

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 ☒ e Can you repeat that, please?
- 2 ☐ Can you help me, Miss?
- 3 ☐ How do we say *elefante* in English?
- 4 ☐ I'm ready!
- 5 ☐ 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.

