Academy Stars 2

SECOND EDITION

Pupil's Book



Kathryn Harper

macmillan education

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Scope and sequence

	Unit	Vocabulary	Grammar	Language in use
	Welcome p4	Talk about yourself Vocabulary review		
1	In the wild p8	Animals	***There are / aren't* + *some / any*:** *There are some crocodiles.* *There aren't any pandas.*	***Are there any ...?* + short answers:** *Are there any birds? Yes, there are!*
2	My busy week p18	Days of the week; activities	**Present simple (*I / we / they*) affirmative and negative:** *I play basketball on Wednesday.* *They don't play basketball.*	**Present simple: questions with *Do you ...?*** *Do you visit your grandma at the weekend? Do you play tennis?*
	Review 1 **Cambridge Exams practice:** Pre A1 Starters: Reading and Writing Part 3; Speaking Part 2			
3	Our things p30	Personal possessions	**Possessive adjectives: *our / their:*** *It's our camera. It's their phone.*	**Questions with *whose; 's* for possession:** *Whose watch is this? It's Adam's.*
	Reading time 1: Our sweet mangoes		**Think about it!:** Make an activities poster	
4	Out and about p44	Buildings; places	**Present simple (*he / she*) affirmative and negative:** *She lives in a house. He doesn't play football.*	**Present simple (*he / she*); *Wh-* questions:** *Where does he live? What time does he start school?*
	Review 2 **Cambridge Exams practice:** Pre A1 Starters: Listening Part 2; Reading and Writing Part 1			
5	Sun and snow p56	Weather; natural features	**Present continuous (affirmative and negative):** *I'm watching videos. They aren't swimming.*	**Present continuous: *Wh-* questions:** *What are you doing? What's he wearing?*
	Reading time 2: We can do anything!		**Think about it!:** Make an anemometer!	
6	Stay safe p70	Transport	**Imperatives:** *Stop! Don't run!*	**Present continuous: questions + short answers:** *Are you playing a game? No, I'm not.*
	Review 3 **Cambridge Exams practice:** Pre A1 Starters: Listening Part 4; Speaking Part 1			
7	Seasons of fun p82	Seasons; activities	***like* + *-ing*:** *I like having picnics. I don't like swimming.*	***Let's* + infinitive; *What about* + *-ing?*** *Let's fly our kites! What about playing tennis in the park?*
	Reading time 3: The island		**Think about it!:** Make a season poster	
8	How food grows p96	Fruits; vegetables	***would like* + *a / an / some*:** *I'd like some lemons. Would you like a watermelon?*	***would like* + *to* + infinitive:** *Would you like to feed the lambs? I'd like to ride on a tractor!*
	Review 4 **Cambridge Exams practice:** Pre A1 Starters: Reading and Writing Part 2; Speaking Part 4			
9	Let's look inside p108	Rooms; furniture	**Past simple (*was / were*):** *I was with grandma. We weren't hungry.*	**Past simple *to be* with questions + short answers:** *Were you at home yesterday? Yes, I was.*
	Reading time 4: The prince who wasn't hungry		**Think about it!:** Design a space house	
10	Fantastic weekends p122	Recreational places in a town	**Past simple (regular verbs):** *I visited the zoo. They cooked.*	***Wh-* questions + answers with past simple regular verbs:** *Where were you on Saturday? In the morning we climbed on the rocks.*
	Review 5 **Cambridge Exams practice:** Pre A1 Starters: Reading and Writing Part 3; Speaking Part 3			

Reading	Listening	Speaking	Writing	Phonics and Learning skills
An information text Find key facts	Listen for gist	Talk about your favourite animal	An animal fact file Capital letters and full stops	Short vowel sounds Identify patterns
A poem Interpret graphics and identify rhymes	Listen for key words	Tell the time	A description of a day More capital letters	*cr*, *dr*, *gr* Remember new words
An information text Identify fact and opinion	Listen for specific information	Talk about possessions	A description of a gadget Adjectives	*br*, *fr*, *tr* Verbs *play* and *do*
A map Interpret text	Listen for gist	Ask how to spell a word	A profile of a friend Connect ideas with *and*, *but*	*bl*, *fl*, *pl* Alphabetical order
A play Order a story	Listen for key information	Talk about the weather	A scene for a play Exclamation marks	*sk*, *sm*, *sn*, *st* Adjectives
A safety poster Apply information from text	Listen for key information	Make requests	A list of classroom rules More exclamation marks	*cl*, *gl*, *sl* Regular plurals
A story Identify the main idea	Listen for specific information	Accept or reject suggestions	A brochure about a country Headings	long *a* Complete a table
An information text Understand sequence	Listen for specific information	Ask for things in a shop or a market	A party invitation Commas	long *i* Irregular plurals
A realistic story Read for detail	Listen for sequence	Tell the time (half past)	An email about yesterday Start and end an email	long *o* and *u* Alphabetical order
A story Understand sequence and word meaning from context	Listen for specific information	Ask and answer about the weekend	A description of the weekend Time expressions	long *e* Opposites

Welcome

1 0.1 Meet the Academy Stars. Listen and point.

LEVEL 2





Lesson 1 Meet the Academy Stars

2 0.2 Look at the picture. Listen and complete the names.

1 He's tall.
He's got a sister.
He's got brown hair.

Henry

2 She's got a brother.
She's got green eyes.
She's got a purple bag.

_____

3 She's got a brother.
She's got blonde hair
and blue eyes.

_____

4 He's small.
He's got an orange ball.

_____

3 0.3 Listen and circle.

Name:	Eva	/	Kirsty
Age:	7	/	8
Hair:		/	
Eyes:		/	
I can:		/	
I like:		/	

Name:	Henry	/	Owen
Age:	8	/	9
Hair:		/	
Eyes:		/	
I can:		/	
I like:		/	

4 Work in pairs. Tell a friend about you.

My name is ... | I'm ... | I've got ... | I can ... | I like ...

Lesson 2 Vocabulary

1 Look, find and write.

1 Three words beginning with 'b':

ball _____ _____

2 Three words beginning with 's':

_____ _____ _____

3 Three things to eat:

_____ _____ _____

4 Three things to wear:

_____ _____ _____

5 Three family members:

_____ _____ _____

2 Look and write the numbers.

1 Grandma can see *eight* flowers.

2 There are _____ cars in the sandpit.

3 There are _____ cakes on the table.

4 Grandpa's got _____ bananas.

5 There are _____ swings.

3 **Work in pairs. Make sentences about the picture.**



I can see ...

There's a ...

Mum's got ...

There are ...



1 In the wild



Unit 1 Identify and use new words: animals, countries
WB: page 8

Vocabulary

1 1.1–1.2 Listen and say. Then listen and number.


bear ☐


camel ☐


crocodile ☐


kangaroo 1


panda ☐


wolf ☐


fox ☐


tiger ☐

2 Look at page 8. Find the animals in Activity 1.
Are there are any of these animals where you live?

3 Which animals are from more than one country?
Which animals are from only one country?

4 1.3 Sing and act out. Be a star!

Zoom around the world

Zoom! Around the world!
Count the countries 1, 2, 3!
Zoom! Around the world!
What animals can you see?

Welcome to Australia!
Can you see a kangaroo?
Listen! Snap, snap!
There are crocodiles, too.

India, Ukraine, China.
I can hear wolves and bears.
And look! I think there's
A camel over there!

But my favourite is in China.
Listen! Crunch, crunch!
I can see a panda.
Mmm. It's having lunch.

Lesson 2 Grammar time

The Academy Stars

1 1.4 Listen and read. What animals can they see?



2 1.4 Read and match. Listen again and check.

There are some ...

There aren't any ...






3 Work in groups. Act out the story. Be a star!

Lesson 3 Grammar focus

1 1.5 Look and read.

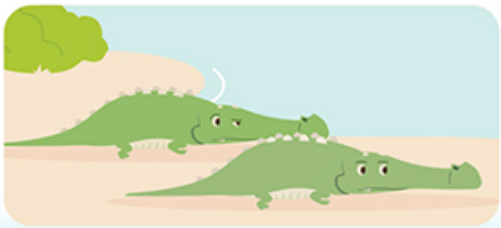
Graphic **Grammar**

There are / aren't + some / any

There | are | some | crocodiles .

There | aren't | any | pandas .

aren't → are not



2 Look and complete the sentences.



1 There *are* *some* foxes.

2 There *aren't* *any* pandas.

3 There _____ _____ crocodiles.

4 There _____ _____ camels.

5 _____ _____ _____ wolves.

6 _____ _____ _____ kangaroos.

7 _____ _____ _____ bears.

8 _____ _____ _____ tigers.

3 Work in pairs. Play a game. Be a star!

- Go to page 145. Cut out the cards and put them face down.
- Take turns to turn over a card and say.



Go to **Grammar booster**: page 134.

Wolves

Wolves can be grey, black, white or brown. There are wolves in sixty countries. There are wolves in Ukraine, India and China. There aren't any wolves in Australia.

Wolves are big. Lots of wolves are a hundred centimetres (cm) long. They've got a long tail. Some are fifty cm long. They've got forty-two teeth. A wolf can run at sixty-five kilometres per hour (kph)!

A wolf family is called a 'pack'. There are four to nine wolves in a pack. Wolves eat birds and fish.





Look! These are baby wolves. They're called 'cubs'. This mother's got four cubs.

Vocabulary

20 twenty	30 thirty	40 forty	50 fifty	60 sixty
70 seventy	80 eighty	90 ninety	100 a hundred	

1 1.6 Look at the photos. Think of two things you know about wolves. Read and check your ideas.

2 Read again. Complete the facts. Be a star!

Wolf facts

Colours: grey, _____, _____, _____

Countries with wolves: 60

Body: _____ cm long

Tail: _____ cm long

Teeth: _____

Can run at: _____ kph

Number in a pack: _____

Food: birds, _____

3 Work in pairs. What can you remember about wolves?

4 What do you think about wolves? Choose and tick (✓).

They're scary. ☐ They're beautiful. ☐ They're bad. ☐

Lesson 5 Sounds and letters

1 1.7 Listen and say. Complete.







c*a*t p_n f_g d_g c_b

2 1.8 Listen and say the chant. Then write the letters.

The bl*a*ck c___t is
Under the r___d b___d.



My m___m has g___t
A f___nny w___g.



The fr___g and the d___g
Are on the l___g.



Learning to learn

Look at the pattern in these words:

thir**ty** for**ty** fif**ty** six**ty** seven**ty**

Underline the pattern in these words:

ruler rubber sister brother teacher tiger



Lesson 6 Language in use

1 1.9 Listen and say.





Are there any birds?

How many are there?



Yes, there are!

Let's see. There are ... twenty birds!

Are there any flowers?

Yes, there are. There are ... forty flowers.

Are there any foxes?

No, there aren't. But look! There's a spider.

Oh, no! Run!

2 Work in pairs. Ask and answer.

Student A


60


30


0

Student B


50


40


0

- Are there any insects?
- Yes, there are!
- How many are there?

3 Now it's your turn. Draw a nature picture. Play a game. Be a star!

Go to **Grammar booster**: page 134.

Lesson 7 Listening and speaking

Vocabulary


forest


tongue

1 1.10 **Look at the photos. What animal is this? Listen and check.**





2 1.10 **Listen again. Circle the correct words.**

1 There **are some** / **aren't any** sun bears in China.

2 There are some sun bears in **India** / **Ukraine**.

3 They like **cold** / **hot** forests.

4 They **can** / **can't** climb trees.

5 They've got **long** / **short** tongues.

6 There **are** / **aren't** lots of sun bears.

3 1.11 **Listen and repeat. Then ask and answer about you.** **Be a star!**

- What's your favourite animal?
- My favourite animal is a **panda**.
- Are there any **pandas** in your country?
- No, there aren't.

What dangers are there for wild animals?

Unit 1 Listening: listen for gist Speaking: talk about your favourite animal
WB: page 14–15

Lesson 8 Writing

1 Read and follow.

Use **capital letters** at the **beginning** of a sentence and for **countries**: India, China.
Use a **full stop** (.) at the **end** of a sentence.

2 Complete with capital letters and full stops.

Tigers

1 T his is a tiger ☐ 2 ___here are tigers in 3 ___hina and

4 ___ndia ☐ 5 ___here aren't any tigers in 6 ___ustralia ☐

7 ___igers are orange, black and white ☐ 8 ___hey've got

long tails ☐ 9 ___hey can jump and swim ☐



3 Read the facts and complete the text. Be a star!

Crocodiles

Australia and India ✓
China ×
green and brown ✓
big teeth ✓
swim, run ✓



This is *a crocodile.*

_____ are _____

_____

There _____

_____

Crocodiles _____

They _____

They _____

2 My busy week



Unit 2 Identify and use new words: days of the week, activities
WB: page 18

Vocabulary

1 2.1 Look at the calendar. Listen and chant.

2 2.2–2.3 Listen and say. Then listen and number.



do gymnastics ☐



go to school ☐



have a music lesson ☐



play basketball 1

3 2.4 Look and listen. Point to the activities and days.

4 Look at the picture and think about your week. What activities do you do?

5 2.5 Sing and act out. **Be a star!**

Busy days

Busy, busy, busy,
The whole week through.
Busy, busy, busy,
Lots of things to do!

Monday to Friday,
Go to school.
Tuesday and Wednesday,
Swim in the pool.
Thursday and Friday,
Play basketball
And do gymnastics
In the school hall.

Saturday and Sunday,
It's time to play!
Let's go out
And have a great day!

Lesson 2 Grammar time

The Academy Stars

1 2.6 Listen and read. What do they do on Saturday?



2 2.6 Listen again. Read and circle.

1 They play basketball on Wednesday. (Kirsty) / Henry / Eva / Owen

2 They have a music lesson on Wednesday. Kirsty / Henry / Eva / Owen

3 They do gymnastics on Thursday. Kirsty / Henry / Eva / Owen

4 They play on Saturday. Kirsty / Henry / Eva / Owen

3 Work in groups. Act out the story. Be a star!

Lesson 3 Grammar focus

1 2.7 Look and read.

Graphic | **Grammar**

Present simple (*I / we / they*)

I	play	basketball	on	Wednesday	.
I	don't	play	basketball	on	Tuesday .
They	do	gymnastics	on	Thursday	.
They	don't	play	basketball	.	

don't → do not

2 Write in order. Then match.

1 on / I / have / Monday. / a music lesson
I have a music lesson on Monday.

2 play / Sunday. / on / We

3 Friday. / do / I / on / gymnastics

4 don't / school / We / Saturday. / to / go / on









3 Work in pairs. Play Snap. Be a star!

- Go to page 147 and cut out the cards. Put them face down in a pile.
- Take turns to turn over two cards, say and play Snap.



Go to **Grammar booster**: page 135.

What's the day?

1
On this day
I go to the gym.
I stretch and jump,
and then I swim.
Can you say
what's the day?

2
This day is always
lots of fun.
We play with friends,
and then we run.
Can you say
what's the day?

3
On these days
I do everything.
I read, write, count
and then I sing.
Can you say
what are the days?

4
On this day
We don't work or play.
We visit Grandma
then cook and eat all day!
Can you say
what's the day?

Sunday



Wednesday



Monday, Tuesday and Thursday



Saturday



Vocabulary


cook


count


stretch


visit


write

1 Look at page 22 and tick (✓).

It's a ... ☐ play. ☐ story. ☐ song. ☐ poem.

2 2.8 Read the poem and find the days.

3 What activities do they do? Tick (✓) and say. **Be a star!**

					1, 2, 3	
Monday						
Tuesday						
Wednesday	✓	✓				
Thursday						
Friday						
Saturday						
Sunday						

They stretch and jump on Wednesday.

4 Read the poem again. Which activities do you do? When?

I run on Sunday. It's fun!

Lesson 5 Sounds and letters

1 2.9 **Listen and say. Complete.**

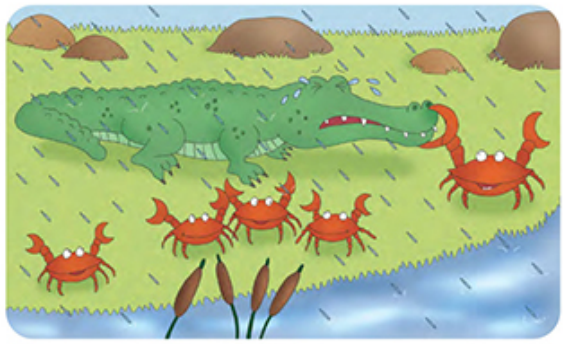




_cr_ab ___ink ___andma

2 2.10 **Circle *cr*, *dr* and *gr*. Then listen and say the chant.**

The big green crocodile sleeps in the rain.
Next to the river, five crabs drink again.
A big crab grabs the crocodile's nose.
'Ouch!' cries the crocodile and away he goes.



3 2.11 **Listen and write *cr*, *dr* or *gr*. Then say the words.** **Be a star!**

1 _dr_aw **2** ___ey **3** ___ayon
4 ice ___eam **5** ___ess **6** ___andpa

Learning to learn

Visualise new words to help you remember them.

Close your eyes. Think about what you do at school.



What can you see?



Make a list. Can you add two words?

write
count



Lesson 6 Language in use

Vocabulary


football


tennis

1 2.12 Listen and say.



Do you visit your grandma at the weekend?



Yes, I do. I visit my grandma on Saturday.

Do you play tennis?

No, I don't. I don't play tennis at the weekend.

Do you read books?

OK. Thank you!

Yes, I do.



2 Work in pairs. Ask and answer.

Student A





Student B





- Do you visit your friends at the weekend?
- Yes, I do.

3 Now it's your turn. Ask and answer about your weekend. Be a star!

Go to **Grammar booster**: page 135.

Lesson 7 Listening and speaking

Vocabulary


drama


karate

1 2.13 **Look at the picture. What activities do they do? Listen and tick (✓).**



Why is it good to go to after-school clubs?

2 2.13 **Listen again. Match the activities in Activity 1 to the days.**

basketball
karate
drama
gymnastics
Monday
Tuesday
Thursday
Wednesday

3 2.14 **What time is it? Listen and repeat.**


It's one o'clock.


It's seven o'clock.


It's eleven o'clock.

4 2.15 **Listen and repeat. Then ask and answer.** **Be a star!**

What time is it?
It's three o'clock.
What time is it?







Lesson 8 Writing

1 Read and follow.

Use **capital letters**: for **days** of the week: **M**onday, **T**uesday
for names: **E**va, **H**enry
for **I**: **I** like karate.

2 Read and correct the mistakes with capital letters.

My favourite day

M
my name is sophia. my favourite day is thursday.
on thursday, i do gymnastics. i like gymnastics.
i play tennis, too. i play the piano and do drama
with my friend.



3 Write about Will's favourite day. Use the pictures for ideas. Be a star!

My name is Will.

My favourite day is Saturday.

On _____, I _____

_____

I _____

We _____

_____

_____







Review 1

1 2.16 Look and complete. Then listen and check.



1 pandas: M_o_nd_a_ _y_

2 kangaroos: Tu___s___a___

3 bears: W___ ___ne___ ___ay

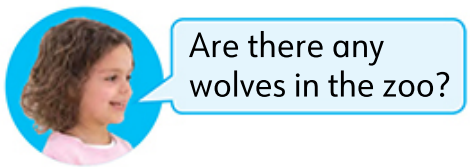
4 camels: T___ur___ ___ay

5 crocodiles: F___ ___d___y

6 wolves: S___t___r___a___

2 Work in pairs. Ask and answer about the picture in Activity 1.





3 Read and circle the correct words.

1 **Do** / **Are** you play basketball?

2 There aren't **some** / **any** kangaroos in the zoo.

3 We don't **play** / **do** gymnastics on Thursday.

4 There **are** / **don't** crocodiles in the zoo.

5 I **am** / **don't** go to school on Saturday.

Listening

1 CE:YL 2.17 **Look at the picture. Listen and write a name or a number. There is one example.**



Example: What is the name of Lucy's sister? *Sally*

1 What is the name of Sally's favourite animal? _____

2 What is the name of Lucy's favourite animal? _____

3 What time is basketball at on Sunday? _____ o'clock

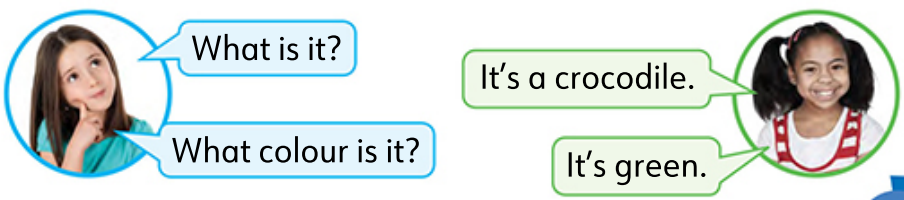
4 What time is the music lesson at on Friday? _____ o'clock

5 What time is gymnastics at on Monday? _____ o'clock

Speaking

2 CE:YL **Work in pairs. Look at the pictures. Point and say.**





Watch the speaking exam practice video.

3 Our things



Unit 3 Identify and use new words: personal possessions
WB: page 28

Vocabulary

1 3.1–3.2 Listen and say. Then listen and number.


camera ☐


computer ☐


glasses ☐


guitar ☐


phone ☐


radio ☐


TV 1


watch ☐

2 Look at the picture. Find the things in Activity 1.

3 Which thing doesn't make a sound?

4 3.3 Sing and act out. **Be a star!**

Blue kangaroo blues

I can see my camera.
I can see my glasses, too.
I can see my guitar.
But I don't know what to do.
I just can't find, just can't find,
My blue kangaroo!

I can see my phone.
I can see my radio, too.
I can see my computer.
But I don't know what to do.
I just can't find, just can't find,
My blue kangaroo!

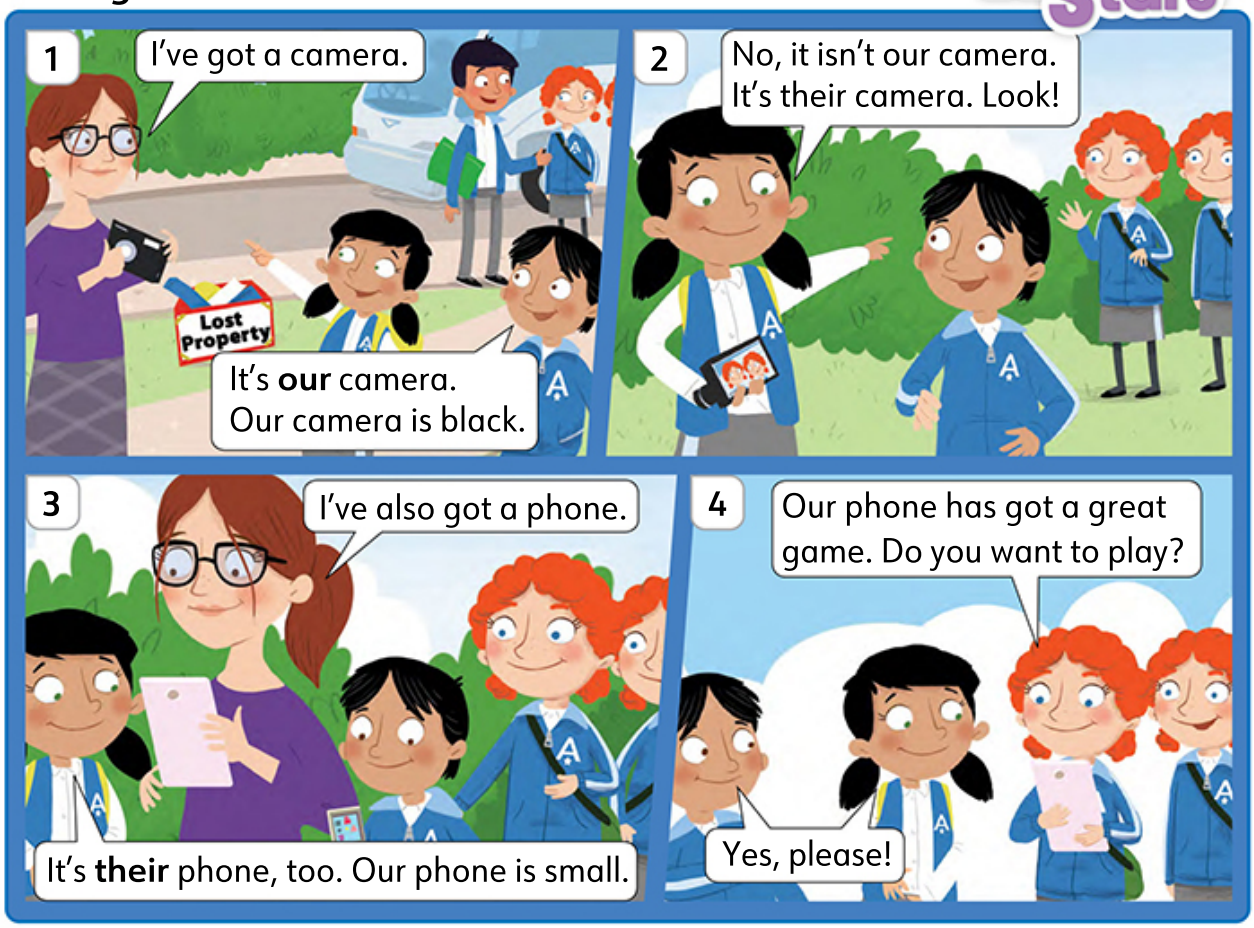
I've got the blue kangaroo,
The blue kangaroo blues.
I don't know what to do.
I've got the blue kangaroo blues.



Lesson 2 Grammar time

1 3.4 Listen and read. What things are they talking about?

The Academy Stars



2 3.4 Listen again. Match.

1 

2 

3 

a 

b 

3 Work in groups. Act out the story. Be a star!

Lesson 3 Grammar focus

1 3.5 Look and read.

Graphic **Grammar**

Possessive adjectives: *our / their*



It's **our** camera. **Our** camera is black.

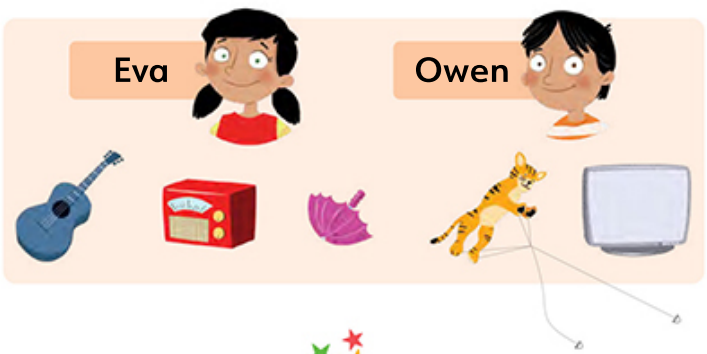
It's **their** phone. **Their** phone is big.



2 Look and write *Our* or *Their*.

1 ___Our___ guitar is green.
___Their___ guitar is blue.
2 _____ umbrella is short.
_____ umbrella is long.
3 _____ radio is red.
_____ radio is brown.
4 _____ TV is small.
_____ TV is big.
5 _____ kite is a tiger.
_____ kite is a bird.





3 Work in pairs. Find the differences. Be a star!

- Go to page 149 and cut out the pictures.
- Talk about the pictures. Find the differences.



Go to **Grammar booster**: page 136.

Are tablets good for children?



Tablets in the classroom d

In some schools, children use tablets in the classroom. They read, write and listen with them.

'Tablets are important,' say the children. 'They help us learn.'

'But I like books!' says their teacher.



Tablets for games

Many children play games on their tablets. 'We like games,' say the children. 'They're fun. But we only play at the weekend.'

'Tablets aren't good for children,' says one mum. 'Children need to play outside more.'



Tablets for music

Tablets are good for music, too. 'We bring our tablets to music lessons,' says Louisa.

'We listen to music and we learn new songs!'



Tablets for talking

You can also talk to people with a tablet. 'We talk to Grandma and Grandpa on Friday,' says Paul. 'They live in Australia. There's a camera on the tablet, so we can see Grandma and Grandpa, too!'

Vocabulary


children


game


tablet


talk

1 3.6 **Write three things you can do with a tablet. Read and check your ideas.**

2 **Look at the photos. Match them to each part of the text.**

3 **Circle *F* (Fact) or *O* (Opinion).** **Be a star!**

1 Many children play games on their tablets. (F) / O

2 Tablets are important. F / O

3 Tablets aren't good for children. F / O

4 We like games. They're fun. F / O

5 You can also talk to people with a tablet. F / O

4 **What do you think? Circle.**

1 Tablets are good in the classroom. yes / no / not sure

2 Tablets are fun. yes / no / not sure

3 It's good to use a tablet every day. yes / no / not sure

Do you think tablets are good for children? Why / Why not?

Lesson 5 Sounds and letters

1 3.7 **Listen and say. Complete.**





_br_ing _____uit _____ousers

2 3.8 **Underline *br*, *fr* and *tr*. Then listen and say the chant.**

On Friday a big brown frog,

In long brown trousers,

Climbs down from a tree.

Then he crosses a bridge,

To bring fruit to his friends.



3 3.9 **Write *br*, *fr* or *tr*. Then listen, check and repeat.** Be a star!

1 _tr_ousers **2** ____own **3** ____ee

4 ____uit **5** ____og **6** ____idge

Learning about language

Use ***play*** + a sport with a ball.

Use ***do*** + an activity.

Can you add one more word to each list?

play *basketball, tennis,* _____

do *karate, drama,* _____




Lesson 6 Language in use

Vocabulary



headphones

1 3.10 Listen and say.



Look at all these things! **Whose watch is this?**



It's Adam's watch.

Whose **phone** is this?

It's **Nora's**.

Whose **headphones** are these?

They're Paula's.

Whose glasses are these?

I don't know. I can't see.

I think they're your glasses!



2 Work in pairs. Ask and answer.

Student A



David



Katya



Sandra

Student B



Lara



Bill



Ali

Whose **radio** is this?

It's **David's radio**.

3 Now it's your turn. Make a class 'lost property' box. Talk about the things in it.

Be a star!

Go to **Grammar booster**: page 136.

Lesson 7 Listening and speaking

1 3.11 Look at the photos. What can you see? Listen and number in order.





2 3.11 Listen again and complete.

1 It's my _____ phone.

2 It's my guitar and my _____, too.

3 It's my _____ watch.

3 Read and circle the item(s). More than one answer is possible.

1 You can listen to music on it. phone / guitar / smartwatch

2 You can watch cartoons on it. phone / guitar / smartwatch

3 You can talk to people on it. phone / guitar / smartwatch

4 You can take a photo with it. phone / guitar / smartwatch

4 3.12 Listen and repeat. Then choose and act out. Be a star!

- What a cool **phone**!
- I know. I really like it.
- What amazing **headphones!**
- They're my sister's.



Vocabulary


take a photo


watch cartoons

Lesson 8 Writing

1 Read and follow.

Adjectives describe things or people. Notice where adjectives go in a sentence:
It's an old **radio**. My radio **is** old.
What a cool **phone!** This phone **is** cool.

2 Read and underline the adjectives.

My new phone

This is a new phone. My phone is great.

It's a cool phone.

It is small, black and grey.

It has got great music on it.

You can watch cartoons on it.

I really like it.



3 Look at the photo and write a description. Be a star!

My new _____

My _____ is new.

It's a _____

It is _____

_____

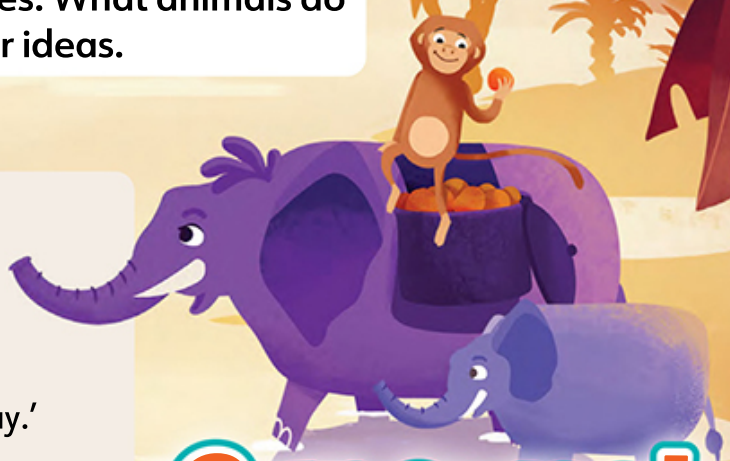
It has got _____

_____ tell the time _____

I _____



1 3.13 Look at the pictures. What animals do you see? Read and check your ideas.



Our sweet mangoes

Monkey and the elephants are next to the river.

'Do you like water?' Monkey asks.

'Yes, we do,' says Big Elephant. 'We swim across the river on Monday.'

'Can I go with you?' Monkey asks.

'Yes, you can,' says Big Elephant.

'Whose mangoes are these?' asks Monkey.

'They're our mangoes,' says Little Elephant.

I like mangoes, thinks Monkey.



Mmm, these are nice mangoes, thinks Monkey.

'Are there any stones in the water?' he asks.

'Yes, there are,' says Little Elephant.

'Can I have some stones, please?' Monkey asks.

Now there are three big stones in the bag.

I'm hungry,' says Big Elephant.

'Where are our mangoes?'

There aren't any mangoes! There are three stones in the bag! Big Elephant is angry.

'Monkey!' she shouts.

Then they see a camel, a crocodile and a wolf.

'Run!' shouts Monkey.

'The elephants are angry with you!'

The camel, the crocodile, the wolf and Monkey run. Now there is a lot of dust and the elephants can't see. There is dust in Big Elephant's nose.

'Aaaaachooooo!'



Now the animals are in the mango tree ... and the mangoes are on the ground.

'Mangoes! We like mangoes ... sweet, sweet mangoes,' says Big Elephant.

Reading time 1 Activities

1 Read again. Write the animals.

Monkey elephants wolf crocodile camel

1 They are in the river. *elephants, Monkey*

2 They like mangoes. _____

3 They run with Monkey. _____

4 They are in the mango tree. _____

5 They eat lots of mangoes. _____

2 How do you think the characters feel? Choose and write.

happy sad angry scared

1 There are lots of mangoes in the bag. Monkey is *happy*.

2 There aren't any mangoes in the bag. Big Elephant is _____.
Little Elephant is _____.

3 Big Elephant is angry with Monkey. Monkey is _____.

4 The elephants run after the animals. The animals are _____.

5 There are lots of mangoes on the ground. The elephants are _____.

3 Work in pairs. Do you think Monkey is good or bad? Tell a friend why. Be a star!

4 Now watch the video.



Think about it!

Make an activities poster

Our after-school activities

	Monday	Tuesday	Wednesday	Thursday	Friday
3:00	 singing	 tennis	 take photos	 cooking	 basketball
4:00	 watch cartoons	 drama	 guitar lesson	 karate	 painting

1 Look at the activities poster and answer. Which activities need ...

1 a ball? *tennis*, _____

2 a camera? _____

3 a paintbrush? _____

4 music? _____, _____

2 Look again and complete the sentences.

1 We *do* *karate* on Thursday at 4 o'clock.

2 We _____ _____ on Friday at 3 o'clock.

3 We _____ _____ on Wednesday at 3 o'clock.

4 We _____ _____ on Tuesday at 4 o'clock.

3 Work in groups. Follow the steps to make an activities poster.

- Make a list of ten activities.
- Work together to choose two activities for each day.
- Make your activities poster.
- Talk about your activities poster. Show the class.

4 Out and about



Unit 4 Identify and use new words: buildings, places
WB: page 38

Vocabulary

1 4.1–4.2 Listen and say. Then listen and number.


building ☐


flat ☐


garden 1


house ☐


park ☐



restaurant ☐


shop ☐


street ☐

2 Look at the picture. Find the places in Activity 1.

3 Say the places where you eat, sleep or play.

I play in the park.

4 4.3 Sing and act out. **Be a star!**

My favourite street

Welcome to my favourite street,
Where we live and play.
Houses, shops and buildings
Where we go every day.

A park with lots of water,
Where we can splash our feet.
A restaurant in a forest
On my favourite street!

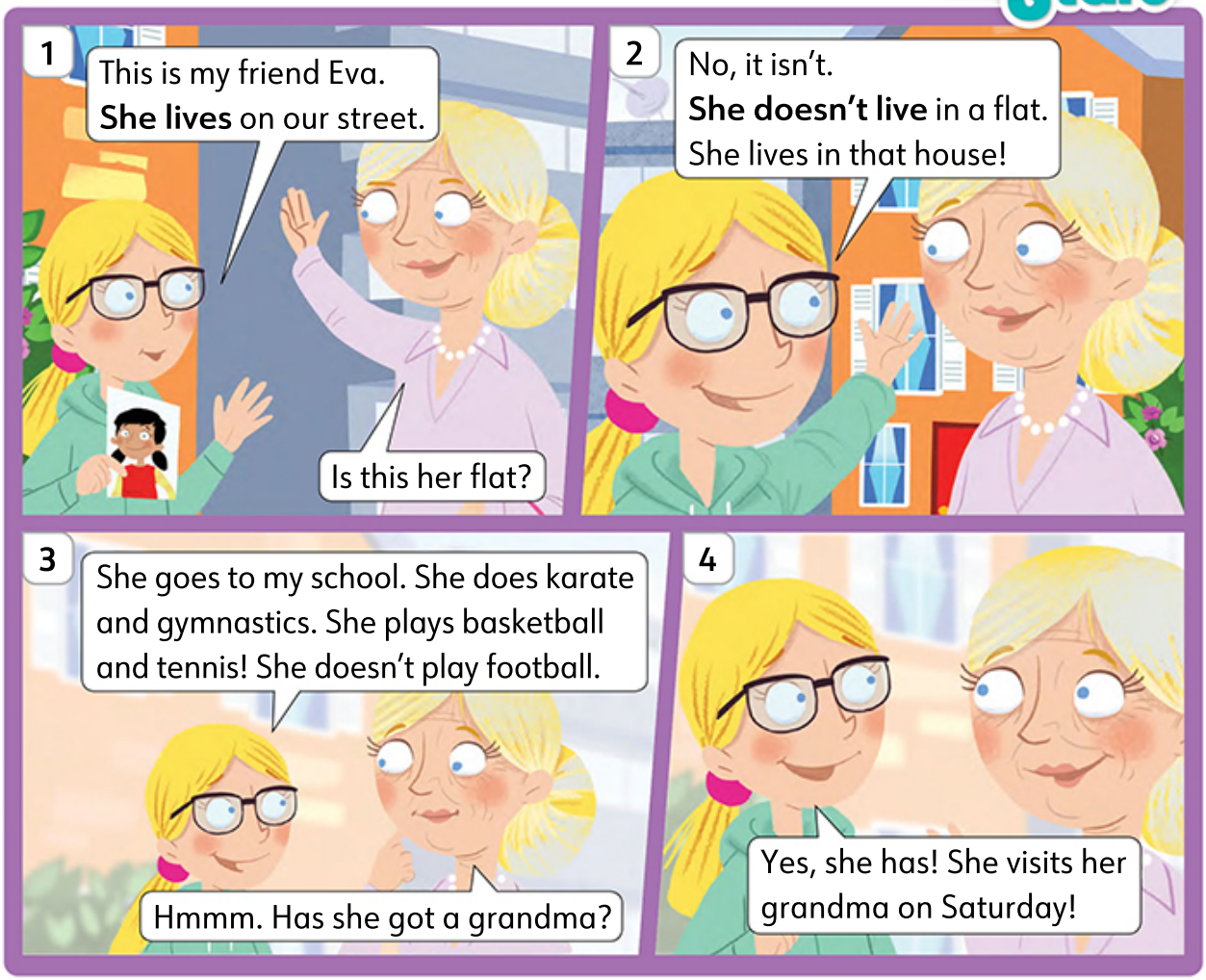
Flats up in tall buildings,
Where we eat and sleep.
Gardens with pretty flowers
On my favourite street!

All the toys in the world
And lots of friends to meet.
In my favourite toy shop
On my favourite street!

Lesson 2 Grammar time

The Academy Stars

1 4.4 Listen and read. What activities does Eva do?



2 4.4 Listen again. Circle *T* (True) or *F* (False).

1 Eva lives in a flat.	T / (F)	**4** She plays tennis.	T / F
2 She goes to Kirsty's school.	T / F	**5** She plays football.	T / F
3 She does gymnastics.	T / F	**6** She's got a grandma.	T / F

3 Work in pairs. Act out the story. Be a star!



Do we all live in a house or a flat?

Lesson 3 Grammar focus

1 4.5 Look and read.

Graphic | **Grammar**

Present simple (*he / she*)

She | lives | in | a | house .

She | doesn't | live | in | a | flat .

He | plays | tennis .

He | doesn't | play | football .

Look!

I go He / She go**es** I do He / She do**es**

does**n't** ⟶ does **not**

2 Look and circle.







1 He **likes** / **doesn't like** cakes.

2 He **lives** / **doesn't live** in a flat.

3 He **visits** / **doesn't visit** his grandma on Thursday.

4 He **helps** / **doesn't help** in the garden.

5 He **goes** / **doesn't go** to the park on Sunday.

6 He **plays** / **doesn't play** basketball.

3 Work in pairs. Play a guessing game. Be a star!

- Go to page 151 and cut out the cards.
- Take turns to choose a person and your friend makes sentences to guess who!



Go to **Grammar booster**: page 137.

Where's the museum?

A Sula and Dad are at the seaside.
There are many places to visit.
'Let's go to the toy museum,' says Sula.





B Dad points to a big building.
'There's the museum,' he says.
'This isn't a museum,' says the man.
'It's a school.'







C Sula looks at the map.
'The museum is next to the park,' reads Sula.
'There's the park … and there's the museum,' says Dad.
Sula doesn't go. She sees food in the window. 'That isn't a museum. It's a restaurant!'

D 'Look,' says Sula. 'Is that the museum?'
'No. That's a small house,' says Dad.
'Let's ask,' says Sula.
They go into the garden, and an old woman opens the door.
'Welcome to the Miniature Toy Museum,' she says.
'Miniature?' asks Sula.
'That means very small!' says Dad.



Vocabulary


door


man


map


museum


woman

1 **What are the places on the map? Guess.**

I think this is a school.

I think this is a shop.

2 4.6 **Read and trace where Sula and Dad go.**

3 **Read again. Match to each part of the story.**

1 This isn't a museum. It's a restaurant. C

2 This isn't a small house. It's a museum. ☐

3 This isn't a museum. It's a school. ☐

4 They are on the street. They want to visit a museum. ☐

4 **Read and circle the correct words.** **Be a star!**

1 This isn't a museum. **(school) / small house**

2 This is next to the museum. **sea / park**

3 Sula and Dad walk on this. **street / park**

4 Sula sees small toys in this. **museum / school**

5 There is food here. **park / restaurant**

Lesson 5 Sounds and letters

1 4.7 **Listen and say. Complete.**



bl ue



___at



___ant

2 4.8 **Circle *bl*, *fl* and *pl*. Then listen and say the chant.**

(Flo) plays in the garden,
Outside her flat.
There are plants and blue flowers,
And a fat black cat.
A plane flies high
In the big blue sky.



3 4.9 **Write *bl*, *fl* or *pl*. Then listen, check and repeat.** **Be a star!**

1 It's a big bl ue ____ower.

2 A ____ack ____ane ____ies in the sky.

3 A ____ue bird ____ies around the ____at.

4 She ____ays near the ____ants in the ____at.

Learning to learn

When words are in alphabetical order, they are easier to find.
To put words in alphabetical order, look at the first letter of each word:

building **g**arden **h**ouse **p**ark **s**hop **s**treet

Can you write these words in alphabetical order?

museum flat restaurant door woman map

Lesson 6 Language in use

1 4.10 Listen and say.





This is my new friend.

Where does he **live**?

He lives in Mexico.

What school does he go to?

He goes to the Edron Academy.

What time does he **start** school?

He starts at 7 o'clock.

What sports does he do?

He plays baseball.

Vocabulary



baseball



2 Work in pairs. Ask and answer.

Student A

India	Western Academy
8 o'clock	tennis

Student B

Egypt	International Academy
9 o'clock	football

This is my new friend.

Where does he live?

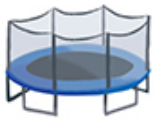
He lives in India.

3 Now it's your turn. Think of a friend. Ask and answer about him / her. Be a star!

Go to **Grammar booster**: page 137.

Lesson 7 Listening and speaking

Vocabulary



trampoline

1 4.11 **Look at the photo. What can you see? Listen and answer the questions.**

1 Is she at school? _____

2 Is it Saturday? _____



2 4.11 **Listen again and write *Y* (Yes) or *N* (No).**

1 The girl is at school. N

2 She's at a gymnastics class. ____

3 The park is outside. ____

4 She goes with her mum and her brother. ____

5 She goes to the class on Saturday. ____

3 4.12 **Listen and repeat. Then choose, ask and answer.** Be a star!

Where do you live?

I live on Park Street.

How do you spell that?

P-A-R-K.

Park Street

India Street

Garden Street

Queen Street

Green Street

Forest Street

Unit 4 Listening: listen for gist Speaking: ask how to spell a word
WB: pages 44–45

Lesson 8 Writing

1 Read and follow.

Use *and* to connect two **similar** ideas:
She plays badminton **and** tennis.

Use *but* to connect two **different** ideas:
She plays badminton, **but** she doesn't play tennis.

2 Complete with the correct form of the verbs.

play eat ~~live~~ go go not play read

This is my friend Lisa. She [1] *lives* in a small flat. She [2] _____ to Greenfield School. She [3] _____ basketball, but she [4] _____ _____ tennis. Her favourite restaurant is The Hungry Bear. She [5] _____ there on Friday and she [6] _____ a big burger.



3 Look at the pictures and write. Use *and* and *but*. Be a star!

This is my friend Andy. He lives in a [1] *house*.
He [2] _____ to Green Park School. He does karate, [3] _____ he doesn't [4] _____ _____.
His favourite [5] _____ is The Hungry Bear.
He [6] _____ there on Monday [7] _____ he eats a big ice cream.








Review 2

1 Where are their things? Look and complete.

1 Kirsty's *glasses* are in the shop.

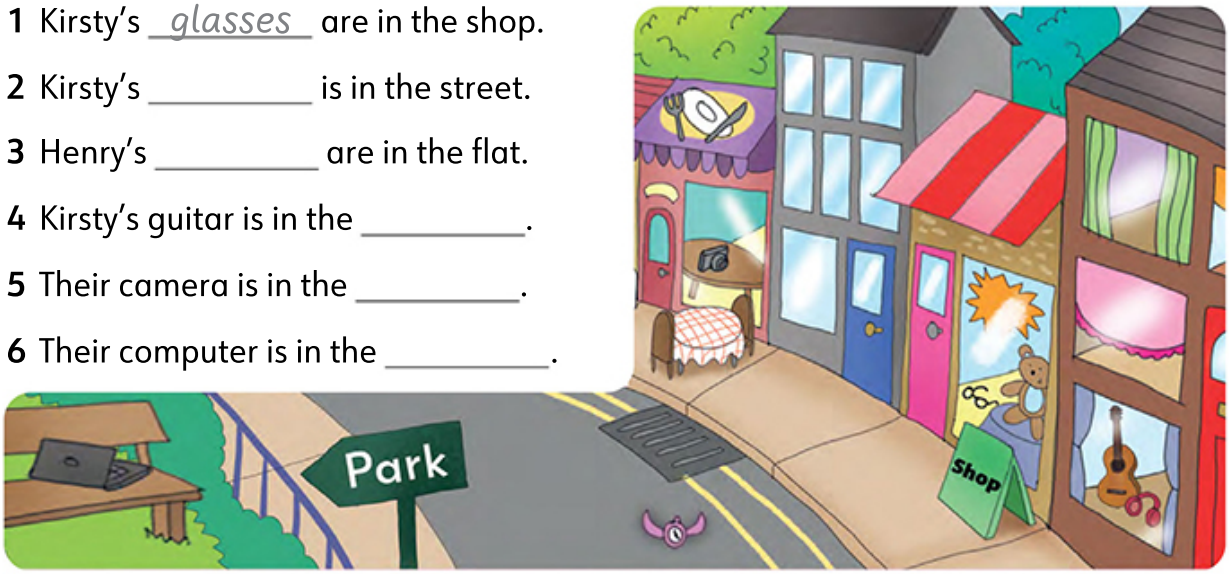
2 Kirsty's _____ is in the street.

3 Henry's _____ are in the flat.

4 Kirsty's guitar is in the _____.

5 Their camera is in the _____.

6 Their computer is in the _____.



2 Work in pairs. Ask and answer about the picture in Activity 1.

Whose camera is this?

It's Kirsty's and Henry's camera.

3 What does James do on Saturday morning? Read and complete.

9:00	10:00	11:00	12:00
			

1 What time *does* James *help* his mum in the garden? He _____ his mum in the garden at 10 o'clock.

2 James _____ have a guitar lesson at 9 o'clock. He _____ cartoons.

3 James _____ _____ baseball at 11 o'clock. He _____ football.

4 What time _____ James _____ lunch? He _____ lunch at 12 o'clock.

Listening

1 CE:YL 4.13 **Look at the picture. Listen and draw lines. There is one example.**

Tom Emma Mike



Jane Bob Sara

Reading and Writing

2 CE:YL **Look and read. Put a tick (✓) or cross (×) in the box.**

1 

This is a house. ☑

2 

This is a computer. ☐

3 

This is a garden. ☐

4 

This is a radio. ☐

5 Sun and snow



Unit 5 Identify and use new words: weather, natural features
WB: page 48

Vocabulary

1 5.1–5.2 Listen and say. Then listen and number.


cloud ☐


rain 1


snow ☐


sun ☐


wind ☐


beach ☐


mountain ☐


sea ☐

2 Look at the picture. Find the words in Activity 1. Write them in your notebook.

Weather	Natural features
clouds	*beach*



Why is rain important?

3 5.3 Sing and act out. **Be a star!**



We like the rain

Drip, drip, drip, it's the rain.
We like the rain
Again and again,
Drip, drip, drip!

I like snow,
The cold mountain snow.
And the wind that I hear
blow, blow, blow! But ...
Drip, drip, drip ...

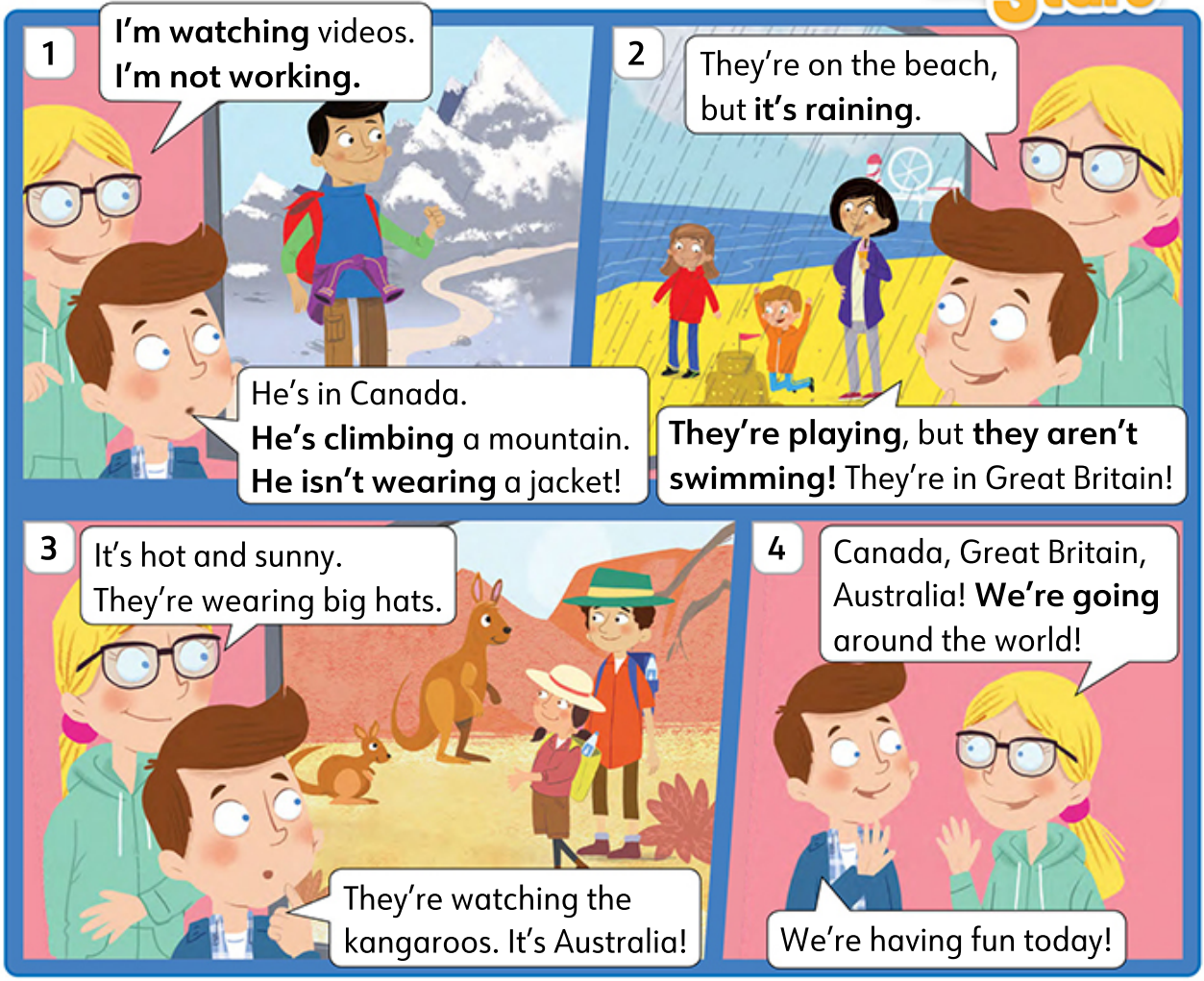
I like the sun,
The hot, hot sun.
And the beach that's so much
fun, fun, fun! But ...
Drip, drip, drip ...

I like the sea,
The icy cold sea.
And the clouds that look so
fluff, fluff, fluffy! But ...
Drip, drip, drip ...

Grammar time

The Academy Stars

1 5.4 Listen and read. Which countries can you see?



2 5.4 Listen again. Match the sentences to the countries.

1 They're playing.
2 They're wearing big hats.
3 He's climbing a mountain.
4 They're watching kangaroos.

Australia
Canada
Great Britain

3 Work in pairs. Act out the story. Be a star!

Lesson 3 Grammar focus

1 5.5 Look and read.

Graphic **Grammar**

Present continuous (+ and –)

I **'m** watch**ing** videos.

He **'s** climb**ing**.

They **'re** play**ing**.

I **'m not** work**ing**.

He **isn't** wear**ing** a jacket.

They **aren't** swim**ming**.

Look! swim – swim**m**ing run – run**n**ing hav**e** – having

2 Write sentences with the verbs. Use the correct forms.

1 It *isn't raining* (rain).

_____ (snow).

2 She _____ (climb).

_____ (run).

3 He _____ (wear) a jacket.

_____ (wear) a T-shirt.

4 They _____ (swim).

_____ (play) tennis.



3 Work in pairs. Play a memory game. Be a star!

- Go to page 153 and cut out the cards. Put them face down.
- Take turns to turn over two cards and say. If they match keep the cards.



Go to **Grammar booster**: page 138.

Whale watching



Dad: Juno, Oscar, look – put on the boots and coats.

Juno: Why? It isn't raining.

Oscar: No. Look at the sky. It's sunny and warm.

Dad: Put on the boots and coats, please.

Juno: OK. Let's go! Wheeee!



Mum: I'm looking in the water ... Oh ... I can see the whales. Can you?

Oscar: I don't know ... They're swimming far away.

Juno: No – they're here! Look out!

Mum: Oh no! It's raining!

Oscar: It isn't raining!

Dad: It's a big whale! It's jumping!

Juno: Wow! That's amazing! I love whales.





Dad: My feet are wet!

Mum: I'm all wet!

Oscar: We're OK.

Juno: We're wearing coats and boots!

Vocabulary


coat


sky


water


wet


whale

1 Look at the text and tick (✓).

It's a ... ☐ poem. ☐ play. ☐ story. ☐ song.

2 5.6 **Read. Number the story in order.**

1 They're putting on coats and boots.

☐ The big whale is jumping.

☐ They are wet.

☐ They're looking at the sea.

3 Read the text again. Write the names of the characters. Be a star!

1 Who is wearing boots? Juno, Oscar

2 Who is looking in the water? _____

3 Who loves whales? _____

4 Who or what is jumping? _____

5 Who is wet? _____, _____

4 Work in groups. Act out the play.

Lesson 5 Sounds and letters

1 5.7 **Listen and say. Complete.**






_sk_ate ___ile ___ow ___ory

2 5.8 **Circle *sk*, *sm*, *sn* and *st*. Then listen and say the chant.**



Look at the sky. It's starting to snow.
The small snake smiles.
He says, 'Ho, ho!'
Then he lies on some skates and he starts to go.

3 5.9 **Listen and write *sk*, *sm*, *sn* or *st*. Then read out loud.** **Be a star!**

We're having a great holiday. We [1] _sk_ate in the [2] ____ow every day.
Mum reads us a [3] ____ory at night. You can see [4] ____ars in the [5] ____y.
I've got a new friend. She's [6] ____all and she's got a nice [7] ____ile. Today she's wearing a green [8] ____irt.

Learning about language

You can make a weather **noun** into an **adjective** by adding ***y***.

Noun	Adjective
wind	windy
sun	sunny

Can you make these nouns into adjectives?

rain _____

cloud _____

Lesson 6 Language in use

Vocabulary



scarf

1 5.10 Listen and say.





What **are** you **doing**?

I'm looking for my **brother**.

What**'s** he **wearing**?

He's wearing a **blue scarf**.

Look! He's over there.

Where? What's he doing?

He's **skating**.

Oh, yes. I can see him.
I can see my friends, too.

Where? What are they doing?

They're **flying a kite**.



2 Work in pairs. Ask and answer.

Student A






Student B






What are you doing?

I'm looking for my **sister**.

3 Now it's your turn. Ask and answer about people in your class.

Be a star!

Go to **Grammar booster**: page 138.

Lesson 7 Listening and speaking

Vocabulary



warm

1 5.11 **Look at the photos. Listen and number in order.**







2 5.11 **Listen again and match the columns.**

1 Oleg	India		
2 Meera	Australia		
3 Carl	Ukraine		

3 **Work in pairs. Talk about the children in Activity 2.**

Carl is from Australia. It's warm and cloudy today. He's ...

4 5.12 **Listen and repeat. Then choose, ask and answer.** **Be a star!**

What's the weather like today?

It's **sunny** and it's **hot**.



Lesson 8 Writing

1 Read and follow.

Use an **exclamation mark** (!) to show strong feelings, like when you are very happy or scared:

This is fun! Oh, no! The snowman is running!

2 Complete the sentences with full stops or exclamation marks.

1 I'm Jack ☐ This is my sister, Annie ☐

2 This is our boat ☐

3 I'm scared ☐

4 Oh, no ☐ It's cloudy ☐



3 Write what each person is saying. Use correct punctuation. Be a star!

Dad: *Jack! Annie! We're here!*

Jack: *Help!*

Dad: _____

Mum: _____

Annie: _____



1 5.13 Look at the photos. What do you think the children are doing?

Home | Blog | Login

We can do anything!



These children are playing at school. They're blind. They can't see but they can all read, write, use a computer and play basketball. How do they do these things? Leo tells us how.

1



Question: What's this girl doing, Leo?

Answer: She's reading. She uses **braille** to read. Braille letters are small bumps. She feels the **bumps** with her fingers.

Question: Can blind children use computers?

Answer: Yes, they can. The computers read information to you. They also listen to you. You talk to the computer and it writes the words.

2



3



Question: What's this boy doing?

Answer: He's listening to his phone. The phone is talking to him! There are special phones for blind people with braille or big **buttons**.

4



Question: Is it difficult to walk to the shops or to school?

Answer: Some children use a long **cane**. The cane helps them feel where things are in the street. Some children have got a dog. The dog is their eyes and ears. It listens to every sound in the street.

5



Question: What sports can blind people do?

Answer: They can play goalball. The ball goes beep, beep, beep. The child can hear it and knows where it is. Blind people can also play blind football. The ball has got a **bell** inside it so you can hear it.

6



Question: Do you play blind football, Leo?

Answer: Yes, I do! I'm blind. I'm writing this on my computer!

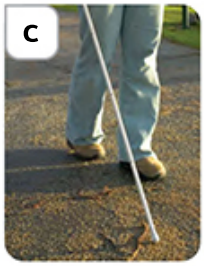
Reading time 2 Activities

1 Read the text again. Look at the the bold words. Match them to the photos.

1 braille 2 bumps 3 buttons 4 cane 5 bell

a 

b 

c 

d 

e 

2 Read and write the letters. More than one answer is possible.

1 It talks to you. *b, c*

2 You can hear the ball. _____

3 You 'read' the bumps with your fingers. _____

4 It's got big buttons. _____

5 It listens to you and writes information. _____

6 It helps you walk in the street. _____

a braille
b computer
c phone
d cane
e dog
f goalball
g blind football

3 Work in pairs. Ask and answer. Be a star!

1 What activities do you think blind children can do?

swim skate play tennis play in the garden fly a kite watch a film

2 Do you think they are easy or difficult?

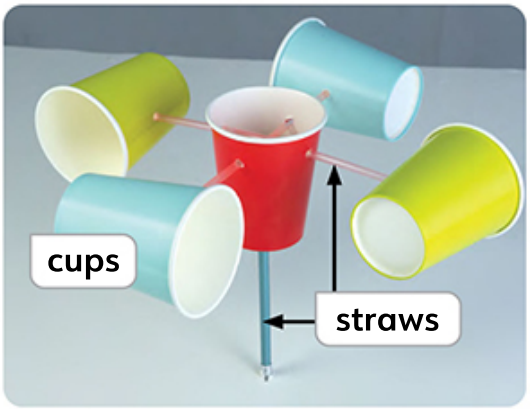
Think about it!

Make an anemometer!

1 Look at the photo. What do you think this is? What do you use it for?

2 Complete the sentences to check your ideas.

~~doing~~ windy making weather wind





What are you *doing*?
Are you making a toy?

No, I'm not. I'm _____ an anemometer with cups and straws. It tells us how fast the _____ is.



How does it tell us?

It helps us measure the wind. What's the _____ like today?

It's _____ today. Let's try it!

3 Look at the photo in Activity 1 again. Number the photos in order.






4 Work in pairs. Make an anemometer. Use it to measure the wind. Talk about your anemometer with another group.

6 Stay safe



Vocabulary

1 6.1–6.2 **Listen and say. Then listen and number.**


bus ☐


helicopter 1


lorry ☐


motorbike ☐


plane ☐


train ☐


traffic light ☐


left / right ☐

2 **Look at the picture. What transport do you find ...**

1 on the ground? **2** in the sky?

3 **Look at the picture again. Who is not safe?**

4 6.3 **Sing and act out.** Be a star!

Traffic jam

We're in a jam that we can't eat.
We're in a jam that goes beep, beep!
We really want to stamp our feet!
We're in a traffic jam, jam, jam.
We're in a traffic jam.

Red, green, red, green
Goes the traffic light.
Motorbikes, lorries, buses
Stop here day and night.
Beep! Beep! Beep!

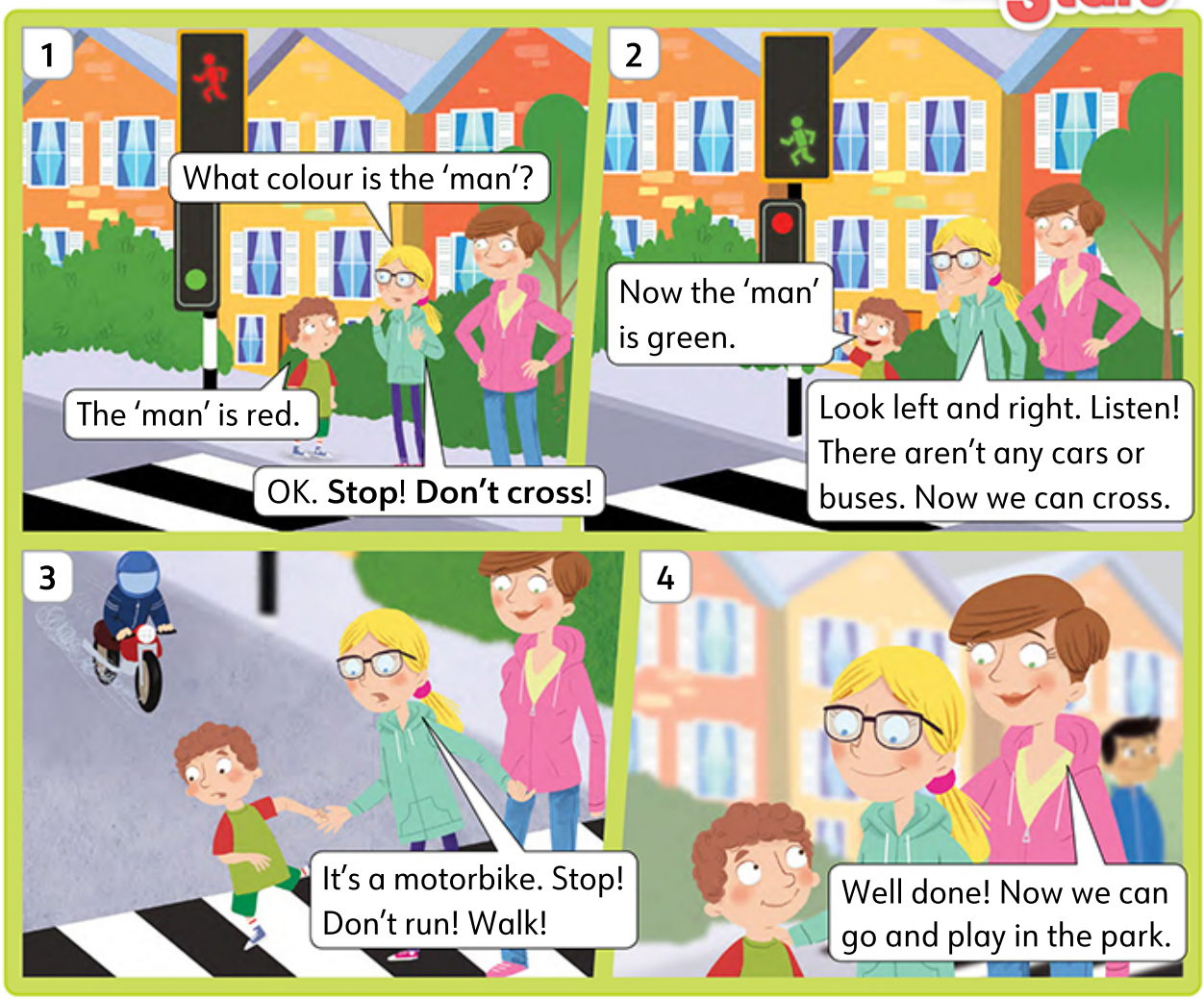
Left, right, left, right,
Planes high in the sky,
Trains and helicopters,
They all whoosh by.
Whoosh! Toot! Zoom!



Lesson 2 Grammar time

The Academy Stars

1 6.4 Listen and read. What transport do you see?



2 6.4 Listen again. What happens in the story? Tick (✓) or cross (×).

1 They stop at the light. ✓
2 The 'man' is yellow. ☐
3 There's a lorry. ☐
4 Jimmy starts to run. ☐
5 Kirsty helps Jimmy. ☐
6 They go to the shops. ☐

3 Work in groups. Act out the story. Be a star!

Lesson 3 Grammar focus

1 6.5 Look and read.

Graphic | **Grammar**

Imperatives

Stop !

Walk !

Don't cross !

Don't run !

2 Write the instructions. Use the correct form of the verbs.

listen walk ~~run~~ jump talk look



1 Don't run!



2 _____



3 _____



4 _____



5 _____



6 _____

3 Work in pairs. Play a miming game. Be a star!

- Go to page 155. Cut out the cards and put them face down.
- Take turns to choose a card and mime the rule for your friend to guess.



Go to **Grammar booster**: page 139.

SAFETY SQUAD RULES!

We're the Safety Squad! Look at the safety rules. These rules can help you be safe!



Be safe on your bike!

- ✓ Wear a helmet.
- ✓ Wear clothes in bright colours (red, orange, yellow, white).
- ✓ Ride your bike on bike paths.
- ✗ Don't ride your bike on roads.
- ✓ Look left and right for traffic.
- ✗ Don't wear black or brown clothes. Cars, buses and lorries can't see you.



Be safe on the bus!

- ✓ Wait in a safe place.
- ✗ Don't run on the bus.
- ✓ Sit down on the bus.
- ✓ Be polite to the bus driver and to other people.
- ✗ Don't talk to the driver when he is driving.





Be safe in the car!

- ✓ Sit in the back seat.
- ✓ Wear your seat belt.
- ✗ Don't shout in the car.
- ✓ Use the door next to the pavement.
- ✗ Don't open the door next to traffic.



Be safe on the road!

- ✗ Don't play near the road.
- ✓ Walk on the pavement.
- ✗ Don't run on the road.
- ✓ Follow the safety rules to cross the road.

Vocabulary


helmet


pavement


road


seat belt


shout


traffic

1 Look at the photos and think of rules that help you be safe.

2 6.6 Read the text. Tick (✓) the safety rules you follow.

3 Read and find the rules.

1 The girl is riding her bike. She isn't wearing a helmet. Wear a helmet.

2 The boy is jumping up and down in the bus.

3 The children are opening the car door, but a bus is coming!

4 The boys are running on the road.

4 Look and say the rules. **Be a star!**


1


2


3

Why is it important to follow safety rules?

Lesson 5 Sounds and letters

1 6.7 **Listen and say. Complete.**





_cl_othes ___ue ___eep

2 6.8 **Circle *cl*, *gl* and *sl*. Then listen and say the chant.**

The slow sleepy sloth can't find his glasses.

He cleans his clothes with glue.

Then he sticks to a slide

And he doesn't know what to do!




3 **Write the words in the correct columns.** **Be a star!**

cl	*gl*	*sl*
_____	gloves	_____
_____	_____	_____








Learning about language

Words ending in ***ch*** or ***x***, add ***es*** to make it plural: beach – beach**es**, fox – fox**es**

Words ending in ***y***, change the ***y*** to ***i*** and add ***es***: sk**y** – sk**ies**, famil**y** – famil**ies**

Can you make these words plural?

box – _____ watch – _____ lorry – _____



Lesson 6 Language in use

1 6.9 Listen and say.







Hi, Mum. We're on the train.

What are you doing?
Are you playing a game?

No, I'm not. I'm talking to Sara.

Is Eric taking photos?

No, he isn't. He's reading.

Are Laila and Pip eating?

Yes, they are.

Is your teacher watching you?

Yes, she is!

That's good. Have a great day!

2 Work in pairs. Ask and answer.

Student A



You



Ned



Jon & Jill

Student B



You



Ken



Sally

What are you doing? Are you listening to music?

No, I'm not. I'm talking to Sara.

3 Now it's your turn. Ask what your friend is doing. Be a star!

Go to **Grammar booster**: page 139.

Lesson 7 Listening and speaking

Vocabulary


back

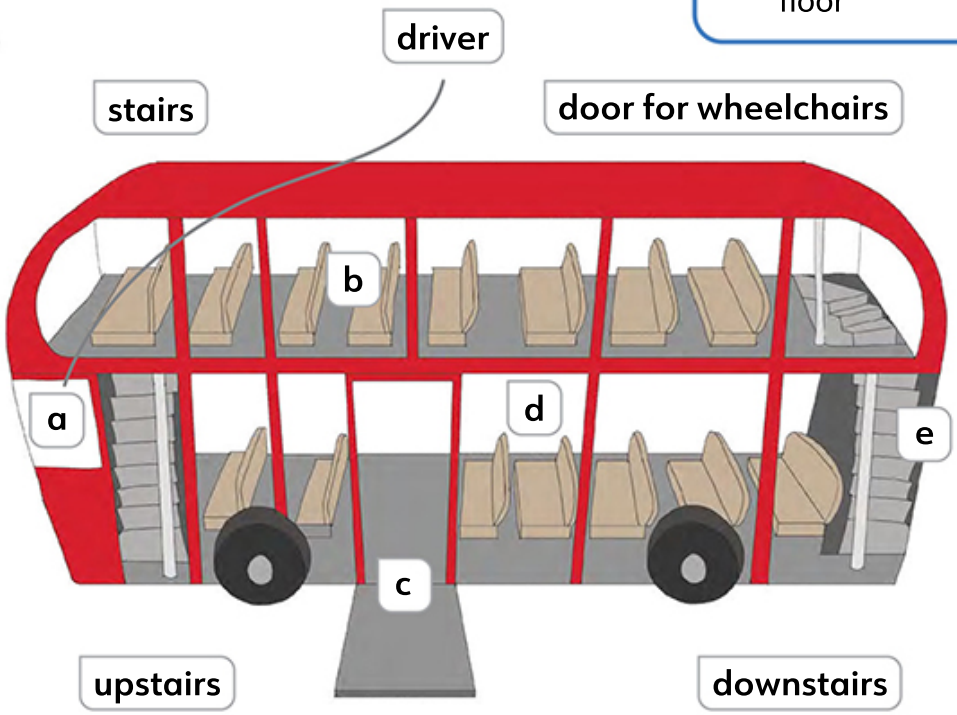

front


floor


stairs

1 6.10 Look at the picture. Where can you see a bus like this? Listen and check.

2 6.10 Listen again. Match the labels to the parts of the bus.



3 6.11 Work in pairs. Listen and repeat. Then ask and answer. **Be a star!**

- Can I have a cake, please?
- Here you are.
- Thank you.
- Can I play outside?
- Yes, you can.

have a cake / an apple / an ice cream
play outside go to the park
ride my bike paint a picture

Unit 6 Listening: listen for key information Speaking: make requests
WB: pages 68–69

Lesson 8 Writing

1 Read and follow.

Use exclamation marks (!) at the end of instructions and warnings: Stop! Don't run!

2 Write instructions and warnings under the pictures.

listen run ~~shout~~ tidy up push eat



1 *Don't shout!*



2 _____



3 _____



4 _____



5 _____



6 _____

3 Write your classroom rules with the verbs in Activity 2. Add two more rules.

Be a star!

Our classroom rules

1 *Listen* to your teacher!

2 *Don't eat* in the classroom!

3 _____

4 _____

5 _____

6 _____

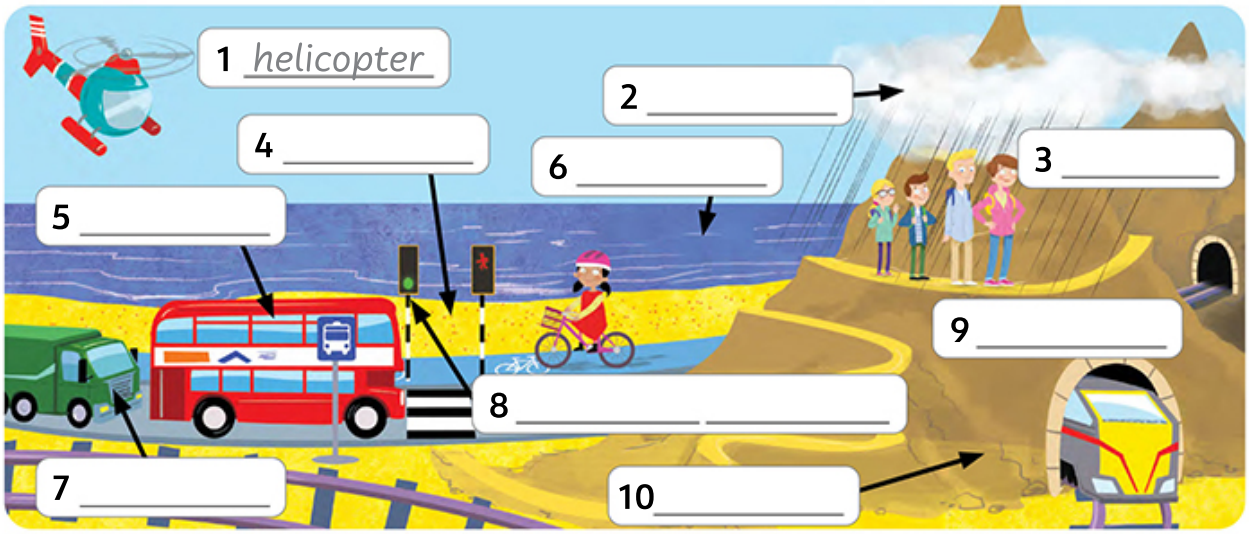
7 _____

8 _____



Review 3

1 6.12 Look and write the words. Listen and check.



2 Work in pairs. Ask and answer about the picture in Activity 1.

What's Eva doing?

She's riding a bike.

3 Write the instructions.

1  ✗ Don't eat!

2  ✓ _____

3  ✗ _____

4  ✗ _____

4 Read, match and circle the correct words.

1 He's / He isn't skating.

2 She's / She isn't having a music lesson.

3 He's / He isn't sleeping.

4 They're / They aren't playing.



Reading and Writing

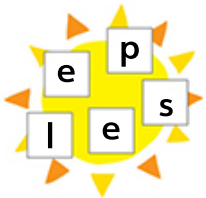
1 CE:YL **Look at the pictures. Look at the letters. Write the words.**

1  _s_ _l_ _e_ _e_ _p_

2  _____

3  _____

4  _____









Reading and Writing

2 CE:YL **Read. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.**



Mountains

Lots of mountains are big and have got _snow_ and (1) _____ at the top. There are lots of things to do in the mountains. You can walk, you can climb or you can go skiing. You can also go on a (2) _____ to the top of some mountains. Stay safe in the mountains. Wear warm (3) _____ and don't forget your food and some (4) _____. Don't (5) _____.



snow


clouds


water


train


shout


clothes

7 Seasons of fun









Unit 7 Identify and use new words: seasons, activities
WB: page 72





Vocabulary

1 7.1–7.2 Listen and say. Then listen and number.


spring ☐


summer ☐


autumn ☐


winter ☐


have a picnic ☐


make a snowman ☐


plant flowers 1


play outside ☐

2 Look at the picture. Say the seasons.
What activities are they doing in each season?

3 What seasons do you have in your country?
What's the weather like in these seasons?

4 7.3 Sing and act out. Be a star!

Seasons of fun

The birds start to sing,
When winter turns to spring.
On a rainy, sunny day,
Baby animals come out to play.

We play outside a lot,
In summer when it's hot.
We have a picnic or two,
When the sky is so blue.

When the autumn leaves turn red,
The animals prepare for bed.
The wind blows the leaves,
From the brown and orange trees.

Then winter is so cold,
The trees now look old.
Snow falls, nights are dark,
We make a snowman in the park.

Lesson 2 Grammar time

1 7.4 Listen and read. In which season do some animals sleep?



2 7.4 Listen again. Write *E* (Eva) or *O* (Owen).

1 E likes planting flowers in spring.
2 ____ likes going to the beach.
3 ____ doesn't like swimming.
4 ____ likes sleeping.
5 ____ doesn't like playing outside in winter.

3 Work in groups. Act out the story. Be a star!

Lesson 3 Grammar focus

1 7.5 Look and read.

Graphic **Grammar**

like + -ing

I like having picnics. I don't like swimming.

Do you like going to the beach?

Yes, I do. No, I don't.

Look!

make → making

swim → swimming

2 Look at the picture. Complete.



1 Do you like *swimming*?

Yes, we _____.

2 We like _____ outside.

We _____ playing inside.

3 I like _____ flowers. Do you?

No, _____.

4 _____ you like _____ football?

_____, we _____! It's fun.

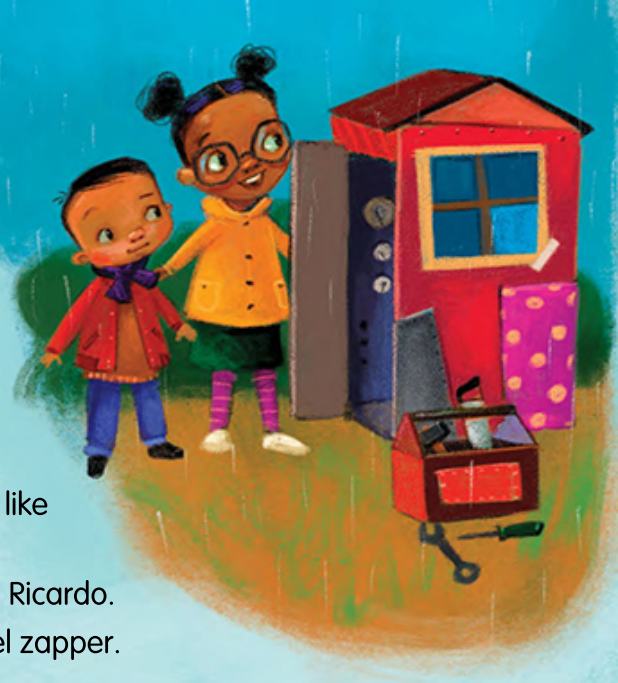
3 Work in pairs. Ask and answer. Be a star!

- Go to page 157 and cut out the cards.
- Take turns to choose a card. Then ask and answer.



Go to **Grammar booster**: page 140.

The travel zapper



A 'Come and see my new machine,' Mia says to her brother Ricardo.

There's a funny red box in the garden.

'What is that?' Ricardo asks.

'It's my travel machine,' Mia says. 'It can fly. Do you like swimming in the sea?'

'Well, yes ... but it's cold, and it's raining now,' says Ricardo.

'Let's go!' says Mia. She pulls Ricardo into the travel zapper.



B **ZAAAAAAP!**

Ricardo opens the door. There's the sea!

'It's sunny,' he says.

'It's summer in Mexico,' says Mia.

'But I'm wearing my jumper and coat. I'm very hot! And I haven't got my sunglasses!'



C 'I've got an idea! Do you like skiing?' asks Mia.

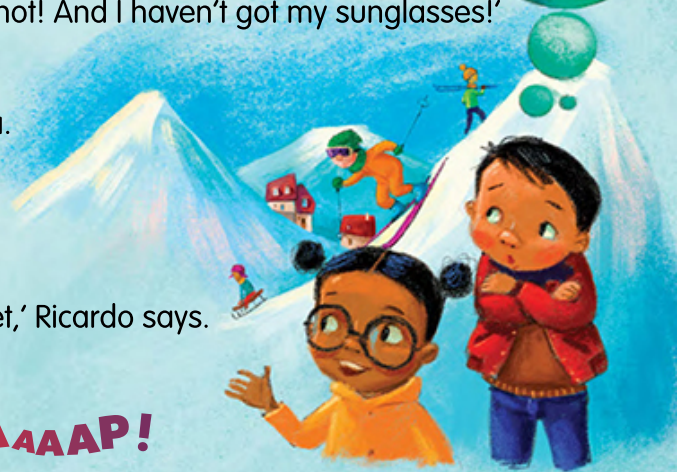
ZAAAAAAP!

Ricardo opens the door.

'It's winter in France!' Mia says.

'It's cold and snowing. I haven't got a ski jacket,' Ricardo says.

'Oh, you don't like skiing?' asks Mia.





D **ZAAAAAAP!**

Ricardo opens the door. They're home.

'I like spring. It's not cold and not hot,' Ricardo says. 'Let's jump in the puddles!'

What does weather around the world do to make people's lives different?

Vocabulary


fly


jumper


machine


ski


travel

1 Look at the pictures. Can you guess the seasons?

2 7.6 Read the text and check.

3 Write the letters.

1 Ricardo likes spring. ☐
2 Ricardo is cold. ☐
3 It's raining. A
4 Ricardo is hot. ☐

4 Read again. Circle *T* (True) or *F* (False).

1 It's summer in France. T / F
2 Ricardo is wearing a ski jacket. T / F
3 Ricardo likes swimming. T / F
4 It's cold in Mexico. T / F
5 Ricardo likes being home. T / F

5 Match to the seasons. You can match to more than one. **Be a star!**

hot
wear a coat
swim in the sea
ski
wear boots
winter
spring
summer
cold
wear a jumper
wear sunglasses
it's not hot and not cold

Lesson 5 Sounds and letters

1 7.7 **Listen and say. Complete.**



pl*a*n*e*



l_k_



m_k_

2 7.8 **Circle the words with *a* as in *cake*. Then listen and say the chant.**



Let's make a cake to take to Jake,
On a plane that flies over the lake.
Don't be late!
Where's the cake?
Oh no, it's in the lake!

3 7.9 **Circle the words with *a* as in *cake*. Then listen, check and repeat.** Be a star!

snake cat take bag lake skate late sad plane cake

Learning to learn

Tables have got rows and columns. When you complete a table, read across (→) the **rows** and **down** (↓) the columns:

France	sunny	rainy	windy	cold
winter		✓	✓	✓
summer	✓			

Lesson 6 Language in use

Vocabulary



leaf / leaves

1 7.10 Listen and say.



It's **windy**. I don't like **autumn**.

No, thanks. I don't like **flying kites**.

No, thanks. I don't like **playing tennis**.

What's a leaf picture?

That's cool. Let's make one!



There's a lot to do. **Let's fly our kites**!

What about playing tennis in the park?

OK. What about making a leaf picture?

It's a picture with leaves. Look!



2 Work in pairs. Ask and answer.

Student A







Student B







It's **snowy**. I don't like **winter**.

There's lots to do. Let's **go skating**!

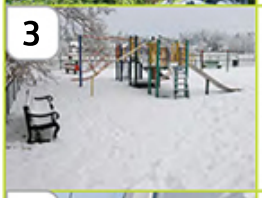
3 Now it's your turn.

Choose a season and make suggestions. **Be a star!**

Go to **Grammar booster:** page 140.

Lesson 7 Listening and speaking

1 7.11 **Look at the photos. Write the seasons in the table. Listen and check.**

	season	weather	activities
1 	autumn	cold	play in the leaves
2 	*spring*	_____	see sheep and lambs _____
3 	_____	_____	_____ _____
4 	_____	_____	go sailing _____

Vocabulary


go sailing


lamb


sheep

2 7.11 **Listen again. Complete the table.**

3 7.12 **Listen and repeat. Then choose, ask and answer.** **Be a star!**

I'm bored.

Me, too.

Let's **go sailing**.

I'm not sure.

OK. What about **having a picnic**?

That's a great idea!

have a picnic

play tennis

go sailing

paint a picture

make a cake

play outside

play baseball

go to a trampoline park

Unit 7 Listening: listening for specific information Speaking: accept or reject suggestions

WB: page 78–79

Lesson 8 Writing

1 Read and underline the headings. Then complete the text.

buildings bus coat ride trains ~~cold~~ picnic summer

Let's go to Great Britain!



The weather

In Great Britain, it rains a lot! It's [1] *cold* in winter, so take a [2] _____ and scarf. In [3] _____, it's warm.

Activities

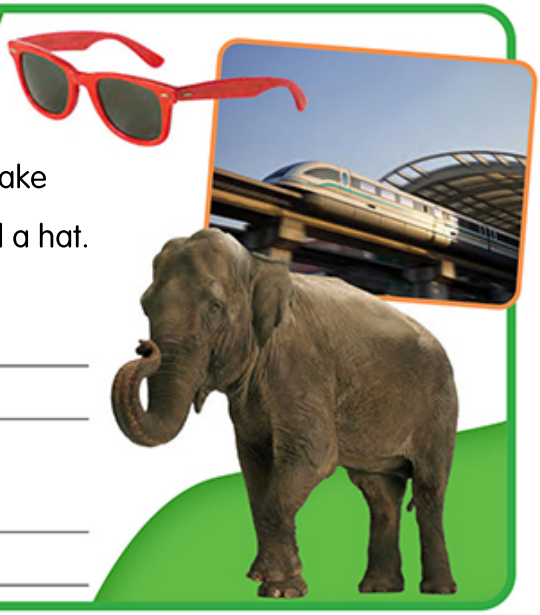
You can visit lots of old [4] _____ in Great Britain. There are lots of parks, too. You can [5] _____ a bike or have a [6] _____ there.

Transport

In Great Britain, the [7] _____ are new and fast, but there are some old trains, too. In London, you can travel on a big red [8] _____.

2 Complete the brochure. **Be a star!**

Let's go to South Africa!



The weather

In South Africa, it's *hot* in summer, so take _____ and a hat.

Activities

You can visit a safari park and see _____

_____

Transport

_____

_____

The island

1 7.13 Look at the story. What things can you see?

Ted and his family are sailing to India. It's winter. The sea is cold and the wind is blowing. The boat is going up and down, up and down. Ted doesn't like sailing.

Ted and his family see a beautiful island with a big mountain. They stop the boat. They want to explore the island.

'I like walking on the beach and swimming in the sea,' says Ted.

There are some buildings next to the beach, but they are very small. There are houses and shops, but there aren't any people. 'Where are the people?' Ted's dad asks.

Some small people come out of the houses. They're angry.

'We don't want you here. Go back to your boat!' they shout.

'But we're your friends,' says Ted's dad.

'No, you aren't,' they say. 'You're different. We're small and you're big!'

Ted sees a small boy. 'Do you like playing football?' he asks.

'Yes, I do,' says the boy.

'Let's play!' says Ted.

'OK,' says the boy. 'I'm Zane.'

Suddenly they hear a loud noise. 'Listen! What's that?' shouts Ted. 'Look! It's the mountain. There are big clouds!' shouts Ted.

'It isn't a mountain,' says Zane. 'It's a volcano and it's very hot. Run!'

Now the small people are running and shouting. They're very scared.

'Can you help us?' asks Zane.

'Yes, we can!' says Ted's dad. 'Our boat is big. Let's go!'

Everyone runs to the boat. 'Now we're safe,' they say. 'Thank you. You're very good friends!'

Reading time 3 Activities

1 Think about the story. Circle the best answers. Be a star!

1 The small people don't like the family because ...

a they are horrible. **b** they aren't the same.

2 Ted asks Zane to play football because ...

a he wants to help him. **b** he wants to be friends.

3 The small people run and shout because ...

a they're scared of Ted's family. **b** they're scared of the volcano.

4 They are all friends at the end because the family ...

a goes away from the island. **b** helps the small people.

2 What happens next? Think and draw. Show your idea to the class.



3 Now watch the video.

Think about it!

Make a season poster

1 Read the sentences. What season do you think they describe? Write.

spring	summer
autumn	winter

1 We wear gloves and scarves.
winter

2 There are new flowers.
_____

3 We like playing in the leaves.
_____

4 We have picnics on the beach.
_____

5 Some animals sleep.
_____

6 We see lambs.
_____

Spring

There are baby animals and new flowers.

Weather:
It's warm and rainy.

Clothes:
We wear trousers, T-shirts and a jacket.

Activities:
We like _____ _____ and _____ _____.









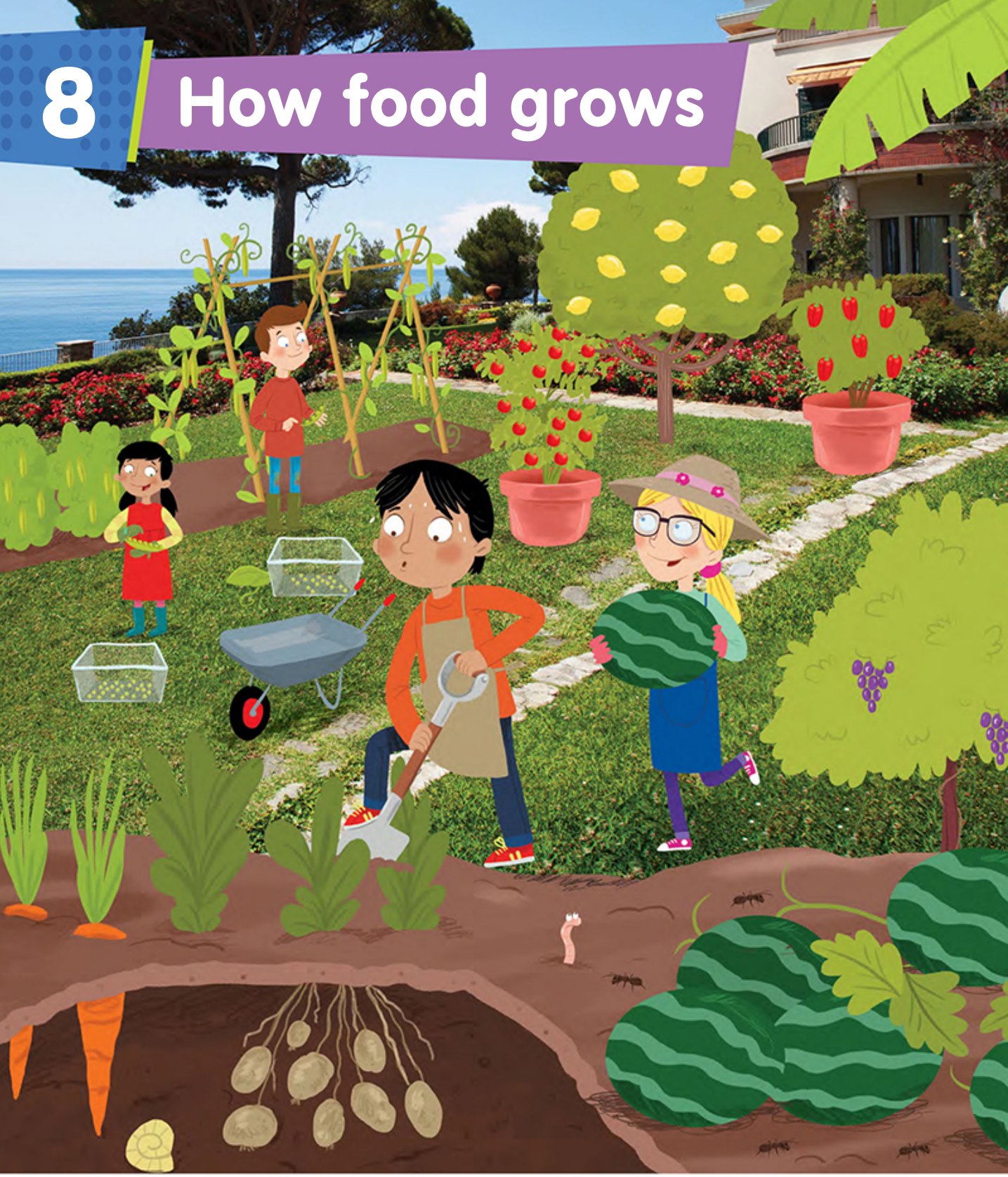

2 Look at the spring poster. Answer the questions.

1 What happens in spring?
2 What's the weather like?
3 What clothes do people wear in spring?
4 What activities do they like doing?

3 Work in groups. Choose a season. Plan and make a season poster.

4 Display your posters. Look and answer the questions in Activity 2 about each season.

8 How food grows



Unit 8 Identify and use new words: fruits, vegetables
WB: page 82

Vocabulary

1 8.1–8.2 Listen and say. Then listen and number.


beans ☐


coconut ☐


grapes ☐


lemon ☐


peas ☐


pepper ☐


potato 1


watermelon ☐

2 Look at the picture. Count the items in Activity 1.

3 Write the words in your notebook.

Fruits	Vegetables
grapes	*beans*

4 8.3 Sing and act out. **Be a star!**

Where are the potatoes?

There are some lemons on the tree.
There are some coconuts next to me.
But where are the potatoes?

There are some tomatoes on those plants.
There's a watermelon near the ants.
But where are the potatoes?

There are grapes on that vine.
Peas and beans, I can see fine.
But where are the potatoes?

Now I'm digging in the ground.
Look! Here's something brown and round.
Here are the potatoes!

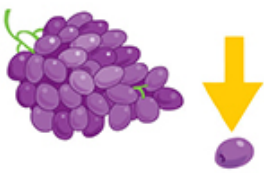
Lesson 2 Grammar time

The Academy Stars

1 8.4 **Listen and read. What food has the farmer got?**



2 8.4 **Listen again. Who chooses these things? Write *E* (Eva), *O* (Owen) or *N* (nobody).**






1 O 2 ___ 3 ___ 4 ___

3 **Work in groups. Act out the story.** Be a star!

Lesson 3 Grammar focus

1 8.5 Look and read.

Graphic **Grammar**

would like + a / an / some

I 'd like a grape .

I 'd like some lemons .

Would you like a watermelon ?

Would you like some beans ?

I'd like ⟶ I would like

2 Complete the dialogues.



1 *Would* you *like* *an* apple?

No, thanks. *I'd* *like* *some* peppers.

2 _____ you _____ _____watermelon?

No, thanks. _____ _____ _____ coconut.

3 _____ you _____ _____ tomatoes?

No, thanks. _____ _____ _____ onions.

4 _____ you _____ _____ potatoes?

No, thanks. _____ _____ _____ orange.

3 Work in pairs. Play a shopping game. Be a star!

- Go to page 157. Cut out the cards and put them face down.
- Choose a card, then ask and answer.



Go to **Grammar booster**: page 141.

Plant a sunflower

1 Would you like to plant a sunflower seed? It's fun.
Start in spring.
Put some soil in a pot.
Make a small hole.
Put the sunflower seed in the hole.

2 Put the pot in the sun.
Put some water in the pot.
Look. There are small leaves!

3 Find a sunny place in the garden.
Make a hole.
Put the sunflower plant in the hole.
Give it some water.

4 It's summer.
It's sunny and warm.
Watch the plant. It's growing!
Give it some water!

5 Look! There's a yellow flower!
It's big. It's beautiful! Wow!

6 It's autumn. The flower is brown.
Would you like a sunflower seed, little bird?
Birds love sunflower seeds.
Children like sunflower seeds, too!
Do you?













Vocabulary


grow


hole


pot


seeds


soil

1 **How do you plant a sunflower? Number the photos in order.**

2 8.6 **Read the text and check the order of the photos.**

3 **Read and circle the correct words.**

1 Sunflower seeds are **big** / **small**.

2 Plant the seeds in **autumn** / **spring**.

3 Put the **flower** / **seed** in the hole.

4 The plant is growing. It's **warm** / **cold**.

5 In autumn, the flower is **green** / **brown**.

6 **Birds** / **Cats** like eating sunflower seeds.

How does planting flowers help the planet?

4 **What do they need to grow? Tick (✓).** Be a star!

					
plants					✓
children					
animals					

Lesson 5 Sounds and letters

1 8.7 **Listen and say. Complete.**



wh*i*t*e*



m_c_



r_c_

2 8.8 **Circle the words with *i* as in *kite*. Then listen and say the chant.**

'We like ice cream and rice!'

Say the hungry little mice.

'But we don't like limes.

They're not very nice!'



3 8.9 **Circle the words with *i* as in *white*. Then listen, check and repeat.** **Be a star!**

1 slide	**2** swim	**3** listen	**4** write	**5** lime
6 bike	**7** skirt	**8** fifty	**9** ice	**10** kite

Learning about language

When a word ends in *o*, add *es* to make it plural:

potato – potato**es** tomato – tomato**es**

Some words have got an irregular plural form.

foot – feet man – men woman – women

Match the singular words to the plural form.

person	children
child	people



Lesson 6 Language in use

Vocabulary


feed


pick


strawberry


tractor

1 8.10 Listen and say.



Welcome to City Farm. **Would** you **like to feed** the lambs?



Yes, please.

Would you like to pick some strawberries?

No, thanks. I don't like strawberries.

Would you like to see the goats?

Yes, please. And **I'd like to ride** on a tractor!

Me, too!



2 Work in pairs. Ask and answer.

Student A







Student B







Welcome to City Farm. Would you like to feed the ducks?

Yes, please.

3 Now it's your turn. Ask and answer about a farm. Be a star!

Go to **Grammar booster**: page 141.

Lesson 7 Listening and speaking

Vocabulary


fruit

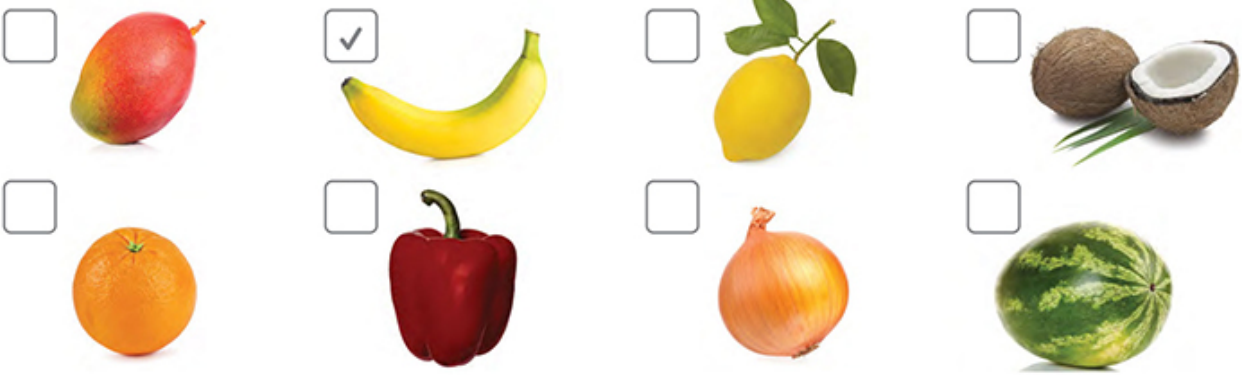

market


vegetables

1 Look at the photo. What can you see?


Floating market, Bangkok, Thailand

2 8.11 Listen and tick (✓) the food you hear.



3 8.11 Listen again and write the numbers.

1 boats 18 2 bananas ___ 3 watermelons ___ 4 mangoes ___

4 8.12 Listen and repeat. Then choose, ask and answer. Be a star!

- Can I have some **lemons**, please?
- How many?
- **Five**, please.
- Here you are.
- Thank you.

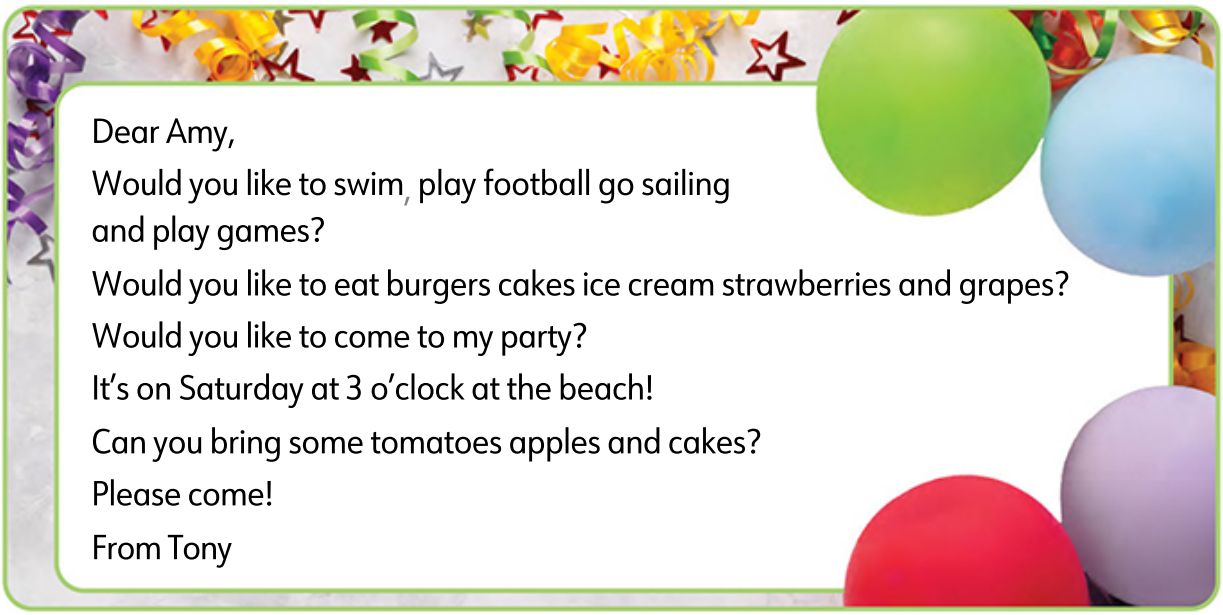


Lesson 8 Writing

1 Read and follow.

Use **commas** to separate things in a list:
I would like some apples, beans, peas, peppers and sunflower seeds.

2 Read the invitation. Add commas where necessary.



Dear Amy,
Would you like to swim, play football go sailing and play games?
Would you like to eat burgers cakes ice cream strawberries and grapes?
Would you like to come to my party?
It's on Saturday at 3 o'clock at the beach!
Can you bring some tomatoes apples and cakes?
Please come!
From Tony

3 Write a party invitation. Remember to use commas. Be a star!

Dear _____,
Would you like to _____?
Would _____?
_____
It's on _____ at _____ at _____.
Can _____?
From _____

Review 4

1 8.13 Write the seasons. Listen and check.

1 Eva likes planting flowers in *spring*.



2 Kirsty likes having a picnic in _____.



3 Owen likes seeing the leaves in _____.



4 Kirsty likes making a snowman in _____.



2 Make true or false sentences about the people in Activity 1.



Eva likes planting flowers in winter.

No, she doesn't. Eva likes planting flowers in spring.



3 Complete the questions.

1 *Would you* like an orange?

2 Would you _____ see the lambs?

3 Do _____ playing baseball?

4 Would _____ some peas?

5 What _____ going sailing today?

4 Match the answers to the questions in Activity 3.

a [3] Yes, I do. It's my favourite sport!

b [ ] Good idea! Let's go to the lake.

c [ ] Yes, please! I'd like to see the baby animals.

d [ ] Yes, please!

e [ ] No, thanks. I don't like vegetables.

Reading and Writing

1 CE:YL Look and read. Write *yes* or *no*. There are two examples.



Examples: The children have got sunglasses. *no*

It's windy. *yes*

1 It is autumn. _____

2 The boys do not like playing outside. _____

3 The girl likes feeding the sheep. _____

4 A man is in the tractor. _____

5 There are lemons on the trees. _____

Speaking

2 CE:YL Work in pairs. Look at the picture. Ask and answer.



What are these?

These are lemons.

What colour are they?

They're yellow.

What fruit and vegetables would you like?

Watch the speaking exam practice video.

9 Let's look inside



Unit 9 Identify and use new words: rooms, furniture
WB: page 92

Vocabulary

1 9.1–9.2 Listen and say. Then listen and number.


bathroom ☐


dining room ☐


hall ☐


kitchen ☐


living room ☐


bookcase ☐


shower ☐


sofa 1

2 Look at the picture. Find the words in Activity 1.

3 What can you see in the different rooms? How are they different to your house?

4 9.3 Sing and act out. Be a star!

My spaceship home

I'm very happy,
In my spaceship home.
If I'm sad, I talk on
My special space phone.

In my bedroom there's
a bookcase,
Next to my bed.
When we fly into space,
Books fall on my head.

In the kitchen there's a lot
Of food to eat.
And in the dining room,
I hold on to my seat.

The living room's the place
Where I go to think.
I sit upside down
On a sofa that's pink!

Lesson 2 Grammar time

The Academy Stars

1 9.4 Listen and read. Where was Owen?



2 9.4 Listen again. Circle *T* (True) or *F* (False).

1 Yesterday, Owen was with his grandma. **T** / **F**

2 They were in the bedroom on the boat. **T** / **F**

3 In Grandma's boat, the rooms were very big. **T** / **F**

4 The books were under the table. **T** / **F**

5 Grandma was tired. **T** / **F**

3 Work in pairs. Act out the story. Be a star!

Lesson 3 Grammar focus

1 9.5 Look and read.

Graphic **Grammar**

Past simple (*was / were*)

I	was	with	Grandma	.
She	was	happy		.
We	were	in	the	kitchen .

I	wasn't	at	home	.
She	was n't	tired		.
We	were n't	hungry		.

wasn't → was not weren't → were not

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

At 9 o'clock last night, I [1] *was* in my bedroom. I [2] _____ in bed, but I [3] _____ tired. My mum and dad [4] _____ in the living room. They [5] _____ on the sofa. They [6] _____ tired! My brother [7] _____ in the kitchen. He [8] _____ hungry, but he [9] _____ very thirsty. Our cats [10] _____ in the house. They [11] _____ in the garden.



3 Work in pairs. Tell a story. Be a star!

- Go to page 159. Cut out the cards and put them face down.
- Take turns to choose a card and tell part of the story.



Go to **Grammar booster:** page 142.

My week in space



Hello! I'm Hope Parker and I'm an astronaut. Do you know how astronauts live in space? How do they eat? How do they wash? How do they sleep? Last week I was in space. It was amazing.

This is a photo of the kitchen on the space station. It was lunchtime and we were hungry. Astronauts can eat the same food they eat at home. Look how we eat and drink in space!





This is in the bathroom on the space station. You can't have a shower in space! Astronauts wash with wet towels.

This is one of the bedrooms. It was 11 o'clock. The astronauts were in bed, but they weren't asleep. And the beds weren't on the floor. Look! They were on the wall! This is how astronauts sleep in space.





This was the view from the space station. The stars were in the sky. It was beautiful. I was very happy in space!

Vocabulary


asleep


astronaut


space


towel


wash

1 9.6 **Look at the photos. Where are the people? Read and check.**

2 Read again. Circle the correct rooms.

1 The beds were on the wall. kitchen / bedroom / bathroom

2 There isn't a shower. kitchen / bedroom / bathroom

3 It was lunchtime. kitchen / bedroom / bathroom

4 The astronauts weren't asleep. kitchen / bedroom / bathroom

3 Answer the questions. Be a star!

1 What is Hope Parker's job? *She's an astronaut.*

2 Where was she last week? _____

3 How do astronauts wash in space? _____

4 How do astronauts sleep in space? _____

4 What do you think about life on the space station? Complete the table.

Things I like	Things I don't like

Can anybody be an astronaut?

Lesson 5 Sounds and letters

1 9.7 **Listen and say. Complete.**






h_o_m_e *n_ _s_ _* *t_ _b_ _* *fl_ _t_ _*

2 9.8 **Circle the words with *o* as in *nose* and with *u* as in *tube*. Then listen and say the chant.**



(Luke) sits (alone) on a stone.

His mum and dad aren't at home.

His nose is long and he's very cute.

He plays a tune on his huge flute.

3 9.9 **Write *o* or *u*. Then listen, check and say.** **Be a star!**

1 c_*u*_te	**2** n___se	**3** h___me	**4** fl___te
5 t___be	**6** st___ne	**7** al___ne	**8** t___ne

Learning to learn

Knowing how to put words in alphabetical order will help you find and use lots of information, for example in a dictionary. Look at the **second or third letter** of each word if the first letter is the same. Then put the words in alphabetical order.

1 wash walk water

2 tired towel tube tune table



Lesson 6 Language in use

Vocabulary



castle

1 9.10 Listen and say.





Were you at home yesterday?



No, I wasn't. I was at Warwick Castle.

Were you with your **mum**?

Yes, I was.

Were you in the **Queen's bedroom**?

Yes, we were. It was huge!

Were you in the **dining room**?

No, we weren't. It wasn't open.

Were you in the garden?

Yes, we were. The flowers were beautiful.

2 Work in pairs. Ask and answer.

Student A





Student B





Were you at home yesterday?

No, I wasn't.

3 Now it's your turn. Ask and answer about a day at your friend's house. Be a star!

Go to **Grammar booster:** page 142.

Lesson 7 Listening and speaking

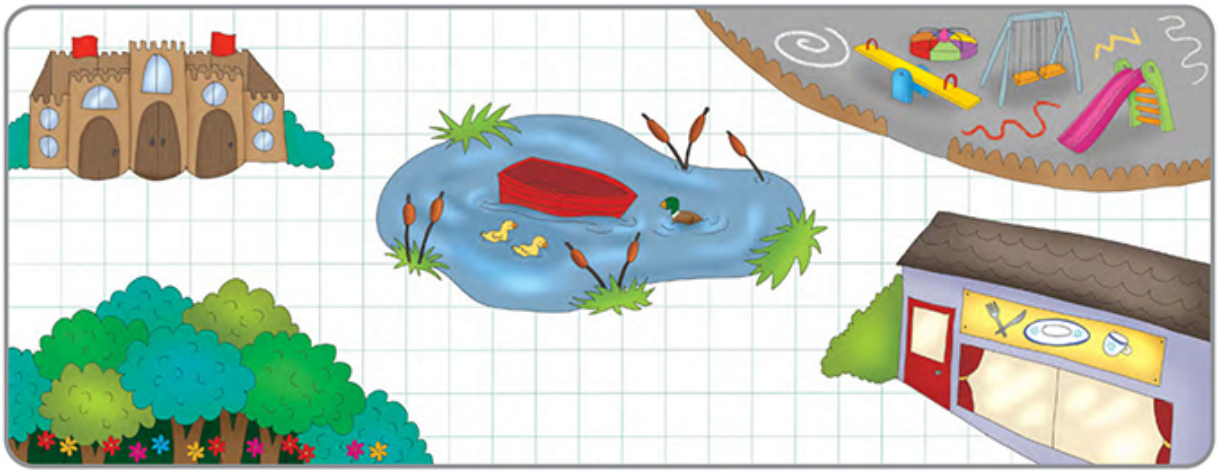
Vocabulary



lake

1 9.11 **Look at the map. What places can you see? Listen and check.**

2 9.11 **Listen again. Draw the boy's route.**



3 9.11 **Complete the sentences. Listen again and check.**

1 There's a *forest* in the castle gardens.

2 The _____ and flowers in the forest were beautiful.

3 Some baby ducks were on the lake. They were _____.

4 The _____ in the restaurant were delicious.

5 The brothers were on the _____ and the seesaw in the playground.

4 9.12 **Listen and repeat. Then ask and answer.** **Be a star!**

- What a nice watch!
- Thanks! It was a birthday present.
- What time is it?
- It's **half past two**.



Lesson 8 Writing

1 Read and follow.

At the start of an email ask: **How are you?**
At the end of an email write: **See you soon,**

2 Write an email. Use the prompts below. Remember to start and end the email the correct way.

Be a star!

1 my grandpa's house | 2 mum, brother | 3 big, new | 4 in the garden

5 hot, sunny | 6 at the beach | 7 in the sea | 8 cold

Hi Jenny,

How _____?

I'm writing to tell you about yesterday.

I *was at my grandpa's house* .

I _____ with my _____ and my _____.



The house _____.

In the morning, we _____.

It _____.

In the afternoon, _____.

We _____.

The water _____.

_____,

Sandy

The prince who wasn't hungry

1 9.13 **Look at the pictures and answer the questions. What rooms are they in? Read and check.**



Scene 1

Narrator: Once there was a sad prince. He was in the castle kitchen with the cook and the queen.

Queen: Can the prince have some food, please?

Cook: Of course. Would you like a burger or some chicken?

Prince: No, thank you.

Cook: Would you like a pear or some grapes?

Prince: No, thank you. I'm not hungry today.

Scene 2

Narrator: The king and queen were in the living room.

Queen: I'm worried. The prince doesn't want to eat.

King: What about having a food contest? People can make different food. The prince can choose what he likes.

Queen: Brilliant!

Scene 3

Narrator: Lots of people were in the big hall for the food contest.

Man: Would you like a burger with peppers?

Prince: No, thank you.

Woman: Would you like an ice cream sundae?

Prince: No, thank you.

Man: Would you like a coconut cake?

Prince: No, thank you. I'm not hungry today.

Woman: Look at that little boy.

Queen: Who are you, little boy?

Little boy: Hello. I'd like to help the prince. Would you like to play, Prince?

Prince: OK.



Scene 4

Narrator: The prince and the little boy were in the garden.

Prince: I'm having fun.

Little boy: Me, too.

Prince: Let's play another game!



Scene 5

Narrator: The prince was in the dining room with the king and queen.

Prince: I'm very hungry!

Queen: Hurray! Would you like some chicken and potatoes?

Prince: Yes, please. I'd like some peas, too.

King: Would you like some grapes?

Prince: Yes, please. And I'd like some cakes. Can my new friend have some food, too?

Queen: Of course. Come in! Thank you. The prince is happy now!



Reading time 4 Activities

1 What do they offer the prince? Match.









a a burger with peppers

b some grapes

c a burger or some chicken

d an ice-cream sundae

e a coconut cake

2 Work in pairs. What do you think?

1 Why is the prince not hungry?

2 Why do the king and queen have a food contest?

3 Why is the prince happy and hungry at the end of the play?

4 Do you like the story? Why / Why not?

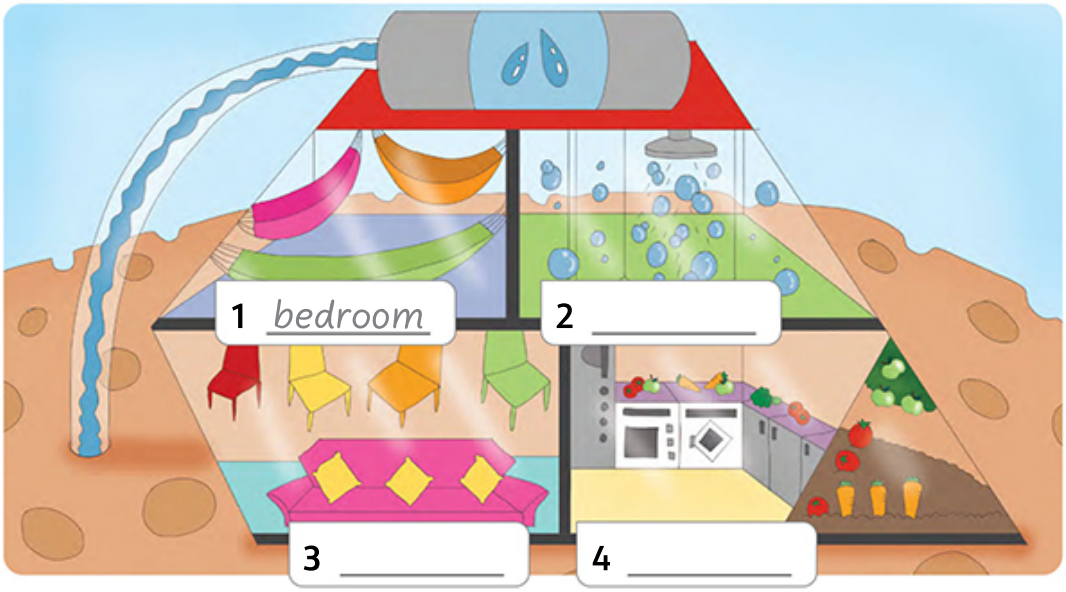


3 Work in groups. Act out the play. Be a star!

4 Now watch the video.

Design a space house

1 **Look at the design for a space house on a different planet. Label the rooms.**



2 **Answer the questions.**

1 Is it hot or cold on the planet? _____

2 Is there a lot of water? _____

3 Do trees and plants grow on the planet? _____

4 What food is there? _____

3 **Work in groups. Plan and design a house in space.**

- Think about your planet. Answer the questions in Activity 2.
- Think about what special features your house has got.
- Design your house. Each person chooses a room.
- Put the rooms together to make your house.

4 **Tell the class about your house. Which houses do you like? Why?**

10 Fantastic weekends



Unit 10 Identify and use new words: recreational places in a town
WB: page 102



Vocabulary

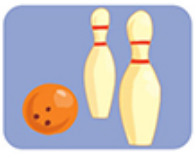
1 10.1–10.2 **Listen and say. Then listen and number.**



aquarium ☐



art gallery ☐



bowling alley 1



campsite ☐



concert ☐



skate park ☐



theme park ☐



zoo ☐

2 **Answer the questions.**

1 Which of the places has your town / city got?

2 Which places do you like going to?

3 **Look at the picture. Find the words in Activity 1.**

4 10.3 **Sing and act out.** Be a star!

It's the weekend!

It's the weekend!
What can we do?
Let's go to an aquarium,
Me and you!

Then let's go on rides
At a big theme park.
And sleep at a campsite,
Outside in the dark.

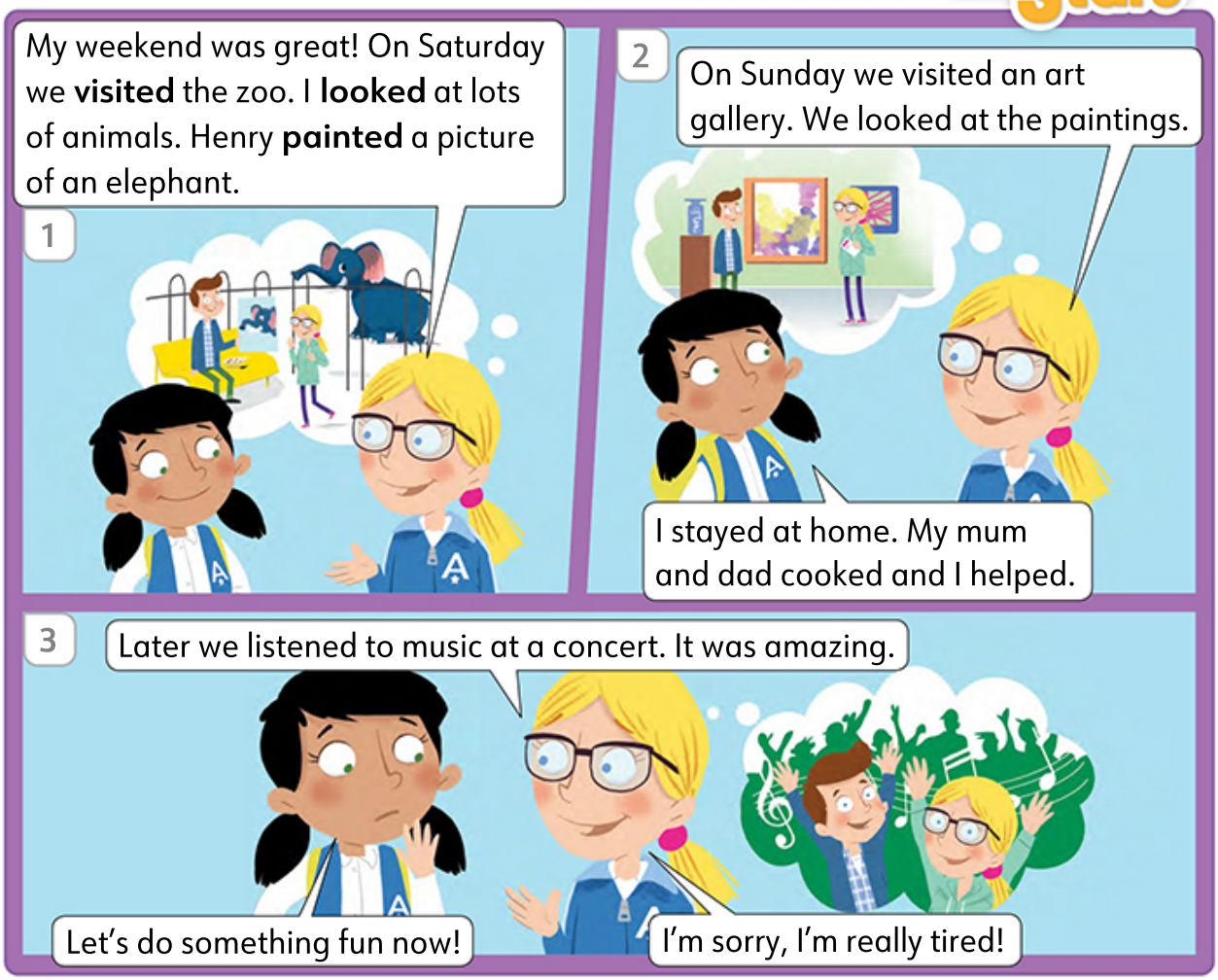
It's the weekend!
What can we do?
Let's go to a skate park,
Me and you!

Then we can throw balls
At a bowling alley.
And look at paintings
In an art gallery.

Lesson 2 Grammar time

The Academy Stars

1 10.4 Listen and read. Whose weekend was busy?



2 10.4 Listen again. Write *Kirsty*, *Eva* or *Henry*.

1 Kirsty and _____ learned about animals.

2 _____ painted a picture.

3 _____ and _____ visited an art gallery.

4 _____ helped her mum and dad.

3 Work in pairs. Act out the story. Be a star!

Lesson 3 Grammar focus

1 10.5 Look and read.

Graphic **Grammar**

Past simple (regular verbs)

I visited the zoo.

He painted a picture.

We listened to music.

They cooked.

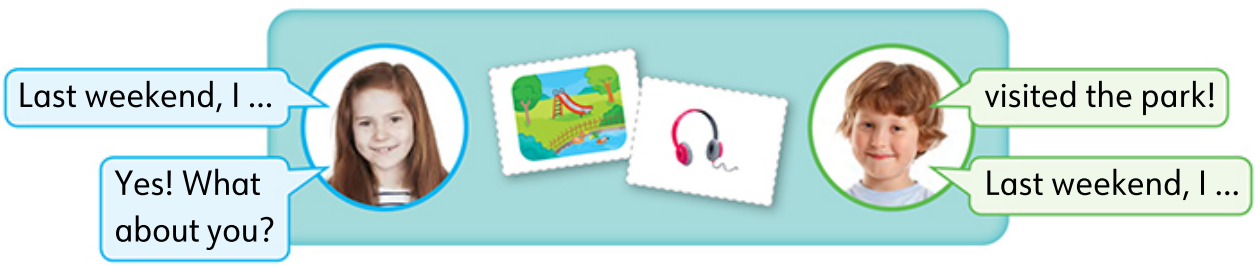
2 Complete with the verbs in the past simple.

Last weekend was fantastic. On Saturday I [1] played (play) in the park. Then I [2] _____ (visit) my grandma. We [3] _____ (paint) pictures. On Sunday I [4] _____ (stay) at home. I [5] _____ (listen) to music and I [6] _____ (watch) a film. My mum [7] _____ (cook) and my sister [8] _____ (help) my dad in the garden. What about you?



3 Work in pairs. Play a start-and-finish game. Be a star!

- Go to page 159. Cut out the cards and put them face down.
- Choose a card. Show it and start a sentence. Your friend finishes the sentence.



Go to **Grammar booster**: page 143.

A night with dinosaurs!

1 I love dinosaurs, and I love museums.
Last weekend, I had a big surprise.
In the evening, Mum said, 'Let's go! Bring your pyjamas and your sleeping bag.'
'What? Where?' I asked.
'It's a surprise,' she said.



2 We walked out of the bus.
I closed my eyes for the surprise.
Mum opened the door, and I looked.
I was in the dinosaur museum!
My favourite place!



3 We visited the museum.
It was big and dark.
We walked up and down the stairs.
We looked at the dinosaurs.
I wasn't scared. I was happy!

4 Later, we painted pictures of dinosaurs on T-shirts.
I painted the triceratops.
That's my favourite.



5 Then, it was bedtime.
We listened to dinosaur stories.
I was in bed in my sleeping bag. It was cold.
But soon I was asleep with all my big friends.



6 In the morning, there was lots of food.
It was delicious.
I was so hungry!
Just like a dinosaur.
ROAR!!!!



Vocabulary


dark


dinosaur


pyjamas


sleeping bag


surprise

1 **Look at the picture. Where are they? What can you see?**

2 10.6 **Read the text and trace their visit.**

3 **What happened next? Match.**

1 They walked out of the bus.	• Then they were asleep.
2 They walked up and down the stairs.	• Then they looked at the dinosaurs.
3 They painted T-shirts.	• Then he closed his eyes.
4 They were in bed.	• Then they listened to stories.

4 **Think about the story. Circle.**

1 He was **angry** / **surprised** to be at the dinosaur museum.

2 He was **scared** / **happy** at night.

3 He was **hot** / **cold** in his sleeping bag.

4 In the morning, he was **hungry** / **sad**.

5 **Would you like to sleep in a museum? Which one?** **Be a star!**

Why are weekends important?

Lesson 5 Sounds and letters

1 10.7 **Listen and say. Complete.**







w*ee*kend tr___ b___

2 10.8 **Circle the words with *ee*. Then listen and say the chant.**

Can you see

The three little bees?

In the tall green trees

That shake in the breeze.



3 10.9 **Listen and write *e* or *ee*. Then listen and repeat.** **Be a star!**

1 sl*ee*p	**2** str___t	**3** p___ncil	**4** l___g
5 f___t	**6** d___sk	**7** qu___n	**8** h___lmet

Learning to learn

Learning opposites can improve your vocabulary and writing.
Here are some examples of opposites:

big – small opened – closed dark – light

Can you write the opposites of these words?

in – _____ warm – _____ happy – _____ up – _____



Lesson 6 Language in use

1 10.10 Listen and say.



Was your weekend fun?



Yes, it was!

Where were you on Saturday?

We were at the beach. **In the morning** we climbed on the rocks.

That sounds fun.

And **in the afternoon** we looked for shells.

What about in the evening?

In the evening we watched a puppet show.

That's great!

Vocabulary



afternoon



evening



morning



rock



shell



2 Work in pairs. Read, ask and answer.

Student A

play in the sea	look at the fish	watch a concert

Student B

play football	walk on the beach	visit a theme park

Where were you on Saturday?

We were at the beach. In the morning we played in the sea.

3 Now it's your turn. Ask and answer about last weekend. Be a star!

Go to **Grammar booster**: page 143.

Lesson 7 Listening and speaking

Vocabulary


a ride


water park

1 10.11 **Look at the photo. What can you do there? Choose and tick (✓). Listen and check.**

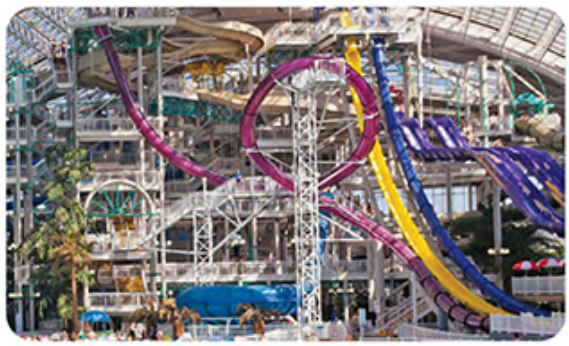
1 play on slides ☐

2 go to a skate park ☐

3 go to a theme park ☐

4 go to a bowling alley ☐

5 visit an aquarium ☐



2 10.11 **Listen again. Underline the incorrect words. Write the correct words.**

1 The slides in the water park were really small. *tall*

2 They were at the aquarium on Saturday morning. _____

3 They looked at green sea snakes in the aquarium. _____

4 They visited the theme park on Saturday afternoon. _____

5 There are 34 rides at the theme park. _____

3 10.12 **Listen and repeat. Then choose, ask and answer.** **Be a star!**

great amazing fantastic OK boring

How was your weekend?

It was **amazing**!

How was the **aquarium**?

It was **OK**.










Unit 10 Listening: listen for specific information Speaking: ask and answer about the weekend
WB: pages 108–109

Lesson 8 Writing

1 Read and follow.

Last weekend / Saturday / Sunday
On Saturday (morning) / Sunday (afternoon)
In the morning / afternoon / evening
Use these words to show the order we do things: **Then** ... / **Next** ...

2 Complete the text with words from Activity 1.

[1] *Last* Saturday we visited the zoo. [2] _____ the morning we looked at the lions. [3] _____ we visited the monkey house. [4] _____ we walked to the restaurant. [5] _____ the afternoon we visited the aquarium.

3 Write about Sam's weekend. Use these verbs and words from Activity 1.

Be a star!

visit Next look talk In Then play In paint

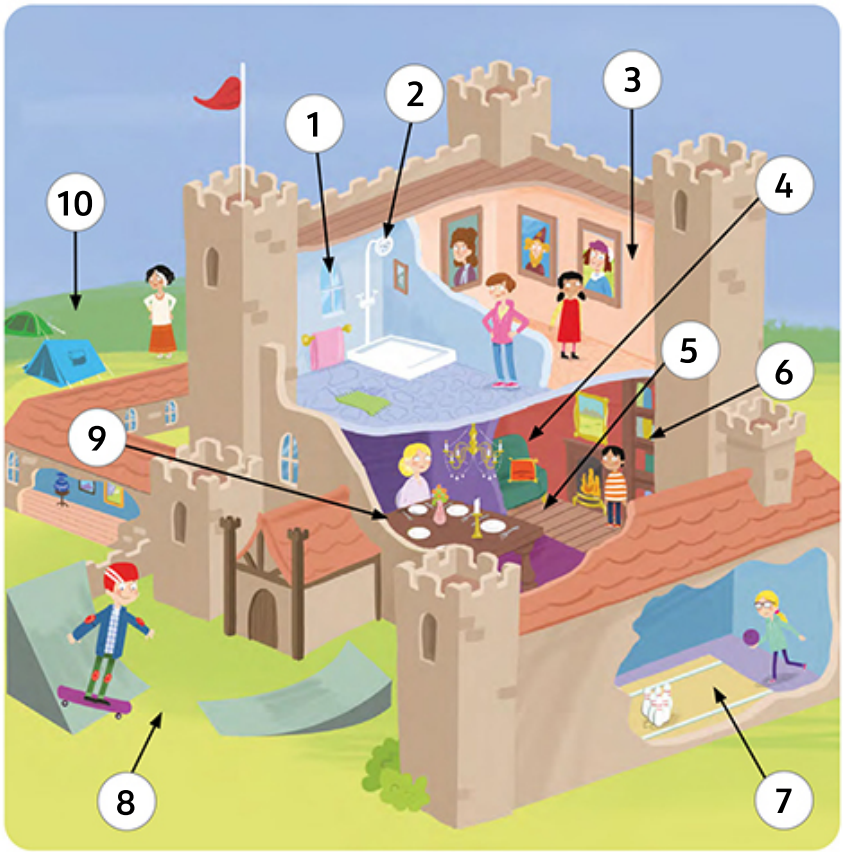
Last weekend was great. On Saturday I [1] *visited* an art gallery. [2] _____ the morning I [3] _____ at paintings. [4] _____ I [5] _____ to a guide. [6] _____ I [7] _____ a picture. [8] _____ the afternoon I [9] _____.



Review 5

1 10.13 **Look and label. Then listen and check.**

1 bathroom
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____



2 **Work in pairs. Look at the picture in Activity 1. Play a game.**


Eva was in the dining room.

No! She was in the art gallery.

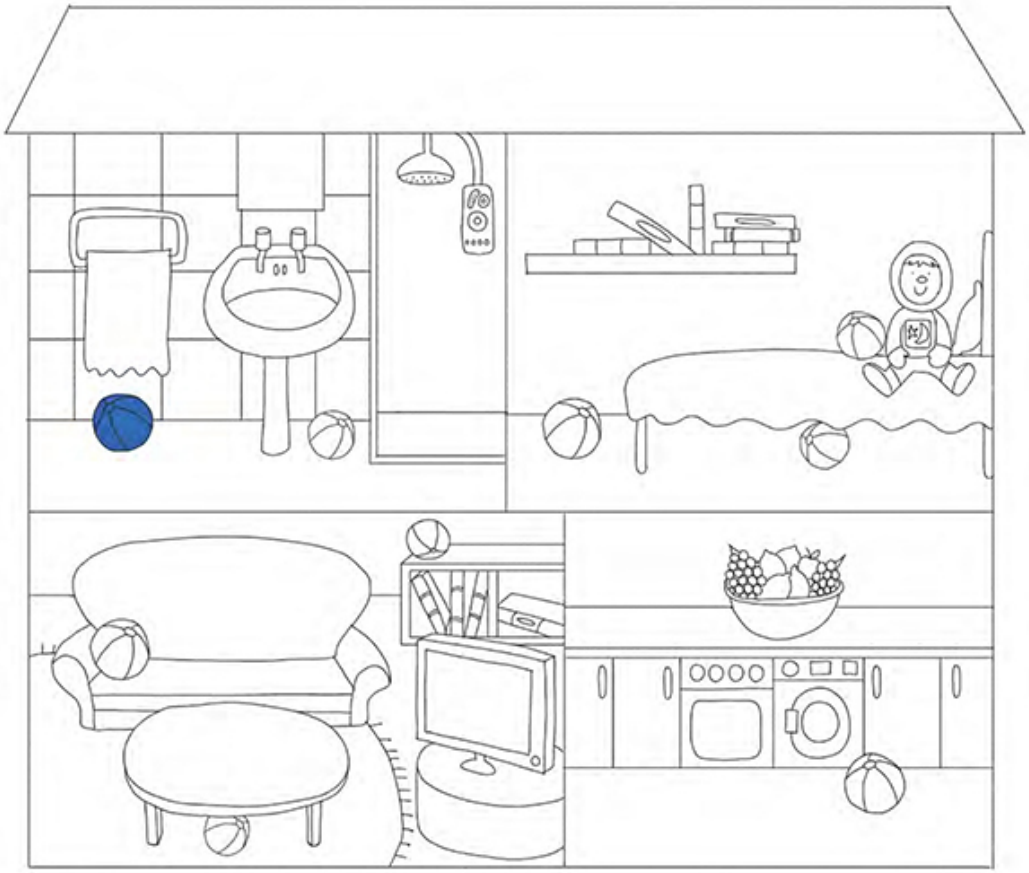

3 **Complete with the correct verbs in the past simple.**

watch listen stay paint play ~~visit~~

1 I visited the zoo.
2 She _____ a picture.
3 He _____ in the park.
4 We _____ at a campsite
5 I _____ cartoons on TV.
6 They _____ to a concert.

Listening

1 CE:YL 10.14 Listen and colour. There is one example.



Speaking

2 CE:YL Work in pairs. Look at the pictures. Ask and answer.







What's this?

It's a kitchen. We make food in a kitchen.


Watch the speaking exam practice video.

Extra Stars

Unit 1

1 Look, read and complete. Use *are some* or *aren't any*. Lesson 3, page 11



1 There *are* *some* pandas.

2 There _____ _____ foxes.

3 There _____ _____ bears.

4 There _____ _____ wolves.

5 There _____ _____ camels.

6 There _____ _____ kangaroos.

2 Look at the picture in Activity 1. Match the questions to the answers. Lesson 6, page 15

1 Are there any bears	**a** There are four bears.
2 How many are there?	**b** Yes, there are.
3 Are there any kangaroos?	**c** No, there aren't.
4 Are there any pandas?	**d** There are two pandas.
5 How many are there?	**e** No, there aren't.
6 Are there any wolves?	**f** Yes, there are.

Unit 2

1 Look at the pictures. Read and complete.

Lesson 3, page 21

~~don't do~~ do don't have don't don't go don't don't play













1 I play basketball on Wednesday. I *don't do* gymnastics.

2 They _____ gymnastics on Friday. They _____ play piano.

3 We go to school on Monday. We _____ basketball.

4 They _____ a music lesson on Sunday. They play outside.

5 We _____ to school on Saturday. We have a music lesson.

6 I _____ football on Sunday. I ride a bike.

2 Read and answer the questions for you.

Lesson 6, page 25

1 Do you do gymnastics at school? *Yes, I do.*

2 Do you do your homework on Tuesday? _____

3 Do you go to music lessons on Friday? _____

4 Do you read books in class? _____

5 Do you go swimming at the weekend? _____

6 Do you play basketball on Saturday? _____

Grammar booster

Unit 3

1 Look and read. Write *Our* or *Their*.

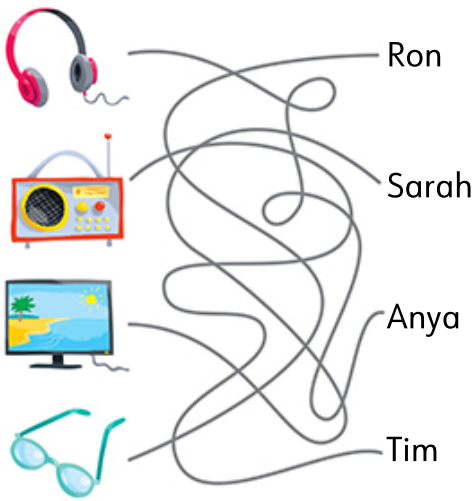
Lesson 3, page 33



1 *Our* book is blue.
2 _____ book is purple.
3 _____ pencil is short.
4 _____ pencil is long.
5 _____ paper is yellow.
6 _____ paper is white.
7 _____ pen is black.
8 _____ pen is orange.
9 _____ pencil case is big.
10 _____ pencil case is small.

2 Follow the lines. Then answer the questions.

Lesson 6, page 37



1 Whose headphones are these?
They're Anya's headphones.
2 Whose radio is this?
_____ radio.
3 Whose TV is this?
_____ TV.
4 Whose glasses are these?
_____ glasses.

Unit 4

1 Look, read and complete the sentences. Use the words in the box.

Lesson 3, page 47

doesn't go | goes | ~~plays~~ | doesn't play | helps | doesn't live

1 She *plays* at the park.

2 He _____ in a house.

3 She _____ to a building.

4 He _____ basketball.

5 He _____ to the restaurant.

6 She _____ in the garden.



2 Read and match the questions to the answers.

Lesson 6, page 51

1 What school does she go to?	a She does gymnastics.
2 What time does he start school?	b He lives in France.
3 Where does he live?	c He starts at 9 o'clock.
4 What sports does she do?	d She goes to Green Park School.
5 Where does she live?	e He does karate.
6 What sports does he do?	f She lives in Poland.

Grammar booster

Unit 5

Lesson 3, pages 59

1 Look, read and circle.

1 I'm **not watching** / **watching** a movie.

2 He **isn't playing** / **'s playing** tennis.

3 They **'re playing** / **'re not playing** piano on Tuesday.

4 He **isn't wearing** / **'s wearing** a hat.

5 She **'s running** / **isn't running**.

6 They **'re talking** / **aren't talking**.



2 Look at the pictures. Read and answer.

Lesson 6, page 63

1 What's he wearing?
He's wearing a coat.

2 What are they doing?
_____

3 What's she wearing
_____

4 What are they doing?
_____

5 What's it doing?
_____

6 What are you doing?
_____



Unit 6

1 Read and match the sentences to the pictures.

Lesson 3, page 73

1 Listen!

2 Walk!

3 Don't run!

4 Look!

5 Don't jump!

6 Don't talk!



2 Read. Answer the questions. Then complete.

Lesson 3, page 77

1 Are you running? ✓ *Yes, I am.*

2 Is she swimming? ×

3 Are they sleeping? ✓

4 Is he playing a game? ×

5 _____ listening to music? ✓ Yes, they are.

6 _____ reading a book? × No, I'm not. I'm talking to my mum.

7 _____ eating? × No, he isn't. He's reading.

Grammar booster

Unit 7

1 Look, read and complete.

Lesson 3, page 85



1 Do you like *swimming*? Yes, I *do*.



2 Do you like _____ a snowman? No, I _____.



3 Do you like _____ basketball? Yes, I _____.



4 Do you like _____ flowers? Yes, I _____.



5 Do we like _____ outside? No, we _____.



6 Do _____ having picnics? Yes, we _____.

2 Read and match.

Lesson 6, page 89

1 It's snowy. I don't like winter.

2 It's hot in summer!

3 It's spring! There's lots to do.

4 It's windy.



What about planting some flowers?



There's lots to do. Let's make a snowman!



What about flying a kite?



Let's go swimming.

Unit 8

1 Look at the pictures. Read and complete.

Lesson 3, page 99



1 Would you like an apple?

No , thanks. *I'd like an orange* _____.



2 Would you like a grape? No, thanks.

_____ a watermelon.



3 Would you like some potatoes?

No, thanks. _____.



4 Would you like some lemons?

No, _____ a coconut.



5 _____ some onions?

_____. I'd like some peppers.

2 Read and complete with the words in the box.

Lesson 6, page 103

Would you like No, thanks. I'd like Yes, please.

1 _____ to ride on a tractor?

Yes, please. And _____ to see the ducks.

No, thanks. _____ to pick some strawberries.

2 _____ to feed the goats?

_____ I don't like goats. I'd like to pick some beans.

_____ Goats are cool!

3 _____ to plant a sunflower?

_____ We've got seeds!

Grammar booster

Unit 9

1 Read and circle the correct answers.

Lesson 3, page 111

1 I **was** / **were** at a shop at 7 o'clock last night.

2 They **wasn't** / **weren't** doing homework last weekend.

3 She **was** / **wasn't** in the kitchen at 4 o'clock.

4 He **wasn't** / **weren't** hungry this morning.

5 She **was** / **wasn't** in the dining room at 5 o'clock.



2 Look at the picture. Answer the questions.

Lesson 6, page 115

1 Were you at home last weekend?

No, I wasn't. I was at my grandpa's house.

2 Were you with your dad?



3 Were you in the kitchen?

4 Were you in the living room?

5 Were you in the garden?

Unit 10

1 Look and write. Use the past simple and the words in brackets.

Lesson 3, page 125

1  *I visited the park* _____. (I / visit)

2  _____. (you / cook)

3  _____. (she / listen)

4  _____. (they / paint)

5  _____. (we / play)

6  _____. (you / watch)

2 Read and match the questions to the answers.

Lesson 6, page 129

1 Where were you on Saturday?	**a** I visited a theme park.
2 What about in the afternoon?	**b** In the evening I watched a concert.
3 What about in the evening?	**c** In the afternoon I played football.
4 Where were you on Sunday?	**d** Yes, it was!
5 Was your weekend fun?	**e** In the morning I was at the beach.

Communicative activities





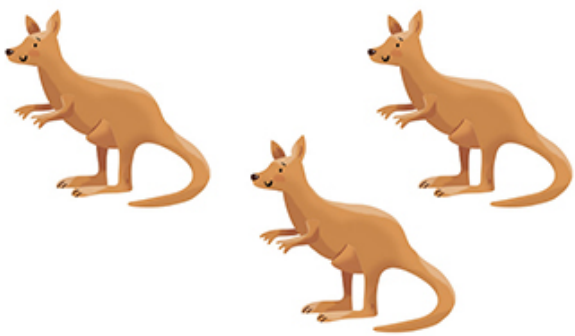












Communicative activities

Monday



Tuesday



Wednesday



Saturday



Sunday



Friday



Sunday



Thursday



Communicative activities

Student A





Student B





Communicative activities

Sue



✗



Tuesday

Ella



✓



Saturday

Marta



✓



Friday

Sally



✓



Monday

Eliza



✓



Thursday

Eva



✓



Wednesday

Nina



✓



Sunday

Brianna



✓



Tuesday

Arlo



✓



Monday

Peter



✓



Thursday

Theo



✓



Sunday

Ben



✓



Tuesday

Billy



✗



Wednesday

Tom



✓



Saturday

David



✓



Friday

Marco



✓



Monday

Communicative activities





















Stop!	Don't talk!
Don't walk!	Look!
Walk!	Don't jump!
Don't run!	Listen!

Unit 7

Lesson 3, page 85

Communicative activities










Unit 8

Lesson 3, page 99








Unit 9

Lesson 3, page 111

Communicative activities





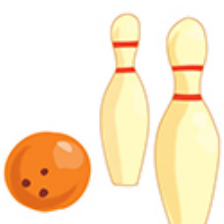



Unit 10

Lesson 3, page 125








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