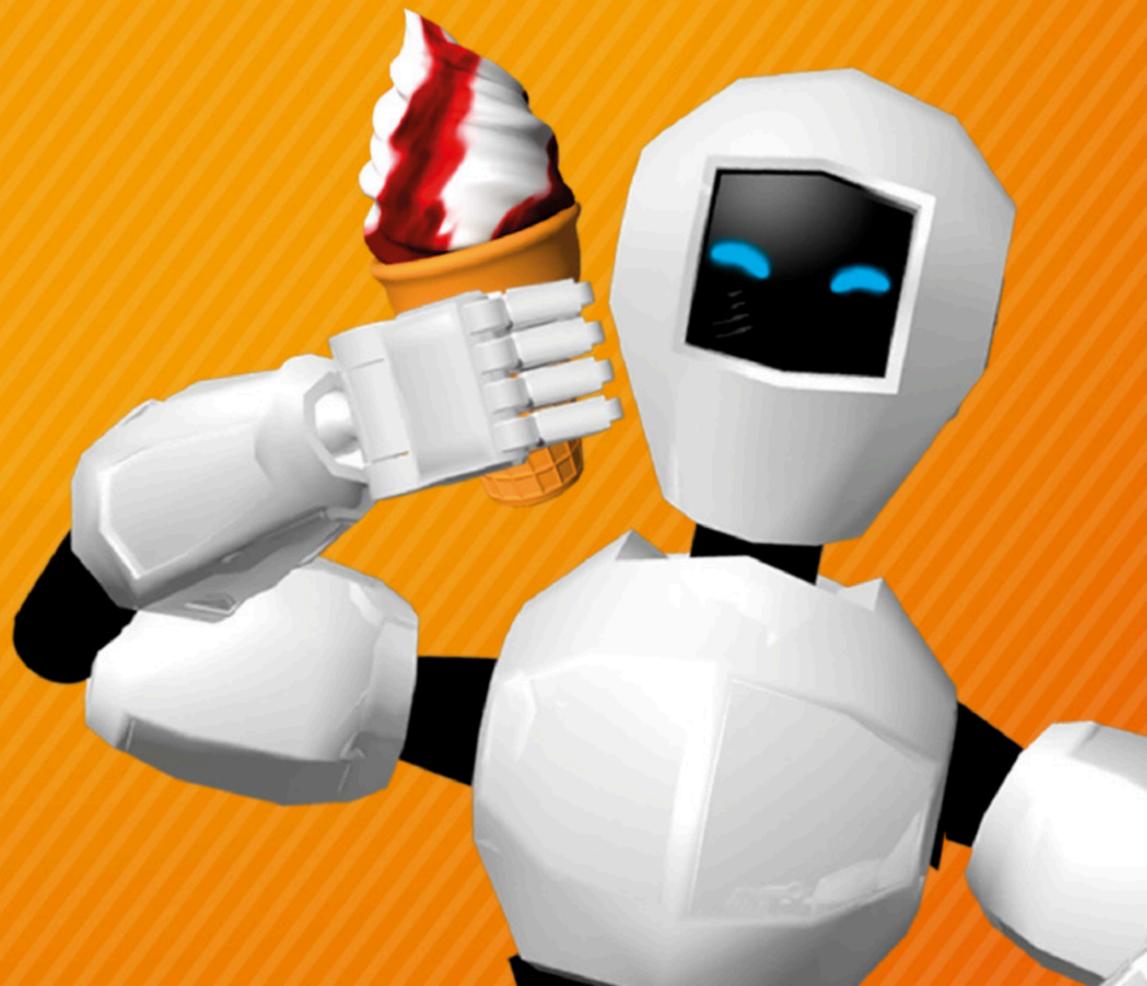


OXFORD

BRIGHT IDEAS

Activity Book

4



Mary Charrington Charlotte Covill
Joanna Heijmer Julie Penn

BRIGHT IDEAS

Activity Book

4

Starter Unit	What's fun about <i>The Big Question?</i>	2
Unit 1	What's exciting about holidays?	6
Unit 2	What's great about technology?	16
Unit 3	What's fun about museums?	26
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What's fun about *The Big Question*?

Lesson 1 Review

1 Tick ✓ the things children from *The Big Question* website sing about in the song.

- | | | | |
|-------------------|-------------------------------------|---------------------------|--------------------------|
| 1 sharing a photo | <input checked="" type="checkbox"/> | 5 sending an email | <input type="checkbox"/> |
| 2 sending a song | <input type="checkbox"/> | 6 having a chat | <input type="checkbox"/> |
| 3 writing a blog | <input type="checkbox"/> | 7 sharing a post | <input type="checkbox"/> |
| 4 playing a game | <input type="checkbox"/> | 8 travelling back in time | <input type="checkbox"/> |

2 Look at the song on Class Book page 4 again. Write the names.

- | | |
|--|--------------------|
| 1 He travelled back in time. | <u>It was Ben.</u> |
| 2 She shared a photo of her friends in the park. | _____ |
| 3 Her post was about her favourite dish. | _____ |
| 4 He helped a superhero. | _____ |
| 5 He shared a post about his friends at school. | _____ |
| 6 Her song was about the heroes in her class. | _____ |
| 7 She showed us how to use the internet. | _____ |
| 8 He shared a photo of Uncle Greg. | _____ |

3 **Communicate**  Make true and false sentences about the song on Class Book page 4. Correct the false sentences.



Ben played a video game.

False! Ben travelled back in time.

Lily shared a song.

True!



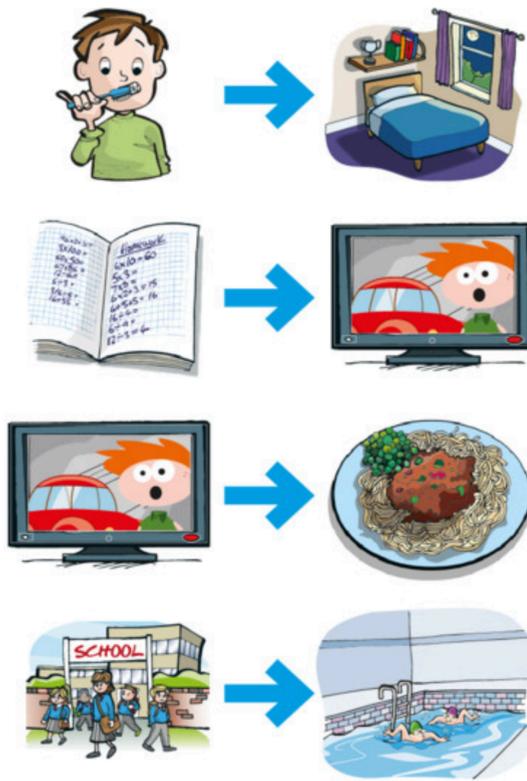
4 Write four false sentences about the song. Give them to your partner to correct. 

Sophie shared a photo of her favourite dish. her friends in the park.

S

Lesson 2 Review and grammar

1 Match the questions and answers.



- 1 When do you brush your teeth?
- 2 When do you do your homework?
- 3 When do you eat dinner?
- 4 When do you go swimming?

- a After I finish school on Mondays.
- b After I watch TV.
- c Before I watch TV.
- d Before I go to bed.

2 Read and write the questions and answers.

Because it's faster than a car. Why are you making a cake?
~~Because I can read about different countries.~~



- 1 Why are you a member of *The Big Question*?
Because I can read about different countries.
- 2 _____
 Because it's my mum's birthday.
- 3 Why are you travelling by train?

3 Listen and write the answers. 003 **Then write answers for you.**

	Lily	You
When do you watch TV?	_____ I eat dinner.	_____
When do you brush your teeth?	_____ I get up.	_____
Why do you like <i>The Big Question</i> ?	Because I _____ _____.	_____
Why do you like your town?	_____ there's a great swimming pool!	_____

Finished? Ask a friend the questions in activity 3 and write down their answers.

S

Lesson 3 Vocabulary and story

1 REMEMBER THE STORY Use the letters to complete the labels.
Tick ✓ the health problems in the story.

1 ~~hdac~~ 2 cl 3 othat 4 ahae 5 chu 6 tam 7 reter 8 oha



a h e a d a c he



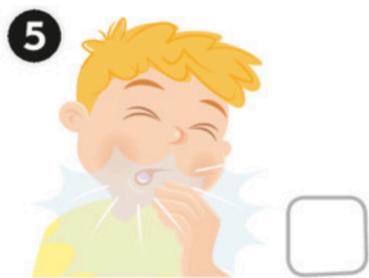
a _ o _ d



_ _ o _ h _ c _ e



e _ r _ c _ _



a _ o _ g _



a s _ o _ _ ch-
ache



a
t _ mp _ _ a _ u _ e



a sore
t _ r _ _ t

2 What's the matter with Judy? Listen and tick ✓ or cross X.  006

X				



3 REMEMBER THE STORY Number the pictures from the story in order. ▶



4 Write the answers.

- 1 Where are Noah and Lily? They're in Play World.
- 2 What's in Dad's bag? _____
- 3 Who finished the chocolates? _____
- 4 Has Emma got a cough or a cold? _____
- 5 Has Emma got a sore throat? _____
- 6 What's the matter with Emma? _____

5 Communicate What's your favourite part of the story? Tell your partner.



My favourite part is frame 6 because Trick puts pepper on Emma!

My favourite part is frame 11 because Emma is happy again!



1 What's exciting about holidays?

Lesson 1 The Big Question and pronunciation

1 REMEMBER THE VIDEO Read and circle *a* or *b*.



- Last year, Libby ... the Grand Canyon.
a visits **b** visited
- Every year, five million people ... the Grand Canyon.
a visit b visited
- Libby ... about the history of the canyon.
a learned b didn't learn
- The museum at the Tusayan ruins ... great.
a was b wasn't

2 Write sentences about your last holiday.

- (travel) I travelled to the beach by car.
- (visit) _____
- (learn) _____
- (walk to) _____

Pronunciation

3 Listen and read.

Then listen and repeat.  007

Kurt and Claire are sitting on **chairs**
Next to the **yurt** you can see over **there**.
Kurt has a **burger** and Claire has a **pear**.
Kurt can see a **bird**, but Claire can see a **bear**.



4 Listen and write the words

next to Kurt or Claire.  008

Then read aloud.

third	hair	dirty	wear
stairs	hurt	skirt	fair
yoghurt	where	shirt	share

Kurt /ɜː/ third,

Claire /eə/ hair,

1 Lesson 2 Vocabulary

1 Look and complete the holiday activities. Then match the words to the pictures.

○	×	●	♥	☆	◇	♥	□	△	▷	★	■	▽	↗	+	▷	◆	◐	↶	◁	▲	♣	▽	◎	⊕	▶
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

- 1 have _____ fun
- 2 go _____
- 3 make _____
- 4 _____ a fish
- 5 wear _____
- 6 sleep _____
- 7 _____ hot chocolate
- 8 see _____
- 9 _____ marshmallows
- 10 find _____



2 Complete the conversation between Bobby and his friend Max.

	Bobby	Max

Max Do you like going camping?

Bobby 1 Yes, I do. What about you?
Do you like 2 sleeping in a tent?

Max 3 _____.
I don't like 4 _____
or 5 _____.

Bobby Oh no! Do you like 6 _____?

Max 7 _____!

Finished? What do you like doing when you go camping? Write sentences.

1 Lesson 3 Grammar

1 Look at the grammar table on Class Book page 11 and write *True* or *False*.

- 1 All the sentences in the table are about the past. True
- 2 We always add *-ed* to a verb to make it past. _____
- 3 We use *didn't* to make negative sentences. _____

2 Listen and number. 015

a <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	b <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	c <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1
d <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	e <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	f <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>

3 **Think** Think about the negative and positive past tense forms of the verbs. Look and complete the sentences. **Learn to learn**

<p>1 (wear)</p> <p>I <u>wore</u> a hat.</p> <p>I <u>didn't wear</u> boots.</p>	<p>2 (see)</p> <p>I _____ a deer.</p> <p>I _____ a lion.</p>
<p>3 (catch)</p> <p>I _____ a snake.</p> <p>I _____ a fish.</p>	<p>4 (find)</p> <p>I _____ some wood. I _____ any flowers.</p>

4 **Think** Write sentences about last summer.

Last summer, I _____ on holiday.

I _____ . I _____ .

I didn't _____ . I _____ .

find go eat drink see catch

Finished? Ask your partner about their last holiday. Then tell somebody else what your partner did on holiday.

1

Lesson 4 Vocabulary and story

1 REMEMBER THE STORY Look and complete the sentences.

Use *travelled* or *didn't travel*. ▶

helicopter camper van taxi ferry ~~tram~~ hot-air balloon



1 Noah and Tess didn't travel
by tram.



2 They _____
by _____.



3 They _____
by _____.



4 Trick _____
by _____.



5 Ernie _____
by _____.



6 Ernie _____
by _____.

2 Tess and Noah asked Ernie three questions. Write them.

1 _____?

2 _____?

3 _____?

3 Communicate What's your favourite part of the story? Tell your partner.



My favourite part is frame 7
because Trick is funny!

My favourite part is frame 9. I like
the picture of Tess in the tree.



Finished? Write four sentences about what Tess and Noah did and didn't do on the island.

1

Lesson 5 Grammar

Grammar Reference Page 112

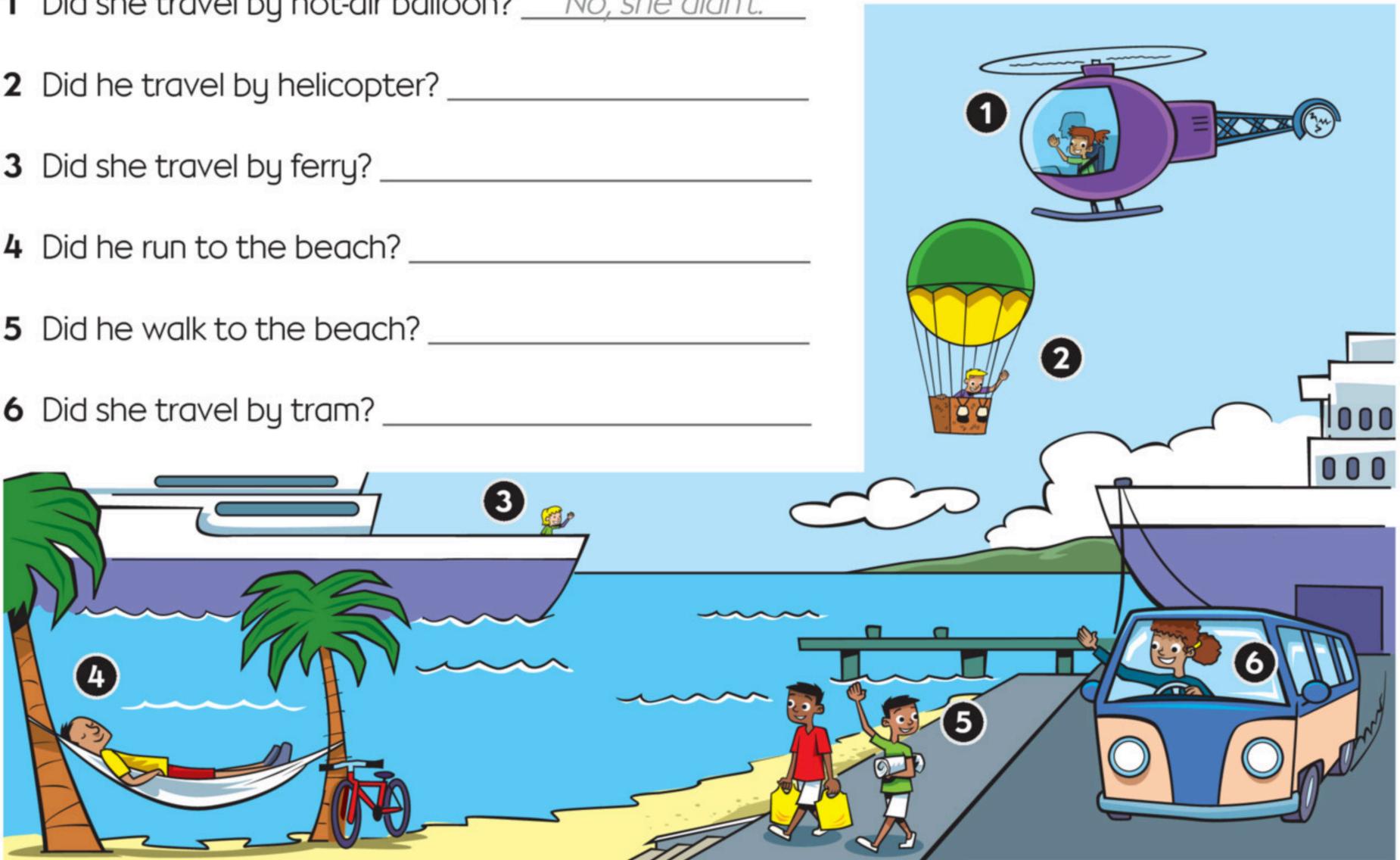
1 How did the family travel? Listen and match.  019

- | | |
|-----------|--------------|
| 1 Tony | a plane |
| 2 Uncle | b ferry |
| 3 Grandma | c helicopter |

2 Look and read. Then answer the questions.

Yes, he did. No, he didn't. Yes, she did. No, she didn't.

- Did she travel by hot-air balloon? No, she didn't.
- Did he travel by helicopter? _____
- Did she travel by ferry? _____
- Did he run to the beach? _____
- Did he walk to the beach? _____
- Did she travel by tram? _____

3 Write the words in order and answer the questions. **Learn to learn**

- 1 you on last holiday summer Did go ?

Did you go on holiday last summer? _____

- 2 car Did travel you by ?

- 3 by you Did plane travel ?

1

Lesson 6 Cross-curricular

1 Complete the compass and the key.

¹ N orth

² W _____

³ E _____

⁴ S _____

North South East West

~~castle~~ path fields lake gate

A B C D

Map of Green Island

Key

<p> 5 <u>castle</u></p> <p> hill</p> <p> 6 _____</p> <p> wildlife centre</p> <p> 7 _____</p> <p> campsite</p> <p> 8 _____</p>	<p> beach</p> <p> 9 _____</p> <p> bridge</p> <p> watersports</p> <p> garden</p> <p> picnic site</p>
---	---

2 **Think** Find the locations on the map and complete the descriptions.

- 1 D4 The beach is to your north. The Old Farm is to your west.
- 2 C1 The _____ is to your south. The _____ is to your west.
- 3 A2 The _____ is to your north. The _____ is to your east.
- 4 B3 The _____ is to your south. The _____ are to your west.

3 **Listen and circle the correct answer.** 020

- | | |
|--|---|
| 1 <input type="radio"/> D2 in the fields | <input type="radio"/> B4 at the picnic site |
| 2 <input type="radio"/> C3 on the hill | <input type="radio"/> B1 on the bridge |
| 3 <input type="radio"/> D3 on the beach | <input type="radio"/> B3 on the lake |
| 4 <input type="radio"/> A1 at the castle | <input type="radio"/> A4 in the wildlife centre |

4 **Create** Draw your own map and write the key.

1

Lesson 7 Literacy: a legend

1 Read the story on Class Book page 16 again. Tick ✓ the sentences you agree with.

1 The story of Mount Batok has a plot with a start and a finish.

2 The story has got paragraphs.

3 The story hasn't got any dialogue.

4 The story isn't true - it's a legend.

5 The story is fun to listen to.

2 Tick ✓ the correct description.

1 Today, Indonesian people say a giant lived in the volcano and he played with coconut shells.

2 Today, Indonesian people say there were a lot of coconut shells in the desert next to Mount Batok.

3 The Indonesian legend says that the giant made the desert, and the mountain was his coconut shell.



Mount Batok, a volcano

Tengger desert

3 Number the sentences in order.

Roro Anteng said to the giant, 'Make a desert between the mountains in one night'.

The cockerels crowed 'Cock-a-doodle-doo!' and the sun came up.

1 There was a pretty woman called Roro Anteng.

The giant started digging and nearly finished the desert in one night.

The giant didn't finish the challenge, and he didn't marry Roro Anteng.

'Oh no!' thought Roro Anteng, and shouted to the cockerels.

A giant wanted to marry Roro Anteng, but she didn't want to marry the giant.

1

Lesson 8 Culture

1 Complete the fact file about Mount Batok.

Mount Semeru ~~Mount Batok~~ East Java, Indonesia
a coconut shell 2,650 metres

Name of mountain	<u>Mount Batok</u>	
Country / place	_____	
How high	_____	
Looks like	_____	
Other mountains	_____	

2 Draw a mountain in your country. Then complete the fact file about it.

	Name of mountain	_____
	Country / place	_____
	How high	_____
	Looks like	_____
	Other mountains	_____

3 Use your fact file to write about a mountain.

A mountain I know is _____.

It's in _____.

It's _____ metres high and it looks like _____.

I know some other mountains, too. Their names are _____

_____ / _____

and _____.

Create 



Finished? Write a list of things you need when you climb a mountain.

The Big Write

- 1 Read and listen to Sophie's post.  023
Tick ✓ her answer to the Big Question.

Last year, I went to Cappadocia, in Turkey, with my family. We went camping for a week. It was sunny every day. Our wonderful, new tent was next to a fantastic swimming pool.

We visited the town and explored the countryside. There weren't any fields or woods, but we saw lots of strange, tall rocks. We also visited a cave. I wore my boots because it was wet. We had fun. On the last day, Dad had a surprise for us. We had breakfast at five o'clock. Then we went in an amazing, big, orange hot-air balloon. We saw a waterfall! I took lots of photos. This was the best day of the holiday. I loved the hot-air balloon.

What's exciting about holidays?

We can visit caves every day.

We can climb rocks and mountains.

There are nice surprises!

Sophie



- 2 Read Sophie's post again and circle the correct verbs.

1 Sophie and her family went didn't go to Turkey.

2 They saw didn't see lots of fields and woods.

3 There was wasn't a cave.

4 Sophie ate didn't eat breakfast at five o'clock.

5 Sophie liked didn't like the hot-air balloon.

- 3 Read *The Big Write tip*. Find and underline the adjectives in Sophie's post.

The Big Write tip

Order of adjectives

When there is more than one adjective, we write them in this order,

	Opinion	Size	Age	Colour	Noun
e.g. We slept in a	wonderful,		new		tent.
We went on a trip in an	amazing,	big,		orange	hot-air balloon.

4 Create  Plan and write a post about your last holiday. You can use these verbs to help you.

was / were went had saw visited liked

Where? _____	Activity 1 _____
Who with? _____	Activity 2 _____
How long? _____	Best day _____
Weather _____	_____

Draw or stick a photo of your holiday.

Last year, I _____

Collaborate 

Community Task

Design a web page with photos and descriptions of your holiday last year.



Lesson 10

MY UNIT REVIEW

Think about your work in unit 1. **Self-evaluation**

1 Circle. My work in unit 1 is

OK good fantastic

2 My favourite lesson in unit 1 is

_____.

3 Read. Tick ✓ or cross ✗.

I can use some irregular verbs to talk about holidays.

I can ask and answer questions in the past simple.

I can say ten verbs to describe camping activities.

I can name six ways of travelling.

Finished? Write one thing from the unit you want to learn more about.

2

What's great about technology?

Lesson 1 The Big Question and pronunciation

1 REMEMBER THE VIDEO Read and tick ✓ or cross X. ▶



- 1 They're writing film scripts.
- 2 They're listening to music.
- 3 They're filming.
- 4 They're using computers.
- 5 They're learning about maths.
- 6 They're watching a film on TV.

2 What are your friends and family doing now? Write.

My mum and dad are watching TV. My brother is taking photos.

Pronunciation

3 Listen and read. Then listen and repeat.  024

We're camping by a pool and we're looking for wood.

We're eating noodles. They're very good!

We've all got our books and a mobile phone, too.

So I can take a photo and say hello to you!



4 Write the words with coloured letters in the table. Then read aloud.

/ʊ/	/u:/
<i>looking</i>	<i>pool</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2 Lesson 2 Vocabulary

1 Think Complete the puzzle and write the mystery word.

cheap old-fashioned easy exciting
 educational expensive modern difficult ~~boring~~



			1	b	o	r	i	n	g											
			2																	
			3																	
						4														
			5																	
						6														
			7																	
			8																	
			9																	

The mystery word is _____.

2 Complete the sentences with the adjectives.

expensive / cheap exciting / boring ~~difficult / easy~~ modern / old-fashioned

1 Why don't you like chess?

Because it's difficult.
 It isn't easy.

2 Why are you buying that board game?

Because it isn't _____.
 It's _____.

3 Why do you like watching football?

Because the games are _____.
 They aren't _____.

4 Why do you like computer games?

Because they're _____.
 They aren't _____.

Finished? Write sentences about games. Use the adjectives in activity 1.

2

Lesson 3 Grammar

1 Look at the grammar table on Class Book page 21 and circle the correct words.

- 1 Penguin Island is than Super Car.
- 2 Football 10 is game.

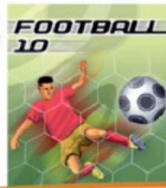
2 Listen and match. 031

- 1 the most expensive game
- 2 the most realistic game
- 3 the most difficult game
- 4 the most boring game
- 5 the most exciting game



a

Castle Maze



b

Football 10



c

The Symps



d

Cavecraft



e

Super Car

3 Read and write.

watch £20

mobile phone £39

computer game £45

camera £70

TV £229

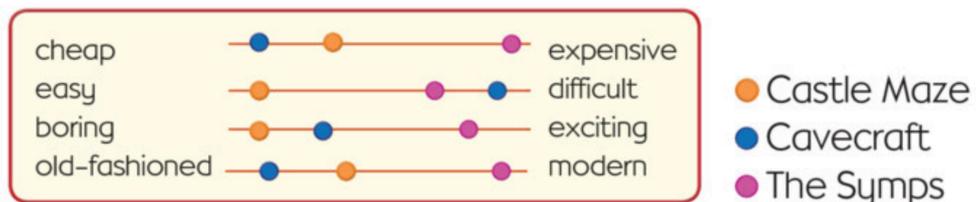
- 1 It's more expensive than the watch.
It's cheaper than the computer game.
- 3 It's cheaper than the TV. It's more expensive than the computer game.

It's the mobile phone.

- 2 It's the most expensive.

- 4 It's the cheapest.

4 Look at the diagram and complete the sentences.



- 1 (expensive)
Castle Maze is more expensive
than Cavecraft.

The Symps is the most expensive.
 - 3 (difficult)
The Symps is _____.

Cavecraft is _____.
- 2 (modern)
Castle Maze is _____.

_____.

The Symps is _____.
 - 4 (exciting)
Cavecraft is _____.

_____.

The Symps is _____.

2

Lesson 4 Vocabulary and story

- 1 REMEMBER THE STORY** Tick ✓ the technology you see in the story.
Write the ways of communicating. ▶

~~use the internet~~ send texts send postcards
send emails talk on the phone write letters

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
<i>use the internet</i> _____ _____ _____	_____ _____	<i>use the internet</i> _____ _____ _____	_____ _____ _____

- 2 Write the answers.**

- Where are Mason and Sophie? *They're at Sophie's grandma's house.*
- What is the challenge? _____
- Why can't Sophie use her mobile phone? _____
- Why can't Sophie send Auntie Mary an email? _____
- Where does Auntie Mary live? _____
- What prize do Mason and Sophie win? _____

- 3 Communicate**  **What's your favourite part of the story? Tell your partner.**



My favourite part is when Grandma says, 'You're so funny!'

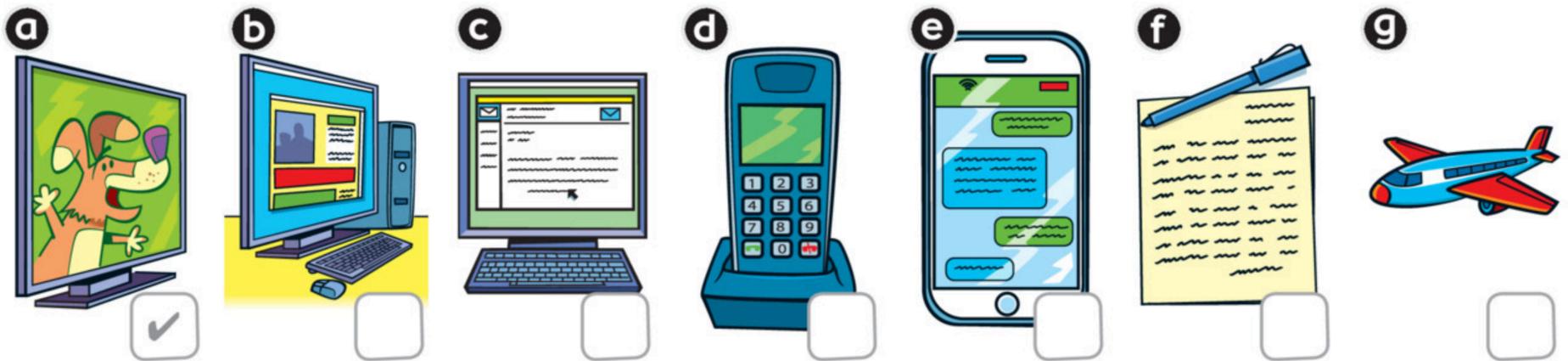
My favourite part is frame 8. Sophie is writing a postcard.



2

Lesson 5 Grammar

Grammar Reference Page 113

1 Listen and tick ✓ or cross X.  035

2 Look and write sentences. Then match to the pictures in activity 1.

1 emails	2 phone	3 couldn't
4 write	5 She	6 use the
7 TV	8 her	9 plane
10 could	11 send	12 friends
13 watch	14 texts	15 internet
16 by	17 letters	18 travel

1 5 3 11 1

She couldn't send emails.

C

2 5 10 4 17

3 5 3 6 15

4 5 3 11 14

5 5 10 13 7

6 5 10 2 8 12

7 5 10 18 16 9

3 Complete with *could* or *couldn't*.1 I could talk to my family five years ago.

2 I _____ use a computer five years ago.

3 I _____ play games five years ago.

4 I _____ write letters five years ago.

5 I _____ ride a bike five years ago.

6 I _____ swim five years ago.

2

Lesson 6 Cross-curricular

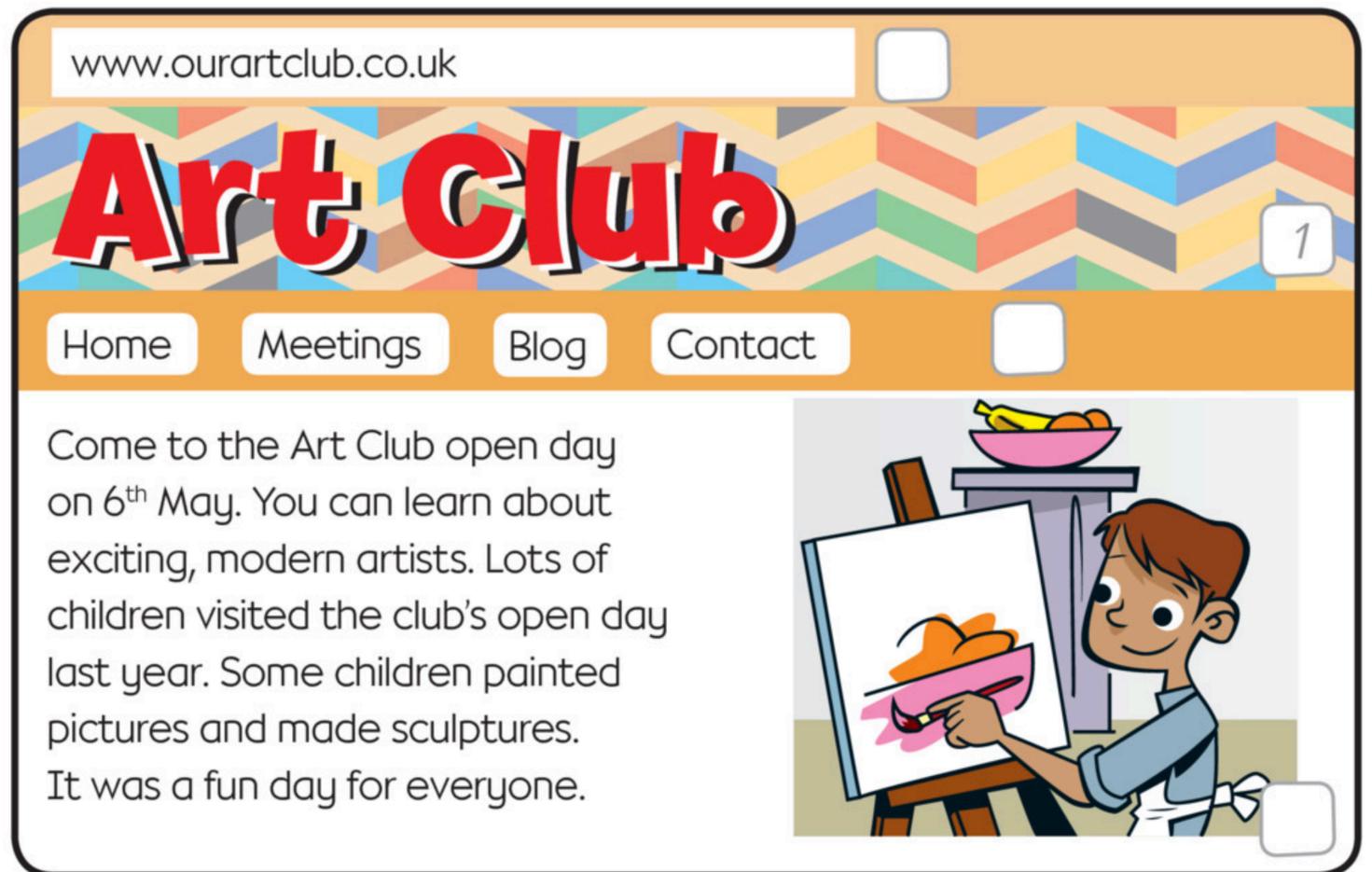
1 Look at this website for an Art Club. Number the parts of the website.

1 banner

2 web address

3 navigation bar

4 image



2 Look at this website for a Sports Club and compare it with the website for the Art Club. Read the sentences and write *Art Club* or *Sports Club*.



- 1 This club's website is easier to read.
_____ *Art Club* _____
- 2 There's a contact address for more information on this club's website.

- 3 It's difficult to find the navigation links on this club's website. _____
- 4 This club's website is more modern and exciting. _____
- 5 There aren't any images on this club's website. _____
- 6 It's more difficult to remember this club's web address. _____

3 **Create**  Design a website for a club.

Include a web address, a banner, an image and a navigation bar. 

2

Lesson 7 Literacy: a postcard

1 Read Hassan's postcard to Ben on Class Book page 26 again. Where does Hassan write the following? Match.

- | | |
|-----------------------|---------------------------------|
| 1 Ben's address | a at the top of the postcard |
| 2 Hi Ben, | b at the bottom of the postcard |
| 3 Best wishes, Hassan | c on the right of the postcard |

2 Tick ✓ the information Hassan gives on the postcard and cross ✗ the information he doesn't give.

- | | |
|--|-------------------------------------|
| 1 the name of the hotel | <input checked="" type="checkbox"/> |
| 2 how tall this hotel is | <input type="checkbox"/> |
| 3 the name of the tallest hotel in the world | <input type="checkbox"/> |
| 4 how long the bridge is | <input type="checkbox"/> |
| 5 the number of floors in the hotel | <input type="checkbox"/> |
| 6 the number of restaurants | <input type="checkbox"/> |



3 Read the sentences and write *True* or *False*.

- | | |
|--|--------------|
| 1 Burj Al Arab is an old-fashioned building. | <u>False</u> |
| 2 It's on an island in the sea. | _____ |
| 3 Its shape is like the sail of a ship. | _____ |
| 4 Burj Al Arab is the tallest building in the world. | _____ |
| 5 It's 231 metres tall and it's got 65 floors. | _____ |
| 6 You can travel to this hotel by helicopter. | _____ |



2

Lesson 8 Culture

1 Complete part 1 of the table about Burj Al Arab.

~~Burj Al Arab~~ 56 on an island in the United Arab Emirates 321 metres a hotel
three floors are underground; there's a helipad and four swimming pools

	Part 1	Part 2
Name of building	<i>Burj Al Arab</i>	
Where		
What		
How tall		
How many floors		
Special features		

2 Choose a modern building in your country. Complete part 2 of the table.

3 Use your notes to write about your building.

A modern building in my country is _____

It's in _____

It's _____

It's _____ metres tall and it's got

It _____

Create



Why not make and write a postcard of a modern building in your country?

1 Read and listen to Noah's post.  038

Tick ✓ his answer to the Big Question.

I think modern technology is great. Texts and emails are very fast. Letters and postcards are much slower. It's easier to communicate now than in the past, and everything is faster. The first computers were very expensive, but now they're cheaper.

We've got a computer at home. We use it to find information on the internet and sometimes to watch films. My big sister's favourite technology is her phone. Grandma often says to her, 'Why are you always on your phone?' and Grandpa says, 'Why don't you read a book?' They didn't have mobile phones when they were young and they couldn't send texts or emails. My sister says, 'I love my phone!' But I think Grandma and Grandpa are right. Sometimes, it's better to switch off your phone and read a book or talk to your family.

What's great about technology?

It helps me to talk to my family.

It makes everything faster.

I love my mobile phone.

Noah



2 Complete the sentences with a comparative adjective from Noah's post.

- 1 Letters are much slower than emails.
- 2 Texts are _____ than postcards.
- 3 It's _____ to communicate now than it was in the past.
- 4 Computers are _____ now than they were in the past.
- 5 Sometimes it's _____ to switch off your phone and read a book.

3 Read *The Big Write tip*. Find and underline the words people say in Noah's post.

The Big Write tip

Speech marks

We use speech marks to show somebody is speaking. We put them at the beginning and end of the words they say. The first word has a capital letter, e.g. Grandpa says, 'Why don't you read a book?'

4

Create



Plan and write a post about you and technology.

What I think about technology

Why?

What my grandparents say about modern technology

Draw a picture of your favourite technology.

Technology in my home

I think modern technology is _____

because _____.

At home, we've got _____

My _____ says, _____

My _____ says, _____

Collaborate



Community Task

Discuss and draw modern technology for the future. Display your pictures in your school.



Lesson 10

MY UNIT REVIEW

Think about your work in unit 2. Self-evaluation

1 Circle. My work in unit 2 is

OK good fantastic

2 My favourite lesson in unit 2 is

3 Read. Tick ✓ or cross ✗.

I can use long adjectives.

I can use *could* and *couldn't*.

I can name ten adjectives.

I can name six ways of communicating.

Finished? Write one thing from the unit you want to learn more about.

25

twenty-five

3

What's fun about museums?

Lesson 1 The Big Question and pronunciation

1 REMEMBER THE VIDEO Read and circle the correct answers about Beamish 100 years ago. ▶



1 Were there any mobile phones?

Yes, there were.

No, there weren't.

2 Were there any cars?

Yes, there were.

No, there weren't.

3 Was there a train?

Yes, there was.

No, there wasn't.

4 Were there any sweets?

Yes, there were.

No, there weren't.

5 Was there any chocolate?

Yes, there was.

No, there wasn't.

6 Was there a pizza restaurant?

Yes, there was.

No, there wasn't.

2 Write questions and answers about Beamish 100 years ago.

1 (people) *Were there any people? Yes, there were.*

2 (shops) _____

3 (computers) _____

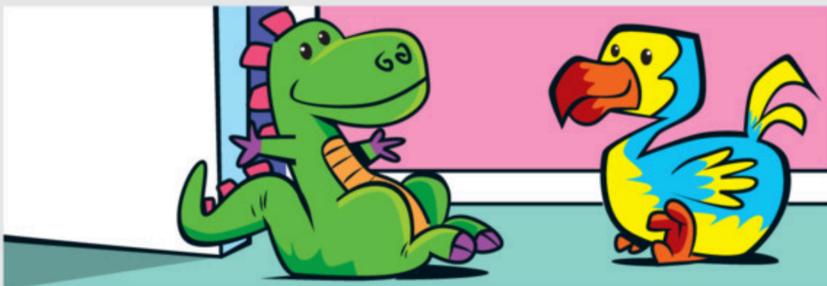
4 (a motorway) _____

5 (a train station) _____

Pronunciation

3 Listen and read.
Then listen and repeat.  039

That's David the dinosaur
Over there, by the door.
And that's Dylan the dodo
Over there, on the floor.

4 Write the *d* and *th* words in the table.
Then add two more *th* words.

d	th
<i>David</i>	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3 Lesson 2 Vocabulary

1 Think Complete the museum activities.

the moon the gift shop a tour the café planets
 a sculpture a painting bones a video ~~stones~~



1 study stones



6 visit _____



2 dig up _____



7 learn about _____



3 go to _____



8 look at _____



4 make _____



9 copy _____

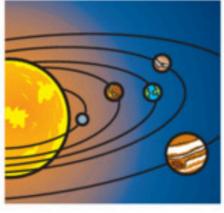


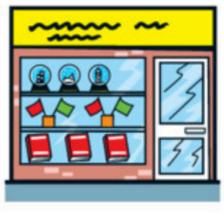
5 watch _____



10 go on _____

2 Complete the questions. Then answer for you and use *Yes, I do.* or *No, I don't.*

1 Do you want to  _____ *learn about planets* _____ ? _____

2 Do you want to  _____ ? _____

3 Do you want to  _____ ? _____

4 Do you want to  _____ ? _____

Finished? In pairs, ask and answer the questions in activity 2.

3

Lesson 3 Grammar

1 Look at the grammar table on Class Book page 31 and choose.

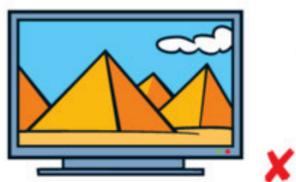
We use *going to* + verb to talk about ... a future plans. b the present.

2 Listen and match the names and pictures.  046

Anna Thomas Lola Amy and Jess David and Alex



3 Look, read and complete.



1 Jasmine _____ *is going to* _____ copy a painting.
She _____ *isn't going to* _____ watch a video.



2 Fred _____ learn about the planets.
He _____ make a sculpture.



3 Fred's mum _____ study stones.
She _____ go on a tour.

4 Look and write what Lisa is going to do this week.

	Monday	Tuesday	Wednesday	Thursday	Friday
Lisa	✓	x	x	✓	✓

1 On Monday, Lisa *is* _____
going to watch a video _____.

2 On _____
_____.

3 On _____
_____.

3

Lesson 4 Vocabulary and story

1 REMEMBER THE STORY Reorder the letters and complete the words.

Tick ✓ the words in the story. ▶

- 1 ~~o e u~~ 2 o u s 3 d e u
4 y a w a t 5 w i e p 6 d o a n



1 t o u c h



2 _ h _ _ t



3 listen to the g _ i _ _



4 eat a _ _ k e _ _ a _



5 _ h _ s _ _ r



6 run _ r _ u _ _

2 Write the answers.

- 1 Is it daytime in the museum? No, it isn't daytime in the museum.
- 2 Who sees the key first? _____
- 3 Why did Ania shout in the museum? _____
- 4 Why does Ben want to touch the knight? _____
- 5 How do the children know the knight is Trick? _____

3 Communicate What are Ania and Ben going to do after this story? What is the museum guide going to do? Tell your partner your ideas.



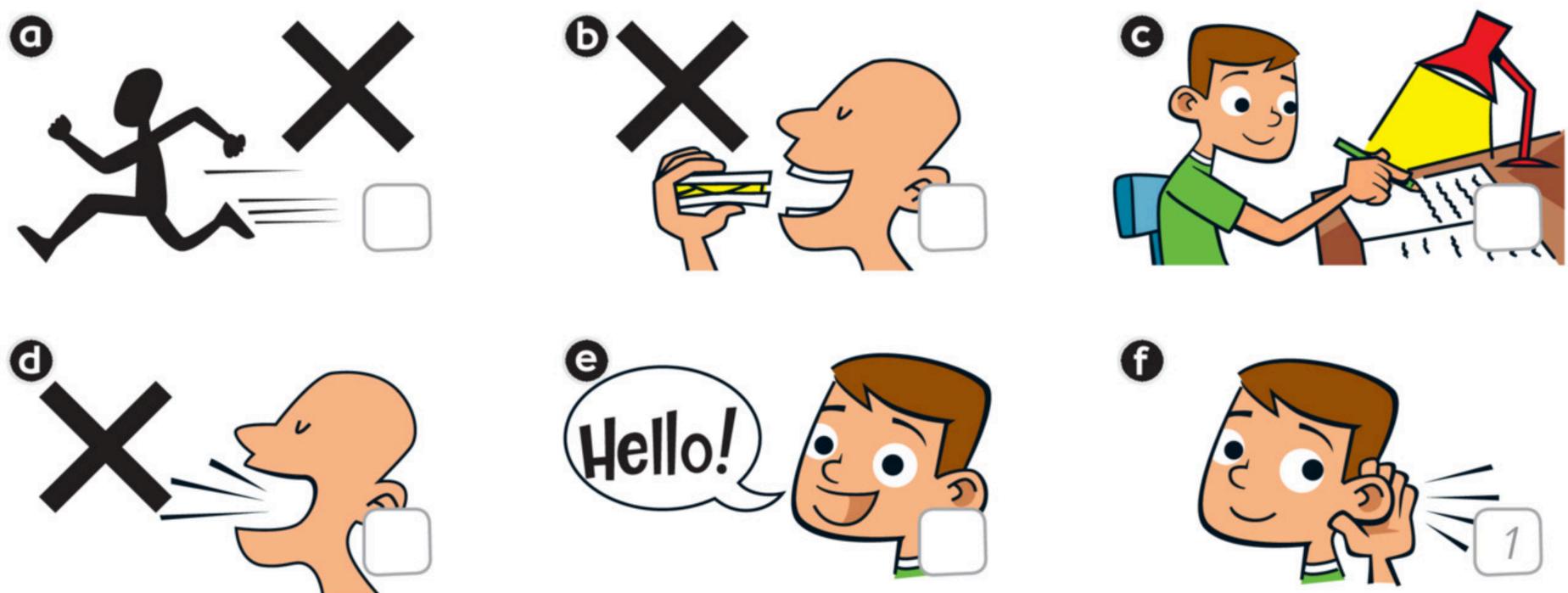
The museum guide is going to find the chest. He's going to see the clothes.

Ania and Ben are going to show their friends their costumes.



3 Lesson 5 Grammar

1 Listen and number the rules.  050



2 Choose rules for your classroom. Write.

You	must	run around in the classroom.
	mustn't	play video games in class.
		eat in class.
		shout.
		listen to the teacher.
		be kind to other children.
use a mobile phone in class.		

- 1 You mustn't play video games in class.
- 2 _____
- 3 _____
- 4 _____

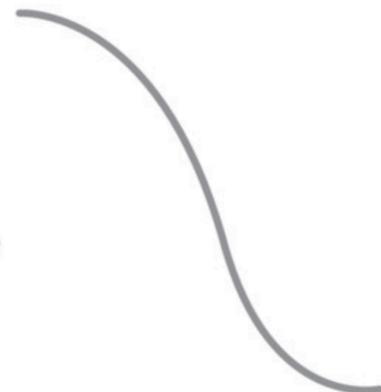
3 **Think**  Write four rules for your bedroom. Use *must* and *mustn't*.

run around listen to me shout eat tell jokes
wear a hat jump around touch my things

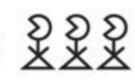
- 1 You _____ in my bedroom.
- 2 _____
- 3 _____
- 4 _____

3 Lesson 6 Cross-curricular

1 Match the numbers, hieroglyphics and words.

a 1	one				a rope
b 10	ten				a lotus plant
c 100	one hundred				a stroke
d 1,000	one thousand				a heel

2 Look at the hieroglyphics and circle the correct numbers.

a		=	<input checked="" type="radio"/> 26	<input type="radio"/> 206
b		=	<input type="radio"/> 112	<input type="radio"/> 120
c		=	<input type="radio"/> 3,000	<input type="radio"/> 300

3 Write the numbers. Find and draw the correct hieroglyphics.









1 thirteen <input checked="" type="text" value="13"/>	3 eighty-two <input type="text"/>
<div style="border: 1px solid gray; height: 80px; width: 250px;"></div>	<div style="border: 1px solid gray; height: 80px; width: 250px;"></div>
2 one hundred and four <input type="text"/>	4 two hundred and seventy-six <input type="text"/>
<div style="border: 1px solid gray; height: 80px; width: 250px;"></div>	<div style="border: 1px solid gray; height: 80px; width: 250px;"></div>

4 **Create**  Think of your own numbers and draw hieroglyphics in your notebook. 

3

Lesson 7 Literacy: a display panel

1 Read the display panel on Class Book page 36 again. Circle Yes or No.

- | | | |
|---|------------|----|
| 1 Has each box got a heading? | <u>Yes</u> | No |
| 2 Are all the boxes about Black Beauty? | Yes | No |
| 3 Is all the information in sentences? | Yes | No |
| 4 Are there any pictures or diagrams? | Yes | No |
| 5 Is there an activity to do? | Yes | No |

2 Match.

- | | |
|-------------------------------|--------------------------------|
| 1 T Rex ate | a in Alberta, Canada, in 1980. |
| 2 T Rex had | b very big teeth. |
| 3 Dr Philip Currie | c fossil of a T Rex. |
| 4 Black Beauty is a | d about five metres tall. |
| 5 Two boys found Black Beauty | e dug up the skeleton. |
| 6 T Rex was | f meat. |

3 Correct the facts.

- 1 There are about ~~100~~ T Rex fossil skeletons in the world.

_____ 50 _____

- 2 T Rex was 21m long.

- 3 T Rex weighed 81kg.

- 4 T Rex had five big teeth.

- 5 T Rex lived 6-7 million years ago.

- 6 T Rex was 50m tall.



3

Lesson 8 Culture

1 Complete part 1 of the table about the Black Beauty fossil.

Two boys found it. Canada Royal Tyrrell Museum
~~a dinosaur fossil~~ 65 million years old big, black

	Part 1	Part 2
What	<i>a dinosaur fossil</i>	
How old		
Where from		
Why it's special		
Words to describe it		
Which museum		

2 Choose an object in a museum in your country. Complete part 2 of the table.

3 Use your notes to write about your object.

This is _____.

It's _____ years old.

It comes from _____.

It's special because _____.

_____.

It's _____.

You can see it in _____.

_____.

_____.

Create



Why not make a museum display panel about another object?

Finished? Write a list of objects you would like to put in a museum.

The Big Write

- 1** Read and listen to Lily's post.  053
Tick ✓ her answer to the Big Question.

I live in Buckingham and I want to go to the Candleford Museum in my town.

The museum is in an old castle in the middle of the town. The building is more than 250 years old. In the museum, you can learn about the history of Buckingham.

I'm going to visit the museum with my friend Ella. We're going to go next Wednesday.

First, I'm going to listen to a talk about famous people from Buckingham. Then, I'm going to go on a tour through the museum. Ella says you must listen to the guide carefully because he asks questions afterwards! After that, I'm going to copy a painting of the castle. Finally, we're both going to go to the town centre and we're going to eat a takeaway. It's going to be a really exciting trip!

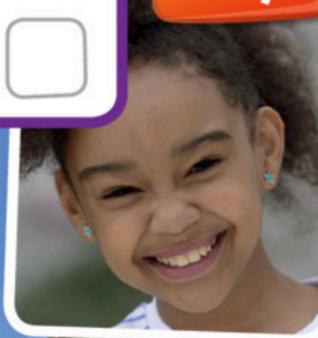
What's fun about museums?

You can learn about castles.

You can learn about famous fossils.

You can learn about the history and people of your town.

Lily



- 2** Write the answers.

- 1 What museum does Lily want to visit? *She wants to visit the Candleford Museum.*
- 2 Who is she going to go with? _____
- 3 When is she going to go? _____
- 4 How many activities is Lily going to do? _____

- 3** Read *The Big Write tip*. Find and underline the sequencing words in Lily's post.

The Big Write tip

Sequencing words

We use these sequencing words to show the order in which things happen:

First, Then, After that, Finally,

We use a comma after them,

e.g. **First**, we're going to listen to a talk about famous people from Buckingham.

Then, we're going to go on a tour through the museum.

4 Create Plan and write a post about a museum you're planning to visit.

The visit

Which museum?

Who with?

When?

The museum

Description

What can you see?

Activities at the museum

First activity

Second activity

Third activity

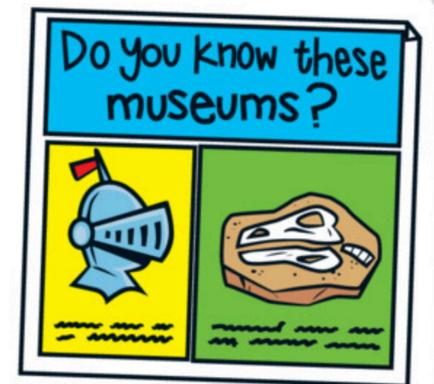
I want to go to _____

Draw or stick a photo of the museum.

Collaborate

Community Task

Use your information to make a poster about museums near you. Display the poster in your school.



Lesson 10

MY UNIT REVIEW

Think about your work in unit 3. **Self-evaluation**

1 Circle. My work in unit 3 is

OK good fantastic

2 My favourite lesson in unit 3 is

3 Read. Tick ✓ or cross X.

I can use *be going to* to talk about future plans.

I can use *must* and *mustn't* to talk about rules.

I can name ten museum activities.

I can name six verbs about rules.

Finished? Write one thing from the unit you want to learn more about.

Draw a giant animal

1 Communicate  Ask about your kind of animal. Complete the questionnaire for your group.

Which flying insect would you like to draw, a dragonfly or a butterfly?

Flying insect	Number of pupils	Land insect	Number of pupils
a dragonfly		an ant	
a butterfly		a grasshopper	
Sea animal	Number of pupils	Pond animal	Number of pupils
a crab		a frog	
a seahorse		a newt	

2 Communicate  Choose one animal from page 37 to draw.

3 Think  Complete the questions about your animal and write answers.

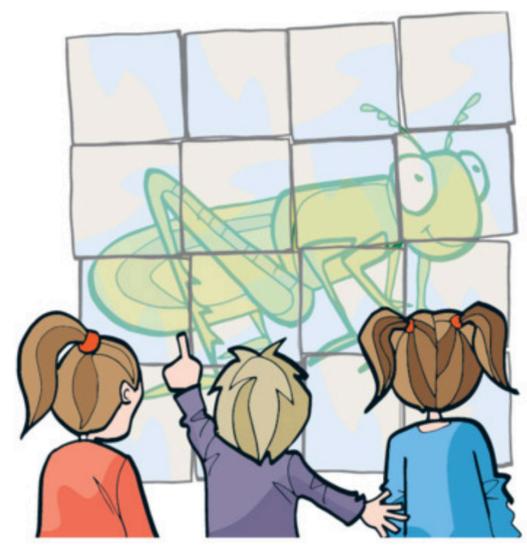
- How many legs has a _____ got? _____
- What colours can a _____ be? _____
- Has a _____ got wings? _____
- Has a _____ got a tail? _____
- Has a _____ got eyes? _____
- _____?

4 Read and tick ✓. Self-evaluation

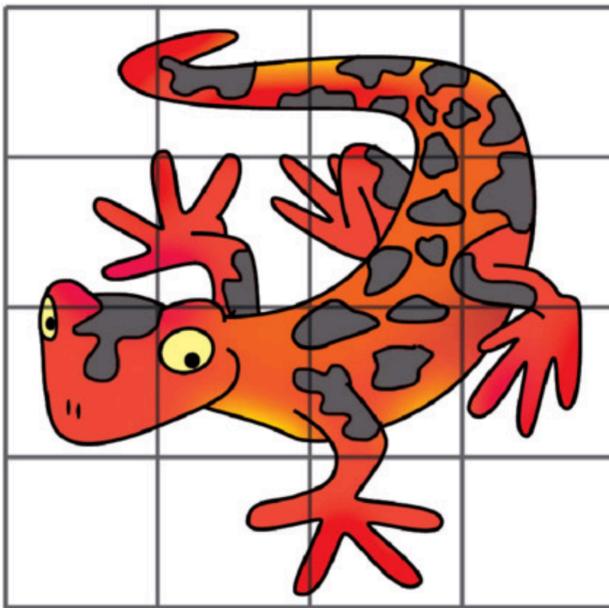
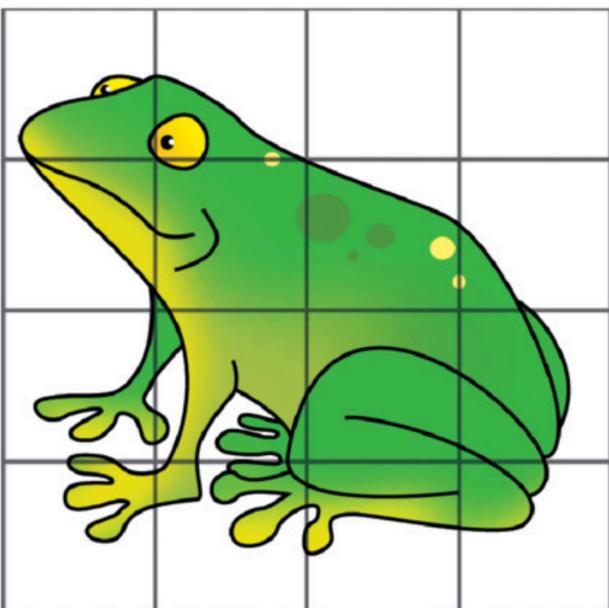
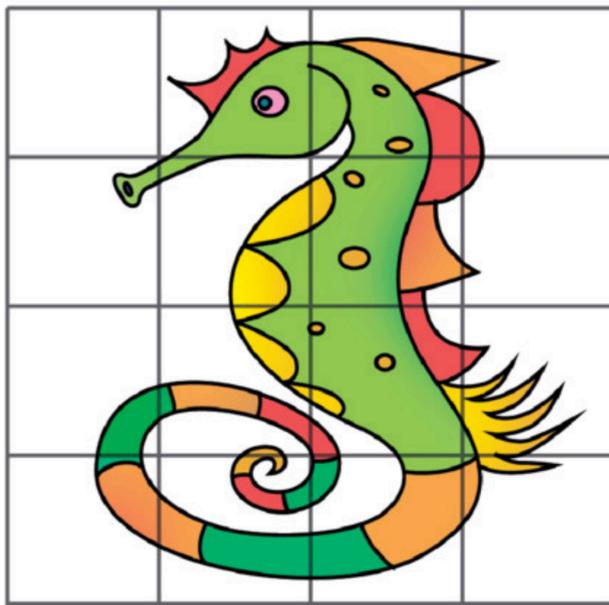
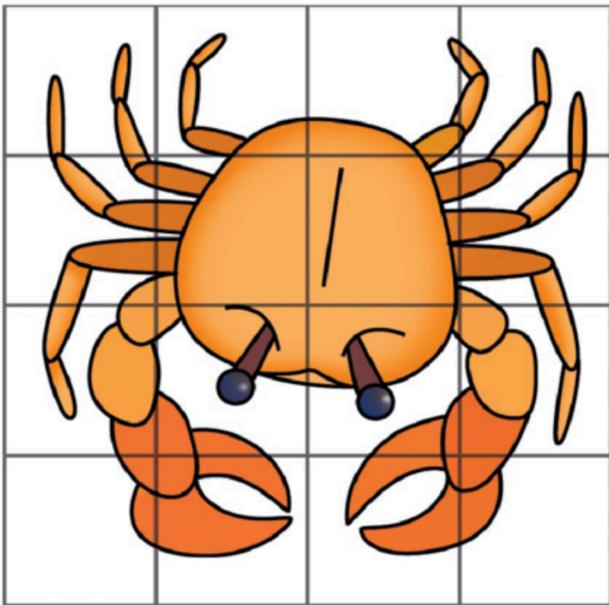
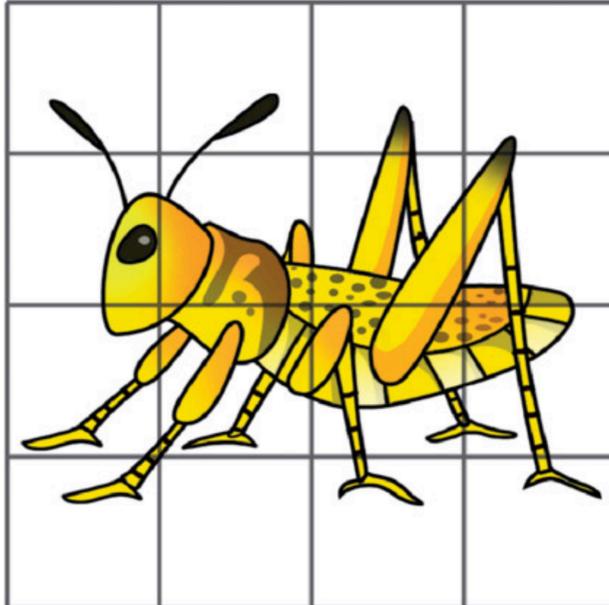
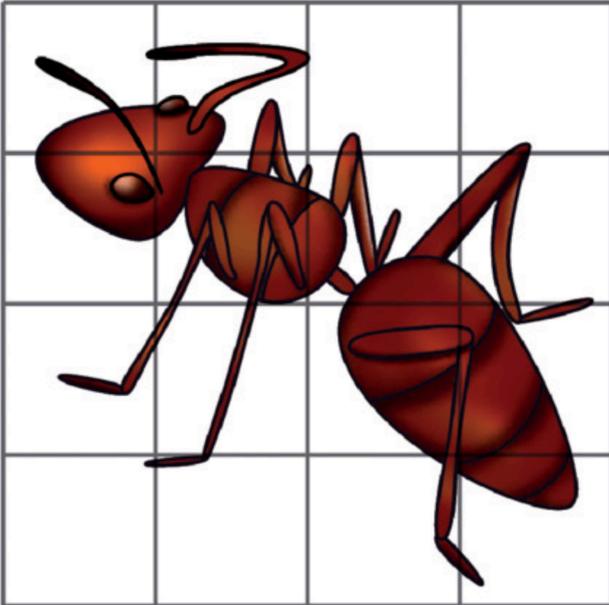
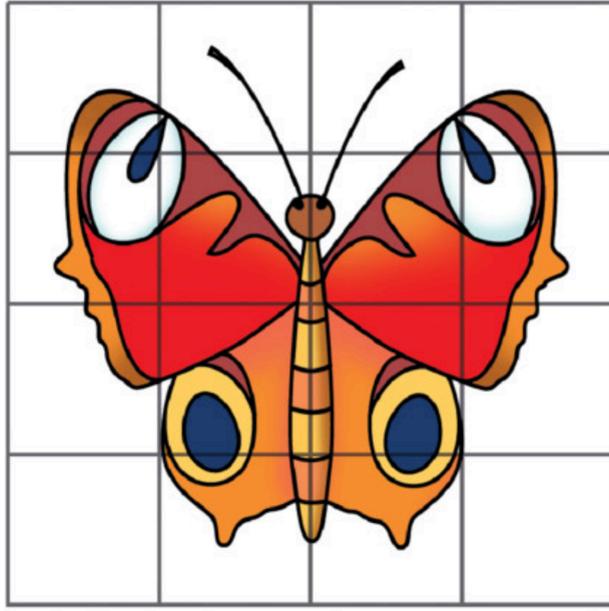
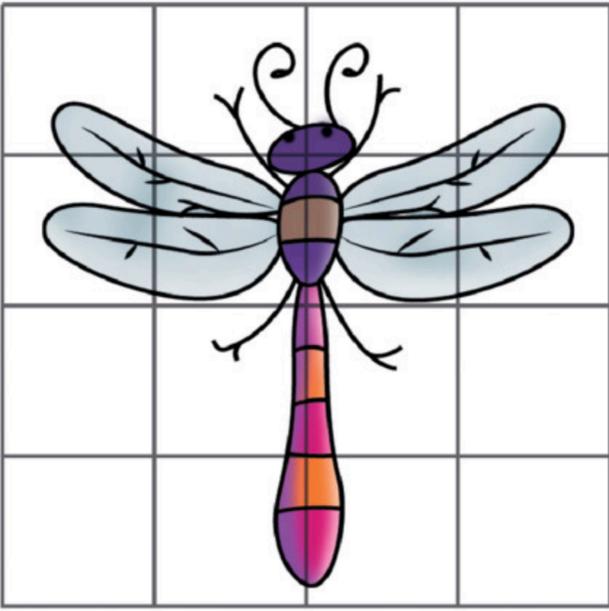
Project work	 Excellent	 Good	 OK
My work in the group			
Working together			
Our giant animal picture			
Our presentation			

Collaborate 

Community Task



Display your giant animals in the school hall.



4

How do we spend free time?

Lesson 1 The Big Question and pronunciation

1 REMEMBER THE VIDEO

Read and tick ✓ or cross X. ▶



- 1 Today it's hotter than usual.
- 2 Molly is older than me.
- 3 Molly is slower than me.
- 4 Nick is younger than Molly.
- 5 Jogging is faster than running.
- 6 Sprinting is more difficult than jogging.

2 Look at the sentences in activity 1 with a cross X. Write correct sentences.

Today it's colder than usual.

Pronunciation

3 Listen and read.
Then listen and repeat.  056

Roy enjoys collecting coins.
He buys them from the town.
Howard enjoys making models.
He can make a crown!
The boys enjoy painting.
Look, they're painting in the house.
Roy's painting oysters,
And Howard's painting a mouse!

4 Listen and write the words next to Roy or Howard.  057 Then read aloud.

~~flower~~ ~~toy~~ clown trousers
point noise loud
mountain clouds down

Roy /ɔɪ/ *toy,* _____

Howard /aʊ/ *flower,* _____

4

Lesson 2 Vocabulary

- 1** **Think** Write the words under the correct verb. Which verbs do you need in the last column? **Learn to learn**

~~a model~~ cards seeds a quiz a film a jigsaw
origami cupcakes a magazine with friends

Do	Make	Play	Other verbs
	<i>a model</i>		

- 2** Look at Connor. Complete the dialogue and write *Yes, I did.* or *No, I didn't.*

Mum Connor, you're very dirty!

Connor Yes, Mum, it's because ...

Mum Did you ¹  play with friends in the field?

Connor ² No, I didn't.

Mum Did you ³  _____ outdoors?

Connor ⁴ _____.

Mum Did you ⁵  _____?

Connor ⁶ _____. They're for your birthday. Happy Birthday, Mum!

Mum Oh, thank you, Connor. They're wonderful.



Finished? Write sentences about what you did and didn't do at the weekend. Use the verbs in activity 1.

4

Lesson 3 Grammar

Grammar Reference Page 115

1 Look at the grammar table on Class Book page 45 and choose.

We use *last* to talk about ...

- a** the first time you did something.
- b** the most recent time you did something.

2 Listen and match.  064

- | | |
|---------------------|-------------------------|
| 1 play with friends | a last year |
| 2 make a model | b yesterday |
| 3 read a magazine | c last Wednesday |
| 4 plant seeds | d last spring |
| 5 do a quiz | e a week ago |
| 6 make cupcakes | f last June |



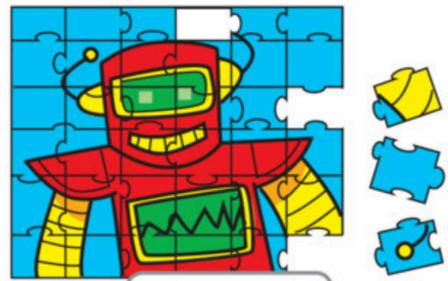
3 Order the words to make questions. Then look at the pictures and write the answers.

- 1 last When play did cards ? he
 _____ *When did he last play cards?* _____ *Yesterday.*
- 2 did a When last she make model ?

- 3 he cupcakes ? When last did make

- 4 jigsaw ? do last she did a When

4 Read the answers and write the questions.

			
Last month.	Last year.	Yesterday.	Last weekend.

- 1 *When did he last make a film?* _____ He made a film last summer.
- 2 _____ She read a magazine three days ago.
- 3 _____ He did origami last week.

Finished? Work in pairs. Ask and answer the questions in activity 4 about you.

4

Lesson 4 Vocabulary and story

1 REMEMBER THE STORY Look, circle and write. Tick ✓ the words in the story. ▶

tu swing c s climbing frame p r tunnel c l s slide i m r o p e t e climbing wall



1 climb a _____



2 climb a _____



3 swing on a _____ swing



4 swing on a _____



5 go through a _____



6 go down a _____

2 Complete the sentences.

1 At the adventure park, Tess and Dev want to go down the big _____ slide _____.

2 The prize for this challenge is _____ coins.

3 The first activity in the park is going through the _____.

4 Tess thinks climbing on the climbing wall is _____.

3 Communicate Which activities in the story do you like? Tell your partner why.



I like swinging upside down! It looks fun!

The slide is fantastic!
It's really big.



Finished? Are there any activities in a park which you don't like? Write them.

1 Listen and match. 068

- | | |
|----------------------------|------------|
| 1 She's walking | a badly. |
| 2 She's singing | b slowly. |
| 3 She's speaking | c well. |
| 4 She's playing the drums | d quickly. |
| 5 She's getting up | e loudly. |
| 6 She's playing the guitar | f quietly. |



2 Complete the sentences with the adverbs from activity 1.

- I enjoy difficult jigsaw puzzles, but I do them slowly.
- You must talk _____ in the library.
- I did my homework _____ and then went out to play with my friends.
- He can speak English very _____ because his grandma is English.
- Charlie swings on the rope _____.
- I do origami _____.! The models I make don't look good.

3 Choose and complete the table for you. Then write sentences.

sing tell jokes ~~talk~~ run walk swim play the (guitar) play (volleyball)
 draw pictures do my homework dance ride a bike climb

Activity	Adverb
<u>talk</u>	quietly
_____	loudly
_____	quickly
_____	slowly
_____	badly
_____	well

- I talk quietly in class.
- _____
- _____
- _____
- _____
- _____

4

Lesson 6 Cross-curricular

1 Match the words to the descriptions.

- | | |
|----------------|--|
| 1 icons | a words of different sizes, in a shape |
| 2 infographics | b a shape |
| 3 word cloud | c pictures, words and numbers giving information |
| 4 heart | d simple pictures representing things, activities or ideas |

2 **Create**  Make a word cloud about how you spend your free time.

visiting family playing board games rollerblading playing with friends
 using the internet doing judo making cakes
listening to music collecting things painting

1 Think about all the different activities you do in your free time. Then write them in your notebook. Use the words in the box to help. 

2 Choose a shape for your word cloud and draw it in the space.

3 Write your words inside your shape. Write the activities that you do most often in very **big** letters. Write the activities that you only do sometimes in small letters. Use colours and different kinds of letters for each word.

My free time

- 1** Read Craig's blog on Class Book page 50 again. Complete the description of his blog.

About photos email ~~blog~~ 25th September

Craig's ¹ _____ *blog* _____ is called *Families for the environment*.

On ² _____ he wrote about World Rivers Day in New Zealand. He posted some ³ _____ so we can see what he did. In the navigation bar, you can look under ⁴ _____ to find more information about *Families for the environment*. If you want to contact Craig, you can send him your ⁵ _____ address.

- 2** Read the blog and answer the questions.

- 1 Who helps on World Rivers Day? *Lots of families help on World Rivers Day.* _____
- 2 Which animals live in the river? _____
- 3 What activities can people do on and by the river? _____
- 4 What did Craig's team collect from the river? _____
- 5 What did Craig do in the afternoon? _____
- 6 Why do they plant trees from New Zealand? _____

- 3** Write the headings and the sentences under the correct pictures.

We wear old clothes. **Collecting rubbish**
We walk by the river. **Planting New Zealand trees**

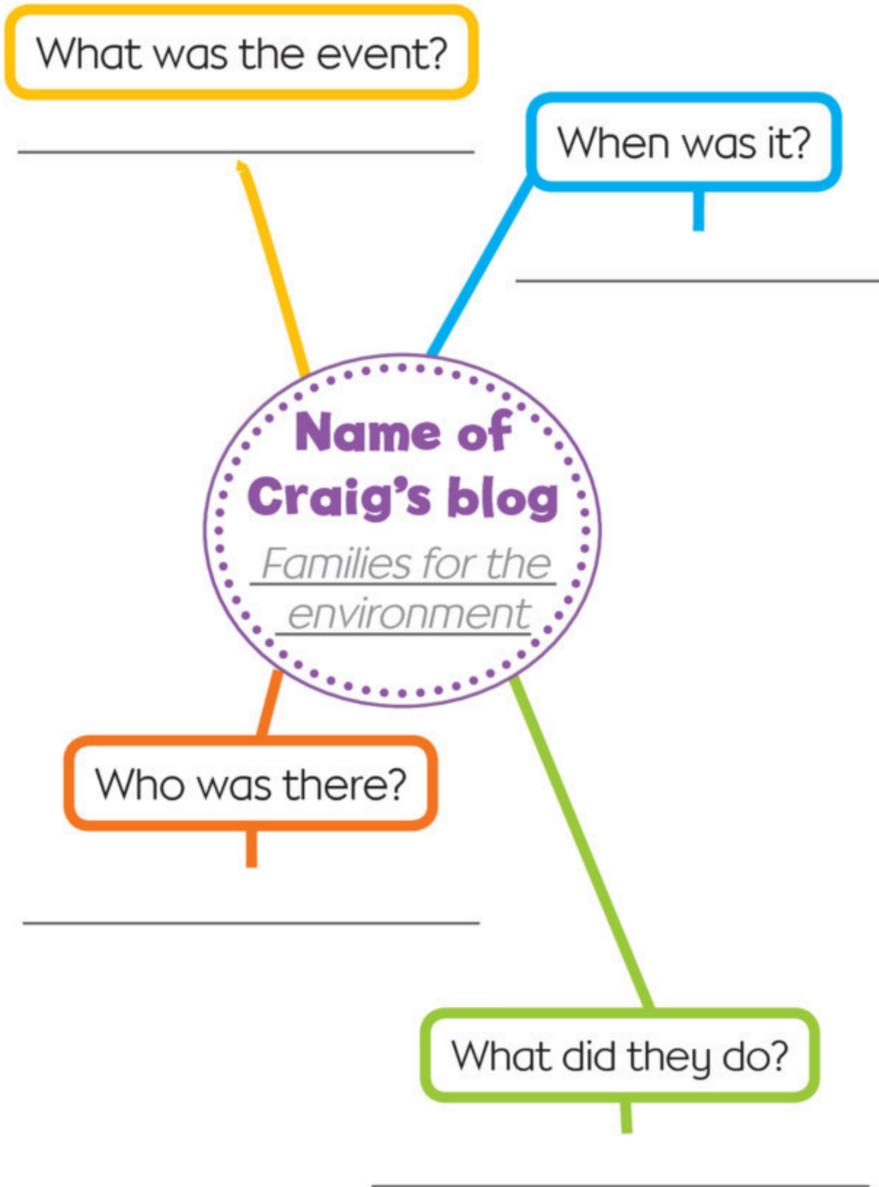


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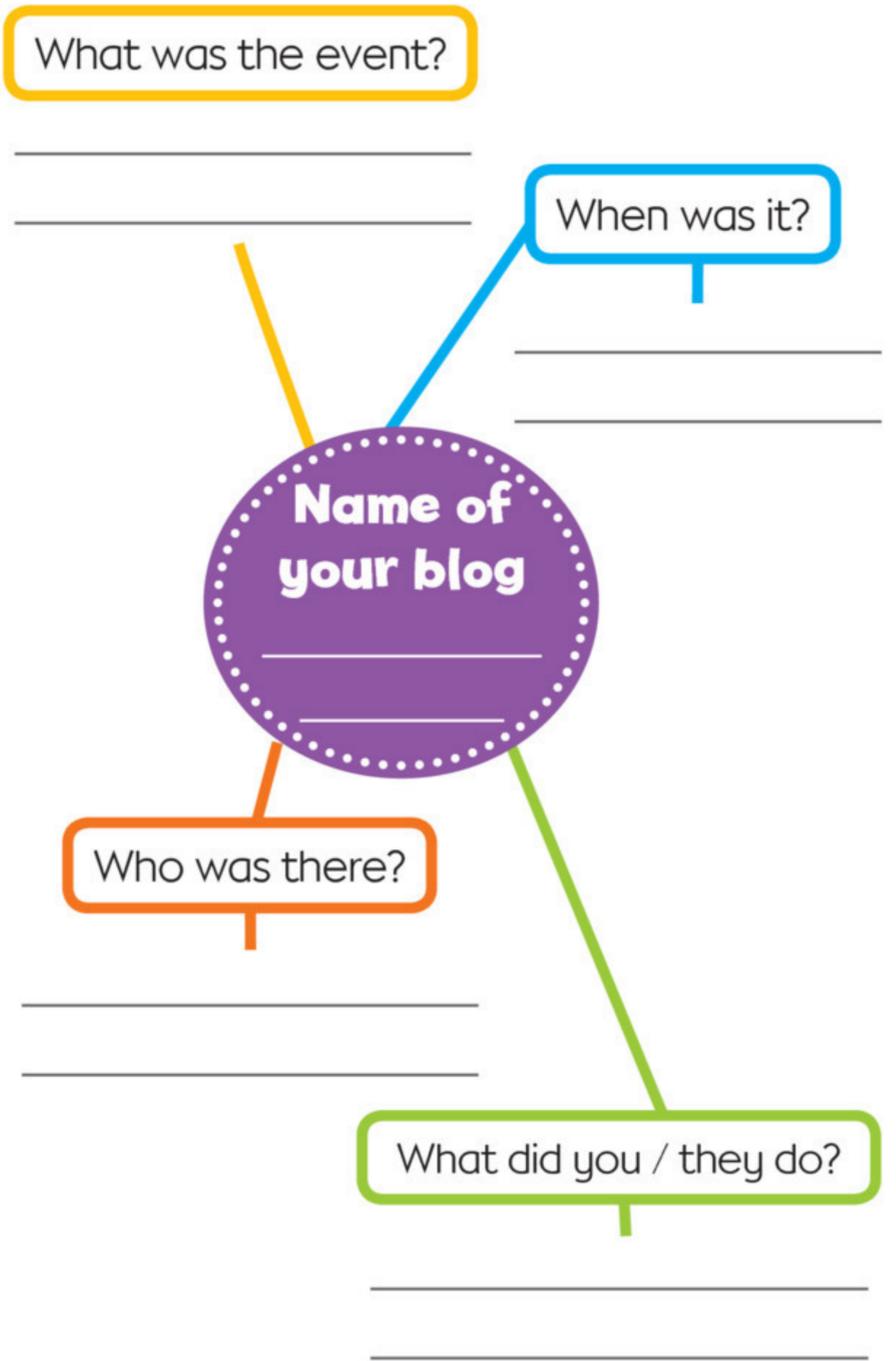
Lesson 8 Culture

1 Complete the mind map. **Learn to learn**

lots of families
collected rubbish and planted trees
25th September World Rivers Day
~~Families for the environment~~



2 Make a mind map about a special day or event in your country which you celebrated.



3 Use your mind map to write about your event.

A special event in my country is _____.

It's important because _____.

It was on _____.

_____ were there.

I _____.

It was a _____ day.

Create



Why not start a class blog to tell people news and information in the school?

1 Read and listen to Ben's post.  071

Tick ✓ his answer to the Big Question.

I like spending my free time with my friends and family. I like playing with my friends and I love cooking with my dad. Last weekend we made tomato soup and cupcakes.

My little sister always wants me to play with her. She likes dressing up and making films, and she asks me to help. She sometimes wants me to make models with her, but she makes them very quickly, so the models aren't very good!

I often visit my grandma. She can't see very well now, so I sometimes read to her. Grandma lives next to our friends, so sometimes they come and have lunch with us. In the afternoon, Grandma sleeps and we watch a film quietly! Last month the weather was really nice, so we went to the park. The climbing wall there is difficult, but I can climb it slowly.

How do we spend free time?

We can make fantastic models.

We can read magazines.

We can spend time with friends and family.

Ben



2 Read the sentences and circle the correct adverbs.

1 Ben's sister makes models slowly. quickly.

2 Ben's grandma can't read very well. badly.

3 Ben and his friends watch a film loudly. quietly.

4 Ben can climb the wall slowly. quickly.

3 Read *The Big Write tip*. Find and circle **so** in Ben's post.

The Big Write tip

so

We can use *so* to join two phrases together. *So* shows the result of something. We use a comma before *so*, e.g. She makes them very quickly, **so** the models aren't very good.

4 Create Plan and write a post about spending time with your family and friends.

Things I like doing in my free time

Things my mum / dad asks me to do

Things I do with my brother / sister / friend

I like _____

Draw or stick a photo of you enjoying your free time.

Collaborate 

Community Task

Share ideas about how you spend your free time, and write a class blog.



Lesson 10

MY UNIT REVIEW

Think about your work in unit 4. **Self-evaluation**

1 Circle. My work in unit 4 is

OK good fantastic

2 My favourite lesson in unit 4 is

_____.

3 Read. Tick ✓ or cross ✗.

I can ask somebody when they *last* did something.

I can use adverbs to describe how something is done.

I can say ten different free time activities.

I can say six words to describe things in a park.

Finished? Write one thing from the unit you want to learn more about.

5 What's great about a zoo?

Lesson 1 The Big Question and pronunciation

1 REMEMBER THE VIDEO Read and tick ✓ or cross X. ▶



- 1 Marwell Zoo is in Africa.
- 2 Last year, Oliver adopted Imogen the zebra.
- 3 Zebras sometimes eat meat.
- 4 Zebras live in Ethiopia or Kenya.
- 5 Amur leopards always sleep at night.
- 6 Giraffes never eat grass.

2 Look at the sentences in activity 1 with a cross X.

Write correct sentences in your notebook.  **Learn to learn**

Marwell Zoo is in England.

Pronunciation

3 Listen and read. Then listen and repeat. 072

There's a **crow**d all **arou**nd the new zoo in **town**.
They see **how** the monkey climbs up and **dow**n.
It swings from the trees and jumps to the **grou**nd.
Its **mou**th is big and its face is **rou**nd.



4 Complete the words with the correct spelling for the /aʊ/ sound, **ow** or **ou**.

c o w h o u se r nd t n
d n ab t m se fl er

ow

cow _____

ou

house _____

5 Lesson 2 Vocabulary

1 Complete the puzzle and write the mystery animal.

sea lion chimpanzee ~~panda~~ kangaroo bat lizard frog tiger rhino



			1	p	a	n	d	a							
			2												
3															
	4														
5															
		6													
			7												
8															
9															

The mystery animal is _____.

2 **Think** Complete the questions and write the answers.

1 Do chimpanzees live in forests? Yes, they do.

2 Do _____ live in rivers? _____

3 Do _____ live in the mountains? _____

4 Do _____ live in rivers? _____

5 Do _____ live in lakes? _____

6 Do _____ live in the desert? _____

Finished? Write sentences about where different animals live.

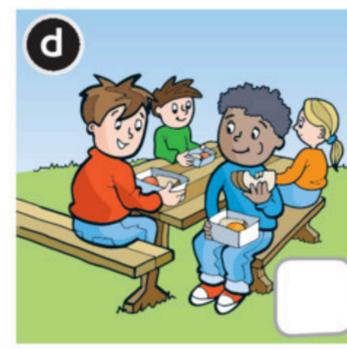
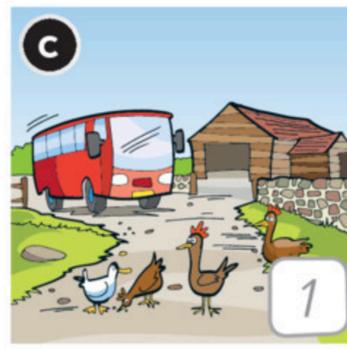
5 Lesson 3 Grammar

1 Look at the grammar table on Class Book page 55 and choose.

We use *going to* to talk about ...

- a what people are doing now.
- b future plans.
- c the past.

2 Listen and number the pictures in order. 079



3 Follow. Read and complete.



- 1 Where are Mark and Anna going to go? They 're going to go to the zoo.
They aren't going to go to the safari park.
- 2 What are they going to see? They _____ see the tigers.
They _____ see the penguins.
- 3 What are they going to do? They _____ make videos.
They _____ take photos.

4 Write the questions and answers about Caitlin and Toby.

- 1 Where / go? Where are they going to go? They're going to go to the safari park.
- 2 What / see? _____
- 3 What / do? _____

5

Lesson 4 Vocabulary and story

1 REMEMBER THE STORY Use the letters to complete the labels.
Which animal is in the story? ▶

nec

~~ee~~

roofe

ha

pel

reb

1 f e e d the bears2 w _ s _ the elephants3 h _ _ _ the vet4 o _ s e _ v _ the meerkats5 _ l _ a _ the cages6 l _ _ k a _ t _ _ the hippos

2 Write the answers.

1 Who can't get out of the elephant house? The zoo keeper can't get out of the elephant house.

2 Who has got the key to the door? _____

3 Which animals do the zoo keepers have to feed? _____

4 Who changes the signs? _____

5 Which baby animal do Lily and Ben find first? _____

6 Which three baby animals do Lily and Ben take photos of? _____

3 Communicate What are your favourite animals from the story? Tell your partner.



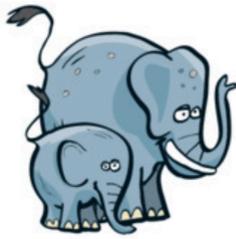
My favourite animals
are the chimpanzees.
They're funny.

My favourite
animal is the baby
panda. It's cute.



Finished? Think of a zoo or safari park that you know. Write a list of the animals there.

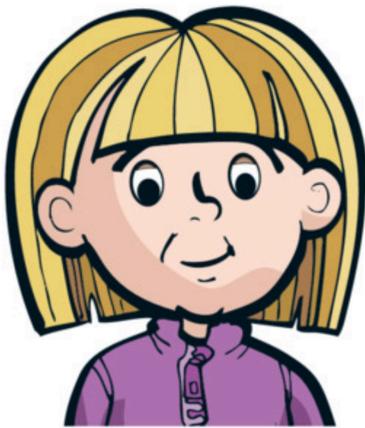
1 Listen and tick ✓ or cross X.  083

	wash the 	clean the 	look after the 	help the 	feed the 	observe the 
	✓					

2 Complete the sentences about the zoo keeper, with *has to* or *doesn't have to*.

- The zoo keeper _____ *has to* _____ wash the elephants.
- He _____ clean the cages.
- He _____ look after the zebras.
- He _____ feed the chimpanzees.
- He _____ help the vet.
- He _____ observe the sea lions.

3 Look and read. Write sentences about Amy's jobs this weekend.



- Amy's jobs:**
- wash the bikes
 - feed the hamster
 - help Dad
 - clean the kitchen

- (help Mum) _____
She doesn't have to help Mum.
- (help Dad) _____
- (feed the hamster) _____
- (wash the car) _____
- (clean the kitchen) _____
- (wash the bikes) _____

5

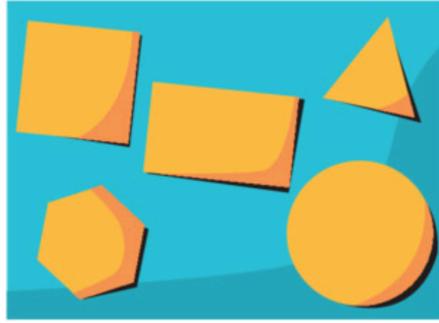
Lesson 6 Cross-curricular

1 Label the pictures.

camouflage ~~pattern~~ hide shapes



1 pattern



2 _____



3 _____

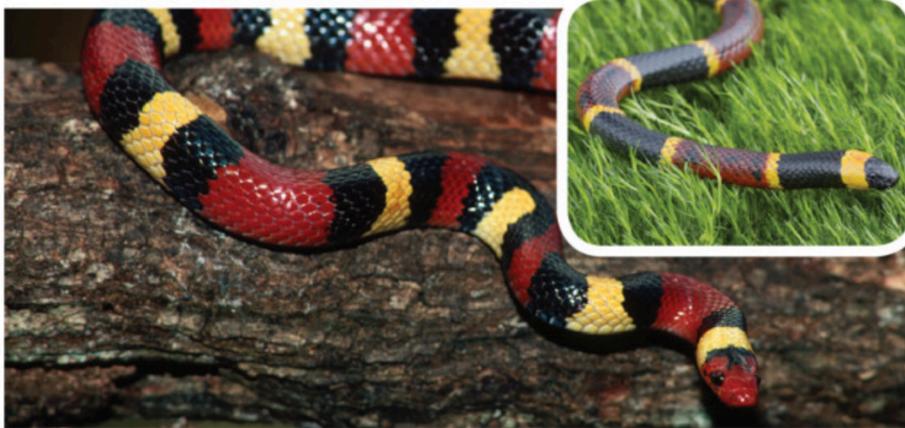


4 _____

2 Look and read. Complete the sentences.

Animals, birds, fish and insects need to hide from danger. They use different types of camouflage. For example:

rabbit tiger
~~snake~~ insect



1 This snake isn't dangerous. But it looks like another snake that *is* very dangerous. Animals are scared, so they don't eat it.



2 This polar _____ is the same colour as the snow, so other animals can't easily see it.



3 This _____ looks like a stick, so birds and other insects don't eat it.



4 This _____ has patterns on its body, so it can hide from other animals.

3 Listen and check your answers to activity 2.  0844  **Create** Choose a type of camouflage. Find out about an animal, insect, bird or fish that uses it and draw a picture to show how it works. 

Finished? Think of an animal for each of the different types of camouflage described above.

5 Lesson 7 Literacy: a zoo information panel

1 Look at the zoo information panel on Class Book page 60 again. Label the information you can find in the panel.

- ~~description~~
- heading
- logo
- diagram
- photo
- map

1

4

2

5

3

6

description

2 Correct the facts.

- 1 ~~Tau~~ weighs 1,000 kg. _____ *Tau's mother* _____
- 2 Black rhinos are small. _____
- 3 Black rhinos are black. _____
- 4 Rhinos live in the savannah, on mountains or near rivers. _____
- 5 Rhinos eat fruit, leaves, flowers and fish. _____
- 6 There were about one million rhinos 300 years ago. _____

3 Complete the text.

- help
- 5,000
- the wild
- ~~Baby~~
- zoos



1 Baby rhinos in 2 _____ often die. There are less than 3 _____ rhinos now, and so rhinos are in danger of extinction. Baby rhinos born in 4 _____ are safe. We need to 5 _____ rhinos, so there are more rhinos for the future.

5

Lesson 8 Culture

1 Complete part 1 of the table about black rhinos.

less than 5,000 1.80m; 1,000 kg brown, grey or white, with two horns ~~black rhinos~~
 only animal with a horn on its nose in the south of Africa fruits, leaves, roots, flowers

	Part 1	Part 2
Name of animal	<i>black rhinos</i>	
How they look		
How tall / heavy		
Where they live		
Food		
How many there are now		
Did you know ... ?		

2 Choose an animal in danger of extinction in your country. Complete part 2 of the table.

3 Use your notes to write about your animal.

In my country _____ are in danger.

They're _____.

They're _____ metres tall and

they _____ kg when they're adults.

They live in _____.

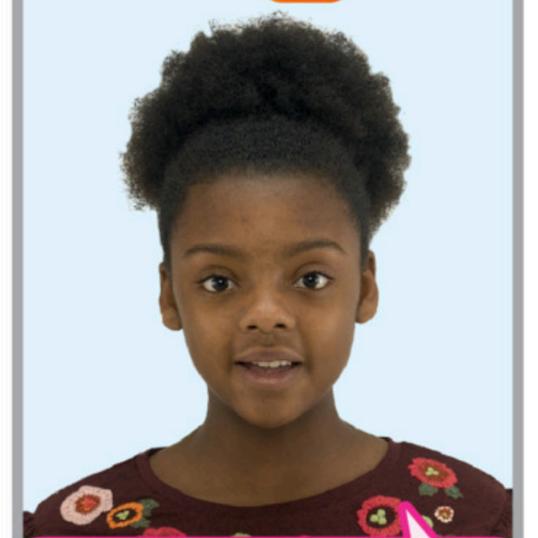
They eat _____.

There are less than _____ now.

Did you know that _____

_____?

Create



Why not make a poster about your animal?

The Big Write

- 1** Read and listen to Ania's post.  087
Tick ✓ her answer to the Big Question.

I love going to the zoo. My favourite animals are the kangaroos because I like watching them jump and carry their babies. I also like observing the sea lions. They're clever. They play a lot of games with the zoo keeper.

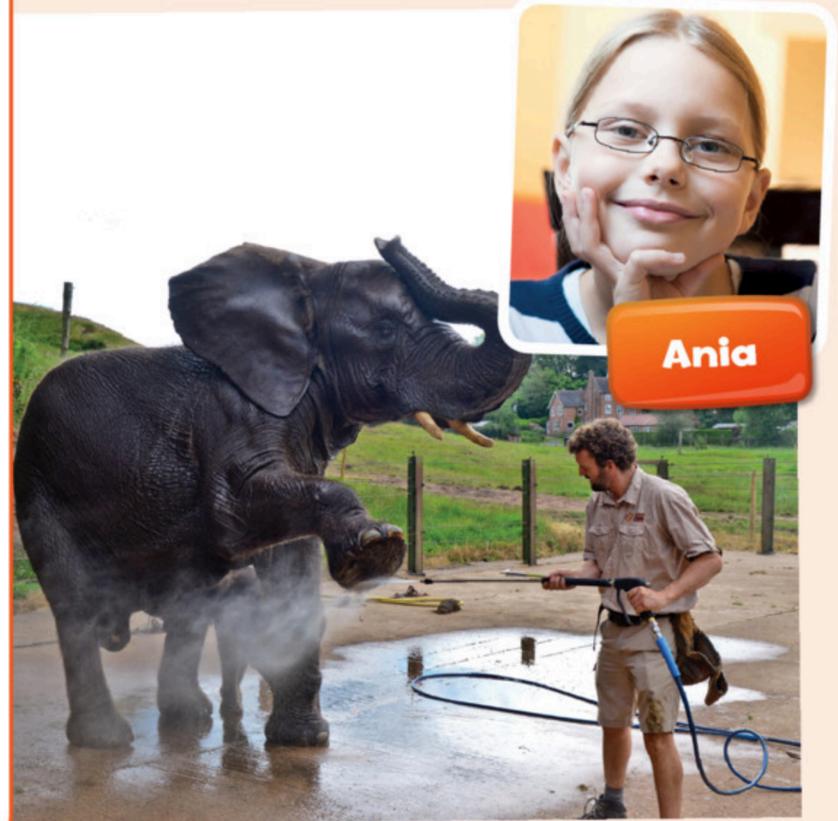
Zoo keepers have to do a lot of jobs. They help the vet and clean the cages. I like watching the zoo keeper wash the elephants. The elephants are funny. They sometimes put water over the zoo keeper!

I don't like seeing the tigers because they look sad. Life in a zoo is boring for a tiger. It has to live in a small space and it can't hunt for its own food.

At the weekend, I'm going to go to the zoo. I'm going to take photos of the pandas and rhinos for my school project. We're learning about animals in danger of extinction.

What's great about a zoo?

Nothing, because all the animals are sad.
It's fun watching animals when they do funny or clever things.
The gift shop has books about animals in danger of extinction.



- 2** Read and write *True* or *False*.

- 1 Ania likes the sea lions the most. False
- 2 The zoo keeper sometimes gets wet. _____
- 3 Tigers have to hunt for their food in a zoo. _____
- 4 Ania wants to take photos of the meerkats and pandas. _____
- 5 Some of the animals in the zoo are in danger of extinction. _____

- 3** Read *The Big Write tip*. Find and circle the first word in each paragraph in Ania's post.

The Big Write tip

Paragraphs make texts easier to read. We start a new paragraph when we begin a new idea or topic, e.g.

I love going to the zoo. ...

Zoo keepers have to do a lot of jobs. ...

Paragraphs

4 Create Plan and write a post about zoos.

What I like about zoos

What I don't like about zoos

My favourite animal

Next time I visit a zoo

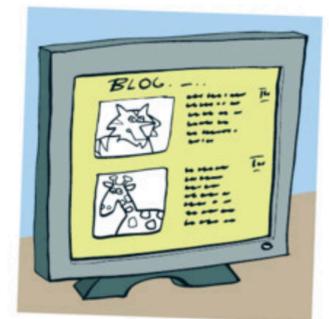
At the zoo, _____

Draw or stick a photo
of your favourite animal
at a zoo.

Collaborate 

Community Task

Work in groups. Tell each other what you like and don't like about zoos. Write all your ideas in a blog and add it to the school website.



Lesson 10

MY UNIT REVIEW

Think about your work in unit 5. **Self-evaluation**

1 Circle. My work in unit 5 is

OK good fantastic

2 My favourite lesson in unit 5 is

_____.

3 Read. Tick ✓ or cross ✗.

I can use *going to* to talk about the future.

I can use *have to* to talk about obligation.

I can name ten zoo animals.

I can name six jobs that zoo keepers do.

Finished? Write one thing from the unit you want to learn more about.

6 Where do people work?

Lesson 1 The Big Question and pronunciation

1 REMEMBER THE VIDEO Read and write *TB* for Tim Bowler or *QB* for Quentin Blake. ▶



- 1 He writes books for children and teenagers. TB
- 2 He can draw well.
- 3 He works quietly in a small room in his garden.
- 4 He writes quickly.
- 5 He can draw quickly with his quill.
- 6 He uses a laptop.

2 Think about people you know with a job. Write sentences about their work. Use some of the adverbs.

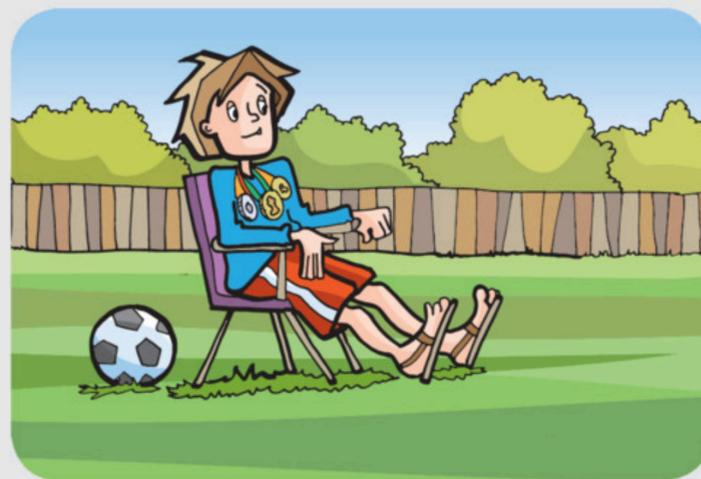
well slowly quickly loudly quietly

My mum can play the keyboard well. She practises quietly in our living room.

Pronunciation

3 Listen and read. Then listen and repeat. 🔊 088

Paul the football player is sitting in the sun.
He likes to wear sandals and the medals that he won.
His sister is musical. She's at the concert hall.
She can play the cymbals and the trumpet best of all.



4 **Create** 💡 Write a new verse for the rhyme. Choose a word from each box. Then read it aloud.

His brother's at the festival.

carnival.

The music is

traditional.

classical.

He's very, very

small.

tall.

He likes the

cymbals

trumpet

best of *all*.

6 Lesson 2 Vocabulary

1 Complete the crossword and write the missing place.

bank post office bus station market town hall sports centre
tourist office supermarket fire station ~~university~~

Down

1 
 3 
 4 
 5 
 6 

Across

2 
 7 
 8 
 9 

There isn't a _____.

2 **Think**  Read and write.

~~get married~~
buy fruit and vegetables
play tennis
find information

- 1 *You can get married at the town hall.* _____
- 2 _____
- 3 _____
- 4 _____

Finished? Choose two other places and write sentences about what you can do there, e.g. *You can buy all your food at the supermarket.*

6 Lesson 4 Vocabulary and story

1 REMEMBER THE STORY Number the pictures and write the words. Circle the words from the story. ▶

- actor
- stunt person
- wardrobe assistant
- cameraman
- make-up artist
- director



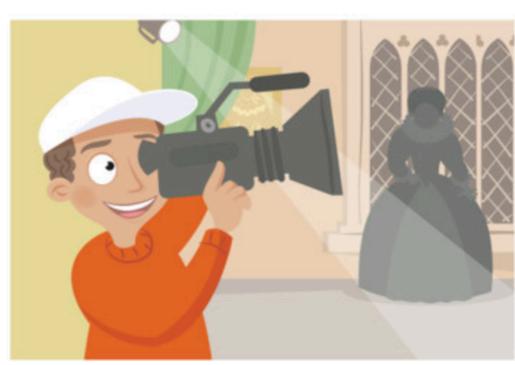
1 _____



2 actor



3 _____



4 _____



5 _____

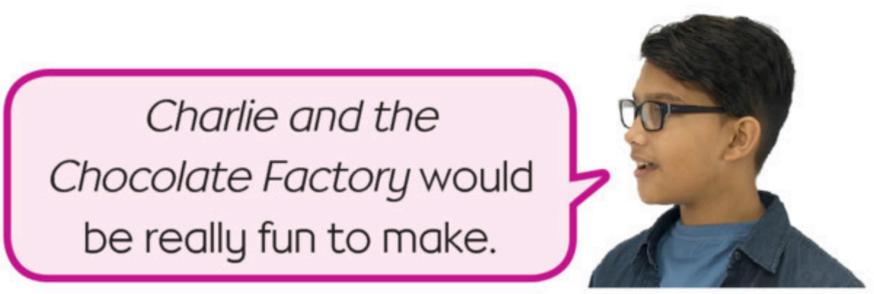


6 _____

2 Read about the characters from the story. Write the jobs or names.

- 1 He films the actors. the cameraman
- 2 He's wearing red clothes. _____
- 3 She gives clues to the children. _____
- 4 She looks after the costumes. _____
- 5 The film is about her. _____
- 6 He's the stuntman. _____

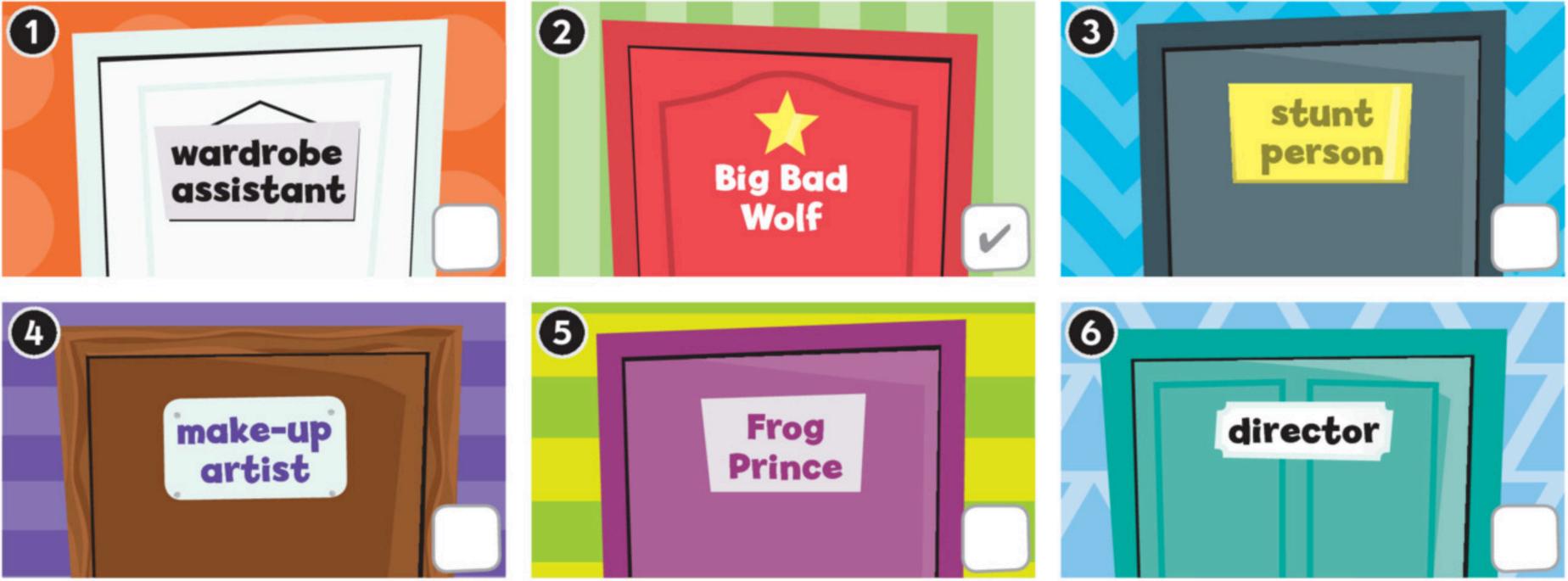
3 Communicate Imagine you've won a video camera. Which film would you like to make? Tell your partner.



Finished? Think of a place and make a list of people who work there, e.g. *hospital: doctor, nurse, cook...*

6 Lesson 5 Grammar

1 Listen and tick ✓ the people Sophie and Mason need for their film.  099



2 Think about Sophie and Mason's film in activity 1. Match and write.

- | | |
|------------------------------|------------------------------------|
| 1 Mason is the actor | a who puts on the actors' make-up. |
| 2 Sophie's mum is the person | b who tells everybody what to do. |
| 3 Auntie Clare is the person | c who plays the Big Bad Wolf. |
| 4 Sophie is the person | d who looks after the costumes. |

1 Mason is the actor who plays the Big Bad Wolf.
 2 _____
 3 _____
 4 _____

3 Look and write.

scientist builder teacher vet	builds houses works with children looks after animals does experiments
--	---

1  I'm a teacher. I'm the person who works with children.
 She's a _____. She's the person who _____.

2 

Finished? Write two sentences about people you know and their jobs. Use *who*.

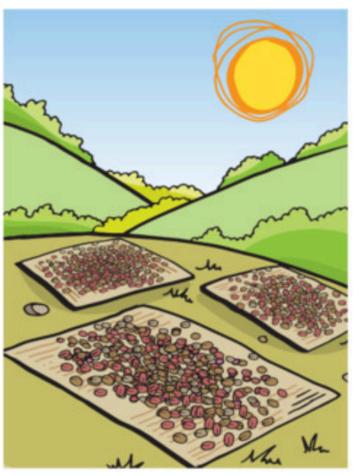
6 Lesson 6 Cross-curricular

1 Complete the labels.

try ~~pick~~ sort dry roast



1 pick
the cherries



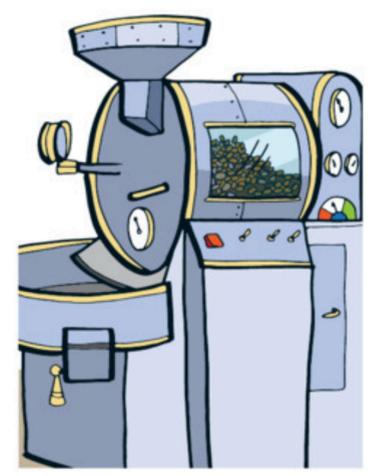
2 _____
the beans



3 _____
the beans



4 _____
the beans



5 _____
the beans

2 Think How do you make ice cream? Look at the pictures and number the sentences.



- a Mix the yellow part of the eggs and the sugar together.
- b Put the box in a freezer for 30 minutes to make it hard. Then it's ready!
- c Put the mixture over a pan of hot water and stir until it's cooked.
- d Put the mixture in a box.
- e Put some cream in a pan and slowly make it hot. 1
- f Put the mixture into an ice cream maker for 30 minutes.
- g Slowly put the hot cream into the eggs and sugar. Mix them together.
- h Wait for the mixture to get cold. Then add some fruit.

3 Listen and check your answers to activity 2. 100

Finished? Find out about how you make something else, e.g. yoghurt or chocolate. Draw pictures and write instructions.

6 Lesson 7 Literacy: a magazine article

1 Look at the magazine article on Class Book page 70 again. Label the things you can find in the magazine article.

quote headline caption introduction

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

A day in the life of an Italian ice cream maker

Gelato means ice cream in Italian. And Italian *gelaterias*, or ice cream shops, are famous all over the world. We all love ice cream, but have you thought about the people behind the counter? Find out about Luciano Ricci and his job in his Italian ice cream shop.

6.00 am Luciano is at the market. He's buying fruit to make his ice cream. He buys different fruit in different seasons, lemons in spring, strawberries, melons and peaches in summer, pears and grapes in autumn, oranges in winter. Luciano always uses natural ingredients in his ice creams.

7.00 am Luciano arrives at his shop. He turns on his favourite music and he starts making ice cream. He sells many different flavours in his shop. Some are traditional, like chocolate or vanilla, but he also makes unusual flavours, like rose.

12.00 pm Now the shop is really busy. 'A lot of people have ice cream for lunch,' says Luciano. 'It's fast, delicious and natural. Perfect for a sunny day!'



A lot of flavours to choose from!



Luciano at work



Help from the family

2 Which information can you find in the article? Tick ✓.

- 1 The word for *ice cream* in Italian
- 2 The ice creams Luciano makes in different seasons
- 3 Luciano's favourite flavour of ice cream
- 4 How many flavours of ice cream Luciano sells
- 5 All the ingredients in ice cream
- 6 The other people who work in the shop

3 Choose captions for the photos from the article. Write two captions for each photo.

A delicious lunch! Making 'natural' ice cream There are 30 different flavours
 The busy shop! Getting ready for the day The end of a hard day for Luciano



Making 'natural' ice cream

Finished? Write three good things and three bad things about having an ice cream shop.

6

Lesson 8 Culture

1 Complete part 1 of the table about Luciano.

7.00 am ~~an ice cream maker~~ buying fruit at the market ice cream shop
6.00 pm making ice cream, decorating ice cream, tidying up

	Part 1	Part 2
Job	<i>an ice cream maker</i>	
Where		
Start time		
First task		
Other tasks		
Finish time		

2 Choose somebody in your family who works.
Complete part 2 of the table.

3 Use your notes to write about the person and their job.

My _____ is a / an _____.

He / She works in a _____.

_____ starts at _____.

His / Her first job is _____.

His / Her other tasks are _____

_____ finishes at _____.

Create



Why not make a fact file about an interesting job?

Finished? Draw and label a picture of the person in activity 3 at work.

- 1 Read and listen to Dev's post.  103
Tick ✓ his answer to The Big Question.

Actors, directors and cameramen are people who make films. They sometimes work in different places or different countries. Builders build houses which are all over the town. Fire officers also work in different parts of town. Sometimes they work in a fire station and sometimes they go to a sports centre, a theatre or a town hall. They help when there's a fire and they check that buildings are safe.

I'd love to work in different places, too. I want to be an ambulance driver. An ambulance driver is a person that helps people. Often the people are hurt. They have to go to hospital, where a doctor can help them. An ambulance driver is the person who takes people to the hospital. There are special clothes which ambulance drivers wear. Ambulance drivers travel around a lot. That's one reason why I want to be an ambulance driver.

Where do people work?

Some people work in different places.

Some people work in the same place.

Some people work at home.



- 2 Read and write *True* or *False*.

- 1 Builders don't have to travel.
- 2 Fire officers only work in a fire station.
- 3 Dev wants to help other people.
- 4 An ambulance driver works in a hospital.
- 5 An ambulance driver has to wear special clothes.

False

- 3 Read *The Big Write tip*. Find and underline the sentences with *who* and *that* in Dev's post.

The Big Write tip

who / that

We use *who* to tell us more about people. We can use *that* to tell us more about people or things, e.g. *An ambulance driver is a person **that** helps people.*

4 Create Plan and write a post about a job you want to do.

What do you want to be?

Where do you want to work?

Why?

What tasks do you want to do?

I want to be a _____.

Draw a picture of you doing your future job.

Collaborate

Community Task

Work in groups. Make a poster about different jobs. Find photos of people doing these jobs.

Display your poster in your school.



Lesson 10

MY UNIT REVIEW

Think about your work in unit 6. **Self-evaluation**

1 Circle. My work in unit 6 is

OK **good** **fantastic**

2 My favourite lesson in unit 6 is

_____.

3 Read. Tick ✓ or cross ✗.

I can use *where* to give more information about a place.

I can use *who* to give more information about a person.

I can name ten places in a town.

I can name six jobs in a film studio.

Finished? Write one thing from the unit you want to learn more about.

Create a book character

1 Complete the questionnaire about book characters.

Our book: Alice in Wonderland

My question:
Which adult character from the book
do you like?

<u>Adult characters</u>	Number of pupils
<i>The King of Hearts</i>	
<i>The Red Queen</i>	
<i>The Mad Hatter</i>	
<i>The Cook</i>	

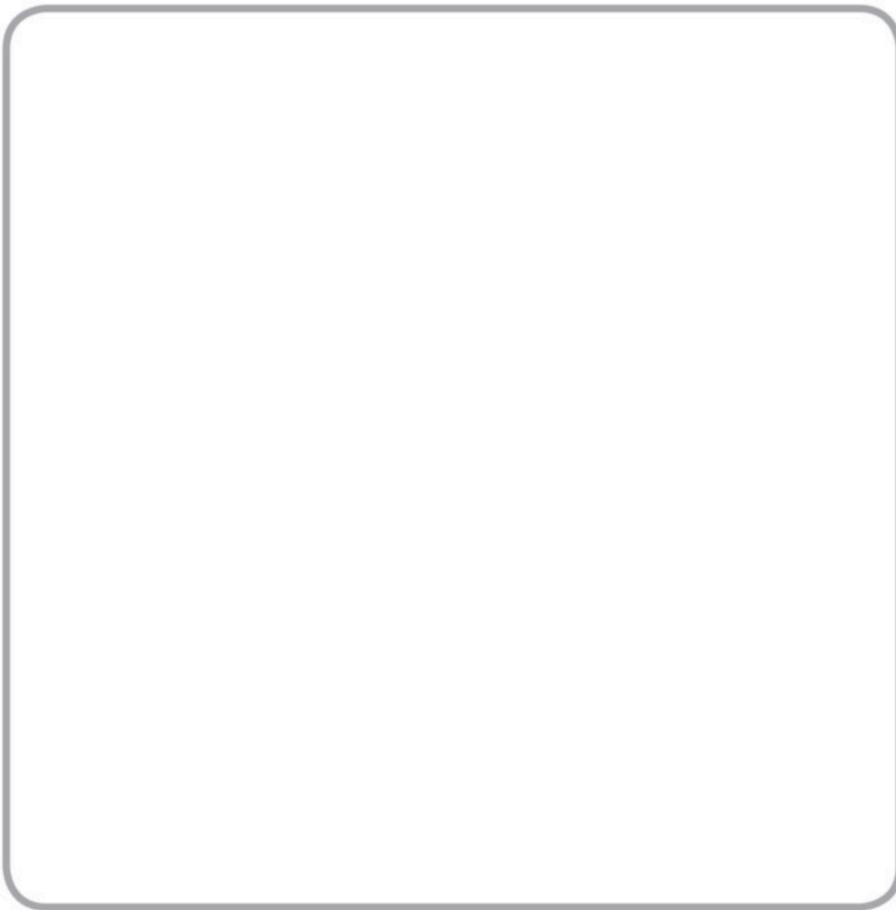
Our book: _____

My question:

_____	Number of pupils

2 **Communicate**  Ask and answer in your group.

3 Draw and colour your character. Write three adjectives to describe him or her.



4 Draw a picture of a scene from your book. Then write answers to the questions.

- 1 What is your character doing in this scene? _____
- 2 How does your character feel? _____
- 3 What is your character wearing? _____
- 4 Is your character carrying anything? _____

5 Read and tick ✓. **Self-evaluation**

Project work	 Excellent	 Good	 OK
My work in the group			
Working together			
Our book character			
Our presentation			

Collaborate 

Community Task



Display your book character in the school library. Make sure the library has got some copies of your book for other students to read.

7 Where can we go shopping?

Lesson 1 The Big Question and pronunciation

1 REMEMBER THE VIDEO Read and number. ▶



- a The things in Oxfam ...
- b The people who work in Oxfam ...
- c In 1942, the charity started to help people ...
- d Today, there are Oxfam shops ...
- e There are old books, DVDs ...
- f The money Eve spends in Oxfam ...

- | | |
|-------------------------|--------------------------------|
| 1 who didn't have food. | 4 can help people who need it. |
| 2 are second-hand. | 5 are volunteers. |
| 3 all over the country. | 6 and CDs. |

2 Write sentences about your favourite shop in your notebook. 📅

My favourite shop is called Millie's. It's a shop where I can buy sweets with no sugar in them! ...

Pronunciation

3 Listen and read. Then listen and repeat. 🔊 105

Jungle James went shopping at the market yesterday.
 He bought Jo a jigsaw and a yellow flute to play.
 He bought young Jake a jacket and some bread for you.
 Then he jumped up a tree to get apples for your juice.



4 Think 🧠 Write j or y for the items in Jungle James's shopping list. Listen and check. 🔊 106



strawberry j am ___ ig saw ___ oghurt ___ o - ___ o ___ acket
 ___ umper ___ udo clothes ___ uice ___ oke book

7

Lesson 2 Vocabulary

1 Think  Read and write.

sports shop greengrocer's bookshop travel agent's florist's
~~department store~~ toy shop chemist's baker's newsagent's

Where can you buy ...

- 1 clothes, toys and other things?
- 2 a tennis racket and a skateboard?
- 3 a holiday?
- 4 newspapers and cards?
- 5 flowers?
- 6 bread and cakes?
- 7 sun cream and toothpaste?
- 8 books and magazines?
- 9 spinach and bananas?
- 10 a teddy and a skipping rope?

department store

2 Read and complete.



Where did you go today?

1 I went to the greengrocer's.
I bought some apples.

3 _____
I bought a cake.

5 _____
I bought a yo-yo.

2 _____
I bought a comic.

4 _____
I bought some flowers.

6 _____
I bought a football.

7

Lesson 3 Grammar

1 Look at the grammar table on Class Book page 79 and circle the correct words.

1 We use questions with Where Why to ask for a reason.

2 We use the infinitive with To For to give a reason.

2 Listen and match.  113



3 Complete the answers. Write A for Alex or H for Hannah.

To buy ~~To spend~~ To find To have

1 Why did you go to the toy shop?

To spend my pocket money.

2 Why did you go to the department store?

_____ a drink and some cake.

3 Why did you go to the bookshop?

_____ a present for my dad.

4 Why did you go to the sports shop?

_____ some new rollerblades.

4 Think  Look and write.



1 He went to the newsagent's to buy a newspaper.



3 _____



2 _____



4 _____

7

Lesson 4 Vocabulary and story

1 REMEMBER THE STORY Look, circle and write. Tick ✓ the food from the story. ▶

anb carton eripackete oftinurjarjoc bagdobotleps

1



1 a _____ of flour

2



2 a _____ of
biscuits

3



3 a _____ of water

4



4 a _____ of tuna

5



5 a carton of milk

6



6 a _____ of
tomato sauce

2 Read and write the food words.

1 Ben and Ania want to make pizza and milkshakes.

2 They need a lot of _____ to make five pizzas.

3 They need two tins of _____.

4 They don't need much _____.

5 Trick puts a packet of _____, _____ and _____ into the trolley.

3 Communicate  Imagine you're having a party like Ben and Ania. What food would you like to make?



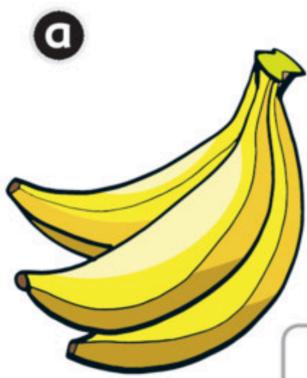
I'd like to make chicken and chips. It's my favourite meal.

I'd like to make pasta with tomato sauce. It's healthy and delicious.



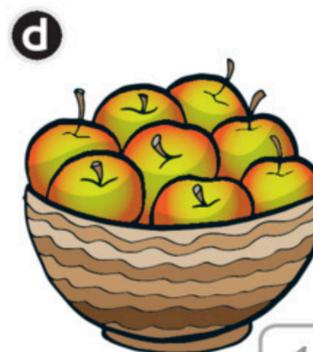
Finished? Write a shopping list for everything you need to make the food you talked about in activity 3.

1 Listen and number the pictures in order.  117








 1


2 Read and circle the correct words.

1 How much many grapes do we need?

We don't need much many grapes.

2 How much many ice cream do we need?

We need a lot of much ice cream.

3 How much many bananas have we got?

We've got four much bananas.

4 How much many pineapple do we need?

We don't need much many pineapple.

5 How much many apples have we got?

We've got a lot of much apples.



3 **Think**  Imagine you're making a pizza. Tick ✓ three more ingredients for your pizza and think about whether they're countable or uncountable.

cheese mushrooms pineapple tomato sauce

chicken olives tuna prawns

4 Write questions and answers about your pizza ingredients.

1 How much cheese do we need?

We don't need much cheese.

3 How _____ do we need?

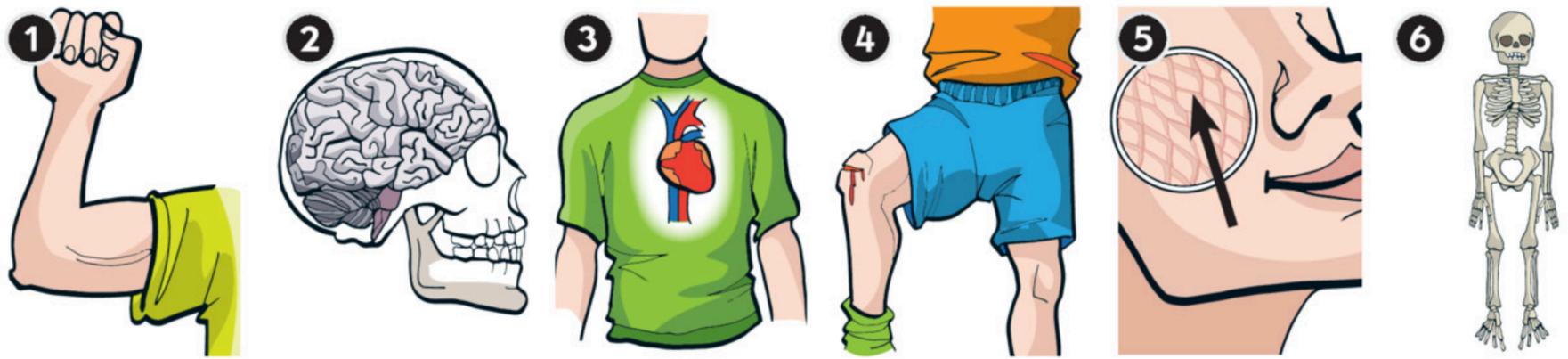
2 How _____ do we need?

4 How _____ do we need?

7

Lesson 6 Cross-curricular

1 Read and number.



a Mangoes are good for your **skin**.

d Kiwi fruits are good for your **blood**.

b Sunshine is good for your **bones**.

e Sunflower seeds are good for your **muscles**.

c Broccoli is good for your **heart**.

f Bananas are good for your **brain**.

2 Look at Class Book page 83 and write the foods in the correct place. Some foods go with more than one vitamin.

apples carrots potatoes peas sunlight
sunflower seeds leeks tomatoes kiwi fruits

Vitamin A	Vitamin B complex (B1, B5, B6)	Vitamin C	Vitamin D	Vitamin E	Vitamin K
<i>milk</i>	<i>red meat</i>		<i>tuna</i>	<i>prawns</i>	<i>lettuce</i>
<i>eggs</i>				<i>nuts</i>	

3 Look at the table to answer the questions.

- Jenny ate some potatoes, some tuna, some tomatoes, some nuts and an apple. Which vitamins didn't she have? _____
- Rick ate some lettuce, some sunflower seeds, a kiwi fruit, some milk and some red meat. He wasn't outdoors in the sun. Which vitamin didn't he have? _____

Finished? Write down what you ate in the last two days. Did you have all the vitamins in the table?

7

Lesson 7 Literacy: a leaflet

1 Read the leaflet on Class Book page 84 again. Match the features with the examples from the leaflet.

a All about the market in Santiago de Compostela

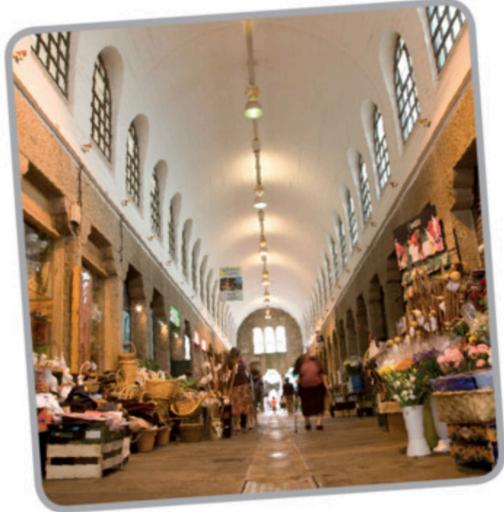


e Buy some scallops and take a shell home as a souvenir! Try some Padrón peppers! Ask the stallholder for a small piece of cheese to taste.

b Amazing products, friendly stallholders and a lot to see and do!

d Useful information
Opening times: Monday - Saturday, 7 am - 3 pm
Address: Rua de Ameas s/n, Santiago de Compostela

f beautiful traditional wonderful adventurous



- 1 The sub-heading gives us some more information; it tells us some reasons to visit.
- 2 There are a lot of positive adjectives in the leaflet.
- 3 There's important information about when and where to go.
- 4 The heading tells us what the leaflet is about.
- 5 The photo is colourful and interesting.
- 6 The imperative sentences give suggestions of things to do.

b

2 Correct the facts. **Learn to learn**

- 1 The capital of ~~Spain~~ is Santiago de Compostela. Galicia
- 2 The market is more than two hundred years old. _____
- 3 The symbol of the city of Santiago is the Padrón pepper. _____
- 4 You can taste a small piece of cheese at home. _____
- 5 You can visit the market on a Sunday. _____

3 Complete the sentences.

traditional courses fish ~~café~~ cook

At the ¹ café at Santiago market, you can eat foods from the market, or the chefs can also ² _____ food that you buy there. You can try a potato omelette, which is ³ _____ in Spain. There are also cooking ⁴ _____ for everybody. Adults can learn to cook ⁵ _____ and children can learn to make sweet things.

7

Lesson 8 Culture

1 Complete part 1 of the table about the market.

taste and buy food, visit the café, do a cooking course old city, 150-year-old market
 Monday - Saturday, 7 am - 3 pm ~~Santiago de Compostela~~ Rua de Ameas s/n
 scallops, cheese, flowers

	Part 1	Part 2
Place of market	<i>Santiago de Compostela</i>	_____
Information about the place	_____ _____	_____ _____
What to buy	_____ _____	_____ _____
What to do	_____ _____ _____	_____ _____ _____
When it opens	_____ _____	_____ _____
The address	_____	_____

2 Choose a market in your country. Complete Part 2 of the table.

3 Use your notes to write about the market.

A market in my country is _____.

It's _____.

You can buy _____.

You can _____

_____ and _____.

It's open _____.

The address is _____.

Create 



Why not make a leaflet for the market?

- 1 Read and listen to Tess's post.  120
Tick ✓ her answer to the Big Question.

I sometimes go to the new shops in the town centre to choose shoes from the sports shop, or buy a comic from the newsagent's. Yesterday I went to my favourite shop - the bookshop. I wanted to buy a book by my favourite author, but they didn't have any of her books. So, I went home quickly and asked my parents to buy it on the internet. I sometimes choose clothes on the internet, too. I don't like shopping in noisy, busy department stores. My parents buy a lot of food on the internet, and then a van brings it to our house. They buy a lot of heavy things, for example cartons of milk and bottles of water. But they don't buy much fruit or many vegetables online. They buy fruit and vegetables from the greengrocer's near our house, where they are nice and fresh. We buy fresh bread from the baker's every day. I love the delicious smell there!

Where can we go shopping?

We buy everything in a department store.

I love shopping in different countries.

We can buy a lot of different things online.



Tess

- 2 Write the answers.

- 1 What does Tess buy from shops in the town centre?
- 2 Why didn't Tess buy a book from the bookshop?
- 3 Why doesn't Tess shop in department stores?
- 4 What do Tess's parents buy on the internet?
- 5 What does Tess like at the baker's?

She buys shoes and comics.

- 3 Read *The Big Write tip*. Find and underline the sentences which use adverbs and adjectives in Tess's post.

The Big Write tip

Improving your work

We can add adverbs (*quickly, often*) and adjectives (*beautiful, big*) to improve our work, e.g. I **sometimes** go to the **new** shops in the town centre.

4 Create  **Plan and write a post about where you and your family go shopping.**

Your favourite shop

What do you buy from shops in the town centre?

What does your family buy online? Why?

Where do your parents buy food?

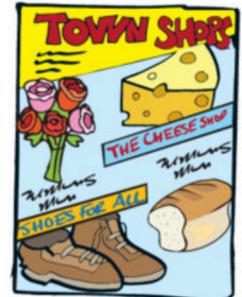
My favourite shop is _____

Draw or stick a photo of you in your favourite shop.

Collaborate 

Community Task

Work in groups. Make a leaflet about the different shops in your town. Display it on your community noticeboard.



Lesson 10

MY UNIT REVIEW

Think about your work in unit 7. Self-evaluation

1 Circle. My work in unit 7 is
OK good fantastic

2 My favourite lesson in unit 7 is

3 Read. Tick ✓ or cross X.
I can use infinitives of purpose to ask and answer questions.
I can use *a lot of / many / much* to talk about quantity.
I can name ten shops.
I can name six food containers.

8

What's fun about an after-school club?

Lesson 1 The Big Question and pronunciation

1 REMEMBER THE VIDEO

Read and tick ✓ or cross X.
Then correct the sentences
with a cross X. ▶



2 Imagine you're planning
an after-school club trip.
Write sentences in
your notebook. 📓

My after-school club is going to visit an old castle next week.

We're going to go by bus. ...

- 1 Nico's after-school club goes on a trip every summer. X
His club goes on a trip every week.
- 2 This week, they're going to go to a museum.
- 3 First, Suki is going to do archery.
- 4 Archery is a modern sport.
- 5 After archery, they're going to try swinging on a rope.
- 6 You don't have to wear a helmet for climbing.

Pronunciation

3 Listen and read. Then listen
and repeat. 🔊 121

Zack can pack his big, black bag.
And you can take a stick.
Meg has got a book on bugs.
It's Nature Club; be quick!



4 Create 💡 Write another verse for the rhyme. 📓
Read it aloud.

I'm You're
I'm You're

Jack sees with lots of
Jack sees with lots of

Let's put it in
Let's put it in

8

Lesson 2 Vocabulary

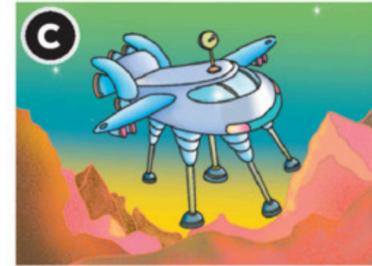
1 **Think** Read and write the words. Then number the films in the order that you like them. (1 = *I like this most.* 10 = *I like this least.*)

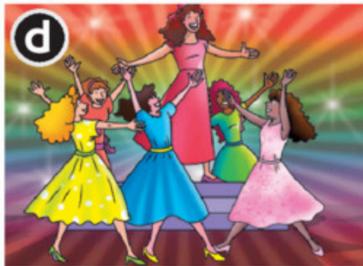
wildlife film historical film ~~western~~ sci-fi film cartoon
 scary film romantic film comedy adventure film musical



western

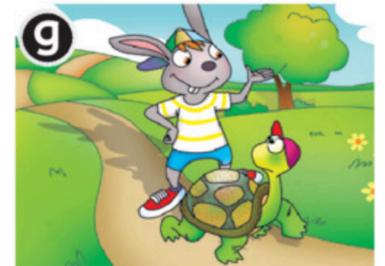










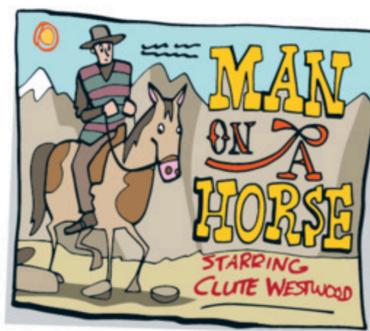








2 Read and answer.



1 What's *Heavy Hippo*?

It's a comedy.

2 What's *Don't Open the Door*?

3 What's *Man on a Horse*?

4 What's *Love from Max*?

5 What's *Desert Explorer*?



Finished? Work in pairs. Make suggestions about what to watch at the cinema, e.g. *How about watching Man on a Horse? No, thanks! I don't like westerns.*

1 Look at the grammar table on Class Book page 89 and circle the correct words.

- 1 We use the to ask and answer questions about what we're doing now.
- 2 We use the to talk about what we usually do.

2 What are Billy and Grandma doing now? Listen and tick ✓.  128



3 Read and tick ✓ the correct sentence.

- | | | | |
|-------------------------------------|--------------------------|---|--------------------------|
| 1 I watch a western. | <input type="checkbox"/> | 3 She's reading a sci-fi book. | <input type="checkbox"/> |
| I'm watching a western. | <input type="checkbox"/> | She reads a sci-fi book. | <input type="checkbox"/> |
| 2 I usually watch adventure films. | <input type="checkbox"/> | 4 She usually reading historical stories. | <input type="checkbox"/> |
| I usually watching adventure films. | <input type="checkbox"/> | She usually reads historical stories. | <input type="checkbox"/> |

4 Complete the questions and answers.



Eva



Zee

- 1 What's Eva watching? A sci-fi film.
- 2 What _____ she usually _____? Adventure films.
- 3 _____? Popcorn.
- 4 _____? A romantic film.
- 5 _____ she _____? Musicals.
- 6 _____? An apple.

8

Lesson 4 Vocabulary and story

1 REMEMBER THE STORY Read and write. Tick ✓ the clothes from the story. ▶

jeans gloves sandals ~~wig~~ boots scarf

1 wig

2 _____

3 _____

4 _____

5 _____

6 _____

2 Complete the sentences.

- 1 Dev doesn't like the challenge because he doesn't like fashion.
- 2 Justin is wearing _____.
- 3 Rose thinks the balloon is _____.
- 4 The judge can't run because of her _____.
- 5 The judge likes Dev's outfit because _____.
- 6 Now Dev and his jeans are on the cover of the _____.

3 Communicate Which is your favourite outfit from the story? Tell your partner.



Rose's outfit is my favourite. Her wig is cool!

Dev's outfit is my favourite. Jeans are comfortable and they look good.



Finished? Draw an outfit for a fashion show and write a description.

1 Listen and circle.  132

	Tess	Dev
wears favourite outfit	every <u>weekend</u> / week	four times / once a week
buys new shoes	three / four times a year	twice a <u>year</u> / month
wears a T-shirt	once / twice a week	every <u>weekend</u> / day

2 Read and complete the interview.

Kids' Fashion Interview, with Tess and Dev



Interviewer How often do you wear your favourite outfit?

Tess I wear my favourite outfit ¹ every weekend.

Interviewer How often do you buy new shoes?

Tess I buy new shoes ² _____.



Interviewer And how often do you buy new shoes, Dev?

Dev I buy new shoes ³ _____.

Interviewer How often do you wear a T-shirt?

Dev I wear a T-shirt ⁴ _____.

3 Write the questions. Write your own answers.

1 wear 

2 clean your 

3 buy new 

4 wash your 

1 How often do you wear a jacket? _____

2 _____

3 _____

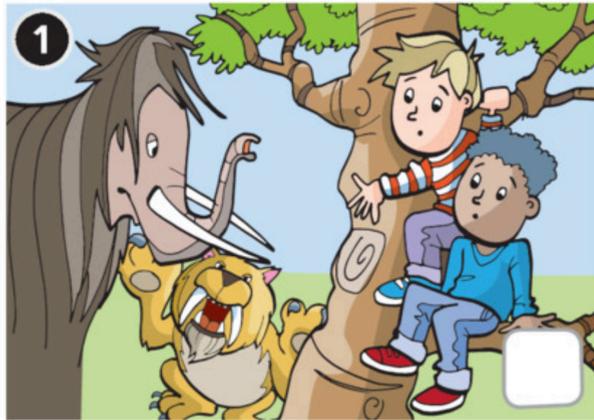
4 _____

8

Lesson 6 Cross-curricular

1 Listen and complete.  136low fast loud quiet ~~slow~~ high

	Tempo	Pitch	Volume
A	1 <u>slow</u>		2 _____
B	3 _____	4 _____	
C		5 _____	6 _____

2 Look and listen again.  136 Match the scenes with the music in activity 1.3 **Think**  How does the music make you feel? Listen and complete.  137

happy sad calm tense

1 The music makes me feel _____.

3 The music makes me feel _____.

2 The music makes me feel _____.

4 The music makes me feel _____.

4 **Create**  Listen again.  137

Choose one of the pieces of music from activity 3. Draw a scene from a film to go with it.



8

Lesson 7 Literacy: emails

1 Read the emails on Class Book page 94 again. Write *True* or *False*.

- 1 **a** is a group email. True
- 2 **b** is also a group email. _____
- 3 **b** is a reply to another email. _____
- 4 **a** is an email from Harper. _____
- 5 **b** has got the same subject as **a**. _____
- 6 Ethan wrote **b** before Jackson wrote **a**. _____

a After-school club end-of-year party!
FROM: Jackson Jones **SENT:** 5th May (2 days ago)
To: Ethan Roberts, Brooklyn Lopéz, Harper Ward

Hi everybody!
 It's nearly the end of the year. It's time to organize our end-of-year party! This year it's on Friday 14th June. Don't forget to tell your

b Re: After-school club end-of-year party!
FROM: Ethan Roberts **SENT:** 7th May (6 hours ago)
To: Jackson Jones

Hi Jackson!
 Thanks! I'd like to have a barbecue. We can cook hamburgers and chicken wings. Then we can have ice cream for dessert. My dad

2 Read and write the correct person, *Jackson*, *Ethan*, *Brooklyn* or *Harper*.

- 1 Brooklyn wants to play sport at the party.
- 2 _____ wants everybody to tell their families about the end-of-year party.
- 3 _____ wants to eat hamburgers and chicken wings.
- 4 _____ has got a parent who teaches a baseball team.
- 5 _____ would like to make certificates and medals.
- 6 _____ wants ideas for the end-of-year party.

3 Correct the mistakes. **Learn to learn**

- 1 Ethan wants to have ~~strawberries~~ for dessert. ice cream
- 2 The end-of-year party is on Friday 14th May. _____
- 3 Harper wants Jackson to choose the winners of the award. _____
- 4 Brooklyn wants to have a match between teachers and parents. _____
- 5 Ethan's grandma can help with the party food. _____



8 Lesson 8 Culture

1 Complete the mind map. **Learn to learn**

make certificates / medals, vote for winners
hamburgers, chicken wings, tomatoes, ice cream Brooklyn's mum, Ethan's dad
a baseball match, an awards ceremony ~~after-school club~~



2 Make a mind map about a party in your country you helped to organize.



3 Use your mind map to write about a party in your country you helped to organize. 📝

The party was for We ... and
We ate ... We drank helped us. They
Before the party, we

Create 💡

Why not make an invitation for your end-of-year party?

The Big Write

- 1** Read and listen to Ben's post.  140
Tick ✓ his answer to the Big Question.

I go to an after-school club three times a week. I stay until 6.30 pm. Then my mum or my dad takes me home. After-school club is really fun! We often make things to eat, for example cakes, bread or biscuits. I enjoy that! My friends do arts and crafts or use the computers at the club, but I don't usually do those activities. We sometimes go into the forest and make small houses from wood.

Sometimes we do special projects. At the moment, we're making a short film. It's a sci-fi film about children who went to our school 100 years ago. They travel in time and visit the school! We wrote a film script and we've got costumes, for example old boots, a scarf and some gloves. Some children are going to be actors. There's also a director and a cameraman. We're going to invite all our parents to come and watch the film!

What's fun about an after-school club?

We have fun making things.

We can spend more time with our teachers.

We can get help with our homework.



- 2** Read and write *True* or *False*.

- 1 Ben goes to after-school club twice a week. False
- 2 Children in after-school club can go into the forest. _____
- 3 Ben often goes on the computers at after-school club. _____
- 4 The club is making a film about children who went to their school in the past. _____
- 5 The film is going to go on the club website so parents can watch it. _____

- 3** Read *The Big Write tip*. Find and circle the examples of *or* in Ben's post.

The Big Write tip

or

We can use *or* to show different possibilities, e.g. *We often make things to eat, e.g. cakes, bread or biscuits.*

4

Create 

Plan and write a post about your favourite club.

The name of your club

Why you like it

Activities you do there

Future plans for the club

Draw or stick a photo of you at your favourite club.

My favourite club is _____

Collaborate 

Community Task

Work in groups. Design a webpage with ideas for different after-school clubs, weekend or holiday clubs.



Lesson 10 MY UNIT REVIEW

Think about your work in unit 8. Self-evaluation

1 Circle. My work in unit 8 is
OK good fantastic

2 My favourite lesson in unit 8 is
_____.

3 Read. Tick ✓ or cross ✗.
I can ask you what you're doing and what you usually do.
I can ask you how often you do something.
I can name ten different types of films.
I can name six clothes words.

Finished? Write one thing from the unit you want to learn more about.

A puppet show

1 Create  Ask about the Class Book 4 stories. Complete the questionnaire for your group.

My question:
Which girl character do you like best?

<u>Girl characters</u>	Number of pupils
Lily	
Ania	
Sophie	
Tess	

My question:

_____	Number of pupils

2 Look at page 91. Copy and make the puppets for your story.

3 Think  Complete the advert for your puppet show.

Come and see our show

_____ World

starring _____ and _____

starts at _____ on _____

4 Read and tick ✓. **Self-evaluation**

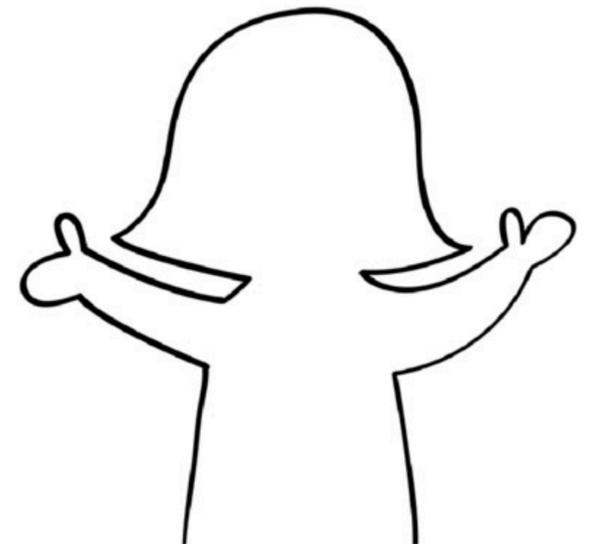
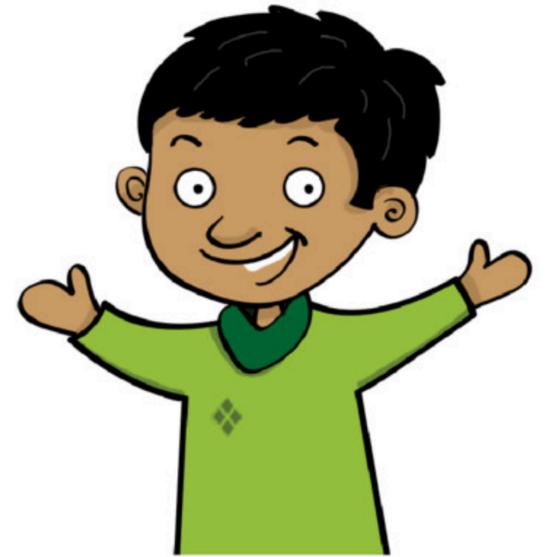
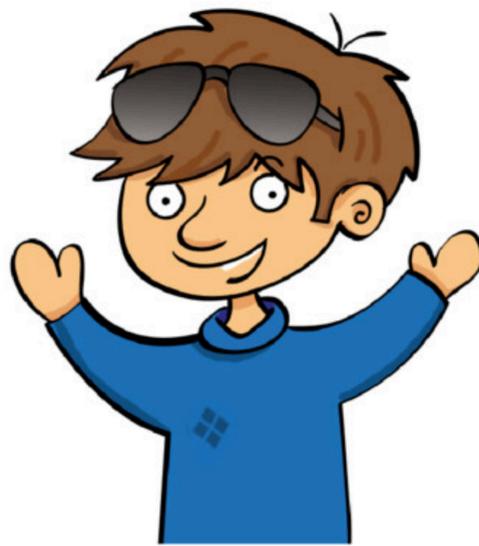
Project work	 Excellent	 Good	 OK
My work in the group			
Working together			
Our puppets			
Our presentation			

Collaborate 

Community Task

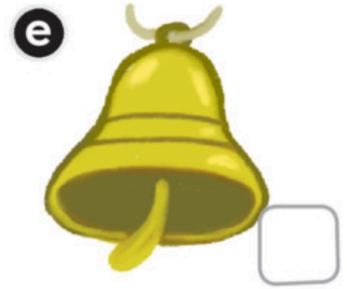
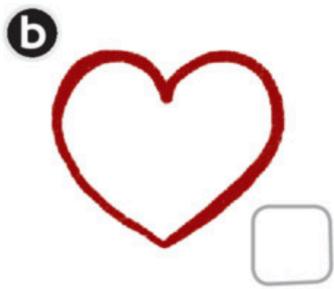


Do your puppet show for a younger class in your school!

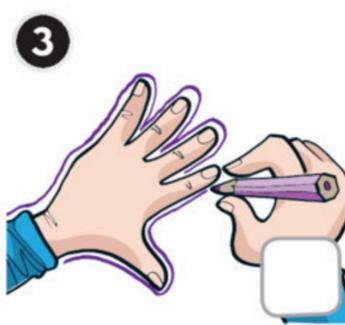
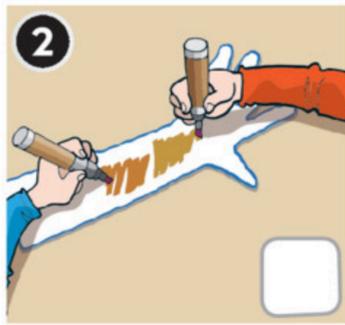


International Day of Peace

1 Listen and number.  144



2 Match the pictures to the instructions for a class project to make a Tree of Peace.



Make a Tree of Peace!

- a Cut it out and colour it brown. Stick it on a big piece of paper.
- b Stick the coloured handprints at the top, like leaves. Your Tree of Peace is finished!
- c One pupil draws around your teacher's arm and hand.
- d Everybody in the class draws around their hand.
- e Everybody cuts out their handprint, chooses the flag of a UN country and colours the handprint in those colours.

3 Tick ✓ your favourite description of why two children like the Tree of Peace.

1 I like the Tree of Peace because the class is co-operating to make it. It illustrates International Day of Peace because we need a lot of people to co-operate and make peace grow.

2 I like the Tree of Peace because the tree looks great! It illustrates International Day of Peace because a tree grows and gets bigger and stronger. Peace can get bigger and stronger, too.

4 Write about your class's Tree of Peace. 

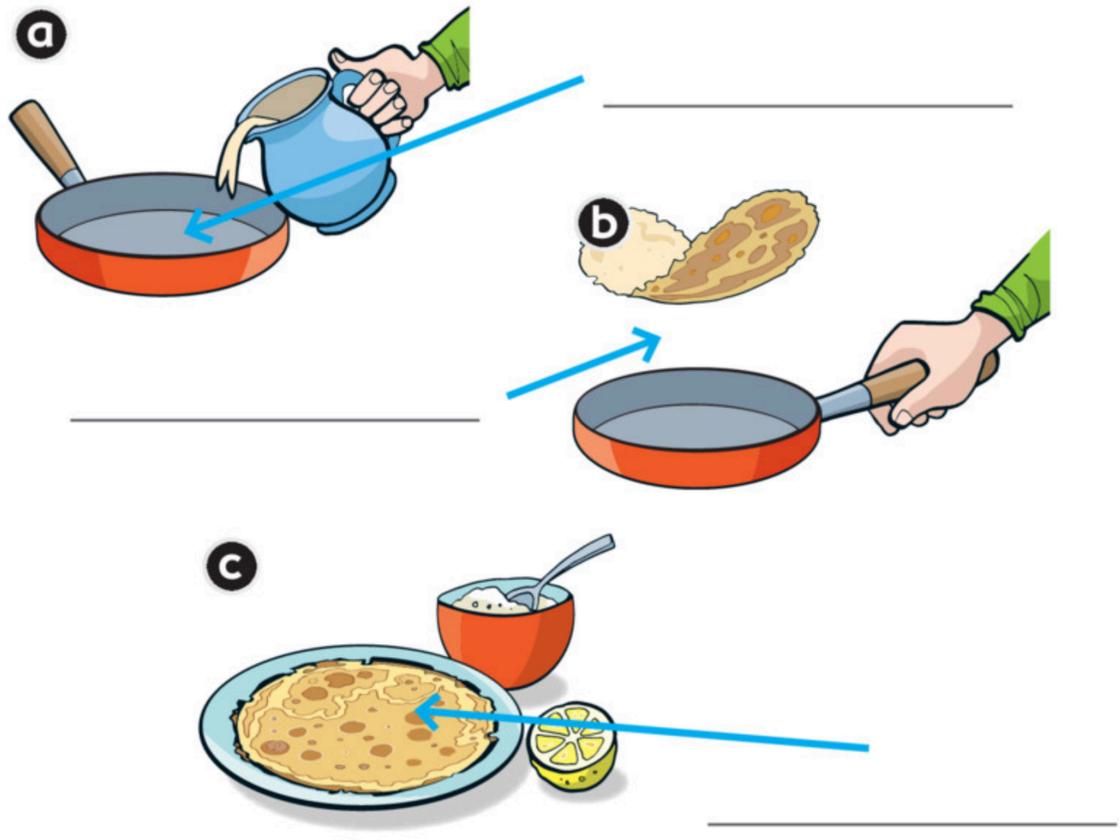
I like our Tree of Peace because ... It illustrates International Day of Peace because ...

Pancake Day

1 Look and label. Then match.

pancake toss frying pan

- 1 I'm tossing my pancake into the air so the other side can cook.
- 2 My pancake is ready to eat! I'm going to put sugar and lemon on it.
- 3 I'm putting the pancake batter into the frying pan.



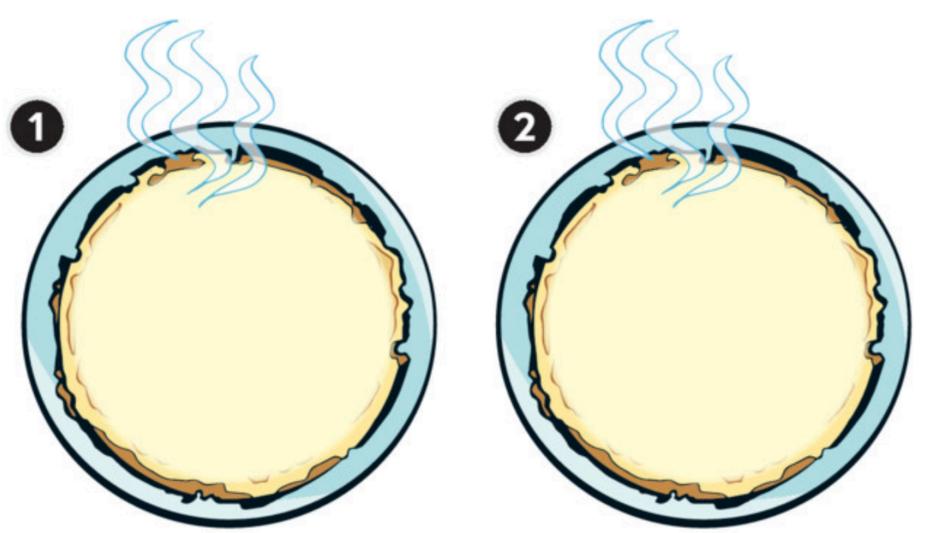
2 Complete the poem. Then listen and check.  148

catch eggs delicious toss batter

Making pancakes!

Making _____ pancakes Is an easy thing to do. You need some _____ and flour And some milk and oil, too.	Give everything a mix And put the _____ in a pan. You cook it and you _____ it, And you _____ it if you can!
--	---

- 3** Read and draw the toppings.
- 1 For my favourite pancake topping, you need strawberries and ice cream. Cut up the strawberries, add some sugar and put them on the pancake. Put the ice cream on top.
 - 2 For my favourite pancake topping, you need chocolate sauce and a banana. Cut up the banana and put it on the pancake. Put the chocolate sauce on top.



4 Draw your favourite pancake topping. Then write about it. 

For my favourite pancake topping, you need ...

1

A1 Movers

Preparation

1 Look at the picture in activity 2 and answer the questions.

Yes, they are. ~~No, they aren't.~~ No, they didn't.

- 1 Are the children at school? No, they aren't.
- 2 Are they in a park? _____
- 3 Did they travel by taxi? _____

Exam tip!

Always check that the tense in your answer matches the tense in the question.

Practice

2 Read the text and choose the best answer.



Example

Julia Were you at home last week?

Nasim **A** No, I don't. **B** No, I wasn't. **C** No, I'm not.

1 **Julia** Did you go on holiday?

Nasim **A** Yes, I did.
B Yes, I do.
C Yes, I am.

2 **Julia** Where were you?

Nasim **A** We're going to an island.
B We're on an island.
C We were on an island.

3 **Julia** Wow! Did you travel by boat?

Nasim **A** No, we don't. We go by tram.
B No, we aren't. We're in a helicopter.
C No, we didn't. We travelled by plane.

4 **Julia** Was there a beach on the island?

Nasim **A** No, there isn't.
B Yes, there was.
C No, there weren't.

5 **Julia** Were there any shells?

Nasim **A** Yes, there's a lot.
B Yes, there were some beautiful shells.
C Yes, there was some big shells.

6 **Julia** Did you have fun?

Nasim **A** Yes, we did. It was great.
B Yes, it's really fun.
C Fine, thank you.

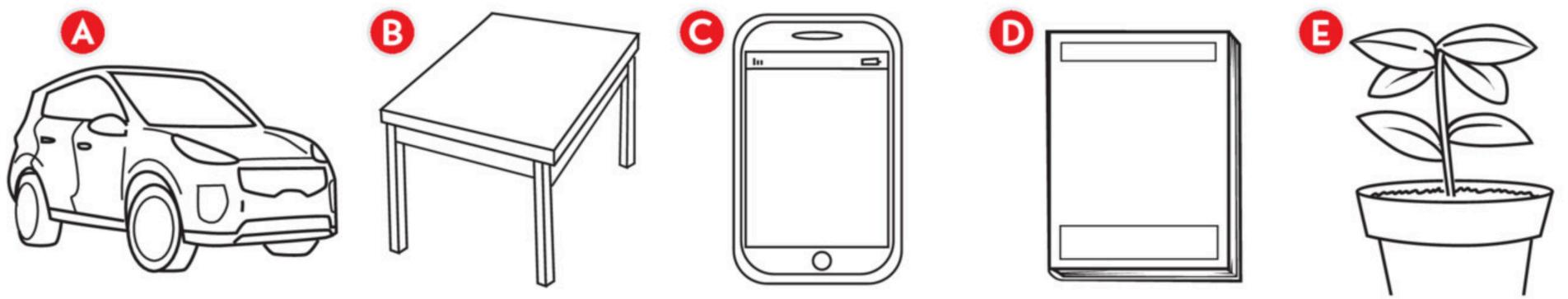
2 A1 Movers

Preparation

1 Match and colour.

- 1 a green plant
- 2 a red car
- 3 a blue mobile phone
- 4 a purple book
- 5 a brown table

Exam tip!
Make sure that your pencils and rubbers are ready to use.



Practice

2 Listen and colour and write. There is one example. 151



3

A1 Movers

Preparation

1 Look at the picture in activity 2. Read the sentences and write *True* or *False*.

- 1 The doll is the smallest toy. False
- 2 The kite is bigger than the doll's house. _____
- 3 The car is smaller than the train. _____
- 4 The skipping rope is the longest toy. _____

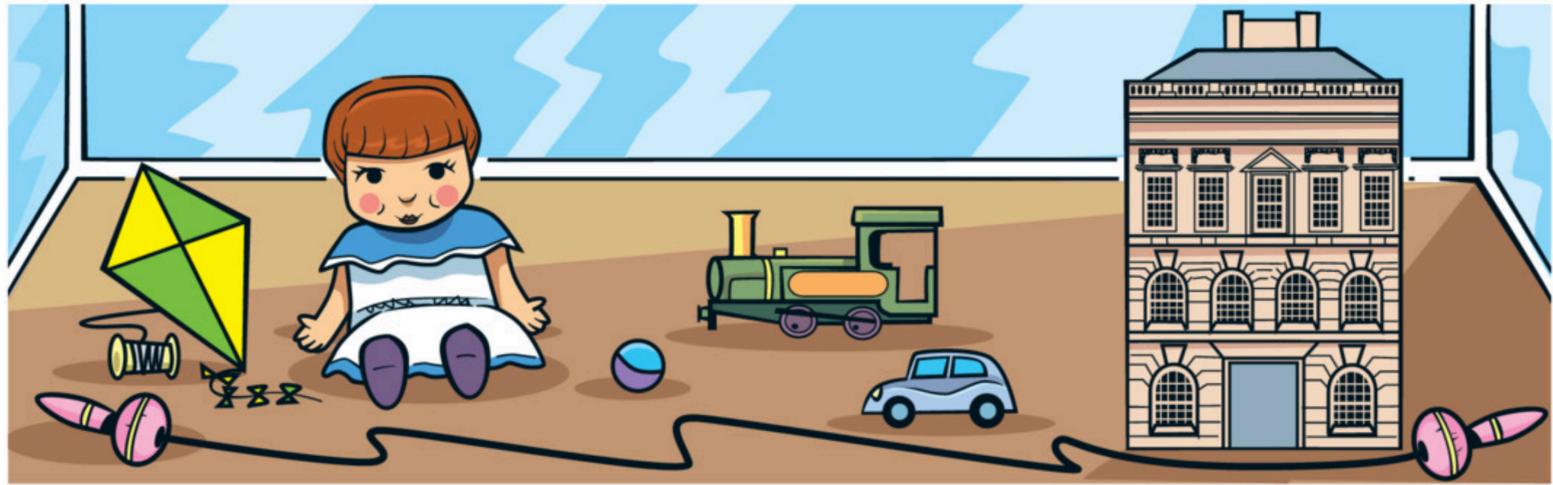
Exam tip!

Remember to choose a word from the list of three options and to copy it correctly.

Practice

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

One hundred years ago



Example

One hundred years ago, there weren't any computers, but there were lots of other toys to play with.

- 1 You can sometimes find children's toys and games _____ museums.
- 2 Some children had dolls' houses. The _____ dolls' house in the world is now in a museum inside a castle near London, in England. It's called Queen Mary's Dolls' House.
- 3 There _____ lots of very small and very beautiful objects in the rooms. The books in the library are very realistic, there are some cars in the garage and there's a garden. There's hot and cold water in the kitchen and bathroom. You mustn't _____ the objects, but you can look and learn _____ children's lives and houses in the past.

- | | | | | | | | |
|----------------|------|--------|---------|----------|-------|---------|----------|
| Example | some | any | no | 3 | is | are | isn't |
| 1 | in | on | under | 4 | touch | touched | touching |
| 2 | big | bigger | biggest | 5 | up | out | about |

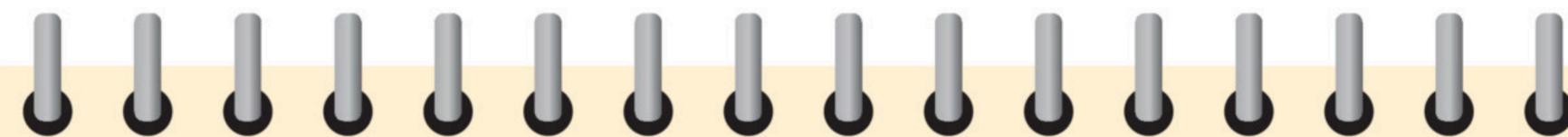
1 Match.

- | | |
|--------------------------|----------------------|
| 1 When? | A The Super Fun Park |
| 2 name of adventure park | B the climbing wall |
| 3 Who with? | C last week |
| 4 favourite activity | D a pencil case |
| 5 food | E my mum and dad |
| 6 What did you buy? | F sausages and beans |

Exam tip!

When you write your answers, make sure your handwriting is clear and easy to read.

Practice

2 Listen and write. There is one example.  154**A day at an adventure park**

Example When?

yesterday

1 name of adventure park

2 Who with?

3 favourite activity

4 food

5 What did you buy?

_____ and fruit

1 Look at the picture in activity 2. Read the sentences and write *True* or *False*.

- 1 The text is about rabbits. False
- 2 The animals in the text live in Africa. _____
- 3 The animals in the text can jump. _____
- 4 The animals in the text eat grass. _____

Exam tip!

Always check your answers. Look at the words on both sides of the gapped answer and make sure the sentence is grammatically correct.

Practice

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

Kangaroos



Example Kangaroos live in Australia, Tasmania and on the island of New Guinea. They're red, brown or grey.

- 1 They can grow up to 2 _____ tall, and they can weigh 90 kg.
- 2 They can run faster _____ a horse. They always run, or hop, with both back feet together. They can jump 3 metres high.
- 3 Kangaroos _____ very well, too.
- 4 Kangaroos eat grass and leaves every day. But they _____ live without water for months.
- 5 Kangaroos sleep or rest _____ the day and look for food at night or early in the morning.

- Example** live sleep work 3 swim swims swimming
- 1 heavy metres weigh 4 can don't can't
- 2 then that than 5 on in to

6

A1 Movers

Preparation

1 Look at the pictures in activity 2. Read the sentences and write *True* or *False*.

- 1 Emily is talking on the phone. _____
- 2 She's talking to a woman at the post office. _____
- 3 Emily has got a map of the town. _____

Exam tip!

Remember to check the spelling in your answers.

Practice

2 Listen and write. There is one example.  157

**A call to the tourist office**

Where does Emily want to visit? _____ *a castle* _____

1 What's the name of the castle? _____

2 Where is it? _____

3 What are people doing there? _____

4 What can you buy? _____

5 When can you visit? From 10 am - _____

- 1 Look at the picture in activity 2. Write the seven different types of shops you can see.

Exam tip!

Always read the questions or sentences two or three times.

Practice

- 2 Look, read and write.



Examples

A boy is holding a bottle of water and looking in the toy shop.

Which shop is the woman in the green jumper in? the baker's

Complete the sentences.

- The boy in the red shoes was in the _____.
- The man is buying some apples and _____ at the greengrocer's.

Answer the questions.

- Where is the woman with the flowers going? _____
- What is the man at the clothes shop buying? _____

Now write two sentences about the picture.

- _____
- _____

1 Look at the pictures in activity 2.
Tick ✓ the things you can see.

- sandals a scarf sunglasses
 gloves a musical a historical film
 a scary film an adventure film a comedy
 a football club a judo club a cooking club
 a skateboarding club a tennis club a calendar

Exam tip!

Read the questions carefully, look at the pictures and think about what words you need to listen for.

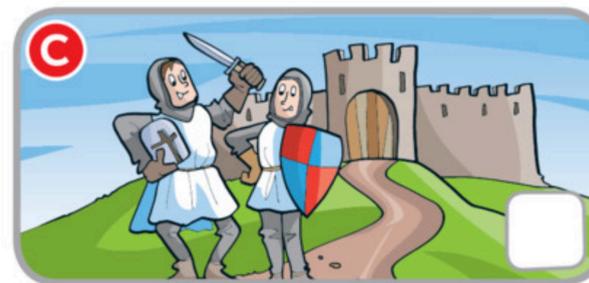
Practice

2 Listen and tick ✓ the box. There is one example.  160

Who is Sally?



1 Which film do they watch?



2 Which after-school club does Tony go to?



3 How often does Jane go to swimming club?

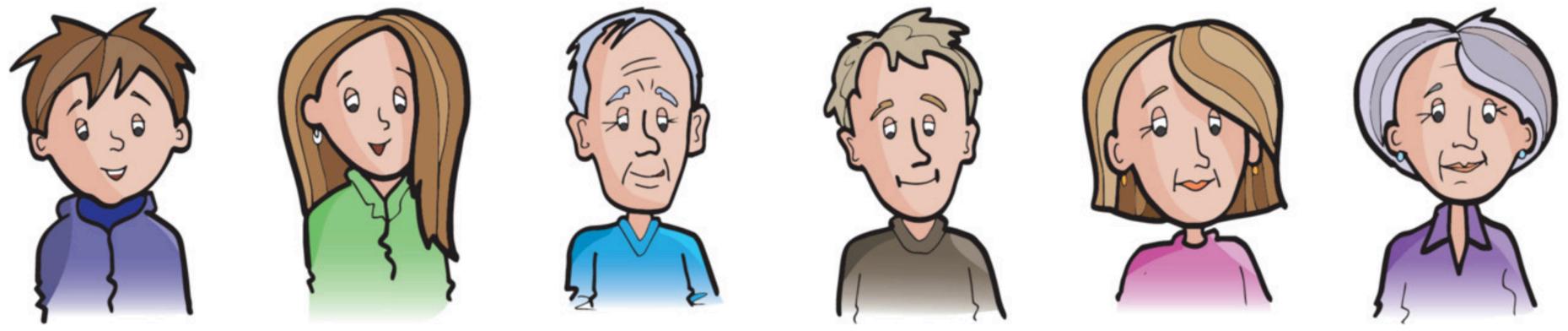


1 Look at the pictures in activity 2. Then read the words and write the letters.

- | | | | | | | | |
|----------|----------------------|---------|----------------------|-----------|----------------------|-------------|----------------------|
| cakes | <input type="text"/> | frog | <input type="text"/> | baker's | <input type="text"/> | sculpture | <input type="text"/> |
| painting | <input type="text"/> | origami | <input type="text"/> | sea lions | <input type="text"/> | newsagent's | <input type="text"/> |

Practice

2 Mr Brown is talking to Anna about his family. What is each person going to do at the weekend? Listen and write a letter in the boxes. There is one example.  163



his son his daughter his dad his brother his cousin his aunt

<p>A</p>	<p>B</p>	<p>C</p>	<p>D</p>
<p>E</p>	<p>F</p>	<p>G</p>	<p>H</p>

1 Look at the pictures in activity 2 and answer the questions.

- 1 What costume is the girl with blond hair wearing?
- 2 What are the children going to eat?
- 3 What costumes can you see?
- 4 What birthday presents can you see?

Practice

2 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.

Last Saturday it was Jane's tenth birthday. She had a party for her friends at home. Jane asked her friends to wear costumes. Jane wore a panda costume. Her friends came dressed as animals and people from their favourite films and stories.

Examples

Jane was ten years old last weekend.

Jane's friends came to her birthday party.

- 1 Jane wore a _____ costume.
- 2 _____ dressed up as other animals and people from films and stories.



There was a prize for the best costume. Jane's friend Kim won it. She was dressed as a kangaroo and she jumped all the time! Jane's friends played games all afternoon. Then they had sandwiches and cakes.

- 3 Kim won a _____ because she had the best costume.
- 4 The children _____ all afternoon.
- 5 Jane's friends ate _____.



After that, Jane opened her presents. Jane's favourite present was a blue yoyo. Everybody wanted to play with it! Next, Jane's friends sang 'Happy birthday!' and then they went home. Jane said to her mum, 'I had a great birthday party. Thank you!'.

- 6 Jane _____ her birthday presents.
- 7 All the children wanted to play with _____.



Extra Grammar Practice

1 Lesson 3 Personalize it!

- 1 Think** Write three things you did on holiday. Use the pictures or your own ideas to help you.



On holiday, I slept in a tent.

- 3 Communicate** Tell your partner what you saw and didn't see yesterday.

- 2** Write what you did and didn't do yesterday.

1 (travel by camper van)

2 (wear shoes)

3 (have fun)

Lesson 5 Personalize it!

- 1** Complete the questions. Tick ✓ and cross ✗ for you.

Last year	
1 Did <u>you</u> sleep in a tent?	
2 _____ you travel by taxi?	
3 _____ you _____ sailing?	
4 _____ climb a mountain?	
5 Did _____ see any _____?	

- 3 Communicate** Ask your partner some *Did you ... ?* questions about last year.

- 2** Use your table to write sentences about you.

1 *I didn't sleep in a tent.*

2

3

4

5

2

Lesson 3 Personalize it!

- 1 Complete the table with other examples. Then use your opinion to write sentences comparing the items in the table. **Learn to learn**

1 Subjects	maths	art
2 Games	computer games	
3 Buildings	Burj Al Arab hotel	
4 Technology	TV	

- 1 difficult Maths is more difficult than art.
- 2 exciting _____
- 3 modern _____
- 4 expensive _____

- 2 **Communicate**  Compare your opinions about the things in activity 1 with your partner.

Lesson 5 Personalize it!

- 1 Choose a member of your family. Tick ✓ and cross ✗ what they could and couldn't do when they were young. Write sentences.

send texts send emails

use the internet talk on the phone

send postcards write letters

My _____ couldn't send texts.

- 2 **Think**  Write about what you and your friends could or couldn't do before you started school.

1 (read) We couldn't read.

2 (listen to stories) _____

3 (play football) _____

4 (count to 100) _____

5 (walk) _____

6 (sing songs) _____

3

Lesson 3 Personalize it!

- 1 Think** Choose and write what you are and aren't going to do tomorrow. Use some of these ideas to help you.

visit my grandparents ~~ride a horse~~ go swimming
play the guitar go for a walk watch a video

- 1 *I'm not going to ride a horse.* 4 _____
2 _____ 5 _____
3 _____ 6 _____

- 2 Look and write what other people are and aren't going to do tomorrow.**

- 1 your mum visit a museum *My mum isn't going to visit a museum.*
2 your grandpa do karate _____
3 your friend play video games _____
4 your dad travel by train _____
5 your auntie go to a café _____

- 3 Communicate** Tell your partner the sentences in activity 2. Are any the same?

Lesson 5 Personalize it!

- 1 Circle.**

- 1 I must mustn't tidy my room.
2 I must mustn't help my mum and dad.
3 I must mustn't shout at my parents.
4 I must mustn't brush my teeth every day.
5 I must mustn't play volleyball in the house.
6 I must mustn't have a shower every day.
7 I must mustn't do my homework.
8 I must mustn't eat fruit every day.

- 2 Rewrite the classroom rules. Use *must* or *mustn't*.**

- 1 Don't write on the desks.
2 Listen to your teacher.
3 Don't shout.

- 1 *You mustn't write on the desks.*
2 _____
3 _____

4

Lesson 3 Personalize it!

1 Write questions. Use *When did you last ... ?*

1 (play with friends) *When did you last play with friends* _____?

2 (make a sandcastle) _____?

3 (visit a café) _____?

4 (plant seeds) _____?

5 (do a quiz) _____?

2 Answer the questions in activity 1 for you.

1 *I played with friends yesterday.* _____

2 _____

3 _____

4 _____

5 _____

3 **Communicate**  Work in pairs. Ask and answer the questions in activity 1.

Lesson 5 Personalize it!

1 Circle the correct words. Then answer the questions.

1 Who speaks English (good) (well)?
My teacher speaks English well. _____

2 Who sings (loud) (loudly) in your family?

3 Which sport do you play (bad) (badly)?

4 Which game do you play (more quietly) (quieter), origami or Frisbee?

2 **Think**  Write sentences about you.

1 quickly *I swim quickly.* _____

2 slowly _____

3 badly _____

4 well _____

5 loudly _____

6 quietly _____

5 Lesson 3 Personalize it!

1 Draw and label two friends in each picture. Then complete questions and answers.



- 1 Where are _____ and _____ going to go? *They're going to go in the sea.*
 What are they going to do? _____
- 2 Where are _____ and _____ going to go? _____
 What are they going to do? _____

2 **Communicate** Tell your partner about your friends in activity 1. Use *They're* and *They aren't*.

Lesson 5 Personalize it!

1 **Think** Complete the sentences. Use the words in the box or your own ideas.

get up early help with dinner do homework tidy my bedroom
 have a shower wash my hair look after my brother / sister

- | | |
|------------------------|------------------------|
| On school days, ... | At the weekend, ... |
| I have to _____. | I have to _____. |
| I don't have to _____. | I don't have to _____. |

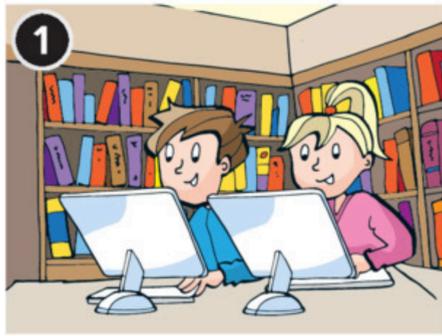
2 **Communicate** Tell your partner your answers to activity 1.

3 Write sentences about the things your partner *has to* and *doesn't have to* do.

On school days, Jack has to wear a uniform.

6 Lesson 3 Personalize it!

1 Look and write the number.



It's the place where

- I watch films. 4
- I learn new things.
- I do sports with my friends.
- I can find new books.

2 Write sentences about the places in activity 1.

- 1 *It's the place where I can find new books.* library
- 2 _____
- 3 _____
- 4 _____

3 Choose four other places and write about what you do there. **Learn to learn**

Lesson 5 Personalize it!

1 **Think** Make and write sentences about different people. Then write who it is.

She's the person who plays football with me. Katie

He's the person who

She's

- teaches me at school.
- helps me when I'm ill.
- plays football with me.
- tells everybody what to do at school.

2 **Communicate** Read your sentences from activity 1 to your partner. Are any the same?

7

Lesson 3 Personalize it!

1 Answer the questions about what you did yesterday.

- 1 Why did you go to your classroom? To have my lesson.
- 2 Why did you go to the playground? _____
- 3 Why did you go to your bedroom? _____
- 4 Why did you go to the kitchen? _____

2 **Communicate** Ask and answer the questions from activity 1 in pairs.3 **Think** You and your friends went to different places last weekend. Draw and label the pictures below. Then write sentences.

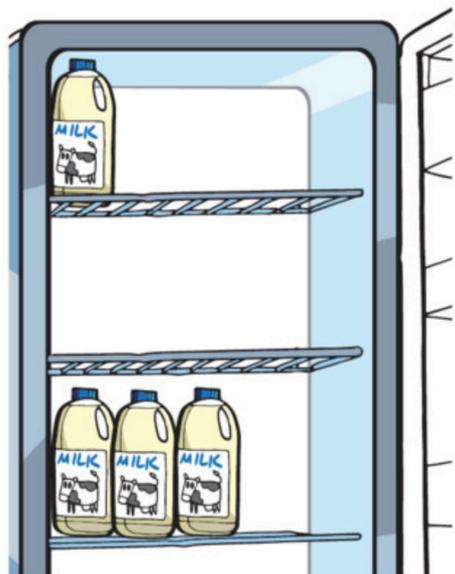
I went to the cinema to watch a new film.



Lesson 5 Personalize it!

1 Read the words and draw the food in the fridge. Complete the questions and answers.

~~milk~~ eggs cheese tomatoes



- 1 How much milk have we got?
We've got a lot of milk.
- 2 _____ eggs have we got?

- 3 _____ cheese _____?

- 4 _____ tomatoes _____?

2 Draw three more things in the fridge and write sentences.

8

Lesson 3 Personalize it!

- 1 Think** Look at the picture. Draw and label yourself and a good friend. Complete the questions and answers.



- 1 What are you watching?
I'm watching an adventure film.
- 2 What _____ usually watch?

- 3 What's _____ reading?
_____ a magazine.
- 4 What _____ usually _____?

- 2 Communicate** Tell your partner about you and your friend in activity 1.

- 3** Write about the people in your partner's picture.

- 1 _____ is watching _____. _____ usually watches _____.
- 2 _____

Lesson 5 Personalize it!

- 1** Write questions with *How often*.

- 1 write emails *How often do you write emails?*
- 2 buy toys _____
- 3 eat ice cream _____
- 4 read comics _____
- 5 go to a sports centre _____

- 2 Communicate** Ask and answer the questions from activity 1 with your partner.

- 3** Write sentences about you and your partner. 📅

I write emails every day, but Millie writes emails twice a week.

Grammar Reference

1

Lesson 3 Past simple irregular verbs

Affirmative

I	drank	hot chocolate.
You	caught	a fish.
He	made	a fire.
She	ate	marshmallows.
We	found	wood.
They	slept	in a tent.

Negative

I	didn't drink	hot chocolate.
You	didn't catch	a fish.
He	didn't make	a fire.
She	didn't eat	marshmallows.
We	didn't find	wood.
They	didn't sleep	in a tent.

Circle the correct verb forms.

- Last weekend we camping.
- My brother a fish.
- I didn't hot chocolate.
- We in a tent.
- We didn't boots.
- My mum a fire.

Lesson 5 Past simple questions and short answers

Questions

Did	you	walk?
	he	
	she	
	we	
	they	

Short answers

Yes,	I	did.
No,	he	didn't.
	she	
	we	
	they	

Complete the answers.

- Did you travel by hot-air balloon?
No, I didn't.
- Did your dad travel by taxi?
 , he did.
- Did you walk to the island?
Yes, I .
- Did your sister play football yesterday?
 , didn't.
- Did you and your friend play chess on Saturday?
Yes, we .
- Did the children surf last weekend?
No, .

2

Lesson 3 Comparatives and superlatives of long adjectives

Affirmative

Football 10	is	more	exciting	than	Football 9.
Car games	are				maze games.
Football 10	is	the most	exciting		game.
Car games	are				games.

Order the words to make sentences. Then write the sentences in your notebook. 

- 1 more Football 10. difficult Penguin Island 1 is than
- 2 realistic Car games games. most the are
- 3 are car games. more than educational Maze games
- 4 is expensive Football 10 the game. most

Lesson 5 Describing ability with *could* and *couldn't*

Affirmative

I	could	send texts.
You		
He		
She		
We		
They		

Negative

I	couldn't	send texts.
You		
He		
She		
We		
They		

Complete the sentences.

- 1 (✗ read) I couldn't read when I was two.
- 2 (✓ swim) My sister _____ when she was four.
- 3 (✗ ride) My friend _____ a bike three years ago.
- 4 (✓ write) You _____ when you were five.
- 5 (✗ send) People _____ emails 50 years ago.
- 6 (✓ write) They _____ letters 50 years ago.

3

Lesson 3 *be going to*

Affirmative

I	'm	going to	look at the moon.
You	're		
He She	's		
We They	're		

Negative

I	'm not	going to	look at the moon.
You	aren't		
He She	isn't		
We They	aren't		

Complete the sentences.

- (He ✗ go) He isn't going to go on a tour.
- (They ✓ learn) _____ about planets.
- (I ✗ look) _____ at the moon.
- (She ✗ watch) _____ a video.

Lesson 5 *must / mustn't* (obligation)

Affirmative

I	must	whisper.
You		
He		
She		
We		
They		

Negative

I	mustn't	shout.
You		
He		
She		
We		
They		

Complete the sentences. Use *must* or *mustn't*.eat listen run ~~touch~~

In a museum,

- ✗ we mustn't touch the exhibits.
- ✗ we _____ a takeaway.
- ✓ we _____ to the museum guide.
- ✗ we _____ around.

4

Lesson 3 Past simple with last

Questions

When	did	you			
		he			
		she	last	make	a model?
		we			
		they			

Affirmative

I			
He			
She	made	a model	last week.
We			
They			

do do make make ~~play~~

Complete the questions.

- (she) *When did she last play* _____ cards? *She played cards* _____ last week.
- (they) _____ cupcakes? _____ yesterday.
- (you) _____ origami? _____ two months ago.
- (he) _____ a model? _____ one year ago.
- (they) _____ a jigsaw? _____ last summer.

Lesson 5 Adverbs of manner

Affirmative

I			
He			
She	climbed	a climbing wall	quickly.
We			
They			

Making adverbs from adjectives

slow → slowly

happy → happily

good → well

Look!

We can compare actions using comparative adverbs.

I ate my lunch **more quickly** than Katy.

Order the words to make sentences.

Then write the sentences in your notebook. 

- down the slide quickly. My friend 1 went
- swung He quietly. on the rope
- climbed well. We the climbing wall
- more slowly through the tunnel than me. went She

5

Lesson 3 going to

Questions

Where	am	I	going to	go?
	is	he / she		
What	are	you / we / they		see?

Affirmative

I	'm	going to	learn about frogs.
He / She	's		
You / We / They	're		

Negative

I	'm not	going to	learn about frogs.
He / She	isn't		
You / We / They	aren't		

Complete the questions and answers.

- 1 Where are you going to go?
I 'm going to go to the park.
- 2 What _____ they _____ see?
They _____ see some mountains.

- 3 Where _____ he _____ go?
He _____ go to the beach.
- 4 What _____ we _____ do?
We _____ have a picnic.

Lesson 5 have to

Affirmative

I / You / We / They	have to	clean the cages.
He / She	has to	

Negative

I / You / We / They	don't	have to	clean the cages.
He / She	doesn't	have to	

Complete the sentences with *have to*, *has to*, *don't have to* and *doesn't have to*.

- 1 It's Monday tomorrow. I have to do my homework tonight.
- 2 The windows aren't dirty. You _____ clean them.
- 3 The monkey isn't in its cage! We _____ tell the zoo keeper.
- 4 My sister is three. She _____ go to school.
- 5 Seb and Annie are in the car. They _____ walk to school today.

6

Lesson 3 Relative clauses with *where*

Affirmative

It's the place	<i>where</i>	my grandpa works.
----------------	--------------	-------------------

Rewrite the sentences using *where*.

1 Uncle Frank works here.

It's the place where Uncle Frank works.

2 We play tennis here.

3 I meet my friends here.

4 Anna lives here.

5 Tourists get information here.

Lesson 5 Relative clauses with *who*

Affirmative

I'm	the person	<i>who</i>	looks after the costumes.
He's			
She's			
You're	the people		look after the costumes.
We're			
They're			

Write the definitions.

1 doctor (helps poorly people)

She's *the person who helps poorly people.*

2 builder (builds houses)

He's _____

3 actor (acts in films)

She's _____

4 farmer (grows our food)

He's _____

5 zoo keeper (looks after zoo animals)

She's _____

6 cook (makes food for people)

He's _____

7

Lesson 3 Infinitive of purpose

Questions and answers

Why	did	I / you / he / she / we / they	go to	the baker's?	To	buy some bread.
-----	-----	-----------------------------------	-------	--------------	----	-----------------

Affirmative

I / You / He / She / We / They	went to	the baker's	to	buy some bread.
-----------------------------------	---------	-------------	----	-----------------

Complete the sentences. 🍰

- (buy) He went to the supermarket *to buy some food*.
- (go on) She went to the park ...
- (see) They went to the zoo ...

Lesson 5 Quantifiers *much / many / lots of*Questions with *much* and *many*

How <i>many</i>	bananas	do we need?
How <i>much</i>	ice cream	

Affirmative

We need	two / <i>a lot of</i>	bananas.
	<i>a lot of</i>	ice cream.

Negative

We don't need	<i>a lot of / many</i>	bananas.
	<i>a lot of / much</i>	ice cream.

Read and circle the correct words.

- Dan How ¹ much many strawberries have we got?
- Chloe We've got ² a lot of much strawberries. I bought them yesterday.
- Dan Good! How ³ much many milk have we got?
- Chloe Oh dear! We haven't got ⁴ a lot of many milk.
- Dan That's OK. I'll buy some. We haven't got ⁵ much many bananas.

8

Lesson 3 Present continuous vs present simple

Present continuous questions and answers: NOW

What	am	I	doing?	I	am / 'm	watching	comedies.
	are	you / we / they		You / We / They	are / 're		
	's	he / she		He / She	is / 's		

Present simple questions and answers: HABIT

What	do	I / you / we / they	usually	watch?	I / You / We / They	usually	watch	a sci-fi film.
	does	he / she			He / She		watches	

Complete the questions and answers.

- (write) What are you writing? I'm writing an email.
- (drink) What does Bobby usually _____? She usually _____ milk.
- (read) What is Thomas _____? He _____ a comic.

Lesson 5 Questions and answers with *How often*

Questions

How often	do	I / you / we / they	wear boots?
	does	he / she	

Affirmative

I / You / We / They	wear	boots	once / twice / three times	a week.
He / She	wears		every	

Write the questions and answers. 

- He / wear jeans / three times a week
How often does he wear jeans? He wears jeans three times a week.
- They / go to the park / every week
- She / buy new shoes / twice a year

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