

CAMBRIDGE



# SUPER Minds

Student's Book 4

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# Map of the book



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Well done, Ben and Lucy! (pages 4-9)		
Vocabulary	Grammar	Story Phonics
At town events	<i>Do you / Does Lucy like (reading)? When do you start (school)? What was in (the book)? How did you find (the book)?</i>	<i>The map Rhyming words</i>
▶ <b>Song:</b> The Explorers		

1 In the museum (pages 10-21)					
Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Knights and queens	<i>I must (wear a helmet). I mustn't (swim here). Give me / him / her / us / them (the book), please.</i>	<i>The knight The letter sound ow</i>	<ul style="list-style-type: none"> <li>• Reading <i>The secret of the Egyptian cat</i></li> <li>• Applying what you know</li> </ul>	<ul style="list-style-type: none"> <li>• Using one's imagination</li> </ul>	<b>History:</b> Discover museums
▶ <b>Song:</b> It's midnight		▶ <b>Creativity</b>		▶ <b>Revision</b>	

2 The world around us (pages 22-33)					
Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
The countryside	<i>but, and, because, so I could / couldn't (run 20 kilometres). Could you (swim for 10 hours)?</i>	<i>At the restaurant Silent consonants</i>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening and writing</li> <li>• Making time for the family</li> </ul>	<ul style="list-style-type: none"> <li>• Finding alternative ideas</li> <li>• Time sequencing</li> <li>• Sequencing pictures</li> </ul>	<b>Art:</b> Life in art
▶ <b>Song:</b> Walking with Mum		▶ <b>Creativity</b>		▶ <b>Revision</b>	

3 Danger! (pages 34-45)					
Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Emergencies	<i>I was / We were (climbing a tree). What was she / were they doing? Was he / Were we (playing)? Yes, he was. / No, he wasn't. Yes, we were. / No, we weren't.</i>	<i>The man in the car The sound /aɪ/</i>	<ul style="list-style-type: none"> <li>• Reading <i>The day the sea went out</i></li> <li>• Responding to emergencies</li> </ul>	<ul style="list-style-type: none"> <li>• Finding alternative ideas</li> <li>• Developing deduction skills</li> </ul>	<b>Human health and safety:</b> Fire safety
▶ <b>Song:</b> Yesterday at half past nine		▶ <b>Creativity</b>		▶ <b>Revision</b>	

4 Two return tickets (pages 46-57)					
Vocabulary	Grammar	Story Phonics	Skills	Thinking skills	English for school and value
At the train station	<i>in (September), at (one o'clock), on (Sunday), in the (morning) I was (having dinner) when you phoned me.</i>	<i>The tunnel The sound /eə/</i>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening and speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting sentences</li> <li>• Developing research skills</li> <li>• Judging information</li> </ul>	<b>Science:</b> Forces Using force carefully
▶ <b>Song:</b> Mr Knocks		▶ <b>Creativity</b>		▶ <b>Revision</b>	



### 5 Police! (pages 58–69)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Hair and face	<i>He used to (be a police officer). We had to (be really careful).</i>	<i>The Mysterious H</i> The sounds /a:/ and /ɔ:/	<ul style="list-style-type: none"> <li>• Reading <i>Yatin and the orange tree</i></li> <li>• Being honest</li> </ul>	<ul style="list-style-type: none"> <li>• Paying attention to visual details</li> <li>• Processing information</li> </ul>	<b>Literature:</b> Crime fiction
▶ <b>Song:</b> Who are you?		▶ <b>Creativity</b>		▶ <b>Revision</b>	

### 6 Mythical beasts (pages 70–81)

Vocabulary	Grammar	Story Phonics	Skills	Thinking skills	English for school and value
Animal bodies	<i>longer / more dangerous than better / worse than the biggest / heaviest / most dangerous the best / worst What does (a unicorn) look like? It looks like (a horse).</i>	<i>The secret door</i> The letter sound ea	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Logical thinking, categorising</li> <li>• Thinking creatively</li> <li>• Developing information processing skills</li> </ul>	<b>Science:</b> Protection Appreciating nature
▶ <b>Song:</b> The most beautiful dinosaur		▶ <b>Creativity</b>		▶ <b>Revision</b>	

### 7 Orchestra practice (pages 82–93)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Instruments	<i>mine, yours, his, hers, ours, theirs Connor's the boy who ... The instrument which ... The house where ...</i>	<i>At the concert hall</i> The sounds /ɜ:/ and /ɔ:/	<ul style="list-style-type: none"> <li>• Reading <i>The bear's dream</i></li> <li>• Enjoying being different</li> </ul>	<ul style="list-style-type: none"> <li>• Summarising</li> <li>• Reasoning</li> <li>• Empathising</li> <li>• Making hypotheses</li> </ul>	<b>Science in Music:</b> How we make sounds
▶ <b>Song:</b> Chaos in the classroom		▶ <b>Creativity</b>		▶ <b>Revision</b>	

### 8 In the planetarium (pages 94–105)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Space	<i>What will you be when you grow up? I'll be a (police officer). badly, carefully, quickly, quietly, slowly</i>	<i>The trap</i> Word stress and the sound /ə/	<ul style="list-style-type: none"> <li>• Listening and reading</li> <li>• Speaking and writing</li> <li>• Respecting your elders</li> </ul>	<ul style="list-style-type: none"> <li>• Observation and deduction</li> <li>• Analysing data</li> </ul>	<b>Science:</b> The solar system
▶ <b>Song:</b> One day I'll be an astronaut		▶ <b>Creativity</b>		▶ <b>Revision</b>	

### 9 At the campsite (pages 106–117)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Holiday activities	<i>some cheese / tomatoes, a loaf of bread, a piece of cheese, a packet of crisps, a bottle of milk, a can of lemonade. How much cheese / How many bottles of water ... ?</i>	<i>The last line</i> Unstressed words	<ul style="list-style-type: none"> <li>• Reading <i>The snares in the forest</i></li> <li>• Protecting wildlife</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying relevant information</li> <li>• Developing visual-spatial thinking</li> </ul>	<b>Geography:</b> Map reading
▶ <b>Song:</b> We're going on a picnic		▶ <b>Creativity</b>		▶ <b>Revision</b>	



# Well done, Ben and Lucy!

1 CD 1  
02

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

- 1 big wheel
- 2 rollercoaster
- 3 roundabout
- 4 mayor
- 5 dodgem cars
- 6 microphone
- 7 band
- 8 photographer
- 9 journalist



2 CD 1  
03

Listen and answer.

- 1 Where are Ben and Lucy?
- 2 Why are they there?
- 3 Who wants to talk to Ben and Lucy?
- 4 What does Lucy want to do first?

3 Play the secret word game.

My secret word works for a newspaper.

A journalist!

You speak into my secret word.

A microphone!

4 At town events

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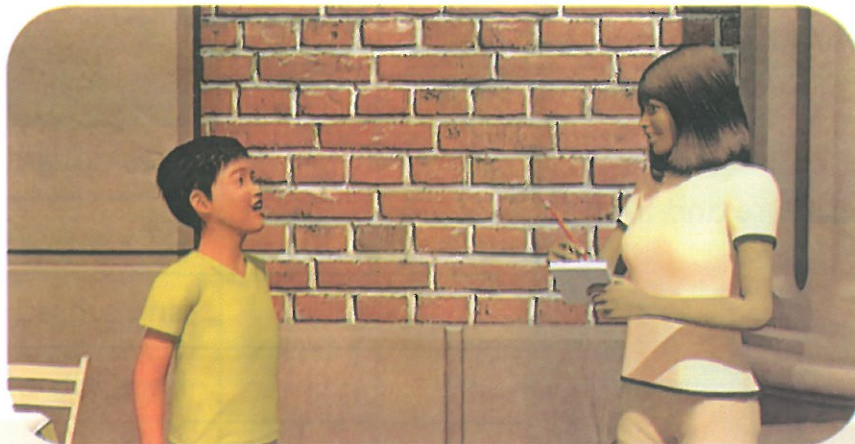
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1 CD 1  
04

## Listen and circle.



- |                                             |                           |                    |
|---------------------------------------------|---------------------------|--------------------|
| 1 Do you like going on adventures?          | a Yes, I love it.         | b No, I hate it.   |
| 2 Do you want to be famous?                 | a Yes, I do.              | b No, I don't.     |
| 3 What do you want to be when you're older? | a An explorer.            | b A librarian.     |
| 4 What do you like doing in your free time? | a Playing computer games. | b Reading books.   |
| 5 Is Lucy your best friend?                 | a Yes, she is.            | b No, she isn't.   |
| 6 Does Lucy like Buster?                    | a Yes, she does.          | b No, she doesn't. |

2 CD 1  
05

Grammar focus

## Listen and say.

Do you like going to school?

Does Lucy like reading books?

Are you brave?

Where do you live?

When do you start school?

Is your life exciting?



## 3 Interview a friend. Find out four new things.

Do you want to be famous?

What colour are the walls in your room?



What time do you ... ?

What's your favourite ... ?



Listen and tick (✓).

The Explorers.  
 Here they come.  
 Lucy and Ben. Adventure and fun.  
 The Explorers.  
 Here they are.  
 Ben and Lucy. Action stars.  
 Does Ben like adventure?  
 Yes, he does.  
 He loves exploring things  
 Just like us.  
 The Explorers ...  
 Is Lucy scared of anything?  
 No, she's not.  
 Does she find much treasure?  
 Yes, a lot.  
 The Explorers ...  
 Do they like excitement?  
 Yes, they do.  
 Here's their next adventure.  
 You can join in too!  
 The Explorers ...

Ben	Lucy	
		likes adventure.
		likes exploring.
		isn't scared of anything.
		finds lots of treasure.
		like excitement.



Listen and sing.

3 What do you like or love doing? Tell a friend.

I like having fun with my friends.

I love walking in the mountains.



**Complete the interview.  
Listen and check.**

school clues castle  
door statue librarian



**Journalist:** So, Lucy, tell me about your adventure. How did you find the <sup>(1)</sup> \_\_\_\_\_ ?

**Lucy:** It all started when we found an old book in the castle.

**Journalist:** What was in the book?

**Lucy:** It had a secret code. We needed to break the code and then we used it to read the clues.

**Journalist:** What did the <sup>(2)</sup> \_\_\_\_\_ do?

**Lucy:** They helped us to find letters.

**Journalist:** And what did the letters do?

**Lucy:** We used the letters to make a word. With this word we opened a <sup>(3)</sup> \_\_\_\_\_ in the <sup>(4)</sup> \_\_\_\_\_ and found the treasure.

**Journalist:** Was it dangerous?

**Lucy:** Yes, it was. There were two 'baddies': a man called Horax and a woman called Zelda.

**Journalist:** Did they want the book?

**Lucy:** Yes, they wanted the book to find the treasure. They wanted to keep it and we found out later that Horax was our school <sup>(5)</sup> \_\_\_\_\_, Mr Williams. We were shocked.

**Journalist:** Oh no! Does he still work at your <sup>(6)</sup> \_\_\_\_\_ ?

**Lucy:** No, he doesn't. We don't know where he is now.

**Listen and say.**



Was it dangerous?

How did you find the statue?

What was in the book?

Did they want the book?

Were you scared?

**3 Play the guessing game.**

Guess what I did in the holidays.

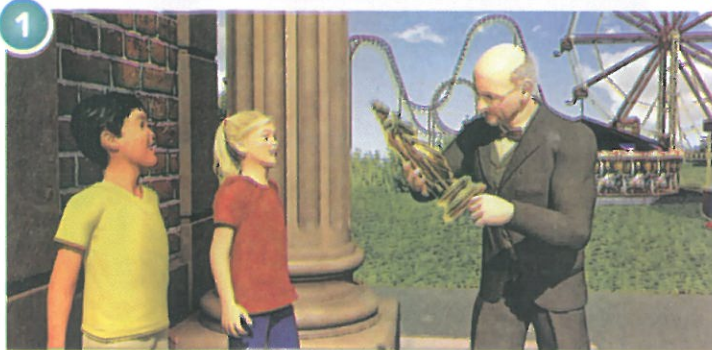
Did you do a lot of sports?

No, I didn't.

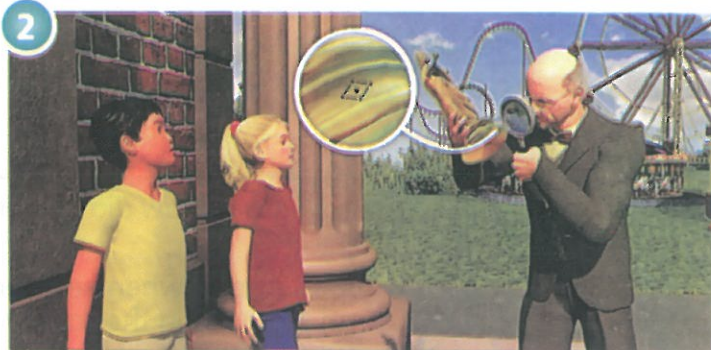
Did you go to the beach a lot?



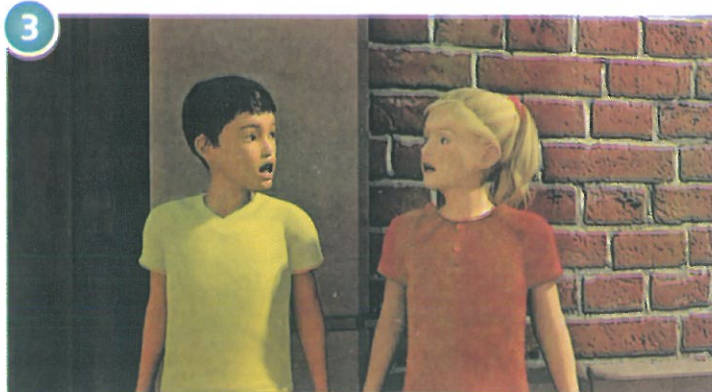
# The map



**Mr Davidson:** Mmm, it really is a beautiful statue. It's very, very old.  
**Lucy:** We had an amazing adventure to find it.  
**Ben:** It was exciting and quite dangerous too.



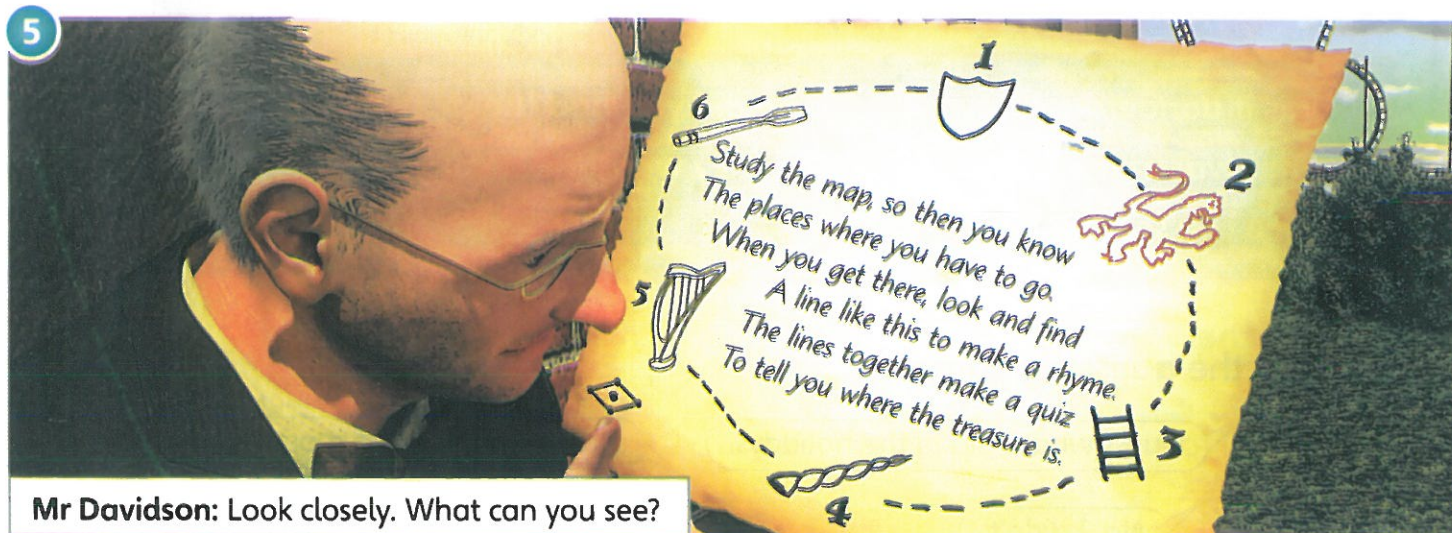
**Mr Davidson:** This symbol here ... I know this ...  
**Lucy:** What is it?  
**Mr Davidson:** That's it! Now I remember.  
 Wait here a moment.



**Ben:** Very strange. *What* does he remember?  
**Lucy:** And where did he go? Into the museum?  
**Ben:** I think so. But what's that symbol?



**Mr Davidson:** Here you are. Look at this.  
**Lucy:** What is it?  
**Mr Davidson:** A map from the museum.



**Mr Davidson:** Look closely. What can you see?



6



**Ben:** The symbol! It's the same as on the statue.  
**Mr Davidson:** This diamond is the symbol of an old English king. With this map you can find more of the king's treasure.

7



**Horax:** Zelda, it's me. The kids have got a treasure map.  
**Zelda:** We have to follow them and find the treasure before they do.

## 2 Answer the questions.

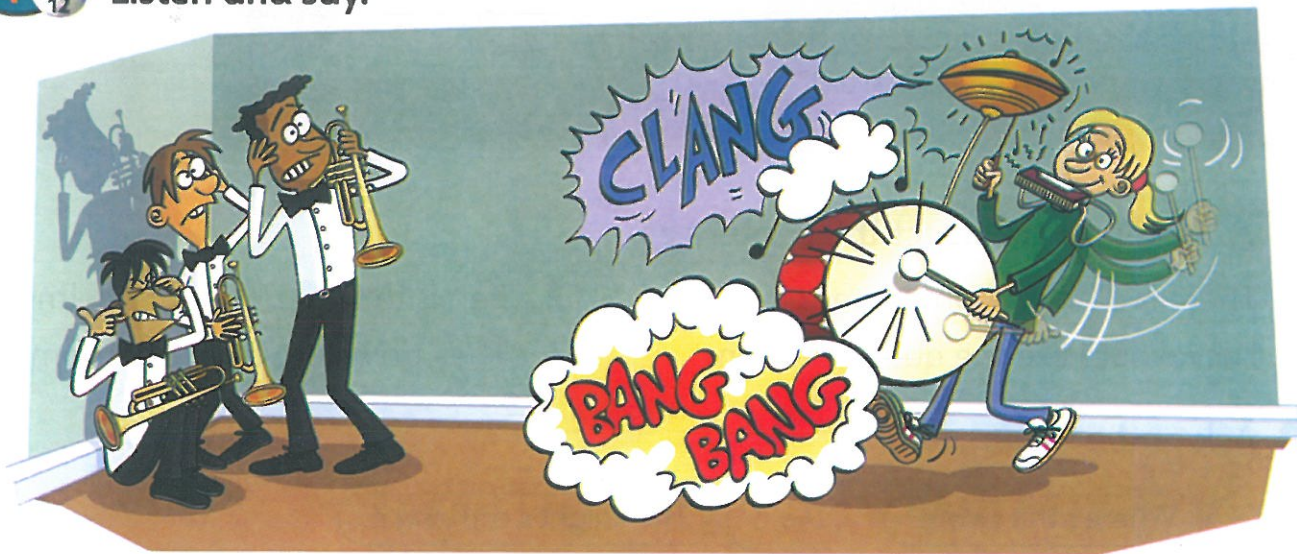
- 1 What does Mr Davidson find on the statue?
- 2 Where does he go?
- 3 What does he get?
- 4 What do Ben and Lucy have to make to find the treasure?
- 5 Who is watching them?
- 6 What are Horax and Zelda going to do?



## 3 Find the **train** and the **plane** in the story.

CD 1  
12

## 4 Listen and say.



The **boys** can make **noise**, but **Sue** can too!



# 1

# In the museum

1 CD1  
14

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



1 queen

2 knight

3 crown

4 helmet

5 necklace

6 bracelet

7 belt

8 shield

9 bow and arrow

10 sword



2 CD1  
15

Listen and correct the sentences.

1 There is a helmet on the map.

2 Ben is talking about the helmet.

3 Lucy would like the queen's crown.

4 They go to the dinosaur room.

3 Ask and answer.

Where's the sword?

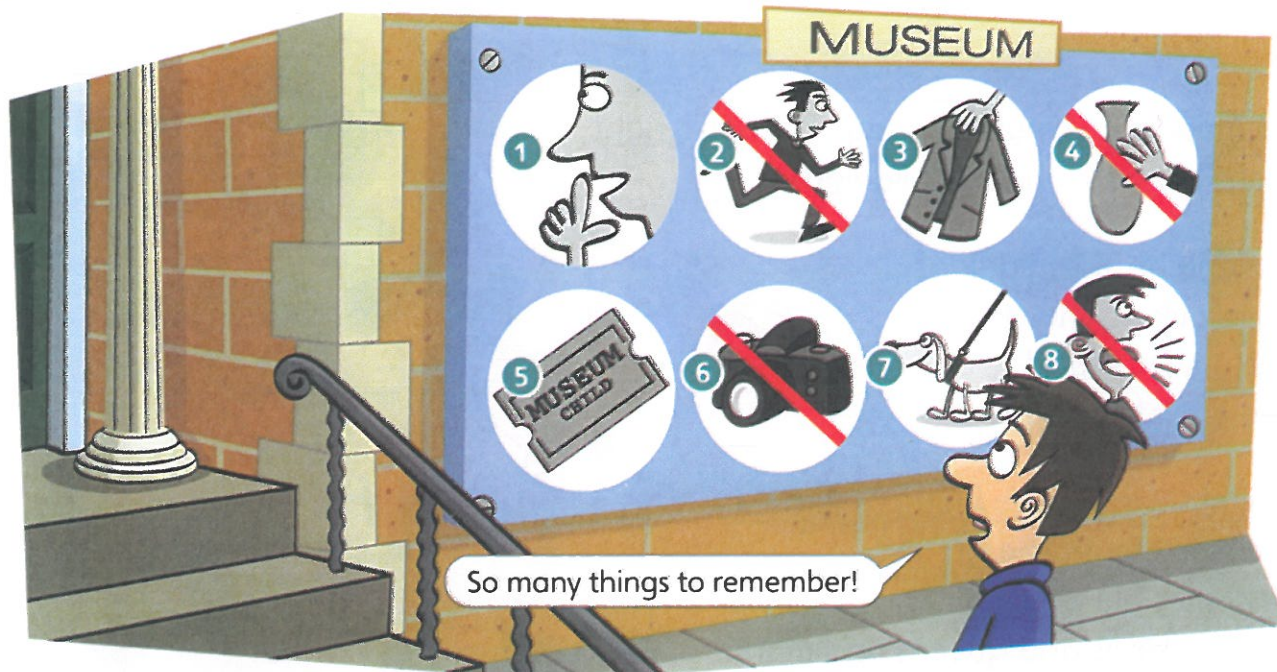
The knight's carrying it.

Where's the bracelet?

The queen's wearing it.



1 Look, read and number the sentences.



- |                                          |                          |                             |                          |
|------------------------------------------|--------------------------|-----------------------------|--------------------------|
| a I must buy a ticket.                   | <input type="checkbox"/> | d I must speak quietly.     | <input type="checkbox"/> |
| b I must put my dog on a lead.           | <input type="checkbox"/> | e I mustn't shout.          | <input type="checkbox"/> |
| c I must leave my coat in the cloakroom. | <input type="checkbox"/> | f I mustn't run.            | <input type="checkbox"/> |
|                                          |                          | g I mustn't touch anything. | <input type="checkbox"/> |
|                                          |                          | h I mustn't take photos.    | <input type="checkbox"/> |

2 CD 1 16

Grammar focus

Listen and say.

 <p>I must wear a helmet.</p>	 <p>I mustn't swim here.</p>	
------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------

3 Play the *mustn't* forget game.





Listen to the song. Number the pictures.

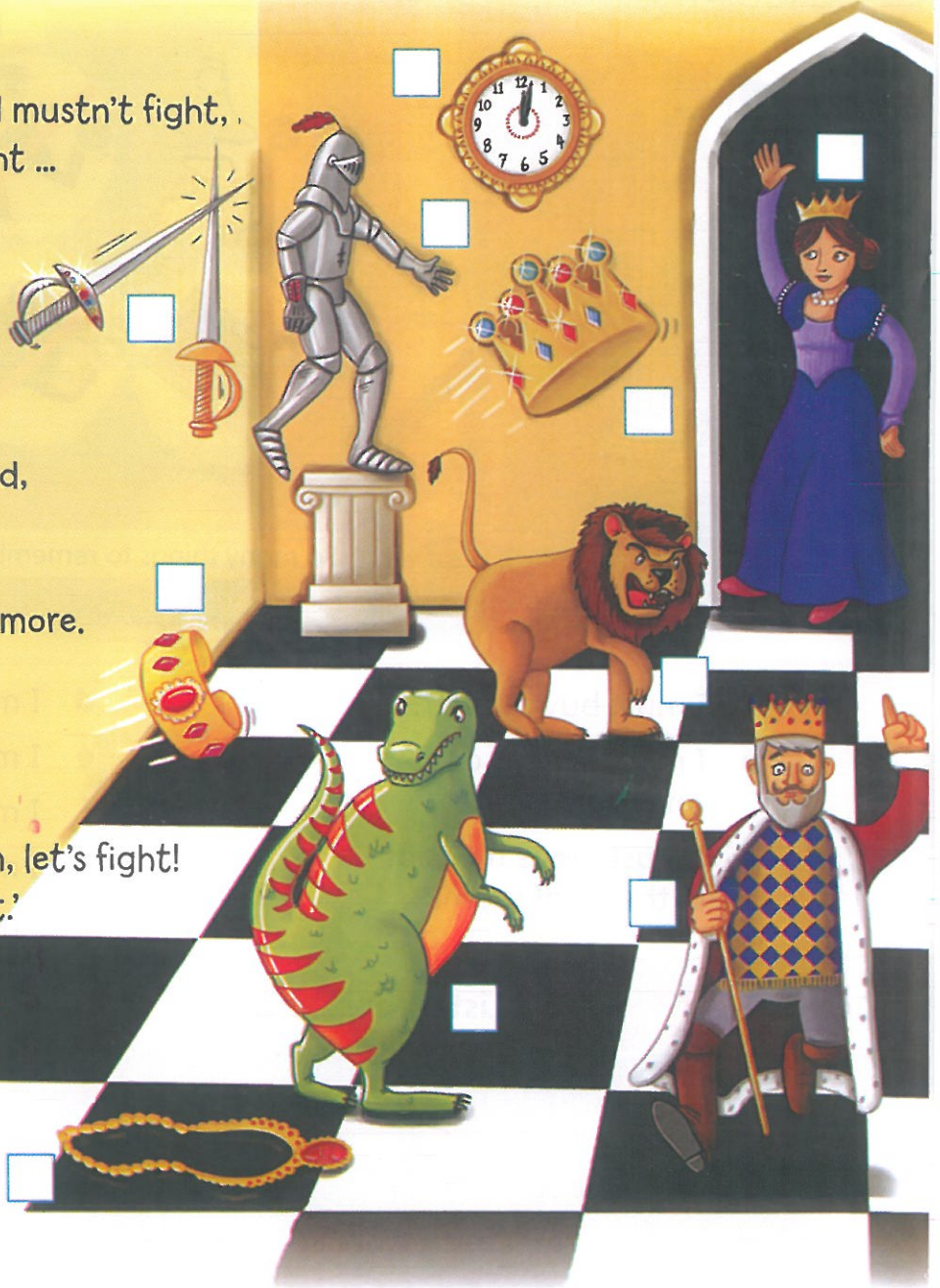
It's a museum ... I mustn't play, I mustn't fight,  
I mustn't shout ... but at midnight ...

It's midnight. It's midnight.  
Take a look at the clock.  
Come on, let's rock!  
Come on, let's rock!

Bracelets, crowns are flying round,  
Necklaces are on the ground.  
Here comes our dinosaur.  
There are kings and queens and more.  
It's midnight ...

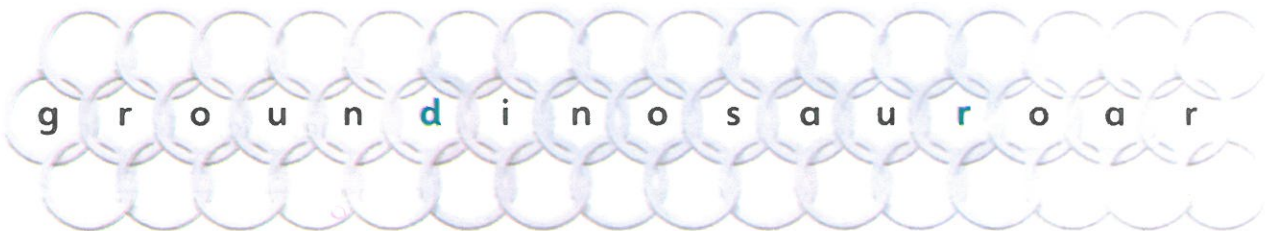
Statues play and lions roar.  
Crash! The vase is on the floor.  
The swords then shout, 'Come on, let's fight!  
Let's fight all night until it's light.'  
It's midnight ...

Yeah!



Listen and sing.

Make word chains.





1 CD 1 19 Complete the sentences. Listen and check.

necklace coats crown swords shield



Give us the \_\_\_\_\_, please.



Give him the \_\_\_\_\_, please.



Give me the \_\_\_\_\_, please.



Give her the \_\_\_\_\_, please.



Give them the \_\_\_\_\_, please.

2 CD 1 20

Grammar focus

Listen and say.

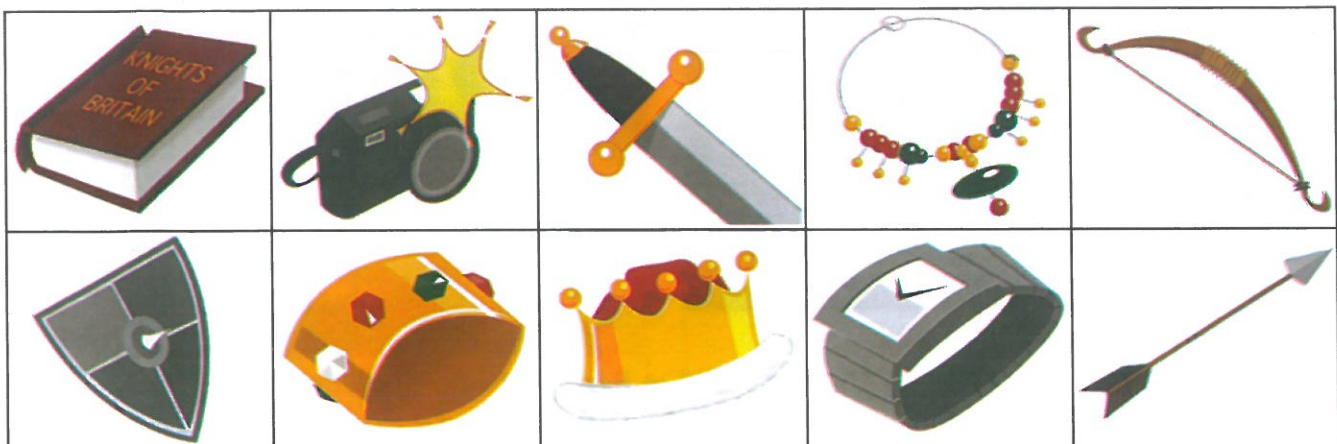


Give me the book, please.  
Give him the camera, please.  
Give them the sandwiches, please.

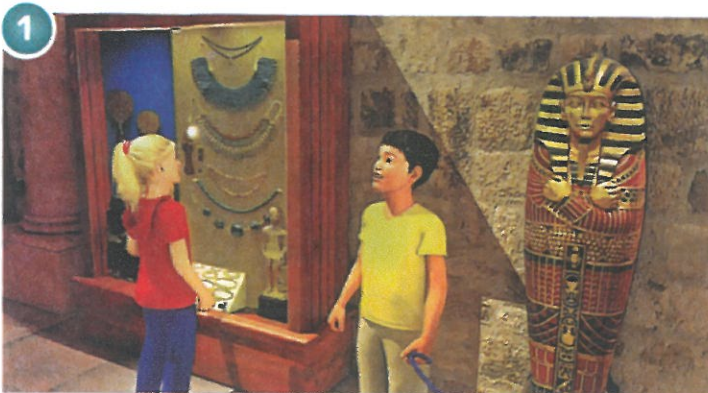
Give her the apple, please.  
Give us the pencils, please.

3 Play the *Show me* game.

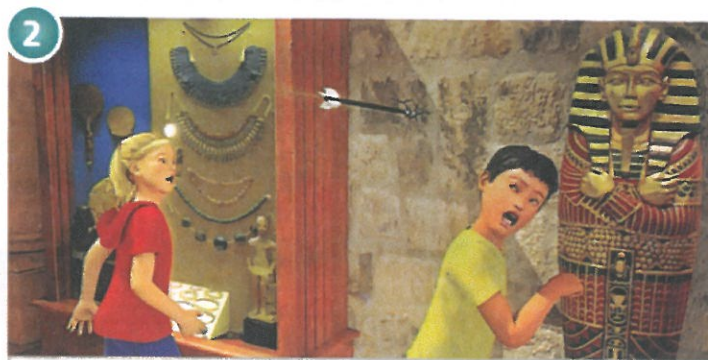
Show me the necklace.



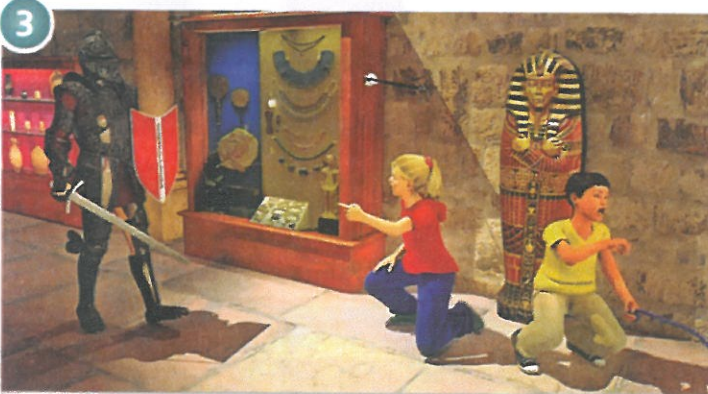




**Lucy:** Now, let's look for the first line of the rhyme.  
**Ben:** I really hope we can find it here.



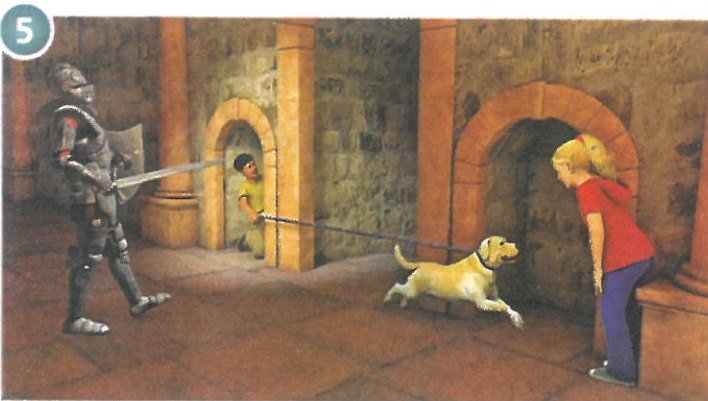
**Ben:** Help! That was close!  
**Lucy:** Where did it come from?  
**Ben:** I don't know, but someone is trying to hurt us.



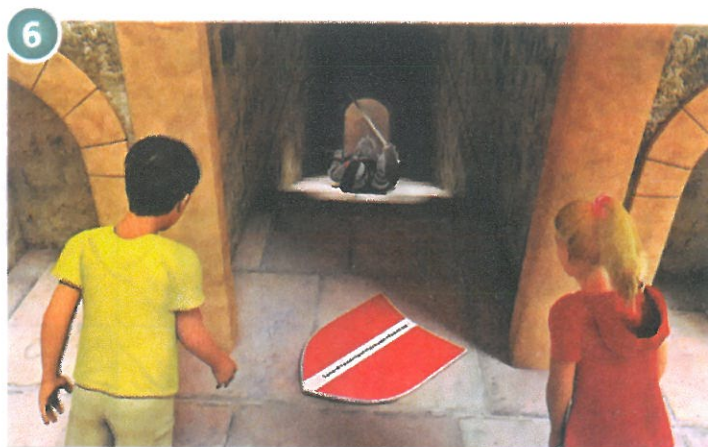
**Ben:** I can't see anyone.  
**Lucy:** Look, there's a knight with a sword. He's coming after us. Let's run.



**Ben:** Look, this is a good place to hide.  
**Lucy:** I hope the knight doesn't find us.  
**Ben:** Shhh. We mustn't make a noise.

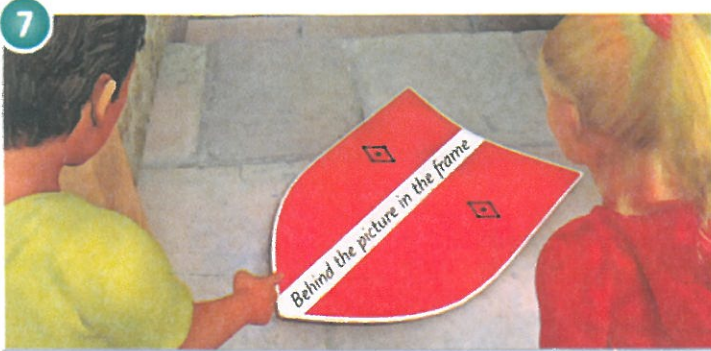


**Lucy:** I've got an idea. Hold the lead. Buster, come here!  
**Ben:** That's it, Buster! Good dog!



**Ben:** That was a brilliant idea.  
**Lucy:** I'm glad it worked. I was very scared.





**Ben:** Look! The knight's shield! It's the first symbol! And there's the line of the rhyme.  
**Lucy:** Let me see. 'Behind the picture in the frame.' We must write it down.



**Zelda:** Poor Horax. How do you feel?  
**Horax:** Terrible! I'm going to get those children.  
**Zelda:** And their map.

**2 Answer the questions.**

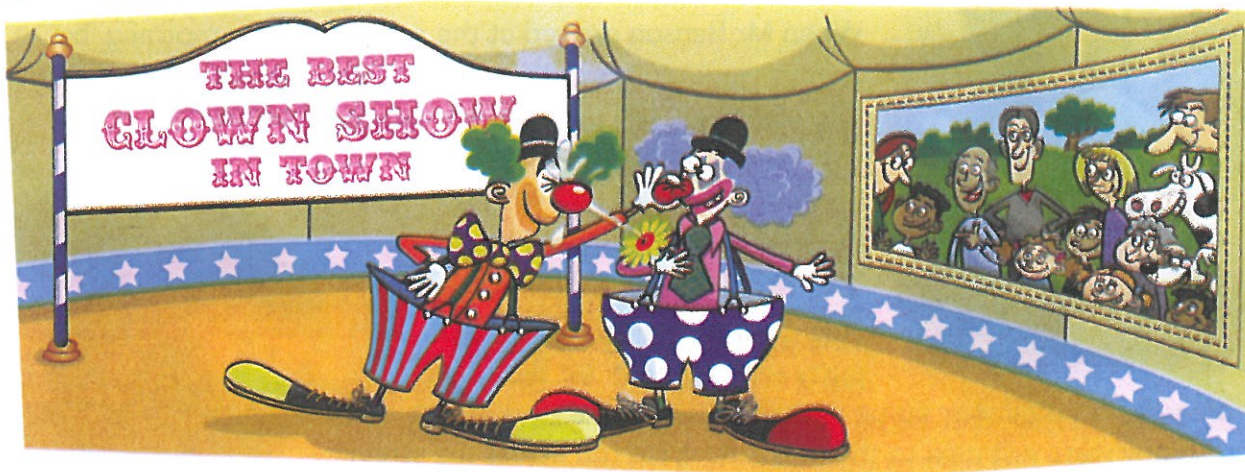
Who ...

- 1 sees the knight first? \_\_\_\_\_
- 2 finds a place to hide? \_\_\_\_\_
- 3 is on a lead? \_\_\_\_\_
- 4 has a brilliant idea? \_\_\_\_\_
- 5 sees the shield? \_\_\_\_\_
- 6 doesn't feel very well? \_\_\_\_\_



**3 Find the crown and the arrow in the story.**

**4** CD 1 22 Listen and say.



A **crowd** watched the **clown** show from the **window**.



1 Read the story quickly. Who knows the secret?

2  Read and listen. Check your answer.

## The secret of the Egyptian cat



Mr Benson was the director of a small museum in a town in England. He loved his museum. When groups of children visited, he took them around and showed them all the things in the museum. He told them interesting stories and the children enjoyed visiting his museum.

There was one object that Mr Benson loved more than the others. It was a statue of a gold cat from Egypt. It was his best piece and it was very, very old. It was in a glass case and, of course, there was an alarm.

When Mr Benson arrived at the museum in the morning, he always went to look at the statue of the gold cat. When he left the museum in the evening, Mr Benson locked all the windows and doors. He then said goodbye to the cat and he went home to have dinner with his wife and his eighteen-year-old daughter, Cleo.

One night Mr Benson went to a party with his wife. Mr Benson and his wife were on their way home in their car when the clock struck twelve. They were just next to the museum. A cat ran across the street and Mr Benson stopped the car quickly. 'That was close,' he said.





At that moment his wife said, 'Look, there's a window open at the museum.' 'That's strange, I must go and close it,' said Mr Benson. They went home quickly, he got the key, went back to the museum and closed the window. And then he saw that the statue of the gold cat was not in the glass case any more. He checked the alarm, but it was fine. He called the police and they came to the museum. Mr Benson told them all about the cat and he wrote a report.

The next morning, he told Cleo about the missing statue of the gold cat and also about the cat in the street near the museum. Cleo went with her dad to the museum and checked the glass case again. There was no gold cat. The alarm was still on.

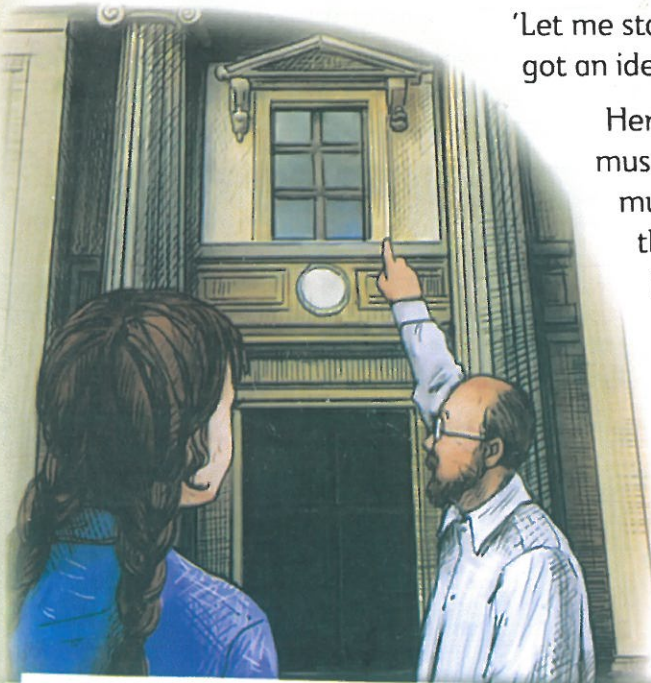
'Which window was open?' Cleo asked. Her dad showed her the window.



'Let me stay at the museum tonight,' Cleo said to her dad. 'I've got an idea. I read a book about the secrets of Egyptian cats.'

Her dad wasn't happy about Cleo spending the night in the museum, but he said yes. In the evening Cleo went to the museum with a torch. Just before midnight she opened the same window and waited. She couldn't see anything but she heard a little noise. She waited a minute and then switched on the torch. Yes – the case was empty! An hour after midnight she heard a noise again. She waited a minute and then she switched on the torch. The gold cat was in the glass case. Cleo closed the window and went to the glass case.

'I hope you had some fun outside,' she said to the gold cat. 'Dad isn't going to forget to close a window again.'



### 3 Answer the questions.

- 1 Who was Mr Benson?
- 2 What did Mr Benson and his wife do one night?
- 3 Why did Mr Benson stop the car on their way home?
- 4 Why did Mr Benson go back to the museum?
- 5 What did he find?
- 6 What did Cleo do before midnight?

### 4 Think! Work in pairs. What do you think the cat did?

He went to visit his friend in another museum.

Then he went fishing.

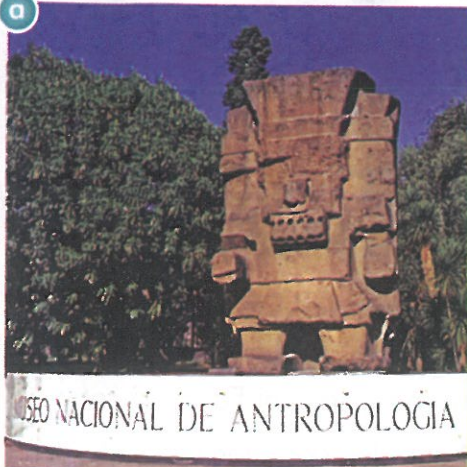




# Discover museums

1 Read about two museums. Which is the oldest thing in the text?

a



The National Museum of Anthropology in Mexico City has the largest collection of ancient Mexican pieces in the world, in 23 galleries. In the museum you can find wonderful exhibits of Aztec culture. The Aztecs lived in central Mexico and ruled a great part of it in the 14th, 15th and 16th centuries. One of the most famous exhibits in the museum is the Sun Stone. It was the calendar of the Aztecs. Another important exhibit is the mask of the Zapotecs. They lived in the south of Mexico and this mask is about 2,000 years old.

b

The Egyptian Museum in Cairo is the most famous museum in Egypt. It has a huge collection of more than 120,000 exhibits and there is a Royal Mummy Room with 27 mummies. When an important person died in ancient Egypt, people treated the body with chemicals and wrapped it in bandages. The Egyptians also put food and jewels with their mummies to give the dead people something to eat and wear in their next life. The most important exhibit in the museum is the gold mask of the Egyptian king Tutankhamun, who lived about 2,700 years ago.



2 Match the photos with the museums. Write A or B.

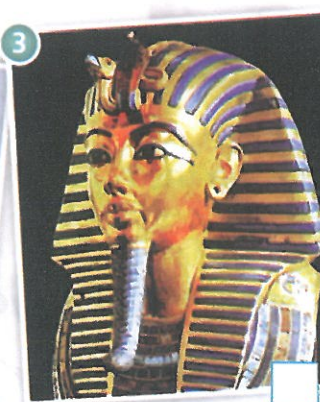
1



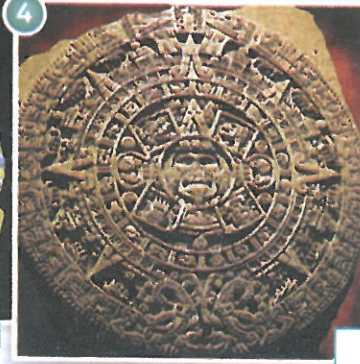
2



3



4





1 Complete the table about the museums on page 18.

Name of museum:	A: (1) _____	B: (6) _____
Location (City/Country):	(2) _____	(7) _____
Famous collection which you can find there:	(3) _____	(8) _____
Has exhibits about this ancient culture:	(4) _____	(9) _____
Famous exhibits which you can see there:	(5) _____	(10) _____

2 Work in groups. Ask and answer. Make notes.

Do you know a museum?

Where is it?

What's your favourite exhibit?

	museum	city	favourite exhibit(s)
Lucía	Interactive Science Museum	Buenos Aires	Music gallery

3 Tell the class.

Lucía knows the Interactive Science Museum in Buenos Aires. Her favourite exhibits are in the Music gallery.

4 **Project** Make a collage for a time capsule.

- 1 A time capsule contains interesting objects which tell people in the **future** about life in the **past**. Imagine you are making a time capsule. Write a list of four things.
- 2 Make a collage with photos or drawings.



a mobile phone  
a computer game  
a rucksack  
a digital camera





# A visit from the cat

1 Choose a role card. Read and plan.

## STUDENT A

You are the Egyptian cat statue from the story. One night your friend comes to see you at the museum. Talk to him / her about:

- your friends at the museum
- Mr Benson
- what you do in the museum
- your favourite exhibits

## STUDENT B

You are a cat living near the museum. One night you go to visit your friend at the museum. Ask her questions about her life there. You want her to:

- tell you about her friends at the museum
- tell you about Mr Benson
- tell you what she does
- show you her favourite exhibits

## Useful language

### Friend

Who are your friends at the museum?  
Is Mr Benson nice?  
What do you do ... ?  
Show me your favourite exhibit. What is it?

### Cat

My best friends are ...  
He's ...  
At night I ...  
My favourite exhibit ...

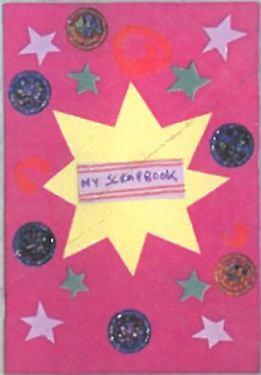
2 Act out your play.

Who are your friends at the museum?

My best friend is the knight.



- 1 Start a new scrapbook for this year. Write your profile.



My name:  
 My class:  
 My teacher's name:  
 People in my family:  
 My favourite sport:  
 My favourite music:  
 My favourite food and drink:

- 2 You are going to make an advert. Visit a museum or find out about it on the Internet. Make notes.

Name of museum:	Museum in the Park
What you can learn:	History of Woodville
Exhibits	Old photos, ancient jewellery
Opening hours:	Mon-Fri 9 a.m. - 4 p.m.
Other facts:	Café, shop (books, key rings, postcards, posters)

- 3 Read the advert. What makes it boring? How could you make it better?

### Come to Woodville and visit our interesting museum

It's called the Museum in the Park. Come here to learn interesting things about the history of our town. There are lots of interesting photos in the museum. They show life in our town a long time ago. The most important exhibit is an interesting collection of ancient jewellery. The Museum in the Park is open from 9 a.m. to 4 p.m. There is also a nice café and a shop where you can buy interesting books, key rings, postcards and posters.



- 4 Make your advert. How many adjectives are there in it?



# 2

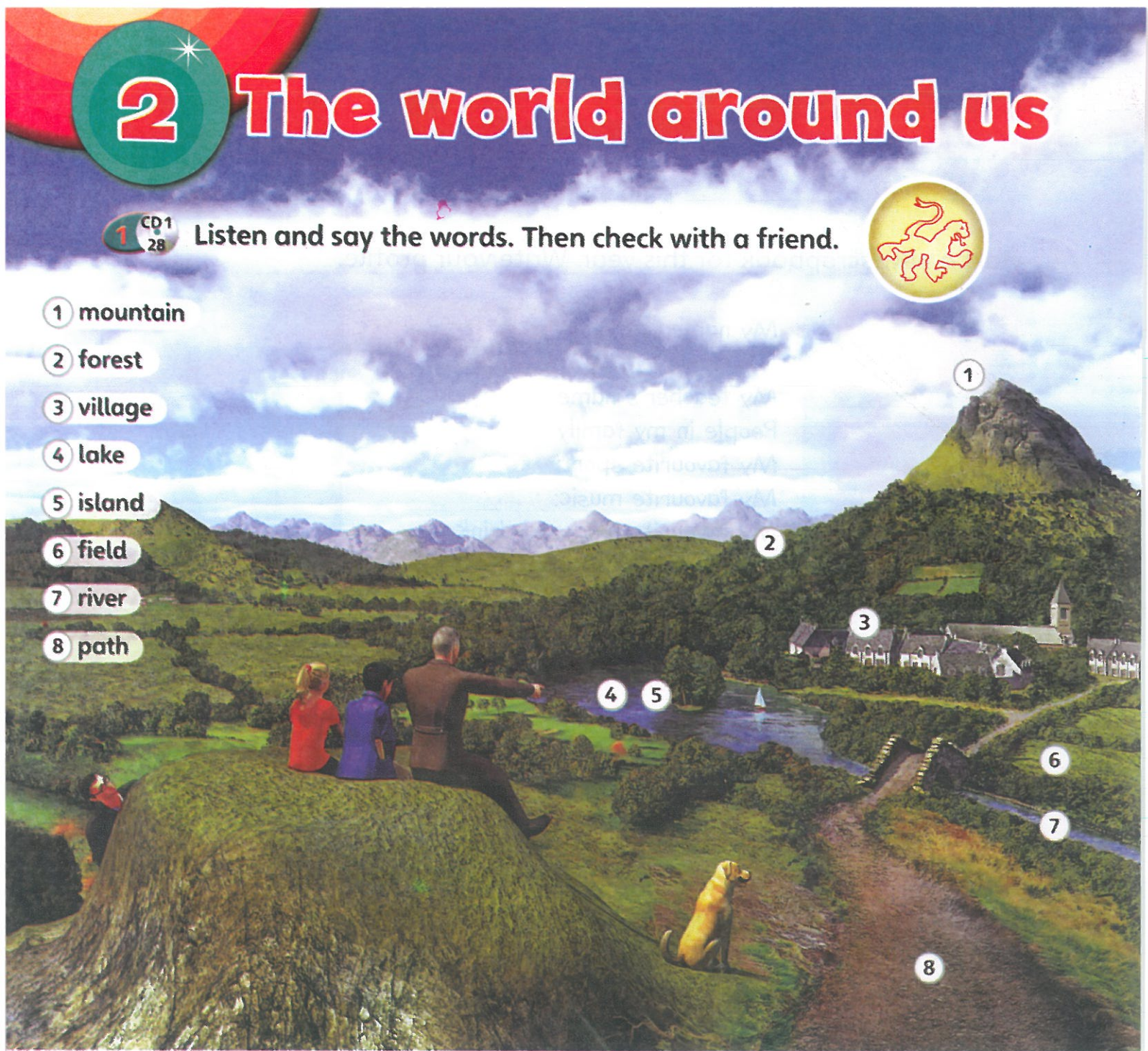
# The world around us

1 CD1  
28

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



- 1 mountain
- 2 forest
- 3 village
- 4 lake
- 5 island
- 6 field
- 7 river
- 8 path



2 CD1  
29

Listen and answer.

- 1 Why isn't Ben ready to walk?
- 2 Why is Buster barking?
- 3 Where are they going next?
- 4 How long will it take?

3

Think!

Play *I spy*.

I spy, with my little eye, something with a 't' in it.

Is it 'path'?



1 <sup>CD 1</sup><sub>30</sub> Listen, read and write *yes* or *no*.

**Ryan:** Tell me your story about Sunday.

**Sophie:** Well, it was a sunny day so we went to Otter Lake and we had a picnic.

**Ryan:** And?

**Sophie:** Then after the picnic I went swimming because the water was warm.

**Ryan:** You had a picnic and went swimming. What happened then?

**Sophie:** Well, Billy was scared of the fish in the lake, so he didn't go in.

**Ryan:** I see. Billy didn't go in, but you did because you weren't afraid.

**Sophie:** That's right. But ... a fish bit me.

**Ryan:** No!

**Sophie:** Yes. I jumped out of the water. I wasn't afraid, but I was angry because everyone laughed when I told them about the fish. They didn't believe me!

**Ryan:** Was the fish big?

**Sophie:** I didn't see it, but I think it was really big.



- 1 Sophie and her family had a picnic in the forest. \_\_\_\_\_
- 2 Sophie went swimming in the lake. \_\_\_\_\_
- 3 Billy went swimming with Sophie. \_\_\_\_\_
- 4 Sophie jumped out of the water because it was cold. \_\_\_\_\_

2 <sup>CD 1</sup><sub>31</sub>

Grammar  
focus

Listen and say.

I looked into the water, **but** I didn't see the fish.  
We went to a lake **and** we had a picnic there.  
I went swimming **because** the water was warm.  
We were hungry, **so** we went to a restaurant.



3 **Think!** Make sentences.

I had a sandwich  
I didn't go to the party  
We didn't win  
I went to bed early

because ...  
so ...  
and ...  
but ...

I went to bed early and I read a book.

I went to bed early because ...



Listen and tick (✓) the correct pictures.

Walking with Mum  
Is so much fun.  
Walking with Mum  
In the morning sun.

We got up very early.  
What a lovely day!  
We walked through some villages,  
Singing all the way.

'Let's sit here,' said Mum  
And pointed to some trees.  
'We can have a picnic -  
I've got some bread and cheese.'  
Walking with Mum ...

We walked through the fields,  
But that was a mistake.  
Mum didn't see the path  
And fell into the lake!

The water was so cold,  
Mum's face was blue  
And so she caught a cold.  
Atchoo! Atchoo!  
Walking with Mum ...



Listen and sing.

3 Correct the sentences.

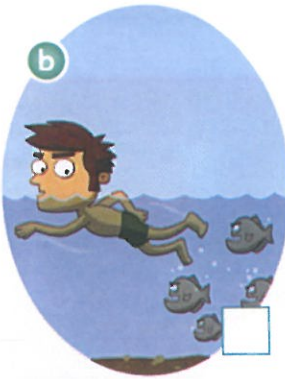
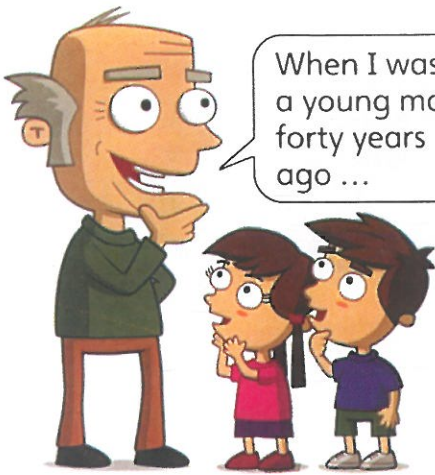
- 1 The weather wasn't good.
- 3 They ate eggs and tomatoes.

- 2 They walked through the forest.
- 4 A child fell into the water.



1 CD 1 34

Listen and number the pictures.



2 CD 1 35

Grammar focus

Listen and say.

When I was young 40 years ago I could jump higher than a tree.  
Could you swim for 10 hours?  
I couldn't run 20 kilometres.



3 Tell stories about your grandpa or grandma.

My grandpa could kick a ball five kilometres!

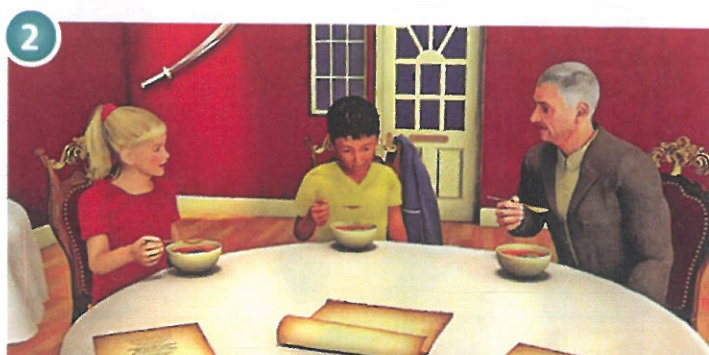




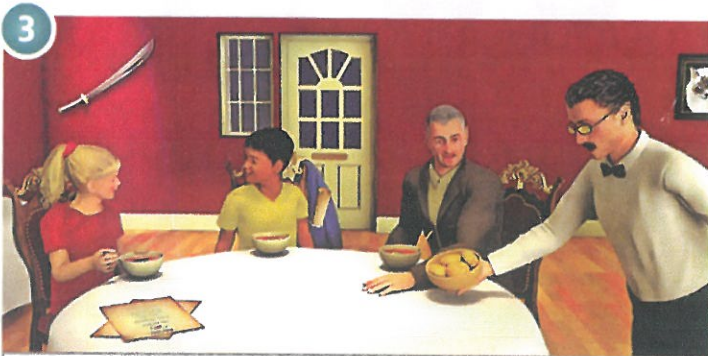
# At the restaurant



**Lucy:** What a nice restaurant!  
**Ben:** Look at our treasure map, Grandpa.  
**Grandpa:** Oh yes! Ah, but here's our soup.  
 Let's look at the map after lunch.



**Grandpa:** So, it's a treasure map. What are you looking for?  
**Lucy:** There are pictures on the map. We have to find these pictures and the lines of a rhyme.



**Waiter:** Here's your bread.  
**Lucy:** The next picture on the map is a lion. Maybe the next line is at the zoo.  
**Ben:** But you don't find *red* lions at the zoo!



**Ben:** Oh no! The map!  
**Lucy:** What is it?  
**Ben:** It isn't in my pocket and it isn't on the floor.

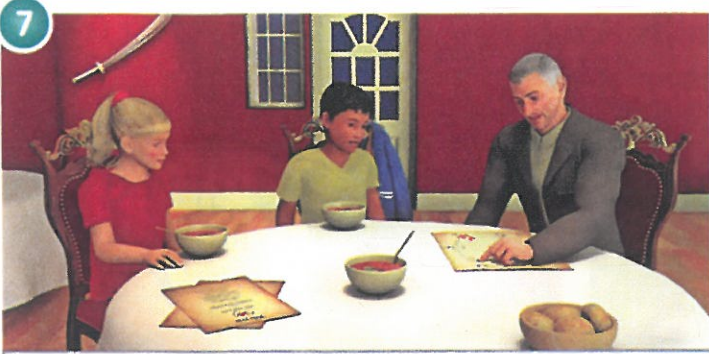


**Grandpa:** Ben, Lucy ... did you want this?  
**Ben:** But where ... how did you get that?  
**Grandpa:** You must be more careful!

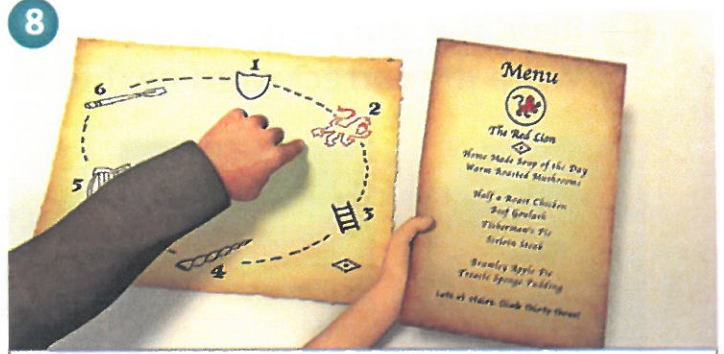


**Grandpa:** There was something strange about that waiter. I put a menu in your pocket and kept the map. The waiter took the menu.





**Grandpa:** Hmm, that waiter looked like a man that I knew a long time ago. I can tell you later, but first I want to talk about this picture of the red lion.



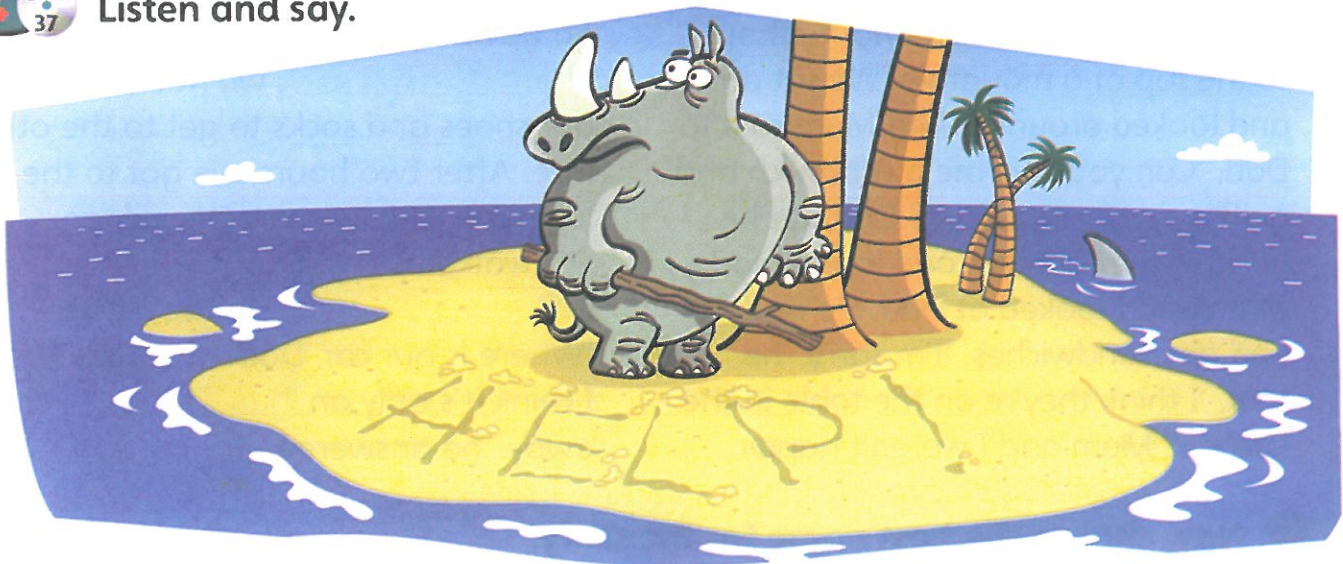
**Lucy:** The Red Lion! It's this restaurant!  
**Grandpa:** Yes, and now look at the menu.  
**Ben:** It's the symbol and the line! It says: 'Lots of stairs. Climb thirty-three!'

**2 Think!** Put the story in order.

- Ben and Lucy show the map to Grandpa.
- Grandpa asks the children about the map.
- Grandpa shows Ben and Lucy the map.
- The waiter brings the bread.
- Grandpa helps them to find the line.
- Ben can't find the map.

**3** Find the **s** word in the story.

**4** CD 1  
37 Listen and say.



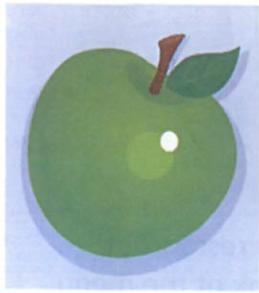
A rhino **w**riting a rescue sign on an **i**sland





# Skills

1 Read the story. Choose a word from the box. Write the correct word next to numbers 1–6.



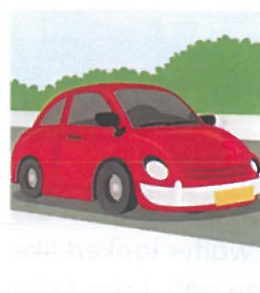
apple



banana



bus



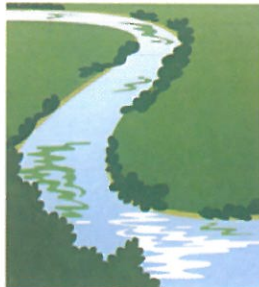
car



hour



house



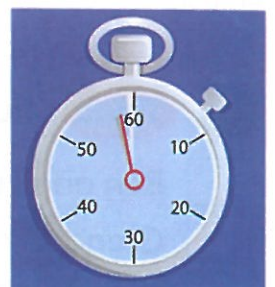
river



forest



restaurant



minute

Last month my parents and I went for a walk. First we drove for an hour and then we parked the <sup>(1)</sup> \_\_\_\_\_. Next we walked through a <sup>(2)</sup> \_\_\_\_\_ and saw nothing but trees for two hours. Then we walked another hour to the top of a mountain. We sat down and looked around. Then Mum said to Dad, 'Can you give me a sandwich and an <sup>(3)</sup> \_\_\_\_\_?' Dad put his hand in the rucksack and looked sad. Mum and I looked at Dad. He couldn't find any sandwiches. 'I'm sorry,' he said, 'I think they're on the table in the kitchen.' Mum and I weren't happy.

We were very hungry. 'I've got an idea,' Dad said. 'We'll go down a different way, to the lake. Near the lake there's a village and there's a good restaurant there.' We stood up and started to go down. When we came to a small <sup>(4)</sup> \_\_\_\_\_, we had to take off our shoes and socks to get to the other side. After two hours, we got to the lake and then we saw the village. We walked over, but there wasn't a <sup>(5)</sup> \_\_\_\_\_ in the village. 'Where is our car, Dad?' I asked. 'Well, I think it's only an <sup>(6)</sup> \_\_\_\_\_ away,' he answered.

2 Now choose the best name for the story.

A mountain walk

A day without food

The village without a restaurant



**1** <sup>CD 1</sup><sub>41</sub> Listen and write the names under the pictures.

Jack Vicky John Mary Sally



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**2** <sup>CD 1</sup><sub>42</sub> Listen again and write *yes* or *no*.

- |                                               |                                  |
|-----------------------------------------------|----------------------------------|
| 1 Mary has got a pony. _____                  | 4 Vicky likes picnics. _____     |
| 2 Sally likes swimming. _____                 | 5 John lives in a village. _____ |
| 3 Jack likes football and table tennis. _____ | 6 Jack likes hiking. _____       |

**3** Write about your favourite place.

Where?

Why?

What do you do there?

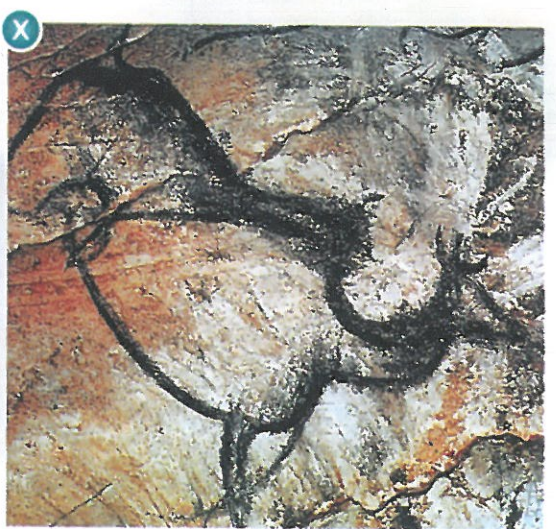
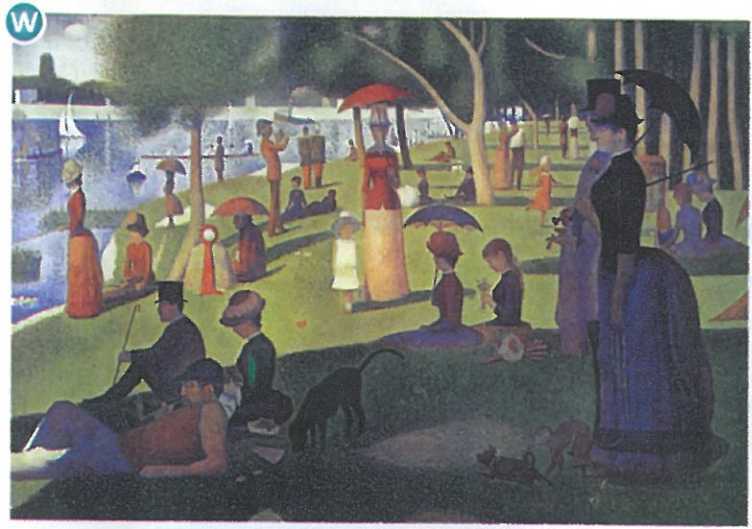
My favourite place is the beach near my house because it's quiet.  
I like watching the birds and sometimes I take food for them.





# LIFE IN ART

1 **Think!** Look at the paintings. Number them from the oldest (1) to the most recent (4).



2 Number the topics to match the paintings.

- Work
- Animals
- Nature
- Free time



1 Read and write t (true) or f (false).

Painting W is by Georges Seurat. He painted the picture in 1886. It is a wonderful day near a river in France. The people are outside to enjoy the sunshine. Some of the ladies have parasols because they don't want to get too much sun.

Painting X is from a cave in France. The painters did the painting about 20,000 years ago. They painted the animals which they hunted.

Painting Y is *El Mercado*. It is a modern painting from Mexico. Three women are selling flowers or vegetables at a market. The colours are very bright.

Painting Z is a landscape painting by Joris van der Haagen. He lived in Holland and painted it in about the year 1650. In the foreground there are darker colours. The background with the clouds and the sky is bright. The trees and the river are very realistically painted.

- 1 The oldest painting shows animals.
- 2 The painter who did the painting with the quiet river and the trees lived in France.
- 3 Georges Seurat lives in England.
- 4 The modern painting is from Mexico.

2 Project Make a *My world* collage.

- 1 Think of your environment: your family and friends, free time and school.
  - 2 Find photos, draw a picture or create artwork for each item.
  - 3 Write a note for each item on your collage.
- 3 Present your collage to the class.

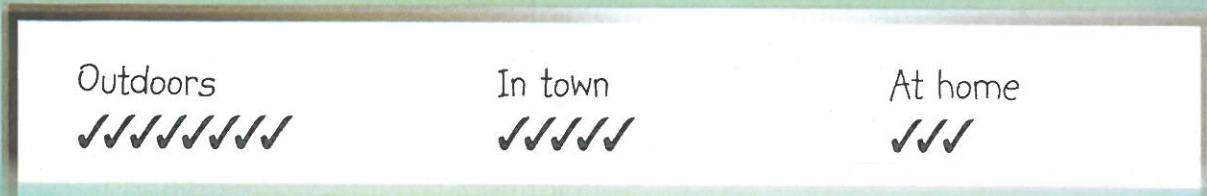


My collage shows my house and the river near it, my pets, my friend ...



## How we spend our free time

- 1 How many students in your class prefer being ...  
 ... outdoors?                      ... in town?                      ... at home?



- 2 Work in groups (outdoors, town and home). Ask about favourite activities. Make a chart.

What do you like to do outdoors?	<b>Outdoors</b> Ride bike ✓✓✓	<b>In town</b> Museum ✓	<b>At home</b> Computer ✓✓
What do you like to do in town?	Walk ✓✓	Shopping ✓✓✓	TV ✓

- 3 Tell the class about your group.

In the outdoors group, three students like riding their bike ...

- 4 Write a report.

**My classmates and their free time**  
 Today we asked what the students in our class prefer doing in their free time. The results were very interesting.  
 There are 16 students in the class. Half of them (8 students) say that they love being outdoors in their free time. They love riding their bikes (3), going for walks (2) and playing football (3).  
 5 students (4 girls and 1 boy) prefer hanging out in town. They love going to museums, shopping and going to the cinema.  
 2 of our classmates spend all their free time in front of computers.



1 Read Joshua's description and answer the questions.

My favourite outdoor place is my grandma's garden. I like it because there are lots of trees and flowers. It's a very quiet garden. I often sit under my favourite apple tree and listen to the birds. My little sister likes the garden too, but she's very noisy so the birds fly away.



- 1 Where is Joshua's favourite outdoor place?
- 2 Why does he like it so much?
- 3 What does he do when he sits under his favourite tree?
- 4 Why is his little sister a problem in the garden?



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2 Underline *and*, *because*, *but* and *so* in Joshua's text.

3 Join the sentences.

1 I like the river

I love watching the fish in it.

so

2 On Sundays my mum and I often go to the forest

we have a picnic.

because

3 My best friend lives near a lake

I go swimming with his family in the summer.

but

4 I like the park very much

on Sundays there are too many people there.

and

4 Write about your favourite outdoor place. Use the words from Activity 3.

- Where's your favourite outdoor place?
- What do you like so much about it?
- Why do you like it?
- What do you do there?



# 3

# Danger!

1 CD2  
02

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

1 fire

2 flood

3 emergency services

4 police car

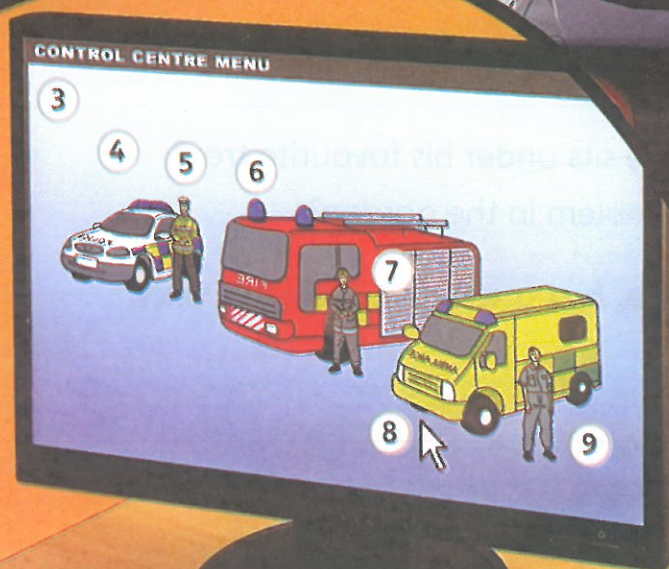
5 police officer

6 fire engine

7 firefighter

8 ambulance

9 paramedic



2 CD2  
03

Listen and correct the sentences.

1 The children know Grandpa's story.

3 A woman's car is on fire.

2 Grandpa has an accident.

4 Lucy phones the emergency services.

3 Make short dialogues. Use the words from Activity 1.

999. Emergency Services. How can I help you?

There's a flood in Green Street. Can you send a boat ...



1 CD2 04 Guess the picture for each sentence. Listen and check.



- a We were running around the swimming pool.
- b I was driving very fast.
- c I was climbing a tree.
- d We were riding our bikes.

2 CD2 05 Grammar focus Listen and say.

I was climbing a tree. He was driving very fast.  
 My friend was swimming in the pool. We were playing tennis.  
 You were reading a book. They were riding bikes.



3 Complete the sentences.

When the phone rang,

1 Ella ...



2 Jack ...



3 Holly ...



4 Charlie ...





Listen and complete the song with *was* and *were*.

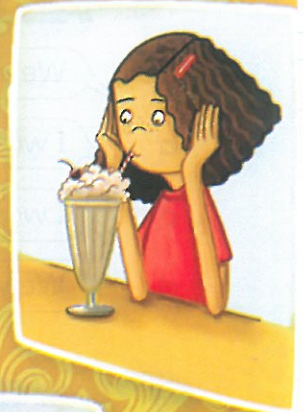
Yesterday at half past nine  
We <sup>(1)</sup> \_\_\_\_\_ having a really great time.  
All of my family were at home -  
It was fun and we were fine.

Mum <sup>(2)</sup> \_\_\_\_\_ feeling very hungry.  
She <sup>(3)</sup> \_\_\_\_\_ eating a banana cake.  
My sister Emily was thirsty, so  
She <sup>(4)</sup> \_\_\_\_\_ drinking a vanilla shake.

I've got a telescope in my room.  
I <sup>(5)</sup> \_\_\_\_\_ looking at a big, bright star.  
My brother Jonathan was in the hall.  
He <sup>(6)</sup> \_\_\_\_\_ playing with his new red car.

But just then at half past ten ...  
BANG! And all the lights went out.  
'Just a little accident,' said my dad,  
But everybody started to shout.

'My banana cake!' 'My vanilla shake!'  
'Hey, where's Dad?' 'Dad, where are you?'  
'Ouch, my telescope!' 'Ow, my car!'  
'Here I am!' 'Dad ... was that you?'



Listen and sing.

3 Make sentences.

At half past nine Emily was drinking a vanilla shake.

Mum ...

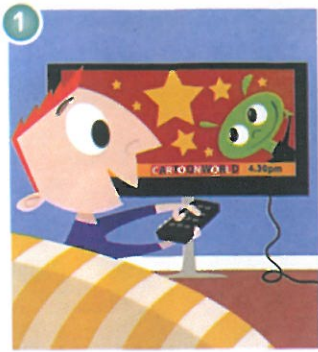
Jonathan ...

I ...

Dad ...



1 CD2 08 Look, read and number the dialogues. Listen and check.



- a 'What were you doing yesterday afternoon?'  
'I was taking the dog for a walk.'
- b 'What was she doing at four?' 'She was reading a book.'
- c 'Was he watching TV yesterday evening?' 'Yes, he was.'
- d 'Were they listening to mp3 players?' 'No, they weren't.'


2 CD2 09

Grammar  
focus

Listen and say.

What were you doing yesterday?  
Were they playing table tennis?  
Were they singing?  
What was he doing at 4 o'clock?  
Was she listening to music?  
Was he watching a film?

I was watching TV.  
Yes, they were.  
No, they weren't.  
He was reading a book.  
No, she wasn't.  
Yes, he was.



3 Ask and answer about yesterday.

What were you doing at 4 o'clock?

I was doing my homework.

Were you doing your English homework?

Yes, I was.

Was your brother playing football at 4 o'clock?

No, he wasn't.

What was he doing?

He was watching TV.



# The man in the car



**Grandpa:** Take the phone, Lucy. I'm going to help that man.  
**Ben:** Can I come with you, Grandpa?  
**Grandpa:** No way. Stay in the car, please.



**Lucy:** My friend's grandpa has got a fire extinguisher and he's going to help the man in the car.  
**Operator:** Good, but you mustn't get out, OK?



**Operator:** Now, Mill Road is a long road. Can you see the number on a house from the car?  
**Lucy:** Yes, I can. We're in front of number 92.



**Operator:** All right. Just wait a few more minutes for the ambulance and the fire engine.  
**Lucy:** I think I can hear the ambulance now!

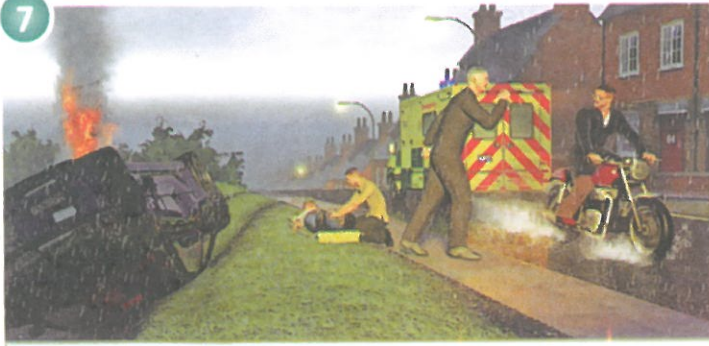


**Ben:** Wow! Look at Grandpa!  
**Lucy:** He's fantastic!



**Grandpa:** Quick! We must get you out.  
**Man:** Agh, my leg!





**Man:** I wasn't driving very fast, but suddenly there was this flood ...

**Grandpa:** Hey, you on the motorbike! Don't go so fast! (*He thinks*) Hmm. It's him again.



**Lucy:** You were fantastic. You saved the man's life!

**Ben:** And now tell us the story, Grandpa!

**Grandpa:** Another time. I'm too tired now.

## 2 Read and make sentences.

- |                                        |                             |
|----------------------------------------|-----------------------------|
| 1 Ben's grandpa and the children       | a and the car was on fire.  |
| 2 Suddenly they saw                    | b because he was too tired. |
| 3 A man was in the car                 | c were driving in the rain. |
| 4 Grandpa and Lucy talked to           | d to get out of the car.    |
| 5 Grandpa helped the man               | e an accident.              |
| 6 Grandpa couldn't tell them the story | f the emergency services.   |

## 3 Find the **bike** and the **lights** in the story.

## 4 Listen and say.

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A knight in **bright** **tights** writes **rhym** s by **candle**light.



1 Read the text quickly and try to find the answers.

- 1 What's the name of the girl?
- 2 Where was she with her parents?
- 3 Why was she scared?

2  Read and listen. Check your answers.

## The day the sea went out



It was December 26th, 2004. Tilly Smith, a ten-year-old girl from England, was on holiday in Thailand with her parents. Together with her parents and hundreds of other tourists, she was enjoying the sea and the sun on the beautiful Maikhao Beach near Phuket in the south of Thailand.

It was eight o'clock in the morning. Tilly and her parents were in the water, playing with a ball.

Tilly looked around. Lots of people were at the beach and they were

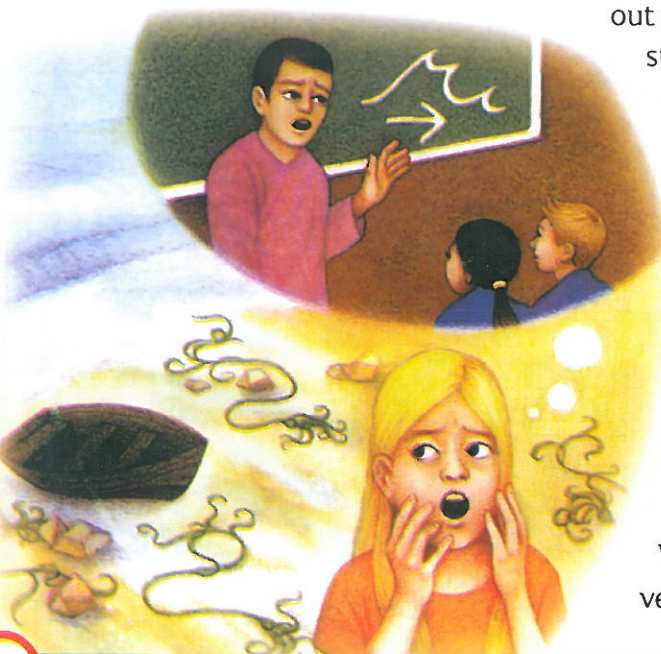
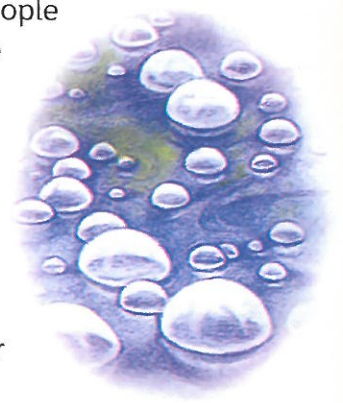
having fun. Some were swimming and snorkelling. Two boys were trying to catch fish. A boy and a girl were building a sandcastle. Other people were reading, eating ice cream, writing postcards and taking holiday photos.

Suddenly something strange happened. 'The sea began to bubble first.

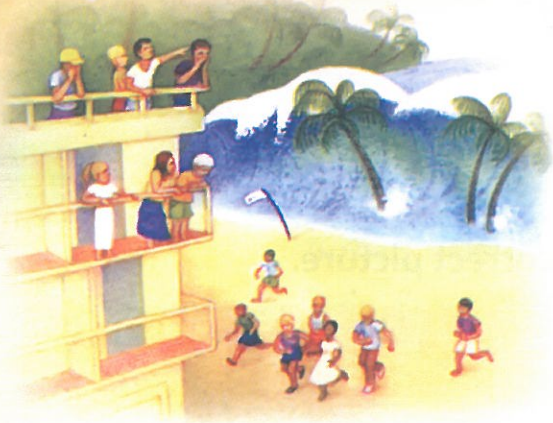
Then it was gone! All the water rushed out and where we were

standing, there was no water any more!' Tilly said. Her parents and many other people wanted to follow the water.

Tilly was scared. For a moment, she closed her eyes. She saw herself at school, in a Geography lesson in October or November. 'I heard my teacher,' Tilly said, 'Mr Kearney, talking to us about the dangers of tsunamis. "Before there is a tsunami," I heard Mr Kearney's voice, "the water goes back. Then people have five or ten minutes to run quickly out of the water. When the water comes back, it comes back very, very fast and high and it's really dangerous."



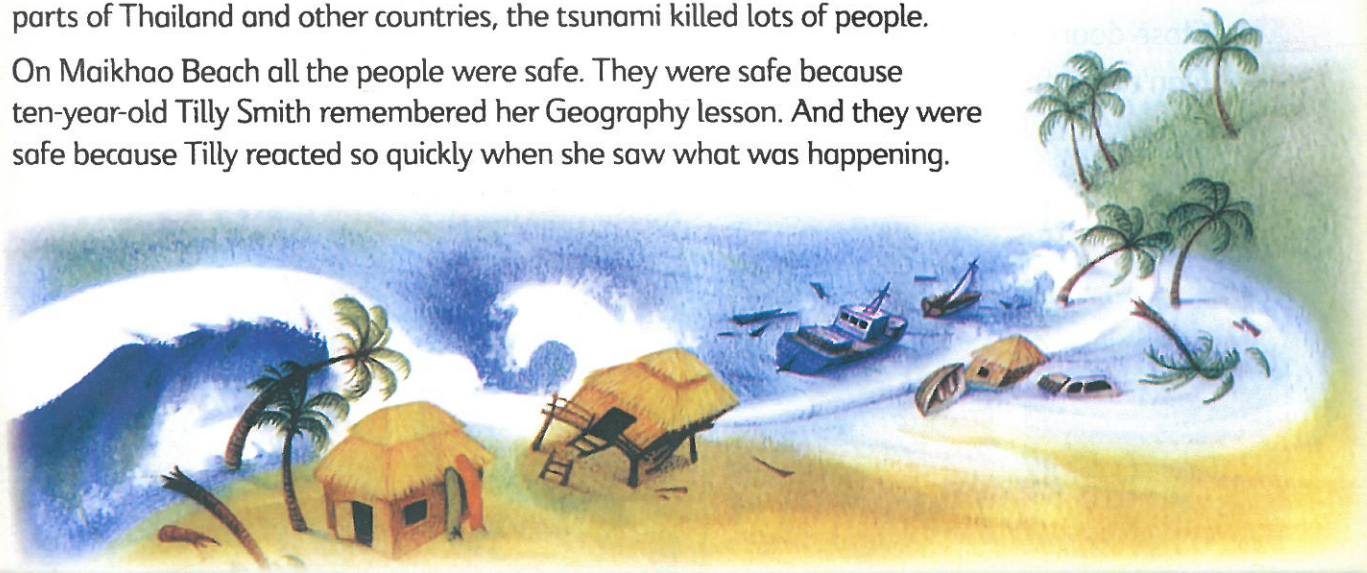




'Mummy, we must get off the beach now! I think there's going to be a tsunami!' Tilly shouted. At first, her parents didn't understand. 'Mum! Dad! A big wave! It's dangerous! Let's run!' Tilly shouted. When people heard that, they started to shout, 'Off the beach. Run! A dangerous wave is coming!' Tilly and her parents ran away from the beach. They ran back to the hotel and went up to higher floors. All the other people ran away from the beach too. They followed Tilly and her family.

Then the water came back. It was very high and fast and there was a lot of noise. The water broke trees, huts and small houses. In many parts of Thailand and other countries, the tsunami killed lots of people.

On Maikhao Beach all the people were safe. They were safe because ten-year-old Tilly Smith remembered her Geography lesson. And they were safe because Tilly reacted so quickly when she saw what was happening.



**3 Think!** Work in pairs. How many different endings can you find for these sentences?

- 1 Tilly was happy in Thailand because ...
- 2 Tilly was on the beach. She looked around and saw ...
- 3 When Tilly saw that the water rushed out, she ...
- 4 The other people ...
- 5 Tilly saved many lives because ...

**4** Work in pairs. Choose a role: the reporter or Tilly. Plan and act out an interview.

Where were you ... ?

Who did you go with?

What were you doing when ... ?

How did you know ... ?

What did you do?

Where did you go when the big wave ... ?



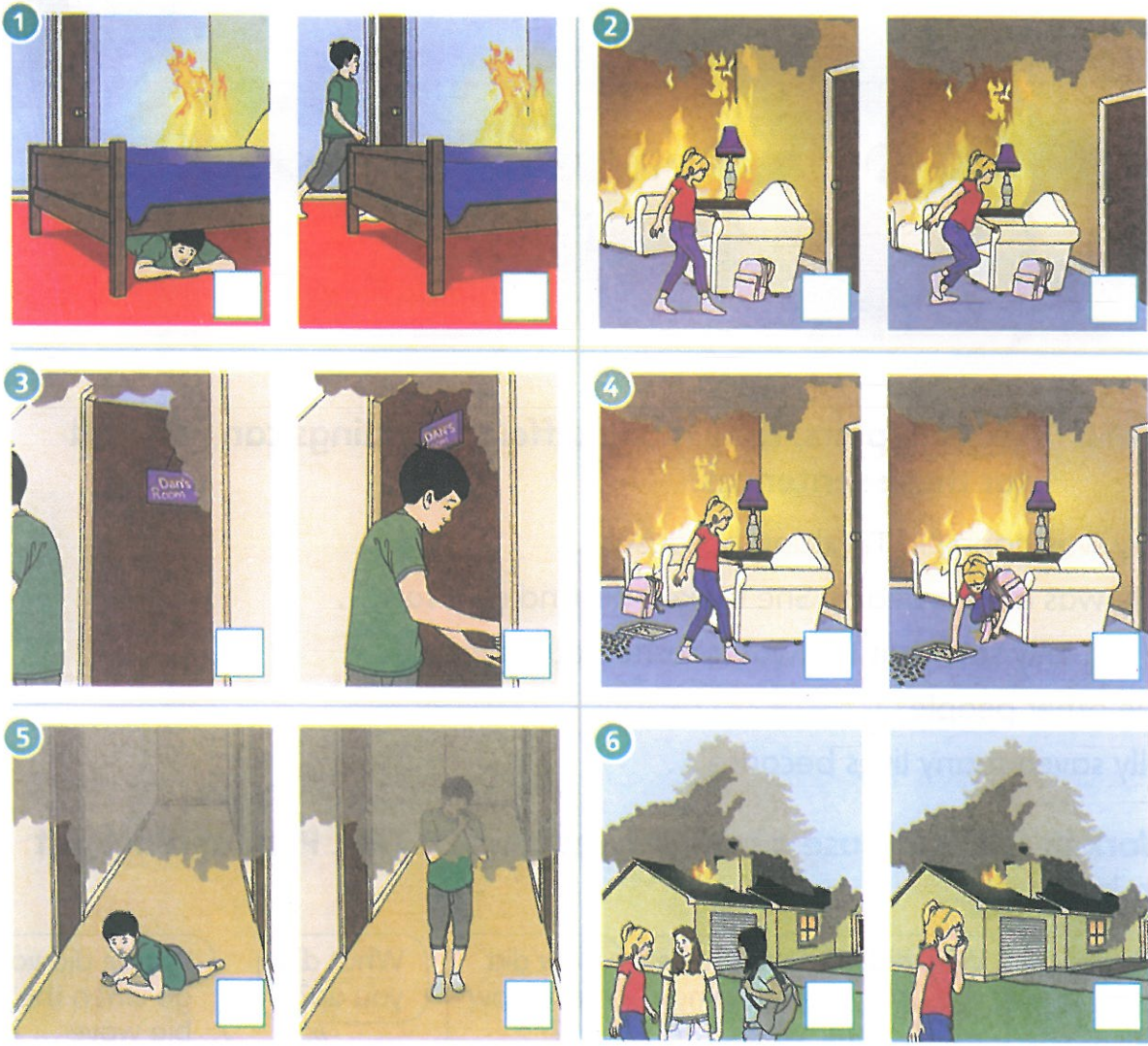


# FIRE SAFETY

1 What should you do? Read and tick (✓) the correct picture.

## In case of fire in the house

- 1 Never hide in your wardrobe or under beds. You need to leave the room.
- 2 Leave the house quickly, but don't run.
- 3 Close doors behind you.
- 4 Don't look for things to take with you.
- 5 When there is smoke, crawl on the floor. The air is safest near the floor.
- 6 Ring the emergency services.

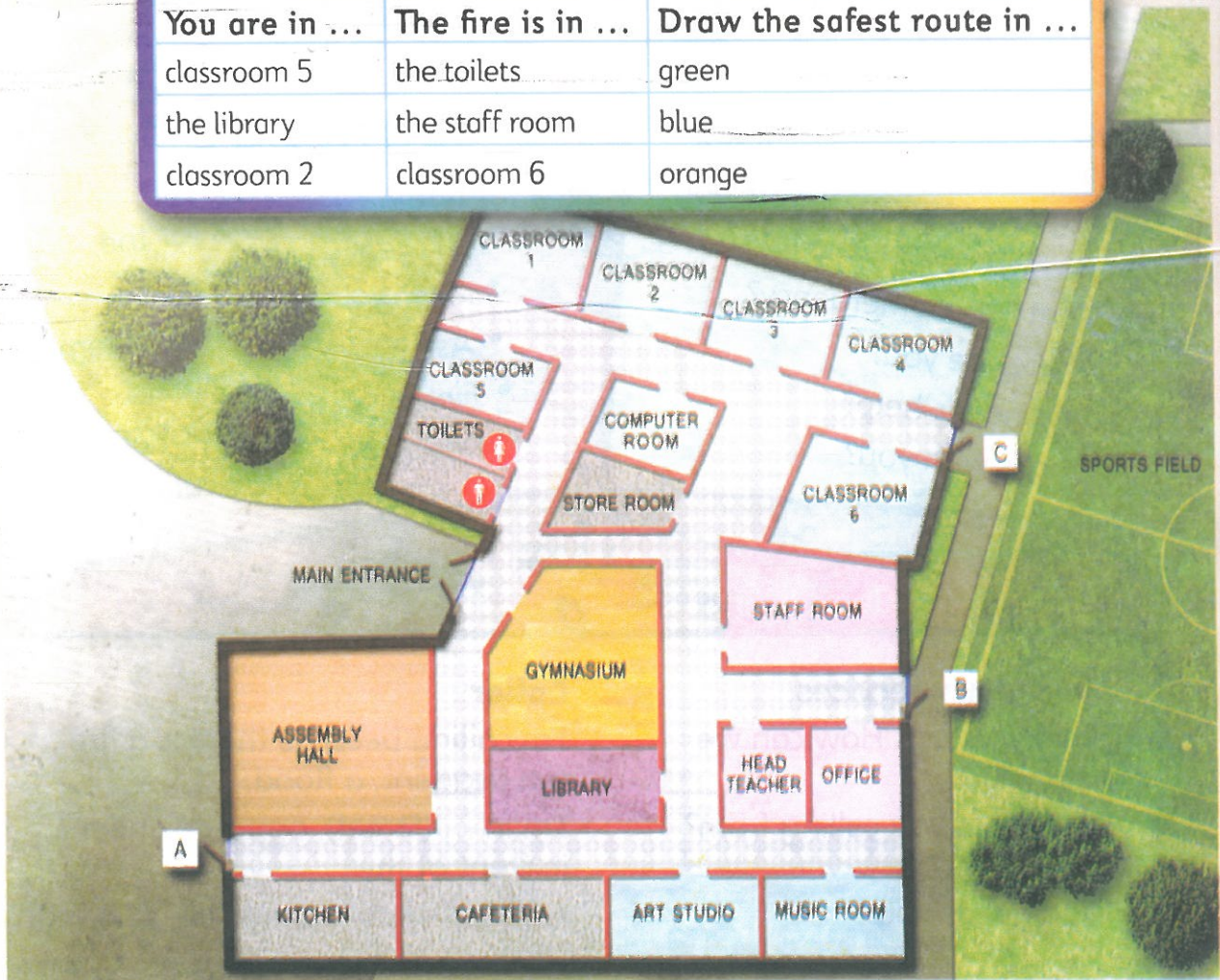






1 **Think!** Look at the school plan. Draw the safest escape route.

You are in ...	The fire is in ...	Draw the safest route in ...
classroom 5	the toilets	green
the library	the staff room	blue
classroom 2	classroom 6	orange



2 **Project** Work in groups. Make an escape plan for your school.

- 1 Make a floor plan of your school.
- 2 Draw in escape routes.
- 3 Have a practice fire drill.
- 4 Write a report of the fire drill.

On Wednesday we did a practice fire drill. It worked well. We got to our meeting place in two minutes, but there were some problems. Two students tried to take their bags. One boy lost a shoe. When he picked it up, a girl fell over him.





## Act out

# Emergency!

1 Choose a role card. Read and plan.

### STUDENT A

Imagine there is an emergency situation. You want to call the emergency services. Before you do so, think about the following:

- What is the emergency?
- Where are you?
- Who needs help?
- Who is with you?

### STUDENT B

Imagine you work for the emergency services.

- Find out what the problem is.
- Ask where the caller is.
- Find out who needs help.
- Find out who the caller is with.

### Useful language

#### Emergency services

Hello, this is ... How can we help you?

Where are you calling from?

Who needs help?

Who is with you?

Are you safe?

OK. Don't worry. The police / an ambulance / a fire engine / will be there in ...

#### Caller

I'm calling because there is a fire (an accident, a flood, ...)

I'm in ... (Street), opposite / near / in front of the ...

A child / man / woman. He / She can't ...

He/She is in pain ...

I'm on my own. / There is a ...

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

Thanks very much.

2 Act out your play.

Emergency services.  
How can we help you?

Hello, this is ... speaking.  
I'm calling because ...





# Story telling

- 1 Read Amy's stories about the same accident. Underline the words and sentences in Text B that are not in Text A. Which text is better? Why?

A

It was last May.  
We were on our  
bikes. One of my  
friends, Adrian,  
took a bottle of  
water out of his  
rucksack and  
started to drink.  
He fell.  
Amy

B

It was a beautiful day last May. 'Let's ride our bikes!' my friends shouted. 'Great!' I said. We had lots of fun! It was sunny and warm. Then one of my friends, Adrian, took a bottle of water out of his rucksack and started to drink. Suddenly he fell. 'Ouch!' he shouted. There was blood on his knees. Poor Adrian!  
Amy



- 2 Read Joel's story. Make it more interesting.

It was last weekend. My mum and I wanted to visit my grandparents. We were in the car. We saw an accident. Mum phoned the ambulance. Mum phoned the police. They came ten minutes later.  
Joel

- 3 Now write a story about an accident. It can be a true story or you can imagine it.

- Use some of the underlined words and sentences from Activity 1 and from your version of Joel's story to make it interesting.
- Draw a picture.
  - When did it happen?
  - Who were you with?
  - What were you doing?
  - What happened?
  - Who was hurt?



# 4

# Two return tickets

1 CD2  
16

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



1 station

2 platform

3 escalator

4 ticket office

5 train driver

6 stairs

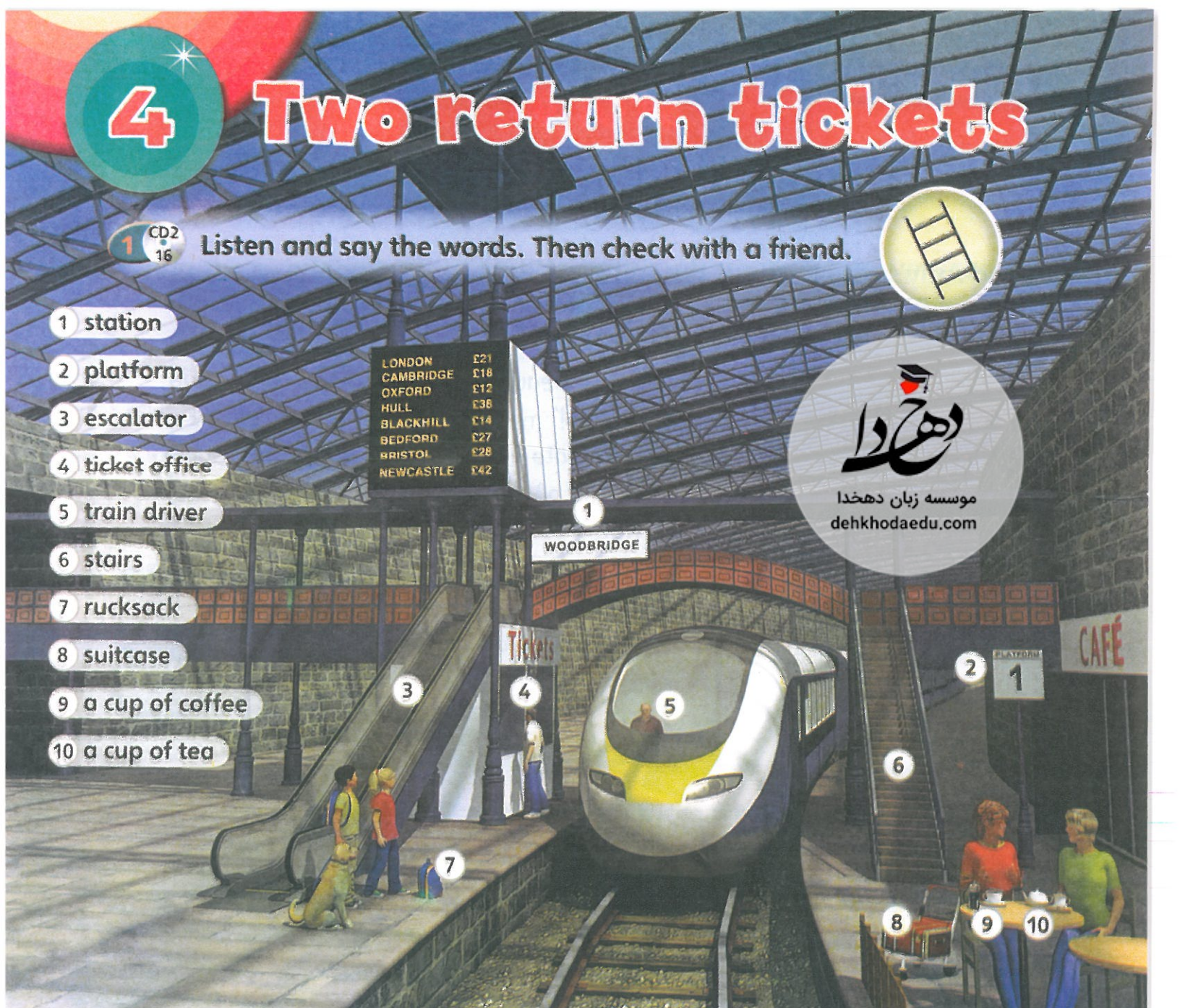
7 rucksack

8 suitcase

9 a cup of coffee

10 a cup of tea

LONDON	£21
CAMBRIDGE	£18
OXFORD	£12
HULL	£36
BLACKHILL	£14
BEDFORD	£27
BRISTOL	£28
NEWCASTLE	£42



2 CD2  
17

Listen and answer.

1 Where do Ben and Lucy decide to go?

3 When does their train leave?

2 How much are the tickets?

4 What do they do before they leave?

3 Play the prices game.

Two return tickets to London, please.

OK.

How much is it?

That's £42.



1 Read and tick (✓) the correct sentences.



- 1 When the train arrived, a man was reading a paper.
- 2 Two girls with rucksacks were waiting on the platform.
- 3 A man was cleaning the windows of the ticket office.
- 4 Two dogs were playing with a ball.
- 5 A boy was eating a pizza and two men were eating hot dogs.


2 CD2  
23

Grammar  
focus

Listen and say.

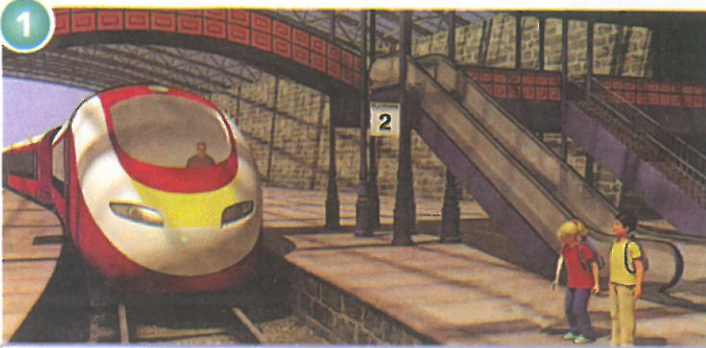
I was having dinner when you phoned me.  
 When I arrived at the party, my friends were playing.  
 A boy was eating an ice cream when the train arrived.  
 When the train arrived, two men were eating hot dogs.



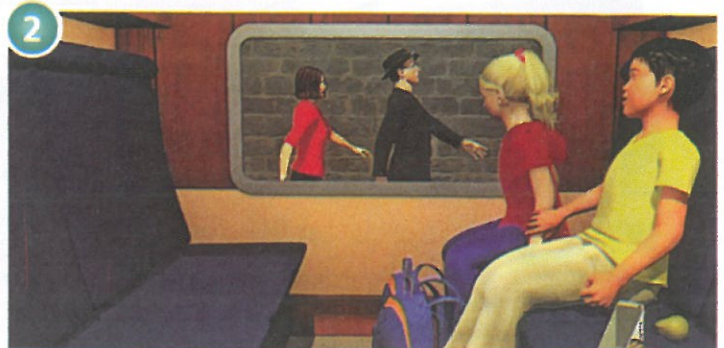
3 Think! Work with a friend. Think of sentences.

- 1 When I came home from school, our dog ...
- 2 My dad ... when I came into the living room.
- 3 When my parents came home, my big brother and I ...
- 4 When I came into the garden, my friends ...
- 5 My teacher ... when I arrived at school.
- 6 When I started my homework, my sister ...





**Lucy:** I'm still thinking of your grandpa's story. When is he going to tell us?  
**Ben:** I don't know, but I hope it's good!  
**Lucy:** Our train is coming now.



**Ben:** What stop is this?  
**Lucy:** Let's see. It's Broom. ... Oh no! Horax and Zelda! I hope they can't see us.  
**Ben:** Get away from the window!



**Horax:** Ha! You can't escape! Where's the map?  
**Lucy:** We haven't got it here.  
**Horax:** Open your rucksacks.



**Horax:** Zelda, check the book. Maybe they put the map in there.  
**Ben:** Look! We're going into a tunnel. Now's our chance!



**Ben:** Buster, Say hello!  
**Horax:** Yuck! Get down! Stop it! Zelda, stand near the door! Those kids mustn't escape!



**Conductor:** Tickets, please ... thank you.  
**Horax:** Hey, our tickets! I put them in my hat.  
**Zelda:** Oh no! Our tickets disappeared when we were going through the tunnel.

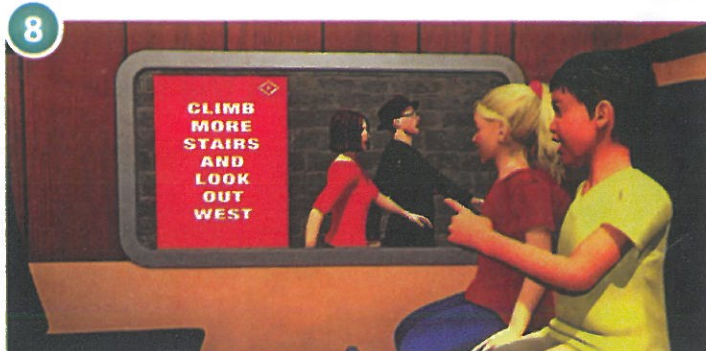




**Conductor:** You must get off the train at the next station.

**Horax:** But I had the tickets.

**Conductor:** Here's the station now. Off you go.



**Lucy:** That trick of yours was great. Look at Horax and Zelda. They don't look very happy!

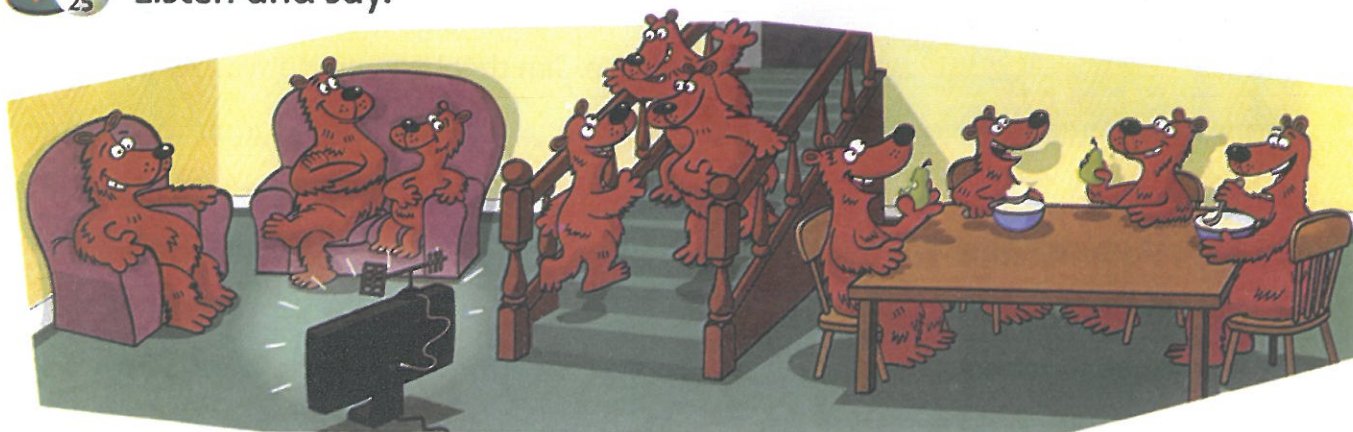
**Ben:** Lucy, look over there! I don't believe it. It's the line: 'Climb more stairs and look out west'.

**2 Think!** Put the story in order.

- Horax and Zelda have to get off the train.
- In the tunnel Ben takes Horax and Zelda's tickets.
- Ben sees the line of the rhyme.
- At Broom station Lucy sees Horax and Zelda.
- Lucy and Ben get on the train.
- The conductor wants to see the tickets.
- Horax looks for the map in Ben's rucksack.
- Horax can't find their tickets.

**3** Find the **stairs** and the **pear** in the story.

**4**  **Listen and say.**



**Bears** on **stairs**, **bears** on **chairs**, **hair**y bears are everywhere!



1 Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.


Last weekend Jim, his mum and his dad wanted to go to a museum in another town. On Saturday morning Jim woke up late, so they had to hurry to the train station. At the station Jim saw a cap in a shop window. He wanted to have it. He asked his dad, but his dad first said no. 'Dad, please, this cap looks so cool. I haven't got a cap and it's hot and sunny today. Can I have it?' Finally his dad said yes. Now Jim was hungry and thirsty and wanted to go to a restaurant, but at that moment their train arrived and they got on it.






At the next station a woman got on and sat down opposite Jim and his parents. Jim was very hungry now. After half an hour the train stopped. 'There was an accident with a car,' the conductor said. 'We have to wait for the emergency services.' The woman opened her bag and took out a sandwich and an apple. Jim looked at her. When she looked up, he quickly looked away. The woman smiled and asked Jim's parents, 'Can I give him something to eat?' 'That's kind,' they answered. The woman put her hand in her bag and gave Jim a sandwich and an orange. Jim thanked her. He was very happy.

- 1 Jim and \_\_\_\_\_ wanted to go to a museum.
- 2 Jim's dad first didn't want \_\_\_\_\_ a cap for Jim.
- 3 The train arrived so they couldn't \_\_\_\_\_ restaurant.
- 4 The train stopped \_\_\_\_\_ there was an accident.
- 5 The woman could see that Jim \_\_\_\_\_.
- 6 She \_\_\_\_\_ a sandwich and an orange.






**1**  **CD2** Listen and tick (✓) the correct time.

**1**




A       B       C

**2**




A       B       C

**3**




A       B       C

**4**




A       B       C

**5**

A       B       C

**6**

A       B       C

**2** Work in pairs. Look at the pictures. Make sentences.



When I went into the park, ...

... a boy was drinking water.





# FORCES



## 1 Read and circle.

- 1 A push is a force away from / towards the centre of the force.
- 2 A pull is a force away from / towards the centre of the force.

Pushes and pulls are forces. Forces make things move.

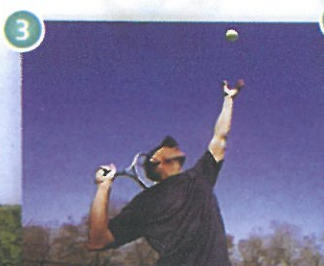
Push



Pull



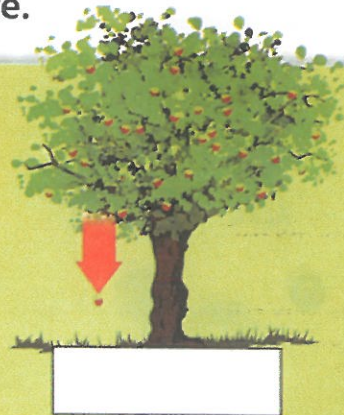
## 2 Look at the pictures. Which show a 'push'? Which show a 'pull'?



## 3 Read and write the name of the force in the picture.

### Forces around us

Why does an apple fall to the ground when it drops from a tree? Why don't people float about in the air? The answer to both these questions is a very important force. It's called gravity. Gravity pulls objects towards Earth. Without it, we would all fly off into space.



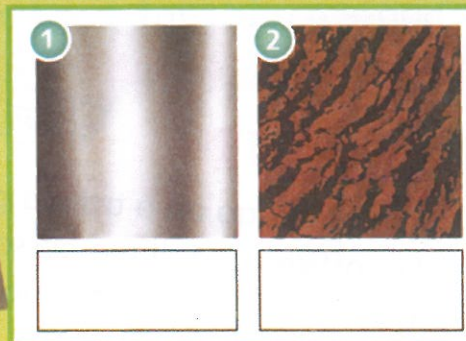
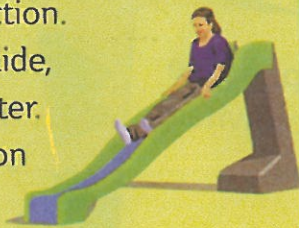


1 Read and write *rough* and *smooth* under the pictures.

When you go down a slide, gravity pulls you to the bottom, but there is also a force trying to stop you. It is called friction.

If a surface is smooth, like a slide, the friction is smaller. You go faster.

If a surface is rough, the friction is bigger. You go more slowly.



2 **Project** Do experiments to measure friction.



1 Take a book and cover it with foil. Put an object at one end.



2 Slowly lift up the end of the book with the object on it.



3 When the object starts sliding, stop lifting. Measure the height of the book above the desk.



4 Repeat the experiment, covering the book in a towel and then in sandpaper.

3 **Think!** What do you notice? Read and circle.

On a smooth surface, the object starts sliding **earlier** / later.  
 On a rough surface, the object starts sliding **earlier** / later.



# At the train station

1 Choose a role card. Read and plan.

## STUDENT A

You want to go on a train trip. At the ticket office you tell the person where you want to go. You ask about:

- the price of a single ticket
- the price of a return ticket
- the time when the next train leaves
- the platform number
- the time when it arrives

## STUDENT B

You work at the ticket office. You tell the tourist:

- the price of a single ticket
- the price of a return ticket
- the time when the next train leaves
- the platform number
- the time when it arrives

## Useful language

### Tourist

I want to go to ...  
 How much is a single ticket?  
 How much is a return ticket?  
 When does the train leave?  
 When does it arrive?  
 What platform number is it?  
 Thank you very much.

### Ticket office assistant

A single ticket is ...  
 A return ticket is ...  
 At ...  
 At ...  
 Platform ...  
 You're welcome.

2 Act out your play.

Thank you very much.





- 1 Read this notice from a school board. Tick (✓) the checklist and underline the information.

## School trip

We're going to visit Brighton on 2nd September.  
 Travel by train.  
 Meet outside the station at 8.30 a.m.  
 £7.50 per person (return).  
 The return train arrives at 5.30 p.m.

## Checklist

Information to put in a notice about a school trip:

- where you're going to go
- date
- meeting point
- meeting time
- cost
- return time

- 2 **Think!** Read these three notices. What information is missing from each one? Use the checklist to help you.

## School trip

Join our trip.  
 Meet in front of the school. Bring warm clothes and good shoes.  
 Cost per person £12.50.  
 Return to school at 4.30.

## Join us!

We're organising a trip to the Blue Lake. Meet at the bus stop in Green Lane at 9 o'clock on 5th October. Return to school at 5 o'clock.

We're going to visit London on 15th November.  
 Meet on platform 2 at the train station at 8 o'clock.  
 Price per person £9.

- 3 Write a notice for your school board. Use the checklist to help you.



# 5 Police!



موسسه زبان دهخدا  
dekhodaedu.com

1 CD2  
31

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

- 1 dark
- 2 blonde
- 3 fair
- 4 moustache
- 5 curly
- 6 beard
- 7 scar
- 8 straight



2 CD2  
32

Listen and correct the sentences.

- 1 Grandpa was a teacher.
- 2 He chased a criminal for 30 years.
- 3 The criminal was very stupid.
- 4 Grandpa knows the criminal's name.

3 Play the describing game.

She's got short hair. It's curly and it's dark.

It's Ana.



1 Look, read and number the sentences.



- a Many years ago Ben's grandpa used to be a police officer.
- b He used to drive a fast car.
- c He used to carry a walkie-talkie.
- d He used to chase dangerous criminals.
- e He used to catch dangerous criminals.
- f Now he isn't a police officer. His life is much quieter.


2 CD2 33

**Grammar focus**

Listen and say.



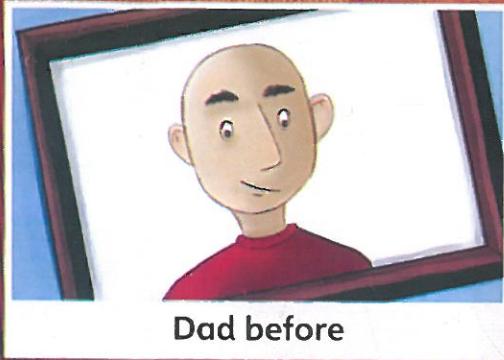
He used to be a police officer. (But he isn't now.)  
 He used to work all night. (But he doesn't now.)  
 He used to wear a uniform. (But he doesn't now.)

3 Are any of these sentences true for you? Tick (✓) them. Write two more.

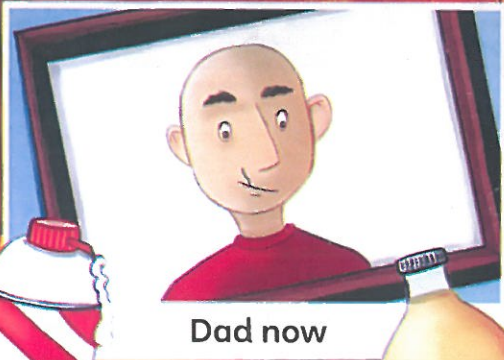
- 1 I used to walk to school with Mum but now I walk with my friends.
- 2 I used to have curly hair but now it's straight.
- 3 I used to watch cartoons on TV but now I watch sport.
- 4 I used to have one brother but now I've got two.
- 5 I used to have a teddy bear but I haven't got one now.
- 6 I used to like milk but I don't like it now.



Listen to the song. Draw how Dad's hair used to be.



Dad before



Dad now



**Dad:** I used to have some curly hair.  
It was long and I dyed it fair.  
I went down to the hairdresser's  
And now there's nothing there.

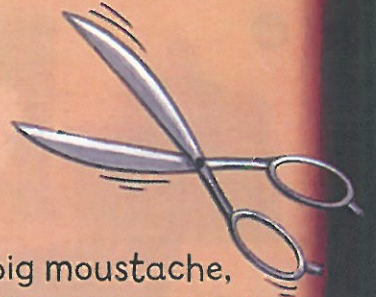
**Son:** Who are you?

**Dad:** Take a look,  
I'm your dad.

**Son:** No, you are NOT!

**Dad:** I used to have a big moustache,  
Thick and dark - like a real rock star.  
And then I tried to cut it off  
And now there's just a scar.  
Who are you?

**Dad:** I used to have a long black beard,  
But now it's in the bin.  
I shaved it off the other day  
And now there's just my chin.  
Who are you?



Listen and sing.

3

**Think!**

Look at the pictures. How are the people different now?

Aunt Mary



before

after

Uncle John



before

after

Cousin Dave



before

after

Aunt Mary used to have ...



1 **CD 2**  
37 Listen, read and circle.

- 1 Grandpa had to be careful because there were lots of dangerous criminals / he had a dangerous dog.
- 2 He didn't tell his wife anything because he had to keep things secret / she wasn't interested.
- 3 He had to wash his uniform every week / day.
- 4 Ben can't be a police officer because his clothes are often dirty / he's too small.



2 **CD 2**  
38 **Grammar focus** Listen and say.

We had to be really careful.  
We had to keep everything secret.  
We had to wear a uniform.  
We had to wash our uniform every week.



3 Look at the pictures. Ben's grandpa went to police camp for six months. What did he have to do?



He had to do the washing up.



# The Mysterious H



**Grandpa:** The Mysterious H started robbing jewellers. He used to steal necklaces, bracelets and watches. There wasn't a shop in London which was safe.



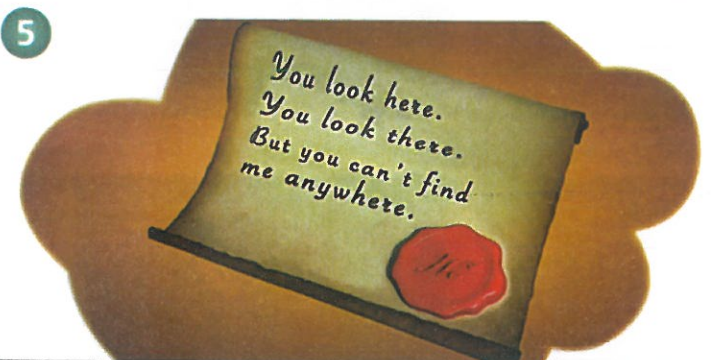
**Grandpa:** His next plans were cleverer. He stole famous paintings and works of art from museums all over the world.



**Grandpa:** Then he stole the Queen's crown. The story was in all the papers. I had to find this man quickly.



**Grandpa:** He went to Paris and stole the top of the Eiffel Tower too!  
**Lucy:** What!

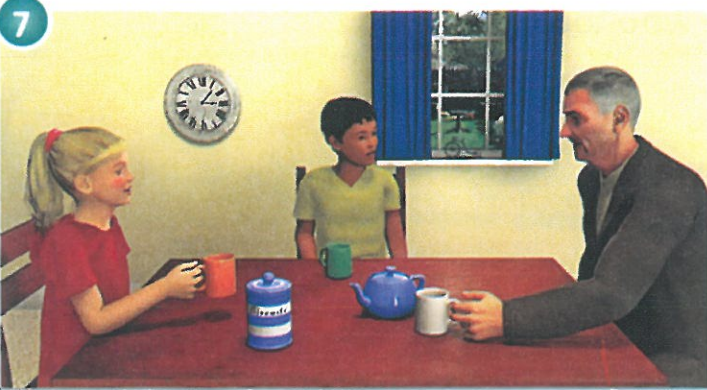


**Ben:** But Grandpa, how did you know it was the same man?  
**Grandpa:** He used to leave us a note. It always had the same symbol on it – the letter H.



**Lucy:** Did you catch him?  
**Grandpa:** No. We almost caught him once, but he escaped.





**Ben:** It's a great story, but I don't understand. What's the connection with the waiter at the restaurant?



**Grandpa:** Ah, the waiter was wearing a ring with the letter *H* ... the same *H* that was on the notes ... that The Mysterious *H* used to leave.  
**Ben and Lucy:** Wow!

**2** Write *t* (true) or *f* (false).

- 1 The Mysterious *H* robbed jewellers all over London.
- 2 He only robbed places in England.
- 3 He stole the Queen's ring.
- 4 The Mysterious *H* went to Paris.
- 5 He always left the police a note.
- 6 The waiter in the restaurant had an *M* on his ring.


**3** Find the **car** and the **horse** in the story.

**4** <sup>CD 2</sup><sub>40</sub> Listen and say.



Martha the farmer's doing **art** – drawing on her **horse** and **cart**!



1 Look at the pictures. Find someone who looks:  
happy scared sad angry

2  Read and listen. Check your answers.

## Yatin and the orange tree



Yatin Indra sat under the orange tree with his grandson. He stood up and picked an orange from the tree. He cut it into two pieces and gave half of it to his grandson to eat. He watched the little boy eat the fruit and smiled. 'Did I ever tell you my story about this tree?' Yatin asked. 'No,' his grandson said. 'Well, let me tell you,' and Yatin began his story.

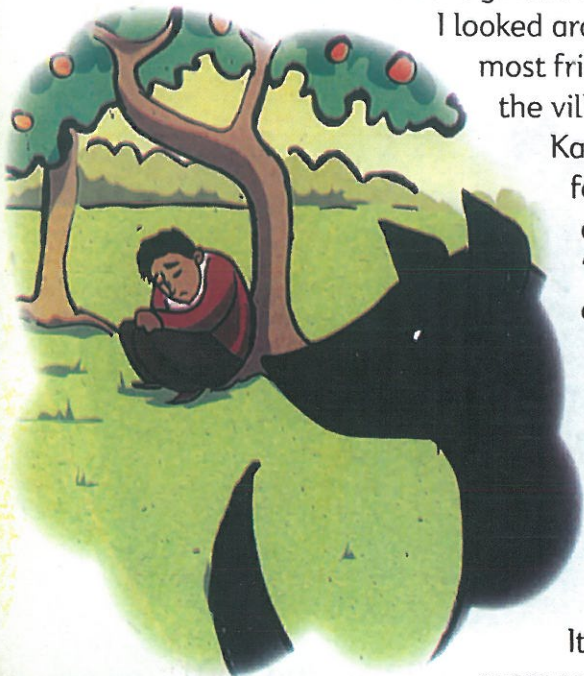
'It was a hot sunny day. I was a little boy like you and I sat under an orange tree to keep cool from the sun. I looked up and saw a big juicy orange. I knew it was wrong because it wasn't our tree, but I was so thirsty. I picked the fruit

and ate it. It was delicious. I looked back at the tree and picked another.'

'Then I felt a big hand on my shoulder. I looked around and saw the most frightening man in the village. It was Gautam Kahn, the meanest farmer and enemy of all the children.

"I'm sorry," I said. "It's just one orange," but Kahn didn't want to listen. He told me to wait and left his dog to watch me. "Let's see what the police officer has to say," he said. "You stay here. I'm going to get him."

'I didn't know what to do. The police officer was coming. I was in trouble. I couldn't go anywhere, not with that dog there. I thought about my parents. They would be angry. I thought about the oranges. It was bad to take them. I knew it was wrong but they were so delicious.'







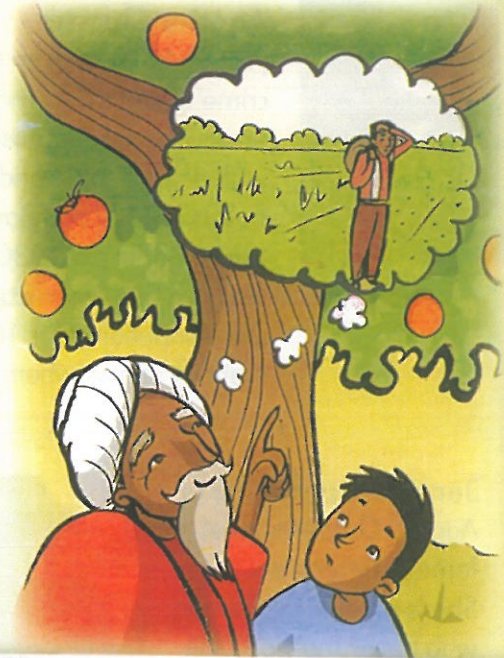
'Then Gautam Kahn returned. He had the police officer with him. "This is the boy," he said and pointed at me. "He stole my oranges." "Is it true?" the police officer asked. "Yes, it is," I said. "I know it was wrong," I added, "but it is so hot and the oranges were so juicy." The police officer looked at Gautam Kahn. "Do you really want me to take this boy to the police station?" he asked. "The boy is sorry."

Gautam Kahn looked at me. He wasn't so angry. "Well," he said, "the boy could work for me for the rest of the day."

"What do you think?" the police officer asked me. "Yes," I said, "of course."

'I worked all day for Gautam Kahn. I was tired but I wasn't sad. At the end of the day, the farmer came to me. He was happy now. "Thank you," he said. Then he gave me a little bag. "In this bag there are some orange tree seeds," he said. "Plant them and you will never again have to take fruit from other people's trees." Then he told me to go home.'

Yatin Indra looked at his grandson. His story was finished. He pointed up at the orange tree behind them. 'And this, my dear, is the tree which grew out of my seeds. Every time I eat an orange from it, I think about Gautam Kahn and the lesson that I learnt.'



### 3 Answer the questions.

- 1 Why did the young boy Yatin take an orange?
- 2 Why was Yatin scared of Gautam Kahn?
- 3 Where did Gautam Kahn go?
- 4 Why couldn't Yatin run away?
- 5 What did Gautam Kahn give Yatin?
- 6 What does Yatin think when he looks at the tree?

### 4 Complete the story.

Yatin took an <sup>(1)</sup> \_\_\_\_\_ from a <sup>(2)</sup> \_\_\_\_\_. The <sup>(3)</sup> \_\_\_\_\_ caught him. The farmer went to get the <sup>(4)</sup> \_\_\_\_\_. He left his <sup>(5)</sup> \_\_\_\_\_ to watch Yatin. The <sup>(6)</sup> \_\_\_\_\_ didn't want to take Yatin to the <sup>(7)</sup> \_\_\_\_\_. Then the <sup>(8)</sup> \_\_\_\_\_ asked Yatin to <sup>(9)</sup> \_\_\_\_\_ for him. Yatin worked hard. The <sup>(10)</sup> \_\_\_\_\_ gave Yatin a bag of <sup>(11)</sup> \_\_\_\_\_ to say thank you. Yatin grew his own <sup>(12)</sup> \_\_\_\_\_.



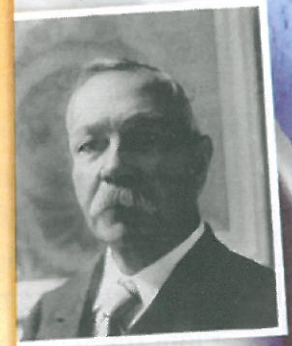
# CRIME FICTION

1 **Think!** Read and decide which of these people are real.



**Agatha Christie** (1890–1976) was an English crime writer. In her most famous books, the reader must guess who did the crime and why. Her novels are still popular all over the world. In the 1930s she was in a real life mystery when she disappeared for 10 days. Nobody knows where she went.

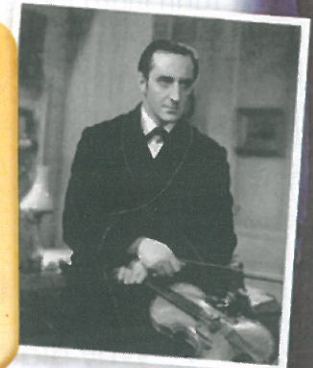
**Sir Arthur Conan Doyle** (1859–1930) was a Scottish writer. He created the world's most famous detective, Sherlock Holmes. He was one of the first people to make crime novels very popular. Many people say that he is the father of crime fiction. He also wrote science fiction and historical novels.



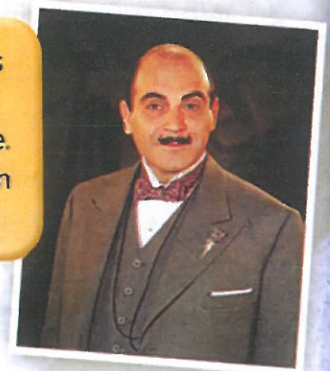
**Jane Marple** is one of Agatha Christie's most famous detectives. She is an elderly woman who never married. She enjoys watching people and sees everything. She always finds the murderer. She first appeared in 1930 in *Murder at the Vicarage* and then appeared in 11 more novels.



**Sherlock Holmes** is a detective who Conan Doyle created. Holmes is famous because he always thinks a lot to solve crimes. His friend Dr Watson usually helps him. Holmes often has his best ideas when he is relaxing and playing the violin.



**Hercule Poirot** is another of Agatha Christie's detectives, famous for his moustache! He is from Belgium and solves crimes all over Europe. He first appeared in 1920 and then appeared in 32 more novels and 51 short stories.



2 **Work in groups. Ask and answer.**

- 1 Do you know these TV and film detectives?
- 2 What other famous detectives on TV or in films do you know?
- 3 Do you like crime stories? Why (not)?

I like crime stories because they are exciting.

I don't like crime stories because they are boring.



1 <sup>CD2</sup><sub>44</sub> Listen, read and match.

**Murder on the Orient Express**

Hercule Poirot is travelling on the Orient Express. On his second night on the train, he wakes up because there are strange noises. The next morning someone finds a dead body in the compartment next to his. Poirot investigates and finds out that the dead man was also a murderer. Poirot also thinks that other people on the train are happy because the man is dead. But who killed him and has Poirot got enough time to solve the murder before the train arrives?



Detective

Place

Crime

Suspects

Murder

People on the train

Hercule Poirot

Train

2 **Project** Plan a crime story.

1 Copy and complete the table with notes for your own crime story.

Detective	Inspector Thinly
Place	A hotel in Scotland
Crime	Murder of a man
Suspect	The woman in room 12A



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dekhodaedu.com

2 Write a summary.

Inspector Thinly is from Scotland. This story takes place in a hotel. A cook finds a dead man in the garden. One of the people in the hotel heard a shout in the night. It came from room 12A. The woman in 12A is missing in the morning ...



# Reading habits

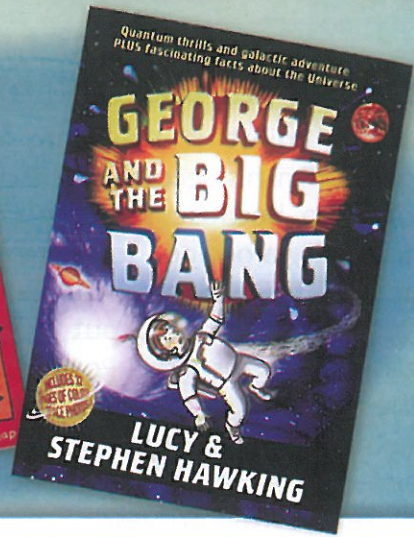
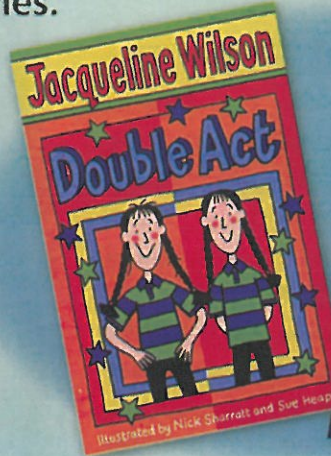
1 Ask questions and write names.

David, do you read more than one book a week?

No, I don't.

Elena, do you read in bed?

Yes, I do.



Name:	This person ...
Pedro	reads more than one book a week.
Elena	reads in bed.
	likes adventure stories.
	likes funny stories.
	reads comics.
	doesn't like crime stories.
	's parents have got books in other languages at home.
	doesn't use a library outside school.
	hasn't got a book of poems.
	prefers reading to computer games.

2 Work in groups. Talk about what you found out.

Toni reads in bed.

Luca likes funny stories.





1 Read the two book reviews. Which one is better? Why?

**a**

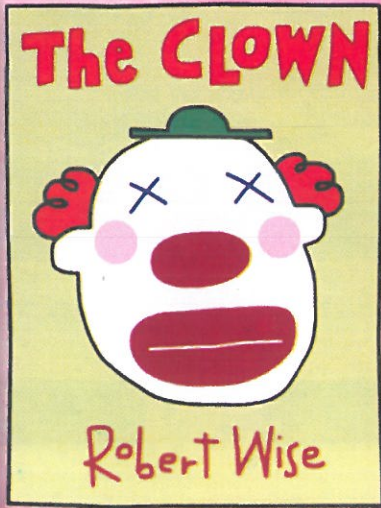
Book review  
 'A true friend' by RJ Glass.  
 This book is about Erin.  
 She hasn't got any friends.  
 Then she gets some  
 friends. I liked this book.

**b**

Book review  
 'A true friend' by RJ Glass.  
 This book is about a girl called Erin. Erin  
 hasn't got many friends because she is shy.  
 One day a new student arrives at Erin's  
 school and her life is never the same again.  
 I liked this book because it was very exciting.

2 Use the notes to write a review.

Book:	The Clown
Author:	Robert Wise
Main character:	Jim / popular / very funny
What happens?	forgets how to laugh / loses his friends
What did I think?	good / funny



Blank lined paper for writing a review.

3 Think of a book and make notes.

4 Write a review. Draw the cover.

Book: \_\_\_\_\_

Author: \_\_\_\_\_

Main character: \_\_\_\_\_

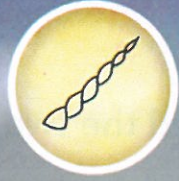
What happens? \_\_\_\_\_

What did I think? \_\_\_\_\_



# 6

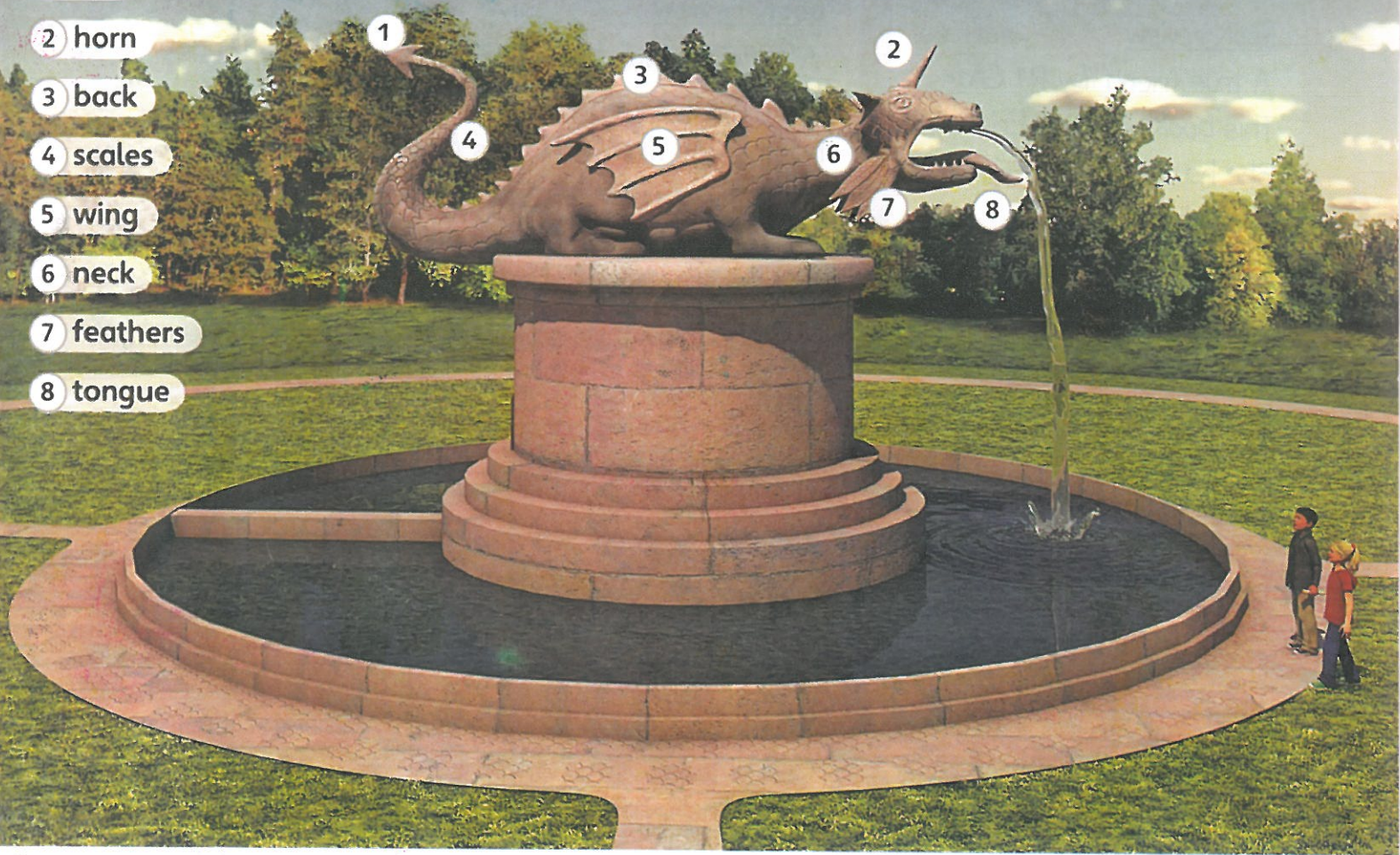
# Mythical beasts



1 CD3  
02

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

- 1 tail
- 2 horn
- 3 back
- 4 scales
- 5 wing
- 6 neck
- 7 feathers
- 8 tongue



2 CD3  
03

Listen and answer.

- 1 How did Ben know about the dragon?
- 2 What is Ben holding?
- 3 Why is this the right place?
- 4 Where do they look last?

3

**Think!**


Play the animal game.

I'm thinking of an animal. Can you guess?

Has it got wings?

Can it ... ?



1 CD3  
04Read and write *t* (true) or *f* (false). Then listen and check.


## Dino facts – or dino myths?

- 1 The biggest dinosaur was longer than ten cars.
- 2 The fastest dinosaurs could run at 60 km/h.
- 3 T-rex was one of the most dangerous dinosaurs.
- 4 The heaviest dinosaur was more than 80,000 kilos.
- 5 The best dinosaur film is called *Planet of Dinosaurs*.
- 6 The worst dinosaur film is called *Legend of the Dinosaurs*.

2 CD3  
05Grammar  
focus

Listen and say.

The **biggest** dinosaur was **longer than** 10 cars.  
 The **heaviest** dinosaur was more than 80,000 kilos.  
 Meat-eaters were **more dangerous than** plant-eaters.  
 T-rex was one of the **most dangerous** dinosaurs.  
 This book is good but there's a **better** dinosaur book in the library.  
 Is *Jurassic Park* the **best** dinosaur film of all time?  
 The special effects are **worse** in old dinosaur films.  
 Which is the **worst** dinosaur film?



3

Think!

Work in groups. Write six sentences for an animal quiz.

A correct sentence = 1 point

Only **your** group writes this sentence = 3 points

African elephants are bigger than Indian elephants.	True / False
Cats are friendlier than dogs.	True / False



Listen to the song. Read and circle.

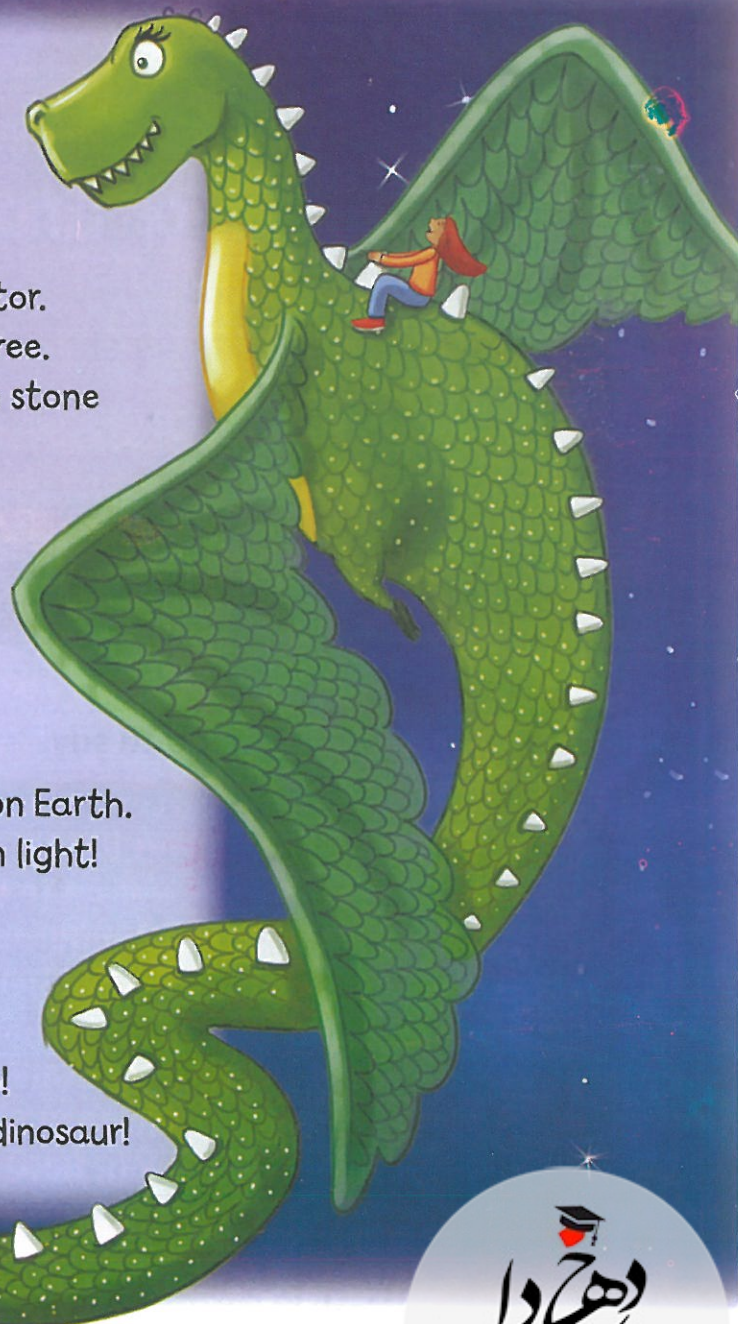
Last night I had the strangest dream.  
I went back millions of years and saw  
Amazing things on planet Earth  
And I met the most beautiful dinosaur.

Its head was <sup>(1)</sup> **big** / **bigger** than a tractor.  
Its neck was <sup>(2)</sup> **shorter** / **longer** than a tree.  
Its scales were <sup>(3)</sup> **strong** / **stronger** than stone  
And its tail was <sup>(4)</sup> **big** / **bigger** than me.

It said, 'Climb on my back.'  
I did and then we flew up high.  
I saw the moon, the sun and stars  
On my dino in the sky.  
Last night ...

It had the <sup>(5)</sup> **strongest** / **longest** wings on Earth.  
This dinosaur was <sup>(6)</sup> **faster** / **slower** than light!  
It took just half an hour for us  
To fly around the world that night!  
Last night ...

It was scaly and scary but beautiful too!  
The most beautiful, beautiful, beautiful dinosaur!



Listen and sing.

**Think!**

Write sentences for a friend to read.

THE DINOSAUR IN MY DREAM WAS BIGGER THAN MY HOUSE

MY DINOSAUR WAS THE FASTEST ANIMAL IN THE WORLD



- 1 <sup>CD 3</sup><sub>08</sub> Look at the beasts. Write the names under the pictures.  
Listen and check.

Pegasus the Sphinx a mermaid a unicorn the Phoenix a centaur

## Did you know?

Around the world there are lots of stories about mythical beasts. These beasts often look like animals, but sometimes they are half animal and half human.



2 <sup>CD 3</sup><sub>09</sub>

Grammar focus

Listen and say.

What does a unicorn look like?

It looks like a white horse, but it's got a big horn.

What does a centaur look like?

It's half horse and half human.



- 3 Take it in turns to close your book. Ask and answer.



What does the multicorn look like?

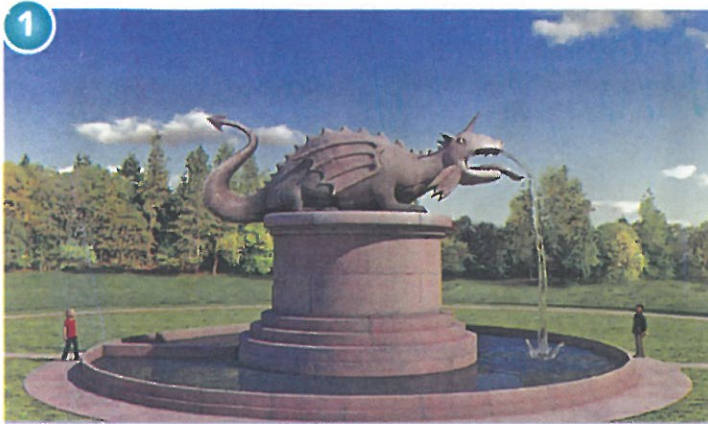
It looks like Pegasus, but it has got ...

It looks like ...

73

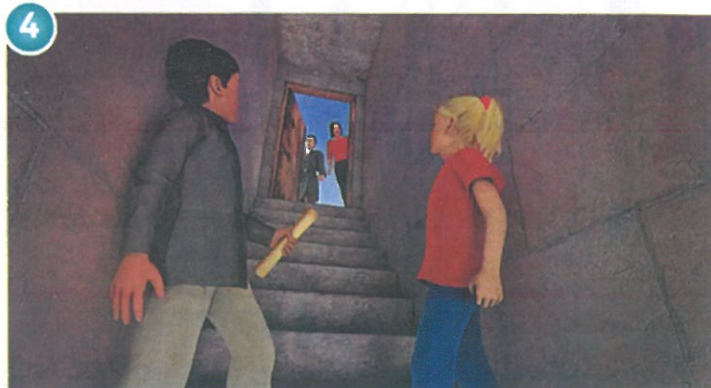
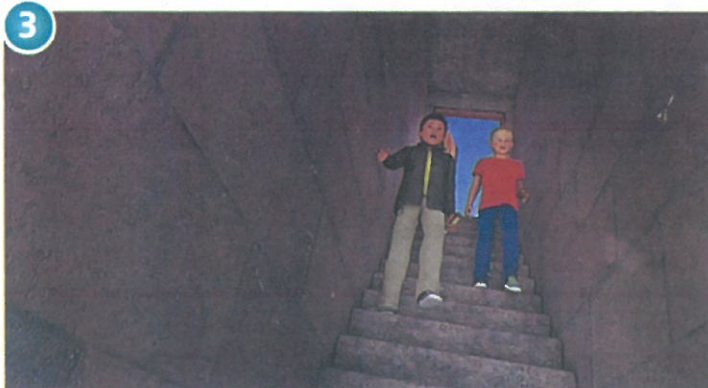


# The secret door



**Lucy:** Ben, come over here.  
**Ben:** What is it?

**Lucy:** Look. There's a little door. Let's open it.  
**Ben:** Good idea. Let's see what's inside.



**Ben:** I hope it's not a trap!  
**Lucy:** Me too! Now, let's start looking for that line.

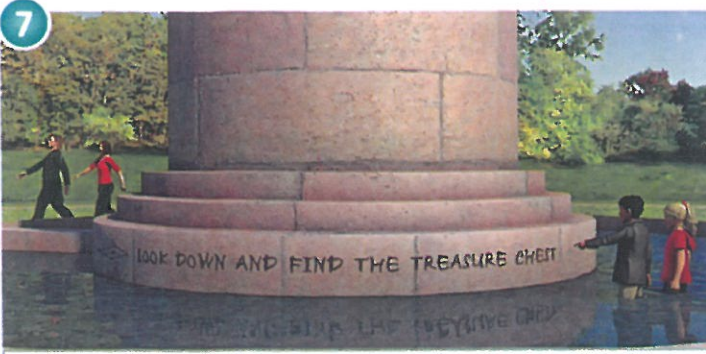
**Horax:** Now we've got you! *(He laughs.)*  
Give us the map or you have to stay in there forever!



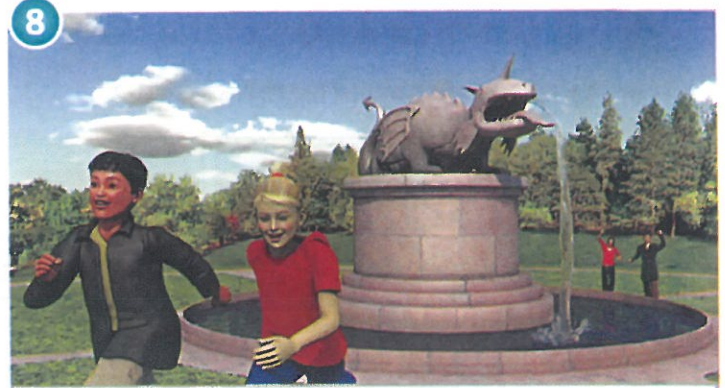
**Ben:** We can't get out of that door. What can we do?  
**Lucy:** Hmm, look! There's a ladder. Maybe it's a way out. It's our best chance!

**Lucy:** We can get out here. Let's jump into the pool, but be careful with the map!  
**Ben:** It's in my jacket. I just hope that Horax and Zelda aren't looking.





**Lucy:** They're still there! But they can't see us.  
**Ben:** Hey, look here – on the side of the pool!  
**Lucy:** It's the next line: 'Look down and find the treasure chest'. Great! Now let's go. Hurry up!



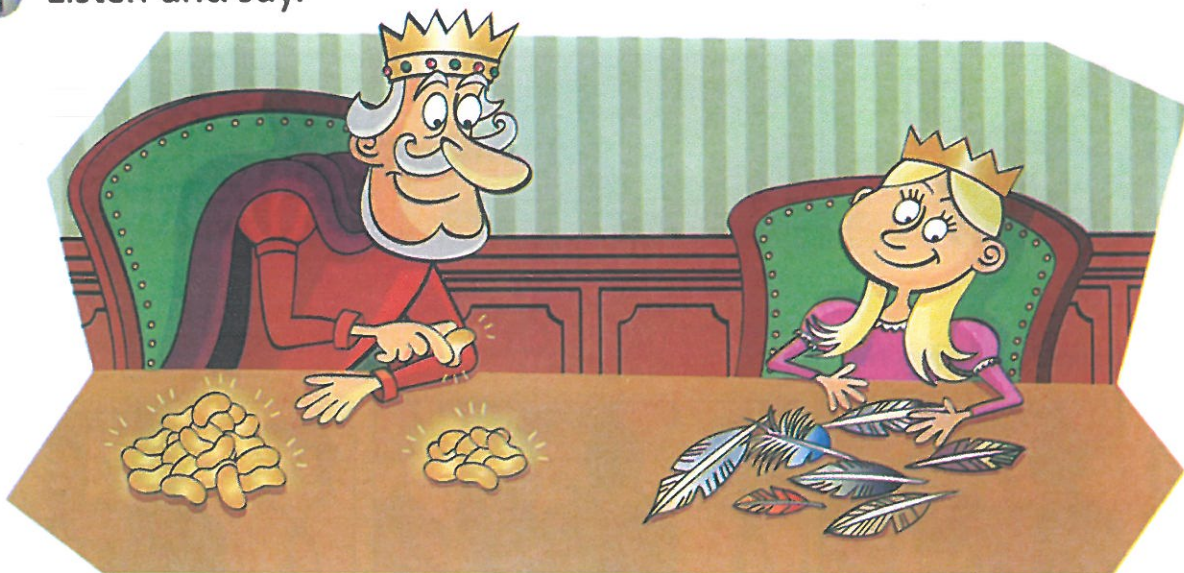
**Ben:** Lucy, run!  
**Zelda:** Oh no, look!  
**Horax:** Stop, you two! We're going to get you!

## 2 Read and make sentences.

- |                               |                                          |
|-------------------------------|------------------------------------------|
| 1 Lucy finds                  | a when they go down the stairs.          |
| 2 They leave the door open    | b because it's in Ben's jacket.          |
| 3 When Horax closes the door, | c shut the door.                         |
| 4 Lucy has an idea how        | d a way into the dragon.                 |
| 5 Horax and Zelda             | e he is sure he is going to get the map. |
| 6 The map doesn't get wet     | f to get out of the dragon.              |

## 3 Find the **fea**thers on the **bea**st in the story.

## 4 Listen and say.



King **Dean**'s got gold **bea**ns, but **Hea**ther's **treas**ure is **fea**thers.



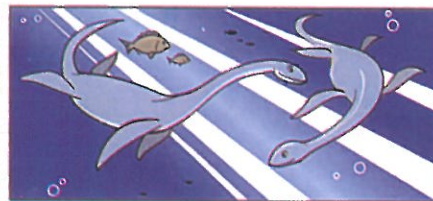
**1** CD3  
14

**Listen and tick (✓) the box.**
**1** Where did Paul find the book?

**A** 

**B** 

**C** 
**2** Where did the dinosaurs in the book live?

**A** 

**B** 

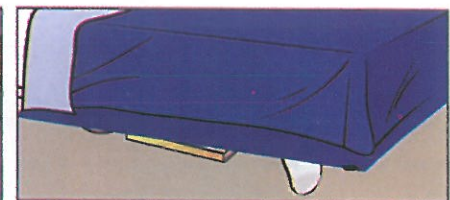
**C** 
**3** What did they eat?

**A** 

**B** 

**C** 
**4** What happened to the book?

**A** 

**B** 

**C** 
**5** What did Paul give his sister?

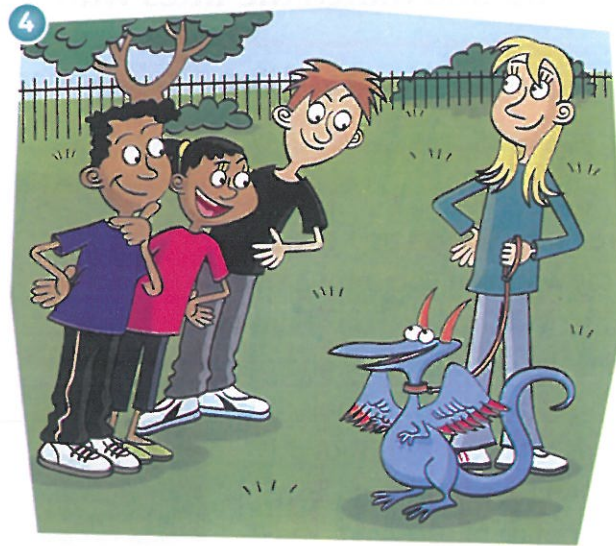
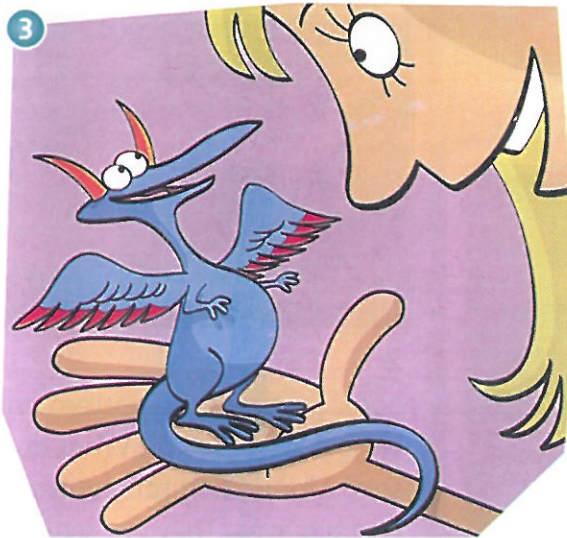
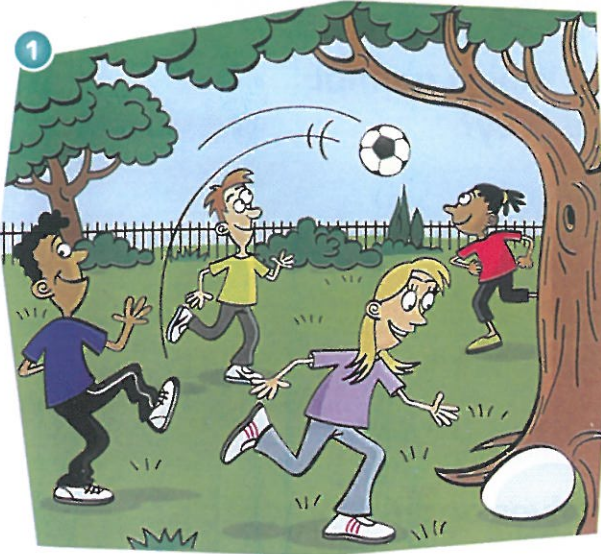
**A** 

**B** 

**C**



**1** Work in pairs. Make a list of words for each picture.



**2** Tell the story with a friend.

One day Shelly and her friends were in the park. They ...

**3** Now write the story.

One day Shelly and her friends were ...
Shelly ... She ...
In the morning ...
It had ...
A week later ...





# Protection

1 **Think!** Read and look at the photo. Which animal is the predator? Which is the prey?

All animals must eat. Animals which eat other animals are called *predators*. They are always looking for their next meal. Their *prey* (the animals which they like to eat) must try not to be that next meal. Animals have different tricks to survive. These tricks are very important.



2 How do prey animals protect themselves against predators? Read and match the titles with the text.

Poison Looks Weapons Speed



1 \_\_\_\_\_  
You are an **antelope** and you see a big cat watching you through the grass. What do you do? Run! Speed is the simplest way and one that is used by many animals, fish and birds. Prey animals that are faster than their predators have a good chance of escaping. They can't eat prey that they can't catch!



2 \_\_\_\_\_  
Look closely at the pattern on the wings of this **moth**. What do you see? Many predators look and see two big eyes. They are scared of the animal. They think it is a much bigger animal, so they go away and look for something smaller.

3 \_\_\_\_\_  
Some animals have weapons that make them very difficult to eat. Look at this **porcupine**, for example. The spikes are very hard and can hurt a predator.



4 \_\_\_\_\_  
Other animals produce chemicals from their body. This **dart frog**, for example, has got poison in its skin. The bright colours tell the predators, 'I'm poisonous. You mustn't eat me.'



1 **Think!** How do these animals protect themselves?



rabbit



turtle



butterfly



skunk

2 Think of more predators and their prey. How do the prey animals protect themselves? Discuss with a friend.

Owls and eagles are the predators of snakes.

Many snakes are poisonous.

3 **Project** Find out about an animal.

- 1 Work in groups. Choose an animal from your country.
- 2 Find a photo or draw a picture of it.
- 3 Find out:
  - Where does it live?
  - What does it eat?
  - What are its predators/prey?
  - How does it protect itself?
- 4 Present your animal to the class.

It lives ...

It eats ...

Our animal is ...

Its predators ...

It can ...

4 Write five true / false questions about your animal to test the class.

## Our HEDGEHOG QUIZ

- 1 Hedgehogs have weapons.
- 2 Hedgehogs are poisonous.
- 3 Hedgehogs can run fast.
- 4 Mice are the predators of hedgehogs.
- 5 Worms are the prey of hedgehogs.

True / False

True / False

True / False

True / False

True / False



# Finding an unusual animal

1 Choose a role card. Read and plan.

## STUDENT A

You are in the park and you see a very unusual animal. Think about the following:

- What does it look like?
- Has it got wings (fur / claws ...)?
- Can it swim (fly / run very fast ...)?

Now phone the zoo. Tell the director about the animal and ask what you should do.

## STUDENT B

You are the zoo director. Someone is going to phone you to tell you about an unusual animal. Think about what you want to know:

- Looks?
  - What can it do?
- Make a decision about what to do.

## Useful language

### Finder

Hello, am I talking to the director of the zoo?  
 I've got a strange animal.  
 It looks like ...  
 It's got ...  
 It can ...  
 It's faster than / bigger than / smaller than ...

### Director

What exactly does it look like?  
 What colour is it?  
 Has it got ... ?  
 How big ... ?

2 Act out your play.

What exactly does it look like?

It's got a long body ...



# My beast

- 1 Read Ryan's text. Add eight full stops.

● full stop



This was the unicornix It lived a million years ago and it was the heaviest animal in those days It was pink and it looked like a horse It had a big horn on its head It also had wings with lots of beautiful feathers They were green and gold The unicornix could fly and it was faster than the fastest bird It could also swim and run and it was one of the most dangerous animals in the world

- 2 Read the text aloud to check. Pause after each full stop.

- 3 Read Tammy's text. Add capital letters and seven full stops.



the minirex was the smallest dinosaur in the world it was smaller than a mouse it was half dinosaur and half bird and it also looked like a fish it had horns and wings the wings had feathers its tail was long and full of scales it was the fastest animal under water

- 4 Imagine and draw a mythical beast. Write about it.

- What was its name?
- When did it live?
- What did it look like? (Another animal? Did it have horns / wings / feathers / a tail / scales ... ?)
- Was it heavier or smaller than other animals? Was it the biggest, the fastest ... ?
- What could it do? (Fly? Swim? Run very fast ... ?)



# 7

# Orchestra practice

1 CD3  
16

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



1 tambourine

2 triangle

3 trumpet

4 trombone

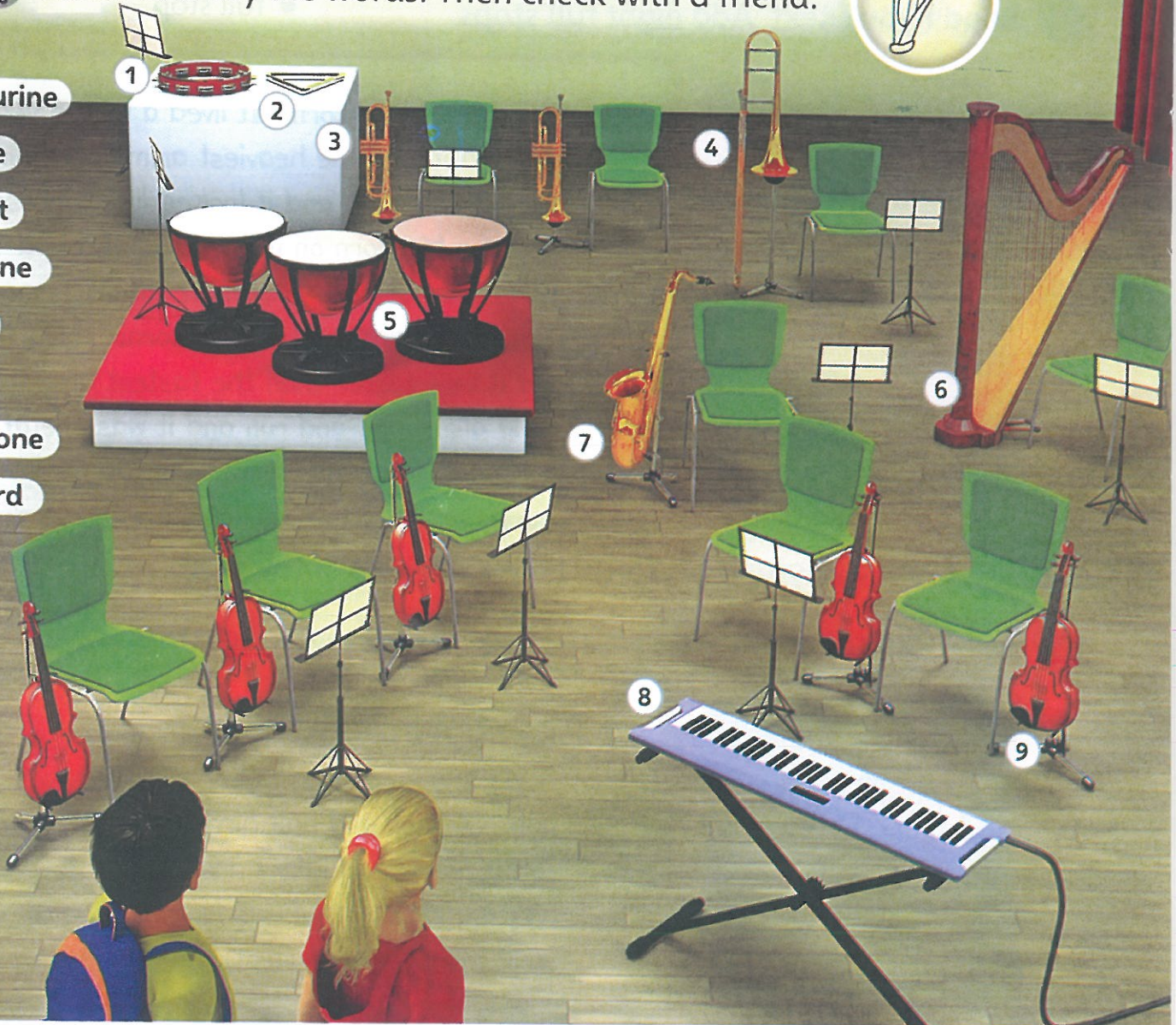
5 drums

6 harp

7 saxophone

8 keyboard

9 violin



2 CD3  
17

Listen and correct the sentences.

1 Lucy and Ben arrive last.

2 Ben knows other musical places.

3 They check six instruments.

4 They can look again at lunchtime.

3 Play the miming game. Ask and answer.

Are you playing the violin?

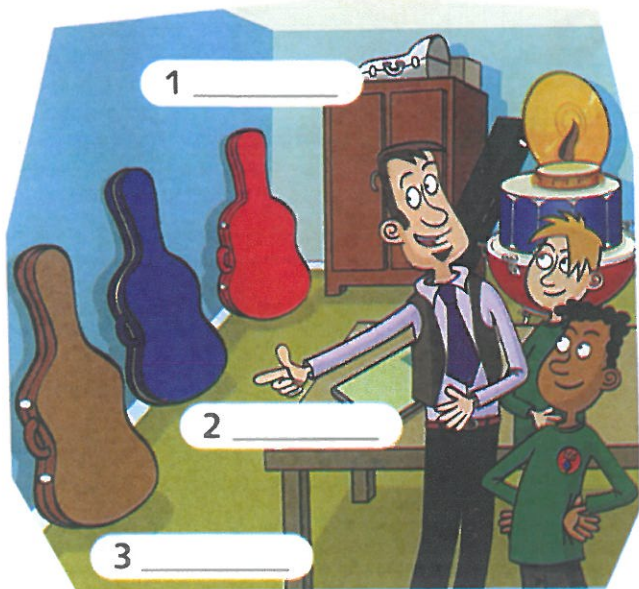
Yes, I am.



1 CD 3 19

Listen and write the names.

Theo Jade Rosy Tom Hannah



2 CD 3 20

Grammar focus

Listen and say.

It's my guitar. = It's mine.

It's your guitar. = It's yours.

It's his guitar. = It's his.

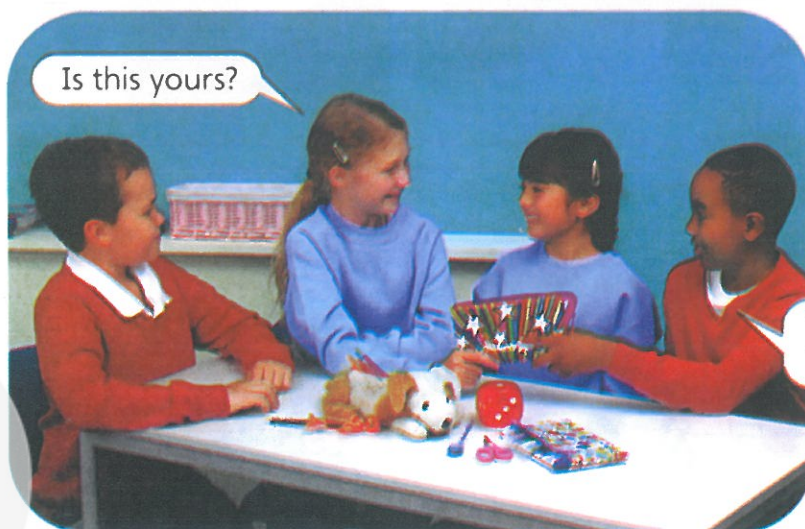
It's her guitar. = It's hers.

It's our guitar. = It's ours.

It's their guitar. = It's theirs.



3 Play the *Whose is it?* game.



Is this yours?

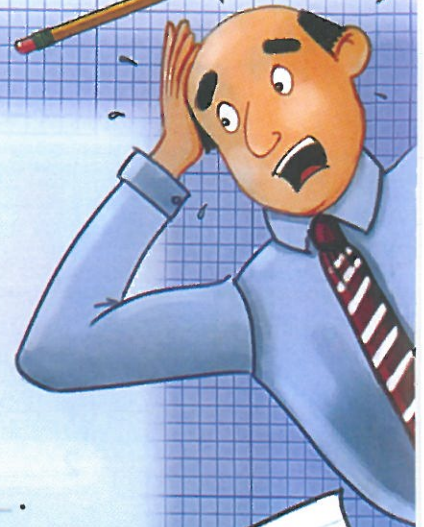
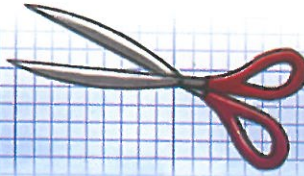
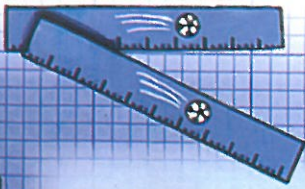
Yes, it's mine.  
Thank you.



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Listen and complete the song.



**Children:** Today there's chaos in the classroom.  
No-one can find their stuff.  
There's chaos in the classroom.  
**Teacher:** Let's tidy up. Enough's enough!

**Children:** Whose is this pen, the silver pen?  
Hey, Sandra, is it <sup>(1)</sup> \_\_\_\_\_ ?

**Sandra:** Let's see. It really isn't <sup>(2)</sup> \_\_\_\_\_ .  
Ask Sue, I think it's <sup>(3)</sup> \_\_\_\_\_ .

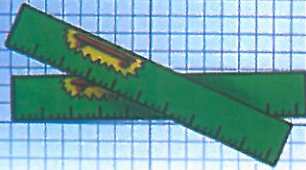
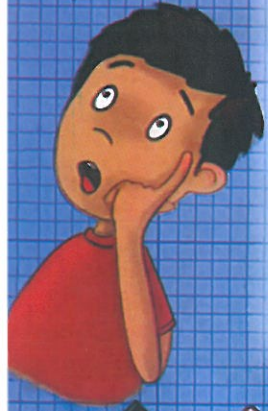
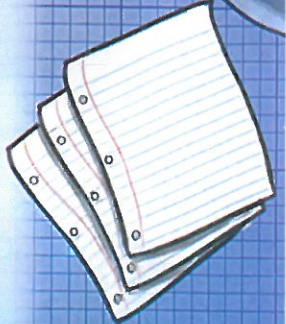
Today there's chaos ...

**Children:** Tim and Nick, look over there.  
Are those green rulers <sup>(4)</sup> \_\_\_\_\_ ?

**Tim and Nick:** Oh no, they aren't - <sup>(5)</sup> \_\_\_\_\_ are blue!

**Teacher:** So tell me, whose are they?

Today there's chaos ...



Listen and sing.

3 Write and sing your own verse.



Whose is this car, the orange car?  
Hey, Horax, is it yours?  
Let's see. It really isn't mine.  
Ask Zelda, I think it's hers.



1 <sup>CD3</sup><sub>23</sub> Listen and match the children with the instruments and the houses.

- Vicky
- Christina
- Claire
- Connor
- Josh
- Mark

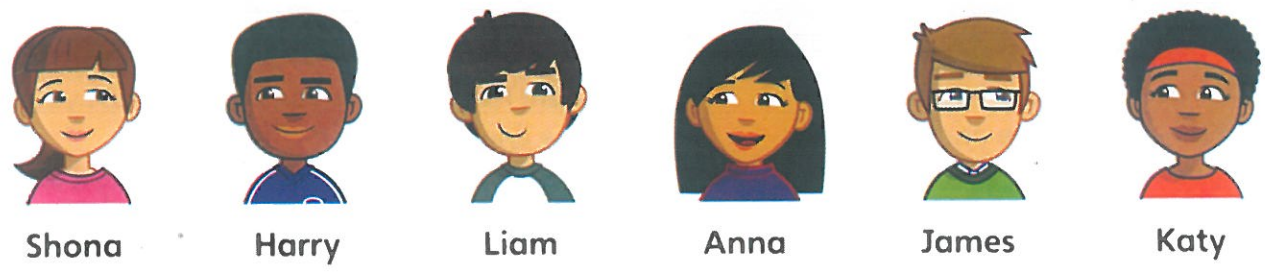


2 <sup>CD3</sup><sub>24</sub> **Grammar focus** Listen and say.

Connor's the boy who plays the recorder.  
 The instrument which Vicky plays is the trumpet.  
 The house where Mark lives is green.



3 Look at the pictures. Follow the lines and make sentences.



Shona      Harry      Liam      Anna      James      Katy



The instrument which Shona plays is ...

The house where ...



# At the concert hall



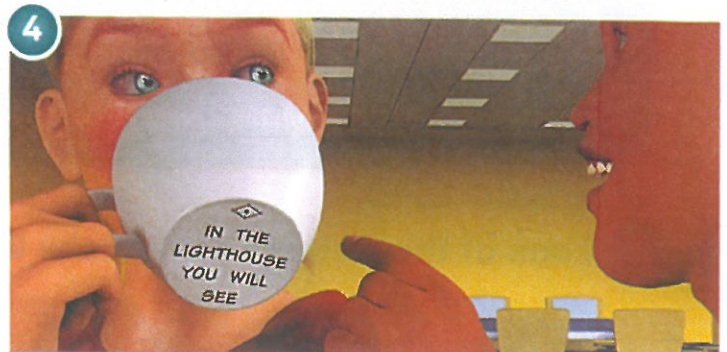
**Conductor:** OK, time for a break. You can all go to the café now and have a drink and a snack.  
**Ben:** Shall we stay here and look for the line?



**Lucy:** Let's go for a drink first. I'm thirsty.  
**Ben:** I'm hungry too. We can look later.  
**Lucy:** Good idea.



**Ben:** Orange juice and an apple, please.  
**Lucy:** And hot chocolate and a banana for me, please.  
**Assistant:** Here you are.



**Ben:** Hey, I can see something which you can't ... the line! It's on your cup!  
**Lucy:** Is it? Well spotted! What does it say?  
**Ben:** 'In the lighthouse you will see.'



**Horax:** Ha! Here's the map which is going to make me rich and famous. I knew it! Very nice of you, kids. Thank you.



**Conductor:** What are you doing in here? It's the junior orchestra. You shouldn't be here.  
**Horax:** Erm ... I'm sorry, I'm so sorry.  
**Conductor:** Leave now! Before I call the police.





Lucy: Oh no! Look! Your rucksack's open.  
 Ben: The map! Where is it? Horax! He was *here*!  
 Lucy: Oh no! We can't do anything now.  
 We have to play.



Lucy: Hey, there's the map!  
 Ben: Cool!

**2** **Think!** Cover the story. Complete the sentences.

- 1 Lucy and Ben play in ...
- 2 Lucy plays ... and Ben plays ...
- 3 During the break they ...
- 4 In the café they find ...
- 5 When they come back, they ...
- 6 The map ...

**3** Find the **girl** with **short curly** hair in the **orchestra**.

**4** CD3  
26 Listen and say.



**Fer**m is **tal**l. She's feeding **bir**ds. **Ber**t is **shor**t. He's reading **wor**ds.



1 CD 3  
29

Think!

Listen. Which animal is it?



bear



wolf



woodpecker



deer



boar

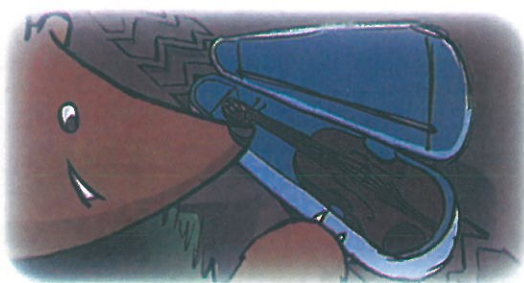
2 CD 3  
30

Read and listen.

## The bear's dream

The bear was a friendly animal and had many friends. In the morning, the bear and his friends used to play games by the river and in the evening, they used to sit in the sunset. The bear loved listening to his friends' stories. He could also tell very good stories himself.

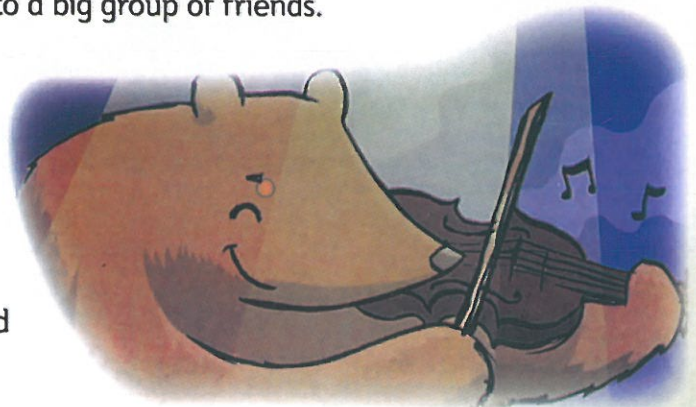
One day, when the bear was walking down to the river, he saw a car. It was going very fast and suddenly a big bag fell off the car roof. The driver didn't stop. The bear looked into the bag and it made him very happy. In the bag there was the most beautiful violin in the whole wide world.



From that moment on, the bear had a dream. He wanted to be a violin player. He played his violin in the morning, he played it at lunchtime and he played it in the evening. At night, when he was tired from all the playing, he dreamt of his violin. He dreamt that he was a violin player and, in his favourite dream, he dreamt that he was giving a concert to a big group of friends.

One day, the bear went to see his friends. 'I am now a violin player,' he said, 'and I'd like to invite you to my concert on Sunday at seven o'clock by the river.' His friends thanked him.

When it was Sunday, everybody was excited. The bear waited for his friends to sit down. Then he closed his eyes and he started to play. He played for two hours and he didn't stop for one minute.





When he finished, he turned and he looked at his friends and waited.

His friends were silent. They didn't shout 'Hooray!' They didn't clap their hands and they didn't say a word. They were silent for a long time. Then the wolf began to speak. 'Dear bear!' she said. 'We love you very much, but you're a bear and **not** a violin player!' The animals laughed and a minute later they all left.



The bear was now alone. He looked at the sun. The sun was going down. The bear started to think. 'I think the wolf is wrong!' he thought. 'I **am** a violin player!'

The bear didn't forget his friends. He still played with them and went to their parties, but the bear didn't invite his friends to hear him play the violin any more. He played his violin every day for many hours. He played it in the morning, he played it at lunchtime and he played it in the evening. He played and played and played and played because he loved it ... and the forest birds loved it too.

### 3 Answer the questions.

- 1 Why did the bear have a lot of friends?
- 2 How did the bear find the violin?
- 3 Why did the bear play the violin all the time?
- 4 What did the bear want most?
- 5 Did his friends like his music?
- 6 Was the bear sad about what the wolf said?

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### 4 **Think!** Imagine you are the bear. How do you feel when the wolf talks to you after the concert?







# How we make sounds

1 CD3  
31

Listen to these sounds. Answer the questions.

- 1 Which sound is louder: 1 or 2?
- 2 Which sound is higher: 3 or 4?

2 CD3  
32

Listen again and number the photos.

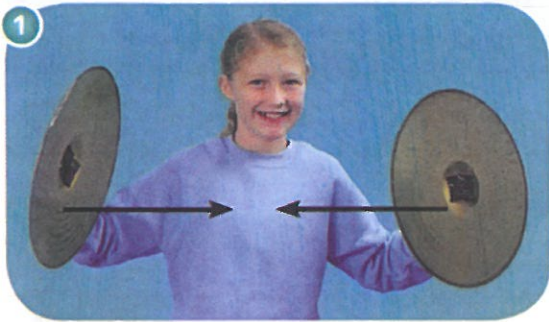


3 Look at the photos in Activity 2. Answer the questions.

- 1 In which photo is the rubber band shorter?
- 2 In which photo is the rubber band longer?
- 3 In which photo is the bang on the drum louder?



1 **Think!** Look and think. Make true sentences with *louder*, *quieter*, *higher* and *lower*.



The girl's cymbals are going to make a ...

2 **Project** Work in pairs or groups. Make a wind chime.



1 Make an X with two rulers or sticks and tie them together.

2 Tie short lengths of string onto metal spoons of different lengths.



3 Tie the strings onto the rulers.

4 Blow to make the wind chime sound.



## Music in our class

- 1 Work in groups. How many students play an instrument? What instruments do they play?

Students who play an instrument	Students who don't play an instrument	Instruments
✓✓✓	✓✓✓✓	recorder ✓✓ guitar ✓

- 2 Ask the students who don't play an instrument: Would you like to play an instrument? Which one?

Would like to play an instrument	Wouldn't like to play an instrument
✓✓ drums ✓ saxophone ✓	✓✓



- 3 Find out about your class.

- favourite singer
- favourite band
- favourite song
- a song you really don't like

- 4 Write the results on the board. Then write a report.

### Music in our class

In our class there are 19 children: 11 girls and 8 boys. 12 play a musical instrument. 8 children play the recorder, 2 play the guitar, 1 plays the drums and 1 plays the keyboard. Our favourite singer is Justin Bieber. 10 children like him. Our favourite band are JLS. We all think they're great. A song we really don't like is 'Only girl in the world' by Rihanna. We think it's awful! Only Chloe likes Rihanna!



1 Read Shannan's text. Look at the words in colour. Write the short forms.

I love music. My favourite <sup>(1)</sup> singer is Laura Gold.  
<sup>(2)</sup> She is 24 years old and <sup>(3)</sup> she is an excellent singer.  
 My favourite Laura Gold <sup>(4)</sup> song is 'Goodbye'. I often  
 listen to it before I fall asleep. <sup>(5)</sup> She has also got a  
 song called 'Paper flowers'. <sup>(6)</sup> It is fantastic. Now  
<sup>(7)</sup> Laura has got a new song, 'Sweet dreams'. <sup>(8)</sup> I do not  
 think <sup>(9)</sup> it is very good because she sings without a band.

- (1) \_\_\_\_\_  
 (2) \_\_\_\_\_  
 (3) \_\_\_\_\_  
 (4) \_\_\_\_\_  
 (5) \_\_\_\_\_  
 (6) \_\_\_\_\_  
 (7) \_\_\_\_\_  
 (8) \_\_\_\_\_  
 (9) \_\_\_\_\_

2 Write Tyler's text again. Use short forms.

I have not got a favourite singer,  
 but I have got a favourite band.  
 They are called 4by4. Nick is the  
 drummer. Sharon and Rick play the  
 guitar. Keith plays the trumpet. Their  
 most successful song is 'Singing  
 in the sunset'. I love it because the  
 words are really cool. The music is  
 good too. My sister has got all their  
 songs on MP3.



3 Think of your favourite band or singer. Write a text using short forms. Add photos or drawings.

- name
- why you like him / her / them
- favourite song(s)
- why you like it / them



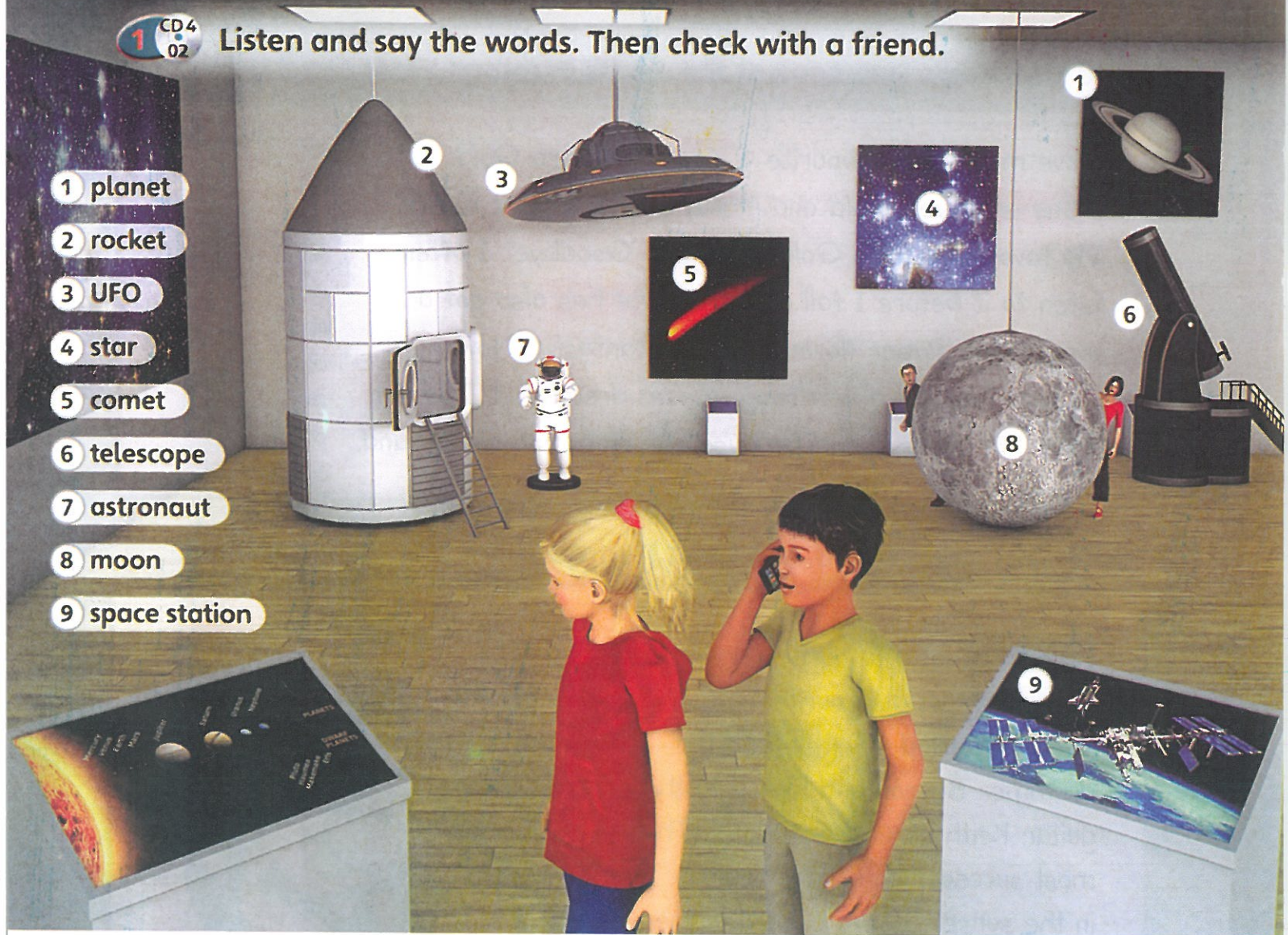
# 8

# In the planetarium

1 CD 4  
02

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

- 1 planet
- 2 rocket
- 3 UFO
- 4 star
- 5 comet
- 6 telescope
- 7 astronaut
- 8 moon
- 9 space station



2 CD 4  
03

Listen and answer.

- 1 Who is Ben calling?
- 2 Is Grandpa at the planetarium?
- 3 What question does Ben answer?
- 4 Where is the telescope?

3 Describe and guess.

It's something which you use to look at the stars.

A telescope!

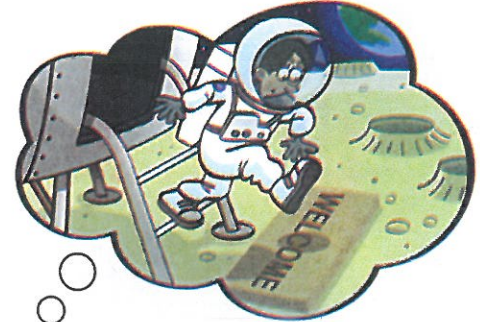
It's someone who ...



CD 4  
04

1 Make sentences. Listen and check.

What do you think? What will you be when you grow up?

1 I'll be a teacher ... 2 I'll be a photographer ... 3 I'll be an astronaut ... 4 I'll be an ambulance driver ... 5 I'll be a police officer ... 

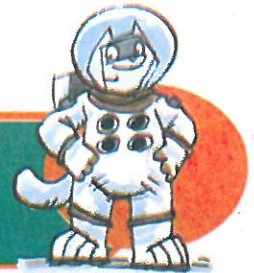
- a and I'll catch dangerous criminals.  
 b and I'll work with children like me!  
 c and I'll take pictures of lots of different cities.

- d and I'll go really fast.  
 e and I'll visit the moon.

CD 4  
05Grammar  
focus

Listen and say.

What will you be when you grow up?  
 I'll be an astronaut and I'll visit the moon.



3 Ask and answer.

What will you be when you grow up?

I'll be a zoo keeper.  
 I'll look after the lions.



**1** <sup>CD 4</sup><sub>06</sub> Listen to the song and number the pictures.



One day I'll be an astronaut  
And I'll fly through space.  
I'll live in a space station  
In a far away place.

I'll climb inside a rocket  
And fly up to the moon.  
I'll whizz about in outer space  
And not come back too soon.  
One day ...

I'll ride on a comet  
And hold on to its tail.  
I'll whizz about in outer space  
And look back at our trail.  
One day ...

I'll meet some friendly aliens  
On Jupiter and Mars.  
I'll whizz about in outer space  
And visit all the stars.  
One day ...  
... In a far away place.

**2** <sup>CD 4</sup><sub>07</sub> Listen and sing.

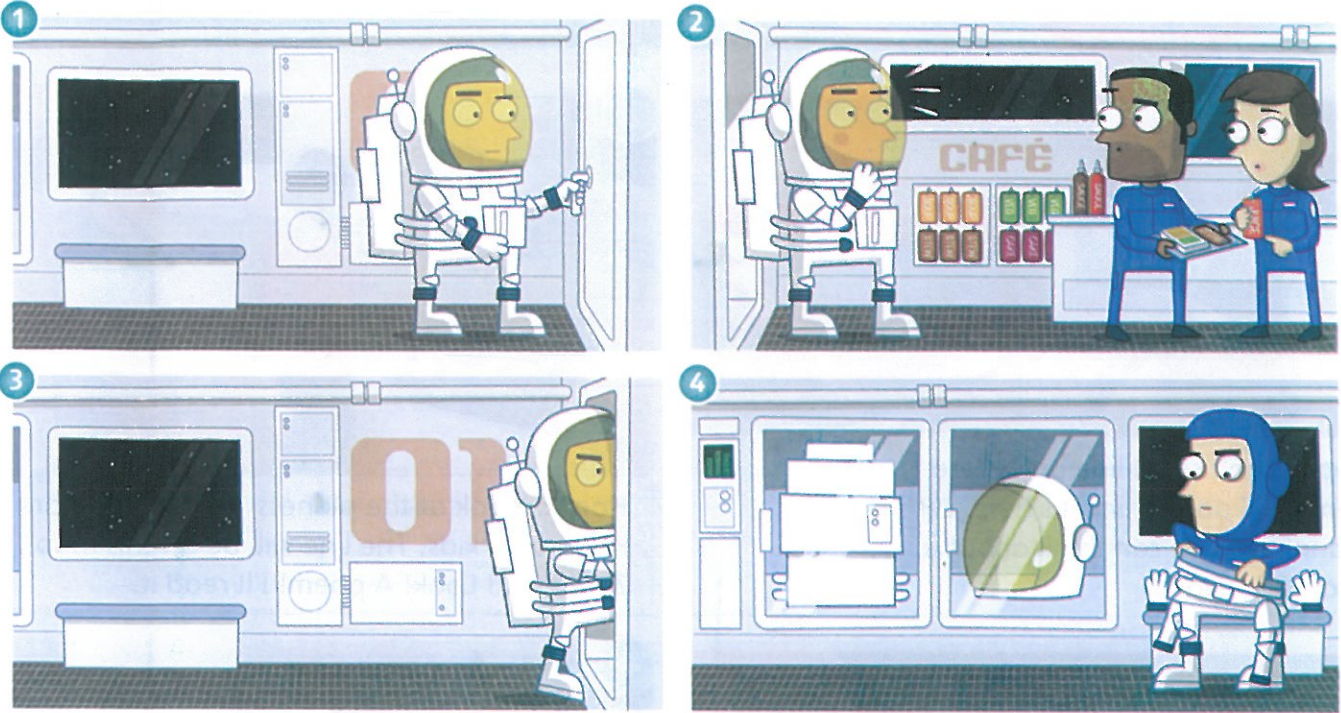
**3** Imagine you are an astronaut. What will you do?

I'll meet ...





1 Look, read and number the sentences.



- a The astronaut put on his spacesuit carefully.  
 b He opened the space station door slowly.  
 c He stepped through the door quietly.  
 d Whoops! Wrong door!


1 CD 4  
08

Grammar  
focus

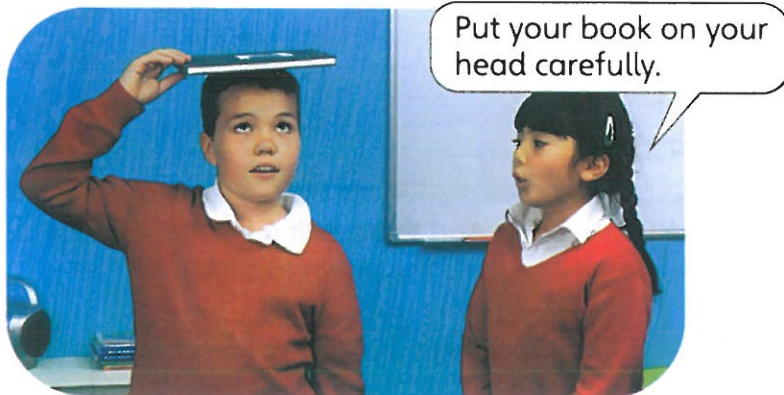
Listen and say.

He hurt his head **badly**.  
 She left the house **quickly**.

We did our homework **carefully**.  
 They walked home **slowly**.



3 Give a friend instructions with adverbs.



Put your book on your head **carefully**.

Walk to the door **slowly**.

Sing a song **quietly**.

Touch your nose **quickly** three times.



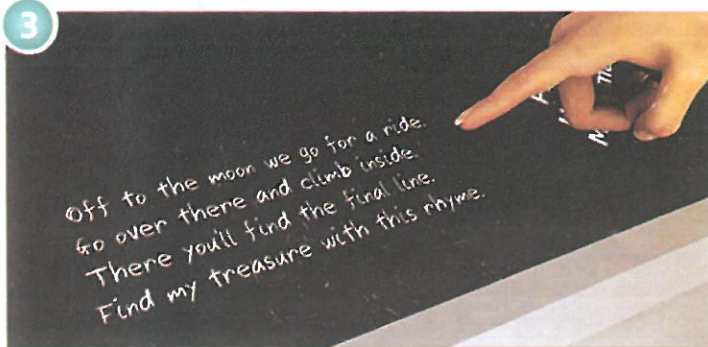
# The trap



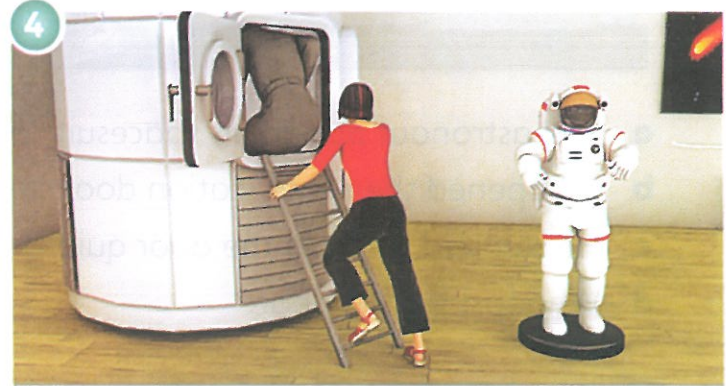
**Lucy:** I can't see a line anywhere.  
**Ben:** No. I don't think it's here. Let's go for a drink and we can think about it.  
**Lucy:** Good idea.



**Horax:** 'Look at the planets, look at the stars.'  
 Ha! Stupid kids. The line will be on this map!  
**Zelda:** Ah! Look! A poem! I'll read it.



**Zelda:** 'Off to the moon we go for a ride.  
 Go over there and climb inside.  
 There you'll find the final line.  
 Find my treasure with this rhyme.'



**Horax:** That's easy. It's inside the rocket!  
 Come on! Let's look carefully.  
**Zelda:** The treasure is almost ours!



**Horax:** Hey, what's happening? ... Oh, those kids!  
**Lucy:** It was a trick. We knew you were here!  
**Ben:** And I knew you were listening to my phone call. There *isn't* a planet on the map.



**Lucy:** And there *isn't* a line here. We wrote the note and the poem to trick you!  
**Horax:** Let us out!  
**Ben:** I can't. But here's someone who can.





**Ben:** Grandpa! Your plan worked perfectly.

**Grandpa:** I knew it! My friend is going to take Horax and Zelda to the police station. He's got a lot of questions for them.



**Ben:** Now we can find the last line with no more trouble.

**Grandpa:** And maybe I will find the answer to a mystery of my own.

## 2 Answer the questions.

- 1 Did Ben and Lucy know that Horax and Zelda were there?
- 2 Where does Zelda find a poem?
- 3 Who wrote the poem?
- 4 What do Horax and Zelda want to find in the rocket?
- 5 What are the police going to do at the police station?
- 6 What is Grandpa's mystery? What do you think?

## 3 Find the *ladder* in the story.

## 4 CD 4 10 Listen and say.

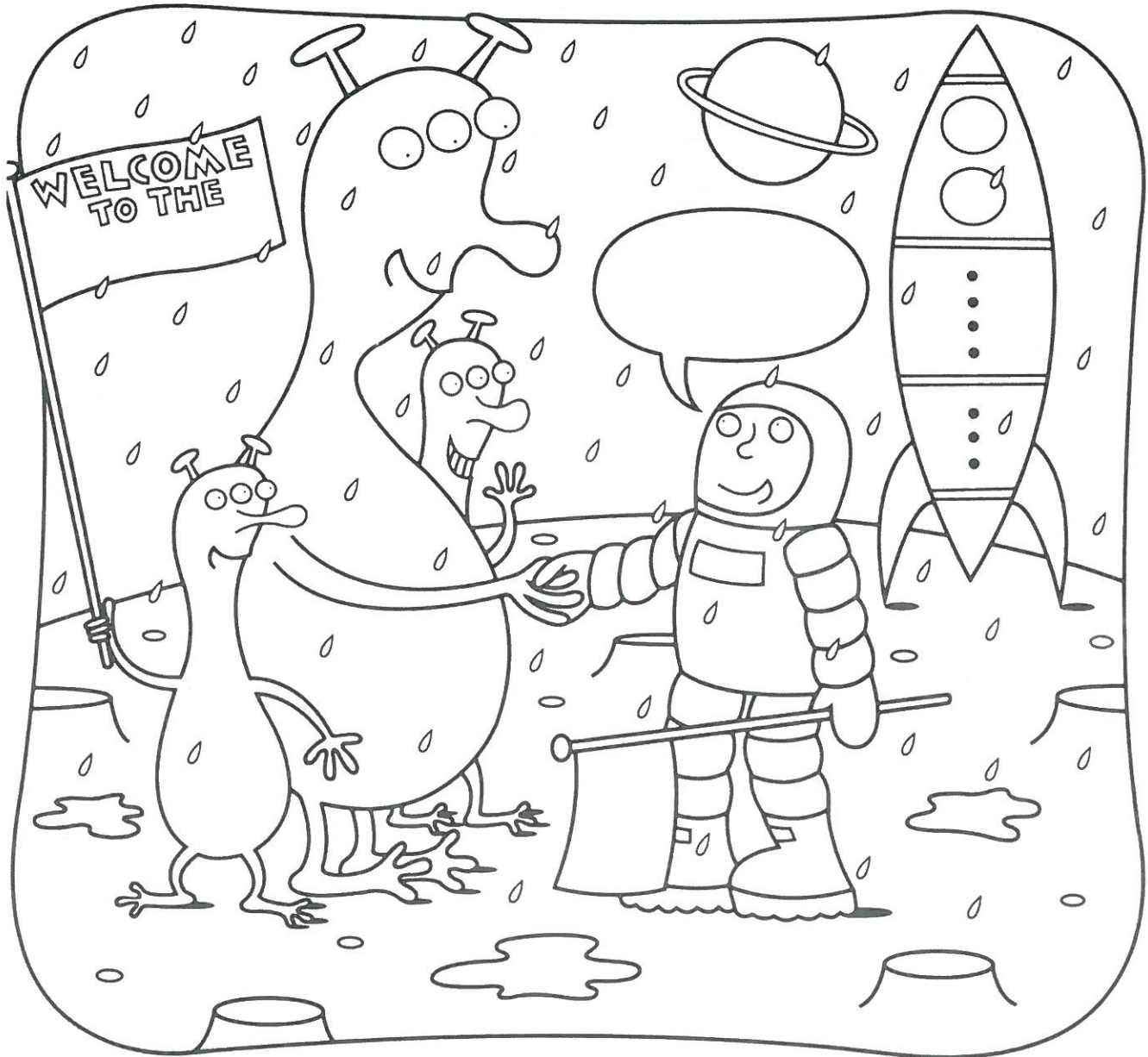


A surfer saves a snake charmer, a singer and a farmer!





Listen, colour and write.

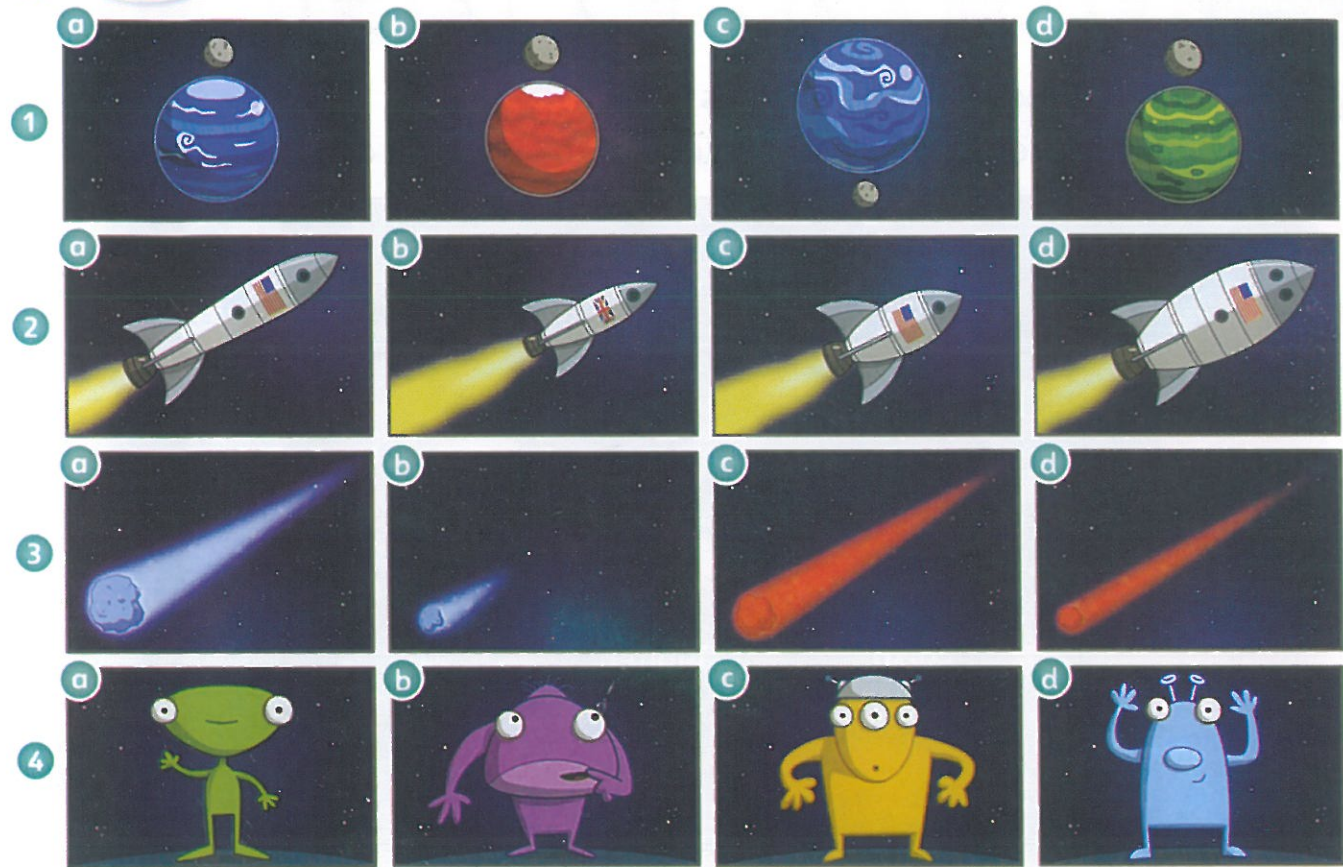


2 Look at the picture in Activity 1 and read. Write yes or no.

- 1 There are three windows in the rocket.
- 2 The aliens have got three eyes.
- 3 The astronaut is scared.
- 4 It is raining and the aliens are holding an umbrella.
- 5 The astronaut has got a flag in both hands.
- 6 The astronaut is shaking hands with the fattest alien.



**1** **Think!** Talk about the pictures. Find the odd one out.



**2** Read Leo's postcard. Then complete his parents' conversation.

Dear Mum and Dad,  
 I'm having a wonderful time here on the moon. The journey here was quite long. It was about two days but I slept most of the way. I like the space station. It's really big and there's lots to do. The only thing which isn't very good is the food. I'll be home in a month.  
 Lots of love,  
 Leo

Mum: We've got a postcard from Leo!  
 Dad: (1) \_\_\_\_\_ ?  
 Mum: On the moon. Don't you remember?  
 Dad: Oh yes! (2) \_\_\_\_\_ ?  
 Mum: About two days.  
 Dad: (3) \_\_\_\_\_ ?  
 Mum: Yes, he does. It's big and there's lots to do.  
 Dad: (4) \_\_\_\_\_ ?  
 Mum: No, it isn't. It isn't very good at all!  
 Dad: (5) \_\_\_\_\_ ?  
 Mum: In a month.

**3** Imagine you're on the moon. Write a postcard to your parents.



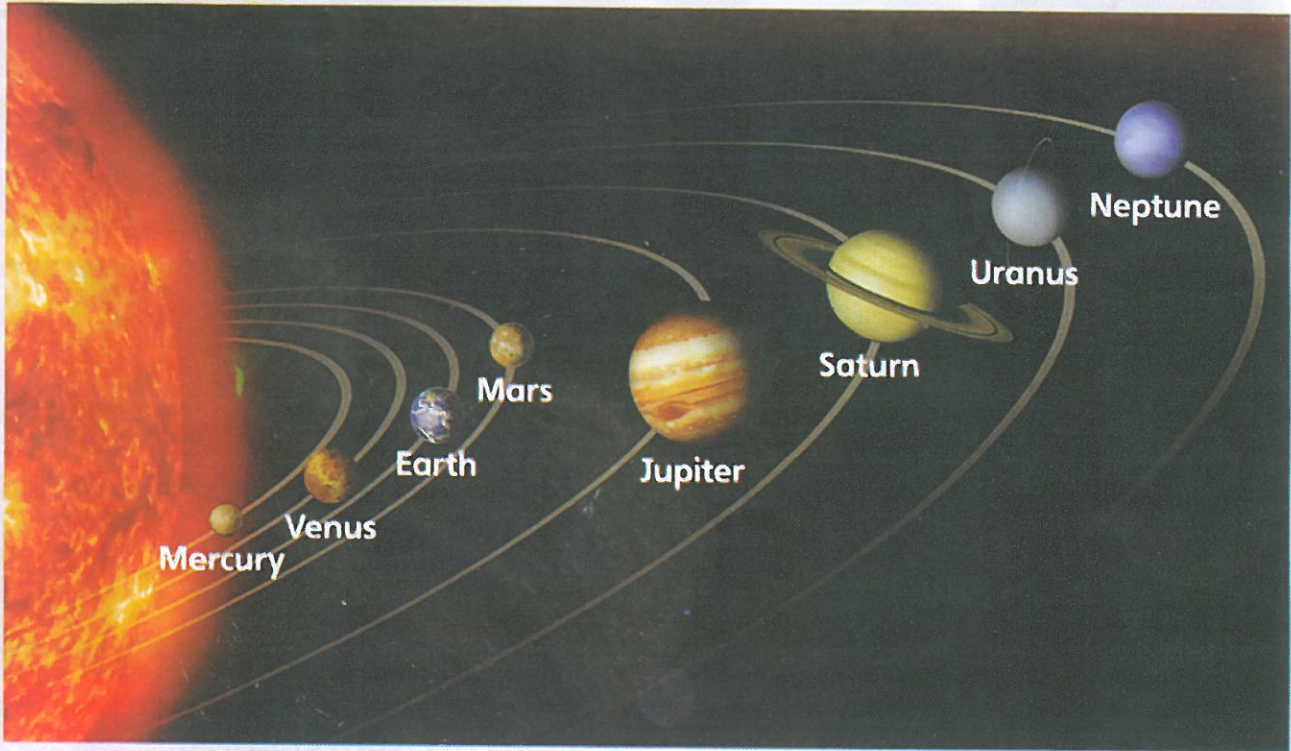


# The Solar System

1 CD 4  
14

Listen and point to the planets.

These are the planets in our solar system. They all orbit our sun.



2 Read the text. What is the sun?

Our solar system has 8 planets. The word *solar* means 'of the sun' and at the centre of our solar system is the sun. All the planets go around the sun. We say they *orbit* the sun. Each time a planet makes one orbit of the sun, it completes a year, but these 'years' are not all the same as ours. Planets that are not far from the sun have shorter years; planets that are further from the sun have longer years. On Earth, a year is 365 days, but the planet that is furthest from the sun takes 60,000 Earth days to orbit it (about 165 Earth years).

The sun is not a planet. It is a star. It is the only star which we can see in the daytime. The sun's diameter (the distance from one side to the other side through the centre) is more than 1,000,000 kilometres! The sun is so big that you could put a million Earths inside it.

Many of the planets have a moon. This is a smaller object that orbits a planet. Earth has 1 moon but some planets have more than 50.



1 **Think!** Look at the table. Then read and write *t* (true) or *f* (false).

	Diameter (km)	Day temperature (°C)	Distance from the sun (million km)	Length of year (Earth days)
Mercury	4,880	350	58	88
Venus	12,104	480	108	225
Earth	12,756	22	150	365
Mars	6,792	-55	228	687
Jupiter	142,984	-123	778	4,332
Saturn	120,536	-180	1,429	10,750
Uranus	51,118	-214	2,875	30,707
Neptune	49,532	-220	4,504	60,202

- 1 Saturn is the biggest planet in our solar system.
- 2 Neptune is further from the sun than Mars.
- 3 Mercury has the shortest year.
- 4 Jupiter is the furthest planet from the sun.
- 5 Venus is the hottest planet in our solar system.
- 6 Earth is further from Mars than it is from Venus.



2 Write four sentences to test a friend.

3 **Project** Find out about moons in our solar system.

- 1 Work in groups. Use the Internet or a library to find out:
  - Which planets in the solar system have got one or more moons?
  - Which planets in the solar system haven't got any moons?
  - Interesting information about the moon(s), e.g. name(s), size(s), etc.
- 2 Write a report.

This is what we have found out about moons in the solar system.  
 ... planets have no moon at all.  
 The planet with the most moons is ... It has got ...  
 There are ... with one moon.



# Interview an alien

1 Choose a role card. Read and plan.

## STUDENT A

You are an astronaut. You are going to talk to an alien on the planet Og. Think of questions to ask:

- his / her name and age
- what he / she does
- his / her family
- what Og is like
- other things which you want to know (How ... ? Why ... ?)

Ask and answer questions.

## STUDENT B

You are an alien who lives on planet Og. You are going to talk to an astronaut from Earth. Think about:

- your name and age
- what you do
- your family
- what Og is like
- other things which you want to tell the astronaut

Ask and answer questions.

## Useful language

### Astronaut

- Is this Og?
- What do you do ... ?
- Can you tell me about your family?
- What is Og like?
- How (do you travel on Og)?
- Why (have you got three heads)?

### Alien

- Yes, it is. Welcome to my planet!
- I'm a ...
- Yes, I've got ...
- It's very ...
- We (have flying cars).
- Because (we use ...)

2 Act out your play.

Why have you got three heads?

Because ...



# A diary entry

1 Read the space diary entry. Number the pictures in order.

Friday, 12th March

Today we landed on the moon. **First** we looked carefully out of the window. There were no monsters waiting for us. **Then** we put on our spacesuits. **After that** we opened the door of the spaceship. **Finally** we walked down the ladder to the moon.



2 Complete this diary entry with the red words from Activity 1.

Wednesday, 7th June

Today we went on a long trip. <sup>(1)</sup> \_\_\_\_\_ we flew quickly from Planet XR3 into outer space. It was a fantastic journey and we saw a beautiful comet. <sup>(2)</sup> \_\_\_\_\_ we explored the centre of a very big solar system called Galaxy 17. There we met with our friends from Jupiter. <sup>(3)</sup> \_\_\_\_\_ we went round Galaxy 17. <sup>(4)</sup> \_\_\_\_\_ we returned to Earth. Where will we go tomorrow?

3 Copy and complete the notes about Thursday. Use your own ideas.

flew to  
explored  
met

I saw: a new solar system, lots of

4 Write Thursday's diary entry. Use the red words from Activity 1.



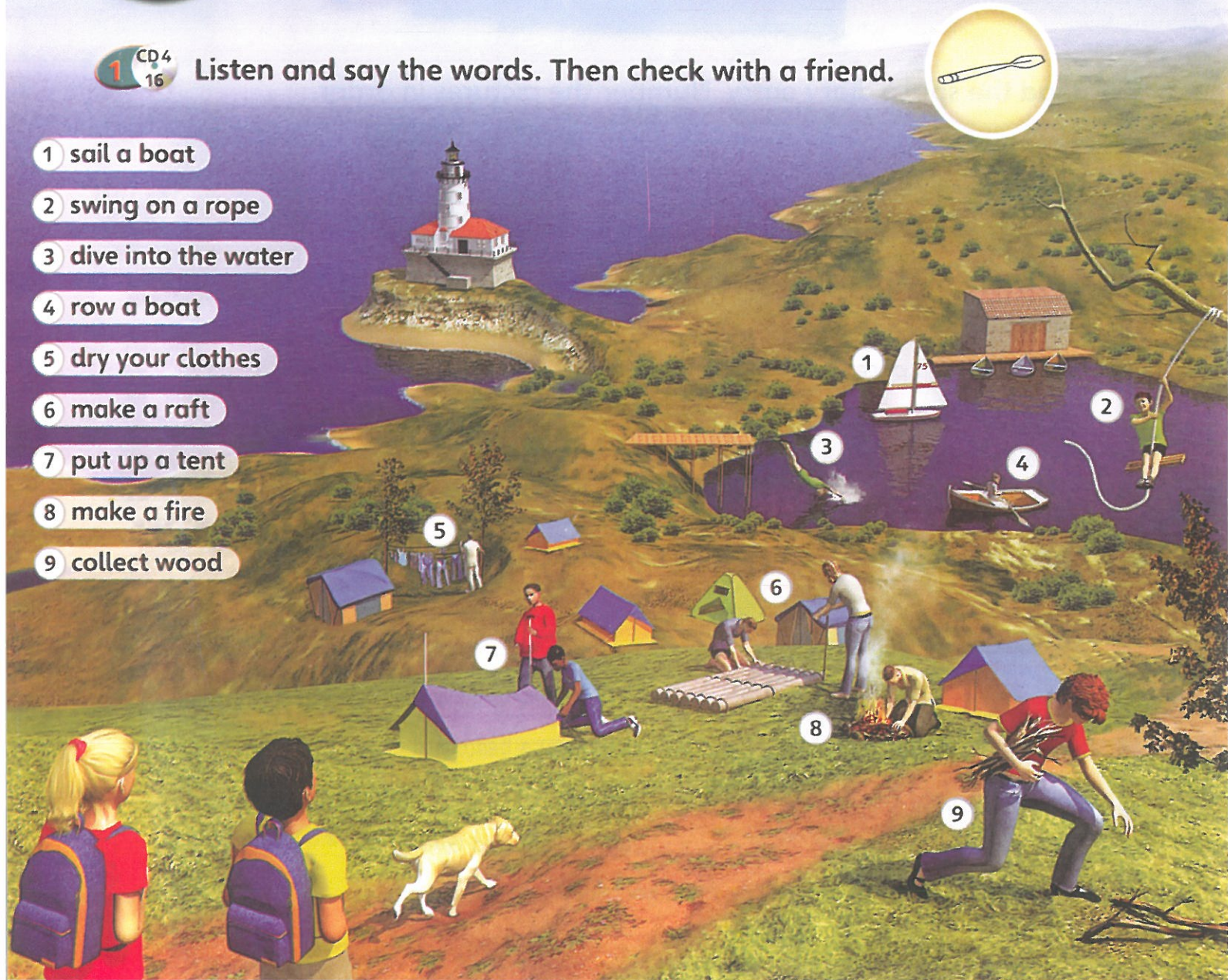
# 9

# At the campsite



1 <sup>CD4</sup><sub>16</sub> Listen and say the words. Then check with a friend.

- 1 sail a boat
- 2 swing on a rope
- 3 dive into the water
- 4 row a boat
- 5 dry your clothes
- 6 make a raft
- 7 put up a tent
- 8 make a fire
- 9 collect wood



2 <sup>CD4</sup><sub>17</sub> Listen and correct the sentences.

- |                              |                                  |
|------------------------------|----------------------------------|
| 1 Lucy wants to make a fire. | 2 They are going to sail a boat. |
| 3 Horax and Zelda are there. | 4 Zelda is the Mysterious H.     |

3 Play the drawing game.

What was I doing at 5 o'clock?

Were you putting up a tent?



1 CD 4  
18

Look, read and number the sentences. Listen and check.





- a Let's get some cheese.
- b There's some water in that glass.
- c We must get some bread.
- d There's a loaf of bread on the table.
- e Let's get some lemonade.
- f Can I have this can of lemonade, please?
- g That's a big piece of cheese!
- h Can you get three bottles of water, please?
- i Open that packet of crisps carefully, please.
- j Let's buy some crisps for the party.


2 CD 4  
19


Grammar focus


Listen and say.


Here's a loaf of bread. 


Let's buy some tomatoes. 

Here's a bottle of milk. 

Let's get some cheese. 

Let's buy a big loaf of bread or maybe two loaves. 

A can of tomatoes, please. 

Let's buy a packet of sweets. 

That's a big piece of cheese.

3 Work in groups. Organise a picnic.

- Let's get some crisps.
- OK. I can bring three packets.
- We need ...

a bottle / can / loaf / packet / piece of 107



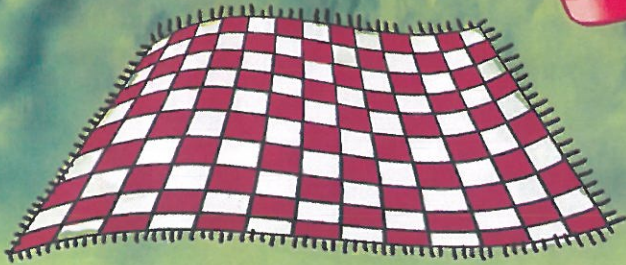
Listen to the song. Circle the food.



We're going on a picnic  
With our picnic basket.  
Mum put a piece of cheese  
In our picnic basket.

We're going on a picnic  
With our picnic basket.  
Mum put a loaf of bread  
And a piece of cheese  
In our picnic basket.

We're going on a picnic  
With our picnic basket.  
Mum put a bottle of juice,  
A loaf of bread  
And a piece of cheese  
In our picnic basket.



We're going on a picnic  
With our picnic basket.  
Mum put a packet of crisps,  
A bottle of juice, a loaf of bread  
And a piece of cheese  
In our picnic basket.

We're going on a picnic  
With our picnic basket.  
Mum put a bar of chocolate,  
A packet of crisps, a bottle of juice,  
A loaf of bread and a piece of cheese  
In our picnic basket.

And so we ate and ate and ate and ate  
And ate and ate until ...

We ate all the picnic  
In our picnic basket.  
We had a bar of chocolate,  
A packet of crisps,  
A bottle of juice, a loaf of bread  
And a piece of cheese, so there's  
Nothing in our basket! Oh!



Listen and sing.

3 Draw a picture. Play the picnic basket game.

Is there a piece of cheese  
in your picnic basket?

No, there isn't.








Are there any bottles  
of lemonade?

Yes, there are  
two bottles.



1 CD 4  
22

Listen, find and write numbers in the table.

2 CD 4  
23

Grammar focus

Listen and say.

How many bottles of water do we need?  
 How much cheese do we need?  
 How much bread do we need?  
 How many bars of chocolate do we need?



3 Take it in turns to close your book. Play the memory game.



How much bread is there?

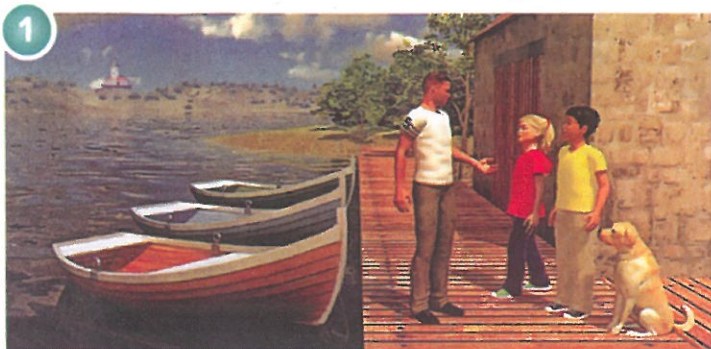
I think there are nine loaves.

How many carrots are there?

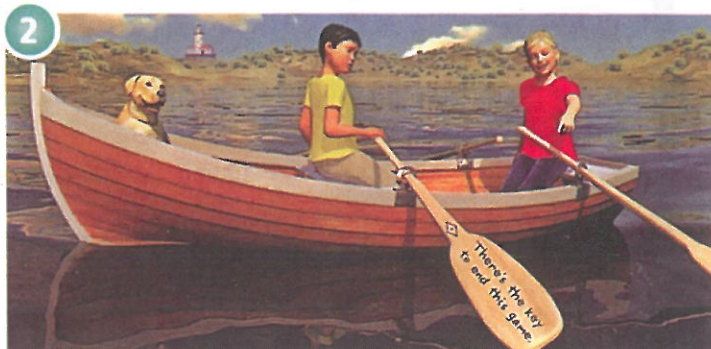
I think there are ...



# The last line



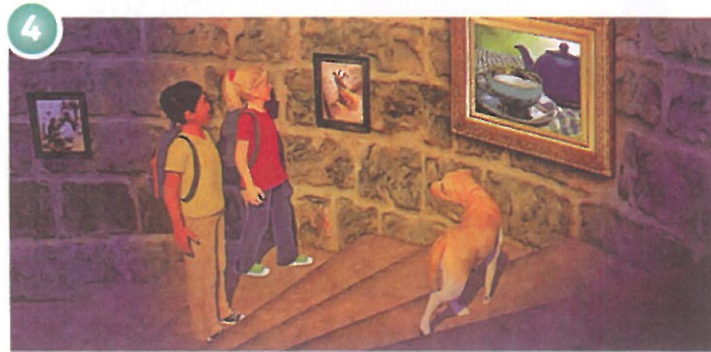
**Lucy:** We'd like to hire a rowing boat, please.  
**Assistant:** How long do you want it for?  
**Ben:** An hour, please.  
**Assistant:** OK, that's £5.



**Ben:** Oh, where's the line? I'm getting very tired.  
**Lucy:** Hey, look – on the oar! It's the last line!  
**Ben:** You're right. 'There's the key to end this game.' Great, we've got all six lines!



**Ben:** OK, let's put the rhyme in order. I think this is the first line: 'In the lighthouse you will see'.  
**Lucy:** And there's a lighthouse on the beach near the campsite! Come on!



**Ben:** Well, this is stair 33.  
**Lucy:** And there's the picture.  
**Ben:** I'm getting very excited.  
**Lucy:** Me too.

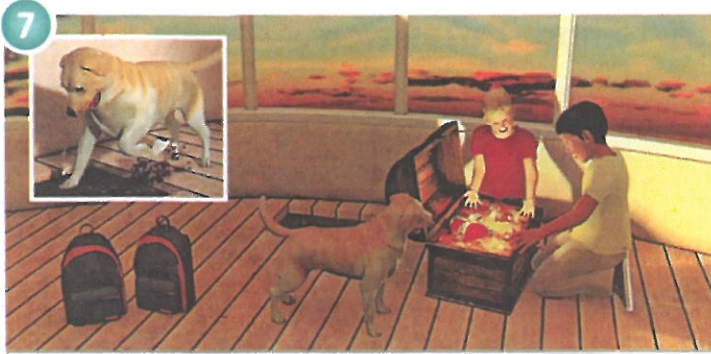


**Ben:** Look, the key! Now we have to find the chest which this key opens.  
**Lucy:** We have to climb more stairs first. I think we have to go to the top.



**Ben:** 'Climb more stairs and look out west.'  
**Lucy:** Which way is that?  
**Ben:** The sun sets in the west. It's over there.  
**Lucy:** And look at the floor down here!





Lucy: That's it, Buster! Find the chest!  
 Ben: Here's the key. Look, it fits!  
 Lucy: Wow! This treasure is beautiful!  
 Ben: And now we can take it to the museum.



Horax: Why did I wear that ring? How stupid!  
 Zelda: No, it's the children who are stupid.  
 They gave that treasure to the museum.  
 Horax: Again? Oh no!

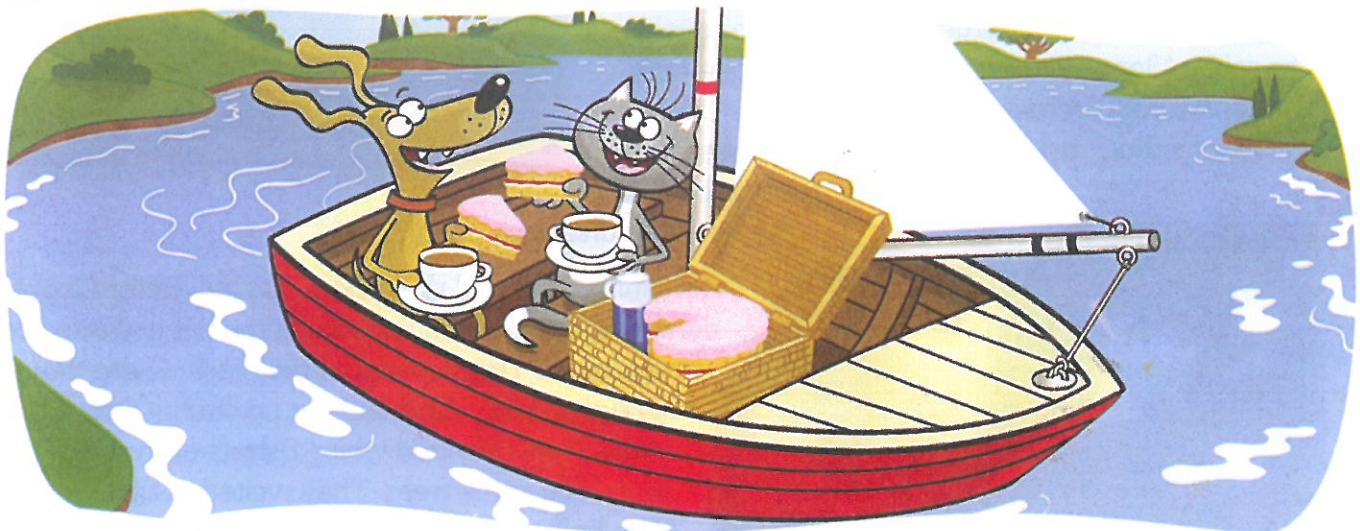
## 2 Answer the questions.

- 1 For how long do Ben and Lucy hire a boat?
- 2 Where do they find the last line?
- 3 Where is the lighthouse?
- 4 Where do they find the key?
- 5 How does Ben know which way is west?
- 6 What does Zelda think of the children?



## 3 Find a cup of tea in the story.

## 4 Listen and say.



*A piece of cake, a cup of tea. On the lake – just you and me.*



1 **Think!** Read the story quickly and try to find the answers.

- 1 What are the names of the children?
- 2 Where are the children going?
- 3 They find an animal. What is it?

2 **CD 4**  
28 **Read and listen. Check your answers.**



## The snares in the forest

'What are we going to do tomorrow?' asked Jane. 'The weather isn't good enough to swim.'

'We could sail a boat or make a raft,' said Tom. Jane didn't like those ideas. 'It'll rain and then we'll need to dry our clothes.' 'What about going into the forest?' suggested Jack. 'Great idea,' said Sue, 'maybe we'll find some mushrooms.'

'Do you know which mushrooms are safe to eat?' asked Jane. 'Yes, I do. I used to pick mushrooms with my grandma,' said Sue, 'and we can cook them over the fire in the evening.' The next morning, Jane, Sue, Jack and Tom walked up the hill behind the campsite and into the forest.



They didn't find any mushrooms, but they found a snare. In it there was a young rabbit. The snare was around one of its legs. The children carefully removed the snare and picked up the rabbit. Luckily it wasn't hurt and it ran away. 'Snares are bad,' said Sue angrily. The children looked around and found two more of them.

They took sticks and poked the two snares until they pulled tight. Then they put the snares safely in their rucksacks. 'Don't forget the one which caught the rabbit,' Jane said. 'No, let's leave that one here,' Jack answered, 'because I've got an idea.'

'What's that?' asked Jane. 'I'll tell you later,' said Jack. 'Let's go back to

the campsite and have our dinner.'



After dinner Jack told the others his plan. Before it got dark, the four children walked up the hill and into the forest again. They arrived at the place where they found the little rabbit and put an old hat into the snare. Then they tied white T-shirts onto sticks and hid behind some trees. They waited until it was dark. After half an hour they heard two people talking.



The voices were coming closer very quickly. Then they saw two of the oldest boys from the camp. 'It's here,' said one of them. 'Look, there's a rabbit in the snare,' the other boy said. 'Let's take it, set the snare and go back. I don't like it when the forest is so dark.' The boy went to pick up the snare. At that moment, Jack shone the torch at the T-shirts. The others made horrible noises. 'Ghosts!' one boy shouted. 'Let's run!' The two boys ran away as fast as they could. Jack, Jane, Tom and Sue looked at each other and laughed. 'Those two boys won't set snares any more,' Jack said.

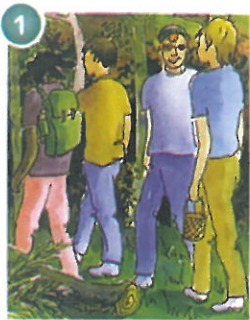


### 3 Read and make sentences.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1 Tom wanted to make            | a find some mushrooms.          |
| 2 The next morning the children | b two snares and left one.      |
| 3 They wanted to                | c the forest and hid.           |
| 4 They found a                  | d who came to find their snare. |
| 5 The children took             | e a raft.                       |
| 6 Later they went back into     | f white T-shirts to sticks.     |
| 7 They also tied                | g small rabbit in a snare.      |
| 8 They scared the older boys    | h walked into the forest.       |

### 4 Look at the pictures. Use the words to tell the story.

forest mushroom snare rabbit plan rucksack T-shirt stick ghost scare



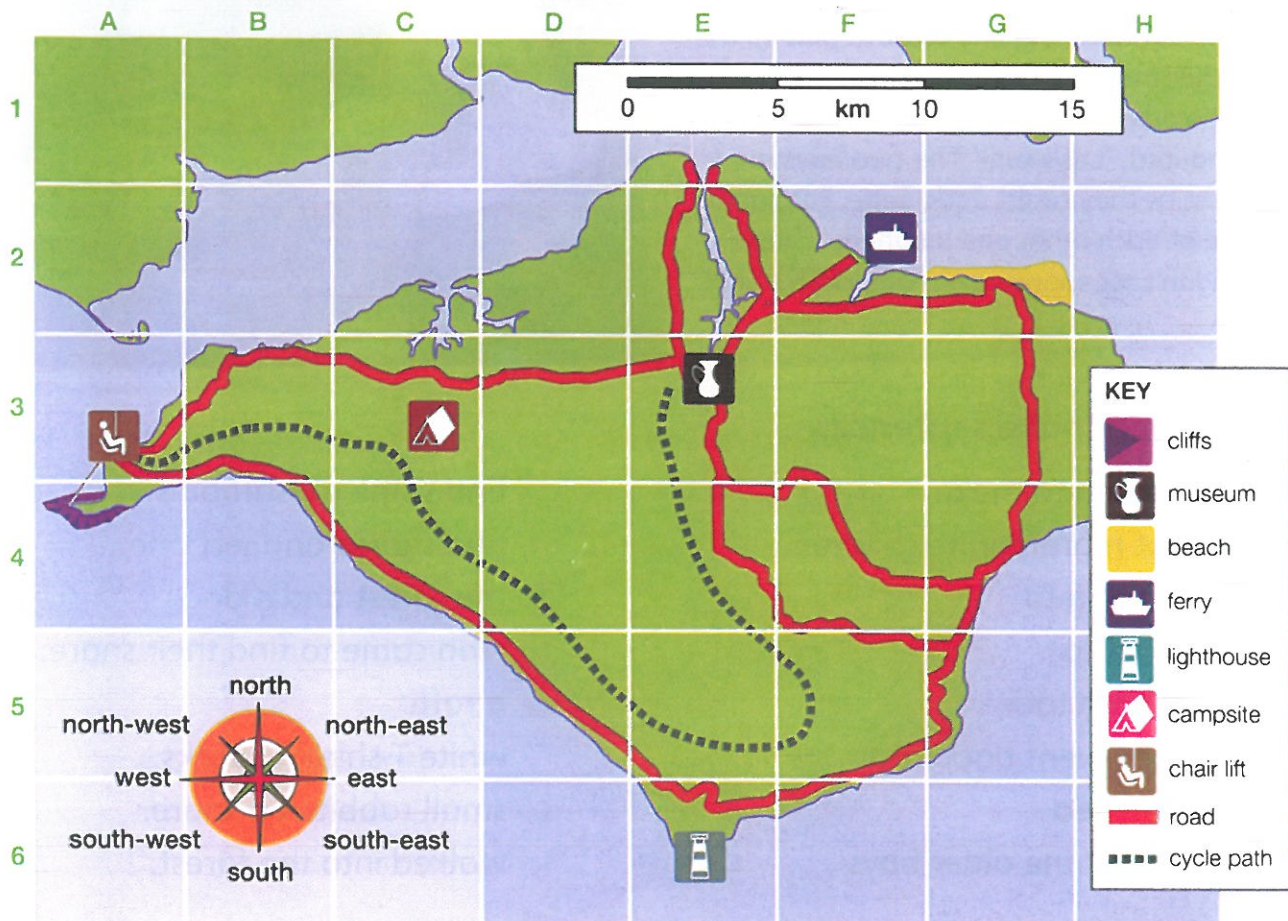




# Map reading

1 CD 4  
30

Look, listen and point to the symbols on the map.



2 Work with a friend.

Point to the north-west.

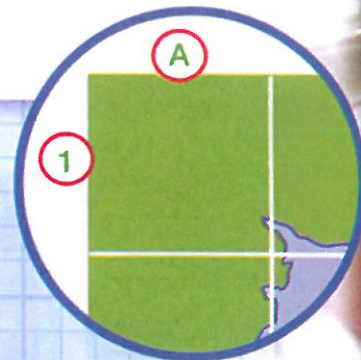
3 Think! Read and find on the map.

## Grid references

A **grid reference** on this map has a letter and a number. The grid reference for the campsite is C3.

Look at the map. Tick (✓) or correct the grid references.

- |                 |       |             |       |
|-----------------|-------|-------------|-------|
| 1 lighthouse E6 | _____ | 2 museum G3 | _____ |
| 3 ferry A3      | _____ | 4 cliffs A4 | _____ |

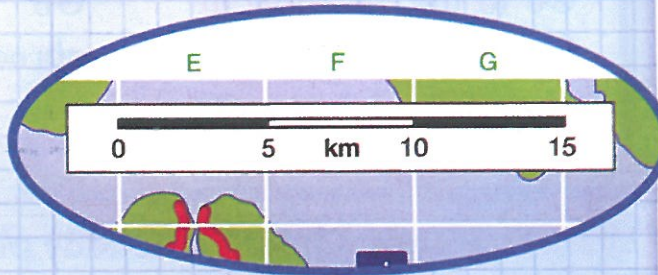




1 **Think!** Read and measure on the map on page 114.

### Scale

We use the **scale** of a map to find out about distance. The scale of this map is 2 cm = 5 km. This means that 2 centimetres on the map is the same as 5 kilometres on the ground.



Are these distances correct? Tick (✓) or cross (X).

- 1 To get from the beach to the lighthouse, you have to drive more than 15 km.
- 2 To get from the museum to the ferry, you have to drive about 3 km.
- 3 To get from the chair lift to the campsite, you have to cycle about 10 km.
- 4 The cycle path is longer than 90 km.

2 **Think!** What scale would you use for these maps?

- 1 a map of your classroom
- 2 a map of your school
- 3 a map of your village, town or city
- 4 a map of your country

3 **Project** Work with a friend. Make a map of your neighbourhood.

- 1 Write a list of what you want to include on your map.
- 2 Create your own symbols and a key.
- 3 Guess the distances between these things in real life.
- 4 Decide on a scale. Draw the outline of your map with grid references.
- 5 Add the symbols from your key.

4 **Present your map to the class.**

This is a map of ...

The scale is: 1 centimetre equals ...

On our map you can see ...



# Holiday plans

1 Make a class list of holiday plans on the board.

Go to the beach ✓✓✓✓	Stay at home ✓✓✓✓✓	Go abroad ✓	Do a holiday club ✓✓	Go camping ✓✓✓✓
-------------------------	-----------------------	----------------	-------------------------	--------------------

2 Work in groups. Choose a holiday plan. Ask and answer. Make a poster.

What are you going to do on the beach?

I'm going to read lots of books.



3 Tell the class about your poster.

Four children are going to go to the beach. Bruno is going to learn to surf.

Paulo is going to read lots of books on the beach.

Ana is going to fly her kite.

Lucía is going to eat lots of ice cream and build a big sandcastle.



**1** Read the leaflet. What do you like about this campsite?

## Come to Haverigg Campsite!



### Where is it?

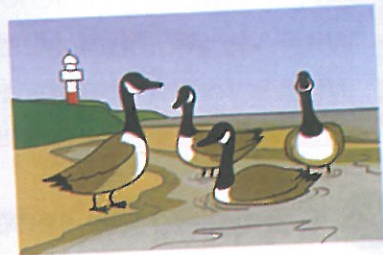
This beautiful campsite is near the beach. You can come by train from Barrow (45 minutes) or by bus from Millom (5 minutes).

### What can you do here?



You can learn to surf and sail a boat here because there is a water sports centre.

### Where can you visit?



There's a lake near the campsite where you can see lots of different birds. The lighthouse in Haverigg is very old, so it's a fascinating place to visit.

**2** Plan a leaflet for a campsite or holiday camp.

- 1 Fold a piece of paper for your leaflet.
- 2 Choose a real or imaginary place.
- 3 Find or draw pictures of the correct size.
- 4 Write texts in pencil on small pieces of paper.
- 5 Arrange your pictures and texts.

**3** Check your text.

- 1 Does your leaflet give useful information?
- 2 Are there any interesting adjectives?
- 3 Can you make longer sentences with:
  - *and, because, so or but?*
  - *who, which or where?*

**4** Make your leaflet.

### What has the campsite got?



We have got everything! This campsite has got shops and a café (with Internet).

#### Prices:

Small tent £30 (1 night),  
 £50 (weekend), £120 (a week)  
 Big tent £45 (1 night),  
 £75 (weekend), £150 (a week)



## Simple present questions

Do you speak English?	Yes, I do.	Are you happy?	Yes, I am.
Does John like pizza?	No, he doesn't.	Is it cold?	No, it isn't.
Do they go to your school?	Yes, they do.		
When do you have Maths?	How does he spell his name?		
What's your favourite number?	What time do you have lunch?		



### 1 Complete the sentences.

- 1 \_\_\_\_\_ you tired?
- 2 \_\_\_\_\_ she like dogs?
- 3 What time \_\_\_\_\_ you get up?
- 4 \_\_\_\_\_ your dad drive you to school?
- 5 \_\_\_\_\_ your English homework difficult?

## Simple past questions

Did he enjoy the film?	No, he didn't.	When did he see it?	On Monday.
Were you at school on Friday?	Yes, I was.	Was it nice?	Yes, it was.

### 1 Make questions.

- 1 they / did / win / match / the / ?  
\_\_\_\_\_
- 2 interesting / was / lesson / the / ?  
\_\_\_\_\_
- 3 you / your / do / did / homework / ?  
\_\_\_\_\_
- 4 did / that / you / buy / jumper / where / ?  
\_\_\_\_\_



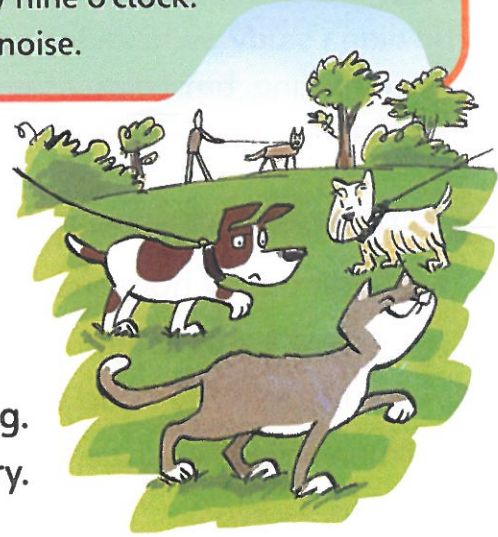


# 1 In the museum

## Must / Mustn't

I **must** go to bed early tonight.  
He **must be** more careful.  
Dogs **must be** on a lead.

You **mustn't** tell anyone.  
She **must be** there by nine o'clock.  
We **mustn't** make a noise.



### 1 Write *must* or *mustn't*.

- 1 I \_\_\_\_\_ tidy my room today.
- 2 They \_\_\_\_\_ do their homework tonight.
- 3 We \_\_\_\_\_ show this to anyone. It's a secret.
- 4 You \_\_\_\_\_ be quiet. Your little sister's sleeping.
- 5 We \_\_\_\_\_ talk in class. Our teacher gets angry.

## Direct and indirect objects

I sang my baby brother a song.  
Don't ask **them** the same question!

Don't tell **him** the secret!  
Give **it** a bath, please.

### 1 Make sentences.

- 1 his / give / Rex / ball

\_\_\_\_\_

- 2 show / your / me / picture

\_\_\_\_\_

- 3 this / made / Dad / skateboard / me

\_\_\_\_\_

- 4 take / some / flowers / Grandma / let's

\_\_\_\_\_

- 5 stories / them / Grandpa / great / tells

\_\_\_\_\_





# 2

## The world around us

### Simple past revision; connectors

They went to the park **and** they played football.  
 I was late **because** the bus didn't come.  
 He didn't study, **so** he didn't pass the test.  
 I went fishing, **but** I didn't catch anything.



### 1 Complete the sentences.

- 1 I didn't do my homework \_\_\_\_\_ I was very tired.
- 2 It wasn't a funny film, \_\_\_\_\_ I didn't laugh very much.
- 3 For my birthday I had a bike \_\_\_\_\_ we went to the zoo.
- 4 When Mum was little, she loved sweets, \_\_\_\_\_ she didn't like chocolate.
- 5 It was sunny \_\_\_\_\_ it was windy too, \_\_\_\_\_ we didn't go for our picnic.
- 6 I was ill, \_\_\_\_\_ I didn't go to the party \_\_\_\_\_ I was in bed all day.

### Could / Couldn't

I **couldn't** speak English when we first moved to the UK.

She **could** play the piano when she was three!

**Could** you talk when you were one?

**Could** they sing when they were younger?

No, I **couldn't**.

Yes, they **could**.



### 1 Write *could* or *couldn't*.

- 1 I \_\_\_\_\_ phone you because I was busy.
- 2 It was dark, so she \_\_\_\_\_ see anything.
- 3 We \_\_\_\_\_ speak Italian because we lived in Rome.
- 4 Dad \_\_\_\_\_ lift me up high when I was little. He can't now!
- 5 Mum \_\_\_\_\_ run very fast and she won all the school races.





# Danger!

## Past continuous

At two o'clock in the park ...

I was playing with my friends.

Mum was reading a newspaper.

My friends were running.

You were sleeping.

We were having a lot of fun.

The cat was eating the picnic.

### 1 Complete the sentences.

It was six o'clock.

- I \_\_\_\_\_ playing the guitar.
- My sister \_\_\_\_\_ watching TV.
- The dog \_\_\_\_\_ chasing the cat.
- Mum and Dad \_\_\_\_\_ working in the garden.



## Past continuous questions

Yesterday evening ...

What were you doing?

I was helping my dad.

What was he doing?

He was doing the washing up.

Was Mum working?

No, she wasn't.

Were you reading?

Yes, I was.

Were they having fun?

Yes, they were.

Was it raining?

Yes, it was.

### 1 Complete the sentences.

Think about yesterday afternoon.

- |                                 |                                  |
|---------------------------------|----------------------------------|
| 1 _____ you watching TV?        | Yes, I _____.                    |
| 2 _____ Dad playing the piano?  | No, he _____.                    |
| 3 _____ your brothers swimming? | Yes, they _____.                 |
| 4 What _____ Mum doing?         | She _____ reading.               |
| 5 What _____ you doing?         | I told you! I _____ watching TV! |





# 4

## Two return tickets

at / in / on

School starts **at** nine o'clock.

My sister's birthday is **in** January.

Mrs York came to this school **in** 2011.

I have swimming lessons **at** four o'clock **on** Wednesday afternoons.

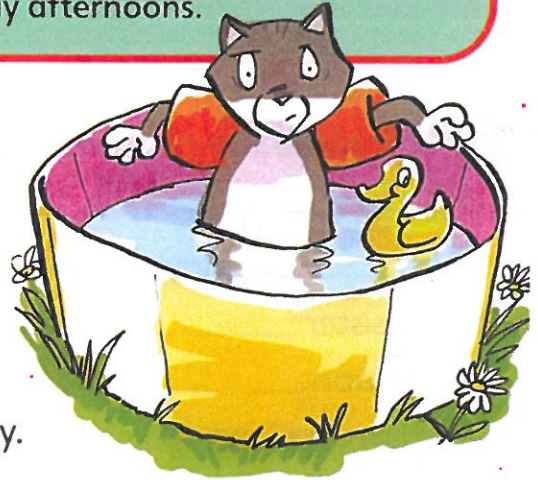
I can't sleep **at** night when it's very hot.

It's very hot **in** summer.

What was he doing **in** the morning?

### 1 Complete the sentences.

- 1 Mum met Dad \_\_\_\_\_ 1995.
- 2 The film starts \_\_\_\_\_ seven o'clock.
- 3 We went shopping \_\_\_\_\_ the afternoon.
- 4 I don't like playing outside \_\_\_\_\_ winter.
- 5 We're going to fly to Canada \_\_\_\_\_ Monday.



### Past continuous and simple past

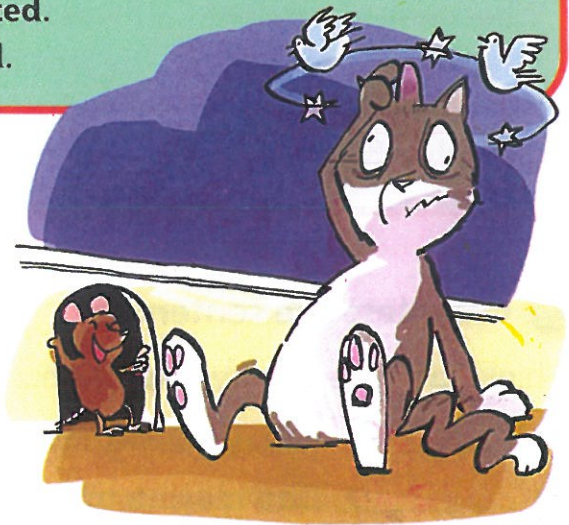
When the phone rang, I **was brushing** my teeth.

They **were playing** football when the storm **started**.

The cat **was chasing** a mouse when it **hit** its head.

### 1 Read and circle.

- 1 I **waited** / **was waiting** for Mum when I **saw** / **was seeing** the accident.
- 2 When it **started** / **was starting** to rain, we **walked** / **were walking** home.
- 3 He **played** / **was playing** the piano when his friends **arrived** / **were arriving**.
- 4 When I **tidied** / **was tidying** my room, I **found** / **was finding** some money.





# 5

# Police!

## Used to

They used to live near us.      That cat used to sleep in its basket!

### 1 Make sentences.

1 cream / Mum / love / used / ice / to

\_\_\_\_\_

2 used / hamsters / have / we / to / two

\_\_\_\_\_

3 sister / long / used / my / have / hair / to

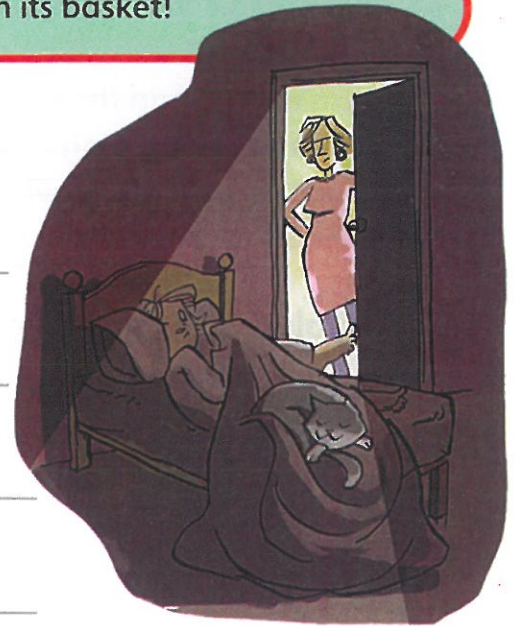
\_\_\_\_\_

4 parents / live / my / used / in / to / America

\_\_\_\_\_

5 be / Grandpa / to / a / officer / used / police

\_\_\_\_\_



## Had to

My dad had to go to school on Saturdays.  
The cat had to sleep in its basket last night.

### 1 Complete the sentences. Use had to and the words from the box.

tidy do run get up

1 We \_\_\_\_\_ very early for the plane.

2 I \_\_\_\_\_ my room at the weekend.

3 They \_\_\_\_\_ fast to catch the bus.

4 He \_\_\_\_\_ a lot of homework yesterday.





# 6

# Mythical beasts

## Comparatives and superlatives

My bike's **faster than** your bike.  
 Paul is **better at Maths than** me.  
 We were **worse than** the other team.  
 Music is **more interesting than** Art.  
 Why is my school bag **heavier** today?

It's **the fastest** train in the world.  
 My dad's **the best** driver in the world.  
 It was **the worst** day of my life.  
 History is **the most interesting** subject.  
 It's **the fattest** cat in town!



### 1 Complete the sentences.

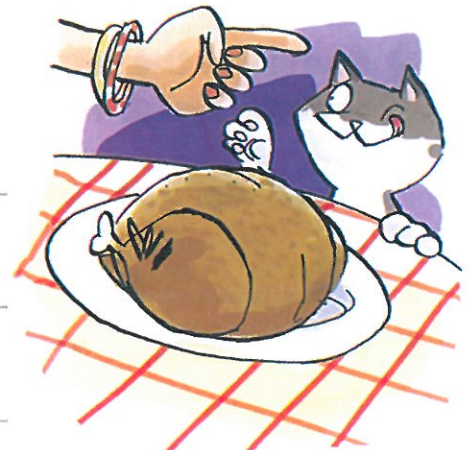
- 1 I'm \_\_\_\_\_ you at Science. (bad)
- 2 Dan is \_\_\_\_\_ boy in our class. (silly)
- 3 You're \_\_\_\_\_ mum in the world. (good)
- 4 I'm two days \_\_\_\_\_ my best friend. (old)
- 5 It's \_\_\_\_\_ computer game in the world! (exciting)

### It looks like ...

What do zebras look like? They look like black and white horses.  
 What does your sister look like? She's got long brown hair and blue eyes.  
 What does your cat look like? It usually looks like it's hungry!

### 1 Make sentences.

- 1 do / like / look / what / pandas / ?  
 \_\_\_\_\_
- 2 the / what / like / Phoenix / look / does / ?  
 \_\_\_\_\_
- 3 does / friend / best / like / look / your / what / ?  
 \_\_\_\_\_





# 7

# Orchestra practice

## Possessive pronouns

It's my bag. = It's mine.

It's his bag. = It's his.

It's our bag. = It's ours.

It's your bag. = It's yours.

It's her bag. = It's hers.

It's their bag. = It's theirs.



### 1 Complete the sentences.

- 1 Tim and Fred, is this your dog?  
No, it isn't \_\_\_\_\_.
- 2 Is this my hat?  
Yes, Grandpa. That's \_\_\_\_\_.
- 3 Is this Sue's coat? Yes, it's \_\_\_\_\_.
- 4 Is this your cat, Mike? Yes, it's \_\_\_\_\_.
- 5 Is this George and Henry's house?  
No, \_\_\_\_\_ is the big house over there.

## who / which / where

Dan's the boy **who** plays the guitar.

The pen **which** I lost is blue.

The house **where** Tabby lives has got a small garden.



### 1 Complete the sentences.

- 1 Gina is the girl \_\_\_\_\_ sits next to me.
- 2 The town \_\_\_\_\_ we live is near the sea.
- 3 The skateboard \_\_\_\_\_ I want costs £40.
- 4 Is he the boy \_\_\_\_\_ plays the trumpet?
- 5 Where's the cake \_\_\_\_\_ Grandma made?
- 6 This is the hall \_\_\_\_\_ we practise.



# 8

## In the planetarium

### Will

You'll (You will) be famous one day.  
What will you be when you grow up?  
Will it be difficult?

They'll (They will) visit the moon.  
I'll (I will) be an astronaut.  
Don't worry. It'll (It will) be easy.

### 1 Rewrite the sentences with 'll.

1 I will be a teacher.

\_\_\_\_\_

2 They will be very happy.

\_\_\_\_\_

3 It will rain next week.

\_\_\_\_\_

4 He will be an actor.

\_\_\_\_\_

5 We will visit other planets.

\_\_\_\_\_



### Adverbs

He shouted angrily.

Our class did the test badly.

The alien spoke very slowly.

The cat sang loudly all night.

### 1 Write the adverbs to complete the sentences.

1 Please come \_\_\_\_\_. (quick)

2 She paints \_\_\_\_\_. (beautiful)

3 The baby smiled \_\_\_\_\_. (happy)

4 Our teacher talks very \_\_\_\_\_. (quiet)

5 That UFO's flying \_\_\_\_\_. (dangerous)





# 9

# At the campsite

a bottle / can / loaf / packet / piece of



a bottle of milk



a packet of biscuits



two loaves of bread



a loaf of bread



a can of lemonade



a piece of cake

Can I have some milk?



## 1 Complete the phrases.



1 a \_\_\_\_\_ of cheese



2 a \_\_\_\_\_ of crisps



3 a \_\_\_\_\_ of apple juice



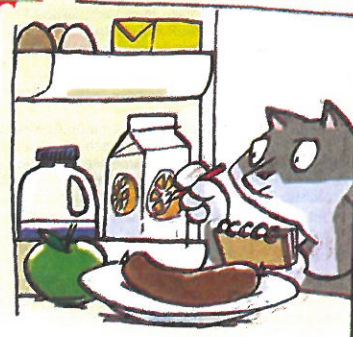
4 a \_\_\_\_\_ of pears

## How much? / How many?

How much water do we need? How many bottles of water do we need?  
 How much bread do we need? How many loaves of bread do we need?  
 How much milk do we need? How many eggs do we need?

## 1 Complete the questions.

- 1 How \_\_\_\_\_ carrots do we need?
- 2 How \_\_\_\_\_ cheese do we need?
- 3 How \_\_\_\_\_ packets of crisps do we need?
- 4 How \_\_\_\_\_ bottles of juice do we need?
- 5 How \_\_\_\_\_ oranges do we need?





## Minimum system requirements

Windows® XP, Vista or 7  
Mac OS X v10.4 or later

PC: 2.33GHz Intel® Pentium® 4,  
AMD Athlon® 64 2800+  
or faster processor  
Mac: Intel® Core™ Duo  
or faster processor

512MB of RAM (1GB recommended)  
500 MB of available  
hard-disk space  
800 × 600 screen resolution

DVD-ROM drive  
Speakers or headphones  
Microphone

## Installing the DVD-ROM

You must be allowed to install software on your computer, i.e. have Administrator privileges.

### Windows

On most computers, the installation will start automatically when you place the disk into the DVD-ROM drive. If it does not:

- open the **Start** menu and click on **My Computer** or double-click on the **My Computer** icon on the desktop;
- double-click on the DVD-ROM icon;
- double-click on the **setup.msi** icon.

### Mac

After you place the disk in the DVD-ROM drive:

- double-click on the **Super Minds Level 4** icon on the desktop;
- double-click on the **Super Minds Level 4.pkg** icon.

Follow the installation wizard to install *Super Minds Starter* on the computer.

For detailed system requirements and installation instructions please refer to **ReadMe** file available on the DVD-ROM.

### Support

If you experience difficulties with this DVD-ROM, please visit:  
[www.cambridge.org/elt/multimedia/help](http://www.cambridge.org/elt/multimedia/help)

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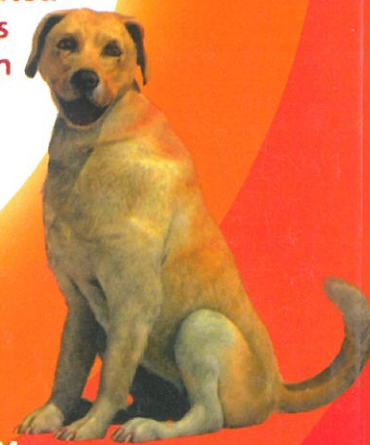
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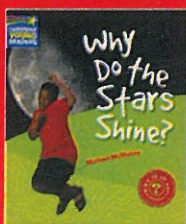
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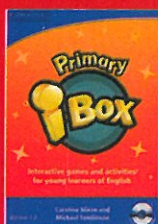
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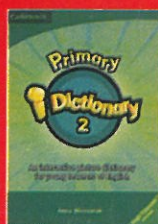
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