

Starter Big numbers! page 4	Numbers (101–1,000) and measuring words • Question tags
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	Lesson 1 Words	Lesson 2 Grammar	Lesson 3 Words and Grammar
1 Travel in the city page 6	Places in a city Functional language <i>Can you tell me how to get to the ..., please?</i>	Present perfect statements with <i>for</i> Present perfect statements with <i>since</i>	Travel Present perfect statements and questions with <i>ever / never</i>
2 The seasons page 16	Seasonal activities Functional language <i>It's too ... / It isn't ... enough.</i>	<i>be going to</i> for plans <i>will</i> and <i>be going to</i> for predictions	Weather Comparisons with <i>(not) as ... as</i>

Review 1 & 2 page 26 **Learning Situation** page 27 Make and play the *Travel through the city* board game

3 The environment page 28	Helping the environment Functional language <i>Why don't we ...? / I'm not sure about that. / That's a good idea.</i>	Present perfect statements with <i>already, just</i> and <i>yet</i> Present perfect questions and answers with <i>yet</i>	Reducing waste and pollution Present perfect review
4 A trip to the theatre page 38	The theatre Functional language <i>What was / were the ... like? / It was ... / They were ...</i>	Past continuous statements and questions Past continuous with past simple	Verbs Past simple statements with <i>ago</i>

Review 3 & 4 page 48 **Project** page 49 Make a poster about the four Rs

5 World food page 50	World food 1 Functional language <i>How's your ...? / It smells / looks / tastes ...</i>	Present simple passive statements Present simple passive questions and answers	World food 2 <i>hope, think</i> and <i>know</i>
6 Let's connect page 60	Using technology Functional language <i>How often do you use a ...? / I use one ... What do you use it for? / I use it to ...</i>	Zero conditional affirmative statements Zero conditional negative statements	Technology Past simple passive statements

Review 5 & 6 page 70 **Learning Situation** page 71 Make a menu for a restaurant and act out a role play

7 In the countryside page 72	Camping items Functional language <i>I think ... I agree / disagree. / I'm not sure.</i>	First conditional statements First conditional Yes / No questions	Hiking Modal verbs of obligation
8 A journey to space page 82	Space Functional language <i>How do you spell ...? / What does it mean? / It means ...</i>	Modal verbs of possibility Modal verbs of certainty	Space travel Statements with relative pronouns

Review 7 & 8 page 92 **Project** page 93 Make an information leaflet about a place in the countryside

9 Life in the past page 94	Life in the past Functional language <i>What's this? / It's a ... from ... It's made of ...</i>	<i>used to</i> statements <i>used to</i> questions and answers	Life events Verb patterns
10 Helping our community page 104	Adjectives Functional language <i>How are you today? / I'm extremely / really / quite ...</i>	Reported speech statements 1 Reported speech statements 2	Helping at a community event Present continuous for future plans

Review 9 & 10 page 114 **Learning Situation** page 115 Make a quiz about life in the past

Lesson 4 Story	Lessons 5–6 Skills and Culture	Exam preparation
The tickets Emotional wellbeing Helping others	Life in the countryside and the city in the UK and Ecuador Writing focus An interview (AB page 12)	Cambridge English A2 Flyers Flyers: Speaking Part 1; Listening Part 2 (CB page 116) Flyers: Reading and Writing Parts 1 and 6 (AB page 114)
The three brothers Emotional wellbeing Making an effort	Weather and the seasons in Vietnam and Argentina Writing focus A travel blog (AB page 22)	Cambridge English A2 Flyers and Key for Schools Key: Speaking Part 1; Flyers: Speaking Part 2; Listening Part 1 (CB page 117) Flyers & Key: Reading and Writing Part 4 (AB page 115)
The repair shop Emotional wellbeing Being confident	Where energy comes from in Germany and Chile Writing focus A persuasive report (AB page 34)	Cambridge English A2 Flyers and Key for Schools Key: Speaking Part 2; Listening Part 5 (CB page 118) Flyers: Reading and Writing Part 2 (AB page 116)
A star on stage Emotional wellbeing Dealing with anxiety	Famous theatres in Australia and Italy Writing focus A review of a show (AB page 44)	Cambridge English A2 Flyers and Key for Schools Flyers: Speaking Part 3 (CB page 119) Key: Reading and Writing Part 6 (AB page 117)
The cooking competition Emotional wellbeing Winning and losing	Bread in France and India Writing focus A recipe (AB page 56)	Cambridge English A2 Flyers Flyers: Speaking Part 4; Listening Part 3 (CB page 120) Flyers: Reading and Writing Part 3 (A B page 118)
The clever fridge Emotional wellbeing Focusing on what is important	Technology for hobbies in the USA and Cameroon Writing focus An opinion essay (AB page 66)	Cambridge English A2 Flyers and Key for Schools Flyers: Listening Part 4; Key: Listening Part 1 (CB page 121) Key: Reading and Writing Part 2 (AB page 119)
The rescue Emotional wellbeing Dealing with challenges	Volcanoes and hiking in New Zealand and Japan Writing focus A story (AB page 78)	Cambridge English A2 Flyers and Key for Schools Key: Speaking Part 2; Flyers: Listening Part 5 (CB page 122) Flyers: Reading and Writing Part 5 (AB page 120)
The pink planet Emotional wellbeing Being curious	The night sky in South Africa and the UAE Writing focus A news report (AB page 88)	Cambridge English A2 Flyers and Key for Schools Key: Listening Part 3; Flyers: Speaking Part 4 (CB page 123) Flyers & Key: Reading and Writing Part 7 (AB page 121)
Queen of the air Emotional wellbeing Being brave	Homes in the past in Turkey and Egypt Writing focus A biography (AB page 100)	Cambridge English A2 Key for Schools Key: Listening Part 2; Flyers: Listening Part 2 (CB page 124) Key: Reading and Writing Part 3 (AB page 122)
The street party Emotional wellbeing Caring for others	Volunteering in the UK and Mexico Writing focus A personal narrative (AB page 110)	Cambridge English A2 Flyers and Key for Schools Flyers: Listening Part 1; Speaking Part 1 (CB page 125) Key: Reading and Writing Part 1 (AB page 123)

Extra Reading pages 126–128 **A magazine article** As busy as a bee! **A factual text** Learning about space

An online history article A history of clothes in the UK

5

World food



Lesson 1 Words

Let's talk about food from around the world.

The Yellow Chilli



Specials



1 curry



2 burger



1 🗣️ Listen, share, learn.

2 🎧 Listen, point and repeat. 🗣️ 097

3 🗣️ Listen and say. 🗣️ 098



3 stew

4 taco

5 pie

6 sushi

4 Read the food items and say the dish.

1 meat, potatoes, carrots

2 bread, meat, chips

3 pastry, meat, vegetables

4 fish, vegetables, rice

5 meat, chillies, rice

6 beans, bread, salad

meat, potatoes
and carrots -
I know! It's 'stew'.

5 Listen, point and repeat. 🔊 099

6 Read and say the words. Then listen and check. 🔊 100

The Yellow Chilli 🌶️

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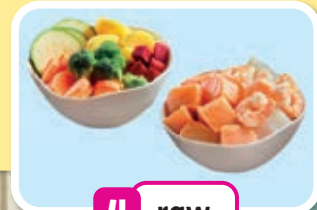
1 spicy



2 delicious



3 burnt



4 raw



Ahmed2021

Birthday curry! ★★★★★ Reviewed 26th May

I love this restaurant. I went there for my birthday two weeks ago. I had the chicken curry. It had lots of chillies, so it was very !



Jasmine12

Yuck! ★☆☆☆☆ Reviewed 2nd June

I went to The Yellow Chilli restaurant on Saturday. I had the burger with chips. I didn't eat the burger because it was – it was hard and black! Yuck!



Zak11

Taco: OK. Pineapple cake: great! ★★★★☆ Reviewed 18th May

The taco wasn't very nice because the vegetables were – they weren't cooked enough. But the pineapple cake was ! I want to learn how to bake this cake at home!

7 Read and say the words.

- 1 An adjective to describe the burgers when the barbecue is too hot!
- 2 An adjective to describe the fish in sushi. It's the opposite of 'cooked'.
- 3 An adjective to describe when the food is very good.
- 4 An adjective to describe a dish that has got lots of chillies in it.

8 🔊 Listen and repeat. 🔊 101 Then make a new dialogue and practise.



How's your **taco**?

It **smells** OK, but it **looks** burnt. How are your **chips**?

They **taste** delicious!



pizza
soup
meatballs

smell / smells
look / looks
taste / tastes

amazing
good
terrible



Team Task! 1

Act out *How's your food?* ↓

Let's talk and ask about how food is made and where it's eaten.



1 Listen and read. 102 Who likes spicy food?

I'm hungry. Let's make burgers and chips!

Great!

The burger is made from meat.

The chips are made from potatoes.

The sauce is made from chillies. It isn't made from tomatoes. It's delicious!

It's spicy!

2 Listen and read. 103

Present simple passive statements

We use the present simple passive when we don't know who does the action or it isn't important. Use *is / isn't* or *are / aren't* + past participle.

The sauce **is made** from chillies.

It **isn't made** from tomatoes.

The chips **are made** from potatoes.



Look! Use *is* with uncountable foods. Use *are* with countable foods:
Pasta **is** eaten in Italy. Pies **are** eaten in the UK.

3 Listen and say *a* or *b*. 104

- The hottest chilli in the world is called ...
a the jalapeno pepper **b** the Carolina Reaper
- Chillies are grown in China, Thailand and ...
a Mexico **b** France
- Chilli sauce is made with ...
a 2 ingredients **b** 5 ingredients
- Chillies are used in curries, stews and ...
a sushi **b** tacos
- Sometimes, chillies are used in ...
a chocolate cake **b** biscuits



The Carolina Reaper



jalapeno pepper

4 What food facts do you know?
Talk with your partner.



Chillies are grown in Mexico.

Sushi is eaten in Japan.



5 Listen and read. 105 What is *jalfrezi*?



What's your favourite food?

My favourite food is *nasi goreng*. It's eaten in Malaysia. Here's a photo:



What is it made from?

It's made from chicken, rice, egg and chillies. It's spicy! Do you like spicy food?



Yes, I love spicy curries.

Are curries eaten in the UK?



Yes, they are. My favourite curry is *jalfrezi*. It's made from peppers, tomatoes, garlic, spices and LOTS of chillies!

6 Listen and read. 106

Present simple passive questions and answers

We can use the present simple passive to ask Yes / No and *Wh-* questions.

Are curries **eaten** in the UK? Yes, they **are**.

Is this burger **made** from beans? No, it **isn't**.

What **is** it **made** from? It's **made** from chicken and rice.



7 Choose the correct words to make the questions. Discuss the answers with a partner.

- | | | | |
|---|-------------|----------|---------|
| 1 What is / are a burger made from? | a pastry | b meat | c rice |
| 2 What is / are chillies sometimes used in? | a ice cream | b cereal | c cake |
| 3 Which dish is ate / eaten cold and raw? | a sushi | b curry | c pie |
| 4 Which dish isn't made / make from bread? | a taco | b burger | c curry |

8 Make Yes / No questions. Then ask and answer with a partner.

- (rice / grow / in China?) Is rice grown in China?
- (tomatoes / eat / in Spain?)
- (burgers / make / from eggs?) Yes, it is.
- (flour / use / in / rice?)



Team Task! 2

Take the Three topics quiz.

Let's talk about more food from around the world.



1 Listen and read. 107 What is falafel made from?

1 Mum and Dad are cooking in the kitchen.

What's for dinner? I'm hungry!

I hope it's dumplings. They're my favourite.

I think it's spaghetti. I can smell garlic. It smells delicious!

2 You're both wrong. I know it's falafel.

How do you know that?!

Because I bought the chickpeas and spices this afternoon!

2 Listen, point and repeat. 108



3 Copy the table and complete for you.

Food I have eaten	Food I've never eaten, but I'd like to try	Food I've never eaten and I don't want to try


4 Ask and answer.



Have you ever eaten hummus?

No, I've never eaten hummus, but I'd like to try it. It looks delicious!



5 Listen and read.  109**hope, think and know**

We use *hope* when we want something to happen.

I **hope** I'll win the competition!

We use *think* when we have an idea, but we aren't sure.

I **think** I'm good at cooking.

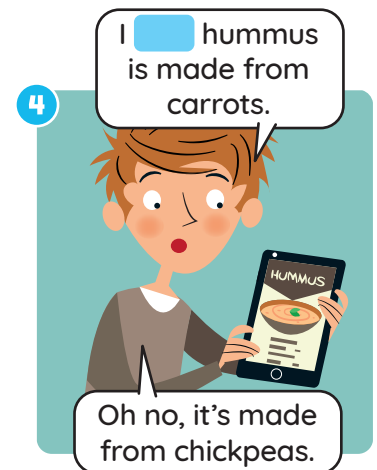
We use *know* when we are sure.

I **know** I'm 11 years old.



6 Read and choose.

- 1 I hope / know my teacher will like my presentation tomorrow! I've worked really hard.
- 2 I can see lots of green chillies in this couscous. I hope / think it will be too spicy for me!
- 3 Oh no! Look at those black clouds. I think / hope it's going to rain soon.
- 4 My grandpa knows / thinks lots of recipes for spaghetti. He always makes delicious food.

7 Look and say *hope, think or know*.8 Listen and read. Then sing.  110-111

♪♪ **Food, Food, Fantastic Food!** ♪♪

We love yoghurt for breakfast.
We like couscous for lunch.
Then it's dumplings for dinner.
Munch, munch, munch!

I hope the **falafel** aren't burnt.
I hope the **spring rolls** aren't raw.
I think the **hummus** is delicious
And I know there's even more!

kebabs
burgers
fried rice



Team Task! 3

 Play Sentence maze. 





- 1 **Mediation** Look at the pictures. What are the children doing? Tell your partner.
- 2 Listen and read. 112 What will the children eat for dinner?

The cooking competition

1 Sam, Tia and Amy have entered a cooking competition, but Tia is feeling nervous.

You have one hour to make a delicious dinner.

I hope I'll win!

I know I'm the best cook.

I think I'm not good enough. I should go home.

2 Your time starts ... NOW!

What are you cooking, Tia?

I'm making sushi.

Oh no! I've left my recipe at home!

3 But sushi is made from raw fish! That isn't cooking!

I'm making a fish curry. It's made from 20 ingredients.

Oh no! I've used too much spice!

4 Oh no! My prawns are burnt!

5 One minute left!

Your sushi looks good, Tia. I hope my spring rolls are cooked!

Spring rolls and sushi are so easy ...

6 The winner is ... Tia!

Really?!

Well done, Tia!

But my curry is made from 20 ingredients! The fish is cooked perfectly!

7 It's OK, Sam. We didn't win, but look what we've got for dinner!

You're right, Amy. All our dishes look delicious. I'm sorry, Tia.

That's OK. Let's eat!

3 **9** What did you think of the story? Answer the questions with your partner.

- 1 Did you like the story? Why (not)?
- 2 What adjectives can you use to describe the story?
- 3 Who is your favourite character?

4 Read the story again and say *a*, *b* or *c*.

- 1 What do the children have to make in the competition?
 - a a delicious lunch
 - b a spicy dinner
 - c a delicious dinner
- 2 Who thinks he / she is the best cook?
 - a Tia
 - b Sam
 - c Amy
- 3 What is Tia's sushi made from?
 - a prawns
 - b raw fish
 - c 20 ingredients
- 4 Who wins the competition?
 - a Tia
 - b Sam
 - c Amy




5 Are the sentences true or false?

- 1 The children must make a delicious dinner in two hours.
- 2 Tia thinks she's a very good cook.
- 3 Amy hasn't got a recipe for her spring rolls.
- 4 Sam thinks Amy's spring rolls and Tia's sushi are easy to make.
- 5 Sam is happy when Tia wins the competition.

6 Read and answer the questions.

- 1 At the start of the story, why does Tia think she should go home?
- 2 Why does Sam think making sushi isn't cooking?
- 3 Does Sam think he should win the competition? How do you know?



Think, feel, grow

- 1 What does Amy say when Tia wins the competition? What does Sam say? How do you think they feel?
- 2 How does Amy help Sam to feel better when they lose the competition?
- 3  How do you feel if you lose a competition? What do you do?



7  **Home-school** Read the story at home.

Team Task! **4**

 Talk about being a good winner and a good loser. 



Listening and Speaking

- 1 Listen, point and repeat. 113
- 2 Listen and say the number. 114



1 ingredients



2 oven



3 wheat



4 coffee



Paul



FRANCE

- 3 Listen to Paul and choose. 115

- 1 You can buy sandwiches / bread and cakes at the bakery in Paul's village.
- 2 A *baguette* is a long / short stick of bread.
- 3 The baker uses flour made from wheat / vegetables.
- 4 Salt / Yeast makes the bread grow.
- 5 The bread is baked in an oven for 20 / 30 minutes.
- 6 For breakfast, Paul's mum and dad drink orange juice / coffee from a bowl.



- 4 Watch. What do people eat with *baguettes* at dinner time in France?

- 5 Listen and read. 116 Then talk with a partner.



How often do you eat bread?

I eat bread every day for breakfast. How about you?

I eat bread about three times a week. I sometimes have a sandwich for lunch.



Reading

- 6 **Mediation** Look at the photos. What food can you see? Tell your partner.
- 7 **Listen and read.** 117 What are Saira's two favourite types of bread?

Saira



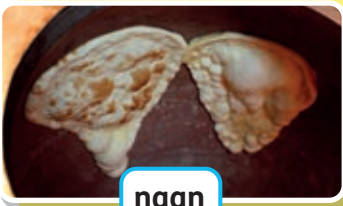
INDIA



The most important food in my country

I'm Saira. I'm from a city in India called Jaipur. What do I think is the most important food in my country? It isn't curry. It's bread!

Bread is eaten with every meal in India: breakfast, lunch and dinner. There are many different types of bread in my country, but *naans* and *chapatis* are my favourite. They are eaten all over the world, too, not just in India.



naan

Naans and *chapatis* are similar because they are both flat. They are also made from many of the same ingredients: flour, salt and water, but *naans* and *chapatis* are cooked in different ways. *Naans* are baked in a special oven. The oven is made of clay and it's about 450°C inside! That's very, very hot! The *naans* are put on the inside of the oven and they are baked quickly.



chapati

Chapatis aren't baked in an oven. They are cooked in a pan. My dad knows how to cook *chapatis*. He cooks them every day. First, he puts the ingredients in a bowl and he mixes them. Then he stretches the *chapatis* and he makes them into circles. Finally, he cooks the *chapatis* in a hot pan.

I eat *naans* with chickpeas, and I eat *chapatis* with a spicy curry called *dhal*. It's my favourite type of curry because it hasn't got any meat. I'm a vegetarian and that means I never eat meat or fish. My dad and sister are vegetarians, too.



dhal

- 8 Read again. Are the sentences true or false?

- 1 *Naans* are baked in an oven.
- 2 *Chapatis* are cooked in a pan.
- 3 A vegetarian eats meat and fish.
- 4 *Dhal* is a type of stew.

- 9 **Answer the questions for you.**

- 1 Have you ever eaten a French *baguette* or an Indian *naan* or *chapati*? If yes, what was it like? If no, would you like to try these breads?
- 2 Is there a special type of bread in your country? How is it made?

Team Task!

5

Complete the bread factfiles.

5

Lesson 6 Writing focus

Write a recipe for a dish from your country.

Go to your Activity Book page 56