



**Naomi Simmons** 



# Scope and sequence

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



	Words	Grammar	Phonics	Skills
<u></u>	How much t	ime do we have?		page 64
	At the airport  Words in context: my vacation	Expressing quantity How much money do you have? I don't have much money. some / any	Simple past -ed endings: walked, waited, showed	R: a letter L: identifying details about vacations S: asking and answering questions about your vacation W: addressing envelopes, writing about my vacation (WE)
cie	nce Time!	Robots Project: a	robot	page 70
9	Something i	new to watch!		page 72
D	Audio-visual entertainment Words in context: What's on TV?	Infinitive of purpose I turned on the TV to watch sports. How often ? I watch TV every day/three times a week.	er and or endings: er: mother, father, September or: visitor, doctor, actor	R: a TV guide L: identifying details about children's favorite TV show S: talking about favorite TV shows W: the prefix <i>un</i> , writing a TV guide (WB)
Revi	iew 3			page 78
	I've printed	my homework	THE MELLS	page 80
	Computers  Words in context: sending emails	Present perfect: affirmative He's put the books on the shelves. Present perfect: questions, answers, and negatives Have you seen my new speakers? Yes, I have. / No, I haven't.	ur and ir spellings: ur: hurt, Thursday, nurse, curtains ir: circle, girl, shirt, bird	R: online instructions L: identifying children's computer use S: talking about computer use W: parts of speech, writing about how I use a computer (WB)
Flue	ency Time! 4	Choosing TV shows	Craft: a TV	page 80
รารา		ver been?	THE REAL PROPERTY.	page 88
	Places Words in context: Everest Expeditions	Present perfect: ever Have you ever been to space? Yes, I have. / No, I haven't. Present perfect: never We've never fallen in the mountains.	ea and e spellings: ea: feather, bread, head, heavy e: spend, tent, present, help	R: an account L: identifying details about a mountain expedition S: interviewing an explorer W: topic sentences, writing a blog entry (WB)
Ant	Timel	Australian Art Pro	oject: a dot paint	ing page 9 <sup>1</sup>
115	What's the	matter?	West State	page 90
⊔ ∠ـــ'	Illness Words in context:	should I shouldn't You should drink some water. You shouldn't eat lots of cupcakes.	le and al endings: le: candle, castle, table, people	R: an information leaflet L: identifying details about children's healthy lifestyles S: describing what you do to be healthy
	How to stay healthy	could / couldn't Max couldn't eat his dinner.	al: sandal, animal, hospital, cereal	an information leaflet (WB)
Rev		could / couldn't		W: connecting sentences using because and so, writing an information leaflet (WB)  page 102
	How to stay healthy	could / couldn't Max couldn't eat his dinner.		an information leaflet (WB)
Rev	How to stay healthy	could / couldn't Max couldn't eat his dinner.		an information leaflet (WB)
13	How to stay healthy  Tew 4  Can you he  Making smoothies  Words in context:	could / couldn't Max couldn't eat his dinner.  Ip me?  Object pronouns me/you/him/her/it/them/us Relative pronouns This is the boy who didn't put the lid on.	el and il endings: el: tunnel, camel, towel, travel il: lentils, pencil, April,	an information leaflet (WB)  page 100  R: two factual accounts L: matching people with how they help others S: asking questions about jobs W: identifying and using subordinate clauses, writing an interview (WB)
T 3	How to stay healthy  Can you he  Making smoothies  Words in context: Young Heroes  Ency Time! 5	could / couldn't Max couldn't eat his dinner.  Ip me?  Object pronouns me / you / him / her / it / them / us Relative pronouns This is the boy who didn't put the lid on. This is the smoothie that was in the blender.  Describing accidents	el and il endings: el: tunnel, camel, towel, travel il: lentils, pencil, April, pupil	an information leaflet (WB)  page 10  R: two factual accounts L: matching people with how they help others S: asking questions about jobs W: identifying and using subordinate clauses, writing an interview (WB)  n cube  page 11
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Flux	How to stay healthy  Can you he  Making smoothies  Words in context: Young Heroes  Ency Time! 5  We were fi  Family  Words in context: My relatives are	could / couldn't Max couldn't eat his dinner.  Pp me?  Object pronouns me / you / him / her / it / them / us Relative pronouns This is the boy who didn't put the lid on. This is the smoothie that was in the blender.  Describing accidents  shing  Past progressive What were you doing? I was looking at photos. Dates and I was born My dad was born in 1971. He was born on July 9th 1971.	el and il endings: el: tunnel, camel, towel, travel il: lentils, pencil, April, pupil  Craft: a root  tion and shion endings: tion: addition, subtraction, invitation	an information leaflet (WB)  page 10  R: two factual accounts L: matching people with how they help others S: asking questions about jobs W: identifying and using subordinate clauses, writing an interview (WB)  page 11  R: a poem L: identifying favorite memories S: talking about your memories
Fluo Fluo His	How to stay healthy  Can you he  Making smoothies  Words in context: Young Heroes  Ency Time! 5  We were fi Family  Words in context: My relatives are coming!	could I couldn't Max couldn't eat his dinner.  Pip me?  Object pronouns me / you / him / her / it / them / us Relative pronouns This is the boy who didn't put the lid on. This is the smoothie that was in the blender.  Describing accidents  shing  Past progressive What were you doing? I was looking at photos. Dates and I was born My dad was born in 1971. He was born on July 9th 1971.  The Gold Rush Pi	el and il endings: el: tunnel, camel, towel, travel il: lentils, pencil, April, pupil  Craff: a room  tion and shion endings: tion: addition, subtraction, invitation shion: fashion, cushion	an information leaflet (WB)  page 10  R: two factual accounts L: matching people with how they help others S: asking questions about jobs W: identifying and using subordinate clauses, writing an interview (WB)  page 11  R: a poem L: identifying favorite memories S: talking about your memories W: poem structure and rhyme, completing a poem (V
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**Lesson One** 

### 1 Listen and sing. 🕙 01

# We're all back together

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

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

#### 2 Listen and read. 6 02



Teacher Welcome to 4th grade. I'm your new teacher,

Miss Wells. I'd like you all to tell me something about yourself. Who's first?

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

Teacher That's great, Max.

Max

Max I have a younger sister. Her name's Holly and she's in 2<sup>nd</sup> grade.

She likes listening to music and playing with her toys.



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

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



Max

Max

Teacher

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

Great. And do you skateboard together?

Well he skateboards and I read books

Well, he skateboards and I read books about skateboards!

Starter

Back together!



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

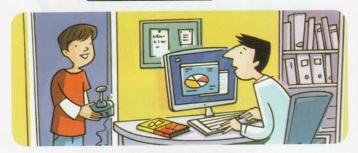
skateboard read play with toys take photos

What does Max like doing?

He likes reading.

2 Write.

can can't





Oli 1 Can I play some games on the computer, please?

Computer, please:

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





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

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

Oli OK, Dad.

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

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



What would you like?

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

4 Now write about what your friend would like.

Maria would like ...

What does Max like doing?

Starter

### **Lesson Three**

1 Speaking Ask and answer.

read a comic book play the guitar

watch TV visit his grandma play volleyball play chess



What's he going to do this weekend?

He's going to ...



What are they going to do?

They're going to ..

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

This weekend, I'm going to ...

3 Complete the words.

mp nt ld lt nd



There is a lamp next to my te\_!



Next to the green fie\_s is a beach with white sa\_.



There is a big pla\_\_ growing in the po\_\_.



I have a new be



Look at this beautiful qui\_\_\_.



"Tickets for six chi\_\_ren and two adu\_\_s, please."

Starte

What's he going to do?

# 1 Speaking Listen, point, and repeat. So 3 Ask and answer.

















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

- 1 Max is <u>taller</u> than Holly. But Leo is the cousin. (tall)
- 2 Leo's skateboard is \_\_\_\_\_ than Amy's skates.

  But Holly's bike is the \_\_\_\_\_ (fast)
- 3 Holly is the \_\_\_\_\_ cousin. But Max is than Leo. (young)



# 3 Write the words in alphabetical order.

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

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

1	monkey zebra camel	camel	monkey	zebra
2	winter summer fall		-	
3	Mexico Vietnam Brazil	<u> </u>		
4	movie café museum			-
5	bike taxi bus		2-11-	

It's nine ten Starter



# 9

# The food here is great!

Lesson One Words

1 Listen, point, and repeat. 🌑 04



uniform









cup of glass of milk



plate of

bowl of soup

oup

plate of salad

2 Listen and read. 6 05









Unit 1 The restaurant

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

# Simple present and present progressive

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

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

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



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

#### 3 Read and circle.

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



#### 4 Write.

has playing having (x2) play shares have



At recess, I usually 1\_\_\_play\_\_ with my friends Beth and Alex. Alex isn't at school today, so I'm

2\_\_\_\_ with Beth. We're 3\_\_\_\_ fun today.

At lunchtime, I always 4\_\_\_\_ a sandwich and an apple. But there weren't any apples, so today I'm

5\_\_\_ a banana. Alex usually

6\_\_\_ salad and cookies. Sometimes, she

7\_\_ her cookies with us. She's a nice girl.

Complete Grammar Time Exercise 1 on page 128 of Workbook 4.

Simple present and present progressive

Unit 1

### Lesson Three Grammar 2 and Song

1 Read and learn.

Time markers: simple present and present progressive

always
usually
sometimes
rarely
never

now right now today at the moment

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

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

2 Speaking Think of a girl. Say and answer.

Karen	now	3434 191	sometimes	nta Vigint In H
Amy		usually		right now
Kai	today			sometimes
Sarah		always	today	likel V mortune

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

It's ...

- 3 Now write sentences about the girls.
- 4 Listen and sing. 🊳 😘

# At my friend's house

I'm at my friend's house to eat and play.

But the food isn't what I eat each day.
I rarely eat carrots. But I'm eating them right now.
I didn't know I liked them. But I really love them now.

I usually drink water. But I'm drinking juice today.
I didn't know I liked to have fruit this way.
I'm at my friend's house to eat and play.
The food is delicious. What a wonderful day.



10 Unit 1 Time markers

Complete Grammar Time Exercise 1 on page 128 of Workbook 4.



Family Friend 4 (SB)

# **Lesson Four Phonics and Spelling**

1 Listen, point, and repeat. 6 07



2 Listen and read. 🚳 08



There's a party today. Lots of children are here to play and have races. Look! There is a cake on a tray.





- 3 Read again. Circle the words with long a sounds and underline the words with long e.
- Circle the word that contains a different vowel sound.
  - 1 train tray tree play
  - 3 eating seeing playing dreaming
  - **5** feet tray space Spain
  - 7 case race sea lake

- **2** cake peas day rain
- 4 leaves key queen same
- 6 three please snake turkey
- 8 plane week mean sea

Long a and long e sounds Unit 1

Ostooreh Comolex

# Skills Time!

#### **Lesson Five**

### Reading

- 1 What do you eat for breakfast?
- 2 Listen and read. 6 09

# What do you like for breakfast?

We asked four children about their favorite breakfast foods.



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



My name's Pete. I'm from the U.S.A. For breakfast, I usually have a bowl of cereal with milk, and then toast with butter. We have lots of different cereals at home, but my favorite is cornflakes.

I don't have a very big breakfast because I eat lunch early at school.



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



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

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

beans olive oil toast noodles coconut chili corn pancake

- 4 Read again and write M (Mexico), U (U.S.A.), V (Vietnam), or E (Egypt).
  - 1 People have soup for breakfast.
- 2 People eat cereal with milk.
- 3 Breakfast here is a pancake with eggs.
- 4 People eat mashed beans and bread.
- 5 The children have a big breakfast.
- **6** Some people have rice balls.

Unit 1 Words in context: What do you like for breakfast? Reading: a magazine article



#### Listening

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







dinner / lunch

Saturdays / Sundays

chicken / salad

#### Speaking

- 3 Ask and answer.
  - 1 What do you usually eat for breakfast?
  - 3 Do you go to restaurants with your family?
  - 5 What time do you eat dinner?
  - 7 Who cooks in your family?

What do you usually eat for breakfast?

- 2 What is your favorite meal?
- 4 Where do you eat your lunch?
- 6 What's your favorite drink?
- 8 What can you cook?

I usually have a bowl of cereal.

#### Writing preparation

We can break words into small sounds called syllables. There are two syllables in this word: salad 2

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

1 dinner

2 sit

3 server

4 coconut

5 avocado

6 corn

7 restaurant

. ....

8 tomato

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



Listening, speaking, writing

Unit '



# Fluency Time! 1

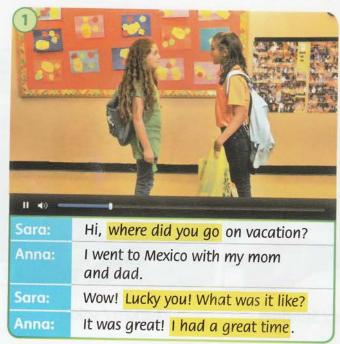


# **Everyday English**

Watch and listen. Read and say. 1









2 Watch and listen. Circle the correct words. D

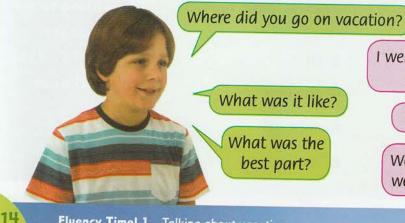


- 1 Sam went with his family to the city / the mountains / the beach on vacation.
- 2 He went with his family / his friends / his school.
- 3 It was a tiring / exciting / relaxing vacation.
- 4 The best part was fishing / buying souvenirs / kayaking and hiking.
- Speaking Talk with your friend.

beach mountains city

great relaxing exciting

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



What was it like?

What was the best part?

I went to the mountains with my family.

It was very exciting!

We went hiking and we stayed in a tent.



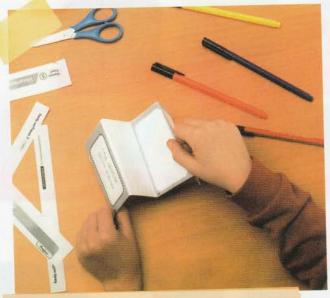
ostoorehcomplex.com

Fluency Time! 1 Talking about vacations

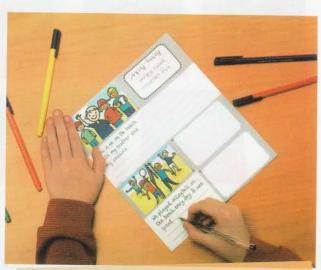
Watch the story again. Act.



Make a photo album.



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



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

Speaking Ask and answer with your friend.



Craft: a photo album

# 2

# We had a concert

زبان امید

#### Lesson One Words

1 Listen, point, and repeat. 🚳 13





















2 Listen and read. 例 14



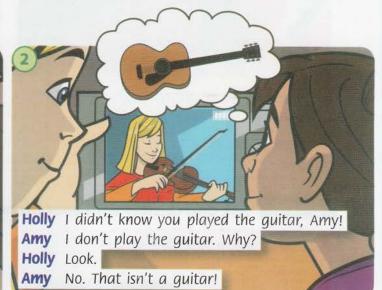


family and friends were there.

Look! I played the drums.

Holly So, what instrument is it?
It looks like a little guitar.

Amy It's a violin! Look! It's on my shoulder.
It's much smaller than a guitar!





16 Unit 2 The concert

Family Friend 4 (SB)

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

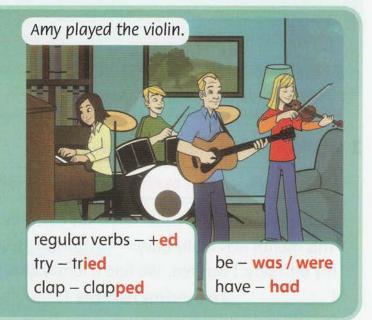
# Simple past: have and be

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

# Simple past: regular verbs

Mom played the piano.

The audience clapped and cheered.



#### 3 Read and circle.

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

#### 4 Write.

have	enjoy	be (x4)	play (x2)	clap
Yesterday,	there 1_	was	a concert at	school.
Everyone i about the			pro	ograms
Kate and J	ames <sup>3</sup>		on stage firs	it.
They 4		the record	der.	
Tom <sup>5</sup> his trumpe	rt.	next on st	age. He <sup>6</sup>	
The audier	nce 7		at the end. The	ey all
8 the conce			9	fantastic



Complete Grammar Time Exercise 1 on page 128 of Workbook 4.

Simple past: have, be, and regular verbs

Unit 2



### **Lesson Three Grammar 2 and Song**

1 Read and learn.

### Time markers: simple past

We had a concert **last week**. My birthday was **yesterday**. Last night, I played my drums.

Two weeks ago, they had a party.

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

2 Look at the calendar and write.

last week four weeks ago <u>yesterday</u> five days ago

Hi, my name is Lucy. Look. This is my calendar.

This month was really busy! ¹\_Yesterday\_, it was my birthday. I was ten. We had a family concert

²\_\_\_\_\_\_\_. I played my recorder. ³\_\_\_\_\_\_ my friend Jane had a party at her house. It was lots of fun. We had dinner at Grandma's house

⁴\_\_\_\_\_\_. We visit her every month.

	-	1	MAY			_
Mon	Tue	Wed	Thu	Fri	Sat	Sun
-	1	2	3	4	5 Dinner at Grandma's house	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	D 24 Concert	25	26 Jane's party	27
28	29	30 Birthday	TODAY			18
-	2.77					

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

Yesterday was Lucy's birthday. She was 10.

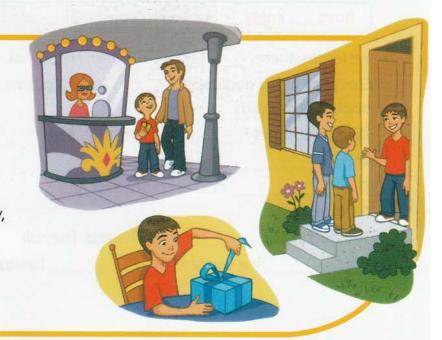
4 Listen and sing. 🚳 15

# What a busy week it is!

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

I went to the movies last night ...

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



18 Unit 2 Time markers

G Complete Grammar Time Exercise 2 on page 128 of Workbook 4.



# 1 Listen, point, and repeat. 6 16



2 Listen and read the poem. 6 17

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

The wind is blowing

And I'm wearing a coat.

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

I can see a bright light

From a distant room.

I hear a cry, up in the sky.

What could it be?

It's a bird flying high.



- 3 Read again. Circle the words with long *i* in green, the words with long *o* in blue, and the words with long *u* in purple.
- 4 Circle the word that contains a different vowel sound.

1 light smile soap cry

2 moon bone elbow

3 blue flute boot sky

4 dry boat like night

5 my fly blow high

6 room June

soon

stone

Long i, long o, and long u sounds Unit 2



# Skills Time!

#### **Lesson Five**

#### Reading

Describe what is happening in the picture.

2 Listen and read. 🚱 18



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

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

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

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

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

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

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

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



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

4 Read again and match the questions and answers.

- 1 Where is the concert?
- 2 What is making a clanging sound?
- **3** What is making a banging sound?
- 4 When do people clap and cheer?
- 5 What happens near the end of the concert?

- a Fireworks shoot into the sky.
- **b** The drums.
- c At the end of each piece of music.
- d In the park.
- e The cymbals.

Unit 2 Words in context: The Concert Reading: a poem



#### Listening

Listen and number. 🚱 19









- 2 Listen again and write T (true) or F (false).
  - 1 The festival was last month.
- 2 Pete and Lucy are going to a park.
- 3 Sandy's piano lessons are on Fridays.
- 4 The cousins played in a festival.

#### Speaking

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

	Mary	Susan	Pam	Liz
can play the piano	V	×	~	×
can play the drums	×	×	×	V
likes singing	V	×	V	V
likes classical music	×	~	V	X
likes pop music	~	V	×	V

Can she play the piano?

No, she can't.

Does she like classical music?

Yes, she does.

It's Susan!

That's right! Your turn!

4 Ask and answer about you.

Can you play an instrument?

No, I can't. But I want to play the guitar.

#### Writing preparation

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

stop stopping

5 Circle the verbs that follow the double consonant rule.

1 drink drinking

2 clap (clapping)

3 play playing

4 watch watching

5 tap tapping

6 open opening

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



Listening, speaking, writing

Unit 2



# Social Studies Time!

Topic: Life in the Arctic

Listen, point, and repeat. 6 20













2 Listen and read. 6 21



# FE IN THE ARC

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

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

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

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

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





3 Read again and complete the table about Inuit people.

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

Think! How is your life different from Inuit life?

22 CLIL: Social Studies Life in the Arctic



- 1 Listen and circle the correct word. 

  22
  - 1 Karima lives in Alaska / Russia / Greenland.
  - 2 Karima's dad / mom / uncle drives the snowmobile.
  - 3 Cats / Hippos / Polar bears visit her school.
  - 4 Karima's dad has three / five / seven dogs.
  - 5 On the weekend, they dance with drums / guitars / violins.
- 2 Project. Make an Arctic life booklet.



Find out about the animals and people of the Arctic.



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

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



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

Project: a booklet

# The dinosaur museum

زبان امید

Lesson One Words

Listen, point, and repeat. 6 23





















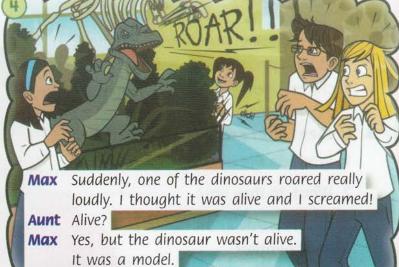
2 Listen and read. 🚱 24



**Aunt** Ooh great! What did you do there? **Amy** I bought this dinosaur model.

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





24 Unit 3 The dinosaur museum

Family Friend 4 (SB)

- 1 Listen to the story again and repeat. Act.
- 2 Read and learn. V Irregular verb list Workbook 4 page 135

# Simple past: irregular verbs with negatives

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



I **saw** dinosaurs.

I **didn't see** fish.

buy – **bought** make – **made** 

eat – ate see – saw

go – went think – thought

hear - heard wear - wore

learn - learned write - wrote

3 Write.



We <u>went</u> (go) to the science museum together.



(not buy) a postcard.



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



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

#### 4 Write.

We 1 went (go) to a museum to learn about the life of children two thousand years ago. Most children then 2 (not go) to school and 3 (not learn) to read. Many children 4 (play) games in the street and had yo-yos and wooden toys.

Boys 5 (not wear) pants. They 6 (wedshort tunics, like a dress.



Complete Grammar Time Exercise 1 on page 128 of Workbook 4.

Simple past: irregular verbs with negatives

3



# **Lesson Three** Grammar 2 and Song

Read and learn.

# Simple past: irregular verbs with questions

Did they go to a museum?

Yes, they did.

Did Amy buy a postcard?

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

Which museum did you go to?

We went to the dinosaur one.

What did you see?

We saw dinosaur skeletons.

Speaking Write notes

about you. Ask and answer.	You	Your friend
1 Where did you go on?	I I I I I I I I I I I I I I I I I I I	and the state of t
2 What did you see?		
3 What did you eat?		3 Webb on State
4 Who did you see?	ANT THE STATE OF	
5 Did you buy anything?	an Lorent torroll-	
6 Did you have a good day?	100	

Where did you go on Saturday?

I went to the park.

- 3 Write about what you and your friend did.
- 4 Listen and sing. 6 25

# My school trip

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

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



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



26

Unit 3 Simple past: irregular verbs with questions

Complete Grammar Time Exercise 2 on page 129 of Workbook 4.



# Lesson Four Phonics and Spelling

1 Listen, point, and repeat. 6 26





2 Listen and read. 6 27





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

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



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

- 3 Read again. Circle the words with ph and underline the words with f.
- 4 Complete the words with f or ph.

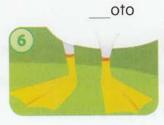








scar







\_lamingo

\_\_eet

ne\_\_ew

rog

f and ph spellings Unit 3



# **Skills Time!**

#### **Lesson Five**

#### Reading

- What do you know about dinosaurs?
- 2 Listen and read. 6 28

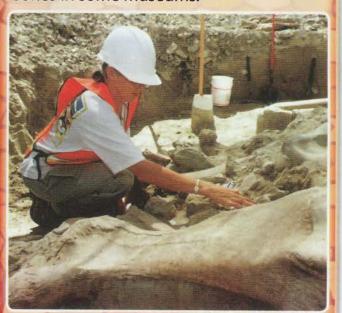




Dinosaurs lived on Earth for millions of years and then they disappeared.

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

There were more than 700 different types of dinosaur! Some dinosaurs ate plants and others ate meat. Some walked on two legs and others walked on four legs. Some could fly and others lived in the ocean. We know dinosaurs were all different, but no one knows what color or pattern they were. This is because there is no dinosaur skin left to study. The most famous dinosaur is the T-Rex (Tyrannosaurus Rex). It was bigger than a house! Its strong tail helped it move quickly. But no one knows how fast it could run. Its teeth were 36 centimeters long and it ate meat. You can see T-Rex bones in some museums.



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

Earth scientist pattern skin disappear asteroid fall (fell)

- 4 Read again and match the sentence halves.
  - 1 There were lots of
- a a large rock from space.

2 An asteroid is

- **b** different types of dinosaur.
- 3 When the asteroid fell,

- c a very big dinosaur.
- 4 The dinosaurs disappeared
- **d** the Earth became very cold.

5 The T-Rex is

e because it was too cold to live on Earth.

Unit 3 Words in context: dinosaur data Reading: a non-fiction text



#### Listening

- 1 Listen and number. 6 29
- 2 Listen again and circle the children's favorite things.









boat / plants

monkey / snake

car / skeleton

cows / a walk

### Speaking

3 Ask and answer about the children above.

Jane	Simon	Lisa	Max	beach	zoo	museum	farm
Where	did Jane go	0?		She went	to a		
What	did she see?			She saw.			
What	did she like	?		She liked			

### Writing preparation

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

The dinosaur moved! [F]
Don't touch the bones! [I]

- 4 Read the sentences. Write F for "feelings" or I for "instructions".
  - 1 Open the window now!
  - 2 Wow, you're here at last!
  - 3 We were lost!
  - 4 Take your litter with you!
  - 5 Don't walk on the grass!
  - 6 That's great news!

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



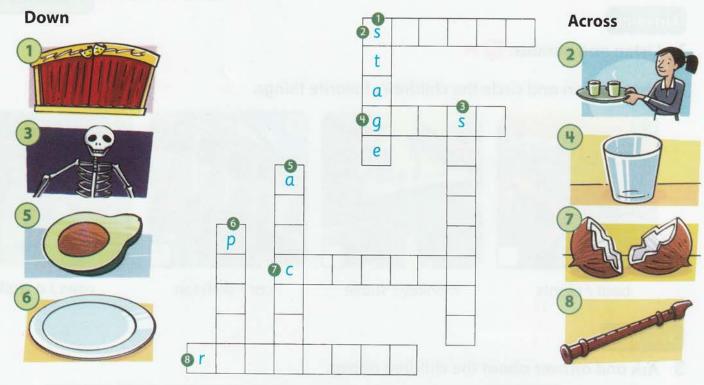
Listening, speaking, writing

Unit 3



#### Review 1

1 Complete the crossword.



2 Write. cheered concert trumpet violin stage audience

Emily and Joe are both ten. On Wednesdays, they go to music lessons. Emily is learning the 

violin and Joe is learning the 
Last week, they performed in a 
at the music school.

Emily went up on the 
first.

Then it was time for Joe. They were nervous, but they played well. The 
clapped and 
Last week, they performed in a 
at the music school.

Emily went up on the 
Last week, they performed in a 
at the music school.

Emily went up on the 
Last week, they performed in a 
at the music school.

Emily went up on the 
Last week, they performed in a 
at the music school.

Emily went up on the 
Last week, they performed in a 
at the music school.

Emily went up on the 
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at the music school.

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Emily went up on the 
Last week, they performed in a 
at the music school.

Emily went up on the 
Last week, they performed in a 
at the music school.

Emily went up on the 
Last week, they performed in a 
at the music school.

Emily went up on the 
Last week, they performed in a 
at the music school.



3 Read and then write what Mia did yesterday afternoon.



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

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

30 Review 1



4	Match the questions and answers.					
	1 Where did you go yesterday?	a Yes, I ate dinner at home.				
	2 What did you see?	<b>b</b> I went to the movies.				
	3 Did you buy anything there?	<b>c</b> I thought it was gre	at.			
	4 Did you eat after the movie?	<b>d</b> I saw a movie abou	t tigers.			
	5 What did you think of the movie?	e Yes, I bought a drin	k.			
5	Write. Use the simple present and present	progressive.				
	travel / walk eat / go go to bed / ple	ay get up / read				
	I usually  get up  at seven o'clock every morning. But today,  I am reading in bed.		normally to school by bus. But now, I to my friend's house.			
6	I always lunch at school. But right now, I to a restaurant.  Write the words under the correct heading		I usually at half past eight. But today, I computer games. My school vacation started today!			
			hika			
	tray blue cake leaves key	y light train tree flute blow	bike			
	long a long e lor	ng i long	o long u			
	tray					
			se policy should be noticed.			
			AND THE DIE STRINE IS THINK IN			
	Online Play a game!					

31

Review 1

# Whose jacket is this?

Lesson One Words

Listen, point, and repeat. 6 30













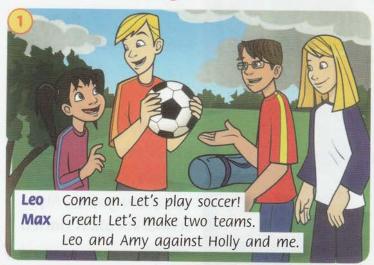








2 Listen and read. <a> 31</a>









Amy Yes, it's mine. Thanks.

Unit 4 Sports time



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

# Possessive pronouns

#### **Possessive adjectives**

It's my jacket.

They're your sneakers.

It's his racket.

It's her water bottle.

They're our trophies.

It's their backpack.

#### **Possessive pronouns**

It's mine.

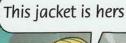
They're yours.

It's his.

The water bottle is hers.

They're ours.

The backpack is theirs.





Use whose for the question. Whose jacket is it?

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

Write.

mine

his

hers

yours

ours



I think this snorkel

is his .



Is this



Hooray! We won!

It's



These sneakers are

They're new.



It's . Let's give

it back.



This backpack is



Complete Grammar Time Exercise 1 on page 129 of Workbook 4.

Possessive pronouns



# Lesson Three Grammar 2 and Song

Read and learn.

# Regular adverbs: + ly

slow He ran slowly.

quiet They talked quietly. happy She smiled happily.

careful They did their homework carefully.

Adverbs tell you more about a verb.

Many adverbs end in —ly (e.g., slowly).

Some are a different word (e.g., well).

# Irregular adverbs

good They played well. fast They ran fast.



You played really well! We won!

Speaking Ask and answer about the people in the pictures.







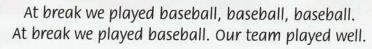
Who is running slowly?

Adam.

- 3 Now write sentences about the pictures.

  Joe ran fast, but Adam ran slowly.
- 4 Listen and sing. 6 32

### At break time ...



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

The bell rang softly, softly, softly ...

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

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



Unit 4 Adverbs

34

G Complete Grammar Time Exercise 2 on page 129 of Workbook 4.



# **Lesson Four Phonics and Spelling**

1 Listen, point, and repeat. 🌑 33

b and v

v and w

p and b













2 Listen and read. 🚳 34

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

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

Then it started to rain and we got really wet.



- 3 Read again. Circle the words with the sounds from Exercise 1. Use red for b, blue for v, pink for w, and green for p.
- 4 Listen and circle the correct words. Match. <a>§</a> 35
  - 1 I really like pears / bears.
- 2 My favorite vest / best is blue.
- 3 Let's follow this bath / path.
- 4 Oh no! My school work is vet / wet.









b/v/w/p

35



Unit 4

#### Lesson Five

#### Reading

1 What do you know about basketball?

2 Listen and read.





Can you jump really high and bounce a ball really fast? Then basketball is the sport for you! Today people play basketball outdoors, too, and you can often find basketball courts in parks.

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

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

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



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

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

bounce invent basket court point hoop

- Read again and complete the sentences.
  - 1 Basketball started in Canada.
  - 3 James Naismith was a \_\_\_\_\_
  - 5 Now people play basketball \_\_\_\_\_\_ as well as inside.
- 2 Winter in Canada is very \_\_\_\_\_\_.
- 4 The baskets were for \_\_\_\_\_\_.
- 6 Sun Ming Ming is one of the basketball players.

Unit 4 Words in context: basketball Reading: a magazine article



#### Listening

Listen and circle the sports the children like. 6 37



swimming/ gymnastics



riding a bike / soccer



soccer / riding a bike



basketball / volleyball

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

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

#### Speaking

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

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

What do you like doing?

I like playing / doing / going ...

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

1 play / do / go ...

What do you wear?

I wear ...

#### Writing preparation

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

Its is a possessive adjective

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

Write It's or Its.

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

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



Listening, speaking, writing

Unit 4



## Fluency Time! (2)

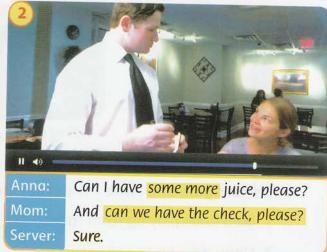




#### **Everyday English**







## Watch and listen. Circle the correct word.

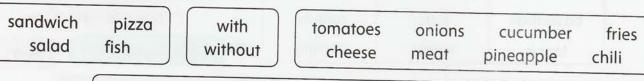


- 1 Tom wants a pizza with/without fries and a salad.
- 2 Mom wants a salad with / without tomatoes.

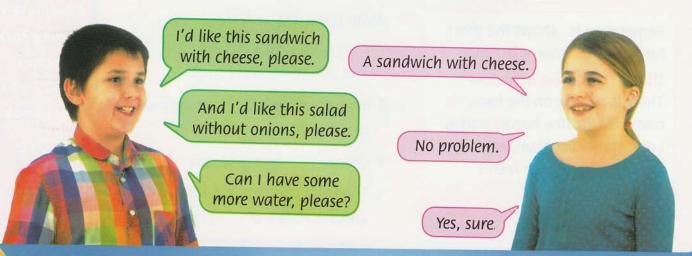
Yes. No problem. Thank you.

- 3 Sam would like his pasta with / without cheese.
- 4 Tom would like his pizza with / without mushrooms.

#### Speaking Talk with your friend.



juice water coffee milk bread rice



38 Fluency Time! 2 Eating out



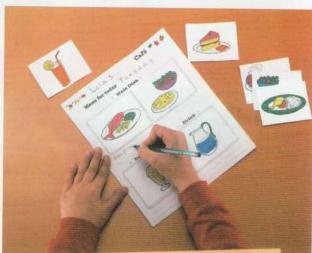
Watch the story again. Act.



Make a menu for a café.

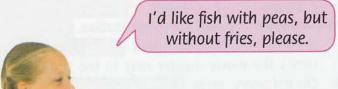


Decorate the menu and write the day. Create today's menu. Choose two main dishes, one dessert, and one drink. Color the pictures and cut them out.



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

Order from the menu with a friend. Speaking



Lemon ice cream, but without a cookie, please.

No problem. Thank you.

Ostooreh Comolex

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

Yes, of course.

Fish with peas and without fries. And for dessert?



# Go back to the traffic lights

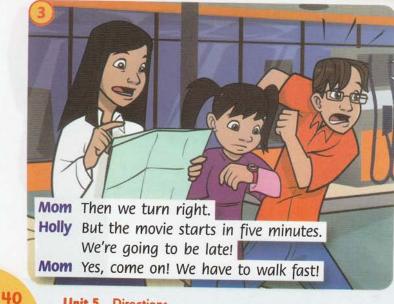
#### Words Lesson One

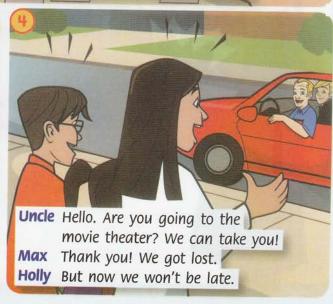
Listen, point, and repeat. 6 40



Listen and read. 69 41







Unit 5 Directions



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

### Have to

We have togo back to the traffic lights. We have tohurry.

Usehave to when something is necessary.

For the past tense, usehad to e.g., Theyhad to hurry.



## **Giving directions**

Turnleft. Gostraight atthe traffic lights.

3 Complete the sentences.

read the map

hurry

wait

stop

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

right over

left

in front of

straight

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



Complete Grammar Time Exercise 1 on page 130 of Workbook 4.

have to and giving directions

Unit 5



## Lesson Three Grammar 2 and Song

1 Read and learn.

## Why | because

Why are we at this gas station?

Because we're lost.

Why are we lost?

Because we didn't read the map carefully.

Use why for questions. Use because for answers.

2 Speaking Ask and answer.





Why were they late?

late

get lost

couldn't read / map

Because they got lost.







Why did they get lost?

get wet

forget / umbrella

late

3 Now write sentences about the pictures.

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

4 Listen and sing.



## Why are they lost?

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

Why are they lost 1 the middle of the town? Because they're holding Their map upside down!



Unit 5 why / because

Complete Grammar Time Exercise 2 on page 130 of Workbook 4.



#### **Lesson Four** Phonics and Spelling

#### Listen, point, and repeat. 🌑 43



bike s laugh s it's



#### s says Z

zebra s he's play s



## s says iz

sandwiches watches foxes



#### Listen and read. 🕙 🔫

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

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





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

Listen to the words and circle the ending sound. 🚳 45



brushes









boxes







walks







noses







birds







goats





s endings Unit 5



## **Skills Time!**

#### **Lesson Five**

#### Reading

- Have you seen any shadow puppet theater?
- 2 Listen and read. 🚱 😘





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

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

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



#### Hand shadows

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

#### To make a tiger:

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

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

shadow puppet popular event stick screen voice lift up

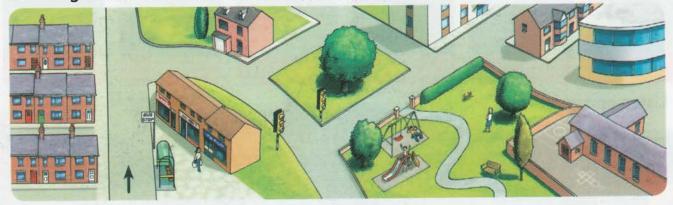
- 4 Read again and write T (true) or F (false).
  - 1 Shadow puppet theater started in Turkey. F
  - 2 The theater shows are always about old stories.
  - 3 The puppets are usually made from plastic.
  - 4 You can make shadows with a white wall and a bright light.
  - 5 You can make a tiger's mouth move.

Unit 5 Words in context: Shadow puppet theater Reading: an informative webpage



#### Listening

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



#### Speaking

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

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

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

#### Where's your classroom?

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



#### Writing preparation

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

## Underline the imperatives in these instructions.

• Take an empty, white paper bag.

 Turn it upside down and fold under the corners to make the head.

- Cut out ears and paws and glue them on.
- Draw on the rabbit's eyes and nose.







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



Listening, speaking, writing

Unit 5



# Geography Time!

Topic: Fossils

Listen, point, and repeat.













Listen and read.

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

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

3 Read again and complete the information below about fossils.

1 Where can we find them?

mountains

2 What do they show?

skeletons

3 How old are they? Between -

and years old.

Think! Where can you find fossils in your country?

46

CLIL: Ceography Fossils



#### **Project**

#### 1 Listen and match the sentences. 6 50



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

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

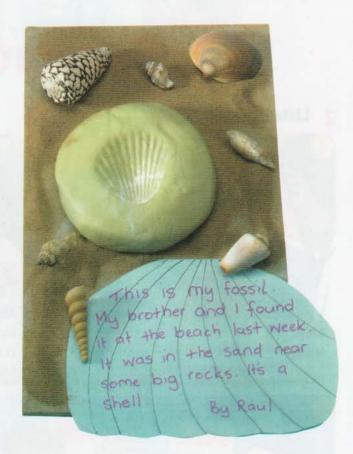
#### Project. Make a fossil.



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



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



## 3 Present your project.

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

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

Project: a fossil

#### Lesson One Words

### 1 Listen, point, and repeat. 6 51





















2 Listen and read. 🗞 52



Mom My bed broke, Mom. I'm sorry.

Don't worry. It was a very old bed.

Let's go shopping for a new one.



Max
But my old bed is more comfortable. This one is hard.
Look, Max! This one is softer.

Max It's OK. But my old bed is better.





48 Unit 6 Describing words

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

## Comparatives and superlatives: long adjectives



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



This is the most expensive bed in the store.

This is the least expensive one.

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

#### 3 Write.



1 The metal bed is <u>less comfortable than</u> (comfortable) the wooden one.



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



- 3 The spaceship bed is \_\_\_\_\_ (modern) the wooden one.4 The wooden bed is \_\_\_\_\_ (comfortable) the metal one.
- 4 Speaking Ask and answer.

comfortable

beautiful

modern

expensive







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

I think house A is the most beautiful.

G Complete Grammar Time Exercise 1 on page 130 of Workbook 4.

Comparatives and superlatives: long adjectives Unit 6



## Lesson Three Grammar 2 and Song

Read and learn.

## Irregular comparatives and superlatives

This bed is **good**.

This one is **better**.

And this one is the best!

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



2 Speaking Talk about the pictures.

- 3 Now write sentences about the pictures.
- 4 Listen and sing. 🚳 53

## Saturday was the best of all!

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

Wednesday was the worst of all.

I bumped my head on the classroom wall.





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

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

Unit 6 Irregular comparatives and superlatives

Complete Grammar Time Exercise 2 on page 130 of Workbook 4.



1 Listen, point, and repeat. 🚳 54

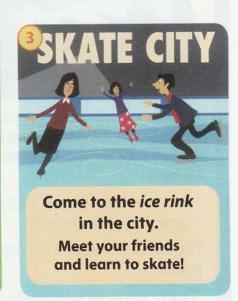




2 Listen and read. 📎 55







- 3 Read again. Circle the words with c saying s and underline the words with g saying j.
- 4 Circle letter c that says s and underline letter g that says j.



Soft c and soft g sounds Unit 6

Family Friend 4 (SB)

Ostooreh Comolex

Ostooreh Comolex

## **Skills Time!**

#### Lesson Five

#### Reading

- Describe what is happening in the pictures. 2 Listen and read. 6 56



## The Ant and the Grasshopper



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

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

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

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

The grasshopper laughed.

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



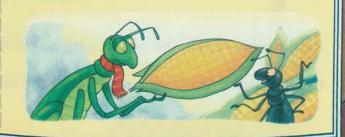
Soon the weather became very cold and there was deep snow and ice. The grasshopper looked for food, but he couldn't find any.

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

The ant had lots of food and he was kind.

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

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



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

enormous prepare worry deep share lazy

- Read again and complete the sentences.
  - 1 The grasshopper played his <u>violin</u>. 2 The ant carried some heavy \_\_\_\_\_
  - 3 There is plenty of food in \_\_\_\_\_.
- 4 That winter the ant was very

Unit 1 Words in context: What do you like for breakfast? Reading: a magazi



#### Listening

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

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

- 1 Always work hard.
- 2 Never say things that are not true.
- 2 Listen again and put the pictures in the correct order.













#### Speaking

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











girl / bored / mom inside

shouted help / saw a snake

mom ran / no snake

next day / real snake / girl shouted

mom / not true / stayed inside

#### Writing preparation

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

- Circle the plurals that are different. Underline the plurals that stay the same.
  - 1 one foot
- two feet
- 2 one fish
- two fish

- 3 one tooth
- two teeth
- 4 one sheep
- two sheep

- 5 one person two people
- 6 one woman
- two women

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

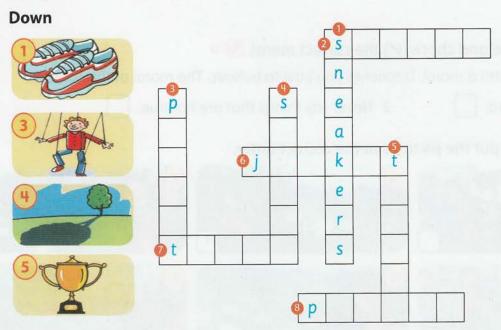


Listening, speaking, writing

Unit 6



#### 1 Complete the crossword.













2 Write.

bridge

straight

right

traffic circle

left

traffic lights

Yesterday, I was with my dad outside my house.

A man asked, "Excuse me. Where's the station?"

My dad said, "Go 1 straight, then turn 2\_\_\_\_

at the  $^3$  . At the  $^4$  , turn

5\_\_\_\_\_\_ . Go under a 6\_\_\_\_\_ and it's in front

of you." "Thank you," said the man. "You know the city well." "That's because I'm a taxi driver," my dad said.



3 Write.

#### why because

Tai <sup>1</sup> Why are you smiling?

Millie <sup>2</sup>\_\_\_\_\_\_ I'm happy.

Tai <sup>3</sup> are you so happy?

Millie <sup>4</sup>\_\_\_\_\_ I won this trophy.

Tai 5\_\_\_\_\_ did you win the trophy?

Millie I won it 6 \_\_\_\_\_ I came first in a race at school. And 7 \_\_\_\_ are

you asking so many questions?



54

Review 2

Family Friend 4 (SB)

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

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









#### Write.

hers

theirs

mine

yours

ours

his



Well done! This is yours.



We didn't order it. Perhaps it's



Look at this new computer. It's



I think it's



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



This is your jacket. But where's

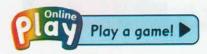
#### Write the words under the correct heading.

cucumber giraffe police picnic pencil yogurt orange gloves g says 'g' g says 'j'

c says 'c'

c says 's'

pencil



Review 2

## Will it really happen?

Lesson One Words

1 Listen, point, and repeat. 6 58



the future



trave



satellite



the moon



the sun



planets



astronaut



spaceship

2 Listen and read. <a> 59</a>







Max Well, the magazine says it will. So, in the future, there won't be any more long plane trips. Holly That's good. Long plane trips are boring.

Max Mom, can we go on a super-fast plane to visit Amy and Leo in Australia for the weekend? Mom Well, there aren't any planes like that yet. But maybe one day!

Unit 7 In space

Family Friend 4 (SB)

#### Lesson Two Grammar 1

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

## The future with will

People will travel in super-fast planes.

There won't be any more long plane trips.

Will they go back to Australia?

Yes, they will.

Will they miss our vacation?

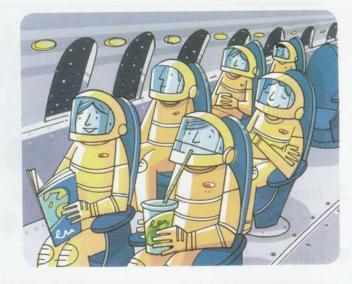
No, they won't.

amazing things!



## 3 Write. will won't

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



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

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

Will people go to the moon for vacation?

Yes, they will.

Will they eat normal food?

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



Complete Grammar Time Exercise 1 on page 131 of Workbook 4.

The future with will Unit 7



## Lesson Three Grammar 2 and Song

#### Read and learn.

#### Time markers: the future

in a month.

in two weeks.

next week.

We will go on vacation ... on Monday.

this evening.

tomorrow. soon.

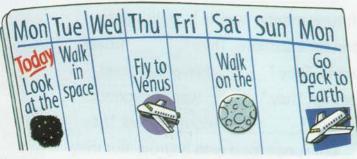
later.



## Speaking Ask and answer.

tomorrow next Monday this evening on Saturday in three days





- 3 Now write sentences about the moon trip. On our trip to the moon, we will look at the stars this evening, ...
- 4 Listen and sing. 60 60

## A trip to the moon!



Get in the rocket, we're leaving soon. We're off on a trip to the moon.

We'll walk in space and look at the stars. We're off on a trip to the moon.

Tonight we'll eat through a tube. We're off on a trip to the moon.

And next week, we'll come back to Earth. We're off on a trip to the moon.

Unit 7 Time markers

GComplete Grammar Time Exercise 2 on page 131 of Workbook 4.



1 Listen, point, and repeat. 🚳 🙃



2 Listen and read. 62



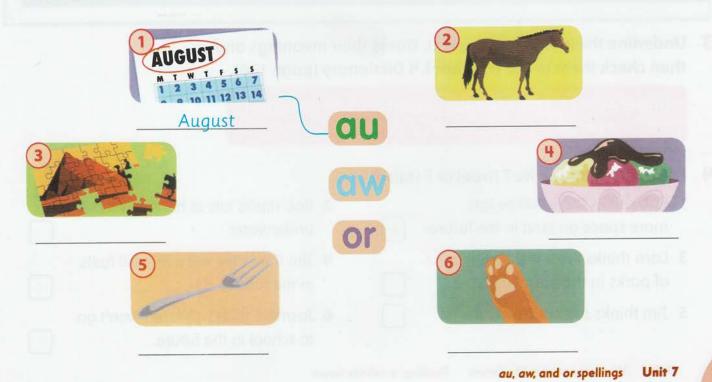


Paul's birthday was in August. When he woke up in the morning, he saw his presents. He got a big jigsaw puzzle. For dinner he ate noodles with oyster sauce and had a drink with a straw.



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

- 3 Read again. Circle the words with au in green, with aw in blue, and with or in purple.
- 4 Match and write.



Ostooreh Comolex

## **Skills Time!**

#### Lesson Five

#### Reading

- Describe what is happening in the pictures.
  2 Listen and read. 6 63



## The Future What do you think the future will be like?



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





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





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





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



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

underwater submarines underground virtual reality pills power energy

- 4 Read again and write T (true) or F (false).
  - 1 Rob thinks there will be lots more space on land in the future.



- 2 Rob thinks lots of houses will be underwater.

4	Jim thinks we will use fossil fuels
	in the future.

6 Jasmine thinks children won't go to school in the future.

3 Lara thinks there will be lots of parks in the future.

5 Jim thinks some cars will fly.

Unit 7 Words in context: The Future

Reading: a website forum



#### Listening

- 1 Listen and circle the correct answers. 64
  - 1 People will live on Earth /in space stations.
  - 3 There will be more teachers / machines.
- 2 Children will go to school / study at home.
- 4 Robots will help children / go to work.
- 2 Listen again and match the sentences to the pictures.
  - 1 Children will learn about their new life in space.
  - 3 Children will still go to normal schools.
- 2 Children will study at home.
- 4 Robots will talk.









#### Speaking

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

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

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

#### Writing preparation

We can make new words when we put two words together. fire + fighter = firefighter Write the words and number the pictures.

1 sun + flower = sunflower

2 pan + cake =

3 house + work =

4 door + bell =







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

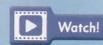


Listening, speaking, writing

Unit 7



## Fluency Time! 3



## **Everyday English**

Watch and listen. Read and say. D 65













- 1 Sam is calling Tom.
- 2 Tom is at home right now.
- 3 Sam will call again at 5 o'clock.
- 4 Tom is back.

Speaking Talk with your friend.



Mike



Oscar



Brian



Suzy





Hi. Can I speak to Brian, please?

This is Daniel.

OK. Thanks.

Yes. Who's calling, please?

Hold on a minute, please.

Brian. It's for you!



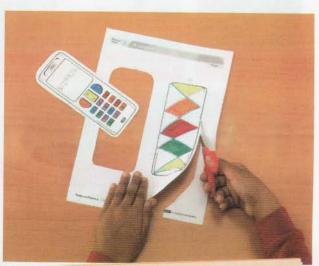
Fluency Time! 3 Making phone calls



- Watch the story again. Act.
- Make a telephone.



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



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

Use your telephone to make a phone call.



Hello. This is 302 9905.

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

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

Thank you. Goodbye.

Hi. Can I speak to Tom, please?

It's James.

Yes, that's fine.





## 8

## How much time do we have?

#### Lesson One Words

1 Listen, point, and repeat. 69 67



passenger







partures 📗 lugga











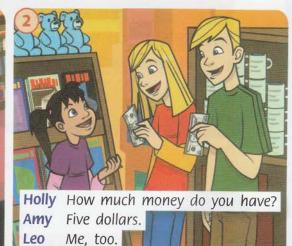
magazine n

newspaper **1** 

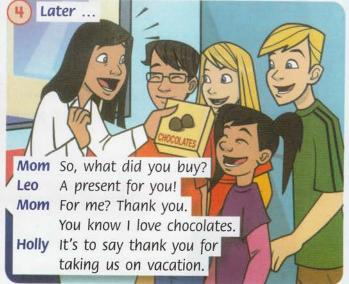
coin

2 Listen and read. 🗞 68









64

Unit 8 At the airport



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

## **Expressing quantity**

How much money do you have?

I don't have much money.

We have lots of money.

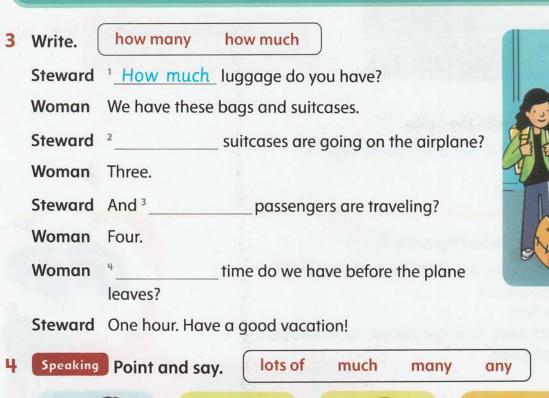
How many pencils do you have?

I don't have many pencils.

I have lots of pencils.



Use many with countables and much with uncountables. You can use lots of with both.







1 luggage

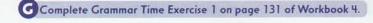
2 food

3 time

4 money

5 passport

She doesn't have much luggage.



Expressing quantity

Unit 8

## **Lesson Three** Grammar 2 and Song

Read and learn.

## Some | any

Do you have **any** newspapers? We don't have **any** newspapers.

But we have some magazines.



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

2 Speaking Ask and answer.

soap magazines

toothbrushes

pastries



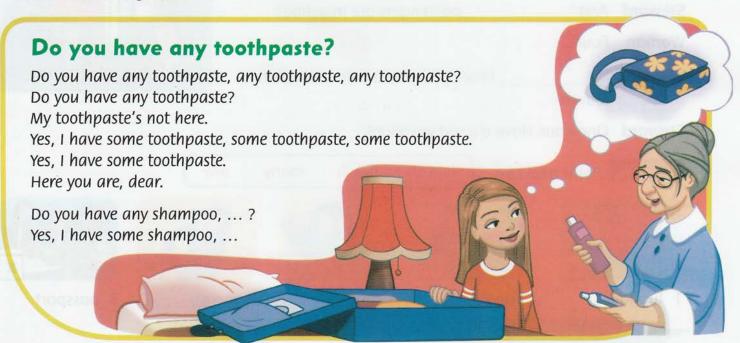
Do you have any soap?

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

3 Now write about what is in the store.

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

4 Listen and sing. 69 69



66 Unit 8 some / any

Complete Grammar Time Exercise 2 on page 131 of Workbook 4.



## **Lesson Four** Phonics and Spelling

1 Listen, point, and repeat. 🊳 70



2 Listen and read. <a> 71</a>



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



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

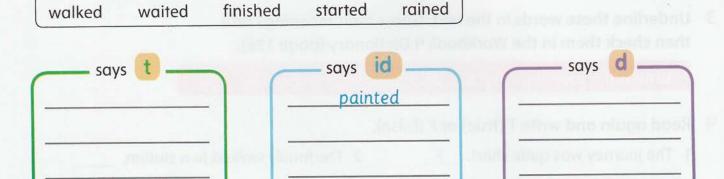
3 Read again. Circle the *ed* words in green when they say *t*, in blue when they say *id*, and in purple when they say *d*.

played

Listen to the words. Write them in the correct box. 6 72

washed

painted



showed

Simple past: -ed endings Unit 8



## **Skills Time!**

#### Lesson Five

#### Reading

Look at the pictures. What happened in the vacation?

2 Listen and read. 6 73





August 20th

14 Hilltop Road Boston

Dear Dan, How are you?

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

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

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

Write soon to tell me about your vacation.

From,

Jack



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

unusual journey hotel disappointed fireworks fair

- Read again and write T (true) or F (false).
  - 1 The journey was quite short. F 2 The family walked to a station.
  - 3 The man fixed their car that night. \_\_\_\_ 4 Jack enjoyed the start of his vacation. \_

68

Unit 8 Words in context: my vacation Reading: a letter



#### Listening

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







#### 2 Listen again and circle.

1 How did Lucas get to the beach?

2 How long was his trip?

3 How many cousins does Eva have?

4 What was Andy's favorite day?

by car / by train / by plane

two hours / four hours / five hours

two/six/eight

the zoo / the sports game / a boat trip

#### Speaking

#### 3 Ask and answer.

1 Did you go on vacation last summer?

3 How did you travel there?

5 What was the weather like?

- 2 Where did you go?
- 4 What did you do?
- 6 Did you eat any special food?

#### Writing preparation

- 1 Put the stamp at the top, on the right.
- Write the name first.
- 3 Write the house or apartment number, then the street.
- Write the town or city and state.
- 6 Finally, write the zipcode at the end.
- 4 Read and circle.
  - 1 The stamp goes on the **left** / **right**.
  - 3 The house number goes before / after the street.



- 518 Cherry Street
- San Francisco, California
- 6 94118
- 2 The town goes before / after the street.
- 4 The zipcode goes at the **top / end**.

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



Listening, speaking, writing

Unit 8



## Science Time!

Topic: Robots

1 Listen, point, and repeat. <sup>6</sup> 75













2 Listen and read. No 76

## ROBOTS)

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

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



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

3 Read again and match.

- 1 ASIMO can move ...
- 2 ASIMO works in the Honda offices ...
- 3 Robots can already ...
- 4 In the future they will be able ...
- d (
- **a** in Japan.
- **b** make things in factories.
- c to do dangerous jobs.
- d like a human.

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

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

70

CLIL: Science Robots



## **Project**

## Listen and check (✔) seven things that ASIMO can do. ⑤ 77

talk

write letters

go upstairs

run

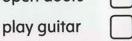
switch on lights

drive a car

carry things play sports

swim do homework

open doors



#### 2 Project. Design and make a robot.



Make and decorate your robot.



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

### 3 Present your project.

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



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

ostoorehcomplex.com

# Something new to watch!

### Lesson One Words

Listen, point, and repeat. 6 78



cartoon



radio







documentary



channel



advertisement



remote control



TV show



cell phone

2 Listen and read. 🚳 👨







Leo I turned on the TV to watch the basketball game. But Max turned it off to play a video game.

Amy Well, my favorite show is on now. Can I watch it, please?

Holly I want to watch it, too!



How about this new DVD?

Max What is it?

Aunt Put it on. Then you'll see.



Unit 9 Audio-visual entertainment

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

### Infinitive of purpose

I turned on the TV to watch sports.

We went in the boat to see the dolphins.

Use *to* + the base form of the verb for a purpose or a reason.

to + base form = infinitive (e.g., to watch)



### 3 Speaking Match and say.

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

He turned on the radio to listen to music.

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



#### 4 Read and number. Then write.

to see <u>to show</u> to listen to change to take

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









Complete Grammar Time Exercise 1 on page 132 of Workbook 4.

Infinitive of purpose

Unit 9



### Lesson Three Grammar 2 and Song

1 Read and learn.

# How often ... ?

How often do you watch TV?

I watch it every day.

I watch it three times a week.

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

I watch a documentary **once** a week.

I buy a new CD twice a year.

1x =once 2x =twice 3x =three times

4x =four times 0x =never

2 Speaking Ask and answer.

How often do you ...

watch a movie?

use a camcorder?

play computer games?

watch the news?

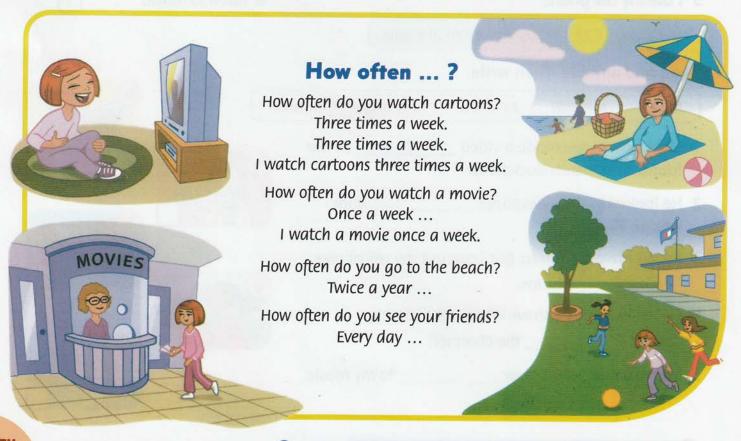
listen to the radio?

use a cell phone?

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

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

4 Listen and sing. 6 80



74

Unit 9 How often ...?

G Complete Grammar Time exercise 2 on page 132 of Workbook 4.



Listen, point, and repeat. 📎 🛭





2 Listen and read. 6 82



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

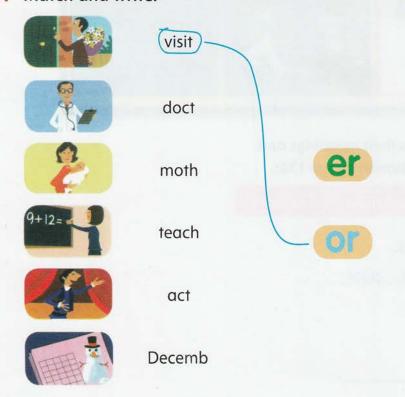


When we have a visitor, my mother and father prepare a fantastic dinner.



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

- Read again. Circle the words ending with er and underline the words ending with or.
- Match and write.



- visitor

er and or endings Unit 9



# **Skills Time!**

#### Lesson Five

#### Reading

- 1 Which TV show would you like to watch? Why? 2 Listen and read. 6 83



# Tonight's TV!

#### Channel 1 Channel 2 Channel 3 Channel 4

4:00 Movie Charlie and the **Chocolate Factory** 

4:15 Cartoon

6:00 Sports Yankees vs Red Sox 6:00 Documentary The World Under the

Charlie is always dreaming about candy. But he can't buy any because he and his family are so poor. Then Willy Wonka puts golden tickets inside his candy bars for a competition. But how can Charlie buy a candy bar? And will he win a visit to the chocolate factory?

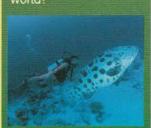
Live baseball continues tonight! The New York Yankees take on the Boston Red Sox in an prepare for the play

Discover what life is like under the ocean. Jill Turner explores the Pacific Ocean. Here she meets amazing fish, starfish, and sharks. How do these animals live in their underwater world?









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

live poor ticket stadium plays tricks on explore

- Read again and complete the sentences.
  - 1 Charlie doesn't buy candy because he is <u>poor</u>.
  - 2 The mouse plays tricks on the \_\_\_\_\_.
  - 3 The game starts at \_\_\_\_\_\_.
  - 4 The show about the Pacific Ocean is a

Unit 9 Words in context: TV shows Reading: a TV guide



#### Listening

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









2	Listen	again	and	write	T	(true)	or F	(false)	۰
---	--------	-------	-----	-------	---	--------	------	---------	---

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

#### Speaking

3 Ask and answer.

Tell me about your favorite TV show.

What channel is it on?

My favorite TV show is ...

It's on ...

I watch it at ...

When's it on?

It has ...

It's about ...

#### Writing preparation

The prefix unchanges a word so it means the opposite. lucky

unlucky = not lucky

Write the words. Add un to change the meaning.

- 1 happy unhappy 2 friendly \_\_\_\_\_
- 5 clean
- 7 kind 8 popular \_\_\_\_\_
- 3 well \_\_\_\_\_ 4 safe \_\_\_\_\_
  - 6 comfortable

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

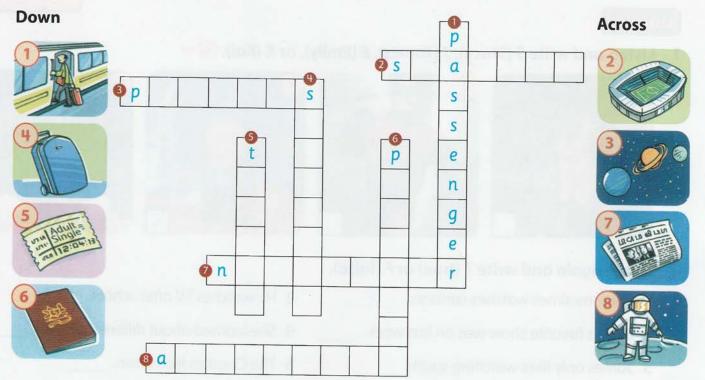


Listening, speaking, writing Unit 9



# Review 3

## Complete the crossword.



#### Write.

channel	TV show	camcorder	the news	cartoons	documentary
I sometimes	watch 1 car	rtoons after s	chool,		
		k. I love Bugs Bui			
favorite <sup>2</sup>		a game show o			
Saturdays. W		ed, my sister ch			
the <sup>3</sup>		ch her favorite		(A)	
It's a 4	abou	t life in space.			1015
Sometimes o		venings, my fan	nily and I all		MILLINA
		My dad took his		on vacation.	so last Saturday,
we watched	a DVD of us!	It was really fur	. Then my pa		
They watch it	t every evenir	ng.			•
Read and cir	rcle Thon as	k and answer			

#### and circle. Then ask and answer.

- 1 How much / many time are you at school every day?
- 2 How much / many pens are there in your pencil case?
- 3 How much / many books do you have on your desk?
- 4 How much / many money do you have in your pocket?

78 Review 3





Pete Do you have 1 <u>any</u> tickets for the game

next month?

Assistant Yes, of course. You're very early. We still

have <sup>2</sup> \_\_\_\_\_ tickets left. How <sup>3</sup> \_\_\_\_\_

do you want?

Pete Four, please. Sue, do you have 4

money you can give me until tomorrow?

I want to buy all the tickets today.

Sue Sorry, Pete. I don't have 5 \_\_\_\_ money today. But we have 6 \_\_\_\_ time.

Let's come back tomorrow.

Pete OK. Thanks.

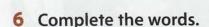


When I grow up, I 1 won't have to go to school every day, but I 2 have to go to work. I want to be a

pilot, so I <sup>3</sup> have to wear a pilot's uniform. When

I'm a pilot, I  $^4$  \_\_\_\_\_ travel all around the world and I

see lots of places. I <sup>6</sup> \_\_\_\_\_ work in an office, but I <sup>7</sup> \_\_\_\_ sometimes work at night. You have to be very smart to be a pilot, so I <sup>8</sup> \_\_\_\_ have to work hard at school.



au aw or

er or



I like sauce on my noodles.



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



For my birthday, I got a jigs puzzle.



I get up every m\_\_\_ning at five past six.



There are thirty days in Septemb .



My favorite sp\_\_\_t is swimming.



Review 3



# 10

# I've printed my homework

Lesson One Words

1 Listen, point, and repeat. 6 85



















2 Listen and read. 6 86



Holly We've finished our homework. Can we play now?

**Mom** Have you turned off the computer and the printer?

Max No, we haven't.

Mom Go and turn them off first, please.



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

Max OK, Mom.

Two hours later ...

Mom This is amazing! You've worked really hard!

Holly Look! I've put all the books into alphabetical

order. And Max has organized the cabinet.



80

Unit 10 Computers



- 1 Listen to the story again and repeat. Act.
- 2 Read and learn. V Irregular verb list Workbook 4 page 135

### Present perfect: affirmative

We've finished our homework.

He's put the books on the shelves.

You've made a mess.

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

I've cleaned my room.

This means the room is clean now.

Present perfect = have / has + past participle (pp) Regular past participles = printed, saved, logged off Irregular past participles = make - made, put - put



- 3 Underline have / has and circle the past participle.
  - 1 We've saved our documents. 2 He's made a mess.

  - 3 I've put the speakers on the shelf. 4 She has printed her homework.
- 4 Write.

Can we play with our friends outside now? Tom

Mom Have you finished everything?

Yes, I 1 've finished (finish) my homework and I 2 (print) it. Tom

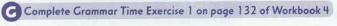
What about Sophie? Mom

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

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

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





Present perfect: affirmative



### Lesson Three Grammar 2 and Song

1 Read and learn.

# Present perfect: questions, answers, and negatives

Have you seen my new speakers?

No, I haven't. Please show me.

Has she done her homework?

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

see – seen (pp)

do - done (pp)

2 Speaking Ask and answer.



Have you cleaned your room?

Yes, I have.

- 3 Now write about what Ryan has and hasn't done.
  - He has cleaned his room and ...
- 4 Listen and sing. 🚳 87

# I've really tried!

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

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

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

I tried to print my work.

But something was wrong.

There wasn't any ink.

And that was what was wrong.



82

Unit 10 Present perfect: questions, answers, and negatives

G Complete Grammar Time Exercise 2 on page 132 of Workbook 4.



1 Listen, point, and repeat. 🊳 8





2 Listen and read. 6 89



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

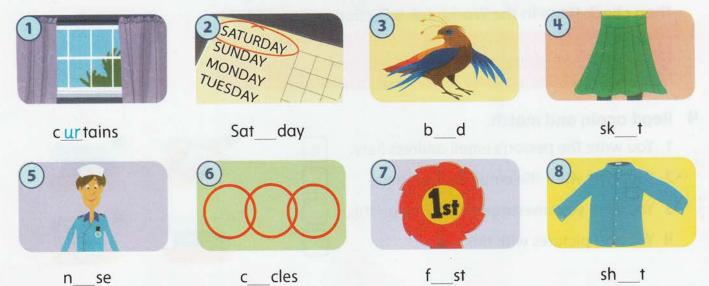


Today was the first time I wore my purple skirt and new green shirt. Look! The skirt has lots of circles on it.



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

- 3 Read again. Circle the words with ur and underline the words with ir.
- 4 Complete the words with ur or ir.



ur and ir spellings

Unit 10



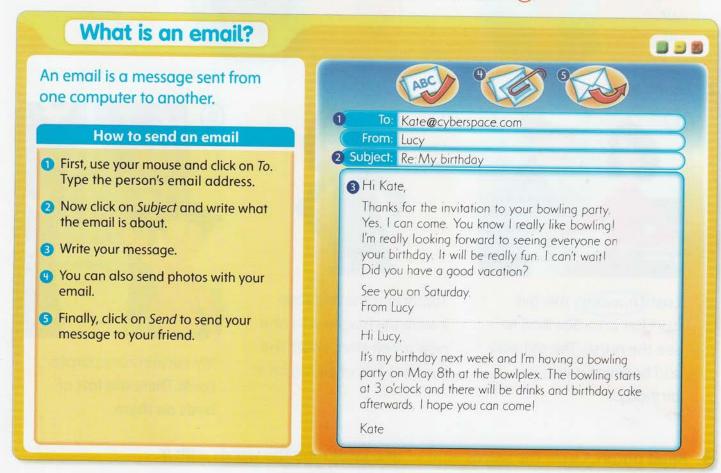
# **Skills Time!**

#### **Lesson Five**

#### Reading

- Look at the email. What is it about?
- 2 Listen and read. 9 90





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

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

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









84

Unit 10 Words in context: sending emails Reading: online instructions



#### Listening

1 Listen and number. 🌑 👊







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

- 1 \_\_\_\_ blew out candles at her party.
- 3 's party was last Saturday.
- 5 came in third.

- 2 sent an email after his party.
- 4 \_\_\_\_loves singing.
- 6 \_\_\_\_ and his friends ate candy.

### Speaking

- 3 Ask and answer about a party you went to.
  - 1 When was the party?
- 2 Whose party was it?
- 4 What did you eat and drink?
- 5 What did you wear?

3 What did you do?

6 Was it fun?

When was the party?

It was last week.

#### Writing preparation

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

The subject does this action.
The object receives the action.

The object is usually after the verb.

She sends emails.

5 V

0

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

- 1 Beth types her homework.
  - S
- 2 Rita makes photo albums.
- 3 Dan is playing computer games.

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



Listening, speaking, writing

Unit 10



# Fluency Time! (4)



# **Everyday English**

1 Watch and listen. Read and say. 🔃 🗞 👊













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

soccer basketball cycling swimming documentaries the news advertisements movies cartoons



What's on TV?

Let's change the channel!

> A movie! I love movies.

Cycling. I can't stand cycling on TV.

OK. Pass me the remote control, please.

Great! Let's watch this.



86 Fluency Time! 4 Choosing TV shows



1 Watch the story again. Act.





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



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

3 Speaking Ask and answer with your friend.



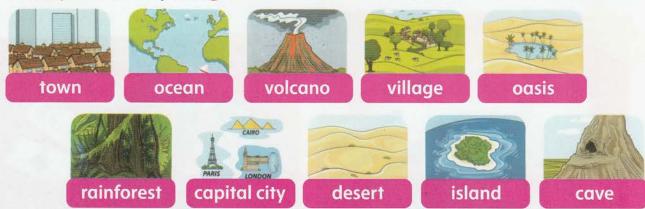
Craft: a TV



# Have you ever been ...?

Lesson One Words

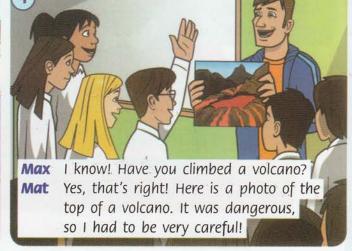
Listen, point, and repeat. 🚳 👊



### 2 Listen and read. 🚱 95







88 Unit 11 Places

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

# Present perfect: ever

Has he ever been to a desert?

No, he hasn't.

Has he ever climbed a volcano?

Yes, he has.



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

go - been (pp)

Write.

some mountains

a desert

an oasis

space



Have you ever been to a desert?

Yes, I have.







Yes, I have.



No, I haven't.







No, I haven't.

Speaking Ask and answer with your friends.

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

Have you ever been to ...?

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

Complete Grammar Time Exercise 1 on page 133 of Workbook 4.

Present perfect: ever Unit 11



# Lesson Three Grammar 2 and Song

1 Read and learn.

# Present perfect: never

I've never seen a volcano.

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

We've never fallen in the mountains.

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

see - seen (pp)

go – been (pp)

fall - fallen (pp)

2 Speaking Choose a person. Ask and answer.

(qq-mead - ap	Dave Dave	Alice	Dom Dom	Libby
climbed a mountain	~	~	×	V
been to space	~	×	V	V
been to a desert	V	V	V	×
seen gorillas in a rainforest	×	×	~	V

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

It's Alice!

- 3 Now write sentences about what the people have and have never done.
- 4 Listen and sing. 🚱 96

## One day soon

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

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



90

Unit 11 Present perfect: never

G Complete Grammar Time Exercise 2 on page 133 of Workbook 4.



# **Lesson Four** Phonics and Spelling

1 Listen, point, and repeat. 6 97





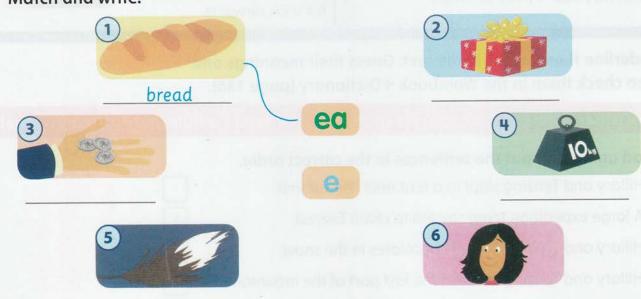
2 Listen and read. 🚳 98







- 3 Read again. Circle the words with ea and underline the words with e.
- 4 Match and write.



ea and e spellings Unit 11

Ostooreh Comolex ostoorehcomplex.com

# **Skills Time!**

**Lesson Five** 

#### Reading

Look at the photographs. What are the men doing?

2 Listen and read. (%) 99



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

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



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

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

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

The next morning, Hillary's boots were frozen solid outside the tent! It took two hours to melt the ice and get the boots warm. Hillary and Tenzing climbed the last part of the mountain. They used ice axes to pull themselves up the icy rocks. On May 29th, they reached the summit. They stood on the highest point on Earth. Then Hillary took

some photos and they buried some chocolates in the snow for future climbers. They only stayed at the top of Everest for about 15 minutes, because it was difficult to breathe. There isn't much oxygen at 29,028 feet!



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

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

location height oxygen expedition summit equipment frozen melt

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

Unit 11 Words in context: Everest Expeditions Reading: an account



#### Listening

1 Listen and number. 🚱 100









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

#### Speaking

- 3 Interview Edmund Hillary or Tenzing Norgay.
  - 1 How many men took part in the expedition?
  - 3 What was the weather like?
    - How many men took part in the expedition?
- 2 What did you eat?
- 4 Where did you sleep?

382 men ...

#### **Writing preparation**

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

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

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

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



Listening, speaking, writing

Unit 11

# **Art Time!**

Topic: Australian Art

Listen, point, and repeat. 6 101













2 Listen and read. 例 102



# AUSTRALIAN ART

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

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

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

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

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

- Read again and circle the correct word.
  - 1 For thousands of years Aboriginals told stories through books /(art)/ sticks.
  - 2 They painted on their bodies and on paper / canvas / cave walls.
  - 3 Color / Codes / Rocks in dot paintings helped people understand the stories.
  - 4 Aboriginals used special symbols / paints / sticks to keep the stories secret.
- Think! Why do you think the Aboriginal stories were secret? Why does painting on canvas make it easier to see their art?

94

CLIL: Art Australian Art



# **Project**

# 1 Listen and write T (true) or F (false). $\bigcirc$ 103



- 1 Libby is painting dots.
- 2 She makes the dots with a paintbrush.
- 3 Libby made the symbol for a girl.
- 4 Aboriginal paintings tell a story.
- 5 There will be a girl in Jake's painting.

#### 2 Project. Make an Aboriginal dot painting.



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



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

### 3 Present your project.

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



- How the turtle got its shell -

One day a hirtle swam a long way in the very cold ocean. He larided in a new and stronge place. He was very cold and he fell asleep. When he was the up he was in a shell! After this the furtle wasn't rold anymore.

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

Project: a dot painting

# What's the matter?

Lesson One Words

1 Listen, point, and repeat. 6 104



feel sick

feel dizzy





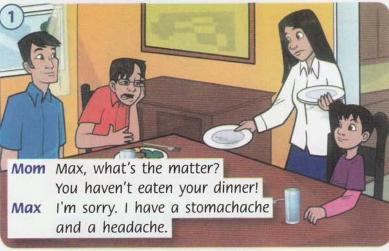
an earache

a stomachache

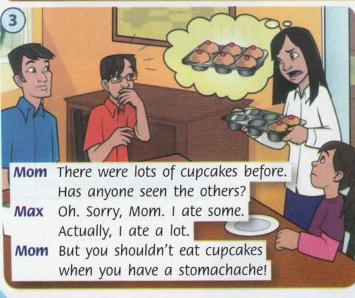




2 Listen and read. 6 105









Max I ate the cupcakes before I got a stomachache. Mom You couldn't eat your dinner, but you could eat all those cupcakes! That's why you have a stomachache. Max Sorry, Mom.

96 Unit 12 Illness



#### Lesson Two Grammar 1

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

# Should | shouldn't



You should drink some water.



You shouldn't eat lots of cupcakes.

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

should shouldn't 3 Write.

Max is ill. He has a stomachache.

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



Speaking Ask and answer.

a stomachache

a cold

a sore throat

an earache









I have an earache.

You should / shouldn't ...

Complete Grammar Time Exercise 1 on page 133 of Workbook 4.

should / shouldn't Unit 12



### **Lesson Three** Grammar 2 and Song

Read and learn.

### Could / couldn't

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

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

2	Write	could couldn't can
	Sue	This is me when I was four.
	Mai	Could you swim when you were four?
	Sue	No, I <sup>2</sup> , but I <sup>3</sup> now. And you?
	Mai	Yes, I <sup>4</sup> I learned to swim when I was two.
	Sue	you send emails when you were four?
	Mai	No, I $^{\rm 6}$ But my brother showed me how to send emails last year.



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

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

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

And how many languages 7 \_\_\_\_\_ you speak when you were four?

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

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

Listen and sing. 6 106

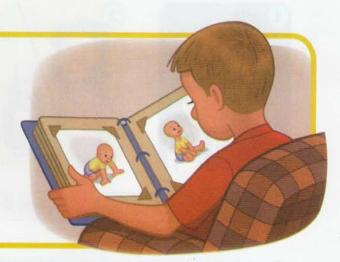
Sue

Mai

# When I was a baby

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

When I was a baby, I couldn't talk. I couldn't go to school and I couldn't walk. But now that I am older, I can go to school. I can read and play. Growing up is cool!



Unit 12 could / couldn't

Complete Grammar Time Exercise 2 on page 133 of Workbook 4.



# Lesson Four Phonics and Spelling

1 Listen, point, and repeat. S 107



sandal

animal
hospital
cereal

2

2 Listen and read. 6 108



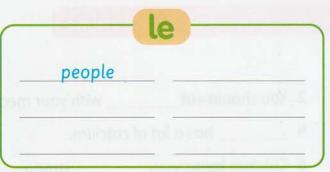
Many years ago, some people lived in castles.

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

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

- This hospital is for animals.

  Vets work here and many sick animals stay here to get better.
- 3 Read again. Circle the words ending in *le* and *al*.
- 4 Now write the circled words in the correct boxes.





le and al endings Unit 12



# Skills Time!

#### **Lesson Five**

#### Reading

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



#### Get lots of exercise

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

#### Eat a healthy diet

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

#### Drink lots of water and milk

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

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



- a glass of milk
- 2 two sardines
- cabbage
- cheese
- 5 yogurt
- 6 beans
- Underline these words in the text. Guess their meanings and 3 then check them in the Workbook 4 Dictionary (page 136).

healthy fit energy chips sugar cabbage calcium sardine

Read again and complete the sentences.

1 Walking and skating are types of <u>exercise</u>. 2 You should eat \_\_\_\_\_ with your meal.

3 There is a lot of \_\_\_\_\_ in soda.

has a lot of calcium.

5 Vegetables help you to stay \_\_\_\_\_. 6 Calcium keeps your \_\_\_\_\_ strong.

Unit 12 Words in context: How to stay healthy Reading: an information leaflet



#### Listening

1 Listen and number. 6 110









- 2 Listen again and write T (true) or F (false).
  - 1 Joe feels tired when he gets to school.
  - 3 Ella doesn't like soda.

- 2 Sarah is healthier now.
- 4 Pete never eats candy.

#### Speaking

- 3 What do you do to be healthy? Ask and answer.
  - 1 What exercise do you do?
- 2 What healthy food do you eat?
- 3 What do you drink?

4 How can you be more healthy?

What exercise do you do?

I ride my bike and I go swimming ...

#### **Writing preparation**

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

Milk is good because it contains lots of calcium.

So shows the results of something.

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

Use a comma before so.

- 4 Match the sentence halves.
  - 1 I drink lots of milk
  - 2 There is lots of sugar in candy,
  - 3 You should eat lots of fruit
  - 4 Playing sports makes you feel strong,
- a because it is good for you.
  - **b** so you shouldn't eat it every day.
  - c so try doing some regularly.
  - d because I want strong bones.

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



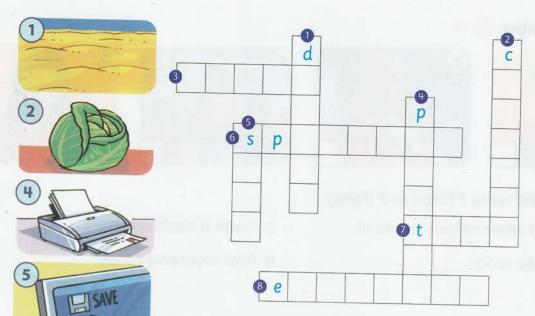
Listening, speaking, writing

Unit 12

### **Review 4**

# 1 Complete the crossword.

Down



Across

3







2 Write.

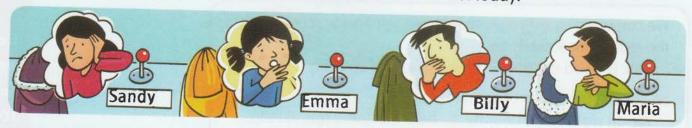
cough a sore throat

take medicine

felt sick

an earache

to school beca	use she had 1_	an earache	ool because they were ill. Sandy She had to stay in bed all day	
a bad²	aı	nd had to <sup>3</sup>	. Billy ate some bad food and	
4	. He had to	drink lots of wa	ter. And Maria had 5	and



#### 3 Read and circle.



When I had a bad cold, I¹ could /couldn't go to school and I² could / couldn't see my friends. But I³ could / couldn't stay at home and watch TV. My mom said I⁴ should / shouldn't drink lots of water and I⁵ should / shouldn't take some medicine. She said I⁶ should / shouldn't play outside because this makes the cold worse.

102

Review 4

Family Friend 4 (SB)

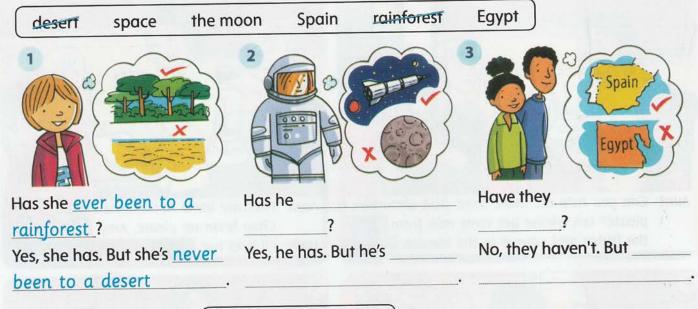


#### 4 Write.

find put on have not make have  $(\times 2)$ finish do Mom Are you ready for school? I've 1 <u>finished</u> my breakfast and 2 \_\_\_\_ my bed. Girl Mom Have you <sup>3</sup>\_\_\_\_\_ your school bag? Yes, I <sup>4</sup>\_\_\_\_\_. It was under my bed. Girl Mom Has Jamie 5 his homework? Girl Yes, he 6 Mom And has he <sup>7</sup> his shoes? No, he <sup>8</sup> \_\_\_\_\_ put on his shoes. He can't find them! Girl Mom Oh no! Please hurry up!

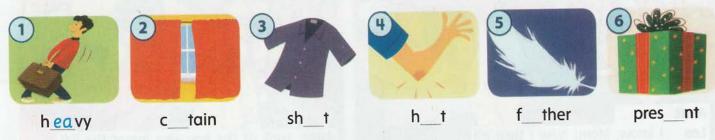


### 5 Complete the sentences.



## 6 Complete the words.

ur ir ea e





Review 4

# 13

# Can you help me?

زبان امید

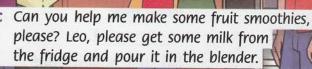
#### Lesson One Words

1 Listen, point, and repeat. 🌑 👊



2 Listen and read. 6 112







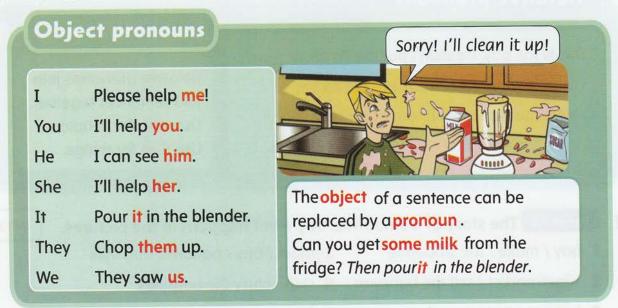




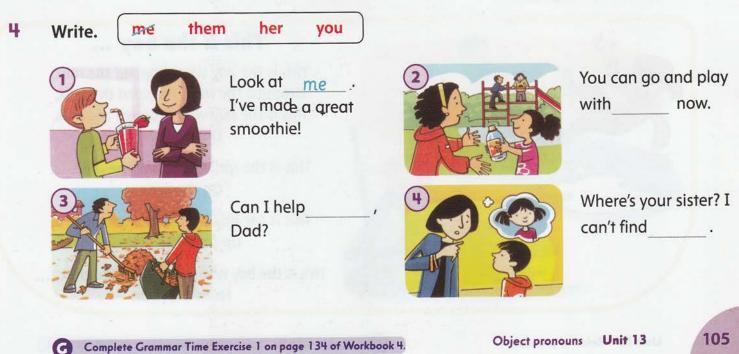
Unit 13 Making smoothies



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



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





#### Lesson Three Grammar 2 and Song

Read and learn.

## Relative pronouns

This is the boy. He didn't put the lid on.

This is the boy who didn't put the lid on.

This is the smoothie. It was in the blender.

This is the smoothie that was in the blender.

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

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

who that

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







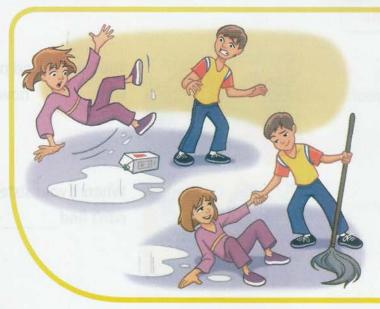






This is the boy who made the smoothie.

- Now write your sentences.
- Listen and sing. (9) 113



# This is the boy ...

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

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

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

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

Unit 13 Relative pronouns



Complete Grammar Time Exercise 2 on page 134 of Workbook 4.



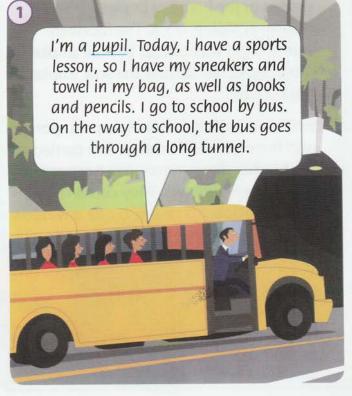
1 Listen, point, and repeat. 🚳 114



lentils

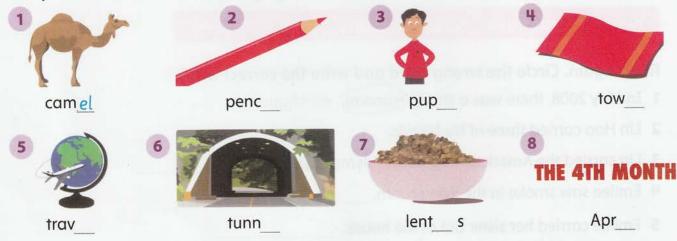
pencil
April
pupil

2 Listen and read. 6 115



My birthday was on April 19th. Mom made my favorite meal: lentils with chicken and rice. Then we went to the zoo and I rode on a camel.

- 3 Read again. Circle the words ending in el and underline the words ending in il.
- 4 Complete the words with el or il.



el and il endings Unit 13



### **Skills Time!**

#### Lesson Five

#### Reading

Look at the text. Where do the two events happen?

2 Listen and read. 6 116



### Child Heroes

#### Boy helps two friends

A very strong earthquake hit Ching on May 12th 2008. Lin Hao, a ten-year-old pupil, was very brave when his school collapsed in the earthquake. After climbing out of his school, he helped out two of his



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

#### Girl saves family

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

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

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



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

hero earthquake collapse carry smoke asleep

- 4 Read again. Circle the wrong word and write the correct word.
  - 1 In May 2008, there was a strong(tsunami) earthquake
  - 2 Lin Hao carried three of his friends.
  - 3 Lin carried the American flag at the Olympic Games.
  - 4 Emilee saw smoke in the living room.

108

5 Emilee carried her sister out of the house.

Unit 13 Words in context: Child Heroes Reading: two factual accounts

#### Listening

1 Listen and number. 6 117









2 Listen again and match.

1	This person sometimes works in dangerous places.	a doctor
2	This person helps 25 people every day.	<b>b</b> teacher
3	This person helps to make our cities and roads safe.	c firefighter

4 This person likes making children smile. d policeman

#### Speaking

3 Think of a job. Ask and answer.

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

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

nurse teacher firefighter mailman pilot farmer actor singer server

#### Writing preparation

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

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

Underline the subordinate clauses in these sentences.

Then say each sentence without the subordinate clause.

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

Complete the writing tasks on pages 108–109 of the Workbook-



Listening, speaking, writing

Unit 13



### Fluency Time! 5





#### **Everyday English**

1 Watch and listen. Read and say.









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





head nurse band wash bag tennis

1 Anna's hurt her hand.

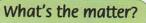
- 2 She fell down on the

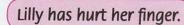
3 She tripped over a

- 4 Tom will take her to the school
- Speaking Talk with your friend.

leg arm hand finger foot

playground classroom sports field art room computer room





Where did it happen?

Take Lilly to the school nurse, please.

She fell down in the art room.

OK. Come on, Lilly.



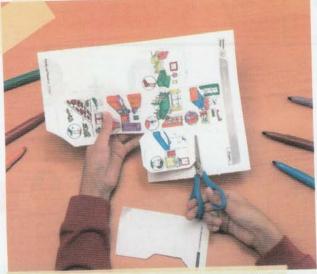
Fluency Time! 5 Describing accidents 110



Watch the story again. Act.



Make a room cube.



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



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

Speaking Ask and answer with your friend.

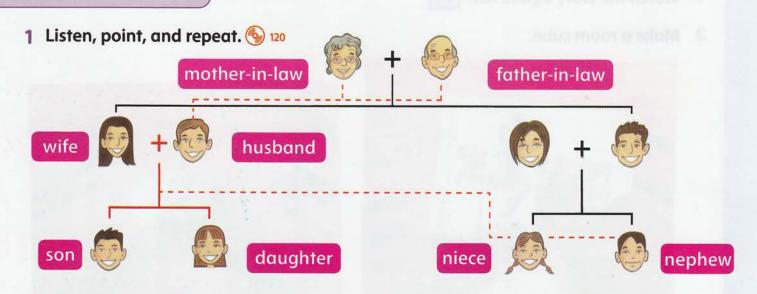




14

### We were fishing

Lesson One Words



#### 2 Listen and read. 6 121









112

Unit 14 Family



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

#### Past progressive

What were you doing?

I was looking at photos.

He wasn't making a smoothie. He was making a mess.

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

Were they going to the train station?

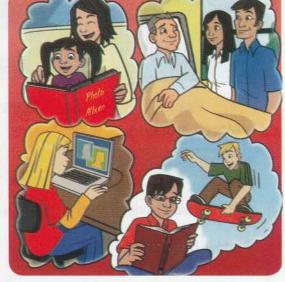
No, they weren't. They were going to the theater.



3 Write. ride visit look make read

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

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



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

Were Holly's parents going to the movies?

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

- 5 What were you doing at three o'clock yesterday afternoon?
  - Complete Grammar Time Exercise 1 on page 134 of Workbook 4.

Past progressive Unit 14



#### Lesson Three Grammar 2 and Song

1 Read and learn.

#### Dates

We say and write dates differently.

June 22nd 1997

June twenty-second nineteen ninety-seven

October 4th 2009

October fourth two thousand and nine

I was born ...

My dad was born in 1971.



Use the correct preposition with years and months: He was born in 1971. He was born on July 9th 1971.

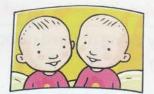
Read the dates. Ask and answer. Speaking



Paul: March 3rd 1999



Liz: 1950



Simon and Mat: January 4th 2010



Alf: 1932

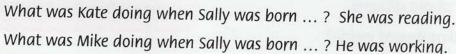
When was Paul born?

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

- Write about when you and your family were born.
- 4 Listen and sing. 6 122

#### When Sally was born

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





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

114

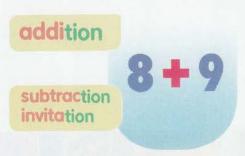
Unit 14 Dates and I was born

Complete Grammar Time Exercise 2 on page 134 of Workbook 4.



#### **Lesson Four Phonics and Spelling**

1 Listen, point, and repeat. 6 123





2 Listen and read. 6 124



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



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

- 3 Read again. Circle the words with tion and underline the words with shion.
- 4 Look at the pictures below. Write the words in the correct box.



tion and shion endings Unit 14





#### Skills Time!

#### Lesson Five

#### Reading

- 1 Describe what is happening in the picture.
- 2 Listen and read. 6 125

# My relatives are coming!

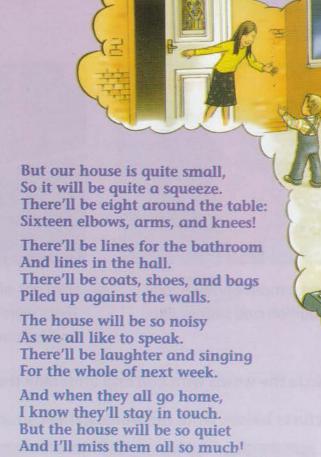
We're getting ready
For a really special day.
My relatives are arriving
And this is where they'll stay.

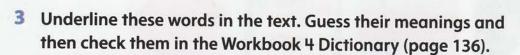
My aunt and my uncle And my cousins Bill and Kate Will be here for a week, And I just can't wait.

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

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

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





relatives toddler normal cute squeeze line stay in touch miss someone

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

Unit 14 Words in context: My relatives are coming! Reading: a poem



#### Listening

1 Listen and number. 6 126







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

- 1 Who helped look after animals?
- 2 Who helped look after a child?

- 3 Who went to a new country?
- 4 Who usually has a party at home?

- 5 Who had a brother three years ago?
- 6 Who went surfing?

#### Speaking

3 Ask and answer. Talk about your happy memories.

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

What is your happiest memory?

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

#### Writing preparation

What can you find in a poem?

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

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

4 Look at the poem again and answer the questions.

- 1 How many verses are there in the poem?
- 2 How many lines are there in each verse?
- 3 Circle all the words that rhyme in the poem.

What pattern can you see? \_

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



Listening, speaking, writing

Unit 14

## History Time!

Topic: The Gold Rush

1 Listen, point, and repeat. § 127













2 Listen and read. 🚳 128

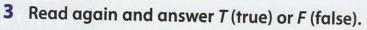
## THE GOLD RUSH

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

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

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

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



- 1 During the Gold Rush prospectors traveled to San Francisco to buy gold.
- 2 Some of them traveled by sea and some came on horses and wagons.
- 3 San Francisco became a big city during this time.
- 4 Most prospectors were rich after the Gold Rush.
- 4 Think! Why do you think towns get bigger or smaller?
  Is it always good for a town to get bigger? Why?

118

CLIL: History The Gold Rush



#### 1 Listen and circle the correct word. 6 129

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

#### 2 Project. Make an information poster.



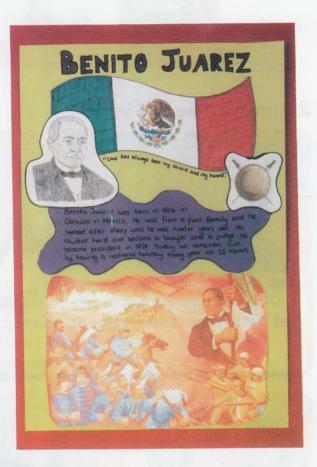
What was happening in another country in the 19<sup>th</sup> century? Work in pairs. Decide what you want to research. Look at books and search the Internet.



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

#### 3 Present your project.

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



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

### Good news, bad news

زبان امید

Lesson One Words

Listen, point, and repeat. 🚳 🔞



builder

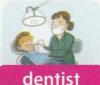




iournalist



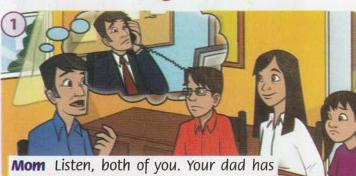
secretary



receptionist

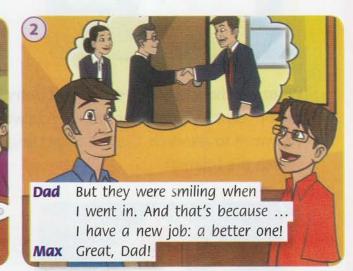


2 Listen and read. 🚳 🔢



something important to tell you.

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





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

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

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

Holly Huh! Really?



120

Unit 15 Jobs



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

#### Simple past and past progressive





When I was working, the phone rang.

They were smiling when I went in.

When can go at the beginning or the middle of a sentence.

Use a comma after the first verb if a sentence starts with When.

I was eating when he arrived.

When I was eating, he arrived.

#### 3 Match and number the pictures.

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

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











4 Speaking Point to the pictures and say.

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

5 Now write the sentences with When at the beginning.

When I was waiting in the library, ...

Complete Grammar Time Exercise 1 on page 135 of Workbook 4.

Simple past and past progressive

Unit 15



#### Lesson Three Grammar 2 and Song

#### 1 Read and learn.

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

There is some good news and some bad news.
They're very happy.

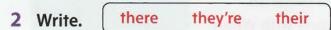
They will be with their cousins.

These three words sound the same but are spelled differently.

there – a place, or to say what is present

they're - short form of they are

their – shows possession by more than one person



The family is going to Australia. Look, 1\_\_\_there\_\_
are six suitcases. Max and Holly have a suitcase each for
2\_\_\_\_\_ clothes and special toys. 3\_\_\_\_
a bit nervous about living in Australia because everything
will be so new and different. But 4\_\_\_\_\_ very

happy too, because 5\_\_\_\_\_ cousins will help them.
Together, they'll have lots of fun!

- 3 Speaking Now talk about the picture.
- 4 Listen and sing. 6 132

#### They're almost there!

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

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

They have their passports in their bags. They're going to see their cousins.

They're as happy as can be. They're going to see their cousins.



122

Unit 15 Grammar homophones

Complete Grammar Time Exercise 2 on page 135 of Workbook 4.



#### Lesson Four Phonics and Spelling

#### 1 Listen and read. 6 133

#### vocabulary homophones









What can you see?
I can see a boat on the sea.



birds?
Yes. They are here in this tree.

Can you hear some



Where do you wear these clothes?

I wear them at school.



Which hand do you write with?

I write with my right hand.

- 3 Read again and circle the words from Exercise 1.
- 4 Write.



1 Excuse me. Where is the bus station?



- 2 We went to the beach and swam in the \_\_\_\_\_.



3 I can\_\_\_\_\_ some great music.



4 \_\_\_\_\_ is your passport.

Vocabulary homophones

123



Unit 15

### Skills Time!

#### Lesson Five

#### Reading

- Describe what is happening in the pictures.
- 2 Listen and read. 🕙 135



### Three Wishes

Once upon a time, there was a poor fisherman. The fisherman's wife was usually angry because he didn't catch many fish.

One day, the man was fishing when suddenly, a little fish jumped into his net.

"My wife will be happy now," said the man, "we will eat this fish for dinner."

But then the fish spoke. "Please throw me back in the sea," it said, "and I will give you three wishes."



The fisherman was very surprised. "Great!" he thought. "I can make my wife very happy with three wishes."

Later, he told his wife about the fish. She wasn't happy.

"Fish don't speak, you silly man!" she said. "And now there isn't any fish for dinner."

The fisherman was hungry, and he looked at his dinner of bread and water.

"I wish we had sausages instead of bread and water," he said.

Suddenly, a plate of delicious sausages appeared on the table. He was very happy and started to eat.



But his wife shouted angrily, "Why didn't you wish for something better, like money or gold? You silly man! I wish those sausages were on the end of your nose!"

The man looked down at his nose and screamed. All the sausages were on the end of his nose.

The wife pulled and pulled, but she couldn't get the sausages off the man's nose. They had to use their last wish.

"I wish," said the fisherman sadly, "for the sausages to go away." Suddenly, the sausages disappeared.



Now they had no sausages and no wishes. And the fisherman never saw the fish again.

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

fisherman speak (spoke) silly surprised sausage delicious wish for pull

124

Unit 15 Words in context: Three Wishes Reading: a traditional story



#### Listening

_							500		
1 1	What do they w	sh for? Liste	en and write	L (Lucas),	R (Rosy),	or A (A	Akram).	(%) 1	13







1 go to England	
-----------------	--

- 2 no hungry people in the world
- 3 camcorder
- 4 three more wishes
- 5 brother
- 6 no extinct animals
- 7 no earthquakes

  8 MP3 player
- **9** grandmother get better

#### Speaking

2 Imagine the fish is giving you three wishes. What are they? And why?

My first wish is for ... a computer because ...

My second wish is to ... visit a rainforest because ...

My third wish is for / to ... because ...

#### Writing preparation

We use **speech marks** to show that someone is speaking. A **comma** or a **question mark** is placed *inside* the speech marks.

"Fish don't speak," said the fisherman's wife.

We can also cut the sentence into two parts. Look at the punctuation!

"Please throw me back in the sea," the fish said, "and I will give you three wishes."

3Circle the commas and question marks before the speech marks. Then underline the different verbs used.

- 1 "I wish these were sausages" he said.
- 2 "Why didn't you wish for something better?" asked the woman.
- **3** "You silly man," the fisherman's wife said.
- 4 "I wish," said the man sadly, "for the sausages to go away."
- 5 "My wife will be happy now," said the man, "we will eat this fish for dinner."

Complete the writing tasks on pages 124–125 of the Workbook.



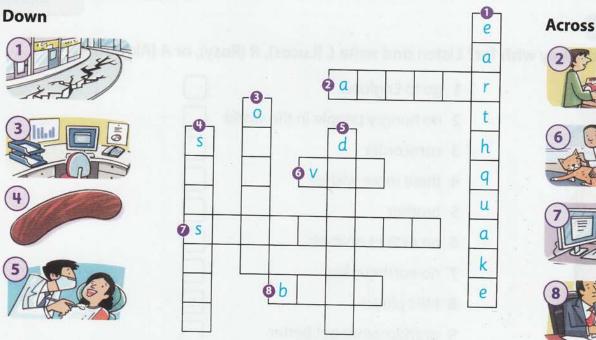
Listening, speaking, writing

Unit 15



#### Review 5

#### 1 Complete the crossword.



2 Write.

niece mother-in-law <u>husband</u> father-in-law wife nephew

Look! This is r	ne with my 1 husband, Len.
These are Ler	s's parents. Look! She is my
2	_ and he is my <sup>3</sup>
The man with	black hair is my brother,
Henry. He is s	tanding with his 4
Jane. Henry a	nd Jane have two children. This
girl is my 5	and the boy is my
6	. His name's Patrick.



#### 3 Read and circle.

Grandma and Grandpa are visiting. Lucy and Peter ask their mom, "Can you help 'us' / we make some smoothies for Grandma and Grandpa?" Peter chops up a banana and puts 2 them / it in the blender. Mom says, "Now you need to get the milk, Lucy." So Lucy pours 3 they / it into the blender. To help 4 she / her, Mom puts the lid on. When the smoothies are ready, Lucy and Peter take 5 they / them into the living room. "Are these for 6 us / we?" ask Grandma and Grandpa. "Thank you so much!"

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Review 5



#### 4 Complete the sentences with who or that.

forty feet deep the race the volcano



This is the man who climbed the volcano. This is the lake is

yesterday



This is the girl won

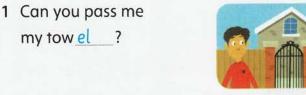


This is the new library opened .

#### 5 Write.

- 1 I <u>was watching TV</u> when my aunt <u>arrived</u>. (watch TV / arrive)
- when the phone . (lay the table / ring) 2 She
- 3 When he \_\_\_\_\_\_, a fish \_\_\_\_\_out of the water. (fish / jump)
- 4 When I \_\_\_\_\_ my homework, the printer \_\_\_\_\_ . (print / stop)
- 5 They \_\_\_\_\_ lunch when Lucy \_\_\_\_ her glass. (eat / drop)
- 6 Complete the words.

tion il



2 I am a pup at Wood View Primary School.

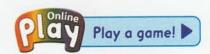


3 This dress is the latest fa .



shion

4 My math homework is to practice subtrac .



Ostooreh Comolex