



my Disney STARS AND HEROES 3

Student's Book

Anna Osborn



My Disney
STARS AND HEROES 3
Student's Book

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Vocabulary

Grammar and communication

Personal and Social Skills

Cross-curricular

Project and strategies

6

Going places
page 70



Things in a city

Places in a city
Transportation

Where are you going?
I'm going to the airport.
Are you going to the market?
Yes, I am. / No, I'm not.

Ask and answer about transportation (a survey)

How do you go to school?
I go on foot.
How does she go to work?
She goes by motorcycle.



Self-awareness:

Learning new things
Can you help me, please?

I want to find a video/
instructions/pictures.

Story: A journey and a surprise



Technology:

Green transportation
carpool, electric car, green transportation, public transportation



Project:

A transportation infographic

Self-management:

Using headings and pictures to make information easy to understand

7

Things at home
page 82



Things at home 1

Things at home 2
Things at home 3

Whose key is this? It's mine.
Whose scissors are these?
They're yours.

Describe the location of objects

The bracelet is on top of the shelf.
The keys are inside the cupboard.



Responsible decision-making:

Using things again
I can fix it! I can give it away!

It's good to use things again.

Story: Use it again!



Science:

Electrical circuits
battery, circuit, switch, wire



Project:

My ideal bedroom

Presentation skills:

Good presenter behavior

8

On a journey
page 94



Things in nature

Places in nature
Weather

There was a mountain. There wasn't a farm. There were some woods. There weren't any caves.

Ask and answer about the weather

Was there a storm / any fog?
Yes, there was. / No, there wasn't.
Were there any stars? Yes, there were. / No, there weren't.



Self-management:

Managing your fears
Breathe in. Breathe out.
Count to five.
I feel calm!

Story: An exciting day



Earth science:

Dinosaurs
footprints, fossils, layer, mud



Project:

A comic book story

Collaboration:

Turn-taking
Asking others' opinions

9

Telling stories
page 106



Characters in a story

Places in a story
Personality adjectives

Mother Gothel was in the tower. She wasn't in the secret garden. Rapunzel and Eugene were in the town center. They weren't in the castle.

Ask and answer about story characters

Was he quiet? Yes, he was. / No, he wasn't.
He was handsome but mean.
They were loud but funny.



Relationship skills:

Making friends
I like soccer, but my friend likes dancing.
We both like cats.

Story: A special box



Arts:

Fairy tales
characters, problem, setting, solution



Project:

A fairy tale

Self-management:

Planning your work

Grammar reference and Picture dictionary pages 118–127

Meet our Stars and Heroes!

1 Look. Do you know any of our Stars and Heroes?

2  Listen and point.

3  Write three clues. Then play *Who am I?*

I'm friends with a rat.

Are you Linguini?

Russell

W



He's friends with Carl.

He likes animals.

He flies in a house to South America.

Nala

1



She's friends with Simba.

She's nice.

She has a long tail.

Sulley

2



He has blue and purple fur.

He's friends with Mike.

He can scare children to make energy.

Ian

3



He often helps his mom.

He has a brother named Barley.

He wants to learn to drive.

Miguel

4



He has a dog named Dante.

He loves his family.

He likes playing the guitar.

Linguini

5



He works in a restaurant.

He's friends with Remy the rat.

He can't cook!

Penny



She's friends with Bolt.

She's in a TV show with Bolt.

She can ride a scooter.

6

Molly



She has a brother named Andy.

She likes magazines.

She has a doll with blond hair.

7

Arlo



He can climb mountains.

He's friends with Spot.

He sometimes feels scared.

8

Rapunzel



She has very long hair!

She lives in a tower.

She has lots of different friends.

9

Sing-along

4 Listen and sing.

*Hello, Disney friends!
Hello, everyone!
Welcome, Disney friends!
Let's all have some fun!*

*Let's travel to new places.
And meet new people, too.
Let's have some great adventures.
We're ready! How about you?*

*Hello, Disney friends!
Hello, everyone!
Welcome, Disney friends!
Let's all have some fun!*



5 Look and complete for you. Then tell a friend.

Me!



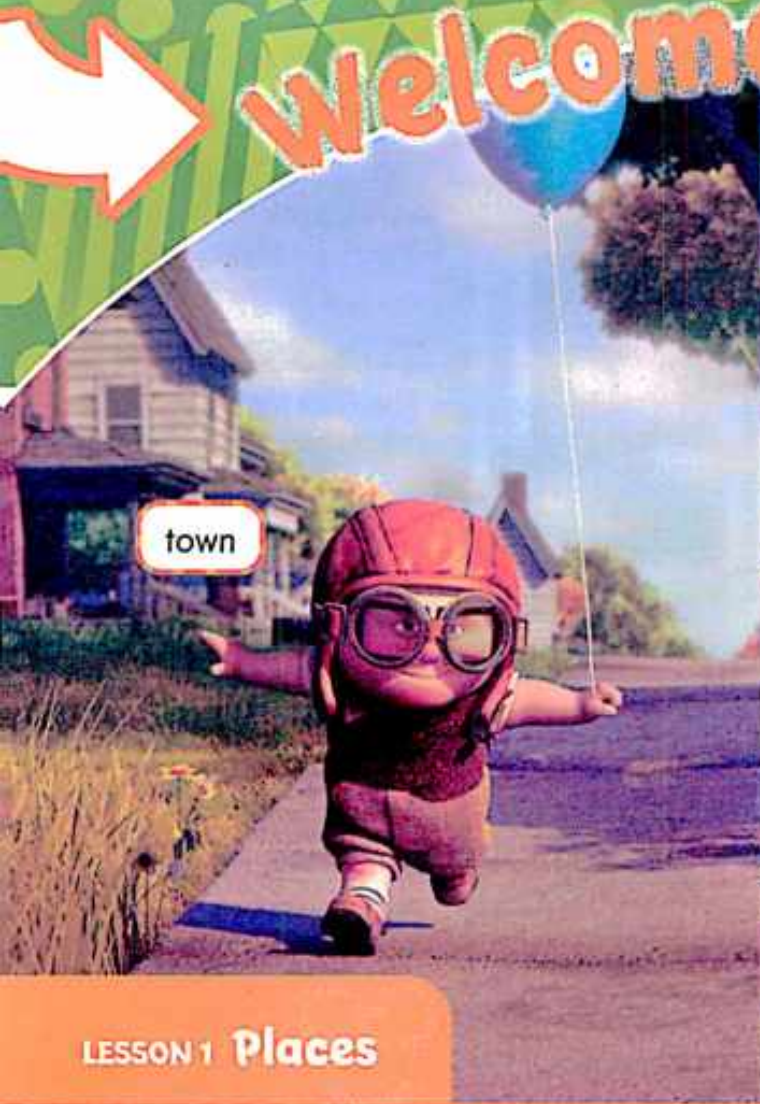
I have _____

I can _____

I like _____

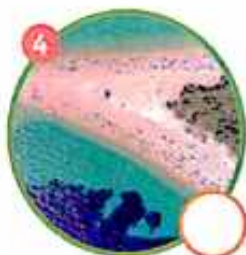
My favorite Disney friend is _____

Welcome



LESSON 1 Places

1  Listen, point, and say. Check (✓) the place you can't see.



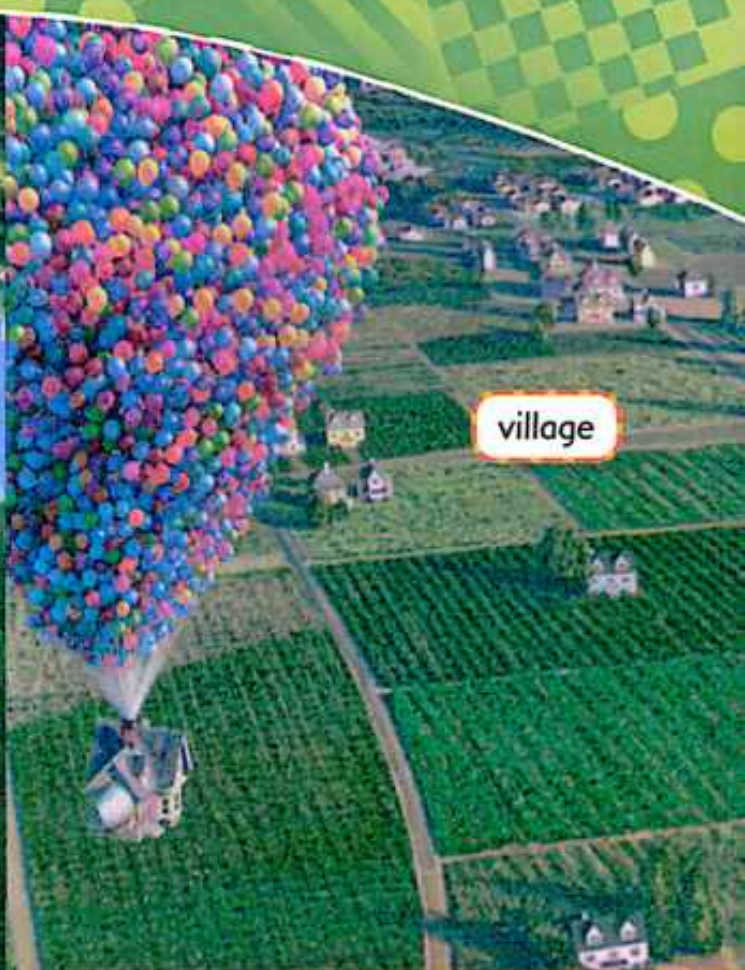
2  Watch the video. Where does Carl live?

3  Draw and play *Guess the place!*

Is it a village?

Yes, it is!





LESSON 2 Where do you live?

- 1 Watch again. How are Carl and his friends different and the same?



- 2 Listen and write.

1 Carl lives in a town. Where do you live?
Do you _____ in a town or a city?

2 I live _____ a town. I live
with my mom, dad, and brother.

- 3 Listen, chant, and act.

Where do you live? Do you live in a town?
Yes, I do. My house is brown.

Where do you live? Do you live in a city?
Yes, I do. My apartment is pretty!

- 4 Ask and answer for you.

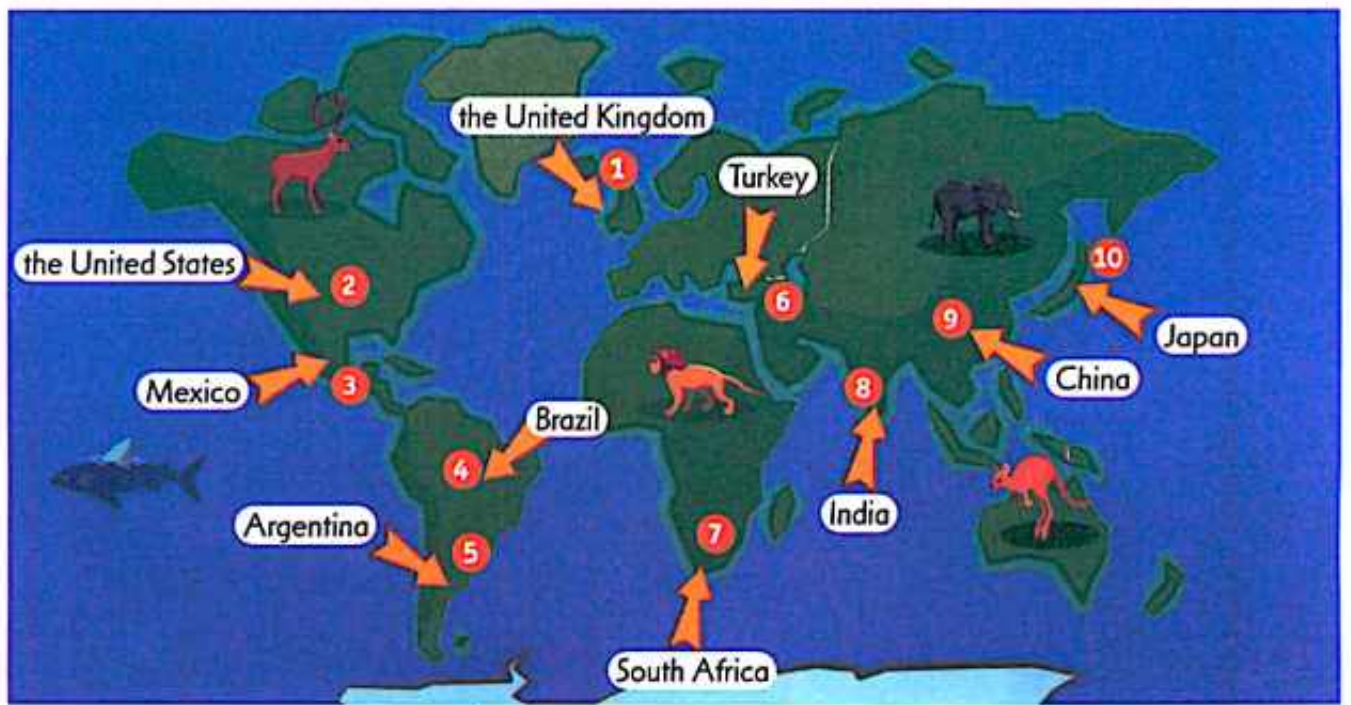
Where do you live? Do you live
in a town or the countryside?

I live in a town. I live with my
mom, dad, and two brothers.

I can ask and answer about where people live.

LESSON 3 Countries

1 Listen, point, and say. Then tell a friend.



2 Listen and number.



3 Look at 2 and write.

- a He's from India.
- b She's from _____.
- c _____.
- d _____.

4 Say for you.

I'm from Argentina.

I'm from South Africa.



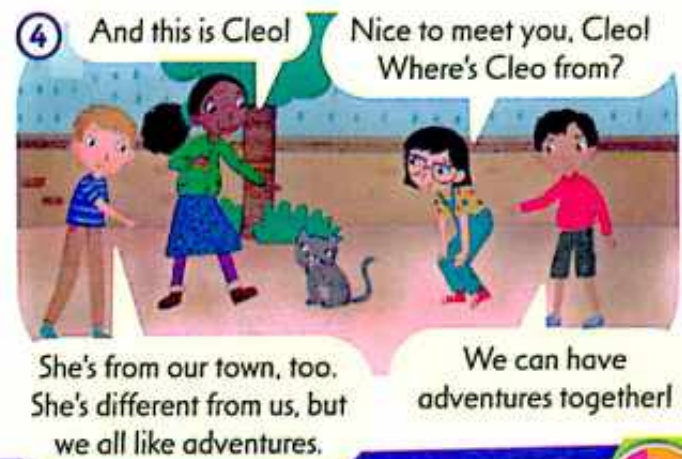
Hello!


LESSON 4
Where I'm from

1 Look. What animal can you see?



2 Listen and read. Who's new?



3 Read again and write. Then play *Guess the person!*

village countryside South Africa United States

- 1 Sato is from a village in Japan.
- 2 Diego's dad is from the countryside in Brazil.
- 3 Uma's mom is from a big city in South Africa.
- 4 Max is from a town in the United States.

Celebrate differences!

I'm from a big city in South Africa.

Are you Uma's mom?

4 Ask and answer for you.

Where are you from?

I'm from a town in Turkey.

Where's your mom from?

My mom is from a city in Japan.

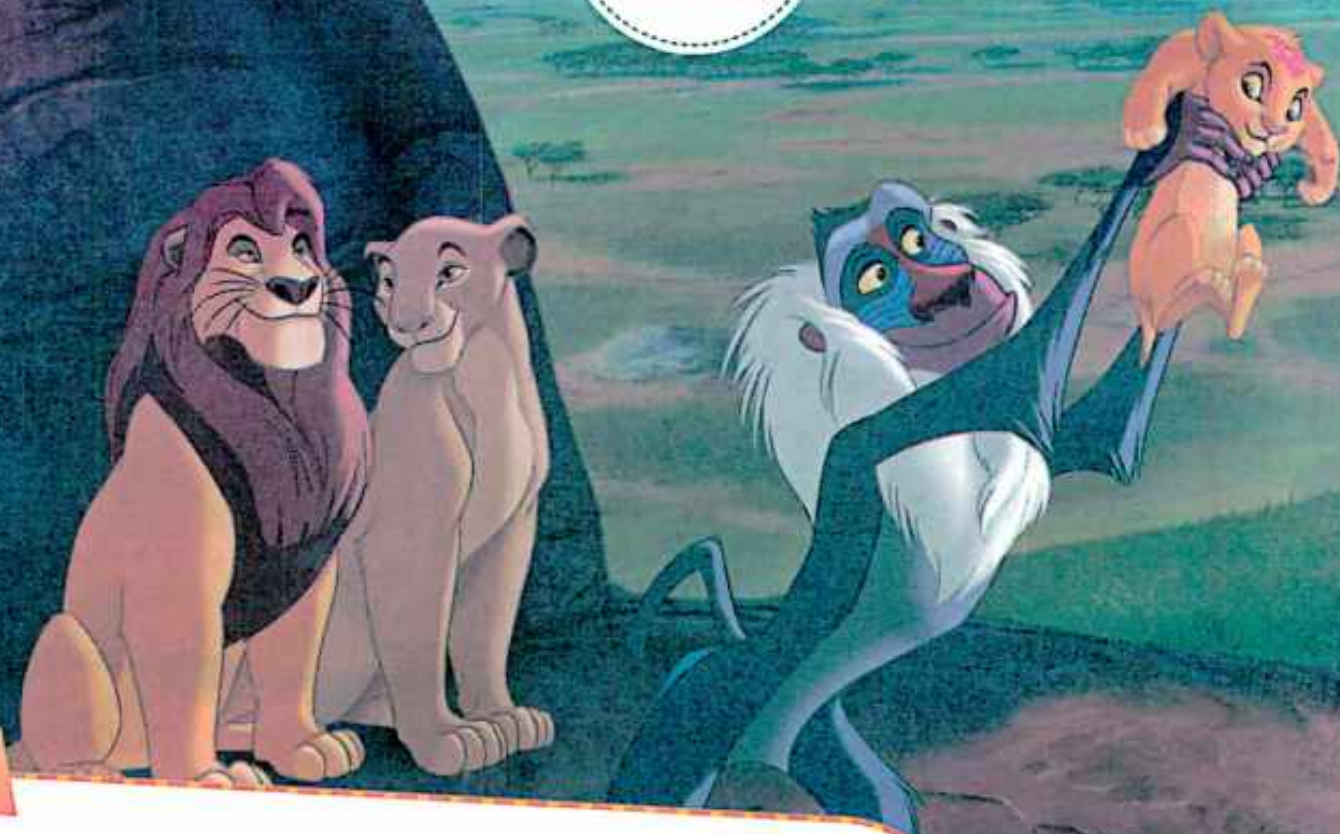
Talk buddies

I can say where I'm from.

1 Animal friends



How many
animal words
do you know?
Share ideas.



1 Watch the video. Who helps Simba? Check ✓.



2 Watch again and answer.

- 1 How do Simba's friends help him?
- 2 How does Simba help his friends?
- 3 How do you help your friends when they feel sad?



video story



3  Listen, find, and say. Then tell a friend.



4  Listen, chant, and act.

Animals, animals, we love animals!

There's a hyena! It's gray and small,
There's a giraffe! It's brown and tall.

Animals, animals, we love animals!

There's a rhino! It's big and gray,
There's a meerkat! It stands up all day!

Animals, animals, we love animals!

5  Play *Guess the animal!*

It's small. It can stand up.

Is it a meerkat?

Talk buddies

giraffe

rhino

hyena

meerkat

I can name animals.

1  Listen, point, and say. Then tell a friend.



1 fur



2 a tail



3 claws



4 wings



5 feathers



6 a beak



7 a trunk



8 horns

2 Listen and put a ✓ or ✗.




Guess what?
An elephant
doesn't have
horns. It has
tusks!

3 Look at 2 and number. Then write.

- a It has a big horn and a little horn. What is it?
- b It has black and yellow feathers, wings, and a beak. What is it?
- c It has big ears and a long trunk. What is it?
- d It has little claws and a long tail. What is it?

It's a rhino.

4  Write three clues. Play *What is it?*

It has a beak
and feathers.



What is it?

Is it a bird?



**Talk
buddies**

1 Listen and match.

1 This bird is flying. Birds use their wings to fly. ☐

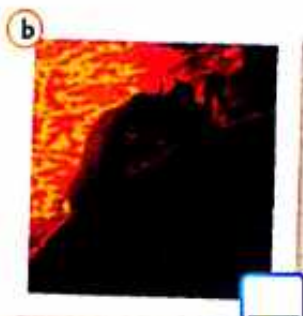
2 These birds aren't flying. The elephant uses his tusks to carry his friends. ☐



Grammar Heroes

The meerkat **uses** its legs to **jump**.
Hyenas **use** their claws to **catch** food.

2 Listen and number.



3 Look at 2 and write.

~~to carry~~ to climb to eat to jump

- a Rafiki the monkey uses his hands to carry Simba.
- b Mufasa the lion uses his claws _____ up the rock.
- c Rafiki the monkey uses his mouth _____ his food.
- d Simba and Nala use their legs _____ in the air.

4 Choose an animal. Act, say, and guess.

This animal uses its wings to fly.

Is it a bird?

Talk buddies

I can talk about what body parts animals use to do actions.



Animal dress-up



1 Look. What animals are there?

2 Listen and read. What animal does Diego want to be?

1 The children are helping at the theater. They find some amazing animal costumes.



2 The children choose their costumes.



3 I'm an elephant. I use my trunk to drink! I'm drinking water at the lake.



4 I want to be a giraffe! It has a long neck!

5 Diego has a problem with his costume.

The neck doesn't stand up. I can't be a giraffe and I can't play.



Think!

Look and find. Which animal costume do the children not use?



6 Max sees that Diego is sad.



7 Maybe I can help! It's OK now!



8 Now, all the children are wearing animal costumes.



3 Read again and circle.

- 1 Uma dresses up as a lion / bird.
- 2 Uma uses her claws / tail to climb.
- 3 Sato / Max has feathers.
- 4 Max uses his wings / trunk to drink at the lake.

4 Think and answer.

- 1 How does Diego feel when he can't be a giraffe?
- 2 What does Max do to help?
- 3 How do all the children feel at the end of the story?



5 Act out the story. Then reflect.



Reflect

One of your
friends is sad.
How can you
help?



Are you OK, Diego?
Can I help you?

The giraffe's neck
doesn't stand up.

Storytellers



I can read a story about helping a friend.

Vocabulary and Grammar

1 Listen, point, and say. Then tell a friend.



1 grassland



2 desert



3 forest



4 lake



5 river



6 ocean



Ways to learn

Water or land?

water	land
lake	

Sing-along

2 Listen and sing. Then match.

*Animals live here, animals live there,
Animals live everywhere!*

- 1** Where do meerkats live?
Tell me, tell me, please!
Meerkats live in the forest.
One is walking through the trees!

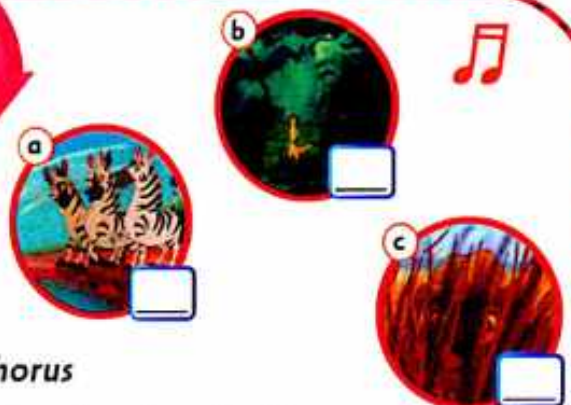
Chorus

- 2** Where do lions live?
Tell me, tell me, where?
Lions live in the grassland.
One is sitting over there!

Chorus

- 3** Where do zebras live?
Tell me, tell me, think!
Zebras live near the lake.
They're having a lot to drink!

Chorus



Grammar Heroes

What does a lion have?

A lion **has** claws.

Where do birds live?

Birds **live** in the forest.

3 Choose an animal. Ask and answer.

Where do
zebras live?

Zebras live
near the lake.

**Talk
buddies**

1 Watch the video and circle.



1 Where do giraffes live?

grassland / lake

2 Where does Simba live?

ocean / forest

3 What do meerkats eat?

meat / insects

4 What does Simba eat?

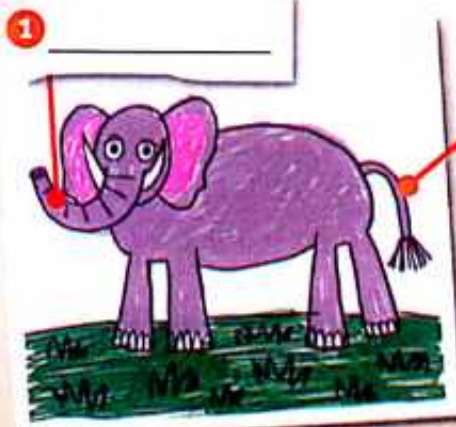
meat / insects

5 What do other lions eat?

meat / insects

2 Listen and complete the fact file.

Fact file / Elephant



2 _____

Elephants use their trunk to 3 _____

Where do elephants live? In the 4 _____

What do elephants 5 _____? Grass and leaves.

Let's communicate!

3 Make your fact files.
Ask and answer.

What do
lions have?

They have claws
and fur.



Go online
Communication Kit



I can use fact files to talk about animals.

Helping your friends



1 Lessons 1 and 4 Think and check (✓).

How do they help?	Timon	Max
1 He sings a song.	✓	
2 He tells a story.		
3 He plays with his friends.		
4 He fixes his friend's costume.		

2 Listen and circle.



3 Read, check (✓), and say.

Imagine one of your friends is alone on the playground.

What can you do?

I play with my friend. ☐

I listen to my friend. ☐

I share my toys. ☐

What can you say?

Useful Language

Are you OK?
Can I help you?
Do you want to play?

4 Act out 3 in pairs. Reflect.

- How do you feel now?
- How does your friend feel?

Be a hero!

You have one minute to help a friend! Go!



The food chain

Science

LESSON 8

My world

1 Watch the video and circle.

The circle of life means that we **are** / **aren't** all part of nature.



2 Explore Read, listen, and draw arrows.

Food chains

Animals eat a lot of different things. A food chain shows what animals eat. A food chain usually starts with the sun and a green plant. The plant uses the sun to make its own food. Some animals only eat plants. Some animals eat plants and other animals. Some animals only eat other animals. You can find different food chains in different places.



Grassland

Here's an example of a food chain in the grassland. The sun makes the **leaf** on the tree grow. The giraffe eats the leaf and the lion eats the giraffe **meat**. The lion is at the top of this food chain.

Forests

Here's an example of a food chain in forests. The sun makes the **grass** grow. The **insect** eats the grass and the snake eats the insect. The snake is at the top of this food chain.



Humans are at the top of lots of food chains, too. Can you think of any examples?

3 Think Read again and answer.

1 What does a food chain tell us?

2 What animal is at the top of the first food chain?

3 What does the snake eat in the second food chain?

Try it!

Can you think of a food chain you're part of?

I can read and talk about food chains.

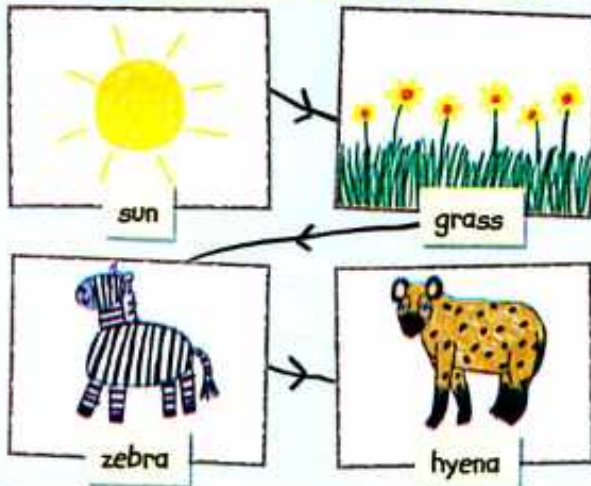
A food chain poster



1 **Review** Listen and write.

claws grass grassland hyena zebra

A food chain in the grassland



This food chain is in the 1 grassland.
 The sun makes the 2 _____ grow.
 The 3 _____ eats the grass.
 The hyena has 4 _____.
 The 5 _____ eats the zebra meat.

2 **Get ready** In groups, talk about another food chain.

What is the habitat?

What do animals eat?

What animal is at the top?

This food chain is in the forest.
 The sun makes the leaves on
 the trees grow.

3 **Create** Plan and make your food chain poster. **Workbook page 13**

Writing: posters

- Draw pictures and arrows, and write words next to the pictures.

4 **Share** Present your food chain poster.

Tips Presentation

- ☐ Start your presentation with:
"Hello, I'd like to tell you about..."
- ☐ Finish your presentation with:
"Thank you. Does anyone
have any questions?"



I can do it!

1  Look and write. Then say.

3 The elephant _____

1 The bird uses
its wings to fly.



2 The meerkat _____

4 The lion _____

2  Read and circle. Then listen and check.

Lucy: Where 1 do / does birds live?

Jan: Birds live in trees in the 2 forest / ocean.

Lucy: What do birds have?

Jan: Birds have wings, 3 feathers / fur, and beaks.

Lucy: Where do giraffes live?

Jan: Giraffes live in the 4 lake / grassland.

Lucy: What do giraffes 5 have / has?

Jan: They have fur, long necks, and 6 tails / beaks.



Movie challenge

How many animals
from The Lion King
can you say in
30 seconds? Go!

Sticker
time

I can...

 name animals, animal body parts,
and places animals live

 read a story

 present a food chain

 help my friends

☐
☐
☐
☐

 I completed
Unit 1!

Go online
Big Project

2 student life



How many animal words do you know? Share ideas.

book club

sports club

dance club

1 Watch the video. What are the games called?

1 Scare Games ☐

2 Sports Games ☐

3 School Games ☐

2 Watch again and circle.

1 Mike and Sulley's team is called the **OKs** / **Monsters**.

2 They **work** / **don't work** as a team in the first race.

3 They **work** / **don't work** as a team in the second race.

video story



- 3  Listen, find, and say. Then tell a friend.



- 4  Listen, chant, and act.

*Clubs, club, clubs are fun.
There are clubs for everyone!*

*Cooking club is good!
Dance club is cool!
Book club is great!
Sports club is too!*

*Clubs, clubs, clubs are fun.
There are clubs for everyone!*

- 5  Tell a friend about clubs you like and don't like.

I like sports club.
I don't like dance club.

I like cooking club.
I don't like book club.

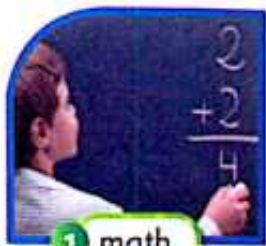
Talk buddies

cooking club



I can name school clubs.

1 Listen, point, and say. Then tell a friend.



1 math



2 science



3 English



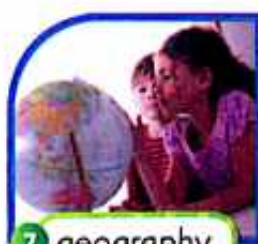
4 music



5 P.E.



6 history



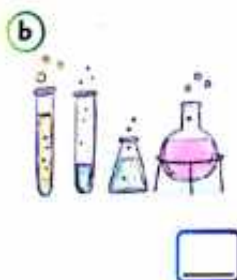
7 geography



8 art

2 Listen and number.









Guess what?
A quarter of the people in the world can speak English!

3 Look at 1 and write.

1 I'm singing in music.

2 I'm drawing and painting in _____.

3 I'm learning about the past in _____.

4 I'm saying three new words in _____.

4 Write three clues. Play *Guess the class!*

I'm playing the guitar.



What class am I in?

Are you in music?



Talk buddies

1 Listen and write. quarter after eight eight o'clock



The class starts at _____.

Slug gets to his class at _____
_____. Oh, no!



Grammar Heroes

What time does math finish?

It finishes at **eleven thirty**.

What time do the children leave school?

They leave at **quarter to three**.

2 Listen and match.



3 Look at 2 and write.

1 What time does Mike get to university?

He gets to university at _____.

2 _____ Sulley have his lunch?

He has his lunch at _____.

3 _____ Professor Knight's class finish?

His class finishes at _____.

4 Ask and answer about your school day.

What time does
math start?

It starts at quarter
after eleven.

Talk
buddies

I can say what time things start and finish.



Our amazing den



- 1 Look. Where are the children?
- 2 Listen and read. What are the children building?



Think!

Look and find. What animal is hiding near the den?

Go to page 120 to find out!



3 Read again and write.

leaves forest sticks ten thirty

- 1 The children are at _____ school.
- 2 Sato and Max look for _____.
- 3 Diego and Uma look for _____.
- 4 The next class starts at _____.

4 Think and answer.



- 1 Do the children work as a team at the start and at the end?
- 2 What does Sato do to help?
- 3 Do you and your friends work as a team? How?

5 Act out the story. Then reflect.

Storytellers



Why is it good to work as a team?



I can fix that. We have to work together.

Yes, I think you're right.



I can read a story about working as a team.

Vocabulary and Grammar

1  Listen, point, and say. Then tell a friend.



1 sports field



2 library



3 gym



4 computer lab



5 cafeteria



6 science lab



Ways to learn

What do you have at your school?

We have a big sports field at my school.

2  Listen and read. Where are Max and Tina going?

Max: Hi! Welcome to our school. I'm Max.

Tina: Hey! I'm Tina.

Max: Do you need any help, Tina?

Tina: Yes, please. I want to get some books for history.
How do you get to the library?

Max: Go straight, then turn left. But it's lunchtime now.

Tina: Oh, yes. I'm hungry. How do you get to the cafeteria?

Max: Turn right, then go straight. I'm going there now. Come with me. I can show you the way.

Tina: OK, thanks!



Grammar Heroes

How do you get to the gym?

Go straight, then turn left.

How do you get to the library?

Turn right, then go straight.



go straight



turn right



turn left

3  Think of a place in your school.
Ask and answer.

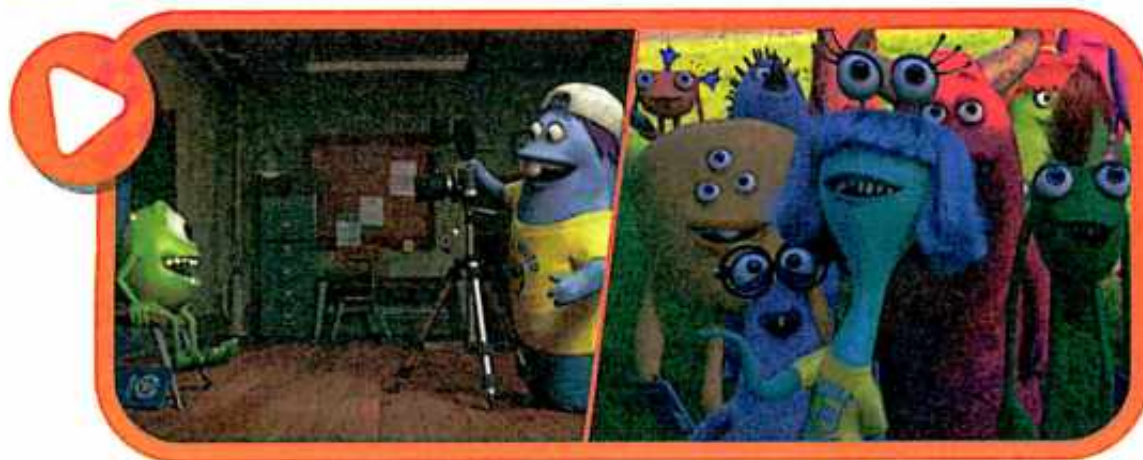
How do you get to the sports field?

Go straight, then turn right.

Talk buddies

Listening and Speaking

- 1  Watch the video. Check (✓) the places they see on the tour.



library

☐

science lab

☐

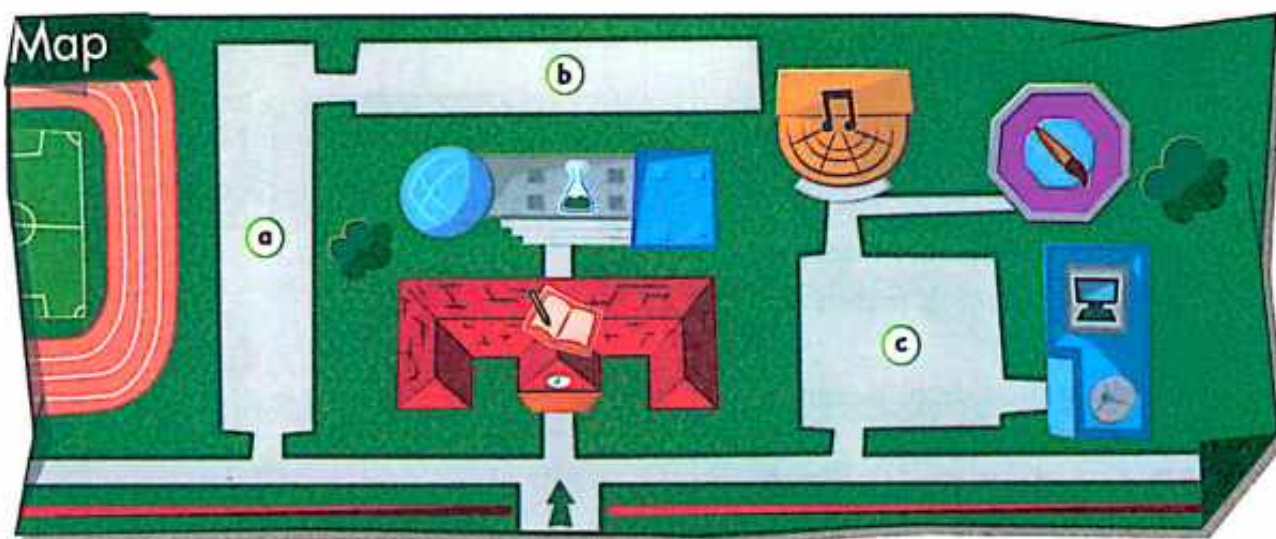
gym

☐

cafeteria

☐

- 2  Listen and circle. Where's the library?



Let's communicate!

- 3  Look at your map.
Ask and answer.

How do you get
to the library?

Go straight.



Go online
Communication Kit



I can use a school map to say how to get to places.

Working as a team



1 Think and circle.

- 1 When the monsters don't work as a team they **do well** / **don't do well** in the race.
- 2 When the children work as a team, they **can** / **can't** build the den.



2 Look and share ideas.



Which children are working as a team?

What do you think the message on the poster in b means?

What can you do in a team?

3 Look and match. Add your ideas.

1 Listen.

2 Give your ideas.

a Working as a team!

b Not working as a team!

3 Don't listen.

4 Help your team.

4 Read and act out. Reflect.



Imagine you're at forest school. You have to spend the night in the forest. Work as a team to decide what to do.

build a den make a fire
find water find food

Useful Language

How about (we find water first)?
Let's (build a den after that)!

Be a hero!

Find one thing you can do in a team that you can't do alone!



- Do you think you are a good team?

Green energy



LESSON 8

My world

1 Watch the video and answer.

What kind of energy do the monsters use?



2 **Explore** Read, listen, and circle.

Energy makes things **stop** / **work**.

Green energy is / **isn't** bad for the planet.

What is energy?



Energy makes a lot of our things work. We all use energy every day. Think about your house. Do you have lights or lamps in your rooms? Do you have a computer or a TV? How do you get to school? Do you go by car or bus? All these things use energy.

Where does our energy come from?

We get our energy from a lot of different places. Some of our energy comes from **coal** or **oil**. But these things are bad for the planet. They make the air dirty and they can run out.

We also use green energy. This energy isn't bad for the planet. It doesn't make the air dirty and it doesn't run out.



We get energy from **sunlight**.



We get energy from the **wind**.



We get energy from **water**.

We have to start using more green energy. It's good for our planet, and it's good for us, too!

3 **Think** Read again and write.

Green energy

Energy from sunlight
Energy from _____
Energy from _____

Not green energy

Energy from _____
Energy from _____

Try it!

Do you use green energy at school or at home? Find out and tell your team.

I can read and talk about energy.

LESSON 9 Project

An 'ideal school' brochure



1 Review Listen and circle.

Our ideal school

Our clubs

Cooking club

Our classes

- On Mondays, history and P.E.
- On Wednesdays, ...

Our school building



Green energy



We use energy from sunlight!

At our school we want a **1** cooking / dance club. We want to have history and **2** science / P.E. on Mondays. We want to put the **3** cafeteria / library next to the sports field. Also, we want to use energy from **4** coal / sunlight in our school.

2 Get ready In groups of four, brainstorm ideas for these areas:

Student A: clubs

What clubs do you want to do after school?

Student B: classes

What classes do you want to have?

Student C: places at school

What places are there in your school?

Student D: energy at school

Where does the energy in your school come from?

Tips Collaboration

- ☐ Divide up tasks.
- ☐ Share your ideas with the group.



3 Create Plan and make your brochure.

Writing: brochures

- Use headings and pictures.
- Make your school look and sound great!

Workbook page 25

4 Share Share your brochure with the class.



I can do it!

1 Look and complete. Then ask and answer.



1 math _____



2 a _____



3 E _____



4 m _____



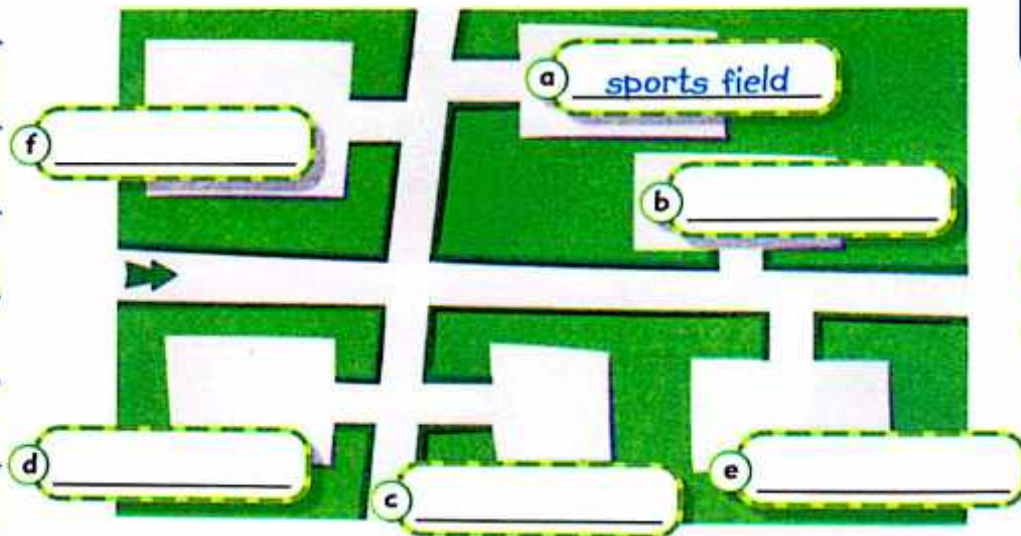
5 g _____

What time does math start?

It starts at nine thirty.

Movie challenge
Close your eyes.
What color is Sulley?

2 Read and write the places a–d. Then listen and write the places e and f.



- cafeteria
- computer lab
- gym
- library
- sports field
- science lab

- a** I play soccer here.
- b** I eat my lunch here.
- c** I read books here.
- d** I learn about energy here.

OK

I can...

- name clubs, classes, and places in a school ☐
- read a story ☐
- design an ideal school ☐
- work as a team ☐

Sticker time



☒ I completed Unit 2!

Go online
Big Project



- 1** Watch the video. Check (✓) the new thing that Ian wants to do today.



feed his pet, Blazey ☐



drive a van ☐



make breakfast for his mom ☐

- 2** Watch again and answer.

- 1** How does Ian feel about learning to drive?
- 2** How does he feel when he can't drive on the highway?
- 3** How does he feel when he can drive on the highway?



3  Listen, find, and say. Then tell a friend.



4  Listen, chant, and act.



*I help at home every day!
I can help in lots of ways!*



*I feed my pet every day.
I clean the floor. Hooray, hooray!
I take out the trash every day.
I make breakfast. Hooray, hooray!*



*I help at home every day!
I can help in lots of ways!*

5  Act and guess.

You're cleaning the floor!

Yes, I am!

Talk buddies



feed my pet

take out the trash



I can name chores at home.

Vocabulary

1  Listen, point, and say. Then tell a friend.



1 make my bed



2 wash the dishes



3 dry the dishes



4 set the table



5 clear the table



6 water the plants



7 take care of my brother / sister



8 cook a meal

2  Listen and put a ✓ or ✗.



Guess what?

Robots can do lots of housework now. Robots can clean the floor in your bedroom!

3 Look at 1 and write.

All my family help at home. My parents make the food. They 1 cook a meal for us every night. My sister puts dishes on the table. She 2 . My brother picks up the dishes from the table when we finish. He 3 . And I wash the dishes and 4 so they aren't wet.

4  Write three clues. Play *Guess the chores!*

I'm reading a story to Ben.



What am I doing?

Are you taking care of your brother?



Talk buddies

1 Listen and write. always usually

How often does Ian take out the trash?

He _____ takes out the trash.

1



2



How often does Ian feed his pet?

He _____ feeds his pet.

Grammar Heroes

How often do you set the table?

I **sometimes** set the table.

How often does he cook a meal?

He **often** cooks a meal.



always



usually



often



sometimes



never



2 Listen and match.

1



2



3



4



3 Look at 2 and write.

1 How often does Ian set the table? He usually sets the table.

2 _____ Barley take out the trash? He _____ takes out the trash.

3 _____ Ian's Mom water the plants? She _____ waters the plants.

4 _____ Blazey wash the dishes? He _____ washes the dishes.

4 Ask and answer about the chores you do.

How often do you cook a meal?

I never cook a meal.

Talk buddies

I can talk about how often people do things.



A birthday surprise



1 Look. What is Uma writing?

2 Listen and read. Whose birthday is it?

1 The children are at Uma's house today.



2 But how can I do everything on my list? I don't have time!



3 I can clean the kitchen floor. I usually clean the floor.



4 I can take out the trash. I always take out the trash.



5

I can wash the dishes. I often wash the dishes.



Think!

Look and find. Where does Uma's mom work?

Go to page 121 to find out!



3 Read again and circle T (True) or F (False).

- 1 Uma's family helps her. T / F
- 2 Sato never cleans the floor. T / F
- 3 Diego always takes out the trash. T / F
- 4 Max always washes the dishes. T / F
- 5 Uma can make a cake. T / F

4 Think and answer.

- 1 Why does Uma write a list?
- 2 What new thing does Uma do?
- 3 How does Uma feel after she does the new thing?

5 Act out the story. Then reflect.



Why is it good to do new things?



But I never make cake.
I don't know how.

It's fun to do new things.

Storytellers



I can read a story about doing new things.

Vocabulary and Grammar

1  Listen, point, and say. Then tell a friend.



1 get up



2 get dressed



3 take a shower



4 take a bath



5 brush my hair



6 brush my teeth



Ways to learn

Set vocabulary goals.

Goal: I want to learn three new phrases for things I do in the morning.

Sing-along

2  Listen and sing. Then put a ✓ or X.

We love mornings every day.
We love mornings, hooray, hooray!

What do you do before breakfast?
What do you do every day?
I get up, I take a shower.
Then I get dressed, hooray!

Chorus



What do you do after breakfast?
What do you do every day?
I pack my bag, I brush my teeth.
I brush my hair, hooray!

Chorus



Grammar Heroes

What do you do **before** you take a shower?
I brush my teeth.
What does she do **after** she takes a shower?
She gets dressed.

3  Talk about your morning.
Use **before** and **after**.

I brush my teeth **after** I take a shower.

I brush my teeth **before** I take a shower.

Talk buddies

Listening and Speaking

1 Watch the video and write.



exercises gets dressed makes breakfast
plays with his pet

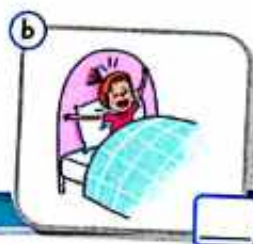
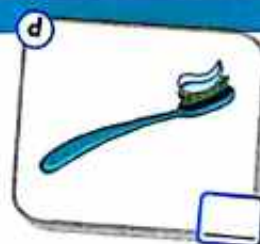
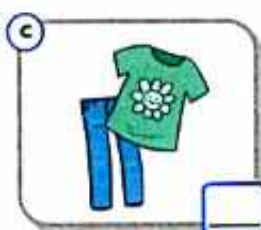
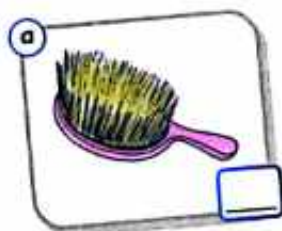
- 1 After Ian gets up, he gets dressed.
- 2 His mom _____ before breakfast.
- 3 Ian _____ before breakfast.
- 4 Ian _____ before he goes to school.

2 Listen and number in order.

My Planner



morning



Let's communicate!

3 Complete your planner.
Then ask and answer.

What do you do
after you get up?

I always take a shower
after I get up.



I can use a planner to talk about daily routines.

Doing new things



1 Think and write.

Lessons 1 and 4

worried
drive
cake
list
learn

Both Ian and Uma write a 1 list of goals (things they want to do). Ian wants to 2 drive a car and Uma wants to make a 3 cake. They both feel 4 worried, but they 5 learn how to do their new things.



2 Read and write E (easy) or H (hard) for you.

- | | |
|---------------------------------------|---|
| 1 Cook a meal for your friends. _____ | 4 Get up at 6 o'clock in the morning. _____ |
| 2 Feed your neighbor's pet. _____ | 5 Read a book every day for a week. _____ |
| 3 Learn a new instrument. _____ | 6 Try a new food. _____ |

3 What stops you from doing hard things? Read and match.

I don't know how to do it.

I don't have time.

I don't want people to laugh at me.

It doesn't matter what people think!

I can learn how to do it!

I can find 10 minutes a day to do it!

4 Choose from 2 and share ideas.

- How can you do it?
- How do you feel when you do a new thing?

Useful Language

I can ask for help. I can practice.

I want to learn the piano. But I don't know how to do it. I can learn! My friend Sam can help me.

Be a hero!

Think of something new you can do to help at home.



Important inventions



LESSON 8

My world

1 Watch the video and answer.

What inventions can you see?



2 **Explore** Read, listen, and circle.

An invention is a **new** / **old** idea.

Inventions

An invention is a new thing. People who have ideas for new things are called inventors.



There are a lot of inventions that help us at home. **Electricity** is an important invention. It's a type of energy. This energy makes our lights and machines work, for example, our **fridges** in the kitchen. We can keep our food cold and fresh in the fridge.



Inventions can help us outside the home, too. We use **cell phones** to talk to friends and to send messages. We use **GPS** to find our way when we're traveling.

How do inventors think of ideas for new inventions? Let's ask them.

I start with a problem.
I ask: "How can I fix this problem?"

I talk to other people.
I ask: "What new thing do you want to help you?"



Think of a new idea!
Make a new thing!
It's good to try new things. You can be an inventor, too!

3 **Think** Read again and match.

- | | |
|--------------------------|--|
| 1 We use electricity ... | a for lots of things, for example, talking to friends. |
| 2 We use fridges ... | b to make our lights and machines work. |
| 3 We use cell phones ... | c to find our way on journeys. |
| 4 We use GPS ... | d to keep our food fresh. |

Try it!

Think of a new invention for your home. What do you use it for?

I can read and talk about inventions.

43

A class survey



1 **Review** Listen and complete.



1 How often do you wash the dishes?

never	sometimes	often	usually	always

2 **Get ready** In pairs, think of three chores for each place.

garden bathroom garage

How often do you do these chores?



Tips Self-management

- ☐ A web diagram is a simple map of ideas with lines and circles.
- ☐ Use a web diagram to organize your vocabulary!

3 **Create** Plan and write your web diagram and survey.

Workbook page 37

Writing: survey questions

- Write questions that start with, "How often...?"
- Don't forget to write a question mark (?) at the end of each question.

4 **Share** Share your survey results with the class.

Two children always wash the dishes.
One child never washes the dishes!

I can do it!

1

Look and write. Then ask and answer.



Malia always
makes her bed



She _____



She _____



She _____

How often does Malia make her bed?

She always makes her bed.

2



Read and number in order. Then listen and check.



I sometimes take a bath
after I get up. I usually brush
my teeth after I take a bath.



Movie challenge

Ian often feeds
his pet! What's his
pet's name?

I can...



name things I do every day

☐


read a story

☐


do a survey about chores
at home

☐


set goals to do new things

☐

Sticker
time

I completed
Unit 3!

Go online
Big Project

4 Our hobbies

How many words for hobbies do you know? Share ideas.

watch movies

learn an instrument

video story

1 Watch the video. Check (✓) Miguel's favorite hobby.

1 dressing up ☐ 2 learning the guitar ☐ 3 watching movies ☐

2 Watch again and circle.

- 1 Miguel feels happy / sad when he plays music.
- 2 Miguel's family want him to be a musician / make shoes.
- 3 Miguel's dream is to be a musician / make shoes.

3  Listen, find, and say. Then tell a friend.



4  Listen, chant, and act.

*We like hobbies! Hobbies are cool!
We do hobbies after school!*

*I do photography, I dress up, too.
I like my hobbies! What about you?*

Chorus

*I watch movies, I learn an instrument, too.
I like my hobbies! What about you?*

Chorus

5  Act and guess.

You're learning an instrument!

Yes, I am!

Talk buddies

dress up

do photography

I can name hobbies.

1 Listen and circle.



1 Miguel likes / **doesn't** like playing in a band.



2 Miguel likes / **doesn't** like making shoes.



Grammar Heroes

I like singing in a choir.

She **doesn't** like reading comics.

Do you like making models?

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

2 Listen and draw 😊 or ☹️.



1



Matt



2



3



Sue



4

3 Look at 2 and write.

- | | |
|--|------------------------|
| 1 Does Matt <u>like</u> making models? | <u>No, he doesn't.</u> |
| 2 Does he like _____ pictures? | _____ |
| 3 _____ Sue _____ reading comics? | _____ |
| 4 Does _____ like _____ in a journal? | _____ |

4 Ask and answer about your hobbies.

Do you like making models?

Yes, I do.

Talk buddies

I can talk about hobbies I like and don't like doing.

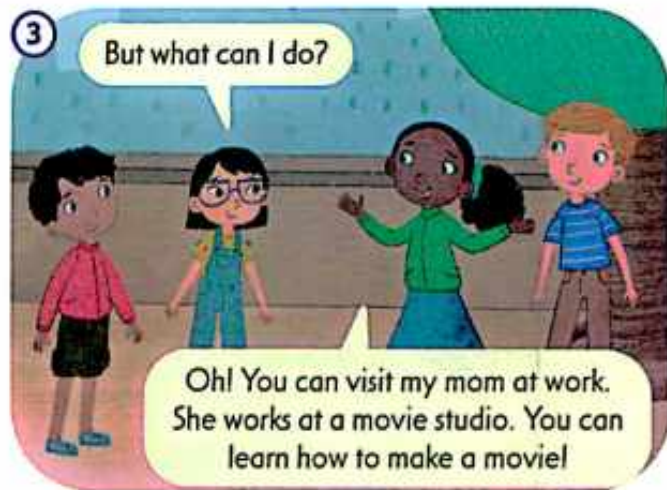


Sato's dream



- 1 Look. Where does Sato go?
- 2 Listen and read. What's Sato's dream?

1 The children are talking about their hobbies.



Think!

What's the name of the movie that Lucy is making?

Go to page 122 to find out!

5

Sometimes I make movies with my phone. Maybe you can try that?



6

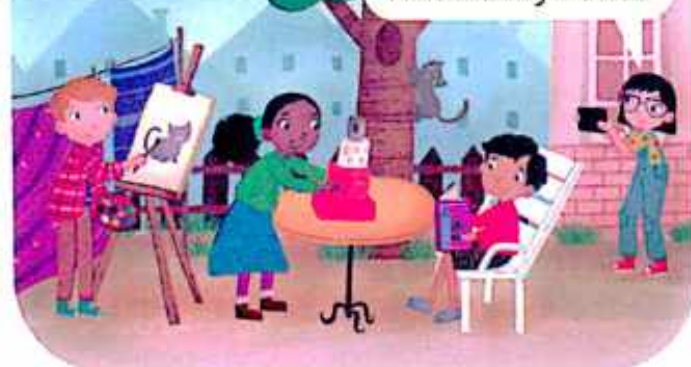
Later ...

Do you know any actors for my movie?



7

I like making movies!



8

That evening ...

We like watching movies!



3 Read again and circle.

- 1 Max **likes** / **doesn't like** going cycling.
- 2 At the start, Sato **knows** / **doesn't know** how to make a movie.
- 3 Sato makes a movie with a **movie camera** / **phone**.
- 4 All the children **like** / **don't like** watching movies.

4 Think and answer.

- 1 Why does Sato think she can't follow her dream?
- 2 How does she feel when she can't follow her dream?
- 3 How does she feel when she follows her dream?

5 Act out the story. Then reflect.



Reflect

Why is it good to follow your dreams?



But I don't know how to make movies.

You have to keep trying!



Storytellers

I can read a story about following dreams.

Vocabulary and Grammar

1 Listen, point, and say. Then tell a friend.



1 exciting



2 boring



3 easy



4 hard



5 cool



6 terrible



Ways to learn

Make sentences with pairs of opposites.

It's easy!
It isn't hard!

2 Listen and read. Why is Max asking Sato questions?

Max: I'm writing about our hobbies for the school magazine.
Can I ask you some questions, Sato?

Sato: Yes, OK!

Max: What do you like doing in your free time?

Sato: I like making movies.

Max: Oh yes, of course. Why?

Sato: Because it's exciting!

Max: OK, thanks.

Sato: I want to make a new movie.

Max: Really? What's it about?

Sato: It's about our favorite hobbies.

Max: Great! I like going cycling because it's cool. Can I be in your new movie?

Sato: Yes, of course.



Grammar Heroes

What do you like doing in your free time?

I like reading comics.

Why? Because it's cool!

3 Ask and answer about your hobbies.

What do you like doing in your free time? Why?

I like dressing up because it's exciting!

Talk buddies

Listening and Speaking

1  Watch the video. Circle and match.



- | | |
|---|-------------------------|
| 1 Miguel likes / doesn't like making shoes because ... | a it's exciting! |
| 2 He likes / doesn't like playing with his pet because ... | b it's hard! |
| 3 He likes / doesn't like cleaning shoes because ... | c it's boring! |
| 4 He likes / doesn't like learning an instrument because ... | d it's cool! |

2  Listen, draw  or , and write. What does James like doing. Why?

Activities program

Morning

Afternoon

Saturday



because it's hard.



because _____

Sunday



because _____



because _____

Let's communicate!

3  Use your programs. Ask and answer.

Do you like writing in a journal?

Yes, I do.

Why?

Because it's exciting!



Go online
Communication Kit

I can use an activity program to talk about what I like doing.

Following your dream!



1

Lessons 1 and 4



Think and write.

guitar movies musician studio



Miguel likes playing the
1 guitar. He loves
music. His dream is to become
a 2 _____.

Sato likes making 3 _____.
She loves photography.
Her dream is to make movies
for a movie 4 _____.



2

Read Sato's vision board and answer.

- 1 What does Sato like doing?
- 2 What does she think is exciting?
- 3 What's her dream?
- 4 What steps can she take to follow her dream?

Follow my dreams!

I like making movies!

I think drama is exciting!

My dream is to make movies for a movie studio!

1 I can watch lots of movies.

2 I can visit a movie studio.

3 I can make a movie about my friends.

3



Answer for you.

- 1 What do you like doing?

- 2 What's your dream?

- 3 How can you follow your dream?
I can _____.
I can _____.

Useful Language

My dream is (to play soccer for my country!)
Keep trying!
Follow your dreams!

4



Share your dream with a friend.

- Do you have similar ideas?
- Can you help each other follow your dreams?

Be a hero!

Keep a dream journal. Look at it every week!



Musical instruments

LESSON 8

My world

1 Watch the video and answer.

How many guitars can you see?



2 Explore Read, listen, and circle.

This article is about different types of music / musical instruments.

Musical instruments

Musical instruments come in many different shapes and sizes. Instruments also belong to different musical families. We use different parts of our body to play different musical instruments. Which instrument do you want to learn?

String

A guitar is a string instrument. We move our fingers over the strings to play the guitar. Most guitars have six strings.



Percussion

A drum is a percussion instrument. We use our hands or sticks to make different sounds on the drum. The drum is a very loud instrument. You can use a drum to communicate with a person a long way away!



Wind

A flute is a wind instrument. We use our mouths to blow into a flute, and we use our fingers to make different sounds. Some flutes are big, and some flutes are small.



Brass

A trumpet is a brass instrument. We use our mouths to blow into a trumpet, and we use our fingers to make different sounds. We can make 45 different sounds on a trumpet!



Try it!

Find out about another instrument. What family is it in?

3 Think Listen and complete.

	1	2	3	4
1 What's the instrument?	drum			
2 What family is it in?	percussion			
3 What part of the body do we use to play it?	hands, fingers			

I can read and talk about musical instruments.

55

LESSON 9
Project

A movie storyboard



1 **Review** Listen and write.

My movie storyboard: My friends' hobbies



Gabriel likes **1** _____
because it's **2** _____.



Louise likes **3** _____
because it's **4** _____.



Theo likes **5** _____
because it's **6** _____.

2 **Get ready** Work with two friends. Ask and answer.

What do you like doing? Why?

I like making models because it's fun.

3 **Create** Plan and make your storyboard.
Then practice your presentation.

Workbook page 49

Writing: a storyboard

- Write sentences about what happens in your movie.
- Use 'because' to explain the pictures.

4 **Share** Present your storyboard.

Tips Presentation

- ☐ Speak loudly and slowly when you give a presentation.
- ☐ Smile and look at your friends when you talk.



1 Look and write. Then ask and answer.



Rachel likes
painting pictures.



Dan _____



Sophia _____



Mario _____

Does Rachel like painting pictures?

Yes, she does.

2 Read and circle. Then listen and circle.



Meg: What do you like **1** do / doing?

Rob: I like **2** make / making models.

Meg: Why?

Rob: Because it's **3** exciting / boring!

Meg likes **4** taking pictures / making movies
because it's **5** cool / easy.

Movie challenge

What's Miguel's great grandmother called?

Test your progress with English Benchmark Young Learners



I can...

 name hobbies and adjectives to describe hobbies ☐

 read a story ☐

 present a movie storyboard about hobbies ☐

 follow my dreams ☐

Sticker time



☒ I completed Unit 4!

Go online
Big Project

5 Let's cook!



How many food words do you know? Share ideas.

pan

1 Watch the video. Who can cook?

1 Remy ☐

2 Linguini ☐

2 Watch again and answer.

- 1 What problem does Linguini have?
- 2 How do Linguini and Remy fix the problem?
- 3 How do they feel after they fix the problem?



3  Listen, find, and say. Then tell a friend.



4  Listen, chant, and act.

*Let's cook, let's eat!
Let's cook, what a treat!*

I have a bowl. I have a pan.
Can you cook? Yes, I can!

Chorus

I have a cup. I have a plate.
Let's cook together! It's really great!

Chorus

bowl

5  Play Guess what!

We put our food on this at dinner time.

Is it a plate?

Talk buddies

cup

plate

I can name things in the kitchen.

1  Listen, point, and say. Then tell a friend.



1 ratatouille



2 strawberries



3 salad



4 pancakes



5 vegetables



6 hot chocolate



7 milkshake



8 water

2  Listen and match.



Guess what?
Strawberries can be red, white, purple, yellow, or gold.

3 Look at 1 and write.

1 I like tomatoes.

Would you like a bowl of r _____?

2 I'm cold and thirsty.

Would you like a cup of hot c _____?

3 I'd like a healthy lunch.

Would you like a plate of v _____?

4  Write three clues. Play *Would you like ...?*

I'm hot and thirsty.

I'm hot and thirsty.

Would you like a glass of water?

Talk buddies

1 Listen and match.

1 There's some ratatouille. There isn't any salad.

2 There aren't any pancakes. There are three bowls of vegetables.



Grammar Heroes

There's some ratatouille.

There isn't any water.

There are some vegetables.

There aren't any pancakes.



a glass of water
a bowl of vegetables
a plate of ratatouille

2 Listen and number.



3 Look at 2 and write.

a There are some strawberries. There are three bowls of strawberries.

b There _____ some pancakes. There _____ two plates of pancakes.

c There _____ some ratatouille. There _____ two bowls of ratatouille.

d There _____ some water. There _____ three glasses of water.

4 Look at 2. Say and guess.

There are some strawberries. There aren't any pancakes. There are three bowls of strawberries.

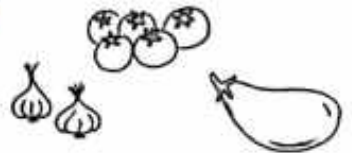
It's picture a!

Talk buddies

I can use *there is / are* with countable and uncountable nouns.



What's for lunch?



1 Look. Where are the children?

2 Listen and read. What do the children cook?

1 It's lunchtime and the children are hungry.

Let's go and get our favorite lunch!



2 Sorry, children. There isn't any lunch today. Our chef is sick.



3 Maybe we can help.



4 There isn't any lunch because the chef is sick. How about we cook lunch?



Really? Do you know how to cook?

5 There's a bowl of vegetables. There's some garlic, there are a few eggplants, and there are a lot of tomatoes and zucchinis.

OK. Let's look at the ingredients.



Think!

Look and find. What can the children make for dessert?

Go to page 123 to find out!



3 Read again and circle T (True) or F (False).

- 1 The chef is fine today. T / F
- 2 The children cook dinner. T / F
- 3 There are a lot of tomatoes in the bowl. T / F
- 4 There is some bread. T / F

4 Think and answer.

- 1 What problem does the man have?
- 2 How do the children fix the problem?
- 3 How do the children feel after they fix the problem?

5 Act out the story. Then reflect.

Storytellers



Reflect

How can we fix problems?



Maybe we can help.

Let's work together to fix the problem!



I can read a story about fixing a problem.

Vocabulary and Grammar

1  Listen, point, and say. Then tell a friend.



Ways to learn

Which things can you count?

I can count

I can't count

zucchini

Sing-along

2  Listen and sing. Then match.

*Let's make ratatouille, yum, yum, yum!
Let's make ratatouille! We all want some!*

1 Is there any garlic?
How much can you see?
There's a little garlic.
A little for you and me!

2 Are there any eggplants?
How many? Take a look!
There are a few eggplants.
A few for us to cook!

3 Are there any zucchinis?
We only need a few.
There are a lot of zucchinis.
A lot for me and you!

Chorus

Chorus



Grammar Heroes

How many eggplants are there?

There are a lot of / some /
a few eggplants.

How much garlic is there?

There's a lot of / some / a little garlic.

3  Look at 2. Ask and answer.

How many
eggplants are there?

There are a few eggplants.

Talk buddies

Listening and Speaking

1  Watch the video and circle.



1 How many / much grapes are there in the bowl?

There are a lot of / a few grapes.

2 How many / much zucchinis are there?

There are a lot of / a few zucchinis.

3 How many / much garlic is there?

There's a lot of / a little garlic.

2  Listen and check (✓). What food do the children want to buy?



Shopping list

zucchinis



eggplants



tomato sauce



garlic



Let's communicate!

3  Look at your fridge. Ask and answer. What food do you want to buy?

How many zucchinis are there?

There are a few zucchinis.



Go online
Communication Kit



I can ask and answer questions with *how much* / *how many*.

Fixing problems



1

Lessons 1 and 4



Think and circle.



Linguini's problem is that he can't cook Remy's **1 soup** / **bread**.

2 Remy / **The chef** teaches Linguini how to cook.

The restaurant's problem is that the **3 chef** / **rat** is sick.

The children cook **4 soup** / **ratatouille** for lunch.



2



Look and complete. What's the problem in this school?

SCHOOL MENU

How many portions do we...

make?



eat?



throw away?



Sandwiches and soups

	Chicken sandwich	25	22	a 3
	Eggplant soup	25	10	b

Hot meals

	Pasta with tomato sauce	50	8	c
	Noodles with vegetables	50	23	d

Desserts

	Chocolate pancakes	75	75	e
	Fruit salad	75	28	f

3



Look at 2 and share ideas. Then change the numbers on the school menu.

How can you fix the problem?

How many portions do you want to make?

Useful Language

Let's fix the problem!

How about we (take soup off the menu)?
Maybe we can (make 30 fruit salads)?

4



Reflect with a friend.

- How do you feel about fixing this problem?

Be a hero!

Share and fix a problem with a friend.



Following a recipe



LESSON 8
My world

1 Watch the video and answer.

What's Remy cooking for Ego?



2 **Explore** Read, listen, and circle.

A recipe tells you **how to cook a meal / the food you can have in a café.**

Ratatouille

Today you're cooking ratatouille. It's a healthy and delicious meal with lots of fresh vegetables.

A few things to remember in the kitchen:

- Wash your hands with soap before you start.
- Wash all the vegetables in cold water.
- Follow the recipe.
- Be careful when you cut the vegetables.
- Wash the dishes in hot water when you finish.

Good luck!



Ingredients

- | | |
|---------------------------|----------------------|
| 1 tablespoon of olive oil | 2 large zucchinis |
| 1 large onion | 3 large bell peppers |
| 3 cloves of garlic | 6 tomatoes |
| 1 large eggplant | salt and pepper |

- 1 First, **peel** and **cut** the onion. **Fry** it in the pan with the olive oil for about five minutes. Next, peel and cut the garlic and put it in the pan. Cook for another minute.
- 2 Cut the eggplants, zucchinis, bell peppers, and tomatoes. Then, add them to the pan and **stir** everything together. Add salt and pepper.
- 3 Cook the ratatouille for 20 minutes until all the vegetables are soft.

Enjoy your ratatouille with some rice or fresh bread!

3 **Think** Read again, number, and write. Then say.



peel

Try it!

Find a recipe that you want to cook.
Tell your friend how to cook it.

First, peel the onion.

Then, ... Next, ...
Finally, ...

I can understand a recipe.

A recipe



1 Review Listen and circle.

1 Vegetable soup / pasta and eggplants

Ingredients

8 zucchinis
3 eggplants
1 clove of garlic
1 tablespoon of olive oil

Steps

- ① Wash and cut the **2** zucchinis / onions and eggplants and then place them in a bowl.
- ② Peel and cut the garlic. Fry it in a **3** pan / bowl with the oil for 1 minute.
- ③ Add the vegetables to the **4** plate / pan and fry for about 20 minutes until they are soft.
- ④ Add hot water and salt and **5** pepper / oil.
- ⑤ Eat with some fresh bread!



2 Get ready In your group, make decisions about:

What recipe to cook

What ingredients there are

What task each friend can do



Tips Collaboration



- ☐ Make decisions that most of the group agrees with.
- ☐ Vote on decisions by putting your hands up.

3 Create Plan and write your recipe.

Writing: recipes

- Write three or four steps so your recipe is easy to follow.
- Make your sentences short and simple.

Workbook page 61

4 Share Share your recipe with the class.

1 Look and write. Then ask and answer.

1



(a) ratatouille

There's some ratatouille.

(b) strawberries

There aren't any strawberries.

2



(a) hot chocolate

(b) salad

3



(a) two plates of pancakes

(b) two bowls of vegetables

4



(a) three glasses of water

(b) two cups of hot chocolate

Is there any ratatouille?

Yes, there is.

2 Read and draw. Then listen and draw.

Jean: How many zucchinis are there?

Costas: There are a lot of zucchinis.

Jean: How much garlic is there?

Costas: There's a little garlic.



Movie challenge

What's Remy's special recipe?

I can...

name things in the kitchen and food

read a story

create a recipe

fix a problem

Sticker time



I completed Unit 5!

Go online

6 Going places



signpost

sidewalk

1 Watch the video. Check (✓) who Bolt wants to find.



Penny ☐



Mittens ☐



Rhino ☐



2 Watch again and circle.

- 1 Bolt has to learn new things because he's really a **superhero** / dog.
- 2 **Mittens** / Penny teaches Bolt how to find food and water.
- 3 Bolt also learns how to **play dog games** / make a TV show.



3  Listen, find, and say. Then tell a friend.



4  Listen, chant, and act.

*Let's go to the city! Come with me!
Let's go to the city! What can you see?*

I can see a signpost. Let's turn right.
I can see a building. It's big and white!

*Let's go to the city! Come with me!
Let's go to the city! What can you see?*

I can see a sidewalk. I want to run.
I can see a road. This is fun!

*Let's go to the city! Come with me!
Let's go to the city! What can you see?*

5  Play **Guess what!**

You walk on this.

Is it a sidewalk?

Talk buddies

1  Listen, point, and say. Then tell a friend.



1 bus station



2 subway station



3 airport



4 gas station



5 movie studio



6 RV park

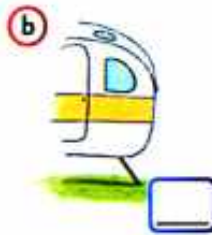
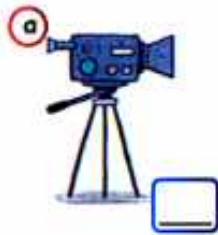


7 market



8 circus

2  Listen and number.



Guess what?

New York has 472 subway stations! That's more than any other city in the world.

3 Look at 1 and write.

1 I'm waiting for a bus.
I'm at the _____.

2 I'm going on a plane!
I'm at the _____.

3 I'm looking for a present for my friend.
I'm at the _____.

4 My dad is putting gas in our car.
We're at the _____.

4  Write three clues. Play *Where am I?*

I'm making a movie.

Where am I?

Are you at the movie studio?

Talk buddies

1 Listen and write. airport RV park

Is Bolt going to the _____?

Yes, he is.



Where's Bolt going?

He's going to the _____.



Grammar Heroes

Where are you going?

I'm going to the airport.

Are you going to the market?

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

2 Listen and put a ✓ or ✗.



3 Look at 2 and write.

1 Where's she going?

She's going to the bus station.

2 Where he _____?

He _____ to the _____.

3 Where _____?

She _____.

4 Where _____?

He _____.

4 Act and guess.

Are you going to the RV park?

Yes, I am.

Talk buddies

I can talk about where people are going.



A journey and a surprise



1 Look. Where are the children?

2 Listen and read. How do the children travel on their journey?

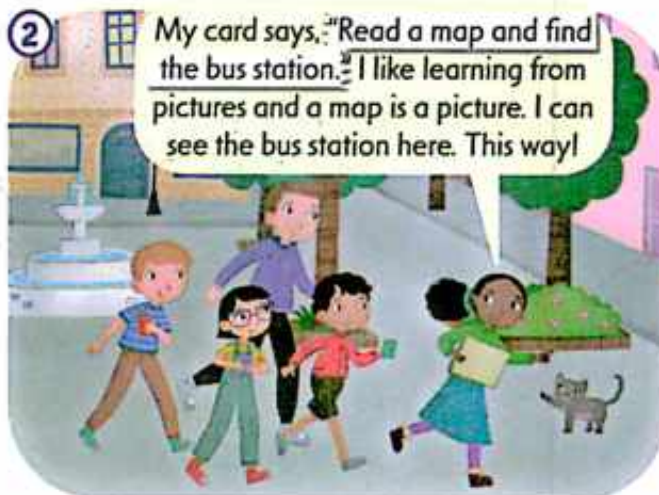
1 The children are in town with Max's brother, Tom.

Let's play! Here are your cards. There's a surprise at the end.



Cool

2 My card says, "Read a map and find the bus station." I like learning from pictures and a map is a picture. I can see the bus station here. This way!



3 The children are at the bus station.

My card says, "Read the timetable and take the number 21 bus." Here's the timetable. The number 21 bus is ... here! It leaves at quarter after ten. Let's go!



4 My card says, "Buy a ticket." I can't do that. I don't know how to use this ticket machine. It's hard.



Think!

Look at the woman in picture 5. What job does she do? Guess!

5 Oh! I can watch that woman buying her ticket. I can learn from her!

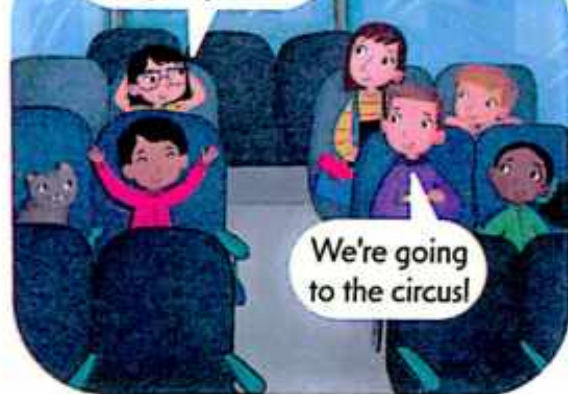


Good job, Max!

6 My card says, "Follow directions."



7 Phew! Where are we going, Tom?



8 The children are at the circus.



3 Read again and match.

- | | |
|--------------------|-----------------------------|
| 1 Uma learns ... | a how to follow directions. |
| 2 Sato learns ... | b how to buy a ticket. |
| 3 Max learns ... | c how to read a timetable |
| 4 Diego learns ... | d how to read a map. |

4 Think and answer.

- 1 How does Max feel about buying a ticket? Why?
- 2 What does he do?
- 3 Why is it good to learn new things?

5 Act out the story. Then reflect.

Storytellers



Reflect

What new things do you want to learn?



I don't know how to use this ticket machine. ... Oh! I can watch that woman... I can learn from her! ...

Good job!



I can read a story about learning new things.

Vocabulary and Grammar

1  Listen, point, and say. Then tell a friend.



1 van



2 taxi



3 motorcycle



4 helicopter



5 subway



6 on foot



Ways to learn

Make picture cards to help you remember new words.



2  Listen and read. How does Max go to school?

Max: Hey, guess what! My brother Tom has a new motorcycle.

Uma: Cool! Does he go to work by motorcycle?

Max: No, he doesn't. He goes by subway. He rides his motorcycle on the weekend.

Uma: Oh! How do you go to school? Do you go by motorcycle?

Max: No, of course not! I go by bike. How about you? How do you go to school?

Uma: I go by bus. But one day, I want to get a motorcycle like Tom!



Grammar Heroes

How do you go to school?
I go on foot.

How does she go to work?
She goes by motorcycle.



by train / taxi / van ...
on foot

3  Ask and answer for you and your family.

How do you go to school?

I go by subway.

How does your mom or dad go to work?

My mom goes on foot.

Talk buddies

Listening and Speaking

- 1  Watch the video. Check (✓) the transportation you see.

boat ☐motorcycle ☐bus ☐scooter ☐helicopter ☐subway ☐

- 2  Listen and mark the answers in the survey.

Survey	on foot	by bike	by car	by bus	by subway	by motorcycle	other
you / go to school?	////	//		////		/	
your mom or dad / go to work?			//	/	###	//	
your friend / go to school?	### /	//	//			/	

Let's communicate!

- 3  Ask your friends and complete your transportation survey.

Go online
Communication Kit

How do you go to school?

I go by bus.



I can do a survey about transportation.

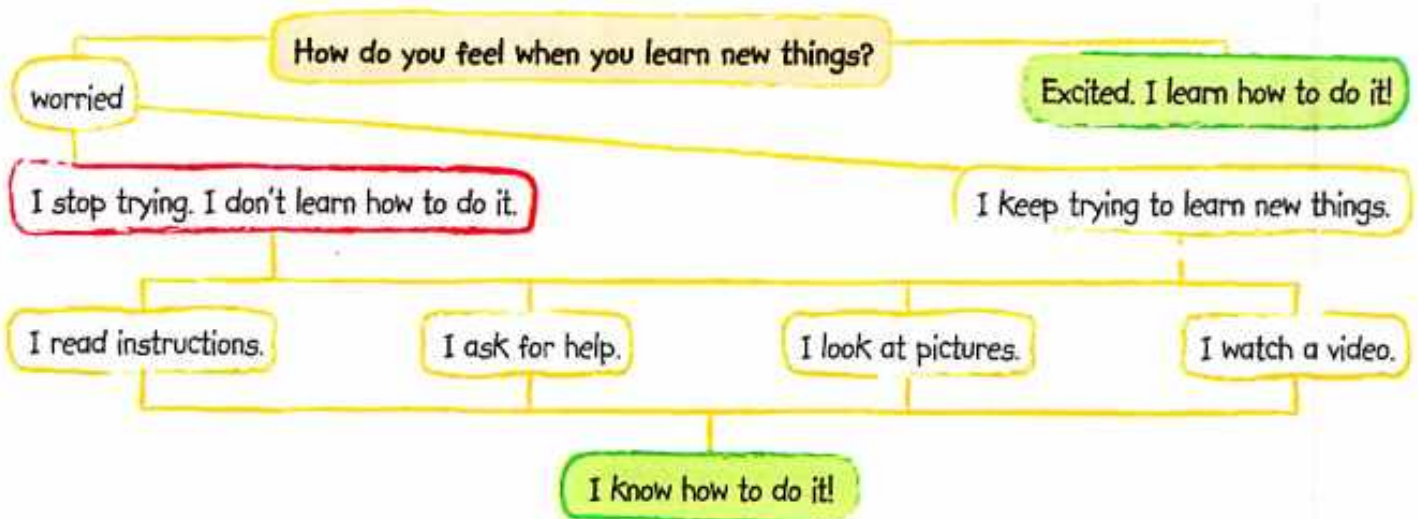


1 Lessons 1 and 4 **Think and answer.**

- ① What new things do Bolt and Max learn?
- ② Do they think it's easy or hard?
- ③ Do they keep trying or stop trying?



2 Follow the chart to find a green box.



3 **Learn three new words in sign language.**



Useful Language

Can you help me, please?

I want to find a video/
instructions/pictures.

Practice with a friend.

Close your books. Can you remember the signs?

4 **Reflect.**

- How do you feel about learning something new?
- What strategies from 2 do you use?
- What other strategies can you use?

Be a hero!

Try to learn
one new thing
every day!



Green transportation



LESSON 8

My world

1 Watch the video and answer.

What green transportation does Bolt use?



2 Explore Read, listen, and choose.

This article is about...

- ☐ a green transportation and clean air. ☐ b new ideas for green transportation.

Transportation in the future

Using **green transportation** keeps our planet clean. But how can we get everyone to use green transportation? We can make it exciting!

Cars

There are new **electric cars** that don't need a driver. You just put your cell phone in the car and it drives for you. You can still **carpool** in an electric car!



Bikes and motorcycles

We can also use electric bikes and motorcycles. Electric bikes help you to cycle. You can travel a long way before you get tired. We don't see a lot of electric motorcycles on the road right now, but scientists are designing new electric motorcycles for the future.

Public transportation

Inventors have lots of new ideas for **public transportation**. This bus travels over the road instead of on the road! You don't have to sit in traffic.



This is a green plane that can turn into a green train!



3 Think Read again and match. Which green transportation do you want to try?

- | | |
|-----------------------|------------------------------|
| 1 There's a bus ... | a that can fly. |
| 2 There's a train ... | b that can drive on its own. |
| 3 There's a car ... | c that goes over cars. |

Green transportation in the future looks fun!

Try it!

Can you use green transportation in your town or city?

I can read and talk about green transportation.

LESSON 9 Project

A transportation infographic



1 Review Listen and write.

carpool electric car ~~on-foot~~ public transportation subway

HOW WE TRAVEL TO SCHOOL



8 children go on foot.



12 children go by bus.



4 children go by bike.



2 children go by _____.



7 children go by car.

Let's use GREEN transportation!

Walk when you can.



Use an **3** _____.



Ride your bike.



Use **4** _____.

5 _____.



2 Get ready Look back at your survey results in Lesson 6. Answer with a friend.

Which transport do you use most/least often?

Is it green?

Can you think of a picture to represent each type?



Tips

Self-management

- ☐ Use headings and short texts with pictures to make information easy to understand.
- ☐ Use pictures to help you to remember new vocabulary.

3 Create Plan and make your infographic.



Writing: infographics

- Write short, interesting headings.
- Don't write long sentences or too much information.
- Make numbers easy to read.

Workbook page 73

4 Share Share your infographic with the class.

1



①

2

3

I'm going to the movie studio!

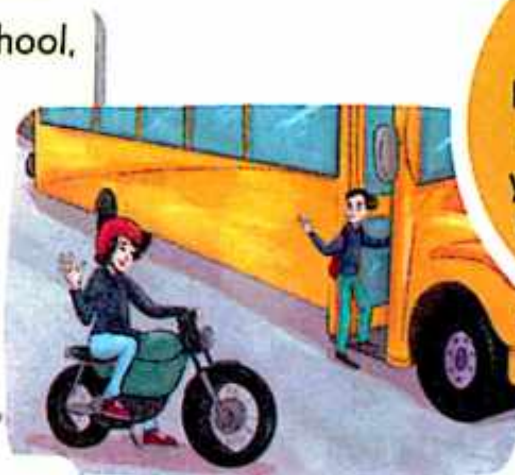
2

Jean: How **1 do / does** you go to school, Peter?

Peter: I go **2 by** / on bus.

Jean: How **3 do / does** your sister go to work?

Peter: She goes by **4 foot / motorcycle.**



How many forms of transportation can you remember from Bolt in 30 seconds?
Go!

- 1 Laura goes to school by **bus** / **subway**.
- 2 Laura's dad goes to work by **taxi** / **van**.

I can...

-  name things in a city and forms of transportation ☐
-  read a story ☐
-  use pictures to make a transportation infographic ☐
-  keep trying to learn new things ☐

sticker time



Go online
Big Project

7 Things at home

necklace

How many words for things at home do you know? Share ideas.

video story

1 Watch the video. Check (✓) Andy's favorite toy.



Woody

☐


Buzz

☐


Jessie

☐


Bullseye

☐

2 Watch again and answer.

- 1 Who does Molly give her old toys to?
- 2 Who does Andy give his old toys to?
- 3 Do you give away your old toys? Why?



laptop

3  Listen, find, and say. Then tell a friend.



4  Listen, chant, and act.

*We use our things every day,
Our things at home, hooray, hooray!*

Here's my magazine. It's cool and new.
Here's my laptop. It's white and blue.

*We use our things every day,
Our things at home, hooray, hooray!*

Here's my toy box. It's square and old.
Here's my necklace. It's long and gold.

*We use our things every day,
Our things at home, hooray, hooray!*

5  Act and guess.

You're using
a laptop.

Yes, I am!

**Talk
buddies**

1 Listen, point, and say. Then tell a friend.



2 Listen and put a ✓ or ✗.



Guess what?
Buzz Lightyear's belt lights up and makes lots of cool noises!

3 Look at 1 and number. Then write.

a When you see me, you see yourself, too!
What am I?

a mirror

b I can cut paper. I can cut string.
I can cut everything!

c Take care of your eyes in the sun.
Put me on and have fun!

d Don't drop me on the floor!
Use me to open the door!

4 Write three clues. Play *What is it?*

I wear it on my arm.



I wear it on my arm.

Is it a bracelet?



Talk buddies

1 Listen and circle.

1



Whose key is this?

It's Jessie's key.
It's **hers** / his.

2



Whose scissors are these?

They're Woody's scissors.
They're **hers** / his.

Grammar Heroes

Whose key is this? It's **mine**.
Whose scissors are these? They're **yours**.

mine / yours
his / hers
ours / theirs

2 Listen and number.

a



b



c



d



3 Look at 2 and write.

- a Whose toys are these? They're Bonnie's toys. They're hers.
- b _____ key is this? It's Mrs. Potato Head's key. It's _____.
- c _____ ? It's Jessie and Bullseye's radio. It's _____.
- d _____ ? They're Ken's sunglasses. They're _____.

4 Look at 2. Ask and say.

Whose toys are these?

They're Bonnie's toys. They're hers.

Talk buddies

I can ask and answer questions about who things belong to.



Use it again!



1 Look. What are the children looking at?

2 Listen and read. What does Uma give away?

1 The children are at Uma's house with her sister, Zoe.

What's that, Zoe?

It's a box of old things. Let's see if there's anything we can give away.

We can help. I like looking at old things.

OK. Don't worry, Cleo! We don't want to give YOU away!

2 The children look at the things in the box.

Whose sunglasses are these?

They're mine. The pineapples are funny! I want to keep them.

3 But they're small and you're big!

Let another child laugh at the pineapples!

Think!

Guess how Zoe uses the old things again.

OK.

4 Whose bracelet is this?

That's mine, too! I want to keep it!

5 But you never wear it. Let another child enjoy it.



7 The children are fixing the box.



3 Read again and circle **T** (True) or **F** (False).

- 1 Zoe finds a box of new things. T / F
- 2 At first, Uma wants to keep her sunglasses. T / F
- 3 Uma often wears the bracelet. T / F
- 4 Cleo uses the box again. T / F

4 Think and answer.

- 1 Why does Uma give away the sunglasses and bracelet?
- 2 What do Uma and her friends do with the box? Why?
- 3 Why is it good to use things again?

5 Act out the story. Then reflect.



Reflect

You have a box of old things. How can you use them again?



Should I put the box in the trash?

No, I can fix it and use it again.



Storytellers

I can read a story about using things again.

Vocabulary and Grammar

1 Listen, point, and say. Then tell a friend.



1 cushion



2 stairs



3 shelf



4 cupboard



5 armchair



6 drawer



Ways to learn

Put sticky notes on the things in your house to help you remember the words in English.



Sing-along

2 Listen and sing. Then match.

*Where are our things? Where, where?
We can't find our things anywhere!*

- 1** Where's my bracelet? Where, where?
It's beside the cushion over there!



Chorus

- 2** Where are my sunglasses? Where, where?
They're inside the drawer over there!



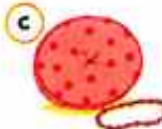
Chorus

- 3** Where are my keys? Where, where?
They're by the stairs over there!

Chorus

- 4** Where's my radio? Where, where?
It's on top of the cupboard over there!

Chorus



Grammar Heroes

The bracelet is **on top of** the shelf.
The keys are **inside** the cupboard.



above below beside
by inside on top of

3 Look at 2. Ask and answer.

Where are the keys?

They're by the stairs.

Talk buddies

Listening and Speaking

1 Watch the video. Read and match.



- 1 Andy's toys are inside ...
- 2 The girl in the armchair is beside ...
- 3 Woody is walking on top of ...
- 4 Woody can fly above ...

- a the roof.
- b a cushion.
- c the playground.
- d the box.

2 Listen and match. Where are the things?



Let's communicate!

3 Look at your room.
Ask, answer, and draw.

Where's the mirror?

It's above the bed.



Go online
Communication Kit



I can talk about where things are in a room.

Using things again



1 Think and circle.

1 Molly / Andy gives toys to Sunnyside.

2 Molly / Andy gives toys to Bonnie.



Uma gives her bracelet to 3 Sato / Cleo.

4 Zoe / Uma and her friends fix the box and 5 Sato / Cleo uses it again.

2 Look and write.

Give it away! Keep it! Fix it!



3 Look and share ideas.

What do you keep? Why?

What do you give away? Why?

What do you fix? Why?



Useful Language

I can fix (it)!
I can give (it) away!
It's good to use things again.

4 Think of an old thing at home.

Use the chart in 2.

What can you do with it?

How do you feel when you use things again?

Be a hero!

Find something old at home. Fix it, paint it, and use it again!



Electrical circuits



LESSON 8
My world

1 Watch the video and circle.

Buzz Lightyear works with **coal** / **oil** / **batteries**.



2 **Explore** Read and listen.
Then color and explain.

⚡ How batteries work

What is a battery?

We use **batteries** inside lots of our things. Batteries are small objects that make our things work. For example, there are batteries inside cell phones, laptops, radios, and toys. Batteries make these things work because they have energy. There are a lot of different types of batteries. You have to put the right battery inside your things to make them work.



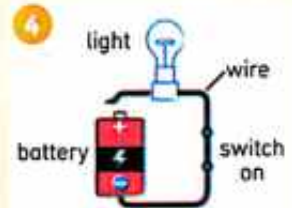
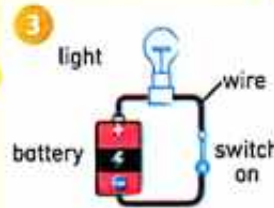
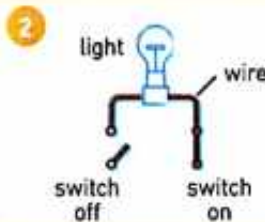
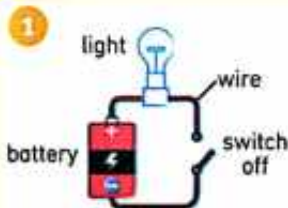
Batteries in electrical circuits.

This is a simple electrical circuit. A circuit is a path that energy can travel along. When you turn the **switch** on, you close the circuit. The energy from the battery goes through the wire and turns the light on.

When you turn the switch off, you open the circuit. The energy from the battery can't go through the wire and so the light goes off.

Look at the circuits. Which of these circuits is working? Color the light that is on. Can you explain why?

The light in picture 1 isn't on because the switch is off.



How many things can you think of in your house that use batteries?

3 **Think** Read again and circle.

- 1 Batteries **have** / **don't have** energy.
- 2 An electrical circuit is a path that **energy** / **a battery** travels along.
- 3 When you turn the switch on in a circuit, you **open** / **close** the circuit and the light works.

Try it!

Find something at home that works with batteries. Press the switch and tell your family about the circuit.

I can read and talk about electrical circuits.

My ideal bedroom



1 Review Listen and write.

by cupboard magazines mirror beside

This is my ideal bedroom. My bed is purple. There's a big cupboard 1 beside my bed. My clothes and toys are inside the 2 cupboard. There's a blue desk. My green 3 magazines is above my desk. There's a laptop 4 beside the soft armchair. I keep my 5 mirror in my old toy box! I love my bedroom!



2 Get ready Think about your ideal bedroom. Answer with a friend.

What things are in your bedroom?

What size are your things?

There's a blue mirror above a pink shelf in my ideal bedroom.

What color are your things?

Where are your things?

3 Create Plan, design, and write about your bedroom.

Workbook page 85

Writing: a place

- Use the prepositions from this unit: *above, below, inside, on top of, beside, by*.
- Use interesting adjectives.

4 Share Present your bedroom.

Tips Presentation

- ☐ Stand up straight when you give a presentation. But try to relax.
- ☐ Point to the picture as you talk about different things in your room.



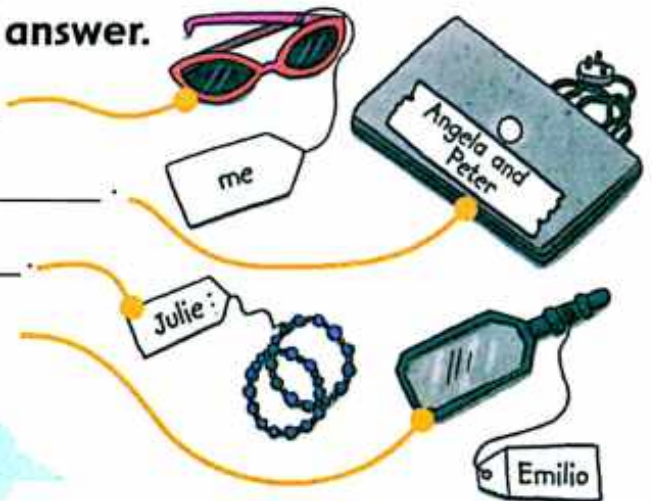
I can do it!

1 Look and write. Then ask and answer.

- 1 They're my sunglasses. They're mine.
- 2 It's Angela and Peter's laptop. _____
- 3 They're Julie's bracelets. _____
- 4 It's Emilio's mirror. _____

Whose mirror is this?

It's his.



2 Read and draw. Then listen and draw.



Ally: Where's the radio?
 Jordan: It's beside the cupboard.
 Ally: Where are the sunglasses?
 Jordan: They're by the cushion.

Movie challenge
 Which toys did Andy give to Bonnie?

I can ...

- name things at home ☐
- read a story ☐
- present my ideal bedroom ☐
- use things again ☐

Sticker time



☒ I completed Unit 7!

Go online
 Big Project

8 On a journey

clouds



How many words for places in nature do you know? Share ideas.

video story



1 Watch the video and check (✓). Who's scared of everything?



Spot ☐



Arlo ☐



Poppa ☐



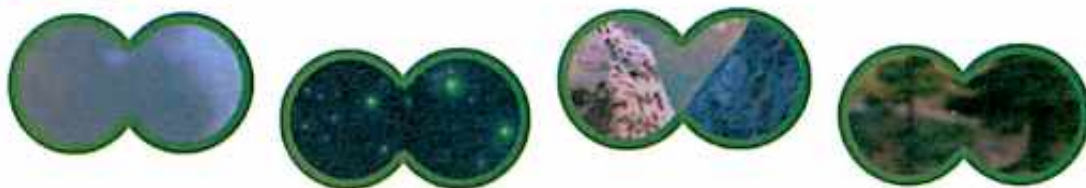
Buck ☐

2 Watch again and circle.

- 1 Arlo's family put their footprints on the wall to show they are **brave** / **scared**.
- 2 Poppa shows Arlo that the world can be **beautiful** / **scary**.
- 3 In the end, Arlo **puts** / **doesn't put** his footprint on the wall.



3  Listen, find, and say. Then tell a friend.



4  Listen, chant, and act.

Let's go! Come with me!
Let's go! There's lots to see.
 The clouds are white.
 And the sky is blue.
 The mountains are big.
 And the woods are, too.
Let's go! Come with me!
Let's go! There's lots to see.

woods

5  Play Draw the place!

Is it the mountains?

Yes, it is!

Talk buddies

sky

mountains

I can name things in nature.

1 Listen, point, and say. Then tell a friend.



1 field



2 farm



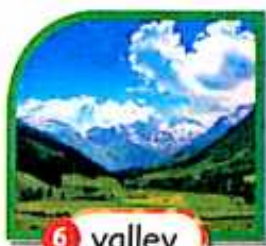
3 gate



4 path



5 waterfall



6 valley



7 volcano



8 cave

2 Listen and number.











Guess what?

The tallest waterfall in the world is Angel Falls in Venezuela. The water falls 979 meters!

3 Look at 1 and write.

- 1 A volcano is a mountain that throws out hot rocks and fire.
- 2 You can open a _____ to walk into a field.
- 3 A _____ is a place between two mountains.
- 4 A _____ is a place where farmers grow food or put animals.

4 Write three clues. Play *Where am I?*

It's dark and I can't see.

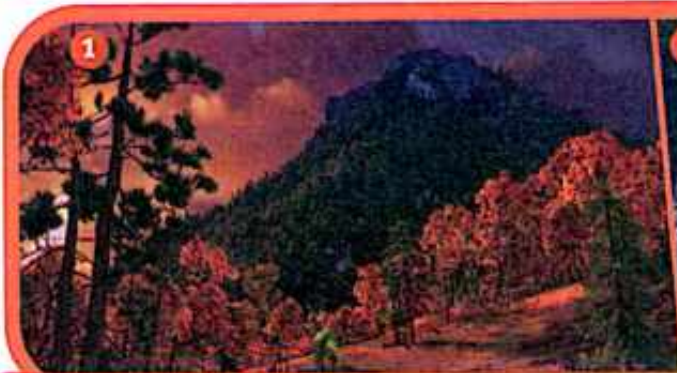
Where am I?

Are you in a cave?

Talk buddies

1 Listen and write.

caves farm mountain woods



On Arlo's journey, there was a mountain
and there were some _____.



There wasn't a _____ and
there weren't any _____.



Grammar Heroes

There was a mountain.
There were some woods.

There wasn't a farm.
There weren't any caves.

2 Listen and put a ✓ or ✗.



3 Look at 2 and write.

- 1 There was a field.
There weren't any volcanos.
- 2 _____ a path.
_____ a waterfall.
- 3 _____ a gate.
_____ any caves.
- 4 _____ a valley.
_____ some mountains.

4 Look at 2. Point and say.

There was a field and
a farm. There weren't
any waterfalls.

Talk
buddies

I can talk about what there was in the past.



An exciting day

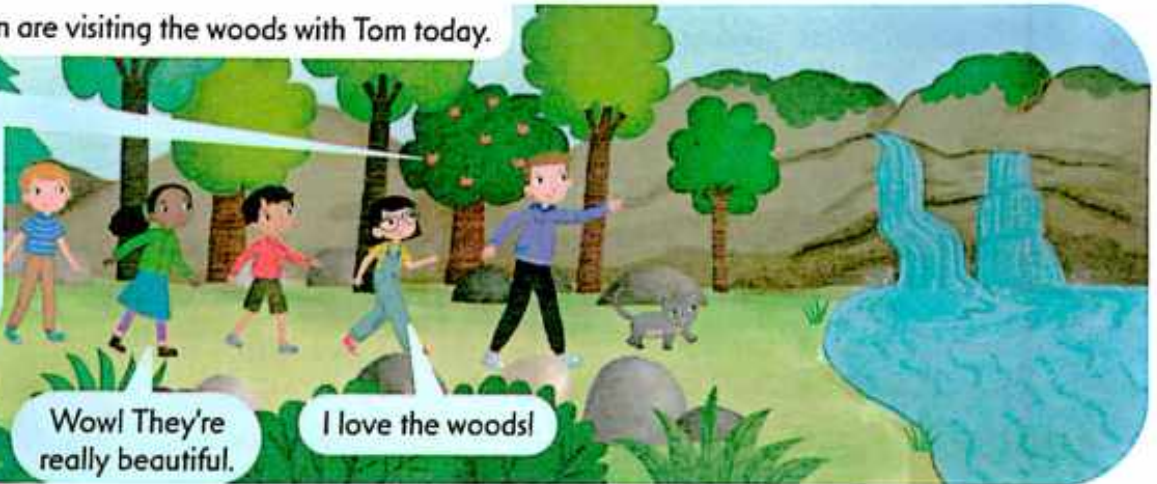


1 Look. Where are the children?

2 Listen and read. Who helps Cleo?

1 The children are visiting the woods with Tom today.

Come on! I know the way. Last time there was a river and there were two little waterfalls near this path. Yes, look. Here they are!



Wow! They're really beautiful.

I love the woods!

2 Suddenly, the children hear a loud noise.

What's that?

There was a noise in the sky.

It's thunder.

Oh, no!
It's raining! Argh!



3 Uma, I'm scared of storms.

Don't worry!

Think!
What animal is in the cave? Guess!

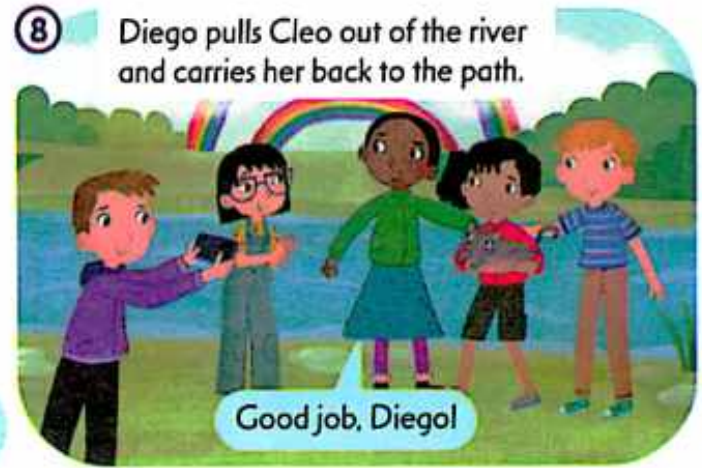
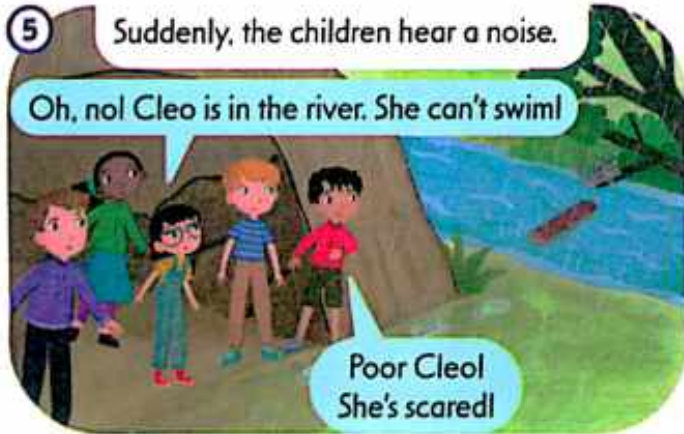
Go to page 126 to find out!

4 Let's hide in that cave!

Good idea, Sato. Look! Cleo is having fun. She loves the storm.

I feel scared! Breathe in. Breathe out. Count to five. I feel calm now.





3 Read again and circle.

- 1 The children see two beautiful **volcanoes** / **waterfalls**.
- 2 The children hide in a **cave** / **farm**.
- 3 Cleo falls in the **river** / **waterfall**.
- 4 Cleo **loves** / **doesn't love** the storm at the end of the story.

4 Think and answer.

- 1 What is Diego scared of?
- 2 How does he manage his fear?
- 3 What does he do at the end of the story?



5 Act out the story. Then reflect.



Reflect

You feel scared.
How do you manage your fear?



I'm scared of storms.

Don't worry.



I can read a story about managing fear.

Storytellers

Vocabulary and Grammar

1  Listen, point, and say. Then tell a friend.



1 a storm



2 lightning



3 thunder



4 fog



5 a rainbow

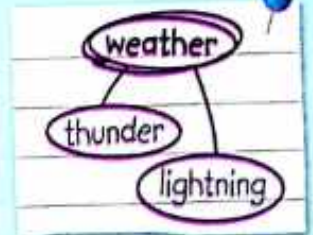


6 a star



Ways to learn

Use web diagrams for new words.



2  Listen and read. Is Diego scared of storms now?

Diego: Hey, Mom! Look at this picture of our day in the woods!
There was a waterfall and a river.

Mom: Oh, it looks amazing! Were there any gray clouds in the sky?

Diego: Yes, there were.

Mom: Oh, no! Was there a storm?

Diego: Yes, there was. There was thunder and lightning!

Mom: Was there any fog?

Diego: No, there wasn't. But there was a lot of rain. I'm not scared of storms anymore!

Mom: That's great! And look at those colors in the sky!

Diego: Yes, there were two beautiful rainbows and there was a very happy cat!



 Grammar Heroes

Was there a storm / any fog?

Yes, **there was**.

No, **there wasn't**.

Were there any stars?

Yes, **there were**.

No, **there weren't**.

3  Think about Diego's day in the woods. Ask and answer.

Was there a storm?

Yes, there was.

Talk buddies

Listening and Speaking

1 Watch the video and circle.



- 1 Was there a big storm?
Yes, there was. / No, there wasn't.
- 2 Were there any rainbows in the sky?
Yes, there were. / No, there weren't.
- 3 Was there any lightning?
Yes, there was. / No, there wasn't.
- 4 Were there any boats to help them?
Yes, there were. / No, there weren't.
- 5 Was there a waterfall?
Yes, there was. / No, there wasn't.

2 Listen and check (✓). Which picture are the children looking at?



Let's communicate!

3 Look at your pictures.
Ask, answer, and draw.

Were there
any clouds?

Yes, there were
a few clouds.



Go online
Communication Kit



I can ask and answer about what there was on a camping trip.

Managing your fears



1

Lessons 1 and 4



Think and write.

dad friend breaths scared walk

Arlo and Diego feel 1 scared. Arlo talks to his 2 _____ and goes for a 3 _____ to calm down. Diego talks to his 4 _____ and takes deep 5 _____ to calm down.



2

What do you do when you feel scared? Circle.

Talk to a friend

Draw or color

Count to five

Take some deep breaths

Listen to music

Go for a walk

3



Imagine and check (✓).

Imagine that you feel scared. STOP! Think about your body.

1 I'm hot.



2 I'm breathing very fast.



3 My legs are shaking.



4 I want to cry.



5 My stomach feels funny.



6 I want to run away.



4

Practice using the calm star.

- How did you feel before using the star?
- How do you feel after you use it?



Useful Language

Breathe in and out.
Count to five.
I feel calm!

Be a hero!

When you feel scared, use your calm star.



1 Watch the video. Then circle.

Arlo is an **Apatosaurus** / a **Pterodactyl** / a **T-Rex**.



2 Explore Read, listen, and circle.

Learning about dinosaurs

We learn about dinosaurs from **fossils** / **mud**.

There were a lot of dinosaurs on our planet millions of years ago. But there aren't any dinosaurs today. So how do we know so much about them? We can find out about dinosaurs by looking at **fossils**. A fossil is the shape of the bones of an animal in a rock.



This is a fossil of a T-Rex. We can see the shape of its strong back legs. This dinosaur can run fast.



This is a fossil of a Pterodactyl. We can see the shape of its wings. This dinosaur can fly.



These are fossils of dinosaur **footprints**.

How do dinosaurs become fossils?

A dinosaur dies and **mud** covers its bones. More mud, sand, and rock go on top of the dinosaur's bones. Over millions of years, the **layers** turn into rock. While this is happening, water gets inside the bones. This creates the shape of a fossil in the rock. Over time, the fossil comes back up to the top of the earth again.

We find new fossils and we learn more about dinosaurs all the time!

Try it!

Are there any fossils near where you live?

3 Think Read again and number.



Water gets into the bones and makes a fossil shape.



The fossil comes back to the top of the earth.



A lot of mud, sand, and rock cover the bone. It all turns into rock.



A dinosaur dies and mud covers its bones.

A comic book story



1 **Review** Listen, read, and circle.

Victor and Kate are going for a walk on a **1** mountain / farm.

What a beautiful mountain!

There is a big storm. There **2** are black clouds / is a rainbow in the sky.

I can hear **3** thunder / a waterfall and I can see **4** lightning / stars.

Victor falls down the mountain into **5** a valley / some woods.

I'm scared! Help!

A helicopter comes and helps Victor.

Thank you!

Don't worry, Victor.

2 **Get ready** Work in groups to generate ideas about your story.

Where does your story take place?

Who is in your story?

What happens in each picture?



Tips Collaboration

- ☐ Take turns to speak.
- ☐ Ask others: "What do you think?"

3 **Create** In groups, draw and write your comic book story.

Writing: a comic book story

- Write a sentence above a picture to say what's happening.
- Write words that people say in speech bubbles.

Workbook page 97

4 **Share** Share your comic book story with the class.

1 Look and write. Then ask and answer.

- 1 mountains: There weren't any mountains.
- 2 woods: _____
- 3 a cave: _____
- 4 a farm: _____
- 5 stars: _____

Were there any stars?

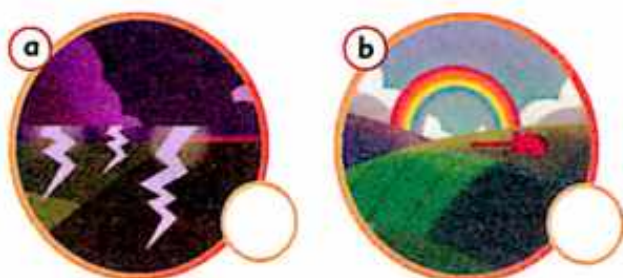
No, there weren't.



Movie challenge

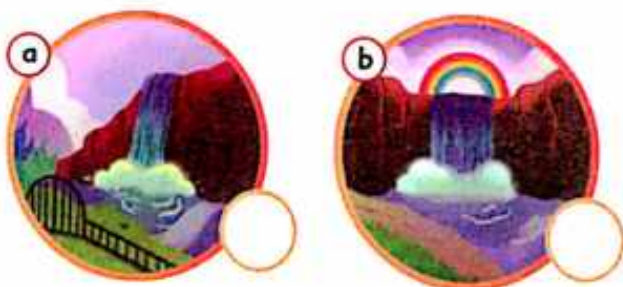
How many places does Arlo see on his journey?

2 Read and check (✓).



Elena: Was there a volcano?
Yannis: No, there wasn't. There was a farm and there were two fields.

3 Listen and check (✓).



Elena: Was there a storm?
Yannis: Yes, there was. There was some thunder and lightning. There wasn't a rainbow.

I can...

- name things in nature and weather ☐
- read a story ☐
- create a comic book story ☐
- manage my fears ☐

Sticker time



I completed Unit 8!

Go online

Dis. District

1  Watch the video. Check (✓) Rapunzel's friends.



Hook Hand ☐



Ulf ☐



Pascal ☐



Maximus ☐

2  Watch again and answer.

- 1** How does Rapunzel make friends with the people in the restaurant?
- 2** How does Rapunzel make friends with the people in the town?
- 3** What do you like doing with new friends?



3  Listen, find, and say. Then tell a friend.



4  Listen, chant, and act.

*Look at the people in our book!
Let's read the story! Let's take a look!*

There's a king. He's tall and old.
There's a queen. Her crown is gold.
There's a princess. Her hair is long.
There's a prince. He's singing a song.

*Look at the people in our book!
Let's read the story! Let's take a look!*

5  Play *Guess the person!*

He has a beard.

Is it the king?

Talk buddies

princess

prince

I can name characters in a story.

1 Listen, point, and say. Then tell a friend.



1 in a castle



2 in a tower



3 in a town center



4 in a secret garden



5 in a jungle



6 in a spaceship



7 on another planet



8 on a pirate ship

2 Listen and put a ✓ or ✗.



Guess what?

Beauty and the Beast takes place in a castle. It's one of the oldest stories in the world. It's about 4,000 years old!

3 Look at 1 and write.

- 1 I'm reading a story about an old lady. She works in a store in a town center.
- 2 My favorite story is about a frog and a butterfly. They live in a _____.
- 3 This story is about a man on a journey on the ocean. He's on a _____!
- 4 This story is about an astronaut. She lives on another _____ and she travels in a _____.

4 Play Where am I?

Talk buddies

I can see some monkeys.

Are you in a jungle?



I can name places in a story.

1 Listen and circle.



1

Pascal wasn't in the tower yesterday. He was in the **town center** / pirate ship.



2

Maximus wasn't in the secret garden yesterday. He was in the **jungle** / castle.



Grammar Heroes

Mother Gothel **was** in the tower.

She **wasn't** in the secret garden.

Rapunzel and Eugene **were** in the town center.

They **weren't** in the castle.

2 Listen and number.



a



b



c



d

3 Look at 2 and write.

a Rapunzel was in the tower yesterday. She _____ in the jungle.

b The king and queen _____ on another planet yesterday. They _____ in the castle.

c Rapunzel _____ in the countryside yesterday. She _____ in the town center.

d Eugene _____ on a pirate ship yesterday. He _____ in the mountains.

4 Look at 2. Say and guess.

Rapunzel was in the tower. She wasn't on a pirate ship!

It's picture a!

Talk buddies

I can say where people were and weren't in the past.



A special box



1 Look at the first picture. What do you think is inside Zoe's box?

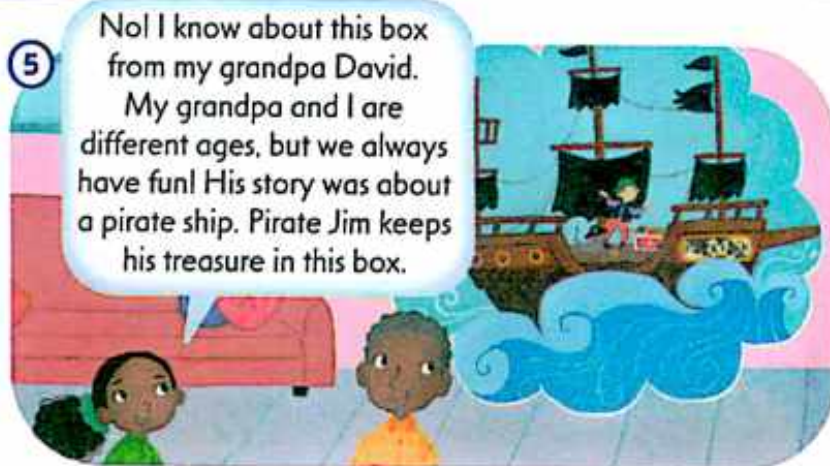
2 Listen and read. What do the children make?



Think!

What's the name of Pirate Zak's pirate ship? Guess!

Go to page 127 to find out!



3 Read again and write.

giant robot castle pirate ship

- 1 Li Mei's story is about a robot in a spaceship.
- 2 Pablo's story is about a princess in a _____.
- 3 Lisa's story is about a _____ in a tower.
- 4 David's story is about a pirate on a _____.

4 Think and answer.

How are these people different?

- 1 Max and Li Mei
- 2 Uma and David
- 3 Sato and Pablo

5 Act out the story. Then reflect.



Reflect

Why is it good to be friends with different people?



Li Mei lives in China. We're from different countries, and we're great friends!

My grandpa and I are different ages, but we always have fun!

Storytellers



I can read a story about being friends with different people.

LESSON 5

Vocabulary and Grammar

1  Listen, point, and say. Then tell a friend.



1 loud



2 quiet



3 lovely



4 handsome



5 mean



6 frightening



Ways to learn

Write new words in sentences to help you remember them.

My friend Anna
is loud, but
I am quiet!

Sing-along

2  Listen and sing. Then match.

*We love stories, we love books!
Let's read a story! Let's take a look!*

1 There was a princess in the castle.
Her hair was long and black.
Was she lovely? Yes, she was!
She was lovely but loud!

2 There was a pirate on a pirate ship.
His name was Pirate Zak.
Was he mean? No, he wasn't!
He was nice but frightening!

3 There were robots in a spaceship.
Their heads were red and green.
Were they frightening? Yes, they were!
They were frightening but small!

4 There were giants in a tower.
Their socks were always clean.
Were they loud? No, they weren't!
They were quiet but tall!

Chorus



Grammar Heroes

Was he quiet?
Yes, he **was**. / No, he **wasn't**.
He was handsome **but** mean.
They were loud **but** funny.

3  Look at 2. Ask and answer.

Was the princess lovely?

Yes, she was. She
was lovely but loud!

Talk buddies

Listening and Speaking

1 Watch the video and write.



frightening handsome ~~loud~~
lovely mean quiet

- 1 Hook Hand was loud.
- 2 Ulf was _____.
- 3 Mother Gothel was _____ and _____.
- 4 Eugene was _____.
- 5 Rapunzel was _____.

2 Listen and check (✓).



Let's communicate!

3 Look at your picture.
Ask, answer, and draw.



Go online
Communication Kit

Was the king
mean?

Yes, he was!



I can talk about what characters in a story were like.

Making friends



1 Think and circle.

- Rapunzel makes lots of **new** / **old** friends by finding something that they both **like** / **don't like** doing.
- The children in the story are **different** / **the same** in lots of ways but they all love **singing** / **telling stories**.



2 Talk to three friends. Find things that are the same.

What sport do you all like doing?

What music do you all like?

What movies do you all like?

What books do you all like?

I like playing basketball. What about you?

3 Now find things that are different. Complete the chart for you and your friends.

	Me	Friend 1	Friend 2	Friend 3
Eye colour?				
Hair color?				
Tall/short?				
Favorite color?				
Favorite animal?				

4 Write one thing that is the same and one thing that is different. Tell the class.

	Friend 1	Friend 2	Friend 3
same	_____	_____	_____
different	_____	_____	_____

Useful Language

I like soccer, but my friend likes dancing.
We both like cats.

Be a hero!

Make a new friend in the playground today!



Fairy tales



LESSON 8

My world

1 Watch the video and answer.

- 1 What's the problem?
- 2 What's the solution to the problem?



2 Explore Read, listen, and circle.

A fairy tale is an old / new story.

Fairy tales

A fairy tale is a traditional story for children. People often tell fairy tales to their children and pass these old stories down over many years.

Fairy tales often have good and bad **characters** in an interesting **setting**. The bad character usually creates a **problem** for the other characters. The good characters then find a **solution** to the problem and there is a happy ending.

You often find the same characters in fairy tales, for example, a king, a queen, a prince, or a princess. There's sometimes a giant, a pirate, a fairy, a dragon, or a friendly animal, too.

Read this fairy tale:

Once upon a time, there was a tower in a forest. In this tower, there was a dragon called Shadow. Shadow was mean and frightening!

One day, a nice princess called May goes to the tower with her lovely friend, Fred the frog. The dragon wants to eat Princess May. But May is strong and Fred is fast. They chase the dragon. Shadow is scared, and he flies away. Everyone lives happily ever after!



3 Think Read again and answer.

1 What's the setting?

2 Who are the good and bad characters?

3 What's the problem and the solution?

Try it!

Find out about a fairy tale from your country. Write the setting, characters, problem, and solution in this fairy tale.

I can understand fairy tales.

115

LESSON 9 Project



A fairy tale

1 **Review** Listen, read, and complete.



Once upon a time, there was a pirate ship on the sea. King Marco and Queen Lisa were on the ship. There was a mean pirate on the ship, too.

One day, a lovely princess comes and saves the king and queen. The mean pirate is scared, and he swims away. They all live happily ever after!

SETTING

1 a pirate ship

CHARACTERS

Good:

Bad:

2 _____

5 _____

3 _____

4 _____

PROBLEM

6 _____

SOLUTION

7 _____

2 **Get ready** Plan your fairy tale.

Talk to a friend about your:

characters

setting

problem

solution



Tips

Self-management

- ☐ Plan your story before you start writing it.
- ☐ Write ideas for the different parts of your story in different boxes.

3 **Create** Plan and write your fairy tale.

Writing: a fairy tale

- Use adjectives to describe the characters in your story: a mean king, a handsome pirate.

Workbook page 109

4 **Share** Share your fairy tale with the class.

I can do it!

1 Look and write. Then ask and answer.

- 1 king / castle: The king was in the castle.
- 2 queen / jungle: _____
- 3 prince and princess / town center: _____
- 4 giant / mountains: _____
- 5 pirates / on a pirate ship: _____

Movie challenge

How many friends does Rapunzel make in the movie?



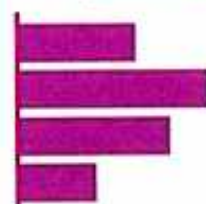
Was the king on the pirate ship?

No, he wasn't.

2 Listen and circle.

- 1 The queen was lovely / frightening.
- 2 Was the king frightening? Yes, he was. / No, he wasn't.
- 3 Were the pirates mean? Yes, they were. / No, they weren't.
- 4 The fairy was loud / quiet.
- 5 The prince was handsome / mean.

Test your progress with English Benchmark Young Learners



I can...

-  name and describe characters and settings in a story ☐
-  read a story ☐
-  plan and create a fairy tale ☐
-  make friends with different people ☐

Sticker time



 I completed Unit 9!

Go online
Big Project

Grammar

1 Asking where people live

Where	do	I you we they	live?
	does	she/he	
I We They	live		in a town.
She/He	lives		in the countryside.

Do you Does he/she Do they	live	in the countryside? in a city? in a village? in a town?
Yes, I do. Yes, he/she does. Yes, they do.		No, I don't. No, he/she doesn't. No, they don't.

2 Asking where people are from

Where	are you is your grandma are your parents	from?
I'm He's/She's They're	from	China. the countryside. a town in Japan.

Are you Is he/she Are they	from	China? South Africa? a city?
Yes, I am. Yes, he/she is. Yes, they are.		No, I'm not. No, he/she isn't. No, they aren't.

Vocabulary

1 Places



town



city



village



countryside

2 Countries



1

Grammar

1 use ... to ...

The meerkat	uses its	legs to jump. claws to catch food.
The rhino		
Birds	use their	wings to fly.
Hyenas		

2 Wh – questions and answers

Where	does a rhino do birds	live?
A rhino lives Birds live	in	the forest the grassland. a river.

What	does an elephant do lions	have?
An elephant has Lions have	a trunk. claws.	

Think!



Answer: b

Vocabulary

1 Animals



giraffe



rhino



hyena



meerkat

2 Animal body parts



fur



a tail



claws



wings



feathers



a beak



a trunk



horns

3 Where animals live



grassland



desert



forest



lake



river



ocean

2

Grammar

1 Time

What time	does	math the class	start? finish?
	do	they children	
It	starts finishes	at	nine o'clock. eleven thirty. quarter to ten.
They	start finish		



2 Asking for / giving directions

Use **How do you get to + noun**

Go straight, then turn right.



go straight

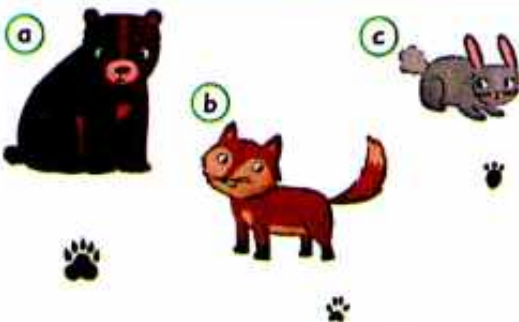


turn right



turn left

Think!



Answer: c

Vocabulary

1 School clubs



sports club



book club



cooking club



dance club

2 School classes



math



science



English



music



PE



history



geography



art

3 Places in a school



sports field



library



gym



computer lab



cafeteria



science lab

3

Grammar

1 Adverbs of frequency

How often	do you does he/she do we/they	set the table? cook a meal? take out the trash?
I You We They	always usually often sometimes never	set the table. cook a meal.
He/She		takes out the trash.

always		sometimes	
usually		never	
often			

2 before and after

7:00	7:10	7:20
brush my teeth	take a shower	get dressed

What do you do	before after	you take a shower?
I brush my teeth	before after	I take a shower.

Think!



Answer: a movie studio

Vocabulary

1 Chores at home 1



take out the trash



feed my pet



clean the floor



make breakfast

2 Chores at home 2



make my bed



wash the dishes



dry the dishes



set the table



clear the table



water the plants



take care of my brother/sister



cook a meal

3 Daily routine



get up



get dressed



take a shower



take a bath



brush my hair



brush my teeth

4

Grammar

1 like + verb + ing

I	like	painting pictures. making movies. reading comics
You	don't like	
We		
They		
He/She	likes	
	doesn't like	

Do you	like	going cycling? singing in a choir?
Do they		
Does he/she		
Yes, I do.	No, I don't.	
Yes, he/she does.	No, he/she doesn't.	

2 Why and because

What do you like doing in your free time? I like reading comics.

Why? Because it's cool

What does Max like doing in his free time? He likes making movies.

Why? Because it's exciting.

Think!



Vocabulary

1 Hobbies 1



do photography



dress up



learn an instrument



watch movies

2 Hobbies 2



play in a band



make models



paint pictures



read comics



go cycling



sing in a choir



write in a journal



make movies

3 Adjectives



exciting



boring



easy



hard



cool



terrible

5

Grammar

1 There is/ There are

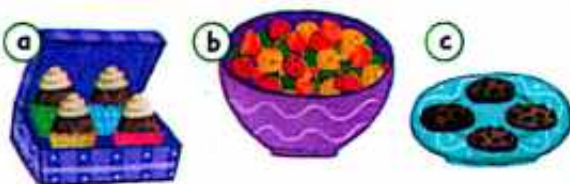
There's a	banana.
There isn't a	bowl of salad
There are some	strawberries.
There aren't any	plates of rice.
There's some	pie.
There isn't any	water.

2 Questions

Is there any	garlic?
Yes, there is.	sauce?
Are there any	No, there isn't.
Yes, there are.	apples?
	eggs?
	No, there aren't.

How much	salt	is there?
	ratatouille	
There's	a lot of	salt.
	some	ratatouille.
	a little	
How many	eggplants	are there?
	pancakes	
There are	a lot of	eggplants.
	some	pancakes.
	a few	

Think!



Answer: b

Vocabulary

1 Things in the kitchen



pan



bowl



plate



cup

2 Food 1



ratatouille



strawberries



salad



pancakes



vegetables



hot chocolate



milkshake



water

3 Food 2



zucchini



eggplant



garlic



pepper



salt



sauce

6

Grammar

1 be going to (Present Progressive)

Where	are you is he/she are we/they	going?
I'm He's/She's We're They're	going	to the market. to the RV park. to the movie theater.

Are you Is he/she Are they	going	to the subway station? to the circus?
Yes,	I am. he/she is. they are.	No, I'm not. he/she isn't. they aren't.

2 Using transportation

How do you How does he /she	go to school? go to work?
I go to school He/she goes to work	by train. by bus. on foot.

Think!



Vocabulary

1 Things in a city



sidewalk



building



signpost



road

2 Places in a city



bus station



subway station



airport



gas station



movie studio



RV park



market



circus

3 Transportation



van



taxi



motorcycle



helicopter



subway



on foot

7

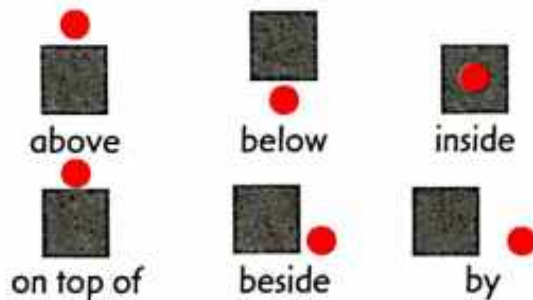
Grammar

1 Whose / possessive pronouns

Whose	key radio mirror	is this?
	earphones sunglasses scissors	are these?
It's They're	mine / yours his / hers ours / theirs	

2 Prepositions of place

The picture is **above** the mirror.
The necklace is **below** the shelf.
The sunglasses are **inside** the drawer
The cushion is **on top of** the armchair.
The radio is **beside** the cupboard.
The bracelet is **by** the stairs.



Think!



Answer: cup – pencil holder, boot – flower pot, piece of material – bag

Vocabulary

1 Things at home 1



laptop



magazine



toy box



necklace

2 Things at home 2



earphones



mirror



key



scissors



sunglasses



radio



bracelet



belt

3 Things at home 3



cushion



stairs



shelf



cupboard



armchair



drawer

8

Grammar

1 *there was / there were*

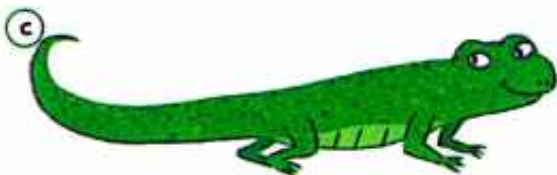
There was a	storm. cave. path.
There wasn't a	

There were some	clouds. stars. mountains.
There weren't any	

2 Questions

Was there	a rainbow? any fog?
Yes, there was.	No, there wasn't.
Were there	any clouds? any fields?
Yes, there were.	No, there weren't.

Think!



Answer: a

Vocabulary

1 Things in nature



clouds



woods



sky



mountains

2 Places in nature



field



farm



gate



path



waterfall



valley



volcano



cave

3 Weather



a storm



lightning



thunder



fog



a rainbow



a star

9

Grammar

1 was / were

He/She The princess The giant	was wasn't	in the castle. in the town center. in the forest.
They The pirates The robots	were weren't	in the spaceship

2 Questions

Was he/she Were they	quiet? frightening?
Yes, he/she was. they were.	No, he/she wasn't. they weren't.

Do you Does he/ she	go to school go to work	by train? by bus? on foot?
Yes, I do. he/she does.	No, I don't. he/she doesn't.	

But

He was handsome **but** frightening.
They were funny **but** quiet.

Think!

- a Black Stone
b Blue Sock
c Black Rock

Answer: c

Vocabulary

1 Characters in a story



king



queen



prince



princess

2 Places in a story



in a castle



in a tower



in a town center



in a secret garden



in a jungle



in a spaceship



on another planet



on a pirate ship

3 Personality adjectives



loud



quiet



lovely



handsome



mean



frightening

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