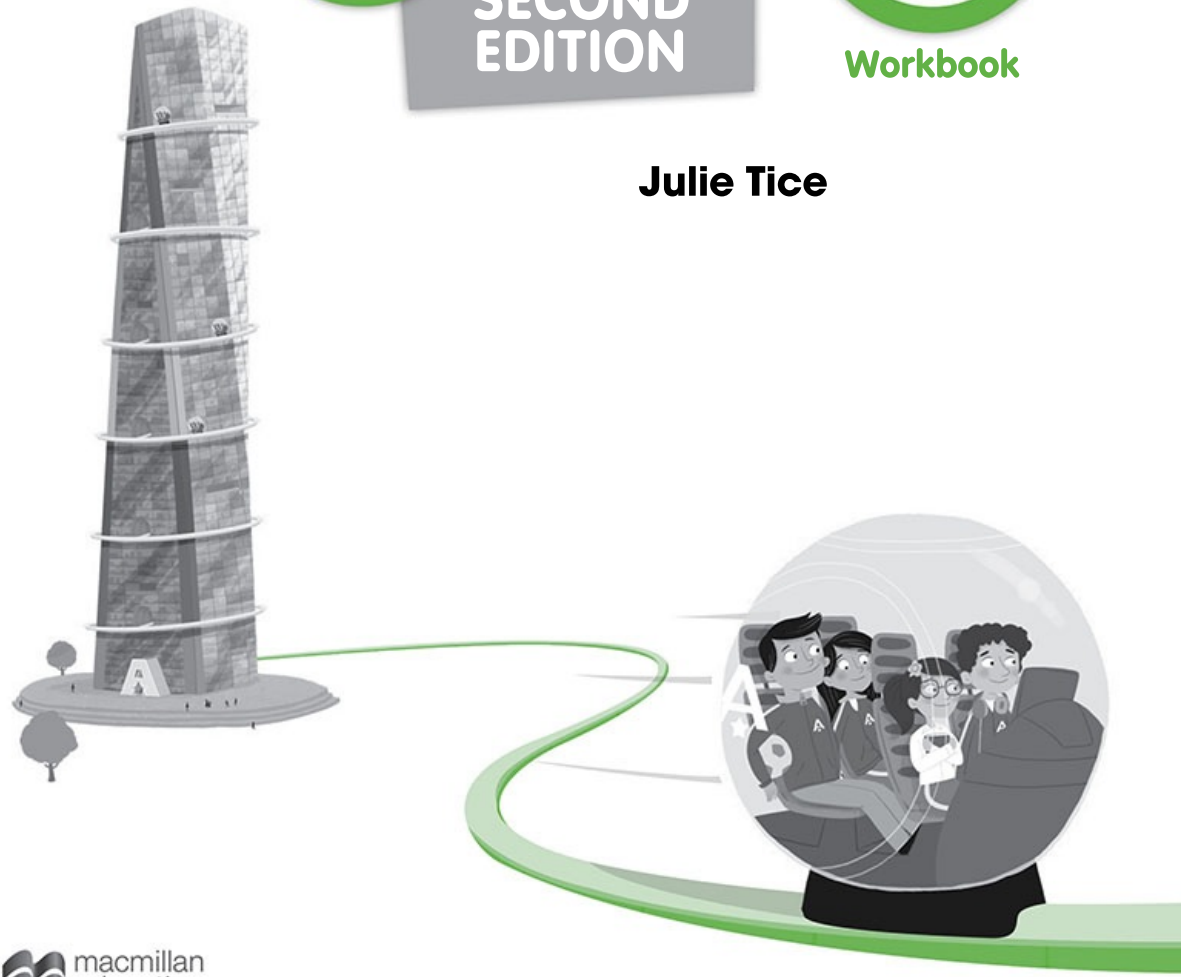
Academy Stars 4

SECOND EDITION

Workbook

Julie Tice



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Welcome

Lesson 1 Meet the Academy Stars

1 Complete the text.

~~brother~~ cousin four oldest sister two youngest

Peter is Vicky's [1] *brother*. He's the [2] _____ of the children. Freddy is his [3] _____. Jane is the [4] _____. She's Freddy's [5] _____. Vicky has [6] _____ cousins. Grandpa has [7] _____ grandchildren.

2 Who do the things belong to? Read and write the names.



I'm Jane and I'm nine. My favourite subject is science. I love reading too. This year I want to learn to write better stories.



I'm Freddy and I'm 11. I love listening to music and I'm learning to play the drums.



I'm Vicky and I'm ten. I want to learn about technology. I go to a photography club at my school.



I'm Peter and I'm 12. I love maths and sport. I want to learn how to be healthy.



1 *Jane* 5 _____
2 _____ 6 _____
3 _____ 7 _____
4 _____ 8 _____

3 Complete the sentences about you.

1 I'm _____ and I'm _____.
2 I love _____.
3 I want to learn _____.

4 Look at the information in the table. Write sentences about Jane and Vicky.

	Jane	Vicky
make bed	✓✓✓✓	✓
tidy bedroom	✓✓	✓✓
play computer games	✓	✓✓✓✓
play chess	✓✓	×
wash up	×	✓✓✓

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

1 Jane always *makes her bed* _____.

2 Vicky and Jane sometimes _____.

3 Vicky _____.

4 Jane _____.

5 Vicky _____.

5 Complete the phrases. Use the words in the box.

cake jeans to a party homework zoo my sister a theme park
shower in the morning bowling the guitar a film at the weekend

1 do *homework* _____

2 visit _____

3 go _____

4 watch _____

5 wear _____

6 make a _____

7 play _____

8 go to the _____

9 have a _____

10 look after _____

6 Look at the phrases in Activity 5. How often do you do the activities?

I always do my homework. _____

_____

_____

_____

_____

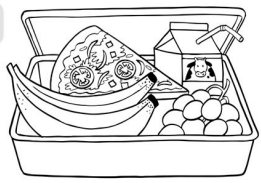
1 Complete the puzzle. Find six words to write in each column.

m	u	s	h	r	o	o	m	s	t	a
j	s	a	r	t	b	y	l	a	m	s
y	b	l	v	z	i	t	u	n	a	d
g	r	a	n	d	s	o	n	d	t	g
e	o	d	P	E	c	p	i	w	h	b
w	i	f	e	c	u	m	E	i	s	l
k	d	h	g	o	i	u	n	c	v	a
n	a	q	v	u	t	s	g	h	u	z
c	h	e	e	s	e	i	l	s	n	q
a	u	n	t	i	r	c	i	c	c	r
s	c	i	e	n	c	e	s	x	l	t
y	e	w	d	a	u	g	h	t	e	r

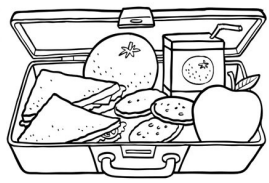
Family	School subjects	Food
		mushrooms

2 Look at the lunch boxes. Read the sentences and write the correct letters.

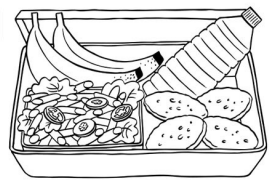
a



b



c



1 There are some grapes. *a*

2 There isn't any milk. *b, c*

3 There's some water. _____

4 There aren't any sandwiches. _____

5 There are some bananas. _____

6 There isn't any pizza. _____

7 There are some biscuits. _____

8 There's some juice. _____

3 Draw your favourite lunchbox and write about it.

_____

_____

_____

_____

4 Circle the correct verbs to complete the sentences.

1 On Sundays **I visit** / **I'm visiting** my grandparents.

2 After school, Sam **goes** / **is going** to art club.

3 **I talk** / **I'm talking** to my friend on the phone now.

4 Yesterday **I'm** / **I was** sad but today **I'm** / **I was** happy.

5 He **doesn't have** / **don't have** a brother but he **has got** / **have got** a sister.

6 Usually I travel by bus, but tomorrow **I travel** / **I'm going to travel** by train.

7 In the evenings, we **watch** / **are watching** TV.

8 There **was** / **were** some bananas, but there **wasn't** / **weren't** any apples.

5 Label the pictures.

bank ~~cinema~~ hospital library supermarket swimming pool



cinema











6 Where are they going? Use the words in Activity 5.

1 We're going to buy fruit, milk, bread and fish. *supermarket*

2 My dad wants to find a book about history. _____

3 My cousins are going to see a film with grandpa. _____

4 My mum hasn't got any money in her bag. _____

5 My grandmother isn't very well. _____

6 I'm taking my goggles, a towel and a swimming costume. _____

1 Holiday news

Lesson 1 Vocabulary

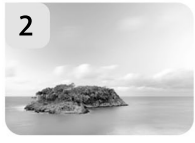
1 1.1 **Listen and circle. Then check your answers.**

1	a the countryside	b an island	c a town
2	a a forest	b a hill	c a river
3	a a volcano	b a village	c an island
4	a a town	b a waterfall	c a forest
5	a a lake	b a waterfall	c a river
6	a a village	b a forest	c a lake

2 **Label the pictures.**

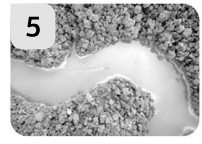


volcano







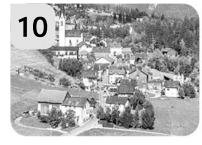












3 **Solve the clues. Use the words in Activities 1 and 2.**

1 There are trees, flowers and farms in this place. countryside

2 You can see lots of things from the top of this. _____

3 You can go to this place by boat. _____

4 There are lots of houses, streets and cars in this place. _____

5 This starts in the mountains and goes to the sea. _____

Lesson 2 Reading

1 **Match the sentences to the photos.**













1 We went kite sailing above the sea. [f]
2 We went camping near the beach. [ ]
3 My dad and I went fishing but we didn't catch any fish. [ ]
4 We went zip-lining past a waterfall. [ ]
5 We stayed near a village by the sea. [ ]
6 We went sailing to an island in the lake. [ ]

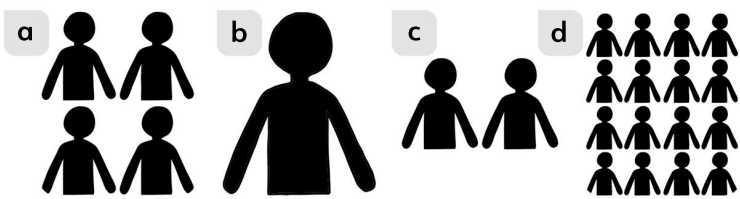
2 **Read the messages on Pupil's Book pages 10–11. Circle the correct words.**

Luc stayed in an adventure camp. He was [1] **outside** / **inside** all day. He also went [2] **fishing** / **mountain biking** in the forests. One day he saw a volcano. He did a lot of activities, but he liked [3] **zip-lining** / **kite sailing** best.

Sara went camping near a [4] **village** / **mountain** with her family. They went to the [5] **waterfall** / **beach** every day. Sara learnt to [6] **mountain bike** / **sail** and she loved it! She also went [7] **kite sailing** /**zip-lining**. She has pictures of herself in the sky [8] **above** / **below** the sea!

Learning to learn

3 **Match the sentences to the pictures.**



You can work ...

1 in pairs [ ]
2 as a class [ ]
3 on your own [ ]
4 in groups [ ]

Lesson 3 Reading comprehension

1 **Read the messages on Pupil's Book pages 10–11. Then correct the false sentences.**





1 Luc went zip-lining past a campfire. *past a waterfall*

2 He didn't make any new friends. _____

3 He liked mountain biking best. _____

4 He was inside all day. _____

5 Sara didn't go to the beach. _____

6 She went zip-lining above the sea. _____

7 She ate outside every evening. _____

8 She went camping on a mountain. _____

2 **Write *L* (Luc), *S* (Sara) or *B* (both).**

Who likes ...

1 zip-lining? [L]

2 camping? [ ]

3 fishing? [ ]

4 making new friends? [ ]

5 sailing? [ ]

6 cooking? [ ]

7 kite sailing? [ ]

8 mountain biking? [ ]

Sounds and spelling

3 **Say aloud. Circle the letters that sound like *k*.**

A school choir sings a happy chorus. 'Quack!' sings Dave the duck. 'Cluck!' sings Chris the chicken. Look at the clock!



4 **Write the words with the letters *ck* or *ch*.**

1 ck: *quack* _____ _____ _____ _____

2 ch: _____ _____ _____ _____

1 1.2 Listen to the questions and match them to the answers.

a	Yes, I did!	☐	**d**	My family.	☐
b	I went to visit my uncle.	1	**e**	No, we didn't.	☐
c	Yes, they were.	☐	**f**	No, it wasn't.	☐

2 Order the words to make questions.

1 have / Did / a good / weekend? / you

Did you have a good weekend?

2 go / Did / cinema? / the / you / to

_____

3 do? / did / What / you

_____

4 with? / Who / you / were

_____

5 you / friends? / Did / your / see

_____

3 Answer the questions in Activity 2 about your weekend.

1 _____

_____

2 _____

_____

3 _____

_____

4 _____

_____

5 _____

_____



1 CE:YL 1.3 What activities do they like? Listen and write a letter in each box.


Daisy [D]


her sister [ ]


her cousin [ ]


her mum [ ]


her brother [ ]

A 

B 

C 

D 

E 

F 

G 

2 Complete the dialogue. Use the pictures and unscramble the words in bold.

Jane: What do you think about [1] **gifruns** *surfing*, Vicky?

Vicky: I [2] ☹ *don't like* it.

Jane: Me neither. Do you like [3] **gntakesidraob** _____?

Vicky: Hmm, I [4] 😐 _____ it. What do you think about [5] **ersho-giirdn** _____?

Jane: Oh, I [6] 💚💚 _____ it! I [7] 💚 _____ [8] **nomunita knigbi** _____ too.

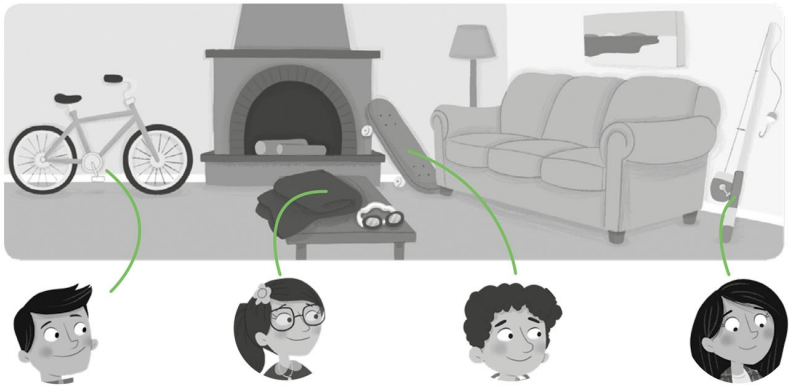
💚💚 = love
💚 = enjoy
☺ = like
😐 = don't mind
☹ = don't like

3 Look at the sentences. Do they agree or disagree?

1 I like tennis. So do I. *agree*
2 I enjoy swimming. I don't. _____
3 I don't like surfing. Me neither. _____
4 I love mountain biking. Me too. _____
5 I don't mind camping. I don't like it. _____

Lesson 6 Language builder

1 Look and complete the sentences. You don't need to use all the words.



camping
~~fishing~~
mountain biking
shopping
skateboarding
surfing
swimming

1 Vicky goes _____fishing_____ with Grandpa.

2 Last weekend, Peter went _____.

3 'I go _____ with my friends,' said Jane.

4 On Saturdays, Freddy goes _____.

2 Look at the sentences in Activity 1 and answer the questions.

1 Which verb is used with all the activities? _____

2 What is the ending of all the activity words? _____

3 CE:YL Read the text. Choose the right words and write them on the lines. There is one example.

Peter loves sport! He _____does_____ lots of different sports. He loves going [1] _____.

In the winter, he [2] _____ swimming in an inside pool at a hotel. Last summer, he [3] _____ boating for the first time. He enjoyed it very much. Next week, he wants to go [4] _____ with his friends on their boat. He loves [5] _____ surfing too.

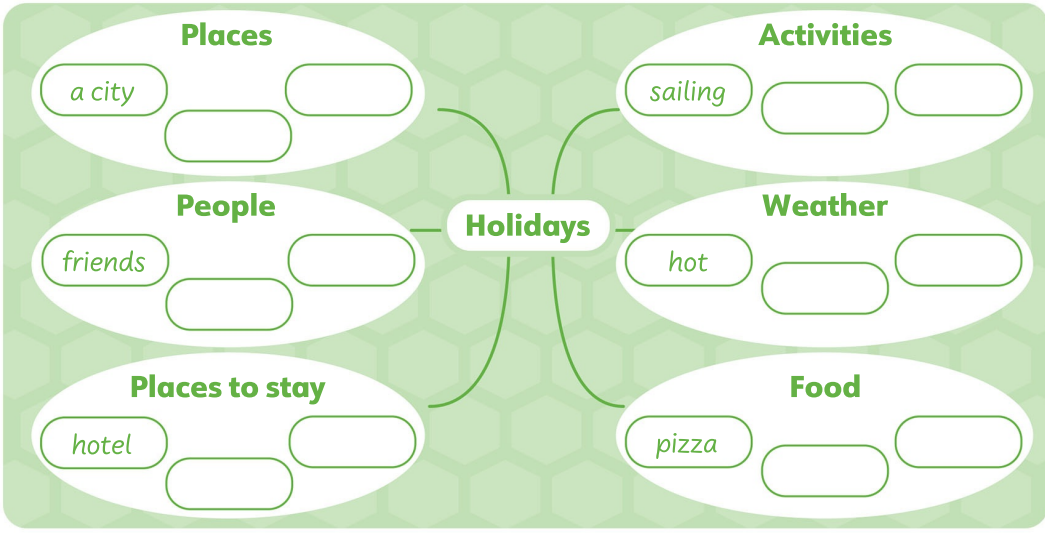
Example	doing	did	does	**3**	goes	went	going
1	swim	swimming	swims	**4**	sailing	sail	sails
2	going	is	goes	**5**	go	going	going to

Prepare to write

1 **Complete the text message. Use full stops, question marks and exclamation marks.**

Hi May! I'm home I went to New York on holiday It was fantastic Where did you go Did you have a good time Let's meet after school tomorrow Love Emma

2 **Think about holidays. Write some ideas in the bubbles.**



3 **Make some notes about a holiday you enjoyed.**

1 Where did you go? _____

2 Who did you go with? _____

3 Where did you stay? _____

4 What did you do? _____

5 What was the weather like? _____

6 What food did you eat? _____

Ready to write

4 **Write text messages to a friend. Tell your friend about your holiday.**

Friend: Hi! I went to Paris on holiday. It was amazing! Where did you go?

You: _____

Friend: Cool! Did you go with your cousins?

You: _____

Friend: We stayed in a huge hotel! It had two swimming pools, one outside and one inside. And there was a children's club too. What about you?

You: _____

Friend: We did lots of things. We visited the Eiffel Tower, the Louvre and we walked around the city. We went to Disneyland too! What did you do?

You: _____

Friend: The weather was OK. It rained some days. How about you?

You: _____

Friend: We ate some delicious North African food. It was really good. I loved the couscous! What did you eat?

You: _____

Friend: I've got to go. It's dinner time! See you at school tomorrow!

You: _____

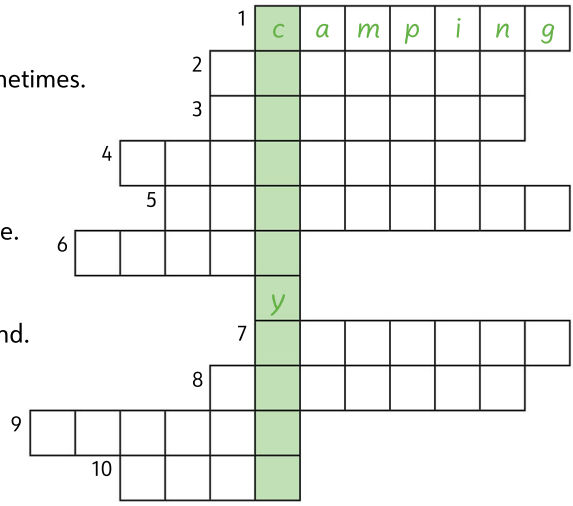
5 **Read and check what you wrote in Activity 4. Tick (✓).**

- Did I answer the questions correctly? ☐
- Did I use full stops, question marks and exclamation marks correctly? ☐
- Did I use the correct verbs? ☐
- Did I use the correct spelling? ☐

Check-up challenge

1 Complete the word puzzle. Find the secret word.

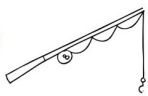
1 You stay in a tent when you do this.
2 Smoke and lava comes out of this hill sometimes.
3 Not inside.
4 You go skiing here in winter.
5 When water flows down from a high place.
6 Water that flows towards the sea.
7 A sport you do in a boat when there is wind.
8 Smaller than a town.
9 Land with water all around it.
10 An area of water.



2 Write sentences using *go*.

♥♥ = love ♥ = enjoy ☺ = like 😐 = don't mind ☹ = don't like

1 Anna 😐  *doesn't mind going surfing.*

2 Mr Brown ♥♥  _____

3 Sam ☹  _____

4 Grandma ☺  _____

5 Tom ♥  _____

3 Complete the questions and answers.

1 What *did* Vicky do last weekend? She _____ camping near the lake.

2 Who did she _____ with? She _____ with her cousins and their grandpa.

3 Did they _____ fishing? Grandpa _____ fishing, but the children _____ fishing.

4 _____ they enjoy it? Yes, they _____.

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

Where did you go at the weekend?

A I went with my cousins.

B I love skateboarding.

C I went to the lake.

1 What did you do?

A I went with my friend Alisa.

B I went sailing.

C Yes, I did.

2 Did you like it?

A I loved it!

B I don't mind it.

C Yes, I enjoy going.

3 What was the weather like?

A It's cloudy.

B It was cold and windy.

C I like sunny days.

4 Did you stay with your cousins?

A No, they didn't. They went camping.

B No, we didn't. We stayed in a hotel.

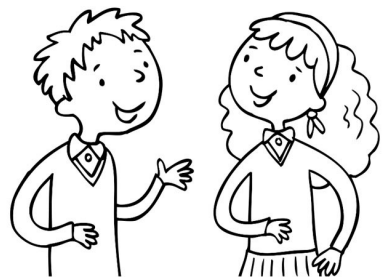
C Yes, they did.

5 Was it a good weekend?

A Yes, thank you. It was fun!

B So was I.

C I'm fine thank you.



What I can do!

Put a tick (✓) or a cross (×).

- ☐ name places in the world around us
- ☐ talk about the past
- ☐ name different activities
- ☐ talk about activities I like and dislike
- ☐ spell words with *ch* and *ck* pronounced *k*
- ☐ write text messages

In this unit, my favourite part is _____.

_____ is a little difficult.

I really like _____.

2 Different lives

Lesson 1 Vocabulary

1 2.1 **Listen and number in order.**

a  ☐

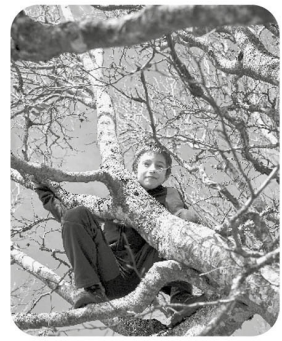
b  1

c  ☐

d  ☐

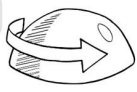
e  ☐

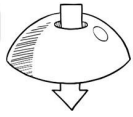
f  ☐



2 **Label the pictures.**

off out of over ~~round~~ through

1  round

2  _____

3  _____

4  _____

5  _____

3 **Circle the correct words.**



1 The cat is climbing **up** / **down** the tree.

2 The frog is jumping **into** / **out of** the water.

3 The mice are running **through** / **round** the grass.

4 The boy is swimming **over** / **across** the lake.

Lesson 2 Reading

1 Read the story on Pupil's Book pages 24–25. Match to make sentences.

1	Some people told a joke	**a**	be sad and began to laugh.
2	The old woman gave	**b**	a sandwich.
3	The princess forgot to	**c**	their hands off the goose.
4	'They look so funny!'	**d**	to try to make the princess laugh.
5	Joseph gave the old woman	**e**	Joseph a goose.
6	The children couldn't pull	**f**	said the princess.

2 Complete the text.

decided forget found ~~jokes~~ look like swapped

Once upon a time, there was a sad princess who never laughed. Lots of people told [1] *jokes* but the princess didn't laugh. They [2] _____ clothes and looked silly, but still she didn't laugh.

Joseph was a young boy who lived in the village below the castle. He [3] _____ to make the sad princess laugh. He walked to the castle and [4] _____ an old woman sitting with a goose.

'You [5] _____ a kind boy,' she said. Joseph told the woman that he was going to see the princess and make her laugh. The old woman gave Joseph her goose. 'This will make the princess laugh,' she said. 'She will [6] _____ to be sad!'

Learning to learn

3 Match the questions and answers.

1	How do you spell huge?	**a**	Very, very big.
2	How do you pronounce huge?	**b**	h – u – g – e
3	What does huge mean?	**c**	h-you-j

4 Choose one word and write questions and answers about it.

1 _____

2 _____

3 _____

Lesson 3 Reading comprehension

1 Read the story on Pupil's Book pages 24–25. Then complete the sentences.

1 Joseph wanted to make the princess laugh because *he wanted the king's bag of gold.*

2 The people told jokes and swapped clothes because _____.

3 The man, the children and the woman with the baby came with Joseph because _____.

4 The old woman gave Joseph her goose because _____.

5 Joseph made a new friend because _____.

6 The princess laughed because _____.

2 Who said it? Match.

1	'I'm going to the castle to make the princess laugh!'	a	the princess
2	'What a beautiful goose!'	b	the king
3	'Where are you going?'	c	the old woman
4	'They look so funny!'	d	Joseph
5	'I'm going to give the person who makes the princess laugh a bag of gold!'	e	the woman who told a joke
6	'Knock knock. ... Who's there?'	f	the woman with a baby

Sounds and spelling

3 Say aloud. Circle the letters that sound like *j*.

George and Jane are jolly giraffes jumping in a huge gym in the village.

George enjoys eating vegetables and Jane enjoys drinking orange juice.

4 Write the missing letters. Then answer the questions for you.

1 Do you like *j*__umping in the __ym? _____

2 Do you en__oy eating ve__etables? _____

3 Do you en__oy drinking oran__e __uice? _____

4 Do you live in a villa__e? _____

1 2.2 Listen and complete.

1 Grandpa decided _____to go_____ camping at the lake at the weekend.

2 Peter wanted _____ in the lake.

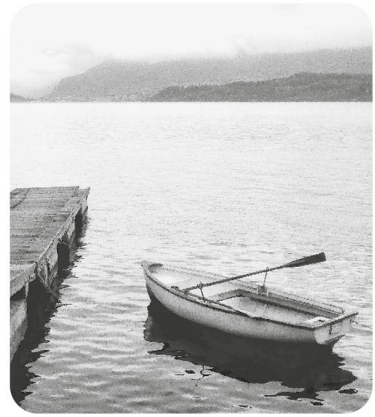
3 Lily forgot _____ her swimming costume.

4 Sally learnt _____ when she was four years old.

5 Grandma needed _____ the picnic ready.

2 Circle the correct words to complete the story.

Grandpa and the cousins [1] **wanted** / **forgot** to visit the old castle. Grandpa decided [2] **to take** / **taking** them across the river on his raft. Peter wanted [3] **swim** / **to swim** across but the water was too cold. At first the raft went slowly but then Peter [4] **to use** / **used** the paddles. When they crossed the river, they decided [5] **have** / **to have** a picnic. It was delicious. 'Did you make this pie, Grandpa?' asked Jane. 'Yes, I did,' he said. 'I [6] **learnt** / **learn** to cook when I was young.'



3 Write questions. Then answer the questions for you.

1 When / you / learn / read? *When did you learn to read?*

2 Did / you / forget / do your homework last night? _____

3 Why / you / decide / learn English? _____

4 What job / you / want / do / in the future? _____

1 I learnt _____.

2 I _____.

3 I _____.

4 I _____.

1 2.3 What could they do when they were young? Listen and tick (✓) or cross (×).

			
Vicky	✓		
Peter	×		

2 Complete the dialogue.



Vicky: read / start / primary school?
Could you read when you started primary school?

Grandpa: Yes / ! / I learn / read / four. _____

Vicky: Wow! / write / four? _____

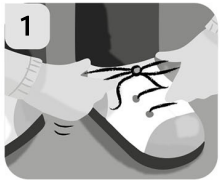
Grandpa: No I / . _____

Vicky: ride a bike / six? _____

Grandpa: No I / . / But / learn /swim / six! _____

Vicky: Really? / I / not swim / six. _____

3 Write questions. Then answer the questions for you.



tie your shoes / five



do up your coat / three



whistle a tune / seven



count to a hundred / five

1 *Could you tie your shoes when you were five?* _____ *No, I couldn't.* _____

2 _____ _____

3 _____ _____

4 _____ _____

Lesson 6 Language builder



1 **Match to make sentences.**

1	At school it's easy to	**a**	study hard.
2	We have to	**b**	friendly and helpful.
3	At break time we	**c**	make friends.
4	In the afternoon we	**d**	have fun.
5	Our teachers are	**e**	wear a uniform.
6	We don't have to	**f**	go to after-school clubs.

2 **What makes a good school? Read and write the sentence numbers in the correct place for you.**

For me, it's important that ...	For me, it's not important that ...

1 Classes are interesting.
2 You wear a school uniform.
3 There are lots of computers.
4 You do a lot of sport.
5 Teachers help you.
6 There are after-school clubs.

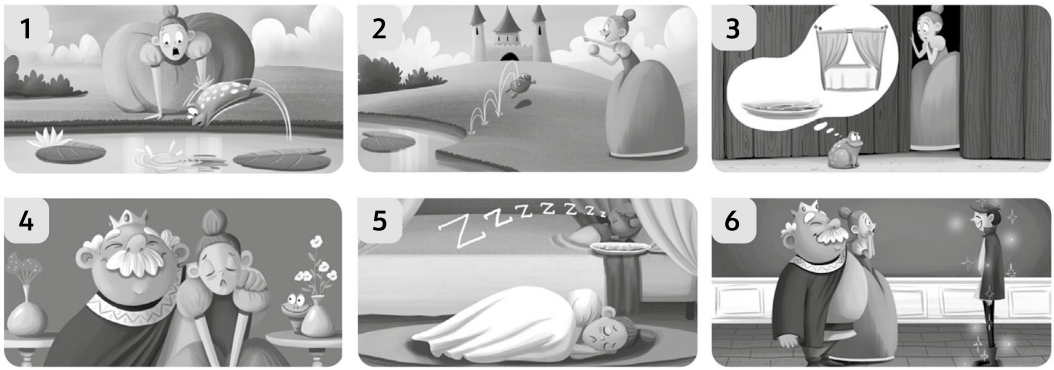
3 **What do you think about your school? Write a paragraph using the phrases below and your own ideas.**

we all help	uniform is a nice colour	enjoy learning
have a computer room	teachers make you laugh	learn lots of different things
have a big playground	start early in the morning	after-school clubs

Prepare to write

1 Look at the story. Who are the four characters?

The princess and the frog



1 *princess* 2 _____ 3 _____ 4 _____

2 Read the sentences about the story in Activity 1. Then number the events in order.

a The frog sleeps in the princess's bed. ☐
b The king tells the princess that she must take care of the frog. ☐
c The frog helps the princess find her ball. 1
d The princess invites the frog to the castle. ☐
e The frog turns into a prince. ☐
f The frog comes to the front door of the castle. ☐

3 Complete the graphic organiser for the story in Activity 1.

Themes	Key events	Characters
_____	_____	_____
_____	_____	_____
_____	_____	_____
	_____	_____
	_____	
	_____	

Ready to write

4 **Complete the summary of the story. Add some details of your own.**



At the beginning, a frog helps the princess to find her ball.

Then,

At the end,

The main themes of the story are

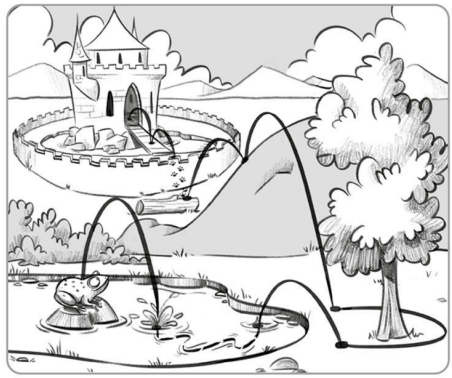
5 **Read and check what you wrote in Activity 4. Tick (✓).**

- Did I include all the main characters? ☐
- Did I describe the main events in the correct order? ☐
- Did I identify the themes? ☐
- Did I use the correct spelling? ☐

Check-up challenge

1 **Find and circle ten prepositions of movement in the puzzle.**

a	i	n	t	o	o	u	p
c	a	s	i	p	v	t	o
r	d	a	r	i	e	h	f
o	o	s	c	n	r	e	f
s	w	p	r	o	u	n	d
s	n	o	n	t	o	l	o
t	h	r	o	u	g	h	n
e	e	d	o	u	t	o	f

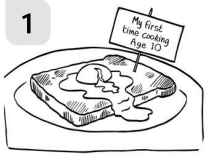


2 **How did the frog get to the castle? Look and complete the text. Use the words in Activity 1.**

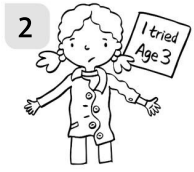
The frog jumped [1] *off* the rock and [2] _____ the lake and swam [3] _____ it. He jumped [4] _____ the lake on the other side and went [5] _____ the tree. He jumped [6] _____ the hill and jumped [7] _____ the log. He climbed [8] _____ the wall and jumped [9] _____ the bridge. Then he went [10] _____ the castle gates.

3 **Look at the pictures and write sentences with verbs in the box.**

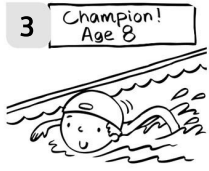
~~cook~~ do up ride a bike swim write an essay



age 10



age 3



age 8



age 10



age 6

1 *I couldn't cook when I was 10.*

2 _____

3 _____

4 _____

5 _____

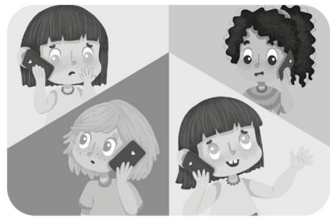
4 CE:YL **Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There is one example.**



Last Monday, Pippa woke up early. It was a sunny day. She had a shower and got dressed. She was happy because it was the first day of the holidays. She decided to read her book in the garden but she couldn't find it.

Example When she got up, Pippa *had a shower* and got dressed.

1 She wanted to sit _____ and read but she couldn't find her book.



Pippa called her friend. 'Hi, Mary. What are you doing?' 'I'm going swimming with my cousins.' 'Oh, OK, see you later,' said Pippa.

Then, she decided to call her friend Dina. 'Hi, Dina. Do you want to come to the castle with me?' 'Yes!' said Dina. 'See you there.'

2 Mary was going _____ with her cousins.

3 Pippa and Dina decided _____ the castle.



Pippa walked down the road and across the park. She went over the bridge and there was the castle. But she couldn't see Dina. She sat down and waited. But then it started to rain. Pippa ran into the castle and there was Dina. Now she felt happy!

4 When she arrived at the castle, she _____ Dina.

5 She ran into the castle because it _____.

What I can do!

Put a tick (✓) or a cross (×).

- ☐ use prepositions of movement
- ☐ talk about everyday actions
- ☐ spell words with *g* and *j* pronounced *j*
- ☐ talk about my school
- ☐ talk about past ability
- ☐ write a story summary

In this unit, I enjoyed _____.

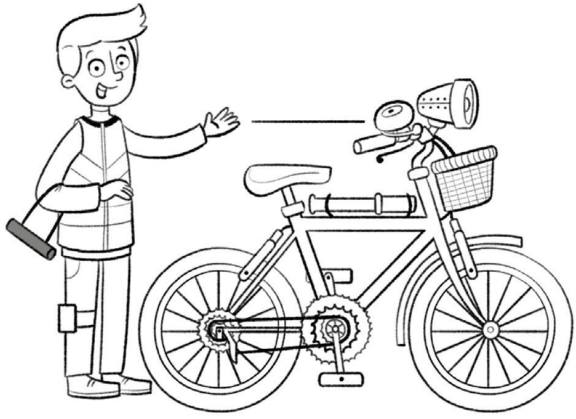
_____ was interesting.

I didn't like _____.

3 Super cycling

Lesson 1 Vocabulary

1 CE:YL 3.1 **Listen and colour and write.**



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

a basket a bell brakes a cyclist gears
a light a lock ~~a pump~~ a safety vest a wheel

Example You need this if you have a flat wheel. *a pump*

1 You use these to stop! _____

2 The person who rides a bike. _____

3 This is round and a bike has two of them. _____

4 You can carry your shopping in this. _____

5 You wear this so that people can see you on the road. _____

6 These help you go faster. _____

7 You switch this on when it's dark. _____

8 You ring this if people are in your way. _____

9 If you don't have this, someone might steal your bike! _____

Lesson 2 Reading

1 **Read the leaflet on Pupil's Book pages 36–37. Write the things people can see on each tour in the correct boxes.**

Statue of Liberty
American sports
Ellis Island
~~One World Trade Centre~~
Central Park
Brooklyn Bridge



Bike tour

_____
_____
_____
_____



Boat tour

One World Trade Centre
_____
_____
_____

2 **Read the leaflet on Pupil's Book pages 36–37 again. Complete the sentences.**

~~Bridge~~ near opposite paths soft drink ticket

1 One famous part of New York is the Brooklyn *Bridge* .
2 You need to buy a _____ to do a New York City Bike and Boat Tour.
3 We ride on _____ through Central Park.
4 You can find New York City Bike and Boat Tours _____ the Liberty Café.
5 Adults can have water or a _____ on the boat.
6 Children should stay _____ their parents on the bike ride.

Learning to learn

3 **Imagine you're going to read a text called 'London Bike Rides'. Complete the notes.**

What I know about London: _____

_____

Words I think will be in the text: _____

_____

Lesson 3 Reading comprehension

1 Read the leaflet on Pupil's Book pages 36–37. Answer the questions.

1 What is included for the morning bike ride? *bikes and equipment*

2 How many gears have the bikes got? _____

3 What do they give you to wear? _____

4 Where can you stop to have a picnic? _____

5 What days can you take the bike and boat tour in autumn? _____

6 How much are children's tickets? _____

2 Read and write *T* (*True*) or *F* (*False*). Correct the false sentences.

1 ~~Ellis Island~~ is where people do American sports. *F* *Central Park*

2 The Liberty Bridge is a famous bridge. _____ _____

3 The bike tour includes a bike with six gears. _____ _____

4 You can't go inside the Statue of Liberty. _____ _____

5 The boat tour is in the afternoon. _____ _____

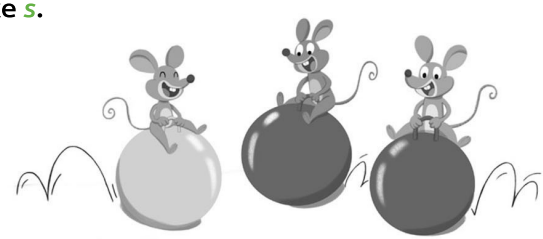
Sounds and spelling

3 Say aloud. Circle the letters that sound like *s*.

I (s)ee seven nice mice bouncing balls.

Six cyclists in safety vests celebrate in the square.

The queen eats ice cream in her palace in the city.



4 Write the words with the letters *s* or *c*.

1 s: *see* _____ _____ _____ _____

_____ _____ _____ _____

2 c: _____ _____ _____ _____ _____

_____ _____ _____

1 3.2 Listen and number.

a 

b 

c 

d 

e 

f 

☐ ☐ ☐ 1 ☐ ☐

2 Circle *must* or *mustn't*. Then tick (✓) the sport or sports these rules are for.

Rules	Cycling	Skateboarding
1 You **must** / **mustn't** wear a safety vest and helmet.	☐	☐
2 You **must** / **mustn't** go on the road.	☐	☐
3 You **must** / **mustn't** have a bell.	☐	☐
4 You **must** / **mustn't** listen to music.	☐	☐
5 You **must** / **mustn't** show drivers where you're going.	☐	☐

3 Look at Activity 1 and answer the questions.

1 Which rules are for being clean and healthy? c ____ ____ ____

2 Which rules are for safety? ____ ____

4 Choose a sport and write four rules using *must* and *mustn't*.

horse-riding mountain biking sailing surfing

1 _____

2 _____

3 _____

4 _____

Lesson 5 Language in use

1 **Label the pictures.**

1 

Turn right.

2 

3 

4 

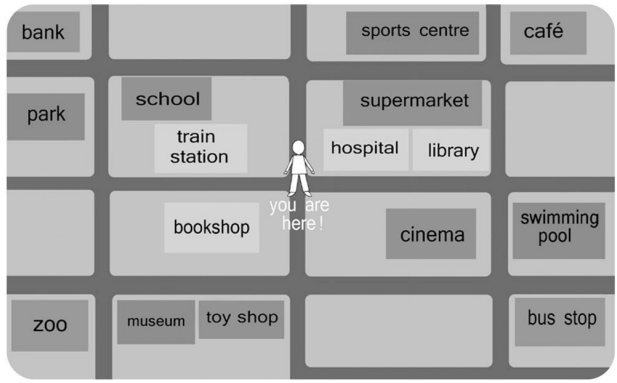
5 

6 

Go straight on.
~~Turn right~~.
Turn left.
Go past.
It's on the left.
It's on the right.

2 3.3 **Listen and circle.**

1 It's the **bank** / **park**.
2 It's the **bus stop** / **swimming pool**.
3 It's the **sports centre** / **café**.



3 **Look at the map again and complete the directions.**

1 **Toy shop:** First, you *turn left* and go past the _____. The train station is on your right. Then you _____ twice. _____ the museum. The toy shop is on your right.

2 **Swimming pool:** _____

_____

_____

1 Label the pictures.

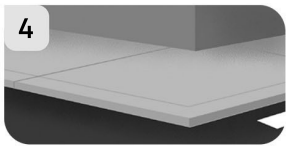
bus stop | crossing | map | pavement | to cross | ~~traffic lights~~



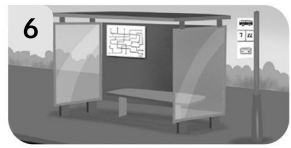
traffic lights







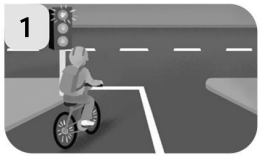


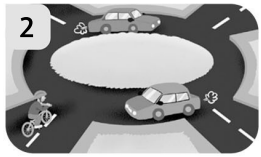


2 Match to make sentences on road safety.

1	Find a safe place	a	means you can cross.
2	Use a	b	until the traffic stops.
3	Wait for the traffic lights	c	to change colour.
4	The red man means you	d	crossing if you can.
5	Wait on the pavement	e	mustn't cross.
6	The green man	f	to cross the road.

3 Write some road safety rules for cyclists.









1 You must *stop at a red light* _____.

2 You _____.

3 You _____.

4 You _____.

Prepare to write

1 **When do we use bullet points? Circle. Then complete the sentence.**

- emails
- stories
- letter to my grandma
- leaflets
- rules
- diaries
- instructions
- poems
- shopping lists

We use bullet points to _____.

2 **Match the pictures to the safety advice for surfers.**





1

1 • Never go surfing alone.

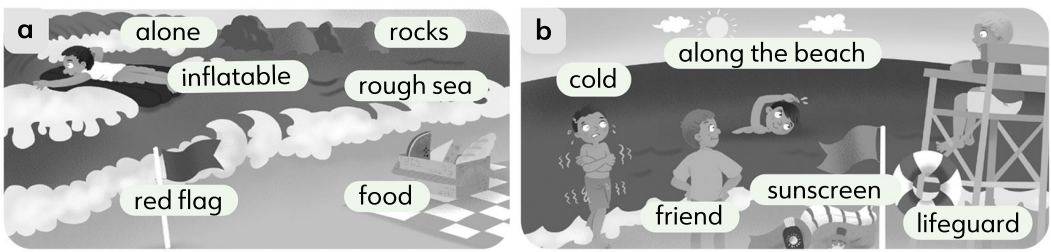
2 • You must know how to swim.

3 • Don't surf too near swimmers.

4 • Always wear sunscreen.

5 • You mustn't surf in thunderstorms.

3 **Look at the pictures. Make notes on safety advice for swimmers in the table.**



✓	*swim near the beach*
×	*swim away from the beach*

Ready to write

4 **Write a leaflet giving safety advice for swimmers. Use bullet points.**

Safe swimming



- Always _____.
- You mustn't _____.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

5 **Read and check what you wrote in Activity 4. Tick (✓).**

- Did I give good advice? ☐
- Did I use bullet points? ☐
- Did I use *always, never, must, mustn't* correctly? ☐
- Did I use the correct spelling? ☐

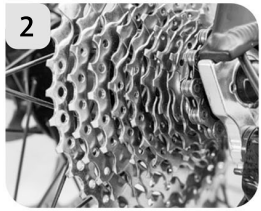
Check-up challenge

1 Label the pictures.

lock pump basket ~~wheel~~ light bell brakes gears

1 

wheel

2 

3 

4 

5 

6 

7 

8 

2 CE·YL **Read the text. Choose the right words and write them on the lines. There is one example.**

	city	safety vest	job
1	cycle	cyclists	basket
2	paths	palaces	pavements
3	brakes	rides	bridges
4	information	tickets	directions
5	see	seeing	saw
6	down	opposite	into

Amsterdam is a favourite *city* for [1] _____. There are lots of cycle [2] _____ and there are no hills. You can cycle along the canals and across the [3] _____, looking at the houseboats. The Anne Frank museum is near there. You must buy [4] _____ online before you go – it's very busy. In Dam Square you can [5] _____ the Royal Palace and [6] _____ it is the National Monument.

3 **Where do they want to go? Read and follow the directions on the map. Then complete the questions.**



1 How do I get to *Central Park*?

Go straight on. Go past the theatre. Then turn left. It's on the right.

2 How do I _____?

Turn right. Go past the large shop. Then turn right and walk across the park.

3 _____?

Turn left. Go straight on across the bridge. Then turn right. It's opposite the supermarket.

4 **Write the safety rules for rollerblading.**



1 (pavement) *You must …* _____

2 (road) _____

3 (helmet) _____

4 (people) _____

5 (fast) _____

What I can do!

Put a tick (✓) or a cross (×).

- ☐ talk about bikes and cycling
- ☐ describe a city bike ride
- ☐ give directions
- ☐ spell words with *c* and *s* pronounced *s*
- ☐ talk about rules using *must* and *mustn't*
- ☐ write instructions using bullet points

In this unit, I liked _____.

_____ was exciting.

I didn't mind _____.

4 People at work

Lesson 1 Vocabulary

1 4.1 **Listen and write the jobs. There is one word you don't need.**

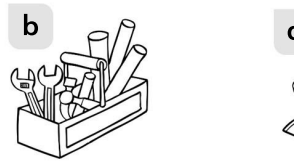
artist chef dentist ~~lawyer~~ nurse photographer

1 Nahla wants to be a *lawyer*.
2 Wendy's mum is a _____.
3 Freddy wants to be a _____.
4 Vicky's dad is a _____.
5 Seb's aunt is a _____.

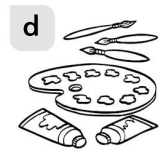
2 **Who do the things belong to? Match the pictures to the jobs.**

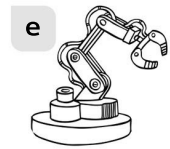
1 engineer *e*
2 businessman / businesswoman
3 police officer
4 artist
5 plumber


a


b


c


d


e

3 **In which jobs do people ...**

1 help keep people healthy? *dentist,* _____
2 work outside? _____
3 give people food? _____
4 wear uniforms or special clothes? _____
5 use computers? _____

4 **What do you want to be? What do you not want to be? Why?**

I want to be a(n) _____ because _____.

I don't want to be a(n) _____ because _____.

Lesson 2 Reading

1 **Read and complete the sentences. How do they feel about their jobs and why?**

creative dangerous different exciting ~~interesting~~

1 My job is *interesting* because I use technology and work with a team.
2 My job is _____ because I use my ideas and invent characters.
3 My job is _____ because every day is not the same.
4 My job is _____ because sometimes I get hurt as well.
5 My job is _____ because I get to work in two different places.

2 **Circle the correct words to complete the text.**

People in my family have lots of [1] **different** / **delicious** jobs. My grandpa doesn't work now, but he was a police officer. His job was [2] **creative** / **dangerous** but he enjoyed it. My uncle is an artist. His work is [3] **creative** / **difficult** and he is always busy. My aunt is a nurse. She loves helping people but her job is sometimes [4] **difficult** / **interesting**. My dad is a [5] **plumber** / **chef** and he makes delicious food. My mum is a businesswoman and she enjoys [6] **travel** / **travelling** to interesting places.



Learning to learn

3 **Write the opposites using the prefix *un-*. Then use them to complete the sentences.**

friendly	comfortable	happy	well	safe
unfriendly	_____	_____	_____	_____

1 If you are feeling *unwell*, you can speak to the nurse.
2 The photographer was very _____ and didn't talk to us.
3 The firefighter's uniform is heavy and _____.
4 It's _____ to swim near the rocks.
5 The businessman was _____ when his computer broke.

Lesson 3 Reading comprehension

1 **Read the blog posts on Pupil's Book pages 50–51. Then read the sentences and write *T* (True), *F* (False) or *NI* (No information).**



Carol Fanly's Fantastic Video Games

1 All of Carol's games are the same. F
2 She enjoys her work. ___
3 Carol works by herself on her games. ___
4 People leave comments on her blog. ___
5 Carol thinks more girls should make video games. ___



NURSE MAX

1 Max works at a hospital at the weekends. ___
2 He looks after children and older footballers. ___
3 Max's jobs are the same every day. ___
4 He enjoys both his jobs. ___
5 Max's friend doesn't have a dangerous job. ___

2 **What do you think? Use the words in the box or your own ideas.**

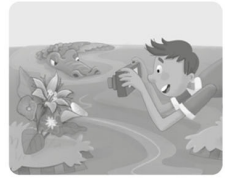
creative dangerous different exciting interesting

1 I think Carol's job is _____ because _____.
2 I think Max's job is _____ because _____.

Sounds and spelling

3 **Complete the words with *or* or *er*.**

Do you want to be a police offic*er*, an act___ or a plumb___? A doct___, a wait___ or a lawy___? A firefight___ or a teach___? I want to be a photograph___! I want to take pictures of flow___s and riv___s.



4 **Write the words with the letters *or* or *er*.**

1 **or:** *actor* _____
2 **er:** _____ _____ _____ _____ _____ _____ _____ _____

1 4.2 Listen and match to make sentences.

1	Staying in a hotel is	more difficult	than running.
2	Food at home is	more comfortable	than swimming.
3	Going surfing is	more dangerous	than camping.
4	Mountain biking is	more delicious	than the food in restaurants.
5	Maths is	more creative	than cooking.
6	Taking photos is	more exciting	than PE.

2 Order the words to make sentences.

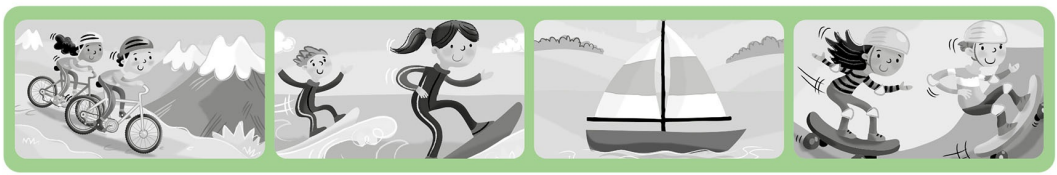
1 more / A police officer's job / than / dangerous / a lawyer's job. / is
A police officer's job is more dangerous than a lawyer's job.

2 a photographer's job. / An engineer's job / than / more / is / difficult

3 than / is / an artist's job. / tiring / A nurse's job / more

4 creative / more / than / is / a dentist's job. / A chef's job

3 Use the pictures and words to write sentences.



creative dangerous different exciting interesting

1 *Surfing is more exciting than sailing.*

2

3

4

Lesson 5 Language in use

1 CE:YL 4.3 **Listen and write. There is one example.**



My dad – the zookeeper

1 Name of zoo: Animals *at Home*

2 Most dangerous animal: _____

3 How many monkeys: _____

4 Most beautiful animals: _____

5 Best day to visit: _____

2 **Complete the text. Use the superlative form of the adjectives.**

beautiful colourful ~~dangerous~~ interesting

- The box jellyfish is one of [1] *the most dangerous* sea creatures. It can kill you if it stings you.
- The spider crab is one of [2] _____ sea creatures and it has got very long legs. That's very strange!
- One of [3] _____ fish in the ocean is the clownfish. It's very pretty.
- And [4] _____ is the mandarin fish. It's blue, orange, yellow and green!



3 **Look, read and write sentences.**

1 *beautiful* spider crab ★ clownfish ★★ peacock ★★★

The clownfish is more beautiful than the spider crab, but the peacock is the most beautiful.

2 *exciting* frog ★ monkey ★★ dolphin ★★★

_____

3 *dangerous* shark ★ jellyfish ★★ mosquito ★★★

_____

4 *interesting* caterpillar ★ octopus ★★ seahorse ★★★

_____

Lesson 6 Language builder

1 **Look at the table and circle the correct answers to complete the sentences.**

✓ = I would like ✓✓ = I would really like × = I wouldn't like

					
Peter	×	✓	✓✓	×	×
Vicky	✓✓	×	×	✓	✓

1 Peter, would you like to be a chef? **Yes, I would.** / **No, I wouldn't.**

2 Vicky, would you like to be a nurse? **Yes, I would.** / **No, I wouldn't.**

3 Peter, would you like to be a businessman? **Yes, I would.** / **No, I wouldn't.**

4 Vicky **wouldn't like** / **would like** / **would really like** to be an artist.

5 Peter **wouldn't like** / **would like** / **would really like** to be a lawyer.

2 **Complete the dialogue for Freddy (F) and Jane (J).**

to be like would you really wouldn't 'd like ~~Would~~

F: [1] *Would* you like to be an artist, Jane?

J: Yes, I think I [2] _____. But what I'd really like [3] _____ is a nurse. What about you?

F: No, I [4] _____ like to be a nurse. But I' [5] _____ to work with other people.

J: What would [6] _____ like to be? Would you [7] _____ to be a businessman?

F: Yes, I would. But what I'd [8] _____ like to do is work in the music business!

3 **Imagine you're talking with a friend. Complete the dialogue.**

Friend: Would you like to be a _____?

You: No, I _____. Would _____?

Friend: No, I wouldn't. I'd like to be a _____. What about you?

You: What I'd _____.

Prepare to write

1 **Circle the correct pronouns to complete the text.**

My friends and I go to after-school clubs on Tuesday and Thursday. [1] **We** / **They** all go to different clubs on Tuesday. Anna goes to cooking club. [2] **She** / **I** 'd like to be a chef. Johnny goes to sailing club. [3] **He** / **It** thinks his club is exciting! I go to art club. I think [4] **it's** / **he's** the most interesting club because [5] **I** / **me** love painting. On Thursday [6] **we** / **they** all go to swimming club. Sometimes our friends come to swim with [7] **we** / **us**.

2 **What different kinds of clubs do schools have for children who ...**

are creative? *dance,* _____ enjoy playing games? _____

enjoy inside sports? *judo,* _____ enjoy being outside? _____

enjoy music? _____ _____

3 **Look at the notes about the clubs and complete the blog post.**

Name of club	Reason	Extra information
modern dance	the most creative	• do it with friends • listen to different kinds of music • learn lots of different steps
mountain biking	the most exciting	• do it with friends from another class • learn how to ride well and look after bikes • meet in the countryside for long bike rides

I go to [1] *two* after-school clubs. On Monday I go to the modern dance club with some [2] _____ in my class. We listen to all kinds of [3] _____ and learn different dance steps. I think it's the most [4] _____ club and I love it! On Thursday I go to the mountain biking club. We learn how to ride a bike well and [5] _____ our bikes. We go for long bike rides at the weekend. It's the most [6] _____ club, I think!

4 **Now make some notes about two clubs that you enjoy.**

Name of club	Reason	Extra information

Ready to write

5 **Write a blog post. Use your notes from Activity 4 on page 44.**

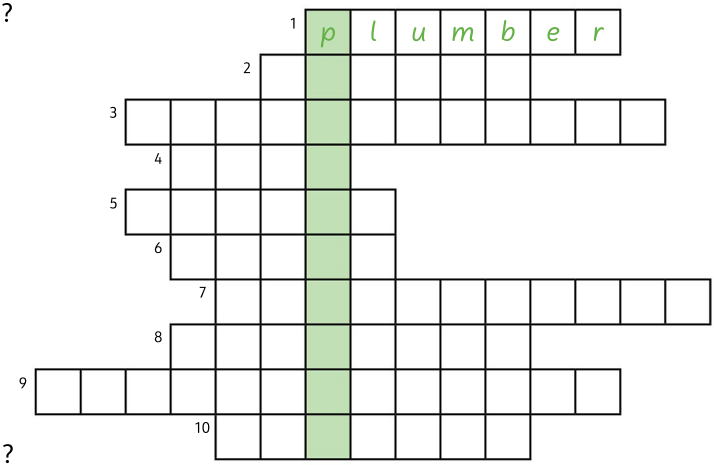
6 **Read and check what you wrote in Activity 5. Tick (✓).**

- Did I give details of what clubs I go to and what I do? ☐
- Did I say why I like the clubs? ☐
- Did I use the correct pronouns? ☐
- Did I use the correct spelling? ☐

Check-up challenge

1 Complete the word puzzle. Find the secret word. Which job ...

1 fixes things in the bathroom?
2 paints pictures?
3 uses a camera?
4 cooks in a restaurant?
5 knows a lot about the law?
6 helps people in hospital?
7 works in an office?
8 designs machines?
9 helps us and stops bad people?
10 helps us look after our teeth?



2 Write sentences. Give your opinions.

1 engineer / artist / difficult 2 artist / chef / creative 3 businessman / photographer / exciting

1 *An engineer's job is more difficult than an artist's job.*
2 _____
3 _____

3 Unscramble the adjectives to complete the texts. Then write the animals.

box jellyfish mandarin fish mimic octopus

1 This isn't very **gib** *big* but it is one of the most **usderango** _____ animals in the sea. It's a _____.

2 This is one of the most **ffidrteen** _____ animals. It lives in the sea. It's very **seritgnetin** _____ because it can change its colour and shape. It's a _____.

3 This is one of the most **flebatuiu** _____ animals in the sea because it is so **flucoorlu** _____. It's a _____.

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

What job does your mum do?

A She's a chef.
B Yes, she does.
C She'd like to be a chef.

1 And where does she work?

A She goes by bus.
B She works in a restaurant.
C No, she doesn't.

2 Does she like her job?

A Yes, she would. It's creative.
B She likes it. It's delicious.
C Yes, she does. It's interesting.

3 What does she cook?

A In the kitchen.
B Delicious curries.
C She'd like to.

4 Would you like to be a chef?

A No, I don't.
B No, I wouldn't.
C No, I'm not.

5 What would you like to be?

A I'd like to be an artist.
B I'm going to be an artist.
C Yes, I think I would.



What I can do!

Put a tick (✓) or a cross (×).

- ☐ name different jobs
- ☐ describe things using adjectives
- ☐ spell words ending in *-er* or *-or*
- ☐ compare things using adjectives
- ☐ express preferences on jobs
- ☐ write a blog entry

In this unit, I loved _____.

_____ was a little easy.

I didn't enjoy _____.

5 Be healthy! Be happy!

Lesson 1 Vocabulary

1 5.1 **Listen and circle.**

1	Jamie's got ...	**a** a broken arm.	**b** the flu.	**c** a temperature.
2	Amy's got ...	**a** a cough.	**b** stomach ache.	**c** earache.
3	Bill's got ...	**a** a cough.	**b** stomach ache.	**c** a headache.
4	Fred's got ...	**a** toothache.	**b** a sore throat.	**c** earache.
5	Daisy's got ...	**a** a temperature.	**b** a sore throat.	**c** a cut.
6	Jill's ...	**a** got toothache.	**b** got a broken finger.	**c** cut her finger.

2 **Label the pictures.**

1 
stomach ache

2 

3 

4 

5 

6 

7 

8 

9 

10 

3 **What's the matter with them? Complete the sentences.**

1 Amy ate too much yesterday. *She's got stomach ache.*

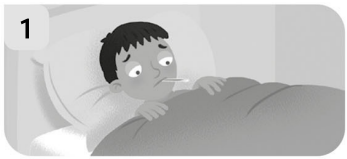
2 Marco wasn't careful when he was using scissors. He's _____

3 Anna's head is hot and her face is red. _____

4 Billy is cold and feels ill. _____

1 Complete the sentences describing the pictures.

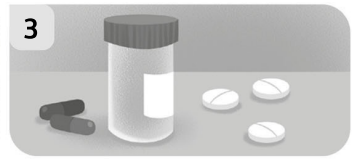
active exercises healthy ~~ill~~ medicine rests



He's ill.



She's _____.



It's _____.



He's _____.



She _____ every day.



He _____ before dinner.

2 Complete the sentences. Use the words in Activity 1.

1 Fresh air, eating well and sleeping nine hours helps you stay healthy.
2 If you don't feel well, it's a good idea to _____.
3 If you eat bad food and don't exercise, you get _____.
4 You go to the chemist to buy _____.
5 My mum's very _____. She goes running every day.
6 People who _____ every day feel good.

Learning to learn

3 When you read a text, it's important to ask questions. Order the words to make questions that you might ask.

1 you? / fresh / Why / good / is / air / for

_____



2 playing / Why / keep / games / awake? / will / you

_____

Lesson 3 Reading comprehension

1 **Read the magazine article on Pupil's Book pages 62–63. Then answer the questions.**

1 Why is it important to be active? *So that your body can grow strong.*

2 What can help you to relax? _____

3 What will keep you awake? _____

4 Why is food important? _____

5 What can make you ill? _____

2 **Look at the quiz on Pupil's Book page 63 and create your own.**

QUIZ

1 How many _____?
a _____ b _____ c _____

2 How often _____?
a _____ b _____ c _____

3 _____?
a _____ b _____ c _____

4 _____?
a _____ b _____ c _____

5 _____?
a _____ b _____ c _____

Sounds and spelling

3 **Say aloud. Circle the letters that sound like *f*.**

My ne(ph)ew Philip laughed at the dolphin.
He didn't eat enough food for breakfast.
He drank a fizzy drink, and called his friend on the phone.



4 **Write the words with the letters *ph* or *gh*.**

1 ph: *nephew* _____ _____ _____

2 gh: _____ _____

1 5.2 Is it good advice or bad advice? Listen and circle.

1 good advice / bad advice
2 good advice / bad advice
3 good advice / bad advice
4 good advice / bad advice
5 good advice / bad advice
6 good advice / bad advice

2 Match the problems to the advice.

1 John's got a cut on his leg.
2 Paul and Mary have got flu.
3 Tom thinks he has a broken arm.
4 Amy's got a temperature.
5 My brother's got a sore throat and cough.
6 Lucy and Bob have got toothache.

a He should go to the hospital immediately.
b She should rest and she shouldn't go to school today.
c He should wash it carefully and put a plaster on.
d He should drink lots of water and he shouldn't talk.
e They shouldn't eat so many sweets.
f They should keep warm and drink lots of water.

3 What advice would you give?

1 
I've got a bad cough.
You should drink some water.

2 
My sister's got stomach ache.

3 
My brother's got a headache.

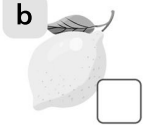
4 
I feel terrible and I've got a temperature!

5 
Vicky's got earache.

1 5.3 Listen and tick (✓).

1 What are they going to buy?

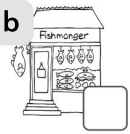
a  ✓

b 

c 

2 Where are they going to go?

a 

b 

c 

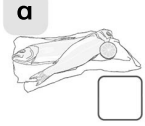
3 Where do they need to go first?

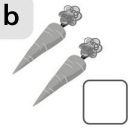
a 

b 

c 

4 What do they need to buy?

a 

b 

c 

2 Match to make sentences.

1	Let's go to	**a**	buy chicken.
2	We must go to the butcher's to	**b**	the fishmonger's to buy fish.
3	We need onions	**c**	so let's go to the bakery.
4	We need bread	**d**	to buy some cough sweets.
5	Let's go to the chemist's	**e**	so let's go to the greengrocer's.

3 Write a dialogue.

A: Dad's ill. He's got a temperature, so we're going shopping for him.

B: OK. Let me see the shopping list.

A: First, let's go to the _____ to buy some _____.

B: Then let's go to the _____ to buy some _____.

A: OK. And where should we go after that?

B: Let's _____.

A: Oh, and we need _____ too.

B: OK, so after that let's _____.

A: And we must _____ for Dad.

B: Yes of course! Let's go.

- carrots and onions
- cupcakes
- chicken
- fish
- a thermometer

Lesson 6 Language builder

1 Complete the advice by circling the correct verbs.

1 My head hurts a lot.

You **need to** / **shouldn't** listen to loud music.
You **mustn't** / **should** rest.

2 My little brother's got earache.

He **needs to** / **shouldn't** go outside to play.
He **should** / **mustn't** go to the doctor.

3 My friend's got a broken arm.

She **mustn't** / **should** go to the hospital.
She **mustn't** / **needs to** ride her bike.

2 What advice would you give to these people? Use the pictures for ideas.

1 Grandpa doesn't feel well. He's got toothache.
He mustn't *eat sweets*. He should _____.

2 Freddy has got the flu and he feels very cold.
_____
_____

3 Peter thinks he's got a temperature but he's got a football match.
_____
_____

4 Jane has got a small cut on her finger.
_____
_____



3 Circle the correct words to complete the text.

Keeping healthy by Doctor Orlov

If you want to be healthy, it's important to exercise every day. You [1] **must** / **shouldn't** spend a lot of time on your computer. You [2] **should** / **mustn't** try to play outside in the fresh air. And you [3] **should** / **shouldn't** sleep at least nine hours every night.

If you get ill, you need to be careful. You [4] **mustn't** / **need to** do sports because your body [5] **needs to** / **mustn't** rest. You [6] **mustn't** / **should** keep warm and you [7] **must** / **shouldn't** drink plenty of water. If you feel very ill, it's important to see the doctor.

Prepare to write

1 **Write the words in the correct place in the table.**

Best wishes ~~Dear Ben~~ Dear Dr Lyle Love from Sarah Sarah Hill

	Letter to a friend	Letter to someone you don't know well
Start the letter	*Dear Ben*	
Ending the letter		
Writing your name at the end of the letter		

2 **Complete Alina Stewart's letter to Dr Orlov.**

_____

My name is Alina. I'm worried because I drink a lot of fizzy drinks but I want to be fit. Also I get a lot of coughs. What should I do? Thank you for your help.

_____

_____

3 **Imagine you are Dr Orlov. What advice would you give to Alina? Make some notes.**

Food and drink: *You should eat more fresh fruit and vegetables.*

Exercise: _____

Rest: _____

4 **How will you start each paragraph of the letter? Draw lines.**

Paragraph 1	**a** First, it's important to ...
Paragraph 2	**b** Finally, it's important to ...
Paragraph 3	**c** You also need to ...
Paragraph 4	**d** Thank you ...

Ready to write

5 Write a letter from Dr Orlov giving advice to Alina.

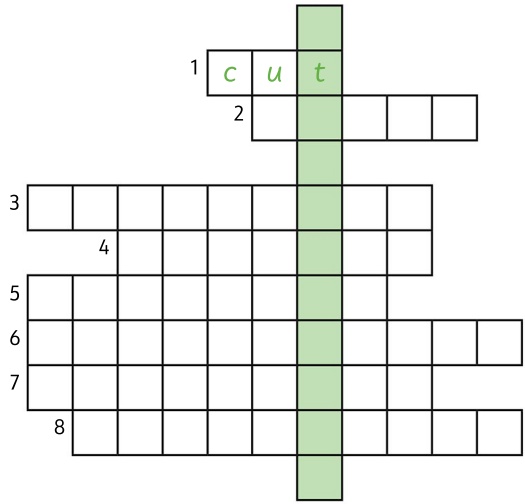
6 Read and check what you wrote in Activity 5. Tick (✓).

- Did I give good advice? ☐
- Did I organise my letter into four paragraphs? ☐
- Did I use different expressions for giving advice? ☐
- Did I start and end the letter with the correct expressions? ☐

Check-up challenge

1 **Unscramble the words and complete the word puzzle. Find the secret word.**

1 uct
2 gcuho
3 rnobke mar
4 arahece
5 chadehae
6 ruptermatee
7 ettahchoo
8 orse trahot



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

What's the matter with you?

(A) I've got a sore throat.
B He's got earache.
C It really hurts.

1 When did it start?

A It starts on Monday.
B A few days ago.
C Next week, I think.

2 Where does it hurt?

A It hurts on the left side.
B It hurts when I talk.
C No, it hurts my head.

3 Do you eat healthy food?

A I don't eat breakfast.
B Yes, I do.
C Yes, I love fizzy drinks.

4 How many hours do you sleep?

A Yes, I can.
B It helps me to relax.
C Nine hours.



3 Order the words. Then write one more piece of advice for each person.

1 

2 

3 

4 

1 shouldn't / TV. / He / watch
He shouldn't watch TV.
He should go to sleep.

2 it. / mustn't / She / touch

3 down. / lie / He / should

4 go / bed. / She / to / needs / to

4 Complete the sentences with a phrase beginning with *to*.

1 We went to the café *to have a drink and a sandwich*.
2 Let's go to the cinema _____.
3 We go to the sports club on Wednesdays _____.
4 Did you go to the chemist's _____?
5 We're going to the park this afternoon _____.
6 I want to go to the toy shop _____.

What I can do!

Put a tick (✓) or a cross (×).

- ☐ name different illnesses
- ☐ talk about keeping healthy
- ☐ spell words with *ph* and *gh* pronounced *f*
- ☐ give advice using *should* and *shouldn't*
- ☐ say why you go to places
- ☐ write a letter

In this unit, I enjoyed _____.
_____ was interesting.
I didn't like _____.

Mid-year review

1 **Write the words in the correct columns in the table.**

~~headache~~ ~~countryside~~ ~~photographer~~ cough ~~safety vest~~ village pump
cut plumber wheel chef island engineer bell
town toothache nurse brakes forest sore throat

Jobs	Places	Bikes	Illnesses
photographer	*countryside*	*safety vest*	*headache*

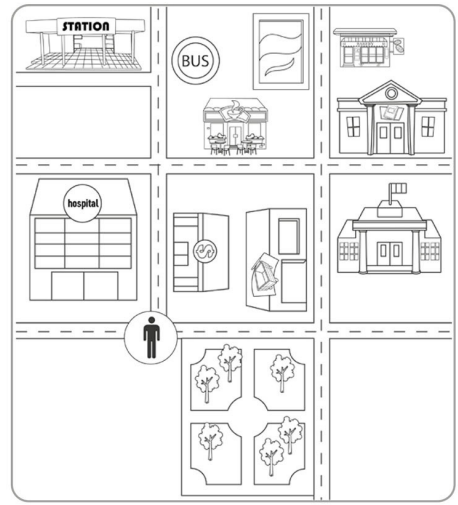
2 **Solve the clues. Use the words from Activity 1.**

1 This person cooks food in a restaurant. *chef*
2 If you have this problem, it's sometimes difficult to talk. _____
3 There are lots of trees, fields and animals in this place. _____
4 You should wear this so drivers can see you on your bike. _____
5 You can see cars, houses and shops in this busy place. _____
6 You use these to stop your bike. _____
7 If you have this problem, you should go to the dentist. _____
8 This person works with a camera. _____

3 **Write the dialogue.**

A: you / want / fishing / next weekend? *Do you want to go fishing next weekend?*
B: I / not like / fishing. / not / interesting. _____
A: you / want / sailing? _____
B: Oh yes! I / want / learn / sail! _____
A: Great! / we / can / go / the lake. _____

4 Look at the map and complete the directions.



A: How do I get to the swimming pool?

B: Go straight on and go past the [1] *bank*.
Then turn right. Go straight on past the [2] _____ and then turn left.
The [3] _____ is on your left.

A: How do I get to the library?

B: Turn right and go past the [4] _____.
Then turn left. Go past the [5] _____.

A: How do I get to the station?

B: [6] _____.

5 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.



Judy lived in a busy town with her family but every summer they went to the countryside for their holidays. Last summer, they went camping in the mountains. They stayed near a village above a big, blue lake. Every morning before breakfast, they went swimming. After breakfast, they sometimes needed to go to the village to do some shopping. One day, they decided to go boating. Judy was scared at first but then she really enjoyed it. They went across the lake and saw a very high waterfall.

On another day, they went mountain biking. The next day the whole family rested.

Judy really enjoyed camping in the mountains and she didn't want to go home.

Example Every summer, Judy's family went on holiday to *the countryside*.

1 Last summer, Judy and her family _____ in the mountains.

2 Below the village there was a _____.

3 They always _____ before breakfast.

4 Sometimes they needed _____ in the village.

5 One day they decided _____ and Judy really enjoyed it.

6 The family rested after they _____.

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

Complete the sentences.



Example The girl is riding a *bike*.

1 She's riding past a _____.

2 She wants to turn _____.

Answer the questions.

3 What's she wearing on her head? _____

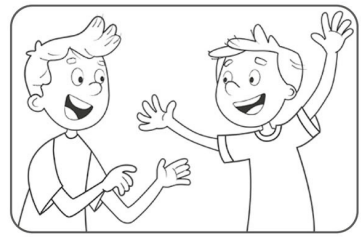
4 Where is her bag? _____

Now write two sentences about the picture.

5 _____

6 _____

7 Complete the dialogue. Use *did*, *were*, *was*, or *went*.



J: Hi, Simon!

S: Hi, Joe! [1] *Did* you have a good weekend?

J: Yes, it [2] _____ great. I [3] _____ to the countryside to my grandma's house.

S: Nice! What [4] _____ you do there?

J: My cousins [5] _____ there too and we [6] _____ mountain biking.

S: [7] _____ your grandma go with you?

J: Actually, yes she [8] _____. She's amazing!

8 5.4 Listen and complete the sentences.

1 Joe had a *great* weekend.

2 He was in the _____ with his grandma.

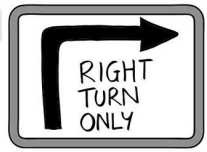
3 He went cycling with his _____.

4 They went around a _____.

5 His grandma liked when they went _____ the forest.

9 Write the rules.

1 

2 

3 

4 

5 

6 

1 *You mustn't go fishing here.*

2 _____

3 _____

4 _____

5 _____

6 _____

10 Write some advice using *should* and *shouldn't* and the ideas in the box.

1 John's got stomach ache.
He shouldn't play football. He should lie down.

2 Paul's got toothache.
_____

3 I think I've got flu.
_____

4 Mum's got a headache.
_____

go to school / go to bed
~~play football / lie down~~
go to the dentist / eat sweets
rest / cook the dinner

11 Order the words to make questions. Write answers for you.

1 you / swim / you / Could / when / were / six?
Could you swim when you were six? *No, I couldn't.*

2 you / read / started / you / when / primary / school? / Could
_____ _____

3 speak / English / Could / when / you / five? / were / you
_____ _____

4 ride / Could / were / you / seven? / a / bike / you / when
_____ _____

6 Stories from far away

Lesson 1 Vocabulary

1 6.1 **Listen and number.**



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

Example Birds build this for their eggs. *a nest*

1 A part of a tree with leaves on. _____

2 A special thing in the sky at night. _____

3 Where cows eat grass. _____

4 A small river. _____

5 The place where we all live. _____

6 What we walk on. _____

7 You have this near your tent. You use it for cooking. _____

a branch
a campfire
a field
the ground
~~a nest~~
a shooting star
a stream
the world

3 **Answer the questions.**

1 Which things are parts of a tree? *branch,* _____

2 Which things can you stand on? _____

3 Which things can you see well in the dark? _____

Lesson 2 Reading

1 Read and circle to complete the sentences.

1 Clara and I have the **both** / **same** backpack.
2 Their mother **called** / **flew** them for dinner.
3 We **took** / **called** food to cook on the campfire.
4 A bird **flew** / **ran** over the field.
5 I'm thirsty! Can I have **both** / **something** to drink, please?
6 That was a delicious cupcake! Can I have **another** / **something** one, please?
7 There's **something** / **nothing** to eat in the fridge. We must go shopping!
8 We only had a banana for lunch and now we're **both** / **another** very hungry!

2 Read the stories on Pupil's Book pages 72–73. Write *T* (True) or *F* (False).

1 The mother bird flew above the ant. T
2 The bird-catcher came on the same day. ___
3 The frogs jumped and found each other. ___
4 The bird-catcher didn't take any birds home. ___
5 One frog went back home. ___

3 Read and answer the questions.

1 Who helps the red ants? Mother bird
2 How do the red ants help? _____
3 What do the frogs want to do? _____
4 Does the Kyoto frog's idea work? Why / Why not? _____

Learning to learn

4 Circle the nouns in yellow, the verbs in blue and the adjectives in green.

1 They went across a huge lake between some beautiful hills.
2 An angry servant pushed Edward out of the castle.
3 Through his fingers he saw a bigger dinosaur with a long neck.
4 Harry jumped quickly behind a rock and put his hands over his face.

Lesson 3 Reading comprehension

1 Read the stories on Pupil's Book pages 72–73. Then complete the sentences.

The bird and the ant

1 The red ants were *walking* on the ground.
2 One ant _____ into the stream.
3 The mother bird was _____ on the branch of a tree.
4 The bird-catcher _____ to catch the bird.
5 The ants _____ onto the bird-catcher's leg.

The two frogs

6 The frogs *found* each other at the top of a mountain.
7 The Osaka frog _____ to go to Kyoto.
8 The Kyoto frog had an _____.
9 The frogs' big eyes were in the back of their _____.
10 Both frogs said the different towns looked the _____.

2 Tick (✓) the best message for each story.

The bird and the ant

☐ 1 It's good to prepare for the future.
☐ 2 If you are kind to other people, they are kind to you.

The two frogs

☐ 1 Don't believe everything you hear.
☐ 2 The way you look at something can change what you see.

3 Read the story. Underline the best message in Activity 2 for this story.

It was summer and the grasshopper was enjoying the sunshine. He saw an ant carrying food. 'Why are you always working? It's summer! Enjoy yourself!' he said. 'Because we need to collect food for the winter,' said the ant. The grasshopper laughed. But in the winter the grasshopper couldn't find any food. He was sad and hungry.

Sounds and spelling

4 Say aloud. Circle the pairs of letters that sound like *l*.

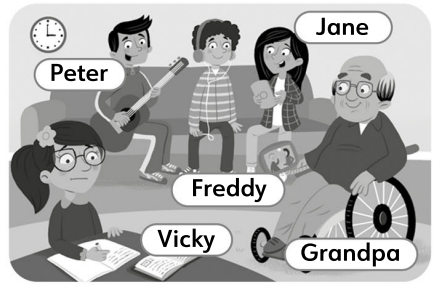
My uncle draws animals in the jungle at a tropical festival.
There are apples and bottles on the table.



5 Write the words with the endings *al* or *le*.

1 al: *animals* _____ _____
2 le: _____ _____ _____ _____ _____

Lesson 4 Grammar



1 6.2 **Look, listen and circle *True* or *False*.**

1 True / False
2 True / False
3 True / False
4 True / False
5 True / False
6 True / False

2 Look and write sentences using *was* / *were* and *wasn't* / *weren't*.



At half past four ...

1 The children / not play / outside. / They / sit / inside.
The children weren't playing outside.
They were sitting inside.

2 Vicky / not / wash up. / She / clean / table.
_____

3 Freddy and Peter / not / clean / table. / They / eat / cakes.
_____

4 Jane / not / do / homework. / She / eat / cake.
_____

5 Grandpa / not / listen to music / outside. / He / sit / inside.
_____

3 What did you do last weekend? Use *was* / *were* and *wasn't* / *weren't*.

On Saturday morning, I was _____.

I _____.

On Saturday evening, my family and I _____.

We _____.

On Sunday morning, I _____.

I _____.

On Sunday afternoon, we _____.

We _____.

Lesson 5 Language in use

1 CE:YL 6.3 **What were they doing? Listen and write a letter in each box.**

Lily [D] Hugo [ ] Charlie [ ] Hugo's dad [ ] Lily's mum [ ] Mary [ ]


A


B


C


D



E


F


G


H

2 **Read the answers and write the questions. Look at the underlined text to decide which question word to use: *Why*, *Where*, *What* or *Who*.**

1 *What were the children doing?* The children were playing football.

2 _____ She was going to the chemist's.

3 _____ They went to the shop to buy a present.

4 _____ Mary was helping her mum.

3 **Complete the dialogue. Use the correct form of the verbs.**

~~catch~~ go call buy plant go do

A: Where were you yesterday afternoon?

B: I [1] *was catching* a ferry.

A: Where [2] _____?

B: I [3] _____ to see my grandparents. Why [4] _____ me?

A: I [5] _____ my homework and I had a question. I called Andrew but he wasn't at home. He [6] _____ some new football boots. Then I called Rebecca but she was busy too. She and her mum [7] _____ flowers in the garden!

Lesson 6 Language builder

1 **Circle the correct words to complete the sentences. There is more than one answer each time.**

1 What are you ... **doing** / **cooked** / **said** / **writing**?

2 I'm ... **making lunch** / **did my homework** / **read my book** / **watching a film**.

3 It's ... **eat** / **delicious** / **boring** / **went**.

4 Can you ... **going shopping** / **watched it** / **help me** / **find a better one**, please?

2 **Write the dialogues. Use the structures in Activity 1.**







1 **A:** What / study?

What are you studying?

B: do / maths homework / difficult / check / answers?

I'm doing maths homework. It's difficult. Can you check the answers, please?

A: Yes, of course.

2 **C:** What / do?

D: planting / flowers / hot / give / glass of water?

C: Yes, here you are.

3 **E:** What / read?

F: read / English story / difficult / get / dictionary?

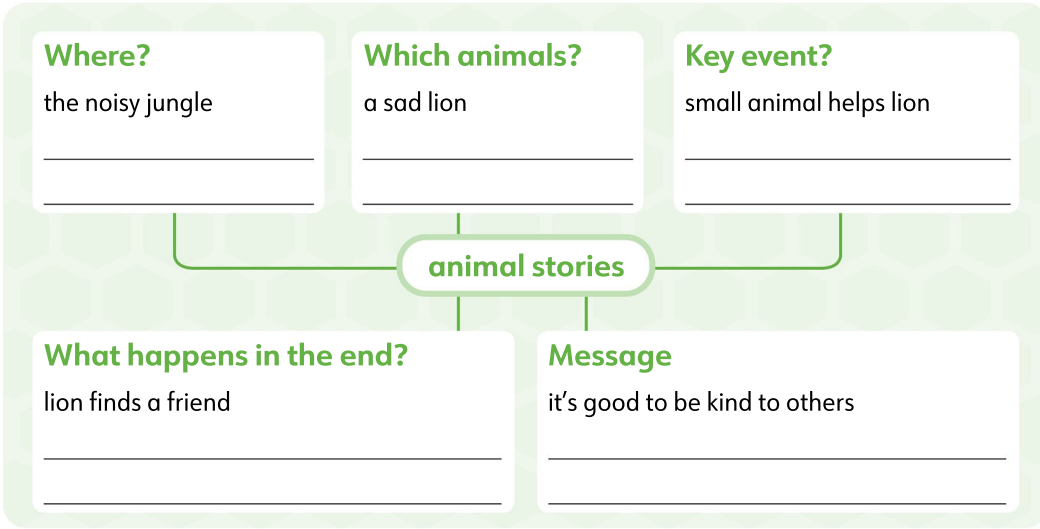
E: Yes, just a minute.

Prepare to write

1 **Look at these sentences from a story. Circle the adjectives in green and the adverbs in orange. Then complete with your own adjectives and adverbs.**

The stripy tiger was lying silently in the cool shade of the tall tree. The clever rabbit was jumping around happily in the long, green grass. The _____ tiger was _____ watching the _____ rabbit. But the _____ tiger was _____. He fell asleep and started snoring _____. The _____ rabbit heard the _____ snores of the tiger and _____ ran away.

2 **Write ideas for a story about animals to complete the mind map.**



3 **Choose the best ideas in Activity 2 to plan your story. Write notes.**

Title: _____ Setting: _____

Characters: _____

Key events: _____

What happens in the end: _____

Message: _____

Ready to write

4 **Write your story. Remember to include adjectives and adverbs to make it more interesting.**

Once upon a time, _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

The message of this story is _____

_____

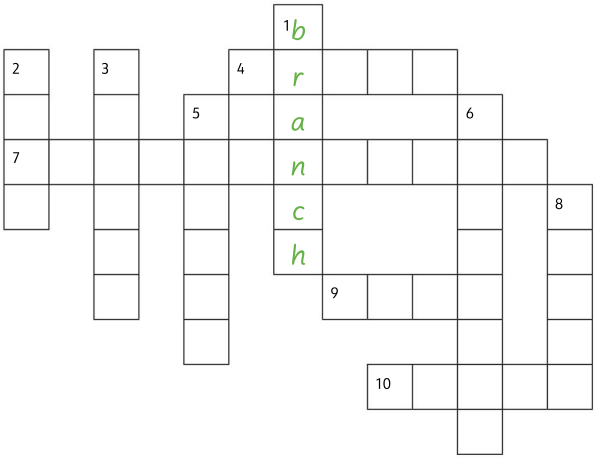
_____

5 **Read and check what you wrote in Activity 4. Tick (✓).**

- Did I include adjectives and adverbs to make my story interesting? ☐
- Did I use the correct verbs? ☐
- Did my story have a clear message? ☐
- Did I use the correct spelling? ☐

Check-up challenge

1 Complete the word puzzle.



Across

4 Horses like to eat green ...
7 I saw a ... in the sky!
9 One ... , two leaves
10 The ... has lots of different countries in it.

Down

1 Birds were sitting on the ... of a tree.
2 I saw two eggs in the bird's ...
3 He sat down on the ... for a rest.
5 We fished in the ...
6 Let's sit round the ... and sing songs!
8 The ... was full of flowers.

2 Order the words to make questions. Then write the answers.

1 eating? / What / girls / were / the

What were the girls eating?

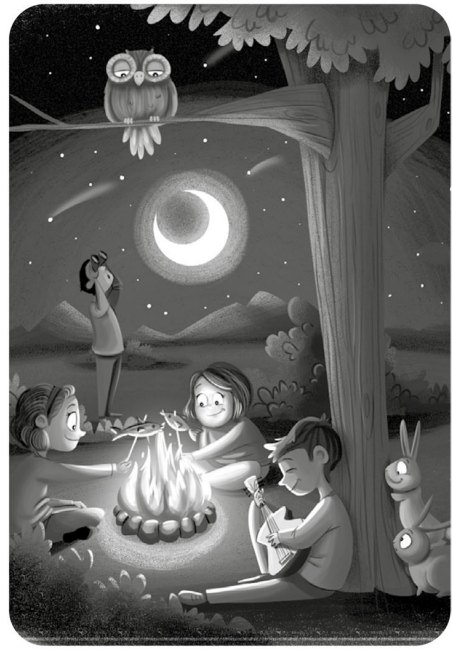
They were eating fish.

2 rabbits / the / Where / hiding? / were

3 was / looking at / Who / shooting stars?

4 boy / doing? / the / was / What

5 owl / was / Where / sitting? / the



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

What were you doing at six o'clock?

(A) I was riding my bike in the park.
B I went out.
C I stayed at home.

1 I called you but you didn't answer.

A Oh sorry, I didn't have my phone.
B I don't know the answer.
C Who did you call?

2 Was Vicky in the park too?

A No, she wasn't inside.
B Yes, she was.
C Yes, they were both in the park.

3 Were you at home at seven o'clock?

A Yes, I was doing my homework.
B I rode my bike home.
C We went to visit Grandpa.

4 Did you have dinner at home?

A No, we took a taxi to a restaurant.
B Yes, we were having dinner.
C No, we had dinner at a restaurant.

5 How did you go home?

A No, we didn't.
B When you called me at home.
C We caught the bus.

4 Circle the correct words to complete the text.



One day, Fox was hungry. 'I have [1] **lots** / **nothing** to eat!' he said. 'What I'd like is a nice fat frog.' At that moment, Frog jumped out of the stream and across the [2] **field** / **world**. 'Hmm,' said Fox. 'I'll [3] **hide** / **fly** inside this log. Then I can [4] **catch** / **fly** him.' But Fox got stuck in the log! When Frog came back, he was surprised. 'What are you doing, Fox?' he [5] **called** / **took**. 'I'm waiting, Frog,' said Fox. 'I'm here,' said Frog. But Fox couldn't move. He had [6] **nothing** / **lots** for dinner that night!

What I can do!

Put a tick (✓) or a cross (×).

☐ name things in the natural world
☐ describe scenes in the past
☐ use verbs and pronouns to tell a story
☐ understand the message in a story
☐ spell words that end in *le* and *al*
☐ write a short story

In this unit, my favourite part was _____.

_____ was a little difficult.

I really liked _____.

7 Technology time

Lesson 1 Vocabulary

1 7.1 **Listen and write the words.**

printer games console ~~keyboard~~ laptop speaker earphones

1 Her dad can type without looking at the letters on the *keyboard*.
2 He puts his _____ in to listen to music on the bus.
3 She needs a _____ for her party on Saturday.
4 The _____ isn't working.
5 He got a _____ _____ for his birthday.
6 She wants to borrow her mum's _____ .

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

Example This brings electricity into your phone. *charger*

1 This gets pictures or writing from your computer onto paper. _____
2 This helps you move around your computer screen. _____
3 This is a computer you can carry around. _____
4 This makes your voice louder when you sing. _____
5 This is the part of a computer that you watch films on. _____

3 **Write the items in Activity 1 in size order. Start with the smallest.**

1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

Lesson 2 Reading

1 Read and match.

1	People in prehistory made this from plants.	**a**	download
2	This is something new that changes how we do things.	**b**	machines
3	Paint, paper and ink are three different types of these.	**c**	ink
4	You do this to get photos from your computer or phone.	**d**	materials
5	These help us do things more quickly.	**e**	invention

2 Complete the text.

download invention materials machines ~~plants~~ colour same sticks

In the past, people used [1] *plants* to make ink and drew their pictures with [2] _____ on cave walls. Later, artists used [3] _____ like paint to make pictures of people, the countryside or flowers. The [4] _____ of the camera changed how people made pictures. The first photos were in black and white, not in [5] _____. Later, more technology helped people use cameras to take lots of photos at the [6] _____ time. Now, we use [7] _____ like digital cameras and our smartphones or tablets to take photos. Then we can [8] _____ them and send them to people around the world.

Learning to learn

3 Underline the words that help you understand the new word. Draw a picture of the new word.

1 I want to turn on the TV to watch a film on channel 1. Where's the ***remote control***?

2 My mouse isn't working. I think it needs a new ***battery***. Can you buy some for me, please?

3 My maths homework is really difficult. What's 12 x 12? Where's my ***calculator***?

Lesson 3 Reading comprehension

1 Read the text on Pupil's Book pages 84–85. Then read and correct the error in each sentence.

1 People in prehistory made ink from ~~water~~. *plants*

2 They drew on cave floors with sticks. _____

3 The first photos were made in colour. _____

4 Photographers needed more than a year to make a photo. _____

5 Paintings were cheaper than photos. _____

6 You can use tablets to take videos but not photos. _____

2 Match the types of pictures to the descriptions. Then look at the text on Pupil's Book pages 84–85 to check your answers.

1 These can be downloaded and sent to friends.	a black and white photos
2 These were made with paint and other materials.	b digital pictures
3 People drew these with sticks.	c pictures of flowers and people
4 The first cameras made these.	d cave pictures

Sounds and spelling

3 Complete the words with double letters.

apples	better	funny	giraffe
grass	happy	hill	pizza
rabbit	running	sitting	tall



The fu*nn*y ta____ gira____e likes ru____ing up the hi____. 'Si____ing on the gra____ is be____er,' says the ha____y ra____it. 'Let's eat a____les and pi____a!'

4 Write more words with double letters.

1 tt *little* 3 pp _____ 5 ss _____

2 mm _____ 4 ll _____ 6 bb _____

Lesson 4 Grammar

1 7.2 Listen and number.

a	a chef ☐	**c**	a butcher's [1]	**e**	goggles ☐
b	a park ☐	**d**	a doctor ☐	**f**	a peacock ☐

2 Match to make sentences.

1	A microphone is an object	**a**	who takes pictures.
2	A library is a place	**b**	where you can buy bread and cakes.
3	A bakery is a place	**c**	which makes sound louder.
4	A photographer is a person	**d**	which helps you move around your computer screen.
5	A mouse is an object	**e**	where you can read books.

3 Circle the correct words to join the sentences.

1	A chemist's is a place. You can buy medicine.	**who / which / where**
2	Leaves are things. They fall from trees in autumn.	**who / which / where**
3	A businesswoman is a person. She works in an office.	**who / which / where**
4	A caterpillar is an insect. It changes into a butterfly.	**who / which / where**
5	The countryside is a place. You can see lots of fields.	**who / which / where**

4 Write sentences.

1 fishmonger's / shop / we can buy fish.
A fishmonger's is a shop where we can buy fish.

2 doctor / person / helps us when we're ill.

3 speaker / object / makes music louder.

4 town / place / see lots of cars and buses.

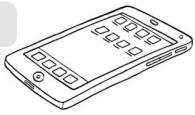
5 brakes / things / use to stop a bike.

1 7.3 Listen and match. There is one device you don't need.

1 

2 

3 

a 

b 

c 

d 

2 Circle the correct words.

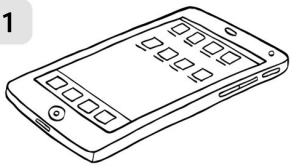
1 That isn't our school. **Ours** / **Mine** is on the other side of town.

2 Whose is this bike? I think it's Peter's. Yes, **his** / **hers** is new.

3 Is that Vicky's tablet? No, **their** / **hers** is on the table.

4 Is this my charger? No, **yours** / **ours** is over there.

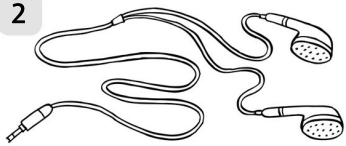
3 Write questions and answers.

1 

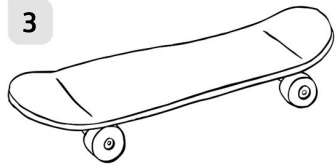
Grandpa ✓

Is this Grandpa's phone?

Yes, it's his.

2 

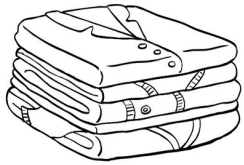
Bill ×

3 

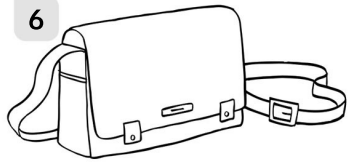
you ×

4 

Stephen and Ann ✓

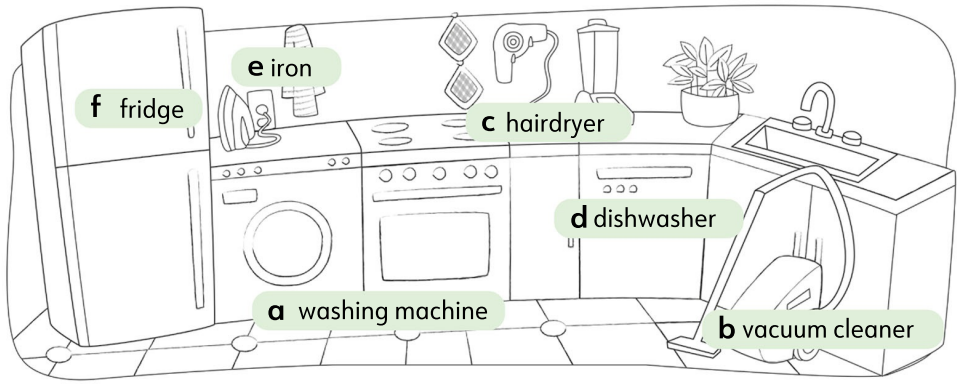
5 

us ✓

6 

your mum ×

1 What do we use these for? Match.



1 keeping food cold [f]
2 washing our clothes [ ]
3 ironing our clothes [ ]
4 washing dirty plates and cups [ ]
5 cleaning the floor [ ]
6 drying our hair [ ]

2 Look at the information in the table and complete the sentences.

	Mary	Olga	Charlie	Stan
Play games		school computer	mobile phone	
Find information		school computer		Mum's tablet
Do homework	brother's laptop			Mum's tablet
Listen to music		mobile phone	mobile phone	
Take photos			mobile phone	Mum's tablet
Send messages			mobile phone	

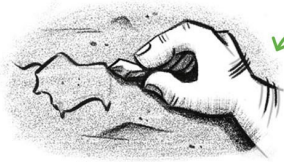
1 Mary uses her brother's laptop for *doing* her homework.
2 Olga uses _____ to music.
3 Charlie _____ games.
4 Stan uses _____ for taking photos.
5 Olga _____
6 Charlie _____

Prepare to write

1 **Look at the text. Label an example of each feature.**

The history of writing 1 *heading*

Writing materials 2 _____



3 _____

a stone 4 _____

walls of caves

~~heading~~
labels
pictures
subheading

2 **Match the questions and answers.**

1	Who were the first people to make paper?	**a**	Things like tissues and books.
2	What materials did they use?	**b**	The Chinese.
3	What did they use paper for in the past?	**c**	Writing on.
4	What do we use to make paper now?	**d**	Wood.
5	What do we use paper for now?	**e**	Old clothes, plants and grasses.

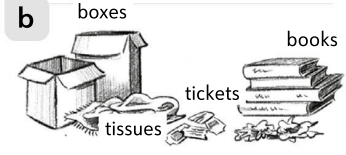
3 **Look and write the headings. Then number the pictures in the order you will write about them.**

a



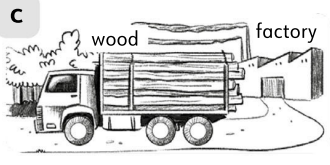
What they used to make paper

b



_____

c



_____

d



_____

How they used paper in the past

How we use paper today

How we make paper today

~~What they used to make paper~~

Ready to write

4 **Write an informational leaflet about paper. Include one picture with labels.**

5 **Read and check what you wrote in Activity 4. Tick (✓).**

- Did I organise the information clearly, using headings and subheadings? ☐
- Did I use good linking words, like *first*, *then*, *finally*, *now*, *in the past*? ☐
- Did I give interesting and correct information? ☐
- Did my picture help the reader understand the text? ☐

Check-up challenge

1 Complete the word puzzle. Find the secret word.

1 The ... on my computer is much smaller than the ... on the television.

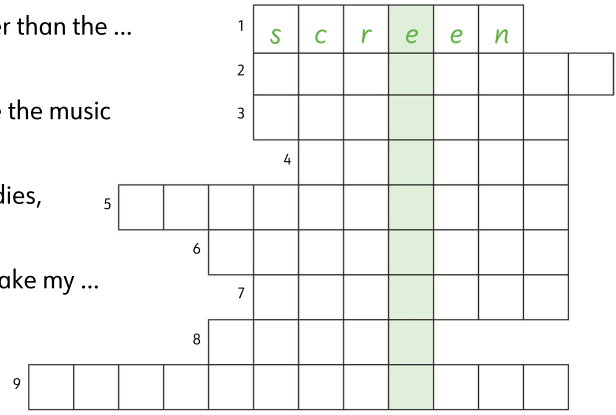
2 My computer has good ... which make the music sound great!

3 When the battery in my smartphone dies, I have to use my ...

4 A computer is too heavy to carry so I take my ...

5 He loves singing on stage with a ...

6 It works with your computer – and it's a musical instrument!



7 I can't print the photo on my computer for you because my ... is broken.

8 It works with your computer – and it's an animal!

9 I love playing on my brother's ...

2 Find the items and complete the sentences.

1 My grandma is very active. She loves sports.
The *bike* and the *skateboard* are *hers*.

2 My uncle often goes camping.
The _____ and the _____ are _____.

3 My mum and dad love drawing and taking photos.
The _____ and the _____ are _____.

4 My brother is mad about sport.
The _____ and the _____ are _____.

5 My sister and I love playing music.
The _____ and the _____ are _____.



3 Complete the sentences, then write the words.

1 Something you carry ___which___ helps you see in the dark. ___torch___

2 The person _____ is your mum or dad's sister. _____

3 A place _____ you can buy bread and cakes. _____

4 Something _____ people wear on their feet to do sport. _____

4 CE:YL Read the text. Choose the right words and write them on the lines. There is one example.



In the past, people ___could___ only listen to music when musicians played for them. But the [1] _____ of the gramophone meant people could play records at home. This was a machine [2] _____ could play music. After that came cassettes, which were smaller than records, and then CDs. With digital technology, people could [3] _____ music from the Internet onto their computers. Now if people have a smartphone and some [4] _____, they can listen to music everywhere.

Example could / can / did

1 invention / machine / computer

2 what / where / which

3 charge / download / print

4 laptop / microphone / earphones

What I can do!

Put a tick (✓) or a cross (×).

- ☐ name different types of technology
- ☐ talk about the history of pictures
- ☐ spell words with double letters
- ☐ use *who, which* and *where* to connect sentences
- ☐ use possessive pronouns
- ☐ write an informational text

In this unit, I enjoyed _____.

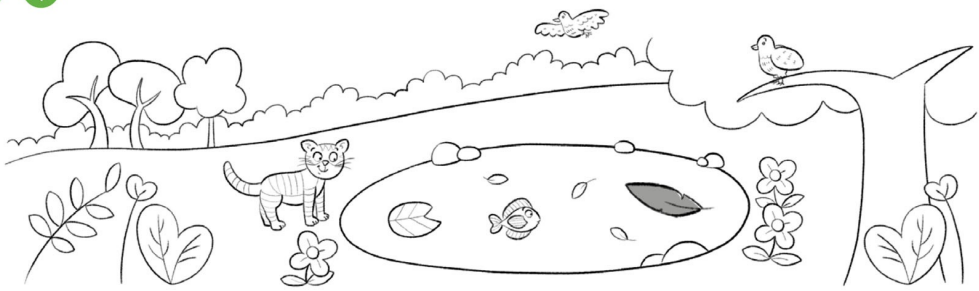
_____ was interesting.

I didn't like _____.

8 Our world

Lesson 1 Vocabulary

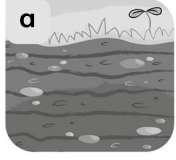
1 CE:YL 8.1 **Listen and colour and write.**



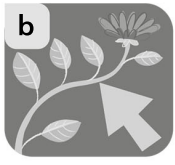
2 **Circle the animals which have ...**

1	a spine	a caterpillar / a mouse / a bird	4	scales	a fish / a snake / a peacock
2	fins	a fish / a horse / a dolphin	5	wings	a tiger / a mosquito / a butterfly
3	fur	a cat / a monkey / a lizard	6	feathers	a parrot / a shark / an owl

3 **Read the sentences and write the letters. Then unscramble the words.**



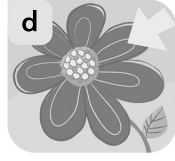
ilos



mest



troso



eplat

c	1	This part of a plant is usually under the ground.	roots
	2	This is long and thin and holds the plant up.	
	3	This is brown and the plant grows in it.	
	4	This can be in different colours.	

Lesson 2 Reading

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



1 A **ladybird** / **larva** has wings but no feathers.

2 **Mushrooms** / **Petals** are decomposers that break up what they eat.

3 Tigers like to eat the meat of **roots** / **animals**.

4 **Plants** / **Animals** grow almost everywhere.

5 A larva is spotty and **dry** / **spiky**.

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

1 Ladybirds are small flying insects. T

2 A pupa is brown and spiky. ___

3 Plants grow with water, sun and soil. ___

4 A ladybird's spots look like big, round dots. ___

5 Decomposers break what they eat up to pieces. ___

Learning to learn

3 **Write the words in alphabetical order.**

heat cool freeze hot melt cold dissolve sink

1 _____ 3 _____ 5 _____ 7 _____

2 _____ 4 _____ 6 _____ 8 _____

4 **Choose four of the words and look them up in a dictionary. Write the words and their meanings.**

1 _____ _____

2 _____ _____

3 _____ _____

4 _____ _____

Lesson 3 Reading comprehension

1 **Read the poems on Pupil's Book pages 98–99. Then choose the best summary of each poem.**

Poem 1 ☐
Poem 2 ☐
Poem 3 ☐

a The future life of a flower.
b How insects are different from other animals.
c The life of an insect.
d How we can make life better for animals in the future.
e How plants and animals make food.
f People do things which are bad for animals.

2 **Write the number of the poem that tells us these things.**

a Worms eat what's on the ground. ☐
b We should not go fishing so much. ☐
c Plants need water, sun and soil to grow. ☐
d Insects come from eggs. ☐
e Some insects change colour. ☐
f Cutting down trees is bad for animals. ☐



Sounds and spelling

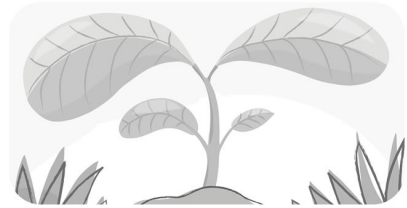
3 **Find the *gh* words.**

1 thacug *caught*
2 frethirefgi _____
3 guboth _____
4 rugthoh _____
5 gnith _____
6 shrigatt _____

4 **Complete the sentences. Use the words from Activity 3.**

1 I went to the chemist's and *bought* some tissues.
2 A _____ has a dangerous job.
3 I _____ a cold after I went swimming in the lake – the water was freezing!
4 Let's cycle _____ the forest and look for squirrels.
5 You can see the stars and the moon in the sky at _____.
6 Go _____ on and then turn right.

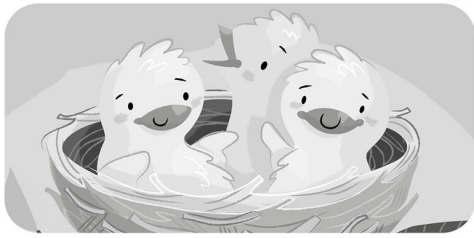
Lesson 4 Grammar



1 8.2 **Listen and write *T* (True) or *F* (False).**

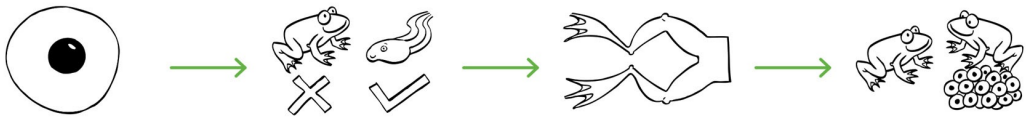
1 T 2 ___ 3 ___ 4 ___ 5 ___

2 **Look and read the sentences. Then write *They'll* or *They won't*.**



1 They'll need food and water to live.
2 _____ grow bigger.
3 _____ grow fur.
4 _____ have scales.
5 _____ fly away.

3 **Look at the pictures and write about what *will* / *won't* happen.**



This is a frog's egg. A frog won't come out of the egg. A tadpole _____ come out of the egg. It _____ grow legs. It _____ grow into a frog. The frog _____ lay eggs.

4 **Write sentences about the lifecycle of a ladybird.**

1 ☒ ladybird / out of / egg ☑ larva / out of / egg
A ladybird won't come out of the egg. A larva will come out of the egg.

2 ☒ larva / change into / yellow ladybird ☑ It / change into / pupa

3 ☒ ladybird / stay / yellow ☑ It / become / red with black spots

4 ☒ ladybird / have / babies ☑ It / lay eggs

1 8.3 Listen and write *will* or *won't*.

1 Peter thinks there ___won't___ be any books.

2 He thinks we _____ speak one language.

3 Vicky thinks they _____ fly to school in cars.

4 Peter thinks children _____ go to school.

5 Vicky _____ see Peter later in the science class.

2 Write questions and sentences.

1 children / go / school every day? *Will children go to school every day?*

2 think / children / use tablets / at school _____

3 scientists / make / more electric gadgets? _____

4 what subjects / children / study? _____

5 children / have classes / Internet? _____

6 think / children / not use / books _____

3 Complete the dialogue.

A: [1] *What do you think* _____ cities will be like in 20 years?

B: I think they'll be cleaner and safer than now.

A: How [2] _____?

B: I think a lot of people will travel by electric bike.

A: [3] _____?

B: Yes, there will. But I think they will be flying cars.

A: Who [4] _____?

B: I think they won't have drivers. Computers will drive them.

A: [5] _____?

B: Yes, there will be buses and trains. But they won't have drivers either.



Lesson 6 Language builder

1 Which animal is it? Write the words.

fox ~~starfish~~ ladybird shark spider

1 This animal hasn't got a spine and it hasn't got scales. It lives in the sea.
It's a *starfish*.

2 This animal has got fur. It hasn't got fins. It lives in the countryside. It's a _____.

3 This animal has got wings but it hasn't got feathers. It's a _____.

4 This animal lives in water. It hasn't got scales but it's got fins. It's a _____.

5 This animal hasn't got a spine and it hasn't got wings. It hasn't got fur and it hasn't got scales. It doesn't live in water. It's a _____.

2 What has it got? Write ticks (✓) and crosses (×) for each animal.

	Spine?	Wings?	Fur?	Scales?	Feathers?	Fins?	Lives in water?
Starfish	×	×	×	×	×	×	✓
Fox							
Ladybird							
Shark							
Spider							

3 Use the information in the grid to write about these animals.



A fox has got fur.





Prepare to write

1 **Alliteration is using the same sounds at the beginning of two or more words in a line. Circle the letters to show the alliteration.**

1 The lovely ladybird lived in a lemon tree near the lake.

2 The farmer takes a funny photo of Philip the fox.

3 Six cyclists sitting in the summer sunshine in the city square.

4 The caterpillar caught a cold and called the chemist.

2 **Add some more words to these phrases using alliteration.**

1 beautiful blackbirds sitting on _____

2 friends taking funny photos on _____

3 people picking plants and _____

3 **Make notes using your own ideas for a poem called *Life in the future*.**

My ideas about the future		A line for my poem with alliteration
School	*I think school will be more fun than now. We'll use phones or tablets all the time.*	*Smiling schoolchildren studying on their shiny screens.*
Houses	*I think houses will be made of glass. Robots will do all the housework and cooking.*	*Glittering glass houses with robots running round cleaning and cooking.*
Cities		
Technology		
Clothes		
Food		
Plants and animals		
Transport		

Ready to write

4 **Write a poem.**

Life in the future

What will the future be like? Will it be good?

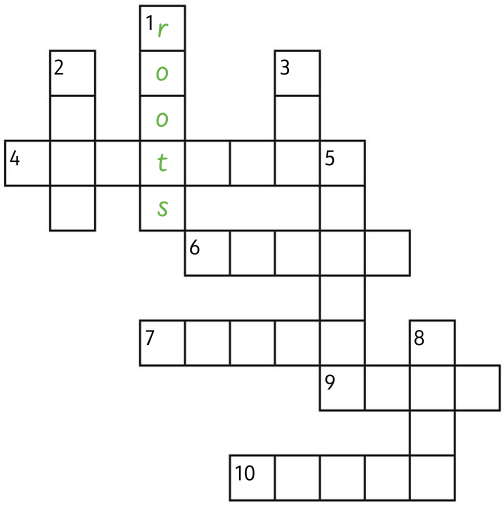
That's what I think the future will be like!

5 **Read and check what you wrote in Activity 4. Tick (✓).**

- Did I include interesting and imaginative ideas? ☐
- Did I use alliteration? ☐
- Did I write about each topic on a separate line? ☐
- Did I use the correct spelling? ☐

Check-up challenge

1 Complete the word puzzle.



Across

4 Birds have these on their bodies.
6 The coloured part of a flower.
7 The row of bones that goes down our back.
9 Plants grow in this.
10 Birds use these to fly.

Down

1 The part of a plant which is under the ground.
2 The part of a flower that you hold.
3 Thick soft hair on an animal's body.
5 Snakes and fish have these on their skin.
8 These help fish and dolphins to swim.

2 What am I? Order the words to find out.

1 live / I / sea. / the / in _____

2 got / I / a / haven't / spine. _____

3 fins / I / or / haven't / scales. / got _____

4 lots / of / I've / arms! / got _____

5 I'm an _____.

3 Think about your life in the future and write sentences.

1 (live in a city) *I think I'll live in a city.*

2 (visit different countries) _____

3 (learn to drive) _____

4 (live in a different country) _____

5 (speak very good English) _____

6 (famous) _____

7 _____

8 _____

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

What are you doing, Jane?

A I'm watching a bird.

B I watched a bird.

C I'll watch a bird.

1 Is it collecting worms?

A Yes, it will.

B Yes, it is.

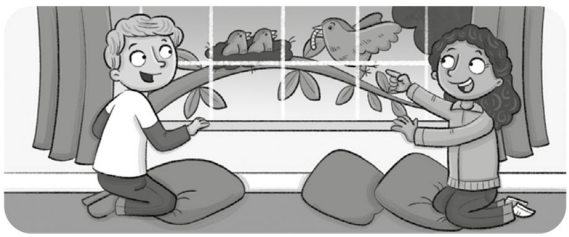
C Yes, it can.

2 Will it eat all of them now?

A No, it doesn't.

B No, it will give them to the baby birds.

C No, it won't hide them.



3 Do you think it will find more later?

A I think it didn't forget to find them.

B Yes, it isn't forgetting about them.

C Yes, it won't forget to find them.

4 Why does it need to collect food?

A Because it won't eat without the baby birds.

B Because it won't be able to fly when it's hungry.

C Because the baby birds can't find their own food yet.

5 My mum feeds the birds in the winter.

A That's good! We shouldn't help animals.

B That's good! We need to help animals.

C That's good! We mustn't help animals.

What I can do!

Put a tick (✓) or a cross (×).

- ☐ talk about plants and animals
- ☐ talk about the natural world
- ☐ spell words with silent *gh*
- ☐ identify and compare animal features
- ☐ talk about the future using *will* and *won't*
- ☐ write a poem

In this unit, I liked _____.

_____ was exciting.

I didn't mind _____.

9 Planet water

Lesson 1 Vocabulary

1 CE:YL 9.1 Listen and tick (✓).

1 Where does Jack put his T-shirt?

A  ☐

B  ✓

C  ☐

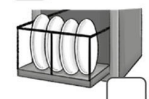
2 Which watering can is it?

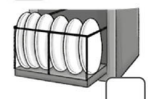
A  ☐

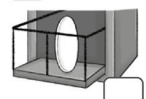
B  ☐

C  ☐

3 How many plates are in the dishwasher?

A  ☐

B  ☐

C  ☐

4 What is Anna doing now?

A  ☐

B  ☐

C  ☐

2 Read and match.

1	You can give plants water with this.	**a**	washing machine
2	You get water from here in your house.	**b**	watering can
3	You can carry water in this.	**c**	bucket
4	You clean dirty clothes in this.	**d**	tap

3 Complete the sentences.

1 When the washing machine stops, ___*empty*___ it.

2 Don't _____ water when you shower.

3 _____ the tap to fill the watering can.

4 _____ the tap when you are brushing your teeth.

5 Always _____ the dishwasher before you turn it on.

6 It's a good idea to _____ rainwater to water your plants.

~~empty~~
fill
save
turn off
turn on
waste

Lesson 2 Reading

1 Label the pictures.

cool freeze fresh water heat ~~melt~~ salt water



1 melt 3 _____ 5 _____

2 _____ 4 _____ 6 _____

2 Complete the sentences.

1 Water in the sea is *salt water* and we can't drink it.

2 Water in most lakes and rivers is _____ and we can drink it.

3 When the temperature is below 0°, water _____.

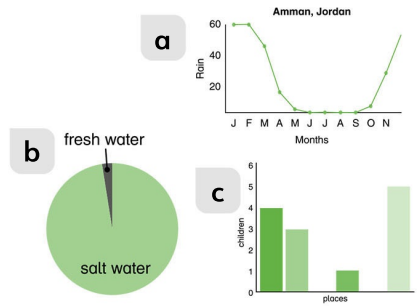
4 When the temperature is above 0°, ice _____ and turns into water.

5 When you _____ water to 100°, it changes into steam.

6 If you _____ steam, it changes back into water.

Learning to learn

3 Write the letter of the correct picture. Then match the graphs to what they show.



c 1 bar chart — shows parts of a whole

2 line graph — shows comparisons

3 pie chart — shows information that changes over time

4 Which type of graph or chart would be best for showing the information?

1 How many children like each of ten animals in a survey? *bar chart*

2 How many people in your country have laptops (2010 to now)? _____

3 How many children come to school by four different kinds of transport? _____

Lesson 3 Reading comprehension

1 **Read the report on Pupil's Book pages 110–111. Then complete the sentences.**

February ground January lakes rains rivers ~~salt water~~

1 Most of the water on Earth is *salt water*.
2 In Jordan, it _____ the most in the winter months.
3 About 1/3 of the water on Earth is under the _____.
4 There is less rain in Jordan in December than in _____ and _____.
5 Very little fresh water on Earth is in _____ and _____.

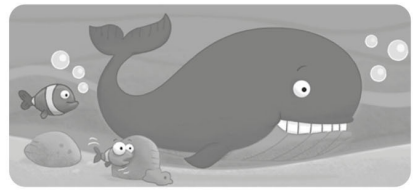
2 **Answer the questions.**

1 How old is the water on Earth? *It's millions of years old.*
2 What happens when the sun heats the ocean? _____
3 What are clouds made of? _____
4 Where does rain go when it falls? _____

Sounds and spelling

3 **Write the questions correctly.**

1 Wy are wales so big?
Why are whales so big?



2 Wat do they eat?
_____

3 Were do they live?
_____

4 **Write the missing words. They are all words with a silent *h*.**

hours whales What When Where ~~white~~

1 black and *white*
2 _____ are you doing?
3 dolphins and _____
4 _____ it's very cold, it snows.
5 _____ and minutes
6 _____ do you live?

Lesson 4 Grammar

1 9.2 Listen and match.

1	When it's the summer holidays,	a	Dan walks in the park.
2	If it's sunny,	b	Dan doesn't swim in the sea.
3	When it's hot,	c	Dan plays video games at home.
4	When it rains,	d	Dan visits his grandma.
5	If the weather isn't good,	e	Dan goes to the beach.

2 Order the words to make sentences about the water cycle.

1 the sun / When / the sea / into / the air / heats / goes / up / some water

_____

2 this air / When / the water / clouds / cools / turns / into

_____

3 get / If / the clouds / it / too / rains / heavy

_____

3 Look and write sentences.

1 When I / swimming / goggles
When I go swimming, I wear goggles.

2 If we / park / play on / swings

_____

3 When Vicky / visit grandma / take flowers

_____

4 If Peter / toothache / go to dentist

_____

4 Complete the sentences for you.

1 When I go cycling, I _____.

2 _____, I wear a hat and use sun cream.

3 _____, I always turn off the tap.

4 If it rains at the weekend, I _____.

Lesson 5 Language in use

1 9.3 Listen and number.









2 Circle the correct words.

What happens if you ...

1 leave chocolate in the sun? **It melts. / It freezes.**

2 pour oil on water? **It sinks. / It floats.**

3 put a stone in a bowl of water? **It floats. / It sinks.**

4 put orange juice in the freezer? **It freezes. / It melts.**

5 put salt in hot water? **It dissolves. / It melts.**

3 Use the words to write questions. Then write answers.

1 sugar / hot tea *What happens if you put sugar in hot tea?*
It dissolves.

2 ice cream / sun _____

3 banana / water _____

4 coin / water _____

5 milk / freezer _____

Lesson 6 Language builder

1 Match the questions and answers.

1	How important is water?	**a**	About 1.5 litres.
2	How much water should we drink every day?	**b**	We can't live without it.
3	How long can someone live without water?	**c**	About a week.
4	How often should we turn on the dishwasher?	**d**	Once a day.

2 Complete the questions.

A: [1] *How much* water do you use in your garden?

B: Very little. We only grow cacti.

A: And in your house? [2] _____ do you have a bath?

B: Never! My family have showers.

A: Ah! And [3] _____ do they spend in the shower?

B: Four minutes is enough.

A: [4] _____ times a week do you use your washing machine?

B: Twice a week, and only when it's full.

How long
How many
~~How much~~
How often

3 Read the leaflet and write questions with *How ...?* for the answers below.

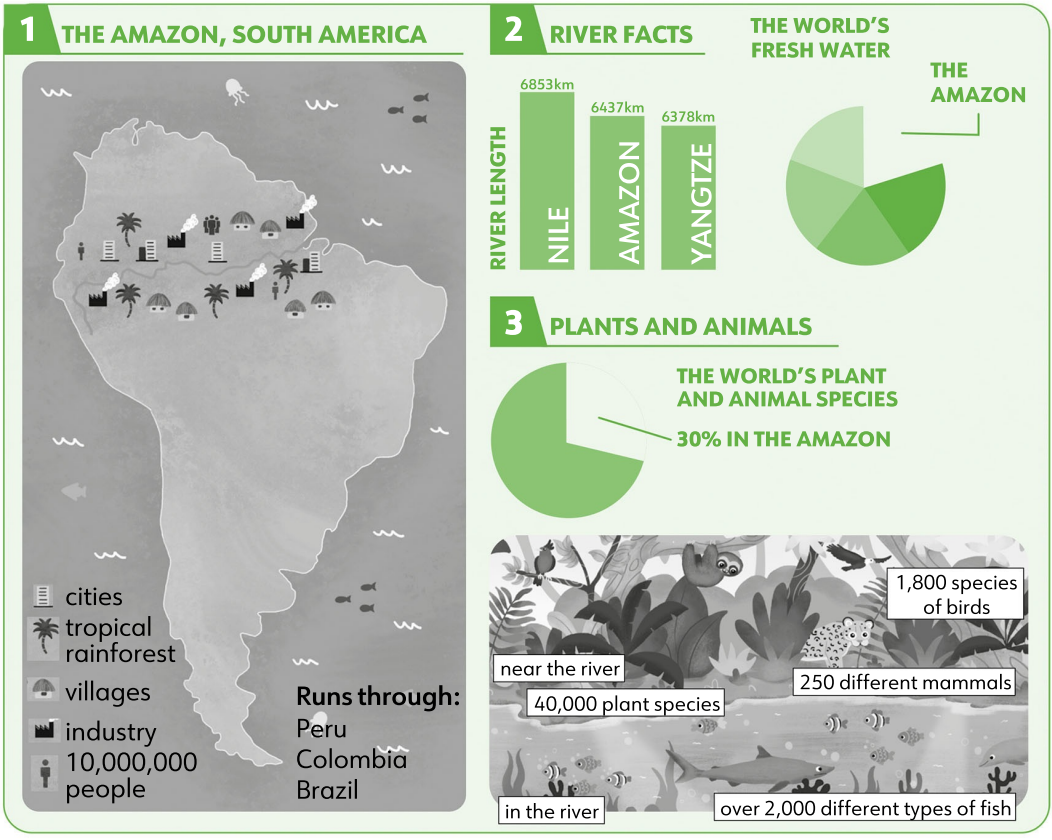
We have over 1500 different types of cactus in our famous garden. Cacti need very little water. Some of our cacti live two years without water. Come and see the cacti with flowers in spring.



1	*How many different types of cactus are there?*	Over 1500 different types.
2	_____	Very little.
3	_____	Some can live two years.
4	_____	Five euros for adults and two euros for children.

Prepare to write

1 Read the information on the Amazon river. Circle one example of a number, a label, a picture and a graph.



2 Look at the paragraph plan below and at the information about the Amazon. Use different colours to underline what you think should be included in each paragraph.

Paragraph 1 (general facts about the place)

Paragraph 2 (facts about the river)

Paragraph 3 (facts about animals and plants)

Ready to write

3 **Write a factual report about the Amazon river.**

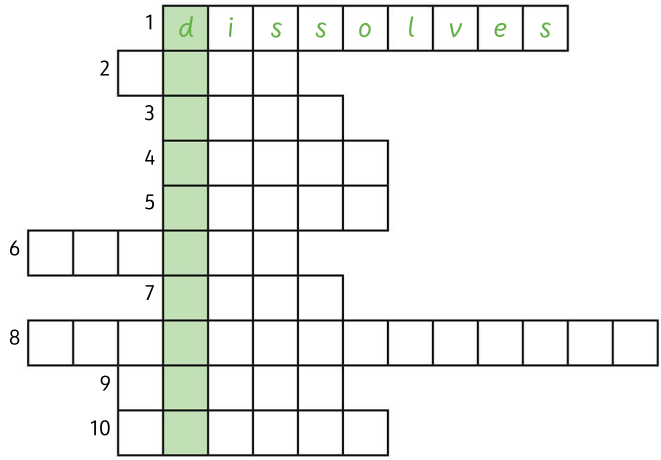
4 **Read and check what you wrote in Activity 3. Tick (✓).**

- Did I organise my ideas clearly into three paragraphs? ☐
- Did I give the correct information? ☐
- Did I include interesting facts? ☐
- Did I use the correct spelling? ☐

Check-up challenge

1 Complete the word puzzle. Find the secret word.

1 If you put sugar in hot water, it ...
2 If you have a bath, don't ... the bathtub to the top.
3 Stones ... in water.
4 The sun ... the oceans.
5 If you don't turn off the tap, you will ... a lot of water.
6 A feather ... on water.
7 It's important to ... fresh water.
8 You wash dirty clothes in a ...
9 When it gets warm, snow ...
10 If you want a cold drink, you ... water to make ice cubes.



2 Jane is telling Vicky about her experiment. Complete the text.

air cold cools ~~experiment~~ happens rain water when

This is an interesting [1] *experiment* . I'm making rain! I've got some hot [2] _____ in a glass jar. And there's a plate on top of the jar. What do you think [3] _____ if I put some ice on top of the plate? Yes, the ice [4] _____ the plate. Watch what happens now. It makes [5] _____ inside the jar. Why? Well, the [6] _____ in the jar is hot and has water in it. [7] _____ the hot air touches the [8] _____ plate, it turns back into water and falls like rain!



3 Correct the sentences. The mistakes are underlined.

1 Most water in the world is ~~fresh~~ water and we ~~can~~ drink it.

Most water in the world is salt water and we can't drink it.

2 Most fresh water is in lakes and rivers and it's easy to use.

3 You should wash dishes by hand because it wastes water.

4 You should empty the washing machine before you turn it off.

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

Salmon are fish that lay their eggs in *rivers*. When the eggs hatch, the baby salmon go down the river to the ocean. Then they swim to a place [1] _____ they can find a lot to eat. They stay there and [2] _____ bigger and stronger. Then they go back to the river and start to swim [3] _____ it. This is difficult because the river water is [4] _____ towards the ocean. Sometimes salmon even jump up [5] _____!

Example	forests / rivers / fields	**3**	up / through / past
1	who / which / where	**4**	sinking / moving / floating
2	will grow / grew / grow	**5**	waterfalls / trees / oceans

What I can do!

Put a tick (✓) or a cross (×).

- ☐ talk about using water
- ☐ describe the water cycle
- ☐ spell words with a silent *h*
- ☐ use the zero conditional to state facts
- ☐ express quantity and frequency
- ☐ write a factual report

In this unit, I loved _____.

_____ was a little easy.

I didn't enjoy _____.

10 Let's be detectives!

Lesson 1 Vocabulary

1 CE:YL 10.1 **Listen and draw lines. There is one example.**



Frank Sally Mark Eva Vicky Jack Jane

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

Example You wear this on your arm. *a bracelet*

1 You wear this on your finger. _____

2 This is hair that grows on a man's face. _____

3 You wear these in your ears. _____

4 This is hair that grows under a man's nose. _____

5 You wear this on different parts of your body. _____

a beard
~~a bracelet~~
a diamond ring
earrings
jewellery
a moustache

3 **Look at the pictures. Read the sentences and write *T* (True) or *F* (False).**



1 Dan has got curly hair. *F*

2 He hasn't got a moustache. ___

3 His hair is long and dark. ___



4 Ellie has got long hair. ___

5 She's got a beard. ___

6 She's got straight hair. ___

Lesson 2 Reading

1 Read the emails on Pupil's Book pages 124–125. Then write *T* (True) or *F* (False).

1 Paul James was a young boy staying with his aunt. *F*

2 He wanted to find a thief who was stealing jewellery. _____

3 Paul wrote an email to his Aunt Maggie every day. _____

4 Paul's Aunt Maggie is a writer. _____

5 The thief stole Mrs Brown's bracelet. _____

6 The thief was a raccoon! _____

2 Complete the policeman's notes on what happened in the village.

everyone ~~thief~~ artist no one detective painting someone steal

This week we had a [1] *thief* in the village. On 18th June, I spoke to [2] _____ in the street to tell them about the thief, but [3] _____ had seen him. [4] _____ called Paul James wanted to help find the thief. He wants to be a [5] _____ like his aunt! Paul saw the [6] _____ Mr Jackson carrying a bag and thought he might be the thief, but Mr Jackson was just working on a [7] _____ that day. In the end, Paul found the thief – but it wasn't anyone from the village! No one knew a raccoon would [8] _____ the jewellery!

Learning to learn

3 When something is difficult, what can you do? Tick (✓) or cross (×).

1 Think hard about it.	✓	4 Copy a friend's work.	☐	7 Guess.	☐
2 Ask someone at home.	☐	5 Ask your teacher.	☐	8 Look in a book.	☐
3 Go to sleep.	☐	6 Look on the Internet.	☐	9 Play a computer game.	☐

4 What do you do? Write a number from Activity 3.

a You're doing maths homework alone at home. You don't understand a problem. ☐

b You're reading an English book at home. There's a word you don't know. ☐

c You're doing a project about whales at home. You're not sure where they migrate to. ☐

Lesson 3 Reading comprehension

1 Read the emails on Pupil's Book pages 124–125. Then answer the questions.

1 Why did Paul go to the USA?
Paul went to visit his grandpa.

2 Who told everyone in the village about the thief?

3 What does Aunt Maggie want Paul to do?

4 Why was the artist by the river?

5 Where did Paul find the stolen jewellery?

2 Read the emails on Pupil's Book pages 124–125 again. Complete the sentences.

1 Paul wants to be a *detective* like his Aunt Maggie.
2 Aunt Maggie doesn't think it's _____ that there is a thief in the village.
3 The thief takes _____ like earrings and a bracelet.
4 Grandpa and Paul saw the _____ when they went fishing.
5 The thief was an animal with _____ fur and a stripy tail.
6 _____ has their things back now.

Sounds and spelling

3 Circle the silent letters in the words.

1 know	4 thumb	7 knees
2 write	5 wrong	8 climbing
3 who	6 knit	9 whose

4 Write two more words with the silent letters *w*, *k* or *b*.

1 w: _____ _____
2 k: _____ _____
3 b: _____ _____

1 10.2 **Listen and tick (✓) or cross (×).**

Finish maths homework	✓	Find goggles	
Read English book		Put T-shirt in the wash	
Pack school bag			

2 **Peter, Freddy and Jane have been busy this week! Look and write sentences about what they have done.**

	Peter and Freddy	Jane	You
play football	✓	×	
clean bike	×	✓	
read a book	✓	×	
find an interesting butterfly	×	✓	

1 Peter and Freddy *have played football* _____.

2 Jane hasn't _____.

3 Peter and Freddy have _____.

4 Jane has _____.

5 Peter and Freddy haven't _____.

3 **Add two more activities and put ticks (✓) or crosses (×) for you in the table. Then write sentences about what you've done this week.**

1 *I've* _____

2 _____

3 _____

4 _____

Lesson 5 Language in use

1 10.3 Listen and number.

a She hasn't seen her friends. ☐
b He's tired. ☐
c He's lost his phone. 1
d She's got a headache. ☐
e She hasn't had any breakfast. ☐

2 Match the problems and suggestions.

1	I'm so happy! I've finished my homework.	a	Let's go and get some water.
2	I'm bored. I haven't got anyone to play with.	b	How about going bowling?
3	I've got a headache. I'm thirsty.	c	Let's sit down and watch a film.
4	I'm worried. I've lost my backpack.	d	How about calling Joe?
5	I'm really tired! I've tidied my room.	e	Let's look for it.

3 Complete the dialogues.

1 **A:** What's the matter?
B: I'm tired. I've cleaned the cupboards.
A: How about *playing a computer game*?

2 **A:** What's the matter?
B: I'm hungry. I haven't had any lunch!
A: Let's _____.

3 **A:** What's the matter?
B: I'm worried. I've lost my _____.
A: How about _____?

4 Choose two of the situations and write dialogues.

1 Your friend is thirsty. 2 Your friend is sad. 3 Your friend has got a headache.

A: _____
B: _____
A: _____

A: _____
B: _____
A: _____

1 Who stole the necklace? Look and read the sentences. Then write your opinion.



1 The chef: 'I was in the kitchen. I was making soup.'
I don't think he was in the kitchen. I think he was outside.

2 The businesswoman: 'I was working on my laptop.'

3 The artist: 'I've been painting outside all afternoon.'

4 Lena: 'Someone has stolen my necklace!'

2 Look at the picture carefully. What is the detective thinking? Match the thought bubbles to make sentences.

1 I know that the chef didn't steal the necklace because [c]

2 I don't know if [ ]

3 I don't think that the businesswoman stole the necklace because [ ]

4 I think that the artist stole the necklace because [ ]

a someone came through the window and stole the jewellery.

b there were paint splodges in Lena Low's room.

c he was in the kitchen making the soup.

d she said she was working.

3 Who do you think stole the necklace?

I think that _____ stole the necklace because _____

_____.

Prepare to write

1 **Read the sentences from a story. Write if they are at the beginning (*B*), middle (*M*) or end (*E*).**

1 The detective went to the museum. B
2 He saw two men with heavy bags. ___
3 Everyone was very happy. ___
4 'Find the thief!' said the Superintendent. ___
5 Now he knew who the thieves were! ___
6 'Someone has stolen the sculpture!' ___
7 He hid behind the door and listened. ___
8 He spent the night in the museum. ___
9 'Well done! You are a good detective!' ___
10 The museum director phoned the police. ___

2 **Note your ideas for a story called *Mystery at the old castle*.**

Who were the characters?
_____
_____

Where did it happen?
_____
_____

What was the problem?
_____
_____

What did the detective do? _____
_____

How did he / she find out? _____
_____

What happened? _____
_____

Why? _____
_____

3 **Now choose some of your ideas and make notes about the beginning, middle and end of the story.**

The beginning	The middle	The end

Ready to write

4 Write a story.

Mystery at the old castle

5 Read and check what you wrote in Activity 4. Tick (✓).

- Did I organise the story clearly into a beginning, middle and end? ☐
- Did I make my story interesting, exciting or funny? ☐
- Did I use the correct past tenses? ☐
- Did I use the correct spelling? ☐

Check-up challenge

1 Complete the word puzzle.

Across

2 Take something that isn't yours

3 My hair's not straight, it's ...

6 I catch bad people.

7 I take things which aren't mine.

8 His hair's not dark, it's ...

10 & 11 My grandpa has a ... and a ...

13 Pretty things made of gold and silver

Down

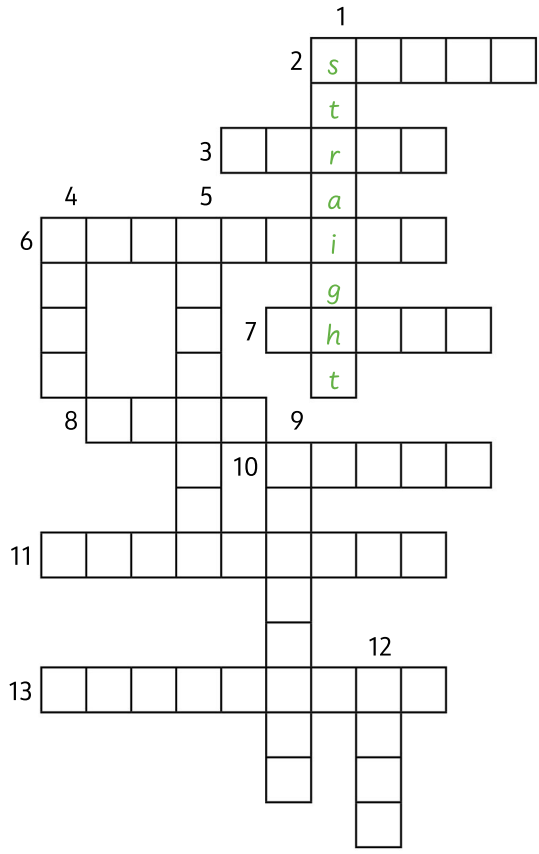
1 Her hair's not curly, it's ...

4 Your hair's not fair, it's ...

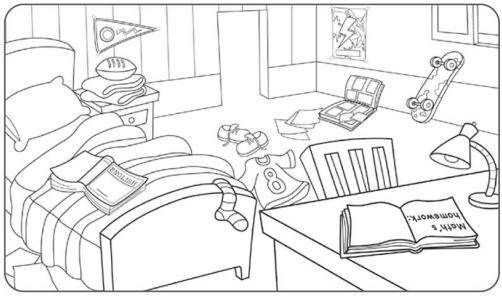
5 Jewellery you wear in your ears

9 I wear a ... on my arm.

12 My mother wears a ... on her finger.



2 Look at the picture and read what Tom said. Then write true sentences.



1 'I've cleaned my skateboard.'
He hasn't cleaned his skateboard.

2 'I've made my bed.'
_____

3 'I've read my English book.'
_____

4 'I've tidied my room.'
_____

5 'I've done my maths homework.'
_____

3 **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.**



Last weekend, Suzy went shopping for her mum. The town was very busy. She was buying some milk and cheese in the supermarket when she heard an old lady call out, 'Stop! Thief!' Then she saw a tall man with fair, curly hair who was running towards her. In his hand he had a red bag. Everyone in the supermarket was looking at him but no one was doing anything. She decided to help. She put her shopping basket on the floor and the man fell over it. A police officer caught the man. He took the red bag and gave it back to the old lady. On the television news that evening there was a report about it. The old lady and the police officer said Suzy was very brave to help catch the thief. She felt very happy.

Example Suzy went to the supermarket to buy some *milk and cheese*.

1 She heard an old lady call and saw a man running with _____ in his hand.

2 The man fell because Suzy _____ her shopping basket on the floor.

3 The police officer _____ the thief.

4 Suzy _____ on the TV news about it.

What I can do!

Put a tick (✓) or a cross (×).

- ☐ describe people's appearance
- ☐ talk about recent activities
- ☐ use new pronouns and words about detectives
- ☐ understand people's feelings from how they write
- ☐ spell words with silent letters
- ☐ write a detective story

In this unit, I enjoyed _____.

_____ was interesting.

I didn't like _____.

End-of-year review

1 **Circle the word in each group which is different and explain why.**

1 keyboard screen mouse bucket — *bucket – It isn't part of a computer.*

2 beard ring necklace bracelet _____

3 wings fins spine tap _____

4 roots thief leaf branch _____

5 everyone no one something someone _____

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



Complete the sentences.

Example The girl is looking at a *tablet*.

1 The woman is _____.

2 The man has _____.

Answer the questions.

3 What's the boy doing? _____

4 What's under the tree? _____

Now write two sentences about the picture.

5 _____

6 _____

3 Read the text. Choose the right words and write them on the lines. There is one example.

We need water to live. Most of the water on earth is *salt water* and we can't drink it. We need to drink fresh water, [1] _____ comes from rivers and lakes, ice and underground. It's very important to [2] _____ water and we can all do something to help. You [3] _____ always turn off the tap when you brush your teeth. You should [4] _____ the washing machine with dirty clothes before you turn it on. Use a [5] _____ rather than washing dishes by hand because this uses less water. Don't spend more than five minutes in the shower. [6] _____ you do these things, you won't [7] _____ water and you will help our planet.

Example	salt water	rain	clouds	**4**	take	catch	fill
1	where	who	which	**5**	bucket	dishwasher	keyboard
2	take	save	empty	**6**	If	Can	Will
3	did	should	mustn't	**7**	waste	sink	catch

4 Answer the questions.

1 What happens if you stir sugar into hot water?

If you stir sugar into hot water, it dissolves.

2 What happens if you leave ice out of the freezer?

_____

3 What happens if a plant doesn't get any light?

_____

4 What happens when clouds get very heavy?

_____

5 10.4 Listen and write.

1 Grace *was fixing* her bike at 7pm.

2 The first photos were _____ .

3 _____ is happy that the detectives found the jewellery.

4 Maria _____ her finger.

5 Tom _____ a skateboard at the weekend.

6 Grace _____ to lock her bike.

6 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.



Last summer, Maisie went to stay with her grandma. Every evening she went round her grandma's beautiful big garden. One evening, she was watching a squirrel running up and down a tree. Then she saw a big black and white bird fly into the tree. She thought she saw it carrying a gold ring in its beak, so she told her grandma. 'Ah, yes,' said her grandma. 'That was a magpie. Everyone says that magpies are thieves. They take jewellery because they like shiny things.' The next day, Maisie climbed the tree to look for the bird's nest. Inside there were lots of leaves and grass, but there was also some jewellery. Her grandma called the police and a detective came to the house to collect the jewellery.

Example Maisie stayed with her grandma *last summer.*

1 One evening, Maisie saw a squirrel which _____ and down a tree.

2 Then she saw a black and white bird and thought it had _____ in its beak.

3 Her grandma said magpies _____ because they like shiny things.

4 Maisie found some _____ in the bird's nest.

5 Maisie and her grandma gave the jewellery _____.

7 Complete the dialogues using the words.

1 **A:** What / matter? *What's the matter?*

B: tired! I / busy all day! _____

A: How / watch / film? _____

B: good idea! Let's / *Monsters*. _____

2 **A:** What / you / do / 6pm / yesterday? _____

B: I / do / my homework. _____

A: And / you / do / homework / 8pm? _____

B: No I / have / dinner / 8pm. _____

8 Think about your life in 2040 and write sentences.

1 have a robot at home *I'll have a robot at home in 2040.*

2 be a dentist _____

3 live in the countryside _____

9 Write sentences using *who*, *which* or *where*.

1 The bathroom / room / we use the most water.
The bathroom is the room where we use the most water.

2 A detective / person / catches thieves.

3 The stem / part of a plant / carries water from the ground to the flower.

4 A field / place / you find plants growing.

10 Look at the pictures. Write sentences about the second picture.

clean tidy fill cook ~~wash~~ make





1 *He's washed the clothes.*
2
3
4
5
6

11 Find the spelling mistakes. Then write the sentences with the correct words.

1 I ~~now~~ that boy. His ~~uncal~~ is in the ~~hosptile~~. *I know that boy. His uncle is in the hospital.*
2 Wil you rite to me wen I'm on holiday?
3 I don't like yelow aples.
4 Wich car is his? The wite one or the blak one?
5 Did you see that huje jirafe? It was gumping!

Game

START

1 Name five things Freddy can see from the plane.



2



What does Jane love to do?

3 *Miss a turn!*

8 *Go forward two spaces!*

9 What was Freddy doing when he went camping with his cousins?



10 Make three sentences about the technology show Peter went to. Use *who*, *where* and *which*.



11 *Go back one space!*

12 What is she drawing? What does it look like?



13 Name five things Jane can do to save water.



14

Why has Grandpa gone to the airport? What does Grandpa look like?



FINISH



7

Name five things Grandpa should do to stay healthy.

6

Have another go!



5

What does Vicky want to be when she grows up?

4

What advice can you give Peter to cycle safely? Name five things he *must* and *mustn't* do.



Game rules

Players: two – six people

You will need:
Spinner with six sides
Counters of different colours

1 Put all your counters on the Start square.

2 The youngest person playing can go first. Spin the spinner, read the number it lands on and move your counter the number of spaces.

3 Read the question in the square to your friends. Answer the question (with no help!). Then, ask your friends to check in the Pupil's Book / Workbook whether your answer is correct.

4 If you answered correctly, keep your counter on the square.

5 If you answered incorrectly, go back to the last square you were on.

6 **Watch out!** There are some squares that will help you move forward, and some which will take you back!

7 The winner is the first person to reach the end of the board.

Good luck!

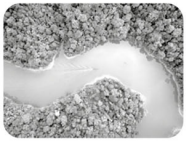

countryside


forest


island


hill


lake


river


town


village


volcano


waterfall


above


below


camping


inside


outside


sailing


horse-riding


mountain biking


skateboarding

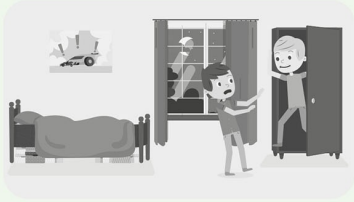

surfing

Past simple question forms (review) (Pupil's Book page 13)

Where **did** he **go**?

Did he **hide** in the wardrobe?
Yes, he **did**.

Was it scary?
Yes, it **was**.



Verb + *ing* (Pupil's Book page 14)

I love skateboarding.

I don't mind surfing.

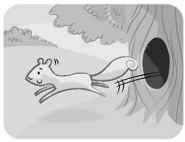

across


down


into


off


onto


out of


over


round


through


up

when you choose between different things
decide

when you get back something that was lost
find (found)

when you can't remember something
forget (forgot)

a funny short story
joke

when things or people are very similar in appearance
look like

to give something to someone in exchange for something else
swap (swapped)


count to a hundred


do up your coat


tie your shoes


whistle a tune

Verbs with *to* + infinitive (Pupil's Book page 27)



He **wanted to climb** a mountain.



But now he **needs to run**.

could / couldn't and *when* clauses in the past (Pupil's Book page 28)

Could you tie your shoes **when** you started kindergarten? No, I **couldn't**.

Could you whistle a tune **when** you were eight? Yes, I **could**.


basket


bell


brakes


cyclist


gears


light


lock


pump


safety vest


wheel


bridge

close to something

near


opposite


path


soft drink



ticket

to move from behind something to in front of it

go past


go straight on


on the left


on the right



turn left



turn right

must and *mustn't* for obligation (Pupil's Book page 39)

You **must** look. 

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

Give directions (Pupil's Book page 40)

How do we get to the sports centre from here?

First, we go straight on to the hospital.

After that, we go past the supermarket.

Then, we turn right.

Finally, we turn left.


artist


businessman / businesswoman


chef


dentist


engineer


lawyer


nurse


photographer


plumber


police officer

when someone has a lot of good ideas for art, music or writing

creative

when something isn't safe to do

dangerous

when something isn't the same as something else

different

when something is very good to eat

difficult

when something makes you feel excited

exciting

when something makes you want to know more about it

interesting


caterpillar


crab


mosquito


peacock

Comparative form of long adjectives (Pupil's Book page 53)

Ruben's cake is **creative**.

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



Superlative form of long adjectives (Pupil's Book page 54)

The mosquito is **the most dangerous** animal.

Peacocks are **the most beautiful** animal.


broken arm


cough


cut


earache


flu


headache


sore throat


stomach ache


temperature


toothache

when you like doing lots of things and moving around

active

to do sport to keep you fit and healthy

exercise

when you are fit and well, and feel very good

healthy

when you are sick and don't feel well

ill

a drink or pill that a doctor or nurse gives you when you are ill

medicine

to sleep or stop being active

rest


bakery


butcher's


chemist's


fishmonger's


greengrocer's

should and *shouldn't* for advice (Pupil's Book page 65)

You **should** be active.

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



Use clauses of purpose (Pupil's Book page 66)

Let's go to the bakery **to buy** some bread.

Let's go to the butcher's **to buy** some meat.


branch


campfire


field


grass

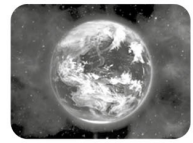

ground


leaf / leaves


nest


shooting star


stream


world

one more of something
another

two things together, one and the other
both

to move through the air with wings, like a bird or aeroplane
fly (flew)

when you have no things
nothing

when something is like something else
same

to have something and go somewhere with it
take (took)


buy a present

when you get on a bus to go to a place
catch a bus

to put a seed in the ground so it grows into a flower
plant a flower


write an essay

Past continuous (Pupil's Book page 75)

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

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



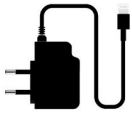
Ask questions using the past continuous (Pupil's Book page 76)

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.


charger


earphones


games console


keyboard


laptop


microphone


mouse


printer


screen


speaker

to copy something onto your computer from another computer or the Internet

download


ink

a new idea or machine which has been made for the first time

invention

something that does things or makes things for people

machine

cloth that is used for making things like paper or clothes

material

belonging to her

hers

belonging to him

his

belonging to me

mine

belonging to us

ours

belonging to them

theirs

belonging to you

yours

Joining two sentences with *who, where* or *which* (Pupil's Book page 87)

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

A library is a place **where** you can find books.

A camera is an object **which** takes photos.



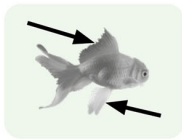
Use possessive pronouns (Pupil's Book page 88)

Is that your camera?

Yes, it's **mine**.

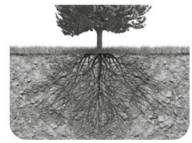
Well, it's **mine** and my brother's, so really it's **ours**.

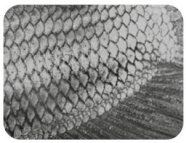

feathers


fins


fur

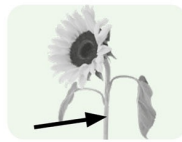

petal


roots


scales


soil


spine


stem


wings

when something is not wet
dry


ladybird


mushrooms


plants


spiky

spot

something that works using electricity
electric

a small, useful tool or machine
gadget

a person who studies or works in science
scientist


smartphone

will / won't for future predictions (Pupil's Book page 101)

It **'ll** grow.



It **won't** grow.



Ask questions using *will* (Pupil's Book page 102)

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

Maybe there **won't** be any schools at all.

Will children still use books?

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


bucket


dishwasher


empty


fill


save


tap


turn on / off


washing machine


waste


watering can

to make something become colder

cool

to make something become very cold, so it turns to ice

freeze

the kind of water you find in rivers and lakes

fresh water

to make something become hotter

heat

to make something hotter so it changes form

melt

the kind of water you find in the sea

salt water

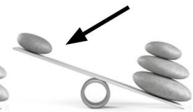
to break up in a liquid and disappear

dissolve

to stay on top of a liquid without sinking

float


heavy


light

to go down below the surface of something, such as a liquid

sink

zero conditional (Pupil's Book page 113)

If it**'s** warm, snow **melts**.

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



Ask *What happens if* + present simple (Pupil's Book page 114)

What happens if you **put** the marble in the water? It sinks.

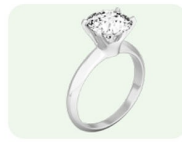
What happens if you **put** the feather in the water? It floats.


beard


bracelet


curly hair


dark hair


diamond ring


earrings


fair hair


jewellery


moustache


straight hair


detective

all the people
everyone

no person
no one

one person
someone

a crime, meaning to take something that is not yours
steal (stole)


thief


attic


basement


dust the furniture


tidy up

Present perfect (Pupil's Book page 127)

He**'s caught** the thief.



Oh no! He **hasn't caught** the thief.



Ask *What's the matter?* and make suggestions (Pupil's Book page 128)

What's the matter?

I'm really tired.

Let's do something relaxing.

How about playing a computer game?

Phonics word list

ch or *ck*

school
choir
chorus
duck
chicken

g or *j*

George
giraffes
huge
gym
Jill
jolly
jumping

c

nice
mice
bouncing
bounce
once
twice

or or *er*

actor
tractor
officer
driver

ph or *gh*

Phillip
elephant
laughed
coughed

le or *al*

little
people
purple
sandals
petals

double letters

happy
little
rabbit
yellow
glasses
nibbles
carrot

gh

bright
knight
straight
through
night

silent *h*

what
why
white
where

silent *k*, *b* or *w*

knock
whose
lamb
knitting
knee