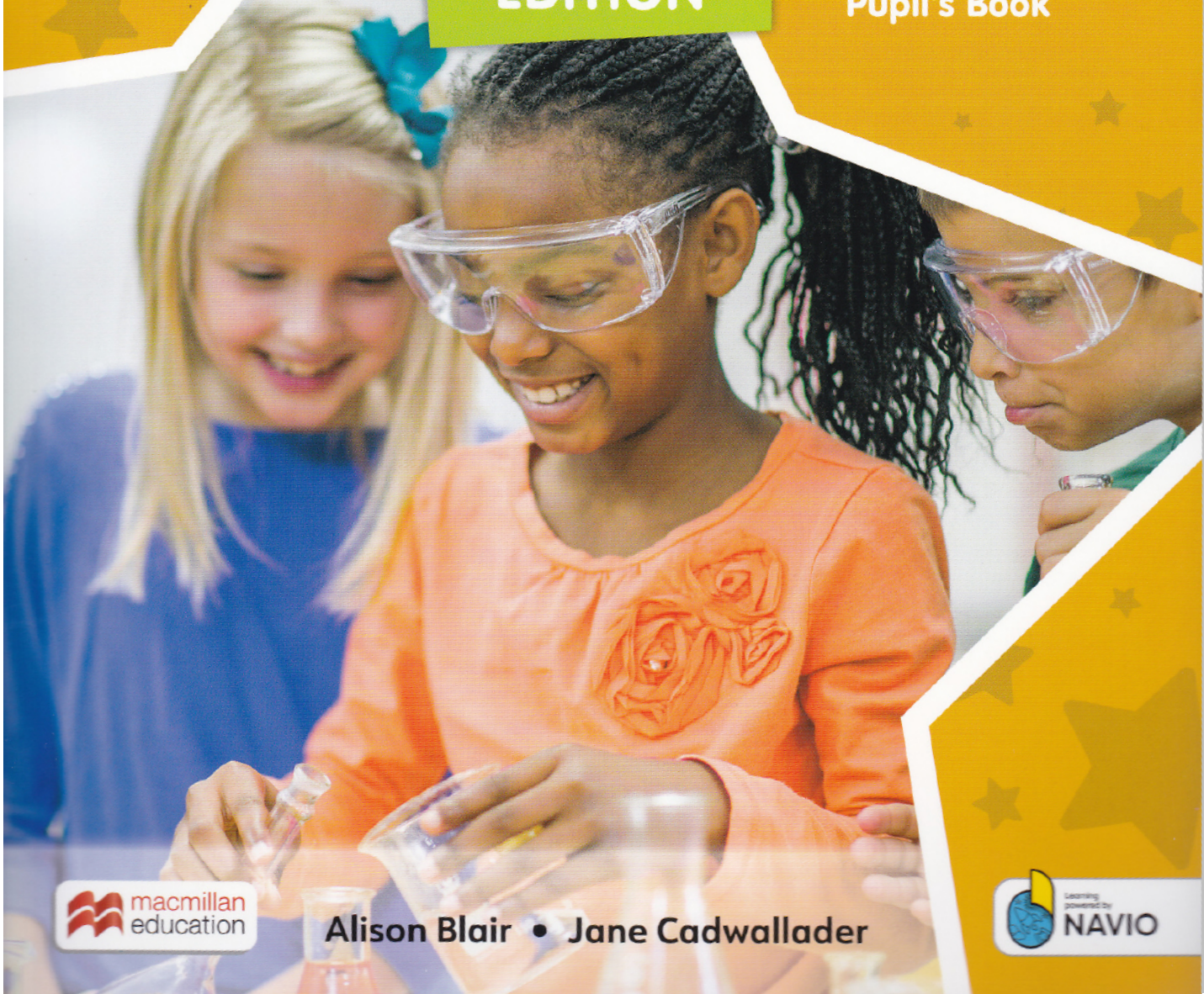
Academy Stars 3

SECOND EDITION

Pupil's Book



Alison Blair • Jane Cadwallader

macmillan education

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Jane Cadwallader





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Scope and sequence

	Unit	Vocabulary	Grammar	Language in use
	Welcome p4	Vocabulary review (describing people, food, clothes, objects, family, people, activities, animals)		*What class are you in? How old are you? What's your favourite ... ?* *I can see ... There is / are ...* *A boy is wearing ...*
1	At school p8	School words and verbs Adverbs of sequence	**Present simple or present continuous?** *He plays ... He's watching ...*	***good at / not good at* + nouns:** *I'm good at English. I'm not good at PE.*
	Reading time 1: The Swiss Family Robinson		**Play 1:** Charlie's homework	
2	At home together p22	Chores and free time Buildings and breakfast Frequency expressions	**Adverbs of frequency:** *I always / usually / sometimes / hardly ever / never ...*	***How often do you ... ?*** *How often do you watch a film? Once a month.*
	Review 1 Cambridge Exams practice: A1 Movers: Reading and Writing Part 3; Speaking Part 1			
3	Around town p34	Places around town Adjectives to describe people Family	***to be:* present simple or past simple?** *Yesterday she was sad. Today she's happy.*	***Wh-* questions with *was / were:*** *Where were you on Saturday?*
	Reading time 2: Sam and the number 22 bus		**Play 2:** The outing	
4	Safari adventure p48	Food and tableware Safari	**Countable and uncountable nouns with *some / any:*** *There's some water.*	***How much / many ... There's / There are ... :*** *How much spinach is there? There's a lot.*
	Review 2 Cambridge Exams practice: A1 Movers: Listening Part 1; Speaking Part 2			
5	My grandpa p60	Family and musical instruments Action verbs Dressing up	**Past simple regular verbs:** *Yesterday Grandpa played the drums.*	**Past simple *yes / no* questions:** *Did you like painting at kindergarten? Yes, I did.*
6	Under the sea p70	Sea animals Adjectives	**Comparing two people, animals or objects:** *The starfish is slower than the seahorse.*	**Superlative form of short adjectives:** *My dad is the tallest.*
	Review 3 Cambridge Exams practice: A1 Movers: Reading and Writing Part 6; Speaking Part 3			
7	Once upon a time p82	Past simple irregular verbs Adverbs Verbs in the past and places	**Past simple irregular verbs:** *He had a cake. He didn't have an umbrella.*	**Past simple with *Wh-* question form:** *What did you eat?*
	Reading time 3: The race & The wind and the sun		**Play 3:** The dolphin	
8	Back in time p96	Objects in a history museum Materials Zoo words	***there was / were ... :*** *There was a mammoth in the cave!*	***Yes / No* questions with *there was / were:*** *Were there any parrots? No, there weren't.*
	Review 4 Cambridge Exams practice: A1 Movers: Listening Part 2; Speaking Part 4			
9	Sport for all p108	Sports clothes and equipment Healthy eating	***have to / don't have to:*** *Tom has to wear a school uniform.*	***Why ... ?* and *Because ... :*** *Why do they have to ... ? Because they need ...*
	Reading time 4: Kings of the Sea		**Play 4:** The coin	
10	Let's celebrate! p122	Months and dates Celebrations Languages	**Future plans with *going to:*** *He's going to climb.*	**Questions with *going to:*** *Are you going to visit Spain? Yes, I am.*
	Review 5 Cambridge Exams practice: A1 Movers: Reading and Writing Part 1 and Part 2			

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

Welcome

1 0.1 Meet the Academy Stars. Listen and point.



Meet the Academy Stars

2 Look at the picture. Write the names.

1 Who's wearing ...

a a yellow T-shirt? *Ella*

b a blue skirt? _____

c green trousers? _____

d a red T-shirt? _____

2 Who's holding ...

a a robot? _____

b a football? _____

c a book? _____

d a bag? _____

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

	Age	Class	Favourite colour	Favourite food	Favourite sport	Favourite animal
Flo	5	3				
Charlie	8	6				
Luke	8	3				
Ella	11	kindergarten				

4 Work in pairs. Ask and answer the questions in Activity 3. Be a star!

Lesson 2 Vocabulary

1 Find and write.

1 four animals

giraffe _____ _____

_____ _____

2 two rooms

_____ _____

3 four items of furniture

_____ _____

_____ _____

4 three forms of transport

_____ _____

_____

5 six places in the town

_____ _____

_____ _____

_____ _____

6 six activities

_____ _____

_____ _____

_____ _____

2 Write five questions about the picture in your notebook.

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

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





1 At school



Unit 1 Identify and use new words: school subjects and activities
WB: page 8

Vocabulary

1 1.1 Listen, point and say.

2 1.2 Listen and play the game. What's next?


science


English


computer studies


music


break time


maths


social studies


PE


art


homework

3 Write the new words in your notebook.

Today, we've got ...	Today, we haven't got ...
maths	*social studies*

4 Look at the picture. Ask and answer.

What time is art?

It's at half past eleven.

5 1.3 Sing the song. **Be a star!**

Our school day

The clock goes tick-tock-tick-tock.
The lessons go by.
Now what have we got?

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

Chorus

English, PE and social studies.
Then it's break time with my buddies!

Chorus

How many school subjects are in the song?

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

1 The text is ...	**a** a diary.	**b** a story.
2 It's about ...	**a** a girl.	**b** a woman.
3 She's ...	**a** at school.	**b** in a shop.

2 Scan the text. Underline the new words from Lesson 1.

3 1.4 **Read the text.**
Why does Noor look out of the window?



Noor's first day at school

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



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



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



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

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

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

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





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

Vocabulary

computer room difficult laugh rescue think

Learning to learn

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

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

Ask questions about the words in the vocabulary box.

What does 'difficult' mean?



Lesson 3 Reading comprehension

How can you help new pupils in your school?

1 Answer the questions with full sentences.

1 What do the children study at half past nine?
The children study science at half past nine.

2 What do they study after science?

3 Where do the teachers go at break time?

2 Who is speaking?

1 'You can look at my book.' *Mary*

2 'I think she's very shy.'

3 'Look at the children in the playground!'

4 'You can't come to school!'

3 Think. Order the sentences 1–6. Be a star!

- [ ] The teachers see a cat.
- [ ] The children are in the computer room.
- [1] Noor arrives at her new school.
- [ ] The PE teacher rescues Lucky.
- [ ] Noor is sitting next to Mary.
- [ ] The children laugh a lot.

Sounds and spelling

4 1.5 Listen and say the chant. Look at the spelling.

Three clean sheep
asleep in a heap.



5 1.6 Write the missing letters *ee* or *ea*. Listen and check.

1 *ea* t 2 gr____n 3 ice cr____m 4 str____t 5 pl____se 6 tr____

Lesson 4 Grammar

1 Look and read.

Graphic **Grammar**

Present simple or present continuous?



He | always | plays | football | on | Wednesdays .

Now | he 's | watching | football | on | TV .





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



1 Noor is painting in art club. *now*

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

3 Noor is doing her homework. _____

4 Noor is playing a computer game. _____

5 In the evenings, Noor eats dinner at six o'clock. _____

3 Work in pairs and play a game. Be a star!

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



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

Lesson 5 Language in use

Vocabulary

after before first second then

1 1.7 Listen and say.



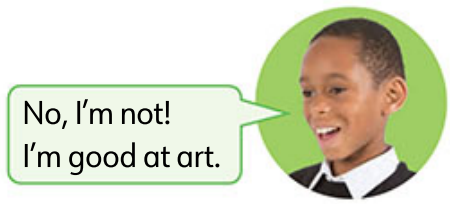
- What lessons have we got today?
- Well, first we've got English.
- Great! **I'm good at** English.
- Second, we've got PE.
- Oh, **I'm not good at** PE.
- Then it's break time. After break time, we've got science.
- I like science. **Are you good at** science?
- Yes, I am. And, we've got art before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

2 Complete the text about your lessons on Monday.

On Mondays, we've got _____ lessons before break time and we've got _____ lessons after break time. First, we've got _____ and I'm _____ at that. Second, we've got _____ and I'm _____ at that. After lunch, we've got _____. My favourite subject is _____. What _____ you good at?

3 Work in pairs. Now make a new dialogue. Be a star!





Unit 1 Use good *at / not good at* + nouns
Use new words: adverbs of sequence WB: page 12

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

Lesson 6 Listening and speaking

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

music go OK homework in this repeat say English help

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

In our ___English___ *class each day,*

This is what we learn to say.

May I _____ out?

May I come _____?

Can you repeat that, please?

In our English class each day.

This is what we learn to say.

Is _____ correct?

Is this _____?

How do you _____ that in English?

In our English class each day.

This is what we learn to say.



3 Say the chant. Be a star!

Lesson 7 Writing

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

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

2 **Add speech marks and finish the story about Noor.** Be a star!

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



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



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

_____

_____.



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

_____

_____.



Let's choose an after-school club!

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



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

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

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



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

Yes, and she's good at computer studies.



The Swiss Family Robinson

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

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

The next morning, it isn't windy. It's very sunny and the family walks to the beach. 'What a beautiful beach!' says Mum. 'We're on an island, and there are no people!' says Dad.

'What can we do?' asks Mum.

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

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

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

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

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

The pirates jump off the ship and run up the beach. The family is scared! Some pirates fall into the big hole. Mum and Dad wave the sticks and the children throw the coconuts.

Suddenly, Mum says, 'Look! There's a big ship!' The pirates look at the big ship. Now they are scared! They run to their ship. The Swiss Family Robinson laugh and jump up and down.

The big ship comes to the beach. 'Hurrah! Now we can go home.'

But the family is sad, too. 'Goodbye, little elephant! Goodbye, little monkey! Goodbye, island!'

2 Read and match.

hole rocks coconut pirate stick



3 Underline the correct words. Then number the events of the story in order.

a The family arrives **on an island / home / at a desert**. ☐

b The pirates **dance / run away / wave** when a big ship arrives. ☐

c The family makes a **pirate ship / coconut house / tree house**. ☐

d The family's boat hits some **rocks / holes / trees**. 1

e The pirates **cook lunch / come to the island / sing a song**. ☐

4 Separate the words in the sentence. Then write the story ending. Remember to use capital letters.

theswissfamilyrobinsongohomeonthebigship.

_____

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

Play 1

1 Look at the pictures and name the Academy Stars.

2 1.11 Listen and read. Why can't Charlie play at the end of the story?

3 Act out the play.

Charlie's homework



Flo, come and play football with me!

Sorry, Charlie. I'm doing my science homework.

What about you, Ella?

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



Aunt Daisy, come and play football!

Sorry, Charlie. I'm playing the violin.

What about you, Luke?

Have you got homework, Charlie?

Yes, I've got English homework!

Come on. Let's do it together.

Let's play now, Charlie!

Yes, let's play now!

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



2 At home together



Unit 2 Identify and use new words: chores and free time
WB: page 18

Vocabulary

1 2.1 Listen, point and say.

2 2.2 Listen and play the game. Say the word *before* or *after*.


make the bed


read a comic


wash up


watch a film


tidy up


play chess


dust


clean


sweep the floor


play computer games

3 Write the new words in your notebook.

Chores	Free time activities
make the bed	*read a comic*

4 Look at the picture. Ask and answer.

What's Dad doing?

He's dusting.

5 2.3 Sing the song. **Be a star!**

Charlie's song

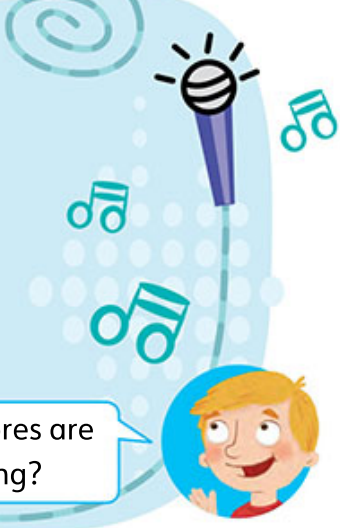
I love being with my family.
It's so fun being all together.
I love being with my family,
With my sisters and my brother.

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

Chorus

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

Chorus



How many chores are there in the song?

Lesson 2 Reading

1 Read the sentences. Circle the correct answer.

A blog ...

a is in a book. **b** is on a website. **c** is on the television.

2 Look at the photos and the titles. Answer the questions.

1 Who is the blog about? _____

2 What do they write about? _____

3 Scan the text. Underline the chores and circle the free time activities.

4 2.4 **Read the text. How is your family similar or different to this family?**

Camarillo family blog

HOME **POSTS** PHOTOS CONTACT US



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

Our home

26th January

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



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

Vocabulary

basement cereal lift roof toast top floor

HOME **POSTS** PHOTOS CONTACT US

Helping Mum and Dad

26th February

At the weekend we help our mum and dad make the beds and tidy up the rooms. We dust the furniture, sweep the floors and clean the tables and chairs. We like helping!

When we finish we go up to the top floor. Grandma has got cereal, toast and lots of good things for us to eat. Then we play outside and read comics or watch a film when it's rainy. It rains a lot in Asturias!

What chores do you do?



Our brother

20th March

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

What do you do at the weekend?



Learning to learn

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

1 Look. **2** Say. **3** Cover and write. **4** Check.

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



Lesson 3 Reading comprehension

1 Choose and write full sentences.

1 There are **2** **4** **(6)** people in the Camarillo family.

2 They live in a **house.** **hotel.** **flat.**

3 The twins help their **grandma** **mum and dad** **brother** with the chores.

4 They speak to their brother on the **phone.** **computer.**

2 Read again and tick (✓) the things Claudia and Gema do at the weekend.

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

Why is it important for all of us to help with the chores at home?

3 Why do you think the Camarillo family is happy?

Sounds and spelling



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

Two g*oa*ts in yell*ow* c*oa*ts thr*ow*ing sn*ow*balls.

5 2.6 Write the missing letters *ow* and *oa*. Listen and check.

1 b*oa*t 2 wind____ 3 r____d 4 sn____ 5 c____t 6 yell____

Lesson 4 Grammar

1 Look and read.

Graphic **Grammar**

Adverbs of frequency



He always washes his car.

He never washes his car.



always	✓✓✓✓✓✓
usually	✓✓✓✓✓
sometimes	✓✓✓
hardly ever	✓
never	×

2 Look and complete the sentences.

	dust	wash the car	clean the kitchen	make the bed
Gabriela and Mateo	×	✓✓✓	✓	✓✓✓✓✓✓
Dad	✓✓✓✓✓	✓	×	✓✓✓

1 The children *always* make the beds.

2 Dad _____ cleans the kitchen.

3 Dad _____ dusts.

4 The children _____ wash the car.

5 The children _____ clean the kitchen.

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

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



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

Lesson 5 Language in use

Vocabulary

once a month three times a day
twice a week

1 2.7 Listen and say.



Can I ask you some questions?
How often do you wash your hair?

Twice a week.

How often do you eat bread?

Three times a day.

How often do you watch a film?

Once a month.

And how often do you play basketball?

Never!

Thank you! That's very interesting.

2 Answer the questions.

How often do you ...

1 eat fruit? _____

2 make your bed? _____

3 go to school? _____

4 do your homework? _____

3 Work in pairs. Now make a new dialogue. Be a star!



How often do you eat fruit?

I love vegetables! I eat them three times a day.

Twice a day.
How often do you eat vegetables?



Unit 2 Use *How often do you ... ?*
Use new words: frequency expressions WB: page 22

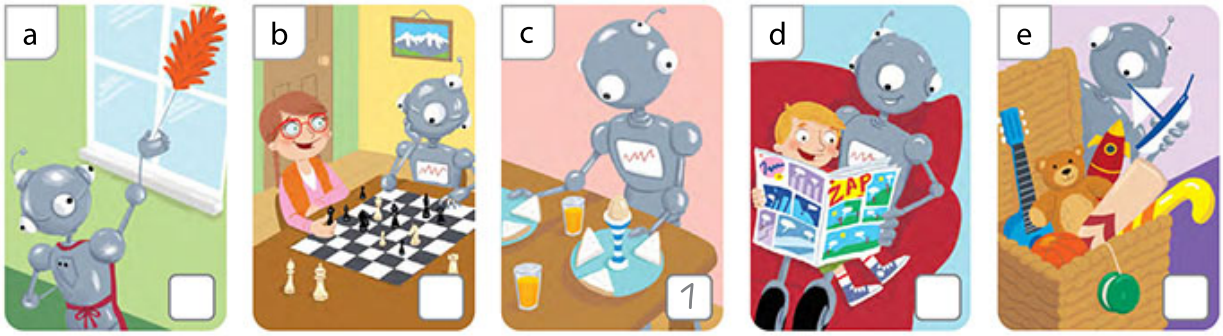
Go to **Grammar booster**: page 135.

Lesson 6 Listening and speaking

1 **Look and say what the robot is doing.**



2 2.8 **Listen and number the pictures.**



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

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

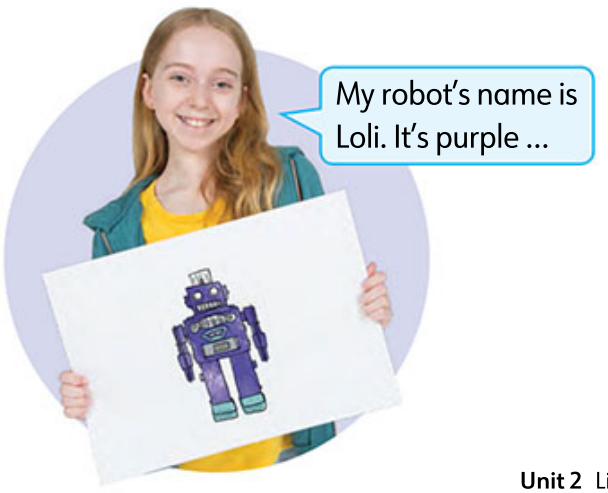
My robot's name is _____.

It's _____ and it's got _____.

It always _____.

It sometimes _____.

4 **Present your robot to the class.** **Be a star!**



Lesson 7 Writing

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

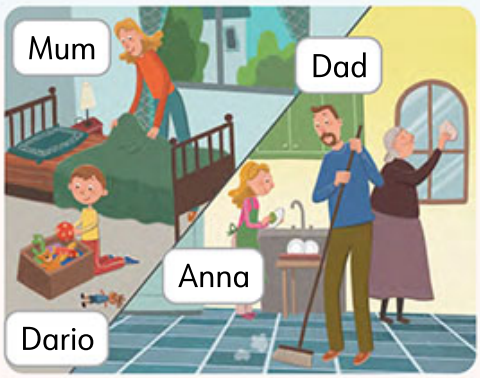
capital letter ABCD full stop . comma , exclamation mark !

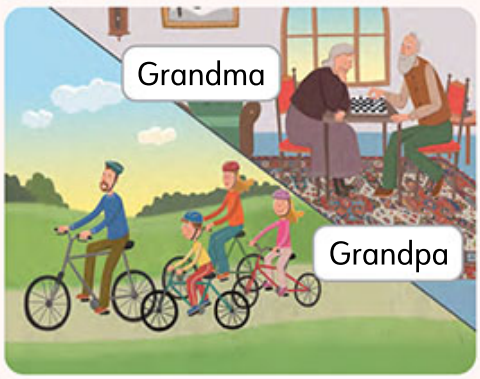
2 **Add punctuation and capital letters to the Nowak family blog.**

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

3 **Look at the pictures. Complete the Nowak family blog post.** Be a star!

Our favourite day





Our favourite day is Sunday. In the morning, we all _____.

Mum usually _____.

Dad usually _____

_____.

We never _____.

In the afternoon, we _____

_____,

but Grandpa and Grandma _____

_____.

We hardly ever _____

_____.

Unit 2 Write a blog post using capital letters and punctuation
WB: pages 24–25

Let's do a survey!



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

1 Read and complete the survey information.

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

Free time activity class survey

1 There are 21 pupils in her class.

2 ____ pupils never watch TV.

3 ____ pupils do sport twice a week.

4 ____ pupils read a book once a day.

5 Six pupils _____ once a day.

6 Ten pupils _____.

7 Two pupils _____.

2 Work in groups. Do a survey about chores. Be a star!

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



How often do you dust?

I never dust.



Review 1

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

Is it on Monday?

Yes, it is.

Is it before PE?

Yes, it is.

It's maths.



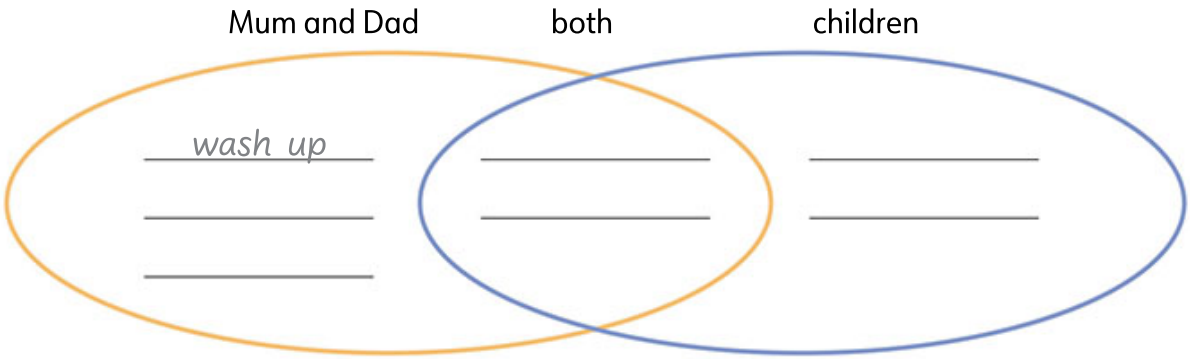









2 2.9 Listen and write the words in the diagram.



3 Complete the sentences.

1 I sweep the floor once a week. I *sometimes* sweep the floor. (sometimes / always)

2 I make my bed once a day. I _____ make my bed. (always / never)

3 I clean the car once a year. I _____ clean the car. (usually / hardly ever)

4 I don't dust. I _____ dust. (usually / never)

5 I tidy up my bedroom twice a week. I _____ tidy up my bedroom. (usually / always)

6 I do my homework every day. I _____ do my homework. (always / sometimes)



Reading and Writing

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

My grandma has got a [1] *hotel*. It has got many [2] _____ to the top floor. [3] _____ lives on the top floor. There are lots of [4] _____s. The hotel has got a pretty flower [5] _____.


grandma


bedroom


hotel


garden


stairs

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

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

Speaking

2 CE:YL **Work in pairs. Look at the pictures. Find the differences.**



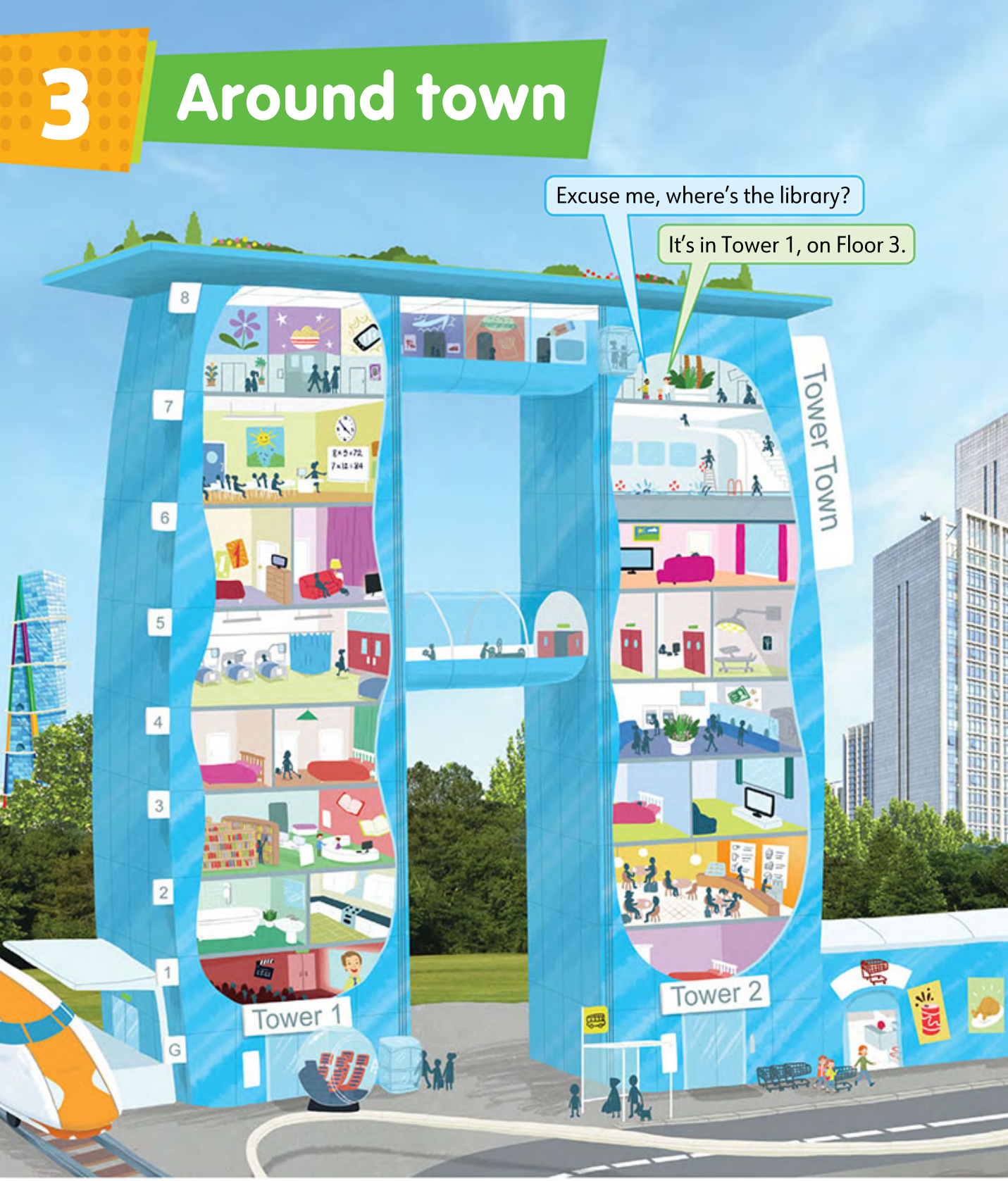


Here she's doing her homework, but here she's reading a book.

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

Watch the speaking exam practice video.

3 Around town



Unit 3 Identify and use new words: places around town
WB: page 28

Vocabulary

1 3.1 Listen, point and say.

2 3.2 Listen and play the game. What's next?


café


train station


cinema


bus stop


shopping centre


swimming pool


library


hospital


supermarket


bank

3 Write the new words in your notebook.

Near my home	Far from my home
library	*swimming pool*

4 Look at the picture. Ask and answer.

Where's the train station?

It's next to Tower 1.

5 3.3 Sing the song. **Be a star!**

Tower Town

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

A cinema, a hospital and a school.
A bank, a café
And a swimming pool.

Chorus

A shopping centre at the top.
A supermarket
And a bus stop.

Chorus



How many places are there in the song?

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

1 It's ... **a** a story in a comic. **b** a computer game.

2 The shadows ... **a** are good. **b** aren't good.

2 Scan the text. Underline the words from Lesson 1.

3 3.4 **Read the text. How do the children help the Kipticks?**



Running from Shadows

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

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

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

With your gamepads:

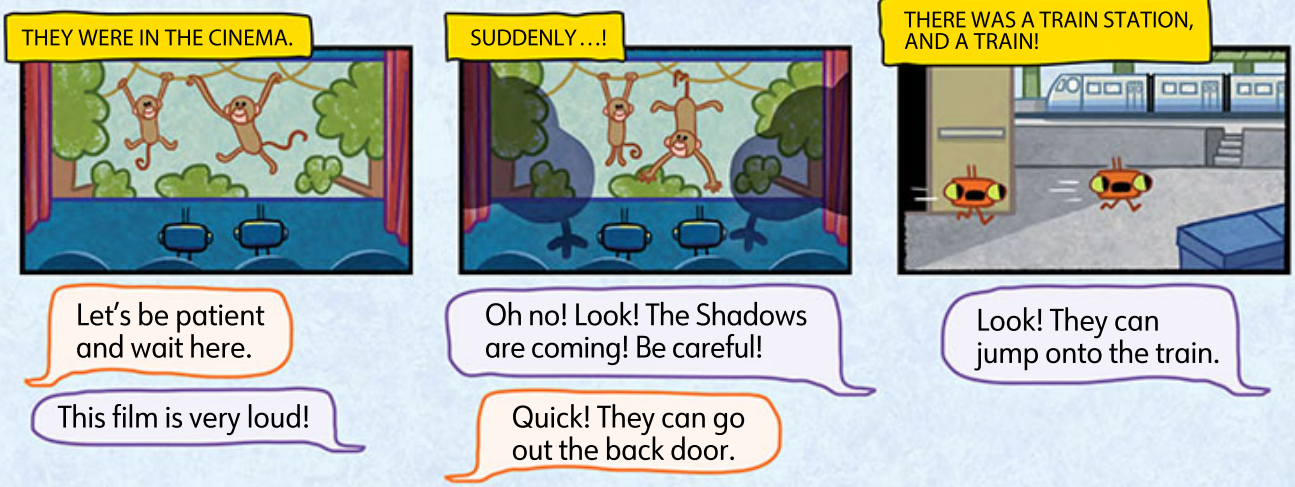
- Help the Kipticks escape the Shadows.
- After five minutes, you go up a level of the game!
- Don't let a Shadow catch the Kipticks, because you go down a level of the game!

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



Vocabulary

angry careful kind loud patient peaceful



Learning to learn

Using a dictionary to find meaning

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

Put these words in alphabetical order:

shadow *patient* *suddenly* *back* *pool* *station*

Find their meaning in a dictionary.

Lesson 3 Reading comprehension

1 Answer the questions with full sentences.

1 What are the Kipticks good at?

They are good at making cakes.

2 What do the Shadows want the Kipticks to do?

3 What happens in the cinema?

4 Why do the Kipticks jump into the swimming pool?

2 Where are the Kipticks when the players say this?

1 'It's very loud!' *cinema*

2 'Let's use the cake.'

3 'Let's be patient.'

4 'They can jump into that swimming pool.'

5 'Quick, move them into the cinema!'

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



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

Sounds and spelling

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

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



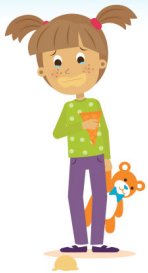
5 3.6 Write the missing letters *oo* or *ue*. Listen and check.

1 gl*ue* 2 z____ 3 tr____ 4 f____d 5 sch____l

1 Look and read.

Graphic **Grammar**

to be: present simple or past simple?



Yesterday she was sad .

Today she 's happy .



past simple

I	was	sad.
He She It	was	
You We They	were	

present simple

I	'm	sad.
He She It	's	
You We They	're	

2 Complete the sentences.

1 Yesterday he *was* kind.
2 Today she _____ at the park.
3 Yesterday they _____ happy.
4 Today we _____ at the café.
5 Yesterday I _____ at the library.
6 Today I _____ at the bank.
7 Yesterday they _____ patient.
8 Today he _____ angry.

3 Work in pairs and play a game. Be a star!

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



Go to Grammar booster: page 136.

Lesson 5 Language in use

Vocabulary

aunt cousin grandparents
parents uncle

1 3.7 Listen and say.



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

2 Read the answers. Write the questions.

1 _____ I was at school.
2 _____ It was cold.
3 _____ I was there on Tuesday.
4 _____ I was with my uncle.

3 Work in pairs. Now make a new dialogue. Be a star!


Where were you on Sunday?
I was at the swimming pool.

Who were you with?
I was with my parents. It was fun!

Unit 3 Make *Wh*- questions with *was* / *were* Use new words: family
WB: page 32

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

Lesson 6 Listening and speaking

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



2 3.8 **Listen and follow the routes. Which park were they at?**

1 Aunt Daisy was at _____ Park.

2 Ella and Flo were at _____ Park.

3 Luke was at _____ Park.

3 **Now play in pairs.** **Be a star!**

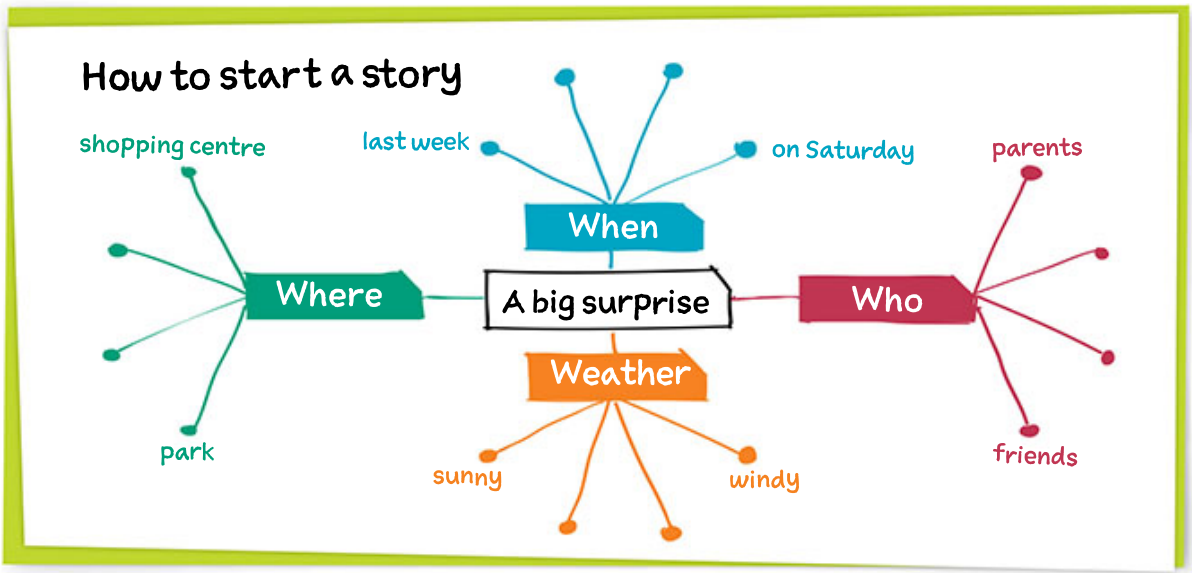

First, I was at the ...
Next, I was at the ...
Then, I was at the ...

After that, I was at the park.
Which park was I at?


You were at ... Park.

Lesson 7 Writing

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



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

A big surprise

[ ], I 1 *was* in town with my [ ]. It 2 _____ a [ ] day.

First, we 3 _____ at the [ ], and after that we 4 _____ at the [ ].

Suddenly, there was a loud noise.

The loud thing 5 _____ in a box .



3 What was in the box? _____

_____

Lesson 8 Think about it!

Are you a good detective?
Find the names of the people.

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

Report 1

On Saturday ...

1 Fred was at the *swimming pool*.
2 Paul was at the _____.
3 Vicky was at the _____.
4 John was at the _____.
5 Sara was at the _____.



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

book ~~train ticket~~ towel bag of food new jacket

Report 2

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

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



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

Reading time 2

1 3.10 Read the story. What things do people leave on Sam's bus? What happened to Milly's bag?



Sam and the number 22 bus

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

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

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

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

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

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

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

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



2 Look at the picture clues and write the sentences.

	1	2	3	4
A				like
B	forget	on	the	drives
C	are		sometimes	

1 (4C – 4B – 3B – 3A)

Sam drives the bus.

2 (3C – 2C – 2B – 3B – 3A – 1C – 1A)

3 (3B – 2C – 2B – 3B – 3A – 4A – 4C)

4 (3C – 2C – 1B – 2A – 2B – 3B – 3A)

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



train station

cinema

bank

library

hospital

swimming pool

Play 2

1 Work in groups. Talk about the pictures. What do you think happens?

2 3.11 Listen and read. Where do the children want to go? What do they find?

3 Act out the play.

The outing

Aunt Daisy, can we go to the cinema?

And then can we go to the café?

Yes, but let's clean the house first.





Flo, you can dust.

OK. Can you help me?

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

What about you, Charlie?

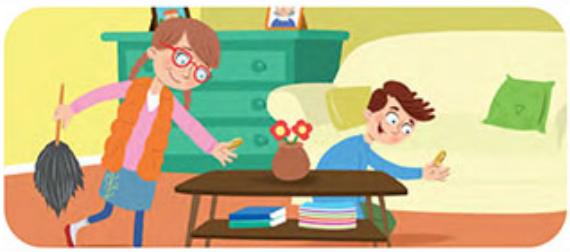
I can tidy up the toys.

Look! There's a coin on the table.

And there's one under the sofa.

And here!

And here!





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

And look, Aunt Daisy! Lots of coins!

Coins for popcorn and ice cream!

Hurray! Let's go to the cinema!

And then to the café, too!

Thank you, Aunt Daisy.

4 Safari adventure



Unit 4 Identify and use new words: food and tableware
WB: page 38

Vocabulary

1 4.1 Listen, point and say.

2 4.2 Listen and play the game. Say the word *before* or *after*.


soup


sandwich


tea


cheese


plate


biscuit


pasta


cup


salad


bottle

3 Write the new words in your notebook.

Food	Drink	Tableware
sandwich	*tea*	*plate*

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

Can you see plates?

Yes, here they are.

5 4.3 Sing the song. **Be a star!**

Safari adventure

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

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

Chorus

Bring the plates, bring the cups.
Bring the bottles, too.
A safari adventure
Is waiting for me and you!

Chorus

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

Chorus



Tap your nose when you sing a new word.

Lesson 2 / Reading

1 Read the sentences. Circle the correct answers.

1 The menu tabs at the top of a website are for ...

a different pages. **b** different websites.

2 The first page to open on a website is the ...

a most interesting page. **b** home page.



2 Work in pairs. Look at the photos and titles. Answer the questions.

1 Where is the safari? 2 What animals can you see?

3 Scan the website text. Underline the new words from Lesson 1.

4 4.4 **What do you think you wear, eat and do on a safari?**

Home | A day on safari | Photos | Safari adventures | Contact us

Botswana safaris







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

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

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



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

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

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

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



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

Jack Johnson, Chelmsford, UK

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

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



Vocabulary

backpack hippo leopard noise tent torch

What can we do to protect wild animals?

Learning to learn

Using a dictionary to find spelling

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

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

c _ _ _ _ _ _ h e _ _ _ _ _ _ _ t c _ _ _ _ _ _ _ _ e

Lesson 3 Reading comprehension

1 Answer the questions with full sentences.

1 What do you have for breakfast on safari?

For breakfast you have tea, a sandwich and biscuits.

2 What animal lives in the river in the day and on land at night?

3 What do you have for lunch? _____

4 What time do you go to bed? _____

2 Copy the table into your notebook. Complete.

On safari		
Transport	**Food**	**Animals**
safari car		

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

I'm scared of big animals. ×

I love adventures! ☐

I like swimming in the sea. ☐

I like nature and learning about new animals. ☐

Sounds and spelling



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

A p**air** of h**air**y b**ear**s
and Chinese ch**air**s
and perfect p**ear**s.

5 4.6 Write the missing letters *air* or *ear*. Listen and check.

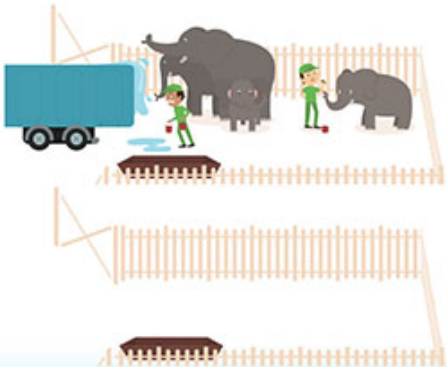
1 b*ear* 2 st____s 3 w____ 4 p____ of socks 5 ch____

1 Look and read.

Graphic **Grammar**

Countable and uncountable nouns with *some / any*

Countable nouns can be counted (one bucket, two buckets).
Uncountable nouns can't be counted (water, chocolate).



There | are | some | buckets .

There's | some | water .

There | aren't | any | elephants .

There | isn't | any | water .

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

~~cup~~ cheese biscuit water plate soup ~~sandwich~~ tea salad pasta

countable		uncountable	
sandwich		*cup*	

3 Work in pairs and play a game. Be a star!

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



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

Lesson 5 Language in use

Vocabulary

mushrooms olives peppers
spinach tuna

1 4.7 Listen and say.



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

2 Make questions and answers.

1 *How much* chicken *is there*? *There's a lot.*

2 _____ olives _____? _____

3 _____ spinach _____? _____

4 _____ mushrooms _____? _____

3 Work in pairs. Now make a new dialogue. Be a star!



How many mushrooms are there?

There isn't much.

There are a lot. How much tuna is there?

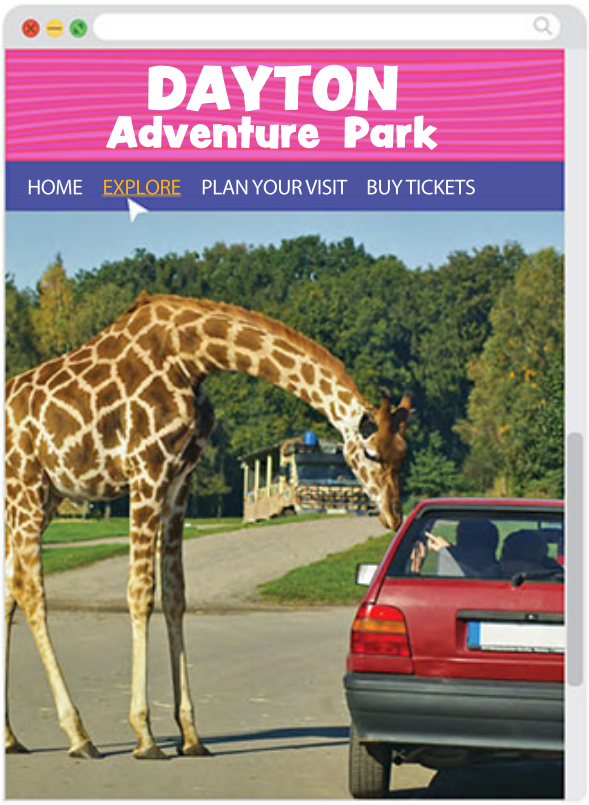


Unit 4 Use *How much / many ... There's / there are ...*
Use new words: food WB: page 42

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

Lesson 6 Listening and speaking

1 What is the website about?



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



3 4.8 Listen again. Tick (✓) the things you can do.

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

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



Would you like to hold a baby duck?

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



Lesson 7 Writing

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

2 **Write the paragraph numbers 1–4 next to the topics.**

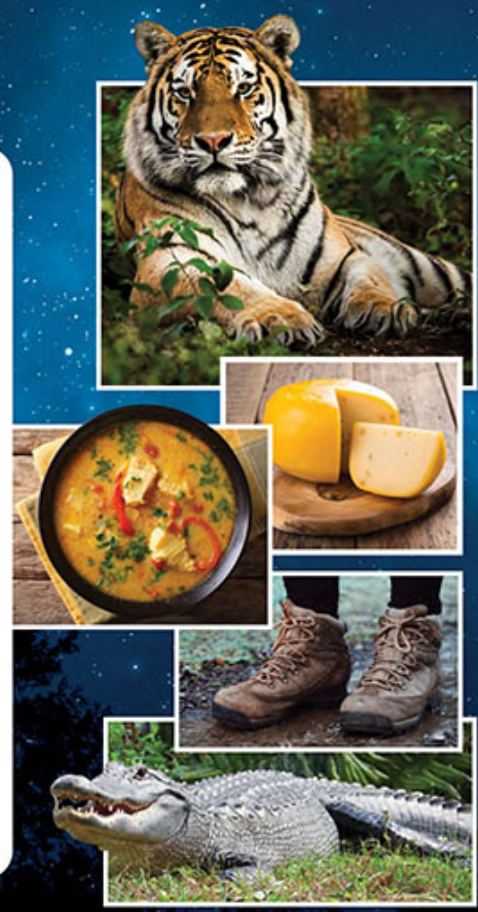
- [ ] at night
- [1] big cats
- [ ] at lunch
- [ ] animal names and photos

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

Home | About us | Our animals | Accommodation | Photos | Contact us

Beautiful Indian Safari

In the morning, you get up early. You put on your jacket and **1** *boots*. Now you can go off on safari! There are lots of animals. You ride on elephants and look for **2** _____ in the jungle. There aren't any giraffes in India, but there are lots of birds. You can look for **3** _____ swimming in the river! The food is good! There's some bread and **4** _____ for breakfast. In the evening, there's some hot **5** _____. Sometimes there are pizzas, too! At night, you can look at the **6** _____ in the dark sky from your tent. They're very beautiful!



4 **Now write the text in four paragraphs in your notebook.** **Be a star!**

Planning a North Pole adventure

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

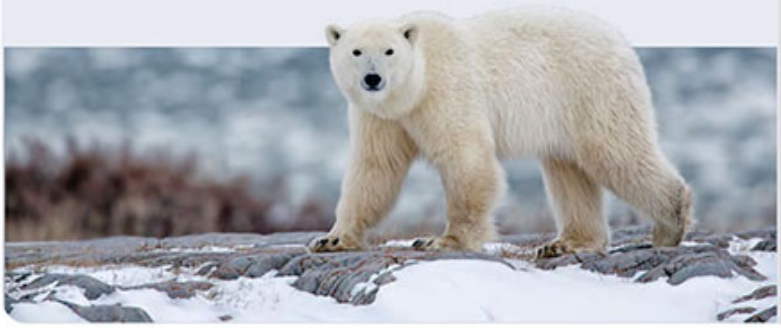
A North Pole adventure

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

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

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

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





2 Think and write in your notebook.

Good for the North Pole	Not good for the North Pole
gloves	*ice cream*

3 Pack your backpack for a North Pole adventure. Choose six things from Activity 1. Be a star!



4 Work in groups. Ask and answer. Find two people who have got the same things in their backpacks.



Review 2

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



It's opposite the supermarket.

It's the bank.

Yes!

2 **Look and write what you see in the pictures.**



1



2



3

a cup of *tea*

_____ of _____

_____

_____

_____

_____

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





1 Where *were* Flo and Ella yesterday? They *were at the park.*

2 Where _____ Luke? He _____.

3 Who _____ Flo and Ella with? They _____.

4 What _____ the weather like? It _____.

Listening

1 CE:YL 4.9 **Listen and draw lines. There is one example.**



Mary John Sally Paul Sam

Speaking

2 CE:YL **Look at the pictures. Read the title and the beginning of the story. Work in pairs. Take turns to tell the story.**

Jake's holiday



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

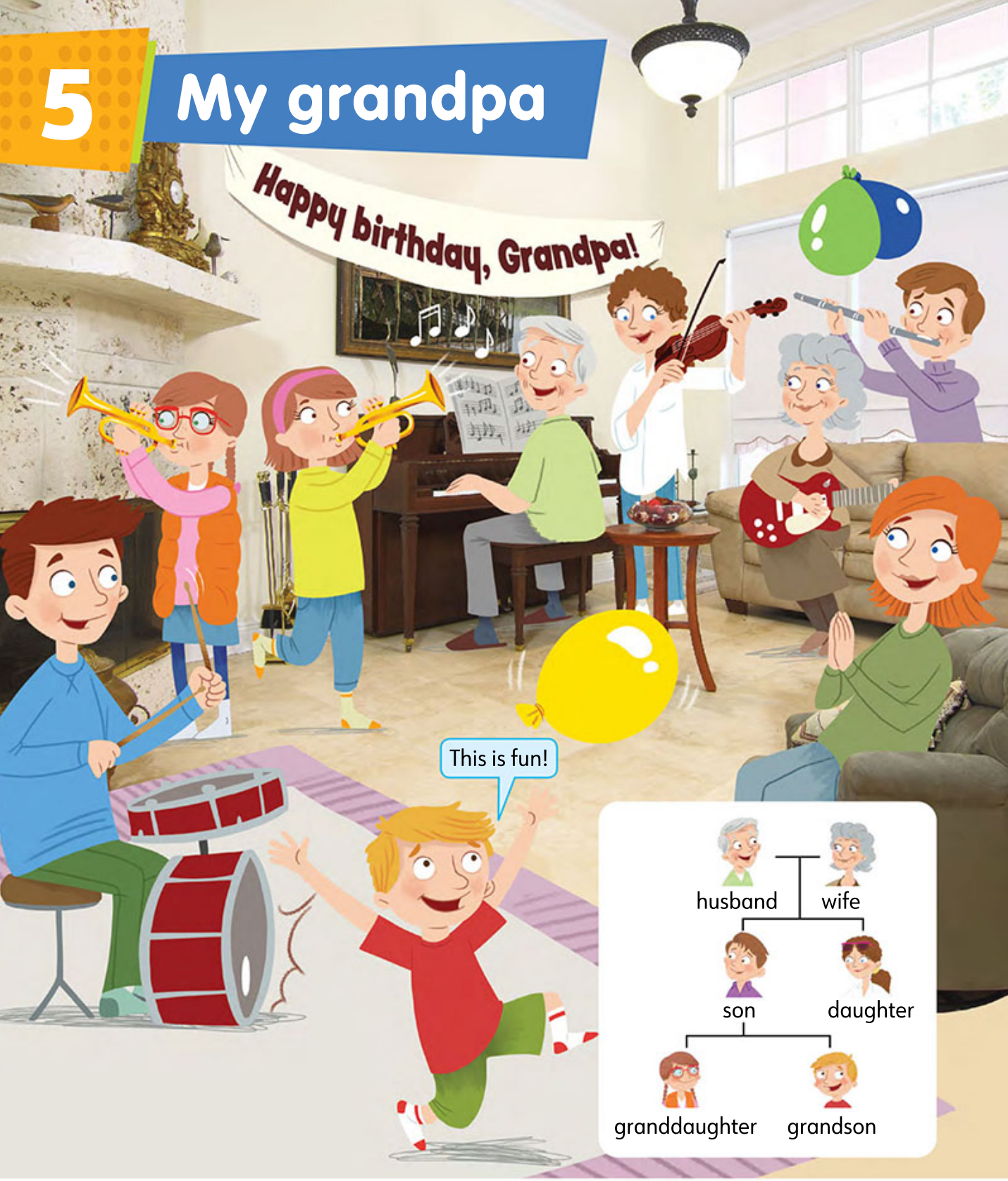






Watch the speaking exam practice video.

5 My grandpa



Unit 5 Identify and use new words: family and musical instruments
WB: page 48

Vocabulary

1 5.1 Listen, point and say.

2 5.2 Listen and play the game. What's next?


husband


flute


grandson


violin


wife


drum


daughter


granddaughter


trumpet


son

3 Write the new words in your notebook.

Family	Musical instruments
husband	*flute*

4 Look at the picture. Ask and answer.

Who's playing the trumpet?

The granddaughters are playing the trumpet.

5 5.3 Sing the song. **Be a star!**

Grandpa's song

I play the piano.
My wife plays the guitar.
My son plays the flute.
Toot, toot, toot, toot, toot.

Little Charlie dances round.
Round and round he goes.
Little Charlie dances round
To the happy sound.

My daughter plays the violin.
My granddaughters play the trumpet.
My grandson plays the drums.
Brrrrum, pum, pum, pum, pum.

Chorus



Mime the musical instruments that you hear.

1 Circle the correct words.

1	A poem has got rhythm.	a always	b sometimes	c never
2	A poem has got rhymes.	a always	b sometimes	c never

2 Scan the poems. Underline the new words from Lesson 1.

3 5.4 Read the poems. Which is your favourite?

My grandpa, my hero

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

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

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

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

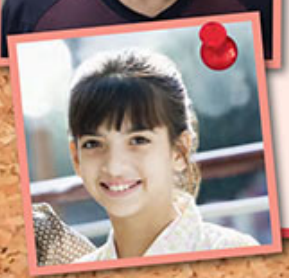
Grandpa is my hero
Because he's teaching me
What's important is my heart
And not that I can't see.

Jay, aged 8









Grandpa
Really loves
Animals. He's got a
Noisy
Duck, a naughty
Parrot and
A little black and white cat.

Yusrah, aged 10

What can you learn from your grandparents?

Vocabulary

carry dance look after love study travel





My grandpa
Travelled the world,
By boat,
By bus,
By train
And by plane.
He danced in France.
He studied in Spain.
He worked in Japan.
He was an international man.

Tomas, aged 9





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

Hailey, aged 9

Learning about language

Noticing rhyme in a poem

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

In the poems, which words rhyme with these?

1 me *tea, sea, see*

2 high _____

3 looks _____

4 son _____

5 train _____

6 man _____

Lesson 3 Reading comprehension

1 Answer the questions with full sentences.

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

2 Whose poem has got a special shape? _____

3 Whose poem spells a word with the first letter in each line? _____

_____

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

1 My grandpa visited Japan. *Tomas*

2 My grandpa's parrot is naughty. _____

3 My grandpa makes toast and tea. _____

4 My grandpa has got twenty grandchildren. _____

5 My grandpa loves animals. _____

6 My grandpa liked travelling. _____

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

8 My grandpa has got a big family. _____

Sounds and spelling

3 5.5 **Listen and say the chant. Look at the spelling.**

Suzy sn**ai**l is pl**ay**ing
on a tr**ai**n on a r**ai**ny d**ay**.



4 5.6 **Write the missing letters *ai* or *ay*. Listen to check.**

1 t_*ai*_l 2 tod____ 3 w____t 4 pl____ 5 p____nt 6 Mond____

1 Look and read.

Graphic **Grammar**

Past simple + and – (regular verbs)

Yesterday	Grandpa	play**ed**	the	drums	.
He	**didn't**	play	the	violin	.





Look!
Some spellings are irregular:
travel → travel**led**
carry → carr**ied**
dance → danc**ed**

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

~~carry~~ dance play travel ~~play~~



1 Yesterday, Grandpa *carried* the baby.
2 He *didn't play* basketball with his grandson.
3 He _____ with his granddaughter.
4 He _____ by car to the park.
5 He _____ football with his grandson.

3 Work in pairs and play a game. Be a star!

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



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

Lesson 5 Language in use

Vocabulary

cowboy dress up
kindergarten princess

1 5.7 Listen and say.



Look at this photo. I was four years old.

Oh, you look so different! **Did you go to** kindergarten?

Yes, I did.

Did you like painting at kindergarten?

Yes, I did.

Did you play with dolls?

No, I didn't.

Did you dress up as a princess?

Yes, I did.

Did you dress up as a cowboy?

No, I didn't!

2 Write questions to ask a friend.

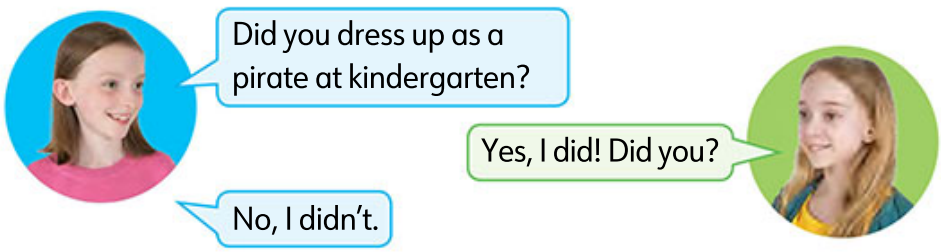
1 *Did* you dress up as *a lion* at kindergarten?

2 _____ you play _____ at kindergarten?

3 _____ you like _____ at kindergarten?

4 _____ you play _____ at kindergarten?

3 Work in pairs. Now make a new dialogue. Be a star!



Unit 5 Use past simple *yes / no* questions Use new words: dressing up
WB: page 52

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

Lesson 6 Listening and speaking

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



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



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

2 5.8 Listen again and circle the correct information in Activity 1.

3 Work in pairs. Ask and answer questions about your grandpa or grandma. Be a star!



What's his / her name?

How many grandchildren has he / she got?



Where does he / she live?

Does he / she play ... ?

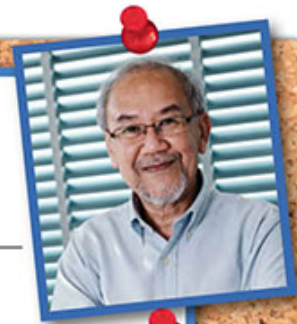
Lesson 7 Writing

mouse ~~basketball~~ cat plane brother violin eggs goodnight

1 **Make pairs of rhyming words.**

1 tall *basketball*
2 legs _____
3 fat _____
4 mother _____
5 polite _____
6 train _____
7 house _____
8 thin _____

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





My grandparents

My grandpa was very tall.
(good at) *My grandpa was good at basketball.*

My grandpa always travelled by train.
(never) *My grandpa never travelled by plane.*

Now my grandpa is very thin.
(likes playing) _____

My grandpa doesn't eat eggs.
(has got very long) _____

My grandma was a little fat.
(looked after) _____

My grandma helped her father and her mother.
(played games) _____

Now my grandma lives in a little house.
(in her garden there is) _____

My grandma is very kind and polite.
(always says) At bedtime, _____.

3 **Read the poem aloud. Does it sound good?** **Be a star!**

Lesson 8 Think about it!

FACT or opinion?

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

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

1 Underline the fact in each pair of sentences. Circle the opinion.

1 Lions live in Africa. They're beautiful.

2 I'm good at football. It's a sport.

3 Mangoes are a fruit. They're my favourite fruit.

2 Read Clare's sentences about her grandpa. Circle *F* (Fact) or *O* (Opinion).



1	My grandpa's name is David.	F / O
2	My grandpa has got three children and eight grandchildren.	F / O
3	My grandpa tells me stories.	F / O
4	My grandpa likes living on a farm.	F / O
5	My grandpa plays the flute.	F / O
6	My grandpa is good at singing.	F / O
7	My grandpa visited China last year.	F / O
8	My grandpa is very funny.	F / O

3 Work in pairs. Tell a friend facts and opinions about your grandma or grandpa. Be a star!



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



6 Under the sea



Unit 6 Identify and use new words: sea animals
WB: page 62

Vocabulary

1 6.1 Listen, point and say.

2 6.2 Listen and play the game. Say the word *before* or *after*.


jellyfish


octopus


penguin


eel


whale


seahorse


dolphin


starfish


shark


crab

3 Write the new words in your notebook.

Has got arms or legs	Hasn't got arms or legs
penguin	*jellyfish*

4 Look at the picture. Ask and answer.

How many penguins can you see?

I can see two penguins.

5 6.3 Sing the song. **Be a star!**

Goodbye, big shark

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

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

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

Hide, black eels!
Chorus

Four ...
Five ...



Can you make two new verses?

1 **Look at the photos and the text. Circle the correct words.**

1 What type of text is this?

a a story **b** an informative text **c** an email

2 Where can you see a text like this?

a in an aquarium **b** in a cinema **c** in a supermarket

2 **Scan the text. Underline the new words from Lesson 1.**

3 6.4 **Read the text. Which sea animal is your favourite? Why?**

Penguin



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

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

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

Fun fact!

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

Octopus



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

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

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

Fun fact!

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

Seahorse



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

It's got a beautiful head that looks like the head of a horse.
It's got a thin body and a tail, but it hasn't got any legs.
Baby seahorses hold on to other seahorse tails like we hold hands!

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

Fun fact!

A seahorse can hold onto a plant with its tail.

Vocabulary

fat hard heavy round thin tiny



Starfish

A starfish isn't a fish.
It lives on the ocean floor. It likes cold and warm water.

It's got a hard body and hundreds of tube feet on its arms.

It can't swim so it walks on the ocean floor.
Starfish are also called sea stars.

Fun fact!

A starfish can make itself a new arm!



Whale

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

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

It can swim very long distances.

Fun fact!

A whale only breathes air once every 90 minutes.



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

Learning about language

Adjectives

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

A penguin has got short legs.

A whale is very long, heavy and loud.

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

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

Adjective	Noun
short	*legs*

Lesson 3 Reading comprehension

1 Write the sea animals.

1 It's got eight long arms. *octopus*

2 It can hold onto a plant with its tail. _____

3 It's got tube feet, but it hasn't got any legs. _____

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

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

~~penguin~~ octopus whale seahorse eel crab shark



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

Sounds and spelling

4 6.5 Listen and say the chant. Look at the spelling.

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



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

1 st*ar* 2 ____fter 3 p____k 4 g____den 5 ban____na 6 ____sk

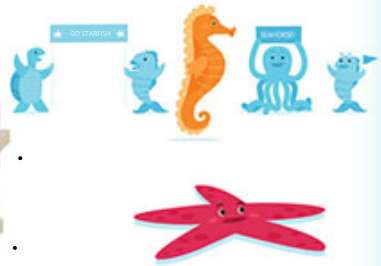
Lesson 4 Grammar

1 Look and read.

Graphic **Grammar**

Comparing two people, animals or objects

The	seahorse	is	slow			.
The	starfish	is	slower	than	the	seahorse .
The	seahorse	is	faster	than	the	starfish .



Look! thin → thinner fat → fatter heavy → heavier ugly → uglier

2 Write sentences to compare the sea animals.

1   (long) *An eel is longer than a starfish.* .

2   (big) _____ .

3   (heavy) _____ .

4   (hard) _____ .

3 Work in pairs. Play a comparison 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 compare them.
- If you're right, keep the cards. The one with the most cards is the winner!

thinner	fatter
longer	shorter
bigger	smaller
faster	slower
heavier	lighter



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

Lesson 5 Language in use

1 6.7 Listen and say.



Vocabulary

bad	worse	**the** worst
good	better	**the** best
friendly	friend**lier**	**the** friend**liest**
tall	tall**er**	**the** tall**est**

Tell me about your family. Who's **the tallest**?

My dad is **the tallest**.

Who's **the friendliest**?

My grandma is **the friendliest**.

Who's **the best at** football?

My brother is **the best at** football.

And who's **the worst at** drawing?

Me!

2 Write sentences about your friends.

1 _____ is *the tallest*. (*tall*)

2 _____ is _____. (*fast*)

3 _____ is _____. (*old*)

4 _____ is _____ at swimming. (*bad*)

5 _____ is _____ at dancing. (*good*)

3 Work in pairs. Now make a new dialogue. Be a star!



Who's the best at singing in your family?

I'm the friendliest!

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

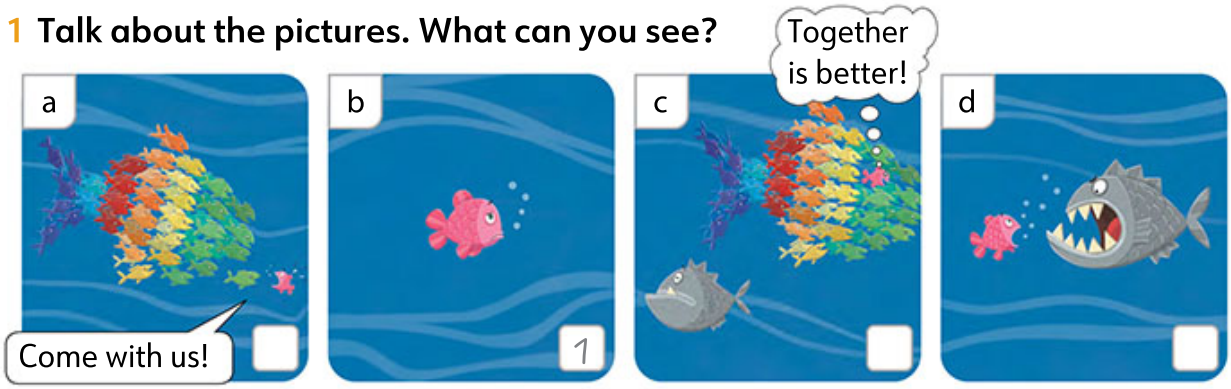


Unit 6 Use the superlative form with short adjectives
Use new words: adjectives WB: page 66

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

Lesson 6 Listening and speaking

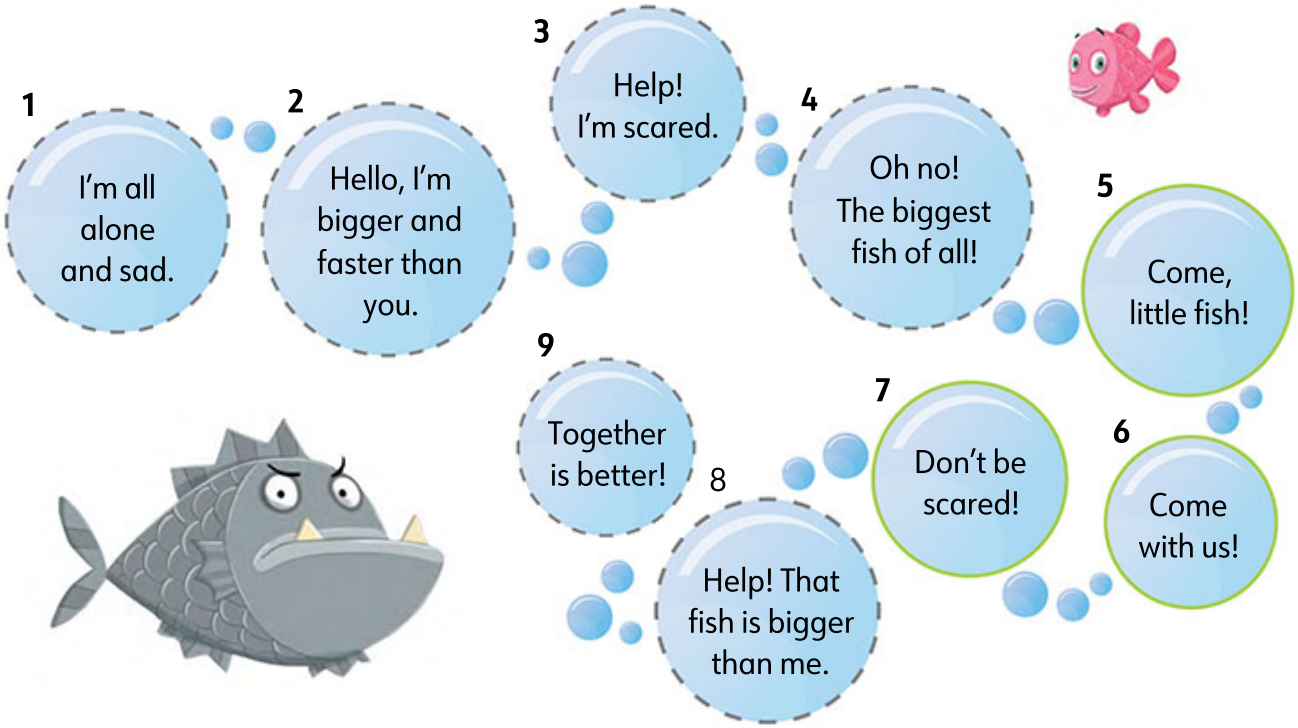
1 Talk about the pictures. What can you see?



2 6.8 Listen to the story and order the pictures.

3 6.8 Listen again. Why is the little fish scared? Why is it happy at the end?

4 Trace the circles in pink for the little fish and in grey for the big fish. Then act out the story. **Be a star!**



Lesson 7 Writing

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

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

1 How many sentences are there? *six*

2 How many ideas are there in each sentence? _____

3 How many times can you find the words *and* and *but*?

and: _____ but: _____

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

An eel
long, thin

can swim,
can't walk

eats small fish, small crabs,
doesn't eat octopuses



An eel

An eel is long [1] *and* thin. It can swim, [2] _____ it can't walk. It eats small fish [3] _____ small crabs, [4] _____ it doesn't eat octopuses.

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

An octopus
round body,
eight long arms,
no teeth

fast swimmer,
can hide in small spaces

eats crabs, sometimes snails



An octopus

An octopus has got a _____

_____

_____

_____

_____

_____

_____

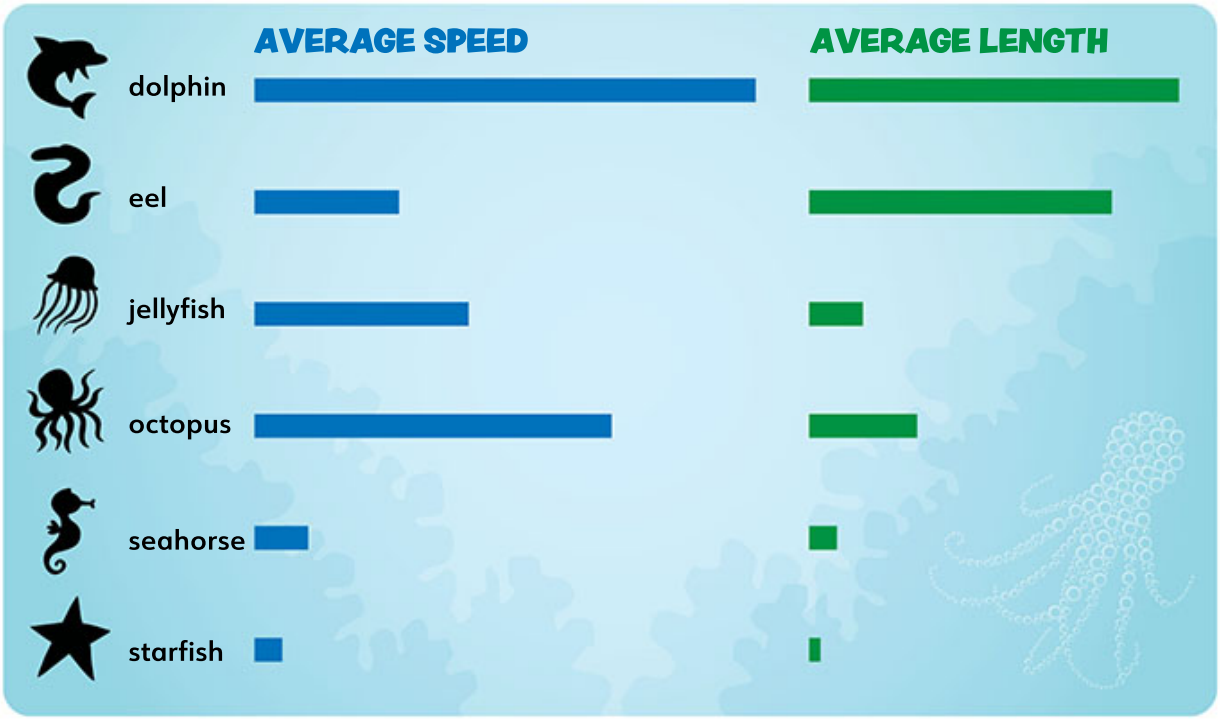
_____

_____

_____

Do an animal puzzle

1 Look at the information. Answer the questions.



Which animal(s) are ...

1 faster than a jellyfish? *a dolphin and an octopus*

2 slower than a seahorse? _____

3 longer than an octopus? _____

4 shorter than an eel? _____

2 Work in pairs. Play a guessing game.





Review 3

1 Look at the picture and complete the text.



1 Bob is my *husband*.
He plays the _____.
2 Angela is my _____.
She plays the _____.
3 Eric is my _____.
He plays the _____.
4 Lucy, my _____,
and Harry, my _____,
play the _____.

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



1 Luke *didn't study* maths.
2 He _____ Charlie.
3 He _____ Grandma.
4 He _____ up.
5 He _____ his books.
6 He _____ his bike.

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

fast slow long heavy old new









Reading and Writing

1 CE:YL Look and read and write. There is one example.



The big dolphin is *jumping*.

Complete the sentences.

1 The man in the boat is wearing a _____ shirt.

2 The small dolphin is playing with a _____.

Answer the questions.

3 What colour is the smaller boat? _____

4 What is the girl doing? _____.

Now write two sentences about the picture.

5 _____.

6 _____.

Speaking

2 CE:YL Work in pairs. Talk about the pictures. Which one is different in each group? Why?



The starfish is different because it can't swim.

Watch the speaking exam practice video.

7 Once upon a time



Unit 7 Identify and use new words: past simple irregular verbs
WB: page 72

Vocabulary

1 7.1 Listen, point and say.

2 7.2 Listen and say the verbs in the past.


come – came


go – went


have – had


make – made


read – read



say – said


see – saw


stand – stood


think – thought


wear – wore

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

Who wore a blue dress?

Red Riding Hood.

4 7.3 Sing the song. **Be a star!**

Story time

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

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

Chorus

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

Chorus



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

2 **Scan the text. Underline the regular past simple verbs and circle the irregular past simple verbs.**

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

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

The three billy goats

This is a traditional story from the north of Europe.



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

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

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



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

'Ha!' said the big, bad man angrily. 'I'm going to eat you for my tea.'

'Oh no! Not me!' said the small billy goat. 'Wait for my brother. He's bigger, and he's coming behind me.'

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

Vocabulary

angrily happily kindly loudly quickly quietly sadly slowly



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

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

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

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

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

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

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

Learning about language

Adverbs

Adverbs describe verbs. They describe how an action happens.

He lived happily. He said angrily. He ran quickly.

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

Lesson 3 Reading comprehension

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



1	The biggest billy goat wanted to go over the bridge.	(T)	F
2	The grass was shorter on the other mountain.	T	F
3	The big, bad man lived next to the bridge.	T	F
4	The bigger billy goat went over the bridge first.	T	F
5	The biggest billy goat pushed the man into the water.	T	F
6	The three billy goats were very happy in the end.	T	F

2 **Read and complete.** **Be a star!**

1 Who is on my bridge?

2 We can't go over the bridge!

3 Don't worry, small billy goat.

4 I'm going to eat that billy goat!

What can you do to stop bullying at your school?

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

Sounds and spelling



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

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

4 7.6 **Write the missing letters *y* or *igh*. Listen and check.**

1 r*igh*t 2 wh____ 3 fl____ 4 l____t 5 br____t 6 m____

Lesson 4 Grammar

1 Look and read.

Graphic **Grammar**

Past simple (irregular verbs)

He | had | a | cake .

He | didn't | have | an | umbrella .



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

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



1 The animals *didn't go* to a city. (- / go)

2 They _____ to the farm. (+ / go)

3 They _____ the farmer. (+ / see)

4 They _____ the farmer's wife. (- / see)

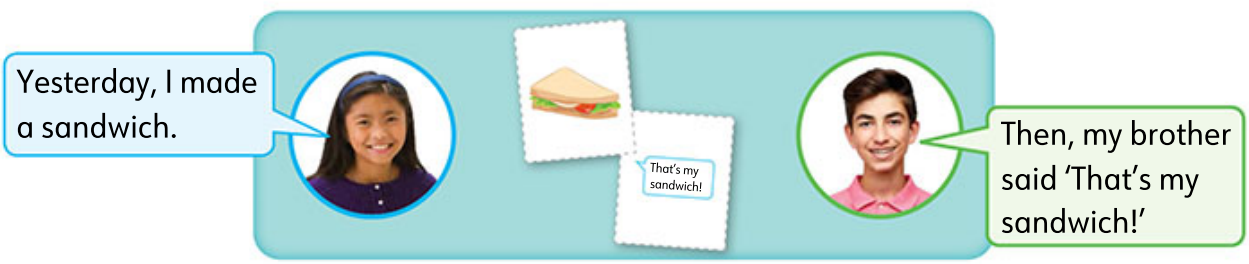
5 The farmer _____ an apple. (+ / have)

6 He _____ a banana. (- / have)

3 Work in pairs and play a game. Be a star!

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

make	go	see
have	wear	think
say	eat	drink



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

Lesson 5 Language in use

Vocabulary

eat – ate drink – drank
party

1 7.7 **Listen and say.**



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

2 Complete the questions and answers.

1 *Where* did you go yesterday? *I went to* _____
2 _____ did you go with? _____
3 _____ did you eat? _____
4 _____ did you drink? _____

3 Work in pairs. Now make a new dialogue. **Be a star!**



Where did you go last weekend?

I went to a restaurant.



Who did you go with?

I went with my friends.

Unit 7 Use the past simple with *Wh*- question form
Use new words: verbs in the past and places WB: page 76

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

Lesson 6 Listening and speaking

1 7.8 Listen to the music and point to the correct pictures.

2 7.9 Listen to the story and order the pictures.



3 7.10 Listen to the lines from the story. Which picture do they match?

1 a 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐

4 Act out the story. Be a star!

Narrator Red Riding Hood Mum Dad Grandma Wolf

Scene 1

Once upon a time, Red Riding Hood went to visit her Grandma.

Take this fruit. Goodbye, Red Riding Hood.

Scene 2

Red Riding Hood went to her grandma's house … but a wolf went there first.

The wolf pushed Grandma into the cupboard. Then he jumped into Grandma's bed!

Help!

Scene 3

Hello, Grandma! Oh, what big eyes you've got, Grandma!

Big eyes can see you!

What a big mouth you've got, Grandma!

A big mouth can eat you!

The wolf jumped out of bed.

Then Dad came into the room.

Stop!

Thank you!

You're welcome.

Lesson 7 Writing

1 Read the beginning of the story of *Aladdin*. Answer the questions.

1 Who are the characters? **2** Where did Aladdin go? **3** Why?

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

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



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

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

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

Step 2: Write the text.

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

3 Write a summary of the next part of the story. Be a star!

Step 1: Read the second paragraph in the text in Activity 1. Cross out the sentences that are not important.

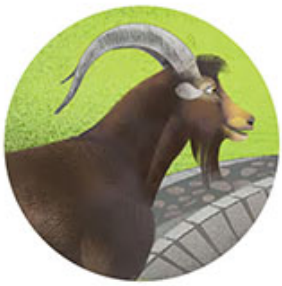
Step 2: Write the text in six sentences.

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

A different point of view

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






2 **Read the beginnings of the texts from the story. Which characters are speaking?**

1 I went over the bridge. I saw the big, bad man. I was scared!

The small billy goat

2 We lived happily on a mountain. One day the biggest billy goat pointed to the lovely, long, green grass on the other mountain. My big brother said, 'You're right! The grass is longer and greener there! Let's go over the bridge and eat it!'

3 I was angry! I said, 'Who is on my bridge?!'

4 'I don't like bullies!'

3 **Work in pairs. Choose a character and tell your story.**



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



Reading time 3

1 7.11 Read the stories. How many characters are in each story?

Once upon a time, there was a rabbit and a tortoise. The rabbit said to the tortoise, 'You're the slowest animal in the wood and I'm the fastest!' The tortoise was slow, but he was clever! The tortoise said, 'Let's have a race!' The rabbit was happy. He liked racing.

The Race

The rabbit hopped *quickly, quickly, quickly*, and the tortoise walked **slowly, slowly, slowly**. The rabbit thought, 'This is easy. I'm much faster than that slow, old tortoise! And I'm hungry!' So he sat down under a big tree. He ate carrot sandwiches and drank a cup of tea. 'Yummy, that was good!' said the rabbit. But then the rabbit was sleepy and he fell asleep.

The tortoise walked slowly past the rabbit. 'Hmm,' he thought. 'Look at the rabbit sleeping. I'm walking slowly, but I'm not tired!'

Suddenly, the rabbit woke up. 'Oh no! I was asleep for a long time.' The rabbit hopped *quickly, quickly, quickly*, but do you know who was at the finishing line? The tortoise! 'Ha! Ha!' laughed all the animals. 'The tortoise is the winner!' The rabbit laughed, too. 'Yes, well done, Tortoise!'

The wind and the sun

This is a story about the wind and the sun.

It was a cold day and a man with a coat, a hat and a scarf was in the park. The wind and the sun saw the man. 'I'm stronger than you!' said the wind. 'I can make that man take off his coat.' 'Ha! Ha!' said the sun. 'I don't think so. Let's have a competition! First, you try. Then it's my turn.'

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

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

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

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

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

2 The _____ was slower but he won the race.

3 The _____ was the strongest.

4 The _____ and the _____ thought they were better.

5 The _____ and the _____ were cleverer.

3 Read and match. Write the sentences under the correct pictures. Be a star!

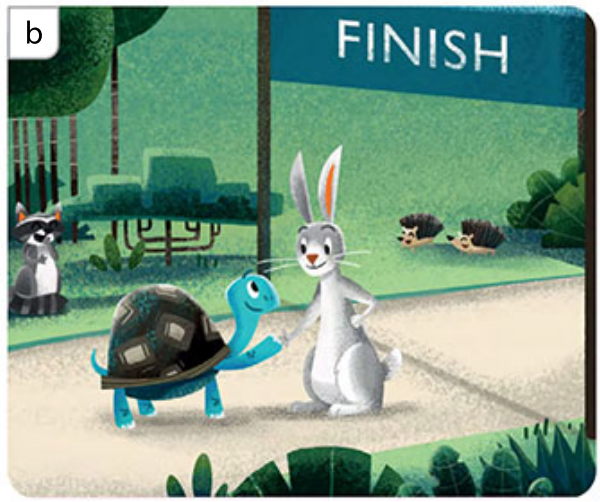
1 Being slow but not stopping can win the race.

2 Being warm and kind is better than being cold and strong.

a



b



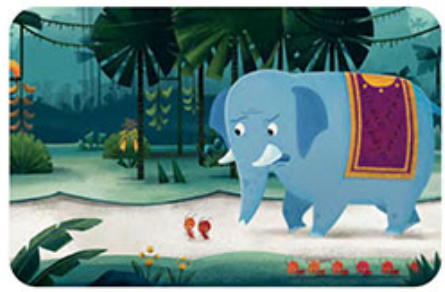
_____

_____

_____

_____

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



Play 3

1 Work in groups. Talk about the pictures. What do you think happens?

2 7.12 Listen and read. How does Grandpa feel at the end?

3 Act out the play.

The dolphin

Tell us a story, Grandpa!

OK. This is a story about a little donkey.

Where did it live?

Look, I'm the donkey!





Charlie, be careful!

Oh dear! Your dolphin! Sorry, Grandpa!

Oh dear, Grandpa! Was it special?

Yes, it was a present from a little girl.

Who was the little girl?

It was my daughter!

Oh, it was from Aunt Daisy!

Oh no! What can we do?

Have you got any glue, Grandpa?

Yes, I have.

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





Here's your dolphin, Grandpa!

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

It's wonderful! Thank you, children!

8 Back in time



Unit 8 Identify and use new words: objects in a history museum
WB: page 82

Vocabulary

1 8.1 Listen, point and say.

2 8.2 Listen and play the game. What's next?


museum


history


fire


tool


sculpture


necklace


bowl


knife


coin


musical instrument

3 Write the new words in your notebook.

Things I have in my house	Things I don't have in my house
bowl	*museum*

4 Look at the picture. Ask and answer.

Did people in prehistory have tools?

Yes, they did.

Did they have a TV?

No, they didn't.

5 8.3 Sing the song. **Be a star!**

Prehistory

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

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

Chorus

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

Chorus

Which things from prehistory are in the song?

Lesson 2 Reading

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

1 The text is ...	**a** true.	**b** not true.
2 It's about ...	**a** the past.	**b** the past and the present.

2 **Scan the text. Underline the new words from Lesson 1.**

3 8.4 **Read the text. Find five Inca things we can see today.**

The Incas



I'm Dario. I'm from Peru.



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

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

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

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



alpaca



llama

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

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



emperor



Vocabulary

gold grass metal stone wood wool



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

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

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



pinkillos



quipus

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

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



Machu Picchu



Learning to learn

Self-motivation

1 Review the way to spell new words on page 25.

2 Do a time challenge. How many words you can practise in five minutes?

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



Lesson 3 Reading comprehension

What can we learn from history?

1 Answer the questions with full sentences.

1 What did the Incas use to make clothes?
They used wool from llamas and alpacas.

2 What did the Incas make in the mountains to grow food?
_____

3 What musical instruments did they have?
_____

4 What did they use to count numbers?
_____

5 What did they make from stone, and from grass?
_____

2 Look at the photos and read the text again. Match. Be a star!

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

Sounds and spelling



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

'Oh, what a v**oi**ce!' said the b**oy** to J**oy**.
But '**Oi**! What a n**oi**se!' thought R**oy**.

4 8.6 Write the missing letters *oi* or *oy*. Listen and check.

1 t*oy* 2 n____se 3 c____n 4 b____ 5 v____ce 6 J____

Unit 8 Reading comprehension: use labels in a text to aid comprehension Sounds and spelling: *oi* or *oy* (/oi/)
WB: page 84

Lesson 4 Grammar

1 Look and read.

Graphic **Grammar**

there was / were

There	was	a	mammoth	in	the	cave	!

There	was	a	mammoth.
	wasn't *(was not)*		
	were	(some)	mammoths.
	weren't *(were not)*	any	





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

1 There *were* some tools. (✓)
2 There _____ an instrument. (✓)
3 There _____ any clocks. (×)
4 There _____ an armchair. (×)
5 There _____ some bowls. (✓)
6 There _____ any coins. (×)
7 There _____ a necklace. (✓)
8 There _____ a knife. (×)

3 Work in pairs and do a picture dictation. Be a star!

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



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

Lesson 5 Language in use

Vocabulary

butterfly gorilla meerkat
parrot show

1 8.7 **Listen and say.**

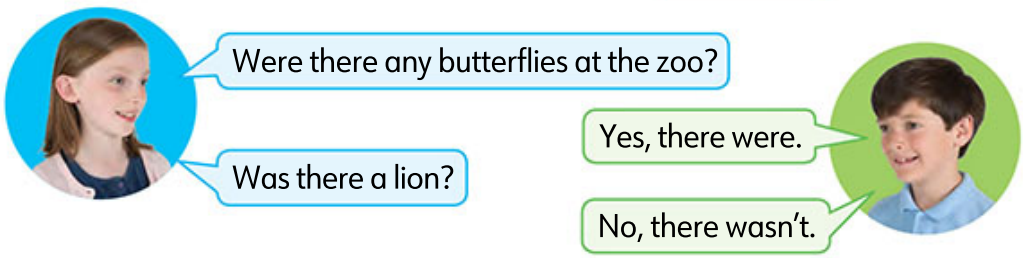


- What did you do yesterday?
- I went to the zoo.
- Oh, lucky you! **Were there** any parrots?
- **No, there weren't.**
- Were there any meerkats?
- **Yes, there were.**
- **Was there** a dolphin show?
- **Yes, there was.**
- Were there any gorillas?
- No, there weren't.

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

1 *Was there a café at the zoo?* No, there wasn't a café.
2 _____ Yes, there were five kangaroos.
3 _____ Yes, there were lots of gorillas.
4 _____ Yes, there was a shop.
5 _____ No, there weren't any dolphins.

3 Work in pairs. Now make a new dialogue. **Be a star!**



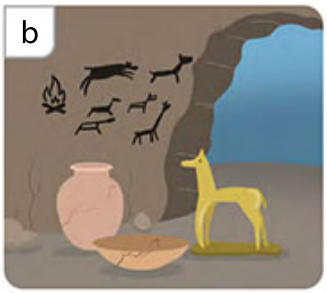
Unit 8 Use *Yes / No* questions with *there was / were*
Use new words: zoo words WB: page 86

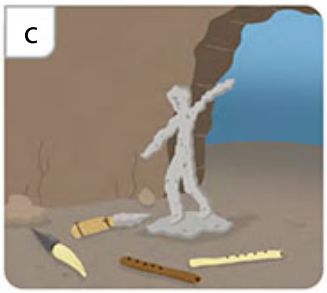
Go to **Grammar booster**: page 141.

Lesson 6 Listening and speaking

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







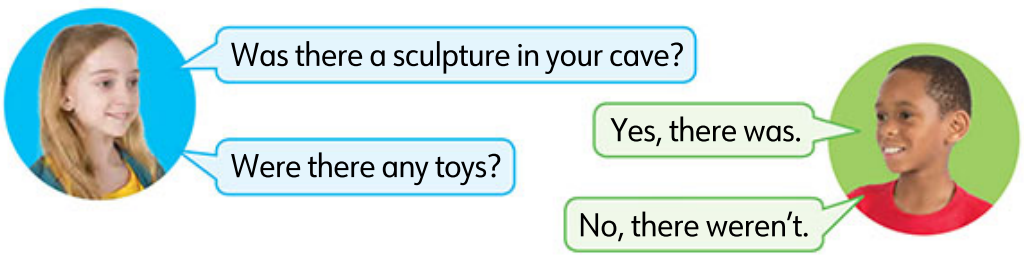
2 8.8 Listen. Tick (✓) what was in each cave.

	A fire	Bowls	A necklace	Tools	Musical instruments	A sculpture
Ella's cave	✓					
Flo's cave						
Luke's cave						

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

Ella ☐ Flo ☐ Luke ☐

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



Lesson 7 Writing

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

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

2 Circle the correct answers.

1 Where are they in their paragraphs?
- **a** at the beginning
- **b** at the end

2 What do the sentences do?
- **a** They give all the information.
- **b** They say what the paragraph is about.

3 Choose a topic sentence for each picture. Then write three more sentences using the words in the box. Be a star!

> There were animals in the Andes mountains. _____
> The Incas had tools. _____

1



made steps metal
green mountains food

They made ... _____

_____

_____

_____

_____

_____

2



llamas wool clothes
wore Incas alpacas

_____

_____

_____

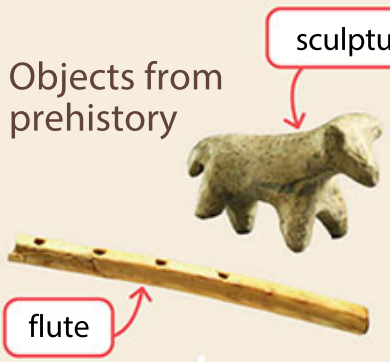
_____

_____

_____

Are you a good ARCHAEOLOGIST?

1 **Look at the objects. Complete the table.** Be a star!





	Objects from prehistory		Objects from after prehistory	
1 Colour	*brown*			
2 Description big / small, long / short, square / round ...				
3 Material stone, gold, wood, wool				

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



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



It's a coin.

Review 4

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

	1	2	3	4	5
present	*stand*				
past					
	6	**7**	**8**	**9**	**10**
present					
past					

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



- Number 7.
- It's a museum.
- How do you spell 'museum'?
- M-U-S-E-U-M.

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



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

1 *She didn't go to the cinema. She went to the zoo.*

2 _____

3 _____

4 _____

Listening

1 8.10 **Listen and write. There is one example.**

The museum

When: *Saturday*

1 Number of rooms: _____

2 Saw: _____

3 Then, went to: _____

4 Ate: _____

5 Drank: _____



Speaking

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





Watch the speaking exam practice video.

9 Sport for all



Unit 9 Identify and use new words: sports clothes and equipment
WB: page 92

Vocabulary

1 9.1 Listen, point and say.

2 9.2 Listen and play the game. Say the word *before* or *after*.


swimming cap


tracksuit


goggles


helmet


towel


trainers


bat


swimming costume


glove


flip-flops

3 Write the new words in your notebook.

Sportswear	Swimwear
tracksuit	*swimming cap*

4 Look at the picture. Ask and answer.

Who's wearing a helmet?

Luke. Who's got a towel?

Flo.

5 9.3 Sing the song. **Be a star!**

It's time for sport!

Don't forget your swimming costume.
Don't forget your swimming cap.
Don't forget your goggles.
Don't forget your towel.

We're going swimming
At the swimming pool.
We're going swimming.
Swimming is so cool!

Don't forget your baseball.
Don't forget your bat.
Don't forget your helmet.
Don't forget your glove.

We're playing baseball.
We've got a match.
We're playing baseball.
Throw, hit, catch!



Mime putting on the sports clothes and using the equipment.

Lesson 2 Reading

1 Look at the texts. Circle the correct answers.

1 These texts are ... **a** letters. **b** emails.

2 The schools are in ... **a** Poland and the UK. **b** Poland and the USA.

2 Scan the text. Underline the new words from Lesson 1.

3 9.4 **Read the emails. What competitions are they planning?**

Message

IS

From: The International School

To: Hamilton School

Dear friends,

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

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

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

Do you want to play in our School Olympics?

Please write soon!

Class 3 The International School

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



Send A

Message

HS

From: Hamilton School

To: The International School

Thank you for your email and photo.

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

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

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

What sports can we do?

Write soon!

Hamilton School



Send A

Vocabulary

athletics competition medals team uniform winner

Message

IS

From: The International School

To: Hamilton School

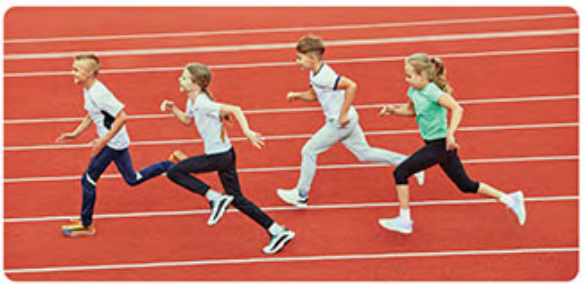
Dear friends at Hamilton School,

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

Let's have a swimming competition.

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

Bye for now from Kraków



Send A

Message

HS

From: Hamilton School

To: The International School

Hi Class 3,

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

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

Best wishes from the UK



Send A

Learning to learn

Self-reflection

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

Answer the questions about today's lesson.

1 What was easy about the lesson? _____

2 What was difficult about the lesson? _____

Lesson 3 Reading comprehension

How is sport good for you?

1 Answer the questions with full sentences.

1 Which competition do they do first?

They do the athletics competition first.

2 How many hours are there between the UK and Poland?

3 Which athletics do they choose?

4 What do the winners of the competitions get?

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

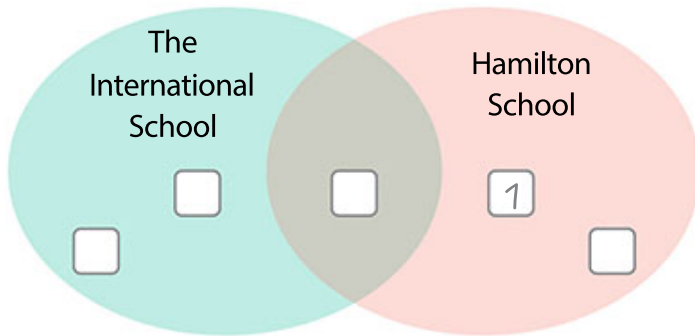
1 They wear green and white swimsuits.

2 They wear orange and purple flip-flops.

3 They want to do the School Olympics.

4 They have sports days.

5 Friday is the best day for the School Olympics.



3 Do you think the School Olympics is a good idea? Be a star!

Sounds and spelling

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

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



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

1 cl*ow*n 2 h____se 3 tr____sers 4 cl____d 5 t____n

Lesson 4 Grammar

1 Look and read.

Graphic Grammar

have to / don't have to

Tom	has to	wear	a school uniform	.
Emily	doesn't	have to	wear	a school uniform	.



I You We They	have to	study.
He She It	has to	

I You We They	don't have to	study.
He She It	doesn't have to	

2 Look at the information for new pupils at Hamilton School. Complete the sentences with *have to* or *don't have to*.

1 They ___*have to*___ wear a school uniform.

2 They _____ do homework.

3 They _____ go swimming.

4 They _____ be at school at eight o'clock.

Hamilton School

School day:	Monday to Friday, nine o'clock to four o'clock
Uniform:	blue tracksuit
Homework:	one hour a day
After-school clubs:	swimming club, computer club

3 Work in pairs and play Snap. Be a star!

- Go to page 157. Put a tick (✓) = *have to* and a cross (×) = *don't have to* for your school.
- Cut out the cards. Put them face down in one pile of green cards and one pile of blue cards. Take turns to turn over one card from each pile and make sentences. If the cards are the same, say 'Snap!' and keep the cards.

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



They have to wear a blue tracksuit. We don't have to wear blue trainers.

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

Lesson 5 Language in use

Vocabulary

energy meat muscles

1 9.7 Listen and say.



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

2 Complete the questions and answers.

1 Why do people *have* to _____ bread?
_____ they _____ energy.

2 _____ do people _____ milk?
_____ they _____ strong bones.

3 _____ do people _____ chicken?
_____ they _____ big muscles.

3 Work in pairs. Now make a new dialogue. Be a star!



Why do people have to drink milk?

Because they need strong bones.



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

Lesson 6 Listening and speaking

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



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

Monday [3] Tuesday [ ] Wednesday [ ] Thursday [ ] Friday [ ]

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

1 football matches *Flo*

2 wearing a tracksuit _____

3 swimming cap and flip-flops _____

4 medals _____

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

At sports camp, I have to take ...



1 [b] because it's hot in the afternoon.

2 [ ] because there's a baseball match.

3 [ ] because there's a swimming competition.

4 [ ] because there's a running competition.

5 [ ] because it's cold at night.

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

Don't forget a towel!

Why do I have to take a towel?

Because there's a swimming competition.



Lesson 7 Writing

1 Read the sentences and circle the correct answers.

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

1 Which words add a new idea in a new sentence? **and** **also** **too**

2 Which word goes at the end of the sentence? **and** **also** **too**

3 Which word goes before the main verb? **and** **also** **too**

2 Complete the text. Use *and*, *also* or *too*.

At the International School, the pupils do athletics [1] *and* play tennis. They [2] _____ go swimming. They wear tracksuits [3] _____ trainers. They wear swimming costumes, [4] _____. Their school colours are orange [5] _____ purple.



3 Write an email about Hamilton Football Club. Use *and*, *also* or *too*.

Be a star!

Message

HS

From: Hamilton School

To: The International School

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

HAMILTONFOOTBALLCLUB



They play on Tuesdays andThursdaysafterschool.
They have matches on Saturday mornings at nine o'clock.

CRACK THE

SECRET CODE!

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

From: The International School

To: Hamilton School

Dear friends in the UK,

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



Here's the key:

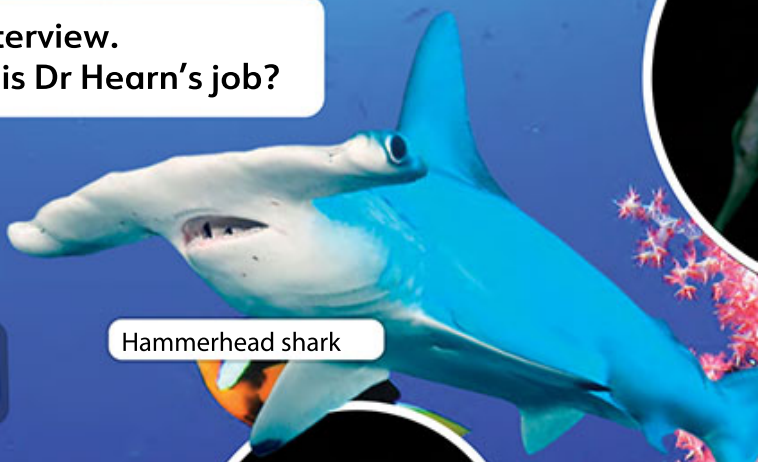


From your friends in Kraków

2 **What is your answer? Which sports are your favourites?**

1 9.9 Read the fact file and the interview.
Do all sharks look the same? What is Dr Hearn's job?

Kings of the Sea



Hammerhead shark



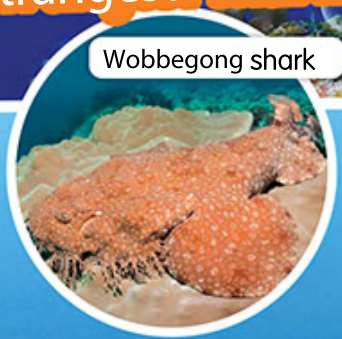
Saw shark

Shark fact file

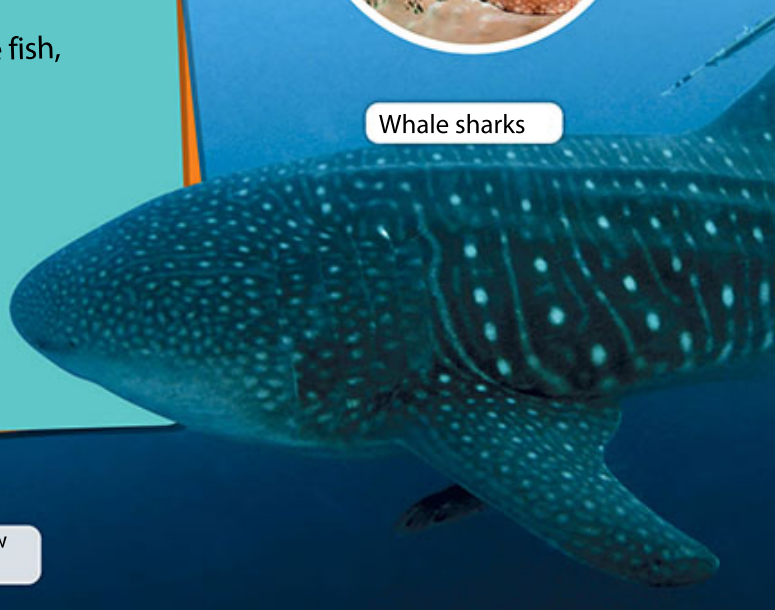
- They live in every sea and ocean.
- There are more than 300 types of shark.
- The smallest shark is smaller than a pencil, and the biggest is bigger than a bus!
- Many are grey or grey and white. Sometimes they are blue, dark green or orange.
- They eat all sea animals, for example fish, octopuses, dolphins and penguins.
- Some types of shark live for 15 years and others live for 70 years.
- Some have one baby and some have 300 babies!

The strangest sharks!

Wobbegong shark



Whale sharks





Dwarf shark

An interview with Dr Alex Hearn, a shark expert



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

Interviewer: Good morning, Dr Hearn.

Alex: Hello! Please call me Alex.

Interviewer: OK, Alex. A lot of people are scared of sharks. Are you scared of them?

Alex: No! Not at all.

Interviewer: Why not?

Alex: Sharks don't like eating us! That's something for films! In real life, sharks hardly ever attack people. Also, did you know that people kill over 100 million sharks a year?

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

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

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

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

Interviewer: Why do you work with sharks?

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

Interviewer: And what do you do in your job?

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

2 **Read the shark fact file again. Write questions using the words to help you. Then ask and answer in pairs.**

1 (*live*) *Where do sharks live?*

2 (*size*) _____

3 (*colour*) _____

4 (*eat*) _____

3 **Put the sentences about Dr Hearn's swim with a whale shark in the correct order.**

- [ ] I jumped into the water.
- [ ] Then I wanted to work with sharks.
- [ ] My friends came to my room.
- [ ] I swam with the whale shark for an hour.
- [ ] I went outside.
- [1] I was asleep.
- [ ] I saw the whale shark.



4 **Which shark fact do you think is the most interesting? Why?** Be a star!

Play 4

1 Work in groups. Talk about the pictures. What do you think happens?

2 9.10 Listen and read. What did Ella find? What did Flo and Luke say?

3 Act out the play.

The coin



Are we going to visit Grandpa now?

Yes, we are. Hurry up, everyone.

Charlie, let's tidy up the game.

I've got the baseball bat and glove.

Look what I've got!

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

Maybe it's from prehistory!

Aunt Daisy, were there coins in prehistory?

Yes, there were.

Let's keep it!

No! We have to take it to the museum.

Why?

Because it's very old!



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

It isn't from prehistory.

How do you know?

Because it's from our game.

Oh!

10 Let's celebrate!



Unit 10 Identify and use new words: months and dates
WB: page 102

Vocabulary

1 10.1 Listen and find the words.

2 10.2 Listen and play the game. What's next?

January	February	March	April	May	June
1st	2nd	3rd	4th	5th	6th
first of January	second of February	third of March	fourth of April	fifth of May	sixth of June

July	August	September	October	November	December
7th	8th	9th	10th	11th	12th
seventh of July	eighth of August	ninth of September	tenth of October	eleventh of November	twelfth of December

3 Write the months and dates in your notebook.

4 Look at the picture. Ask and answer.

What happens on the seventh of January?

School starts.

5 10.3 Sing the song. **Be a star!**

The birthday song

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

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

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

Chorus

September, October, November, December.
Ninth, tenth, eleventh and twelfth.
The 12th of December is Flo and Ella's birthday.
Let's celebrate their special day.

Chorus



When are our birthdays?

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

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

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

2 10.4 **Scan the text. Match to make sentences.**

1 José	is from Australia	and eats different food every year.
2 Akari	is from Mexico	and wears new clothes on her birthday.
3 Lucy	is from Japan	and has a *piñata* on his birthday.

BIRTHDAYS BIRTHDAYS BIRTHDAYS

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

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



Vocabulary

card clothes fireworks pie ring a bell sweets



My name's Akari, and I live in Japan. In our country, the important birthdays for boys are their 3rd and 5th birthdays. For girls, it's their 3rd and 7th birthdays. Every year, on the 15th of November there is the 7-5-3 celebration for these children. They wear special new clothes and celebrate together. They ring a bell and get special sweets, too.

We also celebrate the actual day of our birthdays. Mine is on the 6th of June. Our houses are usually very small, so we have parties outside. In Japan there are beautiful fireworks, and we're going to have some fireworks for my birthday this year.

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



noodle soup

hundreds and thousands

Learning to learn

How do you learn outside the classroom?

Do you ...

- read books in English?
- watch English language TV and films?
- play computer games in English?
- look at websites in English?

Do a class survey.



Lesson 3 Reading comprehension

What can we learn from other cultures?

1 Answer the questions with full sentences.

1 Who does José share his birthday party with?

_____

2 What birthdays are important for girls in Japan?

_____

3 What is Lucy going to eat on her birthday this year?

_____

2 Write *Mexico, Japan* or *Australia*.

1 They don't give cards. *Mexico*

2 They get a cake or pie on their birthdays. _____

3 They get special sweets and wear new clothes. _____

4 They get balloons and party bread. _____

5 All the girls who have their 3rd or 7th birthdays and the boys who have their 3rd or 5th birthdays in the same year celebrate together. _____

6 They hit a bag of sweets with a bat. _____

3 Would you like different food on your birthday? What would you like to try? Be a star!

_____

Sounds and spelling



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

'It's my t**ur**n!' said the g**ir**l
in the p**ur**ple sk**ir**t.

5 10.6 Write the missing letters *ir* or *ur*. Listen and check.

1 sh*ir*t 2 b___d 3 Th___sday 4 th___d 5 b___ger 6 c___cus

1 Look and read.

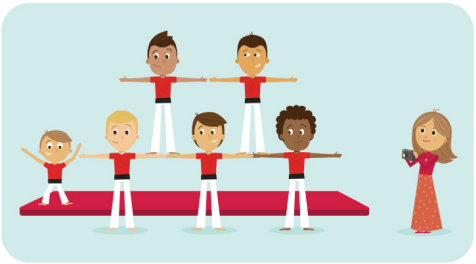
Graphic Grammar

Future plans with *going to*

He 's going to climb .

She isn't going to climb .

She 's going to take a photo .



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



1 In May, Simone 's going to travel by plane.

2 In May, she _____ travel by boat.

3 In August, she _____ visit Brazil.

4 In August, she _____ visit China.

5 In March, she _____ travel by train.

3 Work in pairs and play a game. Be a star!

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

A starts.



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

Lesson 5 Language in use

Vocabulary

Arabic Mandarin Polish Spanish

1 10.7 Listen and say.



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

2 Write about your holiday plans. Write two more questions and answers.

1 Are you going to visit your grandparents? _____

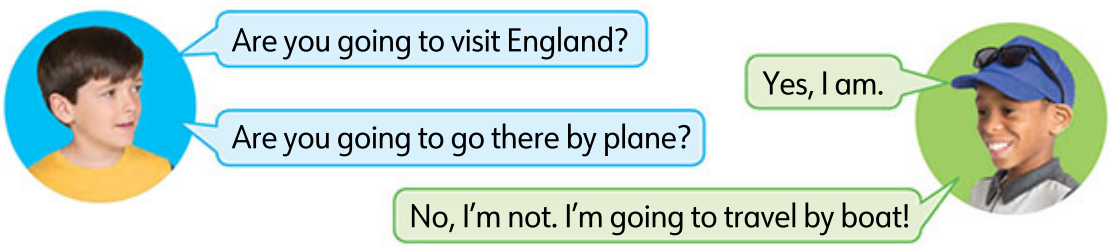
2 Are you going to travel to another country? _____

3 What are you going to eat? _____

4 _____? _____

5 _____? _____

3 Work in pairs. Now make a new dialogue. Be a star!



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

Lesson 6 Listening and speaking

1 Do you celebrate Mother's Day or World Water Day?

2 10.8 Listen. Circle the pictures for Conversation 1 in red and the pictures for Conversation 2 in blue.





3 10.8 Listen again. Tick (✓) the things you hear.

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

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

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



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



Lesson 7 Writing

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

first then after that finally

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

a



b



c



d



[1] eat a picnic

[ ] tell stories under the stars

[ ] paint T-shirts

[ ] watch a music show

Dear Simone,

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

First, I'm going to _____

_____

_____

_____

_____

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

With best wishes,
Jill Dawson

Think about it!

LET'S MAKE AND PLAY A GAME!

1 Find a friend and make 12 sentence cards. Be a star!

2 Play the game.

Spin the spinner and move your counter.

1 If you land on a picture square ...

- Say the sentence with *going to*.



On the 5th of August, I'm going to see some fireworks.

2 If you land on a sentence card square ...

- Pick up a sentence card and say the sentence.
- Move your counter to the matching picture square.

The winner is the first player to reach the finish!





YOU NEED:



NEXT YEAR ...



Review 5

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

homework	✓
school uniform	×
be kind	✓
do sport	×
eat lunch at school	✓

1 We *have to* do homework every day.
2 We _____ wear a school uniform.
3 We _____ be kind to everyone.
4 We _____ do sport every day.
5 We _____ eat lunch at school.

2 Write the missing months in the correct order. Then find a friend with a birthday in each month.

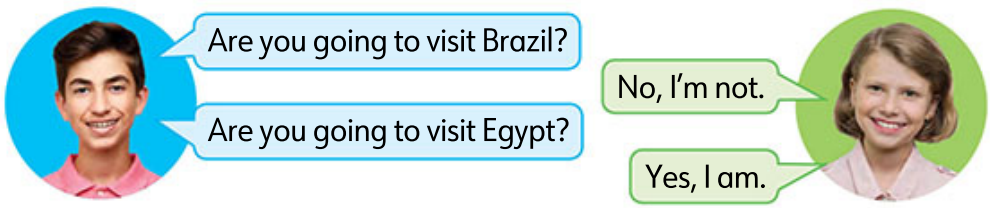
When's your birthday?

It's in March.

Month	Name	Month	Name	Month	Name
January					
April				*June*	
				November	

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

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



Reading and Writing

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


a bat


a towel


flip-flops


a helmet


a glove


a swimming cap


goggles


trainers

We wear these on our feet after swimming. flip-flops

1 We use this to play baseball. _____

2 We wear these to do sport. _____

3 We wear these for swimming. _____

4 We wear this to play baseball. _____

Reading and Writing

2 CE:YL **Read the text and choose the best answer. There is one example.**

Jack is talking to his friend Mark.

Jack: Can you play baseball today, Mark?

Mark: **A** Yes, you can.
B I like playing.
C Yes, I can.



1 **Mark:** Where's the baseball match?
Jack: **A** It's at three o'clock.
B It's tomorrow.
C It's at the sports centre.

2 **Jack:** Have you got a baseball glove?
Mark: **A** Yes, I do.
B Yes, I have.
C No, I didn't.

3 **Jack:** Great! And you need a helmet.
Mark: **A** OK, no problem.
B I haven't got a bat.
C I'm wearing football boots.

Extra Stars

Unit 1

1 Write about Nick. Use the present simple or the present continuous.

Lesson 4, page 13



1 At three o'clock, Nick _____does_____ his homework. (do)
2 Nick always _____ a film after he finishes his homework. (watch)
3 Nick always _____ when he watches films. (eat)
4 Now Nick _____ outside. (play)
5 Nick always _____ to the park on Saturday. (go)
6 Nick always _____ fast! (run)

2 Complete each sentence with *now* or *always*.

1 We're eating lunch. _____now_____
2 We play football at 2 o'clock on Wednesdays. _____
3 We're learning English. _____
4 We've got PE every day. _____
5 We've got a music lesson at 3 o'clock on Fridays. _____
6 We're playing tennis. _____

3 Complete the sentences with *I'm good at* or *I'm not good at*.

Lesson 5, page 14



1 **A:** Are you good at English?
B: No, _____I'm not good at_____ English.
2 **A:** We've got PE after that.
B: Great! _____ PE.
3 **A:** After break time, we've got maths.
B: Oh, _____ maths. I'm good at science.

Unit 2

1 Complete each sentence. Use the words from the box.

Lesson 4, page 27

always usually ~~sometimes~~ hardly ever never



1 Fiona *sometimes* sweeps the floor. (✓✓✓)
2 Alex _____ washes up after dinner. (✓✓✓✓✓✓✓)
3 Dad _____ makes the beds. (×)
4 Mum _____ cleans the kitchen. (✓)
5 The children _____ help Mum and Dad with other chores. (✓✓✓✓✓)

2 Answer the questions for you. Use the words from the box.

once twice three times a day a week a month

Lesson 5, page 28

1 How often do you visit your grandparents? _____
2 How often do you eat vegetables? _____
3 How often do you have PE? _____
4 How often do you clean your teeth? _____

3 Write *always*, *sometimes* or *never*.

1 **A:** How often do you eat breakfast in the morning?
B: I _____ eat breakfast. Dad makes it every morning.
2 **A:** How often do you play football?
B: I _____ play football. I don't like sport.
3 **A:** How often do you eat sweets after dinner?
B: I _____ eat sweets. I don't eat them every day.
4 **A:** How often do you make your bed?
B: I _____ make my bed. I do it every morning.

Grammar booster

Unit 3

1 Look at the pictures. Complete each sentence with words from the box.

Lesson 4, page 39

's were was 're was were



Yesterday



Today

1 Today she _'s_ happy.

2 Yesterday he _____ sad.

3 Today they _____ at the beach.

4 Yesterday they _____ at the library.

5 Today they _____ happy.

6 Yesterday he _____ kind.

2 Complete the questions.

Lesson 5, page 40

1 _When_ were you at the beach?

2 _____ were you with?

3 _____ were you on Monday?

4 _____ was the weather like?

3 Answer the questions for you.

1 Where were you on Sunday?

_____

2 When were you at the park?

_____

3 What was the weather like?

_____

4 Who were you with?

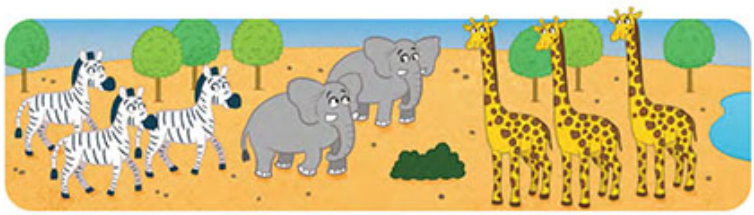
_____

Unit 4

1 Complete each sentence with *some* or *any*.

Lesson 4, page 53

1 There are *some* giraffes
2 There aren't _____ lions.
3 There are _____ elephants.
4 There's _____ water.
5 There aren't _____ bears.
6 There are _____ trees.



2 Complete the questions and answers.

Lesson 5, page 54

1 How *much* spinach is there? There's *not much*.
2 How _____ chicken is there? There's _____.
3 How many mushrooms _____? There are _____.
4 How _____ tuna is there? There isn't _____.
5 How many olives _____? There are _____.







3 Make answers using *There's, There are, isn't much* and *a lot*.

1 How many peppers are there?

_____

2 How much spinach is there?

_____

3 How many sandwiches are there?

_____

4 How many biscuits are there?

_____

Grammar booster

Unit 5

1 Complete the sentences using the past simple verbs.

Lesson 4, page 65

1 Yesterday Alex *played* the drums. (play)

2 Kayla _____ the guitars. (carry)

3 Sam _____ the drums. (not / play)

4 Maria _____ to the music. (dance)

5 The band _____ to the school. (travel)

6 Kayla _____ the song. (not / sing)



2 Complete the sentences.

Lesson 5, page 66

1 **A:** *Did* you play the drums?
B: Yes, I *did*.

2 **A:** _____ you play the trumpet?
B: _____, I didn't.

3 **A:** _____ you write songs?
B: No, I _____.

4 **A:** _____ you sing new songs?
B: _____, I did.

3 What did they do? What didn't they do? Complete each sentence with the past simple verbs.

1 She *didn't play* the flute. (not / play)

2 We _____ about our family. (sing)

3 He _____ the drums. (carry)

4 I _____ to the music. (not / dance)

5 They _____ to a new school. (travel)

6 We _____ new songs. (not / write)

Unit 6

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

Lesson 4, page 75

heavy slow thin hard big ~~fast~~

1 An octopus is *faster* than a crab.
2 A whale is _____ than a shark.
3 A starfish is _____ than an octopus.
4 An elephant is _____ than a starfish.
5 An eel is _____ than a dolphin.
6 A crab is _____ than a dolphin.

2 Complete the sentences with the correct form of the adjectives.

Lesson 5, page 76

1 Peter is the *the friendliest* person in my class. (friendly)
2 My aunt is _____ at painting in my family. (good)
3 My sister is _____. (tall)
4 Lila is _____ person in my class. (fast)
5 My grandpa is _____ person in my family. (old)
6 My mum is _____ at swimming. (bad)

3 Write a sentence using two of the words in the box to compare two of the animals.






fast small thin big

_____

_____

_____

_____

Grammar booster

Unit 7

1 Complete the sentences with the past simple form of the verbs.

Lesson 4, page 87

1 She *went* to the park. (go)
2 I _____ a cake. (not / make)
3 He _____ a giraffe. (not / see)
4 She _____ red shoes. (wear)
5 She _____ 'hello'. (say)
6 They _____ a cake. (not / have)

2 Complete each question with a word from the box.

Lesson 5, page 88

~~Where~~ What Who What Where Who

1 *Where* he see the wolves?
2 _____ did she play football with?
3 _____ did you eat at the party?
4 _____ did you do at the park?
5 _____ did you go with?
6 _____ did you go at the weekend?

3 Complete the dialogue about the pictures.







Mia: Hi, Joe! *where* did you go yesterday?
Joe: I _____ to the playground.
Mia: How about you, Anna? _____ did you do?
Anna: I _____ a book at the park. It was good!
Mia: _____ did you go with?
Anna: I _____ with my sister.
Joe: _____ did you go, Mia?
Mia: I played football in my garden and then I _____ to a party.
Anna: _____ did you eat at the party?
Mia: I _____ some cake and fruit.
Joe: _____ did you drink?
Mia: I _____ some water. I was thirsty!

Unit 8

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

Lesson 4, page 101



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

2 Complete the questions with *was* or *were*.

Lesson 5, page 102

1 *Were* there any books?
2 _____ there a shop?
3 _____ there any animals?
4 _____ there any butterflies?
5 _____ there a restaurant?
6 _____ there any musical instruments?

3 Complete the questions and answers with the correct form of *to be*.

1 *Were* there any grapes? Yes, there _____.
2 _____ there a cake? No, there _____.
3 _____ there any hamburgers? No, there _____.
4 _____ there any bowls? Yes, there _____.
5 _____ there a sculpture? No, there _____.
6 _____ there any coins? Yes, there _____.

Grammar booster

Unit 9

1 Complete the sentences with *have to* or *don't have to*.

Lesson 4, page 113

1 They *have to* wear tracksuits. (✓)
2 They _____ be at school at nine o'clock. (✓)
3 They _____ go to school on Saturday. (×)
4 They _____ wear uniforms. (×)
5 They _____ do homework. (✓)

2 Complete. Then match the questions to the answers.

Lesson 5, page 114

1 Why do they *have to* eat pasta?
2 Why _____ we have to wear green and white uniforms?
3 _____ I have to tidy up?
4 Why do people _____ clean their teeth?

_____ need healthy teeth.
Because they need energy.
_____ need a clean bedroom.
_____ are our school colours.

3 Complete the sentences.

1 Why do students *have to* go to class? _____ they _____ learn.
2 Why do people _____ drink milk? _____ they _____ strong bones.
3 Why do students _____ wear trainers on Tuesday? _____ it's a sports day.
4 Why do _____ do homework? _____ need to study.
5 Why _____ eat bread? _____ energy.

Unit 10

1 Complete the sentences with *is going to* or *isn't going to*. Lesson 4, page 127

1 Gio *is going to* ride his bike. (✓)
2 Lila _____ eat a snack. (×)
3 Mal _____ go to the park (✓)
4 Rachel _____ play football. (×)

2 Answer the questions with answers for you. Lesson 5, page 128

1 Are you going to eat a snack after school?
_____

2 Are you going to go on holiday in the summer?
_____

3 Are you going to visit your grandma at the weekend?
_____

4 Are you going to ride a bike this week?
_____

3 Write about holiday plans. Then write two more question and answers. Use the words in the box.

~~Spain~~ museum plane Brazil beach swim Spanish train grandparents

1 Are you going to visit France? *No, I'm not. I'm going to visit Spain.*
2 Are you going to travel by boat? _____
3 _____
_____
4 _____
_____

Extra Stars

Unit 2 Student A

Play a memory game

Lesson 4, Activity 3, page 27

A Look at Mum and try to remember the activities. Then close your book.

B Say the beginning of a sentence.

A Try to finish it. Now do the same for The children.

Now it's B 's turn.

Mum

always | usually | sometimes | hardly ever | never







The children

always | usually | sometimes | hardly ever | never







Unit 3 Student A

Find six differences. Tell a friend.

Lesson 4, Activity 3, page 39

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



Lesson 4, Activity 3, page 13

Make sentences



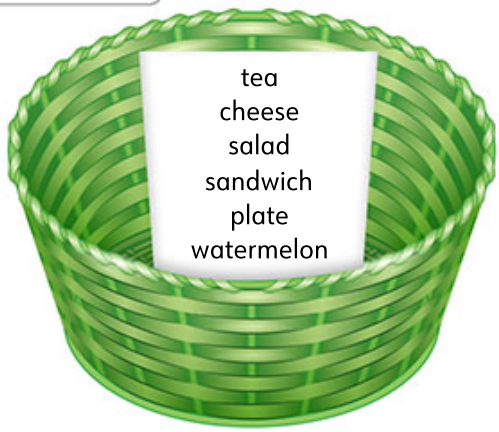
Lesson 4, Activity 3, page 53

What's in the picnic basket?

Student A



Student B



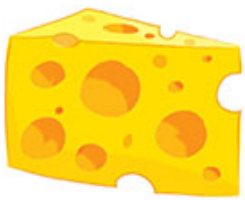
























Unit 2 Student B

Play a memory game

Lesson 4, Activity 4, page 27

B Look at Dad and try to remember the activities. Then close your book.

A Say the beginning of a sentence.

B Try to finish it. Now do the same for The children.

Dad

always | usually | sometimes | hardly ever | never



The children

always | usually | sometimes | hardly ever | never



Unit 3 Student B

Find six differences. Tell a friend.

Lesson 4, Activity 3, page 39

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



Communicative activities

Unit 8 Student A

Picture dictation: a prehistory classroom

Lesson 4, Activity 3, page 101

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

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



Unit 10 Student A

Holiday plans

Lesson 4, Activity 3, page 127

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

Marta			Ted		
Visit	 London, UK	Travel by _____	Visit _____	Travel by	
Activities		Food _____	Activities _____	Food	

Lesson 4, Activity 3, page 65

Communicative activities

What did Grandpa do last weekend?

play  	play 	play  	play 
play 	play  	talk / to 	talk / to 
talk / to  	dance / with 	dance / with  	dance / with 
clean 	clean 	clean 	clean  



Lesson 4, Activity 3, page 75

Comparison game





















Lesson 4, Activity 3, page 87

Communicative activities

Tell a story with a friend.














Look! There's an elephant.

That's my sandwich!

Look! There's a wolf.

That's my salad!

Lesson 4, Activity 3, page 113

Communicative activities

Play Snap

Hamilton School	My school
 ✓	 ☐
 ✗	 ☐
one hour a day  ✓	one hour a day  ☐
Saturday  ✗	Saturday  ☐
Thursday  ✓	Thursday  ☐
  ✗	  ☐

Unit 8 Student B

Picture dictation: a prehistory classroom

Lesson 4, Activity 5, page 101

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

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



Unit 10 Student B

Holiday plans

Lesson 4, Activity 3, page 127

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

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

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