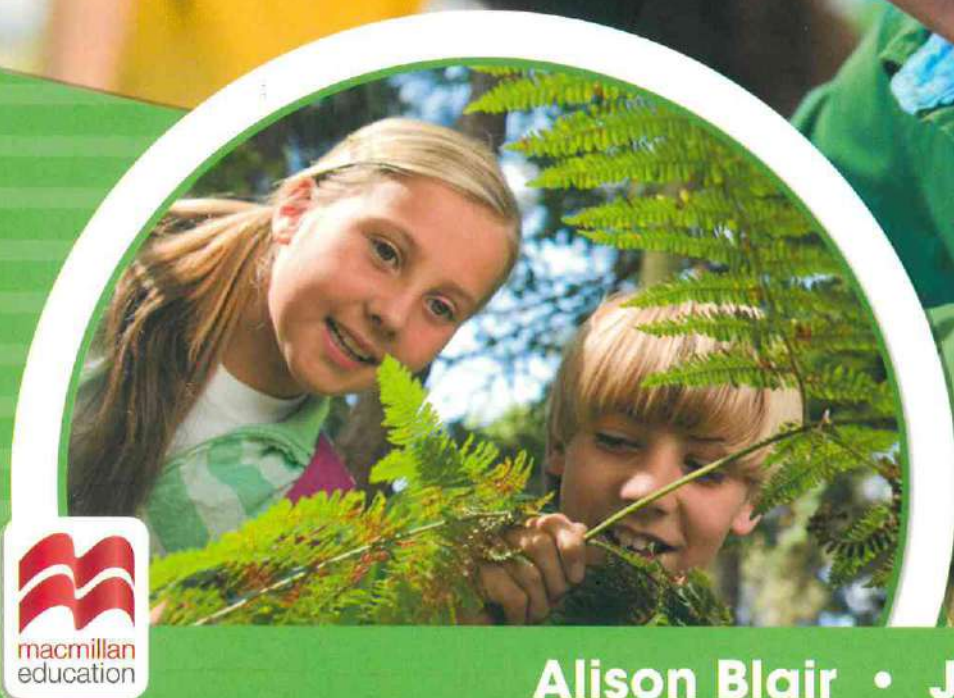


# Academy Stars 4

Pupil's Book



Alison Blair • Jane Cadwallader

# Welcome to Academy Stars Pupil's Book 4

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# Academy Stars 4

Pupil's Book

**Alison Blair**  
**Jane Cadwallader**



# Scope and sequence

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

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

# Welcome

I'm Vicky and I was ten last month. I love photography. This year I want to learn about technology.

I'm Peter and I'm 12. I'm Vicky's brother. I love sport, and this year I want to learn how to be fit and healthy.

I'm Freddy and I'm going to be 12 next week. Jane is my sister and Peter and Vicky are our cousins. I love listening to music. This year we all went on a great summer holiday with our grandpa. I want to hear about your holidays, too.

Hello! Come with us! There's lots to learn!





I'm Jane and I'm nine. This is our grandpa. I love science and learning about the world. I love stories, too. This year I want to learn how to write better stories.

# Lesson 1 Meet the Academy Stars

1 1.1 Look, listen and read. Write the names.

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

2 1.2 Listen and circle what the children talk about.

1  Jane			
2  Freddy			
3  Peter			
4  Vicky			

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

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



## Lesson 2

## Vocabulary

1 Look at the picture. With a friend, find and say three words beginning with these letters.

1 c

2 t

3 b

4 p

5 s

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

1 sea animals: dolphin \_\_\_\_\_

2 musical instruments: \_\_\_\_\_

3 food: \_\_\_\_\_

4 leisure activities: \_\_\_\_\_

5 months: \_\_\_\_\_

3  Play *Guess my word* with a friend. **Be a star!** 

1 Write three things from the picture in your notebook.

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



Do you play it?

Is it an animal?

Has it got lots of teeth?

Is it a shark?



No, you don't.

Yes, it is.

Yes, it has.

Yes, it is.







# 1

# Holiday news



# Lesson 1 Vocabulary

1  1.3 Listen, point and say.

2  1.4 Listen and play the game. What's next?



forest



island



lake



river



waterfall



village



town



countryside



volcano



hill

3  Write the new words in your notebook.

**Man-made**

**Natural**

village

forest

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

Where's the lake?

It's next to the forest.

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

**Flying home**

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

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

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

*Chorus*

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

*Chorus*

Which new words  
are in the song?





## Values

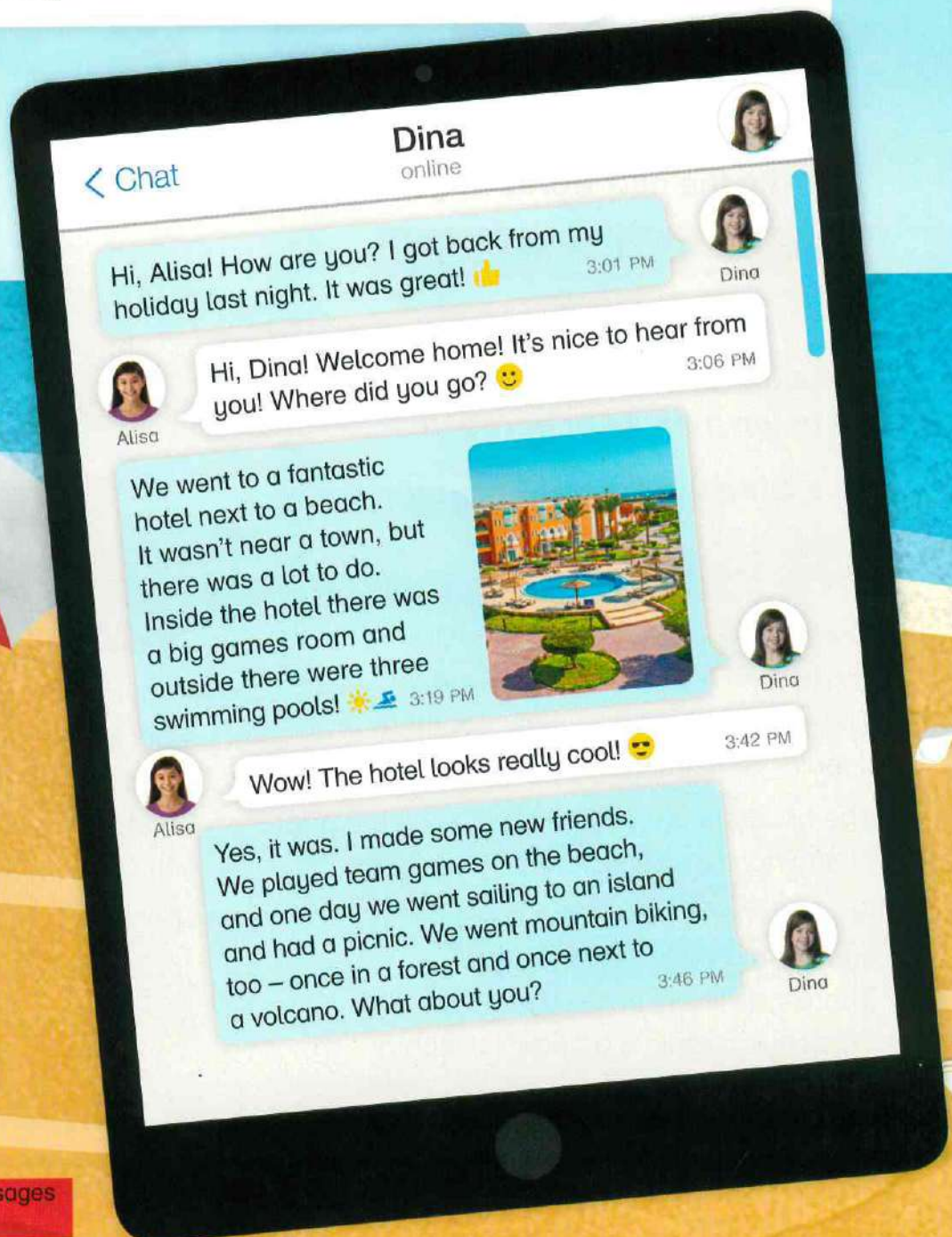
Why are holidays good for you?

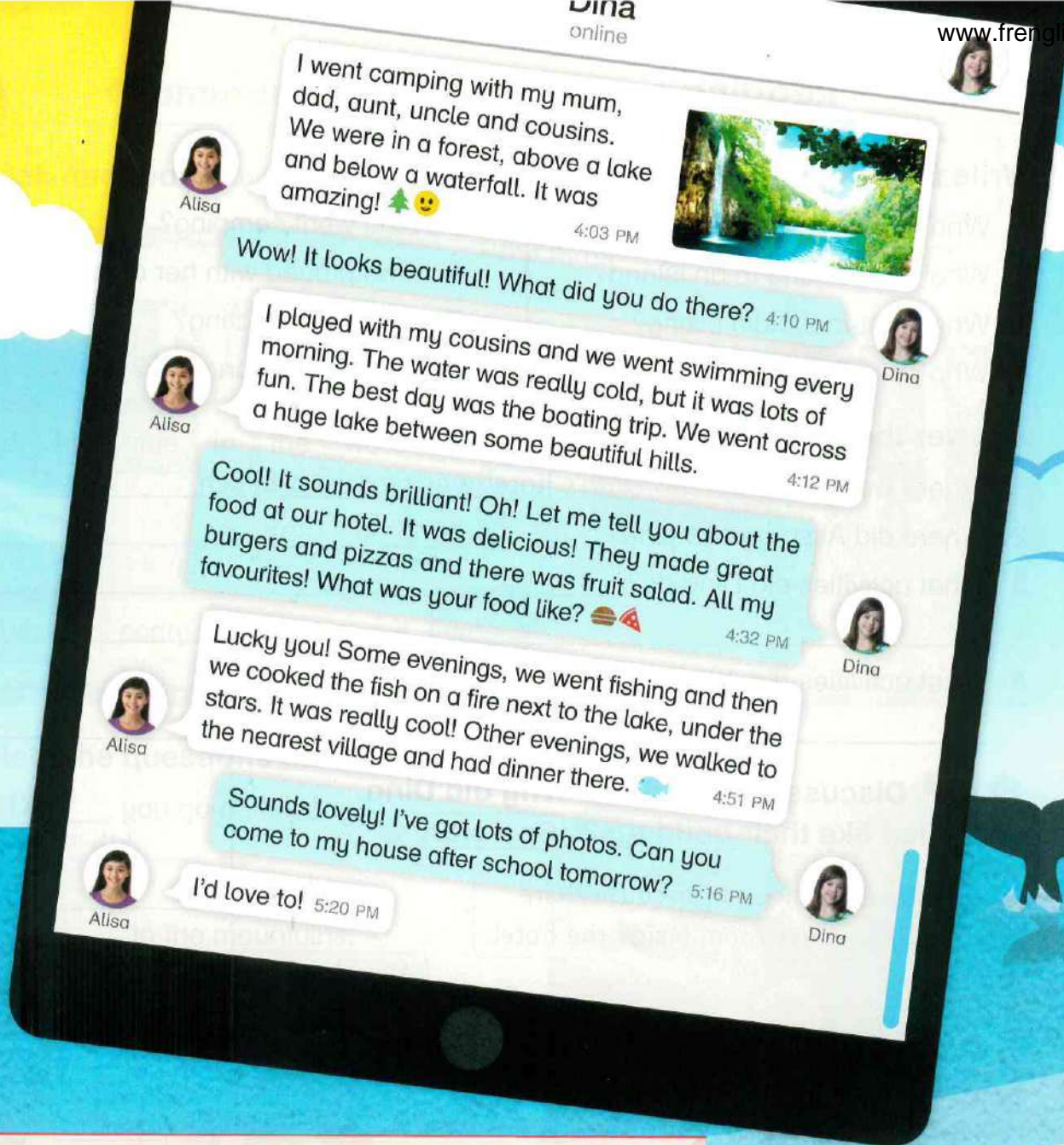
1 Look at the smartphones. **Circle** the answers.

- 1 The people writing are ...  
 a mother and daughter.    b two brothers.    c two friends.
- 2 They are writing ...  
 a text messages.            b emails.            c letters.

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

3 1.6 Read the text. Do you prefer Dina's or Alisa's holiday? Why?





above   below   camping   inside   outside   sailing

## Learning to learn

### How do you learn best?

In class you can work in different ways:

*on your own   in pairs   in groups   as a class*

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

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



## Lesson 3 Reading comprehension

### 1 Write D (Dina) or A (Alisa).

- |                                  |                            |                                |                          |
|----------------------------------|----------------------------|--------------------------------|--------------------------|
| 1 Who made new friends?          | <input type="checkbox"/> D | 5 Who went camping?            | <input type="checkbox"/> |
| 2 Who went sailing to an island? | <input type="checkbox"/>   | 6 Who played with her cousins? | <input type="checkbox"/> |
| 3 Who went mountain biking?      | <input type="checkbox"/>   | 7 Who went boating?            | <input type="checkbox"/> |
| 4 Who saw a volcano?             | <input type="checkbox"/>   | 8 Who cooked on a fire?        | <input type="checkbox"/> |

### 2 Answer the questions with full sentences.

- Where was Dina's hotel? Dina's hotel was next to a beach.
- Where did Alisa go camping? \_\_\_\_\_
- What activities did Dina do? \_\_\_\_\_  
\_\_\_\_\_
- What activities did Alisa do? \_\_\_\_\_  
\_\_\_\_\_

### 3 Discuss with a friend. Why did Dina and Alisa like their holidays? **Be a star!**

Dina liked her holiday because there was a big games room inside the hotel.

Alisa liked her holiday because she went camping in a forest.

## Sounds and spelling

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

A school **ch**oir sings a **ch**orus about a **ck** duck and a **ck**icken.

quack, quack, cluck, cluck



### 5 1.8 Write the missing letters. Listen to check.

- 1 clock    2 stomack    3 neck    4 ckoir    5 black    6 sckool

## Lesson 4 Grammar

### 1 Look and read.

Graphic

Grammar

Past simple question forms (review)

Where did he go ?

Did he hide in the wardrobe ?

Yes, he did .

Was it scary ? Yes, it was .



### 2 Complete the questions and answers.

1 Did you go on holiday?

Yes, I did .

2 Where you go?

I to the mountains.

3 Who you go with?

I with my parents.

4 you make new friends?

No, I .

5 the weather good?

No, it .

6 you happy?

Yes, I .



### 3 Ask and answer the questions in

Activity 2 about your summer holiday. **Be a star!** ★



Did you go on holiday?

Where did you go?

Yes, I did.

I went to the beach.














## Lesson 5 Language in use

horse-riding mountain biking  
skateboarding surfing

### 1 1.9 Listen and say.



-  Can I ask you what you think about some holiday activities?
-  Yes, of course.
-  **What do you think about** mountain biking?
-  Mountain biking? I **enjoy** it.
-  Me too! And skateboarding?
-  I **love** skateboarding.
-  So do I! **Do you like** horse-riding?
-  I **don't like** it.
-  Neither do I! OK, one more question. What about surfing?
-  Let me think ... I **don't mind** surfing.
-  Me neither! Thanks for your answers.

### 2 Read the opinions about holiday activities.

Do you agree? Circle your answers.

- 1 I love playing football.
- 2 I don't mind boating.
- 3 I like running.
- 4 I don't like sailing.
- 5 I enjoy swimming.

**I don't. / Me too!**

**Me neither. / I don't like it.**

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

**I do. / Neither do I.**

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

### 3 Make a new dialogue. Talk about yourself. **Be a star!**



What do you think about horse-riding?

Me too! And do you like surfing?

I love it.

No, I don't like surfing.

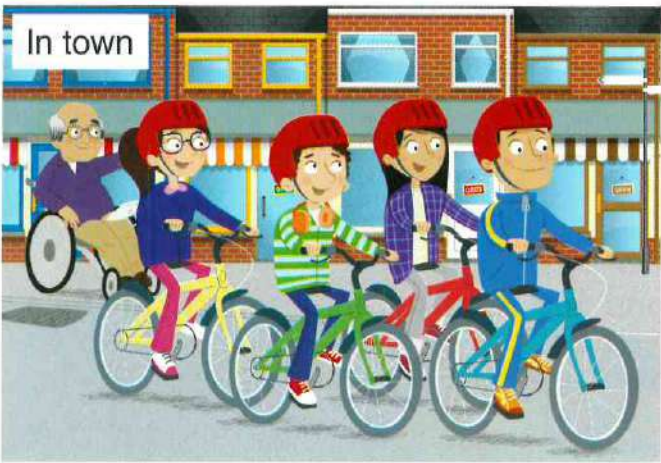




# Lesson 6 Listening and speaking

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

What was Freddy doing at the beach?



2 1.10 Listen to Vicky. Order the places.

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

3 1.11 Listen to Vicky talking to a friend. How many mistakes does she make?

On the river:  mistakes At the beach:  mistakes

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



Who's the boy on the green bike?

Where were they?

That's Freddy.

They were in town.



## Lesson 7 Writing

### Explanation

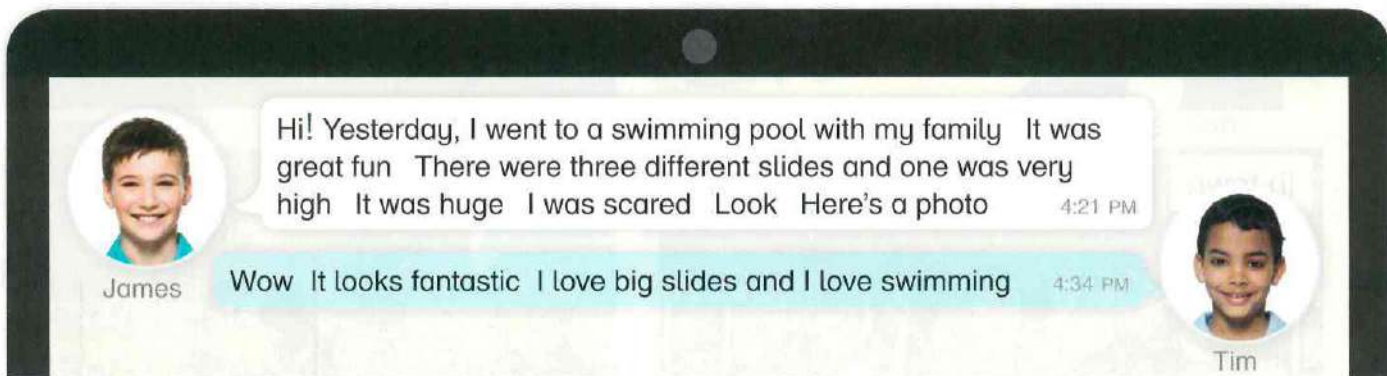
We use exclamation marks (!) in informal writing to show excitement and enthusiasm.

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

- Count the exclamation marks in the text messages.
- Write two of the sentences that end with an exclamation mark.

3 Read the sentences aloud. Try to sound excited!

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



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

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

You: Hi! I went to ... 2:12 PM

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

You: ... 2:58 PM

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

You: ... 3:19 PM

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

You: ... 4:17 PM

## Lesson 8

Think about it!

## LET'S DO A SURVEY

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



My topic

Where my friends went on holiday



My question

Did you go to ... ?

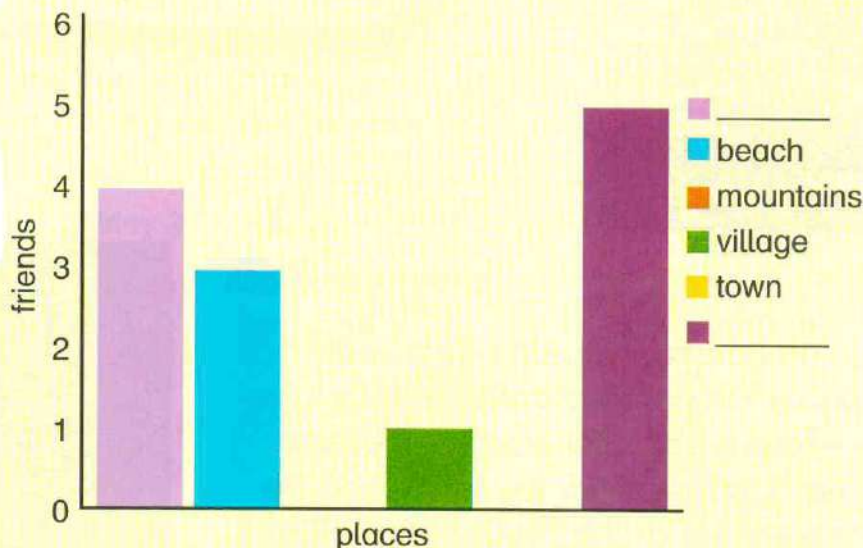


Collecting my data

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



My results



My conclusions


Going to the \_\_\_\_\_ was the most popular.  
 Going to a \_\_\_\_\_ was the least popular.  
 The children enjoyed natural places like the mountains,  
 a beach or a \_\_\_\_\_.

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

- 1 Think of a holiday question, for example, *What activities did you do? How did you travel? Where did you stay? What did you eat and drink?*
- 2 Ask your friends the question. Draw a bar graph with your results.
- 3 Share your conclusions with the class.

НОУ «АЛИБРА»  
УЧЕБНО-МЕТОДИЧЕСКИЙ  
ОТДЕЛ

## Reading time 1

1  1.12 Read the blogs. Who helps the people in each story?

# True travellers' tales of kindness

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

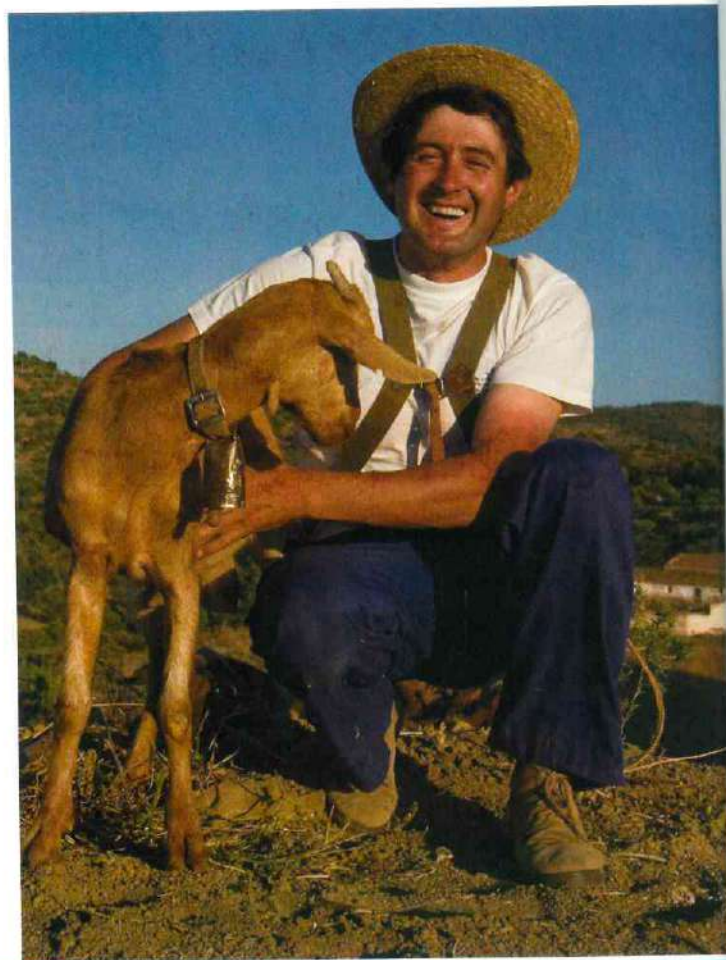
## Blog posts

**Tuesday 6<sup>th</sup> March**

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

 **Wolfgang, Berlin**

 **6 comments**



## Blog posts

Wednesday 14<sup>th</sup> June

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

 Felipe, nine years old, Mexico City  14 comments



Friday 27<sup>th</sup> August

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

 Matilda, Chicago  4 comments



## Reading time 1 Activities

- 2 Cross out the extra letters to find the words. Write the words in the correct category in your notebook.

villag~~ee~~ buss~~e~~ ~~o~~ld~~e~~ boate haappy lakeet keinds  
mouuntaine youunge islanden toowne esnowboardd heelpful

The world around us	Describing people	Moving around
village	old	bus

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

A young woman  
An old woman  
My wife and I  
I  
My husband and I  
A man  
My parents

gave us some milk.   
gave me some hand warmers.   
were in a restaurant.   
were in Jordan.   
had cold hands.   
waited for our bus with us.   
were in Spain.  1



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





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

- 5   Watch the story. Then discuss the four stories with a friend. Which is your favourite story? Why?




# Play 1








- 1  Talk about the pictures. What are they doing?
- 2  1.13 Listen and read. What is Jane doing?
- 3 Act out the play.

## Jane and the special butterfly

-  Vicky, let's look at your photos of our holiday!
-  That's a great idea!
-  Did you take photos of us horse-riding?  
I loved that!
-  Where am I?
-  There you are. You're looking for that butterfly!



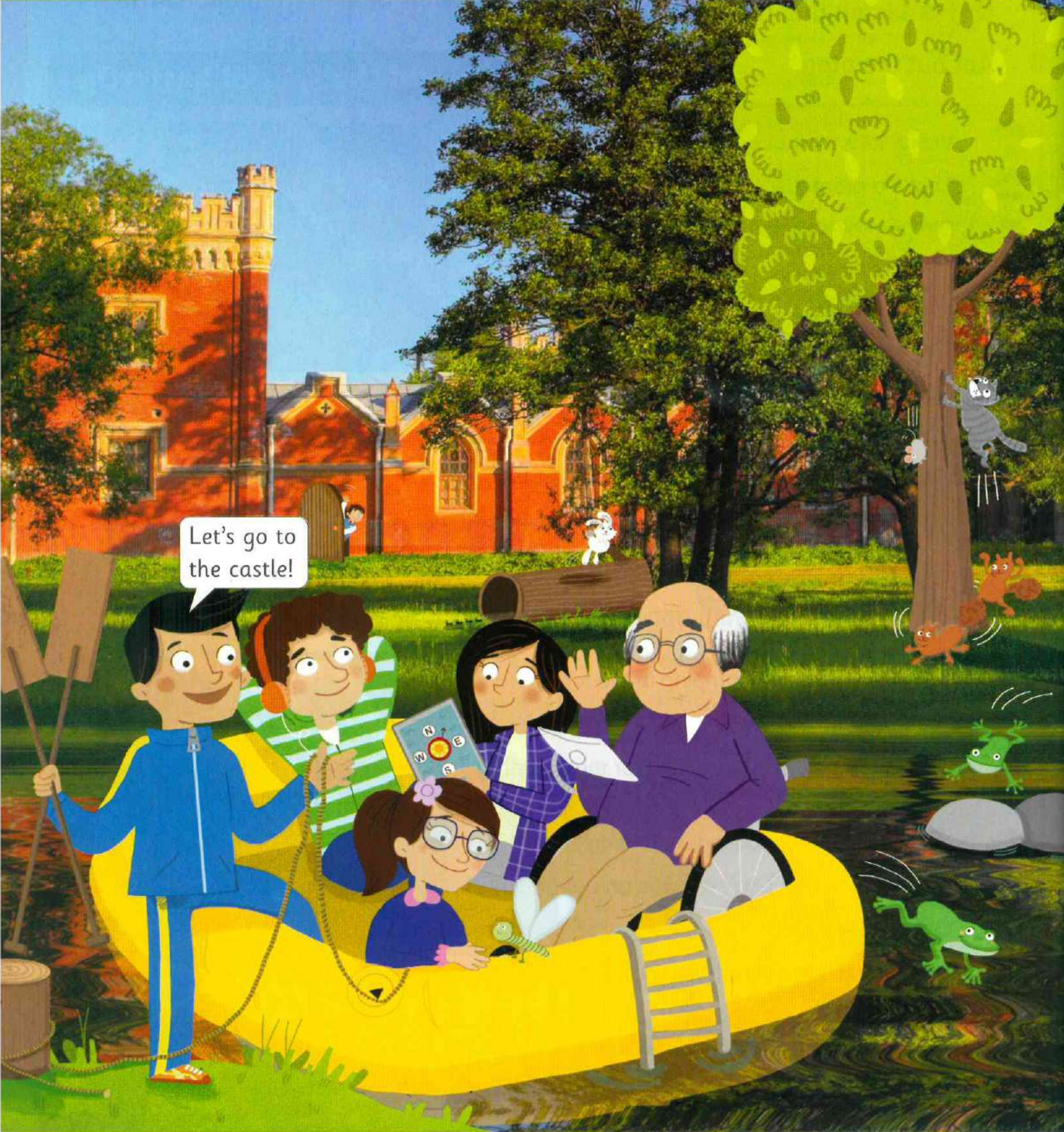
-  Look at the waterfall in this photo!
-  Where am I?
-  You're **still** looking for that butterfly!

-  In this photo, we're camping in the forest!
-  Where am I?
-  There you are. You're looking for that butterfly again!
-  Yes! I looked and looked, but I didn't find it!
-  Oh, yes you did! Look – it was on your back!
-  Oh! I didn't see it!
-  I'm going to print the photo and then you can look at it all you want!



# 2

# Different lives

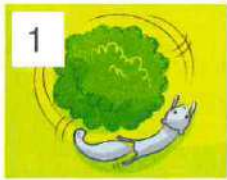




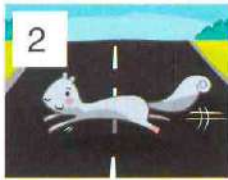
# Lesson 1 Vocabulary

1 1.14 Listen, point and say.

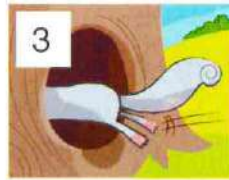
2 1.15 Listen and play the game. What's the squirrel doing?



1 round



2 across



3 into



4 out of



5 through



6 up



7 down



8 onto



9 off



10 over

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

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



cat



rabbit



frog



squirrel



mouse

What's the cat doing?

It's running up the tree.

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

## Let's go!

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

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

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

## Chorus

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

## Chorus

Which prepositions of movement are in the song?



## Lesson 2

## Reading

**1 Look at the title and pictures. Then answer the questions.**

1 Who is the prince and who is the pauper?

\_\_\_\_\_

2 Who is poor and lives in a house?

\_\_\_\_\_

3 Who is rich and lives in a castle?

\_\_\_\_\_

**2 Scan the text. Underline the new words from Lesson 1.****3**  1.17  **Read the text. Circle the themes in the story.**

friendship

adventure

animals

different lives

holidays

# The Prince and the Pauper

(adapted from a story by Mark Twain)

Once upon a time, there was a prince called Edward. He lived in a castle, but he didn't have any friends. One day, Edward saw a poor boy called Tom. 'Come into the castle and play with me!' he said.

'What's it like to be a prince?' asked Tom. 'I've got an idea!' said Edward. The boys decided to swap clothes.

'You look like me now!' said Edward. 'And you look like me!' said Tom.

The boys were hungry, so Edward went to find some food. He forgot that he had Tom's clothes on! An angry servant pushed Edward out of the castle.

'Stop! I'm the prince!' said Edward, but the servant just laughed.



Tom waited and waited. *Where's Edward?* he thought. He walked round the castle. He went up and down the stairs. He walked through the halls and across the huge rooms, but he couldn't find his new friend.

Tom was very tired. He returned to Edward's bedroom, got into the huge bed and went to sleep. In the morning, a servant walked through the door. 'Good morning, Prince Edward,' said the servant. 'Here are your clothes.' The clothes were beautiful, but they weren't very comfortable! *Where is Edward?* thought Tom.

Outside the castle, Edward had a terrible

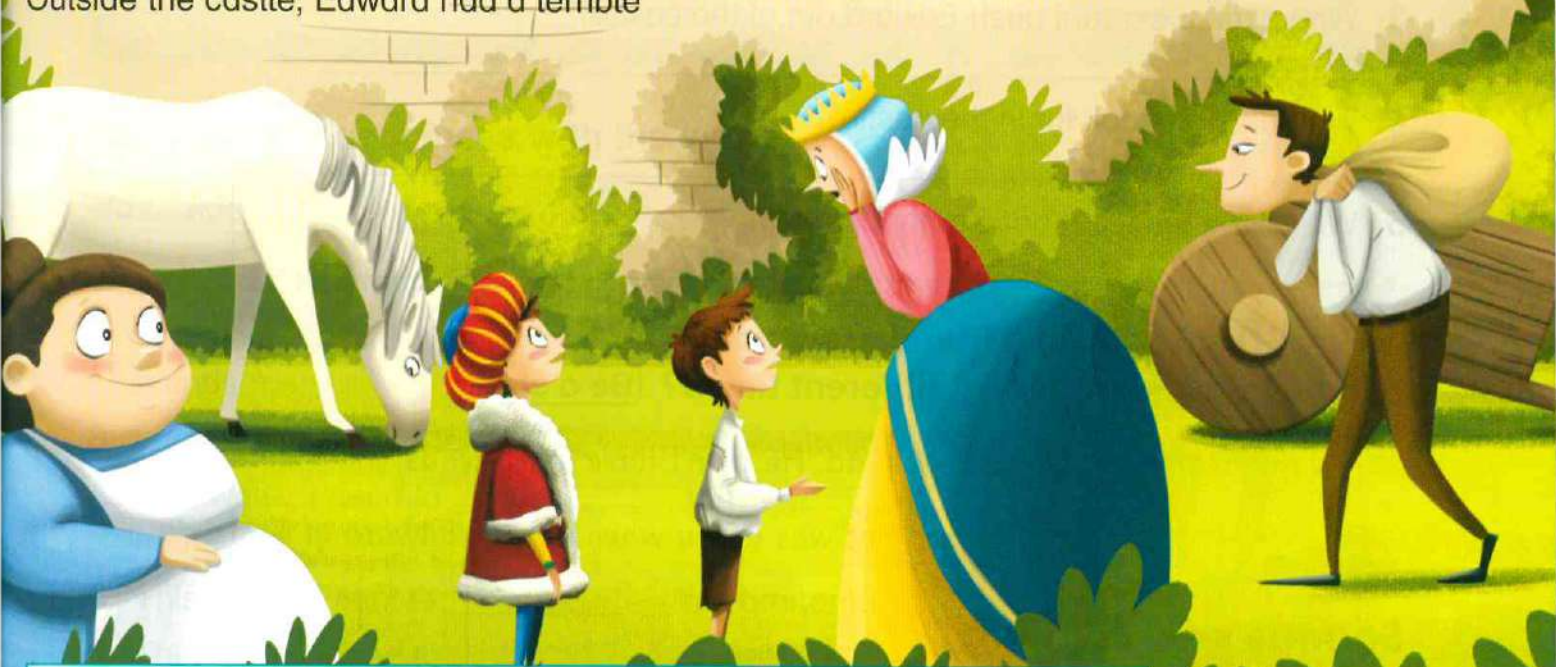
night! In the morning, he went back to the castle. Tom was very happy to see him! 'Prince Edward!' said Tom.

What? '**You** are Prince Edward!' the servant said to Tom.

At that moment, the queen came into the castle. 'Edward? What are you doing in those old clothes?' she asked.

'Sorry, Mum,' apologised Edward.

'We were playing a game, Your Majesty!' said Tom. Everyone was very surprised. Then they all laughed. After that, Edward and Tom became very good friends.



apologise    decide    find (found)    forget (forgot)    look like    swap

## **E** Learning to learn

### Asking classmates for help **Be a star!** ★

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

*What does ... mean?*

*What did you put for question ... ?*

*How do you spell ... ?*

*How do you pronounce ... ?*

**Ask a friend some questions about the story.**

## Lesson 3 Reading comprehension

### 1 Match the sentences to the speaker.

- |  |               |
|--|---------------|
| 1 'Come into the castle and play with me!'   | a Tom         |
| 2 'What's it like to be a prince?'           | b Edward      |
| 3 'Here are your clothes.'                   | c the queen   |
| 4 'What are you doing in those old clothes?' | d the servant |

### 2 Answer the questions with full sentences.

- Who didn't have any friends?  
Edward didn't have any friends.
- Why did Edward go to find food?  
\_\_\_\_\_
- Why did the servant push Edward out of the castle?  
\_\_\_\_\_
- Who did Tom look for in the castle?  
\_\_\_\_\_
- Why does the story have a happy ending?  
\_\_\_\_\_

### 3 Discuss with a friend. How do the people in the story feel at different times? **Be a star!**

At the beginning, Edward was sad. He didn't have any friends.

The servant was angry when he saw Edward in Tom's clothes.

## Sounds and spelling

### 4 1.18 Listen and say the chant. Look at the spelling.

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



### 5 1.19 Write the missing letters. Listen to check.

- 1 J\_uly    2 oran\_\_e    3 ve\_\_etable    4 \_\_acket    5 \_\_anuary    6 villa\_\_e

## Lesson 4 Grammar

### 1 Look and read.

Graphic

Grammar

verbs with to + infinitive

He wanted to climb the mountain .

But now he needs to run .

### 2 Complete the sentences with the verbs.

do ride make visit sleep go

- Last year, I learnt to \_\_\_\_\_ ride \_\_\_\_\_ a skateboard.
- Last year, I decided to \_\_\_\_\_ new friends.
- Last year, I wanted to \_\_\_\_\_ to Australia.
- This week, I need to \_\_\_\_\_ my homework.
- This week, I want to \_\_\_\_\_ my grandma.
- This week, I need to \_\_\_\_\_ more!



### 3 Discuss with a friend. What did you learn to do last year? What do you want to do this week? **Be a star!** ★



Last year, I learnt to speak more English.

This week, I want to do all my homework before dinner.













## Lesson 5 Language in use

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

### 1 1.20 Listen and say.



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

### 2 Complete three questions to ask a friend. Then write their answers.

1            Could you            say the alphabet            when you started kindergarten            ?

2            do up your coat            ?

3            tie your shoes            ?

### 3 Make a new dialogue. Talk about yourself. **Be a star!**



Could you climb a tree when you were five?

No, I couldn't, but I could ride a bike. Could you ride a bike when you were five?

Yes, I could. What about you?

No, I couldn't.



## Lesson 6 Listening and speaking

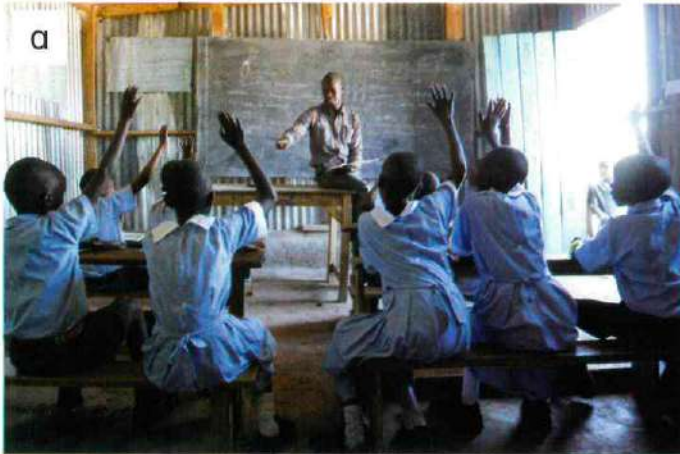


### Values

What makes a good school?

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

The children are sitting.



- 2 1.21 Read the questions. Listen and write the answers.

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


- 3 Work in groups. Choose Baguma's or Aiko's school.

Talk about how your school is the same or different. **Be a star!**

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

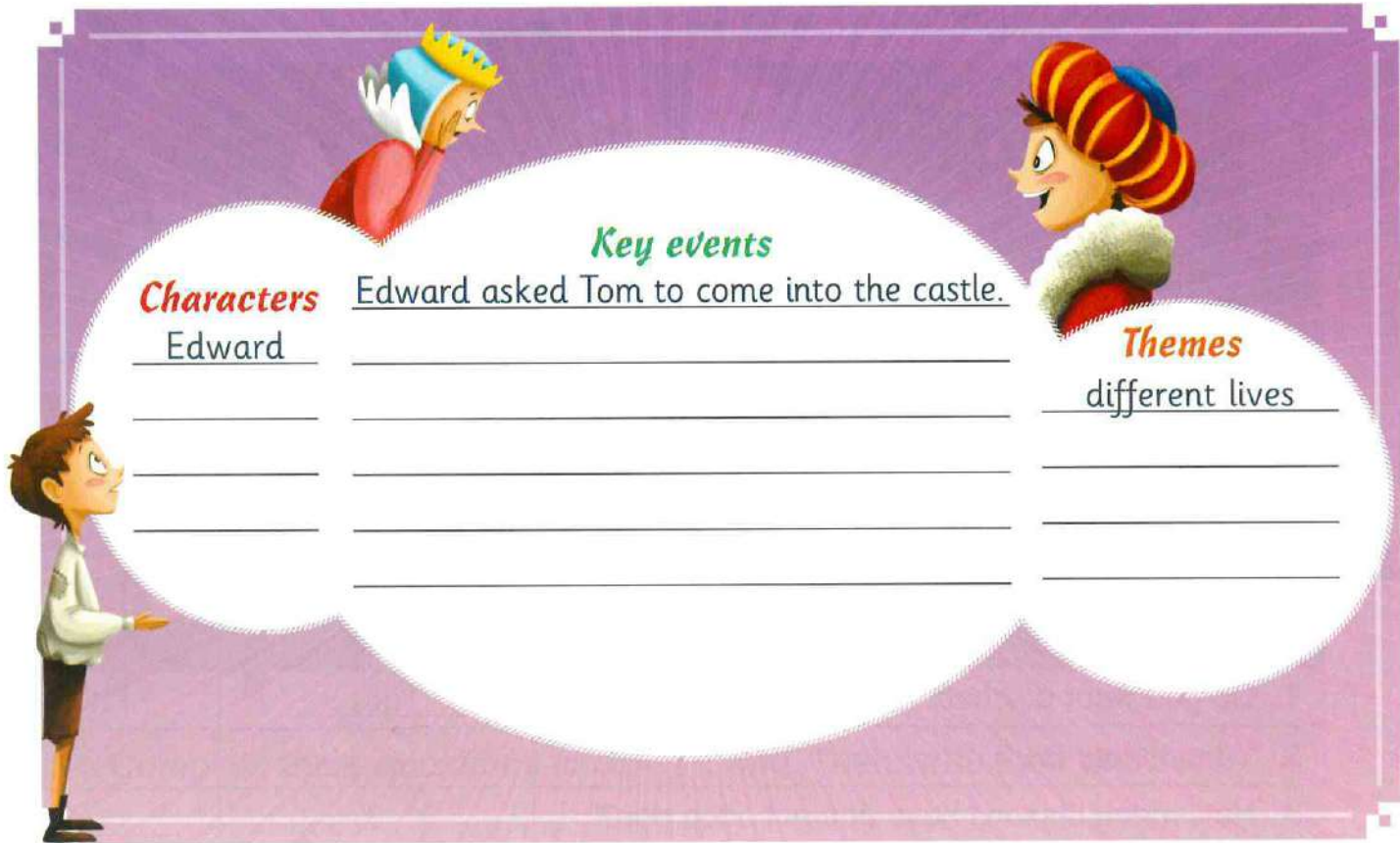
We have got five lessons each day like at Baguma's school.

## Lesson 7 Writing

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

### Explanation

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



**Characters**  
Edward

**Key events**  
Edward asked Tom to come into the castle.

**Themes**  
different lives

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

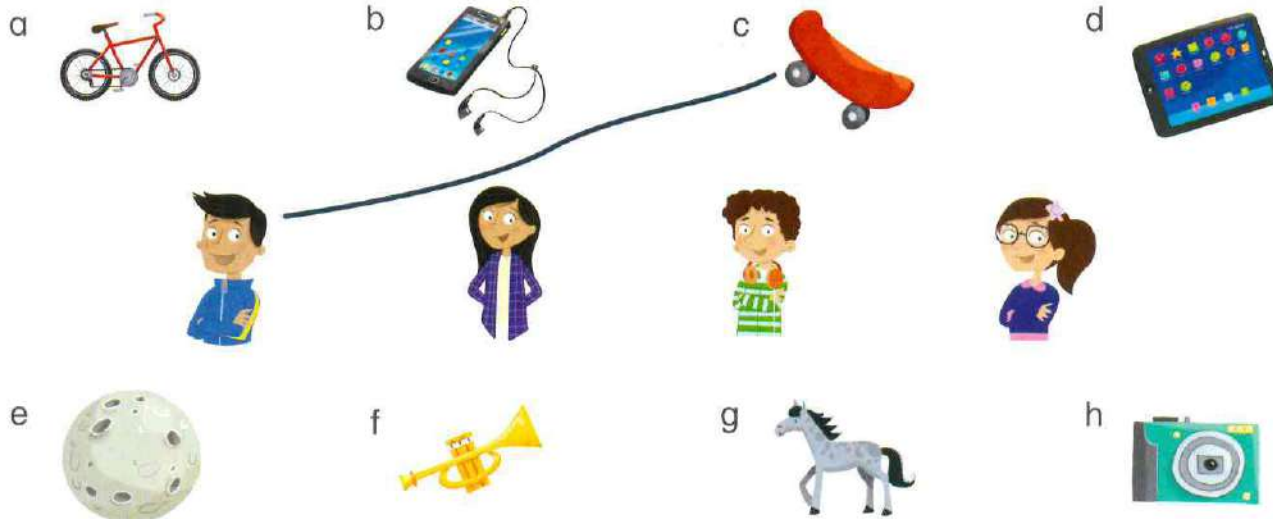
At the beginning, Edward asked Tom to come into the castle.

Then,

At the end,

The main themes of the story are



1  1.22 Listen and draw lines from the children to the objects.2 Read and think. Write *Peter*, *Vicky*, *Freddy* or *Jane*. Then complete the sentences.

## A The children go to some hills in the countryside.

- 1 Vicky decides to take photos with her tablet and send them to some friends.
- 2 \_\_\_\_\_ walks round looking for plants and animals.
- 3 \_\_\_\_\_ tries to write a song about the countryside.
- 4 \_\_\_\_\_ decides to climb up a hill.


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

- 1 \_\_\_\_\_ needs to visit the bookshop to buy some new books about nature.
- 2 \_\_\_\_\_ is happy because there's a music shop in the shopping centre.
- 3 \_\_\_\_\_ wants to ride a bike in town.
- 4 \_\_\_\_\_ wants to get new batteries for a digital camera.

## C The children finish their homework and are free for the evening.

- 1 Peter wants to \_\_\_\_\_.
- 2 Vicky wants to \_\_\_\_\_.
- 3 Freddy wants to \_\_\_\_\_.
- 4 Jane wants to \_\_\_\_\_.

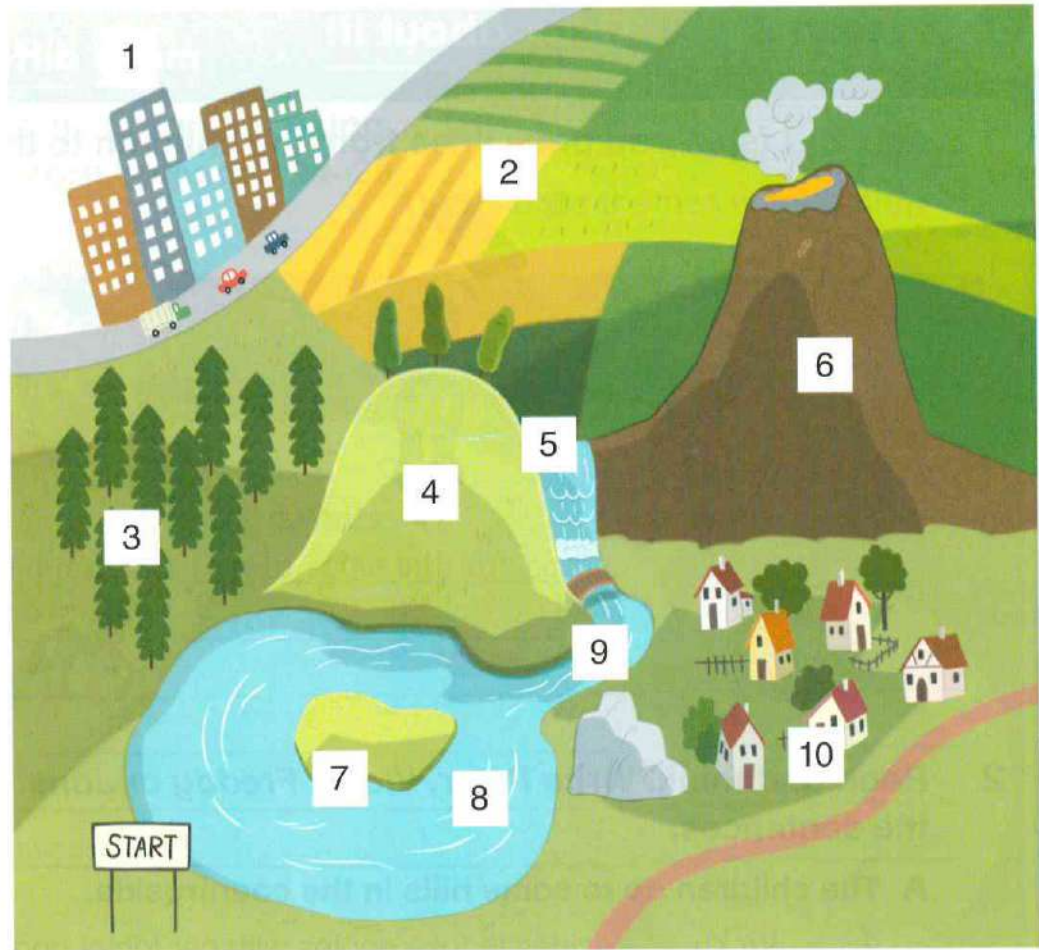
3   Discuss with a friend. What do you like to do?

Are you most like Peter, Vicky, Freddy or Jane? **Be a star!** 

# Review 1

## 1 Look and write.

- 1 town
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_




## 2 1.23 Listen and draw the route on the picture in Activity 1.

## 3 Read the answers and write Peter's questions.

- 1 Where did you go on holiday?
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

I went to a lake.  
 No, I didn't. I went sailing.  
 I enjoy sailing.  
 It was hot and sunny.  
 We ate in a restaurant.  
 Yes, it was. I had a fantastic pizza.



4  Discuss with a friend. What do Jane and Vicky want to or need to do?



I think Jane wants to go out.

Yes, I think she wants to visit a friend.

Or maybe she needs to ...



5 Complete the words.

- ck or ch: 1 s ch ool      2 du \_\_ s      3 clo \_\_      4 stoma \_\_  
 g or j: 5 villa \_\_ e      6 \_\_ acket      7 hu \_\_ e      8 \_\_ ump

6  1.24 Listen and write a letter in each box. There is one example.

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



his aunt



his parents



his grandpa



his sister



Well done! You're an Academy Star!



# 3

# Super cycling



## Lesson 1 Vocabulary

- 1  1.25 Listen, point and say.
- 2  1.26 Listen and play the game. Which word is *above*, *below* or *next to* these words?



cyclist



light



basket



gears



pump



lock



bell



wheel



brakes



safety vest

- 3  Write the new words in your notebook.

**Bikes have got ...      Cyclists need ...**

lights

a lock

- 4  Look at the picture. Ask and answer.

Who's got a pink safety vest?

Jane.

- 5  1.27 Sing the song. **Be a star!** ★

### Going on a bike ride

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

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

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

There were two cyclists going on a bike ride.

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

There was one cyclist going on a bike ride.

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

There were no cyclists on the bike ride.

What is each cyclist's problem?



## Lesson 2



## Reading

1 Look at the leaflet. **Circle** all the answers.

This leaflet is for ...

1 visitors to London.    3 adults only.    5 children only.

2 families.    4 animal lovers.    6 cyclists.

2 Scan the text. **Underline** the new words from Lesson 1.3  1.28  Read the text. Would you like to go on this bike ride? Why?
 Values

Why is it good to ride a bike?



# London Bike Rides

Come on a bike ride round London. Fun for all the family!



Our bike rides are great for all the family: mum and dad, children aged six and over, and grandparents too!

Our groups are small – between four and ten cyclists. Ride one of our fantastic bikes with a bell, a light and a basket, if you want one. All our bikes have got 24 gears. We also give you a helmet, a safety vest and a lock because your safety is very important to us.

Ride down quiet streets, across big squares and along paths through the beautiful parks of London, and see many of the city centre's famous places. Stop in a park for a break where you can play on the swings and slides, and enjoy an ice cream.

## Summer

- every day, 9am–12noon
- 1st April–3rd September

## Winter

- Friday, Saturday and Sunday, 10am–1pm
- 1st October–31st March

## Tickets

- £30 for adults
- £20 for children

You can buy tickets on our website or at London Bike Rides, near Victoria train station, opposite the Bluebird Café.

## Look at the map and find some of the famous places you'll see in London!

**1** The London Eye is a big wheel. It's one of the tallest in the world!

**2** Big Ben is the name of a bell. It's in a very tall tower with a clock at the top.

**3** Trafalgar Square is a very famous square. People come here to see concerts and parades.

**4** Tower Bridge is a very old bridge. It opens for big boats to go through.

**5** Buckingham Palace is the London home of the British Royal Family.

**START**

### Rules

- Children must be with an adult.
- You must wear a helmet and a safety vest.
- You mustn't ride fast.
- You mustn't ride near cars or people.

### Reviews

'The bike ride was fantastic! Our children loved it and they learnt a lot about London.' **Olga, Russia**

'Last summer I was in London for a week and the best day was your bike ride. Thank you!' **Duc, Vietnam**

bridge near opposite path square ticket

## Learning to learn

### Using what you know **Be a star!** ★

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

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

## Lesson 3 Reading comprehension

### 1 Answer the questions with full sentences.

- Who lives in Buckingham Palace? The British Royal Family live there.
- What is special about Tower Bridge? \_\_\_\_\_
- What is the London Eye? \_\_\_\_\_
- Where do people go to see concerts and parades? \_\_\_\_\_

### 2 Complete the information in the table.

It's summer and you're on holiday in London with your parents, your six-year-old brother and your 11-year-old sister. You want to go on a bike ride round the city. Look at the text to find out:

days you can go	<u>every day</u>
time the bike ride starts	_____
how long it lasts	_____
cost for your family	_____
place to buy the tickets	_____

### 3 Discuss with a friend. Where could you go on a bike ride in your city? **Be a star!**

We could go to the pyramids.

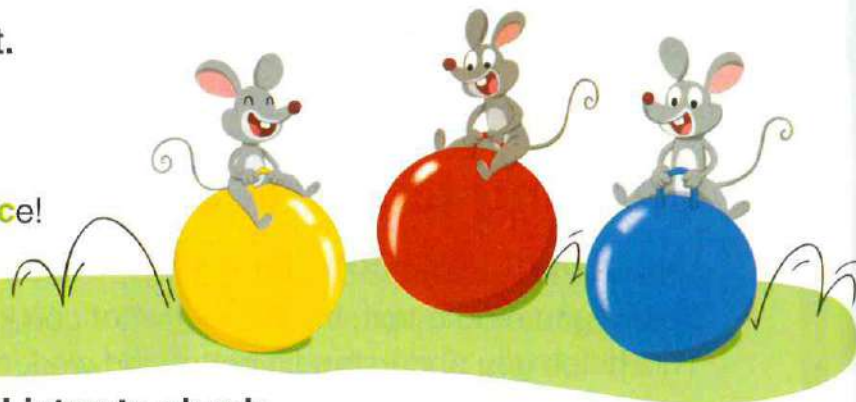
We could go to the castle.

## Sounds and spelling

### 4 1.29 Listen and say the chant. Look at the spelling.

Nice mice bouncing balls.

Bounce them on**ce**! Bounce them twice**ce**!



### 5 1.30 Write the missing letters. Listen to check.

- 1 summer    2 i  e cream    3   entre    4   afety    5 pala  e    6 fanta  tic



## Lesson 4 Grammar

### 1 Look and read.

**Graphic**
**Grammar**
*must and mustn't for obligation*

 You **must** look .

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


### 2 Complete the sentences about safe cycling.

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

### 3 Discuss with a friend. Use *must* or *mustn't* to make rules for skateboarding. **Be a star!**



You must wear a helmet.

You mustn't skateboard on the road.





## Lesson 5 Language in use

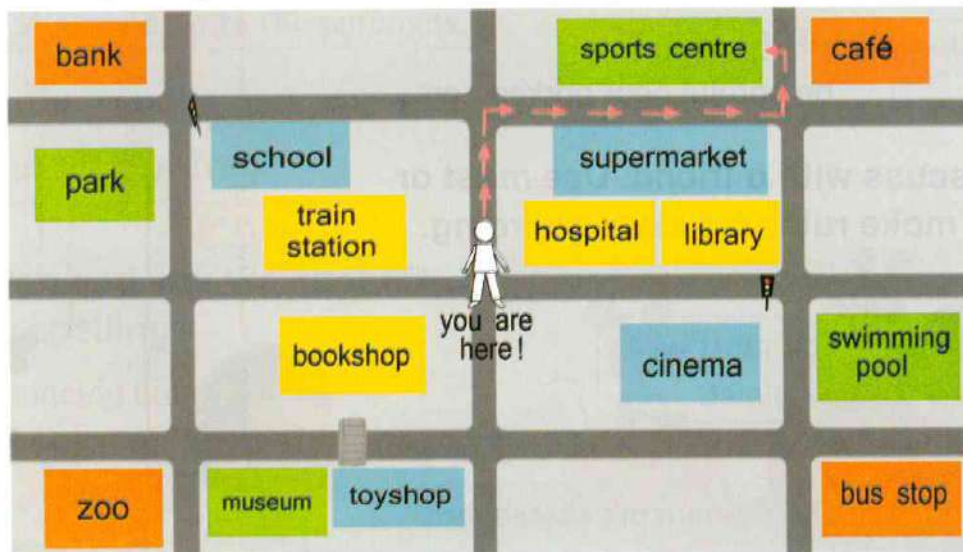
go past    go straight on    on the left  
on the right    turn left    turn right

### 1 1.31 Listen and say.



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

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



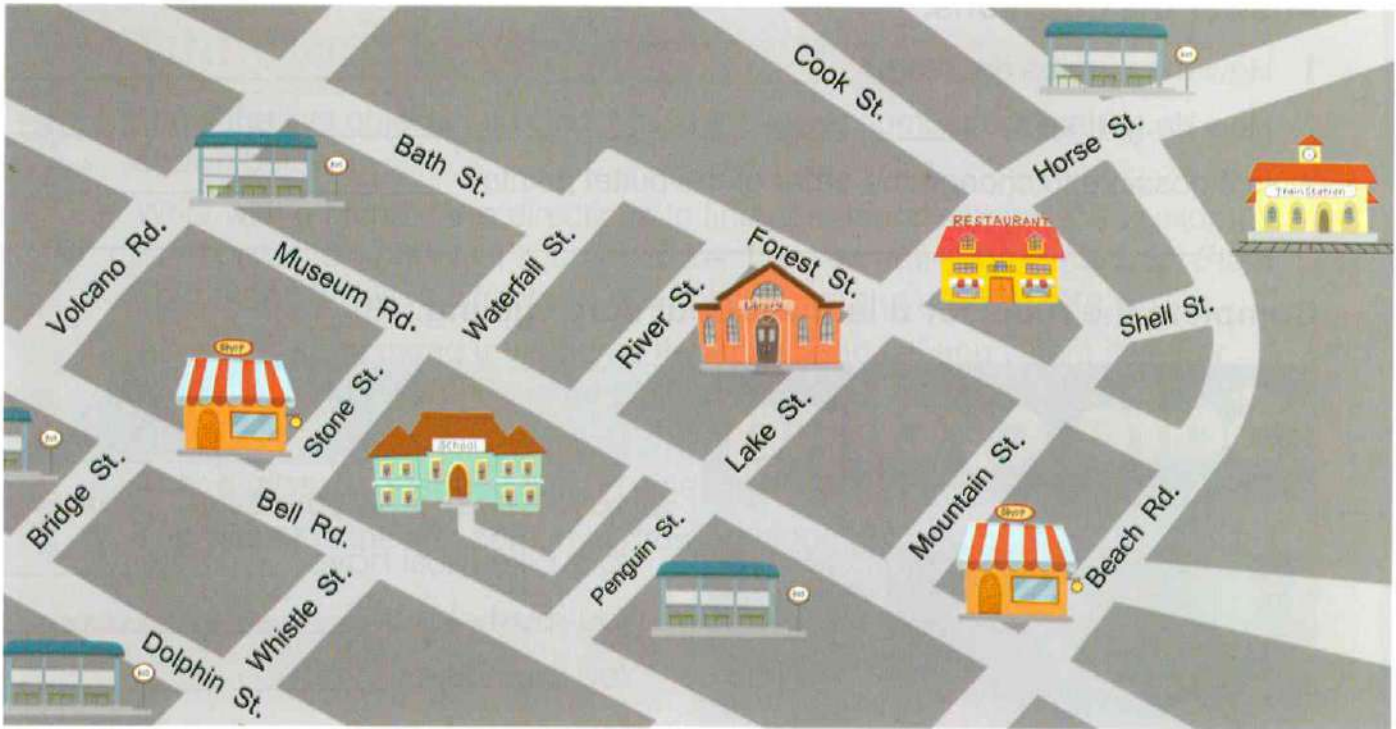
### 3 Make a new dialogue. Use the map to help you. **Be a star!**

How do we get to the cinema from here?

First, we turn right and ...

## Lesson 6 Listening and speaking

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



2 1.32 Listen to the children talk about how they get home from school. Complete the addresses.

1 Danny's address is 10 \_\_\_\_\_.

2 Nadia's address is 5 \_\_\_\_\_.

3 Devrim's address is 17 \_\_\_\_\_.


3 Choose a place on the map. Then discuss with a friend how to get there from the school. **Be a star!**



# Lesson 7 Writing

## Explanation

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

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

- 1 How many rules are there? \_\_\_\_\_
- 2 How do you know? \_\_\_\_\_
- 3 Is it possible to change the order of the bullet points? \_\_\_\_\_

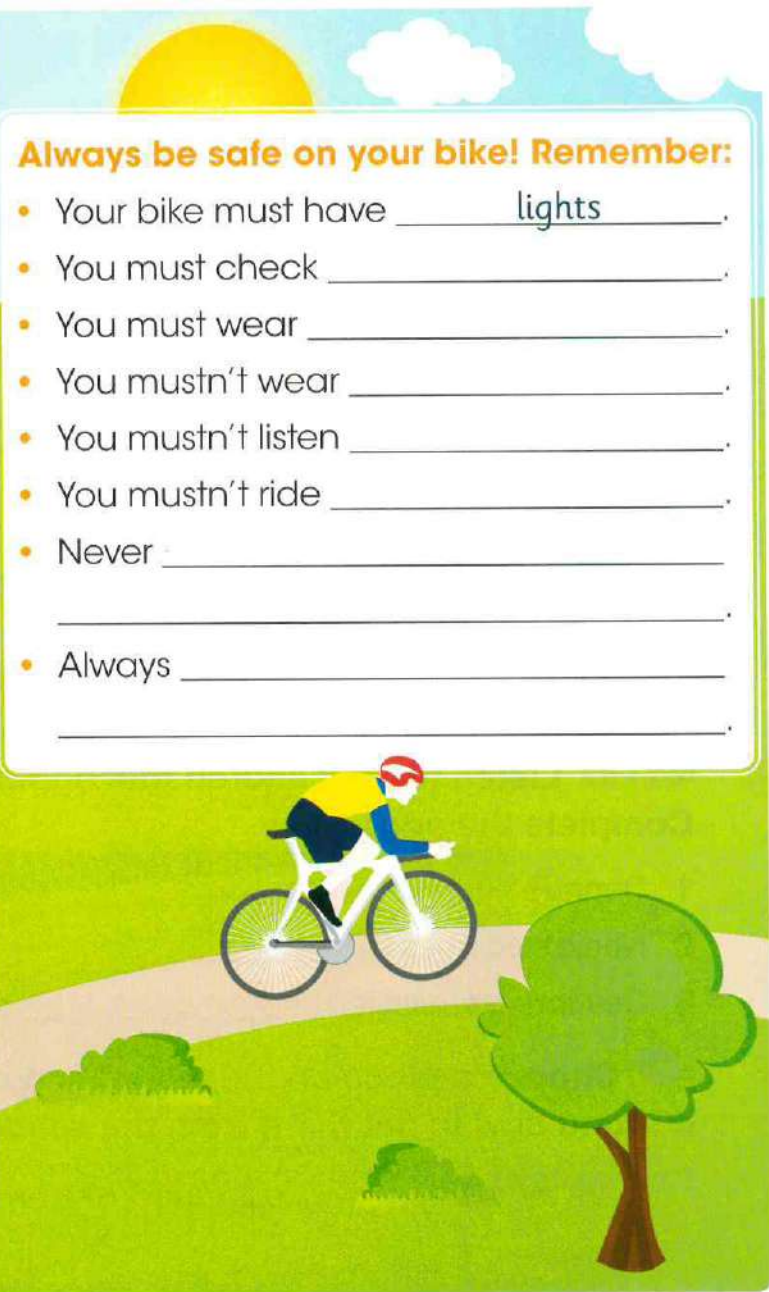
2 Complete the rules for a leaflet about safe cycling. **Be a star!** 

## Safe cycling



**Always be safe on your bike! Remember:**

- Your bike must have \_\_\_\_\_ lights \_\_\_\_\_.
- You must check \_\_\_\_\_.
- You must wear \_\_\_\_\_.
- You mustn't wear \_\_\_\_\_.
- You mustn't listen \_\_\_\_\_.
- You mustn't ride \_\_\_\_\_.
- Never \_\_\_\_\_.
- Always \_\_\_\_\_.



## Lesson 8

## Think about it!

Play the *Bike Grid* game

## 1 Read and draw.

## How to play

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



basket



bell



light



safety vest



helmet

Grid 1

	a	b	c	d	e
1					
2					
3					
4					
5					
6					

Grid 2

	a	b	c	d	e
1					
2					
3					
4					
5					
6					

2 Play the game. **Be a star!** ★

## Reading time 2

1  1.33 Read the story. Where did they go and what did they see?

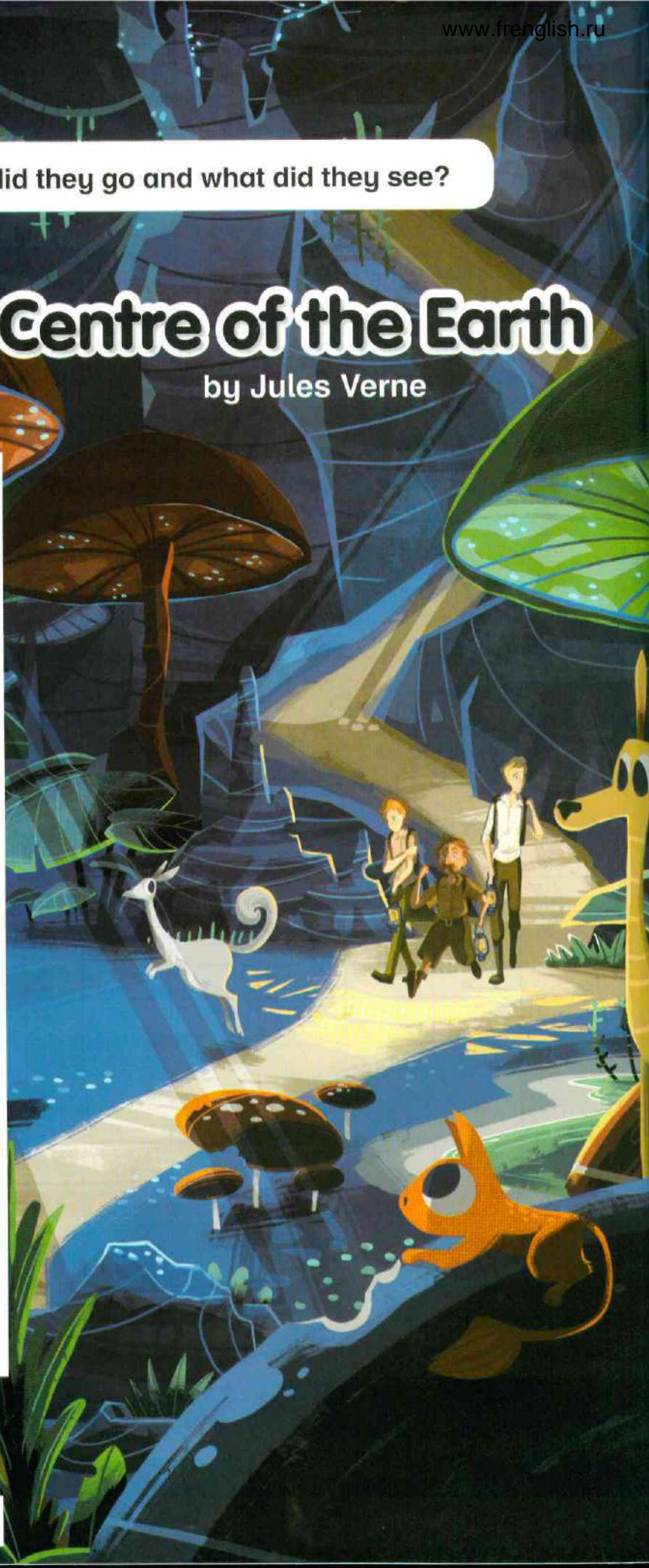
# Journey to the Centre of the Earth

by Jules Verne

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

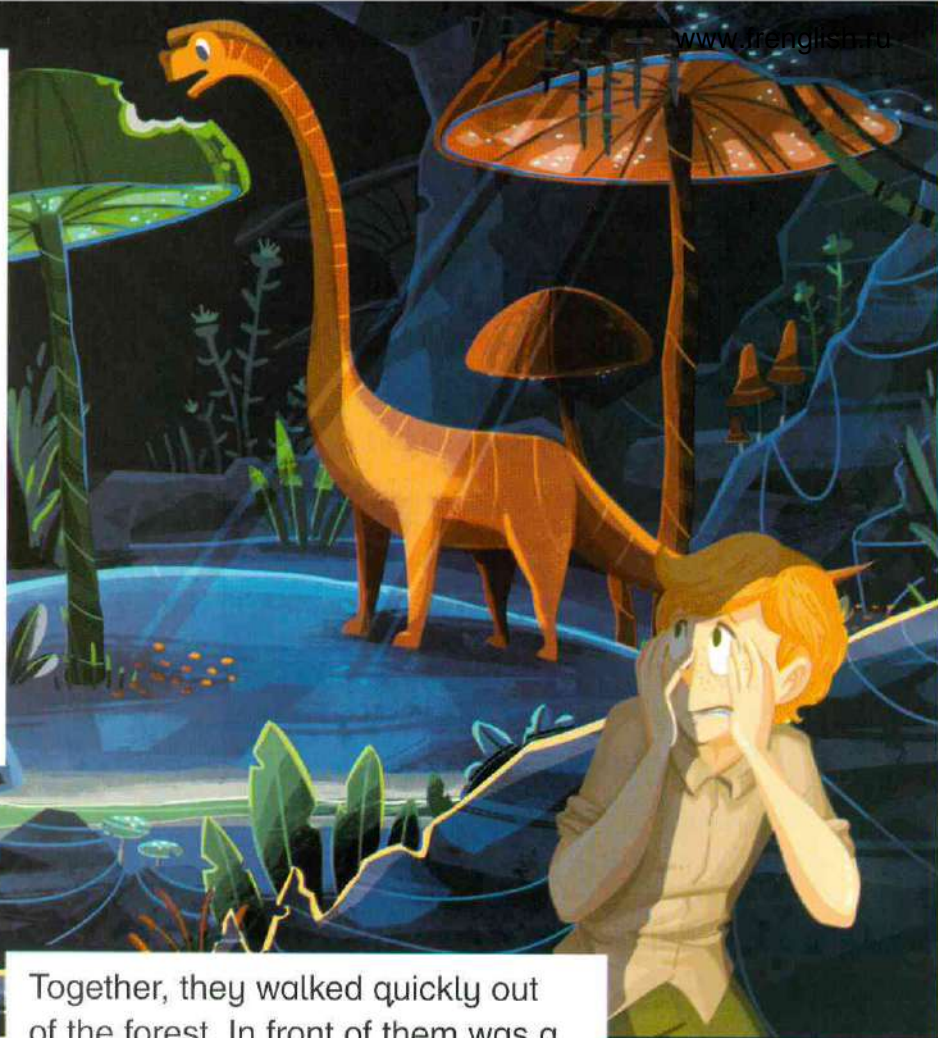
When they came to the bottom of the volcano, they found a mushroom forest with huge mushrooms bigger than trees, and strange animals with long legs and big eyes. 'Here's the path,' said Professor Hardwigg. 'This way to the centre of the Earth! We go straight on through this forest and then turn right.'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

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



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

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



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

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



## Reading time 2      Activities

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

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

### 3 Read the story again and answer the questions.

- 1 Why did they go into the volcano? \_\_\_\_\_  
\_\_\_\_\_
- 2 Why did Harry jump quickly behind a rock? \_\_\_\_\_  
\_\_\_\_\_
- 3 Where is Hans from and why is he with Professor Hardwigg and Harry? \_\_\_\_\_  
\_\_\_\_\_



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

### 5 Watch the ending. Then discuss with a friend. Do you like the ending? Why?








## Play 2

- 1  Talk about the pictures. What do you think happens?
- 2  1.34 Listen and read. Why do Grandpa and the other children go to the sports centre?
- 3 Act out the play.

## Peter and the skateboarding competition


 You woke up early this morning, Peter!

 Yes! I'm going to the skateboarding competition.

 Oh! Where is it, Peter?


 At the Greenplace Sports Centre.


 OK. Goodbye, Peter!


 Let's go and surprise him!




 Look! This is the Greenplace Sports centre.


 But there isn't a competition here!

 Let me see! Look! It's at the Greenspace Sports Centre, not Greenplace!

 But that's the opposite side of town!

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

 Get your helmets and safety vests ready now.

 OK, Grandpa.

 Greenspace Sports Centre is on the left after this bridge.

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

    Surprise!

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



# 4

# People at work



# Lesson 1 Vocabulary

1  2.1 Listen, point and say.

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



chef



photographer



nurse



dentist



businessman /  
businesswoman



police officer



plumber




lawyer



artist



engineer

3  Write the new words in your notebook.

Works inside

businessman

Works inside and outside

artist

4  Look at the picture. Ask and answer.

Who's wearing an orange shirt and black trousers?

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

The engineer. Who's painting?

What do you want to be?

What do you want to be?

Look around and you can see

Lots of jobs for you, for me.

So tell me what you want to be!

Do you want to be a nurse,

Always giving a helping hand?

Do you want to be a police officer

Fighting crime across the land?

*Chorus*

Do you want to be a businessman

And wear lots of fancy ties?

Do you want to be an engineer

And build a new high-rise?

*Chorus*

Do you want to be a dentist

And keep people's teeth clean?

Do you want to be an artist

And paint a lovely scene?

*Chorus*

Which jobs  
are in the  
song?



## Lesson 2

## Reading



## Values

Which jobs help people in the community?

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

- 1 What are the blog posts about?
- 2 Who wrote the blogs and what are their jobs?
- 3 How many posts has each blog got?

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

3 2.4 Read the text. Which job do you like best? Why?

## Julia's Creative Cooking

Home | [Posts](#) | [Contact me](#)

Chicken with coconut and lime (September)



Rainbow salads (October)



Apple pie (November)



[Me and my café \(December\)](#)

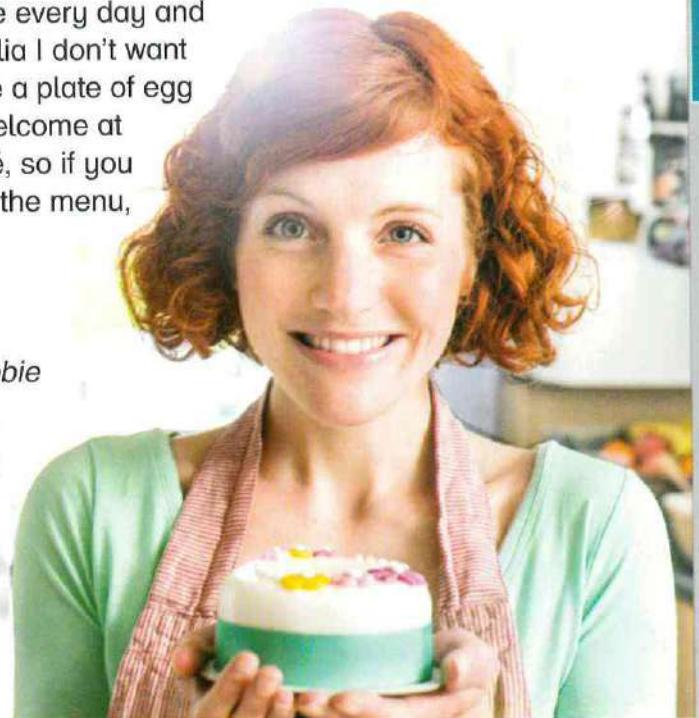
### Me and my café

I'm Julia Chambers and I'm a chef. I own the Creative Cooking Café. I love my job and think working here is fun and interesting. My customers like my creative cooking style! My café is next to Colchester Hospital so many of my customers are doctors, nurses and dentists. They like to try something different, like my recipe for chicken with coconut and lime. The businesswomen and businessmen from nearby offices are easy to please. They love my salads and say my apple pie is delicious. But some of the café's visitors prefer uncreative food. My friend Molly is an artist, and she comes here every day and says to the waiter, 'Tell Julia I don't want her creative food. Give me a plate of egg and chips!' Everyone is welcome at the Creative Cooking Café, so if you want to find out what's on the menu, please stop by!

### Comments

What a great café! *Robbie*

I want to stop by! *Anya*



# FIREFIGHTER JOE

Home | Posts | Contact me



fire engines



firefighters



house fires



floods

The world's oldest fire engines (March)

A surprise rescue! (April)

Fire safety in the home (May)

## A surprise rescue!

Many people think firefighters only fight fires, but we do a lot more! Every day is different in our job. Some days are more exciting and more dangerous than others, but today something funny happened. We answered a call from a worried neighbour. When we arrived, we found a little boy sitting at the top of a tree looking very unhappy. The neighbour was below the tree and shouted up, 'Don't worry, Jake! The firefighters are here!' We got out our ladder and I climbed up to the boy. I asked him, 'What are you doing up here?' He looked at me sadly and said, 'I came up to rescue my kitten. It was stuck in the tree.' 'Oh,' I said. 'And where is your kitten now?' The boy pointed to a little grey kitten sitting by the front door of the house. 'Well,' I smiled, 'I think you could be a good firefighter one day, but you need to learn to climb big trees!' The little boy laughed and I carried him down to his mother.

### Comments

Ha ha! Write some more funny stories please!

Charlie



creative dangerous delicious different exciting interesting

## Learning about language

### Using prefixes to change meaning

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

Can you find two adjectives with the prefix *un-* in the text?

What are their opposite meanings?

## Lesson 3 Reading comprehension


### 1 How do they describe their jobs? Write *Julia* or *Joe*.

- 1 creative Julia                      3 interesting \_\_\_\_\_  
 2 exciting \_\_\_\_\_                      4 dangerous \_\_\_\_\_

### 2 Answer the questions with full sentences.

- 1 What do Julia's customers like about her café? They like her creative cooking style.  
 2 Who are Julia's customers? \_\_\_\_\_  
 3 Do firefighters only fight fires? \_\_\_\_\_  
 4 Why was the little boy at the top of the tree? \_\_\_\_\_  
 5 What does Joe say the little boy could be when he grows up? \_\_\_\_\_

### 3 Look at Julia's Creative Cooking blog.

Which posts would these people like? **Be a star!** 

- 1 José wants to surprise his family with a new dish. chicken with coconut and lime  
 2 Elsa has got a lot of extra apples in her garden. \_\_\_\_\_  
 3 Yakeshi's doctor says she needs to eat more vegetables. \_\_\_\_\_  
 4 Olga wants to learn how to cook a hot lunch. \_\_\_\_\_

## Sounds and spelling

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

An actor, a police officer and  
 a bus driver all sitting in a tractor.



### 5 2.6 Write the missing letters. Listen to check.

- 1 November\_    2 doct\_\_    3 farm\_\_    4 comput\_\_    5 tract\_\_    6 visit\_\_

# Lesson 4 Grammar

## 1 Look and read.

Graphic

Grammar

### Comparative form of long adjectives

Ruben's cake is creative.



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

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

1 dentist / businessman (exciting)

I think a businessman's job is more exciting than a dentist's job.

2 artist / chef (creative)

3 firefighter / police officer (dangerous)

4 waiter / photographer (interesting)

5 lawyer / engineer (difficult)

## 3 Discuss with a friend. Use the pictures to give you ideas. Be a star! ★



delicious / healthy



comfortable / old



difficult / exciting




I think sandwiches are more delicious than pasta.

## Lesson 5 Language in use

caterpillar    crab  
mosquito    peacock

### 1 2.7 Listen and say.



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

### 2 Look at the photos of the animals and write sentences.

- 1 (interesting) I think the monkey is the most interesting animal.
- 2 (dangerous) \_\_\_\_\_
- 3 (beautiful) \_\_\_\_\_
- 4 (colourful) \_\_\_\_\_

### 3 Think of all the animals you know. Make a new dialogue. Be a star!

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

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



# Lesson 6 Listening and speaking

1 2.8 Listen to Grandpa talking about his different jobs. Number the jobs in order.



1

2 2.8 Listen again and complete the faces in Activity 1.

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

3 2.9 Listen, read and say.



Would you like to be a farmer?

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



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

4 Discuss with a friend. What would you like to be? **Be a star!**

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



## Lesson 7 Writing

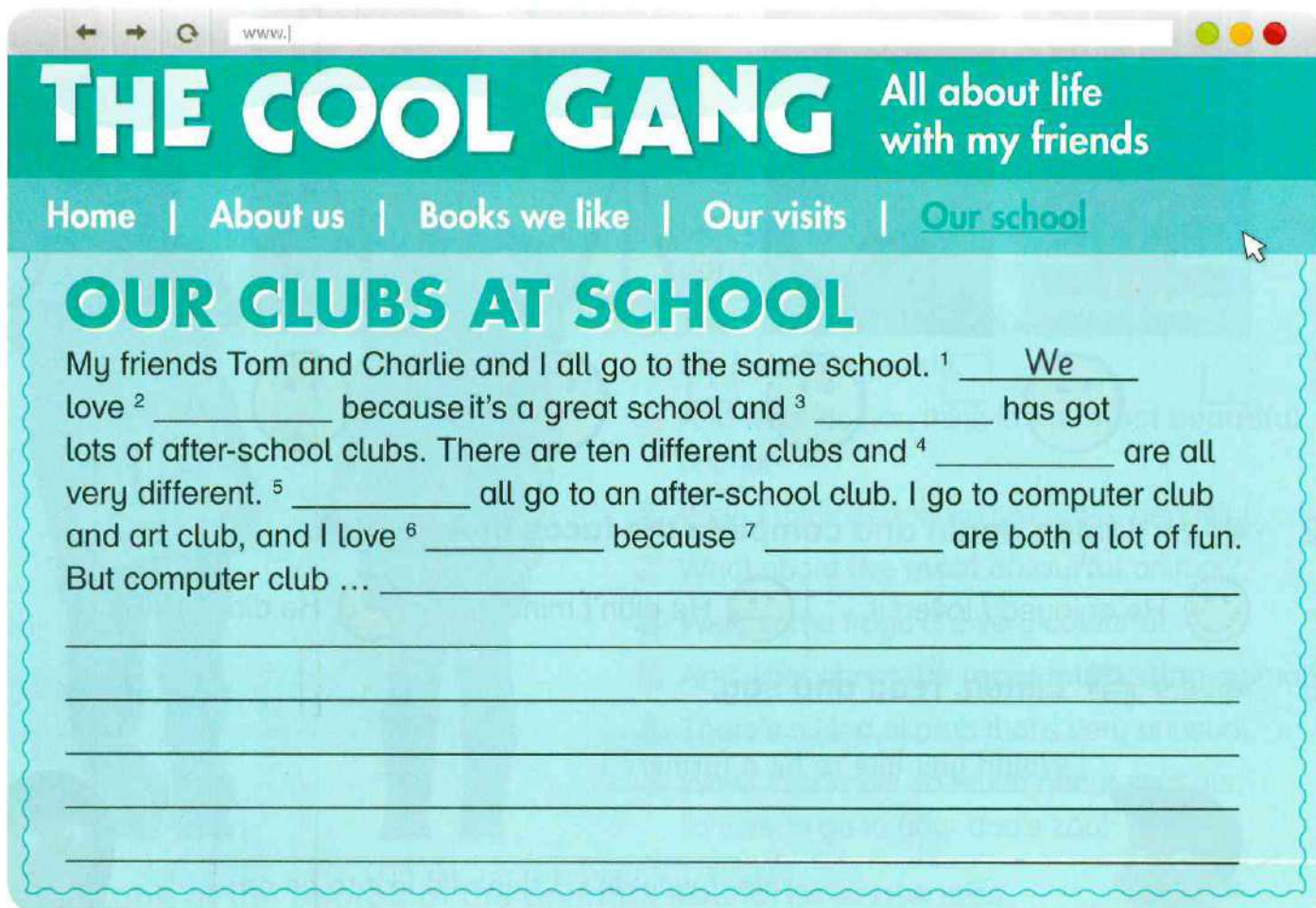
- 1  Look at the blog on page 51. Which words do the pronouns in this sentence replace?

He looked at me sadly and said, 'I came up to rescue my kitten. It was stuck in the tree.'

- 2 Complete the blog with the missing personal pronouns.

### Explanation

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



**THE COOL GANG** All about life with my friends

Home | About us | Books we like | Our visits | [Our school](#)

### OUR CLUBS AT SCHOOL

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

\_\_\_\_\_

\_\_\_\_\_

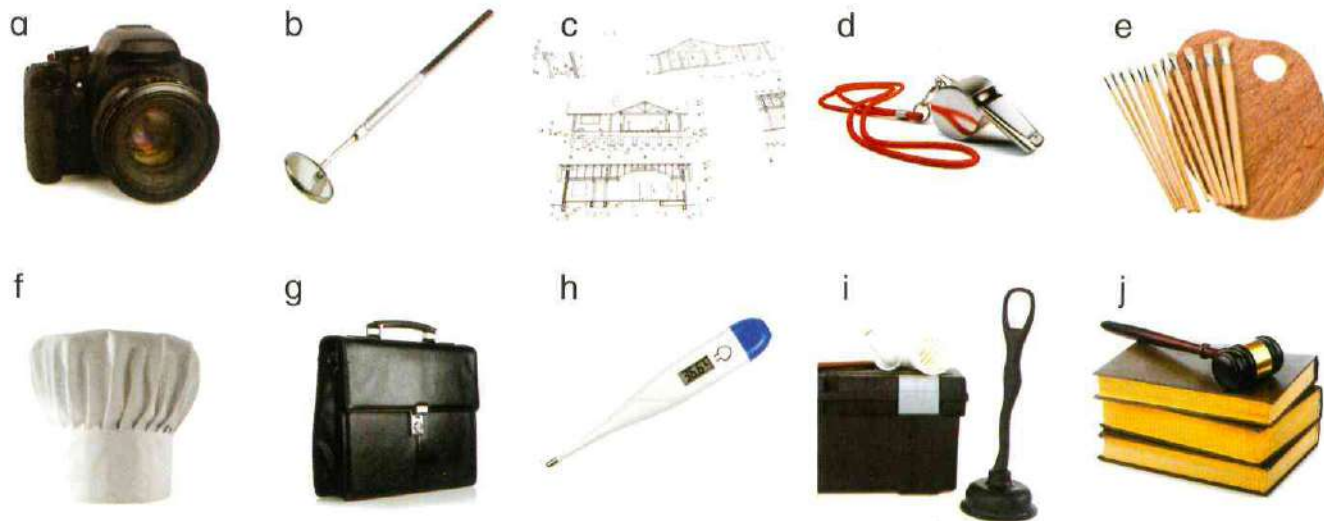
\_\_\_\_\_

\_\_\_\_\_

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

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

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



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

Job	Number of friends' parents who do this
doctor	III
plumber	IIII

What job does your mother do?

She's a doctor.

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

Which job do you think is ...?

- 1 the most dangerous \_\_\_\_\_
- 2 the most creative \_\_\_\_\_
- 3 the most interesting \_\_\_\_\_
- 4 the most exciting \_\_\_\_\_
- 5 the most difficult \_\_\_\_\_
- 6 the most boring \_\_\_\_\_

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



Which is the most exciting job?

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

I think it's a businessman.



## Review 2

### 1 Read and write the words about cycling.

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



### 2 Discuss with a friend. Who do you think these belong to?



### 3 Look at the traffic signs and write the rules.



You mustn't drive fast.



## 4 Look and compare with a friend.

I think skateboarding is more dangerous than riding a bike, but I think horse-riding is the most dangerous. What do you think?



dangerous



delicious



difficult



creative

## 5 Complete the words.

- s or c:     1 pala c e     2 \_\_ quare     3 i \_\_ e cream     4 nur \_\_ e  
er or or:   5 act \_\_     6 lawy \_\_     7 doct \_\_     8 photograph \_\_

## 6 Read the text. Choose the correct words and write them on the lines.

There is one example.

Being an astronaut is a very interesting job, but it can  
 1 \_\_\_\_\_ be dangerous. Astronauts have to be  
 good 2 \_\_\_\_\_ science and maths and they must  
 think 3 \_\_\_\_\_ when there's a problem. Astronauts  
 travel in rockets and learn 4 \_\_\_\_\_, get dressed,  
 5 \_\_\_\_\_ their teeth and even sleep in a rocket.  
 Astronauts wear special clothes. This is because it's much colder  
 in space 6 \_\_\_\_\_ on Earth.



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

Great work! You're an Academy Star!



# 5 Be healthy! Be happy!



# Lesson 1 Vocabulary

1  2.10 Listen, point and say.

2  2.11 Listen and play the game. Which word is *before* or *after* these words?



cut



broken arm



temperature



flu



sore throat



cough



toothache



headache



earache



stomach ache

3  Write the new words in your notebook.

## Illness

flu

## Injury

cut

4  Look at the picture. Ask and answer.

What's the matter with Peter?

He's got a headache.

5  2.12 Sing the song. **Be a star!** 

## At the doctor's

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

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

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

## Chorus

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

## Chorus

Which illnesses  
are in the song?



## Lesson 2

## Reading


 Values

What can you do to be healthy?

1 Look at the title and the photos.

Circle the answers.

1 The text is from ...

a a magazine.

b a poem.

c a story book.



2 The text is about ...

a studying.

b being healthy.

c helping at home.

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

3  2.13  Read the text and do the quiz. How healthy are you?

## How to be

## HEALTHY!

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

Get enough sleep!

Drink lots of water!

Do some exercise every day!



## It's important to be active!

- ✓ Your body needs to exercise to help it grow strong.
- ✓ You should play outside more. Fresh air is good for you!
- ✗ You shouldn't sit for more than an hour in front of a TV or a computer. It's bad for your eyes and your body!



## Make sure you rest!

- ✓ It's important to get enough sleep every night. Your body grows the most when you're resting.
- ✓ Reading a book before you go to sleep can help you to relax.
- ✗ Don't play games on your tablet or phone before you go to bed because it will keep you awake.





## Don't forget to eat well!

- ✓ Food gives you energy. You should eat a healthy breakfast, lunch and dinner. Also, try to eat healthy snacks.
- ✓ Always sit down when you eat and remember to eat slowly.
- ✗ Don't have too much sugar. Fizzy drinks, cakes and sweets can make you ill.



## QUIZ

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

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

### Ask Dr Orlov



Dear Dr Orlov,

I get lots of headaches.

What should I do?

Thanks for your help.

Best wishes,

Simon

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

## Learning to learn

### Asking questions

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



**Think of two questions you want to ask about the text.**

**How are you going to find out the answers?**

## Lesson 3 Reading comprehension

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

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

### 2 Answer the questions.

- Why should you play outside? Because \_\_\_\_\_.
- When does your body grow the most? It grows \_\_\_\_\_.
- Why should we eat well? Because \_\_\_\_\_.

### 3 Discuss with a friend.

What can you do to be more healthy? **Be a star!** 

I could sleep for nine hours on school nights.

I could go to a sports club.

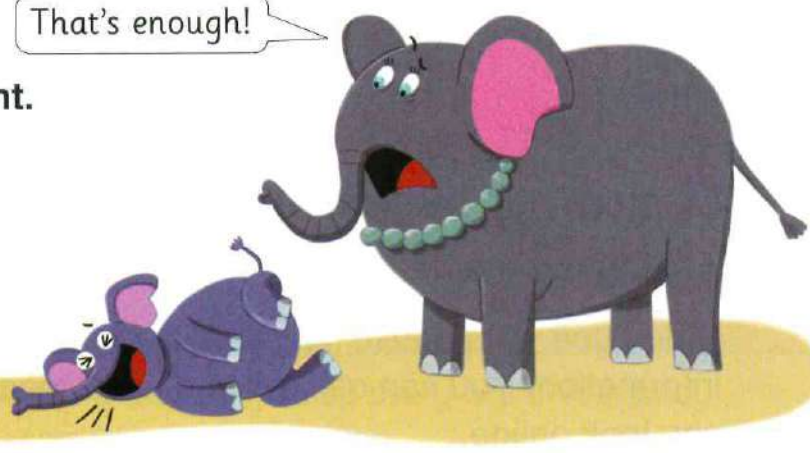
## Sounds and spelling

That's enough!

### 4 2.14 Listen and say the chant.

Look at the spelling.

Phillip the elephant laughed  
so much he coughed.



### 5 2.15 Write the missing letters. Listen to check.

- 1 cough 2 \_\_oto 3 enou\_\_ 4 al\_\_abet 5 lau\_\_ 6 dol\_\_in

## Lesson 4 Grammar

### 1 Look and read.

**Graphic**
**Grammar**
*should and shouldn't for advice*

You **should** be active .



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

### 2 Complete the sentences.

- 1 You should eat breakfast every day.
- 2 You \_\_\_\_\_ walk every day.
- 3 You \_\_\_\_\_ watch a lot of TV.
- 4 You \_\_\_\_\_ eat quickly.
- 5 You \_\_\_\_\_ read before you go to sleep at night.
- 6 You \_\_\_\_\_ drink fizzy drinks.



### 3 Your friend is feeling ill. Give them some advice. **Be a star!**



I've got a headache.

You should drink some water.

I've got earache, too.

You should go to the doctor's.



## Lesson 5 Language in use

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

### 1 2.16 Listen and say.



-  Mum is ill. She's got the flu, so I'm going shopping for her.
-  Can I come, too?
-  Sure, here's the shopping list.
-  Let me see.
-  First, **let's go to the bakery to buy** some bread.
-  Then let's go to the butcher's to buy some meat for dinner.
-  OK. And where should we go after that?
-  **Let's go to the fishmonger's to buy** some fish.
-  Oh, and we need some bananas, too.
-  OK. So, let's go to the greengrocer's to buy some bananas.
-  And we must go to the chemist's to buy some tissues for Mum.
-  Yes, of course. Let's go!

### 2 Complete the sentences.

- 1 Let's go to the toy shop to buy a game.
- 2 Let's go to the library to \_\_\_\_\_
- 3 Let's go to the sports centre to \_\_\_\_\_
- 4 Let's go to the café to \_\_\_\_\_
- 5 Let's go to the chemist's to \_\_\_\_\_

### 3 Think of places in a town. Make a new dialogue. Be a star!



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

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

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



# Lesson 6 Listening and speaking

1 2.17 What's the matter with the children? Listen to them talking to the doctor and **circle** the answers.

- |         |             |                              |              |
|---------|-------------|------------------------------|--------------|
| Jane:   | temperature | <b>sore throat and cough</b> | flu          |
| Freddy: | earache     | toothache                    | cut          |
| Vicky:  | headache    | broken arm                   | stomach ache |
| Peter:  | flu         | headache                     | temperature  |

2 2.17 Listen again and tick (✓) the doctor's advice.

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



3 Make a dialogue with a friend. Use the words to help you. **Be a star!**



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

I've got toothache. It really hurts!



Where does it hurt?

What's the matter?

You mustn't ...

I've got stomach ache.

I'm ill.

You should ...

When does it hurt?

You need to ...

## Lesson 7 Writing

### Explanation

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

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

- 1 How does the letter start? \_\_\_\_\_
- 2 How does the letter end? \_\_\_\_\_

### 2 Read and complete the letter.

\_\_\_\_\_

*My name is Nadia. Next month, I've got a swimming competition. I want to be very fit. What should I do? Thank you for your help.*

\_\_\_\_\_

\_\_\_\_\_

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

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



\_\_\_\_\_

\_\_\_\_\_ for your letter.

First, it's important to \_\_\_\_\_. You need to \_\_\_\_\_.

You can \_\_\_\_\_.

You also need to \_\_\_\_\_. You should \_\_\_\_\_.

Finally, it's important to \_\_\_\_\_ because \_\_\_\_\_.

You must \_\_\_\_\_.

\_\_\_\_\_

Dr Orlov

## Lesson 8

## Think about it!

## Plan healthy meals

## 1 Think and write the answers.

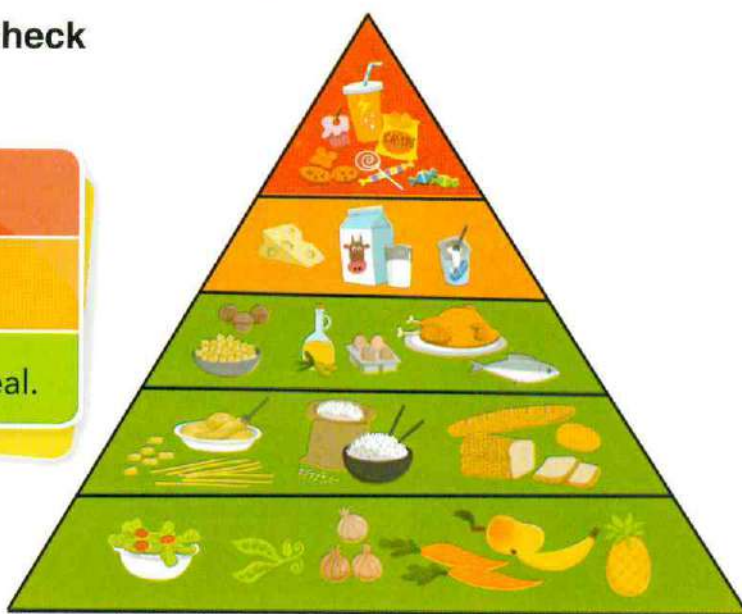
- 1 Name a food that you should hardly ever eat. \_\_\_\_\_
- 2 Name a food that is made from milk. \_\_\_\_\_
- 3 Should you eat more meat or more vegetables? \_\_\_\_\_
- 4 Which food is the odd one out? Why?
  - a meat / fish / bread / eggs \_\_\_\_\_
  - b apples / chicken / tomatoes / mangoes \_\_\_\_\_
  - c rice / pasta / sweets / bread \_\_\_\_\_

## 2 Look at the food pyramid and check your answers for Activity 1.

Hardly ever eat this food.

Eat a little of this food every day.

Eat some of this food at every meal.



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

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

4 Present your meals to the rest of the class. **Be a star!** ★

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

# 6 Stories from far away





# Lesson 1 Vocabulary

- 1  2.18 Listen, point and say.
- 2  2.19 Listen and play the game. Which word is *above*, *below* or *next to* these words?



world



field



grass



ground



campfire



stream



shooting star



branch



nest



leaf / leaves


- 3  Write the new words in your notebook.

Things I can hold in my hand



grass

Things I can't hold in my hand

world

- 4  Look at the picture. Play the game. This word begins with / ...

Leaf!

- 5  2.20 Sing the song. **Be a star!** 

**Come and tell a story**

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

There's a story about a monkey  
And a nest on a branch.

There's a story about a tiger  
And a clever rabbit who did a dance.

*Chorus*

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


*Chorus*

Which new words  
are in the song?



## Lesson 2

## Reading




 Values

Do you know any stories from your country?

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

- 1 The characters in the stories are ...  
 a animals.      b people.      c animals and people.
- 2 The stories happen in ...  
 a Asia.      b America.      c Africa.

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

**3**  2.21  Read the texts. Which animals are clever? Why?

## The monkey and the bird's nest (Africa)

Once upon a time, some monkeys were playing. One of the monkeys ran up a tree, and through the leaves he saw a bird's nest on a branch. The mother bird wasn't sitting on the nest, but inside there were three beautiful blue eggs.

'Yummy! I like eggs,' said the monkey, and put out his hand.

At that moment, the mother bird flew into the tree and called, 'Stop! Please don't take my eggs!' The monkey looked at the mother. He decided to be kind and he didn't take the eggs. 'Thank you!' said the mother bird.

The next day, the monkeys were playing in the long grass. Nearby, watching them, was a hungry leopard.

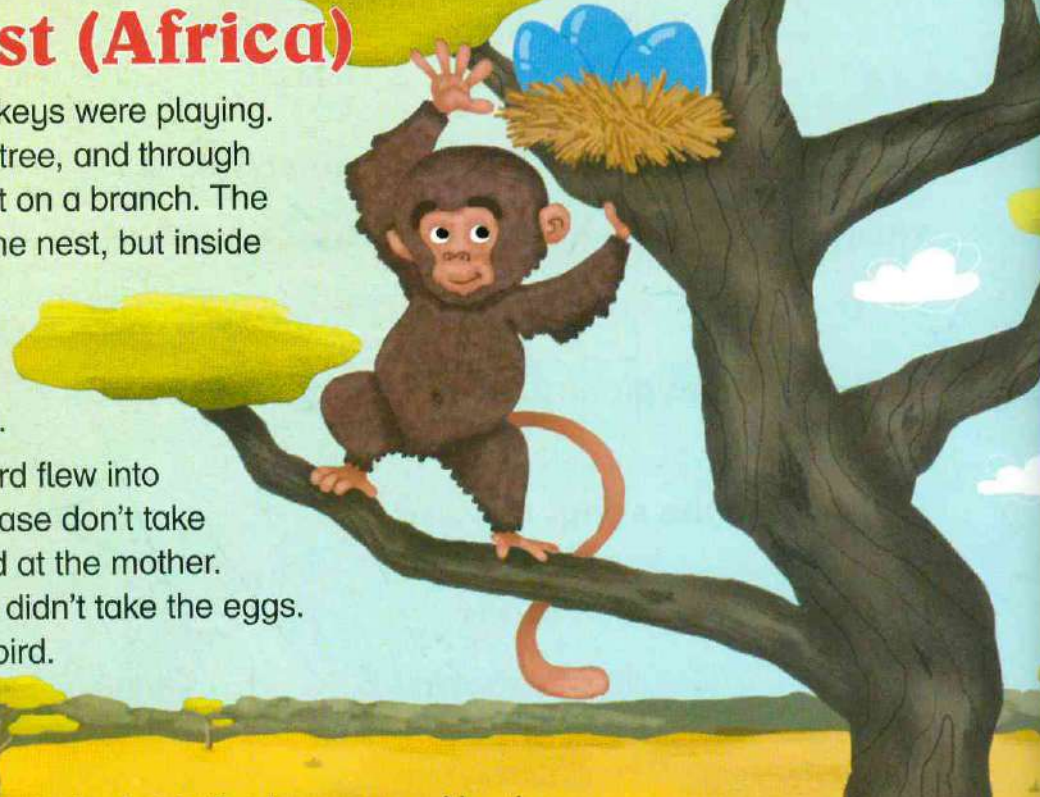
*Yummy!* thought the leopard. *I like eating monkeys!*

The mother bird was flying above. She saw the monkeys and the leopard and called, 'Be careful! There's a leopard. Run and hide!'

The monkey and his friends ran and hid. The leopard had nothing to eat for lunch.

The monkey on the ground looked up at the bird.

'Thank you!' he said, and they both smiled.



# The tiger in the river (Asia)

Once upon a time, there was a beautiful jungle where all the animals lived happily together. One day, a big tiger came into the jungle and called hungrily to the animals.

'I'm going to eat all of you! Who's first?'

The animals were very scared.

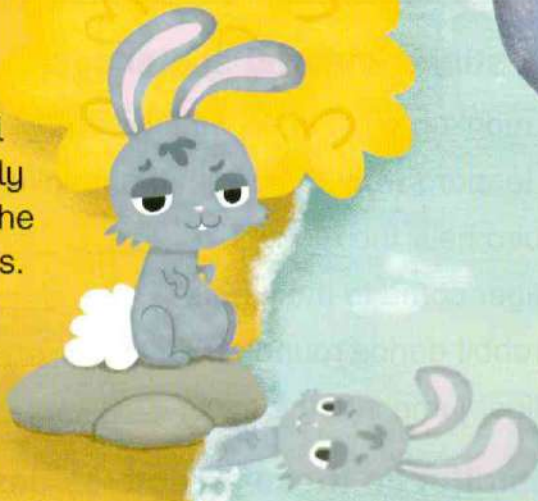
'Not me,' said the rhino quickly.

'Not me,' said the big elephant.

'Me!' said the little rabbit loudly.

The other animals were surprised, but they hid in the trees and watched carefully. The rabbit danced round and round. When she was tired, she went to see the tiger. The tiger was waiting. 'Why are you tired?' the tiger asked. 'Well, I was running away from another tiger,' said the rabbit. 'It's a BIG tiger, much bigger than you!' 'Hmmm!' said the tiger, 'Show me this big tiger.'

The rabbit took the tiger to the river and pointed into the water. The tiger stood on a rock and looked down. With a huge **ROAR** he jumped angrily onto the big tiger. 'Haha!' laughed the rabbit as she watched the tiger go down the river. All the animals laughed too!



another both fly (flew) hide (hid) nothing take (took)

## Learning to learn

### Learning new vocabulary using colour

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

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

## Lesson 3 Reading comprehension

### 1 Answer the questions with full sentences.

- 1 What did the monkey want to do with the eggs? He wanted to eat them.
- 2 What did the leopard want to do with the monkeys? \_\_\_\_\_
- 3 Why did the bird help the monkey? \_\_\_\_\_
- 4 Why did the tiger come to the jungle? \_\_\_\_\_
- 5 Why did the rabbit dance round and round? \_\_\_\_\_
- 6 Why did the tiger jump into the river? \_\_\_\_\_

### 2 Which animal(s) do these adjectives describe?

- 1 hungry monkey, \_\_\_\_\_
- 2 clever \_\_\_\_\_
- 3 scared \_\_\_\_\_
- 4 brave \_\_\_\_\_

### 3 Discuss with a friend. Who is your favourite character in the stories? Why? **Be a star!**

My favourite character in the stories is the monkey because he decided to be kind.

## Sounds and spelling

### 4 2.22 Listen and say the chant. Look at the spelling.

Two little people in purple sandals  
sit on flower petals.



### 5 2.23 Write the missing letters. Listen to check.

- 1 people    2 bottl    3 festive    4 hospital    5 uncle    6 animal

## Lesson 4 Grammar

### 1 Look and read.

**Graphic**
**Grammar**
**Past continuous**

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

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



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



- 1 The monkeys / play / They / eat The monkeys were playing. They weren't eating.
- 2 The bird / fly / She / hide \_\_\_\_\_
- 3 The leopard / eat / He / wait \_\_\_\_\_
- 4 The baby birds / sleep / They / sing \_\_\_\_\_
- 5 The tiger / hide / He / dance \_\_\_\_\_

### 3 Write sentences about what you were doing yesterday. **Be a star!** ★

- 1 At eight o'clock, \_\_\_\_\_
- 2 At one o'clock, \_\_\_\_\_
- 3 At five o'clock, \_\_\_\_\_



## Lesson 5 Language in use

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

### 1 2.24 Listen and say.

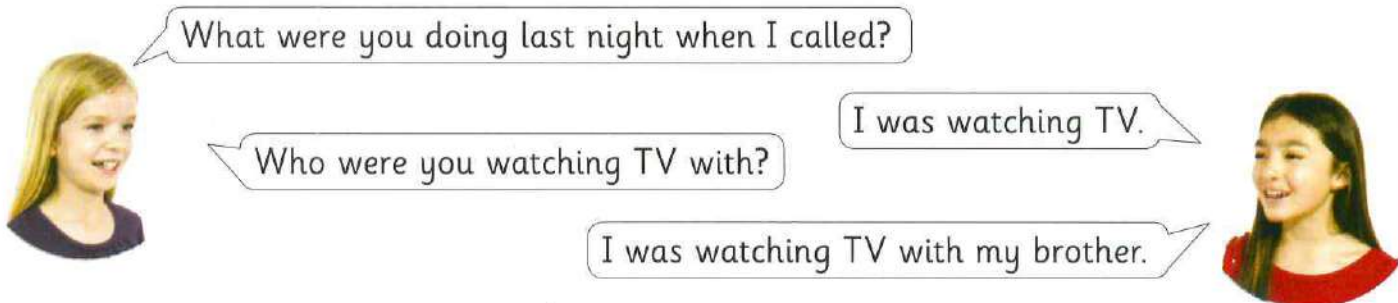


-  I called you at six o'clock last night, but you didn't answer your phone.
-  At six o'clock? Oh, I was catching a bus.
-  **Where were you going?**
-  I was going to the school concert.  
**Why were you calling me?**
-  I was writing an essay and I had a question.
-  Oh, sorry. So, what did you do?
-  Well, I called Paul, but he was busy. He was buying a present.
-  So, what did you do?
-  Well, I called Lucy, but she was planting flowers with her mum.
-  Oh dear! What was the question?
-  I can't remember now!

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

- 1 What was John doing?                      He was **catching a train**.
- 2 \_\_\_\_\_                                      He was going to the **sports centre**.
- 3 \_\_\_\_\_                                      He was meeting **his friends** there.
- 4 \_\_\_\_\_                                      They were going there to **watch a basketball match**.


### 3 Make a new dialogue. Talk about yourself. **Be a star!**




## Lesson 6 Listening and speaking















1  2.25 Listen and number the pictures to make a story.



2   Discuss with a friend. Is the poor man good or bad? Why?

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

 Narrator    Farmer 1    Poor Man    Farmer 2

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



## Lesson 7 Writing

### Explanation

**Adjectives** describe nouns.

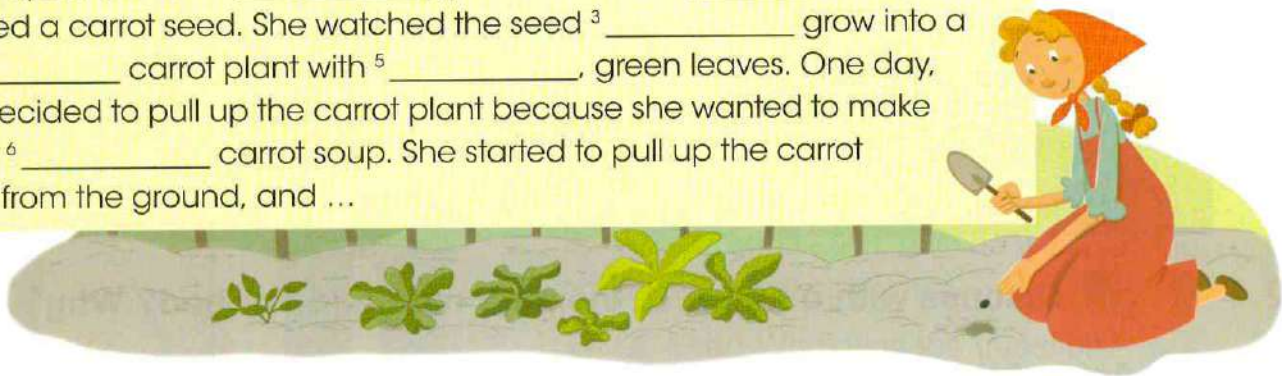
**Adverbs** describe verbs.

- 1 Read the story on page 73 again. Make a list of the adjectives and adverbs in your notebook.
- 2 Read the beginning of the story. Then complete with the adjectives and adverbs.

carefully    delicious    huge    little    slowly    big

## The enormous carrot

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



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



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






## Lesson 8

## Think about it!

Play a storytelling game

- 1  Discuss with a friend. In the story on page 78, what was the problem and the solution?
- 2 Read the sentences and write *P* (problem) or *S* (solution).

- 1 Suddenly, she heard her phone ringing.  
'Oh,' she said. 'It was in the wardrobe all the time!'
- 2 Jack watched as the water in the river got higher and higher.
- 3 They made a lot of noise and it went away.
- 4 Jane's little dog ran away.
- 5 Adele couldn't find her phone.
- 6 Three men in a boat came and rescued him.
- 7 A man rang the doorbell. 'Is this dog yours? It was sleeping in my garden!'
- 8 They saw a huge bear looking at them. There was no escape!

- 3 Look at Activity 2 and match the problems with the solutions.

1 5 and 1      2 \_\_\_\_\_      3 \_\_\_\_\_      4 \_\_\_\_\_

- 4  2.26 Listen and write your ideas for a story.

**YOU NEED:** a piece of paper and a pencil

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



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

## Review 3

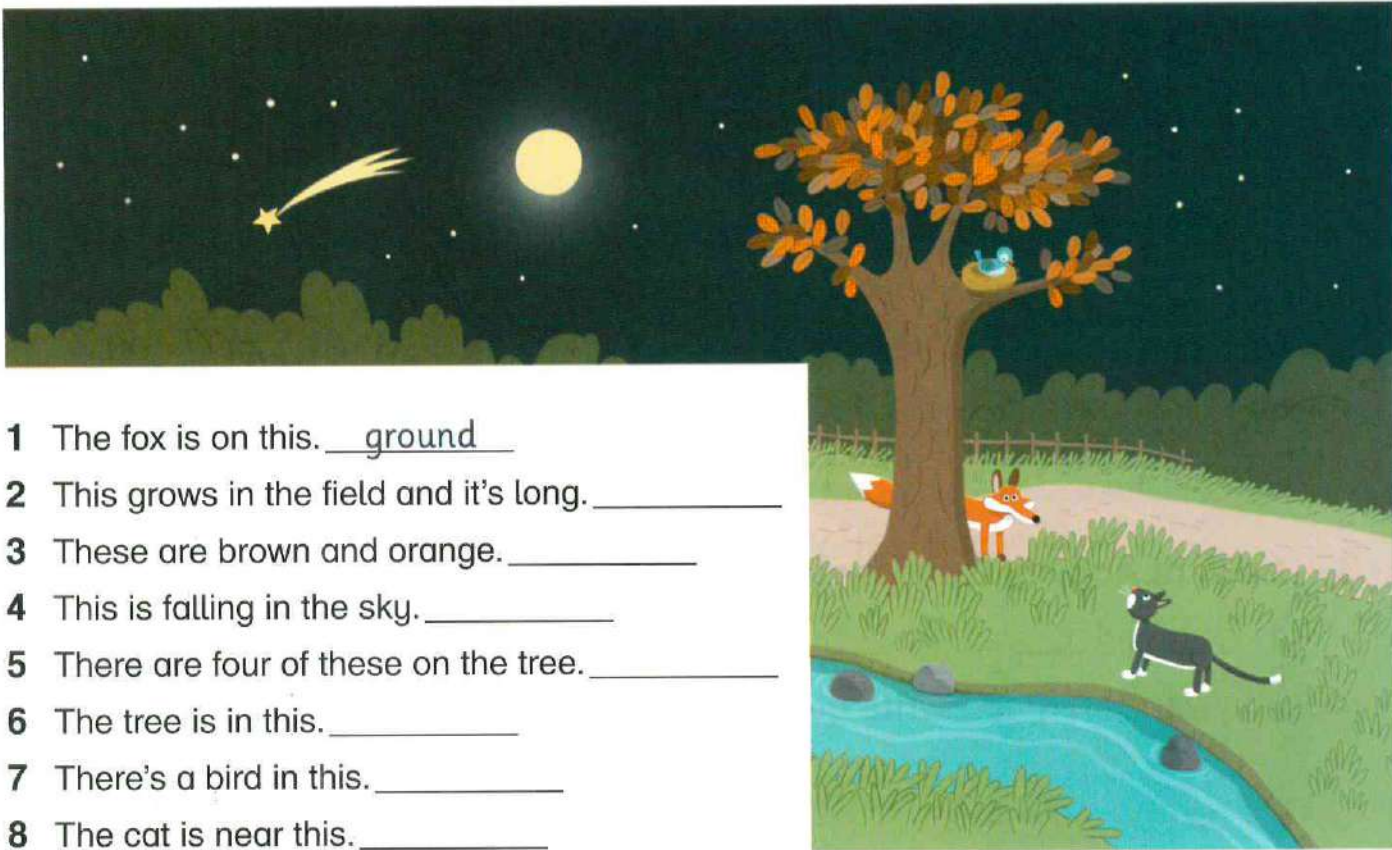
- 1  Play the game with a friend. How many health words can you remember?



I'm ill. I've got the flu and a cough.



- 2 Look, read and write.



- 1 The fox is on this. ground
- 2 This grows in the field and it's long. \_\_\_\_\_
- 3 These are brown and orange. \_\_\_\_\_
- 4 This is falling in the sky. \_\_\_\_\_
- 5 There are four of these on the tree. \_\_\_\_\_
- 6 The tree is in this. \_\_\_\_\_
- 7 There's a bird in this. \_\_\_\_\_
- 8 The cat is near this. \_\_\_\_\_

- 3  Complete the sentences with *should* or *shouldn't*.

- 1 To get good marks at school, you \_\_\_\_\_.
- 2 To play the violin well, you \_\_\_\_\_.
- 3 To be a safe cyclist, you \_\_\_\_\_.
- 4 To sleep well at night, you \_\_\_\_\_.
- 5 To be healthy, you \_\_\_\_\_.

4  Play the memory game with a friend. Look at the pictures, then close your books.



What was Freddy doing at three o'clock?


He was listening to music.



5 Complete the words.

gh or ph: 1 lau gh    2 \_\_ one    3 dol \_\_ in    4 cou \_\_

le or al: 5 jung \_\_    6 anim \_\_    7 peop \_\_    8 hospit \_\_

6   2.27 Listen and tick (✓) the box. There is one example.

What did Marcia paint?



1 What's wrong with Amin?



2 Where did Jack go first?



# 7

# Technology time



# Lesson 1 Vocabulary

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



- 💡 Write the new words in your notebook.

Devices	Parts and accessories
laptop	keyboard

- 🗨️ Look at the picture. Ask and answer.

Who's using earphones?  
Peter.

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



Music is my passion.  
I listen all day long.  
On the speakers of the TV  
Or on my mobile phone.  
*Tech, tech, tech, tech, technology.  
Technology for you and me.  
We're techno kids and we're really cool!  
We use technology at home and at school.*

Art is my passion.  
I make pictures on my laptop.  
I print them on a printer  
Or save them on the desktop.  
*Chorus*  
Games are my passion.  
I play them on my console.  
Football is my favourite,  
I like to score a goal!  
*Chorus*

Which technology objects are in the song?





**Values**

What can you learn from books?

1 Look at the title and the pictures.

**Circle** the answers.

- 1 This text is from ...  
 a a story.                                  b a magazine article.                                  c an informational website.
- 2 It's got information about ...  
 a how to write a story.    b books now and in the past.    c libraries.

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

3  2.31  Read the text. Which invention do you think is the most useful?



## Handmade books

People made the first books by hand. They used ink and a pen called a quill, which they made from a feather. They wrote on a material which they made from animal skins. They also drew pictures and coloured them with paint. They used a lot of gold and silver to make the pictures beautiful, but it took years to make one book.



Imagine – only very rich people had books!



quill

ink



printing press



letters

## Printed books

A technology called printing changed how people made books. Johannes Gutenberg invented a printing machine. He made letters, put ink on them and put them into his machine which pressed the ink onto paper. This invention could make lots of books quickly and it reduced the cost of books. More people were able to buy books and so more people learned to read.



## Audio books

With the invention of audio technology, people didn't need to read books. They could listen to them. The first audio books were on cassettes and then on CDs. People bought them in shops and listened to them through speakers or earphones. Now you can download audio books from the Internet.



## ebooks

Now, thanks to digital technology, we can read books on an e-reader, a tablet or even a smartphone. We don't need to go shopping because we can buy ebooks on the Internet.



Now people all over the world can read the same book!

## Writing books

With digital technology, it's quicker to write a book, too. All you need is a mouse, a keyboard and a computer. You can also talk into a microphone and see your words appear on the screen.



I'm going to write a book!

download ink invention machine material

## Learning to learn

### Working out the meaning of words

Sometimes you can work out the meaning of a new word by looking at the pictures and labels. The words near the new word can also help you to understand it. For example: ... *his machine which pressed the ink onto paper*.

What does **pressed** mean? The words **machine** and **onto** can help you.

The word 'pressed' means to push something against something else.

**Which words were new for you on this page?**

**How did you work out their meaning?**



## Lesson 3 Reading comprehension

1 Read and tick (✓). Sometimes you can tick more than one.

Type of book	Handmade	Printed	Audio	ebook
1 You can buy these in shops.		✓		
2 You read these on a digital device.				
3 These are made using ink.				
4 You can download these.				

2 Answer the questions with full sentences.

- How were handmade books beautiful? \_\_\_\_\_  
\_\_\_\_\_
- What is the difference between a printed book and an audio book? \_\_\_\_\_  
\_\_\_\_\_
- Why can we write books more quickly now than before? \_\_\_\_\_  
\_\_\_\_\_

3  Which inventions made these possible?

- There are many copies of the same book. \_\_\_\_\_
- People who can't read can enjoy a book. \_\_\_\_\_
- People can read books without cutting down trees. \_\_\_\_\_

## Sounds and spelling

4  2.32 Listen and say the chant.

Look at the spelling.

A happy little rabbit with yellow glasses nibbles a carrot.



5  2.33 Write the missing letters. Listen to check.

- 1 apple    2 she\_\_    3 ca\_\_ot    4 hairdre\_\_er    5 di\_\_erent    6 bo\_\_le



# Lesson 4 Grammar

## 1 Look and read.

**Graphic**
**Grammar**

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

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

A library is a place.  
You can find books there.

A library is **a place**  
**where** you can find books.

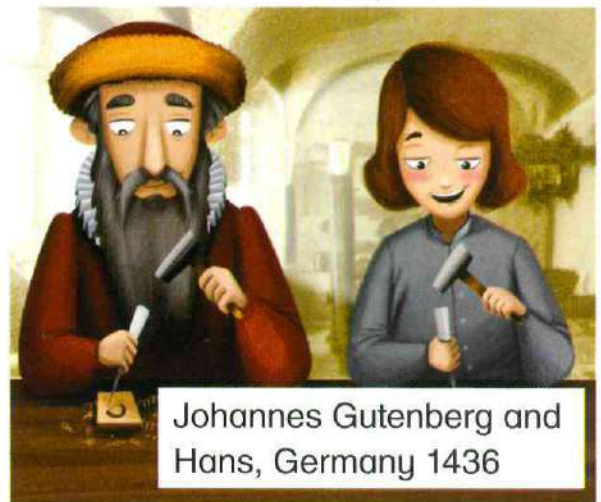
A camera is an object.  
It takes photos.

A camera is **an object**  
**which** takes photos.



## 2 Complete the sentences.

- Johannes Gutenberg was a man who made an important machine.
- Germany was the country \_\_\_\_\_ Gutenberg lived.
- The printing press is the machine \_\_\_\_\_ Gutenberg invented.
- The boy \_\_\_\_\_ helped Gutenberg was called Hans.
- The Internet is a place \_\_\_\_\_ you can download books.



## 3 Play the game using *who*, *where* and *which*. Be a star! ★



# Lesson 5 Language in use


hers his mine  
ours theirs yours

1 2.34 Listen and say.




- Is that your camera?
- Yes, it's **mine**. Well, it's mine and my brother's, so really it's **ours**.
- It's super cool! And is that your tablet?
- I wish it was, but it isn't.
- Is it your brother's?
- No, it isn't **his**.
- Is it your mum and dad's?
- No, it isn't **theirs**.
- Well, whose is it?
- It's my grandpa's, but I can use it.
- Lucky you! Oh, and is that your mobile phone?
- No, it isn't. It's **yours**!
- Oh yes, so it is!


2 Whose is it? Look and write.




a It's ours.



b \_\_\_\_\_




c \_\_\_\_\_




d \_\_\_\_\_

3 Make a new dialogue. Talk about classroom objects. Be a star!



Is that red pencil yours?

Is that laptop ours?



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

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

# Lesson 6 Listening and speaking

1 2.35 Who uses which device? Listen and match.



2 2.35 Listen again and tick (✓) what the children do.

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

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



Make notes. Think about:

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



I haven't got a mobile phone, but my dad has got a mobile phone and a laptop. My dad uses his laptop for finding information ...

# Lesson 7 Writing

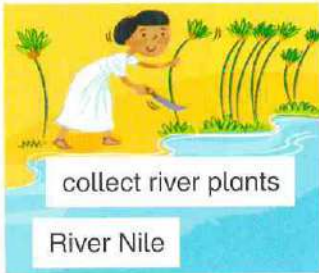
- 1  Look at the website on pages 84–85 and find the features in the Explanation box.
- 2 Look at the pictures, headings and labels. Then complete the informational text. **Be a star!** 

## Explanation

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

# WRITING IN ANCIENT EGYPT

## Scrolls



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

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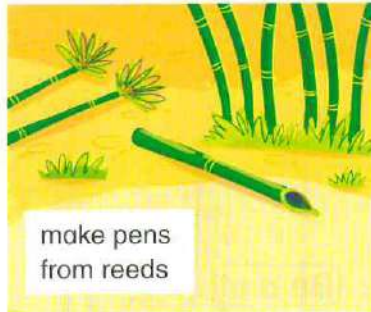


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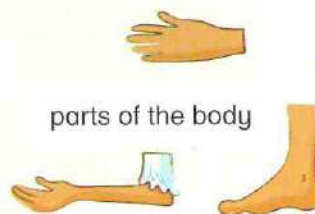
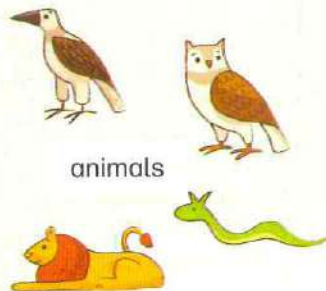
## Writing materials



The ancient Egyptians used pens which \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## Hieroglyphs



The ancient Egyptians also invented hieroglyphs. These were

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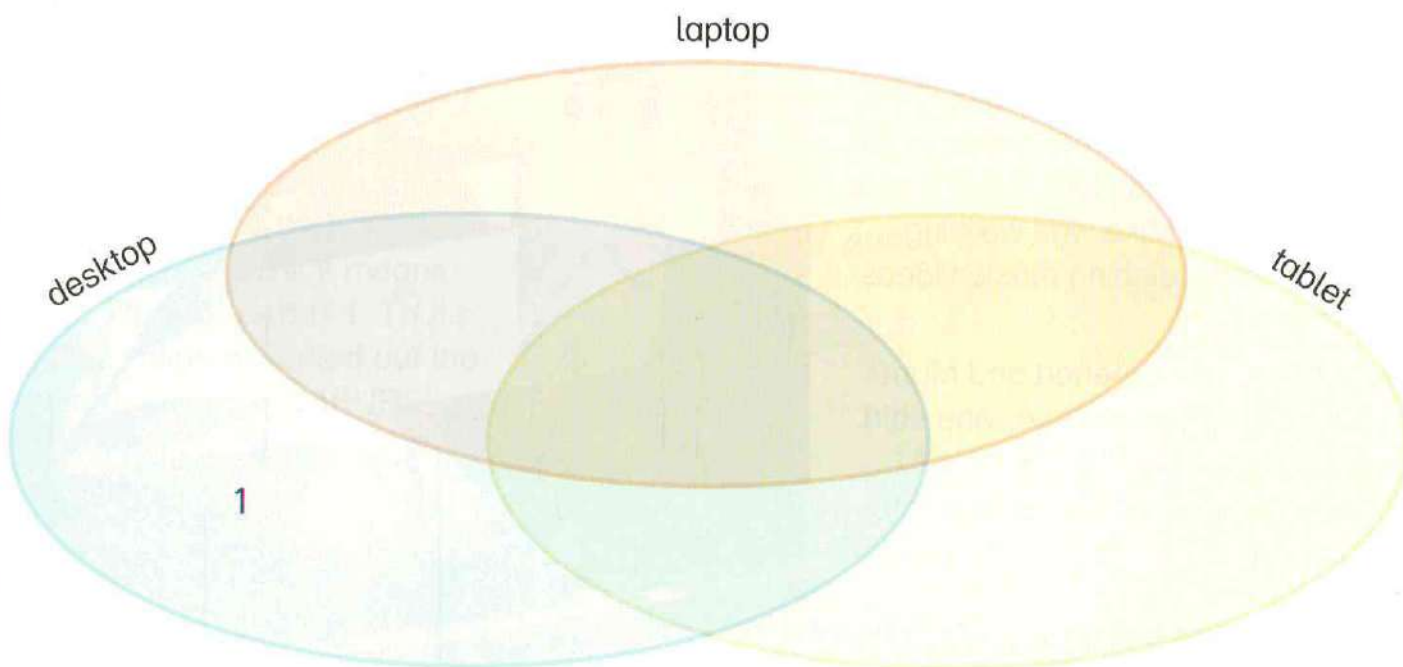


## Lesson 8

## Think about it!

1 Complete the diagram with the information in the box.

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



2 Write two ways in which these devices are the same and two ways in which they are different.



Same: \_\_\_\_\_

Different: \_\_\_\_\_

3 Discuss with a friend.

What is the best device for these people? Why? **Be a star!**

- 1 Chang has two children who get bored on long car journeys.
- 2 Vladimir is an architect and he needs a big screen.
- 3 Lana is a student who needs to study at home and at university.

## Reading time 3

- 1  2.36 Read the story. What's the connection between the paintings and the treasure?

### *The colours of life*

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

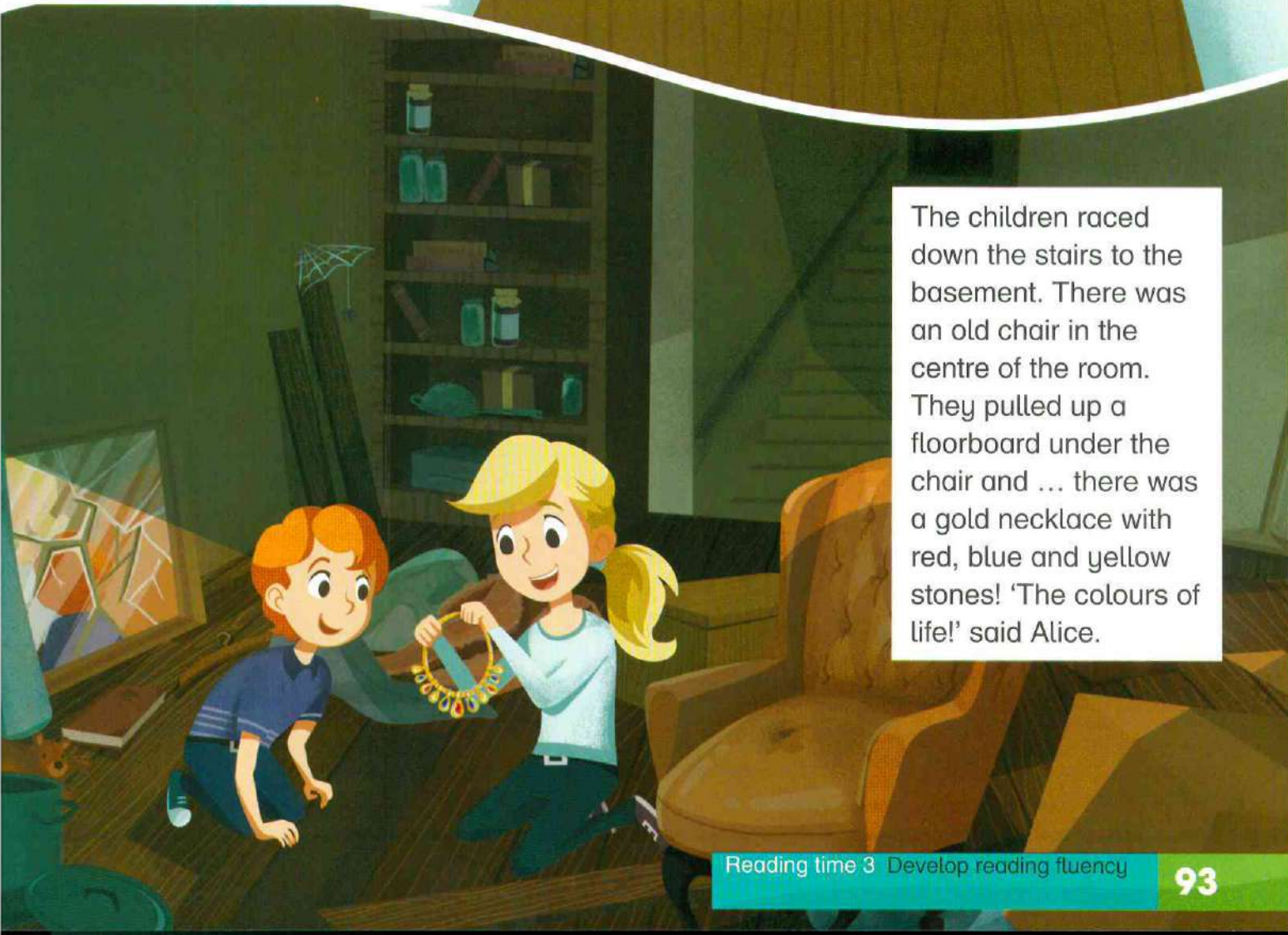
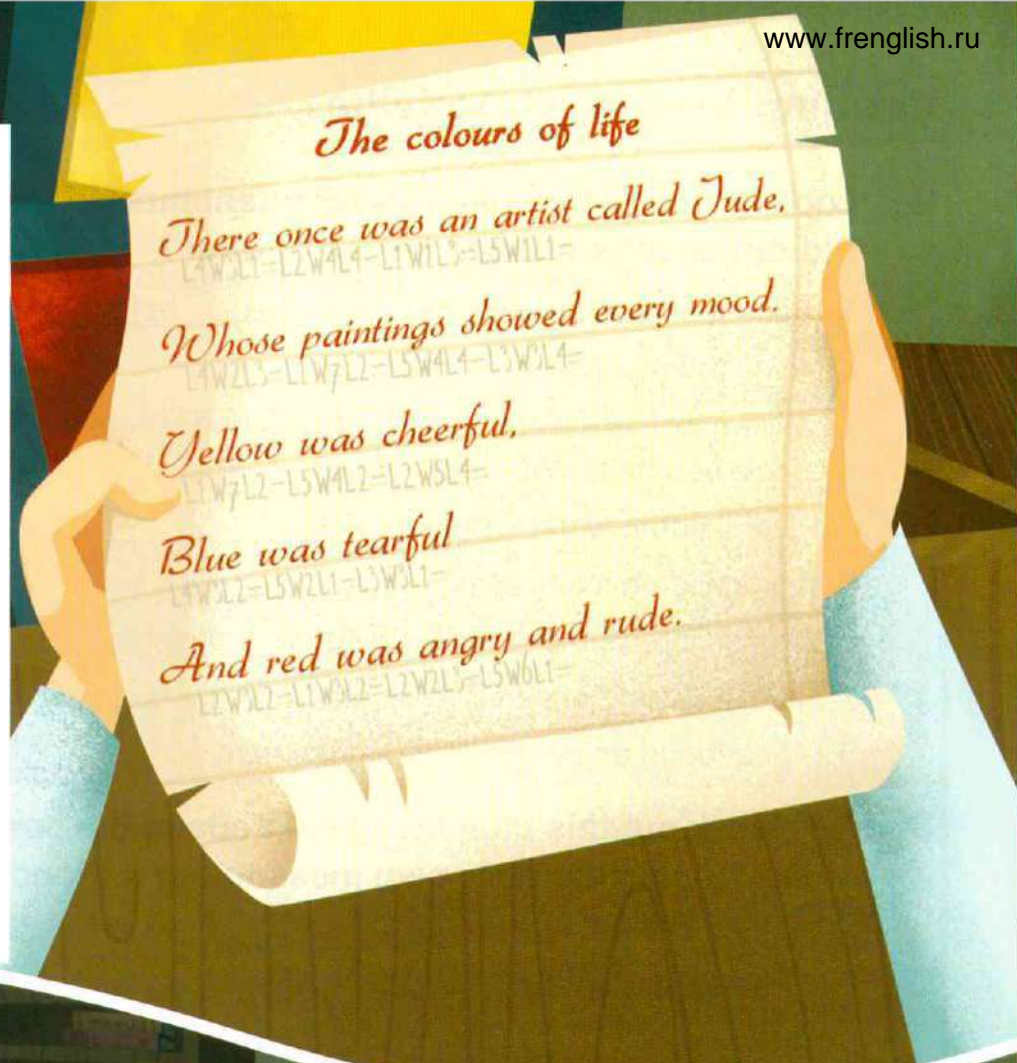
Suddenly the door opened and Mum came in. 'Come on, you two,' she said. 'You shouldn't stare at a screen all evening! Go and clean the basement. It's still full of old things.' So the children got up and went downstairs.

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



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

Can you help them work out the other two words?





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

## Reading time 3      Activities

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

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



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



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

L5 W4 L3    L1 W5 L2    L1 W2 L1    L3 W3 L7    L5 W4 L2    L5 W2 L3

L2 W3 L1    L1 W5 L4    L4 W3 L7    L2 W4 L2    L5 W6 L4    L4 W3 L4

L1 W1 L1    L4 W3 L4    L2 W1 L5    L4 W1 L4



Clue: \_\_\_\_\_

4   Watch the ending. Discuss with a friend. Where do the children find more treasure?







## Play 3


- 1  Talk about the pictures. What do you think happens?
- 2  2.37 Listen and read. What problem did Vicky help with?
- 3 Act out the play.


## Vicky helps




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


 That's a wonderful idea!


 I can help you.


 I know! We can make a video about birds.


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

 Let's all help.


 We should go out to the countryside!


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

 You can use my microphone!


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





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

 Is this it?

 No. That's mine.

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

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

 And then we can make our video about birds!

# 8 Our world



I'm counting petals.

What are you doing?

# Lesson 1 Vocabulary

- 1 3.1 Listen, point and say.
- 2 3.2 Listen and play the game. Which word is *before* or *after* these words?



spine



petal



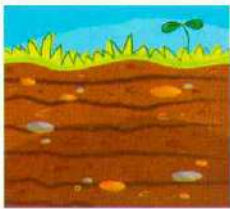
fins



scales



stem



soil



feathers



roots



fur



wings

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

Parts of animals

Parts of plants

fur

petal

- 4 Look at the picture. Play the game.

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

It's the cat!

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

Grandpa's garden

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

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

Chorus

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

Chorus

Which plant and  
animal words are in  
the song?





## Lesson 2

## Reading


 Values

How can we look after nature?

- 1 Look at the poems. Answer the questions.
  - 1 Which poem is about insects? \_\_\_\_\_
  - 2 Which poem is about plants? \_\_\_\_\_
  - 3 Which poem is about animals? \_\_\_\_\_
- 2 Scan the text. Underline the new words from Lesson 1.
- 3  3.4  Read the texts. What are the themes of the poems?

# Our School Poetry Corner



## Poem 1

## A small seed

by Annushka



A small seed sitting in the soil  
 Waiting for water and the warmth  
 Of the slow, strong sun  
 To grow green in the glittering grass.  
 The stem grows up and up from its roots.  
 Big, brown branches  
 With little, light leaves.  
 It's a house and a happy home  
 For swooping sparrows with feathers and wings,  
 And scampering squirrels with fur and tails.  
 What a wonderful world is waiting  
 In a small seed sitting in the soil!

## Poem 2

## Animals in the air, in the sea and on the land

by Sasha

In the future  
 Animals will be happy.

Cities and towns won't be so dirty.

The air'll be full of cheeping and chirping.

Our fishermen won't do too much fishing.

The sea'll be full of splashing and splishing.

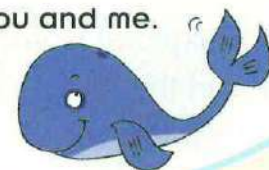
People won't cut down the forests and jungles.

The land'll be full of roaring and buzzing.

The animals will all be happy and free

Because we'll look after them,

You and me.



# The cycle of life

by Grigory

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

Oh look! It's a larva!  
It's spotty and spiky.  
Spotty and spiky  
And moving so slightly!

Look at the larva.  
Something is growing!  
What will it be?  
Can you tell me?

Oh! It's a pupa!  
Brown and dry.  
Brown and dry?  
I wonder why.

Inside the pupa  
Something is moving!  
What will it be?  
Can you tell me?

Oh, it's a ladybird!  
First yellow and black,  
Then red with black spots,  
Just like big, round dots.

air ladybird land sparrow squirrel

## Learning to learn

### Finding a word in a dictionary

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

- First look for the first letter of the word, e.g. *squirrel*.
- When you find the **s**-words, look for words with the second letter **q** (*sq*).
- Then look for words with the third letter **u** (*squ*).
- Look down the list until you find the word, *squirrel*.

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

## Lesson 3 Reading comprehension

### 1 Answer the questions with full sentences.

- 1 What does a seed need to grow? It needs water and warmth from the sun.
- 2 What does the seed become? \_\_\_\_\_
- 3 Which animals have a happy home here? \_\_\_\_\_
- 4 Why aren't the animals in Poem 2 happy now? \_\_\_\_\_

### 2 Read Poem 3 and do the activities.

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

pupa  egg  young ladybird  larva  ladybird

- 2 Write the stages of the cycle of life.

- a spotty and spiky larva
- b yellow and black \_\_\_\_\_
- c brown and dry \_\_\_\_\_
- d red with black spots \_\_\_\_\_

### 3 Which poem is your favourite? Why? Be a star!

## Sounds and spelling

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

The **br**ight **kn**ight rode  
strai**gh**t on throu**gh** the **ni**ght.



### 5 3.6 Write the words with the missing letters. Listen to check.

- |          |              |             |       |
|----------|--------------|-------------|-------|
| 1 nit    | <u>night</u> | 4 firefiter | _____ |
| 2 strait | _____        | 5 caut      | _____ |
| 3 nauty  | _____        | 6 bout      | _____ |

# Lesson 4 Grammar

## 1 Look and read.

**Graphic**
**Grammar**
*will / won't for future predictions*


## 2 Look and complete.



1 It \_\_\_\_\_ 'll \_\_\_\_\_ need water and light.

2 It \_\_\_\_\_ have leaves.

3 It \_\_\_\_\_ make a noise.

4 It \_\_\_\_\_ grow into a plant.

5 It \_\_\_\_\_ grow scales.

6 They \_\_\_\_\_ learn to swim.

7 They \_\_\_\_\_ leave the nest.

8 They \_\_\_\_\_ change into butterflies.

9 They \_\_\_\_\_ grow feathers.

10 They \_\_\_\_\_ learn to fly.

## 3 Discuss with a friend. What *will* or *won't* you do tomorrow? **Be a star!** ★



I'll walk to school tomorrow.

We won't have PE tomorrow.















## Lesson 5 Language in use

### 1 3.7 Listen and say.



electric gadget scientist smartphone

-  **What do you think schools will be like in 20 years?**
-  I don't know. Maybe there won't be any schools at all!
-  **Will children still use books?**
-  No, they won't. I think they'll use laptops.
-  Hmm ... and who will teach them?
-  I think robots will.
-  **Interesting! And will school subjects change?**
-  I think children will do more science.
-  **And how will they get to school?**
-  I think they'll all have electric bikes.
-  **Do you think school will be better than now?**
-  Yes, it will. More gadgets ... and more fun!

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

- 1 I think there **will** / **won't be** schools in 20 years.
- 2 I think children **will** / **won't** use books in 20 years.
- 3 I think children **will** / **won't** use the Internet to do their homework in 20 years.
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

### 3 **Think about the future. Make a new dialogue.** **Be a star!**



What will libraries be like in 20 years?

Do you think libraries will have books?

Maybe there won't be any libraries.

No. There won't be any more books!





# Lesson 6 Listening and speaking

## 1 Label the animals.

monkey frog lizard octopus butterfly fish scorpion bird



1

fish



2



3



4



5



6

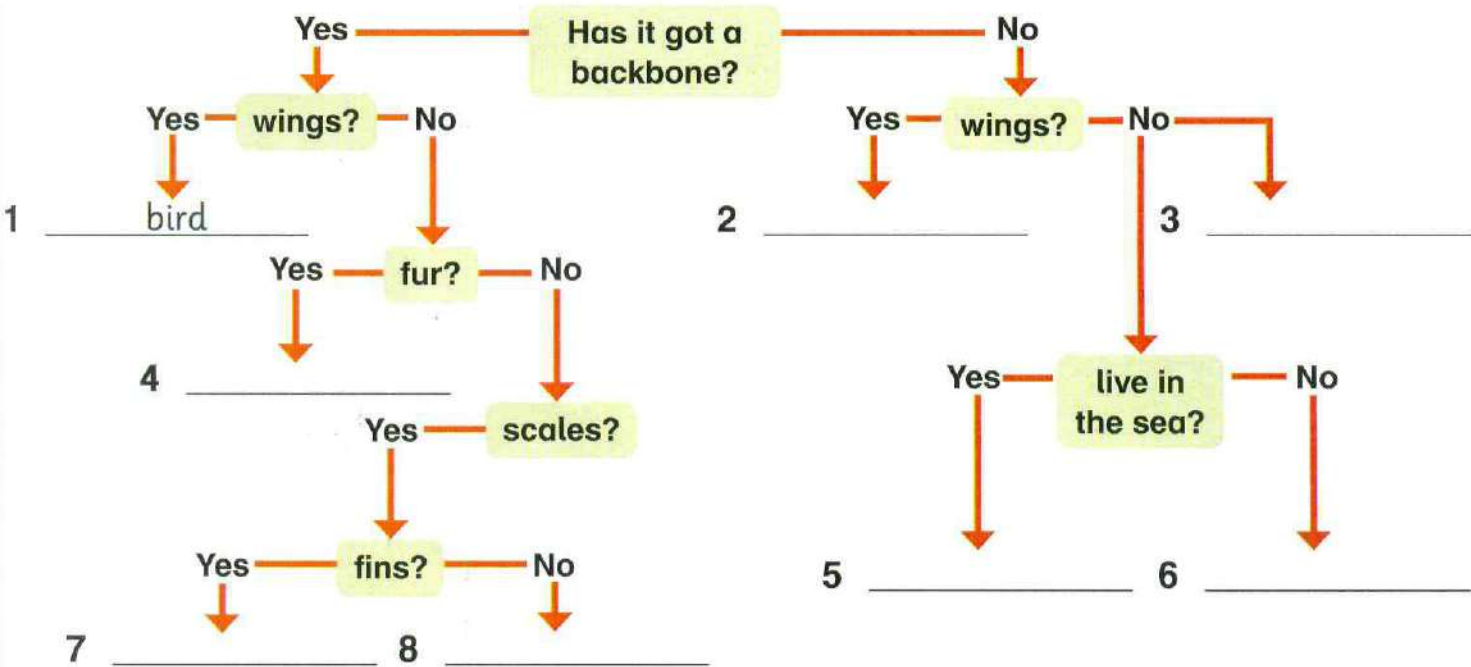


7



8

## 2 3.8 Look and write the names of the animals in Activity 1. Then listen to check your answers.



## 3 Play *Guess the animal* with a friend. **Be a star!**



Has it got a backbone?

Is it a scorpion?

No, it hasn't.

Yes, it is.



## Lesson 7 Writing

### Explanation

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

- 1 Look at Poem 1 from page 98 below.  
Underline the repeated sounds.

A small seed sitting in the soil  
Waiting for water and the warmth  
Of the slow, strong sun  
To grow green in the glittering grass.

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

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

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

Down in the Forest, we'll see

O \_\_\_\_\_

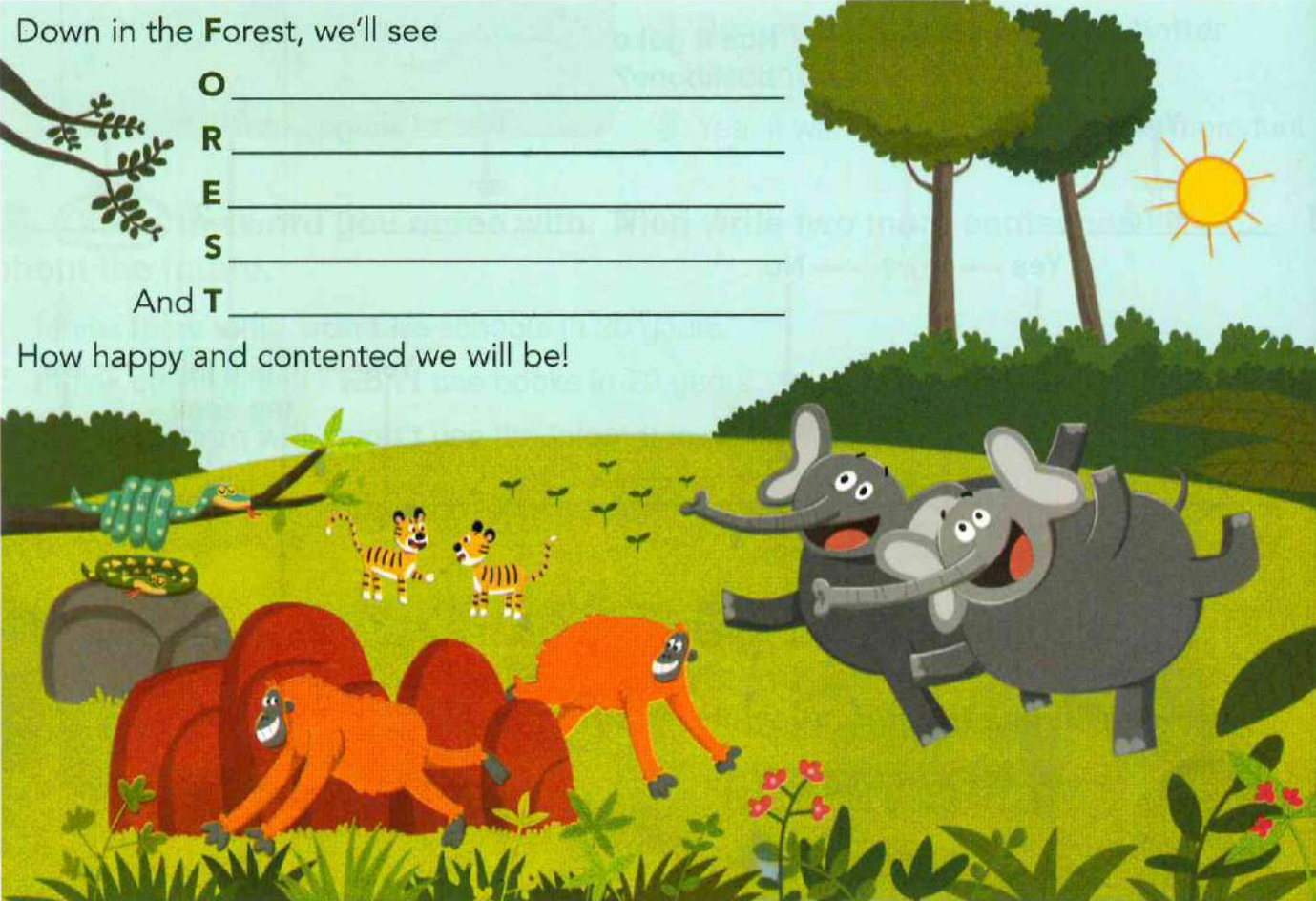
R \_\_\_\_\_

E \_\_\_\_\_

S \_\_\_\_\_

And T \_\_\_\_\_

How happy and contented we will be!



## Lesson 8

## Think about it!

Predict the future  
of our world!

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

We'll all speak the same language.

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

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

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

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

Future predictions	1-3	✓ or x
1 _____ _____		
2 _____ _____		
3 _____ _____		
4 _____ _____		

- 2  Think about the predictions and complete the table.

1 Give each prediction a mark from 1-3.

2 Put a tick (✓) or a cross (x).

1 = I think this will happen.

2 = I'm not sure if this will happen.

3 = I don't think this will happen.

✓ = It'll be good for the world.

x = It'll be bad for the world.

- 3  Discuss and compare your predictions with a friend. **Be a star!** 

## Review 4

- 1  Think of the technology words you know. Mime a word for a friend to guess.



What am I using?

Yes, it is! It's your turn.

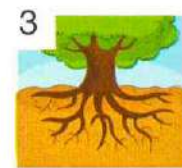
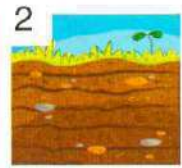
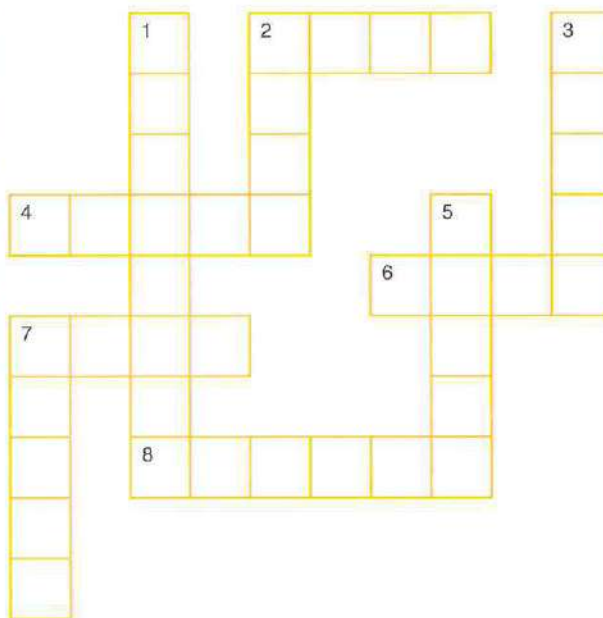
Is it a keyboard?



- 2 Look at the pictures and complete the crossword.

Across

Down



- 3  Complete the sentences using *who*, *which* or *where*.

- 1 A nurse is a person who works in a hospital.
- 2 A butcher's is a place \_\_\_\_\_
- 3 A camera is a gadget \_\_\_\_\_
- 4 A cyclist is a person \_\_\_\_\_
- 5 A library is a place \_\_\_\_\_

- 4  Make predictions with a friend about Peter, Vicky, Freddy and Jane.

Who do you think will ...

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

## 5 Complete the words with *ll*, *ss* or silent *gh*.

- 1 gra ss                      3 nau    ty                      5 be                         7 acro     
 2 strai    t                      4 caterpi    ar                      6 dau    ter                      8 waterfa

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



Yesterday, Tom and Sally went to the after-school art club. The teacher asked them to paint a picture. Sally wanted to paint a flower and Tom decided to paint a giraffe.

'Look,' said Sally. 'My flower has got a thin, green stem and pink petals. It's the most beautiful flower in the world.'

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

'I like your giraffe,' said Sally. 'You're very good at art.' 'And my giraffe likes your flower,' said Tom. 'Maybe it'll eat it!' 'Oh, Tom!' laughed Sally.

Tom and Sally were at \_\_\_\_\_ art club \_\_\_\_\_ yesterday.

- 1 Sally decided to paint \_\_\_\_\_.
- 2 Sally's flower has got a \_\_\_\_\_.
- 3 Tom's giraffe \_\_\_\_\_ an elephant.
- 4 Sally thinks Tom \_\_\_\_\_ very well.
- 5 Tom thinks his giraffe \_\_\_\_\_ Sally's flower.

Brilliant! You're  
an Academy Star!



# 9

# Planet water



# Lesson 1 Vocabulary

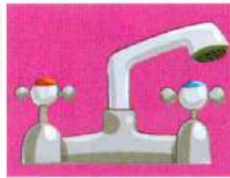
- 1 3.9 Listen, point and say.
- 2 3.10 Listen and play the game. Which word is *above*, *below* or *next to* these words?



dishwasher



washing machine



tap



bucket



watering can



fill



empty



waste



save



turn on / off

- 3 Write the new words in your notebook.

Objects	Verbs
dishwasher	fill

What's Jane doing?

She's emptying the washing machine.

- 4 Look at the picture. Ask and answer.

- 5 3.11 Sing the song. **Be a star!** ★



Let's save water!  
 We can start right now.  
 Don't waste water!  
 We can show you how.  
 When you're in the kitchen,  
 Don't forget this song.  
 Always fill the dishwasher  
 Before you turn it on.  
 Chorus

When you're in the bathroom,  
 Don't forget this song.  
 When you wash your hands and face,  
 Never leave the tap on.  
 Chorus  
 When you're in the garden,  
 Don't forget this song.  
 Save water with a watering can.  
 Come on! Sing along!  
 Chorus

Which ways can you save water?



## Lesson 2

## Reading

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

The text tells us ...

1 what water is made of.



2 about water on Earth.

3 it's important to drink water.

4 about the water cycle.

5 it's important to save water.

6 not all water on Earth is clean.

2 Scan the text. Underline the new words from Lesson 1.3  3.12  Read the text. What do people use water for?

# PLANET WATER

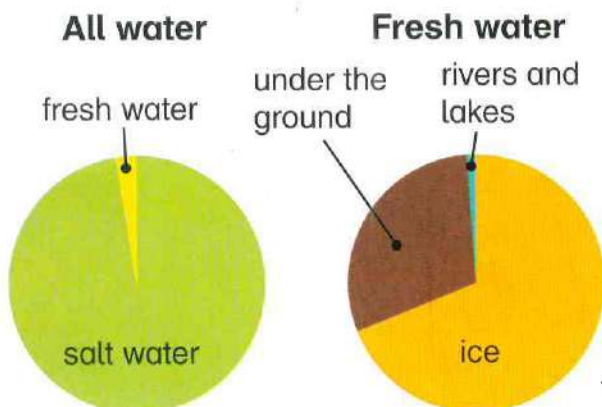


Don't waste water. Always fill the dishwasher and washing machine before you turn them on!

## Where is Earth's water?

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

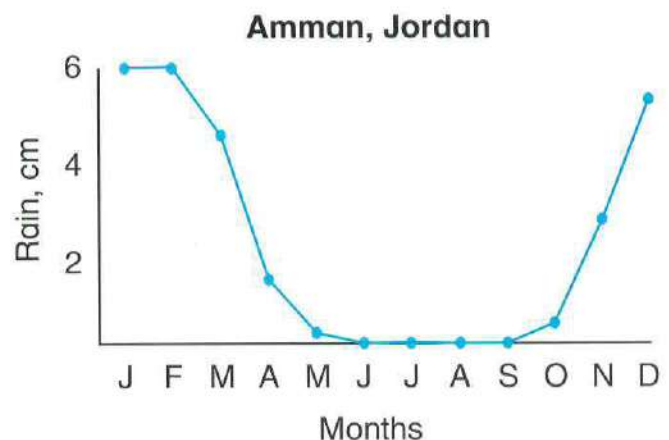
Look at the pie charts. **What colour shows the water we can use for drinking?**



## Water and the weather

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

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

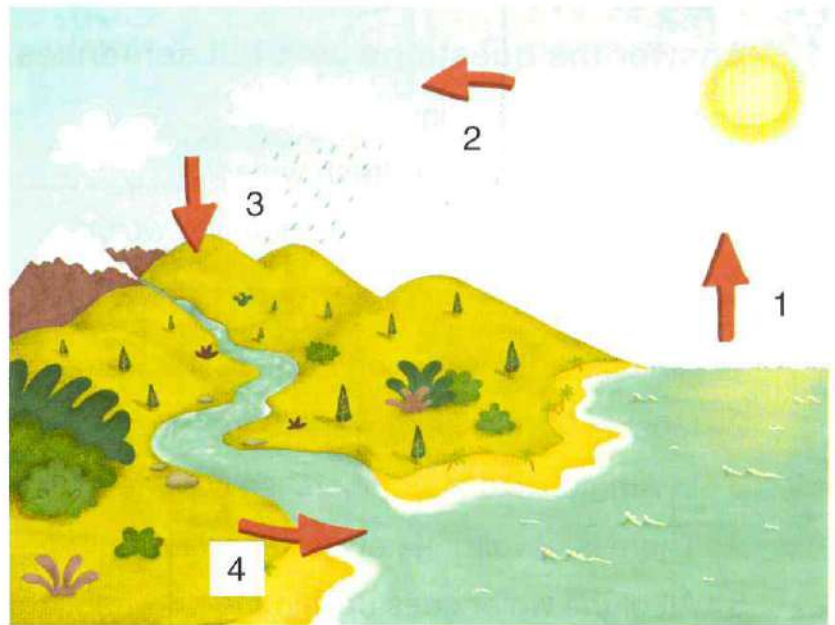




## The water cycle

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

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



**Don't waste water.**  
Turn off the tap to save water!



### Values

How can you save water?

cool   freeze   fresh water   heat   melt   salt water

## Learning to learn

### The importance of graphs

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

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

- 1 What information do they give you?
- 2 How is that information shown?
- 3 What do you learn from them?



## Lesson 3 Reading comprehension

### 1 Answer the questions with full sentences.

- 1 Where can you find salt water? \_\_\_\_\_
- 2 Where can you find fresh water? \_\_\_\_\_
- 3 In which other places can you find water? \_\_\_\_\_

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

- 1 Almost all the water on Earth is salt water.
- 2 Most of Earth's fresh water is in rivers and lakes.
- 3 In Amman in Jordan, there isn't any rain for four months of the year.
- 4 There is never any new water on Earth.
- 5 All of the water goes up into the air when the sun heats the ocean.

T

### 3 Discuss with a friend.

What happens to water when it's raining? **Be a star!** 

The rain falls on the land.

Some of the water goes under the ground.

## Sounds and spelling

### 4 3.13 Listen and say the chant.

Look at the spelling.

Whhat is snow?

Why is it whhite?

Whhere does it go?



### 5 3.14 Write the words with the missing letter. Listen to check.

1 wen \_\_\_\_\_ when \_\_\_\_\_

3 wale \_\_\_\_\_

5 wite \_\_\_\_\_

2 were \_\_\_\_\_

4 wich \_\_\_\_\_

6 wy \_\_\_\_\_

# Lesson 4 Grammar

## 1 Look and read.

**Graphic**
**Grammar**
**Zero conditional**


If it's warm, snow melts.

**Look!**

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

## 2 Complete with the correct form of the verbs.

snow heat cool ~~melt~~ rain

- 1 When you heat ice, it melts.
- 2 When you \_\_\_\_\_ water a lot, it freezes.
- 3 If clouds are too heavy, it \_\_\_\_\_.
- 4 When the sun \_\_\_\_\_ the sea water, water goes into the air.
- 5 If it's very cold, it \_\_\_\_\_.

## 3 Look at the weather pictures and discuss with a friend. **Be a star!** ★



When it's cold, I wear a coat.

When it's cold, I catch the bus to school.
















## Lesson 5 Language in use

dissolve float heavy light sink

### 1 3.15 Listen and say.



-  Look at my experiment!
-  **What happens if you put the marble in the water?**
-  It sinks.
-  Why does it sink?
-  Because it's heavy.
-  **What happens if you put the feather in the water?**
-  It floats.
-  Why does it float?
-  Because it's light.
-  So why does a boat float?
-  Well, it's heavy, but its surface area is very big.
-  **And what happens if you fill the boat with water?**
-  It sinks because now it's much heavier.

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

What happens if ...

- 1 you put sugar in cold water? It doesn't dissolve because the water is cold.
- 2 you put sugar in hot water? \_\_\_\_\_
- 3 you put chocolate in cold water? \_\_\_\_\_
- 4 you put chocolate in hot water? \_\_\_\_\_
- 5 you pour oil on water? \_\_\_\_\_
- 6 you put sand in water? \_\_\_\_\_

### 3 Make a new dialogue. **Be a star!**



What happens if you put a leaf in water?

Why does it float?

It floats.






Because it's light.



## Lesson 6 Listening and speaking

1  Discuss the question with a friend. Underline your answers.

How many litres (l) of water do we use?

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

2  3.16 Listen and write **T** (True) or **F** (False).

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



3  3.16 Listen again and **circle** the answers in Activity 1.

4  Discuss with a friend. How much water did you use yesterday? **Be a star!** 



Yesterday, I had a shower in the morning.

About three minutes.

How long were you in the shower?




That's about 20 litres of water!

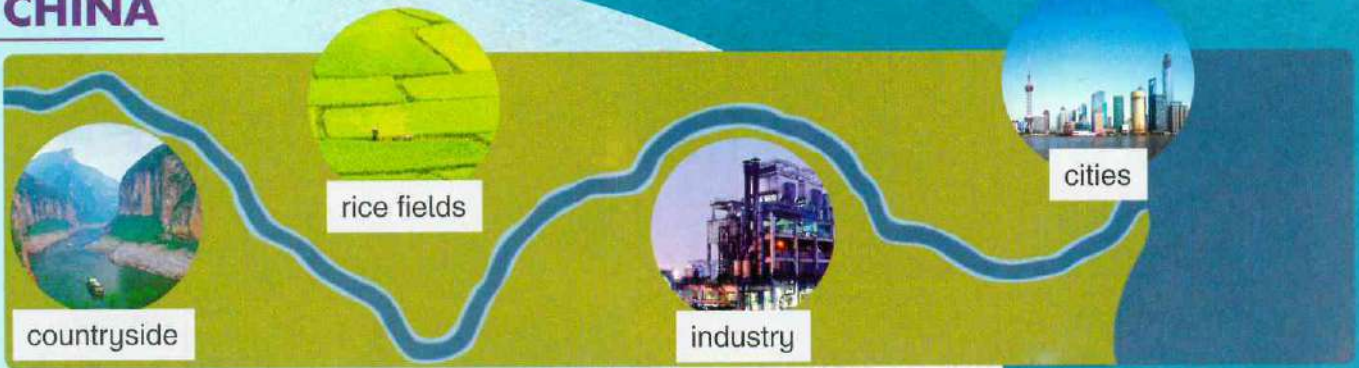
# Lesson 7 Writing

## Explanation

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

- 1 Look at the factual text on pages 110–111 and find the features in the Explanation box.
- 2  Discuss with a friend. What does the information tell you?

### 1 CHINA



### 2 THE LONGEST RIVERS



### 3 ALONG THE YANGTZE



- 3 Look at the diagrams and write a factual report about the Yangtze River.

Be a star! ★

The Yangtze River is in China. Along the river there are cities, industry, rice fields and countryside.

### 4



## 1 Answer the questions.

1 Which is better? Why?

- a long texts with no diagrams / short texts with diagrams

Because \_\_\_\_\_

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

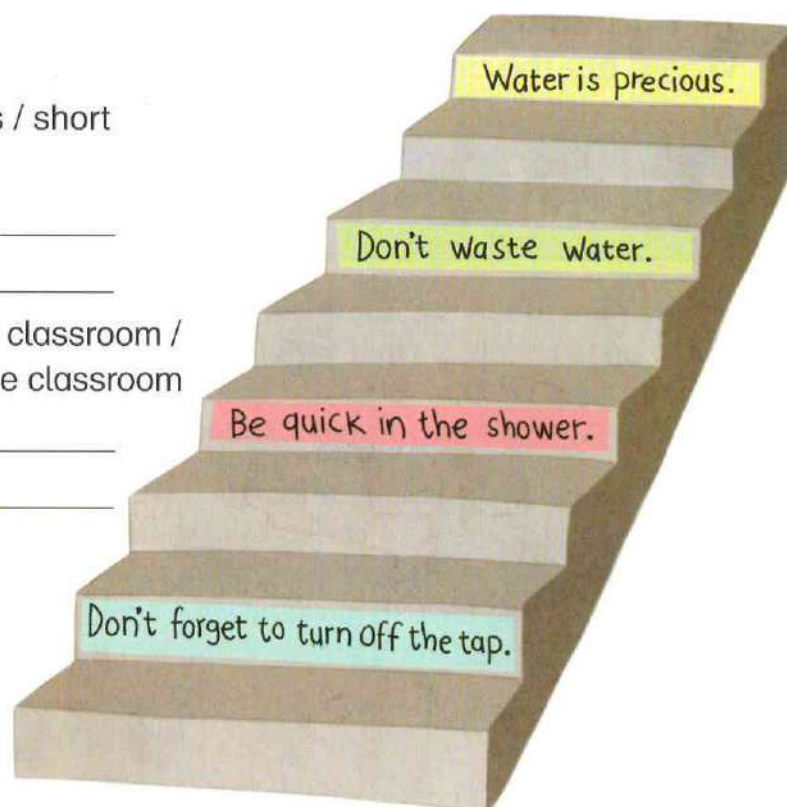
Because \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




## 2 Discuss with a friend the water facts you know. Then complete the questions and sentences.

- 1 Did you know that \_\_\_\_\_ ?
- 2 Did you know that \_\_\_\_\_ ?
- 3 Did you know that \_\_\_\_\_ ?
- 4 When you wash your hands, \_\_\_\_\_ .
- 5 Fill the washing machine before \_\_\_\_\_ .
- 6 A five-minute shower uses less water \_\_\_\_\_ .
- 7 Washing up by hand uses more water \_\_\_\_\_ .

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

- 1 Measure the stairs in your school and cut pieces of paper the right size.
- 2 Copy your messages in Activity 2 onto pieces of paper and stick them on the stairs.

## Reading time 4

- 1  3.17 Read the article.  
Where are the different hotels?



## Unusual hotels

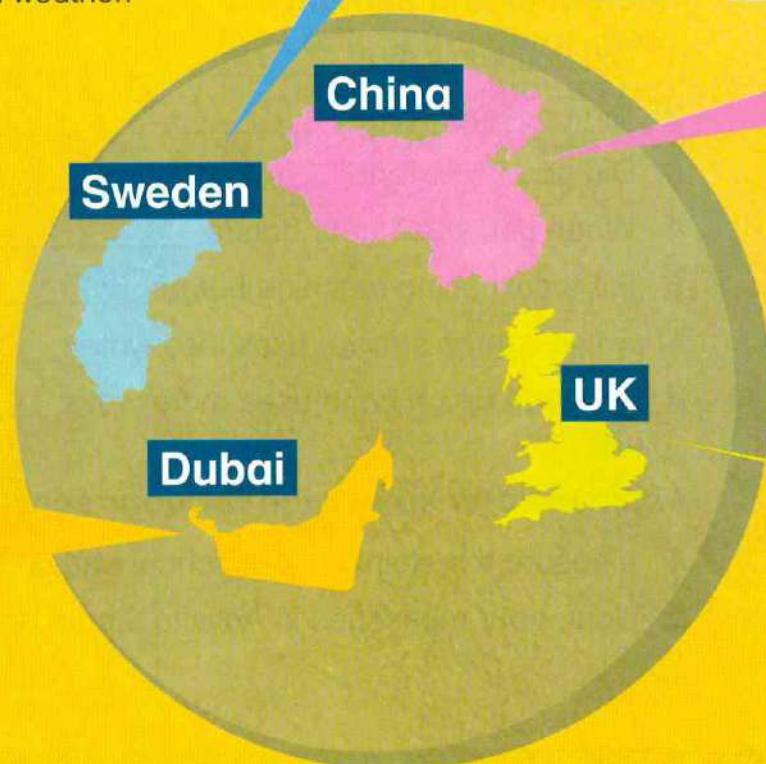
Jack and Jasmine are in the same class at school and they both want to be architects. They love unusual buildings! One afternoon they went to meet an architect, Samantha Blake, to discuss interesting hotels around the world.

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

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

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

**Jack:** Wow, that's really cool!





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

**Jasmine:** Is there a bathroom?

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

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

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

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

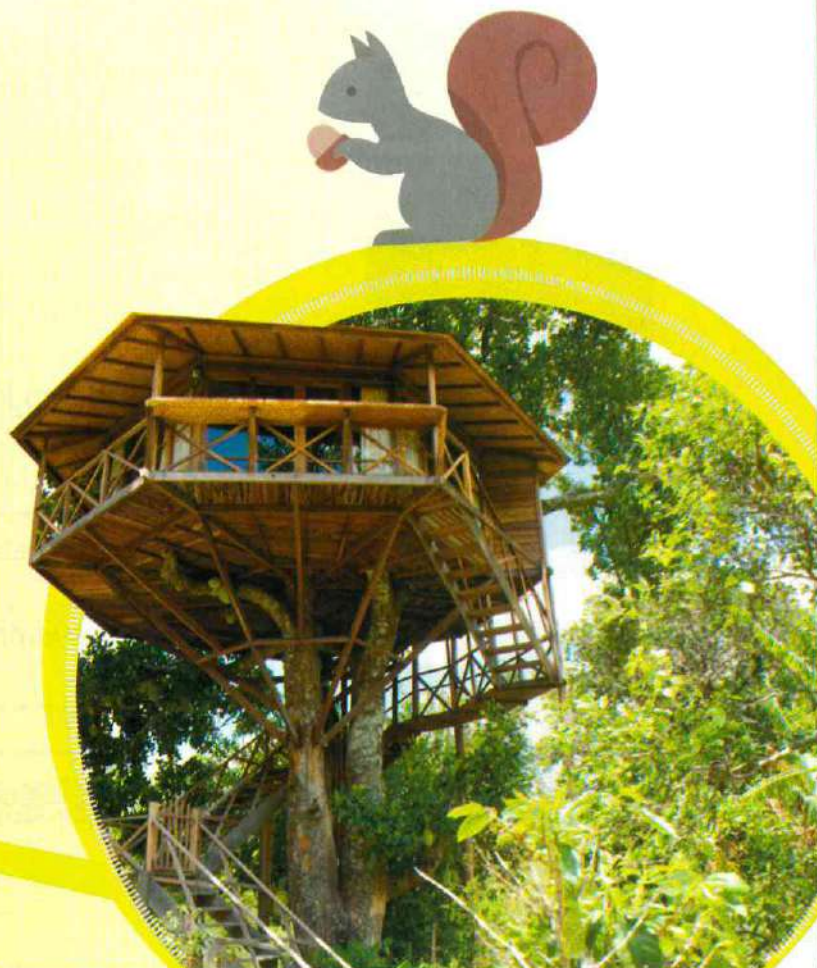
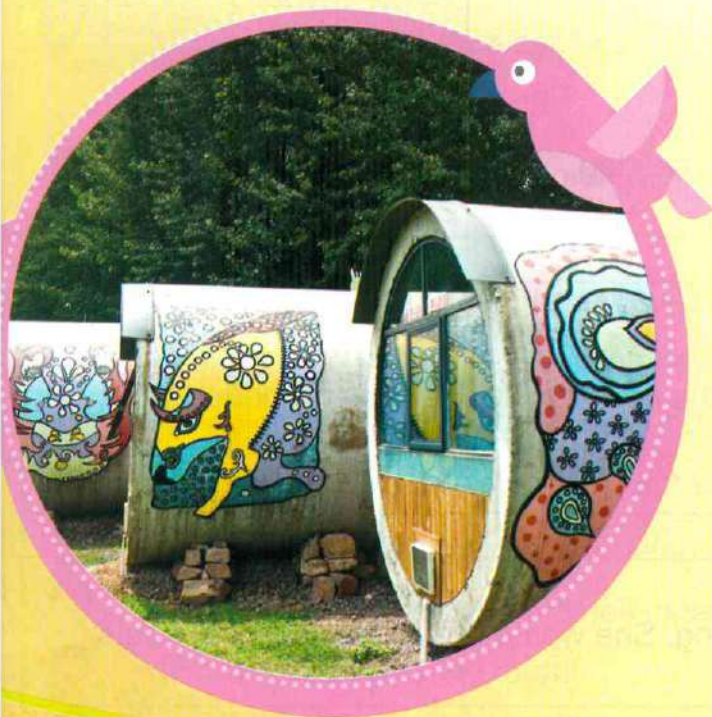
**Samantha:** Well, some float on the ocean and you get to them by boat. And there are some under the ocean that you have to dive down to get to. Once you're inside, when you look out of the window you can see fish and even sharks if you're lucky!

**Jack:** Wow! That's amazing!

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

**Jasmine:** I love it!

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



## Reading time 4      Activities

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

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

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



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



Why? Tom will be happy in the ice hotel.

It's very cold, and it's an adventure!



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



Why? \_\_\_\_\_



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



Why? \_\_\_\_\_





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



Why? \_\_\_\_\_

## Play 4

- 1  Talk about the picture. What are they doing?
- 2  3.18 Listen and read. What do they do when they feel happy or relaxed?
- 3 Act out the play.

## Freddy's music



Now listen to this ...



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



I dance and hug my family!



I play on my favourite apps.



I try new moves on my skateboard.



And I invent electric gadgets for my wheelchair!



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



Freddy, can you play us some more music?



OK. Hmm! Listen to this ...



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



Yes! Let's do something relaxing now!



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



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



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



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



That's a strange thing to do!



I know, but I find it relaxing!



# 10

# Let's be detectives!

Which one do you think is Aunt Marta?

Look for the woman with fair hair and lots of jewellery.

Welcome, Aunt Marta!



# Lesson 1 Vocabulary

- 1 3.19 Listen, point and say.
- 2 3.20 Listen and play the game. What's next?



jewellery



bracelet



earrings



diamond ring



beard



curly hair



straight hair



fair hair



dark hair



moustache

- 3 Write the new words in your notebook.

I've got ...

I haven't got ...

a beard

Who's got a moustache?

- 4 Look at the picture. Ask and answer.

The businessman and the driver.

- 5 3.21 Sing the song. **Be a star!**

## A good detective

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

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

## Chorus

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


## Chorus

Which physical descriptions are in the song?



## Lesson 2

## Reading


 Values

What can you do to be observant?

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

1 The texts are ... **a** blogs. **b** emails. **c** letters.

2 The people writing them ...

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

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

3  3.22  Read the text. How do you think Ella Gibson feels when she writes to John?

# A thief in the village



**Sent:** 18<sup>th</sup> August, 5pm

**To:** Detective John Gady

Good afternoon John,  
How are you? This is your first detective job, so please write to me every day with your news. I hope you catch the thief soon!  
Ella Gibson

**Sent:** 18<sup>th</sup> August, 10pm

**To:** Superintendent Ella Gibson

Good evening Madam,  
I am staying at a hotel. It's in Wrabness, which is a small village. The photo is of me in front of the hotel. The owner of the hotel is also the chef. He's young and tall with long straight dark hair. He's got a beard and moustache. He's very friendly and a great chef!

I'm very tired. I've talked to everyone who lives here today. I've found out that the thief takes jewellery. Everyone says he is very clever and steals things at night. No one has seen him.

I had pasta this evening for dinner. It was delicious! It's ten o'clock now so I'm going to bed.

John



**Sent:** 19<sup>th</sup> August, 10am

**To:** Detective John Gady

Good morning John,  
Thank you for the email, but I don't need to know about your dinner and what time you go to bed! Only send me news about the thief, please.  
Ella Gibson



**Sent:** 19<sup>th</sup> August, 5pm  
**To:** Superintendent Ella Gibson

Good evening Madam.

I'm tired because I didn't go to bed last night. I decided to stay up and look for the thief. I walked round the village and then when I was walking through the forest, I saw a man. He had long straight dark hair and a beard. It was the chef and he was carrying a bag! I quietly followed him through the forest, but I lost sight of him.

After, I went back to the hotel, and two hours later, a local police officer called me. He told me that a bracelet and two diamond rings were reported missing. Someone stole them last night! I think the chef might be the thief!

Here's a photo of him.

John



**Sent:** 20<sup>th</sup> August, 2pm  
**To:** Superintendent Ella Gibson

Good afternoon Madam,  
Here's my news for today.

I woke up early and followed the chef into the forest. He was collecting mushrooms to make a soup at the hotel. I knew then that he wasn't the thief!

I went for a picnic breakfast at ten o'clock. I saw a big black and white bird, a magpie, carrying something in its mouth. It stopped on a branch, so I climbed the tree and found the jewellery in a nest! The thief is the magpie!

Now everyone in Wrabness has got their jewellery back. They're all very happy!

John



detective   everyone   no one   someone   steal (stole)   thief

## Learning to learn

### Self-motivation

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

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

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






# Lesson 4 Grammar

1 Look and read.


Graphic

Grammar

Present perfect



He's caught the thief.



Oh no! He hasn't caught the thief!

2 What have they done today? Look and write about John, the chef and Ella.



- 1 (make) The chef's made some soup.
- 2 (climb) \_\_\_\_\_
- 3 (wash) \_\_\_\_\_
- 4 (phone) \_\_\_\_\_
- 5 (not find) \_\_\_\_\_

3 Discuss with a friend. What *have* or *haven't* you done today? Be a star!



I've finished my new book.

I haven't read a book.



## Lesson 5 Language in use

attic    basement  
dust the furniture    tidy up

### 1 3.25 Listen and say.



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

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

- 1 I'm hungry. Let's make a sandwich!
- 2 I've lost my book. \_\_\_\_\_
- 3 I'm bored. \_\_\_\_\_
- 4 I can't do my homework. \_\_\_\_\_
- 5 I've dropped my phone. \_\_\_\_\_
- 6 I've got a headache. \_\_\_\_\_

### 3 Make a new dialogue. **Be a star!**



What's the matter?


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

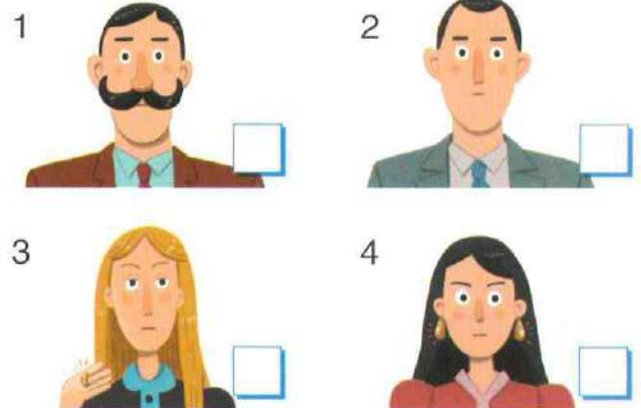
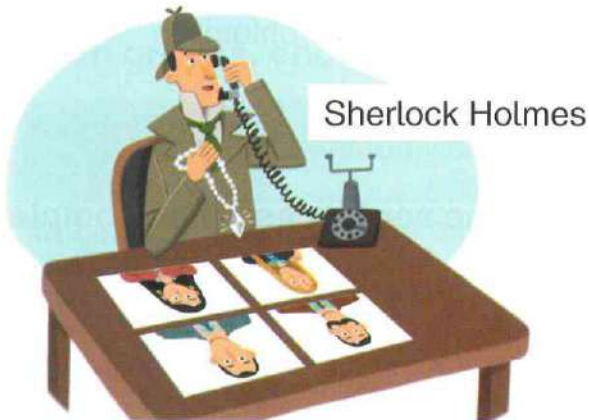
I'm bored.

That's a good idea.



## Lesson 6 Listening and speaking

1  3.26 Listen and tick (✓) the two people Sherlock Holmes describes.

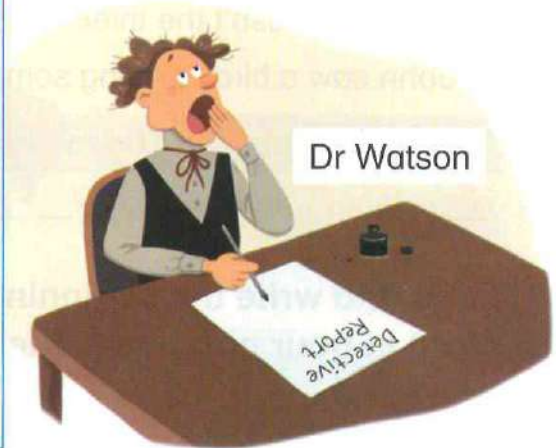



2  3.26 Listen again. Read and **circle** the mistakes.



### DETECTIVE REPORT

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



3  Play *True or False* with a friend. **Be a star!** ★

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

When did you play football?

This morning, in my PE class.

When did you wash your dad's car?

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

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



## Lesson 7 Writing

### Explanation

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

### 1 Match the word with the explanation.

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

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

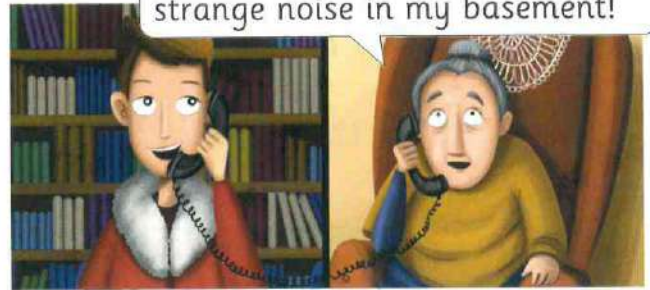
- a John saw the chef in the forest.  
 b John went for a picnic breakfast at ten o'clock.  
 c John, a detective, went to find a thief in a village.  
 d The same night the thief stole a bracelet and two diamond rings.  
 e The chef wasn't the thief. It was the magpie!  
 f John saw a bird carrying something in its mouth.


The beginning	The middle	The ending
—	a — — —	—

### 3 Look and write the beginning and middle of this story in your notebook. Then invent an ending. **Be a star!** ★

## THE BASEMENT MYSTERY!

Please come and help! There's a strange noise in my basement!



I'm Detective John Gadly. Can you take me to the basement, please?


1  Discuss with a friend the topics you've learnt this year.


2  In groups, choose words to complete the table.


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


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


## Instructions

 1 There are four groups, A–D. Team A come to the front of the class with their table.

 2 The other teams take turns to choose a category and a number in the question table. Team A asks them the question.

 3 If the answer is correct, the team gets a point and the number is rubbed out.

 4 If the team gets the answer wrong, it's the turn of Team B to choose a category and a number.

 5 The winner is the team with the most points at the end of the game.



Name three new words from the unit *Planet water*.

Make a sentence with 'waste'.



## Review 5

### 1 Complete the text with the water words you know.

We wash clothes in a <sup>1</sup> washing machine and we wash plates and cups in a <sup>2</sup> \_\_\_\_\_. It's important to <sup>3</sup> \_\_\_\_\_ these machines before we turn them on because we must <sup>4</sup> \_\_\_\_\_ water.

We use a <sup>5</sup> \_\_\_\_\_ to water the plants and we fill a <sup>6</sup> \_\_\_\_\_ with water to wash the floor.

It's very important not to <sup>7</sup> \_\_\_\_\_ water.

Always remember to <sup>8</sup> \_\_\_\_\_ the <sup>9</sup> \_\_\_\_\_ when you are washing your hands or brushing your teeth.

Save water!



### 2 Play *Guess who?* with a friend.



Antonio



Amal



Viktor



Sandra



This person has got dark curly hair.

Yes, it is! Now it's your turn.

It's Antonio!



### 3 Talk about the situations with a friend. Use *if* or *when*.

very cold  
don't sleep enough

don't study  
eat too many sweets

plant a seed  
don't turn off the tap



What happens when it's very cold?

It snows.



4 What have they done? Look and write.



paint



drop



wash



not turn off



not catch



visit

1 He's painted on the wall.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

5 Circle the silent letters.

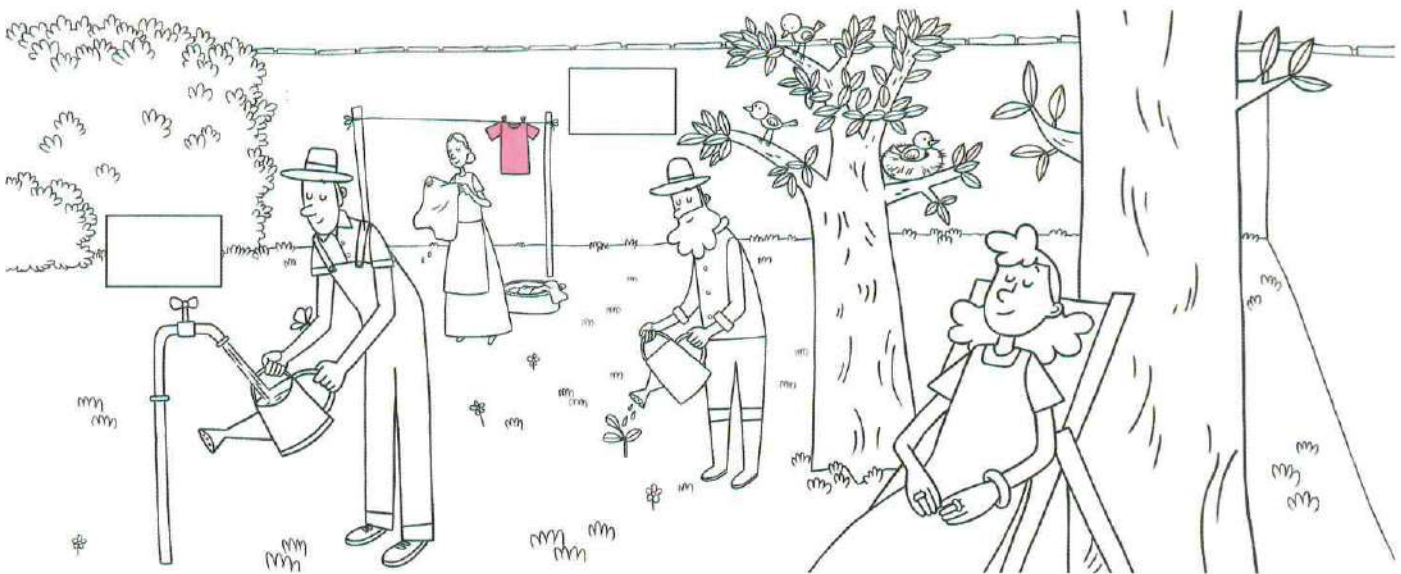
- |         |         |        |         |
|---------|---------|--------|---------|
| 1 write | 3 climb | 5 knee | 7 where |
| 2 who   | 4 hour  | 6 know | 8 thumb |

Amazing! You're an Academy Star!



6 Listen and colour and write.

There is one example.



# Dictionary

## Unit 1



above



below



camping



countryside



forest



hill



horse-riding



inside



island



lake



mountain biking



outside



river



sailing



skateboarding



surfing



town



village



volcano



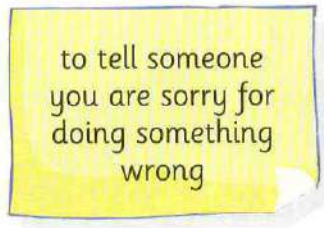
waterfall



## Unit 2



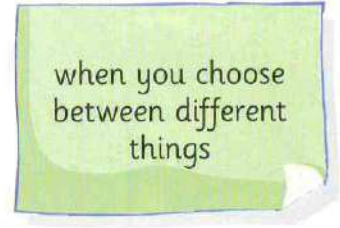
across



apologise



count to a hundred



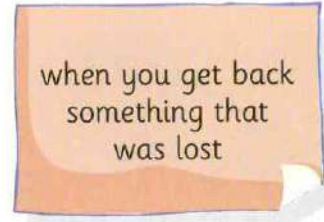
decide



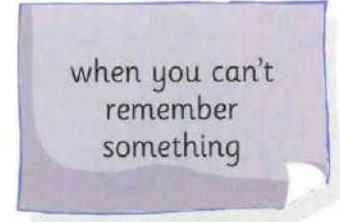
down



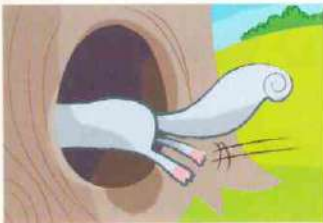
do up your coat



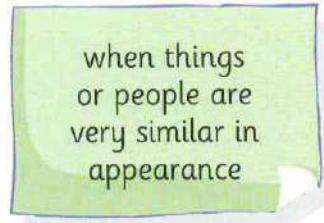
find (found)



forget (forgot)



into



look like



off



onto



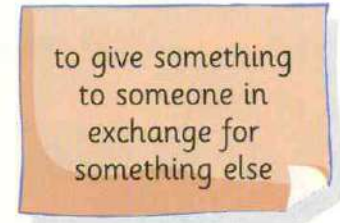
out of



over



round



swap



through



tie your shoes



up



whistle a tune

### Unit 3



basket



bell



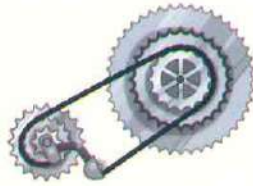
brakes



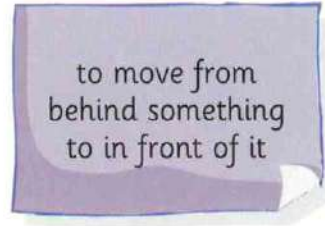
bridge



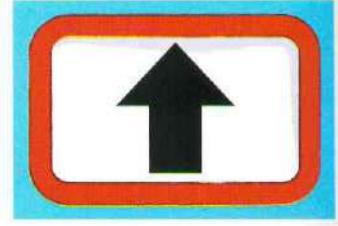
cyclist



gears



go past



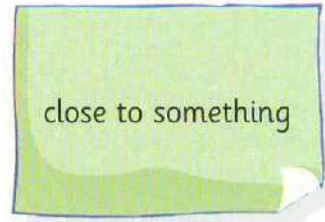
go straight on



light



lock



near



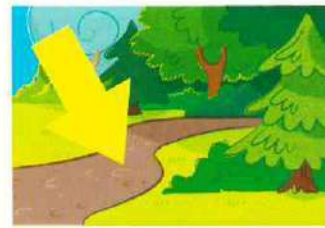
on the left



on the right



opposite



path



pump



safety vest



square



ticket



turn left



turn right



wheel

# Unit 4



artist



businessman /  
businesswoman



caterpillar



chef



crab

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

creative

when something  
isn't safe to do

dangerous

when something is  
very good to eat

delicious



dentist

when something  
isn't the same as  
something else

different



engineer

when something  
makes you feel  
excited

exciting

when something  
makes you want  
to know more  
about it

interesting



lawyer



mosquito



nurse



peacock



photographer



plumber



police officer

# Unit 5

when you like doing lots of things and moving around

active



bakery



broken arm



butcher's



chemist's



cough



cut



earache

to do sports to keep you fit and healthy

exercise (v)



fishmonger's



flu



greengrocer's



headache

when you are fit and well, and feel very good

healthy

when you are sick and don't feel well

ill

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

medicine

to sleep or stop being active

rest (v)



sore throat



stomach ache



temperature



toothache

## Unit 6

one more of  
something

another

two things  
together, one and  
the other

both



branch



buy a present



campfire

when you get on  
a bus to go to  
a place

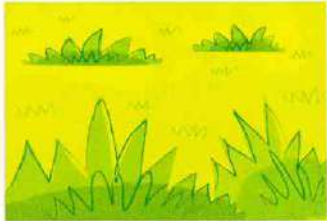
catch a bus



field

to move through  
the air with wings,  
like a bird or  
aeroplane

fly (flew)



grass



ground

to be somewhere  
no one can find

hide (hid)



leaf / leaves



nest

when you have  
no things

nothing

to put a seed in  
the ground so it  
grows into a flower

plant a flower



shooting star



stream

to have something  
and go somewhere  
with it

take (took)



world

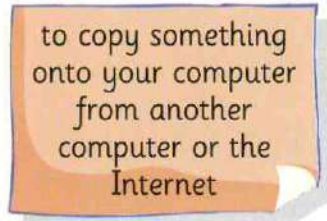


write an essay

# Unit 7



charger



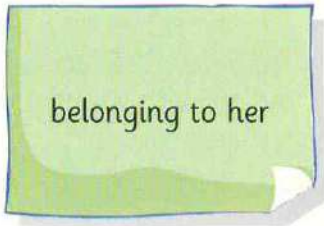
download



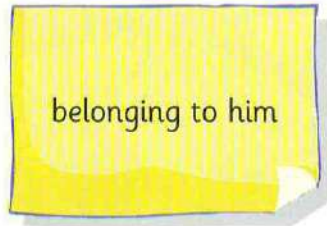
earphones



games console



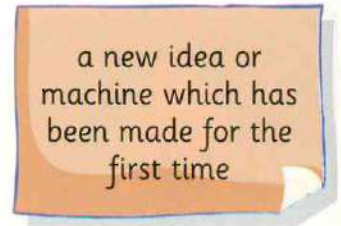
hers



his



ink



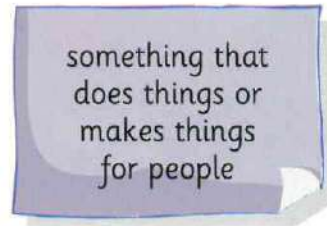
invention



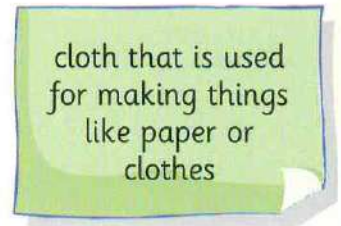
keyboard



laptop



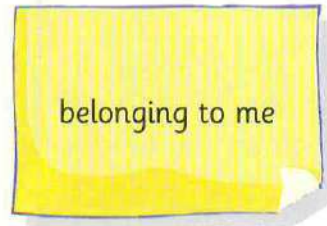
machine



material



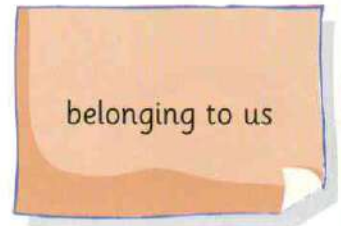
microphone



mine



mouse



ours



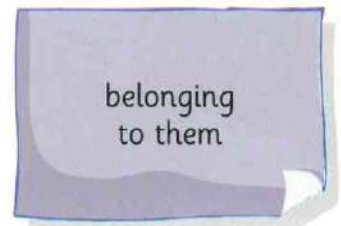
printer



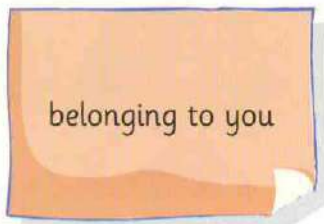
screen



speaker



theirs



yours

## Unit 8

what people and animals breathe

air

something that works using electricity

electric



feathers



fins



fur

a small, useful tool or machine

gadget



ladybird

the ground, the parts of the world that are not the sea

land



petal



roots



scales

a person who studies or works in science

scientist



smartphone



soil



sparrow



spine



squirrel



stem

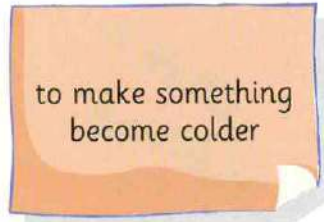


wings

# Unit 9



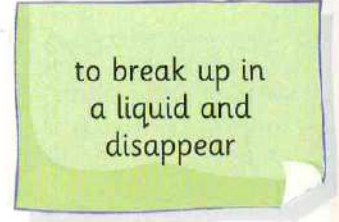
bucket



cool



dishwasher



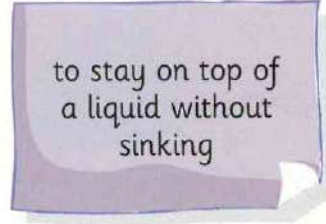
dissolve



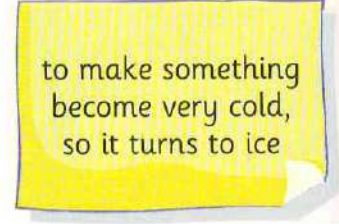
empty



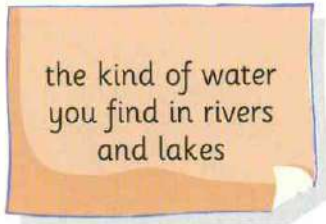
fill



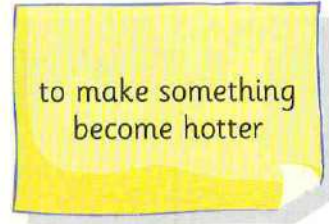
float



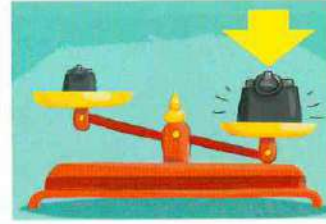
freeze



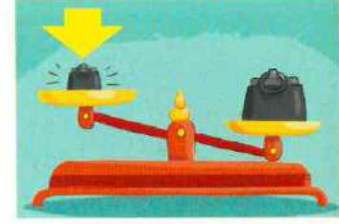
fresh water



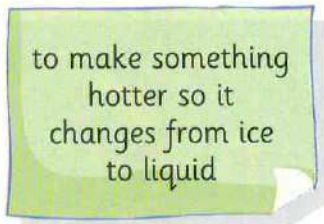
heat



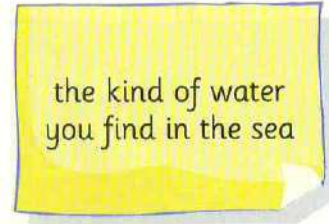
heavy



light



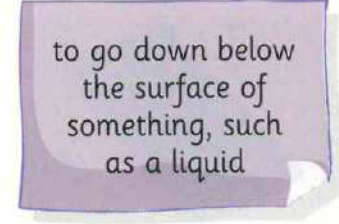
melt



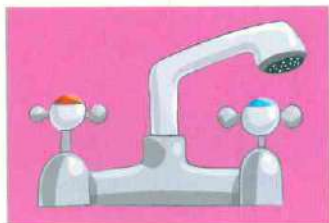
salt water



save



sink



tap



turn on / off



washing machine



waste



watering can



## Unit 10



attic



basement



beard



bracelet



curly hair



dark hair



detective



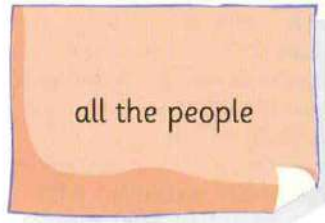
diamond ring



dust the furniture



earrings



all the people

everyone



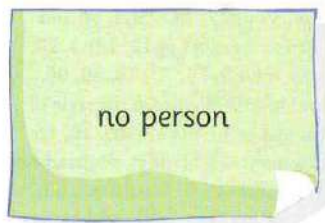
fair hair



jewellery

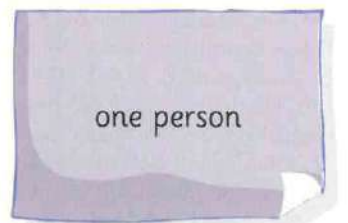


moustache



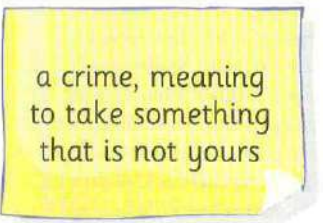
no person

no one



one person

someone

a crime, meaning  
to take something  
that is not yours

steal (stole)



straight hair



thief



tidy up

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