

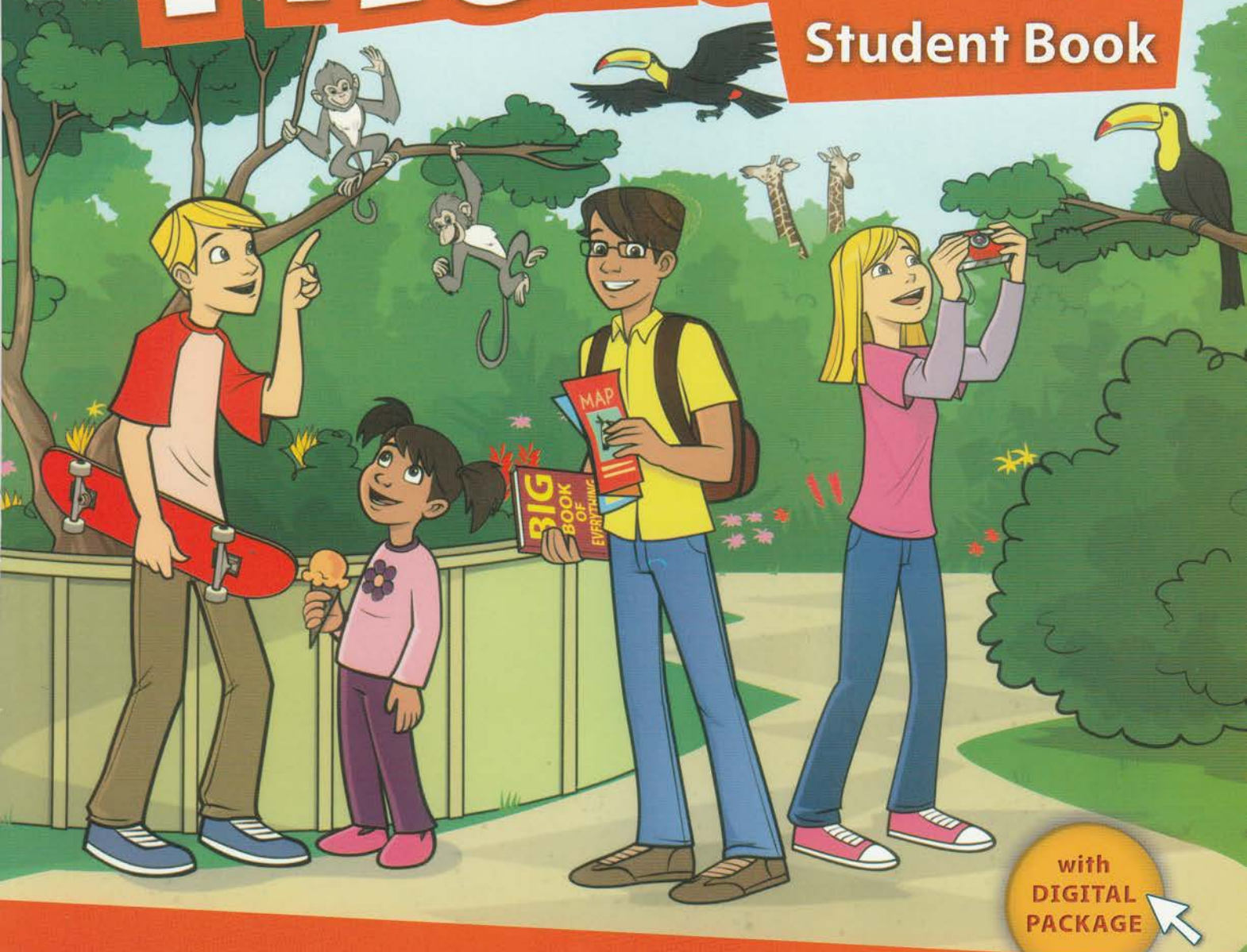
American

# Family and Friends

2nd Edition

4

Student Book



with  
DIGITAL  
PACKAGE

OXFORD

Naomi Simmons



American

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2nd Edition

# 4

Student Book



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OXFORD  
UNIVERSITY PRESS



# Scope and sequence

## Starter: Back together

Food words    Telling the time    Alphabetical order  
**like + verb +ing**    **can for permission / requests**    **Countable and uncountable nouns**  
**a / an / some**    **be going to + verb**    **Comparative and superlative adjectives**

page 4

Words	Grammar	Phonics	Skills
<b>1 The food here is great!</b> <span style="float: right;">page 8</span>			
The restaurant Words in context: <i>What do you like for breakfast?</i>	<b>Simple present and present progressive</b> <i>They usually wear blue uniforms.</i> <i>They're wearing white today.</i> <b>Time markers: simple present and progressive</b>	<b>Long a and e sounds:</b> <b>a:</b> train, tray, cake <b>e:</b> tree, leaves, key	<b>Reading:</b> a magazine article <b>Listening:</b> identifying details about family meals <b>Speaking:</b> talking about eating habits <b>Writing:</b> recognizing syllables in words, writing about my eating habits (Workbook)
<b>Fluency Time! 1      Talking about vacations      Craft: a photo album</b> <span style="float: right;">page 14</span>			
<b>2 We had a concert</b> <span style="float: right;">page 16</span>			
The concert Words in context: <i>The Concert</i>	<b>Simple past: have and be</b> <i>All our friends were there.</i> <b>Simple past: regular verbs</b> <i>The audience clapped and cheered.</i> <b>Time markers: simple past</b>	<b>Long i, o and u sounds:</b> <b>i:</b> light, cry, bike <b>o:</b> boat, blow, bone <b>u:</b> room, blue, flute	<b>R:</b> a poem <b>L:</b> identifying different musical activities <b>S:</b> asking and answering questions about musical preferences and abilities <b>W:</b> the double consonant rule, describing a picture (WB)
<b>Social Studies Time!      Life in the Arctic      Project: a booklet</b> <span style="float: right;">page 22</span>			
<b>3 The dinosaur museum</b> <span style="float: right;">page 24</span>			
The dinosaur museum Words in context: <i>Dinosaur data</i>	<b>Simple past: irregular verbs with negatives</b> <i>We didn't go to school.</i> <b>Simple past: irregular verbs with questions</b> <i>Did they go to a museum?</i> <i>What did you see?</i>	<b>f and ph spellings:</b> <b>f:</b> flamingo, scarf, feet <b>ph:</b> phone, nephew, alphabet	<b>R:</b> a non-fiction text <b>L:</b> identifying favorite things on a school trip <b>S:</b> asking and answering questions about school trips <b>W:</b> exclamation marks, writing a webpage about my school trip (WB)
<b>Review 1</b> <span style="float: right;">page 30</span>			
<b>4 Whose jacket is this?</b> <span style="float: right;">page 32</span>			
Sports time Words in context: basketball	<b>Possessive pronouns</b> <i>Whose jacket is it?</i> <i>It's mine / yours / his / hers / ours / theirs.</i> <b>Adverbs: +ly and irregular</b>	<b>b and v:</b> best, vest <b>p and b:</b> pig, big <b>v and w:</b> vet, wet	<b>R:</b> a magazine article <b>L:</b> identifying children's favorite sports <b>S:</b> asking questions about favorite sports <b>W:</b> <i>It's</i> or <i>Its</i> , writing instructions for a sport (WB)
<b>Fluency Time! 2      Eating out      Craft: a café menu</b> <span style="float: right;">page 38</span>			
<b>5 Go back to the traffic lights</b> <span style="float: right;">page 40</span>			
Directions Words in context: <i>Shadow puppets</i>	<b>have to / had to</b> <i>We have to go back to the traffic lights.</i> <b>Giving directions</b> <b>why / because</b>	<b>s endings:</b> <b>s:</b> bikes, laughs, it's <b>z:</b> zebras, he's, plays, <b>iz:</b> sandwiches, watches	<b>R:</b> an informative webpage <b>L:</b> understanding directions <b>S:</b> giving directions <b>W:</b> instructions, writing an invitation (WB)
<b>Geography Time!      Fossils      Project: a fossil</b> <span style="float: right;">page 46</span>			
<b>6 The best bed!</b> <span style="float: right;">page 48</span>			
Describing words Words in context: <i>The Ant and the Grasshopper</i>	<b>Comparatives and superlatives: long adjectives</b> <i>My bed is more comfortable than this one.</i> <b>Irregular comparatives and superlatives</b> <i>better than / worse than / the best / the worst</i>	<b>Soft c and g sounds:</b> <b>c:</b> city, ice, dance, rice <b>g:</b> cage, page, giraffe, stage	<b>R:</b> a fable <b>L:</b> identifying chronology in a fable <b>S:</b> telling a story from pictures <b>W:</b> identifying irregular plurals, writing a fable (WB)
<b>Review 2</b> <span style="float: right;">page 54</span>			
<b>7 Will it really happen?</b> <span style="float: right;">page 56</span>			
In space Words in context: The future	<b>The future with will</b> <i>People will travel in super-fast planes.</i> <i>Will they go back to Australia?</i> <b>Time markers: the future</b>	<b>au, aw and or spellings:</b> <b>au:</b> sauce, caught, August <b>aw:</b> jigsaw, straw, paw <b>or:</b> horse, sport, morning	<b>R:</b> a website forum <b>L:</b> identifying children's predictions <b>S:</b> offering opinions about the future <b>W:</b> compound words, expanding notes into a text (WB)
<b>Fluency Time! 3      Making phone calls      Craft: a telephone</b> <span style="float: right;">page 62</span>			



Words	Grammar	Phonics	Skills
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**8 How much time do we have?** page 64

At the airport Words in context: my vacation	<b>Expressing quantity</b> <i>How much money do you have?</i> <i>I don't have much money.</i> <b>some / any</b>	<b>Simple past -ed endings:</b> <i>walked, waited, showed</i>	<b>R:</b> a letter <b>L:</b> identifying details about vacations <b>S:</b> asking and answering questions about your vacation <b>W:</b> addressing envelopes, writing about my vacation (WB)
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**Science Time! Robots Project: a robot** page 70

**9 Something new to watch!** page 72

Audio-visual entertainment Words in context: What's on TV?	<b>Infinitive of purpose</b> <i>I turned on the TV to watch sports.</i> <b>How often ... ?</b> <i>I watch TV every day / three times a week.</i>	<b>er and or endings:</b> <b>er:</b> <i>mother, father, September</i> <b>or:</b> <i>visitor, doctor, actor</i>	<b>R:</b> a TV guide <b>L:</b> identifying details about children's favorite TV shows <b>S:</b> talking about favorite TV shows <b>W:</b> the prefix <i>un</i> , writing a TV guide (WB)
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**Review 3** page 78

**10 I've printed my homework** page 80

Computers Words in context: sending emails	<b>Present perfect: affirmative</b> <i>He's put the books on the shelves.</i> <b>Present perfect: questions, answers, and negatives</b> <i>Have you seen my new speakers?</i> <i>Yes, I have. / No, I haven't.</i>	<b>ur and ir spellings:</b> <b>ur:</b> <i>hurt, Thursday, nurse, curtains</i> <b>ir:</b> <i>circle, girl, shirt, bird</i>	<b>R:</b> online instructions <b>L:</b> identifying children's computer use <b>S:</b> talking about computer use <b>W:</b> parts of speech, writing about how I use a computer (WB)
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**Fluency Time! 4 Choosing TV shows Craft: a TV** page 86

**11 Have you ever been ...?** page 88

Places Words in context: Everest Expeditions	<b>Present perfect: ever</b> <i>Have you ever been to space?</i> <i>Yes, I have. / No, I haven't.</i> <b>Present perfect: never</b> <i>We've never fallen in the mountains.</i>	<b>ea and e spellings:</b> <b>ea:</b> <i>feather, bread, head, heavy</i> <b>e:</b> <i>spend, tent, present, help</i>	<b>R:</b> an account <b>L:</b> identifying details about a mountain expedition <b>S:</b> interviewing an explorer <b>W:</b> topic sentences, writing a blog entry (WB)
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**Art Time! Australian Art Project: a dot painting** page 94

**12 What's the matter?** page 96

Illness Words in context: How to stay healthy	<b>should / shouldn't</b> <i>You should drink some water.</i> <i>You shouldn't eat lots of cupcakes.</i> <b>could / couldn't</b> <i>Max couldn't eat his dinner.</i>	<b>le and al endings:</b> <b>le:</b> <i>candle, castle, table, people</i> <b>al:</b> <i>sandal, animal, hospital, cereal</i>	<b>R:</b> an information leaflet <b>L:</b> identifying details about children's healthy lifestyles <b>S:</b> describing what you do to be healthy <b>W:</b> connecting sentences using <i>because</i> and <i>so</i> , writing an information leaflet (WB)
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**Review 4** page 102

**13 Can you help me?** page 104

Making smoothies Words in context: Young Heroes	<b>Object pronouns</b> <i>me / you / him / her / it / them / us</i> <b>Relative pronouns</b> <i>This is the boy who didn't put the lid on.</i> <i>This is the smoothie that was in the blender.</i>	<b>el and il endings:</b> <b>el:</b> <i>tunnel, camel, towel, travel</i> <b>il:</b> <i>lentils, pencil, April, pupil</i>	<b>R:</b> two factual accounts <b>L:</b> matching people with how they help others <b>S:</b> asking questions about jobs <b>W:</b> identifying and using subordinate clauses, writing an interview (WB)
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**Fluency Time! 5 Describing accidents Craft: a room cube** page 110

**14 We were fishing** page 112

Family Words in context: My relatives are coming!	<b>Past progressive</b> <i>What were you doing?</i> <i>I was looking at photos.</i> <b>Dates and I was born ...</b> <i>My dad was born in 1971. He was born on July 9th 1971.</i>	<b>tion and shion endings:</b> <b>tion:</b> <i>addition, subtraction, invitation</i> <b>shion:</b> <i>fashion, cushion</i>	<b>R:</b> a poem <b>L:</b> identifying favorite memories <b>S:</b> talking about your memories <b>W:</b> poem structure and rhyme, completing a poem (WB)
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**History Time! The Gold Rush Project: a poster** page 118

**15 Good news, bad news** page 120

Jobs Words in context: Three Wishes	<b>Simple past and past progressive</b> <i>When I was working, the phone rang.</i> <b>Grammar homophones: there / they're / their</b> <i>There is some good news.</i>	<b>Vocabulary homophones:</b> <i>see / sea, hear / here, wear / where, write / right</i>	<b>R:</b> a traditional story <b>L:</b> identifying children's wishes <b>S:</b> talking about your wishes <b>W:</b> using speech marks, writing the end of a story (WB)
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**Review 5** page 126



## Lesson One


### 1 Listen and sing. 01

### We're all back together

We're all back together with friends from before.  
We're ready to work and learn some more.

It's time to show what we can do.  
Vacation is over for me and you!

### 2 Listen and read. 02




**1**

**Teacher** Welcome to 4<sup>th</sup> grade. I'm your new teacher, Miss Wells. I'd like you all to tell me something about yourself. Who's first?


**Max** My name's Max. I like reading and learning about everything.

**Teacher** That's great, Max.



**2**


**Max** I have a younger sister. Her name's Holly and she's in 2<sup>nd</sup> grade. She likes listening to music and playing with her toys.



**3**

**Max** And my Australian cousins are here, too. Amy is in this class. Look!

**Amy** Hello, Miss Wells. I love taking photos and playing sports.



**4**

**Max** My other cousin is Leo. He's 12. He really loves skateboarding and we do lots of things together.

**Teacher** Great. And do you skateboard together?

**Max** Well, he skateboards and I read books about skateboards!



1 **Speaking** Ask and answer about Max, Amy, Holly, and Leo.

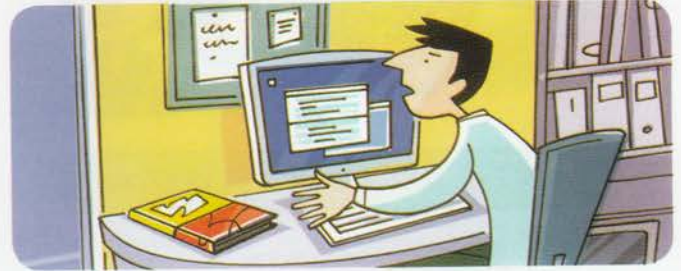
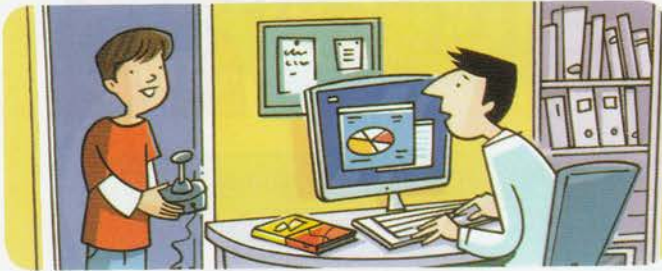
skateboard read play with toys take photos

What does Max like doing?

He likes reading.

2 Write.

can can't



Oli <sup>1</sup> Can I play some games on the computer, please?

Dad But you <sup>3</sup> \_\_\_\_\_ listen to your new MP3 player. Or you <sup>4</sup> \_\_\_\_\_ watch this DVD.

Dad Sorry. No, you <sup>2</sup> \_\_\_\_\_. I'm working on the computer.



Oli I'd like to watch the DVD. <sup>5</sup> \_\_\_\_\_ I watch it in here?

Dad No, you <sup>6</sup> \_\_\_\_\_. I'm working here. You <sup>7</sup> \_\_\_\_\_ watch it on the DVD player in the living room.

Oli OK, Dad.

3 **Speaking** Choose four foods you would like to buy. Ask and answer.

noodles bread onions meat  
cheese eggs melon  
cucumber cereal lemon milk  
potato grapes banana

What would you like?

I'd like a / some ... , please.



4 Now write about what your friend would like.

Maria would like ...



# Lesson Three

## 1 Speaking Ask and answer.

read a comic book    watch TV    visit his grandma  
play the guitar    play volleyball    play chess



What's he going to do this weekend?

He's going to ...



What are they going to do?

They're going to ...

## 2 Write about what you are going to do this weekend.

*This weekend, I'm going to ...*

## 3 Complete the words.

mp    nt    ld    lt    nd



There is a lamp next to my tent!



Next to the green fields is a beach with white sand.



There is a big plant growing in the pond.



I have a new batt.




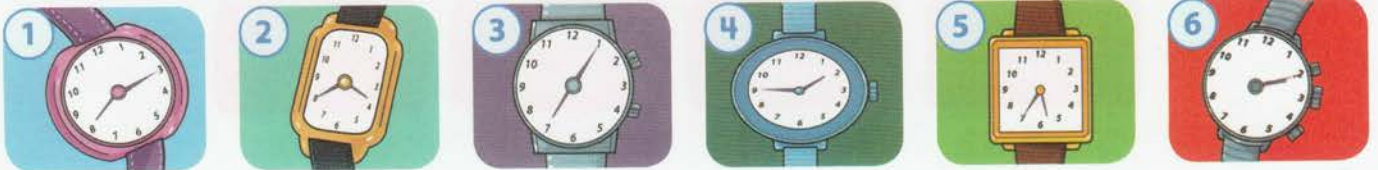
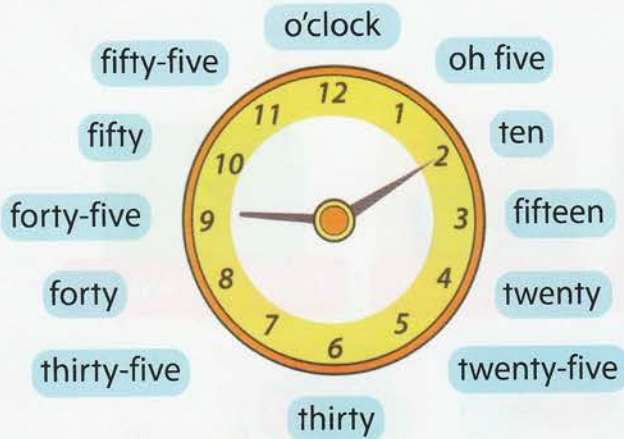
Look at this beautiful quiet.



"Tickets for six children and two adults, please."



1 **Speaking** Listen, point, and repeat.  03 Ask and answer.



2 Complete the sentences with *er* or *est*.

- Max is taller than Holly. But Leo is the \_\_\_\_\_ cousin. (tall)
- Leo's skateboard is \_\_\_\_\_ than Amy's skates. But Holly's bike is the \_\_\_\_\_. (fast)
- Holly is the \_\_\_\_\_ cousin. But Max is \_\_\_\_\_ than Leo. (young)



3 Write the words in alphabetical order.

Words in a dictionary are in **alphabetical order**. We look at the **first letter** of a word, but when two words have the same letter, we look at the **second letter**.

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

- |                         |              |               |              |
|-------------------------|--------------|---------------|--------------|
| 1 monkey zebra camel    | <u>camel</u> | <u>monkey</u> | <u>zebra</u> |
| 2 winter summer fall    | _____        | _____         | _____        |
| 3 Mexico Vietnam Brazil | _____        | _____         | _____        |
| 4 movie café museum     | _____        | _____         | _____        |
| 5 bike taxi bus         | _____        | _____         | _____        |



# 1

# The food here is great!

## Lesson One Words

### 1 Listen, point, and repeat. 04



server



uniform



menu



customer



bottle of water



cup of coffee



glass of milk



bowl of soup



plate of salad

### 2 Listen and read. 05

1

**Max** We always come to this restaurant. The food here is great!

**Holly** Look, Max! All the servers are wearing green today. They usually wear blue uniforms.

2

**Dad** Can I have a bowl of soup and some salad, please?

**Server** Sorry, we don't have any soup. But there are pizzas on the menu. Look!

3

**Holly** That's strange! You usually have soup.

**Server** Usually? But you're our first customers!

**Max** Really? But this is Ken's Café, isn't it?

4

**Server** No, this is *The Pizza Place*. It's new.

**Dad** So that's why it's different! Let's try it.



- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

### Simple present and present progressive

They usually **wear** blue uniforms.  
They're **wearing** green today.

Use the **simple present** for things you do **many times** or **all the time**.  
Use the **present progressive** for things you are **doing at the time of speaking**.

We usually **have** soup.  
But we're **having** pizza now.



We usually eat at Ken's Café, but today we're trying The Pizza Place. It's great!

### 3 Read and circle.

- 1 She's drink / drinking / drinks a glass of water now.
- 2 The family are sit / sitting / sits by the door today.
- 3 They usually sit / sitting / sits by the window.
- 4 He never have / having / has soup for dinner.
- 5 She's have / having / has soup now.



### 4 Write.

has    playing    having (x2)    ~~play~~    shares    have



At recess, I usually <sup>1</sup> play with my friends Beth and Alex. Alex isn't at school today, so I'm <sup>2</sup> \_\_\_\_\_ with Beth. We're <sup>3</sup> \_\_\_\_\_ fun today. At lunchtime, I always <sup>4</sup> \_\_\_\_\_ a sandwich and an apple. But there weren't any apples, so today I'm <sup>5</sup> \_\_\_\_\_ a banana. Alex usually <sup>6</sup> \_\_\_\_\_ salad and cookies. Sometimes, she <sup>7</sup> \_\_\_\_\_ her cookies with us. She's a nice girl.



1 Read and learn.

Time markers: simple present and present progressive

always	●	●	●	●
usually	●	●	●	○
sometimes	●	●	○	○
rarely	●	○	○	○
never	○	○	○	○

now	right now
today	at the moment

He **usually has** noodles, but he's **eating** pizza **now**.

The words above go **before** the **verb**. But they go **after** the verb **to be**.


2 **Speaking** Think of a girl. Say and answer.

				
Karen	now		sometimes	
Amy		usually		right now
Kai	today			sometimes
Sarah		always	today	

She usually has a bowl of salad. She's having ...

It's ...

3 Now write sentences about the girls.

4 Listen and sing.  06

At my friend's house

I'm at my friend's house to eat and play.  
 But the food isn't what I eat each day.  
 I rarely eat carrots. But I'm eating them right now.  
 I didn't know I liked them. But I really love them now.  
 I usually drink water. But I'm drinking juice today.  
 I didn't know I liked to have fruit this way.  
 I'm at my friend's house to eat and play.  
 The food is delicious. What a wonderful day.





1 Listen, point, and repeat. 07

long a

train

tray

cake



long e

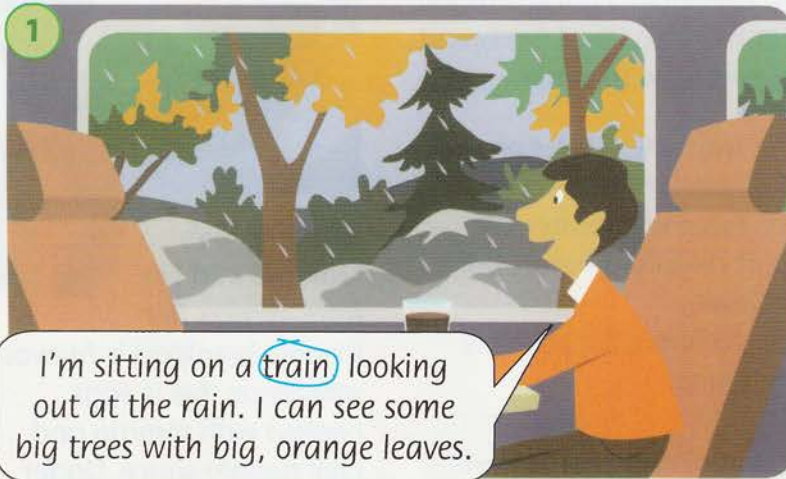
tree

leaves

key



2 Listen and read. 08



3 Read again. Circle the words with long a sounds and underline the words with long e.

4 Circle the word that contains a different vowel sound.

1 train tray tree play

2 cake peas day rain

3 eating seeing playing dreaming

4 leaves key queen same

5 feet tray space Spain

6 three please snake turkey

7 case race sea lake


8 plane week mean sea



# Skills Time!

## Lesson Five

### Reading

- 1 What do you eat for breakfast?      2 Listen and read.  09

## What do you like for breakfast?

We asked four children about their favorite breakfast foods.



Hi. I'm Abd Allah from Egypt. I sometimes eat bread with jam or cheese. But usually I eat *fuul* and bread for breakfast. *Fuul* is mashed beans. It's great with olive oil and flat bread. I sometimes have an egg with it, too.



My name's Pete. I'm from the U.S.A. For breakfast, I usually have a bowl of cereal with milk, and then toast with butter. We have lots of different cereals at home, but my favorite is cornflakes. I don't have a very big breakfast because I eat lunch early at school.



Hi. My name's Mariana and I'm from Mexico. My favorite breakfast is *huevos rancheros*: this is eggs cooked with tomato and chili pepper sauce. Under the eggs is a tortilla, which is a corn pancake. I always eat a big breakfast because we don't have lunch at school.



Hi, everyone. I'm Huong and I come from Vietnam. For breakfast, I usually have noodle soup. My grandma makes it every morning. Sometimes, I have *xoi*. These are balls of rice with beans. They are wrapped in coconut leaves and are really yummy.

- 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

beans   olive oil   toast   noodles   coconut   chili   corn   pancake

- 4 Read again and write *M* (Mexico), *U* (U.S.A.), *V* (Vietnam), or *E* (Egypt).

- |  |                                     |                                      |                          |
|--|-------------------------------------|--------------------------------------|--------------------------|
| 1 People have soup for breakfast.        | <input checked="" type="checkbox"/> | 2 People eat cereal with milk.       | <input type="checkbox"/> |
| 3 Breakfast here is a pancake with eggs. | <input type="checkbox"/>            | 4 People eat mashed beans and bread. | <input type="checkbox"/> |
| 5 The children have a big breakfast.     | <input type="checkbox"/>            | 6 Some people have rice balls.       | <input type="checkbox"/> |



Listening

- 1 Listen and number.  10
- 2 Listen again and circle the correct word.



dinner / lunch



Saturdays / Sundays



chicken / salad

Speaking

3 Ask and answer.

- |  |                                |
|--|--------------------------------|
| 1 What do you usually eat for breakfast?     | 2 What is your favorite meal?  |
| 3 Do you go to restaurants with your family? | 4 Where do you eat your lunch? |
| 5 What time do you eat dinner?               | 6 What's your favorite drink?  |
| 7 Who cooks in your family?                  | 8 What can you cook?           |

What do you usually eat for breakfast?

I usually have a bowl of cereal.

Writing preparation

We can break words into small sounds called **syllables**. There are *two* syllables in this word: **sa|lad** 2

4 Clap and count the syllables in these words. Then write.

- |              |   |           |  |
|--------------|---|-----------|--|
| 1 dinner     | 2 | 2 sit     |  |
| 3 server     |   | 4 coconut |  |
| 5 avocado    |   | 6 corn    |  |
| 7 restaurant |   | 8 tomato  |  |

Complete the writing tasks on pages 12–13 of the Workbook.

pages 12-13

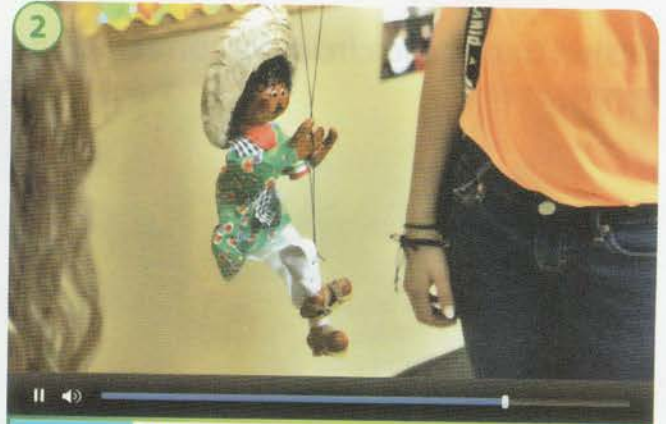


## Everyday English

### 1 Watch and listen. Read and say. 11



**Sara:** Hi, where did you go on vacation?  
**Anna:** I went to Mexico with my mom and dad.  
**Sara:** Wow! Lucky you! What was it like?  
**Anna:** It was great! I had a great time.



**Sara:** What was the best part?  
**Anna:** We went sightseeing and shopping. We bought lots of souvenirs. Here!  
**Sara:** Cool! Thanks, Anna!

### 2 Watch and listen. Circle the correct words. 12

- 1 Sam went with his family to the city / the mountains / the beach on vacation.
- 2 He went with his family / his friends / his school.
- 3 It was a tiring / exciting / relaxing vacation.
- 4 The best part was fishing / buying souvenirs / kayaking and hiking.

### 3 Speaking Talk with your friend.

beach  
mountains  
city

great  
relaxing  
exciting

go hiking / swimming / sightseeing  
buy souvenirs / ice cream  
stay in a tent / hotel



Where did you go on vacation?

What was it like?

What was the best part?



I went to the mountains with my family.

It was very exciting!

We went hiking and we stayed in a tent.

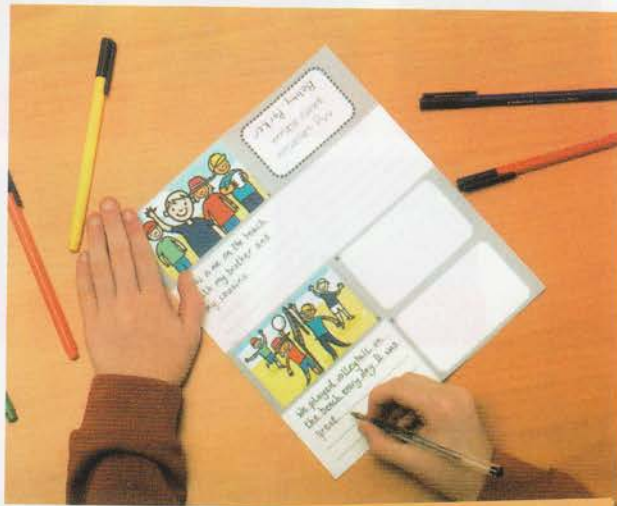


1 Watch the story again. Act. 

2 Make a photo album.



Cut out the photo album page. Write your name on the front of your photo album.



Choose your favorite vacation photos or draw pictures of your vacation. Write about each picture.

3 **Speaking** Ask and answer with your friend.

Where were you in this photo?

What did you do on the beach?

What was it like?

I was on the beach with my brother and my cousins.

We played volleyball every day.

It was great. I love playing volleyball!



## Lesson One Words

1 Listen, point, and repeat.  13

concert



drums



instruments



violin



audience



recorder



cheer



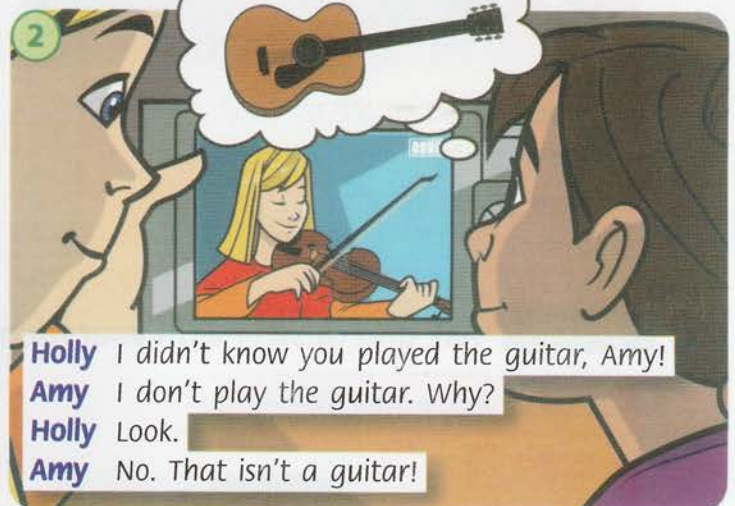
stage



program



trumpet

2 Listen and read.  14



- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

**Simple past: have and be**

We **had** a concert at our house.  
 All our friends **were** there.  
 Everyone **was** great.

**Simple past: regular verbs**

Mom play**ed** the piano.  
 The audience clap**ped** and cheer**ed**.

Amy played the violin.



regular verbs – +**ed**

try – **tried**

clap – **clapped**

be – **was / were**

have – **had**

- 3 Read and circle.

Amy and Leo <sup>1</sup> **was / had** a family concert. The concert <sup>2</sup> **were / was** at home in Australia. The children and their parents <sup>3</sup> **were / played** their instruments. Everyone in the audience <sup>4</sup> **listened to / was** the music and <sup>5</sup> **enjoyed / had** it. It <sup>6</sup> **was / were** a really special day.

- 4 Write.

**have    enjoy    be (x4)    play (x2)    clap**

Yesterday, there <sup>1</sup> was a concert at school.  
 Everyone in the audience <sup>2</sup> \_\_\_\_\_ programs about the concert.  
 Kate and James <sup>3</sup> \_\_\_\_\_ on stage first.  
 They <sup>4</sup> \_\_\_\_\_ the recorder.  
 Tom <sup>5</sup> \_\_\_\_\_ next on stage. He <sup>6</sup> \_\_\_\_\_ his trumpet.  
 The audience <sup>7</sup> \_\_\_\_\_ at the end. They all  
<sup>8</sup> \_\_\_\_\_ the concert. It <sup>9</sup> \_\_\_\_\_ fantastic!





## Lesson Three Grammar 2 and Song

### 1 Read and learn.

#### Time markers: simple past

We had a concert **last week**. **Last night**, I played my drums.  
My birthday was **yesterday**. **Two weeks ago**, they had a party.

These words can go at **the beginning or the end** of sentences.

### 2 Look at the calendar and write.

**last week**    **four weeks ago**    ~~yesterday~~    **five days ago**

Hi, my name is Lucy. Look. This is my calendar.  
This month was really busy! <sup>1</sup> Yesterday, it was my birthday. I was ten. We had a family concert <sup>2</sup> \_\_\_\_\_. I played my recorder. <sup>3</sup> \_\_\_\_\_ my friend Jane had a party at her house. It was lots of fun. We had dinner at Grandma's house <sup>4</sup> \_\_\_\_\_. We visit her every month.

MAY						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5 Dinner at Grandma's house	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24 Concert	25	26 Jane's party	27
28	29	30 Birthday	31 TODAY			

### 3 Look at the calendar again. Write sentences about Lucy.

*Yesterday was Lucy's birthday. She was 10.*

### 4 Listen and sing. 15

#### What a busy week it is!


It was my birthday yesterday,  
Yesterday, yesterday.  
It was my birthday yesterday.  
What a busy week it is!

I went to the movies last night ...

And today my friends are coming to play,  
Coming to play, coming to play.  
Today my friends are coming to play.  
What a busy week it is!





1 Listen, point, and repeat.  16

long i

light



cry



bike



long o

boat



blow



bone



long u

room



blue



flute



2 Listen and read the poem.  17

It's a cold, cold night and I'm out in my boat.

The wind is blowing

And I'm wearing a coat.

The sky's dark blue. I can see the moon.

I can see a bright light

From a distant room.

I hear a cry, up in the sky.

What could it be?

It's a bird flying high.



3 Read again. Circle the words with long i in green, the words with long o in blue, and the words with long u in purple.

4 Circle the word that contains a different vowel sound.

1 light smile soap cry

2 moon bone elbow snow

3 blue flute boot sky


4 dry boat like night

5 my fly blow high

6 room June soon stone



### Reading

- 1 Describe what is happening in the picture.      2 Listen and read.  18

# The Concert

The park is full of people.  
This is a special day.  
A very famous orchestra  
Is playing here today.

We have a picnic blanket  
And our favorite things to eat:  
Cookies, cakes, and sandwiches.  
This is a yummy treat.

We hear the trumpets calling  
And we hear the cymbals clang.  
We hear the flutes and violins.  
We hear the big drums bang.

When each piece is finished,  
The people clap and cheer.  
The music is amazing.  
We're happy to be here.

And now it's early evening,  
The sky is getting dark.  
The lights from little flashlights  
Are shining in the park.

The concert's nearly over,  
The music's very loud.  
Now fireworks shoot into the sky  
And burst above the crowd.

This is the perfect concert.  
This is the perfect day.  
It's time to leave the park now,  
But I really want to stay.

We all pack up our picnics  
And we all go home to bed.  
I fall asleep, but I still hear  
The music in my head.



- 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

- 4 Read again and match the questions and answers.

1 Where is the concert?

d

a Fireworks shoot into the sky.

2 What is making a clanging sound?

b The drums.

3 What is making a banging sound?

c At the end of each piece of music.

4 When do people clap and cheer?


d In the park.

5 What happens near the end of the concert?

e The cymbals.



Listening

1 Listen and number.  19



2 Listen again and write T (true) or F (false).

- 1 The festival was last month.   T
- 2 Pete and Lucy are going to a park.
- 3 Sandy's piano lessons are on Fridays.
- 4 The cousins played in a festival.

Speaking

3 Choose a girl. Ask and answer with your friend.

	Mary	Susan	Pam	Liz
can play the piano	✓	✗	✓	✗
can play the drums	✗	✗	✗	✓
likes singing	✓	✗	✓	✓
likes classical music	✗	✓	✓	✗
likes pop music	✓	✓	✗	✓

- Can she play the piano?  
No, she can't.
- Does she like classical music?  
Yes, she does.
- It's Susan!
- That's right! Your turn!

4 Ask and answer about you.

- Can you play an instrument?
- No, I can't. But I want to play the guitar.

Writing preparation

To spell verbs in the **present progressive**, **double the last letter** when the word has one syllable, one short vowel and ends in a consonant.  
**stop** **stopping**

- 5 Circle the verbs that follow the double consonant rule.
- 1 drink drinking
  - 2 clap clapping
  - 3 play playing
  - 4 watch watching
  - 5 tap tapping
  - 6 open opening


Complete the writing tasks on pages 20–21 of the Workbook.





# Social Studies Time!

## Topic: Life in the Arctic

1 Listen, point, and repeat.  20



skiing



hunting



snowmobile



seaweed



raw



berries

2 Listen and read.  21

## LIFE IN THE ARCTIC

**The Arctic is bigger than the continent of North America. It is a cold and wild place. Four million people live there and most are Inuit. You can find them in Alaska (U.S.A.), Canada, Greenland, and Russia.**

In the winter, there is usually very heavy snow and the temperature is about minus 30 degrees. The sky is dark all the time, even in the day.

Most children ski to school or go by snowmobile. Other children wear special snow shoes and walk to school.

It is impossible to grow fruit and vegetables in the snow, so Inuit people usually eat meat and fish. Hunting is important and everyone shares the food together, often eating the meat raw.

In the summer months, everything changes. Most of the snow melts and the sky is light all day and night. The people can then also eat seaweed and berries.



3 Read again and complete the table about Inuit people.

1 What countries do they live in? <u>U.S.A., Canada</u>	2 What do they eat in winter? _____	3 What can they eat in summer? _____	4 How do they go to school? _____
--	--	---	--------------------------------------

4 **Think!** How is your life different from Inuit life?



## 1 Listen and circle the correct word. 22

- 1 Karima lives in Alaska / Russia / Greenland.
- 2 Karima's dad / mom / uncle drives the snowmobile.
- 3 Cats / Hippos / Polar bears visit her school.
- 4 Karima's dad has three / five / seven dogs.
- 5 On the weekend, they dance with drums / guitars / violins.

## 2 Project. Make an Arctic life booklet.



Find out about the animals and people of the Arctic.



Make a booklet about Arctic animals and Inuit people. Glue or draw pictures. Then write about them.

## 3 Present your project.

- 1 What do the animals look like?
- 2 What do they eat?
- 3 What do you know about Inuit people?




This is an Arctic seal. The baby seals are white and the adults are gray. They eat fish and...





## Lesson One Words

1 Listen, point, and repeat.  23

dinosaur



museum



model



skeleton



scary



scream



roar




alive



dead



robot

2 Listen and read.  24

1



**Max** We didn't go to school today. We went to the dinosaur museum. It was fun.  
**Aunt** Ooh great! What did you do there?  
**Amy** I bought this dinosaur model.

2



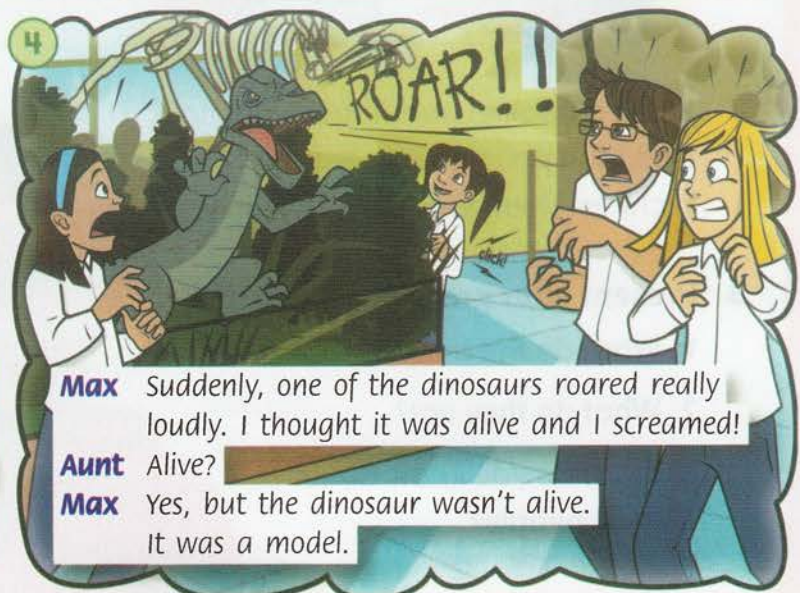
**Holly** We saw dinosaur bones.  
**Max** And we learned all about how dinosaurs lived.  
**Aunt** Wow! That sounds really interesting.

3



**Amy** But then something scary happened.  
**Max** Yes, and we all screamed.  
**Aunt** Why? What happened?

4



**Max** Suddenly, one of the dinosaurs roared really loudly. I thought it was alive and I screamed!  
**Aunt** Alive?  
**Max** Yes, but the dinosaur wasn't alive. It was a model.



1 Listen to the story again and repeat. Act.

2 Read and learn. **V** Irregular verb list Workbook 4 page 135

Simple past: irregular verbs with negatives

We **went** to the dinosaur museum.  
We **didn't go** to school.

I **saw** dinosaurs.  
I **didn't see** fish.



buy – <b>bought</b>	make – <b>made</b>
eat – <b>ate</b>	see – <b>saw</b>
go – <b>went</b>	think – <b>thought</b>
hear – <b>heard</b>	wear – <b>wore</b>
learn – <b>learned</b>	write – <b>wrote</b>

3 Write.



We went (go) to the science museum together.



I \_\_\_\_\_ (not buy) a postcard.



My sister \_\_\_\_\_ (see) her friends.



We \_\_\_\_\_ (not eat) our sandwiches inside.

4 Write.

We <sup>1</sup> went (go) to a museum to learn about the life of children two thousand years ago. Most children then <sup>2</sup> \_\_\_\_\_ (not go) to school and <sup>3</sup> \_\_\_\_\_ (not learn) to read. Many children <sup>4</sup> \_\_\_\_\_ (play) games in the street and had yo-yos and wooden toys. Boys <sup>5</sup> \_\_\_\_\_ (not wear) pants. They <sup>6</sup> \_\_\_\_\_ (wear) short tunics, like a dress.





## 1 Read and learn.

### Simple past: irregular verbs with questions

**Did** they **go** to a museum?

**Yes**, they **did**.

**Did** Amy **buy** a postcard?

**No**, she **didn't**. She **bought** a model.

**Which** museum **did** you **go** to?

We **went** to the dinosaur one.

**What** did you **see**?

We **saw** dinosaur skeletons.

## 2 Speaking Write notes about you. Ask and answer.

	You	Your friend
1 Where did you go on ... ?		
2 What did you see?		
3 What did you eat?		
4 Who did you see?		
5 Did you buy anything?		
6 Did you have a good day?		

Where did you go on Saturday?

I went to the park.

## 3 Write about what you and your friend did.

## 4 Listen and sing. 25

### My school trip

Where did you go  
When you went on your trip?  
Did you go to a museum  
Or a farm or a ship?

When it was lunchtime,  
What did you do?  
Did you buy a sandwich  
Or take one with you?



I went to a museum  
And saw paintings old and new.  
I bought a jelly sandwich  
And I bought this pin for you.





1 Listen, point, and repeat. 26

flamingo



scarf  
feet

phone



nephew  
alphabet

2 Listen and read. 27



There are 26 letters in the English alphabet. Five are vowels. Can you say your alphabet?

Yesterday, an uncle and his nephew went to the zoo together. Now they are talking on the phone about the animals. They saw elephants, giraffes, flamingos, and fish. They took lots of photos. They had a good time.



When it's cold, I wear a hat and a scarf, and on my feet, I wear boots.

3 Read again. Circle the words with *ph* and underline the words with *f*.

4 Complete the words with *f* or *ph*.



scar f



photo



phone



alphabet



phlamingo



pheet



nephew




phrog



### Reading

1 What do you know about dinosaurs?

2 Listen and read.  28

### Dinosaur data



*Dinosaurs lived on Earth for millions of years and then they disappeared.*

Scientists study dinosaur bones to find out how they lived and what they looked like.

There were more than 700 different types of dinosaur! Some dinosaurs ate plants and others ate meat. Some walked on two legs and others walked on four legs. Some could fly and others lived in the ocean. We know dinosaurs were all different, but no one knows what color or pattern they were. This is because there is no dinosaur skin left to study.

The most famous dinosaur is the T-Rex (Tyrannosaurus Rex). It was bigger than a house! Its strong tail helped it move quickly. But no one knows how fast it could run. Its teeth were 36 centimeters long and it ate meat. You can see T-Rex bones in some museums.



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

**Earth scientist pattern skin disappear asteroid fall (fell)**

4 Read again and match the sentence halves.

1 There were lots of

b

a a large rock from space.

2 An asteroid is

b different types of dinosaur.

3 When the asteroid fell,

c a very big dinosaur.

4 The dinosaurs disappeared


d the Earth became very cold.

5 The T-Rex is

e because it was too cold to live on Earth.



Listening

1 Listen and number.  29

2 Listen again and circle the children's favorite things.



boat / plants



monkey / snake



car / skeleton



cows / a walk

Speaking

3 Ask and answer about the children above.

Jane    Simon    Lisa    Max

beach    zoo    museum    farm

Where did Jane go?

She went to a ...

What did she see?

She saw ...

What did she like?

She liked ...

Writing preparation

We use **exclamation marks (!)** to show **strong feelings**, for example, surprise or excitement, or after an **instruction**.

The dinosaur moved! [F]

Don't touch the bones! [I]

4 Read the sentences. Write **F** for "feelings" or **I** for "instructions".

- 1 Open the window now!
- 2 Wow, you're here at last!
- 3 We were lost!
- 4 Take your litter with you!
- 5 Don't walk on the grass!
- 6 That's great news!

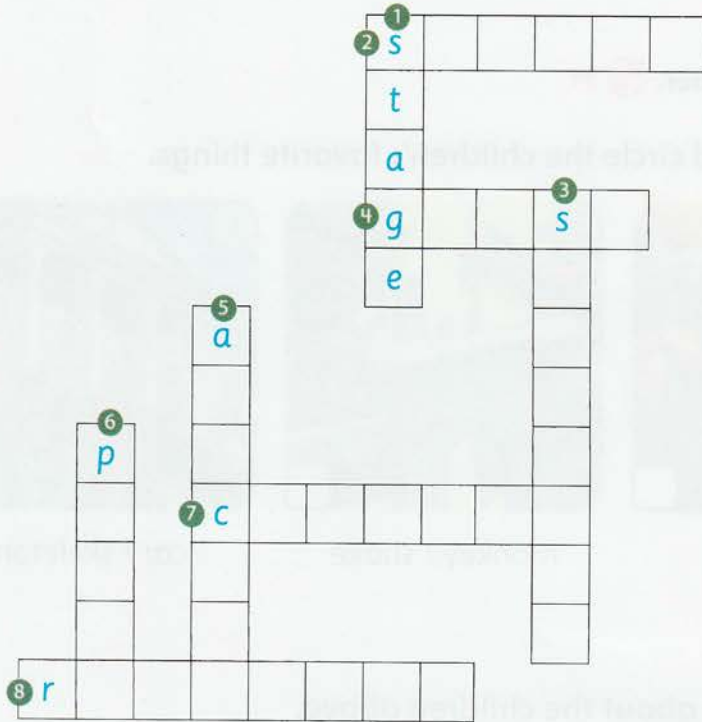
Complete the writing tasks on pages 28-29 of the Workbook.

pages 28-29

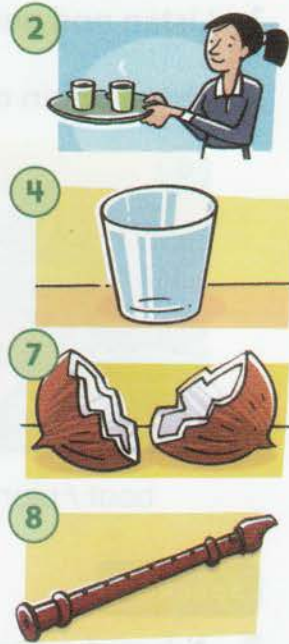


1 Complete the crossword.

Down



Across



2 Write. cheered concert trumpet ~~violin~~ stage audience

Emily and Joe are both ten. On Wednesdays, they go to music lessons. Emily is learning the <sup>1</sup> violin and Joe is learning the <sup>2</sup> trumpet. Last week, they performed in a <sup>3</sup> concert at the music school. Emily went up on the <sup>4</sup> stage first. Then it was time for Joe. They were nervous, but they played well. The <sup>5</sup> audience clapped and <sup>6</sup> cheered. Emily and Joe were very proud.



3 Read and then write what Mia did yesterday afternoon.



I am watching TV right now. It is about Arctic races. Some people are skiing and some have snowmobiles. My brother is playing soccer outside.

Mia watched TV yesterday afternoon. It was about ...



4 Match the questions and answers.

- |                                    |                                       |                               |
|------------------------------------|---------------------------------------|-------------------------------|
| 1 Where did you go yesterday?      | <input checked="" type="checkbox"/> b | a Yes, I ate dinner at home.  |
| 2 What did you see?                | <input type="checkbox"/>              | b I went to the movies.       |
| 3 Did you buy anything there?      | <input type="checkbox"/>              | c I thought it was great.     |
| 4 Did you eat after the movie?     | <input type="checkbox"/>              | d I saw a movie about tigers. |
| 5 What did you think of the movie? | <input type="checkbox"/>              | e Yes, I bought a drink.      |

5 Write. Use the simple present and present progressive.

travel / walk    eat / go    go to bed / play    ~~get up / read~~



I usually get up at seven o'clock every morning. But today, I am reading in bed.



I normally \_\_\_\_\_ to school by bus. But now, I \_\_\_\_\_ to my friend's house.



I always \_\_\_\_\_ lunch at school. But right now, I \_\_\_\_\_ to a restaurant.



I usually \_\_\_\_\_ at half past eight. But today, I \_\_\_\_\_ computer games. My school vacation started today!

6 Write the words under the correct heading.


tray    blue    cake    leaves    key    light    train    bike  
coat    sky    nose    room    tree    flute    blow

- |               |               |               |               |               |
|---------------|---------------|---------------|---------------|---------------|
| <b>long a</b> | <b>long e</b> | <b>long i</b> | <b>long o</b> | <b>long u</b> |
| tray          | _____         | _____         | _____         | _____         |
| _____         | _____         | _____         | _____         | _____         |
| _____         | _____         | _____         | _____         | _____         |





## Lesson One Words

1 Listen, point, and repeat.  30

team



jacket



sneakers



trophy



player



kick



score a goal



racket



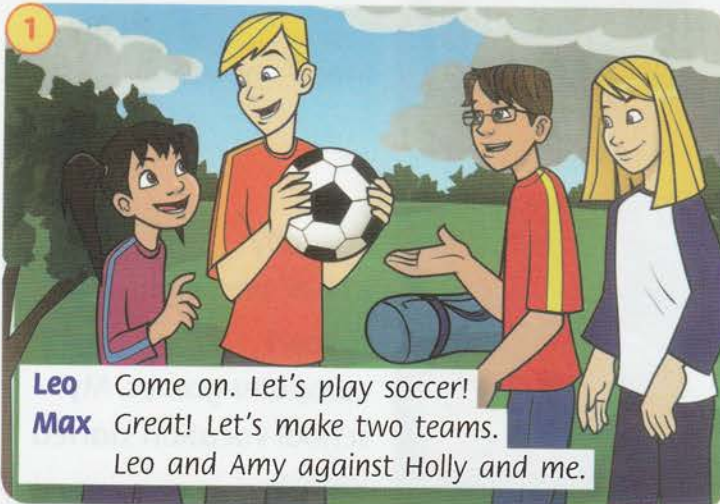
backpack



win (won)

2 Listen and read.  31

1



**Leo** Come on. Let's play soccer!  
**Max** Great! Let's make two teams.  
 Leo and Amy against Holly and me.

2



**Leo** It's cold now. Let's put on our jackets.  
**Max** Whose jacket is this? Is it yours, Amy?  
**Amy** Yes, it's mine. Thanks.

3



**Amy** Is this one yours, Leo? It's blue.  
**Leo** Yes, my jacket's blue.  
**Max** This one is mine. And this blue jacket is hers. Here you are, Holly.

4



**Holly** That jacket is very small, Leo. And mine is really big.  
**Leo** Oh no! I have yours. That's why it's so small for me!



- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

## Possessive pronouns

### Possessive adjectives

It's **my** jacket.  
 They're **your** sneakers.  
 It's **his** racket.  
 It's **her** water bottle.  
 They're **our** trophies.  
 It's **their** backpack.

### Possessive pronouns

It's **mine**.  
 They're **yours**.  
 It's **his**.  
 The water bottle is **hers**.  
 They're **ours**.  
 The backpack is **theirs**.

This jacket is hers



Use **whose** for the **question**.  
**Whose** jacket is it?

### 3 Read and circle.

- 1 This water bottle is **my** / mine.
- 2 The red sneakers are **her** / **hers**.
- 3 There are five players in **my** / **mine** team.
- 4 This is **our** / **ours** trophy.
- 5 That backpack is **their** / **theirs**.
- 6 Which one is **your** / **yours** jacket?

### 4 Write.

**mine his hers yours ours**



I think this snorkel  
is his.



Is this \_\_\_\_\_?



Hooray! We won!  
It's \_\_\_\_\_.



These sneakers are \_\_\_\_\_.  
They're new.



It's \_\_\_\_\_. Let's give  
it back.



This backpack is \_\_\_\_\_.



1 Read and learn.

Regular adverbs: + ly

slow He ran slowly.  
 quiet They talked quietly.  
 happy She smiled happily.  
 careful They did their homework carefully.

**Adverbs** tell you more about a **verb**.  
 Many adverbs end in **-ly** (e.g., slowly).  
 Some are a **different word** (e.g., well).

Irregular adverbs

good They played well.  
 fast They ran fast.



You played really well! We won!

2 **Speaking** Ask and answer about the people in the pictures.



Who is running slowly?

Adam.

3 Now write sentences about the pictures.

Joe ran fast, but Adam ran slowly.

4 Listen and sing. 32



At break time ...

At break we played baseball, baseball, baseball.  
 At break we played baseball. Our team played well.

We all cheered loudly, loudly, loudly ...  
 We didn't hear the bell.

The bell rang softly, softly, softly ...

The teacher said, "Run quickly, quickly, quickly."  
 The teacher said, "Run quickly. You didn't hear the bell."

She said, "Listen carefully, carefully, carefully."  
 She said, "Listen carefully. Listen for the bell."





1 Listen, point, and repeat. 33

**b and v**

**v and w**

**p and b**

**best**

**vest**

**vet**

**wet**

**pig**

**big**



2 Listen and read. 34

It was a cold day, so I put on a warm vest and went out for a walk.

We saw some pigs. Some were big, but one was really little. I liked the little one best. One pig was ill and a vet was looking after it.

Then it started to rain and we got really wet.



3 Read again. Circle the words with the sounds from Exercise 1. Use red for *b*, blue for *v*, pink for *w*, and green for *p*.

4 Listen and circle the correct words. Match. 35

1 I really like pears / bears.

2 My favorite vest / best is blue.

3 Let's follow this bath / path.

4 Oh no! My school work is vet / wet.





## Lesson Five

### Reading

1 What do you know about basketball?

2 Listen and read.



36



Can you jump really high and bounce a ball really fast? Then basketball is the sport for you!

Today people play basketball outdoors, too, and you can often find basketball courts in parks.

So try it! You just need a ball, some friends, and a basketball hoop.

Basketball started in 1891 in Canada. It is very cold in the winter and students wanted a sport to play inside where it was warm. So, a P.E. teacher named James Naismith invented a new sport: basketball.

Naismith put fruit baskets at the ends of the court. The players scored points by throwing balls into the baskets.



One of the tallest basketball players is Sun Ming Ming, who is 236cm tall. But you don't have to be tall to play basketball. A very famous player, Muggsy Bogues, is only 160cm.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

bounce invent basket court point hoop

4 Read again and complete the sentences.

1 Basketball started in Canada.

3 James Naismith was a \_\_\_\_\_.

5 Now people play basketball \_\_\_\_\_ as well as inside.

2 Winter in Canada is very \_\_\_\_\_.

4 The baskets were for \_\_\_\_\_.

6 Sun Ming Ming is one of the \_\_\_\_\_ basketball players.



Listening

1 Listen and circle the sports the children like. 37



1 swimming /  
gymnastics



2 riding a bike /  
soccer



3 soccer /  
riding a bike



4 basketball /  
volleyball

2 Listen again and write T (true) or F (false).

- 1 Sara loves playing team sports. F      2 Liam plays his sport in the park. \_\_\_\_\_  
3 Harry does his favorite sport at a sports field. \_\_\_\_\_      4 Rosy likes playing on a team. \_\_\_\_\_

Speaking

3 Ask and answer with your friend. Remember to use the correct verb.

with play	with do	with go
soccer	gymnastics	swimming
volleyball	track and field	skiing
basketball	judo	running
tennis	karate	cycling

What do you like doing?

I like playing / doing / going ...

Where do you play / do / go ...?

I play / do / go ...

What do you wear?

I wear ...

Writing preparation

Remember! **It** shows the short form of : **It** new. = **It** new.

**Its** is a **possessive adjective**

There is a horse on the farm. **Its** name is Star. (the horse's name)  
Look at the dinosaur! **Its** teeth are long. (the dinosaur's teeth)

4 Write **It's** or **Its**.

- 1 The sports center is great. It's big and has basketball courts.  
2 We have a parrot. \_\_\_\_\_ wings are green and blue.  
3 Oh no! \_\_\_\_\_ going to rain.  
4 The T-Rex was very big, but we don't know the color of \_\_\_\_\_ skin.

Complete the writing tasks on pages 36–37 of the Workbook.

pages 36–37



## Everyday English

### 1 Watch and listen. Read and say. 38



Tom: I'd like this sandwich **with** fries, please.  
 Anna: Can I have this salad **without** tomatoes?  
 Server: Yes. No problem. Thank you.



Anna: Can I have **some more** juice, please?  
 Mom: And **can we have the check**, please?  
 Server: Sure.

### 2 Watch and listen. Circle the correct word. 39

- Tom wants a pizza with / without fries and a salad.
- Mom wants a salad with / without tomatoes.
- Sam would like his pasta with / without cheese.
- Tom would like his pizza with / without mushrooms.

### 3 **Speaking** Talk with your friend.

sandwich	pizza	with	tomatoes	onions	cucumber	fries
salad	fish	without	cheese	meat	pineapple	chili
juice    water    coffee    milk    bread    rice						




I'd like this sandwich with cheese, please.  
 And I'd like this salad without onions, please.  
 Can I have some more water, please?



A sandwich with cheese.  
 No problem.  
 Yes, sure.

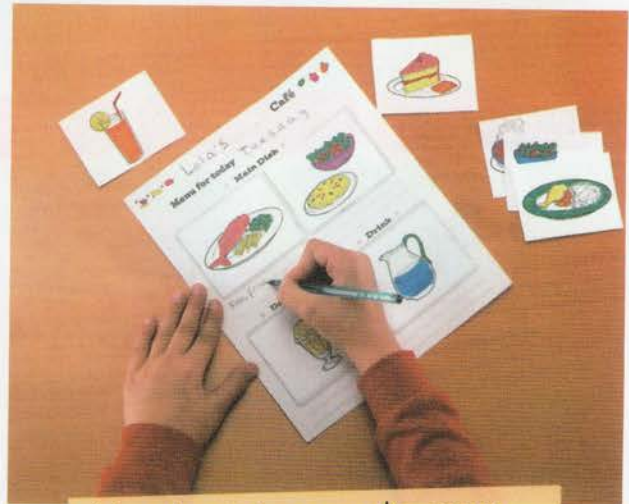


1 Watch the story again. Act. 

2 Make a menu for a café.

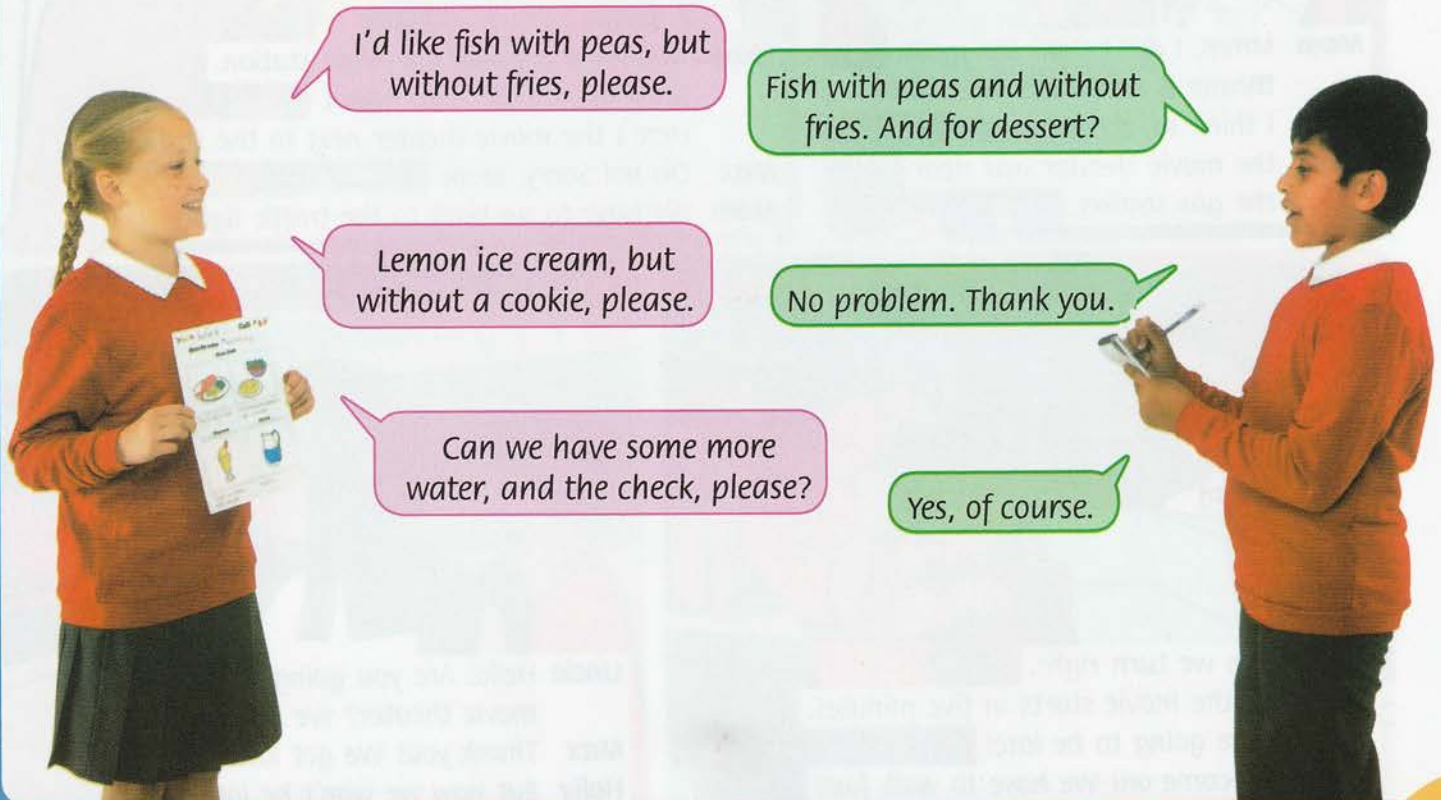


Decorate the menu and write the day.  
Create today's menu. Choose two main dishes, one dessert, and one drink.  
Color the pictures and cut them out.



Glue the pictures on the menu.  
Write about the food and drink.

3 **Speaking** Order from the menu with a friend.



I'd like fish with peas, but without fries, please.

Fish with peas and without fries. And for dessert?

Lemon ice cream, but without a cookie, please.

No problem. Thank you.

Can we have some more water, and the check, please?

Yes, of course.



## Lesson One Words

1 Listen, point, and repeat.  40

read a map



turn left



go back



traffic lights



hurry



traffic circle



get lost



turn right

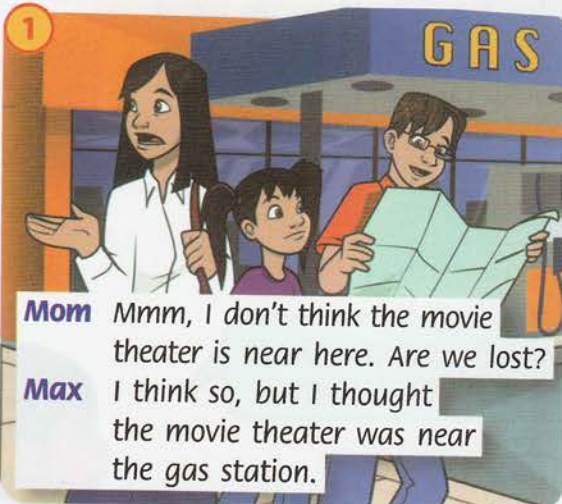


go straight



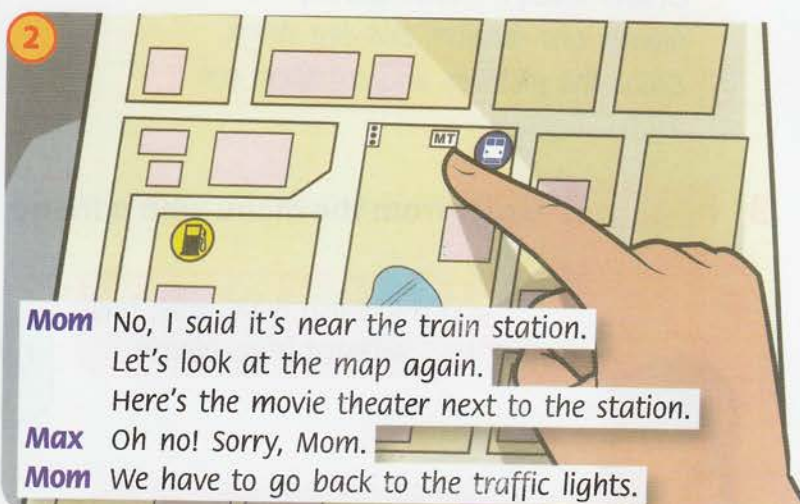
gas station

2 Listen and read.  41

1 

**Mom** Mmm, I don't think the movie theater is near here. Are we lost?

**Max** I think so, but I thought the movie theater was near the gas station.

2 

**Mom** No, I said it's near the train station. Let's look at the map again. Here's the movie theater next to the station.

**Max** Oh no! Sorry, Mom.

**Mom** We have to go back to the traffic lights.

3 

**Mom** Then we turn right.

**Holly** But the movie starts in five minutes. We're going to be late!

**Mom** Yes, come on! We have to walk fast!

4 

**Uncle** Hello. Are you going to the movie theater? We can take you!

**Max** Thank you! We got lost.

**Holly** But now we won't be late.



- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

### Have to

We **have to** go back to the traffic lights.  
We **have to** hurry.

Use **have to** when something is necessary.  
For the past tense, use **had to** e.g., *They had to* hurry.

We got lost, so we had to go with Uncle Tom.



### Giving directions

Turn left. ↶ Go straight at the traffic lights. ↑

- 3 Complete the sentences.

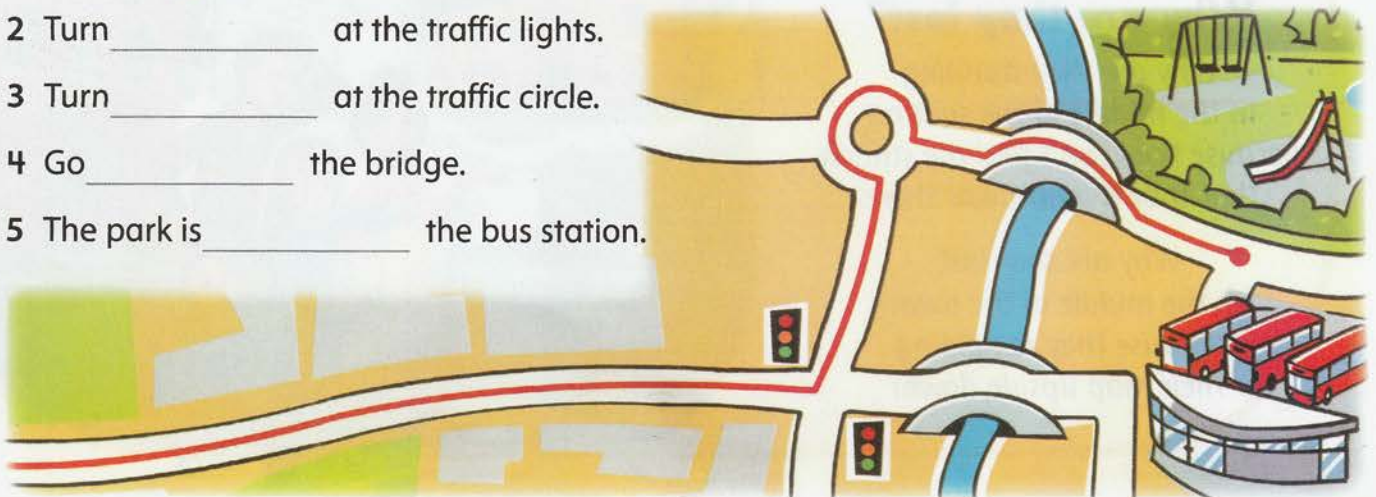
read the map    ~~hurry~~    wait    stop

- 1 We're late! We have to hurry.
- 2 They're lost. They \_\_\_\_\_.
- 3 The traffic light is red. He \_\_\_\_\_.
- 4 I'm at the theater early. I \_\_\_\_\_.

- 4 Write directions to the park.

right    over    left    in front of    ~~straight~~

- 1 Go straight.
- 2 Turn \_\_\_\_\_ at the traffic lights.
- 3 Turn \_\_\_\_\_ at the traffic circle.
- 4 Go \_\_\_\_\_ the bridge.
- 5 The park is \_\_\_\_\_ the bus station.





1 Read and learn.

**Why / because**

**Why** are we at this gas station?

**Because** we're lost.

**Why** are we lost?

**Because** we didn't read the map carefully.

Use **why** for questions. Use **because** for answers.

2 **Speaking** Ask and answer.



late



get lost



couldn't read / map

Why were they late?

Because they got lost.



get wet



forget / umbrella



late

Why did they get lost?

3 Now write sentences about the pictures.

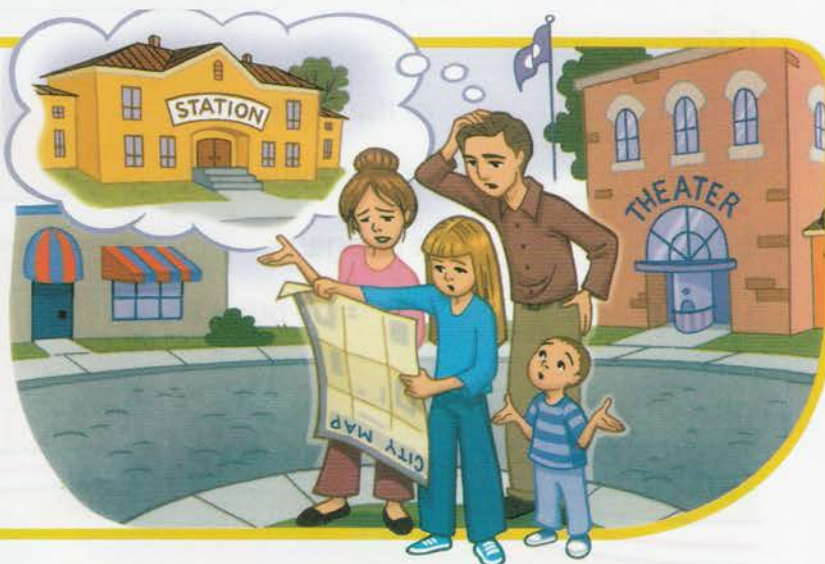
The woman and her son were late because they got lost.

4 Listen and sing. 42


**Why are they lost?**

Why are they standing  
in the middle of the square?  
Because they can't find the station  
That they thought was there.

Why are they lost  
in the middle of the town?  
Because they're holding  
their map upside down!





Listen, point, and repeat.  43

s says s

bike s  
laugh s  
it' s



s says z

zebra s  
he' s  
play s



s says iz

sandwiches  
watches  
foxes



Listen and read.  44

It's Tony's birthday today and he's really happy. In the morning, he eats sandwiches and cake with his friend Carla. Then they ride their bikes in the park.

In the afternoon, he plays with his new toys. In the evening, he watches a TV show about zebras and foxes. The animals are very funny and he laughs a lot.



Read again. Circle the words ending in s from Exercise 1. Use green when they sound like s, use blue when they sound like z, and use purple when they sound like iz.

Listen to the words and circle the ending sound.  45

1



brushes

z iz

2



boxes

z iz

3



walks

s iz

4



noses

z iz

5



birds

z iz

6



goats

s iz



## Lesson Five

### Reading

1 Have you seen any shadow puppet theater?

2 Listen and read.  46

## Shadow puppet theater

Shadow puppet theaters first started in China thousands of years ago. But they are still popular today in many parts of the world.

The puppets are usually made from animal skins. These shadow puppets are camel skin and they come from Indonesia.

It is dark and a bright light shines on the puppets to make shadows on a screen behind them. A person uses wooden sticks to make the puppets move. This person also does the talking. Sometimes, there are other people singing or playing instruments.



### Hand shadows

You can do shadow theater at home, using your hands! You will need a white wall and a bright light.

### To make a tiger:

- Make a "C" shape with your left hand.
- Put your right hand on top of your left hand.
- Lift up your right thumb a little for the tiger's ear.
- Make the tiger's mouth move by moving the fingers and thumb on your left hand.



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).


shadow puppet popular event stick screen voice lift up

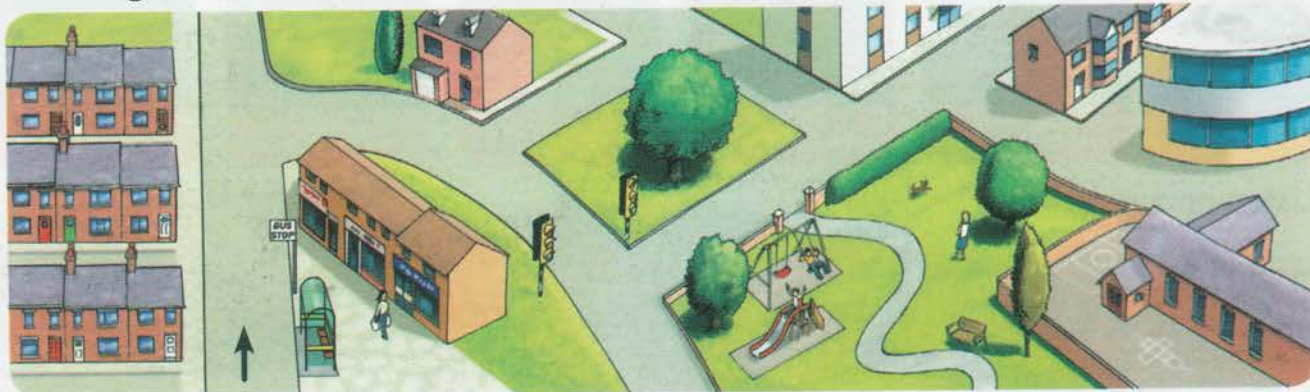
4 Read again and write *T* (true) or *F* (false).

- 1 Shadow puppet theater started in Turkey.   F
- 2 The theater shows are always about old stories.
- 3 The puppets are usually made from plastic.
- 4 You can make shadows with a white wall and a bright light.
- 5 You can make a tiger's mouth move.



Listening

- 1 Listen and point to the route. Where is Leo going?  47
- 2 Listen again and draw the route to Leo's school.



Speaking

- 3 Give directions to a visitor at your school. Start at the school door.

go upstairs    go downstairs    turn left / right    go straight  
 in front of    behind    next to    the first / second / third door

- 1 your classroom
- 2 playground
- 3 art room
- 4 computer room

Where's your classroom?

Go straight. Go upstairs. It's the second door on the right.



Writing preparation

We use **imperatives** to tell a reader to do something. We usually **start a new line** for each **new instruction**.

**Underline the imperatives in these instructions.**

- Take an empty, white paper bag.
- Turn it upside down and fold under the corners to make the head.
- Cut out ears and paws and glue them on.
- Draw on the rabbit's eyes and nose.



Complete the writing tasks on pages 44–45 of the Workbook.

pages 44–45



# Geography Time!

## Topic: Fossils

### 1 Listen, point, and repeat.



fossil



whale



ground



footprint

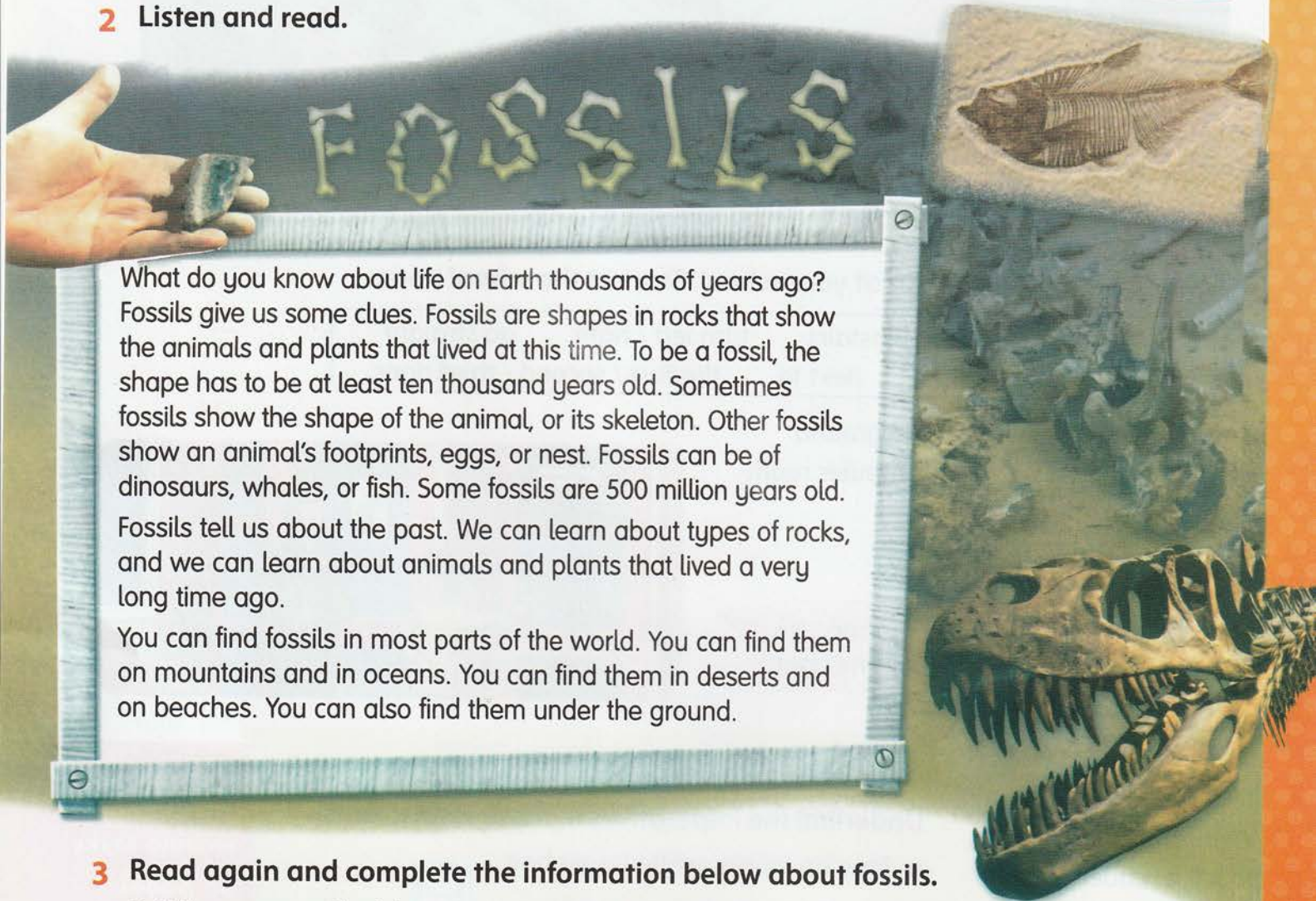


rocks



Earth

### 2 Listen and read.



What do you know about life on Earth thousands of years ago? Fossils give us some clues. Fossils are shapes in rocks that show the animals and plants that lived at this time. To be a fossil, the shape has to be at least ten thousand years old. Sometimes fossils show the shape of the animal, or its skeleton. Other fossils show an animal's footprints, eggs, or nest. Fossils can be of dinosaurs, whales, or fish. Some fossils are 500 million years old. Fossils tell us about the past. We can learn about types of rocks, and we can learn about animals and plants that lived a very long time ago.

You can find fossils in most parts of the world. You can find them on mountains and in oceans. You can find them in deserts and on beaches. You can also find them under the ground.

### 3 Read again and complete the information below about fossils.

1 Where can we find them?

mountains

2 What do they show?


skeletons

3 How old are they?

Between \_\_\_\_\_  
and \_\_\_\_\_ years old.

### 4 Think! Where can you find fossils in your country?



1 Listen and match the sentences.  50

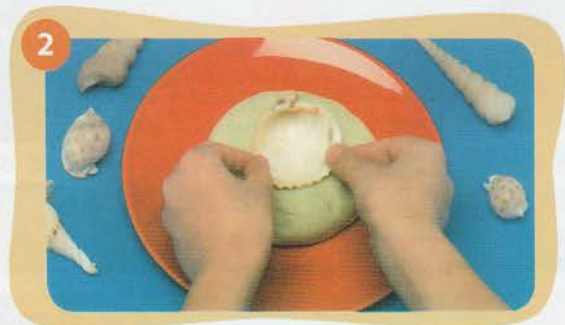
- 1 Scientists found the whales ...  d
- 2 Scientists found ...
- 3 A desert is ...
- 4 The fossils are about ...
- 5 Some whales were ...

- a twenty whale fossils.
- b seven million years old.
- c a very dry place.
- d in 2011.
- e as big as a bus.

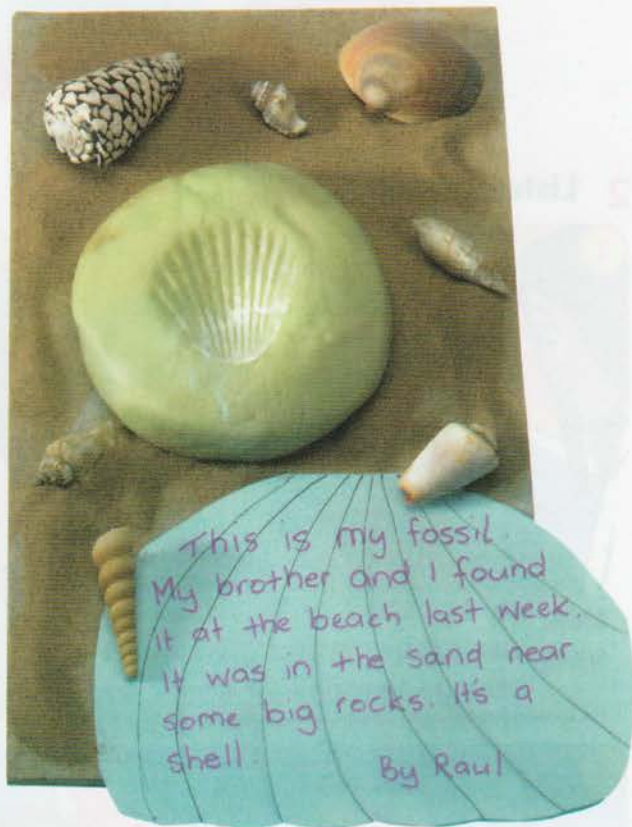
2 Project. Make a fossil.



Mix two parts flour to one part water. Put the mixture in a small container.



Press your shape in the top of the mixture. Remove the shape and look at your fossil! Write a story about your fossil.



3 Present your project.

- 1 What is your fossil?
- 2 Where can people find it?
- 3 What can people learn from your fossil?



This is my fossil. It is a shell shape. You can usually find shell fossils at a beach or ...



## Lesson One Words

## 1 Listen, point, and repeat. 51



break



repair



comfortable



hard



soft



expensive



cheap



wooden



metal



modern

## 2 Listen and read. 52



**Max** My bed broke, Mom. I'm sorry.  
**Mom** Don't worry. It was a very old bed.  
 Let's go shopping for a new one.



**Mom** This bed is bigger than your old one.  
**Max** But my old bed is more comfortable. This one is hard.  
**Dad** Look, Max! This one is softer.  
**Max** It's OK. But my old bed is better.



**Max** What about this one? It's a cool airplane bed. Please can I have this one?  
**Dad** Sorry, Max. It's the most expensive bed in the store. Let's find something less expensive.



**Assistant** We can repair old beds, if you prefer.  
**Max** Yes, please, Dad. My old bed is the best of all.  
**Dad** OK. And it's cheaper than a new bed!



- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

## Comparatives and superlatives: long adjectives



My bed is **more** comfortable **than** this one.  
It's **less** expensive **than** a new bed.



This is **the most** expensive bed in the store.  
This is **the least** expensive one.

Adjectives with 2+ syllables = **more / less than** and **the most / the least**  
But 2-syllable adjectives ending in -y = **-ier** and **the -iest**. (e.g., *happier, happiest*).

### 3 Write.



1 The metal bed is less comfortable than (comfortable) the wooden one.



2 The wooden bed is \_\_\_\_\_ (expensive) the spaceship bed.



3 The spaceship bed is \_\_\_\_\_ (modern) the wooden one.

4 The wooden bed is \_\_\_\_\_ (comfortable) the metal one.

### 4 Speaking Ask and answer.

comfortable beautiful modern expensive



Which house / yard is the most / the least beautiful?

I think house A is the most beautiful.



1 Read and learn.

**Irregular comparatives and superlatives**

This bed is **good**.  
This one is **better**.  
And this one is **the best**!

This bed is **bad**.  
This one is **worse**.  
And this one is **the worst**.



My old bed is the best of all!

2 **Speaking** Talk about the pictures.

good    better    the best    bad    worse    the worst



I think bike number one is the best. Bike number three is better than bike number two.

3 Now write sentences about the pictures.

4 Listen and sing. 53

**Saturday was the best of all!**

Monday was bad. I lost my hat.  
Tuesday was worse. I broke my bat.


Wednesday was the worst of all.  
I bumped my head on the classroom wall.



Thursday was good. I did well at school.  
Friday was better. I went to the pool.

But Saturday was the best of all.  
I went to the park and played baseball.



1 Listen, point, and repeat.  54

c says s

city

ice  
dance  
rice



g says j

cage

page  
giraffe  
stage



2 Listen and read.  55

1

**KEN'S CAFÉ**

\$10 Special dinner tonight:  
Meat, rice and vegetables.  
Fruit with ice cream.

2

Turn the pages of this book really fast and you will see a giraffe dancing in its cage!

3

**SKATE CITY**

Come to the *ice rink* in the city.  
Meet your friends and learn to skate!

3 Read again. Circle the words with c saying s and underline the words with g saying j.

4 Circle letter c that says s and underline letter g that says j.



cucumber



race



crayon



cereal



city



camera



stage



guitar



goal



giraffe



page



finger



# Skills Time!

## Lesson Five

### Reading

1 Describe what is happening in the pictures.

2 Listen and read.  56

## The Ant and the Grasshopper



It was a summer day. The grasshopper was sitting in the sun, playing his violin. An ant walked by with an enormous piece of corn on his back.

"That corn looks heavy," said the grasshopper. "Come and play with me."

The ant was tired and hot. He pointed at a pile of corn.

"I can't, this is my food for the winter," he said. "There isn't any food then, so I must prepare now."

The grasshopper laughed.

"Don't worry about winter," he said. "It's summer now and there's lots of food."



Soon the weather became very cold and there was deep snow and ice. The grasshopper looked for food, but he couldn't find any.

"I'm hungry," said the grasshopper to the ant. "Please, can I share your food?"

The ant had lots of food and he was kind.

"Yes, you can," said the ant, and he gave the grasshopper some corn.

"But next year you mustn't be lazy and you must prepare for winter!"



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).


enormous prepare worry deep share lazy

4 Read again and complete the sentences.

- 1 The grasshopper played his violin.
- 2 The ant carried some heavy \_\_\_\_\_.
- 3 There is plenty of food in \_\_\_\_\_.
- 4 That winter the ant was very \_\_\_\_\_.



Listening

1 Listen to this fable and check (✓) the correct moral.  57

A fable is a story with a moral. It teaches you how to behave. The moral of this fable is:

- 1 Always work hard.       2 Never say things that are not true.

2 Listen again and put the pictures in the correct order.



Speaking

3 Here is a modern version of *The Boy Who Cried Wolf*. Look at the pictures and tell the story.



girl / bored /  
mom inside



shouted help /  
saw a snake



mom ran /  
no snake



next day / real  
snake / girl shouted



mom / not true /  
stayed inside

Writing preparation

Some words stay the **same** in the **plural**. Some words are completely **different**.

4 Circle the plurals that are different. Underline the plurals that stay the same.

- |              |                 |             |           |
|--------------|-----------------|-------------|-----------|
| 1 one foot   | <u>two feet</u> | 2 one fish  | two fish  |
| 3 one tooth  | two teeth       | 4 one sheep | two sheep |
| 5 one person | two people      | 6 one woman | two women |

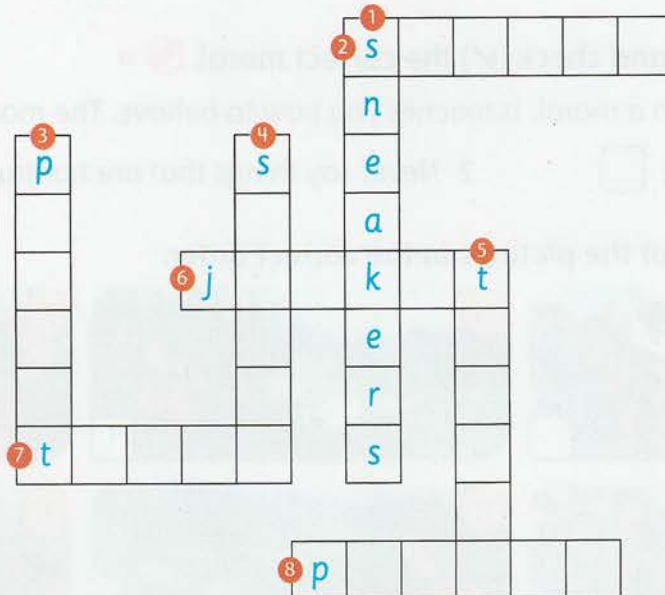
Complete the writing tasks on pages 52–53 of the Workbook.





1 Complete the crossword.

Down



Across



2 Write. bridge   ~~straight~~   right   traffic circle   left   traffic lights

Yesterday, I was with my dad outside my house.  
 A man asked, "Excuse me. Where's the station?"  
 My dad said, "Go <sup>1</sup> **straight**, then turn <sup>2</sup> \_\_\_\_\_  
 at the <sup>3</sup> \_\_\_\_\_. At the <sup>4</sup> \_\_\_\_\_, turn  
<sup>5</sup> \_\_\_\_\_. Go under a <sup>6</sup> \_\_\_\_\_ and it's in front  
 of you." "Thank you," said the man. "You know the city  
 well." "That's because I'm a taxi driver," my dad said.



3 Write. why   because

Tai <sup>1</sup> **Why** are you smiling?  
 Millie <sup>2</sup> \_\_\_\_\_ I'm happy.  
 Tai <sup>3</sup> \_\_\_\_\_ are you so happy?  
 Millie <sup>4</sup> \_\_\_\_\_ I won this trophy.  
 Tai <sup>5</sup> \_\_\_\_\_ did you win the trophy?  
 Millie I won it <sup>6</sup> \_\_\_\_\_ I came first in  
 a race at school. And <sup>7</sup> \_\_\_\_\_ are  
 you asking so many questions?





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

- 1 The pink flowers are the least beautiful.  T
- 2 The red flowers are the most expensive. \_\_\_\_\_
- 3 The purple flowers are the cheapest. \_\_\_\_\_
- 4 The purple flowers are more expensive than the yellow and white ones. \_\_\_\_\_
- 5 The yellow and white flowers are less beautiful than the pink ones. \_\_\_\_\_



5 Write.

**hers theirs mine yours ours his**



Well done!  
This is yours.



We didn't order it.  
Perhaps it's \_\_\_\_\_.



Look at this new computer. It's \_\_\_\_\_.



I think it's \_\_\_\_\_.



I think these are my brother's. Yes, they're \_\_\_\_\_.



This is your jacket.  
But where's \_\_\_\_\_?

6 Write the words under the correct heading.

~~pencil~~ yogurt orange gloves picnic cucumber giraffe police

**c says 'c'**

**c says 's'**

**g says 'g'**

**g says 'j'**

\_\_\_\_\_

\_\_\_\_\_

pencil

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Lesson One Words

## 1 Listen, point, and repeat. 58



the future



travel



satellite



the moon



the sun



planets



rocket



astronaut



star



spaceship

## 2 Listen and read. 59

1

**Mom** Listen! Amy and Leo have to go back to Australia.

**Holly** Oh no! Will they miss our vacation?

**Mom** No, they won't. They'll be here for another four months.

2

**Holly** Max, did you hear what Mom said?

**Max** Yes, but look at this. It says there will be super-fast planes and it will take less than five hours to fly from the U.S.A. to Australia!

**Holly** That's very fast! Will it really happen?

3

**Max** Well, the magazine says it will. So, in the future, there won't be any more long plane trips.

**Holly** That's good. Long plane trips are boring.

4

**Max** Mom, can we go on a super-fast plane to visit Amy and Leo in Australia for the weekend?

**Mom** Well, there aren't any planes like that yet. But maybe one day!



- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

### The future with will

People **will travel** in super-fast planes.  
There **won't be** any more long plane trips.

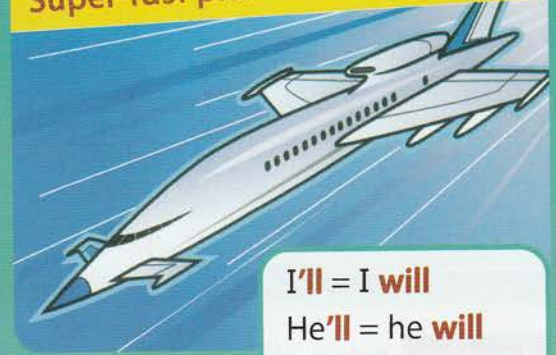
**Will they go** back to Australia?

**Yes, they will.**

**Will they miss** our vacation?

**No, they won't.**

Super-fast planes of the future!



I'll = I **will**  
He'll = he **will**  
won't = will **not**

### 3 Write.

will      won't

In the future, maybe people <sup>1</sup> will go to the moon for vacations. They <sup>2</sup> \_\_\_\_\_ travel by airplane. They <sup>3</sup> \_\_\_\_\_ travel by rocket or spaceship. They <sup>4</sup> \_\_\_\_\_ wear astronauts' clothes. They <sup>5</sup> \_\_\_\_\_ eat normal food. They <sup>6</sup> \_\_\_\_\_ eat space food with a straw. But they <sup>7</sup> \_\_\_\_\_ get out of the spaceship. It <sup>8</sup> \_\_\_\_\_ be too dangerous. But they <sup>9</sup> \_\_\_\_\_ see amazing things!



### 4 Speaking Look at the picture again. Ask and answer.

go to the moon      travel by airplane / spaceship  
wear normal clothes / astronauts' clothes      eat normal food / space food

Will people go to the moon for vacation?

Yes, they will.

Will they eat normal food?

No, they won't. They will eat space food.



1 Read and learn.

Time markers: the future

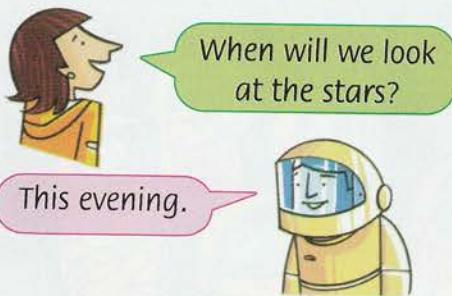
We will go on vacation ...

- in a month.
- in two weeks.
- next week.
- on Monday.
- this evening.
- tomorrow.
- soon.
- later.



2 Speaking Ask and answer.

tomorrow    next Monday    this evening    on Saturday    in three days



Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon
Today Look at the stars	Walk in space		Fly to Venus		Walk on the moon		Go back to Earth

3 Now write sentences about the moon trip.

On our trip to the moon, we will look at the stars this evening, ...

4 Listen and sing. 60

A trip to the moon!



Get in the rocket, we're leaving soon.  
We're off on a trip to the moon.  
We'll walk in space and look at the stars.  
We're off on a trip to the moon.  
Tonight we'll eat through a tube.  
We're off on a trip to the moon.  
And next week, we'll come back to Earth.  
We're off on a trip to the moon.



1 Listen, point, and repeat. 61

sauce

August  
caught



jigsaw

straw  
paw



horse

sport  
morning



2 Listen and read. 62



Paul's birthday was in August. When he woke up in the morning, he saw his presents. He got a big jigsaw puzzle. For dinner he ate noodles with oyster sauce and had a drink with a straw.

In August, my sister will start school. She'll learn to read. She'll draw and she'll play sports.

3 Read again. Circle the words with *au* in green, with *aw* in blue, and with *or* in purple.

4 Match and write.



au

aw

or






# Skills Time!

## Lesson Five

### Reading

- 1 Describe what is happening in the pictures. 2 Listen and read.  63

## The Future

What do you think the future will be like?



There won't be much land, so there will be big cities underwater, and we will travel in submarines. I think some houses will be underground, too, but I won't live in an underground house. I'll live in an underwater house with glass walls. I will see fish swimming around!



I agree with Rob. There won't be many parks or green spaces. There will be lots of cars and planes, so pollution will be very bad. We won't have a lot of fresh food, so people will eat lots of junk food. There will be food pills, too.



I disagree. I think the world will be a cleaner place in the future, because we won't use gas or other fossil fuels. We will use energy from the sun to power our cars and houses. I think cars will be very fast and some cars will fly, too!



I think computers will be very small in the future. We will have computers in our clothes and we will use our voices to control them. We'll learn lots of interesting things. We will use virtual reality to study. We won't go to school, but we'll meet our teachers and friends in cool virtual places to learn about the world.



- 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).


underwater submarines underground control  
energy virtual reality pills power

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

- |   |  |
|---|--|
| 1 Rob thinks there will be lots more space on land in the future. <input checked="" type="checkbox"/> | 2 Rob thinks lots of houses will be underwater. <input type="checkbox"/>             |
| 3 Lara thinks there will be lots of parks in the future. <input type="checkbox"/>                     | 4 Jim thinks we will use fossil fuels in the future. <input type="checkbox"/>        |
| 5 Jim thinks some cars will fly. <input type="checkbox"/>   | 6 Jasmine thinks children won't go to school in the future. <input type="checkbox"/> |



Listening

1 Listen and circle the correct answers.  64

- 1 People will live on Earth / in space stations.      2 Children will go to school / study at home.  
 3 There will be more teachers / machines.      4 Robots will help children / go to work.

2 Listen again and match the sentences to the pictures.

- 1 Children will learn about their new life in space.      2 Children will study at home.  
 3 Children will still go to normal schools.      4 Robots will talk.



Speaking

3 What will life be like in 100 years? Talk about: school, home, travel, robots, weather, food, animals, Earth

I think we will go to school, but we will all have a computer at our desks.

I don't think robots will do everything. They won't do our homework.

Writing preparation

We can make **new words** when we put **two words together**.  
 fire + fighter = **firefighter**

4 Write the words and number the pictures.

- 1 sun + flower = sunflower  
 2 pan + cake = \_\_\_\_\_  
 3 house + work = \_\_\_\_\_  
 4 door + bell = \_\_\_\_\_



Complete the writing tasks on pages 60–61 of the Workbook.

pages 60–61



## Everyday English

1 Watch and listen. Read and say. 65



1  
Dad: Hello.  
Anna: Hi. Can I speak to Sara, please?  
Dad: Yes. Who's calling, please?



2  
Anna: It's Anna.  
Dad: Hold on a minute, please. Sara! It's for you!

2 Watch and listen. Write T (true) or F (false). 66

- 1 Sam is calling Tom.   T
- 2 Tom is at home right now.
- 3 Sam will call again at 5 o'clock.
- 4 Tom is back.

3 **Speaking** Talk with your friend.



Mike



Oscar



Brian



Suzy



Maria



Jess



Hi. Can I speak to Brian, please?

This is Daniel.

OK. Thanks.


Yes. Who's calling, please?

Hold on a minute, please.

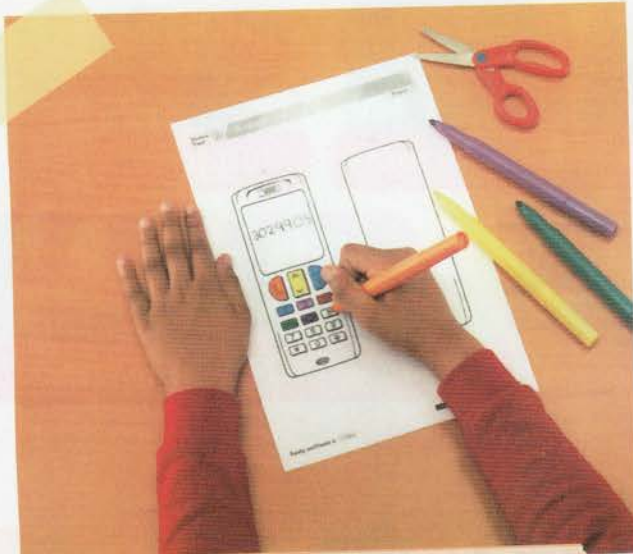
Brian. It's for you!



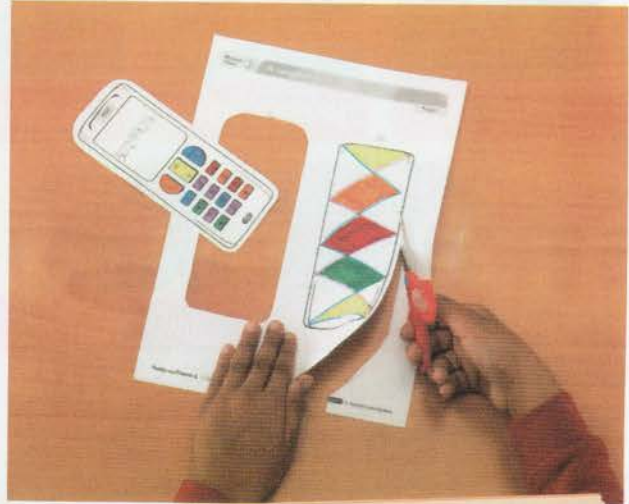


1 Watch the story again. Act. 

2 Make a telephone.



Decorate and color the telephone. Write in a telephone number.



Cut out your telephone and use it to make phone calls.

3 **Speaking** Use your telephone to make a phone call.



Hello. This is 302 9905.

Tom isn't here right now. Who's calling?

Can you call again at seven o'clock, James?

Thank you. Goodbye.

Hi. Can I speak to Tom, please?

It's James.

Yes, that's fine.

Bye.






## 8

## How much time do we have?

## Lesson One Words

1 Listen, point, and repeat.  67

money



passenger



arrivals



departures



luggage



passport



suitcase



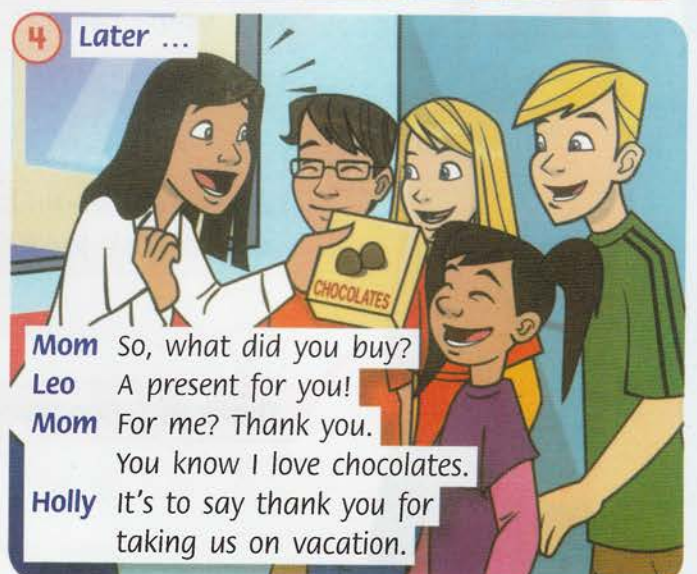
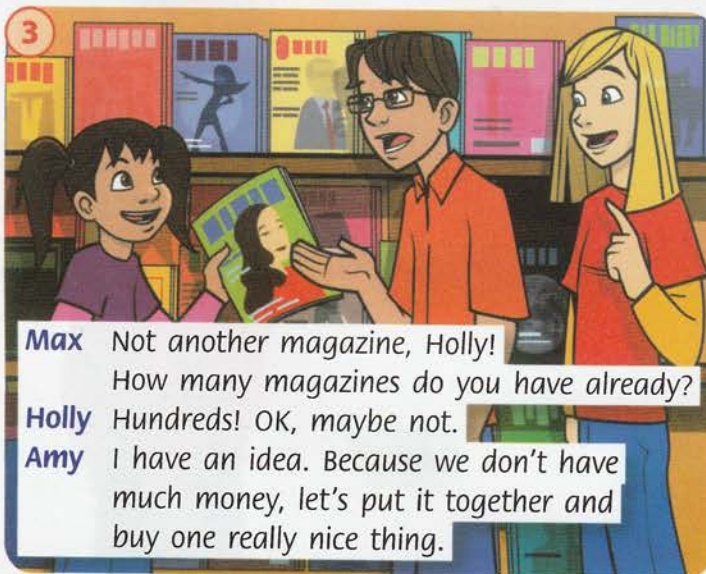
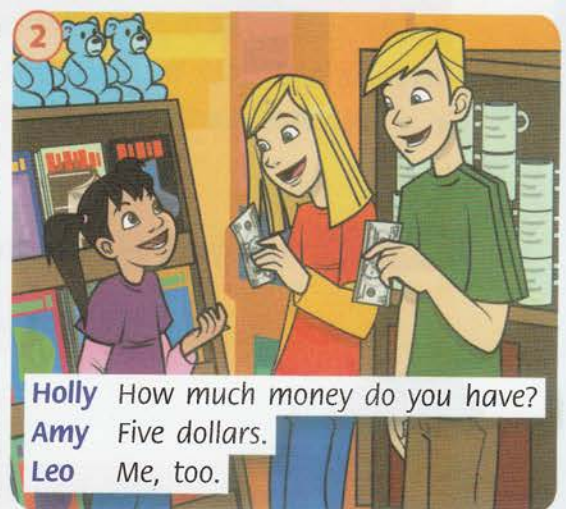
magazine



newspaper



coin

2 Listen and read.  68



- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

### Expressing quantity

How **much** money do you have?

I don't have **much** money.

We have **lots of** money.

How **many** pencils do you have?

I don't have **many** pencils.

I have **lots of** pencils.

We don't have much time now.



Let's go to the departure gate.

Use **many** with countables and **much** with uncountables.

You can use **lots of** with both.

- 3 Write. how many    how much

Steward <sup>1</sup> How much luggage do you have?

Woman We have these bags and suitcases.

Steward <sup>2</sup> \_\_\_\_\_ suitcases are going on the airplane?

Woman Three.

Steward And <sup>3</sup> \_\_\_\_\_ passengers are traveling?

Woman Four.

Woman <sup>4</sup> \_\_\_\_\_ time do we have before the plane leaves?

Steward One hour. Have a good vacation!



- 4 Speaking Point and say. lots of    much    many    any



1 luggage



2 food



3 time



4 money



5 passport

She doesn't have much luggage.



1 Read and learn.

Some / any

Do you have **any** newspapers?  
 We don't have **any** newspapers.  
 But we have **some** magazines.



Use **any** for **questions** and **negative** sentences. Use **some** for **positive** sentences.

2 **Speaking** Ask and answer.

soap    magazines    toothbrushes    pastries



Do you have any soap?

Sorry, we don't have any soap.  
 But we have some shampoo.

3 Now write about what is in the store.

They have some ... But they don't have any ...

4 Listen and sing. 69

Do you have any toothpaste?

Do you have any toothpaste, any toothpaste, any toothpaste?

Do you have any toothpaste?

My toothpaste's not here.

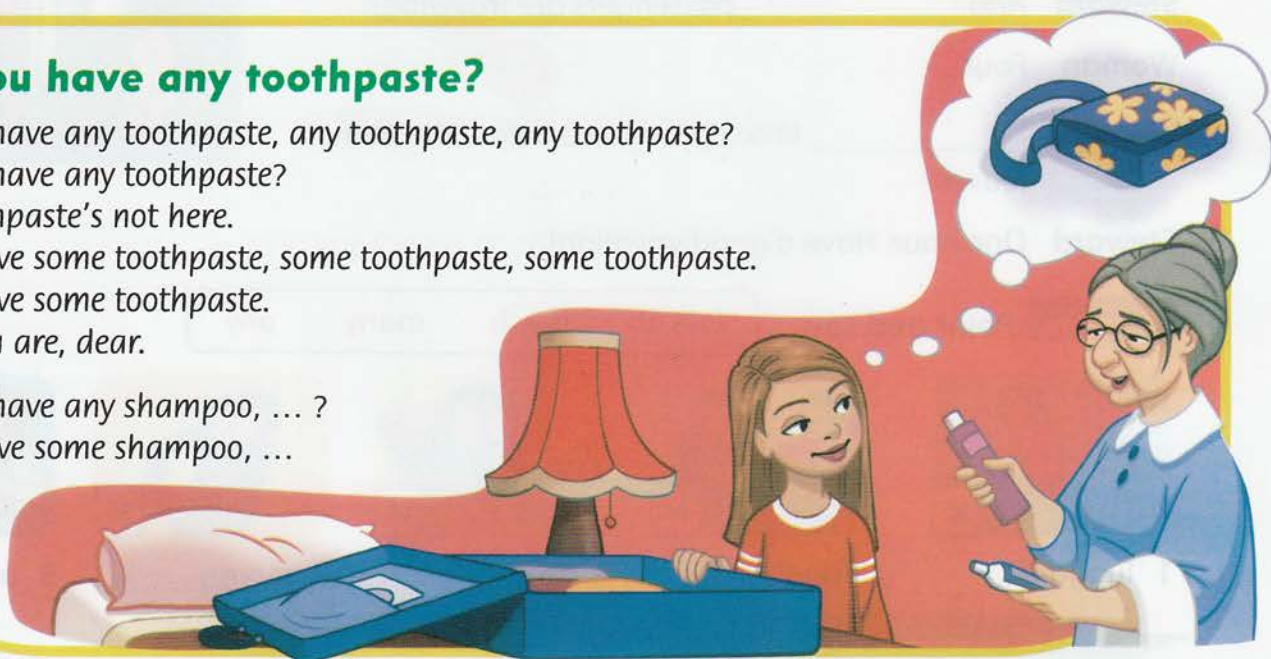
Yes, I have some toothpaste, some toothpaste, some toothpaste.

Yes, I have some toothpaste.

Here you are, dear.

Do you have any shampoo, ... ?

Yes, I have some shampoo, ...





1 Listen, point, and repeat. 70

**ed says t**

walked

finished

washed



**ed says id**

waited

painted

started



**ed says d**

showed

played

rained



2 Listen and read. 71



1 Alice walked home from school yesterday. She got wet because it rained. When Alice finished her homework, she painted a picture and showed it to her mom.



2 We waited until the baseball game started. The teams played until ten thirty.

3 Read again. Circle the *ed* words in green when they say *t*, in blue when they say *id*, and in purple when they say *d*.

4 Listen to the words. Write them in the correct box. 72

painted
washed
played
showed  
walked
waited
finished
started
rained

says **t**

---



---



---

says **id**

painted

---



---



---

says **d**

---



---




---



## Lesson Five

### Reading

1 Look at the pictures. What happened in the vacation?

2 Listen and read.  73



August 20<sup>th</sup>

14 Hilltop Road  
Boston

Dear Dan,  
How are you?

We had a really unusual start to our summer vacation this year. My family and I were driving to Florida. It was a long journey but it was comfortable and we were happy. Suddenly, we heard a bang. The car stopped and Dad couldn't start it again.

It was night and we could see a light in a house. We walked to the house and asked the man there for help. The man said, "I will fix your car tomorrow. I can take you to a hotel tonight. Follow me."

On the way to the hotel, I was disappointed because the town seemed small and unexciting. But in the town center, we saw some fireworks and heard some music. There was a festival and a fair! After we left our luggage at the hotel, we went and joined the festival. We had a fantastic evening and it was a great start to our vacation!

Write soon to tell me about your vacation.

From,  
Jack



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

unusual journey hotel disappointed fireworks fair

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

- 1 The journey was quite short. F      2 The family walked to a station. \_\_\_\_\_  
3 The man fixed their car that night. \_\_\_\_\_      4 Jack enjoyed the start of his vacation. \_\_\_\_\_



Listening

1 Listen and write L (Lucas), E (Eva), or A (Andy).  74



2 Listen again and circle.

- |                                   |   |
|-----------------------------------|---|
| 1 How did Lucas get to the beach? | by car / by train / by plane            |
| 2 How long was his trip?          | two hours / four hours / five hours     |
| 3 How many cousins does Eva have? | two / six / eight                       |
| 4 What was Andy's favorite day?   | the zoo / the sports game / a boat trip |


Speaking

3 Ask and answer.

- |                                       |                                 |
|---------------------------------------|---------------------------------|
| 1 Did you go on vacation last summer? | 2 Where did you go?             |
| 3 How did you travel there?           | 4 What did you do?              |
| 5 What was the weather like?          | 6 Did you eat any special food? |

Writing preparation

- 1 Put the stamp at the top, on the right.
- 2 Write the name first.
- 3 Write the house or apartment number, then the street.
- 4 Write the town or city and state.
- 5 Finally, write the zipcode at the end.



- 2 Harry Jones
- 3 518 Cherry Street
- 4 San Francisco, California
- 5 94118

Complete the writing tasks on pages 68–69 of the Workbook.



4 Read and circle.

- |  |  |
|--|--|
| 1 The stamp goes on the left / <u>right</u> .      | 2 The town goes before / after the street. |
| 3 The house number goes before / after the street. | 4 The zipcode goes at the top / end.       |



# Science Time!

## Topic: Robots

### 1 Listen, point, and repeat. 75



dangerous



operation



factory



human



gesture



Japan

### 2 Listen and read. 76

Most people have seen movies or TV shows with robots in them, but can you imagine a world with real robots? Would you like a robot to cook your dinner, clean your house, or play soccer with you? There is a robot that can. Its name is ASIMO and it is from Japan.

ASIMO is the first robot to walk and run like a human, and it can even climb stairs. ASIMO works as the receptionist at the Honda offices in Japan. It meets visitors, talks to them, and takes them to the correct rooms. ASIMO can also understand human gestures. So when visitors wave, it waves back!

In the future, robots will also do dangerous jobs such as putting out fires, rescuing people, or going to dangerous places. They may also teach in schools and help with operations in hospitals. Special robot arms already make cars, and in the future, more things in factories will be made by robots.



### 3 Read again and match.

- 1 ASIMO can move ...
- 2 ASIMO works in the Honda offices ...
- 3 Robots can already ...
- 4 In the future they will be able ...


d

- a in Japan.
- b make things in factories.
- c to do dangerous jobs.
- d like a human.

### 4 What things would you like robots to do in the future?

**Think!** What would you not want them to do? Why?



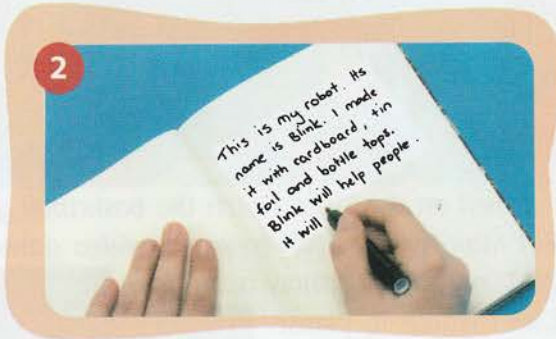
1 Listen and check (✓) seven things that ASIMO can do.  77

- |              |                                     |                  |                          |             |                          |
|--------------|-------------------------------------|------------------|--------------------------|-------------|--------------------------|
| talk         | <input checked="" type="checkbox"/> | write letters    | <input type="checkbox"/> | go upstairs | <input type="checkbox"/> |
| run          | <input type="checkbox"/>            | switch on lights | <input type="checkbox"/> | drive a car | <input type="checkbox"/> |
| carry things | <input type="checkbox"/>            | swim             | <input type="checkbox"/> | open doors  | <input type="checkbox"/> |
| play sports  | <input type="checkbox"/>            | do homework      | <input type="checkbox"/> | play guitar | <input type="checkbox"/> |

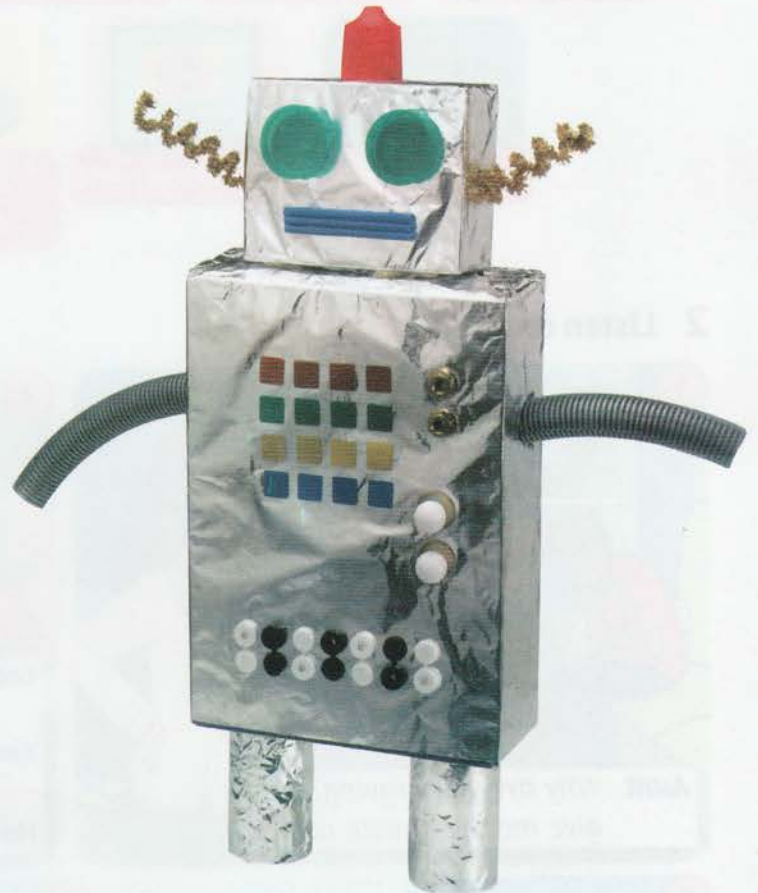
2 Project. Design and make a robot.



Make and decorate your robot.

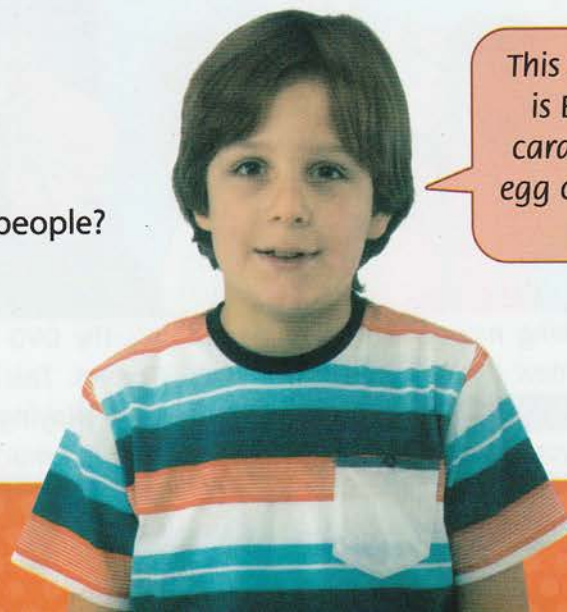


Write about what your robot can and can't do.



3 Present your project.


- 1 Describe your robot.
- 2 How did you make it?
- 3 How will your robot help people?
- 4 What else can it do?



This is my robot. Its name is Blink. I made it with cardboard, tin cans, and egg cartons. Blink will help people. It will...



## Lesson One Words

1 Listen, point, and repeat.  78

cartoon



radio



camcorder



the news



documentary



channel



advertisement




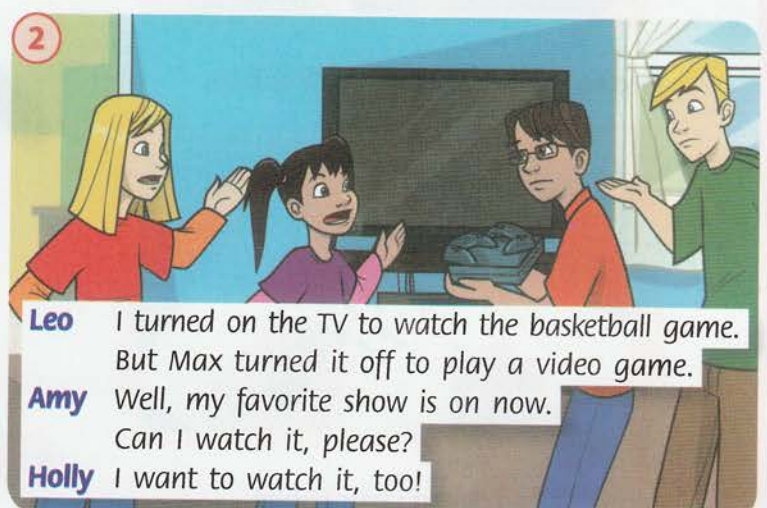
remote control



TV show



cell phone

2 Listen and read.  79



- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

**Infinitive of purpose**

I turned on the TV **to watch** sports.  
 We went in the boat **to see** the dolphins.

Use **to + the base form** of the verb for a purpose or a reason.  
**to + base form = infinitive** (e.g., *to watch*)



**3 Speaking Match and say.**

- 1 He turned on the radio
- 2 She watched a documentary
- 3 I turned on the TV
- 4 We use the computer
- 5 I use my cell phone

**to**

- a write emails.
- b play the DVD.
- c speak to my friends.
- d learn about dolphins.
- e listen to music.

*He turned on the radio to listen to music.*

**4 Read and number. Then write.**

**to see    to show    to listen    to change    to take**

- 1 On vacation, we made a video to show all our family and friends back home.
- 2 He looked in the newspaper \_\_\_\_\_ what was on TV.
- 3 I don't have a camera, but I can use my cell phone \_\_\_\_\_ photos.
- 4 I don't like this TV show. Where's the remote control \_\_\_\_\_ the channel?
- 5 I have a new MP3 player \_\_\_\_\_ to my music.





1 Read and learn.

How often ... ?

How often do you watch TV?

I watch it every day.

I watch it three times a week.

I never watch TV. We don't have one.

I watch a documentary once a week.

I buy a new CD twice a year.

1x = once 2x = twice 3x = three times  
4x = four times 0x = never

2 Speaking Ask and answer.

How often do you ...

watch a movie?

use a camcorder?

play computer games?

watch the news?

listen to the radio?

use a cell phone?

3 Now write sentences about how often you and your friend do these things.

*I watch a movie once a week, but Andy watches a movie three times a week.*

4 Listen and sing.  80



How often ... ?

How often do you watch cartoons?

Three times a week.

Three times a week.

I watch cartoons three times a week.

How often do you watch a movie?

Once a week ...

I watch a movie once a week.

How often do you go to the beach?


Twice a year ...

How often do you see your friends?

Every day ...





1 Listen, point, and repeat.  81


mother  
father  
September



visitor  
doctor  
actor



2 Listen and read.  82

1 

In September, I will have a new teacher at school. Her name is Mrs. Butler.

2 

When we have a visitor, my mother and father prepare a fantastic dinner.

3 

My older brother is an actor. He'll be in a play in October. He is a doctor in the play.

3 Read again. Circle the words ending with *er* and underline the words ending with *or*.

4 Match and write.



visit

doct

moth

teach

act

Decemb

er  
or


- 1 visitor
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_







# Skills Time!

## Lesson Five

### Reading

- 1 Which TV show would you like to watch? Why?      2 Listen and read.  83

# Tonight's TV!

Channel 1	Channel 2	Channel 3	Channel 4
<p>4:00 Movie Charlie and the Chocolate Factory</p>	<p>4:15 Cartoon Tom and Jerry</p>	<p>6:00 Sports Yankees vs Red Sox</p>	<p>6:00 Documentary The World Under the Ocean</p>
<p>Charlie is always dreaming about candy. But he can't buy any because he and his family are so poor. Then Willy Wonka puts golden tickets inside his candy bars for a competition. But how can Charlie buy a candy bar? And will he win a visit to the chocolate factory?</p>	<p>Tom is a bad cat who likes chasing a mouse called Jerry. Jerry is small but he is also brave and clever. He likes to play tricks on Tom and find ways to run away.</p>	<p>Live baseball continues tonight! The New York Yankees take on the Boston Red Sox in an important game to prepare for the play offs. The game starts at 6:20 at Yankee Stadium in New York. Enjoy!</p>	<p>Discover what life is like under the ocean. Jill Turner explores the Pacific Ocean. Here she meets amazing fish, starfish, and sharks. How do these animals live in their underwater world?</p>
			

- 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

live poor ticket stadium plays tricks on explore

- 4 Read again and complete the sentences.

- Charlie doesn't buy candy because he is poor.
- The mouse plays tricks on the \_\_\_\_\_.
- The game starts at \_\_\_\_\_.
- The show about the Pacific Ocean is a \_\_\_\_\_.



Listening

1 Listen and write S (Stacy), J (James), E (Emily), or K (Kai).  84



2 Listen again and write T (true) or F (false).

- |   |  |
|---|--|
| 1 Kai sometimes watches cartoons. <u>  F  </u>          | 2 He watches TV after school. <u>      </u>          |
| 3 Stacy's favorite show was on last week. <u>      </u> | 4 She learned about different planets. <u>      </u> |
| 5 James only likes watching sports. <u>      </u>       | 6 The Chicago team won. <u>      </u>                |
| 7 The movie was on a Sunday. <u>      </u>              | 8 Emily saw a movie about superheroes. <u>      </u> |

Speaking

3 Ask and answer.

Tell me about your favorite TV show.

What channel is it on?

When's it on?

My favorite TV show is ...

It's on ...

I watch it at ...

It has ...

It's about ...

Writing preparation

The prefix **un-** changes a word so it means the **opposite**.

lucky  
unlucky = **not** lucky

4 Write the words. Add **un** to change the meaning.

- |                        |                     |
|------------------------|---------------------|
| 1 happy <u>unhappy</u> | 2 friendly _____    |
| 3 well _____           | 4 safe _____        |
| 5 clean _____          | 6 comfortable _____ |
| 7 kind _____           | 8 popular _____     |

Complete the writing tasks on pages 76-77 of the Workbook.









4 Write.

many some any lots of

Pete Do you have <sup>1</sup> any tickets for the game next month?

Assistant Yes, of course. You're very early. We still have <sup>2</sup> \_\_\_\_\_ tickets left. How <sup>3</sup> \_\_\_\_\_ do you want?

Pete Four, please. Sue, do you have <sup>4</sup> \_\_\_\_\_ money you can give me until tomorrow? I want to buy all the tickets today.

Sue Sorry, Pete. I don't have <sup>5</sup> \_\_\_\_\_ money today. But we have <sup>6</sup> \_\_\_\_\_ time. Let's come back tomorrow.

Pete OK. Thanks.



5 Write.

will won't

When I grow up, I <sup>1</sup> won't have to go to school every day, but I <sup>2</sup> \_\_\_\_\_ have to go to work. I want to be a pilot, so I <sup>3</sup> \_\_\_\_\_ have to wear a pilot's uniform. When I'm a pilot, I <sup>4</sup> \_\_\_\_\_ travel all around the world and I <sup>5</sup> \_\_\_\_\_ see lots of places. I <sup>6</sup> \_\_\_\_\_ work in an office, but I <sup>7</sup> \_\_\_\_\_ sometimes work at night. You have to be very smart to be a pilot, so I <sup>8</sup> \_\_\_\_\_ have to work hard at school.



6 Complete the words.

au aw or

er or



I like sauce on my noodles.



When I grow up, I want to be a docter.



For my birthday, I got a jigsaw puzzle.



I get up every morning at five past six.



There are thirty days in September.



My favorite sport is swimming.





## Lesson One Words

### 1 Listen, point, and repeat. 85



### 2 Listen and read. 86

1

**Holly** We've finished our homework. Can we play now?  
**Mom** Have you turned off the computer and the printer?  
**Max** No, we haven't.  
**Mom** Go and turn them off first, please.

2

**Mom** But you've made a mess in here. Please put away these books and papers first. It won't take you long. Then you can play.  
**Max** OK, Mom.

3

**Two hours later ...**  
**Mom** This is amazing! You've worked really hard!  
**Holly** Look! I've put all the books into alphabetical order. And Max has organized the cabinet.

4

**Mom** Fantastic. Now you can play!  
**Max** After all that housework, I'm too tired now.  
**Holly** Me, too.



1 Listen to the story again and repeat. Act.

2 Read and learn.  Irregular verb list Workbook 4 page 135

### Present perfect: affirmative

We've finished our homework.

He's put the books on the shelves.

You've made a mess.

Use the **present perfect** for **actions in the past that are still true now**

*I've cleaned my room.*

This means the room is clean now.

Present perfect = **have / has + past participle** (pp)

Regular past participles = printed, saved, logged off

Irregular past participles = make – **made**, put – **put**



3 Underline *have / has* and circle the past participle.

1 We've saved our documents.

2 He's made a mess.

3 I've put the speakers on the shelf.

4 She has printed her homework.

4 Write.

Tom Can we play with our friends outside now?

Mom Have you finished everything?

Tom Yes, I 've finished (finish) my homework and I <sup>2</sup> \_\_\_\_\_ (print) it.

Mom What about Sophie?

Tom She <sup>3</sup> \_\_\_\_\_ (save) hers on a memory stick.

Sophie And we <sup>4</sup> \_\_\_\_\_ (log off) and we <sup>5</sup> \_\_\_\_\_ (turn off) the printer.

Mom Very good. You can go outside and play now.





1 Read and learn.

Present perfect: questions, answers, and negatives

Have you **seen** my new speakers?

No, I **haven't**. Please show me.

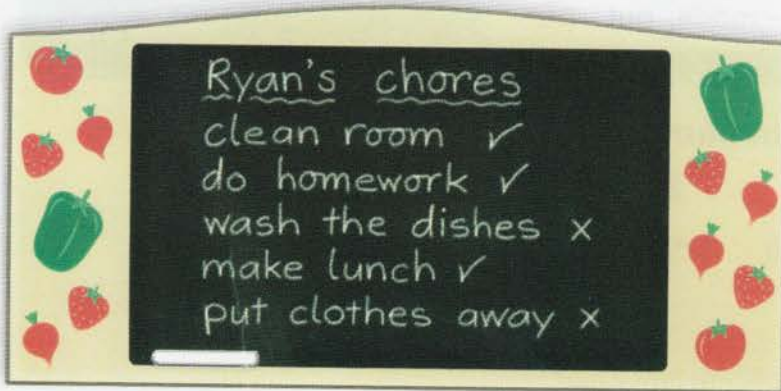
Has she **done** her homework?

Yes, she **has**. But she **hasn't** printed the document.

see – **seen** (pp)

do – **done** (pp)

2 **Speaking** Ask and answer.



Have you cleaned your room?

Yes, I have.

3 Now write about what Ryan has and hasn't done.

He has cleaned his room and ...

4 Listen and sing.  87

**I've really tried!**

I've tried to print my work.  
I've turned the printer on.  
There's paper in the printer.  
But something's wrong.


Have you saved your work  
On a memory stick?  
Have you moved the mouse  
And remembered to click?

You haven't checked the printer.  
It needs more ink.  
Look at the ink button.  
Can you see it blink?

I tried to print my work.  
But something was wrong.  
There wasn't any ink.  
And that was what was wrong.





1 Listen, point, and repeat.  88


**hurt**


Thursday  
nurse  
curtains



**circle**

girl  
shirt  
bird



2 Listen and read.  89



1 Last Thursday this girl hurt her arm. She had to see the nurse. The girl was sad because it was her birthday.



2 Today was the first time I wore my purple skirt and new green shirt. Look! The skirt has lots of circles on it.



3 My curtains are purple. Look! There are lots of birds on them.

3 Read again. Circle the words with *ur* and underline the words with *ir*.

4 Complete the words with *ur* or *ir*.



1 curtains



2 Saturday



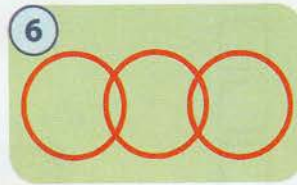
3 bird



4 skirt



5 nurse



6 circles



7 first



8 shirt



## Lesson Five

### Reading

1 Look at the email. What is it about?

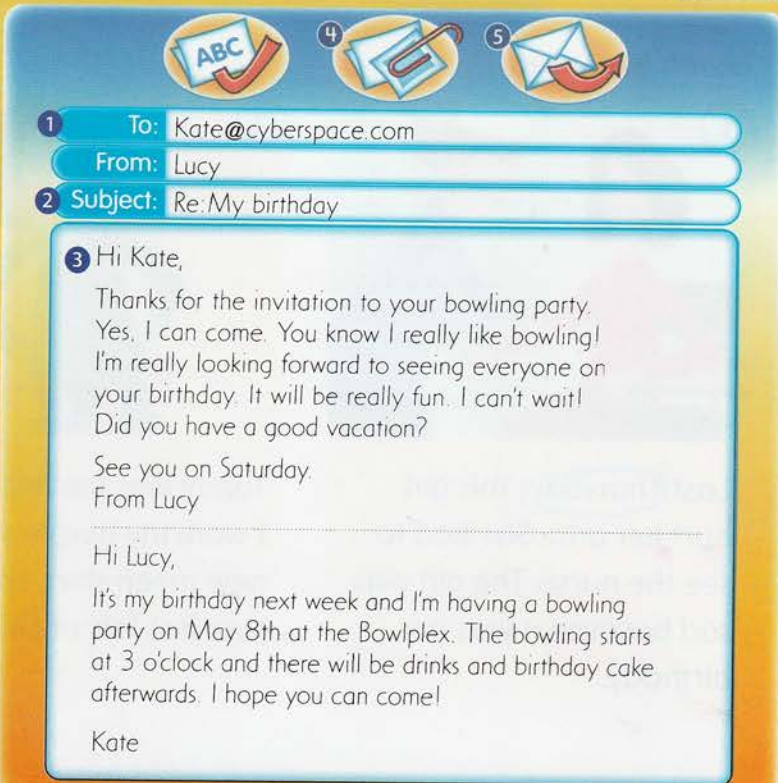
2 Listen and read.  90

### What is an email?

An email is a message sent from one computer to another.

#### How to send an email

- 1 First, use your mouse and click on *To*. Type the person's email address.
- 2 Now click on *Subject* and write what the email is about.
- 3 Write your message.
- 4 You can also send photos with your email.
- 5 Finally, click on *Send* to send your message to your friend.



1 To: Kate@cyberspace.com

From: Lucy

2 Subject: Re: My birthday

3 Hi Kate,  
Thanks for the invitation to your bowling party. Yes, I can come. You know I really like bowling! I'm really looking forward to seeing everyone on your birthday. It will be really fun. I can't wait! Did you have a good vacation?  
See you on Saturday.  
From Lucy

Hi Lucy,  
It's my birthday next week and I'm having a bowling party on May 8th at the Bowlplex. The bowling starts at 3 o'clock and there will be drinks and birthday cake afterwards. I hope you can come!

Kate

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

type the email address   subject   attach a photo  
send a message   click on


4 Read again and match.

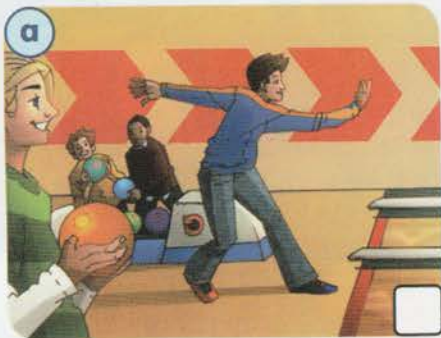
- 1 You write the person's email address here.
- 2 You write what the email is about here.
- 3 You send your message by clicking on this.
- 4 You add pictures with this.





Listening

1 Listen and number.  91



2 Listen again and write *D* (Danny), *K* (Kate), or *M* (May).

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1 ____ blew out candles at her party. | 2 ____ sent an email after his party. |
| 3 ____'s party was last Saturday.     | 4 ____ loves singing.                 |
| 5 ____ came in third.                 | 6 ____ and his friends ate candy.     |

Speaking

3 Ask and answer about a party you went to.

- |                       |                               |
|-----------------------|-------------------------------|
| 1 When was the party? | 2 Whose party was it?         |
| 3 What did you do?    | 4 What did you eat and drink? |
| 5 What did you wear?  | 6 Was it fun?                 |

When was the party?

It was last week.

Writing preparation

Different words (**parts of speech**) in a sentence do different things. The **verb** shows the action in the sentence.

The **subject** does this action.

The **object** receives the action.

The object is usually *after* the verb.

**She sends emails.**

**S V O**

4 Look at the sentences. Write **S** (subject), **V** (verb), and **O** (object).

1 Beth types her homework.

S

2 Rita makes photo albums.

3 Dan is playing computer games.

Complete the writing tasks on pages 84–85 of the Workbook.

pages 84–85



## Everyday English

### 1 Watch and listen. Read and say. 92



**1**

Tom: What's on TV?  
 Anna: Basketball. I can't stand sports on TV.  
 Tom: OK. Let's change the channel.



**2**

Anna: Pass me the remote control, please.  
 Tom: I love cartoons. Let's watch this!  
 Anna: Yes, that's a great idea.

### 2 Watch and listen. Write T (true) or F (false). 93

- 1 Anna and Tom love old movies.     F
- 2 Anna wants to change the channel.
- 3 Tom can't stand documentaries.
- 4 The cartoon is on Channel 3.

### 3 Speaking Talk with your friend.

soccer    basketball    cycling    swimming    documentaries  
 the news    advertisements    cartoons    movies



What's on TV?

Let's change the channel!

A movie!  
I love movies.




Cycling. I can't stand cycling on TV.

OK. Pass me the remote control, please.

Great! Let's watch this.



1 Watch the story again. Act. 

2 Make a TV.



1 Color and cut out the remote control. Cut out the TV. Cut the dotted slot lines.



2 Color and cut out the TV shows. Slot them into the TV.

3 **Speaking** Ask and answer with your friend.

Let's turn on the TV.

A movie. I can't stand this movie.

There are usually cartoons on Channel 7.

This is better. I love this TV show.

OK. Try Channel 2. What's on?

Let's change the channel to find cartoons.

Pass me the remote control, please.

So do !!





## Lesson One Words

### 1 Listen, point, and repeat. 94



town



ocean



volcano



village



oasis



rainforest



capital city



desert



island



cave

### 2 Listen and read. 95



**Teacher** Today, we have a special guest. This is Mat Jones and he lives in our town, but he has been somewhere very exciting. Let's see if you can guess where. Who wants to ask the first question?



**Max** Have you ever been to space?  
**Mat** No, I've never been to space.  
**Amy** Have you been to the bottom of the ocean?  
**Mat** No, I haven't.



**Girl** What about mountains? Have you ever climbed a really high one?  
**Mat** Yes, I have. But I usually climb a special type of mountain. The mountains I climb get hotter as you go up!



**Max** I know! Have you climbed a volcano?  
**Mat** Yes, that's right! Here is a photo of the top of a volcano. It was dangerous, so I had to be very careful!



- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

**Present perfect: ever**

Has he **ever** been to a desert?  
 No, he hasn't.  
 Has he **ever** climbed a volcano?  
 Yes, he has.



Use Have you **ever ... ?** to mean *in your life up to now*.

go - **been** (pp)

- 3 Write.    some mountains    ~~a desert~~    an oasis    space



Have you ever been to a desert?

Yes, I have.



Yes, I have.



No, I haven't.



No, I haven't.

- 4 **Speaking** Ask and answer with your friends.

a rainforest    a desert    the ocean    an airport  
 space    a cave    some mountains    a volcano

Have you ever been to ... ?

Yes, I have. / No, I haven't.



## 1 Read and learn.

### Present perfect: *never*

I've **never** seen a volcano.

She's **never** been to the bottom of the ocean.

We've **never** fallen in the mountains.





Use **never** to talk about things you **have not done** in *your life up to now*.

see – **seen** (pp)

go – **been** (pp)

fall – **fallen** (pp)

## 2 Speaking Choose a person. Ask and answer.

	 Dave	 Alice	 Dom	 Libby
climbed a mountain	✓	✓	✗	✓
been to space	✓	✗	✓	✓
been to a desert	✓	✓	✓	✗
seen gorillas in a rainforest	✗	✗	✓	✓

*This person has climbed a mountain and been to the desert, but has never been to space or seen gorillas in a rainforest.*

*It's Alice!*

## 3 Now write sentences about what the people have and have never done.

## 4 Listen and sing. 96

### One day soon

I've never been to the moon,  
Or been in a balloon.  
But maybe, maybe,  
I will one day soon.

I've never played in the snow,  
Or seen a volcano.  
But maybe, maybe,  
One day I will go.



I've never been to France,  
Or seen a monkey dance.  
But maybe, maybe,  
I will get the chance.



1 Listen, point, and repeat. 97

feather

bread  
head  
heavy

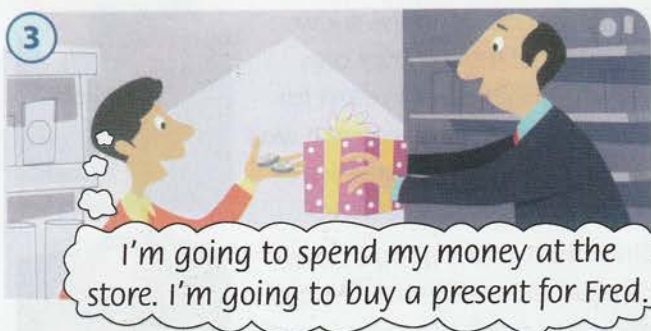


spend

tent  
present  
help



2 Listen and read. 98



3 Read again. Circle the words with **ea** and underline the words with **e**.

4 Match and write.



bread




ea

e





### Reading

- 1 Look at the photographs. What are the men doing?      2 Listen and read.  99

# Everest Expeditions

Mount Everest is the highest mountain in the world. It is named after George Everest, the first person to record its location and height.

The first people to climb to the top of Mount Everest were Sir Edmund Hillary and Tenzing Norgay.



Tenzing was a mountain climber from Nepal and Hillary was an explorer from New Zealand. They were part of a large expedition including 362 porters and 20 guides.

The expedition started in March 1953. It took the team many weeks to get close to the top of the mountain. Some of the climbers had to give up when their equipment didn't work and they couldn't get enough oxygen, but Hillary and Tenzing continued the expedition.

There was heavy snow and freezing winds, but by May 28th, Hillary and Tenzing were near the summit. They slept in a tent that night.

The next morning, Hillary's boots were frozen solid outside the tent! It took two hours to melt the ice and get the boots warm. Hillary and Tenzing climbed the last part of the mountain. They used ice axes to pull themselves up the icy rocks. On May 29th, they reached the summit. They stood on the highest point on Earth. Then Hillary took some photos and they buried some chocolates in the snow for future climbers. They only stayed at the top of Everest for about 15 minutes, because it was difficult to breathe. There isn't much oxygen at 29,028 feet!



Since then, many people have climbed Mount Everest. The oldest person to reach the summit was Yuichiro Miura, from Japan. He was 80 years old. The youngest person was Jordan Romero, from the U.S.A. He was 13.



- 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

location   height   oxygen   expedition   summit   equipment   frozen   melt


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

- a Hillary and Tenzing slept in a tent near the summit.
- b A large expedition team started to climb Everest.
- c Hillary and Tenzing buried chocolates in the snow.
- d Hillary and Tenzing climbed the last part of the mountain.
- e Some of the climbers gave up.

1



## Listening

1 Listen and number.  100

## 2 Listen again and circle.

- 1 Hillary and Tenzing's backpacks weighed **14** / 40 kilos.
- 2 Sometimes the men had to climb walls of **snow** / ice.
- 3 Tenzing didn't know how to use **an axe** / a camera.
- 4 Hillary's friend brought **snow** / soup up the mountain for Hillary and Tenzing.

## Speaking

## 3 Interview Edmund Hillary or Tenzing Norgay.

- 1 How many men took part in the expedition?
- 2 What did you eat?
- 3 What was the weather like?
- 4 Where did you sleep?

How many men took part in the expedition?

382 men ...

## Writing preparation

The **first sentence** of each paragraph tells you what the rest of the paragraph is about. It is called a **topic sentence**.

**Mount Everest is the highest mountain in the world.** It is named after George Everest. He was the first person to record the location and height of the mountain.

## 4 Read the topic sentences and match them to the correct paragraph.

- 1 The expedition started in March 1953.
  - 2 Since then, many people have climbed Mount Everest.
- The oldest person to reach the summit of the mountain was Yuichiro Miura, from Japan. He was 80 years old. ...
- It took the team many weeks to get close to the top of the mountain. ...


Complete the writing tasks on pages 92–93 of the Workbook.

pages 92–93



# Art Time!

## Topic: Australian Art

1 Listen, point, and repeat.  101



stick



code



symbol



secret



canvas



pattern

2 Listen and read.  102

## AUSTRALIAN ART

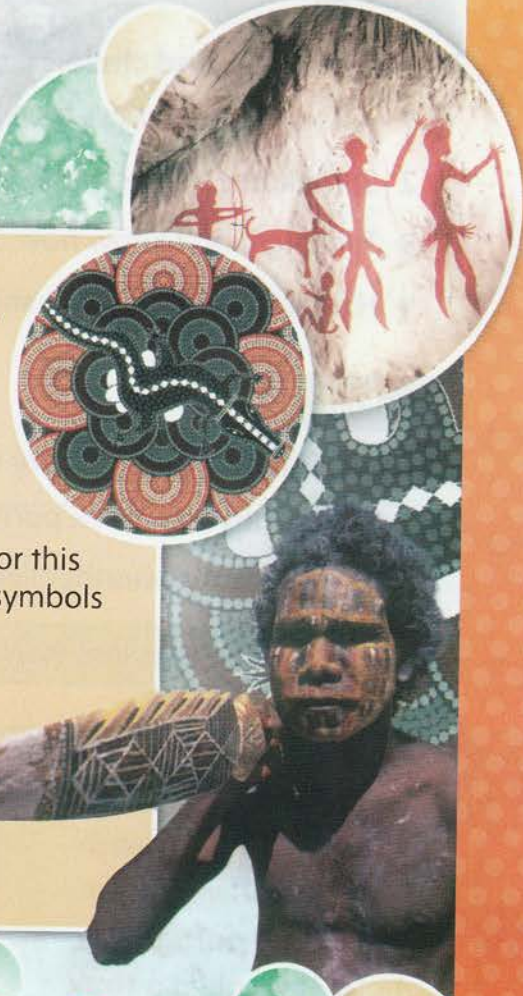
**The Aboriginals have lived in Australia for 50,000 years. Their art is the oldest type of art in the world.**

The Aboriginal people told stories through art. The stories were very old and the paintings helped to pass them down from parents to children. The Aboriginals cut into rock to make pictures, painted on cave walls, and even painted on their bodies.

The stories were secret. Only chosen people could know the stories. For this reason, the Aboriginals used special symbols in their pictures. These symbols showed the different things and colors that existed around them.

An important type of Aboriginal art is dot painting. The dots are codes that only Aboriginal people can read to understand the story. The dots are made by dipping sticks into paint.

Now Aboriginal people often paint onto canvas, making it easier for people to see and admire their work.



3 Read again and circle the correct word.

- 1 For thousands of years Aboriginals told stories through **books** / art / sticks.
- 2 They painted on their bodies and on **paper** / **canvas** / **cave walls**.
- 3 **Color** / **Codes** / **Rocks** in dot paintings helped people understand the stories.
- 4 Aboriginals used special **symbols** / **paints** / **sticks** to keep the stories secret.

4 **Think!** Why do you think the Aboriginal stories were secret?  
Why does painting on canvas make it easier to see their art?



## 1 Listen and write *T* (true) or *F* (false). 103

- 1 Libby is painting dots. T
- 2 She makes the dots with a paintbrush. \_\_\_\_\_
- 3 Libby made the symbol for a girl. \_\_\_\_\_
- 4 Aboriginal paintings tell a story. \_\_\_\_\_
- 5 There will be a girl in Jake's painting. \_\_\_\_\_

## 2 Project. Make an Aboriginal dot painting.



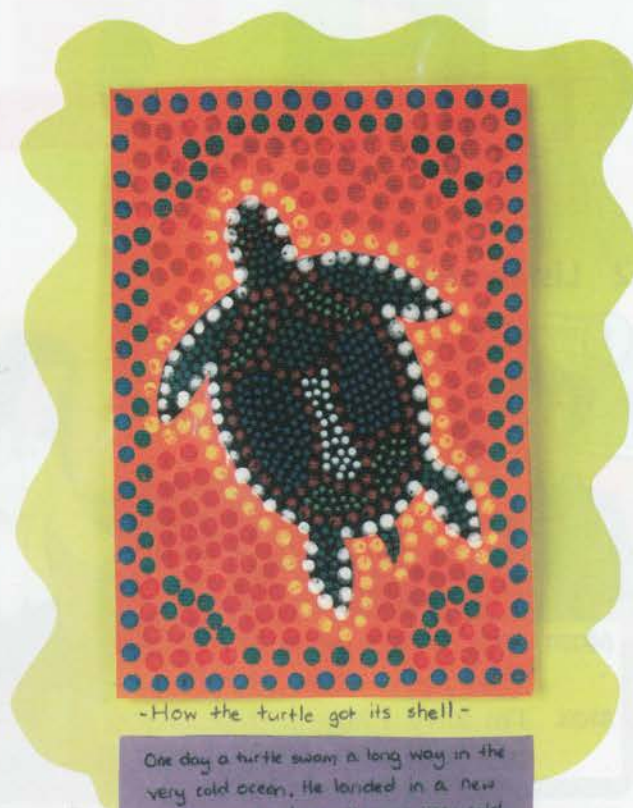
Research about Australian animals. Think of a story. Use a pencil to draw symbols and patterns to tell your story.



Use a stick to paint your picture with colored dots. Then write your story.

## 3 Present your project.

- 1 What is the story about?
- 2 What symbols did you use?
- 3 What is your favorite part?



-How the turtle got its shell-

One day a turtle swam a long way in the very cold ocean. He landed in a new and strange place. He was very cold and he fell asleep. When he woke up he was in a shell! After this the turtle wasn't cold anymore.

My Aboriginal painting is a story about a turtle. It is swimming in the ocean for a long, long time. This pattern is the symbol for water and...






# 12

# What's the matter?

## Lesson One Words

1 Listen, point, and repeat.  104



a headache



feel sick



feel dizzy



a cold



a cough



an earache




a stomachache

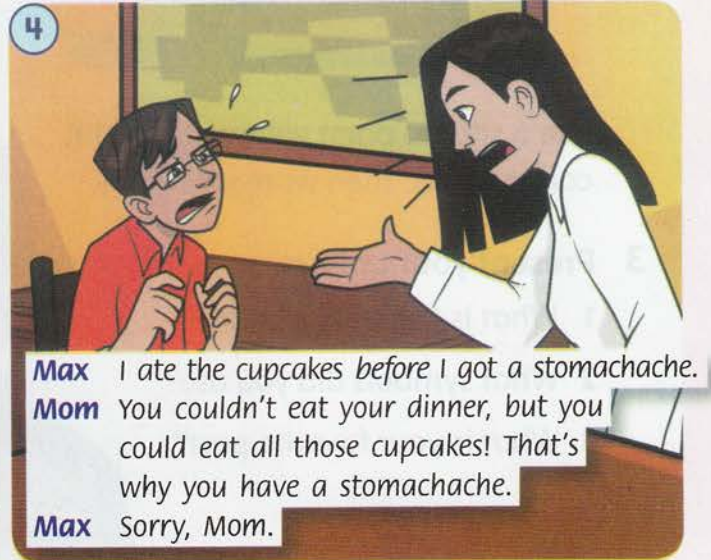
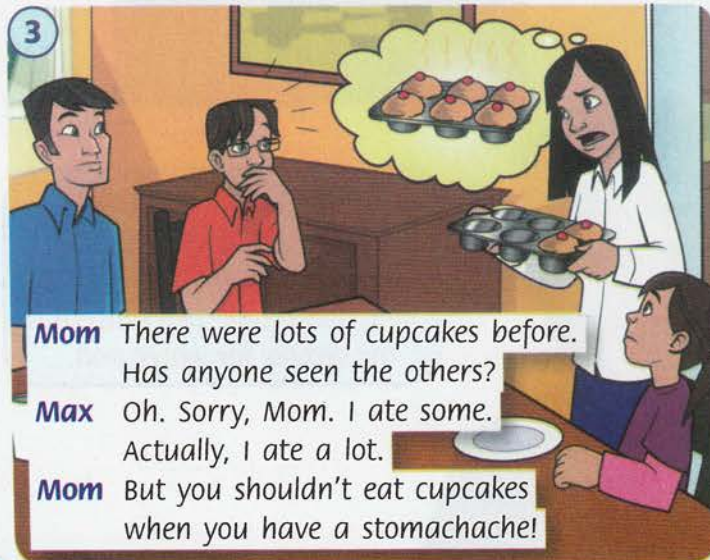
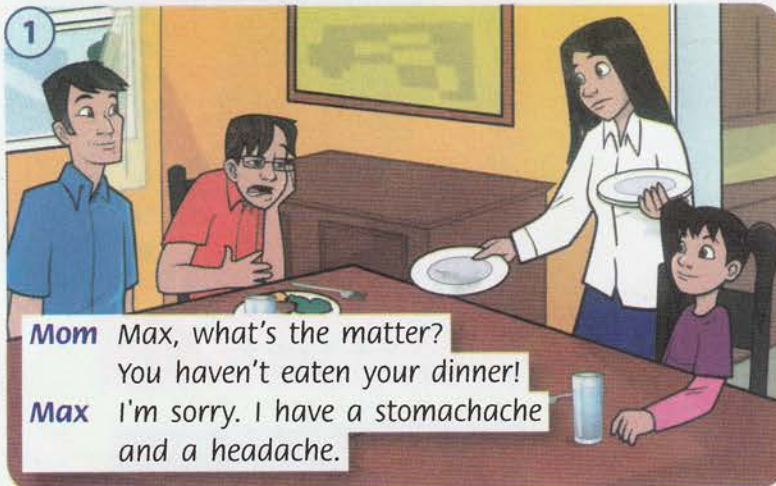


a sore throat



take medicine

2 Listen and read.  105





- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

**Should / shouldn't**



You **should** drink some water.



You **shouldn't** eat lots of cupcakes.

Use **should** and **shouldn't** to say what is good and not good for you.

**3 Write.**      **should      shouldn't**

Max is ill. He has a stomachache.

- 1 Max should drink water.
- 2 He \_\_\_\_\_ play outside.
- 3 He \_\_\_\_\_ stay in bed.
- 4 He \_\_\_\_\_ eat candy.



**4 Speaking** Ask and answer.

a stomachache      a cold      a sore throat      an earache



I have an earache.



You should / shouldn't ...





1 Read and learn.

**Could / couldn't**

Max **couldn't** eat his dinner.  
But he **could** eat lots of cupcakes.

**Could** and **couldn't** are the past tense of **can** and **can't**.

2 Write.

**could    couldn't    can**

Sue This is me when I was four.

Mai <sup>1</sup> Could you swim when you were four?

Sue No, I <sup>2</sup> \_\_\_\_\_, but I <sup>3</sup> \_\_\_\_\_ now. And you?

Mai Yes, I <sup>4</sup> \_\_\_\_\_. I learned to swim when I was two.

Sue <sup>5</sup> \_\_\_\_\_ you send emails when you were four?

Mai No, I <sup>6</sup> \_\_\_\_\_. But my brother showed me how to send emails last year.

Sue And how many languages <sup>7</sup> \_\_\_\_\_ you speak when you were four?

Mai Only one. But now I <sup>8</sup> \_\_\_\_\_ speak two!



3 **Speaking** Ask and answer. You can use some of these verbs.

read    ride a bike    use a phone    write in English    count to 100

What could you do when you were five years old?    What couldn't you do?

*When I was five, I could play all day, but I couldn't read.*

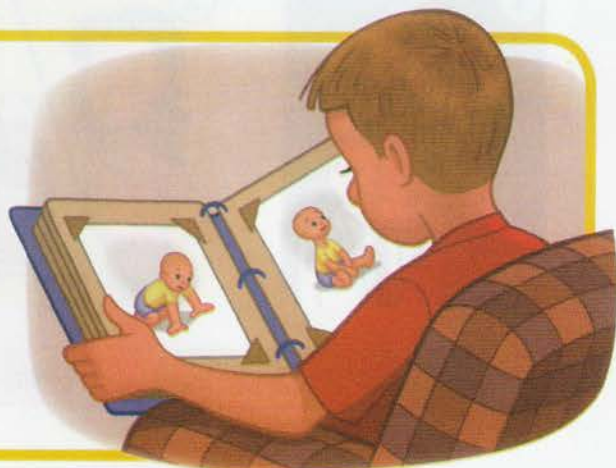
4 Listen and sing. 106

**When I was a baby**


When I was a baby, I could sleep and dream.  
I could only drink milk and cry and scream.

When I was a baby, I couldn't talk.  
I couldn't go to school and I couldn't walk.

But now that I am older, I can go to school.  
I can read and play. Growing up is cool!





1 Listen, point, and repeat.  107

**candle**


castle  
table  
people

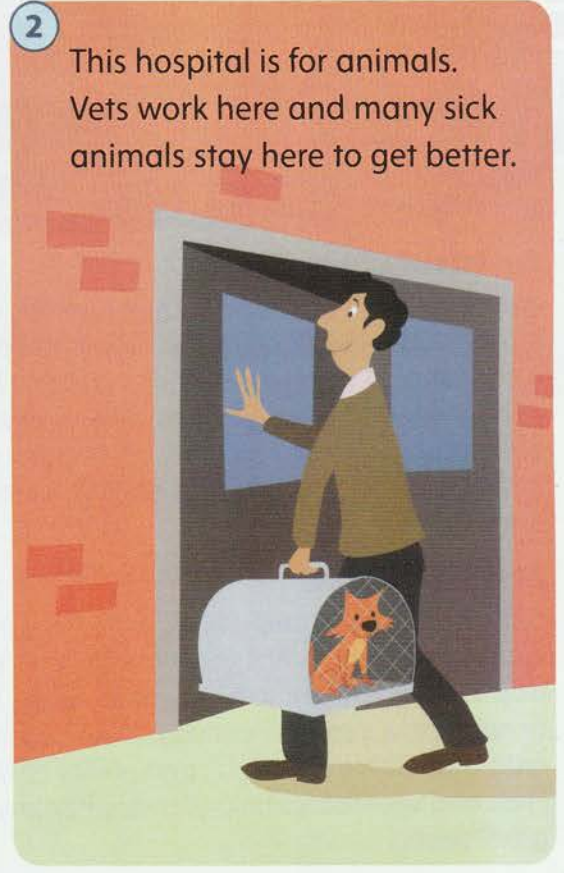


**sandal**

animal  
hospital  
cereal



2 Listen and read.  108



2 This hospital is for animals. Vets work here and many sick animals stay here to get better.

Many years ago, some people lived in castles.

Look at the picture. Can you see a woman wearing a purple dress and sandals?

On the table there is a bowl of apples and a basket full of cereals. There are lots of candles because there weren't any lights many years ago.

3 Read again. Circle the words ending in *le* and *al*.

4 Now write the circled words in the correct boxes.

**le**

people \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**al**

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_



# Skills Time!

## Lesson Five

### Reading

- 1 Look at the text and pictures below. Say three ways to stay healthy.
- 2 Listen and read.  109

## How to stay healthy

We all want to be fit and healthy, so here are some tips to help.

### Get lots of exercise

Watching TV or playing computer games won't make you fit, but playing sports will. You can join a club or play with your friends in a park. If you don't like team sports, you can walk to school, go swimming, or try skating instead. Regular exercise makes you feel stronger and gives you more energy.

### Eat a healthy diet

Candy, chocolate, and chips are fun to eat sometimes, but it is not good to eat them every day. These foods contain too much sugar, fat, or salt. Make sure you eat vegetables, such as cabbage, with every meal, and plenty of fruit, too. Fruit and vegetables help you stay healthy and grow strong.

### Drink lots of water and milk

Water or juices are better for you than soda because soda contains lots of sugar. Eating a lot of sugar is bad for your teeth. One can of cola contains about nine teaspoons of sugar! Milk is good because it contains lots of calcium. You need calcium to help your 206 bones to grow and keep your teeth strong.

There is this much calcium in a serving of ...



- 1 a glass of milk
- 2 two sardines
- 3 cabbage
- 4 cheese
- 5 yogurt
- 6 beans

- 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).


healthy fit energy chips sugar cabbage calcium sardine

- 4 Read again and complete the sentences.

- 1 Walking and skating are types of exercise.
- 2 You should eat \_\_\_\_\_ with your meal.
- 3 There is a lot of \_\_\_\_\_ in soda.
- 4 \_\_\_\_\_ has a lot of calcium.
- 5 Vegetables help you to stay \_\_\_\_\_.
- 6 Calcium keeps your \_\_\_\_\_ strong.



Listening

1 Listen and number.  110



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

- 1 Joe feels tired when he gets to school. \_\_\_\_\_
- 2 Sarah is healthier now. \_\_\_\_\_
- 3 Ella doesn't like soda. \_\_\_\_\_
- 4 Pete never eats candy. \_\_\_\_\_

Speaking

3 What do you do to be healthy? Ask and answer.

- 1 What exercise do you do?
- 2 What healthy food do you eat?
- 3 What do you drink?
- 4 How can you be more healthy?

What exercise do you do?

I ride my bike and I go swimming ...

Writing preparation

We can use a **conjunction** to join two sentences. **Because** shows the reason for something.

Milk is good **because** it contains lots of calcium.

**So** shows the results of something.

We all want to be healthy, **so** here are some tips to help.

Use a **comma** before **so**.

4 Match the sentence halves.

- |   |                                     |                                      |
|---|-------------------------------------|--------------------------------------|
| 1 I drink lots of milk                  | <input checked="" type="checkbox"/> | a because it is good for you.        |
| 2 There is lots of sugar in candy,      | <input type="checkbox"/>            | b so you shouldn't eat it every day. |
| 3 You should eat lots of fruit          | <input type="checkbox"/>            | c so try doing some regularly.       |
| 4 Playing sports makes you feel strong, | <input type="checkbox"/>            | d because I want strong bones.       |

Complete the writing tasks on pages 100–101 of the Workbook.

pages 100–101

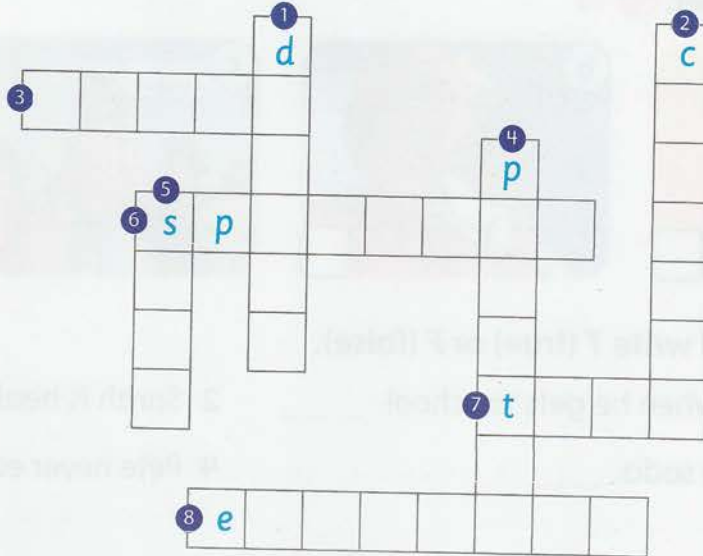


1 Complete the crossword.

Down



Across



2 Write.

cough    a sore throat    take medicine    felt sick    ~~an earache~~

Today, four children in my class weren't at school because they were ill. Sandy didn't go to school because she had<sup>1</sup> an earache. She had to stay in bed all day. Emma had a bad<sup>2</sup> \_\_\_\_\_ and had to<sup>3</sup> \_\_\_\_\_. Billy ate some bad food and he<sup>4</sup> \_\_\_\_\_. He had to drink lots of water. And Maria had<sup>5</sup> \_\_\_\_\_ and she had to eat special candy. It was quieter than usual at school today!



3 Read and circle.



When I had a bad cold, I<sup>1</sup> **could** / **couldn't** go to school and I<sup>2</sup> **could** / **couldn't** see my friends. But I<sup>3</sup> **could** / **couldn't** stay at home and watch TV. My mom said I<sup>4</sup> **should** / **shouldn't** drink lots of water and I<sup>5</sup> **should** / **shouldn't** take some medicine. She said I<sup>6</sup> **should** / **shouldn't** play outside because this makes the cold worse.



4 Write.

do have (x2) finish make have not put on find

Mom Are you ready for school?

Girl I've <sup>1</sup> finished my breakfast and <sup>2</sup> \_\_\_\_\_ my bed.

Mom Have you <sup>3</sup> \_\_\_\_\_ your school bag?

Girl Yes, I <sup>4</sup> \_\_\_\_\_. It was under my bed.

Mom Has Jamie <sup>5</sup> \_\_\_\_\_ his homework?

Girl Yes, he <sup>6</sup> \_\_\_\_\_.

Mom And has he <sup>7</sup> \_\_\_\_\_ his shoes?

Girl No, he <sup>8</sup> \_\_\_\_\_ put on his shoes. He can't find them!

Mom Oh no! Please hurry up!



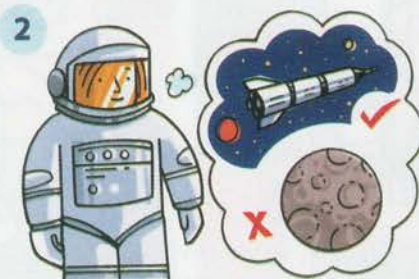
5 Complete the sentences.

~~desert~~ space the moon Spain ~~rainforest~~ Egypt



Has she ever been to a rainforest?

Yes, she has. But she's never been to a desert.



Has he \_\_\_\_\_?

Yes, he has. But he's \_\_\_\_\_.



Have they \_\_\_\_\_?

No, they haven't. But \_\_\_\_\_.

6 Complete the words.

ur ir ea e



heavy



curtain



shirt



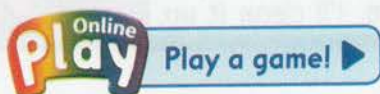
heat



feather



present





## Lesson One Words

## 1 Listen, point, and repeat. 111



smoothie



milk



fridge



pour



blender



strawberry



chop



lid

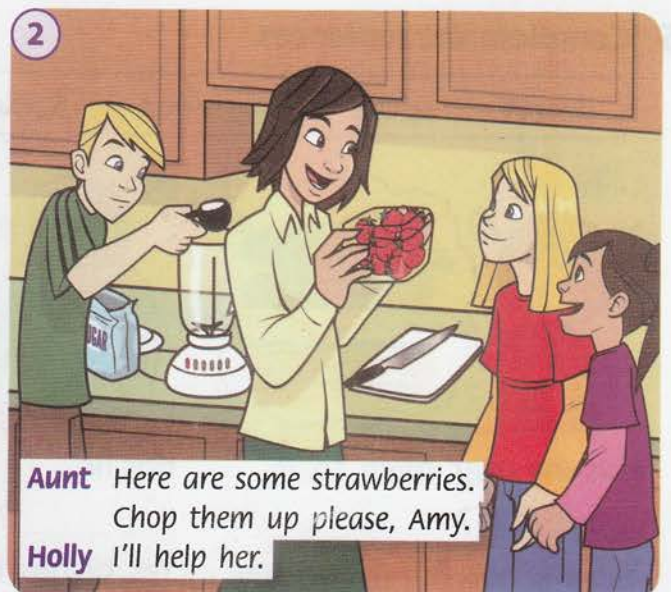
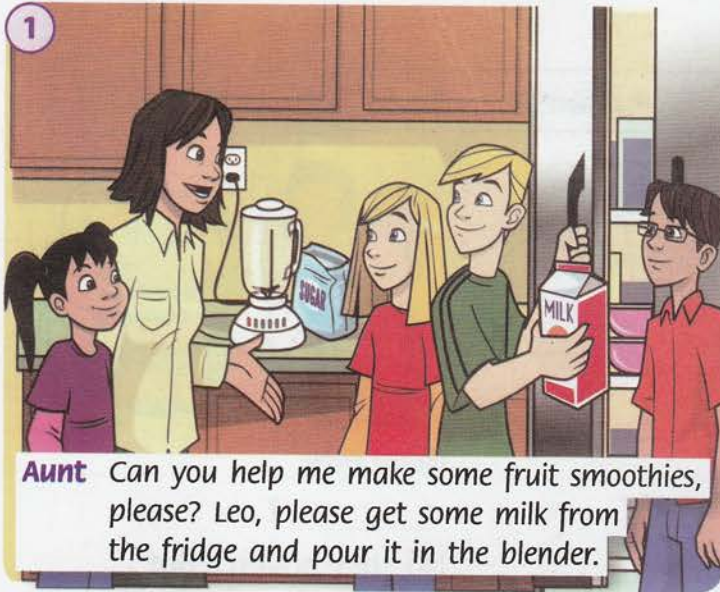


mango



peel

## 2 Listen and read. 112





- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

**Object pronouns**

- I Please help **me**!
- You I'll help **you**.
- He I can see **him**.
- She I'll help **her**.
- It Pour **it** in the blender.
- They Chop **them** up.
- We They saw **us**.



The **object** of a sentence can be replaced by a **pronoun**.  
 Can you get **some milk** from the fridge? Then **pour it** in the blender.

**3 Read and circle.**

- 1 I can hear my brother, but I can't see him / her / it.
- 2 I have a problem. Please help her / you / me.
- 3 Are you lost? I live here. I can show us / you / them the way.
- 4 Is that your coat? Please put it / them / you in the closet.
- 5 Please can you get the tomatoes out of the fridge and wash it / you / them?
- 6 We want to make smoothies, Mom. Can you help us / you / them?

**4 Write.** me them her you



1 Look at me.  
 I've made a great smoothie!



2 You can go and play with \_\_\_\_\_ now.



3 Can I help \_\_\_\_\_,  
 Dad?



4 Where's your sister? I can't find \_\_\_\_\_.



1 Read and learn.

Relative pronouns

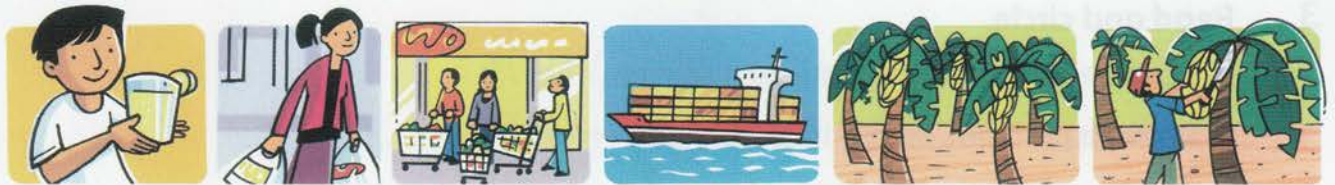
This is the boy. He didn't put the lid on.  
 This is the boy **who** didn't put the lid on.  
 This is the smoothie. It was in the blender.  
 This is the smoothie **that** was in the blender.

**Relative pronouns** join two sentences together.  
 Use **who** for people.  
 Use **that** for things.

2 **Speaking** The story of a smoothie. Say what happens in the pictures.

who that

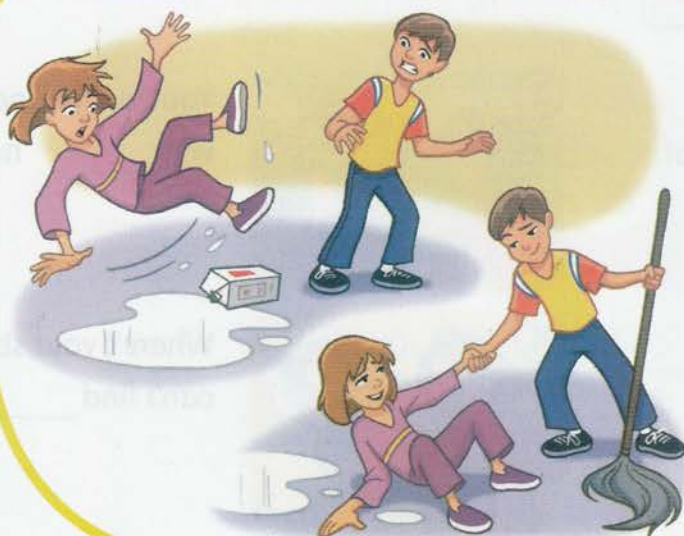
- 1 boy / make / the smoothie      2 mom / buy / bananas and milk  
 3 supermarket / sell the bananas      4 ship / carry the bananas  
 5 bananas / grow on the trees      6 farmer / look after the trees



This is the boy who made the smoothie.

3 Now write your sentences.

4 Listen and sing. 113



**This is the boy ...**

This is the boy who dropped the milk,  
 Dropped the milk, dropped the milk.  
 This is the boy who dropped the milk,  
 On the floor.

This is the girl who fell on the milk, ...  
 On the floor.

This is the boy who helped the girl, ...  
 Up from the floor.

This is the boy who cleaned up the milk, ...  
 From the floor.



1 Listen, point, and repeat. 114

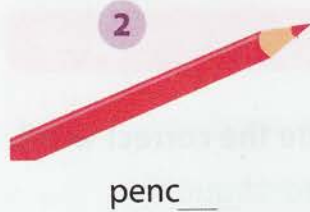


2 Listen and read. 115



3 Read again. Circle the words ending in *el* and underline the words ending in *il*.

4 Complete the words with *el* or *il*.





### Reading

- 1 Look at the text. Where do the two events happen? 2 Listen and read.  116

## Child Heroes

### Boy helps two friends

A very strong earthquake hit China on May 12th 2008. Lin Hao, a ten-year-old pupil, was very brave when his school collapsed in the earthquake. After climbing out of his school, he helped out two of his friends. Lin's arms hurt a lot, but he still

carried his friends. Because Lin was a hero of the earthquake, he carried the Chinese flag at the opening of the Olympic Games in August 2008.



### Girl saves family

Early one morning, on December 26th 2009, a fire started at the home of Emilee Hartley in Maine, U.S.A. The fourteen-year-old girl was asleep, but the smoke alarm woke her up and she saw smoke in the kitchen.

Emilee ran upstairs to wake up her parents and three-year-old brother. She carried her brother downstairs while her parents called the firefighters. They couldn't get out of the door, so Emilee broke a window to carry her brother to safety.

The family home was destroyed, but because Emilee was so brave, no one was hurt.



- 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).


hero earthquake collapse carry smoke asleep

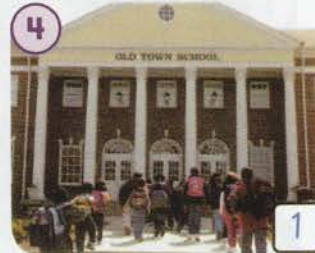
- 4 Read again. Circle the wrong word and write the correct word.

- In May 2008, there was a strong tsunami. earthquake
- Lin Hao carried three of his friends. \_\_\_\_\_
- Lin carried the American flag at the Olympic Games. \_\_\_\_\_
- Emilee saw smoke in the living room. \_\_\_\_\_
- Emilee carried her sister out of the house. \_\_\_\_\_



**Listening**

**1 Listen and number.**  117



**2 Listen again and match.**

- |  |                          |               |
|--|--------------------------|---------------|
| 1 This person sometimes works in dangerous places.     | <input type="checkbox"/> | a doctor      |
| 2 This person helps 25 people every day.               | <input type="checkbox"/> | b teacher     |
| 3 This person helps to make our cities and roads safe. | <input type="checkbox"/> | c firefighter |
| 4 This person likes making children smile.             | <input type="checkbox"/> | d policeman   |

**Speaking**

**3 Think of a job. Ask and answer.**

Does he work with ...  
(a computer / people)?

Does he wear a ...  
(uniform / hat)?

- |         |         |             |
|---------|---------|-------------|
| nurse   | teacher | firefighter |
| mailman | pilot   | farmer      |
| actor   | singer  | server      |

**Writing preparation**

We can use a **subordinate clause** in a sentence to give more information. Again, we use **that** for things and **who** for people. We put two **commas** around the new information.

Lin Hao, **who** is a ten-year-old student, was very brave ...

**Underline the subordinate clauses in these sentences. Then say each sentence without the subordinate clause.**

- This doctor, who works in a hospital, helps children.
- The earthquake, which was very strong, happened in China.
- This teacher, who teaches English, has 25 students in her class.
- The firefighter, who has a dangerous job, rescues people after storms.

**Complete the writing tasks on pages 108–109 of the Workbook.**

pages  
**108–109**



## Everyday English

1 Watch and listen. Read and say.



118



1  
Miss Taylor: What's the matter?  
Anna: Tom fell down. He's hurt his leg.  
Miss Taylor: Where did it happen?



2  
Tom: I fell down on the playground.  
Miss Taylor: Take Tom to the school nurse, please.  
Anna: OK, Miss Taylor. Come on, Tom.

2 Watch and listen. Complete the sentences with the words below. There are two extra words.



119

head nurse ~~hand~~ bag tennis wash

1 Anna's hurt her hand.

2 She fell down on the \_\_\_\_\_ court.

3 She tripped over a \_\_\_\_\_.

4 Tom will take her to the school \_\_\_\_\_.

3 **Speaking** Talk with your friend.

leg arm hand  
finger foot

playground classroom sports field  
art room computer room



What's the matter?

Lilly has hurt her finger.

Where did it happen?


She fell down in the art room.

Take Lilly to the school nurse, please.

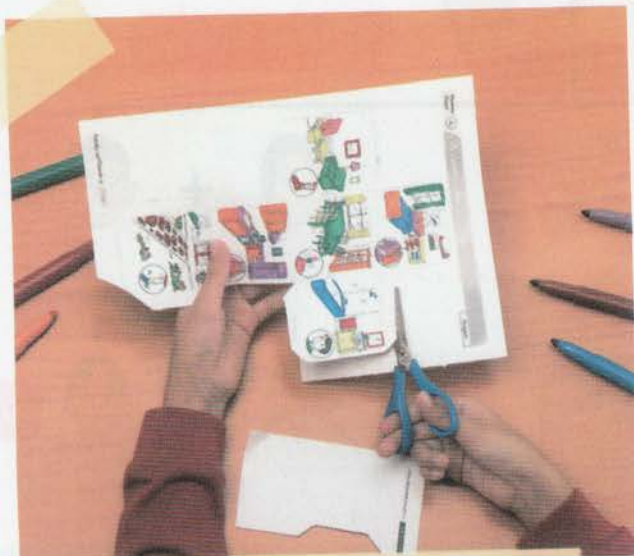
OK. Come on, Lilly.





1 Watch the story again. Act. 

2 Make a room cube.



1 Color the pictures of the rooms and parts of the body. Cut out the cube.



2 Fold the cube and glue the tabs. Roll the cube and do the activity.

3 **Speaking** Ask and answer with your friend.

Why aren't you doing P.E. today?

Because I hurt my arm.

What happened?

I fell down yesterday.

Where did it happen?

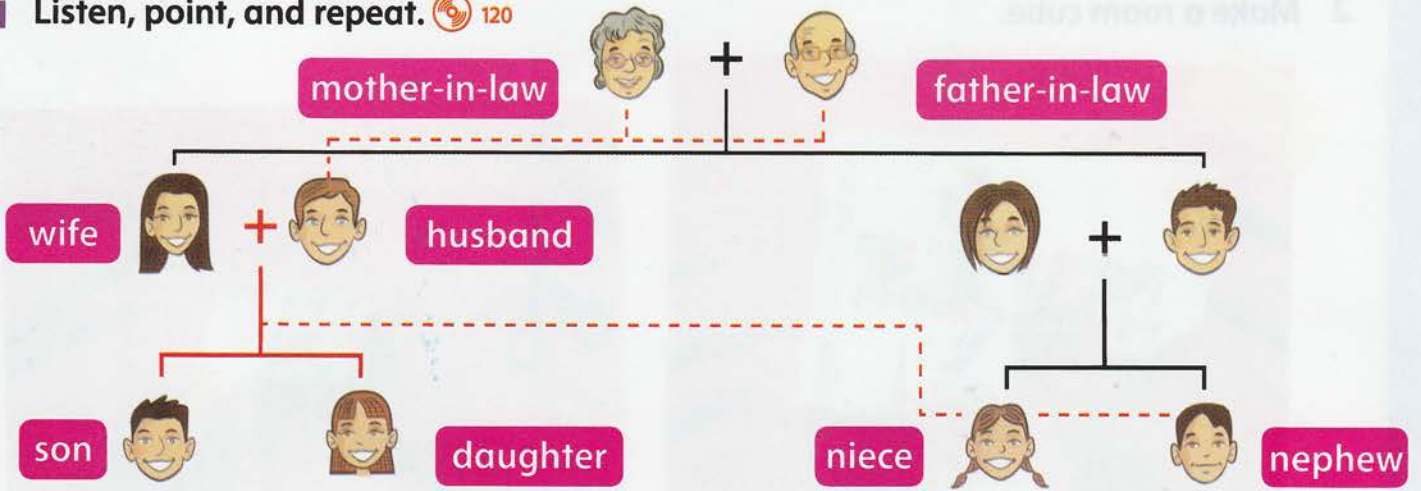
At home. I fell down in the bedroom.





## Lesson One Words

1 Listen, point, and repeat.  120



2 Listen and read.  121



**1**  
**Aunt** Why are you crying, Holly?  
**Holly** Because you're all going back to Australia in two weeks!



**2**  
**Aunt** Yes, it's sad. When did we last look at our photos?  
**Holly** A long time ago.



**3**  
**Aunt** Look at my funny son! He put on your jacket, Holly.  
**Holly** And here he fell off his surfboard! Do you remember?  
**Max** Yes! And at the zoo, the monkey took our things. That was really funny!



**4**  
**Holly** I feel better now. But we'll miss you all so much.  
**Aunt** And I'll miss my favorite niece and nephew, too. But I hope you'll visit one day.



- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

### Past progressive

What **were** you doing?

I **was** looking at photos.

He **wasn't** making a smoothie.

He **was** making a mess.

**Were** they going to the train station?

**No**, they **weren't**. They **were** going to the theater.

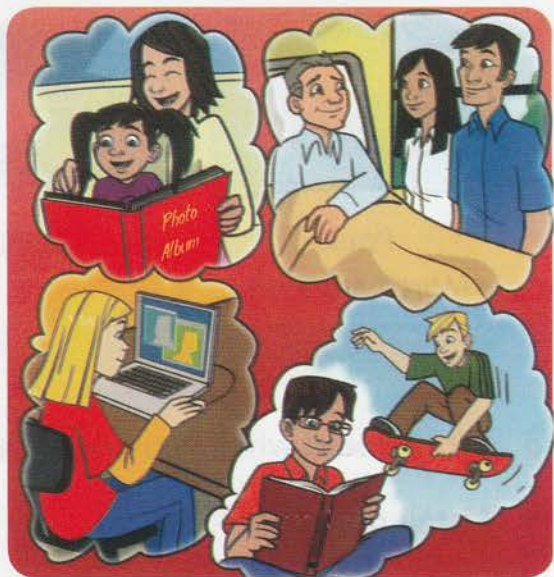
Use the **past progressive** to describe an action happening at **a certain time in the past**.



- 3 Write. ride   visit   ~~look~~   make   read

What were the family doing at three o'clock yesterday afternoon?

- 1 Holly and her aunt were looking at the photo album.
- 2 Holly's parents \_\_\_\_\_ a friend in hospital.
- 3 Amy \_\_\_\_\_ a photo album on the computer.
- 4 Leo \_\_\_\_\_ his skateboard outside.
- 5 Max \_\_\_\_\_ a new book.



- 4 **Speaking** Look at the pictures again. Ask and answer.

- 1 Were Holly's parents going to the movies?
- 2 Was Max reading a new book?
- 3 Were Holly and her aunt taking photographs?
- 4 Was Amy making a photo album?
- 5 Was Leo riding his skateboard inside?

Were Holly's parents going to the movies?

No, they weren't. They were visiting a friend in hospital.

- 5 What were you doing at three o'clock yesterday afternoon?



1 Read and learn.

Dates

We **say** and **write dates** differently.

June 22nd 1997

June twenty-second nineteen ninety-seven

October 4th 2009

October fourth two thousand and nine

I was born ...

My dad **was born** in 1971.



Use the correct **preposition**

with years and months:

He was born **in** 1971.

He was born **on** July 9th 1971.

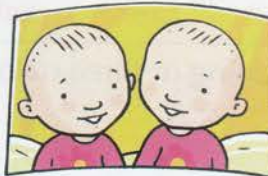
2 **Speaking** Read the dates. Ask and answer.



Paul:  
March 3rd 1999



Liz: 1950



Simon and Mat:  
January 4th 2010



Alf: 1932

When was Paul born?

He was born on March 3rd, nineteen ninety-nine.

3 Write about when you and your family were born.

4 Listen and sing. 122

When Sally was born

What was Jim doing when Sally was born?  
When Sally was born? When Sally was born?  
What was Jim doing when Sally was born?  
He was playing.



What was Kate doing when Sally was born ... ? She was reading.

What was Mike doing when Sally was born ... ? He was working.





1 Listen, point, and repeat. 123

**addition**

**8 + 9**

**subtraction invitation**

**fashion**

**cushion**

2 Listen and read. 124



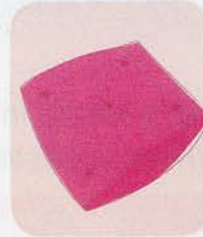
At school, we had a math competition. We had to do addition and subtraction. Carl won.



Leila got an invitation to a fashion show. There were lots of people there, so she sat on the floor on a cushion.

3 Read again. Circle the words with *tion* and underline the words with *shion*.

4 Look at the pictures below. Write the words in the correct box.



**tion**


**shion**

addition



## Lesson Five

### Reading

- 1 Describe what is happening in the picture.
- 2 Listen and read.  125

## My relatives are coming!

We're getting ready  
For a really special day.  
My relatives are arriving  
And this is where they'll stay.

My aunt and my uncle  
And my cousins Bill and Kate  
Will be here for a week,  
And I just can't wait.

My cousin Bill's a toddler  
Who has just turned two.  
He likes to scream and shout,  
Just like normal toddlers do.

But he's really fun and cute  
And he's learning to be good,  
And I'm going to help him  
Do all the things he should.

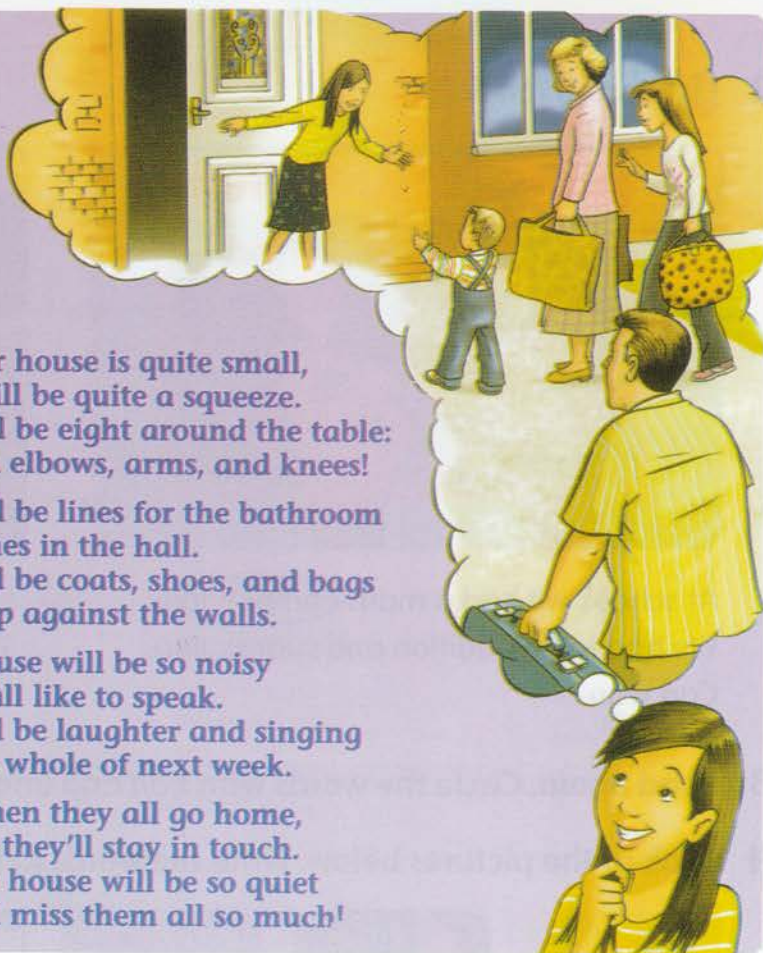
Kate will sleep in my room  
On some cushions on the floor,  
Aunt and Uncle in the lounge,  
On a camp bed by the door.

But our house is quite small,  
So it will be quite a squeeze.  
There'll be eight around the table:  
Sixteen elbows, arms, and knees!

There'll be lines for the bathroom  
And lines in the hall.  
There'll be coats, shoes, and bags  
Piled up against the walls.

The house will be so noisy  
As we all like to speak.  
There'll be laughter and singing  
For the whole of next week.

And when they all go home,  
I know they'll stay in touch.  
But the house will be so quiet  
And I'll miss them all so much!



- 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).


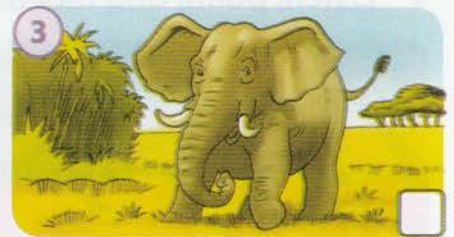
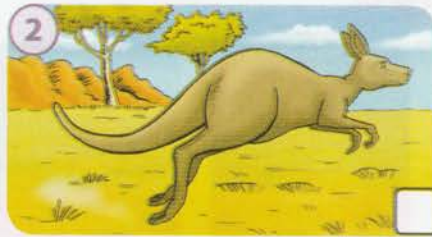
relatives toddler normal cute squeeze  
line stay in touch miss someone

- 4 Read again and write short answers.

- 1 How long will the relatives stay? A week.
- 2 Is it a big house? \_\_\_\_\_
- 3 What does everyone like doing? \_\_\_\_\_
- 4 Is Bill always good? \_\_\_\_\_
- 5 How will the house be after the visit? \_\_\_\_\_



## Listening

1 Listen and number.  126

## 2 Listen again. Write S (Stuart), E (Emily), or A (Anna).

- |                                      |                          |                                    |                          |
|--------------------------------------|--------------------------|------------------------------------|--------------------------|
| 1 Who helped look after animals?     | <input type="checkbox"/> | 2 Who helped look after a child?   | <input type="checkbox"/> |
| 3 Who went to a new country?         | <input type="checkbox"/> | 4 Who usually has a party at home? | <input type="checkbox"/> |
| 5 Who had a brother three years ago? | <input type="checkbox"/> | 6 Who went surfing?                | <input type="checkbox"/> |

## Speaking

## 3 Ask and answer. Talk about your happy memories.

- |                                 |                     |
|---------------------------------|---------------------|
| 1 What is your happiest memory? | 2 When was it?      |
| 3 Describe what happened?       | 4 How did you feel? |

What is your happiest memory?

It's when I got my new bike ...

## Writing preparation

What can you find in a **poem**?

Look at the poem again. The lines are in different parts, or **verses**.

Some poems **rhyme**. This means there are words which sound the same

## 4 Look at the poem again and answer the questions.

- How many verses are there in the poem? \_\_\_\_\_
- How many lines are there in each verse? \_\_\_\_\_
- Circle all the words that rhyme in the poem.  
What pattern can you see? \_\_\_\_\_

Complete the  
writing tasks  
on pages  
116–117 of  
the Workbook.

pages  
116–117



# History Time!

## Topic: The Gold Rush

### 1 Listen, point, and repeat. 127



### 2 Listen and read. 128

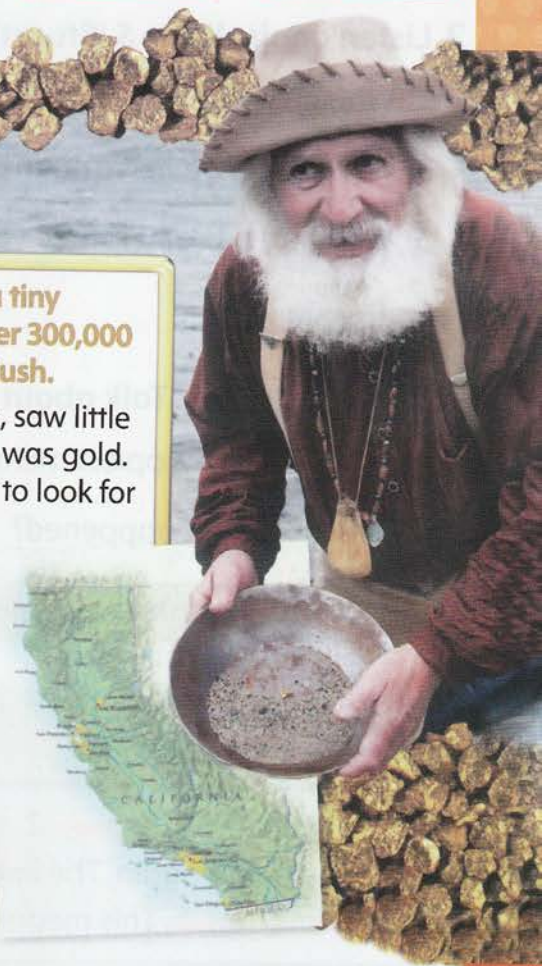
## THE GOLD RUSH

San Francisco is a big city in California, U.S.A. In the past, it was a tiny village. Then people found gold there! Between 1848 and 1855 over 300,000 people traveled to California to look for gold. This was the Gold Rush.

It started when James Marshall, who worked in a mill in California, saw little bits of shiny yellow metal in the river. He was very excited to find it was gold. Soon people started to arrive in California. They used special pans to look for the gold in the rivers. This was called *panning for gold*.

These people came from all around the world. Some were Americans, but many were Mexican, English, and Australian. The people looking for gold were called *prospectors*. Many traveled by ships and some traveled overland on horses and wagons.

After a few years, most of the gold from the rivers was gone. Although some prospectors got rich, most found very little gold and were very poor.



### 3 Read again and answer *T* (true) or *F* (false).

- 1 During the Gold Rush prospectors traveled to San Francisco to buy gold.   F
- 2 Some of them traveled by sea and some came on horses and wagons.
- 3 San Francisco became a big city during this time.
- 4 Most prospectors were rich after the Gold Rush.

- 4 **Think!** Why do you think towns get bigger or smaller?  
Is it always good for a town to get bigger? Why?



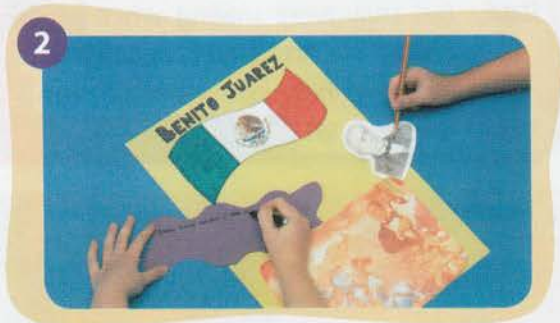
## 1 Listen and circle the correct word. 129

- 1 Jake's project is about what happened in 1850 / 1950 / 1750.
- 2 Jake will do his project about Mexican / American / Canadian history.
- 3 People panned for gold in lakes / rivers / oceans.
- 4 Gold is heavier / lighter than sand and stones.
- 5 Life was very difficult / easy for the prospectors.

## 2 Project. Make an information poster.



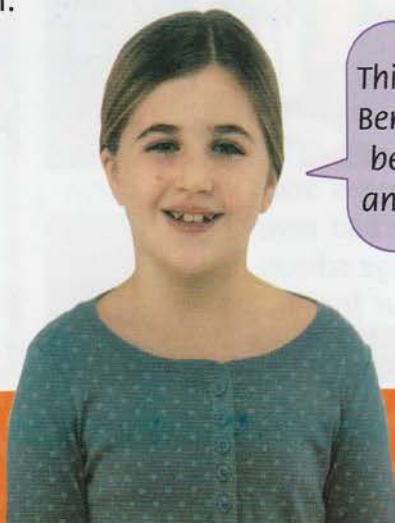
What was happening in another country in the 19<sup>th</sup> century? Work in pairs. Decide what you want to research. Look at books and search the Internet.



Make a poster about what you find out. Glue or draw pictures.

## 3 Present your project.

- 1 What or who is your poster about?
- 2 Why did you choose this?
- 3 What happened, where, and when?



This is our poster. It's about Benito Juarez. We chose this because he is very famous and important in Mexico...



## Lesson One Words

### 1 Listen, point, and repeat. 130



boss



office



builder



vet



journalist



secretary



dentist



receptionist




mechanic




author

### 2 Listen and read. 131

1 

**Mom** Listen, both of you. Your dad has something important to tell you.

**Dad** Well, when I was working this morning, the phone rang. It was my boss. I had to go to his office. I was a little worried.

2 

**Dad** But they were smiling when I went in. And that's because ... I have a new job: a better one!

**Max** Great, Dad!

3 

**Dad** There's some good news and some bad news.

**Max** Oh, no. What's the bad news?

**Dad** You'll have to change schools and say goodbye to your friends.

**Holly** Huh! Really?

4 

**Max** And the good news?

**Dad** The good news is that the new job is in ... Australia! You will go to school with your cousins. So we'll all be together again!

**Holly** Max

**Max** Yippee!



- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

### Simple past and past progressive



When I **was** working, the phone **rang**.



They **were** smiling when I **went** in.

**When** can go at the beginning or the middle of a sentence.  
 Use a **comma** after the first verb if a sentence **starts with When**.  
*I was eating **when** he arrived.      **When** I was eating, he arrived.*

### 3 Match and number the pictures.

- 1 I was waiting at the library
- 2 He was walking to work
- 3 The secretary was typing
- 4 The soccer player was running
- 5 The mechanic was repairing the car

**when**

- a he fell over.
- b the author came in.
- c it started to rain.
- d the customer arrived.
- e her boss phoned.



### 4 Speaking Point to the pictures and say.

*I was waiting at the library when the author came in.*

### 5 Now write the sentences with *When* at the beginning.

*When I was waiting in the library, ...*



1 Read and learn.

**Grammar homophones: there, they're, their**

**There** is some good news and some bad news.  
**They're** very happy.  
 They will be with **their** cousins.




These three words sound the same but are spelled differently.  
**there** – a place, or to say what is present  
**they're** – short form of **they are**  
**their** – shows possession by more than one person

2 Write. **there they're their**

The family is going to Australia. Look, <sup>1</sup> there are six suitcases. Max and Holly have a suitcase each for <sup>2</sup> \_\_\_\_\_ clothes and special toys. <sup>3</sup> \_\_\_\_\_ a bit nervous about living in Australia because everything will be so new and different. But <sup>4</sup> \_\_\_\_\_ very happy too, because <sup>5</sup> \_\_\_\_\_ cousins will help them. Together, they'll have lots of fun!



3 **Speaking** Now talk about the picture.

4 Listen and sing.  132

**They're almost there!**

*There's a boy and there's a girl.  
 They're going to see their cousins.*


*They've packed their bags. They're almost there.  
 They're going to see their cousins.*

*They have their passports in their bags.  
 They're going to see their cousins.*

*They're as happy as can be.  
 They're going to see their cousins.*






1 Listen and read.  133

vocabulary homophones



2 Listen and read.  134



What can you see?  
I can see a boat on the sea.



Can you hear some birds?  
Yes. They are here in this tree.



Where do you wear these clothes?  
I wear them at school.



Which hand do you write with?  
I write with my right hand.

3 Read again and circle the words from Exercise 1.

4 Write.



1 Excuse me. Where is the bus station?



2 We went to the beach and swam in the \_\_\_\_\_.



3 I can \_\_\_\_\_ some great music.



4 \_\_\_\_\_ is your passport.



### Reading

1 Describe what is happening in the pictures.

2 Listen and read.  135

## Three Wishes

Once upon a time, there was a poor fisherman. The fisherman's wife was usually angry because he didn't catch many fish.

One day, the man was fishing when suddenly, a little fish jumped into his net.

"My wife will be happy now," said the man, "we will eat this fish for dinner."

But then the fish spoke. "Please throw me back in the sea," it said, "and I will give you three wishes."



The fisherman was very surprised. "Great!" he thought. "I can make my wife very happy with three wishes."

Later, he told his wife about the fish. She wasn't happy.

"Fish don't speak, you silly man!" she said. "And now there isn't any fish for dinner."

The fisherman was hungry, and he looked at his dinner of bread and water.

"I wish we had sausages instead of bread and water," he said.

Suddenly, a plate of delicious sausages appeared on the table. He was very happy and started to eat.



But his wife shouted angrily, "Why didn't you wish for something better, like money or gold? You silly man! I wish those sausages were on the end of your nose!"

The man looked down at his nose and screamed. All the sausages were on the end of his nose.

The wife pulled and pulled, but she couldn't get the sausages off the man's nose. They had to use their last wish.

"I wish," said the fisherman sadly, "for the sausages to go away." Suddenly, the sausages disappeared.



Now they had no sausages and no wishes. And the fisherman never saw the fish again.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

fisherman speak (spoke) silly surprised sausage delicious wish for pull



## Listening

1 What do they wish for? Listen and write L (Lucas), R (Rosy), or A (Akram).  136



- |                                 |                                     |
|---------------------------------|-------------------------------------|
| 1 go to England                 | <input type="checkbox"/>            |
| 2 no hungry people in the world | <input type="checkbox"/>            |
| 3 camcorder                     | <input type="checkbox"/>            |
| 4 three more wishes             | <input type="checkbox"/>            |
| 5 brother                       | <input type="checkbox"/>            |
| 6 no extinct animals            | <input type="checkbox"/>            |
| 7 no earthquakes                | <input type="checkbox"/>            |
| 8 MP3 player                    | <input checked="" type="checkbox"/> |
| 9 grandmother get better        | <input type="checkbox"/>            |

## Speaking

2 Imagine the fish is giving you three wishes. What are they? And why?

My first wish is for ... a computer because ...  
 My second wish is to ... visit a rainforest because ...  
 My third wish is for / to ... because ...

## Writing preparation

We use **speech marks** to show that someone is speaking. A **comma** or a **question mark** is placed *inside* the speech marks.

"Fish don't speak," said the fisherman's wife.

We can also cut the sentence into two parts. Look at the punctuation!

"Please throw me back in the sea," the fish said, "and I will give you three wishes."

3 Circle the commas and question marks before the speech marks. Then underline the different verbs used.

- "I wish these were sausages," he said.
- "Why didn't you wish for something better?" asked the woman.
- "You silly man," the fisherman's wife said.
- "I wish," said the man sadly, "for the sausages to go away."
- "My wife will be happy now," said the man, "we will eat this fish for dinner."

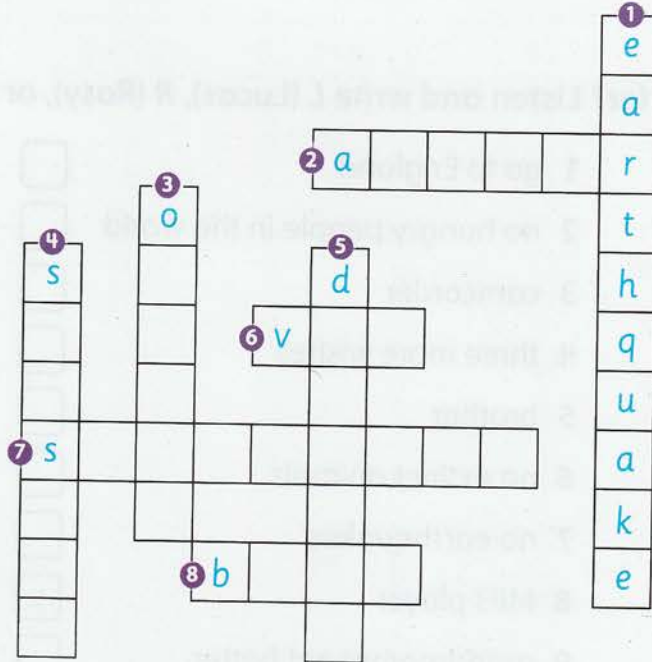
Complete the writing tasks on pages 124–125 of the Workbook.





1 Complete the crossword.

Down



Across



2 Write.

niece    mother-in-law    ~~husband~~    father-in-law    wife    nephew

Look! This is me with my <sup>1</sup> husband, Len.  
 These are Len's parents. Look! She is my  
<sup>2</sup> \_\_\_\_\_ and he is my <sup>3</sup> \_\_\_\_\_.  
 The man with black hair is my brother,  
 Henry. He is standing with his <sup>4</sup> \_\_\_\_\_,  
 Jane. Henry and Jane have two children. This  
 girl is my <sup>5</sup> \_\_\_\_\_ and the boy is my  
<sup>6</sup> \_\_\_\_\_. His name's Patrick.



3 Read and circle.

Grandma and Grandpa are visiting. Lucy and Peter ask their mom, "Can you help <sup>1</sup> us / we make some smoothies for Grandma and Grandpa?" Peter chops up a banana and puts <sup>2</sup> them / it in the blender. Mom says, "Now you need to get the milk, Lucy." So Lucy pours <sup>3</sup> they / it into the blender. To help <sup>4</sup> she / her, Mom puts the lid on. When the smoothies are ready, Lucy and Peter take <sup>5</sup> they / them into the living room. "Are these for <sup>6</sup> us / we?" ask Grandma and Grandpa. "Thank you so much!"

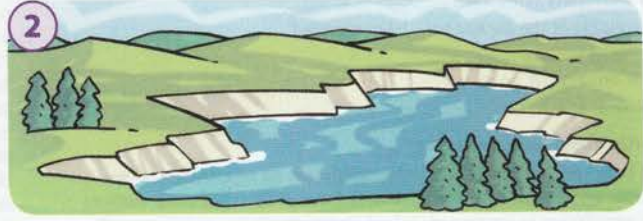


4 Complete the sentences with *who* or *that*.

forty feet deep    the race    ~~the volcano~~    yesterday



1 This is the man who climbed the volcano.



2 This is the lake \_\_\_\_\_ is \_\_\_\_\_.



3 This is the girl \_\_\_\_\_ won \_\_\_\_\_.



4 This is the new library \_\_\_\_\_ opened \_\_\_\_\_.

## 5 Write.

- I was watching TV when my aunt arrived. (watch TV / arrive)
- She \_\_\_\_\_ when the phone \_\_\_\_\_. (lay the table / ring)
- When he \_\_\_\_\_, a fish \_\_\_\_\_ out of the water. (fish / jump)
- When I \_\_\_\_\_ my homework, the printer \_\_\_\_\_. (print / stop)
- They \_\_\_\_\_ lunch when Lucy \_\_\_\_\_ her glass. (eat / drop)

## 6 Complete the words.

e~~r~~    tion    il    shion



- 1 Can you pass me my towel \_\_\_\_\_?



- 2 I am a pup \_\_\_\_\_ at Wood View Primary School.



- 3 This dress is the latest fa \_\_\_\_\_.



- 4 My math homework is to practice subtrac \_\_\_\_\_.