<table>
<thead>
<tr>
<th>Words</th>
<th>Grammar</th>
<th>Phonics</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>They’re from Australia!</strong></td>
<td>Present simple: be Where are you from? I’m from Egypt.</td>
<td>Consonant blends: cr: crayon</td>
<td>Reading: a story: The Lazy Bear</td>
</tr>
<tr>
<td>Countries</td>
<td>Seasons / Home</td>
<td>dn: draw, drink</td>
<td>Listening: identifying details about age, birthday, country and favourite season</td>
</tr>
<tr>
<td>Hobbies</td>
<td>like + verb + ing I like reading. I don’t like fishing. Does he like playing chess? Yes, he does. / No, he doesn’t.</td>
<td>i_e: kite, bike</td>
<td>Speaking: asking and answering about age, country and favourite season</td>
</tr>
<tr>
<td>Your / our / their That’s their CD player. Can I use your computer? Yes, you can. / No, you can’t.</td>
<td>a_e: face, space</td>
<td>o_e: rope, stone</td>
<td>Writing: capitalizing proper nouns and sentence beginnings; writing about myself (Workbook–WB)</td>
</tr>
<tr>
<td>My things / phrasal verbs</td>
<td>Your / our / their</td>
<td>Magic e: June, cube</td>
<td>R: a hobbies forum</td>
</tr>
<tr>
<td>Collections</td>
<td>That’s their CD player. Can I use your computer?</td>
<td>a_e: face, space</td>
<td>L: identifying details about different penfriends</td>
</tr>
<tr>
<td>Words with ar:</td>
<td>car, park, shark, star, scarf</td>
<td>i_e: kite, bike</td>
<td>S: choosing a penfriend based on hobbies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o_e: rope, stone</td>
<td>W: full forms and short forms of be and have; writing an email about my hobbies (WB)</td>
</tr>
<tr>
<td><strong>Fluency Time! 1</strong></td>
<td>Things in common</td>
<td>Project: a survey chart</td>
<td></td>
</tr>
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<td><strong>Review 1</strong></td>
<td>Present continuous: affirmative and negative</td>
<td>R: a holiday brochure</td>
<td></td>
</tr>
<tr>
<td>We’re having fun at the beach!</td>
<td>I’m swimming. She isn’t snorkelling.</td>
<td>all endings: ball, mall, wall, tall, small</td>
<td>L: identifying details about beach activities</td>
</tr>
<tr>
<td>Water sports</td>
<td>Adjectives to describe places</td>
<td>R: a story: The Lion and the Mouse</td>
<td>S: describing what you like doing on the beach</td>
</tr>
<tr>
<td>Zoo animals</td>
<td>Adjectives to describe emotions and things</td>
<td>or and aw spellings: or: fork, horse, corn</td>
<td>W: spelling rules for the present continuous; writing a postcard about my trip (WB)</td>
</tr>
<tr>
<td>A naughty monkey!</td>
<td>Present continuous: questions and short answers</td>
<td>or: fork, horse, corn</td>
<td></td>
</tr>
<tr>
<td>Jim’s day</td>
<td>Present simple: affirmative, negative and questions</td>
<td>aw: straw, paw, yawn</td>
<td></td>
</tr>
<tr>
<td>Daily routine</td>
<td>I have breakfast at eight o’clock. Do they live in a big house? Yes, they do. / No, they don’t.</td>
<td>o_y: boy, toy, oyster</td>
<td>R: a website: Cyber School</td>
</tr>
<tr>
<td>Time words</td>
<td>Present simple: affirmative, negative and questions</td>
<td>o_e: coin, oil, soil</td>
<td>L: identifying details about a student’s day</td>
</tr>
<tr>
<td>Places to go!</td>
<td>Present simple and adverbs of frequency: always, sometimes, never</td>
<td>ow and ou spellings: ow: cow, clown, flower</td>
<td>S: describing daily routine</td>
</tr>
<tr>
<td>Performances</td>
<td>Sometimes go to the library. Prepositions of time: on, at, in My birthday is in May.</td>
<td>ou: house, trousers, mouse</td>
<td>W: proper nouns; writing information about me (WB)</td>
</tr>
<tr>
<td><strong>Fluency Time! 2</strong></td>
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<td>Project: a poster</td>
<td>Extensive reading: Animals</td>
</tr>
<tr>
<td><strong>Review 2</strong></td>
<td>Present simple and adverbs of frequency: always, sometimes, never</td>
<td>ow and ou spellings: ow: cow, clown, flower</td>
<td>R: a film review</td>
</tr>
<tr>
<td>Places in town</td>
<td>Sometimes go to the library. Prepositions of time: on, at, in My birthday is in May.</td>
<td>ou: house, trousers, mouse</td>
<td>L: identifying details about free time activities</td>
</tr>
<tr>
<td>Performances</td>
<td>Present simple and adverbs of frequency: always, sometimes, never</td>
<td>R: a film review</td>
<td>S: describing free time activities</td>
</tr>
<tr>
<td><strong>Places to go!</strong></td>
<td>Present simple and adverbs of frequency: always, sometimes, never</td>
<td>ow and ou spellings: ow: cow, clown, flower</td>
<td>W: verbs, adjectives and prepositions; writing an invitation email (WB)</td>
</tr>
<tr>
<td>Words</td>
<td>Grammar</td>
<td>Phonics</td>
<td>Skills</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>8</strong> I’d like a melon!</td>
<td><strong>Food</strong></td>
<td><strong>Id and it endings:</strong>&lt;br&gt;id: child, shield, field&lt;br&gt;it: belt, quilt, adult</td>
<td><strong>R:</strong> a recipe&lt;br&gt;<strong>L:</strong> identifying what people want at the market&lt;br&gt;<strong>S:</strong> a role play at the market&lt;br&gt;<strong>W:</strong> adjective order; writing a recipe (WB)</td>
</tr>
<tr>
<td></td>
<td><strong>Countable and uncountable nouns</strong>&lt;br&gt;a, an, some&lt;br&gt;I’d like a melon.</td>
<td><strong>nd, nt and mp endings:</strong>&lt;br&gt;nd: sand, pond&lt;br&gt;nt: plant, tent&lt;br&gt;mp: lamp, camp</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Would you like some cereal? Yes, please. / No, thanks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The fastest animal in the world</strong>&lt;br&gt;Describing places</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Comparative adjectives</strong>&lt;br&gt;Russia is bigger than the UK.</td>
<td></td>
<td><strong>R:</strong> an article: World Records&lt;br&gt;<strong>L:</strong> identifying geographical features&lt;br&gt;<strong>S:</strong> describing geographical features&lt;br&gt;<strong>W:</strong> placement of adverbs of frequency; writing about things I do (WB)</td>
</tr>
<tr>
<td></td>
<td><strong>Superlative adjectives</strong>&lt;br&gt;The highest mountain in the world is Mount Everest.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fluency Time! 3**  **Giving directions**  **Project: a map of an island**

**Review 3**

**Page 76**

**Page 78**

**Page 80**

| **10** In the park!                           | **In the park**<br>Verbs                                           | **Extensive reading: Food**<br>**R:** a story: The Gingerbread Man<br>**L:** identifying library rules<br>**S:** describing library rules<br>**W:** using and/or in sentences; writing school rules (WB) |
|----------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------|
| **In the museum**                            | **Transport**<br>Prepositions                                       |                                                            |                                                                        |
| **A clever baby!**                           | **Adjectives to describe people**                                   |                                                            | **R:** a history poster: Petra – The Hidden City<br>**L:** identifying aspects of a historical site<br>**S:** describing aspects of a historical site<br>**W:** using paragraphs in writing; writing about my town in the past and now (WB) |
| **The Ancient Egyptians**                   | **Verbs**<br>Adjectives to describe things                         |                                                            |                                                                        |
| **Did you have a good day?**                | **School things**<br>Camping things                                |                                                            | **R:** an interview<br>**L:** identifying the events of a camping trip<br>**S:** describing the events of a camping trip<br>**W:** using time words to show the sequence of events; writing about my school day (WB) |
| **Our holiday!**                             | **Holiday things**<br>Time words                                     |                                                            | **R:** an email<br>**L:** identifying details about a boy’s school holidays<br>**S:** discussing plans for the following week<br>**W:** opening and closing remarks in an email, postcard or letter; writing an email to a friend (WB) |

| **Fluency Time! 4**                           | **Describing people**                                               | **Project: a party scene**<br>**R:** an information poster: Papyrus<br>**L:** identifying details about someone’s day<br>**S:** describing details of someone’s day<br>**W:** using topic headings in paragraphs; writing about Ancient Egypt and today (WB) |
| **Review 4**                                  |                                                                     |                                                            |                                                                        |
| **Page 100**                                  |                                                                     |                                                            |                                                                        |
| **Page 102**                                  |                                                                     |                                                            |                                                                        |
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| **Fluency Time! 5**                           | **Talking about holidays**                                          | **Project: a photo album**<br>**R:** an email<br>**L:** identifying details about a boy’s school holidays<br>**S:** discussing plans for the following week<br>**W:** opening and closing remarks in an email, postcard or letter; writing an email to a friend (WB) |
| **Review 5**                                  |                                                                     |                                                            |                                                                        |
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| **Page 126**                                  |                                                                     |                                                            |                                                                        |
| **Page 128**                                  |                                                                     |                                                            |                                                                        |
| **Page 130**                                  |                                                                     |                                                            |                                                                        |

**Culture**

| The United Kingdom, Sports events, Clothes | **Fiction**                                                        |                                                                 |                                                                            |
1 Listen, point and repeat. 01

grandma  grandpa  mum  dad
aunt  uncle  brother  sister  cousin

Hello. I’m 1 Leo and I’m 11. Amy is my sister. We’ve got a big family.

Hi. I’m 2 ______. I’m seven. Max is my brother. He’s nine.

Hi. I’m 3 ______. I’ve got a grandma and a grandpa, too. I’ve got an aunt and an uncle, and I’ve got two cousins.

Hello. I’m 4 ______. I’ve got a sister. Her name is Holly. She’s seven. We’ve got two cousins. Their names are Amy and Leo.

2 Read and write the names.

3 Listen and check. 02
1. Read and write T (true) or F (false).

1. The red car is bigger than the blue car.  
2. The green car is bigger than the blue car.  
3. The green car is faster than the red car.  
4. The red car is faster than the green car.  
5. The blue car is slower than the green car.  
6. The blue car is slower than the red car.

2. Write.

1. The elephant is _______ (big) than the monkey.

2. The giraffe is _______ (tall) than the zebra.

3. The donkey is _______ (fast) than the cow.

4. The goat is _______ (small) than the horse.

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

1. It was sunny.  
2. The children were sad.  
3. The girl was hungry.  
4. The boy was thirsty.  
5. Mum and Dad were cold.
Lesson Three

1. Listen and sing.

Twelve months in a year

January, February, March and April,
January, February, March and April,
January, February, March and April,
Twelve months in a year!

May, June, July, then August and September,
May, June, July, then August and September,
May, June, July, then August and September,
Twelve months in a year!

October, November and December,
October, November and December,
October, November and December,
Twelve months in a year!

2. Speaking

Ask and answer about you.

When’s your birthday?
My birthday is in June.

How old are you?
I’m nine.
1. Listen, point and repeat.

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

2. Listen, point and repeat.

21 twenty-one
22 twenty-two
23 twenty-three
24 twenty-four
25 twenty-five
26 twenty-six
27 twenty-seven
28 twenty-eight
29 twenty-nine

3. Write the answers.

1. ten + fifty = sixty
2. seventy + ten =
3. twenty + twenty =
4. sixty-three + thirty-one =
5. thirty-two + twenty-seven =
6. ninety-two + eight =
7. forty-five + thirty-five =
8. ten + twenty-eight =
1 Listen, point and repeat. 06

- Egypt
- the UK
- Russia
- Spain
- Thailand
- Australia
- the USA
- Brazil

2 Listen and read. 07

1. Holly Where are our cousins? Max I don’t know.

2. Mum Here’s a photo. That’s Amy and that’s Leo. Holly Look! There they are! Hello! Max They aren’t Amy and Leo! They’re from Russia. Amy and Leo are from Australia!

3. Holly Are they Amy and Leo? Max No, they aren’t. They’re from the USA!

4. Leo I’m Leo and this is Amy. We’re your cousins! Max Really? Amy Yes! That’s an old photo!
1. Listen to the story again and repeat. Act.

2. Look and say.

Let's learn!

<table>
<thead>
<tr>
<th>I</th>
<th>He / She / It</th>
<th>You / We / They</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm from Egypt.</td>
<td>He's from Brazil.</td>
<td>They're from Russia.</td>
</tr>
<tr>
<td>Where are you from?</td>
<td>Where is he from?</td>
<td>Where are they from?</td>
</tr>
</tbody>
</table>

3. Read and tick (✓).

1. He's from the UK. She's from the UK.
2. They're from Brazil. She's from Brazil.
3. We're from Spain. He's from Spain.
4. They're from the USA. I'm from the USA.

4. Write.

1. Tom is nine. He's from the UK.
2. Jenny is eight. ______ from Australia.
3. Anna and I are friends. ______ from Russia.
4. Jack and Carl are brothers. ______ from the USA.
Lesson Three Grammar and Song

1 Speaking Think of a boy or a girl. Ask and answer.

Is it a girl? Yes, it is.
Where is she from? She’s from the UK.
How old is she? She’s eight.
It’s Jane!

2 Write about three people.
Jane is eight. She’s from the UK. Tom is ...

3 Listen and sing. 4 Sing and do.

Where are you from?
Where are you from?
I’m from the UK.
Hello, hello,
How are you today?

This is my friend.
He’s from the USA.
Hello, hello,
How are you today?

I’m from Brazil.
It’s nice to meet you!
Hello, hello,
Nice to meet you, too.
Lesson Four  Phonics

1  Listen, point and repeat. ☻ 09

2  Listen and chant. ☻ 10

We drink from a cup.
We eat with a spoon.
We draw with a crayon.
We play all afternoon.

3  Read the chant again. Circle the words from Exercise 1.

4  Circle the beginning letters. Listen and check. ☻ 11

1  br  dr  cl  tr

2  tr  cl  cr  sl

3  sm  br  st  sp

4  dr  sn  cr  pl

5  pr  sn  pl  fr

6  sn  tr  dr  sp

7  cr  tr  cl  dr

8  sp  cr  fl  pl
Reading

1 Listen, point and repeat.

spring  summer  autumn  winter  garden  season

2 Describe what’s happening in the pictures below.

3 Listen and read.

The Lazy Bear

It’s spring in the forest. It’s warm and sunny, and all the animals are awake, but Bruno the bear is still asleep. Bruno is very lazy!

Now it’s summer. It’s hot and there are lots of flowers. The animals are happy because they love summer. But where’s Bruno? Bruno is still asleep. What a lazy bear!

In the autumn, the leaves are red, yellow and orange. The animals are sleepy. They’re ready for winter. But where’s Bruno? Bruno is still asleep, he doesn’t know that it’s autumn.

Now it’s winter and the animals are all asleep in their warm homes. But where’s Bruno? Bruno is awake! He’s in his garden. “What a nice long sleep,” he says.

“Oh no! It’s winter! I’m all alone.” Bruno isn’t happy. He goes back to bed.

Now it’s spring again. The animals play in the forest. They’re very happy. The world is warm and sunny again. But where’s Bruno?

“Bruno!” the animals shout. Bruno is awake again. He’s happy now. He’s hungry, too. He wants his breakfast!

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

1 The animals play in the forest.  2 Bruno is alone in the garden.
3 It’s warm and sunny.  1
4 The animals are all sleeping.  6 It’s autumn. The animals are sleepy.
Lesson Six

Listening

1. Listen and tick (✔). 14
   1. How old is Katie?
   2. When is her birthday?
   3. Where is she from?
   4. What is her favourite season?

Speaking

2. Ask and answer about you.
   - How old are you?
     - I’m nine.
   - Where are you from?
     - I’m from Egypt.
   - What’s your favourite season?
     - My favourite season is summer.

Writing preparation

We use capital letters with:
- countries – Spain
- months – April
- names – Billy

We start new sentences with capital letters.
- My name is Helen.

3. Write the sentences with capital letters.
   1. Jenny is ten. She’s from Brazil.
   2. I’m from Spain.
   3. Alex is from Brazil.
   4. Is Kim from Thailand?
   5. It’s hot in Australia in December.
   6. He’s from Egypt.
   7. Her birthday is in June.
Lesson One  Words

1  Listen, point and repeat.

- read comics
- skateboard
- do gymnastics
- play chess
- fish
- play basketball
- take photos
- play volleyball

2  Listen and read.

1
Amy: I’ve got lots of fish! Come on, Max!
Max: I don’t like fishing. I like reading.
Amy: Fishing is easy. You can read your book, too.
Max: OK.

2
Max: I’ve got a fish!
Leo: Wow! It’s a big fish!
Max: Help!

3
Max: Take a photo, Amy!
Dad: That’s a great fish, Max! We can have it for lunch!

4
Leo: It’s time to go home, Max.
Max: Let’s stay! I like fishing!
1. Listen to the story again and repeat. Act.

2. Look and say.

**Let’s learn!**

<table>
<thead>
<tr>
<th>I / You / We / They</th>
<th>Do you like playing chess?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like reading.</td>
<td>Yes, I do. No, I don’t.</td>
</tr>
<tr>
<td>I don’t like fishing.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>He / She / It</th>
<th>Does he like playing chess?</th>
</tr>
</thead>
<tbody>
<tr>
<td>He doesn’t like skateboarding.</td>
<td>Yes, he does. No, he doesn’t.</td>
</tr>
</tbody>
</table>

3. Read and circle.

1. The girl like doesn’t like reading comics.
2. Dad likes / doesn’t like taking photos.
3. The boys like / don’t like playing basketball.
4. Mum likes / doesn’t like painting.

4. Write.

1. He ________ playing chess.
2. They ________ skateboarding.
3. She ________ fishing.
4. He ________ playing volleyball.
Lesson Three  Grammar and Song

1  Speaking  Think of a boy. Ask and answer.

<table>
<thead>
<tr>
<th>Alex</th>
<th>Lee</th>
<th>Fred</th>
<th>Max</th>
<th>Jack</th>
<th>Billy</th>
</tr>
</thead>
<tbody>
<tr>
<td>😊</td>
<td>😞</td>
<td>😞</td>
<td>😊</td>
<td>😊</td>
<td>😞</td>
</tr>
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<td>😞</td>
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<td>😊</td>
<td>😊</td>
<td>😞</td>
<td>😊</td>
</tr>
</tbody>
</table>

Does he like fishing? Yes, he does.
Does he like skateboarding? No, he doesn’t.
Does he like playing basketball? No, he doesn’t.
It’s Alex!

2  Write about a boy.
Lee doesn’t like fishing. He likes skateboarding. He ...

3  Listen and sing.  

4  Sing and do.

I’m happy it’s the weekend!

Dad likes playing basketball,
And he likes playing chess.
Mum likes playing tennis,
But I like fishing best!

I’m happy it’s the weekend,
Hip, hip, hip, hooray!
My family loves the weekend,
We have fun all day!

Mum likes drawing pictures,
And I like drawing, too.
Dad likes taking photos,
So we’ve got lots to do!
1. Listen, point and repeat.

- face
- space
- kite
- bike
- rope
- stone
- June
- cube

Magic e makes the vowel long!

2. Listen and chant.

Let’s play together, me and you.
I’ve got a kite,
And a skipping rope, too.

I’ve got a cube,
And a doll from space.
Look, it’s got a purple face.

3. Read the chant again. Circle the words from Exercise 1.

4. Complete the words. Listen and check.

- a_e
- i_e
- o_e
- u_e

1. kite
2. face
3. stone
4. space
5. bike
6. rope

k i t e  f _ c  s t _ n  s p _ c  b _ k  r _ p
Lesson Five

Reading

1. Listen, point and repeat.

2. Look at the text. Where are the children from?

3. Listen and read.

What hobbies are popular in your country?

Hi! My name’s Kelly and I’m from the UK. My friends have got lots of hobbies. They like playing computer games and watching DVDs. My best friend Janet and I like doing sports, too. Janet loves playing volleyball, but she doesn’t like playing basketball. I love reading comics, too.

Hi. I’m Nuria and I’m from Spain. My friends like playing computer games and doing sports, too. I don’t like sports, but I love music. I like playing the guitar and the piano. My friend Sandra and I like traditional Spanish dancing, too! We have dance lessons every Monday!

Hi! I’m Ismail and I’m from Egypt. My friends like watching TV and listening to music. I like watching football on TV, and listening to pop music. My sisters love painting pictures and they like shopping with my mum.

4. Read again and answer the questions.

1. Does Janet like playing basketball? No
2. Does Kelly like reading comics? Yes
3. Does Ismail like watching football? Yes
4. Does Nuria like sports? Yes
5. Do Nuria and Sandra like dancing? Yes
6. Do Ismail’s sisters like painting? Yes
Lesson Six

1 Listen and match. What do they like? 23

1. [ ] Ivan
2. [ ] Mai
3. [ ] Bruno
4. [ ] Tina

a. [ ] Food
b. [ ] Sports
c. [ ] Hobbies

d. [ ] Games

2 Ask and answer.

Billy likes …
playing volleyball
reading comics
playing basketball

Shani likes …
cooking
playing tennis
painting

Ting likes …
watching TV
playing chess
playing the piano

Lisa likes …
playing the guitar
taking photos
shopping

I want a penfriend.

What do you like doing?

I like taking photos.

Lisa likes taking photos.
Write an email to Lisa!

3 Write the short form.

1. Yusuf ____ doesn’t ____ (does not) like playing volleyball.
2. Katie ____ has ____ not got a brother.
3. The children are at school.
   _______ (They are) in the classroom.
4. We ____ are ____ not hungry.

We use an apostrophe (‘) to make contractions.

Full form | Short form
---|---
I am | I’m
she is | she’s
it is | it’s
we are | we’re
they are | they’re
is not | isn’t

Full form | Short form
---|---
are not | aren’t
I have | I’ve
it has | it’s
has not | hasn’t
have not | haven’t
Lesson One Words

1. **Listen, point and repeat.**

- Computer
- TV
- DVD player
- CD player
- MP3 player
- Camera
- Turn on
- Turn off

2. **Listen and read.**

1. **Leo**
   Amy, can you turn on the TV, please?
   **Amy**
   Max, watch this!
   **Max**
   No. I like my book.
   **Amy**
   Your book is boring!
   **Max**
   No, it isn’t!

2. **Holly**
   Can I use your computer, Leo?
   **Leo**
   Yes, you can. Have you got a school project?
   **Holly**
   Yes. It’s about space.

3. **Holly**
   Leo … I think it’s broken.
   **Max**
   My book is about space, Holly. You can read it.
   **Holly**
   Well … OK.

4. **Max**
   Can I have my book, please?
   **Holly**
   No! It’s great!
Lesson Two  Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let’s learn!

<table>
<thead>
<tr>
<th>I / You / He / She / It / We / You / They</th>
<th>Can I use your computer?</th>
<th>Yes, you can.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>This is your CD.</td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>That’s our computer.</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>That’s their CD player.</td>
<td></td>
</tr>
<tr>
<td>Can I use your computer?</td>
<td>Yes, you can.</td>
<td></td>
</tr>
<tr>
<td>Yes, you can.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you turn off the DVD player, please?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Write.

your  our  their

1. Is this your computer?
   Yes, it’s computer.

2. dog is small.

3. dog is big.

4. Is this MP3 player?
   No, it’s MP3 player.

4 Write.

1. Can we turn on the TV?
   No, you can’t.

2. Can he have dinner at our house?

3. Can I use your computer?

4. Can we listen to our CD?
Lesson Three  Grammar and Song

1  Speaking  Ask and answer.

- open the window
- help me with my homework
- turn on the TV
- turn off the CD player
- close the door
- put on your coat

What’s Picture 2?  Can you open the window, please?
What’s Picture 6?  Can you help me with my homework, please?

2  Close your book and write three questions.
   Can you open the window, please?

3  Listen and sing.

4  Sing and do.

It’s rainy today

It’s rainy today.
Can we watch a DVD?
  It’s rainy today.
Can we play our new CD?
  It’s a rainy day.
Can we watch TV?
  Can you watch a show with me?
    It’s a rainy day.

It’s sunny today.
Can we play out in the sun?
  It’s sunny today.
We can have a lot of fun.
Can we run and can we play?
  Can you play with me all day?
    It’s a sunny day.
Lesson Four  Phonics

1. Listen, point and repeat.  
   ![Images of car, park, shark, star, and scarf]

2. Listen and chant.  
   We're in the car,  
   After playing in the park.  
   I've got an orange scarf,  
   I've got a toy shark.

3. Read the chant again. Circle the words with ar.

4. Match the words that rhyme. Write.  
   farm  star  art  shark

   ![Images corresponding to the words start, car, park, and arm]
   start  
   car  
   park  
   arm  

   match the words that rhyme at the end of the chant.
Reading

1. Listen, point and repeat.

2. Describe what you can see in the pictures below.

3. Listen and read.

---

4. Read again and write.

<table>
<thead>
<tr>
<th></th>
<th>Mark</th>
<th>Emily</th>
<th>Tony</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tony loves football.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>’s got a badge collection.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>’s got 100 comics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>’s got 60 stickers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>likes reading comics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>wears badges on her jackets.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Six

1 Listen and match. What do they collect? 31

1 ___________ 2 ___________ 3 ___________ 4 ___________

1 Jon 2 Lisa 3 Tom and Emma 4 Jenny

a 20 b 50 c 100 d 80

Speaking

2 Look at the pictures. Ask and answer.

Has Jon got a collection? Yes, he has. He’s got a shell collection.

How many shells has he got? He’s got one hundred shells.

Writing preparation

Look at the punctuation marks.

Have you got lots of comics? We’ve got a DVD player, a camera and a computer.

3 Write the punctuation marks.

1 I collect badges and stickers __.
2 Have you got a sister __
3 We’ve got a CD player ___ a computer and a TV ___
4 Can I use your camera ___
1. Listen, read and say.

Tom: I love playing football!
Anna: I don’t. I prefer playing tennis.
Tom: Oh! I don’t like tennis.
Anna: I don’t like skateboarding.
Tom: Neither do I. I like playing volleyball!
Anna: Great! So do I!

2. Listening

Listen and tick (✔) the things they like and cross (✗) the things they don’t like.

<table>
<thead>
<tr>
<th></th>
<th>shopping</th>
<th>watching TV</th>
<th>painting</th>
<th>doing gymnastics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Speaking

Talk with your friend.

- play tennis
- fish
- take photos
- paint
- play computer games
- play chess
- skateboard
- read comics

I like playing tennis.

I don’t like fishing.

I like playing chess.

I don’t. I prefer playing computer games.

So do I.

Neither do I.
1 Look at the story again. Act.

2 Make a survey chart.

Choose four pictures. Colour the pictures and cut them out. Then stick the pictures on your survey chart.

Write the names of three friends at the top of the survey chart. Complete the survey about you. Then guess your friends’ answers.

3 Speaking Talk with your friends and complete the chart.

I like taking photos.

I don’t like playing basketball.

I love shopping. It’s great.

I don’t. I prefer skateboarding.

So do I!

Neither do I. It’s boring.

4 Speaking Tell the class about your group.

1 What do you and your friends like doing?
2 What don’t your friends like doing?
3 What do you and your friends prefer doing?

Ben likes playing football and so do I. Jane doesn’t like shopping and neither does Chloe. She prefers ...
1. Complete the crossword.

Down:
1. Autumn
2. Camera
3. Playing
4. Taking
5. Country
6. Season
7. Neither
8. So

Across:
3. Computer
6. Newspaper
7. Tulip
8. Spring

2. Write the correct words.
season  so  neither  camera  playing  taking  country

Hi! I'm Kirstie and I'm nine. I'm from Australia. It's a hot 1 country. My favourite 2 is summer. I like 3 volleyball on the beach. My brother, Rob, is eight. He likes playing football and 4 do I! It's great. Rob doesn't like fishing. 5 do I. I prefer 6 photos. I've got a great 7 .

3. Read and write T (true) or F (false).
1. Akila is from Spain.  
   F
2. Tom and Jack are from the UK.  
   T
3. Billy is from the USA.  
   T
4. Rosa is from Russia.  
   F
5. Kate and Ellie are from Australia.  
   F
6. Olga is from Egypt.  
   T
4 Write.  like  likes  don’t like  doesn’t like

<table>
<thead>
<tr>
<th>Carl</th>
<th>Jo and Sue</th>
<th>Jenny</th>
<th>Lee</th>
<th>Jon and Gary</th>
<th>Emma</th>
</tr>
</thead>
<tbody>
<tr>
<td>🏐️</td>
<td>🏃️♀️</td>
<td>🎵</td>
<td>🎸</td>
<td>🎫</td>
<td>🍝</td>
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<td>🎼</td>
<td>🎼</td>
<td>🎥</td>
<td>🧼</td>
</tr>
</tbody>
</table>

1. Carl ______ likes ______ playing volleyball. He ______ doesn’t like ______ fishing.
2. Jo and Sue _______ doing gymnastics. They _______ playing the piano.
3. Jenny ______ reading comics. She ______ playing chess.
4. Lee _______ skateboarding. He _______ painting.
5. Jon and Gary _______ taking photos. They _______ playing the guitar.
6. Emma _______ cooking. She ______ shopping.

5 Read and write the numbers.
1. Can I use your MP3 player?
2. Can we have a cake?
3. Can we watch our DVD?
4. Can I play in their garden?

6 Read and complete the words.  a_e  i_e  o_e  u_e

1. I can ride a b_ i_ k_e.
2. I’ve got a puzzle. It’s a c__ b__.
3. My skipping r__ p__ is very long.
4. Look! This doll is from sp__ c__.
5. The dog is sitting on a big st__ n__.
The Swiss Family Robinson is a novel by Johann David Wyss. It’s a very exciting story. The main characters are a mother and father and their four sons, Fritz, Ernest, Jack and Franz. The family decides to travel to a new country to live. They travel on a ship with lots of other people, but there is a big storm. The ship sinks, but the family swims to an island. There aren’t any other people on the island, so the family is alone.

They take things from the ship, such as clothes and tools, to help them start a new life. The family has lots of adventures on the island and they learn a lot of important lessons.

They find out that the island has everything they need to survive. First, they use wood from the trees to build a house in a tree. When the weather is cold and wet, they move to a cave and make a home there.

They grow vegetables and fruit from seeds and they hunt animals for their meat. They use salt to keep their meat fresh for a long time, so they are never hungry. They cook food on a fire and they use plants to make paper and clothes. They learn a lot about nature and they enjoy their life on the island.

One day, they have the chance to leave the island and go home to Switzerland, but they decide that the island is their home now. They are happy with their new life and they don’t want to leave.

2 Listen and read. 3

1 There are three children in the Robinson family. ____

3 The Robinsons take tools from the ship. ____

2 The Robinsons use plants to keep their meat fresh. ____

4 The Robinsons build a house in a tree. ____
4 Look at the texts. Where do you think the children are from? What do you think they do every day?

My name is Tanya and I’m from Ukraine. I live with my parents, my two brothers and my grandparents. We live on a farm in the country. My mum, dad and grandpa work on the farm every day. My grandma looks after the house. I get up early every day. I usually eat bread or pastries for breakfast. Then I walk to school with my brothers. We have lessons from eight o’clock until three o’clock. We always go home for lunch. My grandma usually makes soup and a dish with meat and potatoes. After lunch, I do my homework and I help my grandma. We cook dinner for the family. I love cooking! I go to bed at nine o’clock, but I usually read a book before I go to sleep.

I’m Hassan and I live in Cairo, Egypt. I live in an apartment with my parents and my sister. My grandparents and my aunt, uncle and cousins also live in apartments in the same building. I see them every day. My mum wakes me up every morning. I have breakfast with my family. I usually eat bread with cheese or an egg and I drink some juice. Then I catch the bus to school. I play with my friends before lessons start. We finish school at lunchtime. After school, I go home and I have lunch with my family. Then I watch TV for an hour. I do my homework and I sometimes help my dad with the shopping. My sister helps my mum to clean the house and wash the clothes. In the evening, I have dinner with my family. Then I play computer games. I go to bed at ten o’clock. I’m always tired after my busy day.

5 Listen and read. 6 Answer the questions.

1 How many brothers has Tanya got?
3 Is your day different to Hassan’s day? How?

2 How does Hassan get to school?
4 Describe your daily routine.
Lesson One  Words

1  Listen, point and repeat. 36

- swim
- sail
- dive
- surf
- kayak
- windsurf
- snorkel
- waterski

2  Listen and read. 37

1. Amy: Hello, Mum! We’re having fun at the beach!
   Amy’s mum: That’s good. Is Max in the sea?
   Amy: No, he isn’t. He’s reading his book.

2. Amy’s mum: Is Holly in the sea?
   Amy: No, she isn’t. She’s playing with her ball.

3. Amy: Leo is in the sea.
   Amy’s mum: Oh, yes. Leo likes snorkelling.
   Amy: He isn’t snorkelling. He’s surfing. He’s very good.
   Max: Look! Leo is standing on his hands!
   Holly: Wow!

4. Max: Oh, no! Leo is falling!
   Amy: Leo isn’t surfing now. He’s swimming!
1 Listen to the story again and repeat. Act.

2 Look and say.

Let’s learn!

<table>
<thead>
<tr>
<th>I</th>
<th>This is great! We’re sailing!</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m swimming.</td>
<td>You aren’t sailing! I’m sailing.</td>
</tr>
<tr>
<td>I’m not swimming.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>He / She / It</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>He’s surfing.</td>
<td></td>
</tr>
<tr>
<td>He isn’t snorkelling.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You / We / They</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>We’re sailing.</td>
<td></td>
</tr>
<tr>
<td>They aren’t waterskiing.</td>
<td></td>
</tr>
</tbody>
</table>

Sometimes the spelling changes:
- sail – sailing
- swim – swimming
- run – running
- dive – diving
- ride – riding

3 Read and match.
1. She’s windsurfing.
2. They’re snorkelling.
3. He’s diving.
4. She’s waterskiing.
5. He’s kayaking.
6. They’re surfing.

4 Write.

1. He isn’t sleeping.
   He’s eating.

2. They ______ taking photos.
   They ______ drawing pictures.

3. She ______ playing with a ball.
   She ______ reading a book.

4. We ______ swimming.
   We ______ windsurfing.
1 Speaking Look and say.

- eat a sandwich / eat an ice cream
- wear a hat / wear sunglasses
- waterski / surf
- look at a bird / look at a fish

The boy isn’t eating an ice cream. He’s eating a sandwich.

It’s Picture B!

2 Write about one of the pictures.

Picture A: The boy is eating an ice cream. He isn’t ...

3 Listen and sing. 4 Sing and do.

At the beach!

We’re playing at the beach today,
We’re having lots of fun.
We’re swimming and we’re surfing,
And we’re sitting in the sun.

We all like playing at the beach,
It’s sunny here today.
We can windsurf at the beach,
And we can swim and play.

We’re sailing in our little boat,
We’re playing in the sea.
We’re snorkelling and diving,
There are lots of fish to see.
Lesson Four Phonics

1. Listen, point and repeat.

all  ball  mall  wall  tall  small

2. Listen and chant.

I’m in a mall,
A mall, mall, mall.
Some people are tall,
Some are small, small, small.
I’m going to buy
A ball, ball, ball.
I don’t know which to buy,
I like them all, all, all.

3. Read the chant again. Circle the words with all.

4. Complete the words.

1  wall  2  all  3  all  4  all  5  all
Lesson Five

Reading

1. Listen, point and repeat.

polluted  clean  dangerous  safe  beautiful  ugly

2. Look. What can you do with the dolphins?

3. Listen and read.

Dolphin Dreams

Are you looking for the perfect holiday?

Dolphin Dreams is the perfect holiday! We take people in our boats and we visit dolphins in the sea. You can swim with beautiful dolphins!

Do you know ... ?

✶ Dolphins aren’t dangerous. They are very friendly. They love playing with people.
✶ Dolphins can’t breathe under water, but they can stay under water for about 15 minutes.
✶ Dolphins live in families.
✶ Dolphins have names. Their names are special sounds. They use the sounds to call their friends and family.
✶ Dolphins can’t live in polluted water, but a lot of the sea is polluted. We want to make the sea a clean and safe place for dolphins.

4. Read again and write.

dangerous  polluted  clean  beautiful

1. Dolphins aren’t ugly. They are beautiful.
2. Dolphins can’t live in polluted water. They live in ___________ water.
3. Dolphins are safe. They aren’t ___________.
4. A lot of the sea isn’t clean. It is ___________.

Unit 4  Adjectives to describe places  Reading: a holiday brochure
Lesson Six

1 Listen and write the numbers.  

2 Ask and answer about you.

3 Write the correct form of the verbs.

Present continuous verbs – spelling

- cook → cook + ing = cooking
- take → take + ing = taking

1 I like ___watching___ (watch) dolphins.
2 Do you like _______ (take) photos?
3 I like _______ (cook).
4 Does Joanna like _______ (write) emails?
5 My friend doesn’t like _______ (listen) to music.
6 Do you like _______ (read)?
Lesson One  Words

1 Listen, point and repeat.  44

penguin  zebra  monkey  kangaroo
camel  lizard  flamingo  crocodile

2 Listen and read.  45

1 Amy  I love the zoo. I like the penguins.
Holly  Max, I can't see! Are you watching the monkeys?
Max  Yes, I am. They're funny!

2 Holly  Max! I'm watching this funny monkey.
Amy  Look! The monkey is taking your sandwich!
Leo  That's my sandwich!

3 Holly  I can't see. Is the monkey eating the sandwich?
Max  No, it isn't. It's taking my book!
Amy  And my bag!

4 Leo  Come here, Holly.
Amy  Look! The monkey is giving our things to Holly.
Max  It likes you!
1  Listen to the story again and repeat. Act.

2  Look and say.

Let’s learn!

<table>
<thead>
<tr>
<th>I</th>
<th>He / She / It</th>
<th>You / We / They</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you reading?</td>
<td>Is the monkey eating the sandwich?</td>
<td>Are they eating?</td>
</tr>
<tr>
<td>Yes, I am.</td>
<td>Yes, it is.</td>
<td>Yes, they are.</td>
</tr>
<tr>
<td>No, I’m not.</td>
<td>No, it isn’t.</td>
<td>No, they aren’t.</td>
</tr>
</tbody>
</table>

3  Read and tick (✓).

1  Is the boy reading?   
   Yes, he is.            
   No, he isn’t.  ✓

2  Are the girls playing chess? 
   Yes, they are.        
   No, they aren’t.      

3  Is the monkey playing with a ball?  
   Yes, it is.            
   No, it isn’t.          

4  Is Mum shopping?  
   Yes, she is.           
   No, she isn’t.         

4  Write.

1  Are the flamingos flying?  No, they aren’t.
2  Is the lizard sleeping?   
3  Is the woman painting?    
4  Are the monkeys eating bananas?
1 Speaking Think of a girl. Ask and answer.

wear a hat  write in a notebook  eat a sandwich  take a photo

Is she wearing a hat? Yes, she is.
Is she taking a photo? No, she isn’t.
Is she eating a sandwich? No, she isn’t.

It’s Molly!

2 Write about a girl.
Annie is taking a photo. She’s ...

3 Listen and sing.  4 Sing and do.

Are the monkeys climbing?
Are the zebras running?
Are the tigers walking?
Are the parrots talking?
Are the monkeys climbing? Yes, they are.
Are the penguins swimming? Yes, they are.
Are the parrots flying? Yes, they are.
Are the lizards eating? Yes, they are.
Are the lions sleeping? Yes, they are.
1. Listen, point and repeat.

fork  horse  corn
straw  paw  yawn

2. Listen and chant.

Look at the dog.
It's drinking with a straw.
It's holding the straw,
With its two front paws.

Look at the horse,
It's holding a fork.
It's eating corn,
With the farmer's fork.

3. Read the chant again. Circle the words with or and aw.

4. Circle the odd one out.
   1. fork  sport  paw
   2. draw  short  straw
   3. yawn  horse  corn
   4. paw  straw  fork

5. Complete the words with or and aw.

1. str_aw
2. f__k
3. h____se
4. p____
5. y_____n

or and aw spellings  Unit 5
Lesson Five

Reading

1. Listen, point and repeat.

2. Describe what’s happening in the pictures below.

3. Listen and read.

The Lion and the Mouse

The lion laughs. “That’s funny!” it says. “You are little! How can you help me?” But the lion is not angry now. The mouse runs away.

One day, a lion is sleeping. A mouse runs over the lion’s nose and the lion wakes up. The lion is angry. The mouse is scared. “I’m very sorry,” says the mouse. “Don’t eat me! I can help you one day.”

One year later, the lion is walking in the jungle. A big net falls over the lion. The lion opens its mouth and roars. The mouse hears the lion and it runs to help. “Don’t move,” says the mouse. “I can help you.” The mouse chews the net and makes a big hole. The lion is free. “Thank you,” says the lion. “You are little, but you are kind.”

4. Read again and write.

1. The ______ lion ______ is sleeping.
2. The ______ mouse ______ is angry.
3. The ______ is little.
4. The ______ opens its mouth and roars.
5. The ______ runs away.
6. The ______ chews a hole in the net.
Lesson Six

1 Listen and write the numbers.

a) [Image of monkey and tiger in a tree]

b) [Image of tiger and monkey on a branch]

c) [Image of tiger and monkey in a forest]

d) [Image of tiger and monkey]

2 Look at the pictures. Ask and answer.

climb   eat   sleep   watch   run

Is the monkey eating in Picture C? No, it isn’t. It’s climbing.

Is the tiger sleeping in Picture C? No, it isn’t. It’s eating.

3 Write the speech marks.
1 “Thank you,” says the lion.
2 I’m Emma, says the girl.
3 I’m your new teacher, says Mr Brown.
4 These are your desks, he says. Please sit down.

We use speech marks to show that someone is speaking.

“Don’t move,” says the mouse.
“I can help you.”

Complete the writing task on page 41 of the Workbook.
Lesson One  Words

1. Listen, point and repeat.  
   - have a shower
   - brush my teeth
   - get dressed
   - have breakfast
   - brush my hair
   - get up
   - catch the bus
   - walk to school

2. Listen and read.  

   **1**
   - Amy: I've got an email from Jim! Jim is our cousin in Australia. He's a jackaroo.
   - Max: What's a jackaroo?
   - Leo: Jackaroos work on sheep farms.

   **2**
   - Amy: It's a great job! He gets up early every morning. He rides a horse and he looks after the sheep.

   **3**
   - Max: It's dangerous! There are lots of snakes in Australia. Does Jim see a lot of snakes?
   - Amy: Yes, he does. Look!

   **4**
   - Leo: Jim is lucky. I want to be a jackaroo.
   - Max: I don't! I want a safe job!
1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

I
I have breakfast at eight o'clock.
I don't have breakfast at seven o'clock.

He / She / It
He gets up early.
He doesn't get up late.
Does he live in a big house?
Yes, he does. No, he doesn't.
What time does he start work?

You / We / They
We catch the bus.
They don't catch the train.
Do you walk to school?
Yes, I do. No, I don't.
What time do you go to school?

3 Read and circle.
1 Billy get / gets up at seven o'clock.
2 I has / have breakfast with my family.
3 Do / Does Katie have a shower in the morning?
4 My mum and dad doesn't / don't catch the bus to work.
5 Fred doesn't / don't walk to school.
6 Do / Does your friends brush their teeth at night?

4 Write.

Jack gets up (get up) at seven o'clock.
Emma (brush) her teeth every morning.
Jen and Jo (not catch) the bus to school.
Tom (have) breakfast with his family.
1 Speaking Ask and answer.

What time does Tom get up? He gets up at half past seven.

2 Write about Tom.
Tom gets up at half past seven. He ...

3 Listen and sing. 4 Sing and do.

My day
I get up early every day,
I have a shower every day,
I have my breakfast every day,
I’m busy all day long.

I catch the school bus every day,
I have my lessons every day,
I see my school friends every day,
I’m busy all day long.

I do my homework every day,
Then I go outside and play,
I’m very busy every day,
I’m busy all day long.
Lesson Four  Phonics

1  Listen, point and repeat.  

boy  toy  oyster  coin  oil  soil

2  Listen and chant.  

Roy is a boy.  
A boy, boy, boy.  

Playing with a toy,  
A toy, toy, toy.  

He can see a coin,  
A coin, coin, coin.

3  Read the chant again. Circle the words with oy and oi.

4  Match and write.

1  soil

2

3  oy

4  oi

5

6
Lesson Five

Reading

1. Listen, point and repeat.

   - first
   - then
   - next
   - finally
   - every day
   - at the weekend

2. Look at the text. Where does Ellie live?

3. Listen and read.

Cyber School

Australia is a very big country. A lot of families live on farms. The farms are a long way from towns or cities, so the children don’t go to school. They have lessons at home and they talk to their teachers on the Internet. They are students of the Cyber School!

Ellie, 10

I live on a farm. There isn’t a town for 500 kilometres! That’s six hours in the car! So I do Cyber School. I get up early every day. First, I help on the farm. Then, I watch my teachers on the Internet. Next, I do my school work. Finally, I email my work to my teacher. Some of my school friends live 2,000 kilometres away! But we meet every year and have a sports day together!

4. Read again and answer the questions.

   1. Does Ellie live in a town? ______ No. ______
   2. Does Ellie email her work? ______
   3. Does Ellie get up late? ______
   4. Does Ellie live close to her friends? ______
   5. Does Ellie watch her teachers on the Internet? ______
   6. Does Ellie see her friends at the weekend? ______
Listening

1 Listen and write the numbers. 

b

c

d

e

Speaking

2 Ask and answer about you.

What time do you get up?
I get up at half past seven.

What time do you have breakfast?
I have breakfast at quarter to eight.

Writing preparation

Proper nouns are names of people or places, and titles of books or films. Proper nouns start with capital letters.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Proper noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>girl</td>
<td>Ellie</td>
</tr>
<tr>
<td>teacher</td>
<td>Mr Green</td>
</tr>
<tr>
<td>country</td>
<td>Egypt</td>
</tr>
<tr>
<td>city</td>
<td>London</td>
</tr>
<tr>
<td>book</td>
<td>Family and Friends</td>
</tr>
<tr>
<td>film</td>
<td>Toy Story</td>
</tr>
</tbody>
</table>

3 Read and circle the proper nouns.
1 Ellie lives in Australia.
2 Mrs Smith is my new teacher.
3 Carlos is from Spain.
4 My favourite film is The Incredibles.
5 Cairo is the capital city of Egypt.
6 Helen’s favourite film is Finding Nemo.
7 Jen is older than Beth.

Complete the writing task on page 47 of the Workbook.
1 Listen, read and say. 60

Anna: Oh no! I’m very bad at basketball. I’m terrible at throwing!
Tom: Sam’s good at basketball. Watch him.
Sam: OK, it’s my turn now. Watch this, Anna!
Anna: Look at Sam! He’s very good at jumping.
Tom: I know. He’s quite good at running, too.

2 Listening Listen and circle. 61
1 Mike is very good / very bad at windsurfing.
2 Mike is very good / very bad at painting pictures.
3 Mike is good / terrible at playing the guitar.
4 Mike is quite good / very good at basketball.

3 Speaking Talk with your friend.

- skateboarding, sailing, swimming, diving, playing chess
- maths, cooking, singing, English, taking photos

Are you good at swimming?
Yes, I’m quite good at swimming.

Are you good at cooking?
No, I’m bad at cooking.

Are you good at playing chess?
Yes, I’m very good at playing chess.

2. Make a poster.
   - Choose a person to write about. Draw or stick pictures of the person on your poster.
   - Write a description of the person. Write about what he or she is good at.

3. Speaking
   - Ask and answer with your friend.
     - Who is your poster about?
     - It’s about my cousin. Her name is Kate.
     - How old is she?
     - She’s twelve.
     - What is she good at?
     - She’s very good at swimming and snorkelling and she’s quite good at tennis …

4. Speaking
   - Tell the class about your poster.
     1. Who is your poster about?
     2. How old is the person?
     3. What is the person good at?
     - This is a picture of my friend. Her name is Laura and she’s ten. She’s very good at …
1 Complete the crossword.

Down

1. monkey
2. n
4. m
5. n
7. f

Across

3. lizard
5. flamingo
6. crocodile
8. camel

2 Write the correct words.

zebra kangaroo camel crocodile flamingo lizard

Look at the animals! The 1 lizard is sleeping in the sun. The 2 _______ is swimming in the water. The 3 _______ is flying. The 4 _______ is jumping.

Can you see it? The 5 _______ is running. It’s very fast. The 6 _______ is hungry. It’s eating.

3 Read and circle.

1. Dad is / isn’t reading a book.
2. The girls are / aren’t listening to music.
3. The boys are / aren’t playing chess.
4. Mum is / isn’t watching TV.
5. Dad is / isn’t eating an apple.
6. The boys are / aren’t listening to music.
4 Match the questions with the answers.

1 Is Tom good at surfing?  
   a Yes, she is. She can play the piano.
2 Are you good at basketball?  
   b Yes, they are.
3 Is Maria good at music?  
   c No. I’m terrible at throwing.
4 Are you good at art?  
   d Yes, he is. He’s good at diving, too.
5 Are your friends good at chess?  
   e No, she isn’t.
6 Is Pat good at snorkelling?  
   f Yes, I’m quite good at painting.

1 d  2 ___  3 ___  4 ___  5 ___  6 ___

5 Complete the text. gets brushes plays walks catches has

Billy gets up at seven o’clock on Mondays. He 1 has  a shower and then he 2 ___________ dressed. He has breakfast with his family. He always 3 ___________ his teeth after breakfast. He never 4 ___________ the bus to school. He always 5 ___________ to school with his brother. After school, he 6 ___________ with his friends in the park. Billy loves the park!

6 Read and complete the words. aw or oy oi

1 A cat hasn’t got hands or feet. It’s got four p  a  w  s.
2 Flowers and trees grow in s ___________ l.
3 The farmer has got a big f ___________ k.
4 “What a big y ___________ n!”
   “Yes, I’m very tired.”
5 My favourite t ___________ is my new train.
6 There is ___________ l in this bottle.
1 Look at the picture. What is the wolf doing?

The wolf pups are hungry, but their mother can’t find enough food. Soon, there is only one pup left. He drinks his mother’s milk and slowly grows stronger. He is fierce, but he is playful, too. When his mother leaves the cave to look for food, he explores the cave, but he is afraid to go outside. However, as he grows older, he wants to find out what the world is like outside the cave. He learns to hide in the long grass or in the bushes. He learns to hunt and he catches small animals to eat. Other animals try to attack him, but he learns to fight. His mother is proud of him. She can see that he is becoming a great wolf.

One day, while the young wolf is exploring, he comes to a village. He sees a group of men and he is afraid. One of the men tries to pick him up. The pup growls and shows his sharp, white teeth. The men laugh. “Look at those teeth,” they say. “Let’s call him White Fang.”

Another man tries to pick White Fang up, but White Fang bites the man’s hand. The man hits White Fang and White Fang cries. His mother hears him and comes to find him. When she sees the men, she lies down on the ground. She respects humans. A man decides to keep White Fang and his mother. At first, White Fang wants to escape. But the man feeds White Fang and gives him a dry place to sleep. When other dogs try to attack White Fang, the man chases them away.

“Men can protect me and care for me,” White Fang thinks. “It is difficult to be a wolf, but it is easy to be a dog.”

2 Listen and read. 

3 Match the sentence halves.

1. The young wolf explores the cave  a. because men can protect him.
2. The men call the wolf White Fang  b. because he has sharp white teeth.
3. White Fang thinks it’s easy to be a dog  c. when his mother leaves to find food.
4. White Fang’s mother lies in the ground  d. because she respects humans.
4 Look at the picture. Where are the tigers?

**Tiger Territory**

At San Diego Zoo Safari Park, you can see lots of amazing animals in beautiful natural surroundings. The Tiger Trail is a popular attraction for visitors who want to see Sumatran tigers: you can look through huge glass windows and watch the Sumatran tigers playing and enjoying their habitat. The safari park has lots of trees and plants for the tigers to hide in and it has lots of things for the tigers to do.

Tigers are beautiful, powerful animals. They can run fast, so they need lots of space. The Tiger Trail habitat is huge, so the tigers have lots of space to run. Tigers are very good at climbing trees, too. They like lying on branches because they can see a lot from the branches of tall trees. At the Tiger Trail, there are lots of rocks and tall trees for the tigers to climb.

You can look up through the glass and see a huge tiger looking down at you!

Tigers are members of the cat family. Cats usually hate water, but tigers love it! They are very good swimmers. At the Tiger Trail, there are pools for the tigers to play in. You can watch them playing and swimming in the water. When they are tired, they can relax in the long grass or in special dens.

Sumatran tigers are an endangered species. There are only about 400 Sumatran tigers left in the world. They live in forests in Sumatra, Indonesia. People are destroying the forests because they want the land for farming. As a result, many Sumatran tigers don’t have a place to live. San Diego Zoo wants to protect Sumatran tigers in the safari park and in the wild. They want people to learn about tigers and try to help them.

5 Listen and read. 63

6 Write T (true) or F (false).

1. Tigers don’t need a lot of space.  
   
2. Tigers are good at climbing.  
   
3. Tigers can’t swim.  
   
4. There are about 400 Sumatran tigers in the world.  

1. Listen, point and repeat.

- café
- library
- museum
- playground
- shopping mall
- sports centre
- swimming pool
- cinema

2. Listen and read.

1. Mum: What do you want to do at the weekend?
   Holly: Can we go to the shopping mall?
   Leo: Oh, no!

2. Amy: Can we go to the sports centre?
   Max: But we always go to the sports centre!

3. Max: Can we go to the museum?
   Holly: I don’t like museums!
   Leo: We never want to do the same thing!

4. Dad: Surprise! I’ve got tickets for the new film at the cinema at the weekend!
   Amy & Leo: Great!
   Max & Holly: Wow, thanks, Dad!
   Mum: So, now you want to do the same thing!
1. Listen to the story again and repeat. Act.

2. Look and say.

**Let’s learn!**

We always go to the playground on Saturdays.

- We **always** go to the sports centre.
- I **sometimes** go to the library.
- She **never** goes to the shopping mall.

My birthday is **in** May.

He plays football **on** Fridays.

We get up **at** eight o’clock.

3. Read and circle.  

**✓✓** = always  
**✓** = sometimes  
**✗** = never

1. Billy **never** / **always** rides his bike to school.

2. They **never** / **sometimes** watch TV.

3. Tom **sometimes** / **always** takes photos.

4. Mum **sometimes** / **never** listens to music.

4. Write.  

- **on**  
- **at**  
- **in**  

1. Emma’s birthday is **in** March.
2. I always have lunch **at** one o’clock.
3. Dad never works **on** Saturdays.
4. We sometimes go to the beach **on** August.
5. You never watch TV **on** Mondays.
6. The children always go to bed **at** nine o’clock.
1 Speaking  Think of a boy or a girl. Look and say.

<table>
<thead>
<tr>
<th>always</th>
<th>sometimes</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>play football</th>
<th>play basketball</th>
<th>play tennis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katie</td>
<td><img src="image1" alt="Basketball" /></td>
<td><img src="image2" alt="Soccer" /></td>
<td><img src="image3" alt="Tennis" /></td>
</tr>
<tr>
<td>Billy</td>
<td><img src="image4" alt="Basketball" /></td>
<td><img src="image5" alt="Soccer" /></td>
<td><img src="image6" alt="Tennis" /></td>
</tr>
<tr>
<td>Ben</td>
<td><img src="image7" alt="Basketball" /></td>
<td><img src="image8" alt="Soccer" /></td>
<td><img src="image9" alt="Tennis" /></td>
</tr>
<tr>
<td>Jenny</td>
<td><img src="image10" alt="Basketball" /></td>
<td><img src="image11" alt="Soccer" /></td>
<td><img src="image12" alt="Tennis" /></td>
</tr>
</tbody>
</table>

She always plays basketball. She sometimes plays football. She never plays tennis. It’s Katie!

2 Write about Billy, Ben or Jenny.
Katie sometimes plays football. She never plays tennis. She ...

3 Listen and sing. 66

4 Sing and do.

Come and play with me!

I sometimes play computer games,
    I always ride my bike.
I sometimes watch a DVD,
    I sometimes fly my kite.
I sometimes snorkel in the sea,
    I sometimes read a book.
I always play my new guitar,
    I never shop or cook.
I sometimes surf the Internet,
    I sometimes watch TV.
I always have a lot of fun,
    So come and play with me!
1 Listen, point and repeat.

cow clown flower
cow clown flower

2 Listen and chant.

The clown’s got flowers,
Red and blue.
He’s wearing brown trousers,
But only one shoe.

He’s sitting in his house,
He looks behind a wall.
He’s scared of a mouse,
But it’s only small.

3 Read the chant again. Circle the words with ow and ou.

4 Circle the odd one out.

1 cow house flower
2 clown cow trousers
3 flower house mouse
4 house clown trousers

5 Write the words in the correct box.

brown out down clown shout cloud trousers flower

\textbf{ow}

\begin{tabular}{c}
\text{brown} \\
\text{out} \\
\text{down} \\
\text{clown} \\
\text{shout} \\
\text{cloud} \\
\text{trousers} \\
\text{flower}
\end{tabular}

\textbf{ou}

\begin{tabular}{c}
\text{} \\
\text{} \\
\text{} \\
\text{} \\
\text{} \\
\text{} \\
\text{} \\
\text{}
\end{tabular}
2 Look at the text. Where can you see the film?

Monsters University

Monsters University is a comedy film by Pixar, and now you can watch it on DVD!
The characters in Monsters University are funny monsters. They’re 3D computer animations, but real actors play their voices.
In the film, Mike is a six-year-old monster. He lives in the monster world. One day, he visits a company called Monsters Inc. Lots of monsters work there. The monsters visit the human world at night. They scare children and they use the children’s screams to make energy! Mike wants to be a scary monster when he grows up. When Mike is a teenager, he goes to Monsters University to learn how to be scary. He meets Sulley, but they are not friends at first. Sulley is very good at scaring people, but Mike is not very scary at all. One day, Mike and Sulley go to the human world and they can’t get back. They work together, and finally go home to the monster world. Now Mike and Sulley are friends. They get jobs at Monsters Inc., and they have fun working together.
Monsters University is very funny, and the actors’ voices are brilliant. There’s lots of cool music in the film, too. I love the song “Monsters University”. The monsters are terrible singers, but the song is great!
Monsters University is lots of fun. Don’t miss it!

Carl, aged 9

4 Read again and answer the questions.

1. Do the monsters work in a theatre? No
2. Does Mike want to be scary? ___
3. Can you see actors in the film? ___
4. Are the monsters good singers? ___
5. Do Mike and Sulley like working together in the end? ___
6. Is the film funny? ___
Lesson Six

1. Listen and tick (✔) or cross (✗).

2. Ask and answer about you.
   - watching films / go to the cinema
   - listening to music / go to concerts
   - playing sports / go to the sports centre
   - reading / go to the library
   - shopping / go to the shopping mall

   Do you like watching films? Yes, I do.
   Do you ever go to the cinema? Yes, I sometimes go to the cinema.

3. Circle the verbs in red, the adjectives in blue and the prepositions in green.
   1. My aunt and uncle live in a big city.
   2. Jack is riding his new bike to school today.
   3. I live in a small flat.
   4. I swim in the sea on sunny days.
   5. School starts at nine o’clock.
   6. The cake on the table is great.

Verbs show actions: walk, read, cook
Adjectives describe nouns: big, cake, old, house, nice, day
Prepositions describe place, time and movement: on the table, at, ten o’clock, to school

Complete the writing task on page 57 of the Workbook.
Lesson One  Words

1. Listen, point and repeat. 72

- pasta
- bread
- cereal
- meat
- melon
- cucumber
- onion
- lemon

2. Listen and read. 73

1. Amy: Wow! This is a big supermarket!
Max: I like shopping at the supermarket.
Mum: Mum and I come here every week.
Amy: We need a lot of things today. Can you help me, please?
Max: Sure.

2. Mum: We need some pasta and some bread.
Amy: The bread is over there.
Mum: Can you get me some onions and a cucumber, please?
Max: OK.

3. Amy: Oh, there are melons, too.
I'd like a melon.

4. Max: No, Amy! Don't take that melon!
Amy: Take one from the top!
Max: Oh, no! Sorry!
1. Listen to the story again and repeat. Act.

2. Look and say.

**Let’s learn!**

<table>
<thead>
<tr>
<th>countable noun</th>
<th>uncountable noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>one melon</td>
<td>some bread</td>
</tr>
<tr>
<td>two melons</td>
<td>some melons</td>
</tr>
</tbody>
</table>

I / You / He / She / It / We / They

I’d like a melon.
We’d like some pasta.
Would you like some cereal?
Yes, please. No, thanks.

I’d like = I would like

3. Choose a, an or some. Write the words in the correct boxes.

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>an apple</td>
<td>some salad</td>
</tr>
</tbody>
</table>

apple  salad  bread
biscuit  egg  fries
rice  water  milkshake
pasta  melon  orange

4. Write. a  an  some

Edward would like _____ sandwich.
The children would like _____ pastries.
‘Would your friends like _____ drinks?’
She would like _____ apple.
Lesson Three  Grammar and Song

1  Speaking  Think of a boy or a girl. Look and say.

He’d like some meat, a melon and a cucumber.

It’s Ollie!

2  Write about two people.
Ollie would like some meat, a melon and a cucumber.

3  Listen and sing. 4 Sing and do.

At the supermarket

I would like some lemons,
I would like some meat.
I would like a melon,
They’re very fresh and sweet.

At the supermarket
We buy things to eat.
Apples, bread and biscuits,
Pasta, rice and meat.
I would like some onions,
I would like some rice.
I would like some apples,
They’re healthy and they’re nice.
1 Listen, point and repeat.  

ld  
child  shield  field  
lt  
belt  quilt  adult  

2 Listen and chant.  

A child and an adult  
Are standing in a field.  
The adult’s got a quilt.  
The child’s got a shield.  

The quilt is red,  
The shield is grey.  
The adult sits down,  
But the child wants to play.  

3 Read the chant again. Circle the words with ld and lt.  

4 Match and write.  

be  
chi  
qui  
fie  
shie  
adu  

1 belt  
2  
3  
4  
5  
6  

ld  

lt
Lesson Five

Reading

1. Listen, point and repeat.

2. What food can you see in the pictures below?

3. Listen and read.

4. Read again and write T (true) or F (false).
   1. You need two small potatoes.  F
   2. You need a piece of meat.  
   3. You need some butter.  
   4. You cook the peas in milk.  
   5. You put the fish in a dish.  
   6. You put the cheese on top.  

My Favourite Dish

Today I want to tell you,
How to make my favourite dish.
You need two big potatoes,
And you need a piece of fish.
You need some milk and butter,
And you need a lot of cheese.
You need some salt and pepper,
And you need some nice fresh peas.
You cook the two potatoes,
And you mash them in a pot.
You cook the peas in water,
And you make them nice and hot.
You cook the fish in milk now,
And you put it in a dish.
You take the peas and butter,
And you mix them with the fish.
You add the mashed potatoes,
And you put the cheese on top.
You cook it in the oven,
When it’s brown on top, you stop!
Lesson Six

Listening

1. Listen and write A or B. 79

A

B

1  B  2  ___  3  ___  4  ___  5  ___  6  ___

Speaking

2. Look at the pictures. Ask and answer.

What would you like? I’d like some potatoes, please. And I’d like ...

Writing preparation

We put adjectives describing size before adjectives describing colour.
I can see a big, white bird.

3. Put the words in the correct columns. Then write the sentences.

big  green  small  red  pink  little  tall  blue

<table>
<thead>
<tr>
<th>Size</th>
<th>Colour</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>green</td>
</tr>
</tbody>
</table>

1. You need two big, red tomatoes. (red / big)
2. Mum is wearing a little hat. (little / pink)
3. Look at the tall trees. (green / tall)
4. We’re sailing in a small boat. (small / blue)

Complete the writing task on page 63 of the Workbook.

Page 63
Lesson One  Words

1  Listen, point and repeat. 80

- lake
- mountain
- waterfall
- ocean
- wide
- big
- deep
- high

2  Listen and read. 81

Teacher Hello, I’ve got a quiz for you today!
Max Great!

Teacher What’s the highest mountain in the world?
Max Mount Everest.
Teacher That’s right! What’s the biggest ocean in the world?
Max It’s the Pacific Ocean!
Teacher That’s right!

Teacher What’s the fastest animal in the world?
Amy A mouse!
Teacher No! A mouse isn’t the fastest animal. The fastest animal in the world is a cheetah.

Amy No! A mouse! Look!
Max Ha ha! Now Amy is the fastest student in the class!
1. Listen to the story again and repeat. Act.

2. Look and say.

   **Let’s learn!**

   My sandcastle is bigger than your sandcastle, Max!

   The Nile is longer than the Volga.
   The Pacific Ocean is wider than the Atlantic Ocean.
   Russia is bigger than the UK.

   **What’s the fastest animal in the world?**

   The fastest animal in the world is the cheetah.
   The Pacific Ocean is the widest ocean in the world.
   Russia is the biggest country in the world.

   Look, Amy! My sandcastle is the biggest!

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

   1. Tom is the tallest boy. **T**
   2. Colin is faster than Tom.  
   3. Billy is the fastest boy.  
   4. Tom is slower than Colin.  
   5. Billy is taller than Colin.  
   6. Colin is the shortest boy.  

4. Write.

   1. The USA is **bigger** (big) than Spain.
   2. Mount Everest is the **highest** (high) mountain in the world.
   3. Cars are **faster** (fast) than bikes.
   4. Grapes are **smaller** (small) than apples.
   5. Lake Baikal is the **deepest** (deep) lake in the world.
   6. Mice are **slower** (slow) than cheetahs.
Lesson Three  Grammar and Song

1  **Speaking**  Ask and answer.

<table>
<thead>
<tr>
<th>Biggest fruit</th>
<th>Fastest transport</th>
<th>Tallest animal</th>
<th>Smallest country</th>
<th>Slowest animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>a grape</td>
<td>a car</td>
<td>a cat</td>
<td>the UK</td>
<td>a monkey</td>
</tr>
<tr>
<td>an apple</td>
<td>a plane</td>
<td>a giraffe</td>
<td>the USA</td>
<td>a cheetah</td>
</tr>
<tr>
<td>a melon</td>
<td>a train</td>
<td>a lion</td>
<td>Russia</td>
<td>a horse</td>
</tr>
</tbody>
</table>

What’s the slowest animal?

A monkey!

2  Write three sentences.
The slowest animal is a monkey. The ...

3  Listen and sing.  

4  Sing and do.

---

**My quiz**

What’s the biggest country? Do you know? Do you know?
What’s the highest mountain? Do you know?
Listen to my quiz, Listen to my quiz and
Tell me what the answer is!

Do you know? Do you know?
Do you know what the answer is?
Listen to my quiz, Listen to my quiz and
Tell me what the answer is!

What’s the biggest ocean? Do you know? Do you know?
What’s the smallest country? Do you know?
Listen to my quiz, Listen to my quiz and
Tell me what the answer is!
1. Listen, point and repeat.  
\[ nd \quad nt \quad mp \]  
- sand  
- pond  
- plant  
- tent  
- lamp  
- camp

2. Listen and chant.  
We put up the tent.  
At the big, big camp.  
We hear the wind.  
We light the lamp.  
We sit by the pond.  
We look at the plants.  
We’re happy together, just me and my aunt.

3. Read the chant again. Circle the words with \( nd, nt \) and \( mp \).

4. Circle the end letters \( nd, nt \) or \( mp \) below.

- 1. nd nt mp
- 2. nd nt mp
- 3. nd nt mp
- 4. nd nt mp
- 5. nd nt mp
- 6. nd nt mp
2 Describe what you can see in the pictures below.

3 Listen and read.  

**World Records**

Here are some of the world’s records! There are many interesting facts!

The Ġgantija temples are in Malta. The temples are over 5,500 years old! They are the oldest temples in Europe!

Russia is the biggest country in the world. It is 17,075,400 square kilometres! That is 12.5% of the Earth’s surface! In Russia, there are 11 different time zones. Russia is between Europe and Asia.

The longest bridges over water are the two bridges over Lake Pontchartrain in the USA. The bridges are nearly 24 miles long. You can’t see land from the middle of the bridges!

The longest river in the world is the Nile. The Nile is 6,695 kilometres long. The Nile flows through nine countries in Africa. The last country is Egypt. From Egypt, it flows into the Mediterranean Sea.

4 Read again and match the sentence halves.

1. The Ġgantija temples is the longest river in the world.
2. Lake Pontchartrain is the biggest country in the world.
3. Russia is in the USA.
4. The Nile are the oldest temples in Europe.
**Lesson Six**

**Listening**

1. Listen and complete the table. 87

<table>
<thead>
<tr>
<th>Country</th>
<th>Egypt</th>
<th>Brazil</th>
<th>the UK</th>
<th>Spain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biggest lake</td>
<td>Lake Sanabria</td>
<td>Lake Nasser</td>
<td>Loch Neagh</td>
<td>Lake Patos</td>
</tr>
<tr>
<td>Longest river</td>
<td>The Tagus</td>
<td>The Nile</td>
<td>The Severn</td>
<td>The Amazon</td>
</tr>
<tr>
<td>Highest mountain</td>
<td>Mount Teide</td>
<td>Mount Catherine</td>
<td>Ben Nevis</td>
<td>Fog Peak</td>
</tr>
</tbody>
</table>

**Speaking**

2. Ask and answer. long big high

- What’s the biggest lake in Spain? Lake Sanabria.
- What’s the longest river in Spain? The Tagus.
- What’s the highest mountain in Spain? Mount Teide.

**Writing preparation**

Adverbs of frequency tell us how often something happens. We usually put adverbs of frequency before the verb.

I always go to the shopping mall. I never go to the shopping mall.

Some adverbs of frequency can go at the beginning or the end of a sentence.

I sometimes go to the shopping mall. I go to the shopping mall sometimes. Sometimes I go to the shopping mall.

3. Are these sentences correct? Read and tick (✔) or cross (✗).

1. I always go to Lake Sanabria on holiday. ✔
2. Alison cooks never. ☑
3. You watch DVDs sometimes. ☑
4. The boys play football always. ☑
5. Always I go swimming on Saturdays. ☑
6. She sometimes plays chess. ☑
7. They never eat Italian food. ☑
1 Listen, read and say. 88

Mrs Jay: Excuse me. Where’s the cinema?
Tom: It’s next to the museum.
Mrs Jay: Can you tell me the way to the museum, please?
Anna: Sure. Turn left at the post office.

Mrs Jay: OK ... Where’s the post office?
Tom: Turn right, then go straight on. You can’t miss it.
Mrs Jay: Great! Thanks!

2 Listening Listen and complete the sentences. 89 right café library playground

1 The girl can’t find the _________.
2 The library is next to the _________.
3 The museum is next to the _________.
4 The playground is on the _________.

3 Speaking Talk with your friend.

sports centre (opposite / school ←/ →) supermarket (next to / post office ↑/ ←)
shopping mall (next to / library ↑/ →) cinema (opposite / library ←/ →)

Excuse me. Where’s the sports centre?

Can you tell me the way to the school, please?

Sure. Turn left, then go straight on. You can’t miss it.

It’s opposite the school.

Great! Thanks!
1. Look at the story again. Act

2. Draw a map of an island.
   - Draw or stick pictures of some buildings and other places on your map.
   - Colour and cut out your map. Write the name of your island. You can write the names of the places on your map, too.

3. Speaking  Ask and answer with your friend.
   - Is there a café on your island?
   - Where’s the café?
   - Can you tell me the way to the beach, please?
   - Great! Thanks!
   - Yes, there is. It’s the smallest building on the island.
   - It’s next to the beach.
   - Sure. Turn left, then go straight on. You can’t miss it.

4. Speaking  Tell the class about your island.
   1. What’s the name of your island?
   2. What places are on your island?
   3. Where are the places?
   4. What are they like?
   - This is Happy Island. It’s got lots of cool places. There’s a big café. It’s on the beach, next to the …
1 Complete the crossword.

Down
1. _____________
2. _____________
3. _____________
4. _____________
5. _____________
6. _____________
7. _____________
8. _____________

Across
1. _____________
2. _____________
3. _____________
4. _____________
5. _____________
6. _____________
7. _____________
8. _____________

2 Write the correct words.

café    library    shopping mall    sports centre    cinema    swimming pool

Lisa does lots of things at the weekend. She always goes swimming at the 1 swimming pool. She sometimes shops at the 2 _____________ and she sometimes watches a film at the 3 _____________ . She always eats ice cream at the 4 _____________ with her friends and she sometimes reads books at the 5 _____________. She always plays tennis at the 6 _____________ , too. Lisa loves weekends!

3 Complete the sentences.

1. Katie _____________ (✓) reads comics.
2. The boys _____________ (✗) go to the museum.
3. You _____________ (✓✓) ride your bike to school.
4. Jack _____________ (✓) plays football in the park.
5. We _____________ (✓✓) have breakfast in the morning.
6. My friends _____________ (✗) watch films.
4 Write.  a  an  some

There is lots of food on the table. There is 1 some pasta and there is 2 __________ onion. There are 3 __________ lemons and there is 4 __________ cucumber. There is 5 __________ bread and there is 6 __________ melon, too.

5 Complete the sentences.

1 The monkey is __________ (big) than the mouse.
2 The mouse is the __________ (small) animal.
3 The cheetah is the __________ (big) animal.
4 The mouse is __________ (fast) than the monkey.
5 The cheetah is the __________ (fast) animal.

6 Read and complete the words.  ld  lt  nd  nt  mp

In my garden, there are flowers, trees and pla __________ s.

On my trousers, I wear a be __________.

There is a la __________ on the table next to my bed.

There are lots of fish in the po __________.

I’ve got a red qui __________ on my bed.

The family is having a picnic in the fie __________.
Some travellers arrived in a small village one day. They were tired and hungry, but they didn’t have any food. They only had a large pot. The travellers asked the villagers for some food, but the villagers didn’t trust the travellers and they didn’t want to share their food.

The travellers were disappointed, but they had a plan. They filled their pot with water, dropped a large stone into it and put the pot on a fire in the village square. Then the travellers sat down around the fire and waited. Soon, a woman came to the square.

“What are you doing?” she asked. “We’re making stone soup,” said the travellers. “It’s very tasty, but we really need some herbs to put in it.”

“I’ve got some herbs,” said the woman. “Can you give us some of your herbs?” the travellers asked. “Then we will share our soup with you.”

The woman took a small bunch of fresh herbs from her basket and dropped it into the pot. She sat with the travellers and they talked while they waited for the soup to cook. After a while, a man came to the square. “What are you doing?” he asked. “We’re making stone soup,” said the travellers. “It’s delicious, but we really need some meat to put in it.”

“I’ve got some meat,” said the man. “Can you give us some of your meat?” the travellers asked. “Then we will share our soup with you.” The man put some meat into the pot, then he sat with the travellers and the woman and they all talked while they waited for the soup to cook.

More villagers came to the square. They all added food to the pot. Soon, they were good friends. The pot was full of meat, potatoes and vegetables, and it smelt wonderful. The travellers and the villagers shared the soup and they all enjoyed a wonderful meal.

2 Listen and read. 3 Answer the questions.

1 What did the travellers ask? 2 Why were the travellers disappointed?

3 What did the man put in the pot? 4 What did the woman put in the pot?
4 Look at the pictures. Where do you think these dishes are from?

My favourite dish

I’m Mehmet and I’m from Turkey. Turkish food is delicious and it’s healthy, too. We eat a lot of fresh vegetables like peppers, onions and aubergines. We also eat a lot of meat, lentils, beans, yoghurt and nuts. In the summer, the weather is very hot, so we often eat light meals with lots of vegetables and fruit. My favourite dish is kebab. It’s a traditional Turkish dish, and it’s traditional in lots of other countries, too. You can have doner kebabs or shish kebabs. A doner kebab is meat cooked in a large block. You cut small pieces of meat from the block and put it in a piece of flat bread called a pita. A shish kebab is pieces of meat cooked on a stick. I usually put some tomatoes, onions, cucumber and yoghurt in the pita with my meat. Kebabs are very tasty!

My name’s Arisa. I’m from Thailand. At meal times, we eat soups, salads, curries and fried dishes. We usually have a dessert, too. Some Thai dishes are very spicy. We sometimes have spicy food for breakfast, too. I like curry and rice with an egg on top for breakfast!

My favourite Thai dish is mango and sticky rice. It’s a very sweet dish. You cook the rice with coconut milk and brown sugar. Then you make a sauce with more coconut milk and sugar. You put the rice and some fresh mango on a plate, then you put some of the sauce on top. You can eat it hot or cold. I often make mango and sticky rice with my grandma. We eat it for dessert, or for a treat on a hot day. It’s delicious!

5 Listen and read. 6 Answer the questions.
1 What does Mehmet eat with his kebab meat?
2 What are the ingredients in mango with sticky rice?
3 Have you ever cooked a dish? What was it?
4 What’s your favourite dish? What are the ingredients?
1. Listen, point and repeat.

- path
- grass
- flowers
- bin
- trees
- playground
- fountain
- litter

2. Listen and read.

1. Amy: This is a beautiful park.  
   Max: Yes, it is. I love it here.  
   Holly: Oh, look at the flowers!  
   Leo: Holly, you mustn’t pick the flowers.  
   Holly: Oh, OK.

2. Holly: Oh, look at the little trees!  
   Max: You mustn’t walk on the grass here, Holly.  
   You must walk on the path.  
   Holly: Oh, OK.

3. Amy: Holly! Let’s play with this ball.  
   Max: No, you mustn’t play here.  
   Amy: Well, let’s go to the playground. We can play there. Catch the ball, Max!

4. Holly: Oh, Max! You mustn’t play in the fountain!  
   Max: Ha ha. Very funny.
1 Listen to the story again and repeat. Act.

2 Look and say.

**Let’s learn!**

I / You / He / She / It / We / They

We must do our homework.
They mustn’t talk in class.
You must turn off your mobile phone.
You mustn’t walk on the grass.

mustn’t = must not

Sometimes ‘you’ means everyone.

Max! You must look in front of you!

Yes, Max. You mustn’t walk and read your book.

3 Read and match.

1 You mustn’t walk your dog here.
2 You must put litter in the bin.
3 You mustn’t take photos here.
4 You must be quiet.

4 Write. **must** **mustn’t**

1 You **mustn’t** eat here.
2 You ________ wash your hands.
3 You ________ turn off your mobile phone here.
4 You ________ swim here.
1 Speaking Look and say.

- turn off your mobile phone
- put litter in the bin
- walk on the grass
- be quiet
- walk your dog
- wash your hands
- take photos
- eat here

- You must put litter in the bin.
- You mustn’t walk on the grass.
- It’s Picture 1!
- It’s Picture 3!

2 Write four sentences.
You must put litter in the bin. You ...

3 Listen and sing. ♬ 94

4 Sing and do.

You must come to the park

Oh, you must come to the park,
So we can have some fun.
You must come to the park today,
And play games in the sun.

Oh, we must walk on the path,
And we mustn’t climb the trees.
We must put litter in the bin,
Let’s keep the park clean, please.

Oh, we must be very good,
And we mustn’t pick the flowers.
But we can have a lot of fun,
And play for hours and hours.
1 Listen, point and repeat.  

rain   train   Monday   tray   case   race

2 Listen and chant.  

It’s Monday today,  
And I can play.  

Outside there’s rain,  
But I’m in with my trains.  

I open my case,  
And the trains have a race!

3 Read the chant again. Circle the words with ai, ay and a_e.

4 Match and write.

1 Monday

2.

3 ai

4 ay

5 a_e

6
Reading

1 Listen, point and repeat.

- shout
- chase
- catch
- meet
- cross
- laugh

2 Describe what’s happening in the pictures below.

3 Listen and read.

---

**The Gingerbread Man**

One day, an old woman makes a Gingerbread Man. When it is ready, the old woman wants to eat him. But the Gingerbread Man laughs and shouts “Run, run, run if you can. You can’t catch me! I’m the Gingerbread Man!” The old woman is angry. She chases him.

The Gingerbread Man meets a cat. The cat wants to eat him, but he runs away. He runs to the river. He wants to cross the river but he can’t swim.

There is a fox near the river. “I can swim,” says the fox. “Sit on my head.” The Gingerbread Man sits on the fox’s head. The fox starts to swim. “The water is deeper now,” says the fox. “You must sit on my nose.” The Gingerbread Man sits on the fox’s nose. And the fox opens its mouth and eats him!

---

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

1 The old woman makes a Gingerbread Man. **T**
2 The old woman runs away. **F**
3 The Gingerbread Man meets a monkey. **F**
4 The cat wants to eat the Gingerbread Man. **T**
5 The Gingerbread Man can swim. **F**
6 The fox eats the Gingerbread Man. **T**
Lesson Six

1. Listen and write the numbers.

2. Look at the pictures. Play the game.
   - eat
   - be quiet
   - turn off your mobile phone
   - run
   - put the books on the shelf

   You mustn’t eat in the library. It’s Picture A!

3. Write and or or.
   1. The Gingerbread Man doesn’t like the woman ______ the cat.
   2. I don’t walk ______ ride my bike to school.
   3. He reads comics ______ books.
   4. I’ve got an English lesson ______ a maths lesson on Monday.

We use and / or to link two ideas in a sentence.
We use and in positive sentences and or in negative sentences.
Lisa likes apples and bananas.
Tim doesn’t play football or basketball.
11
In the museum

Lesson One  Words

1  Listen, point and repeat.

- ferry
- bus
- helicopter
- motorbike
- plane
- taxi
- train
- tram

2  Listen and read.

1
Holly: What’s this? Is it a tram?
Max: No, it isn’t. It’s a horse bus. There were horse buses two hundred years ago.

2
Amy: Look at these! There were some funny trains a hundred years ago!
Leo: Wow! There were skateboards fifty years ago! And they were very big!

3
Amy: Look at this motorbike, Leo!
Leo: Oh, wow! It’s so cool!

4
Amy: Can you take a photo of me?
Leo: Sure.
Max: Leo! That man is looking at your skateboard.
Leo: Wow! Look! This skateboard is fifty years old!
Man: No, sorry. That’s my skateboard. It’s only two years old.
1 Listen to the story again and repeat. Act.

2 Look and say.

**Let’s learn!**

There **was** a park in our town fifty years ago.  
There **wasn’t** a shopping mall in our town fifty years ago.

There **were** some funny trains one hundred years ago.  
There **weren’t** any planes two hundred years ago.

We use these time words when we talk about the past:  
*yesterday, last week / year / Monday, (fifty years) ago, then*

We use **lots of** or **some** with ‘There were’.  
We use **any** with ‘There weren’t’.

3 Read and circle.

1 There **was**/ **were** a park in our town one hundred years ago.
2 There **was**/ **were** trains one hundred years ago.
3 There **was**/ **were** motorbikes ninety years ago.
4 There **was**/ **were** planes fifty years ago.
5 There **was**/ **were** a hotel in the town ten years ago.
6 There **was**/ **were** lots of buses twenty years ago.

4 Write.  
**was**  **were**  **wasn’t**  **weren’t**

1 There **wasn’t** a singer at the party last Saturday.
2 There _______ eight children at the party.
3 There _______ any flowers in the room.
4 There _______ a CD player in the room.
5 There _______ lots of sandwiches at the party.
6 There _______ a TV in the room.
1 Speaking Look and say.

buses  motorbikes  cars  trains  planes

LONDON

Two hundred years ago

There weren’t any motorbikes.

Fifty years ago

It’s Picture A!

2 Write four sentences.

Two hundred years ago: There weren’t any motorbikes. There ...

3 Listen and sing. 4 Sing and do.

Our town has a history

Our town has a history,
It’s very old, you know!
Here’s a picture of our town
Two hundred years ago.

There weren’t any buses then,
And there weren’t any trains.
There weren’t any motorbikes,
And there weren’t any planes.

There were shops and markets then,
And there were hotels, too.
There were parks and theatres,
There was a lot to do!
1. Listen, point and repeat.

ice cream  dream  queen  green  jelly  happy

2. Listen and chant.

In my **dream**,
I am a queen, queen, queen.
I eat green jelly,
With ice cream, cream, cream.
I'm very happy,
In my dream, dream, dream.

3. Read the chant again. Circle the words with *ea*, *ee* and *y*.

4. Write the words in the correct box.

<table>
<thead>
<tr>
<th>tree</th>
<th>teacher</th>
<th>family</th>
<th>funny</th>
<th>week</th>
<th>sheep</th>
<th>eat</th>
<th>please</th>
<th>lolly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ea</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>y</td>
<td>tree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Listen, point and repeat.
   - along
   - through
   - in the middle of
   - at the top of
   - between
   - inside

2. Look at the text. What do people call Petra today?

3. Listen and read.

**Petra in Jordan is an old, hidden city in the middle of a rocky desert. To find the hidden city, visitors walk along a path between high rock walls in the mountains. At the end of the path, there is a wonderful view.**

A group of people called the Nabateans built Petra about 2,500 years ago. For about 500 years, Petra was a capital city and there were a lot of people. The buildings were inside the rocks. They were like big, beautiful caves.

Years later, the Nabateans left Petra. For hundreds of years, the city was empty. But in 1812, a Swiss explorer called Johann Ludwig Burckhardt was the first European visitor to the city.

In 1989, Petra was in the film *Indiana Jones and the Last Crusade*. After that, the city was famous all over the world.

Today, some people call Petra the Rose-Red City. As you walk through the city, you can still see the beautiful buildings. Petra is one of the seven wonders of the world. Lots of people visit the city every year.

4. Read again and write.

<table>
<thead>
<tr>
<th>buildings</th>
<th>visitors</th>
<th>city</th>
<th>view</th>
<th>desert</th>
<th>capital</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Petra is a _______ city in Jordan.</td>
<td>2 Petra was a _______ city for many years.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 The _______ were inside the rocks.</td>
<td>4 Petra is in the middle of a _______.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 The _______ from the path is amazing.</td>
<td>6 There are a lot of _______ every year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Listening

1 Listen and circle the correct words to complete the notes.

Petra was a very ¹**big** / **small** city 2,000 years ago.

Petra had a royal family. There was a king and a ²**princess** / **queen**.

There wasn’t a ³**river** / **desert** at Petra.

There were lots of ⁴**schools** / **shops** along a big street.

There wasn’t a hotel, but there was a ⁵**theatre** / **hospital**.

Speaking

2 Look at the sentences. Ask and answer.

Was there a queen in Petra 2,000 years ago? Yes, there was.

Writing preparation

We use paragraphs to make a text easier to read. We start a new paragraph for each separate topic in a text.

**Paragraph 1 = Nabatean homes**
The Nabateans often lived in tents, but they were very good at building. There were some Nabatean houses at Petra. The houses were very strong, with stone walls and stone roofs. Some of the Nabatean houses were inside the rocks, like caves.

**Paragraph 2 = The Nabatean language**
The Nabatean language was a very early language. There was a Nabatean alphabet and there is Nabatean writing in the cities of Petra, Bussra and Hegra. Nabatean writing was very beautiful.

3 Look at the text on page 90. How many paragraphs can you find?
1 Listen, point and repeat. 108

- old
- young
- handsome
- pretty
- short
- tall
- shy
- friendly

2 Listen and read. 109

1 Holly: Look, Amy! We've got some old photos!
Max: This is Dad when he was young.
Dad: I'm still young!
Amy: Wow! He was handsome then!
Dad: I'm still handsome!

2 Holly: Look! This is Grandma when she was young.
Amy: Wow! Grandma was pretty!
Grandpa: I think Grandma is still pretty!

3 Max: Look at this photo of Grandpa!
Leo: Wow! He had black hair when he was young.
Grandpa: Yes, I've got white hair now.

4 Holly: And this photo is of Max when he was a baby!
Amy: Look! He had a book then, too!
Leo: He isn't different at all!
Lesson Two  Grammar

1  Listen to the story again and repeat. Act.

2  Look and say.

Let’s learn!

I / He / She / It

He was handsome then.
I wasn’t tall when I was five.

You / We / They

We were happy on holiday.
You weren’t shy when you were six.

I / You / He / She / It / We / They

He had black hair when he was young.
You didn’t have a book when you were a baby.

This is a photo of you when you were a baby.

Look! I had a bag then, too!

3  Read and circle.

1  They were / weren’t at the park on Sunday.
2  It was / wasn’t sunny.
3  The sea was / wasn’t hot.
4  The children were / weren’t hungry.
5  The baby was / wasn’t happy.
6  The sandwiches were / weren’t small.

Sunday

4  Write. had  didn’t have

1  They had pizza for lunch last Friday.
2  The boys had a party last weekend.
3  He had a guitar lesson yesterday.
4  The girls had a picnic last Saturday.
1 **Speaking** Look and say.

- long hair
- short hair
- short
- tall
- shy
- friendly

2 years old

2 The girl had long hair.

8 years old

She was eight years old.

2 Write about Helen.

When she was two years old, Helen had short hair. She was short. She was ...

3 Listen and sing. 110

4 Sing and do.

**When my grandpa was a boy**

When my grandpa was a boy,
He was a lot like me.
He had a house and garden,
And a happy family.

Grandpa was a happy boy,
And he had lots of friends.
They had lessons every day,
And they had fun at weekends.

When my grandpa was a boy,
He had fun every day.
He had lots of books to read,
And lots of games to play.
1 Listen, point and repeat. 

night light sky dry smile shine

2 Listen and chant. 

In the dry, night sky
There’s a light so white.
It makes me smile
As it shines all night.

3 Read the chant again. Circle the words with igh, y and i_e.

4 Match and write.

1 shine

3 y

5 i_e

2

4

6
Reading

1. Listen, point and repeat. ☠ 113

- cheerful
- miserable
- relaxed
- worried
- mean
- generous

2. Describe what you can see in the pictures below.

3. Listen and read. ☠ 114

   **My Grandma**
   When my grandma was a girl,
   Her eyes were bright and blue.
   She had lovely, long, black hair,
   Her face was pretty, too.
   In this photo I can see
   What grandma was like then:
   Grandma was a lot like me.
   When she was only ten.

Grandma had her wedding day,
When she was twenty-two.
She was a very pretty bride,
The groom was handsome, too.
That young groom's my grandpa now.
And I am very glad.
Next they had a baby boy,
That baby was my dad.

Now my grandma's seventy,
Her hair is short and grey.
She's very cheerful all the time,
She's happy every day.
She's always nice and generous,
I think that you can see,
I love my grandma very much,
And I know that she loves me.

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

1. Grandma had short hair when she was a girl. ☠ 113
   - F

3. Grandma is sixty now. ☠ 113
   - ___

5. Grandma is never generous. ☠ 113
   - ___

2. Grandma was pretty when she was a girl. ☠ 113
   - ___

4. Grandma is sometimes miserable. ☠ 113
   - ___

6. Grandma has grey hair now. ☠ 113
   - ___
Listening

1. Listen and tick (✔).

2. Look at the pictures. Play the game.

- blond hair / brown hair
- a red bike / a blue bike
- a big house / a small house
- cheerful / miserable

He had blond hair when he was a boy.
False! He didn’t have blond hair. He had brown hair.

Speaking

Writing preparation

We use **and** to link two positive ideas.
We use **but** to link a positive and a negative idea.
We use a comma (,) before **but**.

Helen is happy **and** cheerful.
Tom is handsome, **but** he is miserable.

3. Write **and** or **but**.

1. My grandma is old, **but** she is very pretty.
2. Susan is pretty, _______ she is mean.
3. Jack is miserable, _______ he is handsome.
4. You are kind _______ generous.
1. **Listen, read and say.**

   **Anna:** Look, that’s Sara. **Do you know** her?
   **Tom:** No. I know that she lives in my street.
   **Anna:** She’s in my class at school.

   **Tom:** What’s Sara like? **She looks** friendly.
   **Anna:** I think she is friendly. She always smiles and says hello.

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

   1. Ben looks cheerful. **F**
   2. Lucy is usually relaxed.
   3. Jenny is always generous.
   4. Anna knows Tim.

3. **Speaking**
   **Talk with your friend.**

   - Do you know Maria?
     - Yes, I do. She’s in my class.
   - What’s she like? She looks shy.
   - Yes, I think she is shy.
   - Is she clever, too?
     - Yes, she is. She’s very clever.
1 Look at the story again. Act.

2 Make a party scene.

1 Colour the party scene. Cut out the party scene and fold along the line to make the floor and the walls. Stick the tabs to the floor.

2 Choose names and faces for the people. Don’t tell your partner the names! Colour and cut out the people, then stick them in the party scene.

3 Speaking  Ask and answer with your friend.

Who’s Steve in your picture?

He’s a tall boy. He looks shy.

Oh yes. I can see him. Can you see Karen in my picture?

She’s quite short and she looks very mean.

No, I can’t. What’s she like?

Oh yes! There she is!

4 Speaking  Tell the class about your party scene. Say:

1 What’s Bill like?
2 What’s Jenny like?
3 Who’s the most cheerful person?
4 Who looks friendly?

There are lots of people at my party. Bill is tall and he looks clever. Jenny is short and she looks …
1 Complete the crossword.

Down
1. What is she going to do? (2 words)
2. She is (3 letters)
3. She is (3 letters)
4. She is (3 letters)
5. She is (3 letters)
6. She is (3 letters)
7. She is (3 letters)
8. She is (3 letters)

Across
1. An exclamation, usually meaning "yes!" (3 letters)
2. A word used to show surprise or excitement (3 letters)
3. A word used to show surprise or excitement (3 letters)
4. A word used to show surprise or excitement (3 letters)
5. A word used to show surprise or excitement (3 letters)
6. A word used to show surprise or excitement (3 letters)
7. A word used to show surprise or excitement (3 letters)
8. A word used to show surprise or excitement (3 letters)

2 Write the correct words. litter bin path grass fountain trees

This is a nice park. There are two 1 trees in the park and there are lots of flowers. A woman is standing near a 2 . A boy is walking on the 3 and a girl is walking on the 4 . A man is cleaning the park. He is taking all the 5 and he is putting it in the 6 . The park is very clean now.

3 Write the correct words. looks think like that know What’s

Do you 1 know sheila? No, but I know 2 she’s in my class.

3 Do you like she like? She looks clever.

Yes, I 4 she is very clever.

Look! There’s Henry. Who is Henry? What’s he 5 ?

He 6 friendly and kind.

Ah! Yes, I can see him now.
4 Write. was were wasn’t weren’t

This is a photo of our street fifty years ago. There were houses in the street then. There were any trams. There were cars and motorbikes. There was a shopping mall, but there were two shops. There was a cinema, too.

5 Write. had didn’t have

1 Lisa _had_ short hair when she was a baby.
2 She _had_ long hair.
3 She _had_ a toy car.
4 She _had_ a mobile phone.
5 She _had_ a book.
6 She _had_ a bike.

6 Read and complete the words. ai ay a_e

1 All the drinks are on the _tray_.
2 There is a lot of _rain_ today. We can’t go outside.
3 I can run fast. I was the winner in the _race_.
4 My pens and pencils are in my pencil _case_.
5 I play with my _train_.
6 Every _Saturday_, I visit my grandma.
1 Look at the pictures. What are the men doing?

2 Listen and read. 3 Tick (✓) or cross (X).

1 Sir Francis was Indian. 2 Passepartout was nervous on the train.
3 The railway wasn’t finished. 4 Fogg found the elephant.
School Transport

Children around the world use lots of different forms of transport to go to school: bus, train, and even helicopter! How do you go to school?

My name is Diego. I’m eight years old. I live in a small village in Peru. My village is in the Amazon rainforest. There aren’t many roads in the rainforest, so there aren’t many cars or buses. Everyone travels by canoe. I go to school by canoe. Every day a big canoe collects all the children from the villages along the river and takes them to school. There are usually about forty children in the canoe when it reaches the school. Every morning, I wait near the river for the canoe with my little brother and sister. When the canoe arrives at my village, I help my brother and sister to get into the canoe. It takes about half an hour to get to school. I do my homework on the way to school and I talk to my friends on the way home.

I’m Haruka and I’m nine. I’m from Tokyo in Japan. Tokyo is a huge city. My school is a long way from my house, so I travel to school by train every day. Trains are very popular in Japan. Millions of people use trains to get to work and school. The trains in Japan are clean and fast, but they are usually very crowded. I leave home at half past seven every day. I walk to the train station with my brother. We take two trains to Tama Station. The journey takes about one hour. It’s a long time, but some of my friends travel for two hours to get to school! I like my journey to school because I can talk to my brother on the way.

5 Listen and read. 6 Write T (true) or F (false).

1. Diego goes to school by car. __________
2. There aren’t many buses in the Amazon rainforest. __________
3. Haruka lives in the rainforest. __________
4. Haruka travels for two hours to get to school. __________

7 Ask and answer.

1. How do you go to school? 2. What’s your favourite way to travel?
Lesson One  Words

1 Listen, point and repeat.

- Start
- Finish
- Love
- Hate
- Want
- Use
- Laugh
- Live

2 Listen and read.

1 Amy: Look, Leo! It's some Ancient Egyptian writing.
Max: It's our homework. It's a secret message from our teacher.
Amy: But we can't read it.
Max: We can look in my book!

2 Max: The Ancient Egyptians lived 5,000 years ago. They used pictures, not words. This is their alphabet.
Amy: The ... Ancient ... Egyptians ... cooked ... lots ... of ... nice food ...
Max: Bring ... an ... Ancient ... Egyptian ... dish ... to ... school!
Amy: Ancient Egyptians cooked rice. Let's make that!

3 Amy: It's ready! Let's play!

4 Amy: Where is our dish?
Grandpa: Oh! I'm sorry. I was hungry.
Max: Grandpa! That was our homework!
1. Listen to the story again and repeat. Act.

2. Look and say.

**Let's learn!**

I / You / He / She / It / We / They

They **lived** 5,000 years ago.
They **didn’t live** in flats.

**didn’t = did not**

3. Read and circle.

1. Ellie **finished** / **didn’t finish** her homework last night.

2. Dad **started** / **didn’t start** reading a book yesterday.

3. The children **loved** / **didn’t love** the cake at the party.

4. He **hated** / **didn’t hate** the dinner.

4. Write.

A very, very long time ago, people **didn’t live** (not live) in houses. They **didn’t cook** (not cook) in kitchens. They **cooked** (cook) on fires. They **didn’t watch** TV and they **didn’t listen** (not listen) to music. Men and women **didn’t work** (work) and children **played** (play) games.
1 **Speaking**

Look and say. Tick (✔) or cross (✘).

<table>
<thead>
<tr>
<th>watch TV</th>
<th>cook</th>
<th>play the guitar</th>
</tr>
</thead>
<tbody>
<tr>
<td>listen to music</td>
<td>play football</td>
<td></td>
</tr>
</tbody>
</table>

| You       | ✔          | Your friend     |

I listened to music yesterday.
I didn’t watch TV yesterday. I ...

2 **Write four sentences about you.**

I watched TV yesterday. I didn’t play football yesterday. I ...

3 **Listen and sing.**

4 **Sing and do.**

**My birthday!**

It was my birthday yesterday!
I didn’t shop or cook,
I opened lots of birthday cards
And started a good book.

It was my birthday yesterday!
My day was really great!
Lots of friends came round for tea,
We finished all the cake!

It was my birthday yesterday!
Hooray! Hooray! Hooray!
I had a party with my friends,
We sang and danced and played!
1 Listen, point and repeat.  

snow  elbow  coat  soap  nose  stone

2 Listen and chant.  

I put on my coat  
And go out in the snow.  
There is snow on my nose  
And on my elbow.

3 Read the chant again. Circle the words with ow, oa and o_e.

4 Circle the odd one out.

1 snow  soap  show  slow  2 home  bone  snow  stone
3 soap  rope  coat  boat  4 boat  coat  goat  bone

5 Write the words in the correct box.

show  home  boat  slow  coat  those  goat  bone  snow

ow

show

oa

o_e
Lesson Five

Reading

1. Listen, point and repeat.

2. Look at the text below. Who wanted to make paper?

3. Listen and read.

Papyrus

Five thousand years ago, there was no paper. People used clay tablets to write on. They used a reed to write on the wet clay. Then they waited for the clay to dry. The tablets were very heavy. They were easy to break. People used each tablet only one time.

The Ancient Egyptians wanted to make paper to write on. Three thousand years ago, there were lots of papyrus plants in Egypt. The Ancient Egyptians used papyrus to make a kind of paper. It was difficult to make, but it was soft and light and easy to write on.

People in other countries started to use papyrus, too. But papyrus was very expensive. Only rich people used it. Sometimes people used the papyrus, then washed it and used it again.

Do you know?
The word 'paper' comes from the word 'papyrus'.

4. Read again and write.

<table>
<thead>
<tr>
<th>heavy</th>
<th>light</th>
<th>expensive</th>
<th>soft</th>
<th>easy</th>
<th>difficult</th>
</tr>
</thead>
</table>
1. Clay tablets were __________.
2. Clay tablets were __________ to break.
3. Papyrus was very __________ to make.
4. Papyrus wasn’t heavy. It was __________.
5. Papyrus was __________. It was easy to write on.
6. Only rich people used papyrus. It was __________.
Lesson Six

1 Listen and write the numbers. ☞ 127

![Images of students in different activities: basketball, homework, classroom, studying.]

2 Look at the pictures. Play the game.

- have difficult homework
- have a maths lesson
- play basketball
- have an English lesson
- work for three hours
- not know the answers
- start to rain
- not have his homework

The boy played basketball. It's Picture A!

3 Match the topics to the paragraphs.

a Jobs - The Ancient Egyptians lived in Egypt thousands of years ago. They had lots of different jobs. A lot of Ancient Egyptians were farmers, but there were teachers, artists and writers, too.

b Houses - They lived in small houses. The houses had kitchens, living rooms and bedrooms.

c Children - The children worked with their parents and helped at home. Children in Ancient Egypt had toys and they played lots of games.

d Food - The Ancient Egyptians cooked lots of good food. They cooked rice, bread, meat and fish.

Remember! In each paragraph, there is one topic.

Complete the writing task on page 101 of the Workbook.
14

Did you have a good day?

Lesson One  Words

1  Listen, point and repeat.

- paint
- paintbrush
- calculator
- lunch box
- dictionary
- PE kit
- backpack
- apron

2  Listen and read.

1

Mum: Did you have a good day?
Amy: No! First we had PE, but I didn’t have my PE kit.

2

Amy: Next, we had maths, but I didn’t have my calculator.

3

Amy: Then we had lunch, but I didn’t have my lunch box.
Mum: What did you eat?
Amy: Amy had some of my lunch.

4

Max: Then we had art and Amy dropped her paint.
Amy: The paint went onto my clothes!
Mum: But you have an apron for art!
Amy: My apron, my calculator and my PE kit were in my backpack and my backpack was at home.
Leo: Amy didn’t have her backpack! I don’t believe it!
1. Listen to the story again and repeat. Act.

2. Look and say.

**Let’s learn!**

<table>
<thead>
<tr>
<th>I / You / He / She / It / We / They</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you <strong>have</strong> a good day?</td>
</tr>
<tr>
<td>Yes, I did. No, I didn’t.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What did you watch last night?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A film.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where did you watch the film?</th>
</tr>
</thead>
<tbody>
<tr>
<td>At home.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When did the film finish?</th>
</tr>
</thead>
<tbody>
<tr>
<td>At nine o’clock.</td>
</tr>
</tbody>
</table>

Did you like the film, Max?

What?

Oh, Max! You didn’t watch the film!

3. Read and circle.

1. **What / Where** did Jenny paint? A picture of her house.
2. **Where / When** did you visit your cousins? Last week.
3. **Where / What** did the boys have a picnic? In the park.
4. **What / When** did you have for dinner last night? Pizza.
5. **What / Where** did the girls play tennis? At the sports centre.
6. **Where / When** did the children have breakfast today? At seven o’clock.

4. Write.

1. Did he walk to school yesterday?
   No, he didn’t.

2. Did they have lunch at school today?

3. Did she use a calculator?

4. Did he have his PE kit today?
1 **Speaking** Ask and answer.

| a calculator | a dictionary | a PE kit | a computer | an apron |

**Monday**

- **Katie**
  - Computer
  - Art
  - PE
  - English
  - Maths

- **Billy**
  - English
  - Maths
  - PE
  - Art
  - Computer

- When did Katie have an English lesson? At one o’clock.
- What did Katie use in her English lesson? Her dictionary.

2 Write two questions and answers.

What did Katie use in her English lesson? A dictionary.

3 **Listen and sing.**

4 **Sing and do.**

**Did you have a good day?**

Did you have a good day at school today?
Did you paint a picture at school today?
Did you play a new game at school today?
Did you have lots of fun?

Did you like your lessons at school today?
Did you help your teacher at school today?
Did you have a good day at school today?
Did you have lots of fun?
1 Listen, point and repeat. 131

moon boot blue glue
tune tube

2 Listen and chant. 132

It’s Tuesday night,
And I’m not at school.
I’ve got glue and tubes,
And paint that’s blue.

I make a toy flute,
I look up at the moon.
It’s a hot June night,
And I play a tune.

3 Read the chant again. Circle the words with oo, ue and u_e.

4 Match and write.

1 glue

2

3

4

5

6
School Camping Trip

Last month, twenty students from Year 8 were on the school camping trip. TOM WALTERS tells us all about it.

Where did you stay?
We stayed in tents near a river. It was fun!

Did you have lessons?
No, we didn’t, but we fished every day and we learned how to make a bridge over the river, too. We used rope and wood.

Was it cold at night?
No, it wasn’t. We had warm sleeping bags. It was very dark, but we had torches. One night, there was a noise outside. We were scared, but when we looked outside, there was only a cat.

What did you eat?
We cooked food in frying pans on a fire. Sometimes we cooked the fish from the river! One day, it rained and our matches were wet. So we started a fire with two sticks!

4 Read again and answer the questions.
1 Did the children stay in tents?  **Yes.**
2 Did the children use rope to make a bridge?
3 Did the children stay near a beach?
4 Did the children cook in a kitchen?
5 Did the children have lessons?
6 Did it rain?
1. Listen and write the numbers.

2. Look at the pictures. Ask and answer.

   - have lessons
   - visit his grandma and grandpa
   - stay in a tent
   - cook on a fire
   - play volleyball
   - listen to CDs

   Did the boy visit his grandma and grandpa last week?
   No, he didn’t.

3. Number the sentences in the correct order.

   Last Tuesday, I was on a school trip. We visited the zoo.

   A  □  Next, we had lunch in a café at the zoo.
   B  □  Finally, we painted pictures of our favourite animals.
   C  1  First, we watched the monkeys and the elephants.
   D  □  Then, we looked at the penguins and the kangaroos.

Remember!
We use time words in stories or articles to show the order of events.
1  First  2  Then  3  Next  4  Finally
1 Listen, point and repeat. 📙 136

- suitcase
- sun cream
- towel
- soap
- shampoo
- hairbrush
- toothbrush
- toothpaste

2 Listen and read. 📙 137

1

Amy: I can’t wait to start our holiday!
Dad: Come on, Amy. Put your suitcase in the car.
Amy: I’m not going to take a suitcase. I’ve got all my things in my backpack.
Mum: Oh, Amy!

2

Dad: Leo, your suitcase is very big. What have you got in it?
Leo: My skateboard. I’m going to skateboard every day!
Mum: Oh, Leo!

3

Max: Can you help me with my suitcase, please?
Amy: Oh! It’s very heavy!
Max: I know. Be careful!

4

Amy: Look at all these books!
Max: I’m going to read them on our holiday.
Mum: Oh, Max. You haven’t got any clothes in your suitcase. What are you going to wear?
1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

<table>
<thead>
<tr>
<th>I</th>
<th>Are you going to swim in the sea?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m going to skateboard every day.</td>
<td>Yes, I am. No, I’m not.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>He / She / It</th>
<th>Is she going to visit her cousins tomorrow?</th>
</tr>
</thead>
<tbody>
<tr>
<td>He’s going to play basketball tomorrow.</td>
<td>Yes, she is. No, she isn’t.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>We / You / They</th>
<th>Are they going to swim in the sea?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We’re going to have a great holiday.</td>
<td>Yes, they are. No, they aren’t.</td>
</tr>
</tbody>
</table>

I’m going to read my book.

Our holiday is going to be great! I’m going to swim in the sea.

We use these time words with going to: tomorrow, soon, later, next week / month / year

3 Read and circle.

1 We is / are going to go on holiday next week.
2 I’m / re going to take my hairbrush on holiday.
3 Mum and Dad am / are going to buy soap and toothpaste tomorrow.
4 Jack is / are going to put sun cream on when he goes to the beach.

4 Write.  ’m  ’s  ’re

1 She’s going to make a cake.
2 They’re going to watch a DVD.
3 I’m going to wash the car.
4 It’s going to rain.
1 **Speaking** Ask and answer.

<table>
<thead>
<tr>
<th>Item</th>
<th>Emma</th>
<th>Alex</th>
<th>Katie</th>
<th>Tom</th>
<th>Lucy</th>
<th>Billy</th>
</tr>
</thead>
<tbody>
<tr>
<td>a camera</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>some sun cream</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a towel</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a hat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>some soap</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>some shampoo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a hairbrush</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a swimsuit</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a toothbrush</td>
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<tr>
<td>some toothpaste</td>
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</tr>
</tbody>
</table>

Is Emma going to take a camera?  Yes, she is. Is Tom going to take some sun cream?
No, he isn’t. Is Katie going to take a hairbrush? Yes, she is. Is ...?

2 **Write about a boy or a girl.**

Alex is going to take a towel on holiday. He’s ...

3 **Listen and sing.**

4 **Sing and do.**

**I’m going to pack my suitcase**

I’m going to pack my suitcase,
I’m going to go away.
I’m going to have a great time,
I’m going on holiday!

I’m going to take some sun cream,
And also some shampoo.
I’m going to take my toothbrush,
And some toothpaste, too.

I’m going to take some photos,
I’m going to see the sea.
I’m going to swim and windsurf,
I’m going to waterski!
1. Listen, point and repeat. book wool wood hood cook

2. Listen and chant.  
   It's a very cold day. 
   I've got a coat with a hood. 
   I've got my wool scarf, 
   And I'm feeling good. 
   I'm sitting on some wood. 
   I'm looking at my book. 
   The book's very good. 
   It tells me how to cook.

3. Read the chant again. Circle the words with oo.

4. Complete the words. Listen and check. 
   cook oo wood  oo book oo

5. Write a word that rhymes. 
   book wood
Hi Dan,

How are you? I’m having a fantastic time in Barcelona! The weather here is great! It’s very hot and sunny.

We went to the amusement park yesterday. I went on all the rides! It was brilliant!

This afternoon, we’re going to visit the aquarium. There are lots of amazing sea creatures there. I can’t wait to see the sharks! My sister is scared of sharks. She wants to see the penguins. Later, we’re going to visit Barcelona Zoo and we’re going to watch a dolphin show. I love dolphins!

We’re going to have dinner in a restaurant tonight. I want to try seafood!

We’re going to visit Montjuic Castle tomorrow. Then we’re going to the beach. My sister wants to windsurf and I want to swim in the sea.

We’re going to fly home next week. I’m going to have lots more cool photos to show you!

See you soon.

Best wishes,
William
Lesson Six

Listening
1 Listen and circle. 📇 144

Harry’s holiday

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>visit the zoo</td>
<td>help my dad</td>
<td>watch TV</td>
<td>watch TV</td>
<td>ride my bike</td>
</tr>
<tr>
<td>play football</td>
<td>ride my bike</td>
<td>help my dad</td>
<td>visit the zoo</td>
<td>play football</td>
</tr>
</tbody>
</table>

Speaking
2 Ask and answer about you.

ride my bike  watch television  visit family  do my homework
help my mum    play football     listen to music  play with my friend
read a book    go to the park    write an email   have a music lesson

What are you going to do on Monday?
I’m going to watch television.

What are you going to do on Tuesday?
I’m going to do my homework.

Writing preparation

We use these phrases to start and end an email or letter.

Start
Dear ...
Hi ...
How are you?
Thanks for your email.

End
Write soon.
See you soon.
Bye for now.
Take care.
Best wishes,

Check that your email or letter has clear paragraphs and correct punctuation before you send it.

3 Write S for comments at the Start or E for comments at the End.

1 Write soon.   E
2 Dear Amy,
3 Thanks for your email.
4 How are you?
5 Hi Ben,
6 Take care.

Complete the writing task on page 113 of the Workbook.
1. **Listen, read and say.**

   **Tom:** Where did you go on holiday?
   **Anna:** I went to New York with my parents.
   **Tom:** Wow! Lucky you! What was it like?
   **Anna:** It was brilliant! I had a great time.
   **Tom:** What was the best part?
   **Anna:** We went sightseeing and shopping. We bought lots of souvenirs. Here!
   **Tom:** Cool! Thanks, Anna!

2. **Listening**  
   **Listen and circle.**

   1. Tom went to **the city / the mountains / the beach** on holiday.
   2. He went with **his cousins / his grandparents / his parents**.
   3. It was a **tiring / exciting / relaxing** holiday.
   4. The best part was **fishing / buying souvenirs / snorkelling**.

3. **Speaking**  
   **Talk with your friend.**

   - beach **brilliant**
   - mountains **relaxing**
   - city **exciting**
   - go hiking / swimming / sightseeing
   - buy souvenirs / ice creams
   - stay in a tent / hotel

   **Sample conversation:**
   - **A:** Where did you go on holiday?
   - **B:** I went to the mountains with my family.
   - **A:** What was it like?
   - **B:** It was very exciting!
   - **A:** What was the best part?
   - **B:** We went hiking and we stayed in a tent.
1 Look at the story again. Act.

2 Make a photo album.

1 Cut out the photo album page. Write your name on the front of your photo album.

2 Choose your favourite holiday photos or draw pictures of your holiday. Write about each picture.

3 Speaking Ask and answer with your friend.

Where were you in this photo?

What did you do on the beach?

What was it like?

I was on the beach with my brother and my cousins.

We played volleyball every day.

It was brilliant. I love playing volleyball!

4 Speaking Tell the class about your holiday.

1 Where did you go on holiday?
2 Who did you go with?
3 Where did you stay?
4 What did you do?
5 Did you have a good time?

Last summer, I went to the beach with my parents, my brother and my sisters. We stayed in ...
1. Complete the crossword.

**Down**

1. matchbox
2. calculator
3. sponge
4. frying pan
5. tongs

**Across**

3. paintbrush
6. rope
7. tent
8. scarf

**Clues**

1. m
2. c
3. a
4. t
5. c
6. e
7. r
8. p

2. Write the correct words.

- toothbrush
- sun cream
- towel
- shampoo
- hairbrush
- suitcase

Emma is going to Italy on holiday. She's putting all her things in her **suitcase** now. She's going to take her **toothbrush** to use after swimming. She's going to take her **hairbrush** to brush her teeth. She's going to take some **shampoo** to wash her hair and she's going to take a **towel** to brush her hair. She's going to take some **sun cream** because the sun is very hot in Italy.

3. Read and circle.

1. Mum **listened** / **didn't listen** to music yesterday.
2. The girls **played** / **didn't play** a game.
3. Dad **cooked** / **didn't cook** dinner.
4. The boys **played** / **didn't play** a game.
5. Mum **watched** / **didn't watch** TV.
6. The girls **listened** / **didn't listen** to music.
4 Write the answers.

1. Did the family stay in the house last Saturday?  
   No, they didn’t.
2. Did Mum work in the garden? ___________
3. Did the girls have a picnic? ___________
4. Did Dad wash the car? ___________
5. Did it rain? ___________
6. Did the boys play volleyball? ___________

5 Write. ’m  s  ’re

My family and I are very happy. We’re going to visit our cousins next week. Our cousins live near the beach, so they’re going to take us to the beach every day. I’m going to swim in the sea. My brother doesn’t like swimming. He’s going to play volleyball on the beach. Mum is happy because she’s going to read her new book. We’re going to have a great holiday.

6 Read and complete the words. ue u_e oo

1. I like my new teacher at school.
2. Can you play a t__n__ on the guitar?
3. How many r__ms are in your flat?
4. My favourite colour is bl___.
5. At night, I can see stars and the m__n__.
6. There is a big poster in the t__b__.
1. Look at the picture. How do you think the people feel?

**First Term at Malory Towers**

*First Term at Malory Towers* is the first book in the *Malory Towers* series. Enid Blyton wrote the series between 1946 and 1952. *Malory Towers* is a boarding school for girls. The girls live there during the school term. There are six books in the *Malory Towers* series. Each book is about one year at the school.

The main character in the *Malory Towers* stories is Darrell Rivers. In *First Term At Malory Towers*, Darrell leaves her home to travel to her new school. Darrell is very excited when the taxi arrives to take her and her mother to London. When they arrive at the station, they see lots of other girls in Malory Towers uniforms on the platform. Darrell feels nervous when she sees all the girls, because she doesn’t know any of them. A friendly girl called Alicia Johns shows Darrell what to do. They get onto a special train for Malory Towers students. Darrell feels lonely when her mother leaves the station, but Alicia makes Darrell feel better. Darrell meets two other new students on the train. Their names are Sally and Gwendoline. By the time the train arrives at Malory Towers, Darrell has three new friends and she is very happy.

Darrell likes Malory Towers. The school looks like a castle. There are four boarding houses at the school. Their names are ‘North Tower’, ‘South Tower’, ‘West Tower’ and ‘East Tower’.

Darrell’s boarding house is North Tower and her house mistress is called Miss Potts. The head mistress is called Miss Grayling. Miss Grayling tells the girls that it is very important to become good, strong women and to help others. Darrell tries hard to be good, but she sometimes makes mistakes.

*First Term at Malory Towers* is a funny, exciting story with interesting characters. The story is full of great adventures, and it has a happy ending. It made me want to read more about Darrell and her friends in the other Malory Towers books.

*Natalie, aged 9*

2. Listen and read. [147]

3. Match the sentence halves.

1. Darrell is excited when [ ]
2. Darrell is nervous when [ ]
3. Darrell is lonely when [ ]
4. Darrell is happy when [ ]

a. her mother leaves the station.
b. she arrives at her new school.
c. she sees the other girls.
d. the taxi arrives.
**4** Look at the pictures. What school event do the pictures show?

My name’s Emma and I’m from Britain. My favourite day in the school year is Sports Day. Sports Day in Britain is lots of fun. Schools usually have Sports Day in the summer, near the end of the school year, because the weather is warm and sunny then. Children run races and try to win prizes or trophies. There is often a skipping race, a sack race (children stand in a sack and jump along the race track), or a three-legged race (children run in pairs, with the left leg of one runner strapped to the right leg of the other runner). Children’s parents come to watch Sports Day. Sometimes there are races for mums and dads, too. Everyone has a great time.

Hi. I’m Takumi. I love Sports Day, too. In Japan, we have Sports Day in the autumn or spring, because the weather is cooler then. It’s too hot to run races in the summer in Japan. We don’t have any lessons for a week before Sports Day. We practise our races and events on the school field every day. The teachers always make sure that we drink lots of water, because we get hot from all the exercise. There is a big rehearsal on the day before Sports Day, to make sure that everything will go well on the actual day. We usually have Sports Day on a Sunday. The school band plays music and we all run races and take part in competitions. It’s a wonderful day and we all enjoy it.

**5** Listen and read. ☞ 148

**6** Answer the questions.

1. Why do Japanese schools have Sports Days in autumn?
2. Why do British schools have Sports Days in summer?
3. What do Japanese children do the week before the Sports Day?
4. Do you have Sports Day at your school?
5. Who is your favourite teacher? Why?
Tom Canty was a boy from a very poor family. His clothes were old and dirty and he never had enough food. However, Tom believed that he could have a better life one day. He was clever and he knew how to read and write. He wanted to get a good job and earn enough money to have a house, clothes and good food.

One day, Tom was outside the palace gates when he saw Prince Edward. Tom stood and watched the prince for a while. The guards tried to send Tom away, but the prince stopped them. The two boys were very surprised when they saw each other. They had very different lives, but they looked just the same. They had the same eyes, the same hair and the same faces. The only thing that was different was their clothes. Prince Edward invited Tom into the palace and the two boys talked about their lives. Edward had lots of money, fine clothes, jewels and plenty of food, but he had to stay in the palace and be quiet and good all the time. Tom had nothing, but he could play in the street with other boys and meet lots of interesting people.

“I want to be like you,” Tom said to Edward. “You are rich and you can have everything you want.” “I want to be like you,” Edward said to Tom. “You are free and you can do everything you want.” “Well, you look just like me, and we are the same age,” said Edward. “Let’s swap clothes. You can stay here and I can live with your family for a while.” Tom thought this was a wonderful idea. The two boys swapped clothes and looked at each other. “We are like twins,” Tom laughed.

Before Edward left the palace, he hid a wax disc in a suit of armour. Then he left the palace quickly, before the guards found the two boys together. Soon Edward was with Tom’s family, but it was not much fun. Tom’s father was unkind. He was often angry and he shouted at Edward all the time. Edward wanted to leave. He ran away and met a soldier called Miles Hendon.
He was a kind man and he looked after Edward. They had lots of adventures together. Edward didn’t really like life outside the palace. He saw that life was very difficult for poor people. He decided to be a good king and help the people of England.

Meanwhile, Tom was pretending to be the prince. It wasn’t easy. He didn’t know how to act, or what to say to people. At first, people thought the prince was ill, because he seemed so different. But Tom was a clever boy and he learned quickly. He had lots of good ideas and he was good at making important decisions. Soon everyone was sure that the prince was well again.

Sadly, the King died while Edward was away. Prince Edward was now the King of England. Tom was very worried. He didn’t want to be king. Luckily, Edward heard the news and came back to the palace. He arrived just in time. Tom was about to become the King of England. Edward and Tom tried to tell people the truth.

“I’m not Prince Edward,” said Tom. “I’m Tom Canty.”

“I’m the real prince,” said Edward. “We’re sorry we lied. It was only a game.”

Edward looked poor and dirty and people didn’t believe that he was the real prince. But Edward took the wax disc from the suit of armour and showed it to everyone. The wax disc was the Great Seal of England. Only the true King of England has the Great Seal. So Edward became king, but he remembered his adventures and the lessons he learned when he was with Miles. He was a good king and he helped the people of England. He made sure that life was better for poor people. Edward and Tom were very good friends, and Tom became a very important man. He was never poor or hungry again.

2 Listen and read. 3 Write short answers.
1 Was Tom Canty from a rich family? _________  
2 Was Tom clever? _________
3 Did Edward want to be like Tom? _________  
4 Was Tom’s father kind? _________
5 Did Edward like life outside the palace? _________  
6 Did Tom become King? _________

4 Ask and answer.
1 Who do you think has a better life: Edward or Tom? Why?
2 Why do you think the boys wanted to swap places?
3 Do you want to swap places with anyone? Who and why?
Hello! I'm Dylan. I'm from Wales. Cardiff is the capital city of Wales. The Millennium Stadium in Cardiff is very modern, but it's not as modern as the Millennium Centre. The Millennium Centre has got theatres, shops and restaurants.

Hi! My name’s Cameron. I’m from Scotland. Edinburgh is the capital city of Scotland. This is the Royal Mile. It is hundreds of years old and is 1,707 metres long. The Royal Mile and Princes Street are famous streets in Edinburgh. Princes Street isn’t as old as the Royal Mile, but it’s almost as long as the Royal Mile.
**Hi! I’m Jessica. I’m from England. London is the capital city of England and the UK. This is Buckingham Palace in London. It’s very old, but it isn’t as old as the Tower of London. The Tower of London is nearly 1,000 years old!**

**Factfile**

The UK is England, Scotland, Wales and Northern Ireland.

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**Let’s talk about the United Kingdom!**

Princes Street is almost **as long as** the Royal Mile.
Princes Street is **not as old as** the Royal Mile.

---

2 Read again. Correct the sentences.

1. Cameron is from Northern Ireland.
   *Cameron is from Scotland.*

2. The flag of England is red and blue.

3. The Millennium Centre is in Scotland.

4. Belfast is as big as London.

5. The Tower of London is nearly 500 years old.

---

3 Talk about the places.

Belfast / big / London

Buckingham Palace / old / the Tower of London

the Royal Mile / long / Princes Street

the Millennium Stadium / modern / the Millennium Centre

Belfast Castle / new / the Millennium Stadium

---

4 Draw your flag. Write.

**My name’s Sabine. I’m from France. Paris is the capital city ...**
Sports events

1. Read, guess and circle the correct words. Then listen and check your answers.  

Every year there are lots of popular and important sports events in the UK. These are some of the most famous ones:

Wimbledon is the oldest tennis tournament in the world. It started in 1877. The players wear white/black clothes. About 500,000 people go to Wimbledon every year to watch the matches. People sit quietly during the matches. Children called ball boys and ball girls collect the tennis players/balls during the matches. They work quietly and they run quickly to collect the balls.

Football is the most popular sport in the UK. The FA Cup is a very old football tournament. Every year, about 760 football teams/boots play matches against each other. About 90,000 football fans go to Wembley Stadium to watch the FA Cup final every year/month. They often sing football songs very loudly. They always shout happily when their team scores a goal.

The Boat Race is a rowing race along the River Thames in London. The race is between Oxford University and Cambridge University. The last/first race was in 1829. Every year, about 250,000 people go to watch. The rowers work well as a team and they make the boats move very fast.

Factfile

They use 42,000 balls every year at Wimbledon!
Let's talk about sports events!

Adverbs of manner
People sit quietly at Wimbledon.
The football fans sing loudly at the FA Cup final.

2 Read again. Write T (true) or F (false).
1 Wimbledon is a new tennis tournament.  
   F
2 Tennis is the most popular sport in the UK.   
3 The football fans at the FA Cup final sing loudly.  
3 The Boat Race started in 1882.  
5 Not many people go to Royal Ascot.  

3 Talk about the people.
slowly / quickly   loudly / quietly
sadly / happily

ball boys and girls / run
people at Wimbledon / sit
football fans / sing / shout
rowers in the Boat Race / row

Do the ball boys and girls run loudly?
No, they don’t. They run quietly.

4 Write. Draw a picture.
The World Series is a popular baseball competition in the USA
1 Listen and read. Write the numbers.

1 Hi! My name’s Robbie and I’m nine years old. I wear a uniform to go to school. I wear a white shirt and grey trousers, with black shoes. I wear a tie, too. In the winter, I wear a jumper to keep warm. I don’t really like wearing my uniform, but it’s easy to get dressed for school in the morning. I always know what to wear!

2 I’m Gemma and I’m eight. I wear a uniform to go to school, but in my free time I like wearing pretty clothes. I don’t really like wearing jeans. I love wearing dresses and skirts. I always wear my favourite dress to go to parties. I usually wear a skirt and a pretty top to visit my grandparents or my friends at the weekend.

3 My name’s Ben. I’m ten years old. My school uniform is grey, red and white. I think school uniforms are OK because everyone wears the same. My favourite clothes are sporty clothes. I like tracksuits, T-shirts and trainers. They’re really comfortable! I wear smart clothes to go to parties, or to go out with my family, but I wear tracksuits at home, and to play football.

4 Hello! I’m Lisa and I’m nine. I love wearing casual clothes in my free time. I usually wear jeans with colourful tops to relax at home or to play with my friends. I wear shorts and a T-shirt to play basketball on Saturdays. I’m in the school drama club, so I sometimes wear costumes to act in plays. I love wearing costumes. It’s great fun to dress up!
Let's talk about clothes!

Infinitive of purpose
I wear a uniform to go to school.
I wear a blue jumper to keep warm.
I wear shorts and a T-shirt to play basketball.
I sometimes wear costumes to act in plays.

2 Read again. Complete the sentences with the words in the box.

jeans tie skirts
shirt tracksuits

1 Robbie’s ________ is blue and yellow.
2 Robbie wears a white ________ to go to school.
3 Gemma likes wearing dresses and ________.
4 Ben thinks ________ are comfortable.
5 Lisa likes wearing ________ and tops at home.

3 Talk about the children in Exercise 1.

plays parties home school grandparents friends tennis basketball family

What does Lisa wear to act in plays?
She wears costumes to act in plays.

4 Write. Draw a picture.

I'm Carlos and I'm from Spain. I usually wear shorts and a T-shirt to play tennis and ...
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