

Герберт Пухта ▪ Пітер Льюїс-Джонс ▪
Гюнтер Гернгрос ▪ Інна Скрипник

Student's Book

Англійська мова



SUPER MINDS 4

Ukrainian Edition



CAMBRIDGE

ВИДАВНИЦТВО

ЛІНГВІСТ



Герберт Пухта, Пітер Льюїс-Джонс,
Гюнтер Гернгрос, Інна Скрипник

АНГЛІЙСЬКА МОВА

Підручник для 4 класу закладів загальної середньої освіти
(з аудіосупроводом)

Рекомендовано Міністерством освіти і науки України



Ukrainian Edition | Student's Book

Herbert Puchta • Peter Lewis-Jones • Günter Gerngross • Inna Skrypnyk

Київ

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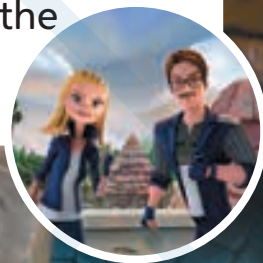
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Meet The Explorers



Meet Ben and Lucy – The Explorers. These two friends and their dog, Buster, find lost treasure and give it to museums. Their lives are very exciting. Today they are starting a new adventure. They are in a castle. They are looking for an old book. The book tells the secret of some lost treasure. But they are not the only people looking for the book ...



- 1 001 Listen and say the words. Then check with a friend.

1 upstairs

2 twenty-one – fifty

3 downstairs

4 fifty-one – one hundred

5 cellar

- 2 002 Listen and answer.

- 1 What do Ben and Lucy want to find?
- 2 Where are they?
- 3 Where does Lucy want to go?
- 4 Where is the cellar?

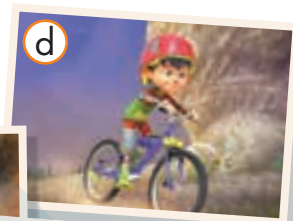
- 3 Close your book. Play the memory game.

Where's ... ?

Upstairs.

- 4 Revision of numbers; *upstairs* / *downstairs*

- 1 Look, read and write **B** (Ben) or **L** (Lucy) in your notebook.



- 1 Who am I? I'm not good at flying a kite.
- 2 I'm good at riding bikes. Am I Ben or Lucy?
- 3 I'm not good at playing the guitar. Who am I?
- 4 I'm very good at snorkelling. Can you guess my name?
- 5 I'm good at climbing trees. What's my name?

B

- 2 Put the words in order. Say the sentences.

1 good football. I'm playing at

2 I guitar. playing not good at the 'm

- 3 Watch, listen and say.



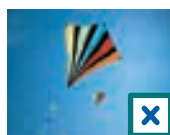
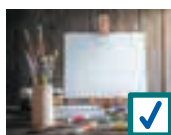
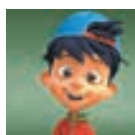
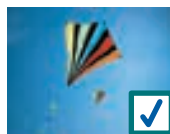
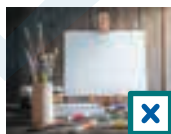
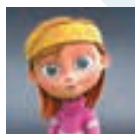
Language focus

I'm good at climbing trees.
I'm good at catching flies.

I'm good at playing football. Oops!

I'm not good at telling lies!

- 4 Look and make sentences. Write in your notebook.



Lucy isn't good at painting.



Listen and say what Ben and Lucy are good at.
Then sing the song.

The Explorers.
Here they come.
Lucy and Ben.
Adventure and fun.

The Explorers.
Here they are.
Ben and Lucy.
Action stars.

She's good at doing puzzles,
She always finds the clues,
And reads them very
carefully,
They tell her what to do.

The Explorers ...

He's good at riding horses,
And swimming in the sea.
He's an action hero,
Just like you and me.

The Explorers ...



2 Ask and answer.

What are you good at?

I'm good at ...

3 What are you good at? Write
a verse in your notebook.

I'm good at ...

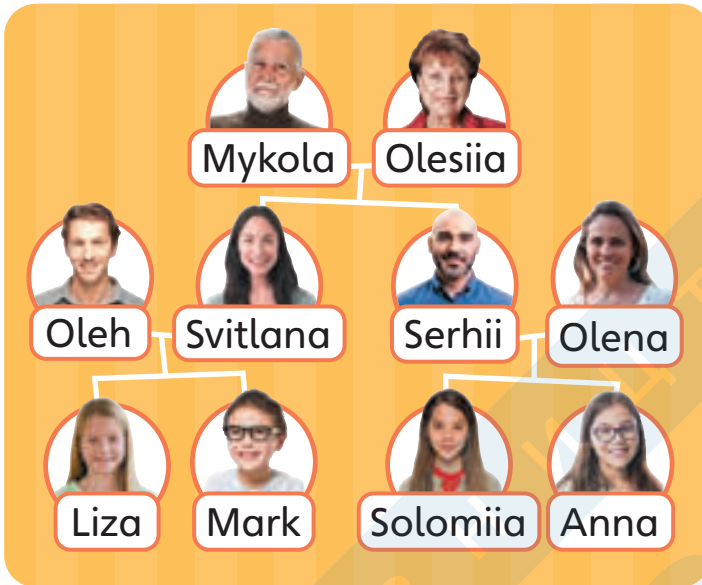
And ...

I'm an action hero.

Just like Ben and Lucy.

6 Singing for pleasure

1 Look at the family tree and write the right words in your notebook.



Mykola is Mark's *grandfather*.
 Olesiia is Mark's *grandmother*.
 Svitlana and Oleh are Mark's *parents*.
 Serhii is Mykola's *son*.
 Svitlana is Olesiia's *daughter*.
 Mark is Mykola's *grandson*.
 Liza is Olesiia's *granddaughter*.
 Serhii is Mark's *uncle*.
 Olena is Mark's *aunt*.
 Solomiia and Anna are Mark's *cousins*.

- 1 Mark is Liza's *brother* / *father*.
 2 Solomiia is Anna's *cousin* / *sister*.

- 3 Oleh is Liza's *uncle* / *father*.
 4 Olena is Solomiia's *mother* / *sister*.

2 Add the missing 's to each sentence. Say the sentences.

- 1 Tom is Simon father. ('s) 2 Simon is Tom son. ('s)

3 Watch, listen and say.

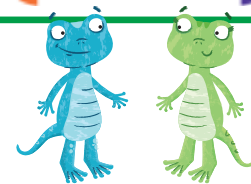
I'm Greg.

I'm Gina.

Language focus

This is Greg.
 He's Gina's **brother**.

And this is Gina.
 She's Greg's **sister**.



4 Draw your family tree in your notebook. Talk about it.

Who's this?



This is Olha. She's Ihor's daughter and she's my mother.

The old book

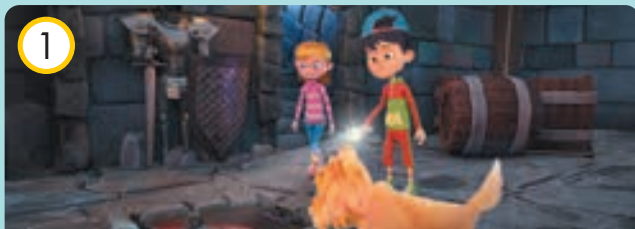


1



Who's got the book in each picture?

1



Lucy: What's that?

Ben: I think it's a door. A secret door.

Lucy: Let's open it. Buster, wait here!

2



Ben: Here's the book. It looks really old.

Zelda: They've got the book, Horax! Let's get them.

Horax: Wait a minute, Zelda!

3



Ben: I'm so happy we've got it!

Horax: Me too! You're good at finding things that I want!

Ben: Oh no! Who are they?

4

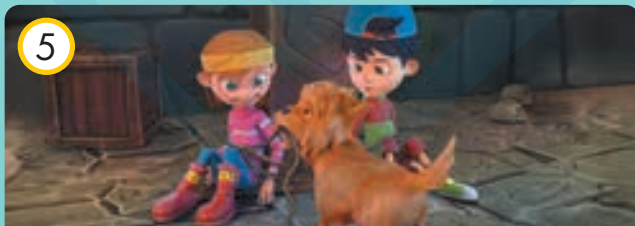


Horax: Give us the book! Tie Lucy up, Zelda.

Lucy: You can't keep the book. It's ours.

Horax: It's ours now! And all the treasure it brings.

5

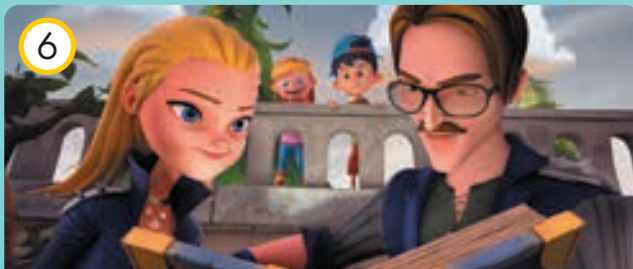


Ben: Good dog, Buster!

Lucy: Hurry up, Buster, please.

Ben: Show us the way to Horax and Zelda, Buster.

6



Ben: How can we get the book back?

Lucy: I've got an idea!

8 Value: courage; reading for pleasure



Zelda: Go away, silly dog!

Lucy: Stop them, Buster!



Lucy: Run! We've got the book.

Ben: Well done, Buster!

2

- 1 Ben and Lucy go to the cellar.
- 2 Buster finds the old book.
- 3 Horax and Zelda are good people.
- 4 Horax and Zelda want the book.
- 5 Buster is a dog.
- 6 Buster helps The Explorers to get the book back.

3

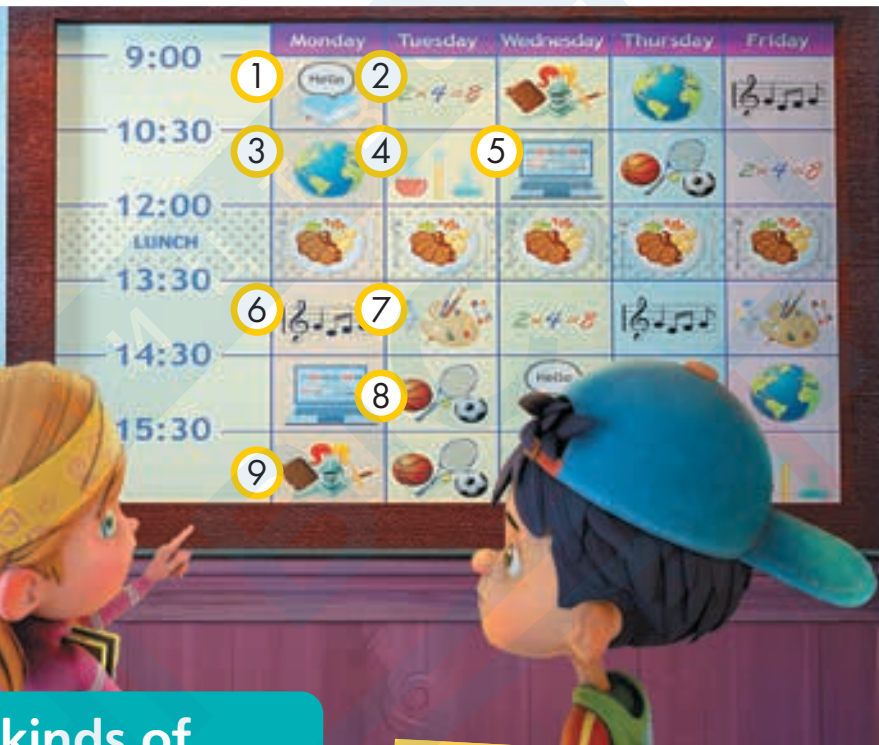
[illegible]

1

Our school

1  008 Listen and say the words. Then check with a friend.

- 1 English
- 2 maths
- 3 geography
- 4 science
- 5 I.T.
- 6 music
- 7 art
- 8 P.E.
- 9 history



BIG QUESTION

What kinds of puzzles are there?

⊕ π ∪ ⊙ / ∞ * II /
 √ II ∩ II ∪ / * II ∞ ∞ II ∪ √ /
 ∞ √ / √ ⊕ II ∪ / ∞ * II /
 ⊙ √ √ ∪ / ∞ √ / ∞ * II /
 ∞ ∪ II ♀ √ ∪ ∪ II

2  009 Listen and correct the sentences.

- 1 Ben's favourite subject is history.
- 2 Lucy understands the puzzle.
- 3 Lucy wants to ask their maths teacher.
- 4 Lucy doesn't like the librarian.

3 Ask and answer. What subjects are you good at?

Music and art. I'm very good at them.

10 School subjects; before / after

1 010 **Listen and write Z (Zoe) or A (Adam) in your notebook.**

- 1 I love doing number puzzles. Z
- 2 My sister likes number puzzles.
- 3 I like listening to stories.
- 4 My sister doesn't like writing stories.
- 5 I love singing.
- 6 I don't like listening to music.



2 **Where do the words go? Say the sentences.**

- 1 I love. (singing)
- 2 I don't like number puzzles. (doing)
- 3 She doesn't like stories. (writing)
- 4 She likes music. (listening to)



3 011 **Watch, listen and say.**

Language focus

I **like** listening to music
I **like** climbing trees.
I **love** sleeping in the sun.
But I **don't like** hearing bees.

He **likes** listening to music.
He **likes** climbing trees.
He **loves** sleeping in the sun.
But he **doesn't like** hearing bees!

4 **Play the *like / don't like* game.**

Do you like drawing?

Yes, I do.



doing number puzzles
listening to stories
singing
doing projects
learning about animals
listening to music
sleeping
writing stories

1  012  Listen and choose the subjects you hear. Then sing.



There are lots of puzzles
To find answers to.
They help us understand
What's false and what's true.

I love learning about the world
In geography.
I love playing sports and games.
It's time to do P.E.

I love hearing about the past.
I love history.
Let's turn on our computers now.
It's time to do I.T.

I love doing lots of sums
And maths is really cool.
Oh yeah! I love all the things
That we learn at school!

There are lots of puzzles ...



2  Solve and write the school subjects in your notebook.

1       

2       

3       

4         

3 Create a puzzle for your friend.

12 Singing for pleasure

1 Read and draw the missing picture in your notebook.



Hi Julia,

I know you are in my class this year. Here are some of the things we have to do. We have to wear a school uniform. We have to learn some new words every week. We have to arrive at school at nine o'clock. We have to put our homework book on the teacher's desk before the lesson. See you tomorrow!

John

2 Put the words in order. Say the sentences.

1 uniform. have to wear You a school

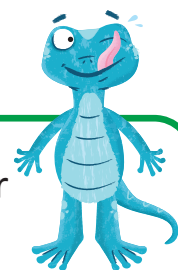
2 have to your homework put on the teacher's desk. You

3 Watch, listen and say.

Language focus

You **have to wear** a uniform.
You **have to climb** like me.

You **have to clean** your eyes like this.



4 Read and play the rules game.

You have to brush your teeth before you go to bed.

before you go to bed
before you go to school
before you eat



brush your teeth



have breakfast



wash your hands



get up



do your homework

Getting help



1



015

Why can't Lucy and Ben read the book?



Lucy: Excuse me. Can you help us, please?

Mr Williams: Yes, of course. What's the problem?

Ben: We can't read this book. It's in code.



Mr Williams: Hmm. Let me think. It isn't easy. There are lots of clues in this book. But they're all in code. Very interesting! I like doing puzzles!



Mr Williams: This is difficult! Can I keep the book? I can tell you tomorrow.

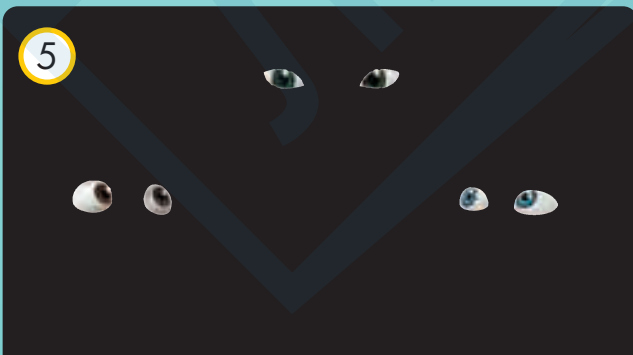
Lucy: Keep the book?

Ben: No, sorry. We can't give it to you.



Mr Williams: OK then, sorry kids. I can't help you. I've got to go.

Lucy: OK, thanks anyway.



Ben: What's going on? It's dark!

Lucy: Come on, Ben. We have to get out of here.

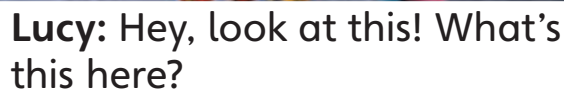


Ben: Someone wants our book!

Lucy: It's probably Horax and Zelda.

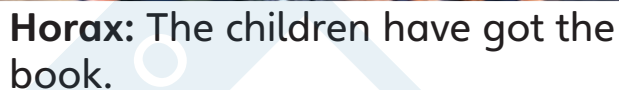
Ben: What? Here in the school? No way!

Lucy: We have to find a way to read this code.



Ben: Let me see. I think ... Yes, it's the secret to the code. Yes! Now we can read the clues.

8



Zelda: What about the code?

Horax: I don't understand the code, yet. We have to follow those kids.

2



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

♀ ♂ ⊙ ⊕ ⊖ ⊗ ⊘ ⊙ ⊛ ⊜ ⊝ ⊞ ⊠ ⊡ ⊢ ⊣ ⊤ ⊥ ⊦ ⊧ ⊨ ⊩ ⊪ ⊫ ⊬ ⊭ ⊮ ⊯ ⊰ ⊱ ⊲ ⊳ ⊴ ⊵ ⊶ ⊷ ⊸ ⊹ ⊺ ⊻ ⊼ ⊽ ⊾ ⊿ ⊺ ⊻ ⊼ ⊽ ⊾ ⊿

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

3

Work in pairs. Retell the story. Make some mistakes. Ask your friend to correct you.

Lucy and Ben can't read the map.

No, it's not correct.
Lucy and Ben can't
read the book.



- 1  Look at the pictures and the title. What do you think the story is about? Write three sentences.

I think the story is about ... There's / are ...

- 2  016 Read and listen. What do you know about Oliver?

puzzles are great fun

All the girls and boys in Oliver's class like playing football, but Oliver doesn't like football. Many of them love playing computer games, but Oliver really doesn't like computer games. 'He's a bit silly!' a boy called Mike says.



At lunch Ms Sanders, their teacher, goes outside with her class. The children love that. Most of the children run around, but Oliver prefers sitting under a tree. 'He likes thinking,' some children say. 'He's a bit silly!' Mike says.

One day, the children have a history lesson. Many of the children love history. They love listening to Ms Sanders' stories. Oliver finds listening to stories boring, he prefers numbers and dates.

- 3  017 Read and listen. What is Oliver doing in the lesson?

Ms Sanders sees that Oliver is not listening, and she stops her story. She goes to the board and writes a date on it: 10th August 1992.

'History is full of important dates.' Ms Sanders says. Oliver starts to listen. 'And dates are important in our lives too.' Ms Sanders says. 'Look at this date. It's very important to me, but maybe it's not important to you. What do you think it is, Oliver?' The children are all



very quiet now. They are looking at Ms Sanders, and they are looking at Oliver. 'It's a Monday!' Oliver says. 'Ha ha!' laugh the children in the class. Ms Sanders tells them to be quiet. 'You're right, Oliver! It is a Monday and it's my birthday. How do you know it's a Monday?' 'It's easy!'

Oliver says. 'Write down a date. And I can tell you what day of the week it is!' 'That's not true!' Mike says. 'You can't know that! You're not a computer. Hahahaha!'

4

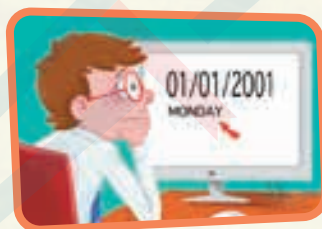


018

Read and listen. What do the children write? Why?

'Take out some paper,' Ms Sanders tells the class. 'Write down a day, a month and a year.' The children put their papers in front of Oliver. 10th April 2016 – 'It's a Sunday!' Oliver says. 21st September 1999 – 'It's a Tuesday!' Oliver says. 1st January 2001 – 'It's a Monday!' Oliver says. 'Now let's look at the computer!' says Ms Sanders. 'Mike, come here!' Mike sits down at the computer. He types the first date: 10th April 2016. 'It is a Sunday!' Mike says. He looks at the next date. 'It is a Tuesday!' Mike says. And when he looks at the next date he says, 'It is a Monday!'

'Wow!' the children say. 'You're a computer, Oliver!' Oliver smiles. 'I'm not a computer!' 'Can you teach us how to do this?' Mike says. 'Mm. I've got an idea,' Oliver says. 'Let's start a puzzle club at our school. Puzzles are great fun!' 'Hooray!' the children shout.



5



019

Listen to a summary. Write the differences.

In the summary we have ...

- 1 maths instead of history. 3 _____ instead of _____.
2 _____ instead of _____.



GEOMETRICAL SHAPES



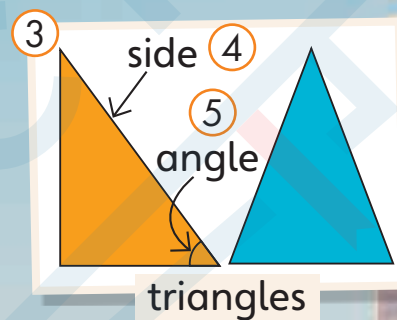
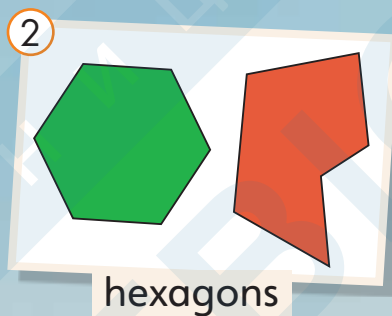
Super fact!

Triangle shapes are often used in buildings because they are very strong.



▶ What shapes can we see in buildings?

1 020 Listen and point.

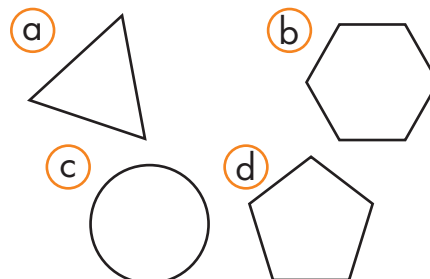


2 Draw the missing shapes, cut them out and place on the correct line.



3 What shape is it? Match the sentences with the shapes in your notebook.

- 1 It's got five sides and five angles.
- 2 It's got three sides and three angles.
- 3 It's got six sides and six angles.
- 4 It hasn't got any angles.





- 1 How many words do you remember? Draw and write in your notebook.

School subjects



art



P.E.

- 2 Read about the portfolio. What can you write in your portfolio?

Create your portfolio

My Portfolio

Your portfolio helps you to show your learning progress. You can show:

- your stories and other things you write;
 - project reports, bar charts, etc.
- You can create a print portfolio or a digital portfolio.

- My name: Noah
- My class: English
- My teacher's name: Peter
- My favourite colour: orange
- My favourite song: Mr Blue
- My favourite book: Super Minds
- I like eating: ice cream
- I like drinking: tea
- People in my family: my mother, my sister Jane, my dog Alf



- 3 Write a profile for your portfolio.

- 4 Write some rules for your English class.

Writing tip

Check your sentences for capital letters and full stops.

English class rules:

We have to speak English.

We have to do our homework.

We have to listen to ...

We have to read a book every ...

2

The picnic

1  021 Listen and say the words. Then check with a friend.

1 apple juice

2 rolls

3 cheese

4 water

5 soup

6 vegetables

7 lemonade

8 salad

BIG QUESTION

What's good to eat?

Near the village there's a pool. Look down deep where water's cool.

2  022 Listen and answer.

- 1 What are Ben and Lucy looking for?
- 2 What does Lucy drink?
- 3 What does Ben eat?
- 4 Why is Buster barking?

3 Ask and answer.

I'm hungry / thirsty.

Would you like some ... ?

1 023 Listen and choose the picture.



2 Complete with **some** or **any**. Say the sentences.

- 1 Are there _____ tomatoes?
- 2 Yes, there are _____ tomatoes.
- 3 Is there _____ cheese?
- 4 No, there isn't _____ cheese.



3 024 Watch, listen and say.

Language focus

Is there **any** food in your bag?
Is there **any** cheese in your bag?
Are there **any** rolls in your bag?
Are there **any** apples in your bag?

Yes, there is **some** food.
No, there isn't **any** cheese.
No, there aren't **any** rolls.
Yes, there are **some** apples.

4 Play the imaginary sandwich game.

Are there any vegetables?

Yes, there are some vegetables.



Questions and answers with **some** and **any** 21

1  025  Listen and match the food. Then sing the song.



Is there any lemonade?
In your soup today?
Mix it in, eat it all,
Then go out and play.

Good idea, good idea!
That sounds good to me!
Good idea, good idea!
I'm so hungry!

Is there any apple juice
In your salad too?
Mix it in, eat it all
That's my lunch for you.

Good idea, good idea! ...

Are there any vegetables
In your jam roll, please?
Mix them in, eat them all
With a piece of cheese.

Good idea, good idea! ...



2  What do you think is good? Complete the table in your notebook.

	Good	Bad
In a roll	<i>chicken</i>	<i>water</i>
In a salad		
In soup		

3 Compare with a partner.

Chicken is good in a roll.

22 Singing for pleasure

1 027 Listen and choose the food in the soup.



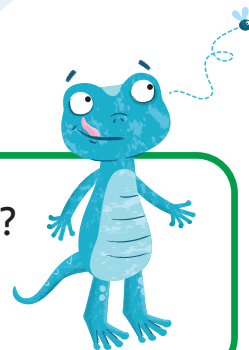
2 Put the words in order. Say the sentences.

- 1 we Shall in the soup? some carrots put
 2 And how onions? some about

3 028 Watch, listen and say.

Language focus

It's six o'clock and time to eat! **How about** some peas?
 Or **shall we** have some bread with cheese?
 I'd **like** some flies, and that's all, please.



4 Make a bowl of soup or a salad with a friend.

Shall we put
some ... in our ... ?

Good idea!



The golden apple



1



029

Why is Buster ill?

1



Lucy: Buster. Buster, what's the matter?

Ben: Lucy, look, a snake. It bit Buster. Let's take him to the village. It's not far.

Lucy: Let's go now. Come on.

2



Lucy: Can you help us? A snake bit our dog.

Ben: He's very ill. Have you got any medicine?

Woman: No, but go to the old man in the hut next to the big tree. He can help you.

3



Man: Take your dog to the top of the mountain. There's a waterfall there. Above it, there's a tree with a golden apple. Your dog has to eat that apple.

4



Horax: Quick. I want to get to that apple first. We don't want Buster to get better!

Lucy: Look, Ben, there are Horax and Zelda.

5



Lucy: Look at the tree. It's Horax and Zelda.

Ben: Hey, Horax. Stop!

Zelda: Do you want any help, Horax?

Horax: No. I think I've got it.

6



Zelda: Horax, you fool!

Ben: Thanks for the apple, Horax!



Ben: Lucy, look. There's a letter.

Lucy: It's an *I*, Ben. It's our first letter.

Ben: Shall we write it in the book?

Lucy: Good idea.



Lucy: Bye, Horax. Bye, Zelda.

Ben: And thanks again for the apple.

Zelda: You kids. Just you wait!

2 Write *t* (true) or *f* (false) in your notebook.

- 1 Lucy and Ben take Buster to a village.
- 2 A woman tells Ben and Lucy about the waterfall.
- 3 The apple tree is under a waterfall.
- 4 The kids have to find a silver apple.
- 5 Horax gets to the tree first.
- 6 Lucy finds the letter in a pool near the waterfall.

3 Choose three pictures. Complete the table in your notebook. Describe your pictures to your friend. Listen and guess.

Picture	Who is there?	Where?	What happens?
1	<i>Ben, Lucy, Buster</i>	<i>On the path</i>	<i>Buster is ill.</i>
...			

There are Ben, Lucy and Buster on the path. Buster is ill.

Picture 1.



1 Listen and answer the questions.

1 What time does lunch start?

At _____ o'clock

2 Where do the children eat?

In the _____ hall

3 Which children eat first?

Children with _____

4 What is Lisa's favourite school lunch?

_____, peas and chips

5 When does Lisa have sandwiches? On _____

6 What time does lunch finish? At _____ o'clock



2 Read and match. There is one extra plate of food.



Connor

My favourite meal is chicken with rice and salad.



Thomas

My favourite meal is sausages and green beans.

Holly

My favourite meal is a cheese sandwich with tomato and egg.

Grace

My favourite meal is fish with potatoes and carrots.



3 Tell your friend about meals at your school.

Lunch starts at ...

My favourite meal is ...

1 Read the poem and choose the food the girl eats for each meal.

Breakfast is the meal
At the start of the day.
Sausage, toast and egg
Then I'm on my way.

Lunch is the meal
In the middle of the day.
A sandwich and some milk
On my school lunch tray.

Dinner is the meal
Near the end of the day.
Chicken, rice and beans
Then I'm off to play.



	a	b	c	d	e	f	g	h
breakfast								
lunch								
dinner								

2 Complete the poem about you.

Breakfast is the meal. At the start of the day. _____.
Then I'm on my way.

Lunch is the meal. In the middle of the day. _____.
On my school lunch tray.

Dinner is the meal. Near the end of the day. _____.
Then I'm off to play.



▶ What plant parts are good to eat?

1 031 Listen and point.

Super fact!

A tomato is not a vegetable – it's a fruit!



2 Read and choose. Write in your notebook.

We make juice from fruit. We can also make delicious fruit puddings.

Asparagus is a stem. It tastes good in a soup.



Carrots are roots. They taste good in soups and salads.

Do you like eating leaves? We often eat lettuce leaves in salads.

Sometimes we eat the seeds of plants, like peas. We can eat them with meat or fish.

	a roots	b stems	c leaves	d seeds	e fruit
1 asparagus		✓			
2 carrot					
3 lettuce					
4 orange					
5 pea					



- 1 How many words do you remember? Draw and write in your notebook.

Food



apple

Drinks



juice

- 2 Which food do you like? Write.

My favourites



sausages
orange juice
chicken

I like



cherries

I don't like



pizza
sandwiches

I really don't like



coffee
pineapple

- 3 Write about a meal you would like and a meal you would not like. Add photos or drawings.

Create your portfolio

Writing tip

Remember to use apostrophes for contractions.

do + not = don't

I + have got = I've got

My favourite meal is sausages with chips and peas, apple juice to drink and cherries.



I don't like fish with onions and tomatoes. I don't like pineapple and I don't like coffee. Ugh!



3

Daily tasks

1  032 Listen and say the words. Then check with a friend.

1 sweep

2 wash up

3 do the shopping

4 tidy up

5 cook

6 dry the dishes

7 take the dog for a walk

8 feed the dog

BIG QUESTION

What's it like to work at night?

Helping hands,
there's work to do.
A letter's here.
It waits for you.

2  033 Listen and correct the sentences.

1 The boy calls the dog 'Buster'.

2 Buster is still feeling ill.

3 Lucy doesn't like cooking.

4 Ben likes washing up.

3 Play the mime game.

Are you drying the dishes?

Yes, I am.

30 Daily tasks

1

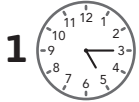


034

Listen and number in your notebook.



2

Look at Activity 1. Write *quarter* or *half*. Say.

1 I do my homework at _____ past five.



3 I take the dog for a walk at _____ to seven.



2 I wash up at _____ past six.



4 I go to bed at _____ past eight.

3



035 Watch, listen and say.

Language focus

I get out of bed at **half past seven**.I get dressed at eight **o'clock**.I have my breakfast at **quarter past eight**.I get my bag at **quarter to nine**.

4



Play the time game.

That's right.

It's quarter to one.



Telling the time 31

1 036 **Listen and draw in your notebook. Then sing.**

I get up. It's quarter to three.
I get dressed and have some tea.
I feed my dog. I sweep the floor.
It's nine o'clock, I'm at my door.

**You can only get to the moon at night
And I'm the pilot of the night time flight.
Let's go to the moon!**

I'm in my spaceship. It's half past nine.
I'm the pilot and I feel fine.
It's half past ten, we're on the moon.
Take some photos. It's time to leave soon.

You can only get to the moon at night ...

I'm now back home. It's half past three.
I walk the dog then I have my tea.
Wash up the dishes – in bed very soon.
Time to sleep and then back to the moon.

You can only get to the moon at night ...

10, 9, 8, 7, 6, 5, 4, 3, 2, 1 ... BLAST OFF!



2 **Read and correct the sentences.**

- 1 The pilot gets up after three o'clock.
- 2 At quarter past nine the pilot is in her spaceship.
- 3 The pilot gets to the moon after eleven o'clock.

3 **Compare with a partner.** get up leave the house go to bed

I get up at half past seven.

I don't. I get up at quarter to eight.

1 Read. Write when Nick does these tasks.

How I help my mum and dad

- I always take the dog for a walk. I do that on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays after school. I love my dog!
- I usually dry the dishes. I do that on Mondays, Tuesdays, Thursdays and Fridays.
- I sometimes do the washing up. I do the washing up on Tuesdays and Thursdays. I don't really like washing up!
- I never cook. Never! I want to cook, but Mum says I can't.



by Nick, aged 9

To do list

1. Walk the dog
2. Dry the dishes
3. Wash up
4. Cook

Monday

Tuesday

Wednesday

Thursday

Friday

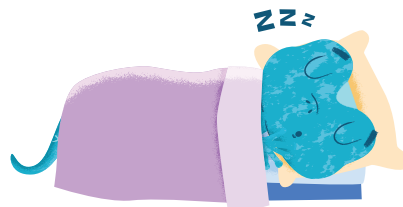
2 Where do the words go? Say the sentences.

- 1 I tidy up on Saturdays. (always)
- 2 I help Mum to do the shopping. (usually)
- 3 I take the dog for a walk at 6 o'clock. (sometimes)
- 4 I go to bed before 8 o'clock. (never)

3   038 Watch, listen and say.

Language focus

Gina **always** climbs this beautiful tree.
 Greg **usually** climbs the tree with me.
 Gina **sometimes** sleeps on top of the tree.
 But Greg **never** sleeps there next to me.



4 Play the true or false game.

False. Nick never cooks.

Nick sometimes cook.
True or false?



1

039



What does Zelda think of the village?



1

Ben: So what does the next clue mean?

Lucy: Well, the letter's in this village. But where?

Ben: Let's look for it tomorrow morning. It's quarter past nine and I'm tired.



2

Horax: It's here. The next letter is in this village.

Zelda: Let's wait for dark.

Horax: Good idea. We can look for it after dark.



3

Horax: It isn't here.

Zelda: I'm tired and I don't like this village. It's half past ten. Let's go soon.



4

Ben: Oh no! What a mess!

Lucy: 'Helping hands', remember the clue.

Ben: Yes, maybe this is what we have to do before we find the next letter.



5

Ben: This table is heavy! There's no letter here.



6

Lucy: Why do I always get the horrible jobs? Where is that letter? We have to find it soon!



Lucy: What's that? Yes! Ben, come here!

Ben: What is it?

Lucy: I've got something to show you.



Ben: Wow! It's the next letter.

Lucy: The letter *F*. Now we've got our second letter!

2 Answer the questions. Write in your notebook.

Who ...

- 1 wants to look for the clue in the morning?
- 2 listens to the kids talk about the clue?
- 3 doesn't like the village?
- 4 lifts the table up?
- 5 tidies up the rubbish?
- 6 finds the next letter?

3 Play the guessing game. Choose the character from the story. Ask and answer.

Are you a boy or a girl?

I'm a girl.

What do you do in the story?

I am sitting next to the table.

How do you feel?

I'm tired.

You're Zelda.

Right!



- 1 Look at the pictures and the title. What do you think the story is about?
- 2  040 Read and listen. Write the missing words in your notebook.

The shoemaker and the elves

In a country far away there is a shoemaker. His job is not easy. He always 1 _____ at 6 o'clock and he never 2 _____ before 11 o'clock. The shoemaker always cuts the leather and then he makes the shoes. He 3 _____ a lot, but he hasn't got a lot of money.

One day he cuts the leather for ten pairs of shoes. But he is very tired, so he leaves the leather on the kitchen table and goes to bed.



The next morning, the shoemaker gets up and sees 4 _____ pairs of beautiful shoes on the kitchen table. He is very happy. That night, before he goes to bed, the shoemaker cuts the leather for twenty pairs of shoes and leaves it on the kitchen table. The next morning there are 5 _____ pairs of beautiful shoes on the table. Every night, he leaves the leather for more pairs of shoes, and every morning there are beautiful shoes on the 6 _____!



3



041

Read and listen. Who makes the shoes at night?



Many people in the town want a pair of the shoes and soon the shoemaker has got a lot of money. But who is making the shoes? The shoemaker wants to know. One night he hides under a table and waits. At 12 o'clock the shoemaker sees five elves. They jump onto the table and start making the shoes. The shoemaker sees their clothes too. They are very old and not very nice. At 5 o'clock in the morning the elves stop and leave the house.

4



042

Read and listen. Write **t** (true) or **f** (false) in your notebook.

- 1 The shoemaker makes small pairs of T-shirts.
- 2 In the morning, the elves take the clothes.
- 3 The shoemaker is happy because the elves have new clothes.

The shoemaker wants to say 'thank you' to the elves, so he makes five beautiful small pairs of trousers and shirts. That night, he leaves the clothes on the table with the leather. In the morning the clothes are gone, but the leather is still there.



First, the shoemaker is sad. 'The elves are not making shoes for me anymore!' he thinks. But then he thinks, 'It's great. The elves have beautiful, new clothes and I have a good life now.'

5



043

Listen to a summary. Write the differences.

In the summary we have ...

- 1 five instead of ten pairs of shoes.
- 2 _____ instead of _____.
- 3 _____ instead of _____.

Think and learn



Super fact!

People feel very tired at 2 o'clock in the morning and 2 o'clock in the afternoon.



What jobs can people do at night?

1 Listen and point.



fire fighter



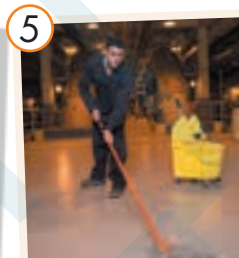
police officer



ambulance driver



vet



cleaner

2 Read and write the jobs in your notebook. Listen and check.

Job	What they do at night
1 _____	This person cleans the town.
2 _____	This person takes ill people to hospital.
3 _____	This person stops fires.
4 _____	This person looks after animals.
5 _____	This person helps people.

3 What's it like to work at night? Choose. Write one more sentence about working at night.

- 1 Working at night is *fun* / *difficult*.
- 2 It's *easy* / *not easy* to sleep in the day.
- 3 You *see* / *don't see* your family every day.
- 4 You *can do more things* / *need to sleep* in the day.
- 5 _____



- 1 In your notebook, write a list of things people in your family do.

my mum	my sister	I
<u>works on the computer</u>	<u>goes to school</u>	<u>go to ...</u>

- 2 Underline each word in your list in a colour to show how often people do it.

always usually sometimes

- 3 What do the people in your family do at the weekend? Write in your notebook.

My sister never makes breakfast ...
I sometimes go to ...

- 4 Write a poem and add photos or drawings. Use the text to help you.

Create your portfolio

Writing tip

Poems are nice if they rhyme.

*I always go to school
on Mondays,
I usually ... on Tuesdays,
I sometimes ... on Wednesdays,
I like doing things that way.
I always ... on Thursdays,
I usually ... on Fridays,
But I never ... at the weekend,
Because that's the time to play.*



4

Around town

1   046 Listen and say the words. Then check with a friend.

1 bank

2 tower

3 funfair

4 library

5 market square

6 supermarket

7 bus station

8 car park

9 sports centre

10 map



Go up high in the town.
See the letter when you
look down.

BIG QUESTION

What do we find in towns?

2  047 Listen and answer.

1 Where do Ben and Lucy want to go?

2 Who do they ask?

3 Where is the tower?

4 What does the woman tell them to look at?

3 Look at the map. Ask and answer.

Where is the school?

It's between the bank and the tower.

1 Look, read and match.

a



b



c



d



1 The school is opposite the park.

3 The map is near the library.

2 The clock is above the window.

4 The clock is below the window.

2 Where do the words go? Say the sentences.

1 The bus stop is the supermarket. (near)

2 The car park is the library. (opposite)

3 The clock is the map. (above)

4 The bus station is the tower. (below)

3 Watch, listen and say.

Language focus

The library is over there.

It's **opposite** the park, **near** the bank.

Below the sports centre there's a door.

The library's **above** it, on the second floor.



4 Play the guessing game.

I'm thinking of a place. It's opposite the bank. What is it?

I think it's the funfair.

That's right!



1



Listen and write the two places the singer cannot find. Then sing the song.

Opposite the library,
In the square,
I'm looking for the bank
But it's not there.

Just below the tower,
Near the shop,
My map says there's a café
But there is not.

In front of the station,
In the street,
There's a place
Where people always meet.

I'm waiting here,
For Jennifer and Kate,
But they're already
Three hours late.

Excuse me, can you help me find my way?
I'm getting lost everywhere I go today.
I don't really understand this town.
Of course you don't,
Your map is upside down!



2



Play the town game.

Imagine you can see
a town. There's a big
library. What's near it?

Near the library there's an
old school. Imagine the old
school. What's opposite it?

3



Draw and write about your imaginary town.

42

Singing for pleasure

1 Listen and number in your notebook.



2 Put the words in order. Say the sentences.

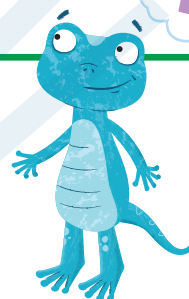
1 buy the shop I'm going to to some bread.

2 I'm to basketball. the sports centre play going to

3 Watch, listen and say.

Language focus

I'm going to the library to get a book.
I'm going to the market to get some food.
I'm going to the station to go away
On a holiday, a super holiday!



4 Where are you going? Complete the sentences. Then act out.

- I'm going to the market to buy some apples.
- I'm going to the sports centre _____ swimming.
- I'm going to my friend's house _____ a film.
- I'm going to the library _____ a book.
- I'm going to the supermarket _____ a T-shirt.
- I'm going to my grandma's _____ in the kitchen.

to read
~~to buy~~
to go
to buy
to watch
to help

Where are you going?



I'm going to the ... to ...
What about you?



1



What is higher than the tower?



Zelda: They're going to the tower.

Lucy: Let's hurry, Ben. The tower's near the market square.

Ben: OK. Come on, Buster.



Lucy: Look, the tower's over there, near the school. The next letter's waiting for us!

Ben: Wow! There's a funfair!



Ben: Let's go to the funfair.

Lucy: Sorry, Ben. We're going to the tower to get the next letter. No time to play!



Ben: Come on, Lucy!

Lucy: Mmm. The tower is high ... but the Pirate Ship is higher.



Ben: Lucy! Where are you going?

Lucy: I'm going to the funfair to get the next letter!

Ben: What?



Lucy: Let's go on the Pirate Ship. Quick!

Ben: The Pirate Ship?



Ben: We're above the tower!

Lucy: Yes, we're really high now.
It's scary!

Ben: There's the letter. Look!

Lucy: It's an *R*. Great!



Horax: Oh no!

Zelda: We're in the wrong place!

2 Read and find the pictures in the story. Then write the answers in your notebook.

- 1 Find a picture where someone is excited. What makes them excited?
- 2 Find a picture where someone is scared. What are they scared of?
- 3 Find a picture where someone is angry. What makes them angry?
- 4 Find a picture where someone is happy. What makes them happy?

3 What's different? Look and compare.

crowded empty ice-cream people



There aren't any people.



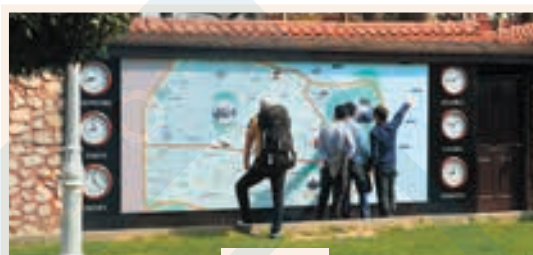
There are a lot of people.



1 Look and read the sentences. Write the words in your notebook.



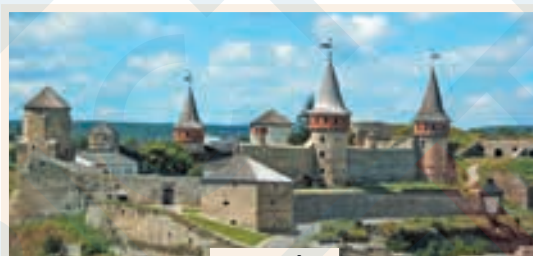
market



map



bus stop



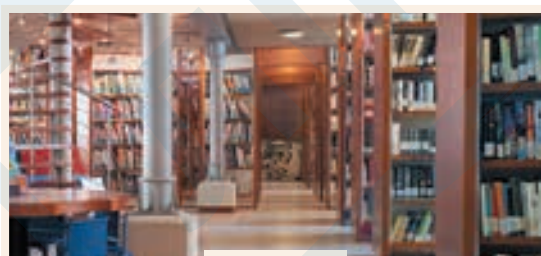
castle



bank



sports centre



library



car park

- 1 People go there to get money.
- 2 It's old, and often next to a town.
- 3 This is a place where you go to find interesting books.
- 4 It's a good place to buy fruit and vegetables.
- 5 You go there to play football and basketball, and go swimming.
- 6 You need it in a town when you are new. It helps you to find places.

1



054

Listen and find out where the robots are going. Write **C** (Caroline), **M** (Mark), **E** (Elly) and **R** (Robert) in your notebook.



2

Ask and answer.

Where's Caroline going?

She's going to the café.

Why?

To get a salad.

3



Imagine a robot. In your notebook, write where he/she is going and why.

This is Roro. He is going to the car park to get his super sports car.





Super fact!

The world's first skyscraper is in Chicago, the USA. They finished building it in 1885.

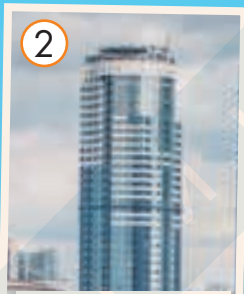
TALL BUILDINGS

1 055 Listen and point.

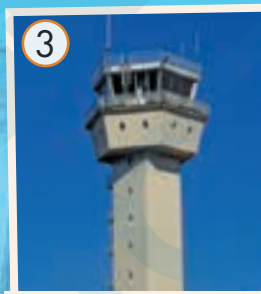
Why are some buildings tall?



lighthouse



skyscraper



airport tower



clock tower

2 Read and write the names of the buildings in your notebook.

- 1 The people in this building can see planes flying, landing and moving around the airport. They talk to the pilots and tell them when they can land their planes.
- 2 This building is by the sea. At night, ships can't see the land, but they can see the light at the top of this building. The light shows the ships where to go.
- 3 This big building is usually in a city. There can be flats, banks and shops in this building.
- 4 This building can be in a city or a town. The building tells people what time it is.

3 Look at the buildings in Activity 1. Why do you think they're tall? Choose.

It's tall ...

- a so that people can see the building from far away.
- b so that people can see lots of things outside the building.
- c so that there can be lots of things inside the building.

The lighthouse is tall so that ...



- 1 How many words do you remember? Draw and write in your notebook.

Places



bank

- 2 Where are these places in your city / town?

above below
near opposite

The school is opposite the library.

- 3 Imagine you are in a town. Write where you are at the different times.

9 o'clock: I'm in the library.

10 o'clock: I'm in the café.

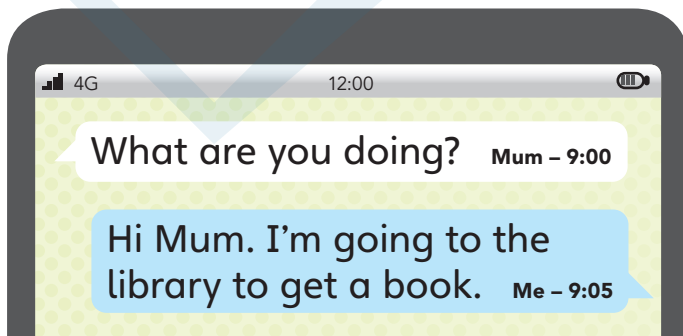
11 o'clock: I'm in the shoe shop.

12 o'clock: I'm in the bank.

2 o'clock: I'm going home.

- 4 People are writing you text messages. Write their messages and your answers.

Create your portfolio



Writing tip

Remember that text messages can be very short!

5

Under the sea



056

Listen and say the words.
Then check with a friend.

1 dolphin

2 seal

3 turtle

4 octopus

5 anchor

6 starfish

7 shell

8 seahorse

BIG QUESTION

What's in the sea?

By diving down and getting wet, another letter you will get.



057

Listen and correct the sentences.

- 1 Ben doesn't like the sea.
- 2 Lucy thinks the letter is under the sea.
- 3 The children think the octopus is ugly.
- 4 Lucy is worried about Horax and Zelda.

3 Play the chain game.

There's a shark in the swimming pool.

There's a shark and a seahorse in the swimming pool.

1



058

Listen, read and write the missing words.

The golden toad

Many years ago in the forests of Costa Rica there were many golden toads. There were beautiful pools in the forest. These pools were the 1 _____ for the babies of the golden toads. 1987 was very hot. Soon, there was no 2 _____ in the pools. Now there are no more golden toads.

**The megalodon**

Megalodons were sharks. They were very, very 3 _____. They weren't very fast. Three million years ago the seas got colder. There wasn't any 4 _____ for the megalodons. Two million years ago there were no more megalodons.



2

Where do the words go? Say the sentences.

- 1 The golden toad from Costa Rica. (was)
- 2 Before 1987, it so hot. (wasn't)
- 3 Megalodons very fast swimmers. (weren't)
- 4 They very big and very heavy. (were)



3



059

Watch, listen and say.

Language focus

Greg **was** on a beach.
There **weren't** any people.

But then there **were** bees.
Then he **wasn't** happy.

4

Talk about the dinosaurs.

grey big brown blue small orange

It was small ...



Was / Were

51

1



Listen and choose the sea creatures that are in the song. Then sing the song.

a



b



c



d



e



f



Deep under the dark, blue sea,
In between the rocks,
There was an awful animal,
Its name was Crocorox.

**Swim, swim, swim, swim, swim away.
Swim away from here!
The Crocorox is dangerous.
The Crocorox is near!
Bad old Crocorox.**

Its face was square and ugly,
Its eyes were small and red.
Its teeth were long and horrible,
There were scales on its head.

Swim, swim, swim ...

The starfish were all very scared,
The octopus was sad.
The turtle hid inside its shell,
That Crocorox was bad.

Help!

**Swim, swim, swim, swim, swim away.
Swim away right now!
The Crocorox is hungry,
The Crocorox is ... Ow!**



2



Play the memory game.

Its eyes were blue.

No, they weren't. They were red.

52

Singing for pleasure

1 062 Look, listen and match. Who ate the cake?



Sally
Bob
Spike
Alice
Sue
Judy
Tim








2 Match the questions and answers.

- | | |
|-----------------------------------|---------------------|
| 1 Were you in the sea, Julia? | a I was in the sea. |
| 2 Was Paul on the beach? | b No, there wasn't. |
| 3 Where were you, Fred? | c Yes, there were. |
| 4 Were there shells on the beach? | d No, I wasn't. |
| 5 Was there a shark in the sea? | e Yes, he was. |

3 063 Watch, listen and say.

Language focus

Were you on the beach, Greg?

Yes, I **was**.

Were you in the sea, Greg?

No, I **wasn't**.

Were there turtles?

No, there **weren't**.

Was there a shark?

No, there **wasn't**.



4 Play the guessing game.

Guess where I was yesterday at five?

Were you in the park?

The trap



1



064

Which animal chases Horax?



1

Lucy: I can't see a letter.

Ben: What about that giant shell over there?

Lucy: Good idea. Maybe the letter's in there.

Ben: Let's have a look.



2

Lucy: Hurry up, Ben. Is there a letter there?

Ben: No, I don't think so.

Lucy: Let's look in a different place.



3

Ben: Help, Lucy! I can't get my arm out. I'm stuck.

Lucy: I'm sorry, Ben. I can't open the shell.



4

Ben: Oh no! It's Horax and Zelda.

Lucy: And a shark! I'm scared.

Horax: Come out, my beauty.



5

Zelda: I don't think the shark is very happy with us, Horax.

Horax: What! Not me, you stupid shark. The children. Get the children!



6

Horax: Help! Help!

Ben: That shark doesn't like Horax.

Lucy: No. I don't think he was happy in Horax's cage.



Ben: Thank you, octopus. You're very helpful.

Lucy: Finally. Now we can go and find that letter.



Lucy: Look! Look at the fish.

Ben: It's the letter S!

Lucy: Now we've got our fourth letter.

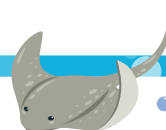
2 Read and match to make sentences.

- | | |
|----------------|---------------------------------|
| 1 Lucy and Ben | a has got a shark in a cage. |
| 2 Ben | b helps Ben escape. |
| 3 Horax | c gets stuck in a big shell. |
| 4 The shark | d make the letter S. |
| 5 The octopus | e are looking for the letter. |
| 6 The fish | f doesn't like Horax and Zelda. |

3 Create a sea creature. Draw and write. Present it.



Design Your Super Sea Creature



- | | |
|------------------------------|------------------------------|
| 1 Give your creature a name. | 4 What's its favourite food? |
| 2 What does it look like? | 5 What can it do? What |
| 3 Add patterns. | are its superpowers? |



My Super Sea Creature!

This is my super sea creature, _____.

It is _____ (colour) and _____ (size).

It likes eating _____.

It can _____.

It can help / hurt Ben and Lucy because _____.



1 Look at the pictures and the title. What do you think the story is about?

2 Read and listen. Write the missing words in your notebook.

Saved by dolphins

Kylie Morgan is **1** _____ holiday with her mum and dad on the North Island of New Zealand.

One morning, her dad asks, 'Who wants to go **2** _____ a swim in the sea?'

'I do!' says Kylie.



'I want to sit on the beach and read my book,' says her mum.

Kylie and her dad are swimming **3** _____ the sea.

'Look!' shouts Kylie. 'There's a dolphin.'

Soon, there are four big dolphins **4** _____ the water **5** _____ them. They are swimming in circles around Kylie and her dad.

'I think they want to play with us,' says Kylie.



3 Read and listen. What does Kylie's dad see? How does he feel?

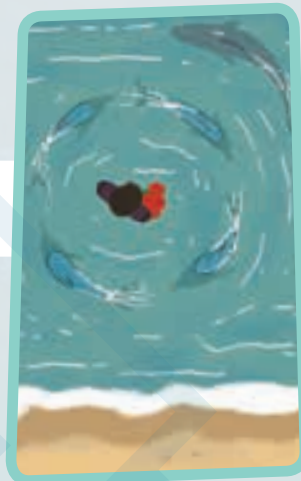
The circle of dolphins gets smaller and smaller. They are now very close to Kylie and her dad. Then, the dolphins start to hit their tails on the top of the water. Up and down, up and down.

'This is fun,' laughs Kylie. But her dad is worried.

'Why are the dolphins doing this?' he thinks. But he doesn't say anything to Kylie. Then he sees



something. Behind the dolphins, there is a big, grey fin swimming through the water. Kylie's dad knows what it is. It's the fin of a great white shark.



4



067

Read and listen. Complete the sentences.

Great white sharks can be very big and they have hundreds of teeth in their huge mouths. They can

swim very fast, and they eat other sea animals like fish, seals, turtles and birds. Kylie's dad knows all this.

That is why he is scared. He pulls Kylie close to him but he still doesn't say anything. For ten minutes, Kylie's dad watches the fin swimming around them.

Then it swims away. The dolphins stop swimming

in circles and Kylie and her dad can swim back to the beach. On the beach, Kylie's dad tells Kylie and her mum about the shark.

'Those dolphins really helped us!' he says.



- 1 Sharks have hundreds of _____ in their big mouths.
- 2 They can _____ fast and _____ other animals.
- 3 Kylie's dad doesn't tell her about the _____.
- 4 The shark stays near them for _____.
- 5 Kylie's dad thinks the dolphins _____ them.

5



068

Listen to a summary. Write the differences.

In the summary we have ...

- 1 _____ sleeps instead of reads her book.
- 2 _____ instead of _____.
- 3 _____ instead of _____.
- 4 _____ instead of _____.



People and the Sea



1



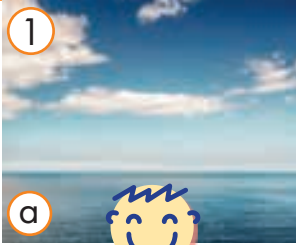
069

Listen and point.

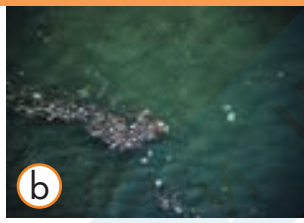


How do people endanger the sea?

1



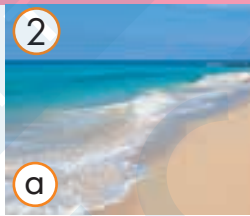
a



b

plastic pollution

2



a



b

oil pollution

3



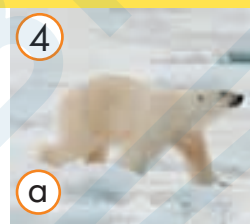
a



b

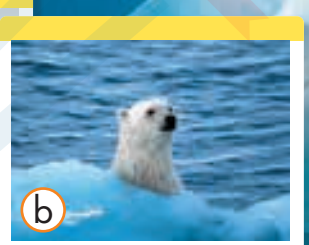
coral reef dying

4



a

b



ice melting

2

Look at the pairs of photos. How do these pictures make you feel? Draw faces in your notebook: 😊 😐 😞

3



Talk about the pictures. Use the words below to help you.

1 sea / clean / no plastic

2 sea / not clean / plastic

3 beach / clean

4 beach / dirty / lots of oil

5 coral reef / beautiful colours / fish

6 coral reef / white / no fish

7 ice / lots of

8 ice / smaller

In the first picture, the sea is clean and there isn't any plastic.

The sea in the second picture isn't clean. There's ...



- 1 How many words do you remember? Draw and write in your notebook.

Sea creatures



fish

- 2 Find information about a sea creature and make notes.

Writing tip

Making notes helps you to write

Animal: turtle

- What do they look like? brown, green, yellow, grey, four legs, hard shell
- Where do they live? in water (salt water and fresh water)
- How do they have their young? lay eggs in the sand on the beach, then go away, babies open egg, start to swim
- How long do they live? 40–70 years, but the oldest turtle is about 175 years old!
- Other interesting facts: turtles have got very good eyes, and they haven't got ears.

- 3 Write about the sea creature.

Create your portfolio

TURTLES

I like turtles. They are beautiful. They are green, yellow, grey and brown. They live in the sea, rivers or lakes. They eat plants and small animals. Turtles lay eggs on beaches. They put their eggs into the sand. The baby turtles swim. Turtles usually live for 40–70 years, but they can live up to 175 years.



6

Gadgets

1



Listen and say the words.
Then check with a friend.

1 mobile phone

2 tablet

3 electric toothbrush

4 lift

5 torch

6 electric fan

7 walkie-talkie

8 laptop

9 games console

**BIG
QUESTION**

How are gadgets useful?

The next letter is
underground.
Go to the caves
and look around.

2



Listen and answer.

1 Where is the next letter?

2 What is £8?

3 What do they buy?

4 Who do they see?

3

You are going on holiday. Decide what you want to buy.

Let's buy an electric toothbrush.

Oh yes, and how about an electric fan?

- 1  072 Listen and complete the table in your notebook.

£80 £99 big small

	price (£)	size
S2 20		
S5 30		



- 2 Complete with *beautiful*, *cheaper* or *bigger*. Say the sentences.

- The S5 30 is _____ than the S2 20.
- The S2 20 is _____ than the S5 30.
- The S5 30 is more _____ than the S2 20.

- 3   073 Watch, listen and say.

Language focus

My phone's **smaller** than yours.
 Your phone's **more beautiful** than mine.
 My phone's **bigger** than yours.
 It's **more expensive** than yours.



- 4 Think of something in the classroom. Play the guessing game.

Is it more expensive
than the scissors?

Is it smaller than
the scissors?

Is it the clock?



Yes, it is.

No, it isn't.

Yes, it is.

1



Listen and match the buttons to the gadgets.
Then sing the song.

Look at my gadget.
It's really cool.
It's bigger than yours
More beautiful too.

Press the red button.
The torch comes on.
Press the blue button
It plays a song.

Look at my gadget.
It's really cool.
It's newer than yours
More expensive too.

Press the brown button.
The fan comes on.
Press the green button
And phone someone.

Look at my gadget.
It's really cool.
It's bigger than yours
More beautiful too.



2

Decide what happens when you press these buttons.

1



2



3



3



Tell your friend about the buttons.

What happens when you
press the purple button?

The walkie-talkie comes on.
I use it to talk to my brother.

62

Singing for pleasure

1 Read and number the pictures in your notebook.



- 1 This is the fastest boat in the world. It can go at 511 km/h.
- 2 This is the most expensive watch in the world. It costs £45 million!



- 3 This is the tallest building in the world. It is 830m tall.
- 4 Is this the ugliest cat in the world? What do you think?



2 Put the words in order. Say the sentences.

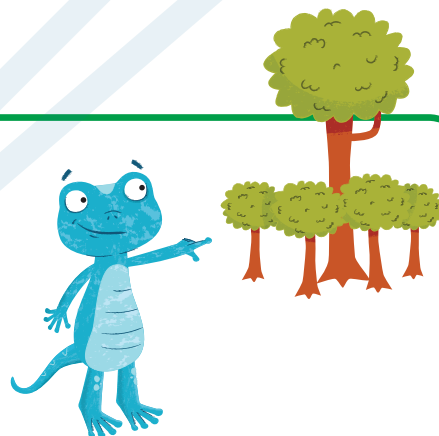
1 is the world. This the fastest in car

2 the most house expensive the world. in is This

3 Watch, listen and say.

Language focus

Our house is **the biggest** in the tree.
There's lots of room for Gina and me.
Our tree is **the tallest** in the wood.
Look at our tree. Life is good!
Our view is **the most beautiful** I know.
Careful Greg. Watch where you go!



4 Complete the sentences. Tell your friend.

- 1 _____ is the tallest person in my family.
- 2 _____ is the most difficult subject at school.
- 3 _____ is the funniest person I know.
- 4 _____ is the most exciting show on TV.
- 5 _____ is the most beautiful place I know.

My aunt is the tallest person in my family.



The cave

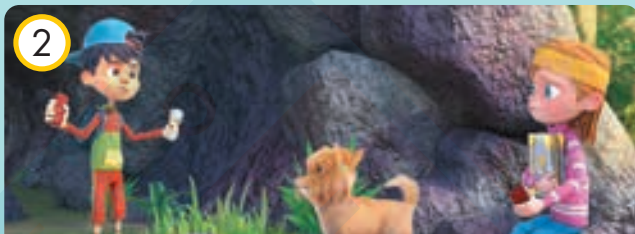


1  077  What do Horax and Zelda hear in the cave?



Lucy: The book says go to the caves. Here we are.

Ben: Somewhere down there is the next letter.



Ben: Stay here and watch for Horax and Zelda.

Lucy: OK. Have you got your walkie-talkie and torch?

Ben: Yes. I've got everything.



Ben: It's much darker down here. The torch was a good idea.

Lucy: Can you see the letter?

Ben: No, I can't.



Ben: Wow! What beautiful cave paintings! What's that? It's the letter *E*. *E* is the fifth letter in our puzzle.



Ben: Oh no. It's Zelda and Horax. I have to hide!



Horax: Where are those kids?

Ben: Lucy, I've got a problem. Horax and Zelda are here.

Lucy: Don't worry. I've got an idea.



Buster: Grrrrrr!

Zelda: What's that?

Horax: I don't know. I'm scared.

Zelda: Let's run!



Ben: Great idea, Lucy!

Lucy: Well done, Buster. You're the cleverest dog in the world.

2 Write a quiz for the story. Here are the answers.

- 1 Go to the caves. _____ ?
- 2 Ben. _____ ?
- 3 Lucy. _____ ?
- 4 The letter E. _____ ?
- 5 Behind a rock. _____ ?
- 6 Buster. _____ ?

3 Look at the medals. Think who you can give them to and why. Say.



The Angriest
Face



The Bravest
Helper



The Cleverest
Plan



The Fastest
Thinker

I can give 'The Angriest Face' medal to Zelda because she was the angriest when the dog barked.



1 Read and choose.

1 **Assistant:** Can I help you?

- Dan:**
- a No, I can't help you.
 - b Yes, I'd like to buy a torch.
 - c Yes, I've got a torch.

2 **Dan:** How much is this torch?

- Assistant:**
- a It's £20.
 - b It's 20 kg.
 - c It's 20 cm.

3 **Dan:** Have you got a cheaper one?

- Assistant:**
- a Yes, this one is £12.
 - b It's cheaper than the walkie-talkie.
 - c It's the most expensive.

4 **Dan:** I'd like to buy it.

- Assistant:**
- a Come back tomorrow.
 - b I've got an idea.
 - c Yes, of course.

5 **Dan:** Goodbye!

- Assistant:**
- a Goodbye and thank you!
 - b Yes, please.
 - c Oh dear!



2 Look at the pictures and talk about the differences.



The fan in A is cheaper than the fan in B.

- 1  Look carefully. Close your books and say.



- 2  078 Listen and choose the gadgets that Ana has got.

- 3  079 Listen again and complete the sentences.

- 1 The sunglasses are also a _____.
- 2 The fan is also a _____.
- 3 The watch is also a _____.
- 4 Ana uses the electric toothbrush to _____ her _____.

- 4  Choose a spy gadget. Draw a picture and write sentences about it.

This is a spy tablet.
It is also a skateboard.
You can use it to escape!





The oldest cave painting in the world is in Indonesia (40,000 years old).

CAVE PAINTINGS

1  **080 Listen and point.**

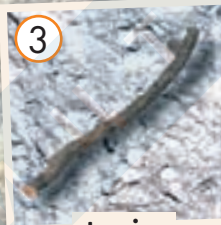
▶ What materials did cave artists use in the past?



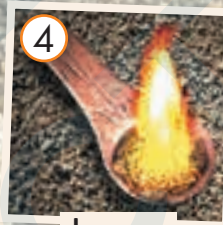
charcoal



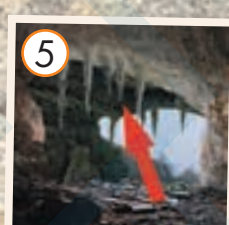
rock powder



twig



lamp



cave ceiling

2 **Read and answer the questions.**

Long ago, cave artists liked painting pictures on the walls and ceilings of their caves. They used small lamps to see their paintings because it was very dark inside the caves. We can see very old paintings of animals and birds in some caves today and sometimes the paintings tell a story. The colours in cave paintings are usually black, red, yellow, orange and brown. The colour black comes from charcoal. Artists used this to draw the lines of the animals. The colours red, yellow, orange and brown come from rock powder. Artists mixed the powder with water to make paint and they used their fingers and small twigs from trees to put the paint on the cave walls.



- 1 Where were the cave paintings?
- 2 What did they paint?
- 3 What colours are in the cave paintings?
- 4 What did they use to put the paint on the walls?



- 1 How many words do you remember? Draw and write in your notebook.



tablet

Gadgets

- 2 Think of some toys or gadgets you have. Complete the table about them in your notebook.

Gadget	Got it when? Who from?	Looks?	Other facts?
bike	birthday present, from my parents	red and black, bigger than old bike	cycle to lots of places, to visit grandmother
mobile phone	got from grandfather	small, silver, looks cool	listen to music, love it!

- 3 Tell your friend about your favourite gadget.

It's my bike.
I got it for my last birthday.
I got it from my parents.

- 4 Write about your favourite gadget.

Create your
portfolio

*My favourite gadget is my bike.
It was my birthday present
from my parents. It's red and
black. My old bike was very
small. This bike is bigger.*

Writing tip

Read your writing slowly
to check your spelling.

*I love my bike. I cycle to
lots of places. I sometimes
ride my bike to visit my
grandmother at the weekend.*



7

In the hospital

1  081 Listen and say the words. Then check with a friend.

1 earache

2 headache

3 cold

4 toothache

5 stomach ache

6 cough

7 doctor

8 nurse

BIG QUESTION

What keeps us healthy?

Ben, your grandpa is ill.
Go to the hospital now.
Room 209. Come quickly!

2  082 Listen and correct the sentences.

- 1 The message says Lucy's dad is in the hospital.
- 2 Grandpa's room is downstairs.
- 3 The nurse shows them where the room is.
- 4 Ben and Lucy walk up the stairs.

3 Play the mime game.

What's the matter with me?

You've got a stomach ache.

1



083

Listen and number the pictures in your notebook.



2

Look at Activity 1 again and write the correct words. Say.

play → played shout → shouted land → landed jump → jumped

1 Yesterday, Harry _____ basketball.

2 He _____ up high.

3 He _____ on the floor.

4 'Ouch!' he _____.



3



084

Watch, listen and say.

Language focus

Greg was in the garden and **looked** up at the tree.Greg **shouted**, 'Gina, come and climb with me!'Gina **smiled** and said, 'OK. That looks fun!'They **climbed**, then they **rested** in the hot, hot sun.They **jumped** down from the tree, down into the pool.They **landed** in the water – it was nice and cool.

4

Change the words to talk about yesterday. Ask and answer.

watch ed listen _____ to visit _____ phone _____ play _____ walk _____

What happened
yesterday?



I watched a film and
played tennis. And you?

Past simple: regular verbs

71

1



Listen and match. Then sing the song.

The doctor always tells me,
'An apple's good for you.'
Well listen to my story.
It isn't always true.

I was in the kitchen,
There was apple cake.
I swallowed it but it was big,
I've got a stomach ache.

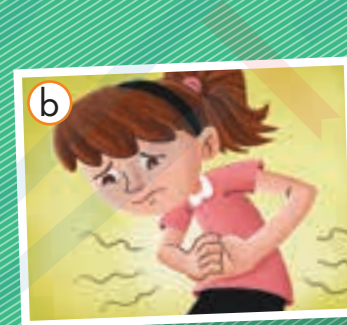
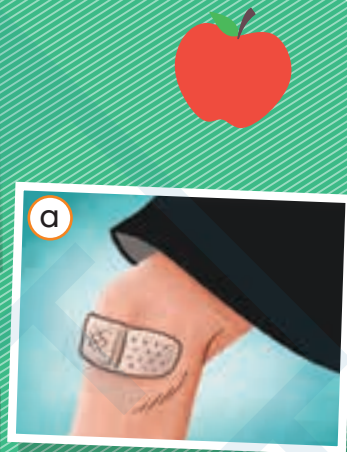
It's not true! It's not true!
It isn't always true
What the doctor tells me,
isn't always true!

I was at the apple farm,
I looked up at a snake!
I walked into an apple tree
My head now really aches.

It's not true! It's not true! ...

I was at the market
With my family,
I took a box of apples but
They landed on my knee.

It's not true! It's not true! ...



2 Look at the pictures above. Say what happened to the girl.

First she ate a big apple cake. Then she ...

3



Close your eyes. Imagine what happened to the girl the next day.

The next day, she ...

There was / were ...

She looked and ...

72

Singing for pleasure

1 Look, read and complete the story in your notebook.



Yesterday I woke up early. I felt terrible. I had a bad **1** _____.
 I went to see the **2** _____ with my dad.
 She gave me some **3** _____.
 'No **4** _____ today,' she said.
 'Great,' I said. 'No problem,' said my dad. 'Today is Saturday.'

2 Look at Activity 1 again. Write the past form of the verbs.

1 wake up → woke up

2 feel → _____

3 have → _____

4 go → _____

5 give → _____

6 say → _____

3 Watch, listen and say.

Language focus

Greg **woke up** about half past eight.
 He **felt** bad. He **had** a stomach ache.
 'You **had** too many flies,' Mum **said**.
 She **gave** him a drink and he **went** back to bed.



4 Use the pictures to write a story about Millie.



At the hospital



1

088



Who saves Ben and Lucy?

1



Doctor: Here we are. Room 209. Go right in, kids. I'll see you and your grandfather later.

Ben: Thanks so much, Doctor.

2



Lucy: There's no answer. Your grandpa is sleeping.

Ben: OK, let's go in quietly.

3



Ben: Grandpa? Are you all right? I got a text message. It said you're in hospital.

Lucy: Something isn't right.

4



Ben: Oh no. It's a trap!

Lucy: Someone played a trick on us!

5



Horax: Ha ha! It's so nice of you to visit me in hospital. Welcome, children!

Ben: What do you want from us, Horax? Leave us alone!

6



Horax: You know what I want. I want the book, and I want the letters.

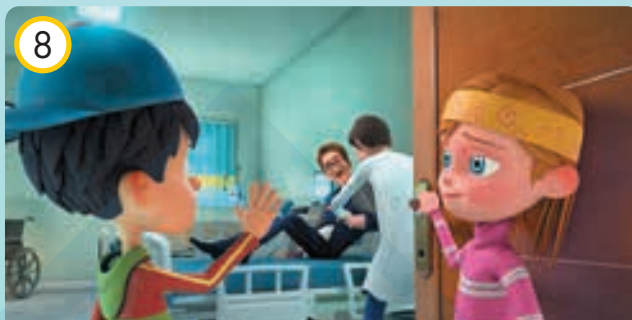
Lucy: No way! The book is ours. We found it in the castle!



Doctor: Please go outside for a moment, kids. Your grandfather needs an injection.

Horax: Well, I'm ... I mean ... I'm not ...

Doctor: Just lie down on the bed, please.



Lucy: Thanks, Doctor. We have to go now!

Ben: Bye-bye, Grandpa. Hope you get better soon!

Horax: Don't go! Wait! I want to ...

2 Read and match to make sentences.

- | | |
|----------------------------------|------------------------------------|
| 1 Ben got | a and not Ben's grandfather there! |
| 2 It said, 'Go to the hospital,' | b the book and the letters. |
| 3 They found Horax | c the doctor came in. |
| 4 Horax wanted | d a text message. |
| 5 At that moment | e and went out of the room. |
| 6 Lucy and Ben said, 'Bye-bye' | f but it was a trick. |

3 Work in pairs. Write five questions about the story. Ask and answer.

Where do Lucy and Ben come?

Who do they visit?

They come to the hospital.

They visit Ben's grandfather.



1 Look at the pictures and the title. What do you think the story is about?

2  089 Read and listen. Write the missing words in your notebook.

A new best friend

Emma Woodward **1** _____ 11 years old. She liked swimming and riding her bike. But one day Emma **2** _____ up with a headache. It got worse and worse and Emma **3** _____ very ill. Her parents **4** _____ her to a hospital and she **5** _____ the doctor straight away. Emma couldn't walk or



stand up. The doctor **6** _____ at her very carefully. 'There's a problem with Emma's head, she needs an operation straight away.'

After the operation Emma was asleep. When she woke up she had to stay in bed for a long time. She couldn't remember how to do anything. The doctor said 'Emma's legs

are not strong. She needs to use a wheelchair. When she's not in the wheelchair, she needs crutches.' Emma was very tired and didn't try to walk. 'I can't do it!' she said. Her parents were worried. 'What can we do? How can we help Emma?' they asked.

3  090 Read and listen. Where did Emma and her parents go? Who is Jasper?

One day Emma's mum heard about the Helper Dog Project. The project had dogs to help people with many different kinds of problems.





The next day, they went to see the Helper Dog Project. Emma was on her crutches. She went from the car to the building. She was very tired. She sat in a chair. Then one of the dogs came over. His name was Jasper, and he was the biggest dog in the room. He looked at Emma. Then he put his paw on Emma's leg. Emma knew Jasper was her new best friend. The family took Jasper home and with his help Emma slowly learned to walk again. She put one hand on Jasper and used her other hand to hold a crutch. It was difficult but every day, Emma walked a little more. Soon she started to walk with no crutches using Jasper to help her. These days Emma and Jasper are always together. Jasper even goes to school with Emma. When she is reading or writing, Jasper sleeps under her desk.

4 091 **Read and listen. What prize did Jasper get? How did Emma feel?**

Last week there was a surprise for Jasper and Emma. A magazine gave Jasper a big prize – *The Best Animal of the Year!* The next day, the story about the little girl and the big dog was in all the newspapers.

‘Look!’ Emma said to Jasper. ‘You are now the most famous dog in the world!’

Jasper looked at Emma. Then he put his paw on her leg. She remembered the first time she saw Jasper and smiled.



5 092 **Listen to a summary. Write the differences.**

In the summary we have ...

- | | | | | |
|---|-----------------------|------------|-------------------|---|
| 1 | <u>a stomach ache</u> | instead of | <u>a headache</u> | . |
| 2 | <u></u> | instead of | <u></u> | . |
| 3 | <u></u> | instead of | <u></u> | . |
| 4 | <u></u> | instead of | <u></u> | . |



It's OK to eat unhealthy food sometimes. Just don't *always* eat it.



KEEPING HEALTHY

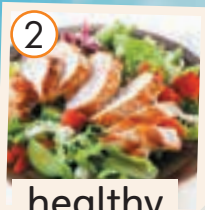


1 Listen and point.

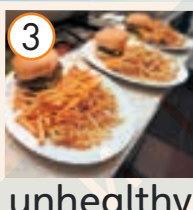
How can we keep healthy?



exercise



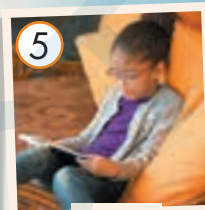
healthy food



unhealthy food



sleep



rest



fresh air

2 Read about what helps us to keep healthy. Then write.

Eating healthy food



Try to eat some fruit and vegetables and some bread, pasta or rice every day. Don't eat a lot of chips, pizza or ice cream.

Getting fresh air



Go outside and get some fresh air! You can cycle to school or to a friend's house.

Doing exercises



Exercise often to stay strong. Swimming, cycling and doing sports make us healthy. You can exercise with friends.

Getting rest



You can rest by doing things like reading a book. The best way to rest is to sleep. It's important to get a good sleep.



- 1 How many words do you remember? Draw and write in your notebook.

Health



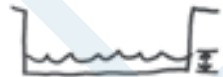
- 2 Think of a true story or a story you imagine. Use the questions to help you.

Writing tip

Write stories in the past tense. Remember to check your verbs!

Who is the story about?	Tom, 12 years old, good swimmer
When?	3 weeks ago, Sunday
What was the weather like?	very sunny, hot
What happened?	swimming, jumped into pool, problem, not a lot of water, hurt his head, hospital, 3 weeks

- 3 Plan your story. Write notes and draw pictures.

 Tom - great swimmer.	Sunday, three weeks ago - sunny and very hot. 	Tom jumped into the pool. 
 Not a lot of water.	Tom hurt his head. 	Tom was in hospital for 3 weeks. 

- 4 Draw and write a full story in your notebook.

Create your portfolio

8

Around the world

1  094

Listen and say the words.
Then check with a friend.

- 1 Egypt
- 2 Argentina
- 3 India
- 4 Australia
- 5 Mexico
- 6 Brazil
- 7 Chile
- 8 Spain
- 9 China
- 10 Turkey

Stay at home but
travel far.
The missing letter
is where you are.

**BIG
QUESTION**

What wonders of the world are there?

2  095 Listen and answer.

- 1 Who had the idea to go to the park?
- 2 How much is one ticket?
- 3 How much change does Lucy get?
- 4 Where does Ben want to go first and why?

It's red and white.

India.

3 Play the flag game.

Wrong. One point for me.

1 096 Listen and choose the pictures.

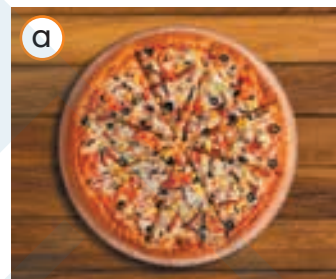
1 Sara went ...



2 She saw ...



3 She ate ...



2 Where do the words go? Say the sentences.

- 1 I went to the zoo with my mum, but dad go with us. (didn't)
- 2 We went to a pizza restaurant, but I have a pizza. (didn't)

3 097 Watch, listen and say.



Language focus

I went to the sea, but I **didn't have** fun.
The beach was cold, so I **didn't stay** for long.

4 Play the chain game.

We went on holiday, but
we didn't eat ice cream.

We went on holiday, but we didn't eat
ice cream and we didn't go in the sea.

1



Listen and match the countries with the pictures.
Then sing the song.

All the wonders in the world
I didn't see a single one.
All the wonders in the world
I was having too much fun.

I went to China
But I didn't see the wall.
In India
I didn't see the Taj Mahal.

All the wonders in the world ...

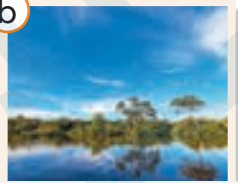
I went to Egypt
But I didn't see the Sphinx.
I went to Spain
But I didn't see a lynx.

All the wonders in the world ...

I went to Australia
But I didn't see the sun.
And in Brazil
I didn't see the Amazon.

All the wonders in the
world ...



1  China	2  India	3  Egypt	4  Spain	5  Brazil
a  The Sphinx	b  The Amazon	c  A lynx	d  The Great Wall	e  The Taj Mahal

2



Make a list of wonders in Ukraine.

3



Compare with a friend.

I think Tustan Fortress
is a wonder.

1 100 **Match the questions with the answers.**
Then listen and check.

- 1 Did you have fun in New York?
- 2 Who did you go with?
- 3 How long did you stay there?
- 4 Where did you stay?
- 5 Did you go to the Guggenheim Museum?
- 6 Did you send me a postcard?

- a No, I didn't. We didn't have time.
- b For a week.
- c Yes, I did. It was great.
- d Sorry! I forgot.
- e Mum and Dad and Bobby.
- f In a hotel near Central Park.

2 **Put the words in order. Say the sentences.**

- 1 have you Did holiday? a good
- 2 did there? you Who see
- 3 How get there? you did
- 4 get you When home? did back

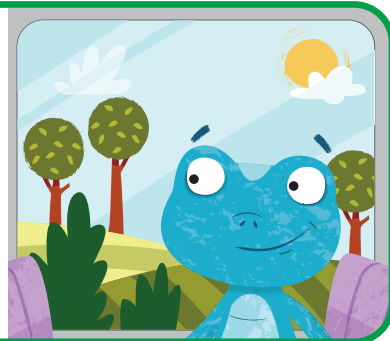
3 101 **Watch, listen and say.**

Language focus

Did you go to Spain, Greg?
Yes, I **did**.

Did you go by plane, Greg?
No, I **didn't**.

When **did** you get home, Greg?
Yesterday.



4 **Ask your friend questions about their last holiday.**

Where ... ?

... have fun?

How long ... ?

Who ... go with?

How did you ... ?



The final letters



1

102



What are Ben and Lucy doing when Horax takes the book?



Lucy: What a great football stadium!

Ben: Yes, I'd love to go to Rio de Janeiro!

Lucy: Where next?

Ben: You choose.



Ben: The Great Wall of China. It's amazing!

Lucy: Yes, it is. But where are these letters? Have you got any idea, Ben?

Ben: Not yet, but let's keep looking.



Ben: What's this?

Lucy: It's the opera house in Sydney, in Australia.

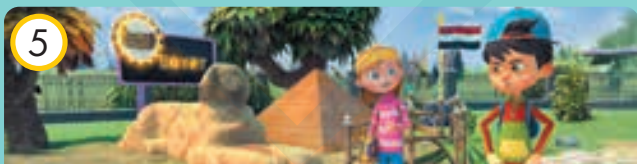


Ben: Hey, look. It's Mr Williams.

Mr Williams: Hi, kids. What are you doing here?

Lucy: Hello! We're learning about the world.

Mr Williams: Well, have a good day.



Lucy: The pyramids and the Sphinx. Cool!

Ben: But still no letters. Where can they be?



Ben: I'm hungry. I didn't have a very big breakfast this morning.

Lucy: I'm glad we made these sandwiches.



Lucy: The book! It isn't here!

Ben: What happened? Did you drop it?

Lucy: I'm not sure. What can we do?



Ben: We have to go and look for the book.

Lucy: Maybe not! I can see the missing letters!

Ben: What? The *I*, *I* and *A*?

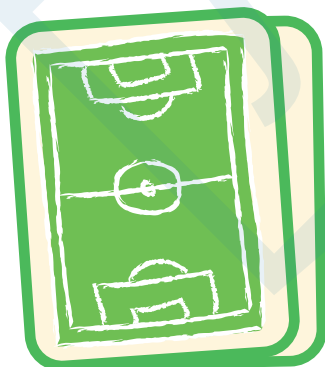
Lucy: No, the *N* and *D*!

2 Look, read and answer.

In which picture do they visit ... ?



3 Make two sets of cards: countries Lucy and Ben visited and various places in each country. Play with your friend and match the cards.



I've got a card with the football stadium.

It's in Brazil.

Great! Now it's my turn.



1



103

Listen and match.

Daisy Mary Vicky Fred Peter Paul Jack



2

Read and write the words in your notebook.

The Great Pyramid of Khufu 1 _____ in Giza, near Cairo. The ancient Egyptians built 2 _____ 5,000 years ago. It is about 140 metres high. It was the 3 _____ building in the world for a very long time. In 4 _____ of the pyramid is the Sphinx. It has the body of a lion and the head 5 _____ a man.

1 a are

b is

c am

2 a it

b them

c him

3 a tall

b taller

c tallest

4 a behind

b next

c front

5 a by

b on

c of



1 Read and talk about the questions.

You win a competition. The prize is a trip around the world.
You have one year and you can visit six countries.
You can take one person with you.

- Which countries do you want to visit?
- How do you want to travel?
- What do you want to see?
- Who do you want to take with you?



2 Read Megan's travel blog. Match each day with a photo.

a



Day _____

Megan's travel blog

b



Day _____

c



Day _____

Day 34

Today we saw an amazing waterfall. It's called the Iguazu falls. There was so much water! And it was really loud. We also visited three countries in one day. The Iguazu falls are in Brazil and Argentina (and close to Paraguay too!)

Day 78

Paris is the most beautiful city in the world, and today I saw the Eiffel Tower. I took loads of photos. We didn't go up because we were very tired but we're going to tomorrow. We already have our tickets.

Day 187

This is our second day on Safari. The animals are amazing. Yesterday we saw elephants, giraffes and lots of monkeys. Today we saw lions! They were beautiful. I was a little bit scared and I was happy when we got back to camp.



You can see the Great Barrier Reef from space.



Wonders of the world

▶ What are some of the natural wonders of the world?

1



104

Listen and point.



2 Read, look at the map and write the continents.

- 1 Lots of interesting animals, like pink snakes, live in the Grand Canyon. It's in _____.
- 2 The Harbour of Rio de Janeiro is in _____. There are more than 80 kilometres of beaches next to it.
- 3 The Northern Lights are usually green, red or pink. You can see them in _____.
- 4 Paricutin Volcano is in _____. It's 3,170 metres high.
- 5 Mount Everest is more than 60 million years old. It's in _____.
- 6 The Great Barrier Reef is in _____. More than 1,500 kinds of fish live there.



Writing tip

Remember that names of cities and countries always start with a capital letter.

1 Choose a country. Make notes about it.

country:	Spain
where:	Europe
cities:	Madrid, Barcelona, Malaga
famous for:	sea, mountains, sun, Picasso, football

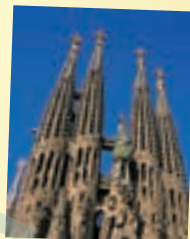
2 Read. Make an information tree about your country.



3 Find pictures and make a poster about your country.

Create your portfolio

Spain is in Europe. The capital city is Madrid. It is in the middle of the country. Spain has got two great football teams: Real Madrid and Barcelona. Barcelona is another famous city in Spain. It's by the sea. It's got lots of amazing buildings. There are beautiful mountains in the north of Spain, next to France. Picasso was a famous painter from Spain. One day I would like to go to Spain for a holiday.



9

Holiday plans

1



105

Listen and say the words.
Then check with a friend.

1 thunderstorm

2 cloud(y)

3 lightning

4 rain(y)

5 wind(y)

6 umbrella

7 raincoat

8 fog(gy)

9 boots

**BIG
QUESTION**

How are holidays different?

2



106

Listen and correct the sentences.

- 1 Ben is scared of thunderstorms.
- 2 They are a long way from the castle.
- 3 Ben and Lucy have got the book.
- 4 Ben and Lucy have to find two more letters.

3

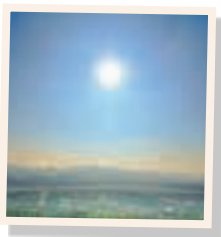
Play the mime game.

I think you're holding an umbrella.

Yes, I am!

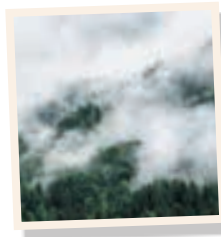
1 107 Listen and match.

Monday



sunny

Tuesday



foggy

Wednesday



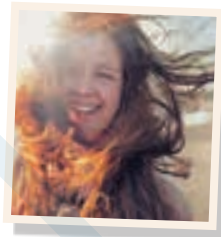
rainy

Thursday



cloudy

Friday



windy

2 Where do the words go? Say the sentences.

1 I'm be in the garden all day. (going to)

2 It's not going rainy on Tuesday. (to be)

3 108 Watch, listen and say.

Language focus

It's not going to be sunny on Monday,
It's not going to be sunny on Wednesday,
And it's going to be rainy on Saturday.
Well, I'm going to play outside every day!
Do you want to come out, too?
Yes, I do! I'm going to play with you.



4 Play the weather game.

What's the weather going to be like tomorrow?

It's going to be foggy.
I'm not going to play football.



1  109  Listen and number the pictures. Then sing the song.

Holiday!
Enjoy your time away!
Holiday!
Let's shout 'Hooray! Hooray!'

I'm going to stay in bed
 And read my favourite book.
 I'm going to see my aunt.
 She's going to teach me how to cook.

Holiday! ...

I'm going to travel far away.
 I'm going to have some fun.
 Then I'm going to rest at home.
 And lie down in the sun.

Holiday! ...

After our holiday, we're going to be at school.
 We're going to see our friends again,
 Being with friends is cool!

Holiday! ...



2 Talk about your holidays.

3  Draw a Venn diagram.

On holiday,
 I ...

get up
 late

On normal
 days, I ...

phone my
 grandma

get up
 early

I'm going to read
 my favourite book.

I'm not going
 to visit my aunt.

1 111 Listen, read and write the names in your notebook.



Mrs Beal: Lily, what are you going to do in your holiday?

Lily: Nothing much. I'm going to read lots of books.

Mrs Beal: Oliver and James, what are you going to do?

James: We're going to stay at home and play all our computer games.

Mrs Beal: Ruby, what are you going to do in your holiday?

Ruby: I'm going to Mexico with my mum and dad. I'm going to swim all day.

Mrs Beal: Dylan, what are you going to do in your holiday?

Dylan: I'm going to play lots of football and tennis.

2 Use the words to make *be going to* questions. Say.

1 Tim / what / you / do in your holidays?

2 Mum / what / we / do in our holidays?

3 112 Watch, listen and say.

Language focus

Are you **going to climb** some trees?

Are you **going to eat** some sweets?

Are you **going to go away**?

Yes, I am.

No, I'm not.

No, I'm not. **I'm going to stay.**



4 Look and play the holiday game.

Are you going to listen to music?

Yes, I am.

The treasure



1

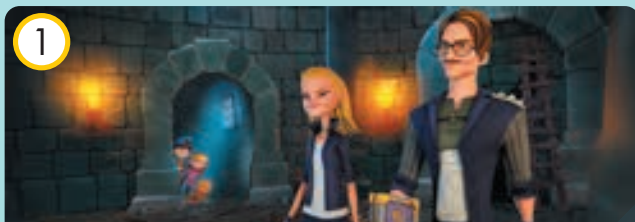


113



Where are Ben and Lucy going to take the golden statue?

1

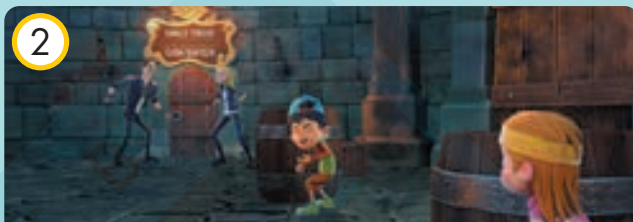


Lucy: Look. It's Horax and Zelda. What are they doing?

Ben: I don't know, but they've got our book.

Lucy: Let's hide and find out.

2



Horax: There's a message with a missing word. We need the letters!

Ben: Atchoo!

Zelda: What was that?

3



Horax: How kind of you to visit us!

Zelda: Now, give us the letters.

Ben: OK, they're *N F D I S E R*.

Horax: Hmm. So, it's a kind of puzzle.

4

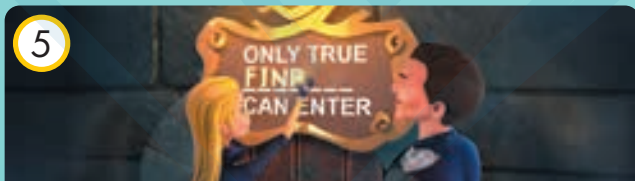


Zelda: Go away, stupid dog!

Lucy: No! It can't be! You're Mr Williams!

Horax: Yes, now you know. But it doesn't matter. I've got what I need.

5



Horax: These letters are a puzzle.

Zelda: Yes. I think they make a word.

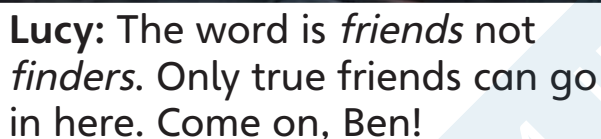
Horax: Look! The letters make the word *finders*. Let's write it!

6

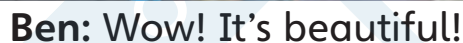


Horax: What? The word has to be *finders*! That's what we are – finders!

Zelda: It's wrong, you fool. Why do you always get things wrong?



8



Lucy: It's amazing! Let's take it to the museum. That's where it belongs.

Ben: What a perfect end to our adventure!

2



 Use the code to find out what the statue says.

[illegible][illegible]

♀♂ II ≍♂ΩII, ♀Υ♂II⊥≍ ♀♂⊙ Υ☐II♂, ♀♂⊙ ♂Ω**

 $\Upsilon \uparrow \quad * \Upsilon \supseteq \Pi \quad \approx \Upsilon \Upsilon$

3



Write as many words as you can starting with each letter in the word **FRIENDS**. Make a short story with some of your words.



football

family



red



Story practice



1 Look at the pictures and the title. What do you think the story is about?

2  114 Read and listen. Write the missing words in your notebook.



A very **different** holiday



Liam was very excited. 'We're going to Florida for two weeks. We're going to **1** _____ a lot and we're going to **2** _____ lots of beautiful fish. It's going to be fantastic!' he said. His mum and dad were excited about the holiday too. 'We can **3** _____!' said Dad. 'We can **4** _____ and **5** _____!' said Mum.



They arrived in Florida in the afternoon. The hotel was beautiful, and close to the sea. Their rooms had big windows. Liam loved looking at the sea and the boats. 'Tomorrow I'm going to **6** _____ in the sea!' he said.

That evening, they sat on the balcony for more than an hour. It was dark and there were lots of stars. They listened to the sea. 'This is going to be a great holiday,' said Liam.

3  115 Read and listen. What happened at night? How did Liam feel? Why?

In the middle of the night Liam woke up. 'What's that noise?' he thought. He looked outside and saw a big thunderstorm. Liam felt a little scared. 'We're OK here, Liam,' said Dad. 'But the weather isn't looking good. Let's switch on the TV.'



'There's going to be a lot of rain in Florida for the next fourteen days,' said the man on TV. 'There are going to be thunderstorms with strong winds and lots of lightning. It's going to be much colder than normal too.'

Liam looked at his dad. Then he looked at his mum. They were both quiet. 'That can't be true! It's our holiday. We can't swim or see fish in the rain! It's going to be boring,' Liam said.

'The most important thing is that we're on holiday,' answered Mum. 'We can have fun in our room. We can read, play games and listen to music. We don't need sun to have a good time!'

4



116

Read and listen. How did the family spend their holiday?

Two weeks later, their holiday was finished. 'I don't want to go home, Mum,' Liam said. 'We didn't go swimming or see any beautiful fish, and we didn't go on a boat ride. But it was a beautiful holiday!'

'I agree,' Mum said. 'Let's finish packing later. Let's play another game first!' Dad went to get their games box. 'Hooray!' shouted Liam.



5

Put the story in order in your notebook.

- a Liam woke up because of a noisy thunderstorm.
- b Liam and his mum and dad went to Florida for a holiday.
- c Liam loved his holiday so much he didn't want to go home.
- d The man on TV said, 'There's going to be rain for fourteen days!'
- e Liam didn't like that. 'It's going to be boring!' he thought.

6



117

Listen to a summary. Write the differences.

In the summary we have ...

- | | | | | |
|---|--------------|------------|----------------|---|
| 1 | <u>Italy</u> | instead of | <u>Florida</u> | . |
| 2 | _____ | instead of | _____ | . |
| 3 | _____ | instead of | _____ | . |
| 4 | _____ | instead of | _____ | . |



HOLIDAYS IN THE PAST

Super fact!

100 years ago, people went on holiday by train or boat.



▶ How were seaside holidays different 100 years ago?

1 118 Listen and point.



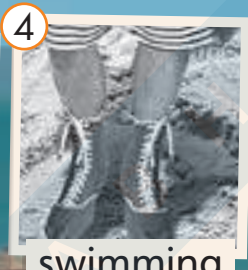
puppet show



steam train



crowded beach



swimming boots



donkey ride



picnic basket



ice cream cart

2 Read. What's different about a beach holiday now and a beach holiday 100 years ago?

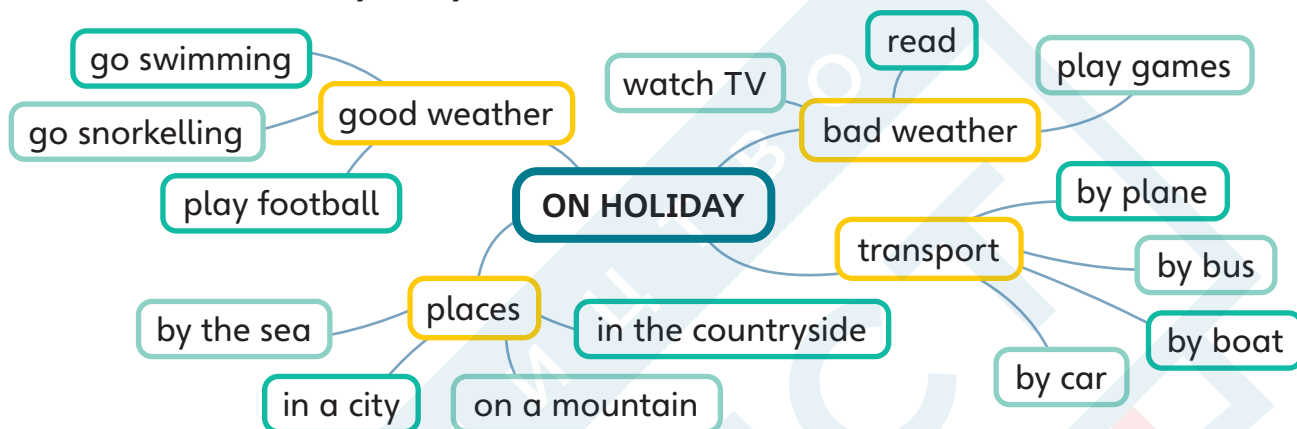
100 years ago, many families went on holiday to the seaside by steam train. The beaches were very crowded with people. They wore special swimming boots in the water, but they didn't wear sunglasses. Children played in the sand and in the water. They liked watching puppet shows and going on donkey rides. Many families had picnic baskets with sandwiches, fruit and lemonade for lunch. Sometimes a cart came to the beach with ice cream for people to buy.

3 What did you read about these things? Say.

swimming boots a picnic basket a donkey



- 1 How many words do you remember? Make a mind map about holidays in your notebook.



- 2 You are going on holiday with a friend. Plan your holiday.

- Where are you going? (in your country / in another country)
- What's the weather going to be like? (sunny / rainy / ...)
- How long are you going for? (one week / two weeks / ...)
- How are you going to get there? (by bus / by car / ...)
- What are you going to do? (go snorkelling / read a book / ...)

- 3 Write an email about your holiday.

Create your portfolio



To Anna@superminds.com Subject Hello from Wales!

Hello Anna,

We're on holiday in Wales. It's great. We're in a hotel by the sea. The last few days the weather wasn't good. It rained, but that wasn't a problem. We played games, read and watched films. The next few days are going to be better. We're going to swim in the sea and play football on the beach. On Sunday, we're going to go hiking.

Love,
Trish

Writing tip

Use 'Hi', 'Hello' or 'Dear' to start emails. Finish with 'See you soon', 'Love' or 'Best wishes'.

1 Listen, point and read.

g



garden

g



gym



game



gadget



geography



giant

2 Read. Point to the words with **g**. Say them.

The Secret of Letter G

Letter G is very sad because children don't like it.

'Why don't you like me?' asks letter G.

'I like games, but reading words with you is difficult,' says Gemmy.

'It's better to play a game in P.E.,' says Garfield.

G runs to the garden and meets Gina the Giant there. Gina lives next to the school gym, and she's a teacher.

'Hello, G! Why are you sad?' asks Gina.

'Children can't read me!' says letter G.

'I can help children remember the rule!' She takes out her tablet and draws the face of letter G on it: eyes – red letters **e**, a mouth – pink letter **i**, a nose – yellow letter **y**.

'You make the sound /dʒ/ before letters e, i and y, as in *gym*, *geography* and *giant*,' says Gina to a happy letter G.

3 Read again. Write **t** (true) or **f** (false) in your notebook.

- 1 Letter G is happy because children like it.
- 2 Reading is easy for Gemmy.
- 3 Letter G meets Gina the Giant in the garden.
- 4 Gina draws the picture on her tablet.

1 Listen, point and read.



C

cinema



C

castle



C

ocean



centre



code



special

2 Read. Point to the words with c. Say them.

Three Voices of Letter C

One day, letter G hears someone crying near the castle. It is letter C. 'What happened?' asks G.

'Children can't read me!' says letter C.

Letter G sits down next to letter C, 'What sound do you make?'

'Well, when I see letters e, i and y, I make the *snake* sound /s-s-s/, as in *cinema* and *centre*. In other words, I make the /k-k-k/ sound, as in *code* and *castle*. Sometimes I make a special sound, like the sound of the ocean – /sh-sh-sh/ sound.'

'So, there are three rules. It will be easy to remember! Let's draw a picture!' says letter G, 'A cinema wearing sunglasses, a castle wearing a cap and an ocean wearing shoes.'

Now the children are happy, and they can read lots of stories.

3 Read again. Complete the sentences in your notebook.

- 1 Letter G meets _____ near the _____.
- 2 Letter C makes the _____ before letters e, i and y.
- 3 Letter C makes the /k-k-k/ sound in the words _____ and _____.
- 4 The special sound is in the word _____.

Christmas and cheese

1  121 Listen, point and read.

ch



Christmas

ch



cheese



stomach



ache



children



lunch

2 Read. Point to the words with **ch**. Say them.

Oliver and Christmas Lunch

It is Christmas Day at Pinewood School. The children are happy and full of cheer. Oliver and his friends are sitting in a big hall. They're waiting for lunch. There's chicken, cheese, and chocolate cake on the table. The children are eating fast because they want to go outside and play snowballs. Oliver's eating too much cheese. It's his favourite food. After lunch, he doesn't go to play snowballs.

'What's the matter?' Emma asks.

'My stomach aches,' answers Oliver.

Emma looks at him and says, 'You have a stomach ache, Oliver! Let's go to the doctor. And next time, Oliver, you need to eat slowly!'

'Next Christmas, next Christmas,' Oliver smiles.

Later, Mrs Helen gives each child a gift. Oliver gets a warm red scarf with golden CH letters on it, 'CH is for *cheese* or for *Christmas*?'

'Both,' says Mrs Helen.

3 Read again. Write the answers in your notebook.

- 1 Which holiday are the children celebrating? How do they feel?
- 2 What food is there on the table?
- 3 Why does Oliver go to the doctor?

1 Listen, point and read.



scooter



boots



woods



cook



door



floor

2 Read. Point to the words with oo. Say them.

Smart House in the Woods

One sunny morning, Mia takes her new hoodie and boots. She checks the message from her grandma who lives in the woods.

‘Please, bring me a new book and a bag of cookies.’

The girl packs her bag, hops on her scooter, and goes to the woods. It’s beautiful and quiet.

When Mia arrives at her grandma’s house, she suddenly hears a loud noise from inside. She runs to the door, pushes it open, and sees a robot cleaning the house.

‘Come in, dear! Many thanks for your help. Welcome to our smart house in the woods!’ says grandma with a smile. ‘This is my robot helper. It cooks food for me and sweeps the floor. I’m not busy now. I can read a new book and drink tea with cookies. Would you like some?’

3 Read again. Complete the sentences in your notebook.

- 1 Mia takes her new _____ and _____.
- 2 Her grandma lives in the _____.
- 3 She asks Mia to bring a new _____ and a bag of _____.
- 4 The robot helper _____ the food and sweeps the _____.

1 Listen, point and read.

ie



piece



niece



field

ie



pie



lie



science

2 Read. Point to the words with *ie*. Say them.

Leo, Sophie and the Apple Pie

Leo and Sophie are having a science lesson in the field. The teacher says, 'After the lesson, we can have a small picnic.'

Sophie brings a piece of an apple pie, and Leo has a piece of brie cheese. He's looking at the apple pie. It's so tasty that Leo wants to try it. He's got an idea.

'I'm so hungry, but I don't have any food,' he says.

Sophie wants to share her food, but on their way to the field Leo falls and his bag is open. Sophie sees a piece of brie cheese.

'I'm sorry,' says the boy. His face is red now.

'Oh Leo, it's not good to lie,' but then she smiles and says, 'Let's both have some. Sharing and honesty make food taste better!'

3 Read again. Write the answers in your notebook.

- 1 What lesson are Leo and Sophie having?
- 2 Where is this lesson?
- 3 What do they bring to the picnic?
- 4 Why does Leo get red?
- 5 What happens to Leo on the way to the field?

1 124 Listen, point and read.

ui



guitar

ui



fruit



build



guilty



juice



bruise

2 Read. Point to the words with **ui**. Say them.

House Builders

Mario and Julia are building a tall house. Daisy's playing the guitar and singing.

'I'm putting the last brick on!' says Julia.

She jumps too high and breaks the house. Mario looks sad. Daisy stops playing. Julia feels guilty and says, 'I'm really sorry.'

'Let's fix it together. We can build it again,' says Daisy.

Mario's happy now. They're building the house again. After they finish, Daisy brings some juice and a bowl of fruit. They sit inside the house and enjoy apples, bananas and orange juice.

Julia has a small bruise on her leg.

'Are you okay?' asks Mario.

'I'm fine. We work as a team. Now we can relax. Friends help each other. Thank you for being my friends,' says Julia.

3 Read again. Put the story in order in your notebook.

a Julia feels guilty.

b Daisy brings some juice and fruit.

c Mario and Julia are building the house.

d There's a bruise on Julia's leg.

e Daisy's playing the guitar.

1 Listen, point and read.

ea

ea

ea



creature



beach



treasure



breakfast



learn



early

2 Read. Point to the words with **ea**. Say them.

Lina and the Giant Have Breakfast

The Giant lives in a big castle on the top of the hill. He is a kind creature, but he hasn't got any friends. One day, he invites Lina, the teacher. She helps him to be a good friend. In the early morning, Lina walks into the dining room and says, 'Good morning!'

'Good morning,' says the Giant.

'Let's have breakfast on the beach. We can take eggs, green beans, meat, bread and butter, peaches with cream, and hot tea.'

The Giant is happy, but he doesn't know what to say. When they start their breakfast, the Giant doesn't touch the food. 'I don't know how to use a spoon,' says the Giant.

Lina smiles, 'It's okay. I can teach you.'

The Giant eats peaches with cream. 'Mmm, it's a real treasure!' The cream falls on his legs.

'Don't worry! Good manners take time, just keep trying,' says Lina.

The Giant thanks Lina. He's happy and wants to learn more.

3 Read again. Complete the sentences in your notebook.

- 1 The Giant is a kind _____.
- 2 Lina and the Giant have _____ on the _____.
- 3 The Giant eats _____ with cream. It's a real _____ for him.

1 126 Listen, point and read.

ed

ed

ed



played



listened



jumped



washed



visited



landed

2 Read. Point to the words with **ed**. Say them.

Time Traveller

There was a boy named Ed. He travelled back in time by adding *ed* to the words.

'I jumped into the past!' he shouted and landed in a jungle with dinosaurs.

Ed listened carefully. He heard the loud roar far away. 'I hope it's not hungry.'

Then, he played with friendly baby dinosaurs. They ran after butterflies and made funny noises.

Later, Ed found a river and washed his hands there. The water was cool and fresh.

'I want to see more places!' Ed said. He quickly added *ed* and visited a volcano. Lava looked like bubbles, hot and bright.

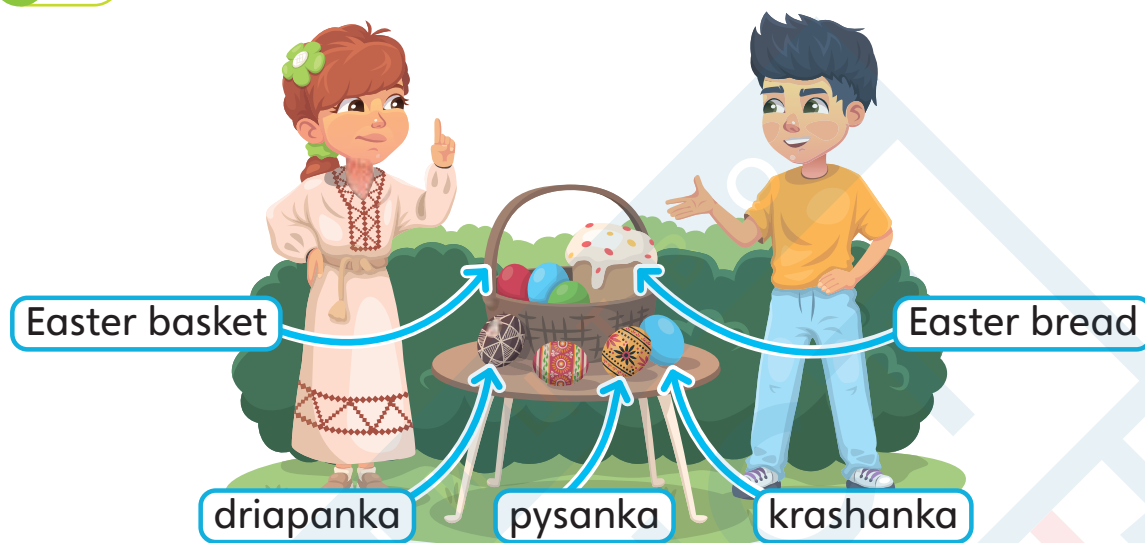
'It was the best adventure ever!' Ed smiled.

3 Read again. Correct the sentences in your notebook.

- 1 Ed added *ing* to the words.
- 2 Ed landed in the forest.
- 3 The dinosaurs were scary.
- 4 Ed washed his hands in a lake.
- 5 The lava in the volcano was blue and cold.

Easter in Ukraine

1  127 Listen, point and read.



2  128 Listen. Which words from Activity 1 can you hear?

3 Listen again. Complete the sentences in your notebook.

- 1 People of Ukraine celebrate Easter in _____.
- 2 People clean their homes, bake _____ and _____ eggs.
- 3 You paint an egg in one colour to make a _____.
- 4 You scratch a picture to make a _____.
- 5 You draw a picture with wax to make a _____.
- 6 Ukrainians put Easter bread, _____, ham or _____, and a candle in their Easter baskets.

4 Make a *My Easter Celebration* poster. Draw your Easter basket. Write how you prepare, how you decorate eggs, what your favourite part of Easter is.

My Easter Celebration

We celebrate _____.

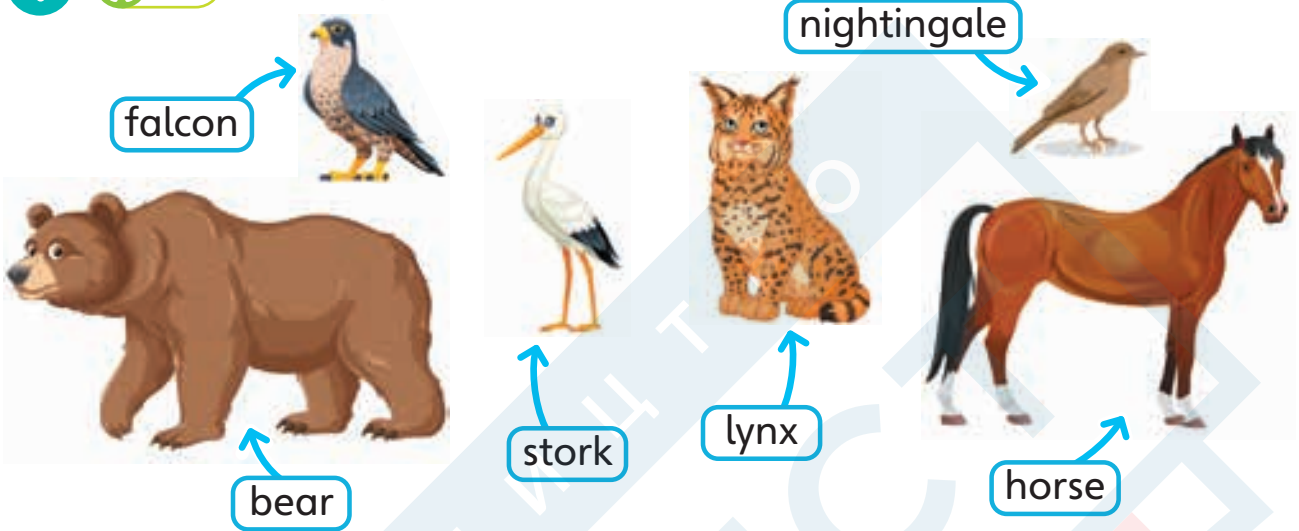
Before Easter, we usually _____.

We decorate eggs with _____.

My favourite part of Easter is _____.



1 Listen, point and read.



2 Listen and number the pictures in your notebook.

3 Listen again. Complete the sentences in your notebook.

- 1 The _____ a small bird with a beautiful voice.
- 2 The _____ builds nests on roofs in villages.
- 3 The _____ is the biggest wild cat in Europe and a symbol of the Carpathians.
- 4 We can read about the _____ in old Ukrainian stories.
- 5 The _____ is on the flag of Zakarpattia.
- 6 There are a lot of pictures of _____ with the Cossacks.

4 Draw your favourite animal or bird symbol of Ukraine. Write what it looks like, what it symbolises, where it lives.

My Favourite Symbol

My favourite animal / bird symbol of Ukraine
is _____.

It's _____.

It lives _____.



Trip around Kyiv

1  131 Listen, point and read.



2  132 Listen. Number the places in your notebook.

3 Listen again. Complete the sentences in your notebook.

- 1 Sabrina is happy to be in the _____ of Ukraine.
- 2 There are old mosaics in St. Sophia's _____.
- 3 Motherland _____ is taller than the Eiffel Tower.
- 4 Andriyivskyy Uzviz is an old _____ known for gifts and artists.
- 5 Maidan Nezalezhnosti is the central _____.

4 Imagine you are visiting Kyiv. Create a special souvenir (postcard, magnet or sticker). Describe it.

My Souvenir from Kyiv

Name of the place: _____.

Reason I like this place: _____.

_____.

Designed by: _____.

Date: _____.

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ

Шановні вчителі та вчительки!

У цьому розділі ви знайдете методичні рекомендації щодо роботи на уроках предметно-мовного інтегрованого навчання. Такі уроки допомагають учням та ученицям розвивати критичне мислення та краще розуміти взаємозв'язки різних навчальних предметів. Пропонуємо вам ознайомитися з порадами щодо проведення уроків такого типу.

- Залучайте різноманітні типи семантизації для пояснення основних понять: картки, малюнки, фото, міміку, жести або реальні предмети. Дайте учням та ученицям можливість відповісти на основне питання розділу *the Big Question*, що стосується відповідної теми та вказане на початку й наприкінці розділу.
- Використовуйте відео. Це допоможе учням та ученицям зануритися в англomовне середовище. Після перегляду обговоріть зі здобувачами і здобувачками освіти його зміст, запропонуйте дати відповіді на питання.
- Розвивайте вміння здогадуватися про зміст за контекстом.
- Під час презентації нових слів вживайте уточнювальні запитання: *Який вигляд це має? На що це схоже? Від чого відрізняється? Як та де цим можна користуватися?*
- Застосовуйте аудіосупровід, щоб подолати складнощі у вимові лексичних одиниць.
- Пояснюйте завдання коротко та чітко. Моделюйте їх виконання.

Зверніть увагу!

Уроки предметно-мовного навчання можуть містити лексичні одиниці, які належать до вищого рівня, ніж той, що вивчається. Таке лексичне наповнення уроку допомагає здобувачам і здобувачкам освіти краще зрозуміти явища, що вивчаються, і стає запорукою успішного засвоєння мови в подальшому освітньому процесі. Уведені нові слова формують пасивний лексичний запас учнів та учениць, тому не варто вимагати вживати їх у мовленні на цьому етапі. Доцільно пояснювати значення таких слів і словосполучень рідною мовою, що зробить процес сприйняття інформації більш ефективним.

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