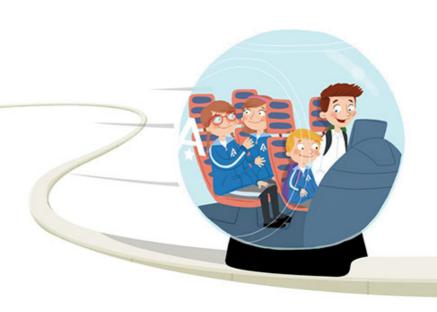




Alison Blair Jane Cadwallader





Scope and sequence

| | Unit | Vocabulary | Grammar | Language in use |
|---|-----------------------------|--|---|---|
| | Welcome p4 | Vocabulary review (describing people, food, clothes, objects, family, people, activities, animals) | | What class are you in? How old are you? What's your favourite ? I can see There is / are A boy is wearing |
| | At school p8 | School words and verbs Adverbs of sequence | Present simple or present continuous? He plays He's watching | good at / not good at + nouns: I'm good at English. I'm not good at PE. |
| | | Reading time 1: The Swiss | Family Robinson Play 1: Charlie's | homework |
| 2 | At home together p22 | Chores and free time Buildings and breakfast Frequency expressions | Adverbs of frequency: I always / usually / sometimes / hardly ever / never | How often do you ? How often do you watch a film? Once a month. |
| | | Review 1 Cambridge Exam | s practice: A1 Movers: Reading and | Writing Part 3; Speaking Part 1 |
| | Around town p34 | Places around town Adjectives to describe people Family | to be: present simple or past simple? Yesterday she was sad. Today she's happy. | Wh- questions with was / were: Where were you on Saturday? |
| | | Reading time 2: Sam and | the number 22 bus Play 2: The ou | ting |
| | Safari adventure p48 | Food and tableware Safari | Countable and uncountable nouns with some / any: There's some water. | How much / many There's / There are : How much spinach is there? There's a lot. |
| | | Review 2 Cambridge Exam | ns practice: A1 Movers: Listening Part | : 1; Speaking Part 2 |
| | My grandpa p60 | Family and musical instruments Action verbs Dressing up | Past simple regular verbs: Yesterday Grandpa played the drums. | Past simple yes / no questions: Did you like painting at kindergarten? Yes, I did. |
| | Under the sea p70 | Sea animals Adjectives | Comparing two people, animals or objects: The starfish is slower than the seahorse. | Superlative form of short adjectives: My dad is the tallest. |
| | | Review 3 Cambridge Exam | ns practice: A1 Movers: Reading and | Writing Part 6; Speaking Part 3 |
| • | Once upon a time p82 | Past simple irregular verbs Adverbs Verbs in the past and places | Past simple irregular verbs: He had a cake. He didn't have an umbrella. | Past simple with Wh- question form: What did you eat? |
| | | Reading time 3: The race 8 | & The wind and the sun Play 3: The | e dolphin |
| } | Back in time p96 | Objects in a history museum Materials Zoo words | there was / were : There was a mammoth in the cave! | Yes / No questions with there was / were: Were there any parrots? No, there weren't. |
| | 8.3 | Review 4 Cambridge Exam | ns practice: A1 Movers: Listening Part | : 2; Speaking Part 4 |
| , | Sport for all p108 | Sports clothes and equipment Healthy eating | have to / don't have to: Tom has to wear a school uniform. | Why ? and Because : Why do they have to ? Because they need |
| | | Reading time 4: Kings of t | he Sea Play 4: The coin | |
| 0 | Let's celebrate! p122 | Months and dates Celebrations | Future plans with going to: He's going to climb. | Questions with going to: Are you going to visit Spain? Yes, I am. |

| Reading and Learning skills | Listening | Speaking | Writing | Think about it! | Sounds an spelling |
|--|--|---------------------------------------|---|---------------------------------------|-----------------------------|
| | | | | | |
| | | | | | |
| A story: sequence events What to do when you don't understand a word | Listen for specific words | Say a chant | A story: write a dialogue using speech marks | Let's choose an after-school club! | long e ee or ea / i:/ |
| | | | | | |
| A blog: infer feelings How to learn new words | Sequence events | Give a presentation | A blog post: use capital letters and punctuation | Let's do a survey! | long o oa or ow /əʊ/ |
| | | | | | |
| A story: scan and categorise Use a dictionary to find meaning | Follow sequenced information | Provide sequenced information | A story: plan and write a story using a Mind Map | Are you a good detective? | long u oo or ue /u/ |
| | | | | | |
| A website: contrast two texts Use a dictionary to find spelling | Listen for specific information | Give suggestions and make a plan | A safari website: make paragraphs in a website text | Planning a North Pole adventure | ai or ea /eə/ |
| | | | | | |
| Poetry: recognise features and interpret meaning Notice rhyme in a poem | Listen for specific information | Ask and answer questions about family | A poem: write rhyming poetry | Fact or opinion? | ai or ay/eɪ/ |
| An information text: identify facts Adjectives | Sequence events | Act out a story | An information text: write a text from notes | Do an animal puzzle | <i>ar</i> or <i>a</i> /ɑ:/ |
| | | | | | |
| A traditional story: analyse for inference Adverbs | Listen to a traditional story | Act out a story | A story: write a summary | A different point of view | y or igh /aɪ/ |
| | | | | | |
| A factual text: use labels in a text to aid comprehension Self-motivation | Analyse information | Describe a picture | A description: use topic sentences | Are you a good archaeologist? | oi or oy /oi/ |
| | | | | | |
| Emails: compare and contrast information Self-reflection | Compare and contrast information | Act out a roleplay | An email: use connectors of addition | Crack the secret code! | ou or ow /au |
| | | | | | |
| A magazine article: identify and infer information How to learn outside the classroom | Listen for specific information | Discuss a topic | A letter: use connectors of sequence | Let's make and play a game! | <i>ir</i> or <i>ur</i> /3:/ |



Lesson 1 Meet the Academy Stars

- 2 Look at the picture. Write the names.
 - 1 Who's wearing ...

a a yellow T-shirt? <u>Ella</u> **c** green trousers? _____

b a blue skirt? **d** a red T-shirt?

2 Who's holding ...

a a robot? **c** a book? _____

b a football? **d** a bag? _____

3 🔘 0.2 Listen and match the information to the Academy Stars.

| | Age | Class | Favourite colour | Favourite food | Favourite sport | Favourite animal |
|---------|-----|--------------|------------------|-------------------|-----------------|--|
| Flo | 5 | 3 | ** | | | |
| Charlie | 8 | 6 | * | | | THE STATE OF THE S |
| Luke | 8 | 3 | * | PARI | | |
| Ella | 11 | kindergarten | * | 0 | | |

4 📵 Work in pairs. Ask and answer the questions in Activity 3. Βe α stα

Lesson 2 Vocabulary

| 1 | Fin | d | and | write. |
|---|-----|---|-----|--------|
|---|-----|---|-----|--------|

1 four animals

______giraffe______

2 two rooms

3 four items of furniture

4 three forms of transport

5 six places in the town

6 six activities

Write five questions about the picture in your notebook.

Where is / are the ...? What is / are ... doing? Is it ...? / Are they ...? How many ... are there? Are there any ...? Is there a ...?

3 Work in pairs. Ask and answer questions about the picture. Be a star!







Vocabulary

- 1 (1) 1.1 Listen, point and say.
- 2 (1) 1.2 Listen and play the game. What's next?











science

English

computer studies

music

break time











maths

social studies

PF

art

homework

Write the new words in your notebook.

| Today, we've got | | Today, we haven't got | | |
|------------------|-------|-----------------------|--|--|
| | maths | social studies | | |

4 🕞 Look at the picture. Ask and answer.

What time is art?

5 🚺 1.3 Sing the song. Be a sta

It's at half past eleven.

Our school day

The clock goes tick-tock-tick-tock. The lessons go by.

Now what have we got?

Science, music and then art. Computer studies - we're all so smart!

Chorus

English, PE and social studies.

Then it's break time with my buddies!

Chorus

How many school subjects are in the song?



- 1 Look at the title and the pictures. Circle the correct answers.
 - 1 The text is ... **a** a diary.
 - **b** a story.
 - 2 It's about ...
- **a** a girl.
- **b** a woman.

- 3 She's ...
- **a** at school.
- **b** in a shop.
- Scan the text. <u>Underline</u> the new words from Lesson 1.
- $3 \bigcirc 1.4 \bigcirc Read the text.$ Why does Noor look out of the window?

Noor's first day at school

Noor is nine years old. Her family is living in a new town. Noor's going to a new school. It's her first day. She thinks, 'I've got science and computer studies and art before lunch today. I hope the children are friendly!



It's nine o'clock. Noor is in her new classroom. It's time for science. She's sitting next to Mary. You can look at my book,' says Mary. But Noor isn't looking at the book. She's looking out of the window. The teacher says, 'Everyone, please look at your books!'

It's ten o'clock, and the children are in the computer room. They're looking at the computers. Well, everyone except Noor. She's looking out of the window. The teacher says, 'Everyone, please look at your computers!'





It's break time and the teachers are in the teachers' room. 'Noor, the new girl in Year 3 always looks out of the window. I think she's very shy,' says the science teacher. 'Yes!' says the computer studies teacher. 'Or do you think the classes are very difficult for her?'

'Oh! What's that noise?' asks the music teacher. 'Look at the children in the playground!' says the maths teacher.

'Come down, Lucky! Please come down!' says Noor to the little cat in the tree.

'Ah!' says the science teacher! 'Now we know why Noor looks out of the window!'



The PE teacher climbs up the tree and rescues the cat. Noor is very happy! 'This is my cat. You can't come to school, Lucky!' she says. The other children laugh a lot! 'What a lovely cat!'

Vocabulary

computer room difficult laugh rescue think

🔖 Learning to learn

What do you do when you don't understand a word? Do you ...

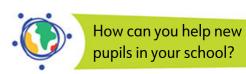
1 look in a dictionary? 2 ask a friend? 3 ask the teacher?

Ask questions about the words in the vocabulary box.

What does 'difficult' mean?

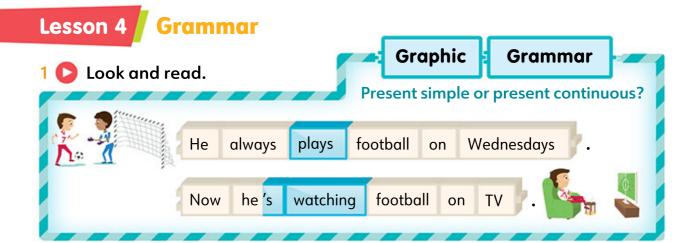


Lesson 3 Reading comprehension



| 1 | Answer | the | questions | with | full | sentence |
|---|---------------|--------|-----------|--------|------|-----------|
| | VII2MCI | CITE ' | questions | ** [| IUII | 3611fellf |

| | 1 | What do the children study at half past nin | e? |
|---|--------|---|--|
| | | The children study science at half past | nine. |
| | 2 | What do they study after science? | |
| | 3 | Where do the teachers go at break time? | |
| 2 | € | Who is speaking? | |
| | 1 | 'You can look at my book.' | Mary |
| | 2 | 'I think she's very shy.' | |
| | 3 | 'Look at the children in the playground!' | |
| | 4 | 'You can't come to school!' | |
| 3 | € | Think. Order the sentences 1-6. | Be a star! |
| | \Box | The teachers see a cat. | The PE teacher rescues Lucky. |
| | \Box | The children are in the computer room. | Noor is sitting next to Mary. |
| | 1 | Noor arrives at her new school. | The children laugh a lot. |
| S | Ol | unds and spelling | anni de la companya della companya della companya de la companya della companya d |
| 4 | | 1.5 Listen and say the chant. book at the spelling. | |
| | | aree clean sheep sleep in a heap. | |
| 5 | | 1.6 Write the missing letters ee or e | a. Listen and check. |
| | 1 | eat 2 gr n 3 ice cr m 4 | str t 5 pl se 6 tr |



2 When does Noor do these activities? Write now or always.

1 Noor is painting in art club.

now

- 2 Noor goes home at five o'clock every day.
- ____

3 Noor is doing her homework.

- 4 Noor is playing a computer game.
- **5** In the evenings, Noor eats dinner at six o'clock.



3 🕞 Work in pairs and play a game. 📙 a sta



- Go to page 145 and cut out the cards.
- Put the cards face down. Make one pile of purple cards and one pile of green cards.
- Take turns to pick up one purple card and one green card and make sentences.
- Keep the cards if you can make a correct sentence. The one with the most cards is the winner!



Lesson 5 Language in use

1 (1) 1.7 (2) Listen and say.



Vocabulary

before after first second then

- What lessons have we got today?
- Well, first we've got English.
- Great! I'm good at English.
- Second, we've got PE.
- Oh, **I'm not good at** PE.
- Then it's break time. After break time, we've got science.
- I like science. Are you good at science?
- Yes, I am. And, we've got art before lunch.
- Fantastic!

| 2 | Compl | ete the | text about | your lessons | on Monday |
|---|---------|---------|------------|--------------|------------|
| _ | COILIDI | | text about | your icasons | OII MIDHAU |

| On Mondays, we've got | | essons before bred | ak time and v | we've got | |
|-----------------------|-----------------------------|--------------------|---------------|-----------|------|
| | _ lessons after break time. | First, we've got | | and I'm | |
| | _ at that. Second, we've go | ot | _ and I'm | | _ at |
| that. After lunch | n, we've got | My favourite su | ıbject is | | ÷ |
| What | you good at? | | | | |

3 🕟 Work in pairs. Now make a new dialogue. 📙 a sta





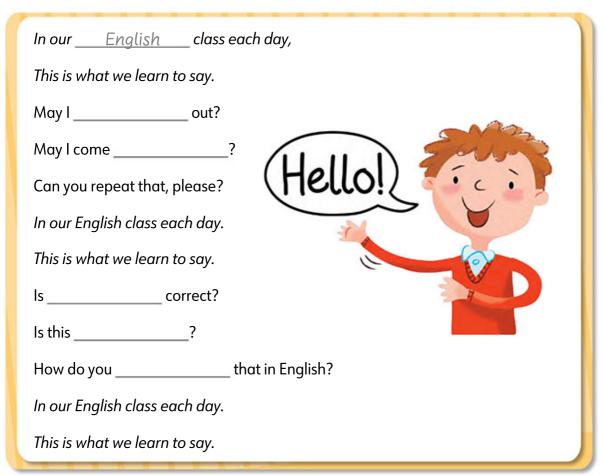


Lesson 6 Listening and speaking

1 🚺 1.8 Listen to the chant. Circle the words you hear.



2 1.8 Complete the chant. Use the words from Activity 1. Listen again and check.



3 🕞 Say the chant. Be a sto



Lesson 7 Writing

1 ② Look at these sentences from the story on pages 10–11. What do we use to show that people are speaking?

'Oh! What's that noise?' asks the music teacher. 'Look at the children in the playground!' says the maths teacher.

2 Add speech marks and finish the story about Noor. Be a sto



- After school, Noor goes to the art club. She sees Mary. She says, 'Hello, Mary. Do you like art, too? Yes, I do, says Mary.



Mary says, I've got lots of paint and paintbrushes. Noor is happy! She says,



Mary puts her paintbrushes on the table. She says, Hurry, Noor! What are you doing? Noor is sad. I haven't got my paint or paintbrushes, she says.



Now Mary and Noor are painting pictures. Noor is good. Mary says,



1 Look at the posters. What can you do at these clubs?

Nature Club



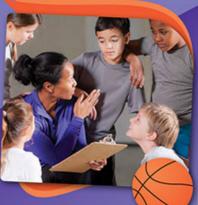
Are you good at science? Learn about flowers and animals. This is a great club!

Computer Club

Make a website. This is a cool club!

Learn new games.

BASKETBALL CLUB



Are you good at sport? Do you like running? Come to our club!

2 1.9 Listen. Circle Lucy's answers in red and Sam's answers in blue.

Likes Is good at ball games drawing science sport plants and animals running computer studies art

3 🕞 Work in pairs. Choose a club for Lucy and Sam. Now choose a club for you.



A good club for Lucy is the Computer Club because she likes art.

Yes, and she's good at computer studies.



Reading time 1

Swiss Family Robinson

1 1 1.10 Read the story. Say how the family arrive on the island and leave.

This is a story about the Swiss Family Robinson. Mum, Dad and the three brothers, Fritz, Ernest and Jack, are crossing the sea in a boat. Their boat is old and small, but they like it. One day, there's a big storm. It's very windy and the family is very scared! Suddenly, their boat hits some rocks. 'Oh no!' says Dad. 'Our boat is broken!'

The next morning, it isn't windy. It's very sunny and the family walks to the beach. 'What a beautiful beach!' says Mum. 'We're on an

island, and there are no people!'

'What can we do?' asks Mum.

says Dad.

'Let's make a tree house,' says Dad. 'Let's work together.' They all help. Dad and Fritz make some beds.

There is no school, so Mum is the teacher. Every day they have science, maths, social studies and English lessons. In the afternoons, they do homework. Dad and Fritz look for food. They find coconuts, bananas and fish to eat.

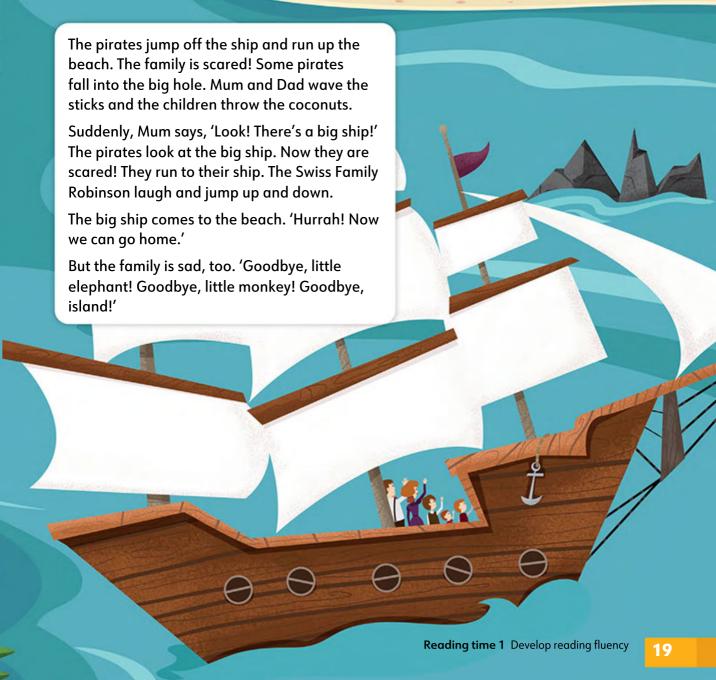
Jack and Ernest find a baby elephant and a baby monkey on the island. They like playing together!



One day, Ernest and Jack are playing on the beach. They see a pirate ship coming to the island. They run to the tree house. 'Dad! Pirates are coming!'

'Oh no!' says Dad. Mum, Dad and Fritz make a big hole in the sand. Ernest and Jack look for coconuts and sticks.

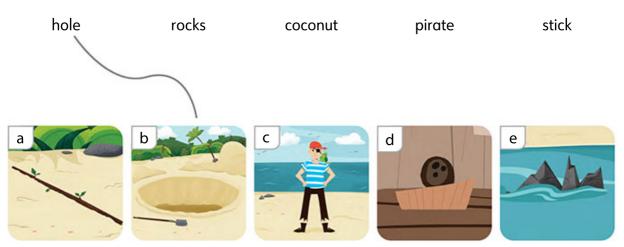




Reading time 1

Activities

2 Read and match.



- 3 <u>Underline</u> the correct words. Then number the events of the story in order.
 - a The family arrives on an island / home / at a desert.
 - **b** The pirates **dance** / **run away** / **wave** when a big ship arrives.
 - c The family makes a pirate ship / coconut house / tree house.
 - **d** The family's boat hits some **rocks / holes / trees**.
 - e The pirates cook lunch / come to the island / sing a song.
- 4 Separate the words in the sentence. Then write the story ending. Remember to use capital letters.

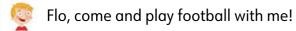
the swiss familyrobinsongohomeonthebigship.

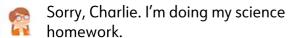
5 Watch the video to see a different ending to the story. Work in pairs. Say which ending you like and why.

Play 1

- 1 Look at the pictures and name the Academy Stars.
- 2 🚺 1.11 Listen and read. Why can't Charlie play at the end of the story?
- 3 🛡 Act out the play.

Charlie's homework





What about you, Ella?

Sorry, Charlie. I'm doing my maths homework. I love maths!





Aunt Daisy, come and play football!

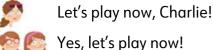
Sorry, Charlie. I'm playing the violin.

What about you, Luke?

Have you got homework, Charlie?

Yes, I've got English homework!

Come on. Let's do it together.



Oh, I can't! I'm doing my homework!





Vocabulary

- 2.1 Listen, point and say.
- 2 (1) 2.2 Listen and play the game. Say the word before or after.











make the bed read a comic

wash up

watch a film

tidy up











play chess

dust

clean

sweep the floor

play computer games

Write the new words in your notebook.

| Chores | Free time activities | | |
|--------------|----------------------|--|--|
| make the bed | read a comic | | |

🔙 Look at the picture. Ask and answer.

What's Dad doing?

He's dusting

5 🚺 2.3 Sing the song. Be a sta

Charlie's song

I love being with my family. It's so fun being all together. I love being with my family, With my sisters and my brother.

My sister makes the beds. My brother sweeps the floor. My mum washes up. My dad dusts the doors.

Chorus

And what about me? What do I do? I tidy up my toys And my comics, too.

Chorus

How many chores are there in the song?



Lesson 2 Reading

1 Read the sentences. Circle the correct answer.

A blog ...

a is in a book.

b is on a website.

c is on the television.

- 2 Look at the photos and the titles. Answer the questions.
 - 1 Who is the blog about?_____
 - 2 What do they write about?_____
- 3 Scan the text. <u>Underline</u> the chores and circle the free time activities.
- 4 ① 2.4 ② Read the text. How is your family similar or different to this family?

Camarillo family blog

HOME **POSTS** PHOTOS CONTACT US

Hello! Our names are Claudia and Gema Camarillo. We're twins. We live with our mum, dad and grandma. We love our grandma! She's great! She helps us write this blog, and she loves computer games!

Our home 26th January

We live in a village in Asturias in the north of Spain. Our family has got a small hotel. It's called the Palace Hotel. It's white with a red roof. We live on the top floor, and there isn't a lift, so we go up and down the stairs all day! There's a big garden outside and a garage in the basement. We've got ten bedrooms for people to stay in.

How many people are there in your family? Where do you live?





Vocabulary

basement cereal lift roof toast top floor

HOME **POSTS** PHOTOS CONTACT US

Helping Mum and Dad

26th February

At the weekend we help our mum and dad make the beds and tidy up the rooms. We dust the furniture, sweep the floors and clean the tables and chairs. We like helping!
When we finish we go up to the top floor.
Grandma has got cereal, toast and lots of good things for us to eat. Then we play outside and read comics or watch a film



What chores do you do?

when it's rainy. It rains a lot in Asturias!

Our brother

20th March

We've got a big brother called Guillermo but he lives in London. He's studying English. We talk to him every weekend. We use video calls so we can see him too.

What do you do at the weekend?



🔖 Learning to learn

How do you learn to spell new words? Try this routine.

1 Look.

2 Say.

3 Cover and write.

4 Check.

Now practise spelling the new words in the vocabulary box. Are they easy or difficult to spell?



Lesson 3 Reading comprehension

- 1 Choose and write full sentences.
 - 1 There are 2 4 6 people in the Camarillo family.
 - 2 They live in a house. hotel. flat.
 - 3 The twins help their grandma mum and dad brother with the chores.
 - **4** They speak to their brother on the **phone. computer.**
- 2 Read again and tick (✓) the things Claudia and Gema do at the weekend.

| clean | V | sweep the floors | |
|--------------|----------|--------------------|--|
| wash up | | tidy up | |
| watch a film | | dust the furniture | |
| play chess | | make the beds | |
| play outside | | read a comic | |



3 🚯 Why do you think the Camarillo family is happy?

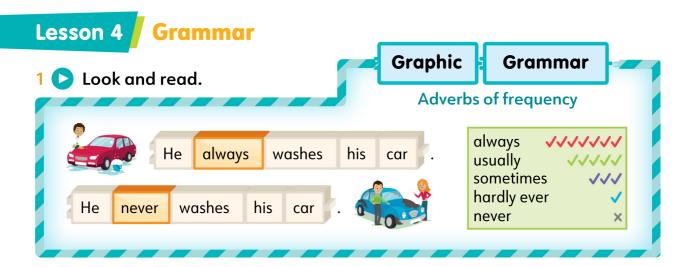
Sounds and spelling

4 1 2.5 Listen and say the chant. Look at the spelling.

Two goats in yellow coats throwing snowballs.



- 5 🔘 2.6 Write the missing letters ow and oa. Listen and check.
 - 1 boat 2 wind 3 r d 4 sn 5 c t 6 yell



2 Look and complete the sentences.

| | dust | wash the car | clean the kitchen | make the bed |
|--------------------|--------------|--------------|-------------------|-----------------------------|
| Gabriela and Mateo | × | /// | ✓ | >>>>> |
| Dad | ///// | ✓ | × | /// |

- 1 The children <u>always</u> make the beds.
- **2** Dad _____ cleans the kitchen.
- **3** Dad _____ dusts.
- 4 The children _____ wash the car.
- **5** The children _____ clean the kitchen.
- 3 🕝 Work in pairs. Play a memory game. 📙 a sta



• A Look at page 144. B Look at page 149.



Lesson 5 / Language in use

1 🚺 2.7 🔼 Listen and say.



Vocabulary

three times a day once a month twice a week

- Can I ask you some questions? How often do you wash your hair?
- Twice a week.
- How often do you eat bread?
- Three times a day.
- How often do you watch a film?
- Once a month.
- And how often do you play basketball?
- Never!
- Thank you! That's very interesting.

2 (3) Answer the questions.

How often do you ...

1 eat fruit?

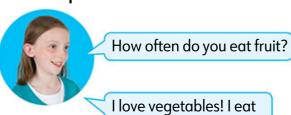
2 make your bed?

3 go to school?

4 do your homework?







I love vegetables! I eat them three times a day. Twice a day. How often do you eat vegetables?

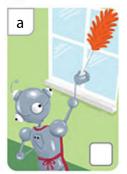


Lesson 6 Listening and speaking

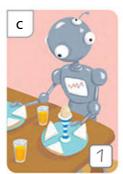
🚺 Look and say what the robot is doing.



2 (1) 2.8 Listen and number the pictures.











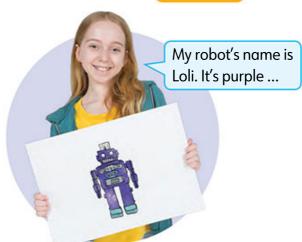
3 🚺 Read the example. Invent a robot and complete the information. Then draw your robot.

> My robot's name is Loli. It's **purple** and it's got two arms. It always makes the bed. It sometimes watches TV.

| My robot's name is | |
|--------------------|--------------|
| It's | and it's got |
| It always | |
| It sometimes | |

4 🕝 Present your robot to the class. Be a sta





Lesson 7 Writing

1 ② Look at the blog on pages 24-25. Circle the capital letters and punctuation in paragraph 2.

capital letter ABCD full stop. comma, exclamation mark!

2 Add punctuation and capital letters to the Nowak family blog.

we are the nowak family from poland there is grandpa grandma mum dad dario and anna we like reading playing computer games watching films and doing sport what does your family like doing

3 Look at the pictures. Complete the Nowak family blog post. Be a sta



Our favourite day Our favourite day is Sunday. In the morning, Dad we all Mum usually ______. Dad usually _____ Anna We never Dario In the afternoon, we Grandma but Grandpa and Grandma _____ Grandpa We hardly ever _____

1 Read and complete the survey information.

| How often do you ? | Once a day | Twice a week | Never |
|---------------------|---------------|-----------------|-------|
| watch TV | 13 | 5 | 3 |
| do sport | 6 | 12 | 3 |
| play computer games | 10 | 7 | 4 |
| read a book | 11 | 8 | 2 |

Look at the results of my class survey about free time activities.

Free time activity class survey

- 1 There are <u>21</u> pupils in her class.
- 2 ____ pupils never watch TV.
- **3** ____ pupils do sport twice a week.
- 4 ____ pupils read a book once a day.
- **5** Six pupils ______ once a day.
- 6 Ten pupils _____
- **7** Two pupils ______

2 🕟 Work in groups. Do a survey about chores. 📙 a sta



- Copy the table. Choose four chores.
- Ask your friends and complete the table.
- Write about the results of your survey.



How often do you dust?

I never dust.







Review 1

1 🕑 Work in pairs. Take turns to choose a subject. Ask and answer.

- Is it on Monday?
- Yes, it is.









- Is it before PE?
- Yes, it is.
- It's maths.

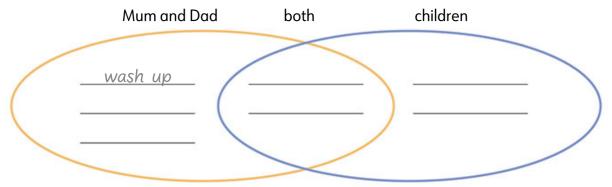








2 🔘 2.9 🚺 Listen and write the words in the diagram.



3 Complete the sentences.

- 1 I sweep the floor once a week. I <u>sometimes</u> sweep the floor. (sometimes / always)
- 2 I make my bed once a day. I _____ make my bed. (always / never)
- 3 I clean the car once a year. I _____ clean the car. (usually / hardly ever)
- 4 I don't dust. I _____ dust. (usually / never)
- 5 I tidy up my bedroom twice a week. I _____tidy up my bedroom. (usually / always)
- **6** I do my homework every day. I _____ do my homework. (always / sometimes)



Cambridge Exams practice

My grandma has got a 1

A1 Movers

It has got many 2

1 Read. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

batal

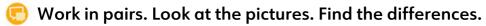


| my grandina has got a It has got many | | | | |
|--|---------|-------|--------|--------|
| to the top floor. ³ lives on the top floor. There are lots of | | | | |
| ⁴ s. The hotel has got a pretty flower ⁵ | | | | |
| | | | 8 | 0 |
| grandma | bedroom | hotel | garden | stairs |

6 Now choose the best name for this story. Tick (\checkmark) one box.

Our pretty garden My grandma's hotel The top floor flat











Here she's doing her homework, but here she's reading a book.

Here she's got an apple, but here she's got oranges.



3

Around town



Vocabulary

- 1 (1) 3.1 Listen, point and say.
- 2 🚺 3.2 Listen and play the game. What's next?











café

train station

cinema

bus stop

shopping centre











swimming pool

library

hospital

supermarket

bank



| 1 | Near my home | Far from my home |
|---|--------------|------------------|
| | library | swimming pool |

Dook at the picture. Ask and answer.

Where's the train station?



5 🔘 3.3 Sing the song. Be a sta



It's next to Tower 1.

Tower Town

We are in Tower Town, With lifts going up And lifts going down.

A cinema, a hospital and a school.

A bank, a café

And a swimming pool.

Chorus



A supermarket

And a bus stop.

Chorus

How many places are there in the song?



- 1 Look at the title and the pictures. Circle the correct answers.
 - 1 It's ... a a story in a comic. b a computer game.
 - 2 The shadows ... a are good. b aren't good.
- 2 Scan the text. <u>Underline</u> the words from Lesson 1.
- 3 (1) 3.4 (2) Read the text. How do the children help the Kipticks?

Running from Shadows

Running from Shadows is a computer game about the Kipticks. They are small, but they are good at making cakes. The Kipticks are peaceful and happy.

There are also some big, bad Shadows. They want the Kipticks to make cakes for them.

There is also a very big, kind cake robot where the Kipticks can hide.

With your gamepads:

- Help the Kipticks escape the Shadows.
- After five minutes, you go up a level of the game!
- Don't let a Shadow catch the Kipticks, because you go down a level of the game!

Be careful! You can only use the cake robot once in a game!



Vocabulary

angry careful kind loud patient peaceful



Let's be patient and wait here.

This film is very loud!



Oh no! Look! The Shadows are coming! Be careful!

Quick! They can go out the back door.



Look! They can jump onto the train.



Look! They can jump into that swimming pool!



Ooops! Let's use the cake!

Yes! Quick! Open the door of the cake!



Ha ha! The Shadows are angry!



That was fun!

🍫 Learning to learn

Using a dictionary to find meaning

A dictionary lists words in alphabetical order. You can find the meaning of words in a dictionary.

Put these words in alphabetical order:

shadow patient suddenly back pool station

Find their meaning in a dictionary.



Lesson 3 Reading comprehension

| 1 Aı | nswer | the (| auestions | with | full | sentences |
|------|-------|-------|-----------|------|------|-----------|
|------|-------|-------|-----------|------|------|-----------|

1 What are the Kipticks good at?

They are good at making cakes.

- 2 What do the Shadows want the Kipticks to do?
- **3** What happens in the cinema?
- 4 Why do the Kipticks jump into the swimming pool?

2 Where are the Kipticks when the players say this?

1 'It's very loud!'

cinema

2 'Let's use the cake.'

3 'Let's be patient.'

4 'They can jump into that swimming pool.'

5 'Quick, move them into the cinema!'

3 📵 Work in pairs. Talk about a computer game you play. What's the game about?



Why is it important to balance computer games with screen-free activities?

Sounds and spelling

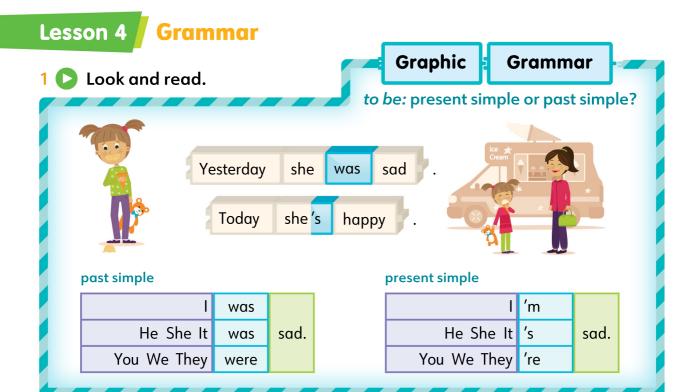
4 🔘 3.5 Listen and say the chant. Look at the spelling.

Prue the kangaroo is on the moon with a blue balloon.



5 🚺 3.6 Write the missing letters oo or ue. Listen and check.

1 q ue 2 z 3 tr 4 f d 5 sch l



- 2 Complete the sentences.
 - 1 Yesterday he was kind.
 - **2** Today she at the park.
 - **3** Yesterday they _____ happy.
 - 4 Today we _____ at the café.

- **5** Yesterday I at the library.
- **6** Today I at the bank.
- **7** Yesterday they _____ patient.
- 8 Today he angry.
- Work in pairs and play a game. Be a sta



- A Look at page 144. B Look at page 149.
- Describe your picture. Listen and find six differences.



Lesson 5 Language in use

1 🔘 3.7 🖸 Listen and say.



Vocabulary

grandparents aunt cousin uncle parents

- Where were you on Saturday?
- I was at the park.
- When were you there?
- I was there in the afternoon.
- Who were you with?
- I was with my aunt, uncle and cousins.
- What was the weather like?
- It was sunny.

2 (3) Read the answers. Write the questions.

1 _____

I was at school.

It was cold.

I was there on Tuesday.

I was with my uncle.

3 📵 Work in pairs. Now make a new dialogue. 📙 a sta





Where were you on Sunday?

I was at the swimming pool.

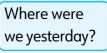


Who were you with?

I was with my parents. It was fun!

Lesson 6 Listening and speaking

1 What places can you see on the map? How many parks are there?





- 2 (1) 3.8 Listen and follow the routes. Which park were they at?
 - **1** Aunt Daisy was at ____ Park.
 - **2** Ella and Flo were at ____ Park.
 - **3** Luke was at Park.
- Now play in pairs. Be a sta

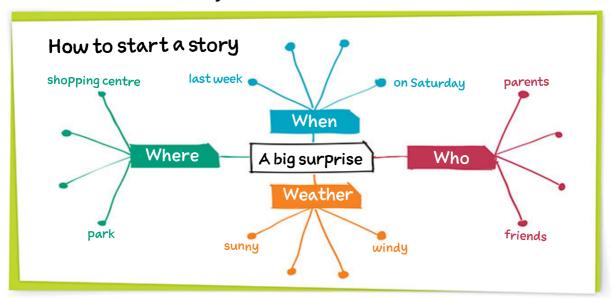






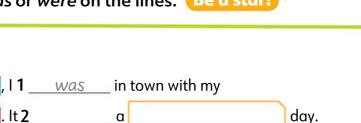
Lesson 7 Writing

1 🚺 You can use a mind map to plan your writing. Think. Add more words in your notebook.



2 First, choose words from your mind map for the boxes. Then write was or were on the lines. Be a sto

. lt **2** a



, and

First, we **3** _____ at the after that we **4** _____ at the Suddenly, there was a nois The loud thing **5** _____ in a box

3 What was in the box?

A big surprise

Lesson 8 / Think about it!

Are you a good detective?

Find the names of the people.

1 💜 3.9 Where were they on Saturday? Listen and complete Report 1.

| • | Report 1 | |
|---|--|--|
| - | On Saturday | |
| • | 1 Fred was at the <u>swimming pool</u> . | |
| • | 2 Paul was at the | |
| • | 3 Vicky was at the | |
| • | 4 John was at the | |
| | 5 Sara was at the | |



2 Find a clue! Look at the pictures and complete Report 2.

bag of food book train ticket towel new jacket

Report 2

- 1 Woman **a** was at the <u>train station</u> because she's got a <u>train ticket</u>.
- 2 Man **b** was at the _____ because he's got a _____.
- **3** Man **c** was at the _____ because he's got a _____.
- 4 Man d was at the _____ because he's got a _____.
- **5** Woman **e** was at the _____ because she's got a

Who's who? Work in pairs. Say the names. Then say why. Be a star





プププププププ









Number 3 is Fred. It's Fred because he's got a towel and Fred was at the swimming pool.





Sam and the number 22 bus

Sam Johnson drives the number 22 bus in London. It's a beautiful red bus with a ground floor and stairs up to the top floor.

Sam is short and slim with a happy face. He's got a lot of friends on his bus! Some people travel on his bus every day and they always talk about the weather. 'Beautiful sunny day today, Sam!' or 'Cold and rainy today, Sam!' or 'Don't you like the snow, Sam?'

They also talk to him about their families. Sometimes they're happy and sometimes they're sad. Sam listens to everyone. He laughs when they're happy and says, 'Oh dear!' when they're sad. He's friendly and patient. The people on his bus are his friends.

The number 22 bus stops at lots of places. Some people go to work on the bus. Others go to the bank, the library, the shopping centre or the train station.

Sometimes people forget things on the bus—lots of umbrellas, bags, cameras, computers and cakes! So many things! But Sam is very kind. The next time the person comes onto the bus he says, 'Here's your camera, Mr Jones!' or 'Here's your bag.' or 'Here's your umbrella.'

One day, a young woman, Milly, was on the bus. Next to her was an old woman called Mrs Blake. Milly and Mrs Blake talked and talked. 'Oh! This is my stop!' said Mrs Blake, and she quickly jumped off the bus ... with Milly's bag! Mrs Blake walked down the street. Milly asked Sam, 'Please, Sam! Can you stop the bus? Mrs Blake has got my bag.' Sam stopped the bus. He jumped off with Milly. Suddenly there was lots of loud music in the street. 'Ahhhhh!' said Mrs Blake. 'What's that noise? It's coming from my bag.'

'Oh dear!' said Milly. 'It's my phone!'

Mrs Blake was very surprised. She opened the bag and in it was a mobile phone playing **loud music** and not her shopping! 'Here's your bag, Mrs Blake,' said Milly. They all laughed and laughed, but now Mrs Blake is always very careful to pick up the correct bag!



Reading time 2 Activities

2 Look at the picture clues and write the sentences.

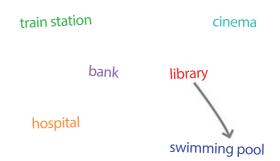
| | 1 | 2 | 3 | 4 |
|---|--------|----|-----------|--------|
| Α | | 3 | | like |
| В | forget | on | the | drives |
| С | are | | sometimes | |

1 (4C - 4B - 3B - 3A)

Sam drives the bus.

3 Draw lines to show the route of the number 22 bus. Be a sto





Play 2

- 1 📵 Work in groups. Talk about the pictures. What do you think happens?
- 2 3.11 Listen and read. Where do the children want to go? What do they find?
- 3 📵 Act out the play.

The outing



Aunt Daisy, can we go to the cinema?



And then can we go to the café?



Yes, but let's clean the house first.





🚶 Flo, you can dust.

OK. Can you help me?

Yes. We can dust and Luke can sweep the floor.



What about you, Charlie?

I can tidy up the toys.



Look! There's a coin on the table.



And there's one under the sofa.



And here!



And here!





My house wasn't very clean! Thank you, children!



And look, Aunt Daisy! Lots of coins!



Coins for popcorn and ice cream!



Hurray! Let's go to the cinema!



And then to the café, too!



Thank you, Aunt Daisy.



Vocabulary

- 1 🚺 4.1 Listen, point and say.
- 2 🔘 4.2 Listen and play the game. Say the word before or after.



3 🔇 Write the new words in your notebook.

| | Food | Drink | Tableware |
|---|----------|-------|-----------|
| I | sandwich | tea | plate |

4 📵 Look at the picture. Ask, point and answer.

Can you see plates?

00

5 🕠 4.3 Sing the song. Be a star!

Yes, here they are.

Safari adventure

We're off! We're off! We're off! We're off on safari!

Pack the soup, pack the cheese.
Pack the biscuits, too!
A safari adventure
Is waiting for me and you!

Chorus



Tap your nose when you sing a new word.

Bring the plates, bring the cups.

Bring the bottles, too. A safari adventure

Is waiting for me and you!

Chorus

Come on Luke, Ella, Flo, And little Charlie, too. A safari adventure Is waiting for me and you!

Chorus



Unit 4 Sing a song WB: page 38

- 1 Read the sentences. Circle the correct answers.
 - 1 The menu tabs at the top of a website are for ...
 - a different pages.

- **b** different websites.
- 2 The first page to open on a website is the ...
 - **a** most interesting page.
- **b** home page.
- 2 🖫 Work in pairs. Look at the photos and titles. Answer the questions.
 - 1 Where is the safari?

- 2 What animals can you see?
- 3 Scan the website text. Underline the new words from Lesson 1.
- 4 🔘 4.4 What do you think you wear, eat and do on a safari?

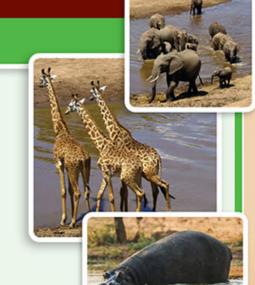
Home A day on safari Photos Safari adventures Contact us

Botswana safaris

We get up at six o'clock. It's very cold! We have some tea, a sandwich and biscuits for breakfast.

Then we get into the safari car. Each person has got a backpack with a bottle of water, a rain jacket and a torch ... and we're off to see some animals!

We go down to the river. You can see elephants and giraffes having a morning drink, and there are crocodiles, too. Sometimes you can see hippos coming back to the river. Hippos live on land at night but spend the day in the river.



Most people love looking for big cats, and sometimes we find lions, leopards and cheetahs. Can you tell the difference between a leopard and a cheetah?

We have a book with the names of all the animals. We tick them when we see them. We can take lots of photos, too!

There's always a picnic in the back of the safari car for lunch. Everyone has their own plate and cup. We eat pasta salad with cheese and tomatoes and a piece of fruit.

At night we eat soup, tell stories and laugh. At nine o'clock we go into our tents and go to sleep.



A **real story** by people on our safaris!

Jack Johnson, Chelmsford, UK

I was in my tent with my brother. I was asleep when suddenly there was a noise ... swish swish. Then we were awake.

'What was that?' asked my brother. 'I don't know,' I said. 'Let's look out of the window.' It was dark. There was only the light from the moon, but there were big shadows, and there was a cracking noise. I laughed. 'Look! It's elephants!'



Vocabulary

backpack hippo leopard noise tent torch



What can we do to protect wild animals?

🔖 Learning to learn

Using a dictionary to find spelling

A dictionary lists words in alphabetical order. As well as the meaning, you can find the **spelling** of a word in a dictionary.

Look at the Botswana safaris website. Find the spelling of these animals in your dictionary.

.____h

_____t

c_____e

Lesson 3 Reading comprehension

- 1 Answer the questions with full sentences.
 - 1 What do you have for breakfast on safari?

For breakfast you have tea, a sandwich and biscuits.

- 2 What animal lives in the river in the day and on land at night?
- 3 What do you have for lunch?
- 4 What time do you go to bed?
- 2 Copy the table into your notebook. Complete.

| On safari | | | | | | | |
|------------|------|---------|--|--|--|--|--|
| Transport | Food | Animals | | | | | |
| safari car | | | | | | | |
| | | | | | | | |
| | | | | | | | |

3 ② Is a safari a good holiday for these people? Tick (✓) or cross (x). Be a star!

I'm scared of big animals.

I love adventures!

I like swimming in the sea.

I like nature and learning about new animals.

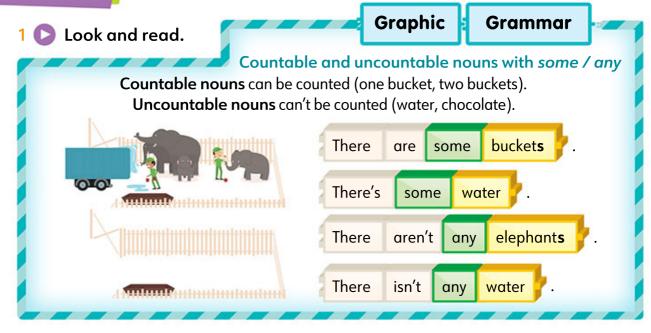
Sounds and spelling

4 🔘 4.5 Listen and say the chant. Look at the spelling.

A pair of hairy bears and Chinese chairs and perfect pears.



- 5 🔘 4.6 Write the missing letters air or ear. Listen and check.
 - 1 bear
- **2** st___s
- 3 w____
- **4** p of socks
- **5** ch



2 Look at the words from Lesson 2. Write them in the correct boxes.

| cup | cheese | biscuit | water | plate | soup | sandwich | tea | salad | pasta |
|-----|---------------------|----------|-------|-------|------|----------|-------|-------|-------|
| | c andwich | ountable | 2 | | | | count | able | |
| | <u>ariawich</u> | | | | | сир | | | |
| | | | | | | | | | |

- 3 📵 Work in pairs and play a game. Be a star!
 - Go to page 147. Cut out the baskets and the cards. Choose one basket each.
 - Put the cards face down. Take turns to turn over the cards and make sentences.
 - If the food is in your basket, keep the cards. The first to find all the things in their basket is the winner!



Lesson 5 Language in use

1 (1) 4.7 (2) Listen and say.



Vocabulary

mushrooms olives peppers spinach tuna

- 🚣 🛮 Let's make some pizzas!
- OK. How much spinach is there?
- There's a lot. Here, some for you and some for me.
- How much tung is there?
- There isn't much, but I don't like it. It's all for you!
- How many olives are there?
- There are a lot. Some for you and some for me.
- Mmm, delicious!
- 2 Make questions and answers.

| 1 _ | How much | _chicken <u>Is there</u> | ? | |
|-----|----------|--------------------------|---|----|
| 2 _ | | olives | ? | |
| 3 _ | | _ spinach | ? | |
| 4 _ | | _ mushrooms | | _? |

There's a lot.

3 関 Work in pairs. Now make a new dialogue. 📙 a star





How many mushrooms are there?

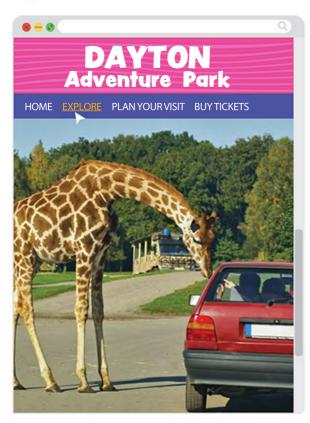
There isn't much.

There are a lot. How much tung is there?



Lesson 6 Listening and speaking

What is the website about?



2 (1) 4.8 Listen and circle the animals at Dayton Adventure Park.



 $3 \bigcirc 4.8$ Listen again. Tick (\checkmark) the things you can do.

| feed a giraffe | ~ | play in the castle | |
|---------------------|---|--------------------------|--|
| hold a baby duck | | have lunch at a café | |
| ride on an elephant | | visit an African village | |

4 🔘 4.8 📵 Listen again. Work in pairs. Talk about what you would like to do at Dayton Adventure Park. Be a star





Would you like to hold a baby duck?

OK! Then, let's ride on an elephant!



Lesson 7 Writing

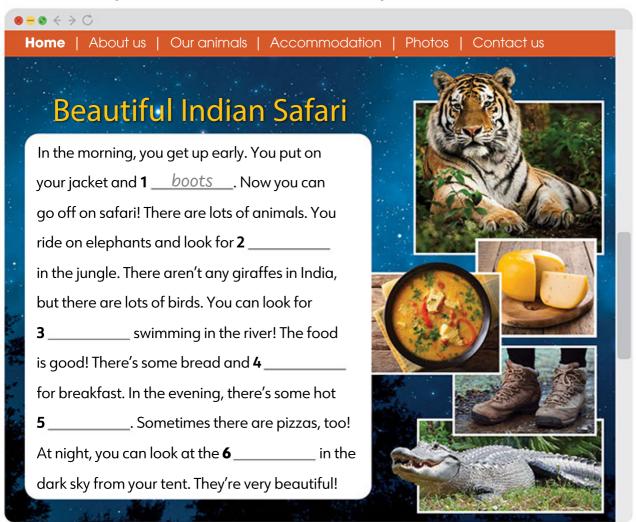
1 Look at the *Botswana Safaris* website on page 51. How many paragraphs are there?

Write the paragraph numbers 1-4 next to the topics.

at night 1 big cats

at lunch animal names and photos

3 Look at the photos on this website. Then complete the text.



4 Now write the text in four paragraphs in your notebook. Be a sto



Planning a North Pole adventure

1 Read the webpage and look at the photos.
Cross out what you don't need to take to the North Pole.

A North Pole adventure

It's very cold. Don't forget your jackets, jumpers and boots.

There are also tents and beds for you to sleep in.

There's a kitchen with plates and cups for your breakfast, lunch and dinner.

Come on safari to the North Pole in the summer and see the midnight sun and the polar bears!

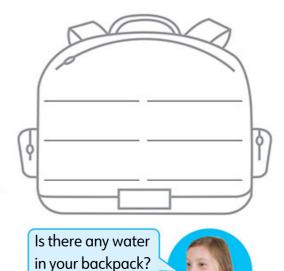




2 🚺 Think and write in your notebook.

| Good for the North Pole | Not good for the North Pole |
|----------------------------|-----------------------------|
| gloves | ice cream |

- 3 Pack your backpack for a
 North Pole adventure. Choose
 six things from Activity 1. Be a star!
- 4 Work in groups. Ask and answer. Find two people who have got the same things in their backpacks.





1 Work in pairs. Play a memory game. Look at the picture and then close your book. Ask and answer.



- Lt's opposite the supermarket.
- It's the bank.
- Yes!

2 Look and write what you see in the pictures.



3 Complete the questions with was or were. Then write the answers.



- 1 Where <u>were</u> Flo and Ella yesterday?
- **2** Where _____ Luke?
- **3** Who Flo and Ella with?
- 4 What _____ the weather like?

They ____ were at the park. ____

He ______.

They ______.

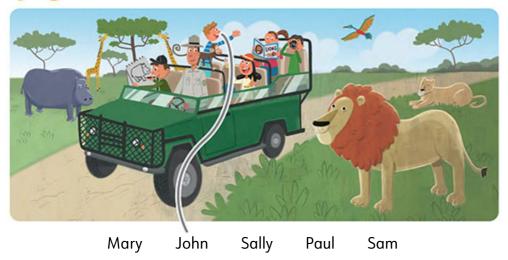
lt _____

Cambridge Exams practice

A1 Movers

1 🥶 🚺 4.9 Listen and draw lines. There is one example.





2 💬 🕞 Look at the pictures. Read the title and the beginning of the story. Work in pairs. Take turns to tell the story.



Jake's holiday



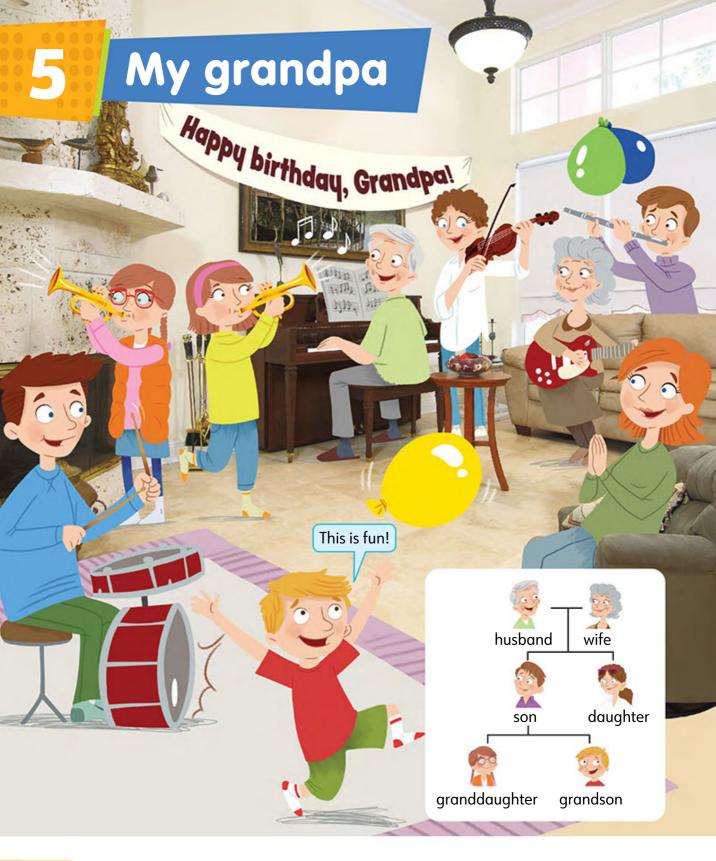
Jake lives in the USA. It's December and it's snowing! He's going on a winter holiday with his parents to visit his aunt ...











Vocabulary

- 1 🚺 5.1 Listen, point and say.
- 2 🕠 5.2 Listen and play the game. What's next?



husband



flute



grandson



violin



wife



drum



daughter



granddaughter



trumpet



son



| Family | Musical instruments | |
|---------|---------------------|--|
| husband | flute | |

4 🕞 Look at the picture. Ask and answer.

5 (1) 5.3 Sing the song. Be a star!

Who's playing the trumpet?

The granddaughters are playing the trumpet.

Grandpa's song

I play the piano. My wife plays the guitar. My son plays the flute.

Toot, toot, toot, toot.

Little Charlie dances round. Round and round he goes. Little Charlie dances round To the happy sound. My daughter plays the violin.

My granddaughters play the trumpet.

My grandson plays the drums.

Brrrrum, pum, pum, pum, pum.

Chorus

Mime the musical instruments that you hear.





Lesson 2 Reading

- 1 Circle the correct words.
 - 1 A poem has got rhythm. a always b sometimes c never
 - 2 A poem has got rhymes. a always b sometimes c never
- 2 Scan the poems. <u>Underline</u> the new words from Lesson 1.
- 3 🕠 5.4 Read the poems. Which is your favourite?



My grandpa, my hero



Grandpa is my hero.
He looks after me.
He waits for me at school
And makes me toast and tea.

Grandpa is my hero. He always plays with me. He talks about the colours Of the sky and of the sea.

Grandpa is my hero.
One day we climbed up high.
We listened to the wind
And to the birds fly by.

Grandpa is my hero.
Together we carry my books.
Hand in hand we cross the road,
But only Grandpa looks.

Grandpa is my hero Because he's teaching me What's important is my heart And not that I can't see.

Jay, aged 8













What can you learn from your grandparents?



Grandpa
Really loves
Animals. He's got a
Noisy
Duck, a naughty

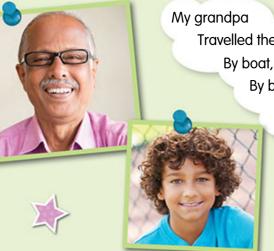
Parrot and

A little black and white cat.

Yusrah, aged 10

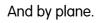
Vocabulary

look after dance love study travel carry



Travelled the world, By boat, By bus,

By train



He danced in France.

He studied in Spain.

He worked in Japan.

He was an international man.

Tomas, aged 9







My grandpa's got five daughters, But he hasn't got a son. He's got twenty grandchildren, And I'm the favourite one!

Hailey, aged 9

🤷 Learning about language

Noticing rhyme in a poem

Different letters or letter combinations can rhyme (sound the same) in English. Some words rhyme even when they are spelled differently.

In the poems, which words rhyme with these?

1 me tea, sea, see

4 son _____

2 high _____

5 train_____

3 looks _____

6 man

Lesson 3 Reading comprehension

| 1 Answer the questions with full sente |
|--|
|--|

1 Whose poems have got rhymes? Jay's, Hailey's and Tomas's poems have got rhymes.

- 2 Whose poem has got a special shape?
- **3** Whose poem spells a word with the first letter in each line?

2 Who's speaking? Write Jay, Yusrah, Hailey or Tomas. Be a sta



My grandpa visited Japan.

Tomas

My grandpa 5 loves animals.

My grandpa's parrot is naughty.

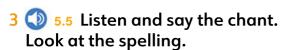
My grandpa 6 liked travelling.

My grandpa makes toast and tea.

7 I can't see but my grandpa helps me.

My grandpa has got twenty grandchildren. 8 My grandpa has got a big family.

Sounds and spelling

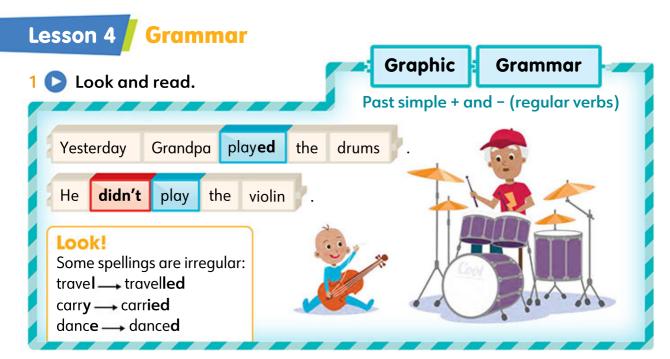


Suzy snail is playing on a train on a rainy day.



- 4 🔘 5.6 Write the missing letters ai or ay. Listen to check.
 - **1** t ai l
- 2 tod
- **3** w t **4** pl **5** p nt

- 6 Mond



2 Look at the pictures. Complete the sentences with the past simple verbs.



- Go to page 151 and cut out the cards. Put the cards face down.
- Take turns to turn over a card. Say what Grandpa did or didn't do yesterday.
- Keep the card if you can make a correct sentence. The one with the most cards is the winner!



Lesson 5 Language in use

1 🕦 5.7 🕞 Listen and say.



Vocabulary

cowboy dress up kindergarten princess

- Look at this photo. I was four years old.
- Oh, you look so different! Did you go to kindergarten?
- Yes, I did.
- Did you like painting at kindergarten?
- Yes, I did.
- **Did you play** with dolls?
- No, I didn't.
- Did you dress up as a princess?
- Yes, I did.
- Did you dress up as a cowboy?
- No, I didn't!

2 Write questions to ask a friend.

| 1D | <u>id y</u> ou dress up as <u> </u> | <u>a lion</u> at kindergarten? |
|----|--|--------------------------------|
| 2 | you play | at kindergarten? |
| 3 | you like | at kindergarten? |
| 4 | you play | at kindergarten? |

📵 Work in pairs. Now make a new dialogue. 📙 a sta





Lesson 6 Listening and speaking

1 👽 5.8 Look at the pictures and listen to the information about Flo and Ella's grandpas.

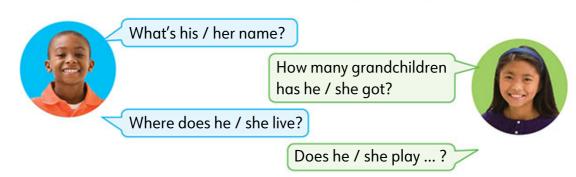
| | | Grandpa Bill | |
|-----|--------------------|--------------|--------------|
| | Lives | in a city | on a farm |
| 200 | Visits | once a week | twice a week |
| | Do together | tell stories | play chess |
| | Grandchildren | 6 | 9 |
| | Musical instrument | piano | violin |



| | | Grandpa Bob | |
|---|---------------|---------------|----------------|
| | Lives | in a flat | by the sea |
| Ì | Visits | every day | once a week |
| | Do together | play football | paint pictures |
| | Grandchildren | 4 | 8 |
| ١ | Musical | flute | trumpet |
| | instrument | | |

- 2 🚺 5.8 Listen again and circle the correct information in Activity 1.
- 3 📵 Work in pairs. Ask and answer questions about your grandpa or grandma. Be a sta





mouse basketball

cat plane

brother

violin eggs

goodnight

1 🚺 Make pairs of rhyming words.

1 tall <u>basketball</u>2 legs

3 fat

4 mother _____

5 polite _____

6 train _____

7 house

8 thin ____

2 Complete the poem with the rhyming words in Activity 1.

My grandparents

My grandpa was very tall.

(good at) My grandpa was good at basketball.

My grandpa always travelled by train.

(never) My grandpa never travelled by plane.

(likes playing)

Now my grandpa is very thin.

My grandpa doesn't eat eggs.

(has got very long) _____

My grandma was a little fat.

(looked after)

My grandma helped her father and her mother.

(played games)

Now my grandma lives in a little house.

(in her garden there is)

My grandma is very kind and polite.

(always says) At bedtime, _____



3 Read the poem aloud. Does it sound good? Be a sta





A **fact** is something that is true.

An **opinion** is something that you think.

- 1 <u>Underline</u> the fact in each pair of sentences. Circle the opinion.
 - 1 Lions live in Africa. They're beautiful.
 - 2 I'm good at football. It's a sport.
 - **3** Mangoes are a fruit. They're my favourite fruit.
- 2 Read Clare's sentences about her grandpa. Circle F (Fact) or O (Opinion).
 - 1 My grandpa's name is David.
- (F)/O
- 2 My grandpa has got three children and eight grandchildren. F/O
- 3 My grandpa tells me stories. F/O
- 4 My grandpa likes living on a farm.

F/O

- 5 My grandpa plays the flute.
- F/O
- 6 My grandpa is good at singing.
- F/O
- 7 My grandpa visited China last year.

F/O

- 8 My grandpa is very funny.
- F/O
- Work in pairs. Tell a friend facts and opinions about your grandma or grandpa. Be a star



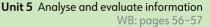


My grandma has got six grandchildren. I'm her favourite.











Vocabulary

- 6.1 Listen, point and say.
- 2 (1) 6.2 Listen and play the game. Say the word before or after.











jellyfish

octopus

penguin

eel

whale











seahorse

dolphin

starfish

shark

crab

Write the new words in your notebook.

| Has got arms or legs | Hasn't got arms or legs |
|----------------------|-------------------------|
| penguin | jellyfish |

4 📵 Look at the picture. Ask and answer.

How many penguins can you see?

5 (1) 6.3 Sing the song. Be a sta



I can see two penguins.

Goodbye, big shark

Two pink octopuses Swimming together. Along comes a hungry shark Looking for his dinner.

Hide, pink octopuses! Swim, swim away. Goodbye, big shark, Until another day.

Three black eels Swimming together. Along comes a hungry shark Looking for his dinner.

Hide, black eels! Chorus

Four ...

Five ...



Can you make two new verses?

Lesson 2 Reading

- 1 Look at the photos and the text. Circle the correct words.
 - 1 What type of text is this?
 - **a** a story

- **b** an informative text
- **c** an email

- 2 Where can you see a text like this?
 - **a** in an aquarium
- **b** in a cinema
- **c** in a supermarket
- 2 Scan the text. <u>Underline</u> the new words from Lesson 1.
- 3 🔘 6.4 Read the text. Which sea animal is your favourite? Why?

Penguin

A penguin is a bird. Most penguins live in the Antarctic Ocean.

It's got very short legs and a fat body.

It lives on land, but it swims in the sea and catches fish.

Fun fact!

A penguin can walk and swim, but it can't fly. It can slide on ice, too!

Octopus

An octopus lives in the ocean, but it isn't a fish.

It's got a round body and eight long arms, but it hasn't got any legs. It's got big eyes.

It's a fast swimmer and it can hide in tiny places. It likes to live in warm water.

Fun fact!

An octopus hasn't got any teeth, but it can eat snails.

Seahorse

A seahorse is a fish, but it can't live in cold water.

It's got a beautiful head that looks like the head of a horse.

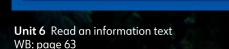
It's got a thin body and a tail, but it hasn't got any legs.

Baby seahorses hold on to other seahorse tails like we hold hands!

It's a very slow swimmer and it hardly ever moves.

Fun fact!

A seahorse can hold onto a plant with its tail.



Vocabulary

fat hard heavy round thin tiny

Starfish

A starfish isn't a fish.

It lives on the ocean floor. It likes cold and warm water.

It's got a hard body and

hundreds of tube feet on its arms.

It can't swim so it walks on the ocean floor.

Starfish are also called sea stars.

Fun fact!

A starfish can make itself a new arm!

Whale

A whale is a mammal and it lives in the ocean. It's very long, heavy and loud. It can talk to other whales with different noises.

A whale is longer than three buses, heavier than forty elephants and much louder than a lion.

It can swim very long distances.

Fun fact!

A whale only breathes air once every 90 minutes.



What can we do to protect our oceans and the animals that live there?

🔖 Learning about language

Adjectives

Adjectives give information about nouns and make your writing more interesting.

A penguin has got short legs.

A whale is very long, heavy and loud.

Adjectives come **before** the noun or **after** *am / is / are*.

Find examples of adjectives and nouns in the text about sea animals and write them in your notebook.

| Adjective | Noun |
|-----------|------|
| short | legs |

Lesson 3 Reading comprehension

1 Write the sea animals.

4 It's a bird, but it can't fly.

2 Write the sea animals in the correct places in the diagram. Be a sto





3 🚺 Think of another sea animal. Add it to the diagram.

Sounds and spelling

4 (1) 6.5 Listen and say the chant. Look at the spelling.

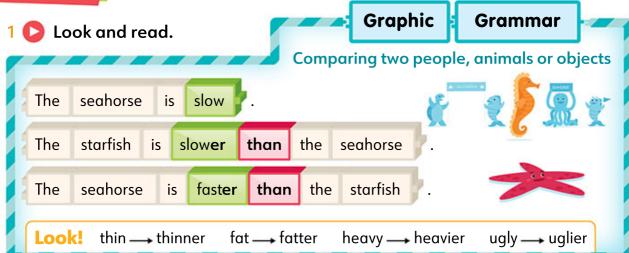
'Faster, faster!' says the starfish to the shark. 'The party's starting!'



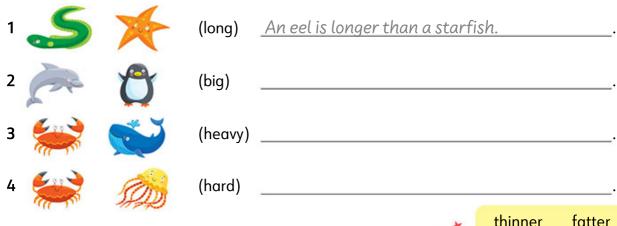
5 🕡 6.6 Write the missing letters ar or a. Listen and check.

1 st<u>ar</u> 2 ___fter 3 p___k 4 g___den 5 ban___na 6 ___sk





2 Write sentences to compare the sea animals.



3 🕞 Work in pairs. Play a comparison game. Be a sta



longer

bigger

faster

heavier

• Go to page 153 and cut out the cards. Put them face down.

• Take turns to turn over two cards and compare them.

• If you're right, keep the cards. The one with the most cards is the winner!



shorter

smaller

slower

lighter

Lesson 5 Language in use

1 (1) 6.7 (2) Listen and say.



Vocabulary

| bad | worse | the worst |
|----------|--------------------|--------------------------------|
| good | better | the best |
| friendly | friendl ier | the friendl iest |
| tall | tall er | the tallest |

- Tell me about your family. Who's the tallest?
- My dad is **the tallest**.
- Who's the friendliest?
- My grandma is the friendliest.
- Who's the best at football?
- My brother is **the best at** football.
- And who's **the worst at** drawing?
- Me!
- 2 Write sentences about your friends.
 - 1 _____ is ___ the tallest __. (tall)
 - **2** ______ is ______ . (fast)
 - 3 is . (old)
 - **4** ______ is _____ at swimming. (*bad*)
 - **5** _____ is ____ at dancing. (*good*)
- 3 🕟 Work in pairs. Now make a new dialogue. 📙 a star





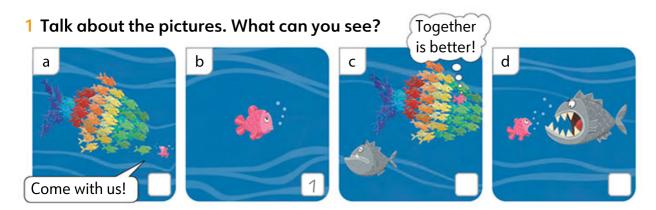
Who's the best at singing in your family?

I'm the friendliest!

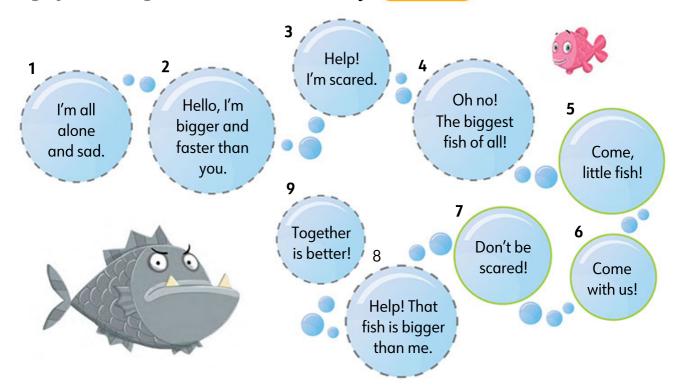
My sister is the best at singing. Who's the friendliest person in your family?



Lesson 6 Listening and speaking



- 2 (1) 6.8 Listen to the story and order the pictures.
- 3 (1) 6.8 (1) Listen again. Why is the little fish scared? Why is it happy at the end?
- 4 🕞 Trace the circles in pink for the little fish and in grey for the big fish. Then act out the story. Be a star



Lesson 7 Writing

1 Read about the penguin on page 72 again. Answer the questions.

additional information. Use **but** to give contrasting information.

Use **and** to give

| 1 | How many sentenc | es are there? | six |
|---|-------------------|--------------------|-------------------|
| 2 | How many ideas ar | e there in each se | entence? |
| 3 | How many times co | an you find the wo | ords and and but? |
| | and: b | ut: | |

2 Read the notes about an eel. Complete the text with and or but.

An octopus

An eel long, thin can swim, can't walk eats small fish, small crabs,

doesn't eat octopuses

| An eel | | | |
|----------------|----------------|----------------|-------|
| An eel is long | 1 and | thin. It can s | swim, |
| 2 | it can't walk. | It eats small | fish |
| 3 | small crabs, ' | i - | it |
| doesn't eat o | ctopuses. | | |

3 Read the notes and write a text about an octopus. Be a star

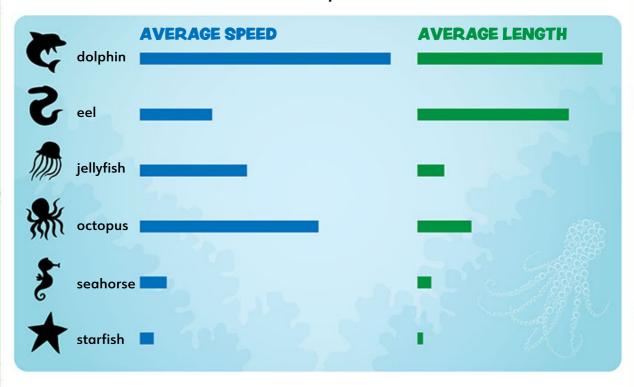


An octopus round body, eight long arms, no teeth fast swimmer, can hide in small spaces eats crabs, sometimes snails

| <u>In octor</u> | <u>sus ha</u> | s got | <u>a</u> | | |
|-----------------|---------------|-------|----------|--|--|
| | | | | | |
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1 Look at the information. Answer the questions.



Which animal(s) are ...

- 1 faster than a jellyfish? a dolphin and an octopus
- 2 slower than a seahorse?
- 3 longer than an octopus?
- 4 shorter than an eel?

2 🕞 Work in pairs. Play a guessing game.



Is it a seahorse?

Is it a jellyfish?









1 Look at the picture and complete the text.



| 1 | Bob is my | husband |
|---|---------------|---------|
| | He plays the | |
| 2 | Angela is my | |
| | She plays the | |
| 3 | Eric is my | |
| | He plays the | |
| 4 | Lucy, my | |
| | and Harry, my | |
| | play the | |

2 Look at Luke's list of chores for yesterday. Complete the sentences with the past simple.



| 1 | Luke | didn't study | maths. |
|---|------|--------------|------------|
| 2 | Не | | Charlie. |
| 3 | Не | | Grandma. |
| 4 | Не | | up. |
| 5 | Не | | his books. |
| 6 | Не | | his bike. |

Work in pairs. Talk about the boats. Use the comparative and superlative forms of the adjectives in the box.

Which boat is



The grey boat is faster than the brown boat.

the fastest?

Cambridge Exams practice

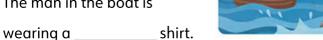
A1 Movers

1 Look and read and write. There is one example.

The big dolphin is <u>jumping</u>.

Complete the sentences.

1 The man in the boat is



2 The small dolphin is playing with a _____.

Answer the questions.

3 What colour is the smaller boat? _____

4 What is the girl doing?

Now write two sentences about the picture.

5 _____

2 😳 🥑 Work in pairs. Talk about the pictures. Which one is different in each group? Why?



























The starfish is different because it can't swim.





Vocabulary

- 1 (1) 7.1 Listen, point and say.
- 2 🔘 7.2 Listen and say the verbs in the past.



come came



go - went



have - had



make made



read - read



say - said



see - saw



stand stood



think thought



wear - wore

Look at the picture. Use the story posters to ask and answer.

4 🚺 7.3 Sing the song. Be a sta



Who wore a blue dress?

Red Riding Hood.

Story time

We love reading. Story time is fun. We love reading. Let's read, everyone!

About a girl Called Red Riding Hood, Who visited her grandma In the woods.

Chorus

About Aladdin, Who saw an old man. And the old man said, 'I've got a plan!' Chorus

> Which story has a big bad wolf?



1 Look at the title and the pictures. How many characters are in the story?

2 Scan the text. <u>Underline</u> the regular past simple verbs and circle the irregular past simple verbs.

3 🚺 7.4 🚯 Read the text. Tick (✓) the message of the story.

It's good to work together. Goats like grass.

The three billy goats

This is a traditional story from the north of Europe.

Once upon a time, there were three billy goats. They lived happily on a mountain. 'This grass is good,' said the small billy goat. 'Yes, this grass is very good!' said the bigger billy goat. 'Yes,' said the biggest billy goat. 'But look at that grass on the other mountain! It's longer and greener!'

The goats stood and looked at the lovely, long, green grass on the other mountain. 'You're right!' said the bigger billy goat. 'Let's go over the bridge and eat that lovely, long, green grass.'

But there was a problem. Under the bridge lived a big, bad man. Everyone was scared of him. 'What a pity!' said the small billy goat sadly. 'Don't worry,' said the biggest billy goat kindly. He had an idea! The three billy goats thought together and made a plan!

The small billy goat went on the bridge. 'Who is on my bridge?' said the big, bad man loudly. 'It's me,' said the small billy goat quietly. He was scared!

'Ha!' said the big, bad man angrily. 'I'm going to eat you for my tea.'
'Oh no! Not me!' said the small billy goat. 'Wait for my
brother. He's bigger, and he's coming behind me.'

Well, the man was greedy, so he said, 'OK, off you go!'

Vocabulary

angrily happily kindly loudly quickly quietly sadly slowly



The bigger billy goat went on the bridge. 'Who is on my bridge?' said the big, bad man loudly. 'It's me,' said the bigger billy goat.

'Ha!' said the big, bad man angrily. 'I'm going to eat you for my tea!' 'Oh no! Not me!' said the bigger billy goat. 'Wait for my brother. He's bigger, and he's coming behind me.'

'OK,' said the big, bad man, 'off you go!'

The biggest billy goat went on the bridge. He walked slowly. 'Who is on my bridge?' said the big, bad man loudly. 'It's me,' said the biggest billy goat.

'Ha!' said the big, bad man angrily. 'I'm going to eat you for my tea!' 'Oh no! Not me!' said the biggest billy goat. 'I don't like bullies!' He put down his head, ran quickly at the man and pushed him into the water.

'Goodbye, you bully!' said the three billy goats all together.

And the three brothers enjoyed the grass. 'Yummy! This lovely, long grass is very good!' they said happily.



🔖 Learning about language

Adverbs

Adverbs describe verbs. They describe how an action happens.

He lived happily . He said angrily . He ran quickly

<u>Underline</u> examples in the story of things the characters say *loudly, happily* and *angrily*. Practise saying them with a friend.

Lesson 3 Reading comprehension

1 Circle T (True) or F (False).

1 The biggest billy goat wanted to go over the bridge.

2 The grass was shorter on the other mountain.

3 The big, bad man lived next to the bridge.

4 The bigger billy goat went over the bridge first.

5 The biggest billy goat pushed the man into the water.

6 The three billy goats were very happy in the end. Τ

Read and complete. Be a sta

1 Who is on my bridge?

small billy goat.

3 Don't worry,

2 We can't go over the bridge!

4 I'm going to eat that billy goat!



(T)

Т

Τ

Τ

Τ

F

F

F

F

F

F

What can you do to stop bullying at your school?

| | Which character(s) said or thought this? | How? |
|---|--|--------|
| 1 | the big, bad man | loudly |
| 2 | | |
| 3 | | |
| 4 | | |

Sounds and spelling

3 🚺 7.5 Listen and say the chant. Look at the spelling.

A little fly is a bright light in the night sky.

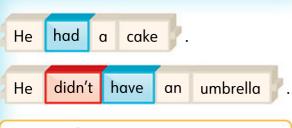




1 right 2 wh 3 fl 4 l t 5 br t 6 m



Look and read.





Look back at **page 83** to find more verbs that are irregular in the past tense. Can you make them negative?



2 Write true sentences about the picture. Use the past simple form of the verbs see, have and go.

- 1 The animals _____ didn't go ____ to a city. (/ go)
- **2** They _____ to the farm. (+ / go)
- **3** They _____ the farmer. (+ / see)
- 4 They the farmer's wife. (/ see)
- **5** The farmer _____ an apple. (+ / have)
- **6** He a banana. (/ have)



3 📵 Work in pairs and play a game. 📙 a star

- Go to page 155 and cut out the cards.
- Take turns to tell a story together. Use the past simple form of the irregular verbs.

make go see have think wear drink eat say

Yesterday, I made a sandwich.







Then, my brother said 'That's my sandwich!

Lesson 5 Language in use

1 🚺 7.7 🔼 Listen and say.



drink - drank eat – ate party



- Where did you go last night?
- I went to a party.
- Who did you go with?
- I went with my cousin.
- What did you eat?
- I **ate** some cake.
- What did you drink?
- I drank some orange juice. I wish there was a party every day!
- 2 Complete the questions and answers.

1 <u>Where</u> did you go yesterday? <u>I went to</u>

2 _____ did you go with?

3 did you eat?

4 _____ did you drink?







Where did you go last weekend?

Who did you go with?

I went to a restaurant.

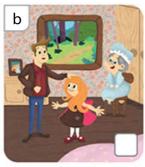


I went with my friends.

Lesson 6 Listening and speaking

- 7.8 Listen to the music and point to the correct pictures.
- 7.9 Listen to the story and order the pictures.









- 3 (1) 7.10 Listen to the lines from the story. Which picture do they match?

4 🕟 Act out the story. Be a star



- Narrator
- Red Riding Hood
 Mum

- Dad Grandma
- 🌥 Wolf

Scene 1

- Once upon a time, Red Riding Hood went to visit her Grandma.
- Take this fruit. Goodbye, Red Riding Hood.

Scene 2

- Red Riding Hood went to her grandma's house ... but a wolf went there first.
- The wolf pushed Grandma into the cupboard. Then he jumped into Grandma's bed!
- Help!

Scene 3

- Hello, Grandma! Oh, what big eyes you've got, Grandma!
- Big eyes can see you!
- What a big mouth you've got, Grandma!
- A big mouth can eat you!
- The wolf jumped out of bed.
- Then Dad came into the room.
- Stop!
- Thank you!
- You're welcome.

- 1 Read the beginning of the story of *Aladdin*. Answer the guestions.
 - **1** Who are the characters? **2** Where did Aladdin go? 3 Why?

Aladdin lived with his mother. Their house was old. One day, an old man came to the town. He was new in the town. He walked slowly down the road. The old man said, 'Aladdin, I'm your uncle.'

Then the old man said, 'Aladdin, please come with me. I want a lamp. And the lamp isn't in a shop! It's in a cave. I'm 86 years old and I'm not strong. Can you help me?' Aladdin was kind. He always helped his mother. He went to the cave with the old man. His mother didn't go.



2 🚺 A summary helps you remember the story. It has only got the most important information. Read and think.

Step 1: Read the text. Cross out the sentences that are not important.

Aladdin lived with his mother. Their house was old. One day, an old man came to the town. He was new in the town. He walked slowly down the road. The old man said, 'Aladdin, I'm your uncle.'

Step 2: Write the text.

Aladdin lived with his mother. One day, an old man came to the town. The old man said, 'Aladdin, I'm your uncle.'

3 Write a summary of the next part of the story. Be a sta



Cross out the sentences that are not important.

Step 2: Write the text in six sentences.

The old man said, 'Aladdin, come with me ...

1 Look at the pictures. Remember the story of the three billy goats. Who are these characters?









- 2 Read the beginnings of the texts from the story. Which characters are speaking?
 - 1 I went over the bridge. I saw the big, bad man. I was scared!

The small billy goat

- 2 We lived happily on a mountain. One day the biggest billy goat pointed to the lovely, long, green grass on the other mountain. My big brother said, 'You're right! The grass is longer and greener there! Let's go over the bridge and eat it!'
- 3 I was angry! I said, 'Who is on my bridge?!'
- 4 'I don't like bullies!'
- 3 🕟 Work in pairs. Choose a character and tell your story.



We lived on a mountain. One day my big brother said 'Look at that grass on the other mountain ... '

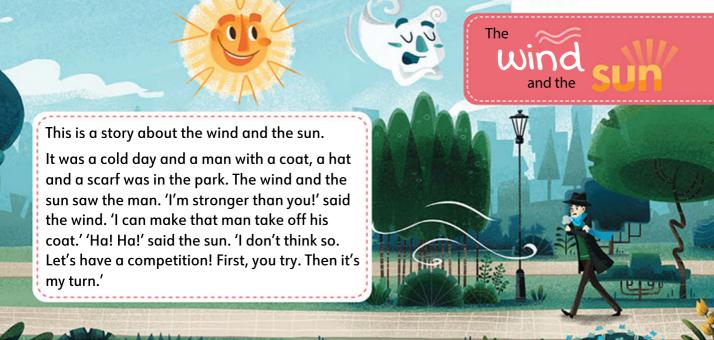














The sun went behind a cloud and the wind blew and blew. The man held onto his hat, his scarf and his coat. The wind was cold and strong but the man's coat, hat and scarf stayed on.

'Now it's my turn,' said the sun. The sun shone brightly. The man took off his scarf. 'It's so warm and sunny!' he said. Then he took off his hat. 'It's so warm and sunny!' he said. Then he took off his coat. 'What a beautiful sunny day!' said the man. The sun was very warm.

'Hooray! I'm the winner!' said the sun, and the wind said, 'Yes, you're the winner. Well done, Sun.'



Reading time 3 Activities

2 Read and write rabbit, tortoise, wind or sun.

1 The _____ was faster but he didn't win the race.

2 The was slower but he won the race.

3 The _____ was the strongest.

4 The _____ and the ____ thought they were better.

5 The _____ and the ____ were cleverer.

- 3 Read and match. Write the sentences under the correct pictures. Be a star!
 - 1 Being slow but not stopping can win the race.
 - 2 Being warm and kind is better than being cold and strong.





4 Watch the video to see another story. Why do you think the ants want to race the elephant?



Play 3

- 1 📵 Work in groups. Talk about the pictures. What do you think happens?
- 2 🕠 7.12 Listen and read. How does Grandpa feel at the end?
- 3 👨 Act out the play.

The dolphin



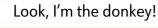
Tell us a story, Grandpa!



OK. This is a story about a little donkey.

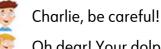


Where did it live?









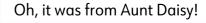
Oh dear! Your dolphin! Sorry, Grandpa!

Oh dear, Grandpa! Was it special?

Yes, it was a present from a little girl.

Who was the little girl?

It was my daughter!





Oh no! What can we do?



Have you got any glue, Grandpa?



Yes, I have.



I'm good at fixing things. I can fix your dolphin!







Here's your dolphin, Grandpa!



It isn't perfect, but it's better.



It's wonderful! Thank you, children!



Vocabulary

- 8.1 Listen, point and say.
- 8.2 Listen and play the game. What's next?









museum

history

fire

tool

sculpture











necklace

bowl

knife

coin

musical instrument

3 Write the new words in your notebook.

| Things I have in my house | Things I don't have in my house |
|---------------------------|---------------------------------|
| bowl | museum |

Look at the picture. Ask and answer.

Did people in prehistory have tools?

5 🔘 8.3 Sing the song. Be a sta



Did they have a TV?

Yes, they did.

No, they didn't.

Prehistory

Let's talk about prehistory. It really isn't a mystery! Go to a museum and have a look. Or read about it in a book!

Did they have tools in prehistory? Yes, they did. Of course they did! And fire and necklaces, too!

Chorus

Did they have coins in prehistory? Yes, they did. Of course they did! And bowls and sculptures, too!

Chorus

Which things from prehistory are in the song?





Lesson 2 Reading

1 Look at the photos and the title. Circle the correct answers.

1 The text is ... **b** not true. a true.

2 It's about ... **a** the past. **b** the past and the present.

- 2 Scan the text. Underline the new words from Lesson 1.
- 3 🔘 8.4 🚺 Read the text. Find five Inca things we can see today.

The Incas

Prehistory was before writing and was many thousands of years ago. Some people didn't have writing, but they had lots of other things! Let's learn about the Incas of South America.

I'm Dario. I'm from Peru.

And I'm Alessa. We want to tell you about the Incas.

Where did they live? What did they wear, and what did they do?

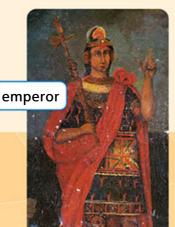
The Incas lived in the Andes mountains. They wore clothes made from the wool of llamas and alpacas. You can see llamas and alpacas in the Andes today! Llamas are bigger than alpacas. They've got longer faces and ears like bananas!

Rich people wore clothes with lots of colours. Women wore long dresses. Did you know the Inca emperor wore a new shirt every day?

The Incas made beautiful gold necklaces. They made gold coins and sculptures, too.









Vocabulary

gold grass metal stone wood wool

The Incas lived in groups of families. They lived and worked together. Farming in the Andes was difficult, but the Incas were very clever. They made big green steps in the mountains and used lots of different metal tools to grow food. You can see those steps today!



They had some musical instruments. They had drums and *pinkillos*. *Pinkillos* were made of wood and were like a flute. People play *pinkillos* today, too.

The Incas didn't have writing, but they made *quipus* made of strings. They used *quipus* to count numbers. They used *quipus* for numbers of people, numbers of animals and dates. The Incas used *quipus* to tell stories, too. You can see some Inca *quipus* in museums, and people in the Andes use them today, too!



The Incas made stone buildings. You can visit a small Inca city called Machu Picchu (old mountain). It's at the top of a mountain, and it's really beautiful!

They made bridges, too! This Inca bridge is made of grass, but it's very strong. The Incas made a new bridge every year, and now people make a new bridge every year. You can cross it ... but don't look down!





🔖 Learning to learn

Self-motivation

- 1 Review the way to spell new words on page 25.
- 2 Do a time challenge. How many words you can practise in five minutes?

Practise the new words on this page and in Lesson 1 for five minutes. Test a friend.

Lesson 3 Reading comprehension



- 1 Answer the questions with full sentences.
 - 1 What did the Incas use to make clothes?

They used wool from llamas and alpacas.

- **2** What did the Incas make in the mountains to grow food?
- **3** What musical instruments did they have?
- 4 What did they use to count numbers?
- **5** What did they make from stone, and from grass?
- 2 Look at the photos and read the text again. Match. Be a st



- 1 Machu Picchu is an animal. was for counting numbers.
- **2** A pinkillo which is made of strings, the Incas made at the top of a mountain.
- is a small city Incas used its wool to make clothes. 3 A quipu,
- 4 An alpaca is like a flute. It was an Inca musical instrument.

Sounds and spelling

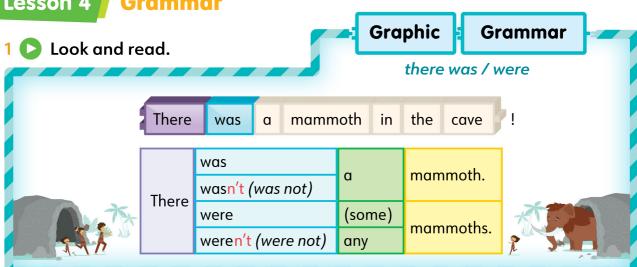
3 🚺 8.5 Listen and say the chant. Look at the spelling.

'Oh, what a voice!' said the boy to Joy. But 'Oi! What a noise!' thought Roy.



- 4 🔘 8.6 Write the missing letters oi or oy. Listen and check.
 - 1 toy 2 n se 3 c n 4 b 5 v ce 6 J





2 Look and complete the sentences with was, wasn't, were or weren't.

1 There were some tools. (✓)

5 There some bowls. (✓)

2 There _____ an instrument. (<) 6 There _____ any coins. (x)

3 There any clocks. (x) 7 There a necklace. (\checkmark)

4 There _____ an armchair. (x) 8 There ____ a knife. (x)

Work in pairs and do a picture dictation. Be a sto



- A Look at page 150. B Look at page 159.
- Draw four things. Choose from the items on the page.
- Describe your classroom. Listen and draw your friend's classroom.



Lesson 5 / Language in use

1 🔘 8.7 🕞 Listen and say.



Vocabulary

meerkat butterfly gorilla parrot show

- What did you do yesterday?
- I went to the zoo.
- Oh, lucky you! Were there any parrots?
- No, there weren't.
- Were there any meerkats?
- Yes, there were.
- Was there a dolphin show?
- Yes, there was.
- Were there any gorillas?
- No, there weren't.

2 Read the answers about the zoo. Write the questions.

1 Was there a café at the zoo? No, there wasn't a café.

Yes, there were five kangaroos. 2 _____

Yes, there were lots of gorillas.

Yes, there was a shop.

No, there weren't any dolphins.

3 😡 Work in pairs. Now make a new dialogue. 🕒 🗷 🗷 🕞 🗷





Were there any butterflies at the zoo?

Was there a lion?

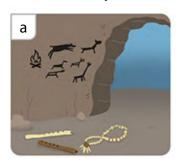
Yes, there were.

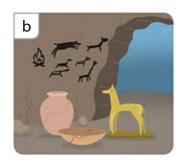
No, there wasn't.

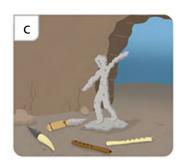


Lesson 6 Listening and speaking

1 Look at the pictures. What can you see in the caves?







2 \bigcirc 8.8 Listen. Tick (\checkmark) what was in each cave.

| | A fire | Bowls | A necklace | Tools | Musical instruments | A sculpture |
|----------------|----------|-------|------------|-------|---------------------|-------------|
| Ella's cave | ~ | | | | | |
| Flo's cave | | | | | | |
| Luke's cave | | | | | | |

Look at Activities 1 and 2. Which was their favourite cave? Write a, b or c.

Ella

Flo

Luke

4 📵 Work in pairs. Imagine you visited one of the caves in Activity 1. Ask and answer. Be a star



1 These two sentences are from the text on pages 98–99. They are called topic sentences.

The Incas lived in the Andes mountains. The Incas lived in groups of families.

- 2 Circle the correct answers.
 - 1 Where are they in their paragraphs?
 - 2 What do the sentences do?

- a at the beginning
- **b** at the end
- **a** They give all the information.
- **b** They say what the paragraph is about.
- 3 Choose a topic sentence for each picture. Then write three more sentences using the words in the box. Be a star!

There were animals in the Andes mountains.

The Incas had tools.



They made ...





llamas wool clothes wore Incas alpacas

Lesson 8 / Think about it!

Are you a good ARCHAEOLOGIST?

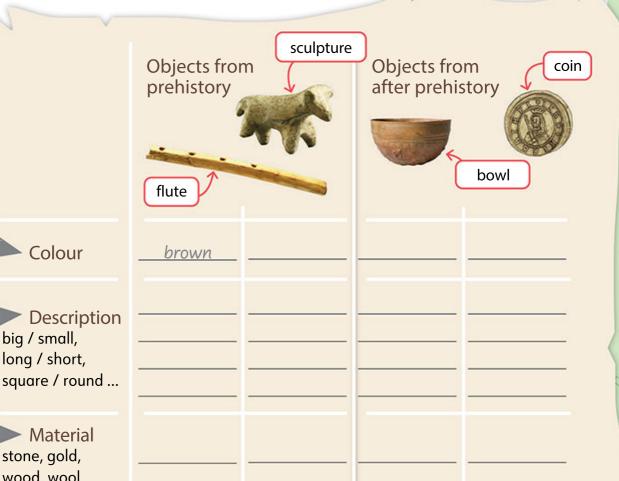
1 Look at the objects. Complete the table. Be a sta

Colour

big / small, long / short,

Material stone, gold, wood, wool





Work in pairs. Choose one of the objects from Activity 1 for your friend to guess.



It's yellow. It's small and round. It's made from gold.

It's a coin.









1 🔘 8.9 Listen and write the verbs in the table. Then complete it.

| | 1 | 2 | 3 | 4 | 5 |
|-----------------|-------|---|---|---|----|
| present | stand | | | | |
| past | | | | | |
| | 6 | 7 | 8 | 9 | 10 |
| present | | | | | |
| present past | | | | | , |

2 🕝 Work in pairs. Take turns to guess the objects and spell the words.



3 What did Aunt Daisy do yesterday? Read and correct the sentences.



Aunt Daisy went to the cinema. She wore a yellow hat. She had an umbrella. She drank tea.

| 1 | She didn't go to the cinema. She went to the zoo. |
|---|---|
| 2 | |
| 3 | |
| 4 | |

Cambridge Exams practice

A1 Movers



1 @ (1) 8.10 Listen and write. There is one example.

Listening

The museum

Saturday When:

1 Number of rooms:

2 Saw:

3 Then, went to:

4 Ate:

5 Drank:



2 😳 🕟 Work in pairs. Talk about museums. What do you like in museums?









Vocabulary

- 9.1 Listen, point and say.
- 2 🔘 9.2 Listen and play the game. Say the word before or after.

goggles

swimming costume









helmet

towel



glove flip-flops



| Sportswear | | Swimwear | | |
|------------|-----------|--------------|--|--|
| | tracksuit | swimming cap | | |

4 📵 Look at the picture. Ask and answer.

Who's wearing a helmet?

Luke. Who's got a towel?

Flo.

5 🔘 9.3 Sing the song. Be a sta



It's time for sport!

Don't forget your swimming costume.

Don't forget your swimming cap.

Don't forget your goggles.

Don't forget your towel.

We're going swimming

At the swimming pool.

We're going swimming.

Swimming is so cool!

Don't forget your baseball.

Don't forget your bat.

Don't forget your helmet.

Don't forget your glove.

We're playing baseball.

We've got a match.

We're playing baseball.

Throw, hit, catch!



Mime putting on the sports clothes and using the equipment.

Lesson 2 Reading

- 1 Look at the texts. Circle the correct answers.
 - 1 These texts are ... a letters. b emails.
 - 2 The schools are in ... a Poland and the UK. b Poland and the USA.
- 2 Scan the text. <u>Underline</u> the new words from Lesson 1.
- 3 🔘 9.4 Read the emails. What competitions are they planning?

Message

IS

From: The International School

To: Hamilton School

Dear friends,

We're Class 3 of The International School in Kraków in Poland.

We're writing to you because we want to do a School Olympics. We want to invite you to our Olympics.

At our school we have sports days, and we play sports all day. We've got a school uniform, but on sports days we don't have to wear it. We have to wear tracksuits and trainers. What about you?

Do you want to play in our School Olympics?

Please write soon!

Class 3 The International School

PS In this photo we're preparing posters for the Olympics!



Send



Message

HS

From: Hamilton School

To: The International School

Thank you for your email and photo.

We're Class 3 of Hamilton School in Colchester in the UK. Here's a photo of our classroom.

We love your School Olympics idea! We have maths, English and computer studies, but we do lots of sports, too.

We do athletics. Also, we go to a swimming pool once a week. We have to wear green and white swimming costumes, swimming caps and goggles. Green and white are our school colours.

What sports can we do?

Write soon!

Hamilton School



Send







Vocabulary

athletics competition medals team uniform winner

Message



From: The International School

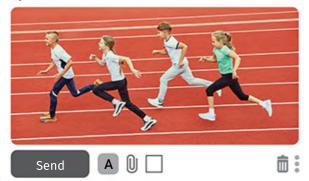
To: Hamilton School

Dear friends at Hamilton School,

That's great! We go swimming, too! We have swimming costumes in our school colours (orange and purple), and we also have towels and flip-flops in the same colours! © Let's have a swimming competition.

We can also have an athletics competition with long jump, high jump and running! Do you do these sports? Everyone can be in the swimming or athletics team! We can do the competitions at the same time and compare.

Bye for now from Kraków



Message



From: Hamilton School

To: The International School

Hi Class 3,

Yes, we do athletics in the playground with our gym teacher.

Let's do the athletics competition one week and the swimming competition the next week. We looked on the Internet and saw when it's 11 o'clock in the UK it's 12 o'clock in Poland. Is this time OK for you? Friday is the best day for us. What about you? Also, what you do think about making medals for the winners? Here are some medals. Can you make some, too?

Best wishes from the UK



🔖 Learning to learn

Self-reflection

Self-reflection means thinking about **you** and **your work**. It's important because it will help you understand what you need to do to improve.

Answer the questions about today's lesson.

- 1 What was easy about the lesson?
- 2 What was difficult about the lesson?



Lesson 3

Reading comprehension



1 Answer the questions with full sentences.

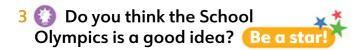
| 1 | Which competition do they do first? |
|---|---|
| | They do the athletics competition first. |
| 2 | How many hours are there between the UK and Poland? |

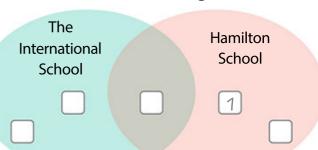
3 Which athletics do they choose?

4 What do the winners of the competitions get?

2 Read the sentences. Write the sentence number in the Venn diagram.

- 1 They wear green and white swimsuits.
- 2 They wear orange and purple flip-flops.
- 3 They want to do the School Olympics.
- **4** They have sports days.
- **5** Friday is the best day for the School Olympics.





Sounds and spelling

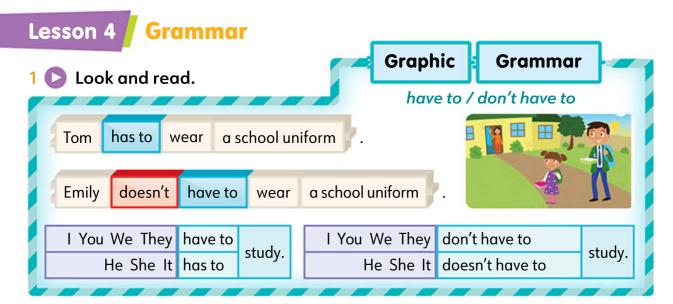
4 🔘 9.5 Listen and say the chant. Look at the spelling.

A brown cow on a mountain with a flower in its mouth.



5 🔘 9.6 Write the missing letters *ou* or *ow*. Listen and check.

1 cl<u>ow</u> n 2 h se 3 tr sers 4 cl d 5 t n



- 2 Look at the information for new pupils at Hamilton School. Complete the sentences with have to or don't have to.
 - 1 They <u>have to</u> wear a school uniform.
 - 2 They _____ do homework.
 - **3** They ______ go swimming.
 - **4** They _____ be at school at eight o'clock.

Hamilton School

School day: Monday to Friday, nine o'clock

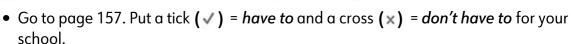
to four o'clock

Uniform: blue tracksuit

Homework: one hour a day

After-school clubs: swimming club, computer club





• Cut out the cards. Put them face down in one pile of green cards and one pile of blue cards. Take turns to turn over one card from each pile and make sentences. If the cards are the same, say 'Snap!' and keep the cards.

Snap! They have to go to school on Thursday. We have to go to school on Thursday, too!



Lesson 5 Language in use

Vocabulary

muscles energy meat

1 🕦 9.7 🕞 Listen and say.



- Sports people have to eat the right foods. For example, pasta.
- Why do they have to eat pasta?
- Because they need energy. They also have to eat meat.
- Why do they have to eat meat?
- Because they need big muscles. They have to eat cheese, too.
- Why do they have to eat cheese?
- Because they need strong bones.
- Interesting! It's time for a big dinner!
- 2 Complete the questions and answers.

1 Why do people <u>have</u> to _____ bread?

_____ they _____ energy.

2 _____ do people _____ milk?

_____they _____strong bones.

3 _____ do people _____ chicken?

_____ they _____ big muscles.

3 😡 Work in pairs. Now make a new dialogue. 📙 a star





Why do people have to drink milk?

Because they need strong bones.

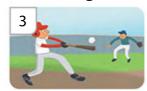


Lesson 6 Listening and speaking

1 Look at the pictures. What are the children doing?









2 (1) 9.8 Listen and write the number of the correct picture. Which day isn't mentioned?

Monday 3

Tuesday

Wednesday

Thursday

Friday

3 (1) 9.8 Listen again. Who asks questions about these things? Write Flo, Ella, Luke or Charlie.

1 football matches Flo

3 swimming cap and flip-flops_

2 wearing a tracksuit

4 medals

4 Why does Luke need these things at sports camp? Look and match.

At sports camp, I have to take ...







because it's hot in the afternoon.

because there's a baseball match. 2

because there's a swimming competition. 3

because there's a running competition.

because it's cold at night.

5 📵 Roleplay in small groups. Use the ideas in Activity 4. Be a star

- Don't forget a towel!
- Why do I have to take a towel?
- **Because** there's a swimming competition.



WB: page97

Lesson 7 Writing

1 Read the sentences and circle the correct answers.

I play hockey and basketball. I also play tennis. I play football, too.

- 1 Which words add a new idea in a new sentence? and also too
- **2** Which word goes at the end of the sentence? also and too
- **3** Which word goes before the main verb? and also too
- 2 Complete the text. Use and, also or too.

| At the International School, the pupils do athletics ¹ and | | | |
|---|---|--|--|
| play tennis. They 2 go swimming. They wear tracksuits | | | |
| trainers. They wear swimming costumes, ⁴ | | | |
| Their school colours are orange ⁵ purple. | J | | |

3 Write an email about Hamilton Football Club. Use and, also or too. Be a sta



| . 1000 | | | |
|---|--|--|--|
| From: Hamilton School | | | |
| To: The International School | | | |
| Dear friends at The International School, | | | |
| At our school, there's a football club with a | | | |
| good football team. We're attaching a poster | | | |
| about the club. The players wear a u | | | |
| They wear | | | |
| | | | |
| They play | | | |
| - | | | |
| Has your school got? | | | |
| Write soon, Your friends at Hamilton School | | | |
| | | | |



1 📵 Work in pairs. Read the email from Class 3 at The International School. What is the children's question?

SECRET CODE!



From: The International School

Hamilton School To:

Dear friends in the UK.

Today we're writing a question in code. We hope you can understand it!



































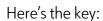












































From your friends in Kraków

What is your answer? Which sports are your favourites?







Reading time 4

1 ② 9.9 Read the fact file and the interview.

Do all sharks look the same? What is Dr Hearn's job?

Kings of the Sea

Hammerhead shark



Shark fact file



They live in every sea and ocean.



There are more than 300 types of shark.



The smallest shark is smaller than a pencil, and the biggest is bigger than a bus!



Many are grey or grey and white. Sometimes they are blue, dark green or orange.



They eat all sea animals, for example fish, octopuses, dolphins and penguins.



Some types of shark live for 15 years and others live for 70 years.



Some have one baby and some have 300 babies!



The strangest sharks!

Wobbegong shark





An interview with Dr Alex Hearn,

a shark expert

Dr Alex Hearn works with sharks. He studies them and he works hard to protect them. We talked to Dr Hearn and asked him about his work.

Interviewer: Good morning, Dr Hearn.

Hello! Please call me Alex. Alex:

Interviewer: OK, Alex. A lot of people are scared of

sharks. Are you scared of them?

Alex: No! Not at all.

Interviewer: Why not?

Alex: Sharks don't like eating us! That's something for films! In real

life, sharks hardly ever attack people. Also, did you know that

people kill over 100 million sharks a year?

Interviewer: Over 100 million! That's a very, very big number. Why do people

kill sharks?

Alex: Some people eat them and some people kill them just for fun.

Interviewer: And is that a problem for the seas and oceans?

Alex: Yes, of course. We have to protect sharks. That is what I do.

Interviewer: Why do you work with sharks?

Alex: Well, once I was on a boat near an island. We slept in the day

> and we dived in the sea at night. One day when I was asleep, my friends came into my room and said, 'There's a whale shark under the boat', so I got up and I went outside. There was a young whale shark swimming around our boat. It was about four metres long and it was beautiful! I jumped into the water and I swam with the whale shark for an hour. Then the whale shark swam away and I thought, 'Where did that whale shark come from? And where is it going?' That's why I work with sharks now.

Interviewer: And what do you do in your job?

Alex: I tag sharks so that we know where they go. That helps us

protect them.

Reading time 4 Activities

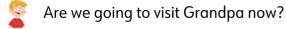
| ark in the |
|------------------|
| 34. |
| |
| A |
| N. C. Connection |
| To Dilling |
| |
| |
| Why? Be a st |
| willy: |
| |

Play

- Work in groups. Talk about the pictures. What do you think happens?
- 9.10 Listen and read. What did Ella find? What did Flo and Luke say?
- Act out the play.

The coin





Yes, we are. Hurry up, everyone.

Charlie, let's tidy up the game.

I've got the baseball bat and glove.

Look what I've got!

Look, Aunt Daisy! It's a coin. It's a very old coin!

Maybe it's from prehistory!

Aunt Daisy, were there coins in prehistory?

Yes, there were.

Let's keep it!

No! We have to take it to the museum.

Why?

Because it's very old!





Look at this coin, Luke. Maybe it's from prehistory!

It isn't from prehistory.

How do you know?

Because it's from our game.

Oh!

10 Let's celebrate!



Vocabulary

- 1 🚺 10.1 Listen and find the words.
- 2 🚺 10.2 Listen and play the game. What's next?



- 3 🔇 Write the months and dates in your notebook.
- 4 Dook at the picture. Ask and answer. What happens on the seventh of January?
- 5 (1) 10.3 Sing the song. Be a star!

School starts.

The birthday song

January, February, March and April. First, second, third and fourth. The 4th of April is Luke's birthday. Let's celebrate his special day.

Let's make a cake. Hip hip hooray! And let's all sing 'Happy birthday!'

May, June, July and August.
Fifth, sixth, seventh and eighth.
The 8th of August is Charlie's birthday.
Let's celebrate his special day.

Chorus

September, October, November, December.

Ninth, tenth, eleventh and twelfth.

The 12th of December is Flo and Ella's birthday.

Let's celebrate their special day.

Chorus

When are our birthdays?



Lesson 2 Reading

1 Look at the photos and the title. Circle the correct answers.

1 This text is ... **a** in a magazine. **b** in a book. **c** in a diary.

a national celebrations. **b** birthday celebrations. 2 It's about ...

2 10.4 Scan the text. Match to make sentences.

and eats different food every year. 1 José is from Australia

2 Akari is from Mexico and wears new clothes on her birthday.

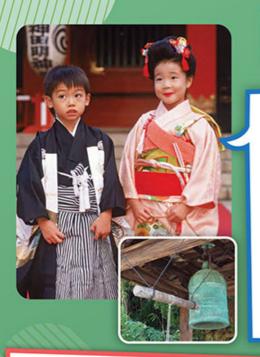
3 Lucy is from Japan and has a *piñata* on his birthday.

BIRTHDAYS BIRTHDAYS **BIRTHDAYS**

Here is what some children from around the world do on their birthdays and the special food they eat.

I'm José. I'm from Mexico. My birthday is on the 12th of October, and my sister's birthday is on the 23rd of October. We usually have a party together on the 18th of October. We don't get cards, but all our friends come to our party! First, we play some games, then we eat some food. After that, we sing some songs, and finally, we have the most exciting thing in the party. It's called the piñata. It's a bag full of sweets. My sister and I take turns to hit the piñata with a baseball bat. When it breaks, all the sweets fall out for everyone to share.





Vocabulary

card clothes fireworks pie ring a bell sweets

My name's Akari, and I live in Japan. In our country, the important birthdays for boys are their 3rd and 5th birthdays. For girls, it's their 3rd and 7th birthdays. Every year, on the 15th of November there is the 7-5-3 celebration for these children. They wear special new clothes and celebrate together. They ring a bell and get special sweets, too. We also celebrate the actual day of our birthdays. Mine is on the 6th of June. Our houses are usually very small, so we have parties outside. In Japan there are beautiful fireworks, and we're going to have some fireworks for my birthday this year.

I'm Lucy from Australia. Every year on my birthday (on the 14th of January) we try new birthday food from different countries. This year, we are going to eat Chinese noodle soup. The longer the noodles the better because they are for a long life! Then, of course, we always have a cake or pie, balloons and the traditional Australian party bread with butter and hundreds and thousands. It's very easy to make. Why don't you try making it for your birthday this year?



🔖 Learning to learn

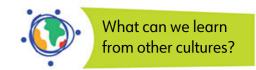
How do you learn outside the classroom?

Do you ...

- read books in English?
- watch English language TV and films?
- 📵 Do a class survey.

- play computer games in English?
- look at websites in English?

Lesson 3 Reading comprehension



- 1 Answer the questions with full sentences.
 - 1 Who does José share his birthday party with?
 - 2 What birthdays are important for girls in Japan?
 - **3** What is Lucy going to eat on her birthday this year?
- 2 Write Mexico, Japan or Australia.
 - 1 They don't give cards.

Mexico

- 2 They get a cake or pie on their birthdays.
- **3** They get special sweets and wear new clothes.
- 4 They get balloons and party bread.
- 5 All the girls who have their 3rd or 7th birthdays and the boys who have their 3rd or 5th birthdays in the same year celebrate together.
- **6** They hit a bag of sweets with a bat.
- 3 Would you like different food on your birthday? What would you like to try? Be a star

Sounds and spelling

4 🚺 10.5 Listen and say the chant. Look at the spelling.

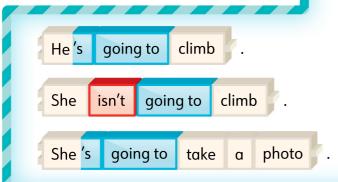
'It's my turn!' said the girl in the purple skirt.



- 5 🚺 10.6 Write the missing letters ir or ur. Listen and check.
 - **3** Th___sday **4** th___d **2** b d 1 sh *ir* t **5** b___ger **6** c cus



Look and read.



Graphic Grammar

Future plans with going to



2 Look and complete Simone's plans for next year. Use is going to or isn't going to.

1 In May, Simone <u>'s going to</u> travel by plane.

- 2 In May, she _____ travel by boat.
- **3** In August, she ______ visit Brazil.
- 4 In August, she ______ visit China.
- **5** In March, she _____ travel by train.







- A Look at page 150. B Look at page 159.
- Look at the holiday plans. Listen to your friend and write the missing information.
 - starts.



Lesson 5 Language in use

Vocabulary

Polish Spanish Arabic Mandarin

1 🚺 10.7 🕞 Listen and say.



- It's holiday time!
- Lucky you! Are you going to visit Spain?
- Yes, I am.
- And are you going to go there by car?
- No, I'm not. I'm going to travel by plane.
- What are you going to do there?
- I'm going to play football.
- Are you going to speak Spanish?
- Well, I'm going to try!

| 2 | 0 | Write about your holiday plans. | Write two more questions and answer | S. |
|---|---|---------------------------------|-------------------------------------|----|
| | | | | |

| | | - | - | |
|-------------------|------------------|-------------|---|--|
| | | | | |
| 1 Are you going t | o visit your gro | andparents? | | |

- **2** Are you going to travel to another country?
- **3** What are you going to eat?



3 🕝 Work in pairs. Now make a new dialogue. 📙 a sta





Are you going to visit England?

Are you going to go there by plane?



No, I'm not. I'm going to travel by boat!

Lesson 6 Listening and speaking

- 1 Do you celebrate Mother's Day or World Water Day?
- 2 10.8 Listen. Circle the pictures for Conversation 1 in red and the pictures for Conversation 2 in blue.





3 (1) 10.8 Listen again. Tick (\checkmark) the things you hear.

| Conversation 1 | |
|------------------------|---|
| Make breakfast for Mum | ✓ |
| Make lunch for Mum | |
| Give flowers to Mum | |
| Write a poem | |
| Draw a picture | |
| Make a badge for Mum | |

| Conversation 2 | | |
|---------------------------------|--|--|
| Celebrate World Water Day | | |
| Have a shower | | |
| Brush teeth with less water | | |
| Wash the dishes with less water | | |
| Make a badge | | |
| Wash the car with less water | | |

4 📵 Work in pairs. Discuss what you do to celebrate Mother's Day and World Water Day. Be a star





On Mother's Day, I usually give flowers to my mum and make her a card ...



WB: page 107

Lesson 7 Writing

1 Look at the magazine article on pages 124–125. Find these words.

first then after that finally

2 ② Put the pictures in order. Then finish Jill's letter. Use first, then, after that and finally. Be a star!

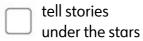








1 eat a picnic





Dear Simone,

I'm writing to tell you about my favourite children's celebration in the UK. The Green Man festival is in May.

First, I'm going to

So Simone, I hope you can come with me and my family!

With best wishes, Jill Dawson

5th August

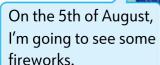


1 🐷 Find a friend and make 12 sentence cards. Be a sta

Play the game.

Spin the spinner and move your counter.

- 1 If you land on a picture square ...
 - Say the sentence with going to.







- 2 If you land on a sentence card square ...
 - Pick up a sentence card and say the sentence.
 - Move your counter to the matching picture square.

The winner is the first player to reach the finish!

YOU NEED: 2 counters

1 spinner

12 sentence cards

NEXT YEAR ...





Review 5

1 Look and read and write. Complete the sentences with have to or don't have to.

| homework | / |
|---------------------|----------|
| school uniform | × |
| be kind | V |
| do sport | × |
| eat lunch at school | V |

- 1 We <u>have to</u> do homework every day.
- **2** We _____ wear a school uniform.
- **3** We _____ be kind to everyone.
- 4 We _____ do sport every day.
- **5** We _____ eat lunch at school.
- 2 Write the missing months in the correct order. Then find a friend with a birthday in each month.

When's your birthday?

It's in March.

| Month | Name | Month | Name | Month | Name |
|---------|------|-------|------|----------|------|
| January | | | | | |
| April | | | | June | |
| | | | | November | |
| | | | | | F. |

3 🕝 Work in pairs. Circle one word in each column. Play a guessing game.

| Visit? | Travel? | Go? | Do? |
|--------|----------|----------|------------------|
| Egypt | by plane | December | ride a camel |
| Brazil | by train | July | fly in a balloon |
| China | by boat | April | climb a mountain |



Are you going to visit Brazil?

Are you going to visit Egypt?

No, I'm not.
Yes, I am.

Cambridge Exams practice

Al Movers

1 Look and read. Choose the correct words and write them on the lines. There is one example.





| | We wear these on our feet after swimming. | flip-flops |
|---|---|------------|
| 1 | We use this to play baseball. | - |
| 2 | We wear these to do sport. | |
| 3 | We wear these for swimming. | |
| 4 | We wear this to play baseball. | |

2 Read the text and choose the best answer. There is one example.

Jack is talking to his friend Mark.

Jack: Can you play baseball today,

Mark?

Mark: A Yes, you can.

B I like playing.

(C)Yes, I can.



1 Mark: Where's the baseball match?

Jack: A It's at three o'clock.

B It's tomorrow.

C It's at the sports centre.

2 Jack: Have you got a baseball glove?

Mark: A Yes, I do.

B Yes, I have.

C No, I didn't.

3 Jack: Great! And you need a helmet.

Mark: A OK, no problem.

B I haven't got a bat.

C I'm wearing football boots.



| Write about Nick. Use the present simple or the present continuous. | Lesson 4, page 13 |
|---|-----------------------|
| 1 At three o'clock, Nick <u>does</u> his homework. (do) | |
| 2 Nick always a film after he finishes his homework. (watch) | To the second |
| 3 Nick always when he watches films. (eat) | |
| 4 Now Nick outside. (play) | |
| 5 Nick always to the park on Saturday. (go) | |
| 6 Nick always fast! (run) | |
| Complete each sentence with <i>now</i> or <i>always</i> . | |
| 1 We're eating lunch | |
| 2 We play football at 2 o'clock on Wednesdays. | |
| 3 We're learning English. | |
| 4 We've got PE every day. | |
| 5 We've got a music lesson at 3 o'clock on Fridays. | |
| 6 We're playing tennis. | |
| Complete the sentences with I'm good at or I'm not good | at. Lesson 5, page 14 |
| 1 A: Are you good at English? | |
| B: No, I'm not good at English. | |
| 2 A: We've got PE after that. | To be the second |
| B: Great! PE. | |
| 3 A: After break time, we've got maths. | |

maths. I'm good at science.

B: Oh, _____



| 1 (| Comple | ete each s | sentence. Us | se the wo | ords fro | m the box. | (| Lesson 4, page 27 |
|-----|----------------|------------|------------------|-------------|-------------|---------------|-----------------------|----------------------|
| | always | usually | sometimes | hardl | y ever | never | | |
| | Fiona | someti | messwee | eps the flo | or. (🗸 🗸 | /) | | |
| 2 | 2 Alex_ | | washe | es up afte | r dinner. | (| ' - /) | |
| : | B Dad_ | | make: | s the beds | s. (×) | | | |
| 4 | 4 Mum_ | | clear | s the kitcl | hen. (✓) | | | |
| į | The ch | ildren | | _ help Mu | ım and D | ad with othe | er chore | es. (/////) |
| 2 / | Answer | the ques | stions for yo | u. Use th | e word: | s from the | box. | |
| | once | twice | three times | a day | a week | a month | (| Lesson 5, page 28 |
| | l How o | ften do vo | u visit vour arc | ındnarent | ·s7 | | | |
| | | | u eat vegetab | | | | | |
| | | - | u have PE? | | | | | |
| | | - | | ul a | | | | |
| | + How o | rten do yo | u clean your te | etn? | - | | | |
| 3 \ | Write a | lways, so | metimes or | never. | | | | |
| • | I A: Ho | w often do | o you eat brea | kfast in th | e mornin | ıg? | | |
| | B: _ | | € | at breakf | ast. Dad | makes it eve | ery mor | ning. |
| 2 | 2 A: Ho | w often do | o you play foo | :ball? | | | | |
| | B: _ | | p | lay footb | all. I don' | t like sport. | | |
| : | A: Ho | w often do | you eat swee | ts after di | inner? | | | |
| | B: _ | | e | at sweets | . I don't e | eat them eve | ery day. | |
| 4 | 4 Α: Ηο | w often do | o you make yo | ur bed? | | | | |
| | B: _ | | r | nake my b | ed. I do i | t every morr | ning. | |

Grammar booster

Unit 3

1 Look at the pictures. Complete each sentence with Lesson 4, page 39 words from the box. 're were was was were 1 Today she _____'s ___ happy. 2 Yesterday he _____sad. Yesterday **3** Today they _____ at the beach. 4 Yesterday they _____ at the library. **5** Today they _____ happy. **6** Yesterday he _____ kind. Today 2 Complete the questions. Lesson 5, page 40 1 <u>When</u> were you at the beach? **3** _____ were you on Monday? 2 _____ were you with? **4** _____ was the weather like? 3 Answer the questions for you. 1 Where were you on Sunday? 2 When were you at the park? 3 What was the weather like?

4 Who were you with?



| 1 | Complete each sent | ence with <i>some</i> or o | any. | Lesson 4, page 53 | | | | | | |
|---|-------------------------------|---------------------------------------|------------------------|------------------------|--|--|--|--|--|--|
| | 1 There are <u>some</u> | _ giraffes | | | | | | | | |
| | 2 There aren't | lions. | | TA CONTRACTOR | | | | | | |
| | 3 There are | _ elephants. | TITI | TIT | | | | | | |
| | 4 There'sv | rater. | | | | | | | | |
| | 5 There aren't | bears. | | . In so In so a fine . | | | | | | |
| | 6 There are | _ trees. | | | | | | | | |
| 2 | Complete the quest | ons and answers. | | Lesson 5, page 54 | | | | | | |
| | 1 Howmuch | _ spinach is there? The | re's <u>not much</u> . | | | | | | | |
| | 2 How | $_{	extsf{L}}$ chicken is there? Ther | e's | | | | | | | |
| | 3 How many mushroor | ns? Th | nere are | _ લ્કુલ્ફુ | | | | | | |
| | 4 How | _tuna is there? There is | sn't | 191 | | | | | | |
| | 5 How many olives | ? There a | re | 68 | | | | | | |
| 3 | Make answers using | There's, There are, | isn't much and a lo | t. | | | | | | |
| | 1 How many peppers are there? | | | | | | | | | |
| | How much spinach is there? | | | | | | | | | |
| | 3 How many sandwich | How many sandwiches are there? | | | | | | | | |
| | 4 How many biscuits a | e there? | | | | | | | | |
| | | | | | | | | | | |

Grammar booster

Unit 5

| 1 | Complete | the s | entences | using t | he p | oast s | imple | verbs. |
|---|-----------------|-------|----------|---------|------|--------|-------|--------|
| | | | | | | | | |

Lesson 4, page 65

- 1 Yesterday Alex <u>played</u> the drums. (play)
- 2 Kayla _____ the guitars. (carry)
- **3** Sam _____ the drums. (not / play)
- 4 Maria _____ to the music. (dance)
- **5** The band ______ to the school. (travel)
- **6** Kayla _____ the song. (not / sing)



2 Complete the sentences.

Lesson 5, page 66

- **1** A: ______ you play the drums? **3** A: ______ you write songs?
 - **B:** Yes, I ______. **B:** No, I ______.
- 2 A: ______ you play the trumpet? 4 A: _____ you sing new songs?
- 3 What did they do? What didn't they do? Complete each sentence with the past simple verbs.
 - 1 She _____ the flute. (not / play)
 - 2 We _____ about our family. (sing)
 - **3** He ______ the drums. (carry)
 - **4** I ______ to the music. (not / dance)
 - **5** They ______ to a new school. (travel)
 - **6** We ______ new songs. (not / write)



1 Use the correct form of the words in the box to complete the sentences.

Lesson 4, page 75

| heavy | slow | thin | hard | big | fast | | | |
|------------------|-------------------|--------|-----------------|---------------|-------|----------------------|------------|-------------------|
| 1 An oc | topus is _ | faster | thar | n a crab |). | 4 An elephant | is | than a starfish |
| 2 A who | ale is | | than a | shark. | | 5 An eel is | | than a dolphin. |
| 3 A star | fish is | | _ than a | n octop | ous. | 6 A crab is | 10 | than a dolphin. |
| • | ete the a | | ces witl | h the d | corre | ct form | | Lesson 5, page 76 |
| 1 Peter | is the | th | <u>ne frien</u> | <u>dliest</u> | | person in I | my class. | (friendly) |
| 2 My aւ | ınt is | | | | | at painting | in my fa | mily. (good) |
| 3 My sis | ster is | | | | | (tall) | | |
| 4 Lila is | | | | | | person in my clo | ass. (fast |) |
| 5 My gr | andpa is | | | | | person | in my fa | mily. (old) |
| 6 My m | um is | | | | | at swimmi | ng. (bad |) |
| | senter pare tw | | _ | | word | s in the box | | .5 |
| fast | small | thin | big | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Grammar booster

Unit 7

| 1 | Complete the sentences with the past simple | 3 |
|---|---|---|
| | form of the verbs. | |

Lesson 4, page 87

| | 1 | She | went | _ to the park. (| (qo |) 4 She |
|--|---|-----|------|------------------|-----|----------------|
|--|---|-----|------|------------------|-----|----------------|

e _____ red shoes. (wear)

2 I _____ a cake. (not / make) **5** She ______ 'hello'. (say)

3 He ______ a giraffe. (not / see) **6** They _____ a cake. (not / have)

2 Complete each question with a word from the box.

Lesson 5, page 88

Where What Who What Where Who

1 Where he see the wolves? 4 _____ did you do at the park?

5 _____ did you go with? **2** _____ did she play football with?

did you eat at the party? **6** did you go at the weekend?

3 Complete the dialogue about the pictures.

Hi, Joe! <u>where</u> did you go yesterday? Mia:

I_____to the playground. Joe:

How about you, Anna? _____ did you do? Mia:

Anna: I _____ a book at the park. It was good!

_____ did you go with? Mia:

Anna: I ______ with my sister.

_____ did you go, Mia? Joe:

I played football in my garden and then I _____ to a party. Mia:

Anna: _____ did you eat at the party?

I _____ some cake and fruit. Mia:

_____ did you drink? Joe:

I _____ some water. I was thirsty! Mia:



Anna





1 Look at the picture. Then complete the sentences with was, wasn't, were or weren't.

Lesson 4, page 101

- 1 There <u>was</u> a necklace.
- 2 There _____ any bowls.
- **3** There _____ a mammoth.
- **4** There _____ some sculptures.
- **5** There _____ a pot.
- **6** There some tools.



2 Complete the questions with was or were.

Lesson 5, page 102

- 1 <u>Were</u> there any books? 4 _____ there any butterflies?
- 2 _____ there a shop? 5 _____ there a restaurant?
- 3 _____ there any animals? 6 _____ there any musical instruments?
- 3 Complete the questions and answers with the correct form of to be.
 - 1 <u>Were</u> there any grapes? Yes, there _____.
 - **2** _____ there a cake? No, there _____.
 - **3** _____ there any hamburgers? No, there _____.
 - 4 _____ there any bowls? Yes, there _____.
 - **5** _____ there a sculpture? No, there _____.
 - **6** ______ there any coins? Yes, there _____.



| 1 C | omplete the sen | tences with have to or don't have to. | Lesson 4, page 113 |
|-----|--------------------|---------------------------------------|-------------------------|
| 1 | Theyhave | to wear tracksuits. (✓) | |
| 2 | They | be at school at nine o'clock. (🗸) | |
| 3 | They | go to school on Saturday. (x) | |
| 4 | They | wear uniforms. (x) | |
| | | do homework. (🗸) | |
| 2 C | omplete. Then n | natch the questions to the answers. | Lesson 5, page 114 |
| 1 | Why do they | have to | |
| | eat pasta? | | need healthy teeth. |
| 2 | Why | we have to wear | Because they |
| | green and white u | niforms? | need energy. |
| 3 | | I have to | |
| | tidy up? | | need a clean bedroom. |
| 4 | | a | |
| | clean their teeth? | | are our school colours. |
| 3 C | omplete the sen | tences. | |
| 1 | Why do students _ | have to go to class? | they |
| | | learn. | |
| 2 | Why do people | drink milk? | they |
| | y <u>-</u> | strong bones. | |
| 3 | Why do students _ | wear trainers on Tue | sday? |
| | : | it's a sports day. | |
| 4 | Why do | do homework? | need to study. |
| 5 | Why | eat bread? | enerav. |



| 1 (| Comple | te the sei | ntences | with is | going | to or is | sn't going | to. | Lesson 4, page | 127 | |
|-----|---|---|-------------|-----------|----------|----------|------------------|------------|----------------|-----|--|
| 1 | Gio | ı | is going | to | 12 | ride hi | s bike. (🗸) |) | | | |
| 2 | Lila | | | | | eat a s | snack. (🗙) | | | | |
| 3 | Mal | | | | | go to t | the park (、 | /) | | | |
| 4 | Rachel | | | | | pla | y football. | (×) | | | |
| 2 A | Answer | the ques | tions wi | th ans | wers foi | you. | | (| Lesson 5, page | 128 | |
| 1 | Are you | u going to | eat a sna | ıck after | school? | | | | | | |
| 2 | Are you | Are you going to go on holiday in the summer? | | | | | | | | | |
| 3 | Are you going to visit your grandma at the weekend? | | | | | | | | | | |
| 4 | Are you | Are you going to ride a bike this week? | | | | | | | | | |
| | Jse the | words in | the box | ζ. | | | - | | nd answers. | | |
| | Spain | museum | plane | Brazil | beach | swim | Spanish | train | grandparents | | |
| 1 | Are you | u going to | visit Franc | ce? | No, 1' | m not. | <u>I'm going</u> | to visit | t Spain. | | |
| 2 | Are you | u going to | travel by | boat? | | | | | | | |
| 3 | | | | | | | | | | | |
| | 9 | | | | | | | | | | |
| 4 | - | | | | | | | | | | |
| | - | | | | | | | | | | |



Unit 2 Student A

Play a memory game

Lesson 4, Activity 3, page 27

- Look at Mum and try to remember the activities. Then close your book.
- Say the beginning of a sentence.
- Try to finish it. Now do the same for The children.

Now it's **B** 's turn.

Mum

always



usually



sometimes



hardly ever



never



The children

always



usually



sometimes



hardly ever



never



Unit 3 Student A

Find six differences. Tell a friend.

Describe your picture. Say what happened yesterday. Listen to B and find six differences. Lesson 4, Activity 3, page 39





Make sentences







What's in the picnic basket?







Unit 2 Student B

Play a memory game

Lesson 4, Activity 4, page 27

- B Look at Dad and try to remember the activities. Then close your book.
- A Say the beginning of a sentence.
- B Try to finish it. Now do the same for The children.

Dad

always



usually



sometimes



hardly ever



never



The children

always



usually



sometimes



hardly ever



never



Unit 3 Student B

Find six differences. Tell a friend.

Lesson 4, Activity 3, page 39

f B Describe your picture. Say what happened today. Listen to f A and find six differences.



Communicative activities

Unit 8 Student A

Picture dictation: a prehistory classroom

Lesson 4, Activity 3, page 101

Draw four things. Choose from: a stone blackboard, a fire, tools, sculptures, a teacher's desk, pictures, a cupboard, a shelf, musical instruments.

Describe your classroom. Then listen to B and draw your friend's classroom.



Unit 10 Student A

Holiday plans

Lesson 4, Activity 3, page 127

Look at the holiday plans. Listen to B and write the missing information.

Visit Travel by Activities Food Ted Travel by Visit Travel by Food Activities Food Fo

What did Grandpa do last weekend?





Comparison game























Tell a story with a friend.





Play Snap







Unit 8 Student B

Picture dictation: a prehistory classroom

Lesson 4, Activity 5, page 101

Draw four things. Choose from: a stone blackboard, a fire, tools, sculptures, a teacher's desk, pictures, a cupboard, a shelf, musical instruments.

Listen to A and draw your friend's classroom. Then describe your classroom.



Unit 10 Student B

Holiday plans

Lesson 4, Activity 3, page 127

Look at the holiday plans. Listen to \triangle and write the missing information.

Visit Travel by Activities Food Ted Visit Travel by The Galápagos Islands Food Activities Food Food



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