

CAMBRIDGE

مرجع زبان ایرانیان



SUPER MINDS

Student's Book 3

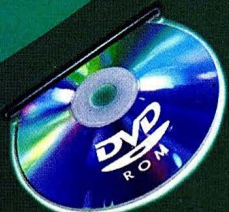
Herbert Puchta

Günter Gerngross

Peter Lewis-Jones

www.irLanguage.com

www.irLanguage.com



Herbert Puchta

Günter Gerngross

Peter Lewis-Jones

SUPER Minds



این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر برخط و حامل به ثبت رسیده است.
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

Map of the book

Meet The Explorers (pages 4–9)

Vocabulary	Grammar	Story and value Phonics
Revision of numbers	<i>I'm (not) good at (playing football). Mike is Tom's uncle.</i>	<i>The old book</i> Courage Short vowel sounds

▶ **Song:** The Explorers

1 Our school (pages 10–21)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
School subjects	<i>I like listening to (music). He loves / doesn't like learning about (Science). You have to wear (school uniform).</i>	<i>Getting help</i> Letter names	<ul style="list-style-type: none"> • Reading <i>Johnny's story</i> • Appreciating different ways of thinking 	<ul style="list-style-type: none"> • Decoding a puzzle • Sequencing • Problem solving 	Music: Musical instruments

▶ **Song:** Let me tell you a secret

▶ **Creativity**

▶ **Revision**

2 The picnic (pages 22–33)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Food	<i>Is there any (cheese)? There isn't any (cheese). There is some (cheese). Shall we make some (soup)? How about some (tea)?</i>	<i>The golden apple</i> Perseverance The sounds /t/ and /ai/	<ul style="list-style-type: none"> • Listening and speaking • Reading and writing 	<ul style="list-style-type: none"> • Finding relevant information • Logical thinking 	Science: Food chains and habitats

▶ **Song:** A picnic

▶ **Creativity**

▶ **Revision**

3 Daily tasks (pages 34–45)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Daily tasks	<i>It's half past (eight). It's quarter past / to (eight). Amy always / usually / sometimes / never (washes up after dinner).</i>	<i>Tidying up</i> The letter sounds v and f	<ul style="list-style-type: none"> • Reading <i>Arnold and the robot</i> • Learning responsibility 	<ul style="list-style-type: none"> • Reflecting on one's habits • Analysing and making deductions 	Environmental studies: Saving water

▶ **Song:** What a busy day

▶ **Creativity**

▶ **Revision**

4 Around town (pages 46–57)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Towns	<i>It's opposite / above / near / below the (park). I'm going to (the shop) to buy (some bread).</i>	<i>Up high</i> Lateral thinking The sounds /a:/ and /r/	<ul style="list-style-type: none"> • Reading • Listening, speaking and writing 	<ul style="list-style-type: none"> • Drawing conclusions • Matching • Developing sense of direction 	Geography: Directions

▶ **Song:** Lost in town

▶ **Creativity**

▶ **Revision**

Map of the book

1 Meet The Explorers (pages 4–9)

Vocabulary	Grammar	Story and value Phonics
Revision of numbers	<i>I'm (not) good at (playing football). Mike is Tom's uncle.</i>	<i>The old book</i> Courage Short vowel sounds

► **Song:** The Explorers

2 Our school (pages 10–21)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
School subjects	<i>I like listening to (music). He loves / doesn't like learning about (Science). You have to wear (school uniform).</i>	<i>Getting help</i> Letter names	<ul style="list-style-type: none"> • Reading <i>Johnny's story</i> • Appreciating different ways of thinking 	<ul style="list-style-type: none"> • Decoding a puzzle • Sequencing • Problem solving 	Music: Musical instruments

► **Song:** Let me tell you a secret

► **Creativity**

► **Revision**

3 The picnic (pages 22–33)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Food	<i>Is there any (cheese)? There isn't any (cheese). There is some (cheese). Shall we make some (soup)? How about some (tea)?</i>	<i>The golden apple</i> Perseverance The sounds /t/ and /ai/	<ul style="list-style-type: none"> • Listening and speaking • Reading and writing 	<ul style="list-style-type: none"> • Finding relevant information • Logical thinking 	Science: Food chains and habitats

► **Song:** A picnic

► **Creativity**

► **Revision**

4 Daily tasks (pages 34–45)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Daily tasks	<i>It's half past (eight). It's quarter past / to (eight). Amy always / usually / sometimes / never (washes up after dinner).</i>	<i>Tidying up</i> The letter sounds v and f	<ul style="list-style-type: none"> • Reading <i>Arnold and the robot</i> • Learning responsibility 	<ul style="list-style-type: none"> • Reflecting on one's habits • Analysing and making deductions 	Environmental studies: Saving water

► **Song:** What a busy day

► **Creativity**

► **Revision**

5 Around town (pages 46–57)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Towns	<i>It's opposite / above / near / below the (park). I'm going to (the shop) to buy (some bread).</i>	<i>Up high</i> Lateral thinking The sounds /ɑ:/ and /t/	<ul style="list-style-type: none"> • Reading • Listening, speaking and writing 	<ul style="list-style-type: none"> • Drawing conclusions • Matching • Developing sense of direction 	Geography: Directions

► **Song:** Lost in town

► **Creativity**

► **Revision**

5 Under the sea (pages 58–69)					
Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Sea creatures	<i>Great auks were /weren't (sea birds). Their food was / wasn't (fish). Were you (in the sea), Sue? No, I wasn't. Was Tim (on the beach)? Yes, he was.</i>	<i>The trap The letter sounds s and sh</i>	<ul style="list-style-type: none"> • Reading <i>What Christine found</i> • Caring for nature 	<ul style="list-style-type: none"> • Matching • Recognising patterns • Applying knowledge 	Art and Maths: Pattern and symmetry
▶ Song: Fish, fish everywhere		▶ Creativity		▶ Revision	

6 Gadgets (pages 70–81)					
Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Technology	<i>The (DX24) is bigger / more expensive than than the (DX32). The (Airbus A380) is the biggest (plane) in the (world).</i>	<i>The cave Being resourceful Long vowel sounds</i>	<ul style="list-style-type: none"> • Reading and speaking • Listening and writing 	<ul style="list-style-type: none"> • Making deductions • Numerical and logical thinking 	Maths and History: Numbers
▶ Song: My bike is bigger		▶ Creativity		▶ Revision	

7 In the hospital (pages 82–93)					
Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Health	<i>The plate landed on the floor. She felt awful.</i>	<i>At the hospital -ed endings</i>	<ul style="list-style-type: none"> • Reading <i>Sophia saves the day</i> • Helping others 	<ul style="list-style-type: none"> • Decoding and sequencing • Developing story analogies 	Science: Fever
▶ Song: What a week		▶ Creativity		▶ Revision	

8 Around the world (pages 94–105)					
Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Countries	<i>We went to the (beach), but we didn't go (swimming). Did you go shopping? Yes, I did.</i>	<i>The final letters Showing interest in other cultures The sounds /i:/ and /t/</i>	<ul style="list-style-type: none"> • Listening and reading • Speaking and writing 	<ul style="list-style-type: none"> • Making lexical links • Imagining • Visual thinking 	Art: Origami
▶ Song: All my friends are far away		▶ Creativity		▶ Revision	

9 Holiday plans (pages 106–117)					
Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Weather	<i>It's (not) going to be (rainy) on (Tuesday). Are you going to (cook pizza)? Yes, I am.</i>	<i>The treasure The sound /ɜ:/</i>	<ul style="list-style-type: none"> • Reading <i>Holidays with Grandma</i> • Changing perceptions 	<ul style="list-style-type: none"> • Prediction • Logical thinking 	Geography: Seasons and hemispheres
▶ Song: A super holiday		▶ Creativity		▶ Revision	

Meet The Explorers



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



1 CD 1
02

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

- 1 upstairs
- 2 twenty-one – fifty
- 3 downstairs
- 4 fifty-one – one hundred
- 5 cellar

-
- A wooden signpost stands in a stone hallway. To the right, a knight in full plate armor stands on a wooden base. In the background, a window shows the faces of Ben and Lucy. A dog is on the floor.
- 1 Upstairs
 - 2 Rooms 21-50
 - 3 Downstairs
 - 4 Rooms 51-100
 - 5 Cellar

2 CD 1
03

Listen, read and answer.

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

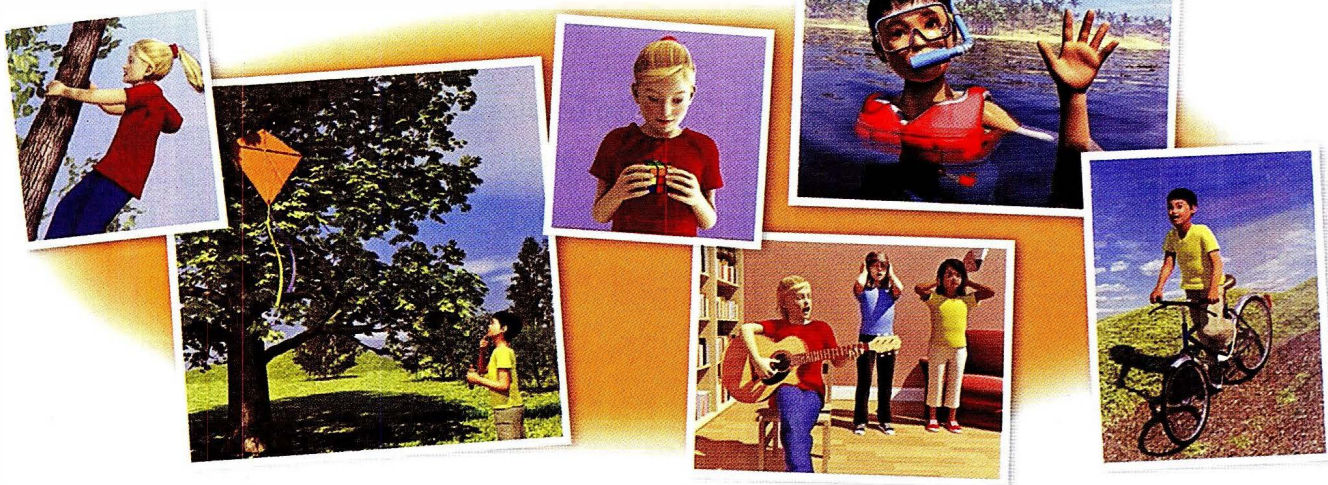
3 Close your book. Play the memory game.

Where's ...

Upstairs.

4 Revision of numbers; upstairs / downstairs

1 Look, read and write **B** (Ben) or **L** (Lucy).



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

2 CD 1
05

Grammar
focus

Listen and say.






I'm good at playing football.
I'm good at riding bikes.

I'm not good at climbing trees.
I'm not good at flying kites.

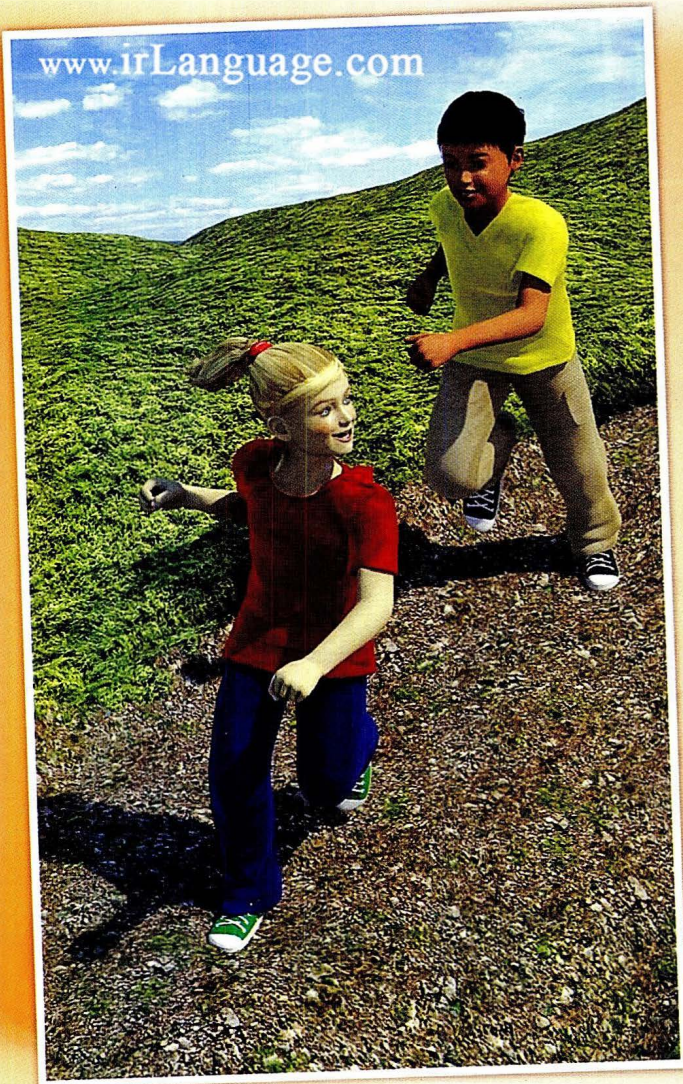


3 Look and make sentences.

Lucy isn't good at painting.

			
	X	✓	✓
	✓	✓	X

Look and write the words in the song. Listen and check.



The Explorers.
Here they come.

Lucy and ⁽¹⁾ _____.



Adventure and fun.

The Explorers.
Here they are.

Ben and ⁽²⁾ _____.



Action stars.

She's good at doing ⁽³⁾ _____,
She always finds the clues,
And reads them very carefully,
They tell her what to do.



The Explorers ...

He's good at riding ⁽⁴⁾ _____,



And swimming in the ⁽⁵⁾ _____.

He's an action hero,
Just like you and me.



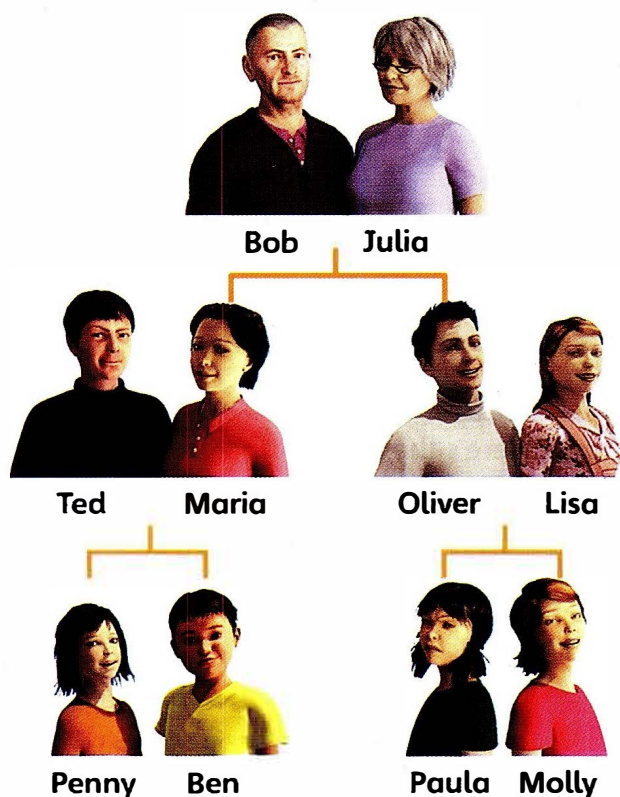
The Explorers ...

Listen and sing.

3 What are you good at? Write a verse.

I'm good at ...
And ...
I'm an action hero,
Just like Ben and Lucy.

1 Look at the family tree and write the words.



Bob is Ben's *grandfather*.
 Julia is Ben's *grandmother*.
 Maria and Ted are Ben's *parents*.
 Oliver is Bob's *son*.
 Maria is Julia's *daughter*.
 Ben is Bob's *grandson*.
 Penny is Julia's *granddaughter*.
 Oliver is Ben's *uncle*.
 Lisa is Ben's *aunt*.
 Paula and Molly are Ben's *cousins*.

- 1 Ben is Penny's _____.
- 2 Paula is Molly's _____.
- 3 Ted is Penny's _____.
- 4 Lisa is Paula's _____.

father sister mother brother

2 CD 1
08

Grammar
focus

Listen and say.

Mike is Tom's *uncle*.

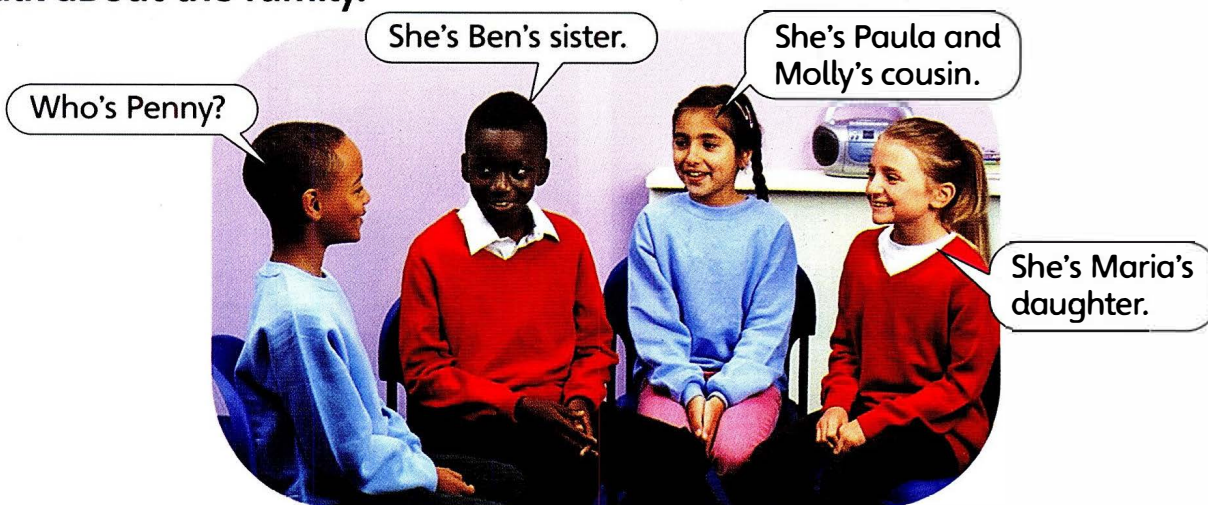
Tina and Clare are John's *cousins*.

Nick is Tony's *grandson*.

Nora is Sandra's *aunt*.



3 Talk about the family.

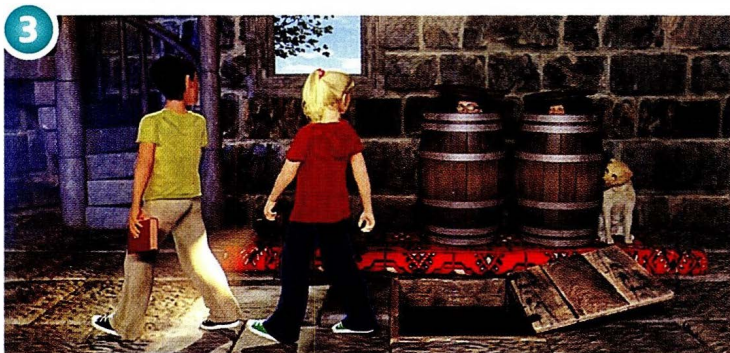




Lucy: What's that?
Ben: I think it's a door, a secret door.
Lucy: Let's open it. Buster, wait here!



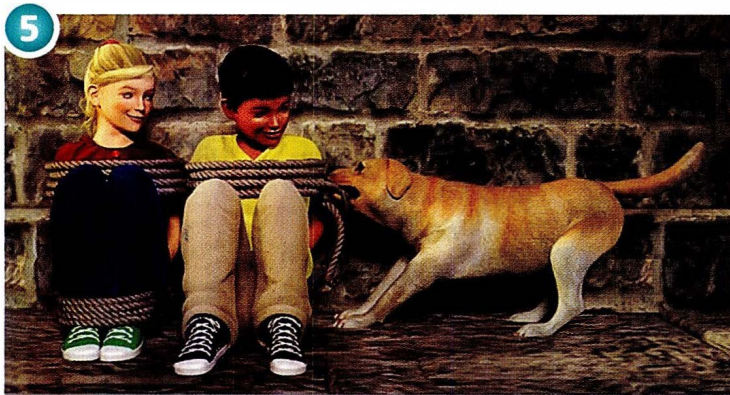
Ben: Here's the book. It looks really old.
Zelda: They've got the book, Horax! Let's get them.
Horax: Wait a minute, Zelda!



Ben: I'm so happy we've got it.
Horax: Me too! You're good at finding things that I want!
Ben: Oh no! Who are they?



Horax: Give us the book! Tie Lucy up, Zelda.
Lucy: You can't keep the book. It's ours.
Horax: It's ours now! And all the treasure it brings.



Ben: Good dog, Buster!
Lucy: Hurry up, Buster, please.
Ben: Show us the way to Horax and Zelda, Buster.



Ben: How can we get the book back?
Lucy: I've got an idea!

7



Horax: Stop you two!
 Zelda: Go away, silly dog!
 Lucy: Stop them, Buster!

8



Lucy: Run! We've got the book.
 Ben: Well done, Buster!

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

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

3 Find who says ... Let's get them.

4  Listen and say.



Gus pats his pets a lot.

1

Our school

1 CD 1
13

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

LIBRARY

- 1 English
- 2 Geography
- 3 Music
- 4 I.T.
- 5 History
- 6 Maths
- 7 Science
- 8 Art
- 9 P.E.

TIMETABLE

	MONDAY	TUESDAY	WEDNESDAY
9.00	hello 1	$2 \times 4 = 8$ $3 \times 4 = 12$ 6	9.00 1
10.30	2	7	
12.00			1
13.30	3	8	
2.30	4	2.30	
3.30	5	3.30	9

4x3=12 / 7x8=56 / 10x5=50 /
 40x2=80 / 7x4=28 / 4x10=40 /
 7x8=56 / 9x4=36 / 7x4=28 /
 7x8=56

2 CD 1
14

Listen and correct the sentences.

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

3 Ask and answer.

Do you like History? Yes, I do. It's my favourite subject.

When do you have History? On Wednesdays. Before Maths.

1 **Think!** Read and write the names.

Alf



- I like Science. I'm good at it.
- I love English. It's my favourite subject.
- I really don't like Music. I can't sing.

Julia



- I really don't like Science. I'm not good at it.
- I like English. My English teacher is nice.
- I love Music. I'm good at it.

- 1 I really don't like singing.
- 2 I like writing and listening to stories.
- 3 I love singing.
- 4 I like learning about plants and animals.
- 5 I really don't like learning about plants.

2 CD 1 15

Grammar focus

Listen and say.

I like listening to music.

He loves learning about Science.

He really doesn't like singing.

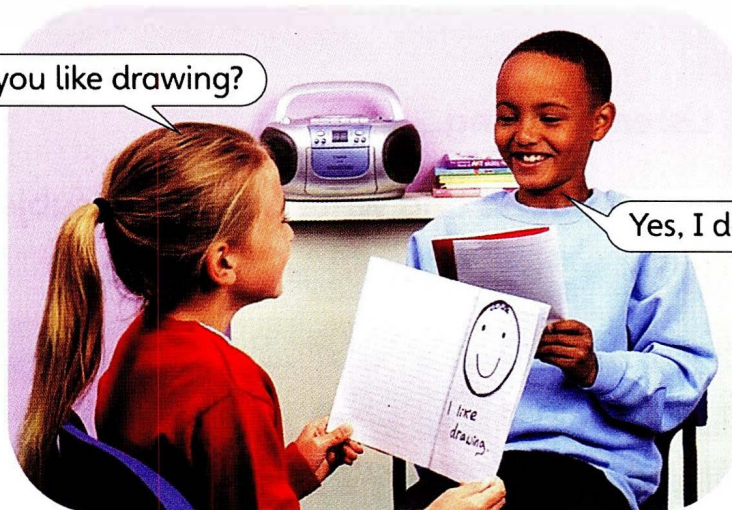


3 Play the *like / don't like* game.

drawing
doing sport
listening to music
singing

Do you like drawing?

Yes, I do.



1 CD1
16

Match the pictures with the school subjects. Listen and check.



P.E.
I.T.
Geography
History

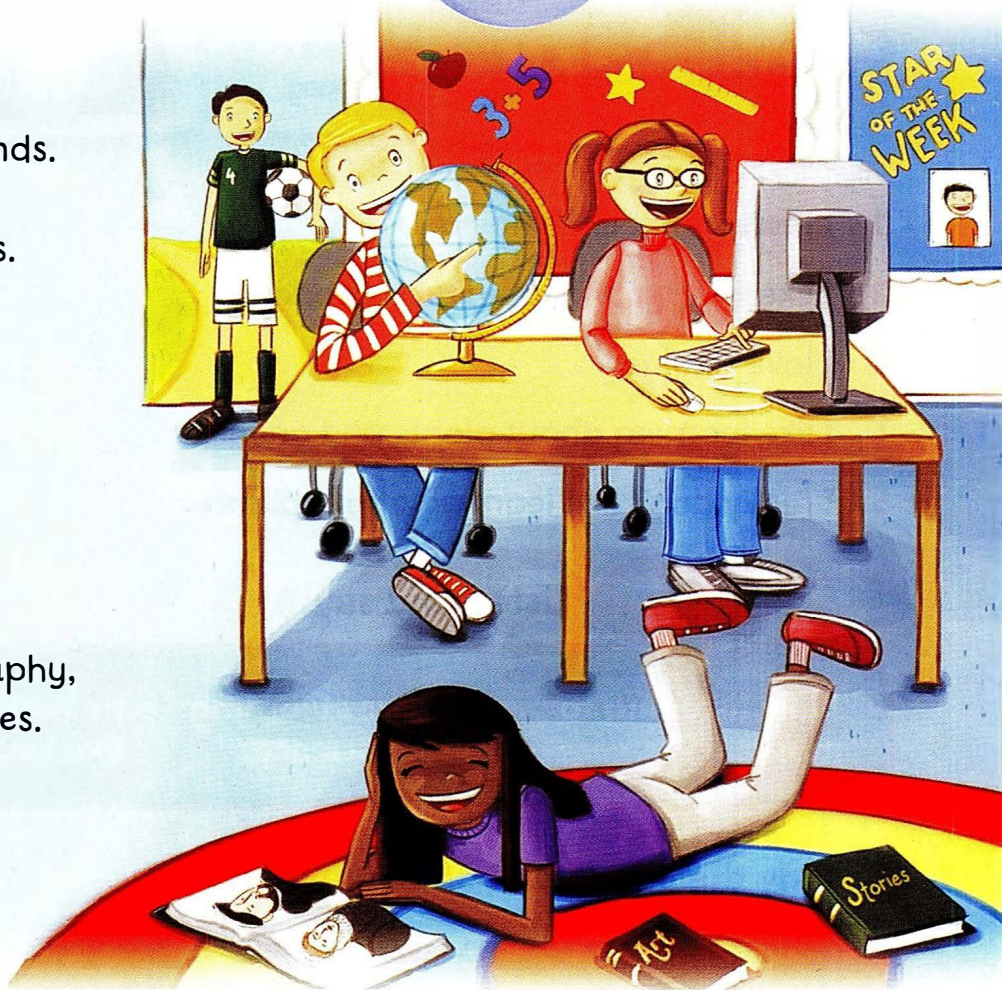


I love playing football in P.E.,
And having fun with my friends.
I like using computers in I.T.,
I'm sad when the lesson ends.

Let me tell you a secret,
School is great.
School's for everyone.
Don't tell anybody that
School is great.
And it's lots of fun.

I love learning all my Geography,
I'm good at names and places.
I love learning all my History
And all those famous faces.

Let me tell you a secret ...



2 CD1
17

Listen and sing.

3 Solve the puzzle and write the school subjects.

1 s H o i t y r

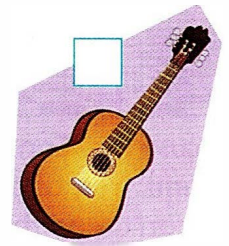
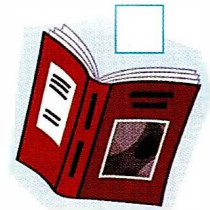
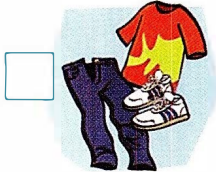
2 e h y o r a G g p

3 t a M s h

4 e n S c e c i

1 CD 1 18

Listen and tick (✓) the things Daniel and Linda have to do at school.



2 CD 1 19

Grammar focus

Listen and say.

You have to wear school uniform.
 You have to read a book every week.
 You have to arrive at school before nine o'clock.



3 Read and play the rules game.

before you go to bed every day
 before you go to school before you eat



wash your hands



get up



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



have breakfast



brush your teeth

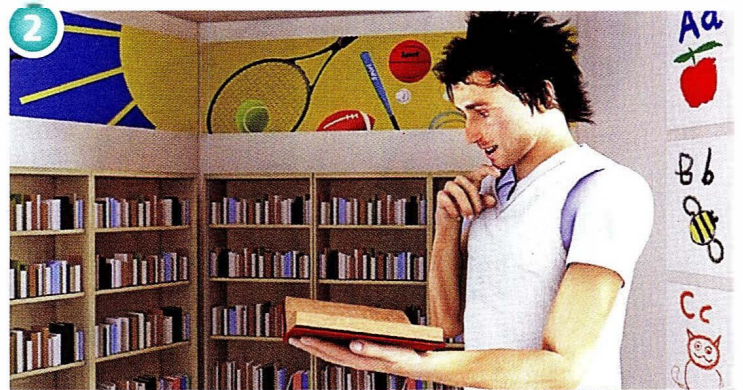


do your homework

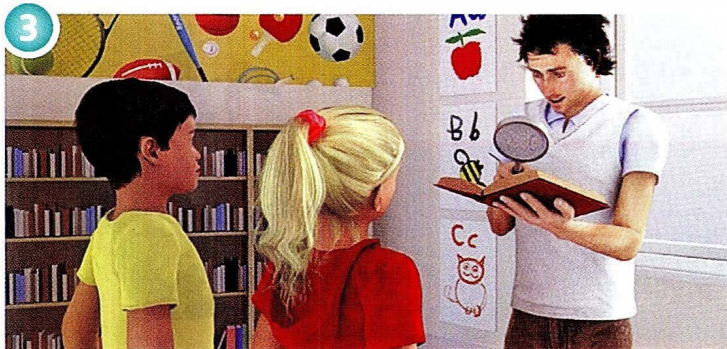
1 CD 1 20 **The Explorers** **Getting help**



Lucy: Excuse me. Can you help us, please?
Mr Williams: Yes, of course. What's the problem?
Ben: We can't read this book. It's in code.



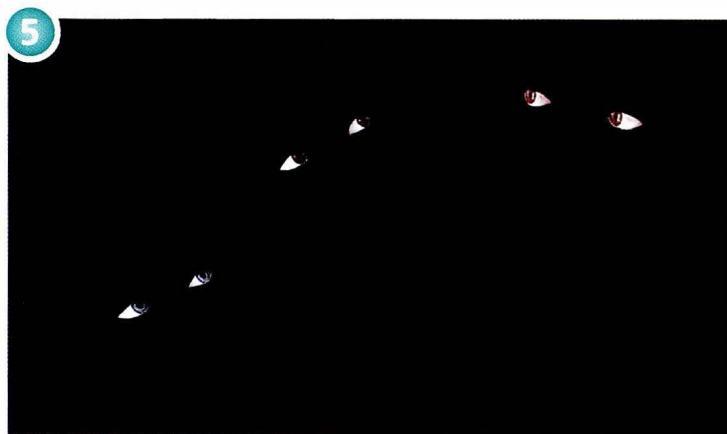
Mr Williams: Hmm. Let me think. It isn't easy. There are lots of clues in this book. But they're all in code. Very interesting! I like doing puzzles!



Mr Williams: This is difficult! Can I keep the book? I can tell you tomorrow.
Lucy: Keep the book?
Ben: No, sorry. We can't give it to you.



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



Ben: What's going on? It's dark!
Lucy: Come on Ben. We have to get out of here.



Ben: Someone wants our book!
Lucy: It's probably Horax and Zelda.
Ben: What? Here in the school? No way.
Lucy: We have to find a way to read this code.

7



Lucy: Hey, look at this! What's this here?
Ben: Let me see. I think Yes, it's the secret to the code. Yes! Now we can read the clues.

8



Horax: The children have got the book.
Zelda: What about the code?
Horax: I don't understand the code, yet. We have to follow those kids.

2

Think! Use the code to write the message from Lucy and Ben's book.

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
◊ ρ Ⓛ Ⓠ ◊ ⊕ ◊ ◊ ◊ ◊ ◊ ◊ ◊ ◊ ◊ ◊ ◊ ◊ ◊ ◊ ◊ ◊ ◊ ◊

Ⓛ ρ ◊
◊
◊ ◊

3 Find who says ...

OK, thanks anyway.

4 CD1 21

Listen and say.



DJ Cool K plays CDs for ETs from planet QB3.

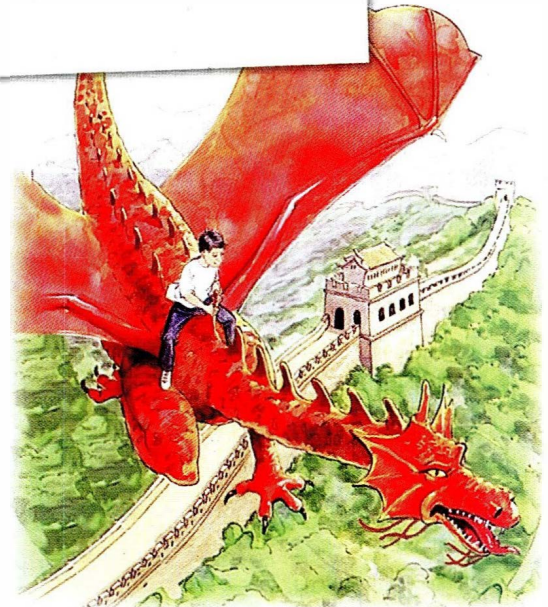
1 **Think!** Read the story quickly and try to find the answers.

- 1 What is the boy's name? The boy's name is ...
- 2 What is his teacher's name?
- 3 What lessons does the boy have?
- 4 What is he doing in the lessons?

2 **CD 1**
25 Read and listen. Check your answers.

Johnny's story

At Oak Tree School, there is a Geography lesson. Miss Burton is showing a film about China. But one of the children, Johnny, is dreaming. In his dream, he is sitting on a dragon flying along the Great Wall of China. Johnny is happy. He loves flying. He loves riding the red dragon. Then Miss Burton stops the film and starts asking questions.



'Johnny,' she says, 'When it's three o'clock in the afternoon in London, what's the time in Beijing?'

Johnny says, 'It's my dragon.'

The children laugh. Miss Burton doesn't laugh.

The next lesson is Maths. The children all work in their workbook.

Johnny isn't doing any work in his workbook. He loves doing Maths puzzles in his head.

Then Miss Burton starts asking questions.

'What is fourteen plus twelve?' she asks Jenny.

'Twenty-six,' Jenny answers.

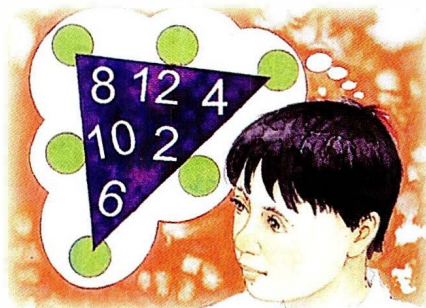
'Johnny,' Miss Burton asks, 'What is forty plus eighteen?'

'I think the number two is at the top of the triangle,'

Johnny says.

The children laugh. Miss Burton doesn't.

The next day the children have Science. Miss Burton tells the children about the lifecycle of butterflies. Johnny is dreaming. In his dream, he is in Art class. He has to paint a butterfly on a T-shirt.



Miss Burton stops talking and starts asking questions.

'What do caterpillars eat?' she asks Johnny.

'T-shirts,' Johnny says.

The children laugh. Miss Burton doesn't.

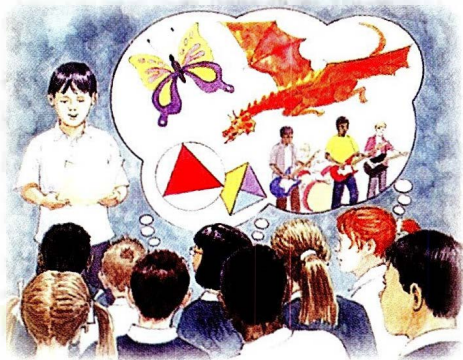
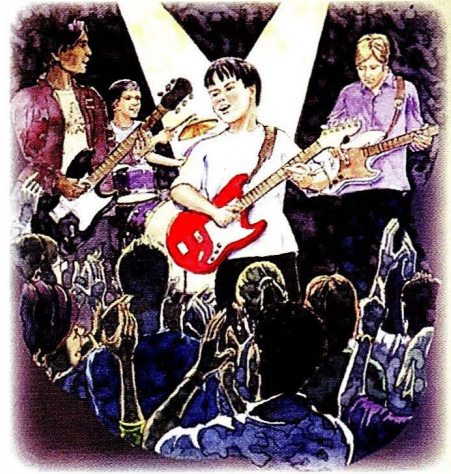
The next day the children have Music. Miss Burton plays some music – a piano concert. Johnny is dreaming. Johnny is on stage. He is singing and playing the guitar. There are hundreds of people watching. When he stops, the people clap their hands and shout.

The music stops and Miss Burton starts asking questions about it.

'What music is this?' she says to Johnny.

'Come on, come on, it's time to play,' Johnny starts singing.

The children laugh. Miss Burton doesn't.



Two weeks later, the children have to write a story for a competition.

'Who can write the best story?' Miss Burton says.

Johnny writes a fantastic story. It's about dragons and butterflies, a guitar concert, puzzles and other wonderful things. Johnny wins first prize.

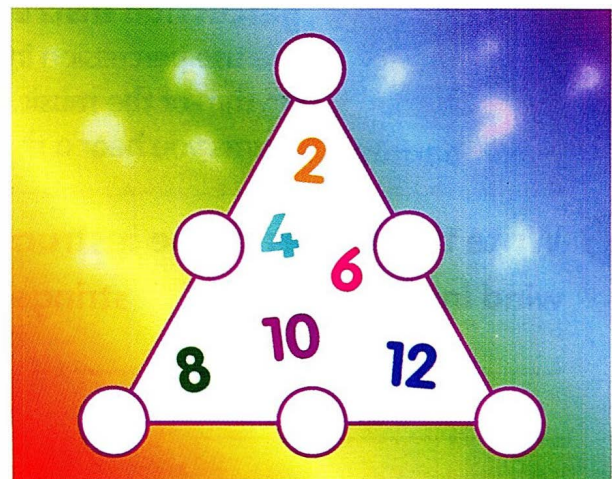
The children don't laugh; they clap and shout, 'Hurray Johnny!' Miss Burton smiles. 'It's a beautiful story. Read it to us!'

3 Think! Put the story in order.

- Johnny does a Maths puzzle in his head.
- Miss Burton teaches Science.
- Johnny dreams of painting a butterfly on a T-shirt.
- Miss Burton shows a film.
- Johnny wins the competition.
- Miss Burton teaches Music.
- Johnny dreams of playing the guitar.
- Miss Burton teaches Maths.
- Johnny dreams of flying on a dragon.

4 Think! Can you do Johnny's puzzle?

Write the numbers in the circles so that each line of three numbers adds up to 20.





Learn and think

Musical Instruments

1 CD 1
27

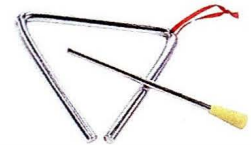
Listen and number.



recorder



flute



triangle



piano



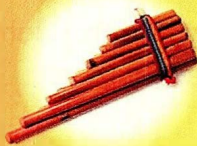
guitar



drum

2

Read about different families of musical instruments.



pan pipes

wind instruments

You use your mouth to play these instruments. You blow through the instrument to make a sound.



violin

stringed instruments

Instruments with strings are called stringed instruments. Easy? Well what about the piano? It's a stringed instrument but you can't see the strings. They are inside the piano.



tambourine

percussion instruments

We use percussion instruments to play the rhythm of the music. When you listen to the drums you hear a rhythm.

blow



strings



rhythm



3

Write the names of the instruments in Activity 1 in the columns.

wind instruments

stringed instruments

percussion instruments

Learn and think

1 Look at the instruments. Which family are they from?

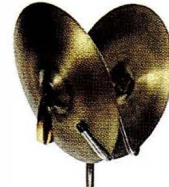
Trombones are ... instruments.



trombone



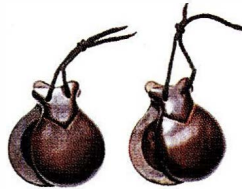
harp



cymbals



cello



castanets



saxophone

2 Answer the questions.

- 1 What other musical instruments do you know? What family are they from?
- 2 Do you play an instrument? If you do, how often do you play it? If you don't, what instrument would you like to play, and why?

3 **Project** Make some maracas.

- 1 Take two empty plastic bottles. Fill them with rice. Shake them to hear the sound they make. Add some rice or take some out until you like the sound.
- 2 Decorate your maracas.
- 3 Play some music and beat the rhythm.

Which musical instrument family are your maracas from?



Our favourite subjects

1 Work in groups of four. Draw a table. Ask and write.

Favourite subject	Names	
I.T.	Maria	1
English	Shelley, Joshua, Tom	3

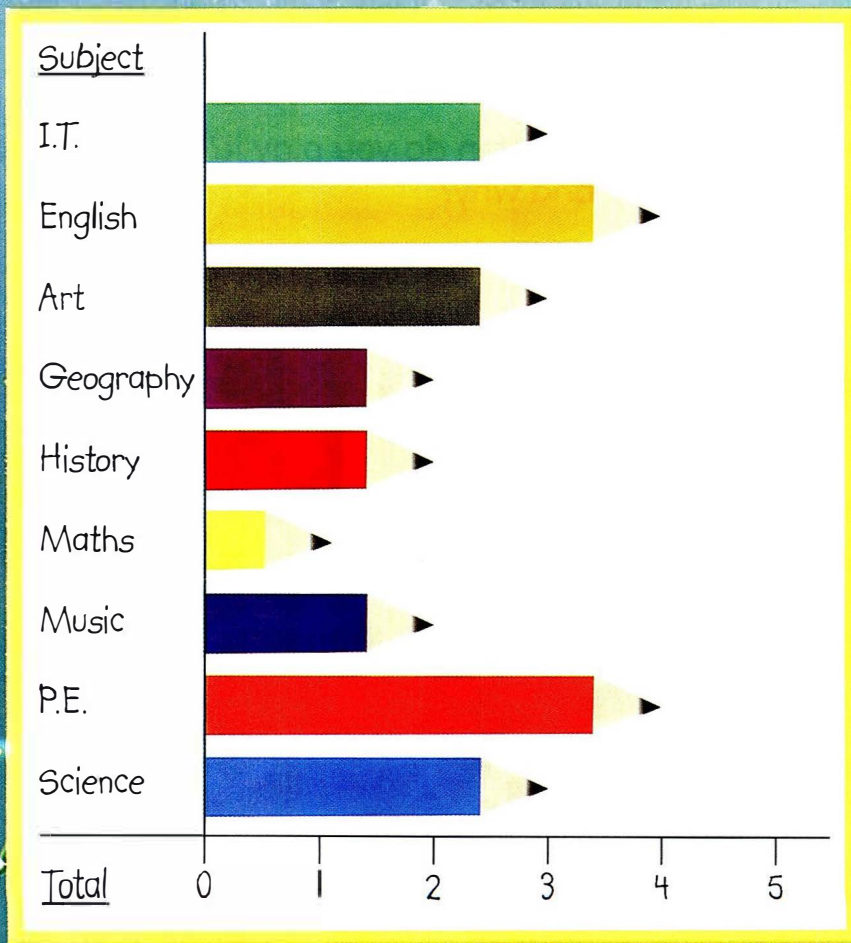
Maria, what's your favourite subject?

I.T.

2 Add up all the answers from the groups on the board.

Subject	Total
I.T.	3
English	4

3 Make a bar chart and talk about the results.



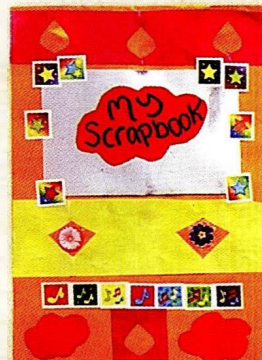
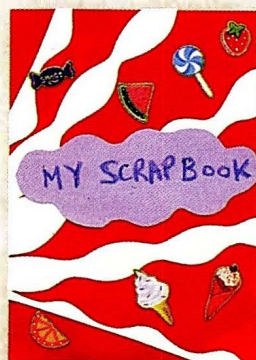
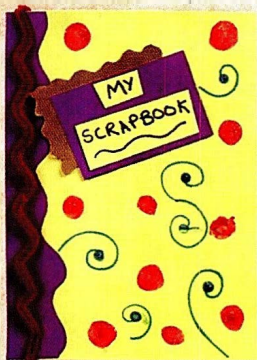
In our class, the number one subjects are English and P.E.

The number two subjects are Art, I.T. and Science.

In our class, only one person likes Maths.

Make a scrapbook

- 1 Take a new notebook and make a nice cover. You can use coloured paper, stickers, photos and cloth. Write your name on it.



- 2 Write your profile on the first page of your scrapbook.

My name: Noah

My class: English

My teacher's name: Peter

My favourite colour: orange

My favourite song: Mr Blue

My favourite book: Super Minds

I like eating: ice cream

I like drinking: tea

People in my family: my mother,
my sister Jane, my dog Alf

- 3 Write some rules for your English class.

English class rules:

We have to speak English.

We have to do our homework.

We have to listen to ...

We have to read a book every ...

2

The picnic

1 ^{CD1} 28 Listen and say the words. Then check with a friend.

- 1 rolls
- 2 lemonade
- 3 cheese
- 4 apple juice
- 5 water
- 6 soup
- 7 vegetables
- 8 salad



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

2 ^{CD1} 29 Listen and answer.

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

3 Ask and answer.

I'm hungry / thirsty.

Would you like ... ?

1 CD 1 30

Listen, read and circle the roll.



Guess what's in my roll!



Are there any tomatoes?



Yes, there are some tomatoes.



Is there any cheese?



No, there isn't any cheese.



Is there any chicken?



Yes, there's some chicken.

a



b



c



2 CD 1 31

Grammar focus

Listen and say.

Is there any cheese?
There isn't any cheese.
There is some cheese.

Are there any oranges?
There aren't any oranges.
There are some oranges.



3 Play the imaginary sandwich game.



Are there any bananas?

Yes, there are some bananas.

1 CD1
32

Listen to the song. Write the numbers of the food and drink you hear.

A picnic, a picnic,
A picnic's lots of fun!
Come with us, there's lots of food,
For a picnic in the sun.

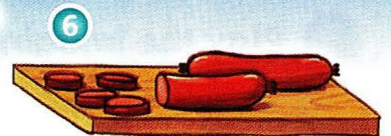
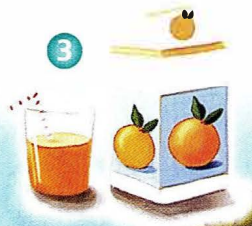
Are there any ⁽¹⁾ _____ ?
Is there any ⁽²⁾ _____ ?
Yes, there's lots of lovely food,
For all my friends and me.

Is there any ⁽³⁾ _____ ?
Is there any ⁽⁴⁾ _____ ?
Yes, there are lots of lovely drinks,
Come along and see.

A picnic, a picnic, ...

Are there any ⁽⁵⁾ _____ ?
Is there any ⁽⁶⁾ _____ ?
Yes, there are lots of lovely things,
For a picnic by the lake.

A picnic, a picnic, ...



www.irLanguage.com

2 CD1
33

Listen and sing.

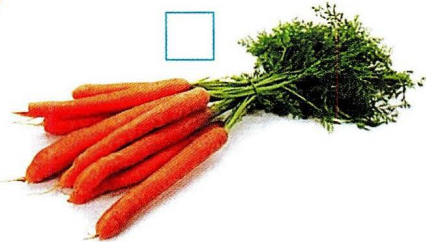
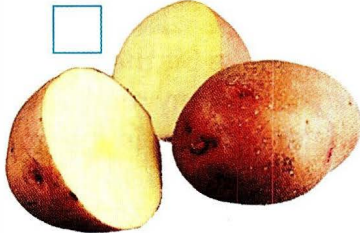
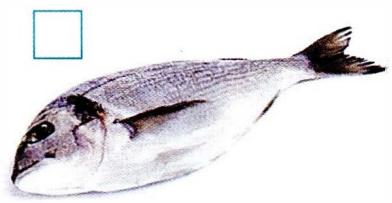
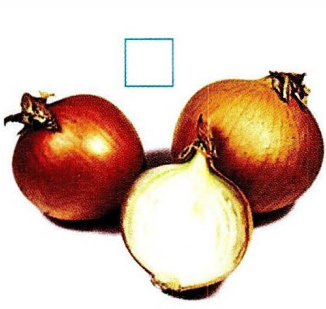
3 Play the chain game.

In my picnic basket, there are some tomatoes.

In my picnic basket, there aren't any tomatoes, but there are some apples.

1 CD 1 34

Listen and tick (✓) the food in the soup.



2 CD 1 35

Grammar focus

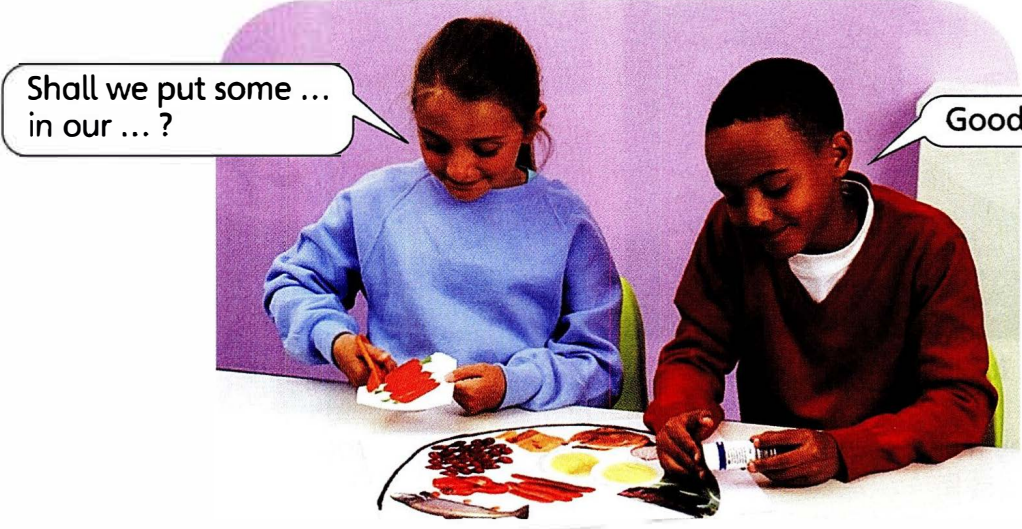
Listen and say.

Shall we make some soup?
How about some tea?

Good idea!
OK.



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

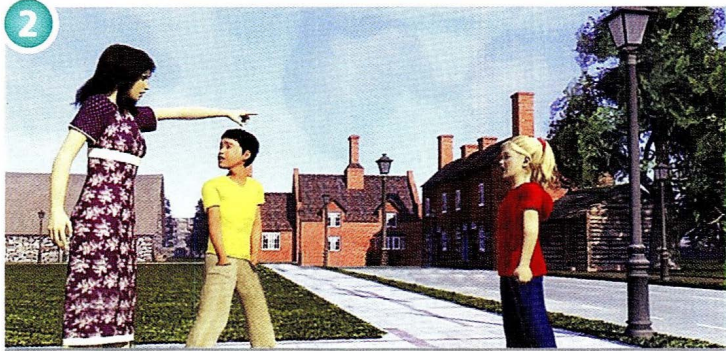


Shall we put some ...
in our ... ?

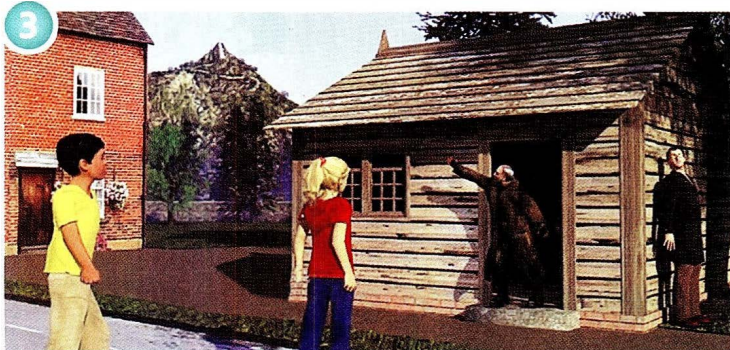
Good idea!



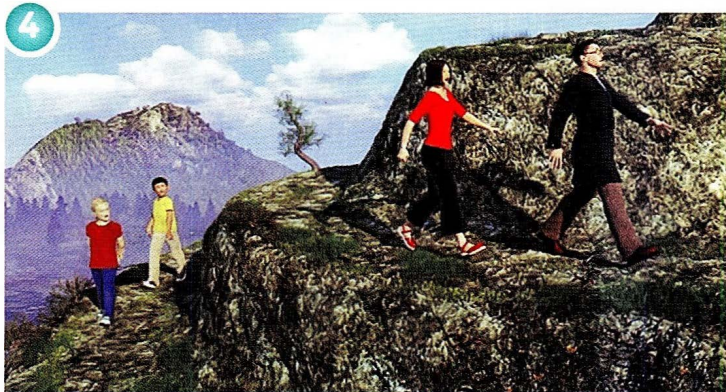
Lucy: Buster. Buster, what's the matter?
Ben: Lucy, look, a snake. It bit Buster. Let's take him to the village. It's not far.
Lucy: Let's go now. Come on.



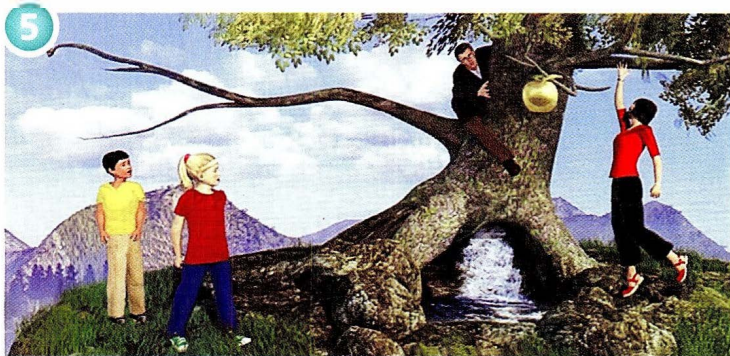
Lucy: Can you help us? A snake bit the dog.
Ben: He's very ill. Have you got any medicine?
Woman: No, but go to the old man in the hut next to the big tree. He can help you.



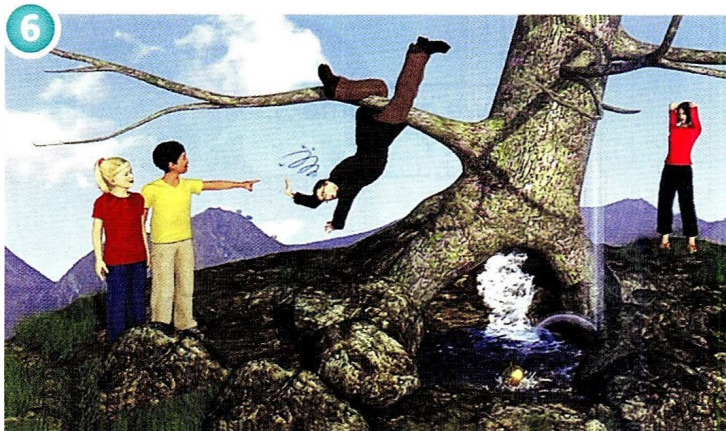
Man: Take the dog to the top of the mountain. There's a waterfall there. Above it, there's a tree with a golden apple. Your dog has to eat that apple.



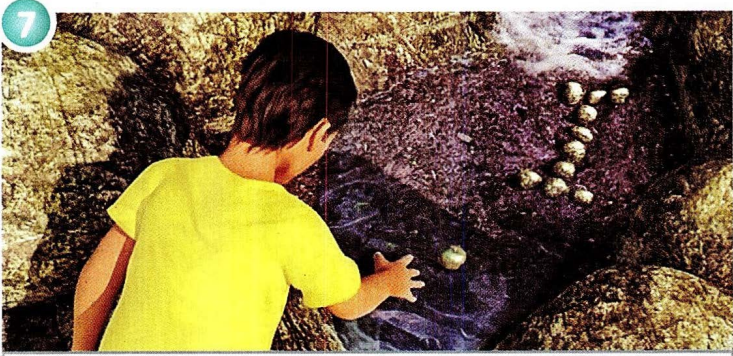
Horax: Quick. I want to get to that apple first. We don't want Buster to get better!
Lucy: Look Ben, there are Horax and Zelda.



Lucy: Look at the tree. It's Horax and Zelda.
Ben: Hey, Horax. Stop!
Zelda: Do you want any help, Horax?
Horax: No. I think I've got it.



Zelda: Horax, you fool!
Ben: Thanks for the apple, Horax!



Ben: Lucy, look. There's a letter.
Lucy: It's an *I*, Ben. It's our first letter.
Ben: Shall we write it in the book?
Lucy: Good idea.



Lucy: Bye, Horax. Bye, Zelda.
Ben: And thanks again for the apple.
Zelda: You kids. Just you wait!

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

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

3 Find who says ...

Shall we write *it* in the book?

4 Listen and say.



An iguana eating ice cream in an igloo.




Skills

1 Listen and write.

- Lunch starts at _____.
- The children eat in the _____.
- The children with _____ eat first.
- Lisa's favourite school dinner is _____.
- Lisa has sandwiches on _____.
- Lunch finishes at _____.

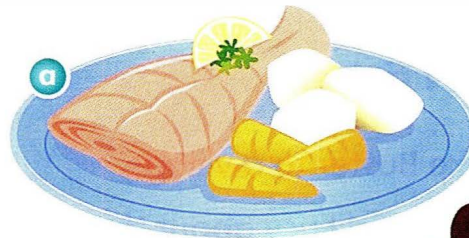


2 Read and draw lines. There is one extra plate of food.



My favourite meal is chicken with rice and salad.

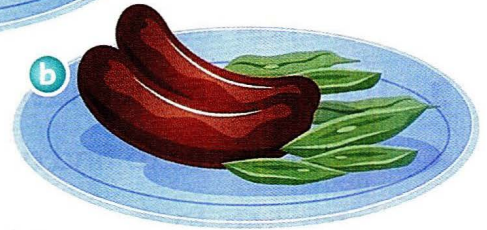
Connor



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



Holly





My favourite meal is sausages and green beans.

Thomas



My favourite meal is fish with potatoes and carrots.



Grace



3 Tell your friend about meals at your school.

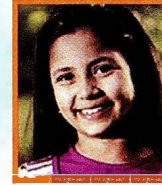
Lunch starts ...

My favourite meal is ...

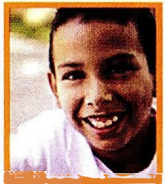
1 **Read and tick (✓) what the children eat for breakfast.**

Amy from Britain

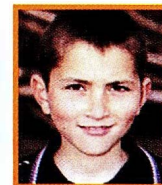
On Saturdays my dad makes us a very special breakfast. We have sausage, beef, fried tomatoes, beans, fried eggs and some toast. We drink tea and orange juice.


Ana from Brazil

In Brazil we call breakfast café-da-manhã. There are lots of different foods you can have. I have bread and cheese and then a piece of special cake. We also eat a lot of fruit. I like mango and watermelon.


Rodolfo from Mexico

I live in the north of Mexico. I eat a breakfast called salchicha con huevo. This is sausage with scrambled eggs. We eat it with tortillas. It's very good. You should try it.


Mustafa from Turkey

The breakfast table in our house is full of food. There is bread, white cheese, yellow cheese, tomatoes, olives, honey, sausage and eggs. We all drink black tea. Breakfast is my favourite meal.

1

2

3

4

5

6


Amy

Rodolfo

Ana

Mustafa

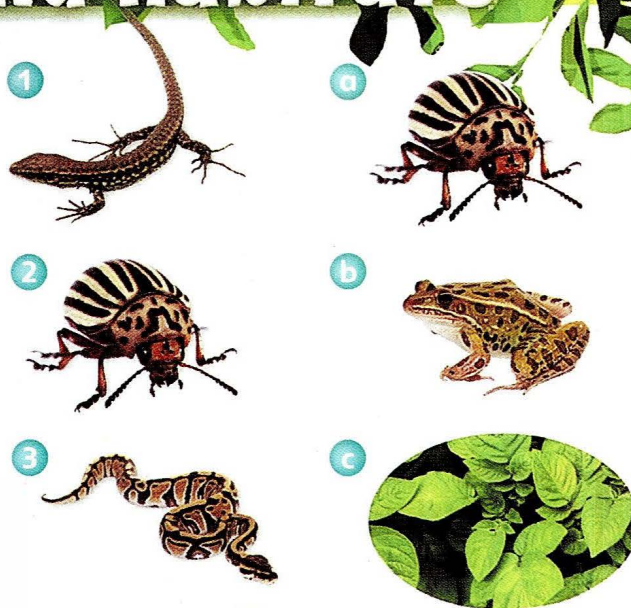
2 **Write about breakfast in your country.**

I love breakfast. I have bread ...

Food chains and habitats

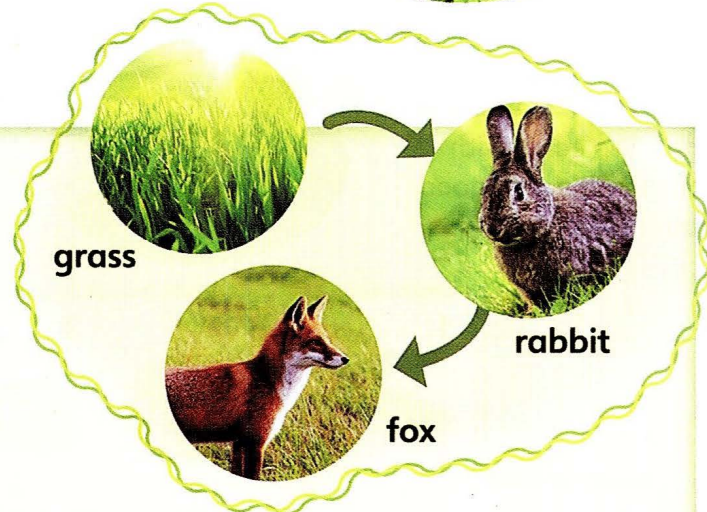
1 Read, look and draw lines. What do these animals eat?

We all need energy to grow, run, jump and play. We get our energy from the food we eat. That's why we often feel weak and tired when we are hungry. Animals also get their energy from food. Different animals eat very different things.

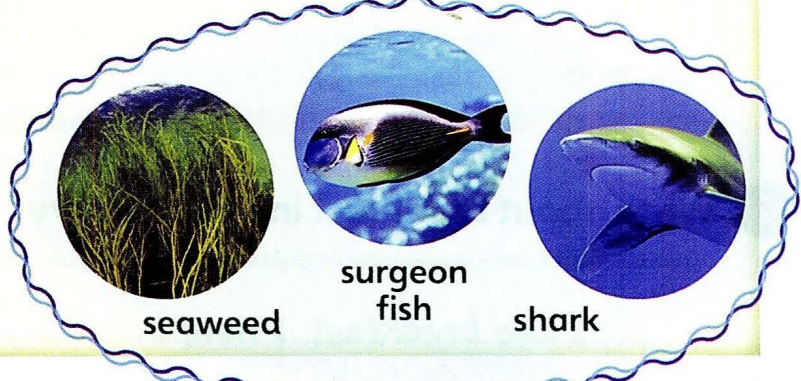
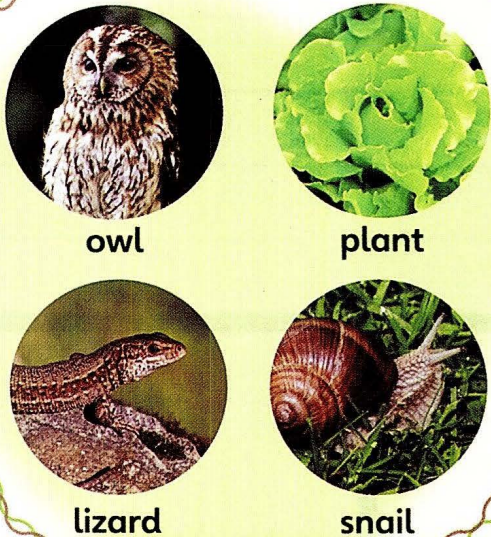


2  Read and draw arrows to make food chains.

A food chain shows us what animals eat. All food chains start with the sun and plants. Plants use the sun to grow. Some animals eat plants to get energy. Some animals eat other animals to get energy.



Grass gets energy from the sun, rabbits eat grass and foxes eat rabbits. This is an example of a food chain.





1 CD1
42

Listen, read and look at the picture. Talk about the food chain in the rainforest.

Snakes eat frogs.
Frogs eat ...

The place where an animal lives is called a 'habitat'. The habitat in the picture is the rainforest.

Animals and plants living in the same place need each other to get food. Can you think of any other habitats and their food chains?

2 **Project** Choose a habitat and make a food chain.

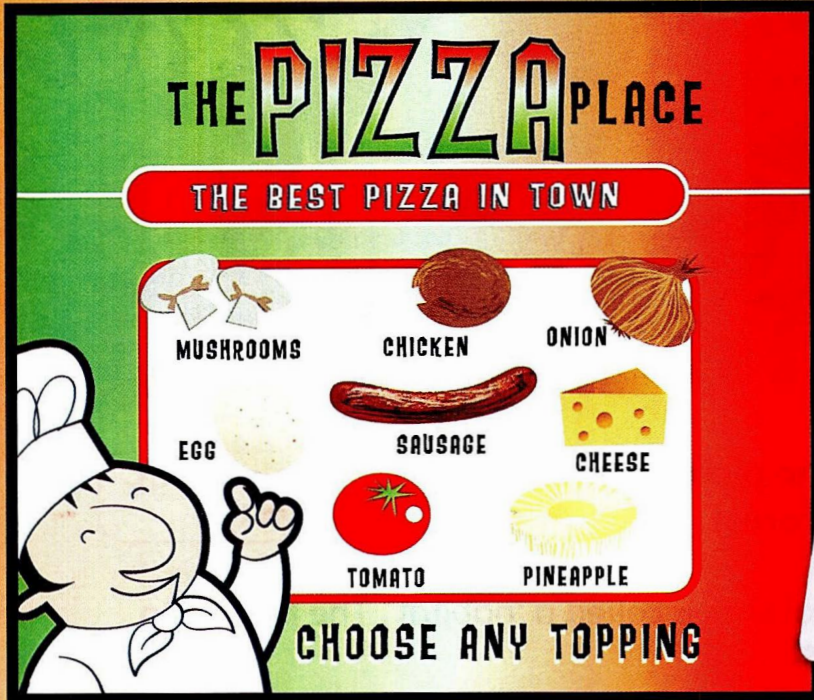
- 1 Draw the habitat. You can also stick photographs.
- 2 Draw and cut out pictures for the food chain.
- 3 Stick in the pictures to make a food chain.





In the pizza restaurant

1 Choose a role card. Read and plan.



STUDENT A

- You are at a pizza restaurant.
- Choose three toppings.
- Order a pizza and a drink.

STUDENT B

- You are the waiter at a pizza restaurant.
- Ask your teacher which toppings you have and circle them.
- Find out what your customer wants to eat.

Useful language

Waiter

Can I help you?
 Sorry, we haven't got any ...
 How about ... ?

Customer

I'd like a ...
 Have you got any ... ?
 I don't like ... ?
 Can I have ... ?

2 Act out your play.

Hello. Can I help you?

I'd like a pizza with ... , please.



My favourite foods

1 Think of at least five more words you know for food and drink. Write them on bits of paper.

pineapple

chicken

cherries

orange juice

coffee

sandwich

pizza

sausages

2 How many groups can you put your words in? Colour each group.

orange juice

sausages

pineapple

pizza

coffee

chicken

cherries

sandwich

3 Write your words in lists.

My favourites 😊 😊	I like 😊	I don't like ☹️	I really don't like ☹️ ☹️
sausages orange juice chicken	cherries	pizza sandwiches	coffee pineapple

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

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



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



3

Daily tasks

مرجع زبان ایرانیان

1 CD1
44

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

1 tidy up

2 do the shopping

3 go for a walk

4 wash up

5 sweep

6 cook

7 dry the dishes

8 feed the chicken



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

2 CD1
45

Listen and correct the sentences.

1 The boy calls the dog 'Buster'.

3 Lucy doesn't like cooking.

2 Buster is still feeling ill.

4 Ben likes washing up.

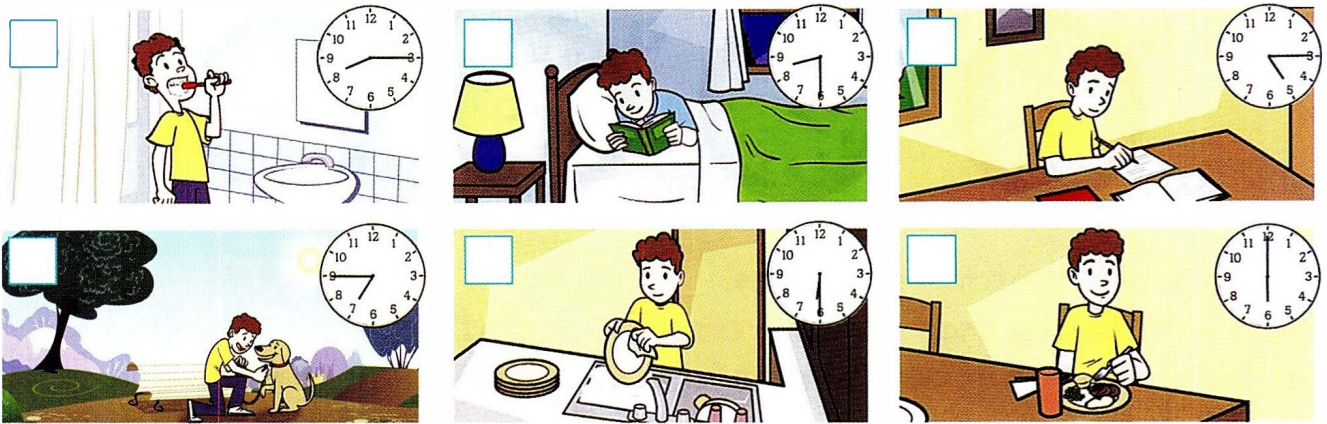
3

Guess what your friend likes / doesn't like doing.

I think you like washing up.

No. I don't like washing up.

1 Read and number.



After school ...

- 1 I do my homework at quarter past five.
- 2 I have dinner at six o'clock.
- 3 I wash up at half past six.
- 4 I take the dog for a walk at quarter to seven.
- 5 I brush my teeth at quarter past eight.
- 6 I go to bed at half past eight.

2 CD 1
46

Grammar focus

Listen and say.



It's eight o'clock.



It's quarter past eight.



It's half past eight.



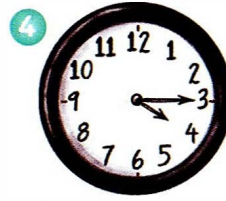
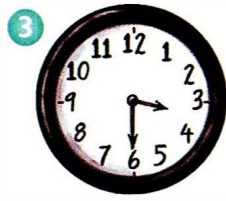
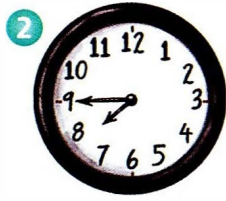
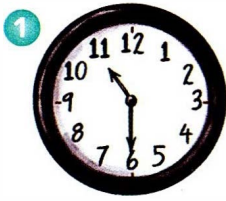
It's quarter to nine.

3 Play the time game.



CD 1
48

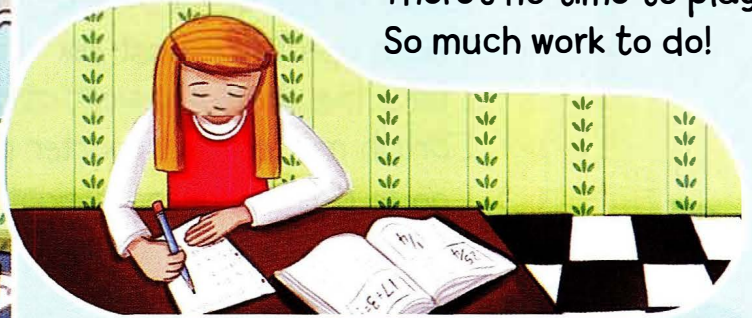
Listen to the song. Write the numbers.



I do the shopping at half past three.
Then I walk the dog and I make the tea.
I do the washing up at quarter past four.
Then I tidy up and sweep the floor.



Oh what a busy day,
So much work to do.
There's no time to play.
So much work to do!



I do my homework at quarter to eight.
Then I feed the dog. I can't be late.
I climb into bed at half past ten.
I sleep till the morning, then I start again.



Oh what a
busy day, ...

CD 1
49

Listen and sing.

Close your book. Play the memory game.

She does the shopping
at half past three.

Then she walks the dog.

1 CD1
50

Listen. Put ticks (✓) or crosses (X) in the table.



After school	Monday	Tuesday	Wednesday	Thursday	Friday
walk dog at quarter to six					
do homework at quarter past five before dinner					
wash up after dinner					
go to bed at half past nine					

2 CD1
51

Grammar focus

Listen and say.

Amy **always** walks her dog at quarter to six.

Amy **usually** does her homework at quarter past five.

Amy **sometimes** washes up after dinner at quarter to eight.

Amy **never** goes to bed at half past nine.



3 Play the true or false game.



Amy sometimes walks her dog after school. True or false?

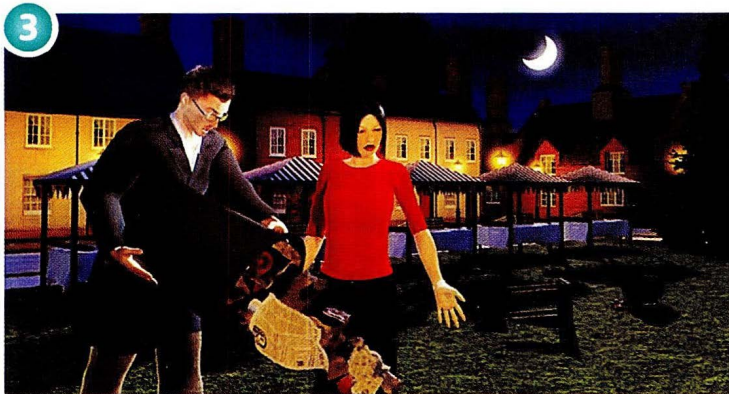
False. She always walks her dog after school.



Ben: So what does the next clue mean?
Lucy: Well, the letter's in this village. But where?
Ben: Let's look for it tomorrow morning. It's quarter past nine and I'm tired.



Horax: It's here. The next letter is in this village.
Zelda: Let's wait for dark.
Horax: Good idea. We can look for it after dark.



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



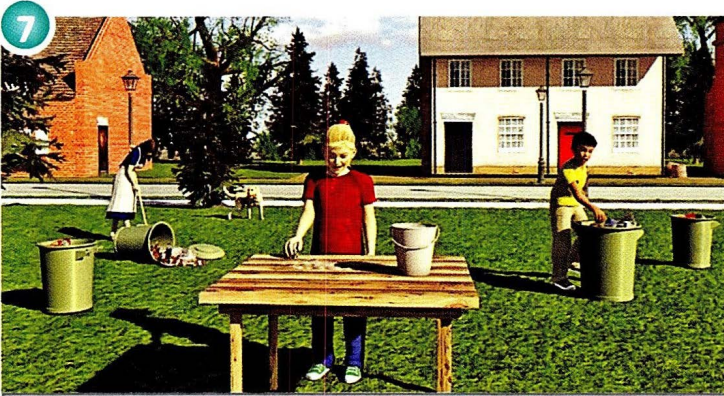
Ben: Oh no! What a mess!
Lucy: 'Helping hands', remember the clue.
Ben: Yes, maybe this is what we have to do before we find the next letter.



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



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



Lucy: What's that? Yes! Ben, come here!
 Ben: What is it?
 Lucy: I've got something to show you.



Ben: Wow! It's the next letter.
 Lucy: The letter F. Now we've got our second letter!

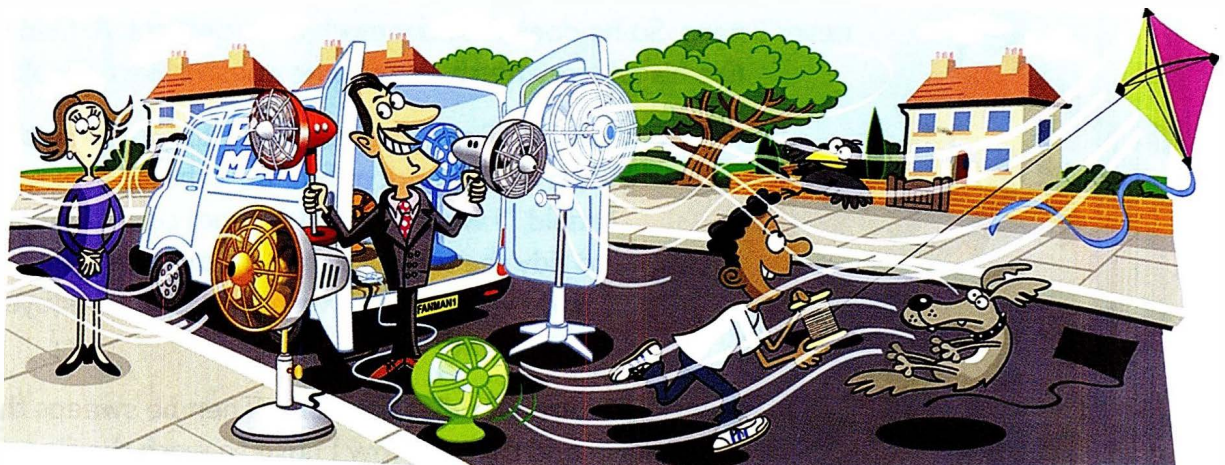
2 Answer the questions.

Who ...

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

3 Find who says ... The letter *F*. Now we've got our second letter!

4 CD 2
03 **Listen and say.**



Vic sells fabulous fans from the back of his van.

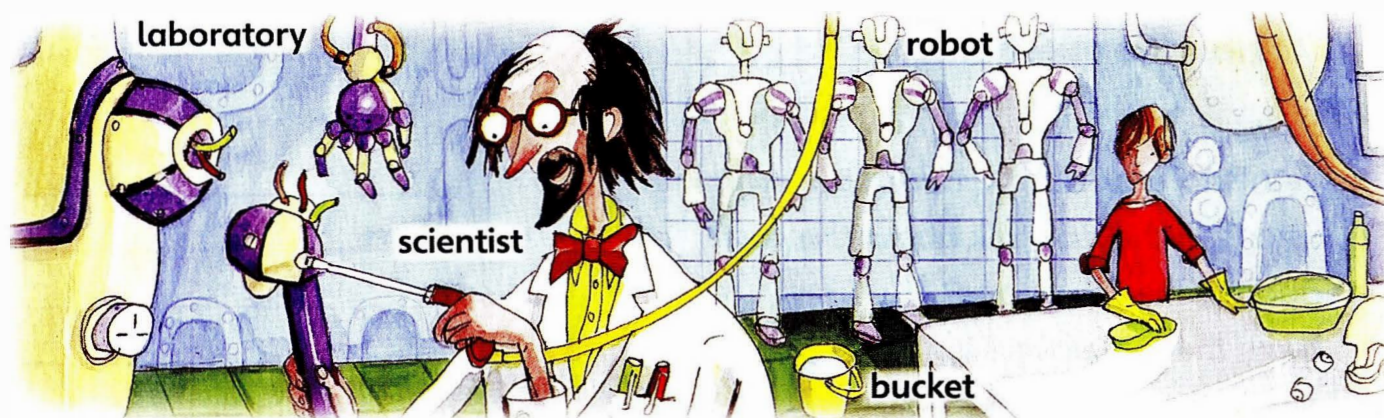
1 Look at the pictures and write *t* (true) or *f* (false).

- 1 There are two robots in the laboratory.
- 2 The boy has to clean the laboratory.
- 3 The boy tells the robot to sweep the floor.
- 4 The scientist is happy when he comes back.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

2 ^{CD2}₀₆ Read and listen. Check your answers.

Arnold and the robot



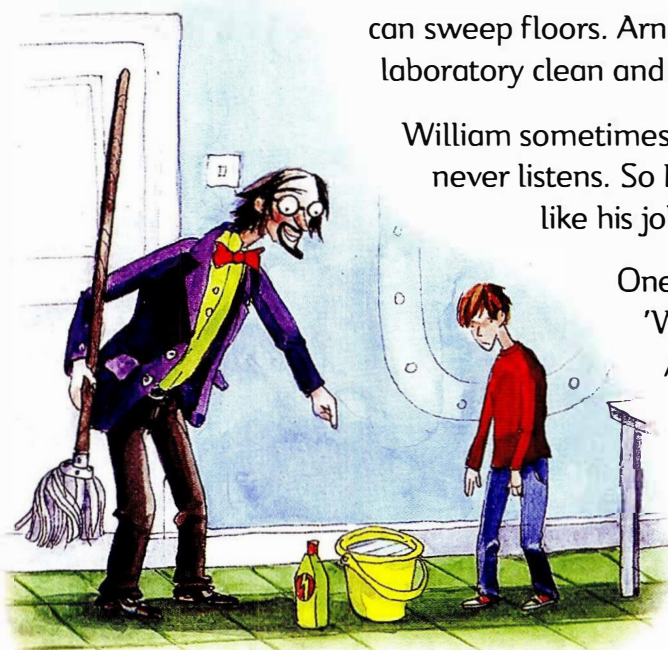
William is a scientist. He makes robots to help people with their housework. His robots can wash dishes, they can cook, they can tidy rooms and they can sweep floors. Arnold is William's helper. He has to keep William's laboratory clean and tidy.

William sometimes teaches Arnold how to build a robot, but Arnold never listens. So he doesn't know much about robots. Arnold doesn't like his job very much because he doesn't like difficult work.

One day William goes into town to buy some things.

'When I come back at half past three,' he says to Arnold, 'I want to see this room clean. I want you to tidy the table. I want you to sweep the floor and I want you to wash the floor. Goodbye and work hard!'

Arnold tidies the table. Then he sweeps the floor and thinks, 'Now I have to wash the floor.'





He gets a bucket and fills it with water and then he has an idea.

'I want a robot to help me.'

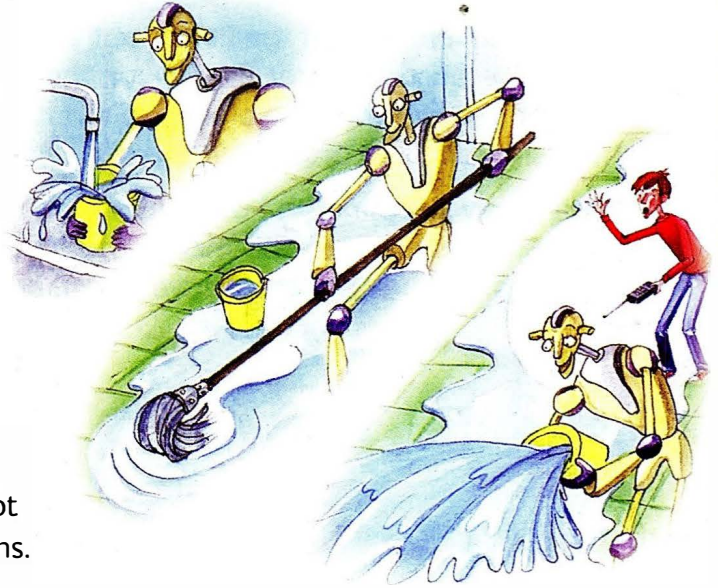
He presses a button and says, 'Robot wash the floor.'

The robot takes the bucket and throws the water over the floor.

Then it picks up the bucket, fills it with water and throws the water over the floor again.

'Stop,' shouts Arnold, but the robot doesn't

stop. Arnold presses another button. But now the robot works really fast, filling the bucket and pouring the water. The laboratory is full of water. Arnold doesn't know what to do.



Just then, the door opens.

It's William. He looks at the water. He is very angry.

He goes over to the robot and presses some buttons. The robot stops still.

'Now clean up,' William says to Arnold. 'You've got all night.'

Arnold starts working. It takes him a long time.

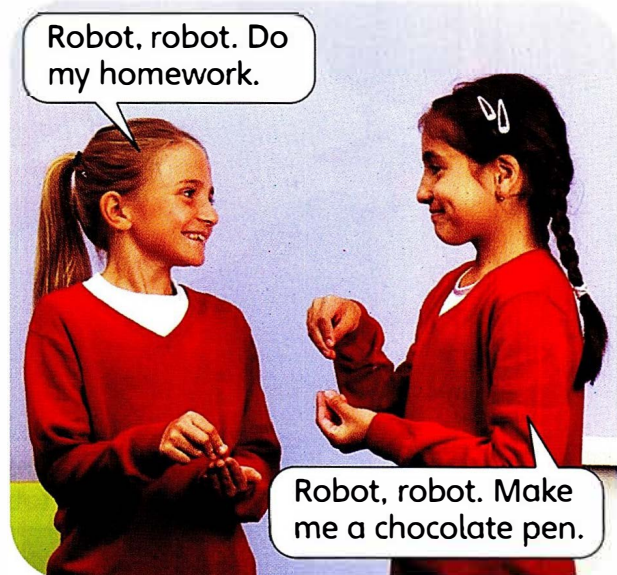
'Next time William teaches me I am going to listen carefully,' he thinks.



3 Think! Put the story in order.

- Arnold gives the robot a bucket of water.
- William goes into town.
- The robot throws water over the floor.
- Arnold tidies the table.
- Arnold shouts, 'Stop.'
- Arnold sweeps the floor.
- William arrives home.
- Arnold has an idea.

4 Play the robot game.





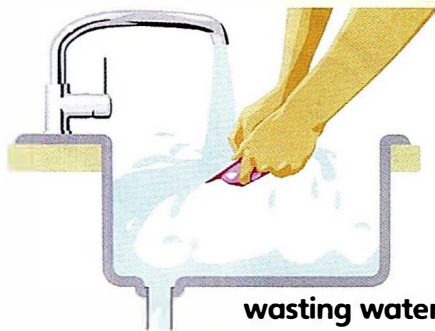
Saving Water

1 CD2
07

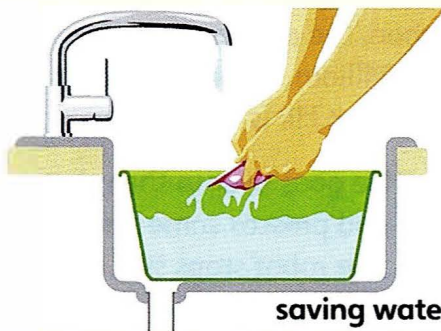
Listen, read and circle.

Water covers a lot of the Earth, but less and less of this water is OK to drink because it is dirty. Every year, there are more people on the Earth who need water. Many places do not have much water because it doesn't rain very often. This means we have to save water.

But many people aren't using less water, they are using more. Often, people waste water. This means that they use water when they don't have to. We have to try to save water, not waste it.

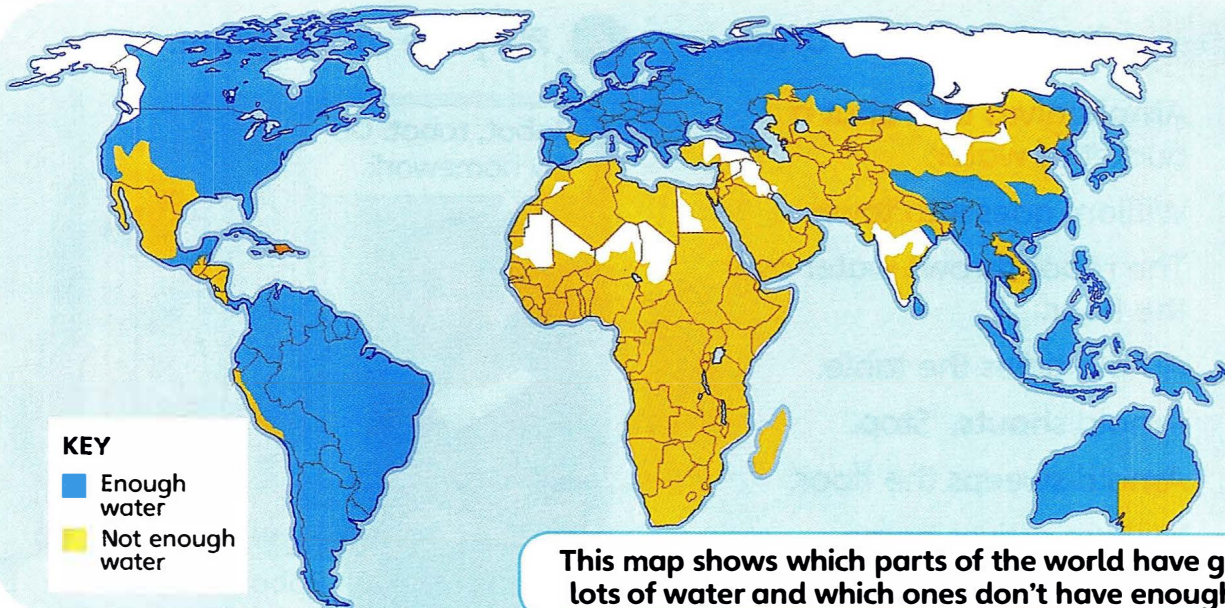


wasting water



saving water

- 1 Every year there are more / less people in the world.
- 2 Every year we use more / less water.





1 Think! Are you a water waster? Do the questionnaire.

How often do you ...

1 turn the tap off while you brush your teeth?

- always
- sometimes
- never



2 have a shower and not a bath?

- always
- sometimes
- never



3 use a bucket of water to wash your bike and not a hose-pipe?

- always
- sometimes
- never



4 turn the tap off carefully so that it doesn't drip?

- always
- sometimes
- never



always = 2 points

sometimes = 1 point

never = 0 points

8-6

5-4

3-0

Well done! You're very good at saving water.

You're trying, but you can do better.

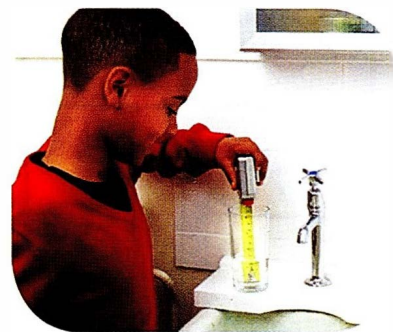
Not so good. Time to start saving water!

2 Project Think! How much water does a dripping tap waste?



1 Put a cup under a dripping tap. Wait for ten minutes.

3 How much water does the tap waste every: a hour? b day?



2 Measure how much water there is in the cup.

4 What could you use the wasted water for?

Our jobs at home



1 Read and tick (✓) yes or no.



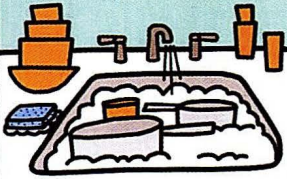

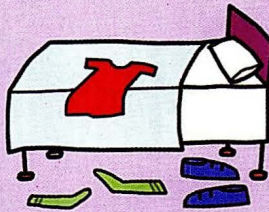
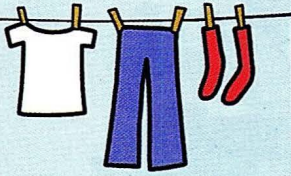
- 1 Do you sometimes cook?
- 2 Do you sometimes wash up?
- 3 Do you sometimes tidy your room?
- 4 Do you sometimes dry the dishes?
- 5 Do you sometimes help with the shopping?
- 6 Do you sometimes wash your clothes?

yes / no

<input type="checkbox"/>	/	<input type="checkbox"/>
<input type="checkbox"/>	/	<input type="checkbox"/>
<input type="checkbox"/>	/	<input type="checkbox"/>
<input type="checkbox"/>	/	<input type="checkbox"/>
<input type="checkbox"/>	/	<input type="checkbox"/>
<input type="checkbox"/>	/	<input type="checkbox"/>

2 Ask and answer. Who sometimes cooks?

3 Make a table and write a report.

	Yes	No		Yes	No
	12	9		17	4
	15	6		14	7
	18	3		7	14

In our class there are 12 children who sometimes cook at home and there are 9 children who never cook...

My family

1 Write a list of things people in your family do.

my mum	my sister	I
works on the computer	goes to school	go to ...

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

always

usually

often

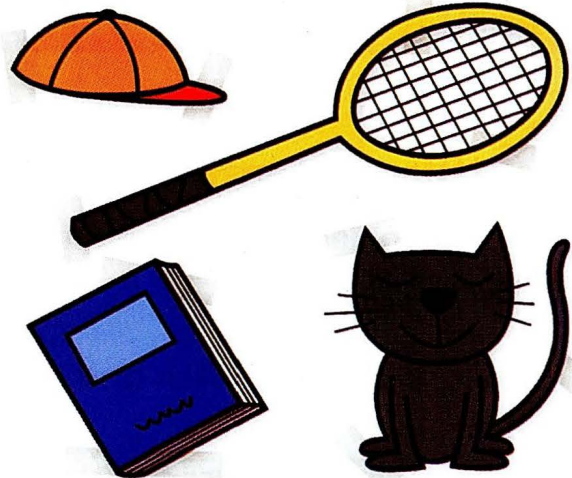
sometimes

3 What do the people in your family do at the weekend?

My mum often works on the computer.
 My sister never makes breakfast ...
 I sometimes go to ...

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

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



4

Around town

1 CD2
08

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

SCHOOL

1 bank

2 tower

3 library

4 market square

5 supermarket

6 bus station

7 sports centre

8 map

www.irLanguage.com

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

2 CD2
09

Listen and answer.

1 Where do Ben and Lucy want to go?

2 Who do they ask?

3 Where is the tower?

4 What does the lady tell them to look at?

3 Look at the map. Ask and answer.

Where is the shoe shop?

It's next to the square, between the bus station and the sports centre.

1 Look, read and draw lines.

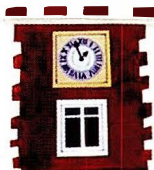
a



1 The school is opposite the park.

2 The clock is above the window.

c



3 The map is near the library.

4 The clock is below the window.

b



d



2 CD2 10 Grammar focus Listen and say.

It's opposite the park.

It's near the library.

It's above the bus station.

It's below the tower.



3 CD2 11 Think! Look, read and write. Then listen and check your answers.



1 Hello. Can you tell me where the _____ is?



The _____ ?
It's opposite the park.

2 Can you help me? I'm looking for the _____.



The _____ ?
That's easy. It's between the café and the tower.

3 Hi! Where's the _____ please?



It's between the tower and the cinema.

4 Excuse me, where's the _____ ?



The _____ ? It's near the cinema and the square.

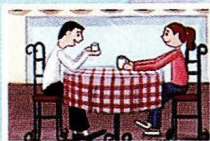
1 CD2
12

Write the words in the song. Listen and check.

Opposite the library,
 In the square,
 I'm looking for the (1) _____
 But it's not there.



Just below the (2) _____,
 Near the shop,
 My map says there's a (3) _____
 But there is not.



In front of the (4) _____,
 In the street,
 There's a place
 Where people always meet.



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

Excuse me, can you help me find my way?
 I'm getting lost everywhere I go today.
 I don't really understand this town.
 Of course you don't,
 Your (5) _____ is upside down!



2 CD2
13

Listen and sing.

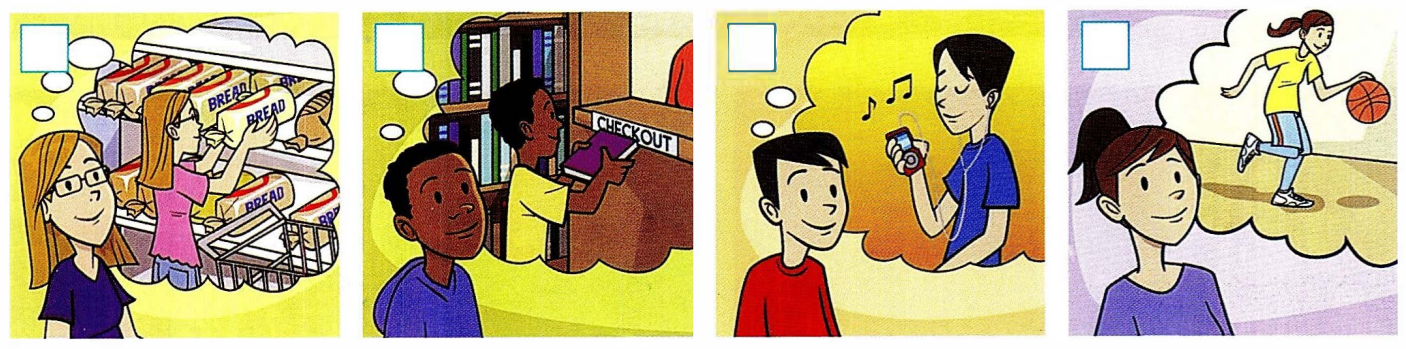
3 Play the town game.

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

Near the library there's an old school. You close your eyes. Imagine the old school. What's opposite it? What can you see there?

1 CD2
14

Listen and number.



2 CD2
15

Grammar focus

Listen and say.

I'm going to the shop to buy some bread.
I'm going to the library to get a book.
I'm going to the sports centre to play basketball.



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

- 1 I'm going to the market _____ some apples.
- 2 I'm going to the sports centre _____ swimming.
- 3 I'm going to my friend's place _____ a DVD.
- 4 I'm going to the library _____ a book.
- 5 I'm going to the supermarket _____ a T-shirt.
- 6 I'm going to my grandma's _____ in the kitchen.

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



Where are you going?

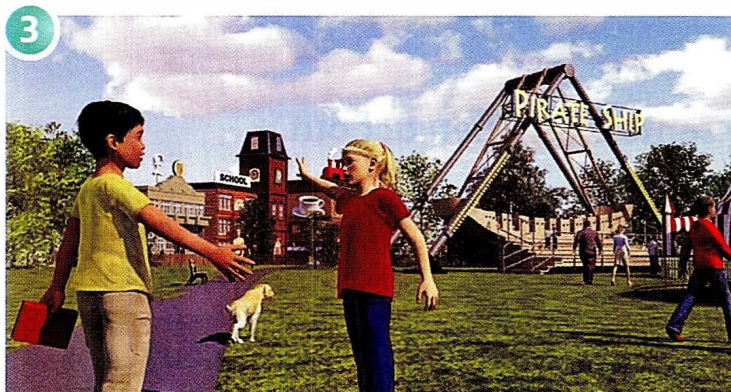
I'm going to the ... to ...
What about you?



Zelda: They're going to the tower.
Lucy: Let's hurry, Ben. The tower's near the market square.
Ben: OK. Come on, Buster.



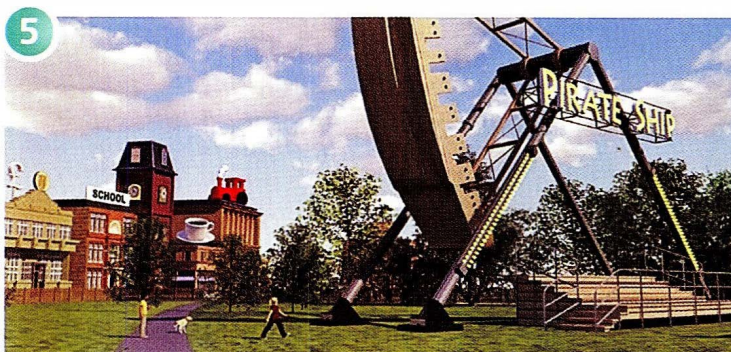
Lucy: Look, the tower's over there, near the school. The next letter's waiting for us!
Ben: Wow! There's a funfair!



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



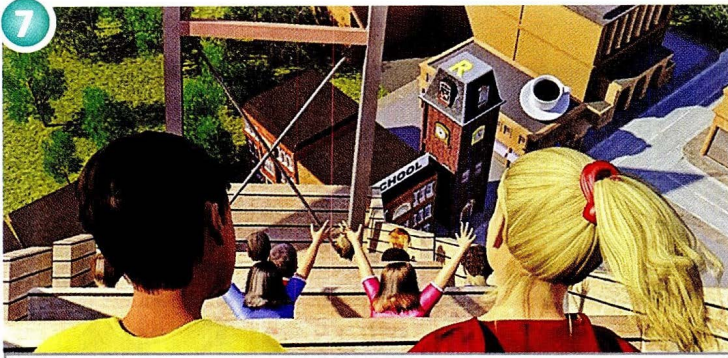
Ben: Come on, Lucy!
Lucy: Mmm. The tower is high but ... the Pirate Ship is higher.



Ben: Lucy! Where are you going?
Lucy: I'm going to the funfair to get the next letter!
Ben: What!



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



Ben: We're above the tower!
Lucy: Yes, we're really high now. It's scary!
Ben: There's the letter. Look!
Lucy: It's an R. Great!



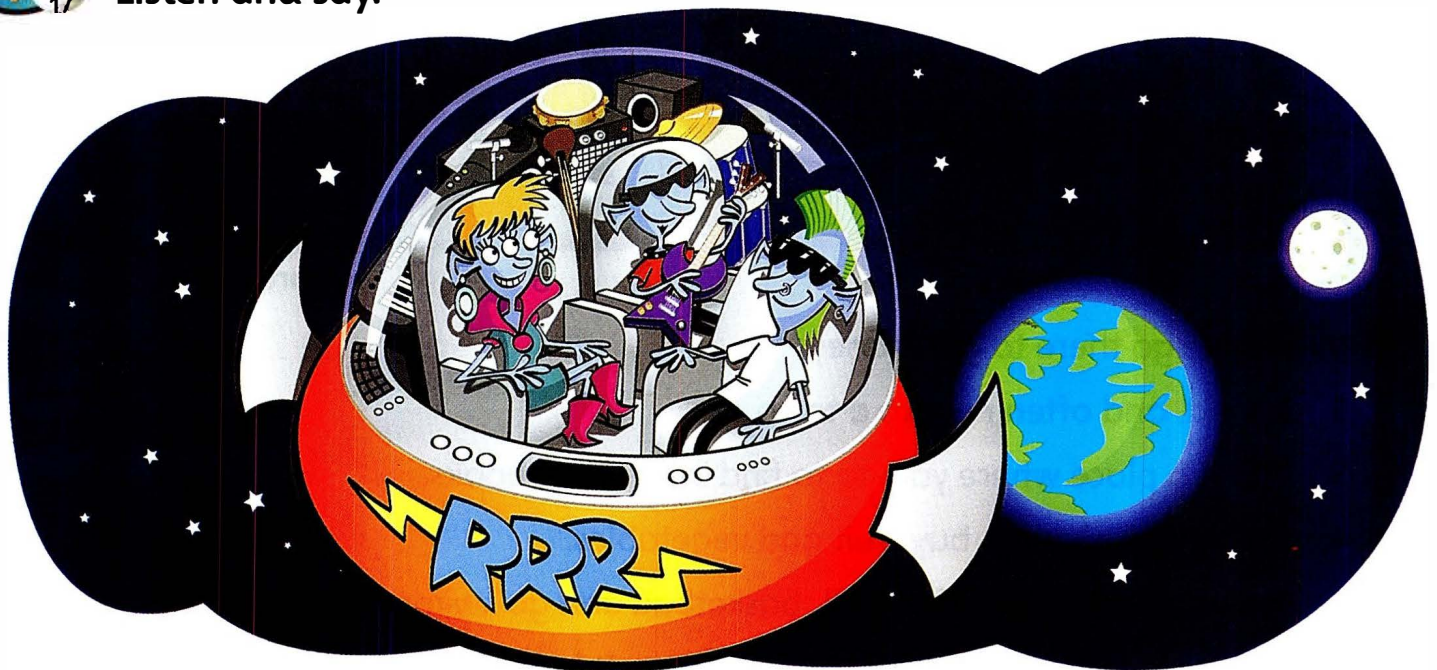
Horax: Oh, no!
Zelda: We're in the wrong place!

2 Think! Read and find the pictures in the story.

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

3 Find who says ... It's an R. Great!

4 ^{CD2}₁₇ Listen and say.



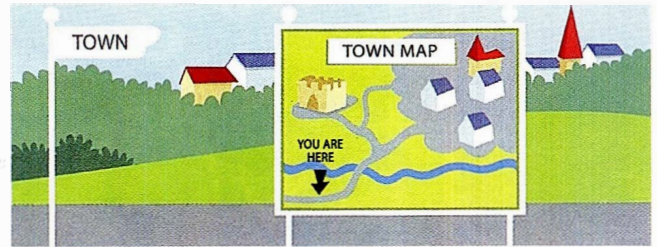
Roxy, Ron and Ray are the Triple R rock stars from Mars.



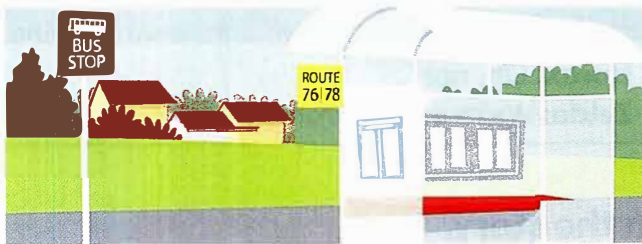
1 Look and read. Write words.



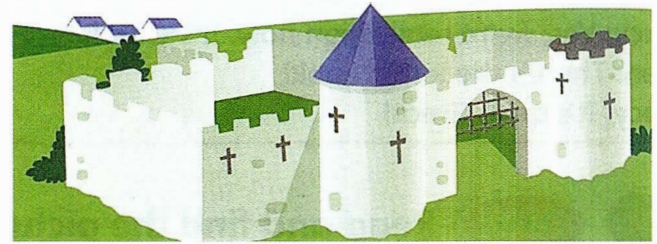
market



map



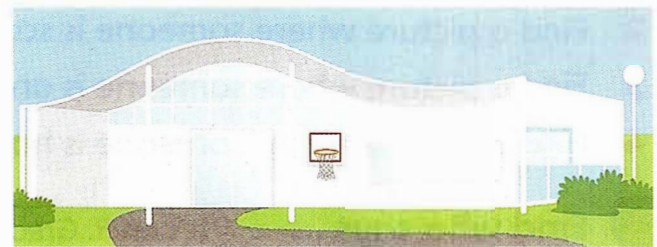
bus stop



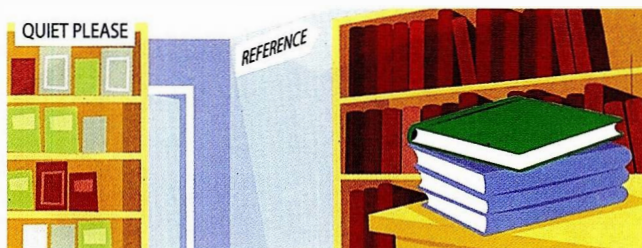
castle



bank



sports centre



library



square

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

1 CD 2 22

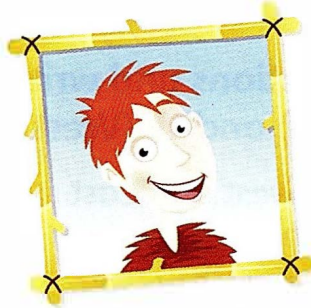
Listen and find out where they are going. Write M (Millie), B (Barney), C (Chuck) and A (Amanda).



Millie (M)



Barney (B)



Chuck (C)



Amanda (A)



2 Ask and answer.

Where's Millie going?

She's going to the playground.

Why?

To play on the swings.

3 Imagine a stone-age person. Write where he/she is going and why.

This is Tom. He is going to the sports centre to play baseball.



Directions

1 Read about directions and write the letters *S* (South), *E* (East) and *W* (West).

We use north, south, west and east to talk about directions.

- North (N) points up.
- South (S) is opposite north.
- East (E) points to the right.
- West (W) is opposite east.

2 Look at the map and answer.

You are in Birmingham. Write a city to your:

- 1 north _____
- 2 south _____
- 3 east _____
- 4 west _____

3 CD2
23



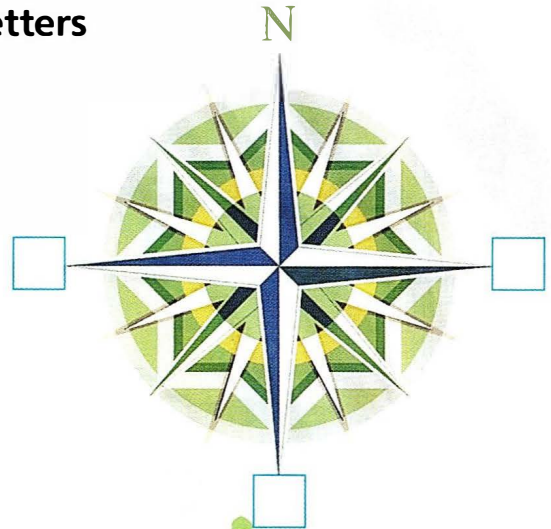
Listen, read and write the names of the cities on the map.

Cardiff is south and west of Birmingham.

Aberdeen is north and east of Edinburgh.

Manchester is north and a bit west of Birmingham.

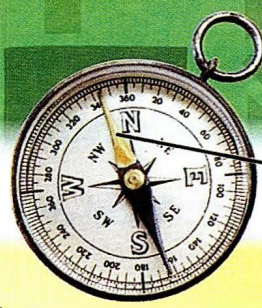
Brighton is south and west of London.



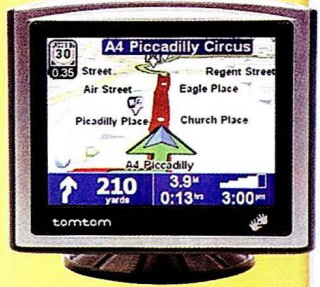


1 Read and answer.

You can use a compass to find your way. Compasses have a pointer that always points north. Compasses are very important instruments for explorers and map makers to help them find where they are going. But we now use compasses less often than before. This is because there is a new gadget called a GPS. A GPS works by satellite and helps people to find their way. Lots of people in cars use GPS systems.



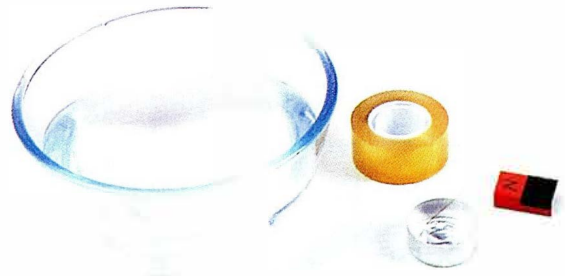
pointer



GPS (global positioning system)

- 1 Have you ever used a compass? Where and when?
- 2 Look at the compass in the photo. What do you think the letters NE, NW, SE and SW mean?

2 Project Make a compass. Use your compass to find out where things are in your classroom.



1 Collect the things in the picture.



2 Use the tape to stick the magnet into the case.



3 Put the case into the bowl of water.



4 The magnet always points north. Move the bowl about.

Help a visitor in your town

1 Choose a role card. Read and plan.

STUDENT A

You are visiting a town.
Ask the way to one of these places:

- the bank
- the sports centre
- the castle
- the library
- the train station

Ask a boy/girl from the town.

STUDENT B

You live in the town.
Think about where these places are:

- the bank
- the sports centre
- the castle
- the library
- the train station

Tell the visitor where the place is.

Useful language

Visitor

Excuse me. Can you help me, please?

Where's the ... ?

Thank you. That's very kind.

Boy/Girl

Yes, of course.

I'm sorry. I don't know.

No problem! The ... is opposite / next to / below / between the ...

You're welcome!

2 Act out your play.

Where's the ... ?

It's ...

5

Under the sea

1 CD2
25

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

1 dolphin

2 turtle

3 anchor

4 octopus

5 seahorse

6 seal

7 starfish

8 shell



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

2 CD2
26

Listen and correct the sentences.

1 Ben doesn't like the sea.

3 The children think the octopus is ugly.

2 Lucy thinks the clue is under the sea.

4 Lucy is worried about Horax and Zelda.

3

Think!

Play the chain game.

There's a shark in the swimming pool.

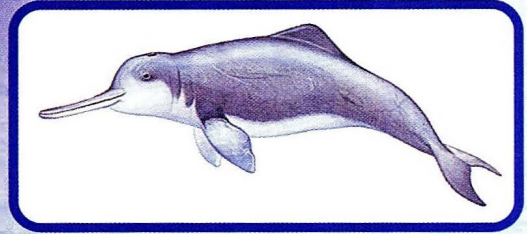
There's a shark and a seahorse in the swimming pool.

Listen, read and write the names under the animals.

Extinct animals

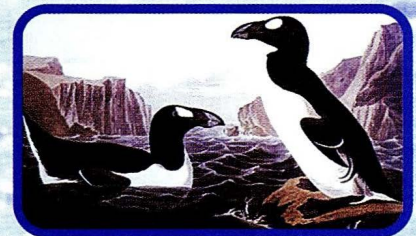
The great auk

Great auks were sea birds. There were lots of them on the islands north of Britain. Their food was fish. People wanted the auks' meat, feathers and eggs. Now there aren't any great auks.



The baiji

Baijis were dolphins from China. But they weren't sea dolphins, they were river dolphins. A long time ago, the river was very quiet. There weren't many people and there were lots of dolphins. Now there are lots of boats on the river and there aren't any dolphins.



Listen and say.

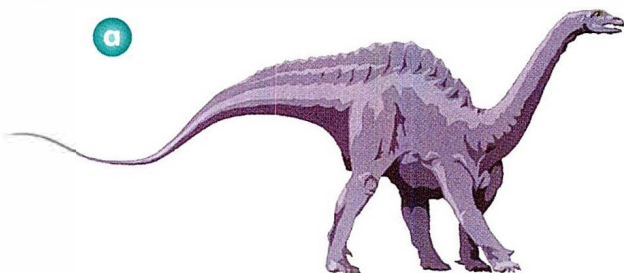
Great auks were sea birds.
Their food was fish

Baijis weren't sea dolphins.
The river wasn't very busy.



3 Look at the pictures. Complete the sentences.

a



- 1 It _____ grey.
- 2 It _____ small.
- 3 It _____ big.

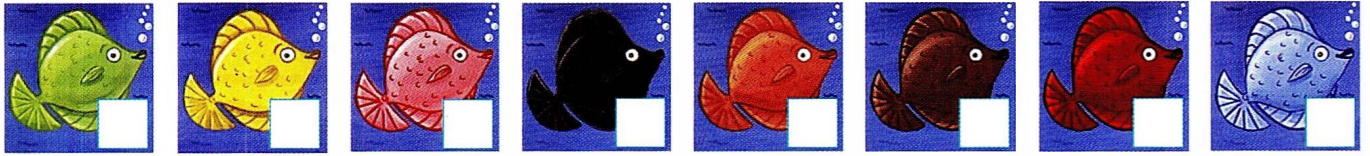
b



- 1 They _____ small.
- 2 They _____ brown.
- 3 They _____ orange.

1 CD2
29

Listen to the song. Tick (✓) the fish that are in the song.



There was a blue fish in the pool,
Mum was scared, but I was cool.

There were green fish in my bed,
There was one on my mum's head.

Fish, fish, everywhere,
On the sofa, on the chair.
Quick, quick, Sue and Frank,
Get the fish back in the tank!

There was a pink fish on the mat,
It was really big and fat.

There were red fish on the floor,
Five or six or maybe more.

Fish, fish, everywhere,
On the sofa, on the chair.
Quick, quick, Sue and Frank,
Get the fish back in the tank!



2 CD2
30

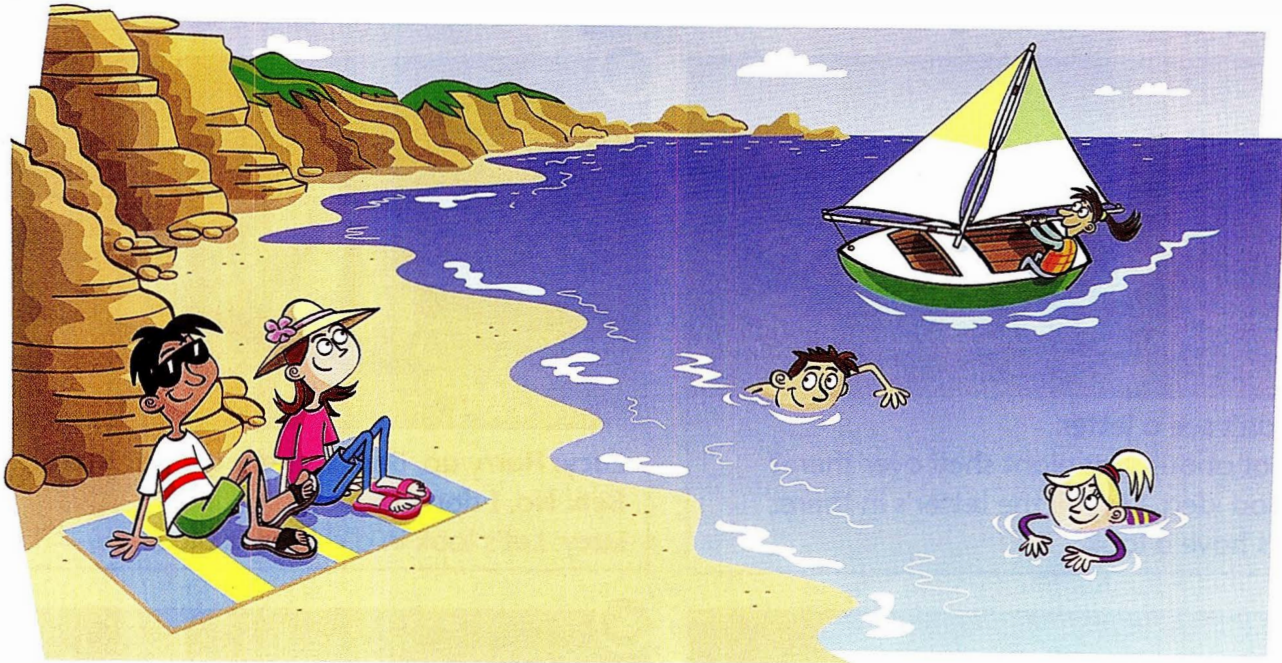
Listen and sing.

3 Play the memory game.

There were three pink fish.

No, there weren't, there was one!

1 CD2 31 Look, listen and draw lines.



Sue

Bob

Jane

Tim

Emma

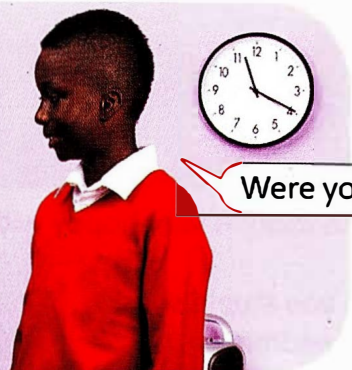
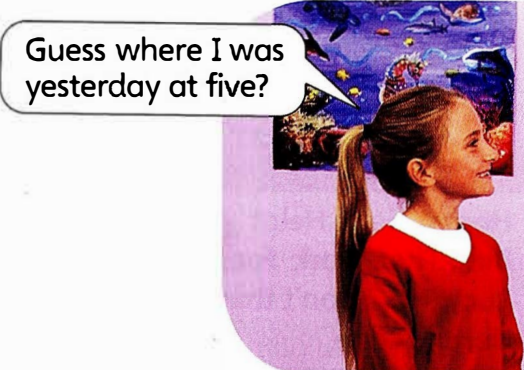
2 CD2 32 Grammar focus Listen and say.

Were you in the sea, Sue?
 Was Tim on the beach?
 Where were you, Bob?
 Were there shells on the beach?
 Was there a shark in the sea?

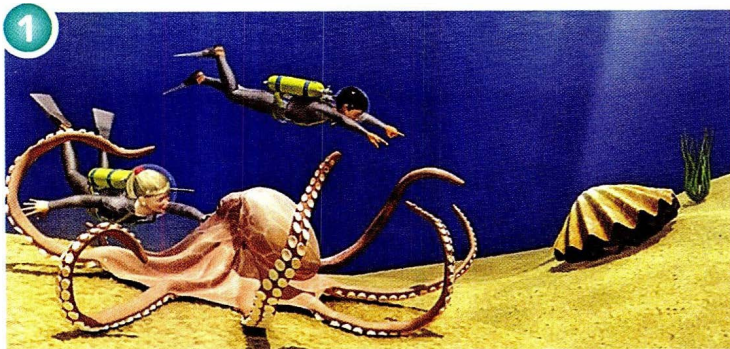
No, I wasn't.
 Yes, he was.
 In the sea.
 Yes, there were.
 No, there wasn't.



3 Play the guessing game.



The trap



Lucy: I can't see a letter.
Ben: What about that giant shell over there?
Lucy: Good idea. Maybe the letter's in there.
Ben: Let's have a look.



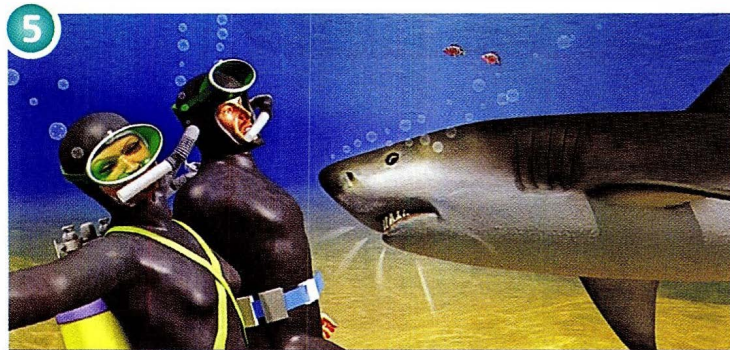
Lucy: Hurry up, Ben. Is there a letter there?
Ben: No, I don't think so.
Lucy: Let's look in a different place.



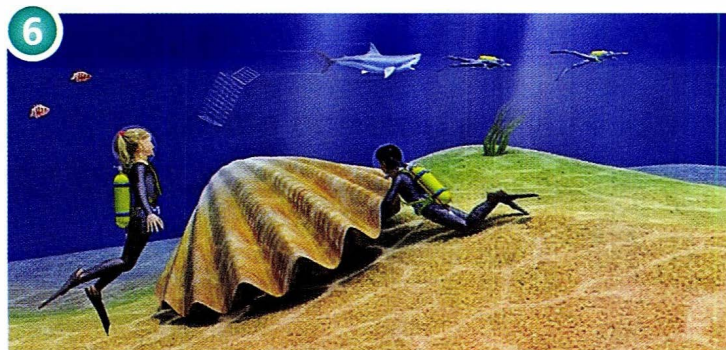
Ben: Help, Lucy! I can't get my arm out.
 I'm stuck.
Lucy: I'm sorry, Ben. I can't open the shell.



Ben: Oh no! It's Horax and Zelda.
Lucy: And a shark! I'm scared.
Horax: Come out my beauty.



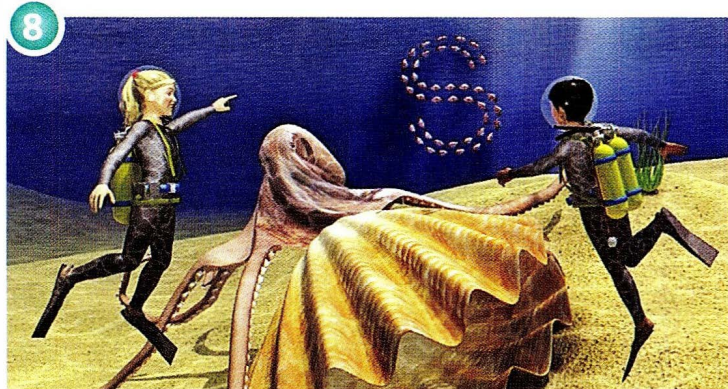
Zelda: I don't think the shark is very happy with us, Horax.
Horax: What! Not me you stupid shark.
 The children. Get the children!



Horax: Help! Help!
Ben: That shark doesn't like Horax.
Lucy: No. I don't think he was happy in Horax's cage.



Ben: Thank you, octopus. You're very helpful.
Lucy: Finally. Now we can go and find that letter.



Lucy: Look! Look at the fish.
Ben: It's the letter S!
Lucy: Now we've got our fourth letter.

2 Read and draw lines to make sentences.

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

3 Find who says ...

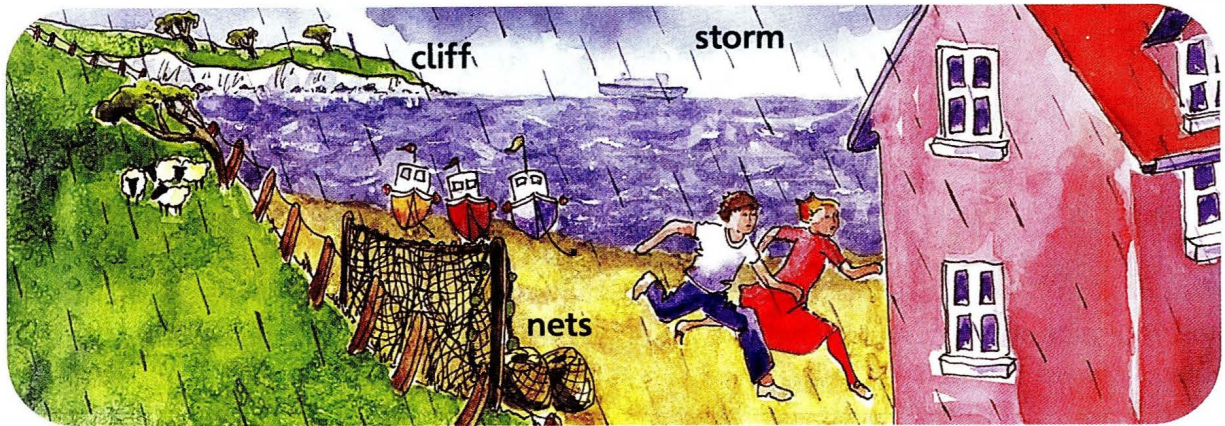
I'm sorry, Ben. I can't open the shell.

4 CD2 34 Listen and say.



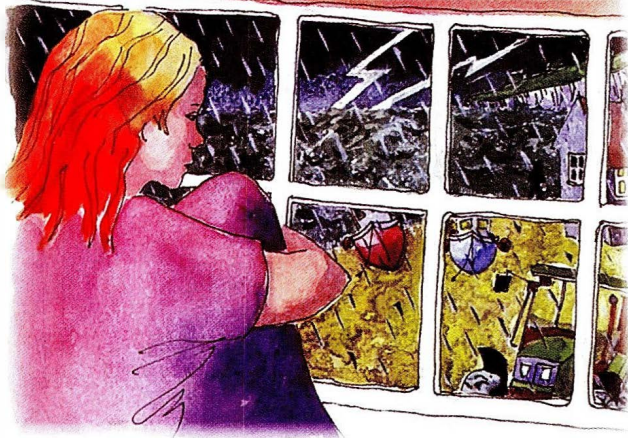
Sam gets some short socks at the Super Special Shoe Shop.

1 **Think!** Look at the pictures and guess what the story is about.



2 **CD2**
37 Read and listen. Check your answers.

What Christine found



Christine lives on a small farm on an island near Ireland. Her best friend is Ryan. Ryan's dad has a big farm next to Christine's parents' farm. One evening in July there is a big storm.

Early next morning Ryan knocks on Christine's door.

'Get up, Christine,' he shouts. 'Let's go treasure hunting on the beach.'

Christine gets up quickly and they go to the beach to look for shells and other beautiful things.

Suddenly Christine shouts,

'Look there's something in that net over there.'

Ryan runs over and they find a small bird in the net.

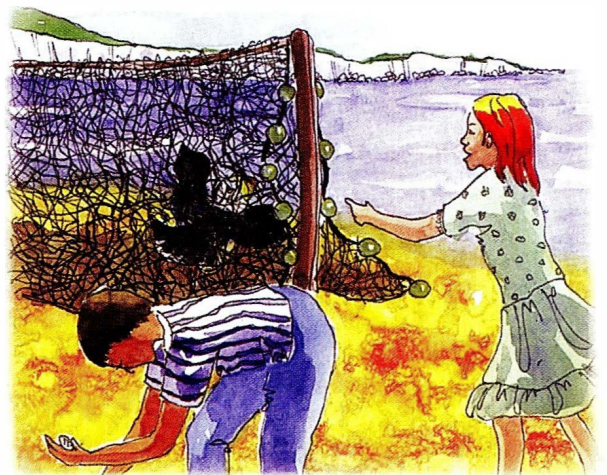
The bird is black and white, with orange legs and it has an orange and black bill.

'What sort of bird is that?' says Ryan.

'I don't know,' Christine answers.

They run back to Christine's farm and show the beautiful bird to Christine's dad.

'It's a young puffin,' he tells them. 'Puffins hunt for fish in the water. They can fly and they are very good at swimming. There were lots of puffins on the island, but now there aren't many.'





'Why not?' Christine asks.

'There aren't many fish any more,' says her dad. The children get a box and put some grass in it and then put the small puffin in it. Christine's mum gives the children some fish and they feed the puffin.

In July and August, Ryan comes over to Christine's house every morning and every evening to feed the

puffin. It gets bigger and bigger. One morning at the end of the summer there is no puffin in the box.

'Where is it?' Christine asks her mum.

'I'm sure the puffin is with his friends out in the sea.'

'Will it come back next year?' asks Christine.

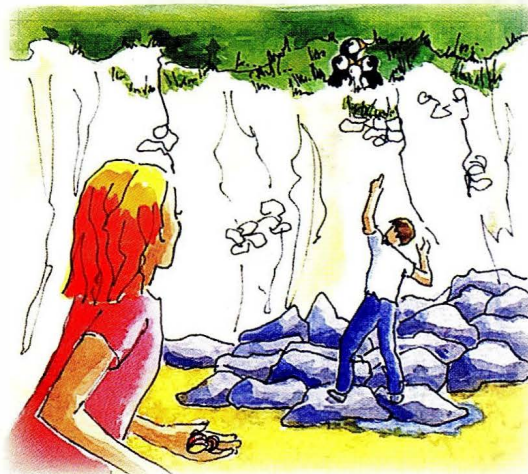
'I don't know,' her mum says.

It's a year later. Christine is looking for shells on the beach again. Suddenly, she can hear Ryan.

'Come quickly,' he is shouting.

Christine runs along the beach and then she sees them.

There are three puffins on the cliff near their farm. Christine is sure that one of them is their puffin. She is very happy.



3 Complete the sentences.

- 1 Christine and Ryan _____ on farms on the coast of Ireland.
- 2 Ryan wants to go _____ hunting on the beach.
- 3 Christine sees something in a _____.
- 4 Christine's father tells the children what sort of _____ it is.
- 5 Puffins love hunting for _____.
- 6 The children _____ some grass in the box.
- 7 The children _____ the puffin every day.
- 8 A year _____ the children see three puffins on a cliff.

4 Read again and complete the fact sheet.

Puffin fact sheet

Puffins are _____.

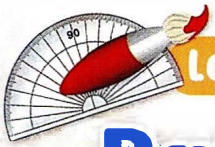
Their bills are _____.

Their legs _____.

They can _____.

They are very good at _____.

They eat _____.



Patterns and Symmetry

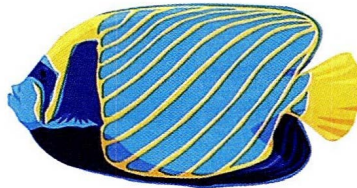
1 ^{CD 2}₃₉ Listen, look and number.

a



vertical stripes

b



diagonal stripes

c



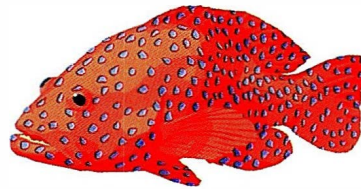
horizontal stripes

d



spiral

e

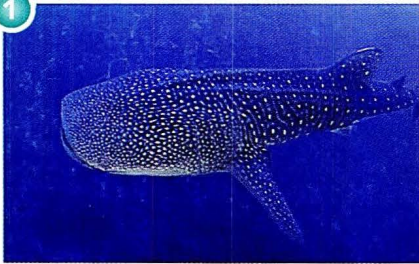


spots

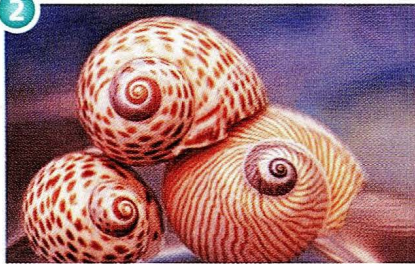
2 **Think!** Look at the pictures. Which patterns can you see?

In picture 1, I can see ...

1



2



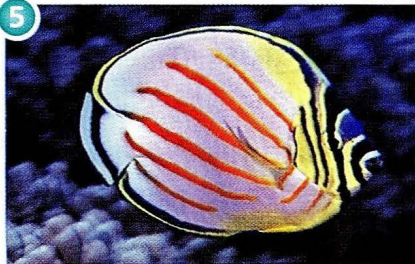
3



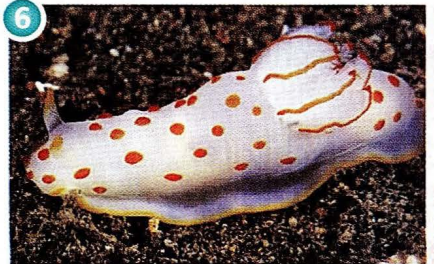
4

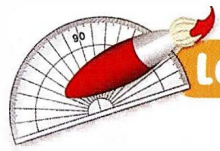


5



6





1 CD2
40

Think!

Listen, read and answer.

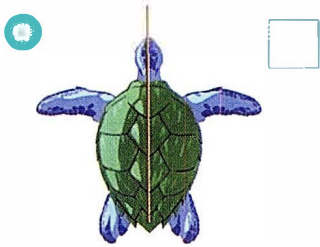
Patterns and symmetry can be found all around us in the natural world. There are examples of patterns on page 66. But what is symmetry? Something has symmetry when you can draw a line down the middle and the two sides are the same shape. We can also say that it is symmetrical.



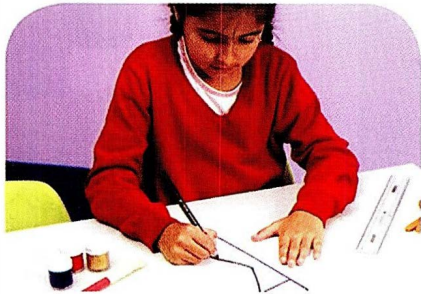
This starfish is symmetrical.

This seahorse is asymmetrical.

Which of these pictures are symmetrical? Look and tick (✓).



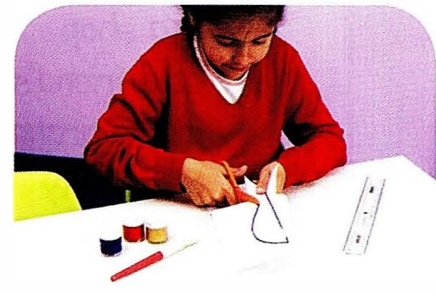
2 Project Make a symmetrical fish.



1 Draw a line on a piece of paper. Draw half a fish.



2 Cut out your half fish.



3 Fold and draw around your fish. Then cut out your fish.

4 Paint the top half of the fish then press the bottom half onto it.



5 Open your fish and make an ocean scene.



Where were we on Saturday afternoon?

1 Draw a table. Write in the names of the children from your group. Ask questions and write the answers in the table.

Name	Where were you on Saturday afternoon?
James	at the theatre
Aruna	at home
Yee	in the swimming pool
Alice	at a friend's house

2 Write a big list of all the places. Tick (✓) the number of children and count them.



Place

at the theatre

at home

at the cinema

at the park

in a shop

at a friend's house

at my grandparents' house

at a party

in the garden

in the swimming pool

at the beach

Number of children Total

✓
 ✓✓✓✓✓
 ✓✓
 ✓✓✓
 ✓✓✓
 ✓✓✓✓
 ✓✓
 ✓
 ✓✓✓✓
 ✓✓
 ✓

1
 5
 2
 3
 3
 4
 2
 1
 4
 2
 1



3 Talk about your results.

Three children in our class were at the park on Saturday afternoon.



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

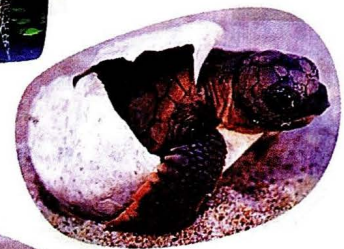
Animal: turtle

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



- 2 Find pictures and write about your sea creature.

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





Gadgets

1 CD2
41

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

- ① lift
- ② walkie-talkie
- ③ torch
- ④ CD player
- ⑤ mp3 player
- ⑥ mobile phone
- ⑦ electric fan
- ⑧ laptop
- ⑨ electric toothbrush
- ⑩ games console



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

2 CD2
42

Listen and answer.

- 1 Where is the next letter?
- 2 What is £8?
- 3 What do they buy?
- 4 Who do they see?

3

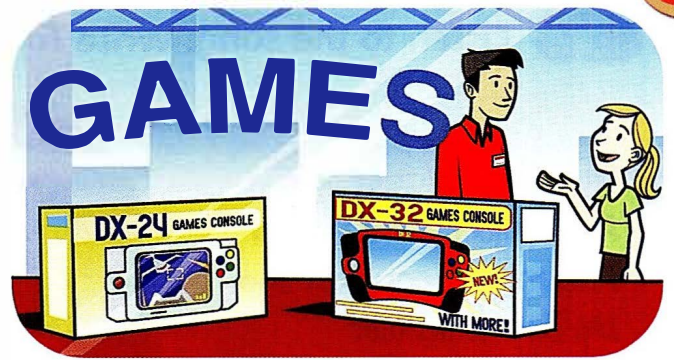
You are going on holiday. Decide what you want to buy.

Let's buy an electric toothbrush.

Oh yes, and how about an mp3 player?

1 CD2
43 **Listen and read. Write the words.**

Assistant: Can I help you?
Jane: Yes. How much is this games console?
Assistant: The DX24? It's £75.
Jane: And this one?
Assistant: The DX32 is more expensive. It's £99.
Jane: So the DX24 is cheaper.
Assistant: Yes, but the DX24 is bigger and the DX32 is smaller.
Jane: The DX32 is more beautiful. But there's only one problem.
Assistant: What's that?
Jane: I've got £75. The DX32 is £99!



£75 £99 small big

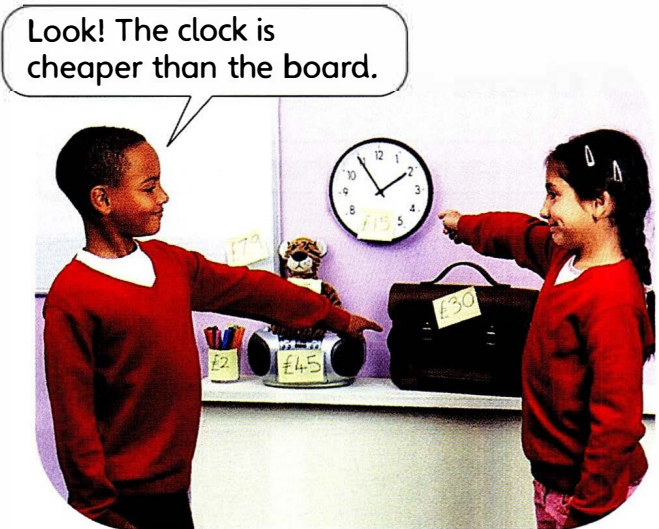
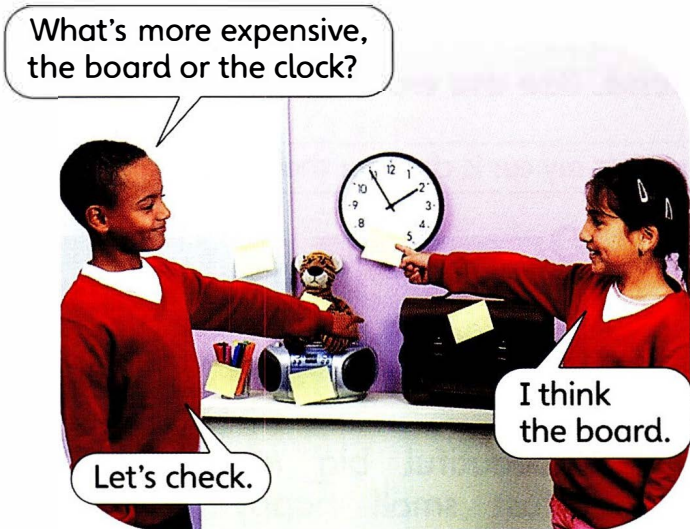
	price (£)	size
DX24		
DX32		

2 CD2
44 **Grammar focus** **Listen and say.**

The DX24 is **bigger** than the DX32.
 The DX32 is **smaller** than the DX24.
 The DX32 is **more expensive** than the DX24.



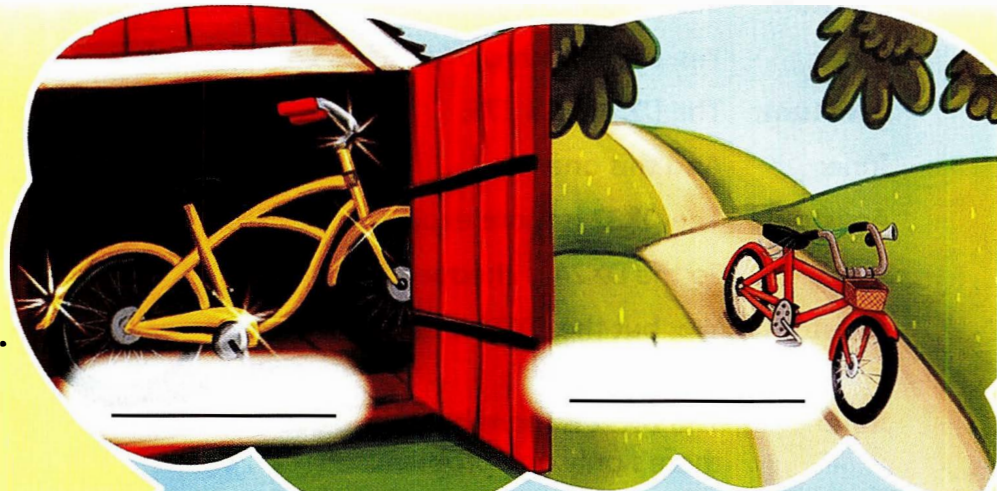
3 **What is more expensive? Play the guessing game.**



Listen to the song. Write *Tom* or *Sue* by their bikes.

Tom: My bike is bigger
And faster than yours,
And more beautiful too.
My bike is lighter
And newer than yours,
And it's more expensive too.

Sue: It's true that ...
Your bike is bigger
And faster than mine,
And it's more beautiful too.
Your bike is lighter
And newer than mine,
And it's more expensive too.
But I ride my bike every day,
In the sun and in the rain.
Your bike just stays inside,
It never comes out to play.



Tom: So you ride your bike every day,
In the sun and in the rain.
I want to take my bike outside too,
Can I come out and play with you?

Listen and sing.

3 Choose pictures and talk with a friend. Use the words to help you.

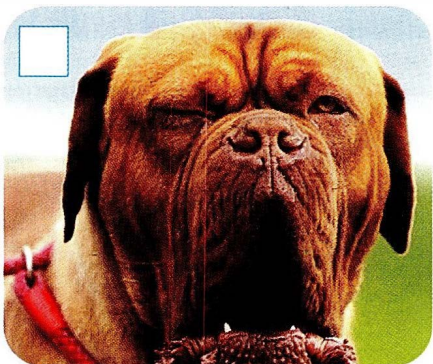
My car is faster than yours.

Yes, but my car is cheaper than yours.



beautiful big new
fast small happy
expensive cheap sad

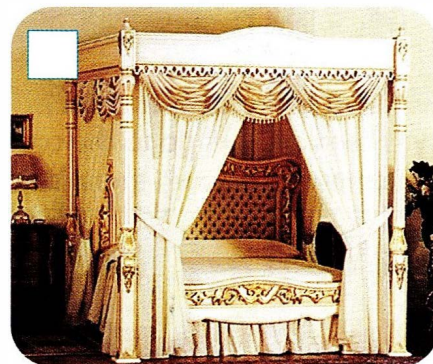
1 Read and number the pictures.



- 1 This is the world's fastest car. It can go at 260 km/h!
- 2 This is the world's most expensive bed. It costs \$6.3 million!



- 3 This is the world's biggest aeroplane. It has 520 seats!
- 4 Is this the world's most beautiful dog? What do you think?



2 CD 2
47

Grammar
focus

Listen and say.

The Airbus A380 is the **biggest** plane in the world.

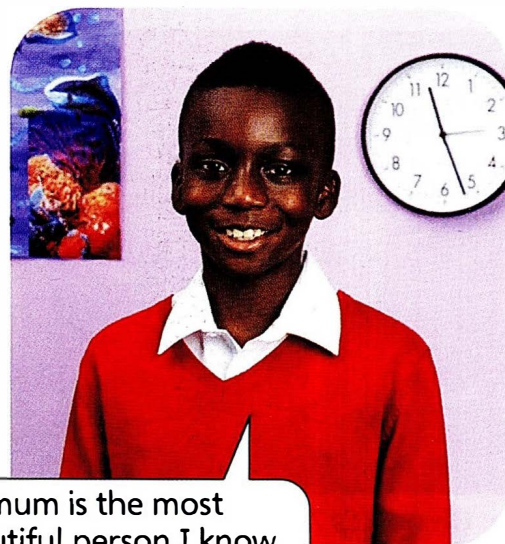
The Baldacchino Supreme is the **most expensive** bed in the world.

The SSC Ultimate Aero is the **fastest** car in the world.

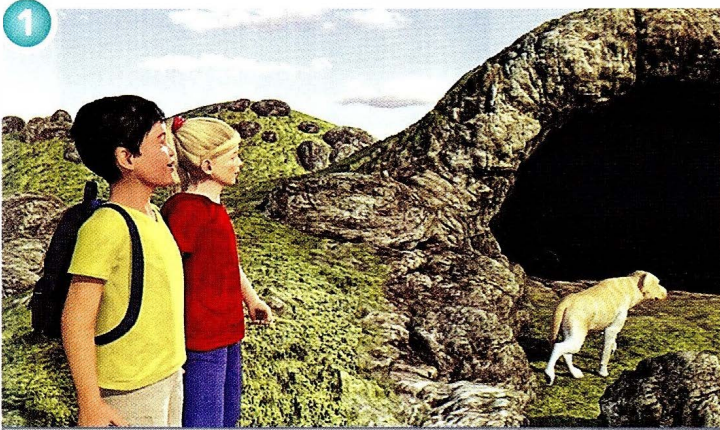


3 Complete the sentences. Tell your friend.

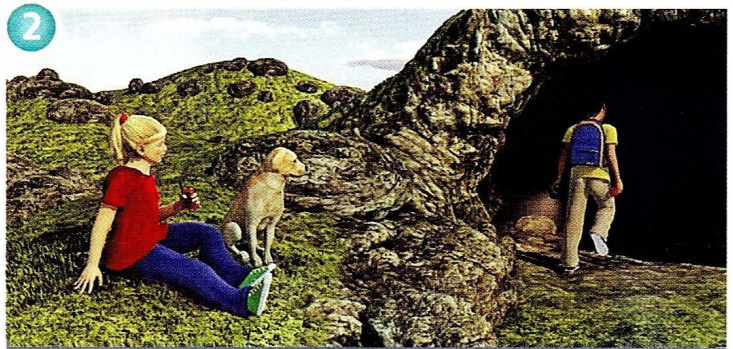
- 1 _____ is the happiest person I know.
- 2 _____ is the easiest subject at school.
- 3 _____ is the smallest person in my family.
- 4 _____ is the funniest TV show.
- 5 _____ is the most beautiful person I know.



My mum is the most beautiful person I know.



Lucy: The book says go to the caves. Here we are.
Ben: Somewhere down there is the next letter.



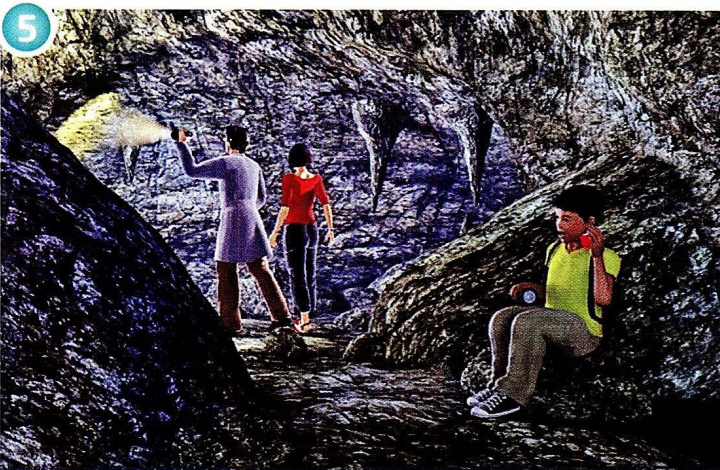
Ben: Stay here and watch for Horax and Zelda.
Lucy: OK. Have you got your walkie-talkie and torch?
Ben: Yes. I've got everything.



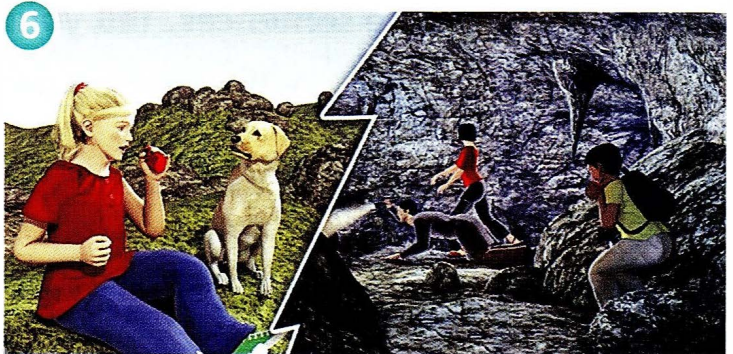
Ben: It's much darker down here. The torch was a good idea.
Lucy: Can you see the letter?
Ben: No, I can't.



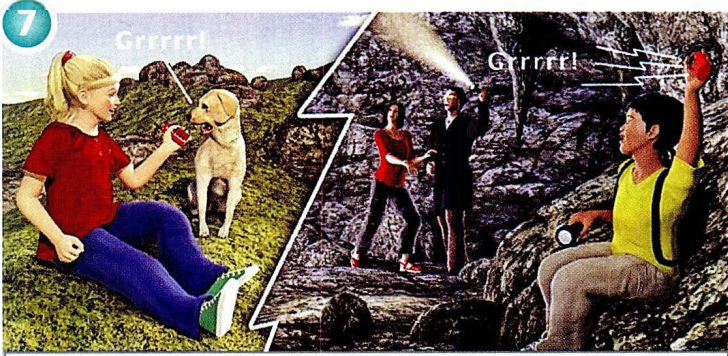
Ben: Wow! What beautiful cave paintings. What's that? It's the letter *E*. *E* is the fifth letter in our puzzle.



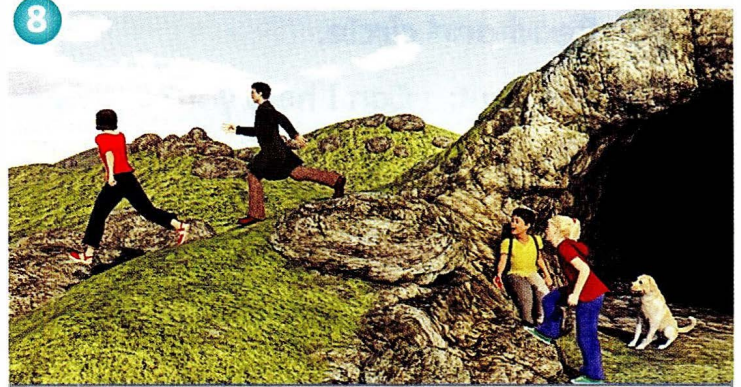
Ben: Oh no. It's Zelda and Horax. I have to hide!



Horax: Where are those kids?
Ben: Lucy, I've got a problem. Horax and Zelda are here.
Lucy: Don't worry. I've got an idea.



Buster: Grrrrrr!
Zelda: What's that?
Horax: I don't know. I'm scared.
Zelda: Let's run!



Ben: Great idea, Lucy!
Lucy: Well done, Buster. You're the cleverest dog in the world.

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

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

3 Find who says ... What beautiful cave paintings.

4 CD 3
02 Listen and say.



Irene uses her nose to smell limes, cake and roses.



1 Read and circle.

- 1 Assistant: Can I help you?
 Dan: **A** No, I can't help you.
B Yes, I'd like to buy a torch.
C Yes, I've got a torch.
- 2 Dan: How much is this torch?
 Assistant: **A** It's £20.
B It's 20 kg.
C It's 20 cm.
- 3 Dan: Have you got a cheaper one?
 Assistant: **A** Yes, this one is £12.
B It's cheaper than the walkie-talkie.
C It's the cheapest we've got.
- 4 Dan: I'd like to buy it.
 Assistant: **A** Come back tomorrow.
B I've got an idea.
C Yes, of course.
- 5 Dan: Goodbye!
 Assistant: **A** Goodbye and thank you!
B Yes, please.
C Oh dear!



2 Look at the pictures and talk about the differences.

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





1 Look carefully. Close your books and say. There's a jacket, a watch ...



2 CD3 06 Listen and tick (✓) the things you hear.

3 CD3 07 Now listen again and write the prices of the things you hear.

4 Choose one of the things in the picture. Write a dialogue between Sara and the shop assistant.

Numbers

1 ^{CD3}₀₈ Listen, read and answer.

Imagine a world with no numbers. No counting, no money, no Maths! Numbers are very important and they are also very old.

The numbers we use today are called Hindu-Arabic numbers. Imagine it's the 12th century. Leonardo Pisano Fibonacci, an Italian professor of Maths, travels to North Africa. He sees the numbers they use there. They are much easier to use than the numbers in Italy. When he goes back to Europe, he shows people the numbers from North Africa. People soon use them all over the world.



- 1 What things do we need numbers for? We need numbers for ...
- 2 Where do the numbers we use today come from?

2 Read and write the numbers.



Before Hindu-Arabic numbers, the numbers in Europe were called Roman Numerals. You can still see Roman Numerals today. Roman Numerals are letters. Do you know any Roman Numerals?

Here are some examples: I = 1 V = 5 X = 10

You combine these letters to make other numbers. For example:

VI = 6 [V+I]
 XVIII = 18 [X+V+I+I+I]

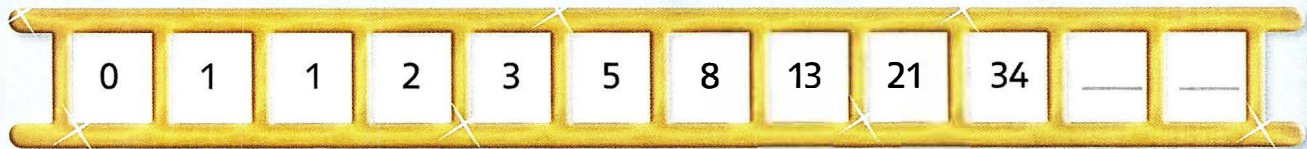
But when you put the smaller numbers on the left, you subtract to make the number.

IV = 4 [V - I]
 IX = 9 [X - I]

- 1 What are these Roman Numerals?
 - III _____
 - XVI _____
 - XXII _____
- 2 Write the Roman Numerals for:
 - 8 _____
 - 25 _____
 - 33 _____

- 1 Read and solve the puzzle. What are the next two numbers in the Fibonacci Sequence?

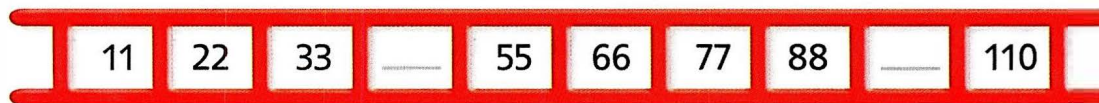
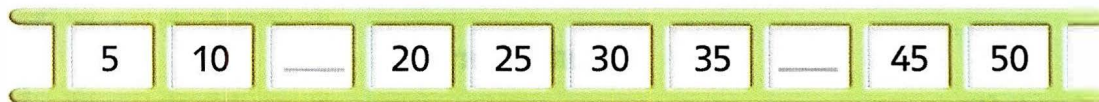
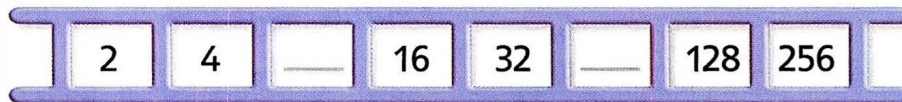
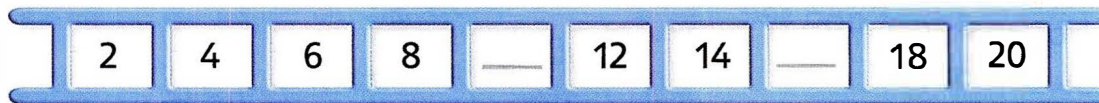
Leonardo Pisano Fibonacci also invented a very simple sequence of numbers called the Fibonacci Sequence. Here it is:



To make each number in the series you just add the two numbers that come before it.



- 2 **Think!** Here are some more sequences. Look and write the missing numbers.



- 3 **Think!** **Project** Think of a number sequence.

- 1 Work with a partner and think of a number sequence.
- 2 Write it down but miss out two numbers.
- 3 Swap your sequence with another pair and work out their missing numbers.





Act out

Go shopping

1 Choose a role card. Read and plan.

STUDENT A

You are in a shop. Choose three things you want to buy:

- a torch
- a walkie-talkie
- a CD player
- a games console
- an electric toothbrush
- a laptop

You have £100 to spend. Talk to the shop assistant and see what you can buy.

STUDENT B

You are a shop assistant. Find out the prices from your teacher and write them:

- a torch £
- a walkie-talkie £
- a CD player £
- a games console £
- an electric toothbrush £
- a laptop £

Talk to the customer and help him/her buy some gadgets.

Useful language

Assistant

Good morning/afternoon.
 Can I help you?
 Yes, we have. / No, we haven't.
 It's ... pound(s).
 Of course!

Customer

Have you got ... ?
 How much is ... ?
 Can I buy ... ?
 Thank you.

2 Act out your play.

Good morning.
Can I help you?

Yes, we have.

Yes, have you got any torches?



My gadgets

- 1 Think of some toys or gadgets you have. Write words about them in a table.

Gadget	Got it when? Who from?	Looks?	Other facts?
bike	birthday present, from my parents	red and black, bigger than old bike, very beautiful	cycle to lots of places, sometimes to visit grandmother
mp3 player	got with money from grandfather	small, silver, looks cool	listen to music before going to bed, love it!
camera

- 2 Tell your friend about your favourite gadget.

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

- 3 Write about your favourite gadget.

My favourite gadget is my bike. It was my birthday present from my parents. My old bike was very small. This bike is bigger. It's red and black. It's the most beautiful bike in the world.

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



7

In the hospital

1 CD3
10

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

- ① earache
- ② headache
- ③ cold
- ④ doctor
- ⑤ toothache
- ⑥ nurse
- ⑦ stomach-ache
- ⑧ cough



7:05pm

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

2 CD3
11

Listen and correct the sentences.

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

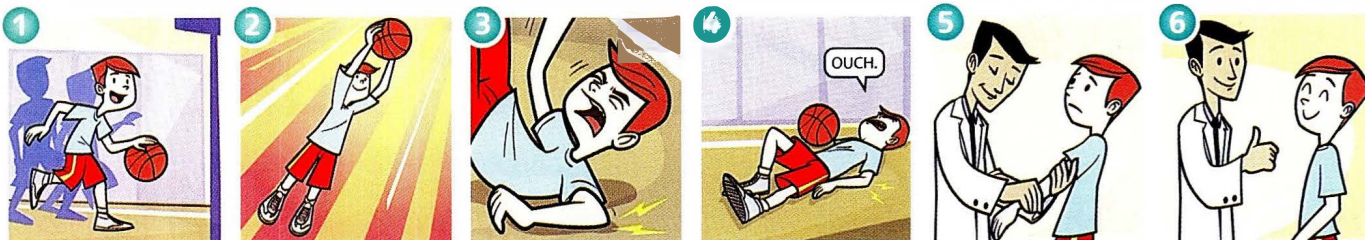
3 Play the miming game.

What's the matter?

That's right.

You've got a stomach-ache.

1 Look, read and put the sentences in order.



- He landed on the floor.
- Yesterday, Harry and his friends played basketball.
- 'Ouch!' shouted Harry.
- 'Your arm is OK,' the doctor smiled.
- Harry jumped up high.
- The doctor looked at his arm.

2 CD 3
12

Grammar
focus

Listen and say. Read the story.

jump – jumped shout – shouted
land – landed look at – looked at

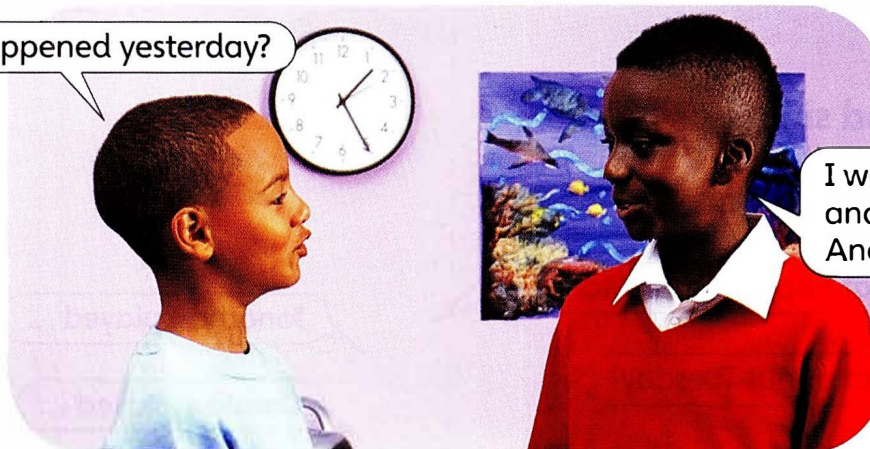
I was so hungry. Great, spaghetti – yummy! Suddenly the dog jumped onto the table. 'Go away, silly dog!' I shouted. The plate landed on the floor. Now the dog was next to the spaghetti. He looked at the spaghetti.



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

watch ___ listen ___ to visit ___ phone ___ play ___ walk ___

What happened yesterday?



I watched a film
and played tennis.
And you?

Listen to the song. Number the pictures.



Oh what a week, oh what a week,
Oh what a terrible, terrible week!

On Monday, my friend Jonathan
Played football with a flea.

On Tuesday, my friend Caroline
Played the violin for me.

On Wednesday night, I watched a film,
And I was really scared.

On Thursday night, an elephant
Climbed on my father's chair!

Oh, what a week ...

On Friday, after school,
I rode a dinosaur back home.

On Saturday, I phoned my gran,
But her dog ate up her phone.

It's Sunday and I'm in bed.
I want to stay here all day long,
But then I switch the radio on
And what I hear is this song.

Oh, what a week ...



Listen and sing.

3 Play the memory game.

What happened on Monday?

Jonathan played ...

What about Tuesday?

Caroline played ...

1 CD3 15

Think!

Listen and number the pictures.



2 CD3 16

Grammar focus

Listen and say. Read the story.

wake up – woke up feel – felt have – had
 go – went give – gave say – said

Last Friday, Lily, the lolly monster woke up at half past eight. She felt awful. She had a terrible stomach-ache. She went to the hospital.

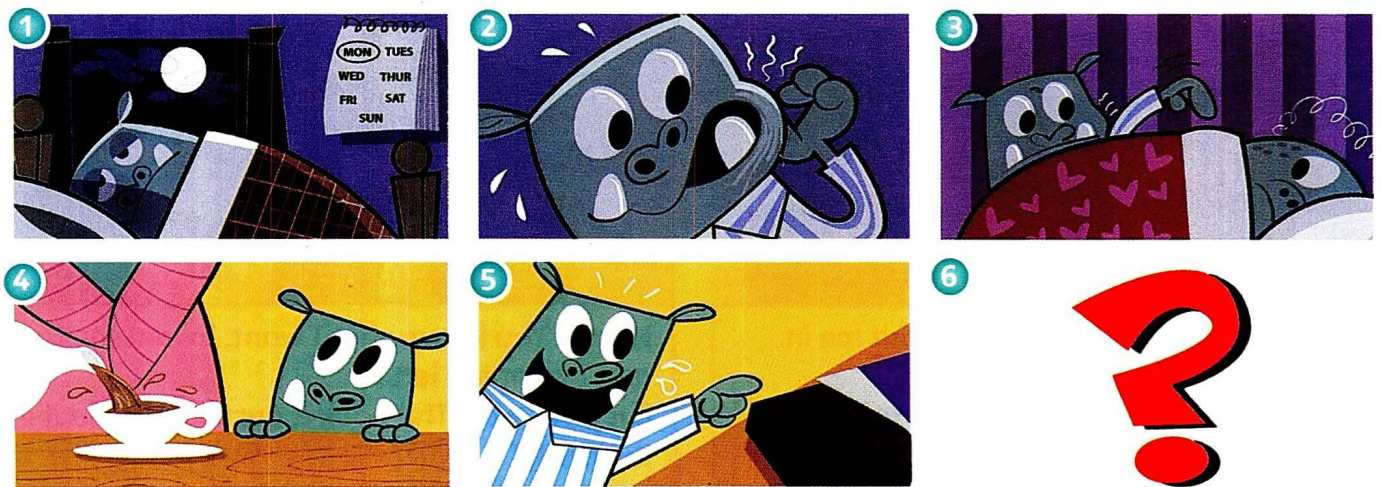
The doctor gave her a pink, a red and a blue pill. Lily said, 'Can I have a lolly? I really don't like pills!' 'I'm sorry,' the doctor said, 'No lolly for you!'

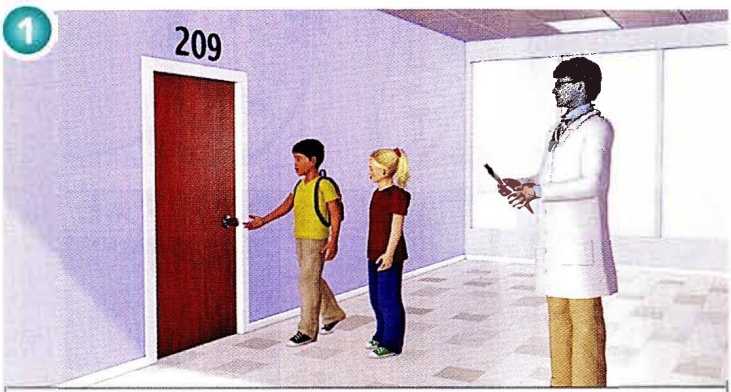


3

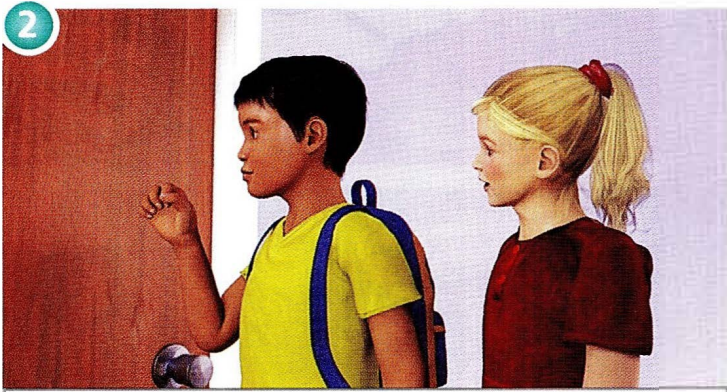
Work with a friend. Make a story about Choc, the chocolate monster.

Last Monday, Choc ...





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



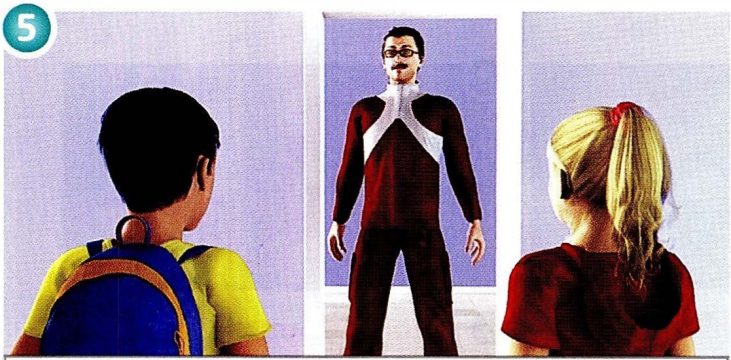
Lucy: There's no answer. Your grandpa is sleeping.
Ben: OK, let's go in quietly.



Ben: Grandpa? Are you all right? I got a text message. It said you're in hospital.
Lucy: Something isn't right.



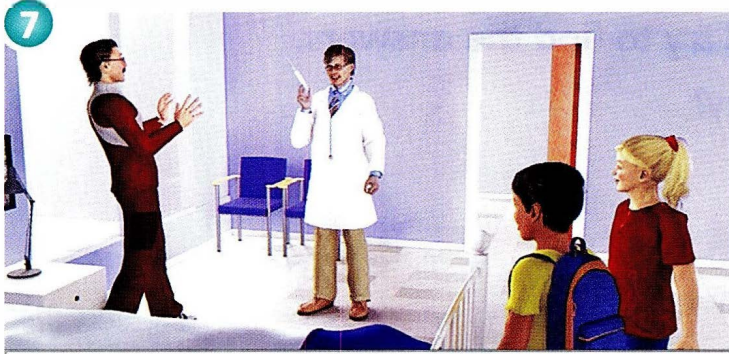
Ben: Oh no. It's a trap!
Lucy: Someone played a trick on us!



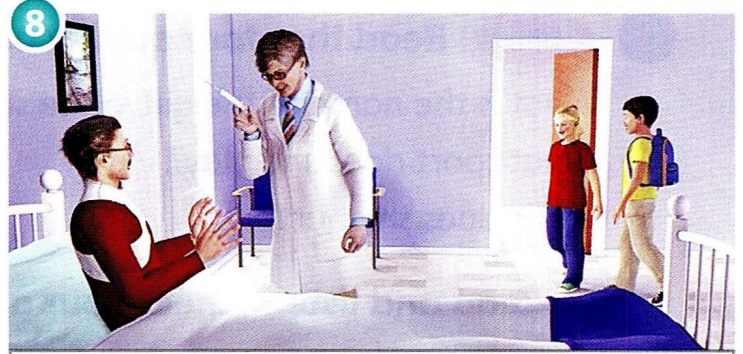
Horax: Ha ha! It's so nice of you to visit me in hospital. Welcome, children!
Ben: What do you want from us, Horax? Leave us alone!



Horax: You know what I want. I want the book, and I want the letters.
Lucy: No way. The book is ours. We found it in the castle!



Doctor: Please go outside for a moment, kids.
Your grandfather needs an injection.
Horax: Well, I'm ... I mean ... I'm not ...
Doctor: Just lie down on the bed, please.



Lucy: Thanks, Doctor. We have to go now!
Ben: Bye, bye, Grandpa. Hope you get better soon!
Horax: Don't go! Wait! I want to ...

2 Read and draw lines to make sentences.

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

3 Find who says ... Someone play**ed** a trick on us!

4 CD 3 18 Listen and say.



Mike hiked – he liked it!



Kate skated – she hated it!

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

- 1 What is the name of the girl in the story?
- 2 What sport does she play?
- 3 What does she hurt?

2 **CD 3** **22** Read and listen. Check your answers.



Sophia saves the day

The score was 5–5. Suddenly Sophia was in front of the goalkeeper. She kicked the ball very hard.

'Goal! Great! Super, Sophia!' her friends shouted. Sophia was the best player in her team. Sophia's friends were very happy. Sophia was happy too. But there was a problem. She had a pain in her leg.

The next morning Sophia went to hospital with her dad. The doctor was very friendly. She looked at the leg.

'Hmm!' she said. Then she checked Sophia's knee.

'Ouch!' Sophia shouted.

'We have to X-ray your knee,' said the doctor.

'I want to play football with my friends tomorrow,' Sophia said.

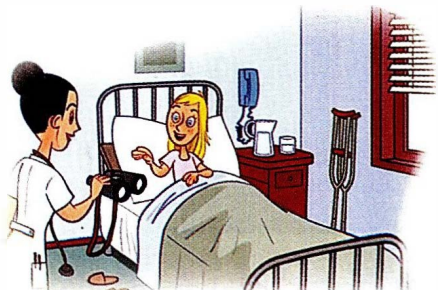
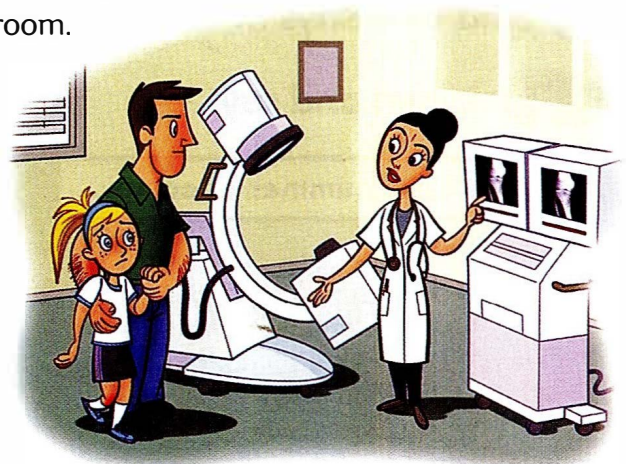
Again, the doctor said 'Hmm!' Then she went out of the room.

A nurse helped Sophia onto the X-ray machine. Sophia was a little scared, but the X-ray only took two minutes.

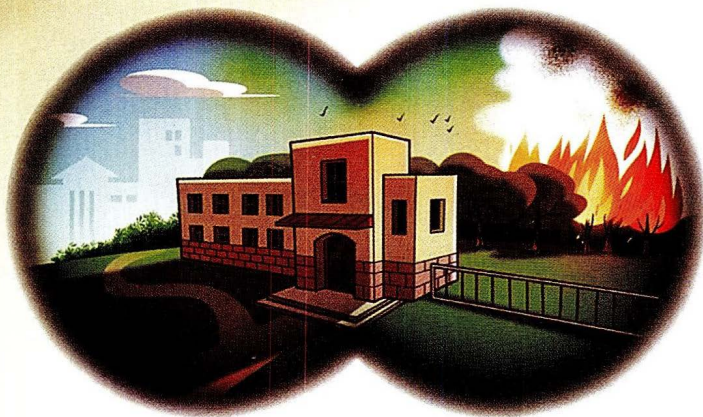
'Can we go home now, Dad?' Sophia asked.

'I'm not sure,' her dad answered. Then the doctor came back into the room. She looked at a computer screen for a long time.

'You can't go home,' she said. 'There's a problem with your knee. You have to stay in hospital for two weeks.'



Sophia was very unhappy. The first two days in hospital were so boring. Then on day three, the doctor came to see her. She gave Sophia a pair of binoculars. They were fantastic. Sophia watched the people in the streets and the boats on the river. And she watched her friends playing football in front of the school!



She was very happy. But what was that? Suddenly Sophia saw something in the wood behind the school. She was very worried and got her mobile phone.

That evening, Sophia's hospital room was full of people. They took photos of Sophia and they interviewed her for TV.

The next morning the doctor came and gave Sophia a newspaper. On the first page there was a photo of Sophia and in big letters it said,

10-year-old saves school!

Sophia looked at the photo. She looked at her binoculars, and then she smiled.



3 Think Put the story in order.

- A nurse gave Sophia an X-ray.
- The newspapers wrote a story about Sophia.
- Sophia looked through them and saw a fire near her school.
- She had to stay in hospital for two weeks.
- The doctor gave her a pair of binoculars.
- She went to the hospital and the doctor checked her knee.
- She called the fire brigade.
- Sophia kicked a football hard and hurt her leg.

4 Think Write a different story with the same title. Draw a picture.

10-YEAR-OLD GIRL SAVES SCHOOL!

Think about these questions to help you:

- What is the girl's name?
- Where is she?
- What is the problem with the school?
- What does she do?



FEVER

1 Read and talk about the questions.

Sometimes you feel very hot when you feel ill. We call this a fever.

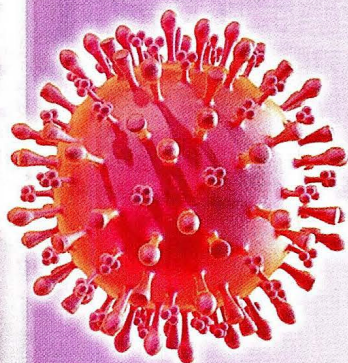
- 1 When did you last feel ill?
- 2 What was the matter?
- 3 Did you feel hot?

I last felt ill in February.



in bed with fever

2 ^{CD 3}₂₄ Listen, read and answer.



a virus

Our body likes to be at a temperature of about 37°C. That's the perfect temperature to make us feel good. But sometimes a virus gets into our body. This makes us sick.

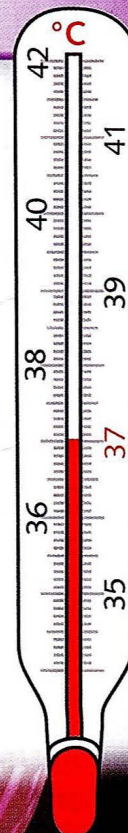
Our body wants to kill the virus so it gets hotter. A small fever starts at about 38°C and a fever above 41°C is dangerous. The high temperature also lets us know that there is something wrong and we can do something to help us get better. When we get better, our body goes back to 37°C again.

- 1 Write the words next to the numbers on the thermometer.

get to hospital
fever starting
feeling great

- 2 How do you feel when you get a fever?

I feel ... when I get a fever.



thermometer



1 Read about what you can do if you have a fever.

If the temperature is below 39°C, you can stay at home and make sure you:

- 1 Get plenty of rest. This helps your body to fight the germs that are making you sick.
- 2 Drink a lot of water. Fevers can make you dehydrated (that means there's not enough water in your body).
- 3 Wear cool pyjamas and use a blanket that isn't too hot.

2 Look and tell the girl what *not* to do.

Don't ...



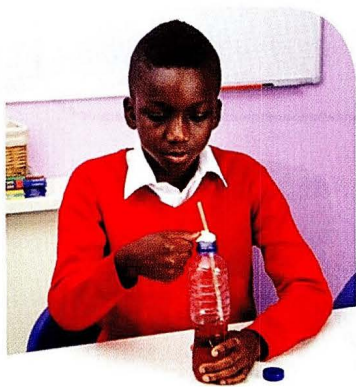
3 Project Make a thermometer.



1 Fill a bottle 1/2 full with 1/4 water and 1/4 alcohol.



2 Add some red food colouring.



3 Push a straw through the clay and use the clay to close the top of the bottle. There should be no holes in the clay. Push the straw until it is about 1 cm from the bottom.



4 Mark the height of the liquid in the straw at room temperature. What happens if you put your bottle in the fridge?



Act out

At the doctor's

1 Choose a role card. Read and plan.

STUDENT A

You are the doctor. A patient is coming to see you.

- Ask what the problem is.
- Ask what happened.
- Check the problem.
- Say what the patient has to do.

STUDENT B

You are the patient.

- You have a pain. Decide what the problem is.
- Tell the doctor what happened.
- Tell the doctor where you have the pain.
- Tell the doctor what you want to do tomorrow.

Useful language

Doctor

What's the matter?

What happened?

Let me see.

You have to take a pill / drink lots of water / stay in bed ...

No problem. / No, you can't. You have to ...

Patient

I have a pain in my ...

I kicked ... / jumped ... / landed on ...

Ouch!

Yes, of course. I want to play ... / go ... tomorrow. Is that OK?

2 Act out your play.

Good morning, Doctor.

Good morning. What's the matter?

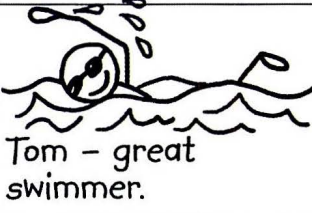
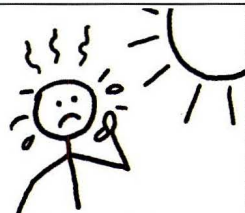

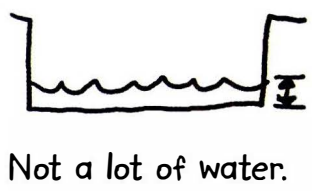




Write a story

- 1 Think of a story. It can be a true story or a story you imagine. Use the questions to help you with the story.

Who is the story about?	Tom, 12-years-old, good swimmer
What happened?	swimming, jumped into pool, problem, not a lot of water, hurt his head, hospital, 3 weeks
When?	2 weeks ago, Sunday
What was the weather like?	very sunny, hot,

- 2 Plan and write your story. Draw pictures.

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

- 3 Draw and write your story in your scrapbook.



Tom loved swimming. He was very good at it.



One Sunday, it was very hot and Tom wanted to swim. He jumped into the pool, but there was not much water in it.

8

Around the world

1 CD3
25

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

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



www.irLanguage.com

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

2 CD3
26

Listen and answer.

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

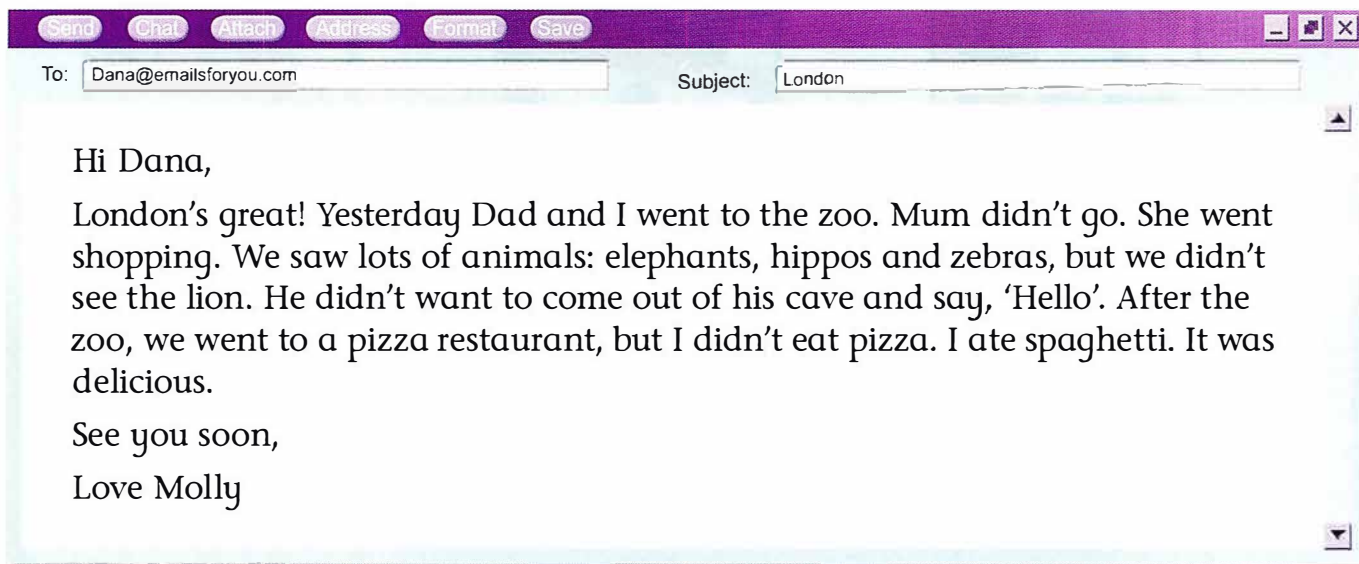
3 Play the flag game.

It's yellow and green.

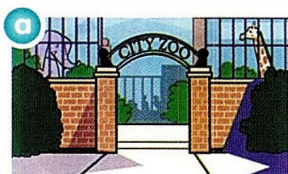
Egypt.

Wrong. One point for me.

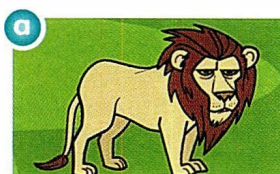
1 Read and circle the picture.



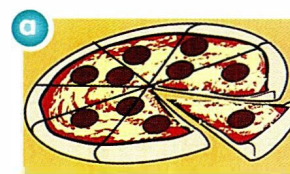
1 Molly went:



2 Molly saw:



3 Molly ate:



2 CD 3
27



Listen and say.

We went to the beach, but we **didn't** go swimming.

We played basketball, but we **didn't** play football.



3 Play the sentence game.

We played football, but ...

I phoned James, but ...

She watched TV, but ...

We went to the library, but ...

We played football, but we **didn't** play tennis.

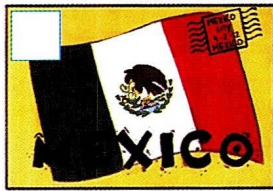
I gave him a present, but ...

I had an ice cream, but ...

They said, 'Hello,' but ...

I read a comic, but ...

Listen to the song. Number the pictures.



1 Suzie



2 Paula



3 Danny

Suzie went on holiday,
All the way to Spain.
She didn't want to go by air,
And so she took a train.



All my friends are far away,
I'm on my own today.
But I'm not sad, I'm having fun,
I'm reading a great book. Hooray!



All my friends are far away,
I'm on my own today ...

Paula went on holiday,
To Australia.
She didn't read the flight number,
And flew to India.



All my friends are far away ...
I'm on my own today ...

Danny went on holiday,
By ship to Mexico.
But Ben and Billy went by bus,
Now they're gone and so ...



Listen and sing.

3 Play the countries game.

I didn't go to Spain. I went to Brazil.



1 CD3
30

Match the questions with the answers. Then listen and check.



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

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

2 CD3
31

Grammar focus

Listen and say.

Did you go shopping?
Did you see the Statue of Liberty?
When did you get home?

Yes, I did.
No, I didn't.
Yesterday.



3

Think!

Read and think of the questions to ask the astronaut.

Where ... ?

Who ... ?

How did you ... ?

How long ... ?



to the moon



little green men



by rocket



for a month

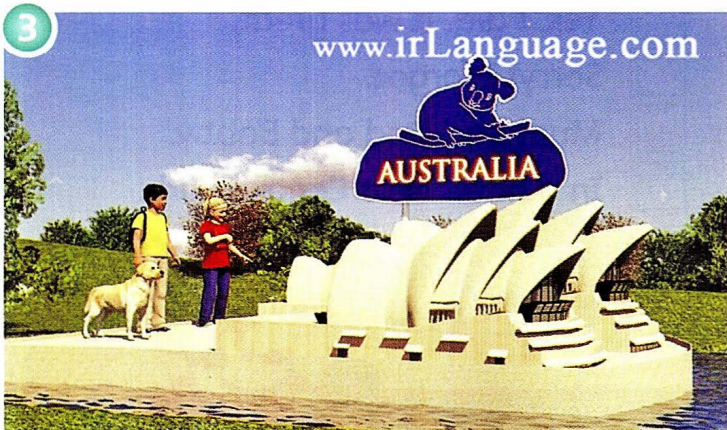




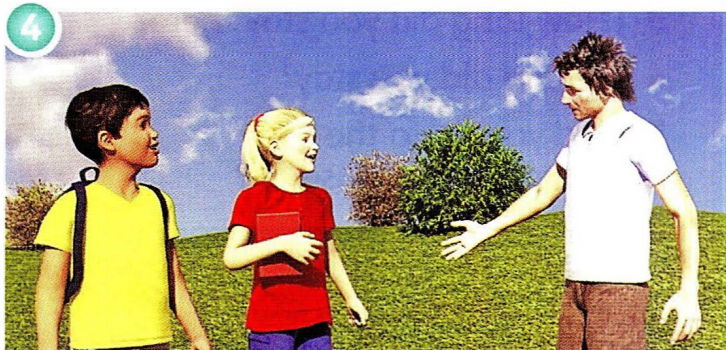
Lucy: What a great football stadium!
Ben: Yes, I'd love to go to Rio de Janeiro!
Lucy: Where next?
Ben: You choose.



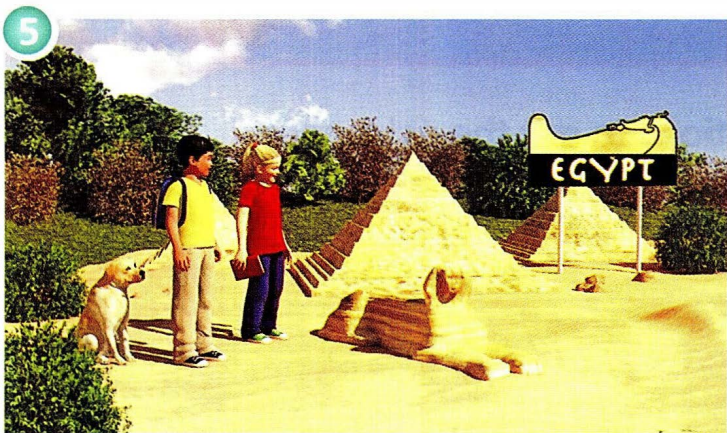
Ben: The Great Wall of China. It's amazing!
Lucy: Yes, it is. But where are these letters? Have you got any idea, Ben?
Ben: Not yet, but let's keep looking.



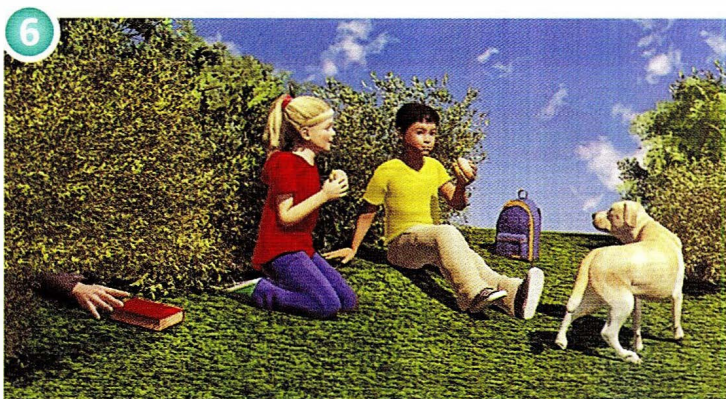
Ben: What's this?
Lucy: It's the opera house in Sydney, in Australia.



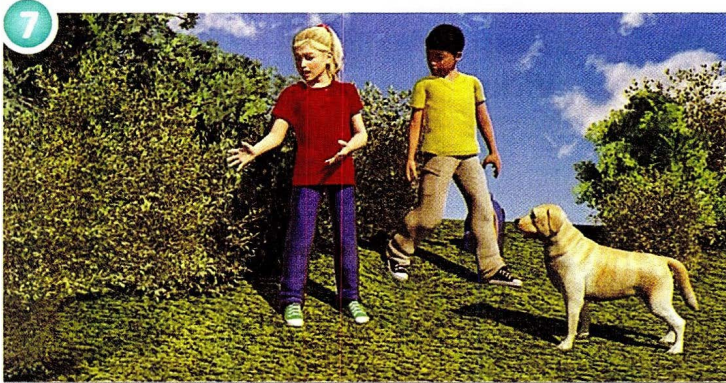
Ben: Hey, look. It's Mr Williams.
Mr Williams: Hi, kids. What are you doing here?
Lucy: Hello! We're learning about the world.
Mr Williams: Well, have a good day.



Lucy: The pyramids and the Sphinx. Cool!
Ben: But still no letters. Where can they be?



Ben: I'm hungry. I didn't have a very big breakfast this morning.
Lucy: I'm glad we made these sandwiches.



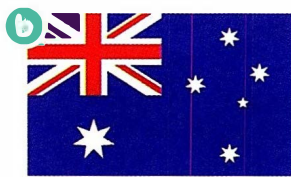
Lucy: The book! It isn't here!
 Ben: What happened? Did you drop it?
 Lucy: I'm not sure. What can we do?



Ben: We have to go and look for the book.
 Lucy: Maybe not! I can see the missing letters!
 Ben: What? The I, I and A?
 Lucy: No, the N and D!

2 Look, read and answer.

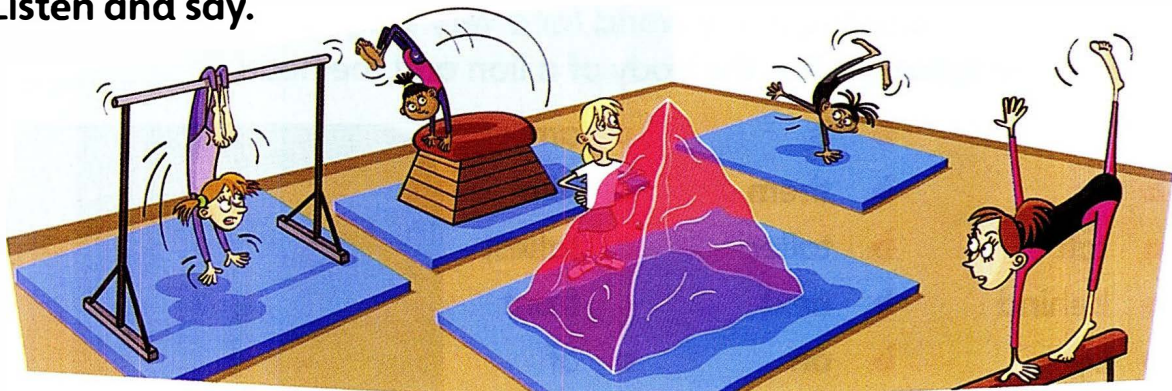
1 In which picture do they visit?



2 What are the missing letters? _____

3 Find who says... It's the opera house in Sydney, in Australia.

4 CD 3 33 Listen and say.



Silly Milly made a pyramid of jelly at the gym.



Listen and draw lines.

Daisy

Mary

Vicky

Fred



Peter

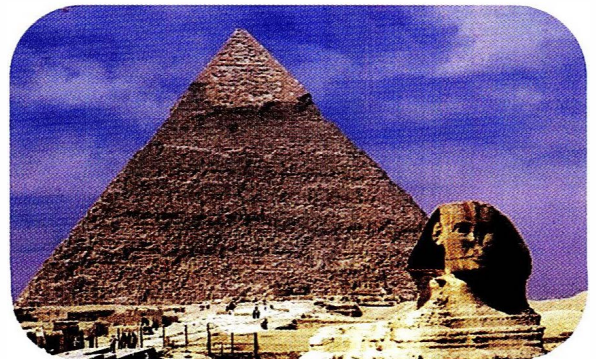
Paul

Jack

2 Read and write the words.

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

- | | | |
|------------|----------|-----------|
| 1 a are | b is | c am |
| 2 a it | b them | c him |
| 3 a tall | b taller | c tallest |
| 4 a behind | b next | c front |
| 5 a by | b on | c of |



1 Think! Read and talk about the questions.

I'd like to go to ...

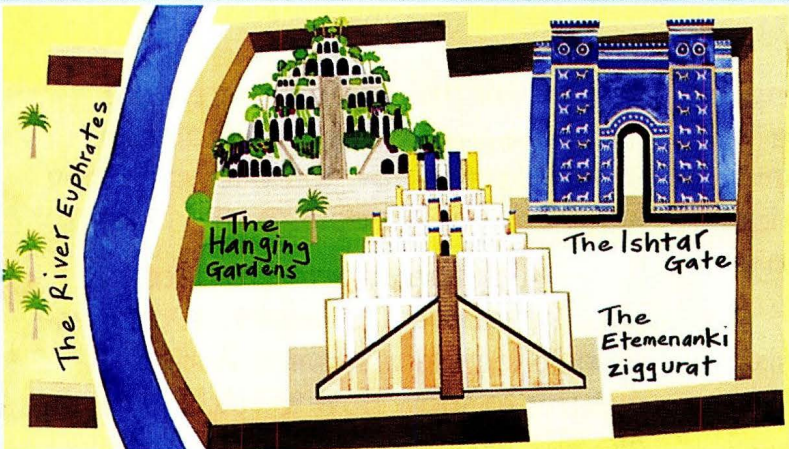
You find a big box. You open it and there's a time machine in it! Sit in your time machine.

- What year would you like to go to?
- What would you like to see?
- What would you take with you?
- Who would you take with you?


2 Read and correct the sentences.

Ancient Babylon was ...

http://www.babylon.html



The year is 591BC. Your time machine tells you that you are in the ancient city of Babylon. You have half an hour to explore the city.

The Babylonians built the city of Babylon next to the River Euphrates. The city was famous for its buildings. Here are the most beautiful ones:

The Ishtar Gate
There was a big wall all around Babylon. These gates were the doors in and out of the city. They were blue and they had pictures of animals like lions and dragons on them.

The Etemenanki Ziggurat
The Ziggurat was a temple in the city. It was 100 metres high and had seven floors. It was one of the tallest buildings in the ancient world.

The Hanging Gardens
King Nebuchadnezzar's wife, the Queen, wanted a garden with trees and flowers. So the King built the beautiful Hanging Gardens for her.

- | | |
|---|---|
| <p>1 Ancient Babylon was not close to any water.</p> <p>3 The Ziggurat was a shopping centre.</p> | <p>2 The Ishtar Gate was green.</p> <p>4 The Queen built the Hanging Gardens.</p> |
|---|---|

3 Write about your visit to Babylon.

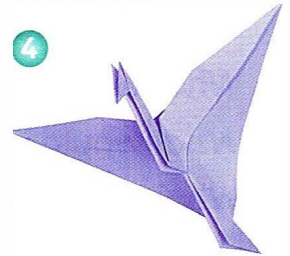
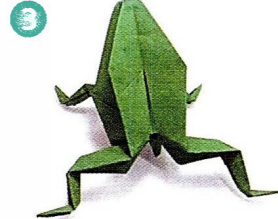
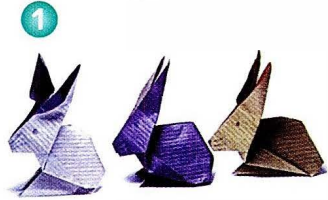
	<p>In my time machine, I visited ancient Babylon. It was the year ...</p> <p>I saw a beautiful city. I went to see ... and I really liked ...</p>
--	---



Learn and think

ORIGAMI

1 **Think!** What do you think they are? Look and write the words.



2 **CD3**
38 Listen, read and answer.

The pictures in Activity 1 are examples of Origami. Origami is a Japanese word. 'Ori' means to fold and 'kami' means paper. And that's what Origami is – the art of folding paper to make beautiful models.

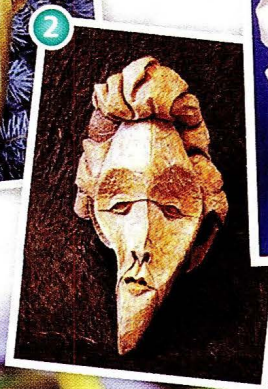
Japanese Origami started in the sixth century when monks from China took paper to Japan. Paper was very expensive and Origami was very

special. For many years there were no books about Origami. People in Japan learned how to do it when they watched other people.

In 1954, Origami started to become popular all over the world. A Japanese man called Akira Yoshizawa drew pictures to show how to fold Origami models. People all over the world started to make their own models.

- 1** What is Origami? Origami is ...
- 2** Where is Origami from?
- 3** Why was Origami so special when it started?
- 4** What did Akira Yoshizawa do?

3 Look at these modern Origami masks and tell your friend which ones you like the most.



I really like number three. It's funny.

I think it's scary.

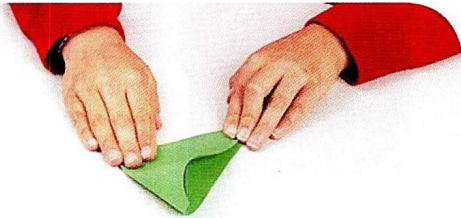
1 Project Make an Origami butterfly.



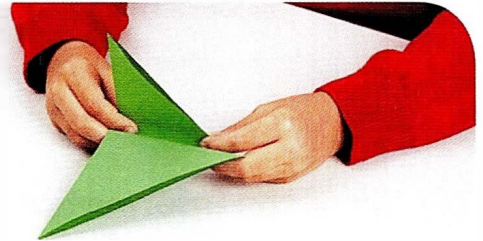
1 Start with a square piece of paper (15 cm x 15 cm).



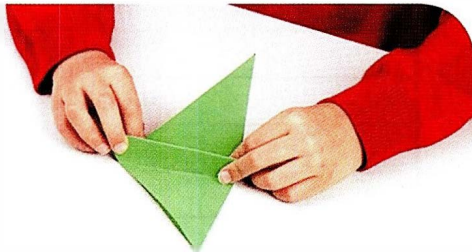
2 Fold along the diagonal to make a triangle.



3 Now fold the triangle in half to make a smaller triangle.



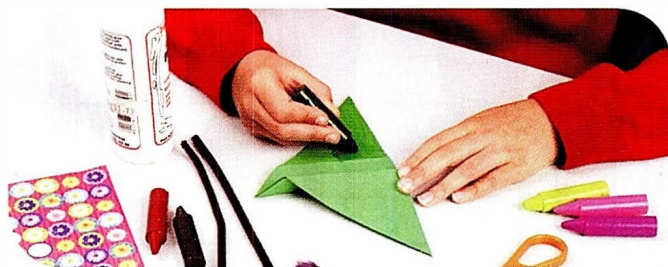
4 Fold one corner upwards to make a butterfly wing.



5 Now fold the second corner up to make the other wing.



6 Now open your butterfly.



7 Now decorate your butterfly.



8 Press on the butterfly body and watch the wings flap.

Where did we go on our holidays?

1 Ask questions. Find out how many people:

- went abroad to another country and where they went
- stayed at home in their own country.

2 Ask questions.

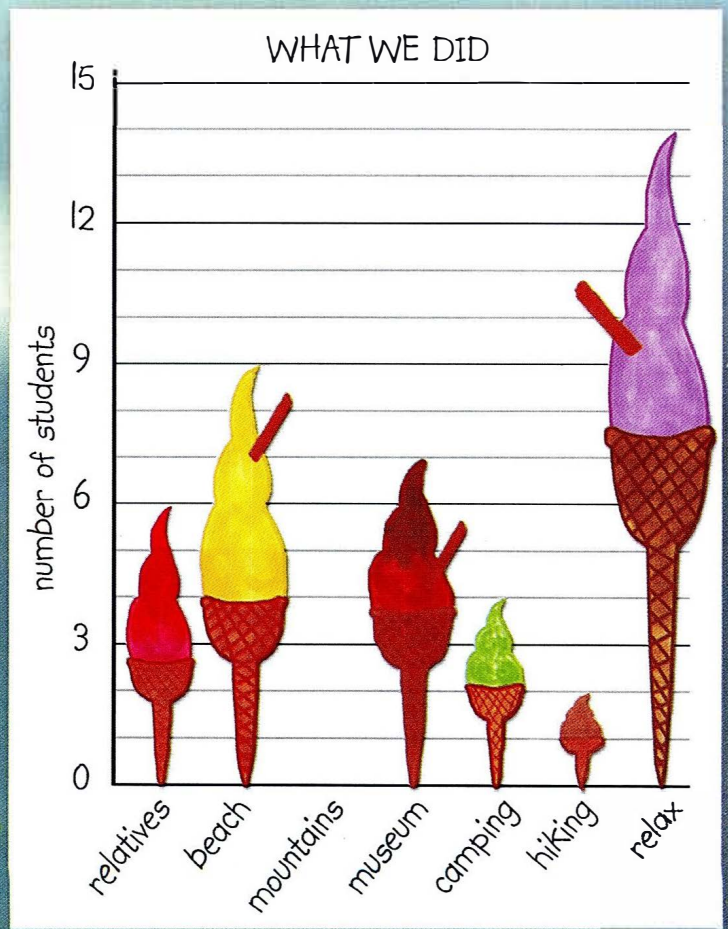
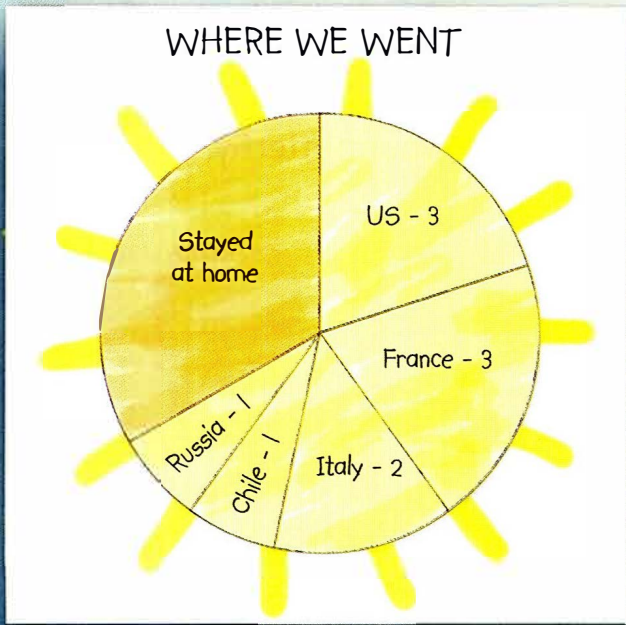
What did you do on holiday?

- Visit relatives?
- Go camping?
- Go to the beach?
- Go hiking?
- Go to the mountains?
- Relax?
- Visit a museum?

3 Write the information on the board.

visit relatives - 6
 go to the beach - 9
 go to the mountains - 0

4 Make charts.



Write about a country

1 Choose a country. Find information about the country. Make notes.

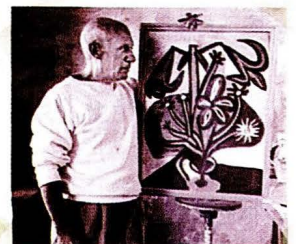
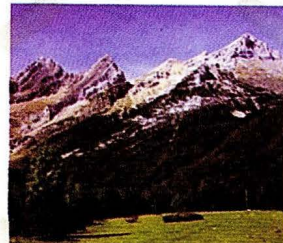
country: Spain
 where: Europe
 cities: Madrid, Barcelona, Málaga
 famous for: sea, mountains, sun, Picasso, football

2 Make an information tree about your country.



3 Find pictures and write about your country.

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





Holiday plans

1 CD3
39

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

1

2

3

4

5

1 thunderstorm

2 lightning

3 cloud(y)

4 rain(y)

5 wind(y)

6 umbrella

7 raincoat

8 fog(gy)

9 boots

8

6

9

7

2 CD3
40

Listen and correct the sentences.

1 Ben is scared of thunderstorms.

2 They are a long way from the castle.

3 Ben and Lucy have got the book.

4 Ben and Lucy have to find two more letters.

3 Play the mime game.

I think you're holding an umbrella.

Yes, I am!

1 CD 3
41

Listen and draw lines.

Monday Tuesday Wednesday Thursday Friday



sunny



foggy



rainy



cloudy



windy

2 CD 3
42

Grammar focus

Listen and say.

I'm going to play in the garden all day.

I'm going to cook pizza for dinner.

It's not going to be rainy on Tuesday.

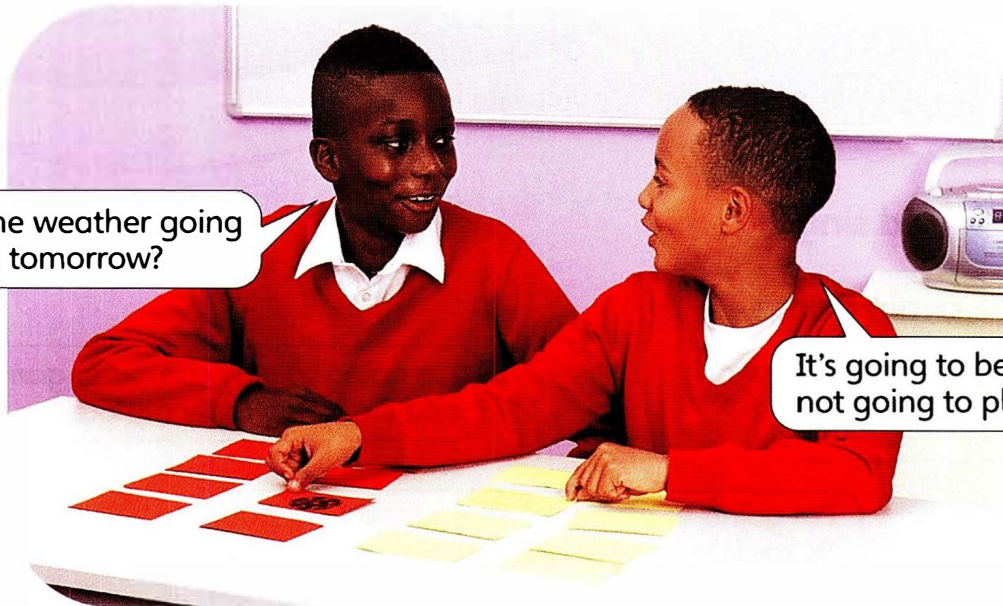
It's not going to be sunny on Wednesday.



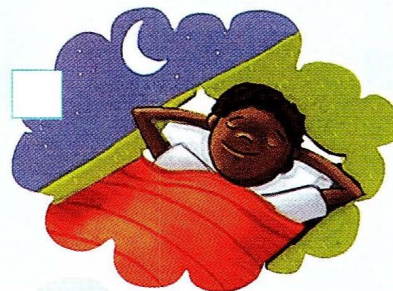
3 Play the weather game.

What's the weather going to be like tomorrow?

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



Listen to the song. Number the pictures.

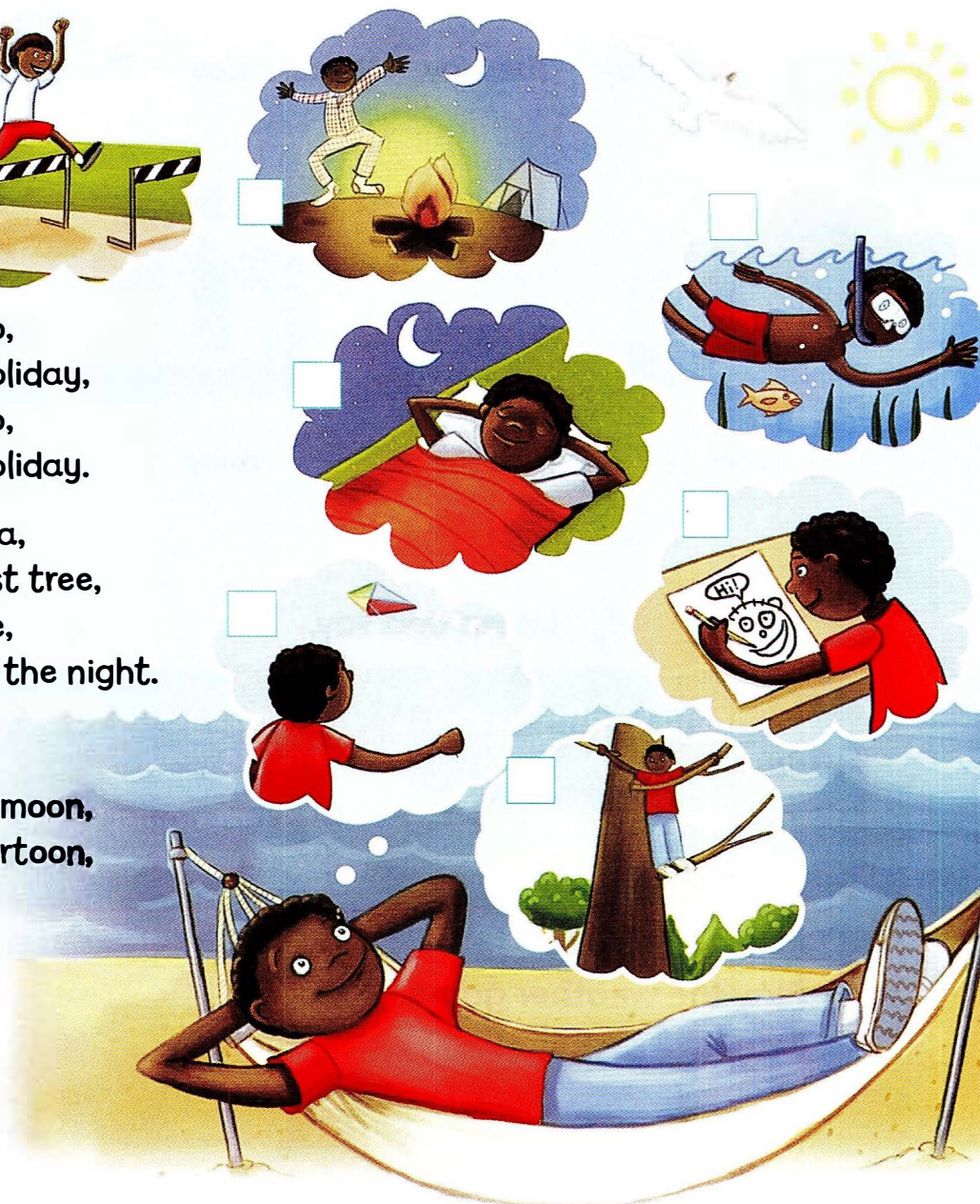


Hey, hey, hey, I'm going to go,
I'm going to go on a super holiday,
Hey, hey, hey, I'm going to go,
I'm going to go on a super holiday.
I'm going to snorkel in the sea,
I'm going to climb the highest tree,
I'm going to fly my lovely kite,
I'm going to play all through the night.

Hey, hey, hey ...

I'm going to sleep under the moon,
I'm going to draw a great cartoon,
I'm going to have lots of fun,
I'm going to jump and run.

Hey, hey, hey ...



Listen and sing.

Play the chain game.

I'm going to play computer games.

I'm going to play computer games and I'm going to fly my kite.

I'm going to play computer games, I'm going to fly my kite and I'm going to swim in the sea.

1 CD3 45

Listen, read and write the names under the pictures.



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

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

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

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

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

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

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

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

2 CD3 46

Grammar focus

Listen and say.

Are you going to play lots of football in the holidays?

Yes, I am.

Are you going to help your dad in the garden?

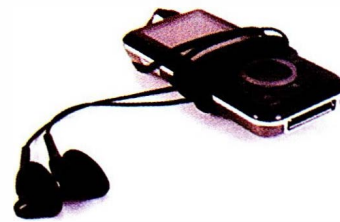
No, we don't like gardening.



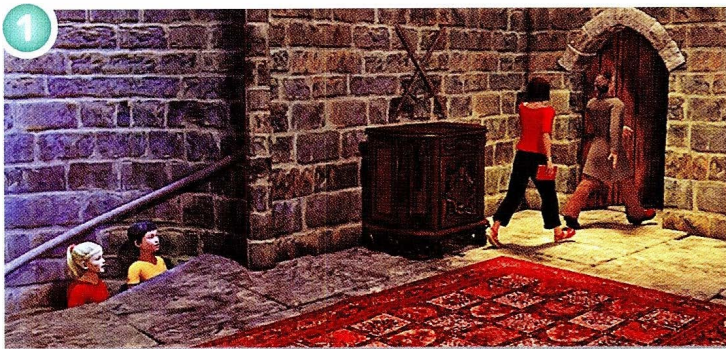
3 Look and play the holiday game.

Are you going to listen to music?

Yes, I am.



The treasure



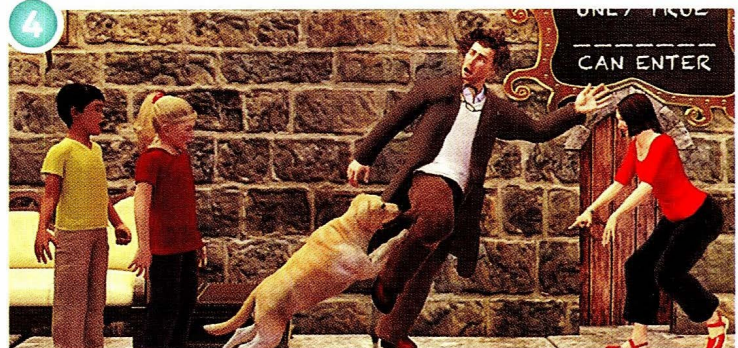
Lucy: Look. It's Horax and Zelda. What are they doing?
Ben: I don't know but they've got our book.
Lucy: Let's hide and find out.



Horax: There's a message with a missing word. We need the letters!
Ben: Atchoo!
Zelda: What was that?



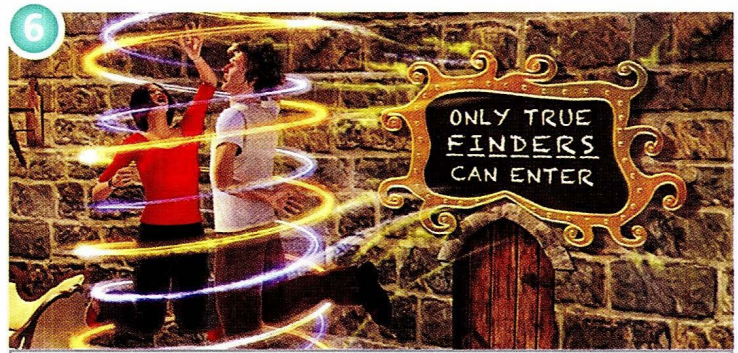
Horax: How kind of you to visit us!
Zelda: Now, give us the letters.
Ben: OK, they're *N F D I S E R*.
Horax: Hmm. So, it's a kind of puzzle.



Zelda: Go away, stupid dog!
Lucy: No! It can't be! You're Mr Williams!
Horax: Yes, now you know. But it doesn't matter. I've got what I need.



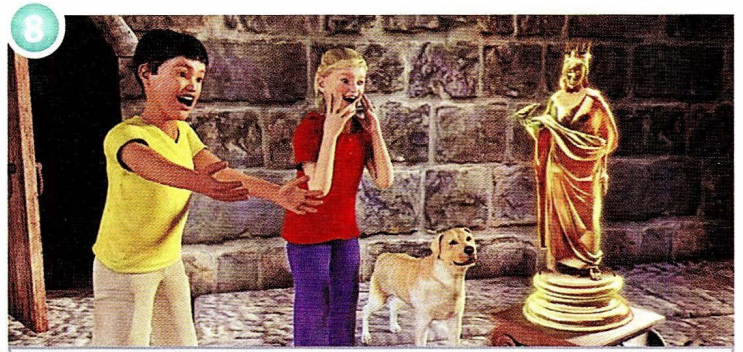
Horax: These letters are a puzzle.
Zelda: Yes. I think they make a word.
Horax: Look! The letters make the word *finders*. Let's write it!



Horax: What? The word has to be *finders*! That's what we are – finders!
Zelda: It's wrong, you fool. Why do you always get things wrong?



Lucy: The word is *friends* not *finders*. Only true friends can go in here. Come on Ben!



Ben: Wow! It's beautiful!
Lucy: It's amazing! Let's take it to the museum. That's where it belongs.
Ben: What a perfect end to our adventure!

2 Use the code to find out what the statue says.

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
 ۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰ ۱۱ ۱۲ ۱۳ ۱۴ ۱۵ ۱۶ ۱۷ ۱۸ ۱۹ ۲۰ ۲۱ ۲۲ ۲۳ ۲۴ ۲۵ ۲۶ ۲۷ ۲۸ ۲۹ ۳۰ ۳۱ ۳۲ ۳۳ ۳۴ ۳۵ ۳۶ ۳۷ ۳۸ ۳۹ ۴۰ ۴۱ ۴۲ ۴۳ ۴۴ ۴۵ ۴۶ ۴۷ ۴۸ ۴۹ ۵۰ ۵۱ ۵۲ ۵۳ ۵۴ ۵۵ ۵۶ ۵۷ ۵۸ ۵۹ ۶۰ ۶۱ ۶۲ ۶۳ ۶۴ ۶۵ ۶۶ ۶۷ ۶۸ ۶۹ ۷۰ ۷۱ ۷۲ ۷۳ ۷۴ ۷۵ ۷۶ ۷۷ ۷۸ ۷۹ ۸۰ ۸۱ ۸۲ ۸۳ ۸۴ ۸۵ ۸۶ ۸۷ ۸۸ ۸۹ ۹۰ ۹۱ ۹۲ ۹۳ ۹۴ ۹۵ ۹۶ ۹۷ ۹۸ ۹۹

۰ ۱۲ ۱۳ ۱۴ ۱۵ ۱۶ ۱۷ ۱۸ ۱۹ ۲۰ ۲۱ ۲۲ ۲۳ ۲۴ ۲۵ ۲۶ ۲۷ ۲۸ ۲۹ ۳۰ ۳۱ ۳۲ ۳۳ ۳۴ ۳۵ ۳۶ ۳۷ ۳۸ ۳۹ ۴۰ ۴۱ ۴۲ ۴۳ ۴۴ ۴۵ ۴۶ ۴۷ ۴۸ ۴۹ ۵۰ ۵۱ ۵۲ ۵۳ ۵۴ ۵۵ ۵۶ ۵۷ ۵۸ ۵۹ ۶۰ ۶۱ ۶۲ ۶۳ ۶۴ ۶۵ ۶۶ ۶۷ ۶۸ ۶۹ ۷۰ ۷۱ ۷۲ ۷۳ ۷۴ ۷۵ ۷۶ ۷۷ ۷۸ ۷۹ ۸۰ ۸۱ ۸۲ ۸۳ ۸۴ ۸۵ ۸۶ ۸۷ ۸۸ ۸۹ ۹۰ ۹۱ ۹۲ ۹۳ ۹۴ ۹۵ ۹۶ ۹۷ ۹۸ ۹۹

3 Find who says ... What a perfect end to our adventure!

4 ^{CD3} ₄₈ **Listen and say.**



Fern whir^ls and twir^ls in cir^{cl}es in her pur^{pl}e skir^t.

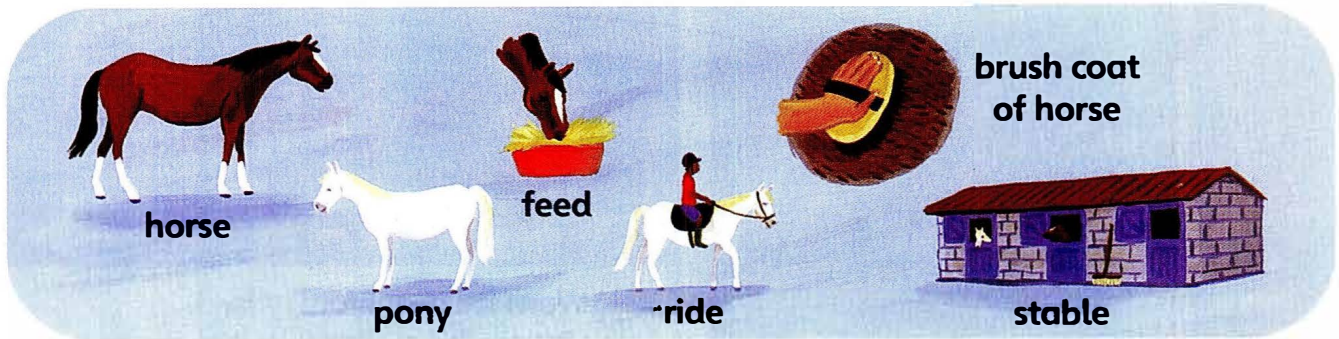


Story time

1

Think!

Look at the pictures and guess what the story is about.



2 CD3
51

Read and listen. Check your answers.

Holidays with Grandma



'I don't want to go to Grandma's,' shouted Sean. 'You're going to see all those animals in Africa and I'm going to spend my holidays on a farm. It's not fair.'

'Mum is going to work in a hospital and I'm going to work for an architect,' Dad said. 'We can't take you to Africa with us. I'm sure you're going to have fun with Grandma.'

They drove to Grandma's farm. After dinner, Sean's parents said goodbye to Grandma and Sean and went home. That night Sean wrote a text message to his parents. It read: There's no television in the house ☹ and there are no children on the farm.

A few days later, Sean wrote another text message: It's so boring here. ☹

One day after breakfast, Grandma said,

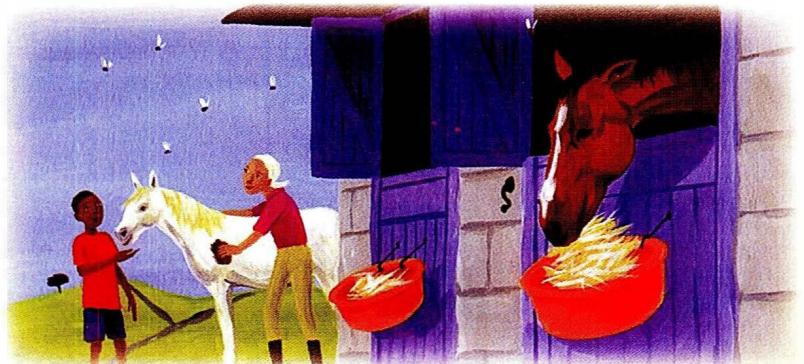
'Come with me, Sean. Let's look at my horse and the pony.'

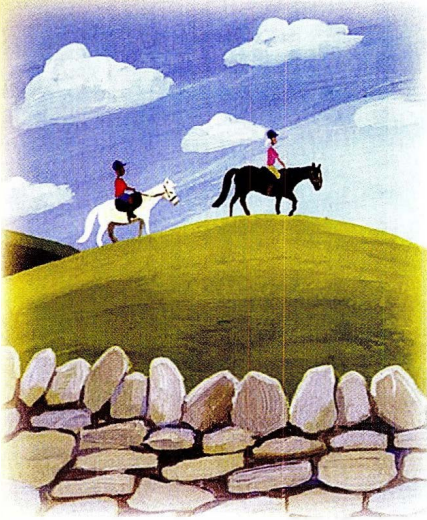
Sean went to the stable with his grandma and watched her feed the horse and the pony. Then he watched Grandma brush their coats.

'I'm going for a ride,' said Grandma. 'Would you like to come along?'

'I can't ride,' said Sean.

'Come on,' said Grandma, 'I can teach you.'





So they rode slowly for half an hour. The next day they rode for an hour and then they went out even longer. Sean soon loved riding. Every day, first thing in the morning and before dinner, he fed the horses and brushed their coats. He forgot that there was no television and he didn't write any text messages.

After a month, his parents came back from Africa. They went to pick up Sean. When they got to the farm, Sean was not there. He was riding his pony. He was not bored at all. When he got back his parents hugged him and said,

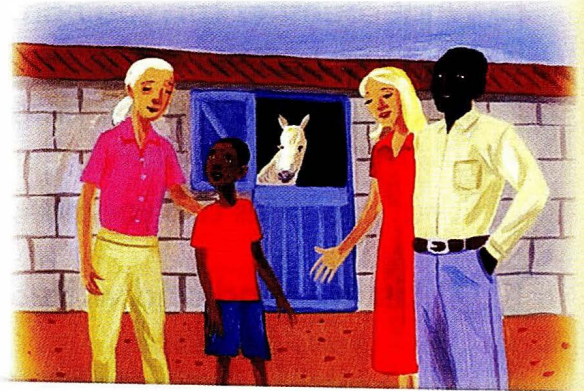
'Time to say goodbye to Grandma.'

Sean looked sad.

'But school only starts in three weeks!' he said.

'Grandma, can I please stay with you until school starts?' His parents and Grandma laughed.

'Of course you can,' said Grandma. 'The pony and I are happy to have you here.'



3 Complete the sentences.

- 1 Sean's parents are going _____.
- 2 Sean wrote a _____.
- 3 Sean watched his grandma feed _____.
- 4 Every morning and before dinner Sean _____.
- 5 After a month Sean's parents came _____.
- 6 His parents said, 'Time to _____.'

4 How many correct sentences can you say?

Sean went ...

Sean	went	to stay with his grandma.
	loved	a text message to his parents.
	said	to the stables with Grandma.
	wanted	goodbye to his parents.
	wrote	Grandma feed the horse.
	watched	riding.
	didn't want	to his grandma's farm.

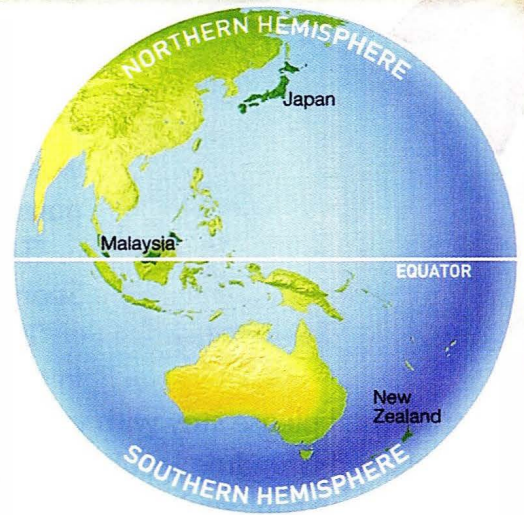


Seasons and Hemispheres

1 Read and answer.

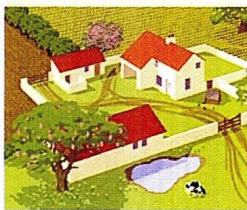
The world has two halves: the Northern hemisphere and the Southern hemisphere. In the middle is the Equator.

- 1 Where is your country? My country is ...
- 2 What countries can you name in the Northern hemisphere?
- 3 What countries can you name in the Southern hemisphere?
- 4 What countries can you name on the Equator?



2 ^{CD 3}₅₂ Listen, read and write *Japan, Malaysia or New Zealand*.

spring



summer



Many countries in the Northern and Southern hemispheres have four seasons: spring, summer, autumn and winter; but they have their seasons at different times. For example, December in Japan is in winter, but in New Zealand it's in summer.

Countries near the Equator like Malaysia do not have spring, summer, autumn or winter. They usually have wet seasons when it rains a lot and dry seasons when it doesn't rain very much.

The wet seasons are from December to March, and the dry seasons are from June to September.

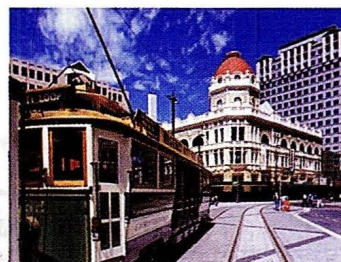
autumn



winter

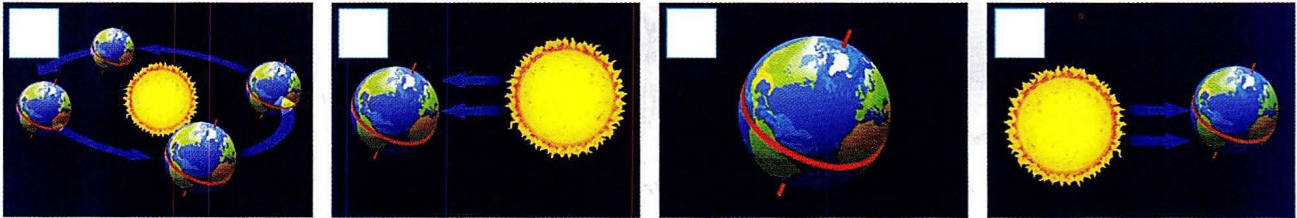


December in:



Learn and think

1 **Think!** Why is it winter in London when it's summer in Rio de Janeiro? Read and number.



- 1** The Earth spins on its axis. This axis is not vertical. It runs diagonally through the planet.
- 2** The Earth orbits the sun. It makes one orbit every year.
- 3** When the Earth is this side of the sun, there is more sunlight on the top half of the planet (the Northern hemisphere).
- 4** When the Earth is the other side of the sun, there is more sunlight on the bottom half of the planet (the Southern hemisphere).

2 **Project** Write about seasons around the world. Complete the table for England.

مرجع زبان ایرانیان

Country	Seasons	Months	Things to do
 England	spring	March – May	plant flowers
	summer	_____	eat strawberries
	autumn	September – November	make bonfires
	_____	December – February	play in the snow

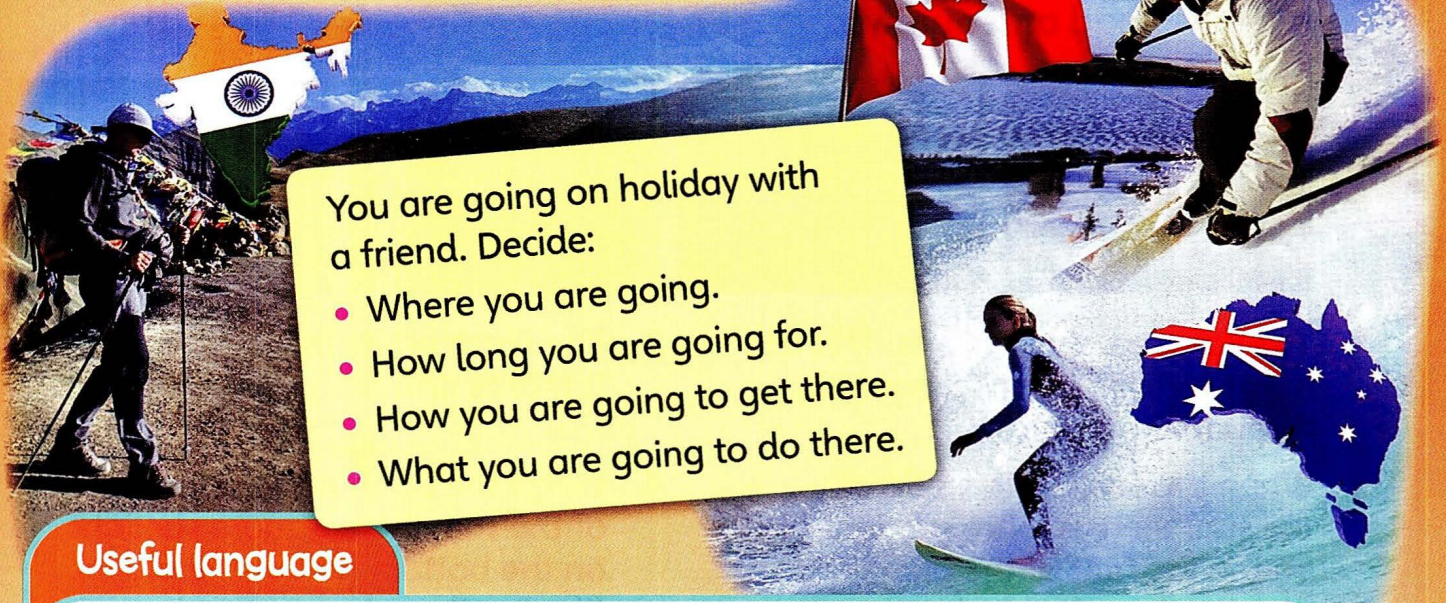
- 1** Create your own table on poster paper and write about your country.
- 2** Find out about another country and create another table on poster paper.



Act out

Holiday time

1 Work in pairs. Read the role card.



- You are going on holiday with a friend. Decide:
- Where you are going.
 - How long you are going for.
 - How you are going to get there.
 - What you are going to do there.

Useful language

Student A

I would like to go to ...
 OK. What about ... ?
 We could ...
 Yes, I do. / No, I don't.

Student B

I don't want to go to ...
 Yes, that's a good idea.
 Do you like ... ?

2 Plan your holiday.



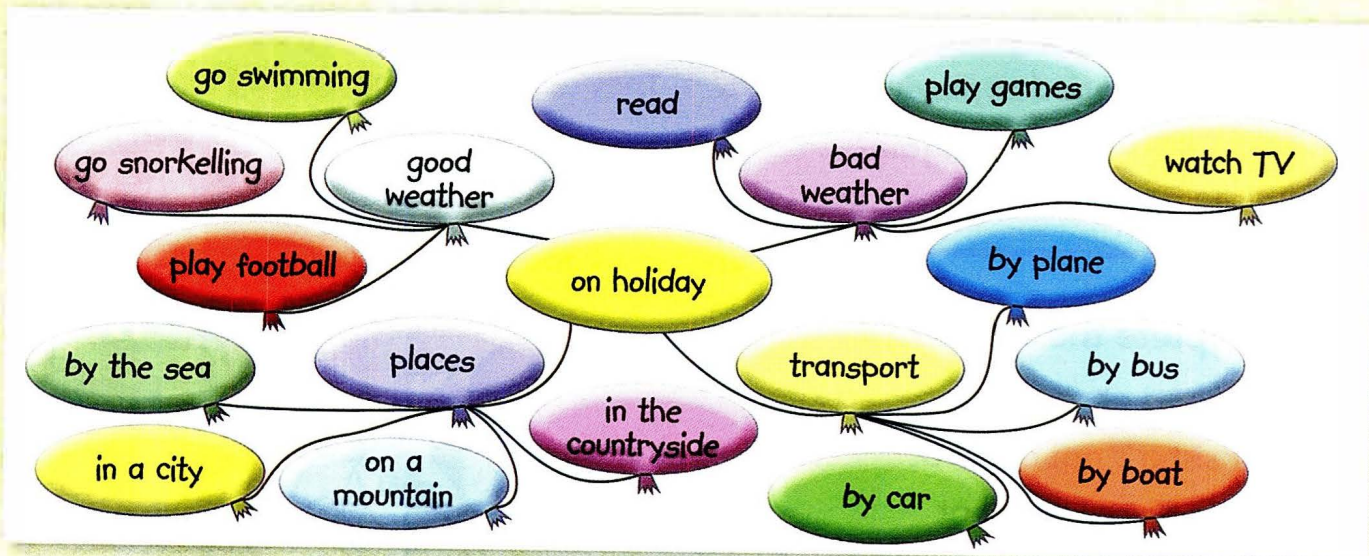
3 Work in groups.



Imagine a holiday



1 Make a mind map about holidays.



2 Imagine you are on holiday now. Write your ideas.

Where? – Wales ...

- Where are you? (at home / in another country)
- What was the weather like the last few days? (sunny / rainy / ...)
- What did you do? (went snorkelling / read a book / ...)
- What are you going to do in the next few days? (play games / ...)

3 Write a postcard about your holiday.

Hello Anna,

We're on holiday in Wales. It's great. We're in a hotel by the sea. The last few days the weather wasn't good. It rained, but that wasn't a problem. We had lots of fun. We played games and read. In the evenings, we watched DVDs.



The next few days are going to be better. We're going to swim in the sea and play football on the beach. On Sunday, we're going to go hiking.

Love,
Trish

Meet The Explorers

Good at + ing

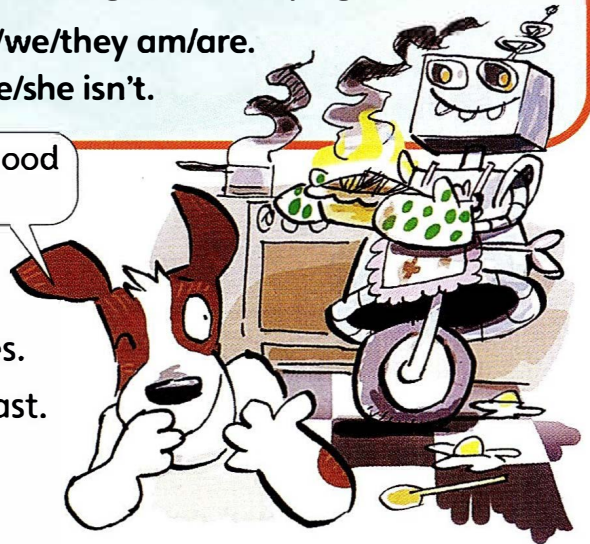
I'm not good at riding bikes.
You're not good at snorkelling.
He's/She's/It's good at playing football.
Are you/they good at singing?
Is he/she good at playing the piano?

He's/She's/It's not very good at cooking.
We're good at climbing trees.
They're not good at playing tennis.
Yes I/we/they am/are.
No he/she isn't.

1 Complete the sentences.

- 1 I'm good at _____ a kite.
- 2 Our sister's not good at _____ horses.
- 3 My dad's not good at _____ breakfast.
- 4 They're good at _____ French.
- 5 We're not good at _____ puzzles.

It's not very good at cooking.



Possessive apostrophe

Penny is Ben's sister.
Vivian is Jack's mum.
Ian's bike is red.

Paula's dog is very friendly.
Dad's car is very old.
My uncle's house is very big.

1 Circle the correct word.

- 1 My mum / mum's is really nice.
- 2 My mum / mum's sister is my aunt.
- 3 Brian / Brian's bike is new.
- 4 Brian / Brian's is my friend.
- 5 I like Sally / Sally's cat.



Paula's hen is very friendly.

1

Our school

Like / Don't like + ing

I/You like writing stories.

He/She loves playing computer games.

The dog doesn't like eating vegetables.

Do you/they like doing homework?

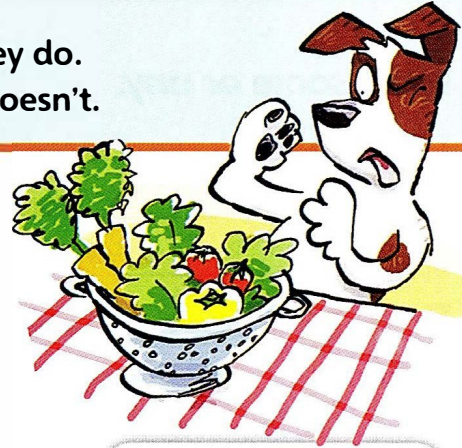
Does he/she like singing in class?

We/They love going to the cinema.

We/They don't like learning Maths.

Yes, I/we/they do.

No, he/she doesn't.



The dog doesn't like eating vegetables.

1 Circle the correct word.

- 1 Mike likes **play** / **playing** football.
- 2 I really don't like **walking** / **walk** to school.
- 3 They love **playing** / **play** computer games.
- 4 Do you like **cook** / **cooking**?

Have to / has to + infinitive

Do you/they **have to go** to school on Saturdays?

Does he/she **have to make** breakfast in the morning?

I/You **have to do** homework every day.

Tom/Paula **has to wash** the dog every Sunday.

We/They **have to be** home before eight o'clock.

No, I/we/they don't.

Yes, he/she does.



Paula has to wash the dog every Sunday.

1 Put the words in order.

1 have / wear / uniform / I / to / school

_____.

2 your / to / eat / have / you / beans

_____.

3 John / today / has / school / to / to / walk

_____.

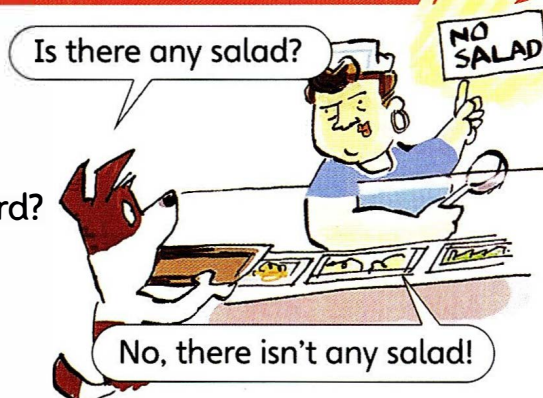
2 The picnic

Questions and answers with *some* and *any*

Is there **any** salad? Yes, there is **some** salad. / No, there isn't **any** salad.
 Are there **any** grapes? Yes, there are **some** grapes. / No, there aren't **any** grapes.

1 Write *some* or *any*.

- 1 There aren't _____ parks in our town.
- 2 Are there _____ biscuits in the cupboard?
- 3 There's _____ fish in this salad. Yuck!
- 4 There are _____ cats in the garden.
- 5 Is there _____ juice in the fridge?



Suggestions

Shall we go to the cinema? Good idea!
 Shall we play? No, thank you.
 How about some sandwiches? OK.



1 Put the words in order.

- 1 soup / dinner / we / shall / have / for
 _____ ?
- 2 some / about / lemonade / how
 _____ ?
- 3 help / Mum / we / ask / shall / for
 _____ ?
- 4 cheese / lunch / how / a / for / about / sandwich
 _____ ?



Daily tasks

Telling the time

What time is it?



It's eleven o'clock.



It's half past eleven.



It's quarter past eleven.



It's quarter to twelve.

1 Look and complete the sentences.

1 It's _____ two.

2 It's _____ seven.

3 It's _____ eleven.

It's quarter to twelve, time for lunch!



4 It's _____ four.

Adverbs for time

I **never** do homework on Saturdays.

He **sometimes** does the shopping.

Do you **always** get up at seven o'clock?

We **usually** go to bed before eight o'clock.

They **always** say 'please' and 'thank you'.

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

1 Put the words in order.

1 mum / help / my / I / kitchen / always / the / in

_____.

2 me / to / usually / Kevin / walks / school / with

_____.

3 sometimes / dad / cooks / my / dinner

_____.

4 they / school / never / games / computer / before / play

_____.



He sometimes does the shopping.

4

Around town

Prepositions

My house is **opposite** the school.
The café's **near** the bank.
Where's your school?

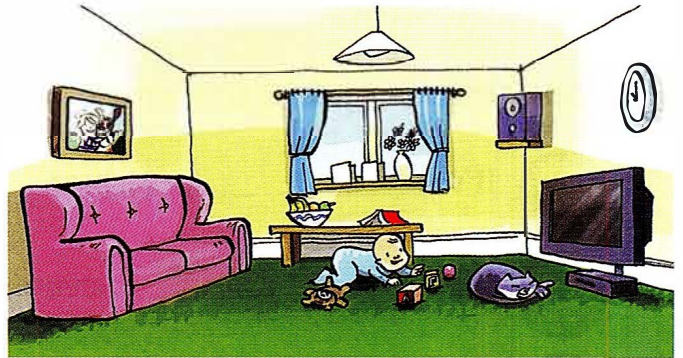
The cat's **above** the TV.
My bag's **below** the stairs.
It's **near** the park.



The cat is above the TV.

1 Look and complete the sentences.

- 1 The sofa is _____ the painting.
- 2 The sofa is _____ the TV.
- 3 The clock is _____ the TV.
- 4 The baby is _____ the table.



Going to + infinitive of purpose

Where are you/we/they going? I'm/We're/They're **going to** the shops **to get** some milk.

Where's he/she going? He's/She's **going to** the flower shop **to buy** some flowers.

I'm/You're/We're/They're **going to** the pool **to go** swimming.
He's/She's **going to** the station **to take** a train.



I'm going to the pool to go swimming.

1 Complete the sentences.

- 1 I'm going to the _____ to play tennis.
- 2 She's going to the _____ to get a book.
- 3 We're going to the _____ to wait for a bus.
- 4 Dad's going to the _____ to get some money.
- 5 They're going to the _____ to see a film.

5

Under the sea

Was / Were

I was really tired last night.
You were very angry.
He was my friend.
She wasn't very happy.

It was quiet in the classroom.
We weren't at school today.
They were very happy to see us.

I was really tired last night.



1 Write was or were.

- 1 My grandfather _____ a teacher.
- 2 I _____ very sad.
- 3 My dad's first car _____ pink!
- 4 Yes, we _____ at the party.
- 5 Jim and Tony _____ scared of the octopus.

Questions and answers with was / were

Were you at school?

Yes, I was.

No, I wasn't.

Was he/she at home?

Yes, he/she was.

No, he/she wasn't.

Where were you?

I was at my aunt's house.

Were you at school?

1 Circle the correct word.

- 1 Was / Were the lesson difficult?
- 2 Where was / were the books?
- 3 Was / Were Nathan and Adam at the party?
- 4 Where was / were your dad's car keys?
- 5 Was / Were there a dolphin in the sea?





Gadgets

Comparatives

My car is **faster than** yours.

Your ice cream is **bigger than** my ice cream!

Your shoes are **cleaner than** my shoes.

I think Ben is **happier than** me today.

The blue mobile phone is **more expensive than** the red one.

Maths is **more difficult than** science.



Your ice cream is bigger than my ice cream!

1 Use comparatives to complete the sentences.

- 1 His dad's car is _____ than my dad's car. (expensive)
- 2 His scooter is _____ than my scooter. (big)
- 3 That garden is _____ than our garden. (beautiful)
- 4 My skateboard is _____ than your skateboard. (cheap)
- 5 Rachel is always _____ than her sister. (happy)

Superlatives

It's **the biggest** cat in the world.

The smallest park in the world is in the United States.

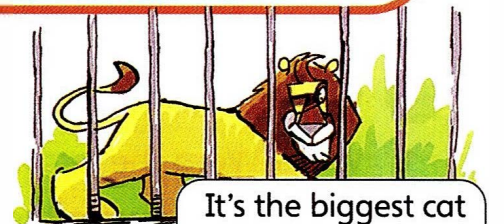
He's **the happiest** person in my family.

It's **the most exciting** film ever!

This is **the cheapest** CD player in the shop.

1 Put the words in order.

- 1 class / in / our / I'm / smallest / the / boy
_____.
- 2 beautiful / in / most / Africa / snake / the / it's
_____.
- 3 it's / on / the / beach / the / sandcastle / biggest
_____.
- 4 footballer / most / the / world's / expensive / he's
_____.



7

In the hospital

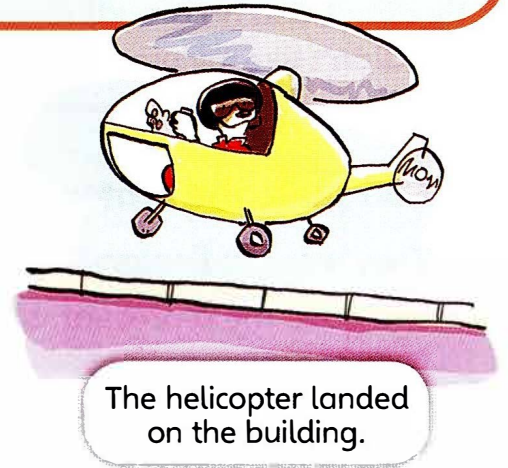
Simple past, regular verbs

I/You played basketball yesterday.
She/He walked to school this morning.

The helicopter landed on the building.
We/They watched TV after school.

1 Use the verbs in brackets to talk about yesterday.

- 1 I _____ into the swimming pool.
The water was very cold! (jump)
- 2 We _____ at his hat. (smile)
- 3 My sister _____ dinner last night. (cook)
- 4 Dad _____ me with my homework yesterday. (help)
- 5 Ursula and Bridget _____ computer games in the afternoon. (play)



Simple past, irregular verbs

I felt tired all day.
You rode a dinosaur! Really?
Mr Linford gave me the wrong book.
She went to bed at eight o'clock.

It said, 'miaow,' I think.
We had a lot to eat at lunch.
They woke up at half past six.

1 Write the infinitives.

- 1 felt _____
- 2 gave _____
- 3 had _____
- 4 woke up _____
- 5 went _____
- 6 said _____



8

Around the world

Negatives with simple past

I **didn't** play hockey!

You **didn't** eat all your food.

He **didn't** visit his grandfather on Sunday.

She **didn't** like my present.

It **didn't** snow last night.

We **didn't** go to school today.

They **didn't** want to help me.

1 Complete the sentences.

- 1 They went to England, but they _____ to London.
- 2 She gave me a present, but she _____ one to my sister.
- 3 We had Maths today, but we _____ History.
- 4 I felt ill last night, but I _____ ill this morning.
- 5 He had some sandwiches, but he _____ any lemonade.



She **didn't** like my present.

Questions and answers with simple past

Did you have fun at the party?

Yes, I **did**.

Did he/she say, 'thank you'?

No, he **didn't**.

Yes, she **did**.

Did we/they do something wrong?

Yes, you **did**.

No, they **didn't**.

When did you see Aaron?

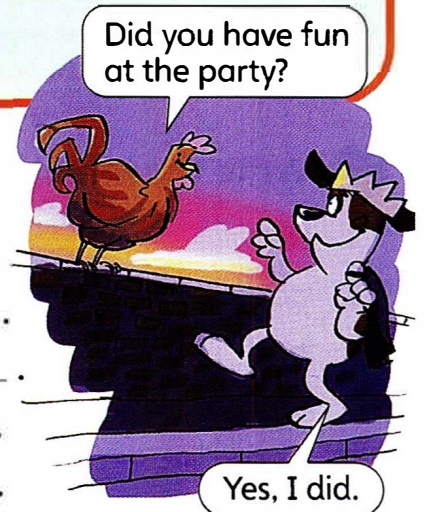
Yesterday.

Where did you see him?

At school.

1 Complete the questions and answers.

- 1 _____ you do the shopping? Yes, I _____.
- 2 _____ she find her cat? No, she _____.
- 3 _____ they go by train? No, they _____.
- 4 _____ we win? No, we _____.
- 5 _____ he help you? Yes, he _____.



Did you have fun at the party?

Yes, I **did**.



Holiday plans

Future with *going to* + infinitive

I'm **going to** send you a postcard.
 You **aren't going to** eat that!
 He's **going to** buy a new raincoat.
 She **isn't going to** take the bus today.

It's **going to** be windy tomorrow.
 We're **going to** play tennis now.
 They're **going to** learn French.

You're not going to eat that!



1 Complete the sentences.

not rain cook build phone not have

- I'm _____ Lisa this evening.
- It's _____ this afternoon.
- You're _____ dinner.
- We're _____ fish and chips for dinner.
- Dad's _____ me a new tree house.

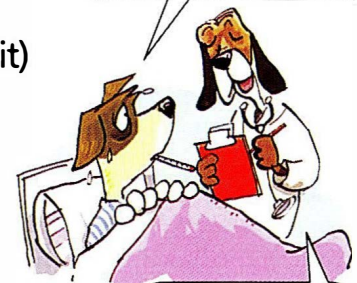
Questions and answers with *going to* + infinitive

Am I going to get better soon?	Yes, you are.
Are you going to watch TV at the weekend?	Yes, I am.
Is he/she going to make a cake for your birthday?	Yes, he/she is.
Are we/they going to take the bus?	No, we/they aren't.

1 Use the verbs in brackets to talk about the future.

- Are you _____ your grandparents this weekend? (visit)
- Is he _____ at your house tonight? (sleep)
- Are your mum and dad _____ you with your school project? (help)
- Is your sister _____ you a birthday present? (give)
- Are we _____ pizza tonight? (have)

Am I going to get better soon?



Yes, you are.

Super Minds

Student's Book 3

Are you ready to become one of the Super Minds?

This exciting seven-level course, from a highly experienced author team, enhances your students' thinking skills, improving their memory along with their English.

- S** Develop language with creative activities including role play and project work
- S** Explore social values with lively stories
- S** Encourage cross-curricular thinking with fascinating 'English for school' sections

The fabulous Student's Book DVD-ROM features animated stories, interactive games and activities, lively songs with karaoke versions, and fun activities focusing on the key vocabulary and grammar of each unit.

FREE extra resources can be downloaded from www.cambridge.org/elt/superminds



مرجع زبان ایرانیان

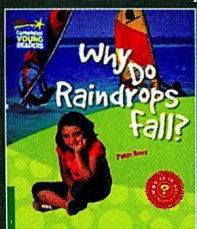
Super Minds Level	CEF Level	Cambridge ESOL exams
Level 6	A2-B1	Towards Preliminary
Level 5	A2	Flyers/Key
Level 4	A1	Movers
Level 3		Starters
Level 2	A1	Starters
Level 1		Starters
Starter		Starters

Level 3

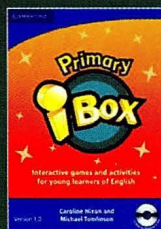
Student's Book with DVD-ROM
 Workbook
 Teacher's Book
 Teacher's Resource Book with Audio CD

Class Audio CDs
 Classware and Interactive DVD-ROM

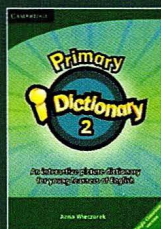
Other resources you can use:



ISBN 978 0 521 13714 0



ISBN 978 0 521 51574 0



ISBN 978 0 521 17583 8



CAMBRIDGE
 UNIVERSITY PRESS
www.cambridge.org

مرجع آموزش زبان ایرانیان

IR
 www.irLanguage.com