Welcome to Cambridge Global English Stage 3

Cambridge Global English is an eight-stage course for learners of English as a Second Language (ESL). The eight stages range from the beginning of primary (Stages 1–6) to the end of the first two years of junior secondary (Stages 7–8). It is ideal for all international ESL learners, and particularly for those following the Cambridge Primary/Secondary English as a Second Language Curriculum Framework, as it has been written to adhere to this framework. It also presents realistic listening and reading texts, writing tasks, and end-of-unit projects similar to those students might encounter in the context of a first-language school. These elements provide teachers with the opportunity to tailor the level of challenge to meet the needs of their particular students. The course is organised into nine thematic units of study which include a range of activities, text types and objectives.

Cambridge Global English materials are aligned with the Common European Framework of Reference. The materials reflect the following principles:

- **An international focus.** Specifically developed for young learners throughout the world, the topics and situations in Cambridge Global English have been selected to reflect this diversity and encourage learning about each other’s lives through the medium of English.

- **An enquiry-based, language-rich approach to learning.** Cambridge Global English engages children as active, creative learners. At the same time as participating in a range of curriculum-based activities, they can acquire content knowledge, develop critical thinking skills and practise English language and literacy.

- **English for educational success.** To meet the challenges of the future, learners will need to develop facility with both conversational and more formal English. From the earliest stage, Cambridge Global English addresses both these competencies. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using English-language classroom materials.

In addition to this Learner’s Book, Cambridge Global English Activity Book 3 provides supplementary support and practice. Comprehensive support for teachers is available in Cambridge Global English Teacher’s Resource 3.

The following icons are used in this Learner’s Book:

- Pre-recorded listening activity
- Pairwork or small group speaking activity (not mediated by teacher)
- Write in notebook activity
- Linking activity in Activity Book
- Cross-curricular maths activity
- Cross-curricular science activity.

We hope that learners and teachers enjoy using Cambridge Global English Stage 3 as much as we have enjoyed writing it.

Caroline Linse and Elly Schottman
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1 Working together

We're going to:
talk and write about what people are doing
follow and give instructions
play games and do projects together
write about what we think and what we like
read and talk about a story

1 Talk about it
These children are learning the Dragon Dance for Chinese New Year. Talk about the picture. What is each person doing?

2 Listen
Choose a question. Listen for the answer, then share it with your class.
- How do the children make the dragon move?
- What is Steve doing?
- Is learning the Dragon Dance easy or difficult?
Read and listen to the text. Write a question to ask your class. Use question words like Where ...? What ...? How ...? Who ...?

The Dragon Dance

Chinese New Year is celebrated in China and in many other countries too. The Dragon Dance is part of the celebration. Some New Year dragons are very long. A long dragon brings good luck! The dancers hold up the dragon with poles. They make the dragon move up and down, left and right. As the drum beats slowly or quickly, the dragon twists, turns and dances through the air.

Word study

Stand up. Pretend that you are holding up the dragon on a pole. Act out the words in the box.

Let’s do it!

Learn a new dance. Stand in a line, one behind the other. Move together!
1. Tap your left foot. Put your feet together.
2. Tap your right foot. Put your feet together.
4. Do it again!
Say these words as you do the dance:

Use of English

Is it easy or difficult? What do you think?
• learning a dance
• writing a poem
• speaking English
• playing the guitar
• playing football
• riding a bike
1 Talk about it
What do you and your friends like doing together?

2 Read
Read the instructions. Then play each game.

**Two can tie a bow**
Can you and your partner work together to tie a bow? This is not easy. Each person can only use one hand!

**Up and down**
Sit on the floor, back-to-back with your partner. Link your elbows together. Try to stand up! Then sit down again.

**Don’t step on the floor**
You and your partner need three pieces of paper. You must cross from one side of the room to the other. You must only step on the paper. You mustn’t step on the floor. Can you do it?
Eleven fingers

You need three people. Stand in a circle. Together, say ‘1, 2, 3... Go!’ When you say ‘Go!’ hold out some fingers on one hand: 1, 2, 3, 4 or 5 fingers. Add up all the fingers in the circle. To win the game, you must have 11 fingers. How many tries does it take?

3 Values

Some of these games are difficult. You have to practise and you mustn’t give up. Try using some of these expressions as you play the games.

Let’s try again. Let’s try again.
Don’t give up! Don’t give up!
That’s good. That’s good.
We’ve done it! We’ve done it!

4 Listen

Which game are the children playing? Listen again. Clap when you hear an expression from Activity 3.

5 Let’s find out!

1 Were the games easy or difficult? Which was your favourite?
2 Look at the chart. Which game do most children in that class like best?
3 Now make a chart for your class. Which game does your class like best?

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Key:  = 1 child
3 Team activities

1 Read
Read these instructions and look at the picture.
Which colour team is doing each activity: red, yellow, green or purple?

Tie two ropes around the tree.
Pass a glass of water through the ring.
Climb to the top of the wall.
Carry the boxes to the table.

2 Use of English
Match the question with the answer.

1 What are the children in green tops doing?
   a They are tying a rope around the tree.
2 What is boy number 17 doing?
   b They are carrying boxes to the table.
3 What are the children in yellow tops doing?
   c She is standing on a ladder.
4 What is girl number 28 doing?
   d He is climbing the wall.

3 🌐 Talk
Ask your partner two more questions about the picture.
What is/are ... doing?

4 Word study
Think of lots of different answers to these questions!
- What can you push?
- What can you climb?
- What can you carry?
5  Read
Read and listen to the poem.
Find the word in the poem that rhymes with: in ground to ten about
Find a word in the poem that means the same as: laugh turn round begin

Rope Rhyme
Get set, ready now, jump right in
Bounce and kick and giggle and spin
Listen to the rope when it hits the ground
Listen to that clappedy-slappedy sound
Jump right up when it tells you to
Come back down, whatever you do
Count to a hundred, count by ten
Start to count all over again
That's what jumping is all about
Get set, ready now,
jump
right
out!

Eloise Greenfield

6  Let's do it!
Pretend you are skipping! Count up to 100, one number with each jump.
When you say a number that ends in 5, kick your leg: 15, 25, 35 ...
When you say a number that ends in 0, spin around: 10, 20, 30 ...

7  Word study
Action verbs are things you can do - like jump, sit and giggle.
Make a list of action verbs on pages 10 and 11.
How many can you find? Think of more words to add to your list.
Performing a play

1 Read

The children in the picture are going to act in a play.

They are making signs for the animal characters in the play.

Some children are drawing mammals. A mammal is an animal that has fur and teeth. Most mammals have four legs. Some children are drawing birds.

Birds are animals that have two legs, two wings and feathers. Most birds can fly. One child is drawing a bat. Name two mammals and two birds. Do you think a bat is a mammal or a bird?

2 Listen

Listen to the conversation. Fill in the missing words.

Ana: What can I be?

Vijay: How about a __?

Ben: ____ a tiger?

Ana: That’s a __ ____. I’ll be a tiger!

Why does Vijay want to be a kangaroo? Listen again.
3 Talk
Imagine that you are going to act in a play! What animal do you want to be? Why? Ask three friends.

4 Listen
Tony is drawing a picture of a bat. Listen to the conversation, then answer the questions.
1 What is Tony good at doing?
2 What is Tony not good at doing?
3 What is the missing word in Tony’s picture?

5 Over to you
What are you good at doing?
What are you not good at doing?
Tell your partner.

I’m good at ..., but I’m not good at ... .

Then write a sentence about your partner. Tell the class about your partner.

Jenny is good at dancing, but she’s not good at skipping.

Language detective
What happens when you add -ing to a short vowel word that ends in a consonant?
run – running hop – hopping swim – ?

What happens when you add -ing to a word that ends in a silent e?
dance – dancing write – writing make – ?

6 Let’s do it!
Play this spelling game. Write the name of an animal. Don’t show your friends. Spell the name. Your friends must write the word. They have to make a sound like that animal or act like the animal.
Whose team are you on?

Narrator: The animals are getting ready for a football match. Fox, Kangaroo, and Bear are on the Mammal team. Goose, Owl, and Parrot are on the Bird team. Bat wants to play too.

Bat (eagerly): Can I play?
Parrot: Which team are you on?
Bat (thinking): Hmm. I want to be on the winning team. The Birds are small. The Mammals are big. I think the Mammals will win.
Bat (to everybody): I want to be on the Mammal team!
Bear (to Fox and Kangaroo): Are bats mammals?
Fox: I don’t think so. Bats have wings. Mammals don’t have wings. I think Bat is a bird.
Bat: No, I’m not. I’m a mammal! Look at my fur! Look at my teeth! Birds don’t have fur or teeth.
Kangaroo (to Fox and Bear): That’s true. I think Bat can play on our team.
Fox and Bear: OK. Let’s play!
Narrator: The animals begin to play. Bear passes the ball to Kangaroo. Kangaroo kicks the ball into the goal. The score is Mammals – 1; Birds – 0.
Bat (happy and excited): Hooray for our team!
Narrator: Next, Owl gets the ball. Owl passes the ball to Parrot. Parrot scores a goal. Mammals – 1; Birds – 1! It’s a draw!
Narrator: Bear has the ball next, but Parrot takes it. The birds score another goal. Birds – 2; Mammals – 1. The birds score the next goal too. Now it’s Birds – 3; Mammals – 1!

Bear: Let’s stop! We need a rest.

Bat (feeling grumpy, thinking to himself): The Mammal team is losing. I don’t want to be on the losing team. I think I’ll join the Bird team.

Bat (walking over to talk to Parrot): I’m joining the Bird team.

Parrot: You can’t do that, Bat! You’re part of the Mammal team.

Bat: Not any more. I want to be on the Bird team! Look – I have two wings and two legs – just like you and Owl and Goose!

Goose: Play on!

Narrator: The game begins again. Kangaroo has the ball. She passes the ball to Bear, but Bat takes the ball and passes it to Parrot. Parrot scores a goal. It’s Birds – 4; Mammals – 1.

Bat (happy and excited): Hooray for our team! The Birds are winning the game!

Fox (confused): Stop the game! Whose team are you on, Bat?

Bat: I’m on the Bird team now. And we are winning!

Owl (sternly): You can’t switch teams in the middle of a match, Bat.

Goose: It’s not fair!
Bear (angrily): You are not a good team player, Bat. You can’t be part of this game!

Fox (sternly): I agree. If you want to play with us, you need to follow the rules.

All the animals (speaking together): Go away, Bat! We don’t want to play with you.

Bat (upset): I’m sorry.

Kangaroo: Go away and think about it. When you are ready to follow the rules, you can come back.

Bat (sadly): OK. Goodbye.

Narrator: And the Mammals and the Birds begin playing again without Bat.

Owl: Play on!

The rules
- Practise every day.
- Do your best.
- Help your team.
- Be a good loser. Say, ‘Well done!’ to the other team.
- Be a good winner. Say ‘Thank you!’ to the other team.
3 Talk
- Why does Bat want to play on the Mammal team?
- Why does Bat switch to the Bird team?

4 Values
Look at the list of rules. Which two do you think are the most important?

5 Let’s do it!
Choose a character and make a sign to wear. Act out the play.

6 😃 Word study What does it mean?
Find the words in blue. What does each word mean? If you can’t guess, ask your teacher.

7 Words with more than one meaning
Read the sentences. What is the missing word in both sentences?

1 She hits the ball with a ___.
2 B is the first ___ in bat.
3 Come and ___ football with us!

A ___ can fly.
This ___ is for you.
We are acting in a ___.

8 🎨 As Write
Bat wants to play football again. He writes a letter to the Mammals and the Birds. What does Bat say in the letter?
1 Make a ‘Follow the instructions’ game

1 Work with a group. Write instructions on cards. Make 20 cards.

2 Play the game with your class in two teams.

3 The teams take turns to take an instruction card. If the team can follow the instructions, they score one point.

2 Make a ‘Find the animal’ game

1 Draw a picture of an animal doing something funny. It can be a real animal or a make-believe animal.

2 On another piece of paper, write a description of your animal. Answer these questions:
   - What does your animal look like?
     What colour is it?
   - How many legs has it got?
     Has it got wings? Has it got fur?
   - What is your animal doing?

3 Put all the animal pictures on the wall.

4 Read an animal description to the class. Can the class find the matching picture?

My animal has got purple fur and six legs. It is playing the drums.
Reflect on your learning

1. Choose a picture in this unit. Tell your partner what any people or animals are doing in the picture.

2. Think of some things you can do with a ball. Write two instructions. Read them to your partner. Can your partner act out the instructions?

3. Look at your list of action verbs. Write a sentence about something you like doing and something you don’t like doing. Read your sentences to your partner. Do you like or dislike the same things?


5. Think of an interesting thing you learned in this unit. Write one or two sentences about it.

Look what I can do!

1. I can talk and write about what people are doing.

2. I can follow and give instructions.

3. I can play games and do projects with my classmates.

4. I can talk and write about what I think and what I like.

5. I can read and talk about a story.
We’re going to:
- talk about family celebrations from around the world
- talk about and name family members
- understand a poem about growing up
- read about childhood memories and write our own

1 Talk about it

Have you ever been to a wedding?

Whose wedding was it? What can you remember about it?

The wedding in the picture is in Greece, a country in Europe. What are the people doing?
2 Listen
Choose a question. Listen for the answer. Share the information with your class.
Who made the bride's dress?
Who is Christina and what is she doing?
What are they going to do after the photos?

3 Word study
Use the words in the box to talk about the picture on page 20.
Listen to Christina again to check who is who.

bride groom photographer sister grandmother
granddaughter grandson aunt uncle cousin

4 Write
Write a description of the people in the photo. Say where they are standing.
Say what they are wearing.

The bride's mother is standing next to the groom.
She is wearing a purple jacket and a purple skirt.

5 Let's make it!
Make a napkin fan like the ones at Alexia's wedding. Follow the instructions.

1 You need a napkin made of paper or cloth.

2 First, fold the napkin in half.

3 Next, fold it like a fan. Leave 5 cm unfolded.

4 Fold the whole fan in half: like this.

5 Then fold in the corners diagonally like this.

6 Finally, open up your napkin fan.
1 Read and talk about it
Listen and read about wedding customs around the world. Are the customs the same or different in your country? Which custom do you like best?

**Wedding kimonos**
In Japan, the bride and groom often wear a traditional *kimono*. Both men and women wear a kimono. The kimono is very long and made of silk.

**Throwing rice**
In some countries, the guests throw rice at the bride and groom after the wedding. In other countries, they throw flower petals.

**Hand painting**
In some countries, like India, the bride’s family decorate her hands and feet with *henna*. Henna is made from the leaves of a plant. It is used to draw pictures and patterns. Sometimes the name of the groom is written on the bride’s hands.

**Wedding lei**
In Hawaii and other South Pacific islands, the bride and groom wear a necklace made of flowers or leaves when they get married. It is called a *lei*. The groom wears a lei made of leaves. The bride wears a lei made of white flowers. The lei smells very nice.
2 Read
How quickly can you find the answers?
1 In which country do they decorate the bride’s hands?
2 What do people throw at the bride and groom in some countries?
3 What do the bride and groom wear in Japan?
4 In Hawaii, what is the flower necklace called?

3 Listen
Charlie and Anna are making name cards for a wedding.
The cards tell people where to sit. Listen and answer the questions:
Who is Mrs Ortiz? Who is Mr Wilson?

4 Use of English
Most people have a **first name** and a **surname** (family name).
When we talk to teachers and adults that we don’t know well, we often use a **title** and their surname.

- **Mr** – for a man
- **Mrs** – for a married woman
- **Miss** – for an unmarried woman or girl
- **Ms** – for a woman, married or unmarried

This is the Wilson family. Say the title and surname of each person.

5 Values
In many countries, it is polite for children to use a title when they talk to an adult. Is this the same or different in your country?

6 🌓 Talk
Imagine that your family is having a dinner party.
Draw a big table. Write the names of the people by the table.
Who will sit next to who? Explain your picture to your partner.
1 Read

Read and listen to the poem. What do you think it is about?
How old is the boy now?

The End

When I was one,
I had just begun.
When I was two,
I was nearly new.
When I was three,
I was hardly me.
When I was four,
I was not much more.
When I was five,
I was just alive.
But now I am six,
I'm as clever as clever.
So I think I'll be six now for ever and ever.

A A Milne

2 Talk

Say the words aloud. Match the rhyming words.
alive — four
two — three
more — begun
one — five
me — new
3 Listen
Jongmin’s family live in South Korea. Listen to Part 1.
Jongmin’s grandmother is talking about a special custom. What is it?
Listen to Part 1 again. Match the objects with their meaning.

- coin
- string
- rice cake
- book

You will have a long life.
You will be very clever.
You will always have lots of food.
You will be rich.

4 Listen
Now listen to Part 2.
What did Jongmin choose?

5 Use of English
Jongmin is asking his grandmother about his first birthday party.
Match Jongmin’s questions with his grandmother’s answers.

**Jongmin**
Were there many people at my party?
Was my grandfather at my party?
Were my cousins at my party?
Was there any ice cream at my party?
Was I happy?

**Jongmin’s grandmother**
No, there wasn’t any ice cream.
Yes, they were.
No, you were very cross!
Yes, he was.
There were seven people.

6 🤗 Talk
Make up questions for your partner about his or her last birthday.
Use *was* or *were*.

Was there a cake? Were you happy? Were there many people?
15 1 Read
Tomas and Maria are twins. They live in Mexico. Listen and read about their birthday party and answer the questions.
1 How old are Tomas and Maria?
2 When was their birthday party?
3 What is a piñata?

Hi, I’m Maria.
It was my birthday yesterday and my brother’s too. We were nine years old!
We had a wonderful birthday party.
Lots of our friends came, and my grandparents were there too.

There was a piñata at our party.
A piñata is a cardboard container with sweets or toys inside. It’s usually in the shape of an animal or a star.
It’s decorated in beautiful colours.
Our piñata was in the shape of a donkey!

16 2 Listen
How do you get the sweets from a piñata? Listen to find out.

17 3 Word study
Which month is your birthday in? Which is your favourite month? Why?

January  February  March  April  May  June  July  August  September  October  November  December
4 Use of English
Tomas and Maria’s family have some special days in October. Say when they are.

Language tip
We write: 17th October.
We say: on the seventeenth of October.

5 🌟 Talk
Ask five friends when their birthday is. Write their name and birthday. Then tell the class.

6 Word study
English sometimes ‘borrows’ words from other languages. Match these words with the picture that shows their meaning.

- Hawaii lei
- Mexico piñata
- Japan kimono
- Italy pizza
- France café
**A sad memory**

When I was very young, I had a teddy bear. He was called Bruno and he had only one eye. I took Bruno everywhere with me.

One summer, my family went on holiday to the beach. We could play in the sand and swim in the sea all day. My teddy bear sat on a big rock next to the water.

At the end of the day, my family left the beach, but we forgot Bruno. I couldn’t sleep that night without my teddy bear. We went back to look for him the next day, but we couldn’t find him. The sea must have taken Bruno away.

Dad bought me a new teddy bear, but I still think about Bruno. I miss him.

*This is Bruno.*
A proud memory

Last year, my grandpa had his 60th birthday. He wanted to climb a mountain to celebrate! He invited my family to go with him. My mother said I was too young. She thought I couldn’t climb that far. But I really wanted to go. I knew I could do it.

It was a high mountain and we climbed for a long time. We met lots of people on the mountain. They all asked, ‘How old are you? Do you think you can make it to the top?’

When we reached the top, we all had a picnic. My grandfather was very happy. He said to me, ‘I knew you could do it, Ling! I am really proud that you climbed this mountain with me’.

This is me with Grandpa at the top of the mountain.

Language detective
A memory is something that you remember. What is the opposite of remember?
Clue: Look in ‘A sad memory’.
A happy memory

My aunt got married when I was four. My cousin and I were bridesmaids at her wedding. It was a big wedding with 130 guests! We wore beautiful long dresses and white shoes. After the wedding, we threw flower petals at the bride and groom, and we decorated their car with balloons. It was fun!

There was a huge wedding banquet. We ate and ate until we couldn’t eat any more. After dinner, our parents said we could play. So we played hide and seek under the tables and then we danced until very late.

The bride gave each bridesmaid a special present: a silver necklace. I still have my necklace.

This is me as a bridesmaid.

3 Word study

Find the words in red. If you don’t know their meaning, ask your teacher:

What does ... mean?

Draw a picture of each thing to help you remember what it means.
4 Read and talk

A sad memory
1 What was the teddy called? How did the boy feel about his teddy?
2 What did the family do when they couldn’t find Bruno?
3 Have you ever lost something important to you?

A proud memory
4 Who thought that Ling couldn’t climb the mountain?
   Who thought that she could?

A happy memory
5 Find three things that the girl liked about the wedding.
6 Why do you think the bride gave the bridesmaids a present?

5 Write

We can use the word **and** to combine two sentences that are about the same thing.

My teddy’s name is Bruno. He has only one eye.
My teddy’s name is Bruno **and** he has only one eye.

Write two sentences that describe one of your toys. Then put the two sentences together with **and**.

6 Use of English

1 **Could** is the past form of **can**.
   What is **couldn’t** the past form of?
2 Choose one of the three memory stories.
   How many sentences with **could** or **couldn’t** can you find? Write them.
3 Write two things that you **couldn’t** do when you were a baby.
   Write two things that you **could** do.

7 Write

Draw a picture of a memory that you have. Write a title: **A _______ memory**
Write a few sentences about your memory.
Make a memories scrapbook

1. With your group, choose one of these subjects:
   - Family celebrations
   - Birthdays
   - Holidays

2. Make a scrapbook. Write the title and authors’ names on the cover.

3. Each person must bring in a photo or draw a picture of their memory.

4. Each person writes two or three sentences about their picture.

   This is me on my 4th birthday.
   My best birthday present was a bicycle.

Make a pop-up birthday card

1. Make a list of people in your family. Find out the date of their birthdays.
   - My father 25th January
   - My aunt Shu Fang 31st March
   Whose birthday is next?

2. Choose one of the people and make a birthday card for them.
   Make a ‘pop up’ birthday cake with paper and stick it inside the card.

3. Write who the card is to and who it is from.
   Happy birthday to (their name) from (your name)

4. Choose one of these greetings:
   - Have a lovely day! Many happy returns!
Reflect on your learning

How do families celebrate?

1. How many different family names can you think of?
   Mother, father ...

2. Can you remember two different wedding customs that you read about in the unit?

3. Talk to your partner about a celebration in your family. Who was there? What happened?
   Your partner must ask you two questions about the celebration.

4. When is your birthday? Ask two other people when their birthday is.

5. Choose a picture from the unit. Don’t tell your partner. Describe the picture to your partner.
   Can your partner find which picture you were talking about?

Look what I can do!

1. I can talk about family celebrations from around the world.
2. I can name family members.
3. I can understand a poem about growing up.
4. I can read about childhood memories and write my own.
We're going to:

- learn about desert weather
- read and write about desert plants and animals
- compare things that are alike and different
- ask and answer questions about things that happened
- read, talk about, and act out stories

1. Talk about it

What can you see in a desert?
What animals live there?

2. Listen

Choose a question. Listen for the answer. Share the information with your class.

- What is the weather like in a desert?
- What is the land like in a desert?
- What is a cactus?
- What do the animals do when it is hot?
3 Let's find out!
This map shows the deserts of the world. What continent do you live in? Is there a desert on that continent? Find these deserts. Which continent are they in?
1 Atacama Desert
2 Sahara Desert
3 Sonoran Desert
4 Gobi Desert

4 Listen
1 Which desert is the largest desert?
2 Which desert has the tallest cactus?
3 Which desert is wetter, the Atacama Desert or the Sonoran Desert?
4 Which desert is colder in winter, the Gobi Desert or the Sahara Desert?

5 Use of English
Find the correct ending for each sentence.
All deserts are called ‘cold deserts’.
Many deserts are dry.
A few deserts are hot during the day, but cold at night.

6 Word study
We measure temperature in degrees:

30° = thirty degrees  -5° = minus five degrees

Listen and write the temperatures you hear. Are they hot, warm, cool or cold?
Camels live in the deserts of Africa, Asia, and Australia. They carry people and things across the desert. Before travelling across the desert, a camel eats a lot of food and drinks a lot of water. The food is stored as fat in the hump on the camel’s back.

As the camel crosses the desert, it uses the fat in its hump as food and water. A camel can live for a week or more without drinking water! At the beginning of the trip, the camel’s hump is big and fat. At the end of the trip, its hump is much smaller.

Camels can run as fast as a horse.

Camel = it

More than 1 = they

Camels live in the desert.

They don’t need much water.

It helps the camel reach leaves on tall trees.

They help a camel walk on top of the sand.

They keep sand out of the camel’s eyes.

It stores fat for when there is no food or water.

They help the camel eat spiny desert plants.

They keep the camel’s body away from the hot sand.
4 Read
Read about two other desert animals, the jerboa and the fennec fox. How are they alike? How are they different? Make a chart with your class.

**Jerboa**
Sahara and Gobi Deserts (Africa and Asia)
- sleeps underground during day; closes tunnel with mud to keep out hot air
- eats leaves, roots and insects at night
- does not drink water; gets enough moisture from its food
- has long legs to keep its body away from hot sand
- hops like a kangaroo on its long back legs

**Fennec fox**
Sahara Desert (Africa)
- sleeps underground during day
- eats jerboas, lizards and insects at night - large ears help it hear and catch the animals
- does not drink water; gets enough moisture from its food
- large ears help it stay cool
- thick fur under feet helps it walk on hot sand

5 🎨 Write
Choose the jerboa or the fennec fox. Answer these questions in sentences.
Where does it live? How big is it?
Where does it sleep? When does it sleep?
How does it get enough water? What does it eat?
How does it keep cool in the hot desert? How does it move in the desert?
Have you ever seen a cactus? Where?
Read and listen to find the answer to these questions:
Why is it difficult for plants to grow in the desert? Because ...
Why does a cactus need very little water? Because ...

The cactus

All living things need water. It is difficult for plants to grow in the desert because the desert is very dry, but some plants do grow there. One special desert plant is a cactus. Cactus plants have thick, waxy skin and sharp spines.

Cactus plants can live with very little water. When rain falls, the roots of the cactus plant drink up the water very quickly. The water is stored inside the cactus, under the thick waxy skin. The cactus uses the water in the dry days ahead. The thick, waxy skin keeps the cactus from losing the water inside.

Language tip

The Saguaro cactus is the tallest cactus in the desert.
I think the fennec fox is the most beautiful animal in the desert.
When we compare one thing with lots of other things, we use the ___est.
For longer words, we use the most ________. 
2 Use of English
Complete the questions with the correct form of the word. Then try to answer the questions.
Which is the ________ continent in the world? (big)
Which is the __________ desert in the world? (dry)
Who is the __________ child in the class? (tall)
Who is the __________ person you know? (funny)
What is the __________ fact about deserts? (interesting)

3 Read and talk
Read and listen to the poem about the desert.

Desert
Shhhhhhh ...
Steep canyon cliffs, spiny cactus, sand,
an endless line of blue and tan.
The desert is a place of silence.

But listen ...
A scurry of feet – a lizard, a mouse,
disappears in shadow or an underground house.
The desert is a place of secrets.

Watch out!
A keen-nosed coyote trots from bush to bush.
A sharp-eyed hawk dives from a cliff top – swoosh!
The desert is a place of danger.

Look!
Splashes of red, pink and white after a brief spring shower,
Amidst dry ground and spines – a surprise of flowers!
The desert is a place of beauty.

1 What animals are named in the poem? Which is the largest?
2 Which animal do you think is the most dangerous for a mouse?
3 How do you think the poet feels about the desert?
Two friends

It was a hot day. Hassan and Ibrahim were walking across the desert to an oasis. The boys were friends, but today they were arguing. Hassan was very angry. ‘Ibrahim, you are so stupid!’ Hassan yelled.

Ibrahim felt hurt and upset. He stopped and wrote in the sand, ‘Today my friend yelled at me.’

Hassan read the words that Ibrahim wrote in the sand. He felt sorry, but he didn’t say anything.

The two boys walked on. Soon they came to the cool green oasis, with trees, birds and a waterhole. Ibrahim jumped in the deep water to cool off. Suddenly, Hassan saw that Ibrahim was in trouble. ‘Oh no,’ thought Hassan. ‘Ibrahim is in deep water and he can’t swim!’ He shouted, ‘Stay calm, Ibrahim. I’m coming to help you.’ Hassan swam quickly to Ibrahim. He helped Ibrahim get back to the shore.

‘Thank you, Hassan,’ said Ibrahim. Ibrahim picked up his knife. He carved these words into a rock: ‘Today my friend saved my life.’

‘I don’t understand,’ said Hassan. ‘When I called you stupid, you wrote the words in the sand. But when I helped you, you carved the words in a rock.’

Ibrahim smiled at Hassan. ‘When a friend is unkind, we should write the words in the sand so the wind can blow the words away. When a friend is kind, we should carve the words in a rock so we can remember the kindness for ever.’

‘You are very wise, Ibrahim’, said Hassan. ‘I’m sorry I was unkind. Thank you for being my friend.’
2 Use of English

Find the past simple of these verbs in the story.
Write the present and past forms of the verbs.

<table>
<thead>
<tr>
<th>yell</th>
<th>jump</th>
<th>swim</th>
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<tr>
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<td>carve</td>
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<tr>
<td>come</td>
<td>shout</td>
<td>smile</td>
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</tbody>
</table>

Language tip

To form the past simple, we often add the ending -ed to a verb.
walked
helped

But some verbs have an irregular past simple form.
sit - sat
write - wrote

3 Talk and write

Answer the questions.
1 Why did Hassan yell at Ibrahim?
2 How did Ibrahim feel?
3 What did Ibrahim write in the sand?
4 Where did the boys walk to?

Write four more questions. Use the question words What?, Why?, How? and Where?. Ask your partner the questions.

4 Values

If you are unkind to your friend, what should you say?
If your friend does something kind to you, what should you say?
What do you think is the most important thing for a friend to be?

funny pretty wise honest brave kind

5 Word study: Opposites

Word pairs like kind and unkind are called opposites. In the story, find the opposite of these words.

cold slowly whispered stupid kind

What other opposites do you know? Make a list of all the opposites pairs.
Do you think this text will be fiction or non-fiction?
Why do you think so?

This story takes place in Mexico, in the Sonoran Desert. Coyote is a character in many tales from Mexico. He is always very clever. He often tricks other animals. Read to find out how Coyote tricks Rattlesnake in this story.

Rattlesnake and mouse

It was evening in the desert. Mouse ran here and there looking for seeds to eat. As Mouse ran past a rock, he heard a voice.

‘Help, help!’ said the voice. ‘I am trapped under this rock.’

‘Is that you, Rattlesnake?’ asked Mouse.

‘Yes, it’s me,’ said Rattlesnake. ‘Please push the rock and let me out.’

‘If I let you out, you will eat me,’ said Mouse.

‘No, I won’t eat you. I promise,’ said Rattlesnake. ‘Please let me out.’

‘OK,’ said Mouse. Mouse pushed and pushed until the big rock rolled over. Out came Rattlesnake!
‘Thank you, Mouse,’ said Rattlesnake. ‘I was under that rock for a long time, and I am very hungry! A little mouse is just what I need for dinner.’

‘Wait!’ said Mouse. ‘You can’t eat me. I’ve just saved your life.’

‘You are a kind and fair animal, Mouse,’ smiled Rattlesnake. ‘But I am not. I am a hungry Rattlesnake and I am going to eat you.’

Just then Coyote trotted by. Mouse called out, ‘Coyote, please talk to Rattlesnake. Rattlesnake was trapped under this big rock. I rolled the rock over and saved her life. Now she is going to eat me. That’s so unfair!’

Coyote stopped to listen. ‘What did you say, Mouse? Were you trapped under this big rock?’

‘No,’ said Mouse. ‘Rattlesnake was trapped under that rock.’

‘I’m sorry. I don’t understand,’ said Coyote. ‘Did Rattlesnake push this big rock over?’

No,’ shouted Mouse. ‘I pushed that rock over.’

Oh, I’m so confused,’ said Coyote. ‘Explain that again, please. Did Rattlesnake save your life?’

This is ridiculous!’ said Rattlesnake. ‘How can you be so stupid, Coyote? I’ll show you what happened.’
Rattlesnake slithered back into the hole by the rock. ‘I was here and that big rock was on top of me,’ Rattlesnake explained.

‘Like this?’ asked Coyote as he rolled the rock back on top of Rattlesnake.

‘Yes,’ said Rattlesnake. ‘Now do you understand?’

‘Yes,’ said Coyote. ‘Now I understand.’

‘Good,’ said Rattlesnake. ‘Now push the rock over and let me out.’

‘Oh, no,’ said Coyote. ‘I don’t want to let you out. I think it is good that you are under that rock.’

‘Thank you, Coyote! You’ve saved my life,’ laughed Mouse. ‘I thought you were being stupid. But you were just pretending.’

‘That’s right,’ said Coyote. ‘I’m a very clever animal. I’m the cleverest animal in the desert! Now stay safe, Mouse, and don’t help any more rattlesnakes!’

3 Talk

1 Where was Rattlesnake at the beginning of the story?
2 Where was Rattlesnake at the end of the story?
3 How did Mouse help Rattlesnake?
4 What did Rattlesnake want to do to Mouse?
5 Why did Mouse say, ‘That’s so unfair!’
6 How did Coyote trick Rattlesnake?

Unit 3 Lesson 5 Read: Rattlesnake and mouse Use of English: direct speech; speech marks; questions Talk: discussing plot and characters; acting out a play Values: fairness
4 Use of English

Was Rattlesnake kind?
Yes, she was. / No, she wasn’t.
Was Mouse helpful?
Yes, he was. / No, he wasn’t.
Did Rattlesnake eat Mouse?
Yes, she did. / No, she didn’t.
Did Coyote save Mouse’s life?
Yes, he did. / No, he didn’t.

Make up some more questions about the story. Ask your partner.

5 Values

Discuss these questions.
1 In this story, Coyote tricked Rattlesnake. Do you think this was fair or unfair?
2 Do you think Coyote should go back and let Rattlesnake out?
3 Have you ever tricked an animal or a person? Why did you do it?
4 Has anyone ever tricked you? How did you feel?

6 Word study

These blue words are in the story. Match the sentences with the same meaning.
1 It was evening.
a Rattlesnake can’t get out.
2 Rattlesnake is trapped.
b I don’t understand.
3 Rattlesnake is hungry.
c It was the end of the day.
4 I am confused.
d Tell me what happened.
5 Explain what happened.
e Rattlesnake wants to eat. She needs some food.

7 Talk

Who said these words? Act out the words.
‘Help! I’m trapped under this rock.’
‘You can’t eat me. I’ve just saved your life.’
‘I’m so confused. Did Rattlesnake save your life?’
‘How can you be so stupid, Coyote?’
‘That’s right. I am a very clever animal.’

Let’s do it!

Act out the story.

Write

Who was your favourite character in the story?
Why did you like that character best?
1 Make a desert mural

1 Choose a desert. What continent is your desert on?
2 Do some research:
   - Is your desert sandy or rocky?
   - Are there mountains or canyons?
   - What plants and animals live in your desert?
3 Draw a picture of your desert on a large piece of paper.
4 Draw and label the plants and animals that live there.
5 Write some amazing facts about the plants and animals.
6 Tell the class about your desert mural.

2 Chart the weather

1 Make a weather chart for five days. Record the weather where you live or in another place.
2 Each day, draw a picture to show the weather. Measure the temperature with a thermometer. Say if it is hot, warm, cool or cold.
3 To find out the weather in a different place, look at a weather website.
4 After five days, answer these questions:
   - What was the highest and lowest temperature?
   - How many days did it rain?

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</tbody>
</table>
Reflect on your learning Why are deserts special?

1. What is the weather like in a desert? How are days and nights different?

2. Look at the fact cards about the jerboa and the fennec fox on page 37. Talk with your partner about ways that these two desert animals are the same.

3. Write two questions about the story, Rattlesnake and mouse. Write the answers to your questions.

4. Think of an interesting thing you learned in this unit. Write one or two sentences about it.

5. Think about the activities in this unit. Answer these questions:
   What picture did you like best?
   Which activity did you like best?

Look what I can do!

1. I can talk about desert weather.
2. I can talk and write about desert plants and animals.
3. I can compare things that are alike and different.
4. I can ask and answer questions about things that happened.
5. I can read, talk about and act out a story.
4 Look again

We’re going to:
read about optical illusions
do experiments and discuss the results
compare and describe things
talk about where things are
learn about animal camouflage

1 Talk about it
The pictures on these pages trick our eyes.
They are called optical illusions. Follow the instructions.
Then talk about what you find out.

A Which line is longer, \( a \) or \( b \)? Measure the lines to check.
B Look at the yellow circle in the middle of each flower.
   Which yellow circle is bigger, \( a \) or \( b \)? Measure the circles to check.
C Look at the blue line and the orange line on the wall. Which line is longer?
   Is it really longer, or is it an optical illusion? Measure to find out.
2 Word study

Listen to each definition and point to the matching shape.

- square
- circle
- triangle
- rectangle
- cube

3 ☁️ Let’s find out!

Look at the pictures. Read the questions. Then say what you find out.

What shape can you see in this picture? Is it really there?

Look at the little white circles. Can you see black dots too? Can you count them? Do you think the black dots are real or are they an optical illusion?

4 Let’s make it!

You need a long pencil, two pieces of paper, and some sticky tape.

Draw two pictures the same size, one on each piece of paper, like this:

Tape the pictures back-to-back at the top of the pencil. Twirl the pencil between your hands. What do you see? Why do you think that happens?
1 Talk about it
If something is impossible, it can't happen.

Things that are impossible are not real.
Think of some impossible things.
For example, a horse that can fly.

2 Read
Look at this picture of an elephant.
Can you count how many legs it has?
It's difficult, isn't it?

To make it easier, use a piece of paper to cover the elephant's feet.
How many legs can you see?

Now cover the elephant's body.
How many legs can you see now?

Now look at the whole picture again.
The top and the bottom of the picture don't match. It is an impossible picture,
but our eyes want it to be possible!

3 Talk
Who is going up the stairs?
Who is going down the stairs?
Use your finger. Pretend to climb these stairs. Go up, up, up.
Now turn around and go down, down, down.
Are these stairs possible in the real world?
4 Word study

The words below begin with the prefixes **un-** and **im-**.
Both these prefixes can mean ‘not’.

A **kind** person helps other people.
An **unkind** person hurts other people’s feelings.
Look at the pictures. Which person is **unkind**?

A **tidy** person likes things to be neat and clean.
An **untidy** person leaves things in a mess!
Look at the pictures. Which person is **untidy**?

You are waiting for a bus. A **patient** person waits quietly and feels calm.
An **impatient** person doesn’t like waiting and feels angry.

Look at the pictures. Which person is **impatient**?

You are walking and you bump into an old lady.
A **polite** person says, ‘Sorry!’ An **impolite** person doesn’t say anything.

Look at the second picture. Is the girl **polite** or **impolite**?

Let’s do it!

With your partner, choose one of the scenes above and act it out.
The class will guess which words you are acting.

Write

Write sentences about you. Use an adjective from above.
Use: always usually sometimes never

I’m **usually** patient. I’m **sometimes** impatient.
1 Let's find out! We see with two eyes.
Does your left eye see the same thing as your right eye?
To find out, try these experiments.

The jumping finger
1 Hold up a finger and close your left eye.
2 Move your finger so that it covers something on the wall or outside.
3 Now keep your finger still. Close your right eye and open your left eye.
   Is your finger still covering the same thing?
4 Close your left eye and open your right eye again. What happens?

The floating finger
1 Find a wall to look at.
2 Point two fingers at each other. Hold your hands in front of your face.
3 Stare at the wall. Can you see a tiny finger floating between your two fingertips?

Tell me why!
When we look at something, each eye sees it a little differently. Usually our brain brings the pictures from our two eyes together and makes one perfect picture. But sometimes our brain gets confused!
2 Listen

Most people have a stronger hand: are you right-handed or left-handed? Did you know that most people have a stronger eye too?

Listen and try this experiment.

Which eye was stronger for most students in your class - the left eye or the right eye?

3 Use of English

Prepositions can describe where things are.

on under next to between near in front of behind

They’re between the trees.

Choose a thing or a person in the picture. Say where the thing or person is. Your partner must guess what or who it is.

The musicians!

4 Write

Write five sentences describing where students in your class are sitting. Use different prepositions.

Ibrahim is sitting behind Yusuf.
1 Use of English

Read and listen to the conversations.

The words in red are pronouns. Why do we use pronouns? What do you notice about the pronoun **them**?

- I can see a girl.  
- I can see a boy.  
- I can see a bird.  
- I can see two girls.  
- I can see some boys.  
- I can see a lot of birds.

- I can see her too.  
- I can see him too.  
- I can see it too.  
- I can see them too.  
- I can see them too.  
- I can see them too.

Play a game. Say something (or someone) that you can see. Your partner must answer, ‘I can see .... too.’ Make sure your partner says the correct pronoun!

- I can see some clouds.  
- I can see them too.  
- I can see Maria.  
- I can see her too.

2 Talk

The pictures below are ‘two-in-one’ pictures. You can see each picture in two different ways. Try it!

- A vase or two faces?
- A musician or a pretty girl?
- A rabbit or a duck?

Ask your partner what he/she can see. Which picture did you see first?
3 🎈 Talk

Read the descriptions and find each face in the tree picture below.
When you find a face (or faces), say:
I’ve found her OR him OR them!

Find …
- a woman without glasses
- two women with glasses
- a man with glasses
- a smiling man
- a man with a moustache
- a man with a beard
- three men with hats

4 🎈 Write

The painting below by is by Oleg Shuplyak. You can see two different pictures in it. Write what you see.

In one picture I can see …
In the other picture I can see …

Writing tip

When you write a list, put a comma, between the things. You don’t need a comma before the word and.

I ate some bread, some cheese, an egg and a pear.
Hidden animals

This painting by Bev Doolittle is called ‘Pintos’. A pinto is a name for a horse with a special colouring – white with brown spots or blotches. How many pinto horses can you find hidden, or camouflaged, in this setting of brown rocks and white snow?

Animals use camouflage to hide and stay safe. Camouflage means that the colours and patterns on an animal’s body are the same as the colours and patterns of the place where the animal is hiding. If the camouflaged animal does not move, it is hard to for other animals to see it.

Don’t eat me!

What animals are hiding in these photos?

Camouflage is a good way for a small animal to hide from the larger animals that want to eat it. Birds like to eat bugs, butterflies, frogs and snakes. Snakes like to eat mice, frogs, and birds’ eggs.

A yellow flower is a good place for a yellow butterfly to hide.

The stick insect is good at camouflage. Its body is the colour of bark – brown and green. Its long body, legs and antennae blend in perfectly with tiny branches and leaves.
Looking for a meal

Animals which eat other animals also use camouflage. A tiger is the largest wild cat in the world. It has orange fur and black stripes. When a tiger creeps silently through tall grass, it is very hard to see. The tiger's stripes are good camouflage. They blend in with the tall grass. When the tiger sees a deer or other tasty animal, it jumps out of the grass and catches its meal by surprise.

Changing colours

Some animals change the colour of their fur in winter. Why do you think they do that?

During the warm months, an Arctic fox has brown fur. Its brown colour matches the brown soil and grasses of the Arctic land where the fox lives. In winter, the Arctic land is covered with snow. When the cold weather begins, the Arctic fox grows a coat of white fur. This camouflage helps the Arctic fox hide from hungry polar bears and wolves!
3 Word study

Look for the blue words in the story. Read the sentences aloud. Then match each word with its definition.

hide  
- a mix two things together so they become one thing

hard  
- b the hair that covers an animal

bark  
- c be in a place where nobody can see you

blend  
- d the outside part of a tree or branch

meal  
- e difficult, not easy

fur  
- f food, for example dinner or a lunch

4 Write

Write the answers to these questions.

1 How do animals use camouflage?
2 Where is a good place for a yellow butterfly to hide?
3 What animal eats butterflies?
4 Is a stick insect good at camouflage? Explain how.
5 Why does a tiger need camouflage?
6 What colour is an Arctic fox in summer, and in winter?

5 Pronunciation

Words with the letters ar are said differently by speakers of British and American English. Listen to the sentence on the audio and repeat!

British English: The Arctic dogs bark in the dark night.

American English: The Arctic dogs bark in the dark night.

Language detective

Some English words are spelled differently in British English and American English. Can you see the differences here?

British English: This is the colour grey.

American English: This is the color gray.

Look at the poem on the next page. Do you think the poet speaks British English or American English?
Grayish, Greenish

Grayish, greenish, blackish tree
The colors you see are the colors of me.

Grayish, greenish, blackish bark
I’m bumpy and blotchy, part light and part dark.

Grayish, greenish — what do I hear?
A sound in the branches that’s coming too near!

Grayish, greenish, blackish — YIKES!
What if he saw me — what if he strikes?

Grayish, greenish — what do I feel?
OH NO! HE HAS FOUND ME, I’LL SOON BE HIS ...

David M. Schwartz and Yael Schy

7 Talk

1. Who is speaking in this poem? Who is me in ‘The colors you see are the colors of me.’?
2. Can you find something in the classroom that is grayish greenish? greenish blueish? brownish?
3. Who is the animal hiding from? Who do you think he is in ‘What if he saw me — what if he strikes’? a a snake   b a bird   c a fox
4. What happens to the frog at the end of the poem?
5. The poets did not write the last word of the poem. They let the reader fill in the word. What is the last word of the poem?
6. What rhyming words are there in the poem?
1 Make a camouflage frog or butterfly

1 Cut out a frog or butterfly shape.

2 Choose a place where your animal can hide. Colour your frog or butterfly with colours and patterns that blend in with its hiding place.

3 Hide your frogs and butterflies while your classmates close their eyes. How many can they find in three minutes?

4 Then write about what you did, like this:

I made a camouflage frog.
I cut out a frog shape ...

2 Write an animal camouflage poem

Write a poem in the voice of a camouflaged animal, as in Grayish, Greenish. Your poem doesn’t need to rhyme. Draw a picture.

Think about these questions as you write your poem:

What animal are you? What do you look like? Where are you hiding?
Are you trying to keep safe or are you hunting for a meal?
What happens at the end of your poem?

I look like a stick.
I’m the colour of bark.
I sit very still on this tree.
Reflect on your learning

1. Look at Lesson 1. What is an optical illusion?

2. Look at the square in the centre of these two pictures. Which square looks bigger? Is that square really bigger or is it an optical illusion?

3. What is an impossible picture? Look at Lesson 2. Which impossible picture do you like best?

4. Make up a sentence using each preposition:
   near  between  behind

5. Think of an interesting thing you learned in this unit. Write one or two sentences about it.

Look what I can do!

1. I know what optical illusions are.
2. I can do experiments and discuss the results.
3. I can compare and describe things.
4. I can talk about where things are.
5. I can talk about animal camouflage.
5 Inventors and inventions

We're going to:
read about inventors and inventions
talk about some everyday inventions
understand how problems can be solved with inventions
enjoy a story about imaginary inventions

1 Talk about it
What is an inventor? Do you know some famous inventions?

2 Listen
These children are on a TV show for young inventors. What three things have they invented? Do you think these inventions are real?
3 😖 Over to you
Which do you think is the best invention? Which is the worst invention?
Talk about each invention.

I think it’s ...

a good idea  a bad idea  useful  silly  fun

4 Word study
An inventor is a person who invents inventions!

Complete the sentences. Which picture goes with which sentence?
1 A painter is a person who ____ a painting.
2 A ____ is a person who studies Science.
3 A musician is a person who plays ____.
4 A ____ is a person who bakes bread.
5 A discoverer is a person who ____ new things.
6 A ____ is a person who plays football.

5 😖 Talk and write
Think of something you would like to invent.
What does it do? Draw a picture of it.
Write about it. What is it called?

My invention is ... It is called ...

Writing tip
Remember to use a capital letter at the beginning of a sentence.
At the end of each sentence, use a full stop . or an exclamation mark !
2 A history of inventions

1 Talk about it
Look around the room.

What things were invented by an inventor?

2 Read
Listen and read about four important inventions.

The wheel
One of the most important inventions is the wheel. It was invented more than 5,000 years ago.

The wheel made it much easier to carry heavy things. People could push or pull simple carts.

For thousands of years, most wheels were made of wood or stone. Then about 170 years ago, the tyre was invented. It was made of rubber, filled with air.

Travelling on wheels was much more comfortable after that.

How many different kinds of wheels can you think of?

Printed books
Long ago, people used to write all books by hand.

The ancient Chinese invented a way to copy texts more quickly by carving letters into a wooden block. They put ink on the wooden block. Then they pressed paper on the ink.

Then, over 500 years ago, a German called Gutenberg invented a new kind of printing press. It could print pages much more quickly.

Look around you. How many things can you see that are printed?
The television
Television was invented nearly 100 years ago. But not many people had a television in their home until after 1950. The earliest TV pictures were only in black and white.

The telephone
The telephone was invented in 1876. The name ‘telephone’ comes from two Greek words which mean ‘far’ and ‘voice’. Do you think this is a good name?

The first mobile phone was invented in about 1980. Ask your family if they can remember when there were no mobile phones!

3 😊rawing and talk
Write these inventions in order of when they were invented. Start with the one that was invented first.

4 Use of English
We can say used to to talk about how things have changed.

People used to write books by hand.

Talk about how things were different before each invention. Answer the questions with used to.

In the evenings, before TV, what did families use to do?
Before the telephone, how did people send messages?
# 3 Problems and solutions

## Read
People invent things because they want to solve a problem. Read about three more inventions. Which of these inventions have you seen? Where?

## Problem
1. Robert Plath was an airline pilot in the United States. He had to carry heavy suitcases around very big airports. He hated it!

2. Fishermen sometimes used to fall out of their boats and drown in stormy weather.

3. A hundred years ago, there were lots of cars on the city roads. There used to be lots of accidents when two roads crossed.

## Solution
1. In 1987, he invented a small suitcase on wheels. Now everybody can buy one!

2. In 1928, Peter Markus invented a new life jacket. It was made of rubber and filled with air. It saved many lives. Now all boats and planes carry life jackets.

3. In 1923, an American called Garrett Morgan invented the traffic signal. It told drivers when to stop and when to go. Today we have traffic lights on many roads.

## Language tip
We say years before the year 2000 like this:

- **1986** Nineteen eighty six

We say years after the year 2000 like this:

- **2008** Two thousand and eight
- **2013** Two thousand and thirteen OR Twenty thirteen

Which year were you born in?
2 Use of English

When was each invention invented? Who was the inventor?
Which thing was invented first? Which was next?

3 Talk

Talk to your partner about one of the three problems.
Can your partner remember the solution, without looking?

4 Talk

Which of these things do you have to do at home?
Think of three more things that you have to do.

- I have to brush my hair every day.
- I have to brush my teeth.
- I have to lay the table before we eat.
- I have to put my dirty clothes in a laundry basket.
- I have to do my homework.
- I have to practise a musical instrument.

Language tip

We use have to to talk about rules and things that other people make us do.

STOP You have to stop.

5 Write

Choose one of the things in Activity 4. Think of an invention to make it easier or more fun! It can be silly or serious. Write about it.

My invention

I will invent a laundry basket with long arms!
It will pick up all my clothes.
Carrying things

1. Talk about it
Look at the poem and read the title.
Why do you think the poem is such an unusual shape?

2. Read
Read and listen to the poem.

The straw – 1888

A simple sipping instrument
from Marvin Stone’s imagination.

Castle building, dreaming, pure play,
one person wondering on any old day.

What might you invent today?

Paper strips wound round his pencil,
 glued together – poof! A new invention.
Eventually sealed with wax, preventing leaks,
swilling spirals leading lemonade to puckered lips.

Drew Lamm
3 Read
Who invented the straw? When? How did he invent his first straw?

4 📜 Word study
Do you prefer to drink lemonade through a straw or from the glass?
A glass is a kind of **container**. A container is a thing that you put other things inside.
Match each container with its picture. Then say two things that you could put inside each container.

- a suitcase
- a paper bag
- a backpack
- a cup
- a glass
- a pencil case
- a purse
- a lunch box
- a wardrobe
- a cupboard
- a car boot
- a bin

Which is the biggest container?
Which is the smallest container?
Which ones do you have in your house?

4 Let’s make it!
Make your own paper bag! What will you keep inside it?
Jack’s dream home

Extracts from If I Built a House by Chris Van Dusen

Jack, in the backyard, said to his mother. This house is OK, but it’s like any other. It’s boxy and boring and basically bland. It’s nothing at all like the house I have planned.

We’ll start with the basics, right off the bat. Check out my all-in one Kitchen-o-Mat! You don’t have to cook and you don’t have to clean. It’s done by a space-age robotic machine. It makes all the meals and the food is deelish. Then it washes and puts away every last dish.
And here is my bedroom, way up in the sky, 
On top of a **tower** 200 feet high. 
With glass all around, just check out the **view**! 
A bed in a tower – now that’s something new!

Next comes my Flying Room. See how it’s tall? 
It’s empty except for a **switch** on the wall. 
Just turn off the switch and you’ll float off the ground, 
Then **flap** like a bird and fly all around.
This is my Racetrack Room. Step right inside. 
It’s less like a room and more like a ride. 
It features a racetrack that loops all around 
With superfast go-karts that don’t make a sound.
You fly and you flip and you zip and you **zoom**! 
You have to admit, it’s a wonderful room!
3 Read and talk
1 What does Jack think of the house where he lives with his mother? How can you tell?
2 What has he invented for the kitchen? What does it do?
3 How is the bedroom unusual?
4 What happens if you press the switch in the Flying Room?
5 What can you do in the Racetrack Room?
6 Which room do you like best?

Language detective
‘... the food is deelish.’
Deelish is not a real word. What do you think it means? What real word does it sound like?

4 Word study
Find the words in blue. Match them with their meaning.

- boring: what you can see
- space-age: not interesting
- tower: move your arms or wings up and down
- view: move very quickly
- switch: something you press to make a machine work
- flap: very modern
- zoom: a very tall building

5 Word study
Find the pairs of rhyming words in the poem. Write and say them.

mother – other
bland – planned

6 Talk and write
What do you think the other rooms in Jack’s house are like, for example the living room and the bathroom?
6 Choose a project

1 Make a book of inventions
   1 Work with a group. Each person chooses an invention.
   2 Try to find out and write the answer to these questions:
      What is the invention?
      Who invented it?
      When did they invent it?
      Write one interesting fact about the invention.
   3 Draw a picture of the invention.

2 Draw and label a room
   1 Choose a room in your house. Draw the room and the things inside it.
   2 Draw and label three inventions in the room.
   3 Draw and label three things which are containers.
   4 Under the picture, make a list of the containers.
      Write what is inside each of them.
Reflect on your learning

What do inventors do?

1. How many real inventions can you name? Write a list with your partner.

2. Re-read the story on pages 70-72. Write three questions about the story. See if your classmates can answer your questions.

3. Say three things you have to do at school. Say three things you have to do at home.

4. What were the two most interesting things you learned in this unit?

Look what I can do!

1. I can read about inventors and inventions
2. I can talk about some everyday inventions
3. I can understand how problems can be solved with inventions
4. I can enjoy a story about imaginary inventions
6 Dinosaurs

We're going to:
- ask and answer questions about dinosaurs
- talk about time and dates
- describe and compare dinosaurs
- read about and discuss dinosaur discoveries

1 Talk about it
What do you know about dinosaurs?
What questions do you have about them?

2 Listen
Listen and write down three facts about dinosaurs.
Share the facts with your class.
Listen

Listen to the audio again. Is each sentence true or false?

1. Dinosaurs lived millions of years ago.
2. All dinosaurs were huge.
3. All dinosaurs ate meat.
4. Early humans (people) hunted dinosaurs.
5. Scientists learn about dinosaurs by studying dinosaur fossils.
6. Scientists have many questions about dinosaurs.

Read

Which photo shows a body fossil? Which shows a trace fossil?

Fossils

Fossils were made when a dead dinosaur was buried under mud or sand. After a long time, the mud or sand turned into rock.

Body fossils are made from parts of the dinosaur’s body: bones or teeth.

Trace fossils are made from things that a dinosaur left behind. For example, footprints or nests.

Let’s find out!

Hold out your arm. Your arm will be a timeline. Listen and follow the instructions. What happened at each different time?
For how many millions of years did dinosaurs live on Earth?

350 million years ago

220 million years ago

65 million years ago

100 thousand years ago
1 Talk about it

Look at the dinosaurs on these two pages. Which dinosaur do you think could ... … eat leaves at the top of a tall tree? … kill other dinosaurs with its teeth? … hit other dinosaurs with its tail? … run very fast? … make a noise with its head?

2 Read

Look at all the questions first. Can you guess the answers? Read and listen to see if you were right.

Could dinosaurs walk on two legs?

Yes, some walked on two legs. Others walked on four legs. Most meat-eating dinosaurs, like Allosaurus, walked on two legs. This left their ‘hands’ free to grab the animals they wanted to eat.

Could dinosaurs run?

Yes, they could. Some dinosaurs, like Gallimimus, could run very fast. They could probably run about 70 kilometres per hour.

A grown-up Apatosaurus was much bigger than the meat-eating Allosaurus, so it didn’t need to run. But a baby Apatosaurus could be a tasty meal for a hungry Allosaurus! Scientists think that baby Apatosauruses could run quite fast on their two back legs when they needed to get away.
How did dinosaurs use their tails?

Dinosaurs’ long tails helped them to keep their balance as they ran.

A huge Apatosaurus sometimes stood on its two back legs to eat leaves at the top of a tree. Its long tail helped it keep its balance as it ate.

Ankylosaurus used its tail as a weapon. Ankylosaurus could swing its heavy tail to break the legs of any dinosaur which tried to eat it.

Could dinosaurs make a noise?

Most dinosaurs probably made some kind of noise. Scientists are not sure what noises they made. Did they hiss like a snake, or roar like a lion, or honk like a goose? What do you think?

The Parasaurolophus had a big tube on its head. Scientists think that the tube made sounds like a musical instrument – loud and low. Parasaurolophus was a plant-eating dinosaur, so perhaps it used its loud call to warn the others when a meat-eating dinosaur was near.

Language detective

Can’t is the opposite of can. What is the opposite of could?

Dinosaurs could run, but they ____ fly.
3 Describing dinosaurs

1 Use of English

Try to imagine a dinosaur that is 37 metres long. Then imagine a dinosaur that is **as long as** three buses. Which is easier? Read and complete these sentences.

The longest dinosaurs were **as long as** ... .

They were **as heavy as** ... .

The smallest dinosaurs were **as small as** ... .

2 Write

In English, we often use comparisons to describe things. Imagine a dinosaur. Was it a meat-eater or a plant-eater? Write three comparisons that describe your dinosaur. Read them aloud. Can your classmates guess if your dinosaur was a meat-eater or a plant-eater?

**My dinosaur was ...**

as big as ...  as small as ...  as fast as ...

as slow as ... as strong as ... as heavy as ...

as loud as ... as quiet as ... as dangerous as ...

as light as a feather

as quick as lightning

as busy as a bee
3 📚 Read

Listen to and read the poem *Unfortunately*. Memorise the poem and say it with your partner.

**Unfortunately**

Dinosaurs lived so long ago they never had a chance to know how many kids would love to get a dinosaur to be their pet.

*Bobbi Katz*

4 📔 Write

Imagine you have a pet dinosaur. Make up a name for it. Use your own name and add ‘osaurus’!


*My pet dinosaur by Paul*

*My pet dinosaur is called a Paulosaurus. It has a long neck and a long tail. It can jump on the roof of my house.*

5 🌐 Use of English

Dinosaurs lived very long **ago**.

How long ago? Look at the timeline on page 77 and complete these sentences.

The first dinosaurs appeared ____ years ____. The last dinosaurs died ____ years ____. Ask and answer questions with your partner:

- How many years ago ...
- ... were you born?
- ... did you start learning English?
- ... did you learn to read?
- ... did you lose your first tooth?
1 Read

Scientists have discovered many new things about dinosaurs.

Read and listen to the timeline. Which discovery surprises you most?

**Timeline of dinosaur discoveries**

- **1973**: Birds are living dinosaurs.
- **1986**: Most dinosaurs were warm-blooded.
- **1999**: Many dinosaurs had feathers.
- **2000**: Some dinosaurs climbed trees.
- **2009**: Some dinosaurs had poisonous bites.

2 🎨 Let’s do it!

What year are we in now? How many years ago did each dinosaur discovery take place?
3 Read
The paragraphs below give more information about each dinosaur discovery on the timeline. Match the paragraph and the discovery.

A Scientists used to think that all dinosaurs had scaly skin, like lizards. Now scientists have found fossils of dinosaurs which had feathers.

B Scientists used to think that dinosaurs had no living relatives. Now scientists think that over millions of years, small dinosaurs became birds.

C Scientist used to think that there were no poisonous dinosaurs. Recently scientists discovered a dinosaur with teeth like a poisonous snake.

D Scientists used to think that dinosaurs were cold-blooded, like snakes. Then they discovered that dinosaur bones were like the bones of other warm-blooded animals.

E Scientists used to think that dinosaurs couldn’t climb trees. Then scientists in China discovered small dinosaurs which used their claws to climb trees.

4 Write
Write sentences that say what scientists used to think about dinosaurs and what they think now.

Scientists used to think that dinosaurs had no living relatives, but now they think that birds are living dinosaurs.

5 Use of English
Find the answer to these clues:
It’s an animal which lived millions of years ago.
It’s a person who studies science.

With your partner, make up some more clues. Can your classmates guess the answers?

Language tip
a person who ...
an animal or a thing which ...
An amazing fossil discovery

In 1978, John Horner, an American dinosaur expert, made an exciting discovery. He found a group of dinosaur nests, filled with fossil eggs and dinosaur babies. It was a wonderful chance for scientists to learn about the life of baby dinosaurs.

The first nest that Dr Horner discovered had 15 baby dinosaurs. Each dinosaur was nearly a metre long. The bones of an adult dinosaur were near the nest. Dr Horner could tell that the babies were not new babies, because their teeth were worn down. They had been eating food for quite a while. Their mother must have brought food to them in the nest, just as mother birds feed their babies today. Dr Horner named the new dinosaur Maiasaurus. The name means ‘good mother dinosaur’.

In another nest, Dr Horner found smaller babies that had just hatched. Their legs were too weak to walk. Dr Horner and his team discovered more nests and bones. They called the place ‘Egg Mountain’. They gathered lots of clues about how the dinosaurs lived.
A mother maiasaur was about as big as a bus and as heavy as an elephant. She was too heavy to sit on her eggs – she would break them! Probably the mother maiasaur put leaves and dirt on top of the eggs to keep them warm.

When the eggs **hatched**, the mother would bring leaves and berries to her hungry babies. (Maiasauras were plant-eating dinosaurs.) The babies stayed in the nest for several months, growing bigger and stronger.

Dr Horner found the nests of another kind of dinosaur on Egg Mountain. This dinosaur was a small meat-eating dinosaur called **troodon**. Troodons probably tried to **steal** the little maiasaur babies to feed to their own babies. Life could be **dangerous** for baby maiasauras!

---

**3 Word study**

Find the blue words. Match them with their meaning below.

a broke open so the baby inside could come out

b not safe

c take something that is not yours

d facts that help you guess the answer
In 1984, Dr Horner and other scientists made another discovery. Near Egg Mountain they found a giant ‘bone bed’ with the bones of hundreds of maiasauras. There were bones of grown-up maiasauras and bones of young maiasauras. The smallest bones were from maiasauras about one year old.

‘Why were there so many maiasauras in one place?’ Dr Horner wondered. ‘And why did they all die at the same time?’ The scientists looked for clues. They think that the maiasauras were travelling in a big group, like sheep or deer do today. Clues showed that a volcano had erupted and killed all the maiasauras and other animals living in that area.
4 Read
Is each sentence true or false?
1 Dr Horner found a lot of dinosaur nests on Egg Mountain.
2 A maiasaur baby could run as soon as it came out of the egg.
3 Troodon mothers built nests and took care of their babies.
4 Troodon babies ate meat.
5 Maiasaur may have travelled in big groups.
6 They died because it was too cold.

5 Talk
The scientists learned a lot about maiasaur.
What clues did they find for each fact?
1 The mother maiasaur looked after her babies.
2 Many of the babies were not new-born.
3 Egg Mountain was a dangerous place for the baby maiasaur.
4 Maiasaur lived in big groups.

6 Values
A good scientist is:

[Curious, patient, hard-working, willing to change his or her mind]

Which of these qualities do you have? How about your partner?
If you were a scientist, what would you like to study? Why?
1 Make a dinosaur mural

1 Here are two groups of dinosaurs that lived in the same place, at the same time. Choose one group.

**Group A:** Tyrannosaurus Rex, Triceratops, Ankylosaurus

**Group B:** Stegosaurus, Allosaurus, Brachiosaurus

2 Do research on each dinosaur in your group:

3 Was the dinosaur a meat-eater or a plant-eater? How big was it?

4 Draw a picture scene. Make the big dinosaurs big and the little ones little. Write each dinosaur’s name by its picture. What are your dinosaurs doing? Write a description of your mural.

2 Become a dinosaur expert

1 Do research on a dinosaur of your choice. Here are some ideas:
   - Where did the dinosaur live?
   - What did the dinosaur eat?
   - How big was the dinosaur?
   - Find two amazing facts about the dinosaur.

2 Write a report about the dinosaur and draw a picture.

3 Teach your class about the dinosaur. Use a map to show your class where the dinosaur lived. Show your picture and read your report.
What do we know about dinosaurs?

1. Think of five new things you learned about dinosaurs in this unit.
2. Answer these questions with your partner.
   In what year were you born?
   How many years ago was that?
   What year was it 100 years ago?
3. Write three sentences describing one of the dinosaurs shown in this unit. Read your description to some classmates. Can your classmates point to the dinosaur you described?
4. Look at the maiasaur on page 86 and the troodon on page 85. How are the two dinosaurs alike? How are they different?

Look what I can do!

1. I can ask and answer questions about dinosaurs.
2. I can talk about time and dates.
3. I can describe and compare dinosaurs.
4. I can read about and discuss dinosaur discoveries.
We’re going to:
- describe and compare objects
- read and write 'secret code' messages
- use clues to solve problems
- interview each other about things we have done
- read and act out a tale about a clever solution to a problem

1 Talk about it
How are these flowers different from each other?
How are these bugs different from each other?

2 Listen
Listen and find each flower.
3 🎈 **Word study**

Describe one flower or a bug. Your partner will try to find it.

Use some of these words: centre, stripe, spots, with, without

Your partner can ask questions, for example:

- Is it a big flower?
- Is it a flower with a bug?
- Is it a bug with wings?

4 🎈 **Talk**

Find two flowers that are exactly the same. Describe them.
Find two bugs that are exactly the same. Describe them.

5 🎈 **Let’s do it!**

How many bugs without spots are there?
Are there more big flowers or little flowers?
Are there more blue bugs or red bugs?

Make up some more maths questions about the picture.

<table>
<thead>
<tr>
<th>Language tip</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>number</strong></td>
</tr>
<tr>
<td>two</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

6 🎈 **Write**

Write a drawing instruction for your class. Use a number, a size, a colour and an object or animal. If you want to, add stripes or spots.

Draw two little green snakes with stripes.
2 Secret messages

1 Talk about it Why might you want to send a secret message?
How would you do it?

2 Read

For thousands of years, people have used codes to send secret messages. Only a person who knows the code can understand the message. Read about three different codes.

Caesar’s code

In ancient times, there were no phones or computers. People used to write messages and give them to a messenger. The messenger delivered the messages.

Julius Caesar, the emperor of ancient Rome, wrote messages to his army in secret code. Sometimes the enemy caught the messenger, but they couldn’t read the message because they couldn’t understand the secret code.

You can write a message using the same code Caesar used.

Here is the secret code:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>O</td>
<td>P</td>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
<td>Z</td>
</tr>
</tbody>
</table>

To write a letter in code, use the letter above or below it.

For the letter A, write N. For the letter T, write G.
The word CAT is written PNG in Caesar’s code.

Decode this secret instruction!
FGNAQ BA LBHE YRSG YRT.
**Number code**

In this code, you replace each letter with a number. Find the letter H on the grid. With your finger, go down to the red number at the bottom – 3. Now go to the blue number on the left – 2. So the secret code number for H is 32. To make it trickier, write both letters in black: 32. Remember – always write the red number first, then the blue number. Try writing your name in number code.

<table>
<thead>
<tr>
<th>1</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>F</td>
<td>G</td>
<td>H</td>
<td>I</td>
<td>J</td>
</tr>
<tr>
<td>3</td>
<td>K</td>
<td>L</td>
<td>M</td>
<td>N</td>
<td>O</td>
</tr>
<tr>
<td>4</td>
<td>P</td>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>5</td>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
</tr>
</tbody>
</table>

*Decode this secret instruction!*

34 – 15 – 21

55 – 53 – 15 – 34


---

**Tic-tac-toe code**

To write a letter in this code, find the letter in the pictures below. Draw the part of the picture that has that letter in it. If there is a dot, draw the dot too. This is how you write BOOT:

![Diagram of tic-tac-toe code]

*Decode this secret instruction!*

![Diagram of tic-tac-toe code]

Then follow all three secret instructions at the same time!

---

3 Talk

Which code do you think is the most difficult? Which is the most fun?

4 📝 Write

Choose your favourite code. Write a secret message to your partner.
Prince Henry’s party

1 Let’s do it! This story is a puzzle.
Read the clues and work out the answers.
There are three parts to the puzzle.

Part 1
Prince Henry is having a lunch party.
He has invited five guests:
Jack and Zack, who are twins
Nora, their sister
Lady Emily, who is Prince Henry’s cousin
Maya, who is Lady Emily’s best friend

Where will they sit at the table? Read the clues to find out. Draw a plan
of a table and 6 chairs, like this, and write the names on the chairs.

Clues
1 The brothers are sitting opposite each other.
2 Prince Henry is sitting between Jack and Nora.
3 Maya and Lady Emily are sitting next to each other.
4 Lady Emily is sitting opposite her cousin.
5 Nora is sitting opposite Maya.

Part 2
Prince Henry has a servant, Mr Robot. Unfortunately, when Mr Robot was
laying the table, he forgot a few things:
1 plate  1 cup  1 napkin  1 knife  2 spoons

Each person is missing one thing. Who is missing what?
Read the clues to find out. Write the answers in a chart (page 95).

(Hint: You need your table plan showing where the guests are sitting.)
### What is each person missing?

<table>
<thead>
<tr>
<th>Name</th>
<th>Missing Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prince Henry</td>
<td></td>
</tr>
<tr>
<td>Nora</td>
<td></td>
</tr>
<tr>
<td>Jack</td>
<td></td>
</tr>
<tr>
<td>Zack</td>
<td></td>
</tr>
<tr>
<td>Lady Emily</td>
<td></td>
</tr>
<tr>
<td>Maya</td>
<td></td>
</tr>
</tbody>
</table>

### Clues
1. Lady Emily is missing something that she can drink from.
2. Prince Henry is not missing a spoon or a knife.
3. One of the brothers is missing a napkin.
4. Nora is missing a thing she can cut with.
5. One person who is missing a spoon is sitting opposite the person who is missing a knife.
6. The person who is missing a cup is sitting between the two people who are missing a spoon.

### Part 3

Prince Henry is giving Mr Robot instructions. Fill in the missing words. Use your answers from Part 2 of the story. Then listen to check.

- **Nora** is missing a _______.
- Please give it to ____her____.
- **Jack** is missing a _______.
- Please give it to _______.
- **Maya** and **Zack** are each missing a _______. Please give the spoons to _______.
- **Lady Emily** is missing a _______. Please give it to _______.
- And I am missing a _______. Please give it to _______.

### Language tip

Please give it to...
- **her**
- **him**
- **them**
- **me**

### 3 Talk

What would you like to eat and drink at the lunch party? Act out a conversation. One person will play Mr Robot.
1 Use of English

Listen to Nadir talk about the chart.
Selene has climbed a mountain.
Adil and Nazneen have travelled to another country.
I have stayed awake until midnight.
No one has touched an elephant!

<table>
<thead>
<tr>
<th>Have you ever ...?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>... climbed a mountain?</td>
<td>Selene</td>
</tr>
<tr>
<td>... travelled to another country?</td>
<td>Adil</td>
</tr>
<tr>
<td>... stayed awake until midnight?</td>
<td>Nadir</td>
</tr>
<tr>
<td>... touched an elephant?</td>
<td></td>
</tr>
</tbody>
</table>

2 💬 Talk

Interview your partner. Ask and answer the questions on the chart. Ask other questions as well:

Have you ever played ... ?
Have you ever touched a ... ?
Have you ever travelled to ... ?

Language tip

I have climbed = I've climbed
she has climbed = she's climbed
they have climbed = they've climbed

3 📝 Write

Write something your partner has done and something your partner has never done.
For example:

Luis has played golf, but he's never stayed awake until midnight.
4 **Use of English**

Some verbs are **irregular**. They are more difficult to remember! Ask and answer these questions. Then make up new questions using the same verbs.

- **ride**
  - Have you ever **ridden** a horse?
  - Have you ever **ridden** a camel?

- **see**
  - Have you ever **seen** the sea?
  - Have you ever **seen** a famous person?

- **be**
  - Have you ever **been** to a circus?
  - Have you ever **been** to a football match?

5 **Write**

Write something you have done and something you have never done.

For example: **I’ve ridden a horse, but I’ve never ridden a dinosaur.**

6 **Read**

Read and listen to the poem.

**Have you ever done that?**

Have you ever slept outside on a hot summer night?
Everything looks different
in the moon’s strange light.
The trees seem to whisper
as you bravely whisper back.
Outside at night.
Have you ever done that?

I’ve never slept outside on a hot summer night
but I’ve ridden in a boat
being tossed like a kite
on dark wild waves
with the wind at my back.
On a boat in a storm.
Have you ever done that?

*Julie Larios*
5 A Nasreddin story

1 Talk about it

Have you ever been to a shop that has a delicious smell?

What was the shop? What was the smell?

2 Read

Read this story from Turkey. It is about a man, called Nasreddin, who always teaches a wise lesson.

A fair solution

One day, a poor man walked by a fine, **expensive** restaurant. He smelled the **delicious** food. The man was hungry and tired. He sat down outside the restaurant and took out a piece of dry bread. ‘If I smell these wonderful smells while I eat my bread, I can pretend I’m eating a lovely meal,’ he thought.

The man closed his eyes. He imagined a delicious meal of fish, vegetables, fruit and cakes.

The rich restaurant owner came outside and yelled at the poor man, ‘Stop! You’re **enjoying** the smell of my delicious food. You must **pay** me for that.’

‘But I’m only enjoying the smell in the air. I haven’t eaten any of your food,’ said the poor man.

‘Those smells are mine! They come from my delicious food. Pay me the money!’ demanded the rich man.

‘No,’ said the poor man.

That’s not fair. I won’t pay you.

‘Then we will go to the judge,’ said the rich man. ‘He will make you pay.’
The judge of the town was Nasreddin. Nasreddin was clever and wise.

‘Tell me the problem,’ Nasreddin said to the rich man.

The rich man pointed to the poor man. ‘This man sat outside my restaurant and enjoyed the smell of my delicious food. The food belongs to me and so does the smell of the food. I want this man to pay me money for enjoying those wonderful smells,’ said the rich man.

‘Is it true that you enjoyed the smells of this man’s delicious food?’ Nasreddin asked the poor man.

‘Yes, it’s true,’ said the poor man.

‘Give me your money then,’ said Nasreddin.

Sadly, the poor man gave Nasreddin a small bag of coins. ‘I haven’t got much money. This is all I have,’ said the poor man.
Nasreddin took the bag of coins and held it next to the rich man’s ear. He shook the bag so the coins jingled.

‘Can you hear the sound of this money?’ Nasreddin asked the rich man.

‘Of course,’ said the rich man.

‘Good,’ said Nasreddin. ‘That is your payment. This poor man enjoyed the smell of your food. Now you have enjoyed the sound of his money. That is a fair solution.’

Nasreddin handed the bag of coins back to the poor man. ‘You are free to go now,’ Nasreddin said to the poor man.

‘The problem has been solved.’

‘Thank you,’ said the poor man.

‘You’re welcome,’ said Nasreddin.

---

3 Talk

1. Who are the three characters in this story?
2. What did the poor man do while he ate his dry bread?
3. What did the rich man say when he yelled at the poor man?
4. How did the poor man feel when Nasreddin said, ‘Give me your money.’ Why?
5. What did Nasreddin do with the bag of coins?
6. Fill in the missing words.

   Nasreddin said to the rich man, ‘The poor man enjoyed the ___ of your food. Now you have enjoyed the ___ of his money. That is a ___ solution.’

7. Do you think the rich man liked Nasreddin’s solution? Why not?
8. Do you think the poor man liked Nasreddin’s solution? Why?
4 Word study
1 A meal at an **expensive**
   restaurant costs
   a a lot of money
   b just a little money
2 A **delicious** smell is
   a a bad smell
   b a good smell
3 To **enjoy** a meal means
   a to like it
   b to put it in a bag
4 You **pay** for a meal with
   a food
   b money
5 A **coin** is
   a money that is flat and made of paper
   b money that is made of metal.

**Language detective**
Find three different words used in the story to describe food. They all mean **very nice**.

5 😊 Act it out
Work in groups of three. Act out the Nasreddin story.

6 😊 Values Finding a fair solution
Talk about these problems. What is a fair solution? There may be more than one answer!

1 There are four biscuits and eight children.
   All the children like biscuits!
   How can you solve this problem fairly?
2 There is only one ball. Sam and Jamil
   both want to play with it. How can they
   find a fair solution?
3 Leyla is doing her homework when her
   brother Osman comes home. Osman starts
   to play his trumpet. It’s very loud! Leyla
   can’t work when there is lots of noise.
   She tells Osman to stop playing, but he
   says, ‘I have to practise my trumpet
   because I’m playing in a concert next
   week.’ How can Leyla and Osman solve
   their problem?
6 Choose a project

1 Make up a secret code

1 Make up a new secret code. You can get ideas from Lesson 2. Make a key: next to each letter of the alphabet, write what the letter will be in code.

2 Make up three instructions:
   an action you can do with your hands
   an action you can do with your legs
   something you can say or sing

Hint: Look at the verbs on pages 140-1.

3 Write the three instructions in secret code.

4 Give the code key and the instructions to your classmates to decode.

2 Make up a questionnaire about experiences

1 Write a questionnaire that begins like this. Then write four more items.

Hint: If you need to find an irregular verb, look at the list on page 142.

Find someone who has ... NAME

... baked a cake Kimiko
... watched a football match
... travelled in a plane
... slept in a tent

2 Ask your classmates the first question: ‘Have you ever baked a cake?’ When someone says ‘Yes, I have’, write their name on the line. Then ask the other questions.

3 Try to get a name for every question.
Reflect on your learning

What kind of puzzles are the most fun?

1. Describe the two flowers on this page.

2. Write a word in a secret code. Use one of the codes from Lesson 2. Swap messages with a partner. Decode your partner’s message.

3. Tell your partner about something you have done. Ask your partner, Have you ever done that?
   Your partner will answer, then tell you about something he or she has done. For example:

   Partner 1: I’ve ridden on a motorcycle.
   Have you ever done that?
   Partner 2: No, I haven’t.
   I’ve been to the desert.
   Have you ever done that?

4. Read the sentences and fill in the missing words.
   Prince Henry says to Mr Robot,
   ‘This picture is for Lady Emily. Please give ... to ... ’
   ‘That picture is for Jack and Zack. Please ... ... ... ’

5. Choose a picture from the story A fair solution (pages 98–100). Who are the characters in that picture? Write 2–3 sentences about it. Say what the characters are doing or saying.

Look what I can do!

1. I can describe and compare objects.
2. I can read and write ‘secret code’ messages.
3. I can use clues to solve problems.
4. I can talk with a friend about things we have done
5. I can talk and write about a story I have read.
1 Talk about it
What is inside our body, under our skin?

Your heart is the size of your fist.

2 Listen
Listen and follow the instructions.
Listen again. Write two facts that you’ve learned about your heart and lungs.
Share the facts with your class.
 Brilliant bones and marvellous muscles

Our bones give our body its shape. Put your hand on your back. Feel your backbone. Your backbone helps you stand up tall, bend and twist.

Inside your head is your skull. Your skull protects your brain.

Feel your skull.

Now put your hands on your ribs. Your rib bones protect your heart and lungs.

What other bones can you feel in your body?

Muscles are connected to our bones. Muscles move our arms and legs when we run, jump, climb and lift things. Make a fist and feel the muscle in your upper arm. Smile and feel the muscles in your face. What other muscles can you feel?

Let’s do it!

First, feel your pulse. Your pulse is the beating of your heart, as blood pumps around your body. Gently press your fingers on your wrist or on your neck below your ear.

1. Take your pulse for 15 seconds (your teacher will say ‘Go!’, and ‘Stop!’). Count your heart beats.
2. Then do 25 jumping jacks.
3. Take your pulse again for 15 seconds.
4. Did your pulse change?
   Did your breathing change?

How to do a jumping jack

1. Jump and land with your feet apart.
   Clap your hands over your head.
2. Jump and land with your feet together.
   Hold your arms by your sides.
How can we stay healthy?

To keep your body healthy and strong, you need healthy food to eat and clean water to drink. You need plenty of exercise and plenty of sleep. You need to keep clean.

**Healthy food**

We need food containing protein to make our muscles strong – foods like eggs, beans, fish, meat, milk and cheese. Fruit and vegetables are also important for our health.

**Exercise**

Exercise builds strong bones and muscles. There are many ways to get exercise, for example: walking, running, climbing stairs and playing ball games.

**Try this!**

- **Think of a fruit or vegetable for each colour of the rainbow:** red, orange, yellow, green and purple. Draw and label them.

- **Balance!** Stand on your left leg. Hold your right foot. Bring your heel close to your body. How long can you stay in this position? Swap legs. Was it easier to balance on your right or your left leg?

- **Up and down!** Do the first exercise again. Then bend your left leg a little and lean forward. Touch the floor with your free hand. Stand up again. Can you do this three times? What muscles are you using in this exercise? Swap legs.
Sleep
A lot of important things happen while you are asleep. Your bones do most of their growing while you sleep. Your brain and body need to rest. Children need to sleep for about 10 hours each night.

Wash your hands
Germs are tiny living things which can make us ill if they get inside us. Our hands touch lots of things with germs on, but we can’t see the germs. Fortunately, we can wash away the germs with soap and water. Always wash your hands before you eat.

Try this!
Sing ‘Happy birthday’ as you wash your hands.
By the end of the song, your hands will be clean!

3 Write
Looking after your teeth is another way to stay healthy. Make a poster for children younger than you. Tell the children how to look after their teeth. Make the poster interesting and add pictures.

4 Use of English
What will you do to stay healthy next week?
Ask and answer questions with your partner.

What healthy food will you eat? (Name three foods.)
What exercise will you do? (Say three things you will do.)
What time will you go to bed?

Then write what you will do.
I will eat some fish, some beans and a banana.
**1 Listen**
What’s the matter with Kenji, Matt and Mira? Listen to find out.
Listen again. In each conversation, how does the other person try to help?

**2 Talk**
With a partner, pretend that one of you is not well. The other is trying to help. Act out the conversation.

**Partner A**
Pretend you are not feeling well.

**Partner B**
Ask: What’s the matter?

**Partner A**
Explain the problem:
- My (head) hurts.
  - head
- tummy
- ear
- throat
- I’ve cut my (finger).
  - finger
  - hand
  - thumb
- I fell and hit my (knee).
  - knee
  - elbow
  - arm

**Partner B**
Try to help:
- Shall I bring you (a plaster)?
  - a plaster
  - an ice pack
  - a glass of water

- Shall I get (the teacher)?
  - the teacher
  - your mother
  - your father
3 Read
Read and listen to the poem.

Miss Polly had a dolly
Miss Polly had a dolly who was sick, sick, sick,
So she called for the doctor to come quick, quick, quick.

The doctor came with his bag and hat,
And he knocked on the door with a rat-tat-tat.

He looked at the dolly and he shook his head,
He said, ‘Miss Polly, put her straight to bed.’

He wrote on a paper for a pill, pill, pill,
‘I’ll be back in the morning with the bill, bill, bill.’

4 Talk
Ask about any words you don’t understand.
Which words in the poem rhyme?

5 Let’s do it!
Learn the poem by heart! (Learn by heart means remember all the words without looking.) Make up actions to go with each line.
4 What are you doing next week?

1 Talk about it
Tanya and David are sister and brother. They are very busy children! Look at the family calendar. Ask and answer questions about what Tanya and David are doing each day of the week.

- What is Tanya doing on Monday? She’s going for a swim.
- What is David doing on Monday? He’s not doing anything.
- What are Tanya and David doing on Friday? They’re playing football.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>going for a swim</td>
<td>cleaning the barn</td>
<td>tidying her room</td>
<td>doing karate</td>
<td>playing football</td>
<td>going for a walk</td>
<td>visiting Grandma</td>
</tr>
</tbody>
</table>

T = Tanya  D = David

2 🌟 Talk
Partner A: You are Tanya or David.
Partner B: You are a friend of Tanya or David.
Phone your friend and invite her (or him) to play! You have to find a time when your friend is free.

Language tip
Use to be + -ing to talk about plans.
I am going on holiday tomorrow.

Are you doing anything on ...?
Would you like to ...?
3 Write and talk

Make a calendar for one week. Write activities on three days. Leave the other days free! Here are some ideas:
- going for a bike ride
- shopping with Mum
- going to Grandpa’s house

Don’t show your calendar to your partner! Ask each other:

What are you doing on (Monday)? Are you doing anything on (Tuesday)?

Find a day when you are both free. Plan an activity together.

4 Read

Silvia
Kai
Alex

Who says it? Listen and read. Match numbers 1–6 with the people.

1 Playing football is exciting and fun!

2 Walking makes your heart beat more quickly.

3 People do karate in many different countries.

4 Doing karate is difficult. You will find it difficult too.

5 I love going for walks. It’s the best exercise.

6 Lots of people play football. It’s good for your lungs and your muscles.

An opinion is what one person thinks. A fact is a piece of information. Read the sentences again. Decide if each is an opinion or a fact.

5 Write

What do you think is the best exercise? Write your opinion. Say why. Draw a picture of yourself doing this exercise.
1 Talk about it Answer the quiz questions.

Cover up page 113 with paper so you can't see the answers. Don't peep! Talk about each question below and vote on the answer. Make a chart that shows how many children voted for each answer.

QUIZ

1 Which animal has more bones in its body, an elephant or a mouse?
   a an elephant
   b a mouse
   c they both have the same number of bones

2 Who has more bones, a baby human or a grown-up?
   a a baby
   b a grown-up
   c they both have the same number of bones

3 Which has the most teeth, a whale, a shark or a human (the biggest mammal in the world)?
   a a human
   b a shark
   c a blue whale

4 Which grow more quickly, your fingernails or your toenails?
   a your fingernails
   b your toenails
   c they both grow at the same speed

5 Do you use more muscles to smile or to frown?
   a you use more muscles to smile
   b you use more muscles to frown
   c it takes the same number of muscles to smile or frown
Read to find the answers to the quiz questions... and to learn more amazing facts!

**Answers**

1. Which animal has more bones in its body, an elephant or a mouse?
   **Answer:** c
   All mammals have about the same number of bones. Of course the size of the bones is different. An elephant’s bones are much bigger than a mouse’s bones.

2. Who has more bones, a baby human or a grown-up?
   **Answer:** a
   A baby human has more bones than a grown-up. A baby has 270 bones when it is born. A grown-up has 206 bones. A baby’s bones are smaller and softer than a grown-up’s bones. As babies grow, some of their bones join together and become a bigger, harder bone.

3. Which has the most teeth, a whale, a shark or a human?
   **Answer:** b
   A shark can have up to 3,000 teeth. It loses teeth all the time and new teeth grow in place of the lost teeth. During its lifetime, one shark can have 20,000 teeth!
   A human adult has 32 teeth. A human child has 20 teeth. When you lose your baby teeth, new teeth will grow in their place. But if you lose your adult teeth, they will not grow back.
   Some whales have teeth, but the blue whale has no teeth. It swallows its food without chewing it.

![a shark's tooth](image)
4 Which grow more quickly, your fingernails or your toenails?
Answer: a
Your fingernails grow three times faster than your toenails. It takes your toenails two years to grow 2.5 cm. It only takes 8 months for your fingernails to grow 2.5 cm. Your middle fingernail is the fingernail that grows the fastest. Both your fingernails and your toenails grow more quickly in the summer and more slowly in the winter.

5 Do you use more muscles to smile or to frown?
Answer: b
You have more than 60 muscles in your face. When you frown, you use 40 of those muscles. When you smile, you only use 18 muscles. Scientists did an experiment with frowning. They told people to look down, wrinkle their forehead, and press their lips together. They asked the people, ‘How are you feeling?’ The people said, ‘Upset.’ ‘Unhappy.’ ‘Worried.’ Frowning made the people feel bad! Try frowning. Do you start to feel unhappy? Now try smiling. Do you start to feel happier?
3 Talk
Look at the voting chart your class made.
For each question, how many children voted for the correct answer?
Which questions were the trickiest?
Look at the facts on pages 113 and 114. In your opinion, which fact is the most amazing?
Write it down. How many people had the same opinion as you?

4 🧠 Word study
Look at these words from the quiz. Act out or draw a picture of one of the words. Can your partner guess which word it is?

<table>
<thead>
<tr>
<th>bone</th>
<th>toenail</th>
<th>smile</th>
</tr>
</thead>
<tbody>
<tr>
<td>fingernail</td>
<td>frown</td>
<td>upset</td>
</tr>
<tr>
<td>forehead</td>
<td>grow</td>
<td>shark</td>
</tr>
<tr>
<td>muscle</td>
<td>join together</td>
<td>whale</td>
</tr>
<tr>
<td>tooth</td>
<td>lips</td>
<td></td>
</tr>
</tbody>
</table>

5 Read
Can you guess the answer to this riddle?

What am I?
Every minute, every day,
Asleep, awake, I pump away.
I make a bright red river flow
From the top of your head to the tip of your toe.
Thump, thump, beat, beat, all day long,
Exercise and sleep will keep me strong.

What am I?
1. Write a quiz for your class

1. Learn some new facts about the bones in our body.
2. Write a quiz, like the Amazing Facts quiz in Lesson 5. Write three answer choices for each question.
3. Give the quiz to your classmates.

Here is an example:

Who has more neck bones: a human or a giraffe?

a. a human
b. a giraffe
c. they both have the same number of neck bones

2. Write a book called ‘Let’s move!’

1. Work with a group to write a book.
2. Each person thinks of an exercise or a race.
3. Write instructions and draw pictures to explain your exercise or race. (For ideas, look at the instructions for Jumping jacks on page 105.)
3. Share your book with the class. Do the races and exercises!

A hopping race

1. Stand on the start line. Say, ‘Go!’
2. Hop to the finish line.
3. The first person to finish is the winner.
1. How many parts of the body can you name? Write a list with your partner.

2. Re-read one of the sections in Lesson 2: ‘How can we stay healthy?’ Write a question about the information there. Give your question to another person to answer.

3. Write two sentences about things you will do this week to stay healthy and strong.

4. Pretend that you are ill or hurt. What’s the matter? Look at Lesson 3 for some ideas. Act out the problem. The class will ask questions and try to guess what’s wrong.
   - Does your head hurt? Have you cut your finger?
   - You can only answer yes or no.

5. What were the two most interesting things you learned about the human body in this unit?

**Look what I can do!**

1. I can talk about parts of the human body.
2. I know some ways to stay healthy and strong.
3. I can talk about being hurt or not feeling well.
4. I can say some amazing facts about our body.
Big and little

We’re going to:
talk about and compare size
give opinions and explain why
learn about big and little robots

play a game and do an experiment
read about and discuss a tall tale

1 Talk about it
Do you go to a big school or a little school?
What do you like about your school?

2 Listen
Listen to the interview with Mark and Sofia.
1 Why does Mark like his small school?
2 Why does Sofia like her big school?
3 Which do you like better, small schools or big schools? Why?

I like ____ schools better because ...

Mark’s school

Sofia’s school
3 Read

Who said each of these sentences, Mark or Sofia? Write your answers, then listen again to check.

1 ‘When children are only five years old, a big school can be quite scary.’
2 ‘At my school, everyone knows everyone else!’
3 ‘There’s not much space to play football.’
4 ‘It can be very noisy sometimes.’
5 ‘There’s lots of space to run around.’

4 Listen and talk

Listen to Mark and Sofia again. Answer the questions below.

Mark

1 Why does Mark like big screens?
2 Why does Sofia like small screens?
3 Which do you like better, big or small screens? Why?

Sofia

5 Talk

What do you think is inside the huge present?
What do you think is inside the tiny present?
In general, which do you like better, big presents or little presents? Why?
Robots that explore

Robots can go to places where it is hard for people to go. They can take photos, they can measure things or they can collect samples for scientists to study. Robots with wheels have explored the moon and the planet Mars. Some robots have gone deep in the ocean to explore plants and animals that live there. They have looked for old ships on the ocean floor.

Robots can go into dangerous places, like burning buildings or buildings that have fallen down. They search for people to rescue. Some of these robots look like snakes. Others look like spiders. Each robot has a light and a camera, so it can send information to the rescuers.

Scientists are now building tiny flying robots, the size of a bee. These ‘Robobees’ are designed to explore small spaces where bigger robots can’t go.
Robots in hospitals

In hospitals, robots help doctors do operations inside a patient’s body. A doctor sits at a computer and shows the robot what to do. The robot arms hold tiny tools and lights. The tiny tools can reach places that a doctor’s hands can’t reach, like inside a patient’s brain. Together, the robot and the doctor make an excellent team!

Robots at home

Have you ever thought about living with a robot? Scientists in Japan have built a robot that looks like a child in a spacesuit. Scientists want the robot to be a helper for people who are old or in wheelchairs. Right now, the robot can understand some spoken instructions. It can walk, climb stairs, turn on the light, open doors, and carry things.

3 Read and talk

What do robots look like?

Some robots ... Other robots ...

Find some things robots can do that humans can’t do.

4 Write and talk

With your partner, write four questions about the text. Swap your questions with another pair. Answer their questions.

5 Write

Design your own robot! Draw a picture and write about it.
As big as the sun

1 Read
Read and listen to the poem.
Can you find all the pizza toppings in the picture?

A pizza the size of the sun

I’m making a pizza the size of the sun,
a pizza that’s sure to weigh more than a **ton**, 
a pizza too massive to pick up and toss,
a pizza **resplendent** with oceans of sauce.

I’m topping my pizza with mountains of cheese, 
with **acres** of peppers, pimentos, and peas, 
with mushrooms, tomatoes, and sausage **galore**, 
with every last olive they had at the store.

My pizza is sure to be one of a kind, 
my pizza will leave other pizzas behind, 
my pizza will be a **delectable** treat, 
that all who love pizza are welcome to eat.

The oven is hot, I believe it will take a year and a half for my pizza to bake. 
I can hardly wait til my pizza is done, 
my wonderful pizza the size of the sun.

*Jack Prelutsky*

2 Read and talk
What does the poet say instead of **a lot of:**
**a lot of** sauce, **a lot of** cheese?
Why does he use those words?

**Vocabulary**
- **ton:** a heavy weight
- **resplendent:** looking wonderful
- **acre:** a big size
- **galore:** a lot of them
- **delectable:** delicious

Unit 9 Lesson 3 Vocabulary: food, words describing size Use of English: a lot of, more than / less than Read: A pizza the size of the sun
Talk: maths game Write: describing an imaginary pizza
3 Write
Draw and write about your own ‘one of a kind’ pizza.
1 What will you put on your pizza? I’m topping my pizza with...
2 How big will your pizza be? My pizza will be the size of...
3 How long will it take to bake your pizza?
4 Who will you share your pizza with?

4 Use of English
When we compare numbers, we can use the words more than or less than:
50 is more than 40. 40 is less than 50.
Ask your partner some more number questions like this:
Which is more, 32 or 38? Which is less, 65 or 56?

5 Let’s do it!
You are going to play a game called Secret Number.
Write the numbers 1-100.
Listen. Can you work out the answer?
Play the Secret Number game again with classmates.
One of you will choose a number.
The others will ask questions like this:
Is it more than ...? Is it less than ...?

6 Word study
Which words mean big or very big?
Which words mean little or very little?
huge large small
enormous gigantic massive
giant tiny great
teeny-weeny
1 Talk about it
What is the biggest animal you have ever seen?
And the smallest?

2 Use of English
Look at the very small animals in the Fact file.
1 The hedgehog is the longest. How long is it?
2 Which is the lightest? How much does it weigh?
3 Which is lighter, the mouse lemur or the dart frog?

Fact file

Very big animals
Giraffe – 5 m tall, weighs 1,000 kg
African elephant – 3 m tall, weighs 5,000 kg
Camel – 2 m tall, weighs 600 kg

Very small animals
Dart frog – 1 cm long, weighs 2 g
Mouse lemur – 6 cm long, weighs 45 g
Hedgehog – 25 cm long, weighs 500 g

Look at the photos of the very big animals but hide the Fact file writing with your hand.
1 Which do you think is the tallest?
2 Which do you think is heavier, the elephant or the camel?

Look at the Fact file to check. Were you right?

3 Talk
Ask and answer questions about all the animals with your partner.

Is the hedgehog heavier than the camel? No, it isn’t!
Is the dart frog the lightest animal? Yes, it is!
4 Talk

Look at the picture of containers A-D.

1 Which container is the tallest? Which is the shortest? [ ]
2 Which container is the widest? Which is the narrowest?
3 Which do you think will hold more water, A or B?
4 Which do you think will hold more water, C or D?
5 Which do you think will hold less water, A or D?
6 Which container do you think will hold the most water?
7 Which do you think will hold the least water?

5 Let's find out!

Get 4 containers that are different shapes and sizes.
Line up the containers. Start with the one you think will hold the least water.
Finish with the one you think will hold the most water.
Label the containers A, B, C, and D. Get some water and test it out.
Write sentences about what you found out.

   Container ___ holds the most water.
   Container ___ holds the least water.
   Container ___ holds more water than Container ___ .

6 Write

Write instructions for how to do the experiment.
Use First ..., Next ... and Finally ... .
The story of Paul Bunyan

Paul Bunyan was the biggest baby ever born. He was a good baby but he was always very hungry. When Paul was hungry, he cried so loudly that the house used to shake and the windows used to break. The frogs in the pond started wearing earplugs!

For breakfast every day, Paul Bunyan’s mum and dad fed him 12 eggs, a loaf of bread, 10 bananas and 24 pancakes with lots of syrup. Pancakes were Paul’s favourite food.

Paul grew bigger and bigger. He grew 2 centimetres every day. By the time Paul was seven, he was taller than the tallest home in his village. His family decided to move north where there would be more room for Paul to grow.

‘I am sad to leave our little house,’ said Paul’s mum.

‘Let’s take it with us!’ said Paul. He picked up the house with his mum and dad inside and carried it over the mountains and rivers.

Language detective
What do you think earplugs means? Look for clues in the story.
Paul went to school, but he was too big to fit inside the school building. He had to lie outside on the grass and watch through the window. After school, the children used to come and play with Paul. But sometimes he felt lonely.

‘What’s the matter?’ Paul’s mum asked.

‘I wish I had a friend who was my size,’ Paul said to his mum.

One winter, there was a huge snowstorm. Paul heard something crying outside. He went out in the storm to see who was there. He dug through the snow and found a baby ox – a very big baby ox, just the right size to be Paul’s friend. The ox was so cold that it had turned blue. Paul brought the ox inside. He called the ox Babe.

Paul and Babe the Blue Ox became best friends. They loved wrestling together. At night, Paul used to read bedtime stories to Babe.

On his 18th birthday, Paul’s parents gave him a huge axe for cutting down trees. Paul loved his axe. He could cut down a tree with a single swing of his axe. ‘I’m going to be a logger,’ said Paul.
Paul and Babe the Blue Ox set out for the big forests. They met a group of strong men and together they became a team of loggers. The men cut down trees with their axes and Babe dragged the logs to a long curvy river. The logs floated down the river to the town where they were sold.

Paul and the loggers worked so fast that the river filled with logs. The logs got stuck in the curves of the river. Paul hitched Babe to the end of the river. Babe pulled and pulled until the river was straight. The logs became unstuck and floated quickly to the town.

All the loggers loved eating. Just like Paul, their favourite food was pancakes. But the cook only had one small griddle. He couldn’t make enough pancakes for everyone to eat. So one day, Paul dug some metal out of a mountain and made a griddle as big as a lake. He gave the griddle to the cook. ‘This griddle is perfect!’ said the cook.

The cook’s helpers put pieces of butter on their feet and skated around the griddle. The cook made hundreds of pancakes. The lumberjacks and Babe ate pancakes until they couldn’t eat any more.
3 Talk
1 Look at the pictures in the story. Say what is happening in each picture.
2 When Paul Bunyan was a little boy, he grew 2 cm every day. How much did he grow in a week? How much did he grow in a 30-day month?
3 Which part of the story did you like best?

4 Read
Read each sentence. Is it true or false?
1 Paul Bunyan’s parents were very big.
2 When Paul was a child, he learned to read.
3 Paul wanted a friend his own size.
4 Paul met Babe the Blue Ox in the summer.
5 Babe the Blue Ox was very strong.
6 Paul’s favourite food was bananas.

5 Values
Which of these words describe Paul Bunyan? Do you think Paul Bunyan is a hero? Why or why not?

enormous angry kind strong quiet scary friendly helpful

6 Word study
Compound words are made of two smaller words:

bed + room = bedroom

Make four compound words by matching a word from A with a word from B. All the words are in the story. Use each word in a sentence.

A      B
snow   time
birth  storm
pan    day
bed    cake
6 Choose a project

1 Do a measurement survey

Which is greater, your height or your arm span? Is the answer the same for everyone in your class?

1 Do a survey. Use a tape measure. Measure at least 10 children in your class.

2 Write each child’s name and measurements.

3 Then make a chart with the results:

<table>
<thead>
<tr>
<th>Height is greater than arm span</th>
<th>Arm span is greater than height</th>
<th>Height and arm span are the same</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luis</td>
<td>Marta</td>
<td>Karina</td>
</tr>
<tr>
<td>Lupe</td>
<td></td>
<td>Meng</td>
</tr>
</tbody>
</table>

2 Write a story about a small character

Write a story about a character who is very small. Imagine that your character has an adventure. Say what happens. Draw pictures, too.

- How small is your character?

  the size of ... as small as ...

- Where does your character live?

- What does your character use as a bed?

- How does your character get from one place to another?
How can we describe and compare size?

1. Which do you like better, big dogs or little dogs? Explain why.

2. Choose five objects in the classroom. Draw pictures and write the word under each picture. Write sentences comparing the size of the objects. Use these words:
   - longer than
   - the longest
   - shorter than
   - the shortest

3. With a partner, play the Secret Number game (see Lesson 3) but with the numbers 1-30. Play the game twice.

   Is it more than 10? Yes, it is.
   Is it less than 20? No, it isn't.

4. What interesting things did you learn about big and little robots in this unit?

Look what I can do!

1. I can talk about and compare size.
2. I can give opinions and explain why.
3. I can talk about big and little robots.
4. I can play a game and do an experiment about more and less.
5. I can read about and discuss a tall tale.
1 Months of the year

January  February  March  April
May  June  July  August
September  October  November  December

2 Seasons

Spring  Summer  Autumn  Winter

3 Weather

What’s the weather like?

It’s sunny.  It’s cloudy.  It’s windy.  It’s raining.

It’s snowing.

Temperature scale:
- Cold  Cool  Warm  Hot
-10°  0°  10°  20°  30°  40°
4 Family

mother (Mum)
father (Dad)
grandfather
grandmother
aunt
baby
uncle
sisters
brother
cousin

We have two daughters and one son.

We have five grandchildren.

parents
grandparents
husband and wife
7 Size and weight

- little/small
- big/large
- short
- tall
- light
- huge/enormous
- heavy
- tiny

8 Describing things

- dry
- wet
- same
- different
- new
- old
- soft
- hard
- cheap
- expensive
- dangerous
- safe
- noisy/loud
- quiet
- fast/quick
- slow
- pretty/beautiful
- ugly
9 Describing people

- friendly/nice/kind
- unfriendly/mean/unkind
- young
- old
- hardworking
- lazy
- impolite/rude
- polite
- stupid/silly
- clever/wise
- rich
- poor
- ill/sick
- healthy/well

10 Feelings

- angry/cross 😡
- confused 😞
- excited 😊
- bored 😞
- sad/upset 😞
- tired 😴
- happy 😊
- hungry 😋
11 Verbs

break  buy  carry

catch  clap  climb
cry    dancer dream
drink  eat    fall
find  float fly
give  go    grow
hear  help hit
hold hop  kick
measure  move  open
play       point  pull
push       read   ride
run        shake  sing
sit        sleep  smile
stand      stop   think
throw      touch  turn
wash       watch  write
## 12 Irregular Verb Chart

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past simple</th>
<th>Perfect simple (has / have + ...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>be (am/is/are)</td>
<td>was/were</td>
<td>been</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
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<tr>
<td>catch</td>
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<td>do</td>
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</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
</tbody>
</table>
13 World map

1. China
2. Japan
3. South Korea
4. India
5. United States
6. Mexico
7. Hawaii, USA
8. Germany
9. Greece
10. Turkey
11. France
12. Italy
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