



How to Succeed in English

iSucceed in English



About iSucceed in English

Level differentiation

Components

What's great about it?

Unit walkthrough

Key features of iSucceed in English

About iSucceed in English

What is it?

Course: **semi-intensive**

Language: **British English**

Learner age: **10 - 15**

Hours per week: **3 - 5**

Levels: **5**

GSE Range: **16 - 54**

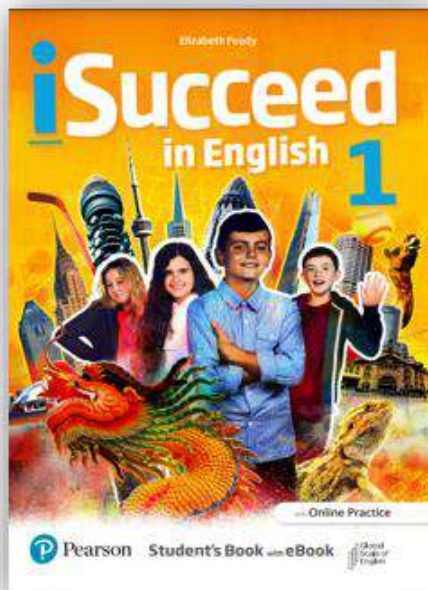
CEFR Level: **A1 - B1+**

Who is it for?

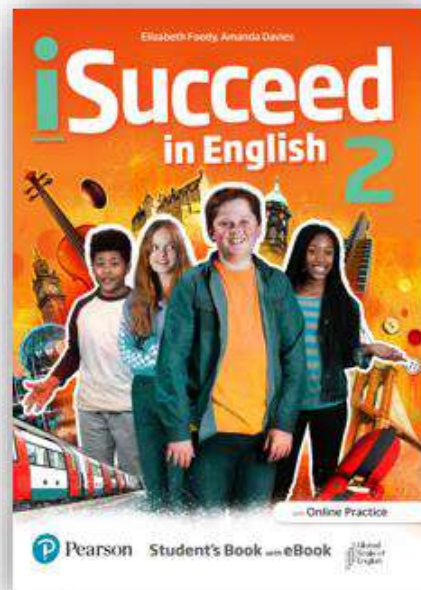
Institutions:
**state/private/language
schools**

Teachers:
**non-native in mixed-ability
classes**

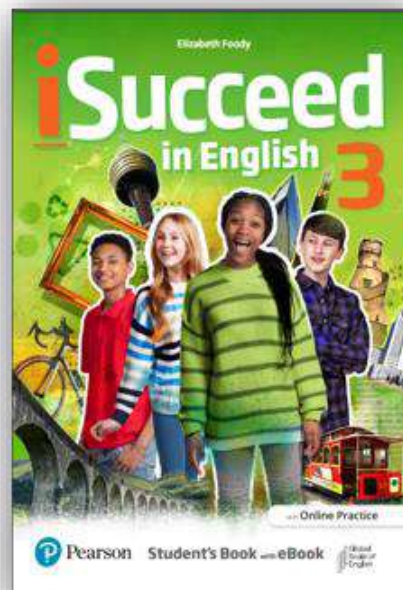
Level differentiation



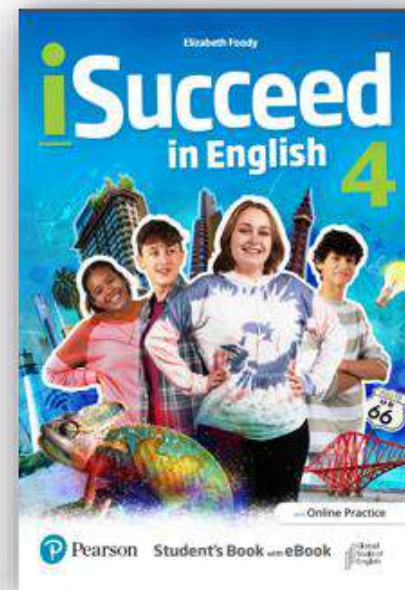
CEFR: A1
GSE: 16-23



CEFR: A1+
GSE: 20-30

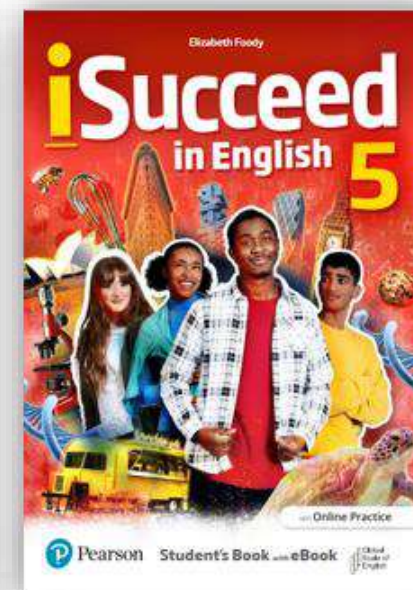


CEFR: A2
GSE: 28-38



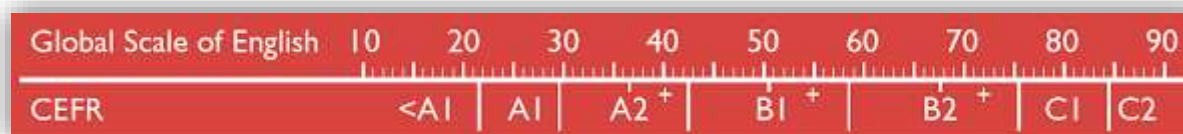
CEFR: A2+
GSE: 36-46

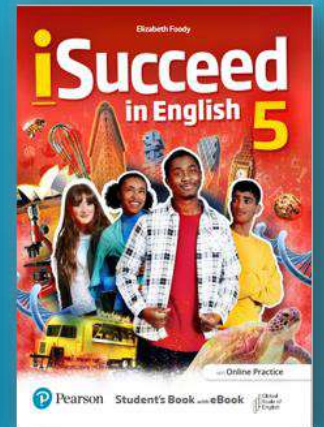
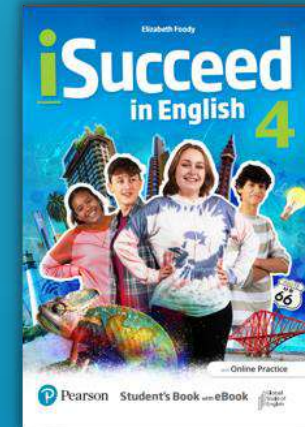
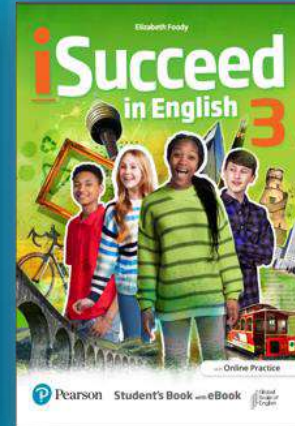
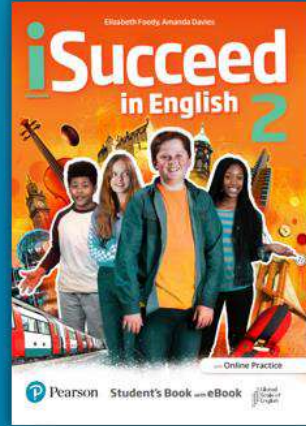
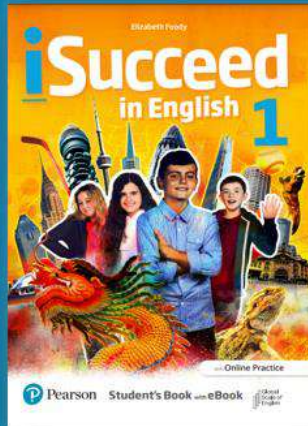
Available 2024



CEFR: B1/B1+
GSE: 44-54

Available 2024





1

Level 1

- 10-page long units
- one page for Vocabulary lessons
- one page for Skills Trainer sections
- no Citizenship video

2

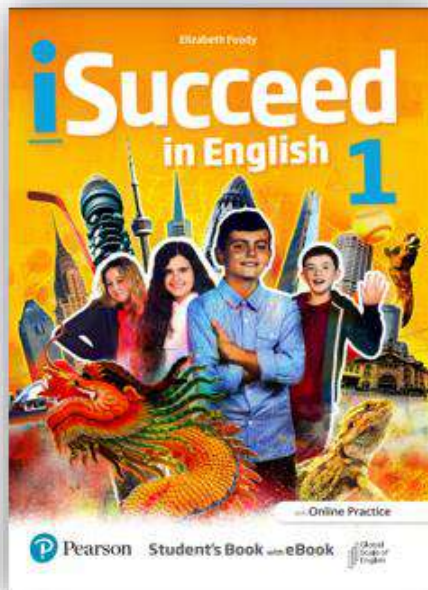
Levels 2-3

- 12-page long units
- double-page spreads for Vocabulary lessons
- Citizenship videos from Level 2

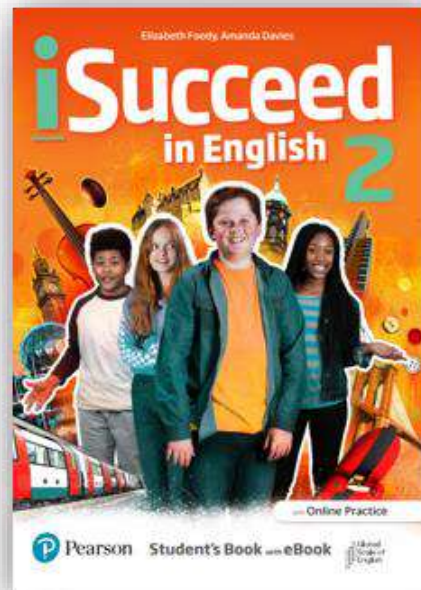
3

Levels 4-5

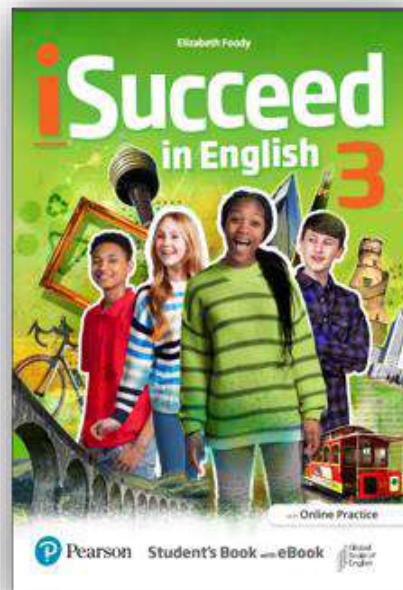
- 14-page long units
- double-page spreads for Skills Trainer sections
- separate one-page long Writing lessons



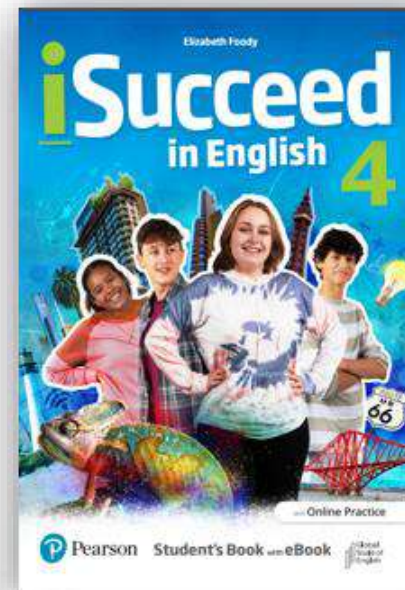
CEFR: A1
GSE: 16-23



CEFR: A1+
GSE: 20-30

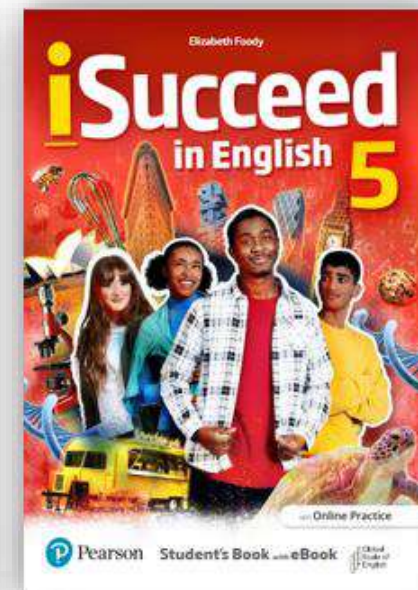


CEFR: A2
GSE: 28-38



CEFR: A2+
GSE: 36-46

Available 2024



CEFR: B1/B1+
GSE: 44-54

Available 2024



Components

Components

Student

Print

- Student's Book & eBook
- SB & eBook with Online Practice + Extra Practice Activities
- Workbook (with Ss resources)
- WB with Online Practice Access Code + Extra Practice Activities

Digital

- Student's eBook Access Code
- Online Practice Access Code + Extra Practice Activities
- Student's eBook with Online Practice Access Code + Extra Practice Activities

✓ **Validity of access codes: 24 months**

Teacher

Print

- Teacher's Book & Teacher's Portal Access Code

Digital

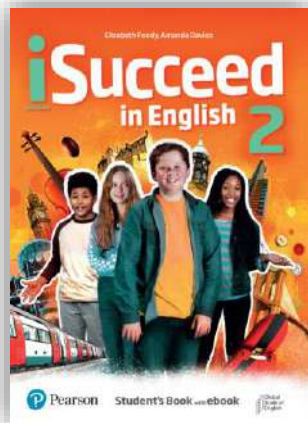
- Teacher's Portal Access Code
- Teacher's Portal All Levels Access Code

✓ **Validity of access codes: 36 months**

Student Components

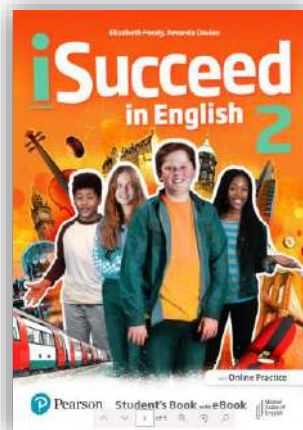
1

Student's Book & eBook



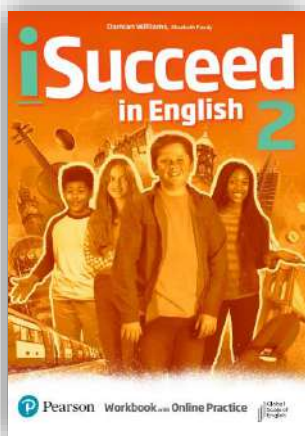
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Student's Book & eBook with Online Practice



3

Workbook with access code to Ss' resources

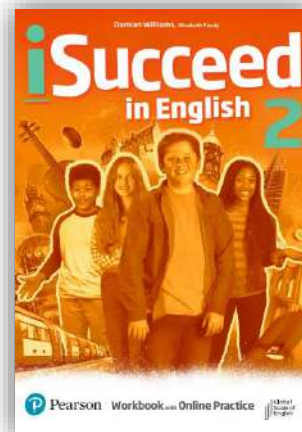


Students' resources:
all course audio and video

4

Workbook with access code to Online Practice

Online Practice: Workbook + Extra Practice Activities



**What is great about
iSucceed in English?**

The first Pearson teenage course with the UN Sustainable Development Goals



Sustainable Development Goals

2 Home ENERGY QUIZ

1 Look at pictures 1-6. Listen and repeat.

2 Do the quiz. Match the objects (1-6) to their energy consumption (A-F). Then listen and check.

3 **Explore** Calculate your family's energy. Choose an object from the quiz and monitor your usage for one week. Use the Fact box to prepare a report.

Object: my hairdryer
 Hours per week: 30 minutes
 Watts per hour: 1,800 watts
 Energy consumption: 0.5 hours x 1,800 watts = 900 watts

Fact box
 Calculate energy consumption: hours x watts
 A family watches TV for 28 hours a week.
 A TV uses 40 watts per hour.
 Energy consumption: 28 hrs x 40 watts = 1,120 watts

7 AFFORDABLE AND CLEAN ENERGY

13% of the global population has no access to electricity.

Global citizens sections

A Global citizens CLIL: Geography

ONE WORLD

On Planet Earth there are two hemispheres: the **Northern hemisphere** (north of the equator), and the **Southern hemisphere** (south of the equator). The hemispheres are different because there are different seasons. When it's summer in the UK, it's winter in Australia.

the Arctic
 North America Europe Asia
 the Northern hemisphere
 the Southern hemisphere
 South America Africa Australia
 the equator
 Antarctica

10 REDUCED INEQUALITIES

Citizenship goal

6 Watch the clip about multicultural Great Britain.

Reduce inequalities
iReflect Remember to treat everyone in the same way. Say hi to all the students in your class, not only your friends.

Multimedia content with high educational value



Grammar video presentation



iExplore Grammar animations



Learn to learn



Function videos



Culture videos



Citizenship videos

Visible thinking routines to think critically and creatively



1 SEE • THINK • WONDER Do the task.

- 1 **SEE** Describe the photos on page 56.
- 2 **THINK** The text is about **A** British food. **B** international food. **B** modern trends.
- 3 **WONDER** I'm curious about **A** British food habits. **B** ingredients of British food.

6 THINK • PUZZLE • EXPLORE Answer the questions.

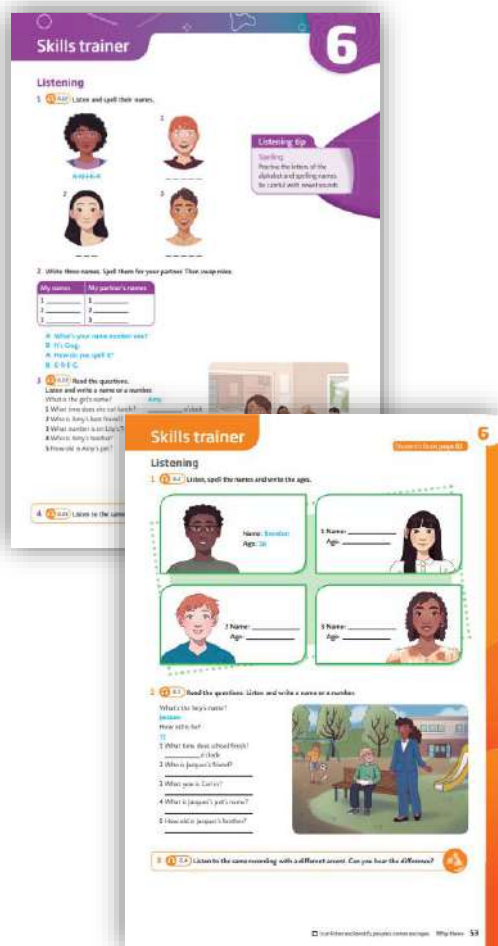
- 1 **THINK** Think of areas of conservation where you live.
- 2 **PUZZLE** Are there any conservation groups? What kinds of activities do they do? How do they raise money? Would you like to be in a group like this?
- 3 **EXPLORE** Find out some information about them. Then share with the class.

5 THINK • PUZZLE • WONDER Answer the questions.

- 1 **THINK** What do you know about dangers to sea animals?
- 2 **PUZZLE** What do you want to find out?
- 3 **EXPLORE** Find out: Why is plastic a problem for sea animals?

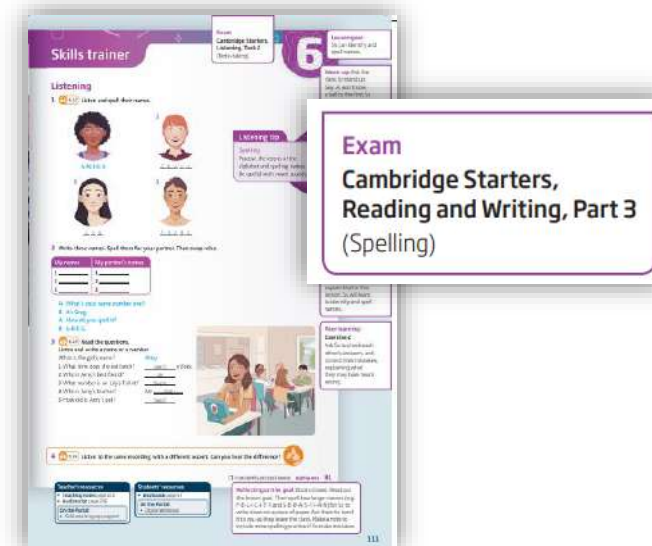
<https://pz.harvard.edu/projects/visible-thinking>
<https://pz.harvard.edu/thinking-routines>

Exam preparation



- exam preparation is seamlessly integrated into the SB &WB
- exam preparation tasks are signposted in the Teacher's Book
- detailed information about exam tasks in the Teacher's notes and the Exam Correlation Booklet online

| | GSE | CEFR | Pearson English International Certificate | Cambridge English Qualifications |
|----------------|-------|---------|---|---|
| Level 1 | 16–23 | A1 | Young Learners Firstwords | Pre A1 Starters |
| Level 2 | 20–30 | A1+ | Young Learners Firstwords/ Springboard | Pre A1 Starters/ A1 Movers |
| Level 3 | 28–38 | A2 | Young Learners Quickmarch/ Breakthrough | A1 Movers/ A2 Flyers |
| Level 4 | 36–46 | A2+ | International Certificate Level 1 | A2 Key for Schools |
| Level 5 | 44–54 | B1/ B1+ | International Certificate Level 1/Level 2 | A2 Key for Schools/B1 Preliminary for Schools |



Diversity and inclusion

- inclusive practices to reach all students' potential
- the course offers various support materials across all components

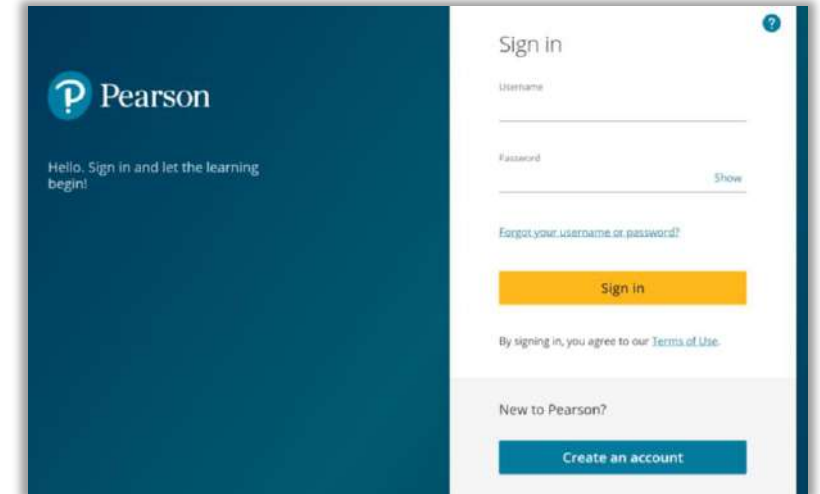
There are detailed teaching notes and suggestions for how to adapt activities into more manageable formats if needed **in the Teacher's Book.**

All tasks **in the Workbook** progress from less to more difficult to allow teachers to allocate suitably graded material.

Fast finishers activities **in the Students' Book and the Workbook** for more confident students.

Photocopiable Grammar maps for each grammar lesson for students who need a more guided explanation of target structures.

First class digital offer

A screenshot of the Pearson English Portal sign-in page. The page has a dark blue header with the Pearson logo and the text 'Hello, Sign in and let the learning begin!'. On the right side, there is a white sign-in form with the title 'Sign in'. It includes fields for 'Username' and 'Password', a 'Show' link next to the password field, and a link for 'Forgot your username or password?'. Below the fields is a yellow 'Sign in' button. At the bottom of the form, it says 'By signing in, you agree to our Terms of Use.' Below the form is a section for 'New to Pearson?' with a blue 'Create an account' button.

- create an account on the **Pearson English Portal**

<https://english-dashboard.pearson.com>

Pearson English Connect Walkthrough

Access Codes:

- Students' Book & eBook
- Students' Book & eBook + Online Practice
- Workbook + Resources
- Workbook + Online Practice
- Standalone SB eBook
- Standalone Online Practice
- Standalone SB eBook + Online Practice



0 Introduction

1 One world

2 Home

3 Habits

4 Our food

5 Sport

6 Our clothes

7 Music

8 Weather

Fast finishers

Real-life tasks

Word list

iExplore grammar



Workbook

Extra practice activities

Vocabulary games



Audio

Video

Assessment package

Extra materials

Teacher's support

Copyright information

Mobile App



0 Introduction

1 One world

2 Home

3 Habits

4 Our food

5 Sport

6 Our clothes

7 Music

8 Weather

Fun time

Sustainable development goals

Irregular verbs






Presentation tool






4 Vocabulary






Food and drink






1 Label the photos with the words in the box. Then listen and check.






apple beef cheese chicken egg fruit juice grapes lettuce milk milkshake mushroom oil onion orange pasta peas potato rice salmon salt and pepper strawberry tomato tuna water

 1  2  3  4  5

 6  7  8  9  10

 11  12  13  14  15

 16  17  18  19  20

 21  22  23  24  25

2 Read the definitions and complete the names of food and drink. The first letter is given.

We use it on salads and for cooking. oil _____

1 Mozzarella, cheddar and feta are famous types. c. _____

2 These are small, green vegetables. p. _____

3 It's white and we drink it hot or cold. m. _____

4 This is an orange fruit! o. _____

5 This is a type of white meat from a bird. c. _____

6 This small round fruit is red or green. g. _____

7 This is a type of fish. It's usually pink. s. _____

8 This is a red fruit, but people often call it a vegetable. t. _____

3 Look at the food wheel and write the names of the food in Exercise 1 in the correct categories. Two words go in two categories.

1 fruit juice _____

2 _____


3 _____

4 _____

5 _____

6 _____

7 _____



4 **Pronunciation** Listen and repeat the chant with the /i:/ and /ɪ/ sounds.

I want something to eat.
What about fish and chips?
Oh, yes, please!
But no peas!

5 Work in pairs. Complete the menu for the poster. Use the names of food from Exercise 1.

A OK, so how about a chicken and lettuce sandwich?

B Yes, or maybe chicken and tomato?


MENU

1 _____ and _____ sandwich

2 _____ and _____ pizza

3 _____ and _____ pasta

4 _____ and _____ salad



iSucceed in
English Level 2 –
Student's book



Pearson

iSucceed in
English Level 2 –
Workbook



Pearson

Grammar 2 practice | Present simple questions and short answers

Complete the Present simple questions. Then write true answers.

Do you play tennis? *Yes, I do. / No, I don't.*

- Do your friends like mushroom pasta? Yes, they do
- Do you and your friends buy snacks after school? Yes, we do
- your best friend have dinner at school?
- this lesson finish at four o'clock?

Result | 0% Attempts | 0 Errors | 0 Total errors

Exercise 1

- Check or pre-teach: *interview*. Focus on the photos and ask which of the main characters appear in this story (Nathan and Mina). Elicit the answers to the questions in the exercise. Elicit or explain that the man in the middle photo is the school cook. His name is Mr Oak.

Answer key:

The interview is at school. Nathan and the cook are in the interview.

Listen to the same recording with a different accent. Can you hear the difference?

0:00 / 02:11

Amy: Right, so my favourite takeaway restaurant is called Dee's and it's in Oxford.

Jack: Is it Chinese?

Amy: No, it isn't Chinese. I think it's Indian, but Dee is from Oxford. They sell curries and rice.

Jack: OK. So what's special about Dee's?

Amy: Well, I love their curries. My favourite is a special curry – I always order it.

00:00



What's your favourite subject at school, Tilly?

Extra practice activities with online practice (WB)

About 80 additional practice tasks for students per level:

- 4 grammar activities for each unit (**36 per level**)
- 2 vocabulary activities for each unit (**36 per level**)
- 1 Vocabulary Memory Games (**8 per level**)



Assessment package



-  Unit test 1 A (PDF)
-  Unit test 1 A (Word)
-  Unit test 1 B (PDF)
-  Unit test 1 B (Word)
-  Unit test 1 C (PDF)
-  Unit test 1 C (Word)
-  Unit test 1 D (PDF)
-  Unit test 1 D (Word)

A standard test

B standard test

C support test

D for students with dyslexia

Placement tests for levels 1-2

Quick vocabulary tests

Quick grammar tests

Unit tests

Progress tests

Test tasks

VOCABULARY

1 Complete the table.

| Country | Nationality |
|---------|------------------|
| Italy | 0 <u>Italian</u> |
| England | 1 |
| 2 | Egyptian |
| 3 | British |
| France | 4 |
| Morocco | 5 |
| 6 | Greek |

FUNCTIONS

5 Complete the dialogue with the words in the box. There is one extra word.

hello • am • meet • nice • is • you • your

Zoe Hi, I 0 am Zoe, the new student.
Fiona My name's Fiona. 1 _____ to meet you, Zoe.
Zoe Great to meet 2 _____ too.
Fiona Zoe, 3 _____ my friend, Gail.
Zoe 4 _____ Gail.
Fiona Gail, this 5 _____ Zoe. She's our new classmate.

READING

6 Read the text about Ireland. Match the names (1–5) to the facts (a–f).

MY IRELAND

Hi, I'm Liam and I'm Irish. The Republic of Ireland is not part of the United Kingdom – it's a different country in the north-west of Europe. The Irish name for Ireland is Eire, and the languages here are Irish and English.

Ireland is in the European Union. The money in Ireland isn't the British pound, but the euro. The capital city is Dublin. It's a nice city and it's very big. Dublin has got an Irish name, too. It's Baile Átha Cliath. Dublin is in the east of Ireland, near the River Liffey. The city is 1,000 years old and it has got a lot of beautiful places to visit, like the Dublin Castle or Trinity College, the university of Dublin.

I'm not from Dublin. I'm from Cork. Cork is a big city, too. It's in the south of Ireland. The centre of the city is very nice because it's on the River Lee. This is my favourite place. It has got a lot of great shops and fast food restaurants.

GRAMMAR

3 Complete the sentences with the correct form of the words in the box.

- 0 This is a new laptop. (✓) 00 Glasgow is in Scotland. (✓)
 1 Pilar and Isabel _____ from Valencia. (be)
 2 Hello! I _____ Angus. (✓)
 3 Lisbon and Porto _____ Brazilian cities. (be)
 4 You _____ very nice. (✓)
 5 We _____ tall. (×)
 6 Ollie _____ my best friend. (✓)
 7 Jessie and I _____ at the same school. (✓)
 8 Sorry, I _____ a teacher. (×)

LISTENING

7 [iS2 Unit Test1] Listen to a girl talking about Ireland and Saint Patrick's Day. Write the words from the box next to the sentences. There is one extra word.

colours • green • harp • orange • festivals • shamrock

- 1 There are a lot of these on 17 March. _____
 2 It is Ireland's national colour. _____
 3 It is the country's symbol. _____
 4 The Irish flag has got three of these. _____
 5 It's on Ireland's money. _____



WRITING

8 Write about your favourite city. Use the questions to help you.

- What is its name?
- Where is it?
- What's special about it (special buildings, events, places, etc.)?
- Why is it your favourite city?

_____ is my favourite city in _____

Extra materials

Photocopiable resources

- Grammar maps
- Grammar worksheets
- Sustainable development goals worksheets
- Citizenship video worksheets

Extra lessons

- Learn to learn
- Culture
- Songs
- Readers

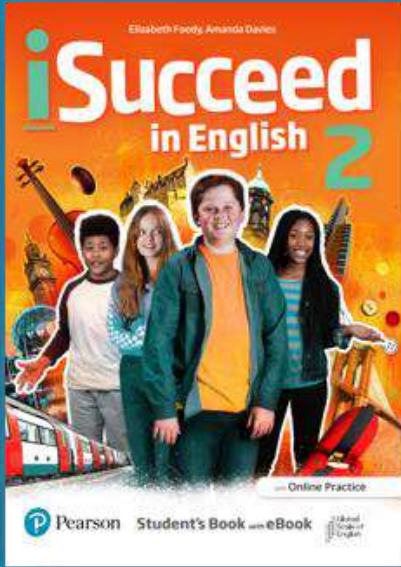
Teacher's support

- Teaching notes
- Future skills projects
- GSE booklet
- Exam correlation booklet
- Distance teaching

Teaching with iSucceed in English videos

- Course introduction
- Student's components
- Teacher's components

Unit Walkthrough



- access code to eBook
- access code to eBook and Online Practice

Students' Book

- Introduction unit
- 8 units
- Activities for fast finishers
- Real-life tasks
- Word list

Unit Opener



iExplore Choose three types of fruit or vegetable. Find out where each one is from.

Is it from:

- your country?
- your continent?
- other continents?



- topic presentation through an interesting context, attractive and inspiring visuals
- iExplore tasks
- Sustainable Development Goals

Do the quiz. Match the objects to their energy consumption.



d. 1,000w

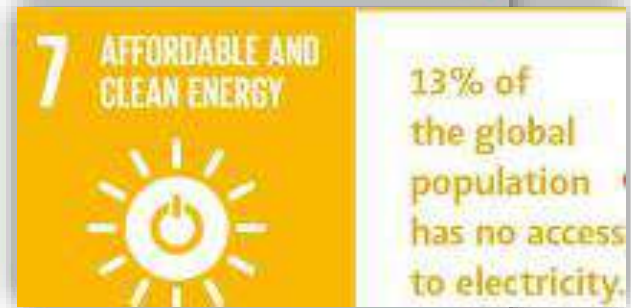












- a. 40w
- b. 50w
- c. 175w
- d. 1,000w
- e. 1,800w
- f. 7,000w



d. 1,000w



e. 1,800w



a. 40w



c. 175w



b. 50w



f. 7,000w



2 - e
3 - a
4 - c
5 - b
6 - f

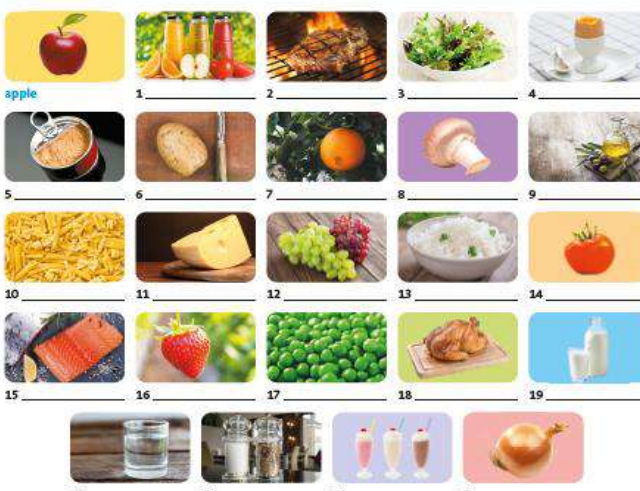
Vocabulary

4 Vocabulary

Food and drink

1 **4.2** Label the photos with the words in the box. Then listen and check.

apple beef cheese chicken egg fruit juice grapes lettuce milk milk shake mushroom oil onion orange pasta peas potato rice salmon salt and pepper strawberry tomato tuna water



1 **4.3** Complete the definitions with the names of food or drink. The first letter is given.

We use it on salads and for cooking. **o** _____

1 Mozzarella, cheddar and feta are famous types. **c** _____

2 These are small, green vegetables. **p** _____

3 It's white and we drink it hot or cold. **m** _____

4 This is an orange fruit! **o** _____

5 This is a type of white meat from a bird. **c** _____

6 This small round fruit is red or green. **b** _____

7 This is a type of fish. It's usually pink. **s** _____

8 This is a red fruit, but people often call it a vegetable. **t** _____

18 forty-eight

4


3 Look at the food wheel and write the names of the food in Exercise 1 in the correct categories. Two words go in two categories.

1 fruit juice 5 _____

2 _____ 6 _____

3 _____ 7 _____

4 _____



4 **4.3** **Pronunciation** Listen and repeat the chant with the /i:/ and /ɪ/ sounds.

I want something to **eat**.
What about fish and chips?
Oh, yes, please!
But no **peas**!

5 Work in pairs. Complete the menu for the poster. Use the names of food from Exercise 1.

A OK, so how about a chicken and lettuce sandwich?

B Yes, or maybe chicken and tomato?

1 _____ and _____ sandwich

_____ pizza

_____ pasta

_____ salad

I want something to **eat**.
What about **fish** and chips?
Oh, yes, please!
But no **peas**!

Fast finishers page 114


49

- visual graphics
- pronunciation practice based around funny chants
- activities for fast finishers


Grammar presentation 1

4 Grammar 1 presentation


Crush cooks dinner.




1 Crush has a new hobby – cooking!
Crush Wow, Bee. Thanks for all this food. It looks yummy!
Bee No problem. I don't cook, but I like shopping. We're a good team, Crush!




2 Crush I've got an idea: chicken and potatoes. We all like potatoes. Oh no! Ray doesn't like chicken.




3 Crush I know: fish with rice. I like rice. Oh no! Bee and Hop don't like fish. Hmm ...



4 Crush Oh, yummy! We all love pasta with mushrooms. Hop! Stop! We don't want mushroom pasta without the mushrooms!



5 Crush has an idea for dinner!
Crush One big takeaway vegetarian pizza, please. No, we don't want any meat. And some fruit juice, please. Thank you!



6 Bee Mmm ... Great idea, Crush.
Ray Yes! We love pizza! But Crush, are you OK? Oh, you don't like onions!
Crush Ughh ...

1 Look at the cartoon. What food can you see?
Crush has for dinner.

2 **4-4** Read or listen. Choose the four ideas

- ☒ chicken and potatoes
- ☐ meat pizza
- ☐ fish and rice
- ☐ vegetarian pizza
- ☐ mushroom pasta

3 Are the sentence true (T) or false (F)?

F Hop has a new hobby.

- They all like potatoes and pasta.
- Ray likes shopping.
- Crush eats all the mushrooms.
- Crush wants one small vegetarian pizza.


Grammar 1 practice

Present simple negative


I don't (do not) cook.
You don't (do not) cook.
He/She/It doesn't (does not) cook.
We don't (do not) cook.
You don't (do not) cook.
They don't (do not) cook.

4 Look at the cartoon and the grammar box. Choose the correct option.
Crush **don't / doesn't** go shopping.
1 Bee and Hop **don't / doesn't** eat fish.
2 Bee **don't / doesn't** want to make dinner.
3 We **don't / doesn't** want pasta without mushrooms.
4 They **don't / doesn't** want any meat.
5 You **don't / doesn't** like onions, Crush.


5 Look at the pictures. Then complete the sentences with the verbs in the box.
eat get up go play study




Monday




Tuesday



Wednesday



Thursday




Friday

On Mondays, Crush **doesn't** study maths. He **studies** science.

- On Tuesdays, Crush and Hop _____ tuna. They _____ pasta.
- On Wednesdays, Crush _____ at six o'clock. He _____ at seven o'clock.
- On Thursdays, Crush's friends _____ to the park. They _____ to school.
- On Fridays, Crush _____ computer games. He _____ football with Ray and Bee.

HOP AND BOUNCE

6 Read the text and write negative sentences.
Hop and Bounce are best friends, but they are very different. Hop is a robot rabbit and Bounce is a real rabbit. Bounce gets up early, but Hop gets up late. Hop goes to school, but Bounce eats grass and plays all day. In the evening, Hop watches TV with Ray. Hop and Bounce eat carrots for dinner. Bounce goes to bed early and Hop goes to bed late.



Bounce / get up / late.
Bounce **doesn't** get up late.
1 Hop / play / all day.
2 Bounce / go / to school.
3 Bounce / watch TV / in the evening.
4 Hop and Bounce / eat apples.
5 Hop / go to bed / early.

7 Your turn Make sentences about yourself. Choose a verb from box A and a thing from box B. Use the negative Present simple.

| | |
|---------------------------|--|
| A | B |
| eat like play speak | computer games eggs football French peas Spanish summer tuna winter |

I don't eat eggs for breakfast.

Fun time

8 Your turn Say sentences about your friends and family. Use the negative Present simple. Take turns to guess if the sentences are true or false. One point for a correct guess. The winner has the most points.

A My sister **doesn't** eat pasta for breakfast.
B It's true.
C It's false.
A Yes! You're right B, she **doesn't** eat pasta for breakfast. You've got one point.

Fast finishers page 114

I can use the Present simple in negative sentences. fifty-one

- presentation using cartoons (level 1-3) and texts (level 4-5)
- grammar animation with a mascot character
- practice exercises from more controlled to more personalised
- funny activities, games, quizzes

Grammar presentation 2

- grammar presentation using story videos
- cool talk with colloquial expressions
- story extra videos (with one of the characters)
- grammar animation with a mascot character
- funny activities

4 Grammar 2 presentation

Do you read cookbooks?

1 Nathan Mina, let's talk about our project. Tomorrow is our interview with the school cook, Mr Oak.
Mina Yes. What time does he get to school?
Nathan Umm, wait a minute. He gets to school at seven o'clock.
Mina That's early! Does he start work at seven o'clock?
Nathan Yes, he does. But he eats breakfast, then he's got time for our interview at quarter past eight.
Mina OK, that's good.

2 *The interview day*
Nathan Does it look OK?
Mina Yes, it does. Are you ready now?
Nathan Yes, I am. Let's get Mr Oak.

3 *The interview*
Nathan OK, next question. What do you do in your free time?
Mr Oak Well, I play tennis three times a week. And I read every day.
Nathan Do you read cookbooks?
Mr Oak No, I don't.
Nathan And what about cooking? How often do you cook at home?
Mr Oak I don't usually cook at home. Well, only about once a month.

4 *After the interview*
Nathan So, he's a cook and he doesn't cook at home?
Mina Nathan, you eat school dinners. Do you really like them?
Nathan Well ... Not always.

Cool talk

Translate into your language.
What's up? Talk soon. Calm down.

Choose the correct option.
1 Mr Oak gets to school at seven / eight o'clock.
2 Mr Oak starts work / reads cookbooks at seven o'clock.
3 Mr Oak plays basketball / tennis in his free time.

Story extra

Nathan says ...

3  **19** **4.6** Watch or listen to the extra scene. Are the sentences true (T) or false (F)? Correct the false sentences.
F Nathan rarely cooks dinner for his family.
1 ___ Mac 'n' cheese is a British dish.
2 ___ Nathan's favourite dish is made with pasta.
3 ___ Nathan likes cheese sandwiches.

4 Grammar 2 practice

Present simple questions and short answers

| ? | Short answers |
|----------------------|---|
| Do I cook? | Yes, I do. / No, I don't. |
| Do you cook? | Yes, you do. / No, you don't. |
| Does he/she/it cook? | Yes, he/she/it does. / No, he/she/it doesn't. |
| Do we cook? | Yes, we do. / No, we don't. |
| Do you cook? | Yes, you do. / No, you don't. |
| Do they cook? | Yes, they do. / No, they don't. |

How often and expressions of frequency

How often do you cook?
We cook every day/week/month/year.
We cook once / twice a day.
We cook three times a month.

7 Look at Mr Oak's weekly plan. Then complete the sentences with expressions of frequency.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| a.m. | a.m. | a.m. | a.m. | a.m. |
| p.m. | p.m. | p.m. | p.m. | p.m. |

Mr Oak brushes his teeth twice a day.
1 Mr Oak reads _____.
2 Mr Oak plays tennis _____.
3 Mr Oak watches TV _____.
4 Mr Oak eats pizza _____.

8 *Your turn* Reorder the words to make questions. Then ask and answer with your partner.
do you football How often play ?
How often do you play football?
1 How often your family does go on holiday ?
2 walk How often to school you do ?
3 you do How often eat pizza ?

Look!

Where do you play football?
What does your hamster eat?
When do you do your homework?
Why do we eat vegetables?

6 *Your turn* Choose the correct question word. Then ask and answer the questions with your partner.
(When) / What do you eat breakfast?
1 What / Where do you do in your free time?
2 Why / What pet do you want?
3 What / Why do you learn English?
4 Where / What do you play computer games?

Fun time

9 Write funny questions using the activities in the box and expressions of frequency. Then ask and answer your questions in pairs.
A Do you eat doughnuts for dinner every day?
B No, I don't!
go to school by plane sing and dance
go on holiday make a very big cake

Fast finishers page 114

I can use the Present simple questions and expressions of frequency. fifty-three 53

Functions and Skills training

- situational videos
- guided speaking tasks

4 Functions

Asking about habits

video

Tilly: Hi, Martin. What have you got for lunch?

Martin: It's a sandwich / burger with chips. It's delicious!

Tilly: How often do you have a burger for lunch?

Martin: Twice a week. Usually on Monday and on ² Friday / Saturday. What do you usually eat for ² breakfast / lunch?

Tilly: I bring a salad or ³ a sandwich / fruit every day.

Martin: When do you make your packed lunch?

Tilly: I make it in the 'morning / evening before school.

Martin: What time do you get up?

Tilly: I get up at ⁴ six / seven o'clock and I swim before school.

Martin: Wow! I never have time in the mornings.



1 4.7 Read, watch or listen. Choose the correct option to complete the dialogue. Then listen again and check.

2 4.8 **Key expressions** Read the dialogue again and complete the questions in the box. Then listen, check and repeat.

| You ask | You answer |
|---|-----------------|
| How often do you have a burger for lunch? | Twice a week. |
| ¹ _____ do you usually eat for lunch? | A salad. |
| ² _____ do you make your packed lunch? | In the morning. |
| What ³ _____ do you get up? | At six o'clock. |

3 Follow the instructions to write a dialogue. Use the expressions in Exercise 2 to help you.

A Ask what B has for lunch. B Answer.

A Ask how often B has that food. B Answer.

B Ask what A usually has for lunch. A Answer.

B Ask how often A has that food. A Answer.

B Ask how often A eats junk food. A Answer truthfully!

4 In pairs, act out your dialogue from Exercise 3.

4 Skills trainer

Speaking

1 4.9 Listen and match the children (1–3) to their answers (a–c).

1

2

3

a No, I haven't.

b Yes, I have. I've got a brown cat. Her name is Kit.

c No, I haven't. I want a dog. Dogs are my favourite animals.


2 Read the tip. Which answers in Exercise 1 are best? Why?

Speaking tip


Using full sentences

Remember to answer questions with full sentences. Then give some extra information. You can do this even when the answer is a short answer, e.g. Yes, I do. / No, I don't.


1 Who is your best friend?




2 How often do you eat fish for lunch?




3 What do your friends like doing at the weekend?




4 When is your birthday?




5 What do you usually eat for breakfast?




7 What have you got in your pencil case?




6 What do you do after school?




5 What's your favourite animal?




9 What time is your first lesson on Monday?




10 What is there in your living room?



11 What are your favourite subjects?



12 What food do you hate?



- skills training
- exam preparation
- study tips

Culture and skills

- English-speaking countries topics
- texts are recorded

4 Culture and skills

BRITAIN'S FAVOURITE FOOD

For many British people, **takeaway food** or a meal in a restaurant is a delicious treat.

WHAT KIND OF FOOD DO BRITISH PEOPLE EAT?
Classic British dishes, for example fish and chips or roast dinners, are always popular, but British people are adventurous. They like food from different countries such as Chinese stir-fry dishes, Indian curries with rice and Italian pasta dishes. People from China, India and Italy rarely eat these dishes in British restaurants because they are very different to the food they know from home.

CHOP SUEY ISN'T CHINESE!
A very popular dish in Chinese restaurants in the UK is chop suey. It's meat and vegetables in a thick sauce with rice. But chop suey comes from the USA. In fact, in China, chop suey means 'leftovers' – not typical restaurant food!

ITALIANS DON'T EAT SPAGHETTI BOLOGNAISE!
Spaghetti bolognese is a favourite family dish in the UK. It's spaghetti with a beef and tomato sauce. But don't look for this dish in Italy because it doesn't exist there!

PEOPLE FROM INDIA DON'T CALL CURRY 'CURRY'!
British people love curries. There are thousands of different types of curry in the UK. But *curry* is a British word! To an Indian person, *curry* just means 'a dish with a sauce'.

Glossary
What are these words in your language?
adventurous dish
leftovers
roast dinner
takeaway food
thick sauce
treat

56 fifty-six

4

Reading

1 SEE • THINK • WONDER Do the task.

1 SEE Describe the photos on page 56.
2 THINK The text is about **A** British food. **B** international food. **B** modern trends.
3 WONDER I'm curious about **A** British food habits. **B** ingredients of British food.

2 4.10 Read and listen. Answer the questions.
What typical British dishes are there in the text?
Fish and chips, roast dinner.
1 Where is chop suey originally from?
2 What does chop suey mean in Chinese?
3 What's in spaghetti bolognese?
4 Where is the word *curry* from?

Fact box
The UK's favourite takeaways:
1 Chinese
2 Indian
3 fish and chips
The USA's favourite takeaways:
1 chicken dishes
2 Chinese
3 pizza

Listening

3 4.11 Amy and Jack are describing their favourite takeaway food. Listen and choose the correct option.
Amy's favourite takeaway is **Indian** / Chinese.
1 Dee is from **India** / Oxford.
2 Amy's favourite curry is / isn't vegetarian.
3 Amy has **chips** / rice with her curry.
4 Jack's favourite pizza is **cheese and tomato** / mushroom and tuna.
5 Jack / Amy thinks the pizza burger is not healthy.

4 4.12 Listen to the same recording with a different accent. Can you hear the difference?

Speaking

5 Your turn Think about your favourite takeaway dish. Use the questions to make notes and prepare a short presentation for your class.
• What is it? • Where do you get it from?
• How often do you have it? • What type of food is it?
My favourite takeaway is pizza. I have it once a week. I usually have a margherita pizza. I get it from my favourite takeaway restaurant. It's Italian food.

Writing

6 Look at the photo and complete the description.
This is a photo of a dish from Beat's Café in Shoreditch. This dish is called 'Angel's treat'. It's pancakes, with fresh 1. _____ and 2. _____ sauce. I love it – it's really delicious. I have it once a week on Friday night as a special treat!

Writing tip
Following task instruction
In writing tasks, there is usually a list of things to include. If you don't include all of them, you lose marks. So always be sure to write about everything on the list.

7 (Explore) Find or take a photo of your favourite dish. Write a description of the dish. Include:
• where the dish is from • the name of the dish • what is in it • how often you eat it

57 fifty-seven

- visible thinking routine
- listening activity with different accent
- skills training tips


Global citizens & CLIL (even units)

- cross-curricular theme linked to Sustainable Development Goal
- project work


B Global citizens CLIL: Biology

Animal habits


1 You probably think this is a silly question, but orcas communicate in different languages. They live in groups called **pods** and each pod has their own language. Baby orcas learn it from their parents.




2 Fish don't sleep, but they sometimes **rest**. When humans sleep, they close their eyes, but most fish don't have **eyelids**. Sharks have got eyelids, but they don't close them when they rest – only when they **attack**!




3 Dolphins are friendly animals. They swim in groups because they enjoy time with other dolphins. They also like humans so they often swim with boats and jump and play with people. Dolphins are **in danger** because they come close to humans and **fishing nets** sometimes kill them.



4 Fish stay in big groups called '**schools of fish**'. There are fish of the same species in every school. They do it for **protection**. Some fish eat other fish, so a lonely fish is an easy meal for a shark!



5 Blue whales are **gigantic** animals, so food is very important for them. They swim with their mouths open and eat small fish and other sea animals. This means they don't have regular meals – they eat all the time!




Glossary

What are these words in your language?

| | | |
|-------------|-----------|----------------|
| attack | gigantic | protection |
| eyelid | in danger | rest |
| fishing net | pod | school of fish |


14 LIFE BELOW WATER



1 What do you know about sea animals? Do the quiz.

SEA ANIMAL QUIZ!

| | | |
|---|-----|----|
| A Do sharks sleep? | YES | NO |
| B Do orcas use different languages? | YES | NO |
| C Do blue whales have regular meals? | YES | NO |
| D Do dolphins like humans? | YES | NO |
| E Is a group of fish called 'a school'? | YES | NO |



2 **4.13** Read and listen to the text. Check your answers to Exercise 1. Then match questions (A-E) in the quiz to paragraphs (1-5).

Reading

3 Read the text again and answer the questions.

How do orcas learn their languages?
From their parents.

1 Why do most fish keep their eyes open?
2 When do sharks close their eyes?

3 Are dolphins dangerous to people? Why?
4 Are people dangerous to dolphins? Why?
5 Why do fish swim in schools?

4 **4.14** Listen to a text about crocodiles and answer the questions.

1 What animal family do crocodiles belong to?
2 What do crocodiles eat?
3 When do crocodiles cry?

Speaking and Writing

5 **THINK • PUZZLE • WONDER** Answer the questions.

1 **THINK** What do you know about dangers to sea animals?
2 **PUZZLE** What do you want to find out?
3 **EXPLORE** Find out: Why is plastic a problem for sea animals?

6 **EXPLORE** Now use your notes from Exercise 5 to prepare a short presentation about plastic pollution and the sea. Give your presentation to the class.


video

Citizenship goal

7 **22** Watch the clip about sea animals.

Life below water

Reflect Try to reduce the amount of plastic you use. When you go shopping, take a reusable bag.



- visible thinking routines
- from level 2 citizenship videos

Review

- in every unit to help students for tests
- consolidates the main grammar, vocabulary and functions of the units


Review Unit 4 Word list 4 page 124


Vocabulary


1 Find the odd one out.

| | | | |
|----------|--------|------------|---------|
| apple | orange | strawberry | egg |
| 1 tuna | beef | rice | chicken |
| 2 onion | salt | lettuce | peas |
| 3 cheese | tomato | grapes | apple |
| 4 milk | pasta | water | juice |

2 Look at the pictures of Tom's meals and complete the text.

A  breakfast

B  lunch

C  dinner

For breakfast, Tom eats an egg and ¹ _____.
He drinks ² _____. For lunch, he has
a ³ _____ and ⁴ _____ sandwich,
some ⁵ _____ and he drinks ⁶ _____.
For dinner, he has ⁷ _____ with ⁸ _____
and ⁹ _____. He drinks ¹⁰ _____.

Grammar


3 Rewrite the sentences so they are true for you.

I work in a school.
I don't work in a school.

1 My sister has a shower once a month.
2 I run to school twice a day.
3 My parents eat cupcakes for lunch.
4 My friend wants a pizza for dinner every day.
5 My grandparents dance every Monday.

Mini real-life task

A Look at the pictures which show different desks. Which one is more like your desk? Why?



4 Write questions in the Present simple. Answer the questions so they are true for you.

you / phone your friends?
Do you phone your friends?

1 you / study in the evening?
2 your parents / work at the weekend?
3 your teacher / speak English at home?
4 your friends / have lunch at school?
5 your best friend / text you?

5 Rewrite the questions in Exercise 4 with *How often*. Then ask and answer the questions in pairs.

How often do you phone your friends?

Functions

6 Complete the dialogue with the words in the box.

every morning often time usually when

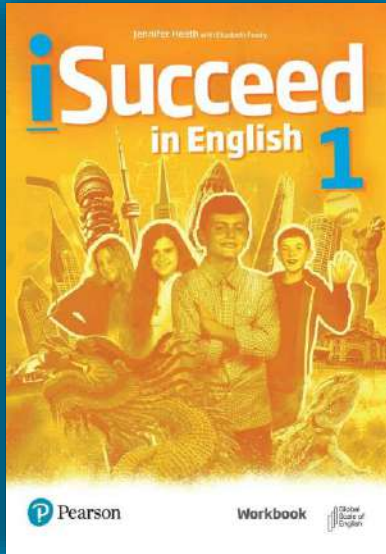
Clare Amelia, how **often** do you eat sandwiches for lunch?
Amelia ¹ _____ day. I love sandwiches.
Clare ² _____ do you make your packed lunch?
Amelia I make my sandwiches in the ³ _____ before school.
Clare I make my packed lunch in the evening. What ⁴ _____ do you get up?
Amelia I get up at six o'clock.
Clare Wow. That's early. And what do you ⁵ _____ eat for breakfast?
Amelia Eggs and toast.

B ^{4.15} Look at the tips to help you focus. Put a tick (✓) if the tip is good and a cross (X) if it is not. Then listen and check your ideas.

1 Start your homework when you're hungry.
2 Have toys, games or gadgets on your desk.
3 Watch TV when you do your homework.
4 Drink water.
5 Have a break every twenty minutes.

C **(iReflect)** Try the strategies in Exercise B at home. Which ones do you like best?

- a mini real-life task helps students to develop their future skills

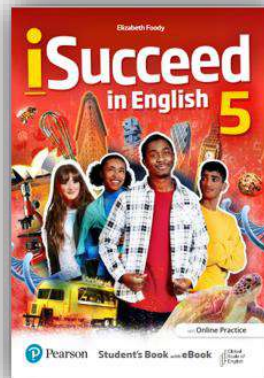
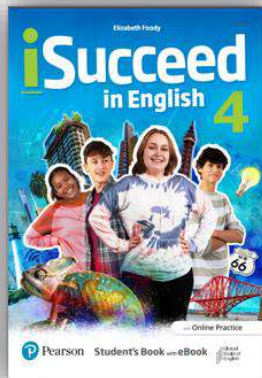
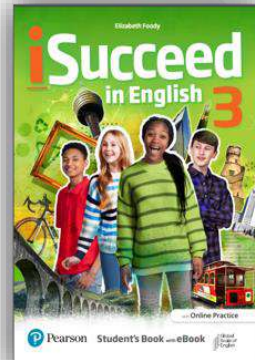
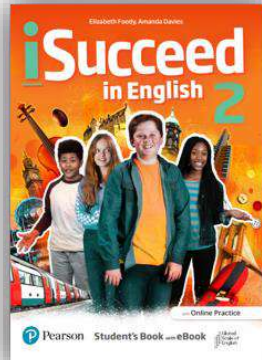
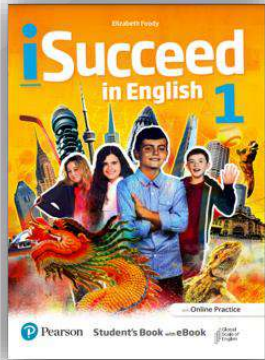


- access code to audio and video resources
- access code to Online Practice and Extra Practice Activities

Workbook

- Introduction unit
- 8 units
- Fun time activities
- Sustainable Development Goals activities
- Answer key (Review units, Fun time activities a SDG activities)

Key features of iSucceed in English?



Aligned to Sustainable Development Goals and focuses on global citizenship values

Very rich video package and multiple video styles

Integrated elements of Visible Thinking methodology

Seamlessly integrates exam preparation

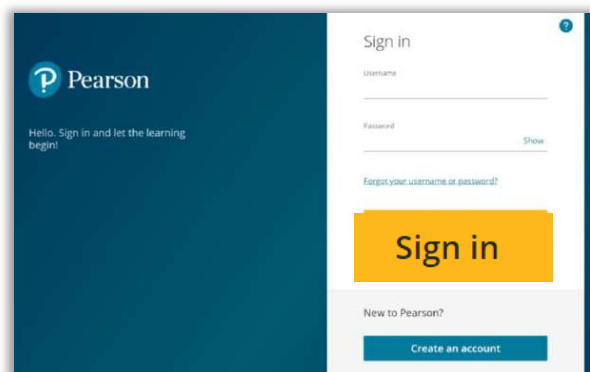
Includes real-life stories and videos to promote diversity and inclusion

Provides first class digital offer

Demo codes

Level 1 EESVWK-KNEAD-MESNE-ORATE-LEWIS-WIRES

Level 2 EESUWJ-QISHM-MESNE-ORATE-IBIZA-PIPES



Create an account

new customers

<https://english-dashboard.pearson.com>

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