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116.111 – numărul de telefon de asistență pentru copii



Manualul școlar a fost aprobat de Ministerul Educației prin ordinul de ministru nr. 4200/07.07.2021.

Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și în format digital, și este transmisibil timp de patru ani școlari, începând din anul școlar 2021–2022.

Inspectoratul Școlar

Şcoala/Colegiul/Liceul

#### ACEST MANUAL A FOST FOLOSIT DE:

Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*			
				format tipărit		format digital	
				la primire	la predare	la primire	la predare
1							
2							
3							
4							

- \* Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: nou, bun, îngrijit, neîngrijit, deteriorat.
- \* Cadrele didactice vor verifica dacă informatiile înscrise în tabelul de mai sus sunt corecte.
- \* Elevii nu vor face niciun fel de însemnări pe manual.

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Credite foto: Shutterstock, Dreamstime, Getty Images, Thinkstock

Activități digitale interactive și platformă e-learning: Learn Forward Ltd. Website: https://learnfwd.com Înregistrări și procesare sunet: John Green and Tim Woolf, TEFL tapes; Bendito Sonido, ML Sistems Consulting

Voci: Helen Lumb, David Richardson

ISBN 978-606-076-346-8

Această publicație este înregistrată la British Library ISBN 978-10-0906-523-8





Manualul este rezultatul colaborării dintre Cambridge University Press și Art Klett.

Prelucrare după: Quick Minds Level 3, Pupil's Book / Herbert Puchta, Günter Gerngross and Peter Lewis-Jones © Cambridge University Press 2014

Ediție publicată sub licență. Ediția originală a fost publicată pentru prima dată în 2014 de Cambridge University Press.

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Editura Art Klett

C.P. 12, O.P. 63, cod 062650, sector 1, București tel.: 021 796 73 83; 021 796 73 80; fax: 021 369 31 99

Comenzi online: www.art-educational.ro



This textbook offers an English language course that enhances young learners' thinking skills, sharpening their memory and creativity while improving their language skills through fun activities, songs, chants and colourful stories.

With children's development in mind, the authors have worked together to bring this exciting adventure to third grade students through a course that follows the Romanian Curriculum step by step and:

- creates an inclusive learning environment through modern learning strategies, games and dynamic activities to ensure all students achieve success;
- inspires passion and sparks the imagination through chants, colourful stories, action songs and fun projects.

Join the Explorers, Ben and Lucy, and their dog, Buster, on this exciting adventure in the world of English!

# Unit tour Limba modernă. Engleză. Clasa a III-a

Printed Pupil's Book + Digital Pupil's Book (consistent with the printed version) /
Manual, varianta tipărită + Manual, varianta digitală (conformă cu varianta tipărită)

The Pupil's Book contains 8 Units + Extra resources (Manualul cuprinde 8 Unități + Resurse suplimentare)

Each unit has the following structure / Fiecare unitate are următoarea structură:

Vocabulary + Grammar 1 + Song + Grammar 2 + Story + Story reinforcement and Phonics focus + Skills work + Creativity / CLIL + Revision (Game / Quiz time / My Scrapbook)

Extra resources / Resurse suplimentare: two Revision units, two Term tests, Festivals, Grammar focus, Picture dictionary

# The digital book contains the following types of activities / Manualul digital conține următoarele tipuri de activități:



Static activity – listening/ studying a significant image / activitate statică, de ascultare și observare a unei imagini semnificative



Animated activity – video/ animation / activitate animată (film/animație)



Interactive activity – exercise with immediate feedback after it is solved / activitate interactivă, de tip exercițiu, în care elevii rezolvă și primesc feedback imediat

# Vocabulary / Vocabular

- core vocabulary presented and contextualised in a colourful illustration / vocabularul cheie prezentat și contextualizat printr-o ilustrație
- is presented at the foot of the page / este prezentat în subsolul paginii





#### Grammar 1 / Gramatică 1

- first grammar point presented and practised in the topic-based context of the unit / primul set de structuri gramaticale prezentat şi exersat în contextul tematicii unitătii
- target structures are at the foot of the page / structurile ţintă se găsesc în subsolul paginii

#### Song / Cântec

 vocabulary and grammar of the unit are combined in a song for pupils to join in and sing / vocabularul și gramatica din unitate sunt combinate într-un cântec pe care copiii îl vor cânta împreună



#### Grammar 2 / Gramatică 2

- second grammar point introduced and practised in a similar manner to the first / este introdus al doilea set de structuri gramaticale predat și exersat în aceeași manieră ca și primul
- target structures are at the foot of the page / structurile ţintă se găsesc în subsolul paginii

# Story / Poveste

- the main story of the unit, introduced in Lesson 1 / povestea principală a unității, introdusă în lecția 1
- it brings the unit context, vocabulary and structures together / realizează conexiunea dintre contextul unității, vocabularul și structurile predate



# Story follow-up and Phonics focus / Consolidare poveste și focus pe pronunție

- explores the story in more depth / exploatează povestea în profunzime
- Phonics focus introduces basic sounds, that are particularly relevant to Romanian speakers / Focus pe pronunție introduce sunete de bază relevante pentru vorbitorii de limbă română

# Skills work / Formare de competențe

- offers topic-based skills work consolidating the language of the unit while developing all four language skills / oferă stimulare pentru dezvoltarea tuturor celor patru competențe specifice
- skills focus is identified at the foot of each page / competențele vizate sunt identificate în subsolul paginii



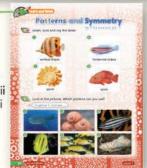
# Create that! Guided visualisation / Creează! Vizualizare ghidată

 brings together the topic and language of the unit in creative ways to encourage pupils to use their imagination / combină tema unității și limbajul țintă într-un mod creativ pentru a-i încuraja pe elevi să îsi folosească imaginatia

# CLIL lessons (Content and language integrated learning) / Lecții transdisciplinare

 encourage pupils to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up tasks / încurajează elevii să învețe despre alte discipline prin intermediul limbii engleze și apoi să aplice cunoștințele dobândite

# My Scrapbook – portofoliul meu







# Associated as Particularly Penning Share a series of the processing of the processi

My project – Do some research! / – Proiectul meu – Investighează!

#### Review pages / Recapitulare

- after every unit / după fiecare unitate
- different activity types (board games, quizzes and projects) provide revision in a fun format / jocuri de masă, miniteste de tip quiz şi proiecte asigură recapitularea într-un format distractiv
- performance descriptors are at the foot of the page / descriptorii de performanță sunt în subsolul paginii

# Revision, Assessment and Systematically observing students / Recapitulare finală, evaluare și observare sistematică

- assessment tools are provided for teachers to evaluate pupils and for pupils to self-evaluate / instrumente de evaluare si autoevaluare
- 2 Revision sections placed after every 4 units /
   2 secțiuni de recapitulare finală la fiecare 4 unități
- 2 Term tests with performance descriptors /
   2 evaluări sumative cu descriptori de performanță
- Checklists for teachers to observe students' progress / Liste de verificare pentru ca profesorii să urmărească progresul elevilor

# Land and with the same of the form. The analysis of the first of the

#### Festivals / Sărbători

 pages at the back of the book introduce 3 different festivals – Christmas, Pancake Day and Mother's Day / paginile de la sfârșitul cărții ce introduc 3 sărbători – Crăciun, Pancake Day şi
 Ziua mamei



#### Grammar focus / Focus pe gramatică

 pages at the back of the book provide extra practice for all the grammar structures taught in the book / paginile de la sfârșitul cărții asigură exersarea suplimentară a structurilor predate pe parcursul cărții

Picture dictionary / Dicționar cu poze

# Contents

# Meet The Explorers (pages 8 - 17)

#### Vocabulary

Numbers castle, upstairs, downstairs, basement Competences:

1.1, 1.2, 1.3, 2.1,

2.2, 3.2

## Grammar

Can / can't Have got

# Story and value

The Old Book Being brave

#### **Phonics**

Short vowel sounds

#### Skills

Speaking Listening

# Review: The Explorer Game

# 1 Our School (pages 18-27)

# Vocabulary

School subjects Competences: 1.1, 1.3, 2.2, 3.1, 3.2, 4.2

#### Grammar

I like listening to (music). He loves/doesn't like learning about (Science).

# Story and value

Getting Help Being curious Phonics

Letter names

# CLIL

Literature: Fairy Tales Skills Communication

My Scrapbook

# Thinking skills Decoding a pur

Decoding a puzzle Sequencing Classifying Communication

# 2 Family and Birthdays (pages 28–37)

## Vocabulary

Family members and party words Competences: 1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2

#### Grammar

Mike is John's uncle. Nora is John's aunt. The doll's (happy). The puppy's (sad).

# Story and value

Tidying Up Tidying up

#### **Phonics**

The letter sounds v and b

#### Skills

Reading Writing

#### Creativity

## Thinking skills

Analysing and making inferences Logical reasoning Imagining

# ➤ Review and self-evaluation: Quiz time

# Act Out a Birthday Party

# 3 Our Day (pages 38 - 47)

#### Vocabulary

Daily routines Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2

#### Grammar

What's the time? It's (nine) o'clock. When do you (have breakfast)? At (seven) o'clock. He/She (gets up) at (eight) o'clock. Does he/she (get up) at (eight) o'clock? Yes, he/she does. / No. he/she doesn't.

#### Story and value

The Golden Apple Perseverance

#### **Phonics**

The sounds /I/ and /aI/

#### CLIL

Social science: I'm Healthy!

# Project:

Do some research! Skills

Communication

My Scrapbook

#### Thinking skills

Making inferences Sequencing Reflecting on one's habits Investigating

# Revision 1 Unit 0 - Unit 3 (pages 48-51)

# Term test 1 Unit 0 - Unit 3 (pages 52 - 53)

# 4 By the Sea (pages 54-63)

# Vocabulary

Clothes Competences: 1.1, 1.3, 2.2, 3.1, 3.3, 4.2

#### Grammar

Do you like my hat? Yes, I do. / No, I don't. What are you wearing? I'm wearing a red sweater. Are you wearing blue shoes? Yes, I am. / No, I'm not.

# Story and value

The Trap Asking for help

#### Phonics

The letter sounds s and sh

## CLIL

Art and Maths: Patterns and Symmetry

# Project:

Do some research!

# Skills

Reading

# Thinking skills

Matching Interpreting pictures Applying previous knowledge Investigating

# 5 The Market (pages 64-73)

## Vocabulary

Food and shopping Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3,

4.2

#### Grammar

Wouldyoulikea (tomato)/some(bread)? Yes, please. / No, thank you. I'd like an (orange), please. Can I have a mango, please? Yes, here you are. How much is the bread? It's £1.

How much are the bananas? They're £2.

# Story and value

The Cave Being resourceful

#### **Phonics**

Long vowel sounds

# Skills

Reading Speaking

# .

Creativity

# Thinking skills

Making associations Matching Imagining

# Review: The Food Game

# 6 Around the World with My Family (pages 74-83)

# Vocabulary

Travelling Competences: 1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2

#### Grammar

Where are you going? We are going to the beach/shopping. Who's your favourite character? My favourite character is / I like/love Super Boy. Why do you like Super Boy? He's strong and brave.

# Story and value

The Final Letters
Showing interest in other cultures

#### **Phonics**

The sounds /i:/ and /ɪ/

#### CLIL

Science: We Are All Different Skills Speaking

# My Scrapbook

## Thinking skills

Making inferences Finding relevant information Applying previous knowledge

# 7 Holiday Plans (pages 84-93)

## Vocabulary

Holidays Competences: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 4.2

# Grammar

Can I/we go camping? Can we visit Grandpa? Would you like to (go hiking)? Yes, I would. / No, thank you. What would you like to do?

# Story and value

The Treasure Problem-solving

#### **Phonics**

The sound /3:/

# Skills

Reading Speaking Listening

#### - Creativity

# Thinking skills

Logical reasoning Analysing and making inferences Imagining

# Review and self-evaluation: Quiz time

Revision 2 Unit 4 – Unit 7 (pages 94–97)

**The Dressing Game** 

Term test 2 Unit 4 - Unit 7 (pages 98 - 99)

Festivals: pages 100-103

Grammar focus: pages 104-110

My Scrapbook: page 111
Do some research!

Picture dictionary: pages 112-119

#### General and specific competences from the curriculum explored in the units:

- 1. Understand simple oral messages
  - 1.1. Identify the global meaning of an oral message that has been clearly articulated in a familiar context
  - 1.2. Identify time and numerical quantity (prices, numbers) in an audio message that has been articulated clearly and slowly
  - 1.3. Understand simple age-appropriate oral messages
- 2. Speak in everyday communication situations
  - 2.1. Ask for and give information about numbers, prices, time
  - 2.2. Take part in everyday conversations about familiar topics
  - 2.3. Describe people / characters in a simple way
- 3. Understand simple written messages
  - 3.1. Recognise the significance of symbols typically encountered in everyday situations
  - Understand the global meaning of simple texts about familiar topics
  - Understand simple familiar messages from friends, peers, teacher
- 4. Write short, simple messages in everyday communication situations
  - 4.1. Write a birthday card or a holiday card
  - 4.2. Write a simple message to a classmate

- 1. Receptarea de mesaje orale simple
  - Identificarea semnificației globale a unui mesaj oral clar articulat în contexte familiare
  - Identificarea orei și a cantității exprimate numeric (prețuri, numere) în cadrul unui mesaj audiat articulat clar și rar
  - Manifestarea disponibilității pentru receptarea de mesaje orale simple adecvate vârstei
- 2. Exprimarea orală în situații de comunicare uzuală
  - Cererea și oferirea de informații referitoare la numere, la preturi, la exprimarea orei
  - Participarea la interacțiuni în contexte de necesitate imediată/ pe teme familiare
  - 2.3. Descrierea simplă a unei persoane/ unui personaj
- 3. Receptarea de mesaje scrise simple
  - 3.1. Recunoașterea semnificației unor fraze uzuale tipice pentru viata cotidiană
  - Identificarea semnificației globale a unui text simplu pe teme familiare
  - Descifrarea unor mesaje simple familiare primite de la prieteni, colegi, profesor
- 4. Redactarea de mesaje simple în situatii de comunicare uzuală
  - 4.1. Scrierea unei felicitări de ziua cuiva sau pentru o sărbătoare
  - 4.2. Redactarea unui mesaj simplu către un coleg



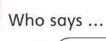
Pair work. Close your book. Play the memory game.

Where's room 12?

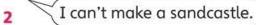
Downstairs.

# Look, read and say Ben or Lucy.









I can skip. 3

I can't fly a kite.









👫 Listen and say.

# Grammar focus

I can ride a bike.

She can't play football.

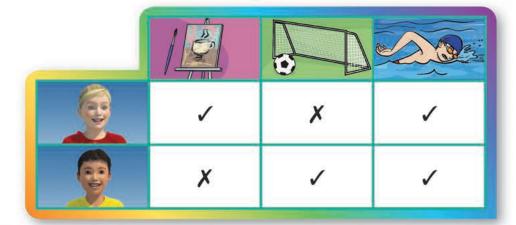
They can fly a kite.

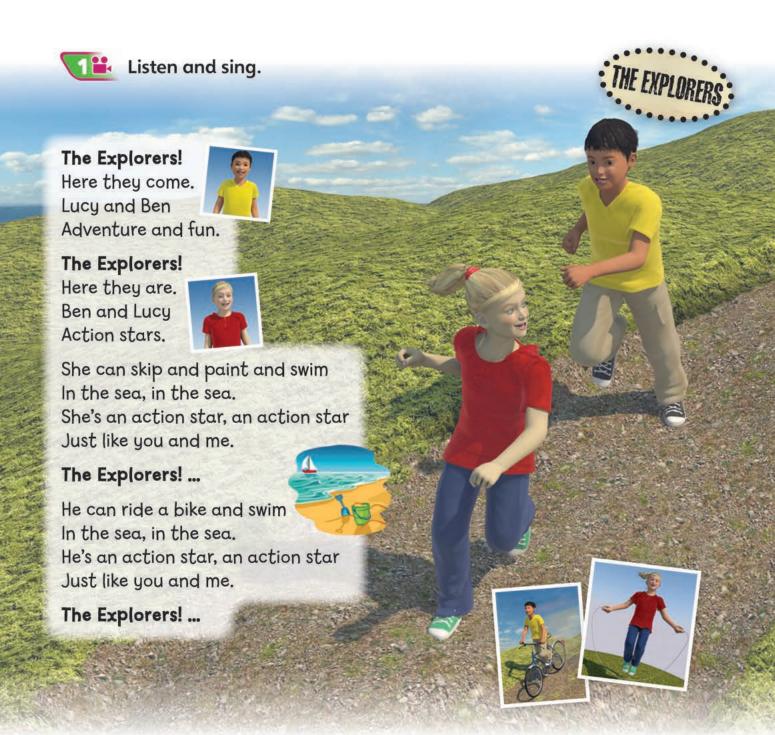




Look and make sentences.

Lucy can paint.







# Choose words and write a new verse.

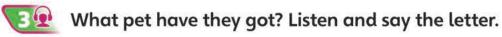


I can ...

And ...

I'm an action star, an action star Just like Ben and Lucy.

Singing for pleasure Lesson 3





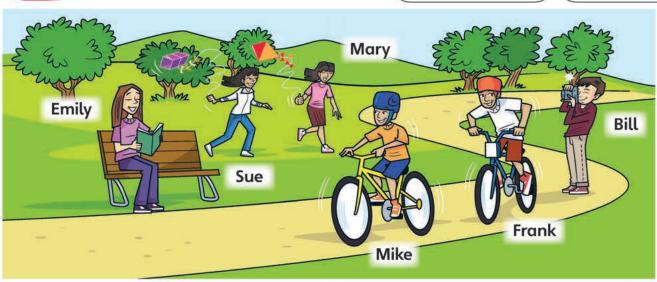
Listen and say.

# Grammar focus

She's got a dog. We've got two cats. He's got a bike. They've got a footbal

**Look at the picture. Say and guess.** They've got bikes.

Mike and ...



Have got Lesson 4

# The O(d Book



Lucy: What's that?

Ben: It's a door. A secret door.

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



Ben: Here's the book!

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

them.

Horax: Wait, Zelda!



Ben: Let's go.

Horax: Stop there! We want that book.

Ben: Oh no! Who are they?



**Horax:** Give me the book! **Lucy:** No, you can't have it!

Horax: Yes, we can!



Ben: Good dog, Buster! Lucy: Quick, Buster!

Ben: Where are those people, Buster?



Ben: How can we get the book back?

Lucy: I've got an idea!



Horax: Oh no, stop! Zelda: Go away, silly dog!

Lucy: Help, Buster!



Lucy: Run! We've got the book.

Ben: Well done, Buster!

# Read and say true or false.

- 1 There's a secret door in the castle.
- 2 Ben, Lucy and Buster go to the basement.
- 3 Ben and Lucy find the old book.
- 4 Horax and Zelda don't want the book.
- 5 Buster and The Explorers get the book back.



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



Listen and say.

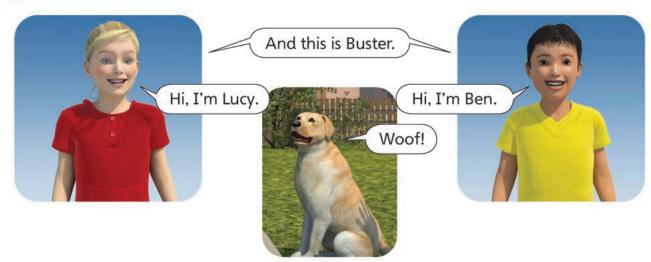


Gus pats his pets a lot.



1

# Read and act out.



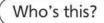
Pair work. Ask and answer.

What's your name?

I'm Alice.

Pair work. Look at the pictures. Point, ask and answer.







This is Zelda.



14 Speaking Lesson 7





Listen and write the numbers.

11 12 13 14 15 16 17 18 19 20









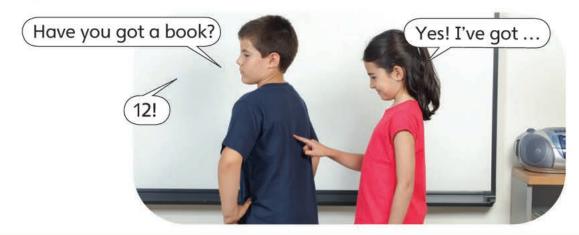
Listen and say.

Have you got a pencil?

Yes, I have. I've got 13 pencils!

No, I haven't.

Pair work. Play the guessing game.



# Review

Pair work. What pets have they got? What can their pets do?













The boy has got a dog. It can jump.



Draw a picture in your notebook. Write, then tell your partner about what you can and can't do.

I can ride a bike and I can climb a tree, but I can't skip and I can't paint.



# The Explorer Game

Pair work. Roll the dice and say the numbers.

Extension





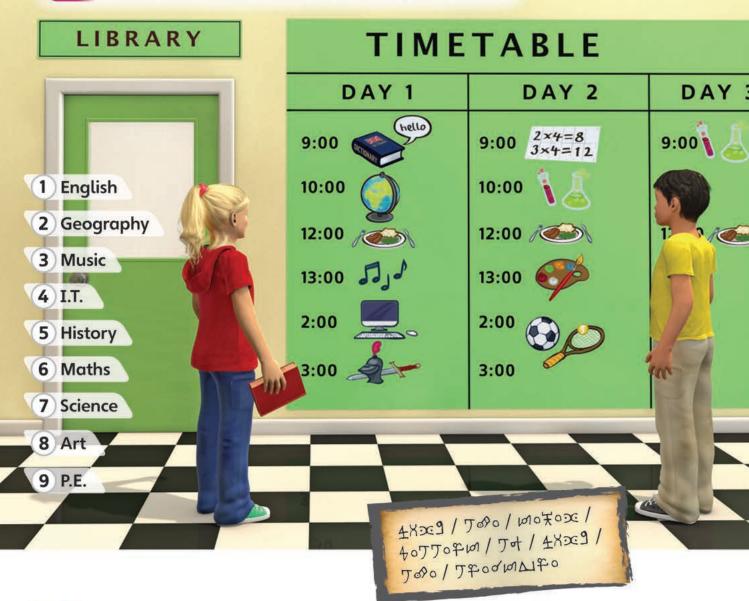




# Our School

12

Listen and look. Then listen and say the words.



Pair work. Ask and answer.

18

Do you like History?

Do you like Art?

Yes, I do. It's my favourite subject.

No, I don't. I'm not good at it.

School subjects Lesson 1

# 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.

- I really don't like singing.
- I like writing and listening to stories.
- I love singing.
- I like learning about plants and animals.
- I really don't like learning about plants.

Alf

Listen and say.

# Grammar focus -

I like listening to music. He really doesn't like singing.



Pair work. Play the like / don't like game.

Do you like drawing?

drawing doing sport listening to music singing



11

Match the pictures with the school subjects. Listen and check. Then listen and sing.





P.E.

I.T.

Geography History



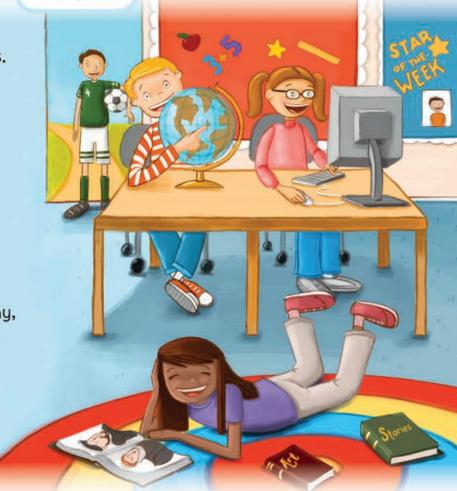


I love playing football in P.E., And having fun with my friends. I like using computers in I.T., I'm sad when the lesson ends.

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 ...



Solve the puzzle and write the school subjects. Find the words in the song.

1	s Haropai at ay ara	History
2	e h y o r a G g p	
3	et a mass ha	

4 e n S c e c i



# Listen and say the correct answer.

Do you listen to music at the weekend?



Yes, I do.



No, I don't.

Do you play computer games at the weekend?



Yes, I do.



No, I don't.



Listen and say.

# Grammar focus

Do you play computer games at the weekend?

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



5

Play the question game.



# TE (Explored Getting Help



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



**Mr Williams:** Hmm. There are lots of clues in this book. I like doing puzzles!



Mr Williams: This is difficult! Can I keep the

book? I can tell you on Friday.

Lucy: Keep the book?

Ben: No, sorry.



Mr Williams: OK then, sorry. I can't help you.

Lucy: OK, that's fine. Thanks.



Ben: Oh! It's dark!

Lucy: Come on, Ben. Let's go.



Ben: Lucy, do you think ...?

Lucy: Yes, Ben! Horax and Zelda want the book!

Ben: But are they here in the school? No way.

Lucy: Yes. We need help.



Lucy: Hey, look! What's this?

Ben: Let's see ... It's the secret to the code. Now

we can read the clues!



Horax: The children have got the book.

Zelda: What about the code?

Horax: I don't understand the code. Let's follow

the children.

What's the message from the book? Use the code to find out.

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 ダは904日のXO14日交付以の中四丁山末田コロ目

Problem solving

4xx9/JOO/MOXOX/407JOFM/ Jot / 4xx9 / JOO / JEOO MAJEO

Find who says ... OK, that's fine. Thanks.



Listen and say.



DJ Cool K plays CDs for ETs from planet QB3.

# tearn and think Fairy Tales



Read and tick (1).

What do you like reading?

- magazines
- comics
- story books



Listen, read and answer the questions.



Fairy tales like The Flower Queen's Daughter are stories for children. They are about kings, queens, dragons, witches and animals that can talk. Two famous fairy tale writers are the Brothers Grimm from Germany. Some of their stories are Rumpelstiltskin, Snow White, Sleeping Beauty, Rapunzel, Cinderella, and Hansel and Gretel.

The American film studio Walt Disney makes films of famous fairy tales. Some of these are Aladdin. The Little Mermaid and Pinocchio.

- Which fairy tales do you know?
- What are your favourite fairy tales?
- Why do people like fairy tales?



The **Brothers** Grimm

Literature Lesson 7

# Read and match.

Fairy tales are about good and bad characters. Here are the good characters from three fairy tales. Match them with the bad characters from the same fairy tales.



The three Billy Goats Gruff want to cross the bridge.



The ugly sisters make her clean the house.





Cinderella wants to go to a party at the palace.



The wicked witch can give her some legs.





The little mermaid wants to leave the sea and live on the land.

There is a troll under the bridge.
He is very

hungry.



4

Pair work. Ask and answer. What's your favourite fairy tale character?

My favourite character is ...

Lesson 8 Literature 25



# Our Favourite Subjects

# Project work

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

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

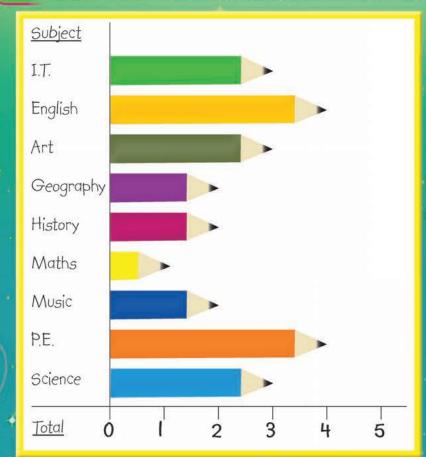
Maria, what's your favourite subject?

I.T.

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

Total	
3	
4	
	<b>Total</b> 3 4

Make a bar chart and talk about the results.

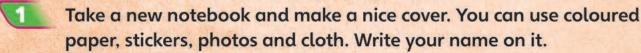


In our class, the number one subjects are English and P.E.

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

In our class, only one person likes Maths.











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: White Fang

I like eating: ice cream

I like drinking: tea

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

my dog Ralph

Write about what you do at the weekend.

I listen to music and watch TV at the weekend.

# Our Checklist!

Now we can:

- Say what we can do
- Say what pets we have
- Count to twenty
- Say what we like doing
- Talk about our weekend activities
- Make a scrapbook

1-2: ②; 3-4: ②②; 5-6: ②③③



# 2

# Family and Birthdays



# Pair work. Ask and answer.

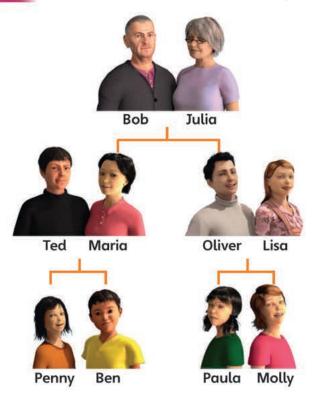
√ Whose birthday is it?

How old is Lucy today?

It's Lucy's birthday.

She's 9.

# Listen and look at the family tree. Then 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. Oliver is Ben's uncle. Lisa is Ben's aunt. Paula and Molly are Ben's cousins.

1	Ben is	Penny's	brother	
---	--------	---------	---------	--

- 2 Paula is Molly's \_\_\_\_
- 3 Ted is Penny's \_\_\_\_\_.
- 4 Lisa is Paula's

father sister mother brother



🕰 Listen and say.

# Grammar focus

Nick and Ann are John's parents. Mike is John's uncle.

Nora is John's aunt.

Tina and Clare are John's cousins.

Talk about Ben's family.



She's Maria's daughter.



Hello everyone, listen carefully, This is the story of Sally.

Her birthday's not in October, Her birthday's not in November, But, please, please remember: It's in December!

Happy birthday, Sally!



How old is Sally today? Count the candles on the birthday cake.



Write a birthday card for your friend.



Нарру ...

Love, ...

# 3

# Look, read and say the letter.



- 1 The doll's happy.
- 3 The yellow monster's sad.
- 5 The blue robot's dirty.
- 7 The orange robot's clean.

- 2 The monkey's funny.
- 4 The green monster's serious.
- 6 The teddy bear's old.
- 8 The puppy's young.



Listen and say.

# Grammar focus

The doll is happy.  $\rightarrow$  The doll's happy.

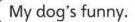
The puppy is sad.  $\rightarrow$  The puppy's sad.





Pair work. Draw a picture and tell your partner about it.







My cat's happy.

# Tidying Up



**Ben:** Great party, Lucy! Back to the book now! **Lucy:** There's one letter here. But where?

Ben: Hmm. Let's think ...



**Horax:** There's a letter here. **Zelda:** Let's wait for dark.

Horax: Good idea.



Horax: The letter isn't here.

Zelda: I don't like this village. It's dirty. Let's go.



Ben: Oh, no! What a mess!

Lucy: Remember the clue, 'there's work to do'.

Ben: OK. Let's tidy up.



Ben: No letter here!



Lucy: This isn't fun. Where's that letter?



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

Ben: What is it?

Lucy: Come and look!



Ben: Wow! It's the letter!

Lucy: Yes, a big letter F. We've got it!



# Read and say Ben, Lucy, Horax or Zelda.

Who says ...

- 1 'There's one letter here. But where?'
- 2 'The letter isn't here.'
- 3 'I don't like this village. It's dirty.'
- 4 'Let's tidy up.'
- 5 'Come and look!'



Find who says ... Yes, a big letter F. We've got it!



Listen and say.



Vic sells big balloons from the back of his van.

Lesson 6 Phonics focus: v and b 33





# Read the text message. Then answer the questions.

To: Nathan; Alice
Can you come to my birthday
party this Saturday? It's at the
pizza place in our street. It starts
at three o'clock. See you then,
Claire

- 1 Who is it for?
- 2 When is the party?

Lesson 7

3 Where is it?

# 2

# Read the answers. Who can come to the party?

To: Claire
Thank you for
the invitation.
Yes, I can come
to your party.
I love parties!
I can bring
my camera.
See you soon,
Nathan

To: Claire
Happy birthday,
Claire! I'm sorry
I can't come
to your party.
We are on
holiday next
weekend.
Have a good time!
Love,
Alice



Now write your text message to a friend.

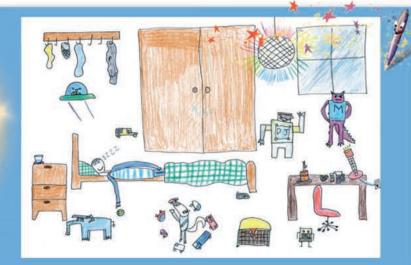
To: ... From: ...



### Listen and imagine. Then draw your picture.







### Write about your picture. Use these questions.



- 1 What toys are at the party?
- Who's happy / sad?
- 3 Who's dirty / clean?
- 4 Who's funny / serious?

My toys are having a party! There's my robot, my monster, my cars and my animals. There's a cake on my desk. My robot's very happy ...

### Now tell the class.



Lesson 8 Creativity 35

## Quiz time





### Do the quiz.









2 ... ride your bike at the weekend? a Are you b You c Do you

This is me and my ..., Julie. (1 p) a sister **b** mother **c** aunt





The hippo's .... (1 p) a clean b dirty c sad

My favourite subject is ... (1 p) a P.E. b Maths c Music





6 Alex ... climb a tree. (1 p) a can b can't c is

Which word starts with a different sound? (1 p)









8 Are you good at swimming? (1 p) a Yes, I am. b Yes, I can. c Yes, I have.

## Act Out a Birthday Party



### Look, read and plan.

### Project work

At birthday parties, quests eat their favourite foods, wear party hats and give presents. They play games and listen to music. They have lots of fun!



### PARTY PLAN

- Day: Saturday
- Place: my house
- Food: sandwiches, cake, ice cream, juice
- · Games: tug of war, three-legged race

### Useful language

### Child 1

Happy birthday!

Thanks, the ... is very good. Let's play ...!

Child 2

Thanks!

Thank you for your present.

Have some ...

Yes, good idea. / No, I don't like ...



Act out your play.

Happy birthday!





## 3 Our Day

38

Listen and look. Then listen and say the words.

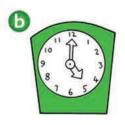


Daily routines Lesson 1



### Listen and say the letter.













Listen. Then say the time for each picture.









a eight o'clock

b seven o'clock

c nine o'clock

d six o'clock



5 Listen and say.



What's the time? When do you have breakfast? It's nine o'clock. At seven o'clock.



Pair work. Ask and answer.



### Listen and sing.

It's three o'clock in the afternoon!

I get dressed, And then I have a shower. And then I brush my teeth, For another hour.

Mr, Mr, Mr Blue, What a funny thing to do. Oh, Mr, Mr Blue, What can we do with you?





It's six o'clock in the morning!

I eat dinner, And watch TV. Then I have lunch, And drink some tea.

Mr, Mr, Mr Blue, What a funny thing to do. Oh, Mr, Mr Blue, What can we do with you? ...



Choose words and write a new verse.



It's ... in the ...!

I ...,

And ... .

Then ...,

And ... .



### Read and say the correct order of the pictures.

Benny gets up at seven o'clock.

He has breakfast at eight o'clock and then he goes to school.

He plays in the park at four o'clock.

He has dinner with his mum and dad at seven o'clock and he goes to bed at nine o'clock.





Listen and say.

### Grammar focus

Claire gets up at eight o'clock. She goes to school at nine o'clock.

Does David get up at eight o'clock? Yes, he does.

Does Maria go to school at nine o'clock? No, she doesn't.



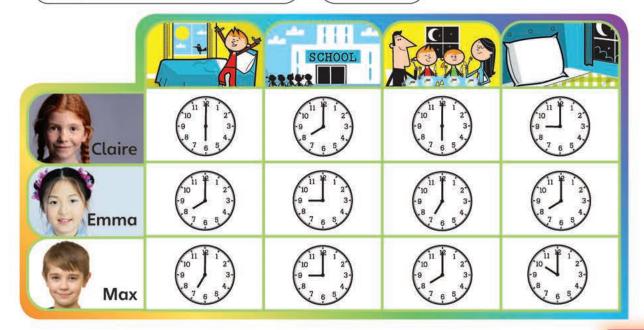
41



Say and guess the name.

She goes to bed at eight o'clock.

It's Emma.



## The Golden Apple



Lucy: Buster! What's the problem?

Ben: Look! A snake! Let's take Buster to the

village.

Lucy: Come on. It's two o'clock now!



Lucy: Excuse me. Our dog needs help.

Ben: Where can we go?

Woman: Go to the old man. He lives over there.



**Man:** Go to the mountain. There's a tree with a golden apple. Give the apple to your dog.



**Horax:** Quick. Let's get that apple! **Lucy:** Look Ben – Horax and Zelda.



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

Ben: Hey, Horax. Stop!

**Zelda:** Do you want help, Horax? **Horax:** No. I think I've got it.



Zelda: Oh no, Horax!

Ben: Thanks for the apple, Horax!



**Ben:** Lucy, look. There's a letter. **Lucy:** It's an *I*, Ben. It's our next letter.

Ben: Let's write it in the book.

Lucy: Good idea. We can have our lunch now!



Lucy: Bye, Horax. Bye, Zelda. Ben: And thanks for the apple!

Zelda: That's not funny!

### Read and say the correct answer.

- 1 Ben and Lucy take Buster/ a snake to the village.
- 2 The golden apple is on the mountain / in the village.
- 3 The golden apple is for Buster / Lucy.
- 4 Zelda / Horax climbs up the tree to get the apple.
- 5 Ben finds the next letter in the tree / water.





An iguana eating ice cream in an igloo.



## Learn and think I'm Healthy!



Listen and read. Ask and answer.



- 1 How do you have fun?
- I ride my bike.
- 3 How do you keep fit?
- 5 How do you learn new things?

- 2 What games do you play?
- 4 What healthy food do you eat?
- 6 What time do you go to bed?



Look at the pictures. Are the activities healthy or unhealthy?

Eating fruit is healthy.



eating fruit



doing sport



going to bed late



going to bed early



eating sweets



watching a lot of TV



### Do a class survey.



Project Do some research!

a Ask and answer.

How many hours a week do you do sport?

I do sport for four hours a week.

How many hours a week do you	1-2 hours	3-4 hours	5-6 hours	7+ hours
I. do sport?				
2. watch TV?				
3. play in the park?				
4. listen to music?				
5. play computer games?				





**b** Make a bar chart and show it to your classmates.

Seven people in our class watch TV for one or two hours a week. WATCH TV 1-2 3-4 5-6 7+ HOURS





### Our Jobs at Home

Project work

Read and tick (🗸) yes or no.

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

Who cooks?

yes / no

Pair work. Ask and answer.

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 cook at home and there are 9 children who don't cook...

### My Family



Write a list of things people in your family do.

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

What do the people in your family do at the weekend? What time do they do it?

> My mum works on the computer at eight o'clock. My sister makes breakfast at ... I go to ... at ...

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

I go to school at eight o'clock, And have my lunch at eleven.

At one I play tennis with my friends

Then I play with my cat at seven.

I like doing things that way,

Because it's lots of fun.

At eight I ...

And then I ...

I go to bed at ...

Because I'm very tired.





## Revision 1 Unit 0 - Unit 3



Read and write the names in the family tree.

This is Mary's family.

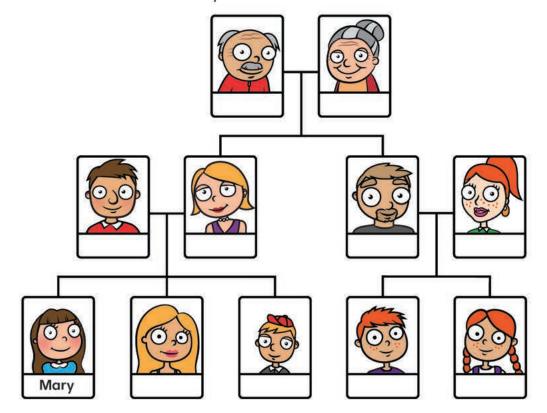
James is Mary's grandfather and Julia is Mary's grandmother.

Mark is Mary's father and Anna is Mary's mother.

Mary's sister is Jenny and Mary's brother is Mike.

Ted is Mary's uncle and Sophia is Mary's aunt.

Joanna and John are Mary's cousins.



Now draw your family tree. Tell your partner about your family.

Project work







### Look and write can or can't.



The hamster <u>can't</u> fly.



The parrot \_ sing.



The cats \_\_\_\_\_ fly a kite.



The dog \_\_\_ ride a bike.



### Look, read and match.

- What's your name?
- 2 How many pets has he got?
- Where's room 6?
- 4 Can you swim?
- 5 Do you listen to music at the weekend?
  e Two. A cat and a dog.
- 6 Who's happy?

- a Downstairs.
- b Yes, I do.
- c I'm Alice.
- d The doll's happy.
- f Yes, I can.



## Revision 1 Unit 0 - Unit 3

Look and write the words.

have play go go have have have watch get

to school lunch dinner in the park TV breakfast a bath to bed up



play in the park

















Pair work. What do you like doing? Tell your partner.

I like watching TV. And you?









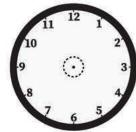
### What time is it? Read and draw.



It's one o'clock.



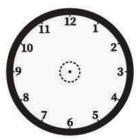
It's nine o'clock.



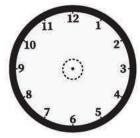
It's six o'clock.



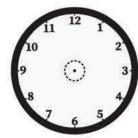
It's seven o'clock.



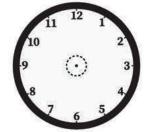
It's eight o'clock.



It's two o'clock.



It's four o'clock.



It's three o'clock.

### Put the words in order to make questions.

- 1 the What's time?
- 2 you do When get up?
- 3 you Do to school go at nine o'clock?
- 4 you do can What?

What's the time?

### Answer the questions in Activity 8.

1 It's
2
3
4

## Term test 1 Unit 0 - Unit 3

Look and write the words. (5 p)

1 10 ten

3 20

5 18

2 14 \_

4 6

6 3

Look and write. What's the time? (5 p)













0

It's two o'clock.

0

2

6

Look at the pictures. Read and circle the correct words. (5 p)

Rosie: I love playing tennis. It's my favourite sport. And I am good

at it. What's your favourite sport, Sam?

Sam: I really like (1) playing / play football. (2) Can / Do you play

football, Rosie?

Rosie: No, I can't. Can you play tennis?

Sam: Oh, just a little. I'm not very (3)bad / good at it.

Rosie: (4)What / When do you play football?

Sam: I play football after school at two o'clock.

When (5)do / have got you play tennis?

Rosie: I play tennis at the

weekend <sup>(6)</sup>**at** / **in** twelve o'clock. Maybe we can play together next

weekend.

Sam: Yeah! That's a great idea!





	Read and write the words. (5 p)
	weekend birthday o'clock favourite cake sister house
	Dear Mike,  Please come to my (1) birthday party. It's this (2) on Saturday at three (3)
	It's at my (4) in the basement. We've got my (5) music and a big birthday (6) with lots of candles. We've got pizza too and lots of games.
	You can come with your <sup>(7)</sup> See you,
	Julie
	Read again and tick (/) T (true) or F (false).  T F  1 It's Mike's party.  2 Julie's birthday is this weekend.  3 The party is at school.  4 Mike has got a brother.  5 They've got pizza at the party.  6 The party is upstairs.
	Put the words in order. (5 p)
1	David Does go at nine o'clock to school? Does David go to school at nine o'clock?
2	tennis Can play you?
3	I Yes, can.
4	listening I to music like.
5	eight o'clock have breakfast I at.
6	doll's The happy.

# By the Sea

Listen and look. Then listen and say the words.

- 6
  - 8
- 1 fish
- 2 play the guitar
- 3 jeans
- 4 hat
- 5 T-shirt
- 6 cap
- 7 shorts
- 8 sweater
- 9 shirt
- 10 goggles

Pair work. Point and say.

What's number 6?

A cap.

4 Clothes Lesson 1

Dive down

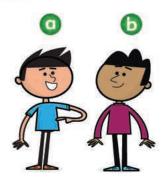
and get wet.

Another letter
you can get.





### Look and match. Then listen and check.



- Do you like my shoes?
- Yes, I do.
- No, I don't.
- Do you like my T-shirt?





**4** Listen and say.

### Grammar focus

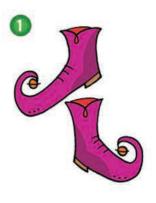
Do you like my hat? Do you like my shoes? Yes, I do. No, I don't.



Pair work. Ask and answer.

Do you like ...?

Yes, I do.





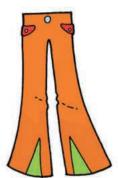


















Pair work. Ask and answer.

How many T-shirts are there?

There are four T-shirts.

What colour are they?

They're orange, ...

Singing for pleasure Lesson 3



30

### Listen and write the names.



Listen and say.

### Grammar focus

What are you wearing?

Are you wearing blue shoes?

I'm wearing a red sweater.
Yes, I am. / No, I'm not.



Play the guessing game.



## The Trap



Lucy: I can't see a letter.

Ben: Hey, what about that big shell?

Lucy: Good idea. Ben: Let's have a look.



Lucy: Is there a letter in the shell?

Ben: No, there isn't.

Lucy: Let's look in a different place.



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



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

Lucy: And a shark!

Horax: Come out big shark.



Zelda: What is the shark doing? It isn't

very happy.

Horax: What! Not me you silly shark. Get

the children!



Horax: Help! Help!

Ben: That shark doesn't like Horax. Lucy: No. And he doesn't like his cage.





Ben: Thank you, octopus!

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



Lucy: Look! Look at the fish.

Ben: It's the letter S!

Lucy: Hurray!

### Find the picture in the story where ...

- 1 Ben and Lucy find the next letter.
- 2 The shark comes out of its cage.
- 3 The octopus helps Ben to escape.
- 4 Ben and Lucy see a big shell.
- 5 The shark is angry with Horax and Zelda.
- Find who says ... I'm sorry, Ben. I can't open the shell.



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

Lesson 6 Phonics focus: s and sh 59



## Patterns and Symmetry



Listen, look and say the letter.

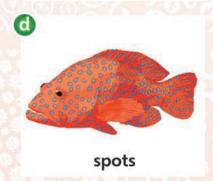






horizontal stripes







In picture 1, I can see ...















### Listen, read and answer.

We can find patterns and symmetry in the natural world. Look at the patterns on page 60. But what is symmetry?

Something is symmetrical when you draw a line down the middle and the two sides are the same shape.



This starfish is symmetrical.

This seahorse is asymmetrical.



### Which of these pictures are symmetrical?







### Make a symmetrical fish.



- Draw a line on a piece of paper. Draw half a fish.
- 4 Paint the top half of the fish. Press the bottom half onto it.



- 2 Cut out your half fish.
  - 5 Open your fish. Make an ocean scene.

### Project



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





## TE (Explorer) Up High



Zelda: The children are here! Lucy: Let's hurry, Ben - to the tower!

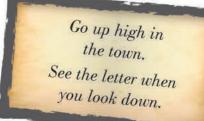
Ben: OK. Come on, Buster.



Lucy: Look! The tower's over

there!

Ben: Yes, I can see it now.





Ben: Hey, Lucy, look! A ship! Lucy: Sorry, Ben. No time to play!



Ben: Come on, Lucy! Lucy: Mmm. The Pirate Ship is really high.



Ben: Lucy! Where are you going?

Lucy: I'm going to the Pirate

Ship! Ben: What!



Lucy: Let's go on the ship. Quick!

Ben: But what about the tower?



Ben: We're above the tower! Lucy: Yes, we're really high now!

Ben: Look! The letter! Lucy: It's an R. Great!



Horax: There aren't any letters here.

Zelda: We're in the wrong place!

### Read and answer.

- What is the secret letter?
- 2 How do Ben and Lucy find it?

The secret letter is ...

## Quiz time



### Do the quiz.

- The boy is wearing ... (1 p)
  - a a blue T-shirt b a blue dress c a blue sweater



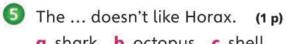


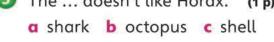
- Look at Meg. She ... wearing a pink dress. (1 p)
  - a is b are c has
- 3 ... you like my hat? (1 p)
  - a Does b Are c Do





- I'm a cool, cool cat, I like this super ... (1 p)
  - a hats b hat c sweater







- (1 p) Which word starts with a different sound?





This fish has got ... (1 p) a vertical stripes **b** spots **c** horizontal stripes





- (1 p) The starfish is ...
  - a symmetrical **b** asymmetrical

## The Market Listen and look. Then listen and say the words. 1 fish 2 bread 3 eggs 4 grapes 5 lemons 6 watermelons 7 mangoes 8 beans 9 tomatoes 10 potatoes The next letter is underground. Go to the caves

Pair work. Talk to your partner.

Let's buy some mangoes.

OK. What about some grapes?

and look around.

Food and shopping Lesson 1

### Look, read and say the letter.

Can I have an apple, please?

Yes, here you are.

Would you like a tomato?

No, thank you.

Would you like some bread?

Yes, please.

Would you like an egg?

No, thank you. I'd like a mango, please.











Listen and say.

### Grammar focus

Would you like a tomato?
Would you like some bread?
I'd like an orange, please.
Can I have a mango, please?

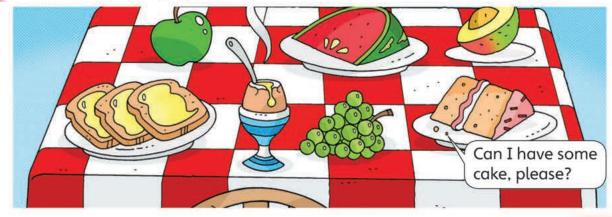
Yes, please. No, thank you.

Yes, here you are.





Choose four things you would like to eat. Then ask and answer.





Would you like some fruit? Yeah, fruit is really great. Please eat lots of fruit, Put it on your plate! Would you like some fruit? ...

Give me a mango, please! Give me an apple, too. Give me some grapes, And please keep some for you.

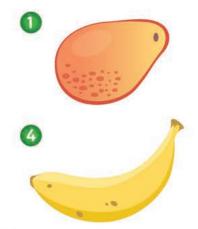
Would you like some fruit? Yeah, fruit is really great. Please eat lots of fruit, Put it on your plate!

Would you like some fruit? ...

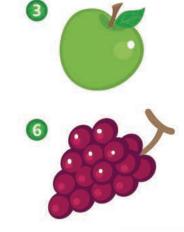




Listen again. Say which fruit you hear in the song.









Singing for pleasure



### Listen and write the prices.



fruit / vegetable	price (£)
apples	
grapes	
lemons	



Listen and say.

### Grammar focus

How much is the ice cream? How much are the bananas?

It's £1.

They're £2.



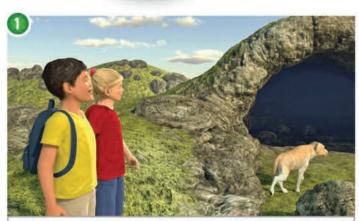


Pair work. Ask and answer.

How much are the eggs?

They're ...

## The Cave



Lucy: The caves. Here we are. Ben: The next letter is here.



**Ben:** Stay here and watch for Horax and Zelda. **Lucy:** OK. Have you got your torch?

Ben: Yes, I have. Don't worry!



Ben: It's very dark here.

Lucy: Are there any letters in there?

Ben: No, there aren't any.



**Ben:** Wow! Cave paintings. What's that? It's the letter *E*!



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



Horax: Where are those kids?

Ben: Hey, Lucy. 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.
Zelda: Let's run!



Ben: Great idea, Lucy! Lucy: Well done, Buster!

### 2

### Answer the questions.

- 1 Does Buster go into the caves?
- 2 What does Ben find in the caves?
- 3 Who is in the caves too?
- 4 Do Horax and Zelda see Ben?
- 5 Who has got an idea to help Ben?



Find who says ...

Wow! Cave paintings.



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





### Read and circle.

1 Assistant: Can I help you?

Dan: A No, I can't help you.

BYes, I'd like to buy a T-shirt.

C Yes, I've got a T-shirt.

2 Dan: How much is this T-shirt?

Assistant: A £20.

**B** It's 20 kilos.

C It's 20 cm.





3 Dan: And how much is the green one, please?

Assistant: A It's £12.

**B** No, it's £12.

C No, here you are.

4 Dan: Hmm, £12. Here you are.

Assistant: A Come back tomorrow.

**B** Thank you.

C You're welcome.

5 Dan: Goodbye!

Assistant: A Goodbye. Come again!

**B** Yes, please.

C Oh dear!





Pair work. Act out the dialogue with your partner.

Can I help you?

Yes, I'd like to buy a T-shirt.



# Go Shopping



Choose a role card. Read and plan.



# STUDENT A

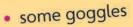


You are in a shop. Choose three things you want to buy:

· a T-shirt



- · a hat
- some jeans
- some shorts
- some shoes



You've got £20 to spend. Talk to the shop assistant and see what you can buy.







You are a shop assistant. Write the prices:

- a T-shirt £
- a dress £
- · a hat £
- some jeans f
- some shorts £
- some shoes f
- some goggles f Help the customer.









Good morning/afternoon.

Can I help you?

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

It's ... pound(s).

Of course!

You're welcome.

Customer

Have you got ...?

How much is/are ...?

Can I buy ...?

Thank you.



Act out your play.

Yes, have you got any hats?



Good morning. Can I help you?

Yes, we have.

# Create that!



# Listen and imagine. Then draw your picture.







# Write about your picture. Use these questions.



- 1 How much fruit is in your salad?
- What fruit have you got in your salad?
- 3 What fruit isn't in your salad?
- 4 Do you like your salad?

In my favourite fruit salad,
I've got lots of fruit: some
oranges and some strawberries.
I haven't got any grapes and
I haven't got any mangoes.
Yummy!

# Now tell the class.



#### Our Checklist!!

Now we can:

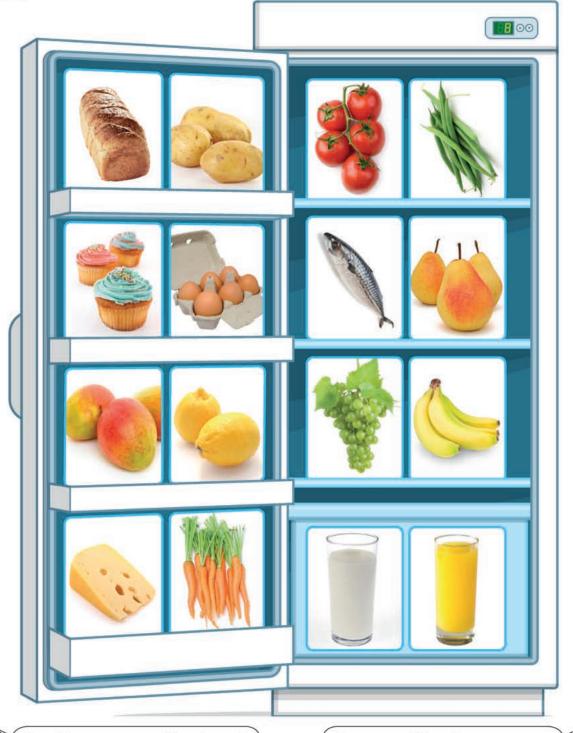
- ✓ Talk about our family
- Write a birthday card
- Tell the time
- Talk about what we're wearing
- Ask and answer questions about prices

1-2: 0; 3-4: 00; 5: 000

72 Creativity Lesson 9

# The Food Game

Ask and answer with your partner.

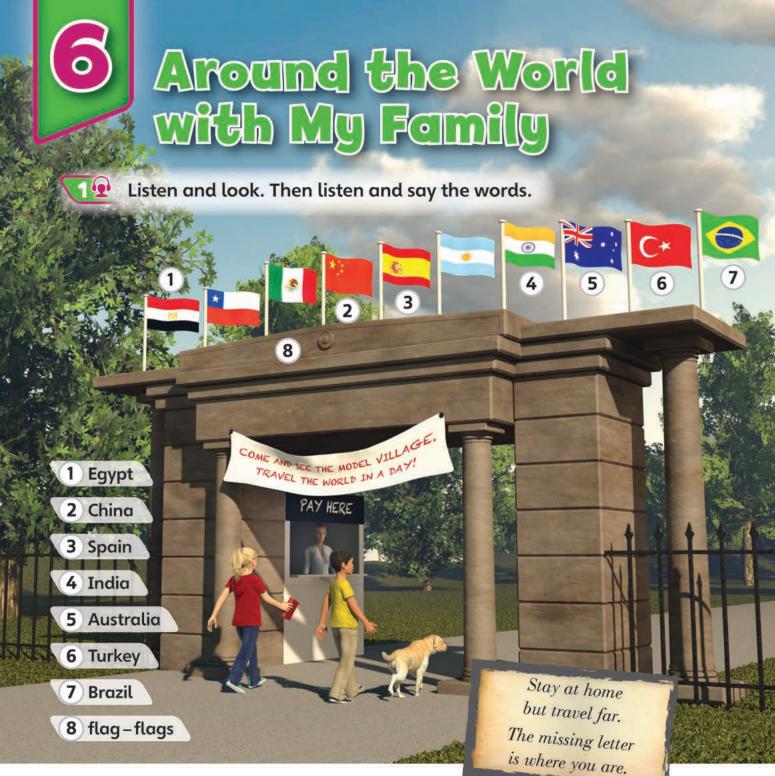


Can I have some milk, please?

No, sorry. / Yes, here you are.







Pair work. Play the flag game.

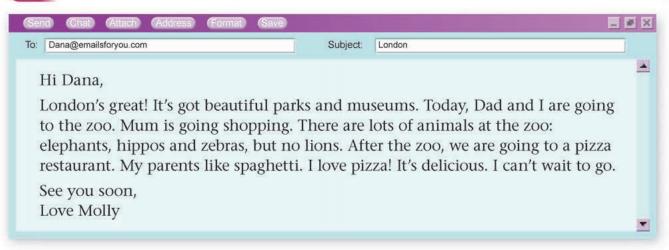
( It's yellow and green.

Egypt.

Wrong. One point for me.

# 3

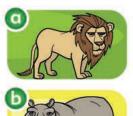
#### Read and circle the picture.

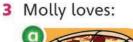


1 Molly is going to the:



2 There are ... at the zoo.









**¼≌** Listen and say.



Where are you going?

We are going to the beach. I'm going shopping.



Pair work. Ask and answer.





# Listen and sing.

It's a big, wide world out there, And there's so much to see. I'd like to fly around the world, Why don't you come with me ...?

I'd like to go to Africa,
I'd like to see a snake.
I'd like to take it to my house,
And feed it bread and cake.
It's a big, wide ...

I'd like to go to Canada,
I'd like to see a bear.
I'd like to take it to my house,
And give it boots to wear.
It's a big, wide ...

I'd like to go to Italy,
I'd like to eat ice cream.
I'd like to take some to my house,
It isn't just a dream.
It's a big, wide ...



# 20

# Listen again and number the pictures.

















# 30

#### Read and match.

1 Hi, I'm Johnny. I love watching films. I watch TV every day when I'm on holiday. My favourite TV show is *Big City Hero* and my favourite character is Super Boy. He lives in Australia. He's a superhero. He's so **strong** and **brave**.





- 2 My mum and dad like watching a comedy show from Spain called *Mysteries*. They love the main character, Detective Mike, because he's really **funny**. He's very **smart** too.
- 3 My little sister, Jenny, likes going to the cinema with her friends. She likes watching cartoons. Her favourite character is Sonny the baby lion. He is from Africa. He's small and cute and he always goes on fun adventures.





4 My best friend, Dana, likes The Magic Castle. Her favourite character is Princess Penelope. She's beautiful and smart and all animals love her. In the next episode she is going to China! Who's your favourite character?











Listen and say.



Who's your favourite character?

My favourite character is Super Boy. / I like/love Super Boy.

Why do you like Super Boy?

He's strong and brave.



Pair work. Tell your partner about your favourite character.

My favourite character is Daisy from the show *The Magic Forest*. She's a good witch. She's beautiful and very brave.

# The Final Letters



Lucy: Look! A football stadium!

Ben: Great! It's in Rio de Janeiro!

Lucy: Where next? Ben: You choose.



**Ben:** Wow! The Great Wall of China! **Lucy:** Yes, but where are the letters?

Ben: 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. Cool!

Ben: But no letters. Where are they?



Ben: I'm hungry.

Lucy: Me too. These sandwiches are good!





Lucy: The book! It isn't here!

Ben: Oh! Where is it?

Lucy: I don't know. What can we do?



Ben: We need the book.

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

**Ben:** What? The *I*, *I* and *A*? Lucy: No, the N and D!



# Read and say the country.

China Australia Egypt India

- 1 Ben and Lucy see some pyramids in ....
- 2 They see the opera house in ....
- 3 They see a football stadium in ....
- 4 They see the Great Wall in ....
- 5 They find the missing letters in ....

What are the missing letters?



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

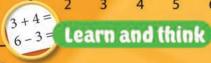


Lesson 6

Listen and say.



Silly Milly's got a pyramid of jelly at the gym.



22

50

15

-4

# We Are All Different

13

14

15

# Read and answer.

We are all different. Some people are tall¹ and others are short².

Some are fat³ and others are thin⁴. Some are young⁵ and others are old⁶.

Some people have got long hair¹ and others have got short hair⁶.

What about you? What do you look like? Are you tall? Have you got long hair?

10



Dad is tall and grandma is short.

Grandpa is fat and mum is thin.

Mum has got long hair and dad has got short hair.

# Learn and think

3

Look and read. Write the names.



It's time fo	or a party! Everyone is here. (1)	is tall and thin and he's
ugly. (2)	is short and red. He's weari	ng a funny hat. His best friend,
(3)	_, is fat and green. He's happy, bed	cause there is pizza and cake.
(4)	is here, too. He's thin and yellow.	. He's got a very long nose.
The party	is areat fun!	



Pair work. Draw a family member or a character you like. Talk to your partner about your drawing.

	r. He's long and thin.
He's green and red and he's g	ot big eyes.

1

Work in pairs. Read the role card.

You are going on holiday with your family. Decide:

- Where you are going.
- What you want to see.
- What you want to do.

# Useful language

#### Student A

I want to go to ...

OK. What about ...?

We can ...

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 ...?

Plan your holiday.

I would like to go to Canada.

I don't want to go to Canada.

What about the USA?

Now work in groups. Ask and answer.

We are going to the USA.





We want to see Disney World.



# Write about a country you like

Choose a country you like. Find information on the Internet about this country. Make notes.

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

Make an information tree about your country. Here is an example.



Read the example. Find pictures and write about the country in Activity 1 and Activity 2.

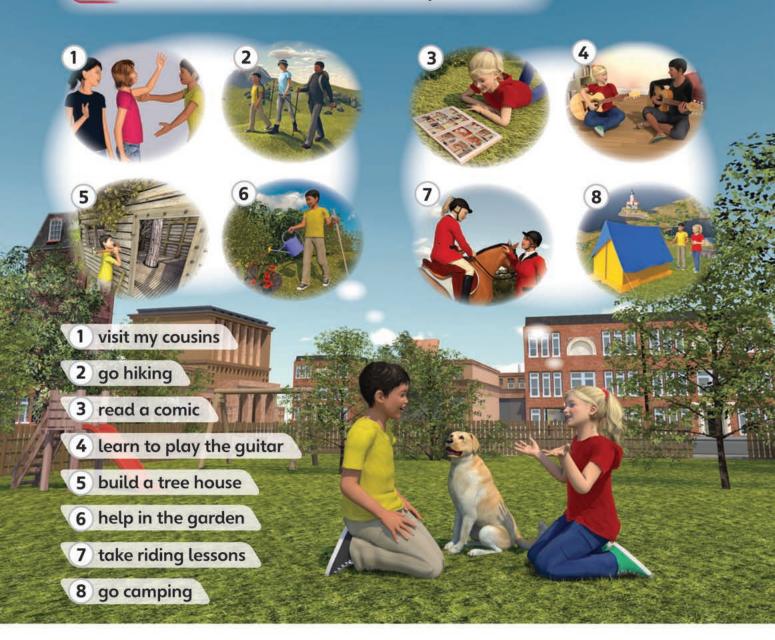
Spain is in Europe. The capital city is Madrid. Spain has got two great football teams: Real Madrid and Barcelona. Barcelona is a famous city in Spain. It's got lots of amazing buildings. There are beautiful mountains in the north of Spain. One day I would like to go to Spain for a holiday.





# 7 Holiday Plans

Listen and look. Then listen and say the words.



Pair work. Say and guess.

Let's go hiking.

You're Ben!

Holidays Lesson 1



#### Look, read and answer. Listen and check.



#### Who says ...

- 1 Can we visit Grandpa in the afternoon?
- 2 Can I build a tree house tomorrow afternoon?
- 3 Can I go horse riding tomorrow morning?
- 4 Can we have pizza tomorrow evening?

Listen and say.

# Grammar focus

Can I go horse riding tomorrow morning? Can we visit Grandpa and Grandma in the afternoon?



#### Ask and answer.





It's time for a holiday, A holiday, a holiday, It's time for a holiday, Hurray, hurray, hurray ...

Can I build a tree house, In my garden apple tree? We can sleep and play there, Come on, please join me!

It's time for a holiday ...

Can I go camping, On a sandy beach, oh yeah? Can I go swimming? Why don't you join me there?

It's time for a holiday ...

Can I take riding lessons, With Michael, James and Lynn? They're my favourite cousins, Come on, please join in!

It's time for a holiday ...





Listen again. Say which things you hear in the song.













Singing for pleasure Lesson 3

Look, read and say the letter.

1 (Would you like to go camping?

Yes, we would.

2 (What would you like to do?

I'd like to take riding lessons!

3 ( Would you like to help in the garden?

No, thank you!

4 ( Would you like to go hiking?

No, thank you.





Listen and say.

# Grammar focus

Would you like to go camping?

Yes, I would. No, thank you.

What would you like to do?

I'd like to read a comic.



5 Ask and answer.



# The Treasure



Lucy: Look. It's Horax and Zelda.

Ben: They've got our book! What are they

doing?

Lucy: Let's find out ...



Horax: Look! A message with a missing word.

We need the letters!

Ben: Atchoo!

Zelda: Hey, who's there!



Horax: Hi. You again!

**Zelda:** Now, we want the letters! **Ben:** OK. They're *F I R S E N D*. **Horax:** Hmm. It's a puzzle.



Zelda: Go away, silly dog! Lucy: Oh! You're Mr Williams! Horax: Yes, now you know!



**Horax**: These letters are a puzzle. **Zelda**: Yes. They make a word.

Horax: Yes! It's the word finders. We are finders.

Let's write it!



Horax: What's happening?

Zelda: The word is wrong. It's your fault, Horax!



Lucy: The word is F-R-I-E-N-D-S: friends not finders. Only true friends can go in here. Come on, Ben!



Ben: Wow! It's a beautiful statue! Lucy: Yes, it is! Let's take it to the museum. Ben: Yes. This is the end of our adventure!

It's perfect!

What does the statue say? Use the code to find out.

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  **Problem** solving

o/MTOTNO/4049/TFNO/ 49x0x910./0714490/0x9/ 9×四にみ天のむ./ イ/ 20日/ 0970xJA180/XM/x07J.

Find who says ... / It's perfect!

#### Our Checklist!

Now we can:

- ✓ Talk about the Explorers
- Say the secret code
- Say what the treasure is

1: 0; 2: 00; 3: 000





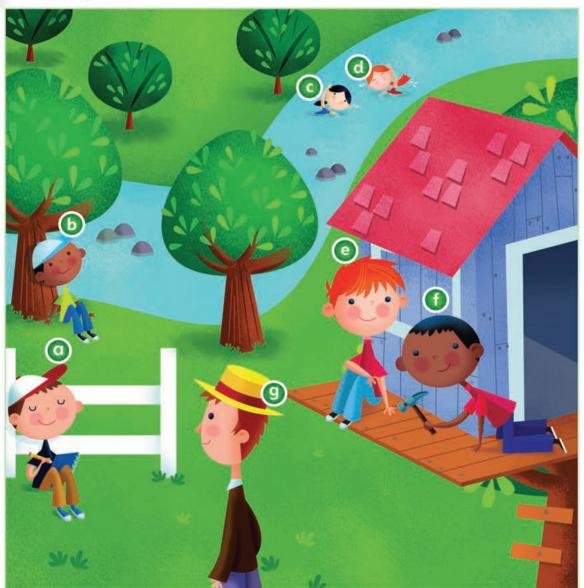
Fern whirls and twirls in circles in her purple skirt.

Phonics focus: /31/ 89 Lesson 6





# Look, think and answer the questions.



- 1 How many children are there in the picture?
- What is the boy in the black T-shirt doing?
- 3 What is the man wearing?
- 4 There is a boy next to the river. What colour is his cap?
- 5 What are the boys in the red T-shirts doing?



Look at Activity 1 and listen. What are their names?

Tom Jack Rosie Kevin Daniel Max Susie

There are... in the picture.



# Listen and imagine. Then draw your picture.







# Write about your picture. Use these questions.



- 1 You're on holiday where are you?
- 2 Who is with you?
- 3 What are you doing? What are the others doing?
- 4 What can you see and hear?

I'm on holiday in the mountains. I'm with my mum, dad and sister. We're camping. I'm helping my dad with the tent. My mum's playing with my sister. I can see the blue sky ...

# Now tell the class.



### **Our Checklist!**

Now we can:

- Talk about what we're wearing
- Talk about favourite characters
- Describe a family member
- Talk about holidays with our family

1: 1: 2-3: 10: 4: 10:

Lesson 8 Creativity 91

# Quiz time



# Do the quiz.

- Mary is wearing ... (1 p)
  - a a blue T-shirt. **b** goggles. **c** a pink T-shirt.





- How much is the coffee? (1 p)
  - a Yes, she has. b It's £2.
  - c Yes, I'd like to buy the coffee.



- Would you like to ... in the holidays? (1 p)
  - a learn to swim b go camping
  - c read a comic

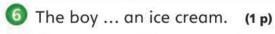


4 ... go swimming? (1 p) a Can I b Do you c Can you





- 5 This is ... (1 p)
  - a Spain b Brazil c China

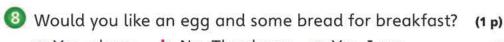


a have got b has got c hasn't got





- What is Tom doing? He's .... (1 p)
  - a reading a book **b** dancing
  - c talking on the phone



a Yes, please. b No. Thank you. c Yes, I am.



# The Dressing Game









# Revision 2 Unit 4 - Unit 7



Look and choose the words.



shorts / jeans



cap / skirt



shirt / T-shirt



shorts / sweater





shorts / jeans



shirt / T-shirt



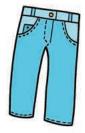
skirt / shoes



Listen and write ✓ or X.

















Pair work. What are you wearing? Tell your partner.

I'm wearing a T-shirt and jeans.







Look and write the words.

- tomatoes
- a
- e 0

- 2
- 4 ea
- 6 b n
- ik









- What else can you buy at the market? Write the words.

- Pair work. Ask and answer.

How much is the bread?

How much are the bananas?

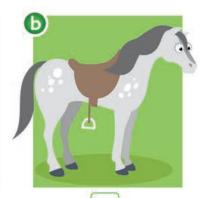
It's £1.

They're £2.

# Revision 2 Unit 4 - Unit 7

# 7 Listen and tick.













- Look, read and match.
  - What would you like to do? -
  - How much are the grapes?
  - What are you wearing?
  - Would you like to go camping?
  - Who's your favourite character?
  - Are you wearing jeans?

- A pink T-shirt.
- No, thank you.
- I'd like to read a comic.
- They're £3.
- Yes, I am.
- I like Super Man.









# Look, read and write the names.











Julietta

Hi, I'm Lucy and I'm a princess. I'm tall and my hair's long. My dad's the King. His name is John. He's short and fat. My mum's name is Julietta. She's tall and thin. Georgiana is my aunt. She's old and short. She's a witch. Mike is our dragon. He's big and blue. He's funny.

# Read and write the words.

comics animals country hiking Australia camping home big

Hi Claire,

Thanks for your letter. I'm on holiday, too!

I'm visiting my cousins in (1) Australia . It's a great (2)

It's really (3)

You can see lots of <sup>(4)</sup> here like koalas and kangaroos.

At the weekend, my cousins would like to go (5) and

qo (6)

I'd like to stay (7) and read (8)

See you!

Anna



# Term test 2 Unit 4 - Unit 7



💶 Listen and circle. (5 points)









2

















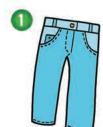








Look and write the words. (5 points)









Listen and write the words (5 points)



# Write the words then match. (10 points)

What would you like Would you like Can we Is How much

- 1 \_\_\_\_\_ to go camping? =
- 2 \_\_\_\_\_ help Mum in the garden?
- 3 to do tomorrow?
- 4 is that skirt?
- 5 your grandfather tall and fat?

- I'd like to read a comic tomorrow.
- **b** Yes, I would. Can we go horse riding too?
- c It's £20.
- d No, he's short and thin.
- e Yes, you can!

Read and number. (3 points)



Read the email again and write the numbers. (2 points)







# Festivals Grammar focus My Scrapbook

# Christmas



Listen, read and say the letter.





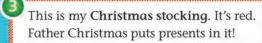
It's Christmas time again! \*\* \*
These are my favourite things: \* \*



We have Christmas dinner on December 25, at midday. We have roast turkey, potatoes, brussel sprouts and sausages. For dessert, there's Christmas pudding. Yum!



This is a Christmas cracker. It's a tube made of paper – it looks like a big sweet! It makes a noise when you open it. Inside, there's a small present and a Christmas hat.

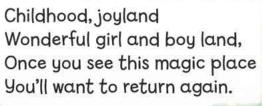




Listen and sing.



Toyland, toyland Wonderful girl and boy land, While you live within it You are always happy there!







# Pancake Day



1 Listen, read and say the letter.



In Britain, Pancake Day is always on a Tuesday. It's the day before Lent starts.

People cook and eat pancakes on Pancake Day. At home, my dad makes pancakes for breakfast.





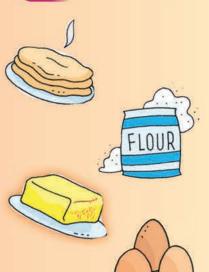




We also go to a pancake race – people run and toss pancakes at the same time! It's difficult, but it's a lot of fun! My mum and dad run the race and my brother and I watch them. After the race, we eat more pancakes!



# Listen and point. Then chant.



Pancake Day, Pancake Day Pancake Day is a day away! We're making lots of pancakes So, listen to what I say

Flour and butter And eggs and milk Add sugar or honey Or chocolate or jam

They're delicious And they're sweet Have lots of them, They're a real treat!







# Mother's Day



1 Listen, read and say the letter.

My mum is very special. I love her very much. She does a lot of things for me. For Mother's Day, I buy my mum a present and give her flowers. I also make a card for my mum at school. Then, for lunch, we go out to her favourite restaurant. I've got a sister and a brother and it's a very special day for all of us. My dad takes my mum breakfast in bed and she loves that. What do you do on Mother's Day?









20

Listen and read. Then say the poem.

Mum, Mum, I love you, Mum. You're always there for me. Thanks for being my mum, You are so special to me!



3

Now write a poem for your mum.



Project work

# Crammar focus

# **Meet The Explorers**

Can / can't

I/You can/can't jump.

He/She can/can't play basketball.

We/They can/can't hop.

Have / has got

I've/You've got an ice cream. He's/She's got a pizza.

We've/They've got a cake.

- Say the complete sentences.

  Use can or can't.
  - 1 (/) I ... bounce a ball.
  - 2 (X) He ... ride a bike.
  - **3** (**X**) She ... fly a kite.
  - 4 (✓) They ... make a sandcastle.
  - **5** (**X**) We ... hit a ball.

- Say the complete sentences.
  Use 's got or 've got.
- 1 She ... a skateboard.
- 2 I ... a pencil.
- 3 We ... two dogs.
- 4 He ... a sandwich.
- 5 They ... red shoes.

# - Can (questions)

Can you swim?

Yes, I can. / No, I can't.

Can he/she sing?

Yes, he/she can. / No, he/she can't.

Can they skip?

Yes, they can. / No, they can't.

# Have got (questions)

Have you got a pen?

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

Has he/she got a pencil?

Yes, he/she has. / No, he/she hasn't.

Have they got a book?

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

- Say the complete sentences.
- 1 ... Maria climb a tree? Yes, she ... .
- 2 ... you play football? Yes, I ... .
- 3 ... John and Tim ride a bike?
  No, they ....
- 4 ... David fly a kite? No, he ... .
- 5 ... they play tennis? Yes, they ....

# Put the words in order. Then answer.



- 1 Clara / a computer / got / has /? (✓)
- 2 have / they / a notebook / got /? (X)
- 3 a rubber / Daniel / has / got /?
  (X)
- 4 got / have / a pencil case / you /? (✓)
- 5 she/got/a desk/has/? (X)

1

# Like / Don't like + -ing

I like listening to music.

He/She loves learning about Science.

He really doesn't like singing.

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.



#### Ask and answer.

Does she like swimming?

Yes, she does.

Art	singing	swimming
1	X	1
X	1	X

# 2

#### Say the correct answer.



- 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?
- 5 I love learn / learning about plants.

# Do you ... ?

Do you go to the zoo at the weekend?

Does he/she go the zoo at the weekend?

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

Yes, he/she does.

No, he/she doesn't.



# Say the complete sentences. Use do or does. Then ask and answer.

- 1 ... you like drawing?
- 2 ... she listen to music at the weekend?
- 3 ... you play computer games at the weekend?
- 4 ... Mike like Science?
- 5 ... you like Maths?



# Put the words in order. Then ask and answer.

- 1 play / Do / football / on / you / Fridays / ?
- 2 Do / weekend / listen / to / music / at / you / the /?
- 3 swimming / you / go / on / Do / Mondays /?
- 4 on / you / Sundays / ride / Do / bike / your / ?
- 5 Do / you / weekend / tennis / at / the / play / ?

2

#### Possession -

Characteristics: 's

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.

The dog is sad. → The dog's sad.

The doll is happy. → The doll's happy.

The puppy is young. → The puppy's young.

# 1

#### Choose 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.

2

#### What's the word? Say.

- 1 Mary's phypa.
- 2 My T-shirt's cnela.
- 3 My dad's unyfn.
- 4 Our cat's das.
- 5 David's nuyog.

3

# Telling the time

What's the time? It's four o'clock.
When do you go to bed?
At nine o'clock.

#### **Routines**

He/She goes to bed at ten o'clock.

Does he/she watch TV at five o'clock?

Yes, he/she does. / No, he/she doesn't.



### Ask and answer.

- 1 When do you get up?
- 2 When do you have breakfast?
- 3 When do you go to school?
- When do you have lunch?
- 5 When do you go to bed?

2

# Say the correct answer.



- 1 Martha get / gets up at seven o'clock.
- 2 I has / have breakfast at eight o'clock.
- 3 Do / Does Mario go to school at nine o'clock?
- We play / plays in the park at four o'clock.
- 5 Does she play / plays tennis at six o'clock?

-	
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### Do you like ...?

Do you like my hat?
Do you like my shoes?

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

### 1

### Put the words in order.

- 1 you / Do / my / like / skirt /?
- 2 do. / Yes. / I
- 3 Do/my/you/like/shoes/?
- 4 don't. / No, / I
- 5 jeans / you / Do / like / my?

### Say the words.

- 1 T-s t
- 2 d e s
- 3 s o s
- 4 c p
- 5 s w \_\_\_e

### I'm wearing; Are you wearing?

What are you wearing?

Are you wearing blue shoes?

I'm wearing a red sweater.

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

## 1

### Say the correct answer.



- 1 I'm wear / wearing a pink sweater.
- You do / are wearing your favourite hat.
- 3 Are / Is you wearing blue socks?
- 4 No, I don't / 'm not wearing blue socks.
- 5 What are / is your best friend wearing.

# Say the complete sentences. Use am, is or are.

- 1 ... you wearing a red cap?
- 2 I ... wearing blue jeans.
- **3** Mike ... wearing a purple jacket.
- 4 My mum ... wearing a new dress.
- 5 What ... you wearing today?

### Our Checklist!

Now we can:

- Say what we can do
- Say what pets we have
- Count to twenty
- Say what we like doing
- Talk about our weekend activities
- Make a scrapbook
  - Talk about our family
- Write a birthday card
- Talk about what we're wearing
- Tell the time

### Would like; I'd like; a/an / some; Can for requests

Would you like a mango? Would you like some water? I'd like an egg, please. Can I have a mango, please?

Yes, please. No, thank you. Yes, here you are.

### Say the correct answer.



### Put the words in order.



- 1 Can I have a banana, please? No, thank you. / Here you are.
- 2 Would you like an egg? Yes, here you are. / Yes, please.
- 3 I'd like some ice cream, please? Here you are. / Yes, please.
- Would you like some bread? No, thank you. / Here you are.
- 5 I'd like an orange, please. No, thank you. / Here you are.

- 1 lemon / a / Would / like / you / ?
- 2 beans / Would / some / you / like / ?
- 3 orange / like / an / Would / you / ? 4 please / milk / I'd / some / like
- 5 apple / an / like / I'd / please

### How much is / are ...?

How much is the ice cream? How much are the bananas? It's £1.

They're £2.

### Say the complete sentences. Use is or are.

- 1 How much ... the mangoes?
- 2 How much ... the ice cream?
- 3 How much ... the T-shirt?
- 4 How much ... the goggles?
- 5 How much ... the watermelon?

### Say the complete sentences.



- 1 ... much is the dress?
- 2 ... £12.
- 3 How ... the eggs?
- 4 ... £5.
- 5 How much ... potatoes?

6

### Asking and answering about holiday activities

Where are you going?

We are going to the beach. I'm going shopping.

1

### Say the correct answer.



Put the words in order.

- 1 Where are / do you going?
- 2 I'm going shop / shopping.
- 3 Where are you go / going?
- 4 We're going / go to the park.
- 5 We are / is going to the beach.

- 1 are / going / you / Where /?
- 2 the park. / to / going / I'm
- 3 You / going / are / shopping.
- 4 the zoo. / Molly / to / is / going
- 5 I'm / to / going / the restaurant.

### Talking about favourite characters

Who's your favourite film character?
Why do you like Ricky?

I love Ricky the Parrot. He's smart and brave.

### What's the word? Say.

- 1 My favourite character is a princess. She's very **f e a b u u l t i**.
- 2 Mike's favourite character is a king. He's **r b v a e**.
- 3 My dad's favourite character is a detective. He's m a s r t.
- 4 My sister's favourite character is Julie the monkey. She's **u f y n n**.
- 5 David's favourite character is a superhero. He's g o s t r n.

### Put the words in order.

- 1 Who's / favourite/ your / character /?
- 2 like / I / Princess Mandy / .
- 3 like / Why / you / do / Princess Mandy /?
- 4 she's / Because / smart / .
- 5 love / I / Billy the lion / because / cute / he's / .

### Our Checklist!

Now we can:

- Talk about what we're wearing
- Ask and answer about prices
  - Talk about favourite characters
- Describe a family member
  - Talk about holidays with our family
- Write an email

# 7

### Can (for requests)

Can I go camping with my friends?

Can we take swimming lessons?

- Say complete sentences.
  Then ask and answer.
  - 1 ... I ... my cousin?
- 2 ... I ... hiking?
- 3 ... I ... a tree house?
- 4 ... I ... mum in the garden?
- 5 ... I ... camping with my friends?

- Put the words in order.
  Then ask and answer.
  - 1 cousins / I / visit / my / Can / ? (/)
  - 2 we / Can / hiking / go / ? (X)
  - 3 Can / learn / to / I / the / (√) guitar / play / ?
  - 4 garden / the / we / in / Can / (X) help /?
  - 5 build / a / tree house / I / (✓) Can /?

### Would like (for plans) -

Would you like to go hiking? What would you like to do? Yes, I would. / No, thank you. I'd like to ride my bike.

Say the complete questions.
Then ask and answer.

go take have read play

- 1 Would you like to ... piano lessons?
- 2 Would you like to ... a comic?
- 3 Would you like to ... camping?
- 4 Would you like to ... football?
- 5 Would you like to ... a pizza?

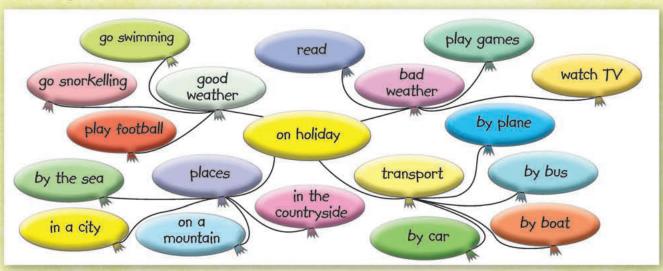
- Put the words in order.
  Then ask and answer.
- 1 Would / you / hiking / like / (√) to go /?
- 2 you / Would / like / football /
  play / ?
- 3 you / What / like to / would / (√) do /? (eat a pizza)
- 4 build / a tree house / you / (√) Would / like to / ?
- 5 camping / you / go / like to / (X) Would /?



# Imagine a Holiday



Make a mini map of the places you would like to visit. Tell your partner about it.



- Imagine you are on holiday now. Write your ideas.
  - Where are you? (at home / in another country)
  - Who are you with? (your family / your friends)

What are you doing?

Where? - Wales ...

Write your friend a postcard from your holiday.

Hello, Anna,

We're on holiday in Wales. It's great. We're staying in a big hotel. We wake up at eight o'clock in the morning. We go to the beach and swim in the sea. We have lunch at twelve o'clock in a restaurant near the beach. The food is delicious here. In the evening we play games or watch DVDs. It's great fun. And you? How is your holiday? Write soon.



Love,

Trish

# Meet the Explorers



Look and write.

I know all the words in the Starter Unit:

upstairs castle basement downstairs eleven – twenty one – ten



1-10

11 - 20

castle



2



# Our School



Look and write.

I know all the words in Unit 1:







Geography Science

Music P.E.

I.T. Art

History Music

Maths English





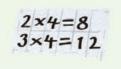








I.T.











# Family and Birthdays



Look and write.

I know all the words in Unit 2:

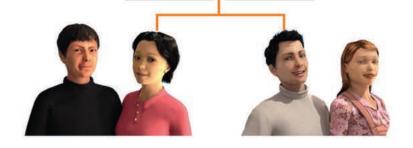


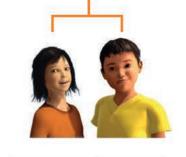




cousin brother father uncle grandmother grandfather mother sister aunt cousin















### Look and write.

### I know all the words in Unit 3:







It's one o'clock.
It's two o'clock.
It's twelve o'clock.
It's six o'clock.

It's five o'clock. It's seven o'clock. It's ten o'clock. It's nine o'clock. It's eight o'clock. It's three o'clock. It's four o'clock. It's eleven o'clock.



It's one o'clock.

























Answer the question in your notebook and draw a picture. What time is it?





### Look and write.

### I know all the words in Unit 4:







goggles skirt

socks T-shirt

jeans shoes cap trousers jacket

sweater































Look and write.

I know all the words in Unit 5:







apples

eggs

ice cream

tomato

potatoes

cake watermelon

mango

grapes

fish

bread

cheese















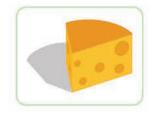
















What food do you like?



# Around the World with My Family



Look and write.

I know all the words in Unit 6:







brother mother parents father parents sister mother



Marius and his parents are on holiday in Romania.



Mike and his are on holiday in the UK. They are visiting Wales.



Julie, her brother and her are on holiday in Spain.



Anna and her are on holiday in Australia.





Alex and his \_\_\_\_\_ are on holiday in Turkey.



Write about you and your family.



# Holiday Plans



Look and write.

I know all the words in Unit 7:







visit my cousins learn to play the guitar help in the garden go hiking build a tree house take riding lessons read a comic

go camping









go hiking











What would you like to do on your holiday? Write and draw a picture.

### Thanks and acknowledgements

### Authors' thanks

We would like to thank a number of people whose contributions proved invaluable at various stages of the planning, writing and production process of *Quick Minds*.

Many thanks go to our editorial team – Flavia Lamborghini, Emma Stubbs, Pablo Fernández de Córdoba, and Julieta Hernández – for being such a wonderful team, for their enthusiasm, their dedication to the project, their hard work and their fabulous *can-do* spirit.

A special thank you goes to Esteban García, our Production Controller.

We would like to thank Jeannine Bogaard, Publishing Manager; Angus Oliver, Director, Cambridge University Press Iberia; Frances Lowndes, Global Publishing Director and John Tuttle, Deputy Managing Director, ELT, at Cambridge University Press for making this project possible. Thank you all most warmly for your support and encouragement.

Herbert Puchta Günter Gerngross Peter Lewis-Jones

### The publishers are grateful to the following contributors:

Victoria Bewick: freelance writer

Oliver Design: concept design

Pentacorbig and Blooberry Design Ltd: book design and page make-up

Chefer and Abel Gantoff Sosa: cover design Hilary Fletcher and Helen Bartlett: picture research

John Green and Tim Woolf, TEFL tapes; Bendito Sonido: audio recordings

Robert Lee and TEFL tapes: song writing

Trípode Fotografía and Stephen Bond: commissioned photos

### Special thanks to Kay Bentley and Robert Quinn for their contribution in the

development of the CLIL sections.

Special thanks to Karen Elliott for developing and writing the phonics material.

### The publishers and authors would like to thank the following consultants:

Lucy Frino, Pippa Mayfield, Susannah Reed, Hilary Ratcliff, Melanie Williams

### The publishers and authors are grateful to the following teachers that took part in class observation and interviews:

Florentina Benito, Pilar Blanco, Isabel Caballero, Manuela Cabeza, Maria Dolores Clemente, Almudena Cortés, María Enrile, Luisa Fernanda Fernández, Mary Finbow, Dolores García, Irene García, María Elena García, Alicia Gil, Pablo Giménez, Paz Gómez, Carlota González, Carolina Jiménez, Gema Hernández, Yolanda Ibáñez, Teresa Ivars, Carlos López, Carolina Montes, Rut Pérez, Beatriz Rey, Sergio Rodríguez, Ángela Romero, Virginia Rubio, Eva Ruiz, Francisca Sánchez, Luis Sierra, Pedro Tielve, Javier Toledo, Guiomar Yagüe, Marta Zahira

### The publishers are grateful to the following illustrators:

Alan Rowe, Andy Parker; Clive Goodyer (Beehive); Andrew Hennessey; David Semple; Chris Lensch (Sylvie Poggio); Bernice Lum; Anna Hancock; Marek Jagucki; Ben Hasler (NB Illustration); Red Jelly; Katy Jackson (Bright); James Elston (Sylvie Poggio); Sam Church (The Organisation)

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### The publishers are grateful to the following children for their contribution to the Creativity pages:

Olivia Escritt Hernández, Julio García Quintanilla, Mateo Lynch del Río, Alex Sánchez Thacker, Evie Sánchez Thacker

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