

3

Quick Minds

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2 BIRTHDAYS (pages 18–25)

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3 HIS HAIR IS CURLY (pages 26–33)

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▶ **REVIEW:** Meet The Explorers, units 1, 2 and 3 (pages 34 and 35)

QUIZ TIME

ACT OUT A BIRTHDAY PARTY

4 THE HAUNTED HOUSE (pages 36–43)

Vocabulary The home	Grammar <i>Where's he/she?</i> <i>He's/She's in the (bedroom).</i> <i>Where are they? They're in the (hall).</i> <i>Is there (a plane)? Yes, there is.</i> <i>Are there (any rats)? No, there aren't.</i> <i>How many (cars) are there?</i> <i>There are (four) cars.</i>	Story and value <i>Up high</i> Lateral thinking Phonics The sounds /a:/ and /r/	Skills Listening Reading Speaking ▶ CREATIVITY	Thinking skills Making associations Matching Imagining
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5 BY THE SEA (pages 44–51)

Vocabulary Actions	Grammar <i>He/She is / isn't (fishing). They are / aren't (dancing). Is he/she (sleeping)? Yes, he/she is. / No, he/she isn't. Are they (writing)? Yes, they are. / No, they aren't.</i>	Story and value <i>The trap</i> Asking for help Phonics The letter sounds <i>s</i> and <i>sh</i>	CLIL Art and Maths: Patterns and Symmetry ▶ PROJECT	Thinking skills Matching Interpreting pictures Applying previous knowledge
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6 OUR SCHOOL (pages 52–59)

Vocabulary School places	Grammar <i>I was / wasn't in (the library) yesterday at 10 o'clock. You were / weren't in the gym yesterday at 11 o'clock. Were you in (the park) yesterday (afternoon)? Yes, I was. / No, I wasn't.</i>	Story and value <i>In the music room</i> Having healthy snacks Phonics The sounds /ɜ:/ and /ɔ:/	Skills Reading Speaking ▶ CREATIVITY	Thinking skills Matching Logical reasoning Imagining
▶ REVIEW: units 4, 5 and 6 (pages 60 and 61)				
QUIZ TIME		THE HAUNTED HOUSE GAME		




7 IN THE HOSPITAL (pages 62–69)

Vocabulary Health	Grammar <i>The plate landed on the floor. She felt awful.</i>	Story and value <i>Helping others</i> Phonics -ed endings	CLIL Science: Fever ▶ PROJECT	Thinking skills Decoding and sequencing Developing story and logics
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8 THE MARKET (pages 70–77)

Vocabulary Food	Grammar <i>Would you like a (tomato) / some (bread)? Yes, please. / No, thank you. I'd like an (orange), please. Are there any (pears)? Yes, there are. / No, there aren't any. Is there any (milk)? Yes, there is. / No, there isn't any.</i>	Story and value <i>The cave</i> Being resourceful Phonics Long vowel sounds	Skills Listening Speaking ▶ CREATIVITY	Thinking skills Making associations Matching Imagining
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9 OUR DAILY TASKS (pages 78–85)

Vocabulary Daily tasks	Grammar <i>It's (eight) o'clock. It's quarter past / half past / quarter to (eight). I start / finish / He/She starts / finishes (washing up) at (quarter past four). John always / sometimes / never goes to bed before / after (half past eight).</i>	Story and value <i>The Mysterious H</i> Being observant Phonics The sounds /ɑ:/ and /ɔ:/	Skills Listening Speaking  CREATIVITY	Thinking skills Interpreting a table Imagining
 REVIEW: units 7, 8 and 9 (pages 86 and 87)				
QUIZ TIME		THE FOOD GAME		
 CULTURE. Units 1-9 (pages 88-96) I CAN DO. Units 1-9 (pages 97-105)				

MEET THE EXPLORERS



Meet Ben and Lucy – *The Explorers*. These two friends and their dog, Buster, are in a castle. There's an old book in the castle. The book has got the secret of some lost treasure. But someone else is looking for the book too ...



1 CD 1
02

Listen and look. Then listen and say the words.

1 castle

2 upstairs

3 one - ten

4 downstairs

5 eleven - twenty

6 basement

1 Bolton Castle
Upstairs 2
3 Rooms 1-10
Downstairs 4
5 Rooms 11-20
Basement 6



2

Close your book. Play the memory game.

Where's room 3?

Upstairs.

1

Look, read and say *Ben or Lucy*.



Who says ...

- 1 I can ride a bike.
- 2 I can't make a sandcastle.
- 3 I can skip.
- 4 I can't fly a kite.

2

CD 1
04

Listen and say.

GRAMMAR FOCUS

I **can** ride a bike.


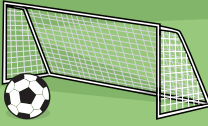



She **can't** play football.

They **can** fly a kite.



3

Look and make sentences. Lucy can paint.

			
	✓	✗	✓
	✗	✓	✓

1

CD 1
05

Listen and sing.

THE EXPLORERS

THE EXPLORERS!

Here they come.
Lucy and Ben
Adventure and fun.



THE EXPLORERS!

Here they are.
Ben and Lucy
Action stars.



She can skip and paint and swim
In the sea, in the sea.
She's an action star, an action star
Just like you and me.



THE EXPLORERS! ...

He can ride a bike and swim
In the sea, in the sea.
He's an action star, an action star
Just like you and me.

THE EXPLORERS! ...



2

Choose words and read out your verse.



I can ...

And ...

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

1 CD 1 07

What pet have they got? Listen and say the letter.

1



David

2



Sandra

3



Tom and Kim

4



Daniel and Emma

a



b



c



d



2 CD 1 08

Listen and say.

GRAMMAR FOCUS

She's got a dog.

We've got two cats.

He's got a bike.

They've got a football.

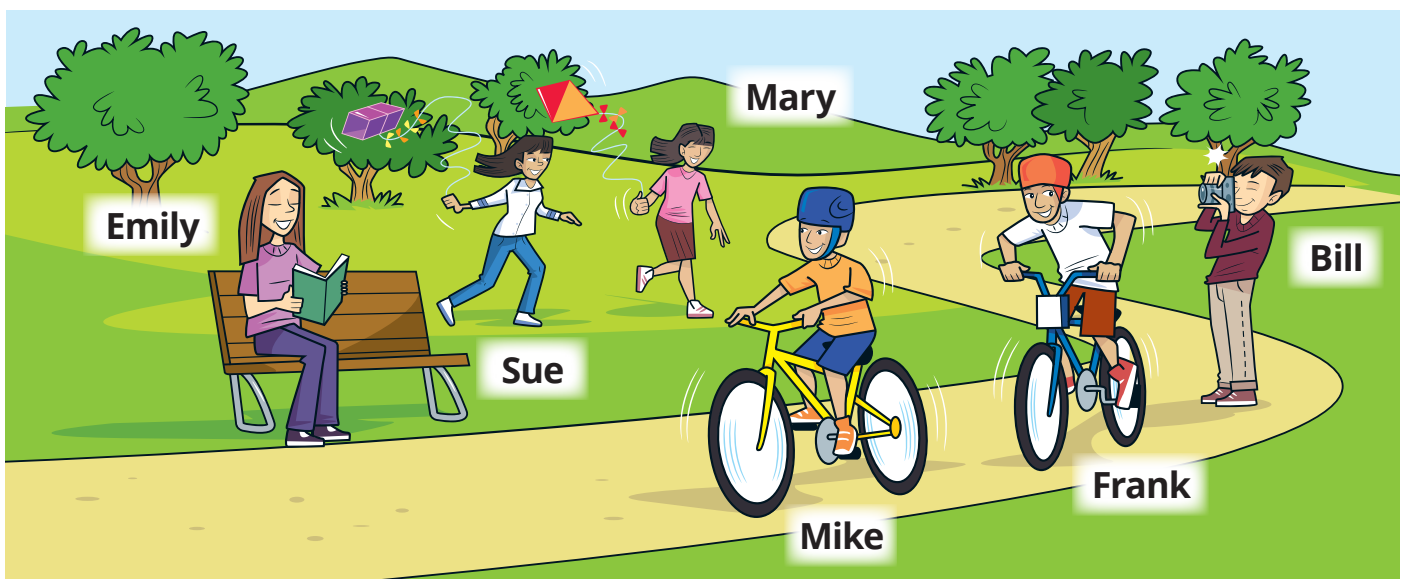


3

Look at the picture. Say and guess.

They've got bikes.

Mike and ...





Lucy: What's that?

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

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



Ben: Here's the book!

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

Horax: Wait, Zelda!



Ben: Let's go.

Horax: Stop there! We want that book.

Ben: Oh no! Who are they?



Horax: Give me the book!

Lucy: No, you can't have it!

Horax: Yes, we can!



Ben: Good dog, Buster!

Lucy: Quick, Buster!

Ben: Where are those people, Buster?



Ben: How can we get the book back?

Lucy: I've got an idea!



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



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

2 Read and say *true or false*.

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

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

4 Listen and say.



Phonics

Gus **pats** his **pets** a **lot**.



Listen and look. Then listen and say the words.

LIBRARY

1 Monday

2 Tuesday

3 Wednesday

4 Thursday

5 Friday

6 Saturday

7 Sunday

Arts Festival

This week

Prepare for the festival on Sunday!

Lots of practice this week!

1 Monday:
Music



2 Tuesday:
Drawing



3 Wednesday: Painting



4 Thursday:
Music



5 Friday:
Painting



6 Saturday:
Music



7 Sunday:
Arts Festival!



4072000000 / 700 / 1000000 /
 700 / 900000 / 700 / 700 /
 7000000000

2

Say the day before and after.

Thursday.

Wednesday and Friday.

1 CD 1 14

Read and listen. Then say the correct answer.



Rosie: I've got a busy week, but I like it!

Sam: So do I.

Rosie: I play tennis on ⁽¹⁾ **Mondays / Wednesdays**.

Sam: I don't. I play football on ⁽²⁾ **Mondays / Tuesdays**.

Rosie: Great! And I go swimming on ⁽³⁾ **Thursdays / Fridays**.

Sam: Cool! And I fly my kite on ⁽⁴⁾ **Saturdays / Sundays**. It's fun!

2 CD 1 15

Listen and say.

GRAMMAR FOCUS

I **go swimming** on Mondays.

So do I.

I **play football** on Saturdays.

I don't.



3

Talk about your week.

I don't. I ... on Mondays.

So do I!

I ... on Mondays.





It's a busy, busy, busy, busy,
Busy, busy, busy week ...

On Mondays we go swimming.

On Tuesdays we play ball.

On Wednesdays and on Thursdays,
We play computer games.

On Fridays we play football.

On Saturdays we sing.

On Sundays we play hide-and-seek.

Oh, what a busy week!

It's a busy, busy, busy, busy,
Busy, busy, busy week ...



Oh, yeah!

On Mondays we go swimming.

1

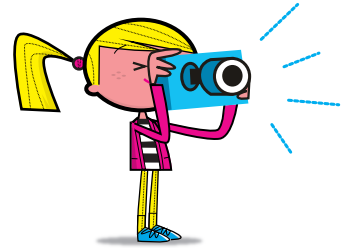
CD 1
19

Listen and say the correct answer.

Do you listen
to music at the
weekend?



Yes, I do.

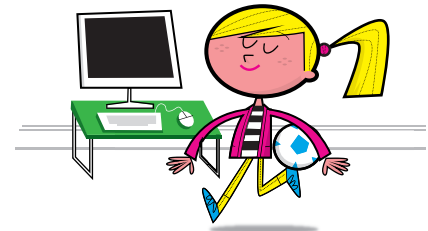


No, I don't.

Do you play
computer games
at the weekend?



Yes, I do.



No, I don't.

2

CD 1
20

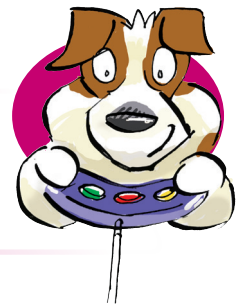
Listen and say.

GRAMMAR FOCUS

Do you play computer games at the weekend?

Yes, I **do**.

No, I **don't**.



3

Play the question game.

Do you ... at the weekend?

Yes, I do.





Lucy: Excuse me. Can you help us, please?

Mr Williams: Sure. What's the problem?

Ben: We can't read this book. It's in code.



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



Mr Williams: This is difficult! Can I keep the book? I can tell you on Friday.

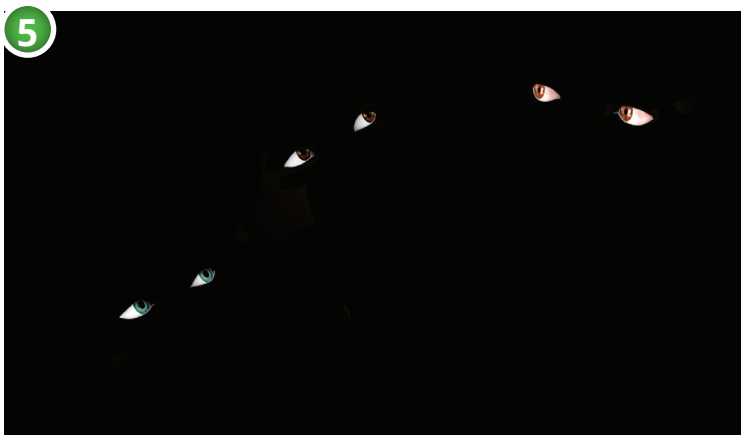
Lucy: Keep the book?

Ben: No, sorry.



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

Lucy: OK, that's fine. Thanks.



Ben: Oh! It's dark!

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



Ben: Lucy, do you think ... ?

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

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

Lucy: Yes. We need help.

8



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

2

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

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 ɑ ɒ ɓ ɔ ɕ ɖ ɗ ɘ ɚ ɛ ɞ ɟ ɠ ɨ ɩ ɪ ɫ ɬ ɭ ɮ ɰ ɱ ɲ ɳ ɴ ɵ ɶ ɷ ɸ ɹ ʀ ʁ ʂ ʃ ʄ ʅ ʆ ʇ ʈ ʉ ʊ ʋ ʌ ʍ ʎ ʏ ʐ ʑ ʒ ʓ ʔ ʕ ʖ ʗ ʘ ʙ ʚ ʞ ʟ ʠ ʡ ʢ ʣ ʤ ʥ ʦ ʧ ʨ ʩ ʪ ʫ ʬ ʭ ʮ ʯ ʰ ʱ ʲ ʳ ʴ ʵ ʶ ʷ ʸ ʹ ʺ ʻ ʼ ʽ ʾ ʿ ʰ ʱ ʲ ʳ ʴ ʵ ʶ ʷ ʸ ʹ ʺ ʻ ʼ ʽ ʾ ʿ

ፎክሎር / ጥያቄ / ጠባቂዎች / ፋንታሲካ /
 ጥቅ / ጥያቄ / ጥያቄ / ጥያቄ / ጥቅ /
 ጥያቄ / ጥያቄ / ጥያቄ

THE EXPLORERS

Go to page 14 of the Activity Book. Use the code ••• to write the message. •••

3

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

4

CD 1
22

Listen and say.



DJ Cool K!
On QB3
at
8.30pm

DJ Cool **K** plays **CDs** for **ETs** from planet **QB3**.

Musical Instruments

1 CD 1
26 Listen and say the letter.

a



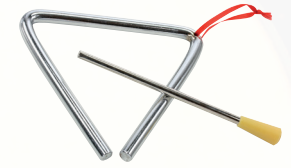
recorder

b



guitar

c



triangle

2 Read about the different families of musical instruments.



flute

Wind instruments

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

blow



piano

Stringed instruments

Instruments with strings are called stringed instruments. You can see the strings in the guitar but not in the piano – they're inside!

strings



drum

Percussion instruments

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

rhythm



3 Which family are the instruments in Activity 1 from?

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

Trombones are ... instruments.



trombone



harp



cymbals



cello



castanets



saxophone

5 Answer the questions.

- 1 What other musical instruments do you know? Which family are they from?
- 2 What's your favourite instrument?

6 Make some maracas.

PROJECT



- 1 Take two empty plastic bottles. Fill them with rice. Shake them and hear the sound they make.
- 2 Decorate your maracas.



- 3 Play some music and play the rhythm.



Which musical instrument family are your maracas from?