

# Family and Friends 3

Class Book



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MULTIROM

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# Scope and sequence

## Starter: My family

page 4

Family words    Adjectives    Months of the year    Numbers 1–100    Comparatives

	Words	Grammar	Phonics	Skills
<b>1 They're from Australia!</b> <span style="float: right;">page 8</span>				
	Countries Seasons / Home	<b>Present simple: be</b> <i>Where are you from? I'm from Egypt.</i>	<b>Consonant blends:</b> cr: crayon dr: draw, drink sp: spoon sn: snake pl: play	<b>Reading:</b> a story: 'The Selfish Giant' <b>Listening:</b> identifying details about age, birthday, country and favourite season <b>Speaking:</b> asking and answering about age, country and favourite season <b>Writing:</b> capitalising proper nouns and sentence beginnings; writing about myself (Workbook)
<b>2 My weekend</b> <span style="float: right;">page 14</span>				
	Hobbies	<b>like + verb + ing</b> <i>I like reading. I don't like fishing.</i> <i>Does he like playing chess?</i> <i>Yes, he does. / No, he doesn't.</i>	<b>Magic e:</b> a_e: face, space i_e: kite, bike o_e: rope, stone u_e: Tune, cube	<b>R:</b> a penfriends website <b>L:</b> identifying details about different penfriends <b>S:</b> choosing a penfriend based on hobbies <b>W:</b> full forms and short forms of <i>be</i> and <i>have</i> ; writing an email about my hobbies (WB)
<b>3 My things</b> <span style="float: right;">page 20</span>				
	My things / phrasal verbs Collections	<b>your / our / their</b> <i>That's their CD player.</i> <b>Can for permission / requests</b> <i>Can I use your computer?</i> <i>Yes, you can. / No, you can't.</i>	<b>Words with ar:</b> <i>car, park, shark, star, scarf</i>	<b>R:</b> a school project <b>L:</b> identifying details about collections <b>S:</b> talking about collections <b>W:</b> punctuation marks: question marks, commas and full stops; writing about a child's collection (WB)
<b>Review 1</b> <span style="float: right;">page 26</span>				
<b>Extensive reading: Family</b> <span style="float: right;">page 28</span>				
<b>4 We're having fun at the beach!</b> <span style="float: right;">page 30</span>				
	Water sports Adjectives to describe places	<b>Present continuous: affirmative and negative</b> <i>I'm swimming. She isn't snorkelling.</i>	<b>all endings:</b> <i>ball, mall, wall, tall, small</i>	<b>R:</b> a holiday brochure <b>L:</b> identifying details about beach activities <b>S:</b> describing what you like doing on the beach <b>W:</b> spelling rules for the gerund form; writing a postcard about my trip (WB)
<b>5 A naughty monkey!</b> <span style="float: right;">page 36</span>				
	Zoo animals Adjectives to describe emotions and things	<b>Present continuous: questions and short answers</b> <i>Is the crocodile eating the sandwich?</i> <i>Yes, it is. / No, it isn't.</i>	<b>or and aw spellings:</b> <i>or: fork, horse, corn</i> <i>aw: straw, paw, yawn</i>	<b>R:</b> a story: 'The Lion and the Mouse' <b>L:</b> identifying different frames of a cartoon strip <b>S:</b> describing different frames of a cartoon strip <b>W:</b> using speech marks; writing a fact file about animals (WB)
<b>6 Jim's day</b> <span style="float: right;">page 42</span>				
	Daily routine Time words	<b>Present simple: affirmative, negative and questions</b> <i>I have breakfast at eight o'clock.</i> <i>Do they live in a big house?</i> <i>Yes, they do. / No, they don't.</i>	<b>oy and oi spellings:</b> <i>oy: boy, toy, oyster</i> <i>oi: coin, oil, soil</i>	<b>R:</b> a website about cyber school <b>L:</b> identifying details about a student's day <b>S:</b> describing daily routine <b>W:</b> proper nouns; writing information about me (WB)
<b>Review 2</b> <span style="float: right;">page 48</span>				
<b>Extensive reading: Animals</b> <span style="float: right;">page 50</span>				
<b>7 Places to go!</b> <span style="float: right;">page 52</span>				
	Places in town Performances	<b>Present simple and adverbs of frequency:</b> <i>always, sometimes, never</i> <i>I sometimes go to the library.</i> <b>Prepositions of time: on, at, in</b> <i>My birthday is in May.</i>	<b>ow and ou spellings:</b> <i>ow: cow, clown, flower</i> <i>ou: house, trousers, mouse</i>	<b>R:</b> a film review <b>L:</b> identifying details about free time activities <b>S:</b> describing free time activities <b>W:</b> verbs, adjectives and prepositions; writing an email to invite a friend to the cinema (WB)

Words	Grammar	Phonics	Skills
<b>8 I'd like a melon!</b> <span style="float: right;">page 58</span>			
Food	<b>Countable and uncountable nouns</b> <i>a / an / some</i> <i>I'd like a melon.</i> <i>Would you like some cereal?</i> <i>Yes, please. / No, thanks.</i>	<b>ld and lt endings:</b> <i>ld: child, shield, field</i> <i>lt: belt, quilt, adult</i>	R: a recipe L: identifying what people want at the market S: a role play: at the market W: adjective order; writing a recipe (WB)
<b>9 What's the fastest animal in the world?</b> <span style="float: right;">page 64</span>			
Describing places	<b>Comparative adjectives</b> <i>Russia is bigger than the UK.</i> <b>Superlative adjectives</b> <i>The highest mountain in the world is Mount Everest.</i>	<b>nd, nt and mp endings</b> <i>nd: sand, pond</i> <i>nt: plant, tent</i> <i>mp: lamp, camp</i>	R: a website: 'World Records' L: identifying geographical features S: describing geographical features W: placement of adverbs of frequency; writing about things I do (WB)
<b>Review 3</b> <span style="float: right;">page 70</span>			
<b>Extensive reading: Food</b> <span style="float: right;">page 72</span>			
<b>10 In the park!</b> <span style="float: right;">page 74</span>			
In the park Verbs	<b>must / mustn't for rules and obligations</b> <i>You must turn off your mobile phone.</i> <i>You mustn't walk on the grass.</i>	<b>Long vowel sound a:</b> <i>rain, train</i> <i>Monday, tray</i> <i>case, race</i>	R: a story: 'The Gingerbread Man' L: identifying library rules S: describing library rules W: using <i>and / or</i> in sentences; writing school rules (WB)
<b>11 In the museum</b> <span style="float: right;">page 80</span>			
Transport Prepositions	<b>Past simple with be: affirmative and negative</b> <i>There was / wasn't a park in our town fifty years ago.</i> <i>lots of, some, any</i> <i>There were / weren't some trains a hundred years ago.</i> <b>Time words and phrases:</b> <i>yesterday, last week / year / Monday, (fifty years) ago, then</i>	<b>Long vowel sound e:</b> <i>ice cream, dream</i> <i>queen, green</i> <i>jelly, happy</i>	R: a history poster: 'The Vikings' L: identifying aspects of Viking life S: describing aspects of Viking life W: using paragraphs in writing; writing about my town in the past and now (WB)
<b>12 A clever baby!</b> <span style="float: right;">page 86</span>			
Adjectives to describe people	<b>Past simple with be and have: affirmative and negative</b> <i>I wasn't tall when I was five. You were happy on holiday. I had a maths lesson last week.</i>	<b>Long vowel sound i:</b> <i>night, light</i> <i>sky, dry</i> <i>smile, shine</i>	R: a poem: 'My Grandma' L: distinguishing details about a grandfather S: making true / false statements about a grandfather W: using <i>and</i> and <i>but</i> in sentences; writing about my family (WB)
<b>Review 4</b> <span style="float: right;">page 92</span>			
<b>Extensive reading: Transport</b> <span style="float: right;">page 94</span>			
<b>13 The Ancient Egyptians</b> <span style="float: right;">page 96</span>			
Verbs Adjectives to describe things	<b>Past simple with regular verbs: affirmative and negative</b> <i>They lived 5,000 years ago.</i> <i>They didn't cook pizza.</i>	<b>Long vowel sound o:</b> <i>snow, elbow</i> <i>coat, soap</i> <i>nose, stone</i>	R: an information poster: 'Papyrus' L: identifying details about someone's day S: describing details of someone's day W: using topic headings in paragraphs; writing about Ancient Egypt and today (WB)
<b>14 Did you have a good day at school?</b> <span style="float: right;">page 102</span>			
School things Camping things	<b>Past simple questions</b> <i>Did you have a good day?</i> <i>Yes, I did. / No, I didn't.</i> <b>Wh- questions: what / when / where</b> <i>What did you watch last night? A film.</i>	<b>Long vowel sound u:</b> <i>moon, boot</i> <i>blue, glue</i> <i>tune, tube</i>	R: an interview L: identifying the events of a camping trip S: describing the events of a camping trip W: using time words to show the sequence of events; writing about my school day (WB)
<b>15 Our holiday!</b> <span style="float: right;">page 108</span>			
Holiday things Time words	<b>be going to + verb</b> <i>He's going to play basketball tomorrow.</i> <i>Are you going to swim in the sea?</i> <i>Yes, I am. / No, I'm not.</i>	<b>Words with oo:</b> <i>book, wool, wood,</i> <i>hood, cook</i>	R: a postcard L: identifying details about a boy's school holidays S: discussing plans for the following week W: opening and closing remarks in an email, postcard or letter; writing an email to a friend (WB)
<b>Review 5</b> <span style="float: right;">page 114</span>			
<b>Extensive reading: School</b> <span style="float: right;">page 116</span>			
<b>Extensive reading: The Prince and the pauper</b> <span style="float: right;">page 118</span>			

## Lesson One

### 1 Listen, point and repeat. 01

grandma

grandpa

mum

dad

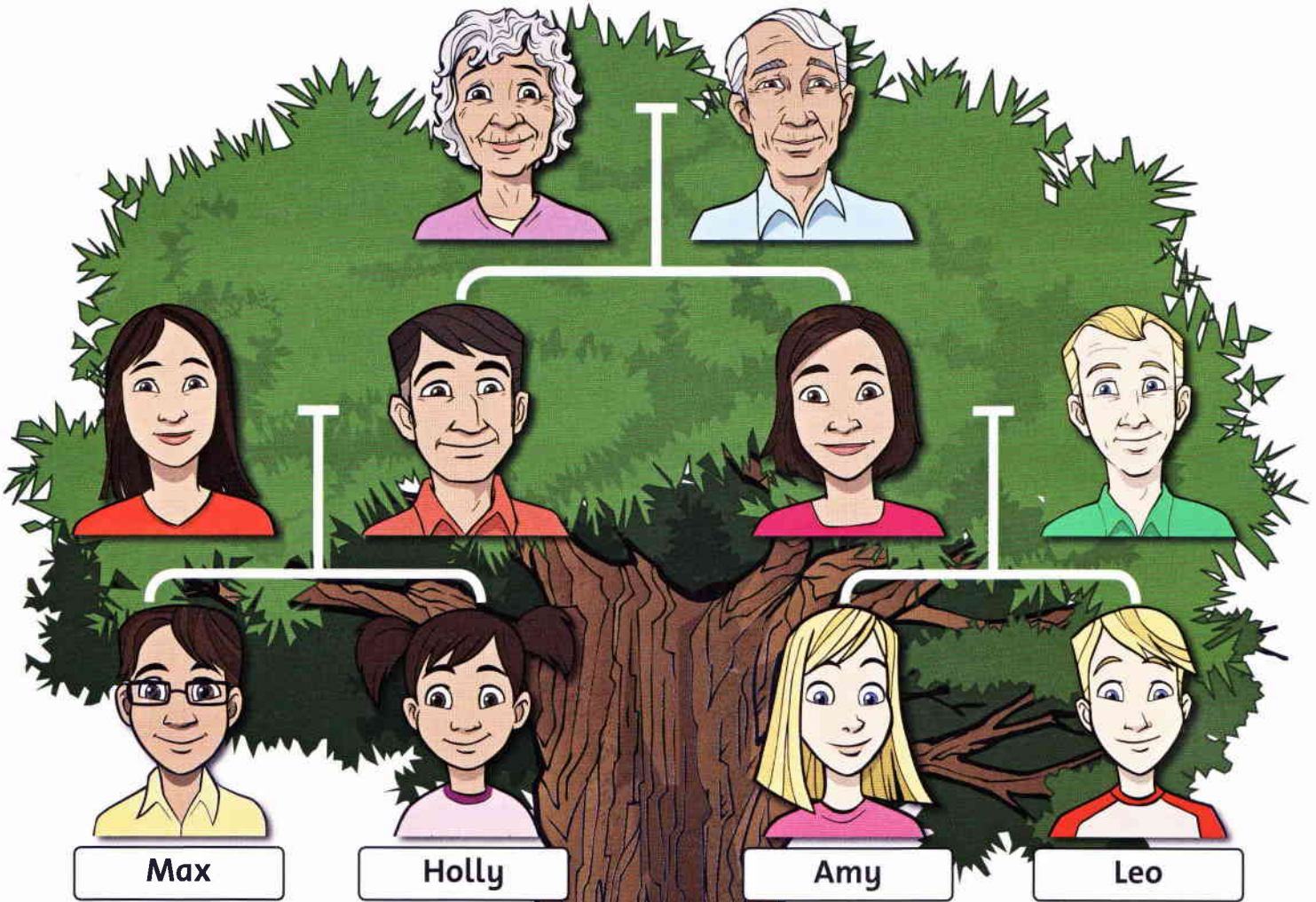
aunt

uncle

brother

sister

cousin



Max

Holly

Amy

Leo

Hello. I'm <sup>1</sup> Leo and I'm 11. Amy is my sister. We've got a big family.

Hi. I'm <sup>2</sup> \_\_\_\_\_. I'm seven. Max is my brother. He's nine.

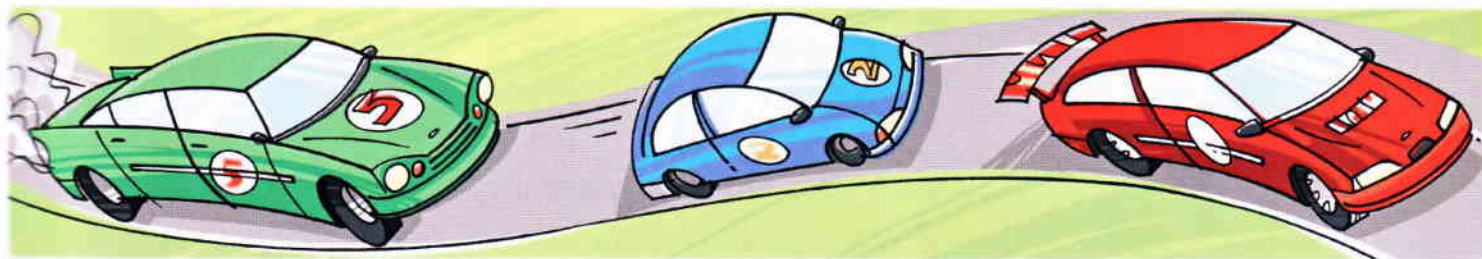
Hi. I'm <sup>3</sup> \_\_\_\_\_. I've got a grandma and a grandpa, too. I've got an aunt and an uncle and I've got two cousins.

Hello. I'm <sup>4</sup> \_\_\_\_\_. I've got a sister. Her name is Holly. She's seven. We've got two cousins. Their names are Amy and Leo.

### 2 Read and write the names.

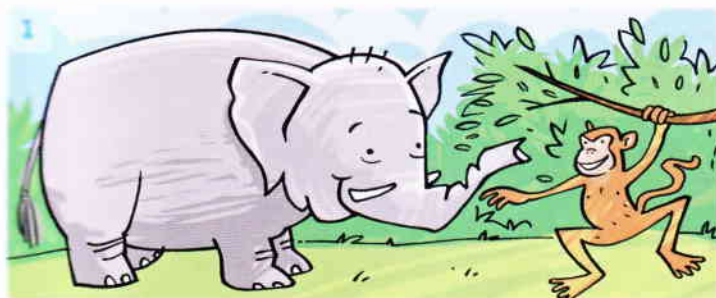
### 3 Listen and check. 02

1 Read and write *T* (true) or *F* (false).



- 1 The red car is bigger than the blue car.   T        2 The green car is bigger than the blue car.       
 3 The green car is faster than the red car.           4 The red car is faster than the green car.       
 5 The blue car is slower than the green car.           6 The blue car is slower than the red car.

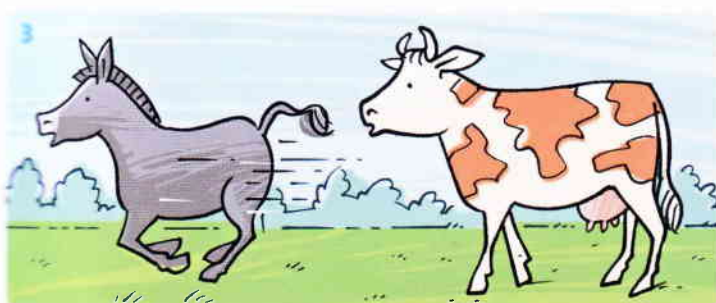
2 Write.



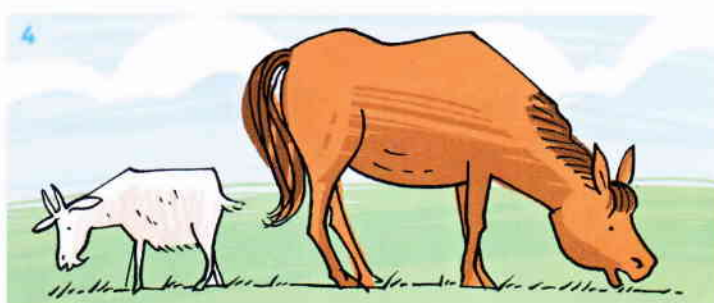
The elephant is bigger (big) than the monkey.



The giraffe is            (tall) than the zebra.



The donkey is            (fast) than the cow.



The goat is            (small) than the horse.

3 Read and write *T* (true) or *F* (false).

- 1 It was sunny.   T    
 2 The children were sad.       
 3 The girl was hungry.       
 4 The boy was thirsty.       
 5 Mum and Dad were cold.



1 Listen and sing.  03



Twelve months in a year

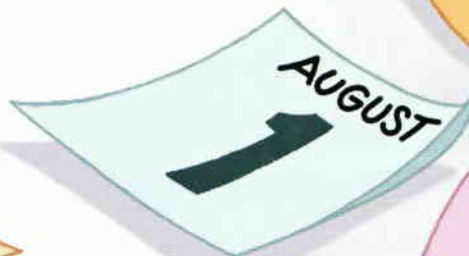
January, February, March and April,  
January, February, March and April,  
January, February, March and April,  
Twelve months in a year!



May, June, July, then August and September,  
May, June, July, then August and September,  
May, June, July, then August and September,  
Twelve months in a year!



October, November and December,  
October, November and December,  
October, November and December,  
Twelve months in a year!



2 **Speaking** Ask and answer about you.

When's your birthday?

My birthday is in June.

How old are you?

I'm nine.

1 Listen, point and repeat.  04

<b>10</b> ten	<b>20</b> twenty	<b>30</b> thirty	<b>40</b> forty	<b>50</b> fifty
<b>60</b> sixty	<b>70</b> seventy	<b>80</b> eighty	<b>90</b> ninety	<b>100</b> one hundred

2 Listen, point and repeat.  05

<b>21</b> twenty-one	<b>22</b> twenty-two	<b>23</b> twenty-three	<b>24</b> twenty-four	
<b>25</b> twenty-five	<b>26</b> twenty-six	<b>27</b> twenty-seven	<b>28</b> twenty-eight	<b>29</b> twenty-nine

3 Write the answers.

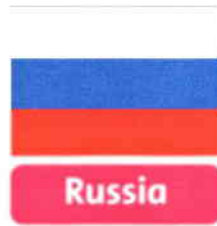
- |                                     |                                    |
|-------------------------------------|------------------------------------|
| 1 ten + fifty = <u>sixty</u>        | 2 seventy + ten = _____            |
| 3 twenty + twenty = _____           | 4 sixty-three + thirty-one = _____ |
| 5 thirty-two + twenty-seven = _____ | 6 ninety-two + eight = _____       |
| 7 forty-five + thirty-five = _____  | 8 ten + twenty-eight = _____       |



# 1 They're from Australia!

## Lesson One Words

1 Listen, point and repeat.  06



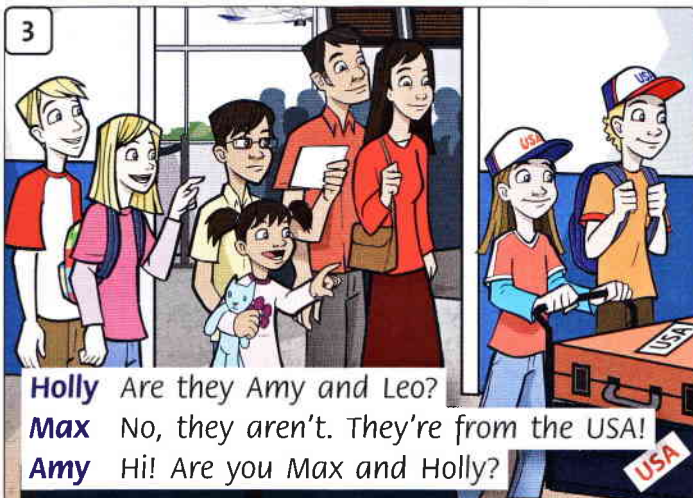
2 Listen and read.  07

1 

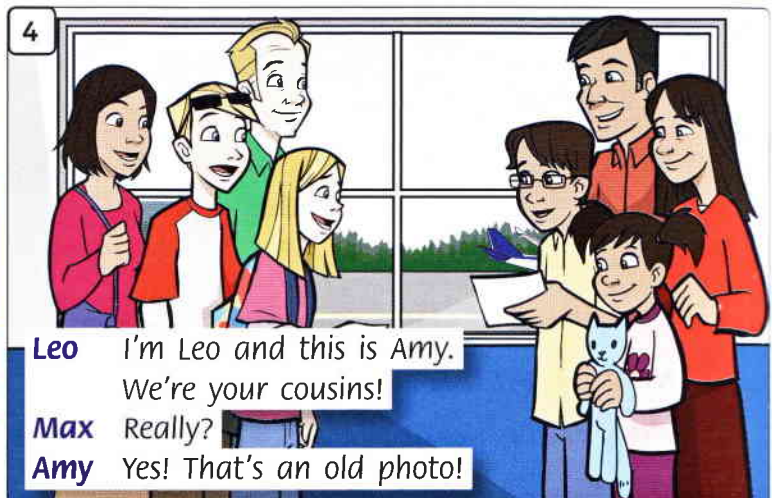
**Holly** Where are our cousins?  
**Max** I don't know.

2 

**Mum** Here's a photo. That's Amy and that's Leo.  
**Holly** Look! There they are! Hello!  
**Max** They aren't Amy and Leo! They're from Russia. Amy and Leo are from Australia!

3 

**Holly** Are they Amy and Leo?  
**Max** No, they aren't. They're from the USA!  
**Amy** Hi! Are you Max and Holly?

4 

**Leo** I'm Leo and this is Amy. We're your cousins!  
**Max** Really?  
**Amy** Yes! That's an old photo!

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!



I

I'm from Egypt.

Where **are you** from?

He / She / It

He's from Brazil.

Where **is he** from?

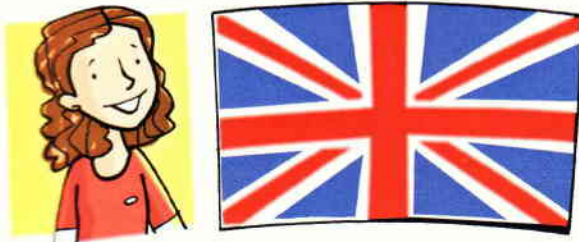
We / They

They're from Russia.

Where **are they** from?



3 Read and tick (✓).



1 He's from the UK.

She's from the UK.



2 They're from Brazil.

She's from Brazil.



3 We're from Spain.

He's from Spain.



4 They're from the USA.

I'm from the USA.

4 Write.

We're She's He's They're

1 Tom is nine. He's from the UK.

3 Anna and I are friends. \_\_\_\_\_ from Russia.

2 Jenny is eight. \_\_\_\_\_ from Australia.

4 Jack and Carl are brothers. \_\_\_\_\_ from the USA.

# Lesson Three Grammar and Song

**1 Speaking** Think of a boy or a girl. Ask and answer.

Jane, 8   Tom, 10   Ellie, 9   Billy, 8   Lisa, 9   Jack, 10   Zoe, 8   Carl, 8

Is it a girl?  
 Yes, it is.  
 Where is she from?  
 She's from the UK.  
 How old is she?  
 She's eight.  
 It's Jane!

**2 Write about three people.**

Jane is eight. She's from the UK. Tom is ...

**3 Listen and sing.** 08

**4 Sing and do.**

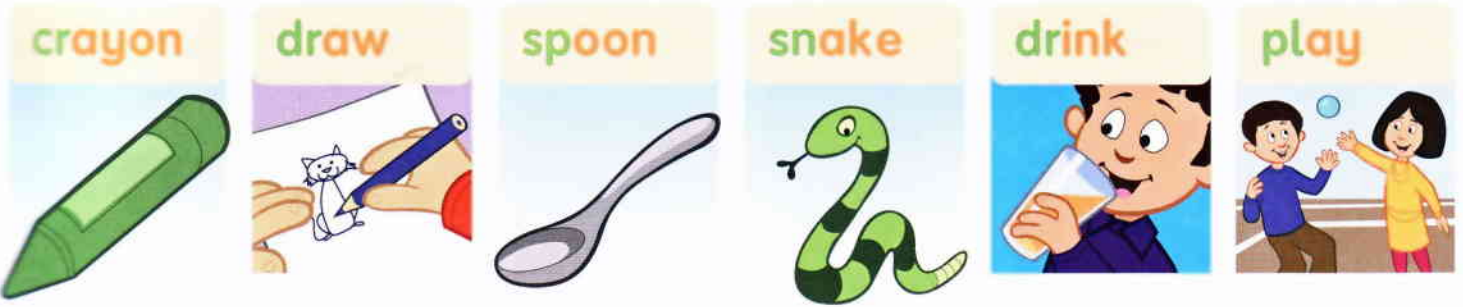
## Where are you from?



Where are you from?  
 I'm from the UK.  
 Hello, hello,  
 How are you today?  
 This is my friend.  
 He's from the USA.  
 Hello, hello,  
 How are you today?  
 I'm from Brazil.  
 It's nice to meet you!  
 Hello, hello,  
 Nice to meet you, too.



1 Listen, point and repeat. 09


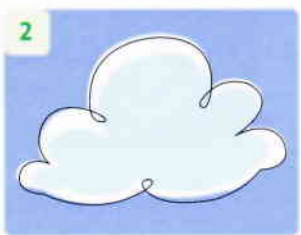








2 Listen and chant. 10



3 Read the chant again. Circle the words from Exercise 1.

4 Circle the beginning letters. Listen and check. 11

1  br <u>dr</u> cl tr	2  tr cl cr sl	3  sm br st sp	4  dr sn cr pl
5  pr sn pl fr	6  sn tr dr sp	7  cr tr cl dr	8  sp cr fl pl

## Reading

1 Listen, point and repeat.  12



2 Describe what's happening in the pictures below.

3 Listen and read.  13

## The Selfish Giant



The giant has got a lovely garden. The children want to play in the garden, but the giant is selfish. "It's MY garden," he says. "I don't want children here." He builds a wall around the garden.



In the spring there are no flowers or birds in the giant's garden. It is winter all year. The giant isn't happy.

Then one day, the children find a hole in the wall. They go in and play. The giant hears children in his garden. There are birds and flowers, too.



The giant is happy because it is spring again. "This is your garden now, children," he says. The children are happy and the giant is not selfish now.

4 Read again and put the sentences in the correct order.

1 The giant hears children in the garden.

2 The children want to play in the garden.

3 It is spring. But in the giant's garden it is winter.

4 The giant builds a wall.

5 The children and the giant are happy.

6 The children find a hole in the wall.

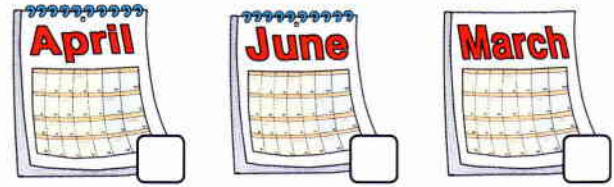
**Listening**

1 Listen and tick (✓).  14

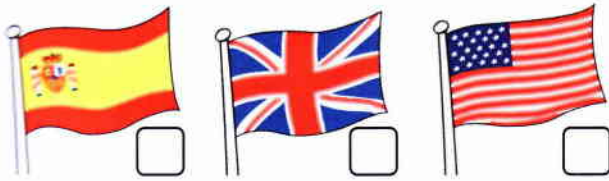
1 How old is Katie?



2 When is her birthday?



3 Where is she from?



4 What is her favourite season?



**Speaking**

2 Ask and answer about you.

How old are you?

I'm nine.

Where are you from?

I'm from Egypt.

What's your favourite season?

My favourite season is summer.

**Writing**

We use **capital letters** with:

countries – Spain

months – April

names – Billy

We start new sentences with **capital letters**.

My name is Helen.

3 Write the sentences with capital letters.

1 jenny is ten. she's from brazil.

2 i'm from spain.

3 alex is from brazil.

4 is kim from thailand?

5 it's hot in australia in december.

6 he's from egypt.

7 her birthday is in june.

# 2 My weekend

## Lesson One Words

### 1 Listen, point and repeat. 15



read comics



skateboard



do gymnastics



play chess



fish



play basketball



take photos



play volleyball

### 2 Listen and read. 16

1

**Amy** I've got lots of fish! Come on, Max!  
**Max** I don't like fishing. I like reading.  
**Amy** Fishing is easy. You can read your book, too.  
**Max** OK.

2

**Max** I've got a fish!  
**Leo** Wow! It's a big fish!  
**Max** Help!

3

**Max** Take a photo, Amy!  
**Dad** That's a great fish, Max!  
 We can have it for lunch!

4

**Leo** It's time to go home, Max.  
**Max** Let's stay! I like fishing!

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!



I / You / We / They

I **like** reading.

I **don't like** fishing.

He / She / It

He **doesn't like** skateboarding.

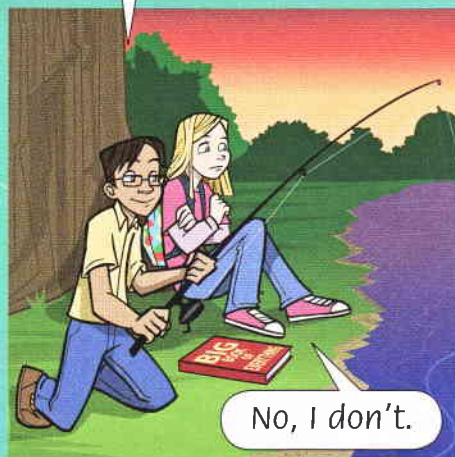
Do you **like** playing chess?

Yes, I **do**. No, I **don't**.

Does he **like** playing chess?

Yes, he **does**. No, he **doesn't**.

I like fishing! Do you like fishing?



3 Read and circle.



- 1 The girl likes / doesn't like reading comics.
- 2 Dad likes / doesn't like taking photos.
- 3 The boys like / don't like playing basketball.
- 4 Mum likes / doesn't like painting.

4 Write.



He likes playing chess.



They \_\_\_\_\_ skateboarding.



She \_\_\_\_\_ fishing.































He \_\_\_\_\_ playing volleyball.



# Lesson Three Grammar and Song

## 1 Speaking Think of a boy. Ask and answer.

Does he like fishing? Yes, he does.

Does he like skateboarding? Yes, he does.

Does he like playing basketball? No, he doesn't.

It's Jack!

## 2 Write about a boy.

Lee doesn't like fishing. He likes skateboarding. He ...

## 3 Listen and sing. 17

## 4 Sing and do.



### I'm happy it's the weekend!

Dad likes playing basketball,  
And he likes playing chess.  
Mum likes playing tennis,  
But I like fishing best!

I'm happy it's the weekend,  
Hip, hip, hip, hooray!  
My family loves the weekend,  
We have fun all day!

Mum likes drawing pictures,  
And I like drawing, too.  
Dad likes taking photos,  
So we've got lots to do!

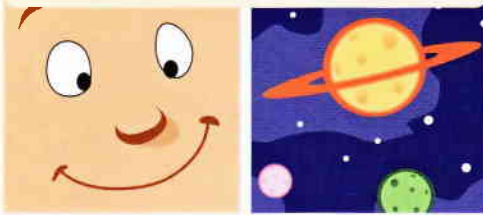


1 Listen, point and repeat. 18

a\_e

face

space



i\_e

kite

bike

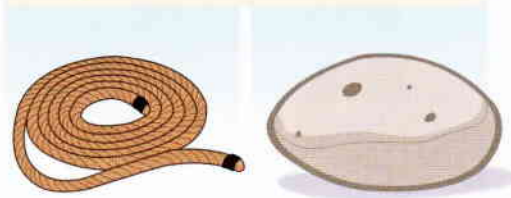


Magic e makes the vowel long!

o\_e

rope

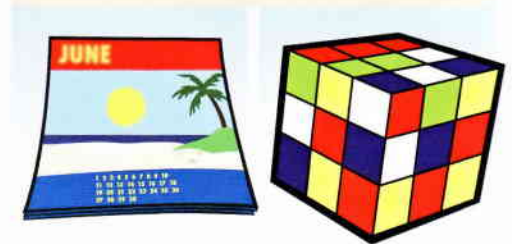
stone



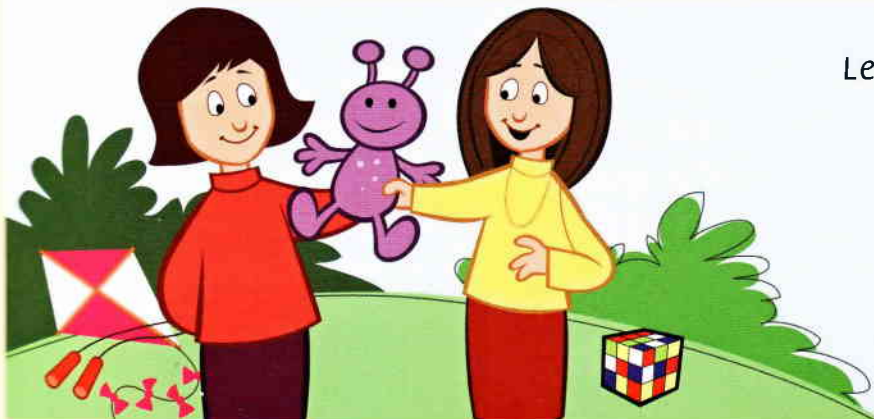
u\_e

June

cube



2 Listen and chant. 19

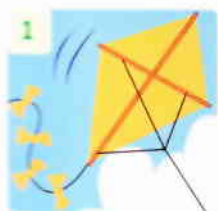


Let's play together, me and you.  
 I've got a kite,  
 And a skipping rope too.  
  
 I've got a cube,  
 And a doll from space.  
 Look. It's got a purple face.

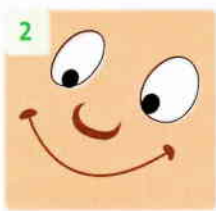
3 Read the chant again. Circle the words from Exercise 1.

4 Complete the words. Listen and check. 20

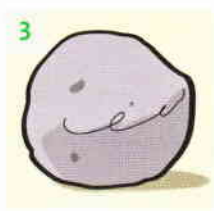
a\_e i\_e o\_e u\_e



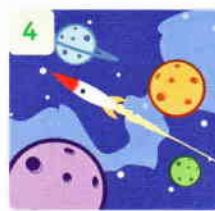
k\_i\_t\_e



f\_\_c\_\_



st\_\_n\_\_



sp\_\_c\_\_



b\_\_k\_\_



r\_\_p\_\_

## Reading

1 Listen, point and repeat.  21



play the guitar



shop



cook



paint




play the piano



visit family


2 Look at the text. Where are the children from?

3 Listen and read.  22


 www.penfriendsfromaroundtheworld.com

Friends
Penfriends!
Family
Pets


Hi! My name's **Jon**. I'm nine. I'm from the UK. I like playing the guitar and painting. I don't like playing chess and I really hate shopping. It's boring! What do you like doing? Email me at [jon09@mailme.com!](mailto:jon09@mailme.com)



Hello! I'm **Rosa**. I'm eight and I'm from Spain. I like cooking and visiting my family. I love taking photos, too. This is a photo of me and my friend. I really want a penfriend. My email address is [rosa@abc.com](mailto:rosa@abc.com). Please write to me!



Hi! My name's **Yusuf** and I'm ten. I'm Egyptian. I like playing the piano. I don't like playing volleyball but I like playing football with my friends. It's great! Do you like playing football? Send an email to me at [yusuf10@quickmail.com!](mailto:yusuf10@quickmail.com)



4 Read again and answer the questions.

- |   |  |
|---|--|
| 1 Does Jon like shopping? <u>No.</u>        | 2 Does Yusuf like playing the piano? _____ |
| 3 Does Yusuf like playing volleyball? _____ | 4 Does Jon like playing the guitar? _____  |
| 5 Does Rosa like cooking? _____             | 6 Does Rosa like taking photos? _____      |

**Listening**

1 Listen and match. What do they like?  23



- 1   b    
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_



**Speaking**

2 Ask and answer.



**Billy likes ...**  
playing volleyball  
reading comics  
playing basketball



**Shani likes ...**  
cooking  
playing tennis  
painting



**Ting likes ...**  
watching TV  
playing chess  
playing the piano



**Lisa likes ...**  
playing the guitar  
taking photos  
shopping

*I want a penfriend.*

*What do you like doing?*

*I like taking photos.*

*Lisa likes taking photos.  
Write an email to Lisa!*

**Writing**

We use an **apostrophe** (') to make contractions.

Full form	Short form	Full form	Short form
I am	→ I'm	are not	→ aren't
she is	→ she's	I have	→ I've
it is	→ it's	it has	→ it's
we are	→ we're	has not	→ hasn't
they are	→ they're	have not	→ haven't
is not	→ isn't		

3 Write the short form.

- 1 Yusuf doesn't (does not) like playing volleyball.
- 2 Katie \_\_\_\_\_ (has not) got a brother.
- 3 The children are at school. \_\_\_\_\_ (They are) in the classroom.
- 4 We \_\_\_\_\_ (are not) hungry.

# 3 My things

## Lesson One Words

### 1 Listen, point and repeat. 24



### 2 Listen and read. 25

**1**

**Leo** Amy, can you turn on the TV, please?  
**Amy** Max, watch this!  
**Max** No. I like my book.  
**Amy** Your book is boring!  
**Max** No, it isn't!

**2**

**Holly** Can I use your computer, Leo?  
**Leo** Yes, you can. Have you got a school project?  
**Holly** Yes. It's about space.

**3**

**Holly** Leo ... I think it's broken.  
**Max** My book is about space, Holly. You can read it.  
**Holly** Well ... OK.

**4**

**Max** Can I have my book, please?  
**Holly** No! It's great!

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!



You This is **your** CD.

We That's **our** computer.

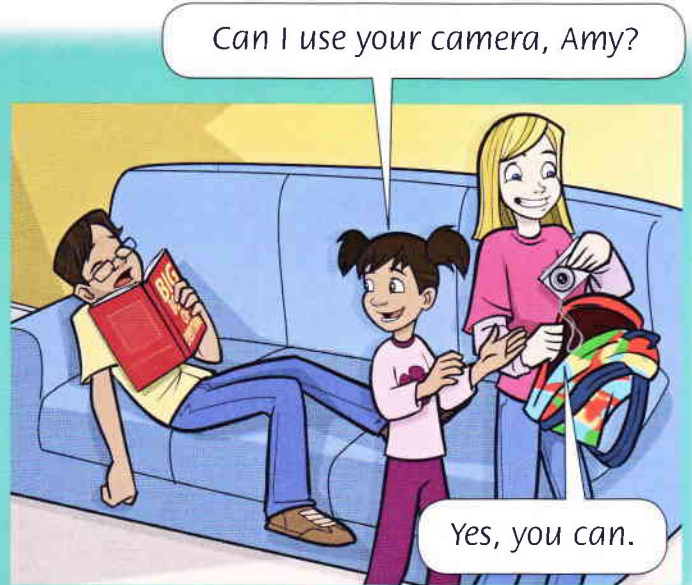
They That's **their** CD player.

I / You / He / She / It / We / You / They

Can I **use** your computer?

Yes, you **can**. No, you **can't**.

Can you **turn off** the DVD player, please?



3 Write. **your our their**

Is this <sup>1</sup> your computer?



Yes, it's <sup>2</sup> \_\_\_\_\_ computer.

<sup>3</sup> \_\_\_\_\_ dog is small.

<sup>4</sup> \_\_\_\_\_ dog is big.



Is this <sup>5</sup> \_\_\_\_\_ MP3 player?



No, it's <sup>6</sup> \_\_\_\_\_ MP3 player.

4 Write.



Can we turn on the television?

No, you can't.



Can he have dinner at our house?

\_\_\_\_\_



Can I use your computer?

\_\_\_\_\_



Can we listen to our CD?

\_\_\_\_\_

# Lesson Three Grammar and Song

## 1 Speaking Ask and answer.

open the window

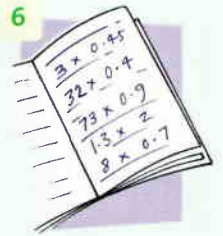
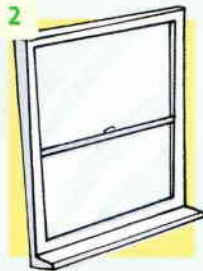
help me with my homework

turn on the TV

turn off the CD player

close the door

put on your coat



What's Picture 2?

Can you open the window, please?

What's Picture 6?

Can you help me with my homework, please?

## 2 Close your book and write three questions.

Can you open the window, please?

## 3 Listen and sing. 26

## 4 Sing and do.







### It's rainy today

It's rainy today.  
 Can we watch a DVD?  
 It's rainy today.  
 Can we play our new CD?  
 It's a rainy day.  
 Can we watch TV?  
 Can you watch a show with me?  
 It's a rainy day.

It's sunny today.  
 Can we play out in the sun?  
 It's sunny today.  
 We can have a lot of fun.  
 Can we run and can we play?  
 Can you play with me all day?  
 It's a sunny day.



1 Listen, point and repeat.  27

<b>ar</b>	<b>car</b>	<b>park</b>	<b>shark</b>	<b>star</b>	<b>scarf</b>
					

2 Listen and chant.  28



We're in the car,  
 After playing in the park.  
 I've got an orange scarf,  
 I've got a toy shark.

3 Read the chant again. Circle the words with *ar*.

4 Match the words that rhyme. Write.

farm star ~~art~~ shark



start



art



car



park



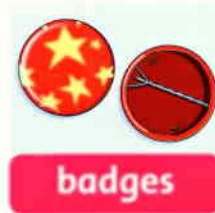
arm





## Reading

1 Listen, point and repeat.  29



2 Describe what you can see in the pictures below.


3 Listen and read.  30

## Our Collections

The children in Class 3B like collecting things. Look at their collections!


I love football and I've got a collection of football stickers. I've got 60 stickers and they're in a special sticker book. My friends have got sticker collections, too. I give my friends some of my stickers and they give me some of their stickers.

Tony, 9



I've got a great collection of badges. I've got 50 badges. They are on a scarf on my bedroom wall. I wear the badges on my jackets, bags and hats. They're really cool!

Emily, 10



My brother and I have got a collection of comics. We've got 100 comics. We like reading comics because they're very funny. Our comics are in our bedroom. Our dad buys us two new comics every Saturday.

Mark, 9



4 Read again and write.

Mark	Emily	Tony
------	-------	------

- |                               |                                      |
|-------------------------------|--------------------------------------|
| 1 <u>Tony</u> loves football. | 2 _____'s got a badge collection.    |
| 3 _____'s got 100 comics.     | 4 _____'s got 60 stickers.           |
| 5 _____ likes reading comics. | 6 _____ wears badges on her jackets. |

**Listening**

1 Listen and match. What do they collect?  31



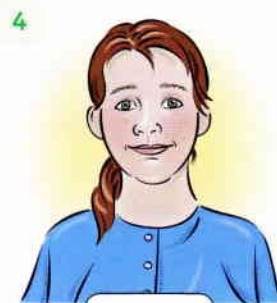
Jon



Lisa

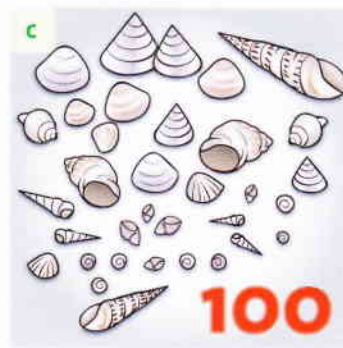
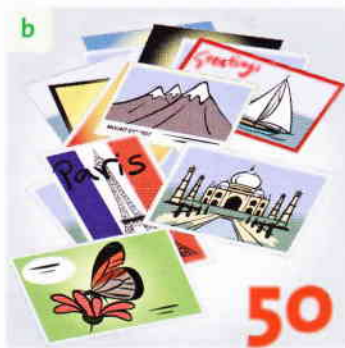


Tom and Emma



Jenny

- 1    c
- 2
- 3
- 4



**Speaking**

2 Look at the pictures. Ask and answer.

Has Jon got a collection?

Yes, he has. He's got a shell collection.

How many shells has he got?

He's got one hundred shells.

**Writing**

Look at the **punctuation marks**.

Have you got lots of comics?

We've got a DVD player, a camera and a computer.

3 Write the punctuation marks.

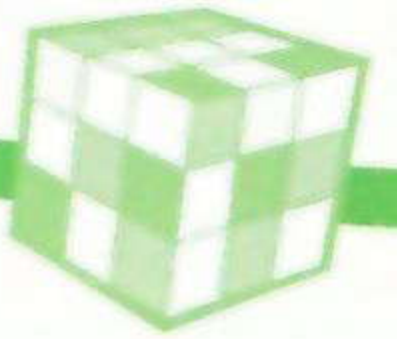
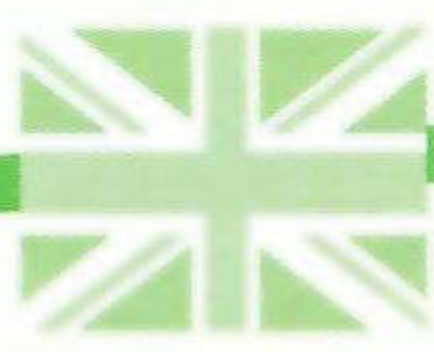


1 I collect badges and stickers \_\_\_\_.

2 Have you got a sister \_\_\_\_.

3 We've got a CD player \_\_\_\_ a computer and a television \_\_\_\_.

4 Can I use your camera \_\_\_\_.

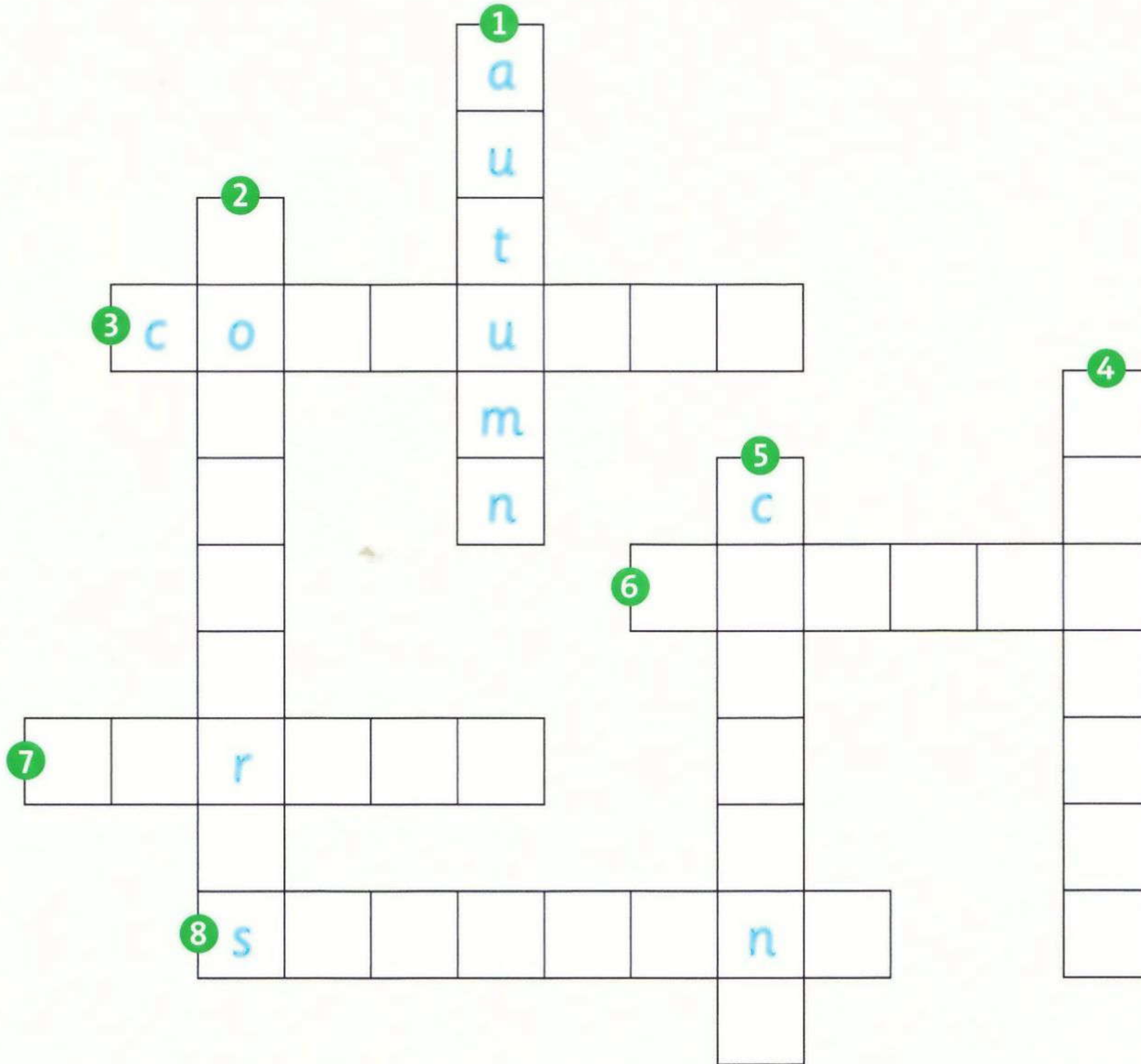
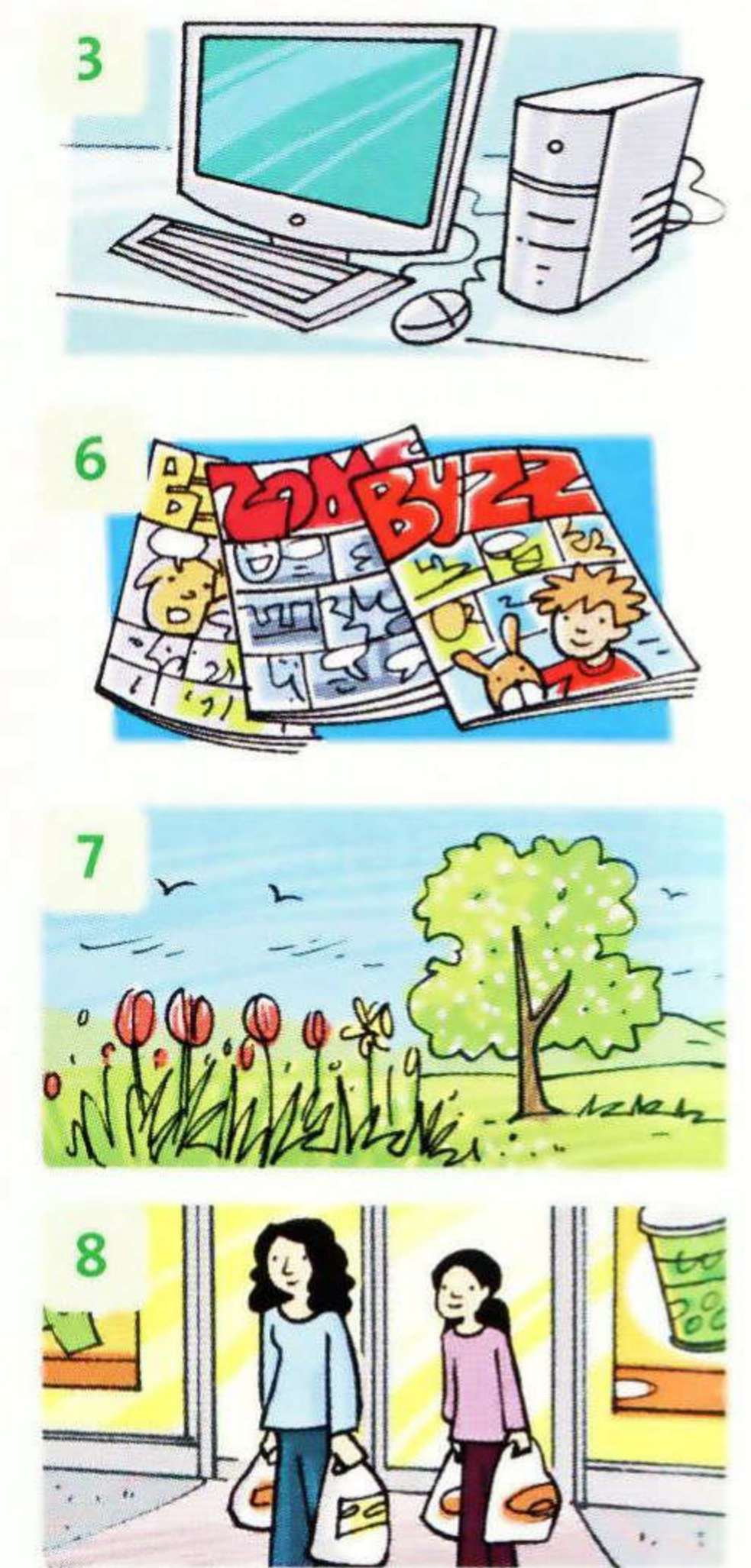


1 Complete the crossword.

Down



Across



2 Write the correct words.

- fishing    camera    playing
- season    taking    ~~country~~

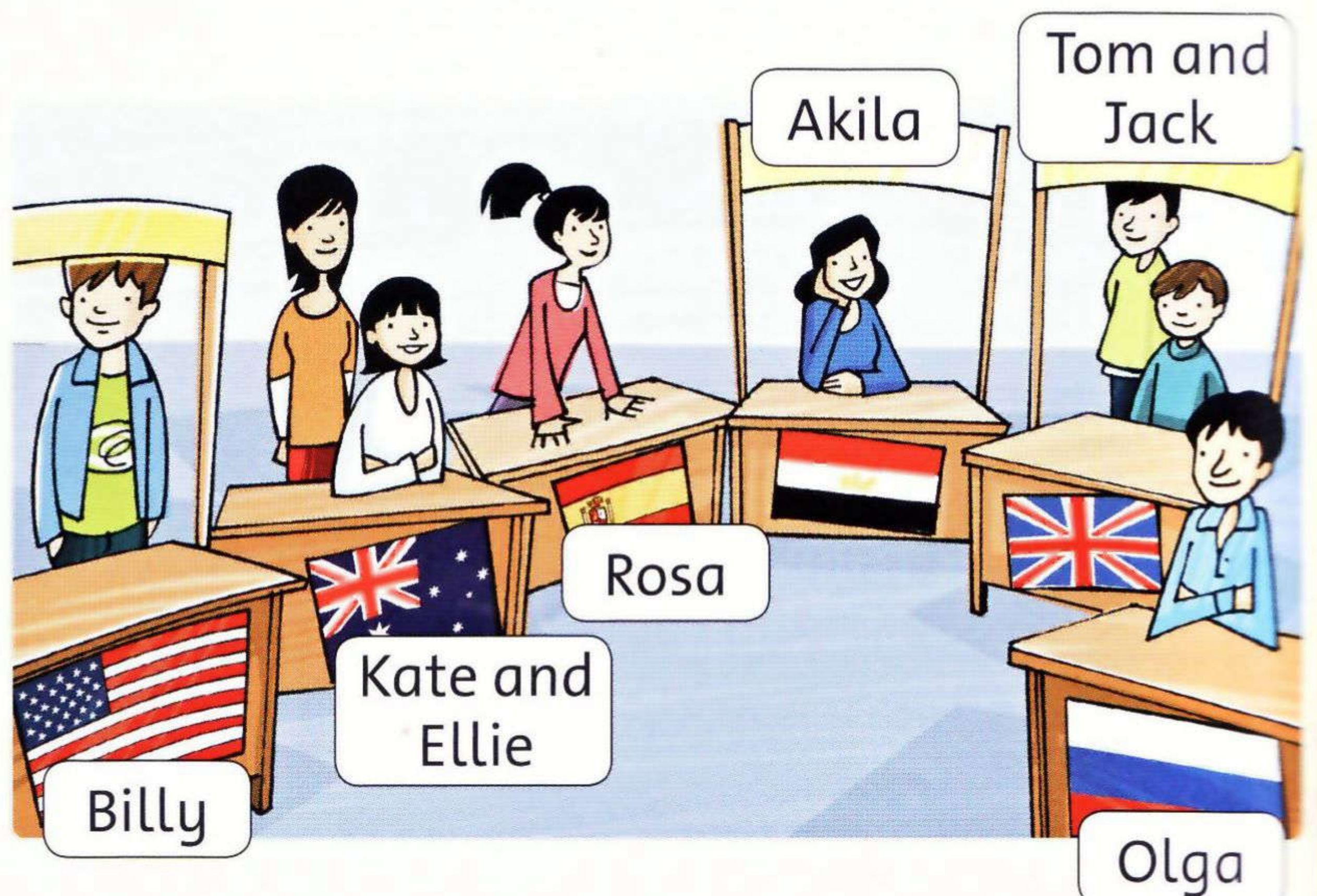
Anne is nine. She's from Australia. Australia is a hot <sup>1</sup> country. Anne likes living in Australia. Her favourite <sup>2</sup> \_\_\_\_\_ is summer. Anne likes <sup>3</sup> \_\_\_\_\_ volleyball on the beach. She doesn't like <sup>4</sup> \_\_\_\_\_. She likes <sup>5</sup> \_\_\_\_\_ photos. She's got a great <sup>6</sup> \_\_\_\_\_.



3 Read and write T (true) or F (false).













- 1 Akila is from Spain. \_\_\_\_\_
- 2 Tom and Jack are from the UK. \_\_\_\_\_
- 3 Billy is from the USA. \_\_\_\_\_
- 4 Rosa is from Russia. \_\_\_\_\_
- 5 Kate and Ellie are from Australia. \_\_\_\_\_
- 6 Olga is from Egypt. \_\_\_\_\_

F  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



4 Write.

like likes don't like doesn't like

Carl	Jo and Sue	Jenny	Lee	Jon and Gary	Emma
					
					

- 1 Carl likes playing volleyball. He doesn't like fishing.
- 2 Jo and Sue \_\_\_\_\_ doing gymnastics. They \_\_\_\_\_ playing the piano.
- 3 Jenny \_\_\_\_\_ reading comics. She \_\_\_\_\_ playing chess.
- 4 Lee \_\_\_\_\_ skateboarding. He \_\_\_\_\_ painting.
- 5 Jon and Gary \_\_\_\_\_ taking photos. They \_\_\_\_\_ playing the guitar.
- 6 Emma \_\_\_\_\_ cooking. She \_\_\_\_\_ shopping.

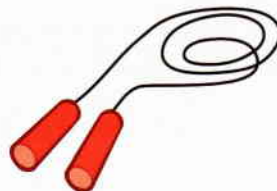
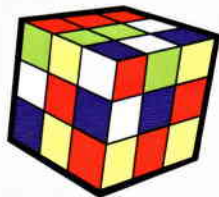
5 Read and write the numbers.

- 1 Can I use your MP3 player?
- 2 Can we have a cake?
- 3 Can we watch our DVD?
- 4 Can I play in their garden?



6 Read and complete the words.

a\_e i\_e o\_e u\_e



- 1 I can ride a b i k e.
- 2 I've got a puzzle. It's a c b.
- 3 My skipping r p is very long.
- 4 Look! This doll is from sp c.
- 5 The dog is sitting on a big st n.



# Extensive reading: Family

## 1 Look at the text. Where are the people? What are they doing?



The Swiss Family Robinson is a novel by Johann David Wyss. It's a very exciting story. The main characters are a mother and father and their four sons, Fritz, Ernest, Jack and Franz. The family decides to travel to a new country to live. They travel on a ship with lots of other people, but there is a big storm. The ship sinks, but the family swim to an island. There aren't any other people on the island, so the family is alone.

They take things from the ship, such as clothes and tools, to help them start a new life. The family has lots of adventures on the island and they learn a lot of important lessons. They find out that the island has everything they need to survive. First, they use wood from the trees to build a house in a tree. When the weather is cold and wet, they move to a cave and make a home there.

They grow vegetables and fruit from seeds and they hunt animals for their meat. They use salt to keep their meat fresh for a long time, so they are never hungry. They cook food on a fire and they use plants to make paper and clothes. They learn a lot about nature and they enjoy their life on the island. One day, they have the chance to leave the island and go home to Switzerland, but they decide that the island is their home now. They are happy with their new life and they don't want to leave.

## 2 Read again and write *T* (true) or *F* (false).

- |   |   |
|---|---|
| 1 There are three children in the Robinson family. ____ | 2 The Robinsons use plants to keep their meat fresh. ____ |
| 3 The Robinsons take tools from the ship. ____          | 4 The Robinsons build a house in a tree. ____             |

- 3 Look at the texts. Where do you think the children are from?  
What do you think they do every day?

## Families around the world

**My name is Riko and I'm from Japan.** I live with my parents, my two brothers and our grandparents. We all get up early every morning. After breakfast, my brothers feed our chickens and collect the eggs. Dad and Grandpa pick rice and vegetables in the garden and I help Mum and Grandma to water the flowers and plants. My brothers and I walk to school. We have lessons in the morning and then it's time for lunch. After lunch, we brush our teeth and then we go back to class. In the evening, my family cooks dinner together. All our food comes from our garden. We play games or watch TV after dinner. At bedtime, Mum helps us to get our mattresses out. We keep them in a cupboard during the day so that we have space to play in our rooms.




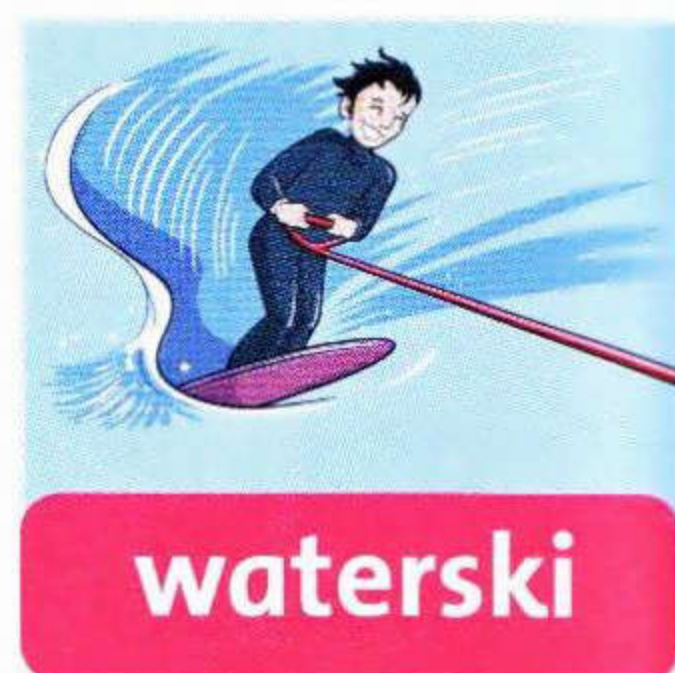
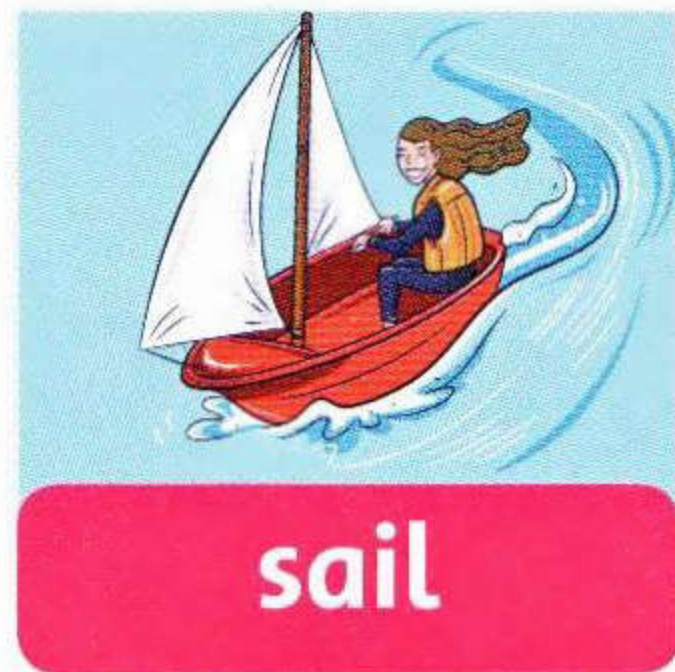
**I'm Ivan and I'm from Russia.** I live with my mum, my dad, my grandma and my sister. Our house is in a small village. Mum and Dad go to work every day, so Grandma looks after the house. Grandma makes my breakfast every morning. I usually have bread and tea with honey. Then I walk to school with my friend. We have lessons all morning, but when we need a break we stop working and do some exercises. Lessons finish at lunchtime, and I go home. I take my shoes off before I go into the house. We always wear slippers indoors. After lunch, I ride my bike and then I do my homework. When Dad comes home, he works in the garden. I usually help him. We grow vegetables and fruit. Dad makes bowls, boxes and furniture with wood. He's very clever. In the evenings, I read or watch TV. I go to bed at nine o'clock. I'm always very tired after my busy day.



- 4 Answer the questions.

- 1 How many brothers has Riko got?
- 2 How does Ivan get to school?
- 3 Is your day different to Riko's day? How?
- 4 Describe your daily routine.

## Lesson One Words

1 Listen, point and repeat.  322 Listen and read.  33

1

**Amy** Hello, Mum! We're having fun at the beach!  
**Amy's Mum** That's good. Is Max in the sea?  
**Amy** No, he isn't. He's reading his book.

2

**Amy's Mum** Is Holly in the sea?  
**Amy** No, she isn't. She's playing with her ball.

3

**Amy** Leo is in the sea.  
**Amy's Mum** Oh, yes. Leo likes snorkelling.  
**Amy** He isn't snorkelling. He's surfing. He's very good.  
**Max** Look! Leo is standing on his hands!  
**Holly** Wow!

4

**Max** Oh, no! Leo is falling!  
**Amy** Leo isn't surfing now. He's swimming!

- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



I  
 I'm swimming.  
 I'm not swimming.  
 He / She / It  
 He's surfing.  
 He isn't snorkelling.  
 You / We / They  
 We're sailing.  
 They aren't waterskiing.



Sometimes the spelling changes:  
 sail – sailing      play – playing  
 swim – swimming      run – running  
 dive – diving      ride – riding

3 Read and match.

- 1 She's windsurfing.
- 2 They're snorkelling.
- 3 He's diving.
- 4 She's waterskiing.
- 5 He's kayaking.
- 6 They're surfing.



4 Write.

's    isn't    're    aren't



He isn't sleeping.  
 He 's eating.



She \_\_\_\_\_ playing with a ball.  
 She \_\_\_\_\_ reading a book.



They \_\_\_\_\_ taking photos.  
 They \_\_\_\_\_ drawing pictures.



We \_\_\_\_\_ swimming.  
 We \_\_\_\_\_ windsurfing.



# Lesson Three Grammar and Song

## 1 Speaking Look and say.

eat a sandwich / eat an ice cream    wear a hat / wear sunglasses  
waterski / surf    look at a bird / look at a fish



The boy isn't eating an ice cream. He's eating a sandwich.

It's Picture B!

## 2 Write about one of the pictures.

Picture A: The boy is eating an ice cream. He isn't ...

## 3 Listen and sing. 34

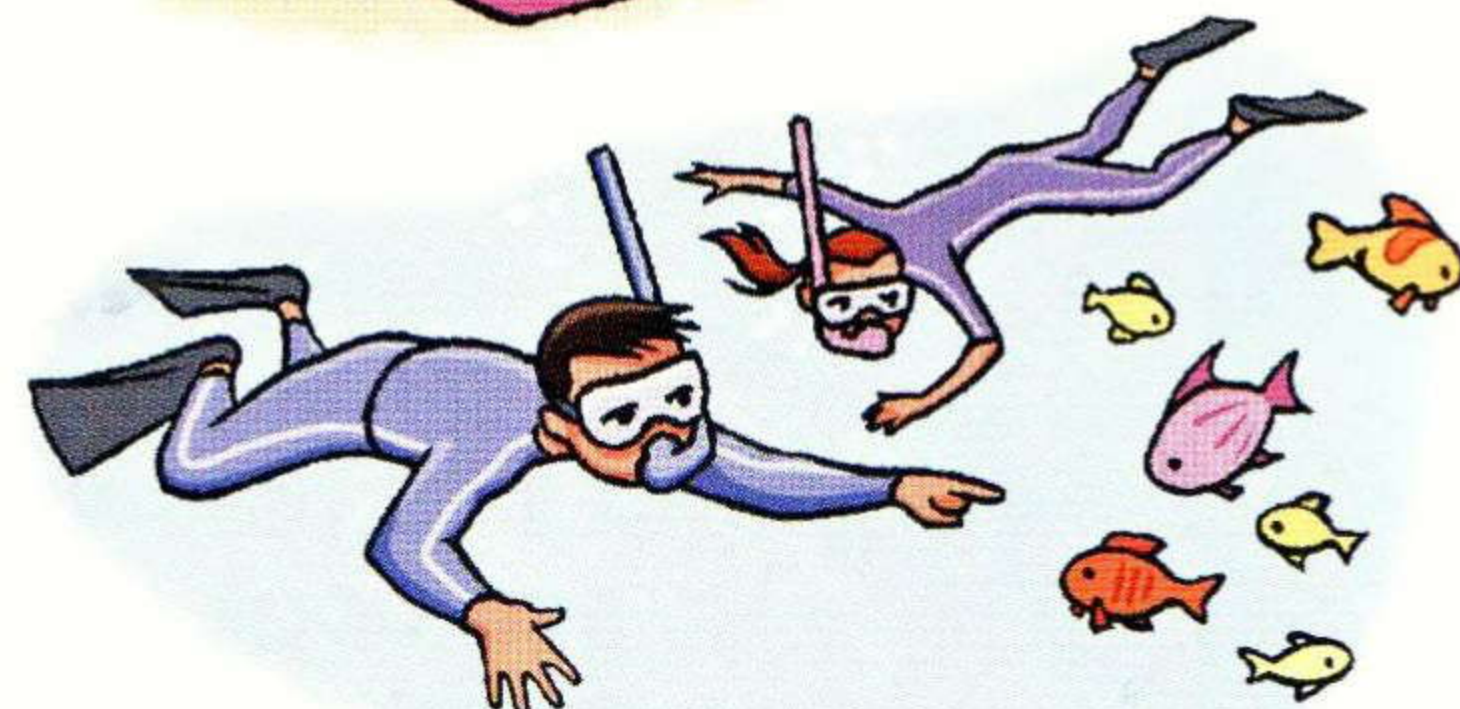
## 4 Sing and do.

### At the beach!

We're playing at the beach today,  
We're having lots of fun.  
We're swimming and we're surfing,  
And we're sitting in the sun.

We all like playing at the beach,  
It's sunny here today.  
We can windsurf at the beach,  
And we can swim and play.


We're sailing in our little boat,  
We're playing in the sea.  
We're snorkelling and diving,  
There are lots of fish to see.




1 Listen, point and repeat.  35

<b>all</b>	<b>ball</b>	<b>mall</b>	<b>wall</b>	<b>tall</b>	<b>small</b>
					

2 Listen and chant.  36








I'm in a mall,  
 A mall, mall, mall.  
 Some people are tall,  
 Some are small, small, small.  
 I'm going to buy  
 A ball, ball, ball.  
 I don't know which to buy,  
 I like them all, all, all.




3 Read the chant again. Circle the words with *all*.

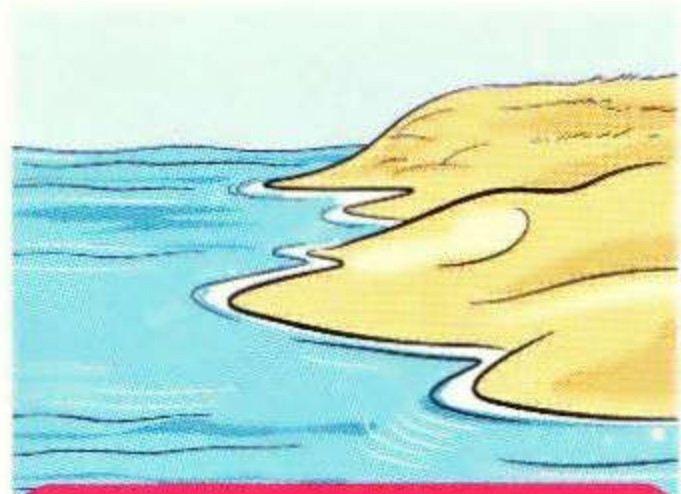
4 Match and write.

	w	<b>all</b>	1 <u>wall</u>
	t		2 _____
	sm		3 _____
	m		4 _____
	b		5 _____

## Reading

1 Listen, point and repeat.  37

polluted



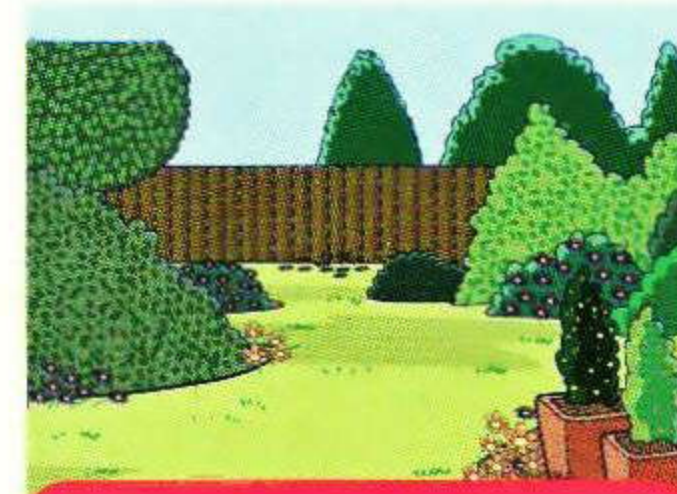
clean



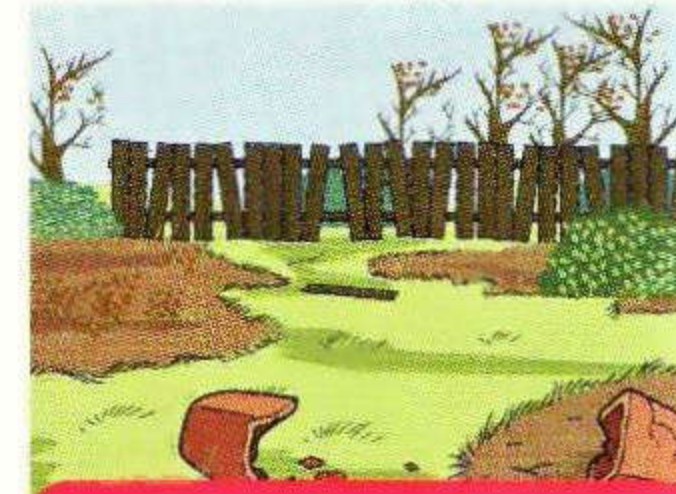
dangerous



safe



beautiful



ugly

## 2 Look. What can you do with the dolphins?

3 Listen and read.  38

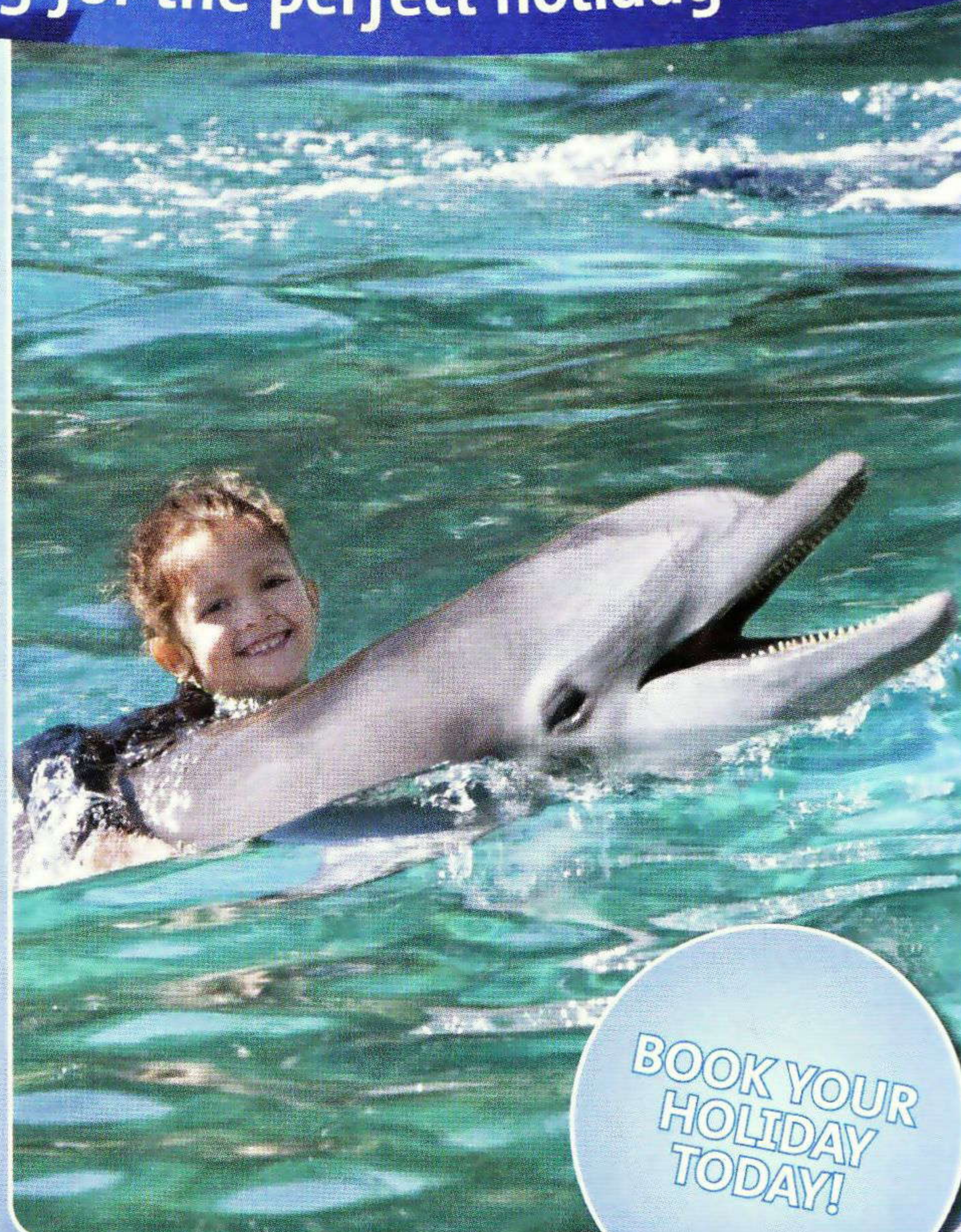
# Dolphin Dreams

Are you looking for the perfect holiday?

Dolphin Dreams is the perfect holiday! We take people in our boats and we visit dolphins in the sea. You can swim with beautiful dolphins!

## Do you know ... ?

- ☀ Dolphins aren't dangerous. They are very friendly. They love playing with people.
- ☀ Dolphins can't breathe under water, but they can stay under water for about 15 minutes.
- ☀ Dolphins live in families.
- ☀ Dolphins have names. Their names are special sounds. They use the sounds to call their friends and family.
- ☀ Dolphins can't live in polluted water, but a lot of the sea is polluted. We want to make the sea a clean and safe place for dolphins.




BOOK YOUR  
HOLIDAY  
TODAY!

## 4 Read again and write.

dangerous   polluted   clean   ~~beautiful~~

- 1 Dolphins aren't ugly. They are beautiful.
- 2 Dolphins can't live in polluted water. They live in \_\_\_\_\_ water.
- 3 Dolphins are safe. They aren't \_\_\_\_\_.
- 4 A lot of the sea isn't clean. It is \_\_\_\_\_.

**Listening**

1 Listen and write the numbers.  39



**Speaking**

2 Ask and answer about you.

snorkelling    swimming    surfing    diving    waterskiing  
windsurfing    playing    sailing    kayaking

What do you like doing at the beach?

I like snorkelling.

**Writing**

Present continuous verbs – **spelling**

cook → cook + ing = cooking

take → take + ing = taking

3 Write the correct form of the verbs.

- 1 I like watching (watch) dolphins.
- 2 Do you like \_\_\_\_\_ (take) photos?
- 3 I like \_\_\_\_\_ (cook).
- 4 Does Joanna like \_\_\_\_\_ (write) emails?
- 5 My friend doesn't like \_\_\_\_\_ (listen) to music.
- 6 Do you like \_\_\_\_\_ (read)?

# 5 A naughty monkey!

## Lesson One Words

### 1 Listen, point and repeat. 40



### 2 Listen and read. 41

1

**Amy** I love the zoo. I like the penguins.  
**Holly** Max, I can't see! Are you watching the monkeys?  
**Max** Yes, I am. They're funny!

2

**Holly** Max!  
**Max** Wait! I'm watching this funny monkey.  
**Amy** Look! The monkey is taking your sandwich!  
**Leo** That's my sandwich!

3

**Holly** I can't see. Is the monkey eating the sandwich?  
**Max** No, it isn't. It's taking my book!  
**Amy** And my bag!

4

**Leo** Come here, Holly.  
**Amy** Look! The monkey is giving our things to Holly.  
**Max** It likes you!

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!



I

Are you reading?

Yes, I **am**. No, I'm **not**.

He / She / It

Is the monkey eating the sandwich?

Yes, it **is**. No, it **isn't**.

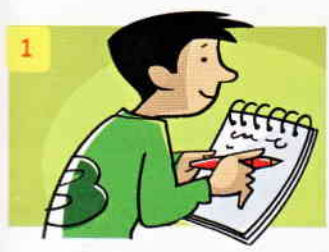
You / We / They

Are they eating?

Yes, they **are**. No, they **aren't**.



3 Read and tick (✓).



1 Is the boy reading?

Yes, he is.

No, he isn't.



2 Are the girls playing chess?

Yes, they are.

No, they aren't.



3 Is the monkey playing with a ball?

Yes, it is.

No, it isn't.



4 Is Mum shopping?

Yes, she is.

No, she isn't.

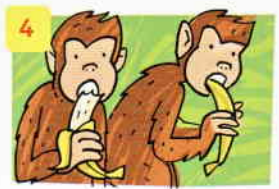
4 Write.

1 Are the flamingos flying? No, they aren't.

2 Is the lizard sleeping? \_\_\_\_\_

3 Is the woman painting? \_\_\_\_\_

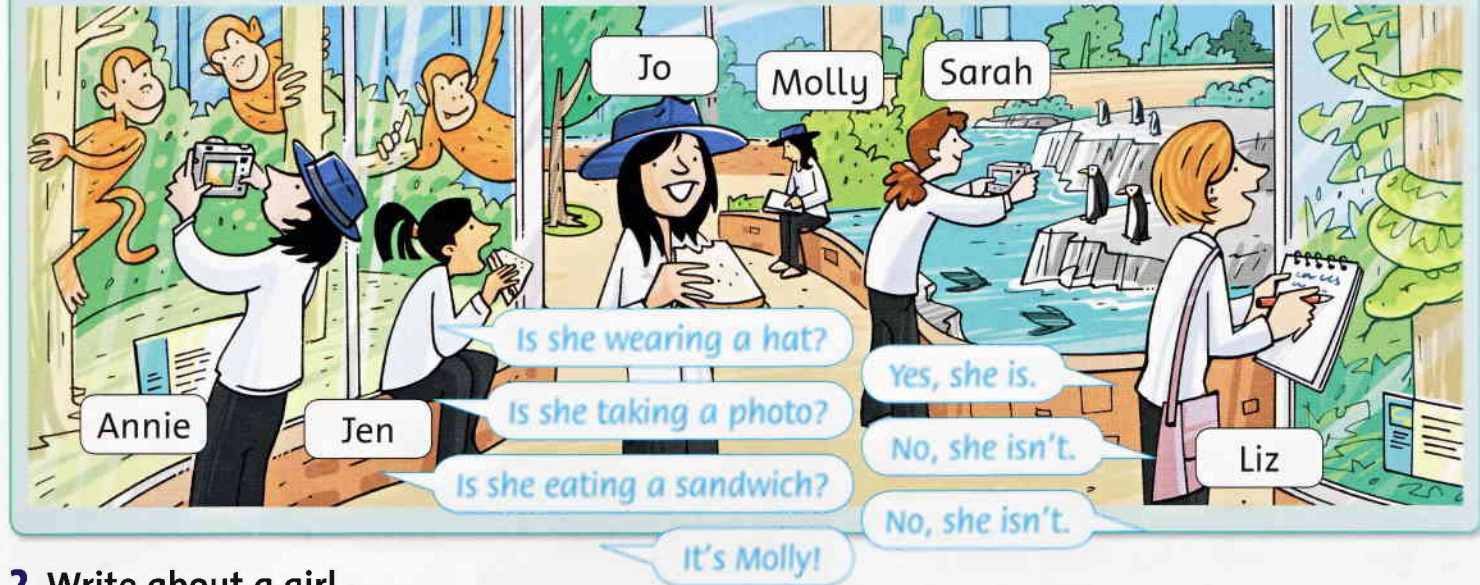
4 Are the monkeys eating bananas? \_\_\_\_\_



# Lesson Three Grammar and Song

## 1 Speaking Think of a girl. Ask and answer.

wear a hat    write in a notebook    eat a sandwich    take a photo

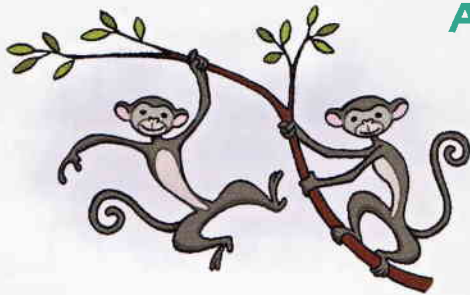


## 2 Write about a girl.

Annie is taking a photo. She's ...

## 3 Listen and sing. 42

## 4 Sing and do.



### Are the monkeys climbing?

Are the monkeys climbing?

Yes, they are.

Are the zebras running?

Yes, they are.

Are the tigers walking?

Are the parrots talking?

Are the monkeys climbing?

Yes, they are.



Are the penguins swimming?

Yes, they are.

Are the parrots flying?

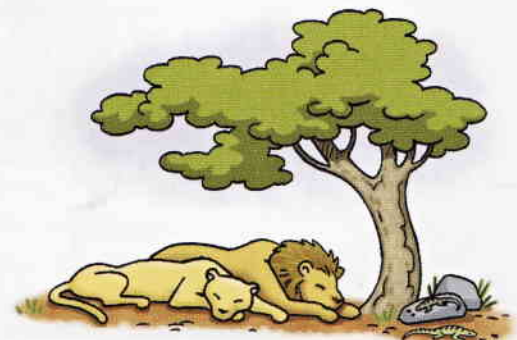
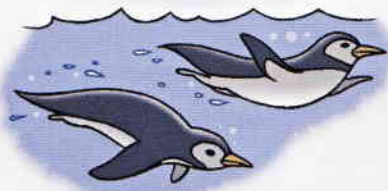
Yes, they are.

Are the lizards eating?

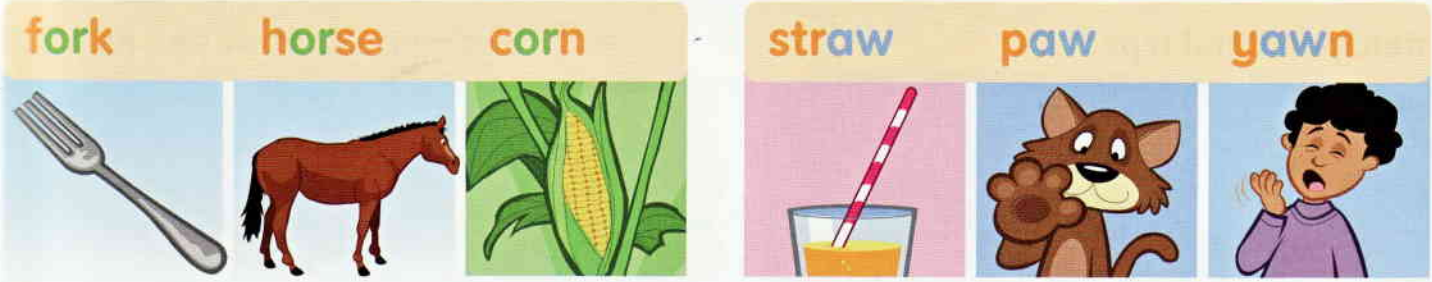
Are the lions sleeping?

Are the penguins swimming?

Yes, they are.



1 Listen, point and repeat.  43



2 Listen and chant.  44

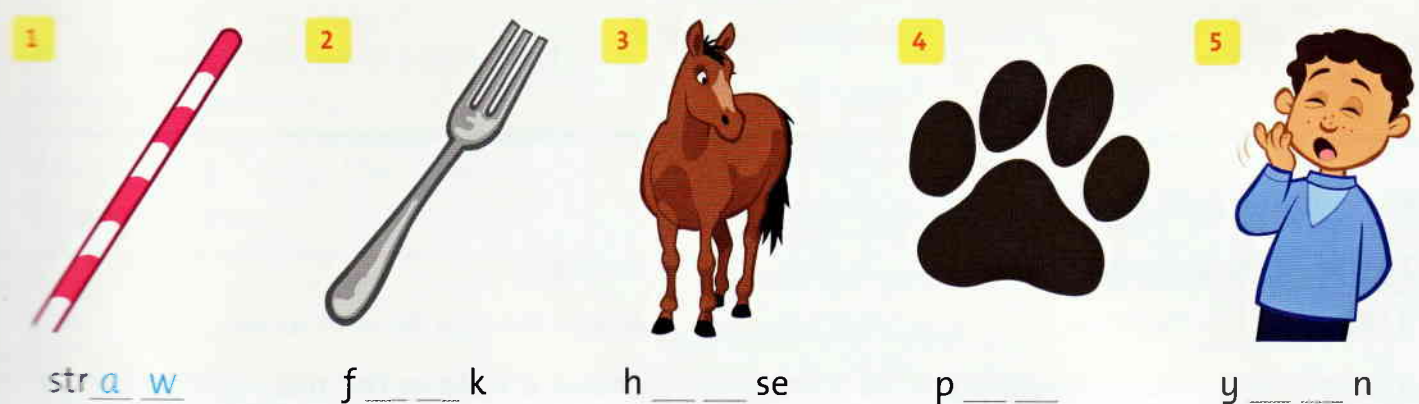


3 Read the chant again. Circle the words with *or* and *aw*.

4 Circle the odd one out.

- |        |       |            |        |       |       |
|--------|-------|------------|--------|-------|-------|
| 1 fork | sport | <u>paw</u> | 2 draw | short | straw |
| 3 yawn | horse | corn       | 4 paw  | straw | fork  |

5 Complete the words with *or* and *aw*.





## Reading

1 Listen, point and repeat.  45



2 Describe what's happening in the pictures below.

3 Listen and read.  46

## The Lion and the Mouse



One day, a lion is sleeping. A mouse runs over the lion's nose and the lion wakes up. The lion is angry. The mouse is scared. "I'm very sorry," says the mouse. "Don't eat me! I can help you one day."



The lion laughs. "That's funny!" it says. "You are little! How can you help me?" But the lion is not angry now. The mouse runs away.



One year later, the lion is walking in the jungle. A big net falls over the lion. The lion opens its mouth and roars. The mouse hears the lion and it runs to help. "Don't move," says the mouse. "I can help you." The mouse chews the net and makes a big hole. The lion is free. "Thank you," says the lion. "You are little, but you are kind."

4 Read again and write.

lion    mouse

1 The lion is sleeping.

2 The \_\_\_\_\_ is angry.

3 The \_\_\_\_\_ is little.

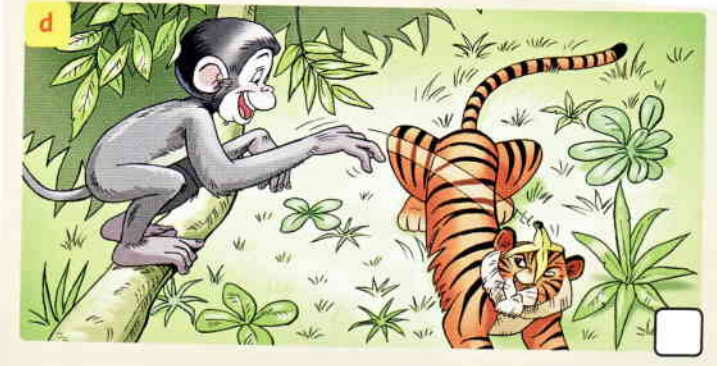
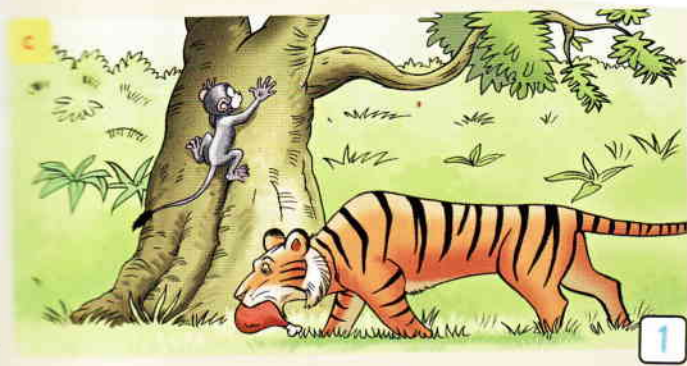
4 The \_\_\_\_\_ opens its mouth and roars.

5 The \_\_\_\_\_ runs away.

6 The \_\_\_\_\_ chews a hole in the net.

**Listening**

1 Listen and write the numbers.  47



**Speaking**

2 Look at the pictures. Ask and answer.

climb eat sleep watch run

Is the monkey eating in Picture C?

No, it isn't. It's climbing.

Is the tiger sleeping in Picture C?

No, it isn't. It's eating.

**Writing**

We use **speech marks** to show that someone is speaking.

“Don't move,” says the mouse.  
“I can help you.”

3 Write the speech marks.

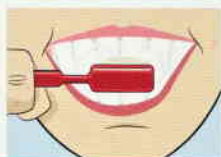
- 1 “Thank you,” says the lion.
- 2 I'm Emma, says the girl.
- 3 I'm your new teacher, says Mr Brown.
- 4 These are your desks, he says.  
Please sit down.

## Lesson One Words

### 1 Listen, point and repeat. 48



have a shower



brush my teeth



get dressed



have breakfast



brush my hair



get up



catch the bus



walk to school

### 2 Listen and read. 49

1

**Amy** I've got an email from Jim! Jim is our cousin in Australia. He's a jackaroo.  
**Max** What's a jackaroo?  
**Leo** Jackaroos work on sheep farms.

2

**Amy** It's a great job! He gets up early every morning. He rides a horse and he looks after the sheep.

3

**Max** It's dangerous! There are lots of snakes in Australia. Does Jim see a lot of snakes?  
**Amy** Yes, he does. Look!

4

**Leo** Jim is lucky. I want to be a jackaroo.  
**Max** I don't! I want a safe job!

- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



Look at Amy. She wants to be a jackaroo!



But jackaroos get up early every morning. Amy doesn't get up early!

I

I **have** breakfast at eight o'clock.  
I **don't have** breakfast at seven o'clock.

He / She / It

He <b>gets</b> up early.	<b>Does</b> he <b>live</b> in a big house?
He <b>doesn't get</b> up late.	<b>Yes</b> , he <b>does</b> . <b>No</b> , he <b>doesn't</b> .
	What time <b>does</b> he <b>start</b> work?

You / We / They

We <b>catch</b> the bus.	<b>Do</b> you <b>walk</b> to school?
They <b>don't catch</b> the train.	<b>Yes</b> , I <b>do</b> . <b>No</b> , I <b>don't</b> .
	What time <b>do</b> you <b>go</b> to school?

3 Read and circle.

- |   |  |
|---|--|
| 1 Billy <b>get</b> / <b>gets up</b> at seven o'clock.                 | 2 I <b>has</b> / <b>have</b> breakfast with my family.             |
| 3 <b>Do</b> / <b>Does</b> Katie have a shower in the morning?         | 4 Fred <b>doesn't</b> / <b>don't</b> walk to school.               |
| 5 My mum and dad <b>doesn't</b> / <b>don't</b> catch the bus to work. | 6 <b>Do</b> / <b>Does</b> your friends brush their teeth at night? |

4 Write.



Jack gets up (get up) at seven o'clock.



Emma \_\_\_\_\_ (brush) her teeth every morning.



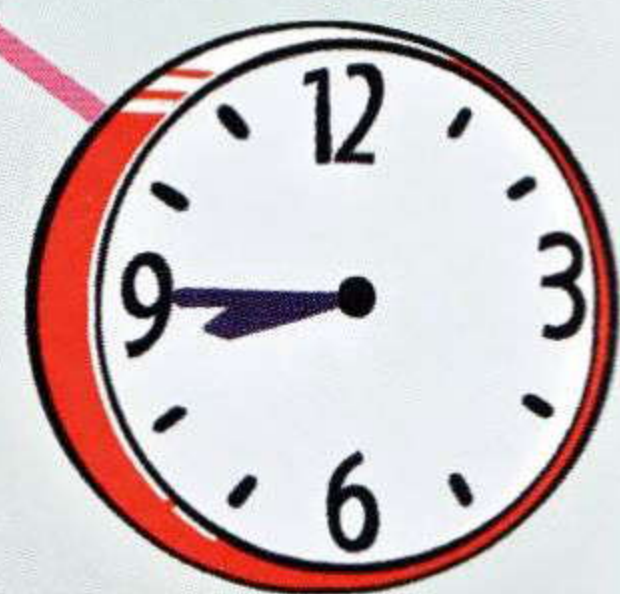
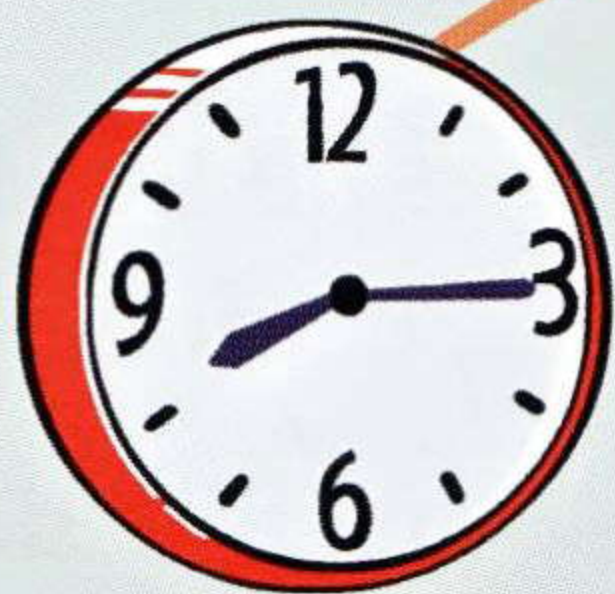
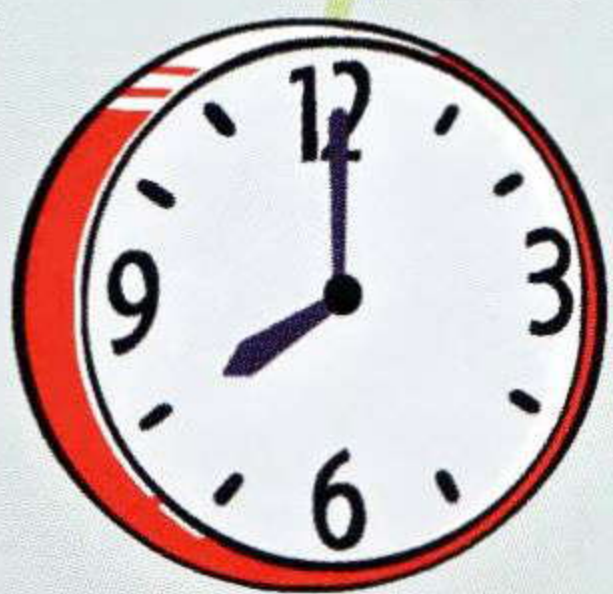
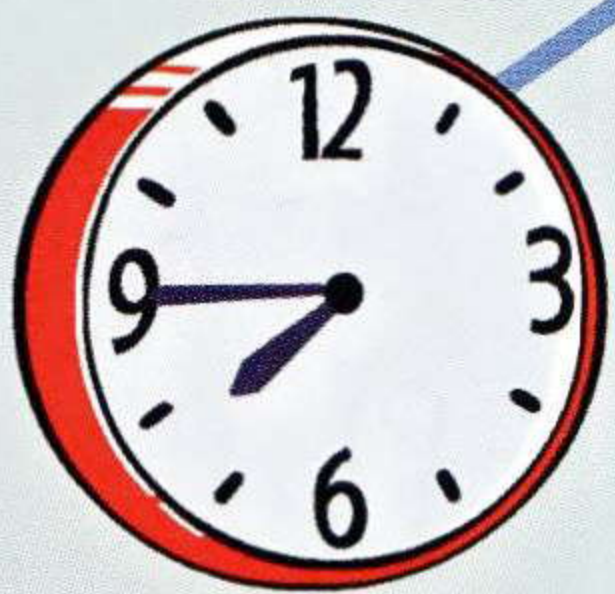
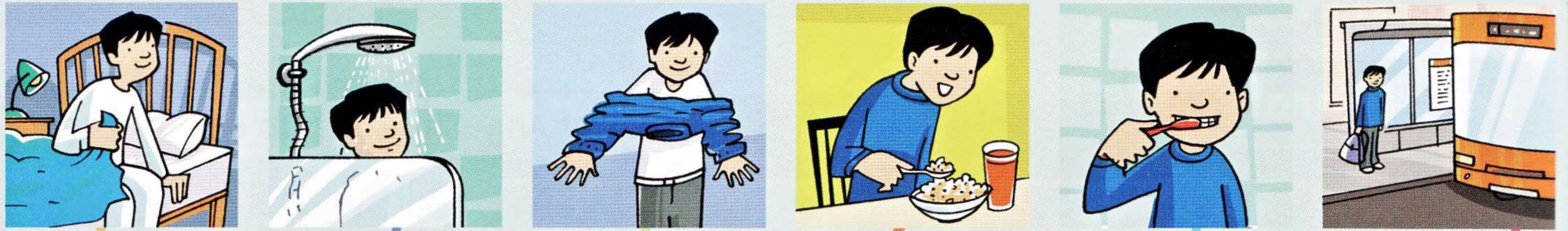
Jen and Jo \_\_\_\_\_ (not catch) the bus to school.



Tom \_\_\_\_\_ (have) breakfast with his family.

# Lesson Three Grammar and Song

## 1 Speaking Ask and answer.



What time does Tom get up?

He gets up at half past seven.

## 2 Write about Tom.

Tom gets up at half past seven. He ...

## 3 Listen and sing. 50

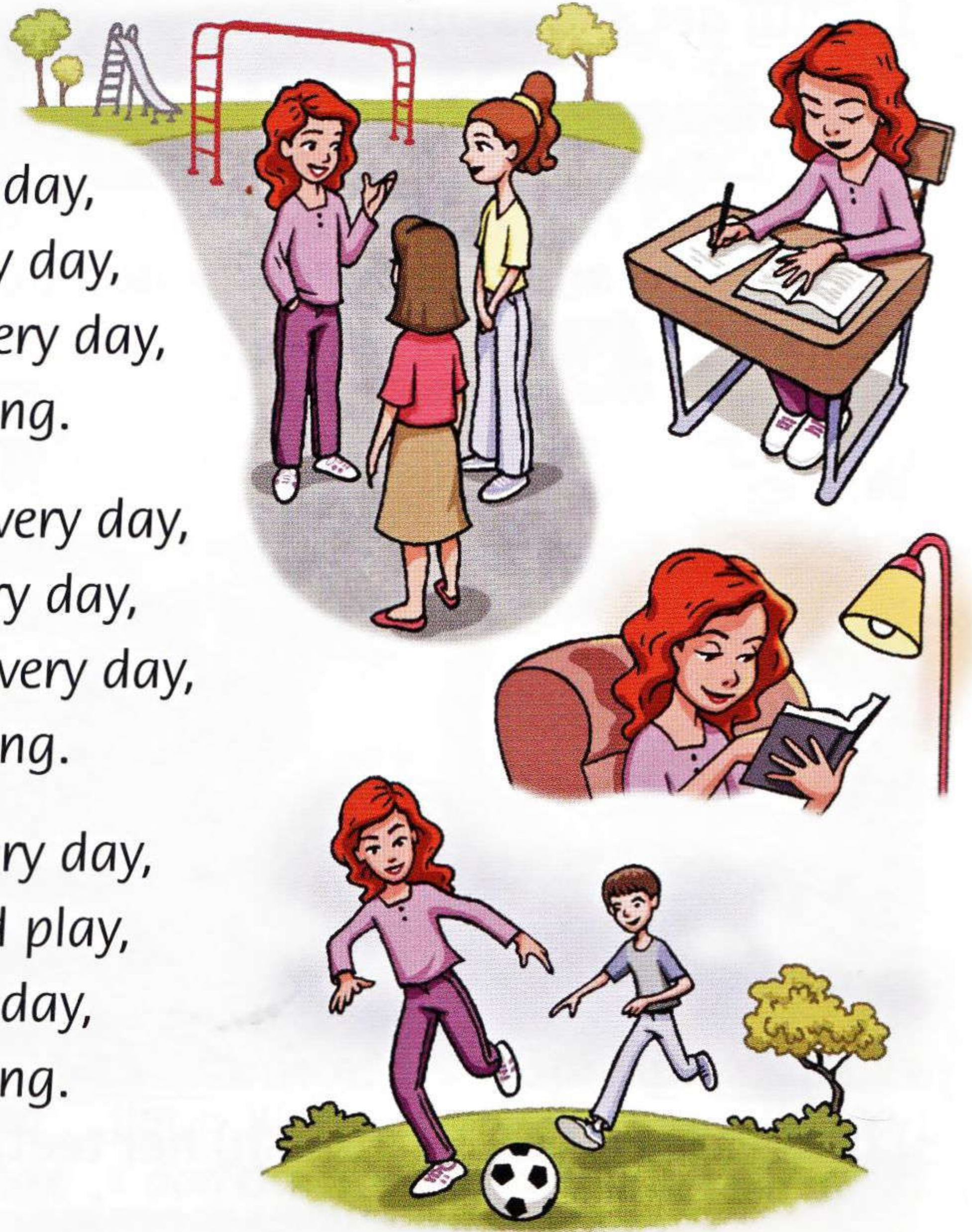
## 4 Sing and do.

### My day




I get up early every day,  
I have a shower every day,  
I have my breakfast every day,  
I'm busy all day long.

I catch the school bus every day,  
I have my lessons every day,  
I see my school friends every day,  
I'm busy all day long.

I do my homework every day,  
Then I go outside and play,  
I'm very busy every day,  
I'm busy all day long.



1 Listen, point and repeat.  51

boy	toy	oyster
		

coin	oil	soil
		







2 Listen and chant.  52



Roy is a boy,  
 A boy, boy, boy.  
 Playing with a toy,  
 A toy, toy, toy.  
 He can see a coin,  
 A coin, coin, coin.

3 Read the chant again. Circle the words with *oy* and *oi*.

4 Match and write.

1 	2 
<u>soil</u>	_____
3 	4 
_____	_____
5 	6 
_____	_____

oy  
oi

## Reading

1 Listen, point and repeat.  53

first

then

next

finally

every day

at the weekend

2 Look at the text. Where does Ellie live?

3 Listen and read.  54

### Cyber School

Australia is a very big country. A lot of families live on farms. The farms are a long way from towns or cities, so the children don't go to school. They have lessons at home and they talk to their teachers on the Internet. They are students of the Cyber School!



#### Ellie, 10

I live on a farm. There isn't a town for 500 kilometres! That's six hours in the car! So I do Cyber School. I get up early every day. First, I help on the farm. Then, I watch my teachers on the Internet. Next, I do my school work. Finally, I email my work to my teacher. Some of my school friends live 2,000 kilometres away! But we meet every year and have a sports day together!

4 Read again and answer the questions.

1 Does Ellie live in a town? No.

3 Does Ellie get up late? \_\_\_\_\_

5 Does Ellie watch her teachers on the Internet? \_\_\_\_\_

2 Does Ellie email her work? \_\_\_\_\_

4 Does Ellie live close to her friends? \_\_\_\_\_

6 Does Ellie see her friends at the weekend? \_\_\_\_\_

**Listening**

1 Listen and write the numbers.  55



**Speaking**

2 Ask and answer about you.

get up    have breakfast    start school  
finish school    have dinner    go to bed

What time do you get up?  
I get up at half past seven.  
What time do you have breakfast?  
I have breakfast at quarter to eight.

**Writing**

**Proper nouns** are names of people or places, and titles of books or films. **Proper nouns** start with capital letters.

Noun	Proper noun
girl	Ellie
teacher	Mr Green
country	Egypt
city	London
book	Family and Friends
film	Toy Story

3 Read and circle the proper nouns.

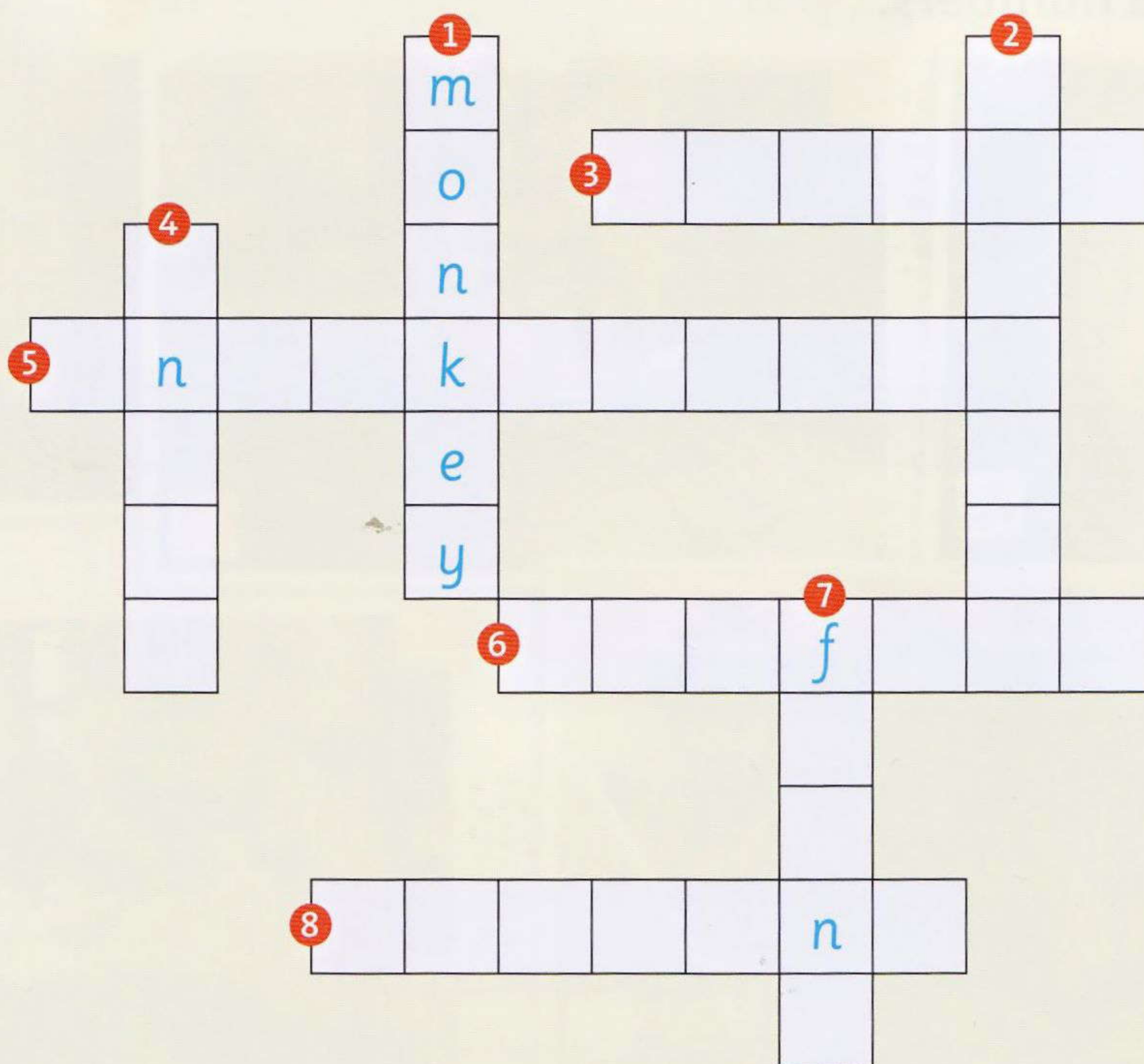
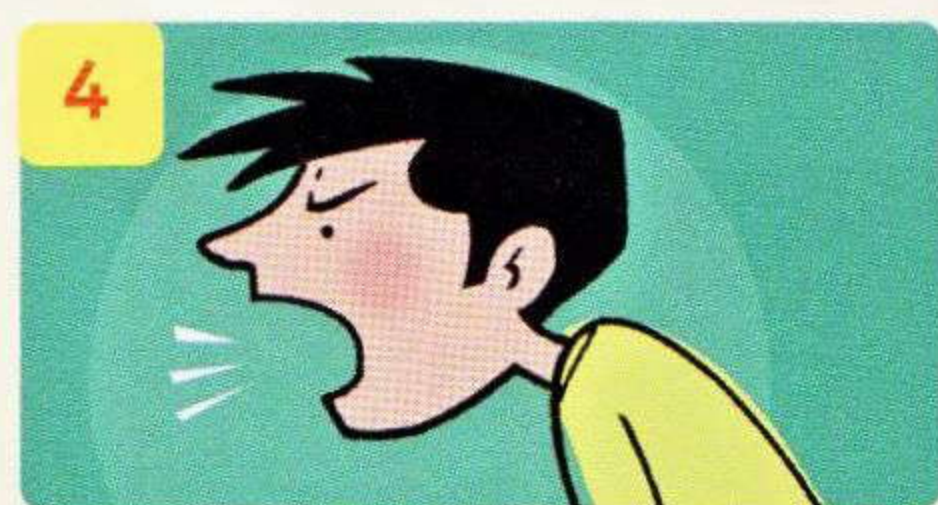
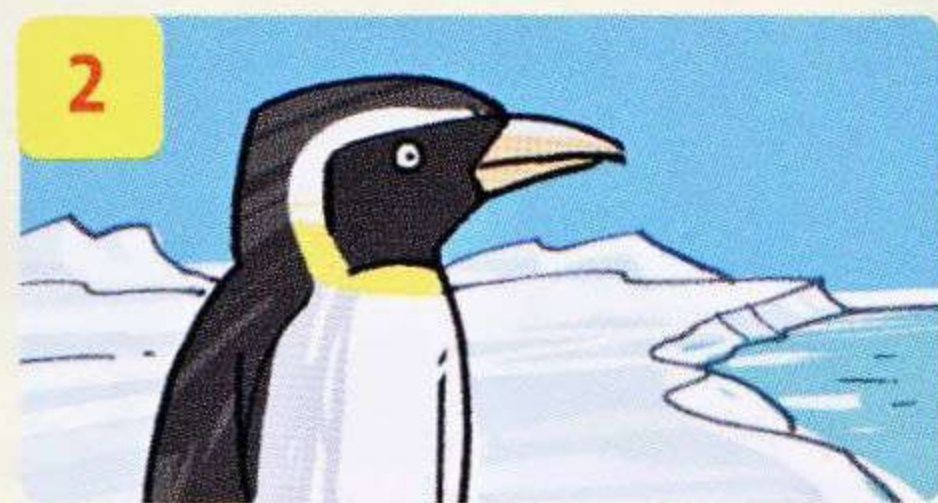
- Ellie lives in Australia.
- Mrs Smith is my new teacher.
- Carlos is from Spain.
- My favourite film is The Incredibles.
- Cairo is the capital city of Egypt.
- Helen's favourite film is Finding Nemo.
- Jen is older than Beth.





1 Complete the crossword.

Down

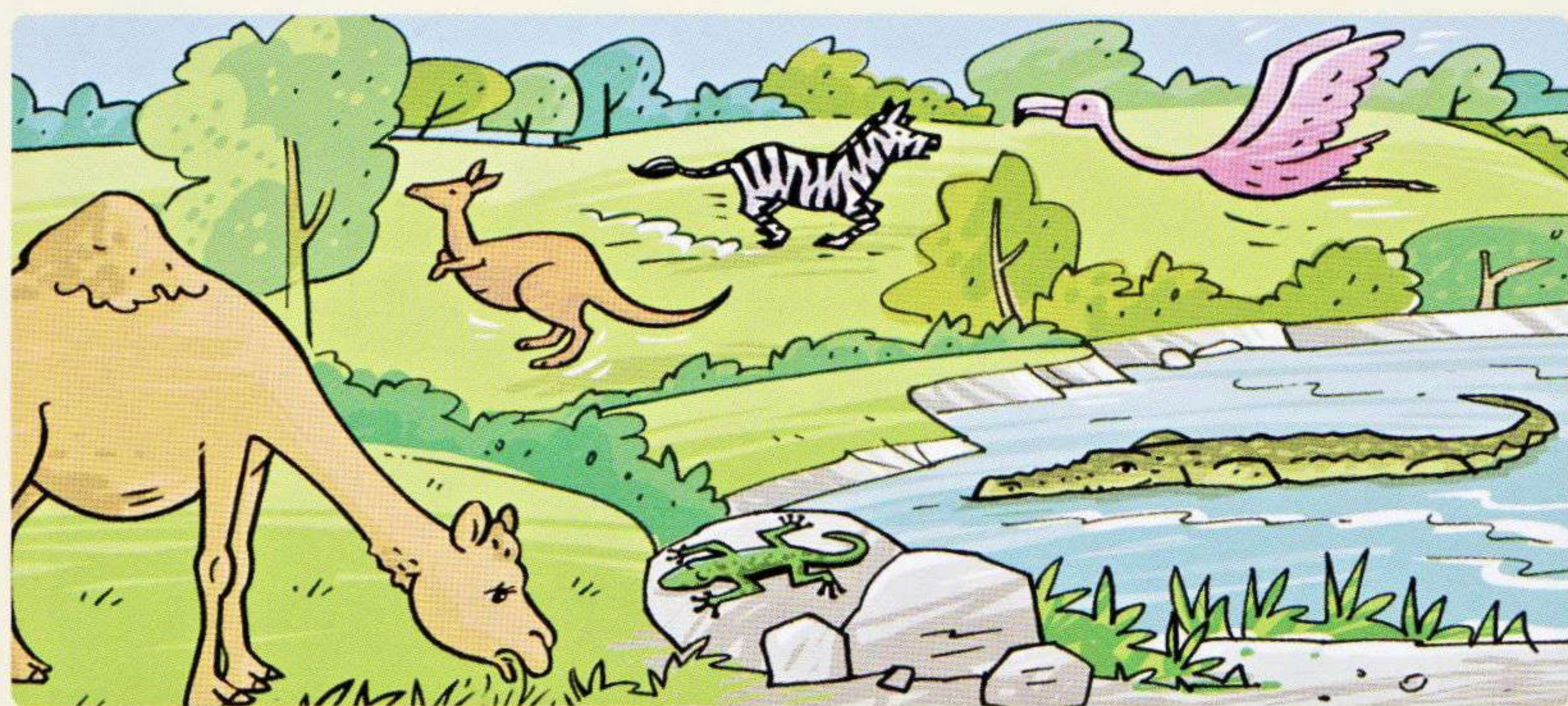


Across



2 Write the correct words.

zebra kangaroo camel crocodile flamingo ~~lizard~~



Look at the animals! The <sup>1</sup> lizard is sleeping in the sun. The <sup>2</sup> \_\_\_\_\_ is swimming in the water. The <sup>3</sup> \_\_\_\_\_ is flying. The <sup>4</sup> \_\_\_\_\_ is jumping. Can you see it? The <sup>5</sup> \_\_\_\_\_ is running. It's very fast. The <sup>6</sup> \_\_\_\_\_ is hungry. It's eating.

3 Read and circle.

- 1 Dad is / isn't reading a book.
- 2 The girls are / aren't listening to music.
- 3 The boys are / aren't playing chess.
- 4 Mum is / isn't watching TV.
- 5 Dad is / isn't eating an apple.
- 6 The boys are / aren't listening to music.



**4 Match the questions with the answers.**

- |   |                    |
|---|--------------------|
| 1 Is Tom watching a DVD? <input checked="" type="checkbox"/>    | a Yes, she is.     |
| 2 Are the children playing volleyball? <input type="checkbox"/> | b No, it isn't.    |
| 3 Is Katie snorkelling? <input type="checkbox"/>                | c Yes, I am.       |
| 4 Are you and your friends surfing? <input type="checkbox"/>    | d No, he isn't.    |
| 5 Is the monkey jumping? <input type="checkbox"/>               | e Yes, we are.     |
| 6 Are you eating a sandwich, Lee? <input type="checkbox"/>      | f No, they aren't. |

1 d    2       3       4       5       6   

**5 Complete the text.**

gets    brushes    plays    walks    catches    ~~has~~

Billy gets up at seven o'clock on Mondays. He <sup>1</sup> has a shower and then he <sup>2</sup>    dressed. He has breakfast with his family. He always <sup>3</sup>    his teeth after breakfast. He never <sup>4</sup>    the bus to school. He always <sup>5</sup>    to school with his brother. After school, he <sup>6</sup>    with his friends in the park. Billy loves the park!



**6 Read and complete the words.**

aw    or    oy    oi



A cat hasn't got hands or feet, it's got four p a w s.



Flowers and trees grow in s    l.



The farmer has got a big f    k.



"What a big y    n!"  
"Yes, I'm very tired."



My favourite t    is my new train.



There is    l in this bottle.



## 1 Look at the picture. What is the wolf doing?



The wolf pups are hungry, but their mother can't find enough food. Soon, there is only one pup left. He drinks his mother's milk and slowly grows stronger. He is fierce, but he is playful, too. When his mother leaves the cave to look for food, he explores the cave, but he is afraid to go outside. However, as he grows older, he wants to find out what the world is like outside the cave. He learns to hide in the long grass or in the bushes. He learns to hunt and he catches small animals to eat. Other animals try to attack him, but he learns to fight. His mother is proud of him. She can see that he is becoming a great wolf.

One day, while the young wolf is exploring, he comes to a village. He sees a group of men and he is afraid. One of the men tries to pick him up. The pup growls and shows his sharp, white teeth. The men laugh.

"Look at those teeth," they say. "Let's call him White Fang."

Another man tries to pick White Fang up, but White Fang bites the man's hand. The man hits White Fang and White Fang cries. His mother hears him and comes to find him. When she sees the men, she lies down on the ground. She respects humans. A man decides to keep White Fang and his mother. At first, White Fang wants to escape. But the man feeds White Fang and gives him a dry place to sleep. When other dogs try to attack White Fang, the man chases them away.

"Men can protect me and care for me," White Fang thinks. "It is difficult to be a wolf, but it is easy to be a dog."

## 4 Read again and match the sentence halves.

- |  |  |
|--|--|
| 1 The young wolf explores the cave <input type="checkbox"/>        | a because men can protect him.         |
| 2 The men call the wolf White Fang <input type="checkbox"/>        | b because he has sharp white teeth.    |
| 3 White Fang thinks it's easy to be a dog <input type="checkbox"/> | c when his mother leaves to find food. |
| 4 White Fang's mother lies in the ground <input type="checkbox"/>  | d because she respects humans.         |

3 Look at the picture. Where is the polar bear?



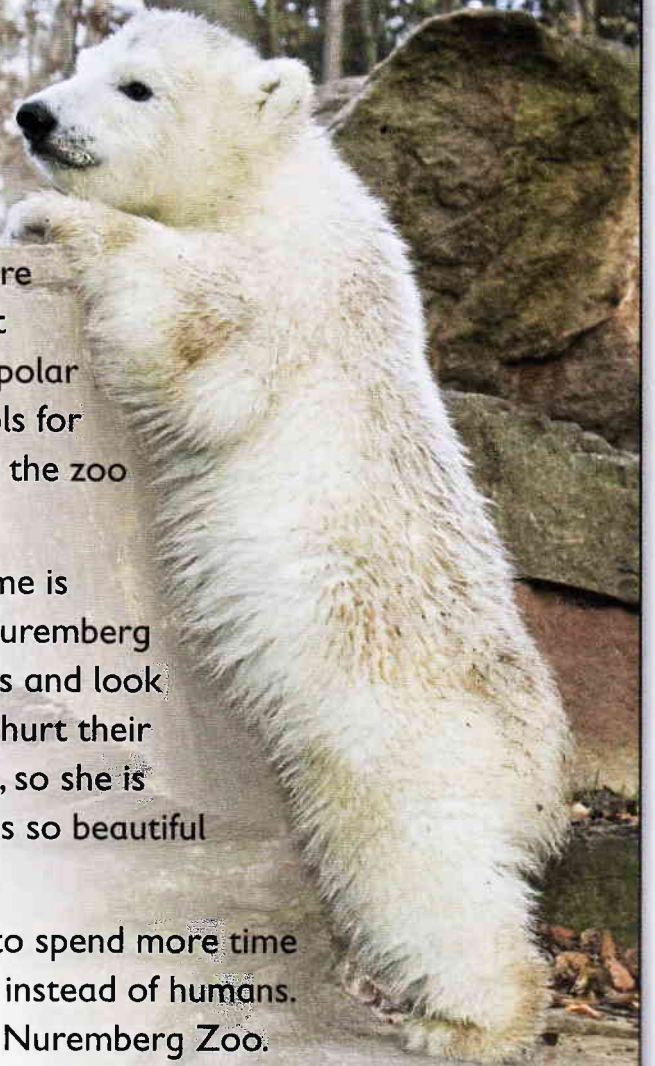
## Flocke the polar bear

Nuremberg Zoo is a huge zoo in Germany. There are about 300 species of animals there. The zoo has got lots of special enclosures for gorillas, leopards and polar bears. The enclosures have got rocks, trees and pools for the animals. More than one million visitors come to the zoo every year, and they all want to meet Flocke.

Flocke is a polar bear. She is two years old. Her name is German and it means 'snowflake'. The keepers at Nuremberg zoo take baby polar bears away from their mothers and look after them because mother polar bears sometimes hurt their babies. Flocke spends a lot of time with her keepers, so she is very friendly. She has got a lot of fans because she is so beautiful and gentle.

Flocke is not a baby now, so her keepers want her to spend more time on her own. They want her to live with other bears instead of humans. Flocke is very happy in the polar bear enclosure at Nuremberg Zoo. She enjoys playing and swimming in her pool. She also loves eating sweet fruits. She likes grapes, melons, and pears, but bananas are her favourites.

The zoo has got a website about Flocke. They put news and photos on the website so that Flocke's fans can learn more about her. People can buy games, diaries, postcards with Flocke's picture on them. There are also DVDs about Flocke and soft toy polar bears. The money from all these Flocke items helps to protect animals around the world.



4 Read again and write *T* (true) or *F* (false).

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| 1 Flocke is friendly. ____          | 2 Flocke is four years old. ____ |
| 3 Flocke doesn't like bananas. ____ | 4 Flocke has got a pool. ____    |

# 7 Places to go!

## Lesson One Words

### 1 Listen, point and repeat. 56



café



library



museum



playground



shopping mall



sports centre



swimming pool



cinema

### 2 Listen and read. 57

1

**Mum** What do you want to do at the weekend?  
**Holly** Can we go to the shopping mall?  
**Leo** Oh, no!

2

**Amy** Can we go to the sports centre?  
**Max** But we always go to the sports centre!

3

**Max** Can we go to the museum?  
**Holly** I don't like museums!  
**Leo** We never want to do the same thing!

4

**Dad** Surprise! I've got tickets for the new film at the cinema at the weekend!  
**Amy & Leo** Great!  
**Max & Holly** Wow, thanks, Dad!  
**Mum** So, now you want to do the same thing!

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!



We **always** go to the sports centre.  
I **sometimes** go to the library.  
She **never** goes to the shopping mall.

My birthday is **in** May.  
He plays football **on** Fridays.  
We get up **at** eight o'clock.

We always go to the playground on Saturdays.



3 Read and circle.

✓✓ = always    ✓ = sometimes    ✗ = never



Billy **never** / **always** rides his bike to school.



They **never** / **sometimes** watch TV.



Tom **sometimes** / **always** takes photos.



Mum **sometimes** / **never** listens to music.

4 Write.

on    in    at

- 1 Emma's birthday is in March.
- 2 I always have lunch \_\_\_\_\_ one o'clock.
- 3 Dad never works \_\_\_\_\_ Saturdays.
- 4 We sometimes go to the beach \_\_\_\_\_ August.
- 5 You never watch TV \_\_\_\_\_ Mondays.
- 6 The children always go to bed \_\_\_\_\_ nine o'clock.

# Lesson Three Grammar and Song

## 1 Speaking Think of a boy or a girl. Look and say.

✓✓ = always    ✓ = sometimes  
 ✗ = never

play football

play basketball

play tennis



	Katie	Billy	Ben	Jenny
✓✓				
✓				
✗				

She always plays basketball.  
 She sometimes plays football.  
 She never plays tennis.

It's Katie!

## 2 Write about Billy, Ben or Jenny.

Katie sometimes plays football. She never plays tennis. She ...

## 3 Listen and sing. 58

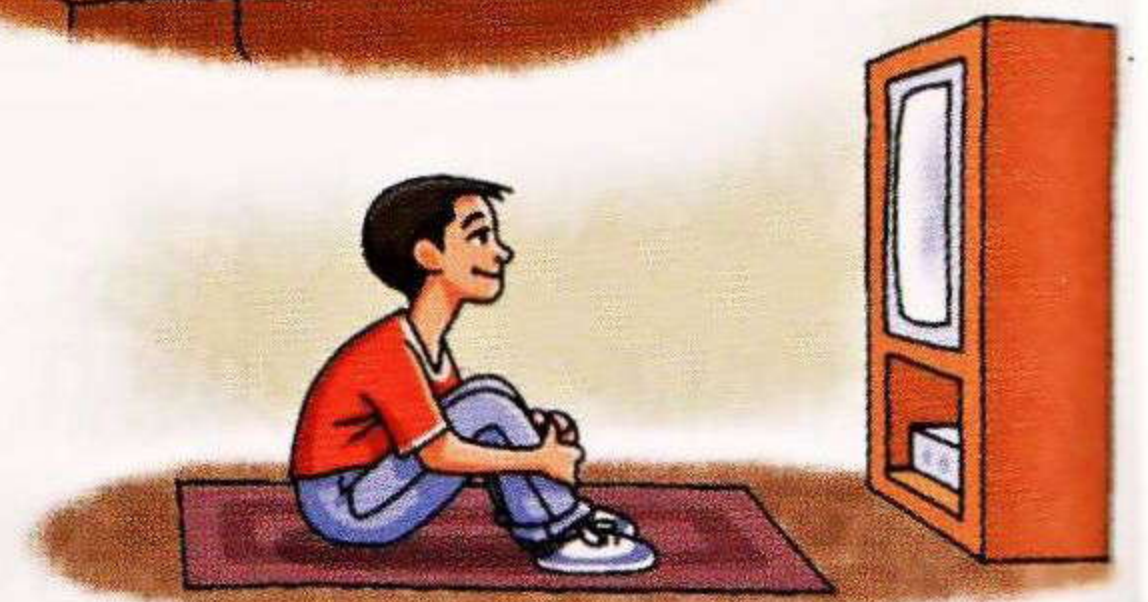
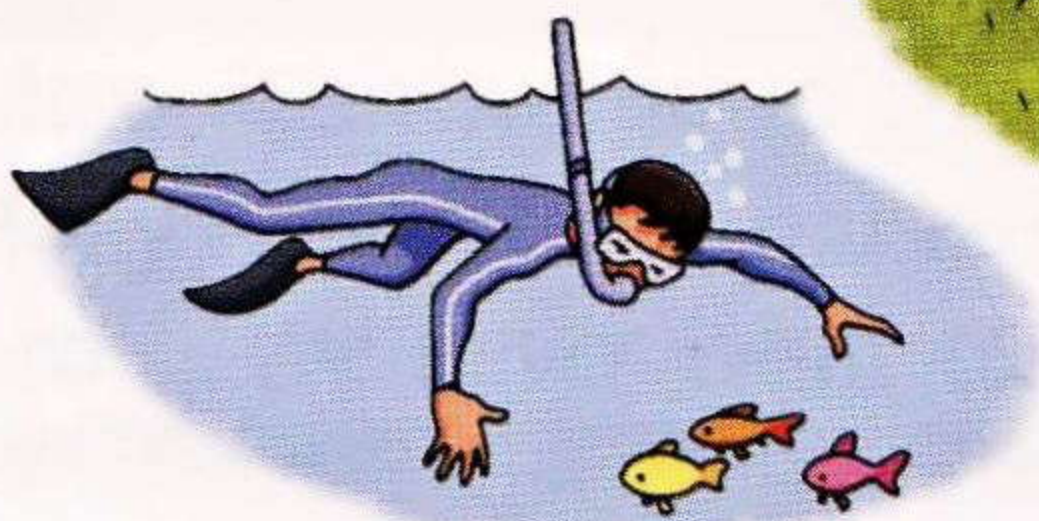
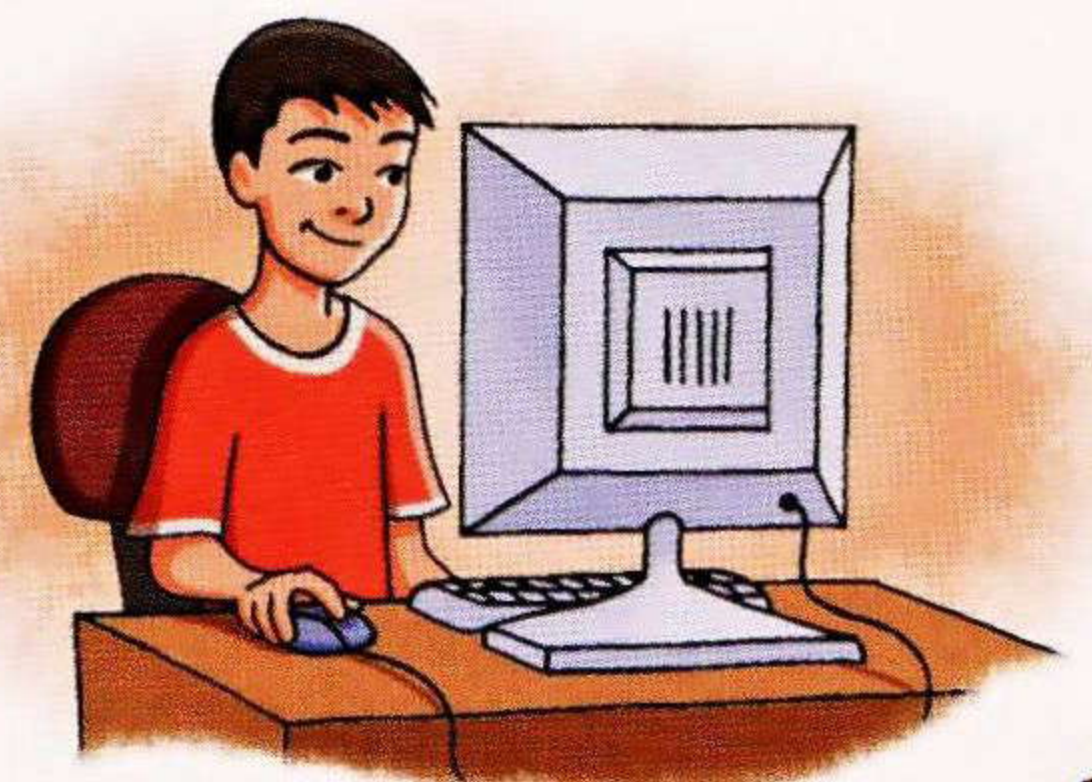
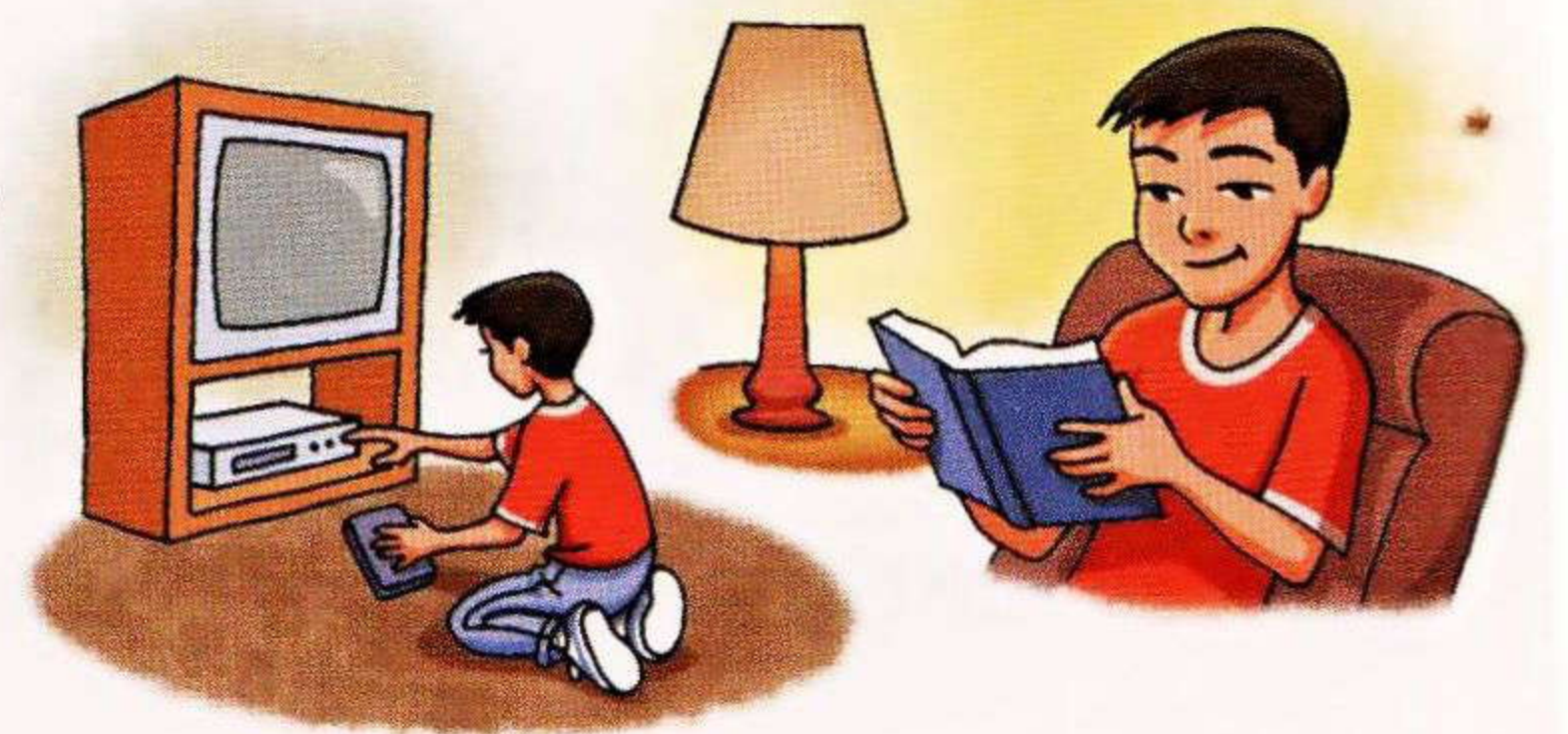
## 4 Sing and do.

### Come and play with me!

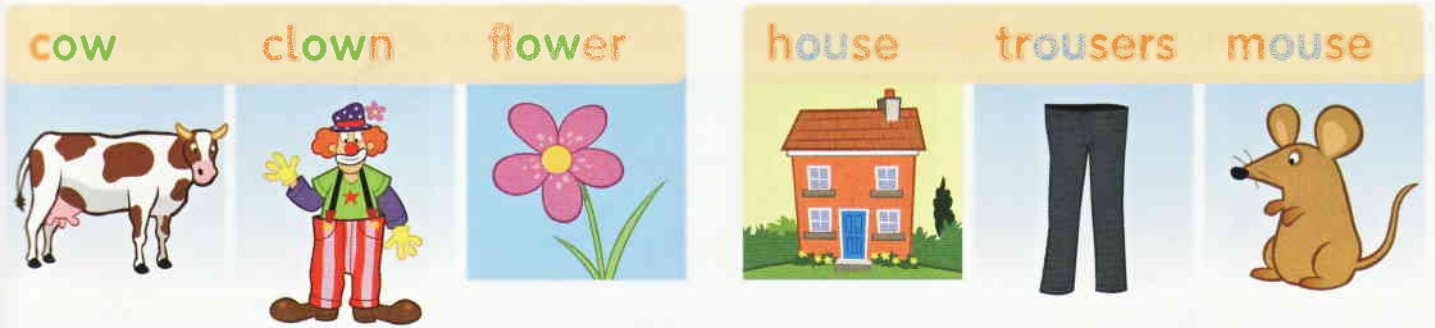
I sometimes play computer games,  
 I always ride my bike.  
 I sometimes watch a DVD,  
 I sometimes fly my kite.

I sometimes snorkel in the sea,  
 I sometimes read a book.  
 I always play my new guitar,  
 I never shop or cook.

I sometimes surf the Internet,  
 I sometimes watch TV.  
 I always have a lot of fun,  
 So come and play with me!



1 Listen, point and repeat.  59



2 Listen and chant.  60

The clown is wearing a green jacket, brown trousers, and a purple hat with a blue pom-pom. He is holding a bouquet of red and blue flowers. A small brown mouse is sitting on the floor next to him.

The clown's got flowers,  
Red and blue.  
He's wearing brown trousers,  
But only one shoe.  
He's sitting in his house,  
He looks behind a wall.  
He's scared of a mouse,  
But it's only small.

3 Read the chant again. Circle the words with *ow* and *ou*.

4 Circle the odd one out.

- 1 cow house flower      2 clown    cow    trousers  
3 flower    house    mouse      4 house    clown    trousers

5 Write the words in the correct box.

~~brown~~    out    down    clown    shout    cloud    trousers    flower

**OW**

brown \_\_\_\_\_  
\_\_\_\_\_

**OU**

\_\_\_\_\_  
\_\_\_\_\_



## Reading

1 Listen, point and repeat.  61



play



theatre



concert



actor



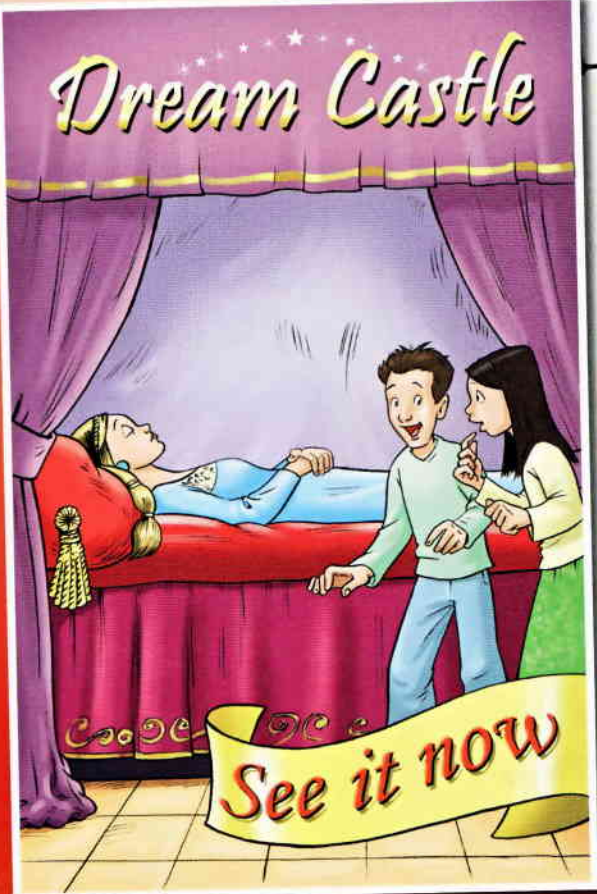
film



singer

2 Look at the text. Where can you see the film?

3 Listen and read.  62



## DREAM CASTLE

**Dream Castle is a wonderful new film at the Sunshine Cinema!**

In the film, Katie and her brother Harry visit their uncle. Their uncle lives in a big, old castle. One day, Katie and Harry find a very big, old door. They open the door and go into the room. In the room, a princess is sleeping in a big bed. The princess thinks she is living one hundred years ago! Katie and Harry try to hide the princess from their uncle. It is very difficult and they all have lots of funny adventures! Dream Castle is a film but the actors also sing! Here is what some people think:


*The film has got a good story and it's very exciting!*  
**Jack, 9**

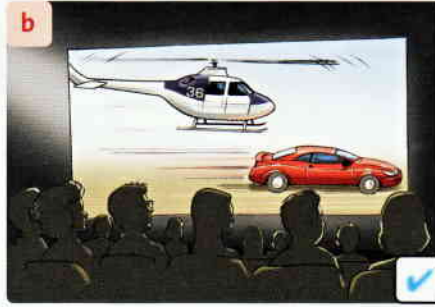
*The actors in the film are very good. They are great singers too!*  
**Emma, 8**

4 Read again and answer the questions.

- |  |   |
|--|---|
| 1 Do Katie and Harry visit their grandpa? <u>No.</u> | 2 Do the actors sing in the film? _____               |
| 3 Do Katie and Harry find a princess? _____          | 4 Do Katie and Harry try and hide the princess? _____ |
| 5 Is the princess sleeping in a small bed? _____     | 6 Is the film sad? _____                              |

Listening

1 Listen and tick (✓) or cross (x).  63



Speaking

2 Ask and answer about you.

watching films / go to the cinema    listening to music / go to concerts  
 playing sports / go to the sports centre    reading / go to the library  
 shopping / go to the shopping mall

Do you like watching films?

Yes, I do.

Do you ever go to the cinema?

Yes, I sometimes go to the cinema.

Writing

**Verbs** show actions:

walk read cook

**Adjectives** describe nouns.

big cake old house nice day

**Prepositions** describe place, time and movement.

on the table at ten o'clock  
 to school

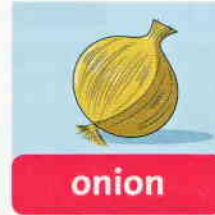
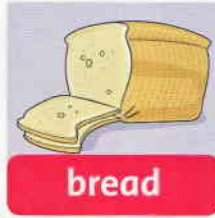
3 Circle the **verbs** in red, the **adjectives** in blue and the **prepositions** in green.

- 1 Their aunt and uncle live in a very big castle.
- 2 Jack is riding his new bike to school today.
- 3 I live in a small flat.
- 4 I swim in the sea on sunny days.
- 5 School starts at 9 o'clock.
- 6 The cake on the table is great.

# 8 I'd like a melon!

## Lesson One Words

### 1 Listen, point and repeat. 64



### 2 Listen and read. 65

**1**

**Amy** Wow! This is a big supermarket!  
**Max** I like shopping at the supermarket. Mum and I come here every week.  
**Mum** We need a lot of things today. Can you help me, please?  
**Amy** Sure.

**2**

**Mum** We need some pasta and some bread.  
**Amy** The bread is over there.  
**Mum** Can you get me some onions and a cucumber, please?  
**Max** OK.

**3**

**Amy** Oh, there are melons, too. I'd like a melon.

**4**

**Max** No, Amy! Don't take that melon! Take one from the top!  
**Amy** Oh, no! Sorry!

- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



countable noun

one melon

two melons

three melons

some melons

uncountable noun

some bread

I / You / He / She / It / We / They

I'd like a melon.

We'd like some pasta.

Would you like some cereal?

Yes, please. No, thanks.

I'd like = I would like

Would you like a banana?

No, thanks.



We'd like an ice cream!

- 3 Choose a, an or some. Write the words in the correct boxes.

apple	salad	bread
biscuit	egg	fries
rice	water	milkshake
pasta	melon	orange

Countable

an apple

Uncountable

some salad

- 4 Write.

a an some



Edward would like  
a sandwich.



The children would  
like \_\_\_\_\_ pastries.



'Would your friends  
like \_\_\_\_\_ drinks?'

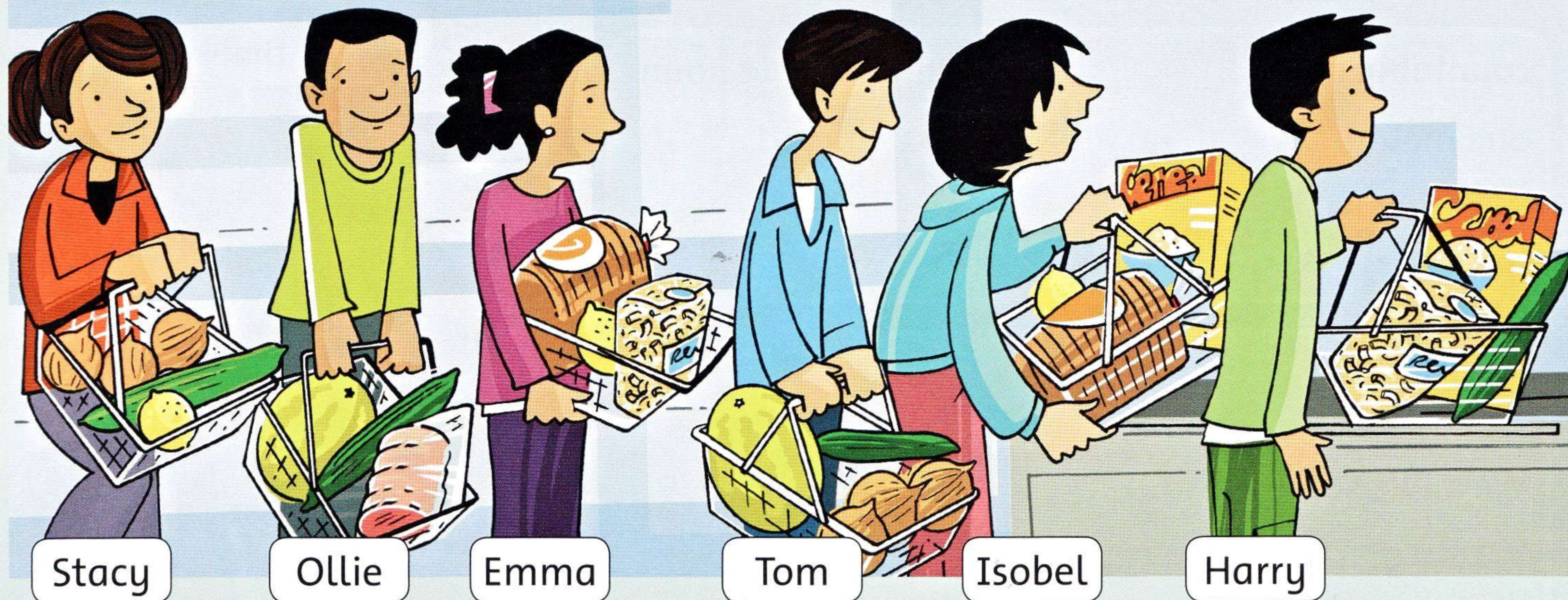
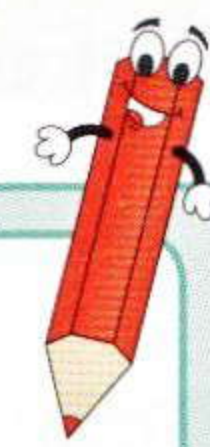


She would like  
\_\_\_\_\_ apple.

# Lesson Three Grammar and Song

1 **Speaking** Think of a boy or a girl. Look and say.

pasta    bread    cereal    meat  
melon    cucumber    onion    lemon



Stacy

Ollie

Emma

Tom

Isobel

Harry

He'd like some meat, a melon and a cucumber.

It's Ollie!

2 Write about two people.

Ollie would like some meat, a melon and a cucumber.

3 Listen and sing. 66

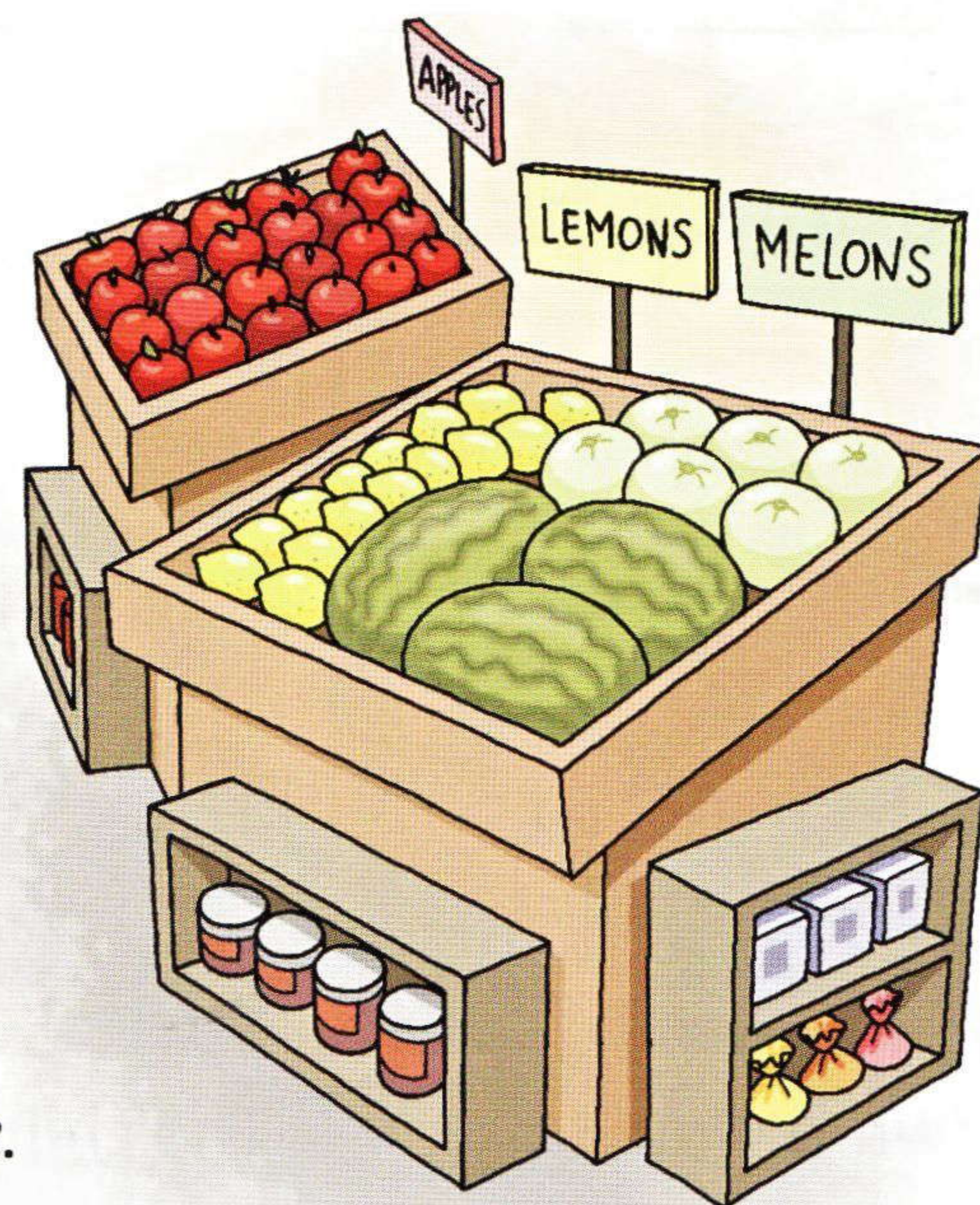
4 Sing and do.

## At the supermarket

I would like some lemons,  
I would like some meat.  
I would like a melon,  
They're very fresh and sweet.

At the supermarket  
We buy things to eat.  
Apples, bread and biscuits,  
Pasta, rice and meat.

I would like some onions,  
I would like some rice.  
I would like some apples,  
They're healthy and they're nice.



**1 Listen, point and repeat.**  67

**ld**

child



shield



field



**lt**

belt



quilt



adult



**2 Listen and chant.**  68



A child and an adult  
Are standing in a field.  
The adult's got a quilt.  
The child's got a shield.

The quilt is red,  
The shield is grey.  
The adult sits down,  
But the child wants to play.

**3 Read the chant again. Circle the words with *ld* and *lt*.**

**4 Match and write.**



be



chi



qui



fie



shie



adu

**ld**

**lt**

1 belt

2 \_\_\_\_\_

3 \_\_\_\_\_

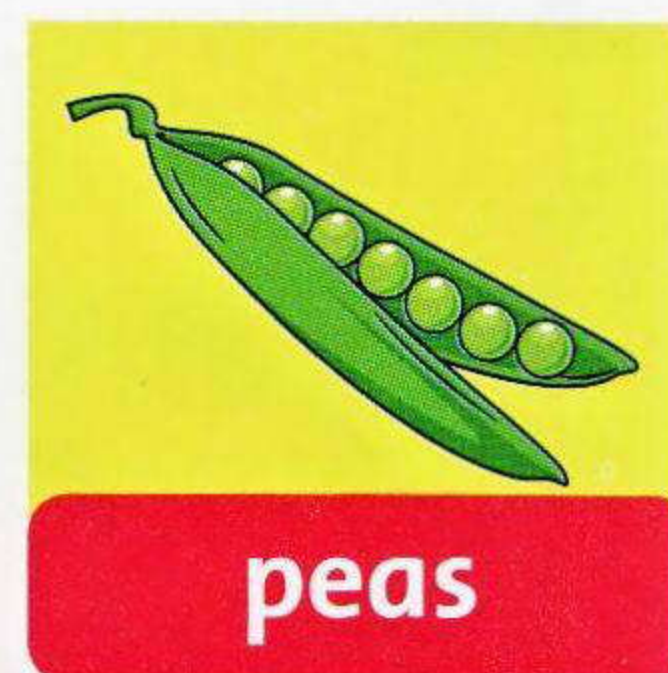
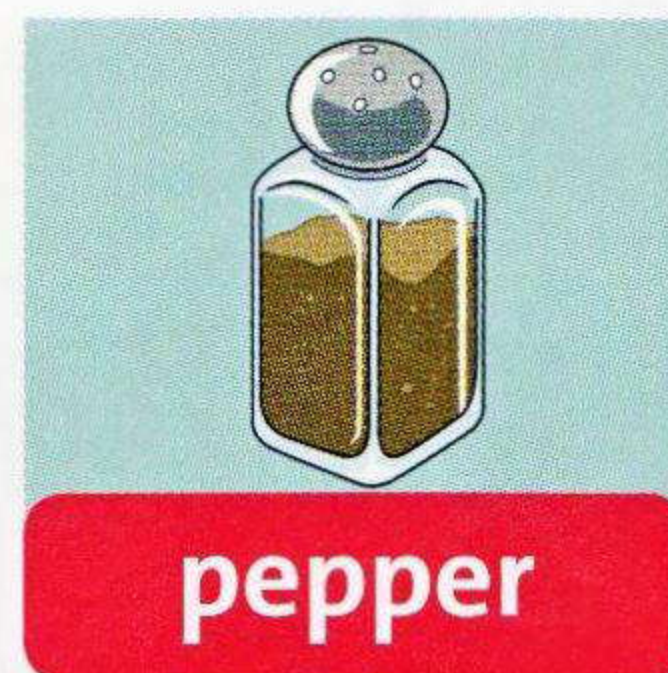
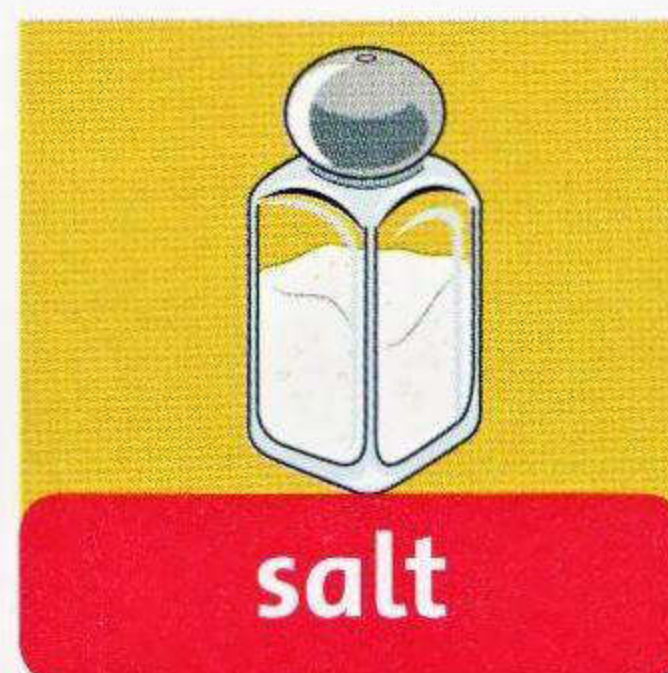
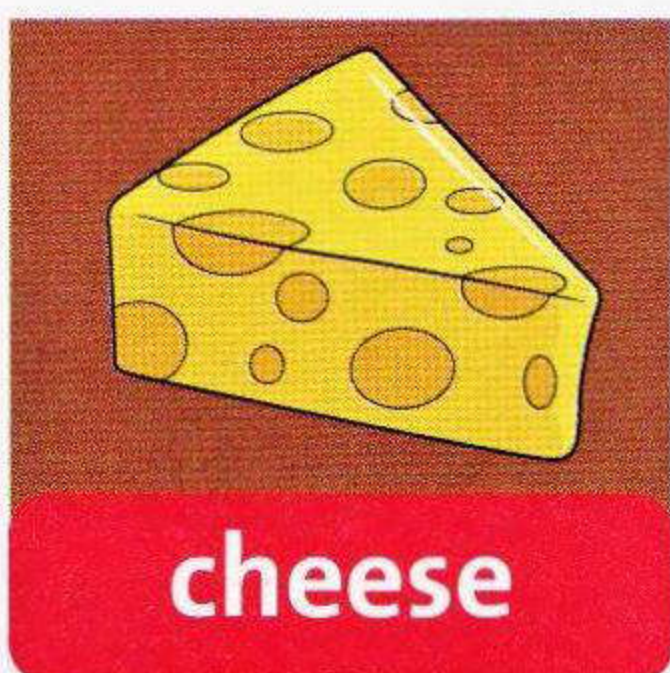
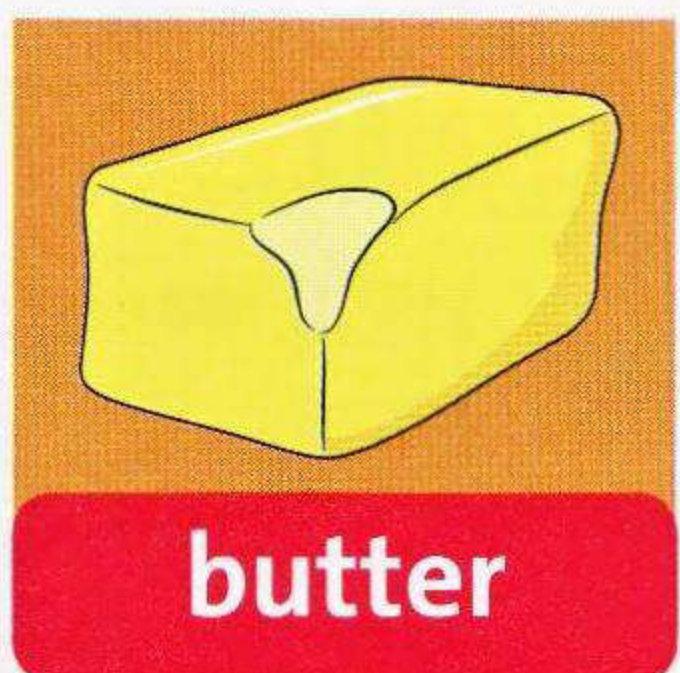
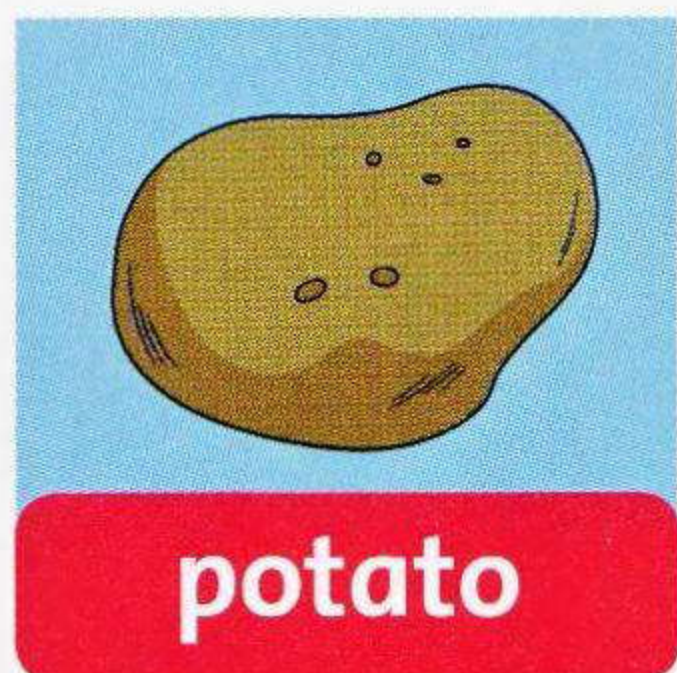
4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

## Reading

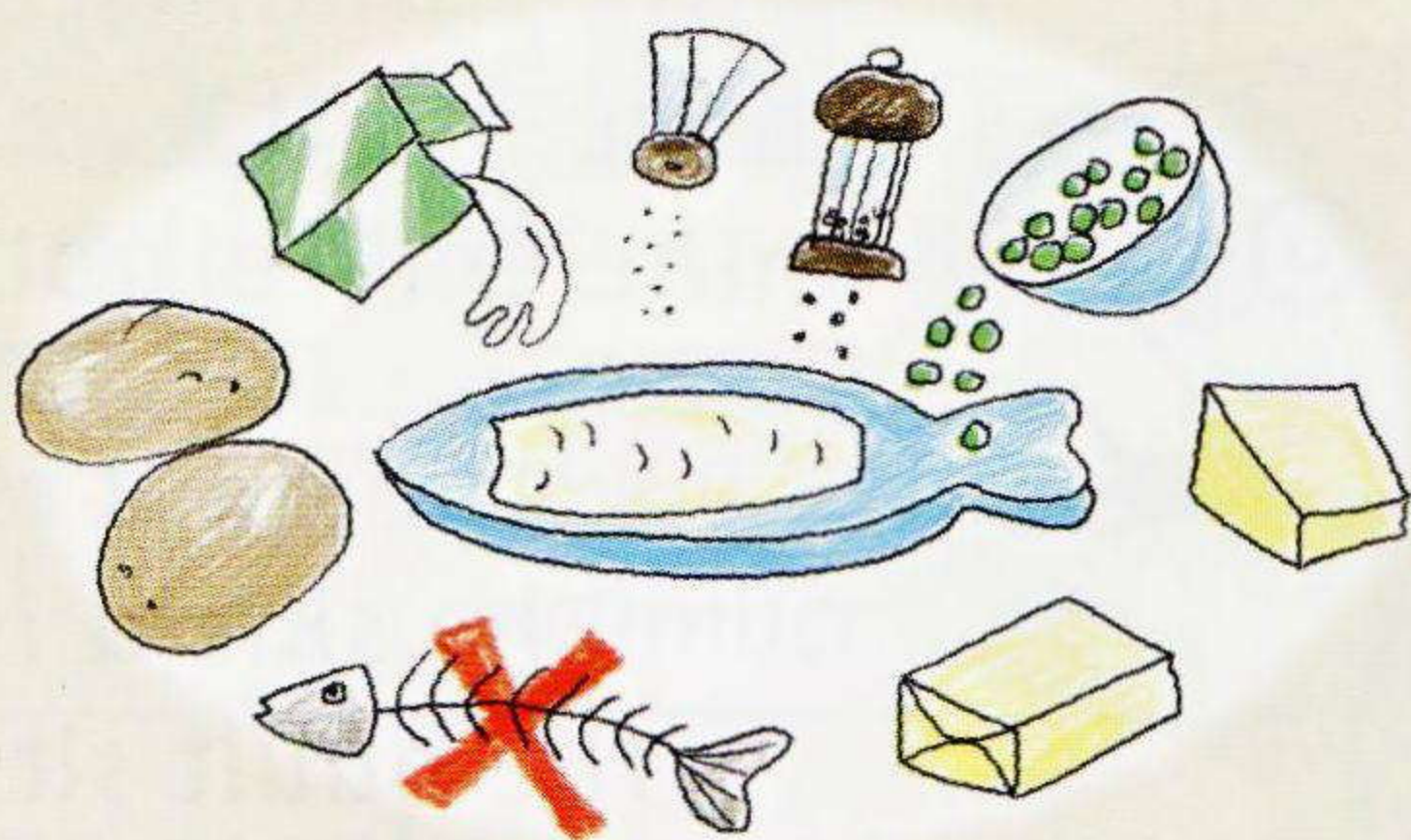
1 Listen, point and repeat. 69



2 What food can you see in the pictures below?

3 Listen and read. 70

### My Favourite Dish



Today I want to tell you,  
How to make my favourite dish.  
You need two big potatoes,  
And you need a piece of fish.

You need some milk and butter,  
And you need a lot of cheese.  
You need some salt and pepper,  
And you need some nice fresh peas.

You cook the two potatoes,  
And you mash them in a pot.  
You cook the peas in water,  
And you make them nice and hot.

You cook the fish in milk now,  
And you put it in a dish.  
You take the peas and butter,  
And you mix them with the fish.

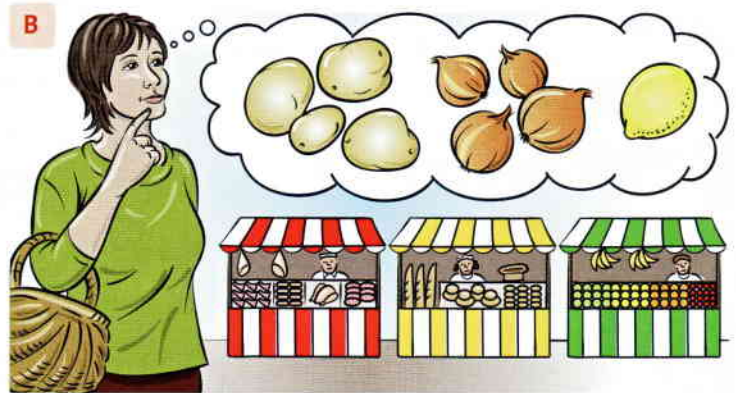
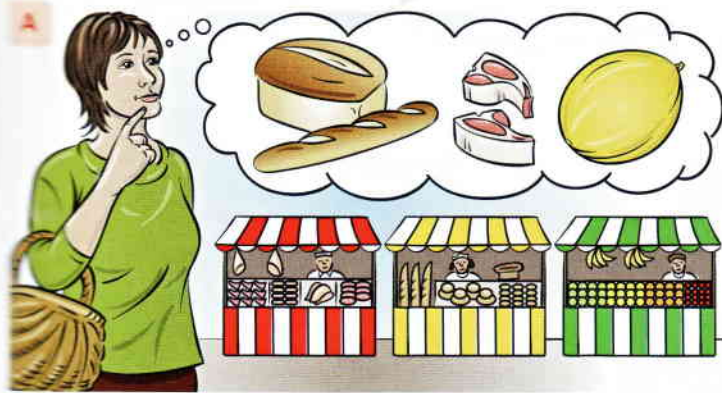
You add the mashed potatoes,  
And you put the cheese on top.  
You cook it in the oven,  
When it's brown on top, you stop!

4 Read again and write *T* (true) or *F* (false).

- |                                |               |                              |               |
|--------------------------------|---------------|------------------------------|---------------|
| 1 You need two small potatoes. | <u>  F  </u>  | 2 You need a piece of meat.  | <u>      </u> |
| 3 You need some butter.        | <u>      </u> | 4 You cook the peas in milk. | <u>      </u> |
| 5 You put the fish in a dish.  | <u>      </u> | 6 You put the cheese on top. | <u>      </u> |

Listening

1 Listen and write A or B.  71



1 B    2 \_\_\_\_\_    3 \_\_\_\_\_    4 \_\_\_\_\_    5 \_\_\_\_\_    6 \_\_\_\_\_

Speaking

2 Look at the pictures. Ask and answer.



What would you like?

I'd like some potatoes, please. And I'd like ...

Writing

We put **adjectives describing size** before **adjectives describing colour**.

I can see a **big**, **white** bird.

3 Put the words in the correct columns. Then write the sentences.


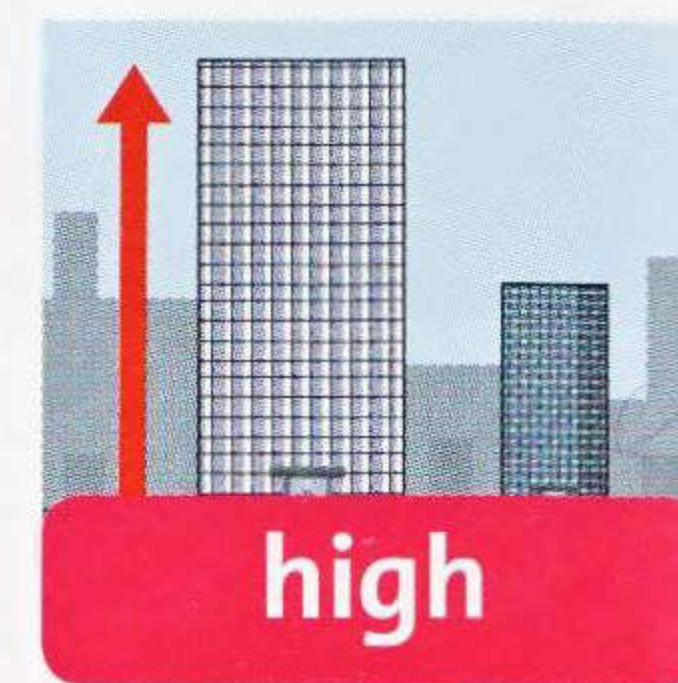
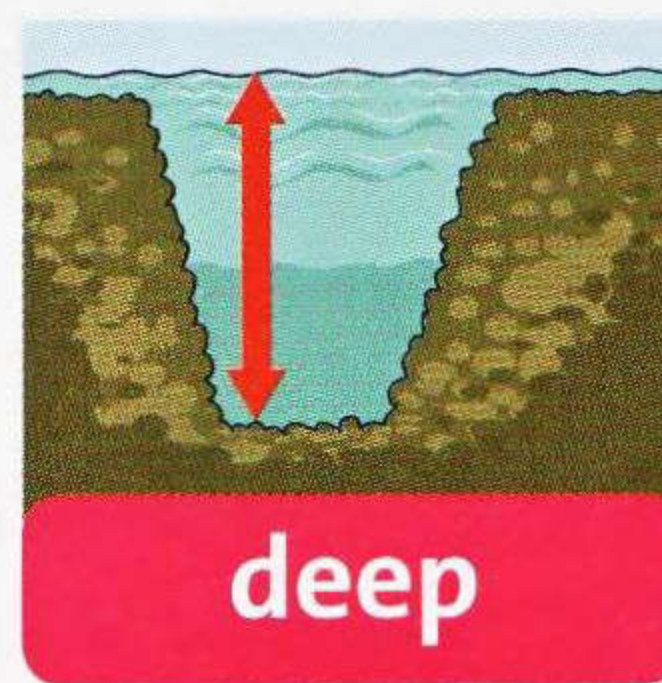
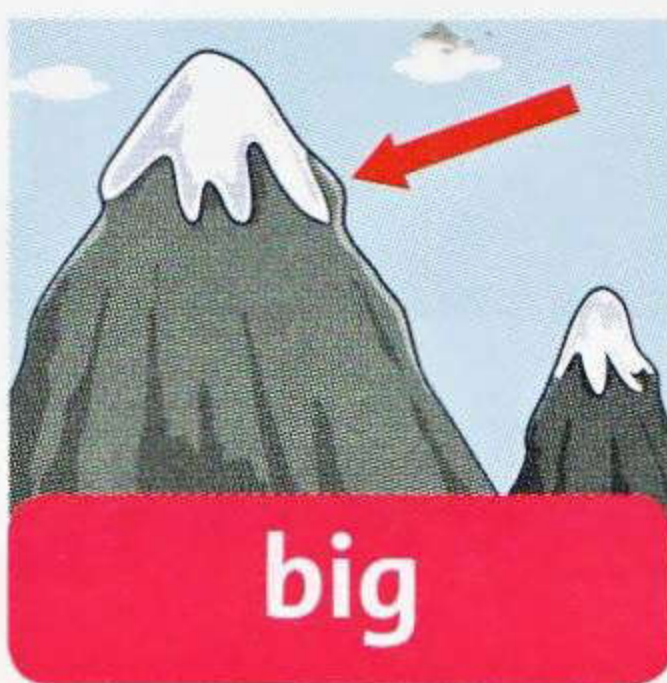
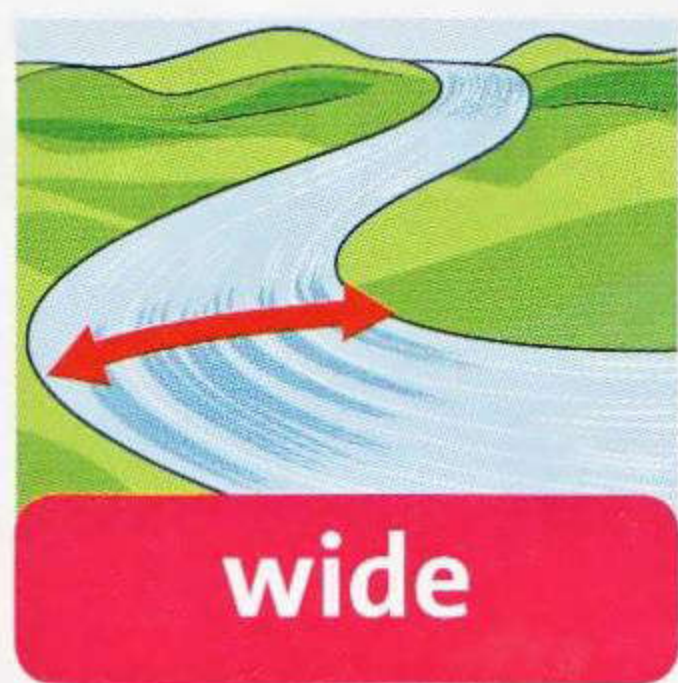
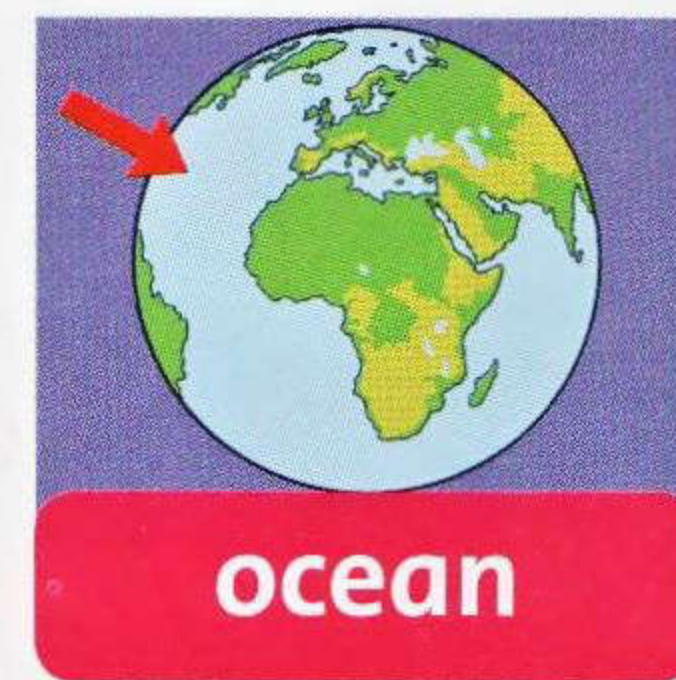
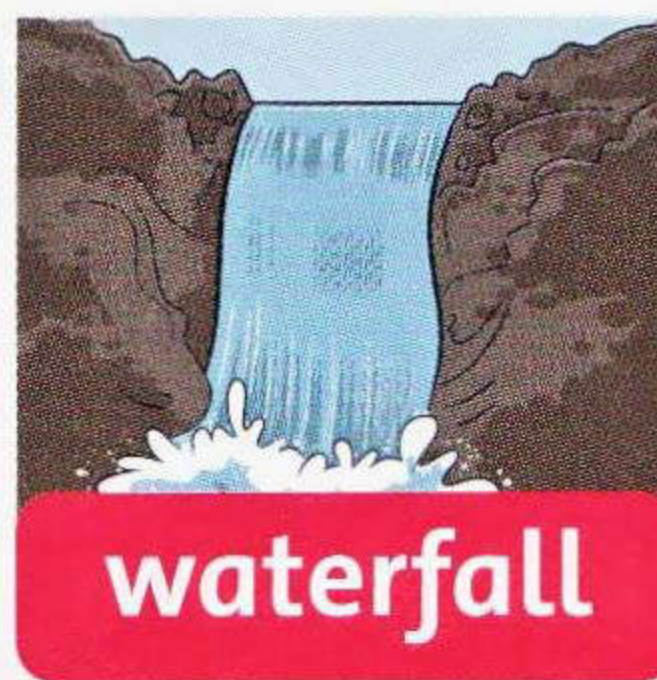
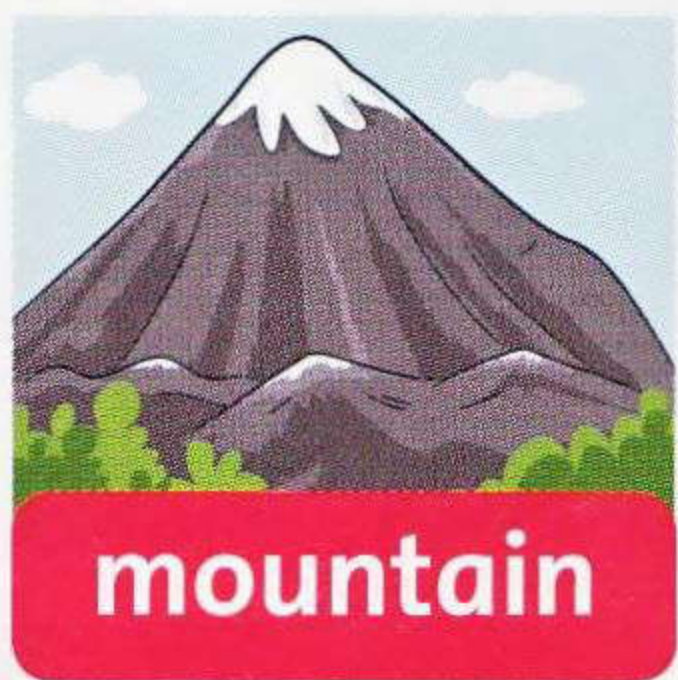
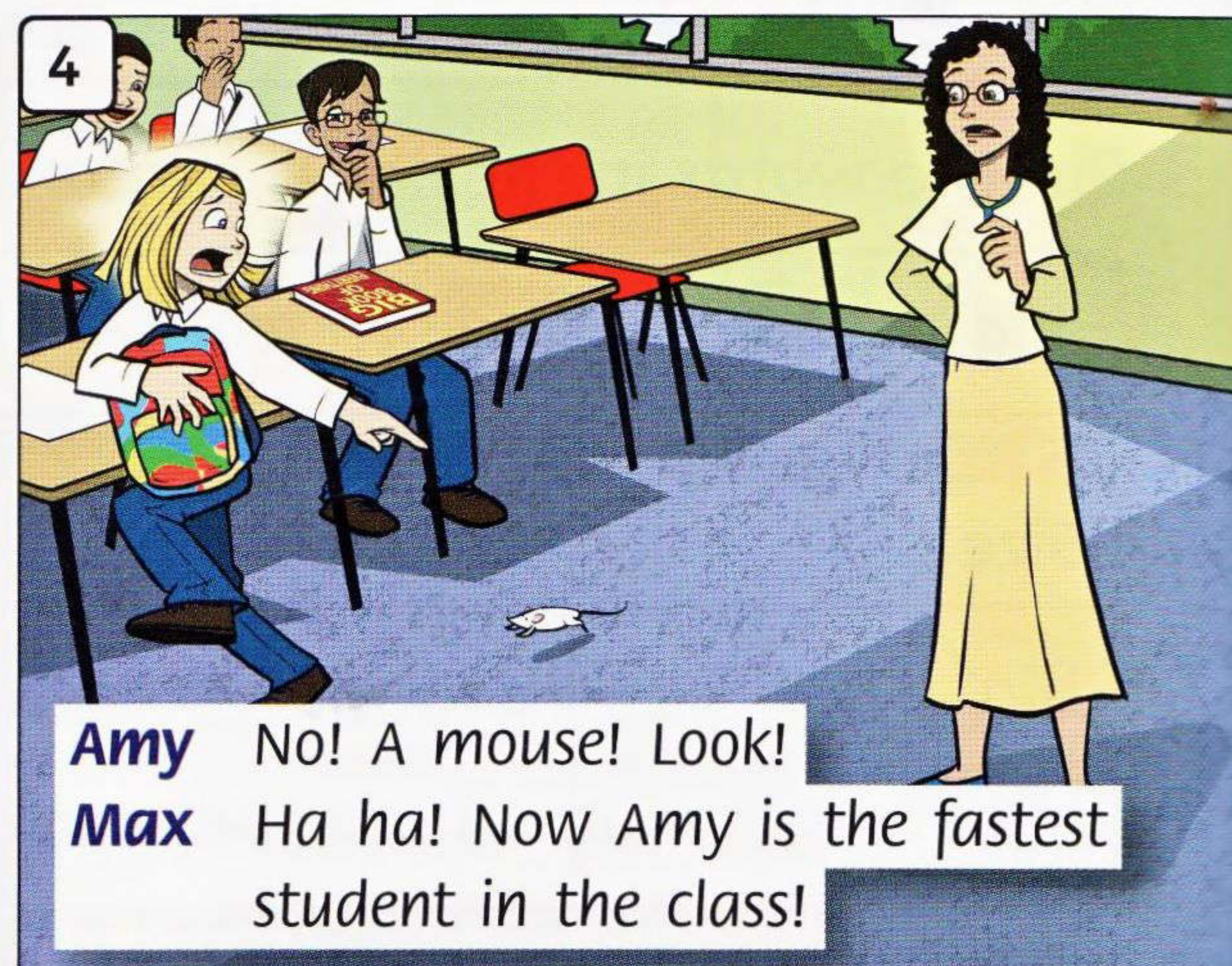
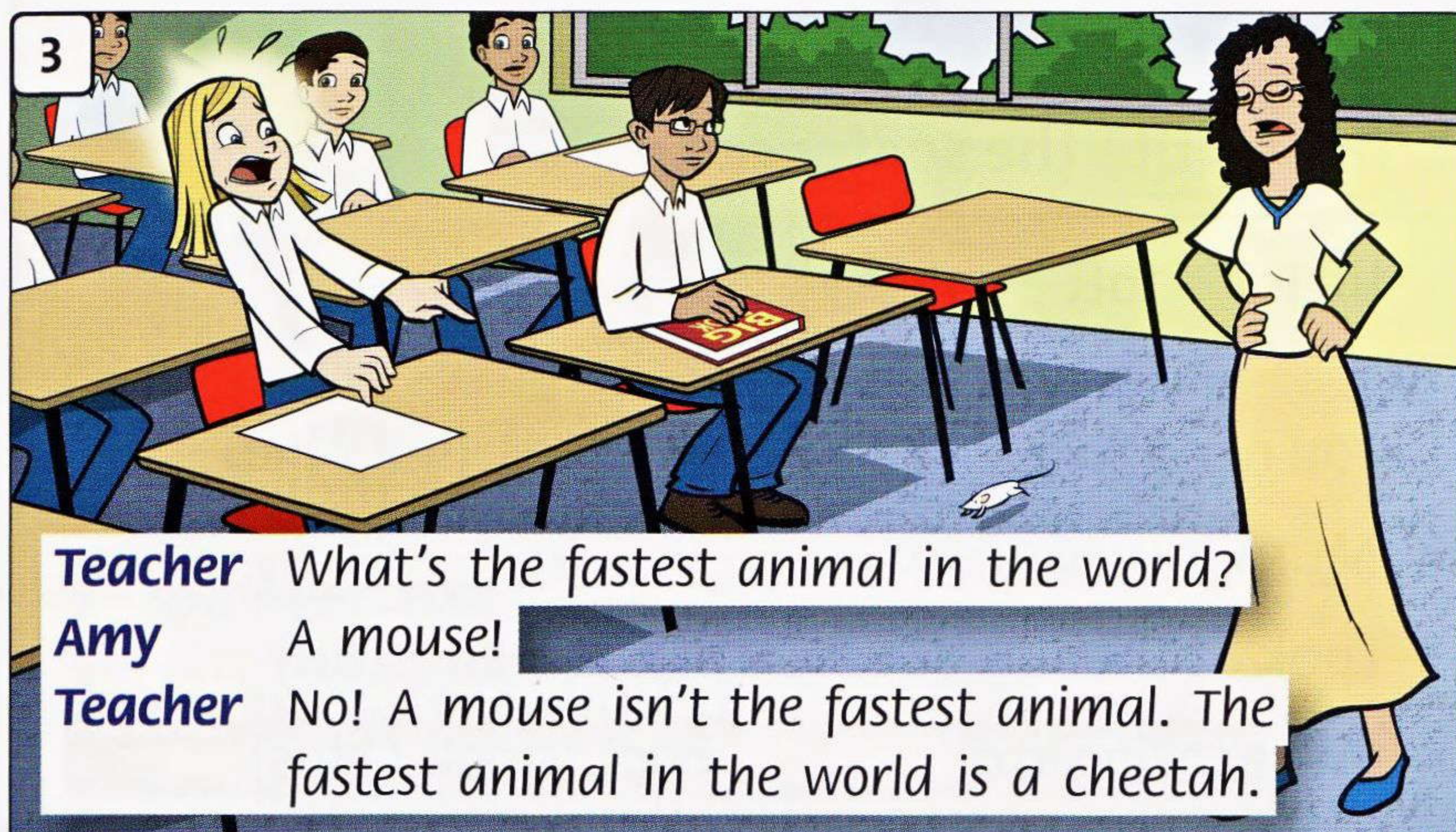
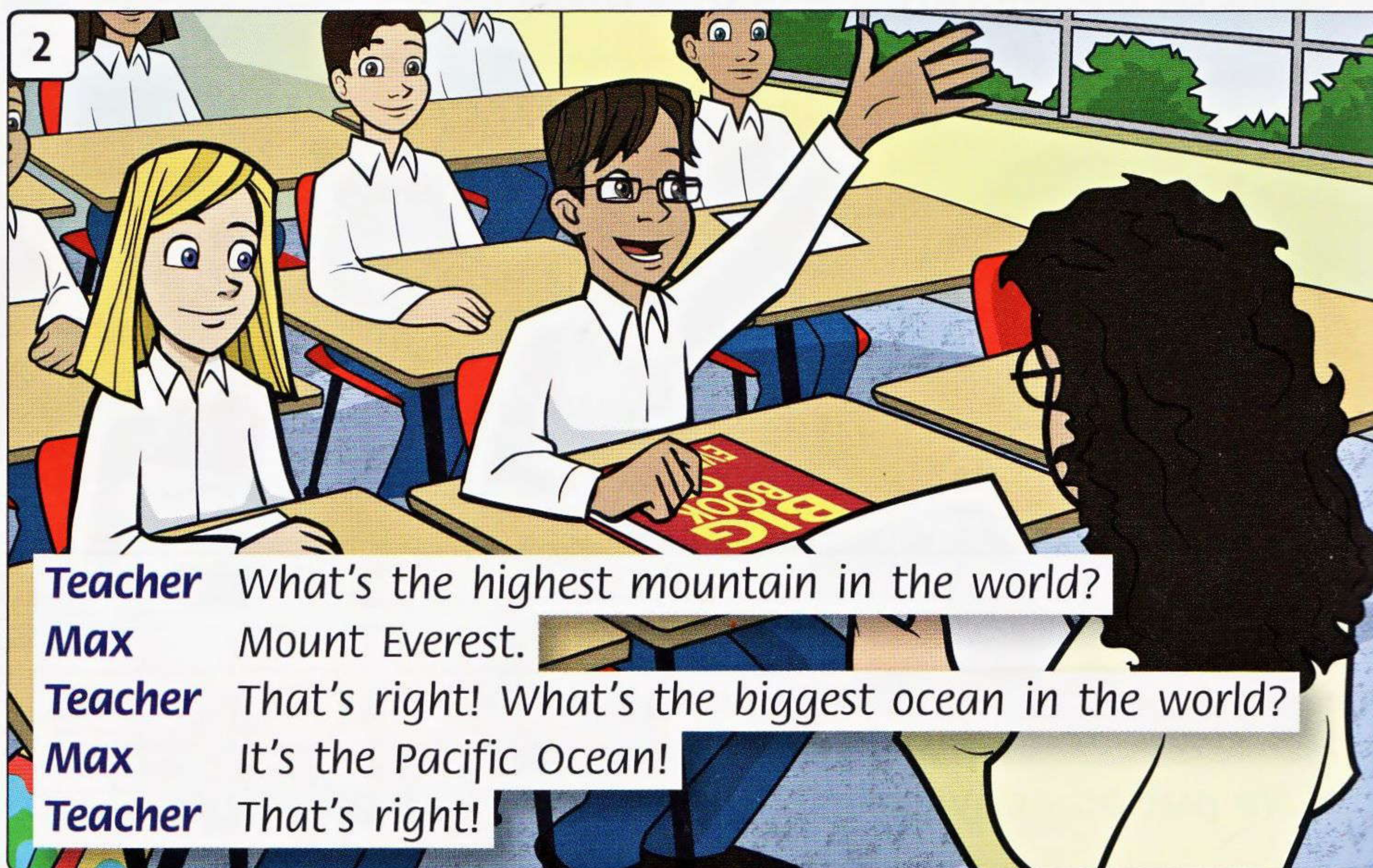
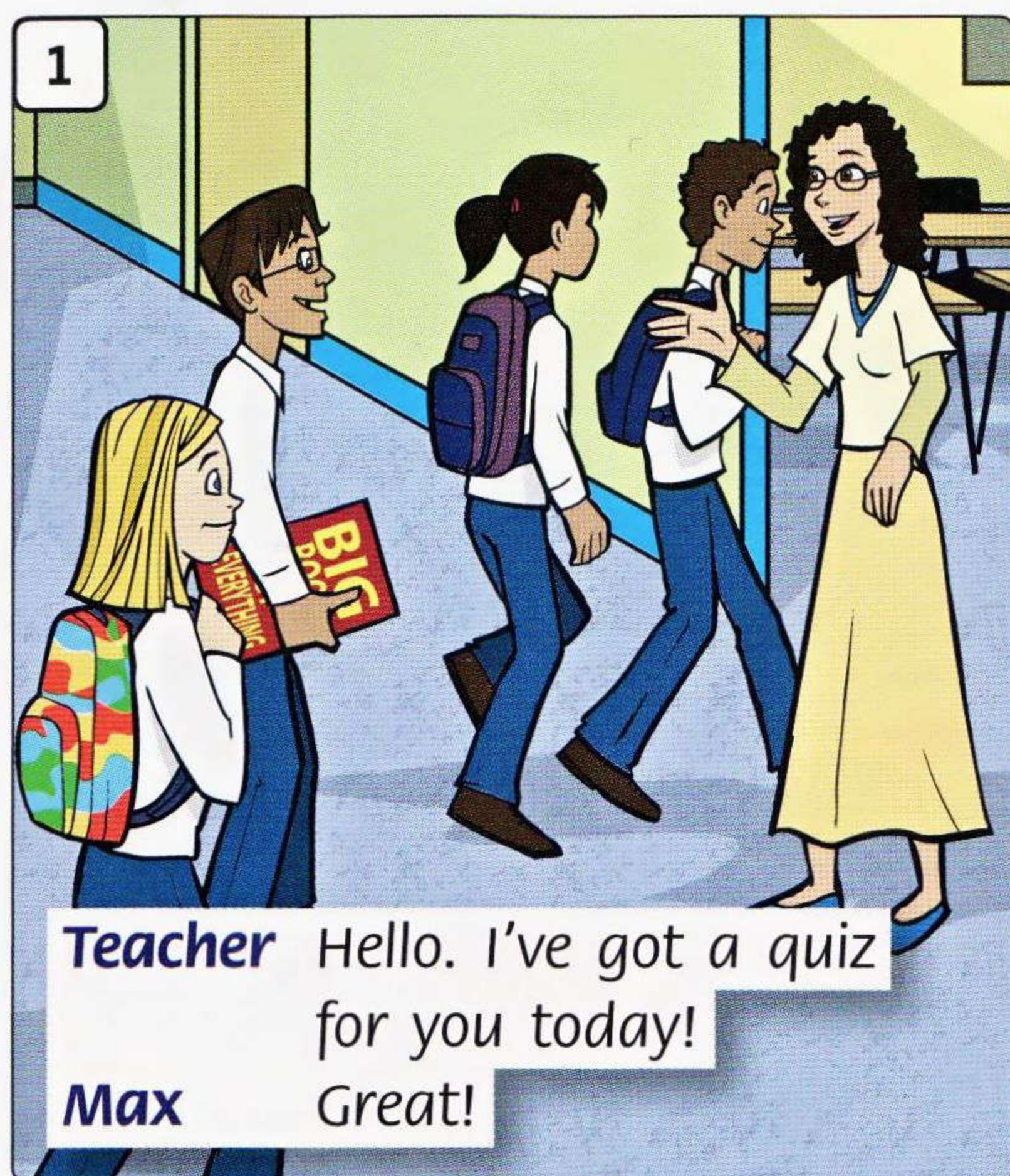
big    green    small    red    pink    little    tall    blue

Size	Colour
big	green

- 1 You need two big, red tomatoes. (red / big)
- 2 Mum is wearing a \_\_\_\_\_ hat. (little / pink)
- 3 Look at the \_\_\_\_\_ trees. (green / tall)
- 4 We're sailing in a \_\_\_\_\_ boat. (small / blue)



## Lesson One Words

1 Listen, point and repeat.  722 Listen and read.  73

- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



My sandcastle is bigger than your sandcastle, Max!

The Nile is longer **than** the Volga.  
 The Pacific Ocean is wider **than** the Atlantic Ocean.  
 Russia is **bigger than** the UK.

**What's the fastest** animal in the world?

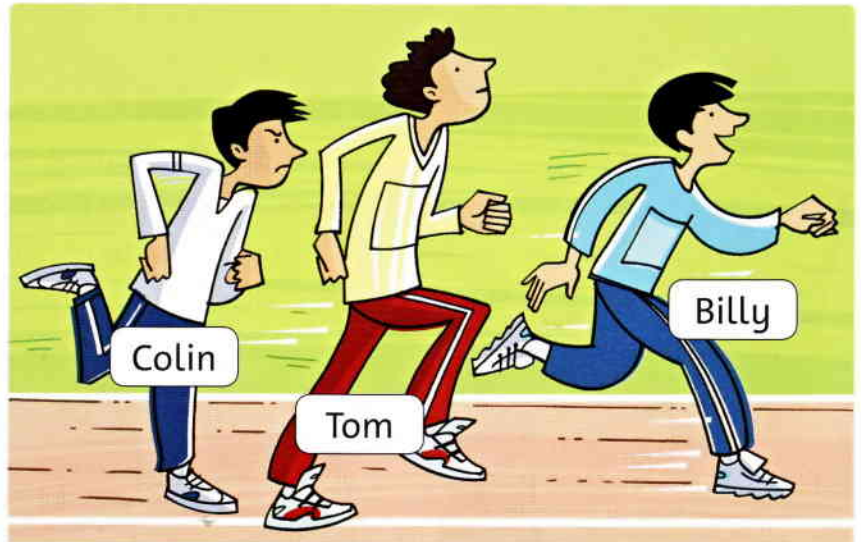
**The fastest** animal in the world is the cheetah.  
 The Pacific Ocean is **the widest** ocean in the world.  
 Russia is **the biggest** country in the world.



Look, Amy! My sandcastle is the biggest!

3 Read and write **T** (true) or **F** (false).

- 1 Tom is the tallest boy.   T
- 2 Colin is faster than Tom.
- 3 Billy is the fastest boy.
- 4 Tom is slower than Colin.
- 5 Billy is taller than Colin.
- 6 Colin is the shortest boy.



4 Write.

- 1 The USA is bigger (big) than Spain.
- 2 Mount Everest is the            (high) mountain in the world.
- 3 Cars are            (fast) than bikes.
- 4 Grapes are            (small) than apples.
- 5 Lake Baikal is the            (deep) lake in the world.
- 6 Mice are            (slow) than cheetahs.

# Lesson Three Grammar and Song

## 1 Speaking Ask and answer.

Biggest fruit	Fastest transport	Tallest animal	Smallest country	Slowest animal
a grape	a car	a cat	the UK	a monkey
an apple	a plane	a giraffe	the USA	a cheetah
a melon	a train	a lion	Russia	a horse



What's the slowest animal?

A monkey!

## 2 Write three sentences.

The slowest animal is a monkey. The ...

## 3 Listen and sing. 74

## 4 Sing and do.

### My quiz



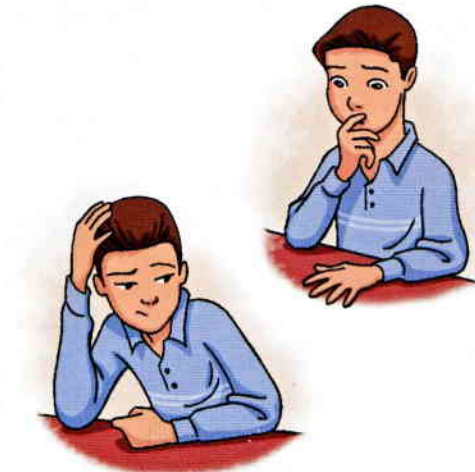
What's the biggest country?  
Do you know? Do you know?  
What's the highest mountain?

Do you know?  
Listen to my quiz,  
Listen to my quiz and  
Tell me what the answer is!



Do you know? Do you know?  
Do you know what the answer is?


Listen to my quiz,  
Listen to my quiz and  
Tell me what the answer is!



What's the biggest ocean?  
Do you know? Do you know?  
What's the smallest country?

Do you know?  
Listen to my quiz,  
Listen to my quiz and  
Tell me what the answer is!



1 Listen, point and repeat.  75


**nd**

sand      pond




**nt**

plant      tent



**mp**

lamp      camp



2 Listen and chant.  76



We put up the tent  
At the big, big camp.  
We hear the wind.  
We light the lamp.

We sit by the pond.  
We look at the plants.  
We're happy together,  
Just me and my aunt.

3 Read the chant again. Circle the words with *nd*, *nt* and *mp*.

4 Circle the end letters *nd*, *nt* or *mp* below.



nd nt mp



nd nt mp



nd nt mp



nd nt mp



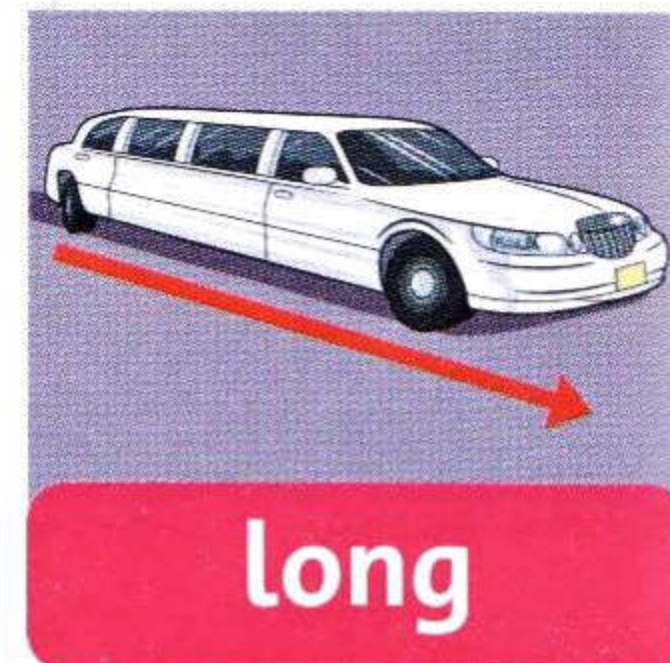
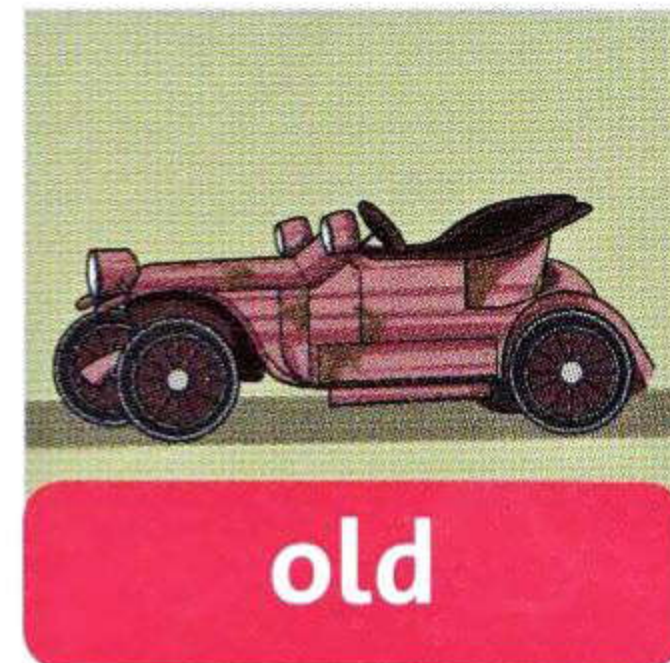
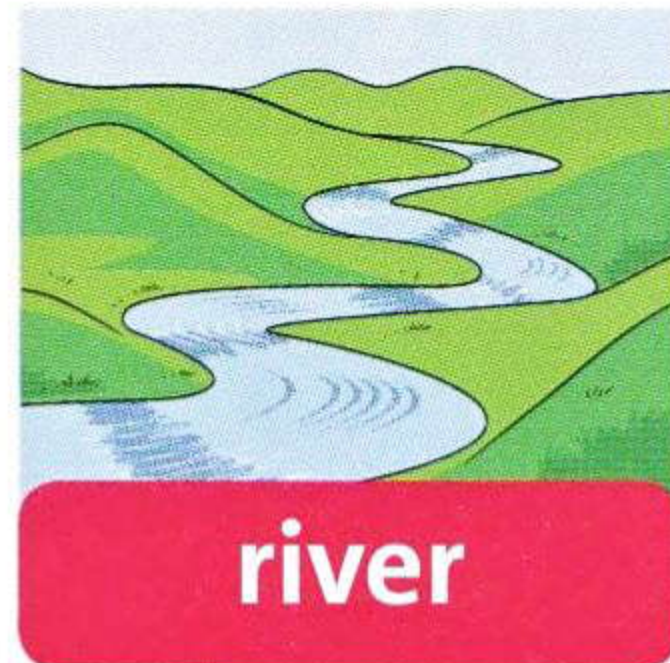
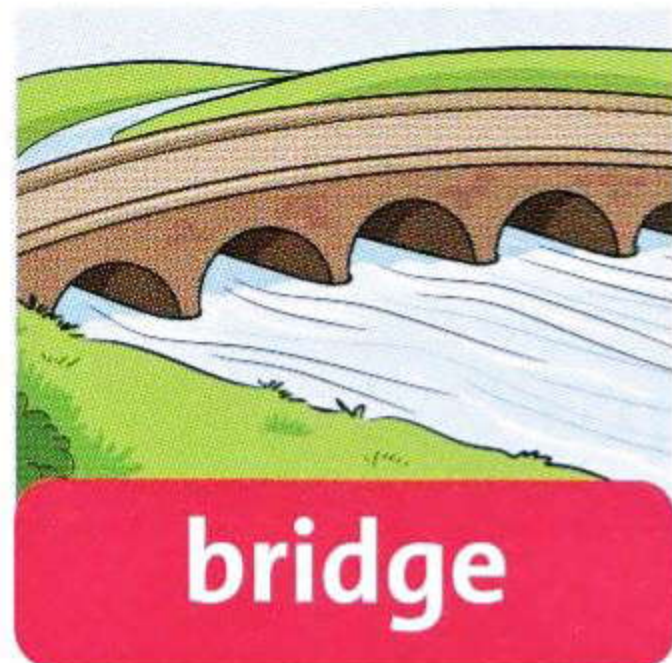
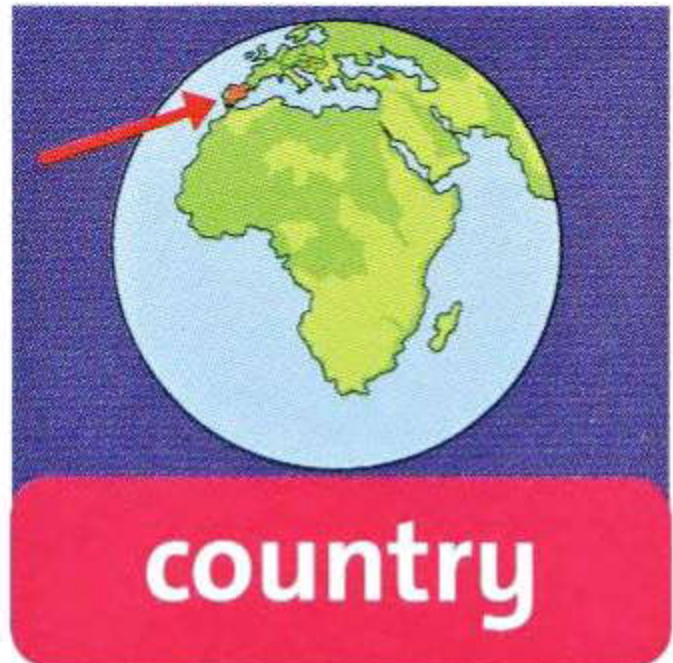
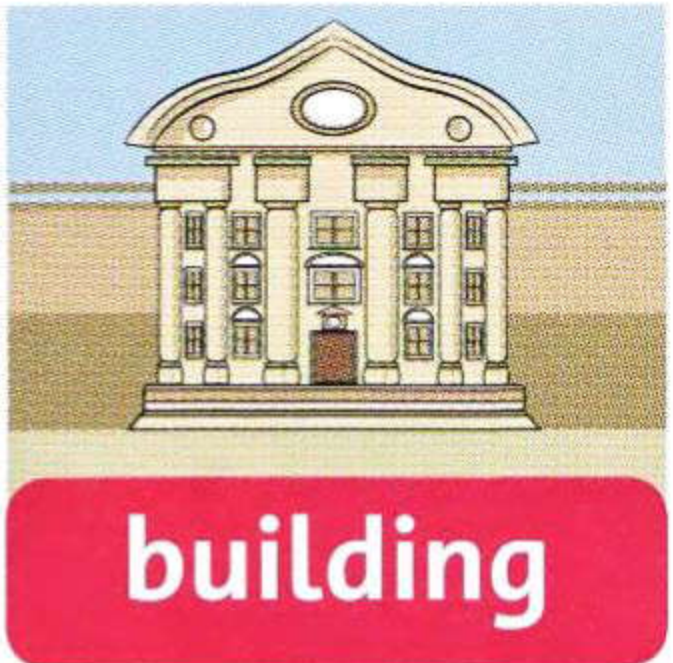
nd nt mp



nd nt mp

## Reading

1 Listen, point and repeat.  77



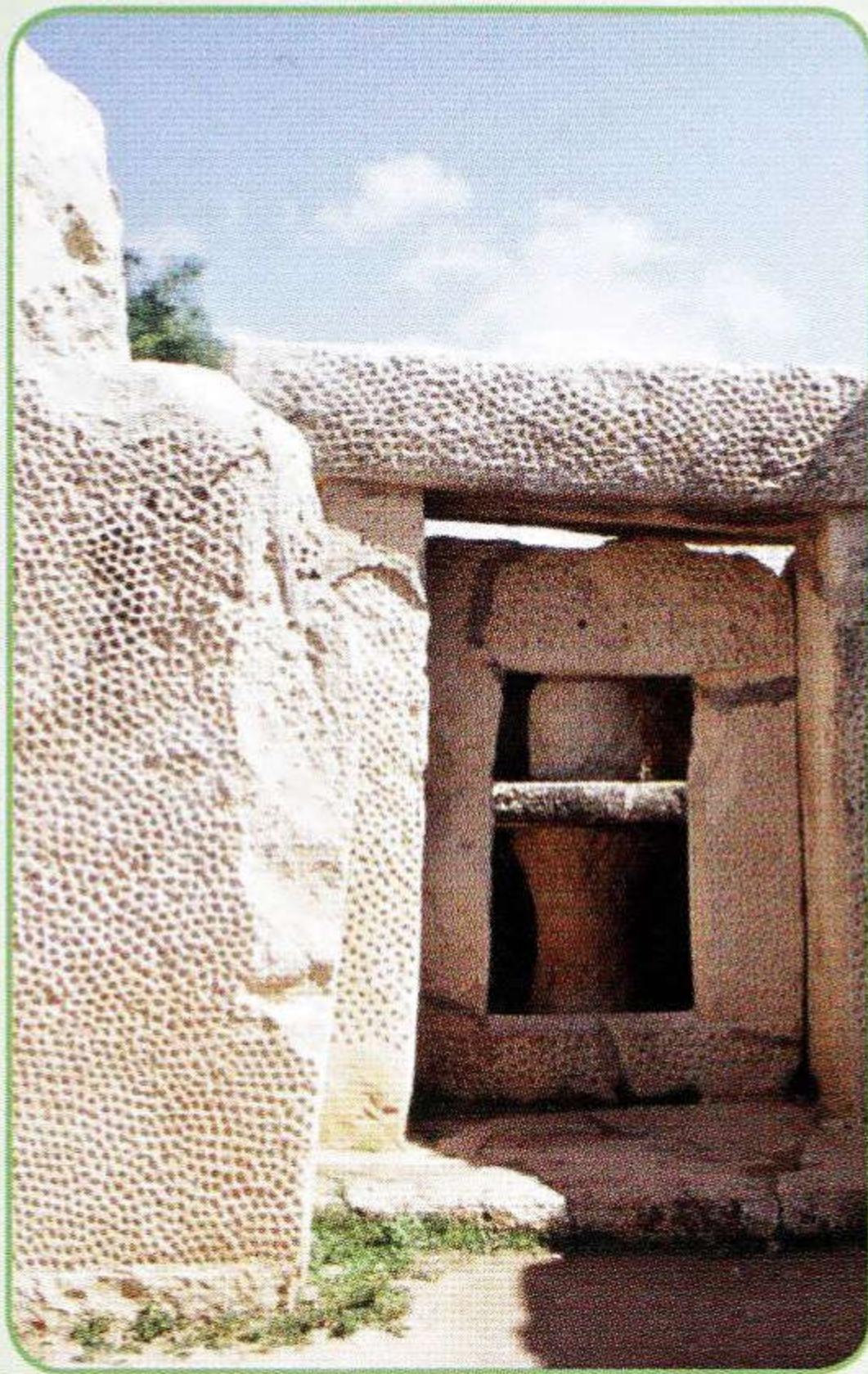
2 Describe what you can see in the pictures below.

3 Listen and read.  78

# World Records

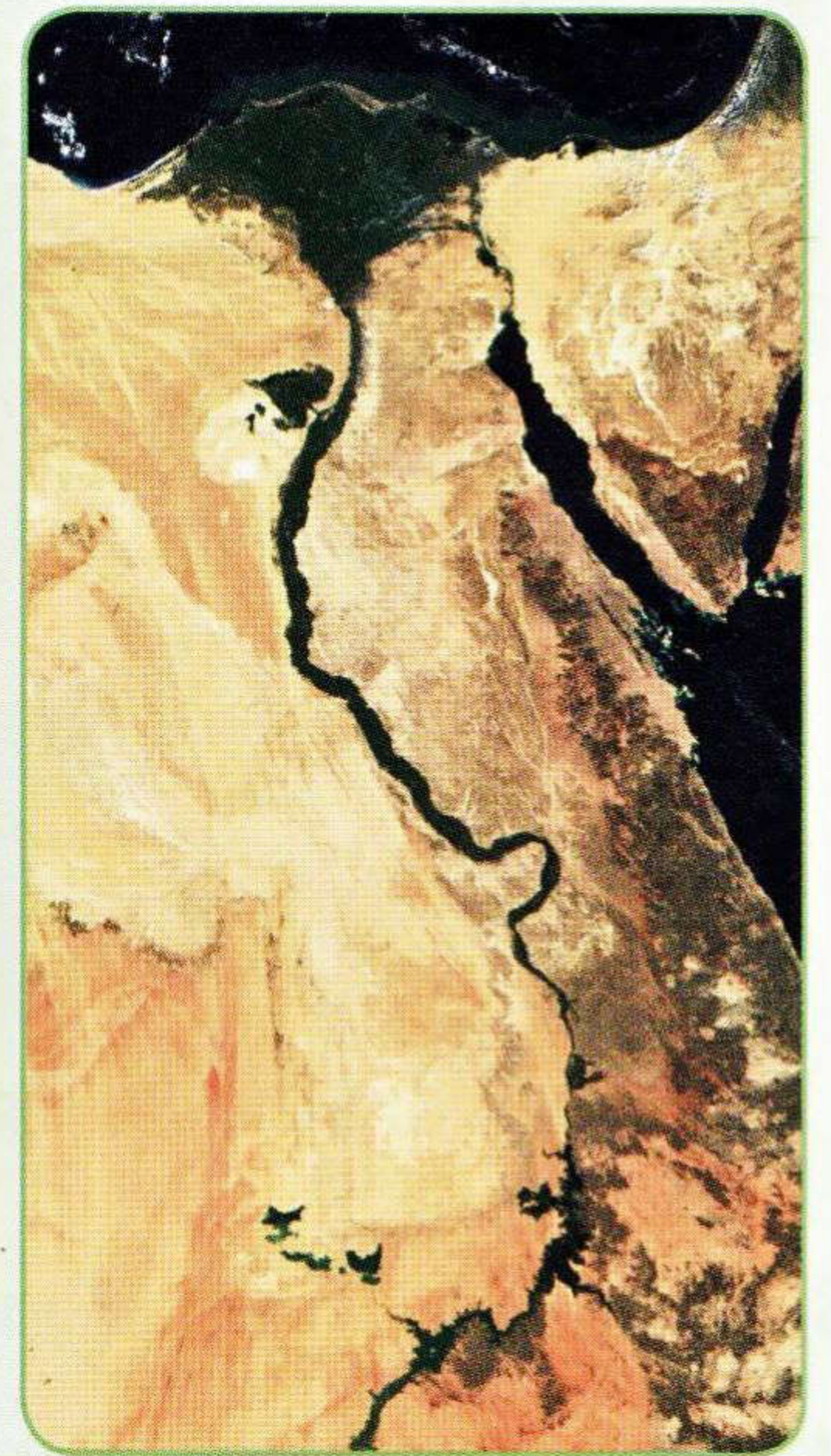
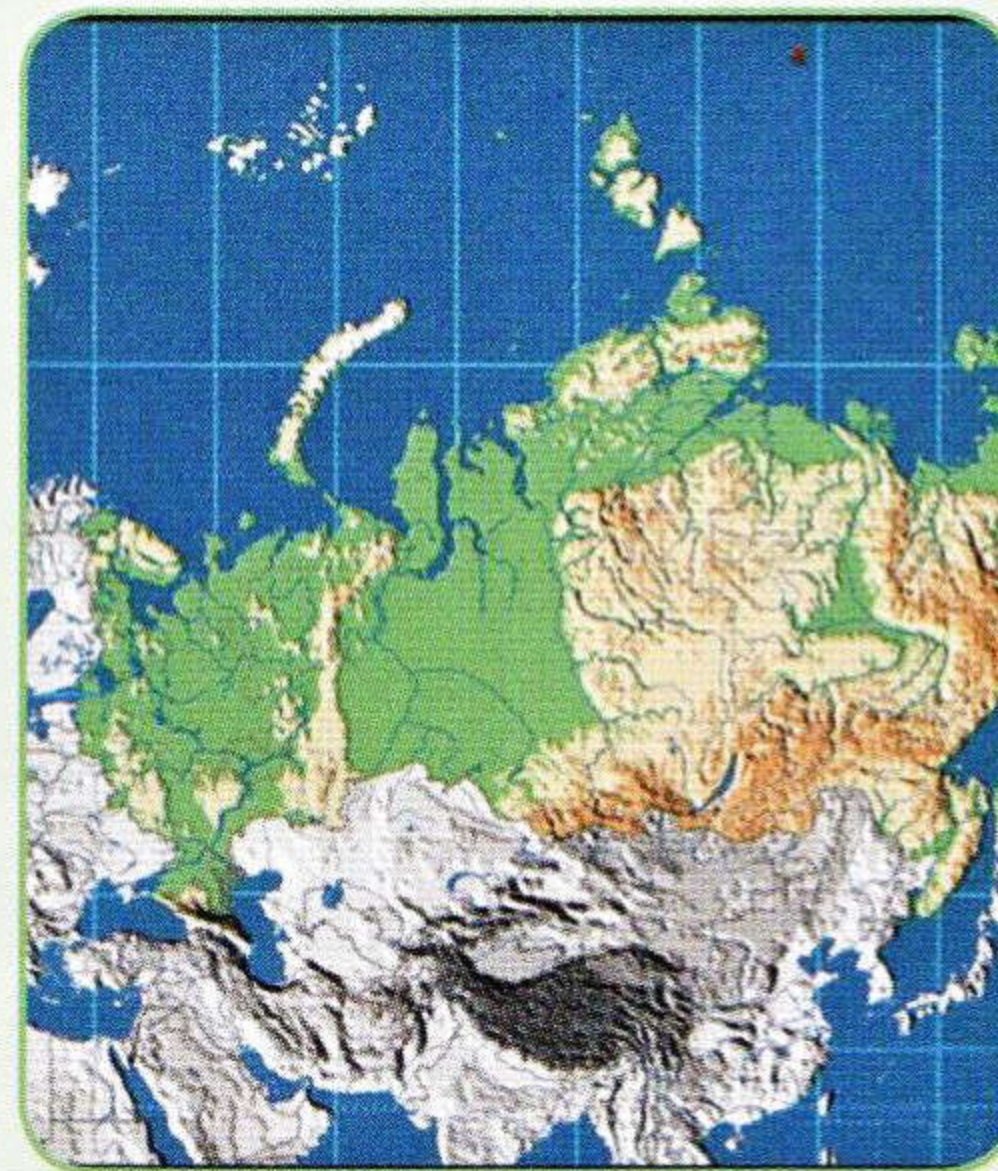
Here are some of the world's records!  
There are many interesting facts!

The Ggantija temples are in Malta. The temples are over 5,500 years old! They are the oldest buildings in the world!



The longest bridges in the world are the two bridges over Lake Pontchartrain in the USA. The bridges are nearly 24 miles long. You can't see land from the middle of the bridges!

Russia is the biggest country in the world. It is 17,075,400 square kilometres! That is 12.5% of the earth's surface! In Russia, there are eleven different time zones. Russia is between Europe and Asia.



The longest river in the world is the Nile. The Nile is 6,695 kilometres long. The Nile flows through nine countries in Africa. The last country is Egypt. From Egypt, it flows into the Mediterranean Sea.

4 Read again and match the sentence halves.

1 The Ggantija temples  d

2 Lake Pontchartrain

3 Russia

4 The Nile

a is the longest river in the world.

b is the biggest country in the world.

c is in the USA.

d are the oldest buildings in the world.

**Listening**

1 Listen and complete the table.  79

~~Egypt~~ Brazil the UK Spain

Country	_____	<u>Egypt</u>	_____	_____
Biggest lake	Lake Sanabria	Lake Nasser	Loch Neagh	Lake Patos
Longest river	The Tagus	The Nile	The Severn	The Amazon
Highest mountain	Mount Teide	Mount Catherine	Ben Nevis	Fog Peak

**Speaking**

2 Ask and answer. long big high

What's the biggest lake in Spain? Lake Sanabria.

What's the longest river in Spain? The Tagus.

What's the highest mountain in Spain? Mount Teide.

**Writing**

**Adverbs of frequency** tell us how often something happens.  
 We usually put adverbs of frequency before the verb.  
 I **always** go to the shopping mall.  
 I **never** go to the shopping mall.  
 Some adverbs of frequency can go at the beginning or the end of a sentence.  
 I **sometimes** go to the shopping mall.  
 I go to the shopping mall **sometimes**.  
**Sometimes** I go to the shopping mall.

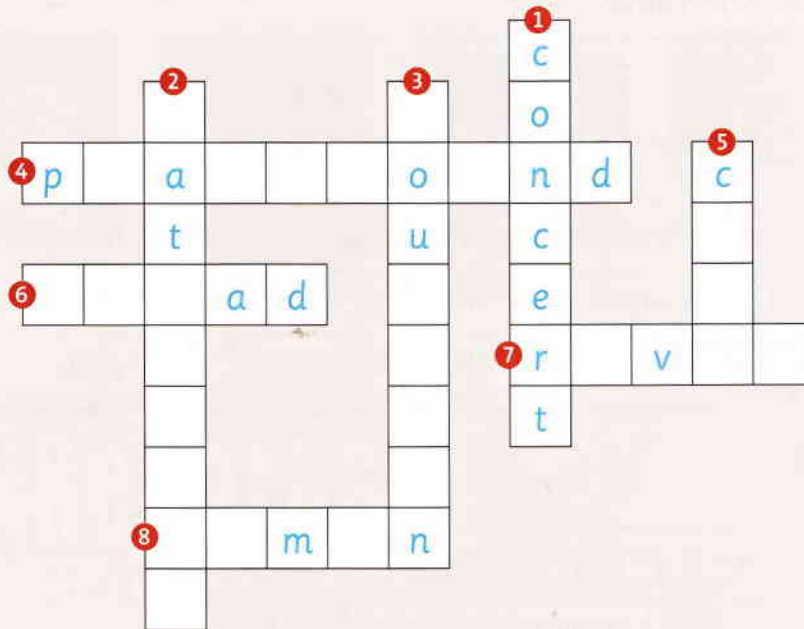
3 Are these sentences correct? Read and tick (✓) or cross (✗).

- 1 I always go to Lake Sanabria on holiday.
- 2 Alison cooks never.
- 3 You watch DVDs sometimes.
- 4 The boys play football always.
- 5 Always I go swimming on Saturdays.
- 6 She sometimes plays chess.
- 7 They never eat Italian food.



# 1 Complete the crossword.

## Down



## Across



# 2 Write the correct words.

café library shopping mall sports centre cinema ~~swimming pool~~

Lisa does lots of things at the weekend. She always goes swimming at the <sup>1</sup> swimming pool. She sometimes shops at the <sup>2</sup> \_\_\_\_\_ and she sometimes watches a film at the <sup>3</sup> \_\_\_\_\_. She always eats ice cream at the <sup>4</sup> \_\_\_\_\_ with her friends and she sometimes reads books at the <sup>5</sup> \_\_\_\_\_. She always plays tennis at the <sup>6</sup> \_\_\_\_\_, too. Lisa loves weekends!



# 3 Complete the sentences.

✓✓ = always    ✓ = sometimes    ✗ = never

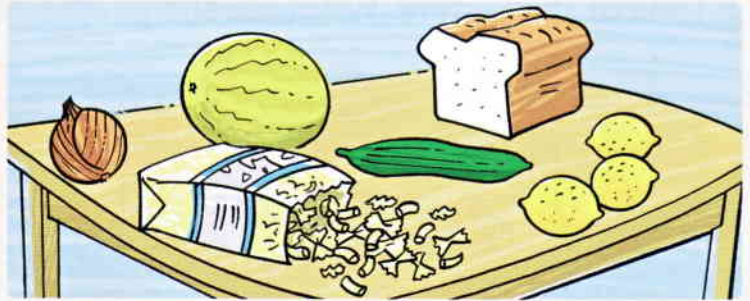
- 1 Katie sometimes (✓) reads comics.
- 2 The boys \_\_\_\_\_ (✗) go to the museum.
- 3 You \_\_\_\_\_ (✓✓) ride your bike to school.
- 4 Jack \_\_\_\_\_ (✓) plays football in the park.
- 5 We \_\_\_\_\_ (✓✓) have breakfast in the morning.
- 6 My friends \_\_\_\_\_ (✗) watch films.



4 Write.

a an some

There is lots of food on the table. There is  
 1 some pasta and there is 2 \_\_\_\_\_ onion.  
 There are 3 \_\_\_\_\_ lemons and there is  
 4 \_\_\_\_\_ cucumber. There is 5 \_\_\_\_\_  
 bread and there is 6 \_\_\_\_\_ melon, too.



5 Complete the sentences.

- 1 The monkey is bigger (big) than the mouse.
- 2 The mouse is the \_\_\_\_\_ (small) animal.
- 3 The cheetah is the \_\_\_\_\_ (big) animal.
- 4 The mouse is \_\_\_\_\_ (fast) than the monkey.
- 5 The cheetah is the \_\_\_\_\_ (fast) animal.



6 Read and complete the words.

ld lt nd nt mp



In my garden there are  
 flowers, trees and pla n t s.



On my trousers I wear a  
 be \_\_\_\_\_.



There is a la \_\_\_\_\_ on the  
 table next to my bed.



There are lots of fish in the  
 po \_\_\_\_\_.



I've got a red qui \_\_\_\_\_ on  
 my bed.

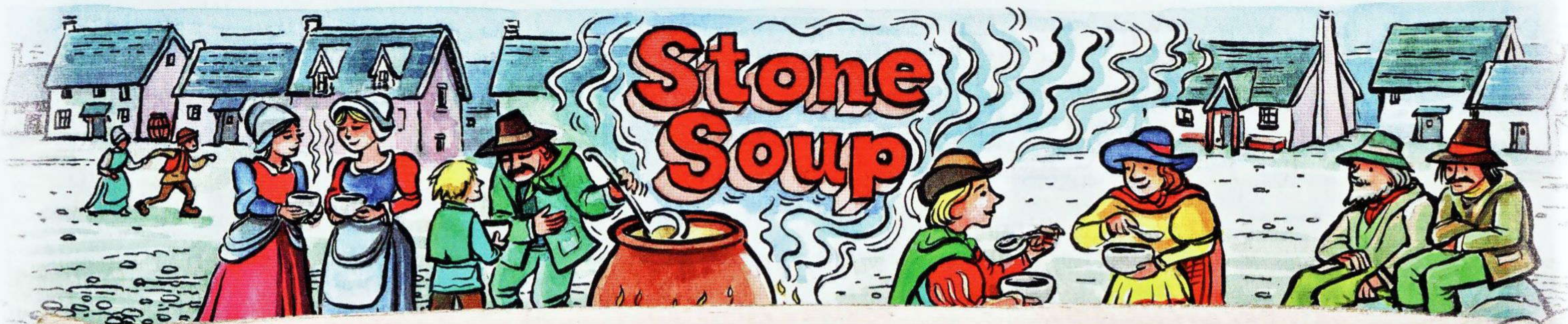


The family is having a  
 picnic in the fie \_\_\_\_\_.





## 1 Look at the picture. What are the people doing?



Some travellers arrived in a small village one day. They were tired and hungry, but they didn't have any food. They only had a large pot. The travellers asked the villagers for some food, but the villagers didn't trust the travellers and they didn't want to share their food.

The travellers were disappointed, but they had a plan. They filled their pot with water, dropped a large stone into it and put the pot on a fire in the village square. Then the travellers sat down around the fire and waited. Soon, a woman came to the square.

"What are you doing?" she asked. "We're making stone soup," said the travellers.

"It's very tasty, but we really need some herbs to put in it."

"I've got some herbs," said the woman. "Can you give us some of your herbs?" the travellers asked. "Then we will share our soup with you."

The woman took a small bunch of fresh herbs from her basket and dropped it into the pot. She sat with the travellers and they talked while they waited for the soup to cook. After a while, a man came to the square. "What are you doing?" he asked. "We're making stone soup," said the travellers. "It's delicious, but we really need some meat to put in it."

"I've got some meat," said the man. "Can you give us some of your meat?" the travellers asked. "Then we will share our soup with you." The man put some meat into the pot, then he sat with the travellers and the woman and they all talked while they waited for the soup to cook.

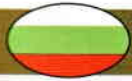
More villagers came to the square. They all added food to the pot. Soon, they were good friends. The pot was full of meat, potatoes and vegetables, and it smelt wonderful. The travellers and the villagers shared the soup and they all enjoyed a wonderful meal.

## 2 Read again and answer the questions.

- 1 What did the travellers ask you?
- 2 Why were the travellers disappointed?
- 3 What did the man put in the pot?
- 4 What did the woman put in the pot?

### 3 Look at the picture. Where do you think these dishes are from?

## National dishes



### Sarma

*Sarma* is a national dish of Bulgaria, but people make similar dishes in many other countries, such as Egypt, Greece, Turkey, Romania and Russia. The dish has different names in different countries. People in Egypt call it *mahshi* and people in Greece call it *dolmades*. To make the dish, people mix minced meat, rice, onions, salt, pepper and herbs together. They wrap the mixture in large cabbage leaves to make little parcels. Then, they put the parcels in a large pot and boil them for several hours. When the parcels are ready, people serve them with rice or potatoes. They often add yoghurt, too. Sometimes people use leaves from different plants to wrap the meat and rice. One popular recipe uses vine leaves. People in different countries like to add different things to the recipe. Sometimes people use vegetables instead of meat, or serve the parcels in a tasty tomato sauce. The dish is often different, but always delicious.



### Ceviche

*Ceviche* is one of Peru's national dishes. It is raw fish (or cooked shellfish) in citrus juice. Citrus fruits include lemons, limes, grapefruits and oranges. People usually use lemons or limes to make *ceviche*. They put pieces of fish in the lime or lemon juice with sliced onion, garlic and hot peppers. You can use lots of different kinds of fish. One traditional recipe for *ceviche* uses shark meat. The citrus juice 'cooks' the fish without heat. When the fish is in the citrus juice, you can see it turn from pink to white. When the fish is white, the dish is ready. *Ceviche* is very quick and easy to make. It is ready in just a few minutes. People in Peru usually serve *ceviche* with corn, potato or seaweed. It is also popular in other countries in Latin America, such as Ecuador, Chile, Mexico and Cuba.

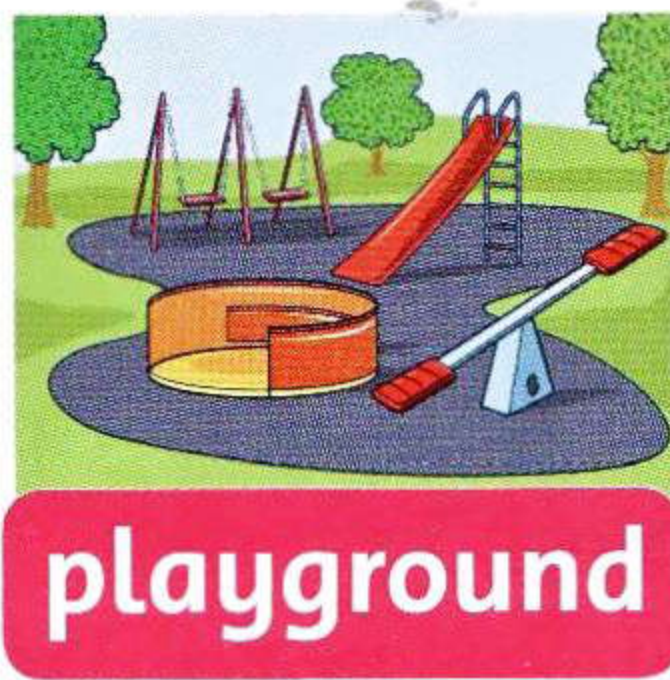
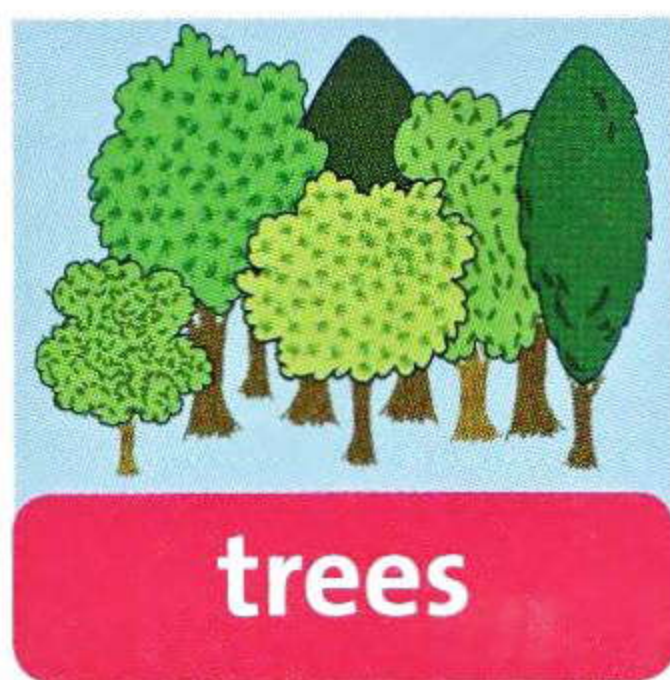
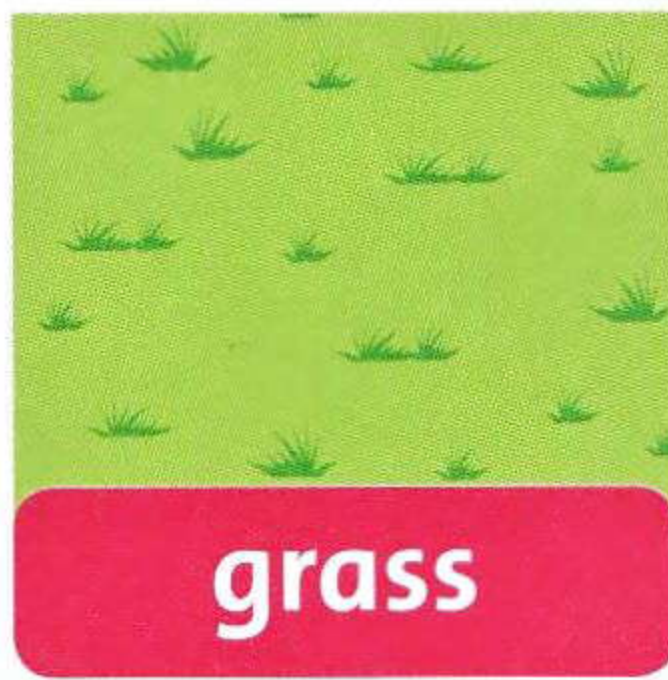
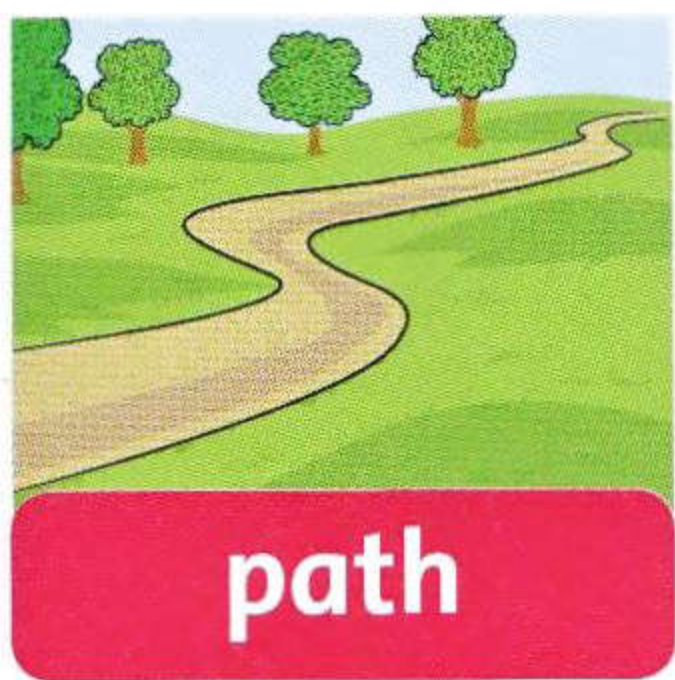


### 4 Talk with your friend.

- 1 Where do people eat *sarma* / *mahshi*?
- 2 What are the ingredients in *ceviche*?
- 3 What lesson does the story teach us?
- 4 Have you ever cooked a dish? What?
- 5 What's your favourite dish? What are the ingredients?

## Lesson One Words

### 1 Listen, point and repeat. 80



### 2 Listen and read. 81

1

**Amy** This is a beautiful park.  
**Max** Yes, it is. I love it here.  
**Holly** Oh, look at the flowers!  
**Leo** Holly, you mustn't pick the flowers.  
**Holly** Oh, OK.

2

**Holly** Oh, look at the little trees!  
**Max** You mustn't walk on the grass here, Holly. You must walk on the path.  
**Holly** Oh, OK.

3

**Amy** Holly! Let's play with this ball.  
**Max** No, you mustn't play here.  
**Amy** Well, let's go to the playground. We can play there. Catch the ball, Max!

4

**Holly** Oh, Max! You mustn't play in the fountain!  
**Max** Ha ha. Very funny.

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!



I / You / He / She / It / We / They

We **must** do our homework.

They **mustn't** talk in class.

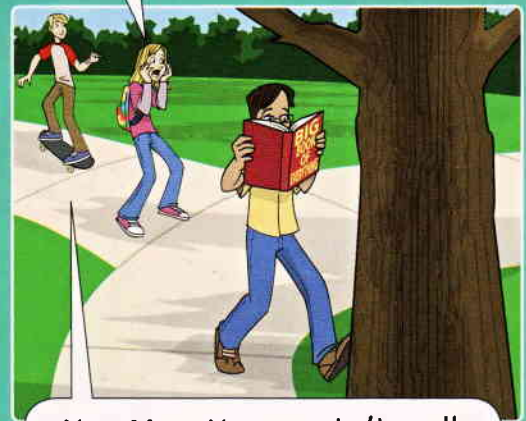
You **must** turn off your mobile phone.

You **mustn't** walk on the grass.

mustn't = must **not**

Sometimes 'you' means everyone.

Max! You must look in front of you!



Yes, Max. You **mustn't** walk and read your book.

3 Read and match.

- 1 You **mustn't** walk your dog here.
- 2 You **must** put litter in the bin.
- 3 You **mustn't** take photos here.
- 4 You **must** be quiet.



4 Write. **must mustn't**

- 1 You mustn't eat here.
- 2 You \_\_\_\_\_ wash your hands.
- 3 You \_\_\_\_\_ turn off your mobile phone here.
- 4 You \_\_\_\_\_ swim here.



# Lesson Three Grammar and Song

## 1 Speaking Look and say.

turn off your mobile phone    put litter in the bin    walk on the grass  
 be quiet    walk your dog    wash your hands    take photos    eat here



You must put litter in the bin.

It's Picture 1!

You mustn't walk on the grass.

It's Picture 3!

## 2 Write four sentences.

You must put litter in the bin. You ...

## 3 Listen and sing. 82

## 4 Sing and do.



### You must come to the park

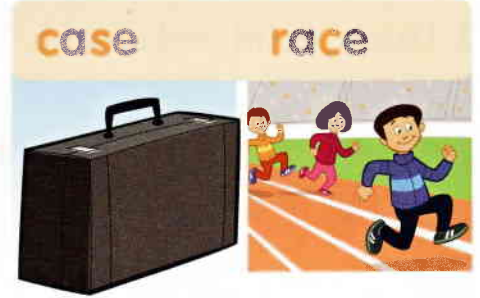
Oh, you must come to the park,  
 So we can have some fun.  
 You must come to the park today,  
 And play games in the sun.

Oh, we must walk on the path,  
 And we mustn't climb the trees.  
 We must put litter in the bin,  
 Let's keep the park clean, please.

Oh, we must be very good,  
 And we mustn't pick the flowers.  
 But we can have a lot of fun,  
 And play for hours and hours.



1 Listen, point and repeat.  83



2 Listen and chant.  84



It's Monday today,  
And I can play.

Outside there's rain,  
But I'm in with my trains.

I open my case,  
And the trains have a race!

3 Read the chant again. Circle the words with *ai*, *ay* and *a\_e*.

4 Match and write.



Monday



ai



ay



a\_e



Reading

1 Listen, point and repeat. 85



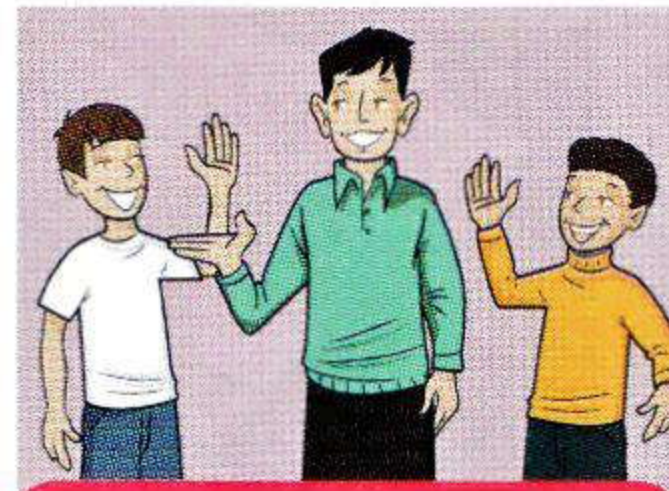
shout



chase



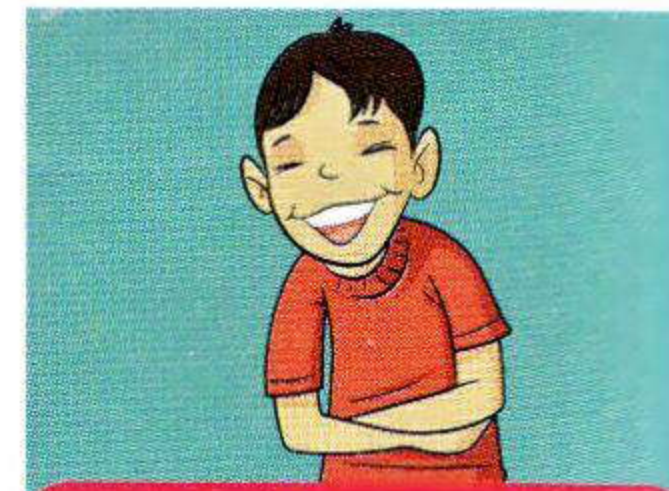
catch



meet



cross



laugh

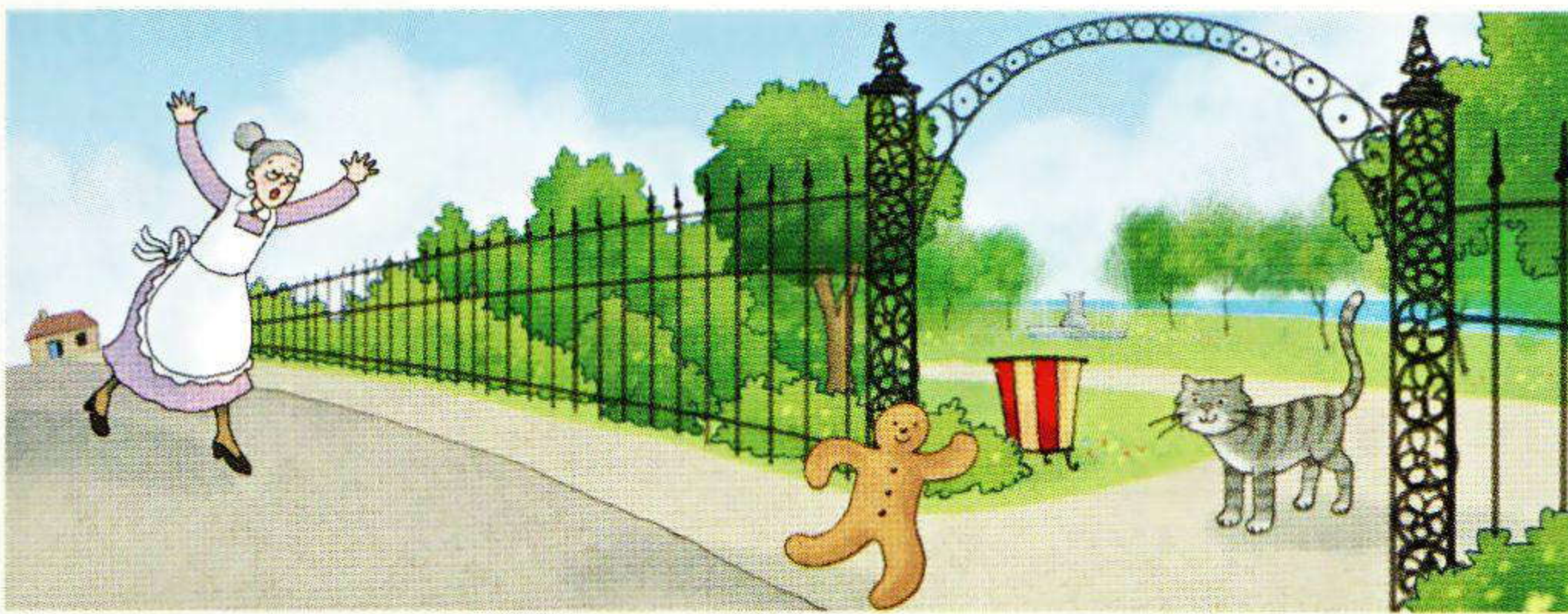
2 Describe what's happening in the pictures below.

3 Listen and read. 86

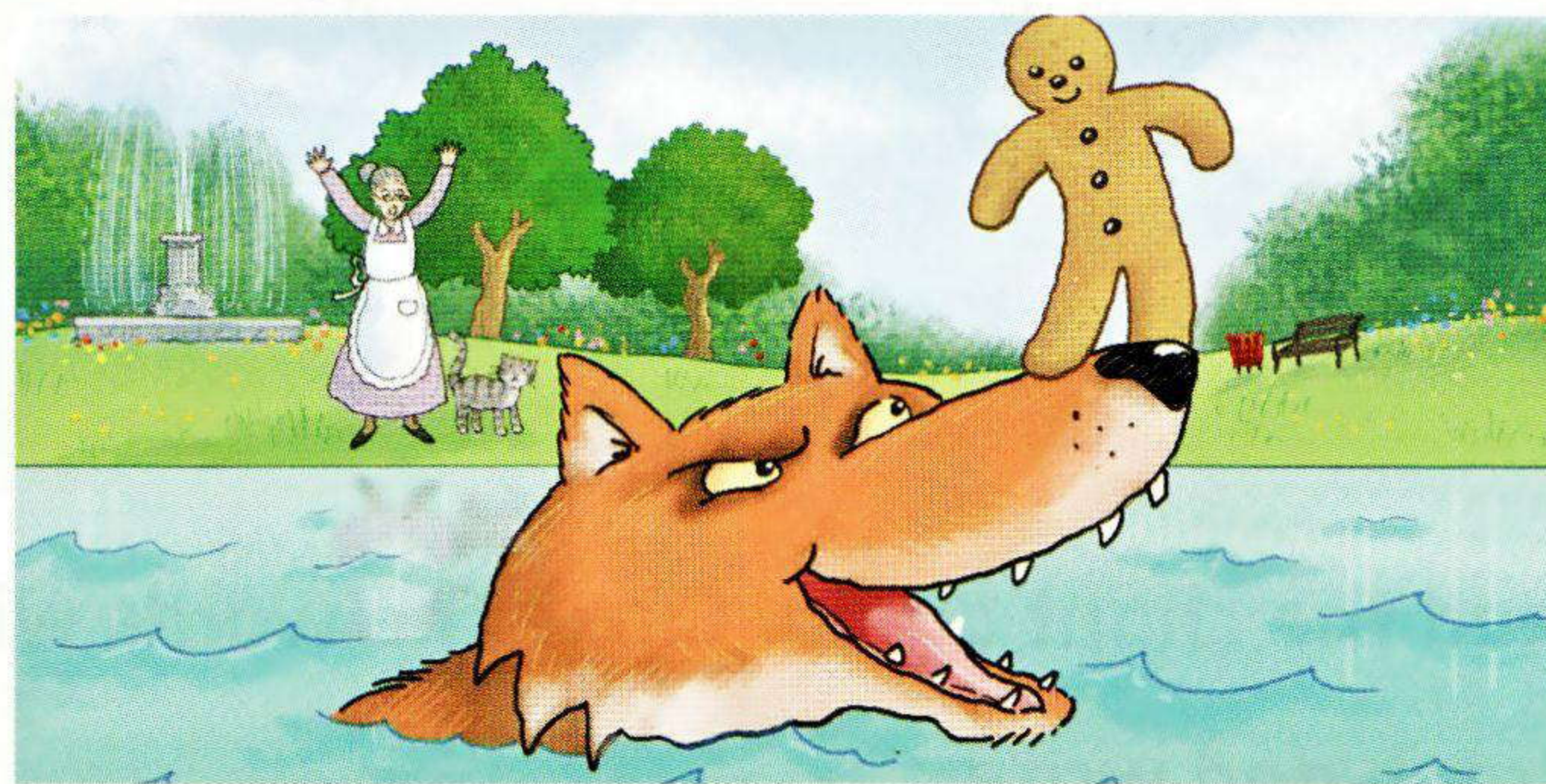
THE GINGERBREAD MAN



One day, an old woman makes a Gingerbread Man. When it is ready, the old woman wants to eat him. But the Gingerbread Man laughs and shouts "Run, run, run if you can. You can't catch me! I'm the Gingerbread Man!" The old woman is angry. She chases him.



The Gingerbread Man meets a cat. The cat wants to eat him, but he runs away. He runs to the river. He wants to cross the river but he can't swim.



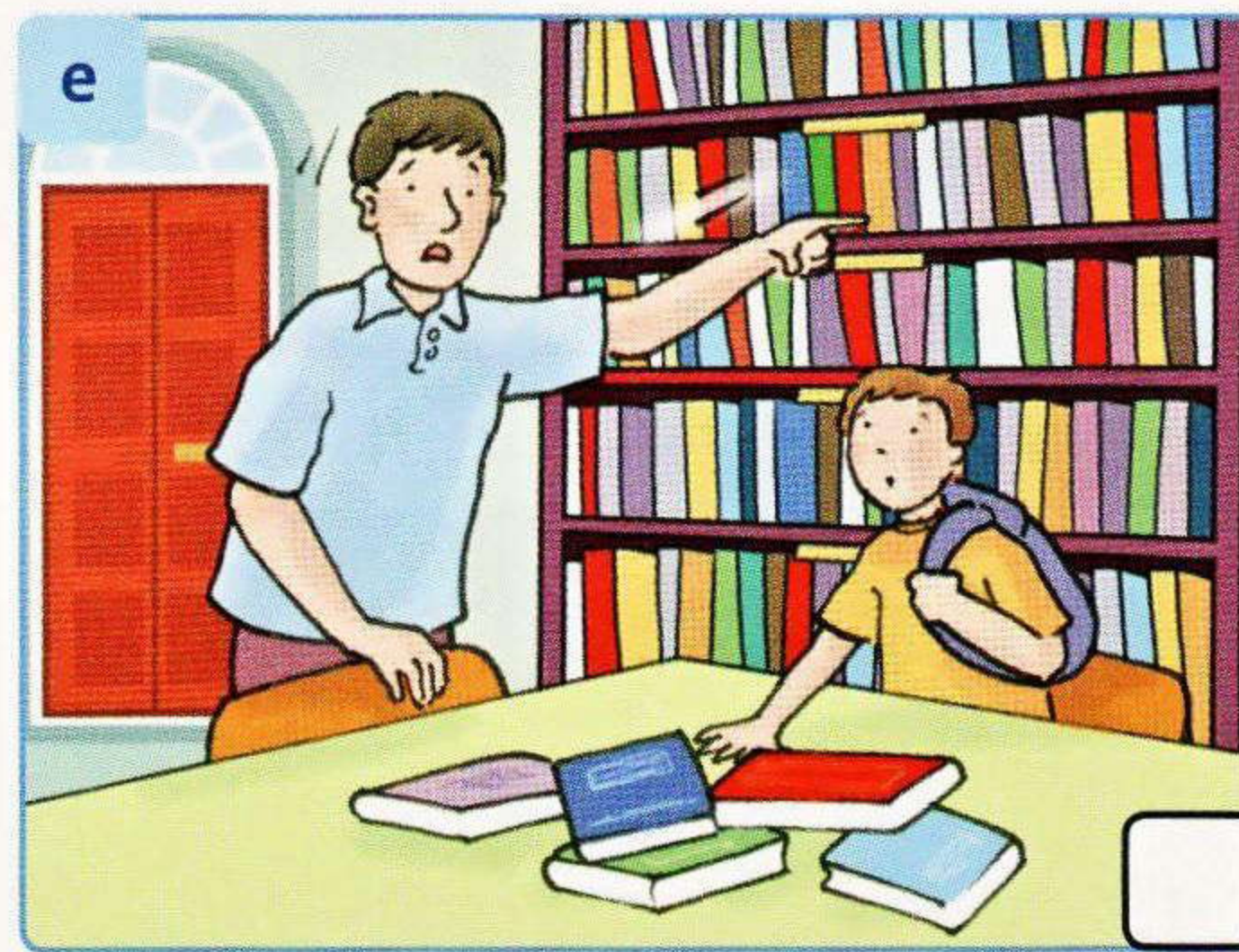
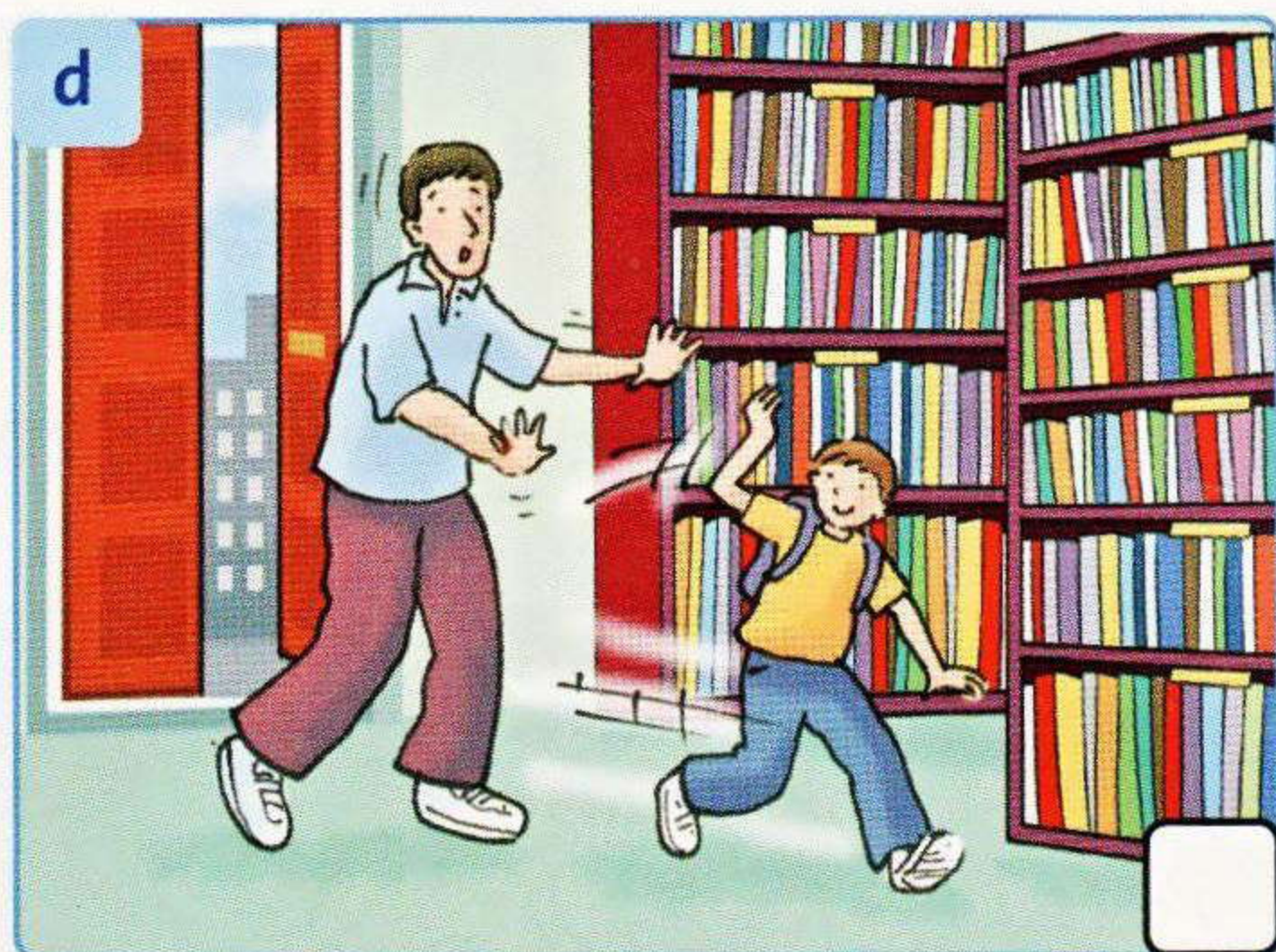
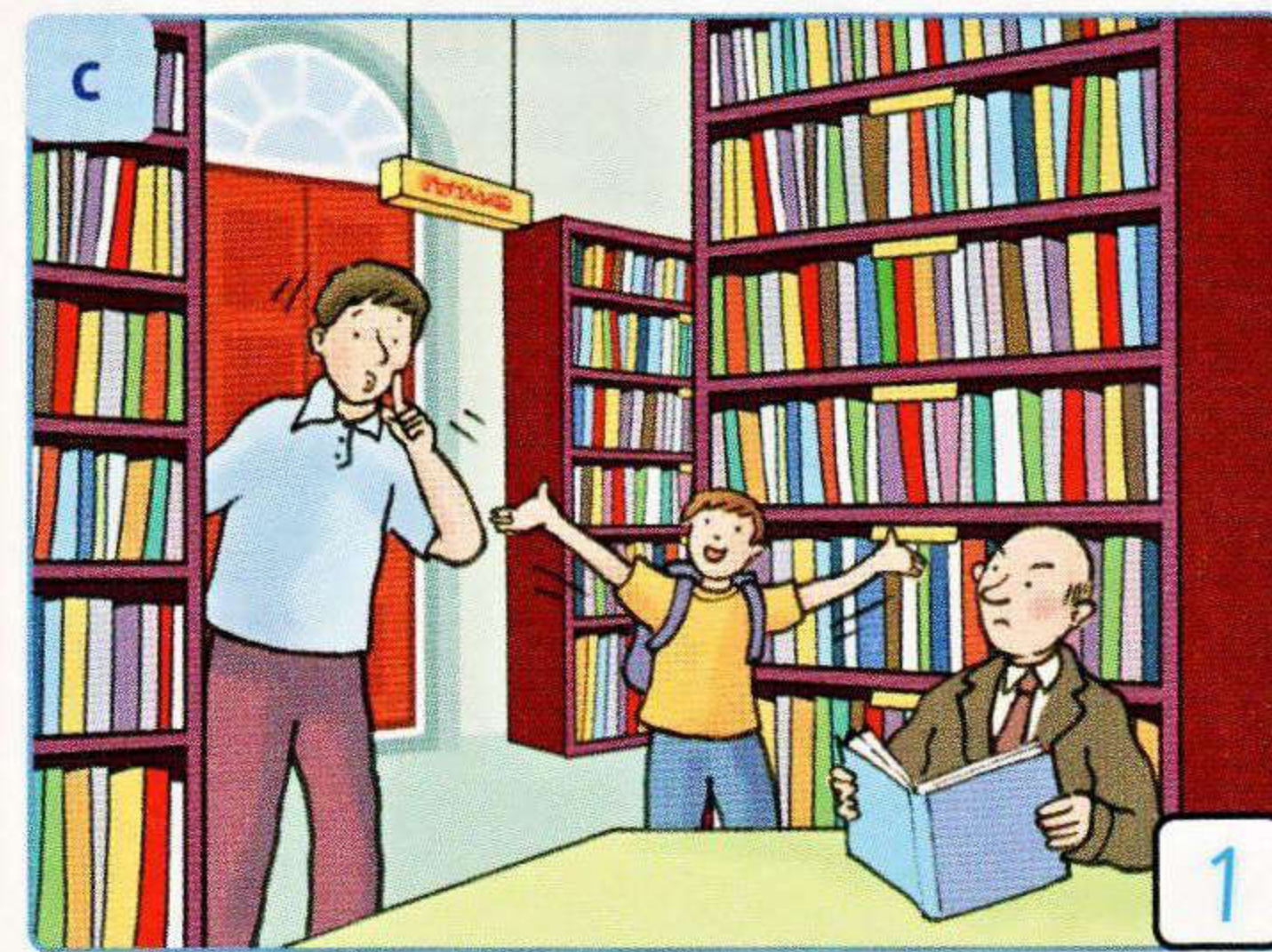
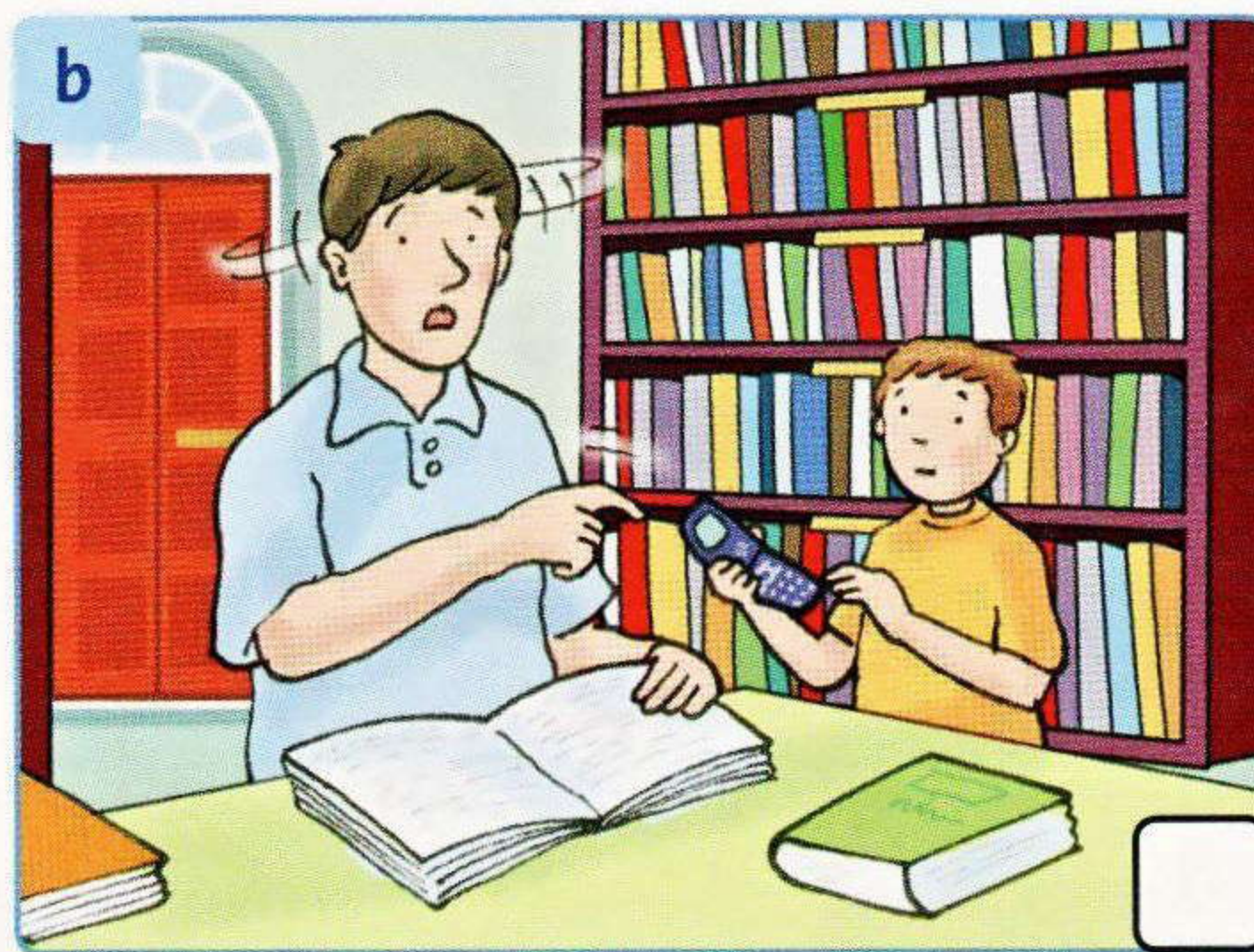
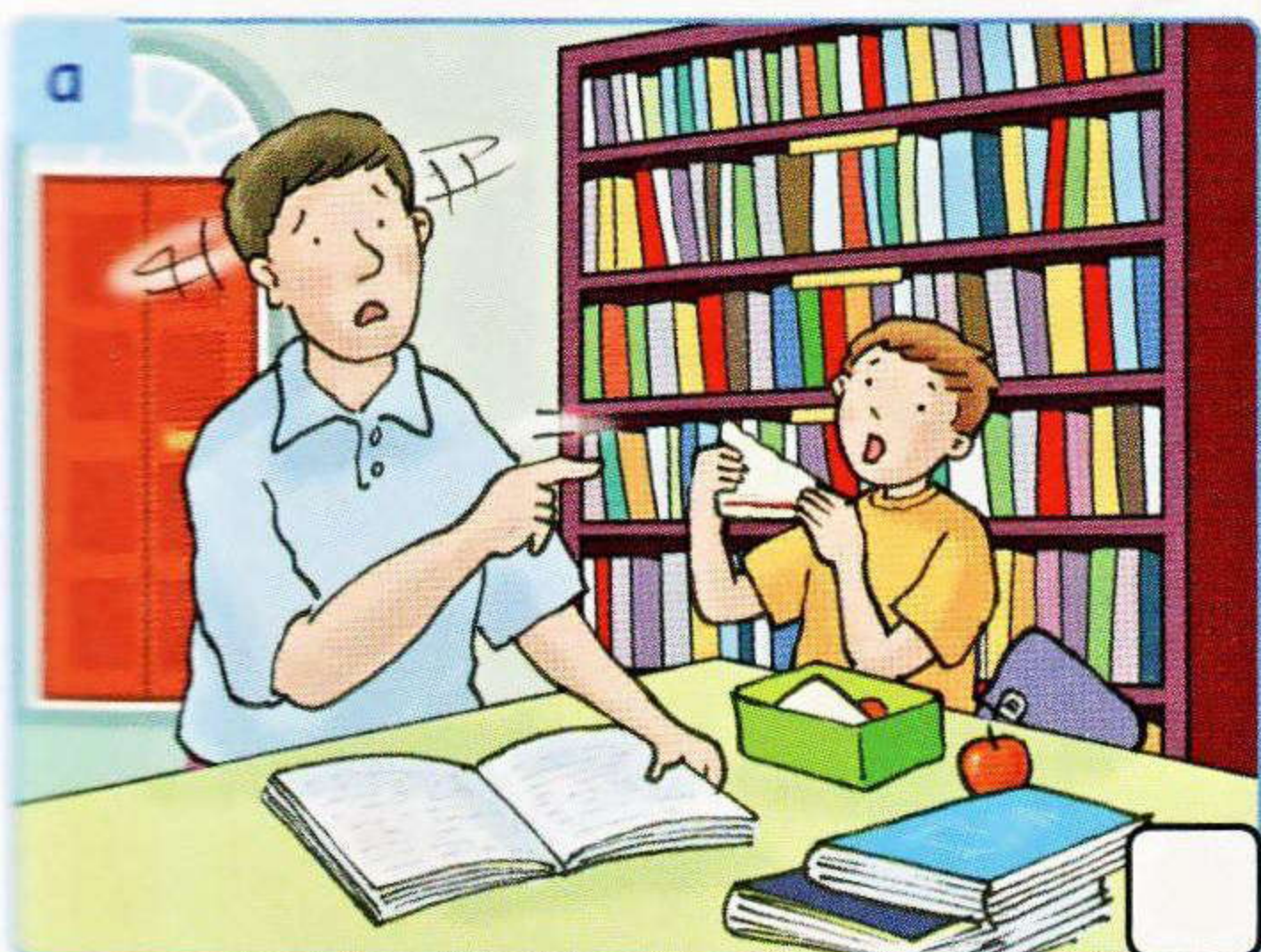
There is a fox near the river. "I can swim," says the fox. "Sit on my head." The Gingerbread Man sits on the fox's head. The fox starts to swim. "The water is deeper now," says the fox. "You must sit on my nose." The Gingerbread Man sits on the fox's nose. And the fox opens its mouth and eats him!

4 Read again and write T (true) or F (false).

- 1 The old woman makes a Gingerbread Man.
- 2 The old woman runs away.
- 3 The Gingerbread Man meets a monkey.
- 4 The cat wants to eat the Gingerbread Man.
- 5 The Gingerbread Man can swim.
- 6 The fox eats the Gingerbread Man.

  T    
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Listening

1 Listen and write the numbers.  87

## Speaking

2 Look at the pictures. Play the game.

eat    be quiet    turn off your mobile phone  
run    put the books on the shelf

You mustn't eat in the library.

It's Picture A!

## Writing

We use **and** / **or** to link two ideas in a sentence.

We use **and** in positive sentences and **or** in negative sentences.

Lisa **likes** apples **and** bananas.

Tim **doesn't** play football **or** basketball.

3 Write **and** or **or**.

- 1 The Gingerbread Man doesn't like the woman or the cat.
- 2 I don't walk \_\_\_\_\_ ride my bike to school.
- 3 He reads comics \_\_\_\_\_ books.
- 4 I've got an English lesson \_\_\_\_\_ a maths lesson on Monday.



## Lesson One Words

### 1 Listen, point and repeat. 88



ferry



bus



helicopter



motorbike



plane



taxi



train



tram

### 2 Listen and read. 89

1

**Holly** What's this? Is it a tram?  
**Max** No, it isn't. It's a horse bus. There were horse buses two hundred years ago.

2

**Amy** Look at these! There were some funny trains a hundred years ago!  
**Leo** Wow! There were skateboards fifty years ago! And they were very big!

3

**Amy** Look at this motorbike, Leo!  
**Leo** Oh, wow! It's so cool!  
**Amy** Can you take a photo of me?  
**Leo** Sure.

4

**Max** Leo! That man is looking at your skateboard.  
**Man** Wow! Look! This skateboard is fifty years old!  
**Leo** No, sorry. That's my skateboard. It's only two years old.

- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



There **was** a park in our town fifty years ago.

There **wasn't** a shopping mall in our town fifty years ago.

There **were** some funny trains one hundred years ago.

There **weren't** any planes two hundred years ago.

We use these time words when we talk about the past:

**yesterday, last week / year / Monday, (fifty years) ago, then**

We use **lots of** or **some** with 'There were'.

We use **any** with 'There weren't'.

In Australia, there were lots of kangaroos.



Wow! Australia is beautiful.

Yes, but we like living here with you!

3 Read and circle.

- 1 There was / were a park in our town one hundred years ago.
- 2 There was / were trains one hundred years ago.
- 3 There was / were motorbikes ninety years ago.
- 4 There was / were planes fifty years ago.
- 5 There was / were a hotel in the town ten years ago.
- 6 There was / were lots of buses twenty years ago.

4 Write.

**was   were   wasn't   weren't**



- 1 There wasn't a singer at the party last Saturday.
- 2 There \_\_\_\_\_ eight children at the party.
- 3 There \_\_\_\_\_ any flowers in the room.
- 4 There \_\_\_\_\_ a CD player in the room.
- 5 There \_\_\_\_\_ lots of sandwiches at the party.
- 6 There \_\_\_\_\_ a TV in the room.

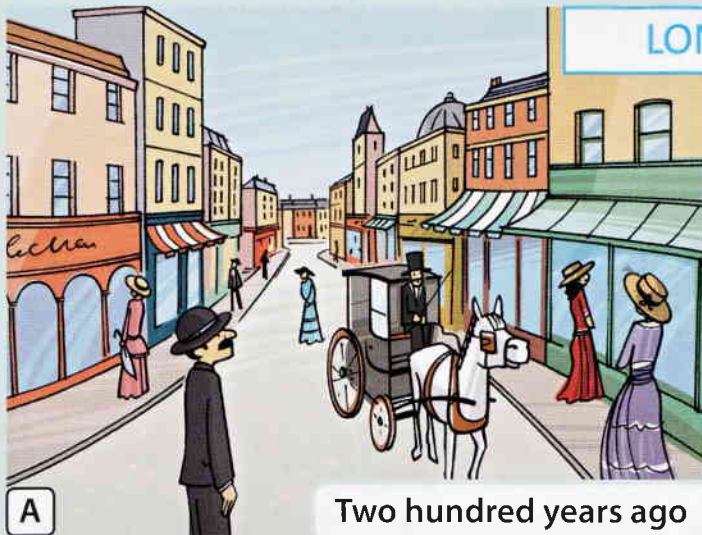
# Lesson Three Grammar and Song

## 1 Speaking Look and say.

buses motorbikes cars trains planes



LONDON



A

Two hundred years ago



B

Fifty years ago

There weren't any motorbikes.

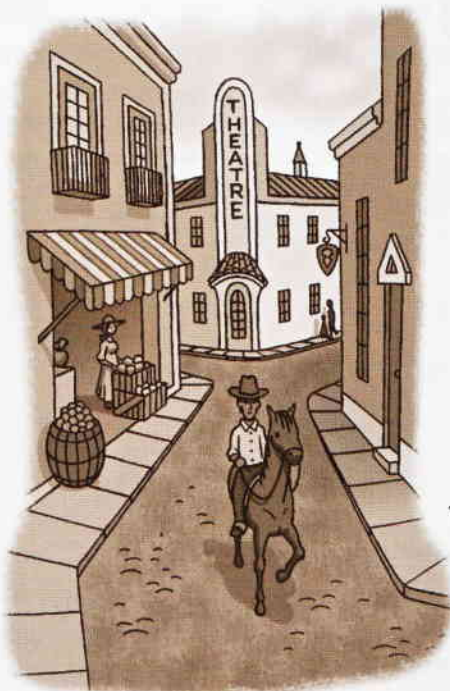
It's Picture A!

## 2 Write four sentences.

Two hundred years ago: There weren't any motorbikes. There ...

## 3 Listen and sing. 90

## 4 Sing and do.

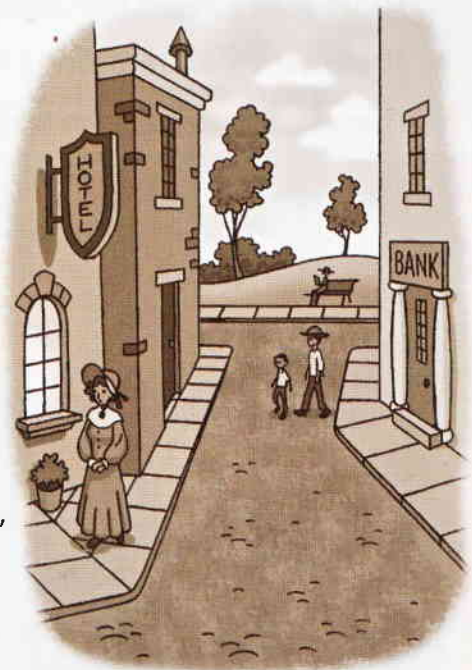


### Our town has a history

Our town has a history,  
It's very old, you know!  
Here's a picture of our town  
Two hundred years ago.

There weren't any buses then,  
And there weren't any trains.  
There weren't any motorbikes,  
And there weren't any planes.

There were shops and markets then,  
And there were hotels, too.  
There were parks and theatres,  
There was a lot to do!



1 Listen, point and repeat.  91

ice cream dream



queen green



jelly happy



2 Listen and chant.  92

In my dream,  
 I am a queen, queen, queen.  
 I eat green jelly,  
 With ice cream, cream, cream.  
 I'm very happy,  
 In my dream, dream, dream.



3 Read the chant again. Circle the words with ea, ee and y.

4 Write the words in the correct box.

tree ear family ~~funny~~ week sheep eat please lolly

ea

ear

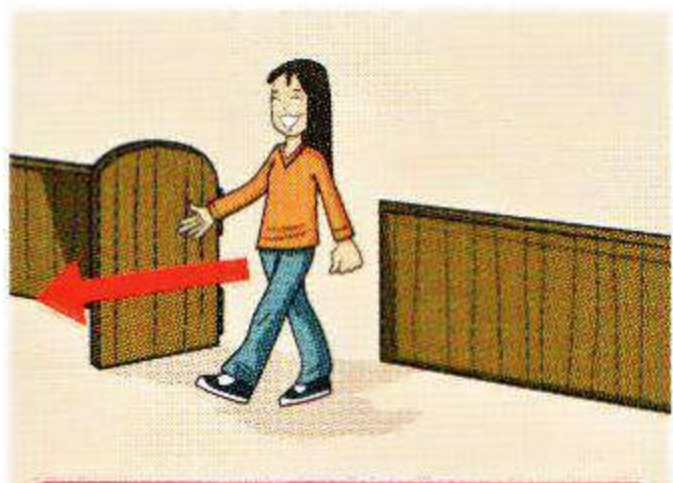
ee

y

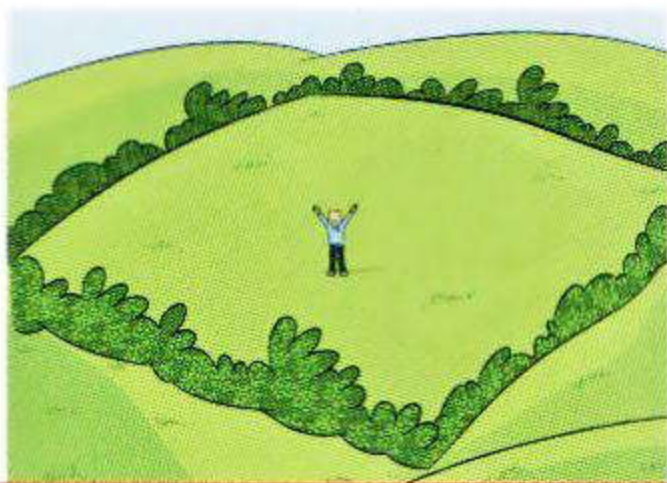
## Reading

1 Listen, point and repeat.  93

along



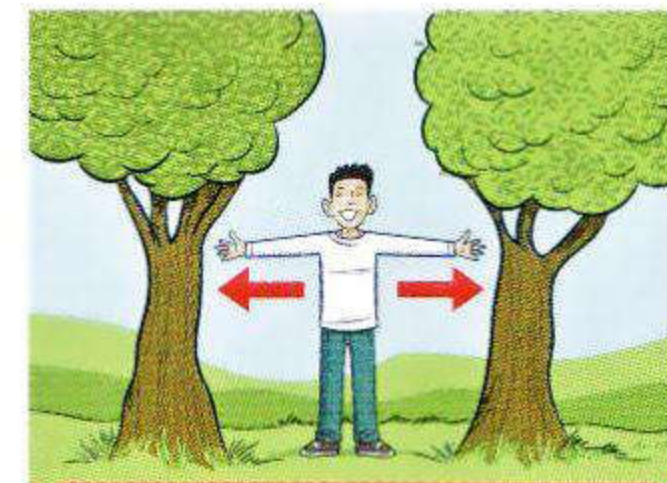
through



in the middle of



at the top of



between



inside

## 2 Look at the text. Where is the Jorvik Viking Centre?

3 Listen and read.  94

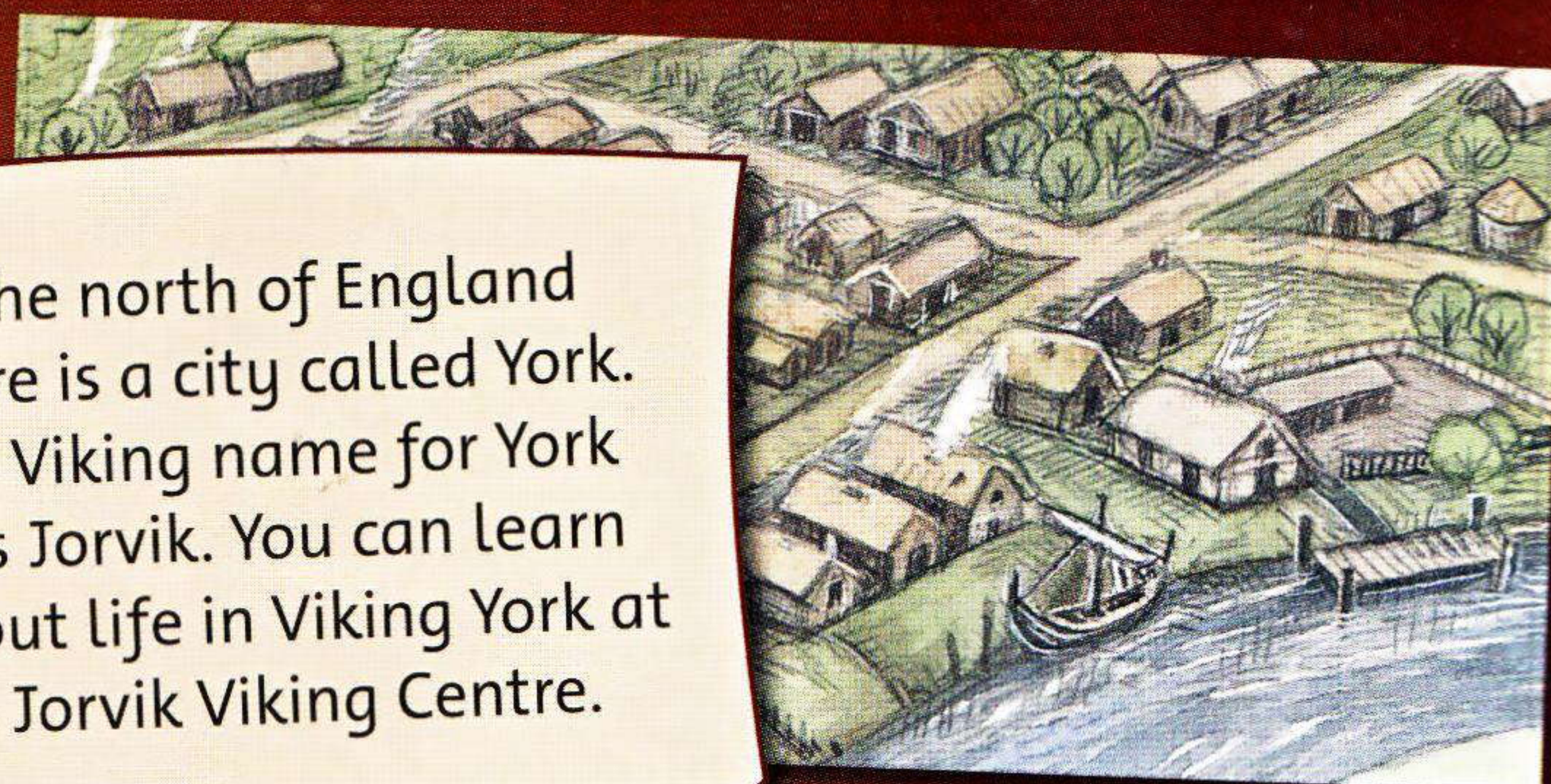
## THE VIKINGS

The Vikings came to England 1,000 years ago. Viking houses were very small. There was only one room in some houses. There was a fire in the middle of the room for cooking and heating.

There were holes at the top of the house for the smoke from the fire. There wasn't a lot of room between Viking houses, so the animals were sometimes inside the house. Viking houses were very full!



In the north of England there is a city called York. The Viking name for York was Jorvik. You can learn about life in Viking York at the Jorvik Viking Centre.



At the Centre you can go through a Viking town. You can sit in a special car, called a 'time car' and move along a Viking street and through a Viking house.

## 4 Read again and write.

full    holes    fire    houses    room    ~~city~~

- 1 York is a city in the north of England.
- 2 Viking houses were very \_\_\_\_.
- 3 Viking \_\_\_\_ weren't big.
- 4 There was a \_\_\_\_ in the middle of the room.
- 5 There was only one \_\_\_\_ in some houses.
- 6 There were \_\_\_\_ at the top of the house.

**Listening**

1 Listen and tick (✓) or cross (X).  95



**Speaking**

2 Look at the pictures. Play the game.

farmers   sheep   kitchens   chickens   cows   schools   meat   fish

There were sheep in Viking times.

It's Picture 5!

**Writing**

We use **paragraphs** to make a text easier to read. We start a new paragraph for each separate topic in a text.

**Paragraph 1 = Viking countries**

There were Vikings in lots of countries a thousand years ago. There were Vikings in England, Russia and France. There were Vikings in America, too.

**Paragraph 2 = Viking houses**

There was only one room in most houses. There were bigger houses on farms. There was usually a living room, a kitchen and a bedroom in these houses.

3 Look at the text on page 78. How many paragraphs can you find?

# 12 A clever baby!

## Lesson One Words

### 1 Listen, point and repeat. 96



### 2 Listen and read. 97

**1**

**Holly** Look, Amy! We've got some old photos!  
**Max** This is Dad when he was young.  
**Dad** I'm still young!  
**Amy** Wow! He was handsome then!  
**Dad** I'm still handsome!

**2**

**Holly** Look! This is Grandma when she was young.  
**Amy** Wow! Grandma was pretty!  
**Grandpa** I think Grandma is still pretty!

**3**

**Max** Look at this photo of Grandpa!  
**Leo** Wow! He had black hair when he was young.  
**Grandpa** Yes, I've got white hair now.

**4**

**Holly** And this photo is of Max when he was a baby!  
**Amy** Look! He had a book then, too!  
**Leo** He isn't different at all!

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!



I / He / She / It

He **was** handsome then.  
I **wasn't** tall when I was five.

You / We / They

We **were** happy on holiday.  
You **weren't** shy when you were six.

I / You / He / She / It / We / They

He **had** black hair when he was young.  
You **didn't have** a book when you were a baby.

This is a photo of you when you were a baby.



3 Read and circle.

- 1 They **were** / **weren't** at the park on Sunday.
- 2 It **was** / **wasn't** sunny.
- 3 The sea **was** / **wasn't** hot.
- 4 The children **were** / **weren't** hungry.
- 5 The baby **was** / **wasn't** happy.
- 6 The sandwiches **were** / **weren't** small.



4 Write.

**had**    **didn't have**



They **had** pizza for lunch last Friday.



The boys \_\_\_\_\_ a party last weekend.



He \_\_\_\_\_ a guitar lesson yesterday.



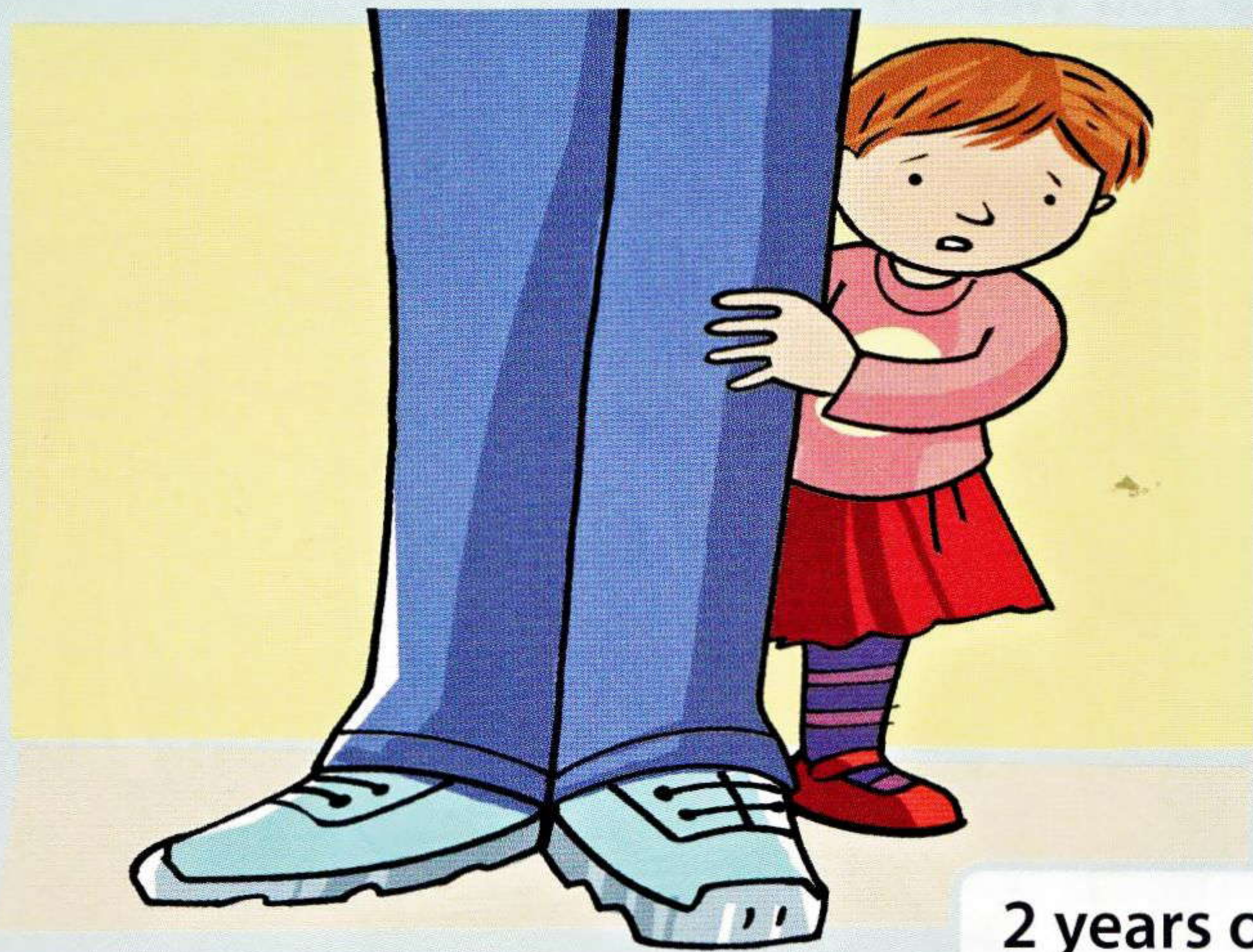
The girls \_\_\_\_\_ a picnic last Saturday.



# Lesson Three Grammar and Song

## 1 Speaking Look and say.

long hair   short hair   short   tall   shy   friendly



2 years old

She had long hair.



8 years old

She was eight years old.

## 2 Write about Helen.

When she was two years old, Helen had short hair. She was short. She was ...

## 3 Listen and sing. 98

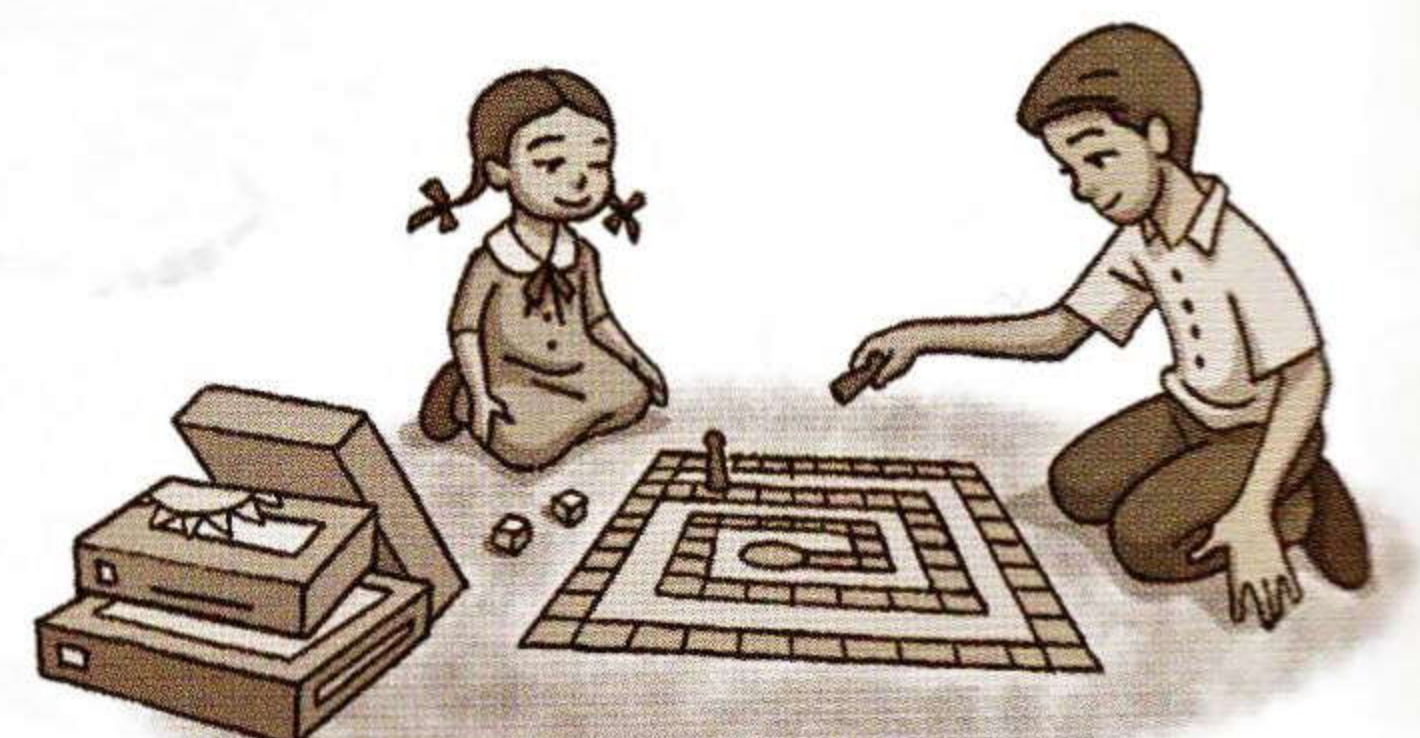
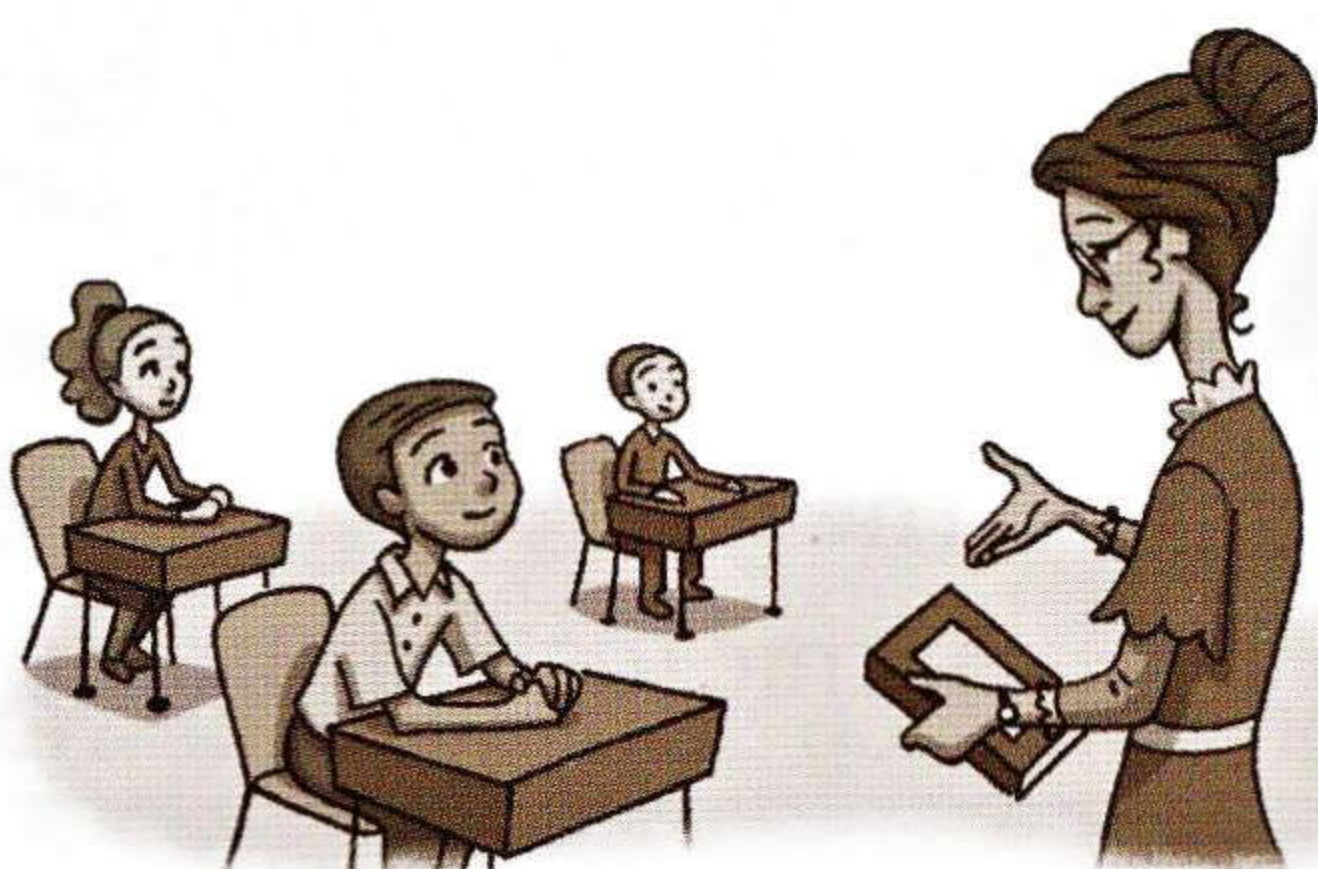
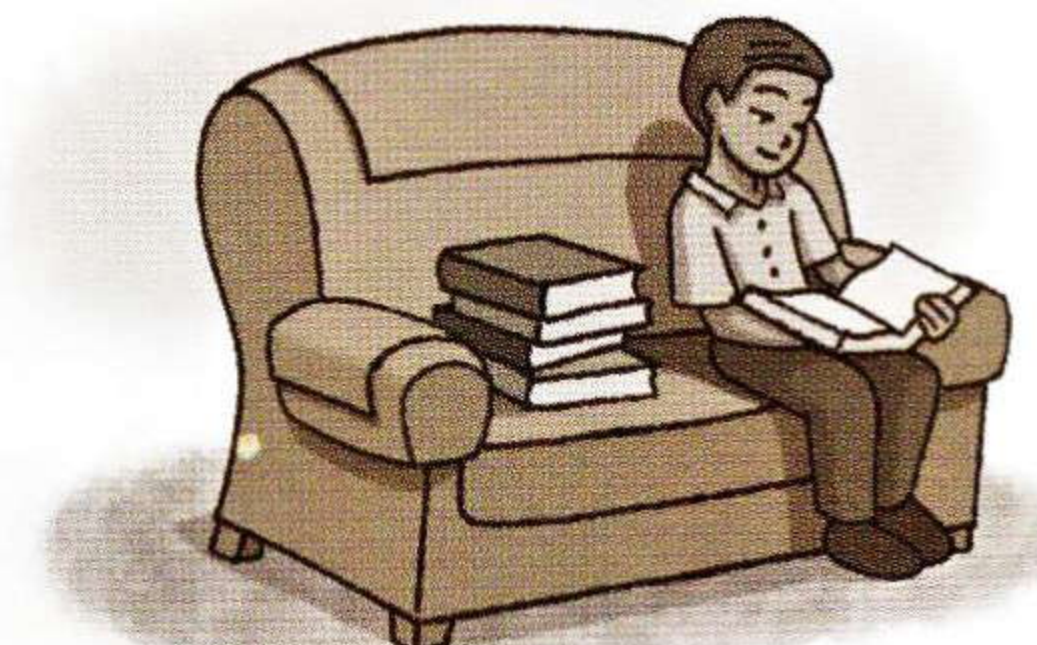
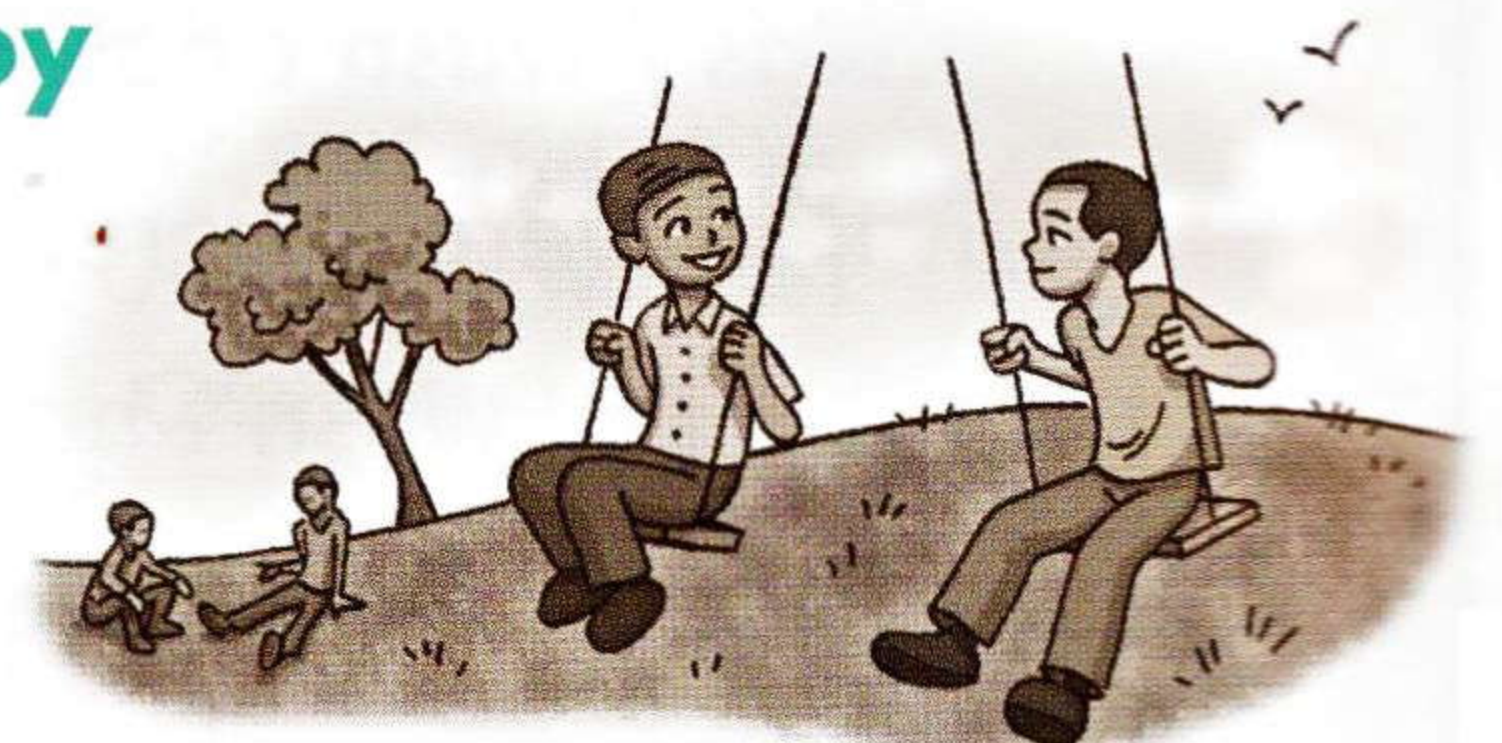
## 4 Sing and do.

### When my grandpa was a boy

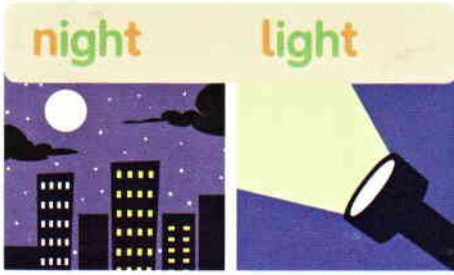
When my grandpa was a boy,  
He was a lot like me.  
He had a house and garden,  
And a happy family.

Grandpa was a happy boy,  
And he had lots of friends.  
They had lessons every day,  
And they had fun at weekends.

When my grandpa was a boy,  
He had fun every day.  
He had lots of books to read,  
And lots of games to play.



1 Listen, point and repeat.  99



2 Listen and chant.  100



3 Read the chant again. Circle the words with *igh*, *y* and *i\_e*.

4 Match and write.

1



shine

2



\_\_\_\_\_

igh

y

i\_e

3



\_\_\_\_\_

4



\_\_\_\_\_

5




\_\_\_\_\_

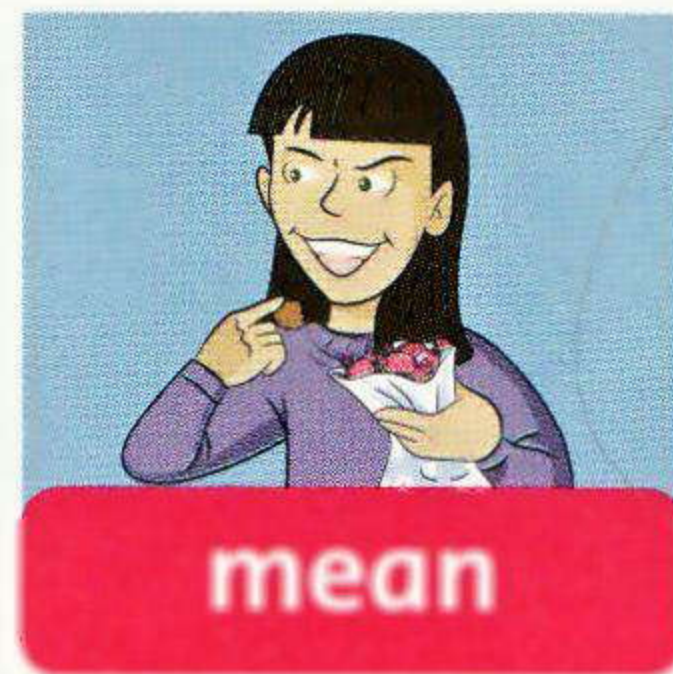
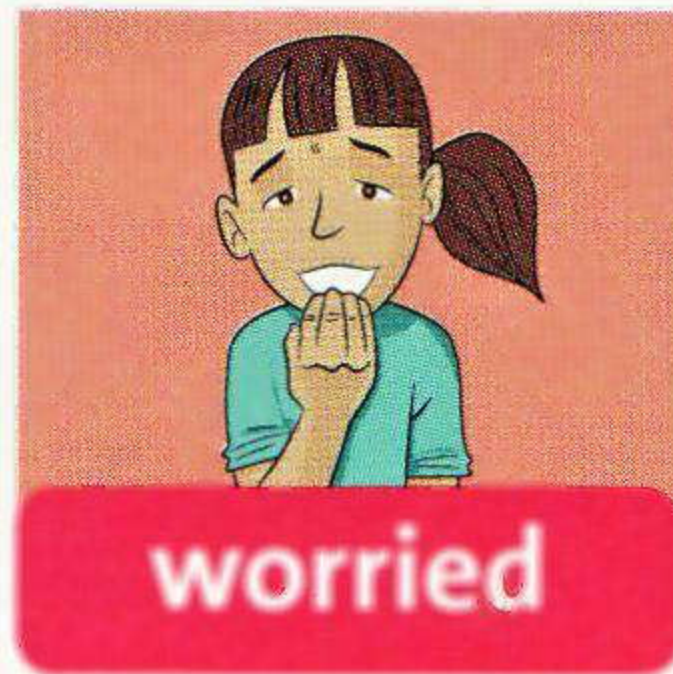
6




\_\_\_\_\_

Reading

1 Listen, point and repeat.  101



2 Describe what you can see in the pictures below.

3 Listen and read.  102

**My Grandma**

When my grandma was a girl,  
Her eyes were bright and blue.  
She had lovely, long, black hair,  
Her face was pretty, too.  
In this photo I can see,  
What grandma was like then.  
Grandma was a lot like me,  
When she was only ten.

Grandma had her wedding day,  
When she was twenty-two.  
She was a very pretty bride,  
The groom was handsome, too.  
That young groom's my grandpa now,  
And I am very glad.  
Next they had a baby boy,  
That baby was my dad.

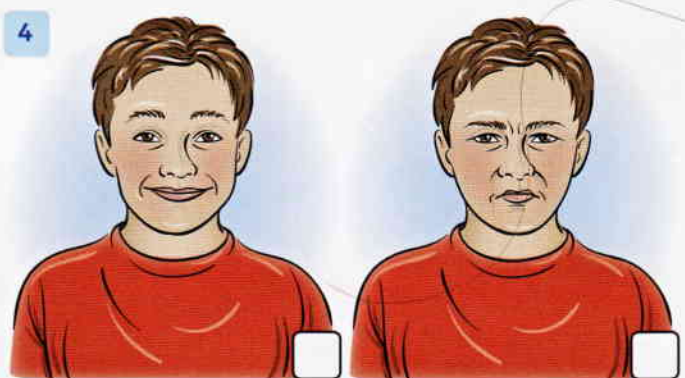
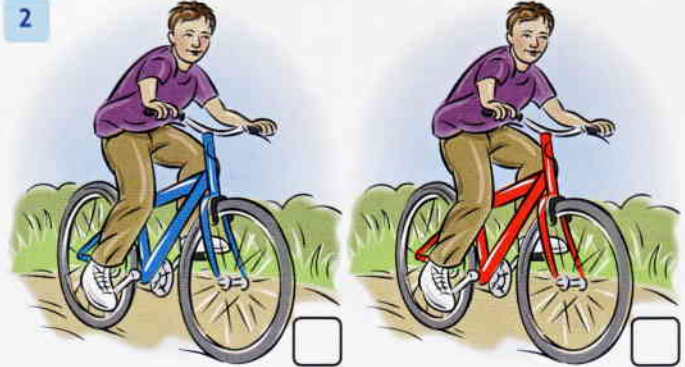
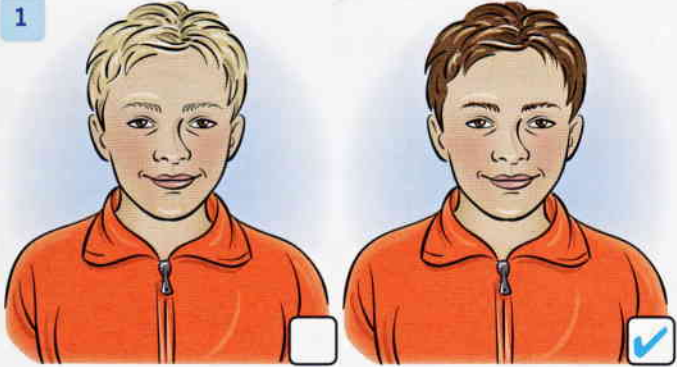
Now my grandma's seventy,  
Her hair is short and grey.  
She's very cheerful all the time,  
She's happy every day.  
She's always nice and generous,  
I think that you can see,  
I love my grandma very much,  
And I know that she loves me.

4 Read again and write *T* (true) or *F* (false).

- |   |              |   |       |
|---|--------------|---|-------|
| 1 Grandma had short hair when she was a girl. | <u>  F  </u> | 2 Grandma was pretty when she was a girl. | _____ |
| 3 Grandma is sixty now.                       | _____        | 4 Grandma is sometimes miserable.         | _____ |
| 5 Grandma is never generous.                  | _____        | 6 Grandma has grey hair now.              | _____ |

**Listening**

1 Listen and tick (✓).  103



**Speaking**

2 Look at the pictures. Play the game.

blond hair / brown hair    a red bike / a blue bike  
a big house / a small house    cheerful / miserable

He had blond hair when he was a boy.

False! He didn't have blond hair.  
He had brown hair.

**Writing**

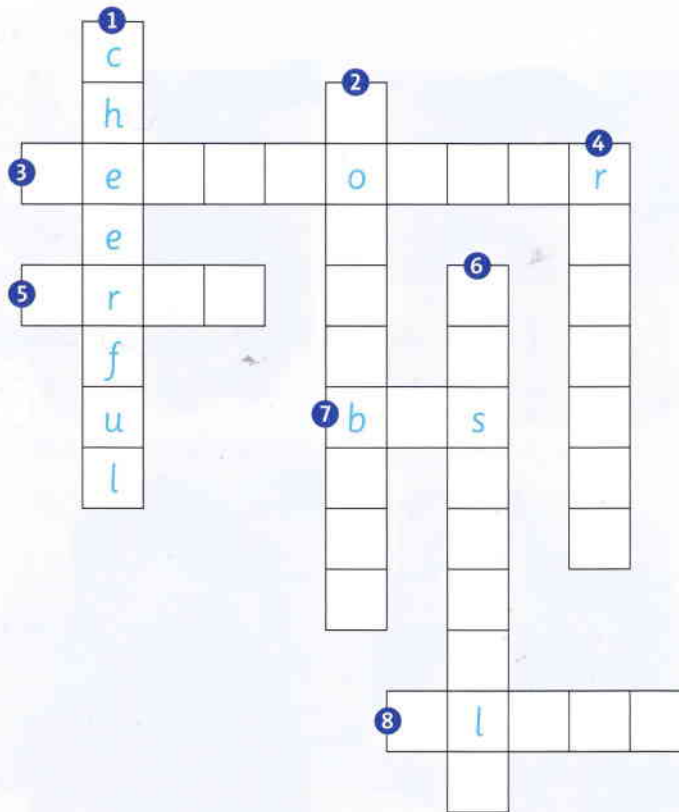
We use **and** to link two positive ideas.  
We use **but** to link a positive and a negative idea.  
We use a comma (,) before **but**.  
Helen is happy **and** cheerful.  
Tom is handsome, **but** he is miserable.

- 3 Write **and** or **but**.
- 1 My grandma is old, but she is very pretty.
  - 2 Susan is pretty, \_\_\_\_\_ she is mean.
  - 3 Jack is miserable, \_\_\_\_\_ he is handsome.
  - 4 You are kind \_\_\_\_\_ generous.



### 1 Complete the crossword.

Down



Across



### 2 Write the correct words.

litter bin path grass fountain trees

This is a nice park. There are two <sup>1</sup> trees in the park and there are lots of flowers. A woman is standing near a <sup>2</sup> \_\_\_\_\_. A boy is walking on the <sup>3</sup> \_\_\_\_\_ and a girl is walking on the <sup>4</sup> \_\_\_\_\_. A man is cleaning the park. He is taking all the <sup>5</sup> \_\_\_\_\_ and he is putting it in the <sup>6</sup> \_\_\_\_\_. The park is very clean now.



### 3 Write.

must mustn't

### SCHOOL RULES

- |   |  |
|---|--|
| 1 You <u>must</u> do your homework.         | 2 You _____ shout in the classroom.          |
| 3 You _____ help your teacher.              | 4 You _____ use your mobile phone at school. |
| 5 You _____ play football in the classroom. | 6 You _____ put litter in the bin.           |

4 Write.

was were wasn't weren't

This is a photo of our street fifty years ago. There <sup>1</sup> were houses in the street then. There <sup>2</sup> \_\_\_\_\_ any trams. There <sup>3</sup> \_\_\_\_\_ cars and motorbikes. There <sup>4</sup> \_\_\_\_\_ a shopping mall, but there <sup>5</sup> \_\_\_\_\_ two shops. There <sup>6</sup> \_\_\_\_\_ a cinema, too.



5 Write.

had didn't have



- 1 Lisa had short hair when she was a baby.
- 2 She \_\_\_\_\_ long hair.
- 3 She \_\_\_\_\_ a toy car.
- 4 She \_\_\_\_\_ a mobile phone.
- 5 She \_\_\_\_\_ a book.
- 6 She \_\_\_\_\_ a bike.

6 Read and complete the words.

ai ay a\_e



All the drinks are on the tray a y.



There is a lot of r \_\_\_\_\_ n today. We can't go outside.



I can run fast. I was the winner in the r \_\_\_\_\_ c \_\_\_\_\_.



My pens and pencils are in my pencil c \_\_\_\_\_ s \_\_\_\_\_.



I play with my tr \_\_\_\_\_ n.



Every Saturd \_\_\_\_\_ I visit my grandma.



## 1 Look at the picture. What are the animals doing?



Toad loved motor cars, but he was a terrible driver. The stables at Toad Hall were full of broken motor cars. Toad's friends were worried about him. "He spends too much money on cars," said Rat. "He's been in hospital three times," said Mole. "It's time to teach him a lesson," said Badger.

The three animals went to Toad Hall. There was a shiny new motor car outside the house. Toad was getting ready for a drive. "You're just in time!" he said. Then he saw how serious his friends looked and he felt very worried. "Take him into the house," said Badger.

Toad shouted and kicked, but Rat and Mole carried him inside. "You have been very foolish, Toad," said Badger. "It's time we talked about motor cars." Badger took Toad into the library and closed the door. After a long time, the door opened again and a very sorry Toad appeared.

"Toad knows that he has been very foolish," said Badger. "He has promised never to drive a motor car again." "Oh, Toad," said Mole, happily. "Is that true?" Toad tried to look sad and serious, but he could not do it. "No!" he shouted. "I love motor cars! I only said I was sorry because I wanted you to let me out of the library!"

Badger was very angry. "Then we have no choice," he said. "We must take away your car keys. Now, I want you to go to your bedroom until you are sorry. When you promise to forget about motor cars, you can come out again." Toad went to his bedroom. He wasn't happy, but he didn't want to argue with Badger.

"Do you think Toad really will forget about motor cars?" asked Mole. "Maybe," said Rat. "But it will take a very long time." "I think you're right," said Badger. "But we are Toad's friends. We will wait."

## 2 Read again and tick (✓) or cross (X).

- 1 Toad is a good driver.
- 2 Badger takes Toad into the library.
- 3 Toad wants to go to his bedroom.
- 4 Badger took Toad's car keys

3 Look at the picture. What is unusual about this vehicle?

## M-400 Skycar

Is this the car of the future? The developers of the M-400 Skycar certainly hope so.

The M-400 Skycar is a flying car, but you don't need to be a pilot to fly it.

It is easy to drive, because the controls are like the controls in a car. The car also has a computer to help the driver.

The driver can tell the computer what direction they want to fly in and how fast they want to go and then the computer controls the car.

The car can hold four people, but there are plans for a single-seat and a six-seat version of the vehicle. The car is small enough to keep in a garage and will use the same amount of fuel as a large car. The car makes a lot of noise when it takes off, but the noise doesn't last for long, because the car climbs into the air very quickly. The car can fly at very high speeds and it can also move on the ground for short distances. At the moment, the car is very expensive. It costs about \$1 million, but the developers are planning to use cheaper engines to make the car easier to afford. They want the car to be the same price as a normal large, comfortable car. But the best news is that the car uses ethanol and water instead of petrol, so it doesn't pollute the air. The developers expect the Skycar to be ready in 2012.



4 Read again and write *T* (true) or *F* (false).

- 1 The Skycar can travel on land. \_\_\_\_
- 2 The Skycar uses petrol. \_\_\_\_
- 3 A computer controls the car. \_\_\_\_
- 4 The car can hold five people. \_\_\_\_

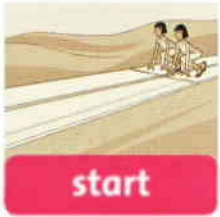
5 Talk with your friend.

- 1 Do you think the Skycar is the car of the future?
- 2 What's your favourite way to travel?



## Lesson One Words

### 1 Listen, point and repeat. 104



start



finish



love



hate



want



use



laugh



live

### 2 Listen and read. 105

1

**Amy** Look, Leo! It's some Ancient Egyptian writing.

**Max** It's our homework. It's a secret message from our teacher.

**Amy** But we can't read it.

**Max** We can look in my book!

2

**Max** The Ancient Egyptians lived 5,000 years ago. They used pictures, not words. This is their alphabet.

**Amy** The ... Ancient ... Egyptians ... cooked ... lots ... of ... nice food ...

**Max** Bring ... an ... Ancient ... Egyptian ... dish ... to ... school!

**Amy** Ancient Egyptians cooked rice. Let's make that!

3

**Amy** It's ready! Let's play!

4

**Amy** Where is our dish?

**Grandpa** Oh! I'm sorry. I was hungry.

**Max** Grandpa! That was our homework!

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!



I / You / He / She / It / We / They

They **lived** 5,000 years ago.  
They **didn't live** in flats.

didn't = did not



3 Read and circle.



1 Ellie **finished** / didn't finish her homework last night.



2 Dad **started** / didn't start reading a book yesterday.



3 The children **loved** / didn't love the cake at the party.



4 He **hated** / didn't hate the dinner.

4 Write.

A very, very long time ago, people <sup>1</sup> didn't live (not live) in houses. They <sup>2</sup> \_\_\_\_\_ (not cook) in kitchens. They <sup>3</sup> \_\_\_\_\_ (cook) on fires. They <sup>4</sup> \_\_\_\_\_ (not watch) television and they <sup>5</sup> \_\_\_\_\_ (not listen) to music. Men and women <sup>6</sup> \_\_\_\_\_ (work) and children <sup>7</sup> \_\_\_\_\_ (play) games.



# Lesson Three Grammar and Song

## 1 Speaking Look and say. Tick (✓) or cross (X).



watch television    cook    play the guitar  
listen to music    play football

					
You	✓				
Your friend					

I listened to music yesterday.  
I didn't watch TV yesterday. I ...

## 2 Write four sentences about you.

I watched television yesterday. I didn't play football yesterday. I ...

## 3 Listen and sing. 106

## 4 Sing and do.

### My birthday!

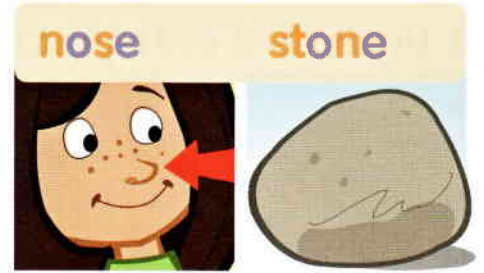
It was my birthday yesterday!  
I didn't shop or cook,  
I opened lots of birthday cards  
And started a good book.

It was my birthday yesterday!  
My day was really great!  
Lots of friends came round for tea,  
We finished all the cake!

It was my birthday yesterday!  
Hooray! Hooray! Hooray!  
I had a party with my friends,  
We sang and danced and played!



1 Listen, point and repeat.  107



2 Listen and chant.  108



3 Read the chant again. Circle the words with *ow*, *oa* and *o\_e*.

4 Circle the odd-one-out.

- 1 snow soap show slow      2 home bone snow stone  
3 soap rope coat boat      4 boat coat goat bone

5 Write the words in the correct box.

~~show~~ home boat slow coat those goat bone snow

**ow**

show

---



---



---

**oa**

---



---



---

**o\_e**

---



---



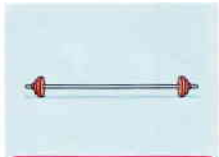
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## Reading

1 Listen, point and repeat.  109



heavy



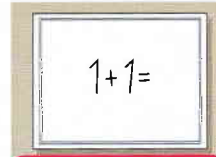
light



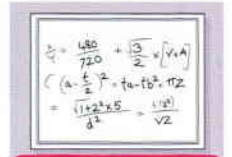
hard



soft



easy



difficult

2 Look at the text below. Who wanted to make paper?

3 Listen and read.  110

# Papyrus

Five thousand years ago, there was no paper. People used clay tablets to write on. They used a reed to write on the wet clay. Then they waited for the clay to dry. The tablets were very heavy. They were easy to break. People used each tablet only one time.

The Ancient Egyptians wanted to make paper to write on. Three thousand years ago, there were lots of papyrus plants in Egypt. The Ancient Egyptians used papyrus to make a kind of paper. It was difficult to make, but it was soft and light and easy to write on.



People in other countries started to use papyrus, too. But papyrus was very expensive. Only rich people used it. Sometimes people used the papyrus, then washed it and used it again.

### Do you know?

The word 'paper' comes from the word 'papyrus'.

4 Read again and write.

~~heavy~~ light expensive soft easy difficult

- 1 Clay tablets were heavy.
- 2 Clay tablets were \_\_\_\_\_ to break.
- 3 Papyrus was very \_\_\_\_\_ to make.
- 4 Papyrus wasn't heavy. It was \_\_\_\_\_.
- 5 Papyrus was \_\_\_\_\_. It was easy to write on.
- 6 Only rich people used papyrus. It was \_\_\_\_\_.

**Listening**

1 Listen and write the numbers.  111



**Speaking**

2 Look at the pictures. Play the game.

have difficult homework    have a maths lesson    play basketball  
 have an English lesson    work for three hours    not know the answers  
 start to rain    not have his homework

The boy played basketball.

It's Picture A!

**Writing**

**Remember!**

In each **paragraph** there is one **topic**.

3 Match the topics to the paragraphs.

- |   |  |
|---|--|
| <p>1 Houses</p> <p>2 Children</p> <p>3 Jobs</p> <p>4 Food</p> | <p>a <u>Jobs</u>    The Ancient Egyptians lived in Egypt thousands of years ago. They had lots of different jobs. A lot of Ancient Egyptians were farmers, but there were teachers, artists and writers, too.</p> <p>b _____    They lived in small houses. The houses had kitchens, living rooms and bedrooms.</p> <p>c _____    The children worked with their parents and helped at home. Children in Ancient Egypt had toys and they played lots of games.</p> <p>d _____    The Ancient Egyptians cooked lots of good food. They cooked rice, bread, meat and fish.</p> |
|---|--|

## Lesson One Words

### 1 Listen, point and repeat. 112



paint



paintbrush



calculator



lunch box



dictionary



PE kit



backpack



apron

### 2 Listen and read. 113

1

**Mum** Did you have a good day?  
**Amy** No! First we had PE, but I didn't have my PE kit.

2

**Amy** Next, we had maths, but I didn't have my calculator.

3

**Amy** Then we had lunch, but I didn't have my lunch box.  
**Mum** What did you eat?  
**Max** Amy had some of my lunch.

4

**Max** Then we had art and Amy dropped her paint.  
**Amy** The paint went onto my clothes!  
**Mum** But you have an apron for art!  
**Amy** My apron, my calculator and my PE kit were in my backpack and my backpack was at home.  
**Leo** Amy didn't have her backpack! I don't believe it!

- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



I / You / He / She / It / We / They

Did you **have** a good day?  
Yes, I **did**. No, I **didn't**.

**What** did you watch last night? A film.  
**Where** did you watch the film? At home.  
**When** did the film finish? At nine o'clock.



3 Read and circle.

- 1 **What** / **Where** did Jenny paint? A picture of her house.
- 2 **Where** / **When** did you visit your cousins? Last week.
- 3 **Where** / **What** did the boys have a picnic? In the park.
- 4 **What** / **When** did you have for dinner last night? Pizza.
- 5 **What** / **Where** did the girls play tennis? At the sports centre.
- 6 **Where** / **When** did the children have breakfast today? At seven o'clock.

4 Write.



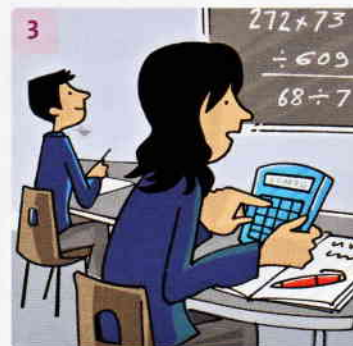
Did he walk to school yesterday?

No, he didn't.



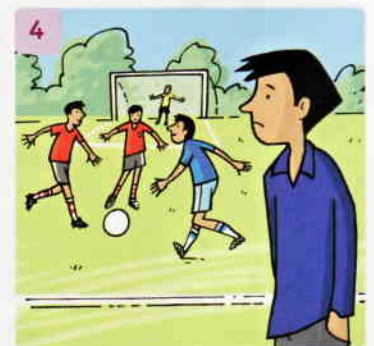
Did they have lunch at school today?

\_\_\_\_\_



Did she use a calculator?

\_\_\_\_\_



Did he have his PE kit today?

\_\_\_\_\_



# Lesson Three Grammar and Song

## 1 Speaking Ask and answer.



a calculator    a dictionary    a PE kit    a computer    an apron

**MONDAY**



Katie



computer



art



PE



English



maths



Billy

English



maths



PE



art



computer



When did Katie have an English lesson?

At one o'clock.

What did Katie use in her English lesson?

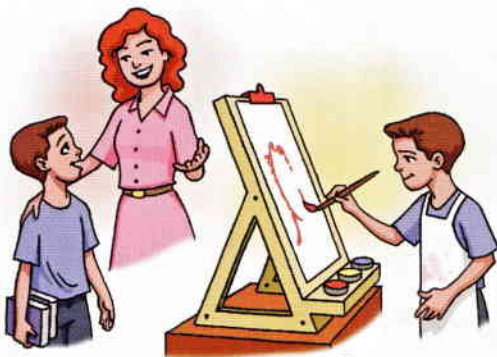
Her dictionary.

## 2 Write two questions and answers.

What did Katie use in her English lesson? A dictionary.

## 3 Listen and sing. 114

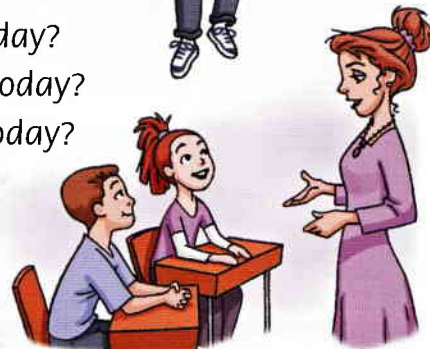
## 4 Sing and do.



### Did you have a good day?

Did you have a good day at school today?  
 Did you paint a picture at school today?  
 Did you play a new game at school today?  
 Did you have lots of fun?

Did you like your lessons at school today?  
 Did you help your teacher at school today?  
 Did you have a good day at school today?  
 Did you have lots of fun?



1 Listen, point and repeat.  115









2 Listen and chant.  116



3 Read the chant again. Circle the words with *oo*, *ue* and *u\_e*.

4 Match and write.

1 	<u>glue</u>	oo	2 	_____
3 	_____	ue	4 	_____
5 	_____	u_e	6 	_____

## Reading

1 Listen, point and repeat.  117



tent



sleeping bag



frying pan



matches



rope



torch

2 Describe what you can see in the pictures below.

3 Listen and read.  118

## School Camping Trip

Last month, twenty students from Year 8 were on the school camping trip. TOM WALTERS tells us all about it.

**Where did you stay?**

We stayed in tents near a river. It was fun!

**Did you have lessons?**

No, we didn't, but we fished every day and we learned how to make a bridge over the river, too. We used rope and wood.

**Was it cold at night?**

No, it wasn't. We had warm sleeping bags. It was very dark, but we had torches. One night, there was a noise outside. We were scared, but when we looked outside, there was only a cat.

**What did you eat?**

We cooked food in frying pans on a fire. Sometimes we cooked the fish from the river! One day it rained and our matches were wet. So we started a fire with two sticks!



4 Read again and answer the questions.

- 1 Did the children stay in tents? Yes.
- 2 Did the children use rope to make a bridge? \_\_\_\_\_
- 3 Did the children stay near a beach? \_\_\_\_\_
- 4 Did the children cook in a kitchen? \_\_\_\_\_
- 5 Did the children have lessons? \_\_\_\_\_
- 6 Did it rain? \_\_\_\_\_

**Listening**

1 Listen and write the numbers.  119



**Speaking**

2 Look at the pictures. Ask and answer.

have lessons    visit his grandma and grandpa  
 stay in a tent    cook on a fire  
 play volleyball    listen to CDs

Did the boy visit his grandma and grandpa last week?

No, he didn't.

**Writing**

**Remember!**

We use **time words** in stories or articles to show the order of events.

- 1 First    2 Then
- 3 Next    4 Finally

3 Number the sentences in the correct order.

Last Friday, I was on a school trip. We visited the zoo.

- A  Next, we had lunch in a café at the zoo.
- B  Finally, we painted pictures of our favourite animals.
- C  First, we watched the monkeys and the elephants.
- D  Then, we looked at the penguins and the kangaroos.

# 15 Our holiday!

## Lesson One Words

### 1 Listen, point and repeat. 120



### 2 Listen and read. 121

1

**Amy** I can't wait to start our holiday!  
**Dad** Come on, Amy. Put your suitcase in the car.  
**Amy** I'm not going to take a suitcase. I've got all my things in my backpack.  
**Mum** Oh, Amy!

2

**Dad** Leo, your suitcase is very big. What have you got in it?  
**Leo** My skateboard. I'm going to skateboard every day!  
**Mum** Oh, Leo!

3

**Max** Can you help me with my suitcase, please?  
**Amy** Oh! It's very heavy!  
**Max** I know. Be careful!

4

**Amy** Look at all these books!  
**Max** I'm going to read them on our holiday.  
**Mum** Oh, Max. You haven't got any clothes in your suitcase. What are you going to wear?

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!



I

I'm going to skateboard every day.

Are you going to swim in the sea?

Yes, I am. No, I'm not.

He / She / It

He's going to play basketball tomorrow.

Is she going to visit her cousins tomorrow?

Yes, she is. No, she isn't.

We / You / They

We're going to have a great holiday.

Are they going to swim in the sea?

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

I'm going to read my book.



Our holiday is going to be great! I'm going to swim in the sea.

We use these time words with *going to*:  
**tomorrow, soon, later, next week / month / year**

3 Read and circle.

- 1 We is / **are** going to go on holiday next week.
- 2 I 'm / 're going to take my hairbrush on holiday.
- 3 Mum and Dad **am** / **are** going to buy soap and toothpaste tomorrow.
- 4 Jack **is** / **are** going to put sun cream on when he goes to the beach.

4 Write.

'm 's 're



She s going to make a cake.



They \_\_\_ going to watch a DVD.



I \_\_\_ going to wash the car.



It \_\_\_ going to rain.

# Lesson Three Grammar and Song

## 1 Speaking Ask and answer.

a camera    some sun cream    a towel    a hat    some soap    some shampoo  
 a hairbrush    a swimsuit    a toothbrush    some toothpaste



## 2 Write about a boy or a girl.

Alex is going to take a towel on holiday. He's ...

## 3 Listen and sing. 122

## 4 Sing and do.

### I'm going to pack my suitcase

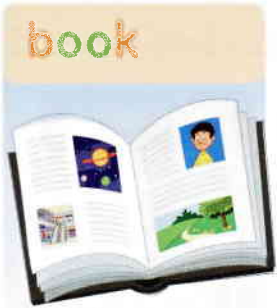
I'm going to pack my suitcase,  
 I'm going to go away.  
 I'm going to have a great time,  
 I'm going on holiday!

I'm going to take some sun cream,  
 And also some shampoo.  
 I'm going to take my toothbrush,  
 And some toothpaste, too.

I'm going to take some photos,  
 I'm going to see the sea.  
 I'm going to swim and windsurf,  
 I'm going to waterski!



1 Listen, point and repeat. 123

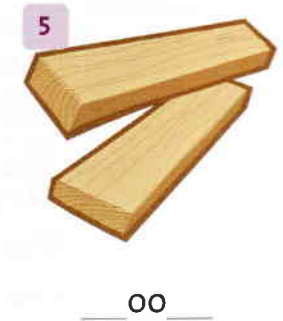
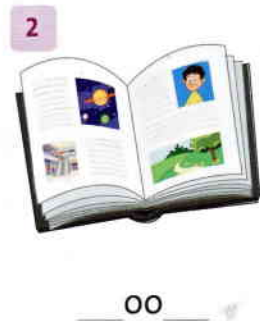


2 Listen and chant. 124



3 Read the chant again. Circle the words with oo.

4 Complete the words. Listen and check. 125



5 Write a word that rhymes.





## Reading

1 Listen, point and repeat.  126

tomorrow

later


tonight

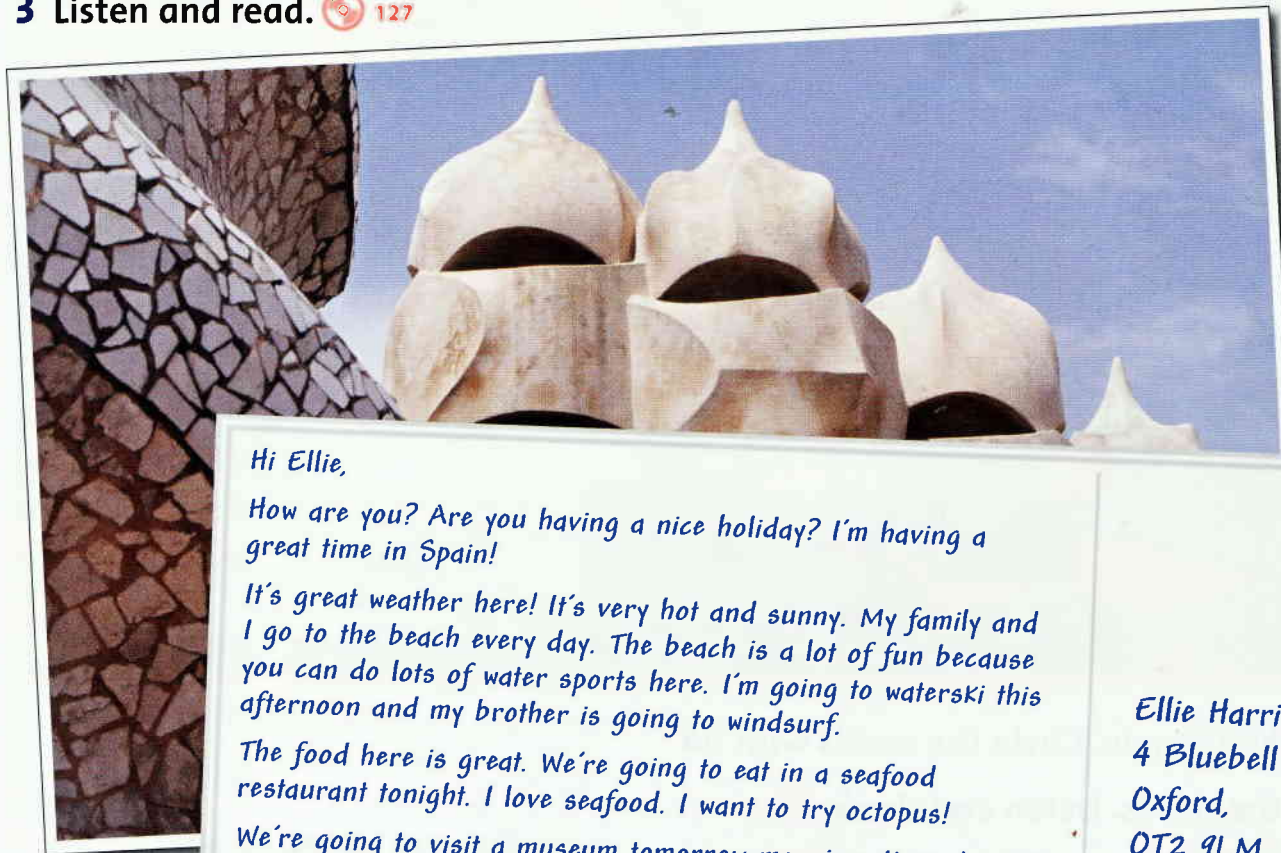
this afternoon

soon

next week

2 Look at the text. Where is Lisa on holiday?

3 Listen and read.  127



Hi Ellie,

How are you? Are you having a nice holiday? I'm having a great time in Spain!

It's great weather here! It's very hot and sunny. My family and I go to the beach every day. The beach is a lot of fun because you can do lots of water sports here. I'm going to waterski this afternoon and my brother is going to windsurf.

The food here is great. We're going to eat in a seafood restaurant tonight. I love seafood. I want to try octopus!

We're going to visit a museum tomorrow morning. It is about the history of Spain. Then later we're going to go shopping in the town. We want to buy some presents.

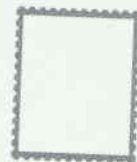
I want to get you a present from Spain.

We're going to fly home next week. I want to show you all my photos!

See you soon.

Best wishes,

Lisa



Ellie Harris,  
4 Bluebell Lane,  
Oxford,  
OX2 9LM  
England

4 Read again and write T (true) or F (false).

- |   |   |
|---|---|
| 1 Lisa is in Australia. <u>  F  </u>                          | 2 Lisa is going to waterski this afternoon. <u>    </u> |
| 3 Lisa's family are going to eat seafood tonight. <u>    </u> | 4 Lisa doesn't like seafood. <u>    </u>                |
| 5 Lisa is going to buy Ellie a present. <u>    </u>           | 6 Lisa is going to fly home tomorrow. <u>    </u>       |

**Listening**

1 Listen and circle.  128



Harry's holiday

Monday	Tuesday	Wednesday	Thursday	Friday
visit the zoo	help my dad	watch TV	watch TV	ride my bike
play football	ride my bike	help my dad	visit the zoo	play football

**Speaking**

2 Ask and answer about you.

- |              |                  |                 |                     |
|--------------|------------------|-----------------|---------------------|
| ride my bike | watch television | visit family    | do my homework      |
| help my mum  | play football    | listen to music | play with my friend |
| read a book  | go to the park   | write an email  | have a music lesson |

What are you going to do on Monday? I'm going to watch television.

What are you going to do on Tuesday? I'm going to do my homework.

**Writing**

We use these phrases to **start** and **end** an email or letter.

- |                        |               |
|------------------------|---------------|
| <b>Start</b>           | <b>End</b>    |
| Dear ...               | Write soon.   |
| Hi ...                 | See you soon. |
| How are you?           | Bye for now.  |
| Thanks for your email. | Take care.    |
|                        | Best wishes,  |

Check that your email or letter has clear paragraphs and correct punctuation before you send it.

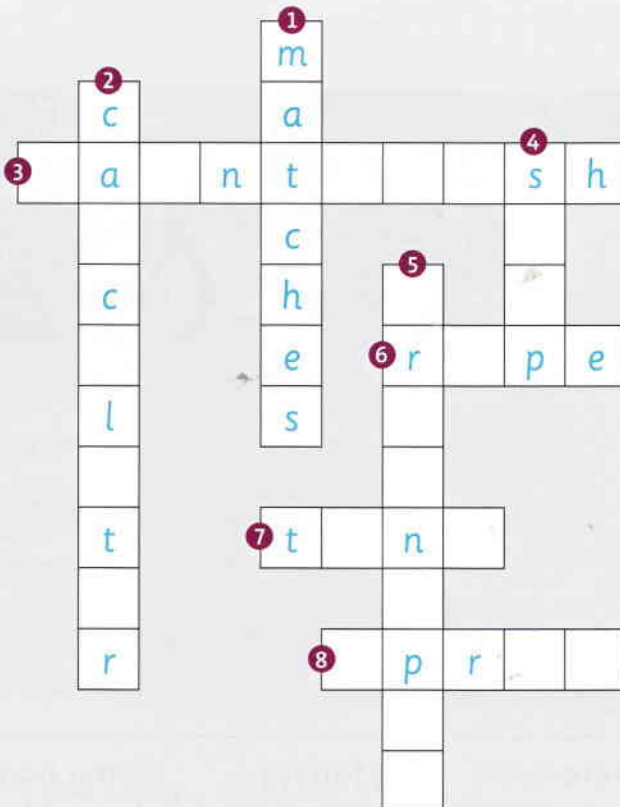
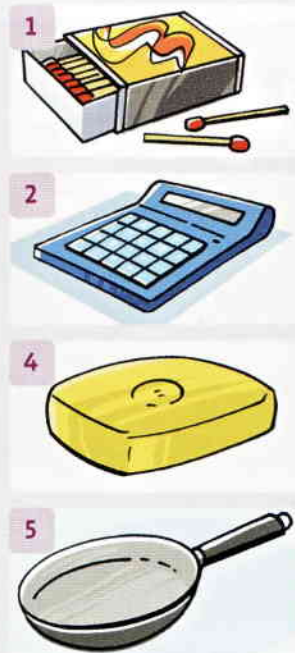
3 Write **S** for comments at the Start or **E** for comments at the End.

- 1 Write soon.  E
- 2 Dear Amy,
- 3 Thanks for your email.
- 4 How are you?
- 5 Hi Ben,
- 6 Take care.



## 1 Complete the crossword.

### Down



### Across



## 2 Write the correct words.

toothbrush   sun cream   towel   shampoo   hairbrush   ~~suitcase~~

Emma is going to Italy on holiday. She's putting all her things in her <sup>1</sup> suitcase now. She's going to take her <sup>2</sup> \_\_\_\_\_ to use after swimming. She's going to take her <sup>3</sup> \_\_\_\_\_ to brush her teeth. She's going to take some <sup>4</sup> \_\_\_\_\_ to wash her hair and she's going to take a <sup>5</sup> \_\_\_\_\_ to brush her hair. She's going to take some <sup>6</sup> \_\_\_\_\_ because the sun is very hot in Italy.

## 3 Read and circle.

- 1 Mum **listened** / **didn't listen** to music yesterday.
- 2 The girl **played** / **didn't play** a game.
- 3 Dad **cooked** / **didn't cook** dinner.
- 4 The boys **played** / **didn't play** a game.
- 5 Mum **watched** / **didn't watch** TV.
- 6 The girls **listened** / **didn't listen** to music.



Yesterday

4 Write the answers.

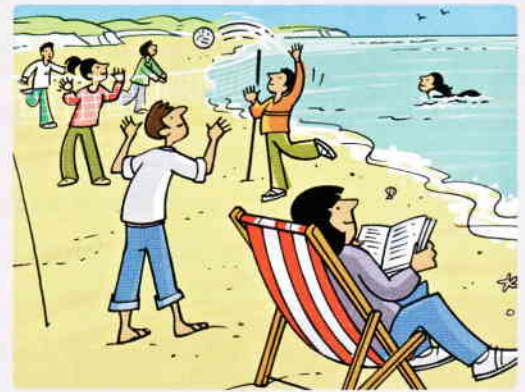


- 1 Did the family stay in the house last Saturday?  
No, they didn't.
- 2 Did Mum work in the garden? \_\_\_\_\_
- 3 Did the girls have a picnic? \_\_\_\_\_
- 4 Did Dad wash the car? \_\_\_\_\_
- 5 Did it rain? \_\_\_\_\_
- 6 Did the boys play volleyball? \_\_\_\_\_

5 Write.

'm 's 're

My family and I are very happy. We <sup>1</sup> 're going to visit our cousins next week. Our cousins live near the beach, so they <sup>2</sup> \_\_\_\_\_ going to take us to the beach every day. I <sup>3</sup> \_\_\_\_\_ going to swim in the sea. My brother doesn't like swimming. He <sup>4</sup> \_\_\_\_\_ going to play volleyball on the beach. Mum is happy because she <sup>5</sup> \_\_\_\_\_ going to read her new book. We <sup>6</sup> \_\_\_\_\_ going to have a great holiday.



6 Read and complete the words.

ue u\_e oo



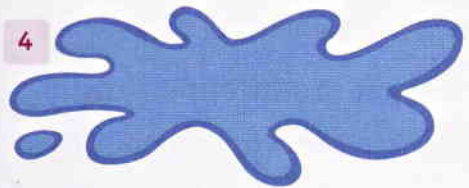
I like my new teacher at school.



Can you play a tune on the guitar?



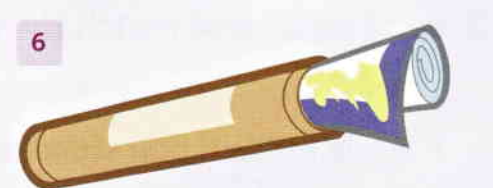
How many rooms are in your flat?



My favourite colour is blue.



At night I can see stars and the moon.



There is a big poster in the table.



## 1 Look at the picture. How do you think the people feel?



Anne felt nervous as she entered the classroom. Just last year, she was a student and now she was a teacher. It was strange to be on the other side of the teacher's desk.

The children were ready for lessons to begin. Anne had a speech to give the children about helping and learning, but now she could not remember one word of it.

"Please take your books out," she said. While the children opened their desks and took out their books, Anne looked at them all. Most of the children looked cheerful, but a few seemed unfriendly.

The day passed quickly. Later, Anne couldn't remember it very well. It was like a dream. She listened to the children read, she helped them with sums and she set them exercises. Only two of the children were naughty. The first was Morley Andrews. He took out his two pet grasshoppers during the lesson. The second was Anthony Pye. He poured a few drops of water down Aurelia Clay's neck. Anne made Morley stand at the front of the class for an hour and she kept Anthony in at break to talk to him about good manners.

At the end of the day, the children left and Anne packed up her things. She felt tired and a little bit sad. She didn't know if she liked teaching after all. She locked the school door and started to walk home. At the bottom of the hill she met one of the boys from her class. He gave her a small bunch of wild flowers.

"I came back to give you these," he said. "I thought you might like them. And I like you, teacher." Anne took the flowers and smiled. "Thank you," she said. "They're beautiful." Suddenly Anne didn't feel tired at all. She was happy and hopeful.

## 2 Read again and match the sentence halves.

1 Anne was nervous because

2 Anne made a boy stand at the front because

3 Anne was a little bit sad because

a he took out his pet grasshoppers during the lesson.

b it was her first day as a teacher.

c she didn't know if she liked teaching.

### 3 Look at the pictures. What school event do the pictures show?

## Sports day

**My name's Emma** and I'm from Britain. My favourite day in the school year is Sports Day. Sports Day in Britain is lots of fun. Schools usually have Sports Day in the summer, near the end of the school year, because the weather is warm and sunny then. Children run races and try to win prizes or trophies. There is often a skipping race, a sack race (children stand in a sack and jump along the race track), or a three-legged race (children run in pairs, with the left leg of one runner strapped to the right leg of the other runner). Children's parents come to watch Sports Day. Sometimes there are races for mums and dads, too. Everyone has a great time.



**Hi. I'm Takumi.** I love Sports Day, too. In Japan, we have Sports Day in the autumn or spring, because the weather is cooler then. It's too hot to run races in the summer in Japan. We don't have any lessons for a week before Sports Day. We practise our races and events on the school field every day. The teachers always make sure that we drink lots of water, because we get hot from all the exercise. There is a big rehearsal on the day before Sports Day, to make sure that everything will go well on the actual day. We usually have Sports Day on a Sunday. The school band plays music and we all run races and take part in competitions. It's a wonderful day and we all enjoy it.

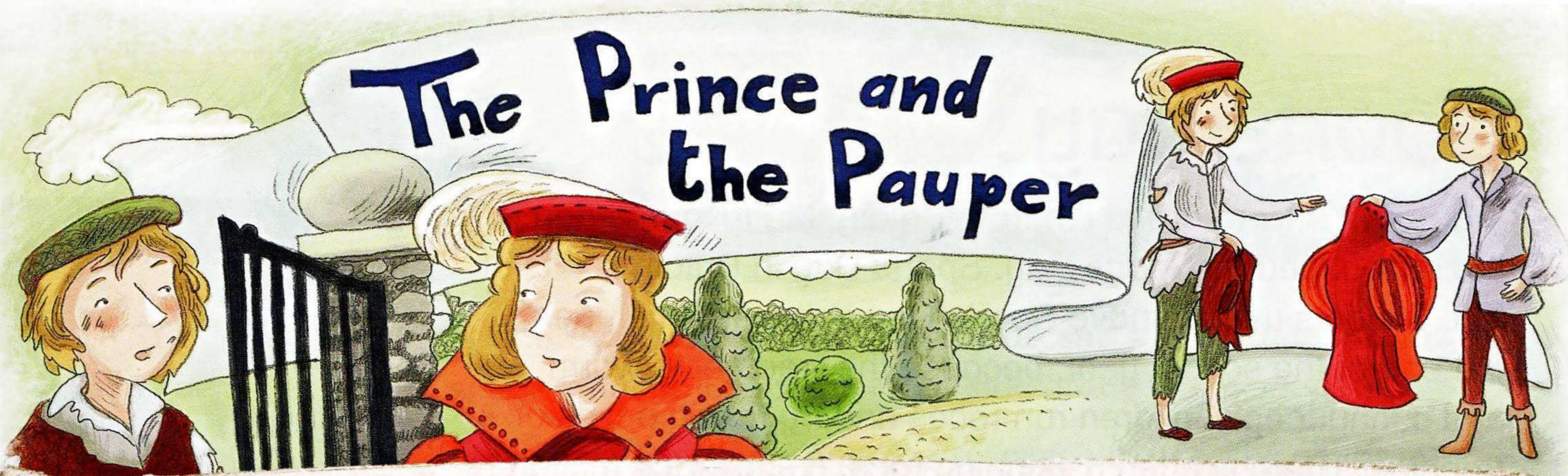


### 4 Read and answer the questions.

- 1 Why do Japanese schools have Sports Days in autumn?
- 2 Why do British schools have Sports Days in summer?
- 3 What do Japanese children do the week before the Sports Day?
- 4 Do you have Sports Day at your school?
- 5 Who is your favourite teacher? Why?



## 1 Look at the picture. What are the boys doing?



Tom Canty was a boy from a very poor family. His clothes were old and dirty and he never had enough food. However, Tom believed that he could have a better life one day. He was clever and he knew how to read and write. He wanted to get a good job and earn enough money to have a house, clothes and good food.

One day, Tom was outside the palace gates when he saw Prince Edward. Tom stood and watched the Prince for a while. The guards tried to send Tom away, but the Prince stopped them. The two boys were very surprised when they saw each other. They had very different lives, but they looked just the same. They had the same eyes, the same hair and the same faces. The only thing that was different was their clothes. Prince Edward invited Tom into the palace and the two boys talked about their lives. Edward had lots of money, fine clothes, jewels and plenty of food, but he had to stay in the palace and be quiet and good all the time. Tom had nothing, but he could play in the street with other boys and meet lots of interesting people.

“I want to be like you,” Tom said to Edward. “You are rich and you can have everything you want.” “I want to be like you,” Edward said to Tom. “You are free and you can do everything you want.” “Well, you look just like me, and we are the same age,” said Edward. “Let’s swap clothes. You can stay here and I can live with your family for a while.” Tom thought this was a wonderful idea. The two boys swapped clothes and looked at each other.

“We are like twins,” Tom laughed. Before Edward left the palace, he hid a wax disc in a suit of armour. Then he left the palace quickly, before the guards found the two boys together. Soon Edward was with Tom’s family, but it was not much fun. Tom’s father was unkind. He was often angry and he shouted at Edward all the time. Edward wanted to leave. He ran away and met a soldier called Miles Hendon.

**2 Read again and write short answers.**

- 1 Was Tom Canty from a rich family? No, he wasn't.      2 Was Tom clever? \_\_\_\_\_  
 3 Did Edward want to be like Tom? \_\_\_\_\_      4 Was Tom's father kind? \_\_\_\_\_  
 5 Did Edward like life outside the palace? \_\_\_\_\_      6 Did Tom become King? \_\_\_\_\_

**3 Talk with your friend.**

- 1 Who do you think has a better life: Edward or Tom? Why?  
 2 Why do you think the boys wanted to swap places?  
 3 Do you want to swap places with anyone? Who and why?

He was a kind man and he looked after Edward. They had lots of adventures together. Edward didn't really like life outside the palace. He saw that life was very difficult for poor people. He decided to be a good king and help the people of England.

Meanwhile, Tom was pretending to be the Prince. It wasn't easy. He didn't know how to act, or what to say to people. At first, people thought the Prince was ill, because he seemed so different. But Tom was a clever boy and he learned quickly. He had lots of good ideas and he was good at making important decisions. Soon everyone was sure that the Prince was well again.

Sadly, the King died while Edward was away. Prince Edward was now the King of England. Tom was very worried. He didn't want to be King. Luckily, Edward heard the news and came back to the palace. He arrived just in time. Tom was about to become the King of England. Edward and Tom tried to tell people the truth.

"I'm not Prince Edward," said Tom. "I'm Tom Canty."

"I'm the real Prince," said Edward. "We're sorry we lied. It was only a game."

Edward looked poor and dirty and people didn't believe that he was the real Prince. But Edward took the wax disc from the suit of armour and showed it to everyone. The wax disc was the Great Seal of England. Only the true King of England has the Great Seal. So Edward became King, but he remembered his adventures and the lessons he learned when he was with Miles. He was a good king and he helped the people of England. He made sure that life was better for poor people and Tom became a very important man. He was never poor or hungry again.





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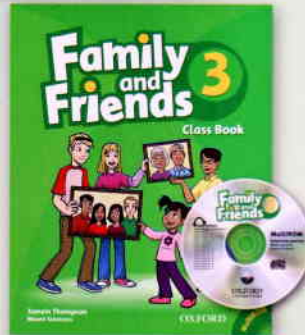
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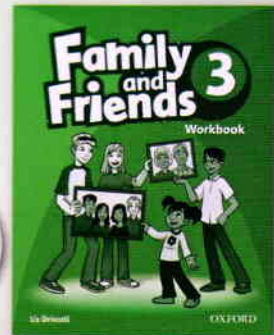
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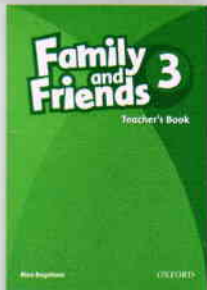


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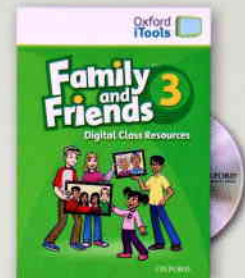


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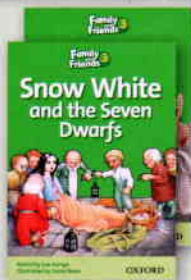


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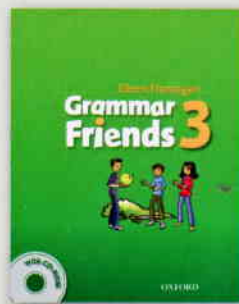


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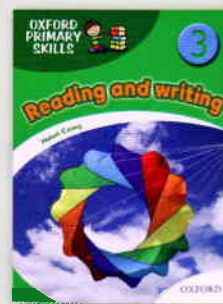
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