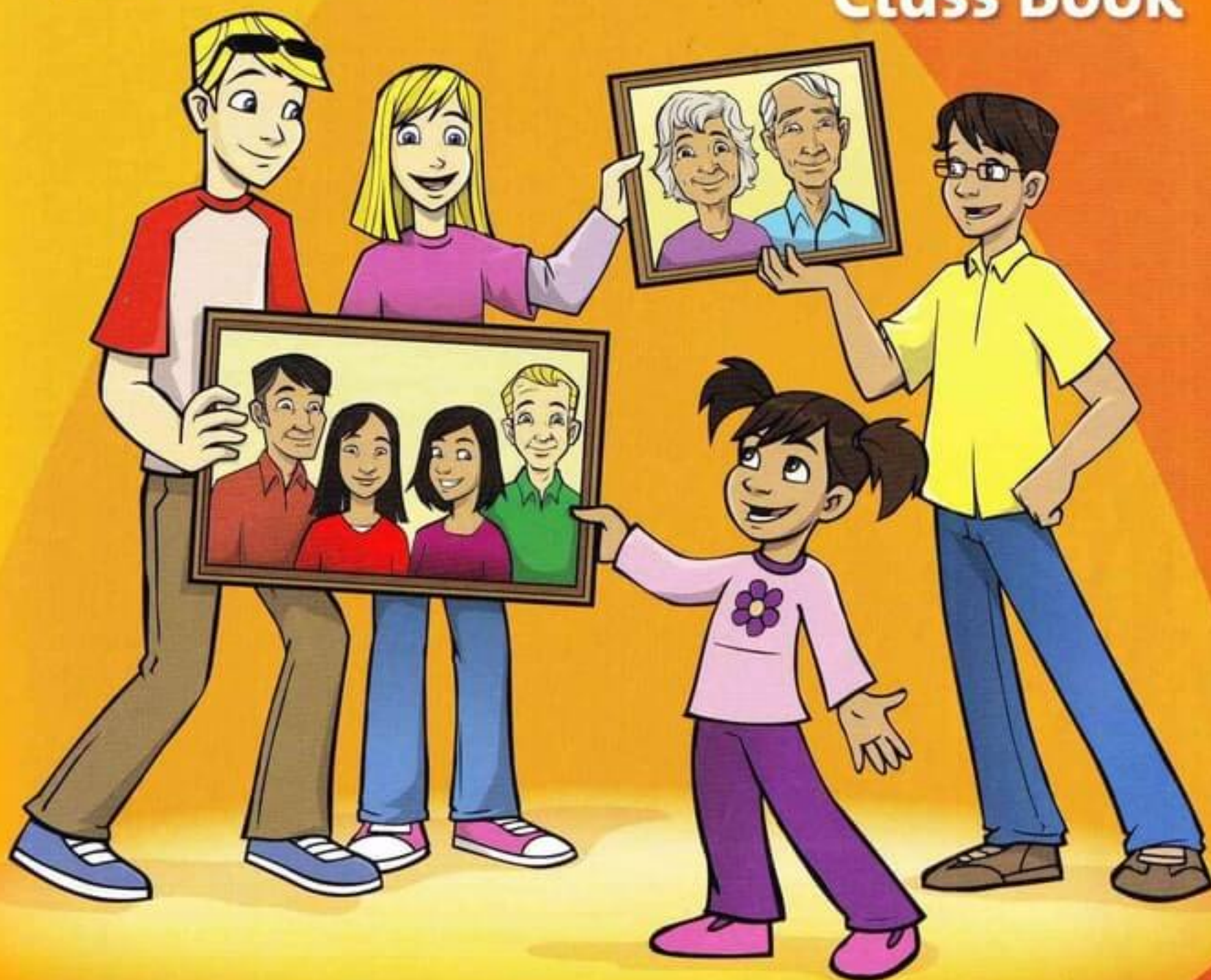


# Family and Friends

# 4

Class Book



Naomi Simmons

OXFORD

MULTIROM



# Family and Friends 4

Class Book



**Naomi Simmons**

**With Extensive reading texts by Jenny Quintana**

**OXFORD**  
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# Scope and sequence

## Starter: Back together!

page 4

Food words    Telling the time    Alphabetical order    like + verb +ing    can for permission / requests    Countable and uncountable nouns  
a / an / some    be going to + verb    Comparatives and superlative adjectives

Words	Grammar	Phonics	Skills
<b>1 The food here is great!</b> <span style="float: right;">page 8</span>			
The restaurant Words in context: breakfast time	<b>Present simple and present continuous</b> <i>They usually wear blue uniforms.</i> <i>They're wearing white today.</i> <b>Time markers: present simple and continuous</b> <i>usually / rarely / right now / today / at the moment</i>	<b>Long a and e sounds:</b> <i>a: train, tray, cake</i> <i>e: tree, leaves, key</i>	<b>Reading:</b> a magazine article <b>Listening:</b> identifying details about family meals <b>Speaking:</b> talking about eating habits <b>Writing:</b> recognizing syllables in words; writing about my eating habits (Workbook)
<b>2 We had a concert</b> <span style="float: right;">page 14</span>			
The concert Words in context: 'Festival Day'	<b>Past simple: have and be</b> <i>All our friends were there.</i> <b>Past simple: regular verbs</b> <i>The audience clapped and cheered.</i> <b>Time markers: past simple</b> <i>yesterday / last week / last year / two days ago</i>	<b>Long i, o and u sounds:</b> <i>i: light, cry, bike</i> <i>o: boat, blow, bone</i> <i>u: room, blue, flute</i>	<b>R:</b> a poem <b>L:</b> identifying different musical activities <b>S:</b> asking and answering questions about musical preferences and abilities <b>W:</b> the double consonant rule, writing a description of a picture (WB)
<b>3 The dinosaur museum</b> <span style="float: right;">page 20</span>			
The dinosaur museum Words in context: dinosaur data	<b>Past simple: irregular verbs with negatives</b> <i>We didn't go to school.</i> <b>Past simple: irregular verbs with questions</b> <i>Did they go to a museum?</i> <i>What did you see?</i>	<b>f and ph spellings:</b> <i>f: flamingo, scarf, feet</i> <i>ph: phone, nephew, alphabet</i>	<b>R:</b> a non-fiction text <b>L:</b> identifying favourite things on a school trip <b>S:</b> asking and answering questions about school trips <b>W:</b> exclamation marks, writing a webpage about my school trip (WB)
<b>Review 1</b> <span style="float: right;">page 26</span>			
<b>Extensive reading: fossils</b> <span style="float: right;">page 28</span>			
<b>4 Whose jacket is this?</b> <span style="float: right;">page 30</span>			
Sports time Words in context: basketball	<b>Possessive pronouns</b> <i>Whose jacket is it?</i> <i>It's mine / yours / his / hers / its / ours / theirs.</i> <b>Adverbs: +ly and irregular</b> <i>He ran slowly. They played well.</i>	<b>ll endings:</b> <i>smell, bell, shell</i> <b>rr words:</b> <i>mirror, carrot, cherry</i>	<b>R:</b> a magazine article <b>L:</b> identifying children's favourite sports <b>S:</b> asking and answering questions about favourite sports <b>W:</b> <i>It's</i> or <i>Its</i> , writing instructions for a sport (WB)
<b>5 Go back to the roundabout</b> <span style="float: right;">page 36</span>			
Directions Words in context: shadow puppets	<b>have to / had to</b> <i>We have to go back to the roundabout.</i> <b>Giving directions</b> <i>Go straight on at the roundabout.</i> <b>why / because</b> <i>Why are we at this petrol station? Because ...</i>	<b>ck and c endings:</b> <i>ck: neck, duck, clock, rock</i> <i>c: plastic, picnic, music, comic</i>	<b>R:</b> an informative webpage <b>L:</b> understanding directions <b>S:</b> giving directions <b>W:</b> instructions, writing an invitation (WB)
<b>6 The best bed!</b> <span style="float: right;">page 42</span>			
Describing words Words in context: 'The Ant and the Grasshopper'	<b>Comparatives and superlatives: long adjectives</b> <i>My bed is more comfortable than this one.</i> <b>Irregular comparatives and superlatives</b> <i>better than / worse than / the best / the worst</i>	<b>Soft c and g sounds:</b> <i>c: city, ice, dance, rice</i> <i>g: cage, page, giraffe, stage</i>	<b>R:</b> a fable <b>L:</b> identifying chronology in a fable <b>S:</b> telling a story from pictures <b>W:</b> identifying irregular plurals, writing a fable (WB)
<b>Review 2</b> <span style="float: right;">page 48</span>			
<b>Extensive reading: sports</b> <span style="float: right;">page 50</span>			
<b>7 Will it really happen?</b> <span style="float: right;">page 52</span>			
In space Words in context: life in 100 years' time	<b>The future with will</b> <i>People will travel in super-fast planes.</i> <i>Will they go back to Australia?</i> <b>Time markers: the future</b> <i>on Monday / next week / in a month's time / this evening / soon / later</i>	<b>au, aw and or spellings:</b> <i>au: sauce, August, autumn</i> <i>aw: jigsaw, straw, paw</i> <i>or: horse, sport, morning</i>	<b>R:</b> interviews in a magazine <b>L:</b> identifying children's predictions <b>S:</b> offering opinions about the future <b>W:</b> compound words, expanding notes into a text (WB)



	Words	Grammar	Phonics	Skills
<b>8 How much time have we got?</b> <span style="float: right;">page 58</span>				
	At the airport Words in context: my holiday	Expressing quantity <i>How much time have we got?</i> <i>We haven't got much money.</i> <i>some / any</i> <i>Have you got any newspapers?</i>	Past simple -ed endings: <i>walked, waited, showed</i>	R: a letter L: identifying details about holidays S: asking and answering questions about your holiday W: addressing envelopes, writing a letter about my holiday (WB)
<b>9 Something new to watch!</b> <span style="float: right;">page 64</span>				
	Audio-visual entertainment Words in context: TV programmes	Infinitive of purpose <i>I turned on the TV to watch sports.</i> <i>We went in the boat to see the dolphins.</i> <i>How often ...?</i> <i>I watch TV once/twice a week.</i>	er and or endings: <i>er: mother, father, September</i> <i>or: visitor, doctor, actor</i>	R: a TV guide L: identifying details about children's favourite TV shows S: talking about favourite TV shows W: the prefix <i>un</i> , writing a TV guide (WB)
<b>Review 3</b> <span style="float: right;">page 70</span>				
Extensive reading: <i>travel</i> <span style="float: right;">page 72</span>				
<b>10 I've printed my homework</b> <span style="float: right;">page 74</span>				
	Computers Words in context: sending emails	Present perfect: affirmative <i>He's put the books on the shelves.</i> Present perfect: questions, answers and negatives <i>Have you seen my new speakers?</i> <i>Yes, I have. / No, I haven't.</i>	ur and ir spellings: <i>ur: hurt, Thursday, nurse, curtains</i> <i>ir: circle, girl, shirt, bird</i>	R: online instructions L: identifying children's computer use S: talking about computer use W: parts of speech, writing about how I use a computer (WB)
<b>11 Have you ever been ...?</b> <span style="float: right;">page 80</span>				
	Places Words in context: The Amazing Escape	Present perfect: <i>ever</i> <i>Have you ever been to space?</i> <i>Yes, I have. / No, I haven't.</i> Present perfect: <i>never</i> <i>We've never fallen in the mountains.</i>	ea and e spellings: <i>ea: feather, bread, head, heavy</i> <i>e: spend, tent, present, help</i>	R: an account L: identifying details about life in the Antarctic S: interviewing a survivor W: topic sentences, writing a diary entry (WB)
<b>12 What's the matter?</b> <span style="float: right;">page 86</span>				
	Illness Words in context: how to stay healthy	<i>should / shouldn't</i> <i>You should drink some water.</i> <i>You shouldn't eat lots of cakes.</i> <i>could / couldn't</i> <i>Max couldn't eat his dinner.</i> <i>But he could eat lots of cakes.</i>	le and al endings: <i>le: candle, castle, table, people</i> <i>al: sandal, animal, hospital, cereal</i>	R: an information leaflet L: identifying details about children's healthy lifestyles S: describing what you do to be healthy W: connecting sentences using <i>because</i> and <i>so</i> , writing an information leaflet (WB)
<b>Review 4</b> <span style="float: right;">page 92</span>				
Extensive reading: <i>exciting places</i> <span style="float: right;">page 94</span>				
<b>13 Can you help me?</b> <span style="float: right;">page 96</span>				
	Making smoothies Words in context: child heroes	Object pronouns <i>me / you / him / her / it / us / them</i> Relative pronouns <i>This is the boy who didn't put the lid on.</i> <i>This is the smoothie which was in the blender.</i>	el and il endings: <i>el: tunnel, camel, towel, travel</i> <i>il: lentils, pencil, April, pupil</i>	R: two factual accounts L: matching people with how they help others S: asking questions about jobs W: identifying and using sub clauses, writing an interview (WB)
<b>14 We were fishing</b> <span style="float: right;">page 102</span>				
	Family Words in context: 'My relatives are coming!'	Past continuous <i>What were you doing?</i> <i>I was looking at photos.</i> Dates and <i>I was born ...</i> <i>My mum was born in 1981.</i> <i>She was born on 9th July.</i>	tion and shion endings: <i>tion: addition, subtraction, question, invitation</i> <i>shion: fashion, cushion</i>	R: a poem L: identifying favourite memories S: talking about your memories W: poem structure and rhyme, completing a poem (WB)
<b>15 Good news, bad news</b> <span style="float: right;">page 108</span>				
	Jobs Words in context: 'Three wishes'	Past simple and past continuous <i>When I was working, the phone rang.</i> Grammar homophones: <i>there / they're / their</i> <i>There is good news.</i>	Vocabulary homophones: <i>see / sea, hear / here, wear / where, write / right</i>	R: a traditional story L: identifying children's wishes S: talking about your wishes W: using speech marks, writing the end of a story (WB)
<b>Review 5</b> <span style="float: right;">page 114</span>				
Extensive reading: <i>gold</i> <span style="float: right;">page 116</span>				
Extensive reading: <i>my family and other animals</i> <span style="float: right;">page 118</span>				



## Lesson One

### 1 Listen and sing. 01


#### We're all back together

We're all back together with friends from before.  
We're ready to work and learn some more.

It's time to show what we can do.  
The holidays are over for me and you!

### 2 Listen and read. 02

1



**Teacher** Welcome to Primary 4. I'm your new teacher, Miss Wells. I'd like you all to tell me something about yourself. Who's first?

**Max** My name's Max. I like reading and learning about everything.


**Teacher** That's great, Max.

2



**Max** I've got a younger sister. Her name's Holly and she's in Primary 2. She likes listening to music and playing with her toys.


3



**Max** And my Australian cousins are here, too. Amy is in this class. Look!

**Amy** Hello, Miss Wells. I love taking photos and playing sports.

4



**Max** My other cousin is Leo, but he doesn't go to this school. He's 12. He really loves skateboarding and we do lots of things together.

**Teacher** Great. And do you skateboard together?

**Max** Well, he skateboards and I read books about skateboards!



1 **Speaking** Ask and answer about Max, Amy, Holly and Leo.

skateboard read play with toys take photos

What does Max like doing?

He likes reading.

2 Write.

can can't



Oli <sup>1</sup> Can I play some games on the computer, please?

Dad Sorry. No, you <sup>2</sup> can't. I'm working on the computer.



Dad But you <sup>3</sup> can listen to your new MP3 player. Or you <sup>4</sup> can watch this DVD.



Oli I'd like to watch the DVD. <sup>5</sup> Can I watch it in here?

Dad No, you <sup>6</sup> can't. I'm working here. You <sup>7</sup> can watch it on the DVD player in the living room.

Oli OK, Dad.

3 **Speaking** Choose four foods you would like to buy. Ask and answer. Student's answer

pasta bread onions meat  
cheese eggs melon  
cucumber cereal lemon milk  
potato grapes bananas

What would you like?

I'd like a / some ..., please.



4 Now write about what your friend would like.

Leila would like ...



## Lesson Three

### 1 Speaking Ask and answer.

read a comic    watch TV    visit grandma  
play the guitar    play volleyball    play chess



What is he going to do this weekend?

He's going to ...



What are they going to do?

They're going to ...

### 2 Write about what you are going to do this weekend.

This weekend I'm going to ...

### 3 Complete the words.

mp    nt    ld    lt    nd



There is a lamp next to my tent!



Next to the green fields is a beach with white sand



There is a big plant growing in the pond



I've got a new belt.



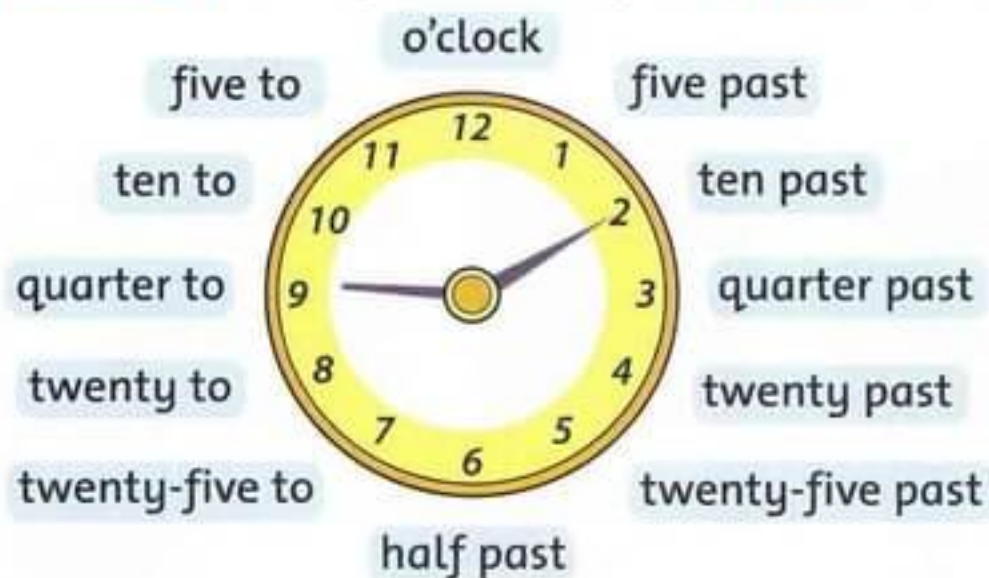
Look at this beautiful quiet.



"Tickets for six children and two adult\_s, please."

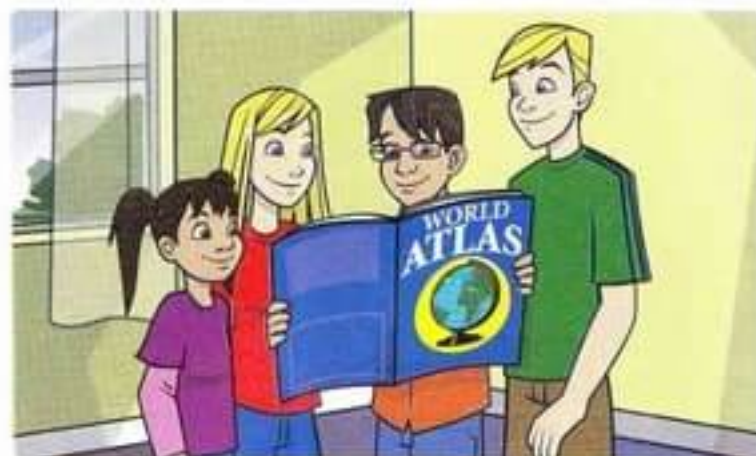


1 **Speaking** Listen, point and repeat. 03 Ask and answer.



2 Complete the sentences with *er* or *est*.

- Max is taller than Holly. But Leo is the tallest cousin. (tall)
- Russia is the biggest country. But Australia is bigger than the UK. (big)
- Leo's skateboard is faster than Amy's skates. But Holly's bike is the fastest. (fast)
- Holly is the youngest cousin. But Max is younger than Leo. (young)



3 Write the words in alphabetical order.

Words in a dictionary are in **alphabetical order**. We look at the **first letter** of a word but when two words have the same letter, look at the **second letter**.

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

- |          |          |        |               |               |                 |
|----------|----------|--------|---------------|---------------|-----------------|
| 1 monkey | zebra    | camel  | <u>camel</u>  | <u>monkey</u> | <u>zebra</u>    |
| 2 winter | summer   | autumn | <u>autumn</u> | <u>summer</u> | <u>winter</u>   |
| 3 Spain  | Thailand | Russia | <u>Russia</u> | <u>Spain</u>  | <u>Thailand</u> |
| 4 cinema | café     | museum | <u>cafe</u>   | <u>cinema</u> | <u>museum</u>   |
| 5 bike   | taxi     | bus    | <u>bike</u>   | <u>bus</u>    | <u>taxi</u>     |



# 1

# The food here is great!

## Lesson One Words

### 1 Listen, point and repeat. 04



waiter



waitress



uniform



menu



customer



bottle of water



cup of coffee



glass of milk



bowl of soup



plate of salad

### 2 Listen and read. 05

1

**Max** We often come to this restaurant. The food here is great!

**Holly** Look, Max. All the waiters are wearing green today. They usually wear blue uniforms.

2

**Dad** Can I have a bowl of pasta and some salad, please?

**Waiter** Sorry, we haven't got any pasta. But on the menu we've got a selection of pizzas. Look.

3

**Holly** That's strange! You usually have pasta. We have pasta every time.

**Waiter** Usually? But you're our first customers!

**Max** Really? But this is Ken's Café, isn't it?

4

**Waiter** Ken's Café is next door. This is The Pizza Place. We only opened today.

**Dad** So that's why it's different! Well, let's try it.

**Waiter** You're our first customers. Have free ice creams!

**Holly** Wow. Thank you!



1 Listen to the story again and repeat. Act.

2 Read and learn.

### Present simple and present continuous

They usually **wear** blue uniforms.  
They're **wearing** white today.

Use the **present simple** for things you do **many times** or **all the time**.  
Use the **present continuous** for things you are doing **at the time of speaking**.

We usually **have** pasta.  
But we're **having** pizza now.



We usually eat at Ken's Café, but today we're trying The Pizza Place. It's great!

3 Read and circle.

- 1 She's drink / drinking / drinks a glass of water now.
- 2 The family are sit / sitting / sits by the door today.
- 3 They usually sit / sitting / sits by the window.
- 4 He never have / having / has soup for dinner.
- 5 She's have / having / has soup at the moment.



4 Write.

has   playing   having (x2)   play   shares   have



At break time I usually <sup>1</sup> play with my friends Beth and Alex. Alex isn't at school today, so I'm <sup>2</sup> playing with Beth. We're <sup>3</sup> having fun today. At lunchtime, I always <sup>4</sup> have a sandwich and an apple. But there weren't any apples, so today I'm <sup>5</sup> having a banana. Alex usually <sup>6</sup> has salad and biscuits. Sometimes she <sup>7</sup> shares her biscuits with us. She's a kind girl.



1 Read and learn.

Time markers: present simple and present continuous



always	●	●	●	●
usually	●	●	●	○
sometimes	●	●	○	○
rarely	●	○	○	○
never	○	○	○	○

now      right now  
today    at the moment

He **usually** has pasta,  
but he's **eating** pizza **now**.

The words above go **before** the verb.  
But they go **after** the verb **to be**.

2 **Speaking** Think of a girl. Say and answer.

				
Karen	now		sometimes	
Amy		usually		right now
Kai	today			sometimes
Sarah		always	today	

She usually has a bowl of salad. She's having ...

It's ...

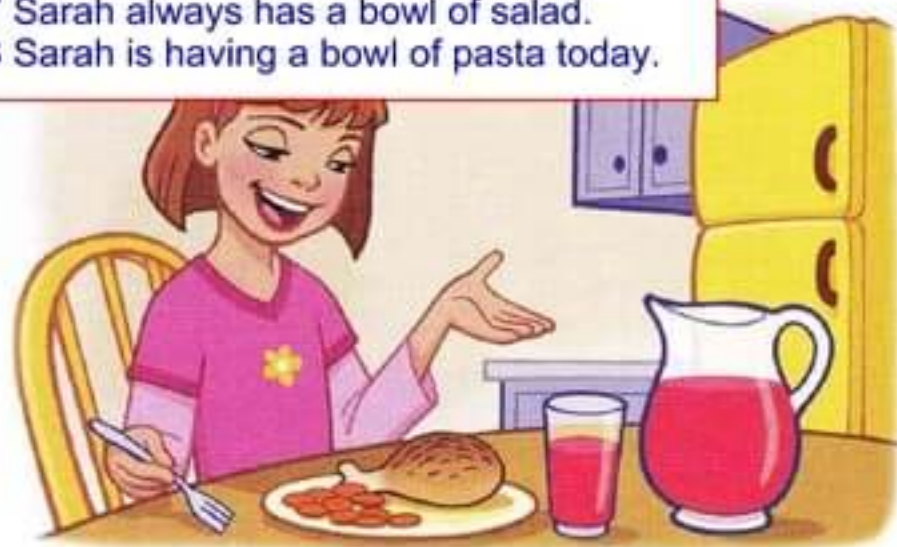
3 Now write sentences about the girls.

4 Listen and sing.  06

At my friend's house

I'm at my friend's house to eat and play.  
But the food isn't what I eat each day.  
I rarely eat carrots. But I'm eating them right now.  
I didn't know I liked them. But I really love them now.  
I usually drink water. But I'm drinking juice today.  
I didn't know I liked to have fruit this way.  
I'm at my friend's house to eat and play.  
The food is delicious, what a wonderful day.

- 1 Karen is having a bowl of salad now.
- 2 Karen sometimes has a bowl of pasta.
- 3 Amy usually has a bowl of salad.
- 4 Amy is having a bowl of rice right now.
- 5 Kai is having a bowl of soup today.
- 6 Kai sometimes has a bowl of rice.
- 7 Sarah always has a bowl of salad.
- 8 Sarah is having a bowl of pasta today.





1 Listen, point and repeat. 07

long a

train



tray



cake



long e

tree



leaves



key



2 Listen and read. 08



3 Read again. Circle the words with long a sounds and underline the words with long e.

4 Circle the word that contains a different vowel sound.

1 train tray tree play

2 cake peas day rain

3 eating seeing playing dreaming

4 leaves key queen same

5 feet tray space Spain

6 three please snake turkey


7 case race sea lake

8 plane week mean sea



## Reading

1 What do you eat for breakfast?

2 Listen and read.  09

## What do you like for breakfast?

We asked four children about their favourite breakfast foods.



Hi, I'm Abd Allah from Egypt. I sometimes eat bread with jam or cheese. But usually I eat *fuul* and bread for breakfast. *Fuul* is mashed beans. It's great with olive oil and flat bread. I sometimes have an egg with it, too.



My name's Pete. I'm from Scotland. For breakfast, I usually have a bowl of cereal with milk, and then toast with butter. We have lots of different cereals at home, but my favourite is cornflakes. I don't have a very big breakfast because I eat lunch early at school.



Hi, everyone. I'm Huong and I come from Vietnam. For breakfast, I usually have noodle soup. My grandma makes it every morning. Sometimes I have *xoi*. These are balls of rice with beans. They are wrapped in coconut leaves and are really yummy.



Hi. My name is Mariana and I'm from Mexico. My favourite breakfast is *huevos rancheros*: eggs cooked in tomato and chilli sauce. Under the eggs is a tortilla, which is a corn pancake. I always eat a big breakfast because we don't have lunch at school.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 116).


beans   olive oil   toast   noodles   coconut   chilli   corn   pancake

4 Read again and write M (Mexico), S (Scotland), V (Vietnam) or E (Egypt).

- |   |   |
|---|---|
| 1 People have soup for breakfast. <input checked="" type="checkbox"/> V | 2 People eat cereal with milk. <input type="checkbox"/> S       |
| 3 Breakfast here is a pancake with eggs. <input type="checkbox"/> M     | 4 People eat mashed beans and bread. <input type="checkbox"/> E |
| 5 The children have a very big breakfast. <input type="checkbox"/> M    | 6 Some people have rice balls. <input type="checkbox"/> V       |



## Listening

1 Listen and number.  10

2 Listen again and circle the correct word.



dinner / lunch



Saturdays / Sundays



chicken / salad

## Speaking

3 Ask and answer. Student's answer

- |  |                                |
|--|--------------------------------|
| 1 What do you usually eat for breakfast?     | 2 What is your favourite meal? |
| 3 Do you go to restaurants with your family? | 4 Where do you eat your lunch? |
| 5 What time do you eat dinner?               | 6 What's your favourite drink? |
| 7 Who cooks in your family?                  | 8 What can you cook?           |

What do you usually eat for breakfast?

I usually have mashed beans and bread.

## Writing

We can break words into small sounds called **syllables**. There are *two* syllables in this word: **salad** 2

4 Clap and count the syllables in these words. Then write.

- |              |   |           |   |
|--------------|---|-----------|---|
| 1 dinner     | 2 | 2 sit     | 1 |
| 3 waitress   | 2 | 4 coconut | 3 |
| 5 avocado    | 4 | 6 corn    | 1 |
| 7 restaurant | 3 | 8 tomato  | 3 |

Complete writing pages 12–13 of Workbook 4.





## 2

## We had a concert

## Lesson One Words

## 1 Listen, point and repeat. 11



concert



drums



instruments



violin



audience



recorder



cheer



stage



programme



trumpet

## 2 Listen and read. 12

1

**Amy** Two years ago we had a concert at our house in Australia. All our family and friends were there.

**Leo** Look, I played the drums.

2

**Holly** I didn't know you played the guitar, Amy!

**Amy** I don't play the guitar. Why?

**Holly** But aren't you playing one in this picture?

**Amy** No. That isn't a guitar!

3

**Holly** So what instrument is this? It looks like a little guitar.

**Amy** It's a violin! Look. It's on my shoulder. It's much smaller than a guitar!

4

**Leo** Everyone was brilliant. The audience clapped and cheered for ages.

**Max** I've got an idea. Why don't we have a concert here, for our family and friends?

**Amy** Great idea! And let's make it a surprise!



1 Listen to the story again and repeat. Act.

2 Read and learn.

Past simple: *have and be*

We **had** a concert at our house.  
All our friends **were** there.  
Everyone **was** brilliant.

Past simple: *regular verbs*

Mum **played** the piano.  
The audience **clapped** and **cheered**.

Amy played the violin.



regular verbs - + **ed**  
tidy - **tidied**  
clap - **clapped**

be - **was / were**  
have - **had**

3 Read and circle.

Amy and Leo <sup>1</sup> was / had a family concert. The concert <sup>2</sup> were / was at home in Australia. The children and their parents <sup>3</sup> were / played their instruments. Everyone in the audience listened to / was the music and <sup>5</sup> enjoyed / had it. It <sup>6</sup> was / were a really special day.

4 Write.

have    enjoy    be (x4)    play (x2)    clap

Yesterday there <sup>1</sup> was a concert at school.  
Everyone in the audience <sup>2</sup> had programmes about the concert.  
Kate and James <sup>3</sup> were on stage first.  
They <sup>4</sup> played the recorder.  
Tom <sup>5</sup> was next on stage. He <sup>6</sup> played his trumpet.  
The audience <sup>7</sup> clapped at the end. They all enjoyed the concert. It <sup>9</sup> was fantastic!





1 Read and learn.

Time markers: past simple



We had a concert **last week**. **Last night** I played my drums.  
 My birthday was **yesterday**. **Two weeks ago** they had a party.

These words can go at the **beginning or the end** of sentences.

2 Look at the calendar and write.

**last week**    **four weeks ago**    **yesterday**    **five days ago**

Hi, my name is Lucy. Look, this is my calendar.  
 This month was really busy! <sup>1</sup> Yesterday it was my birthday. I was ten. We had a family concert <sup>2</sup> last week. I played my recorder. <sup>3</sup> Five days ago my friend Jane had a party at her house. It was lots of fun. We had dinner at Grandma's house four weeks ago. We visit her every month.

MAY						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5 Dinner at Grandma's house	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24 Concert	25	26 Jane's party	27
28	29	30 Birthday	31 TODAY			

3 Look at the calendar again. Write sentences about Lucy.

Yesterday was Lucy's birthday. She was 10.

4 Listen and sing. 13

What a busy week it is!

I went to the cinema last night,  
 Last night, last night.  
 I went to the cinema last night.  
 What a busy week it is!  
 It was my birthday yesterday, ...  
 I had a party two days ago, ...  
 And today my friends are coming to play,  
 Coming to play, coming to play.  
 And today my friends are coming to play.  
 What a busy week it is!





1 Listen, point and repeat. 14

long i

light



cry



bike



long o

boat



blow



bone



long u

room



blue



flute



2 Listen to and read the poem. 15

It's a cold, cold night and I'm out in my boat.  
 The wind is blowing  
 And I'm wearing a coat.  
 The sky's dark blue, I can see the moon.  
 I can see a bright light  
 From a distant room.  
 I hear a cry, up in the sky.  
 What could it be?  
 It's a bird flying high.



3 Read again. Circle the words with long i in green, the words with long o in blue and the words with long u in purple.

**long i:** night, sky, bright, light, cry, sky, flying, high  
**long o:** boat, blowing, coat  
**long u:** blue, moon, room

4 Circle the word that contains a different vowel sound.

1 light smile soap cry

2 moon bone elbow snow

3 blue tune boot sky


4 dry boat like night

5 my fly blow high

6 room June soon stone



## Reading

- 1 Describe what is happening in the picture.
- 2 Listen and read.  16



# Festival day

I run to the window,  
Hear the sound of the beat.  
Everyone is clapping  
Outside in the street.

I hear the drums  
That thump and bang.  
I look at the cymbals,  
Sparkling as they clang.

I run outside  
And hear the sound  
Of people tapping  
Their feet on the ground.

The band plays slowly,  
One, two, three.  
And I can feel the rhythm  
All around me.

The trumpets honk  
And sound like thunder.  
The players puff their cheeks,  
As I listen in wonder.

The birds are so excited.  
I see them flap their wings.  
They join in with the music.  
I can hear them all sing.

When I grow up,  
I really want to play  
In a music group,  
And enjoy music every day.

- 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.


cymbals sparkle tap your feet ground rhythm thunder cheeks wings

- 4 Read again and match the questions and answers.

- |   |                      |
|---|----------------------|
| 1 Where are the people clapping? <input type="checkbox"/> c       | a The people's feet. |
| 2 What is making a clanging noise? <input type="checkbox"/> e     | b The trumpet.       |
| 3 What is making the tapping sound? <input type="checkbox"/> a    | c In the street.     |
| 4 What instrument sounds like thunder? <input type="checkbox"/> b | d Singing.           |
| 5 What are the birds doing? <input type="checkbox"/> d            | e The cymbals.       |



Listening

1 Listen and number.  17



2 Listen again and write *T* (true) or *F* (false).

- 1 The festival played last month.   T        2 Pete and Lucy are going to a park.   T    
 3 Sandy's piano lessons are on Fridays.   F        4 The cousins played in a festival.   F

Speaking

3 Write notes about *you*. Ask and answer.

Student's answer	You	Your friend
1 Can you play an instrument?		
2 What can you play?		
3 Do you like singing?		
4 Do you like music?		
5 What music do you like?		

Can you play an instrument?

No, I can't. But I want to play the drums.

Writing

To spell verbs in the **present continuous**, **double the last letter** when the word has one syllable ends in one consonant has one short vowel.  
 stop **stopping**

4 Circle the verbs that follow the double consonant rules.

- 1 drink drinking    2 clap clapping  
 3 play playing    4 watch watching  
 5 tap tapping    6 open opening

Complete writing pages 18–19 of Workbook 4.





# 3

## The dinosaur museum

### Lesson One Words

#### 1 Listen, point and repeat. 18



dinosaur



museum



model



skeleton



scary



scream



roar



alive



dead



robot

#### 2 Listen and read. 19

1

**Max** We didn't go to school today. We went to the dinosaur museum. It was brilliant fun.  
**Amy** Look. I bought this dinosaur model.  
**Mum** Ooh, great! What did you do there?

2

**Holly** We saw dinosaur skeletons and bones.  
**Max** And we learnt all about how dinosaurs lived.  
**Mum** Wow. That sounds really exciting.

3

**Amy** But then something scary happened.  
**Max** Yes, and we all screamed.  
**Mum** Why? What happened?

4

**Max** Suddenly, one of the dinosaurs roared really loudly. I thought it was alive and I screamed!  
**Mum** Alive?  
**Max** Yes, but it was Holly! The dinosaur was a robot and she was making it move by using the controls!



1 Listen to the story again and repeat. Act.

2 Read and learn.  Irregular verb list Workbook 4 page 115

Past simple: irregular verbs with negatives 

We **went** to the dinosaur museum.

We **didn't go** to school.

I **saw** dinosaurs.

I **didn't see** fish.



- |                       |                        |
|-----------------------|------------------------|
| buy – <b>bought</b>   | make – <b>made</b>     |
| eat – <b>ate</b>      | see – <b>saw</b>       |
| go – <b>went</b>      | think – <b>thought</b> |
| hear – <b>heard</b>   | wear – <b>wore</b>     |
| learn – <b>learnt</b> | write – <b>wrote</b>   |

3 Write.



We went (go) to the science museum together.



I didn't buy (not buy) a postcard.



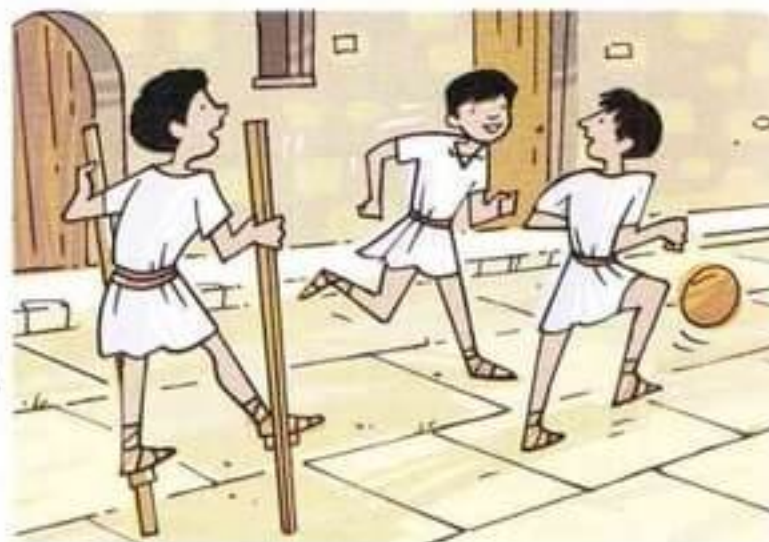
My sister saw (see) her friends.



We didn't eat (not eat) our sandwiches inside.

4 Write.

We <sup>1</sup> went (go) to a museum to learn about the life of children two thousand years ago. Most children then <sup>2</sup> didn't go (not go) to school and <sup>3</sup> didn't learn (not learn) to read. Many children <sup>4</sup> played (play) games in the street and with yo-yos and wooden toys. Boys didn't wear (not wear) trousers. They <sup>6</sup> wore (wear) short tunics, like a dress.





**1 Read and learn.**

**Past simple: irregular verbs with questions**



**Did** they **go** to a museum?

**Yes**, they **did**.

**Did** Amy **buy** a postcard?

**No**, she **didn't**. She **bought** a model.

**Which** museum **did** you **go** to?

We **went** to the dinosaur one.

**What** **did** you **see**?

We **saw** dinosaur skeletons.

**2 Speaking** Write notes about *you*. Ask and answer. **Student's answer**

	You	Your friend
1 Where did you go on ... ?		
2 What did you see?		
3 What did you eat?		
4 Who did you see?		
5 Did you buy anything?		
6 Did you have a good day?		

Where did you go on Saturday?

I went to the park.

**3 Write about what you and your friend did.**

**4 Listen and sing.** 🎧 20

**My school trip**

Where did you go  
 When you went on your trip?  
 Did you go to a museum  
 Or a farm or a ship?  
 When it was lunchtime,  
 What did you eat?  
 Did you eat a sandwich  
 And did you eat some meat?



I went to a museum  
 And saw paintings old and new.  
 I ate a yummy sandwich  
 And I bought this badge for you.



1 Listen, point and repeat. 21

flamingo

scarf  
feet



phone

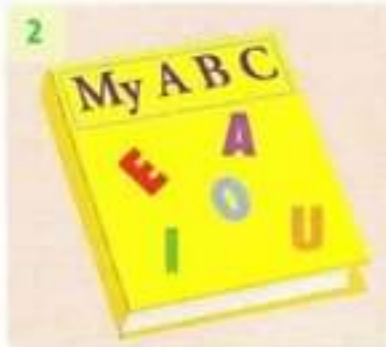
nephew  
alphabet



2 Listen and read. 22



Yesterday an uncle and his nephew went to the zoo together. Now they are talking on the phone about the animals. They saw elephants, giraffes, flamingos and fish. They took lots of photos. They had a good time.



There are 26 letters in the English alphabet. Five are vowels. Can you say your alphabet?



When it's cold I wear a hat and a scarf, and on my feet I wear boots.

3 Read again. Circle the words with *ph* and underline the words with *f*.

4 Complete the words with *f* or *ph*.



scarf



photo



phone



alphabet



flamingo



feet



nephu



frog

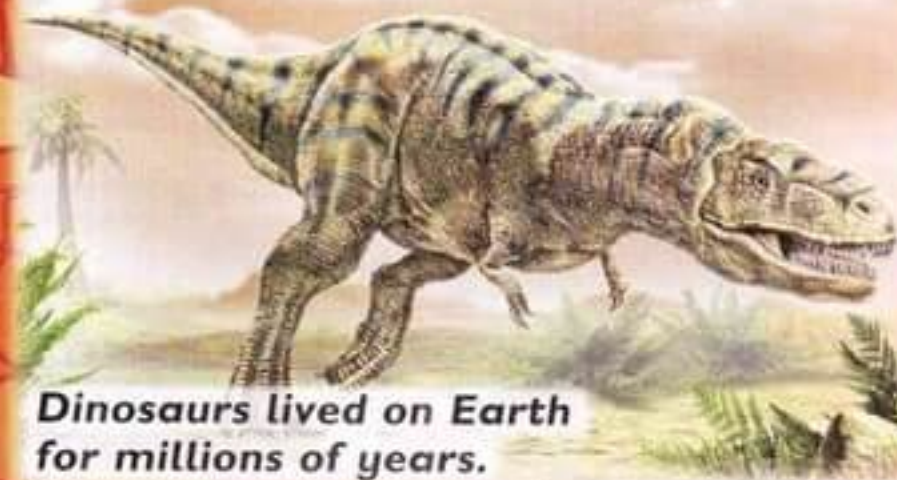


## Reading

1 What do you know about dinosaurs?

2 Listen and read.  23

### Dinosaur data



**Dinosaurs lived on Earth for millions of years.**

Scientists study dinosaur bones to find out how they lived and what they looked like.

There were more than 700 different types of dinosaur! Some dinosaurs ate plants and others ate meat. Some walked on two legs and others walked on four legs. Some could fly and others lived in the sea. We know they were all different but no one knows what colour or pattern they were. This is because there is no dinosaur skin left to study.

Dinosaurs disappeared 65 million years ago. Why was this? Some scientists think that a large rock called an asteroid fell to Earth from space. This made the Earth much colder and there was no longer any food for the dinosaurs to eat.

The most famous dinosaur is the T-Rex (Tyrannosaurus Rex). It was 14 metres long and 5.5m high: bigger than a house! Its strong tail helped it move quickly. But no one knows how fast it could run. Its teeth were 36 centimetres long and it ate meat. You can see T-Rex skeletons in some museums.



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

Earth scientist pattern skin disappear rock asteroid fall (fell)

4 Read again and match the sentence halves.

- |                                      |   |   |
|--------------------------------------|---|---|
| 1 There were lots of <b>b</b>        | → | a a large rock from space.                  |
| 2 An asteroid is <b>a</b>            | → | b different types of dinosaur.              |
| 3 When the asteroid fell, <b>d</b>   | → | c a very big dinosaur.                      |
| 4 The dinosaurs disappeared <b>e</b> | → | d the Earth became very cold.               |
| 5 The T-Rex is <b>c</b>              | → | e because it was too cold to live on Earth. |



Listening

1 Listen and number. 24

2 Listen again and circle the children's favourite things.



boat / plants



monkey / snake



car / skeleton



cows / a walk

Speaking

3 Ask and answer about the children above.

Jane Simon Lisa Max

beach zoo museum farm

Where did Jane go?

She went to a ...

What did she see?

She saw ...

What did she like?

She liked ...

Writing

We use **exclamation marks (!)** to show **strong feelings**, for example, surprise or excitement, or after an **instruction**.

The dinosaur moved! [F]

Don't touch the bones! [I]

4 Read the sentences. Write **F** for 'feelings' or **I** for 'instructions'.

1 Open the window now! [I]

2 Wow, you're here at last! [F]

3 We were lost! [F]

4 Take your litter with you! [I]

5 Don't walk on the grass! [I]

6 That's great news! [F]

Complete writing pages 24–25 of Workbook 4.









## 4 Match the questions and answers.

- 1 Where did you go yesterday? **b**      a Yes, I ate dinner at home.  
 2 What did you see? **d**                      b I went to the cinema.  
 3 Did you buy anything there? **e**            c I thought it was great.  
 4 Did you eat after the film? **a**              d I saw a film about tigers.  
 5 What did you think of the film? **c**        e Yes, I bought a drink.

## 5 Write, using the present simple and present continuous.

travel / walk    eat / go    go to bed / play    get up / read



1 I usually get up at seven o'clock every morning. But today I am reading in bed.



2 I normally travel to school by bus. But now I am walking to my friend's house.



3 I always eat lunch at school. But right now I am going to a restaurant.



4 I usually go to bed at half past eight. But today I am playing computer games. My school holidays started today!

## 6 Write the words under the correct heading.

tray    blue    cake    leaves    key    light    train    bike  
 coat    sky    nose    room    tree    flute    blow

long a

tray

long e

leaves

long i

sky

long o

blue

long u

flute

train

key

light

nose

blue

cake

tree

bike

coat

room





1 Describe the pictures. What do you know about fossils?

2 Read.

## What are fossils?

Fossils are the bones or shells of animals that died a very long time ago. You can find fossils in rocks. You can see a pattern which shows the shape of the animal. Some fossils are 500 million years old!



### Why are fossils important?

Fossils tell us about the past. We can learn about types of rock and we can learn about animals that lived a very long time ago.

### Where can you find fossils?

You can find fossils in many places. You can find them on mountains and in seas. You can find them in deserts and on beaches. You can find them under the ground. Sometimes people find them when they are digging up roads, or building houses. Sometimes they find them on beaches after very big storms at sea. This is because the waves wash the fossils onto the sand.

### How can I see a fossil?

You can visit museums to look at fossils, or you can buy them in special fossil shops. You can also look for your own fossils, especially on the beach. Sometimes you can find them on the sand or in the rocks. Sometimes you need tools to cut them out of the rocks. You can also go on a special fossil hunting trip with a scientist called a geologist.

A geologist knows all about fossils and rocks. He or she can show you the best places to find them.

An ammonite was a sea creature which had a hard shell. This animal lived in the sea about 400 million years ago. Today, you can easily find ammonites in the rocks in the English seaside town of Lyme Regis.



This is a fossil of an ancient whale. Scientists found it in the Western Desert in Egypt. Scientists also find turtle and shark fossils here. This is because millions of years ago the Western Desert was a sea.

3 Read again and write *T* (true) or *F* (false).

- |  |   |
|--|---|
| 1 Fossils are dead animals. <u>  F  </u> | 2 You can find fossils at the beach. <u>  T  </u> |
| 3 You cannot buy fossils. <u>  F  </u>   | 4 There are no fossils in Egypt. <u>  F  </u>     |

4 Ask and answer.

- |   |   |
|---|---|
| 1 Would you like to find a fossil? Why? | 2 Do you like learning about the past? Why? |
|---|---|



1 Look at the picture. What is the girl doing?

2 Read.

## The Story Of Mary Anning



Mary Anning was born in 1799 in a small English seaside town called Lyme Regis. There were many fossils in Lyme Regis. Mary's father looked for them and sold them in his shop. People often visited the shop. They liked the fossils because they were pretty and interesting.

In those days, many children didn't go to school. But Mary went to school and she learnt to read and write very well. Then, in 1810, Mary's father died. Mary was only eleven years old. The family needed money, so Mary and her brother worked in the shop. Mary looked for fossils on the beach every day. She cut them from the rock and cleaned them before selling them in the shop. She was very good at this.

One day, Mary and her brother found some strange-looking bones in the rocks. The children didn't know what they were. Mary took them back to the shop and she saw that they were bones from a very large animal. She cleaned them and looked after them, but she didn't sell them.

Eventually, some scientists in London heard about the bones. They visited Mary at her shop and looked at the bones. They didn't know what the animal was, but they thought it was a sea dinosaur. Today we call this dinosaur an *ichthyosaur*, which means fish lizard. This dinosaur disappeared about 90 million years ago.

After this, Mary found many other amazing fossils on the beach at Lyme Regis. She found the very first *plesiosaur*, another type of sea dinosaur. Mary learnt a lot about fossils and dinosaurs and became very famous in Lyme Regis and London.

Today Lyme Regis is a great place for fossil hunting. The Lyme Regis Museum has a special Mary Anning day every year to celebrate her life and work with fossils.

3 Read again and answer the questions.

- 1 Why did Mary Anning work in a shop? Because her father died and her family needed money.
- 2 What did she sell in her shop? Fossils.
- 3 What did she find with her brother? Some bones from a very large animal in the rocks.

4 Ask and answer.

Student's answer

- 1 Are you interested in dinosaurs? Why?
- 2 Would you like to work in a museum? Why?



## Lesson One Words

## 1 Listen, point and repeat. 25



team



jacket



trainers



trophy



player



kick



score a goal



racket



rucksack



win (won)

## 2 Listen and read. 26

1

**Leo** Come on. Let's play football!  
**Max** Great! Let's have two teams.  
 Leo and Amy against Holly and me.

2

**Leo** It's cold now. Let's put on our jackets.  
**Max** Whose jacket is this? Is it yours, Amy?  
**Amy** Yes, it's mine. Thanks.

3

**Amy** Is this one yours, Leo? It's blue.  
**Leo** Yes, my jacket's blue.  
**Max** This one is mine. And this blue jacket is hers. Here you are, Holly.

4

**Holly** That jacket is very small, Leo. Are you sure it's yours? And mine is really big.  
**Leo** Oh no! I've got yours. That's why it's so small for me!



1 Listen to the story again and repeat. Act.

2 Read and learn.

Possessive pronouns



Possessive adjectives

It's **my** jacket.  
They're **your** trainers.  
It's **his** racket.  
It's **her** water bottle.  
They're **our** trophies.  
It's **their** rucksack.

Possessive pronouns

It's **mine**.  
They're **yours**.  
It's **his**.  
The water bottle is **hers**.  
They're **ours**.  
The rucksack is **theirs**.

This jacket is hers!



Use **whose** for the **question**.  
**Whose** jacket is it?

3 Read and circle.

- 1 This water bottle is my / mine.
- 2 The red trainers are her / hers.
- 3 There are five players in my / mine team.
- 4 This is our / ours trophy.
- 5 That rucksack was their / theirs.
- 6 Which one is your / yours jacket?

4 Write.

mine his hers yours ours theirs



I think this snorkel is his.



Is this yours ?



Hurrah, we won!  
It's ours.



These trainers are mine.  
They're new.



It's theirs. Let's give it back.



This rucksack is hers.



1 Read and learn.

Regular adverbs: + ly

slow He ran slowly.  
 quiet They talked quietly.  
 happy She smiled happily.  
 careful They did their homework carefully.

**Adverbs** tell you more about a **verb**.  
 Many adverbs end in **-ly** (e.g. slowly).  
 Some are a **different word** (e.g. well).

Irregular adverbs

good They played well.  
 fast They ran fast.



2 Speaking Ask and answer about the people in the pictures.



Who is running slowly?

Adam.

- 1 Joe ran fast but Adam ran slowly.
- 2 Mat played well but Rob played badly.
- 3 Leila sang loudly but Katie sang quietly.

3 Now write sentences about the pictures.

Joe ran fast but Adam ran slowly.

4 Listen and sing. 27

At break time ...



At break we played football, football, football.  
 At break we played football. Our team played well.  
 We all cheered loudly, loudly, loudly ...  
 We didn't hear the bell.  
 The bell rang softly, softly, softly ...  
 The teacher said, "Run quickly, quickly, quickly."  
 The teacher said, "Run quickly. You didn't hear the bell."  
 She said, "Listen carefully, carefully, carefully."  
 She said, "Listen carefully. Listen for the bell."





1 Listen, point and repeat. 28



2 Listen and read. 29

I'm waiting at the door, looking in the mirror and brushing my hair.

We're going to the beach with my friend today!

I'm going to take my doll. Her name is Carrie. We've got a picnic: sandwiches, cheese, carrots and cherries.

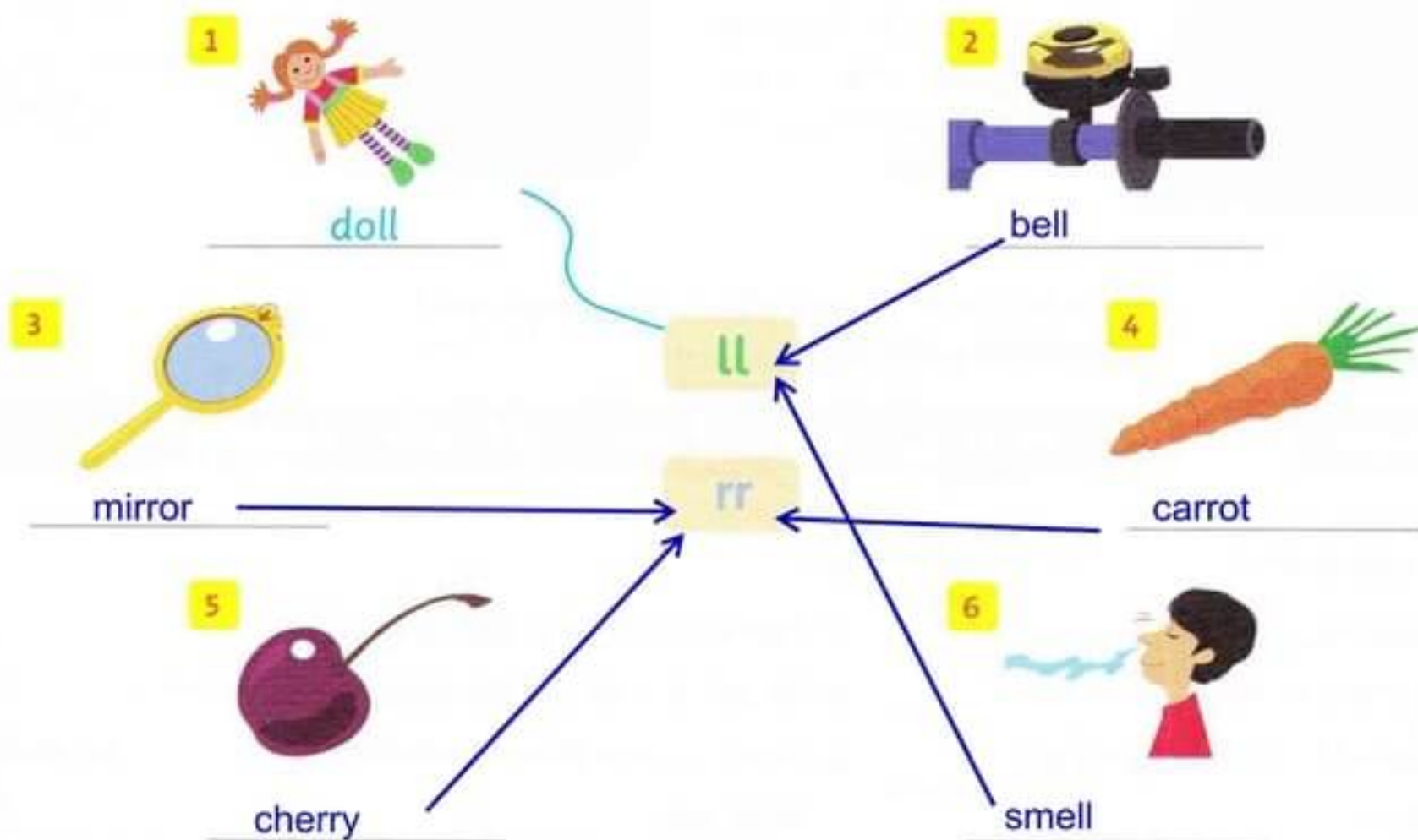
We're going to look for shells and smell the sea air.

Oh! I can hear the doorbell. My friend is here.



3 Read again. Circle the words with ll and underline the words with rr.

4 Match and write.





## Reading

1 What do you know about basketball?

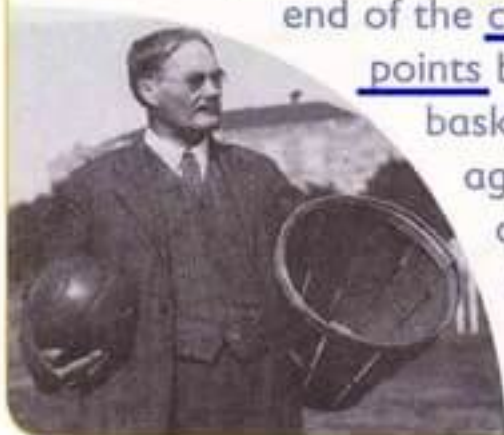
2 Listen and read.  30



Can you jump really high and bounce a ball really fast? Then basketball may be the sport for you!

Basketball started in 1891 in Canada. The very cold winters meant pupils needed a sport to play inside where it was warm. So, a PE teacher called James Naismith invented a new sport: basketball.

Naismith put fruit baskets onto balconies at each end of the court. The players scored points by throwing balls into the baskets. To get the balls down again, the players had to climb a ladder. So, Naismith made a hole in the bottom of each basket for the ball to fall through.



People continued to play basketball in this way until 1906, when basketball hoops and nets were invented.

With time, basketball spread across the United States and then the whole world. Today people play basketball outdoors, too, and you can often find basketball hoops in parks and gardens.

So try it! You just need a ball, some friends and a basketball hoop. It's a great way to keep fit and healthy.



One of the tallest basketball players is Sun Ming Ming, who is 236cm tall. But you don't have to be tall to play basketball. A very famous player, Muggsy Bogues, is only 160cm.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

bounce    invent    balcony    court    point    throw    ladder    hole

4 Read again and complete the sentences.

- Basketball started in Canada .
- The baskets were for fruit .
- People started playing with nets in 1906 .
- James Naismith was a PE teacher .
- To get the balls, the players climbed a ladder .
- Now people play basketball \_\_\_\_\_ as well as inside.



## Listening

1 Listen and circle the sports the children like.  31



1  
swimming /  
gymnastics



2  
basketball /  
football



3  
football /  
riding a bike



4  
basketball /  
volleyball

2 Listen again and write *T* (true) or *F* (false).

- 1 Sara loves playing team sports. F      2 Kareem plays his sport in the park. F  
3 Harry does his favourite sport at a sports field. T      4 Rosy likes playing in a team. T

## Speaking

3 Ask and answer about what you like doing. Remember to use the correct verb.

with play	with do
play football	swimming
play basketball	gymnastics
play volleyball	skateboarding
play running games	skating

What do you like doing?

I like playing football

Where do you play / do it?

I play football ...

How often do you ... ?

## Writing

Remember! **It's** shows the short form of **is**.

**It's** new. = **It is** new.

And the short form of **has**.

**It's** got wings. = **It has got** wings.

**Its** is a **possessive adjective**.

There is a horse on the farm. **Its** name is Star.  
(the horse's name).

Look at the dinosaur. **Its** teeth are long.  
(the dinosaur's teeth)

4 Write **It's** or **Its**.

- 1 The sports centre is great. It's got a pool and basketball courts.  
2 We've got a parrot. Its wings are green and blue.  
3 Oh no! It's going to rain.  
4 The T-Rex was very big, but we don't know the colour of its skin.





# 5 Go back to the roundabout

## Lesson One Words

### 1 Listen, point and repeat. 32



read a map



turn left



go back



traffic light



hurry



roundabout



get lost



turn right



go straight on



petrol station

### 2 Listen and read. 33

1

**Mum** Mmm, I don't think the theatre is near here. Are we lost?  
**Max** I think so, but I thought the theatre was near the petrol station.

2

**Mum** No, I said it's near the train station. Let's look at the map again. Here's the theatre next to the station.  
**Max** Oh no! Sorry, Mum.  
**Mum** We have to go back to this roundabout

3

**Mum** Then we go straight on and then right at the traffic lights.  
**Holly** But the show starts in five minutes. We're going to be late!  
**Mum** Yes, come on. We have to hurry!

4

**Uncle** Hello. Are you going to the theatre? We can take you!  
**Max** Thank you! We got lost.  
**Holly** But now we won't be late.



- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

**Have to**



We **have to** go back to the roundabout.  
We **have to** hurry.

Use **have to** when something is necessary.  
For the past tense, use **had to** e.g. They **had to** hurry.

We got lost, so we had to go with Uncle Tom.



**Giving directions**



**Turn left.** ↶ **Go straight on at** the roundabout. ↑

**3 Complete the sentences.**

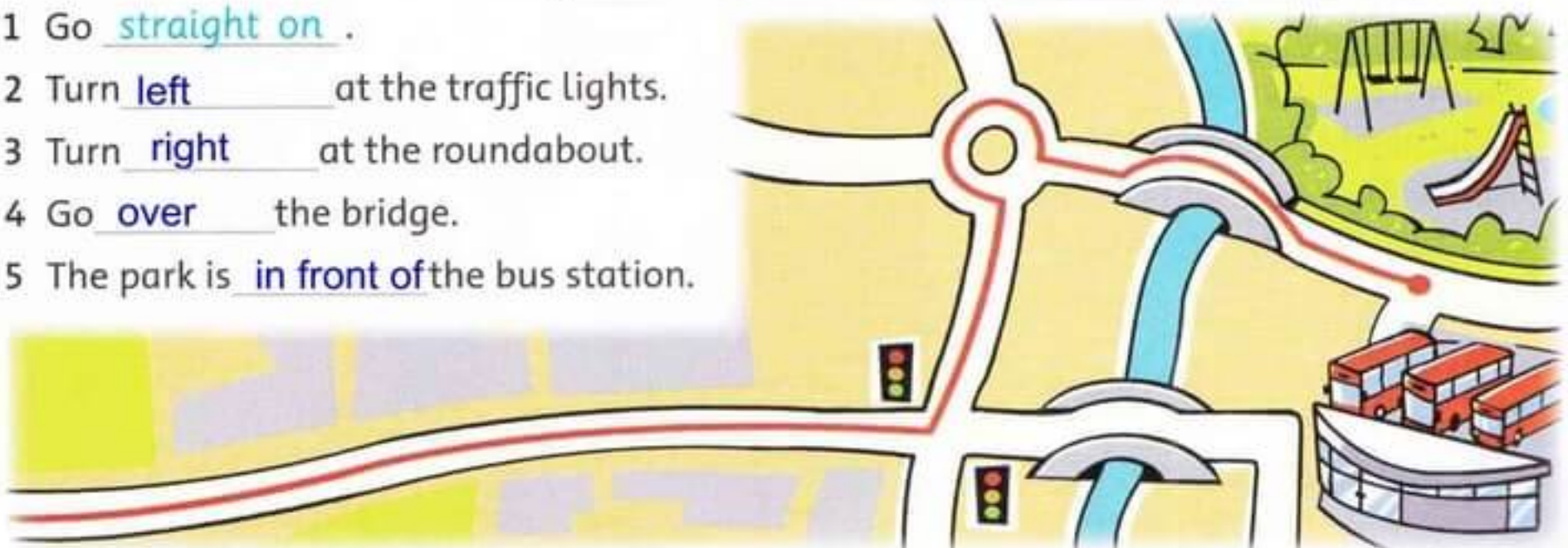
read the map   hurry   wait   stop

- 1 We're late! We have to hurry.
- 2 They're lost. They have to read the map.
- 3 The traffic light is red. He has to stop.
- 4 I'm at the theatre early. I have to wait.

**4 Write directions to the park.**

right   over   left   in front of   straight on

- 1 Go straight on.
- 2 Turn left at the traffic lights.
- 3 Turn right at the roundabout.
- 4 Go over the bridge.
- 5 The park is in front of the bus station.





1 Read and learn.

Why / because



Why are we at this petrol station?

Because we're lost.

Why are we lost?

Because we didn't read the map carefully.

Use **why** for questions. Use **because** for answers.

2 Speaking Ask and answer.



late



get lost



couldn't read / map



get wet



forget / umbrella



late

Why were they late?

Because they got lost.

Why did they get lost?

3 Now write sentences about the pictures. Student's answer

The woman and her son were late because they got lost.

4 Listen and sing. 34

Why are they lost?

Why are they standing  
In the middle of the square?  
Because they can't find the station  
That they thought was there.

Why are they lost  
In the middle of the town?  
Because they're holding  
Their map upside down!





1 Listen, point and repeat. 35



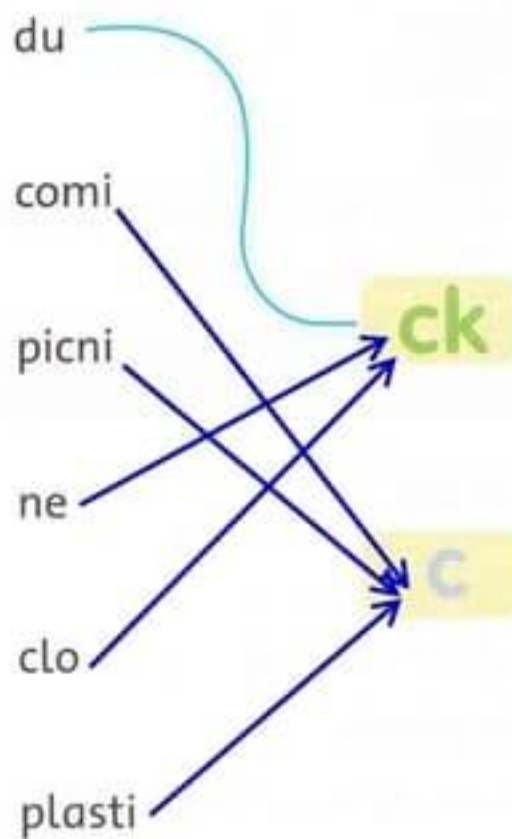
2 Listen and read. 36

Dick and Rick are having a picnic. Their sandwiches are in a plastic box. Dick is reading a comic and Rick is listening to music. They don't see the duck and the chick coming out of the water. The duck and the chick see the picnic and take the boys' food. They hide behind a rock. They are very quick. "Where's the food?" ask Dick and Rick.



3 Read again. Circle the words ending with ck and underline the words ending with c.

4 Match and write.



- 1 duck
- 2 comic
- 3 picnic
- 4 neck
- 5 clock
- 6 plastic



## Reading

1 Have you seen any shadow puppet theatre?

2 Listen and read.  37

## Shadow puppet theatre

Shadow puppet theatres first started in China thousands of years ago. But shadow puppet theatre is still popular today in many parts of the world. Shadow puppets tell people about important events and describe traditional stories. Nowadays there are some new and modern stories, too.



The puppets are usually made from animal skins. These shadow puppets are camel skin and they come from Indonesia. Often there is just one puppeteer who makes the puppets move. To move the puppets there are wooden sticks on the puppets' backs.

The theatre is dark and a bright light shines on the puppets to make shadows on a screen behind them. The puppeteer does all the voices. And sometimes there are other people singing or playing instruments.

### Hand shadows

You can do shadow theatre at home, using your hands! You will need a white wall and a bright light.

**To make a growling tiger:**

- Make a 'C' shape with your left hand.
- Put your right hand on top of your left hand, with your fingers on the back of your hand.
- Lift up your right thumb a little for the tiger's ear.
- Don't forget to make the tiger's mouth move by moving the fingers and thumb on your left hand.



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.


shadow puppet popular event stick screen voice lift up

4 Read again and write *T* (true) or *F* (false).

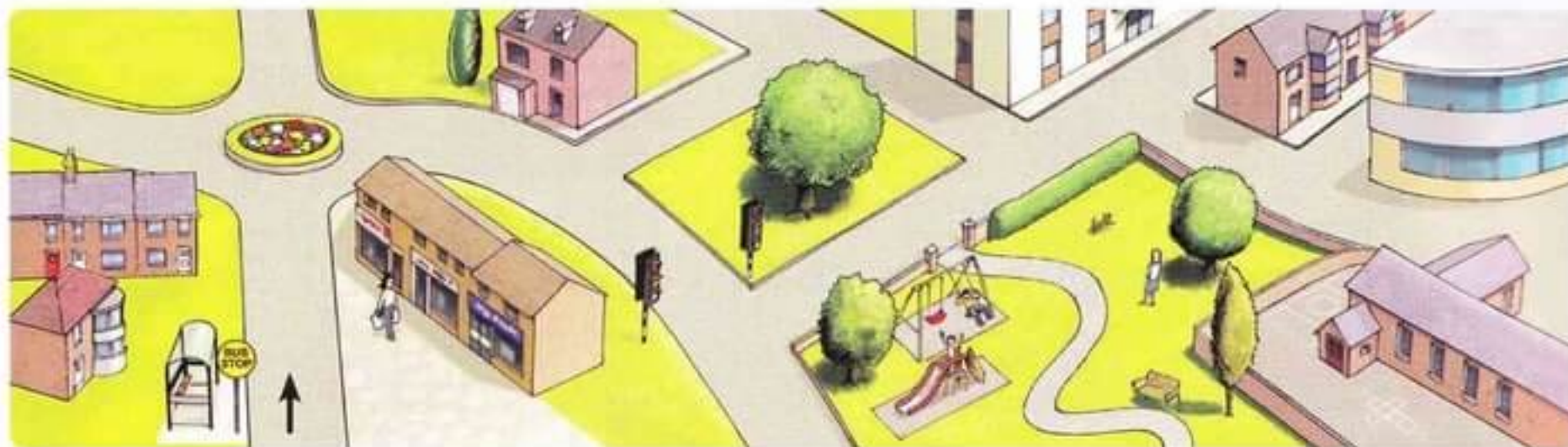
- 1 Shadow puppet theatre started in Turkey. F
- 2 The theatre shows are always about old stories. F
- 3 The puppets are usually made from plastic. F
- 4 You can make shadows in a dark room with a strong light. T
- 5 You can make a tiger's mouth move. T



## Listening

1 Listen and point to the route. Where is Leo going?  38

2 Listen again and draw the route to Leo's school.



## Speaking

3 Give directions to a visitor at your school. Start at the school door. Student's answer

go upstairs   go downstairs   turn left / right   go straight on  
in front of   behind   next to   the first / second / third door

- 1 your classroom   2 playground  
3 art room   4 computer room

Where's your classroom?

Go straight on. Go upstairs. It's the second door on the right.



## Writing

We use **imperatives** to tell a reader to do something. Usually we **start a new line** for each **new instruction**.

4 Underline the imperatives in these instructions.

- Take an empty, white paper bag.
- Turn it upside down and fold under the corners to make the head.
- Cut out ears and paws and stick them on.
- Draw on the rabbit's eyes and nose.



Complete writing pages 38–39 of Workbook 4.





# 6

## The best bed!

### Lesson One Words

#### 1 Listen, point and repeat. 39



break



repair



comfortable



hard



soft



expensive



cheap



wooden



metal



modern

#### 2 Listen and read. 40



**Max** My bed broke, Mum. I'm sorry.  
**Mum** Don't worry, it was a very old bed. I know you like your bed but we'll have to get you a new one.



**Mum** This metal one is bigger than your old one.  
**Max** But my old bed is more comfortable. This one is hard.  
**Dad** Look, Max. This one is softer.  
**Max** It's OK. But my old bed is better.



**Max** What about this one? It's a cool spaceship bed. Please can I have this one?  
**Dad** Sorry, Max. But it's the most expensive bed in the shop. Let's find something less expensive.



**Assistant** We can repair old beds, if you prefer.  
**Max** Yes, please, Dad. My old bed is the best of all.  
**Dad** OK. And it's cheaper than a new bed!



- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

Comparatives and superlatives: long adjectives



My bed is **more** comfortable **than** this one.  
It's **less** expensive **than** a new bed.



This is **the most** expensive bed in the shop.  
This is **the least** expensive one.

Adjectives with 2+ syllables = **more / less than** and **the most / the least**.  
But 2 syllable adjectives ending in -y = **-ier** and **the -iest**. (e.g. *happier, happiest*).

3 Write.



1 The metal bed is less comfortable than (comfortable) the wooden one.



2 The wooden bed is less expensive than (expensive) the spaceship bed.

3 The spaceship bed is more modern than (modern) the wooden one.



4 The wooden bed is more comfortable than (comfortable) the metal one.

4 Speaking Ask and answer.

comfortable beautiful modern expensive



Which house / garden is the most / the least beautiful?

I think house A is the most beautiful.



1 Read and learn.

Irregular comparatives and superlatives

This bed is **good**.  
This one is **better**.  
And this one is **the best**!

This bed is **bad**.  
This one is **worse**.  
And this one is **the worst**.



2 Speaking Talk about the pictures.

good better the best bad worse the worst



I think bike number one is the best.  
Bike number three is better than  
bike number two.

3 Now write sentences about the pictures.

4 Listen and sing. 41

Saturday was the best of all!

Monday was bad. I lost my hat.  
Tuesday was worse. I broke my bat.  
Wednesday was the worst of all.  
I bumped my head on the classroom wall.



Thursday was good. I did well at school.  
Friday was better. I went swimming at the pool.  
But Saturday was the best of all.  
I went to the park and played football.



1 Listen, point and repeat. 42

c says s

city

ice  
dance  
rice



g says j

cage

page  
giraffe  
stage



2 Listen and read. 43

1

**KEN'S CAFÉ**

£5 Special dinner tonight:  
meat, rice  
and vegetables.  
Fruit with ice cream.

2

Turn the pages of this book really quickly and you will see a giraffe dancing in its cage!

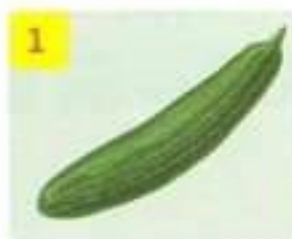
3

**SKATE CITY**

Come to the ice rink in the city.  
Meet your friends and learn to skate!

3 Read again. Circle the words with c saying s and underline the words with g saying j.

4 Circle letter c that says s and underline letter g that says j.



cucumber



race



crayon



cereal



city



camera



stage



guitar



goal



giraffe



page



finger



## Reading

- 1 Describe what is happening in the pictures.
- 2 Listen and read.  44

## The Ant and the Grasshopper



It was a lovely summer day. The grasshopper was sitting in the sun, playing his violin. An ant walked by, grunting as he carried an enormous piece of corn on his back.

"That corn looks really heavy," said the grasshopper. "Come and play with me instead."

The ant was tired and hot. He pointed at a pile of corn.

"I can't, this will be my food during winter," he said. "There will be less food then, so I must prepare now." The grasshopper laughed.

"Why worry about winter?" he said. "It's summer now and there's plenty of food."



Soon the weather became very cold and the ground was covered with thick snow and ice. The grasshopper tried to dig, but he couldn't find any food.

"Help me, I'm hungry," said the grasshopper to the ant. "Please, can I share your food?"

The ant had lots of food and was kind and generous.

"I will help you this time," said the ant, and he gave the grasshopper some corn.

"But next year I will not help you. You mustn't be lazy and you must prepare for winter!"



- 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

enormous    prepare    worry    thick    dig    share    generous    lazy

- 4 Read again and complete the sentences.

- 1 The grasshopper played his violin.
- 2 The ant carried some heavy corn.
- 3 There is plenty of food in summer.
- 4 That winter the ant was very kind / generous.



Listening

1 Listen to this fable and tick (✓) the correct moral. 45

A fable is a story with a moral. It teaches you how to behave. The moral of this fable is:

- 1 Always work hard.  2 Never say things that are not true.

2 Listen again and put the pictures in the correct order.



Speaking

3 Here is a modern version of *The boy who cried wolf*. Look at the pictures and tell the story.



girl / bored / mum inside



shouted help / saw a snake



mum ran / no snake



next day / real snake / girl shouted



mum / not true / stayed inside

Writing

Some words stay the **same** in the **plural**. Some words are completely **different**.

4 Circle the plurals that are different. Underline the plurals that stay the same.

- |              |                   |             |                  |
|--------------|-------------------|-------------|------------------|
| 1 one foot   | <u>two feet</u>   | 2 one fish  | <u>two fish</u>  |
| 3 one tooth  | <u>two teeth</u>  | 4 one sheep | <u>two sheep</u> |
| 5 one person | <u>two people</u> | 6 one woman | <u>two women</u> |







1 Complete the crossword.

Down



		1						2		3		
		j				4	p	u	p	p	e	t
5	6	s	h	a	d	o	w			l		h
		c		c						a		r
		r		7	k	t	r	o	p	h	y	o
		e		e						e		w
		e		8	t	r	a	i	n	e	r	s
		n										

Across



2 Write. bridge ~~straight on~~ right roundabout left traffic lights

Yesterday I was with my dad outside my house. A man asked, "Excuse me, where's the station?" My dad said, "Go <sup>1</sup> straight on, then turn <sup>2</sup> left at the <sup>3</sup> traffic lights. At the <sup>4</sup> roundabout, turn <sup>5</sup> right. Go under a <sup>6</sup> bridge and it's in front of you." "Thank you," said the man. "You know the city well." "That's because I'm a taxi driver," my dad said.



3 Write. why because

Tai <sup>1</sup> Why are you smiling?  
 Millie <sup>2</sup> Because I'm happy.  
 Tai <sup>3</sup> Why are you so happy?  
 Millie <sup>4</sup> Because I won this trophy.  
 Tai <sup>5</sup> Why did you win the trophy?  
 Millie I won it <sup>6</sup> because I came first in a race at school. And <sup>7</sup> why are you asking so many questions?





## 4 Read and write T (true) or F (false).

- 1 The pink flowers are the least beautiful. T
- 2 The red flowers are the most expensive. T
- 3 The purple flowers are the cheapest. F
- 4 The purple flowers are more expensive than the yellow and white ones. F
- 5 The yellow and white flowers are less beautiful than the pink ones. F



## 5 Write.

hers theirs mine yours ours his



Well done!  
This is yours.



We didn't order it.  
Perhaps it's theirs.



Look at this new  
computer. It's ours.



I think it's hers.



I think these are my  
brother's. Yes, they're his.



This is your racket.  
But where's mine?

## 6 Write the words under the correct heading.

pencil yogurt orange gloves picnic cucumber badge police

**c says 'c'**

picnic \_\_\_\_\_

cucumber \_\_\_\_\_

**c says 's'**

pencil \_\_\_\_\_

police \_\_\_\_\_

**g says 'g'**

yogurt \_\_\_\_\_

gloves \_\_\_\_\_

**g says 'j'**

orange \_\_\_\_\_

badge \_\_\_\_\_





1 What do you know about American football?

2 Read.

## American Football



American football is very different from European football. But when and how did American football start?

In the 19th century, people played football in England. Like modern football, there were two teams and the players kicked the ball to score goals. Then, one day, a player picked up the ball and ran with it to the goal. It became a new sport and they called it rugby. Both football and rugby spread across to the United States and became popular there. After some time, the Americans used both these sports to invent American football.

In modern American football there are eleven players on a team. There are sixty minutes of play, but a game can last four hours because they stop the timing when there is no play. The teams use an oval ball and they have to run with it to the other team's goal.

When they get to the goal, they can score a touchdown and get six points. American football players are usually very big and very strong because they have to stop the other team. The game is more dangerous than rugby, so the players wear helmets and special clothes.

Today American football is the United State's most popular sport. The most important games are in the Super Bowl. They play these games in January. Thousands of families in America watch them on TV or at the stadium. Some of the most popular teams are *The New York Giants* and *The Dallas Cowboys*. Every year teams look for new players. The best players become very famous in America.



**Name:** Tyson Jackson  
**Birthday:** June 6 1986  
**Birth place:** New Orleans  
**Height:** 195cm  
**Position:** Defensive End  
**Team:** Kansas City Chiefs



**Name:** Matthew Stafford  
**Birthday:** February 7 1988  
**Birth place:** Florida  
**Height:** 188cm  
**Position:** Quarterback  
**Team:** Detroit Lions

3 Read again and answer the questions.

- 1 Where did rugby start? England.
- 2 What is the name of the biggest American football game? The Super Bowl.
- 3 Who do Tyson Jackson and Matthew Stafford play for? Kansas City Chiefs and Detroit Lions.
- 4 Who is taller: Tyson Jackson or Matthew Stafford? Tyson Jackson.

4 Ask and answer. Student's answer

- 1 Would you like to watch or play American football? Why?
- 2 What's your favourite sport? Why do you like it?



1 Look at the pictures. What is the text about?

2 Read.



## Usain Bolt



Usain Bolt is a runner. In 2008, he won three gold medals at the Beijing Olympics and people called him the fastest man in the world. This is his story.

Usain Bolt was born in Jamaica on August 21, 1986. He lived in a small town called Trelawny where his parents had a small food shop. He has a brother called Sadeeki and a sister called Sherine. When he was a child, Usain played cricket and football in the street with his brother and sister. He was very good at cricket and wanted to play for the West Indies.

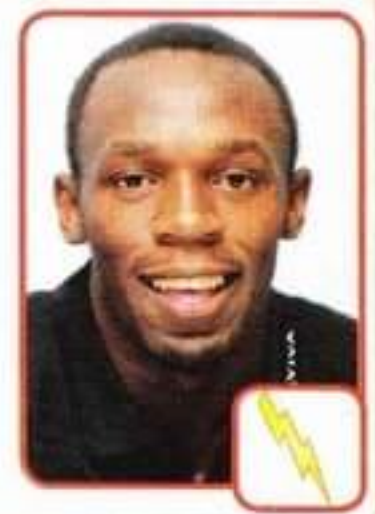
When Usain went to school, he started running. He was one of the best runners in the school. He still played cricket, but even his cricket coach wanted him to be an athlete. So Usain started to run in competitions. He won many races and when he was 15, he won a gold medal and two silver medals at the 2002 World Junior Championships in Kingston, Jamaica.

In 2004, Usain ran in the Olympic Games in Athens. He didn't win a medal because he had an injured leg. But four years later, he ran in the Olympics Games in Beijing, and he was amazing. He won gold medals in the 100m, the 200m and the 4 x 100m relay. He also broke the record in each race! In the 200m, he was 0.52 seconds faster than the man behind! He is the first sportsperson to win all three events at the same Olympics.

So how does he run so fast? Is it because he is so tall? Most athletes are around 182cm tall but Usain Bolt is 196cm tall. He is taller and his legs are longer, so he takes fewer steps.

### Fun Facts

Usain Bolt likes dancing and watching football. His favourite team is England's Manchester United. People call him *Lightning Bolt*.



3 Read again and write *T* (true) or *F* (false).

- 1 Usain Bolt wanted to be a famous football player. F
- 2 He won a gold medal at the Athens Olympics. F
- 3 He won three times at the Beijing Olympics. T
- 4 He is taller than most runners. T

4 Ask and answer.


- 1 Do you like the Olympic Games? Why? 2 Would you like to be an athlete? Why?



## 7

## Will it really happen?

## Lesson One Words

1 Listen, point and repeat.  46

the future



travel



satellite



the moon



the sun



planets



rocket



astronaut



star



spaceship

2 Listen and read.  47

1



**Mum** Listen! Amy and Leo have to go back to Australia.

**Holly** Oh no! Will they miss our holiday? It's in two weeks' time.

**Mum** No, they won't. They'll be here for another four months.

2



**Holly** Max, did you hear what Mum said?

**Max** Yes, but look at this magazine. It says there will be super-fast planes and it will take less than five hours to fly from England to Australia!

**Holly** Amazing! That's very fast! Will it really happen?

3



**Max** Well, the magazine says it will. So, in the future there won't be any more long plane journeys.

**Holly** That's good. Long plane journeys are boring.

4



**Max** Mum, can we go on a super-fast plane to visit Amy and Leo in Australia for the weekend? It will only take a few hours!

**Mum** Well, there aren't any planes like that yet. But maybe one day!



- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

The future with will



People **will travel** in super-fast planes.  
There **won't be** any more long plane journeys.

**Will they go** back to Australia?

**Yes, they will.**

**Will they miss** our holiday?

**No, they won't.**



I'll = I **will**  
He'll = he **will**  
won't = will **not**

3 Write.

**will    won't**

In the future, maybe people <sup>1</sup> will go to the moon for holidays. They <sup>2</sup> won't travel by aeroplane. They <sup>3</sup> will travel by rocket or spaceship. They <sup>4</sup> will wear astronauts' clothes. They <sup>5</sup> won't eat normal food. They <sup>6</sup> will eat space food with a straw. But they <sup>7</sup> won't get out of the spaceship. It <sup>8</sup> will be too dangerous. But they <sup>9</sup> will see amazing things!



4 **Speaking** Look at the picture again. Ask and answer.

go to the moon    travel by aeroplane / spaceship  
wear normal clothes / astronauts' clothes    eat normal food / space food

Will people go to the moon for holidays?

Yes, they will.

Will they eat normal food?

No, they won't. They will eat space food.



1 Read and learn.

Time markers: the future



We will go on holiday

- in a month's time.
- in two weeks' time.
- next week.
- on Monday.
- this evening.
- tomorrow.
- soon.
- later.



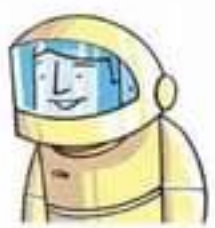
2 Speaking Ask and answer.



tomorrow    next Monday    this evening    on Saturday    in three days' time



When will we look at the stars?

This evening.



Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon
Today Look at the stars 	Walk in space			Fly to Venus 		Walk on the moon 	Go back to Earth 

3 Now write sentences about the moon trip.

On our holiday in space we will look at the stars this evening, ...

4 Listen and sing. 48

A trip to the moon!



Get in the rocket, we're leaving soon.  
We're off on a trip to the moon.  
We'll be there in two days' time.  
We're off on a trip to the moon.  
This evening we'll eat dinner with a straw.  
We're off on a trip to the moon.  
And next week we'll come back to Earth.  
We're off on a trip to the moon.



1 Listen, point and repeat. 49

sauce  
August  
autumn



jigsaw  
straw  
paw



horse  
sport  
morning



2 Listen and read. 50

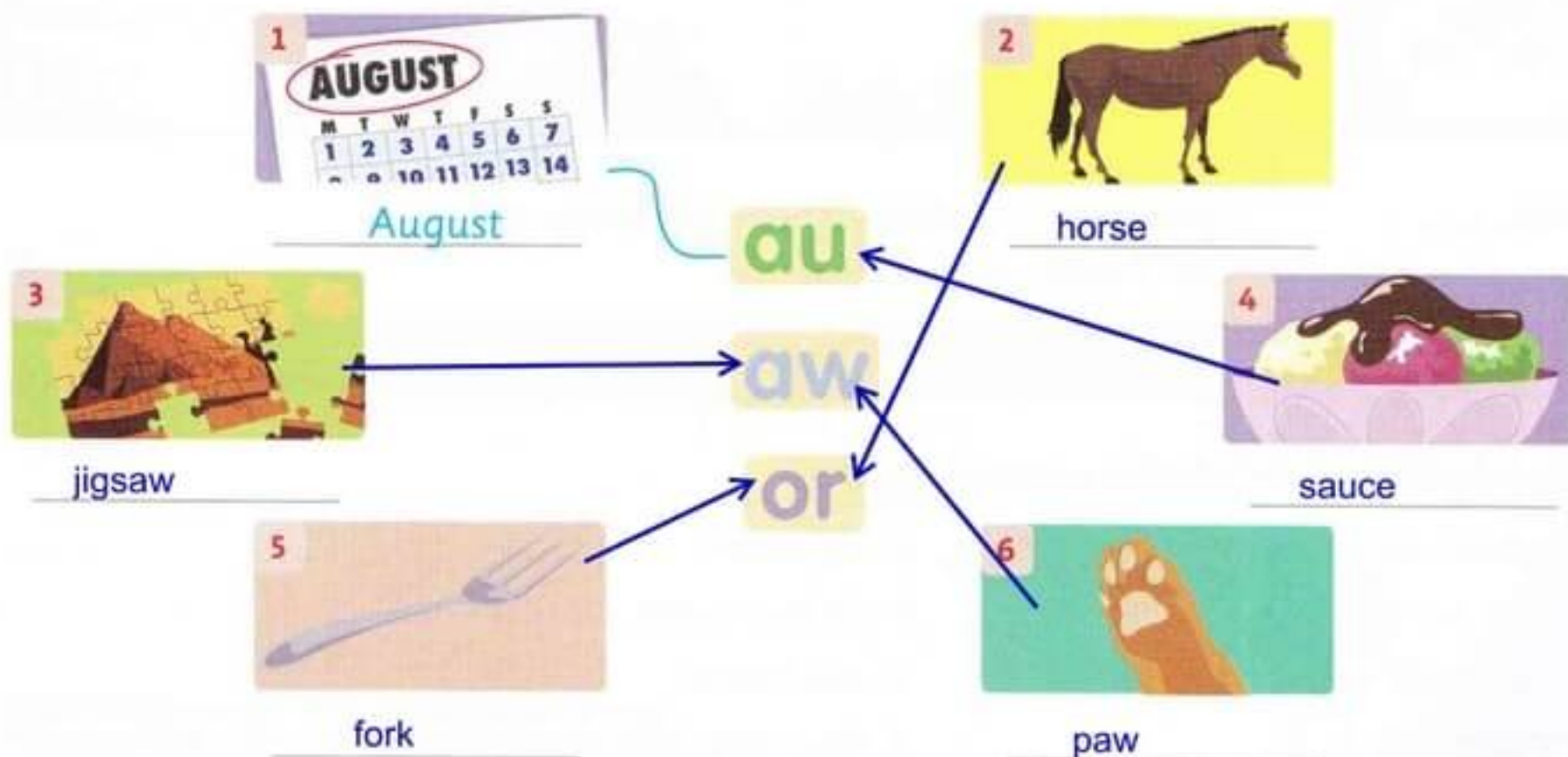


Paul's birthday was in August. When he woke up in the morning he saw his presents. He got a big jigsaw puzzle. Then he went horse riding with his friend. After that they ate ice cream with chocolate sauce.

In the autumn, my sister will start school. She'll learn to read. She'll draw and she'll play sport.

3 Read again. Circle the words with *au* in green, with *aw* in blue and with *or* in purple.

4 Match and write.



1 August

2 horse

3 jigsaw

4 sauce

5 fork

6 paw

au


aw


or




## Reading


1 Describe what is happening in the pictures.

2 Listen and read.  51




## What will life be like in 100 years' time?






**Joe, 11**


I think robots will do everything for us. They'll do all the dangerous jobs, like firemen's jobs, and all the housework. Robots will listen to us and talk, but they won't have feelings like people. I think robots will help us with our homework, too. That'll be great!



**Tom 10**


There will be more people on Earth in the future because people will be healthier and there'll be less illness. I think they will get richer, too. More people will buy cars and this means that our roads will be too crowded. So, I think we will have new roads in the sky and our cars will be very different, too. Cars won't use petrol anymore. I think they'll use energy from the sun.





**Jess, 10**

I sometimes worry about the future. I think it will be hotter and there will be more storms. It will be harder to grow food. Animals like polar bears may become extinct because the snow where they live will melt. There will be a lot more sea and a lot less land. This will make our countries very crowded, especially if people start to live longer.



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.


housework   feelings   illness   crowded   road   storm   extinct

4 Read again and match the sentence halves.

- |                  |   |  |                         |
|------------------|---|--|-------------------------|
| 1 Robots won't   | d |  | a be hotter.            |
| 2 Cars won't     | c |  | b be less space for us. |
| 3 The Earth will | b |  | c use petrol.           |
| 4 There will     | a |  | d have any feelings.    |



## Listening

- 1 Listen and number.  52
- 2 Listen again and write *T* (true) or *F* (false).



Children will have more free time.   T  



Robots won't talk.   F  



There will be more computers and no teachers in classrooms.   F  



Children will learn about life in space.   T  

## Speaking

- 3 What do you think life will be like in 100 years' time? Talk about some of these topics: school, home, travel, robots, weather, food, animals, Earth

*I think we will go to school, but we will all have a computer at our desks.*

*I don't think robots will do everything. They won't do our homework.*

## Writing

We can make **new words** when we put **two words together**.  
fire + man = **fireman**

- 4 Write the words and number the pictures.

1 sun + flower = sunflower



2 pan + cake = pancake

3 house + work = housework



4 door + bell = doorbell

Complete writing pages 55–56 of Workbook 4.





# 8

# How much time have we got?

## Lesson One Words

### 1 Listen, point and repeat. 53



money



passenger



arrivals



departures



luggage



passport



suitcase



magazine



newspaper



coin

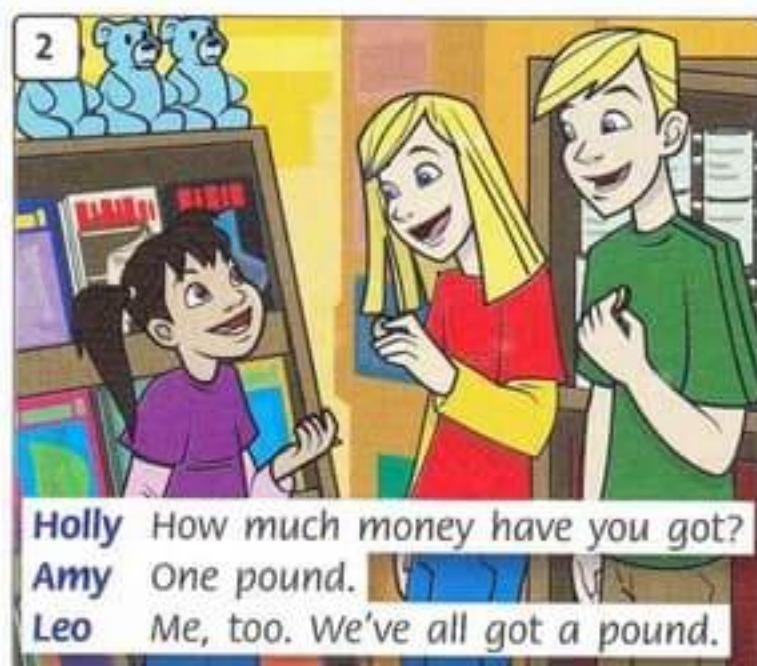
### 2 Listen and read. 54

1 

**Holly** How much time have we got, Mum?  
Is there time to look in the shops?

**Mum** Yes, there's still lots of time left.  
Here's some money for each of you.

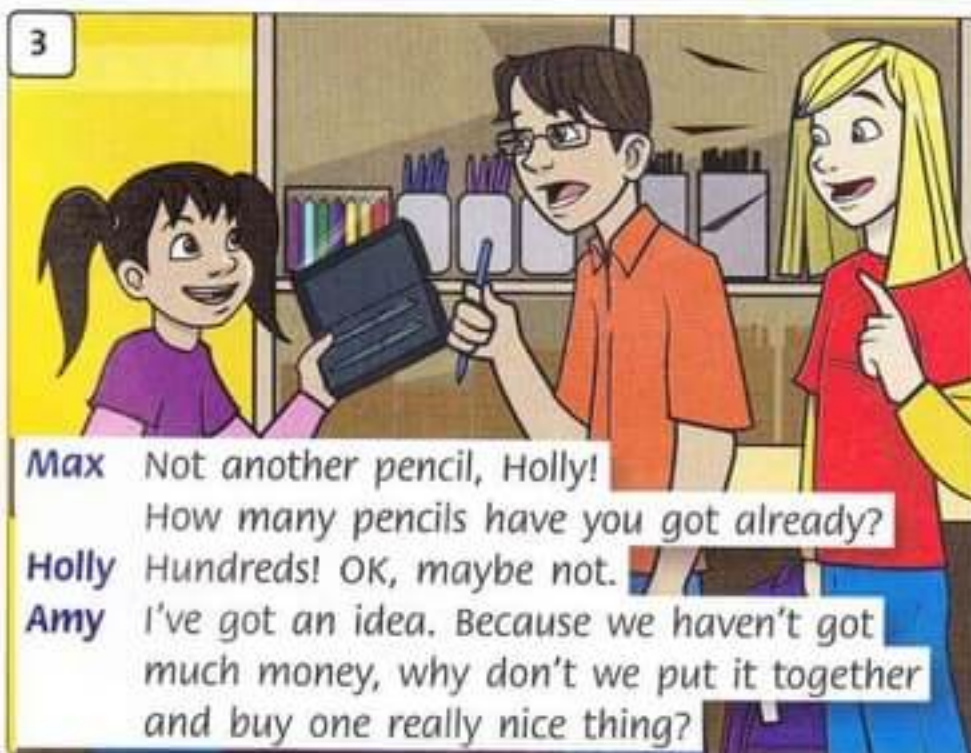
**Max** Thanks, Mum!

2 

**Holly** How much money have you got?

**Amy** One pound.

**Leo** Me, too. We've all got a pound.

3 

**Max** Not another pencil, Holly!  
How many pencils have you got already?

**Holly** Hundreds! OK, maybe not.

**Amy** I've got an idea. Because we haven't got much money, why don't we put it together and buy one really nice thing?

4 Later ... 

**Mum** So, what did you buy?

**Leo** A present for you!

**Mum** For me? Thank you.  
You know I love chocolates.

**Holly** It's to say thank you for taking us on holiday.



1 Listen to the story again and repeat. Act.

2 Read and learn.

Expressing quantity



How much money have you got?

I haven't got much money.

We've got lots of money.

How many pencils have you got?

I haven't got many pencils.

I've got lots of pencils.



Use **many** with countables and **much** with uncountables. You can use **lots of** with both.

3 Write.

how many    how much

Steward <sup>1</sup> How much luggage have you got?

Woman We've got these bags and suitcases.

Steward <sup>2</sup> How many suitcases are going in the aeroplane?

Woman Three.

Steward And <sup>3</sup> How many passengers are travelling?

Woman Four.

Woman <sup>4</sup> How much time have we got before the plane leaves?

Steward One hour. Have a good holiday.



1 She hasn't got much luggage.  
2 They've got lots of food.  
3 He's got lots of time.

4 **Speaking** Point and say.

lots of    much    many    any



1 luggage



2 food



3 time



4 money



5 passport

she hasn't got much luggage.

4 He hasn't got much money.  
5 They haven't got lots of passports.



1 Read and learn.

Some / any



Have you got **any** newspapers?  
 We haven't got **any** newspapers.  
 But we have got **some** magazines.



Use **any** for **questions** and **negative** sentences. Use **some** for **positive** sentences.

2 **Speaking** Ask and answer.

soap    magazines    toothbrushes    pastries



Have you got any soap?

Sorry, we haven't got any soap.  
 But we've got some shampoo.

3 Now write about what is in the shop.

They've got some ... But they haven't got any ...

They've got some shampoo. They haven't got any soap.  
 They've got some newspapers. They haven't got any magazines.

They've got some toothpaste. They haven't got any toothbrushes.

They've got some biscuits. They haven't got any pastries.

4 Listen and sing. 55

Have you got any toothpaste?

Have you got any toothpaste, any toothpaste, any toothpaste?

Have you got any toothpaste?

My wash bag's not here.

Yes, I've got some toothpaste, some toothpaste, some toothpaste.

Yes, I've got some toothpaste.

Here you are, dear.

Have you got any shampoo, ...?

Yes, I've got some shampoo, ...





1 Listen, point and repeat. 56

ed says t

walked

finished  
washed



ed says id

waited

painted  
tidied



ed says d

showed

played  
rained



2 Listen and read. 57



Alice walked home from school yesterday. She got wet because it rained. When Alice finished her homework, she tidied her desk. Then she painted a picture and showed it to her mum.

We waited until the evening for the football game to start. The footballers played until half past ten.

- 1 t: walked, finished
- 2 id: tidied, painted, waited
- 3 d: rained, showed, played

3 Read again. Circle the *ed* words in green when they say t, in blue when they say *id* and in purple when they say *d*.

4 Listen to the words. Write them in the correct box. 58

painted washed played showed  
walked waited finished tidied rained

says t

washed

walked

finished

says id

painted

waited

tidied

says d

played


showed

rained



## Reading

1 Look at the pictures. What do you know about Finn's holiday?

2 Listen and read.  59



August 20<sup>th</sup>

14 Hilltop View Road  
Oxford

Dear Dan,  
How are you?

We had a really unusual start to our summer holiday this year. My family and I were on the train to Cornwall. It was a long journey but it was comfortable and we all fell asleep. Suddenly, we heard the train's whistle and we all woke up. "Oh no, it's eight o'clock!" Mum said. "We missed our station!"

We had to get off at the next station. Dad asked the ticket seller the time of the next train back to our station. But he said, "There aren't any more trains today. The next train leaves tomorrow morning. But I can book you into a hotel. Follow me."

On the way to the hotel, I was disappointed because the town seemed small and unexciting. But in the town centre, we saw some fireworks and heard some music. There was a festival and a fair! After we checked in to the hotel, we went and joined the festival. We had a fantastic evening and it was a brilliant start to our holiday!

Write soon to tell me about your holiday.

From,  
Finn



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.


unusual journey fall asleep whistle hotel disappointed fireworks fair

4 Read again and write T (true) or F (false).

- 1 The journey was quite short. F      2 Finn enjoyed the start of his holiday. T  
3 The family got off the train at the right station. F      4 They caught a train to their station the same day. F



## Listening

1 Listen and write L (Lucas), N (Nada) or R (Ronny).  60



2 Listen again and circle.

- How did Lucas get to the beach? **by car** / by train / by plane
- How long was his journey? two hours / four hours / **five hours**
- How many cousins has Nada got? two / six / **eight**
- What was Ronny's favourite day? the zoo / the sports game / **a boat trip**

## Speaking


Student's answer

3 Ask and answer.

- Did you go on holiday last summer?
- Where did you go?
- How did you travel there?
- What did you do?
- What was the weather like?
- Did you eat any special food?

## Writing

- Put the stamp at the top, on the right.
- Write the name first.
- Write the house or flat number, then the road.
- Write the town.
- Finally, write the postcode at the end.

- 
- Harry Jones
  - 36 Cherry Tree Road
  - London
  - SW3 5YH

4 Read and circle.

- The stamp goes on the **left** / **right**.
- The town goes **before** / **after** the road.
- The house number goes **before** / **after** the road.
- The postcode goes at the **top** / **end**.

Complete writing pages 57–58 of Workbook 4.





## Lesson One Words

1 Listen, point and repeat.  61

cartoon



radio



camcorder



the news



documentary



channel



advert



remote control



TV programme



mobile phone

2 Listen and read.  62

1



**Mum** Why are you arguing? Please give me the remote control.

2



**Leo** I turned on the TV to watch the basketball match. But Max turned it off to play a video game.

**Amy** Well, my favourite programme is on now. Can I watch it, please?

**Holly** And I want to watch it, too!

3



**Mum** Let's find something new to watch. How about this new DVD?

**Max** What is it?

**Mum** Put it on. Then you'll see.

4



**Leo** It's our holiday DVD. Wow!

**Amy** Ahh. It's when we went in the boat to see the dolphins!

**Max** Thanks. This is much better than playing a video game.

**Mum** And it's much better than arguing!



1 Listen to the story again and repeat. Act.

2 Read and learn.

**Infinitive of purpose**



I turned on the TV **to watch** sports.

We went in the boat **to see** the dolphins.

Use **to + the base form** of the verb for a purpose or a reason.

**to + base form = infinitive** (e.g. *to watch*)



3 **Speaking** Match and say.

- |                             |           |                           |
|-----------------------------|-----------|---------------------------|
| 1 He turned on the radio    | <b>to</b> | a write emails. 4         |
| 2 She watched a documentary |           | b play the DVD. 3         |
| 3 I turned on the TV        |           | c speak to my friends. 5  |
| 4 We use the computer       |           | d learn about dolphins. 2 |
| 5 I use my mobile phone     |           | e listen to music. 1      |

*He turned on the radio to listen to music.*

4 Read and number. Then write.

**to see   to show   to listen   to change   to take**

- On holiday we made a video to show all our family and friends back home.
- He looked in the newspaper to see what was on TV.
- I don't have a camera, but I can use my mobile phone to take photos.
- I don't like this programme. Where's the remote control to change the channel?
- I've got a new MP3 player to listen to my music.





1 Read and learn.

How often ...?



How often do you watch TV?

I watch it every day.

I watch it three times a week.

I never watch TV. We haven't got one.

I watch a documentary once a week.

I buy a new CD twice a year.

1x = once 2x = twice 3x = three times

4x = four times 0x = never

2 Speaking Ask and answer.

How often do you ...

watch a film?

use a camcorder?

play computer games?

watch the news?

listen to the radio?

use a mobile phone?

3 Now write sentences about how often you and your friend do these things. Student's answer  
I watch a film once a week but Andy watches a film three times a week.

4 Listen and sing. 63



How often ...?

How often do you watch cartoons?

Three times a week.

Three times a week.

I watch cartoons three times a week.

How often do you watch a film?

Once a week ...

I watch a film once a week.

How often do you go to the beach?

Twice a year ...

How often do you see your friends?

Every day ...





1 Listen, point and repeat. 64



2 Listen and read. 65



In September I will have a new teacher at school. Her name is Mrs Butler.



When we have a visitor, my mother and father prepare a fantastic dinner.

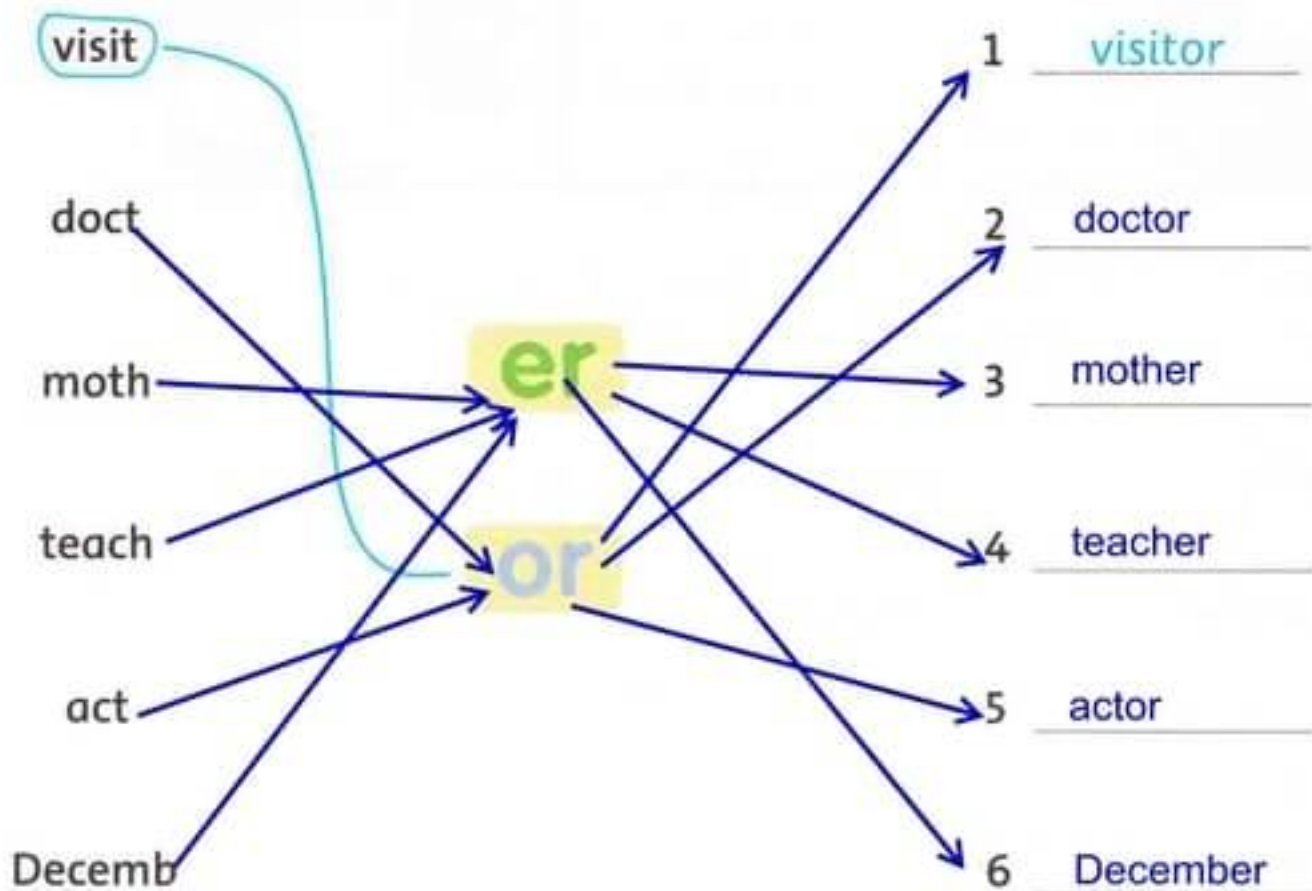
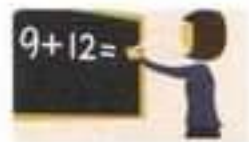


My older brother is an actor. He'll be in a play in October. In the play he is a doctor.

3 Read again. Circle the words ending with *er* and underline the words ending with *or*.

1 er: September, teacher, Butler, mother, father, dinner, older, brother, October  
2 or: visitor, actor, doctor


4 Match and write.





## Reading

1 Which TV programme would you like to watch? Why?

2 Listen and read.  66

## Tonight's TV!



## Channel 1

4.00 Film

## Charlie and the Chocolate Factory



Charlie Bucket is always dreaming about chocolate. But he can't buy any because he and his family are so poor. Then Willy Wonka puts golden tickets inside his chocolate bars for a competition.

But how can Charlie buy a chocolate bar? And will he be lucky enough to win a visit to the chocolate factory?

## Channel 2

4.15 Cartoon

## Tom and Jerry

Tom is a naughty cat who likes chasing a mouse called Jerry. Jerry might be small but Jerry is also brave and clever. He likes to play tricks on Tom and find ways to escape him.



Watch and find out Jerry's plan this week!

## Channel 3

6.00 Sport

## Spain vs Egypt



Live football continues tonight! The strong Spanish team take on the skilful Egyptian side in a friendly match to prepare for the World Cup championship. Kick-off is at 6.20 at the National Stadium in Madrid. Enjoy the action!

## Channel 4

6.00 Documentary

## The World Under the Sea



Discover what life is like under the sea. Diver Jill Turner explores the tropical Pacific Ocean. Here she meets amazing dolphins, starfish and sharks. How do these animals live in their dark, underwater world?

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.


factory poor ticket lucky kick-off  
championship stadium play a trick on

4 Read again and complete the sentences.

- Charlie doesn't buy chocolate because he is poor.
- The mouse plays tricks on the cat.
- The match starts at 6.20.
- The programme about sea life is a documentary.



## Listening

1 Listen and write *S* (Stacy), *J* (James), *E* (Emily) or *K* (Kai).  67



2 Listen again and write *T* (true) or *F* (false).

- |   |   |
|---|---|
| 1 Stacy watched a documentary last week. <u>T</u> | 2 She learnt about planets. <u>T</u>    |
| 3 James only likes football programmes. <u>F</u>  | 4 England won the match. <u>F</u>       |
| 5 Emily saw a film about super heroes. <u>T</u>   | 6 The film was on a Friday. <u>T</u>    |
| 7 Kai sometimes watches cartoons. <u>F</u>        | 8 She watches TV after school. <u>T</u> |

## Speaking

3 Ask and answer.

Tell me about your favourite programme.

What channel is it on?

When's it on?

My favourite programme is ...

It's on ...

I watch it at ...

It's got ...

It's about ...

## Writing

The **prefix un** changes a word so it means the **opposite**.

lucky

**un**lucky = **not** lucky

4 Write the words. Add *un* to change the meaning.

- |                        |                                    |
|------------------------|------------------------------------|
| 1 happy <u>unhappy</u> | 2 friendly <u>unfriendly</u>       |
| 3 well <u>unwell</u>   | 4 safe <u>unsafe</u>               |
| 5 clean <u>unclean</u> | 6 comfortable <u>uncomfortable</u> |
| 7 kind <u>unkind</u>   | 8 popular <u>unpopular</u>         |

Complete writing pages 64–65 of Workbook 4.





1 Complete the crossword.

- 1 passenger 2 stadium 3 suitcase 4 planets  
5 passport 6 ticket 7 newspaper 8 astronaut

Down



3 p l a n e t 4

5 t i c k e t  
u s e r

7 n e w s p a p e r

8 a s t r o n a u t

1 p  
2 s t a d i u m

6 p a s s e n g e r

o r

Across



2 Write.

channel programme camcorder the news cartoons documentary

I sometimes watch <sup>1</sup> cartoons after school, before I do my homework. I love *Bugs Bunny*! But my favourite <sup>2</sup> programme is a quiz show on Saturdays. When it's finished my sister changes <sup>3</sup> channel to watch her favourite programme. It's a <sup>4</sup> documentary about life in space.



Sometimes on Saturday evenings my family and I all watch a film together. My dad took his <sup>5</sup> camcorder on holiday, so last Saturday we watched a DVD of us! It was good fun. Then my parents watched <sup>6</sup> the news. They watch it every evening.

3 Read and circle. Then ask and answer.

- How much / many time are you at school every day?
- How much / many pens are there in your pencil case?
- How much / many books do you have on your desk?
- How much / many money do you have in your pocket?



4 Write.

many some any lots of

Pete Have you got <sup>1</sup> any tickets for the match next month?

Assistant Yes, of course. You're quite early. We've still got <sup>2</sup> some/lots of tickets left. How <sup>3</sup> many do you want?

Pete Four, please. Sue, have you got <sup>4</sup> any money you can give me until tomorrow? I want to buy all the tickets today.

Sue Sorry, Pete. I haven't got <sup>5</sup> any money today. But we've got <sup>6</sup> some/lots of time. Let's come back tomorrow.

Pete OK. Thanks.



5 Write.

will won't

When I grow up, I <sup>1</sup> won't have to go to school every day, but I <sup>2</sup> will have to go to work. I want to be a pilot, so I <sup>3</sup> will have to wear a pilot's uniform.

When I'm a pilot, I <sup>4</sup> will travel all around the world and I <sup>5</sup> will see lots of places. I <sup>6</sup> won't work in an office, but I <sup>7</sup> will sometimes work at night. You have to be very clever to be a pilot, so I <sup>8</sup> will have to work hard at school.



6 Complete the words.

au aw or

er or



Every autumn, the leaves fall from the trees.



When I grow up, I want to be a doctor.



For my birthday, I got a jigsaw puzzle.



I get up every morning at five past six.



There are thirty days in September.



My favourite sport is swimming.





# Extensive reading: travel

## 1 Describe the picture. Where is Joe?

## 2 Read.

Dear Anwar

How are you? I hope you and your family are well! I'm on holiday in Italy at the moment and we're in Rome. It's a really beautiful city.

We arrived last Saturday. It was a long journey, but it was good fun. We left at 4 o'clock in the morning and travelled by car to the airport.

I bought some magazines and some sweets before we got on the plane, so I was happy! Then we took a taxi from the airport to our hotel.

Our hotel is in the city centre. It's a very old building, but it's comfortable. There are lots of old buildings in Rome because it's an ancient city. Yesterday we went to the *Coliseum*. Do you know what that is? Well, it's an ancient theatre and the Ancient Romans built it 2000 years ago. People went there to watch games and sport. We walked round the *Coliseum* with our guide and I learnt a lot about the Ancient Romans. It was very interesting.

This morning we went to the *National Museum*. We didn't see all of it because it's enormous. We saw lots of statues and things from Ancient Rome. Then, we had a drink in the café and then we went to the shop. I bought some postcards, my mum and dad bought a book about Italian art and my little sister bought a badge!

After we left the museum, we went to a restaurant and had a pizza. There are lots of fantastic restaurants here and the food is brilliant! We have pasta or pizza and Italian ice cream every day. We always sit outside because the weather is very hot. My favourite pizza is called *Quattro Formaggi*. This means pizza with four kinds of cheese!

Write soon and tell me about your holiday.  
Are you at the beach? Are you having fun?  
From,

Joe



## 3 Read again and write *yes* or *no*.

- 1 Did Joe and his family travel by train? no      2 Did they visit an ancient building? yes  
 3 Did Joe buy a book at the museum? no      4 Does Joe like cheese? yes

## 4 Ask and answer. Student's answer

- 1 Where do you usually go on holiday?      2 What do you usually do on holiday?



1 Describe what is happening in the pictures.

2 Read.

# Gulliver's Travels

## A voyage to Lilliput

My name is Gulliver and when I was a young man, I went travelling. I joined a ship and sailed to the islands of the South Pacific. It was a brilliant voyage at first. We sailed across the Atlantic Ocean and the Indian Ocean. But one day there was a terrible storm and I fell into the water. Finally I swam to an island. I walked on the beach and looked around me. There were no people and no houses. I was very tired, so I fell asleep on the sand.

When I woke up in the morning, I couldn't move. I was lying on my back and my arms and my legs were tied to the ground. I was very hot in the sun and I was frightened. Suddenly I saw a very small man. He was about 15cm tall and he was walking on my leg! Then I saw lots of small men on my arms and my legs. I shouted and, in surprise, the men fell off my body. Then I spoke to them in English. They didn't understand my language, but they saw that I was friendly.

I pointed at my mouth to show I was hungry and they brought me some food. Their food was normal, but it was very, very small. I ate lots of tiny loaves of bread and lots of tiny pieces of cheese and a lot of meat. I finished my meal and then hundreds of men and thousands of horses carried me to their city. It was a very long journey.

When I arrived at the city, I looked around me. The houses were smaller than my feet and I was bigger than the trees. The king and the people were kind to me, so I stayed on the island. I learnt that I was in Lilliput and I learnt their language. I played with their children and I gave them presents such as my watch and some coins. These things were enormous for them. Eventually, I left the city and travelled again.



3 Read again and put the sentences in the correct order.

- |  |  |
|--|--|
| a He went to an island. <input type="text" value="3"/> | b He had some food. <input type="text" value="5"/>       |
| c He went on a ship. <input type="text" value="1"/>    | d He went to a city. <input type="text" value="6"/>      |
| e He fell in the sea. <input type="text" value="2"/>   | f He saw some little men. <input type="text" value="4"/> |

4 Ask and answer. Student's answer

- 1 Did you enjoy the story? Why? 2 Would you like to travel by ship? Why?

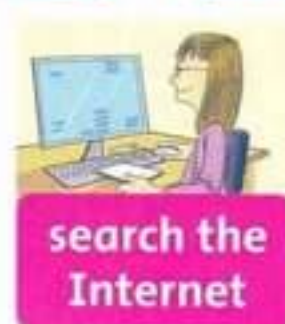


# 10

## I've printed my homework

### Lesson One Words

#### 1 Listen, point and repeat. 68



#### 2 Listen and read. 69

1

**Holly** We've finished our homework. Can we play now?  
**Mum** Have you turned off the computer and the printer?  
**Max** No, we haven't.  
**Mum** Go and turn them off first, please.

2

**Mum** But you've made a mess in here. Please tidy up these books and papers first. It won't take you long. Then you can play.  
**Max** OK, Mum.

3

Two hours later ...  
**Mum** This is amazing! You've worked really hard!  
**Holly** Look. I've put all the books into alphabetical order. And Max has tidied the cupboards.

4

**Mum** Fantastic. Now you can play!  
**Max** After all that tidying, I'm too tired now.  
**Holly** Me, too.



1 Listen to the story again and repeat. Act.

2 Read and learn.  Irregular verb list Workbook 4 page 115

### Present perfect: affirmative

We've finished our homework.  
He's put the books on the shelves.  
You've made a mess.

Use the **present perfect** for **actions in the past that are still true now.**

*I've tidied my room.*

This means the room is tidy now.

Present perfect = **have / has + past participle** (pp)  
Regular past participles = printed, saved, logged off  
Irregular past participles = make – **made**, put – **put**



3 Underline *have / has* and circle the past participle.

1 We've saved our documents.

2 He's made a mess.

3 I've put the speakers on the shelf.

4 She has printed her homework.

4 Write.

Tom Can we play with our friends outside now?

Mum Have you finished everything?

Tom Yes, I <sup>1</sup> 've finished (finish) my homework and I <sup>2</sup> 've printed (print) it.

Mum What about Sophie?

Tom She <sup>3</sup> 's saved (save) hers on a memory stick.

Sophie And we <sup>4</sup> 've logged off (log off) and we <sup>5</sup> 've turned off (turn off) the printer.

Mum Very good. You can go outside and play now.





1 Read and learn.

Present perfect: questions, answers and negatives

Have you **seen** my new speakers?

No, I **haven't**. Please show me.

Has she **done** her homework?

Yes, she **has**. But she **hasn't** printed the document.

see – **seen** (pp)

do – **done** (pp)

2 Speaking Ask and answer.



Have you tidied your room?

Yes, I have.

3 Now write about what Ryan has and hasn't done.

He has tidied his room and ...

He has tidied his room. He has done his homework. He hasn't washed the dishes. He has made lunch. He hasn't put his clothes away.

4 Listen and sing. 70

I've really tried!

I've tried to print my work.  
I've turned the printer on.  
There's paper in the printer.  
But something's wrong.

Have you saved your work  
On a memory stick?  
Have you moved the mouse  
And remembered to click?

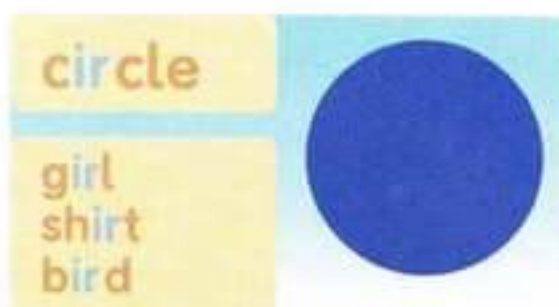
You haven't checked the printer.  
It needs more ink.  
Look at the ink button.  
Can you see it blink?

I tried to print my work.  
But something was wrong.  
There wasn't any ink.  
And that was what was wrong.





1 Listen, point and repeat. 71



2 Listen and read. 72



Last Thursday this girl hurt her arm. She had to see the nurse. The girl was very sad because it was her birthday.



Today was the first time I wore my purple skirt and new green shirt. Look, the skirt has got lots of circles on it.



My curtains are purple. Look! There are lots of birds on them.

3 Read again. Circle the words with *ur* and underline the words with *ir*.

1 *ur*: Thursday, hurt, nurse, purple, curtains

2 *ir*: birthday, first, skirt, shirt, circles, birds

4 Complete the words with *ur* or *ir*.



curtains



Saturday



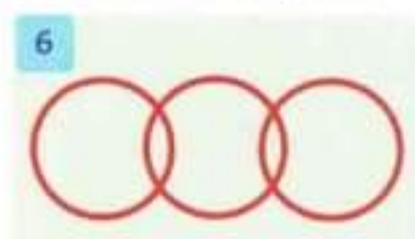
thirsty



skirt



nurse



circles



first



shirt



Reading

1 Look at the email. What is it about?

2 Listen and read.  73

What is an email?

An email is a message sent from one computer to another. The message goes through the Internet.

How to send an email

- 1 First, use your mouse and click on *To*. Type the person's email address in the space.
- 2 Now click on *Subject* and write what the email is about.
- 3 Type your email message, using the keyboard.
- 4 When you have finished, you can check your spelling. Click on this. It's a spell checker.
- 5 You can also attach pictures from websites or your own photos to the email. Click on this button.
- 6 Finally, click on *Send* to send your message to your friend.



1 To: Kate@cyberspace.com

From: Lucy

2 Subject: Re: My birthday

3 Hi Kate:  
Thanks for the invitation to your bowling party. Yes, I'd love to come. You know I really like bowling! I'm really looking forward to seeing everyone on your birthday. It will be great fun. I can't wait! Did you have a good holiday?  
See you on Saturday.  
From Lucy.

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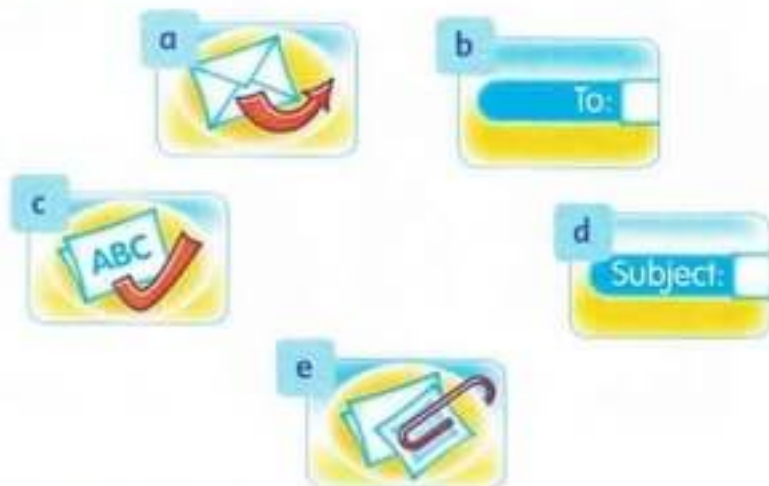
Hi Lucy,  
It's my birthday next week and I'm having a bowling party on May 12th at the Bowlplex. The bowling starts at 3 o'clock and there will be drinks and birthday cake afterwards. I hope you can come!  
Kate.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

type the address    subject    keyboard    spell checker  
attach a photo    a website    send a message


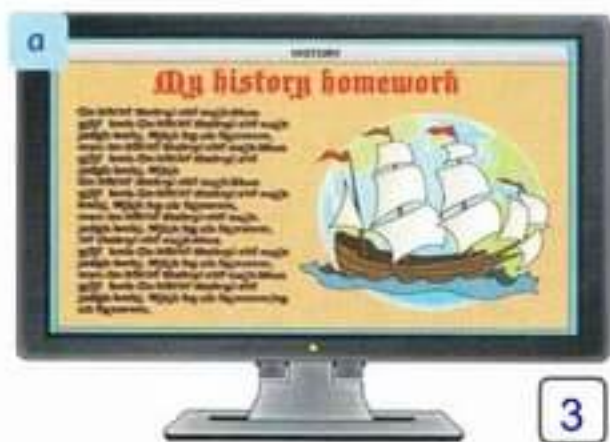
4 Read again and match.

- 1 You write the person's email address here. b
- 2 You write what the email is about here. d
- 3 You send your message by clicking on this. a
- 4 You correct your spelling by clicking here. c
- 5 You add pictures with this. e





## Listening

1 Listen and number.  74

## 2 Listen again and write R (Rita), D (Dan) or B (Beth).

- |  |   |
|--|---|
| 1 <input type="checkbox"/> B can type very well.                   | 2 <input type="checkbox"/> R makes photo albums and sends emails.   |
| 3 <input type="checkbox"/> D plays computer games on the Internet. | 4 <input type="checkbox"/> B uses the Internet to help do homework. |
| 5 <input type="checkbox"/> R has a computer in the dining room.    | 6 <input type="checkbox"/> D cannot play computer games every day.  |

## Speaking

## 3 Ask and answer. How often do you ... on the computer?

- |               |                       |
|---------------|-----------------------|
| 1 do homework | 2 listen to music     |
| 3 send emails | 4 play games          |
| 5 watch DVDs  | 6 search the Internet |

How often do you do your homework on the computer?

Once a week.

## Writing

Different words (**parts of speech**) in a sentence do different things.

The **verb** shows the action in the sentence.

The **subject** does this action.

The **object** receives the action. The object is usually *after* the verb.

**She sends emails.**

S V O

## 4 Look at the sentences. Write S (subject), V (verb) and O (object)

- 1 Beth types her homework.

S  V  O

- 2 Rita makes photo albums.

S  V  O

- 3 Dan is playing computer games.

S  V  O

Complete writing pages 72–73 of Workbook 4.





# 11

## Have you ever been ...?

### Lesson One Words

#### 1 Listen, point and repeat. 75



#### 2 Listen and read. 76

1

**Teacher** Today we have a special guest. This is Mat Jones and he lives in our town, but he has been somewhere very exciting. Let's see if you can guess where. Who wants to ask the first question?

2

**Max** Have you ever been to space?  
**Mat** No, I've never been to space.  
**Amy** Have you been to the bottom of the ocean?  
**Mat** No, I haven't.

3

**Girl** What about mountains? Have you ever climbed a really high one?  
**Mat** Yes, I have. But I usually climb a special type of mountain. The mountains I climb get hotter as you go up!

4

**Max** I know! Have you climbed a volcano?  
**Mat** Yes, I have. Correct! It's dangerous, so I have to be very careful. Here is a photo at the top of the volcano.



1 Listen to the story again and repeat. Act.

2 Read and learn.

Present perfect: ever

Has he **ever** been to a desert?

No, he hasn't.

Has he **ever** climbed a volcano?

Yes, he has.



Use Have you **ever ...?** to mean *in your life up to now.*

go - **been** (pp)

3 Write.

some mountains a desert an oasis space



Have you ever been to a desert?

Yes, I have.



Have you ever been to space? ?

Yes, I have.



Have you ever been to an oasis? ?

No, I haven't.



Have you ever been to / climbed some mountains? ?

No, I haven't.

4 Speaking Ask and answer with your friends. Student's answer

a rainforest a desert the ocean an airport  
space a cave some mountains a volcano

Have you ever been to ...?

Yes, I have. / No, I haven't.



## Lesson Three Grammar 2 and Song

### 1 Read and learn.

#### Present perfect: *never*



I've **never** seen a volcano.  
 She's **never** been to the bottom of the ocean.  
 We've **never** fallen in the mountains.

Use **never** to talk about things you **have not done** in *your life up to now*.

see – **seen** (pp)  
 go – **been** (pp)  
 fall – **fallen** (pp)

### 2 Speaking Choose a person. Ask and answer.

	 Dave	 Alice	 Dom	 Libby
climbed a mountain	✓	✓	✗	✓
been to space	✓	✗	✓	✓
been to a desert	✓	✓	✓	✗
seen gorillas in a rainforest	✗	✗	✓	✓

*This person has climbed a mountain and been to the desert but has never been to space or seen gorillas in a rainforest.*

*It's Alice!*

### 3 Now write sentences about what the people have and have never done.

### 4 Listen and sing. 77

#### One day soon

I've never been to the moon,  
 Or been in a balloon.  
 But maybe, maybe,  
 I will one day soon.

I've never played in the snow,  
 Or seen a volcano.  
 But maybe, maybe,  
 One day I will go.



I've never been to France,  
 Or seen a monkey dance.  
 But maybe, maybe,  
 I will get the chance.



1 Listen, point and repeat. 78

feather



bread  
head  
heavy

spend



tent  
present  
help

2 Listen and read. 79

1



Look! I've got red feathers on my head.

2



Look at all this bread. It's very heavy. Help me to put it in the tent.

3



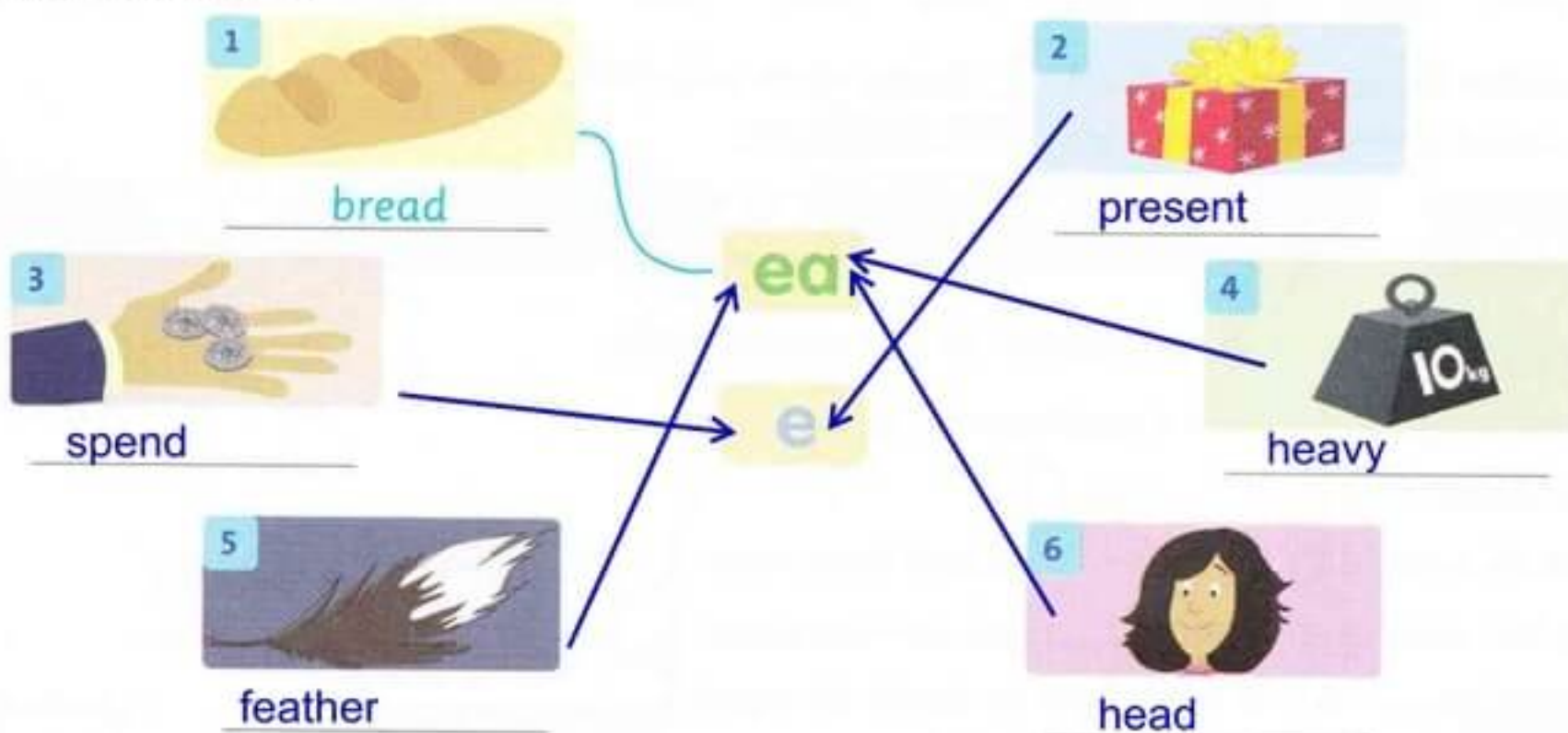
I'm going to spend my coins at the shop. I'm going to buy a present for Fred.

3 Read again. Circle the words with *ea* and underline the words with *e*.

1 ea: feathers, head, bread, heavy

2 e: red, help, tent, spend, present, Fred

4 Match and write.



1 bread

2 present

3 spend

4 heavy

5 feather


6 head

ea

e



## Reading

- 1 Look at the photographs. What was *The Amazing Escape*?
- 2 Listen and read.  80

## The Amazing Escape



Ernest Shackleton was a famous explorer. He wanted to explore Antarctica and, in August 1914, he left England. His crew of 28 men sailed on the ship the *Endurance* to the South Atlantic Ocean and then towards Antarctica.

Almost one day's journey from their destination the ship stopped because of the thick ice. So, the crew had to wait on the ship for the ice to melt.

But as the ice melted, the ship started to break. The crew left the ship and camped on the frozen ocean. Eventually the *Endurance* sank. After months of living on the broken ice, the men could sail to land in their lifeboats. They landed on Elephant Island in April 1915. Shackleton decided to find help. He made one of the most dangerous journeys ever, when he tried to return to the island of South Georgia. He and five other men survived storms and waves of 16 metres in one lifeboat. On landing, Shackleton and two men had to climb for 36 hours to find help. It took a further three months to rescue Shackleton's men from Elephant Island, but amazingly all 22 men survived.



- 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

explorer melt frozen sink (sank) lifeboat survive storm wave rescue

- 4 Read again and put the sentences in the correct order.
  - a Most of the crew stayed on Elephant Island. 3
  - b The *Endurance* left England. 1
  - c The ship couldn't move in the ice and later sank. 5
  - d All the men from Elephant Island were rescued. 2
  - e Shackleton and five men went to South Georgia. 4



## Listening

1 Listen and number.  81

## 2 Listen again and circle.

1 There were 22 / 28 men.2 They ate fruit / fish.3 The men did exercise to be warm / brave.4 They sang songs about their friends / boats.

## Speaking

## 3 Interview a survivor from Elephant Island.

1 How many months were you there?

2 How did you feel?

3 Where did you live?

4 What did you do?

5 What did you eat?

6 What happened in the end?

How many months were you on the island?

We were there for ...

## Writing

The **first sentence** of each paragraph is important because it tells you what the rest of the paragraph is about. It is called a **topic sentence**.

**Shackleton decided to find help.** He made one of the most dangerous journeys ever, when he tried to return to the island of South Georgia. He and five other men ...

## 4 Read the topic sentences and match them to the correct paragraph.

1 But as the ice melted, the ship started to break.

2 Ernest Shackleton was a famous explorer.

2 He wanted to explore Antarctica and, in August 1914, he left England. His crew of 28 men sailed on the ship ...

1 The crew left the ship and camped on the frozen ocean. Eventually the *Endurance* sank. After months of living ...





## Lesson One Words

### 1 Listen, point and repeat. 82



a headache



feel sick



feel dizzy



a cold



a cough



an earache



a stomach ache



a sore throat



take medicine

### 2 Listen and read. 83

1

**Mum** Max, what's the matter? You haven't eaten your dinner!

**Max** Sorry, Mum. I've got a stomach ache and a headache. I feel sick.

2

**Mum** Oh dear. I think you're ill. You should drink some water and go to bed.

3

**Mum** There were lots of cakes before. Has anyone seen the others?

**Max** Oh. Sorry, Mum. I ate some. In fact, I ate quite a lot.

**Mum** But you shouldn't eat cakes when you've got a stomach ache!

4

**Max** I ate the cakes before I got a stomach ache.

**Mum** You couldn't eat your dinner, but you could eat all those cakes! So that's why you feel sick. Now you can't go to your friend's house this afternoon.

**Max** Sorry, Mum.



1 Listen to the story again and repeat. Act.

2 Read and learn.

Should / shouldn't



You **should** drink some water.



You **shouldn't** eat lots of cakes.

Use **should** and **shouldn't** to say what is good and not good for you.

3 Write.

should shouldn't

Max is ill. He's got a stomach ache.

- 1 Max should drink water.
- 2 He shouldn't play outside.
- 3 He should stay in bed.
- 4 He shouldn't eat chocolates.



4 Speaking Ask and answer.

a stomach ache    a cold    a sore throat    an earache



I've got an earache.



You should / shouldn't ...





1 Read and learn.

Could / couldn't



Max **couldn't** eat his dinner.  
But he **could** eat lots of cakes.

**Could** and **couldn't** are the past tense of **can** and **can't**.

2 Write.

could    couldn't    can

Sue And this is me when I was four.

Mai <sup>1</sup> **Could** you swim when you were four?

Sue No, I <sup>2</sup> **couldn't**, but I <sup>3</sup> **can** now. And you?

Mai Yes, I <sup>4</sup> **can**. I learnt to swim when I was two.

Sue <sup>5</sup> **Could** you send emails when you were four?

Mai No, I <sup>6</sup> **couldn't**. But my brother showed me how to send emails last year.

Sue And how many languages <sup>7</sup> **could** you speak when you were four?

Mai Only one. But now I <sup>8</sup> **can** speak two!



3 **Speaking** Ask and answer. You can use some of these verbs. Student's answer

read    ride a bike    use a phone    write in English    count to 100

What could you do when you were five years old?    What couldn't you do?

*When I was five, I could play all day but I couldn't read.*

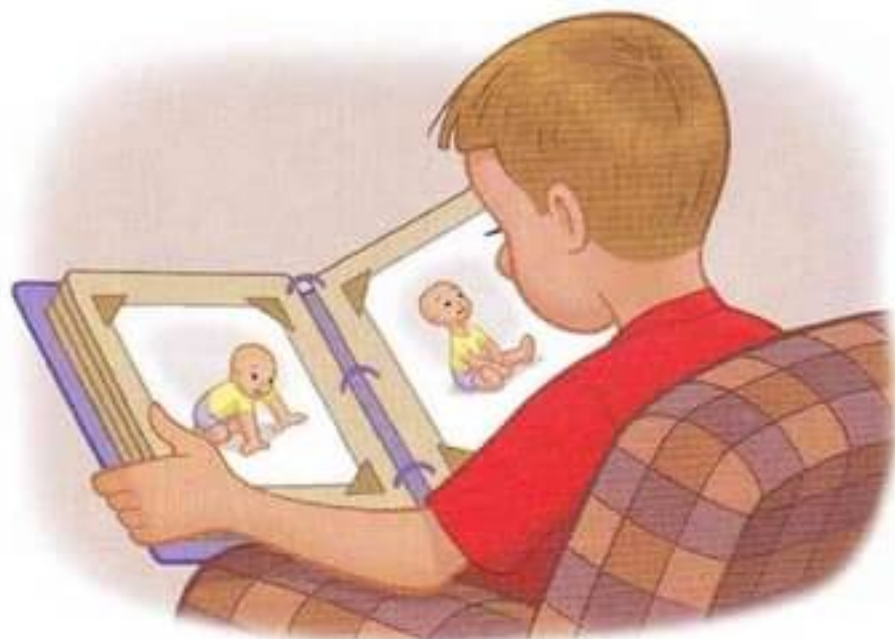
4 Listen and sing. 84

**When I was a baby**


When I was a baby, I could sleep and dream.  
I could only drink milk and cry and scream.

When I was a baby, I couldn't talk.  
I couldn't go to school and I couldn't walk.


But now that I am older, I can go to school.  
I can read and play. Growing up is cool!

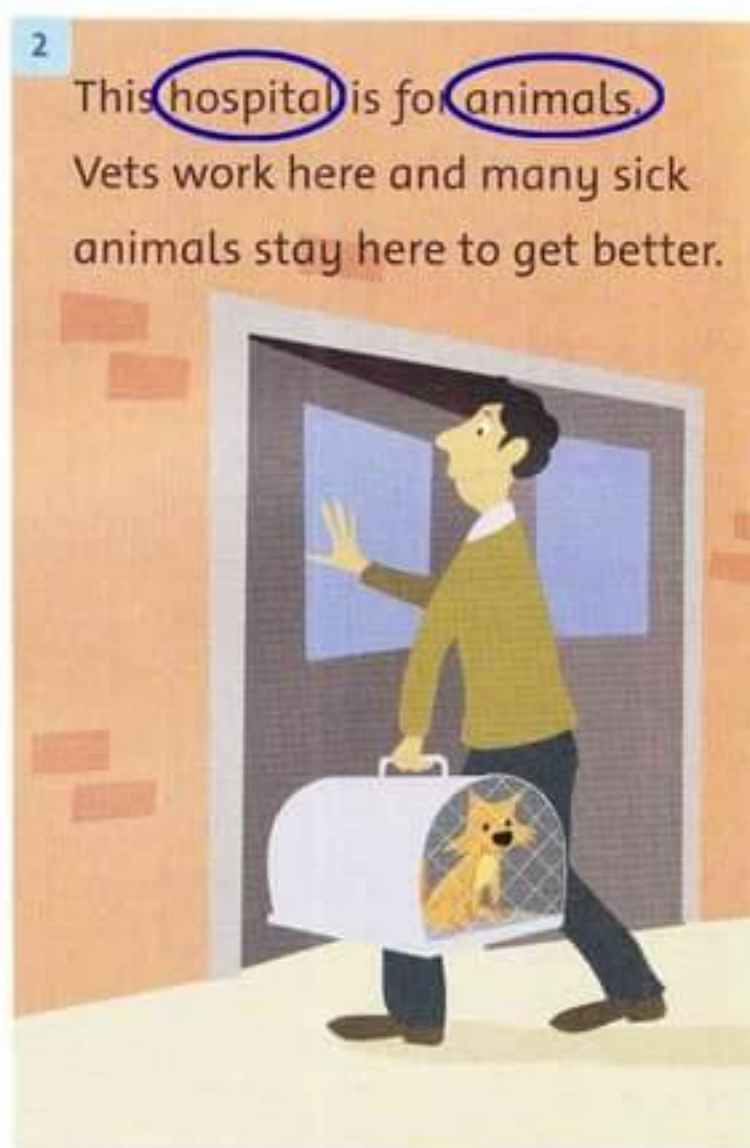




1 Listen, point and repeat.  85



2 Listen and read.  86



Many years ago, some people lived in castles.  
 Look at the picture. Can you see a woman wearing  
 a purple dress and sandals?  
 On the table there is a bowl of apples and a basket  
 full of cereals. There are lots of candles because  
 there weren't any lights many years ago.

This hospital is for animals.  
 Vets work here and many sick  
 animals stay here to get better.

3 Read again. Circle the words ending in *le* and *al*.

4 Now write the circled words in the correct boxes.

**le**

<u>people</u>	<u>castles,</u>
<u>purple</u>	<u>table</u>
<u>apples</u>	<u>candles</u>

**al**

<u>sandals</u>	<u>cereals</u>
<u>hospital</u>	<u>animals</u>



## Reading

1 Look at the text and pictures below. Say three ways to stay healthy.

2 Listen and read.  87

# How to stay healthy

We all want to be fit and healthy, so here are some tips to help.

## Take lots of exercise

Watching TV or playing computer games won't make you fit, but playing sports will. You can join a club or play with your friends in a park. If you don't like team sports, you can walk to school, go swimming or try skating instead. Regular exercise makes you feel stronger and gives you more energy.

## Eat a healthy diet

Sweets, chocolate and crisps are fun to eat sometimes, but it is not good to eat them every day. These foods contain too much sugar, fat or salt. Make sure you eat vegetables, such as cabbage, with every meal, and plenty of fruit, too. Fruit and vegetables help you stay healthy and grow strong.

## Drink lots of water and milk

Water or juices are better for you than fizzy drinks because fizzy drinks contain lots of sugar. Eating a lot of sugar is bad for your teeth. One can of cola contains about nine teaspoons of sugar! Milk is good because it contains lots of calcium. You need calcium to help your 206 bones to grow and keep your teeth strong.

There is this much calcium in a serving of ...



- 1 a glass of milk
- 2 two sardines
- 3 cabbage
- 4 cheese
- 5 yogurt
- 6 beans

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.


healthy    fit    energy    crisps    sugar    cabbage    calcium    sardine

4 Read again and complete the sentences.

- 1 Walking and skating are types of exercise.
- 2 You should eat vegetables/fruit with your meal.
- 3 There is a lot of sugar in fizzy drinks.
- 4 Milk has got a lot of calcium.
- 5 Vegetables help you to stay healthy.
- 6 Calcium keeps your bones strong.



## Listening

1 Listen and number.  882 Listen again and write *T* (true) or *F* (false).

- 1 Joe feels tired when he gets to school. F      2 Sarah is healthier now. T  
 3 Ella doesn't like fizzy drinks. T      4 Pete never eats sweets. F

## Speaking

## 3 What do you do to be healthy? Ask and answer.

- 1 What exercise do you do?      2 What healthy food do you eat?  
 3 What do you drink?      4 How can you be more healthy?

What exercise do you do?

I ride my bike and I go swimming ...

## Writing

We can use a **conjunction** to join two sentences. **Because** shows the reason for something.  
 Milk is good **because** it contains lots of calcium.

**So** shows the results of something.

We all want to be healthy, **so** here are some tips to help.

Use a **comma** before **so**.

## 4 Match the sentence halves.

- |   |  |
|---|--|
| 1 I drink lots of milk <input type="checkbox"/> d               | a because it is good for you.          |
| 2 There is lots of salt in crisps, <input type="checkbox"/> b   | b so you shouldn't eat them every day. |
| 3 You should eat lots of fruit <input type="checkbox"/> a       | c so try doing some regularly.         |
| 4 Doing sport makes you feel strong, <input type="checkbox"/> c | d because I want strong bones.         |





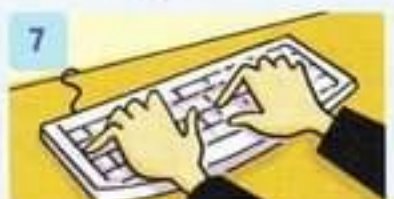


1 Complete the crossword.

Down



Across

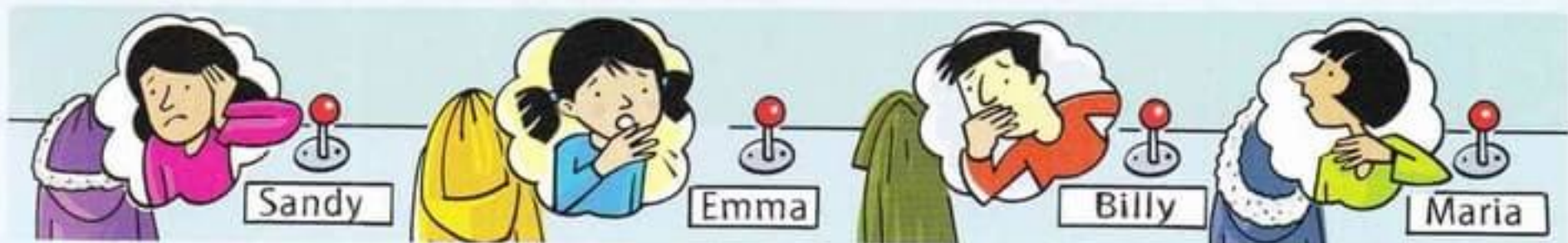


3	d	e	s	e	r	t	2	c			
			a					a			
			v					b			
				4	m		5	p			
6	k	e	y	b	o	a	r	d	b		
					u		i		a		
					s		n		g		
					e		7	t	y	p	e
								e			
8	e	x	p	l	o	r	e	r			

2 Write.

cough   a sore throat   take medicine   felt sick   ~~an earache~~

Today four children in my class weren't at school because they were ill. Sandy didn't go to school because she had <sup>1</sup> an earache. She had to stay in bed all day. Emma had a bad <sup>2</sup> cough and had to <sup>3</sup> take medicine. Billy ate some bad food and he <sup>4</sup> felt sick. He had to drink lots of water. And Maria had <sup>5</sup> sore throat and she had to suck special sweets. It was quieter than usual at school today!



3 Read and circle.



When I had a bad cold, I <sup>1</sup> could / couldn't go to school and I <sup>2</sup> could / couldn't see my friends. But I could / couldn't stay at home and watch TV. My mum said I <sup>4</sup> should / shouldn't drink lots of water and I should / shouldn't take some medicine. She said I <sup>6</sup> should / shouldn't play outside because this makes the cold worse.



## 4 Write.

do have (x2) finish make have not put on find

Mum Are you ready for school?

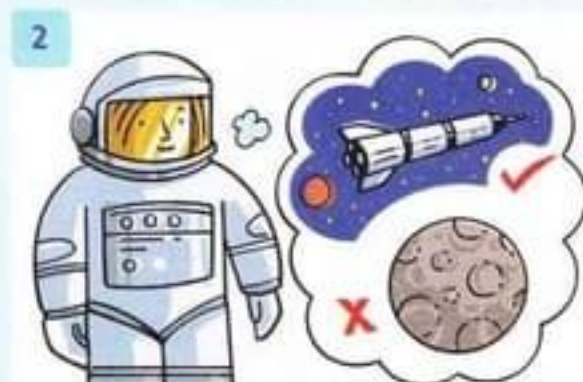
Girl I've <sup>1</sup> finished my breakfast and <sup>2</sup> made my bed.Mum Have you <sup>3</sup> found your school bag?Girl Yes, I <sup>4</sup> have. It was under my bed.Mum Has Jamie <sup>5</sup> done his homework?Girl Yes, he <sup>6</sup> has.Mum And has he <sup>7</sup> put on his shoes?Girl No, he <sup>8</sup> hasn't put on his shoes. He can't find them!

Mum Oh no! Please hurry up!



## 5 Complete the sentences.

desert space the moon Spain rainforest Egypt

Has she ever been to a rainforest?Yes, she has. But she's never been to a desert.Has he ever been to space?

Yes, he has.

But he's never been to the moon.Have they ever been to Egypt?No, they haven't,But they've been to Spain.

## 6 Complete the words.

ur ir ea e

heavycurtainshirthurtfeatherpresent





1 Look at the text. Which country is Maria in?

2 Read.



## My Trip to the Rainforest

My name is Maria and I'm on holiday. I'm in a rainforest in Costa Rica with my family. We're staying in a lodge, which is a special house in the rainforest. There are ten people in our group and there are two guides.

This is my diary ...

Thursday 10th September

Today we walked in the rainforest with our guides. Wow! It was fantastic. The trees are really, really tall here. There are a lot of amazing and colourful birds in them. You can hear them singing and making weird sounds! I saw black and yellow toucans and big red and green parrots. I also saw the biggest bird in the rainforest, the *Black Guan*. It's black, but it has a blue face and red legs. We saw a lot of insects, too. I saw some blue beetles with black spots and some beautiful butterflies. There are thousands and thousands of insects in this rainforest. There are more than 100 types of animals, too!

In the evening, we sat next to the campfire. The guides cooked us rice and beans. The food was really nice. We talked about the rainforest and I wrote my diary.

Friday 11th September

Today we got up early. Then we went on small boat on the river *Tenorio*. We saw more birds and also some monkeys in the trees. The monkeys are called howler monkeys. They are big and black or brown. They are also very noisy!

We saw some baby crocodiles, too. There were ten baby crocodiles in a nest. The mother wasn't with them. Adult crocodiles are big and very dangerous, so we didn't stay there long!

In the evening, we had rice and beans again and we ate some fruit. We talked about the crocodiles!

Tomorrow we're going to look at a volcano! It's called *Arenal* and I can't wait!



3 Read again and answer the questions.

- Where is Maria? in a rainforest in Costa Rica.
- What can she hear? birds singing.
- What does she eat? rice, beans, and fruit
- What's she going to do tomorrow? look at a volcano.

4 Ask and answer. student's answer

- Would you like to go to a rainforest? Why?
- Do you know where there are any more rainforests?



1 Describe the picture. What do you know about deserts?

2 Read.

## Life in the Desert

### What is a desert?

There are different kinds of deserts. There are hot deserts and there are cold deserts. The Sahara Desert is the biggest hot desert in the world. The Gobi Desert is always very cold. Some deserts are sandy. Some deserts are rocky. Other deserts have mountains. Antarctica is the coldest place in the world, but it is a desert and it is covered in snow and ice.

### What is the weather like in the desert?

A desert is a very dry place. It has very little rain. It snows in Antarctica, but it does not often rain. In hot deserts, it is very hot during the day and then very cold at night. When it rains, it rains suddenly. But there is very little water in the desert. Sometimes you can find water in rocks underground. These places are called oases.

It can be very windy in the desert, too. There can be sandstorms or snowstorms. In sandy deserts, the wind blows the sand and makes big shapes like mountains. These shapes are called sand dunes.



### What plants and animals live in hot deserts?

Plants and animals need water to survive. The desert is very dry but amazingly, there are many plants in the desert. There are also many animals, insects and birds. How do they survive?

Some plants, like cacti, keep rain water in their leaves for a long time. Other plants have long roots. The roots take water from deep under the ground.

Some animals in the desert never drink. They get water from seeds and plants. Many animals are nocturnal. This means they sleep during the hot day and come out at night. Some animals live underground for most of the time because it is colder.

People often travel in the desert on camels. These animals can drink a lot of water very quickly and then they do not need to drink for a very long time. They are perfect in the desert!

3 Read again and write *T* (true) or *F* (false).


- 1 It is always hot in the desert.   F                        2 It never rains in the desert.   F    
3 Animals and plants live in the desert.   T                        4 Some animals don't need water.   T

4 Ask and answer.      Student's answer

- 1 Have you ever been to a desert? What was it like?  
2 Would you like to go on a trip to the desert? Why?



## Lesson One Words

1 Listen, point and repeat.  89

smoothie



milk



fridge



pour



blender



strawberry



chop



lid



mango



peel

2 Listen and read.  90

1



**Mum** Can you help me make some fruit smoothies, please? Leo, please get some milk from the fridge and pour it in the blender. Then add a little sugar.

2



**Mum** Here are some strawberries. Chop them up please, Amy.  
**Holly** I'll help her.  
**Mum** Leo's got the blender. Holly, give them to Leo when you've finished.

3



**Mum** Here Leo, ...  
**Leo** I know, Mum! Now I turn on the blender. Ahh ...

4



**Mum** ... this is the lid which goes on the blender.  
**Leo** Sorry, Mum. I'll clean it up.



1 Listen to the story again and repeat. Act.

2 Read and learn.

### Object pronouns

- I Please help **me**!
- You I'll help **you**.
- He I can see **him**.
- She I'll help **her**.
- It Pour **it** into the blender.
- They Chop **them** up.
- We They saw **us**.



The **object** of a sentence can be replaced by a **pronoun**.

Can you get **some milk** from the fridge? Then **pour it** in the blender.

3 Read and circle.

- I can hear my brother, but I can't see him / her / it.
- I've got a problem. Please help her / you / me.
- Are you lost? I live here. I can show us you / them the way.
- Is that your coat? Please put it / them / you in the cupboard.
- Please can you get the tomatoes out of the fridge and wash it / you / them?
- We want to make smoothies, Mum. Can you help us / you / them?

4 Write. me   them   her   you



1 Look at me.  
I've made a great smoothie!



2 You can go and play with them now.



3 Can I help you, Dad?



4 Where's your sister?  
I can't find you.



1 Read and learn.

Relative pronouns

This is the boy. He didn't put the lid on.  
 This is the boy **who** didn't put the lid on.  
 This is the smoothie. It was in the blender.  
 This is the smoothie **which** was in the blender.

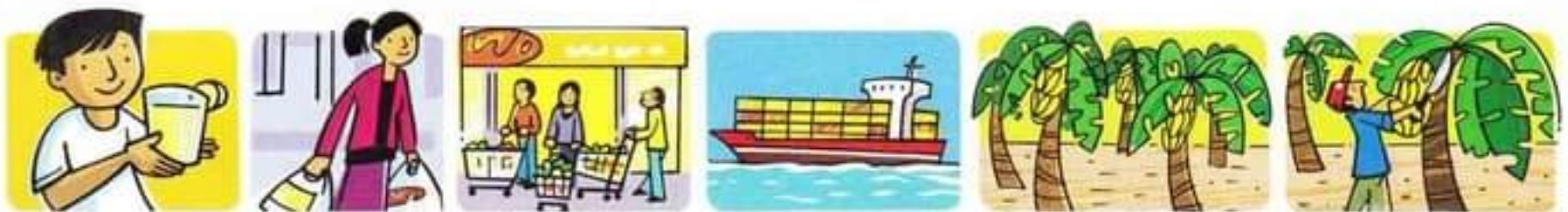
**Relative pronouns** join two sentences together.  
 Use **who** for people.  
 Use **which** for things.

- Answer 2:  
 1 This is the boy who made the smoothie.  
 2 This is the mother who bought the bananas and milk.  
 3 This is the supermarket which sold the bananas.  
 4 This is the ship which carried the bananas.  
 5 These are the bananas which grew on the trees.  
 6 This is the farmer who looked after the trees.

2 **Speaking** The story of a smoothie. Say what happens in the pictures.

who which

- |                                  |                                 |
|----------------------------------|---------------------------------|
| 1 boy / make / the smoothie      | 2 mum / buy / bananas and milk  |
| 3 supermarket / sell the bananas | 4 ship / carry the bananas      |
| 5 bananas / grow on the trees    | 6 farmer / look after the trees |



This is the boy who made the smoothie.

3 Now write your sentences.

4 Listen and sing. 91



This is the boy ...

This is the boy who dropped the milk,  
 Dropped the milk, dropped the milk.  
 This is the boy who dropped the milk,  
 On the floor.

This is the cat which drank the milk, ...  
 From the floor.

This is the dog which chased the cat, ...  
 Out the door.

And this is the dog which drank the milk,  
 From the floor.



1 Listen, point and repeat. 92

tunnel

camel  
towel  
travel



lentils

pencil  
April  
pupil



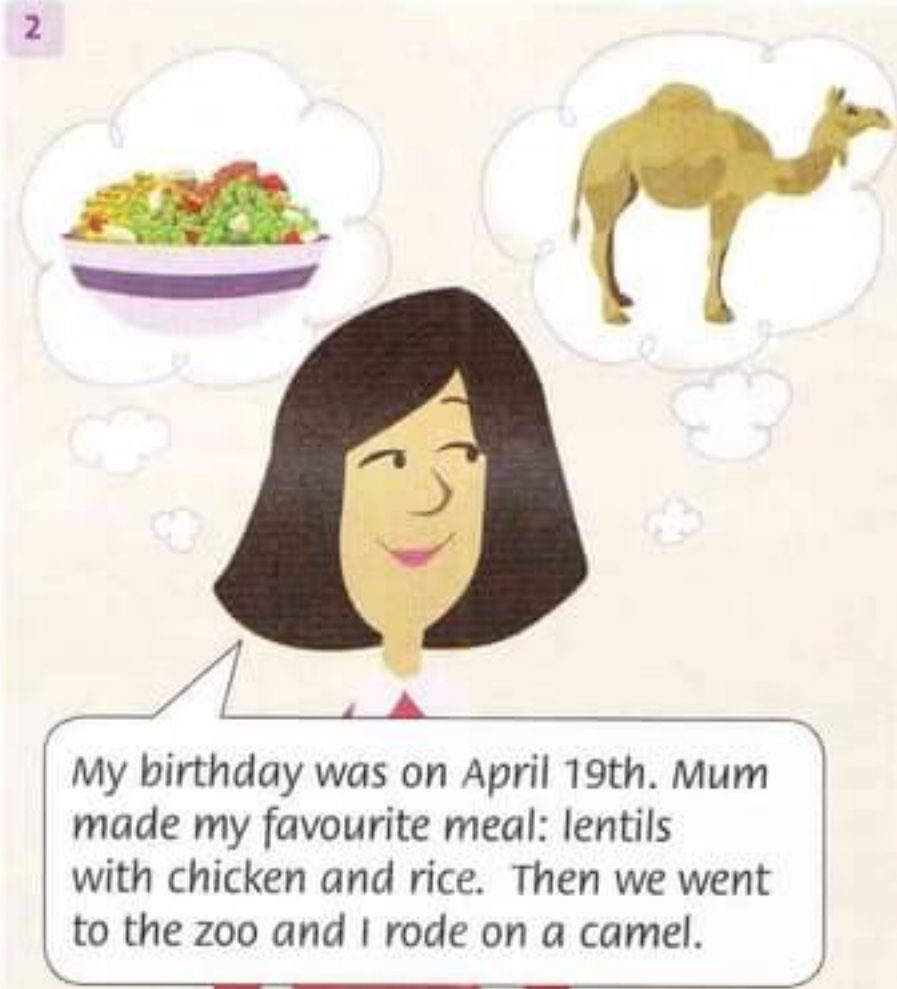
2 Listen and read. 93

1

I'm a pupil. Today I've got a sports lesson, so I've got my sports kit and towel in my bag as well as books and pencils. I go to school by bus. On the way to school the bus goes through a long tunnel.



2




My birthday was on April 19th. Mum made my favourite meal: lentils with chicken and rice. Then we went to the zoo and I rode on a camel.

3 Read again. Circle the words ending in *el* and underline the words ending in *il*.

- 1 *el*: towel, tunnel, camel  
2 *il*: pupil, pencils, April, lentils

4 Complete the words with *el* or *il*.

1   
camel

2   
pencil

3   
pupil

4   
towel

5   
travel

6   
tunnel

7   
lentils

8 **THE 4TH MONTH**  
April



## Reading

1 Look at the text. Where do the two events happen?

2 Listen and read.  94

## Child Heroes

### Boy rescues two classmates

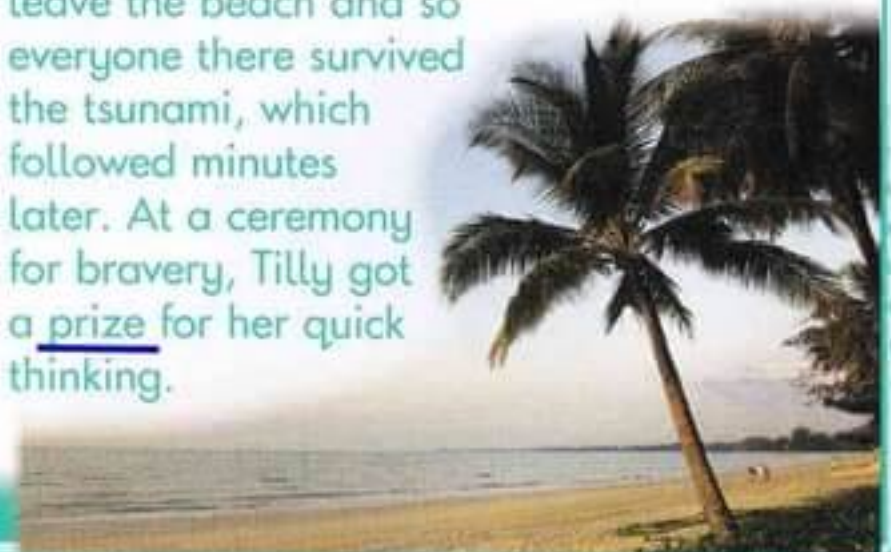
A very strong earthquake hit China on May 12th, 2008. Lin Hao, a ten year old pupil, was very brave when his school collapsed in the earthquake. After climbing out of his destroyed school, he pulled out two of his classmates. Lin's arm hurt a lot, but he



still carried them to safety. Because Lin was a hero of the earthquake, he carried the Chinese flag in the opening ceremony of the Olympic Games in August 2008.

### Girl sees tsunami

Tilly Smith, from England, was on holiday with her family in Thailand in 2004. At the beach, Tilly saw lots of white bubbles in the sea and then the sea started to disappear. These events were something that Tilly had learnt about in a school lesson. She knew that there was an underwater earthquake called a tsunami and giant waves would soon crash onto the shore. Tilly told people to leave the beach and so everyone there survived the tsunami, which followed minutes later. At a ceremony for bravery, Tilly got a prize for her quick thinking.



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

hero    classmate    earthquake    collapse    carry    ceremony    bubble    prize

4 Read again. Circle the wrong word and write the correct word.

1 In May 2008, there was a strong tsunami earthquake

2 Lin Hao carried three of his classmates to safety. two

3 Lin carried the English flag at the Olympic Games. Chinese

4 Tilly saw lots of white waves in the sea. bubbles

5 Tilly got a prize at a party for bravery. ceremony



## Listening

1 Listen and number.  95

## 2 Listen again and match.

- |   |             |
|---|-------------|
| 1 This person sometimes works in dangerous places. <input type="checkbox"/> c     | a doctor    |
| 2 This person helps 25 people every day. <input type="checkbox"/> b               | b teacher   |
| 3 This person helps to make our cities and roads safe. <input type="checkbox"/> d | c fireman   |
| 4 This person likes making children smile. <input type="checkbox"/> a             | d policeman |

## Speaking

## 3 Think of a job. Ask and answer.

nurse teacher fireman housewife  
pilot farmer actor singer waiter

Does he work with ...  
(a computer / people)?

Does he work in a ...  
(theatre / car)?

Does he wear a ...  
(uniform / hat)?

## Writing

We can use a **sub clause** in a sentence to give more information. Again, we use **which** for things and **who** for people. We put two **commas** around the new information.

Lin Hao, **who** is a ten year old pupil, was very brave ...

## 4 Underline the sub clause in these sentences.

Then say each sentence without the sub clause.

- This doctor, who works in a hospital, helps children.
- The earthquake, which was very strong, happened in China.
- This teacher, who teaches English, has got 25 pupils in her class.
- The fireman, who has a dangerous job, rescues people after storms.

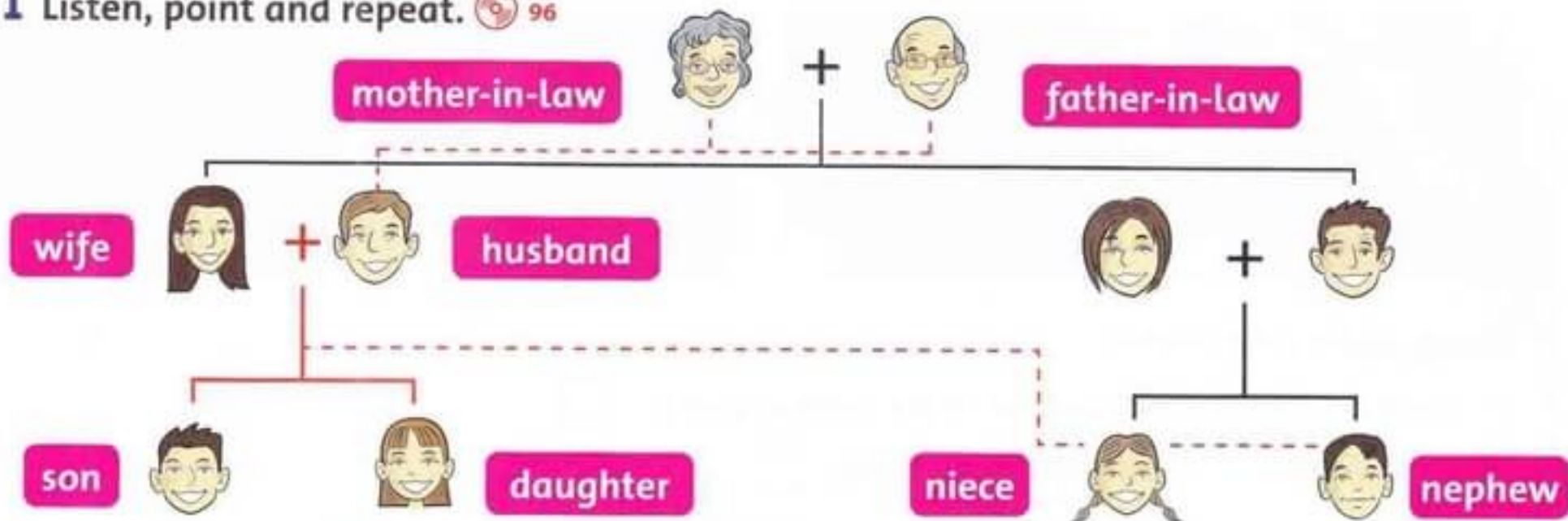
Complete writing pages 92–93 of Workbook 4.





## Lesson One Words

1 Listen, point and repeat. 96



2 Listen and read. 97

1

**Aunt** Why are you crying, Holly?  
**Holly** Because you're all going back to Australia in only two weeks' time!

2

**Aunt** Yes, it's sad. But let's think about something happy. We've got happy memories, so let's look at the photo album!

3

**Aunt** Look at my funny son! He wasn't making a smoothie. He was making a mess! Do you remember?  
**Holly** Yes! The smoothie went all over him.  
**Aunt** Look at this one. We were fishing together.  
**Aunt** And here, we were going to the theatre.

4

**Holly** I feel better now. But we'll miss you all so much.  
**Aunt** And I'll miss my favourite niece and nephew too. And I hope you'll visit one day.



1 Listen to the story again and repeat. Act.

2 Read and learn.

Past continuous



What **were** you doing?  
I **was** looking at photos.

He **wasn't** making a smoothie.  
He **was** making a mess.

**Were** they going to the train station?  
**No**, they **weren't**. They **were** going to the theatre.

Use the **past continuous** to describe an action happening at **a certain time in the past**.



3 Write.

ride visit look make read

What were the family doing at three o'clock yesterday afternoon?

- Holly and her aunt were looking at the photo album.
- Holly's parents were visiting a friend in hospital.
- Amy was making a photo album on the computer.
- Leo was riding his skateboard outside.
- Max was reading a new book.



4 **Speaking** Look at the pictures again. Ask and answer.

- Were Holly's parents going to the cinema? No, they weren't. They were visiting a friend in hospital.
- Was Max reading a new book? Yes, he was.
- Were Holly and her aunt taking photographs? No, they weren't. They were looking at the photo album.
- Was Amy making a photo album? Yes, she was.
- Was Leo riding his skateboard inside?

Were Holly's parents going to the cinema?

No, they weren't. They were visiting a friend in hospital.

No, he wasn't. He was riding his skateboard outside.

5 What were you doing at three o'clock yesterday afternoon?



1 Read and learn.

Dates



We **say** and **write dates** differently.

22nd June 1997

**the** twenty-second **of** June, nineteen ninety-seven

4th October 2009

**the** fourth **of** October, two thousand and nine

I was born ...



My dad **was born** in 1971.



Use the correct **preposition** with years and months:

He was born **in** 1971.

He was born **on** 9th July 1971.

2 Speaking Read the dates. Ask and answer.

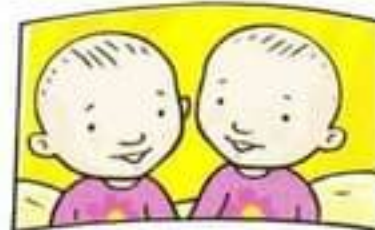


Paul:

3rd March 1999



Liz: 1950



Simon and Mat:

4th May 1997



Alf: 1932

When was Paul born?

He was born on the third of March, nineteen ninety-nine.

3 Write about when you and your family were born. Student's answer

4 Listen and sing. 98

When Sally was born

What was Jim doing when Sally was born?  
 When Sally was born? When Sally was born?  
 What was Jim doing when Sally was born?  
 He was playing.

What was Kate doing when Sally was born ...? She was reading.

What was Mike doing when Sally was born ...? He was working.





1 Listen, point and repeat. 99

addition

8 + 9

subtraction  
invitation

fashion

cushion

2 Listen and read. 100



At school we had a maths competition.  
We had to do addition and subtraction.  
Carl won.



Leila got an invitation to a fashion show.  
There were lots of people there, so she sat  
on the floor on a cushion.

1 tion: competition, questions, addition, subtraction, invitation  
2 shion: fashion, cushion

3 Read again. Circle the words with *tion* and underline the words with *shion*.

4 Look at the pictures below. Write the words in the correct box.



tion

addition

subtraction

invitation

shion


fashion

cushion



## Reading

1 Describe what is happening in the picture.

2 Listen and read the poem.  101

## My relatives are coming!

We're getting ready  
For a really special day.  
My relatives are arriving  
And this is where they'll stay.

My aunt and my uncle  
And my cousins Bill and Kate  
Will be here for a week,  
And I just can't wait.

My cousin Bill's a toddler  
Who has just turned two.  
He likes to scream and shout,  
Just like normal toddlers do.

But he's really fun and cute  
And he's learning to be good,  
And I'm going to help him  
Do all the things he should.

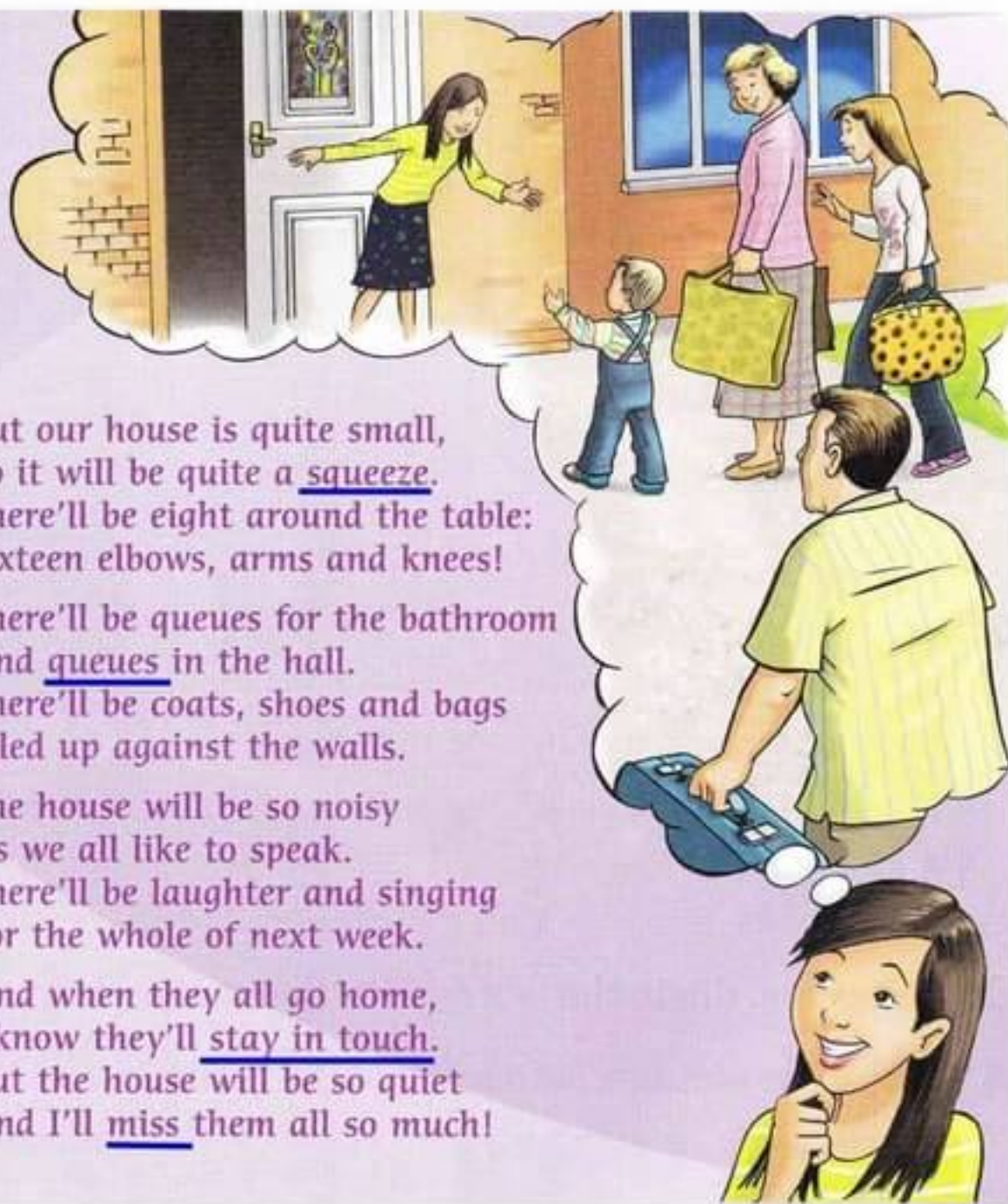
Kate will sleep in my room  
On some cushions on the floor,  
Aunt and Uncle in the lounge,  
On a camp bed by the door.

But our house is quite small,  
So it will be quite a squeeze.  
There'll be eight around the table:  
Sixteen elbows, arms and knees!

There'll be queues for the bathroom  
And queues in the hall.  
There'll be coats, shoes and bags  
Piled up against the walls.

The house will be so noisy  
As we all like to speak.  
There'll be laughter and singing  
For the whole of next week.

And when they all go home,  
I know they'll stay in touch.  
But the house will be so quiet  
And I'll miss them all so much!



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

relatives toddler normal cute squeeze  
queue stay in touch miss someone

4 Read again and write short answers.

1 How long will the relatives stay? A week.

3 What does everyone like doing? To speak.


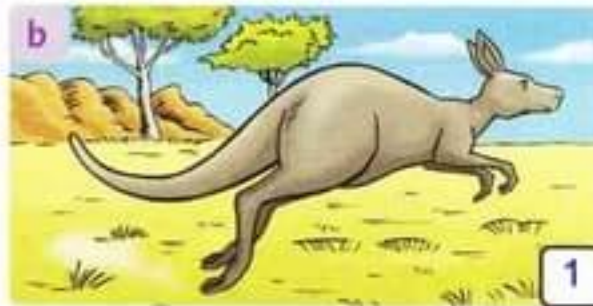
5 How will the house be after the visit? Quiet.

2 Is it a big house? No, it isn't.

4 Is Bill always good? No, he isn't.



## Listening

1 Listen and number.  102

## 2 Listen again. Write S (Stuart), E (Emily) or A (Anna).

- 1 Who helped look after animals?
- 2 Who helped look after a child?
- 3 Who went to a new country?
- 4 Who usually has a party at home?
- 5 Who had a brother three years ago?
- 6 Who went surfing?

## Speaking

3 Ask and answer. Talk about your happy memories. Student's answer

- |                                 |                     |
|---------------------------------|---------------------|
| 1 What is your happiest memory? | 2 When was it?      |
| 3 Describe what happened?       | 4 How did you feel? |

*What is your happiest memory?*

*It's when I got my new bike ...*

## Writing

What can you find in a **poem**?

Look at the poem again. The lines are in different parts, or **verses**.

Some poems **rhyme**. This means there are words which sound the same.

## 4 Look at the poem again and answer the questions.

- 1 How many verses are there in the poem? nine
- 2 How many lines are there in each verse? four
- 3 Circle all the words that rhyme in the poem. day/stay, Kate/wait, two/do, good / should, floor / door, squeeze / knees, hall / walls, speak/week, touch/much.  
What pattern can you see? the second and fourth line of every verse rhyme.

Complete writing pages 98–99 of Workbook 4.





## Lesson One Words

## 1 Listen, point and repeat. 103



boss



office



builder



vet



journalist



secretary



dentist



receptionist



mechanic



author

## 2 Listen and read. 104

1

**Mum** Listen, both of you. Your dad has got something important to tell you.

**Dad** Well, when I was working this morning, the phone rang. It was my boss. I had to go to his office. I was a bit worried.

2

**Dad** But they were smiling when I went in. And that's because ... I've got a new job, a better one!

**Max** Great, Dad!

3

**Dad** There's some good news and some bad news.

**Max** Oh, no. What's the bad news?

**Dad** You'll have to change schools and say goodbye to your friends.

**Holly** Huh! Really?

4

**Max** And the good news?

**Dad** The good news is that the new job is in ... Australia! You will go to school with your cousins.

**Holly** So we'll all be together again!

**Max** Yippee!



1 Listen to the story again and repeat. Act.

2 Read and learn.

Past simple and past continuous



When I **was** working, the phone **rang**.



They **were** smiling when I **went** in.

**When** can go at the beginning or the middle of a sentence.  
Use a **comma** after the first verb if a sentence **starts with When**.

*I was eating **when** he arrived.      **When** I was eating, he arrived.*

3 Match and number the pictures.

- |                                      |             |   |
|--------------------------------------|-------------|---|
| 1 I was waiting at the library       | <b>when</b> | a the author came in. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">1</span>   |
| 2 He was walking to work             |             | b he fell over. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">4</span>         |
| 3 The secretary was typing           |             | c it started to rain. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">2</span>   |
| 4 The footballer was running         |             | d the customer arrived. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">5</span> |
| 5 The mechanic was repairing the car |             | e her boss phoned. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span>      |



4 **Speaking** Point to the pictures and say.

*I was waiting at the library when the author came in.*

5 Now write the sentences with **When** at the beginning.

*When I was waiting in the library, ...*



1 Read and learn.

Grammar homophones: *there, they're, their*

**There** is some good news and some bad news.

**They're** very happy.

They will be with **their** cousins.

These three words sound the same but are spelt differently.

**there** – a place, or to say what is present

**they're** – short form of **they are**

**their** – shows possession by more than one person



2 Write.

there they're their

The family are going to Australia. Look, <sup>1</sup> there are six suitcases. Max and Holly have a suitcase each for <sup>2</sup> their clothes and special toys. <sup>3</sup> They're a bit nervous about living in Australia because everything will be so new and different. But <sup>4</sup> they're very happy, too, because <sup>5</sup> their cousins will help them. Together, they'll have lots of fun!



3 **Speaking** Now talk about the picture.

4 Listen and sing. 105

**They're nearly there!**

There's a boy and there's a girl.

They're going to see their cousins.

They've packed their bags. They're nearly there.

They're going to see their cousins.

They've got their passports in their bags.

They're going to see their cousins.

They're as happy as can be.

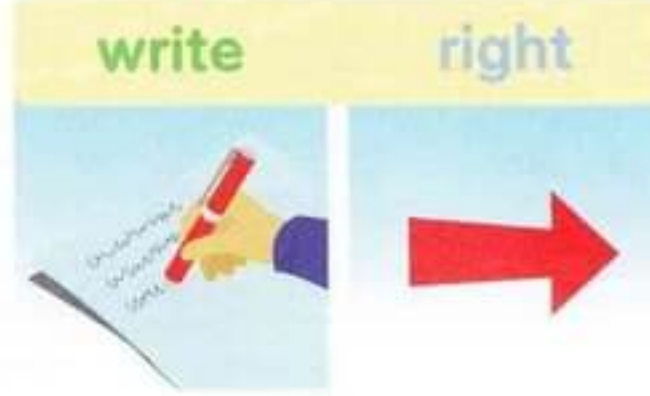
They're going to see their cousins.





1 Read and learn.

homophones



2 Listen and read. 106



1 What can you see?  
I can see a boat on  
the sea.



2 Can you hear some  
birds?  
Yes. They are here in  
this tree.



3 Where do you wear  
these clothes?  
I wear them at  
school.



4 Which hand do you  
write with?  
I write with my right  
hand.

3 Read again and circle the words from Exercise 1.

4 Write.



1 Excuse me. Where  
is the bus station?



2 We went to the beach and  
swam in the sea.



3 I can hear some  
lovely music.



4 Here is your passport.



## Reading

- 1 Describe what is happening in the pictures.
- 2 Listen and read.  107

## Three Wishes

Once upon a time there was a poor fisherman. The fisherman's wife was usually angry because he didn't catch many fish. One day, the man was fishing when suddenly a little fish jumped into his net. "My wife will be happy now," said the man, "we will eat this fish for dinner." But then the fish spoke. "Please throw me back in the sea," it said, "and I will give you three wishes."



The fisherman was very surprised. "Great!" he thought. "I can make my wife very happy with three wishes."

Later, he told his wife about the fish. She wasn't happy. "Fish don't speak, you silly man!" she said. "And now there isn't any fish for dinner." The fisherman was hungry and he looked at his dinner of bread and water. "I wish we had sausages instead of bread and water," he said.

Suddenly, three delicious sausages appeared on his plate. He was very happy and started to eat.



But his wife shouted angrily, "Why didn't you wish for something better, like money or gold? You silly man! I wish those sausages were on the end of your nose!" The man looked down at his nose and screamed. All the sausages were on the end of his nose.

The wife pulled and pulled, but she couldn't get the sausages off the man's nose. They had to use their last wish. "I wish," said the fisherman sadly, "for the sausages to go away." Suddenly, the sausages disappeared.




Now they had no sausages and no wishes. And the fisherman never saw the fish again.

- 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

fisherman speak (spoke) silly surprised sausage delicious wish for pull



## Listening

1 What do they wish for? Listen and write L (Lucas), R (Rosy) or A (Akram).  108



1 go to England **A**

2 no hungry people in the world **A**

3 camcorder **R**

4 three more wishes **A**

5 brother **L**

6 no extinct animals **R**

7 no earthquakes **L**

8 MP3 player **L**

9 grandmother get better **R**



## Speaking

2 Imagine the fish is giving you three wishes. What are they? And why?

My first wish is for ... a computer because ...  
My second wish is to ... visit a rainforest because ...  
My third wish is for / to ... because ...

## Writing

We use **speech marks** to show that someone is speaking. A **comma** or a **question mark** is placed *inside* the speech marks.

“Fish don’t speak,” said the fisherman’s wife.

We can also cut the sentence into two parts. Look at the punctuation!

“Please throw me back in the sea,” the fish said, “and I will give you three wishes.”

3 Circle the commas and question marks before the speech marks. Then underline the different verbs used.

1 “I wish these were sausages,” he said.

2 “Why didn’t you wish for something better?” asked the woman.

3 “You silly man,” the fisherman’s wife said.

4 “I wish,” said the man sadly, “for the sausages to go away.”

5 “My wife will be happy now,” said the man, “we will eat this fish for dinner.”

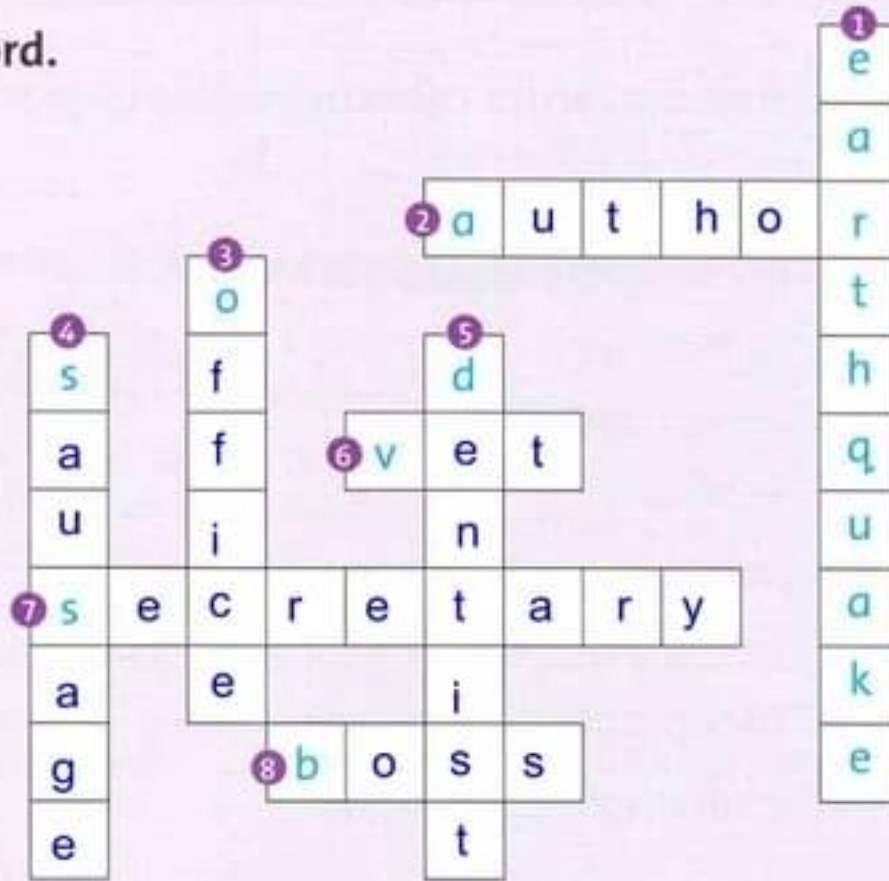






1 Complete the crossword.

Down



Across



2 Write.

niece mother-in-law husband father-in-law wife nephew

Look, this is me with my <sup>1</sup> husband Len.  
 These are Len's parents. Look, she is my <sup>2</sup> mother-in-law and he is my <sup>3</sup> father-in-law .  
 The man with black hair is my brother, Henry. He is standing with his <sup>4</sup> wife , Jane. Henry and Jane have got two children. This girl is my <sup>5</sup> niece and the boy is my <sup>6</sup> nephew . His name's Patrick.



3 Read and circle.

Grandma and Grandpa are visiting. Lucy and Peter ask their mum, "Can you help <sup>1</sup> us / we make some smoothies for Grandma and Grandpa?" Peter chops up a banana and puts <sup>2</sup> them (it) in the blender. Mum says, "Now you need to get the milk Lucy." So Lucy pours <sup>3</sup> they (it) into the blender. To help <sup>4</sup> she (her) Mum puts the lid on. When the smoothies are ready, Lucy and Peter take <sup>5</sup> they (them) into the living room. "Are these for (us) / we?" ask Grandma and Grandpa. "Thank you so much!"



4 Complete the sentences with *who* or *which*.

forty metres deep    the race    the volcano    yesterday



This is the man who climbed the volcano.



This is the lake which is forty metres deep.



This is the girl who won the race.



This is the new library which opened yesterday.

## 5 Write.

- I was watching TV when my aunt arrived. (watch TV / arrive)
- She was laying the table when the phone rang. (lay the table / ring)
- When he was fishing, a fish jumped out of the water. (fish / jump)
- When I was printing my homework, the printer stopped. (print / stop)
- They were eating lunch when Lucy dropped her glass. (eat / drop)

## 6 Complete the words.

el    tion    il    shion



1 Can you pass me my towel?



2 I am a pupil at Wood View Primary School.



3 This dress is the latest fashion.



4 My maths homework is to practise subtraction.





# Extensive reading: gold

1 Describe the pictures.

2 Read.

## Gold Treasures



Thousands of years ago people discovered gold in rivers. They learnt to make plates, cups and jewellery from this precious metal. There was a lot of gold in places around the Red Sea. Egypt was one of these places. In ancient times, the Egyptians buried their kings in tombs. They buried jewels and gold objects in the tombs along with their dead kings. The gold mask of *Tutankhamun* is a famous object from Ancient Egypt. It was not until 1922 that people found this mask in King *Tutankhamun's* tomb. The mask is now in the Gold Room at the Egyptian Museum, in Cairo.

The Inca people lived thousands of years ago in the Andes Mountains of South America. They were very clever people and built cities and roads. They also had a lot of gold which they found in rivers in the mountains. The Inca people made many beautiful things from gold. They made beautiful statues, masks, and jewellery. Today these things are in museums around the world. Some people think there is more Inca gold in the mountains of South America. Some people even think there is a lost city which is full of gold.



There is a place in South Africa called *Mapungubwe*. A thousand years ago, this place was a city. The people in the city had a lot of gold which they found in a river called Shashe River. In 1933, people found many things on top of a hill in this area. They found gold pots and gold jewellery and also a beautiful gold rhino. The rhino is about 12cm long and 6cm high and is about 800 years old. Today it is in a museum in South Africa. There is also a big model of the rhino in a South African city. This model is not gold. It is painted gold.

3 Read again and write the names of the places.

- 1 *Tutankhamen's* mask is from Egypt.      2 The Inca people lived in the Andes Mountains in South America.
- 3 The gold rhino is from Mapungubwe in South Africa.

4 Ask and answer. Student's answer

- 1 Would you like to see any of the gold things in the pictures? Why?
- 2 Do you like learning about ancient history? Why?



1 Describe the pictures. What is the story about?

2 Read.



Long ago, in Ancient Greece, there was a king named Midas. He lived in an enormous palace with his wife and his daughter. King Midas was very, very rich. He had more gold than any other king in the world. His palace was full of gold statues, gold jewellery and gold coins, but Midas was greedy and he always wanted more.

One day, the king was walking in the garden of his palace with his daughter. She was picking yellow flowers for her room. "Those yellow flowers are very beautiful," King Midas said, "but gold flowers are more beautiful."

The king's daughter ran back into the palace with her flowers and the king walked alone. Then Midas made a wish. He wished that everything he touched became gold. Soon he touched a flower. It became gold. He touched a tree and it became gold. He touched a plant and it too was gold. "My wish has come true!" he shouted.

The king touched many things in his garden and in his palace. He touched pictures and vases and plates and they all became gold. Soon Midas was hungry and thirsty. But, when he put some bread in his mouth, it turned to gold. And when he put some water to his lips, it also turned to gold.



The king sat in his garden. "I have all the gold in the world," he thought, "but I cannot eat and I cannot drink. What shall I do?"

At last, the king's daughter saw her father in the garden. She ran to him because he looked so sad. She touched his hand and suddenly she became gold, too. King Midas made another wish. He wished that he could have his daughter back and he wished to not have any more gold. Suddenly, all the gold was gone and his daughter was playing happily in the garden. King Midas had learnt his lesson and he never asked for more gold again.

3 Read again and write *yes* or *no*.

- 1 Does King Midas have a lot of gold? yes
- 2 Does King Midas want more gold? yes
- 3 Can King Midas eat the bread? no
- 4 What is the moral of this story?  
not to be greedy, and that being rich does not make you happy.

4 Ask and answer. Student's answer

- 1 Do you enjoy stories like this? Why?
- 2 What is your favourite story from your country?





## Extensive reading

1 Look at the title and the pictures. What is the text about?

2 Read.

### My Family and other Animals

When Gerald Durrell was ten years old, he lived with his family in England. His father was dead, but he lived with his mother, his older brothers, Larry and Leslie, and his older sister Margo. The family lived by the sea, but they didn't like the cold weather in England. One cold and rainy day in August 1935, they decided to go and live in a hotter place. They travelled to Corfu which is an island in Greece. They lived in a big, pink house on a hill. It had a lovely garden and they were very happy there.

While Gerald was living on the island, he learnt a lot about animals. He enjoyed watching the insects and the lizards in their garden. He explored the island and learnt about the fish, the birds and the plants. He liked spiders and snakes and even had some as pets, and he put them in a special room in the house. In this room Gerald kept books about plants and animals, as well as his collections of birds' eggs and insects in jars. Gerald didn't go to school on the island, but he had lessons with a teacher from England. He learnt French, maths and geography. He met many people on the island and he learnt Greek. He also started to write a book about his adventures on the island. This is one of his most exciting adventures.

3 Read again and write *T* (true) or *F* (false).

- 1 Gerald moves to Corfu when he is ten years old.   T
- 2 Gerald doesn't have lessons.   F
- 3 The family have a boat.   T
- 4 Gerald and his family swim with the porpoises.   F

4 Ask and answer. Student's answer

- 1 Would you like to swim with porpoises? Why?
- 2 Do you enjoy learning about animals? Why?



We were very happy on the island. In the summer, the days were long and hot and the island was very beautiful. There were green olive trees, bright orange trees and yellow grapes on the vines. In the mornings, we ate our breakfast in the garden and talked and laughed together. In the afternoon, I walked in the garden and watched the butterflies and the ladybirds. I learnt about the summer insects, the animals and the flowers. Then I did my lessons. That summer I had a new teacher from England. His name was Peter and I liked him very much. He was very clever and very kind and he told me lots of interesting things. As well as doing our lessons, we walked around the island and talked about the things we saw. Then I wrote about these things and Peter read my work. Soon I started to write a book. It was a story about my family, our life on the island and lots of animals.

The summer nights were very hot and the sea was warm and dark. We often went swimming at night because it was so hot on the beach in the sun. We travelled out to sea in our little boat and my brothers and my sister rowed. I sat at the front and shouted "Look out!" when I saw any rocks.

When we stopped the boat, we went swimming in the warm sea and then we went back to the beach. We sat on the warm rocks, looked at the stars and talked about our brilliant life on the island.

One day, I left my family on the rocks and went back into the sea. It was lovely and warm in the water. I swam and lay on my back and looked at the lovely, white moon. My family were very noisy. They were laughing and talking on the sand. I listened to them and felt very happy.

Suddenly, there was something in the water. It was swimming very close to me! Was it an animal? What kind of animal was it? I was worried and I wanted to shout for help. But then I saw the animal. It came out of the water and then it went under again. It was dark and it was big.

I looked again and saw it was a porpoise. Then I looked around more carefully. There were about eight of them in the water with me. It was amazing, I was swimming with porpoises! They swam and played and jumped in the water while I watched. Eventually, they turned and swam away. I swam back to my family on the sand and told them about my special adventure.

