

Academy Stars 4

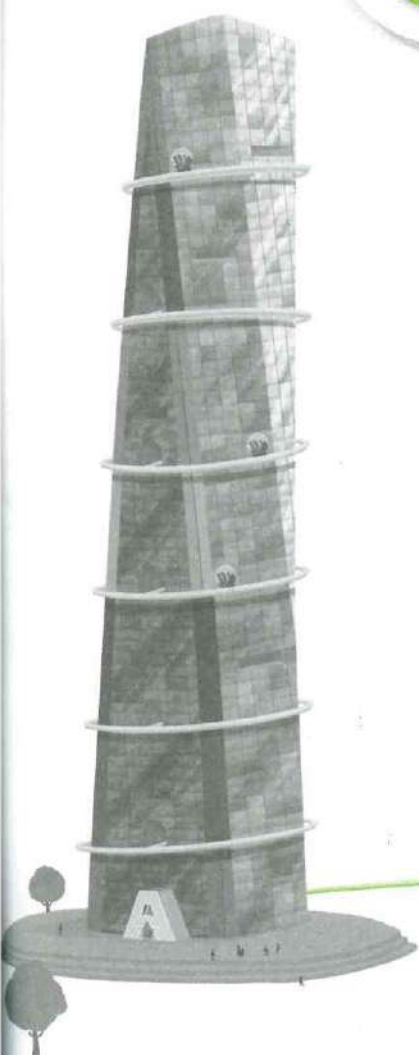
Workbook



Academy Stars 4

Workbook

Julie Tice



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Welcome

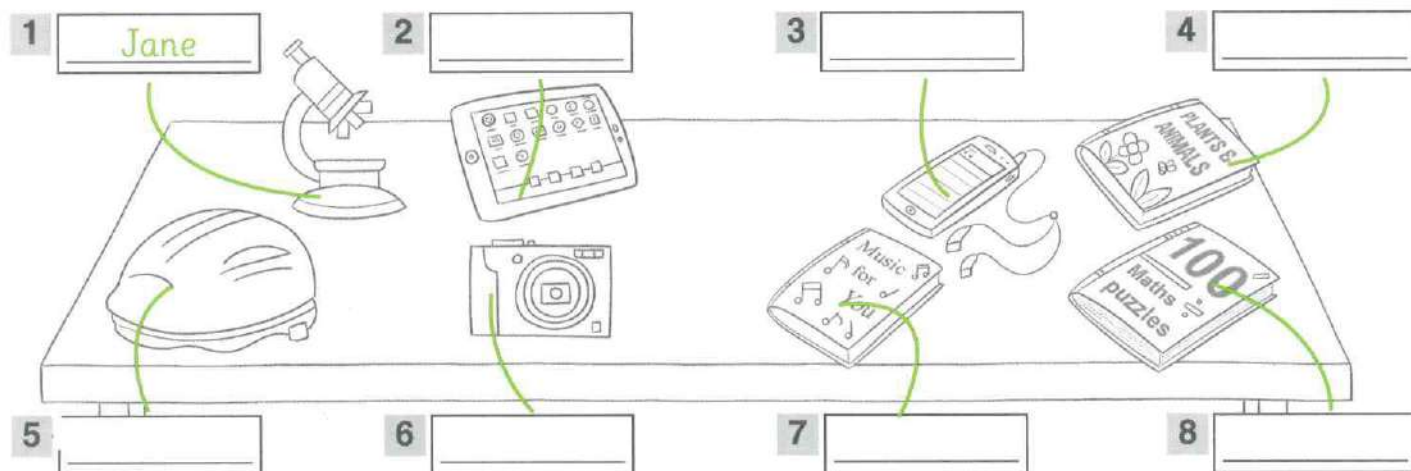
Lesson 1 Meet the Academy Stars

1 Complete the text.

two sister four oldest cousin youngest **brother**

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

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



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



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



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



I'm Peter and I'm 12. I love sport and I want to learn how to be fit and healthy. At school, my favourite subject is maths.

3 Complete the sentences about you.

- 1 I'm _____ and I'm _____.
- 2 I love _____.
- 3 At school, my favourite subject is _____.

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

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

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

- Jane always makes her bed.
- Vicky and Jane sometimes _____.
- Vicky _____.
- Jane _____.
- Vicky _____.
- Jane _____.

5 Match to make phrases.

- | | |
|---------------|-------------------------|
| 1 do | a cake |
| 2 visit | b jeans to a party |
| 3 go | c homework |
| 4 watch | d zoo |
| 5 wear | e my sister |
| 6 make a | f a theme park |
| 7 play | g shower in the morning |
| 8 go to the | h bowling |
| 9 have a | i the guitar |
| 10 look after | j a film at the weekend |

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

- I always do my homework.
-
-
-
-
-

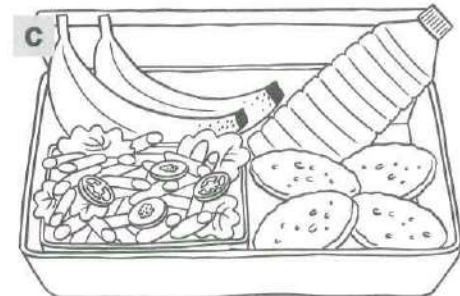
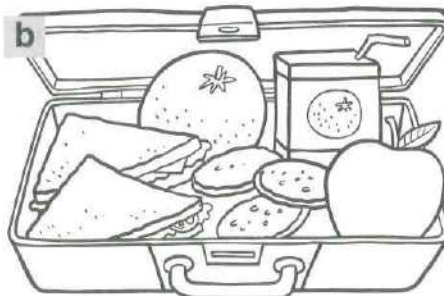
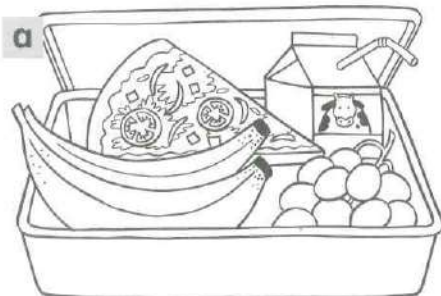
Lesson 2 Vocabulary

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

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

Family	School subjects	Food
		mushrooms

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



- 1 There are some grapes. a
- 2 There isn't any milk. b, c
- 3 There's some water. _____
- 4 There aren't any sandwiches. _____

- 5 There are some bananas. _____
- 6 There isn't any pizza. _____
- 7 There are some biscuits. _____
- 8 There's some juice. _____

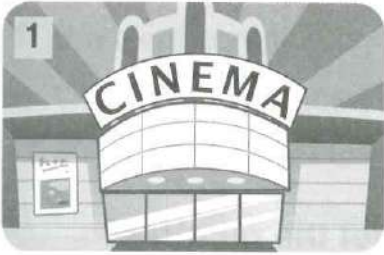
3 Draw your favourite lunchbox and write about it.

4 Circle the correct verbs to complete the sentences.

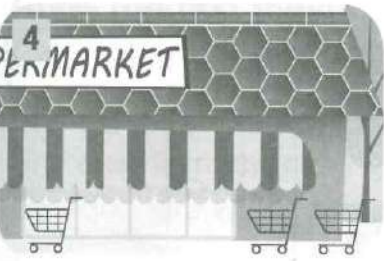
- 1 On Sundays **I visit** / I'm visiting my grandparents.
- 2 After school, Sam **goes** / is going to art club.
- 3 In the evenings, we **watch** / are watching TV.
- 4 I **talk** / I'm talking to my friend on the phone now.
- 5 Yesterday **I'm** / I was sad but today **I'm** / I was happy.
- 6 He **doesn't have** / don't have a brother but he **has got** / have got a sister.
- 7 There **was** / were some bananas but there **wasn't** / weren't any apples.
- 8 Usually I travel by bus, but tomorrow **I travel** / I'm going to travel by train.

5 Label the pictures.

cinema supermarket swimming pool bank library hospital



cinema



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

- 1 We're going to buy fruit, milk, bread and fish.
- 2 My dad wants to find a book about history.
- 3 My cousins are going to see a film with grandpa.
- 4 My mum hasn't got any money in her bag.
- 5 My grandmother isn't very well.
- 6 I'm taking my goggles, a towel and a swimming costume.

supermarket

Lesson 1 Vocabulary

1 Label the pictures.



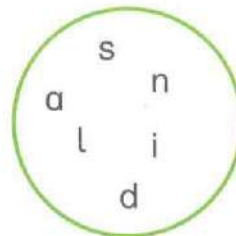
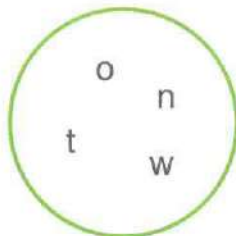
volcano



forest
hill
lake
river
waterfall
volcano



2 These are places you can live. Find the words and label the pictures.



1 countryside

2

3

4

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

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

countryside

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

3 You can go to this place by boat.

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

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

6 This place is full of trees.

Lesson 2 Reading

1 Match the sentences to the photos.



- 1 We went camping near the beach.
- 2 We stayed in a hotel below some mountains.
- 3 Outside the hotel there was a swimming pool.

☒ f

☐

☐

- 4 We went sailing to an island in the lake.
- 5 My dad and I went fishing but we didn't catch any fish.
- 6 We saw a beautiful waterfall.

☐

☐

☐

2 Read the text messages on Pupil's Book pages 10–11.

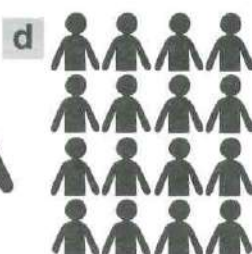
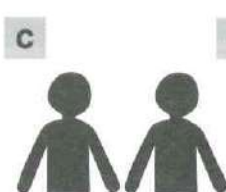
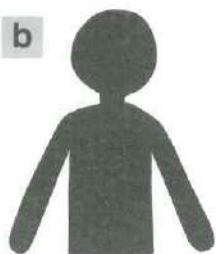
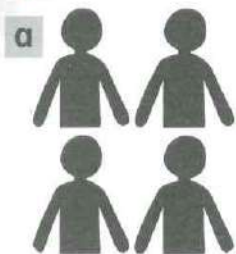
Circle the correct words to complete the text.

Dina stayed in a hotel. Sometimes she played ¹ **inside** / **outside** in the games room. She also went swimming ² **inside** / **outside** in the pools. She went mountain biking twice. One day she went ³ **camping** / **sailing** to an island and had a picnic.

Alisa went ⁴ **to a hotel** / **camping** with her family. They stayed in a forest ⁵ **inside** / **above** a lake and ⁶ **outside** / **below** a waterfall. They went ⁷ **fishing** / **sailing** and cooked dinner under the stars. She also went ⁸ **swimming** / **boating** one day.

Learning to learn

3 Match the sentences and the pictures.



You can work ...

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

☐

☐

☐

☐

Lesson 3 Reading comprehension

- 1 Read the text messages on Pupil's Book pages 10–11. Then read the sentences and write *T* (True) or *F* (False).

Dina ...



- 1 stayed in a hotel next to a beach. T
- 2 went mountain biking once.
- 3 had a picnic at a volcano.
- 4 loved the food at the hotel.

Alisa ...



- 5 went camping near the beach.
- 6 went swimming every day.
- 7 didn't like boating.
- 8 sometimes ate dinner in the village.

- 2 Write *D* (Dina), *A* (Alisa) or *B* (both).

Who likes ...

- | | | | |
|----------------|---------------------------------------|---------------------|--------------------------|
| 1 swimming? | ☒ B | 5 playing outside? | ☐ |
| 2 fruit salad? | ☐ | 6 taking photos? | ☐ |
| 3 her cousins? | ☐ | 7 camping? | ☐ |
| 4 eating fish? | ☐ | 8 going on holiday? | ☐ |

Sounds and spelling

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

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



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

- 1 ck: quack _____
- 2 ch: _____

1 Match the questions and answers.

- | | |
|--|-----------------------------|
| 1 What did you do last weekend? | a Yes, I did! |
| 2 Were your cousins there? | b I went to visit my uncle. |
| 3 Who did you go with? | c Yes, they were. |
| 4 Was the weather nice? | d My family. |
| 5 Did you and your dad go to the lake? | e No, we didn't. |
| 6 Did you have a good time? | f No, it wasn't. |

2 Write the words in the correct order to make questions.

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

Did you have a good weekend?

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

- 3 do? / did / What / you

- 4 with? / Who / you / were

- 5 you / friends? / Did / your / see

3 Answer the questions in Activity 2 about your weekend.

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



Lesson 5 Language in use

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

- = love
 = enjoy
 = like
 = don't mind
 = don't like

- 1 Peter loves horse-riding. T
- 2 Freddy enjoys surfing.
- 3 Peter doesn't mind skateboarding.
- 4 Freddy doesn't like mountain biking.
- 5 Peter loves surfing.
- 6 Freddy doesn't mind horse-riding.

	Peter	Freddy

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

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

Vicky: I ² don't like it.

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

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

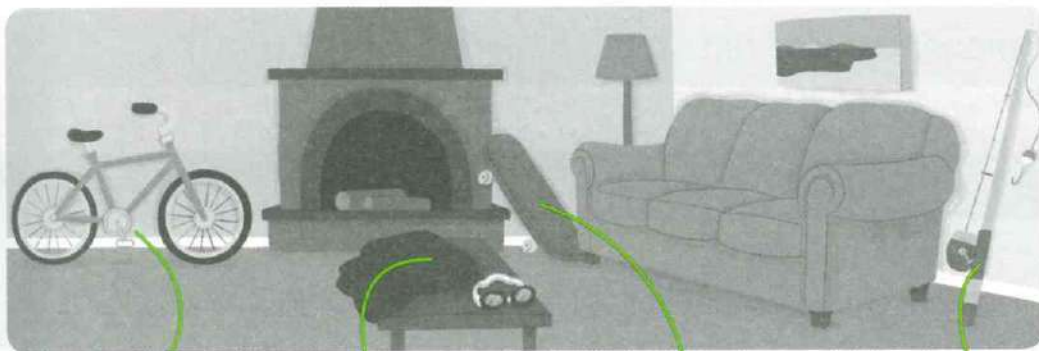
Jane: Oh, I ⁶ _____ it! I ⁷ _____
⁸ **nomunita knigbi** _____ too.

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

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

Lesson 6 Language builder

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



fishing
camping
shopping
mountain biking
swimming
skateboarding
surfing



- 1 Vicky goes fishing with Grandpa.
- 2 Last weekend, Peter went _____.
- 3 'I go _____ with my friends,' said Jane.
- 4 On Saturdays, Freddy goes _____.

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

- 1 Which verb is used with all the activities? _____
- 2 What is the ending of all the activity words? _____

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

Peter loves sport! He does lots of different sports. He loves going
¹ _____. In the winter, he ² _____ swimming in an inside pool.
 Last summer, he ³ _____ boating for the first time. He enjoyed it very much.
 Next week, he wants to go ⁴ _____ with his friends on their boat. He loves
⁵ _____ surfing too.

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

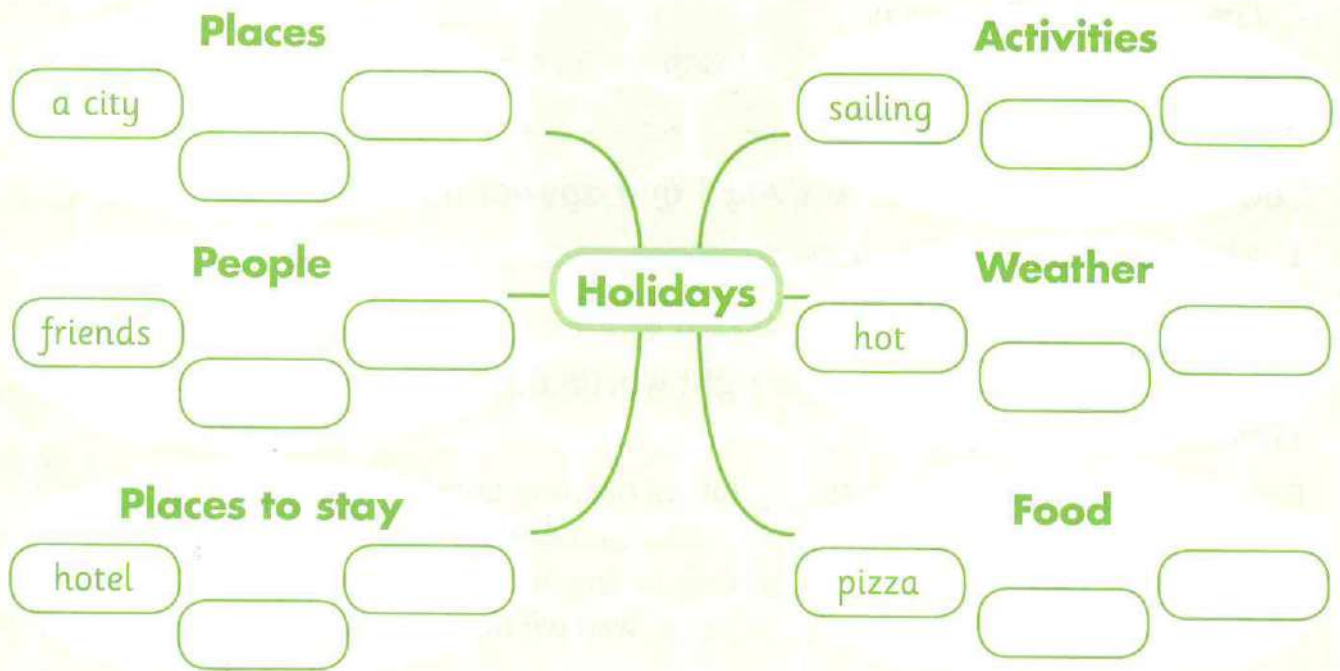
Prepare to write

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



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

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



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

- 1 Where did you go? _____
- 2 Who did you go with? _____
- 3 Where did you stay? _____
- 4 What did you do? _____
- 5 What was the weather like? _____
- 6 What food did you eat? _____

Ready to write

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

 Friend	Hi! I went to Paris on holiday. It was amazing! Where did you go?	 You
 Friend	Cool! Did you go with your cousins?	 You
 Friend	We stayed in a huge hotel! It had two swimming pools, one outside and one inside. And there was a children's club too. What about you?	 You
 Friend	We did lots of things. We visited the Eiffel Tower, the Louvre and we walked around the city. We went to Disneyland too! What did you do?	 You
 Friend	The weather was OK. It rained some days. How about you?	 You
 Friend	We ate some delicious North African food. It was really good. I loved the couscous! What did you eat?	 You
 Friend	I've got to go. It's dinner time! See you at school tomorrow!	 You

5 Read and check what you wrote in Activity 4.

Ask yourself:

☐ Did I answer the questions correctly?

☐ Did I use the correct verbs?

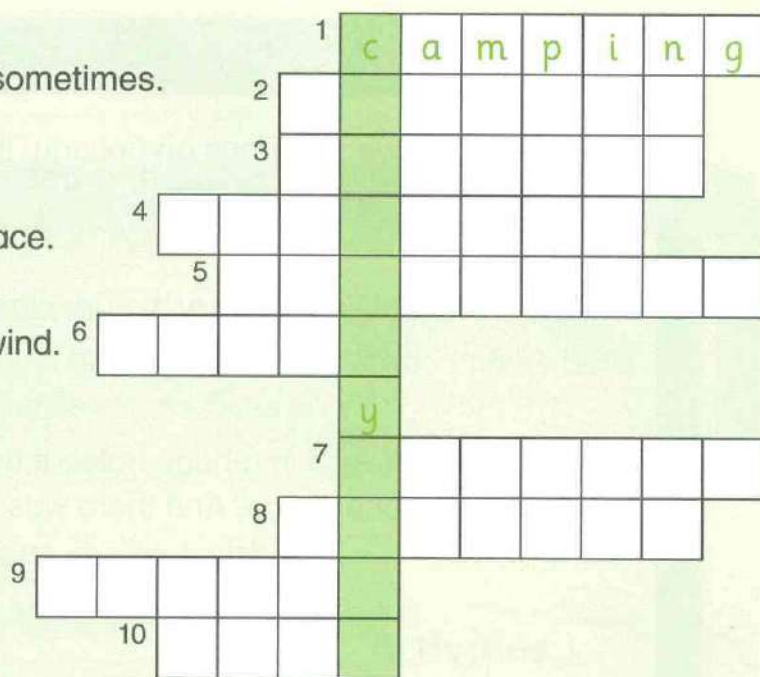
☐ Did I use full stops, question marks and exclamation marks correctly?

☐ Did I use the correct spelling?

Check-up challenge

1 Complete the word puzzle. Find the secret word.

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



2 Write sentences using go.

♥♥ = love

♥ = enjoy

😊 = like

😐 = don't mind

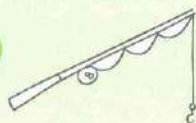
😞 = don't like

1 Anna



doesn't mind going surfing.

2 Mr Brown



3 Sam



4 Grandma



5 Tom



3 Complete the questions and answers.

- 1 What did Vicky do last weekend? She _____ camping near the lake.
- 2 Who did she _____ with? She _____ with her cousins and their grandpa.
- 3 Did they _____ fishing? Grandpa _____ fishing, but the children _____ fishing.
- 4 _____ they enjoy it? Yes, they _____.

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

Where did you go at the weekend?

- A I went with my cousins.
- B I love skateboarding.
- C I went to the lake.**

1 What did you do?

- A I went with my friend Alisa.
- B I went sailing.
- C Yes, I did.

2 Did you like it?

- A I loved it!
- B I don't mind it.
- C Yes, I enjoy going.

3 What was the weather like?

- A It's cloudy.
- B It was cold and windy.
- C I like sunny days.

4 Did you stay with your cousins?

- A No, they didn't. They went camping.
- B No, we didn't. We stayed in a hotel.
- C Yes, they did.

5 Was it a good weekend?

- A Yes, thank you. It was fun!
- B So was I.
- C I'm fine thank you.



What I can do!

1 Put a tick (✓) or a cross (x).

name places in the world around us

☐

talk about the past

☐

name different activities

☐

talk about activities I like and dislike

☐

spell words with *ch* and *ck* pronounced k

☐

write text messages

☐

2 In this unit,

1 My favourite part was _____.

2 _____ was a little difficult.

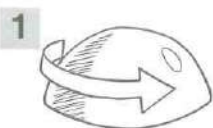
3 I really liked _____.

УЧЕБНО-МЕТОДИЧЕСКИЙ
ОТДЕЛ

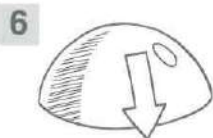
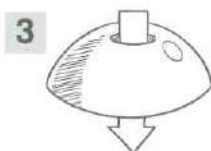
Lesson 1 Vocabulary

1 Label the pictures.

up through down onto into across off out of over round



round



2 Look and correct the sentences.



- 1 The cat is climbing down the tree.
- 2 The frog is jumping out of the water.
- 3 The mice are running round the grass.
- 4 The boy is swimming over the lake.
- 5 The dog is jumping across the bench.

The cat is climbing up the tree.

3 Look at the picture in Activity 2 and complete these sentences.

- 1 The ball is rolling down the hill.
- 2 The birds _____ the lake.
- 3 The girl _____ the boat.
- 4 The rabbit _____ its home.

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

- | | |
|-----------------------------|-----------------------------------|
| 1 Edward and Tom decided to | a some food. |
| 2 Tom wanted to know | b swap clothes. |
| 3 Edward went to find | c Tom's clothes on. |
| 4 He forgot he had | d apologised Edward. |
| 5 An angry servant pushed | e the prince again. |
| 6 <i>Where is Edward?</i> | f Edward out of the castle. |
| 7 'Sorry, Mum,' | g what it is like to be a prince. |
| 8 So Edward was | h thought Tom. |

2 Complete the text.

found decided forget swap ~~look like~~ apologised

The angry servant pushed Edward out of the castle. 'You don't ¹ look like a prince to me!' he said, and he closed the door.

'Oh no!' said Edward. 'Why did I ² _____ clothes with Tom?' He ³ _____ to walk to the village. *I need somewhere to sleep*, he thought. He ⁴ _____ an empty house.

In the morning he went back to the castle. 'Edward! It's you!' said the queen. 'Why are you wearing those old clothes?' Edward was sorry. He ⁵ _____ to his mother and he promised not to do it again. But he didn't ⁶ _____ his night outside the castle. He knew he was very lucky to be a prince.

Learning to learn

3 Match the questions and answers.

- | | |
|---|-------------------|
| 1 What did you put for question number 1? | a h – u – g – e |
| 2 How do you spell huge? | b Huge. |
| 3 How do you pronounce huge? | c Very, very big. |
| 4 What does huge mean? | d h-you-j |

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

- 1 _____
- 2 _____
- 3 _____

Lesson 3 Reading comprehension

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

Then complete the sentences.

- 1 Edward asked Tom into the castle because he wanted a friend.
- 2 They swapped clothes because _____.
- 3 The servant pushed Edward out of the castle because _____.
- 4 Tom walked round the castle because _____.
- 5 Edward had a terrible night because _____.
- 6 Everyone was surprised at the end because _____.

2 Who said it? Write **E** (Edward), **T** (Tom), **S** (the servant) or **Q** (the queen).

- 1 'Come into the castle and play with me.'
- 2 'Stop! I'm the prince!'
- 3 'Good morning, Prince Edward.'
- 4 'Prince Edward!'
- 5 'What are you doing in those old clothes?'
- 6 'We were playing a game, Your Majesty.'

☒ E

☐

☐

☐

☐

☐



Sounds and spelling

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

George and Jane are jolly giraffes jumping in a huge gym in the village.
George enjoys eating vegetables and Jane enjoys drinking orange juice.

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

- 1 Do you like jumping in the gym? _____
- 2 Do you enjoy eating vegetables? _____
- 3 Do you enjoy drinking orange juice? _____
- 4 Do you live in a village? _____

1 Write the words in the correct order to make sentences.

1 very / Tom / Edward / friends. / became / and / good

Tom and Edward became very good friends.

2 new / give / The queen / to / some / Tom. / clothes / decided

3 outside / want / Edward / didn't / to / the castle / again. / sleep

4 to / and / learned / Tom / write. / read

5 clothes / Tom / needed / wear / the castle. / beautiful / to / in

6 forget / in / Tom / didn't / to / the village. / his grandmother / visit

2 Circle the correct words to complete the story.

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

3 Write questions. Then answer the questions for you.

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

2 What / you / need / wear / in the gym?

3 Did / you / forget / do your homework last night?

4 Why / you / decide / learn English?

5 What job / you / want / do / in the future?

1 I learned

2 I need

3 I

4 I

5 I

Lesson 5 Language in use

1 Complete the sentences with **could** or **couldn't**.

- 1 Jane couldn't read when she started school. ✗
- 2 Vicky _____ whistle a tune when she was eight. ✓
- 3 Peter _____ ride a bike when he was two. ✗
- 4 Vicky _____ do up her coat when she was five. ✓
- 5 Freddy _____ tie his shoes when he started kindergarten. ✗

2 Complete the dialogue.

Vicky: read / start / primary school?

Could you read when you started primary school?

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

Vicky: Wow! write / four?

Grandpa: No I / .

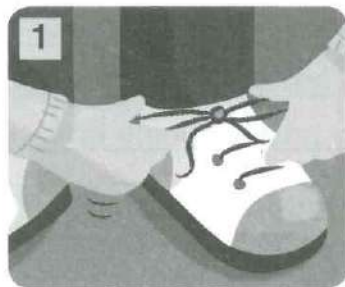
Vicky: ride a bike / six?

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

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



3 Write questions. Then answer the questions for you.



tie your shoes / five

1 Could you tie your shoes when you were five?

2 _____

3 _____

4 _____



do up your coat / three



whistle a tune / seven



count to a hundred / five

No, I couldn't.

1 Match to make sentences.

- | | |
|--------------------------|-------------------------------|
| 1 At school it's easy to | a study hard. |
| 2 In PE we | b friendly and helpful. |
| 3 We have to | c make friends. |
| 4 I enjoy | d play team games. |
| 5 At break time we | e have fun. |
| 6 In the afternoon we | f wear a uniform. |
| 7 Our teachers are | g working with my classmates. |
| 8 We don't have to | h go to after-school clubs. |



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

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

- 1 Classes are interesting.
- 2 You wear a school uniform.
- 3 There are lots of computers.
- 4 You do a lot of sport.
- 5 Teachers help you.
- 6 Children work in groups.
- 7 There are after-school clubs.
- 8 The uniform is a nice colour.

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

we all help
have a computer room
have a big playground

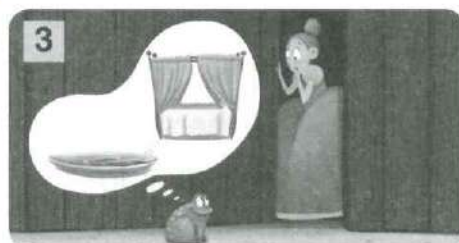
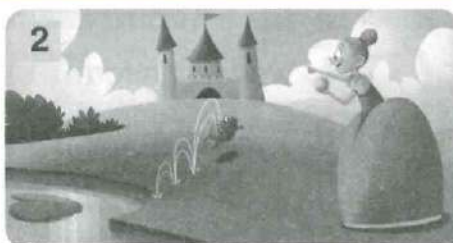
uniform is a nice colour
teachers make you laugh
start early in the morning

enjoy learning
learn lots of different things
after-school clubs

Prepare to write

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

The **princess** and the **frog**



1 princess 2 _____ 3 _____ 4 _____

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

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

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

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

Ready to write

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



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

Then,

At the end,

The main themes of the story are

5 Read and check what you wrote in Activity 4.

Ask yourself:

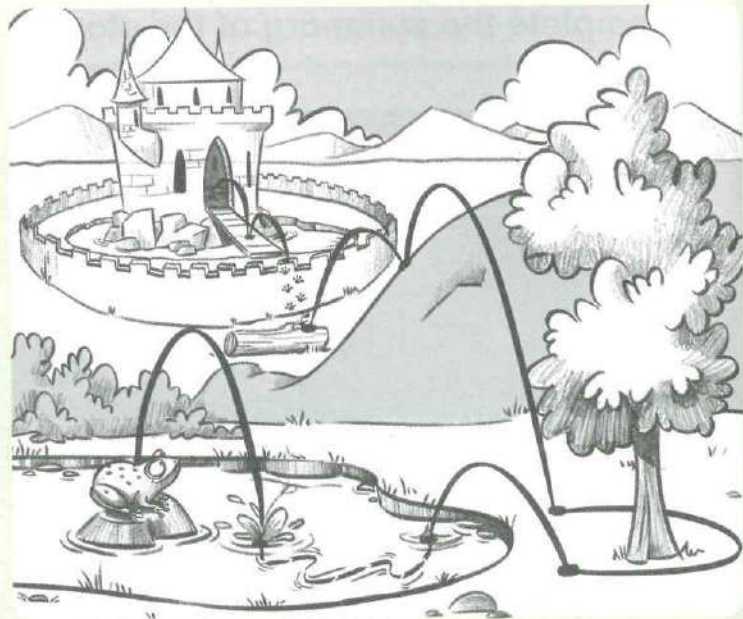
- ☐ Did I include all the main characters?
- ☐ Did I describe the main events in the correct order?

- ☐ Did I identify the themes?
- ☐ Did I use the correct spelling?

Check-up challenge

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

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



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

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

- 3 Look at the pictures and write sentences with verbs from the box.

cook

swim

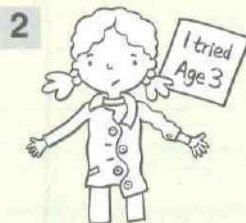
do up

write an essay

ride a bike



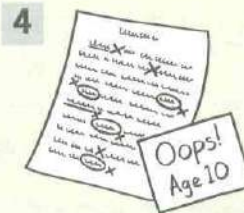
'My first time cooking!' aged 10



'I tried!' aged 3



'Champion!' aged 8



'Oops!' aged 10



'First ride!' aged 6

1 I couldn't cook when I was 10.

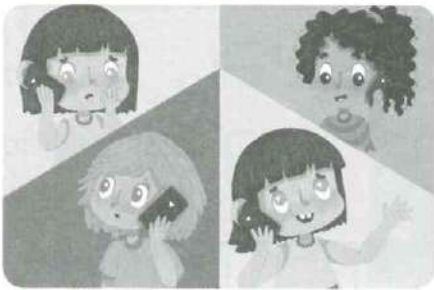
2 _____

3 _____

4 _____

5 _____

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



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

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

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

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

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

2 Mary was going _____ with her cousins.

3 Pippa and Dina decided _____ the castle.

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

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

5 She ran into the castle because it _____.

What I can do!

1 Put a tick (✓) or a cross (x).

use prepositions of movement ☐
talk about everyday actions ☐
spell words with g and j pronounced j ☐

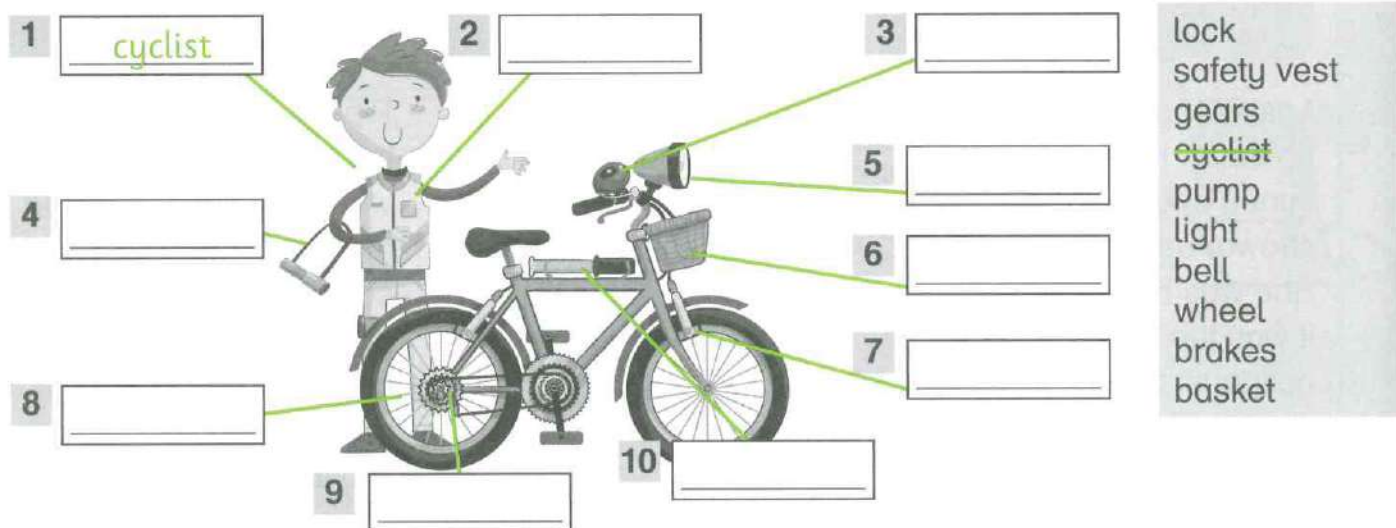
talk about my school ☐
talk about past ability ☐
write a story summary ☐

2 In this unit,

1 I enjoyed _____.
2 _____ was interesting.
3 I didn't like _____.

Lesson 1 Vocabulary

1 Label the picture.



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

Example You need this if you have a flat wheel.

pump

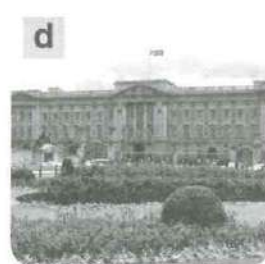
- 1 You use these to stop!
- 2 The person who rides a bike.
- 3 This is round and a bike has two of them.
- 4 You can carry your shopping in this.
- 5 You wear this so that people can see you on the road.
- 6 These help you go faster.
- 7 You switch this on when it's dark.
- 8 You ring this if people are in your way.
- 9 If you don't have this, someone might steal your bike!

3 Answer the questions for you.

- 1 Do you have a bike? _____
- 2 If no, do you want a bike? _____
- 3 What do you want your bike to have? _____
- 4 What should you wear when you ride it? _____

1 Match to make sentences. Then write the letter of the correct picture.

- | | | |
|-----------------------------|--|-------------------------------------|
| 1 The bike ride passes | most famous clock. | ☐ |
| 2 You can see | fun for the whole family. | ☐ |
| 3 Buckingham Palace | through big squares. | ☒ |
| 4 See the tallest | famous places like Tower Bridge. | ☐ |
| 5 Read the time on London's | big wheel in the world. | ☐ |
| 6 London Bike Rides is | is the home of the British Royal Family. | ☐ |



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

- 1 Tower Bridge opens for big boats to go through.
- 2 You need to buy a _____ to do a London Bike Ride.
- 3 We ride on _____ through beautiful parks.
- 4 You can find London Bike Rides _____ the Bluebird Café.
- 5 There are concerts and parades in a famous _____.
- 6 The London Eye is _____ Big Ben.

square
~~Bridge~~
 ticket
 paths
 near
 opposite

Learning to learn

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

What I know about New York: _____

Words I think will be in the text: _____

Lesson 3 Reading comprehension

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

- 1 How many cyclists are in each group? between four and ten
- 2 How many gears have the bikes got? _____
- 3 What do they give you to wear? _____
- 4 Where can you stop for a break? _____
- 5 Which days can you go on a bike ride in winter? _____
- 6 How much are children's tickets? _____

2 Read and circle T (True) or F (False).

- | | |
|---|--------------|
| 1 The Queen lives in Buckingham Palace. | <u>T</u> / F |
| 2 Big Ben is the name of a tower. | T / F |
| 3 The London Eye is very tall. | T / F |
| 4 Tower Bridge is a modern bridge. | T / F |
| 5 Trafalgar Square is a quiet place. | T / F |

Sounds and spelling

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

I see seven nice mice bouncing balls.

Six cyclists in safety vests celebrate in the square.

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



4 Write the words with the letters s or c.

- 1 s: see _____

- 2 c: _____

1 Which sport are these rules for? Write **C** (cycling), **S** (skateboarding) or **B** (both).

1 You must wear a safety vest and helmet.

B

2 You mustn't go on the road.

3 You must have a bell.

4 You mustn't listen to music.

5 You mustn't do dangerous tricks.

6 You must show drivers where you're going.

2 Write the letter of the correct picture. Then complete the sentence by **circling must** or **mustn't**.



1 **b** You **must** / **mustn't** dive into the pool.

2 ☐ You **must** / **mustn't** run beside the pool.

3 ☐ You **must** / **mustn't** wear a swimming cap.

4 ☐ You **must** / **mustn't** have a shower before swimming.

5 ☐ You **must** / **mustn't** wear flip flops in the changing room.

6 ☐ You **must** / **mustn't** eat or drink near the pool.

3 Look at Activity 2 and answer the questions.

1 Which rules are for being clean and healthy? **3** _____

2 Which rules are for safety? _____

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

surfing

horse-riding

mountain biking

sailing

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Lesson 5 Language in use

1 Label the pictures.

1



Turn right.

2

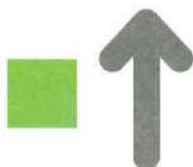


3



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

4



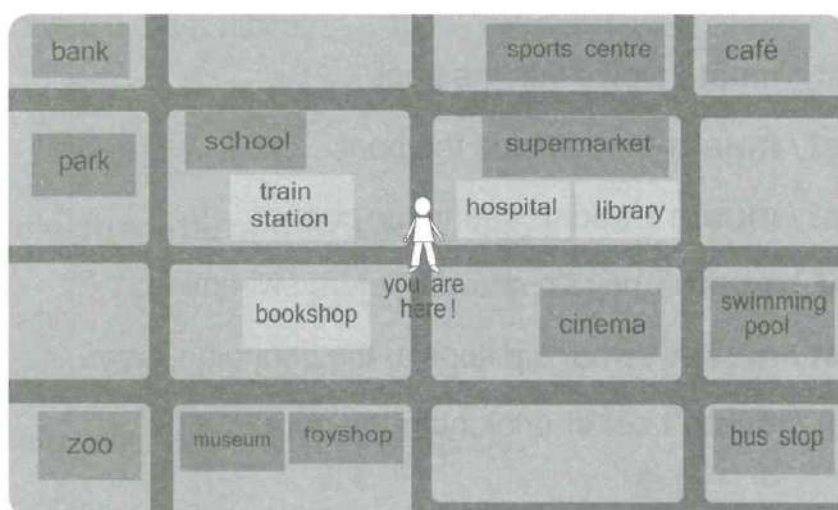
5



6



2 Look at the map. Read and complete the directions.



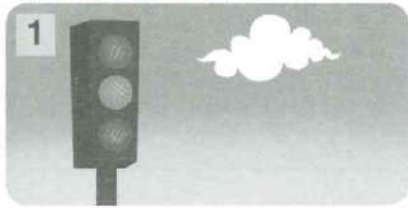
- First, you turn left and go past the train station. Then you turn right. Go past the school then turn left. The _____ is on your right.
- Turn right and go past the library. Then turn right again. Go past the _____. After that, turn left. The _____ is on your right.
- Go straight on. Go past the _____. Then turn right. Go past the _____. Finally, turn left and the _____ is on your right.

3 Look at the map again and write directions.

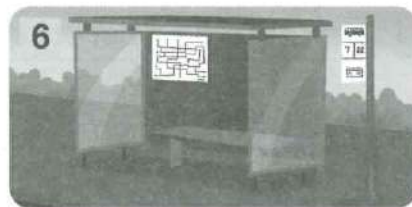
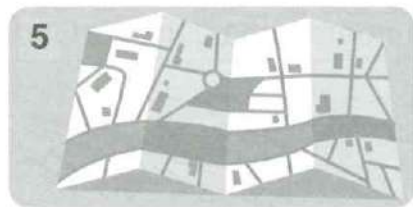
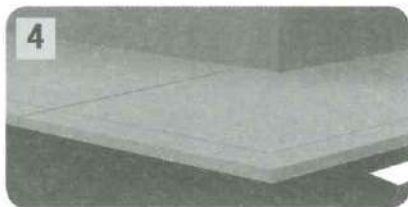
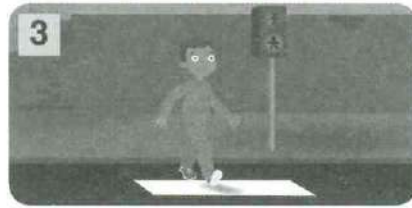
- Toy shop: _____
- Swimming pool: _____

1 Label the pictures.

pavement map traffic lights to cross bus stop crossing



traffic lights



2 Match to make sentences on road safety.

- | | |
|-------------------------------|----------------------------|
| 1 Find a safe place | a means you can cross. |
| 2 Use a | b listen carefully. |
| 3 Wait for the traffic lights | c until the traffic stops. |
| 4 The red man means you | d to change colour. |
| 5 Wait on the pavement | e crossing if you can. |
| 6 The green man | f mustn't cross. |
| 7 Look all around and | g to cross the road. |

3 Write some road safety rules for cyclists.



- 1 You must stop at a red light.
- 2 You _____.
- 3 You _____.
- 4 You _____.

Prepare to write

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

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

We use bullet points to _____.

2 Write the safety advice for surfers as bullet points.

never go surfing alone always wear sunscreen you must know how to swim
you mustn't surf in thunderstorms don't surf too near swimmers



1 • Never go surfing alone.

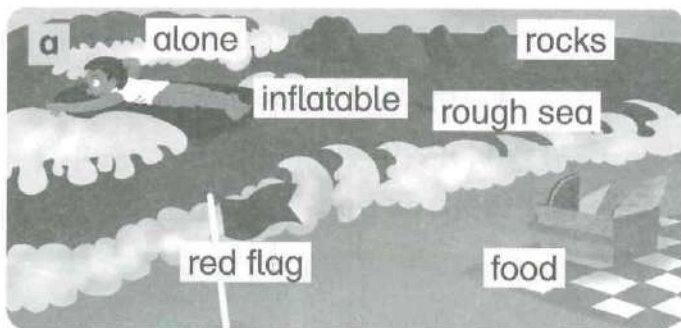
4 • _____

2 • _____

5 • _____

3 • _____

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



✓ swim near the beach

✗ swim away from the beach

Ready to write

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

Safe swimming



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

5  Read and check what you wrote in Activity 4.

Ask yourself:

☐ Did I give good advice?

☐ Did I use bullet points?

☐ Did I use *always, never, must, mustn't* correctly?

☐ Did I use the correct spelling?

Check-up challenge

1 Label the pictures.

lock

pump

basket

wheel

light

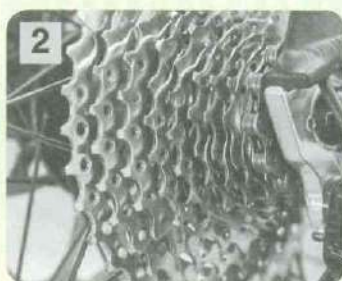
bell

brakes

gears



wheel



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

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

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

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

1 How do I get to Trafalgar Square ?

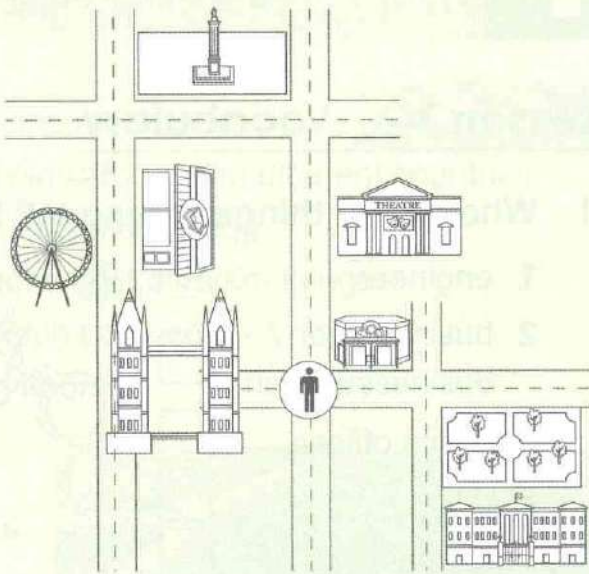
Go straight on. Go past the theatre.
Then turn left. It's on the right.

2 How do I _____ ?

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

3 _____ ?

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



4 Write the safety rules for rollerblading.

- 1 (pavement) You must ...
- 2 (road) _____
- 3 (helmet) _____
- 4 (people) _____
- 5 (fast) _____



What I can do!

1 Put a tick (✓) or a cross (x).

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

2 In this unit,

- 1 I liked _____.
- 2 _____ was exciting.
- 3 I didn't mind _____.

Lesson 1 Vocabulary

1 Who do the things belong to? Match the pictures to the jobs.

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

e

a



c



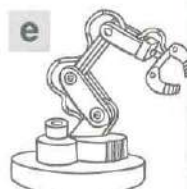
b



d



e



2 Who are they? Find the words and label the pictures.

renus

rawyle

fech

~~tentide~~

rethogrohpag



dentist



3 In which jobs do people ...

- 1 help keep people healthy?
- 2 work outside?
- 3 give people food?
- 4 wear uniforms or special clothes?
- 5 make pictures?
- 6 use computers?

dentist,

4 Which job would you like? Which job wouldn't you like? Why?

I would like to be a(n) _____ because _____.

I wouldn't like to be a(n) _____ because _____.

Lesson 2 Reading

1 Match. How do they feel about their jobs and why?

My job is ...

- | | |
|---------------|---|
| 1 exciting | a because I travel around the world. |
| 2 tiring | b because I make delicious food from different countries. |
| 3 dangerous | c because I work with new technology. |
| 4 creative | d because visitors want lots of different things. |
| 5 interesting | e because I need to catch bad people. |
| 6 difficult | f because I work long hours. |

2 Circle the correct words to complete the text.

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



Learning to learn

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

friendly	comfortable	happy	well	safe
<u>unfriendly</u>	_____	_____	_____	_____

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

Lesson 3 Reading comprehension

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

Julia's Creative Cooking



- 1 All of Julia's customers like the same type of food. F
- 2 She enjoys her work. _____
- 3 People with different jobs come to her café. _____
- 4 She cooks the same thing every day. _____
- 5 Her friend Molly doesn't like chicken. _____

Firefighter Joe



- 6 His work is always dangerous. _____
- 7 The neighbours were worried about the little boy. _____
- 8 The little boy loves his pet kitten. _____
- 9 The little boy wants to be a firefighter. _____
- 10 The mother was angry with the little boy. _____

- 2   What do you think? Use the words supplied or your own ideas.

creative dangerous different exciting interesting

- 1 I think Julia's job is _____ because _____.
- 2 I think Joe's job is _____ because _____.

Sounds and spelling

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

Do you want to be a police officer, an act____
or a plumb____? A doct____, a wait____ or a
lawy____? A firefight____ or a teach____? I want
to be a photograph____! I want to take pictures
of flow____s and riv____s.



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

- 1 or: actor _____
- 2 er: _____

1 Write the words in the correct order to make sentences.

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

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

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

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

2 Complete the dialogue. Use the comparative form of the adjectives.

A: Do you prefer camping or staying in a hotel?

B: Oh, a hotel! It's ¹ more comfortable.

A: And do you like eating in restaurants or cooking at home?

B: I like cooking at home. It's ² _____ and the food's ³ _____.

A: Do you like going swimming?

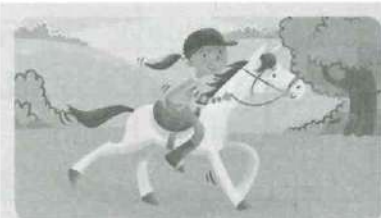
B: Yes, I do. And I love going surfing. It's ⁴ _____ than swimming but it's more fun.

A: And do you prefer mountain biking or running?

B: I prefer mountain biking because it's ⁵ _____.

creative	difficult
comfortable	
delicious	exciting

3 Use the pictures and words to write sentences.



different
dangerous
interesting
exciting
creative

1 Surfing is more exciting than sailing.

2 _____

3 _____

4 _____

5 _____

6 _____

Lesson 5 Language in use

1 Complete the text. Use the superlative form of the adjectives.



~~dangerous~~

interesting

exciting

colourful

beautiful

- The box jellyfish is one of ¹ the most dangerous sea creatures. It can kill you if it stings you.
- The spider crab is one of ² _____ sea creatures and it has got very long legs. That's very strange!
- One of ³ _____ fish in the ocean is the clownfish. It's very pretty.
- And ⁴ _____ is the mandarin fish. It's blue, orange, yellow and green!
- But I think ⁵ _____ sea creature is the mimic octopus. It can change how it looks and how it moves. Amazing!

2 Look and write sentences.

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

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

2 exciting frog ★ monkey ★★ dolphin ★★★

3 dangerous shark ★ jellyfish ★★ mosquito ★★★

4 interesting caterpillar ★ octopus ★★ seahorse ★★★

3 Write about each topic using the adjectives. Give your own opinions.

1 job – dangerous I think the most dangerous job is the firefighter's job.

2 fruit – delicious _____

3 sport – exciting _____

4 school subject – difficult _____

Lesson 6 Language builder

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

✓ = I would like

✓✓ = I would really like

✗ = I wouldn't like

					
	✗	✓	✓✓	✗	✗
	✓✓	✗	✗	✓	✓

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

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

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

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

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

6 Vicky **wouldn't like** / **would like** / **would really like** to be a businesswoman.

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

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

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

J: Yes, I think I ² would. I like drawing. But what I'd really like ³ to be is a nurse. What about you?

F: No, I ⁴ wouldn't like to be a nurse. But I' ⁵ d like to work with other people.

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

F: Yes, I ⁸ would. In fact, what I'd ⁹ really like to do is work in the music business!

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

Friend: Would you like to be a _____?

You: No, I _____. Would _____?

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

You: What I'd _____.

Prepare to write

1 Circle the correct pronouns to complete the text.

My friends and I go to after-school clubs on Tuesdays and Thursdays. ¹ **We** / **They** all go to different clubs on Tuesdays. Anna goes to cooking club. ² **She** / **I** 'd like to be a chef when she's older. Johnny goes to sailing club. ³ **He** / **It** thinks his club is exciting! I go to art club. I think ⁴ **it's** / **he's** the most interesting club because ⁵ **I** / **me** love drawing and painting. On Thursdays ⁶ **we** / **they** all go to swimming club. Sometimes there are races and our friends come to watch ⁷ **we** / **us**. We're good swimmers and our friends are always happy if ⁸ **we** / **they** win.

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

are creative? dance enjoy playing games? _____
 enjoy inside sports? judo enjoy being outside? _____
 enjoy music? _____

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

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

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

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

Name of club	Reason	Extra information
_____	_____	_____
_____	_____	_____

Ready to write

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

[illegible]

6  **Read and check what you wrote in Activity 5.**

Ask yourself:

- ☐ Did I give details of what clubs I go to and what I do?

- ☐ Did I use the correct pronouns?

- ☐ Did I say why I like the clubs?

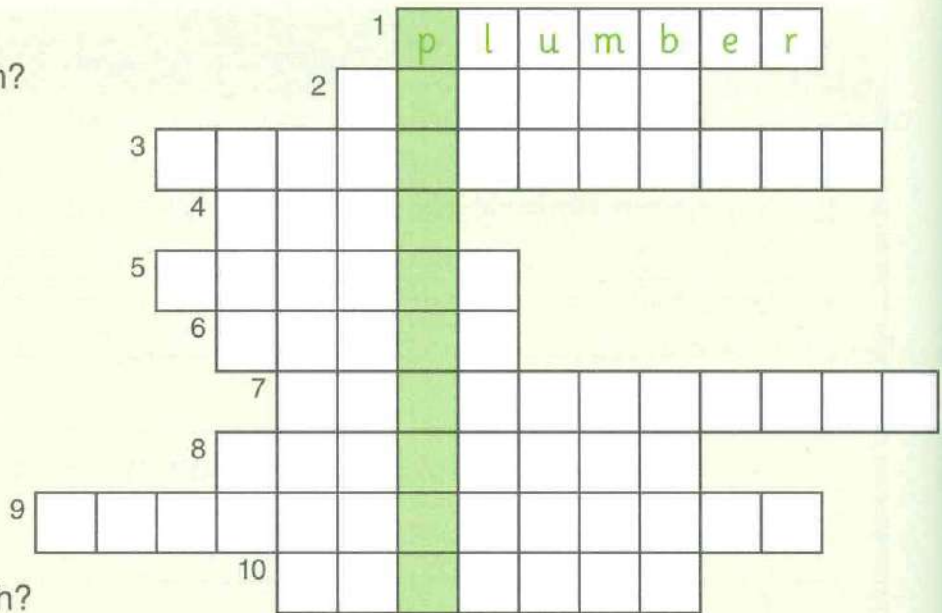
- ☐ Did I use the correct spelling?

Check-up challenge

1 Complete the word puzzle. Find the secret word.

Which job ...

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



2 Write sentences. Give your opinions.



1



2



3



difficult

creative

exciting

1 An engineer's job is more difficult than an artist's job.

2

3

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

mimic octopus

mandarin fish

box jellyfish

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

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

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

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

What job does your mum do?

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

1 And where does she work?

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

2 Does she like her job?

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

3 What does she cook?

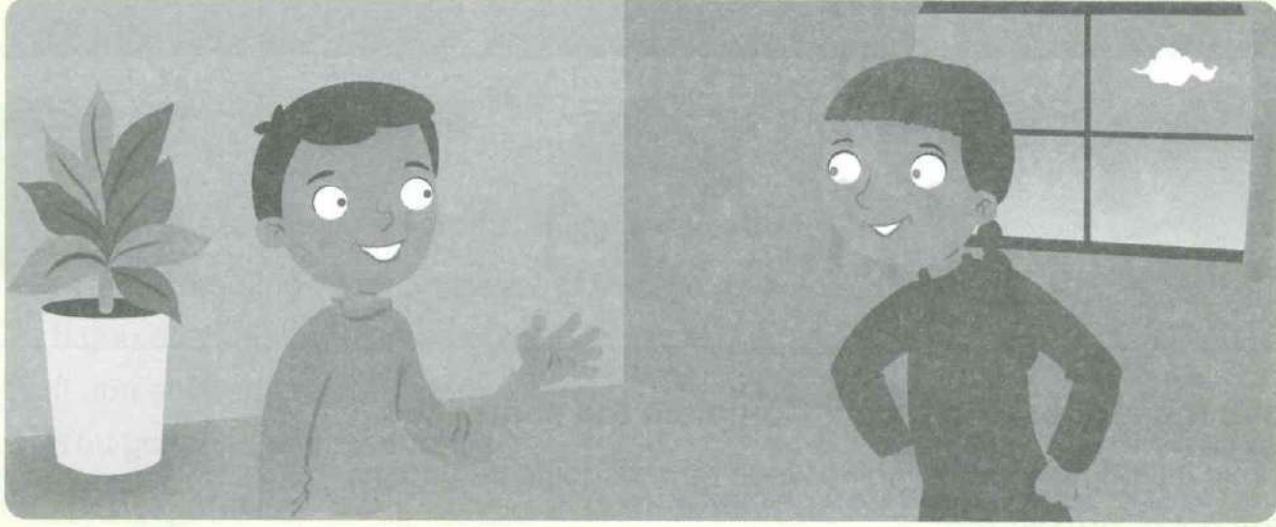
- A** In the kitchen.
- B** Delicious curries.
- C** She'd like to.

4 Would you like to be a chef?

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

5 What would you like to be?

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



What I can do!

1 Put a tick (✓) or a cross (x).

- name different jobs ☐
- describe things using adjectives ☐
- spell words ending in -er or -or ☐

- compare things using adjectives ☐
- express preferences on jobs ☐
- write a blog entry ☐

2 In this unit,

- 1 I loved _____.
- 2 _____ was a little easy.
- 3 I didn't enjoy _____.

Lesson 1 Vocabulary

1 Label the pictures.

flu	cough	headache	earache	stomach ache
temperature	sore throat	broken arm	cut	toothache



stomach ache



2 What's the matter with them? Complete the sentences.

1 Jamie fell off his mountain bike when he was going very fast.

He's got a broken arm.

2 Amy ate too much yesterday.

She's _____

3 It was hot yesterday and Bill didn't drink enough water.

4 Alan eats lots of sweets and sometimes forgets to clean his teeth.

5 Sheila can't speak at the moment.

6 Jill wasn't careful when she was using a sharp knife.

Lesson 2 Reading

1 Complete the sentences describing the pictures.

medicine

healthy

active

ill

rests

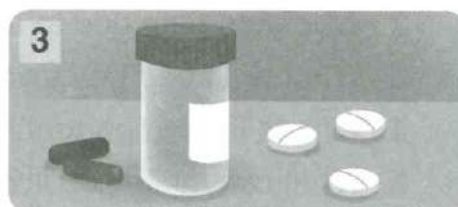
exercises



He's ill.



She's _____.



It's _____.



He's _____.



She _____
every day.



He _____
before dinner.

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

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

Learning to learn

3 When you read a text, it's important to ask questions.

Write the words in the correct order to make questions that you might ask.

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



3 sugar / there / Is / a / lot / of /
drinks? / fizzy / in

2 important / Why / slowly? /
to / it / eat / is

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

Lesson 3 Reading comprehension

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

- 1 Why is it important to be active? So that your body can grow strong.
- 2 What can help you to relax? _____
- 3 What will keep you awake? _____
- 4 Why is food important? _____
- 5 What can make you ill? _____

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

QUIZ

- | | | | |
|---|------------------|---------|---------|
| 1 | How many _____? | | |
| | a _____ | b _____ | c _____ |
| 2 | How often _____? | | |
| | a _____ | b _____ | c _____ |
| 3 | _____? | | |
| | a _____ | b _____ | c _____ |
| 4 | _____? | | |
| | a _____ | b _____ | c _____ |
| 5 | _____? | | |
| | a _____ | b _____ | c _____ |

Sounds and spelling

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

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



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

- 1 ph: nephew _____
- 2 gh: _____

1 Is it good advice or bad advice? Write the numbers in the correct place.

- 1 You should go to bed early on school days.
- 2 You shouldn't play computer games before going to bed.
- 3 You shouldn't eat breakfast.
- 4 You should try to eat healthy snacks.
- 5 You shouldn't exercise every day.
- 6 You should play inside most of the time.

Good advice	Bad advice
1,	

2 Match the problems and the advice.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1 John's got a cut on his leg. 2 Paul and Mary have got flu. 3 Tom thinks he has a broken arm. 4 Amy's got a temperature. 5 My brother's got a sore throat and cough. 6 Lucy and Bob have got toothache. | <ol style="list-style-type: none"> a He should go to the hospital immediately. b She should rest and she shouldn't go to school today. c He should wash it carefully and put a plaster on. d He should drink lots of water and he shouldn't talk. e They shouldn't eat so many sweets. f They should keep warm and drink lots of water. |
|---|---|

3 What advice would you give?

1  I've got a bad cough.

You should drink some water.

2  My sister's got stomach ache.

3  My brother's got a headache.

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

5  Vicky's got earache.

1 Write the names of the shops.



butcher's



bakery



chemist's



greengrocer's



fishmonger's

- 1 This is where you go to buy bread and cakes.
- 2 You go here to buy fish and seafood.
- 3 This is where you go to buy medicine.
- 4 You go here to buy meat.
- 5 You go here to buy oranges, bananas and carrots.

bakery

2 Match to make sentences.

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

3 Write a dialogue.

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

B: OK. Let me see the shopping list.

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

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

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

B: Let's _____.

A: Oh, and we need _____ too.

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

A: And we must _____ for Dad.

B: Yes of course! Let's go.

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

1 Complete the advice by circling the correct verbs.

1 My head hurts a lot.

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

2 My little brother's got earache.

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

3 My friend's got a broken arm.

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

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

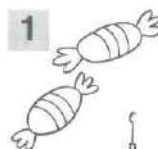
1 Grandpa doesn't feel well. He's got toothache.

He **mustn't** eat sweets. He should _____.

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

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

4 Jane has got a small cut on her finger.



3 Circle the correct words to complete the text.

Keeping healthy by Doctor Orlov

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

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

Prepare to write

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

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

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

2 Complete Alina Stewart's letter to Dr Orlov.

My name is Alina. I'm worried because I'm a bit overweight. Also I get a lot of coughs and I want to be very fit. What should I do? Thank you for your help.

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

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

Exercise _____

Rest _____

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

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

a First, it's important to ...

b Finally, it's important to ...

c You also need to ...

d Thank you ...

Ready to write

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

Blank lined paper for writing.

6  **Read and check what you wrote in Activity 5.**

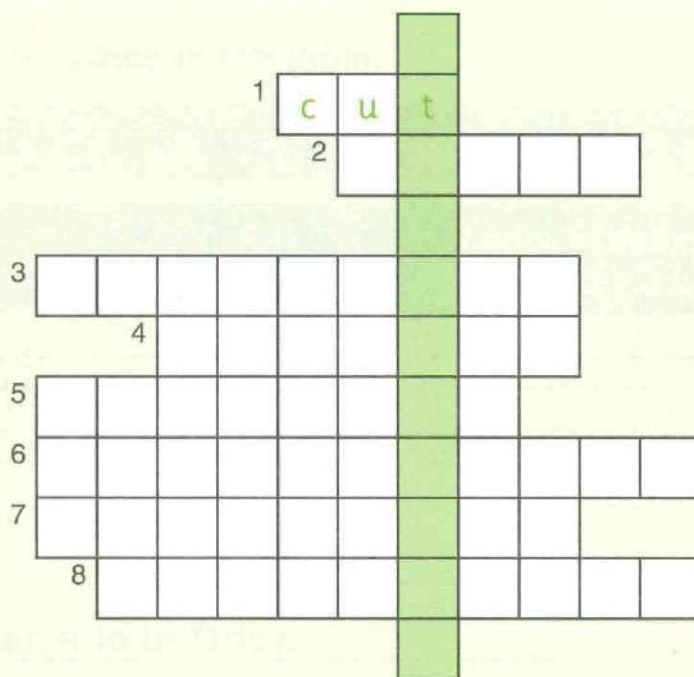
Ask yourself:

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

Check-up challenge

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

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



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

What's the matter with you?

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

1 When did it start?

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

2 Where does it hurt?

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

3 Do you eat healthy food?

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

4 How many hours do you sleep?

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



3 Put the words in the correct order. Then write one more piece of advice for each person.



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

2 it. / mustn't / She / touch
- 3 down. / lie / He / should

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

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

- We went to the café to have a drink and a sandwich.
- Let's go to the cinema _____.
- We go to the sports club on Wednesdays _____.
- Did you go to the chemist's _____?
- We're going to the park this afternoon _____.
- I want to go to the toyshop _____.

What I can do!

- 1 Put a tick (✓) or a cross (x).

name different illnesses

talk about keeping healthy

spell words with *ph* and *gh*

pronounced *f*

give advice using *should* and *shouldn't*

say why you go to places

write a letter

- 2 In this unit,

1 I enjoyed _____.

2 _____ was interesting.

3 I didn't like _____.

Mid-year review

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

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

Jobs	Places	Bikes	Illnesses
photographer	countryside	safety vest	headache

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

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

chef

3 Write the dialogue.

A: you / want / fishing / next weekend?

B: I / not like / fishing. / not / interesting.

A: you / want / sailing?

B: Oh yes! I / want / learn / sail!

A: Great! / we / can / go / the lake.

Do you want to go fishing next weekend?

4 Look at the map and complete the directions.

A: How do I get to the swimming pool?

B: Go straight on and go past the ¹ bank.

Then turn right. Go straight on past the
² _____ and then turn left.

The ³ _____ is on your left.

A: How do I get to the library?

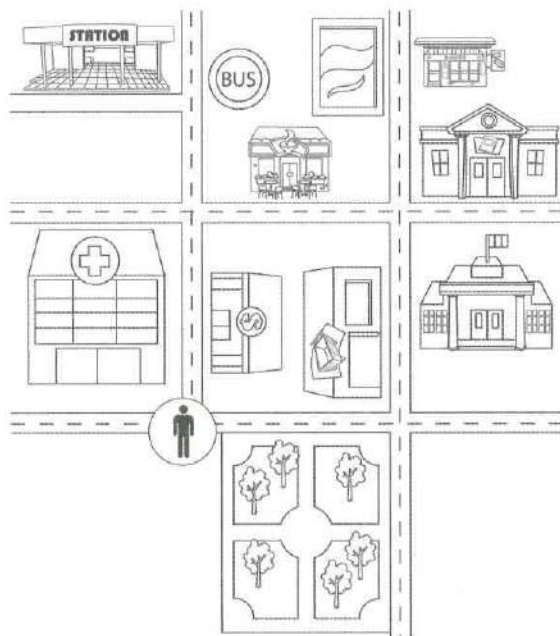
B: Turn right and go past the ⁴ _____.

Then turn left. Go past the

⁵ _____.

A: How do I get to the station?

B: ⁶ _____



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

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



On another day, they went mountain biking. It was very tiring and the next day the whole family rested and read their books.

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

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

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

2 Below the village there was a _____.

3 They always _____ before breakfast.

4 Sometimes they needed _____ in the village.

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

6 The family was very tired after they _____.

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

Complete the sentences.

Example The girl is riding a bike.

1 She's riding past a _____.

2 She wants to turn _____.

Answer the questions.

3 What's she wearing on her head? _____

4 Where is her bag? _____

Now write two sentences about the picture.

5 _____

6 _____



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

J: Hi, Simon!

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

J: Yes, it ² _____ great.

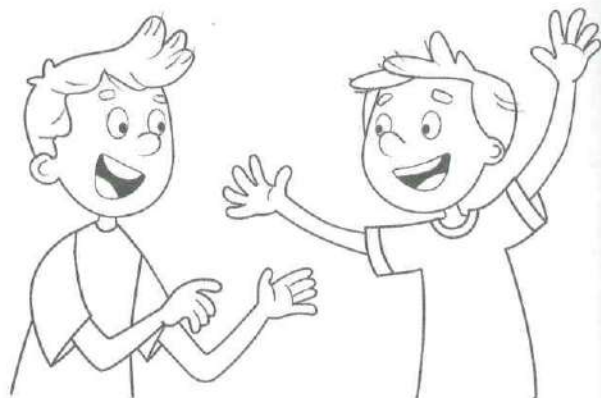
I ³ _____ to the countryside to my grandma's house.

S: Nice! What ⁴ _____ you do there?

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

S: ⁷ _____ your grandma go with you?

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



8 **Circle** the correct words to complete the sentences.

1 I need to go to the **butcher's** / **chemist's** / **fishmonger's** to buy some medicine.

2 Freddy **couldn't** / **can't** / **wasn't** tie up his shoelaces when he was three.

3 Peter wants **be** / **to be** / **is** a businessman when he's older.

4 You should **to go** / **go** / **going** to the dentist twice a year.

5 A lot of doctors and **photographers** / **nurses** / **engineers** work in the hospital.

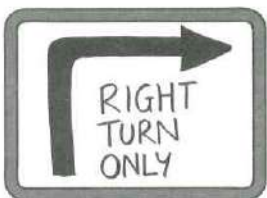
6 Grandpa and the children went **round** / **off** / **across** the river to the castle.

7 You must take a pump when you go **sailing** / **fishing** / **mountain biking**.

8 Jane enjoys **going** / **go** / **went** horse-riding.

9 Write the rules.

1

2

3

4

5

6

7

8

1 You mustn't go fishing here.

2

3

4

5

6

7

8

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

- John's got stomach ache.
He shouldn't play football. He should lie down.
- Paul's got toothache.
- I think I've got flu.
- Mum's got a headache.

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

11 Put the words in the correct order to make questions.
Write answers for you.

- you / swim / you / Could / when / were / six?
 Could you swim when you were six? No, I couldn't.
- you / read / started / you / when / primary / school? / Could
- speak / English / Could / when / you / five? / were / you
- ride / Could / were / you / seven? / a / bike / you / when
- whistle a tune / six? / you / Could / were / when / you

6 Stories from far away

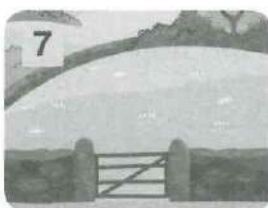
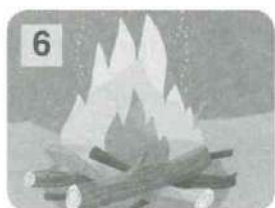
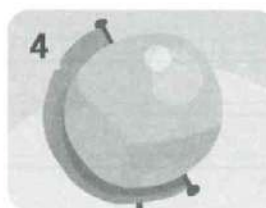
Lesson 1 Vocabulary

1 Label the pictures.

grass field ground shooting star leaf / leaves nest stream world branch



branch



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

Example Birds build this for their eggs.

nest

- 1 A part of a tree with leaves on.
- 2 A special thing in the sky at night.
- 3 Where cows eat grass.
- 4 A small river.
- 5 The place where we all live.
- 6 What we walk on.
- 7 You have this near your tent. You use it for cooking.

3 Answer the questions.

- 1 Which things are parts of a tree?
- 2 Which things can you stand on?
- 3 Which things can you see well in the dark?

branch,

1 Read and **circle** to complete the sentences.

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

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

flying another both ~~take~~ nothing hid called

- 1 'Stop! Please don't take my eggs!'
- 2 The mother bird was _____ over the field.
- 3 She _____, 'Be careful! There's a leopard.'
- 4 The monkey and its friends ran and _____.
- 5 The leopard had _____ to eat for lunch.
- 6 The monkey said 'Thank you!' to the bird, and they _____ smiled.
- 7 'Well, I was running away from _____ tiger,' said the rabbit.



Learning to learn

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

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

Lesson 3 Reading comprehension

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

The monkey and the bird's nest

- 1 The monkeys were playing.
- 2 One monkey found some beautiful _____ in the tree.
- 3 The monkey was _____ and didn't eat the eggs.
- 4 The leopard wanted to _____ the monkeys.
- 5 The mother bird told the monkeys to _____ and hide.

The tiger in the river

- 6 The animals _____ in the trees.
- 7 But the rabbit wasn't _____ of the tiger.
- 8 The rabbit said there was another, bigger _____.
- 9 The tiger was angry and jumped into the _____.
- 10 All the animals _____ at the tiger.

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

The monkey and the bird's nest

- ☐ 1 Don't believe everything you see.
- ☐ 2 It's good to prepare for the future.
- ☐ 3 If you are kind to other people, they are kind to you.

The tiger in the river

- ☐ 4 We should always keep our promises.
- ☐ 5 It's better to be clever than scary.
- ☐ 6 Sometimes it's better to do things slowly and carefully.

3 Read the story. Which is the best message from Activity 2?

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

Message: _____

Sounds and spelling

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

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

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

- 1 al: animals _____
- 2 le: _____



Lesson 4 Grammar

1 Look and **circle** the verbs to complete the sentences.

At three o'clock ...

- The children **were watching** / **weren't watching** TV. They **were doing** / **weren't doing** different things.
- Freddy **was listening** / **wasn't listening** to music. He **was watching** / **wasn't watching** TV.
- Peter **wasn't reading** / **was reading**. He **was playing** / **wasn't playing** his guitar.
- Vicky and Jane **were doing** / **weren't doing** their homework. They **were playing** / **weren't playing** games.
- Grandpa **was sleeping** / **wasn't sleeping**. He **was watching** / **wasn't watching** TV.



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

At half past four ...

- The children / not play / outside. They / sit / inside.

The children weren't playing outside.

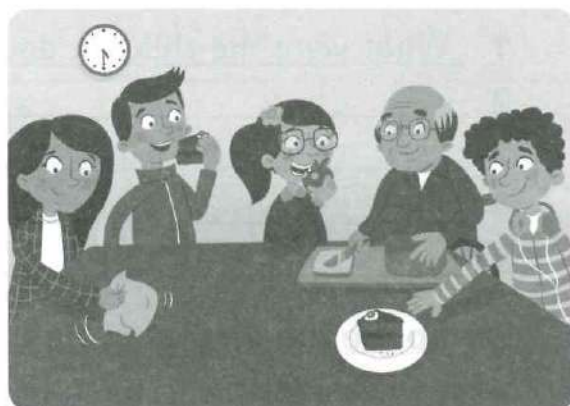
They were sitting inside.

- Vicky / not / wash up. She / clean / table.

- Freddy and Peter _____

- Jane _____

- Grandpa _____



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

On Saturday morning, I was _____.

I _____.

On Saturday evening, my family and I _____.

We _____.

On Sunday morning, I _____.

I _____.

On Sunday afternoon, we _____.

We _____.

Lesson 5 Language in use

1 Write the words in the correct order to make questions.

1 Jane / What / doing / at / ten / o'clock / was / yesterday?

What was Jane doing at ten o'clock yesterday?

2 her? / Why / calling / you / were

3 visit / going / friend? / Were / they / their / to

4 Who / you / talking / to? / were

5 Grandpa / was / Where / going?

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

1 What were the children doing?

The children were playing football.

2 _____

She was going to the chemist's.

3 _____

They went to the shop to buy a present.

4 _____

Mary was helping her mum.

5 _____

He was buying new trousers.

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

catch go call buy plant go do

A: Where were you yesterday afternoon?

B: I ¹ was catching a ferry.

A: Where ² _____?

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

A: I ⁵ _____ my homework and I had a question.

B: Oh, sorry. So what did you do?

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

B: Oh dear! What was the question?

A: I can't remember.

Lesson 6 Language builder

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

- 1 What are you ... doing / cooked / said / writing?
- 2 I'm ... making lunch / did my homework / read my book / watching a film.
- 3 It's ... eat / delicious / boring / went.
- 4 Can you ... going shopping / watched it / help me / find a better one, please?

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



1 A: What / study?

What are you studying?

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

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

A: Yes, of course.

2 C: What / do?

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

C: Yes, here you are.

3 E: What / read?

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

E: Yes, just a minute.

3 Draw another situation like the ones in Activity 2. Then write a dialogue for it.

A: What _____?

B: _____

A: _____

Prepare to write

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

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

- 2**  **Write ideas for a story about animals to complete the Mind Map™.**

Where?

the noisy jungle

Which animals?

a sad lion

Key event?

small animal helps lion

animal stories

What happens in the end?

lion finds a friend

Message

it's good to be kind to others

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

Title: _____

Setting: _____

Characters: _____

Key events: _____

What happens in the end: _____

Message: _____

Ready to write

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

Once upon a time, _____

The message of this story is _____

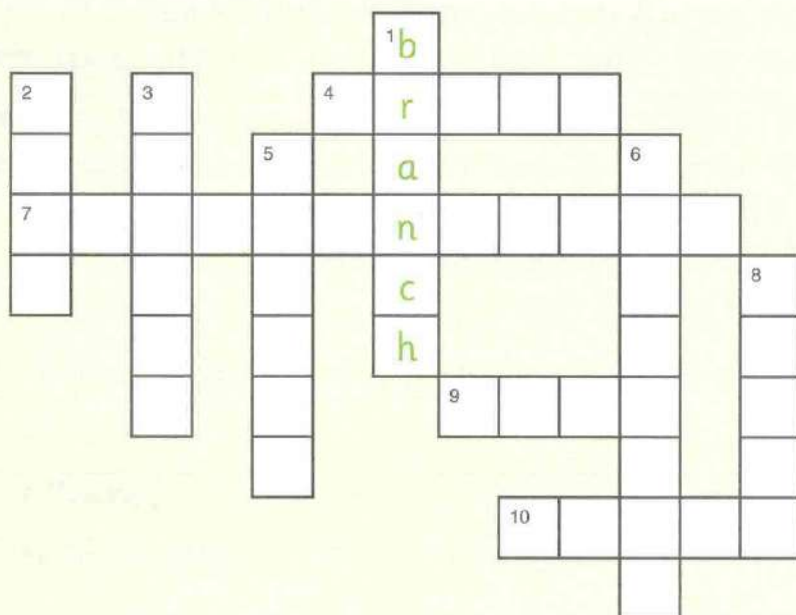
5  Read and check what you wrote in Activity 4.

Ask yourself:

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

Check-up challenge

1 Complete the word puzzle.



Across

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

Down

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

2 Write the words in the correct order to make questions. Then write the answers.

- 1 eating? / What / girls / were / the

What were the girls eating?

They were eating fish.

- 2 rabbits / the / Where / hiding? / were

- 3 was / looking at / Who / shooting stars?

- 4 boy / doing? / the / was / What

- 5 owl / was / Where / sitting? / the



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

- What were you doing at six o'clock?
- A** I was riding my bike in the park.
B I went out.
C I stayed at home.
- 1 I called you but you didn't answer.
A Oh sorry, I didn't have my phone.
B I don't know the answer.
C Who did you call?
- 2 Was Vicky in the park too?
A No, she wasn't inside.
B Yes, she was.
C Yes, they were both in the park.
- 3 Were you at home at seven o'clock?
A Yes, I was doing my homework.
B I rode my bike home.
C We went to visit Grandpa at eight o'clock.
- 4 Did you have dinner at home?
A No, we took a taxi to a restaurant.
B Yes, we were having dinner.
C No, we had dinner at a restaurant.
- 5 How did you go home?
A No, we didn't.
B When you called me at home.
C We caught the bus.

4 Circle the correct words to complete the text.

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



What I can do!

1 Put a tick (✓) or a cross (x).

name things in the natural world

☐

describe scenes in the past

☐

use verbs and pronouns to tell a story

☐

understand the message in a story

☐

spell words that end in *le* and *al*

☐

write a short story

☐

2 In this unit,

1 My favourite part was _____.

2 _____ was a little difficult.

3 I really liked _____.

Lesson 1 Vocabulary

1 Find the words and label the pictures.

1



useom

mouse

2



sheeproan

3



smeag sloonce

4



krespae

5



encres

6



chorminpoe

7



grearch

8



plopat

9



radkoybe

10



treringp

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

Example This brings electricity into your phone.

charger

1 This gets pictures or writing from your computer onto paper.

2 This helps you move around your computer screen.

3 This is a computer you can carry around.

4 This makes your voice louder when you sing.

5 This is the part of a computer that you watch films on.

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

1 earphones

5

9

2

6

10

3

7

4

8

1 Write the words.

~~machines~~

invention

download

material

ink

- 1 We can do things more quickly now because we use machines to help us.
- 2 _____ is a liquid you need in pens and printers.
- 3 The computer was a fantastic _____ which changed our lives.
- 4 If you want something from the Internet on your own computer, you _____ it.
- 5 Paper, plastic and metal are three different types of _____.

2 Circle the words to complete the text

The history of books

In the past, people wrote books by hand. They dipped a pen made from a feather in ¹ **water** / **ink** and wrote on a ² **material** / **machine** which they made from animal skins. They sometimes used gold and silver to make the pictures in the book more ³ **beautiful** / **ugly**. In the 15th century, Gutenberg made a ⁴ **machine** / **laptop** which printed books. His ⁵ **material** / **invention** made it possible to make books more cheaply so more people learned to read. Now people can ⁶ **text** / **download** books from the Internet so we don't need to print so many.

Learning to learn

3 Underline the words that help you understand the new word.

Draw a picture of the new word.

- 1 I want to turn on the TV to watch a film on channel 1.
Where's the **remote control**?
- 2 My mouse isn't working. I think it needs a new **battery**.
Can you buy some for me, please?
- 3 My maths homework is really difficult. What's 12 x 12?
Where's my **calculator**?



Lesson 3 Reading comprehension

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

- 1 The pages of handmade books were made from paper.
- 2 There were beautiful photographs in handmade books.
- 3 Johannes Gutenberg invented audio books.
- 4 Gutenberg's invention made books more expensive.
- 5 The first audio books were on the Internet.
- 6 Now you can tell your computer a story and hear your words on the screen.

animal skins

2  Write the type of books. Then look at the text on Pupil's Book pages 84–85 to check your answers.

- 1 You can listen to these books.
- 2 These are made from paper.
- 3 You can read these on an e-reader, tablet or smartphone.
- 4 You can see these in some museums.

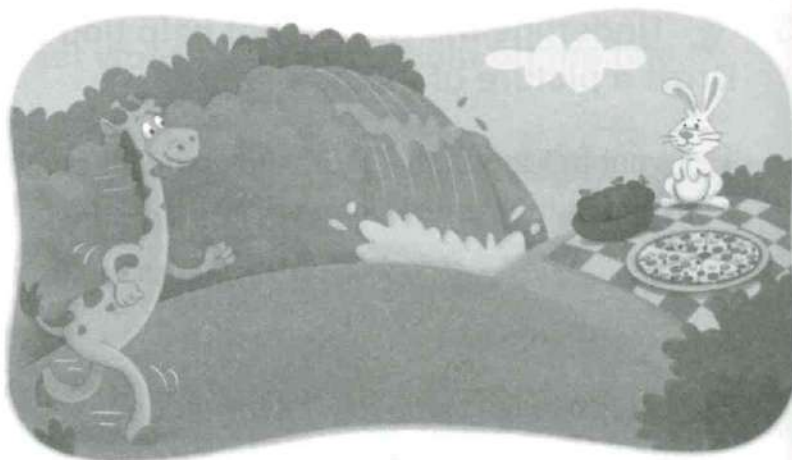
audio books

Sounds and spelling

3 Complete the words with double letters.

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

The funny ta__ giraf__e
likes ru__ing up the hi__.
'Si__ing on the gra__ is
be__er,' says the ha__y
ra__it. 'Let's eat a__les
and pi__a!'



4 Write more words with double letters.

1 tt little

3 pp _____

5 ss _____

2 mm _____

4 ll _____

6 bb _____

1 Match to make sentences.

- | | |
|--------------------------|-----------------------------------|
| 1 A butcher's is a place | a which has a beautiful tail. |
| 2 Anna is the girl | b who makes food in a restaurant. |
| 3 Goggles are an object | c where you can buy meat. |
| 4 A chef is a person | d which we use in the water. |
| 5 A peacock is a bird | e where there are lots of trees. |
| 6 A park is a place | f who sits beside me in class. |

2 Circle the correct word to join the sentences.

- | | |
|--|----------------------------|
| 1 A chemist's is a place. You can buy medicine. | who / which / where |
| 2 Leaves are things. They fall from trees in autumn. | who / which / where |
| 3 A businesswoman is a person. She works in an office. | who / which / where |
| 4 A cyclist is a person. He rides a bicycle. | who / which / where |
| 5 A caterpillar is an insect. It changes into a butterfly. | who / which / where |
| 6 The countryside is a place. You can see lots of fields. | who / which / where |

3 Write sentences.

- 1 fishmonger's / shop / we can buy fish.

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

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

- 3 speaker / object / makes music louder.

- 4 artist / person / draws and paints.

- 5 town / place / see lots of cars and buses.

- 6 brakes / things / use to stop a bike.

Lesson 5 Language in use

1 Circle the words to complete the sentences.

- 1 That isn't our school. **Ours** / **Mine** is on the other side of town.
- 2 Whose is this bike? I think it's Peter's. Yes, **his** / **hers** is new.
- 3 Is that Vicky's tablet? No, **their** / **hers** is on the table.
- 4 Is this my charger? No, **yours** / **ours** is over there.
- 5 Is this Freddy and Jane's house? No, **his** / **theirs** is in the next street.
- 6 This isn't my phone. **Mine** / **Yours** is white, not black.

2 Complete the dialogue.

theirs ours whose yours **mine** hers

A: Is that your tablet?

B: Yes. Well, it's ¹ **mine** and my sister's so really it's ² _____.

A: It's cool! And is that your sister's smartphone?

B: No, it isn't ³ _____.

A: Is it your mum and dad's?

B: No, it isn't ⁴ _____.

A: Well, ⁵ _____ is it?

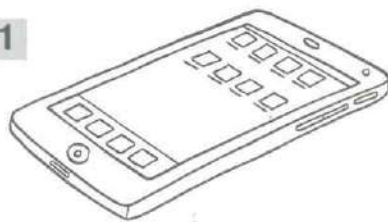
B: It's my uncle's, but I can use it.

A: Lucky you! Oh – I mustn't forget my charger!

B: That's not ⁶ _____ – it's mine.

3 Write questions and answers.

1

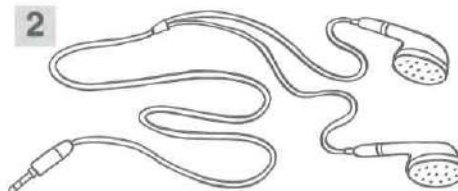


Grandpa ✓

Is this Grandpa's phone?

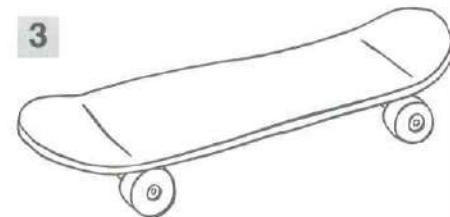
Yes, it's his.

2



Bill ✗

3



you ✗

4



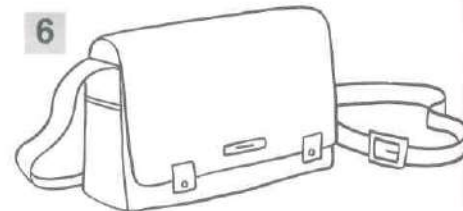
Stephen and Ann ✓

5



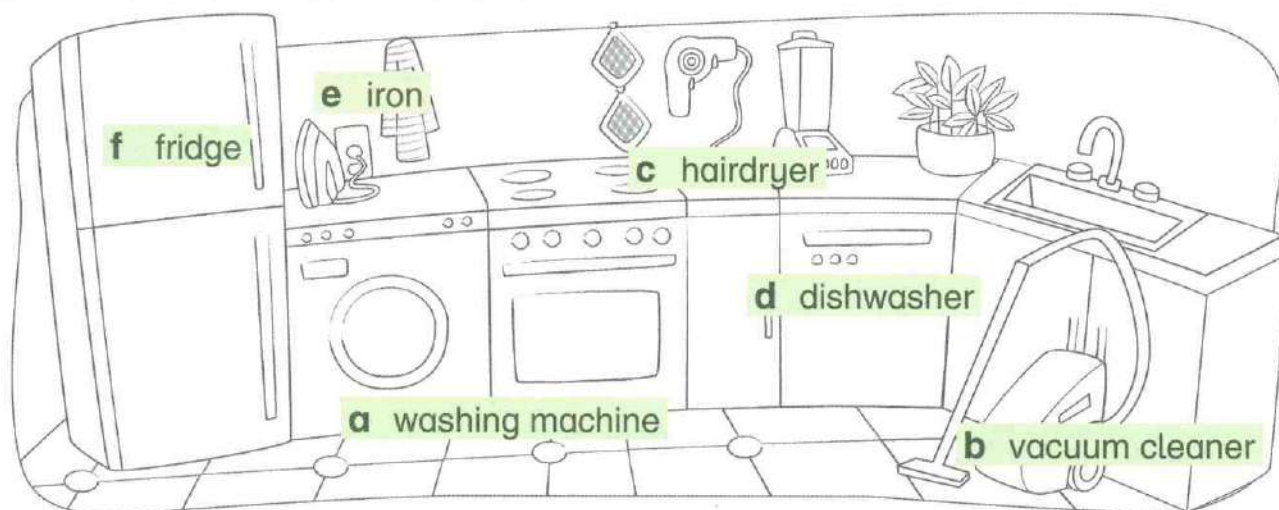
us ✓

6



your mum ✗

1 What do we use these for? Match.



We use this for ...

1 keeping food cold.

2 washing our clothes.

3 ironing our clothes.

4 washing dirty plates and cups.

5 cleaning the floor.

6 drying our hair.

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

	Mary	Olga	Charlie	Stan
Play games		school computer	mobile phone	
Find information		school computer		mum's tablet
Do homework	brother's laptop			mum's tablet
Listen to music		MP3 player	mobile phone	
Take photos			mobile phone	mum's tablet
Send messages			mobile phone	

1 Mary uses her brother's laptop for doing her homework.

2 Olga uses _____ to music.

3 Charlie _____ games.

4 Stan uses _____ for taking photos.

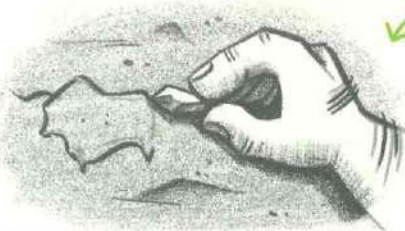
5 Olga _____

6 Charlie _____

Prepare to write

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

The history of writing 1 heading
Writing materials 2 _____



3 _____

a stone
walls of caves

4 _____

heading
labels
pictures
subheading

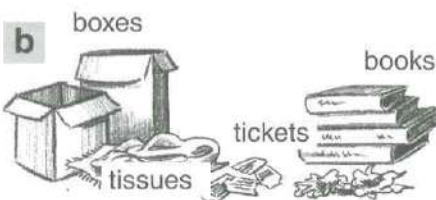
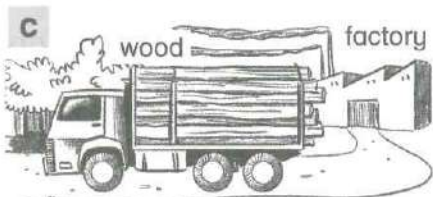
2 Match the questions and answers.

- | | |
|--|------------------------------------|
| 1 Who were the first people to make paper? | a Things like tissues and books. |
| 2 What materials did they use? | b The Chinese. |
| 3 What did they use paper for in the past? | c In factories. |
| 4 What do we use to make paper now? | d Writing on. |
| 5 Where is paper made now? | e Wood. |
| 6 What do we use paper for now? | f Old clothes, plants and grasses. |

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



What they used to
make paper

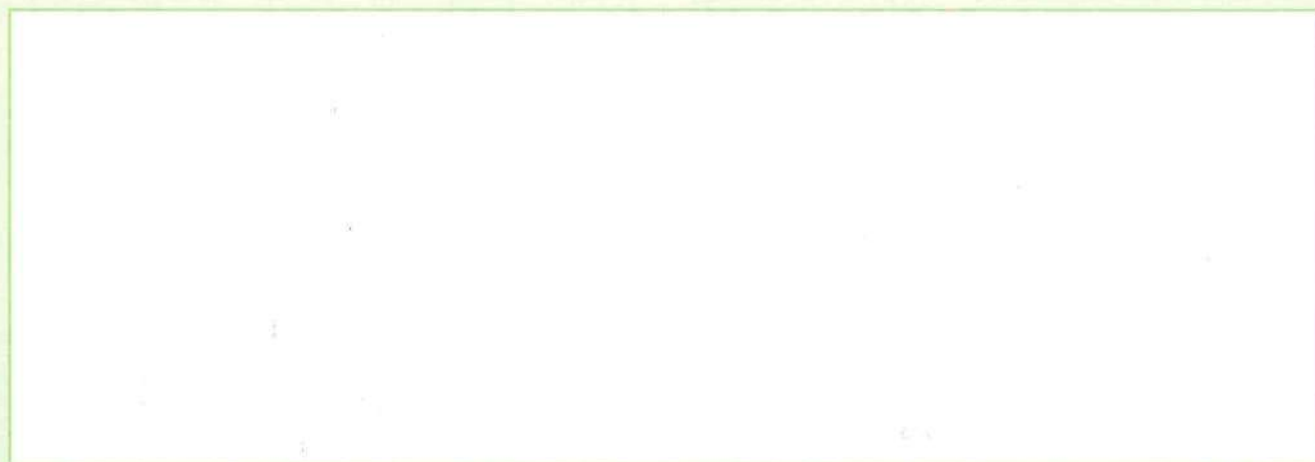
☐

☐

☐

☐

How they used paper in
the past
How we use paper today
How we make paper
today
~~What they used to make
paper~~

Ready to write

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



5  Read and check what you wrote in Activity 4.

Ask yourself:

☐ Did I organise the information clearly, using headings and subheadings?

☐ Did I use good linking words, like *first*, *then*, *finally*, *now*, *in the past*?

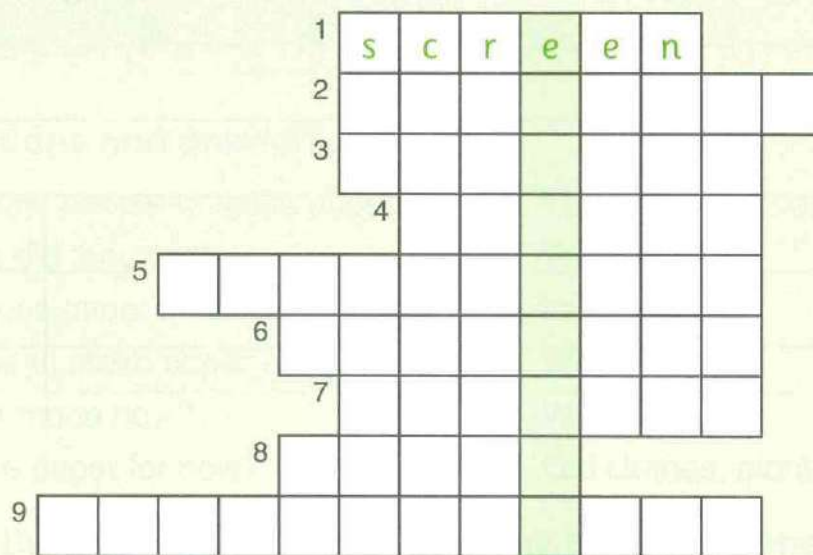
☐ Did I give interesting and correct information?

☐ Did my picture help the reader understand the text?

Check-up challenge

1 Complete the word puzzle. Find the secret word.

- 1 The ... on my computer is much smaller than the ... on the television.
- 2 My computer has good ... which make the music sound great!
- 3 When the battery in my smartphone dies, I have to use my ...
- 4 A computer is too heavy to carry so I take my ...
- 5 He loves singing on stage with a ...
- 6 It works with your computer – and it's a musical instrument!
- 7 I can't print the photograph on my computer for you because my ... is broken.
- 8 It works with your computer – and it's an animal!
- 9 I love playing on my brother's ...



2 Find the items and complete the sentences.

- 1 My grandma is very active. She loves sports.
The bike and the skateboard are hers.
- 2 My uncle often goes camping.
The _____ and the _____ are _____.
- 3 My mum and dad love drawing and taking photos.
The _____ and the _____ are _____.
- 4 My brother is mad about sport.
The _____ and the _____ are _____.
- 5 My sister and I love playing music.
The _____ and the _____ are _____.



3 Complete the sentences, then write the words.

- 1 Something you carry which helps you see in the dark. torch
- 2 The person _____ is your mum or dad's sister. _____
- 3 A place _____ you can buy bread and cakes. _____
- 4 Something _____ people wear on their feet to do sport. _____

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



In the past, people could only listen to music when musicians played for them. But the ¹ _____ of the gramophone meant people could play records in their homes. This was a machine ² _____ could play music. After that came cassettes, which were smaller ³ _____ records, and then CDs, which lasted longer. With digital technology, people didn't need to go shopping any more for music. They could ⁴ _____ it from the Internet onto their computers. Now if people have a smartphone and some ⁵ _____, they can listen to their own music everywhere.

Example could / can / did

- 1 invention / machine / computer
- 2 what / where / which
- 3 there / than / too
- 4 charge / download / print
- 5 laptop / microphone / earphones

What I can do!

1 Put a tick (✓) or a cross (x).

name different types of technology

☐

use *who*, *which* and *where* to connect sentences

☐

talk about the history of books

☐

use possessive pronouns

☐

spell words with double letters

☐

write an informational text

☐

2 In this unit,

- 1 I enjoyed _____.
- 2 _____ was interesting.
- 3 I didn't like _____.

Lesson 1 Vocabulary

1 Find the words.

1



sginw

2



iesnp

3



sescal

4



urf

5



nifs

6



seatfreh

1 wings

2 _____

3 _____

4 _____

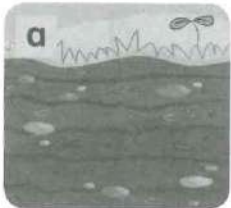
5 _____

6 _____

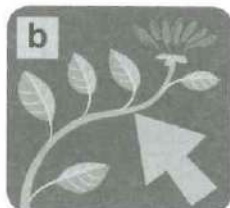
2 Circle the animals which have ...

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

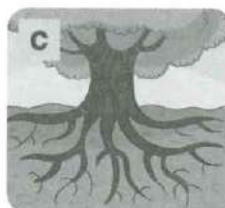
3 Read the sentences and write the letter. Then find the word.



ilos



mest



troso



eplat

c

1 This part of a plant is usually under the ground.

2 This is long and thin and holds the plant up.

3 This is brown and the plant grows in it.

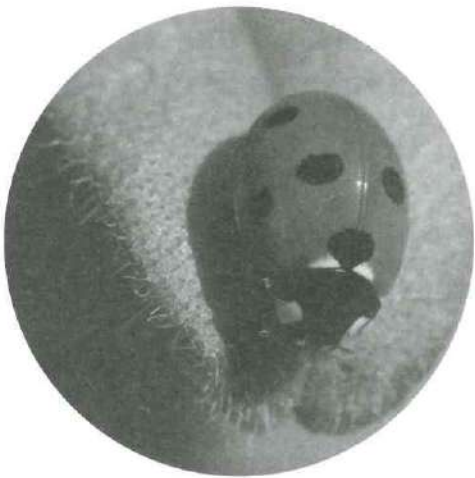
4 This can be in different colours.

roots

Lesson 2 Reading

1 Circle the correct words to complete the sentences.

- 1 **Squirrels** / **Ladybirds** live in trees and eat seeds and nuts.
- 2 Some animals live on **land** / **air** and others live in water.
- 3 The **air** / **land** in the countryside is fresher than in the city.
- 4 **Sparrows** / **Ladybirds** are small insects.
- 5 **Ladybirds** / **Sparrows** are small brown birds.



2 Write the words.

air squirrel ladybird sparrow land

- 1 We need it to breathe. air
- 2 This is a small flying insect which is red and black. _____
- 3 Fish don't live on this but people do. _____
- 4 This is a small animal which sleeps in the winter. _____
- 5 This small brown bird lives in towns and in the countryside. _____

Learning to learn

3 Write these words in alphabetical order.

heat cool freeze hot melt cold dissolve sink

- | | | | |
|---------|---------|---------|---------|
| 1 _____ | 3 _____ | 5 _____ | 7 _____ |
| 2 _____ | 4 _____ | 6 _____ | 8 _____ |

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

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Lesson 3 Reading comprehension

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

Poem 1 ☐

Poem 2 ☐

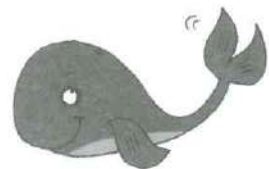
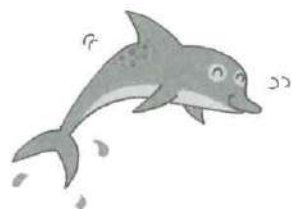
Poem 3 ☐

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

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

- a Some animals live in trees.
- b We should not go fishing so much.
- c Plants need sun and water to grow.
- d Insects come from eggs.
- e Some insects change colour as they grow.
- f Cutting down trees is bad for animals.
- g Cities and towns make the air dirty.
- h Tall trees grow from tiny seeds.

1



Sounds and spelling

- 3 Find the **gh** words.

1 thacug caught

2 frethirefgi _____

3 guboth _____

4 rugthoh _____

5 gnith _____

6 shrigatt _____

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

1 I went to the chemist's and bought some tissues.

2 A _____ has a dangerous job.

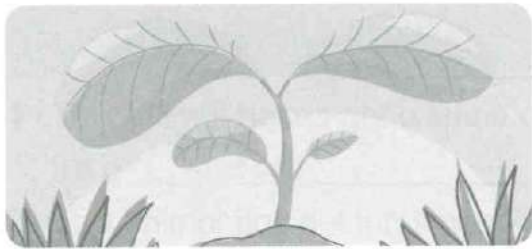
3 You can see the stars and the moon in the sky at _____

4 Go _____ on and then turn right.

5 I _____ a cold after I went swimming in the lake – the water was freezing!

6 Let's cycle _____ the forest and look for squirrels.

1 Look and read the sentences. Then write T (True) or F (False).

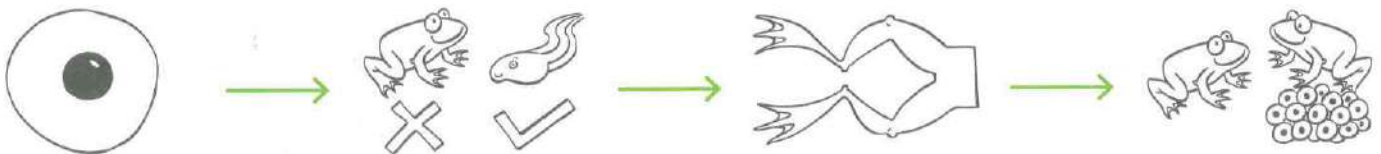


- | | | | |
|---|----------|--|-----|
| 1 It'll need the sun and water to live. | <u>T</u> | 5 They'll need food and water to live. | ___ |
| 2 It won't have leaves. | ___ | 6 They won't grow bigger. | ___ |
| 3 It'll grow bigger. | ___ | 7 They'll grow fur. | ___ |
| 4 It won't fly away. | ___ | 8 They'll fly away. | ___ |

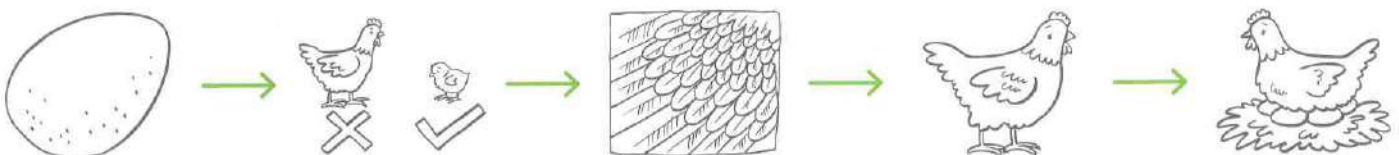
2 Write sentences about the lifecycle of a ladybird.

- 1 ☒ ladybird / out of / egg ☒ larva / out of / egg
 A ladybird won't come out of the egg. A larva will come out of the egg.
- 2 ☒ larva / change into / yellow ladybird ☒ It / change into / pupa
- 3 ☒ ladybird / stay / yellow ☒ It / become / red with black spots
- 4 ☒ ladybird / have / babies ☒ It / lay eggs

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



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



This is a hen's egg.

1 Write the words in the correct order to make questions and sentences.

1 will / in / 20 / years? / be / What / like / schools

What will schools be like in 20 years?

2 will / I / books / online. / be / think / all

3 teach / will / children? / Who / the

4 more / think / languages. / children / do / will / I

5 will / get / How / children / to / school?

6 you / children / be / smarter / Do / than / now? / think / will

2 Write questions and sentences.

1 children / go / school every day?

Will children go to school every day?

2 think / children / use tablets / at school

3 scientists / make / more electric gadgets?

4 what subjects / children / study?

5 children / have classes / Internet?

6 think / children / not use / books

3 Complete the dialogue.

A: 1 What do you think cities will be like in 20 years?

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

A: How 2 _____?

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

A: 3 _____?

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

A: Who 4 _____?

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

A: 5 _____?

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



1 Which animal is it? Write the words.

fox starfish ladybird shark spider sparrow

- This animal hasn't got a spine and it hasn't got scales. It lives in the sea.
It's a starfish.
- This animal has got fur. It hasn't got fins. It lives in the countryside. It's a _____.
- This animal has got feathers and it's got wings. It's a _____.
- This animal has got wings but it hasn't got feathers. It's a _____.
- This animal lives in water. It hasn't got scales but it's got fins. It's a _____.
- This animal hasn't got a spine and it hasn't got wings. It hasn't got fur and it hasn't got scales. It doesn't live in water. It's a _____.

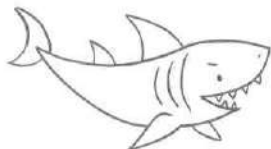
2 What has it got? Write ticks (✓) and crosses (x) for each animal.

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

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



A fox has got fur.



Prepare to write

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

- 1 The lovely ladybird lived in a lemon tree near the lake.
- 2 The farmer takes a funny photo of Philip the fox.
- 3 Six cyclists sitting in the summer sunshine in the city square.
- 4 The caterpillar caught a cold and called the chemist.

2 Add some more words to these phrases using alliteration.

- 1 beautiful blackbirds sitting on _____
- 2 friends taking funny photos on _____
- 3 people picking plants and _____

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

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

Ready to write

4 Write a poem.

Life in the future

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

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

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

5 Read and check what you wrote in Activity 4.

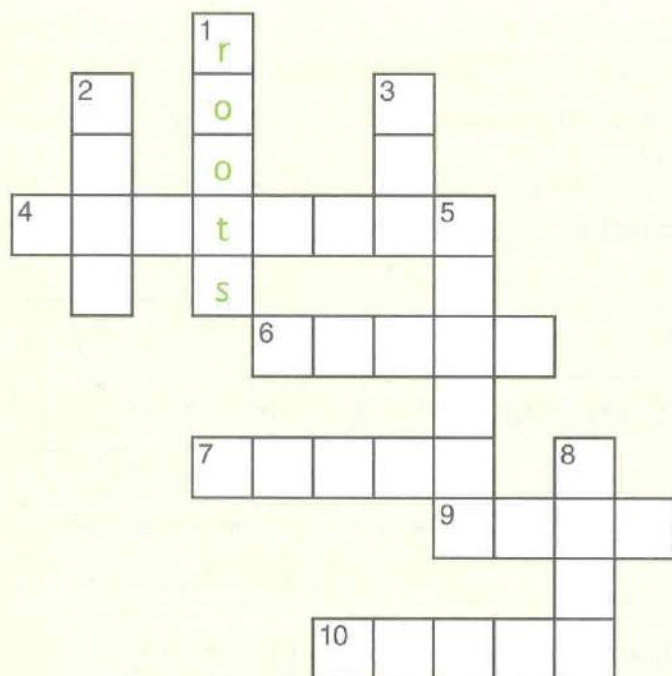
Ask yourself:

- ☐ Did I include interesting and imaginative ideas?
- ☐ Did I use alliteration?

- ☐ Did I write about each topic on a separate line?
- ☐ Did I use the correct spelling?

Check-up challenge

1 Complete the word puzzle.



Across

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

Down

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

2 What am I? Write the words in the correct order to find out.

- 1 live / I / sea. / the / in _____
- 2 got / I / a / haven't / spine. _____
- 3 fins / I / or / haven't / scales. / got _____
- 4 lots / of / I've / arms! / got _____
- 5 I'm an _____.

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

- 1 (live in a city) I think I'll live in a city.
- 2 (visit different countries) _____
- 3 (learn to drive) _____
- 4 (live in a different country) _____
- 5 (speak very good English) _____
- 6 (famous) _____
- 7 _____
- 8 _____

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

What are you doing, Jane?

A I'm watching a squirrel.

B I watched a squirrel.

C I'll watch a squirrel.

1 Is it collecting nuts?

A Yes, it will.

B Yes, it is.

C Yes, it can.

2 Will it eat all of them now?

A No, it doesn't.

B No, it'll hide them for the winter.

C No, it won't hide them for the winter.

3 Do you think it'll find them again?

A I think it didn't forget them.

B Yes, it isn't forgetting about them.

C Yes, it won't forget about them.

4 Why does it need to collect food now?

A Because it won't eat in the winter.

B Because it won't be hungry in the winter.

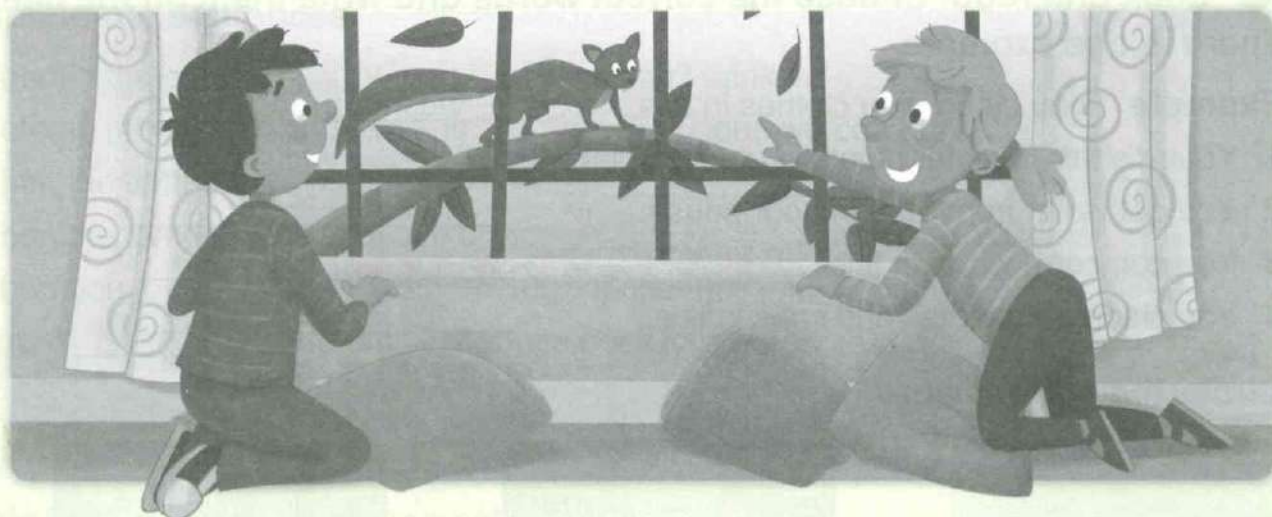
C Because there won't be much food in the winter.

5 My mum feeds the birds in the winter.

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

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

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



What I can do!

1 Put a tick (✓) or a cross (x).

talk about plants and animals

☐

identify and compare animal features

☐

talk about the natural world

☐

talk about the future using *will* and *won't*

☐

spell words with silent *gh*

☐

write a poem

☐

2 In this unit,

1 I liked _____.

2 _____ was exciting.

3 I didn't mind _____.

Lesson 1 Vocabulary

1 Label the pictures.

bucket

washing machine

dishwasher

tap

~~watering can~~watering can2 Look and read. Choose the correct words and write them on the lines. There is one example.**Example** You clean dirty clothes in this.washing machine

1 You use this to water plants in your garden.

2 You get water from here in your house.

3 You can carry water in this.

4 You clean dirty plates and cups in this.

3 the correct word.

empty / fill



turn on / turn off



waste / save

4 Complete the sentences.

1 When the washing machine stops, empty it and take out the clothes to dry.

2 Don't _____ water when you shower.

3 _____ the tap to fill the watering can.

4 _____ the tap when you are brushing your teeth.

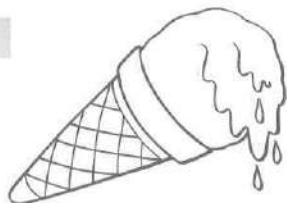
5 Always _____ the dishwasher before you turn it on.

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

Lesson 2 Reading

1 Label the pictures.

1



melt

2



3

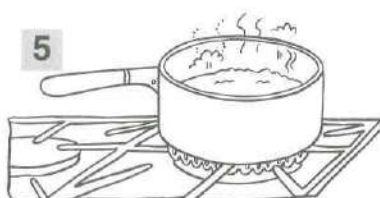


salt water
fresh water
heat
cool
freeze
melt

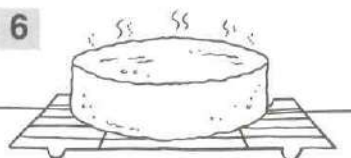
4



5



6



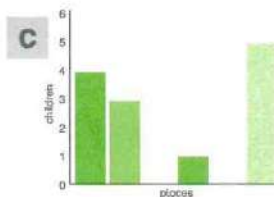
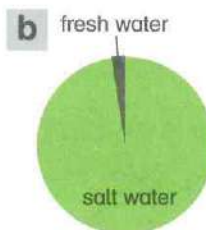
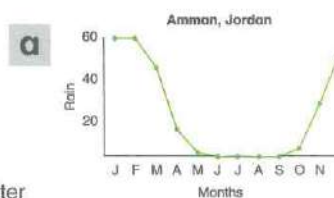
2 Complete the sentences.

- Water in the sea is salt water and we can't drink it.
- Water in most lakes and rivers is _____ and we can drink it.
- When the temperature is below 0° , water _____.
- When the temperature is above 0° , ice _____ and turns into water.
- When you _____ water to 100° , it changes into steam.
- If you _____ steam, it changes back into water.

Learning to learn

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

- | | | |
|---------------------------------------|--------------|--|
| ☒ c | 1 bar chart | shows parts of a whole |
| ☐ | 2 line graph | shows comparisons |
| ☐ | 3 pie chart | shows information that changes over time |



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

- How many children like each of ten animals in a survey?
- How many people in your country have laptops (2010 to now)?
- How many children come to school by four different kinds of transport?

bar chart

Lesson 3 Reading comprehension

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

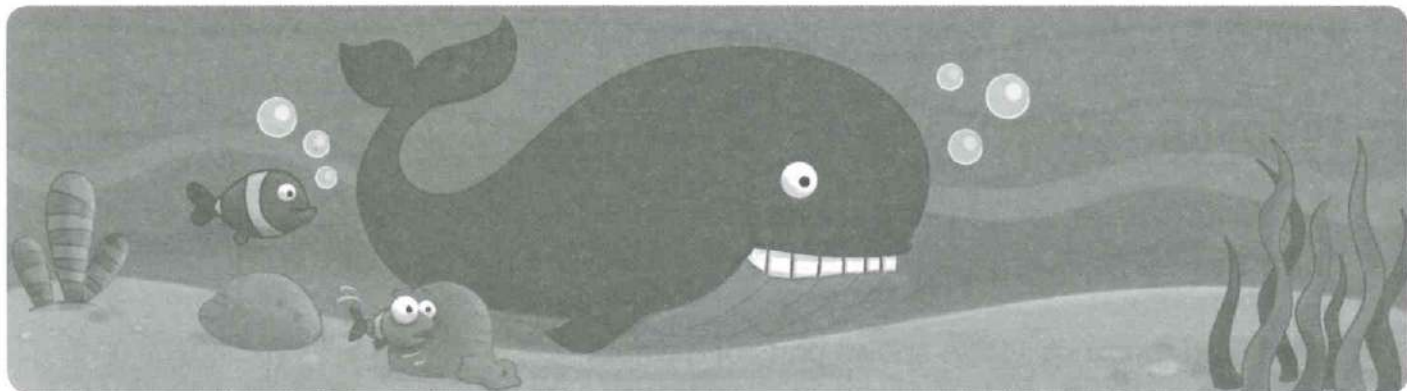
- 1 Most of the water on Earth is salt water.
- 2 More than half of the _____ on Earth is ice.
- 3 In Jordan, it _____ the most in the winter months.
- 4 About 1/3 of the water on Earth is under the _____.
- 5 There is less rain in Jordan in December than in _____ and _____.
- 6 Very little fresh water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

2 Answer the questions.

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

Sounds and spelling

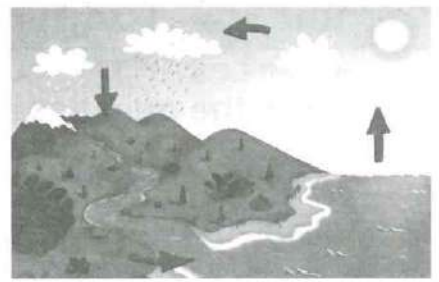
3 Write the questions correctly.



- 1 Why are whales so big? Why are whales so big?
- 2 What do they eat? _____
- 3 Where do they live? _____

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

- | | |
|--------------------------|-----------------------------------|
| 1 black and <u>white</u> | 4 Dolphins and _____. |
| 2 _____ are you doing? | 5 _____ it's very cold, it snows. |
| 3 _____ and minutes. | 6 _____ do you live? |



1 Write the words in the correct order to make sentences about the water cycle.

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

When the sun heats the sea, some water goes up into the air.

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

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

- 4 cold / snows / very / it / If / it's

- 5 rains / When / it / goes / the water / rivers / some / of / into

2 Look and write sentences.

- 1 When I / swimming / goggles

When I go swimming, I wear goggles.

- 2 If we / park / play on / swings

- 3 When Vicky / visit grandma / take flowers

- 4 If Peter / toothache / go to dentist

- 5 When the children / home / eat / sandwich

- 6 When Jane / bed / read / book

3 Complete the sentences for you.

- 1 When I go cycling, I _____.
- 2 _____, I wear a hat and use sun cream.
- 3 _____, I always turn off the tap.
- 4 When school finishes, I _____.
- 5 If it rains at the weekend, I _____.

Lesson 5 Language in use

1 Match the questions and answers.

What happens if you ...

- 1 leave chocolate in the sun?
- 2 pour oil on water?
- 3 put a stone in a bowl of water?
- 4 put orange juice in the freezer?
- 5 put salt in hot water?

- a It dissolves.
- b It floats.
- c It freezes.
- d It melts.
- e It sinks.

2 Complete the dialogue with words and phrases from the box.

isn't	dissolve	happens	floats
salt water	experiment	put	air

A: Look at my ¹ experiment! This is fresh water and this is a fresh egg.

B: What ² _____ if you
³ _____ the egg in the water?

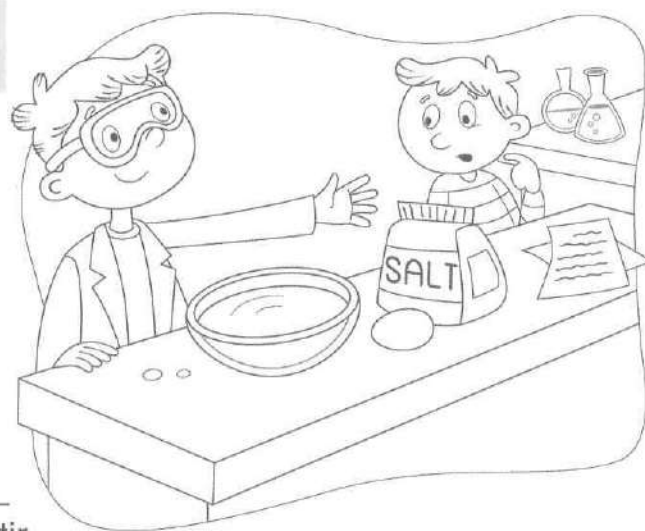
A: It sinks. Look!

B: And what happens if the egg
⁴ _____ fresh?

A: It floats. That's because it has ⁵ _____ in it. ... Now I'm adding salt to the water ... I stir it to make the salt ⁶ _____. Now put the fresh egg in.

B: The fresh egg ⁷ _____! So ⁸ _____ helps things to float?

A: Yes. That's why it's easier for us to float in the sea than in a swimming pool.



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

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

2 ice cream / sun

3 banana / water

4 coin / water

5 milk / freezer

1 Match the questions and answers.

- | | |
|--|-----------------------------|
| 1 How important is water? | a More than 300 litres. |
| 2 How much water should we drink every day? | b We can't live without it. |
| 3 How long can someone live without water? | c About a week. |
| 4 How often should we turn on the dishwasher? | d About 1.5 litres. |
| 5 How many litres of water does a person in the USA use every day? | e Once a day. |

2 Complete the questions.

A: ¹ How important is it to save water?

B: It's very important! And it's not difficult.

A: OK! ² _____ water do you use in your garden?

B: Very little. We only grow cacti.

A: And in your house? ³ _____ do you have a bath?

B: Never! My family have showers.

A: Ah! And ⁴ _____ do they spend in the shower?

B: Four minutes is enough.

A: ⁵ _____ times a week do you use your washing machine?

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

How often
How many
How long
How much
How important

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

We need to save water, but we also need beautiful plants on our island! We have over 1500 different types of cactus in our famous garden. Cacti need very little water. Some of our cacti live two years without water. Come and see the cacti with flowers in spring.

Tickets: 5 euros for adults, and 2 euros for children



1 How many different types of cactus are there?

Over 1500 different types.

2 _____

Very little.

3 _____

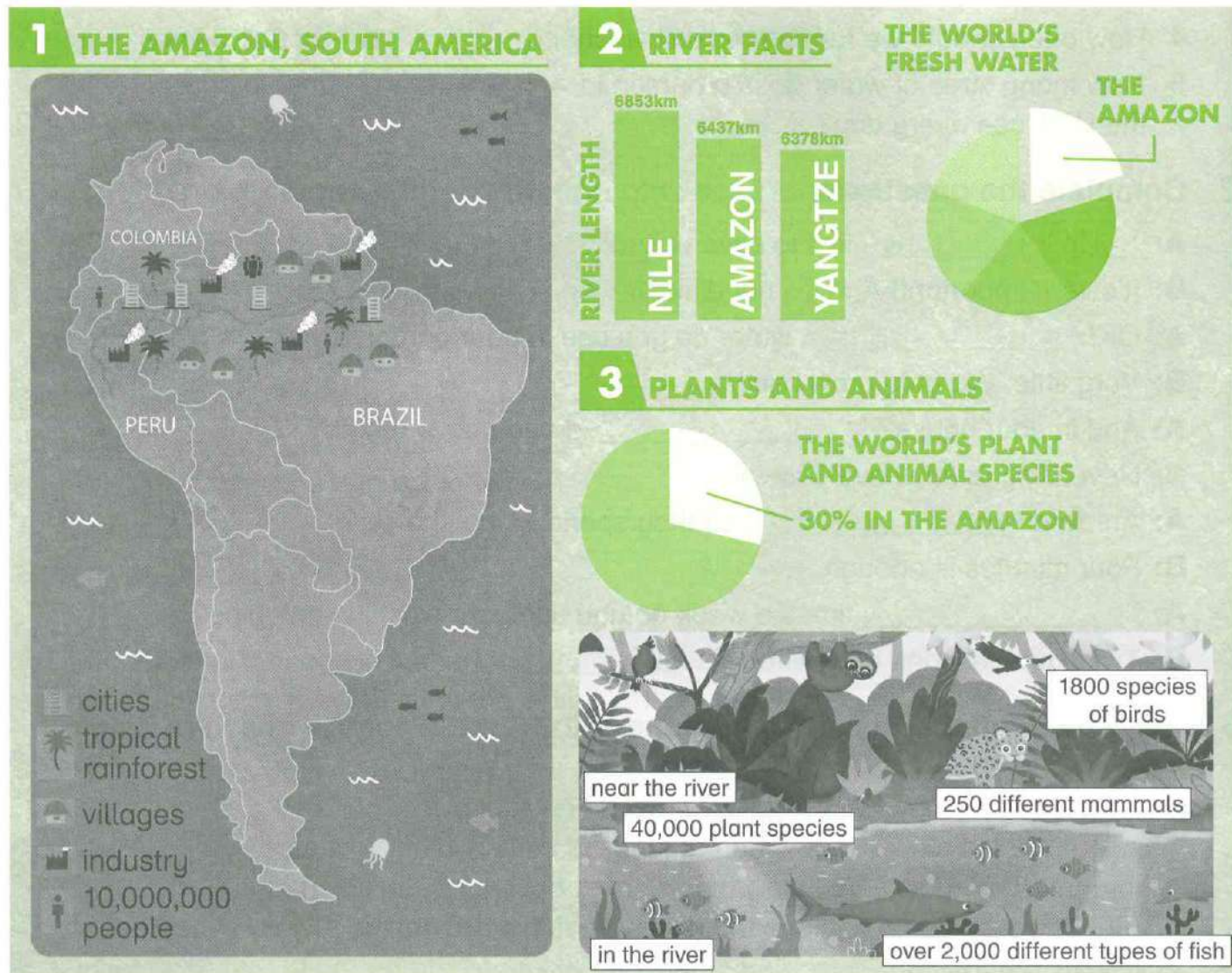
Some can live two years.

4 _____

Five euros for adults and two euros for children.

Prepare to write

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



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

Paragraph 1 (general facts about the place)

Paragraph 2 (facts about the river)

Paragraph 3 (facts about animals and plants)

Ready to write

3 Write a factual report about the Amazon river.

Blank lined paper with a faint grid pattern in the background.



Read and check what you wrote in Activity 3.

Ask yourself:

- ☐ Did I organise my ideas clearly into three paragraphs?

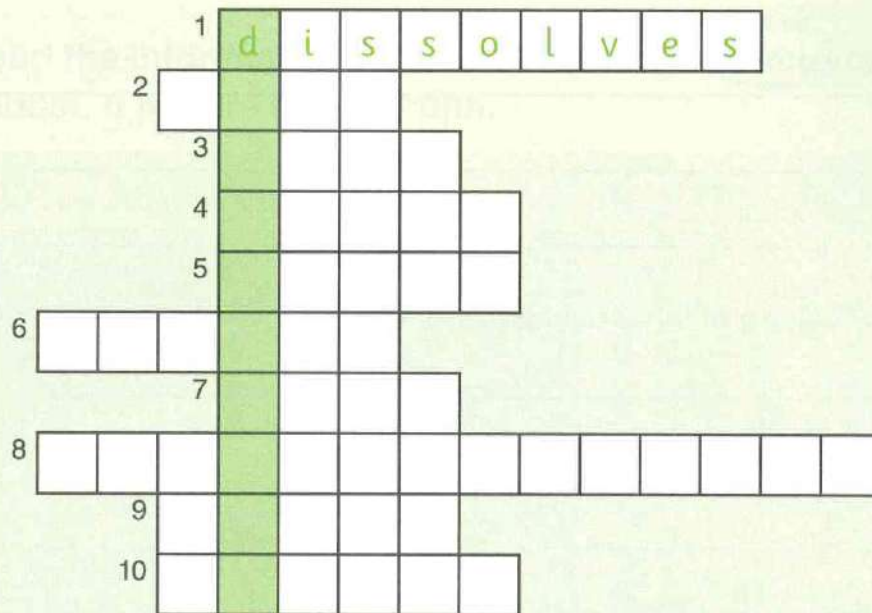
☐ Did I include interesting facts?

☐ Did I give the correct information?

☐ Did I use the correct spelling?

Check-up challenge

1 Complete the word puzzle. Find the secret word.



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

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

cold	experiment	water	cools
happens	rain	when	air

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



3 Correct the sentences. The mistakes are underlined.

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

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

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

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

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

5 You should turn on the tap after you brush your teeth.



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

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

Example forests / rivers / fields

1 who / which / where

2 will grow / grew / grow

3 up / through / past

4 sinking / moving / floating

5 waterfalls / trees / oceans

What I can do!

1 Put a tick (✓) or a cross (x).

talk about using water

☐

use the zero conditional to state facts

☐

describe the water cycle

☐

express quantity and frequency

☐

spell words with a silent *h*

☐

write a factual report

☐

2 In this unit,

1 I loved _____.

2 _____ was a little easy.

3 I didn't enjoy _____.

Lesson 1 Vocabulary

1 Label the pictures.

bracelet

earrings

jewellery

diamond ring



diamond ring

2 Look and read. Choose the correct words and write them on the lines. There is one example.**Example** You wear this on your arm.

bracelet

1 You wear this on your finger.

2 You wear these in your ears.

3 You wear this on different parts of your body.
It's often made from gold or silver.

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

1 Dan has got curly hair. F2 He hasn't got a moustache. 3 His hair is long and dark. 4 Ellie has got long hair. 5 She's got a beard. 6 She's got straight hair. 4 Write sentences about you.1 (moustache) I haven't got a moustache.2 (straight hair) 3 (curly hair) 4 (dark hair) 5 (fair hair)

1 Read the emails on Pupil's Book pages 124–125. Then **circle** the correct word to complete the sentences.

- 1 John Gadyly was a young **detective** / thief.
- 2 He wanted to find a **detective** / thief who was stealing jewellery.
- 3 John wrote an **email** / letter to the superintendent every day.
- 4 **Everyone** / No one in the village said the thief was very clever.
- 5 **Someone** / No one saw the thief because he took things when everyone was asleep.
- 6 **Someone** / No one stole some more jewellery when John was in bed.
- 7 John found the **jewellery** / thief in the magpie's nest.
- 8 The magpie **stole** / flew the jewellery.

2 Complete Ella Gibson's report on John Gadyly.

The new ¹ detective did a good job in the village. He found the ² _____ on his second day. He spoke to ³ _____ in the village and asked lots of questions. At first he thought ⁴ _____ who worked in the hotel ⁵ _____ the jewellery. But then he noticed something strange – a bird carrying jewellery! ⁶ _____ knew the thief was a bird! John found the ⁷ _____ in the bird's nest.

Learning to learn

3   When something is difficult, what can you do?

Read and tick (✓) or cross (x).

- | | | | |
|-------------------------|-------------------------------------|-----------------------------|--------------------------|
| 1 Think hard about it. | ☒ | 6 Play a computer game. | ☐ |
| 2 Ask someone at home. | ☐ | 7 Look on the Internet. | ☐ |
| 3 Go to sleep. | ☐ | 8 Guess. | ☐ |
| 4 Copy a friend's work. | ☐ | 9 Decide to do it tomorrow. | ☐ |
| 5 Ask your teacher. | ☐ | 10 Look in a book. | ☐ |

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

- a You're doing maths homework alone at home. You don't understand a problem.
- b You're reading an English book at home. There's a word you don't know.
- c You're doing a project about whales at home. You're not sure where they migrate to.
- d You're in PE class and finding it difficult to do an exercise.

Lesson 3 Reading comprehension

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

1 What does Superintendent Ella Gibson want from John every day?

She wants him to write an email.

2 Why did John go to Wrabness?

3 Who did he talk to on his first day in the village?

4 Why was the hotel chef in the forest?

5 Where did John find the stolen jewellery?

2  Read the sentences from the emails and match them to how Ella feels.

1 How are you? ... I hope you catch the thief soon!

d

2 I don't need to know about your dinner and what time you go to bed.

☐

3 The thief has stolen more jewellery! You must find him quickly!

☐

4 Congratulations, John! Great news and well done!

☐

a She's worried.

b She's very pleased with John.

c She isn't happy because John is wasting her time.

d She's friendly and helpful.

Sounds and spelling

3 Check the words and write a tick (✓) or a cross (x). Then write the wrong words correctly.

1 wnow

x

4 thumb

☐

7 who

☐

2 write

☐

5 rong

☐

8 nnees

☐

3 khose

☐

6 climing

☐

9 knit

☐

know,

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

1 w: *write*

2 k: _____

3 b: _____

1 Look at Vicky's to do list. Write sentences about what she has done.

- 1 She's finished her maths homework.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

To do list

- Finish maths homework ✓
- Read my English book ✗
- Wash the car ✓
- Phone Jane ✓
- Find my goggles ✗
- Make a cake ✓

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

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

- 1 Peter and Freddy have played football
- 2 Jane hasn't _____
- 3 Peter and Freddy have _____
- 4 Jane has _____
- 5 Peter and Freddy haven't _____

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

- 1 I've
- 2 _____
- 3 _____
- 4 _____

1 Match the problems and suggestions.

- | | |
|---|------------------------------------|
| 1 I'm so happy! I've finished my homework. | a How about eating some fruit? |
| 2 I'm worried. I've lost my phone. | b How about going bowling? |
| 3 I'm hungry. I haven't had any breakfast. | c Let's look for it. |
| 4 I'm bored. I haven't got anyone to play with. | d Let's go and buy some juice. |
| 5 I'm really tired! I've tidied my room. | e How about calling Joe? |
| 6 I've got a headache. I haven't had a drink. | f Let's sit down and watch a film. |

2 Complete the dialogues.

1

A: What's the matter?

B: I'm tired. I've cleaned the cupboards.

A: How about playing a computer game?

2

A: What's the matter?

B: I'm hungry. I haven't had any lunch!

A: Let's _____.

3

A: What's the matter?

B: I'm worried. I've lost my _____.

A: How about _____?

4

A: What's the matter?

B: I'm bored. I haven't _____.

A: Let's _____.

3 Choose two of the situations and write dialogues.

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

A: _____

A: _____

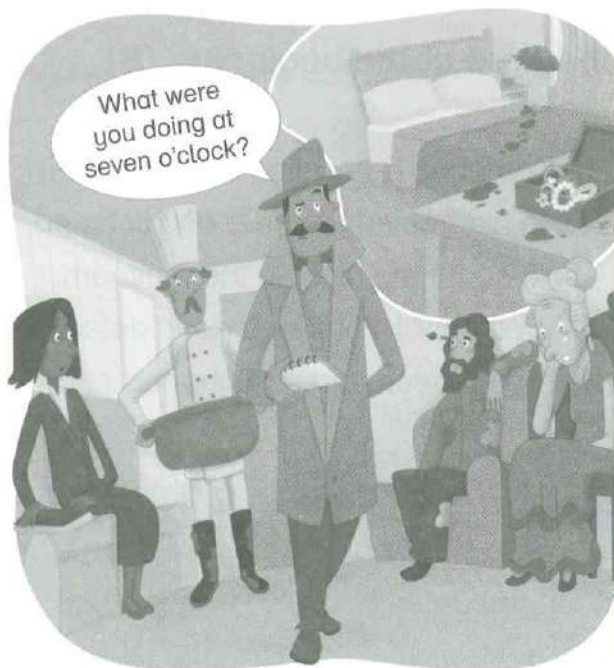
B: _____

B: _____

A: _____

A: _____

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



- 1 The chef: 'I was in the kitchen. I was making soup.'
I don't think he was in the kitchen. I think he was outside.
- 2 The businesswoman: 'I was working on my laptop.'
- 3 The artist: 'I've been painting outside all afternoon.'
- 4 Lena: 'Someone has stolen my necklace!'

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

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

2 I don't know if ☐

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

4 I think that the artist stole the necklace because ☐

a someone came through the window and stole the jewellery.

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

c he was in the kitchen making the soup.

d she said she was working.

3 Who do you think stole the necklace?

I think that _____ stole the necklace because _____

Prepare to write

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

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

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

Who were the characters?

What did the detective do? _____

Where did it happen?

How did he / she find out? _____

What was the problem?

What happened? _____

Why? _____

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

The beginning	The middle	The end
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Ready to write

4 Write a story.

Mystery at the old castle

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

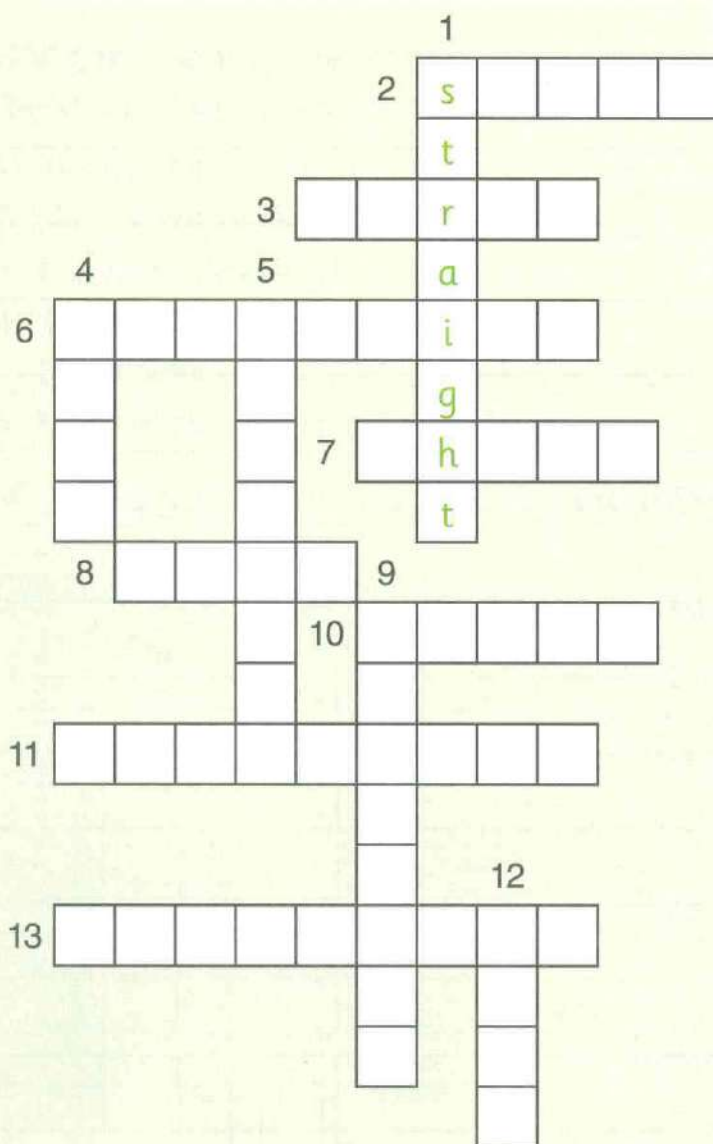
5 **Read and check what you wrote in Activity 4.**

Ask yourself:

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

Check-up challenge

1 Complete the word puzzle.



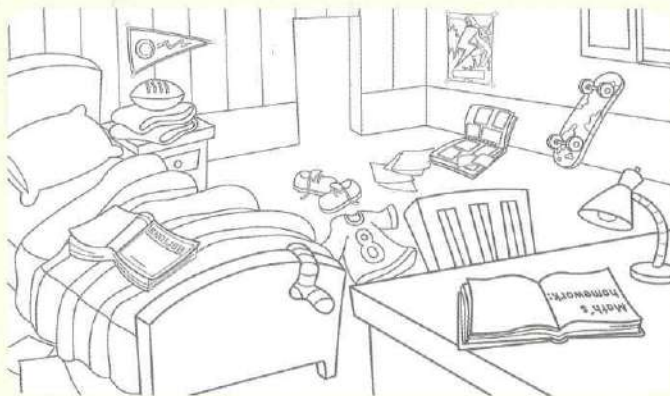
Across

- 2 Take something that isn't yours
3 My hair's not straight, it's ...
6 I catch bad people.
7 I take things which aren't mine.
8 His hair's not dark, it's ...
10 & 11 My grandpa has a ... and a ...
13 Pretty things made of gold and silver

Down

- 1 Her hair's not curly, it's ...
4 Your hair's not fair, it's ...
5 Jewellery you wear in your ears
9 I wear a ... on my arm.
12 My mother wears a ... on her finger.

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



- 1 'I've cleaned my skateboard.'
He hasn't cleaned his skateboard.
2 'I've made my bed.'

3 'I've read my English book.'

4 'I've tidied my room.'

5 'I've done my maths homework.'

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



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

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

- 1 She heard an old lady call and saw a man running with _____ in his hand.
- 2 The man fell because Suzy _____ her shopping basket on the floor.
- 3 The police officer _____ the thief.
- 4 Suzy _____ on the TV news about it.



What I can do!

1 Put a tick (✓) or a cross (x).

describe people's appearance

☐

talk about recent activities

☐

use new pronouns and words about detectives

☐

understand people's feelings from how they write

☐

spell words with silent letters

☐

write a detective story

☐

2 In this unit,

1 I enjoyed _____.

2 _____ was interesting.

3 I didn't like _____.

End-of-year review

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

1 keyboard screen mouse bucket

bucket – It isn't part of a computer.

2 beard ring necklace bracelet

3 wings fins spine tap

4 roots thief leaf branch

5 everyone no one something someone

2 Read the text. Choose the right words and write them on the lines.

There is one example.

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

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

3 Answer the questions.

1 What happens if you stir sugar into hot water?

If you stir sugar into hot water, it dissolves.

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

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

4 What happens when clouds get very heavy?

5 What happens if you pour oil onto water?

4 **Look and read and write. There is one example.**



Complete the sentences.

Example The girl is looking at a tablet.

- 1 The woman is _____.
- 2 The man has _____.

Answer the questions.

- 3 What's the boy doing? _____
- 4 What's under the tree? _____

Now write two sentences about the picture.

- 5 _____
- 6 _____

5 **Circle the correct words to complete the sentences.**

- 1 At 10pm yesterday, the chef was looking / looked / will look for mushrooms in the forest.
- 2 Gutenberg was the man **who** / which / and invented the printing press.
- 3 In the future, I think robots **teach** / will teach / are teaching children in school.
- 4 Those headphones aren't **mine** / my / your.
- 5 When the detective found the jewellery, **something** / no one / everyone was very happy.
- 6 Hundreds of years ago, people wrote with quill pens **what** / which / who were made from feathers.
- 7 I called Jane yesterday but she **was planting** / planted / has planted flowers with her mum.
- 8 Maria isn't very happy because she **loses** / has lost / is losing her tablet.

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

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



Example Maisie stayed with her grandma last summer.

- 1 One evening, Maisie saw a squirrel which _____ and down a tree.
- 2 Then she saw a black and white bird and thought it had _____ in its beak.
- 3 Her grandma said magpies _____ because they like shiny things.
- 4 Maisie found some gold and _____ in the bird's nest.
- 5 Maisie and her grandma gave the jewellery _____.

7 **Complete the dialogues using the words given.**

- 1 **A:** What / matter? What's the matter?
B: tired! I / busy all day!
A: How / watch / film?
B: good idea! Let's / *Monsters*.
- 2 **A:** What / you / do / 6pm / yesterday?
B: I / do / my homework.
A: And / you / do / homework / 8pm?
B: No I / have / dinner / 8pm.

8 **Think about your life in 2040 and write sentences.**

- 1 have a robot at home I'll have a robot at home in 2040.
- 2 be a dentist _____
- 3 have two children _____
- 4 live in the countryside _____

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

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

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

2 A detective / person / catches thieves.

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

4 A ladybird / insect / red with black spots.

5 A field / place / you find plants growing.

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

clean

tidy

turn on

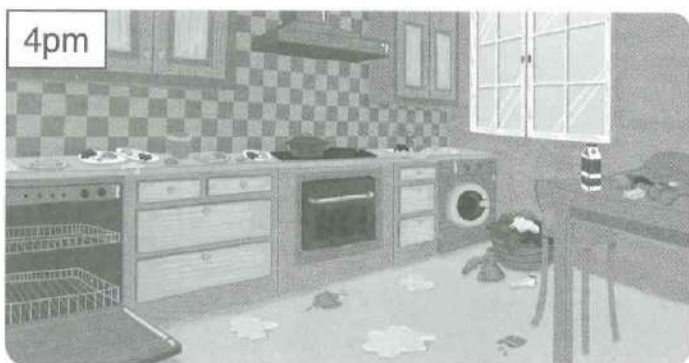
fill

cook

~~wash~~

make

empty



1 He's washed the clothes.

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

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

1 I ~~now~~ that boy. His ~~uncle~~ is in the ~~hosptle~~. I know that boy. His uncle is in the hospital.

2 Wil you rite to me wen I'm on holiday? _____

3 I don't like yelow aples. _____

4 It was a very funy story about the dolfin. I laffed! _____

5 Wich car is his? The wite one or the blak one? _____

6 Did you see that huje jirafe? It was gumping! _____

7 I bought my computer in a shop in the sentre of town. _____

Game

13

Name five things Jane can do to save water.



12

What is she drawing and what does it look like?



11

Go back three spaces!

10

Do you remember the technology show that Peter went to? Make three sentences about it using *who*, *where* and *which*.



9

Go forward two spaces!

8

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



3

Miss a turn!

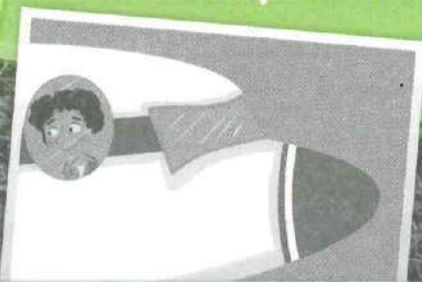
2



What does Jane love to do?

1

Name five things Freddy can see from the plane.



START

14

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

FINISH



7

Name five things
Grandpa should
do to stay healthy.



6
**Have
another
go!**

What does
Vicky want
to be when
she grows
up?

5

4

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



Game rules

Players: two – six people

You will need:

Spinner with six sides

Counters of different colours

- 1 Put all your counters on the Start square.
- 2 The youngest person playing can go first. Spin the spinner, read the number it lands on and move your counter the number of spaces.
- 3 Read the question in the square to your friends. Answer the question (with no help!). Then, ask your friends to check in the Pupil's Book / Workbook whether your answer is correct.
- 4 If you answered correctly, keep your counter on the square.
- 5 If you answered incorrectly, go back to the last square you were on.
- 6 **Watch out!** There are some squares that will help you move forward, and some which will take you back!
- 7 The winner is the first person to reach the end of the board.

Good luck!

Grammar reference

Unit 1

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

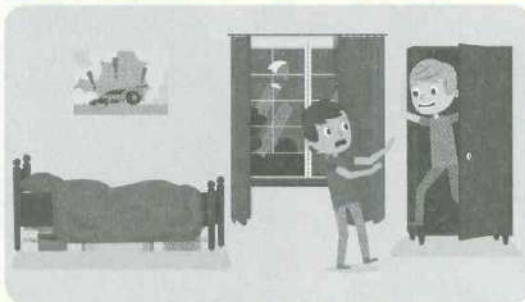
Where **did** he **go**?

Did he **hide** in the wardrobe?

Yes, he **did**.

Was it scary?

Yes, it **was**.



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

I **love** skateboarding.

I **don't mind** surfing.

1 Write the sentences and questions. Then write the answer.

Yes, we did.

~~Neither do I.~~

No, they weren't.

So do I.

He went to the beach.

Yes, we were.

1 enjoy / Mary / horse-riding / doesn't.

Mary doesn't enjoy horse-riding.

Neither do I.

2 Did / in a hotel? / stay / you

3 love / skateboarding. / I

4 they / near / the volcano? / Were

5 did / he / Where / go?

6 near the lake? / you / Were

Unit 2

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



He **wanted to climb** a mountain.



But now he **needs to run**.

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

Could you tie your shoes **when** you started kindergarten?

No, I **couldn't**.

Could you whistle a tune **when** you were eight?

Yes, I **could**.

1  **Write the questions. Then answer them about you.**

1 when you were six? / you / ride a bike / Could

Could you ride a bike when you were six?

2 When / learn / did / tie your shoelaces? / you / to

3 to school? / to / Do you / wear a uniform / need

4 you / Could / when you were seven? / swim

5 to / did / decide / Why / English? / learn / you

6 want to / What / after school / do you / today? / do

Unit 3

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



You **must** look.



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

Give directions (Pupil's Book page 40)

How do we get to the sports centre from here?

First, we go straight on to the hospital.

Then, we turn right.

After that, we go past the supermarket.

Finally, we turn left.

1 Look at the pictures about rules for safe cycling. Write sentences.



✓ You **must** wear a helmet.



x



✓



x



✓

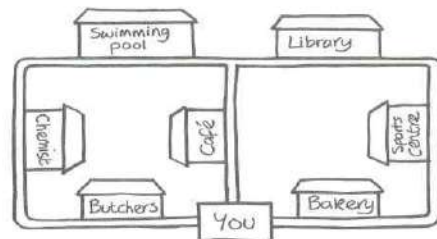
2 Complete the directions.

1 A: How do I get to the swimming pool?

B: Go **straight on**. Go _____
the café. Then _____ left.
The swimming pool is on the _____.

2 A: How do I get to the sports centre?

B: Turn _____. Go _____. Then
_____. The sports centre _____.



Unit 4

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

Ruben's cake is **creative**.

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



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

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

Peacocks are **the most beautiful** animal.

1 Write sentences.

1 surfing ✓✓✓ swimming ✓✓ sailing ✓

active Swimming is more active than sailing. But surfing is the most active.

2 maths ✓✓✓ science ✓✓ English ✓

difficult _____

3 a firefighter's job ✓✓✓ a police officer's job ✓✓ a plumber's job ✓

dangerous _____

4 chicken with coconut and lime ✓✓✓ curry ✓✓ egg and chips ✓

delicious _____

5 a lawyer's job ✓✓✓ an engineer's job ✓✓ a dentist's job ✓

interesting _____

6 mountain biking ✓✓✓ surfing ✓✓ skateboarding ✓

exciting _____

Unit 5

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

You **should** be active.

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



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

Let's go to the bakery to buy some bread.

Let's go to the butcher's to buy some meat.

1 Write a response using the words given.

1 We haven't got any fruit in the house.

(Let's / greengrocer's / mangoes) Lets go to the greengrocer's to buy some mangoes.

2 My brother's got flu.

(shouldn't / school. / should / bed) He shouldn't go to school. He should stay in bed.

3 I've got a bad cough.

(Let's / chemist's / cough sweets) _____

4 Jenny's got toothache.

(shouldn't / sweets. / should / dentist) _____

5 Jane's got earache.

(shouldn't / out. / should / home) _____

6 My dad wants to make a fish pie for dinner.

(Let's / fishmonger's / fish and prawns) _____

7 It's my sister's birthday tomorrow.

(Let's / bakery / cake) _____

8 Charlie's got a temperature.

(should / water. / shouldn't / skateboarding) _____

Unit 6

Past continuous (Pupil's Book page 75)

Yesterday at six o'clock, he **was sleeping**.
He **wasn't doing** his homework.



Ask questions using the past continuous (Pupil's Book page 76)

Where **were** you **going**?
I **was going** to the school concert.
Why **were** you **calling** me?
I **was writing** an essay and I had a question.

1 Write the dialogue.

A: What / you / do / at 4pm yesterday?

What were you doing at 4pm yesterday?

B: I / play / football in the park.

A: Who / you / play / with?

B: I / play / with some friends from school.

A: your brother / play?

B: No / not. / He / shop / mum.

A: What / they / buy?

B: They / buy / birthday present for me!

Unit 7

Joining two sentences with **who, where or which** (Pupil's Book page 87)

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

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

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



Use **possessive pronouns** (Pupil's Book page 88)

Is that your camera?

Yes, it's **mine**.

Well, it's **mine** and my brother's, so really it's **ours**.

1 Complete the sentences with **who, where or which**.

- 1 A butcher's is a shop where you buy meat.
- 2 A chef is a person _____ cooks food in a restaurant.
- 3 Headphones are things _____ you use to listen to music.
- 4 Surfing is a sport _____ you do in the ocean.
- 5 A dentist is a person _____ looks after your teeth.
- 6 A forest is a place _____ there are a lot of trees.

2 Write **mine, his, hers, ours, yours, or theirs**.

- 1 Is this your phone? No, mine is silver, not white.
- 2 Is that Vicky's tablet? No, _____ is newer than that.
- 3 Where's Peter's helmet? I think that's _____ on the chair.
- 4 Is this your printer? Well, it's my brother's and mine, so it's _____.
- 5 I think that's my pen! No, that's _____ on the table.
- 6 Are those Jane and Freddy's safety vests? No, they're wearing _____.

Unit 8

will / won't for future predictions (Pupil's Book page 101)

It'll grow.



It **won't** grow.



Ask questions using will (Pupil's Book page 102)

What do you think schools **will** be like in 20 years?

Maybe there **won't** be any schools at all.

Will children still use books?

No, they **won't**. I think they'll use laptops.

1 Use some of the ideas in the box to write predictions about your future.

six children

lots of different languages

interesting job

different countries

big house

lots of different sports

I won't have six children.

2 Write the questions about the future. Then answer the questions.

1 some people / holiday / the moon?

Will some people go on holiday to the moon?

Yes, they will.

2 some people / live / cities / under the sea?

3 everyone / world / speak English?

4 some people / live / Mars?

5 everyone / a robot / their house?

6 cities / cleaner / than now?

Unit 9

zero conditional (Pupil's Book page 113)

If it's warm, snow melts.

Look!

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



Ask *What happens if + present simple* (Pupil's Book page 114)

What happens if you **put** the marble in the water?

It sinks.

What happens if you **put** the feather in the water?

It floats.

1 Write the words in the correct order to make sentences. Then write *True* or *False*.

1 If / in fresh water / sinks. / put / a fresh egg / it / you

If you put a fresh egg in fresh water it sinks.

True

2 dissolves. / in water / If / you / sand / it / put

3 it's / snows. / it / sometimes / very cold / When

4 you / a coin / floats. / in water / it / When / put

5 When / goes / heats / the sun / into the air. / the sea / some water

2 Write the questions and answer them.

1 What / happen / you / feather / water?

What happens if you put a feather in water?

It floats.

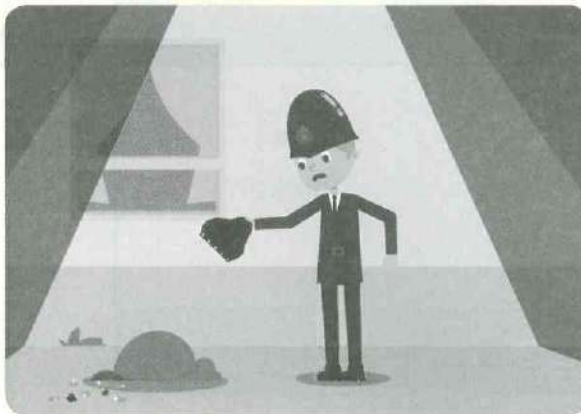
2 What / happen / you / stone / water?

3 What / happen / you / milk / freezer?

He's **caught** the thief.



Oh no! He **hasn't caught** the thief.



Ask *What's the matter?* and make suggestions (Pupil's Book page 128)

What's the matter?

I'm really tired.

Let's do something relaxing.

How about playing a computer game?

1 Write questions and responses.

1 I / tired. / tidy / my room.

I'm tired. I've tidied my room.

How / play / computer game?

2 I / headache. I / finish / homework.

Let's / park.

3 I / bored. / not / out / today.

How / go / skateboarding?

4 I / hungry. not / have / lunch.

Let's / pizza.

5 I / stomach ache. I / eat / too much.

How / walk / village?

6 I / worried. drop / tablet.

Let's / computer shop.

Phonics word list

ch or ck

school	duck
choir	chicken
chorus	

g or j

George	Jill
giraffes	jolly
huge	jumping
gym	

c

nice	bounce
mice	once
bouncing	twice

or or er

actor	officer
tractor	driver

ph or gh

Phillip	laughed
elephant	coughed

le or al

little	sandals
people	petals
purple	

double letters

happy	glasses
little	nibbles
rabbit	carrot
yellow	

gh

bright	through
knight	night
straight	

silent h

what	white
why	where

silent k, w or b

knock	knitting
whose	knee
lamb	

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