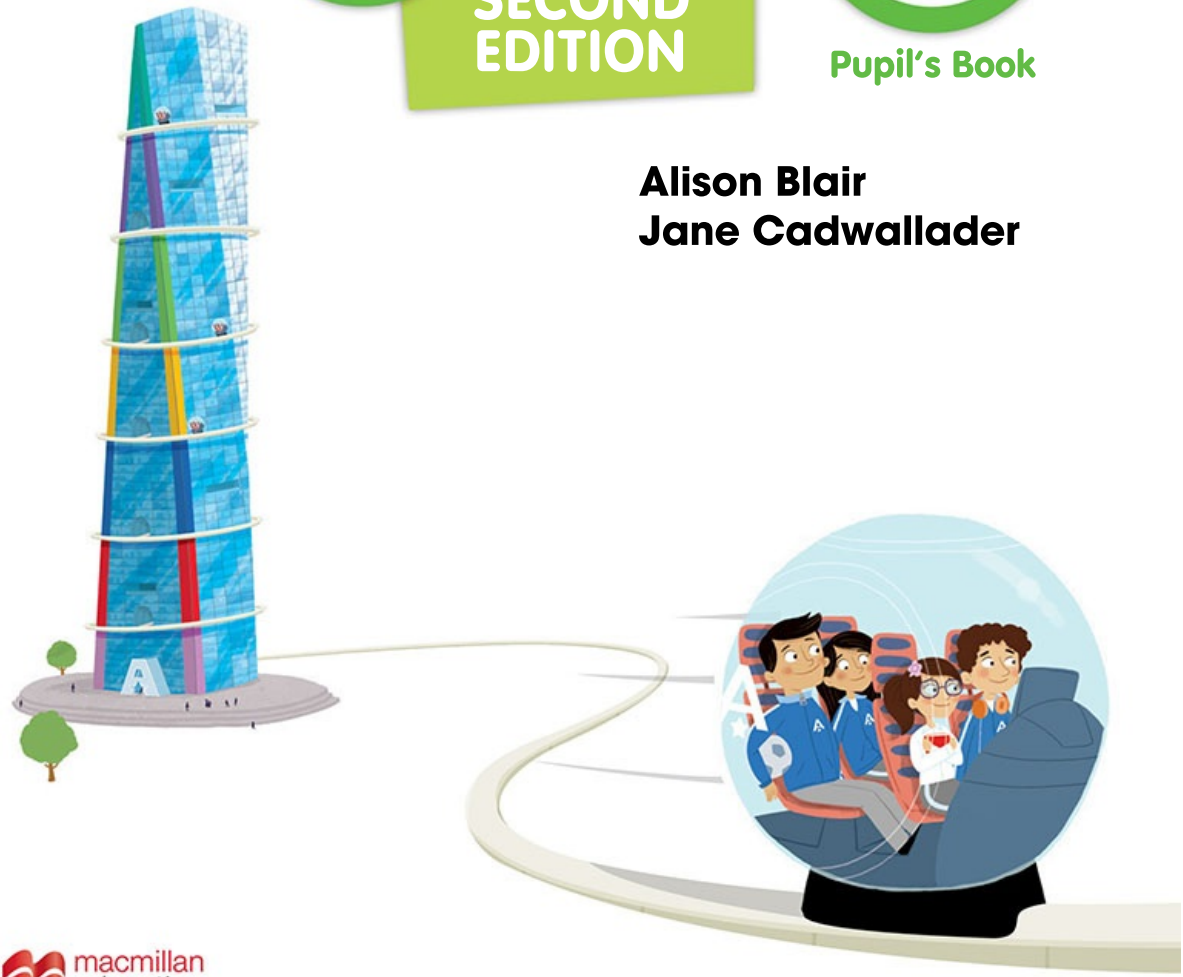
Academy Stars 4

SECOND EDITION

Pupil's Book

Alison Blair
Jane Cadwallader



macmillan education

Scope and sequence

	Unit	Vocabulary	Grammar	Language in use
	Welcome p4	Describe people's lives and interests (sea animals, musical instruments, food, leisure activities, months)	*Who's ...? Who likes ...? Who wants to ...? Do you live in a house or a flat? How do you go to school?*	
1	Holiday news p8	The world around us Prepositions of place and activities Leisure activities	**Past simple question forms:** *Did he hide in the wardrobe? Yes, he did. Was it scary? Yes, it was.*	**verb + *...ing*:** *I love skateboarding. I don't mind surfing.*
	Reading time 1: True travellers' tales of kindness		**Play 1:** Jane and the special butterfly	
2	Different lives p22	Prepositions of movement Verbs and action verbs	**verbs with *to* + infinitive:** *He wanted to climb the mountain. But now he needs to run.*	***could / couldn't* and *when* clauses in the past:** *Could you whistle a tune when you were eight? Yes, I could.*
	Review 1 **Cambridge Exams practice:** A1 Movers: Listening Part 3; Speaking Part 2			
3	Super cycling p34	Bikes and cycling Tour items and locations Directions	***must* and *mustn't* for obligation:** *You must look. You mustn't listen to music.*	**Give directions:** *First, we go straight on to the hospital. And then, we turn right.*
	Reading time 2: Journey to the Centre of the Earth		**Play 2:** Peter and the skateboarding competition	
4	People at work p48	Jobs Adjectives Animals	**Comparative form of long adjectives:** *Mary's cake is more creative than Ruben's.*	**Superlative form of long adjectives:** *Mosquitoes are the most dangerous.*
	Review 2 **Cambridge Exams practice:** A1 Movers: Reading and Writing Part 4; Speaking Part 3			
5	Be healthy! Be happy! p60	At the doctor's Adjectives and verbs for staying healthy Shops	***should* and *shouldn't* for advice:** *You should be active. You shouldn't eat too many sweets.*	**Make suggestions:** *Let's go to the bakery to buy some bread.*
6	Stories from far away p70	The natural world Verbs and pronouns Verbs and activities	**Past continuous:** *Yesterday at six o'clock, he was sleeping. He wasn't doing his homework.*	**Ask questions using the past continuous:** *Where were you going? I was going to the school concert.*
	Review 3 **Cambridge Exams practice:** A1 Movers: Listening Part 4; Reading and Writing Part 6			
7	Technology time p82	Technology Inventions Possessive pronouns	**Joining two sentences with *who*, *where* or *which*:** *This is the man who invented the first computer.*	**Use possessive pronouns:** *Is that your camera? Yes, it's mine.*
	Reading time 3: The colours of life		**Play 3:** Vicky helps	
8	Our world p96	Parts of plants and animals Things in nature Science and technology	***will / won't* for future predictions:** *It'll grow. It won't grow.*	**Ask questions using *will*:** *Will children still use books? No, they won't. I think they'll use laptops.*
	Review 4 **Cambridge Exams practice:** A1 Movers: Reading and Writing Part 5; Speaking Part 4			
9	Planet water p108	Using water The water cycle Water verbs and adjectives	**Zero conditional:** *If it's warm, snow melts.*	***What happens if* + present simple:** *What happens if you put the marble in the water? It sinks.*
	Reading time 4: Unusual hotels		**Play 4:** Freddy's music	
10	Let's be detectives! p122	Physical descriptions Pronouns and detective words Around the house	**Present perfect:** *He's caught the thief. Oh no! He hasn't caught the thief!*	**Ask *What's the matter?* and make suggestions:** *What's the matter? I'm really tired. Let's do something relaxing.*
	Review 5 **Cambridge Exams practice:** A1 Movers: Reading and Writing Part 3; Speaking Part 1			

Reading and Learning skills	Listening	Speaking	Writing	Think about it!	Sounds and spelling
Text messages: interpret events How do you learn best?	Listen for specific information	Ask questions about a holiday photo	Text messages: write messages	Let's do a survey	*ch* or *ck* /k/
A traditional story: identify speakers and events Asking classmates for help	Listen for specific information	Talk about your school	A story: write a summary	Appreciate how people make different choices	*j* or *g* /dz/
A leaflet: identify specific information Using what you know	Follow directions	Give directions	A leaflet: write a list with bullet points	Play the Bike Grid game	soft *c* (s) /s/
Blog posts: develop inferential skills Using prefixes to change meaning	Listen for opinions	Talk about preferences	A blog: write a blog post	Let's find out: opinions about jobs	*er* or *or* ending /ə/
A magazine article: understand detail Asking questions	Listen for specific information	A dialogue at the doctor's	A letter: write a letter	Plan healthy meals	*gh* or *ph* /f/
A story: interpret stories Learning new vocabulary using colour	Listen to sequence a story	Act out a play	A story: use adjectives and adverbs	Play a storytelling game	*le* or *al* ending /(ə)l/
An information website: relate to your own knowledge Working out the meaning of words	Listen for specific information	Give a presentation	An information text: include information	Compare and contrast devices	Double letters
Poems: infer meaning Finding a word in a dictionary	Listen to sequence information	Play a game	A poem: write a poem	Predict the future of our world!	silent *gh*
A factual text: interpret data The importance of graphs	Listen for specific information	Talk about how you use water	Diagrams: write a factual report	Plan a campaign	silent letter *h*
Emails: infer meaning Self-motivation	Listen to compare information	Tell a convincing story	A story: write a story	Play the Are you a superstar? game	silent letters *b*, *w* and *k*

Welcome


I'm Vicky and I was ten last month. I love photography. This year I want to learn about technology.
I'm Peter and I'm 12. I'm Vicky's brother. I love sport, and this year I want to learn how to be fit and healthy.
I'm Freddy and I'm going to be 12 next week. Jane is my sister and Peter and Vicky are our cousins. I love listening to music. This year we all went on a great summer holiday with our grandpa. I want to hear about your holidays, too.
Plant Life
Hello! Come with us! There's lots to learn!
I'm Jane and I'm nine. This is our grandpa. I love science and learning about the world. I love stories, too. This year I want to learn how to write better stories.

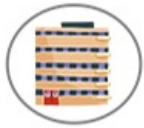
Lesson 1 Meet the Academy Stars

1 0.1 **Look, listen and read. Write the names.**

Who's ... ?	Who likes ... ?	Who wants to ... ?
the oldest: *Peter*	photography:	be healthy:
the youngest:	music:	write stories:
Jane's brother:	sport:	learn about technology:
Peter's sister:	science:	talk about holidays:

2 0.2 **Listen and circle what the children talk about.**

1  Jane





2  Freddy





3  Peter






4  Vicky





3 **Answer the questions about you. Then ask a friend.** **Be a star!**

	Me	My friend
1 Do you live in a house or a flat?		
2 How do you go to school?		
3 What is your favourite school subject?		
4 What do you do at the weekend?		

Lesson 2 / Vocabulary

1 **Work in pairs. Look at the picture. Find and say three words beginning with these letters.**

1 c 2 t 3 b 4 p 5 s

2 **Look and find. Then write three words for each category.**

1 sea animals: *dolphin* _____ _____

2 musical instruments: _____ _____ _____

3 food: _____ _____ _____

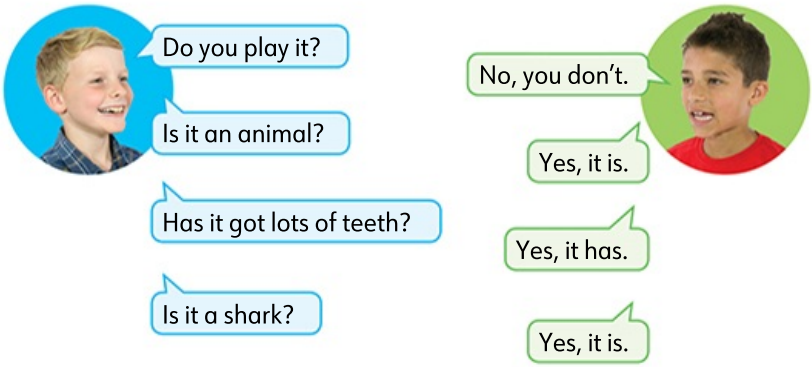
4 leisure activities: _____ _____ _____

5 months: _____ _____ _____

3 **Work in pairs. Play *Guess my word*.** **Be a star!**

1 Write three things from the picture in your notebook.

2 Take turns to guess your friend's words. You can only ask *yes* / *no* questions.




June
July
August
English
Social Studies
MATHS
Game

1 Holiday news



Why is it good to try new things?

Vocabulary

1 1.1 Listen, point and say.

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


forest


island


lake


river


waterfall


village


town


countryside


volcano


hill

3 Write the new words in your notebook.

Man-made	Natural
village	*forest*

4 Look at the picture. Ask and answer. Use *in*, *on*, *next to* or *between*.

Where's the lake?

It's next to the forest.

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

Flying home

Out of the window, I can see
A river and a waterfall below me.
There's an island in a lake over there.
It looks very small from the air.

The holidays are over and we're on a plane,
Flying home and back to school again.

From up here, high in the sky,
I can see the hills passing by.
There's a village in a forest on the right.
This countryside is a beautiful sight.

Chorus

From my window, I can see
A big town below me.
There are lots of little houses and streets, too,
And cars and lorries in a queue.

Chorus


Which new words are in the song?

Lesson 2 Reading

1 **Look at the phones. Circle the correct answers.**

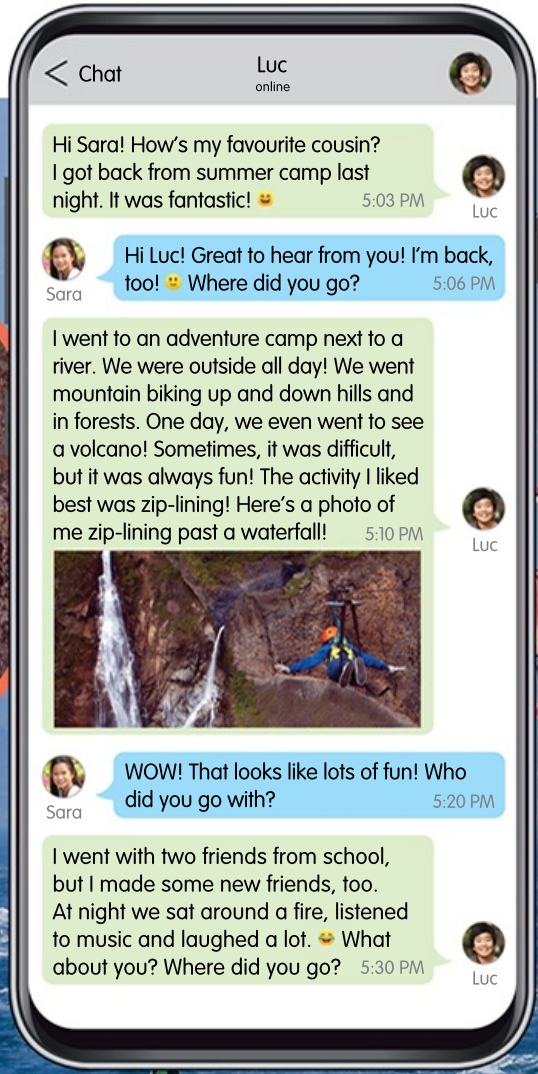
1 The people writing are ... **a** father and daughter. **b** brother and sister. **c** cousins.

2 They are writing ... **a** text messages. **b** emails **c** letters.

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

3 1.4 **Read the text. Do you prefer Sara's or Luc's holiday? Why?**





Vocabulary

above below camping inside outside sailing

Chat

Luc
online

Sara: I went to a summer camp, too! We stayed in a small hotel near a village by the sea. We went to the beach every day, and I had sailing lessons. I love sailing now! One day, we went camping on an island and cooked on a fire. 5:51 PM

Luc: That sounds amazing. What did you like most? 5:53 PM

Sara: Well, we went kite sailing. We went up above the sea and looked down at the people below. It was awesome! Here's a picture. That's me up there in the sky! 6:02 PM



Chat

Luc
online

Luc: Cool! It looks brilliant! Was the food good? 6:06 PM

Sara: Yes, it was. Some evenings we went fishing, and then we cooked the fish. Other evenings, we ate in the village café. It was nice and warm inside the café, but it was cold outside! What about you? 6:09 PM

Luc: Oh, the food in our camp was great! They made burgers and pizzas, and there was fruit salad. I've got lots of photos. I can show you after school tomorrow. 6:17 PM

Sara: I'd love to! I can bring my photos, too! 6:20 PM

Learning to learn

How do you learn best?

In class you can work in different ways:

on your own in pairs in groups as a class

Which way of working do you think is best for these?

1 singing a song
2 reading a text
3 answering comprehension questions
4 doing a grammar activity
5 practising a conversation

Lesson 3 Reading comprehension

1 Write *L* (Luc) or *S* (Sara).

1 Who made new friends? L
2 Who had sailing lessons? ☐
3 Who went fishing and cooked the fish? ☐
4 Who went mountain biking a lot? ☐
5 Who had burgers? ☐
6 Who went to a camp next to a river? ☐
7 Who went to an island? ☐
8 Who wrote the first message? ☐

2 Answer the questions with full sentences.

1 Where was Sara's summer camp?

_____

2 What activities did Luc do?

_____

3 What activities did Sara do?

_____

3 Discuss in pairs. Why did Luc and Sara like their holidays? Be a star!

Luc liked his holiday because he did a lot of activities.

Sara liked her holiday because she had sailing lessons.

Sounds and spelling

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

A school choir sings a chorus
about a duck and a chicken.



5 1.6 Write the missing letters. Listen and check.

1 clo ck 2 stoma ____ 3 ne ____ 4 ____ oir 5 bla ____ 6 s ____ ool

1 Look and read.

Graphic Grammar

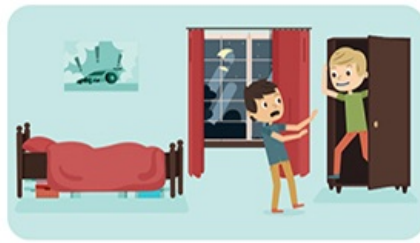
Past simple question forms (review)

Where did he go ?

Did he hide in the wardrobe ?

Yes he did .

Was it scary ? Yes it was .



2 Complete the questions and answers.

1 *Did* you go on holiday?
Yes, I *did*.

2 Where _____ you go?
I _____ to the mountains.

3 Who _____ you go with?
I _____ with my parents.

4 _____ you make new friends?
No, I _____.

5 _____ the weather good?
No, it _____.

6 _____ you happy?
Yes, I _____.



3 Work in pairs. Talk about holidays. Be a star!

- A Look at page 144. B Look at page 149.
- Ask and answer questions about your summer holiday.
- Write answers for your friend. A starts.



Go to Grammar booster: page 134.

Lesson 5 Language in use

Vocabulary

horse-riding mountain biking
skateboarding surfing

1 1.7 Listen and say.



Can I ask you what you think about some holiday activities?

Yes, of course.

What do you think about mountain biking?

Mountain biking? I **enjoy** it.

Me too! And skateboarding?

I love skateboarding.

So do I! **Do you like** horse-riding?

I don't like it.

Neither do I! OK, one more question. What about surfing?

Let me think ... I **don't mind** surfing.

Me neither! Thanks for your answers.

2 Read the opinions about holiday activities. Do you agree? Circle your answers.

1 I love playing football. **I don't. / Me too!**

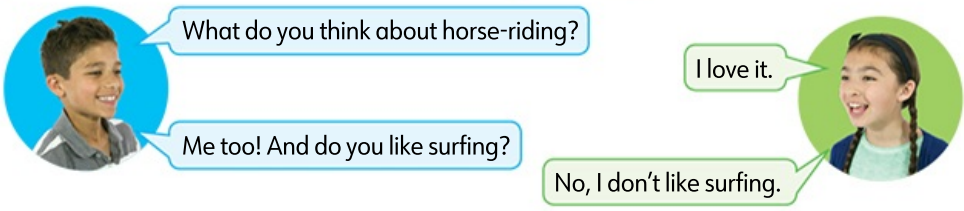
2 I don't mind boating. **Me neither. / I don't like it.**

3 I like running. **So do I. / I hate running.**

4 I don't like sailing. **I do. / Neither do I.**

5 I enjoy swimming. **Me too! / I don't like swimming.**

3 Work in pairs. Make a new dialogue. Be a star!



Unit 1 Use verb + *...ing: I like / I don't like / love / enjoy / don't mind ...ing*
Use new words: leisure activities WB: page 12

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

Lesson 6 Listening and speaking

1 **Work in pairs. Play a memory game. Look at the holiday photos. Then close your books and ask and answer.**

What was Freddy doing at the beach?









2 1.8 **Listen to Vicky. Order the places.**

At the beach ☐ On the river ☐ In town 1 Up a hill ☐

3 1.9 **Listen to Vicky talking to a friend. How many mistakes does she make?**

On the river: ☐ mistakes **At the beach:** ☐ mistakes

4 **Work in pairs. Talk about a holiday photo in Activity 1.** **Be a star!**



Who's the boy on the green bike?

Where were they?

That's Freddy.



They were in town.

Lesson 7 Writing

We use **exclamation marks (!)** in informal writing to show excitement and enthusiasm.

1 Look at the text messages on pages 10–11 and answer.

1 Count the exclamation marks in the text messages. ☐

2 Write two of the sentences that end with an exclamation mark.

_____

_____

3 Read the sentences aloud. Try to sound excited!

2 Complete the text messages with full stops and exclamation marks.



3 Complete the conversation. Ask questions and use exclamation marks! Be a star!

Friend: Hi! I went to London on holiday. It was fantastic! Where did you go? 2:08 PM

You: *Hi! I went to …* 2:12 PM

Friend: The food was great! We ate food from many different countries. What was your food like? 2:43 PM

You: 2:58 PM

Friend: The best day was the science museum. It was really cool! What was your best day? 3:06 PM

You: 3:19 PM

Friend: I made a new friend. His name's Juan and he's very funny! Did you make any new friends? 3:40 PM

You: 4:17 PM

LET'S DO A SURVEY

1 Look at the class survery. Complete the missing information.

1 My topic

Where my friends went on holiday

2 My question

Did you go to ... ?

3 Collecting my data

a lake	4	**a village**	
a beach		**a town**	2
the mountains	6	**a city**	5

4 My results



5 My conclusions

Going to the _____ was the most popular.

Going to a _____ was the least popular.

The children enjoyed natural places like the mountains, a beach or a _____ .

2 **Do a holiday survey.** **Be a star!**

- Think of a holiday question.
- Ask your friends the question. Draw a bar graph with your results.
- Share your conclusions with the class.

What activities did you do?

How did you travel?

Where did you stay?

What did you eat and drink?

Reading time 1

1 1.10 Read the blog posts. Who helps the people in each story?

True travellers' tales of kindness

Lots of travellers have got stories about meeting kind people. Have you got a story? Write and tell us about it.

www.|

Blog posts

Tuesday 6th March

I was on holiday in Spain with my wife. One day, we came to a village by a lake. There was a beautiful island in the lake, but we had to wait for the next boat! We were tired, hot and hungry. Suddenly, a man with a goat walked past. He looked at us and stopped. We didn't speak Spanish so we just smiled at him. He smiled back and pointed to some plastic cups on our backpacks. He wanted our cups! We were surprised, but we gave them to the man. He sat down and started to milk the goat. Then he gave us two cups full of milk. He smiled at us again and walked off down the road with his goat.



Wolfgang, Berlin

6 comments

Blog posts

Wednesday 14th June

I was on a snowboarding holiday and it was great fun, but it was very cold. I was at the top of the mountain and my mum and dad were in the restaurant below. So I came down the mountain on my snowboard and I ran into the restaurant. I cried, 'My hands are so cold I can't feel them!' Then a young woman came to our table. She gave me some hand warmers and said, 'Hold these and think of the sunshine!' She was so kind!



Felipe, nine years old, Mexico City 14 comments

Friday 27th August

My husband and I were in Jordan on holiday. We often travelled on buses there. But it isn't easy for tourists because there aren't any bus stops in the countryside. You just put out your hand to stop the bus. However, people were really helpful. On our first day in Jordan, we wanted to take a bus to the town of Fuheis. There was an old woman next to us on the road. I said, 'Does the bus to Fuheis stop here?' 'Yes,' she said and she waited with us for our bus. It started raining and it got dark, and the woman's bus came and went, but she waited with us until our bus came. I didn't even know her name, but I was so happy that she helped us. I will always remember her!



Matilda, Chicago 4 comments

2 **Cross out the extra letters to find the words. Write the words in the correct categories in your notebook.**

villlagee busss oolde booate haappyy lakeet keinds
mouuntaine yoounge islanden toowne esnowboarrd heelpfuul

The world around us	Describing people	Moving around
village	*old*	*bus*

3 **Match the sentence halves. Then number the sentences in order.**

A young woman	gave us some milk.	☐
An old woman	gave me some hand warmers.	☐
My wife and I	were in a restaurant.	☐
I	were in Jordan.	☐
My husband and I	had cold hands.	☐
A man	waited for our bus with us.	☐
My parents	were in Spain.	1

4 **Read the beginning of this story. What do you think happens?** **Be a star!**



I work at the airport. One day a man arrived late. He didn't have a seat on the plane. He said, 'I've got an important meeting in New York! I have to get on the plane!' I said, 'I'm very sorry, but another person has your seat because you're late.' The man was very angry!

5 **Work in pairs. Watch the story. Then discuss the four stories. Which is your favourite story? Why?**

Play 1

1 Work in groups. Talk about the pictures. What are they doing?

2 1.11 Listen and read. What is Jane doing?

3 Act out the play.

Jane and the special butterfly



Vicky, let's look at your photos of our holiday!

That's a great idea!

Did you take photos of us horse-riding? I loved that!

Where am I?

There you are. You're looking for that butterfly!



Look at the waterfall in this photo!

Where am I?

You're **still** looking for that butterfly!

In this photo, we're camping in the forest!

Where am I?

There you are. You're looking for that butterfly again!

Yes! I looked and looked, but I didn't find it!

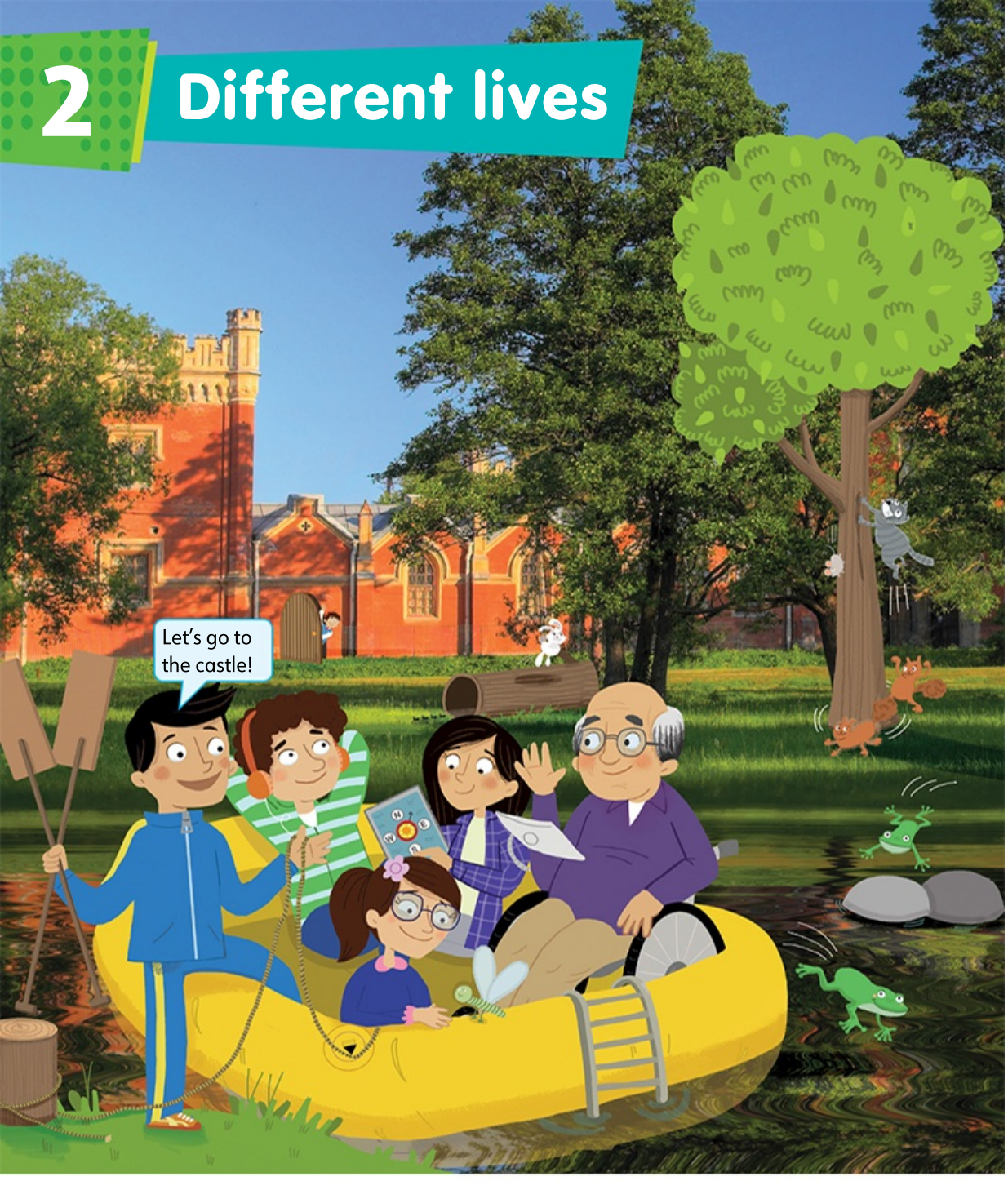
Oh, yes you did! Look – it was on your back!

Oh! I didn't see it!

I'm going to print the photo and then you can take a look at it all you want!



2 Different lives



Vocabulary

1 2.1 Listen, point and say.

2 2.2 Listen and play the game. What's the squirrel doing?



3 Draw pictures in your notebook to show the ten prepositions.



4 Look at the picture. Ask and answer about the animals.



What's the cat doing?

It's running up the tree.

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

Let's go!

Let's go into the castle.
Let's go up the stairs.
Let's walk through the dining room.
Castles are cool to explore, if you dare!

Different people, different lives.
Everyone has a different life.

Let's go into the city.
People in the square.
Let's walk round a museum.
Cities are cool to explore, if you dare!

Chorus

Let's go into a farmyard.
Chicks running here and there.
Let's all walk across the fields.
Farms are cool to explore, if you dare!

Chorus

Which prepositions of movement are in the song?



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

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

3 2.4 Read the text. Circle the themes in the story.

adventure kindness animals different lives holidays

The princess who never laughed



Once upon a time, there was a princess who never laughed.

Her father, the king, said, 'I'm going to give the person who makes the princess laugh a bag of gold!'

Lots of people came to the castle. Some told a joke, or made a funny face, or swapped clothes … but **nothing** made the princess laugh.



A young man called Joseph lived in a village on a hill. He was kind to everyone around him, but he was very poor. He decided, 'I'm going to the castle to make the princess laugh!'

So, he went down the hill and up the next hill and through a forest. Suddenly, he saw an old woman sitting on a log with a beautiful goose. The old woman said, 'You look like a kind boy, and I'm very hungry!' Joseph gave her a sandwich. The old woman asked him, 'Where are you going?' Joseph said, 'I'm going to the castle. I want to make the princess laugh and get a bag of gold.' The old woman laughed and jumped off the log. 'I found this beautiful goose in the forest. Take it to the princess. She's going to laugh!'

Vocabulary

decide find (found) forget (forgot) joke look like swap (swapped)

The boy went with the beautiful goose. He saw a man. 'What a beautiful goose!' said the man and touched the goose's head … but he couldn't pull his hand off. So, he went with Joseph and the goose. They saw two children. 'What a beautiful goose!' said the children and touched the goose's pretty feet … but they couldn't pull their hands off. So, they went with Joseph and the goose, too. They saw a woman with a baby. 'What a beautiful goose!' she said. The woman touched the goose's back, and the baby touched its tail … but they couldn't pull their hands off.

The princess looked sadly out of her window and saw Joseph and the goose. She also saw the man, the children, the woman and the baby all holding on to the goose. She forgot to be sad and began to laugh and laugh. Her father ran into the room. 'Look at those people running along beside the goose,' the princess said. 'They look so funny!'

And that is how Joseph got his bag full of gold … and made a new friend, too!



Learning to learn

Asking classmates for help Be a star!

In class, you can help each other. When you're working together, you can ask:

What does … mean? *What did you put for question … ?*

How do you spell … ? *How do you pronounce … ?*

Work in pairs. Ask some questions about the story.

Lesson 3 Reading comprehension

1 Match the sentences to the speakers.

1 `I'm going to give a bag of gold.´	**a** the old woman
2 `Those people look very funny!´	**b** Joseph
3 `This goose is going to make her laugh.´	**c** the king
4 `I'm going to try to make the princess laugh.´	**d** the man
5 `What a beautiful goose. I want to touch it!´	**e** the princess

2 Answer the questions with full sentences.

1 Where did Joseph live?
Joseph lived in a village on a hill.

2 What did the old woman find in the forest?

3 What did the man say about the goose?

4 Why did the man go with the goose?

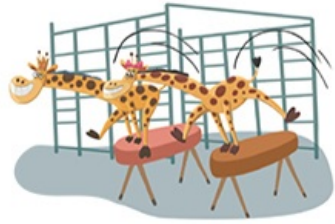
5 Who went to the castle with Joseph and the goose?

3 Discuss in pairs. What made the princess laugh? What makes you laugh?

The goose made the princess laugh.

Funny jokes make me laugh.

Sounds and spelling



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

George and Jill are jolly giraffes
jumping in a huge gym.

5 2.6 Write the missing letters. Listen and check.

1 J uly 2 oran e 3 ve etable 4 acket 5 anuary 6 villa e

Lesson 4 Grammar

1 Look and read.

Graphic Grammar

verbs with *to* + infinitive

He | wanted | to climb | the | mountain .





But | now | he | needs | to run .

2 Complete the sentences with the verbs.

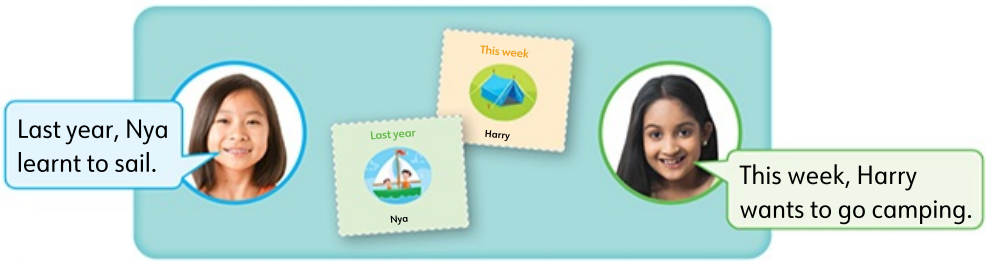
do ~~ride~~ make visit sleep go



1 Last year, I learnt to *ride* a skateboard.
2 Last year, I decided to _____ new friends.
3 Last year, I wanted to _____ to Australia.
4 This week, I need to _____ my homework.
5 This week, I want to _____ my grandma.
6 This week, I need to _____ more!

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

- Go to page 145 and cut out the cards.
- Take turns to choose a card and say a sentence.
- If the sentence is correct, keep the card. The one with the most cards is the winner!



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

Lesson 5 Language in use

Vocabulary

count to a hundred do up your coat
tie your shoes whistle a tune

1 2.7 **Listen and say.**



- Look at my little brother! He's only three and he can tie his shoes already!
- Wow! That's pretty good!
- **Could you tie your shoes** when you started kindergarten?
- **No, I couldn't.**
- Could you count to a hundred when you started primary school?
- I can't remember!
- Could you whistle a tune **when you were eight?**
- **Yes, I could.** What about you?
- I learnt to whistle a tune this year, but I could do up my coat when I was only six!
- It's interesting how we learn things at different times.

2 **Work in pairs. Complete three questions to ask your friend. Then write their answers.**

1 *Could you* say the alphabet *when you started kindergarten* ?

2 _____ do up your coat _____ ?

3 _____ tie your shoes _____ ?

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



Could you climb a tree when you were five?

Yes, I could. What about you?



Unit 2 Use *could / couldn't* and *when* clauses in the past
Use new words: action verbs WB: page 22

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

Lesson 6 Listening and speaking

What makes a good school?

1 **Look at the photos. Discuss how the schools are the same and different.**

The children are sitting.

a



b



2 2.8 **Read the questions. Listen and write the answers.**

Questions	Baguma	Aiko
1 Do you wear a school uniform?	*yes*	no
2 What colour is it?		–
3 How many lessons have you got each day?	5	
4 How many children are there in your class?		33
5 Do you stand up when your teachers come into the classroom?		
6 Have you got a computer room in your school?	no	
7 Do you work in groups in class?		
8 Are there after-school clubs in your school?	yes	
9 Which club do you go to?	football	

3 **Work in groups. Choose Baguma's or Aiko's school. Talk about how your school is the same or different.** Be a star!

We wear a school uniform, but Aiko doesn't.

We have got five lessons each day like at Baguma's school.

Lesson 7 Writing

Summarising a story helps you remember it. A summary includes the **characters**, the **key events** and the **themes** of the story.

1 Complete the graphic organiser using information from the story on pages 24–25.

Characters	Key events	Themes
the princess	*People tried to make the princess laugh.*	*different lives*
the king		



2 Use the information in Activity 1 to write a summary of the story. **Be a star!**

At the beginning, people came to the castle to make the princess laugh.

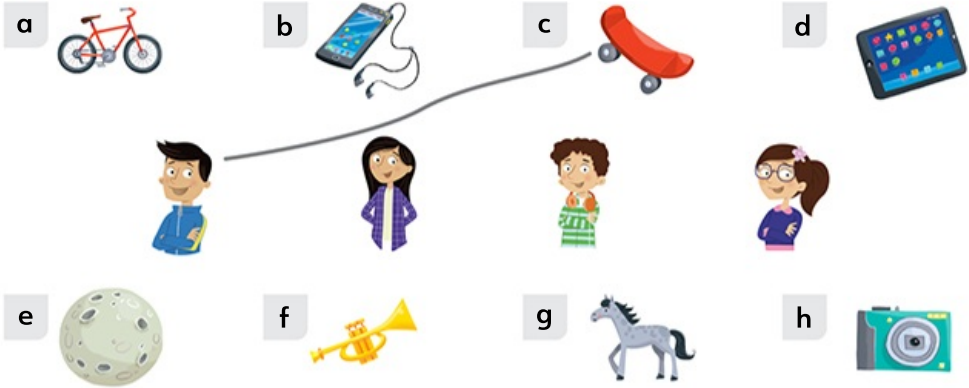
Then,

At the end,

The main themes of the story are

Appreciate how people make different choices

1 2.9 **Listen and draw lines from the children to the objects.**



2 **Read and think. Write *Peter, Vicky, Freddy* or *Jane*. Then complete the sentences.**

A The children go to some hills in the countryside.

1 Vicky decides to take photos with her tablet and send them to some friends.

2 _____ walks round looking for plants and animals.

3 _____ tries to write a song about the countryside.

4 _____ decides to climb up a hill.

B The children go into town with Peter and Vicky's mum.

1 _____ needs to visit the bookshop to buy some new books about nature.

2 _____ is happy because there's a music shop in the shopping centre.

3 _____ wants to ride a bike in town.

4 _____ wants to get new batteries for a digital camera.

3 **Discuss in pairs. What do you like to do when you finish your homework and are free for the evening? Are you like Peter, Vicky, Freddy or Jane?**

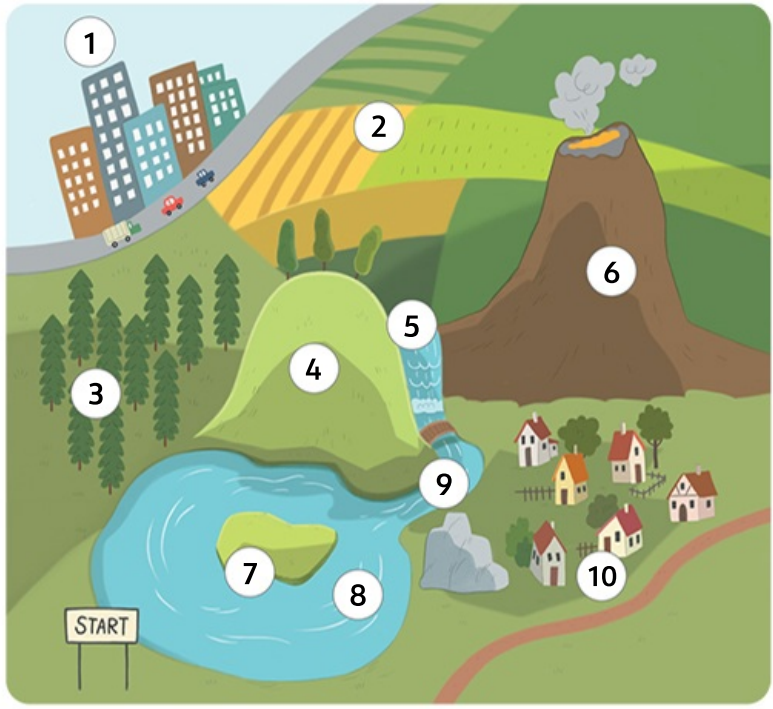


In the evening, I like reading or watching films about animals. I'm like Jane.

Review 1

1 Look and write.

1 *town*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____



2 2.10 **Listen and draw the route on the picture in Activity 1.**

3 Read the answers and write Peter's questions.

1 *Where did you go on holiday?*
2 _____
3 _____
4 _____
5 _____
6 _____

I went to a lake.

No, I didn't. I went sailing.

I enjoy sailing.

It was hot and sunny.

I wanted to eat in a restaurant.

Yes, it was. I had a fantastic pizza.





Listening

1 CE:YL 2.11 **Listen and write a letter in each box. There is one example.**

Stephen is telling Mrs Bridge about the people in his family and their favourite sports. Which is each person's favourite sport?



his aunt



his parents



his grandpa



his sister













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.**

Our island holiday



I'm Leo, and I'm on holiday with my family. We're on an island! I want to see the waterfall. Let's go!







Watch the speaking exam practice video.

3 Super cycling



Unit 3 Identify and use new words: bikes and cycling
WB: page 28

Vocabulary

1 3.1 Listen, point and say.

2 3.2 Listen and play the game. Which word is *above*, *below* or *next* to these words?


cyclist


light


bell


gears


pump


lock


basket


wheel


brakes


safety vest

3 Write the new words in your notebook.

Bikes have got ...	Cyclists need ...
lights	*a lock*

4 Look at the picture. Ask and answer.

Who's got a pink safety vest?

Jane.

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

Going on a bike ride

There were five cyclists going on a bike ride.
Five cyclists going on a bike ride.
One forgot to bring his lock.
So he can't ride!

There were four cyclists going on a bike ride.
Four cyclists going on a bike ride.
One forgot his safety vest.
So he can't ride!

There were three cyclists going on a bike ride.
Three cyclists going on a bike ride.
One forgot to check his brakes.
So he can't ride!

There were two cyclists going on a bike ride.
Two cyclists going on a bike ride.
One forgot to check his lights.
So he can't ride!

There was one cyclist going on a bike ride.
One cyclist going on a bike ride.
He forgot to take a pump.
So he can't ride!

There were no cyclists on the bike ride.

What is each cyclist's problem?



1 Look at the leaflet. Circle the correct answers.

1 This leaflet is for ...

a families. b adults only. c children only.

2 The map shows ...

a four places. b five places. c three places.

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

3 3.4 Read the text. Would you like to go on this tour? Why / Why not?

NYC Bike and Boat Tours

New York City Bike and Boat Tours

A day in New York by bike and boat. Fun for all the family!

Tour timetable

Summer: every day 8am – 5pm.
1st May – 15th September

Autumn: Friday, Saturday and Sunday
11am – 5pm.
16th September – 31st October

Tickets

- $50 for adults
- $25 for children

You can buy tickets on our website or at our ticket office on Liberty Street in New York City, opposite the Liberty Café.

What's included

- Bikes and equipment for the morning bike ride in Central Park.
- Tickets for the boat, the Statue of Liberty and the museum at Ellis Island.
- Drinks and snacks for the afternoon boat tour.



Look at the map of the tour. Follow the path and find where you are going by bike, and by boat.



Morning bike ride in Central Park

All the family will enjoy the ride through this famous and beautiful park in the middle of New York City. You can pick up your bikes from 8am to 10am.

The tour includes a bike with six gears and good brakes, because the paths in the park go up and down!

You can watch people from New York playing musical instruments and doing American sports like baseball and basketball. Some people like to stop by the lake and have a picnic, so you can ask for a basket and a lock for your bike, too.

Rules to keep cyclists safe:

- Children under 18 must be with an adult.
- We give you a safety vest and a helmet, too. You must wear these.
- You must ride on the paths.
- Children, please stay near your parents, and you mustn't ride too fast.

Boat ride to the Statue of Liberty and Ellis Island

In the afternoon, the boat tour leaves from Liberty Street at 2pm.



We go under the famous Brooklyn Bridge. Then, we go to the famous Statue of Liberty. You can get off the boat and climb up inside the statue, too, but there are 354 steps! Then, we go to Ellis Island where, in the past, many people put their names in a book before they came to live in the USA. Children can learn about this at the Ellis Kids part of the museum.

On the way back, you get a great view of One World Trade Centre and the Manhattan skyline! We give the children ice cream and the adults water or a soft drink on the boat.

Vocabulary

bridge near opposite
path soft drink ticket

Learning to learn

Using what you know Be a star!

Before you read a text, think about what you know about the topic.
This helps you understand the text better and work out the meaning of new words.

- What did you know about New York before reading the text?
- What did you learn from the text?



Lesson 3 Reading comprehension

Why is riding a bike good for the environment?

1 Answer the questions with full sentences.

1 Where is Central Park?
It's in the middle of New York City.

2 What American sports can you see in Central Park?

3 How many steps are there inside the Statue of Liberty?

4 Where did people go in New York before they came to live in the USA?

2 Complete the information in the table.

It's July, and you want to do the New York City bike tour with your parents and your brother, who is six years old. Look at the text to find out:

Days you can go	*every day*
Time the bike ride starts	
Time the boat ride starts	
Cost for your family	
Place to buy the tickets	

3 Discuss in pairs. Where could you go on a tour in your city? Be a star!

Sounds and spelling

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

Nice mice bouncing balls.
Bounce them once! Bounce them twice!



5 3.6 Write the missing letters. Listen and check.

1 _s_ummer 2 i___e cream 3 ___entre 4 ___afety 5 pala___e 6 fanta___tic

Lesson 4 Grammar

1 Look and read.

Graphic **Grammar**

must and *mustn't* for obligation





You | mustn't | listen | to | music .

You | must | look .

2 Complete the sentences about safe cycling. Use *must* or *mustn't*.

1 You *must* wear a safety vest.
2 You _____ ride fast.
3 You _____ show drivers where you're going.
4 You _____ wear flip-flops.
5 You _____ wear a helmet.
6 You _____ be careful near parked cars.



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

- A Look at page 144. B Look at page 149.
- Complete the rules about sports and places. Use *must* or *mustn't*.
- Take turns to tell your friend the rules. Ask your friend to guess the sport or place. A starts.



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

Lesson 5 Language in use

Vocabulary

go past	go straight on	on the left
on the right	turn left	turn right

1 3.7 **Listen and say.**



- **How do we get to** the sports centre from here?
- **First,** we go straight on to the hospital.
- OK. Go straight on to the hospital. What next?
- **And then** we turn right.
- OK. We turn right. And then?
- **After that,** we go past the supermarket.
- I see. We go past the supermarket. And after that?
- **Finally,** we turn left.
- So we turn left and then we're there.
- Yes. The sports centre is on the left, opposite the café.
- Great! Let's go!

2 Look at the map. In your notebook, write directions to the zoo and bus stop.



3 **Work in pairs. Make a new dialogue. Use the map to help you.** **Be a star!**

How do we get to the cinema from here?

First, we turn right and ...

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

Lesson 6 Listening and speaking

1 **Look at the street map. What places can you see?**



2 3.8 **Listen to the children talk about how they get home from school. Complete the addresses.**

1 Danny's address is 10 _____.

2 Nadia's address is 5 _____.

3 Devrim's address is 17 _____.

3 **Work in pairs. Choose a place on the map. Discuss how to get there from the school.** **Be a star!**



How do we get to the bus stop?

First, we come out of the school and turn right on to Museum Road.



Lesson 7 Writing

We often use **bullet points** to list information.

1 **Look at the rules in the leaflet on page 37. Answer the questions.**

1 How many rules are there? _____

2 How do you know? _____

3 Which word is in all the rules? _____

_____

2 **Complete the rules for a leaflet about safe cycling.** **Be a star!**



Unit 3 Write a list with bullet points
WB: pages 34–35

Play the *Bike Grid game*

1 Read and draw.

How to play

1. Draw the five objects into Grid 1. Use the exact number of squares, as shown below.
2. Work in pairs. Give directions to find your friend's objects. For example, Start on 2c. Go right two squares to 2e. Then go down three squares to 5e. Stop. Your friend answers hit if there is an object there or miss if there isn't.
3. After a hit, your friend must name the object and tell you where it is. For example, It's the light. It's in squares 3e and 4e. Then you must draw the object in Grid 2.
4. After a miss, or after you find an object, it's your friend's turn.
5. The winner is the first person to draw all of the objects on Grid 2.



basket



bell



light



safety vest



helmet

Grid 1

	a	b	c	d	e
1					
2					
3					
4					
5					
6					

Grid 2

	a	b	c	d	e
1					
2					
3					
4					
5					
6					

2 Work in pairs. Play the game. **Be a star!**

1 3.9 Read the story. Where did they go and what did they see?

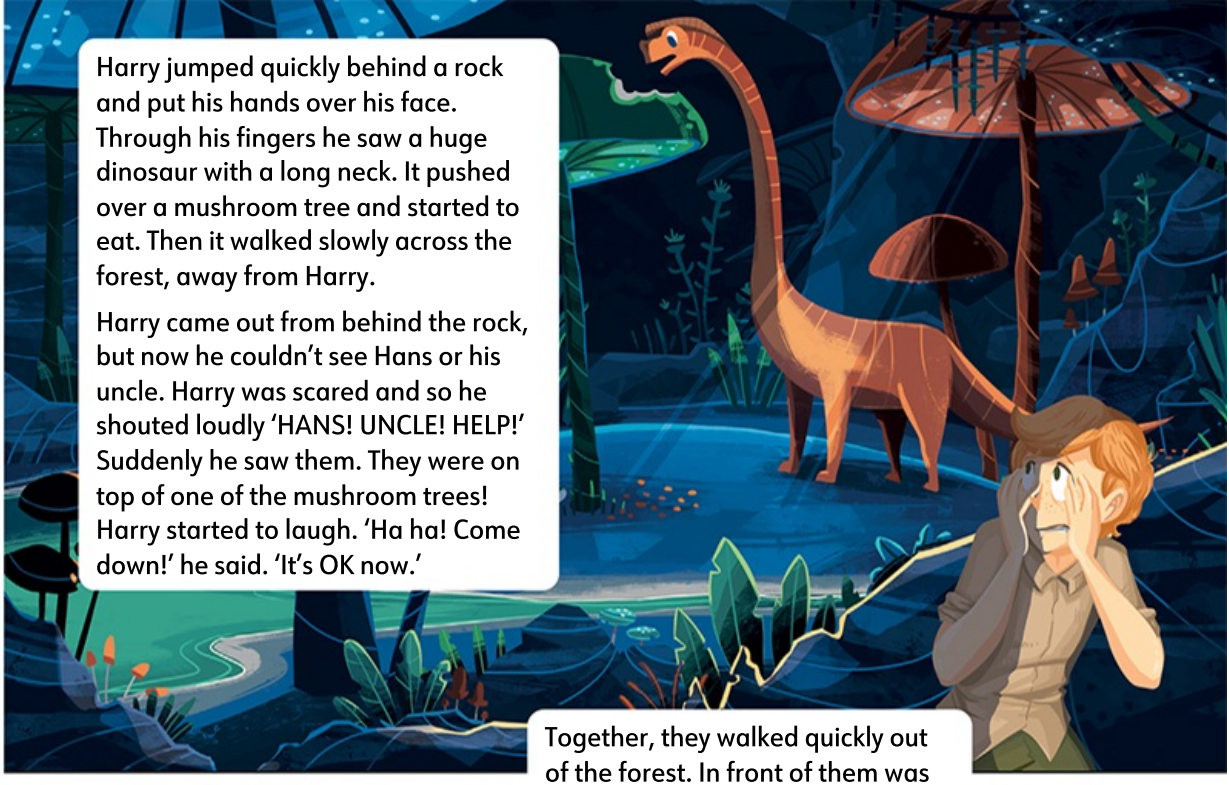
Journey to the Centre of the Earth

by Jules Verne

Professor Hardwigg, his nephew Harry, and Hans climbed down and down into the volcano. Professor Hardwigg opened the old map from the museum and looked at it again. 'I'm sure this is the right volcano,' he said excitedly. Hans looked worried. In Iceland there were many legends about this volcano and Hans' grandfather was an expert on these.

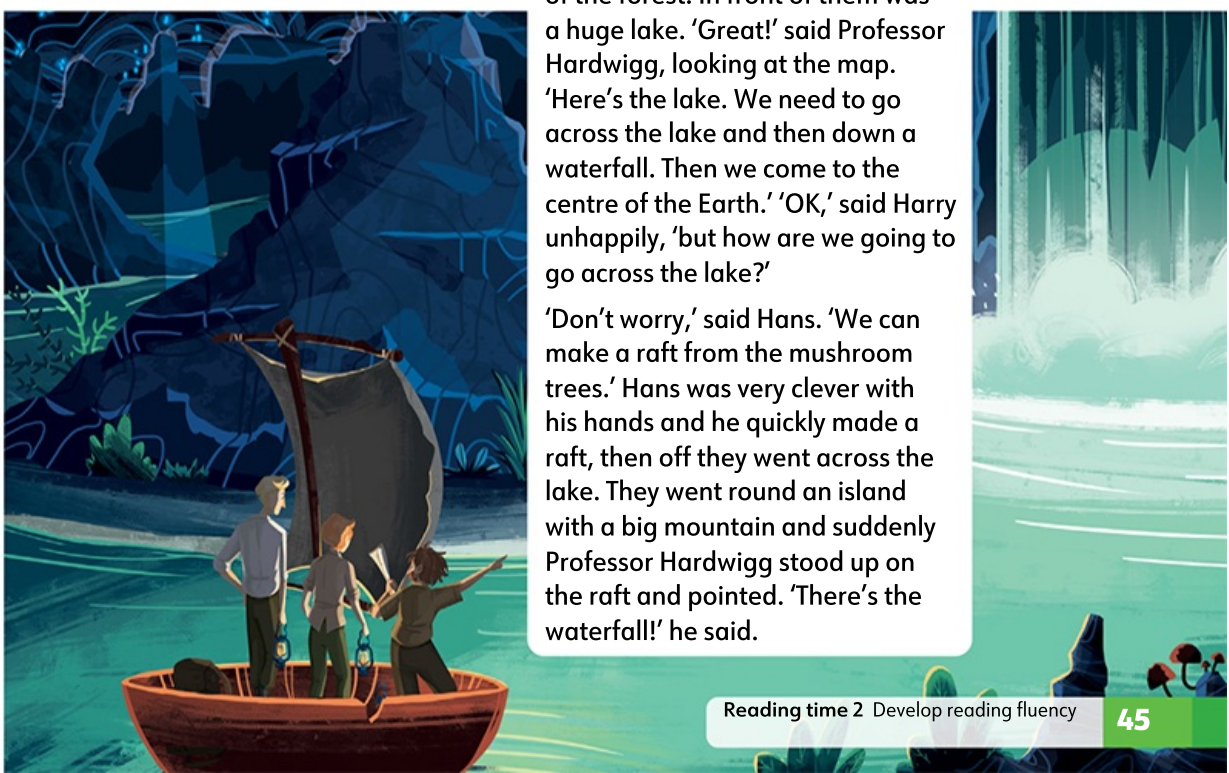
When they came to the bottom of the volcano, they found a mushroom forest with huge mushrooms bigger than trees, and strange animals with long legs and big eyes. 'Here's the path,' said Professor Hardwigg. 'This way to the centre of the Earth! We go straight on through this forest and then turn right.' Then he walked happily into the mushroom forest with the map under his arm and a big smile on his face.

Harry and Hans walked behind him. Harry was scared. He decided not to look round and just looked down at his feet. Suddenly, Hans shouted, 'Look out! What's that! Oh no! It's a dinosaur!'



Harry jumped quickly behind a rock and put his hands over his face. Through his fingers he saw a huge dinosaur with a long neck. It pushed over a mushroom tree and started to eat. Then it walked slowly across the forest, away from Harry.

Harry came out from behind the rock, but now he couldn't see Hans or his uncle. Harry was scared and so he shouted loudly 'HANS! UNCLE! HELP!' Suddenly he saw them. They were on top of one of the mushroom trees! Harry started to laugh. 'Ha ha! Come down!' he said. 'It's OK now.'



Together, they walked quickly out of the forest. In front of them was a huge lake. 'Great!' said Professor Hardwigg, looking at the map. 'Here's the lake. We need to go across the lake and then down a waterfall. Then we come to the centre of the Earth.' 'OK,' said Harry unhappily, 'but how are we going to go across the lake?'

'Don't worry,' said Hans. 'We can make a raft from the mushroom trees.' Hans was very clever with his hands and he quickly made a raft, then off they went across the lake. They went round an island with a big mountain and suddenly Professor Hardwigg stood up on the raft and pointed. 'There's the waterfall!' he said.

2 Read and write *T* (True) or *F* (False).



1 They climbed up a volcano. F
2 The volcano was in Iceland. ____
3 They found a forest with small mushrooms. ____
4 Professor Hardwigg hid behind a rock. ____
5 A dinosaur ate a mushroom tree. ____
6 They walked quickly into the forest. ____
7 They made a raft from a mushroom tree. ____
8 They went round an island with a mountain. ____

3 Read the story again and answer the questions.

1 Why did they go into the volcano? _____

_____

2 Why did Harry jump quickly behind a rock? _____

_____

3 Where is Hans from and why is he with Professor Hardwigg and Harry? _____

_____

4 Why is Professor Hardwigg excited about their adventure? _____

_____

4 Imagine how the story ends. Do you think Professor Hardwigg, Harry and Hans find the centre of the Earth? Be a star!



5 Watch the ending. Then discuss in pairs. Do you like the ending? Why / Why not?

Play 2

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

2 3.10 Listen and read. Why do Grandpa and the other children go to the sports centre?

3 Act out the play.

Peter and the skateboarding competition



You woke up early this morning, Peter!

Yes! I'm going to the skateboarding competition.

Oh! Where is it, Peter?

At the Greenplace Sports Centre.

OK. Goodbye, Peter!

Let's go and surprise him!



Look! This is the Greenplace Sports Centre.

But there isn't a competition here!

Let me see! Look! It's at the Green**space** Sports Centre, not Green**place**!

But that's the opposite side of town!

Don't worry. We can go by river. Quick! Let's go.

Get your helmets and safety vests ready now.

OK, Grandpa.

Greenspace Sports Centre is on the left after this bridge.

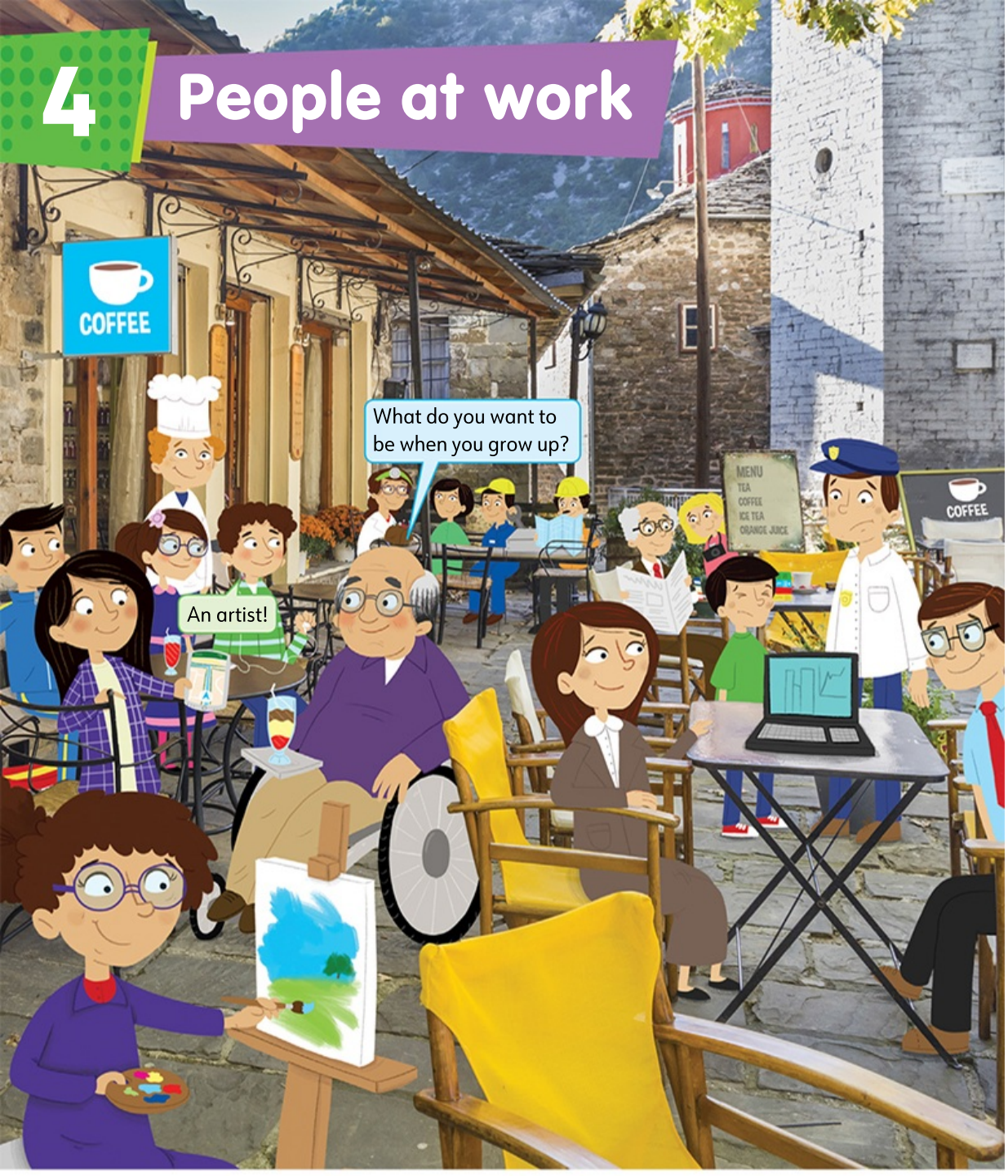
We must go quickly, we're going to be late!

Surprise!

Oh, thank you! But I got it wrong. The competition is **next** Saturday!



4 People at work



Unit 4 Identify and use new words: jobs
WB: page 38

Vocabulary

1 4.1 Listen, point and say.

2 4.2 Listen and play the game. What's next?


chef


photographer


nurse


dentist


businesswoman / businessman


police officer


plumber


lawyer


artist


engineer

3 Write the new words in your notebook.

Works inside	Works inside and outside
businessman	*artist*

4 Look at the picture. Ask and answer.

Who's wearing an orange shirt and black trousers?

The engineer. Who's painting?

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

What do you want to be?

What do you want to be?
Look around and you can see
Lots of jobs for you, for me.
So tell me what you want to be!

Do you want to be a nurse,
Always giving a helping hand?
Do you want to be a police officer
Fighting crime across the land?

Chorus

Do you want to be a businessman
And wear lots of fancy ties?
Do you want to be an engineer
And build a new high-rise?

Chorus

Do you want to be a dentist
And keep people's teeth clean?
Do you want to be an artist
And paint a lovely scene?

Chorus



Which jobs are in the song?

1 **Look at the titles and the photos. Answer the questions.**

1 What are the jobs of the bloggers?

2 How many posts can you see on each blog?

3 Which one is the Home page?

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

3 4.4 **Read the blog posts. Which job do you like best? Why?**

CAROL'S FANTASTIC VIDEO GAMES

Home | Posts | Contact me

PICK OF THE MONTH REVIEWS



DECEMBER
Deep Purple
(a good game for beginners)



JANUARY
Chef's Nightmare
(a cooking comedy)



FEBRUARY
Hammerland
(hiding in the mountains)

ABOUT ME

I'm Carol Fanly, and I'm a game designer. I design video games. My job is very interesting and creative! I'm an artist, and I invent the characters as well as the story. I tell my ideas to the rest of the team, and together, we make a game.

Do you know my popular video game called Planet Quest? It's about a photographer, a dentist, a businesswoman, a chef and a plumber who go to a different planet. The players must use the skills and objects from their jobs to help each other. It's fun to think about the interesting and unusual ways people use what they know! The game is very exciting and not very difficult!



I love playing games, too, and I write reviews on my blog to help you choose games.

I always read comments, so let me know what you think.

Also, did you know that only 25% of people who make video games are women? Any girls out there? Why don't you join me and make video games, too!

Comments

I know Planet Quest! It's awesome! Mike

I want to make video games, too! Bella

Vocabulary

creative dangerous different difficult exciting interesting

NURSE MAX

Home | Favourite First Aid Tips | **Posts** | About me



Popular Posts

Road safety (March)

Football injury (April)

A day in the life of a nurse (May)

Football injury

I'm a nurse, and I love my job. Some people think that my job is uncreative, but every day is different! I work in a big hospital in the children's ward. I give the children their medicines to help them get better.

At the weekends, I work for the Manningtree Football Club. Sometimes, one of the footballers is hurt, and I run to help them or take them to hospital.



I have a friend, Molly, who is a police officer. She loves football too, and sometimes we watch the matches together. We always laugh about which job is more exciting. I think mine is! But I say her job is more dangerous!



Well, one day one of the boys kicked the ball hard, and it hit my face! That day it was me in hospital! Molly laughed and asked me, 'So, whose job is more dangerous?'

I was unhappy that day, but the story had a good ending. The team came to see me in hospital and gave me a tracksuit top!

Learning to learn

Using prefixes to change meaning

Sometimes we can change the meaning of an adjective by putting a prefix before it, for example *un-*. When we put *un-* before an adjective we change it to the opposite meaning, for example *unfriendly* is the opposite of *friendly*.

Can you find two adjectives with the prefix *un-* in the text? What are their opposite meanings?



Lesson 3 Reading comprehension

1 How do they describe their jobs? Write *Carol* or *Max*.

1 creative Carol
2 different _____
3 interesting _____
4 exciting _____

Why do you think so few women make video games?

2 Answer the questions with full sentences.

1 What's Carol's famous video game called? It's called Planet Quest.
2 Why does Carol write reviews? _____
3 Do more men or more women make video games? _____
4 Where does Max work at the weekends? _____
5 What does Max do when a footballer needs help? _____

3 Which of the two blog posts is useful for these people? Be a star!

1 José wants to help other people. Nurse Max
2 Marta wants a job with computers. _____
3 Jude doesn't want a job in an office. _____
4 Masood likes writing stories. _____

Sounds and spelling

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

An act**or**, a police offic**er** and
a bus driv**er** all sitting in a tract**or**.



5 4.6 Write the missing letters. Listen and check.

1 Novemb**er** 2 doct____ 3 farm____ 4 comput____ 5 tract____ 6 visit____

Lesson 4 Grammar

1 Look and read.

Graphic **Grammar**

Comparative form of long adjectives

Ruben's | cake | is | creative .

Mary's | cake | is | more | creative | than | Ruben's .



2 What do you think? Write sentences about the jobs.

1 dentist / businessman (exciting)
I think a businessman's job is more exciting than a dentist's job.

2 artist / chef (creative)

3 firefighter / police officer (dangerous)

4 waiter / photographer (interesting)

5 lawyer / engineer (difficult)

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

- Cut out the cards on page 147 and put them face down on the table.
- Take turns to turn over two cards and make a sentence. If your friend agrees, keep the cards.
- The one with the most cards is the winner.



creative
dangerous
interesting
exciting
difficult
different

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

Lesson 5 Language in use

Vocabulary

caterpillar crab mosquito peacock

1 4.7 **Listen and say.**



- Is that your dad's jacket?
- Yes, it is. He's a zookeeper, so I know lots about animals. Ask me a question.
- OK. What do you think is **the most dangerous** animal in the world?
- The mosquito! I think mosquitoes are the most dangerous.
- And what do you think is **the most beautiful** animal?
- Well, I think peacocks are really beautiful.
- What about **the most colourful** animal?
- Well, some frogs are very colourful.
- And what about **the most interesting** animal?
- There's a kind of crab that's very unusual.
- Wow! You know so much about animals. I'd love to go to your dad's zoo!

2 **Think about the animals they talk about. Read and write sentences.**

1 (interesting) *I think the monkey is the most interesting animal.*

2 (dangerous) _____

3 (beautiful) _____

4 (colourful) _____

3 **Work in pairs. Think of all the animals you know. Make a new dialogue.** **Be a star!**



What do you think is the most exciting animal in the world?

I think frogs are the most exciting animal because they are always jumping around!



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

Lesson 6 Listening and speaking

1 4.8 **Listen to Grandpa talking about his different jobs. Number the jobs in order.**











☐ ☐ 1 ☐

2 4.8 **Listen again and complete the faces in Activity 1.**

He enjoyed / loved it. He didn't mind it. He didn't like it.

3 4.9 **Work in pairs. Listen, read and say.**



Would you like to be a farmer?

No, I wouldn't. I think I'd like to be an artist. It's more creative. What about you?



Yes, I think I would. But what I'd really like to be is a businessman. I think it's the most interesting job.

4 **Work in pairs. Talk about what you would like to be.** **Be a star!**

I'd like to be a photographer. I think it's the most exciting job.

Lesson 7 Writing

1 **Look at the blog post on page 51. Which words do the pronouns in this sentence replace?**

She loves football too, and sometimes **we** watch the matches together.

Using **personal pronouns** makes a text more natural. We don't need to repeat a word if we use its pronoun.

2 **Complete the blog post with the missing personal pronouns.**

~~We~~ they it We it they it

Home About us Books we like Our visits Our school

THE COOL GANG

All about life with my friends

OUR CLUBS AT SCHOOL

My friends Tom and Charlie and I all go to the same school. [1] We love [2] _____ because it's a great school and [3] _____ has got lots of after-school clubs. There are ten different clubs and [4] _____ are all very different. [5] _____ all go to an after-school club. I go to computer club and art club, and I love [6] _____ because [7] _____ are both a lot of fun. But computer club … _____

3 **Use the information in the table to continue the blog post in Activity 2.** Be a star!

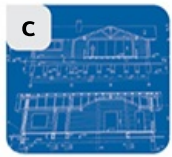
	Club	Reason	Extra information
Me	computer	the most interesting	useful for writing a blog post / learn how to build a website
Charlie	football	the most exciting	meet friends / in school team
Tom	cookery	the most creative	make dinner for family / make food from different countries

LET'S FIND OUT
OPINIONS ABOUT JOBS

1 Which jobs use these objects? Think of one more object for each job.

a 

b 

c 

d 

e 

f 

g 

h 

i 

j 

2 Ask your friends what jobs their parents do. Write in your notebook.

Job	Number of friends' parents who do this
doctor	||
plumber	|

What job does your mother do?

She's a doctor.

3 Use your list of jobs from Activity 2 to answer the questions.

Which job do you think is ...?

1 the most dangerous _____
2 the most creative _____
3 the most interesting _____
4 the most exciting _____
5 the most difficult _____
6 the most boring _____

4 Find friends with the same answers in Activity 3. **Be a star!**



Which is the most exciting job?

I think it's a police officer. What about you?



I think it's a businessman.

Review 2

1 Read and write the words about cycling.

1 This is a person on a bike. cyclist
2 You need a key to open it. _____
3 This makes a noise. _____
4 These help you change speed. _____
5 These stop the bike. _____
6 You carry things in this. _____
7 This is round and bikes have got two. _____
8 You need this at night. _____
9 This must be a bright colour. _____
10 This is long and thin. _____



2 Discuss in pairs. Who do you think these belong to?

1 2 3 4 5 6 7 8



3 Look at the traffic signs and write the rules.



You mustn't drive fast.



_____



_____



_____



_____



_____

1 CE:YL Read the text. Choose the right words and write them on the lines.

Reading and Writing

Being an Astronaut



Example: Being an astronaut is a very *interesting* job, but it can

1 _____ be dangerous. Astronauts have to be

2 good _____ science and maths and they must

3 think _____ when there's a problem. Astronauts

4 travel in rockets and learn _____, get dressed,

5 _____ their teeth and even sleep in a rocket.

Astronauts wear special clothes. This is because it's

6 much colder in space _____ on Earth.

Example:	boring	interesting	delicious
1	also	too	always
2	with	of	at
3	quicker	quickly	quickest
4	to eat	eating	ate
5	brushed	brushing	brush
6	that	than	then

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

Speaking



This picture is different because ...

Watch the speaking exam practice video.

5 Be healthy! Be happy!



Unit 5 Identify and use new words: at the doctor's
WB: page 48

Vocabulary

1 5.1 Listen, point and say.

2 5.2 Listen and play the game. Which word is *before* or *after* these words?


cut


broken arm


temperature


flu


sore throat


cough


toothache


headache


earache


stomach ache

3 Write the new words in your notebook.

Illness	Injury
flu	*cut*

4 Look at the picture. Ask and answer.

What's the matter with Peter?

He's got a headache.

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

At the doctor's

I've got earache and a temperature, too.
Tell me, Doctor, what must I do?
Stay in bed today and don't go to school.
For a week, don't go to the swimming pool.

Oh Nurse, I'm feeling worse.
Doctor, please make me better!

I've got a headache and a sore throat, too.
Tell me, Doctor, what must I do?
Take this medicine and then lie down.
Stay at home today. You mustn't go to town.

Chorus

I've got the flu and a cough, too,
Tell me, Doctor, what must I do?
Drink lots of water and have a rest.
For the flu and a cough, that's always the best.

Chorus


Which illnesses are in the song?

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

1 The text is from ...

a a magazine. b a poem. c a story book.

2 The text is about ...

a studying. b being healthy. c helping at home.

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

3 5.4 Read the text and do the quiz. How healthy are you?

How to be HEALTHY!



How often do you get ill? Do you get the flu, coughs or sore throats? What about a headache or earache? Find out how to stay healthy without medicine!

It's important to be active!

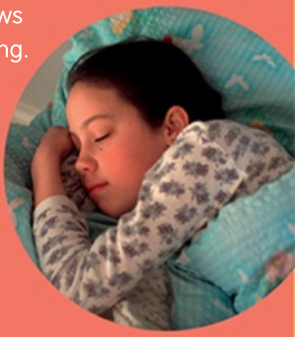


✓ Your body needs to exercise to help it grow strong.

✓ You should play outside more. Fresh air is good for you!

✗ You shouldn't sit for more than an hour in front of a TV or a computer. It's bad for your eyes and your body!

Make sure you rest!



✓ It's important to get enough sleep every night. Your body grows the most when you're resting.

✓ Reading a book before you go to sleep can help you to relax.

✗ Don't play games on your tablet or phone before you go to bed because it will keep you awake.

Dont't forget to eat well!

✓ Food gives you energy. You should eat a healthy breakfast, lunch and dinner. Also, try to eat healthy snacks.

✓ Always sit down when you eat and remember to eat slowly.

× Don't have too much sugar. Fizzy drinks, cakes and sweets can make you ill.



QUIZ

1. How many sports do you do?
   a one **b** two **c** three or more
2. How often do you exercise?
   a once a week **b** twice a week **c** every day
3. How many hours do you sleep each night?
   a 6–8 hours **b** 10+ hours **c** 8–10 hours
4. Do you read a book in bed at night?
   a never **b** sometimes **c** always
5. How often do you eat sweets?
   a every day **b** every week **c** hardly ever
6. Do you have breakfast?
   a never **b** sometimes **c** always

Quiz answers: Mostly as: Oh dear! You don't get enough exercise and rest. **Mostly bs:** Good! You are healthy. **Mostly cs:** Great! You are very healthy.

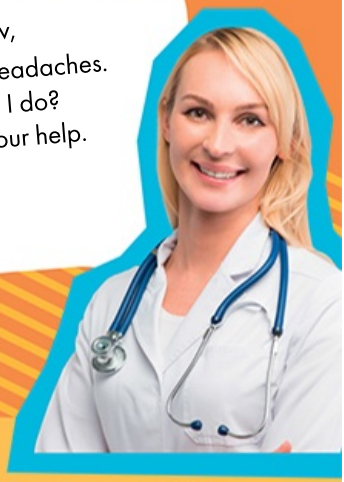
Ask Dr Orlov

Dear Dr Orlov,

I get lots of headaches. What should I do? Thanks for your help.

Best wishes,

Simon



Vocabulary

active exercise (v) healthy ill medicine rest (v)

Learning to learn

Asking questions

When you read a text, it's important to ask questions to find out more information. You can ask a friend, your teacher or your parents, or you can look online.

Think of two questions you want to ask about the text. How are you going to find out the answers?



Lesson 3 Reading comprehension

1 Read and tick (✓) *T* (True), *F* (False) or *NI* (No information).

	T	F	NI
1 Swimming is better for you than playing football.			✓
2 Playing outside is better for you than playing on the computer.			
3 Your body grows the most when you are exercising.			
4 It's important to sleep with a window open.			
5 You should eat three meals every day.			

2 Answer the questions.



What can you do to be healthy?

1 Why should you play outside?

Because _____ .

2 When does your body grow the most?

It grows _____ .

3 Why should we eat well?

Because _____ .

3 **Discuss in pairs. What can you do to be more healthy?** Be a star!

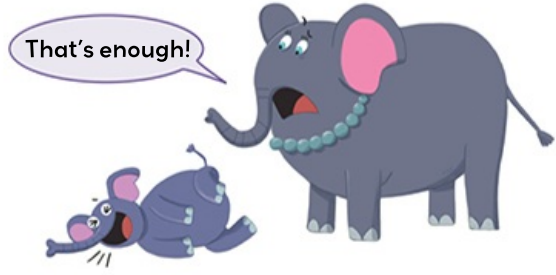
I could sleep for nine hours on school nights.

I could go to a sports club.

Sounds and spelling

4 5.5 **Listen and say the chant. Look at the spelling.**

Phillip the elephant laughed
so much he coughed.



5 5.6 **Write the missing letters. Listen and check.**

1 cou*gh* 2 ____oto 3 enou____ 4 al____abet 5 lau____ 6 dol____in

Lesson 4 Grammar

1 Look and read.

Graphic Grammar

should and *shouldn't* for advice



You | should | be | active .

You | shouldn't | eat | too | many | sweets .

2 Complete the sentences. Use *should* or *shouldn't*.



1 You *should* eat breakfast every day.
2 You _____ walk every day.
3 You _____ watch a lot of TV.
4 You _____ eat quickly.
5 You _____ read before you go to sleep at night.
6 You _____ drink soft drinks.
7 You _____ do exercise every day.
8 You _____ sit for more than an hour in front of the computer.

3 Work in pairs. Give advice. Be a star!

- A Look at page 150. B Look at page 152.
- Take turns to listen and choose advice for your friend. A starts.



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

Lesson 5 Language in use

Vocabulary

bakery butcher's chemist's
fishmonger's greengrocer's

1 5.7 **Listen and say.**



Mum is ill. She's got the flu, so I'm going shopping for her.

Can I come, too?

Sure, here's the shopping list.

Let me see.

First, **let's go** to the bakery **to buy** some bread.

Then, let's go to the butcher's to buy some meat for dinner.

OK. And where should we go after that?

Let's go to the fishmonger's **to buy** some fish.

Oh, and we need some bananas, too.

OK. So, let's go to the greengrocer's to buy some bananas.

And we must go to the chemist's to buy some tissues for Mum.

Yes, of course. Let's go!

2 **Complete the sentences.**

1 Let's go to the toy shop to *buy a game.*

2 Let's go to the library to _____

3 Let's go to the sports centre to _____

4 Let's go to the café to _____

5 Let's go to the chemist's to _____

3 **Work in pairs. Think of places in a town. Make a new dialogue.** **Be a star!**



First, let's go to the library to read some books.

OK. Then, let's go to the bakery to buy a cake.



Great! Then, we can go to the greengrocer's to buy some apples.

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

Lesson 6 Listening and speaking

1 5.8 **What's the matter with the children? Listen to them talking to the doctor and circle the correct answers.**

Jane:	temperature	sore throat and cough	flu
Freddy:	earache	toothache	cut
Vicky:	headache	broken arm	stomach ache
Peter:	flu	headache	temperature

2 5.8 **Listen again and tick (✓) the doctor's advice.**

	Jane	Freddy	Vicky	Peter
Drink water				
Have a hot lemon drink	✓			
Eat chicken and rice				
Take medicine	✓			
Don't do sport				
Stay inside				
Go to bed				



3 **Work in pairs. Make a new dialogue. Use the words to help you.** **Be a star!**



Hello. Come in and sit down.
What's the matter with you today?

I've got toothache. It really hurts!



What's the matter?

Where does it hurt?

You mustn't ...

I'm ill.

When does it hurt?

I've got stomach ache.

You should ...

You need to ...

Lesson 7 Writing

It's important to **start** a letter with a greeting, and to **end** a letter with a closing.

1 Look at the letter to Dr Orlov on page 63. Answer the questions.

1 How does the letter start? _____

2 How does the letter end? _____

2 Read and complete the letter.

_____

My name is Nadia. Next month, I've got a swimming competition.

I want to be very fit. What should I do? Thank you for your help.

_____

_____

3 Write Dr Orlov's letter to Nadia. Use the plan to help you. Be a star!

Paragraph 1	Say *Thank you*	Paragraph 3	Get enough sleep
Paragraph 2	Be active	Paragraph 4	Eat well

_____ ,

_____ for your letter.

First, it's important to _____ . You need to

_____ . You can _____ .

You also need to _____ . You should

_____ .

Finally, it's important to _____ because

_____ . You must _____ .

_____ ,

Dr Orlov



PLAN HEALTHY MEALS

1 **Think and write the answers.**

1 Name a food that you should hardly ever eat. _____

2 Name a food that is made from milk. _____

3 Should you eat more meat or more vegetables? _____

4 Which food is the odd one out? Why?

a meat / fish / bread / eggs _____

b apples / chicken / tomatoes / mangoes _____

c rice / pasta / sweets / bread _____

2 **Work in pairs. Look at the food pyramid and discuss your answers for Activity 1.**



3 **Plan a breakfast, lunch and dinner. Write a menu for your meals.**

Breakfast	Lunch	Dinner
_____	_____	_____
_____	_____	_____
_____	_____	_____

4 **Work in pairs. Compare your meal with your friend's.** Be a star!

For breakfast, I'm going to have orange juice because we should have some fruit. I'm going to have bread and cheese, too. That's a healthy meal!



6 Stories from far away



What can you learn from stories from other countries?

Unit 6 Identify and use new words: the natural world
WB: page 62

Vocabulary

1 6.1 Listen, point and say.

2 6.2 Listen and play the game. Which word is *above*, *below* or *next to* these words?


world


field


grass


ground


campfire


stream


shooting star


branch


nest


leaf / leaves

3 Write the new words in your notebook.

Things I can hold in my hand	Things I can't hold in my hand
grass	*world*

4 Look at the picture. Play the game.

This word begins with *L* ...

Leaf!

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

Come and tell a story

Come to the campfire and sit with me.
Let's tell stories – what will they be?
Under the light of the shooting star,
We'll visit places near and far.

There's a story about a monkey
And a nest on a branch.
There's a story about a tiger
And a clever rabbit who did a dance.

Chorus

There's a story about a poor man
And the kindness of his friends.
Every country has its stories.
Let's see how this one ends ...

Chorus

Which new words are in the song?

1 **Look at the titles and the pictures. Circle the correct answers.**

1 The characters in the stories are ...

a animals. **b** people. **c** animals and people.

2 The stories are from ...

a Europe and Asia. **b** North and South America. **c** Asia and Africa.

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

3 6.4 **Read the texts. Which story has each moral?**

What you see isn't always true. You get what you give.

The bird and the ant

This folktale is from Greece in Europe.

Once upon a time, there were some red ants. They were walking on the ground beside a stream. Suddenly one of the ants fell into the stream. 'Help! Help!' he shouted. 'I can't swim!'

Above the stream, there was a mother bird. She was sitting in a nest on the branch of a tree. She looked down and saw the ant in the water. 'Oh dear,' she thought kindly. She flew above the ant and dropped a leaf into the stream. The ant climbed onto the leaf. 'Thank you!' he said.

Another day, a bird-catcher came to the forest. He wanted to catch the bird. The ants saw the bird-catcher. 'Oh no, you don't!' they thought angrily, and they jumped onto his leg. 'Ouch!!' said the bird-catcher. 'Red ants! Ouch! Ouch! Ouch!' And he ran quickly out of the forest. That day he didn't take any birds home!

The bird in her nest looked down at the ants in the grass. 'Thank you!' she said.

Vocabulary

another both fly (flew) nothing same take (took)

The two frogs

This Asian folktale is from Japan in Asia.

Once upon a time, a frog lived near the sea in a town called Osaka. He wanted to visit a town called Kyoto. Another frog lived in a stream in Kyoto. He wanted to visit Osaka.

They jumped and jumped and found each other at the top of a mountain. 'Where are you from?' asked the Osaka frog. 'I'm from Kyoto. I want to go to Osaka.'

'Oh!' said the Osaka frog. 'I'm from Osaka, and I want to go to Kyoto!'

'I've got an idea,' said the Kyoto frog. 'Let's stand up together. Then I can see Osaka, and you can see Kyoto!'

'OK,' said the Osaka frog. He was excited.



So, the two frogs stood up together. But ... the problem was that their big eyes were in the backs of their heads! So, the Osaka frog wasn't looking at Kyoto. He was looking at Osaka, and the Kyoto frog wasn't looking at Osaka. He was looking at Kyoto!

'Oh!' said the Osaka frog. 'Kyoto looks the same as Osaka!' 'Oh!' said the Kyoto frog. 'Osaka looks the same as Kyoto! There's nothing new!'

So, both frogs went back home. Osaka and Kyoto are very different towns but the frogs went home and told everyone they looked the same!

Learning to learn

Learning new vocabulary using colour

Use colour to help you learn new words. Write **nouns** in **yellow**, **verbs** in **blue** and **adjectives** in **green**. Choose your own colours for other words or use the colours in Graphic Grammar. This helps the words stay in your memory!

Write the new words form Lessons 1 and 2 in your notebook using different colours.

Lesson 3 Reading comprehension

1 Answer the questions with full sentences.

1 Where were the ants? *They were on the ground beside a stream.*

2 Where was the mother bird? _____

3 How did the ants help the bird? _____

4 Where did the Osaka frog live? _____

5 Where did he want to go? _____

6 Where did the Osaka and the Kyoto frogs go in the end? _____

2 Which characters do these adjectives describe?

1 kind *the bird, the ants*

2 scared _____

3 clever _____

4 excited _____

3 Work in pairs. Which is / are your favourite characters? Why? Be a star!

My favourite characters are the two frogs because they're funny.

Sounds and spelling

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

Two litt**le** peop**le** in purp**le** sand**al**s
sit on flower pet**al**s.



5 6.6 Write the missing letters. Listen and check.

1 peop*le* 2 bott____ 3 festiv____ 4 hospit____ 5 unc____ 6 anim____

1 Look and read.

Graphic | **Grammar**

Past continuous

Yesterday | at | six | o'clock , he | was | sleeping .

He | wasn't | doing | his | homework .



2 Look and write sentences. What were they doing yesterday?



1 He / eat cereal. He / play a computer game.
He wasn't eating cereal. He was playing a computer game.

2 She / cook. She / eat a sandwich.



3 They / walk to school. They / cycle to school.

4 He / wear a helmet. He wear / a safety vest.



5 She / watch TV. She / read.

6 He / play football. He / dance.

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

- A Look at page 150. B Look at page 152.
- Take turns to describe your picture. Listen to your friend and find 8 differences.



Go to Grammar booster: page 139.

Lesson 5 Language in use

1 6.7 Listen and say.



Vocabulary

buy a present — catch a bus
plant a flower — write an essay

I called you at six o'clock last night, but you didn't answer your phone.

At six o'clock? Oh, I was catching a bus.

Where were you going?

I was going to the school concert. **Why were you calling me?**

I was writing an essay and I had a question.

Oh, sorry. So, what did you do?

Well, I called Paul, but he was busy. He was buying a present.

So, what did you do?

Well, I called Lucy, but she was planting flowers with her mum.

Oh dear! What was the question?

I can't remember now!

2 Write questions for these answers. Use *Why*, *Where*, *What* or *Who*.

1 *What was John doing?* He was **catching a train**.

2 _____ He was going to the **sports centre**.

3 _____ He was meeting **his friends** there.

4 _____ They were going there to **watch a basketball match**.

3 Work in pairs. Make a new dialogue. Be a star!



What were you doing last night when I called?

I was watching TV.

Who were you watching TV with?

I was watching TV with my brother.



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

Lesson 6 Listening and speaking

1 6.8 Listen and number the pictures to make a story.













2 Discuss in pairs. Is the poor man good or bad? Why?

3 Act out the play. Add lots of food to the soup. **Be a star!**

Narrator Farmer 1 Poor man Farmer 2

A poor man put some water and a stone into a pot. A farmer came by.
What are you cooking?
I'm making stone soup. It's delicious, but can you add something to it?
Here are some ...
Thank you very much!
The poor man stirred his soup round and round. Soon another farmer came by.
What are you cooking?
I'm making stone soup. It's delicious, but can you add something to it?
Here are some ...
Thank you very much!
The poor man stirred his soup. There was a big smile on his face.
This stone soup is really delicious! Please, everyone, stay for dinner!
Thank you very much!

Adjectives describe nouns.
Adverbs describe verbs.

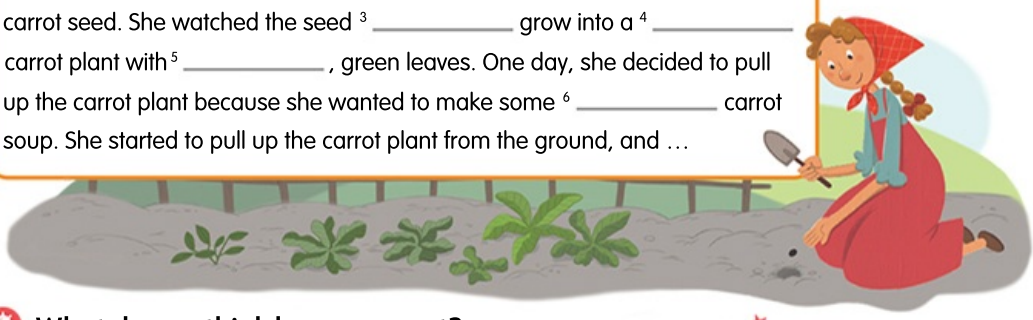
1 **Read the stories on pages 72–73 again. Make a list of the adjectives and adverbs in your notebook.**

2 **Read the beginning of the story. Then complete with the adjectives and adverbs.**

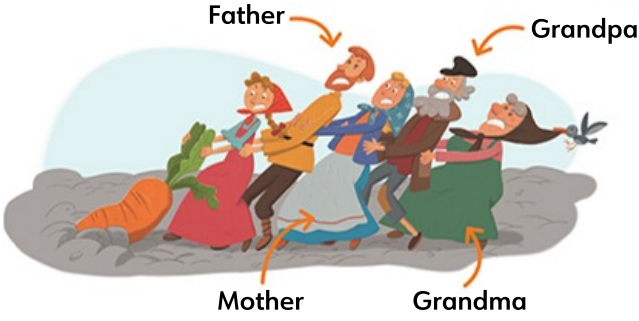
carefully delicious huge ~~little~~ slowly big

The **enormous** carrot

Once upon a time a [1] *little* girl called Anna [2] _____ planted a carrot seed. She watched the seed [3] _____ grow into a [4] _____ carrot plant with [5] _____, green leaves. One day, she decided to pull up the carrot plant because she wanted to make some [6] _____ carrot soup. She started to pull up the carrot plant from the ground, and …



3 **What do you think happens next?**
Write the ending of the story in your notebook. Be a star!





… she pulled and pulled, but the carrot was too big! A tall man was walking past. It was her father, so Anna called, 'Father, Father, please help me!' Her father came quickly across the field and they pulled and pulled, but the carrot was too big!



Play a storytelling game

1 Discuss in pairs. In the story on page 78, what was the problem and the solution?

2 Read the sentences and write *P* (problem) or *S* (solution).

1. Suddenly, she heard her phone ringing. 'Oh,' she said. 'It was in the wardrobe all the time!' — S
2. Jack watched as the water in the river got higher and higher. — ☐
3. They made a lot of noise and it went away. — ☐
4. Jane's little dog ran away. — ☐
5. Adele couldn't find her phone. — ☐
6. Three men in a boat came and helped him. — ☐
7. A man came to the house. 'Is this dog yours? It was sleeping in my garden!' — ☐
8. They saw a huge bear looking at them. — ☐

3 Look at Activity 2 and match the problems to the solutions.

1 5 and 1 2 _____ 3 _____ 4 _____

4 6.9 Listen and write your ideas for a story.

YOU NEED: a piece of paper and a pencil

1 Listen to the questions and write your ideas.
2 Fold your paper over to cover your ideas.
3 Pass it to a friend.
4 Then follow the steps from 1 again.



5 Work in groups and use your ideas to make a story. **Be a star!**

Review 3

1 **Label the pictures with the correct health words.**







1 flu 2 _____ 3 _____ 4 _____ 5 _____

2 **Complete the sentences with *should* or *shouldn't*.**

1 To get good marks at school, you _____.

2 To play the violin well, you _____.

3 To be a safe cyclist, you _____.

4 To sleep well at night, you _____.

5 To be healthy, you _____.

3 **Work in pairs. Play the memory game. Look at the pictures, then close your books.**





What was Freddy doing at three o'clock?

He was listening to music.


Listening

1 CE:YL 6.10 **Listen and tick (✓) the box. There is one example.**

What did Marcia paint?

a  ✓ b  ☐ c  ☐

1 What's wrong with Amin?

a  ☐ b  ☐ c  ☐

2 Where did Jack go first?

a  ☐ b  ☐ c  ☐

Reading and Writing

2 CE:YL **Look and read and write.**



Complete the sentences.

1 The fox is on the *ground*.

2 The cat is near the _____.

Answer the questions.

3 What grows in the field and is long? _____

4 What is falling in the sky? _____

Now write two sentences about the picture.

5 _____.

6 _____.

7 Technology time



How is technology good or bad for us?

Unit 7 Identify and use new words: technology
WB: page 72

Vocabulary

1 7.1 Listen, point and say.

2 7.2 Listen and play the game. What's next?


keyboard


charger


laptop


earphones


screen


microphone


speaker


printer


mouse


games console

3 Write the new words in your notebook.

Devices	Parts and accessories
laptop	*keyboard*

4 Look at the picture. Ask and answer.

Who's using earphones?

Peter.

5 7.3 Sing the song. **Be a star!**

I love technology

Music is my passion.
I listen all day long.
On the speakers of the TV
Or on my mobile phone.

Tech, tech, tech, tech, technology.
Technology for you and me.
We're techno kids and we're really cool!
We use technology at home and at school.

Art is my passion.
I make pictures on my laptop.
I print them on a printer.
Or save them on the desktop.

Chorus

Games are my passion.
I play them on my console.
Football is my favourite,
I like to score a goal!

Chorus

Which technology objects are in the song?

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

1 The text is from ...

a a story. **b** a magazine article. **c** an information website.

2 It's got information about ...

a how to take a photo. **b** paintings. **c** books and pictures.

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

3 7.4 Which machine changed pictures the most?

www.|

Pictures and technology

The first pictures

People in prehistory didn't have writing or books, but they made ink from plants and drew pictures with sticks on the walls of caves.

Later in history, artists used different kinds of paint and materials to make paintings of people. Sometimes they painted the countryside or flowers and fruit.







This is one of the most famous paintings. It's called the *Mona Lisa*. It's by Leonardo da Vinci.



How technology changed pictures

Cameras

An invention called the camera changed how people made pictures. Cameras made photos. Sometimes, artists needed more than a year to make a painting! But a photographer could make a photo in hours. First, photos didn't have colour. They were black and white.

Vocabulary

download ink invention machine material



Thanks to more technology, photos were in colour, and people could have their own cameras. Cameras could take lots of photos at the same time, and photos were much cheaper than paintings. Then, more people could have pictures of themselves, their families and their lives.



Tablets, smartphones and computers

Now, thanks to digital technology, we can take photos and videos with digital cameras, smartphones or tablets. We can send the photos to a computer, and then we can download them. We can also send them to friends and family around the world. Today, there are machines that can put photos onto different materials like a T-shirt or a cup!



This is my favourite mug. It's got a photo of my cat.



Tips for taking photos and videos

- Hold the camera straight.
- It's usually better to have the sun behind you.
- Try new things! For example, take a photo of the same person from the back and from the front. Take some photos of things near you and some far away.
- When you're on holiday, take lots of different photos of people, things and places.

Learning to learn

Working out the meaning of words

Sometimes you can work out the meaning of a new word by looking at the pictures and labels. The words near the new word can also help you to understand it.
For example: *... artists used different kinds of paint and materials to make paintings of people.*

What does ***materials*** mean? The words ***different kinds*** and ***make*** can help you.

The word 'materials' means things we use to make other things.

Which words were new for you on these pages?
How did you work out their meaning?



Lesson 3 Reading comprehension

1 Complete the sentences.

1 In prehistory, people made ink from *plants*.
2 Artists painted pictures of the countryside, fruit and flowers or _____.
3 The first cameras took photos in _____ and _____.
4 We can take digital photos with digital cameras, tablets or _____.
5 We can send photos to friends and family around the world so they can _____ them.

2 Answer the questions with full sentences.

1 How did the invention of the camera change making pictures?

_____

_____

2 How can you send a photo to a friend in another country?

_____

_____

3 Work in pairs. Read the tips for taking good photos again. Which ones do you think are most important? Which ones do you use? Be a star!

I think the most important tip is to take photos with the sun behind you.

Sounds and spelling

4 7.5 Listen and say the chant. Look at the spelling.

A happy little rabbit with yellow glasses
nibbles a carrot.



5 7.6 Write the missing letters. Listen and check.

1 a *pp*le 2 she___ 3 ca___ot 4 hairdre___er 5 di___erent 6 bo___le

1 Look and read.

Graphic **Grammar**

Joining two sentences with *who, where* or *which*

This | is | the | man | who | invented | the | first | computer .

A library is a place. You can find books there.	A library is a place where you can find books.
A camera is an object. It takes photos.	A camera is an object which takes photos.



2 Complete the sentences.

1 Caves are places *where* people in prehistory drew pictures.

2 Leonardo da Vinci is the artist _____ painted the *Mona Lisa*.

3 A photographer is a person _____ takes photos.

4 The camera is an invention _____ changed how people made pictures.

5 A digital camera is a device _____ can take videos.



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

- A Look at page 151. B Look at page 153.
- Take turns to describe a place, a person or an object for your friend to guess. Tick (✓) the box.



Go to Grammar booster: page 140.

Lesson 5 Language in use

Vocabulary

mine yours his hers its
ours yours theirs

1 7.7 **Listen and say.**



Is that your camera?

Yes, it's **mine**. Well, it's mine and my brother's, so really it's **ours**.

It's super cool! And is that your tablet?

I wish it was, but it isn't.

Is it your brother's?

No, it isn't **his**.

Is it your mum and dad's?

No, it isn't **theirs**.

Well, whose is it?

It's my grandpa's, but I can use it.

Lucky you! Oh, and is that your mobile phone?

No, it isn't. It's **yours**!

Oh yes, so it is!

2 **Whose is it? Look and write.**



a *It's ours.*



b _____



c _____



d _____

3 **Work in pairs. Look around the classroom and talk about the objects.**

Be a star!



Is that red pencil yours?

Is that laptop ours?

No, it isn't mine. It's Emma's.

No, it isn't ours. It's the teacher's.



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

Lesson 6 Listening and speaking

1 7.8 Who uses which device? Listen and match.



2 7.8 Listen again and tick (✓) what the children do.

	Jane	Peter	Vicky	Freddy
Play games	✓			✓
Find information				
Watch videos				
Do homework				
Listen to music				
Do karaoke				
Take photos				
Send messages				*keyboard*

3 Make and give a presentation about technology. Be a star!

Make notes. Think about:

1. the devices you've got at home, for example a tablet, a laptop, a computer, a mobile phone.
2. what you and your family use them for.



I haven't got a mobile phone, but I've got a tablet. My older sister has got a mobile phone and a tablet, too. She uses her tablet for doing homework and I use mine for playing games.

Lesson 7 Writing

To make information texts easy to read, they have got **paragraphs**, **headings** and **subheadings**, **pictures** and **photos**, and **labels**.

1 Look at the website on pages 84–85 and find the features in the box.

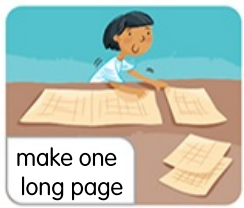
2 Look at the pictures, headings and labels. Then complete the information text. Be a star!

Writing in Ancient Egypt

Scrolls









The ancient Egyptians were the first people who made scrolls. First, they collected _____

_____

_____

_____.

Writing materials



The ancient Egyptians used pens which _____

_____

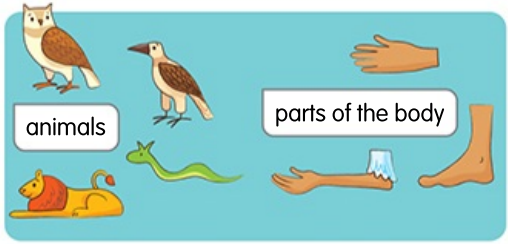
_____

_____

_____.



Hieroglyphs



The ancient Egyptians also invented hieroglyphs. These were _____

_____

_____

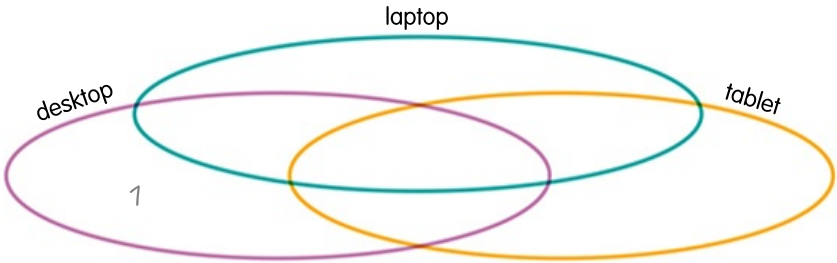
_____

_____.

COMPARE AND CONTRAST DEVICES

1 **Work in pairs. Complete the diagram with the information in the box.**

1 ~~always plugged in~~ 2 big screen 3 connects to the Internet
4 the lightest 5 has to be charged 6 easy to move 7 uses apps
8 keyboard 9 the heaviest 10 best for films, games and music



2 **Discuss in pairs. Then write two ways in which these devices are the same and two ways in which they are different.**





Same: _____ _____

Different: _____ _____

3 **Work in pairs. What is the best device for these people? Why?** **Be a star!**

1 Chang has two children who get bored on long car journeys.

2 Oleg is an architect and he needs a big screen.

3 Lana is a student who needs to study at home and at university.

I think the best device for Chang is a tablet.

Yes, it's easy to move. His children can watch movies on long car journeys.

Reading time 3

1 7.9 Read the story. What's the connection between the paintings and the treasure?

The colours of life

The Harrison family had a new home in Ireland. It was a big old house. One evening, the children were sitting in the living room. Alice was looking at photos on her computer. Mike was wearing earphones and watching music videos on his laptop.

Suddenly the door opened and Mum came in. 'Come on, you two,' she said. 'You shouldn't stare at a screen all evening! Go and clean the basement. It's still full of old things.' So the children got up and went downstairs.

In the corner of the basement, Alice found some old clothes and an old box. Alice opened the box and found some strange paintings. They were beautiful, but each painting was only one colour, either red, blue or yellow. At the bottom of the box she found a feather pen, some ink in a pot and ... a poem! She read the poem to Mike.



'What a strange poem,' said Alice. 'Hey,' said Mike. 'There are some letters and numbers behind the poem. They're very small. I can't read them. Let's make the poem bigger.' The children went up the stairs and turned on the computer and the printer. They made the poem bigger and then printed it. 'It's a code,' said Mike. 'Look! L4, W3, L1. What do you think that is?' Alice thought hard and then said, 'I think it means **Line 4, Word 3, Letter 1**. That's a T.' The children worked out the first word. It was TREASURE!

Can you help them work out the other two words?

The children raced down the stairs to the basement. There was an old chair in the centre of the room. They pulled up a floorboard under the chair and ... there was a gold necklace with red, blue and yellow stones! 'The colours of life!' said Alice.

2 **Look at the picture and read the sentences. Did the actions happen *before* or *after* they found the poem?**



1 Alice found some paintings in the box. *before*
2 Alice found a poem. *after*
3 Mike saw there were some numbers and letters underneath the poem. _____
4 The children worked out the code. _____
5 The children found a necklace. _____
6 The children's mum told them to go and clean the basement. _____
7 The children turned on the printer and the computer. _____
8 Alice found an old box in the basement. _____

3 **Work out this clue using the code in the poem *The colours of life*. Then write your own message to a friend using the code.** Be a star!

L5 W6 L2	L1 W2 L2	L2 W5 L4	L4 W1 L4	L3 W3 L5	
L5 W4 L3	L1 W5 L2	L1 W2 L1	L3 W3 L7	L5 W4 L2	L5 W2 L3
L2 W3 L1	L1 W5 L4	L4 W3 L7	L2 W4 L2	L5 W6 L4	L4 W3 L4
L1 W1 L1	L4 W3 L4	L2 W1 L5	L4 W1 L4		

Clue: _____

4 **Watch the ending. Discuss in pairs. Where do the children find more treasure?**



Play 3

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

2 7.10 Listen and read. What problem did Vicky help with?

3 Act out the play.

Vicky helps



Jane, you should make a vlog about the natural world.

That's a wonderful idea!

I can help you.

I know! We can make a video about birds.

Yes, we can show different nests and add bird songs.

Let's all help.

We should go out to the countryside!

Well, let's start with the birds in the garden.

You can use my microphone!

And my dad's laptop. It's got a special video programme.



Hey! Where's my dad's laptop? I can't find it!

Is this it?

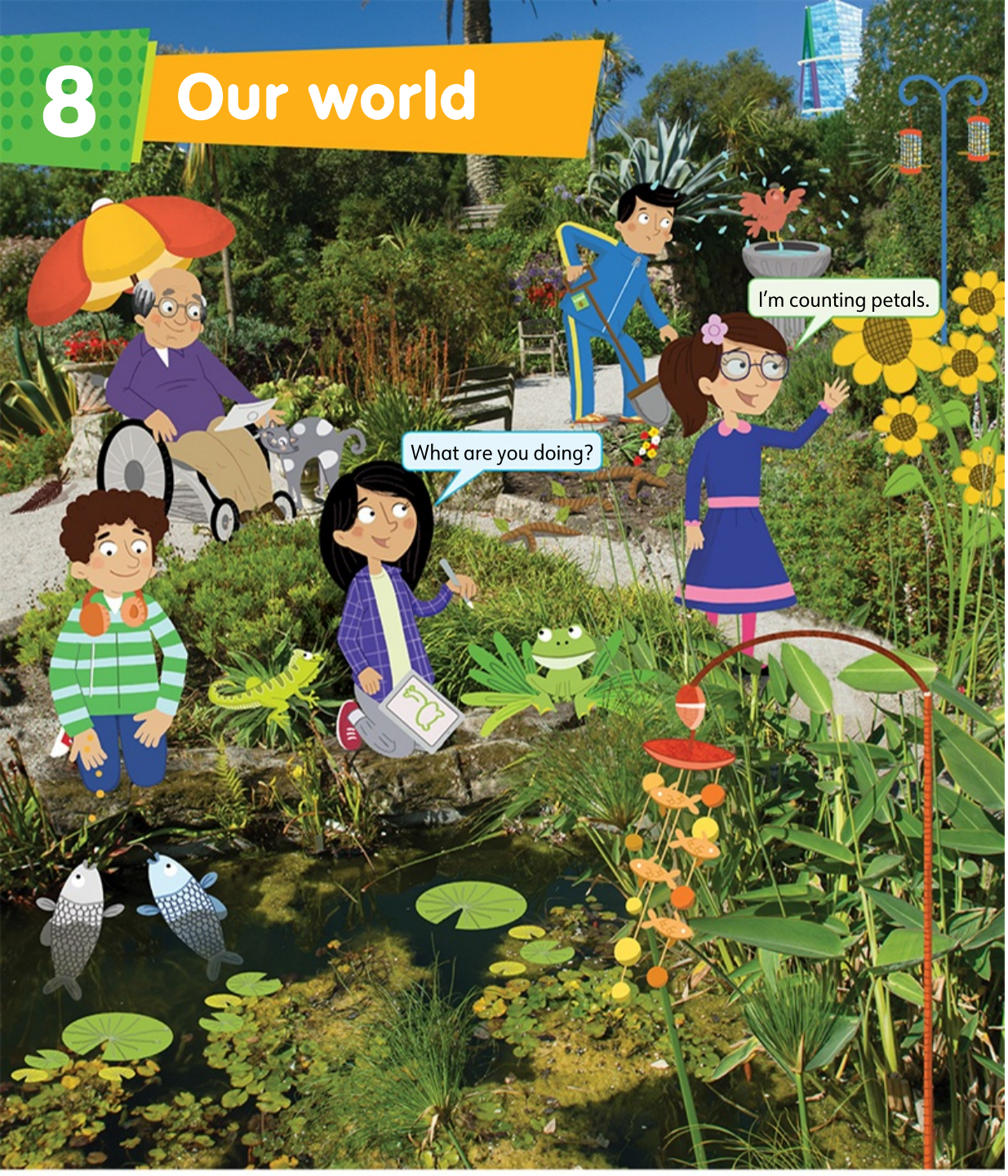
No. That's mine.

Don't worry. I can find it with this app ... It's in the car!

In the car? Who left it there? Let's go and get it!

And then we can make our video about birds!

8 Our world



Unit 8 Identify and use new words: parts of plants and animals
WB: page 82

Vocabulary

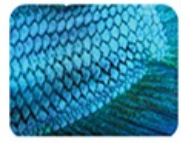
1 8.1 Listen, point and say.

2 8.2 Listen and play the game. Which word is *before* or *after* these words?


spine


petal


fins


scales


stem


soil


feathers


roots


fur


wings

3 Write the new words in your notebook. Which one is the odd one out?

Parts of animals	Parts of plants
fur	*petal*

4 Look at the picture. Play the game.

It's got fur and a spine. It's also got legs, a tail ...

It's the cat!

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

Grandpa's garden

Grandpa's garden is a wonderful place.
It's big and wild, and there's lots of space.
You never know what you might find,
Plants and animals of every kind.

Let's explore! Come with me!
Look in the pond – what can we see?
Fish with fins and tails, and scales, too.
They can swim much faster than me and you!

Chorus

Let's explore! Come with me!
Look at the flowers – what can we see?
Roots in the soil and a long tall stem,
Colourful petals – the bees love them!

Chorus



1 **Look at the titles and the photos. Answer the question.**

What are the three poems about?

a natural cycles and changes **b** weather changes **c** favourite animals

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

3 8.4 **Read the poems. What different cycles do they describe?**

Our School Poetry Corner

Poem 1









The food chain

by Lucia

We're plants
With petals and stems and roots.
We grow almost everywhere
With water, sun and soil!

We're animals
Like rabbits and sheep and giraffes.
We like to eat the plants
With petals and stems and roots
That grow almost everywhere
With water, sun and soil!

We're animals
Like lions and tigers and bears.
We like to eat the meat
Of animals that eat the plants
With petals and stems and roots
That grow almost everywhere
With water, sun and soil!

We're decomposers
Like mushrooms and insects and worms.
We eat what's there on the ground.
We break it into pieces
For food for the plants
With petals and stems and roots
That grow almost everywhere
With water, sun and soil!

Vocabulary

dry ladybird mushrooms plants spiky spot

Poem 2

The cycle of life by Grigory

Inside an egg
Something is moving!
What will it be?
Can you tell me?



Oh look! It's a larva!
It's spotty and spiky.
Spotty and spiky
And moving so slightly!
Look at the larva.
Something is growing!
What will it be?
Can you tell me?

Oh! it's a ladybird!
With wings but no feathers
Yellow then red
With black dots and a black head.

Oh! It's a pupa!
Brown and dry.
Brown and dry?
I wonder why.
Inside the pupa
Something is moving!
What will it be?
Can you tell me?

Poem 3

Animals in the air, in the sea and on the land by Sasha

In the future
Animals will be happy.
Cities and towns won't be so dirty.
The air will be full of cheeping and chirping.
Our fishermen won't do too much fishing.
The sea will be full of splashing and splishing.

People won't cut down the forests and jungles.
The land will be full of roaring and buzzing.
The animals will all be happy and free
Because we'll look after them,
You and me.

Learning to learn

Finding a word in a dictionary

When you look for a word you don't know in a dictionary, follow these steps:

- First, look for the first letter of the word, for example *decomposer*.
- When you find the d-words, look for words with the second letter ***d*** (***de***).
- Then, look for words with the third letter ***c*** (***dec***).
- Look down the list until you find the word, ***decomposer***.

Choose five new words from Lessons 1 and 2 and check their meaning in a dictionary.

Lesson 3 Reading comprehension

1 Read Poem 1 and do the activities.

How do wild gardens help the environment?

1 Number the stages of the food chain in order.

decomposers ☐ animals ☐ plants ☐

2 Which animals go with verse 2 of the poem and which go with verse 3?

sheep lion rabbits tigers

Verse 1 _____ _____ Verse 2 _____ _____

2 Read Poem 2 and do the activities.

1 Number the stages of the cycle of life in order.

pupa ☐ egg 1 young ladybird ☐ larva ☐ ladybird ☐

2 Write the stages of the cycle of life.

a spotty and spiky *larva* **c** red with black spots _____

b brown and dry _____ **d** wings but no feathers _____

3 Read Poem 3 and answer.

Why will animals be happy in the future? _____

4 Work in pairs. Which poem is your favourite? Why?

Be a star!

Sounds and spelling



5 8.5 Listen and say the chant. Look at the spelling.

The bright knight rode
straight on through the night.

6 8.6 Write the words with the missing letters. Listen and check.

1 nit *night* **4** firefiter _____

2 strait _____ **5** caut _____

3 nauty _____ **6** bout _____

1 Look and read.

Graphic **Grammar**

will / won't for future predictions



It 'll grow .

It won't grow .



Look!
It'll = It will

2 Look and complete. Use *'ll* or *will*.

A 1 It 'll need water and light.
2 It _____ have leaves.
3 It _____ make a noise.
4 It _____ grow into a plant.
B 5 They _____ learn to swim.
6 They _____ leave the nest.
7 They _____ grow fur.
8 They _____ learn to fly.





3 Work in pairs. Make sentences. Be a star!

- Cut out the cards on page 155 and put them face down on the table.
- Take turns to pick up a card and make a sentence.
- If your sentence is correct, keep the card. If it isn't, put the card face down on the table again.
- The one with the most cards is the winner!



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

Lesson 5 Language in use

Vocabulary

electric gadget scientist smartphone

1 8.7 **Listen and say.**



What do you think schools will be like in 20 years?

I don't know. Maybe there won't be any schools at all!

Will children still use books?

No, they won't. I think they'll use laptops.

Hmm ... and who will teach them?

I think robots will.

Interesting! And will school subjects change?

I think children will do more science.

And how will they get to school?

I think they'll all have electric bikes.

Do you think school will be better than now?

Yes, it will. More gadgets ... and more fun!

2 **Circle the words you agree with. Then write two more sentences about the future.**

1 I think there **will** / **won't** be schools in 20 years.

2 I think children **will** / **won't** use books in 20 years.

3 I think children **will** / **won't** use the Internet to do their homework in 20 years.

4 _____

5 _____

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



What will libraries be like in 20 years?

Maybe there won't be any libraries.

Do you think libraries will have books?



No. There won't be any books!

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

Lesson 6 Listening and speaking

1 Label the animals.

monkey frog lizard octopus butterfly ~~fish~~ scorpion bird


1 *fish*


2 _____


3 _____


4 _____

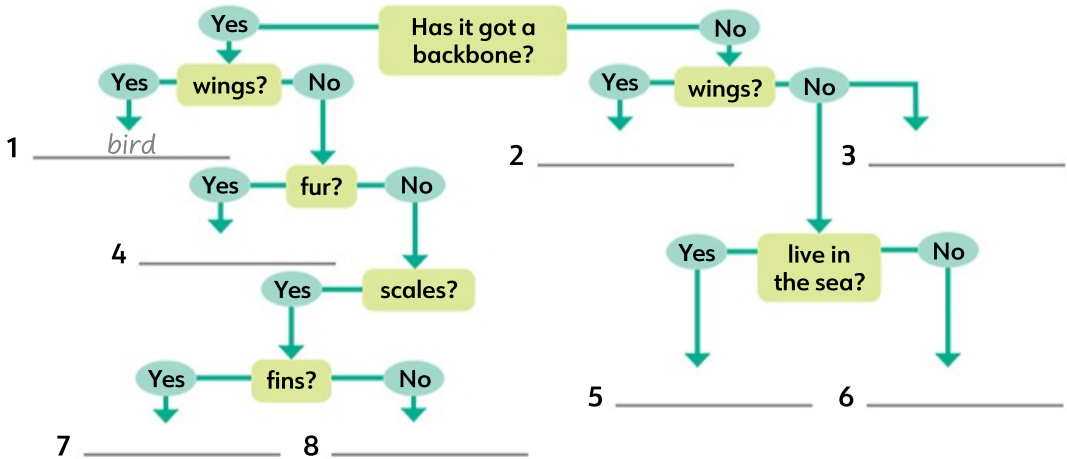

5 _____


6 _____

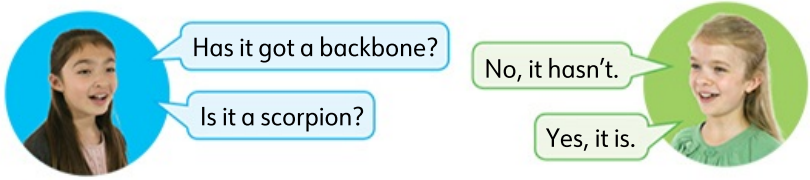

7 _____


8 _____

2 8.8 Look and write the names of the animals in Activity 1. Then listen and check your answers.



3 Work in pairs. Play *Guess the animal*. **Be a star!**



Lesson 7 Writing

When you repeat the same sound at the beginning of two or more words in a line, it's called **alliteration**.

1 Look at Poem 2 from page 99 below. Underline the repeated sounds.

Oh look! It's a larva!
It's spotty and spiky.
Spotty and spiky
And moving so slightly!
Look at the larva.
Something is growing!

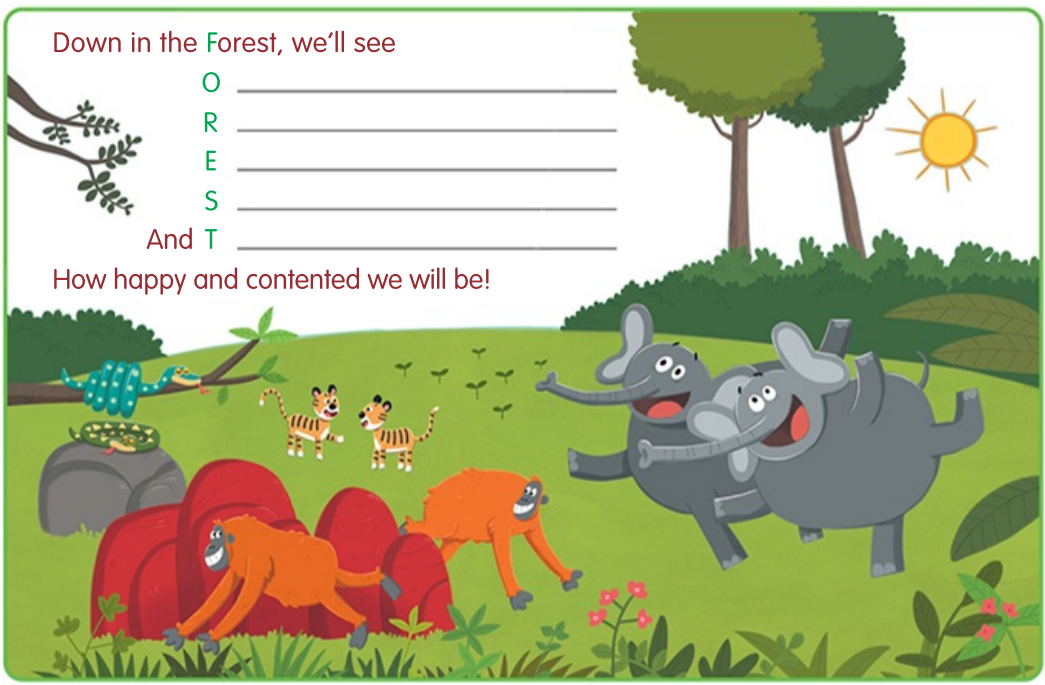


2 Which words start with the same sound? Number them into groups.

running	1	small		elephants		two		round	1
orange		orangutans		sleeping		talking		excited	
tigers		rocks	1	snakes		exercising		tiny	

3 Write a poem with alliteration. Use the picture to help you. Be a star!

Down in the Forest, we'll see
O _____
R _____
E _____
S _____
And T _____
How happy and contented we will be!



PREDICT THE FUTURE OF OUR WORLD!

1 Read the predictions about life in 2050. Choose two of them and write them in the table. Then write two of your own predictions.

Our clothes will change colour when we're happy, sad or angry.

We'll have flying cars which will take us anywhere in the world.

We'll all speak the same language.

Children won't have animals as pets. They'll have robots.

Everyone will recycle and the world will be a cleaner place.

Future predictions	1–3	✓ or ✗
1 _____		
2 _____		
3 _____		
4 _____		

2 Think about the predictions and complete the table.

1 Give each prediction a mark, 1, 2 or 3.

1 = I think this will happen.
2 = I'm not sure if this will happen.
3 = I don't think this will happen.

2 Put a tick (✓) or a cross (✗).

✓ = It'll be good for the world.
✗ = It'll be bad for the world.

3 Work in pairs. Discuss and compare your predictions. Be a star!

Everyone will recycle, and the world will be a cleaner place.

It'll be good for the world.

Review 4

1 Look at the pictures and complete the crossword.

Across

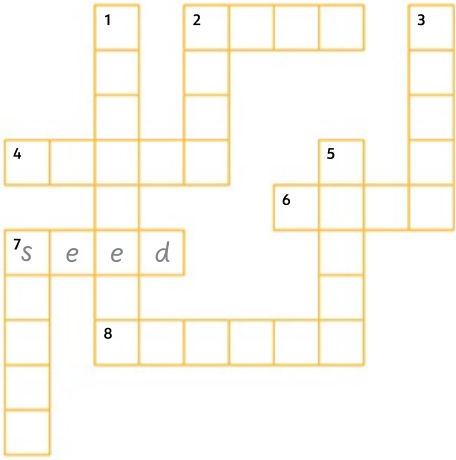












Down











2 Complete the sentences using *who*, *which* or *where*.

1 A nurse is a person *who works in a hospital.*

2 A butcher's is a place _____

3 A camera is a gadget _____

4 A cyclist is a person _____

5 A library is a place _____

6 A speaker is a device _____

7 A scientist is a person _____

8 A sports centre is a place _____

3 Work in pairs. Make predictions about Peter, Vicky, Freddy and Jane.

Who do you think will ...

1 be the tallest?
2 play in a band?
3 be a famous football player?
4 be a science teacher?
5 win a photography competition?
6 work with computers?

Reading and Writing

1 CE:YL **Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There is one example.**

School art club



Yesterday, Tom and his sister Sally went to the after-school art club. The teacher asked them to paint a picture. Sally wanted to paint a flower and Tom decided to paint a giraffe. 'Look,' said Sally. 'My flower has got a thin, green stem and pink petals. It's the most beautiful flower in the world.'

'Look,' said Tom. 'My giraffe is very tall. It's taller than an elephant so it can reach the leaves on the trees.'

'I like your giraffe,' said Sally. 'You're very good at art.'

'And my giraffe likes your flower,' said Tom. 'Maybe it'll eat it!' 'Oh, Tom!' laughed Sally.

Tom and Sally were at _art club_ yesterday.

1 Sally decided to paint _____.

2 Sally's flower has got a _____.

3 Tom's giraffe _____ an elephant.

4 Sally thinks Tom _____ very well.

5 Tom thinks his giraffe _____ Sally's flower.

Speaking

2 CE:YL **Work in pairs. Talk about technology. What devices do you use?**



I play games on my games console. What devices do you use?

I use my laptop to do homework and make vlogs.



Wow! I've got a laptop, too. Can you show me how to make vlogs?

Yes, OK!

Watch the speaking exam practice video.

9 Planet water



Unit 9 Identify and use new words: using water
WB: page 92

Vocabulary

1 9.1 Listen, point and say.

2 9.2 Listen and play the game. Which word is *above*, *below* or *next to* these words?


dishwasher


washing machine


tap


bucket


watering can


fill


empty


waste


save


turn on / turn off

3 Write the new words in your notebook.

Objects	Verbs
dishwasher	*fill*

4 Look at the picture. Ask and answer.

What's Jane doing?

She's emptying the washing machine.

5 9.3 Sing the song. Be a star!

Let's save water!

Let's save water!
We can start right now.
Don't waste water!
We can show you how.

When you're in the kitchen,
Don't forget this song.
Always fill the dishwasher
Before you turn it on.

Chorus

When you're in the bathroom,
Don't forget this song.
When you wash your hands and face,
Never leave the tap on.

Chorus

When you're in the garden,
Don't forget this song.
Save water with a watering can.
Come on! Sing along!

Chorus



1 **Look at the title and diagrams. Tick (✓) the correct answers.**

The text tells us ...

1 what water is made of. ☐
2 about water on Earth. ☐
3 it's important to drink water. ☐
4 about the water cycle. ☐
5 it's important to save water. ☐
6 not all water on Earth is clean. ☐

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

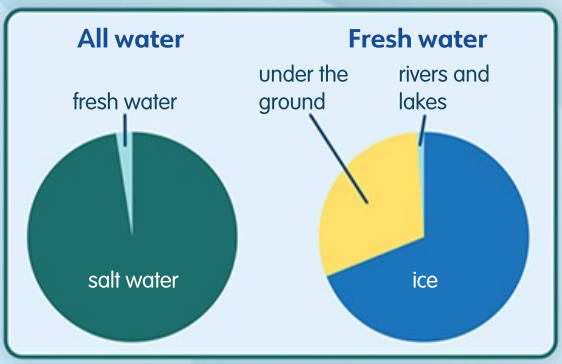
3 9.4 **Read the text. What do people use water for?**

PLANET WATER

Where is Earth's water?

Most of our planet is water – 7/10ths of it – but we can't drink most of it. This is because the water in the oceans and seas is salt water. Also, most of Earth's fresh water is difficult to use because it is ice or under the ground. There is only a small amount of water in rivers and lakes that is easy to use.

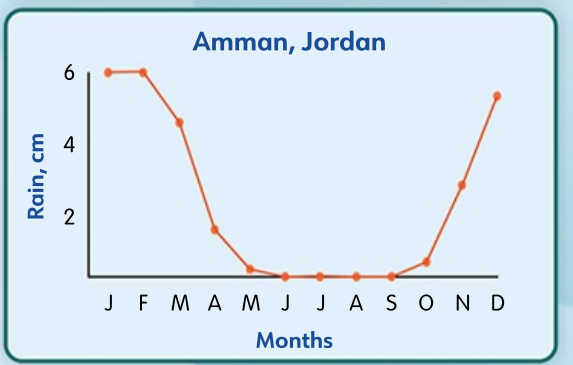
Look at the pie charts. **What colour shows the water we can use for drinking?**



Water and the weather

There is also water in the air. Sometimes this water turns into clouds and rain. If it is very cold, this water can freeze and turn into snow. Snow and rain are very important for life on Earth, because this is the water that plants need and that people drink.

Look at the line graph. **Which months have got the most rain in Jordan?**



Vocabulary

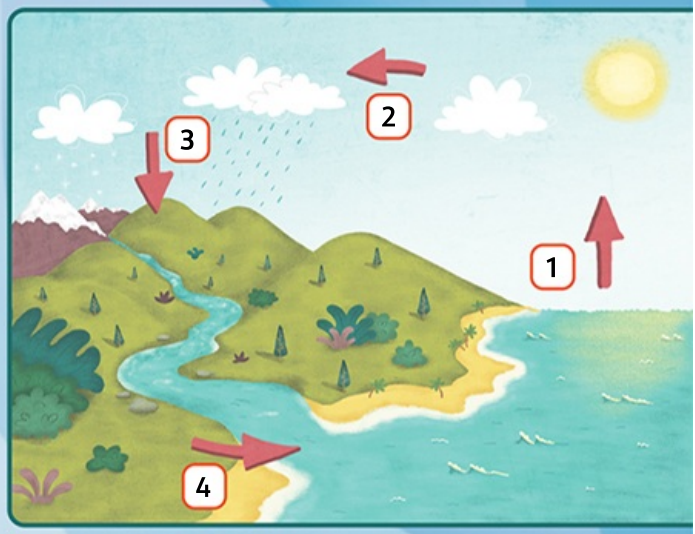
cool freeze fresh water heat melt salt water

Does everybody have clean water at home?

The water cycle

All the water on Earth is millions of years old. Water moves from place to place, but it never goes away and there is never any new water. This is called the water cycle.

1. The sun heats the sea water and some of the water goes up into the air.
2. When this air cools, the water turns into clouds.
3. If the clouds get too heavy, it rains. If it is very cold, it snows.
4. The rain and snow fall on the land and the snow melts. Some of this water goes under the ground, and some goes into rivers and back to the sea.





Don't waste water. Always fill the dishwasher and washing machine before you turn them on! Turn off the tap to save water!

Learning to learn

The importance of graphs

Graphs and charts present information in a different and visual way. This helps you understand lots of information quickly and clearly.

Look at the pie charts and the line graph on page 110 and think about the questions. Be a star!

1 What information do they give you?

2 How is that information shown?

3 What do you learn from them?



Lesson 3 Reading comprehension

1 Answer the questions with full sentences.

1 Where can you find salt water? _____

2 Where can you find fresh water? _____

3 In which other places can you find water? _____

2 Read and write *T* (True) or *F* (False).

1 Almost all the water on Earth is salt water. T

2 Most of Earth's fresh water is in rivers and lakes. ☐

3 In Amman in Jordan, there isn't any rain for four months of the year. ☐

4 There is never any new water on Earth. ☐

5 All of the water goes up into the air when the sun heats the ocean. ☐

3 Discuss in pairs. What happens to water when it's raining? Be a star!

The rain falls on the land.

Some of the water goes under the ground.

Sounds and spelling

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

W**h**at is snow?
W**h**y is it w**h**ite?
W**h**ere does it go?



5 9.6 Write the words with the missing letters. Listen and check.

1 wen *when* 3 wale _____ 5 wite _____

2 were _____ 4 wich _____ 6 wy _____

Lesson 4 Grammar

1 Look and read.



Graphic **Grammar**

Zero conditional

If it's warm , snow melts .

Look!

You can use 'when' instead of 'if' in the above sentence.

2 Complete with the correct form of the verbs.

snow heat cool ~~melt~~ rain

1 When you heat ice, it *melts* .

2 When you _____ water a lot, it freezes.

3 If clouds are too heavy, it _____ .

4 When the sun _____ sea water, water goes into the air.

5 If it's very cold, it _____ .



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

- Go to page 157. Cut out the number cards, the game board and one of the circle counters for each player. Turn the cards face down.
- Take turns to choose a number card and move the number of squares on the card.
- Move an extra square for a correct answer. Move back two squares if you can't make a sentence.
- You can't repeat a sentence!



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

Lesson 5 Language in use

Vocabulary

dissolve float heavy light sink

1 9.7 Listen and say.



Look at my experiment!

What happens if you put the marble in the water?

It sinks.

Why does it sink?

Because it's heavy.

What happens if you put the feather in the water?

It floats.

Why does it float?

Because it's light.

So why does a boat float?

Well, it's heavy, but its surface area is very big.

And what happens if you fill the boat with water?

It sinks because now it's much heavier.

2 What happens in these experiments? Write answers in full sentences.

What happens if ...

1 you put sugar in cold water? *It doesn't dissolve because the water is cold.*

2 you put sugar in hot water? _____

3 you put chocolate in cold water? _____

4 you put chocolate in hot water? _____

5 you pour oil on water? _____

6 you put sand in water? _____

3 Work in pairs. Make a new dialogue. Be a star!



What happens if you put a leaf in water?

Why does it float?

It floats.

Because it's light.



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

Lesson 6 Listening and speaking

1 **Work in pairs. Discuss the question. Underline your answers.**

How many litres of water do we use?

wash hands	2–3 litres	4–6 litres	7–10 litres
have a bath	55–69 litres	70–84 litres	85–100 litres
have a shower	20–24 litres	25–29 litres	30–34 litres
use a dishwasher	10–14 litres	15–19 litres	20–25 litres
use a washing machine	20–39 litres	40–59 litres	60–80 litres

2 9.8 **Listen and write *T* (True) or *F* (False).**

1 A person uses more than 100 litres of water a day. T
2 A five-minute shower uses more water than a bath. ☐
3 A dishwasher uses more water than washing up by hand. ☐
4 Washing machines use more water than dishwashers. ☐



3 9.8 **Listen again and circle the correct answers in Activity 1.**

4 **Work in pairs. Talk about how much water you used yesterday.** Be a star!



Yesterday, I had a shower in the morning.

How long were you in the shower?

About three minutes.



That's about 20 litres of water!

Lesson 7 Writing

Diagrams present information in a visual way that is very easy to understand. They use **numbers**, **labels**, **pictures** and **graphs**.

1 Look at the factual text on pages 110–111 and find the features in the box.

2 Discuss in pairs. What does the information in the diagrams tell you?

1 CHINA



2 THE LONGEST RIVERS



3 ALONG THE YANGTZE

400,000,000

4



3 Look at the diagrams and write a factual report about the Yangtze River. **Be a star!**

The Yangtze River is in China. Along the river there are cities …
The Yangtze River is the third …
400,000,000 people …
There are …

Plan a campaign

1 Answer the questions.

1 Which is better? Why?

a long texts with no diagrams / short texts with diagrams

Because _____

b to put information inside the classroom / to put information outside the classroom

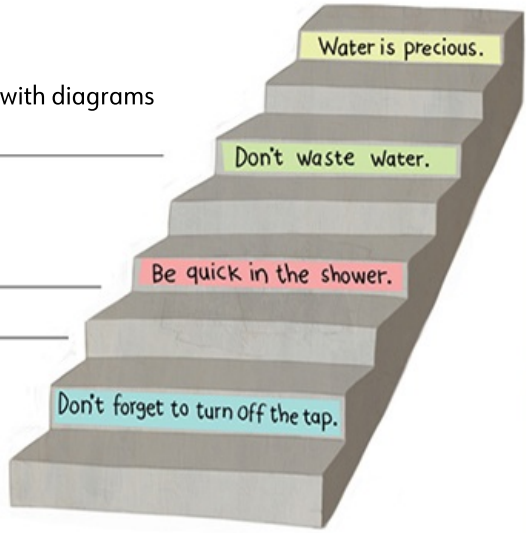
Because _____

_____

2 Why is it a good idea to put information on the stairs?

_____

_____



2 Work in pairs. Talk about the water facts you know. Then complete the questions and sentences.

1 Did you know that _____ ?

2 Did you know that _____ ?

3 Did you know that _____ ?

4 When you wash your hands, _____ .

5 Fill the washing machine before _____ .

6 A five-minute shower uses less water _____ .

7 Washing up by hand uses more water _____ .

3 Make a water campaign for your school. Be a star!

- Measure the stairs in your school and cut pieces of paper the right size.
- Copy your messages in Activity 2 onto pieces of paper and stick them on the stairs.
- Present your campaign to another class.



1 9.9 Read the article.
Where are the different hotels?

Unusual hotels



Jack and Jasmine are in the same class at school and they both want to be architects. They love unusual buildings! One afternoon they went to meet an architect, Samantha Blake, to discuss interesting hotels around the world.

Samantha: Here is an ice hotel. You can find ice hotels in countries where it's very cold in winter and the water freezes. People make them from ice and snow. They have to make new ice hotels every year because the ice melts in the summer!

Jack: It must be so cold! How can people eat and sleep?

Samantha: Well, people eat on ice tables, sit on ice chairs and even sleep on ice beds! They must wear warm clothes and put fur blankets on the chairs and beds before they sit or lie down. This hotel is for people who like adventure and don't mind cold weather!

Jack: Wow, that's really cool!





Samantha: Now, let's look at a very different hotel which is in a village in China. Can you see the photo with the round pods? A businessman found an old pipe in a field which was very big and long. He decided to use the pipe to make lots of small hotel rooms. What a good way to recycle an old pipe!

Jack: Is there a bathroom?

Samantha: Yes, it's inside. You can brush your teeth and have a shower in your room!

Jasmine: I like the colourful paintings on the outside of this hotel!

Samantha: Now, let's look at this hotel under the ocean! It's in Dubai, but there are other underwater hotels in the world, too. There's one that's shaped like a jellyfish!

Jasmine: Cool! But how do you even get to an underwater hotel?

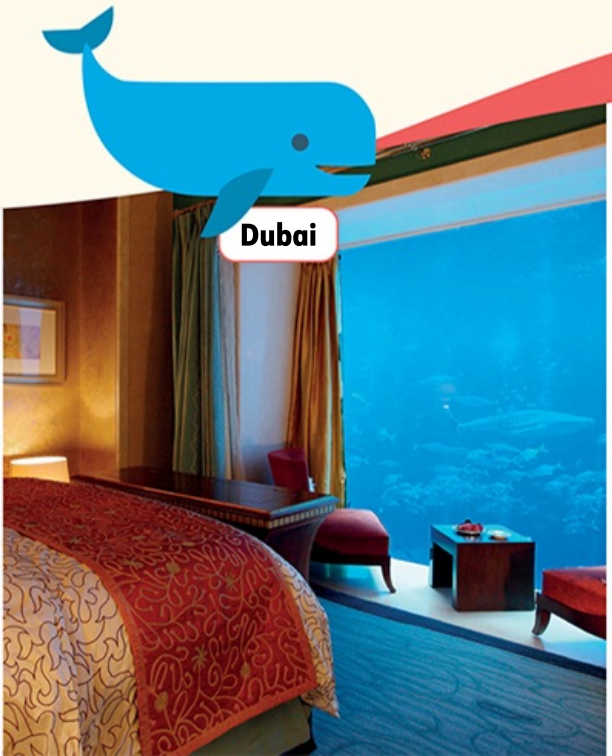
Samantha: Well, some float on the ocean and you get to them by boat. And there are some under the ocean that you have to dive down to get to. Once you're inside, when you look out of the window you can see fish and even sharks if you're lucky!

Jack: Wow! That's amazing!

Samantha: And now… I've saved the best hotel for last. This is a tree house hotel. You can sleep high up in the trees with the birds and the squirrels! At night, it feels like you're so close to the moon you can almost touch it!

Jasmine: I love it!

Samantha: Good, because it's my favourite hotel!





2 Read and tick (✓) the correct hotels. Write two more sentences for a friend to answer.

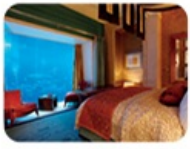
	Ice	Pipe	Underwater	Tree house
1 You need very warm clothes.	✓			
2 It's in the countryside.				
3 It's made from recycled material.				
4 You can't open the windows.				
5 You can visit all year round.				
6 There's wildlife all around you.				
7				
8				

3 Are these the best hotels for each person? Read, draw and write. Be a star!



1 Tom loves adventure and he doesn't mind the cold.

Why? *Tom will be happy in the ice hotel.* *It's very cold, and it's an adventure!*



2 Fay likes relaxing on holiday. She loves nature and fresh air.

Why? _____



3 Fred loves being in the countryside. He likes art and visiting unusual places.

Why? _____



4 Mi Tai loves swimming. She would like to see lots of animals.

Why? _____

Play 4

1 Work in groups. Talk about the picture. What are they doing?

2 9.10 Listen and read. What do they do when they feel happy or relaxed?

3 Act out the play.

Freddy's music



Now listen to this ...

That music sounds happy! I like it!
What do you do when you're feeling happy?

I dance and hug my family!

I play on my favourite apps.

I try new moves on my skateboard.

And I invent electric gadgets for my wheelchair!

Well, when I'm happy, I listen to music. And I look for music to play to my family.

Freddy, can you play us some more music?

Ok. Hmm! Listen to this ...

That's beautiful music. It's very slow and relaxing.

Yes! Let's do something relaxing now!

I'm going to fill my watering can and water the garden.

I'm going to draw a picture. A plant with beautiful petals and a long stem.

I'm going to go running. I love being outside!

And I'm going to put the clothes in the washing machine.

That's a strange thing to do!

I know, but I find it relaxing!

10 Let's be detectives!



Vocabulary

1 10.1 Listen, point and say.

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


jewellery


bracelet


earrings


diamond ring


beard


curly hair


straight hair


fair hair


dark hair


moustache

3 Write the new words in your notebook.

I've got ...	I haven't got ...
	a beard

4 Look at the picture. Ask and answer.

Who's got a moustache?

The businessman and the driver.

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

A good detective

A good detective looks for clues,
Listens carefully to everyone's news,
Works in a team, is always on time
And uses logic to solve a crime.

Look at the man standing over there.
He's got a moustache and his hair is fair.
Look at the woman standing next to him.
She's got curly hair and a diamond ring.

Chorus

Look at the man with the straight brown hair.
He's over there sitting on the chair.
Look at the woman sitting talking to him.
She's got dark hair and gold earrings.

Chorus

Which physical descriptions are in the song?

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

1 The texts are ...

a blog posts. **b** emails. **c** letters.

2 The people writing them ...

a work together. **b** are family members. **c** are friends.

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

3 10.4 **Read the texts. What different feelings do you think Paul has when he writes to Aunt Maggie?**

The jewellery thief

From: pauljames@gomail **Sent:** 18th June, 4 pm
To: maggiejames@gomail

Hi Aunt Maggie,

We've arrived in the USA! Grandpa's house is awesome! We fish in the river and explore the forest every day. I've uploaded a drawing for you.

Today, we went to the village. Everyone was in the street. There was a policeman. He was very tall with curly hair, a beard and a big moustache. He had a big voice, too. He said, 'There's a thief in this village!' But no one has seen him!

I want to be a detective like you, Aunt Maggie. Do you think I can catch the thief?



From: maggiejames@gomail **Sent:** 18th June, 8 pm
To: pauljames@gomail

Hello Paul,

I'm happy you're having a good time.

A thief in Grandpa's village? I don't think that's possible! It's a very small village with only five or six families and a small hotel! What does the thief take?

Love, Aunt Maggie

PS Paul, please leave catching thieves to the police!

From: pauljames@gomail **Sent:** 18th June, 9 pm
To: maggiejames@gomail

Hi Aunt Maggie,

The thief takes jewellery. Last night, he stole Mrs Twistle's diamond ring, and her earrings. The day before, he stole Mrs Brown's gold bracelet.

Grandpa says we can go fishing early tomorrow, so I'm going to bed now.

Good night, Aunt Maggie

Vocabulary

detective	everyone	no one
someone	steal (stole)	thief

Why is it important to say something when you see something is wrong?

From: pauljames@gomail **Sent:** 19th June, 12.30 pm
To: maggiejames@gomail

Hi Aunt Maggie,

Amazing news! This morning we went fishing at six o'clock. When we were walking to the river, we saw a man with long, straight fair hair and a big coat. He was carrying a bag. It was Mr Jackson. He's an artist. Grandpa and I think he's the thief! Here's a drawing I did.

Oh! Also, we caught two fish!

Hope you have a good day, Aunt Maggie. I'll write later and tell you the news.



From: pauljames@gomail **Sent:** 19th June, 4 pm
To: maggiejames@gomail

Hello Aunt Maggie,

I've got good news! The artist isn't the thief! We had lunch at the hotel today. There was a new picture on the wall. It was a picture of butterflies around some flowers near a river. The artist painted it this morning. He had the picture, not jewellery, in his bag!

But … **we have caught the thief!**

There is a family at the hotel. The little boy was crying, 'Someone has stolen my lovely shiny car.' Out of the window I saw an animal with dark fur and a stripy tail running into the bushes.

Grandpa and I ran to the bushes, and … there was a racoon's nest with two baby racoons, the shiny car and all the jewellery! Here's my drawing.



Now everyone has their things back, and the village is happy.

Learning to learn

Self-motivation

It's important to keep trying when something is difficult. When you have a problem, think of different ways to solve it:

- Ask someone to help you: a friend, a teacher or someone at home.
- Look in a dictionary or on a website for help.

Tell a friend about a problem and how you solved it.

Lesson 3 Reading comprehension

1 **Write *M* (Aunt Maggie), *P* (Paul) or *A* (the artist).**

1 She / He is a detective. [M]
2 She / He has got fair hair. [ ]
3 She / He goes fishing. [ ]
4 She / He doesn't think there's a thief. [ ]
5 She / He paints flowers near the river. [ ]
6 She / He saw a racoon out of the window. [ ]

2 **Answer the questions with full sentences.**

1 Where is Paul?
He's visiting his grandpa in the USA.

2 What question does Paul ask Aunt Maggie?

3 Why doesn't Aunt Maggie think there is a thief in Grandpa's village?

4 Why did Paul and Grandpa think the artist was the thief?

5 Where did Paul find the jewellery?

3 **Paul wants to be a detective. What advice could you give him?** Be a star!

1 *He should listen carefully.*

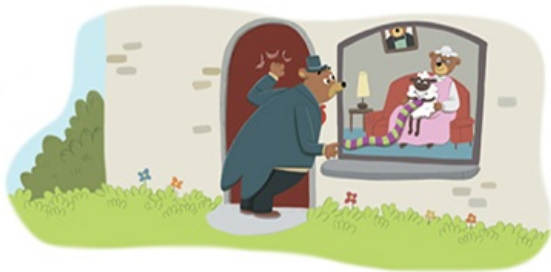
2

3

Sounds and spelling

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

Knock, Knock. Excuse me!
Whose lamb is that,
knitting on your knee?



5 10.6 **Write the missing letters. Listen and check.**

1 __w__rite 2 ____now 3 ____ho 4 thum____ 5 ____nee 6 clim____

1 Look and read.

Graphic **Grammar**

Present perfect



He 's | caught | the | thief .



Oh | no ! He | hasn't | caught | the | thief !

2 What have they done today? Look and write about Paul, Grandpa, the artist and the racoon.









1 (draw) *Paul's drawn some birds.*

2 (not read) _____

3 (paint) _____

4 (run) _____

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

- A Look at page 154. B Look at page 159.
- Take turns to say what the people have done. Then match.



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

Lesson 5 Language in use

Vocabulary

attic basement dust the furniture tidy up

1 10.7 Listen and say.



- Hello, Joe. **What's the matter?**
- **I'm really tired!**
- Why are you so tired? What have you done this afternoon?
- Well, I've finished all my homework.
- Well, that's not much!
- I haven't finished telling you! I've also dusted the furniture and I've tidied up the basement ...
- Well, that sounds more like hard work!
- I haven't finished! I've also cleaned the windows with my mum.
- Wow! Now I understand why you're tired!
- Yes! **Let's do something relaxing!**
- **How about playing a computer game?**
- OK. That's a good idea!

2 What's the matter? Read the sentences and write suggestions.

1 I'm hungry. *Let's make a sandwich!*

2 I've lost my book. _____

3 I'm bored. _____

4 I can't do my homework. _____

5 I've dropped my phone. _____

6 I've got a headache. _____

3 Work in pairs. Make a new dialogue. Be a star!



What's the matter?

Let's do something interesting. How about going to the cinema?

I'm bored.

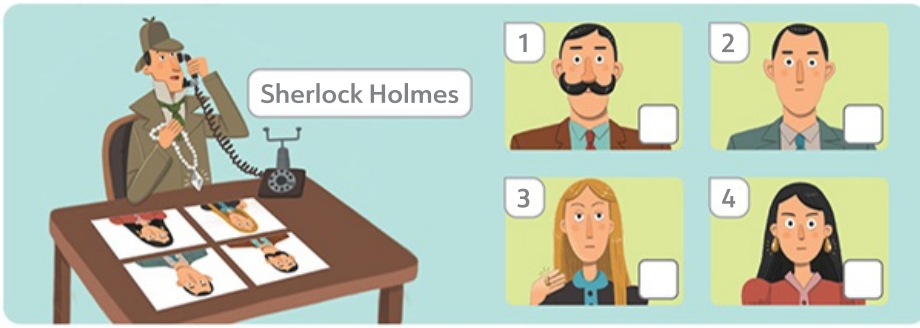
That's a good idea.



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

Lesson 6 Listening and speaking

1 10.8 Listen and tick (✓) the two people Sherlock Holmes describes.



2 10.8 Listen again. Read and circle the mistakes.



Detective Report

Sherlock has caught the thief who took Lady Blogg's diamond bracelet. Sherlock was following Mr Red. Mr Red is a tall cook with a curly moustache and a beard. He was waiting for a train. It was sunny. Suddenly a woman came. She was short with long, curly, fair hair and she was wearing gold earrings. Mr Red put the diamond bracelet in her pocket.

3 Work in pairs. Play *True* or *False*. **Be a star!**



Today I've played football. I've also washed my dad's car.

When did you play football?

This morning, in my PE class.

When did you wash your dad's car?



This morning, before I went to school. My dad helped me.

We had PE at school today and I know your dad goes to work very early, so I think sentence 1 is true and 2 is false.

Lesson 7 Writing

Stories have got a **beginning**, a **middle** and an **ending**.

1 Match the words to the explanations.

1 beginning	**a** when events happen (often there is a problem)
2 middle	**b** when the problem is solved
3 ending	**c** introduces the characters and what the story is about

2 Look at the emails on pages 124–125. Order the sentences. Then complete the table.

a Paul saw the artist near the river.	☐
b Paul had lunch at the hotel.	☐
c Paul wanted to find a thief in a village.	1
d The thief stole earrings and two diamond rings.	☐
e The artist wasn't the thief. It was the racoon!	☐
f Paul saw a racoon run into the bushes.	☐

The beginning	The middle	The ending
c	a _ _ _ _	_

3 Look and write the beginning and middle of this story in your notebook. Then invent an ending.

Be a star!

sound
floor
evening
surprise



PLAY THE *ARE YOU A SUPERSTAR?* GAME

1 Work in pairs. Discuss the topics you've learnt this year.

2 In groups, choose words to complete the table.

Vocabulary	Sentences	Sounds and spelling
Name three new words from Unit ...	Make a sentence with ...	How do you spell the word ...?
1	1	1
2	2	2
3	3	3

3 Play the game as a class. **Be a star!**



Instructions

1. There are four groups, Teams A–D. Team A comes to the front of the class with their table.
2. The other teams take turns to choose a category and a number in the question table. Team A asks them the question.
3. If the answer is correct, the team gets a point and the number is rubbed out.
4. If the team gets the answer wrong, it's the turn of Team B to choose a category and a number.
5. The winner is the team with the most points at the end of the game.





Review 5

1 Work in pairs. Play *Guess who?*


Antonio


Amal


Viktor


Sandra





2 Work in pairs. Talk about the situations. Use *if* or *when*.

~~very cold~~	don't study	plant a seed
don't sleep enough	eat too many sweets	don't turn off the tap





3 What have they done? Look and write.



drop



not turn off



wash



not catch

1 *She's dropped her ice cream.*

2 _____

3 _____

4 _____

Reading and Writing

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

We wash clothes in a *washing machine* . And we wash plates and cups in a [1] _____ . It's important to fill these machines before we turn them on because we must [2] _____ water.

We use a [3] _____ to water the plants and we fill a bucket with water to wash the floor.

It's very important not to [4] _____ water. Always remember to [5] _____ the tap when you are washing your hands or brushing your teeth.


~~washing machine~~


turn off


waste


dishwasher


watering can


save

Now choose the best title for the text. Tick (✓) one box.

How to wash dishes ☐ Save water at home ☐ Tidy up tips ☐

Speaking

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





Here he's got curly hair, but here he's got straight hair.

Watch the external exams video.

Extra Stars

Unit 1

1 Order the words to write questions. Then write the answers.

Lesson 4, page 13

~~Yes, I did.~~ No, it didn't. I went with my family. No, it wasn't. Yes, I was! I went to Italy.

1 go / you / on holiday? / Did
Did you go on holiday? _____ *Yes, I did.* _____

2 did / go? / Where / you
_____ _____

3 go / did you / Who / with?
_____ _____

4 the weather / Was / good?
_____ _____

5 it rain / Did / every day?
_____ _____

6 happy? / you / Were
_____ _____

2 Look at the table. Complete the sentences with what people *don't like*, *don't mind*, *like* and *love* to do.

Lesson 5, page 14

	skateboarding	horse-riding	mountain biking	surfing
Nina	✓✓✓	×	✓	✓✓
Ramon	✓	✓✓	✓✓✓	×
Stefan	×	✓✓	✓	✓✓✓

1 **Nina:** I *love* skateboarding. I _____ surfing! I _____ mountain biking, but I _____ horse-riding.

2 **Ramon:** I *don't mind* skateboarding. I _____ surfing. I'm not good at it. But I _____ horse-riding, and I _____ mountain biking.

3 **Stefan:** I *hate* skateboarding. I fall down a lot! I _____ mountain biking, but I _____ horse-riding, and I _____ surfing.

Unit 2

1 Complete the sentences with the verbs + *to*.

Lesson 4, page 27

learn run do go climb ~~make~~

1 Yesterday, Tom wanted *to make* a cake.
2 Peter decided _____ home after school.
3 This year, I need _____ English.
4 Last week, I wanted _____ karate.
5 Ella learnt _____ a mountain on holiday this winter.
6 Next year, Lisa wants _____ to Spain.

2 Complete the sentences. Then number the sentences in order.

Lesson 5, page 26

1 *Could you* ride a bike when you were six?
_____ Wow! _____ count to a hundred?
_____ _____ couldn't tie my shoes, but I could whistle a tune.
_____ Yes, _____ . What about you?
_____ No, _____ ride a bike, but I could tie my shoes. Could you tie your shoes when you were six?
_____ _____ could! I could count to two hundred!



3 Write the questions. Then answer them about you.

1 when you were six? / you / ride a bike / Could
Could you ride a bike when you were six? _____ _____

2 When / learn / did / tie your shoelaces? / you / to
_____ _____

3 to school? / to / Do you / wear a uniform / need
_____ _____

4 you / Could / when you were seven? / swim
_____ _____

Grammar booster

Unit 3

1 **Your friend wants to learn about safe cycling. What would you tell him / her? Circle the correct answers.**

Lesson 4, page 39

1 You **must** / **mustn't** wear flip-flops.
2 You **must** / **mustn't** show drivers where you're going.
3 You **must** / **mustn't** wear a helmet.
4 You **must** / **mustn't** listen to music.
5 You **must** / **mustn't** ride near cars or people.



2 **Look at the map. Write directions to the bank and café.**

Lesson 5, page 40

To the bank

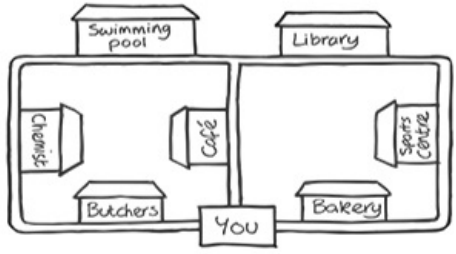
First, go *straight on*. Then _____ .
Go _____ the school on the _____ . Then turn _____ .

To the café

First, go _____ . Then _____ .
Go _____ the supermarket _____ right. Then turn _____ .



3 **Complete the directions and the rules.**



How do I get to the swimming pool?

Go *straight on* . Go _____ the café. Then _____ left. The swimming pool is on the _____ .

Thank you. Can I swim today?

Yes, you can swim this afternoon. You _____ wear a swimming costume and a swimming cap. You _____ listen to music.

Unit 4

1 Order the words to make sentences.

Lesson 4, pages 53

1 police officer's / is / than / more dangerous / job / A / a / job / chef's
I think _____

2 a lawyer's / than / A / more difficult / job / a / job / is / maths teacher's
I think _____

3 is / than / more exciting / job / An / a / waiter's / job / engineer's
I think _____

2 Complete the sentences.

Lesson 5, pages 54

most exciting | most dangerous | most beautiful | most interesting









1 The crab is *the most interesting* animal because _____.

2 The peacock is _____ animal because _____.

3 The frog is _____ animal because _____.

4 The monkey is _____ animal because _____.

3 Write sentences with *more* and *most*.

1 surfing ✓✓✓ swimming ✓✓ sailing ✓
active *Swimming is more active than sailing. But surfing is the most active.*

2 maths ✓✓✓ science ✓✓ English ✓
difficult _____

3 an artist's job ✓✓✓ a chef's job ✓✓ a businesswoman's job ✓
creative _____

4 a lawyer's job ✓✓✓ an engineer's job ✓✓ a dentist's job ✓
interesting _____

Grammar booster

Unit 5

1 Jane wants advice for how to stay healthy. Circle the correct answers.

Lesson 4, page 65

1 You **should / shouldn't** do some exercise every day.
2 You **should / shouldn't** watch TV for more than an hour at a time.
3 You **should / shouldn't** drink lots of water.
4 You **should / shouldn't** play outside and get fresh air.
5 You **should / shouldn't** play games on your tablet before you go to sleep.

2 Match to make sentences.

Lesson 5, page 66

1	Let's go to the	greengrocer's	to read some books.
2	Let's go to the	chemist's	to buy some fish.
3	Let's go to the	library	to buy some bananas.
4	Let's go to the	bakery	to buy some medicine.
5	Let's go to the	fishmonger's	to buy a cake.

3 Write the answers.

1 We haven't got any fruit in the house.
(Let's / greengrocer's / mangoes) *Let's go to the greengrocer's to buy some mangoes.*
2 My brother's got flu.
(shouldn't / school. / should / bed) *He shouldn't go to school. He should stay in bed.*
3 Jenny's got toothache.
(shouldn't / sweets. / should / dentist) _____
4 Jane's got earache.
(shouldn't / out / should / home) _____
5 My dad wants to make a fish pie for dinner.
(Let's / fishmonger's / fish) _____

Unit 6

1 **Look at the pictures. What were they doing yesterday? Complete the sentences with *was* / *wasn't*.**

Lesson 4, page 75



1 He *was doing homework* . (✓)
2 She _____ . (✗)
3 I _____ . (✓)
4 She _____ . (✓)
5 I _____ . (✗)
6 He _____ . (✗)

2 **Match the questions and answers.**

Lesson 5, page 76

1 What were you doing yesterday?	a I saw it at the bakery.
2 Where did you see that?	b It was our dad's birthday.
3 When did you get home?	c I bought the most beautiful cake.
4 Why did you need to buy it?	d In the afternoon, in time for the party!
5 Who were you shopping with?	e I was shopping in town.
6 What did you buy?	f I was shopping with my sister.

3 **Write the dialogue. Use the past continuous.**

What / you / do / at 4 o'clock yesterday? *What were you doing at 4 o'clock yesterday?*
I / play / football in the park. _____
Who / you / play / with? _____
I / play / with some friends from school. _____
your brother / play? _____
No / not. / He / shop / mum. _____

Grammar booster

Unit 7

1 Match to make sentences.

Lesson 4, page 87

1 A library is a place	a which you use to listen to music.
2 A chef is a person	b where there are lots of trees.
3 Headphones are things	c who looks after your teeth.
4 Surfing is a sport	d which you do in the ocean.
5 A dentist is a person	e who cooks food in a restaurant.
6 A forest is a place	f where you can find books.

2 Write the correct words.

Lesson 5, page 88

mine his ~~hers~~ ours yours theirs



1 Is that Vicky's tablet? No, it isn't *hers*. It's Jane's.
2 Is this your phone? No, it isn't _____. It's theirs.
3 Where's Peter's helmet? I think that's _____ on the chair.
4 Is this your printer? Well, it's my brother's and mine, so it's _____.
5 I think that's my pen! No, that's _____ on the table.
6 Are those Jane and Freddy's safety vests? No, they're wearing _____.

3 Complete the sentences.

Franz: Lana, *where* did you find that book you were reading yesterday? I saw Theo reading it last week too.

Lana: I found it at the library. Theo is the person [1] _____ told me about the book! Have you seen the books in the classroom? Those are [2] _____ books! Theo loves reading.

Franz: [3] _____ books? The ones on Mrs Banks's desk?

Lana: No, those are [4] _____. Theo's books are on the table. Mrs Banks said we could bring some books from home. [5] _____ classroom is full of books now.

Unit 8

1 Write some predictions about your future.

Lesson 4, page 101

speak 5 different languages have an interesting job visit different countries
live in a big house play different sports have robots to clean houses ~~fly to school~~

I won't fly to school.



2 Write the questions about the future. Then answer the questions.

Lesson 5, page 102

1 some people / go on holiday / the moon?
Will some people go on holiday to the moon? — *Yes, they will.*

2 some people / live / cities / under the sea?

3 everyone / world / speak English?

4 robots / do / jobs?

5 we / play sports / in space?

3 Complete the text.

Do you have lots of questions about the future? I do. Let's try to answer some questions.
[1] _____ we all live on the moon? No, we [2] _____, but that would be cool!
[3] _____ robots do a lot of work for us? Yes, they [4] _____.

How about schools? [5] _____ we do all our homework online? I think so. But robots
[6] _____ teach children. We'll have our great teachers.

Grammar booster

Unit 9

1 Match to make sentences.

Lesson 4, page 113

1 When you cool	water a lot,	it snows.
2 If you heat	ice, it	melts.
3 If it's very cold,	heats sea water,	water goes into the air.
4 When the sun	sometimes	it freezes.

2 Write the questions and answers.

Lesson 5, page 114

~~floats~~ freezes sinks dissolves

1 What / happen / you / feather / water?
What happens if you put a feather in water? *It floats.*

2 What / happen / you / soil / water?

3 What / happen / you / sugar / hot water?

4 What / happen / you / stone / water?

3 Order the words to make sentences. Then write *True* or *False*.

1 dissolves. / in water / If / you / sand / it / put
If you put sand in water, it dissolves. *False*

2 you / a coin / it floats. / in water / When / put

3 When / goes / heats / the sun / into the air. / the sea / some water

4 a boat / you / fill / with water / If / sinks. / it

Unit 10

1 What have they done today? Write sentences with *'s* or *hasn't*.

Lesson 4, page 127

1 planted flowers (✓)
2 cooked breakfast (✗)
3 played computer games (✓)
4 painted a picture (✗)

1 *She's planted flowers.*
2 He _____
3 She _____
4 She _____

2 Complete the sentences about suggestions.

Lesson 5, page 128

What's the 1 _____ ?

I have a headache. → _____ *Let's do* something relaxing!

I'm thirsty. → 2 _____ some water?

I've lost my phone. → 3 _____ look in the basement.

4 _____ a good 5 _____ !

3 Write questions and answers.

1 I / tired. / tidy / my room. — *I'm tired. I've tidied my room.*
How / play / computer game? _____
2 I / headache. / I / finish / homework. _____
Let's / park. _____
3 I / bored. / not / out / today. _____
How / go / skateboarding? _____

Extra Stars

Unit 1 Student A

Holiday interview

Lesson 4, Activity 3, page 13

Take turns to ask and answer questions about your summer holiday. Write answers for your friend.

1 / you go on holiday? _____

2 When / you go? _____

3 Where / you go? _____

4 How / you get there? _____

5 Who / you go with? _____

6 / you make new friends? _____

7 What / the weather like? _____

8 / you have fun? _____

Unit 3 Student A

Follow the rules

Lesson 4, Activity 3, page 39

Take turns to ask and answer. Complete the rules about sports and places. Use *must* or *mustn't*. Tell your friend the rules. Ask your friend to guess the sport or place.

Rules



1 You _____ ride fast.



2 You _____ .



3 You _____ .



4 You _____ .

Lesson 4, Activity 3, page 27

Last year / This week challenge

Last year  Nya	Last year  Nya	Last year  Harry
Last year  Nya	Last year  Harry	Last year  Harry
This week  Harry	This week  Nya	This week  Harry
This week  Nya	This week  Harry	This week  Nya

Compare jobs

























Unit 1 Student B

Holiday interview

Lesson 4, Activity 3, page 13

Take turns to ask and answer questions about your summer holiday. Write answers for your friend.

1 / you go on holiday? _____

2 When / you go? _____

3 Where / you go? _____

4 How / you get there? _____

5 Who / you go with? _____

6 / you make new friends? _____

7 What / the weather like? _____

8 / you have fun? _____

Unit 2 Student B

Follow the rules

Lesson 4, Activity 3, page 39

Take turns to ask and answer. Complete the rules about sports and places. Use *must* or *mustn't*. Tell your friend the rules. Ask your friend to guess the sport or place.

Rules



1 You _____ show drivers where you're going.



2 You _____ .



3 You _____ .



4 You _____ .

Communicative activities

Unit 5 Student A

Giving advice

Lesson 4, Activity 3, page 65

Take turns to listen and choose advice for your friend. Use *should* or *shouldn't*.

Problem	Advice
headache	dentist
cough	sweets
earache	rest
cut	hospital

Unit 6 Student A

What were they doing yesterday? Find the differences.

Lesson 4, Activity 3, page 75

Describe your picture. Listen to your friend and find 8 differences.



Unit 7 Student A

Guess the place, job or object.

Lesson 4, Activity 3, page 87

Take turns to describe a place, a person or an object for your friend to guess. Tick the box.



















Communicative activities

Unit 5 Student B

Giving advice

Lesson 4, Activity 3, page 65

Take turns to tell your friend your problem and listen to the advice.

Problems	Advice
flu	water
toothache	nurse
stomach ache	swimming
broken arm	cough medicine

Unit 6 Student B

What were they doing yesterday? Find the differences.

Lesson 4, Activity 3, page 75

Describe your picture. Listen to your friend and find 8 differences.



Unit 7 Student B

Guess the place, job or object.

Lesson 4, Activity 3, page 87

Take turns to describe a place, a person or an object for your friend to guess. Tick the box.















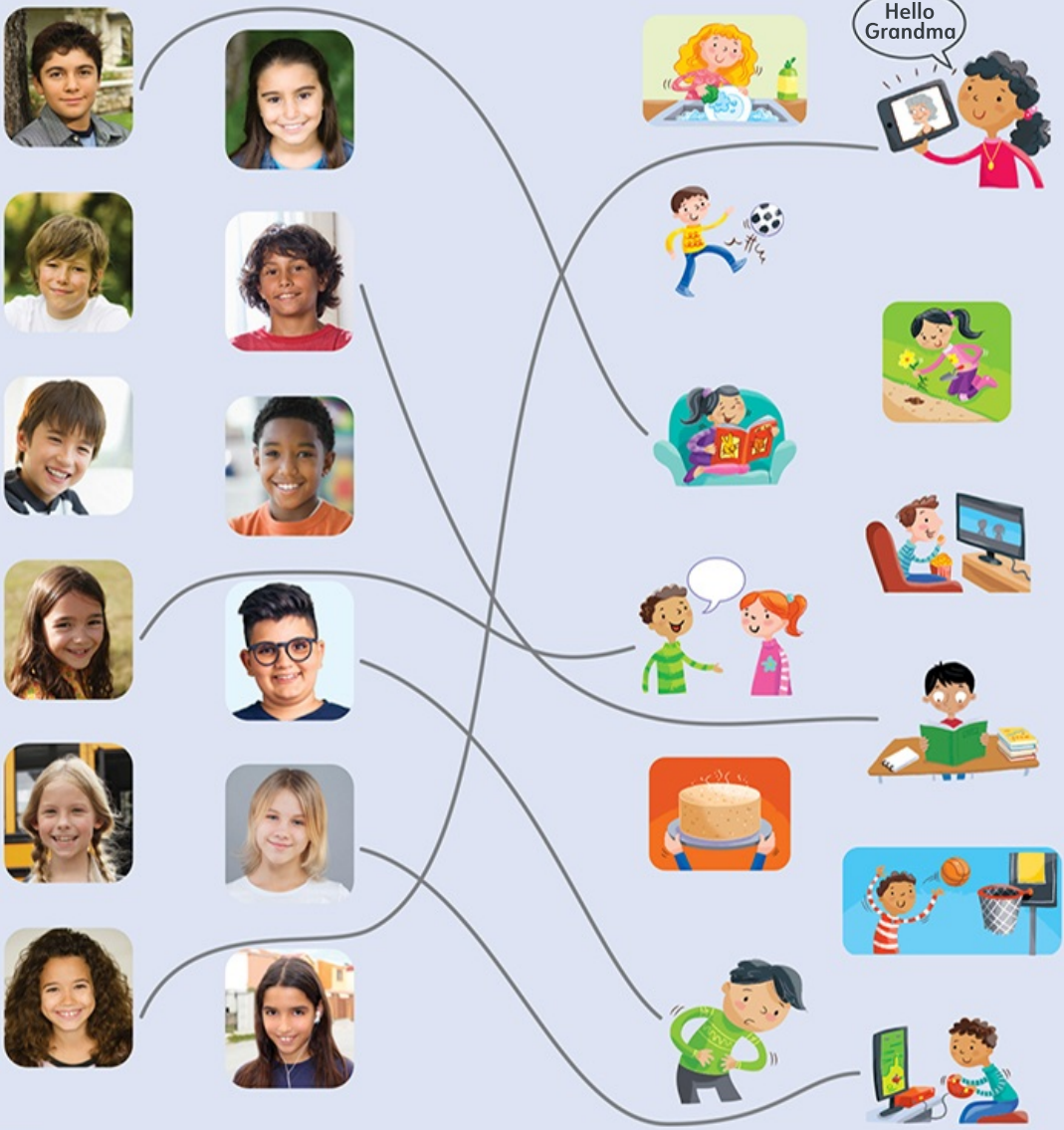



Unit 10 Student A

What have they done today?

Lesson 4, Activity 3, page 127

Take turns to say what the people have done. Then match.



Lesson 4, Activity 3, page 101

What will you do tomorrow?





















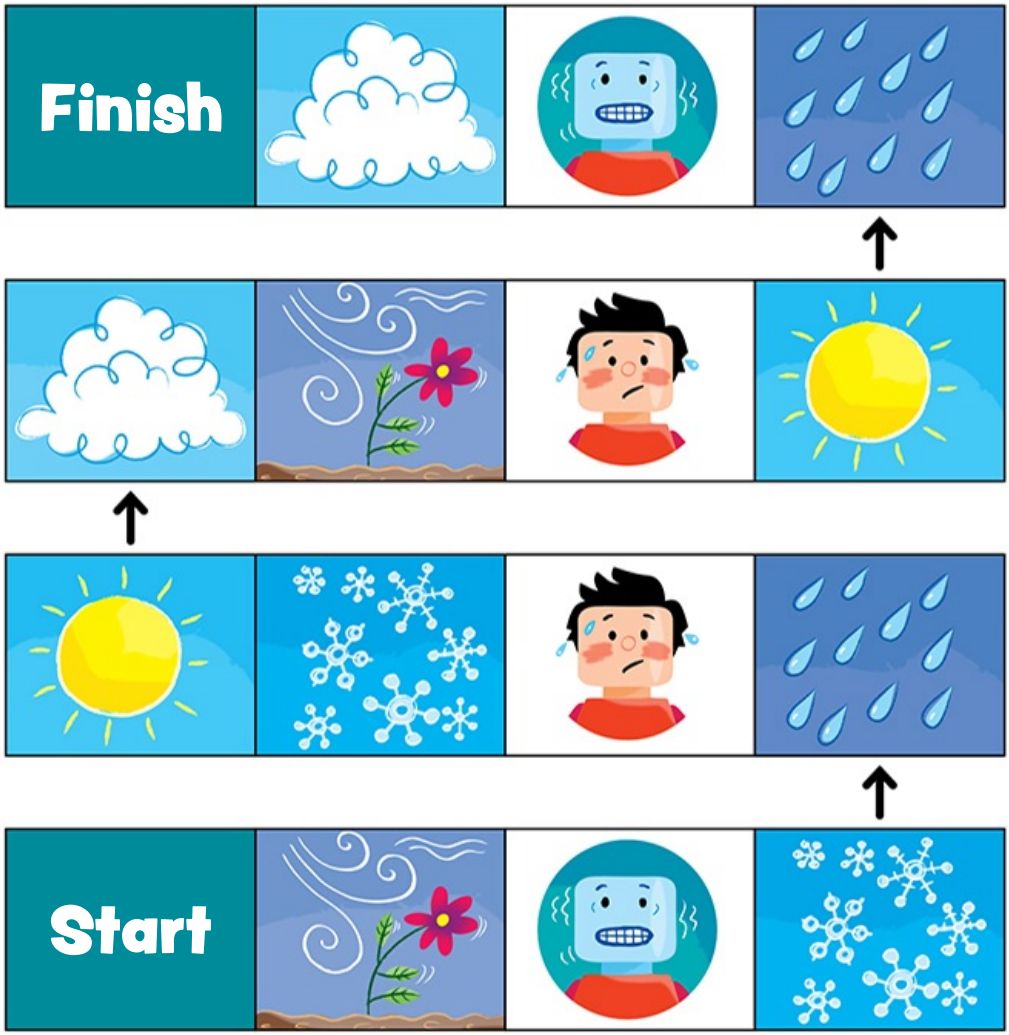




Lesson 4, Activity 3, page 113

The weather game

1 2 3 4

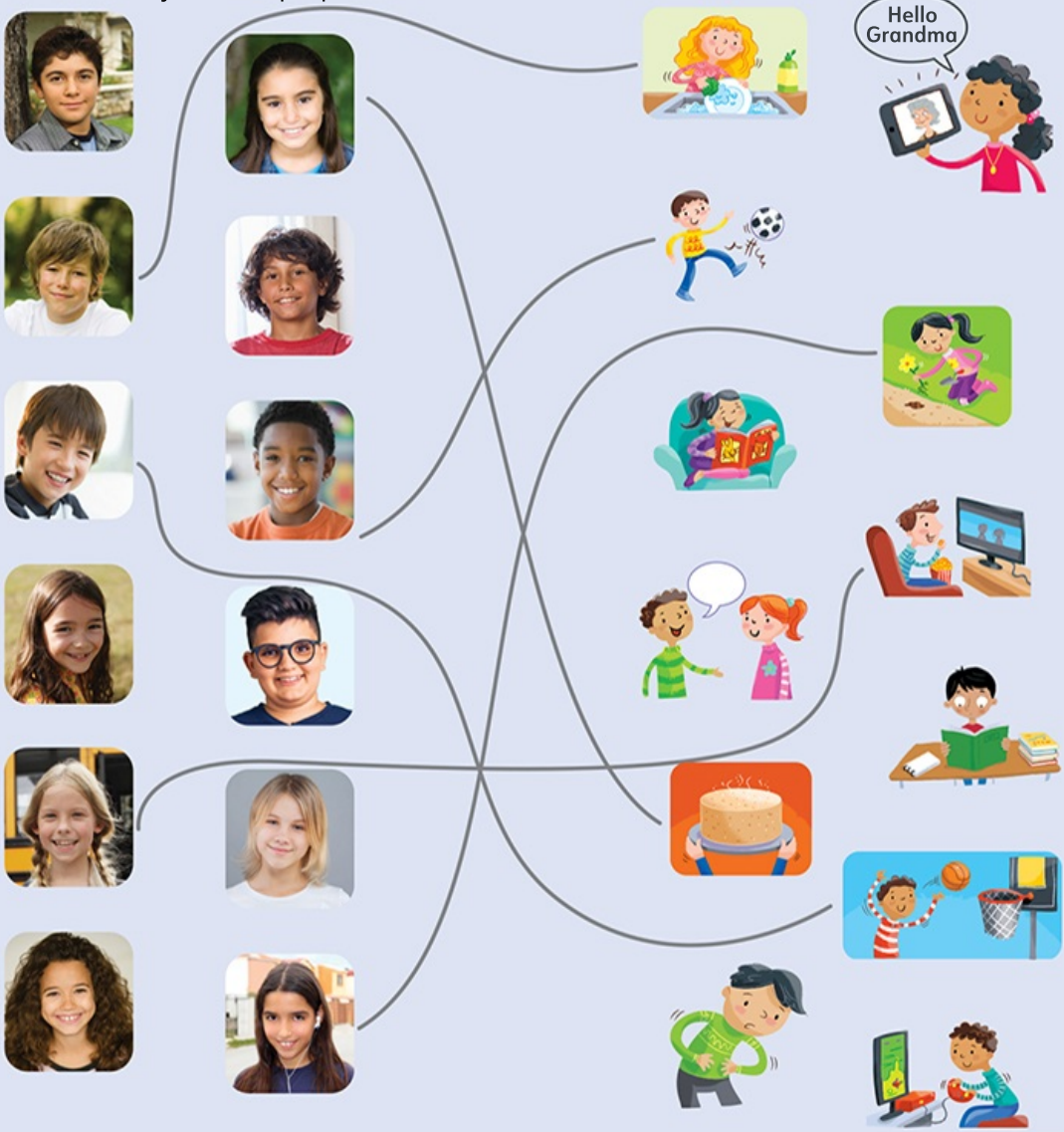


Unit 10 Student B

What have they done today?

Lesson 4, Activity 3, page 127

Take turns to say what the people have done. Then match.



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