Mary Bowen Liz Hocking

English World

Pupil's Book 4

MACMILLAN

Scope and Sequence

Unit *Page*	Poster	Reading	Lexis	Speaking (dialogue)	Study skills (WB)
1 *22*	**School clubs**	***School clubs are fun!*** text type: email, descriptions of events	school clubs, hobbies and sports	***Let's put on a play!*** Part 1: Come and join the Drama Club!	dictionary skills; odd one out
2 *30*	**In the theatre**	***Red Riding Hood*** text type: a traditional tale with a clear beginning, middle, end	theatre, the stage	***Let's put on a play!*** Part 2: The script	dictionary skills; alphabetical order
3 *38*	**Water birds**	***Birds of the oceans and lakes*** text type: information with labels and captions	the nature of birds	***Let's put on a play!*** Part 3: The costumes	sorting; dictionary skills
46	Revision				
4 *48*	**Crafts**	***Making things we use*** text type: description of a process	crafts, tools and products	***Let's put on a play!*** Part 4: Everything's falling down	dictionary skills; sequencing
5 *56*	**All about a show**	***A dance festival*** text type: first person recount	posters, programmes and tickets	***Let's put on a play!*** Part 5: The final rehearsal	alphabetical order; definitions
6 *64*	**Changes in nature**	***Amazing changes*** text type: poems	life stages of insects and animals	***Let's put on a play!*** Part 6: Good luck, everyone!	matching; dictionary skills
72	Revision				
7 *74*	**People of the world**	***Old customs in the modern world*** text type: information	parts of the world; land, sea and ocean	***The golden mask of Chapichapi*** Part 1: Who's that man?	dictionary skills; odd one out
8 *82*	**The Incas**	***A message for the Inca king*** text type: a story with a strong setting	Inca wealth, soldiers and weapons	***The golden mask of Chapichapi*** Part 2: Jewels of the Incas	self-correction; spelling; sorting
9 *90*	**Chinese inventions**	***We use these every day*** text type: information and description	early technology	***The golden mask of Chapichapi*** Part 3: In the Chinese room	alphabetical order; definitions
98	Revision				
10 *100*	**Space travel**	***Space pioneers*** text type: biography	space exploration and space crafts	***The golden mask of Chapichapi*** Part 4: A journey into space	dictionary skills; sorting
11 *108*	**Life in the north**	***The Sami people*** text type: information and description of a person's appearance	clothing and equipment for a cold climate	***The golden mask of Chapichapi*** Part 5: Where are Alfie's sandwiches?	dictionary skills; spelling; definitions
12 *116*	**A desert oasis**	***The lost city*** text type: an adventure story with a strong opening	desert geography and features	***The golden mask of Chapichapi*** Part 6: The Egyptian room	alphabetical order; definitions
124	Revision				

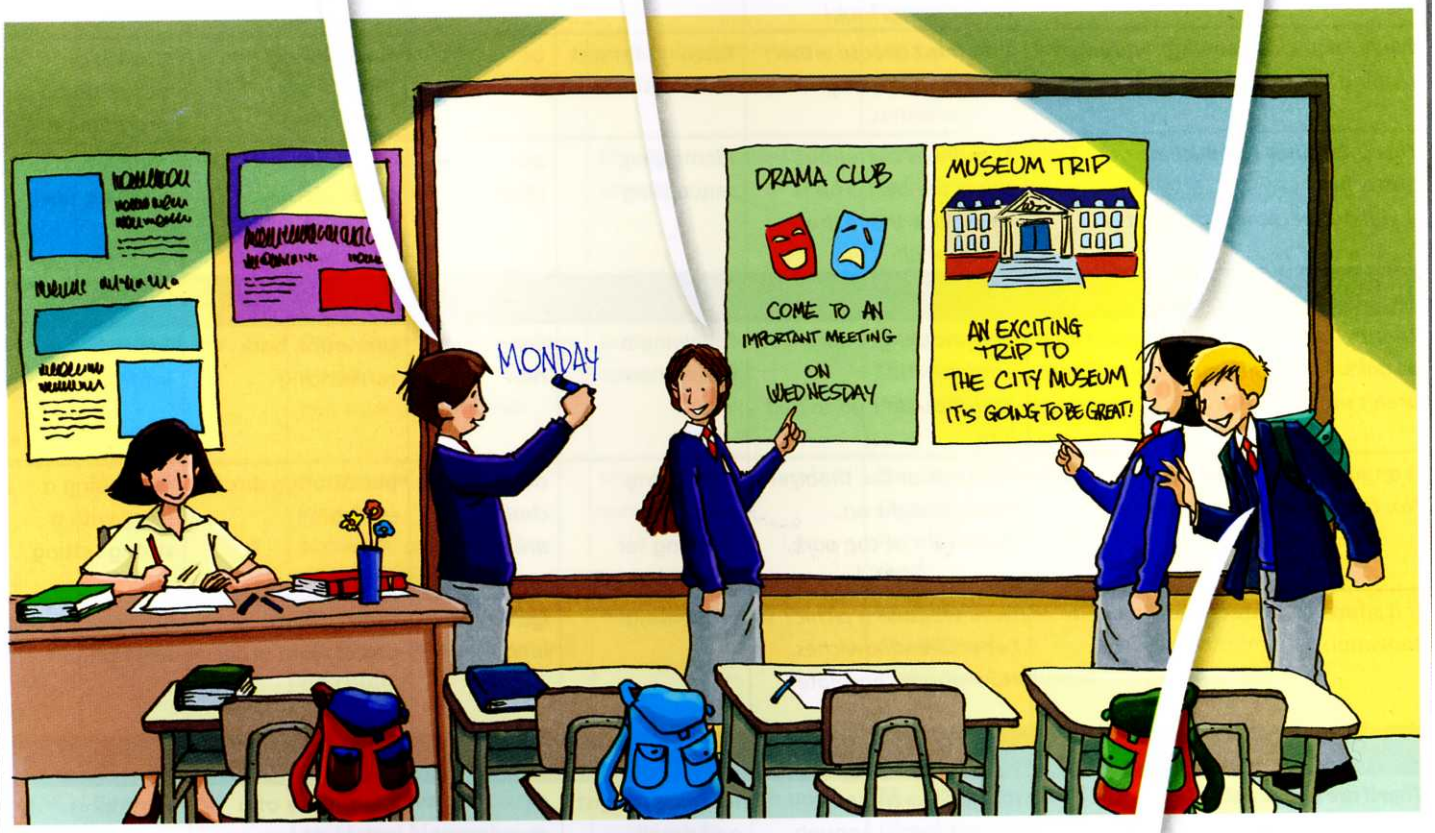
Grammar	Grammar in conversation	Listening	Phonics	Language skills (WB)	Writing
Pete went to Swimming Club. *He swam very fast.* *A girl threw a ball.*	*I'm too busy.* *You're too noisy.* *It's too difficult.*	identifying; listening for gist and detail	*oo* *cook*	contractions	an email to a friend
She was walking in the forest. *Was she carrying a basket?* *Were the birds singing?*	*I could buy an ice cream but I couldn't buy a CD.*	sequencing	*u* *bull*	reporting clause in direct speech	a story with a clear beginning, middle and end
This game is more expensive than that one but the other game is the most expensive.	*You're as old as me but you're not as clever as me.*	gist and detail; giving an opinion	*ea* *head*	conjunctions *because* and *so*	information with labels and captions
Revision					
When it started to rain, the children ran into the house.	*Is there something in your pocket?* *No, nothing, look!*	identifying	*y = ee* *lady*	plural of nouns ending *f, fe*	describing a process
While Lucy was sleeping, Andy was playing the trumpet.	*You must choose either the cat or the dog.*	listening for gist and detail	*oi* *oil*	time phrases	text for a poster and a programme
This caterpillar will become a butterfly. *It will not become a dragonfly.*	*This one is better but this is the best. This is worse but that's the worst of all.*	identifying; sequencing	*aw* *claw*	apostrophe for possession	completing a rhyming poem
Revision					
There's lots of snow. There are a lot of yaks. There isn't much sand. There aren't many birds.	*You should get up earlier.* *You shouldn't go to bed late.*	following a description	*ew* *new*	pronouns, back referencing	factual information
Is anybody in the bathroom? *No, there isn't anybody there.*	*Turn left at the theatre.* *Walk straight on.* *Turn right at the park.*	identifying dialogues; listening for gist and detail	*air* *chair* *are* *rare*	punctuating direct speech	continuing a story with a strong setting
If it snows tomorrow, we'll make a snowman.	*Shall we take a picnic?* *Let's take sandwiches.* *How about chocolate?*	sequencing	*igh* *high*	subject, verb, object word order	information and description
Revision					
There are a few cakes. *There is a little juice.* *How much water is there?*	*It's not big enough.* *It's not heavy enough.*	listening for gist and detail	*ph* *photogragh*	importance of a verb in a sentence	biography
Grandpa has painted the door. *The children have picked some flowers.*	*They might score three goals.* *They might not win.*	listening for detail	*ch* *school*	subject and object pronouns	description of a person's appearance
A tourist is a person who visits places on holiday.	*What do you call a person who builds bridges?*	sequencing; listening for detail	*c* *city*	punctuating exclamations, questions	a story with a strong opening
Revision					

Meet the characters

What are we going to do at Drama Club, Miss Carey?

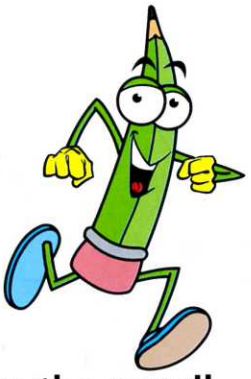
When is our trip, Miss Carey?

What's the date today?



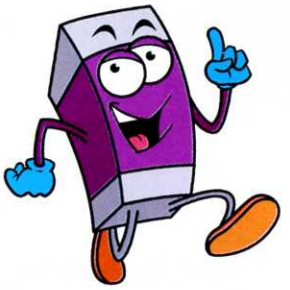
Sorry I'm late, Miss Carey?

The Pencil Case Kids

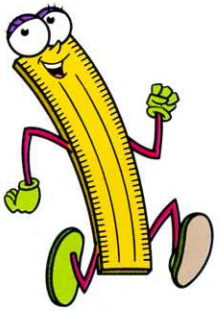


Percy the pencil

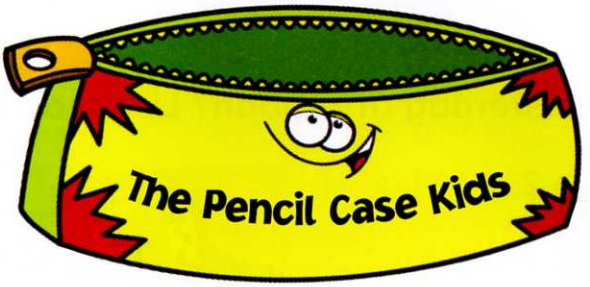
Paddy the pencil-sharpener

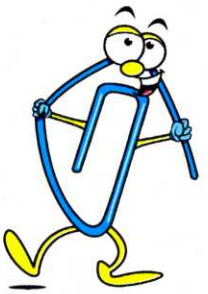


Ronnie the rubber



Rosie the ruler





Pete the paperclip

Welcome Unit

1 Listen and point.

2 Where were they yesterday afternoon? Listen and point.

1

2

3

A Answer the questions.

1 Where were Max and Molly? They were at the farm.

2 Where was the horse? _____

3 Where was the kitten? _____

4 Where were the flowers? _____

3 Ask and answer.

Where was Alfie?

He was in the kitchen.

What time was it?

It was quarter past two.

Now you!

1 Lulu?
2 Miss Carey?
3 Max and Molly?

4

4 Ask and answer.

Were the grapes in the garden?

No, they weren't.

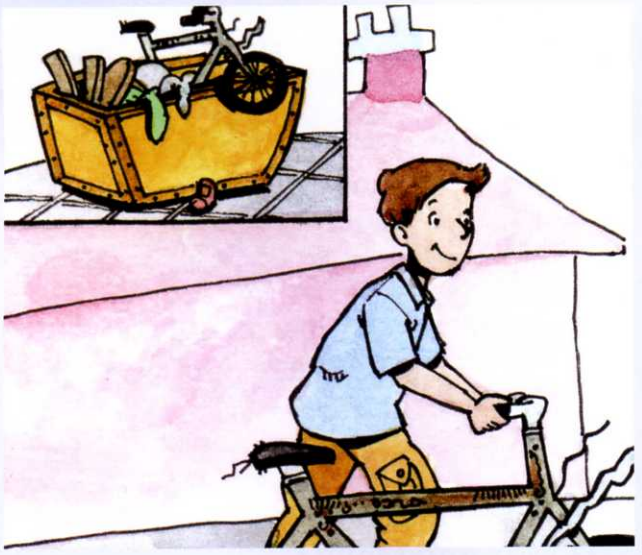
1 horse – the stable?
2 flowers – the desk?
3 Max – the gate?
4 sandwich – the table?
5 books – a bag?
6 kitten – a basket?

B Change the sentences. Add *not*.

1 Molly was in the garden. Molly was not in the garden.
2 The flowers were in the kitchen. _____
3 The horse was in the barn. _____
4 Alfie was in the living room. _____

1 Listen and point.

1



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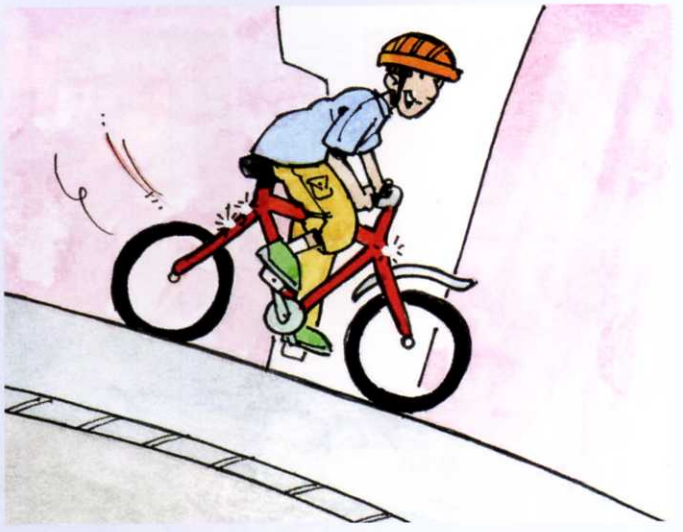


A Answer the questions.

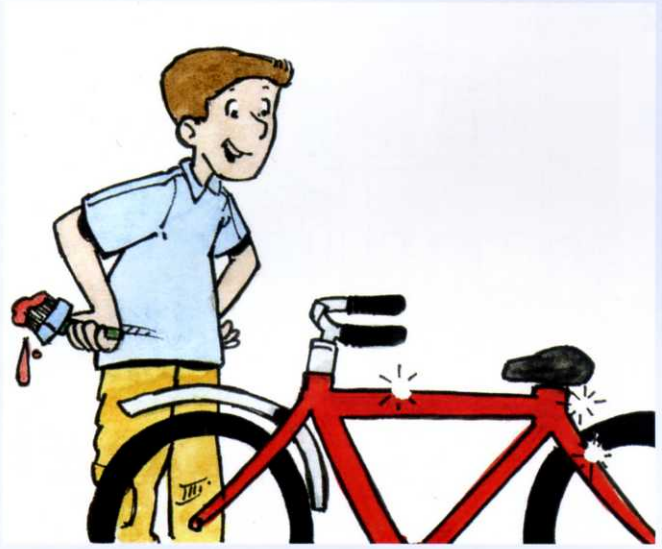
1 What did Sam want? _____

2 How did he clean the bike? _____

3 What colour did he paint it? _____

4 What happened to Sam? _____

3



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Poor Sam! What do you think happened?

2 True or false?

1 Sam wanted a car.
2 Sam pushed the bike home.
3 Sam washed the bike.
4 Dad painted the bike.
5 The next day Sam went on his bike.
6 The bike started to go slowly down the hill.
7 Sam shouted "Stop!"
8 The bike stopped.

3 Ask and answer.

Did Sam want a car?

No, he didn't.

1 Sam – push – bike – home?
2 Sam – clean – bike?
3 Dad – paint – bike?
4 bike – go – fast – down the hill?
5 Dad – shout – "Help!"
6 bike – stop?

4 Tell the story.

B Change the sentences. Add *not*.

1 Sam pushed the bike to school. Sam did not push the bike to school.
2 Sam's dad washed the bike. _____
3 Sam painted the bike green. _____
4 The bike stopped on the hill. _____

1 Listen and point.

1

2

4

5

A Answer the questions.

1 Where did the children go on Saturday? _____

2 What did Lulu buy? _____

3 What did the thief take? _____

4 Who did the boys catch? _____

3

6

2 Correct the sentences.

1 The children were at the supermarket.
2 The girls went to the music shop.
3 Lulu bought a dictionary.
4 The thief took Molly's bag.
5 Lulu saw him.
6 The old lady ran after the thief.
7 Lulu and Molly caught the thief.
8 The old lady was very sad.

3 Ask and answer.

Did the boys go to the book shop?

No, they didn't.

1 girls – go – book shop?
2 Lulu – find – good book?
3 Molly – buy – book?
4 boy – take – book?
5 the girls – run after – thief?
6 the boys – catch – thief?

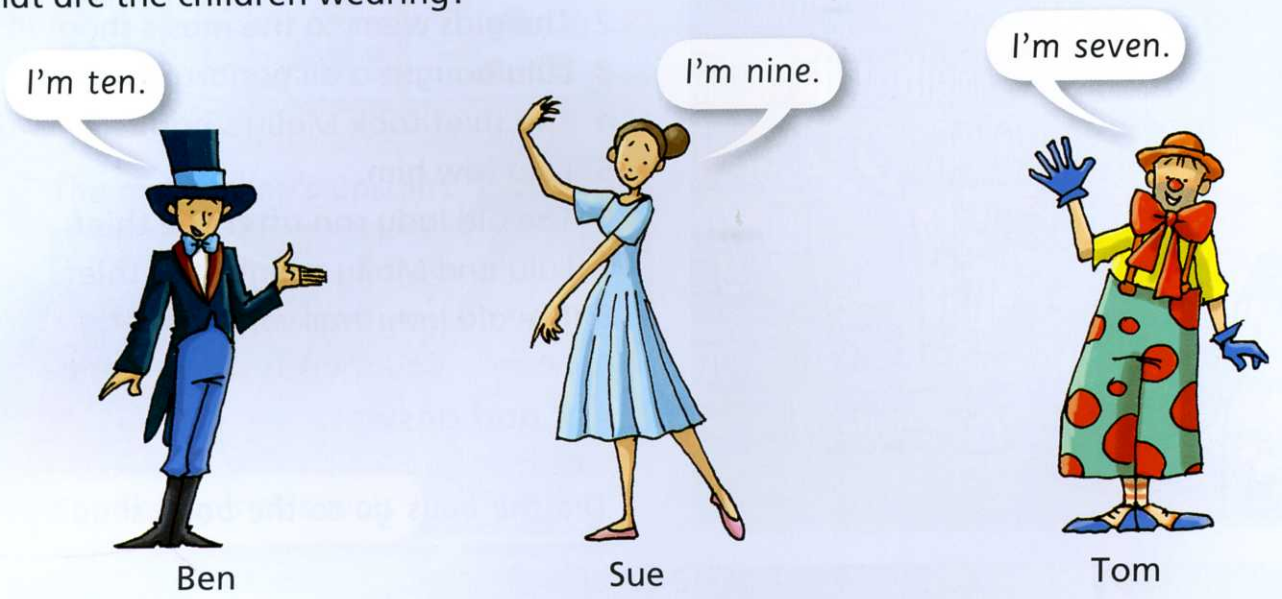
4 Tell the story.

B Change the sentences. Add *not*.

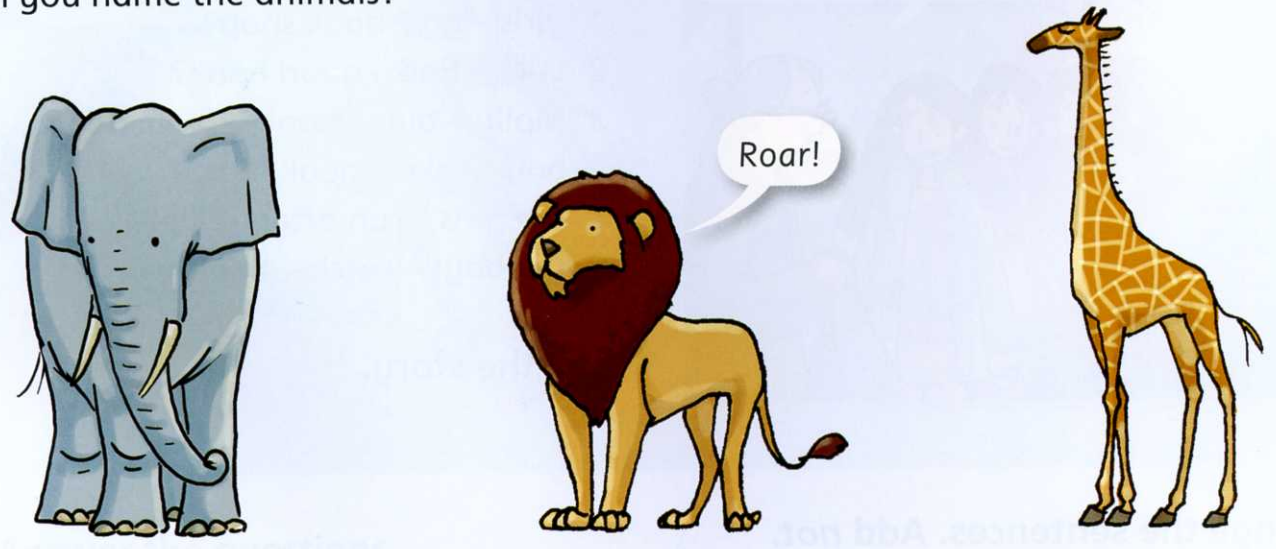
1 The boys went to the book shop. The boys did not go to the bookshop.
2 Lulu bought a CD. _____
3 The thief took a book. _____
4 The old lady caught the thief. _____

1 Talk about the pictures.

What are the children wearing?



Can you name the animals?



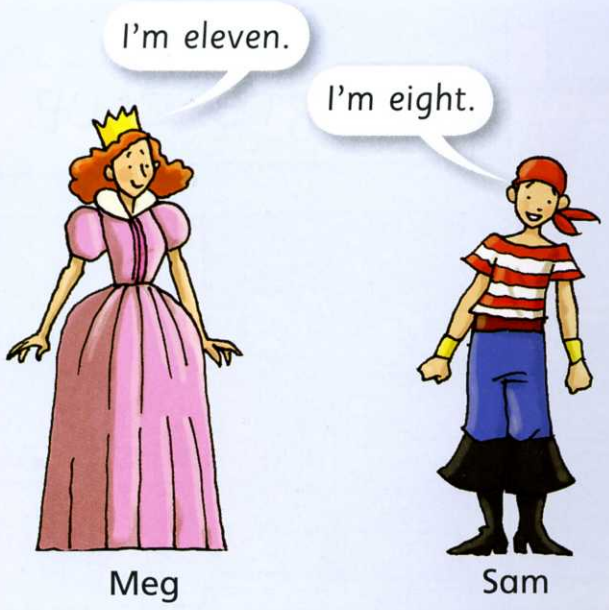
A Answer the questions.

1 Who is older? Meg or Sam? Meg is older than Sam.

2 Who is younger? Ben or Tom? _____

3 Whose hat is bigger? Ben's or Tom's? _____

4 Whose dress is shorter? Meg's or Sue's? _____



2 Answer the questions.

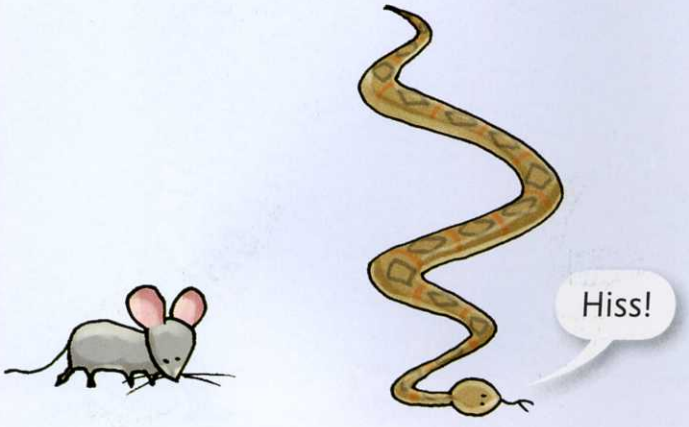
1 Who is older? Sam or Meg?
2 Whose hat is smaller? Ben's or Tom's?
3 Whose dress is longer? Meg's or Sue's?
4 Whose boots are bigger? Ben's or Sam's?
5 Is Sue older than Sam?
6 Is Ben younger than Meg?
7 Who is the oldest?
8 Who do you think is the prettiest?
9 Who do you think is the funniest?

3 Ask and answer.

Which animal is the biggest?

The elephant is the biggest.

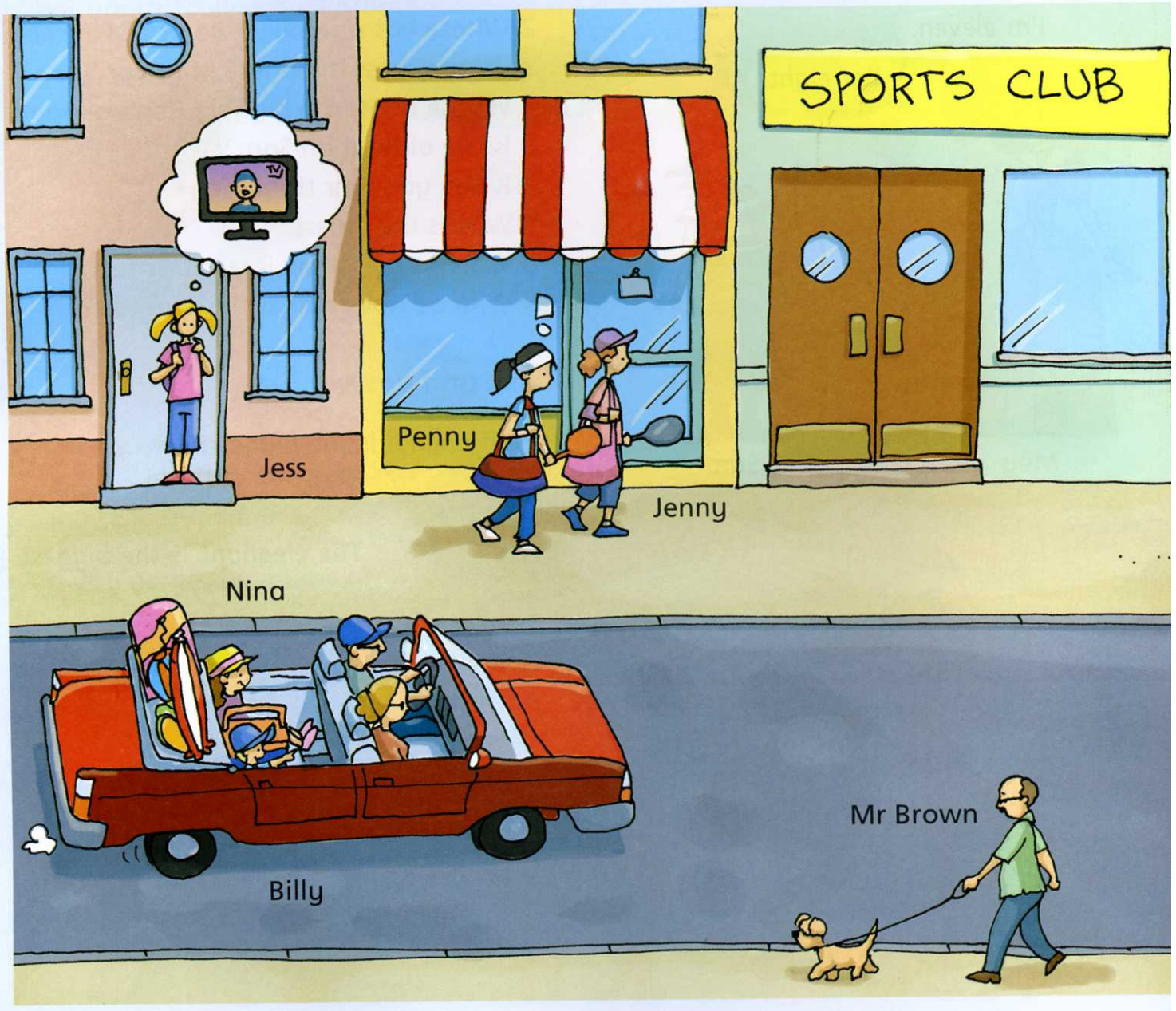
1 tall
2 small
3 strong
4 loud
5 quiet
6 long



B Make sentences.

1 giraffe – tall The giraffe is the tallest.
2 mouse – quiet _____
3 snake – long _____
4 elephant – strong _____

1 Listen and point.



A Complete the sentences. Use *like* or *likes*.

1 Ed likes playing football.

2 Jenny and Penny _____

3 Mr Brown _____

4 Billy and Nina _____

2 Answer the questions.

1 Who likes playing football?
2 Who likes playing tennis?
3 Who likes watching the birds?
4 Who likes swimming in the sea?
5 Who likes watching TV?
6 Who likes walking with his dog?

3 Ask and answer?

What does Mr Brown like doing?

He likes walking with his dog.

1 Miss Sweet
2 Jenny and Penny
3 Ed
4 Jess
5 Nina and Billy

4 Ask and answer.

Why are Billy and Nina going to the beach?

Because they like swimming.

1 Ed – go – park?
2 Jenny and Penny – go – Sports Club?
3 Mr Brown – walk – along the road?
4 Miss Sweet – sit – under the tree
5 Jess – stay – at home?

B Answer the questions.

1 Why is Jess staying at home? Because she wants to watch TV.
2 Why is Miss Sweet sitting under the tree? _____
3 Why is Ed going to the park? _____
4 Why are Billy and Nina going to the beach? _____

1 Listen, read and point.

Yesterday Alfie, Lulu, Molly and Max went to the beach with Miss Carey. They had a picnic on the sand.

There's some sand in my sandwich.

There isn't any water.

Are there any ice creams?

A Write sentences.

1 There were some grapes.

2 _____

3 _____

4 _____

2 Point and say.

There was some chicken.

There were some grapes.

1 cakes 2 sandwiches 3 fruit

4 bananas 5 juice 6 oranges

3 Ask and answer.

Were there any grapes? Yes, there were.

Was there any water? No, there wasn't.

4 Talk about the picture.

1 oranges? 2 water? 3 juice? 4 apples?

5 ice creams? 6 chicken? 7 cakes? 8 chocolate?

B Answer the questions.

1 Was there any chocolate? No, there was not any chocolate.

2 Were there any apples? _____

3 Was there any fruit? _____

4 Were there any sweets? _____

1 Look, listen and read.

Toby is going to start at a new school tomorrow.

1

2

4

5

A Answer the questions.

1 Where is Toby going to go tomorrow? He is going to go to a new school.

2 Is he going to get up early or late? _____

3 What is he going to wear? _____

4 Is he going to like his new school? _____

3

6

2 Answer the questions.

1 What is Toby going to do tomorrow?
2 Is he going to get up early?
3 Is he going to be late for school?
4 Is he going to wear jeans and trainers?
5 What is he going to wear?
6 Is he going to like his new school?

3 Ask and answer.

Must Toby go to bed early?

Yes, he must.

1 get up late?
2 go to his new school?
3 wear trainers?
4 jeans?
5 wear nice clothes?
6 be late for school?

B Correct the sentences. Use *not*.

1 Toby must go to bed late. No, Toby must not go to bed late.
2 He must get up late. _____
3 He must wear jeans. _____
4 He must be late for school. _____

1 Look! Talk about the picture.

TICKETS

Are these our tickets?

Yes, they're yours.

This suitcase is mine!

Is that our train? Is it ours?

Is this th luggage?

A Answer the questions.

1 Whose T-shirt is this? It is Alfie's T-shirt. It is his.

2 Whose shoes are these? _____

3 Whose sandals are these? _____

4 Whose suitcase is this? _____

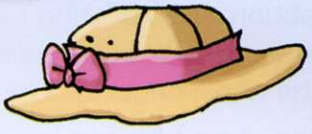
2 Listen and point. Who is speaking?

3 Ask and answer.

Whose shoes are these?

They're Alfie's.
They're his.

Whose hat is this?



It's Molly's.
It's hers.

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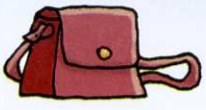
2 
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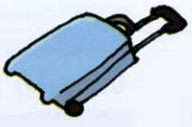
4 
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6

B Complete the sentences with a word from the box.

mine yours ours theirs

1 Is this your bag? Is it _____?

2 Is this their luggage? Is it _____?

3 This is my suitcase. It's _____.

4 These are our tickets. They're _____.

Reading

School clubs are fun!

to: Anna
from: Candy
subject: Choir

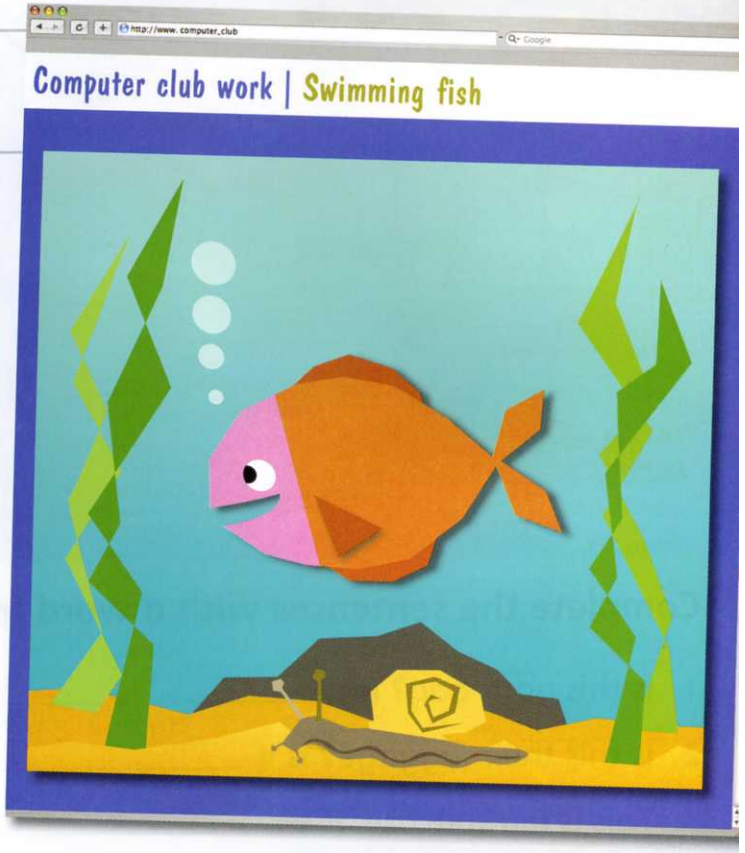
Hi Anna,

I went to Choir after school today. It was really good.☺ We sang some very funny songs. Mrs Hall helps us and she tells us when to start and stop. Today she told us about a singing competition. We're going to enter it. It's in December and we are going to practise songs every week. Did you know? I'm in the choir photo on the school website.

Are you going to join the choir? It's not too late. There is a school concert in December, too!

Candy D

to: Candy
from: Anna
subject: Computer Club



Hi Candy,

The choir sounds fun and I can come next week. I love singing! ☺

I went to Computer Club on Tuesday. It was brilliant!

We learnt animation. We used a special computer program. In my animation a girl threw a ball and a boy caught it. Danny did a good one, too. In his animation a fish swam through the seaweed and made bubbles. Then a funny snail moved across the sand. You can see it on the school website. Click on Computer Club then on Swimming fish. It's really funny! ☺☺

See you tomorrow.

Anna

to: Sam
from: Pete
subject: Swimming Club

Hi Sam,

Look at this! My dad took this picture yesterday at Swimming Club. It's me! I moved through the water very quickly. I swam 50 metres in 40.6 seconds. That was fantastic! I was the fastest swimmer in my group. My coach was really pleased. The club record is 36.2 seconds. Can I swim faster and break the record? I don't know but I can try!

Did you have a good time at Chess Club?

Pete

to: Pete
from: Sam
subject: Chess Club

Hello Pete,

Your picture is great. You look like a big fish with black eyes!

Chess Club was OK. I played against Ben and I won but then I played against Anna and I lost. Anna's really good at chess and I didn't play well. I was too tired after our sports lesson. We ran two kilometres!

I broke one of my chess pieces last week and I'm going to get a new chess game for my birthday. I looked on the internet. I really like this one. The chess pieces are wood and the board is wood, too. They're not going to break easily.

I must do my homework now, Maths ☺☺ English ☺ and Science ☹.

Sam

Reading comprehension and vocabulary

1 Name the person.

1 Who went to Choir today? _____

2 Who helps at Choir? _____

3 Who can come to Choir next week? _____

4 Who did a good animation of a fish? _____

5 Who swam very fast? _____

6 Who was really pleased? _____

7 Who looks like a fish? _____

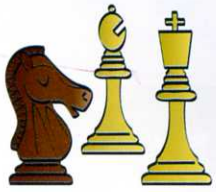
8 Who played chess against Sam and lost? _____

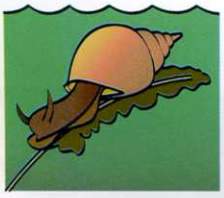
9 Who is a good chess player? _____

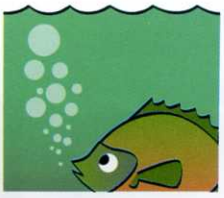
10 Who was too tired? _____

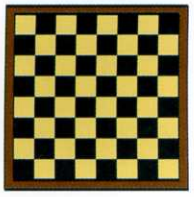
2 Match. Write the word.

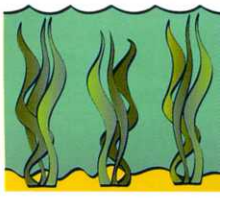
seaweed board chess pieces bubbles snail

1 

2 

3 

4 

5 

_____ _____ _____ _____ _____

3 Read. Write the correct word.

club coach choir referee captain orchestra team

1 a group of people singing together _____

2 a group of people playing music together _____

3 a group of people playing a game together _____

4 a group of people doing something together _____

5 the leader of a team _____

6 he keeps the rules of the game _____

7 he helps people in sports _____

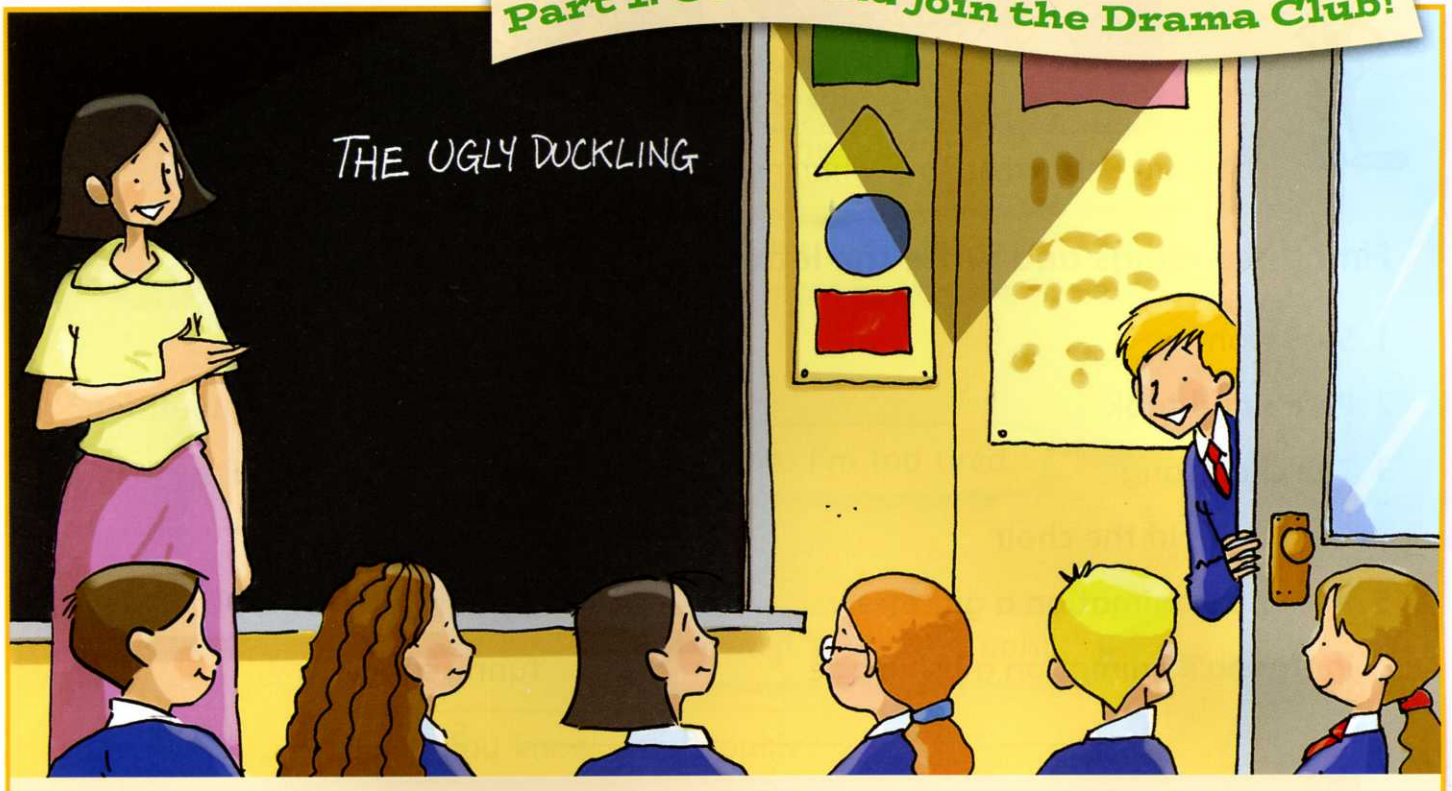
Speaking

1 Talk about the picture.

2 Listen and read.

Let's put on a play!

Part 1: Come and join the Drama Club!



Hello, Alfie! Come in!

Hi! What's happening here?

It's the Drama Club.

Come and join us!

OK. What are you doing?

We're putting on a play.

Really? Can I be in it? I like acting.

He's a really good actor, Miss Carey.

Excellent!

What's the play?

It's The *Ugly Duckling*.

Oh... That's for little children.

Yes, we're doing it for the kindergarten.

It's fun!

I'm the kind man.

I'm the kind man's daughter.

And I'm a beautiful swan.

What about me?

You, Alfie, can be the ugly duckling.

3 Listen and say. **4** Talk about the story. **5** Now you!

Grammar

1 Look!

Yesterday Pete went to Swimming Club.

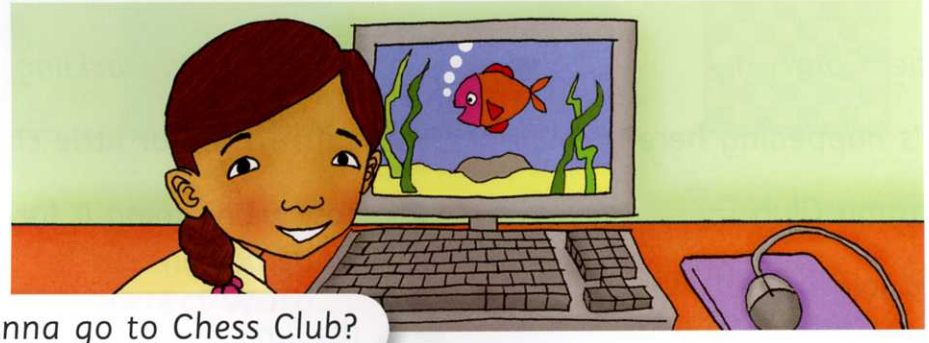
He swam very fast.

Find the endings and write the letters.

1 Sam won	a a ball.
2 Pete's dad took	b about a singing competition.
3 The choir sang	c his chess game against Ben.
4 Mrs Hall told the choir	d bubbles.
5 In Anna's animation a girl threw	e a photo.
6 In Danny's animation a fish made	f funny songs.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

2 Look!



Did Anna go to Chess Club?

No, she didn't. She went to Computer Club.

Ask and answer.

1 Pete – swim – slowly?

2 the girl – throw – a stone?

3 the boy – win – a medal?

4 the children – sing – quietly

5 Mum – make – a sandwich?

6 Candy – take – an apple?

Grammar in conversation

1 Listen and read.

2 Listen and say.

3 Now you!

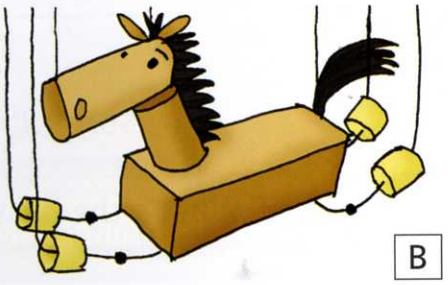
4 Listen and sing.

Why aren't you working?
It's too hot.
Why aren't you working?
It's too hot.
Nobody's working.
Why aren't you working?
It's just too hot.

Listening

1 Look!

A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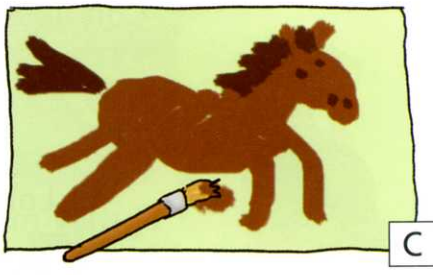
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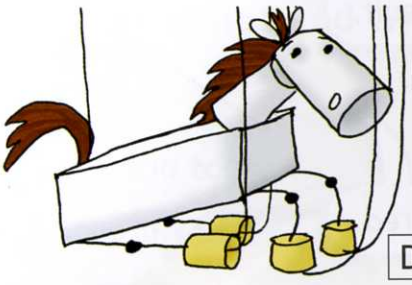
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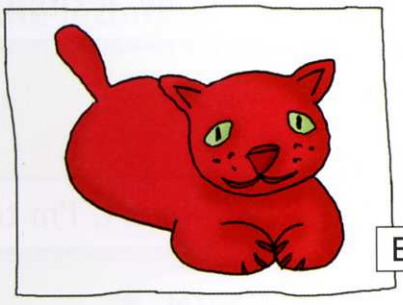
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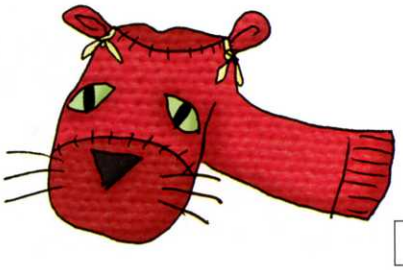

F

2 Listen and write the letter.

What did Anna make? ☐

What did Henry make? ☐

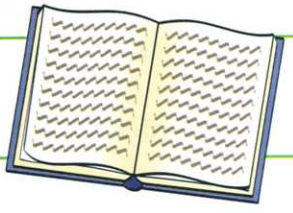
3 Listen again. Can you spot these words?

puppets string eyes tubes wool too long

Phonics

Look and listen!

oo This is Anna's book.



"Good!" said the cook.
"My coat is on the hook
and now I'm going to cook
so let's look in the book."

→ Now look at WB p7 Use of English

Class composition

1 Read.

Megan went to Music Club after school.
She played in the orchestra.
In the evening she sent an email to Anna.

2 Look at the pictures. Think about these questions.

Who did Megan sit next to? What instrument did she play?
What did Josh play? Who was the conductor?
What is going to happen in October? Is it going to be fun?
Who is in the picture on the poster?

3 Write Megan's email.

Hi Anna,

After school today I went to

Reading

Red Riding Hood

Red Riding Hood lived in the forest. Her father was a woodcutter. Every day he cut and chopped wood in the forest. One morning, Red Riding Hood's mother said to her, "Here is a cake and a bottle of fruit juice. Take them to Grandmother but don't talk to anyone on the way."

Red Riding Hood put on her red cloak with a hood and set off through the forest. The sun was shining and the birds were singing. The forest was beautiful and Red Riding Hood soon forgot her mother's words. She put down her basket and picked some pretty blue flowers.

Just then a wolf came along the path. He saw Red Riding Hood and he stopped beside her.

"Good morning, my dear. Where are you going today?" he asked.

"Oh! Good morning," answered Red Riding Hood politely. "I am going to my grandmother's house. She lives all alone at the edge of the wood. I am picking these flowers for her."

"You are a kind girl," said the wolf in a friendly voice. "Look! There are some lovely yellow flowers over there."

"Oh yes," said Red Riding Hood. "Thank you."

The wolf disappeared into the forest and Red Riding Hood picked an enormous bunch of flowers.

At last she came to her grandmother's house. She knocked on the door and went in.

The curtains were closed and at first she could see nothing. It was too dark. She felt a little scared but she was a brave girl and she did not run away. Then she saw Grandmother sitting up in her bed. She was wearing her pretty pink shawl and she ha her big white nightcap on her head but she looked very strange.

Red Riding Hood said, "Oh, Grandmother, you have enormous ears."

"I can hear you with these ears," said her grandmother.

Red Riding Hood said, "Oh, Grandmother, you have enormous eyes."

"I can see you with these eyes," said her grandmother.

Red Riding Hood said, "Oh, Grandmother, you have a huge nose."

"I can smell you with this nose," said her grandmother and her big nose twitched a little.

Red Riding Hood said worriedly, "Oh, Grandmother, you have lots of big, shiny, white teeth."

"I can eat you with these big, shiny, white teeth!" roared her grandmother and she leapt out of the bed.

It was the wolf!

"Help!" screamed Red Riding Hood.

Suddenly, the door opened and her father stood in the doorway with his sharp, heavy axe. At once, the wolf jumped out of the window and ran away. He was not brave at all.

A sound came from the cupboard. They opened the door and there was Grandmother! She was frightened but safe and they never saw the wolf again.

Reading comprehension and vocabulary

1 Answer the questions.

1 What did Red Riding Hood take to her grandmother?
2 How did Red Riding Hood speak to the wolf?
3 Why didn't Red Riding Hood run away when she was scared?
4 What was Grandmother wearing in bed?
5 Why was Red Riding Hood worried?
6 Why did the wolf run away?
7 Where was Red Riding Hood's grandmother?

2 Talk about the answers to these questions.

1 Why did Red Riding Hood's mother say "Don't talk to anyone on the way?"
2 Why did the wolf show Red Riding Hood the yellow flowers?
3 What good things did Red Riding Hood do in the story?
4 Did she do anything wrong? What?

3 Write the words next to the people they describe.

polite friendly frightened kind strange safe brave worried

_____ _____ _____ _____

_____ _____

_____ _____

4 Match the word to the definitions. Check in your dictionary.

scream disappear forget leap set off

1 to begin on a journey _____ 2 to not remember _____ 3 to shout loudly _____

4 to go out of sight _____ 5 to do a high jump _____

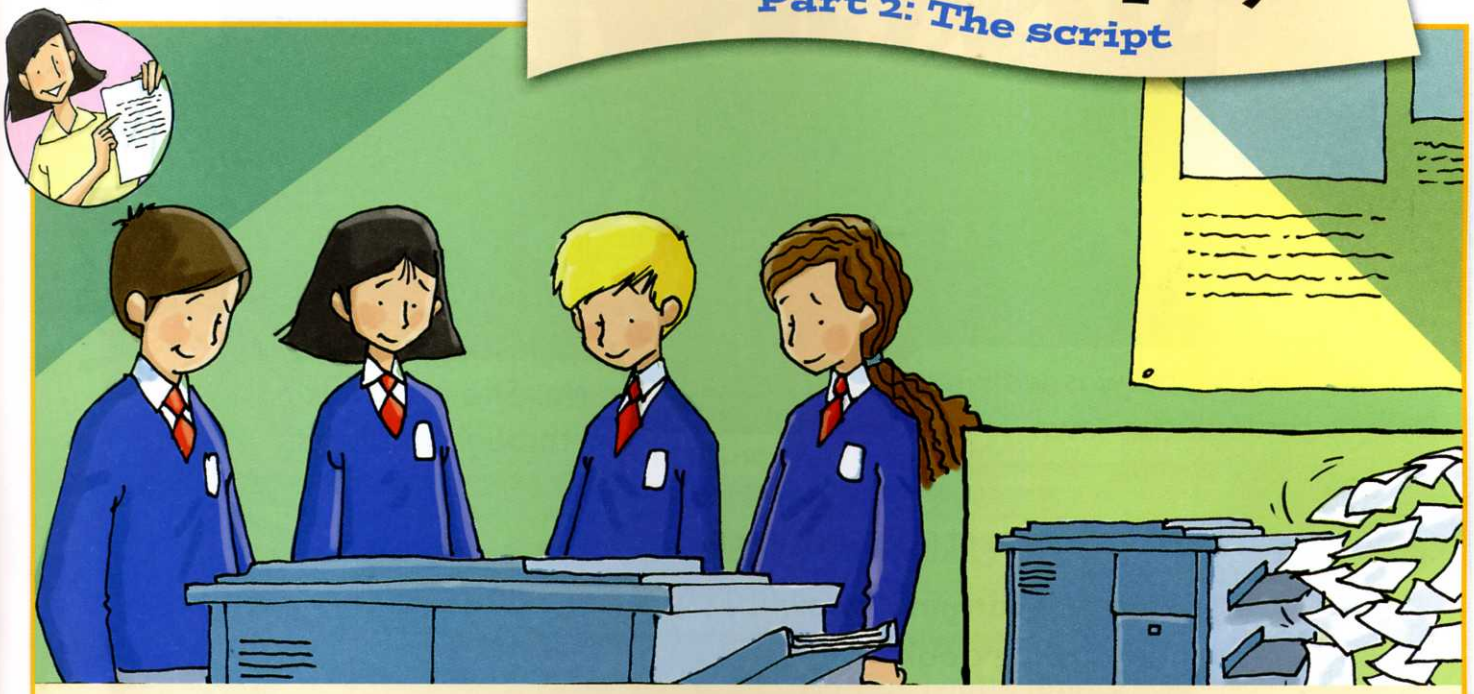
Speaking

1 Talk about the pictures.

2 Listen and read.

Let's put on a play!

Part 2: The script



Miss Carey, where are we going to perform our play?

On the stage in the school theatre.

Wow!

Are we going to wear costumes?

Oh, yes! And we're going to have scenery and props, too.

Have we got scripts? We must learn our words.

I've got one copy of the script. We need ten copies.

I can make copies, Miss Carey.

We can help you!

Here's the photocopier.

Put the script in here and press these buttons.

OK. We need ten copies. 1... 0...

It isn't working. Try again.

OK. 1... 0... Is it broken?

Did you press the start button?

Press it now.

Oh no! What's happening?

It's making too many copies.

1... 0... 1... 0... It's making one thousand and ten!

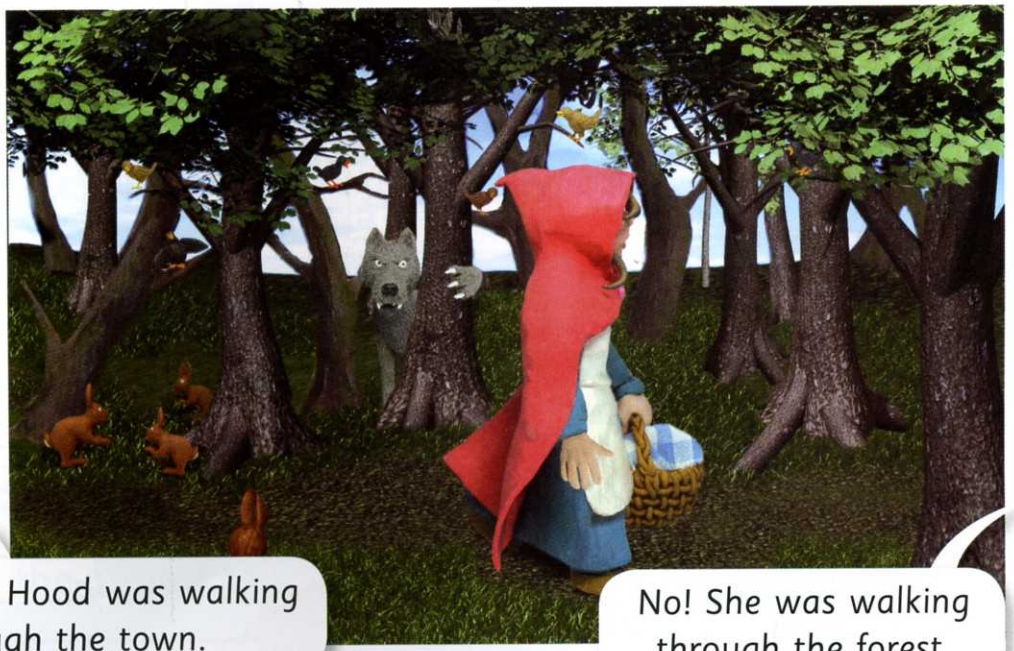
3 Listen and say.

4 Talk about the story.

5 Now you!

Grammar

1 Look!



Red Riding Hood was walking through the town.

No! She was walking through the forest.

Find the mistakes. Correct the sentences.

1 Red Riding Hood was carrying a box.
2 She was wearing a blue cloak.
3 The moon was shining.
4 The rabbits were singing.
5 The birds were playing.
6 Grandma was hiding behind a tree.

2 Look!

Was Red Riding Hood carrying a box?

No, she wasn't.

Was she carrying a basket?

Yes, she was.

Ask and answer.

1 the wolf – hide – in a tree?
2 he – watching – Red Riding Hood?
3 the sun – shine?
4 Red Riding Hood – wear – a shawl?
5 the birds – sing?
6 the rabbits – sleep?

Grammar in conversation

1 Listen and read.

Let's play *could and couldn't*.

OK. You start.

I only had one pound.

I only had one pound... I could buy an ice cream but I couldn't buy a CD.

That's good. Now you start.

Coco the clown was very fat.

Coco the clown was very fat... He could put on his hat but he couldn't put on his trousers.

Ha ha! That's funny!

Me again. Try this. It was snowing.

It was snowing... It was snowing...

Too late! Time's up!

Oh!

2 Listen and say.

3 Now you!

4 Listen and sing.

We climbed up the tree,
Barnaby and me.
We climbed up the tree but
we couldn't see the sea.
We couldn't see the sea, no,
we couldn't see the sea.
We looked to the right, we looked
to the left, we couldn't see the sea.

We walked up the hill...

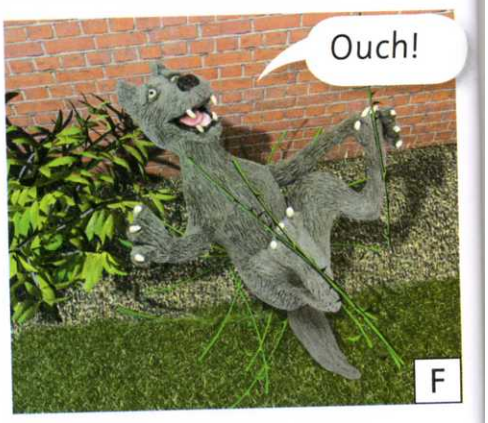
We climbed up the mountain...

Then someone shouted,
It's behind you!

We turned around and guess what?
We could see the sea!

Listening

1 **Look at the pictures. Can you make a story from them?**



2 **Listen and point.**

3 **Listen again and write the letters.**

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

4 **Tell the story.**

Phonics

u The bull is strong.

Look and listen!

Put, push, pull. Put, push, pull.

Put on your boots, push open the gate.

Pull the bull, through the gate.

Put, push, pull. Put, push, pull.

→ Now look at WB p17 Use of English

Class composition

1 Look at the pictures. Write the story of *Goldilocks and the Three Bears*.

Beginning

see

knock

go inside

Middle

eat

break

go to sleep

End

empty, broken

wake up

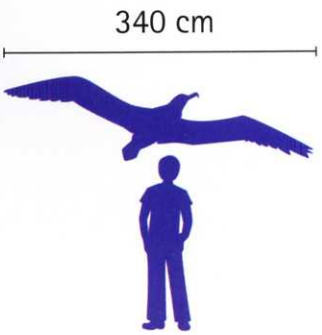
run away

Reading

Birds of the oceans and lakes

Ocean birds

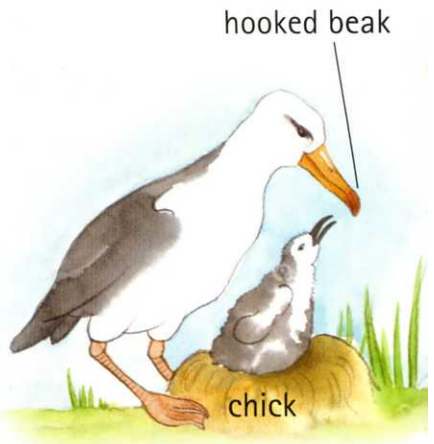
Albatross



Albatrosses are the most amazing travellers.

The great albatross has the longest wings in the world and it can fly 400 kilometres in a day. Albatrosses can grab fish from the sea easily because they have hooked beaks. They can dive under the water and some of them can dive down 12 metres.

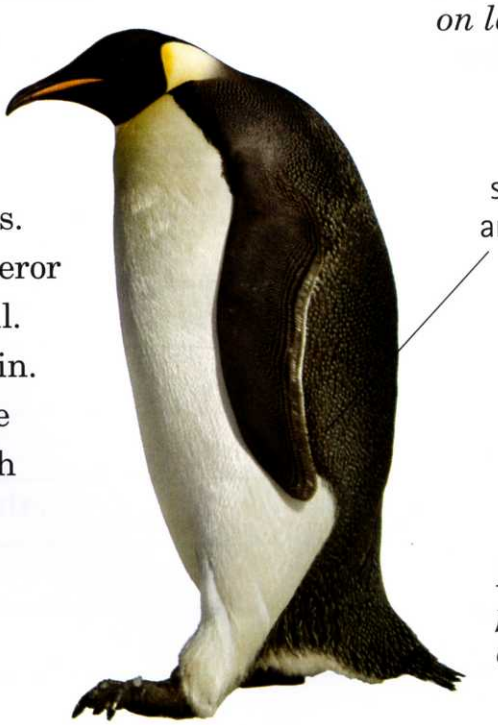
Albatrosses live for 50–60 years. Unfortunately, these beautiful birds are in danger. Fishing boats pull huge nets through the ocean. The nets trap many albatrosses when they dive in the water and the birds drown. More than 100,000 albatrosses die in this way every year.



An albatross chick stays on land for 9 months.

Penguin

Some penguins live in very cold places. Others live in warm places. The Emperor penguin is the tallest. It is 110 cm tall. The smallest is the Little Blue penguin. It is only 40 cm tall. Penguins can see well underwater so they can catch fish in the ocean. The Emperor penguin can dive down 565 m and it can stay underwater for 20 minutes.



Penguins cannot fly but they are excellent swimmers.

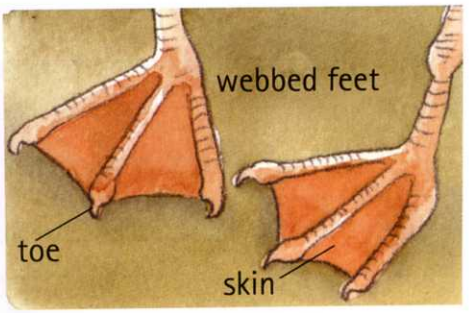
Lake and river birds

Swan

Swans build the most enormous nests in plants near the water.

The mother and father birds build a nest from twigs and small branches. They stay together for life. The mother bird lays 4–7 eggs.

A baby swan is a cygnet. The parents can carry the cygnets on their backs when they are very young.



These wide, flat feet help the swan to swim. Many water birds have webbed feet like these.

Swans live on rivers and small lakes. Usually, they are white but sometimes swans have black heads and necks. The young cygnets are grey. They are not as beautiful as the adult birds but slowly their white feathers appear. After a year, they are as strong and graceful as their parents.

Goose

A baby goose is a gosling.

The plural of *goose* is *geese*. Many geese are wild but you can see geese on farms, too. They live near water. They can swim well and they can fly over the land. When they fly together they make a huge V in the sky.

Reading comprehension and vocabulary

1 Circle the correct numbers and words.

1 In one day an albatross can fly **4** / **40** / **400** kilometres.

2 Albatrosses can grab fish easily because they have hooked **beaks** / **feet** / **wings**

3 Albatrosses are in danger because of fishing **lines** / **nets** / **boats** .

4 An Emperor penguin can dive down **5.65** / **56.5** / **565** metres.

5 Water birds have webbed feet so they can **fly** / **swim** / **run** quickly.

6 A baby swan is a **chick** / **cygnet** / **gosling** .

7 The plural of *goose* is ***goose*** / ***gosling*** / ***geese*** .

2 Think about the answers to these questions.

1 Which bird is the most beautiful? Why?
2 Which bird is the most interesting? Why?
3 Can we help the albatrosses? How?

3 Underline the verbs. Circle the nouns

trap lay beak twig dive branch net die toe lake drown

Write the correct verb next to each definition.

1 to go head first into water _____

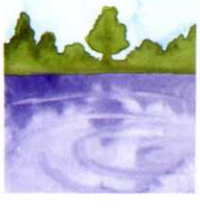
2 to catch _____

3 to stop living _____

4 to die in water _____

5 to make an egg come out _____

Write the correct noun under each picture.

1 

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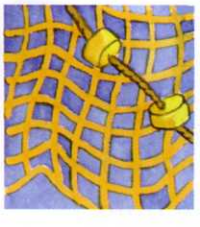
3 

4

5

6

_____ _____ _____ _____ _____ _____

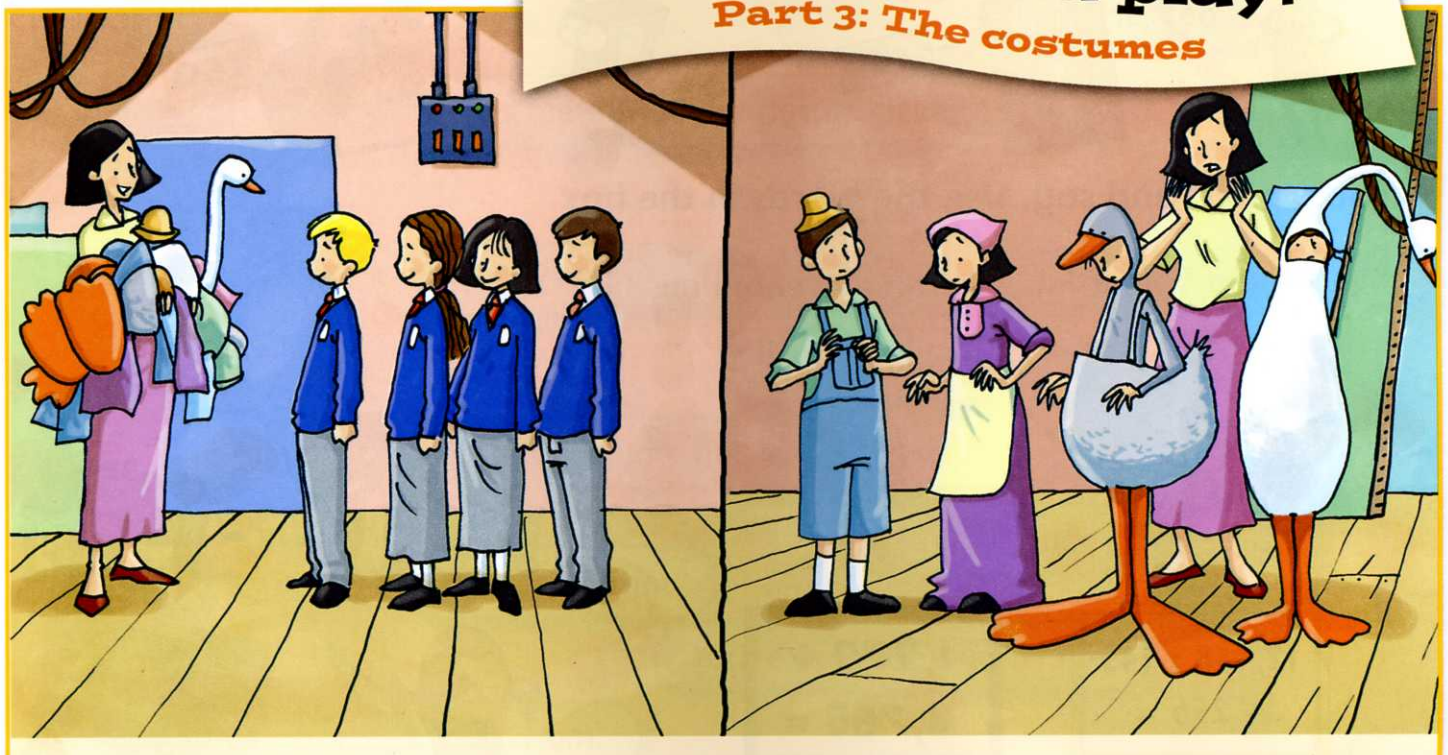
Speaking

1 **Talk about the pictures.**

2 **Listen and read.**

Let's put on a play!

Part 3: The costumes



Here are your costumes for the play, children. Come and see!

Is this my costume?

Yes, it is.

Is this my dress? It's pretty.

Here's my swan costume. Look at my orange beak.

You're the ugly duckling, Alfie. Here you are.

Thank you, Miss Carey.

Let's put on our costumes!

Oh no! Look at my dress! It's much too long.

My hat is too small. I look ridiculous.

I look more ridiculous than you. Look at my feet!

Oh dear! They're much too big!

And I haven't got any wings!

This play is a disaster!

First we've got thousands of scripts.

And now our costumes don't fit.

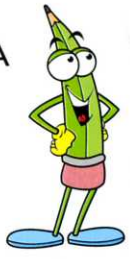
What next?

3 **Listen and say.** **4** **Talk about the story.** **5** **Now you!**

Grammar

1 Look!

A



This game is expensive.

B

This game is more expensive.

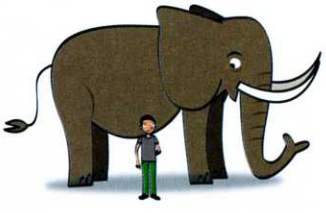
Look, point and say. Use the words in the box.

difficult beautiful horrible enormous

1 A

B

2 A



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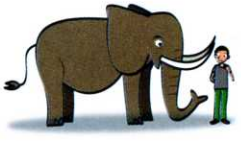
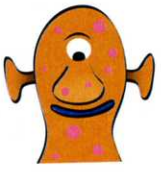


3

12,458 x 145 + 256 =

1,279 + 3,765 =

4



2 Look!

He is frightened.

He is more frightened.

He is the most frightened.

Look, point and say. Use the words in the box.

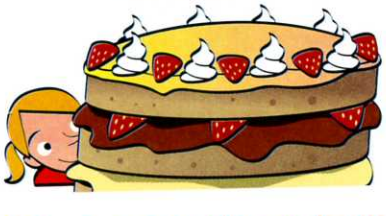
expensive polite enormous

A B C

1 Thank you. Thank you very much. Thank you very much indee

2

3



Grammar in conversation

1 Listen and read.

I'm ten.

Me, too.

You're as old as me but you're not as clever as me.

Yes, I am.

No, you're not.

I'm as tall as you.

Yes, but you're not as strong as me.

Yes, I am.

No, you're not.

You're not as funny as me.

Yes, I am.

No, you're not, not, not, not, not!

Stop arguing, you two! You're both as silly as each other.

2 Listen and say.

3 Now you!

4 Listen and guess. Then say.

On summer nights I'm as warm as freshly baked bread.
On summer nights I'm as quiet as a mouse.
On winter nights I'm as cold as snow and ice.
On winter nights I howl round the house
As noisy as a pack of hungry wolves.
Sometimes I am as fierce as a lion.
Sometimes I am as gentle as a lamb.
I come from the north, the south, the east, the west.
Tell me – do you know who I am?

Listening

1 Listen and write the names.

swan flamingo eagle penguin peacock

_____ _____ _____ _____ _____

2 Listen again and answer the questions.

1 Which birds live in, on or near water?
2 Which bird eats small animals?
3 Which bird lives in the mountains?
4 Which bird cannot fly?

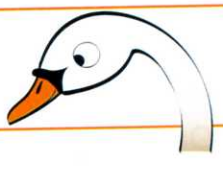
3 What do you think? Say why.

1 Which bird is the most beautiful?
2 Which bird is the most graceful?
3 Which bird is the strangest?
4 Which bird is the funniest?
5 Which bird do you like the best?

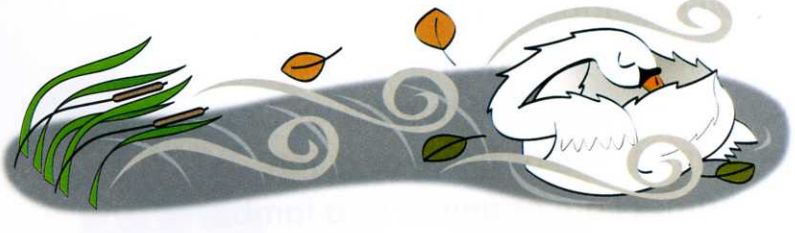
Phonics

Look and listen!

ea The swan's head is white.



In the cold winter weather
Wind blows the swan's feathers.
Head under its wing,
It is waiting for spring.



➡ Now look at WB p27 Use of English

Class composition

1 Write the labels.

wing
hooked beak
feather
egg
nest
rock
webbed feet

2 Read the information about gulls.

live – on beaches, on rivers, near sea
make nests – twigs, grass, plants – on rocks, near water
lay – 2–4 eggs – chicks – grey
eat – fish, crabs, shellfish
catch fish easily – hooked beaks
can fly well – stay close land
swim on sea – do not dive
winter – go away from sea – too stormy

3 Write about gulls.

Revision 1

1 Look and read the names.

Pete

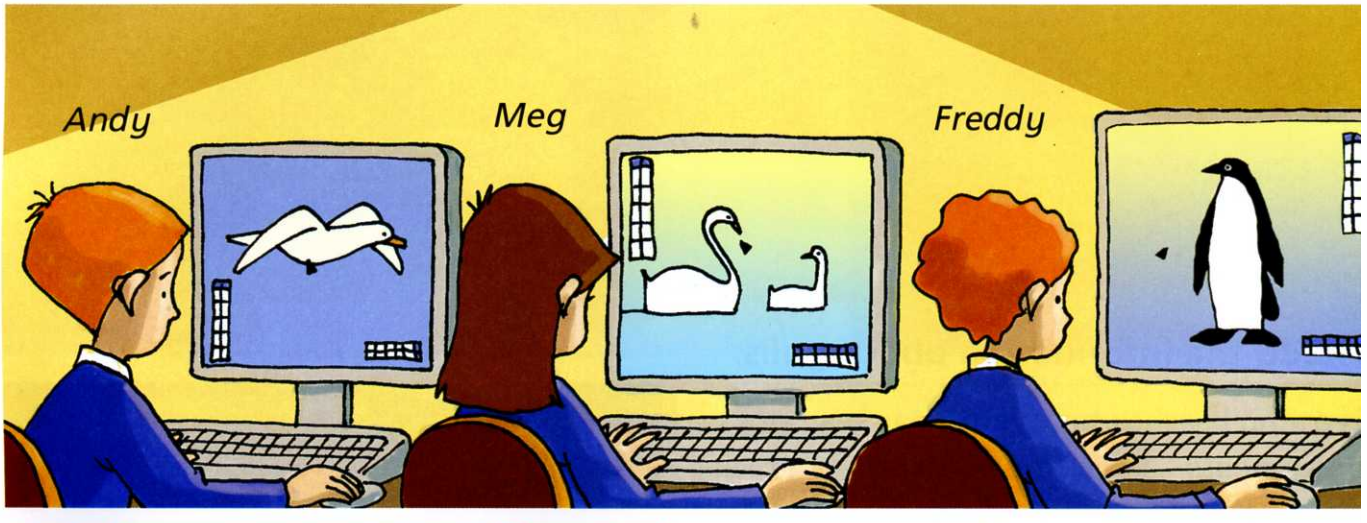
Anna

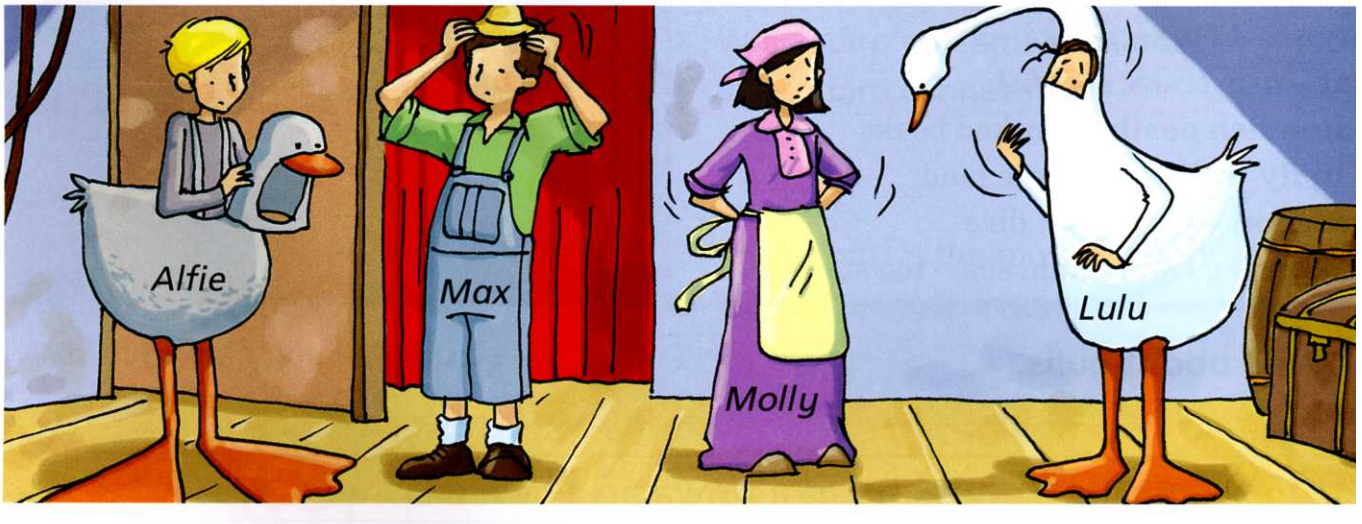
Tom

Candy

Sam

Amy





2 Think about these questions. Talk about the children.

What clubs were there yesterday? What did Pete do? What did the other children do
Look at the Computer Club. What birds were in the animations?
Look at the Drama Club. Where were the children? What were they doing?
What were their costumes like?
Whose costume was too big? too small? too long? too short?
Who looked the most ridiculous?

Project 1: My club

1 Answer these questions.

Do you go to a club in school? What is it? _____

Do you go to a club out of school? What do you do there? _____

2 Write about your school club or another club.

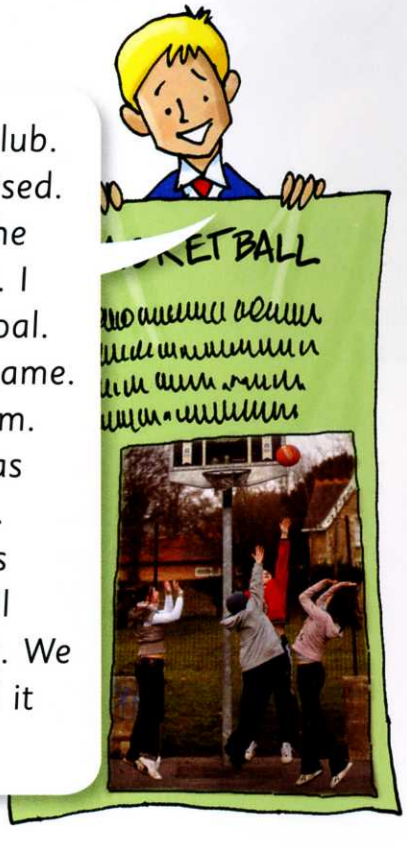
Write what you did there last week.
or
Choose one of the clubs on page 46. It is your club.
You went last week. Say what you did.

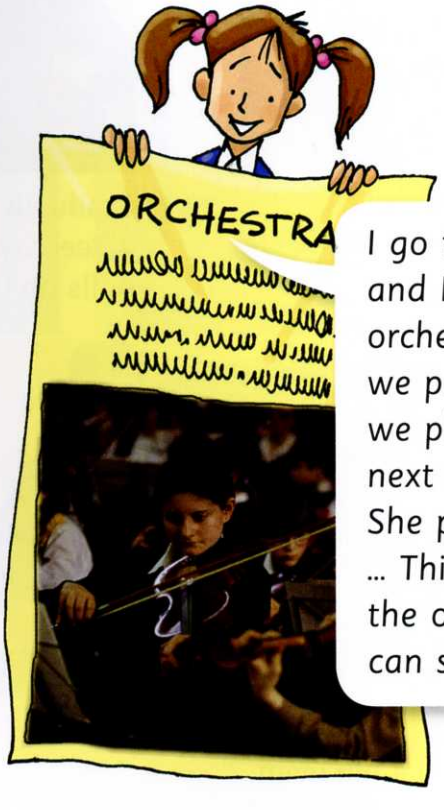
Think about these questions:
What happened? Was it fun? Was it difficult?
What could you do? What couldn't you do?
Were your friends there? Who was there?

3 Draw a picture of what you did or find a photograph of your club.

4 Talk about your club.

I go to Basketball Club. Last week we practised. We threw balls at the goal. It wasn't easy. I could not score a goal. Then we played a game. I was in the red team. My friend, Jenny was in the red team too. We... Jenny took this picture at Basketball Club on Wednesday. We practised again and it was fun. I scored...





I go to Music Club and I play in the orchestra. Last week we practised... Then we played ... I sat next to my friend... She played ... It was ... This is a picture of the orchestra. You can see...

UNIT 4 Crafts

Reading

Making things we use

Pots

This potter makes: plates, cups, bowls, vases and lots of different pots, of course. He uses clay and he has a special wheel.

1

First he cuts the clay. It is heavy and sticky.

2

Then he pushes and pulls the clay. He makes a large, smooth lump.

3

Next he throws the clay onto the wheel. He throws the clay hard because it must stick onto the wheel.

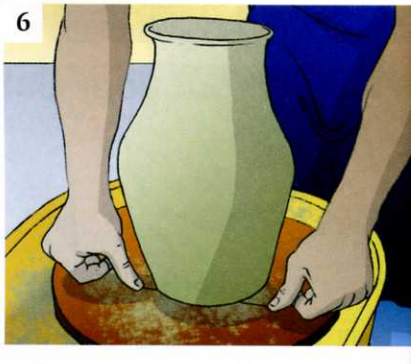
4

He makes the wheel turn slowly and he shapes the clay.

5

Gradually, he turns the wheel faster. Carefully, he pulls up the sides of the pot.

6

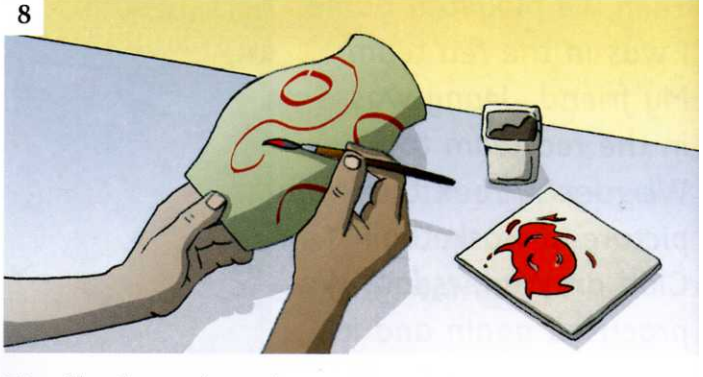


When the pot is a good shap the potter cuts it off the wheel.

7

He dries the pot slowly. Sometimes he bakes his pots in a big oven.

8

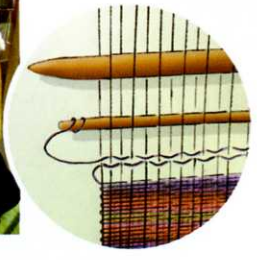


Finally, he paints the pot.

The pot is shiny and it has beautiful colours. Potters also make coil pots and pinch pots. They do not use a wheel to make these pots.

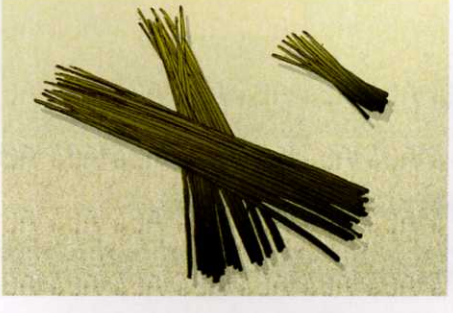
Cloth

This weaver is making cloth. She is using wool and a loom. The threads on the loom go from the top to the bottom. The weaver pushes the wool between the threads.



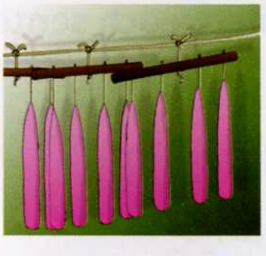
Baskets

People all over the world make baskets. This woman is weaving reeds together. Some people cut long, straight twigs. They are not as soft as reeds so they cut the twigs with sharp knives.



Candles

Candle makers dip string into hot wax. The wax goes cold and hard. They do this lots of times and the candle gets fatter and fatter.



Sometimes they heat the wax then they pour it into metal or plastic moulds. The wax cools. When the wax is cold and hard, they open the mould and take out the candle.

Candlelight makes everything look pretty.

Reading comprehension and vocabulary

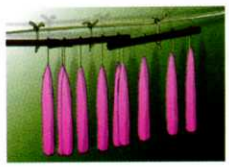
1 Read the sentence beginnings. Find the correct ending on the right.

1 The potter uses clay and	____	a he pulls up the sides of the pot.
2 First	____	b the potter cuts it off the wheel.
3 Next he throws	____	c the clay hard onto the wheel.
4 He throws the clay hard because	____	d slowly.
5 He makes the wheel turn slowly	____	e and he shapes the clay.
6 Gradually,	____	f he paints the pot.
7 Carefully,	____	g he cuts the clay.
8 When the pot is a good shape	____	h he has a special wheel.
9 He dries the pot	____	i it must stick onto the wheel.
10 Finally,	____	j he turns the wheel faster.

2 Talk about the answers to these questions.

1 Which craft on pages 48–49 is the most useful? Why?
2 Which object is the most beautiful? Why?
3 Do you have any of the objects in your home? Which ones?

3 Choose the best word to complete each sentence.



cools heats gradually finally pours dips

1 The candle maker _____ the wax in a big pan.
2 The candle maker _____ the long candles many times.
3 _____ the candles get fatter.
4 He _____ hot wax into a mould.
5 The wax in the mould _____ and goes hard.
6 _____ the candle maker opens the mould and takes out the candle.

Speaking

1 Talk about the pictures.

2 Listen and read.

Let's put on a play!

Part 4: Everything's falling down!

Open the curtains, please!

Yes, Miss Carey!

Today we're going to put our scenery on the stage.

What about our props?

I've got the duck's nest. I made it from twigs and reeds.

And here are the eggs.

They're not eggs! They're yellow tennis balls.

Oh dear!

Here are the trees.

Who painted them pink and blue?

Oh dear, oh dear!

And here is the kind man's house.

It looks great!

Can you open the door, Max?

No, I can't.

Push! Push!

Help! It's falling down!

And the trees are falling down!

Everything's falling down!

Oh dear, oh dear, oh dear!

3 Listen and say.

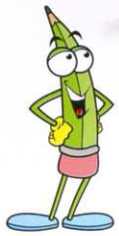
4 Talk about the story.

5 Now you!

Grammar

1 Look!

Yesterday it was raining.
The children played inside.



When the rain stopped,
they went into the garden.

Look, read and match. Write the letters.

A

B

C

D

1 When the film finished, Billy went to bed. _____

2 When it started to rain, the children ran into the house. _____

3 When the boys arrived at the station, they bought their tickets. _____

4 When Anna looked out of the window, she saw the snow. _____

2 What happened next? Write. Use your own ideas.

1 Anna opened the box. A kitten jumped out.

2 The school bell rang. _____

3 Lucy went to Paris. _____

4 The children arrived at the beach. _____

Make sentences starting with *When*.

For example:

When Anna opened the box, a kitten jumped out.

Grammar in conversation

1 Listen and read.

Squeak! Squeak!

What's that noise?

I can't hear anything, Miss.

There's something in your pocket.

No, Miss, there's nothing there.

Empty your pocket. Put everything on the desk.

Some sweets... a rubber... a toy car...

Squeak! Squeak!

Aha! What about your other pocket? Is there anything in there?

No, Miss, nothing. Look!

I don't understand. What is that noise?

2 Listen and say.

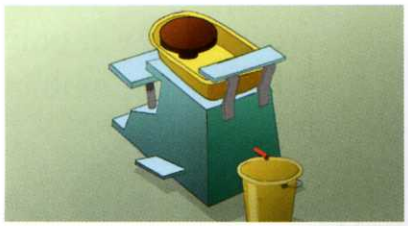
3 Now you!

4 Listen and sing.

Anything you can do I can do better.
I can do anything better than you.
No, you can't. Yes, I can.
No, you can't. Yes, I can.
No, you can't. Yes, I can. Yes, I can.
Anything you can say I can say faster...
Anything you can sing I can sing sweeter...

Listening

1 Look, listen and point.


E

U

U

I

T

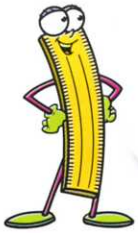
B

A

L

F

2 Listen again and write the letters.



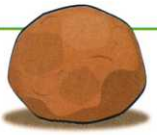
What's the word?

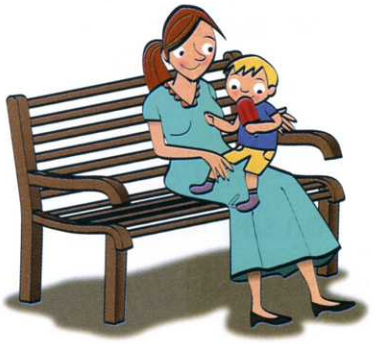
1	2	3	4	5	6	7	8	9
☐	☐	☐	☐	☐	☐	☐	☐	☐

Phonics

Look and listen!

y Clay is heavy and sticky.





The lady's got a baby,
A very heavy baby.
The baby's got a lolly,
A very sticky lolly.
Oops! Oh, dear. Poor lady!

→ Now look at WB p37 Use of English

Class composition

1 Read and look at the pictures.

The potter does not always use a wheel. Sometimes he uses a long, thin piece of clay. He coils the clay round and round. He can make different shapes.

1

cut clay

2

pull push lump

3

roll long thin

4

coil

5

make shape

6

dry slowly

7

paint

2 How does the potter make a coil pot? Write.

_____

_____

_____

_____

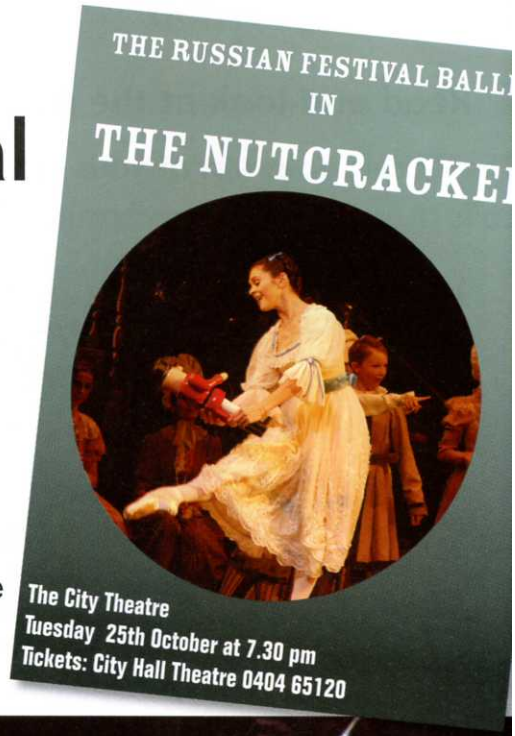
_____

_____

_____

UNIT 5 All about a show

Reading A dance festival



Olga and Mathew won tickets for an international dance festival. Olga saw a Russian ballet. The dancers were from Moscow. Mathew saw dancers from Japan and Palestine. Olga and Mathew wrote about the festival for their English project.

There were dancers from forty-two countries at the festival. On Tuesday I went to see *The Nutcracker*. The dancers were from Moscow. While we were waiting for the start, I was reading the story of the ballet in the programme.

The Nutcracker was about a girl called Clara. One evening, there was a family party at her home. Clara had a present. It was a big wooden nutcracker. It looked like a toy soldier and Clara liked it very much. After the party everyone went to bed. Clara could not sleep and at midnight she got up and found her nutcracker. Suddenly, strange things happened. A huge mouse king appeared with his army of giant mice. They attacked Clara but the nutcracker came alive and protected Clara. Toy soldiers joined in the battle. They fought the mice and the nutcracker killed the mouse king.

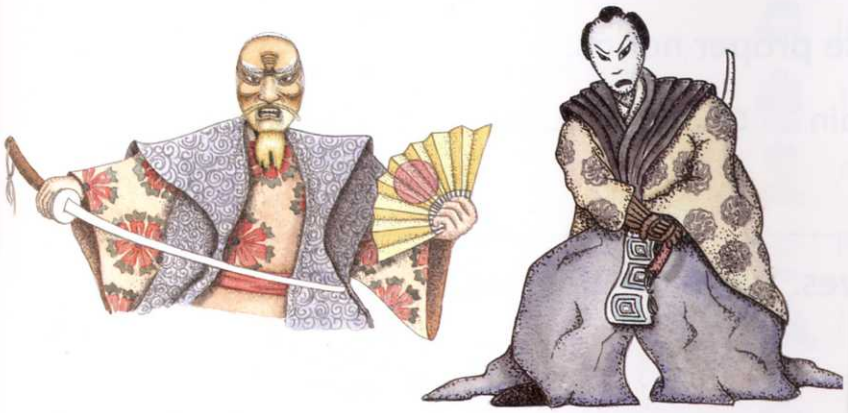
When the mouse king died, the nutcracker changed into a prince. He took Clara to the Land of Snow and then to the Land of Sweets. They watched dancers from around the world. There was a Spanish dance, a Chinese dance, an Arabian dance and a Russian dance. When the dancers disappeared, Clara was in her home again and she was holding the wooden nutcracker. It was all a dream.

I loved this ballet! The story was exciting. The fight between the soldiers and the giant mice was really good and the dancers were graceful. When the ballet finished, I felt really happy. Then we went outside and the streets were silent and gloomy. The ballet seemed like a dream, just like Clara's!

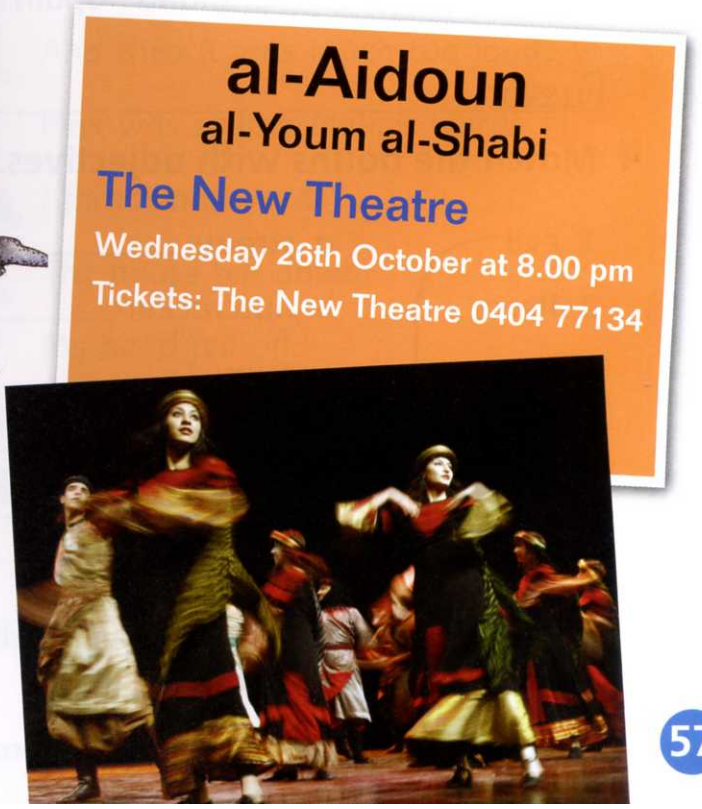
Olga Brown
Class 4b

On Wednesday afternoon, I saw dancers from Japan. The first dance was very old and all the performers were women. In old Japanese dances, the women dancers often hold something. Usually, it is either a fan or an umbrella.

Only men perform some dances. The last dance told a story about two characters: a young soldier and an evil king. The soldier was the hero and he was strong and brave. The evil king's costume was black and gold. He wore a mask with fierce eyes. He looked really scary!



In the evening I saw a group of brilliant dancers from Palestine. While the dancers were performing, Palestinian musicians were playing on drums and pipes. The dances were fast and the men leapt high in the air. This is the poster for the show. You can see how exciting the dances were.



Mathew Day
Class 4a

Reading comprehension and vocabulary

1 Read. In each sentence one word is wrong. Underline it. Write the correct word.

1 Olga saw an English ballet. Russian
2 Clara's present was a wooden toy soldier. _____
3 A huge mouse king appeared with his army of giant soldiers. _____
4 When the mouse king died, the nutcracker turned into a soldier. _____
5 The prince took Clara to the Land of Ice. _____
6 On Wednesday evening, Mathew saw dancers from Japan. _____
7 The first dance told a story about two characters. _____
8 The evil king looked very funny. _____
9 In the evening, musicians played on trumpets and pipes. _____

2 Talk about the answers to these questions.

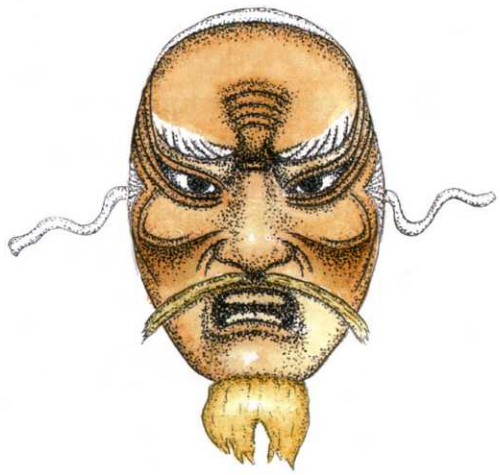
1 What did Olga like in *The Nutcracker* ballet? Find three things.
2 Which dancers do you think Mathew liked best? Why?
3 Which dance do you think sounds the most interesting? Why?

3 Write the adjectives from these proper nouns.

Russia	Arabia	England	Spain	China	Japan	Palestine
Russian	_____	_____	_____	_____	_____	_____

4 Match the nouns with adjectives. Write the phrases.

1 evil	a streets _____
2 fierce	b nutcracker _____
3 gloomy	c eyes _____
4 brave	d king evil king
5 wooden	e hero _____

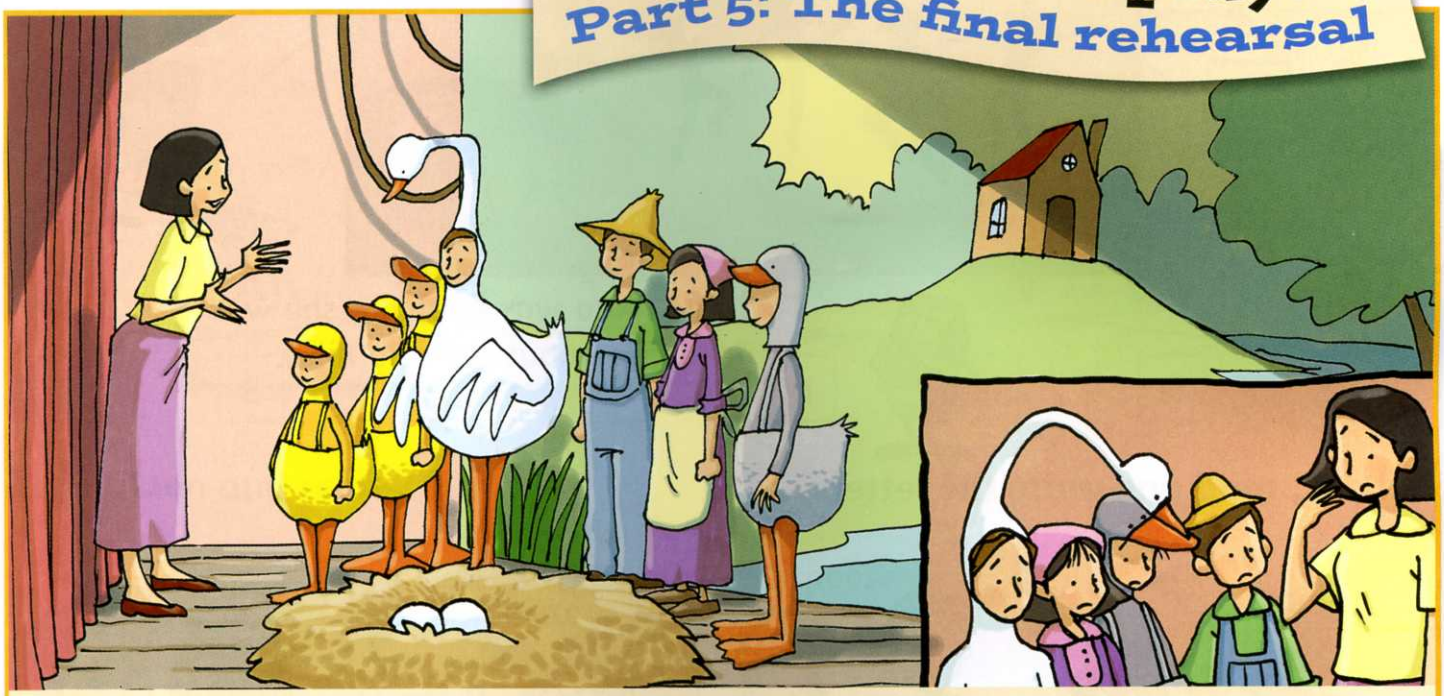


Speaking

1 **Talk about the pictures.**

2 **Listen and read.**

Let's put on a play!
Part 5: The final rehearsal



Tomorrow you're going to perform your play.

Oh! I can't wait!

The kindergarten children are very excited. They've all got tickets and programmes.

Is this our last rehearsal?

Yes, it is. Let's begin.
Switch on the lights! The lights, please!
Start the music! The music, please!

Oh! It's too loud!

Open the curtains! Open the curtains!

Here we go...

(An hour later)

Oh! That was terrible!

It certainly was.

The music didn't start on time.

And then it was much too loud.

Max was saying Molly's words.

I forgot my words.

The house fell down.

My head fell off.

It was a disaster!

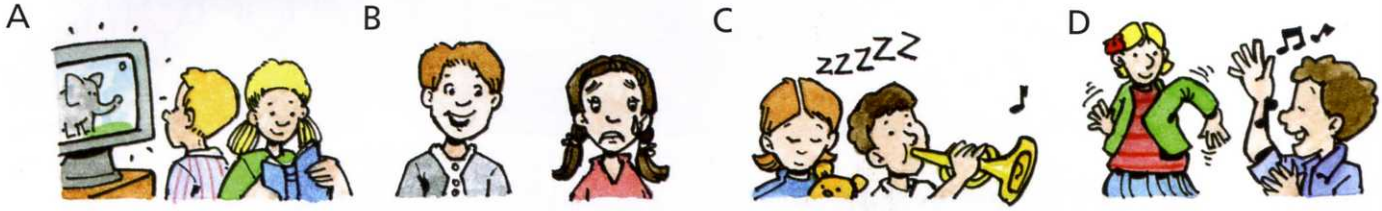
A total disaster!

3 **Listen and say.** **4** **Talk about the story.** **5** **Now you!**

Grammar

1 Look!

Look, read and write the letters.



1 While Lucy was sleeping, Andy was playing the trumpet. _____

2 While Andy was watching TV, Lucy was reading. _____

3 While Andy was singing, Lucy was dancing. _____

4 While Andy was laughing, Lucy was crying. _____

2 What was happening at the same time? Write. Use your own ideas.

1 Anna was helping her mum. Sam was watching TV

2 Henry was playing the piano. Anna _____

3 The boys were playing football. The girls _____

4 The cat was sleeping. The mice _____

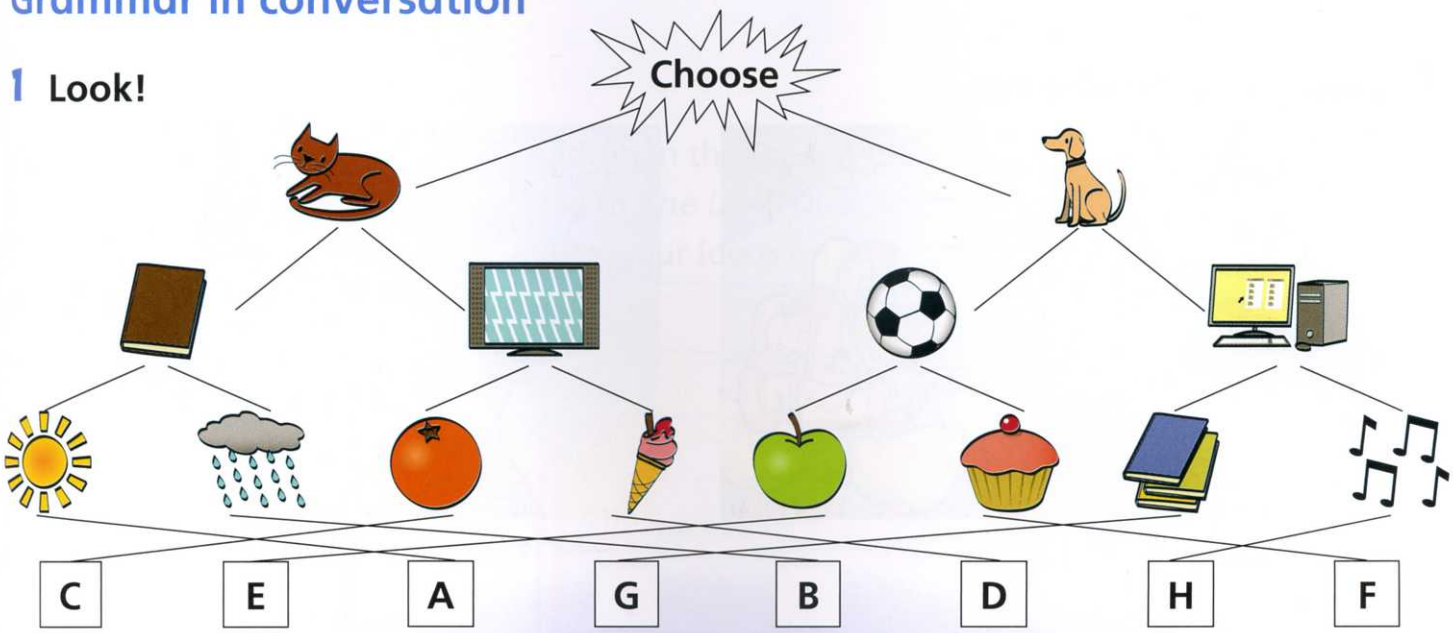
Make sentences starting with *While*.

For example:

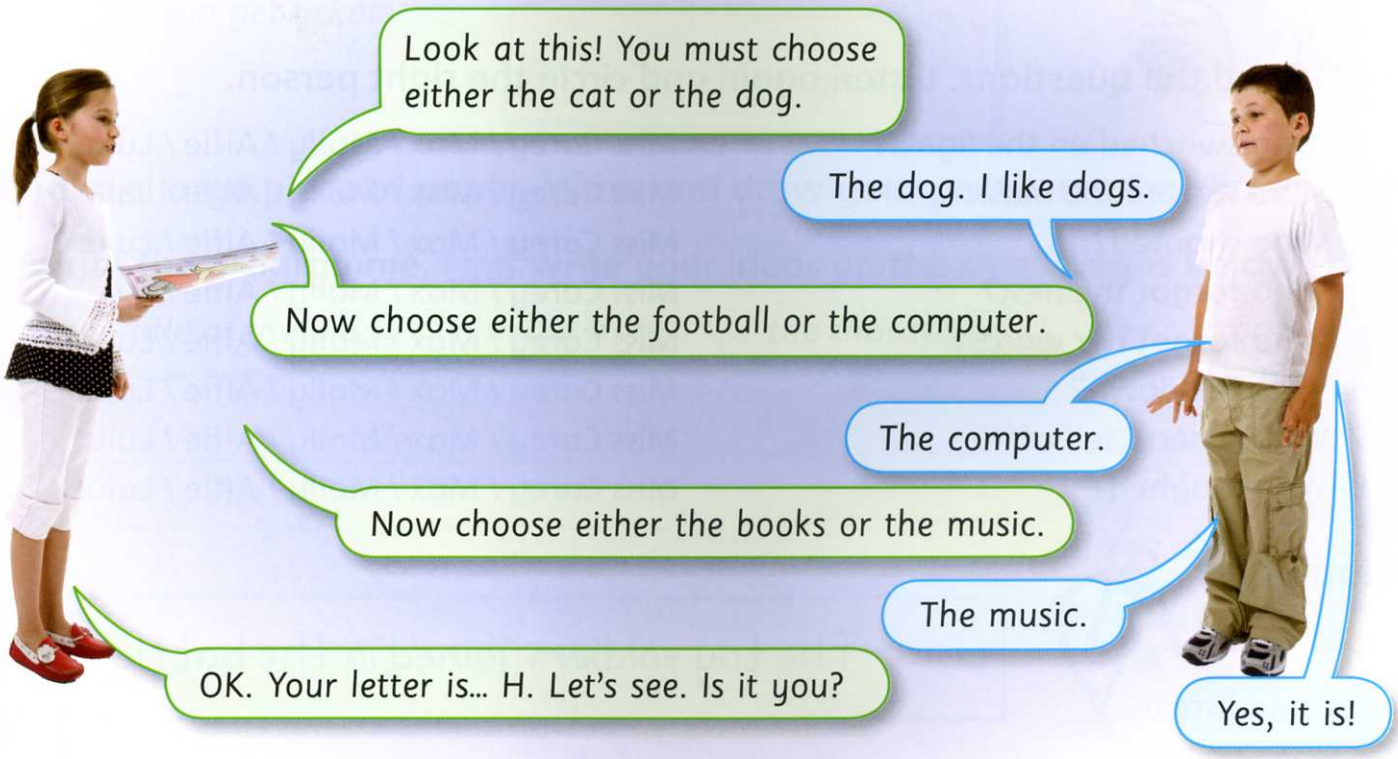
While Anna was helping her mum, Sam was watching TV.

Grammar in conversation

1 Look!



2 Listen and read.



3 Listen and say.

4 Now you!

A You are an intelligent, happy person. B You are an intelligent person. You are quiet.
C You love your home and your family. D You love your home and your family. Sometimes you are a little bit lazy! E You are a very active person. You have lots of friends.
F You are a very active person. Your family is more important to you than your friends.
G You are a clever person. Sometimes you like to spend time alone.
H You are a clever person. Sometimes you are noisy!
Do you agree?

Listening

1 Talk about the pictures.

2 Listen.

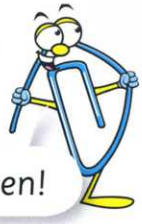
1 What was the name of the play?

2 Was it the first performance or the final rehearsal?

3 Read the questions. Listen again and circle the right person.

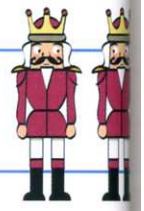
1 Who switched on the lights?	Miss Carey / Max / Molly / Alfie / Lulu
2 Who started the music?	Miss Carey / Max / Molly / Alfie / Lulu
3 Who shouted?	Miss Carey / Max / Molly / Alfie / Lulu
4 Who forgot the nest?	Miss Carey / Max / Molly / Alfie / Lulu
5 Who forgot her words?	Miss Carey / Max / Molly / Alfie / Lulu
6 Who fell down?	Miss Carey / Max / Molly / Alfie / Lulu
7 Whose head fell off?	Miss Carey / Max / Molly / Alfie / Lulu
8 Who laughed?	Miss Carey / Max / Molly / Alfie / Lulu

Phonics



Look and listen!

oi The toy soldiers joined in the battle.



Join in the song, dig the soil, coil the rope, boil the oil.

➜ Now look at WB p47 Use of English

Class composition

1 Read.

Alfie, Molly, Lulu, Max and the children in the Drama Club are putting on a show. It is the story of *The Ugly Duckling*. Design the poster for the show. Write your ideas on the small poster.

the name of the group _____

the name of the show _____

the picture – draw or write ideas

the place _____

the day and the time _____

where you can get tickets _____

2 Take a large piece of paper. Write and draw your poster for the show.

3 Write the programme. First write your ideas on the small pages below.

the title of the play _____

the story _____

the characters _____

the performers _____

UNIT 6

Changes in nature

Reading

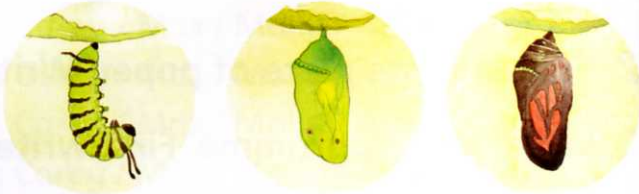
Amazing changes

What is it?
It's small and white,
under the leaf,
out of sight.
It looks like a seed.

It isn't a seed.
It's an egg – it will grow.
What will it be?
Do you know?

Look at it now!
It's long and round.
It's eating the leaf,
but not making a sound.
It looks like a worm.

It isn't a worm.
It's a caterpillar – so,
what will come next?
Do you know?



What is it now?
It looks old and dry,
brown and shiny,
hanging up high.
It looks like a leaf.

It isn't a leaf.
It's a pupa, and yes,
it will change, but how?
Can you guess?

Look! What's this?
There's a tiny head
and crumpled wings
of yellow and red.
It's a butterfly!

Yes, a beautiful insect
with colours that glow.
From an egg to a butterfly,
you saw it grow.

The dragonfly

The dragonfly larva
is a terrifying beast,
with pinching claws and snapping jaws
looking for a feast.

When the dragonfly appears
from the larva's ugly skin
its wings are wide and delicate,
its body's long and thin.

There's a flash of brilliant colour
as it flies across the water –
like a jewel on the crown
of an emperor's daughter.

The bird of paradise

Can you believe it?
It doesn't look nice
but this funny little chick will be
a bird of paradise.

It will spread its golden wings
and show its feathers like a fan
and nobody will guess
how this amazing bird began.

Reading comprehension and vocabulary

1 Answer the questions.

Amazing changes

1 What is under the leaf?
2 What does the egg look like?
3 Something is eating the leaf. What does it look like?
4 What is really eating the leaf?
5 What does the caterpillar change into?
6 What does the pupa look like?

The dragonfly

7 Which two words describe the dragonfly's wings?
8 What do the dragonfly's bright colours look like?

The bird of paradise

9 Why does the chick look funny?
10 What colour are its wings?

2 Talk about the answers to these questions.

1 How many times does the butterfly egg change? What are the changes?
2 Why is the dragonfly larva always looking for a feast?
3 What are the differences between the bird of paradise chick and the adult bird?

3 Write the words under the correct pictures.

jewel seed dragonfly butterfly tadpole caterpillar fan chick worm

_____ _____ _____ _____ _____

_____ _____ _____ _____

Speaking

1 Talk about the pictures.

2 Listen and read.

Let's put on a play!
Part 6: Good luck, everyone!

I'm so nervous.

I'm terrified.

Our last rehearsal was really bad.

Well, today it can't be worse.

Don't worry. Today it will be better.

I hope so.

The children are waiting. Are you all ready?

Yes, Miss Carey.

Good luck, everyone!

Thanks, we'll need it!

All through the winter, the duckling hid in the reeds.

In the spring some beautiful white birds landed on the river.

You're not ducks. What are you?

We are swans. You are a swan, too.

Me? A swan?

Yes, look in the water and you'll see.

Oh! It's true! I'm not an ugly duckling. I'm a swan!

So the ugly duckling became a beautiful swan...

...and lived happily ever after!

Hooray! Hooray! That was the best play ever!

3 Listen and say.

4 Talk about the story.

5 Now you!

Grammar

1 Look!

Read the sentences. Write *Yes* or *No*.

1 This little bird will become a duck. _____

2 This ugly beast will change into a butterfly. _____

3 It will be hot and sunny tomorrow. _____

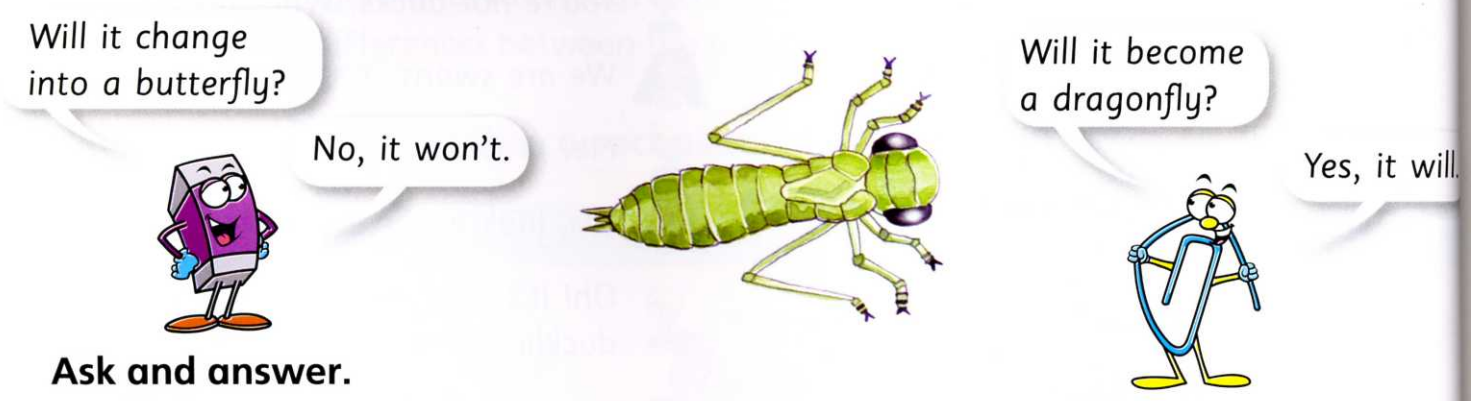
4 We will be at school tomorrow. _____

5 The bell will ring at four o'clock. _____

6 I think the mouse will chase the cat. _____

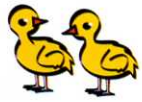
Talk about your answers.

2 Look!



Ask and answer.

1 change into a butterfly?

2  become swans?

3 learn to talk?

4 grow feathers?

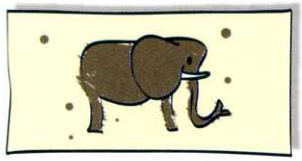
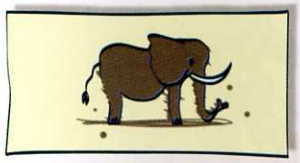
5 bite me?

6 hurt us?

Grammar in conversation

1 **Look, listen and read.**

Art Club Painting Competition

1 
2 
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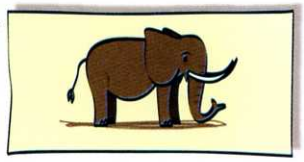
4 

Which painting is the winner?

I think number 4 is the best.

Really? What about number 2?

Well, it's better than number 1 but it's not as good as number 4.

What about number 3?

It's awful! It's the worst of all.

Do you think it's worse than number 1?

Definitely! It's really bad.

Oh...

What's the matter?

I painted number 3.

Oops!

2 **Listen and say.**

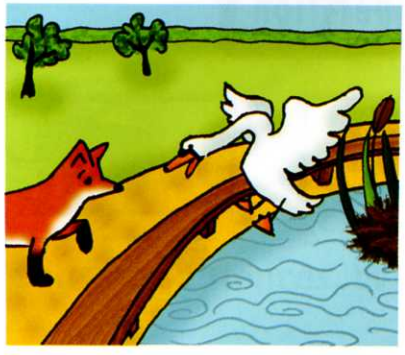
3 **Now you!**

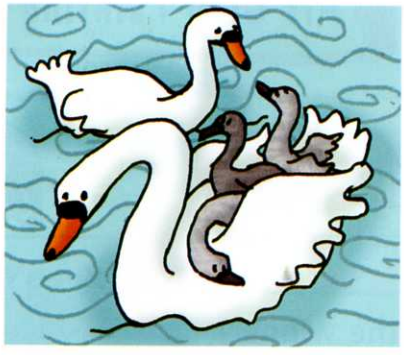
4 **Listen and say.**

We're the best. We're better than the rest.
We're the best. We're better than the rest.
What do we say every day?
We're better than the rest. We're the BEST!

Listening

1 Look at the pictures. Can you make a story from them?

A 

B 

C

D

E

F

2 Listen and point.

3 Listen again and write the letters.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

4 Tell the story.

Phonics

Look and listen!

aw	with pinching claws and snapping jaws

I saw two awful monsters
with claws on their paws.
Look, I'll draw those awful monsters,
with carrots in their jaws.

→ Now look at WB p57 Use of English

Class composition

1 Talk about the pictures.

2 Read. Choose and write words.

Cygnets and swans

Soft _____ feathers,
_____ beaks, _____ legs,
_____ necks, _____ wings,
hatched out of _____ .

_____ swim on the water
like little grey _____
near a tall white _____
that _____ floats.

Their _____ will whiten.
Their _____ will grow long.
Their _____ will turn orange.
Their _____ will grow strong.

The _____ young swans
will pass _____ by,
then _____ their wings
they will rise up and _____ .

Word bank

eggs black tiny
grey short black

boats silently
cygnets ship

beaks necks
wings feathers

quietly fly
graceful spreading

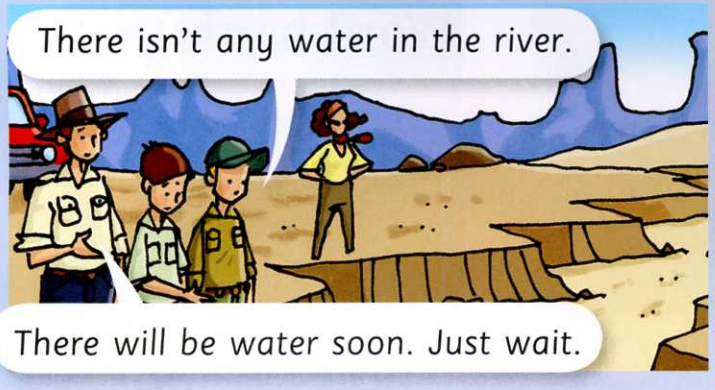
3 Listen and read.

Revision 2

1 Listen and read.

Ben went to see Uncle Bob, Aunt Sue and his cousin Joe in America. When he arrived, they went for a drive. It was a hot day and the land was brown, rocky and dry.

They stopped in a wide valley. There was a river in the valley but it was brown and dry, too.



Uncle Bob made coffee over a fire. While they were waiting for the coffee, Ben and Joe explored the valley.

While they were driving home, there was thunder and lightning.

When they got home, it started to rain. It rained for hours.

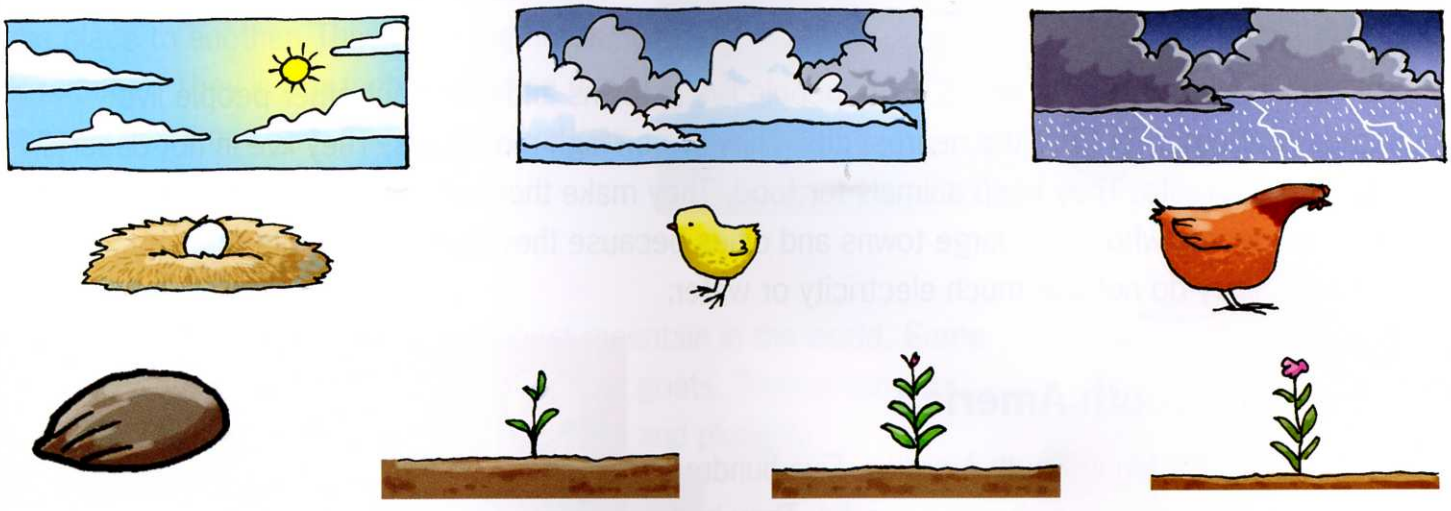
A few days later, they went for a drive again. They went to the same valley. Ben couldn't believe his eyes.

2 Listen again. Act the story.

Project 2: Changes

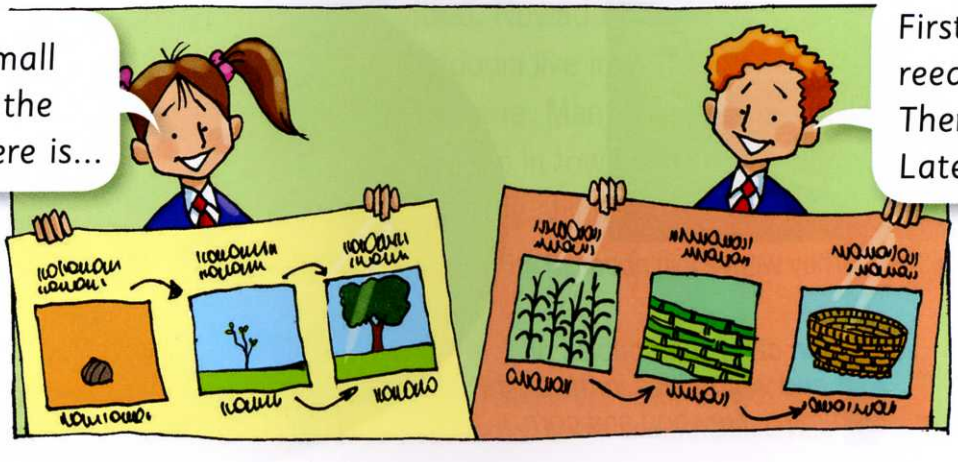
1 What things change?

Find pictures or draw pictures. Arrange them on a poster. Write about them.
Here are some ideas. Use two or three of these or find pictures of your own.



What things do people change?

2 Talk about the pictures.



UNIT 7

People of the world

Reading Old customs in the modern world

People live in all parts of the world. Most people live in towns and cities but other people live hundreds of kilometres from the nearest city. They live on high mountains. They live in hot deserts and in snowy forests. They keep animals for food. They make their clothes and homes. They are different to people who live in large towns and cities because they do not need lots of shops, cars and lorries. They do not use much electricity or water.

Weavers of South America

The Incas lived in Peru in South America. Five hundred years ago they were very rich and powerful. They had many large cities and they were good fighters. They had gold, silver and jewels. They kept many animals and they had good food and clothes. Then explorers from Spain came. They fought the Incas and captured their king. After that, the Spanish ruled over the Incas.

Each village has special patterns.

The Incas spoke the Quechua language. Quechua people are still living in Peru today. They keep sheep and goats in the mountains. They get wool from the animals. They spin the wool and weave it into cloth. They make patterns in the cloth. The patterns are like the old Inca patterns.

Children learn the patterns. They weave thin ribbons.

Women carry their babies or fruit and vegetables in the cloth. Men carry firewood and corn.

Herdsmen of northern Europe

The Sami people live in northern Europe. It is very cold in winter and there is always a lot of snow on the ground. Some Sami people are nomads. That means they travel from one place to another. They keep big herds of reindeer. They live in tents and when the reindeer need new grass, they pack up their tents and move on.

Farmers of Tibet

The Tibetan people live near the highest mountain in the world. Some Tibetans are nomads. They keep sheep and goats. Tibetan farmers use yaks on their farms. The yaks pull carts and ploughs.

Yaks are strong animals.

Tibetans enjoy plays with music and dance. The actors wear amazing costumes and masks.

Travellers in the desert

The Bedouin people live in hot places. Some Bedouin travel through the desert. Like the Sami people, they keep animals and live in tents. When they move the animals, they can take their tents with them.
They hunt with falcons so their families have more food. Nowadays not many Bedouin live in the desert all the time. Many of them live in houses in towns and villages but they still fly falcons in the desert.

Falcons catch other birds.

Falcons are beautiful birds with sharp beaks and watchful eyes.

Reading comprehension and vocabulary

1 Complete the sentences.

1 Five hundred years ago the Incas were very _____ .

2 The Incas spoke the Quechua _____ .

3 The Quechua people _____ the wool and weave it into cloth.

4 They make _____ in the cloth.

5 Some Sami people are _____ .

6 The Tibetan people live near the highest _____ in the world

7 Some Bedouin people travel through the _____ .

8 Falcons are beautiful birds with sharp beaks and _____ eyes.

2 Talk about the answers to these questions.

Some people live hundreds of kilometres from the nearest city:

1 They do not need lots of shops, cars and lorries. Why not?

2 These people do not use much electricity or water. Why not?

3 Write the words next to the correct definition.

powerful	explorer	watchful	village	spin	capture	hunt	electricity

1 strong _____

2 power that travels along wires and makes lights and machines work _____

3 seeing everything that is happening _____

4 to follow and catch _____

5 person who travels and looks at new places _____

6 a small group of houses _____

7 to turn or twist round and round _____

8 to catch and hold onto _____

Speaking

1 **Talk about the pictures.**

2 **Listen and read.**

The Golden Mask of Chapichapi

Part 1: Who's that man?

Come along, children! We're going to have a wonderful afternoon.

There are so many things to see!

I want to see the Incas. They made a lot of things from gold and jewels.

I want to see the Chinese room. The Chinese invented lots of things.

Yes, they were very clever.

I want to go into space.

You can't do that, silly.

Well... I think we can.

Really? Wow!

Are you ready?

Yes, Miss Carey.

Then let's go!

Look at that man over there.

You shouldn't point, Alfie. It's rude.

He looks strange.

Yes, he looks a bit suspicious.

Come along, children! We haven't got much time.

3 **Listen and say.** **4** **Talk about the story.** **5** **Now you!**

Grammar

1 Look!

Are there many yaks on the mountain?

Is there much snow on the mountain?

Yes, there is.

No, there aren't.

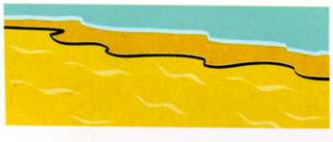
Ask and answer.

1 water – river?

2 trees – forest?

3 camels – desert?

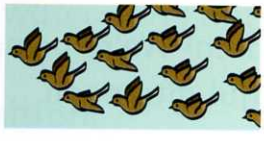
4 fruit – basket?

5  sand – beach?

6 jewels – crown?

2 Look!

There aren't many birds.



There are lots of birds.

There are a lot of birds.

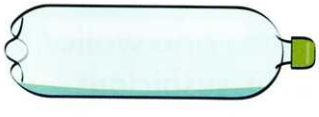
There isn't much juice.

There's a lot of juice.

There's lots of juice.

Point and say.

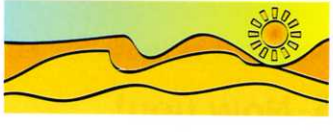
Remember! Lots of = a lot of

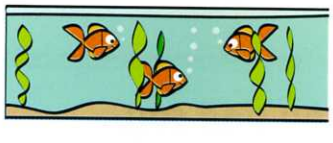
1  water

2 butterflies

3 stars

4 milk

5  sand

6  fish

Grammar in conversation

1 Listen and read.

Oh dear...

I'm late for school.

What's the matter?

You should get up earlier.

I'm tired!

You shouldn't go to bed late.

I'm hungry.

Eat something then!

You're horrid! You should be nice to your sister.

You should stop complaining.

And my tooth hurts.

Arghh!

2 Listen and say.

3 Now you!

4 Listen and sing.

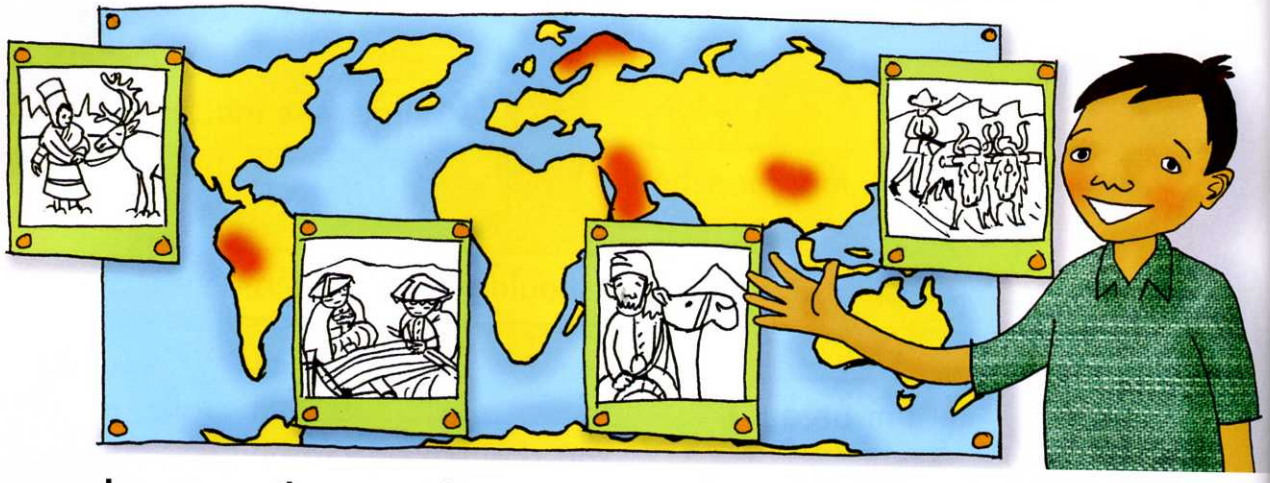
When you're feeling sad and lonely,
When you're feeling down and blue,
Don't cry, dry your eyes,
Here's what you should do:

You should...
Jump up and down, kick your heels in the air,
Wave your arms like you just don't care,
Stick out your tongue, make a funny face,
And scream and shout all over the place.

You'll feel so much better!

Listening

1 Talk about the picture.



2 Listen and answer the questions.

1 What is the boy talking about?
2 How much does he know about this? A lot or not very much?

3 How many mistakes does he make? Listen again.

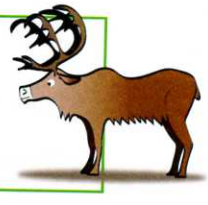
Write the number. ☐

4 Listen again. Put up your hand when you hear a mistake. Correct the mistake.

Phonics

Look and listen!

ew When the reindeer need
new grass, the Sami move on.



The wind blew.
The little bird flew.
The black clouds grew
and lightning threw
silver flashes, too.
Then we knew –
"It's a storm! Quick! Run inside!"

→ Now look at WB p67 Use of English

Class composition

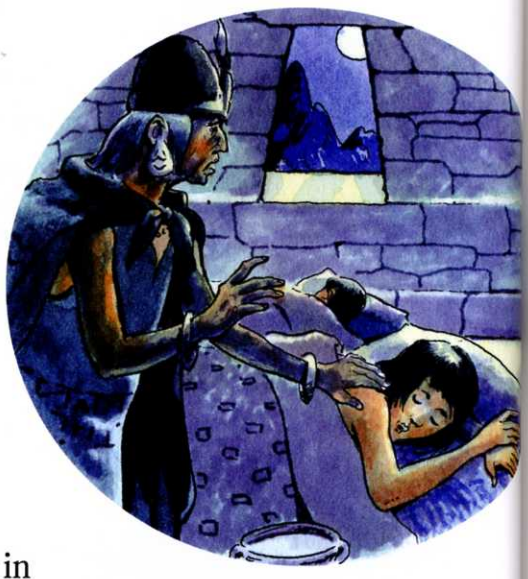
1 **Talk about the pictures.**

2 **Write about the Bedouin people. Continue in your copy book if necessary.**

UNIT 8 The Incas

Reading

A message for the Inca king



It was before dawn when Poma heard a voice. "Wake up, Poma, wake up!" somebody whispered. Poma opened his eyes. In the dim moonlight, he saw the face of his old teacher. Poma sat up in surprise.

"Sh!" said his teacher. "Don't speak. Get dressed and follow me."

Hurriedly, Poma put on his tunic. The other boys were sleeping. He stepped quietly past them and followed the old man outside.

As silent as shadows they crossed the courtyard and entered the great hall. Poma's teacher led him towards a small doorway in one corner. Messengers did not usually go through it. The rooms behind the hall were part of the palace. Suddenly, the old man stopped and spoke.

"Listen, Poma," he said. "You are the youngest messenger in the palace but nobody runs as fast as you. You are not yet seventeen but you are as brave as any man. Now, you have an important task. Come."

Poma followed the old man through the narrow doorway and along a short passage. They entered a large room where lamps burned brightly. The golden walls glowed like the evening sun. Two men stood near the doorway. They were talking quietly. They stopped when they saw Poma. Their tunics were fine wool with delicate patterns of gold. "These are important people," thought Poma.

A table stood in the middle of the room with a gold chair next to it. There were silver cups on the table but the chair was empty. Poma heard his teacher say, "This is the boy, Prince Urco."

A tall man appeared from the shadows. He wore a heavy cloak over his tunic. Bands of gold circled his head and his arms. A collar of gold and rare jewels was around his neck. He beckoned to Poma and the boy stepped forward.

The prince looked carefully at Poma for a moment. "You are strong," he said, "but you must be clever, too. You must take a message to the king. You must remember every word." He leaned forward and spoke clearly. "Repeat," he commanded. Poma repeated the message. The prince nodded. "Now go," he said, "and do not fail."

Poma left the room and ran back through the hall. He crossed the shadowy courtyard and ran out onto the road. Then he ran straight on, out of the city gates and towards the forest. "I must not fail," he repeated. "I must not fail."

Reading comprehension and vocabulary

1 Match the sentence beginnings with the correct endings.

1 It was before dawn when	___	a the old man stopped and spoke.
2 Hurriedly,	___	b the boy stepped forward.
3 As silent as shadows	___	c from the shadows.
4 Suddenly,	___	d Poma heard a voice.
5 They entered a large room where	___	e Poma put on his tunic.
6 A tall man appeared	___	f ran back through the hall.
7 He beckoned to Poma and	___	g they crossed the courtyard.
8 Poma left the room and	___	h lamps burned brightly.

2 Talk about the answers to these questions.

1 Why did Poma's teacher wake him up before dawn?
2 Why did the prince tell Poma to repeat the message?
3 What do you think the message was about?

3 Read. Write the word. Write the letter of the picture.

a

b

c

d

e

1 a piece of clothing you wear round your shoulders ___cloak c___
2 a very large room _____
3 a loose piece of clothing like a long T-shirt _____
4 an open space with buildings all round it _____
5 the dark shape when something is blocking the light _____

Speaking

1 **Talk about the pictures.**

2 **Listen and read.**

The Golden Mask of Chapichapi

Part 2: Jewels of the Incas

Here are the Incas.

Look at the king on his throne.

His headdress is fantastic!

The guards are scary.

Their swords and spears look really sharp.

And their shields look really heavy.

I love that jewellery!

Wow! It's beautiful!

And look at that mask! It's amazing.

That, children, is the golden mask of Chapichapi.

It's covered in jewels.

Oh! What's happening?

I can't see anything.

Switch on the lights! Switch on the lights!

Oh, that's better.

Look! The golden mask isn't on the wall!

Somebody took it.

And I think I know who.

Yes, that strange man!

Quick! After him!

3 **Listen and say.** **4** **Talk about the story.** **5** **Now you!**

Grammar

1 Look!

Ask and answer.

1 at the window?

2 behind the curtain?

3 under the bed?

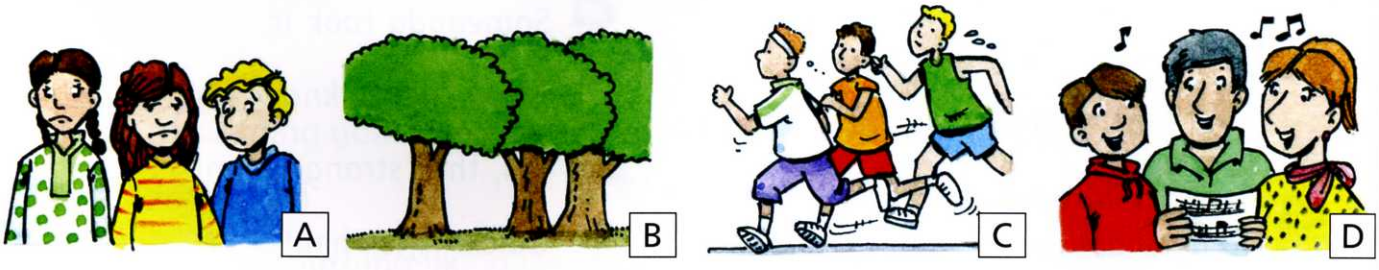
4 on the stairs?

5 in the car?

6 behind the tree?

2 Look!

Read and match.



1 Everybody is singing. ____

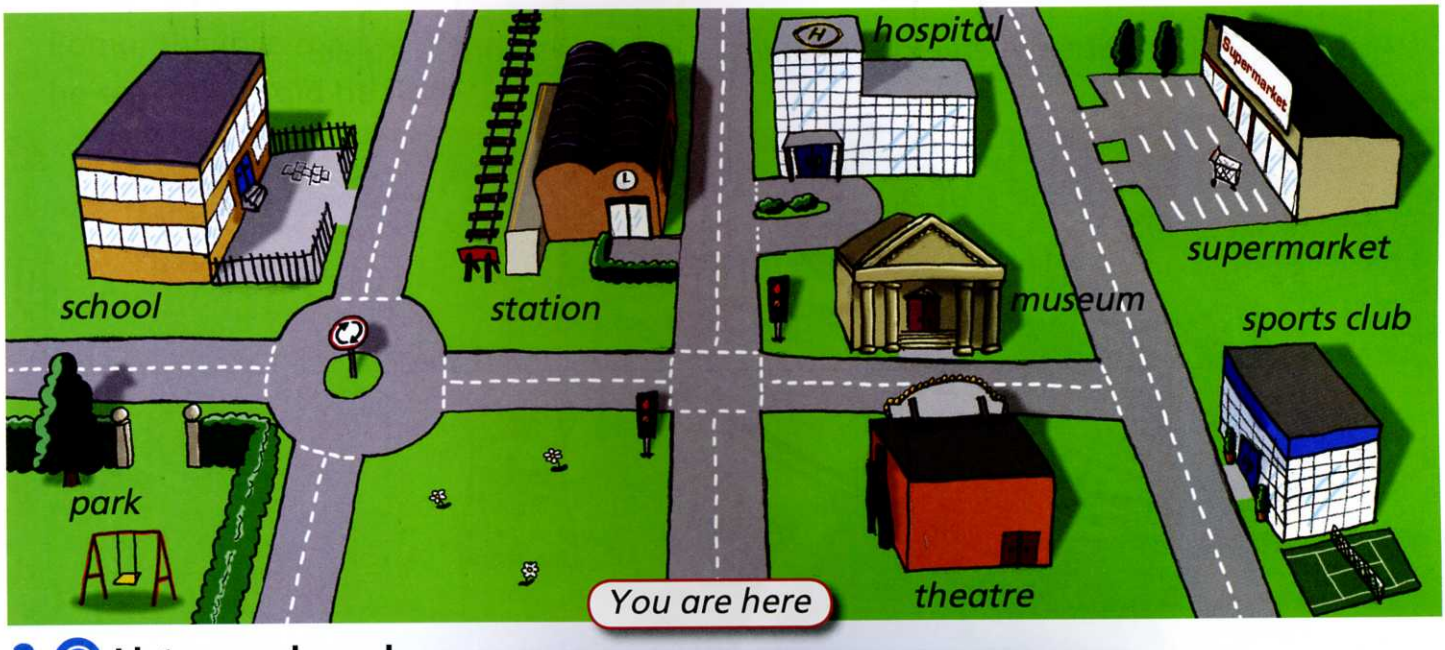
2 Nobody is laughing. ____

3 There is nobody under the tree. ____

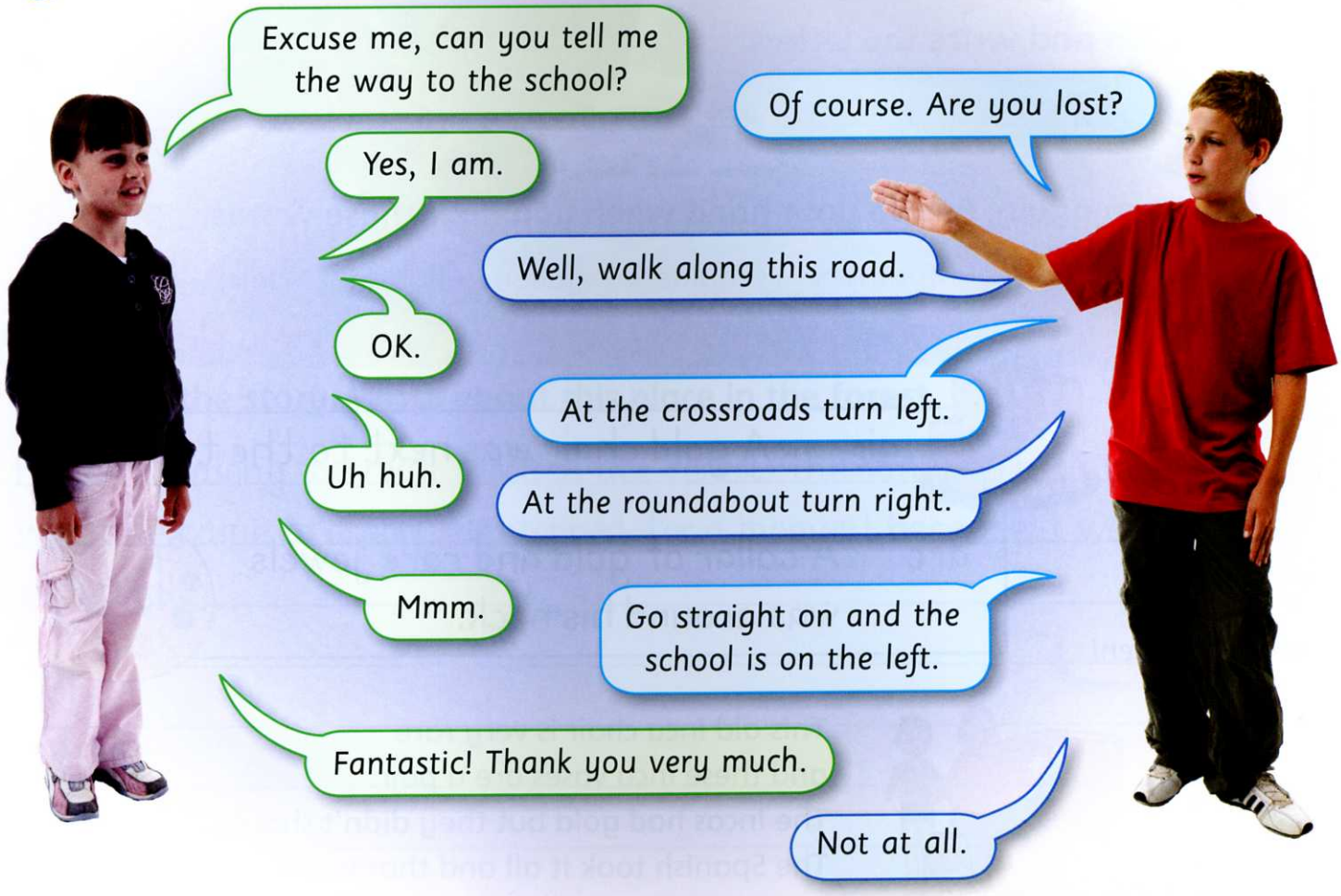
4 Everybody is running. ____

Grammar in conversation

1 Look at the map.



2 Listen and read.



3 Listen and say. **4 Now you!**

Listening

1 Talk about the pictures. Write the words in the box under the pictures.

throne headdress shield helmet cloak sword tunic spear

A _____

B _____

C _____

D _____

E _____

F _____

G _____

H _____

2 Listen and write the letters.

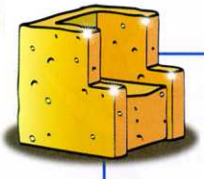
1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____

3 Listen again. Put up your hand when you hear these words.

knife protects feathers shoulders queen hunting shirt battle

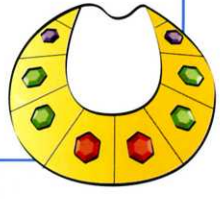
Phonics

Look and listen!



air A gold chair was next to the table.

are A collar of gold and rare jewels was around his neck.



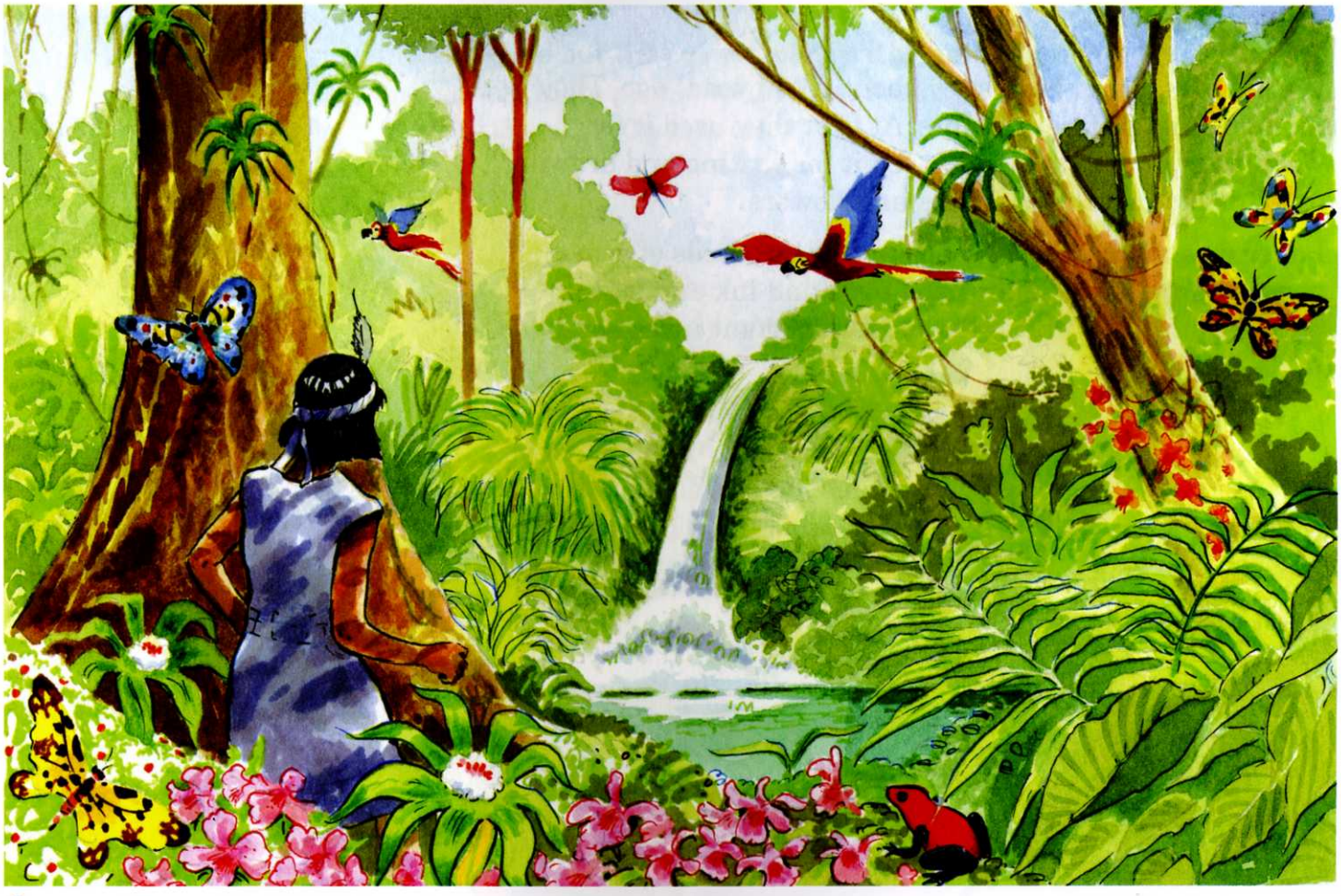
This old Inca chair is very rare
and these Inca vases are a pair.
The Incas had gold but they didn't share.
The Spanish took it all and that wasn't fair.

➜ Now look at WB p77 Use of English

Class composition

1 Read then talk about the picture.

Poma, the Inca messenger, ran through the forest. He came to a pool. What did he see? What did he hear?



2 Continue the story. Write about this place in the forest.

Poma ran along the road through the forest. The sun was high in the sky when he came to a pool. He stopped for a moment because it was so beautiful.

Reading

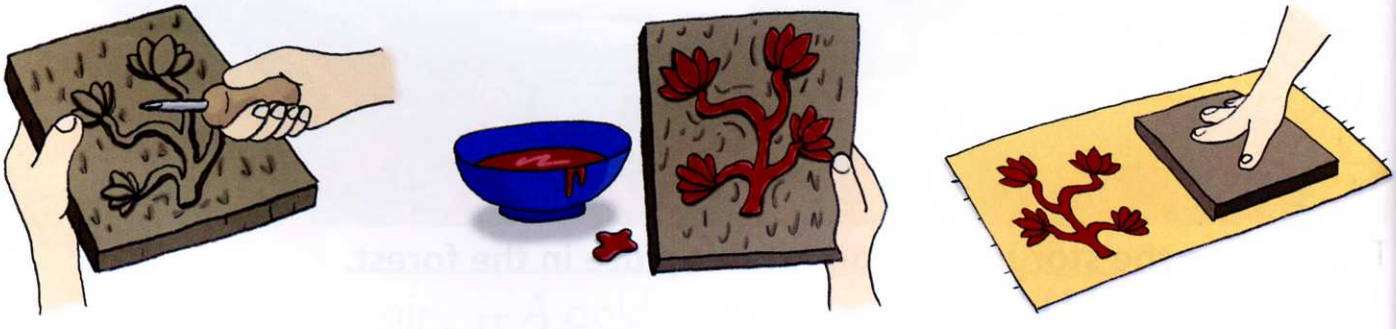
We use these every day

Paper

The Chinese invented paper about 2,000 years ago. They made it from different plants. At first they used it for wrapping things, then they used it for writing and drawing on. This picture shows leaves and flowers.

Paper was most useful for books. For hundreds of years, people wrote books. They used pens and ink and it took a long time. Then one of the most important inventions appeared.

Printing



Chinese people first printed on cloth more than 2,000 years ago. They cut a pattern on a block of wood. They put dye on the woodblock then they pressed the block onto the cloth. The block printed the pattern. They could use the block again and again.
Sometimes the cloth was silk. The Chinese invented silk, too. This piece of silk is a beautiful curtain.

Later the Chinese printed words on paper. They cut words on the woodblock. This was difficult work. They put ink on the block then they pressed the paper onto it. The woodblock printed the words onto the paper.

The printers printed one page at a time but they could print with the block many times. They could make many copies of each book. More people could have books. The oldest printed book in the world is from China. It is more than 1,100 years old.

The compass

A long time ago, sailors used the stars at night. They could find north, south, east and west. When it was cloudy, they could not see the stars and sometimes they lost their way.

The Chinese made a discovery. A special stone made a metal needle point to north. They floated the needle in a bowl of water and it pointed to north. It worked at sea when it was cloudy and completely dark. It worked on land in the daytime, too. People could find north and then they could follow a map. They could find their way to new places.

Gunpowder

Chinese scientists discovered gunpowder 1,100 years ago. First they found a kind of salt. It burned with a purple flame. They mixed it with other salts. When they put the mixture in a metal box and heated it, the box exploded. It was a very powerful mixture.

They used the gunpowder to make fireworks. Chinese people still make fireworks. They are the best in the world. If you go to a firework display, you will see Chinese fireworks. They explode in the sky in different shapes and colours.

Reading comprehension and vocabulary

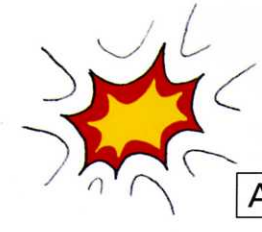
1 Underline the best word to complete each sentence.

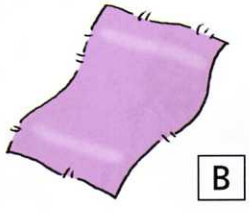
1 At first the Chinese used paper for **writing** / **wrapping** / **drawing** things.
2 Paper was most useful for **writing** / **reading** / **books** .
3 Chinese people **sometimes** / **always** / **often** printed on silk cloth.
4 Later the Chinese printed words on **books** / **blocks** / **paper** .
5 They could make many copies of each **block** / **book** / **page** .
6 A long time ago, sailors **used** / **watched** / **saw** the stars.
7 A special stone made a metal needle **turn** / **point** / **change** to north.
8 Chinese people still **like** / **have** / **make** fireworks.

2 Talk about the answers to these questions.

1 Which invention do you use the most often?
2 Which invention is the most useful? Why?
3 Which invention do you think is the least useful? Why?

3 Look at the pictures. Complete the lists. Write the letters.


A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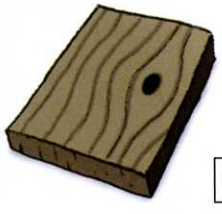
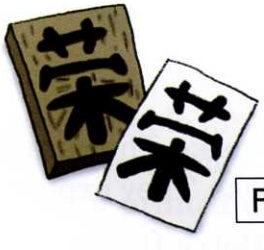
C

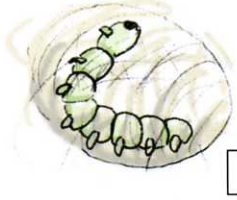

D

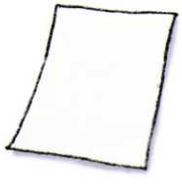
E


F

G

H


I


J

Inventions	Things the Chinese used for their inventions
paper J	plants C

Speaking

1 **Talk about the picture.**

2 **Listen and read.**

The Golden Mask of Chapichapi

Part 3: In the Chinese room

Which room is this?

It's the Chinese room, I think.

Oh! Look at those pretty fans!

And the paper umbrellas! I like those.

We haven't got time to look at paper umbrellas.

We're trying to catch a thief, remember?

Well, he isn't here.

No, I can't see him anywhere.

Shall we look in another room?

Yes, let's.

Can't we look at these beautiful things?

These clothes are silk. How wonderful!

Come on, you two!

Yes, hurry up!

We'll never find him.

We should try, Lulu.

If he's still in the museum, we'll catch him.

And if we catch him, we'll find the golden mask.

3 **Listen and say.** **4** **Talk about the story.** **5** **Now you!**

Grammar

1 Look!

Will you take an umbrella tomorrow?

I'll take an umbrella if it's raining.

2 Complete the sentences. Write the letters.

1 We will go to the beach	a if she has time.
2 Dad will buy some fireworks	b I'll buy a CD.
3 Grandma will make a cake	c if they aren't too expensive.
4 If it snows,	d you'll be tired in the morning.
5 If we go to the mall,	e if the weather is fine.
6 If you don't go to bed,	f we'll make a snowman.

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

3 Think of endings for these sentences.

1 If it's a nice day tomorrow,
2 If I go to the mall,
3 If my friend goes to the beach,

Remember! Use will!

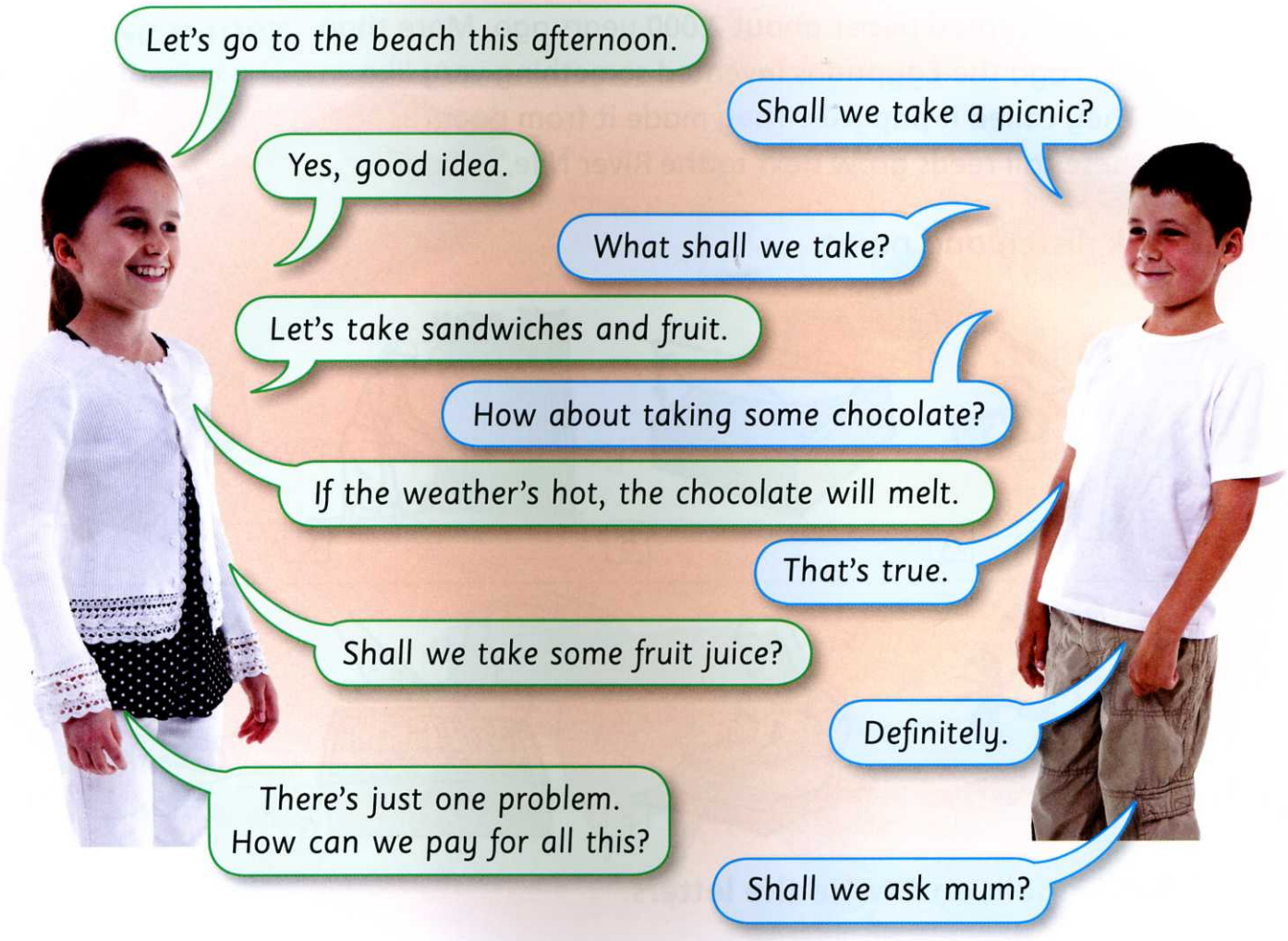
4 Think of endings for these sentences.

1 The children will be very happy if
2 I'll read that book if
3 We'll eat pizzas if

Remember! Use the present tense after if.

Grammar in conversation

1 Listen and read.



2 Listen and say.

3 Now you!

4 Listen and sing.

If you leave, I'll be sorry.
If you leave, I'll be sad.
You're the best friend, the best friend,
The best friend that I've ever had.

If you go, please send me letters.
If you go, I'll write to you.
I will miss you. Will you miss me?
I will never forget you.

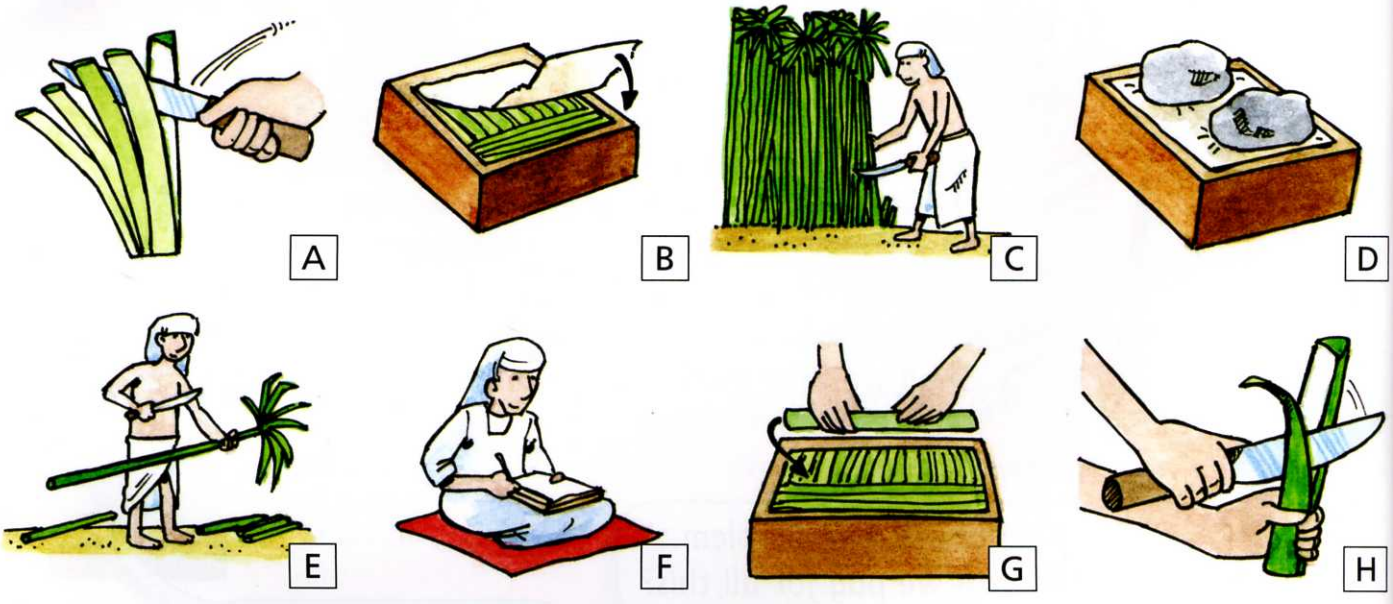
Listening

Did you know? The English word *paper* comes from the word *papyrus*.

1 Read.

The Chinese invented paper about 2,000 years ago. More than 5,000 years ago the Egyptians invented something very like paper. They called it papyrus. They made it from papyrus reeds. These tall reeds grow next to the River Nile, in Egypt.

2 Look, listen and point.



3 Listen again and write the letters.

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____

Phonics

Look and listen!

igh A long time ago, sailors used the stars at night.

Lights in the sky!
Fireworks fly high,
exploding in the night,
brighter than starlight.

➜ Now look at WB p87 Use of English

Class composition

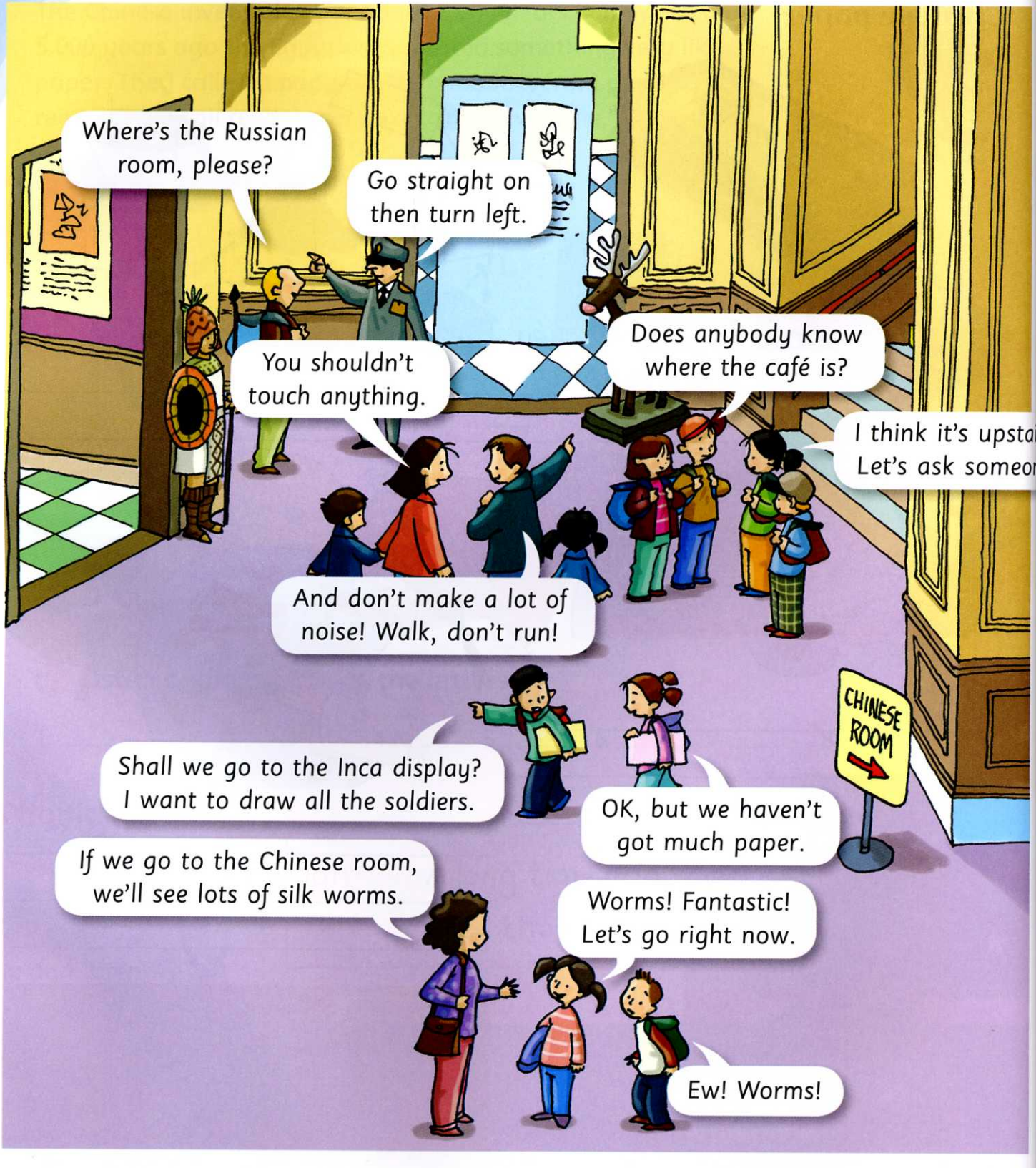
1 Talk about the pictures. Write information about them.

Chinese paper

The Chinese invented paper money. They used paper notes because

Revision 3

1 Listen and read.



2 Listen again. Act the story.

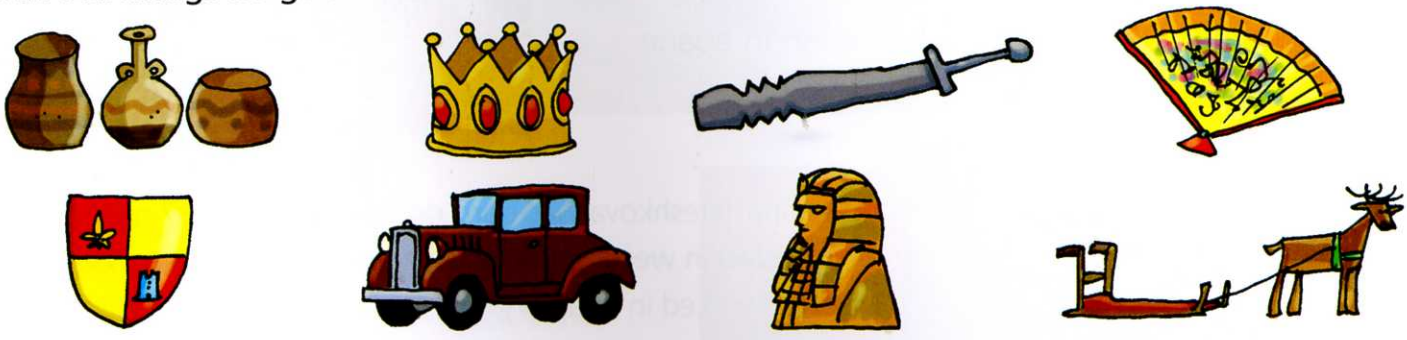
Project 3: A museum display

People put things in museums because they are

✓ very old ✓ interesting ✓ important ✓ valuable.

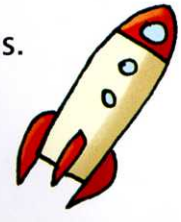
Do you know a museum? What things are in it?

What old things do you like?



Make up your own museum display.

You can choose things from your country or from another country.

You can choose very old things or newer, interesting things. 

Find pictures on the internet or draw them. Stick them in a notebook or on a poster.

Name the objects. Describe some of them. Talk about your display.

UNIT 10 Space travel

Reading

Space pioneers

Valentina Tereshkova
Cosmonaut
The first woman in space

This photograph shows Valentina in her spacesuit.

Key dates	
1937	born near Yaroslavl, west Russia
1945	started school
1954	started working in a factory, continued learning in her free time
1959	first parachute jump
1962	joined the space programme
1963	became the first woman in space, married Andrian Nikolayev
1964	her daughter was born, trained as a cosmonaut engineer
1969–97	worked in the Russian Air Force
2007	told her dream: a flight to Mars

Valentina Tereshkova was born on 6th March, 1937 near the city of Yaroslavl in western Russia. Her father was a tractor driver. Her mother worked in a factory.

When she was two years old, her father died in a war-time battle. She started school when she was eight. At seventeen, she started working in a factory. Valentina enjoyed learning so she continued her education in her free time.

There was a flying club in Yaroslavl. Valentina joined and she learned to sky-dive. She made her first parachute jump on 21st May, 1959. She was 22 years old.

She became a spinning engineer at the factory but she parachuted from planes many times.

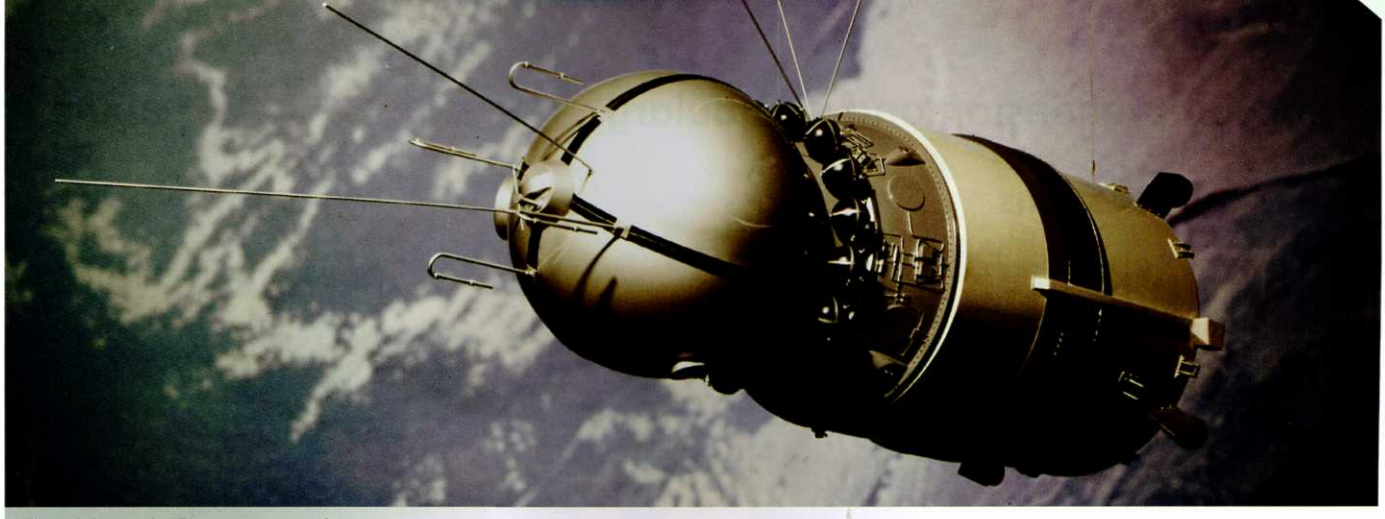
In 1961 the Russian space engineers had an idea. They wanted a Russian to be the first woman cosmonaut. The woman could not be too tall or too heavy. She had to be young enough and fit enough to fly in space. This was the description:

age – under 30 years old
weight – under 70 kg
height – under 170 cm
important: she <u>must</u> be able to parachute.

Valentina fitted this description.

More than 50 young women did the tests but only a few women were good enough. Valentina and four other women joined the space programme in February, 1962.

Valentina trained hard. In November the space engineers chose her for the special flight. "You will be the first woman in space," they told her. Valentina was delighted.

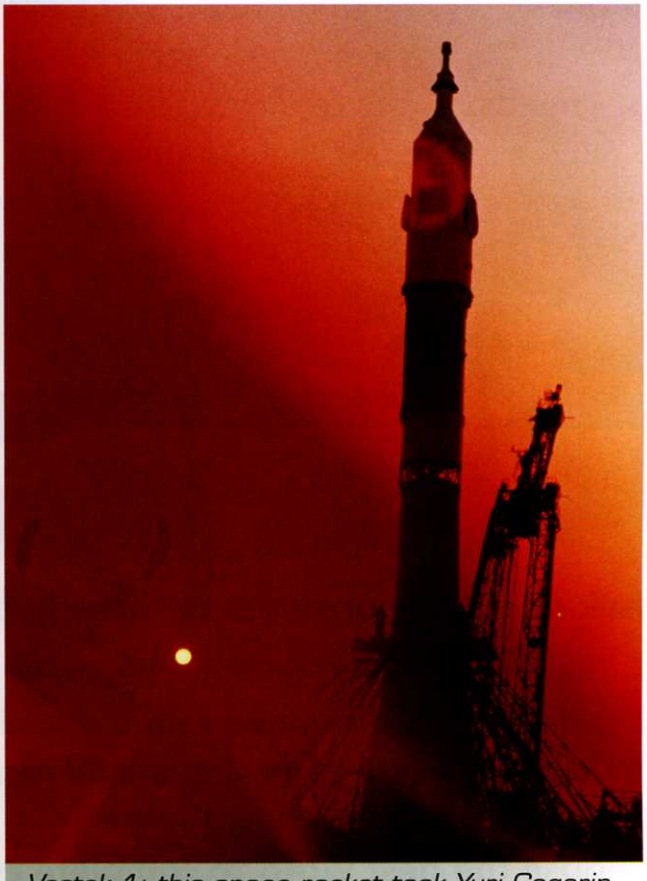


The Vostok 6 spacecraft.

At last the day of the flight arrived. On 16th June, 1963 Valentina took off in the spacecraft Vostok 6. The flight lasted almost three days. During the flight she spoke to people on the ground. Her call sign was Chaika. In English this means seagull. This is the word in Russian: Чайка.

In November she married another cosmonaut. Her husband was Andrian Nikolayev. Their daughter, Elena was born in 1964. Valentina trained as a cosmonaut engineer then she worked in the Russian Air Force until 1997.

Valentina Tereshkova became a Hero of the Soviet Union. She received the United Nations Gold Medal of Peace. On her seventieth birthday she told a newspaper reporter: "I still have one dream: a flight to Mars. It is the dream of all cosmonauts."



Vostok 1: this space rocket took Yuri Gagarin into orbit round the Earth.

The first men in space exploration

Yuri Gagarin	Russia	the first man in space, the first orbit of the Earth	12th April, 1961
Alexei Leonov	Russia	the first space walk	18th March, 1965
Neil Armstrong	America	the first man on the moon	21st July, 1969

Reading comprehension and vocabulary

1 Answer the questions

1 When was Valentina Tereshkova born?
2 Where did she work at seventeen?
3 Where did Valentina learn to sky-dive?
4 What was the Russian space engineers' idea?
5 How many women joined the space programme in February 1962?
6 How long did Valentina's flight last?
7 On her seventieth birthday, what was her one dream?
8 Who was the first man in space?
9 What did Alexei Leonov do first?
10 Who was the first man on the moon?

2 Talk about the answers to these questions.

1 The first woman cosmonaut had to be young and fit. Why?
2 Did the Russian engineers want a small woman or a big woman. Why?
3 Do you have the same dream as Valentina Tereshkova? Why? or Why not?

3 Choose the best word to complete each sentence.

lasted programme received education fit exploration

1 Your _____ is very important so you must work hard at school.
2 Is space _____ exciting or too dangerous?
3 This year our sports _____ includes football training and swimming lessons.
4 Alfie can run 100 metres in 15 seconds – he is very _____ .
5 Last week our school _____ a very important visitor.
6 The children's performance of The Ugly Duckling _____ one hour.

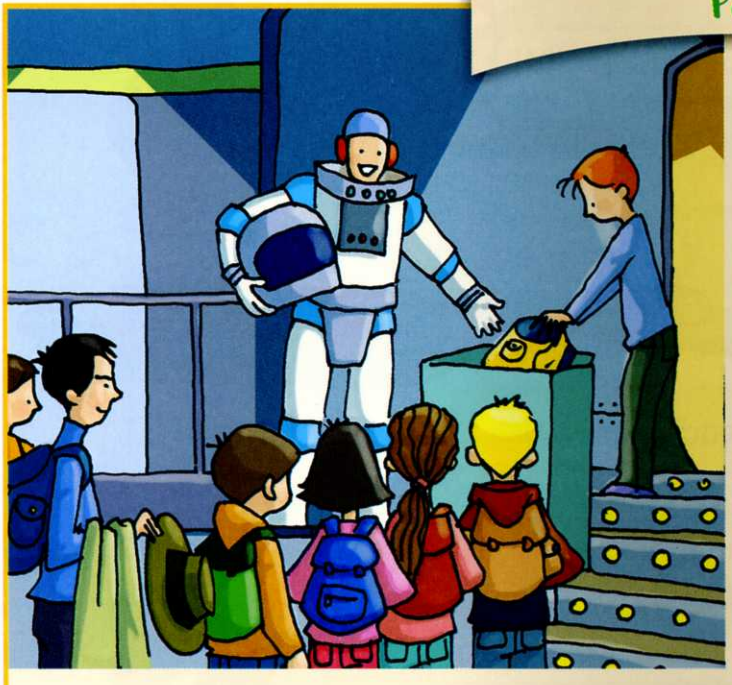
Speaking

1 **Talk about the pictures.**

2 **Listen and read.**

The Golden Mask of Chapichapi

Part 4: A journey into space



Welcome, everyone, to *Journey into Space.*

Oh, wow! We must have a look at this.

But we're trying to catch the thief.

There are a few seats left in the spacecraft.

Please!

Oh, all right. We can spend a little time here, I suppose.

Astronauts, please put your bags in this box. You can get them when you return to Earth.

Come on! Let's climb on board!

5... 4... 3... 2... 1... Lift off!

We're going up.

The Earth is getting smaller and smaller.

We're going into orbit around the Earth.

Look! There's Africa... and America... and China...

The oceans are beautiful.

And now we're going down.

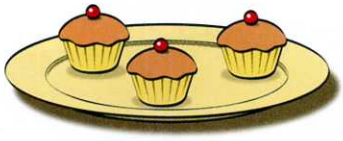
Wow! What a fantastic trip!

Yes, it was great but it wasn't long enough.

3 **Listen and say.** **4** **Talk about the story.** **5** **Now you!**

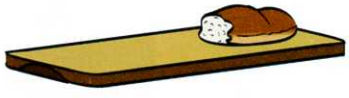
Grammar

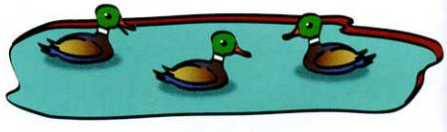
1 Look! *There are a few cakes.* *There is a little juice.*

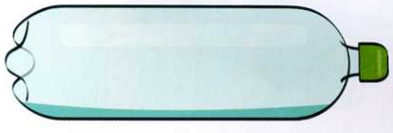


Point and say.

1
biscuits

2 
bread

3 
ducks

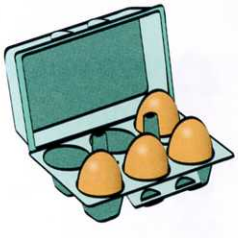
4 
water

5
children

6
milk

2 Look!

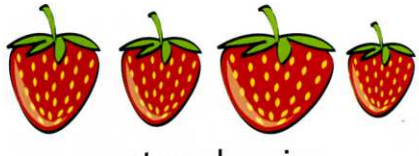
How many eggs are there? *Only a few.* *How much water is there?* *Only a little.*



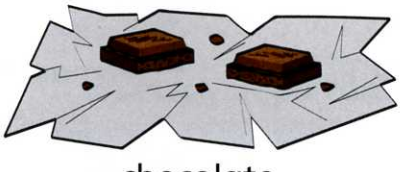
Ask and answer.

1
sweets

2
juice

3 
strawberries

4
flowers

5 
chocolate

6

jam

Grammar in conversation

1 Listen and read.

Have a look. What do you think?

Oh dear...

What's the matter?

It's not big enough.

It's too small?

Exactly. And it's not colourful enough.

Really?

And I'm afraid it's not heavy enough.

Not heavy enough?

How much did it cost?

It was very cheap.

Well, that's the problem. It doesn't look expensive enough.

Shall I take it back to the shop?

I think you should.

2 Listen and say.

3 Now you!

4 Listen and sing.

I want to be an astronaut and fly up to the moon,
Look down and see the Earth below like a child's balloon.
I want to see it turning, shining blue and green,
Deserts, jungles, mountains, the oceans in between.

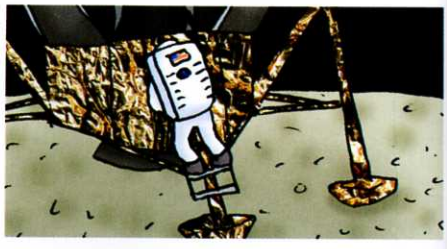
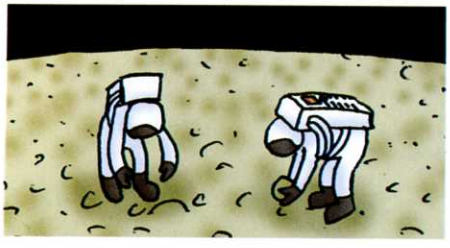
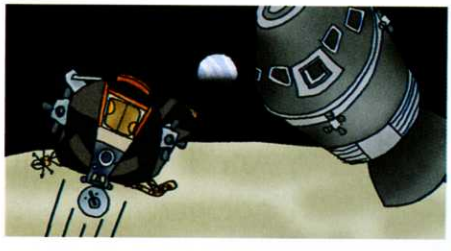
Round the world and back again,
Round the world and back again,
Flying high, in the sky,
Round the world and back again.

Listening

1 Talk about it.

What do you know about the moon?

2 Listen and point.

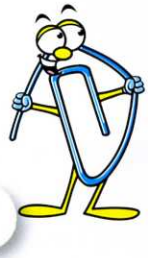




3 Listen again and answer the questions.

1 How many astronauts travelled to the moon?
2 Where were they from?
3 How far is the moon from the earth?
4 When did the first man walk on the moon?
5 What did the astronauts do on the moon?

4 Look at the pictures and tell the story of the first moon landing.

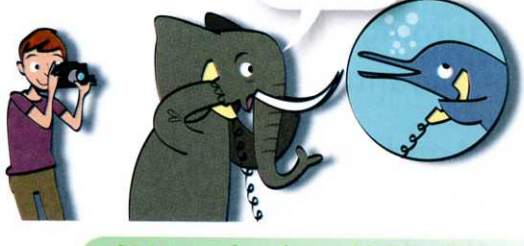
Phonics



Look and listen!

ph This photograph shows Tereshkova in her spacesuit.

I took a photograph of an elephant.
The elephant was on the telephone.
It was saying the alphabet to a dolphin.



→ Now look at WB p97 Use of English

Class composition

1 Read the titles. Read the information. Write about Yuri Gagarin.

Travellers in space

Yuri Gagarin
Cosmonaut
The first man in space

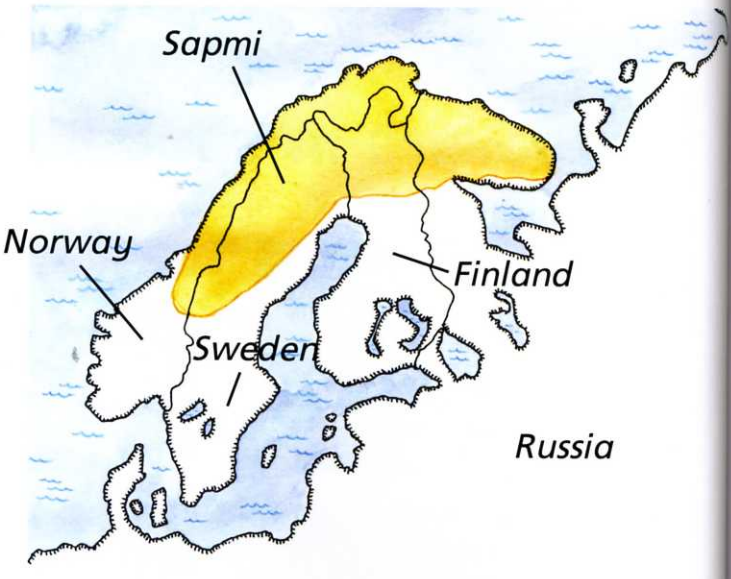
Key dates	
1934	was born near the town of Gzhatsk in west Russia
1950	left secondary school, favourite subject – maths
1951	joined a flying club, learned to fly planes, learned parachuting
1955	joined the Air Force flying school
1957	passed the pilot's test, wanted to be a cosmonaut
1959	started cosmonaut training
1960	joined the space programme
1961	12th April flew in Vostok 1, first man in space, completed the first orbit of the Earth, flight took 1 hr 48 mins
1968	27th March died on test flight when his jet plane crashed, moon crater – Gagarin

Yuri Gagarin was _____

UNIT 11

Life in the north

Reading



The Sami people

The first Sami people arrived in Europe 7,000 years ago. For thousands of years, they travelled across northern Europe. Today, Sami live in the far north of four countries: Sweden, Norway, Finland and Russia. Sami call this area Sapmi.

The reindeer herds

In the past, the Sami were nomads and they followed the reindeer herds. They used the reindeer for food, clothes and tools. They made tents and boots from reindeer skin. They made coats and hats from their wool. They carved needles, spoons and knives from their antlers.

Later, some Sami people stayed on the coast and became fishermen and farmers but the reindeer have always been important. In the Sami language there are 400 different words that describe reindeer. Sami still keep reindeer now but very few people follow their herds. They keep them in one large area. Some herders use snow scooters when they herd the reindeer. These are much faster than sledges or skis.

Sami clothes

The Sami people make trousers, skirts and jackets from wool cloth. Usually it is blue. Sometimes it is red or green. Their clothes have colourful borders. They make hats and boots from reindeer fur. Sami people wear this clothing on special days. This is their national costume and they are proud of it. This woman is wearing a red dress. It has a border of green and yellow. There is a long blue, yellow and green fringe on her dress and she is wearing silver jewellery. Her hat is tall with a blue, yellow and green border. She is wearing a belt and there is a small bag on it. She is wearing gloves and she is holding a small white reindeer. She has got long fair hair and she is smiling. She looks very happy and friendly.

The Sami today

The Sami people have changed their lives. Once, they were nomads. Now many Sami live in towns and villages. They work in hospitals, schools and factories. They speak other languages but there are schools where children learn their lessons in Sami. There are newspapers, radio and TV programmes in Sami and they have their own national flag.

More and more people visit Sami towns and villages. They like the Sami crafts and clothes. The land is beautiful in winter. There is snow from November to May. In Sapmi you might see the northern lights and in summer you can see the sun at midnight.

Reading comprehension and vocabulary

1 Read the sentences. Write true or false.

1 For thousands of years, the Sami travelled across northern Europe. _____

2 They made tents and boots from reindeer skin. _____

3 They carved needles, spoons and knives from their antlers. _____

4 In the Sami language there are 40 different words for reindeer. _____

5 They made hats and boots from reindeer fur. _____

6 The woman in the photo is wearing a bell. _____

7 Now many Sami live in towns and villages. _____

8 There is snow from December to May. _____

Correct the false sentences.

_____

_____

_____

_____

2 Talk about the answers to these questions.

1 Do you have a national costume in your country? What is it like?
2 Do you wear the national costume? When do you wear it?
3 What colours is your national flag?

3 Write the words under the correct pictures.

jewellery belt border fur fringe

_____ _____ _____ _____ _____

Speaking

1 **Talk about the pictures.**

2 **Listen and read.**

The Golden Mask of Chapichapi

Part 5: Where are Alfie's sandwiches?

There you are, children! Where did you go?

Hello, Miss Carey. We went on a journey into space.

Excellent!

Who are these people, Miss Carey?

These are the Sami people.

I know about them. They kept reindeer.

That's right. They used their reindeer for everything.

Did they eat reindeer?

Yes, that woman has put reindeer meat in her pot. Now she's cooking it over the fire.

I'm hungry. I've got some sandwiches in my bag.

Are they reindeer sandwiches?

They might be! Wait a minute! This isn't my bag!

Yes, it is.

No, it isn't. Look what's inside.

A coat... a hat... some sunglasses... a beard?

I know what's happened.

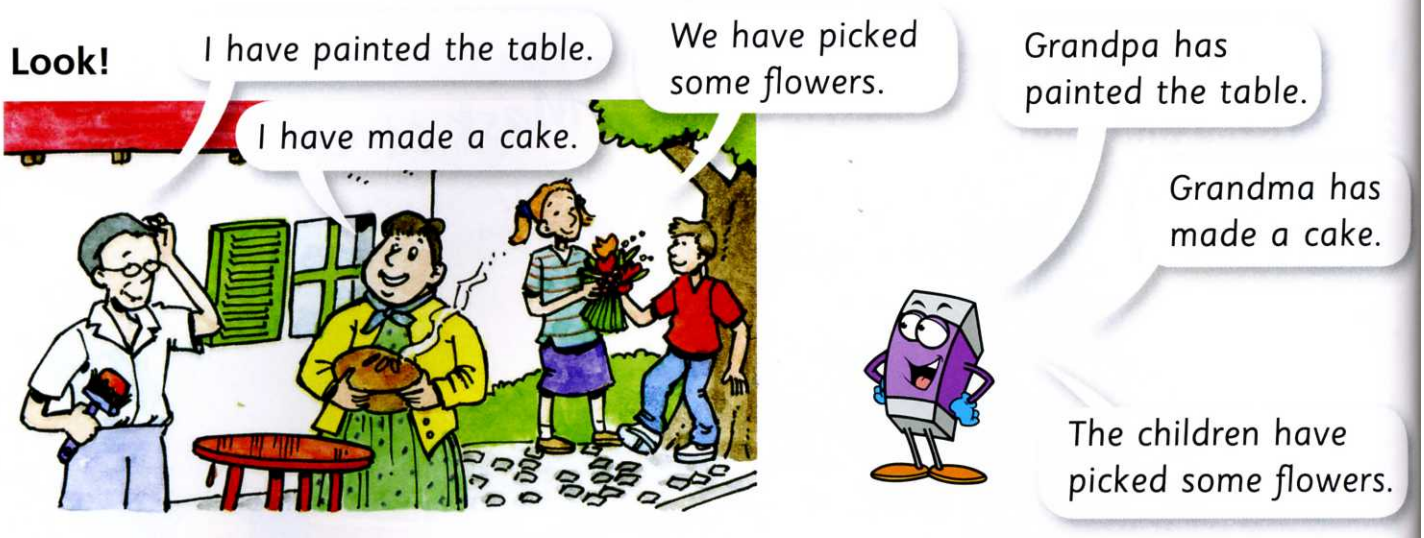
The thief has taken your bag and you've got his!

Quick! We must find him!

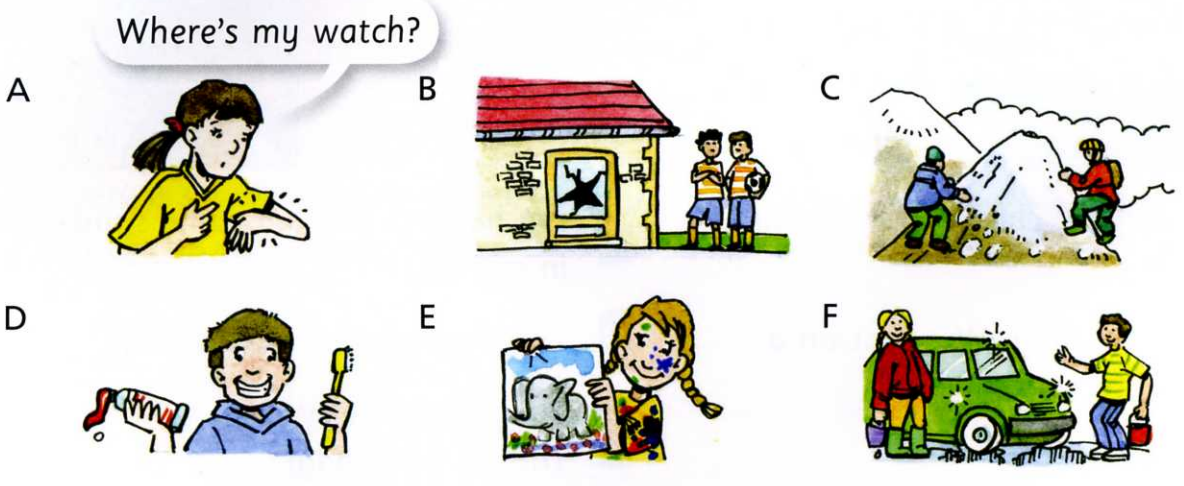
3 **Listen and say.** **4** **Talk about the story.** **5** **Now you!**

Grammar

1 Look!



2 Look, read and match. Write the letters.



1 The men have climbed the mountain. _____

2 Meg has painted a picture. _____

3 The children have washed the car. _____

4 Sam has brushed his teeth. _____

5 The boys have broken the window. _____

6 Lucy has lost her watch. _____

3 Ask and answer these questions.

A What has Lucy lost?

B What have the boys broken?

C What have the men climbed?

D What has Sam brushed?

E What has Meg painted?

F What have the children washed?

Grammar in conversation

1 Listen and read.

What's the score?

2–0.

Is your team winning?

No, they're losing.

Oh dear...

There's still time. They might win.

Not a chance.

They might score three goals.

I don't think so.

Oh! The referee's blowing his whistle.

It's all over.

Well... they might win their next match.

And they might not...

2 Listen and say.

3 Now you!

4 Listen and say.

I might become a doctor.
I might drive a train.
I might become a pilot.
And fly an aeroplane.

I might become an actor.
I might play in a band.
I might become a singer –
The finest in the land.

I might become a player
In my favourite football team.
I might become a millionaire –
Well, I can always dream!

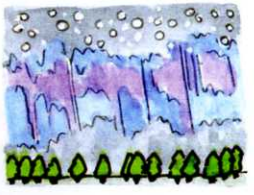
Listening

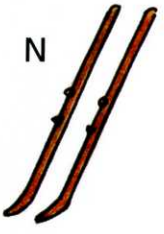
1 **Talk about the pictures.**

2 **Listen and point.**

N

W

C 

N 

I

E

S

D

A

O

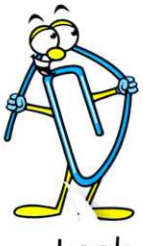
3 **Listen and write the letters.**

What is the secret message?

It is something you find in the land of the Sami people.

1	2	3	4	5	6	7	8	9	10

Phonics



Look and listen!

ch

There are schools where children learn their lessons in Sami.

Throw down the anchor.
Aye, aye Captain!
Bring on the school choir.
Aye, aye, Captain!
Ah, that's lovely!

→ Now look at WB p107 Use of English

Class composition

1 Talk about the picture. Write about the people. Describe the people.

UNIT 12 A desert oasis

Reading

The lost city

The adventure began when Jenny sat next to a giant ear.

"I'm too hot and tired to go any further!" she said. "We left the oasis hours ago. It's time for a rest." She put her bag on the hot rock beside her and then exclaimed, "Look at this! It's an enormous ear!"

She stood up and brushed a little sand off the rock. "Here's an eye... and down here, there's a nose. It's a huge face!"

Uncle Jim was amazed. "It's the head of a statue," he said. "But why is it here, in the middle of the desert?"

Pete was looking at the ground. "These big flat stones look like a floor," he said.

He stepped onto the first stone. It slid away under his foot and he nearly fell over. Uncle Jim grabbed his arm. They stared into a narrow dark hole in the ground. "What's down there?" asked Pete.

Uncle Jim knelt down and shone his torch into the hole.

"What can you see?" asked Pete. Uncle Jim was silent.

"Oh! Isn't there anything down there?" asked Jenny. She sounded disappointed.

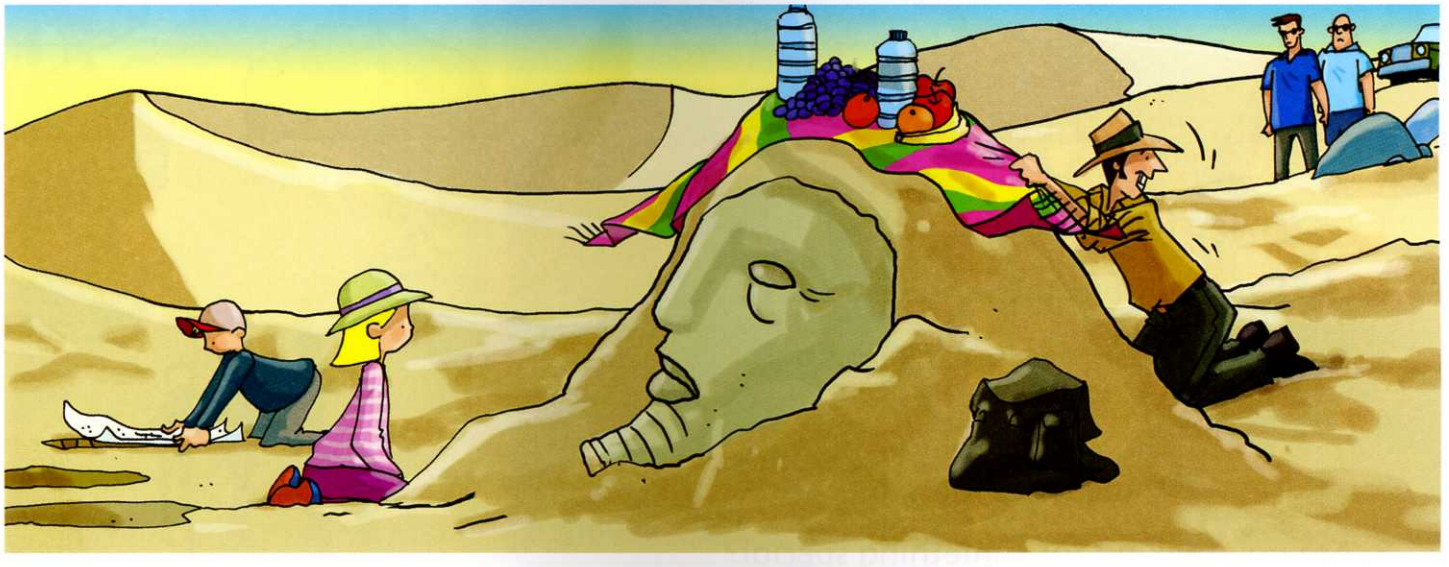
"There's a big room down there," said Uncle Jim. "I can see tall pots and furniture. It might be very valuable. I must phone the city museum."

Just then, they heard a distant hum. Jenny looked up. "A car's coming," she said.

"Quick. Let's put this map over the hole," said Uncle Jim. "We shouldn't tell anyone about it. Sometimes people take valuable things and sell them as souvenirs."

"How can we hide the head?" asked Pete.

"I know," said Jenny. "I'll put my big scarf over the head. If we put the water bottles and some fruit on the scarf, it will look like a picnic. Then we'll sit on the head. Hurry!"



A big silver 4 x 4 roared round the sand dunes. Two men got out and walked across the sand.

"Hi," said the first man. "Are you looking for something special?"

"We're not looking for anything at all," said Uncle Jim. "We're just tourists."

The two men looked at them suspiciously. "If you find anything interesting, we will pay you money for it," said the second man.

"We haven't seen anything interesting all day," said Jenny. "No camel trains, no ruins, not even a date palm. It's all very boring."

The two men drove away and Uncle Jim phoned the museum. He spoke to Professor Hamid for a long time.

Professor Hamid was an archaeologist who worked at the museum. When he arrived, he looked into the hole.

"Have we found something exciting?" asked Pete.

Professor Hamid smiled. "Do you remember the two men who were in the 4 x 4?"

Pete and Jenny nodded. "Those men are looking for something."

"Treasure?" suggested the children at once.

Professor Hamid nodded. "They are looking for a lost city," he said, "and guess what? I think you have found it!"

Reading comprehension and vocabulary

1 Who said it?

1 It's a huge face! _____

2 It's the head of a statue. _____

3 These big flat stones look like a floor. _____

4 What's down there? _____

5 I must phone the city museum. _____

6 Are you looking for something special? _____

7 It's all very boring. _____

8 Those men are looking for something. _____

2 Discuss the answers to these questions.

1 Why was Uncle Jim amazed?
2 Why did they hide the hole in the ground?
3 Why did Jenny say, "It's all very boring?"

3 Match the words and definitions. Check in your dictionary.

1 amazed	____	a equal to a large amount of money
2 grab	____	b thinking something may not be true
3 valuable	____	c not at all interesting
4 suspiciously	____	d very surprised
5 boring	____	e take hold of something quickly

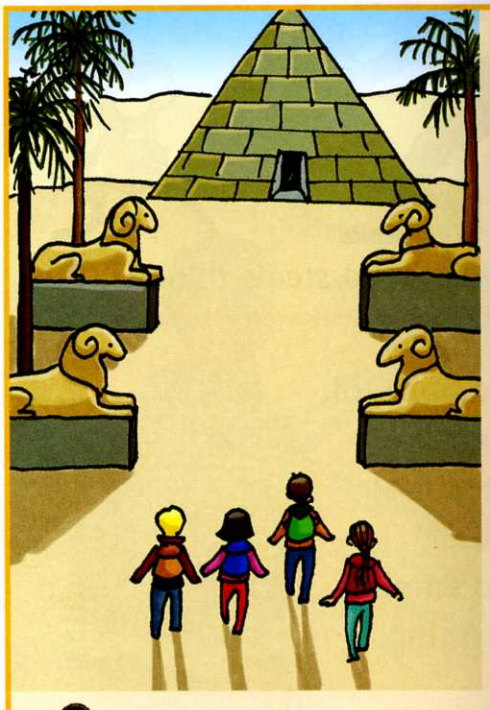
Speaking

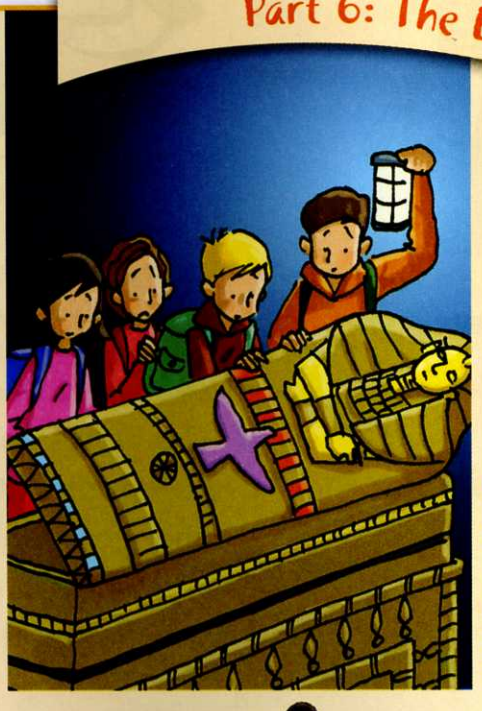
1 **Talk about the pictures.**

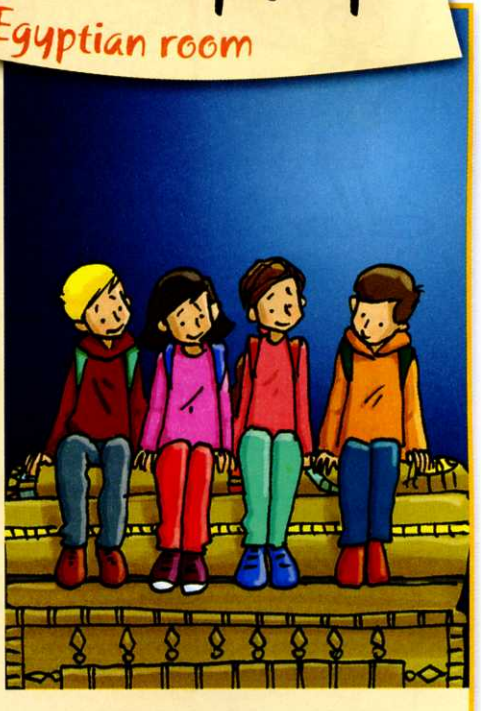
2 **Listen and read.**

The Golden Mask of Chapichapi

Part 6: The Egyptian room







We'll never find the thief now.

This is the last room in the museum.

He might be here somewhere.

Well, I don't think he's hiding behind those palm trees.

How about inside the pyramid?

Come on! Let's have a look.

Ooh! It's so dark in here.

This is scary! I don't like it.

Listen! What's that noise?

It's coming from that big box.

Open the lid!

No! We shouldn't touch anything.

Alfie! Don't touch it!

Quick! Come and sit on the lid!

What's in the box, Alfie?

Can't you guess? It's the man who stole the golden mask.

Are you sure?

I don't believe it!

It's true! We've caught him!

We've found the golden mask of Chapichapi!

3 **Listen and say.** **4** **Talk about the story.** **5** **Now you!**

Grammar

1 Look!

A tourist is a person who visits places on holiday.

A thief is a person who steals things.

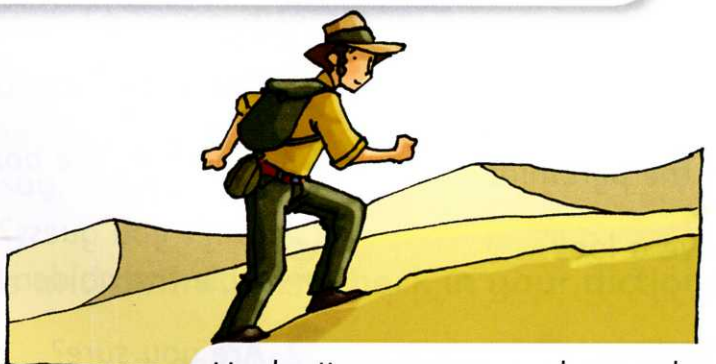
Match. Then write the letters.

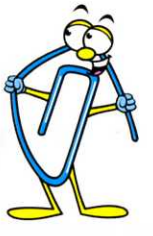
1 A pilot is a person	a who works in a hospital.
2 A sailor is a person	b who writes poems.
3 A teacher is a man or a woman	c who studies at school.
4 A nurse is someone	d who flies planes.
5 A poet is someone	e who works in a school.
6 A pupil is a child	f who works on a ship.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

2 Look!

Uncle Jim was an explorer. He loved going into the desert.





Uncle Jim was an explorer who loved going into the des

Make one sentence.

1 Uncle Jim was a traveller. He loved visiting new places.
2 Professor Hamid was an archaeologist. He knew a lot about old statues.
3 Jenny and Pete are children. They often travel with their uncle.
4 Uncle Jim spoke to the men. They were driving the 4 x 4.
5 The statue was of a man. He was the king of that country years ago.
6 Professor Hamid knew about the explorers. They were looking for a lost city.

Grammar in conversation

1 Listen and read.

pilot | engineer | artist | dentist | explorer | doctor

Shall we play a game?

Yes. Let's.

OK. Listen to my questions and take a card. Ready?

Ready.

Right... What do you call a person who looks after people's teeth?

That's easy. A dentist.

OK. Next one. What do you call a person who builds bridges?

That's tricky... I think it's an engineer.

OK. Last one. What do you call a person who discovers new countries?

Wait a minute... I know! An explorer.

How many did you get right?

All of them. I'm brilliant!

2 Listen and say.

3 Now you!

4 Listen and sing.

Ships of the desert travelling east towards the rising sun
Crossing the sea of sand, riding the waves one by one
A journey of a hundred miles, five hundred miles, a thousand miles has just begun.

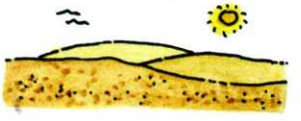
Listening

1 Listen and circle.

Rupert and Uncle Henry are planning a trip. Where are they going to explore?

A
The rainforest

B
The Arctic

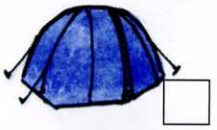
C 
The desert

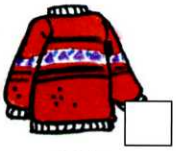
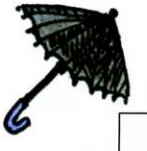
D
Under the sea

2 Talk about the items below. Can you name them?

3 Listen and tick.

What things will Henry and Rupert take with them?

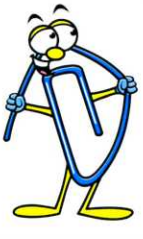


4 Talk about Rupert and Henry's trip.

What are they going to do and see? Have they forgotten anything?

Phonics



c They are looking for a lost city.

Look and listen!

Mice in the city, racing on bicycles,
Mice in a circle, dancing with pencils.

➡ Now look at WB p117 Use of English

Class composition

1 Read and look at the pictures.

Uncle Jim, Pete and Jenny found a lost city in the desert. They told Professor Hamid about it. Professor Hamid and his men dug in the sand.

1

2

3

4

5

6

2 Choose an opening for the story. Which sentence is the most interesting?

Professor Hamid found a door.

Suddenly, Professor Hamid found a strange door.

There was a door.

"Look," said Professor Hamid, "here is a very strange door."

3 Continue the story. What did Professor Hamid do next?

Revision 4

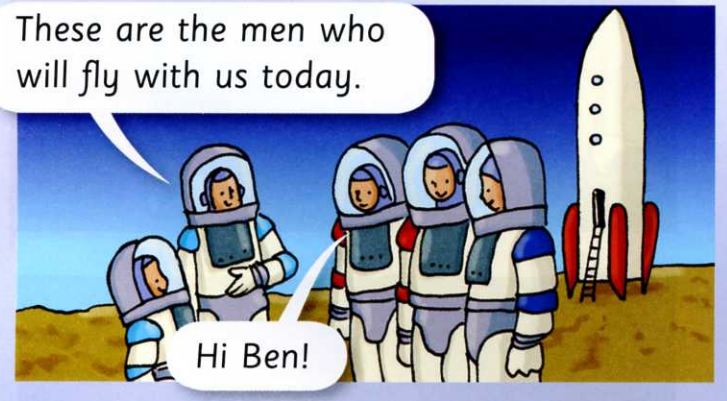
1 Listen and read.

The fantastic journey

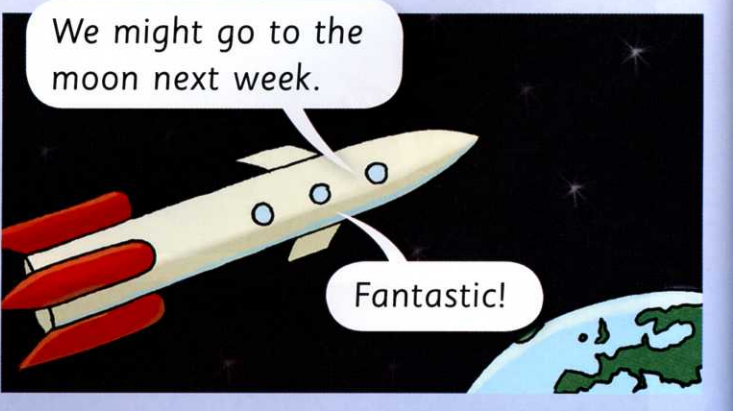
Ben's uncle was an astronaut. He sent Ben an e-mail.

They went to the space station by snow scooter.

When they arrived at the space station, the space rocket was ready.



The flight was brilliant. They went twice round the Earth.



They landed in the desert. They went to the city by camel train.

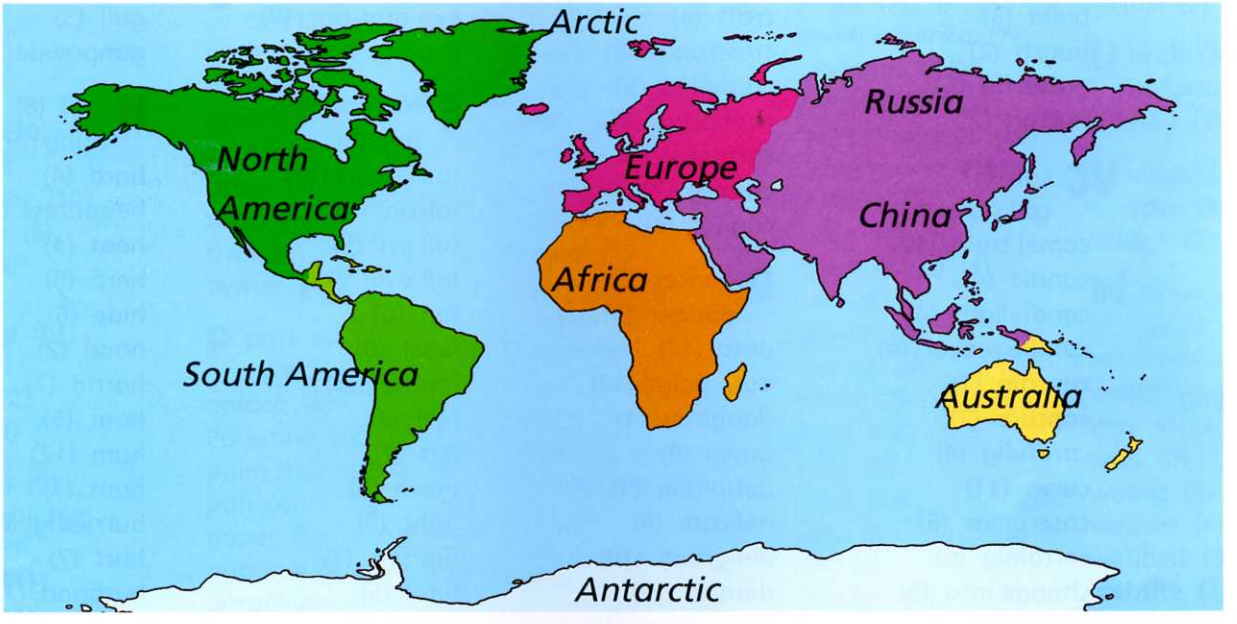
A few days later, Ben returned home. There were lots of people outside his house.

2 Read again then act out the story.

Project 4 - An amazing journey

Look at the map.

Where did you go on your amazing journey? south? north? east? west? Choose a place or choose two or three places. Find out about the place.



Think about these questions.

Who did you go with? How did you travel?
What did you see? What did you do?
Write about your journey. Draw pictures.

Read your story to the class.

I went to Australia. It is a very hot country. There is a very big desert in the middle of Australia. I like desert animals. I went with... We travelled by... When we arrived we saw...

I went to Antarctica. Antarctica is in the south. It is very cold there. I chose it because I like snow and I wanted to see... First we travelled by... Then we travelled by...

Word list: alphabetical (The number is the unit where you can find the word.)

A act (1)
active (15)
adult (3)
adventure (12)
Africa (10)
against (1)
agree (5)
albatross (3)
alive (5)
almost (10)
alone (2)
amazed (12)
among (7)
animation (1)
another (9)
answer (1)
antler (11)
anyone (2)
appear (3)
Arabian (5)
archaeologist (12)
area (11)
argue (3)
army (5)
around (10)
arrive (10)
astronaut (10)
attack (5)
awful (6)

B baby (3)
back (3
ballet (5)
band (8)
basket (2)
basket maker (4)
battle (5)
beak (3)
beard (11)
beast (6)
beckon (8)
become (6)
Bedouin (7)
before (8)
begin (5)
beside (2)
best (6)
better (6)
bird of paradise (6)
block (9)
board (1)
border (11)
boring (12)
on board (10)
born (10)
both (3)
bottom (4)
bowl (4)
branch (3)
brave (2)
break ((1)
broke (1)
bubble (1)
build (3)
bunch (2)
butterfly (6)
button (2)

C call (5)
call sign (10)
camel train (12)
candle (4)
candlelight (4)
candle maker (4)
captain (1)
capture (7)
carefully (4)
carve (11)
caterpillar (6)
certainly (5)
change into (5)
characters (5)
cheap (10)
chess (1)
chess pieces (1)
chick (3)
Chinese (5)
choir (1)
clay (4)
clearly (8)
clever (3)
click (1)
cloak (2)
closed (2)
cloth (4)
club (1)
coach (1)
coast (11)
cocoon (9)
coil (4)
collar (8)
come in (1)
command (8)
commander (10)
compass (9)
complain (7)
concert (1)
cool (4)
copies (2)
corn (7)
corner (8)
cosmonaut (10)
costume (2)
country (3)
courtyard (8)
cover (5)
covered in (8)
craft (4)
crossroads (8)
crumpled (6)
cupboard (2)
curtain (2)
custom (7)
cygnet (3)

D dancer (5)
danger (3)
date (12)
date palm (12)
daughter (1)
dawn (8)
definitely (9)
delicate (6)
delighted (10)
dentist (12)
description (10
desert (7)
die (3)
dim (8)
dip (4)
disappear (2)
disappointed (12)
disaster (3)
discover (9)
discovery (9)
display (9)
distant (12)
dive (3)
doorway (2)
dragonfly (6)
drama (1)
dream (5)
drive (10)
driver (10)
drown (3)
dry (4)
during (10)
dye (9)

E east (7)
edge (2)
education (10)
electricity (7)
emperor (6)
Emperor penguin (3)
empty (8)
engineer (10)
evil (5)
excellent (1)
excited (5)
exclaim (12)
explode (9)
exploration (10)
explorers (7)

F factory (10)
fail (8)
fair (hair) (11)
falcons (7)
fall off (5)
fall over (12)
fan (6)
feast (6)
feather (3)
feel (2)
felt (2)
fierce (5)
fight (5)
fighters (7)
final (5)
finally (4)
fine (8)
finish (5)
Finland (11)
fireworks (9)
first (5)
fisherman (11)
fit (3)
flame (9)
flash (6)
flight (10)
forest (2)
forget (2)
forwards (8)
free time (10)
frightened (2)
fringe (11)
frozen (7)
fur (11)
furniture (12)
further (12)

G geese (3)
get dressed (8)
gloomy (5)
glow (6)
golden (6)
goose (3)
gosling (3)
grab (3)
graceful (3)
gradually (4)
grass (7)
great (8)
group (1)
grow (6)
guess (6)
gull (3)
gunpowder (9)

H hall (8)
hang (6)
hard (4)
headdress (8)
heat (4)
hero (5)
hide (6)
hood (2)
horrid (7)
hour (5)
hum (12)
hunt (7)
hurriedly (8)
hurt (7)
husband (10)

I important (8)
Incas (7)
ink (9)
intelligent (5)
internet (1)
invented (7)
invention (9)

J Japan (5)
Japanese (5)
jaw (6)
jewel (6)
jewellery (8)
join (1)
journey (10)
just (2)

K kill (5)
kilogram (10)
kilometre (1)
kind (1)
kind of (9)
kindergarten (1)
kneel (12)
knife (4)
knock (2)

L lake (3)
land (3)
language (7)
larva (6)
last (2)
lay (3)
lazy (1)
lead (8)
leaf (6)
lean (8)
leap (2)
lid (12)
life (3)
lift off (10)
light (2)
look after (12)
look for (6)
loom (4)
lose (1)
lost (adj) (8)
loud (5)
lovely (2)
lump (4)

M map (9)
marry (10)
mask (5)
match (11)
meat (11)
melt (9)
message (8)
messenger (8)
mice (5)
middle (8)
midnight (5)
mix (9)
mixture (9)
modern (7)
moment (8)
money (9)
mould (4)
move (1)
much (3)
museum (7)

n narrow (8)
nation (11)
national (11)
nature (6)
needle (9)
nervous (6)
nets (3)
newspaper (11)
next (1)
nice (6)
nightcap (2)
nil (11)
nod (8)
nomads (7)
north (7)
northern (11)
Norway (11)
nothing (2)
nowadays (7)
nutcracker (5)

O oasis (12)
ocean (3)
once (2)
on time (5)
orbit (10)
orchestra (1)
other (4)
oven (4)
own (6)
owner (6)

P pack up (7)
painting (6)
palace (8)
Palestine (5)
palm tree (12)
pan (4)
paper (9)
papyrus (9
parachute (10)
parent (3)
part (7)
passage (8)
past (10)
patterns (7)
pay (9)
penguin (3)
perform (2)
performers (5)
Peru (7)
photocopier (2)
picnic (9)
pinch (4)
planet (10)
play (1)
ploughs (7)
pocket (4)
politely (2)
poster (5)
pot (4)
potter (4)
pound (2)
pour (4)
powerful (7)
practise (1)
press (2)
prince (5)
printing (9)
problem (9)
professor (12)
program (1)
programme (3)
prop (2)
proud (11
pupa (6)
put (10)
put on (1)
pyramid (12)

R radio (11)
rare (8)
ready (6)
receive (10)
record (1)
reeds (4)
referee (1)
rehearsal (5)
reindeer (7)
repeat (8)
return (10)
ribbon (7)
ridiculous (3)
roundabout (8)
rude (7)
ruins (12)
rule over (7)
Russian (5)

S safe (2)
salt (9)
Sami (7)
sand dunes (12)
satellite (10)
scenery (2)
scientist (9)
score (11)
scream (2)
script (2)
seaweed (1)
second (1)
seed (6)
set off (2)
shadows (8)
shadowy (8)
shape (4)
shawl (2)
shield (8)
show (5)
sides (4)
sight (6)
silent (5)
silk (9)
silkworm (9)
ski (11)
skin (3)
sky-dive (10)
sledge (11)
slide (12)
smell (2)
smooth (4)
snail (1)
snow scooter (11)
soft (4)
soon (2)
south (7)
South America (7)
souvenirs (12)
space craft (10)
space engineer (10)
space rocket (10)
Spanish (5)
spear (8)
spend (time) (5)
spin (7)
spread (6)
squeak (4)
stage (2)
stare (12)
start (5)
steal (12)
step (8)
still (9)
straight (4)
sure (12)
surprise (8)
suspicious (7)
suspiciously (12)
Sweden (11)
switch on (5)
sword (8)

T tadpole (6)
take back (10)
take off (plane) (10)
task (8)
team (1)
terrible (5)
terrified (6)
terrifying (6)
test (10)
though (6)
thousand (2)
threads (4)
throne (8)
Tibetan (7)
toe (3)
tomorrow (1)
too (1)
tool (11)
torch (12)
total (5)
touch (12)
tourists (12)
train (10)
trap (3)
treasure (12)
tricky (12)
true (6)
try (1)
tunic (8)
twig (3)
twitch (2)

U uncle (3)
unfortunately (3)
usually (3)

V valuable (12)
vase (4)
village (7)

W wake up (8)
warm (3)
war-time (10)
watchful (7)
wax (4)
way (2)
weave (4)
weaver (4)
webbed (3)
website (1)
well (1)
west (7)
wheel (4)
whisper (8)
whistle (11)
wild (3)
winter(3) (11)
wolf (2)
wonderful (7)
work (2)
worm (6)
worse (6)
woodblock (9)
woodcutter (2)
wooden (5)
work (go) (2)
worriedly (2)
worst (6)
wrap (9)
wrinkled (6)

Y yak (7)
4x4 (12)

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