



MARBLES



Pupil's Book



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with **Anna Osborn**





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Map of the book

A2 Flyers

Vocabulary

Language

Welcome

Page 6

- Revision
- Months and seasons

- *What's the date today?*
- *It's the seventh of September.*
- *When's your birthday? • It's in July.*

1 Ready for school

Page 12

School objects: backpack, calculator, cupboard, glue, highlighter, poster, scissors, screen, timetable, whiteboard

- *have to / has to*
- *had to / didn't have to*
- **Rap with Ronnie!** 🎬
- Telling the time

Functional language Catching a bus or a train *The Twins* The train ride 🎬 **Reading (and AB Writing)** Diary entries
Learning for life Being brave **CLIL Geography:** Compasses and maps
Imagine, research and present A map of your ideal school **Review** **Serkan's sounds** igh and i-e (AB)

2 Amazing animals

Page 22

Animals: bat, beetle, butterfly, eagle, fly, insects, snail, spider, squirrel, swan, tortoise, wolf

- Comparatives and superlatives
- **Rap with Ronnie!** 🎬
- Saying small and big numbers

Functional language Giving compliments **Reading (and AB Writing)** A fable
Learning for life Helping people **CLIL Natural science:** Luna presents Animal partnerships 🎬
Imagine, research and present A wildlife garden **Review** **Serkan's sounds** ee and ea (AB)

Round the world Page 32 Indonesia 🎬 Story: *International Crime Fighters* Episode 1

3 A forest walk

Page 34

Countryside features: branch, bridge, bud, forest, gate, hill, leaf / leaves, path, pond, sky, stone, stream

- Past simple review
- Talking about time
- **Rap with Ronnie!** 🎬
- Past continuous

Functional language Describing things *The Twins* The birthday present 🎬
Reading (and AB Writing) Biographies **CLIL Art:** Landscapes **Learning for life** Enjoying nature
Imagine, research and present A natural seasons calendar **Review** **Serkan's sounds** o and o-e (AB)

4 What happened?

Page 44

Parts of the body and accidents:
 I banged my elbow / broke my toe /
 bruised my knee / burned my finger /
 called an ambulance / cut my leg / fell over.
 I've got a bandage / a plaster /
 some cotton wool on it.

- Past continuous and past simple
- *when and while*
- **Rap with Ronnie!** 🎬
- Giving directions

Functional language Telling a story and reacting **Reading (and AB Writing)** A health leaflet
Learning for life Staying healthy **CLIL Science:** Jamie presents Medicine through history 🎬
Imagine, research and present An interview with an inventor **Review** **Serkan's sounds** Silent letters (AB)

Round the world Page 54 China 🎬 Story: *International Crime Fighters* Episode 2

Learning
for life



Imagination



Collaboration



Social and
emotional
learning



Global
learning



5 Add lots of cheese!

Page 56

Vocabulary

Food and recipes: bowl, courgette, flour, fork, frying pan, knife, pepper, salt, spoon
add, fry, mix

Language

- Talking about how much and how many
- Rap with Ronnie!** 🎵
- *something / anything / nothing*

Functional language Talking about what you liked best *The Twins* The pizza 🎵 **Reading (and AB Writing)** A recipe
CLIL Social science: Food and culture **Learning for life** Showing interest in other cultures
Imagine, research and present A cookery café **Review** **Serkan's sounds** *f* and *gh* (AB)

6 It's made of wool!

Page 66

Clothes: belt, bracelet, costume, gloves, leggings, necklace, pocket, ring, sweatshirt, tracksuit, trainers, wristband

- *going to*
- Questions with *going to*
- Rap with Ronnie!** 🎵
- *made of*

Functional language Talking about appearance **Reading (and AB Writing)** An e-zine article
Learning for life Being a responsible consumer **CLIL Design technology:** *Luna presents Silk* 🎵
Imagine, research and present An eco-friendly school uniform **Review** **Serkan's sounds** *ai* and *a-e* (AB)

Round the world Page 76 France 🎵 Story: *International Crime Fighters* Episode 3

7 How do you feel?

Page 78

Feelings: bored, calm, confident, excited, frightened, nervous, proud, surprised, unhappy, worried

- Object pronouns
- Indirect object pronouns
- Rap with Ronnie!** 🎵
- *could* for suggestions

Functional language Making and responding to suggestions *The Twins* Feeling bored 🎵
Reading (and AB Writing) A problem page **CLIL Social science:** Friendship **Learning for life** Being good friends
Imagine, research and present A friendship club **Review** **Serkan's sounds** *o* and *u* (AB)

8 At the festival!

Page 88

Festivals and musical instruments: cymbals, drums, flute, keyboard, microphone, singer, stage, stall, tent, trumpet, van, violin

- Talking about the past
- Talking about future plans
- Rap with Ronnie!** 🎵
- *Have you ever ...?*

Functional language Talking about preferences **Reading (and AB Writing)** A festival programme
Learning for life Trying something new **CLIL Music:** *Jamie presents* Musical instrument families 🎵
Imagine, research and present A music presentation **Review** **Serkan's sounds** *oo* and *yoo* (AB)

Round the world Page 98 Easter Island 🎵 Story: *International Crime Fighters* Episode 4

Language reference Page 100 **Project** Page 104 **Irregular verbs** Page 108



Digital skills



Thinking skills



Communication skills



Research skills

Welcome 😊

I already know ...

1 What can you see in the picture?
What can you say about
the young people?

2  Listen and answer.
What's their new classroom like?

3   Play the game.



4 Read and listen. Then complete the table.



SERKAN Hi, my name's Serkan and I'm 10 years old. I love cooking! I sometimes cook dinner for my family. My favourite food is pasta. I'm good at languages. I like learning Spanish and English. When I grow up, I want to be a cook and work in a restaurant.



CARLA Hello. My name's Carla and I'm 10 years old. I love making my own clothes. Last year, I made a dress and a skirt. I also like playing sports. My favourite sport is basketball. I'm good at art and maths, so when I grow up, perhaps I can make clothes and sell them in my own shop!



KENJI Hi, I'm Kenji and I'm 10 years old. I love nature. I enjoy going for long walks in the woods near my house and swimming in the lake. My favourite subject is science. I like learning about different animals and I'd like to be a vet.



ROSIE I'm Rosie and I'm 10. I play the guitar in my free time and I'm learning the violin. Music is my favourite subject at school and we have a recorder club, too. I love music, but I don't want a job in music. I want to be a nurse when I grow up.

	What are his/her hobbies?	What subject(s) is he/she good at?	What job does he/she want to do?
Serkan	<i>cooking</i>	<i>Spanish and English</i>	<i>cook</i>
Carla	1	2	3
Kenji	4	5	6
Rosie	7	8	9

5 Choose and write about one of the children.

(Name) is 10 years old. In (his/her) free time, (he/she) loves ...

6 Ask and answer. Then introduce your partner to the class.

This is ... She's 11.
In her free time, she likes ...

What's the date?

1  Look and listen.
What's the problem?

2  Listen. Then join in.



Monday, 7th September



Let's talk

What's the date today?

Write: It's 7th September.
Say: 'It's the seventh of September.'
(We say *the* and *of*, but we don't write them.)



January

February

March

April

May

June

July

August

September

October

November

December

3  Look and complete. Then listen, check and repeat.

1st	first
2nd	second
3rd	third
4th	fourth
5th	fifth
6th	sixth
7th	<i>seventh</i>
8th	eighth
9th	ninth
10th	

11th	eleventh
12th	twelfth
13th	thirteenth
14th	
15th	fifteenth
16th	
17th	
18th	
19th	
20th	twentieth

21st	twenty-first
22nd	twenty-second
23rd	-
24th	-
25th	-
26th	-
27th	-
28th	-
29th	-
30th	
31st	thirty-

4 Ask and answer.

What's the date today?

It's the ... of ...





When's your birthday?

1 Listen and match.



a 21st December

b 3rd April

c 22nd September

d 12th July

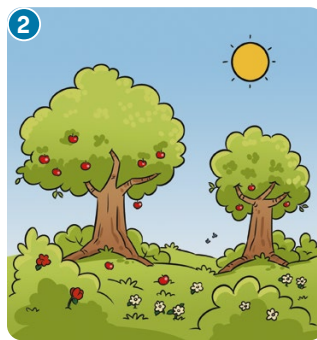
2 Listen again and write. Then make sentences.

winter spring summer autumn

...s birthday is in the spring.



spring



3 Listen. Then join in.

When's your birthday?

It's in July.

I love birthdays!

So do I!

When's your birthday?

It's in autumn.

I love autumn.

The trees are awesome!

Let's talk

My birthday is ...

in (+ month)

on (+ date)

in (the) (+ season)

4 Ask and answer.

When's your birthday?

It's on ... It's in ...





1 Read and listen. Can squirrels fly like birds?

SQUIRRELS



► What are they?

Squirrels are a kind of rodent. Most squirrels are small, with big eyes and bushy tails. Different species are different colours, but the most common are red or grey. They have long teeth and they can run and climb fast. They usually live 5–10 years in the wild.

► Where do they live?

Squirrels live all over the world. Many species live in trees, from the cold Arctic forests to tropical rainforests. Other species live on the ground in fields, mountains and deserts.

► What do they eat?

They usually eat nuts and seeds. They use their long, front teeth to get food out of the shells.

► Did you know?

You sometimes see squirrels flying through the air! They can't fly like birds, but some squirrels can glide – like a paper aeroplane! – 90 metres between trees.

2 Read again. Circle True (T) or False (F).

- | | | | |
|--------------------------------|--|--|-------|
| 1 Squirrels are usually big. | T / ☒ F | 4 They live in lots of different places. | T / F |
| 2 They are always red or grey. | T / F | 5 They can open shells to find food. | T / F |
| 3 They are good at climbing. | T / F | 6 They can't travel in the air. | T / F |

3 Listen and answer. Why do they decide to do their project on red squirrels?

4 Listen again and complete.

- Carla read an article about squirrels last week.
- Kenji never sees _____ squirrels in the park.
- People brought grey squirrels from the _____ to the UK.
- Grey squirrels are bigger and _____ than red squirrels.
- The children want to start a Save the Red Squirrel _____.





English in the classroom

1  Listen and repeat the alphabet. Then listen and complete.



- 1 Serkan's brother's birthday is in July.
- 2 Rosie's mum's favourite season is _____.
- 3 Carla went on holiday last _____.
- 4 Kenji's dad's birthday is in _____.

2 Look, read and complete.

Shall Can Which When



3  Listen, check and repeat.

1

Ready for school

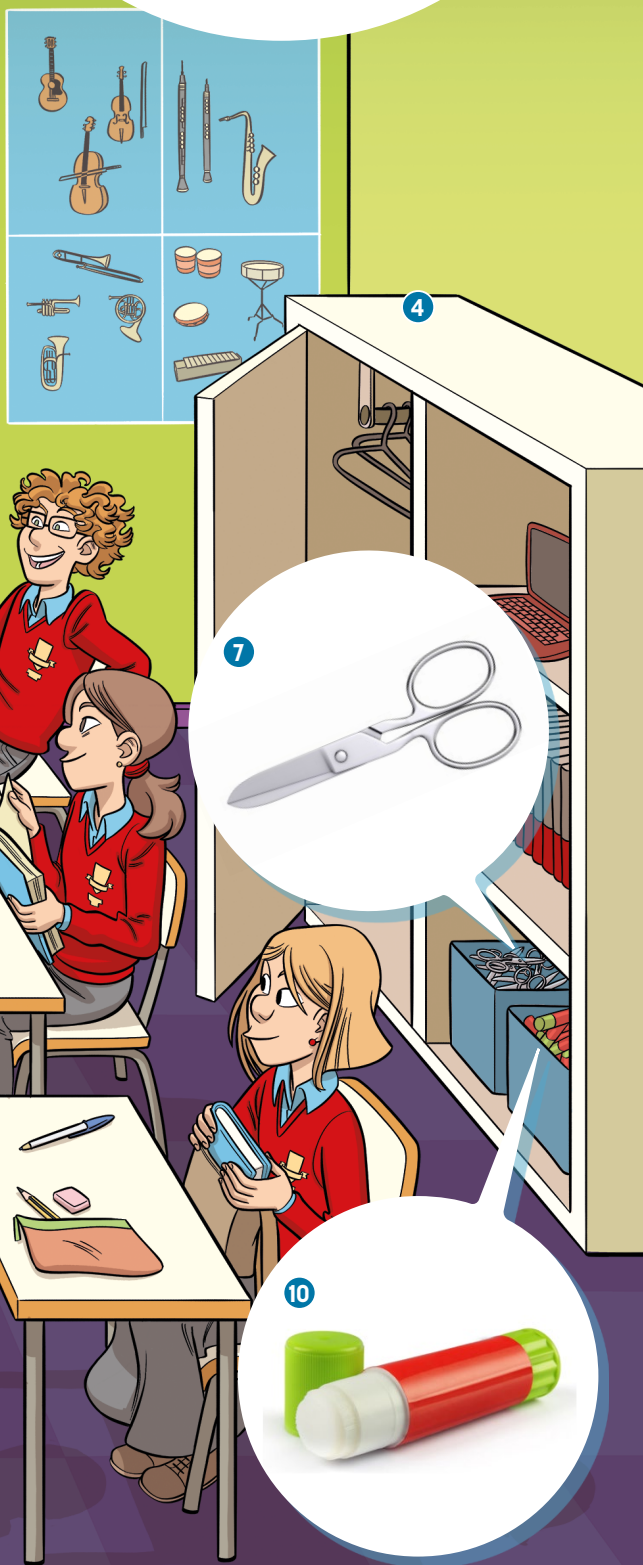
I already know ...

- 1 What's in your classroom?
What do you bring to school?



Learn to ...

- talk about school objects.
- talk about the things you have to or don't have to do.
- tell the time.
- read and write diary entries.
- talk about being brave.



Vocabulary

2 Listen and answer. What's Kenji's favourite subject?

3 Match the numbers with the words. Then listen, check and repeat.

backpack	☐	poster	☐
calculator	☐	scissors	☐
cupboard	☐	screen	☐
glue	☐	timetable	☐
highlighter	☐	whiteboard	☐

4 Read and complete. Then listen and check.

I'm ready for school! Look at all my lovely things. I've got a new ¹ backpack to carry my books and pencil case to school. The ² that I had last year doesn't stick things now, so this is new, too. Here's my ³. We can use them in some maths lessons, but not always. These are my big sister's ⁴

because she doesn't need them now. They're old, but I tried them and you can cut with them. And these are my ⁵ in lots of different colours. I love using them to show important words. I'm really looking forward to seeing all my friends again.



5 Describe and guess.

The teacher writes on this in the classroom.

Is it the ...?



1 Read and listen. What don't they need to take?

Aryan: Come on, Grace. We have to go. I don't want to be late!

Grace: Don't worry! There's lots of time! I have to check that I've got everything in my backpack!

Aryan: OK.

Grace: Highlighters. We have to take highlighters. Where are my highlighters?

Aryan: There they are!

Grace: Good. Do we have to take a calculator?

Aryan: No, we don't. I asked the teacher and we don't need them at the moment.

Grace: Right, but we've got art after lunch. What do we have to take?

Aryan: It's OK. We don't have to take things for art. Ready? Come on! Let's go!

Grace: Oh, hang on! I have to get my coat!

Aryan: Grace, you're wearing it!

Grace: Oh yes!



have to / has to

I **have to** check my timetable.

We **don't have to** take exams this month.

Do we **have to** take a calculator? Yes, we **do**. / No, we **don't**.

She **has to** wear school uniform every day.

Luke **doesn't have to** take his calculator today.

Why **do** you **have to** get up early? Because I **have to** go to school.

► Find out more on page 100.

2 Make sentences with the correct form of *have to*.

We have to do homework every evening.

1 We / do / homework every evening

4 Ian / tidy / his room every weekend

2 Maria / not / wear / school uniform

5 I / not / go / to school on Saturdays

3 Sara and Kostas / take / the school bus

6 Zaria / not / take / a packed lunch to school

3 Look again at Activity 2. Ask and answer for you.

Do you have to do homework every evening?

4 Read and listen. What's the difference between Simone's backpack and Grandad's?

Grandad: Are these crayons for school tomorrow?

Simone: No, I don't have to take crayons. Hey, Grandad, what did you have to take to school when you were young?

Grandad: I had to take my lunch box and my pencil case.

Simone: I don't have to take a lunch box because I have lunch at school. But I have to take my pencil case, like you! Oh, and I have to take my calculator, too.

Grandad: I didn't have to take a calculator. We didn't use them at primary school. And there weren't any computers at school!



had to / didn't have to

I **had to** finish my project yesterday.

I **didn't have to** tidy my room yesterday.
Grandad **didn't have to** take a calculator.

Did you **have to** take a backpack to school?
Yes, I **did**. / No, I **didn't**.
What **did** you **have to** take?
I **had to** take my lunch box.

► Find out more on page 100.

5 Read and complete.

What did you have to do at school when you were six?

We **had to** We **didn't have to**

We We

What do you have to do at school now?

We **have to** We **don't have to**

We We



Rap with Ronnie!

Language and pronunciation



Listen and look at the **blue** words.



Watch or listen and join in.

I **have to** take my backpack.

I **have to** take my glue.

I **have to** check my timetable

To know what I **have to** do!

Sam **has to** take his highlighters.

He **has to** pack his pens.

He **has to** find his pencil case

To be ready for school again!

We **have to** wear our uniform.

We **have to** take the bus.

We **have to** start our lessons now

So come along with us!





Language 2

1 Read and listen. Lucien is new today. What's his favourite subject?

Alex: Hi, I'm Alex. You're Lucien, right? Mr Park said you're in our class.

Lucien: Yes, that's right. Hi, Alex. Hey ... can I ask you something?

Alex: Of course!

Lucien: I think I was early! What time do we have to be in school?

Alex: Well, lessons start at quarter to nine, but we have to be in the classroom at half past eight. Our first lesson today is geography and then English.

Lucien: Oh, English is my favourite subject. What time is English?

Alex: It's at half past nine and then break time is at quarter past ten.

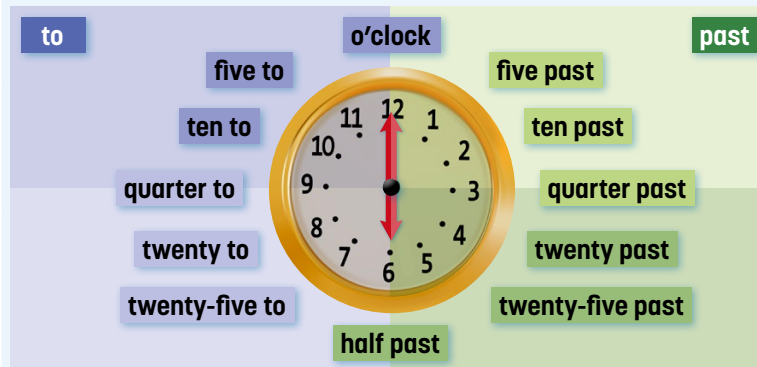
Lucien: OK, thanks. And what time is it now? Do you know?

Alex: Er ... oh, there's the bell! It's twenty-five past eight. Come on!



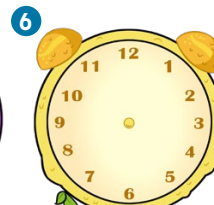
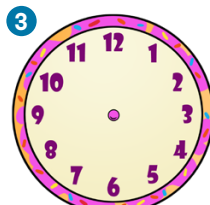
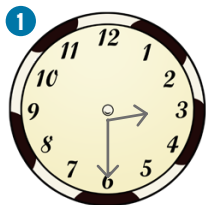
Telling the time

What time is it?	It's half past seven .
What time do we have to be in school?	We have to be in school at quarter to eight .
What time is maths?	Maths is at half past eight .



► Find out more on page 100.

2 Listen and draw the time.



3 Ask and answer.

What time is maths?

It's at quarter to nine.

Lesson 1 8:45	Lesson 2 9:30		Lesson 3 10:30	Lesson 4 11:15		Lesson 5 1:00	Lesson 6 1:45
		Break 10:15			Lunch 12:00		





Listening and Speaking

1 Watch or listen to Part 1. Read and complete.

First, Lucy can't find her ¹ sweater.
Hurry up, Lucy! The bus leaves in
² _____ minutes. The time is quarter
to ³ _____ now. Next, Lucy can't find
her ⁴ _____. Get a move on, Lucy!
The train leaves in ⁵ _____ minutes!



2 Do you think Lucy and Leo catch their train?

3 Watch or listen to Part 2. Circle True (T) or False (F).

- 1 The bus arrives at the train station at five past three. (T) / F
- 2 The train leaves in 20 minutes. T / F
- 3 There isn't much traffic on the road. T / F
- 4 Lucy and Leo have to buy their train tickets at the station. T / F
- 5 Leo has got money for the tickets. T / F

4 Look at the clocks. Act out scenes like Lucy and Leo in the video.
Use the phrases in the box.

Let's talk

Catching a bus or a train

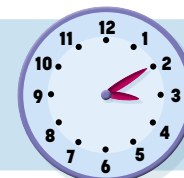
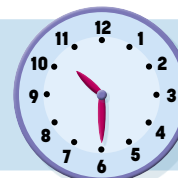
What time is it now?
What time is the bus / train?
The bus / train leaves in ten minutes!
The bus / train leaves at twenty past three.
Come on! It's time to go! Hurry up!
Get a move on! Let's go!



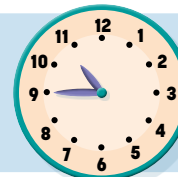
Student A

Student B

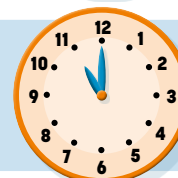
Time now:



Bus leaves:



Train leaves:





- 1 What do we write in a diary? How's it different from a blog?
- 2  Read and listen. What does Oliver want to write in his diary on Wednesday?

Monday

Dear Diary,

Can I tell you a secret? I'm not feeling very brave about starting my new school tomorrow. All those new faces and everyone has friends from last year! Well, I've got friends too, but not in this town, so I have to make some new friends now.



I feel a bit frightened about walking into the playground by myself. But I have to be brave. I can close my eyes and count to five. I know I can do it!

I wanted to be ready early, so I prepared my backpack yesterday. I've got a new calculator and some colourful highlighters.

Mum said that my class teacher's name is Mr White!



I promise to write tomorrow and tell you about my first day.
Wish me luck!

Tuesday

Dear Diary,

Well, I was a bit scared, but ... guess what! I wasn't the only new person in my class. There was a girl who's new to the COUNTRY ... and she doesn't speak English. That's hard! Imagine how SHE felt this morning! People were kind to her and she smiled a lot.



We had maths first, then it was break time. Before lunch we had English. In the afternoon, we had geography and the new girl pointed to her country on the map. The only problem is ... I can't remember her name! I MUST ask her and write it in my diary tomorrow.



It's important to use names. I liked it when people remembered mine today! Good night!

P.S. Grandma wanted a picture of me in my new uniform. How about this?!



3 Read again. Answer the questions.

- 1 What new things has Oliver got for school?
- 2 Who's Mr White?
- 3 What was difficult for the new girl?
- 4 Why did she have a nice first day?
- 5 What subjects did they have on Tuesday?
- 6 Did Oliver's new classmates use his name?

A new calculator and some colourful highlighters.

.....

.....

.....

.....

.....

Learning for life



When do you need to be brave? What can you do to help yourself?
Who can you ask for help when you aren't feeling very brave?

I need to be brave when ...

I try to That usually helps me!

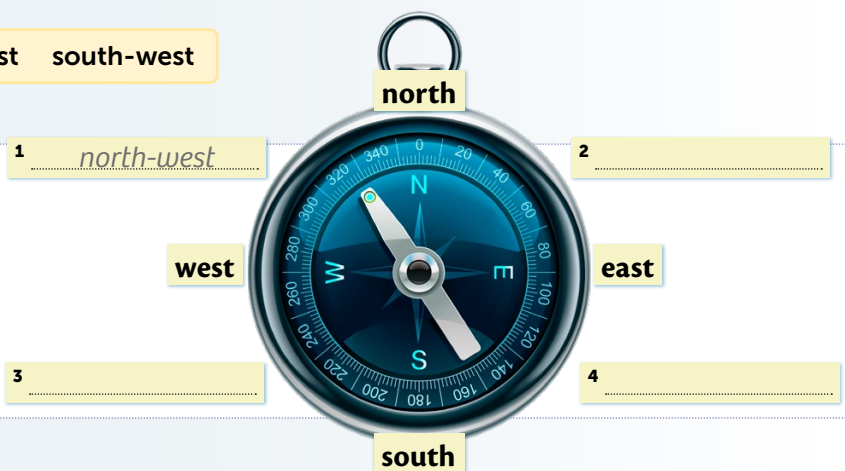
We can ask ...

1 **Read and complete. Then listen and check.**

south-east north-west north-east south-west

Using a compass

A **compass** tells us where to find north, south, east and west. You can use a compass to make sure that you're going in the right direction.

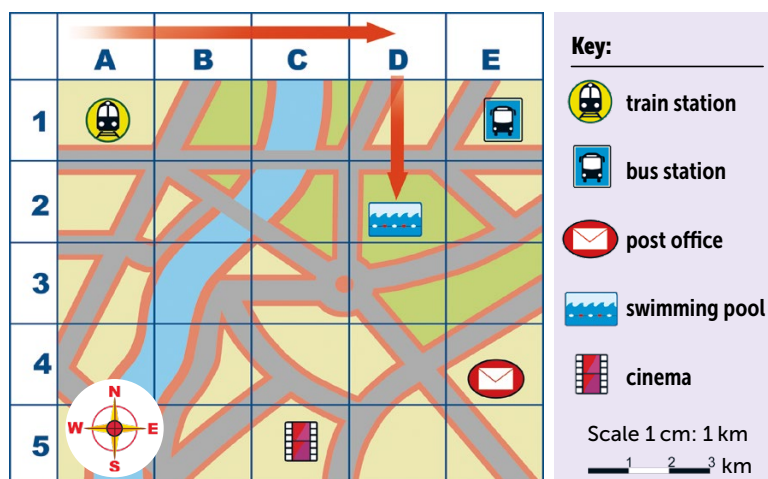


2 **Read and listen. Then match the sentence halves.**

Using maps

A map is a drawing of a place, usually from above, as if you're looking down from a plane. Look at this map of a town centre. The **key** contains symbols to show different places on the map. The **scale** shows how big the distances are. For example, 1 cm equals 1 km. There are letters along the top of the map and numbers down the side. We use these to make **coordinates** for particular places on the map. For example, to find the coordinates of the swimming pool, read along the top of the map as far as the letter D.

Then look down the map as far as the number 2.
The coordinates of the swimming pool are D2.



- | | |
|----------------------|---|
| 1 We use the key | ☐ a to find out distance. |
| 2 We use the scale | ☐ b to find a place on a map. |
| 3 We use the compass | ☒ c to find out the meaning of symbols. |
| 4 We use coordinates | ☐ d to find out direction. |

3 Look again at Activity 2. Ask and answer.

~~swimming pool~~ bus station post office cinema train station

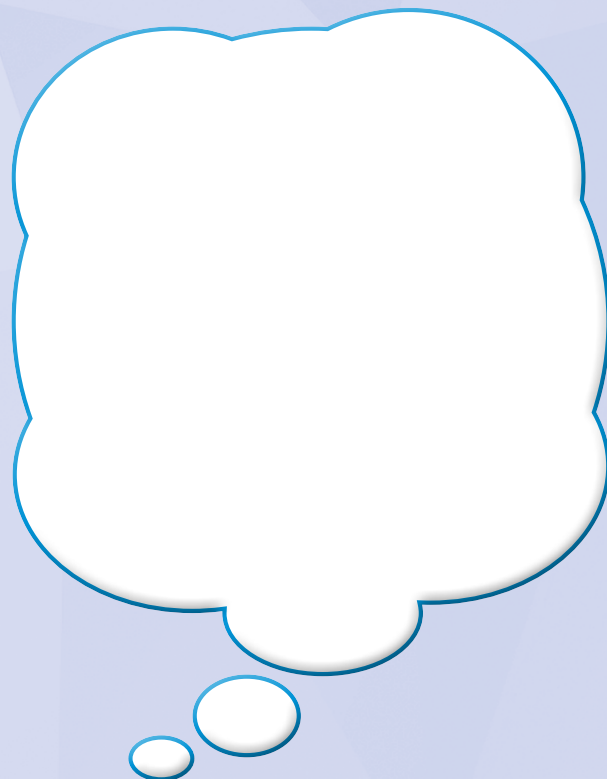
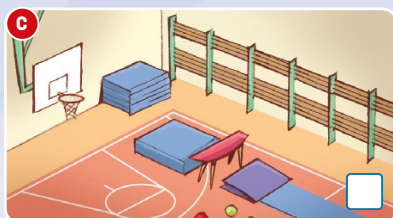
What are the coordinates of the swimming pool?

D2.

Imagine, research and present

PROJECT: A map of your ideal school

- 1**  Listen and number the pictures. Then imagine your ideal school. Draw and write in the bubble.



- 2** Make groups. Then go to Activity Book page 14. Think, research and plan.

- 3**  Read and listen to Mrs Day discussing presentations with her class. Then write a class presentation tip.

Mrs Day: Let's think about where presenters look. Do we look down at the floor? Carla?

Carla: No, that's not a good idea.

Mrs Day: And why's that? Sam, what do you think?

Sam: It's better when presenters look at the audience.

Mrs Day: Yes, it's good to make eye contact. Yes, Holly?

Holly: But we can't look at everybody all the time.

Mrs Day: No, but we can move our eyes around the room. And smile, too! Everyone likes a friendly presenter.

- 4** Present your ideal school to the class.

Project
Our Better World

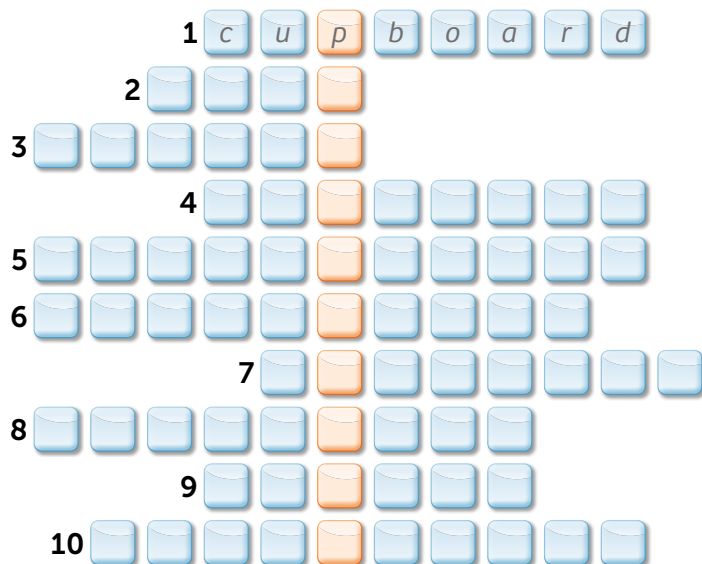
Go to page 104.
Review your presentation.



Review

1

- 1 Look and complete the crossword.
What's the hidden word?



- 2 What have you got on your desk now? Tell a partner.

- 3 Read and circle.



Emma: Come on Josh, we ¹ have / **has** to go.
It's quarter ² **and** / **past** eight!

Josh: What time ³ **do** / **is** the bus?

Emma: It leaves ⁴ **at** / **in** ten minutes.

Josh: OK. But I ⁵ **have** / **has** to check my backpack first. You ⁶ **don't** / **doesn't** have to wait for me.

Emma: It's OK. I don't mind.

Josh: Right, I've got my calculator and my pencil case.

Emma: So you're ready?

Josh: Yes, let's go! Hey, you didn't ⁷ **have** / **has** to wait for me, but thanks!

Now I can ...



Activity Book p.15

- talk about school objects.
- talk about the things I have to or don't have to do.
- tell the time.

Ready
for Unit 2?



Activity Book Exam practice p.80

Progress Test 1

2

Amazing animals

I already know ...

- 1 What animals can you see?
What other animals can you name?



Learn to ...

- talk about animals.
- compare things and people.
- say small and big numbers.
- read and write a fable.
- talk about helping others.



Vocabulary

2  Listen and answer. How many different animals does Serkan talk about?

3  Match the numbers with the words. Then listen, check and repeat.

bat	☐	fly	☐	squirrel	☐
beetle	☐	insects	☐	swan	☐
butterfly	☐	snail	☐	tortoise	☐
eagle	☐	spider	☐	wolf	☐

4  Listen and number the pictures. Then listen again, say the word and write.

a


☐

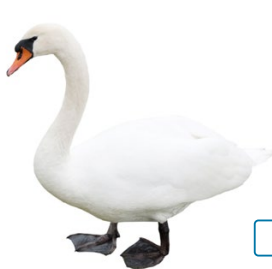
It's a

b


☐

It's a

c


☐

It's a

d


☐

It's a

5  Imagine you're in another part of the forest. What can you see?

We can see an insect.

... it's walking
in the grass ...

It's black and ...

... very slowly!



1 **Read and listen. What's Tina's favourite animal?**

Kim: I'm doing my project about squirrels! Did you know squirrels can run very fast?

Zak: Really? With those little legs? I couldn't run fast when I was small!

Kim: But a squirrel can still run faster than we run now! They can run 30 kilometres per hour!

Tina: Wow! I'm doing my project about giant tortoises. I like them best. They're really, really big ... they're enormous!

Kim: Yes, they're huge! But squirrels make really fun sounds. They're noisier than tortoises! They can run faster than tortoises, too!

Tina: That's true!

Zak: Well, mine's about wolves. I think they're the noisiest animals of all! OK, our dog howls, but when wolves howl, it's the most amazing sound. And they can run 60 kilometres per hour. So, they can run the fastest of the three animals, too!



Comparatives and superlatives

Comparative and superlative adjectives

Squirrels are **noisier** than tortoises.
Which is **the biggest** animal in the world?

Butterflies are **more colourful** than flies.
It's **the most amazing** sound.
Parrots are **the best** at talking.

Comparative and superlative adverbs

A squirrel can run **faster** than us!
Which animal can run **the fastest**?

Wolves howl **more noisily** than dogs.
Wolves howl **the most noisily**.
I like them **(the) best**.

► Find out more on page 100.

2 **Read and make sentences. Use comparative and superlative adjectives.**

- 1** This spider is 5 millimetres long.
This beetle is 1 centimetre long.
This snail is 3 centimetres long.

short long

- 2** This butterfly is two days old.
This snail is three days old.
This fly is four days old.

old young

- 3** This squirrel weighs 400 grams.
This wolf weighs 45 kilograms.
This tortoise weighs 200 kilograms.

heavy light

The ... is shorter than the ...



3 **Look and make sentences. Use comparative and superlative adverbs.**

Walt Wolf runs faster than ...

... runs the fastest.

	Walt	Wendy	Wanda
run fast	✓✓	✓	✓✓✓
howl loudly	✓	✓✓✓	✓✓
walk quietly	✓✓✓	✓✓	✓

4 Read and complete. Use the correct comparative or superlative form of the adjectives and adverbs in the box.

long heavy high fast

Favourite flying creatures

Here are the top three creatures from our readers' survey. Eagles, swans and bats are all amazing creatures, but how do they compare? Let's see!

Eagles are ¹ heavier than bats, but swans are ² _____ of these three. They weigh an average of 10 kilograms. Eagles are usually about 90 centimetres long, so they are ³ _____ than most common bats in the world. (The bat in our photo is about 9 centimetres long, for example – but 18 centimetres when it opens its wings.) However, swans win again! They're ⁴ _____ – about 150 centimetres.

How fast can these creatures fly? At _____, eagles are

⁵ _____ creatures. Next are swans at _____.

They fly ⁶ _____ than bats at _____.

And how high can they go? Eagles fly ⁷ _____, reaching 3,000 metres. Swans usually fly at 2,000 metres. Swans fly ⁸ _____ than bats, which can go up to 1,500 metres.



Rap with Ronnie!

Language and pronunciation



Listen and look at the **blue** words.



Watch or listen and join in.

A beetle's the **heaviest** insect
And flies are **lighter** than bees.
Snails are **heavier** than flies,
But **lighter** and slower than me!

Swans fly **faster** than parrots.
Ducks fly more slowly than flies.
Eagles fly the **fastest**.
Look at them high in the sky!





1 Read and listen. How many kinds of insect are there in the world?

Mina: Is that book from the school library?

Jack: Yes, I got it out again. It's amazing – there's a page here with 133 different kinds of beetle!

Mina: Really?

Jack: Yes ... here, look at all the different colours! But did you know that there are over 4,000 different kinds of beetle in the UK?

Mina: Wow! So how many different kinds are there in the world?

Jack: Erm, hang on ... page 95 ... here we are. There are between 300,000 and 400,000 different kinds of beetle in the world!

Mina: And that's only beetles! So in the whole world, how many different kinds of insect are there?

Jack: OK, I don't need to check that answer! Scientists think that there are more than a million! And the smallest is ... wait for it ... 0.325 millimetres, yes, **millimetres**!

Saying small and big numbers

0.09	nought point nought nine / zero point zero nine	926	nine hundred and twenty-six
0.9	nought point nine / zero point nine	9,260	nine thousand, two hundred and sixty
9	nine	9.2 million	nine point two million
92	ninety-two		

2 Listen and write numbers.

- How tall is the tallest giraffe in the world? 5.7 metres
- How wide is the world's biggest spider? centimetres
- How heavy is the world's heaviest insect? grams
- How many different species of bat are there?
- How long is the world's smallest bat? –3.3 centimetres
- How many different species of jellyfish are there? more than

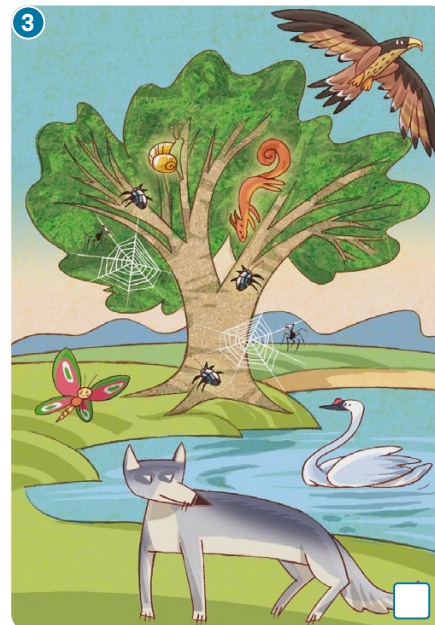
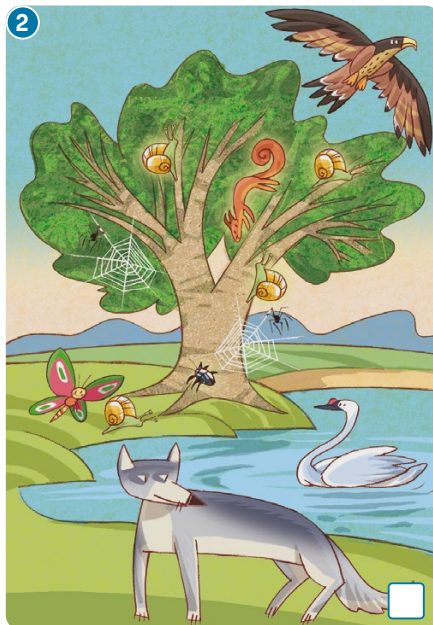
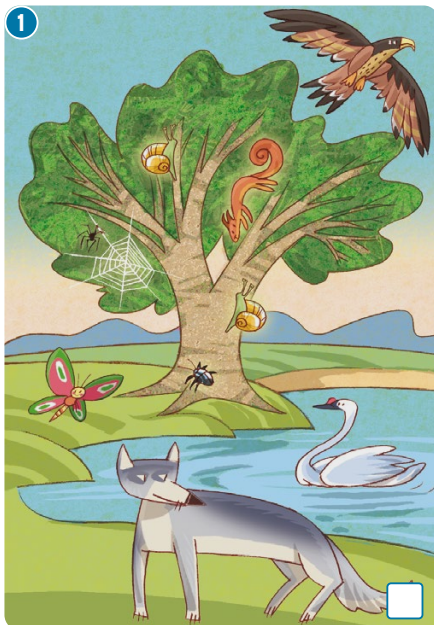
3 Look again at Activity 2. Ask and answer.

How tall is the tallest giraffe?

It's 5.7 metres.



1 Listen and tick (✓) Louise's picture.



2 Listen again. Complete the answers with one word.

1 What's Dad's favourite creature in the picture? It's the wolf.

2 What's Louise's favourite creature? She likes _____ more than any other creature.

3 Why does Louise like these creatures? She likes them because they swim and fly more _____ than any other bird.

4 What's the name of Louise's forest? It's called _____ Forest.

5 What's Louise's picture for? It's for a school _____ project.

Let's talk

Giving compliments

That's brilliant!
It's / That's lovely / beautiful!
Well done!
You're an amazing writer / artist!
That's really funny / a really funny
(story / picture)!

3 What can you draw or show to the class?
Give your classmates compliments.

4 Take turns with a partner.
Use the phrases in the box.

This is my story about a bat and a snail.

That's ...! Well done! You're an amazing ...!





1 A fable is a traditional story with a message. What fables about animals do you know in your language(s)?

2  Read and listen. How does the mouse help the lion?

The lion and the mouse

It was a beautiful, sunny day in the forest and there was an enormous lion asleep under a tree. A little mouse ran past him and the lion woke up. He put his large paw on the mouse.

'Please don't hurt me,' said the mouse. 'Let me go! One day I promise to help you!'

The lion laughed, 'YOU, a tiny mouse help ME, a huge lion? But you made me laugh, so you can go.'

'Thank you, lion,' said the mouse. 'And wait and see. I'm small, but I'm clever! Small friends can help big friends ... sometimes!'

The mouse ran away quickly before the lion changed his mind.

A few days later, the lion walked through the forest. Suddenly a trap caught him. So now he was in a net and he couldn't get out! He roared and roared – more loudly than all the other animals in the forest – but they were all too frightened to help him.

Then the mouse came along, but she wasn't frightened.

'Hello, lion,' she said. 'I'm here to help you!'

'It's no good,' said the lion. 'How can YOU, a tiny mouse, help ME, a huge lion escape from this net?'

'Lie still and watch!' replied the mouse.

She started to eat through the thick ropes of the net. She had sharp teeth and soon the net broke and the lion escaped!

'Well done! That was amazing!' said the lion.

'So, you see, small friends can sometimes help big friends,' said the mouse.

'You're right,' said the lion. 'You're my smallest friend and my best friend, too!'



3 Read again. Complete the summary with *he, she, mouse* and *lion*.

The ¹ mouse wakes the ² _____. ³ _____ catches the mouse, but ⁴ _____ promises to help him one day. The ⁵ _____ lets the ⁶ _____ go. Another day, the ⁷ _____ hears the lion. ⁸ _____'s roaring loudly because ⁹ _____'s in a net. The ¹⁰ _____ goes to help. ¹¹ _____ eats through the net and the ¹² _____ escapes.

Learning for life



How can you help your friends? How can you help at home?
What can you do in your community?

I sometimes ...

I helped ... last week with ...

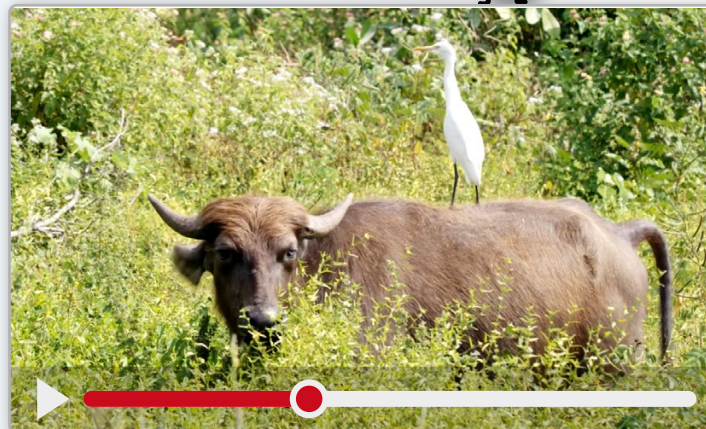
One of our neighbours ...





- 1 Watch or listen. How do animals help each other? Number the jobs in the order that you learn about them.

- ☐ a cleaning another animal's teeth
- ☐ b seeing and smelling danger
- ☐ c looking after another animal's home
- ☒ 1 d eating insects from an animal's hair
- ☐ e protecting another animal



- 2 Read and listen. Circle True (T) or False (F).

How do animals help each other ... and help nature?

There are some interesting animal partnerships in nature. Some species live together to protect each other from danger. Others find food by cleaning other animals. What examples of helping do you know? Other animals help each other to find food. For example, honey badgers and honeyguides both love to eat honey. The honeyguide is a bird. It can find honey easily, but it can't get inside the beehive. But the honey badger can help! It breaks open the beehive and then there's plenty of honey for both species!



Animals are very important for plants, too. Bees make honey in the beehive, but they also help plants to grow. When bees visit flowers, they 'drink' nectar from inside the flower, but they also pick up pollen, using hairs on their legs. They carry the pollen to other flowers, where it helps to make seeds for new flowers.

This is called pollination and it's very important. In fact, about 90% of wild plants and 75% of farmers' crops – the fruit and vegetables that we eat – need animal pollination. So bees help plants to grow and they help to make food for us and other animals, too!



- | | | | |
|--|--|---------------------------------------|--|
| 1 The honeyguide finds beehives. | ☒ T / ☐ F | 4 Bees carry pollen on their legs. | ☐ T / ☒ F |
| 2 Bees help honey badgers open the beehives. | ☐ T / ☒ F | 5 All plants need animal pollination. | ☐ T / ☒ F |
| 3 Bees eat pollen. | ☐ T / ☒ F | 6 Bees are very important for humans. | ☐ T / ☒ F |

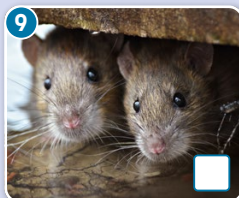
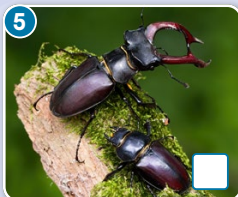
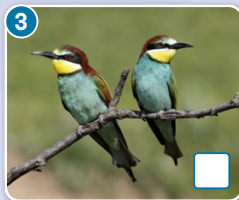
- 3 What other partnerships in nature do you know? Tell the class.



Imagine, research and present

PROJECT: A wildlife garden

- 1**  Listen and tick (✓) the animals that they want in their wildlife garden. Then imagine your garden. Draw and write in the bubble.



- 2** Make groups. Then go to Activity Book page 22. Think, research and plan.
- 3**  Read and listen to Mrs Day discussing presentations with her class. Then write a class presentation tip.

Mrs Day: Today, let's think about how to use our voices when we present. Elisa, what's your idea?

Elisa: It's really important not to speak too quietly.

Mrs Day: That's right, because everyone needs to hear. Yes, Serkan? What did you want to say?

Serkan: Presenters sometimes speak too quickly.

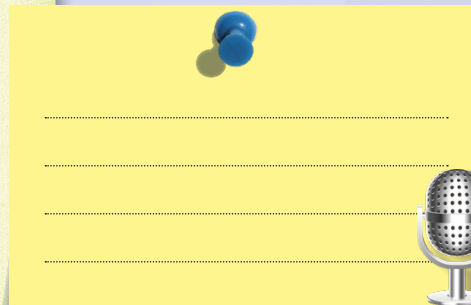
Mrs Day: Yes and ... Freya, you've got your hand up?

Freya: When it's hard to hear or to understand, the audience stop trying to listen.

Mrs Day: Very good point! And ... Max?

Max: I think some presenters are actually too loud.

Mrs Day: That's true. We don't need to shout at our audience!



- 4** Present your wildlife garden to the class.

Project
Our Better World

Go to page 104.
Review your presentation.



Review

2

1 Look and write.

- 1 b a t
- 2 q
- 3 o
- 4 n
- 5 l
- 6 y
- 7 d
- 8 e
- 9 u



2 Look at Activity 1. Read and complete.

than quickly bigger more biggest most

- Laura:** Look at the animals in our bug hotel! This snail is ¹ bigger than the fly and the beetle, but that spider is huge – easily the ² _____!
- Mario:** The spider can move more ³ _____ than the snail, too.
- Laura:** Of course it can! But can a spider move faster ⁴ _____ a fly ... or other insects?
- Mario:** Hmm, that's ⁵ _____ difficult! I'm not sure!
- Laura:** And what's your favourite creature here?
- Mario:** In our bug hotel? Oh, I love the snail.
- Laura:** So do I. Its shell is amazing! I think snails are the ⁶ _____ wonderful little creatures in the whole world!

3 Say the sequence with a partner. How high can you go?

Nought point five!

One!

Two!

Four!

Eight!

Sixteen!

...?

Now I can ...

- talk about animals.
- compare things.
- use small and big numbers.



Activity Book p.23

Ready
for Unit 3?



Activity Book Exam practice p.81



Progress Test 2 • Combined Test 1



1 Watch or listen. Circle True (T) or False (F).

- 1 Indonesia is a very large island. T / F
- 2 Indonesia has got a lot of volcanoes. T / F
- 3 There are some animals and plants that only live there. T / F
- 4 There are 70 different languages in Indonesia. T / F
- 5 There's one important style of Indonesian cooking. T / F



2 Read and listen. Then read and match.

Shadow puppets



Indonesia is famous for its traditional shadow puppets, which come from Java and are also popular on Bali and other islands in the country. The puppeteer sits behind a large cloth screen and holds up the shadow puppets on long bamboo sticks. A light behind the puppeteer creates shadows on the screen. The audience sit down in front of the screen to watch the shadows move.

The puppeteers make the puppets from leather and use them to tell traditional stories. These are sometimes very long, from three to eight hours! Different puppets are the different characters in the story, such as kings and queens, and there's sometimes more than one puppet for important characters. As well as moving the puppets, the puppeteers have to use their voices very cleverly to tell the story in an exciting way. They also direct the orchestra. At a shadow puppet performance, a *gamelan* orchestra plays traditional music on special round metal instruments.



Some young people start learning the tradition from older puppeteers in their family when they are still at primary school. Both Indonesian families and tourists love to go and watch the shadow puppets and listen to the music.

- | | |
|---------------|---|
| 1 traditional | ☐ a a flat surface where we show pictures |
| 2 shadow | ☐ b the material that we sometimes use to make shoes |
| 3 leather | ☐ c a large group of musicians |
| 4 screen | ☐ d a person in a story |
| 5 orchestra | ☒ e from old ideas in a country's culture |
| 6 character | ☐ f a dark shape that an object makes when there's light behind it |

Find out more about shadow puppets.





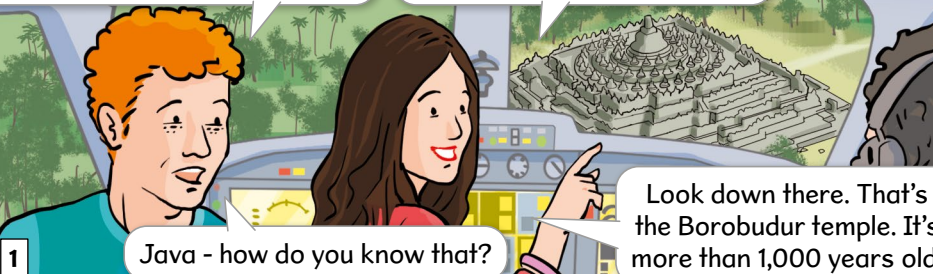
INTERNATIONAL

CRIME FIGHTERS

The International Crime Fighters are flying to Indonesia.

I can't believe we're on our first ICF mission! It's so exciting.

Yes, and right now we're flying over Java. It's amazing.



1

Java - how do you know that?

Look down there. That's the Borobudur temple. It's more than 1,000 years old.

So, what's our mission in Indonesia?

I've no idea. But at the moment my question is ... why are we flying into a volcano?



2

Ah, wait and see! It's a very special volcano!

Nick and Lucy, welcome to the ICF headquarters. I'm K and I'm your new boss.

Nice to meet you.



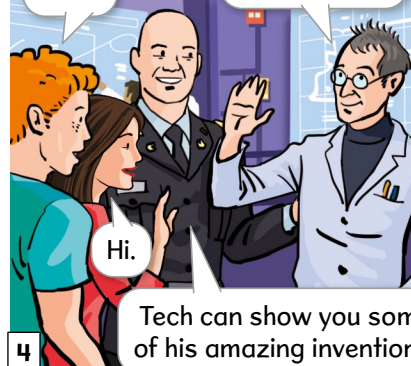
3

Hello, K. What a cool HQ in a volcano!

This is Tech. He can invent anything that you need.

Hello.

Hello, agents.



4

Tech can show you some of his amazing inventions.

This watch translates any language in the world into English.

Every single one?



5

Yes, and it translates 423 alien languages, too.

I also make mechanical things. Watch this!

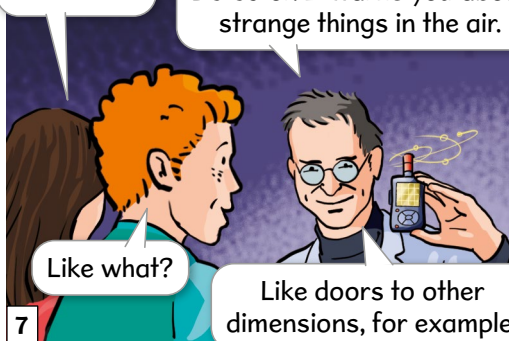


6

That's incredible.

And what's that?

This is an Electro-Field Detector. It warns you about strange things in the air.



7

Like what?

Like doors to other dimensions, for example.

There's one more person who I want you to 'meet'.

Who's that?



8

Someone who isn't here today. But one day, I hope we can catch him.

Here he is: Drago - the boss of SMASH!

The famous international criminal organisation?



9

Yes - Drago has a big team helping him. Look out for the dragon symbol.



10

Goodbye, agents, and good luck.