Listen. Draw the things that you hear.

- What’s this?
- It’s an umbrella.
1 What’s this? **Extension**

1 Complete the bubbles.

1 What’s t_____? It’s a board.

2 W_____? 

3 

4 

5 

6 

2 Work with a partner. Ask and answer about the things in your classroom.

What’s this? It’s an apple.
1 Look at the picture. Answer the questions.
1 Who are the children on the right?
2 Where are they from?

Hi. I’m Ann Bradley. I’m from Britain. These are my Internet friends. This is Kate. She’s thirteen. And this is Bruce. He’s eight. They’re from Australia.

Hi. We’re from Sydney.

2 a Look again at exercise 1. Complete the table with ‘s, ‘m, or ‘re.

2 b Complete the table with the short forms.

<table>
<thead>
<tr>
<th>be: affirmative long and short forms</th>
<th>be: negative long forms</th>
<th>short forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>twelve.</td>
</tr>
<tr>
<td>He</td>
<td>is</td>
<td>a girl.</td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td>a boy.</td>
</tr>
<tr>
<td>It</td>
<td>is</td>
<td>from Sydney.</td>
</tr>
<tr>
<td>We</td>
<td>are</td>
<td>in Australia.</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>in the classroom.</td>
</tr>
<tr>
<td>They</td>
<td>are</td>
<td>here.</td>
</tr>
</tbody>
</table>

I’m not Mel. I’m Lauren.

Lauren isn’t twelve.

She’s thirteen.

We aren’t from Britain.

We’re from the USA.

3 a Read and listen.

4 Make the sentences negative.
1 I’m from France.

I’m not from France.

2 She’s twelve.

3 They’re from London.

4 We’re from Greece.

5 I’m eleven.

6 My name’s Joe.
5 a) Listen to three new students. What are their names? Choose from these names.

Maria  Connor  Simon  Henry  Dana  Gemma

A Hello. This is Connor. He’s your new classmate. He isn’t from Oxford.
B Are you from Australia?
C Yes, I am.
D Are you from Sydney?
C No, I’m not.
E Are you from Melbourne?
C Yes, I am.
B How old are you? Are you thirteen?
C No, I’m not.
D Are you twelve?
C Yes, I am.

b) Listen again. Complete this information for each student.

<table>
<thead>
<tr>
<th></th>
<th>name?</th>
<th>boy/girl?</th>
<th>from?</th>
<th>age?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c) Write about the students.
The first student is Connor. He’s a boy. He’s from Melbourne in Australia. He’s twelve.

6 Complete the table.

**be: questions**

This is London Road.
Is this London Road?
You are our new postman.
________ you our new postman?
Your dog is friendly,
________ friendly?

7 a) Complete the table with isn’t, aren’t or am.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are from Australia.</td>
<td>Yes, I ______. No, I’m not.</td>
</tr>
<tr>
<td>Are you from Australia?</td>
<td>Yes, it is. No, it ______.</td>
</tr>
<tr>
<td>This is Connor.</td>
<td>Yes, it is. No, it ______.</td>
</tr>
<tr>
<td>______ this Connor?</td>
<td>Yes, they are. No, they ______.</td>
</tr>
<tr>
<td>They are in the classroom.</td>
<td>Yes, they are. No, they ______.</td>
</tr>
</tbody>
</table>

b) Give the short answers.

1 Is Maria Marek’s sister?
   Yes, she is.
2 Are Lenka and Pavol ten?
   No, they ______.
3 Are you in the garden?
   Yes, ______.
4 Is the school near your house?
   No, ______.
5 Is that man your uncle?
   ______ is.
6 Are you a bad student?
   No, I ______.
7 Is that your bag?
   Yes, ______.
8 Are you friendly?
   Yes, ______.
1 a Complete the sentences with am, is or are.

1. This is Rosa. She ______ from Italy. She ______ eleven.
2. I ______ from Spain. My name ______ Manuel and I ______ twelve.
3. We ______ from Australia. We ______ from Sydney.
4. This is Hans. He ______ eleven and he ______ from Germany.
5. They ______ from Russia.

b Change the sentences. Use the short forms.

2 Play a game. Work in a group.
A I’m not from Australia.
B He isn’t from Australia and I’m not from France.

3 Play a game. Who are you? Work with three friends. Use the questions:
Are you a man / woman?
Are you from …?
Are you a singer / a film star / a sportsperson?

Remember you can only ask Yes or No questions.

4 Complete the bubbles. Use the short forms.

1. They are in Milan. __________ in Milan.
2. I am thirteen. __________ thirteen.
3. We are in Class 7. __________ in Class 7.
4. She is my Internet friend. __________ my Internet friend.
5. You are from Japan. __________ from Japan.
6. My name is Heidi. __________ Heidi.

5 Complete the sentences. Use the short forms.

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>May Ling</td>
<td>China</td>
</tr>
<tr>
<td>Francesca</td>
<td>Italy</td>
</tr>
<tr>
<td>Claudia and Pablo</td>
<td>Spain</td>
</tr>
<tr>
<td>Rafael</td>
<td>Brazil</td>
</tr>
<tr>
<td>Jacques and Marcel</td>
<td>France</td>
</tr>
<tr>
<td>Jens</td>
<td>Germany</td>
</tr>
</tbody>
</table>

6 Jessica is introducing herself. Listen. Are the statements true (✓) or false (✗)? Correct the false ones.

1. Jessica’s middle name is Claire. X
2. She’s from Britain. ✓
3. Her house is in London. □
4. She’s eleven. □
5. Her favourite group is JLS. □
6. Their names are Mayumi and Hiroto. □
7. Her Internet friends are from China. □
8. They are ten and thirteen years old. □
Hi! I'm Robert. My full name is Robert Thomas Wood. My nickname is ‘Woody’ – from my surname. I’m from the USA and my house is in Miami. I’m eleven years old. My favourite group is The Wanted. My friends at school are Tyler and James. Tyler is eleven and James is twelve.

Hi! I'm ...
Adjectives to describe people

1a Listen and repeat.

1 tall 2 short 3 fat 4 slim 5 long hair

6 short hair 7 bald 8 dark hair 9 fair hair 10 brown eyes

11 blue eyes 12 green eyes 13 glasses 14 a moustache 15 a beard

b Listen. Write the numbers of the correct pictures to match the descriptions.

1 _______ 2 _______ 3 _______ 4 _______ 5 _______

6 _______ 7 _______ 8 _______ 9 _______ 10 _______

c Work in pairs. Write the words and phrases that described the people in exercise 1a.

1 brown eyes, dark hair

d Listen again and check. Were there any other words that you forgot?

2 Work with a partner. Describe the people. Your partner will guess.

- He’s got black hair and he’s fat.
- Number 3.
Complete the sentences with the words in the box.

bald  a beard  brown eyes  dark hair  fat  glasses  
long hair  a moustache  short  short hair  slim  tall

1 He's ________.
2 They're ________.
3 He's ________.
4 They're ________.
5 He's ________.
6 They've got ________.
7 He's got ________.
8 She's got ________.
9 They've got ________.
10 He's got ________.
11 She's got ________.
12 He's got ________.

Describe the people.

1 This woman’s got a long nose.
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

2 This man’s got a fat stomach.
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

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Possessive adjectives Foundation

1a 07 Listen and repeat.

b 08 Listen. If the word you hear is male, stand up. If it’s female, don’t stand up.

dad

2 09 Read and listen. Answer the questions.
1 Who are the people in the photo?
2 Where are they?

This is my family. We’re in our garden.

This is my mum. Her name’s Mary.

This is my brother. His name’s Joe.

This is my dad. His name’s Jack.

This is my grandma and my granddad.

And this is their dog. Its name’s Buddy.

3 Match the pronouns to the possessive adjectives.

I  me
he  you
she  they
its  their
my  our
your  his
her

4 Ask and answer about people in your class.

- What’s her name?
  - Her name’s Maria.

- What’s his name?
  - His name’s Carl.
1 Complete the sentences with the possessive adjectives.

1. She’s my mum. I’m _______ daughter.

2. We’re _______ children.

3. They’re _______ grandparents.

4. He’s _______ brother.

5. I’m _______ son.

2 Work with a partner. Ask and answer about your partner’s family. Make notes and draw their family tree.

- Who’s that?
- It’s my cousin.
- What’s his name?
- His name’s Kiko.
1 Read and listen.

This is Mel. This is her mobile. This is Mel’s mobile.

This is Joe and Mel’s house.

2 Whose is it? Write sentences.

This is Joe’s toothbrush.

1 Joe
2 Mel
3 Jack
4 Mary
5 Grandma
6 Buddy
7 Uncle Tom
8 Auntie Julia

3 Listen. Connect the things to the people.

Whose book is this?

4 Look at the pictures. Whose pets are they? Ask and answer with a partner.

A Whose fish are they?
B They’re Ed’s.

A Whose parrot is it?
B It’s ...

Anita  rabbits  fish  Lulwah and Fahad
Fai and Bao  parrots  horse
Amy  birds
Karel and Anna  spider
Steve  hamster
Carlotta  mice
1 Work in a group. Each person puts three things on the table. In turns, pick up one thing and say whose it is.

This is Maria’s watch.

2 Put the ‘s in the correct place.

1 Oliver is Millie’s brother.
2 I’m Nathans sister.
3 This is your friends bag.
4 This is my teachers pen.
5 Marias bag is in the classroom.
6 This is Adams watch.
7 Our dogs name is Buddy.
8 We’re in Granddad and Grandmas house.

3a Whose watch is this? Listen and match the names to the pictures.

Amy
Joseph
Rebecca
Isabel
Dylan
Alfie

b Write sentences.

1 This is Amy’s watch.
2
3
4
5
6
7

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Look at the picture. Listen and repeat the words.

Look at Ravi’s room in exercise 1a again and answer the questions. Use the cues.

1 Where’s the chair? (desk) 
   It’s in front of the desk.
2 Where’s the bedside table? (bed)
3 Where are the books? (bookshelf)
4 Where’s the lamp? (clock)
5 Where’s the chest of drawers? (poster)
6 Where’s the desk? (bedside table and chest of drawers)
7 Where’s the skateboard? (wardrobe)
8 Where’s the bookshelf? (door)

Find eight things in the picture that Ravi doesn’t mention.

These are prepositions.

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1 Look at the pictures. Where’s Robby the robot? Write sentences.

1  He’s on the bookshelf.

2 Listen. Where are the things? Connect the things to the places 1–7.

book  mobile phone  pen  CD  umbrella

watch  bag

3 Work with a partner. Draw five things in picture 1 but don’t show your partner. Ask and answer about the things. Draw the things in your partner’s room in picture 2.

A There’s a guitar in my room.
B Where is it?
A It’s under the bed.
1 a Read and listen. Are the statements true or false?

1  *The Birthday Show* is on Sunday.
2  The song is for Mel’s brother.
3  His birthday is on Tuesday.
4  He is thirteen on his birthday.
5  Mel’s at home.
6  Joe’s at his friend’s house.

18

b Work with a partner. Act the dialogue.

DJ  Hi. It’s Saturday. My name’s Jez Jones and this is *The Birthday Show*. Hello. What’s your name?
Mel  Mel Bradley.
DJ  Hi, Mel. How old are you?
Mel  I’m ten.
DJ  And who is your song for?
Mel  It’s for my brother, Joe.
DJ  When’s his birthday?
Mel  It’s on Tuesday.
DJ  And how old is he?
Mel  He’s twelve on Tuesday.
DJ  OK. Where are you? Are you at home?
Mel  No, I’m not. I’m at the shops.
DJ  Is Joe there, too?
Mel  No, he isn’t. He’s at home.
DJ  Well, happy birthday, Joe, from your sister, Mel. Here’s the song.

2 Complete the table.

<table>
<thead>
<tr>
<th>Yes / No</th>
<th>Wh–questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______ you at home?</td>
<td>Where are you?</td>
</tr>
<tr>
<td>Is he thirteen?</td>
<td>How old is _______?</td>
</tr>
</tbody>
</table>

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

1  you are How old
   *How old are you?*
2  your name is What
   *What is your name?*
3  you from are Where
   *Where are you from?*
4  When your birthday is
   *When is your birthday?*
5  What day is today it
   *What day is it today?*
6  is Where Joe
   *Where is Joe?*
7  your is brother How old
   *How old is your brother?*
8  What your phone number is
   *What is your phone number?*
9  this mobile Whose is
   *Whose is this mobile?*
10  my Where books are
    *Where are my books?*

b Match the answers to the questions to make dialogues.

a  It’s 762954.
b  It’s William, but everyone calls me Billy.
c  He’s in the garden.
d  I’m twelve.
e  They’re on the table.
f  I’m from Spain.
g  It’s Friday.
h  It’s Charlotte’s.
i  He’s fifteen.
j  It’s on Saturday.
1 Read. Write the questions for the answers.

Hi, I’m Grace Evans. I’m eleven years old. It’s Saturday today, and I’m at home. My brother Rhys is at home too. He’s in the garden with Jasper, our dog, and my granddad. My mum and dad aren’t at home. They’re at the shops.

My brother is eight, but he’s nine on Monday. Jasper is only two and my granddad is 63.

Our house is in London, but we aren’t from London. We’re from Cardiff. That’s in Wales.

1 ____________________________
   Grace.
2 ____________________________
   She’s eleven.
3 ____________________________
   It’s Saturday.
4 ____________________________
   He’s in the garden.
5 ____________________________
   Its name is Jasper.
6 ____________________________
   They’re from Wales.

2 Work with a partner. Write four more questions. Ask and answer with your partner.

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

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What can Supermut do? What can’t he do? Read and listen to check your ideas.

Look. It’s Supermut. He can run like the wind.

He can stop a train with one hand.

Wow! Can you fly, too, Supermut?

Yes, I can!

No, I can’t. I can’t fly. Help!

2 Look at the table. Make six true sentences about you.

<table>
<thead>
<tr>
<th>can / can’t</th>
<th>fly.</th>
<th>speak English.</th>
<th>play a musical instrument.</th>
<th>ski.</th>
<th>ride a bike.</th>
<th>swim.</th>
<th>run like the wind.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>can</td>
<td>can’t</td>
<td>can’t</td>
<td>can’t</td>
<td>can’t</td>
<td>can</td>
<td>can’t</td>
</tr>
<tr>
<td>He</td>
<td>can</td>
<td>can’t</td>
<td>can’t</td>
<td>can’t</td>
<td>can’t</td>
<td>can</td>
<td>can’t</td>
</tr>
<tr>
<td>She</td>
<td>can</td>
<td>can’t</td>
<td>can’t</td>
<td>can’t</td>
<td>can’t</td>
<td>can</td>
<td>can’t</td>
</tr>
<tr>
<td>It</td>
<td>can</td>
<td>can’t</td>
<td>can’t</td>
<td>can’t</td>
<td>can’t</td>
<td>can</td>
<td>can’t</td>
</tr>
<tr>
<td>We</td>
<td>can</td>
<td>can’t</td>
<td>can’t</td>
<td>can’t</td>
<td>can’t</td>
<td>can</td>
<td>can’t</td>
</tr>
<tr>
<td>You</td>
<td>can</td>
<td>can’t</td>
<td>can’t</td>
<td>can’t</td>
<td>can’t</td>
<td>can</td>
<td>can’t</td>
</tr>
<tr>
<td>They</td>
<td>can</td>
<td>can’t</td>
<td>can’t</td>
<td>can’t</td>
<td>can’t</td>
<td>can</td>
<td>can’t</td>
</tr>
</tbody>
</table>

3 Complete the table. Use questions and short answers from the story.

<table>
<thead>
<tr>
<th>can / can’t: questions and short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>______ fly?</td>
</tr>
</tbody>
</table>

How do we make questions with can?

4 a How well do you know your partner? Write six sentences about him / her with can / can’t.

She can play the piano.

She can’t …

b Check your ideas. Ask and answer with your partner.

- Can you play the piano?
- Yes, I can. / No, I can’t.

5 Find someone in your class who can do these things.

dive
draw a horse
ice-skate
swim
stand on your head
underwater

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1a Listen and repeat.

1 a station
2 a theatre
3 a hospital
4 a church
5 a hotel
6 a bank
7 a cinema
8 a sports centre
9 a swimming pool
10 a café
11 a post office
12 a museum
13 a shopping centre
14 a supermarket
15 a square

1b Which of the places are there near your home?

There isn’t a station near my home.
There are three cafés in my street.
Some people are asking Ravi about places in his town. Read and listen. Answer the questions.

1. What is the name of Ravi’s town?
2. Which of the places in exercise 1a does Ravi mention?
3. Which of the places are in the town?

Boy: Excuse me. Is there a café near here?
Ravi: Yes, there’s a good one in the park over there.
Girl: Thanks.

Complete the table.

<table>
<thead>
<tr>
<th>Place</th>
<th>Yes /</th>
<th>No /</th>
</tr>
</thead>
<tbody>
<tr>
<td>Café</td>
<td>there is</td>
<td>there isn’t.</td>
</tr>
<tr>
<td>Theatres</td>
<td>there are</td>
<td>there aren’t.</td>
</tr>
</tbody>
</table>

Work with a partner. Use the cues. Make dialogues.

- Excuse me. Is there a swimming pool here?
- Yes, there is. It’s at the sports centre.
- Thank you.

- Is there a cinema in Tunbridge Wells?
- No, there isn’t. Well, there isn’t one in the town centre. The old cinema is closed now.
- OK. Thanks.

- Are there two theatres in Tunbridge Wells?
- Yes, there are – The Assembly Hall and The Trinity. The Trinity is over there in Church Road.
- Thank you.

- Is there a bus station?
- No, but a big train station.

- Are there a lot of banks?
- Yes, in the town centre.

- Is there a hospital?
- No, old hospital closed now.

- Is there a park?
- Yes, we play tennis there.

- Are there a lot of cafés?
- Yes, favourite café is in the park.

- Are there two post offices?
- No, only one in Victoria Road.
1 a **Listen. Connect the places to the prepositions and locations.**

1. a post office  
   b  
   c  

2. a hotel  
   d

3. a bank  
   e

4. a café  
   f

5. a bus stop  
   in front of

6. a park  
   in

**b Say where the places are.**

*The post office is in Victoria Road.*

2 a **Read the conversation. Do you like Ravi’s dream town?**

Molly  Is there a school in your dream town?
Ravi  No, there isn’t.
Molly  Oh, but … Is there a shop?
Ravi  Yes, there are seven sports shops and seven sweet shops.
Molly  Why seven?
Ravi  One for each day of the week.
Molly  I see, and how many cafés are there?
Ravi  There are fourteen cafés.
Molly  Fourteen? Why? There are only seven days in a week.
Ravi  One for the morning and one for the afternoon!

2 b **Plan your own dream town. Choose eight of the places in exercise 1a. You can have more than one of each place.**

2 c **Work with a partner. Ask and answer about your dream towns. Use these expressions.**

*Is there a …?*

*How many … are there?*
10 have got  Foundation  

1a  Listen and repeat.

1 a games console
2 a television
3 a radio
4 a mobile phone
5 an MP3 player
6 a skateboard
7 a DVD player
8 a bike
9 a camera
10 a remote-controlled car

b  Listen. Which things do you hear?

2 Read and listen. Answer the questions.

Who has got:
• a computer in his bedroom?
• a computer in the living room?
• a sister to play computer games with?

I've got a computer in my bedroom.

My friend Tom is lucky. He's got a computer in his bedroom. I haven't got a computer in my room. We've got a computer, but it's for me and my sister. It's in the living room.

My friend Joe's lucky. He hasn't got a computer in his room, but he's got a sister to play computer games with. I haven't.
3 a Complete the table with the full forms.

<table>
<thead>
<tr>
<th>have got: affirmative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>have got</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>have got: questions and short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have got a tablet.</td>
</tr>
<tr>
<td>He has got a tablet.</td>
</tr>
</tbody>
</table>

5 Complete the table.

6 Make questions.

1 You’ve got a pet. Have you got a pet?
2 She’s got a brother. Has she got a brother?
3 They’ve got a car. Have they got a car?
4 He’s got a bike. Has he got a bike?
5 You’ve got a computer. Have you got a computer?
6 Our neighbours have got a dog. Have our neighbours got a dog?
7 Mel’s got an MP3 player. Has Mel got an MP3 player?
8 Joe’s got a mobile. Has Joe got a mobile?

b Complete the sentences with have got or has got.

1 Tom has got a computer.
2 Joe has got a sister.
3 I have got two English books.
4 Joe has got a remote-controlled car.
5 We have got a good teacher.
6 Mickey has got a dog.
7 You have got my pens.
8 They have got a skateboard.

c Now say the sentences with short forms.

4 a Look at the table.

<table>
<thead>
<tr>
<th>have got: negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
</tr>
<tr>
<td>have not</td>
</tr>
<tr>
<td>haven’t</td>
</tr>
<tr>
<td>got</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

b Use the table. Make three sentences about yourself and three about your friend.

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1 Look at the picture and make sentences. Use the cues.

1 Anita / a parrot
   Anita’s got a parrot.

2 Fai and Bao / three birds
   Fai and Bao haven’t got three birds.
   They’ve got a spider.

3 Amy / cat

4 Karel and Anna / two dogs

5 Steve / three rabbits

6 Lulwah and Fahad / a hamster

7 Ed / three birds

8 Jose and Maria / two mice

9 Ali / a horse

10 Carlotta / five fish

2 Work with a partner. Ask and answer. Use the cues in exercise 1.

A Has Anita got a parrot?
B Yes, she has.

A Have Fai and Bao got three birds?
B No, they haven’t. They’ve got a spider.

3 Work with a partner. Ask and answer questions.

1 a pet
   Have you got a pet?
   Yes, I have. / No, I haven’t.

2 a brother

3 a sister

4 a favourite band

5 a radio

6 a bike

7 an MP3 player

8 a computer
1 a Write the words in the correct order.
two seven oh (zero) nine one six ten three five four eight

Numbers 0–10
0 oh (zero) 6 ____
1 one 7 ____
2 ____ 8 ____
3 ____ 9 ____
4 ____ 10 ____

b 27 Listen, check and repeat.

2 a 28 Read and listen. Complete the phone numbers.
Andy _ 4 _ 0 _
Mel 0 _ 0 9 _ 1 _ 7 _

What's your phone number, Andy?

What's your mobile number, Mel?

It's six four double eight oh two.

It's oh double seven double oh, nine three one, four seven five.

b Work with a partner. Read the dialogues.

What's your phone number, Andy?

It's six four double eight oh two.

It's oh double seven double oh, nine three one, four seven five.

What's your mobile number, Mel?

c 29 Listen and repeat.

Numbers 11–20
11 eleven 17 seventeen 50 fifty
12 twelve 18 eighteen 60 sixty
13 thirteen 19 nineteen 70 seventy
14 fourteen 20 twenty 80 eighty
15 fifteen 30 thirty 90 ninety
16 sixteen 40 forty 100 a hundred

4 a Read the numbers.

b 30 Listen. Which number do you hear?

5 Continue the numbers. Count round the class.
20 twenty 21 twenty-one 22 twenty-two
1 a Listen. Write the phone numbers.

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>511698</td>
</tr>
<tr>
<td>Katie</td>
<td></td>
</tr>
<tr>
<td>Sanjit</td>
<td></td>
</tr>
<tr>
<td>Laura</td>
<td></td>
</tr>
</tbody>
</table>

b Ask and answer with a partner. Use the phone numbers.
- What’s your telephone number, John?
- It’s five double one six nine eight.

2 Collect five phone numbers from people in your class.

3 Say the numbers.
22 39 41 53 67 76 85 94

4 Listen. Write the numbers you hear.
71

5 Play ‘Fizz Buzz’. Work in a group and count. For all ‘five’ numbers (5, 10, 15, 20 …) say ‘fizz’. For all ‘seven’ numbers (7, 14, 21, 28 …) say ‘buzz’.

one, two, three, four, fizz, six, buzz, eight, nine, fizz, eleven, twelve, thirteen, buzz, fizz, sixteen ...

6 Look at the symbols. Listen and repeat.
+ plus
÷ divided by
– minus
= equals
× times

7 a Write the missing symbols or numbers.
1 16 ___ 27 = 43
2 100 ÷ 4 = ___
3 87 – ___ = 74
4 12 × 8 = ___
5 68 ___ 17 = 4
6 34 ___ 29 = 63
7 23 ___ 4 = 92
8 99 – 66 = ___

b Say the sums aloud.
Sixteen plus twenty-seven equals forty-three.

8 Test a partner.
- What’s seven times five?
- Seven times five equals thirty-five.
1 Look at the clocks. Listen and repeat.

- quarter past one
- five to nine
- five o’clock
- ten to six
- ten past seven
- quarter past eight
- twenty to four
- twenty-five to twelve
- half past ten
- twenty-five past eleven
- five o’clock
- five past three
- twenty to four
- twenty-five to twelve
- half past ten
- twenty-five past eleven

2 Write the times. Use the words in the box.

- quarter past
- ten to
- twenty to
- five past
- quarter to
- half past
- twenty-five to
- o’clock

1 It’s quarter past four.
2 __________________
3 __________________
4 __________________
5 __________________
6 __________________
7 __________________
8 __________________

3 Listen to the teacher. Point to the correct picture.

- a
- b
- c
- d
- e
1 Look at the clocks. Write the times. Use the words in the box to help you.

ten to o’clock  ten past  twenty five to  quarter past

1 2 3 4 5

2 Listen. Put the pictures in the correct order.

a b c
d e f

3 Listen again and draw the time.

4 Work with a partner. Draw on four clocks. Take turns to tell the time and listen and draw the time.

You   Your partner

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