

Academy Stars 3

Pupil's Book



Alison Blair • Jane Cadwallader

Welcome to Academy Stars Pupil's Book 3

The Pupil's Book Pack contains:

- 1 Pupil's Practice Kit
- 2 Pupil's Resource Centre

To access Academy Stars Level 3 Pupil's Book Pack:

- 1 Go to <https://mee2.macmillaneducation.com>
- 2 Follow the step-by-step instructions on screen to help you register.
- 3 Your access code is printed in the box below.

Your access code:

Academy Stars Pupil's Book 3

AS3P988101187632

Terms and conditions apply -
www.macmillanyounglearners.com/academystars

Your subscription will be valid for two years from the date you activate your access code.
Each code allows one user to register. For customer support please contact help@macmillan.com

Academy Stars 3

Pupil's Book

Alison Blair
Jane Cadwallader




Scope and sequence

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

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

Welcome

1  1.1 Meet the Academy Stars. Listen and point.



Hi, I'm Flo. This is Ella. We're twins.

I'm Luke. I'm their big brother. This year, I want to learn how to use a dictionary.

Hello! I'm Aunt Daisy. I do lots of fun things with the children!

This year, I want to learn about celebrations around the world.

And I want to write emails to schools in other countries!

I'm Charlie. I'm their little brother. This year, I want to see lots of animals. Let's go to the sea and to the desert, too! Do you want to come with us?

Lesson 1 Meet the Academy Stars

2 Look at the picture. Write the names.

1 Who's wearing ...

a a yellow T-shirt? Ella

c green trousers? _____

b a blue skirt? _____

d a red T-shirt? _____

2 Who's holding ...





















a a robot? _____

c a book? _____

b a football? _____

d a bag? _____

3 1.2 Listen and match the information to the Academy Stars.

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

4 Ask and answer the questions in Activity 3 with a friend. **Be a star!**

1 Find and write.

1 four animals

giraffe

2 two rooms

3 four items of furniture


4 three forms of transport

5 six places in the town

6 six activities

2 Write five questions about the picture in your notebook.

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

3  Ask and answer questions about the picture with a friend. **Be a star!** 







Monday 10th September

9:00 science
 10:00 English
 11:00 break time
 11:30 art
 12:30 lunch
 1:30 music
 2:30 computer studies
 3:30 PE

Homework: social studies and maths

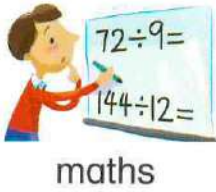
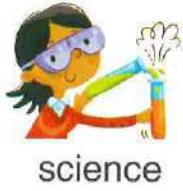
Take out your science books, please.

Sorry I'm late!



Lesson 1 Vocabulary

- 1 1.3 Listen, point and say.
- 2 1.4 Listen and play the game. What's next?



- 3 Write the new words in your notebook.

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

- 4 Look at the picture. Ask and answer.

What time is art?

It's at half past eleven.

- 5 1.5 Sing the song. **Be a star!**

Our school day

The clock goes tick-tock-tick-tock.
 The lessons go by.
 Now what have we got?
 Science, music and then art.
 Computer studies – we're all so smart!
 The clock goes tick-tock-tick-tock.
 The lessons go by.
 Now what have we got?

English, PE and social studies.
 Then it's break time with my buddies!
 The clock goes tick-tock-tick-tock.
 The lessons go by.
 Now what have we got?



How many school subjects are in the song?



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

- 1 The text is ... a a diary. b a story.
 2 It's about ... a a boy. b a man.
 3 He's ... a at school. b in a shop.

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

3  1.6  Read the text. Why are the school subjects difficult for Joe?

Joe's new school

- 1 It's Joe's first day at his new school. He sees a teacher and says, 'Hello, my name's Joe. I'm new. I'm looking for my classroom.' The teacher says, 'Your classroom is over there.'



- 2 It's nine o'clock and Joe is in the classroom. It's time for maths. Joe is sitting next to Paul. *That's strange. My maths book is different,* Joe thinks. 'You can look at my book,' says Paul.

- 3 It's ten o'clock now and the pupils are in the music room. They're playing the recorder. The teacher says, 'Repeat after me, please!' Joe thinks, *Oh! This is difficult!*



4 At break time, the pupils always play in the playground. It's break time now, but Joe is sitting in the classroom.

The teacher asks, 'What are you doing?'

Joe says, 'I'm reading the maths book. This maths is difficult for me.'

'OK, I can help you,' says the teacher.



5 It's time for computer studies. The pupils are in the computer room. Joe is looking at a computer. *Oh dear. This is difficult for me. I don't understand it,* he thinks.

Then the door opens and a boy comes in. 'Is this Class Five?' he asks.

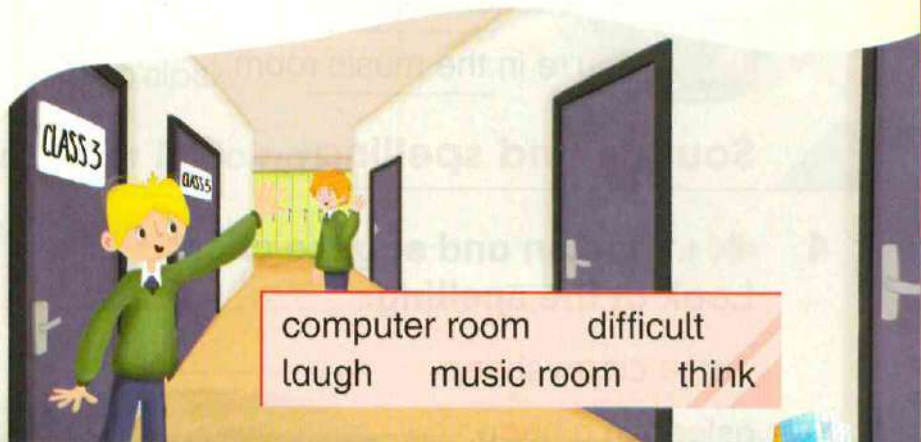
'Yes, it is,' says the teacher.

'Oh, no!' says Joe. 'I'm in the wrong class.' Joe and the other pupils laugh.

6 'I'm in Class Three, not Class Five!' says Joe.

Joe goes to his classroom.

'Bye! See you in the playground,' says Paul.



computer room difficult
laugh music room think

Learning to learn

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

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

Ask questions about the words in the vocabulary box.

What does 'difficult' mean?

Lesson 3 Reading comprehension

1 Answer the questions with full sentences.

- 1 What do the pupils study at ten o'clock? They study music at ten o'clock.
- 2 Where is Joe at break time? _____
- 3 What do the pupils study in the computer room? _____

2 Who is speaking?

- 1 'I'm new.' Joe
- 2 'You can look at my book.' _____
- 3 'OK. I can help you.' _____
- 4 'I'm in the wrong class!' _____



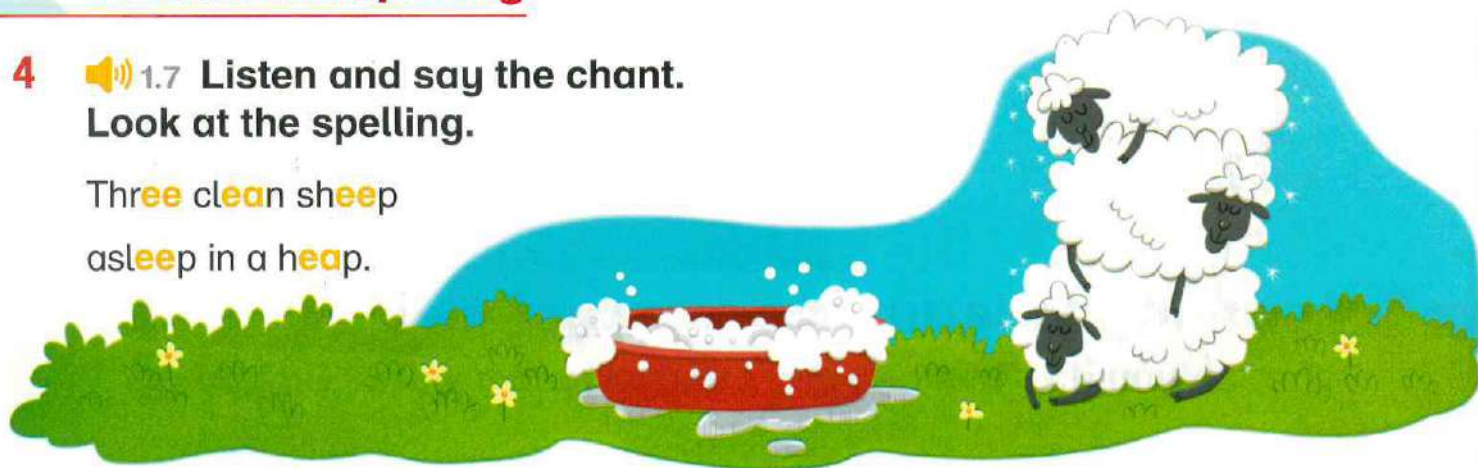
3 Think. Order the sentences 1–6. **Be a star!**

- | | |
|---|---|
| <input type="checkbox"/> Joe goes to Class 3. | <input type="checkbox"/> Joe sits next to Paul. |
| <input type="checkbox"/> The teacher helps Joe. | <input checked="" type="checkbox"/> 1 Joe starts at a new school. |
| <input type="checkbox"/> They're in the music room. | <input type="checkbox"/> Joe goes to the classroom. |

Sounds and spelling

4 1.7 Listen and say the chant. Look at the spelling.

Threee clean sheep
asleep in a heap.



5 1.8 Write the missing letters ee or ea. Listen to check.

- 1 ea t 2 gree n 3 ice crea m 4 stree t 5 plea se 6 tree

1 Look and read.

Graphic

Grammar

Present simple or present continuous?



He always **plays** football on Wednesdays .

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



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

- 1 Joe is painting in art club. _____ now _____
- 2 Joe goes home at five o'clock every day. _____
- 3 Joe is doing his homework. _____
- 4 Joe is playing a computer game. _____
- 5 In the evenings, Joe eats dinner at six o'clock. _____



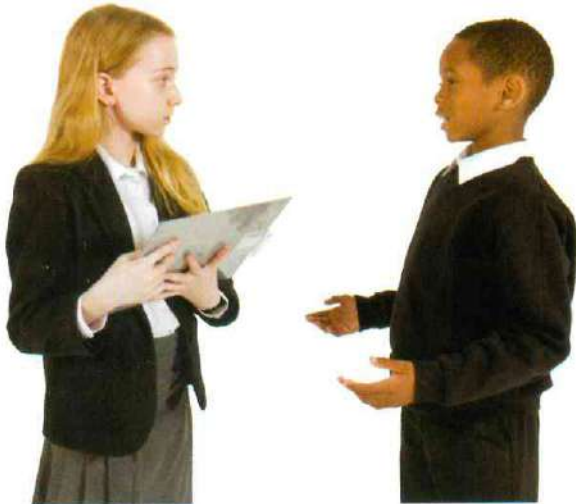
3 Write what you think Joe *does* or *is doing*.










- 1 It's three o'clock now. Joe is going home.
- 2 It's nine o'clock now. Joe _____


- 3 After dinner, Joe always _____

- 4 In the morning, Joe always _____

4 Discuss with a friend. What do you do every day? What are you doing now? **Be a star!**

1  1.9  Listen and say.

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

2  Complete the text about lessons on Monday.

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

What _____ you good at?

3  Now make a new dialogue. **Be a star!** 

Are you good at sport?

Oh, I'm good at art, too!


No, I'm not!
I'm good at art.



Lesson 6 Listening and speaking

1  1.10 Listen to the chant. **Circle** the words you hear.



2  1.10 Complete the chant. Use the words from Activity 1. Listen again and check.

In our English class each day,

This is what we learn to say.

May I _____ out?

May I come _____?

Can you repeat that, please?

In our English class each day.

This is what we learn to say.

Is _____ correct?

Is this _____?


How do you _____ that in English?

In our English class each day.

This is what we learn to say.



3  Say the chant. **Be a star!** 

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

He sees a teacher and says, 'Hello, my name's Joe. I'm new. I'm looking for my classroom.'

'OK, I can help you,' says the teacher.

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

- 1 After school, Joe goes to the football club. He sees Paul. He says, 'Hello, Paul. Do you play football, too?'
Yes, I do, says Paul.



- 2 Joe's wearing his football shirt. He says, 'Hurry up, Paul! What are you doing?'
Paul is sad. I haven't got my football shirt, he says.



- 3 Joe says, 'Don't worry! I've got two shirts. Paul is happy!'
He says, _____
_____.



- 4 Now Joe and Paul are playing football. Joe is good. Paul says, _____
_____.





Lesson 8

Think about it!

Let's choose an after-school club!

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

Nature Club

Are you good at science?
Learn about flowers and animals.
This is a great club!

Computer Club

Learn new games.
Make a website.
This is a cool club!

BASKETBALL CLUB

Are you good at sport?
Do you like running?
Come to our club!

2 1.11 Listen. Circle Lucy's answers in red and Sam's answers in blue.


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

3 Choose a club for Lucy and Sam. Discuss with a friend. Write.

A good club for Lucy is ¹ _____
because she likes ² _____ and
she's good at ³ _____.

A good club for Sam is ⁴ _____
because he likes ⁵ _____
and he's good at ⁶ _____.

The Swiss Family Robinson

- 1  1.12 Read the story. Say how the family arrive on the island and leave.

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



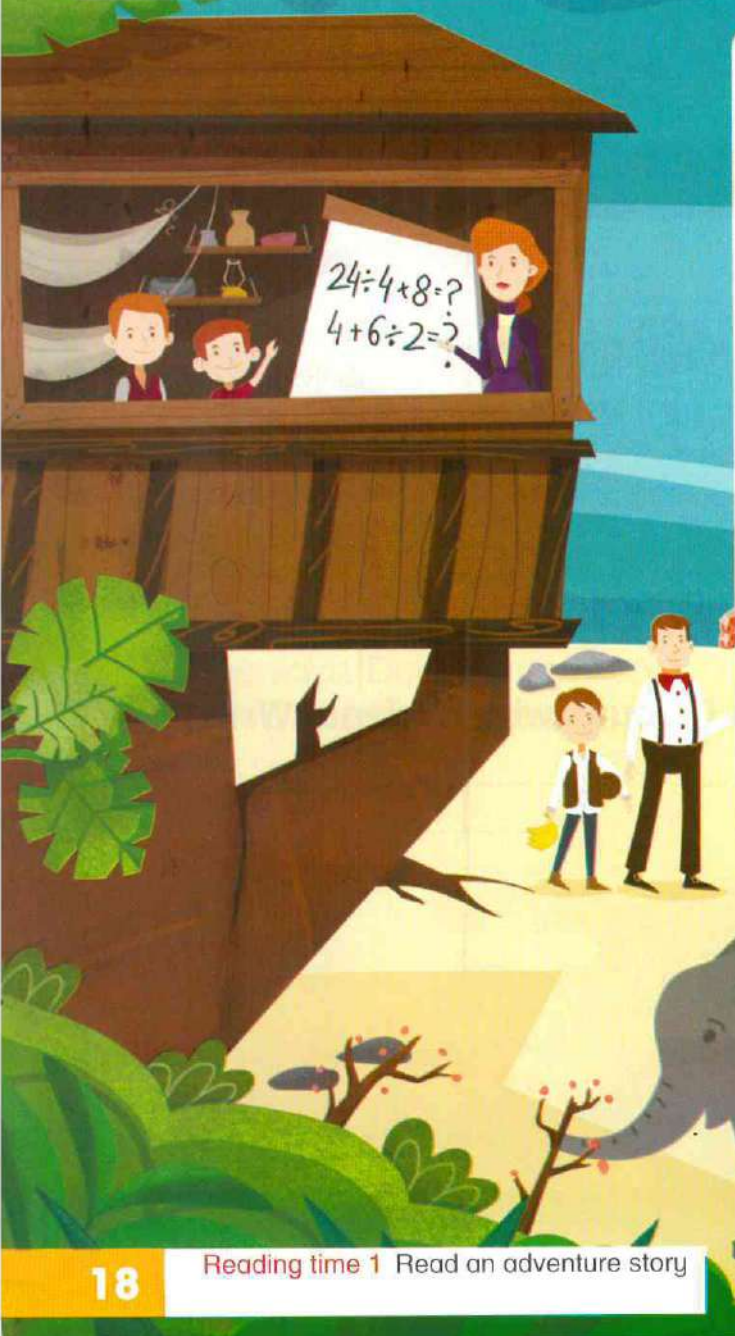
The next morning, it isn't windy. It's very sunny and the family walks to the beach. 'What a beautiful beach!' says Mum. 'We're on an island, and there are no people!' says Dad.

'What can we do?' asks Mum.

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

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

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



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

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

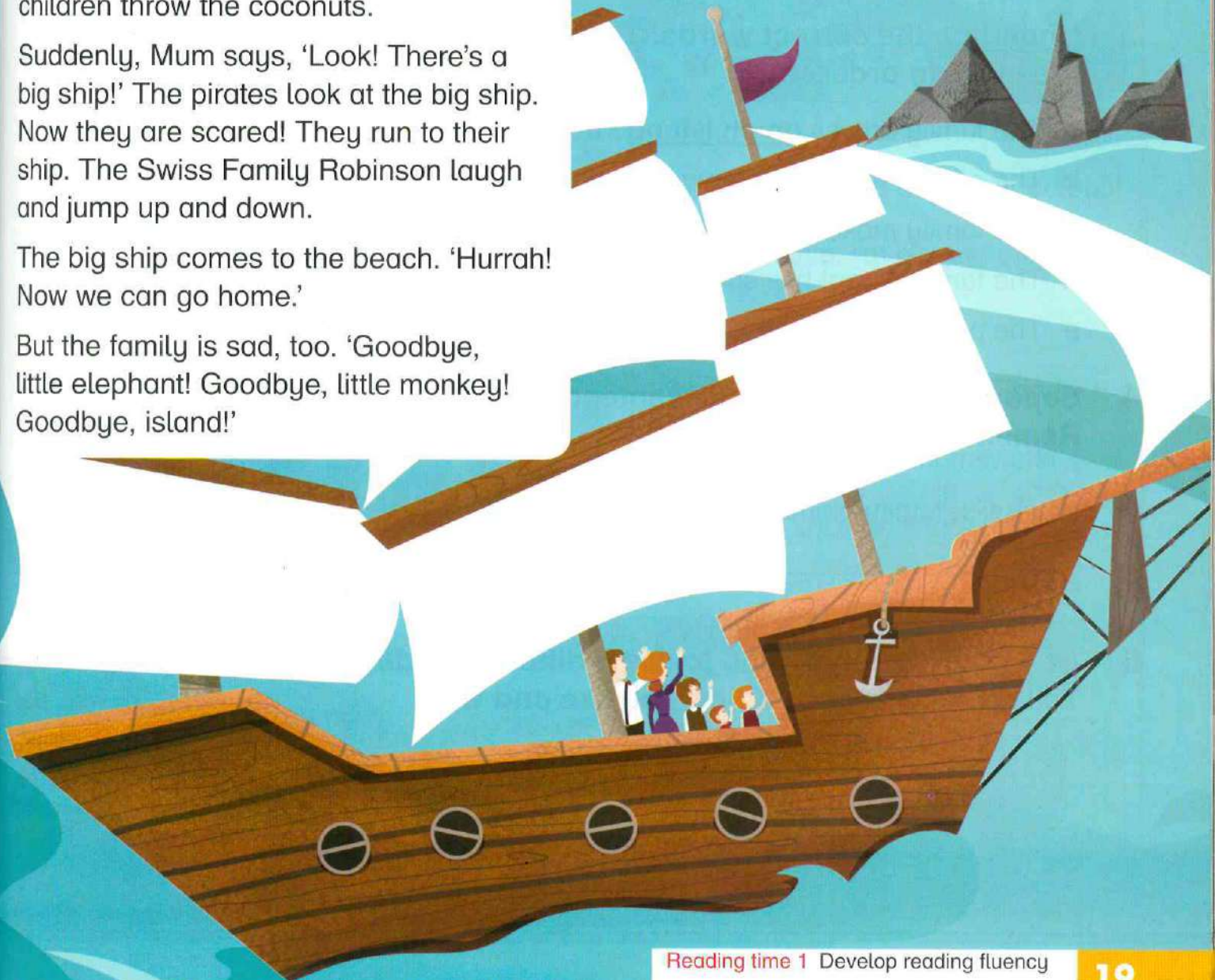


The pirates jump off the ship and run up the beach. The family is scared! Some pirates fall into the big hole. Mum and Dad wave the sticks and the children throw the coconuts.

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

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

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



2 Read and match.

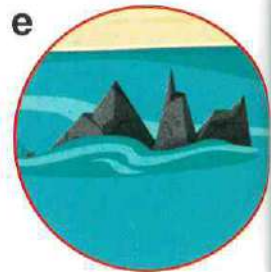
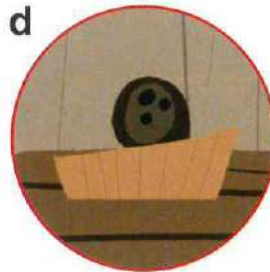
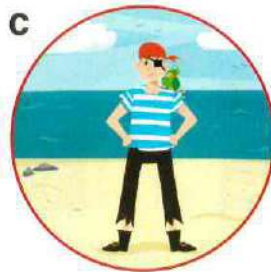
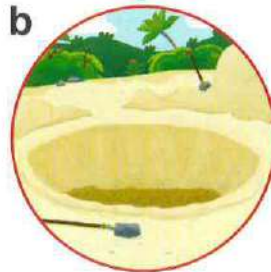
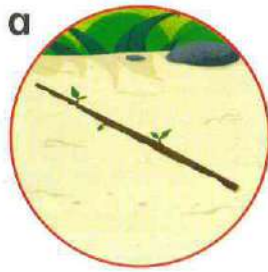
hole

rocks

coconut

pirate

stick



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

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

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

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

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

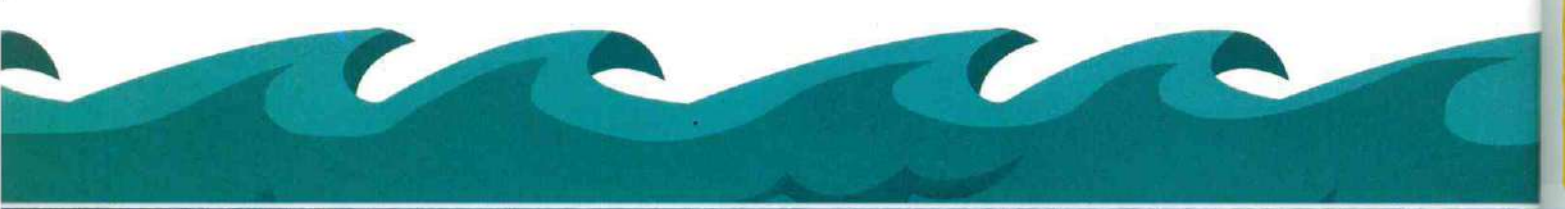
e The pirates **cook lunch** / come to the island / sing a song.

1


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

the|swiss|family|robins|song|home|on|the|big|ship.

5 Watch the video to see a different ending to the story. Tell a friend which ending you like and why.



Play 1

- 1 Look at the pictures and name the Academy Stars.
- 2  1.13 Listen and read. Why can't Charlie play at the end of the story?
- 3 Act out the play.

Charlie's homework



Flo, come and play football with me!



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



What about you, Ella?



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



Aunt Daisy, come and play football!



Sorry, Charlie. I'm playing the violin.



What about you, Luke?



Have you got homework, Charlie?



Yes, I've got English homework!



Come on. Let's do it together.



Let's play now, Charlie!



Yes, let's play now!



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



2

At home together



Lesson 1 Vocabulary

- 1 1.14 Listen, point and say.
- 2 1.15 Listen and play the game. Say the word *before* or *after*.



make the bed



read a comic



wash up



watch a film



tidy up



play chess



dust



clean



sweep the floor



play computer games

- 3 Write the new words in your notebook.

Chores	Free time activities
make the bed	read a comic

- 4 Look at the picture. Ask and answer.

What's Dad doing?

He's dusting.

- 5 1.16 Sing the song. **Be a star!**

Charlie's song



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

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

Chorus

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

Chorus

How many chores are there in the song?



1 Read the sentences. **Circle** the correct answer.

A blog ...

1 is in a book.

2 is on a website.

3 is on the television.

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

1 Who is the blog about? _____

2 What do they write about? _____

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

4  1.17  Read the text. How is your family similar to this family?



HOME POSTS PHOTOS CONTACT US

García family blog

26th January

Our family

There are four people in our family. We are María, Carlos, Gabriela and Mateo. We're from Mexico, but we live in the USA. We love doing sport, but we also like being at home together.

How many people are there in your family?

Carlos

María

Gabriela

Mateo

Our new home

26th February

This is our new home. We live in a flat on the top floor of a tall building. There are stairs, but we usually go up and down in the lift. There's a garage in the basement and a garden on the roof. Because we live on the top floor, it's very quiet!

Where do you live?



Our favourite day

20th March

We always eat breakfast on Saturday mornings. We usually have orange juice, toast and cereal. Then Dad sweeps the floor, I wash up and the children tidy up their bedrooms.

We hardly ever have lunch at home on Saturdays. We eat in a restaurant or at the park. On Saturday afternoons, Mateo plays football and Gabriela plays tennis. Then, in the evening, we usually watch a film together or play computer games.

We're a happy family!



What do you do on Saturdays? Which chores do you do?

basement cereal lift roof toast top floor

Learning to learn

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

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

Now practise spelling the new words in the vocabulary box.

Are they easy or difficult to spell?



Values

Do you help with the chores at home?

1 Answer the questions with full sentences.

- Which floor do the García family live on?
They live on the top floor.
- Where is the garden? _____
- What do they eat on Saturday mornings? _____

2 Who does what? Read and tick (✓).

	Mum	Dad	Gabriela	Mateo
washes up	✓			
tidies up				
plays football				
plays tennis				
watches a film				



3 Tick (✓) the best reason the García family are happy.

- They do many things together.
- They live in a flat.

Sounds and spelling

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

Two goats in yellow coats throwing snowballs.



5 Write the missing letters ow or oa. Listen to check.

- b oa t
- wind _____
- r _____ d
- sn _____
- c _____ t
- yell _____

1 Look and read.

Graphic

Grammar

Adverbs of frequency



He **always** washes his car .

He **never** washes his car .

always	✓✓✓✓✓✓✓✓
usually	✓✓✓✓✓✓
sometimes	✓✓✓
hardly ever	✓
never	x



2 Look and complete the sentences.

	Dust	Wash the car	Clean the kitchen	Make the bed
Gabriela and Mateo	x	✓✓✓	✓	✓✓✓✓✓✓✓✓
Dad	✓✓✓✓✓	✓	x	✓✓✓

- The children always make the beds.
- Dad _____ cleans the kitchen.
- Dad _____ dusts.
- The children _____ wash the car.
- The children _____ clean the kitchen.

3 Talk about what you do at the weekend. **Be a star!**



I hardly ever have a big breakfast.






I sometimes play computer games.

once a month
three times a day
twice a week

1  1.20  Listen and say.



-  Can I ask you some questions?
How often do you wash your hair?
-  Twice a week.
-  How often do you eat bread?
-  Three times a day.
-  How often do you watch a film?
-  Once a month.
-  And how often do you play basketball?
-  Never!
-  Thank you! That's very interesting.

2  Answer the questions.

How often do you ...

- 1 eat fruit? _____
- 2 make your bed? _____
- 3 go to school? _____
- 4 do your homework? _____

3  Now make a new dialogue. **Be a star!** 



How often do you eat fruit?

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



Twice a day.
How often do you eat vegetables?

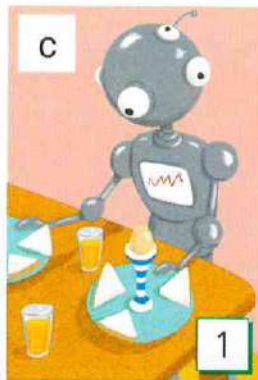
Lesson 6 Listening and speaking

1 Look and say what the robot is doing.

It's dusting.



2 1.21 Listen and number the pictures.



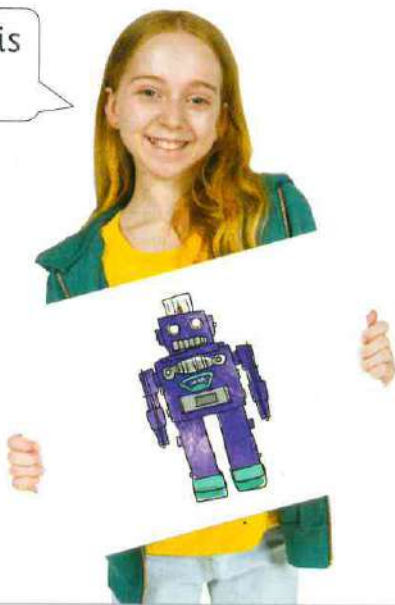
3 Read the example. Invent a robot and complete the information. Then draw your robot.


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

My robot's name is _____.
It's _____ and it's got _____.
It always _____.
It sometimes _____.

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

My robot's name is Loli. It's purple ...



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

capital letter **ABCD**

full stop .

comma ,

question mark ?

- 2 Add punctuation and capital letters to the Petrov family blog.

W
 we are the petrov family from russia there is grandpa grandma
 mum dad dmitry and anna we like reading playing computer games
 watching films and doing sport what does your family like doing

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

Our favourite day



Our favourite day is Sunday. In the morning,

In the afternoon, _____

Review 1

1 Read the example. Then choose a school subject. Ask and answer.

Is it on Monday?

Yes, it is.

Is it before PE?

Yes, it is.

It's maths.

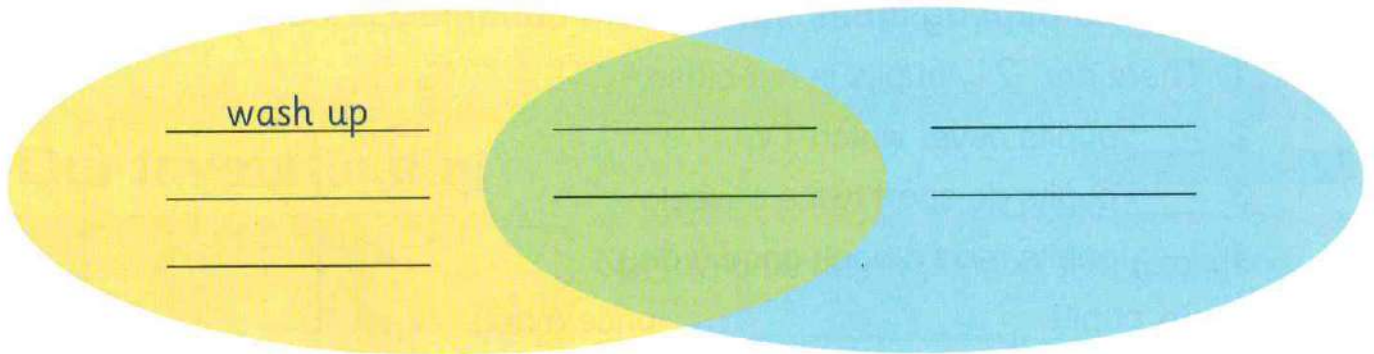


2 1.22 Listen and write the words in the diagram.

Mum and Dad

both

children



3 Look at the pictures. Then play a guessing game.



She's doing her homework.

It's Flo.

4 Complete the sentences.

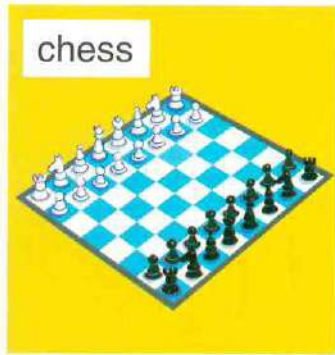
- 1 I sweep the floor once a week.
I sometimes sweep the floor. (sometimes / always)
- 2 I make my bed once a day. I _____ make my bed. (always / never)
- 3 I clean the car once a year. I _____ clean the car. (usually / hardly ever)
- 4 I don't dust. I _____ dust. (usually / never)
- 5 I tidy up my bedroom twice a week. I _____ tidy up my bedroom. (usually / always)
- 6 I do my homework every day. I _____ do my homework. (always / sometimes)



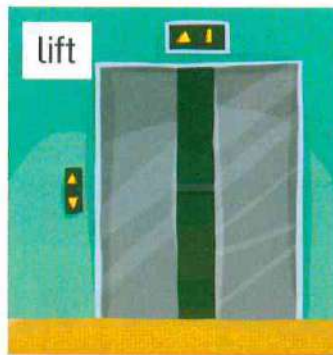
5 Complete the words.

- ee or ea: 1 sh_e_e_p 2 pl__se 3 gr__n 4 __t
- oa or ow: 5 wind __ 6 b__t 7 r__d 8 sn__

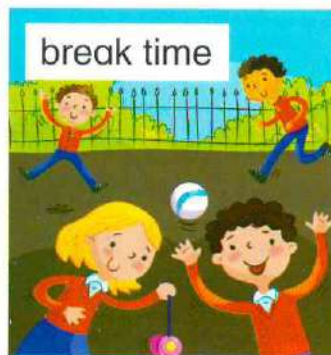
6 Look and read. Choose the correct words and write them on the lines. There is one example.



chess



lift



break time



art

You draw and paint in this lesson. art

- 1 When you play with friends at school. _____
- 2 This is a game with black and white squares. _____
- 3 You can go from the ground floor to the top floor in this. _____



Well done!
You're an Academy Star!

3

Around town

Excuse me, where's the library?

It's in Tower 1, on Floor 3.



Lesson 1 Vocabulary

- 1 1.23 Listen, point and say.
- 2 1.24 Listen and play the game. What's next?



café



train station



cinema



bus stop



shopping centre



swimming pool



library



hospital



supermarket



bank

- 3 Write the new words in your notebook.

Near my home	Far from my home
library	swimming pool

- 4 Look at the picture. Ask and answer.

Where's the train station?

It's next to Tower 1.

- 5 1.25 Sing the song. **Be a star!**

Tower Town

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

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

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

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

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



How many places are there in the song?



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

- 1 At the start of the story, City Sue ... **a** is good. **b** isn't good.
 2 At the end of the story, City Sue ... **a** is good. **b** isn't good.

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

3  1.26  Read the text. How do Paul and Molly help City Sue?

A good citizen

Kalimpo is a beautiful city. It's very clean. There's a shopping centre, a library and a train station. It's a nice city for children, too. There are lots of parks, a swimming pool and a big cinema. There are lots of good citizens in Kalimpo. Here are Paul and Molly. They're in the Good Citizens Club. They wear blue T-shirts with GCC on them. They're always good citizens. They've got a friend. Her name is City Sue. This is a story about City Sue.



2 Yesterday, City Sue was at the cinema. She was naughty and loud. She wasn't a good citizen.



3 Then, Sue went to the supermarket. Oh dear. She was naughty again! Paul and Molly weren't happy. They were angry. Sue was surprised!

Sue, come with us. Let's learn to be good citizens!



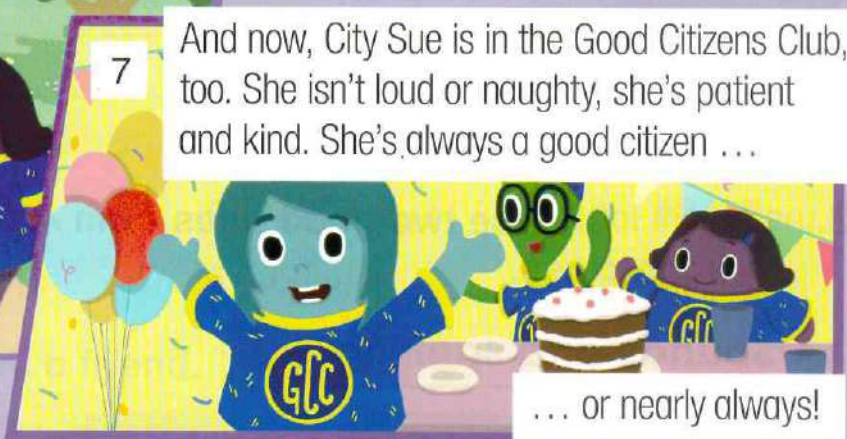
4
Wait in a line at the bus stop or train station. Be patient.



5
Be quiet in a library, and don't run in a hospital. Respect other people.



6
Keep your city clean. Don't throw litter, pick flowers or climb trees in the park. Respect nature.



7
And now, City Sue is in the Good Citizens Club, too. She isn't loud or naughty, she's patient and kind. She's always a good citizen ...

... or nearly always!

careful kind loud
naughty patient quiet

Learning to learn

Using a dictionary to find meaning

A dictionary lists words in alphabetical order. You can find the meaning of a word in a dictionary. There is a dictionary on pages 134–143 of this book.

Find the meaning of the new words from this lesson in the dictionary on page 136.

1 Answer the questions with full sentences.

1 What is the GCC? It's the Good Citizens Club.

2 Where was Sue naughty? _____

3 Who teaches Sue how to be a good citizen? _____

4 Why is Kalimpo a good city to live in? _____

2 Read the rules. Write the places.

Rule	Place
Be careful.	in the supermarket
Don't run.	
Be quiet.	
Don't pick flowers.	
Wait in a line.	



Values

Are you a good citizen?

3 Choose two good rules from *A good citizen* for your school. Tell the class.

Sounds and spelling

4 1.27 Listen and say the chant. Look at the spelling.

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

5 1.28 Write the missing letters *oo* or *ue*. Listen to check.1 glue2 zue3 true4 food5 school

1 Look and read.

Graphic Grammar

to be: present simple or past simple?



Yesterday she was sad .

Today she's happy .



past simple

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

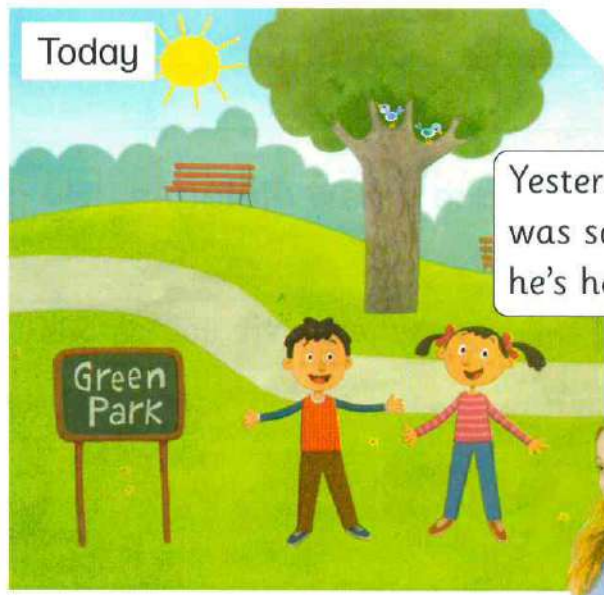
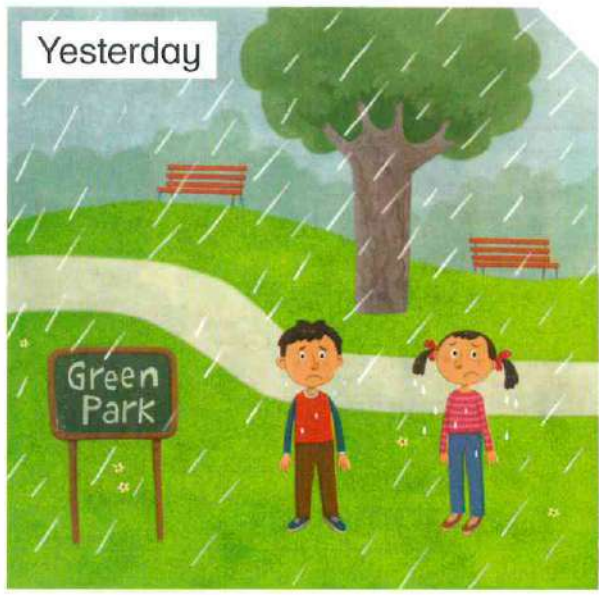
present simple

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

2 Complete the sentences.

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

3 Find four differences. Tell a friend. Be a star! ★











Yesterday the boy was sad. Today he's happy.



1  1.29  Listen and say.



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

2  Read the answers. Write the questions.

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

3  Now make a new dialogue. **Be a star!** 



Where were you on Sunday?

I was at the swimming pool.

Who were you with?

I was with my parents. It was fun!



Lesson 6 Listening and speaking



Where were we yesterday?

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

2 1.30 Listen and follow the routes. Which park were they at?

- 1 Aunt Daisy was at _____ Park.
- 2 Ella and Flo were at _____ Park.
- 3 Luke was at _____ Park.

3 Now play with a friend. **Be a star!**




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

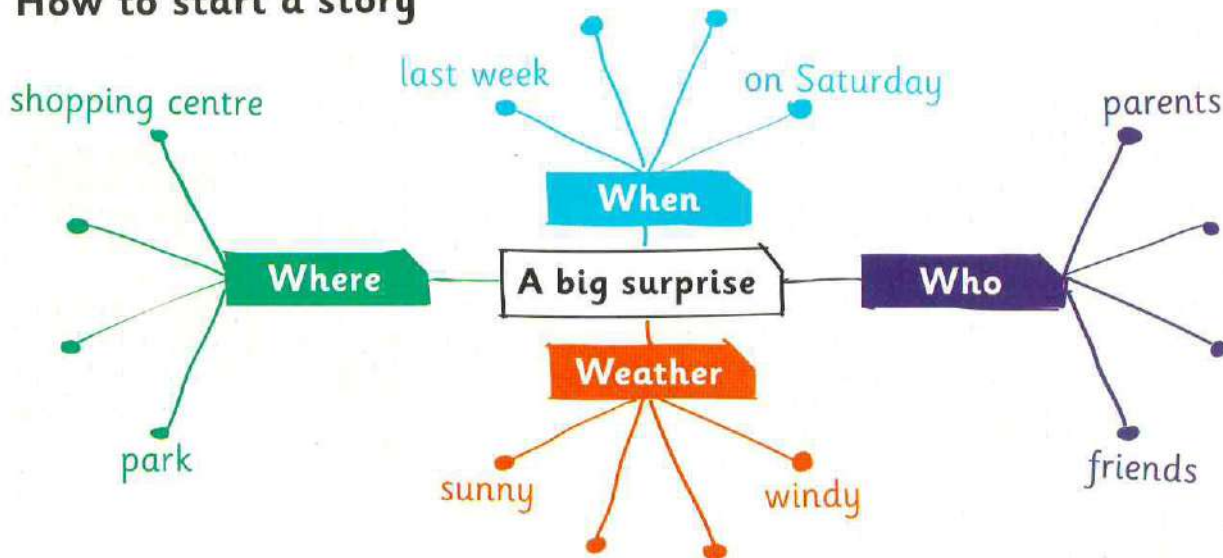
After that, I was at the park.
Which park was I at?




You were at ... Park.

- 1  You can use a Mind Map™ to plan your writing. Think. Add more words.

How to start a story




- 2 First, choose words from your Mind Map™ for the boxes. Then write *was* or *were* on the lines. **Be a star!** 

A big surprise

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

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

Suddenly, there was a  **loud noise**.

The loud thing 5 _____ in a box .

- 3 What was in the box? _____





1 1.31 Where were they on Saturday?
Listen and complete Report 1.

Report 1

On Saturday ...

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



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

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

Report 2

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

3 Who's who? Look at the reports and write the names.

Be a star! ★



- 1 _____
- 2 _____
- 3. _____
- 4 _____
- 5 _____

- 1  1.32 Read the story. What things do people leave on Sam's bus? What happened to Milly's bag?



Sam and the number 22 bus

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

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

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

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

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





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

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

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



2 Look at the picture clues and write the sentences.

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

1 (4C – 4B – 3B – 3A)

Sam drives the bus.

2 (3C – 2C – 2B – 3B – 3A – 1C – 1A)

3 (3B – 2C – 2B – 3B – 3A – 4A – 4C)

4 (3C – 2C – 1B – 2A – 2B – 3B – 3A)

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



train station

cinema


bank

library


hospital


swimming pool




- 1 Talk about the pictures. What do you think happens?
- 2  1.33 Listen and read. Where do the children want to go? What do they find?
- 3 Act out the play.

The outing


 Aunt Daisy, can we go to the cinema?


 And then can we go to the café?


 Yes, but let's clean the house first.





 Flo, you can dust.


 OK. Can you help me?

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

 What about you, Charlie?

 I can tidy up the toys.


 Look! There's a coin on the table.

 And there's one under the sofa.

 And here!


 And here!




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

 And look, Aunt Daisy! Lots of coins!

 Coins for popcorn and ice cream!

 Hurray! Let's go to the cinema!

 And then to the café, too!

 Thank you, Aunt Daisy.

4

Safari adventure



Yummy! I like pasta salad.

Be careful, Charlie!

Lesson 1 Vocabulary

- 1 1.34 Listen, point and say.
- 2 1.35 Listen and play the game. Say the word *before* or *after*.



3 Write the new words in your notebook.

Food	Drink	Tableware
sandwiches	tea	plate

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

Can you see plates?
Yes, here they are.

5 1.36 Sing the song. **Be a star!**

Safari adventure *b* *b* *b*

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

Pack the soup, pack the cheese.
 Pack the biscuits, too!

A safari adventure
 Is waiting for me and you!

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

Bring the plates, bring the cups.
 Bring the bottles, too.

A safari adventure
 Is waiting for me and you!

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

Come on Luke, Ella, Flo,
 And little Charlie, too.

A safari adventure
 Is waiting for me and you!

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

Tap your nose when you sing a new word.



1 Read the sentences. **Circle** the correct answers.

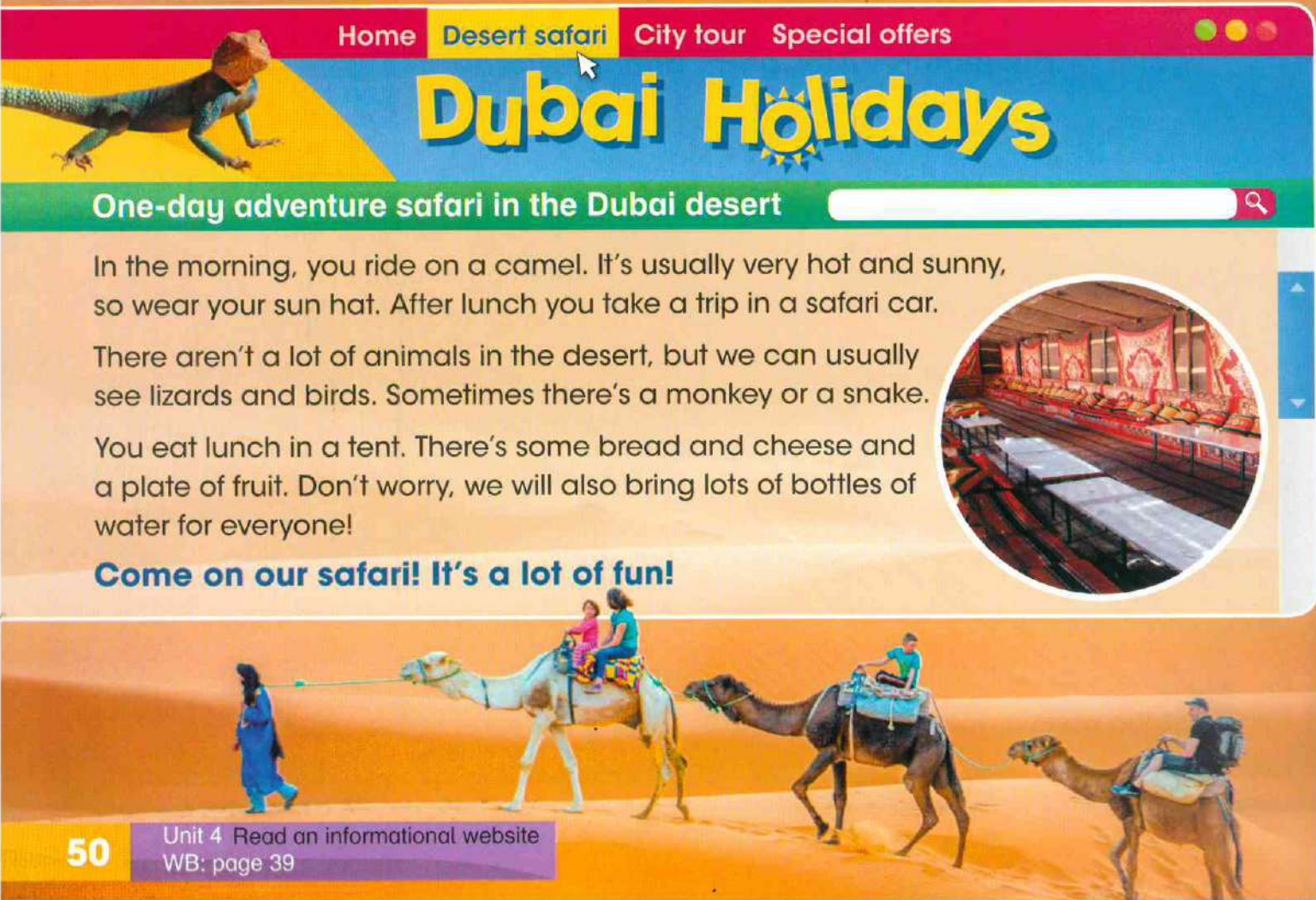
- 1 The menu tabs at the top of a website are for ...
 a different pages. b different websites.
- 2 The first page to open on a website is the ...
 a most interesting page. b home page.

2  Look at the photos and the titles. Talk with a friend.

- 1 Where are the people on each webpage?
 2 What animals can you see on each webpage?

3 Scan the webpages. Underline the new words from Lesson 1.

4  1.37  Read the webpages. Which is your favourite safari?



Home Desert safari City tour Special offers

Dubai Holidays

One-day adventure safari in the Dubai desert

In the morning, you ride on a camel. It's usually very hot and sunny, so wear your sun hat. After lunch you take a trip in a safari car.

There aren't a lot of animals in the desert, but we can usually see lizards and birds. Sometimes there's a monkey or a snake.

You eat lunch in a tent. There's some bread and cheese and a plate of fruit. Don't worry, we will also bring lots of bottles of water for everyone!

Come on our safari! It's a lot of fun!

50 Unit 4 Read an informational website
WB: page 39

South African Safaris

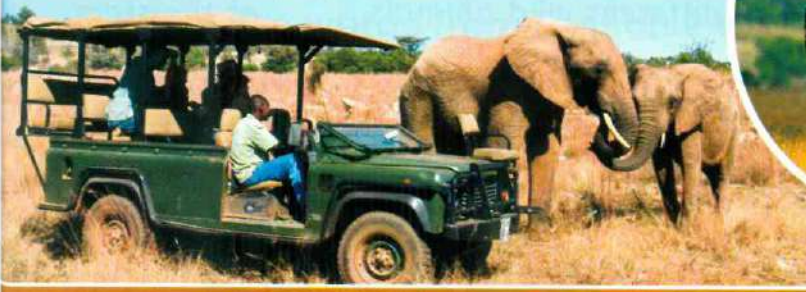
Family tree house safari in the Kruger National Park

On safari, we sleep in a tree house. We get up at six o'clock. It's cold and dark in the mornings, so wear a jacket and put a torch in your backpack.

We ride in a safari car. The children have a book with the names of all the animals. There are elephants, giraffes and crocodiles. Sometimes we see leopards. You can take lots of photos!

There's some water and juice in the safari car. There are some biscuits, too. We have a picnic for lunch with salad and sandwiches. There aren't any cafés. In the evenings, we eat hot soup under the trees.

Then, at night, we look at the stars and we talk about our day. Finally, we climb the stairs into our tree house and go to sleep.



backpack leopard
lizard tent torch

Learning to learn

Using a dictionary to find spelling

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

Look at the South African Safaris website. Find the spelling of these animals in the dictionary on page 141.

1 b _ _ _ _ _ _ _ _ y 2 p _ _ _ _ _ t 3 m _ _ _ _ _ t

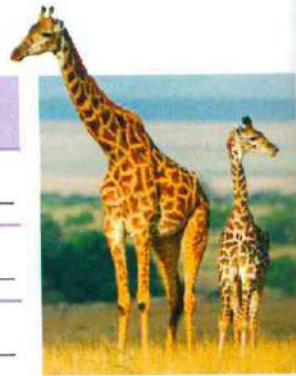


1 Which safari? Write *a* (Dubai desert safari) or *b* (South African safari).

- | | | | |
|--------------------------------|-----------------------------------|----------------------------------|--------------------------|
| 1 You sleep in a tree house. | <input type="checkbox"/> b | 4 You take a torch with you. | <input type="checkbox"/> |
| 2 It's a one-day safari. | <input type="checkbox"/> | 5 It's usually very hot. | <input type="checkbox"/> |
| 3 You have a picnic for lunch. | <input type="checkbox"/> | 6 There aren't a lot of animals. | <input type="checkbox"/> |

2 Copy the table into your notebook. Complete.

	Safari <i>a</i>	Safari <i>b</i>
Transport	camel	_____
Food and drink	_____	_____
Animals	_____	_____



3 Which safari holiday is best for these people?

I'm scared of big animals.	I don't like very hot weather.	I love watching lots of different wild animals.	I love looking at the stars.
1 <u>Safari a</u>	2 _____	3 _____	4 _____

Sounds and spelling

4 1.38 Listen and say the chant. Look at the spelling.

A pair of hairy bears
and Chinese chairs
and perfect pears.



5 1.39 Write the missing letters *air* or *ear*. Listen to check.

- 1 b ear 2 stairs 3 wear 4 pair of socks 5 chair

1 Look and read.

Graphic

Grammar

Countable and uncountable nouns with *some / any*

Countable nouns can be counted (one bucket, two buckets).

Uncountable nouns can't be counted (water, chocolate).



There are **some** buckets .

There's **some** water .

There aren't **any** elephants .

There isn't **any** water .

2 Look at the words from Lesson 2 and write them in the correct place.

bread cheese biscuit water soup
juice salad sandwich bottle plate

countable

sandwich

uncountable

bread

3 Make sentences about your classroom. **Be a star!**

There are some pencils.
There aren't any elephants.



1 1.40 Listen and say.



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

2 Make questions and answers.

- | | | | | | |
|---|----------|-----------|----------|---|----------------|
| 1 | How much | chicken | is there | ? | There's a lot. |
| 2 | | olives | | ? | |
| 3 | | spinach | | ? | |
| 4 | | mushrooms | | ? | |

3 Now make a new dialogue. **Be a star!**



How many mushrooms are there?

There isn't much.



There are a lot.
How much tuna is there?

Lesson 6 **Listening and speaking**

1 What is the website about?

2 1.41 Listen and **circle** the animals at Dayton Adventure Park.



3 1.41 Listen again. Tick (✓) the things you can do.

- Feed a giraffe
- Hold a baby duck
- Ride on an elephant
- Play in the castle
- Have lunch at a café
- Visit an African village

Values

Do you think it's important to protect wild animals?

4 1.41 Listen again. Talk to a friend about what you would like to do at Dayton Adventure Park. **Be a star!**



Would you like to hold a baby duck?

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



- 1 Look at the *South African Safaris* website on page 51. How many paragraphs are there?
- 2 Write the paragraph numbers 1–4 next to the topics.
 food in the morning at night animals
- 3 Use the words and photos to complete the website.

Home About us Our animals Accommodation Photos Contact us

Beautiful Indian Safari

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



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

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


A North Pole adventure

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

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

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

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



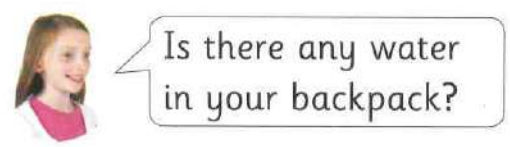


2 Think and write in your notebook.


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

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

4 Find two people who have got the same things in their backpacks.



Review 2

- 1  Play a memory game. Look at the picture and then close your book. Ask and answer.



-  It's opposite the supermarket.
-  It's the bank.
-  Yes!

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



a cup of tea
of





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



1 Where were Flo and Ella yesterday?

2 Where _____ Luke?

3 Who _____ Flo and Ella with?

4 What _____ the weather like?




They were at the park.

He _____.

They _____.







It _____.

4  Choose things from each list to draw in the shopping bag. Then ask and answer.





- lemonade
- spinach
- tuna
- pasta

- bananas
- biscuits
- olives
- mushrooms

-  Is there any lemonade in your bag?
-  Yes, there is.
-  How much is there?
-  There's a lot!
-  Are there any bananas in your bag?
-  No, there aren't.

5 Write the words.

- oo or ue: 1 bl_ue 2 z____ 3 gl____ 4 m____n
- ear or air: 5 w____ 6 h____ 7 st____s 8 b____

6   1.42 Listen and draw lines. There is one example.



Mary John Sally Paul Sam

Excellent! You're an Academy Star!



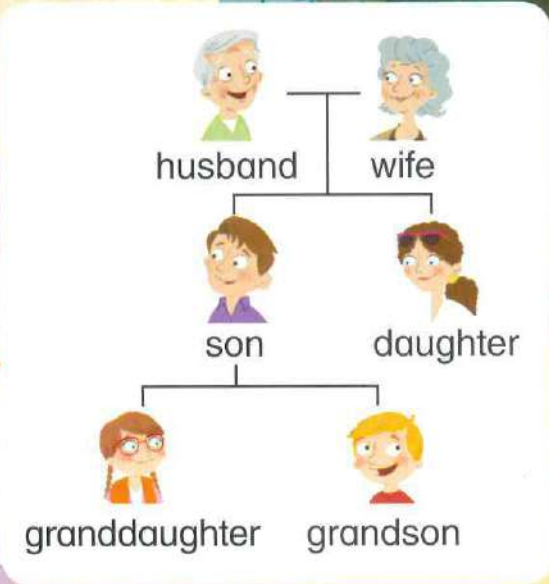
5

My grandpa

Happy birthday, Grandpa!



This is fun!



Lesson 1 Vocabulary

- 1 2.1 Listen, point and say.
- 2 2.2 Listen and play the game. What's next?



- 3 Write the new words in your notebook.

Family	Musical instruments
husband	flute

Who's playing the trumpet?

The granddaughters are playing the trumpet.

- 4 Look at the picture. Ask and answer.

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

Grandpa's song

I play the piano.
 My wife plays the guitar.
 My son plays the flute.
Toot, toot, toot, toot, toot.
*Little Charlie dances round.
 Round and round he goes.
 Little Charlie dances round
 To the happy sound.*

My daughter plays the violin.
 My granddaughters play the trumpet.
 My grandson plays the drums.
Brrrrum, pum, pum, pum, pum.
*Little Charlie dances round.
 Round and round he goes.
 Little Charlie dances round
 To the happy sound.*

Mime the musical instruments that you hear.



1 **Circle** the correct words.

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

2 Scan the poems. **Underline** the new words from Lesson 1.3  2.4  Read the poems. Which is your favourite?

My grandpa, my hero

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

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

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

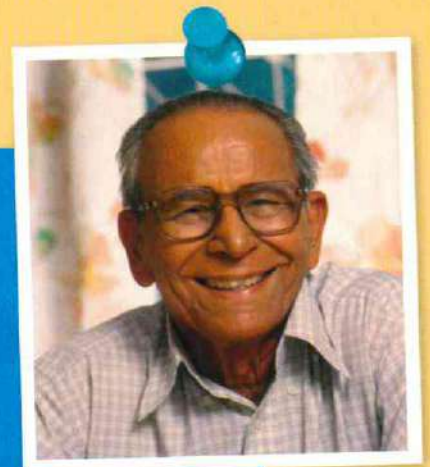
Grandpa is my hero.
 Together we carry my books.
 Hand in hand we cross the road,
 But only Grandpa looks.

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

Jay, aged 10

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

Yusrah, aged 8

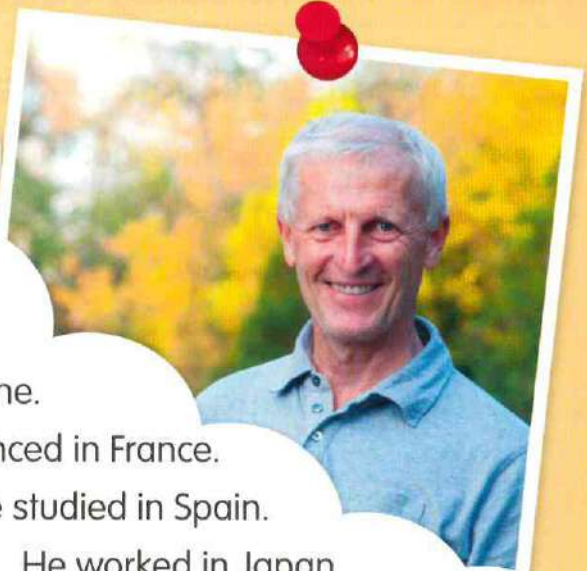


Values

How do you show respect for your grandparents?



My grandpa
 Travelled the world,
 By boat,
 By bus,
 By train
 And by plane.



He danced in France.
 He studied in Spain.
 He worked in Japan.
 He was an international man.

Tom, aged 9

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



Hailey, aged 9

carry dance look after
 love study travel



Learning about language

Noticing rhyme in a poem

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

In the poems, which words rhyme with these?

- | | |
|---------------------------|---------------|
| 1 me <u>tea, sea, see</u> | 4 son _____ |
| 2 high _____ | 5 train _____ |
| 3 looks _____ | 6 man _____ |

1 Answer the questions with full sentences.

- 1 Whose poems have got rhymes? Jay's, Hailey's and Tom's poems have got rhymes.
- 2 Whose poem has got a special shape? _____
- 3 Whose poem spells a word with the first letter in each line? _____

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

- | | | | |
|--|--|--|---|
| <p>1 My grandpa visited Japan.</p> <p>2 My grandpa's parrot is naughty.</p> <p>3 My grandpa makes toast and tea.</p> <p>4 My grandpa has got twenty grandchildren.</p> | <p>Tom</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>5 My grandpa loves animals.</p> <p>6 My grandpa liked travelling.</p> <p>7 My grandpa is very kind.</p> <p>8 My grandpa has got a big family.</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--|--|--|---|

Sounds and spelling

3  2.5 Listen and say the chant. Look at the spelling.

Suzy snail is playing on a train on a rainy day.



4  2.6 Write the missing letters *ai* or *ay*. Listen to check.

- 1 t ai l 2 tod _____ 3 w _____ t 4 pl _____ 5 p _____ nt 6 Mond _____

1 Look and read.

Graphic

Grammar

Past simple + and – (regular verbs)

Yesterday Grandpa **played** the drums .

He **didn't** play the violin .

Look!

Some spellings are irregular:

travel → travelled

carry → carried

dance → danced



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

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

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



3 Talk about yesterday. **Be a star!** ★

- travelled:** by car, by bus, by train
- played:** the piano, the violin, the flute
- talked to:** my grandpa, my mum, my cousin
- looked after:** my brother, my sister, my cat

Yesterday, I travelled by bus and by train, but I didn't travel by car.

1  2.7  Listen and say.



-  Look at this photo. I was four years old.
-  Oh, you look so different! **Did you go to kindergarten?**
-  Yes, I did.
-  **Did you like** painting at kindergarten?
-  Yes, I did.
-  **Did you play** with dolls?
-  No, I didn't.
-  **Did you dress up** as a princess?
-  Yes, I did.
-  Did you dress up as a cowboy?
-  No, I didn't!

2   Write questions to ask a friend.

- 1 Did you dress up as a lion at kindergarten?
- 2 _____ you play _____ at kindergarten?
- 3 _____ you like _____ at kindergarten?
- 4 _____ you play _____ at kindergarten?

3  Now make a new dialogue. **Be a star!** 



Did you dress up as a pirate in kindergarten?

No, I didn't.



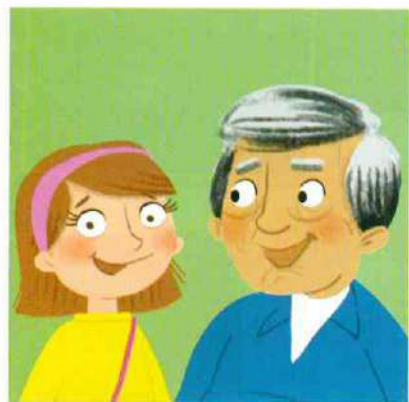
Yes, I did! Did you?

Lesson 6 Listening and speaking

- 1  2.8 Look at the pictures and listen to the information about Flo and Ella's grandpas.



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



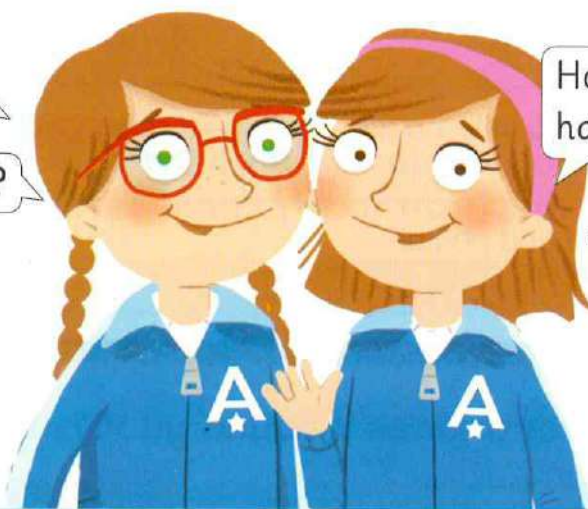
	Grandpa Bob	
Lives	in a flat	by the sea
Visits	every day	once a week
Do together	play football	paint pictures
Grandchildren	4	8
Musical instrument	flute	trumpet

- 2  2.8 Listen again and **circle** the correct information in Activity 1.

- 3   Ask and answer questions about your grandpa or grandma. **Be a star!** 

What's his / her name?

Where does he / she live?



How many grandchildren has he / she got?

Does he / she play ... ?

1  Make pairs of rhyming words.1 thin violin

2 legs _____

3 fat _____

4 mother _____

5 polite _____

6 train _____

7 house _____

8 tall _____

mouse basketball

cat plane brother

violin eggs goodnight

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

My grandparents



My grandpa was very tall.

(good at) My grandpa was good at basketball.

My grandpa always travelled by train.

(hardly ever) _____

Now my grandpa is very thin.

(likes playing) _____

My grandpa doesn't eat eggs.

(has got very long) _____

My grandma was a little fat.

(looked after) _____

My grandma helped her father and her mother.

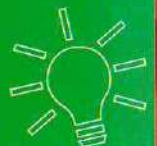
(played games) _____

Now my grandma lives in a little house.

(in her garden there is) _____

My grandma is very kind and polite.

(always says) At bedtime, _____3 Read the poem aloud. Does it sound good? **Be a star!** 



A **fact** is something that is true. An **opinion** is something that you think.

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

- 1 Lions live in Africa. They're beautiful.
- 2 I'm good at football. It's a sport.
- 3 Mangoes are a fruit. They're my favourite fruit.

2 Read Clare's sentences about her grandpa.

Circle F (Fact) or O (Opinion).

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

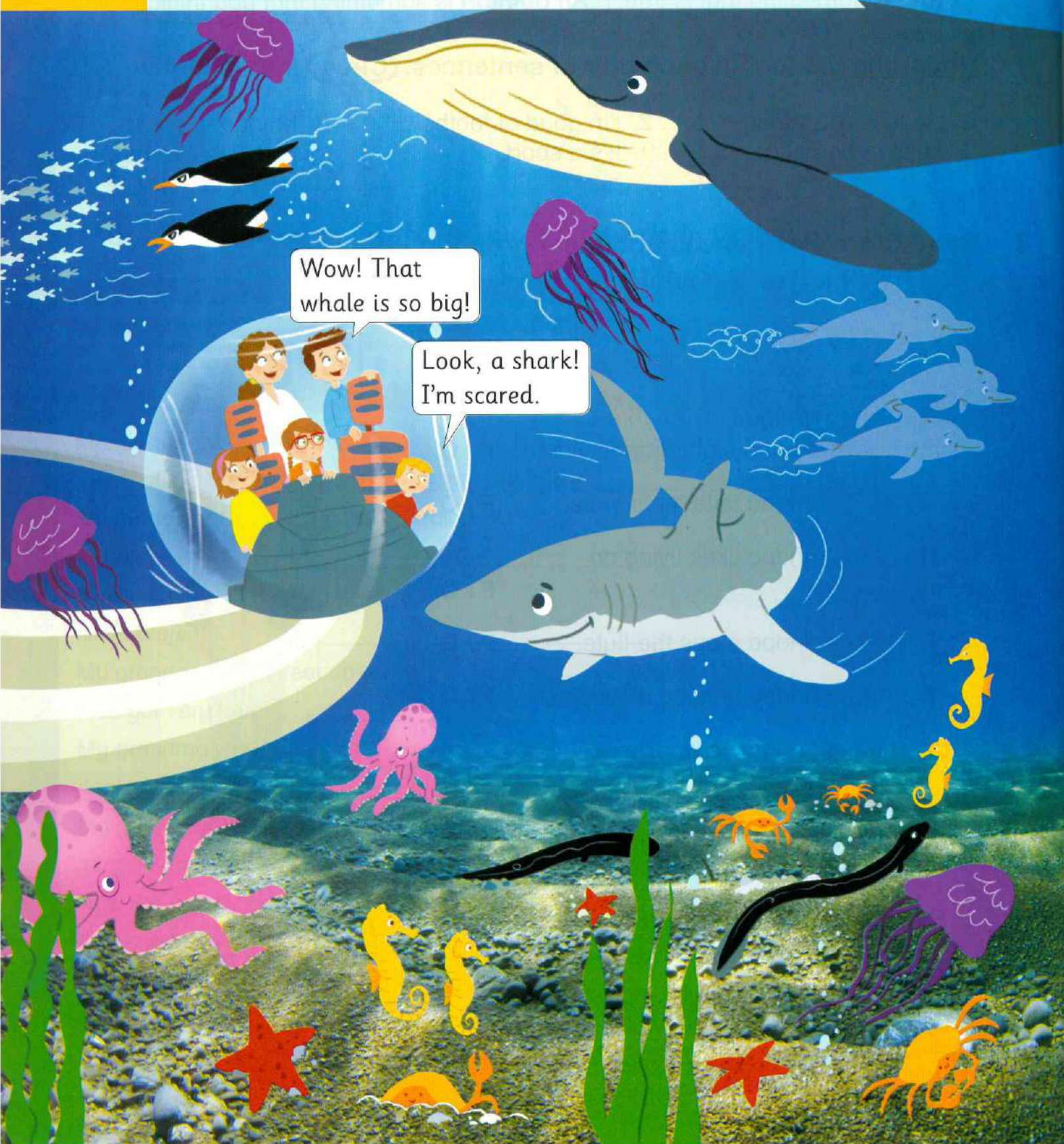


3 Think of two facts and two opinions about your grandpa or grandma. Write them in your notebook.

Be a star!

Facts	Opinions
_____	_____
_____	_____





Lesson 1 Vocabulary

- 1 2.9 Listen, point and say.
- 2 2.10 Listen and play the game. Say the word *before* or *after*.



jellyfish



octopus



penguin



eel



whale



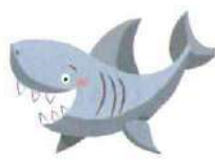
seahorse



dolphin



starfish



shark



crab

- 3 Write the new words in your notebook.

Has arms or legs	Doesn't have arms or legs
penguin	jellyfish

- 4 Look at the picture. Ask and answer.

How many penguins can you see?

I can see two penguins.

- 5 2.11 Sing the song. **Be a star!**

Goodbye, big shark

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

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

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

Hide, black eels!
Swim, swim away.
Goodbye, big shark,
Until another day.

Four ...
Five ...

Can you make
two new verses?



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



What type of text is this?

1 a a story b an informative text c an email

Where can you see a text like this?

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

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

3  2.12  Read the text. Which sea animal is your favourite? Why?

Penguin

A penguin is a bird and it lives in the Antarctic Ocean.

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

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



Fun fact!

A penguin can walk and swim, but it can't fly.

Octopus

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

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

It's a fast swimmer and it can hide in tiny places.



Fun fact!

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

Seahorse

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

It's got a beautiful head, a thin body and a tail, but it hasn't got any legs.

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



Fun fact!

A seahorse can hold onto a plant with its tail.

Starfish



A starfish isn't a fish.
It lives on the ocean floor.
It's got a hard body and
hundreds of tube feet on its arms.
It can't swim so it walks on the ocean
floor.

Fun fact! A starfish can make itself a new arm!

Whale



A whale is a mammal and it lives in the ocean.
It's very long, heavy and loud. It's longer than three buses, heavier than forty elephants and much louder than a lion. It can swim very long distances.

Fun fact! A whale only breathes air once every 90 minutes.

fat hard heavy
round thin tiny

Learning about language

Adjectives

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

A penguin has got short legs.

A whale is very long, heavy and loud.

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

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

Adjective	Noun
short	legs

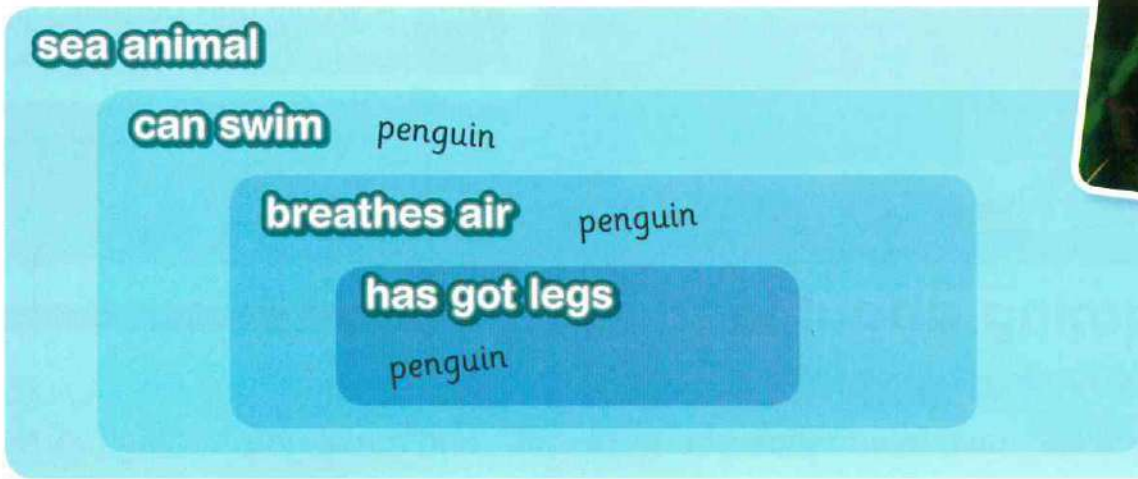
1 Write the sea animals.

- 1 It's got eight long arms. _____ octopus _____
- 2 It can hold onto a plant with its tail. _____
- 3 It's got tube feet, but it hasn't got any legs. _____
- 4 It's a bird, but it can't fly. _____

2 Write the sea animals in the correct place in the diagram.

Be a star! ★

penguin octopus whale seahorse eel crab shark

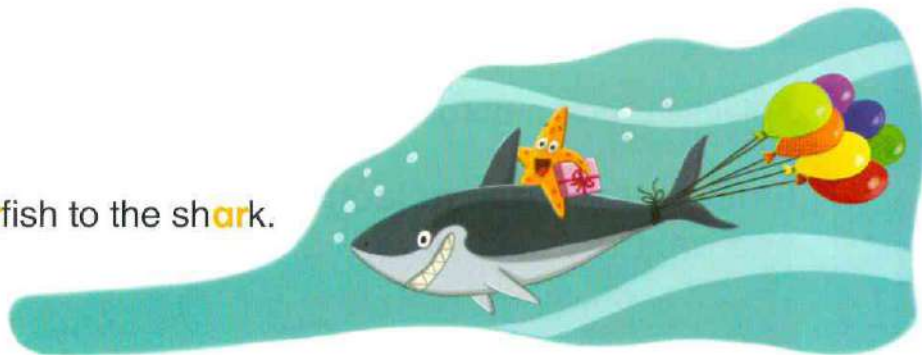


3 Think of another sea animal. Add it to the diagram.

Sounds and spelling

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

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



5 Write the missing letters ar or a. Listen to check.

- 1 st ar 2 _____fter 3 p____k 4 g____den 5 ban____na 6 _____sk

1 Look and read.

Graphic

Grammar

Comparing two people, animals or objects

The seahorse is slow.

The starfish is slower than the seahorse.


The seahorse is faster than the starfish.



Look!

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

2 Write sentences to compare the sea animals.

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

2   (big) _____

3   (heavy) _____

4   (hard) _____

3 Make true and false sentences. **Be a star!** ★

A whale	is	thinner	than	a dolphin.
An eel		slower		a starfish.
An octopus		faster		a shark.
A seahorse		heavier		a penguin.

An eel is heavier than a whale.

False!











Lesson 5 Language in use

1 2.15 Listen and say.



bad	worse	the worst
good	better	the best
friendly	friendlier	the friendliest
tall	taller	the tallest

-  Tell me about your family. Who's **the tallest**?
-  My dad is **the tallest**.
-  Who's **the friendliest**?
-  My grandma is **the friendliest**.
-  Who's **the best at** football?
-  My brother is **the best at** football.
-  And who's **the worst at** drawing?
-  Me!

2 Write sentences about your friends.

- 1 _____ is the tallest. (*tall*)
- 2 _____ is _____. (*fast*)
- 3 _____ is _____. (*old*)
- 4 _____ is _____ at swimming. (*bad*)
- 5 _____ is _____ at dancing. (*good*)

3 Now make a new dialogue. **Be a star!**



Who's the best at singing in your family?

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

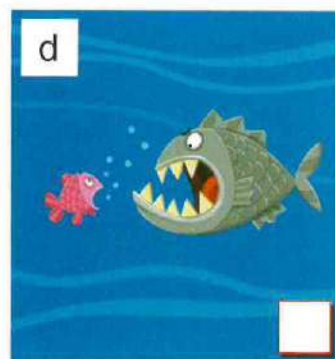
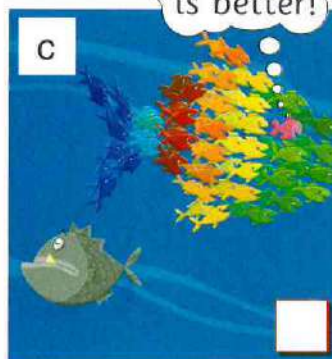
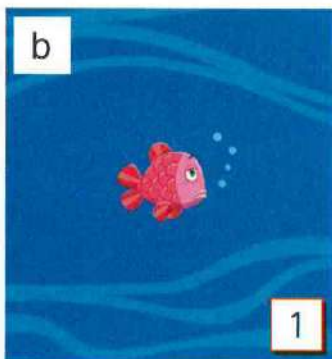
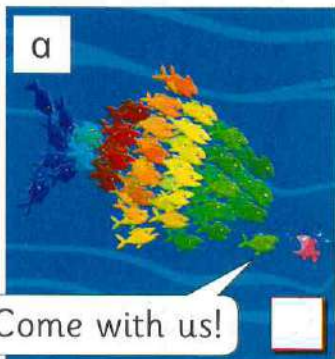


I'm the friendliest!

Lesson 6 Listening and speaking

1 Talk about the pictures. What can you see?

Together is better!



2 2.16 Listen to the story and order the pictures.

3 2.16 Listen again. Why is the little fish scared? Why is it happy at the end?

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

Values
Do you welcome new friends into your group?

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

- 1 How many sentences are there? four
- 2 How many ideas are there in each sentence? _____
- 3 How many times can you find the words *and* and *but*?
and: _____ *but*: _____

Look!

Use **and** to give additional information.

Use **but** to give contrasting information.

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

An eel

long, thin
 can swim, can't walk
 eats small fish, small crabs, doesn't eat octopuses



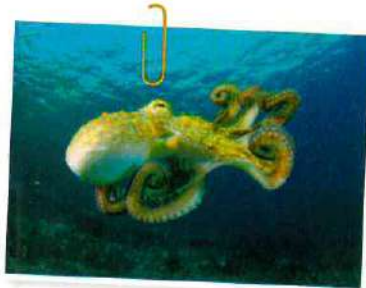
An eel

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

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

An octopus

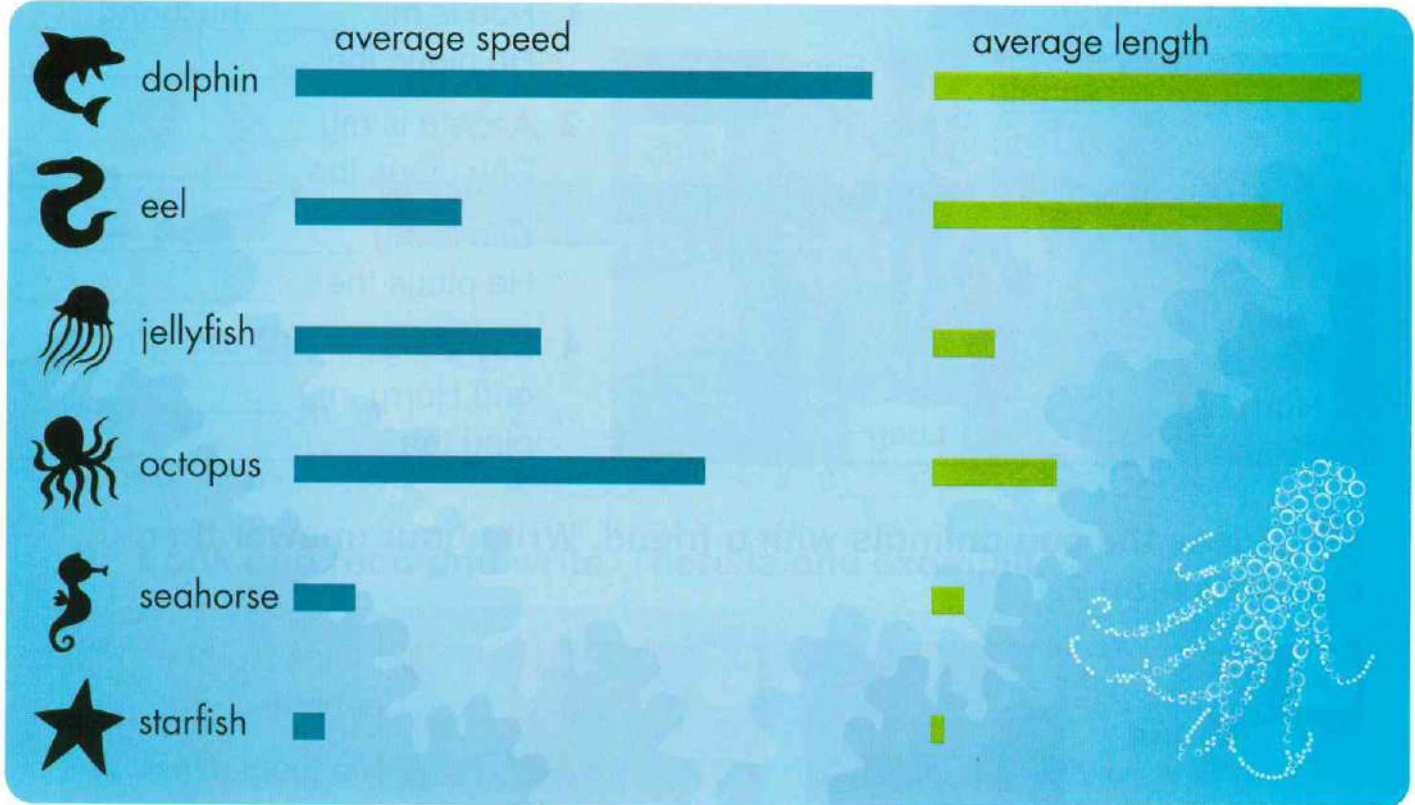
round body,
 eight long arms,
 no teeth
 fast swimmer,
 can hide in small spaces
 eats crabs, sometimes snails



An octopus

An octopus has a _____

1 Look at the information. Answer the questions.



Which animal(s) are ...

- faster than a jellyfish? A dolphin and an octopus.
- slower than a seahorse? _____
- longer than an octopus? _____
- shorter than an eel? _____

2 Read the puzzle. Which animal in Activity 1 is it?

It's faster than an eel and it's slower than an octopus.

It's longer than a seahorse and it's shorter than an octopus.



3 Write a puzzle about an animal in Activity 1. Ask a friend to guess. **Be a star!**

Review 3

1 Look at the picture and complete the text.






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

2 Guess the sea animals with a friend. Write your answer then check Lesson 2.



penguin



-  I think Number 1 is a penguin.
-  Me too! I think Number 5 is a shark.
-  I don't. I think it's a whale.

3 Look at Luke's to do list for yesterday. Complete the sentences with the past simple.



study maths
 help Charlie ✓
 visit Grandma ✓
 wash up
 tidy up my books ✓
 clean my bike

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

Red Riding Hood

Red Riding Hood wore a red coat. She said goodbye to her mum and dad and she went to her grandma's house.

Aladdin

Aladdin stood in a cave and he saw a lamp.

Once upon a time, there was a farmer. He had an old donkey ...

Lesson 1 Vocabulary

1 2.17 Listen, point and say.

2 2.18 Listen and say the verbs in the past.



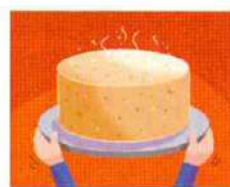
come – came



go – went



have – had



make – made



read – read



say – said



see – saw



stand – stood



think – thought



wear – wore

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

Who wore a blue dress?

Red Riding Hood.

4 2.19 Sing the song. **Be a star!**

Story time

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

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



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

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

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

Which story has
a big bad wolf?



- 1 Look at the title and the pictures. Which animals are in the story?
- 2 Scan the text. Underline the regular past simple verbs and **circle** the irregular past simple verbs.
- 3  2.20  Read the text. Tick (✓) the message of the story.
 - 1 It's better to be young than old.
 - 2 Respect older people and animals.

The old donkey

from The Musicians of Bremen,
a traditional story from Germany

Once upon a time, there was a farmer who had an old donkey. One day, the farmer's wife said angrily, 'That donkey is very old! It can't work!' The donkey listened sadly. That night the donkey opened the gate and went slowly down the road. It saw three strange men in the farmer's house. 'Who are they?' thought the donkey.

Further down the road, the donkey saw an old cat. 'I'm looking for a new home. Come with me,' said the donkey kindly. So the cat and the donkey went slowly down the road.

Then they saw an old dog. 'We're looking for a new home. Come with us,' said the donkey and the cat kindly. So they all went slowly down the road.

Then they saw an old chicken. 'We're looking for a new home. Come with us,' said the animals kindly. So they all went slowly down the road.



The animals saw a house with a light on inside. They looked in the window and saw the three strange men. 'Look', said the donkey angrily, 'They took the farmer's clock, his watch and his radio!' The animals made a plan.

When the men went to bed, the donkey stood near the house. The dog stood on the donkey, the cat stood on the dog and the chicken stood on the cat. Then, they made a lot of noise. *Hee Haw! Woof Woof! Woof!*
Meow Meow! Cluck Cluck!

What a terrible noise!

The three men jumped out of bed and ran quickly out of the house.

The animals picked up the farmer's things and went back to the farm.

The farmer said happily, 'It's my donkey, my clock, my watch and my radio!' He made a home for the animals on his farm. The animals were very happy.



angrily happily kindly quickly sadly slowly

Learning about language

Adverbs

Adverbs describe verbs. They describe **how** an action happens.

He **went** **slowly**. He **listened** **sadly**.

'Look,' **said** the donkey **angrily**.

Underline examples in the story of things people say *angrily, happily* and *kindly*. Practice saying them with a friend.



Are you kind to animals?

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

- 1 The farmer said, 'My donkey can't work.' T / ~~F~~
- 2 The donkey saw some strange men. T / F
- 3 The animals had a good idea. T / F
- 4 The donkey made a noise with another donkey. T / F
- 5 The men liked the noise the animals made. T / F
- 6 The donkey went home with his new friends. T / F



2 **Read and complete.** Be a star! ★

	Who thinks this?	How?
1 'I love my donkey! He can live on my farm with his friends.'	farmer	happily
2 'They've got the farmer's things!'	_____	_____
3 'They don't want me. I'm very old.'	_____	_____
4 'That donkey is old. I want a new donkey.'	_____	_____

Sounds and spelling

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

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



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

- 1 r_igh_t 2 wh____ 3 fl____ 4 l____t 5 br____t 6 m____

1  Look and read.

Graphic

Grammar

Past simple (irregular verbs)

He **had** a cake .

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

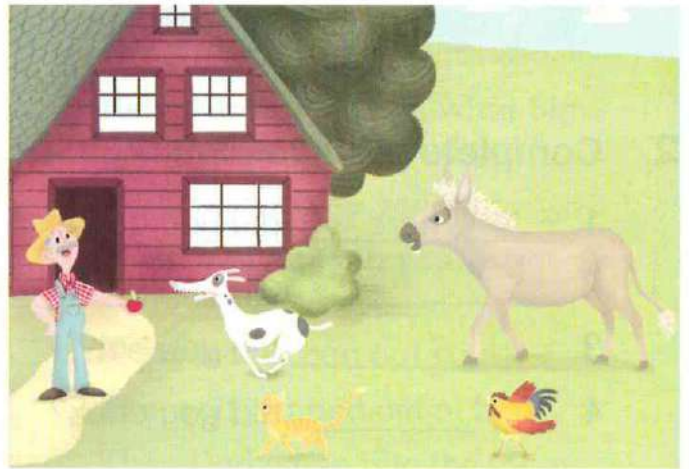
Remember!




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



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

- 1 The animals didn't go to a city.
- 2 They _____ to the farm.
- 3 They _____ the farmer.
- 4 They _____ the farmer's wife.
- 5 The farmer _____ an apple.
- 6 He _____ a banana.



3   Talk about yesterday with a friend. Use the past simple form of irregular verbs. **Be a star!** 

go make
see wear
have eat

I didn't eat a banana yesterday, I ate an apple.







Lesson 5 Language in use

1  2.23  Listen and say.



eat – ate drink – drank party

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

2 Complete the questions and answers.

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

3  Now make a new dialogue. **Be a star!** 



Where did you go last weekend?

I went to a restaurant.

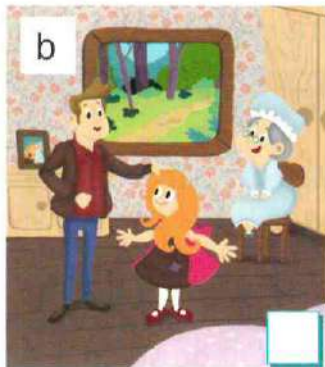
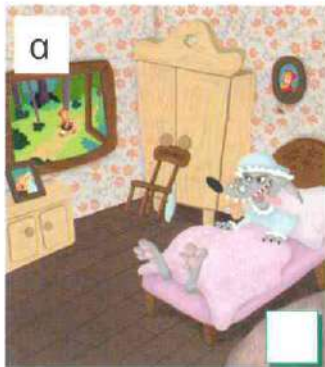
Who did you go with?

I went with my friends.



Lesson 6 Listening and speaking

1 2.24 Listen to the music and point to the correct pictures.



2 2.25 Listen to the story and order the pictures.

3 2.26 Listen to the lines from the story. Which picture do they match?

- 1 2 3 4 5 6 7 8

4 Act out the story. **Be a star!**

- Narrator Red Riding Hood Mum Dad Grandma Wolf

Scene 1

- Once upon a time, Red Riding Hood went to visit her Grandma.
- Take this fruit. Goodbye, Red Riding Hood.

Scene 2

- Red Riding Hood went to her grandma's house ... but a wolf went there first.
- The wolf pushed Grandma into the cupboard. Then he jumped into Grandma's bed!
- Help!

Scene 3


- Hello, Grandma! Oh, what big eyes you've got, Grandma!
- Big eyes can see you!
- What a big mouth you've got, Grandma!
- A big mouth can eat you!
- The wolf jumped out of bed.
- Then Dad came into the room.
- Stop!
- Thank you!
- You're welcome.

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

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

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

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



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

- Step 1: Read the text. Cross out the sentences that are not important.**
Aladdin lived with his mother. ~~Their house was old.~~ One day, an old man came to the town. ~~He was new in the town. He walked slowly down the road.~~ The old man said, 'Aladdin, I'm your uncle.'
- Step 2: Write the text.**
Aladdin lived with his mother. One day, an old man came to the town. The old man said, 'Aladdin, I'm your uncle.'

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

- Step 1: Read the second paragraph in the text in Activity 1. Cross out the sentences that are not important.**
- Step 2: Write the text in six–seven sentences.**
The old man said, 'Aladdin, come with me ...'



1 Look at the pictures. Which story are these characters from?



2 Read the stories. Which characters are speaking?

1

I had a donkey. One day, I went into town. When I came home, my donkey wasn't on the farm. Also, my clock, my watch and my radio weren't in my house! I was angry, but I was also sad. I loved my donkey! I looked for it, but I didn't find it. Then one day the donkey came home ... with three new friends! They had my clock, my watch and my radio! What a beautiful day! I was very happy and I made a home for them here on the farm.

2

One day, I saw an old donkey. Then we saw a dog, and then a chicken. We also saw some bad men in a house. The donkey said, 'They've got a clock, a watch and a radio from my farm.' We made a very loud noise. I said, 'Meow, meow, meow, meow,' and the men went quickly out of the house. We picked up the farmer's things and we went to the donkey's farm. The farmer asked us to stay on the farm. I love my new home!

3 Tell the story from the point of view of the three men.

Be a star! ★

1  2.27 Read the stories. How many characters are in each story?

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



The Race

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

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

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

FINISH

The wind and the sun

This is a story about the wind and the sun.

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



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

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

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




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

- 1 The _____ rabbit _____ was faster but he didn't win the race.
- 2 The _____ was slower but he won the race.
- 3 The _____ was the strongest.
- 4 The _____ and the _____ thought they were better.
- 5 The _____ and the _____ were cleverer.


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

- 1 Being slow but not stopping can win the race.
- 2 Being warm and kind is better than being cold and strong.







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














- 1 Talk about the pictures. What do you think happens?
- 2  2.28 Listen and read. How does Grandpa feel at the end?
- 3 Act out the play.

The dolphin




 Tell us a story, Grandpa!
 OK. This is a story about a little donkey.
 Where did it live?
 Look, I'm the donkey!



 Charlie, be careful!
 Oh dear! Your dolphin! Sorry, Grandpa!
 Oh dear, Grandpa! Was it special?
 Yes, it was a present from a little girl.
 Who was the little girl?
 It was my daughter!
 Oh, it was from Aunt Daisy!

 Oh no! What can we do?
 Have you got any glue, Grandpa?
 Yes, I have.
 I'm good at fixing things. I can fix your dolphin!



 Here's your dolphin, Grandpa!
 It isn't perfect, but it's better.
 It's wonderful! Thank you, children!

8

Back in time



What do you think that was for?

I think it was for cooking.

Lesson 1 Vocabulary

- 🔊 2.29 Listen, point and say.
- 🔊 2.30 Listen and play the game. What's next?



museum



history



fire



tool



sculpture



necklace



bowl



knife



coin



musical instrument

- 👤 Write the new words in your notebook.

Things I've got in my house

bowl

Things I haven't got in my house

museum

- 🗨️ Look at the picture. Ask and answer. Did people in prehistory have tools?

Did they have a TV?

Yes, they did.

No, they didn't.

- 🔊 2.31 Sing the song. **Be a star!** ★

Prehistory

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

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

Chorus

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

Chorus

Which things from prehistory are in the song?



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

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

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

3  2.32  Read the text. Find one thing about Annag's life which is similar to life today. Find two things which are different.

Skara Brae

A village from prehistory

Hello, my name is Annag. Come and see my village!



In Scotland, there are some islands called Orkney. One day, there was a big storm and it was very windy. The wind moved the sand. The next day the people of Orkney saw an old village under the sand. It was more than 5000 years old! Its name was Skara Brae. Now it's a museum. The people from prehistory didn't read or write, but we know a lot about them from their houses and their objects. Let's read about how families lived in Skara Brae.

1 Houses

There were eight houses in Skara Brae. There were passages with a roof from one house to the next. This was a very good idea. Orkney is very cold and windy! In winter, people went down the passages to visit their friends.

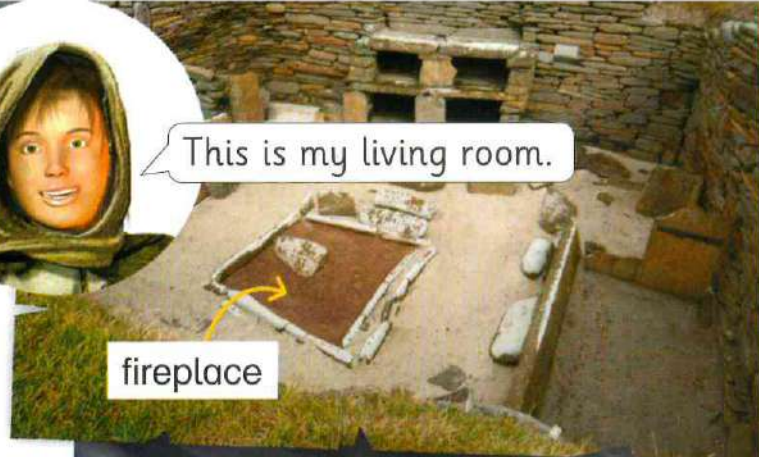


2 Inside a house

There weren't any trees in Skara Brae so people made everything inside their houses with stones. There were stone tables, stone cupboards, stone chairs and even stone beds! They had a fire in a fireplace in the middle of the room so it wasn't cold.



This is my living room.



fireplace

3 The beach

Skara Brae was near the sea. The sea was very important to the people of Skara Brae. They ate lots of fish and shellfish. Sometimes there were whales. Then they were very happy! They ate the meat and made toys and musical instruments from the bones. They also picked up wood from the beach. They made tools and sculptures from the wood.



bone



ceramic pot



jewellery

4 The workshop

One of the houses in Skara Brae was a workshop. They didn't make coins because they didn't have money, but they made ceramic bowls for eating and ceramic pots for cooking. They also made knives and tools for the farm. They even made necklaces and small sculptures.

Painting pots is fun!



bone ceramic fireplace pot stone wood

Learning to learn

Self-motivation

- 1 Review the way to spell new words on page 25.
- 2 Set yourself a time challenge. See how many words you can practise in five minutes.

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



Values

Do you make things by hand at home?

1 Answer the questions with full sentences.

- 1 What is the weather like in Orkney?
It is very cold and windy.
- 2 What did people use to make houses? _____
- 3 What did they eat? _____
- 4 What did they make from whale bones? _____
- 5 What did they use ceramic pots for? _____

2 Look at the photos of the village of Skara Brae and read the labels and descriptions. Write the words.

1 They went from house to house.	_____ passages _____
2 These were for cooking.	_____
3 This was in the middle of the room for keeping warm.	_____
4 A material for making musical instruments.	_____
5 Pretty objects made in the workshop, like necklaces.	_____

Sounds and spelling

3 2.33 Listen and say the chant. Look at the spelling.

'Oh, what a **voice!**' said the **boy** to **Joy**.
But '**Oi!** What a **noise!**' thought **Roy**.



4 2.34 Write the missing letters **oi** or **oy**. Listen to check.

- 1 t oy 2 n se 3 c n 4 b 5 v ce 6 J

1 Look and read.

Graphic

Grammar

there was / were

There was a mammoth in the cave !



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

1 There wasn't a mirror.

5 There _____ an armchair.

2 There _____ some tools.

6 There _____ some bowls.

3 There _____ a fireplace.

7 There _____ a ceramic pot.

4 There _____ any clocks.

8 There _____ any coins.



3 Describe your classroom from last year. **Be a star!**

There was / wasn't a ...

There were some ...

There weren't any ...

1 2.35 Listen and say.

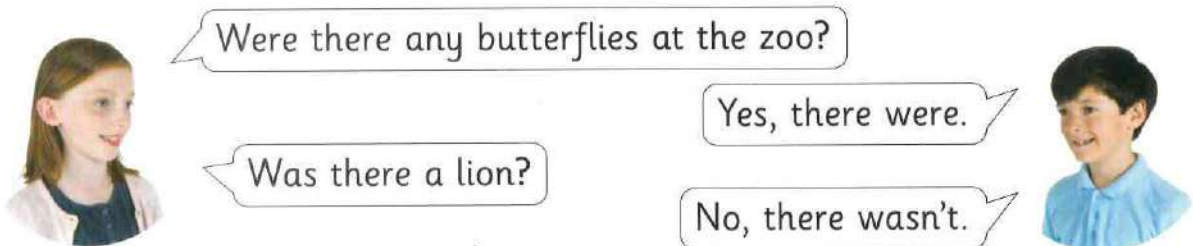


- What did you do yesterday?
- I went to the zoo.
- Oh, lucky you! **Were there** any parrots?
- No, there weren't.**
- Were there any meerkats?
- Yes, there were.**
- Was there** a dolphin show?
- Yes, there was.**
- Were there any gorillas?
- No, there weren't.

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

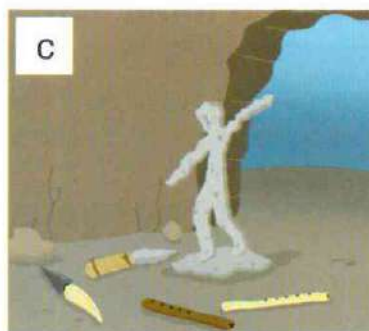
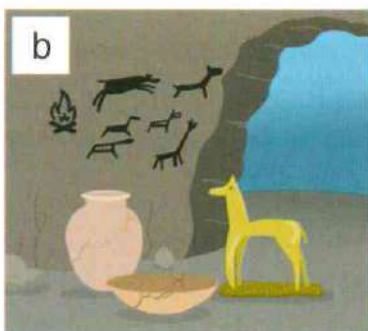
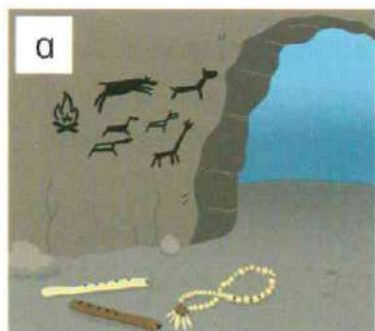
- | | |
|---------------------------------------|-----------------------------------|
| 1 <u>Was there a café at the zoo?</u> | No, there wasn't a café. |
| 2 _____ | Yes, there were five kangaroos. |
| 3 _____ | Yes, there were lots of gorillas. |
| 4 _____ | Yes, there was a shop. |
| 5 _____ | No,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

3 Now make a new dialogue. **Be a star!** ★



Lesson 6 Listening and speaking

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



2 2.36 Listen. Tick (✓) what was in each cave.

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

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

Ella Flo Luke

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



Was there a sculpture in your cave?

Were there any toys?



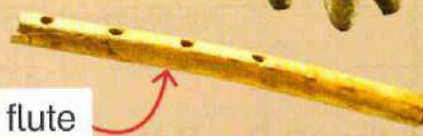
Yes, there was.

No, there weren't.



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

Objects from prehistory
sculpture



flute

Objects from after prehistory
toy



pot

1 Colour

brown

2 Material
stone, bone,
wood, ceramic

3 Description
big / small, long /
short, square /
round ...

2 Choose one of the objects from Activity 1. Write a paragraph describing it using the information from the table.

The _____ is from _____.

It is _____.

It is made from _____.

It is _____.





Review 4

1  2.37 Listen and write the verbs in the table. Then complete it.

	1	2	3	4	5
present	<u>stand</u>	_____	_____	_____	_____
past	_____	_____	_____	_____	_____
	6	7	8	9	10
present	_____	_____	_____	_____	_____
past	_____	_____	_____	_____	_____

2  Talk to a friend. What are they? Spell the words.



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

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




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

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

2 _____

3 _____

4 _____

- 4  Charlie visited a museum with his class last week. Look at the list and talk about the things he saw.



Were there any tools at the museum?

Yes, there were.

Was there a sculpture?

No, there wasn't.

- 5 Complete the words.

igh or y: 1 n_igh_t 2 l____t 3 sk_____

oi or oy: 4 b____ 5 t____ 6 c____n

- 6   2.38 Listen and write. There is one example.

The museum

when: Saturday

- 1 how many rooms: _____
- 2 saw: _____
- 3 afterwards went to: _____
- 4 ate: _____
- 5 drank: _____



Brilliant! You're an Academy Star!



9

Sport for all



Lesson 1 Vocabulary

- 3.1 Listen, point and say.
- 3.2 Listen and play the game. Say the word *before* or *after*.



- Write the new words in your notebook.

Sportswear	Swimwear
tracksuit	swimming cap

- Look at the picture. Ask and answer.

Who's wearing a helmet?
 Luke. Who's got a towel?
 Flo.

- 3.3 Sing the song. **Be a star!** ★



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

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

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

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



Mime putting on the sports clothes and using the equipment.

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

- 1 These texts are ... a letters. b emails.
 2 The schools are in ... a the USA and Australia. b Australia and the UK.

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

3  3.4  Read the emails. Which school do you like more?

From: Brown Park School

To: Wavertree School

Dear friends,

We're Class 3 of Brown Park School in New York, USA. Our school is in the city centre, but it's got a playground. We're attaching a photo of our class. We don't have to wear a school uniform, but for PE we have to wear a tracksuit and trainers. Do you wear a uniform?

We have lessons in English, maths, science, social studies, computer studies, art, music and PE. What lessons do you have?

Write back soon!

Class 3, Brown Park School



From: Wavertree School

To: Brown Park School

Dear friends in New York,

Thanks for your email and photo.

We're Class 3 of Wavertree School in Sydney, Australia. Our school is next to a beach.

We have the same lessons as you, but we have to wear a school uniform. At our school, we do PE four times a week. We play football and hockey. We also do swimming and running. We're attaching a photo.

Do you play baseball? What do you wear? What equipment do you use?

Please reply soon!

Class 3, Wavertree School



From: Brown Park School
To: Wavertree School

Hello friends in Sydney,

Thanks for your email and the photo. Yes, we play baseball. We wear black trousers and a white and red T-shirt (see photo below). We play with a long, thin bat and a small, hard ball. Some players also wear a big glove and some have to wear a helmet. There are two teams of nine players. On Saturdays, we play matches against other schools. Our team is the best!

Do you have sports competitions at your school?

Bye for now,

Class 3, Brown Park School



From: Wavertree School
To: Brown Park School

Hi Class 3,

Thanks for your email and the photo. Yes, we have sports competitions, too. This week there's a swimming competition at our school. There are medals for the winners! We have to bring a swimming costume, a swimming cap, goggles, flip-flops and a towel, and we have to wear a tracksuit, too.

Bye from Sydney!

Class 3, Wavertree School



competition match medal
team uniform winner

Learning to learn

Self-reflection

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

Answer the questions about today's lesson.

- 1 What was easy about the lesson? _____
- 2 What was difficult about the lesson? _____



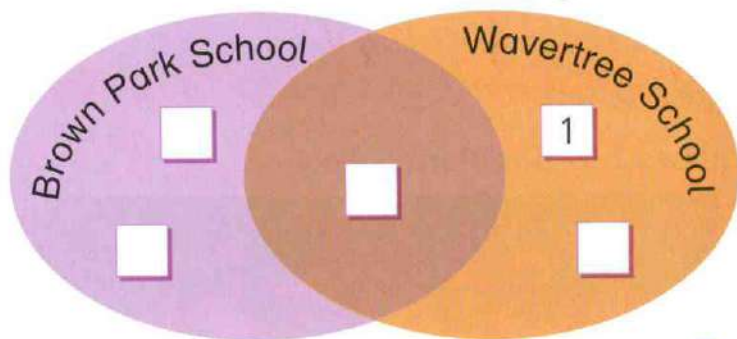
How is sport good for you?

1 Answer the questions with full sentences.

- 1 What is the name of the school in New York? The school in New York is called Brown Park School.
- 2 Which sports do Wavertree School do? _____
- 3 How many players are there in a baseball team? _____
- 4 What do the winners of the swimming competition at Wavertree School get? _____

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

- 1 They have swimming lessons.
- 2 They don't wear a school uniform.
- 3 They're in Class 3.
- 4 They wear a helmet and a big glove.
- 5 They do PE four times a week.



3 Think of two ways to categorise the sports you do. **Be a star!**

Team sports

football

Individual sports

tennis

Sounds and spelling

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

A **br**ow**n** **c**ow on a **m**ou**n**tain
with a **f**low**e**r in its **m**ou**th**.



5 3.6 Write the missing letters **ou** or **ow**. Listen to check.

- 1 cl_ow_n 2 h__se 3 · tr__sers 4 cl__d 5 t__n

1 Look and read.

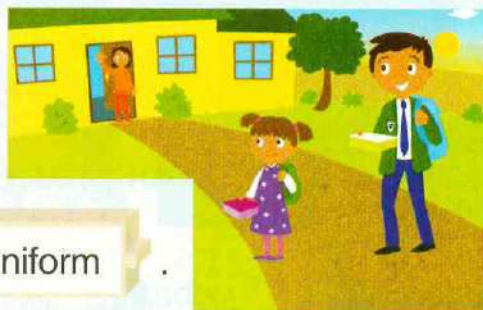
Graphic

Grammar

have to / don't have to

Tom has to wear a school uniform .

Emily doesn't have to wear a school uniform .



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

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

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



School day: Monday to Friday, nine o'clock to four o'clock

Uniform: blue tracksuit, black or white trainers

Homework: one hour a day

After-school clubs: football club, swimming club, computer club

- 1 They have to wear a school uniform.
- 2 They _____ wear blue trainers.
- 3 They _____ do homework.
- 4 They _____ go swimming.
- 5 They _____ go to school on Thursdays.
- 6 They _____ be at school at eight o'clock.

3 Talk about your school.









Use *have to* and *don't have to*. **Be a star!** ★

We have to be at school at nine o'clock.

We don't have to wear a uniform.

1  3.7  Listen and say.



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

2 Complete the questions and answers.

- 1 Why do people have to bread?
 they energy.
- 2 do people milk?
 they strong bones.
- 3 do people chicken?
 they big muscles.

3  Now make a new dialogue. **Be a star!** 



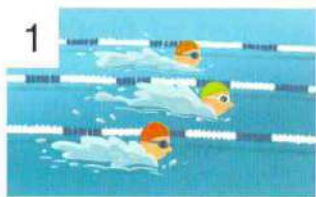
Why do people have to drink milk?



Because they need strong bones.

Lesson 6 Listening and speaking

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



2 3.8 Listen and write the number of the correct picture. Which day isn't mentioned?

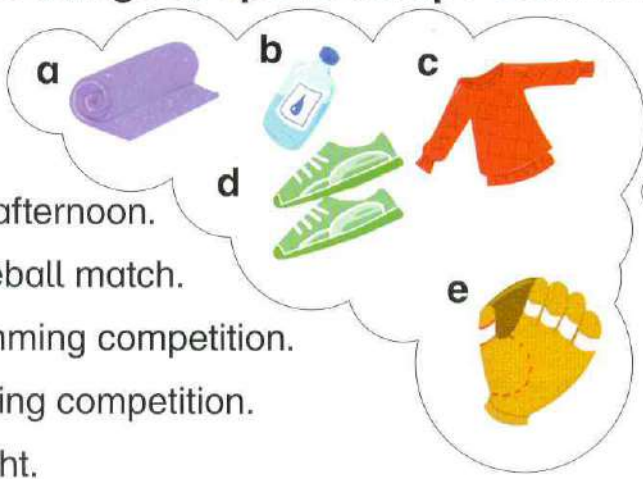
Monday 3 Tuesday Wednesday Thursday Friday

3 3.8 Listen again. Who asks questions about these things? Write *Flo*, *Ella*, *Luke* or *Charlie*.

- 1 football matches Flo
- 2 wearing a tracksuit _____
- 3 swimming cap and flip-flops _____
- 4 medals _____

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

At sports camp, I have to take ...



- 1 b because it's hot in the afternoon.
- 2 because there's a baseball match.
- 3 because there's a swimming competition.
- 4 because there's a running competition.
- 5 because it's cold at night.

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

- Don't forget a towel!
- Why do I have to take a towel?
- Because there's a swimming competition.



Lesson 7 Writing

1 Read the sentences and **circle** the correct answers.

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

- 1 Which words add a new idea in a new sentence? **and also too**
- 2 Which word goes at the end of the sentence? **and also too**
- 3 Which word goes before the main verb? **and also too**

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

At Brown Park School, the pupils play basketball
1 and tennis. The boys play baseball,
2 _____. The girls 3 _____ play badminton.
They wear green T-shirts 4 _____ blue tracksuits.
They wear trainers, 5 _____.
They 6 _____ wear red caps.



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

Be a star! ★

To: Brown Park School
From: Wavertree School

Dear friends at Brown Park School,
At our school, there's a football club with a good
football team. We're attaching a poster about the
club. The players wear a u _____.

They wear _____

They play _____

Write soon,
Your friends at Wavertree School

WAVERTREE FOOTBALL CLUB



Tuesdays and Thursdays
after school

Matches on Saturday
mornings at nine o'clock





1 Read the email from Class 3 at Brown Park School. What is their question? Write it in the space below.

From: Brown Park School

To: Wavertree School

Dear friends in Sydney,

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




Here's the key:



From your friends in New York

Four horizontal lines for writing the answer to the question from Brown Park School.

2 What is your answer to the question from Brown Park School?

- 1  3.9 Read the fact file and the interview.
Do all sharks look the same? What is Dr Hearn's job?

Kings of the Sea



Shark fact file



They live in every sea and ocean.



There are more than **300 types** of shark.



The smallest shark is smaller than a pencil, and the biggest is bigger than a bus!



Many are grey or grey and white. Sometimes they are blue, dark green or orange.



They eat all sea animals, for example fish, octopuses, dolphins and penguins.



Some types of shark live for 15 years and others live for **70 years**.



Some have one baby and some have **300 babies!**



Hammerhead shark

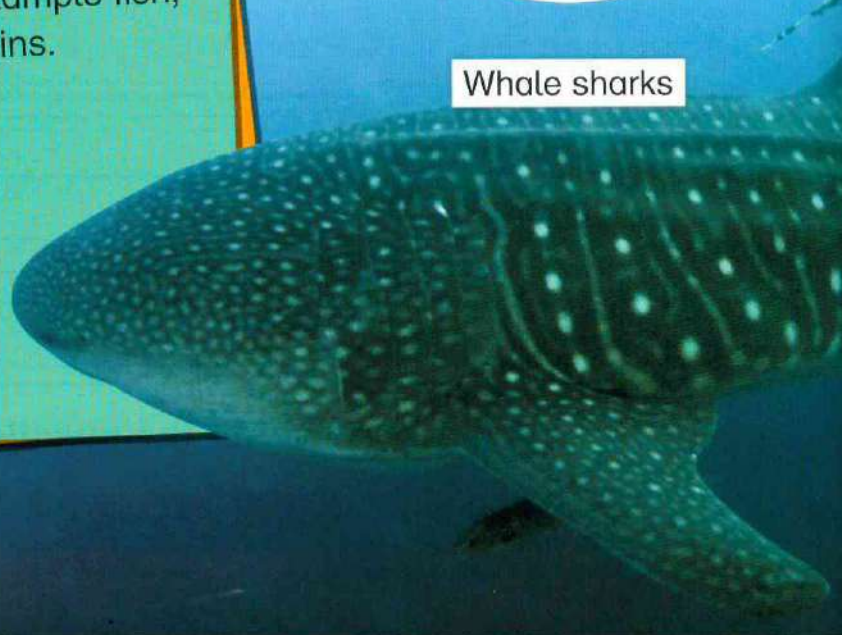


Saw shark

The strangest sharks!



Wobbegong shark



Whale sharks



Dwarf shark

An interview with Dr Alex Hearn, a shark expert

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

Interviewer: Good morning, Dr Hearn.

Alex: Hello! Please call me Alex.

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

Alex: No! Not at all.

Interviewer: Why not?

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

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

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

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

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


Interviewer: Why do you work with sharks?

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

Interviewer: And what do you do in your job?

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



2  Read the shark fact file again. Write questions using the words to help you. Then ask and answer with a friend.

- 1 (live) Where do sharks live?

- 2 (size) _____

- 3 (colour) _____

- 4 (eat) _____


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

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



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

Play 4

- 1 Talk about the pictures. What do you think happens?
- 2  3.10 Listen and read. What did Ella find? What did Flo and Luke say?
- 3 Act out the play.

The coin



Are we going to visit Grandpa now?

Yes, we are. Hurry up, everyone.

Charlie, let's tidy up the game.

I've got the baseball bat and glove.

Look what I've got!

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

Maybe it's from prehistory!



Aunt Daisy, were there coins in prehistory?

Yes, there were.

Let's keep it!

No! We have to take it to the museum.

Why?

Because it's very old!



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

It isn't from prehistory.

How do you know?

Because it's from our game.

Oh!

Year Planner		
January	7th	school starts 
February	3rd	school trip to aquarium 
March	11th	school play 
April	4th	Luke's birthday 
May	1st	Aunt Daisy's birthday 
June	5th	poetry competition 
July	2nd	school holidays start 
August	8th	Charlie's birthday 
September	10th	Flo and Ella's school trip to museum 
October	6th	Charlie's basketball competition 
November	9th	visit grandma and grandpa 
December	12th	Flo and Ella's birthday 

It's nearly time for the holidays.

And soon it's Charlie's birthday!

Lesson 1 Vocabulary

1  3.11 Listen and find the words.

2  3.12 Listen and play the game. What's next?



first of
January



second of
February



third of
March



fourth of
April



fifth of
May



sixth of
June



seventh of
July



eighth of
August



ninth of
September



tenth of
October



eleventh of
November



twelfth of
December

3  Write the months and dates in your notebook.

4  Look at the picture. Ask and answer.

What happens on the seventh of January?

School starts.

5  3.13 Sing the song. **Be a star!** 

The birthday song

January, February, March and April.
First, second, third and fourth.
The 4th of April is Luke's birthday.
Let's celebrate his special day.
*Let's make a cake. Hip hip hooray!
And let's all sing 'Happy birthday!'*
May, June, July and August.
Fifth, sixth, seventh and eighth.
The 8th of August is Charlie's birthday.
Let's celebrate his special day.

Chorus

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

Chorus

When are our
birthdays?





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

- 1 This text is ... **a** in a magazine. **b** in a book. **c** in a diary.
 2 Simone is a ... **a** a teacher. **b** a photographer. **c** a doctor.

2 Scan the text. Match to make sentences.

- 1 Noha _____ is from Brazil _____ and celebrates New Year.
 2 João _____ is from China _____ and celebrates Sham el-Nessim.
 3 Hu Jing Jing _____ is from Egypt _____ and celebrates Carnival.

3  3.14  Read the text. Which celebration do you like the best?

Favourite Celebrations

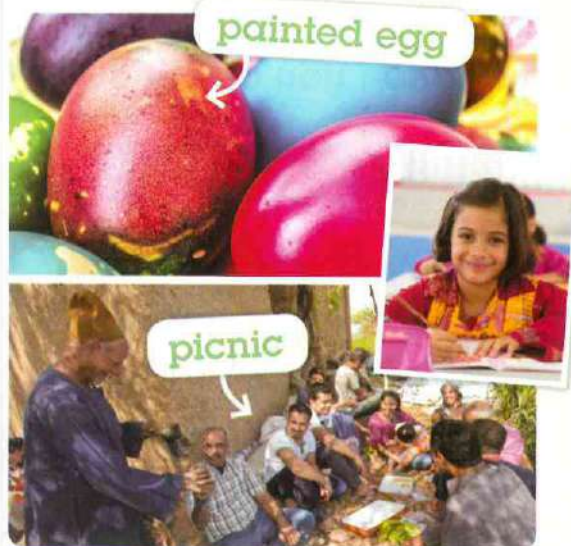
Simone is a photographer. Last year, she visited many countries. She asked some children about their favourite celebrations.



Hu Jing Jing lives in China and her favourite celebration is New Year. First, she decorates the house with red lanterns, cards from friends and paintings of flowers and birds. Then, Hu Jing Jing has a bath and puts on new clothes. After that, she eats a big meal with all her family and her parents give her a present. It's always a little red packet with money inside. Finally, at 12 o'clock, the bells ring and there are many beautiful and noisy fireworks. Hu Jing Jing likes New Year because she goes to bed very late.

Working Lives, issue 10

João lives in Brazil and his favourite celebration is Carnival because he plays the drums in the carnival procession. João goes to a samba school with his sister. He learns the drums and she learns dancing. They have to practise every day. In the carnival procession there are hundreds of drummers and dancers, all dressed up in beautiful clothes. Many people watch them and everyone is very happy. João loves the fireworks at the end of the procession.



Noha lives in Egypt and her favourite celebration is Sham el-Nessim. She likes it because there is no school on that day, her parents don't work and she has a lovely day with all her family. It's at the start of spring, the weather is good and there are beautiful flowers everywhere. Noha and her brother get up early and paint eggs. Then, they go for a walk next to the river and watch people in their boats. After that, they have a picnic and in the afternoon, they visit the zoo. Noha loves seeing all the animals. Her favourite animals are the turtles.

bell card clothes
fireworks lantern
procession

Next year, Simone is going to visit lots more countries. She's going to talk to more children and she's going to take more photos. Please write to Simone and tell her about your favourite celebration.

Learning to learn

How do you learn outside the classroom?

Do you ...

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

 **Do a class survey.**

Lesson 3 Reading comprehension



Values

What can we learn from other cultures?

1 Answer the questions with full sentences.

1 What is Hu Jing Jing's present?

Her present is a little red packet with money inside.

2 How often does João practise the drums?

3 What does Noha paint?

2 Read about the celebrations. Tick (✓) the information you can find.

	New Year	Carnival	Sham el-Nessim
Music			
Clothes	✓		
Food			
Presents			
Processions			
Fireworks			

3 Why do you think the children like the celebrations in their countries? **Be a star!**

Sounds and spelling

4 3.15 Listen and say the chant. Look at the spelling.

'It's my **turn!**' said the **girl** in the **purple skirt**.



5 3.16 Write the missing letters *ir* or *ur*. Listen to check.

1 sh ir t 2 b ur d 3 Th ur sday 4 th ur d 5 b ur ger 6 c ur cus

1 Look and read.

Graphic

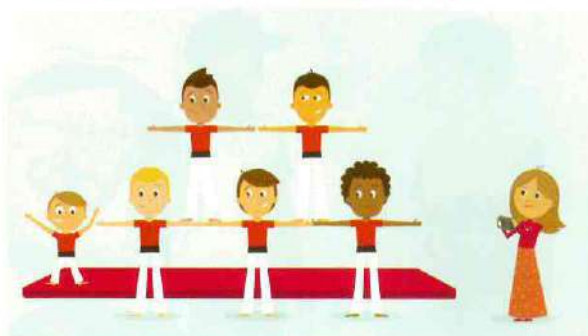
Grammar

Future plans with *going to*

He's going to climb .

She isn't going to climb .

She's going to take a photo .



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

- 1 In May, Simone 's going to travel by plane.
- 2 In May, she _____ travel by boat.
- 3 In August, she _____ visit Brazil.
- 4 In August, she _____ visit China.
- 5 In March, she _____ travel by train.












3 Make sentences about your plans for this evening. Use these verbs. Be a star! ★

play visit watch help
talk to listen to eat have

This evening, I'm going to play the piano. I'm not going to play football.

1  3.17  Listen and say.



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

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

- 1 Are you going to visit your grandparents? _____
- 2 Are you going to travel to another country? _____
- 3 What are you going to eat? _____
- 4 _____ ? _____
- 5 _____ ? _____

3  Now make a new dialogue. **Be a star!** 



Are you going to visit England?

Yes, I am.



Are you going to go there by plane?

No, I'm not. I'm going to travel by boat!

Lesson 6 Listening and speaking

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



2  3.18 Listen. Circle the pictures for Conversation 1 in **red** and the pictures for Conversation 2 in **blue**.



3  3.18 Listen again. Tick (✓) the things you hear.

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

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

4  Talk to a friend. Discuss what you do to celebrate Mother's Day and World Water Day. **Be a star!** 



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

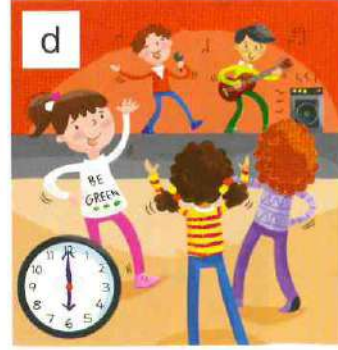
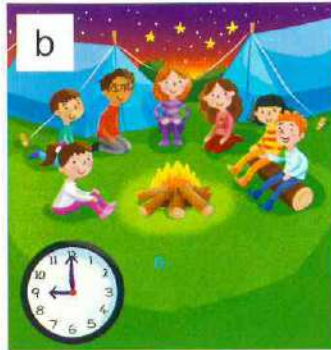
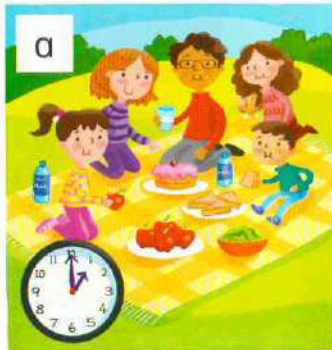


Lesson 7 Writing

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

first then after that finally

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



1 eat a picnic

tell stories
under the stars

paint T-shirts

watch a
music show

Dear Simone,

I'm writing to tell you about my favourite children's celebration in the UK.

The Green Man festival is in May.

First, I'm going to

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

With best wishes,

Jill Dawson

Lesson 8

Think about it!

- Find a friend and make 12 sentence cards. **Be a star!** ★
- Play the game.



Spin the spinner and move your counter.

- If you land on a picture square ...
 - Say the sentence with *going to*.
- If you land on a sentence card square ...
 - Pick up a sentence card and say the sentence.
 - Move your counter to the matching picture square.

The winner is the first player to reach the finish!

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

YOU NEED:

A spinner

2 counters

12 sentence cards



NEXT YEAR ...

1 START	2 5th August 	3 7th May Mexico	4 Sentence Card	5 2nd March 	6 8th September
11 12th June 	10 Sentence Card	9 9th April 	8 Sentence Card	7 11th January 	6 10th November Egypt
12 3rd October China	13 Sentence Card	14 6th February 	15 1st July India	16 4th December 	FINISH

Review 5

1 Read, match and write the sports clothes and equipment.

- 1 We use these after swimming.
- 2 We wear these for swimming.
- 3 We wear these to play baseball.
- 4 We use this to play baseball.
- 5 We wear these to do sport.

b

a



towel



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

When's your birthday?

It's in March.

Month	Name	Month	Name	Month	Name
January	_____	_____	_____	_____	_____
_____	_____	June	_____	_____	_____
_____	_____	_____	_____	November	_____
April	_____	_____	_____	_____	_____

3 Think about your school rules. Complete the sentences with *have to* or *don't have to*.

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

4



Circle one word in each column. Play a guessing game.

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

Are you going to visit Brazil?

No, I'm not.

Are you going to visit Africa?

Yes, I am.

5 Complete the words.

ou or ow: 1 brown 2 m th 3 t el 4 h se

ir or ur: 5 ch ch 6 p ple 7 g l 8 sh t

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

Jack is talking to his friend Mark.

Jack: Can you play baseball today, Mark?

Mark: **A** Yes, you can.

B I like playing.

C Yes, I can.

1 Mark: Where's the baseball match?

Jack: **A** It's at three o'clock.

B We're going to play against Valley High School.

C It's at the sports centre.

2 Jack: Have you got a baseball glove?

Mark: **A** Yes, I do.

B Yes, I have.

C No, I didn't.

3 Jack: Great! And you have to wear a tracksuit and a helmet.

Mark: **A** OK, no problem. See you later!

B I haven't got a bat.

C I'm wearing football boots.

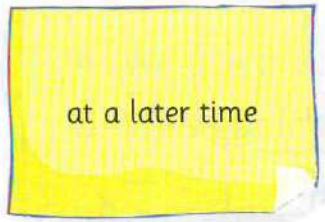


Amazing! You're an Academy Star!



Dictionary

Unit 1

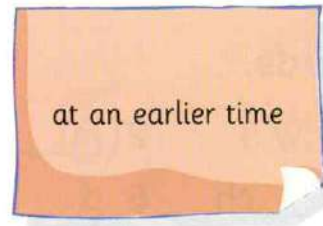


at a later time

after



art



at an earlier time

before



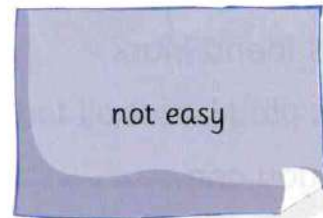
break time



computer room



computer studies

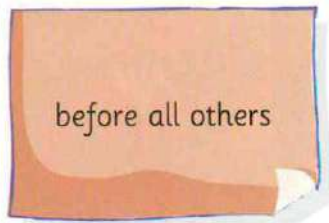


not easy

difficult



English



before all others

first



homework



laugh



maths



music



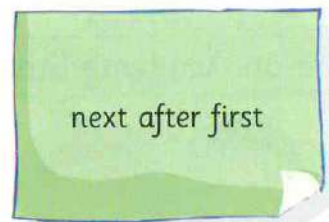
music room



PE



science



next after first

second



social studies



after something,
next

then



think

Unit 2



basement



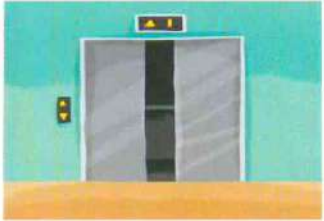
cereal



clean



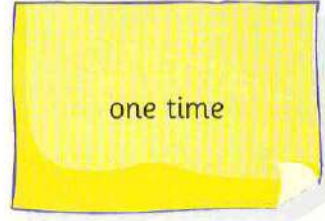
dust



lift



make the bed



one time

once



play chess



play computer games



read a comic



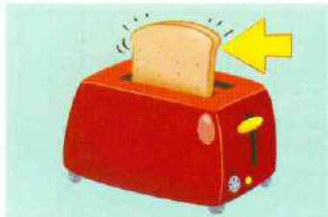
roof



sweep the floor



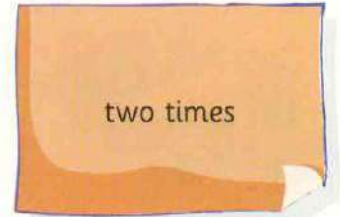
tidy up



toast



top floor



two times

twice



wash up



watch a film

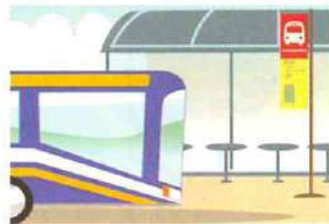
Unit 3

your mum or dad's
sister

aunt



bank



bus stop



café

using care when
doing something

careful



cinema

your uncle or
aunt's child

cousin

your mum or dad's
parents

grandparents



hospital

good and helpful
to other people

kind



library

not quiet

loud

not well-behaved

naughty

your mum and dad

parents

calm and able to
wait for a long
time without
becoming angry

patient



quiet



shopping centre



supermarket



swimming pool



train station

your mum or dad's
brother

uncle

Unit 4



backpack



biscuit



bottle



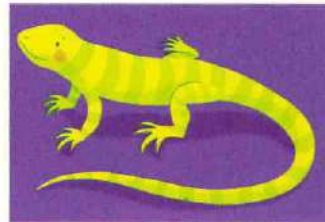
cheese



cup



leopard



lizard



mushrooms



olives



pasta



peppers



plate



salad



sandwich



soup



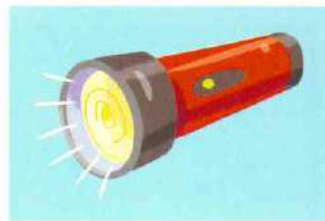
spinach



tea



tent



torch



tuna

Unit 5



carry



cowboy



dance



daughter



dress up



drum



flute



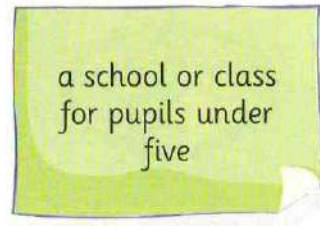
granddaughter



grandson



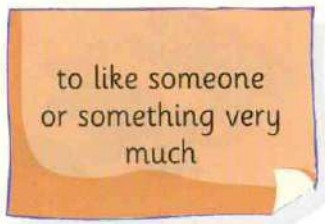
husband



kindergarten



look after



love



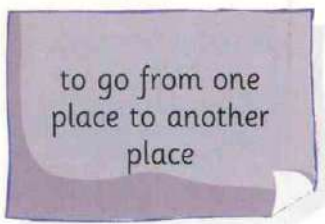
princess



son



study



travel



trumpet

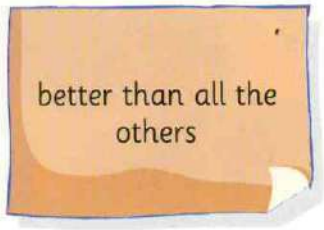


violin



wife

Unit 6



the best



crab



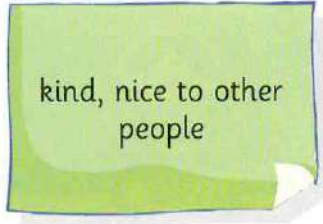
dolphin



eel



fat



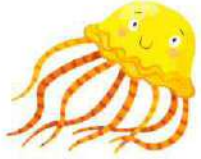
friendly



hard



heavy



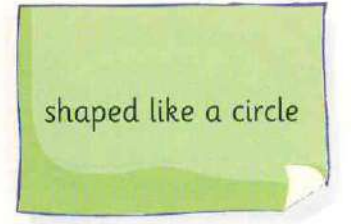
jellyfish



octopus



penguin



round



seahorse



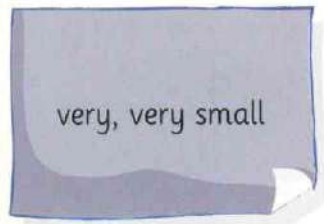
shark



starfish



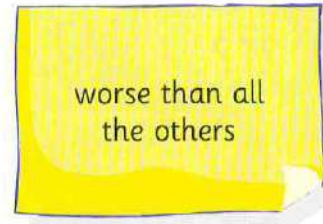
thin



tiny



whale



the worst

Unit 7

to do something in
an angry way

angrily



come—came



drink—drank



eat—ate



go—went

to do something in
a happy way

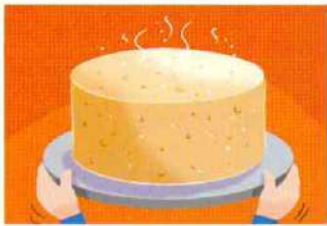
happily



have—had

to do something in
a kind way

kindly



make—made



party

to do something
very fast

quickly



read—read

to do something in
a sad way

sadly



say—said



see—saw

to do something in
a slow way

slowly



stand—stood



think—thought



wear—wore

Unit 8



bone



bowl



butterfly



ceramic



coin



fire



fireplace



gorilla



history



knife



meerkat



museum



musical instrument



necklace



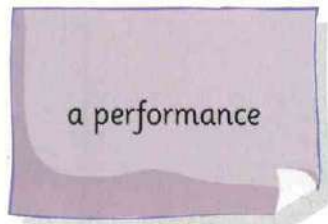
parrot



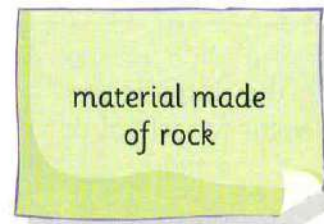
pot



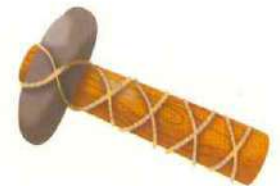
sculpture



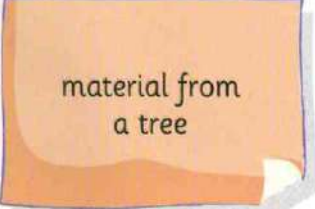
show



stone



tool



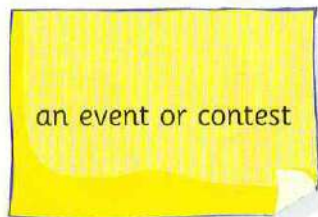
material from
a tree

wood

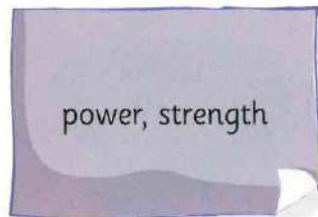
Unit 9



bat



competition



energy



flip-flops



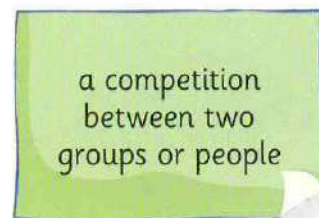
glove



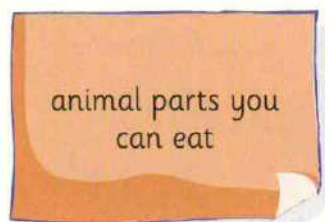
goggles



helmet



match



meat



medal



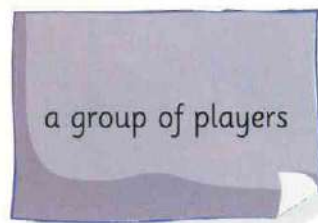
muscles



swimming cap



swimming costume



team



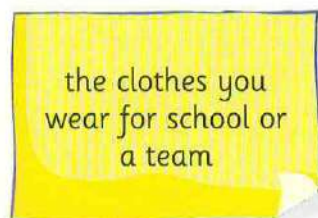
towel



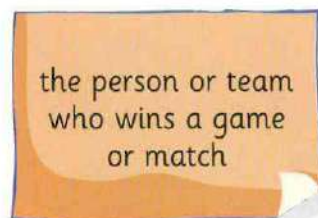
tracksuit



trainers



uniform



winner

Unit 10



first of January



second of February



third of March



fourth of April



fifth of May



sixth of June



seventh of July



eighth of August



ninth of September



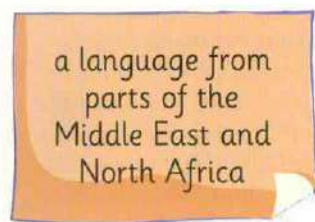
tenth of October



eleventh of November



twelfth of December



Arabic



bell



card



clothes



fireworks



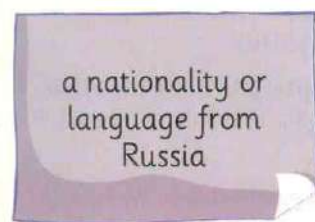
lantern



Mandarin



procession



Russian



Spanish

Macmillan Education
4 Crinan Street
London N1 9XW
A division of Macmillan Publishers Limited

Companies and representatives throughout the world

ISBN 978-0-230-49000-0

Text © Alison Blair and Jane Cadwallader 2017
Design and illustration © Macmillan Publishers Limited 2017

The authors have asserted their right to be identified as the authors of this work in accordance with the Copyright, Designs and Patents Act 1988.

First published 2017

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Original design by Splinter
Page make-up by emc design limited

Illustrated by John Batten (in the style of Gareth Conway) pp29, 129(l) and 138(carry, cowboy, dance, princess, study); Gareth Conway (The Bright Agency) pod artwork (folio), pp1, 4, 6–7, 8, 11(b), 22, 25, 34, 48, 51, 60, 70, 73, 85(b), 96, 99(b), 108, 111, 122 and 125; Mark Duffin pp 98, 99(t, c), 101(b) and 104; Clare Elsom (NB Illustration Agency) p59(t); Tamara Joubert (Beehive Illustration) pp1, 21, 32(b), 47, 55, 95, 103, 113 and 121; Helen Prole (Plum Pudding Illustration Agency) pp5(r), 9(t), 23(t), 32(t), 33, 49(t), 68, 71(t), 75(c), 79, 83(c), 90, 97(t), 106(c), 107(t), 107(c), 109(t), 117, 129(r), 130, 131, 132, 133(c), 134, 135, 137, 139, 140, 141, 142 and 143; Ana Sebastian (Sylvie Poggio Artists Agency) pp10, 11, 13(c), 16, 36, 37, 84–85, 86(c), 89 and 91; Shahab Shamshirsaz (Sylvie Poggio Artists Agency) pp12, 26(b), 30, 38, 39(t), 41(parks), 52, 57, 58(t, c), 59(c), 64, 65(c), 74, 77(r, c), 80(t), 81(c), 86(b), 87(c), 100(b), 112(b), 115(t), 126(b) and 127(b); Dave Shephard (in the style of Gareth Conway) (The Bright Agency) pp5(l), 21, 23(b), 26(t), 29, 32(b), 33(t, b), 35, 41(headshot), 42, 43, 47, 49(b), 55, 58(b), 59(b), 61, 62, 67, 71(b), 77(b), 80(b), 81(b), 83(b), (86t), 95(headshots), 97(b), 100(t), 106(b), 107(b), 109(b), 112(t), 115(c, b), 121(headshots), 123, 125(t), 133(b), 136 and 138; Alek Sotirovski (in the style of Gareth Conway) (Beehive Illustration) pp1, 4, 5(l), 6–7, 8, 9(b), 12(t), 22, 34, 48, 60, 70, 82, 96, 108 and 122.

Animation stills by Blublu animations Ltd pp13, 18, 19, 20, 27, 39, 44, 45, 46, 53, 65, 75, 87, 92, 93, 94, 101, 113 and 127.

Cover design by emc design limited
Cover illustration/photograph by **Getty Images**/Caitimage/
Paul Bradbury (cm), Getty images/Marc Romanelli (bl).
Picture research by Lorraine Beck

Authors' acknowledgement
The authors would like to thank Dr Alex Hearn for his contribution.

The publishers would like to thank the following for their participation in the development of this course:

Marina Kuznetsova, Russian State School No.1384
Khadija Zeidan, Al Arqam School, Amman, Jordan

The authors and publishers would like to thank the following for permission to reproduce their photographs:

Alamy Stock Photo/The Art Archive p99(port), Alamy Stock Photo/BibleLandPictures p105(flute), Alamy Stock Photo/unions Bildarchiv GmbH p55(tl), Alamy Stock Photo/blickwinkel pp 51(cl), 55(bml), 72(b), 74, 80(3), Alamy Stock Photo/Michele Burgess p51(br), Alamy Stock Photo/Gary Cook p50(lizard), Alamy Stock Photo/Dinodia Photos p56(crocodile), 62(b), Alamy Stock Photo/Fernando Quevedo de Oliveira p50(jeep), Alamy Stock Photo/Tomas Griger p17(tm), Alamy Stock Photo/imageBROKER p125(carnival), Alamy Stock Photo/Image Source Plus p17(tl), Alamy Stock Photo/Konstantin Kalishko p50(camels), Alamy Stock Photo/Roland Knauer p99(t), Alamy Stock Photo/Laborant p41(tl), Alamy Stock Photo/MBI p24, 25(cr), 26, 27, Alamy Stock Photo/Elena Mirage p56(soup), Alamy Stock Photo/Rolf Nussbaumer Photography pp51(bl), 52, Alamy Stock Photo/Stu Porter p51(tr), Alamy Stock Photo/Artem Rastorguev p63(u), Alamy Stock Photo/Realimage p98, Alamy Stock Photo/robertharding p51(cr), Alamy Stock Photo/Andre Seale p118(saw shark), Alamy Stock Photo/Alex Segre p41(bml), Alamy Stock Photo/Stockbroker p41(cml), Alamy Stock Photo/Martin Strmiska pp72(tr), 80(2), 118(hammerhead), Alamy Stock Photo/Tetra Images p110(l), Alamy Stock Photo/View Stock p124(b), Alamy Stock Photo/WaterFrame p118(saw shark), 119(t); **Fotolibra**/Sean Collins p55 (bl), Fotolibra/Michael Townsend p55(cm); **Getty Images**/Michael DeLeon p17(tr), Getty Images/ewg3D p41(tml), Getty Images/Andreas Koerner p41(br), Getty Images/Minden Pictures/Hiroya Minakuchi pp73(r), 80(5), Getty Images/Picavet p78(t), Getty Images/Andersen Ross p111(l), 112, Getty Images/Stephen Simpson p41(tmr), Getty Images/robertharding/Gabrielle & Michel Therin-Weise p78(h); **Images courtesy of Dr Alex Hearn** pp119 (c, tr) 120; **Macmillan Publishers Ltd** p57(torch), Macmillan Publishers Ltd/CORBIS p56(tiger), 72(tl), 80(1), Macmillan Publishers Ltd/Paul Bricknall p57(hat); **National Museums Scotland** pp99 (cr, br); **Shutterstock**/GUDKOV ANDREY p55(bmr), Shutterstock/apple2499 p55(cl), Shutterstock/aquapix p73(l), 80(4), Shutterstock/burnell p105(tr), Shutterstock/cosmopolit p57(socks), Shutterstock/Rich Carey pp72–73(ocean), Shutterstock/d13 p41(bl), Shutterstock/zhu difeng p34, Shutterstock/FlavoredPixels p55(tm), Shutterstock/fotohunter p124(lantern), Shutterstock/fotorip p63(b), Shutterstock/hxdyl p41(cl), Shutterstock/imtmphoto p62(t), Shutterstock/irin-k p57(ball), Shutterstock/Klerr p56(boors), Shutterstock/The Len p55(tr), Shutterstock/LeonP p55(cr), Shutterstock/LiliGraphie p4 pp6, 7, Shutterstock/Marina Lohrbach p105(ter), Shutterstock/luminasi p8, Shutterstock/Mariola S p55(br), Shutterstock/Mariyana M p57(water), Shutterstock/Palis Michalis p50 (tent interior), Shutterstock/Milkos p57(tv), Shutterstock/Mirelle p56(cheese), Shutterstock/Moving Moment p57(cookies), Shutterstock/Mrak.hr p41(cr), Shutterstock/pixelparticle p56(stars), Shutterstock/pockygallery p124(money packer), Shutterstock/ppa p22, Shutterstock/Sergio Foro p57(soup), Shutterstock/Alena Stalmashonak p41(tr), Shutterstock/Syda Productions p124(t), Shutterstock/unpier p56(cone), Shutterstock/Sandra van der Steen p57(gloves), Shutterstock/verasster p57(tshirt); **Superstock**/Minden Pictures/Pete Oxford p51(tl).

Commissioned photographs by Studio 8 pp14, 27, 28, 29, 31, 39, 40, 41, 53, 54, 55, 57, 66, 69, 75, 76, 81, 87, 88, 102, 103, 107, 114, 128 and 131.

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

Printed and bound in Malaysia
2021 2020 2019 2018 2017
10 9 8 7 6 5 4 3 2 1



Academy Stars 3

Pupil's Book

Aspire to excellence!

Academy Stars is an accessible seven-level course with an academic approach that supports communicative and captivating learning. A comprehensive skills syllabus and innovative Graphic Grammar focus are enhanced by beautiful animations to provide a vibrant and memorable learning experience. The unique learning skills strand develops critical thinking, learner autonomy and social values to give pupils a strong start on the path to lifelong learning.

For pupils:

- ★ Pupil's Book
- ★ Workbook
- ★ Pupil's Practice Kit
- ★ Pupil's Resource Centre

For teachers:

- ★ Teacher's Book
- ★ Presentation Kit
- ★ Pupil's Practice Kit with score report
- ★ Teacher's Resource Centre
- ★ Test Generator
- ★ Class Audio CDs

CAMBRIDGE ENGLISH: YOUNG LEARNERS ENGLISH TESTS AND EXAMS

Starters

Movers

Flyers

Key (KET) for Schools

COMMON EUROPEAN FRAMEWORK

Pre-A1

A1

A2

Pre-B1

www.macmillanyounglearners.com/academystars



System requirements for digital resources: Internet connection.

Desktop: Windows / Apple / Linux devices running latest operating system and latest IE / Firefox / Chrome / Safari browser version. Optional: Hard drive for local storage. Sound card for playback of audio files.

Mobile: Windows / Android / iOS mobile devices running latest operating system and IE / Firefox / Chrome / Safari browser version. Note: Local storage on certain devices might require third party software.

Please go to <http://mee2.macmillaneducation.com/system-requirements/> for further details.

ISBN 978-0-230-49001-7



9 780230 490017