style="list-style-type: none"> design a park

Language reference *pages 122–127*

Lesson 1 Welcome unit

*I can understand classroom instructions.
I can name classroom objects and stationery.*

Hi! I'm Mac
the Mentor!



I'm Smart Jay!

Let's learn English!



- 4** Look at the picture in Exercise 3 again. Match the words in the box with objects 1–7. Then listen, check and repeat.

Classroom objects

bin • board • chair • clock •
computer • desk • poster

- 1** Match pictures 1–5 with verbs a–e.



- a listen
b repeat
c write
d say
e read



- 2** Work in pairs. Take it in turns to say a verb from Exercise 1. Your partner acts out the activity.

- 3** Work in pairs. Look at the picture and take it in turns to point to an object. Ask your partner to name it in English.



What's that in English?

I'm sorry, I don't know.

Desk!

- 5** Look at pictures 1–10. Then listen and point to the objects that Simona says.



- 6** Match the words in the box with objects 1–10 from Exercise 5. Then listen, check and repeat.

Stationery


book • notebook • pen • pencil •
pencil case • pencil sharpener •
rubber • ruler • school bag • sticker

- 7** Work in pairs. Take it in turns to say the stationery in your school bag.

Pencil case!

Ruler!

I can say the alphabet. I can understand classroom instructions with the imperative. I can use my and your.

- 1  Look at the letters of the alphabet. Listen and repeat the chant in pairs.


A B C D E F

G H I J K

L M N O P Q

R S T U

V W X Y Z

- 2  Work in pairs. Take it in turns to say two letters of the alphabet. Continue until you say all the letters.

C, D, ...

E, F!

- 3  Listen and complete names 1–3.

1 _ a _ s

2 M _ _ s _ _

3 A _ t _ _

Grammar 1

Possessive adjectives, spelling


my, your

What's **your** name?

My name's James.

How do you spell James?

J - A - M - E - S.

- 4  Work in pairs. Imagine that one of you is a character from a film or a book. Ask and answer questions from the Grammar 1 box. Use the names below or your own ideas.

Buzz Lightyear • Hermione Granger •
Peter Parker • Willy Wonka

Grammar 2

Imperatives

Affirmative

Open your book!

Sit down!

Negative

Don't open your book!

Don't sit down!

Spell your name!



S-M-A-R-T
J-A-Y!

- 5 Match the commands in the box with pictures 1–6.

Close your book! • Draw a picture! •
Open your book! • Put your hand up! •
Sit down! • Stand up!

1



2



3



4




5



6



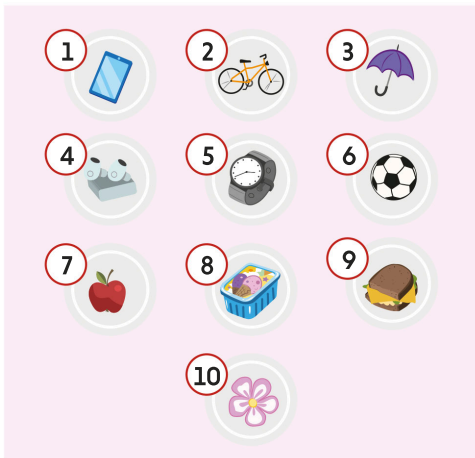
- 6  Work in pairs. Take it in turns to make the commands in Exercise 5 negative.

Don't open your book!

Lesson 3 Welcome unit

*I can name everyday objects and basic colours.
I can use plural nouns.*

- 1 In pairs, look at the pictures.
Say objects and colours you know.



Football!

Black and white!

- 2 Look at the pictures in Exercise 1 again. Listen and point to the objects that Rita and Jo say.

- 3 Match the words in the box with pictures 1–10. Then listen, check and repeat.

Everyday objects

apple • bike • earphones • flower •
football • ice cream • phone •
sandwich • umbrella • watch

- 4 Listen and repeat the colours.

black blue brown
GREEN GREY
orange pink purple
red WHITE yellow

- 5 Choose two objects from Exercise 1.
In pairs, take it in turns to say the object and colour.

Green earphones.

Blue phone.

Grammar 3

Regular and irregular plurals

Regular plurals

book



books



sandwich



sandwiches



pencil case



pencil cases



Irregular plurals

child



children



fish



fish



mouse



mice



- 6 Look at pictures 1–6. Write the singular or plural nouns.

1



bikes

2



3



4



5



6



- 7 Work in pairs. Take it in turns to name an object in your school bag or at home. Say the colour.

My brown pencil case.

My pink watch!

I can understand and name the days of the week and numbers 1–20.

1 Listen and repeat.

Numbers 1–20

1 one	11 eleven
2 two	12 twelve
3 three	13 thirteen
4 four	14 fourteen
5 five	15 fifteen
6 six	16 sixteen
7 seven	17 seventeen
8 eight	18 eighteen
9 nine	19 nineteen
10 ten	20 twenty

2 Write the answers as words.

- five + five = *ten*
- twenty – eleven = _____
- fifteen – eight = _____
- four + two = _____
- thirteen – twelve = _____
- eleven + three = _____

3 In pairs, look at the picture and find the objects in the box. Say how many of each object is in the picture.

apples • birds • children •
pencils • pencil sharpeners • pens •
rubbers • sandwiches • teachers

Look and find



4 Look at the picture in Exercise 3 again. What day of the week is it?

5 Look at the words in the box and listen to the chant. In pairs, repeat the chant and clap.

Days

Monday • Tuesday • Wednesday •
Thursday • Friday • Saturday • Sunday

6 In pairs, take it in turns to say a day of the week. Your partner then says the next two days.

Wednesday!

Thursday, Friday!

7 Play the game in pairs. Take it in turns to choose a box colour. Then ask and answer a question.

ANSWER!

- What's your favourite day?
- What's your favourite number?
- What's your favourite colour?
- What's your favourite letter?

SPELL!

- Spell 13.
- Spell your name.
- Spell 11.
- Spell my name.

SAY!

- Say the days of the week.
- Say two objects in the classroom.
- Say three things in your pencil case.
- Say the alphabet.

DRAW!

- Draw a clock.
- Draw an umbrella.
- Draw a bike.
- Draw earphones.

1

People and places

Lesson 1 Vocabulary 1

I can understand and name countries and nationalities.



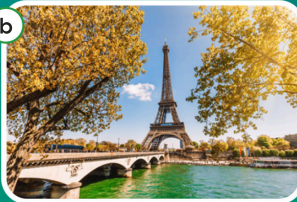
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a



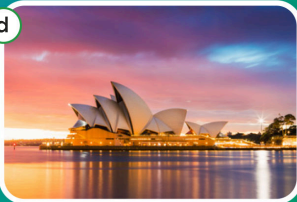
b



c



d



e



Find the countries!

f



g



h



1 Let's start!



Look at the computer game results. Read out the number of points for the three players.

2 Match the countries in the box with photos a-h. Two countries are not in the photos.

Countries

Argentina • Australia • Brazil • China •
France • Poland • Spain • the UK •
the USA • Türkiye

a Poland

Results



Player 1: 13




Player 2: 5



Player 3: 12


Back

- 3  Complete the table with the words in the box. Then listen and check your answers.

Nationalities

American • Argentinian • Australian •
Brazilian • British • Chinese • French •
Polish • Spanish • Turkish

Nationality	Country
<i>American</i>	the USA
_____	Argentina
_____	Australia
_____	Brazil
_____	the UK
_____	China
_____	France
_____	Poland
_____	Spain
_____	Türkiye

- 4  Listen to the words. Put your hand up when you hear a nationality.


- 5  Look at photos a-h on page 8. In pairs, take it in turns to ask and answer what the country and nationality is.

Photo a. What's the country?

Poland!

And what's the nationality?

Polish!

- 6 **Pronunciation /ɪ/ and /iː/**


-  Listen and repeat the chant.

Fifteen children from Türkiye,
Sixteen children from France,
Twenty children from Australia,
Let's all dance!



Learning MENTOR





 Follow Mac the Mentor's steps to remember new words.

- 1 Make flashcards for the countries and nationalities in Exercise 3.



the UK
British

- 2 Show a classmate your flashcards. Ask them to say the country and nationality.

- 7   In pairs, write six questions about countries and nationalities. Then ask and answer the questions with another pair.

Say a nationality with three letter As.

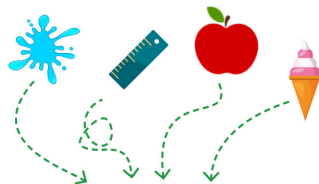
Say a country with the letter P.

Say two nationalities with the letter B.



Fast finishers

Write the first letters of the words to find the country. Then write the nationality.



Country: _ _ _ Z _ L

Nationality: _ _ _ _ _

Digital
PRACTICE

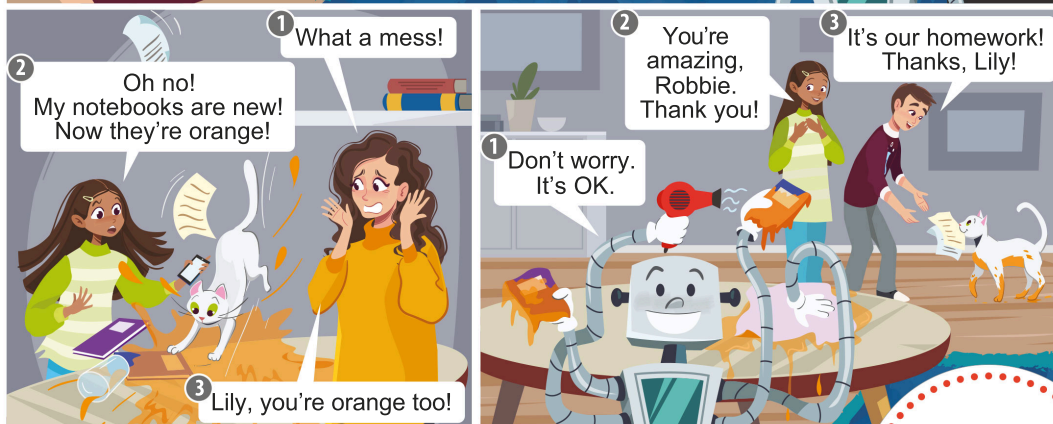
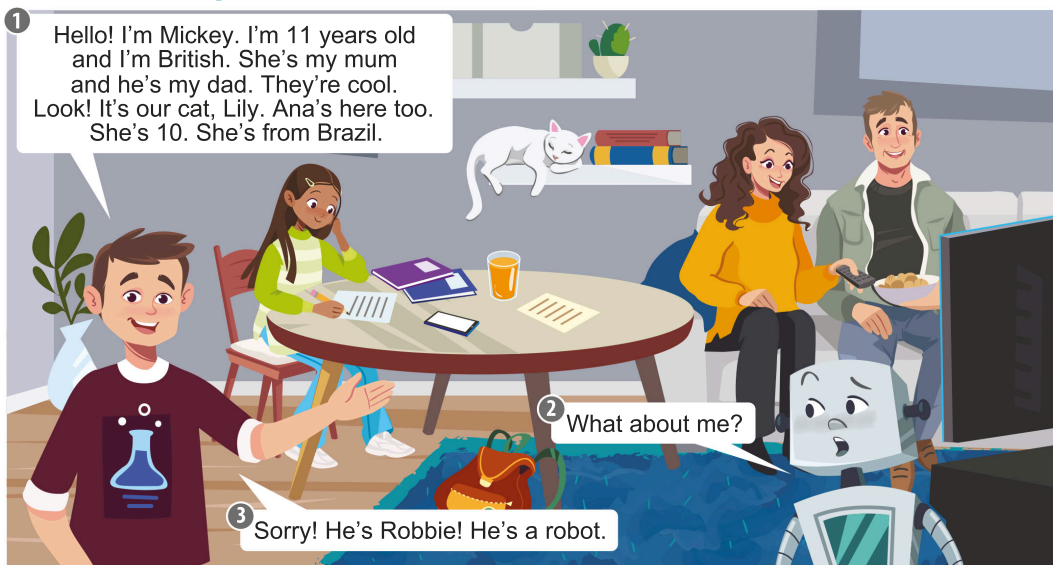


Level up with
a digital game!



I can use the verb be in affirmative sentences.

You're amazing, Robbie!



- 1 14 Read and listen. Then choose the correct word.

Robbie is a *cat* / *child* / *robot*.

- 2 14 Read and listen to the story again. Are these sentences true (T) or false (F)?

- 1 Mickey is from the UK.
- 2 Lily and Robbie are robots.
- 3 Ana is Brazilian.
- 4 The notebooks are orange in picture 2.
- 5 The homework is OK.

T

—
—
—
—
—

- 3 15 Listen and repeat.

What a mess!
Don't worry. It's OK.
You're amazing!



GRATITUDE

Remember to say thank you when someone helps you.

GRAMMAR
ANIMATION

1

Grammar

Be affirmative, personal pronouns

Long form

Short form

I	am	eleven.	I	'm	eleven.
You	are	eleven.	You	're	eleven.
She	is	eleven.	She	's	eleven.
He	is	eleven.	He	's	eleven.
It	is	eleven.	It	's	eleven.
We	are	eleven.	We	're	eleven.
You	are	eleven.	You	're	eleven.
They	are	eleven.	They	're	eleven.

4 Match 1–5 with a–e to complete the sentences.

- 1 Mickey: I a are orange!
 2 Ana: You b is OK.
 3 Robbie: It c is from Brazil.
 4 Mickey: She d are amazing, Robbie!
 5 Ana: They e am 11 years old.

5 Complete the sentences with *am*, *are* or *is*.

- 1 I *am* Mickey.
 2 Ana _____ ten.
 3 He _____ my dad.
 4 We _____ students.
 5 It _____ our cat, Lily.
 6 Mr and Mrs Brown _____ cool.
 7 You _____ a robot, Robbie.

6 Complete the sentences with the short form of *be*.

My name ^{1's} Mickey and
 I ² _____ 11. She ³ _____
 my mum, Caroline.
 He ⁴ _____ my dad,
 Alex. We ⁵ _____ from
 Manchester in the UK!

Learning
MENTOR

She's my mum.
 She's Argentinian!



Follow Mac the Mentor's steps.

- 1 Choose a pronoun, for example, *he*.
- 2 Using that pronoun, write three sentences about someone you know.
*He's my friend. He's Spanish.
 He's twelve.*

7 Work in pairs. Take it in turns to say true and false sentences about yourselves.

We're students.

True!

We're from Australia.

False!



Fast finishers

Write sentences with the words below and the verb *be*.

school bag yellow mum
 You SHE and dad
 He They BLUE
 amazing pencil case
 students We cats ten
 IT



*It's a school bag.
 It's yellow and blue.*

Digital
PRACTICE

Level up!

I can understand and use words for places and numbers 20–100.



1 Let's start!

In pairs, look at pictures a–h. Say all the words you know in English.

2 Match the words in the box with pictures a–h. Then listen and repeat.

Places

at a café • at a party • at a summer camp •
at home • at school • in the garden •
in the park • on holiday

3 Complete the lists. Use the vocabulary box in Exercise 2 to help you.

1 at: *a party, school,* _____,

2 in: _____, _____

3 on: _____

4 Listen to the two children playing a board game. Where are Rosie and Ben?

Rosie is _____.

Ben is _____.

5 Look at the box and write the numbers. Then listen and repeat.

Numbers 20–100

20 twenty

___ thirty

40 forty

50 fifty

60 sixty

70 seventy

80 eighty

___ ninety

100 a hundred

Look!

21 twenty-one

___ forty-eight

___ sixty-three

99 ninety-nine

6 Work in pairs. Take it in turns to write and say numbers.

56

fifty-six

7 Play the board game in pairs. Say the correct place or number, or go back to the start.

I'm at a café!

Thirty-three!