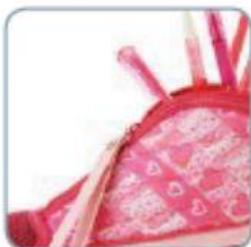


6 Work in pairs. Guess what these objects are. Then go to page 106 and check.



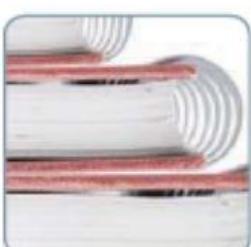
1 It's a \_\_\_\_\_

2 They're \_\_\_\_\_



3 \_\_\_\_\_

4 \_\_\_\_\_



5 \_\_\_\_\_

6 \_\_\_\_\_



9 1.15 Match 1–5 to a–e. Listen and check. Act out the dialogues in pairs.

1  a Can you repeat that, please?  
2  b Can you help me, Miss?  
3  c How do we say *elefante* in English?  
4  d I'm ready!  
5  e What does *amazing* mean?

a We say *elephant*.  
b Good. Class, are you ready too?  
c It means really good.  
d Yes, Maria. How can I help you?  
e Yes, Tomas. Giraffe. Giraffe. OK?

7 1.14 Listen and repeat.

### Communication Classroom language

Close your books.	Work in pairs.
Listen (to the story).	Write (your name).
Look (at the photo).	
Open your books.	Can you help me?
Read (the text).	Can you repeat (that)?
Sit down.	I'm ready.
Stand up.	What's <i>kredka</i> in English?

8 Read the expressions in the Communication box again. Who usually says them: Teacher or Student?

**LOOK!**

Can you help me, **please**?  
Stand up, **please**!

10 Game! Be a teacher. Tell other students what to do. Use the expressions in the Communication box.



Write your name, please.