

Download the App



# Story Central

Student Book  
**4**  
With eBook



 macmillan  
education

**Angela Llanas**  
**Libby Williams**



# Story Central

Student Book  
**4**



**Angela Llanas  
Libby Williams**



# Contents



Chapter	Grammar	Vocabulary	Story	CLIL	Song and Spelling
<b>Welcome</b> page 4	I bought some old comics. I'm going to look at the science book stand now. How much are the cookies? I have \$10.	Food Story genres			<i>Welcome Back, Everyone!</i>
<b>1</b> <b>Around the World</b> page 8	Was there a swimming pool? Yes, there was. Were there many people? Yes, there were.  There aren't many children on the swings. There isn't much time left. I need a few ideas. We always have a lot of ideas.	Countries and languages Amusement park rides	<b>Where's Claire?</b> 	<i>History: the Ferris wheel</i>	<i>Fun for Everyone</i>  compound nouns
<b>2</b> <b>At the Doctor's</b> page 18	You should stay at home for three days. You shouldn't go to school.  Could you walk? I could walk. I couldn't play soccer or baseball for a long time.	Common sicknesses Accidents and injuries	<b>Lulu's Sick Day</b> 	<i>Social sciences: strange medicines</i>	<i>Oh, No! What Happened?</i>  -ir, -ur, -er
<b>3</b> <b>Our Solar System</b> page 28	Earth is more interesting than the other seven planets. Neptune is the farthest from the Sun. Saturn is the most beautiful planet.  When the moon goes in front of the Sun, there is an eclipse. If you look at the Sun, it can damage your eyes.	Adjectives for planets Space	<b>Planetary Checkup</b> 	<i>Science: meteors and asteroids</i>	<i>In the Solar System</i>  multi-syllabic words
<b>4</b> <b>Going to the Movies</b> page 38	I've seen every movie in town. We haven't met Justin Drake.  Have you seen <i>Valley of the Vampires</i> yet? No, I haven't seen it yet. Yes, I've already seen it.	Movie genres Movie professions	<b>The House at the End of the Road</b> 	<i>Art: how animated movies are made</i>	<i>We're Making a Movie!</i>  endings for jobs: -or, -er, -ist
<b>5</b> <b>Communication</b> page 48	People made the first cave paintings 30,000 years ago. We've discovered a lot about life then because of cave paintings.  Have you seen Miguel? When did he send the message?	Forms of communication Written communication and invention verbs	<b>The Secret of Keyhole Island</b> 	<i>History: Julius Caesar</i>	<i>We Communicate</i>  double letters



Chapter	Grammar	Vocabulary	Story	CLIL	Song and Spelling
<b>6</b> Fun and Fantasy page 58	Whose cloak is this? This cloak is mine/yours/hers/his/theirs/ours.  When I opened my eyes, I saw my dog. When I rubbed his nose, he disappeared.	Dressing up props Story verbs	<b>Aladdin</b> 	Science: real-world magic	<i>The Magic Ring</i>  <b>g and j</b>
<b>7</b> Clues and Crimes page 68	What were you doing at 2 o'clock yesterday? I was working in my classroom. Was he wearing a tie? No, he wasn't wearing a tie.  I was talking on the phone when he took the laptop.	Clothes and accessories Clues and crimes	<b>Whodunit?</b> 	Science: using fingerprints and footprints to solve crimes	<i>There Was a Crime in Town Today</i>  <b>ue, ew, ou, and oo</b>
<b>8</b> Celebrations page 78	The person who arrives first brings a special gift. The Chinese New Year is a festival that is in January or February.  That's the locker where I put the cake. Birthdays are when you invite friends and celebrate.	Celebrations and traditions Celebration verbs	<b>Thor and the Stolen Hammer</b> 	Social sciences: sky lanterns	<i>It's Time to Celebrate</i>  <b>ea and ee</b>
<b>9</b> My Achievements page 88	Have you ever climbed a tree? Yes, I have. / No, I haven't.  I've never run a marathon, but I'd like to. I've never flown in a helicopter. I'm too scared!	Personal achievements Wider-world achievements	<b>Kakapo Adventure</b> 	Math: calculating percentages	<i>There are a lot of Things I Want to Do</i>  difficult words
<b>Grammar Reference</b> page 98	Chapters 1-9 Grammar Review and Sentence Makers				

# Competencies



Activities that encourage children to accept responsibility and reflect on the consequences of lifestyle choices.	Activities that develop societal understanding and identification of children's own circumstances in a wider context.	Activities that develop critical thinking skills to reflect upon, manipulate, process, and interpret information.	Activities that foster learner autonomy, and allow children to demonstrate and put into practice learning strategies.	Activities that promote interpersonal and collaborative skills, develop teamwork, and allow children to express opinions and ideas.
---	---	---	---	---



# Story Central

1 ))) Listen and sing.

Hello  
Hola  
Bonjour  
こんにちは

BOOK  
FAIR

## Welcome Back, Everyone!

Welcome back, everyone!  
Story Central is a lot of fun.

There are great new books to read,  
Games to play and friends to see.

Every day is a special day,  
Playing and learning along the way.

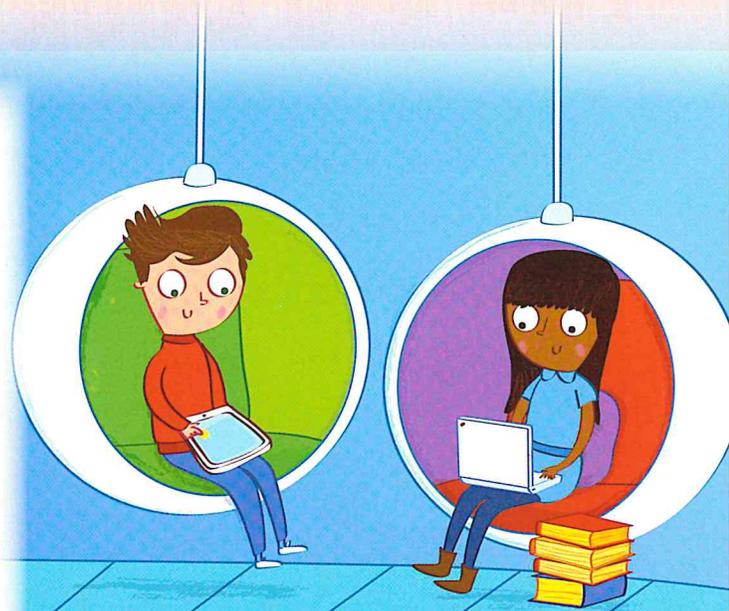
So come with us and take a look.  
Meet the characters from the books.

Find a costume you can wear,  
Or bring a book with you to share.

Do you like poems or mysteries?  
Are you good at sports or history?

Can you dance, can you sing?  
Can you play the violin?

There's something here for everyone.  
So come inside, we're having fun!



# The Big Book Fair

1 Look and write the number of the correct book.

a story about a lamp

a story about an island

a story about the planets

Jason



2



3



4



5



Cheng

NEW BOOKS

Miguel

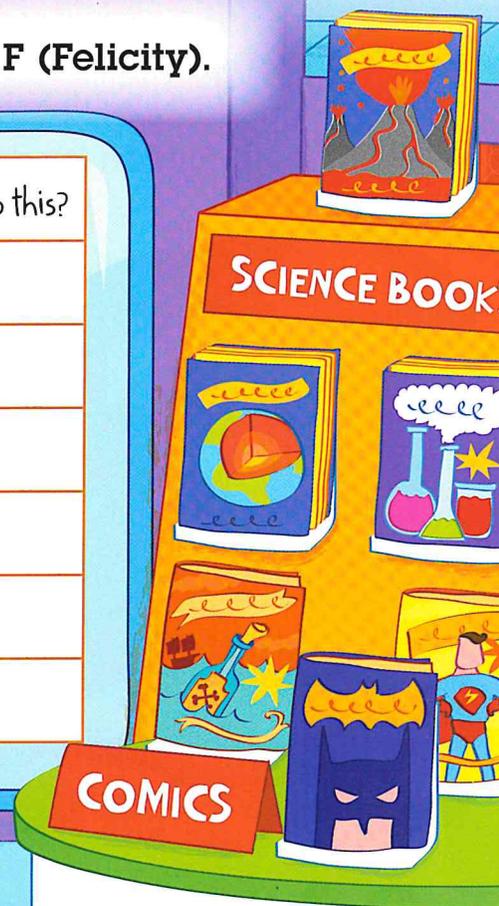
Felicity

COOKIES &  
ICE CREAM  
STAND



2 ))) Listen and write C (Cheng), M (Miguel), or F (Felicity).

	Who did this?	Who's going to do this?
buy some old comic books	M	
look at the science book stand		
buy cookies		
make cookies		
buy new books for Story Central		
buy ice cream		



3 Write about you.

### My favorite books and movies

My name's .....

Last year, I read .....

and I watched .....

Now, I'm reading .....

I'm going to read .....

I want to watch .....

I'd like more books about .....

I like movies about .....

My favorite subject is .....

# Around the World

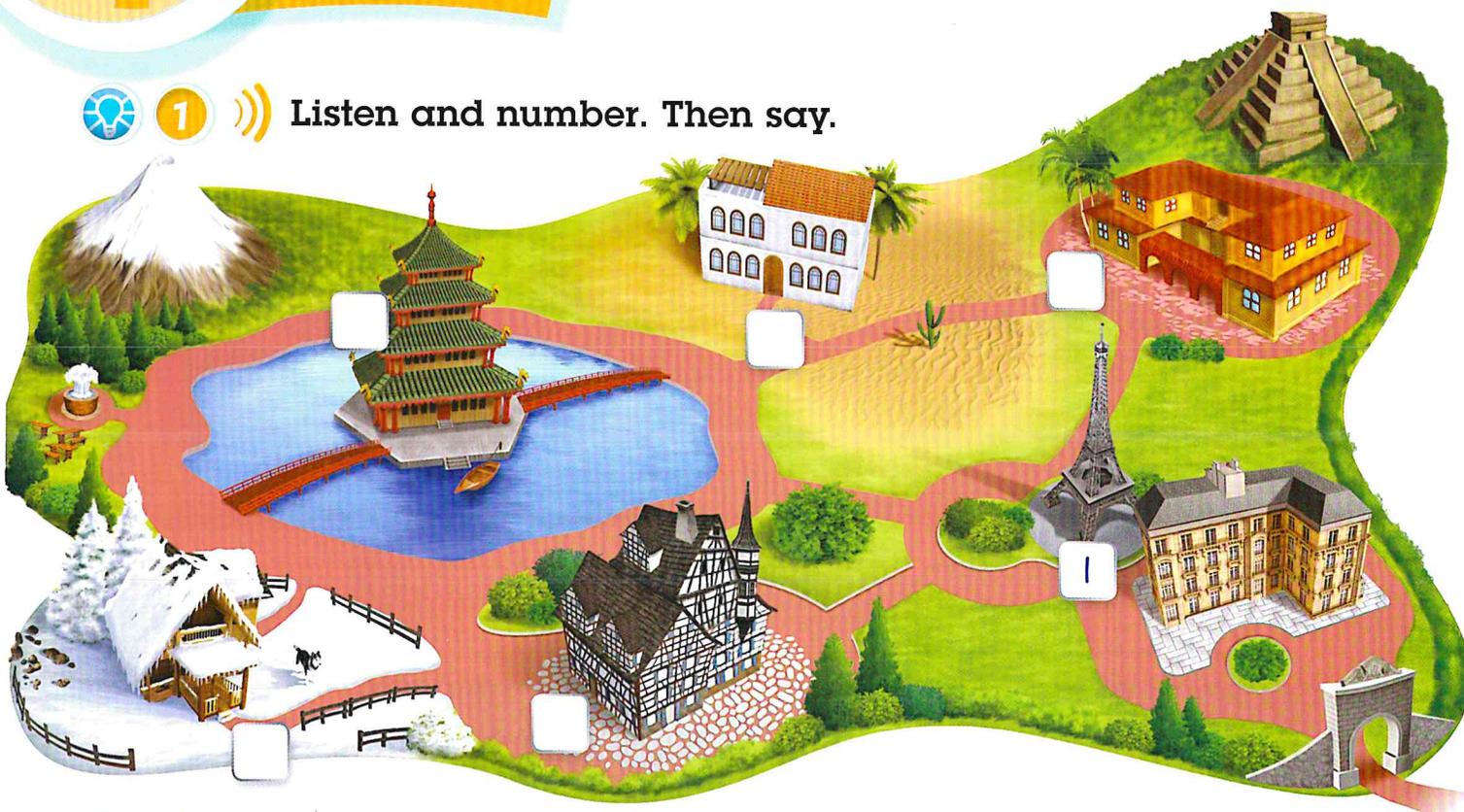
## Lesson 1



1



Listen and number. Then say.



2



Listen again and check (✓) the languages of each country.

Country	Language					
	German	English	French	Arabic	Spanish	Japanese
1 France			✓			
2 Germany						
3 Canada						
4 Japan						
5 Egypt						
6 Mexico						

3

Point to the pictures. Test a friend.

That house is in Germany.

In Germany they speak German.

4

Write the names of other countries you know and their languages.

In Brazil they speak Portuguese.



# Lesson 2



1



Listen and read. What countries and languages does Maddie talk about?

## COMPETITION Winner

Maddie Catt is the winner of last month's competition. She won a vacation for her family in Miami.

How was the vacation, Maddie?

It was awesome! I went with my parents and my little brother, Stevie. We were there for five days.

Where did you fly to?

We flew to Miami on Thursday. We arrived at noon. We stayed at a great hotel.

Was there a swimming pool at your hotel?

Yes, there was. It was warm, and it was 25 meters long.

Wow! Was there a restaurant?

Yes, there were three. There was a Japanese restaurant, a Spanish restaurant, and a Mexican restaurant.

What did you eat?

Well, I love Japanese food, so I ate a lot of sushi.

Were there many people there?

Yes. Most of the people there were from Mexico, and they spoke Spanish, of course, but there were people there from Germany, Japan, and Egypt as well. Fortunately, they spoke to us in English.

You went to the Wonderful World amusement park, didn't you? Were there good rides?

Yes, we did. We tried ALL the rides. I liked the Big Waterfall the best. Stevie preferred the Spacewalk Spin. We went on that ride twice!



2

Underline the questions with *was there* and circle the questions with *were there*.

3

Complete the questions. Then listen again and write the answers.

- 1 Was there ..... a swimming pool? Yes, there was.
- 2 ..... a restaurant? .....
- 3 ..... many people? .....
- 4 ..... good rides? .....

4

Ask and answer about your last vacation.

Was there a swimming pool at your hotel?

No, there wasn't.

### Grammar Central

**Was there** a swimming pool at your hotel? Yes, **there was**.

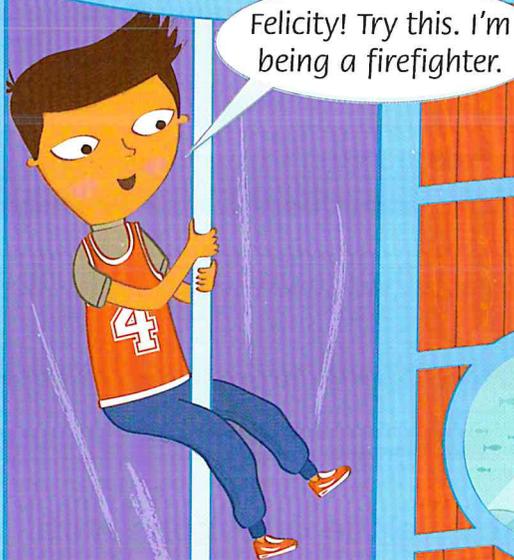
**Were there** many people?

Yes. **There were** people from Germany, Japan, and Egypt.

# Lesson 3

## Tell Me a Story

- 1  Listen and read.  
 Then act out.

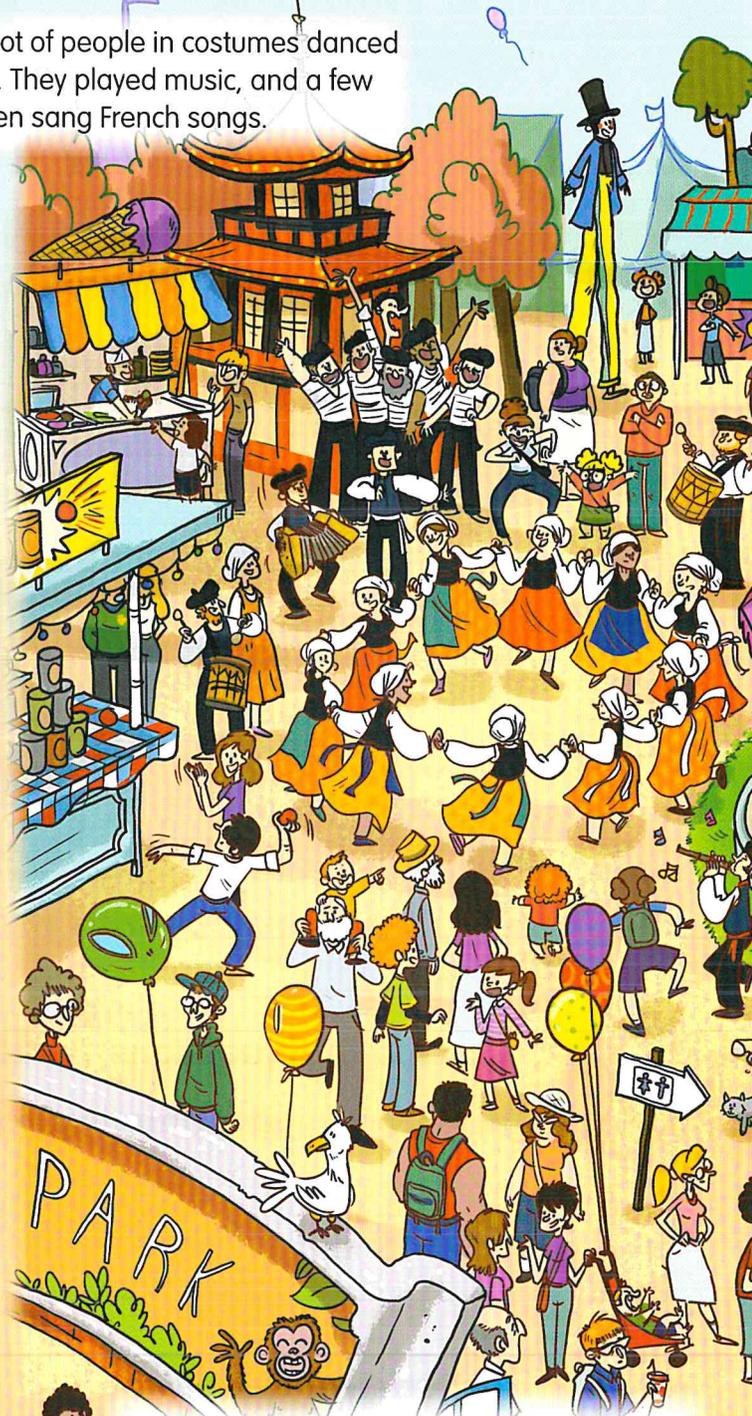


That looks like fun!

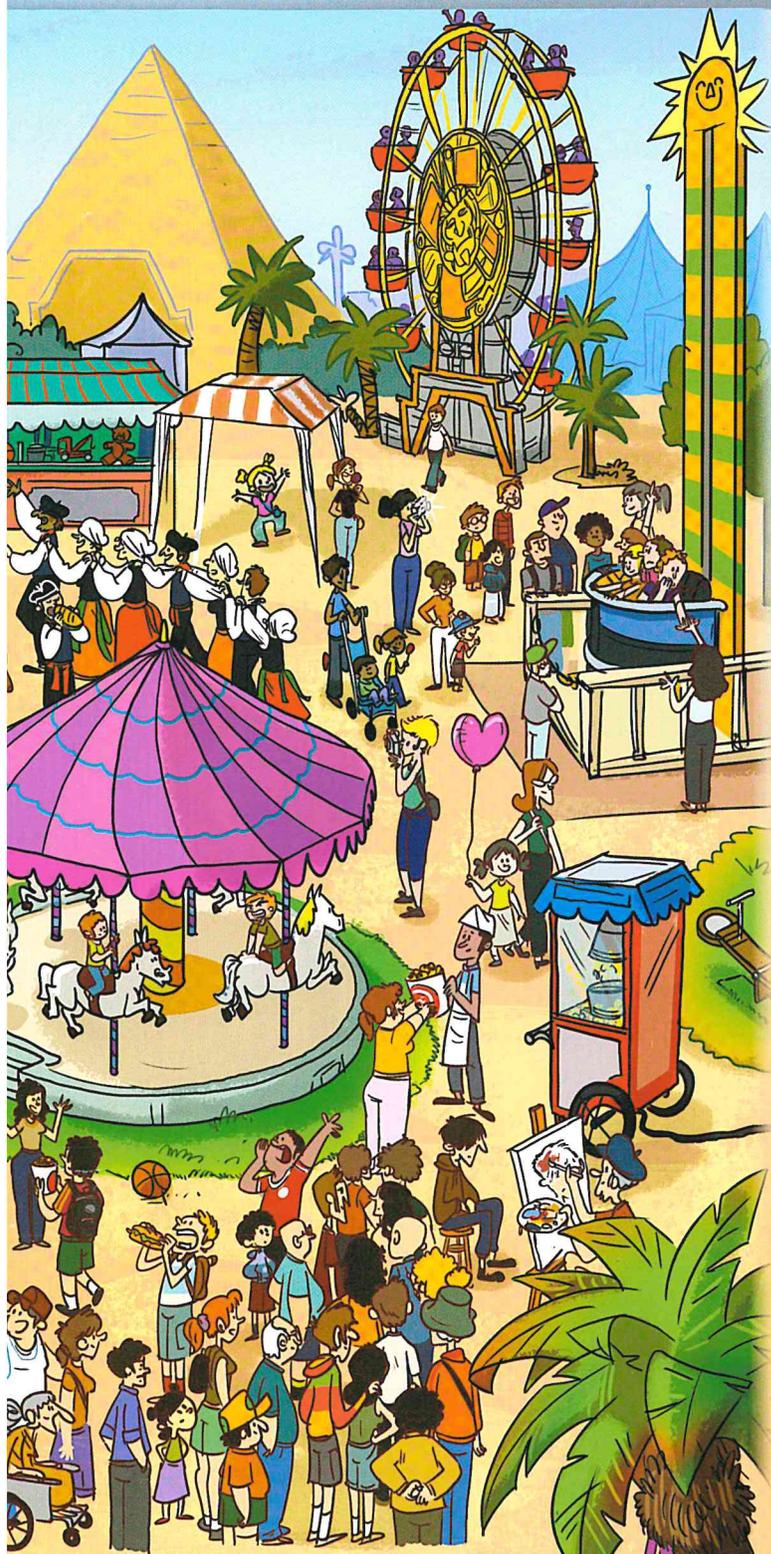


# Where's Claire?

- 2 A lot of people in costumes danced by. They played music, and a few men sang French songs.



"Look, dancers from France," said Emily.  
"Wow! That looks like fun!" said Sam.  
But when the dancers left, Claire wasn't there.  
"Where's Claire?" asked Sam.  
They couldn't see their little sister anywhere.



"What are we going to do?" said Emily.

"We're going to find her before Dad gets back," said Sam. "There isn't much time."

"Who's that on the carousel?" asked Emily.

- 2** Look at the story. What type of place do you think this is?

**Circle** the adjectives.

busy boring fun  
quiet important  
exciting colorful

- 3** Listen and read. Complete.

Sam and Emily  
Men Claire Emily

- 1 ..... are singing and playing drums.
- 2 ..... can't see their sister.
- 3 ..... is lost.
- 4 ..... sees someone on the carousel.

- 4** Where do you think Claire is?

.....  
.....

# Lesson 4

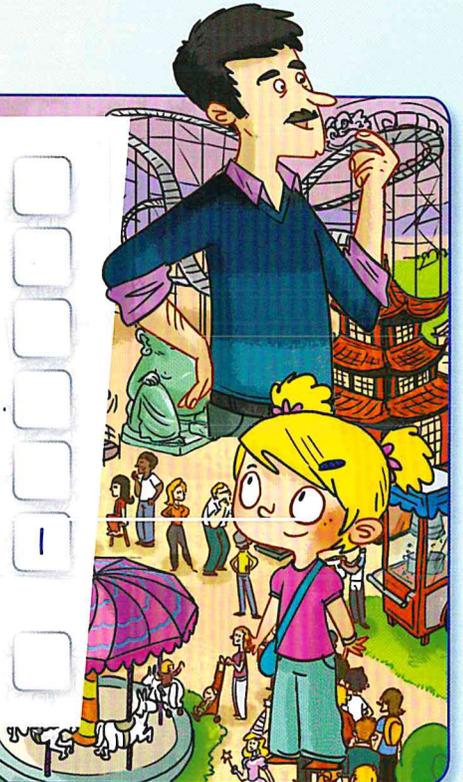
## Time to Think

- 1 ))) Read the story in your Reader.
- 2 Number the events from the story in order.

### Reading Report



- a Sam and Emily went to Germany.
- b Sam and Emily found Claire in China.
- c Dad came back with the popcorn.
- d Sam and Emily saw that Claire wasn't there.
- e Sam and Emily went to a pyramid in Egypt.
- f Dad took Sam, Emily, and Claire to the amusement park.
- g Dad went to buy popcorn.

- 3 Look back at Picture 3. Help Sam and Emily find Claire. Write some clues for them.

There are people from .....

They are .....

I can see .....

Claire is .....

- 4 Talk about the story.

*Have you ever been lost in a busy place?  
What did you do?*



### I Can Read and Write!

Use the pictures for ideas to add description to your writing. Write about the colors, clothes, nationalities, and what the characters are doing.

# Lesson 5



**1** Listen and number. Then sing.

## Fun for Everyone

Amusement parks **6** are so much fun,  
So much fun for everyone.

Swinging up, up, up on a **swing**.

To swing so high is a wonderful thing.

Sliding down, down, down on the **slide**.

Looking around for another great ride.

Around and around on the **carousel**.

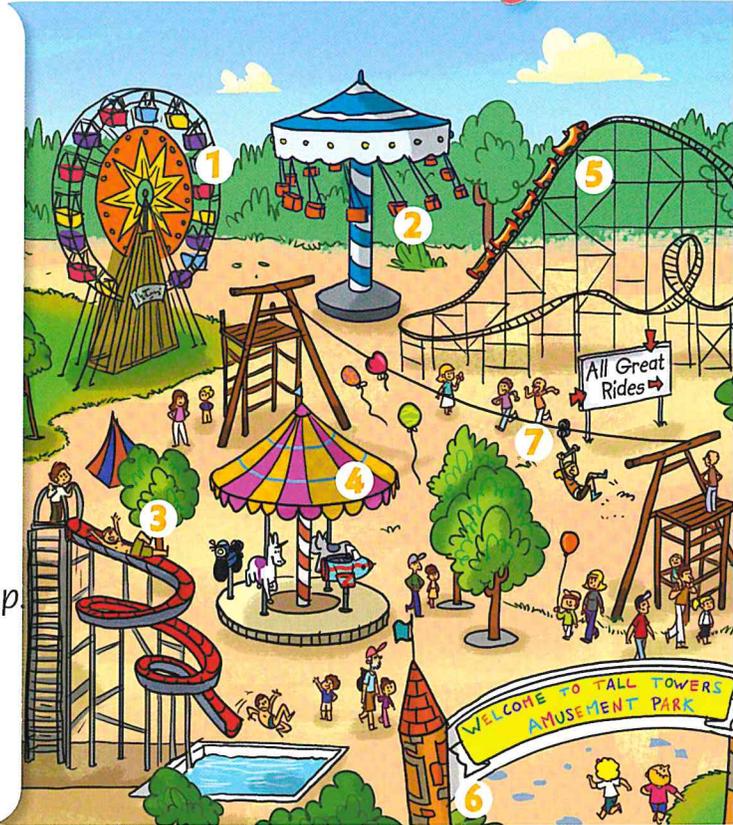
It's fun on the **roller coaster** , as well.

Onto the **ferris wheel**  — don't stop at the top.

Down the **zip line**  — land with a flop.

Amusement parks are so much fun,

So much fun for everyone!



**2** Talk about rides you like and don't like. Say why.

**3** Plan your day at the amusement park. Write.

I'm going to go to Tall Towers Amusement Park.

First, I'm going to go on the carousel.

**4** Listen and say the chant.



Roller coaster, ferris wheel, zip line, swing.  
Popcorn, playground, what's your favorite thing?

**5** Find it!

How many can you find on the page?  
compound nouns

I like to go on the carousel.  
It's fun. I don't like to go on  
the zip line. I feel scared.

## Spelling Central

A compound noun  
is made up of two or  
more shorter words.  
Look for one word or  
two.





# Lesson 6

1 ))) Listen and read. What's Jason's story about?

## Citizen of the World

1 What are you reading, Jason?

I'm reading about the Citizen of the World Short Story Competition. I'm going to write a story for it.

2 I have to send it by tomorrow. There isn't much time left! I need a few ideas.

Don't worry. We always have a lot of ideas.

3 There are a lot of countries to write about. How about a story about children from different countries?

4 Yes, there are children from a lot of different countries — Japan, Canada, France. They're at an amusement park.

There aren't many children on the swings, a few children are on the slide, and a lot of children are on the roller coaster.

5 The roller coaster starts, but something happens. They stop at the top of the ride. They can't get down! What are they going to do?

Great start, kids! I'm going to write it tonight.

6 Hey! You won!

No, we won. I sent the story from Story Central.

Let's go to an amusement park to celebrate!

Wow!

2 Look at the story. Complete.

aren't many    isn't much    ~~a few~~    a lot of

- 1 Jason has a few pens in the pot.
- 2 There are \_\_\_\_\_ books on the shelf.
- 3 There \_\_\_\_\_ flowers on Jason's plant.
- 4 There \_\_\_\_\_ fruit on the plate — the children ate it!

## Grammar Central

There aren't **many** children on the swings.  
 There isn't **much** time left.  
 I need **a few** ideas.  
 We always have **a lot of** ideas.



1 Read. Who was George W. Ferris?

# The Ferris Wheel



George W. Ferris lived in Pittsburgh in Pennsylvania. He was an engineer and built bridges.

In 1893, there was a World's Fair in Chicago. People came from different countries to share new ideas. The organizers of the World's Fair in Chicago wanted to show the visitors a lot of exciting things. Gustave Eiffel built the Eiffel Tower for the World's Fair in Paris in 1889. That was very exciting! What could Chicago do?



Then George W. Ferris heard about the problem. He designed the world's first ferris wheel for the fair. It was 80.5m high. There were 36 wooden cars on the wheel. Each car held 60 people.

Everyone was very excited about Ferris's wheel. The ride cost 50 cents and lasted around 20 minutes. Around 38,000 people went on the wheel every day! Ferris wheels are still popular in amusement parks today.

2 Correct the sentences.

1 Ferris made the first ferris wheel in 1889.

Ferris made the first ferris wheel in 1893.

2 He made it for the World's Fair in France.

3 There were 16 wooden cars on the wheel.

4 There are no ferris wheels today.

3 Class Vote

Are ferris wheels scary?  
Why / Why not?

**Find Out More!**

Choose *carousel* or *playground slide*. Who invented it and when?



- You need:**
- large posterboard
  - colored pencils or markers
  - amusement park maps
  - scissors and glue

**Prepare**

**1 Research and plan an amusement park.**

1 Make notes on your favorite amusement park. Use your maps and these questions to help you:

What's the name?  
 What's the theme?  
 What's your favorite ride?

What food do they serve?  
 What are the different sections of the park?  
 Are there any special shows?



- 2 In groups, talk about your favorite amusement park.
- 3 Design your own amusement park. Draw a map and include information about it.
- 4 Finally, write a welcome message for your international visitors.

**Showcase**

**2 Present your amusement park.**



Welcome to Cosmic Amusement Park. We have visitors from Germany, Egypt, Mexico and the USA. Our guides speak English, Arabic, and Spanish.

We have visitors from Germany, Egypt, Mexico, and the USA.

**Ideas Box**

Welcome to ...

The name of my park is ...

There are a lot of ...

The different areas are ...

The special ride is ...

We have visitors from ...

1 ))) Write the languages. Then listen and check (✓) the languages Lucy spoke.

USA	English	<input type="checkbox"/>	Japan	.....	<input type="checkbox"/>
France	.....	<input type="checkbox"/>	Mexico	.....	<input type="checkbox"/>
Germany	.....	<input type="checkbox"/>	Egypt	.....	<input type="checkbox"/>

2 Look and complete.



aren't many    a lot of    isn't much    a few    a lot of

- 1 There are a lot of ..... horses on the carousel.
- 2 There are ..... people on the roller coaster.
- 3 There ..... water in the ride.
- 4 There ..... people on the ferris wheel.
- 5 There are ..... children on the swings.

3 Think about Chapter 1. Color and complete for you.

I'm not  
sure.

OK!

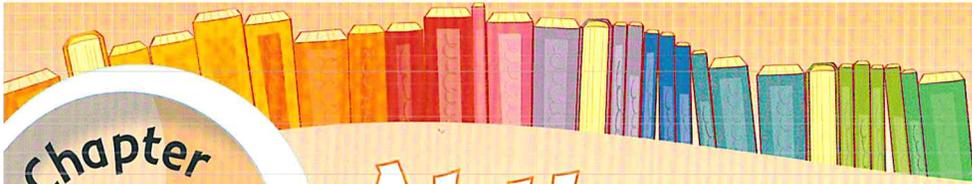
Got it!

My favorite page in Chapter 1 is .....

## Treasure Hunt!

Look back at pages 4 and 5.

How many languages can you find?



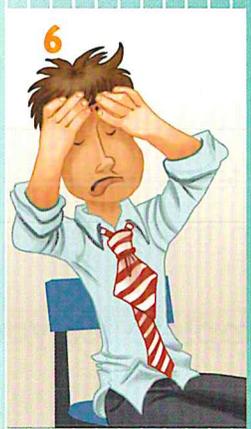
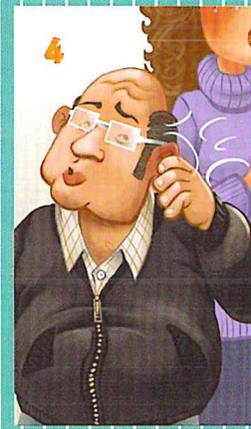
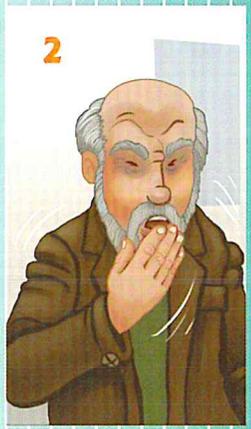
# Chapter 2

# At the Doctor's

## Lesson 1

1 Listen and number. Then say.

### YOUR PATIENTS



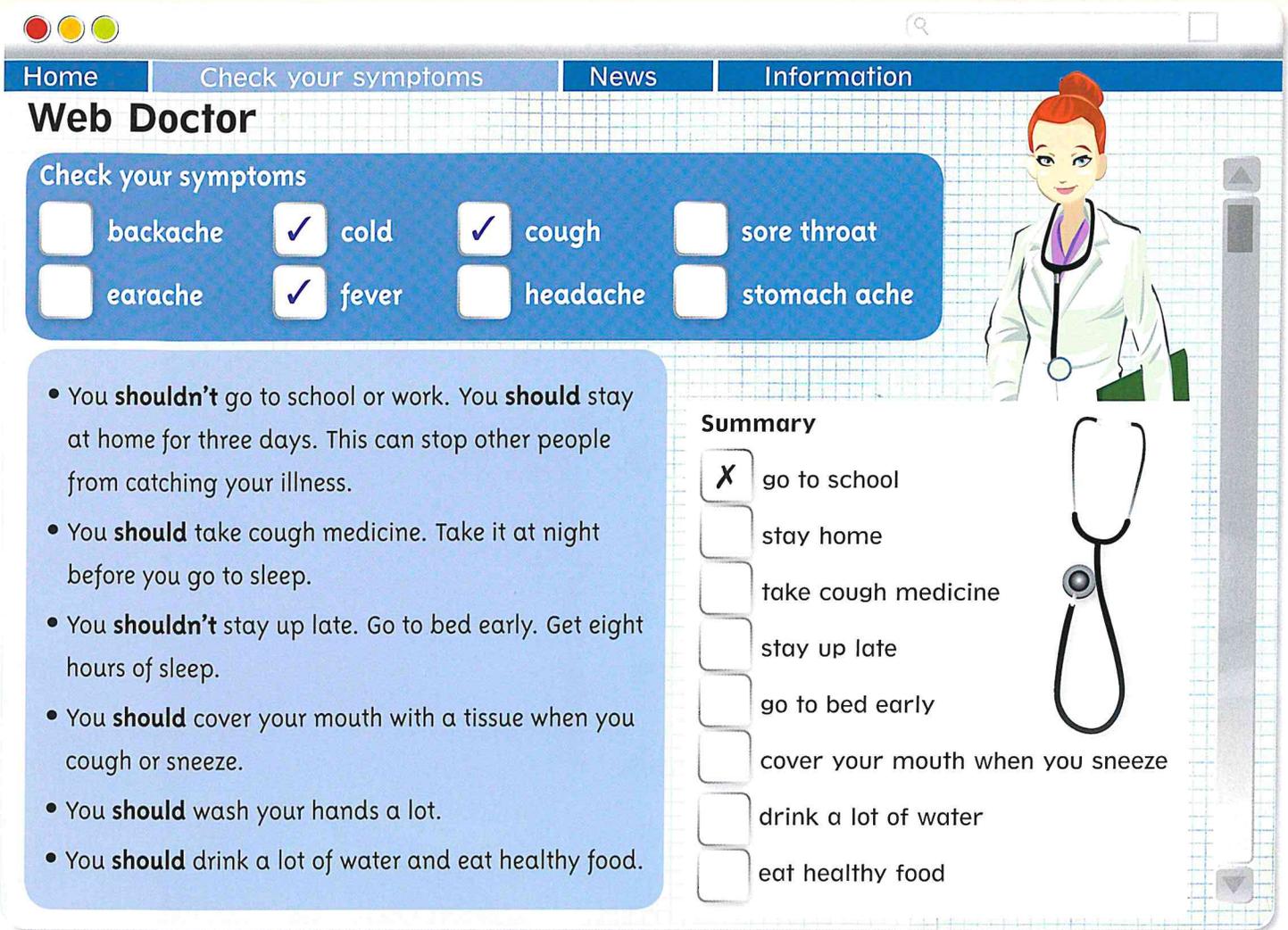
	sore throat	<input type="checkbox"/>
	cough	<input type="checkbox"/>
	backache	<input checked="" type="checkbox"/>
	cold	<input type="checkbox"/>
	fever	<input type="checkbox"/>
	headache	<input type="checkbox"/>
	stomach ache	<input type="checkbox"/>
	earache	<input type="checkbox"/>

2 Mime and guess. A sore throat!

3 Write about how you felt the last time you were sick.

I felt tired. I had a headache.

**1** Listen and read. Check (✓) and cross (X) the web doctor's summary.



Home | Check your symptoms | News | Information

## Web Doctor

**Check your symptoms**

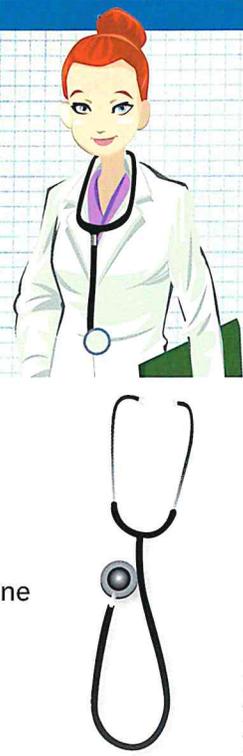
<input type="checkbox"/> backache	<input checked="" type="checkbox"/> cold	<input checked="" type="checkbox"/> cough	<input type="checkbox"/> sore throat
<input type="checkbox"/> earache	<input checked="" type="checkbox"/> fever	<input type="checkbox"/> headache	<input type="checkbox"/> stomach ache

**Check your symptoms**

- You **shouldn't** go to school or work. You **should** stay at home for three days. This can stop other people from catching your illness.
- You **should** take cough medicine. Take it at night before you go to sleep.
- You **shouldn't** stay up late. Go to bed early. Get eight hours of sleep.
- You **should** cover your mouth with a tissue when you cough or sneeze.
- You **should** wash your hands a lot.
- You **should** drink a lot of water and eat healthy food.

**Summary**

- go to school
- stay home
- take cough medicine
- stay up late
- go to bed early
- cover your mouth when you sneeze
- drink a lot of water
- eat healthy food



**2** Complete with *should* or *shouldn't*.

✓ **toothache**

You shouldn't eat candy and cake. You ..... go to the dentist. You ..... brush your teeth twice a day.

✓ **headache**

You ..... drink a lot of water. You ..... play computer games today.

**3** Act out a dialogue between a patient and doctor.

I have a backache.

You should do some gentle exercises.

**Grammar Central**

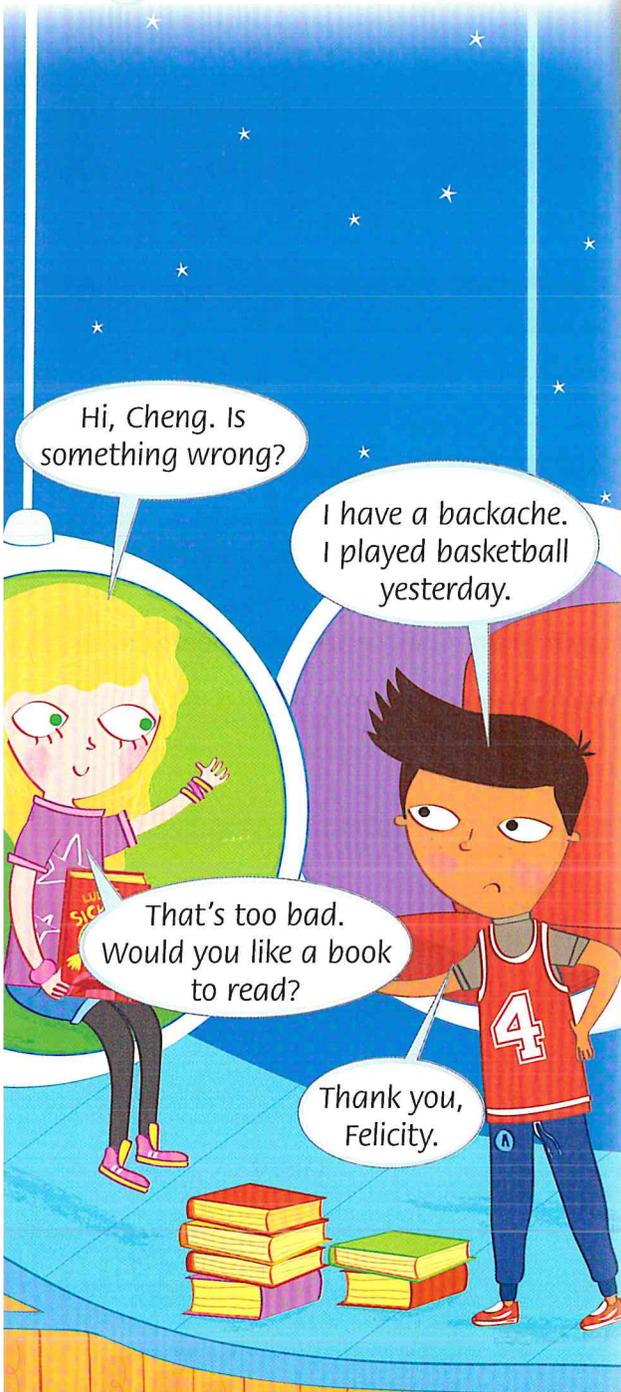
You **should** stay at home for three days.  
You **shouldn't** go to school.

Chapter 2  
**19**

# Lesson 3

## Tell Me a Story

1 ))) Listen and read.  
Then act out.



Hi, Cheng. Is something wrong?

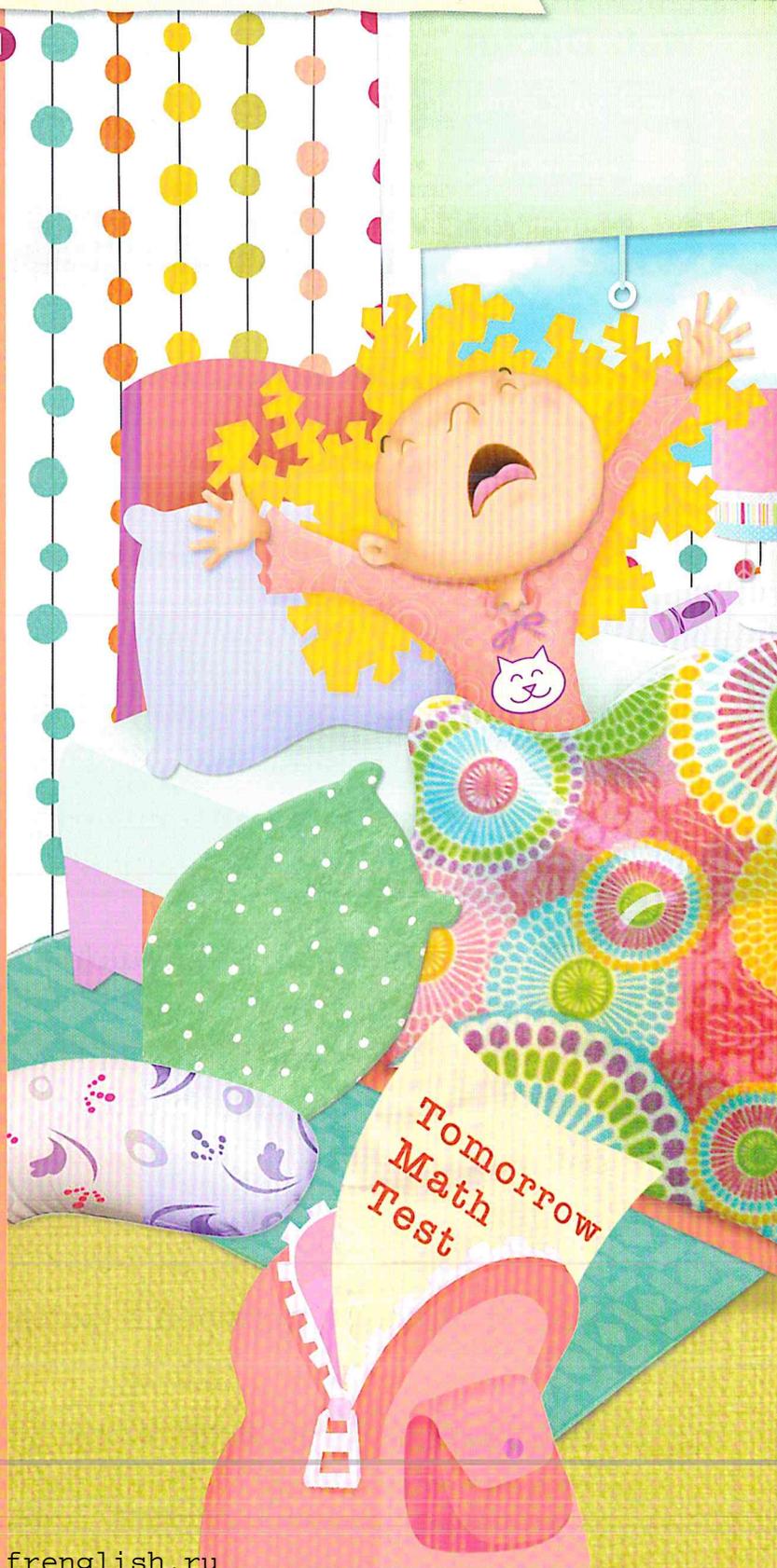
I have a backache.  
I played basketball yesterday.

That's too bad.  
Would you like a book to read?

Thank you,  
Felicity.

# Lulu's Sick Day

1





Lulu felt she wanted to stay,  
 At home and sleep in bed all day,  
 Lulu thought it was better to rest,  
 Than go to school and do her test.

2 Look at the story. How do you think Lulu is feeling?



3 Listen and read. Circle T (true) or F (false).

- 1 Lulu has a test at school today. T / F
- 2 Lulu wants to go to school. T / F
- 3 Lulu is sick. T / F

4 What do you think happens next?

Lulu gets dressed for school.

Lulu tells her mom she's sick.

Lulu prepares for her test.

# Lesson 4

## Time to Think

- 1 ))) Read the story in your Reader.
- 2 **Circle** all the correct answers.

### Reading Report

- 1 Lulu's mom offers her:
- a **soup**
  - b **books**
  - c toys
- 2 Lulu tells her mom she has:
- a a sore throat
  - b a cold
  - c a test
- 3 Lulu's mom tries to help by:
- a running a bath
  - b calling the doctor
  - c calling school
- 4 At the end of the story, Lulu:
- a decides to go to school
  - b sees the doctor
  - c learns lying is wrong

- 3 How does Lulu feel at the end of the story? Complete the poem.

sick careful bad ~~sorry~~ fine happy

Dear Mom, I'm sorry and I'm sad. I know that telling lies is ..... I am not ....., I'm feeling ..... I should be more ..... next time. To make you ....., I'll do my best. I'll go to school and pass that test!

### I Can Read and Write!

This story is a rhyming poem. The rhyme gives music to the words. Can you find pairs of words that rhyme?

- 4  Talk about the story.

When you're sick, what do your family and friends do to make you feel better?



# Lesson 5



**1** Listen and number the pictures in order. Then sing.

## Oh, No! What Happened?

"Oh, no! What happened?"  
I flew from my bed.  
I need to walk with **crutches**,  
I have a **broken leg**.

"Oh, no! What happened?"  
I chased a dragon in a tree.  
I got a **burn**—it really hurts,  
I put cold water on my knee.

"Oh, no! What happened?"  
A snake bit me in the rain.  
The doctor gave me a **shot**,  
And some **medicine** for the **pain**.

Mom, come right away!  
I need a **bandage**, please.  
I fell playing basketball,  
There's a big **cut** on my knee.



**2** Look at the pictures. Say the injury and what you need.

**3** Write what you need.

- 1 You have a cut on your finger.     ..... bandage .....
- 2 You are in a lot of pain.           .....
- 3 You have a broken leg.             .....
- 4 You have a burn on your hand.     .....

I have a broken leg.  
I need crutches.

cold water  
medicine  
~~bandage~~  
crutches

**4** Listen and say the chant.

The girl with the **burn** needs cold water.  
The **nurse** in the **skirt** is **first** to help **her**.

**5** Find it!

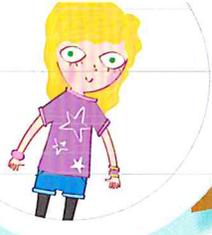
How many can you find on the page?  
words with the same sound as *-ir* in *girl*



## Spelling Central

The sound *ir* in *girl* has different spellings. Use different colors for *ir*, *er*, and *ur* to help you remember.

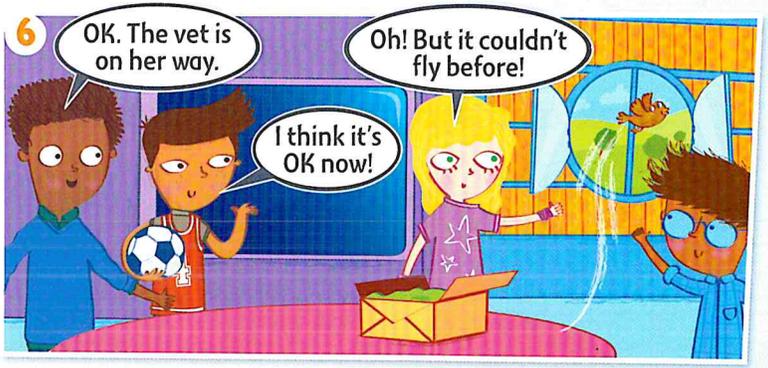
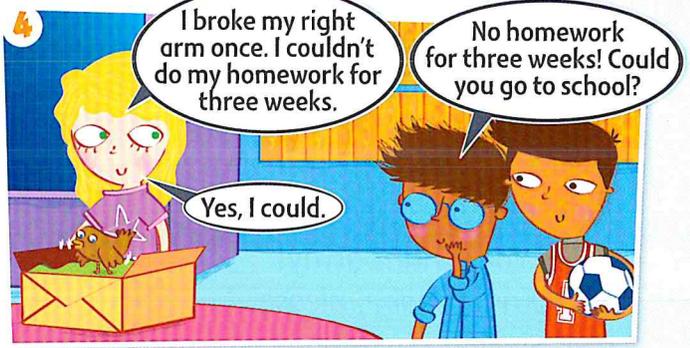
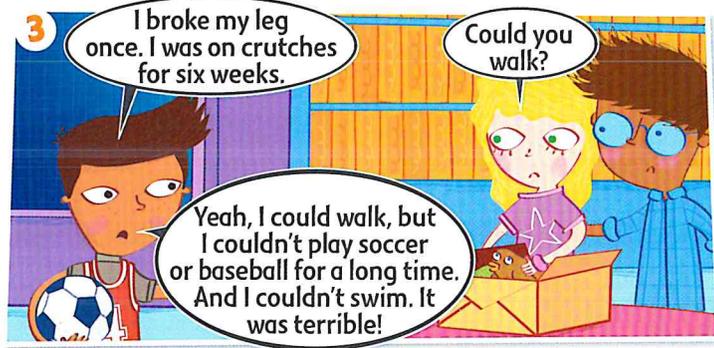




# Lesson 6

1 ))) Listen and read. What's wrong with the bird?

## The Broken Wing



2 Complete the vet's report card.

Report for Mr. Croc:

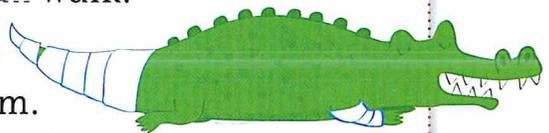
..... Could .. he walk? ..... he eat?  
..... he swim? ..... he sleep?

Mr. Croc .. couldn't .. walk.

He ..... eat.

He ..... swim.

He ..... sleep.



## Grammar Central

**Could** you walk?  
I **could** walk.  
I **couldn't** play soccer or baseball for a long time.



1 Read. What do people use strange medicines for?

## Strange Medicines

We all know about bandages for cuts, and crutches for broken bones, but there are other, stranger medicines.

### The fresh honey cure

In some parts of the world, people use honey as a medicine. They believe putting honey on a bad cut and covering it with a bandage can help stop the pain. Natural honey is good for the body. People also use honey when they have sore throats, earaches, and insect bites. You should use natural honey, though. Buying honey from the store won't work!



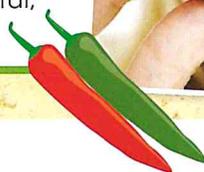
### Ant stitches

In some parts of Africa, people use ants for cuts. The ants bite the cut and close it together. The ants' teeth are like stitches. For people who can't get to the hospital quickly, ant stitches can hold the cut closed for up to three days. Thank you, ants!



### Chilies and colds

Some people around the world use chili peppers to help fight colds. Chilies have a lot of vitamin C and can help the body fight bacteria. They also cool the body and stop fevers. You should be careful, though. Chilies are very spicy!



2 Match.

- |                             |                                  |
|-----------------------------|----------------------------------|
| 1 Ant stitches              | a to close cuts.                 |
| 2 People use honey          | b cool the body and stop fevers. |
| 3 Chilies                   | c when they have sore throats.   |
| 4 People in Africa use ants | d can last for three days.       |

3 Class Vote

Are strange medicines better than ordinary ones? Why / Why not?

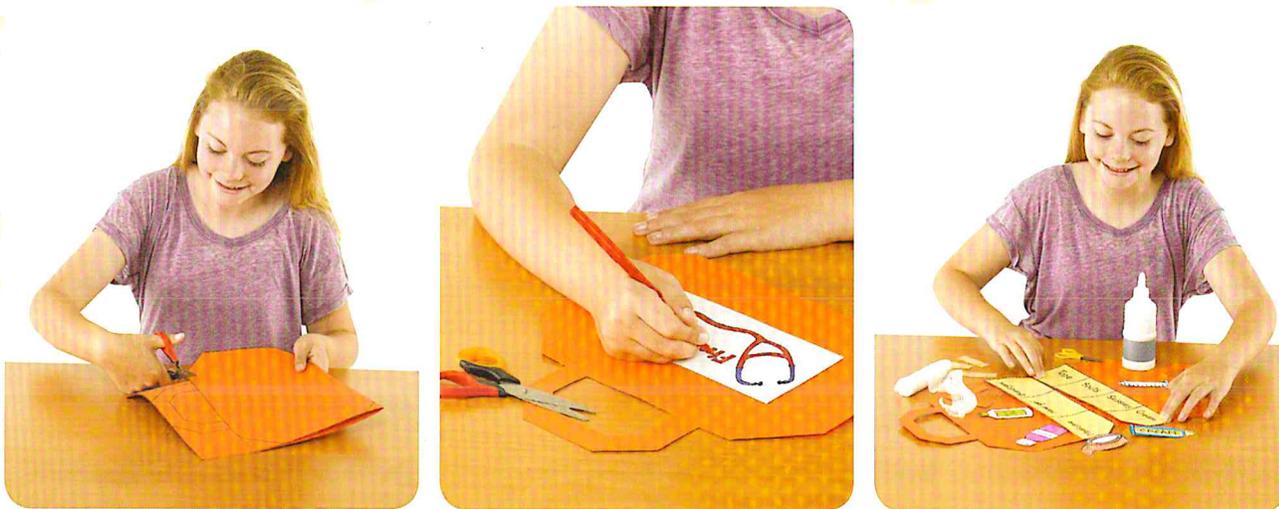
**Find Out More!**  What other food can people use as medicine?

**You need:**

- glue/stapler
- scissors
- items for your first-aid kit
- large posterboard
- colored pencils or markers

**Prepare**

- 1 **Make a first-aid kit.**



- 1 Fold the posterboard in half and cut out the shape of your first aid kit. The kit can open.
- 2 Write "First Aid" on the front of your kit and decorate it.
- 3 Cut out pockets and stick them inside your kit. Put your objects inside and label the pockets.

**Showcase**

- 2 **Pretend you're a doctor.**

Act out a dialogue between a patient and doctor. Give your patient advice.



**Ideas Box**

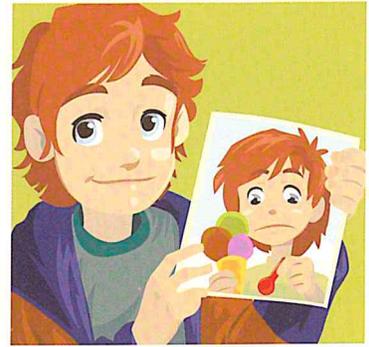


I have a ...  
 headache / broken leg / cut  
 You should ...  
 stay home / take some medicine  
 You need ...  
 crutches / a bandage  
 You shouldn't ...  
 go to school / play soccer / play video games

**1** ))) Listen and check (✓) (could) or cross (X) (couldn't) for Freddy. Then write answers.

play baseball  eat cake  play soccer   
 ride a bike  eat ice cream  speak to his grandma

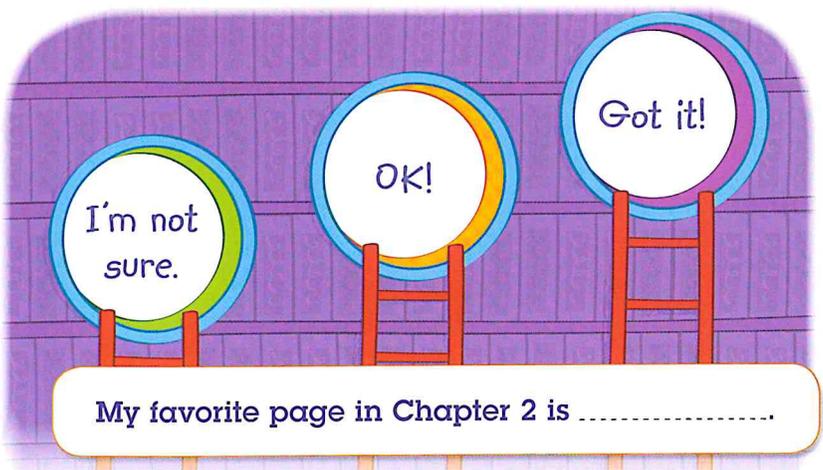
- 1 Could he ride a bike? No, he couldn't.
- 2 Could he play soccer? .....
- 3 Could he score goals? .....
- 4 Could he speak to his grandma? .....
- 5 Could he eat ice cream? .....
- 6 Could he eat cake? .....



**2** Match and circle *should* or *shouldn't*. Then complete.

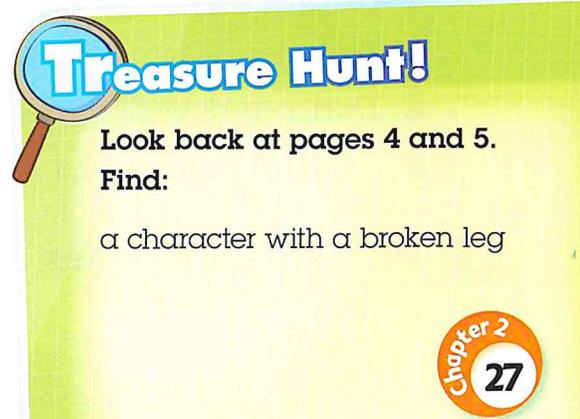
- |                                  |  |
|----------------------------------|--|
| 1 I have a cough.                | a You <i>should</i> / <i>shouldn't</i> play basketball.    |
| 2 I'm very tired.                | b You <u>should</u> / <i>shouldn't</i> take some medicine. |
| 3 I have a backache.             | c You <i>should</i> / <i>shouldn't</i> study more.         |
| 4 My math grade was bad.         | d You <i>should</i> / <i>shouldn't</i> stay up late.       |
| 5 I have a soccer game tomorrow. | e You should .....   |

**3** Think about Chapter 2. Color and complete for you.



I'm not sure.      OK!      Got it!

My favorite page in Chapter 2 is .....



## Treasure Hunt!

Look back at pages 4 and 5.  
Find:  
a character with a broken leg

# Our Solar System

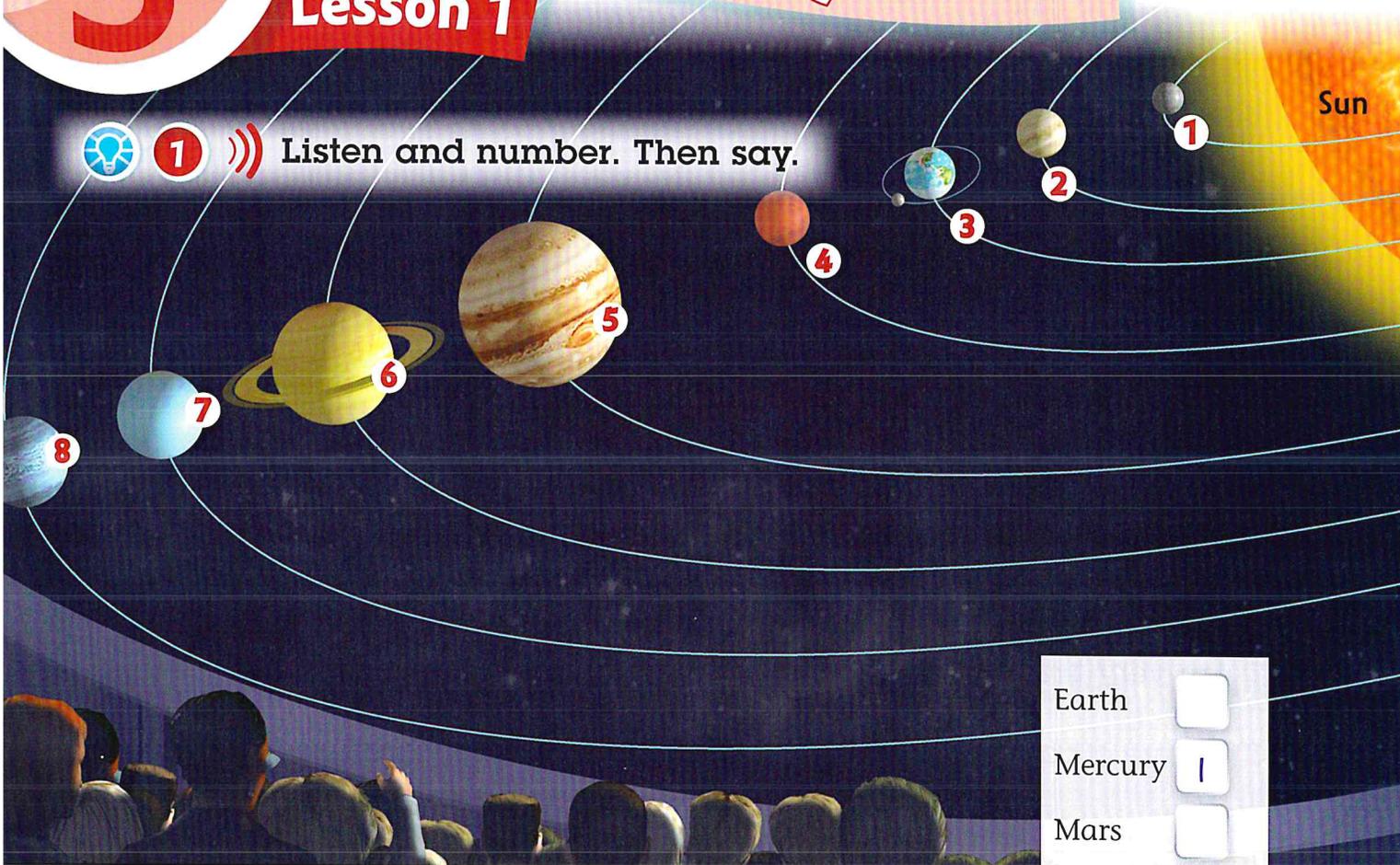
## Lesson 1



1



Listen and number. Then say.



- Earth
- Mercury
- Mars
- Jupiter
- Saturn
- Neptune
- Uranus
- Venus

2



Listen again and **circle**.

- 1 Mercury is close to / far from the Sun.
- 2 Mars is *interesting* / dangerous.
- 3 Saturn is very *different* / beautiful.
- 4 Neptune is *close to* / far from the Sun.
- 5 The clouds on Venus are *beautiful* / dangerous.
- 6 Earth and Venus are *similar* / different in size.
- 7 Earth is *dangerous* / unusual.

3

Point to the pictures. Test a friend.

That's Mercury.  
It's close to the Sun.



1



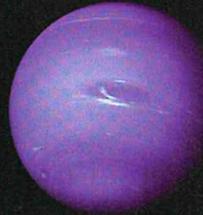
Listen and read. Check (✓) the planet you would like to visit.

## Star Journeys: The Experience of a Lifetime!

This is your chance to travel to the planets in our Solar System. Where will you go?

### Mars

Mars is one of the **most interesting** planets in the Solar System. It is the **most similar** planet to Earth. It has North and South Poles covered in ice, just like Earth does. Mars is **smaller** than Earth, but there is a mountain on it which is three times **higher than** Mount Everest. Mars is **farther** from the Sun than Earth, but still **closer** than Uranus or Jupiter.



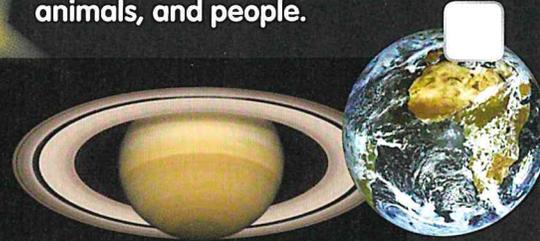
### Neptune

For a long vacation, travel to Neptune. It is the planet **farthest** from the Sun. Neptune is **most similar** to Uranus, because both have rock and ice inside. The weather on Neptune is **different** from Uranus, though. It has icy clouds and the **fastest** winds of all the planets!



### Saturn

Some people think that Saturn is **more beautiful** than the other planets in the Solar System, because of the rings around it. The rings are made of ice. A lot of people think Earth is **more beautiful**, though. This is because it has trees, flowers, animals, and people.



Deposit \$20,000. Bring your passport!

2 Look at the text. Complete with the correct form of the adjective.

adjective	comparative	superlative
small	<i>smaller</i>	smallest
		most interesting
	farther	
		closest
beautiful		
		most similar

3 Talk about your choice of planet with a friend.

beautiful  
 interesting    dangerous  
 close to      far from  
 similar        different

I think Mars is the most interesting planet because it's so similar to Earth.

### Grammar Central

Mars is **smaller than** Earth.  
 Earth is **more interesting than** the other seven planets.  
 Neptune is **the farthest** from the Sun.  
 Saturn is **the most beautiful** planet.

# Lesson 3

## Tell Me a Story

- 1 ))) Listen and read.  
Then act out.



Hey, Cheng.  
Did you know that  
astronauts grow taller  
in space?

You're making  
that up.

No, I'm  
not! They can  
grow up to five  
centimeters.

Cool.  
They can play  
Space Basketball!

# PLANETARY CHECKUP

4



**Narrator:** The spaceship lands on a busy highway. There are a lot of cars.

**Astra:** Is this the right place? Where are all the trees?

**Cosmo:** (*coughing*) The air is worse, too. It's very different.

**Astra:** But that mountain is similar.

**Cosmo:** It's much noisier than before. Are we on Earth?

**Astra:** Let's ask.



**2** Look at the story. Where do you think it is set?



**3** Listen and read. Check (✓) the correct answer.

**1** The spaceship lands on ...

a busy highway

a quiet mountain

**2** The mountain is ...

similar

different

**3** The characters think they are in the ...

right place

wrong place

**4** Do you think the characters have been to Earth before?

.....

.....

.....

# Lesson 4

## Time to Think

- 1 ))) Read the story in your Reader.
- 2 Circle T (true) or F (false).

### Reading Report

- |   |              |
|---|--------------|
| 1 The aliens come to earth with their wings.      | T / <u>F</u> |
| 2 The aliens come to check the planet is healthy. | T / F        |
| 3 In the past, there were more trees.             | T / F        |
| 4 The boy gives the aliens directions.            | T / F        |
| 5 The world leaders give the aliens advice.       | T / F        |
| 6 Riding bikes is bad for the planet.             | T / F        |



- 3 What do you think happens after the aliens go home? Write the narration.

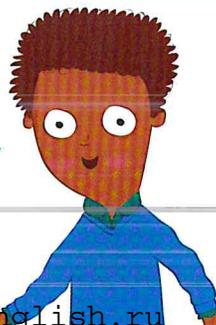
Narrator: .....

.....

.....

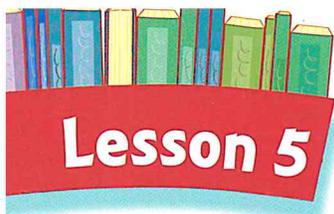
- 4 Talk about the story.

What can we learn about our planet from stories?



### I Can Read and Write!

This play has a narrator as well as the characters in the story. What does the narrator tell us? Why is he or she useful in this play?



# Lesson 5



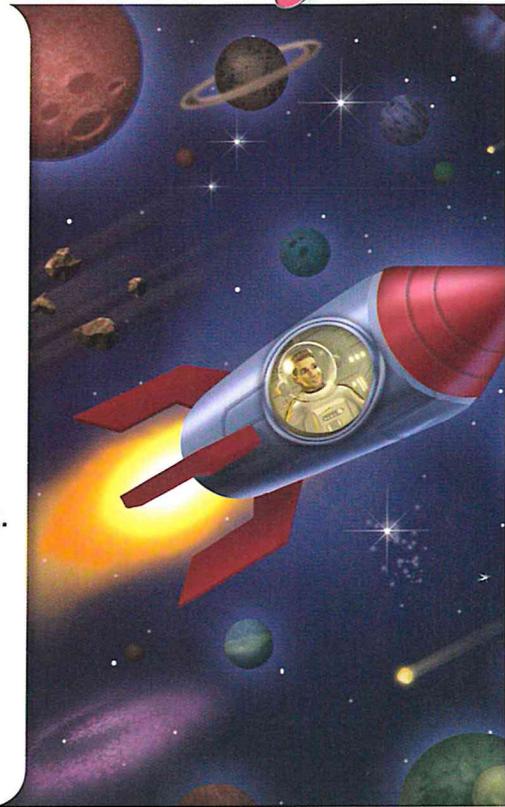
 **1** ))) Listen and circle the correct word. Then sing.

## In the Solar System

**1** The *aliens* / astronauts are ready, you know!  
 The *rocket* / *meteor* blasts off — it's time to go.  
 They're off to explore our *galaxy* / *planet*.  
 The *Solar System* / *universe* stretching out to infinity!

**2** A *rocket* / *meteor* goes whizzing by.  
 It's a shooting star that travels the sky.  
 Earth is in *galaxy* / *orbit* around the Sun.  
 As the astronauts set off to explore our *Solar System* / *universe*.

**3** There are eight *planets* / *stars* to explore,  
 One hundred sixty-six *meteors* / *moons* or more.  
 In the Solar System, there's a lot to see!  
 Then they're off to travel the galaxy!



**2** Say a sentence. Your friend says the verse.

**3** Complete with words from the song.

- 1 He travels into space. He's an astronaut.....
- 2 An astronaut travels in a .....
- 3 Earth is in ..... around the Sun.
- 4 A shooting star is a .....

There are eight planets to explore.

Verse 3!

**4** ))) Listen and say the chant.



The *astronaut* in the *rocket* is *exploring* the *universe*.

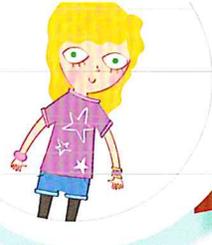
**5** Find it!

How many can you find on the page?  
 words with three syllables or more



## Spelling Central

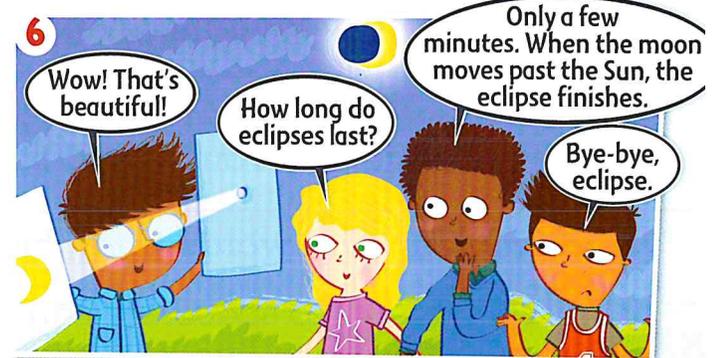
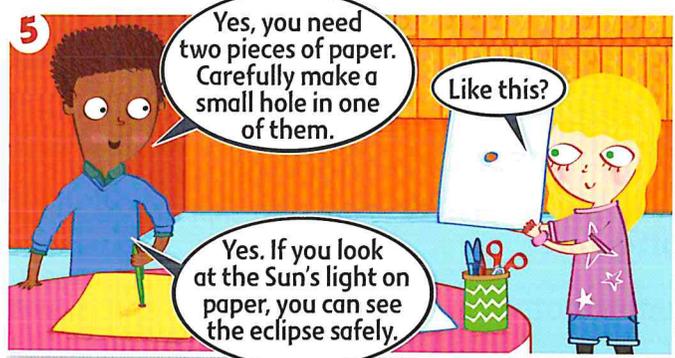
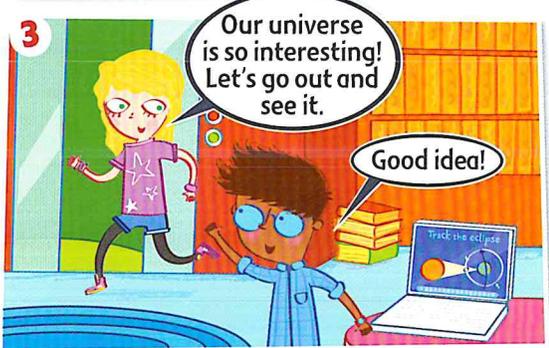
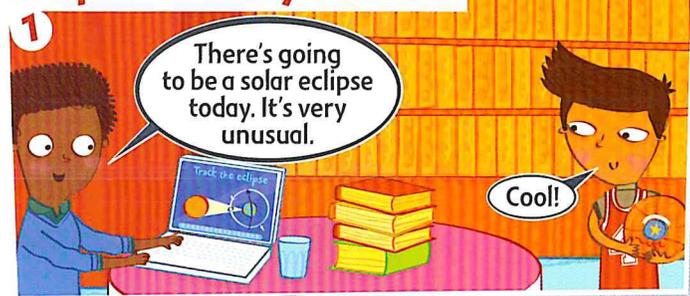
Every word is made up of one or more syllables, e.g. *ga* / *la* / *xy*. Split a word into syllables and learn to spell it in parts. This makes it easier.



# Lesson 6

1 ))) Listen and read. How can you watch an eclipse of the Sun safely?

## Eclipse in Story Central



2 Write the correct letter.

- 1 When the moon blocks the Sun's light,
  - 2 When the moon moves past the Sun,
  - 3 If you look at the Sun,
  - 4 If you look at the Sun's light on paper,
- a you can see the eclipse safely.  
 b it can damage your eyes.  
 c the eclipse finishes.  
 d there's an eclipse.

d

## Grammar Centre

When the moon goes in front of the Sun, there is an eclipse.  
 If you look at the Sun, it can damage your eyes.



## 1 Read. What is a meteor?

### Meteors and Asteroids

#### First of all, what is a meteor?

A meteor is a small rock in our Solar System. A meteor can be very, very small, or as big as ten meters. Meteors can travel as fast as 72 kilometers a second. When a meteor is bigger than ten meters, we usually call it an asteroid. There are a lot of asteroids between Mars and Jupiter in the Solar System.



#### Do meteors ever hit Earth?

When a meteor enters Earth's atmosphere, it looks like a streak of light. We call this streak of light a shooting star. Most meteors burn up and are destroyed before they get to Earth. Sometimes, parts of a meteor aren't destroyed and hit Earth's surface. These parts are usually very small. We call them meteorites. About 500 meteorites hit Earth every year.



#### Can meteors and asteroids be dangerous?

Yes, they can. When meteorites hit Earth, they are traveling very fast. Meteorites have destroyed cars and houses. Some scientists believe that about 66 million years ago, an asteroid hit Earth in Chicxulub, Mexico, and caused the end of the dinosaurs.



## 2 Answer the questions.

1 How fast can meteors travel?

Meteors can travel 72 kilometers a second.

2 What are they called when they hit the ground?

3 Why don't most meteors hit Earth's surface?

4 What do some scientists believe caused the end of the dinosaurs?

## 3 Class Vote

Is sending astronauts into space a good idea?  
Why / Why not?

### Find Out More!

Where's the biggest meteorite in the world? When did it land on Earth?



## Prepare

### 1 Make a rocket.



### You need:

- colored card
- one plastic liquid detergent bottle or soda bottle (two or three liters)
- tape, glue, and scissors
- colored pencils or markers
- paper to decorate

- 1 Make your rocket using colored card. Stick with tape.
- 2 Cut a circle with a slit and fold to make a nose-cone. Stick on top of the long tube.
- 3 Cut triangles to make "wings" and stick on the side of the tube. Decorate your rocket. Then fit the rocket onto the plastic bottle.

## Showcase



### 2 Find out which rocket goes higher.

- 1 Now it's time for blast off. Squeeze the bottle hard. What happens?
- 2 Try again, squeezing harder. What happens this time? What does this tell you?

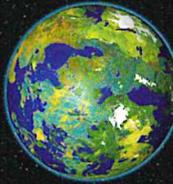
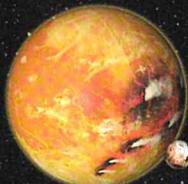


### Ideas Box



If you squeeze the bottle hard ...  
 The rocket flies higher when ...  
 The distances are different.  
 That's interesting!

**1** ))) Listen and read. Then complete.

Iglacius	Croconus	Desertum
		
<b>Sun:</b> 5,000 million km	<b>Sun:</b> 780 million km	<b>Sun:</b> 100 million km
<b>Dangerous:</b> ★★	<b>Dangerous:</b> ★★★★★	<b>Dangerous:</b> ★★★★★
<b>Similar to Earth:</b> ★★ (river, lakes, snowy, one moon)	<b>Similar to Earth:</b> ★★★★★ (mountains, animals, three moons)	<b>Similar to Earth:</b> ★ (volcanoes, five moons, yellow clouds)

- Iglacius is smaller than ..... the other planets.
- Iglacius is ..... planet from the Sun.
- Croconus is ..... planet to Earth.
- Desertum is ..... Iglacius.

**2** Match.

- |   |                         |
|---|-------------------------|
| 1 When a rocket blasts off,             | a I know it's a meteor. |
| 2 When water gets colder than 0°C,      | b it goes into space.   |
| 3 If I see a shooting star,             | c I get cold.           |
| 4 If I go out in the snow in a T-shirt, | d it changes to ice.    |

**3** Think about Chapter 3. Color and complete for you.

I'm not sure.

OK!

Got it!

My favorite page in Chapter 3 is .....

## Treasure Hunt!

Look back at pages 4 and 5.  
Find:

the farthest planet from our Sun

Chapter 3  
37

# Going to the Movies

## Lesson 1



1



Listen and number. Then say.

home special events film news cinema details what's on

**THE MONSTER INVASION**

**MR COOK'S CATS**

**MOUNTAIN ESCAPE**

**Across the Ocean**

**SPACE EXPLORERS**

**Cool School Musical**

**RIDE WITH DRAGONS**

**ELLIE ELEPHANT'S PARTY**

**Movie Type**

- 1 horror
- 2 action
- 3 science fiction
- 4 animation
- 5 romance
- 6 comedy
- 7 musical
- 8 fantasy

2

Ask and answer.

What type of movie is *Space Explorers*?

Science fiction.

3

What type of movie do you like? Write a list.

- 1 comedy
- 2 musical
- 3 animation



1

))) Listen and read. Then complete the chart.



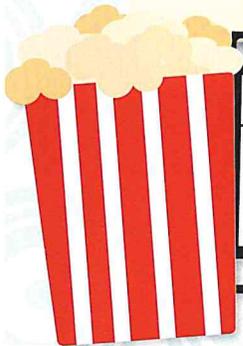
This week's star letter is from Aniela Nowak. Aniela is the new girl in 10<sup>th</sup> Grade at Green Lane High. She is from Poland. She's seen a lot of movies!

Dear Movie Stars Magazine,

I've been to the movie theater 208 times. I love comedy — I've seen 32 comedies. My favorite was Pet Party. Animation and action movies are great, too. I've watched 20 animated movies and 25 action movies. I don't like horror movies though. I haven't watched many horror movies — only one! My favorite movies are science fiction movies. I've watched 105! I often watch them with my brother. We love the actor Justin Drake. We've watched every movie he's made. We've bought all the DVDs. We've visited West Coast Studios, where all his movies are made. We've written to him many times, but we haven't met him. I'd really like to meet him one day!



Aniela



comedy	horror	animation	science fiction	action movies
32				

2 Match for Aniela. Then write for you.

- 1 I've been to the \_\_\_\_\_ a but we haven't met him.
- 2 I've never liked \_\_\_\_\_ b every movie Justin Drake has made.
- 3 We've watched \_\_\_\_\_ c movie theater 208 times.
- 4 We've written to Justin Drake, \_\_\_\_\_ d horror movies.

I've .....

I haven't .....

3 Talk to a friend about the types of movies you've seen.

I've seen two comedies.

I haven't seen any comedies. I've seen a musical.

**Grammar Central**

I've **seen** every movie in town.  
We **haven't met** Justin Drake.

Chapter 4  
39

# Lesson 3

## Tell Me a Story

1 Listen and read.  
Then act out.



Hey, how about watching a movie?

Cool. What about a scary movie?

Yes! This one looks great.



# The House at the End of the Road

4

Hello? Is anyone home?

Look! There are candles. I think there are people here.

6

Tom and Sadie climbed the stairs. There were spiderwebs everywhere.

They haven't cleaned this place! Look at all these spiderwebs.

Are you scared yet?

No! I like scary movies.

5

This place looks like something out of a horror movie!

We haven't been upstairs yet.

I think someone's up there. How about going upstairs? Or are you scared?

2 Look at the story. What kind of story do you think this is?



*fantasy* **ACTION** horror  
**SCIENCE FICTION** comedy

Circle the adjectives.

scary new old  
nice light dark  
funny clean dirty

3 Listen and read. Answer the questions.

1 Why do Tom and Sadie think there are people in the house?

.....

2 Where are Tom and Sadie going?

.....

3 What does Sadie see on the stairs?

.....

4 Who do you think is in the house?

.....

.....

.....

# Lesson 4

## Time to Think

- 1 ))) Read the story in your Reader.
- 2 What happens in real life? What happens in the movie? Write R (real) or M (movie).

### Reading Report

- 1 There is an old house in Tom and Sadie's neighborhood.
- 2 Tom and Sadie go inside.
- 3 A vampire lives in the house.
- 4 The vampire wants to chase Sadie and Tom.
- 5 There is a flash of lightning.
- 6 The people are making a movie.
- 7 Mark Major is an actor.
- 8 Sadie and Tom get parts in the movie.

R

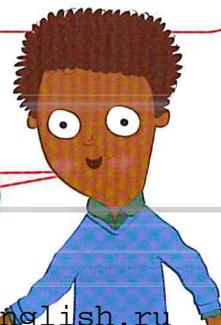
- 3 Draw the poster for Sadie and Tom's movie. Write a caption to describe it.

**I Can Read and Write!**

Words and pictures can make the person reading a story feel scared. Can you find all the words and pictures in this story that make it scary?

- 4 Talk about the story.

When were you scared? Why did you feel that way?



# Lesson 5



1 Listen and find the people. Then complete the song and sing.

## We're Making a Movie!

The writer has written a fantastic story.  
 The ..... is telling the actors to speak slowly.  
 The ..... is on set to help with the clothes.  
 The ..... has lots of songs to compose.

We're making a movie, we're ready to run.  
 We're making a movie — oh what fun!

The ..... has built an amazing set.  
 The ..... hasn't finished the special effects yet.  
 The ..... checks the mics.  
 The ..... says, "Turn on the lights!"

We're making a movie, we're ready to run.  
 We're making a movie — oh what fun!



2 Talk about your favorite jobs.

3 Write riddles for your friend.

I help the actors with their clothes and hair.  
 Answer: *stylist*

I'd like to be a writer.  
 I like writing stories.

I'd like to be a designer.  
 I like art.

4 Listen and say the chant.

Composers and actors have jobs to do.  
 Director or stylist – which one is for you?



5 Find it!

How many can you find on the page?  
 jobs that end with *-er*, *-or*, *-ist*

## Spelling Central

Many names of jobs end with *-er*, *-or*, or *-ist*.

# Lesson 6

1 ))) Listen and read. What's the problem for the children?

## We've Already Seen It!

**1** Cheng and I are going to the movies on Saturday. Do you want to come?  
What are you going to see?  
We haven't decided yet.

**2** Have you seen *Valley of the Vampires* yet? It's a horror movie.  
No, I haven't seen it yet, but I don't want to go to a horror movie.

**3** What about *Harry's Amazing Adventures*? It's a comedy.  
I've already seen it. John Kloos is the writer. It's very funny.

**4** My cousin says *Day in the Sun* is good. It's an action movie with great special effects. Have you seen it yet?  
Yes, I've already seen it.

**5** What about *Robo Rat*? It looks good, and I haven't seen it yet.  
Sorry! We've already seen it!

**6** Look! *Cool School Musical 2* ... have you seen it yet?  
No, I haven't seen that!  
Neither have I!  
That's because it comes out on Saturday! Hooray!



2 Write movie titles. Read the question and **circle** the answer.

- ..... Have you seen it yet?  
*Yes, I've already seen it. / No, I haven't seen it yet.*
- ..... Have you seen it yet?  
*Yes, I've already seen it. / No, I haven't seen it yet.*
- ..... Have you seen it yet?  
*Yes, I've already seen it. / No, I haven't seen it yet.*

## Grammar Centre

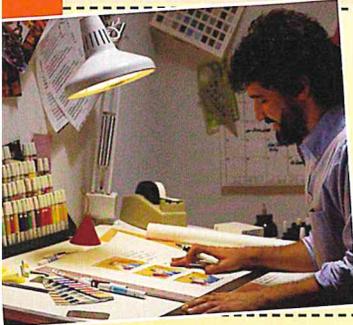
**Have** you **seen** *Valley of the Vampires* **yet**?  
No, I **haven't seen** it **yet**.  
Yes, I've **already seen** it.



## 1 Read. What's a storyboard?

### How to Make an Animated Movie

Have you ever wondered how your favorite animation was made? Animated movies can take years to make. There are a lot of different things that need to be done before you can see the finished movie.



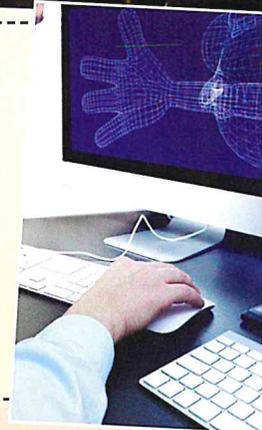
A writer writes a script and a designer draws a storyboard. A storyboard is like a large comic strip and shows the story to everyone working on the movie.

Before the animation is produced, the voices for the movie are recorded. Today, famous actors are used for the voices of the characters. The recordings are added to the animation later.



After the voices are recorded, the artists start making the animation. In the past, each frame of the story was hand-painted onto a thin sheet of plastic. There was a lot of painting to do – cartoons have about 24 frames every second!

Today, animation is made on a computer. Objects can be moved around, from one frame to the next, so the artists don't have to paint as many pictures. When the animation is finished, the voices are added. A composer composes music for the movie, the music is added, and the movie is complete!



## 2 In what order do these things happen? Number the sentences.

- a The artists make the animation on computers.
- b The music is added.
- c Before the animation is produced, the voices for the movie are recorded.
- d A writer writes a script and a designer draws a storyboard.
- e The voices are added.

## 3 Class Vote

Modern animation is better than animation in the past. Why? / Why not?

**Find Out More!**   
What's your favorite animated movie? Find out how it was made.

## Prepare

1 Make a flip-book.

### You need:

- small sheets of paper
- bulldog clips
- colored pencils or markers



- 1 Decide on the design or character you want to animate. Draw your picture on the first piece of paper. Keep it simple!
- 2 Put your second piece of paper on top of the first piece. Copy the first picture, but one part of the picture is different.
- 3 Draw 8–10 more pages, making a small change to each page.

## Showcase

2 Show your flip-book movie!

Clip your flip book together. Hold all the pages in your hand and flip them. Show the class how you've animated your movie!

The title of my animated movie is ...



### Ideas Box



- The title of my animated movie is ...
- What happens is ...
- Have you seen my movie yet?
- The best flip-book movie I've watched is ...

**1** ))) Listen and circle for Ben.

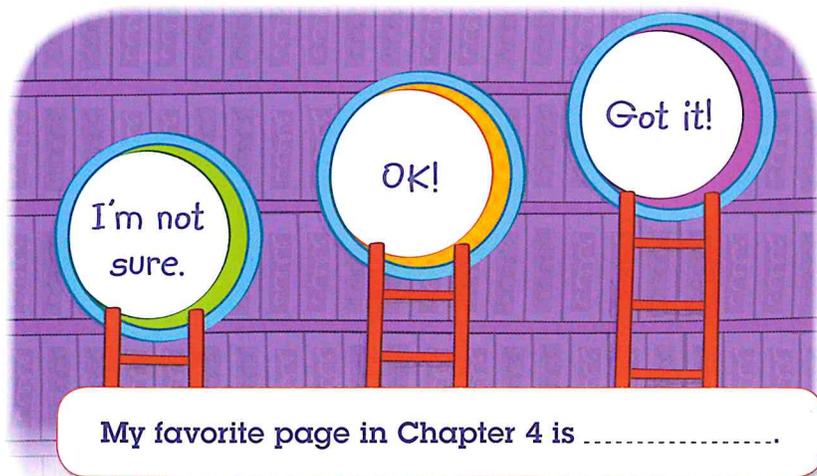


- 1 I've watched people make an action movie / a comedy.
- 2 I've seen how they *build the set / write the script*.
- 3 I've met the *director / composer* of the movie.
- 4 I haven't been to the *amusement park / movie studios* yet.
- 5 I haven't bought a *movie / gift* for Mom yet.

**2** Unscramble the questions and write answers for you.

- 1 your / had / Have / yet / ? / you / breakfast  
Have you had your breakfast yet? Yes, I've already had it.
- 2 have / already / seen / movies / What / you / ?  
 .....
- 3 done / homework / Have / your / yet / you / ?  
 .....
- 4 written / yet / story / Have / a / you / ?  
 .....

**3** Think about Chapter 4. Color and complete for you.



**I'm not sure.**      **OK!**      **Got it!**

My favorite page in Chapter 4 is .....

**Treasure Hunt!**  
 Look back at pages 4 and 5.  
 Find:

characters who have watched an animation

# Chapter

# 5

# Communication

## Lesson 1

1 Listen and number. Then say.



- alphabet
- cave paintings
- hieroglyphics
- Morse code
- radio
- text message
- letter
- printing press

2 Mime and say.

Text message!

3 Check (✓) the correct columns for each type of communication.

	pictures	words	sound	signs
cave paintings	✓			
hieroglyphics				
alphabet				
Morse code				
printing press				
radio				
letter				
text message				



# Lesson 2



1



Listen and read. When was the first communication?



What would you like to know?  
Ask the expert!

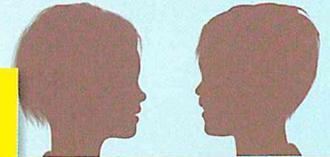
**Q:** charlie\_123 What can cave paintings tell us?

**A:** Cave people made the first cave paintings 30,000 years ago. They've taught us a lot about their lives through the paintings.



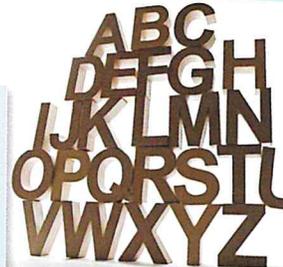
**Q:** annie\_lee When did people start to speak?

**A:** Scientists believe people started to speak about 200,000 years ago. Many animals "speak" to each other — bees, whales, monkeys — but only humans use language to share feelings and ideas. Over time, communication has become faster and easier with the help of technology.



**Q:** kim\_england How is our alphabet different, now?

**A:** The Phoenicians invented the first alphabet. Their alphabet had 22 letters. Our alphabet originally came from Ancient Rome. It's changed a lot over the years. It now has 26 letters.



**Q:** lupe\_mx What do we know about hieroglyphics?

**A:** The Ancient Egyptians painted with hieroglyphics. Archeologists have found many examples of hieroglyphics. Now, many tourists have been to the pyramids in Egypt to see them.



**Q:** tyler\_b Who used the first pens?

**A:** Ancient Egyptians made the earliest type of ink pen from bamboo grasses. Did you know that astronauts have now used pens in space?



## 2 Match.

- |                         |   |  |
|-------------------------|---|--|
| 1 The ancient Egyptians | → | a has changed a lot.                         |
| 2 Archeologists         | → | b invented the first alphabet.               |
| 3 The Phoenicians       | → | c developed hieroglyphics.                   |
| 4 Our alphabet          | → | d have found many examples of hieroglyphics. |

## 3 Make sentences with a friend.

The first pen.

Ancient Egyptians made the first pen.

## Grammar Central

People **made** the first cave paintings 30,000 years **ago**. We've **discovered** a lot about life then because of cave paintings.

# Lesson 3

## Tell Me a Story

- 1 ))) Listen and read.  
Then act out.



That's strange! When you take the book off the shelf, the door opens.

Cool! Let's go inside.

### The Secret of Keyhole Island

4 They opened the bottle. There was a map inside. There was a strange alphabet around the map.

That's strange. A treasure map!

Maybe pirates left it?

I've seen this kind of writing before. We need a mirror.

6 At the house, they took the map to a mirror, which reflected the letters. It was writing. It said, "The answer is in Keyhole Cave."

Keyhole Cave? I've been there before!

THE ANSWER IS IN KEYHOLE CAVE



**2** Look at the story. What could be another title for this story?

*Attack on Monster Island*

*Treasure Island Adventure*

*Local Food from Ipney Island*

**3** Listen and read. Answer the questions.

1 What's in the bottle?  
.....

2 What do the children need to read the letters?  
.....

3 Where does the map tell them to go?  
.....

4 Have any of the characters been there before?  
.....

**4** What do you think the children are going to find at Keyhole Cave?  
.....  
.....

Let's go!

# Lesson 4

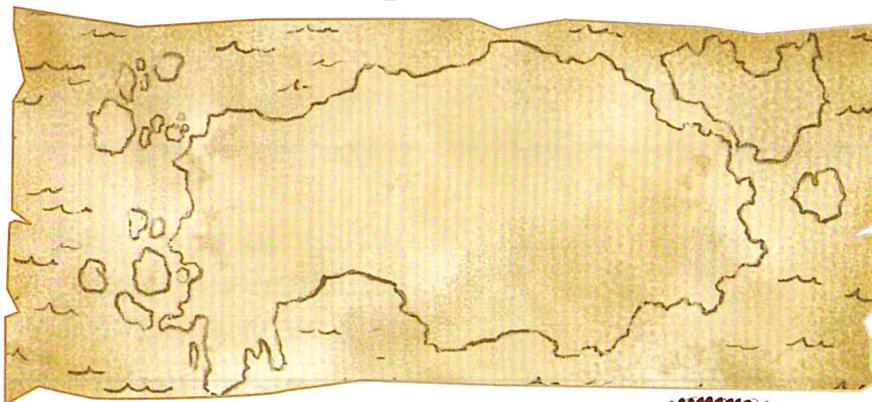
## Time to Think

- 1 ))) Read the story in your Reader.
- 2 (Circle) the correct answer.

### Reading Report

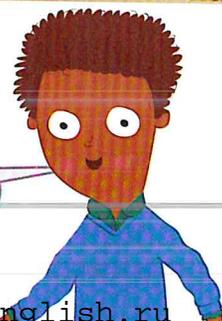
- 1 We found the map *in a cave* / in a bottle.
- 2 The letters on the boat were in *invisible ink* / *code*.
- 3 The children used a *phone* / *light* on their adventure.
- 4 *Ella* / *Luke* wrote down the most information about the adventure.
- 5 The children had to *dig a hole* / *sail a boat* to find the treasure.
- 6 *Pirates* / *Fred* left the map and the secret messages.

- 3 Draw a treasure map with simple instructions to help Ella and Luke.



- 4 Talk about the story.

Do you know any other stories that use codes?



### I Can Read and Write!

Imperative instructions are used to give an order or advice, e.g.  
*Meet at the boat.*  
*Look under a chair.*  
Can you find more examples of instructions in the story?

# Lesson 5



# Song



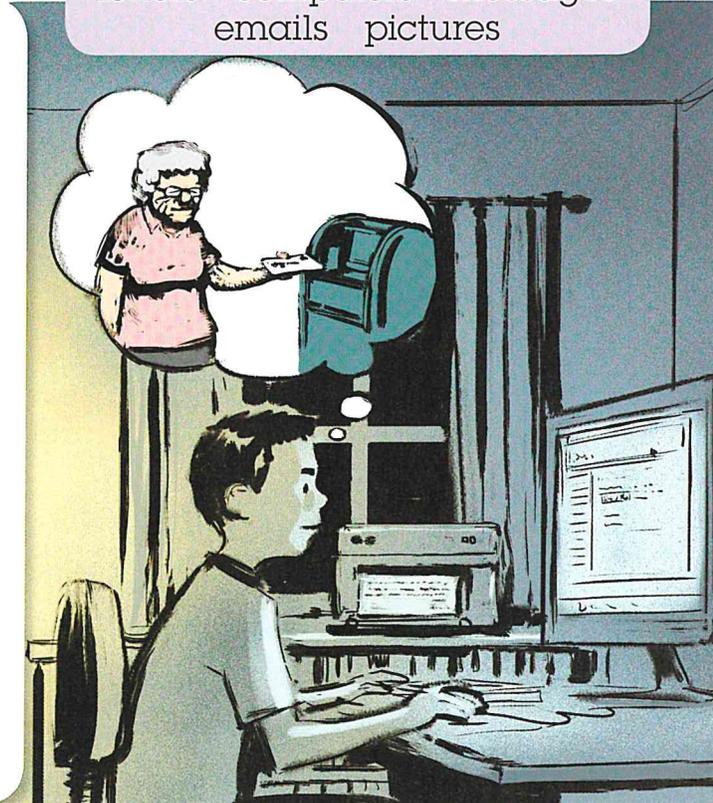
1 ))) Listen and complete with the correct words. Then sing.



## We Communicate

My grandma **wrote** letters every day.  
 She **mailed** them to me along the way.  
 But we **communicate** quickly now.  
 We communicate — I'll tell you how.  
 They **invented** ..... for us to write.  
 And **send** ..... to friends all day and night.  
 Oh, we communicate quickly now.  
 We communicate — I'll tell you how.  
 I **receive** a lot of ..... every day.  
 And send them back the other way.  
 Oh, we communicate quickly now.  
 We communicate — I'll tell you how.  
 My friends **reply**, with ....., too.  
 I **print** them off, all bright and new.  
 Oh, we communicate quickly now.  
 We communicate — I'll tell you how.

~~letters~~ computers messages  
 emails pictures



2 Make sentences with a friend.

I send ten emails every day.

3 Complete with words from the song.

- 1 Grandpa mailed the letter in the box.
- 2 Did you ..... my email?
- 3 Please ..... to my email.
- 4 We can ..... quickly by email today.

4 ))) Listen and say the chant.

Funny letters, silly messages,  
 both are great.  
 Keep in touch and communicate!



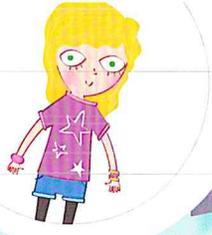
5 Find it!

How many can you find on the page?  
 words with double letters



## Spelling Central

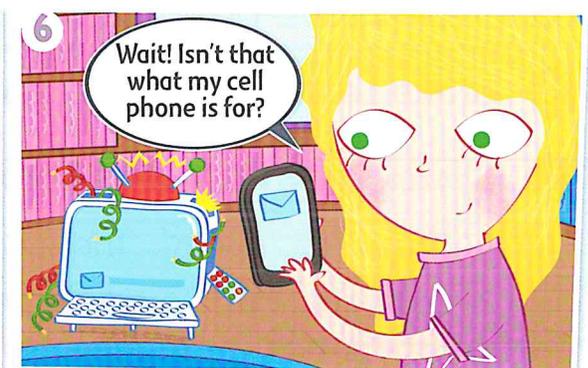
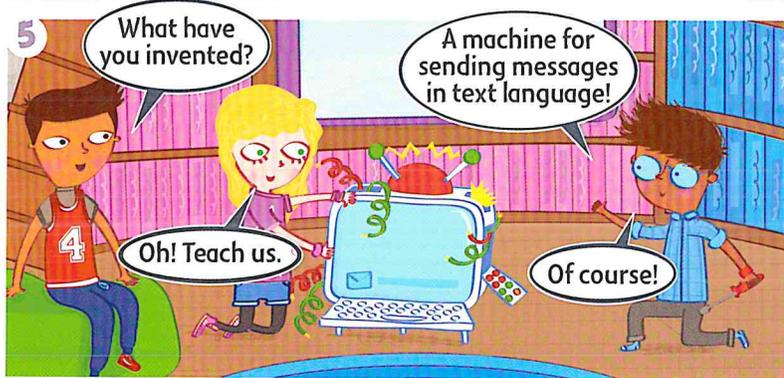
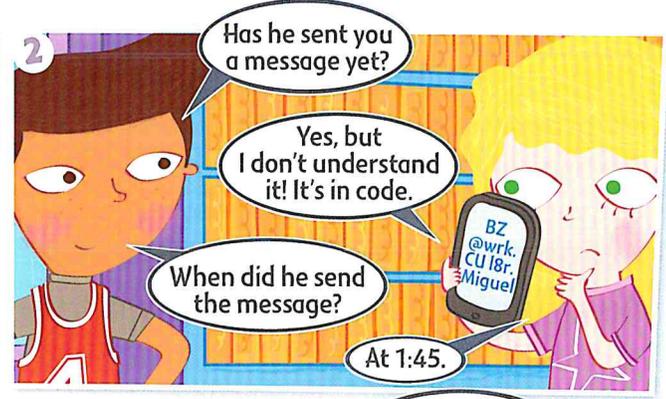
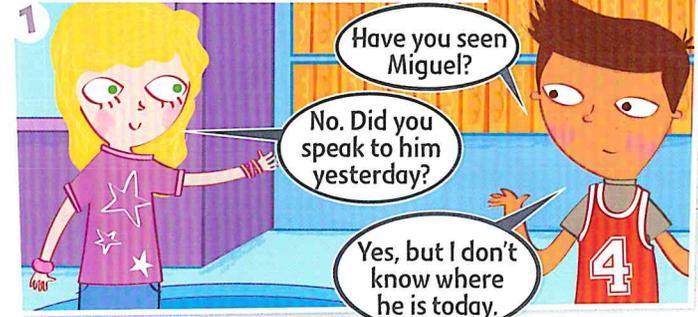
Many words have double letters: *message*, *funny*.  
 Keep a list of words with double letters to help you spell them correctly.



# Lesson 6

1 ))) Listen and read. What's the message for Felicity?

## Difficult Text Messages!



2 Complete the sentences with the correct form of verbs from the box.

see speak to invent send

- 1 Have you ..... seen ..... Miguel?
- 2 Did you ..... him yesterday?
- 3 When did he ..... it?
- 4 What have you ..... ?

## Grammar Central

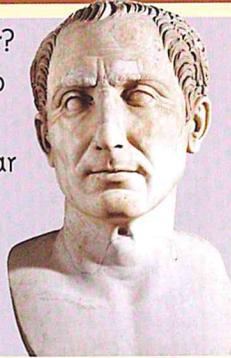
**Have** you **seen** Miguel?  
 When **did** he **send** the message?



1 Read. Who did Caesar want to communicate with?

SECRET AGENT JULIUS CAESAR

Have you heard of Julius Caesar? He lived almost 2,000 years ago and was the leader of Rome. The people of Rome loved Caesar and named the month of July after him. Caesar was also a famous general and won a lot of battles.



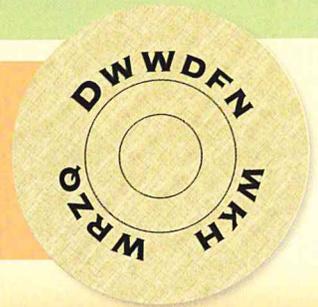
Caesar wrote messages and sent them to his soldiers. But he was worried that his enemies would read the messages. What did Caesar do? He wrote all his messages in a secret code. He wrote each letter in his message three letters after the letter in the alphabet. He wrote "D" for "A," "G" for "D," and so on. At the end of the alphabet he went to the beginning again, so he wrote "C" instead of "Z." The code is called the Caesar Cipher. Most of Caesar's enemies couldn't read normal writing. They thought the messages were written in a strange language.



Caesar had soldiers in a lot of countries, who were very far away. This was a problem. Caesar needed to communicate with

his men. He wanted to tell them where to go and when to fight, but there weren't any cell phones or email 2,000 years ago!

This is a message written using the Caesar Cipher. What does it say? When you have finished, check it with a friend.



2 Answer the questions.

1 Who was Julius Caesar?

He was the leader of Rome almost 2,000 years ago.

2 Why did he use a secret code?

.....

3 Who did he write messages to?

.....

4 Which letter did he write for "A"?

.....

3 Class Vote

Is keeping secrets a good idea? Why / Why not?

Find Out More!



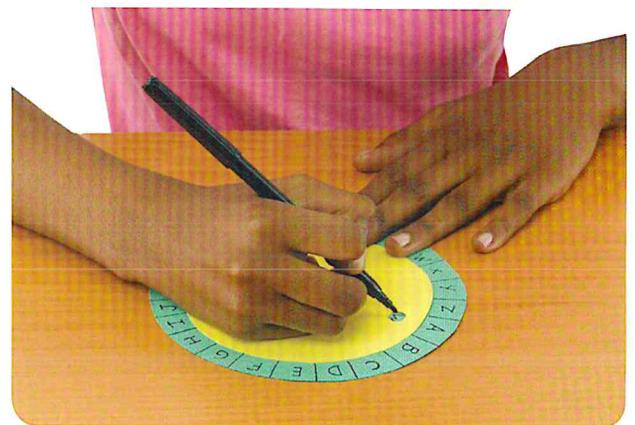
What other ways have people used in the past to send secret messages?

Prepare

- 1 Make a code wheel.

You need:

- ruler
- one 12cm. and one 15cm. paper circle
- scissors
- split pin
- colored pencils or markers



- 1 In the small circle, cut a small window about 7cm. from the center.
- 2 Pin the smaller circle on top. Write the alphabet around the large circle. Draw an arrow on the small circle pointing to "A".
- 3 Write the letter that you want for "A" in the window (e.g., "Z"). Turn your wheel and repeat for all the letters of the alphabet.

Showcase

- 2 Send a secret message!

- 1 Use your code wheel to write a secret message for your friend.
- 2 Can your friend figure out the code by turning your wheel?
- 3 Try inventing new codes using different letters of the alphabet, hieroglyphics, or even Morse code!

Ideas Box

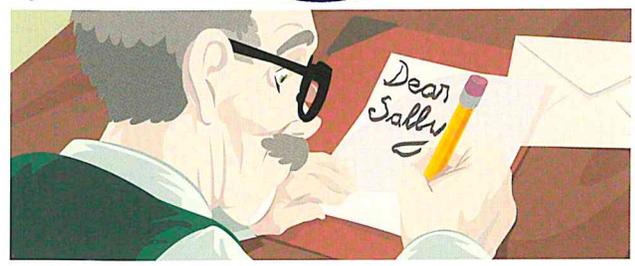


My code uses ...  
 the alphabet / Morse code / pictures  
 Who did you write a message to?  
 The message says ...  
 I've invented a new code ...



Have you cracked the code?

1 ))) Listen and **circle** T (true) or F (false).



- 1 Sally's grandpa couldn't see very well two years ago. (T) / F
- 2 Two years ago, he wrote a lot of emails. T / F
- 3 He didn't know how to use a computer two years ago. T / F
- 4 Now he's learned to send emails. T / F
- 5 He hasn't printed Sally's pictures yet. T / F

2 Read and **circle** the correct verb.

**Miguel:** Hi Jason, I have a question. Who 1 **invented** / *has invented* the television?

**Jason:** Well, it was a Scottish man named John Logie Baird.

**Miguel:** And when 2 *has he invented* / *did he invent* it?

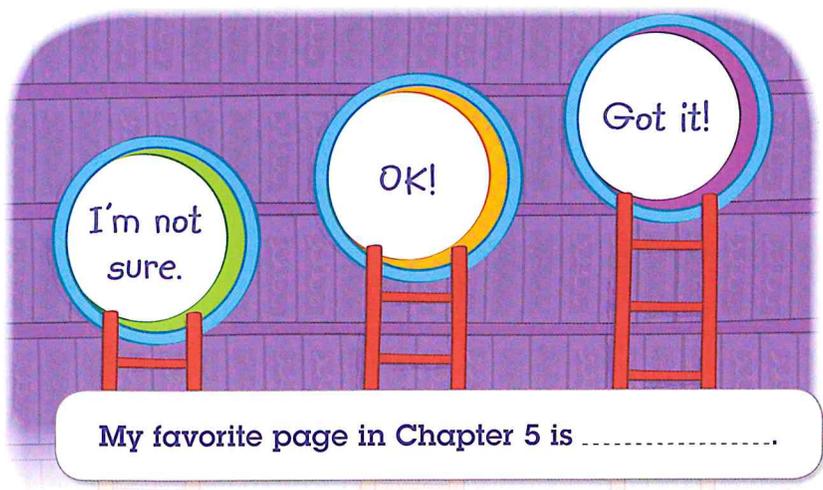
**Jason:** In the 1920s. TV 3 *changed* / *has changed* a lot since then.

**Miguel:** 4 *Did you see* / *Have you seen* this new TV?

**Jason:** No, I 5 *didn't* / *haven't*.

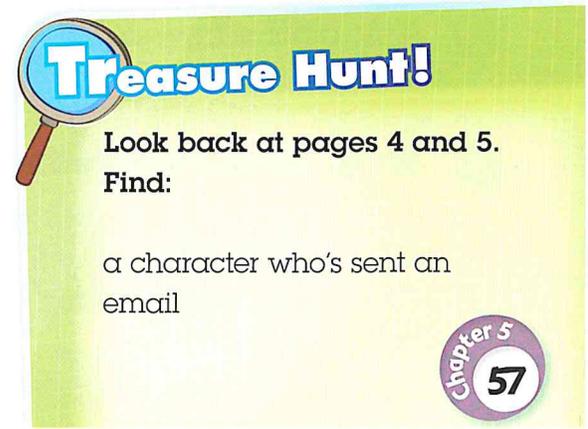
**Miguel:** I 6 *didn't connect* / *haven't connected* it to the computer yet, but it's awesome!

3 Think about Chapter 5. Color and complete for you.



I'm not sure.      OK!      Got it!

My favorite page in Chapter 5 is .....



**Treasure Hunt!**

Look back at pages 4 and 5.  
Find:

a character who's sent an email

Chapter 5  
57



1



Listen and number. Then say.

### Play Pirate Adventure!



- ring
- sword
- cloak
- treasure chest
- lamp
- mirror
- hat
- jewels

2 Ask and answer.

Where's the mirror?

It's next to the closet.

3 Write about the items you have for dressing up.

I have a ring. I don't have a sword.



# Lesson 2

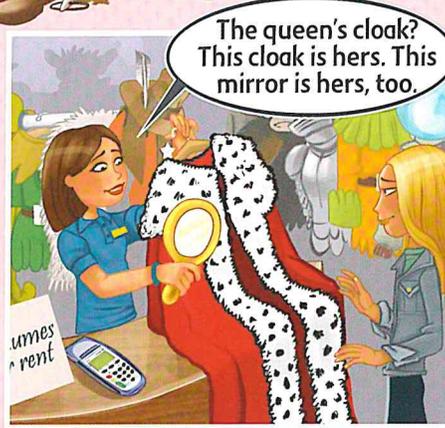
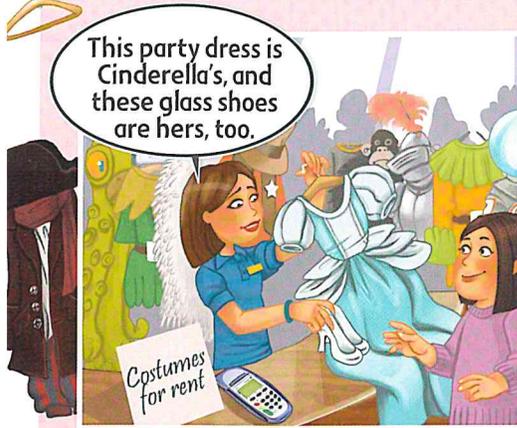


1



Listen and read. What are the children looking for?

## In the Costume Shop



2 Write about the people.



1 The dress is hers.....



2 .....



3 .....



4 .....

3 Ask and answer about things in the classroom.

Whose table is this?

This table is ours.

## Grammar Central

Whose cloak is this?  
This cloak is mine/yours/  
hers/his/theirs/ours.

Chapter 6  
59

# Lesson 3

## Tell Me a Story

- 1 ))) Listen and read.  
Then act out.



Whose hat is this?

It's Felicity's.

Are you sure it's hers?

Yes, it has an "F" on it!

# Aladdin

- 9 "I can clean it," said Aladdin, rubbing the lamp. "Look, now it's like a mirror!" When Aladdin rubbed the lamp, a second genie appeared. "Your wish is my command," he said. "My wish is for a lot of treasure, and hers is for a feast," said Aladdin. Both appeared.

- 10 "Are you sure this is all ours?" asked Aladdin's mother. "Wait," said Aladdin.



**2** Look at the characters. Do you think they are rich or poor? What tells you?



.....

.....

.....

**3** Listen and read. Who says these words?

1 Your wish is my command.

2 My wish is for a lot of treasure, and hers is for a feast.

3 Are you sure this is all ours?

**4** What do you think Aladdin says next?

.....

.....

.....

# Lesson 4

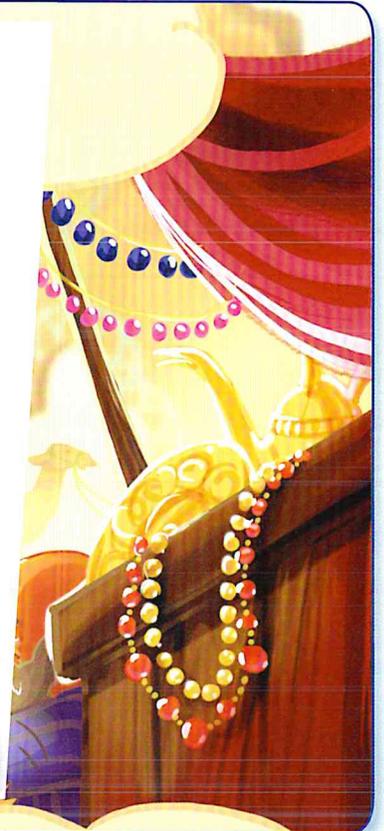
## Time to Think

- 1 ))) Read the story in your Reader.
- 2 Number the events from the story in order.

### Reading Report



- a Aladdin wished to be home.
- b At home, Aladdin rubbed the lamp.
- c A second genie appeared and gave Aladdin treasure and food.
- d A magician asked Aladdin to help him find a lamp.
- e Aladdin was trapped in a cave with the lamp.
- f When Aladdin rubbed his ring, a genie appeared.
- g Aladdin and his mother shared food with their neighbors.

- 3 Write another wish for Aladdin and his mother to help their neighborhood.

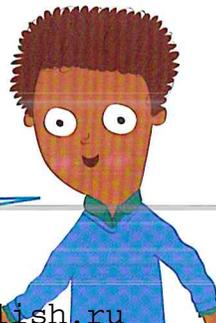


.....

.....

- 4 Talk about the story.

Do you know any other stories about people who have wishes?



**I Can Read and Write!**

How do we know that the magician is bad? Find words and details that tell us this.

# Lesson 5



1 Listen and number the pictures in order. Then sing.

## The Magic Ring

One sunny day, in an old bazaar,  
A magic ring shone like a star.  
A young prince liked it; he **put it on**,  
But in a flash, the jewel was gone.

A monkey **appeared** — that little thief!  
And **stole** the ring between his teeth.  
“Stop that monkey! Bring him to me!”  
But the thief jumped up and **hid** in a tree.

The prince climbed high — “I’ll find him here!”  
But the monkey **rubbed** the ring and **disappeared**.  
The people of the city looked all around —  
They **found** nothing but his hat on the ground.



2 Retell the story of the monkey and the ring. Use the past of these verbs.

steal rub ~~put on~~ disappear find appear hide

A prince put on a ring ...

3 Imagine the prince finds the ring. Write an ending for the song.

4 Listen and say the chant.

Monkeys in Japan do judo and gymnastics.  
Monkeys in Egypt jump for jewels.



## Spelling Central

In many words, *j* and *g* have the same sound, e.g. *jump*, *giraffe*, *Jason*, *geography*.  
Make a list of words with the *j* sound to help you remember the spelling.

5 Find It!

How many can you find on the page?  
words with the *j* sound





# Lesson 6

1 ))) Listen and read. Has Cheng read *My Dog's Magic*?

**1** My Dog's Magic

Come and sit down, Felicity. Bob Black is just about to start and there aren't many people here.

Ooh! Who's Bob Black?

An author. He's written a lot of books.

**2**

Bob Black is the author of the *My Dog's Magic* books. Welcome to Story Central, Mr. Black.

Thank you. I'm going to read some of my latest story first. Then you can ask me questions.

**3**

It was early. When I opened the door, I saw my dog. When I rubbed his nose, he disappeared. When I rubbed his nose again, he appeared. It was an exciting day. My dog really is magic.

**4**

Cheng?

When I read the first *My Dog's Magic* book, I loved it. I've read all of them.

That's wonderful. When *Main Stream Studios* read the story, they loved it, too. The movie is going to come out in November.

**5**

Hey, Miguel, guess what?

When I put on my shoes this morning ...

... your dog appeared?

**6**

Hey!

You've got *My Dog's More Magic*?

Yep! When Bob Black left, he gave me this.

2 Imagine and write about your dog.

When I rubbed his nose, he disappeared

When I rubbed his head, he .....

When I put on my shoes, he .....

When I put on my hat, he .....

## Grammar Central

When I **opened** my eyes, I **saw** my dog.

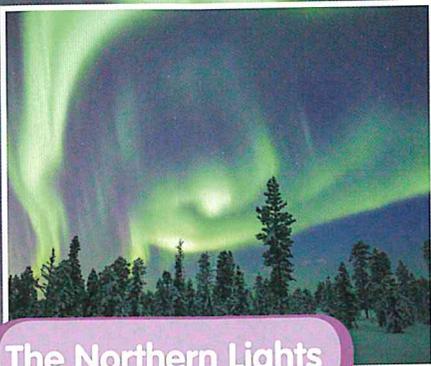
When I **rubbed** his nose, he **disappeared**.



## 1 Read. Where can you see the Northern Lights?

### Real-World Magic

Magicians do magic and can make things appear and disappear. But did you know that amazing things also appear and disappear in the real world, without a magician?

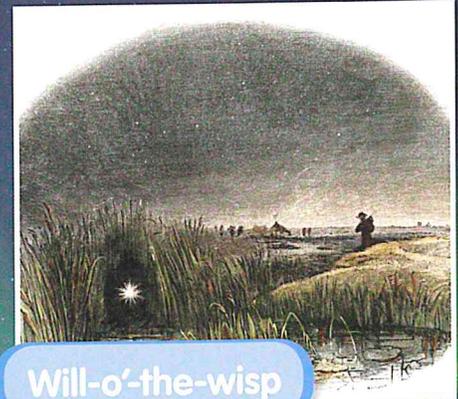
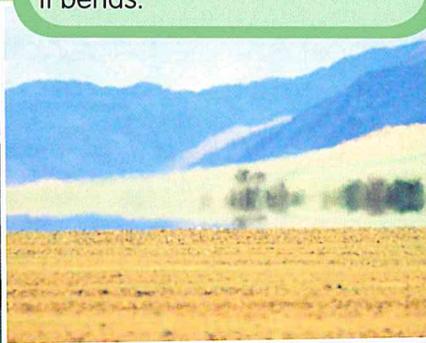


#### The Northern Lights

The Northern Lights are colorful lights in the sky. You can see them in countries near the North Pole, like Norway, Sweden, and Iceland. The lights can appear in a lot of colors like green, pink, red, and blue. Do you know why the Northern Lights appear? They appear when gas particles from the Sun hit the Earth's atmosphere.

#### Mirages

Sometimes people in the desert say they can see trees or water, but when they walk closer, the image disappears. In the desert, the Sun heats the air and makes it do strange things. Mirages play tricks on us and make us see things that aren't really there. This is because when light travels from cooler air to warmer air, it bends.



#### Will-o'-the-wisp

Will-o'-the-wisps are balls of light, often blue, which have been seen above areas of water, like swamps and marshes. They disappear when people move closer to them. Nobody knows for sure why the Will-o'-the-wisps appear. Some people say the lights appear when gases from the water mix with gases from the air.

## 2 Circle T (true) or F (false).

- The Northern Lights can appear in a lot of different colors.  T /  F
- You can see the Northern Lights anywhere in the world.  T /  F
- Mirages make us see things that aren't real.  T /  F
- Will-o'-the-wisps get brighter when people move closer to them.  T /  F

## 3 Class Vote

Is "real-world magic" better than a magician's magic? Why / Why not?

**Find Out More!**    
Why do rainbows appear?

## Prepare

### 1 Make an optical illusion.

#### You need:

- posterboard
- paper
- colored pencils or markers
- scissors and glue
- hole punch
- rubber bands



- 1 Cut out three circles the same size — one from posterboard and two from paper.
- 2 Draw a treasure chest on one paper circle. Draw some treasure on the other paper circle.
- 3 Stick both paper circles onto the posterboard. Make two small holes.
- 4 Loop both rubber bands through the holes. Pull the rubber bands tight to make the circles spin.

## Showcase



### 2 Show your optical illusion to the class.

Look at the treasure chest. What do you see?  
Can you see your treasure appear?



### Ideas Box

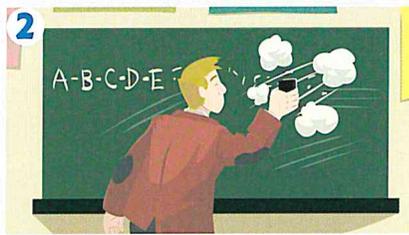


My treasure is ...  
a ring / a sword / jewels /  
my favorite game  
When I spun the treasure  
chest, the treasure  
appeared.

1 ))) Listen and write K (Katy), J (Joe), or T (Toby).



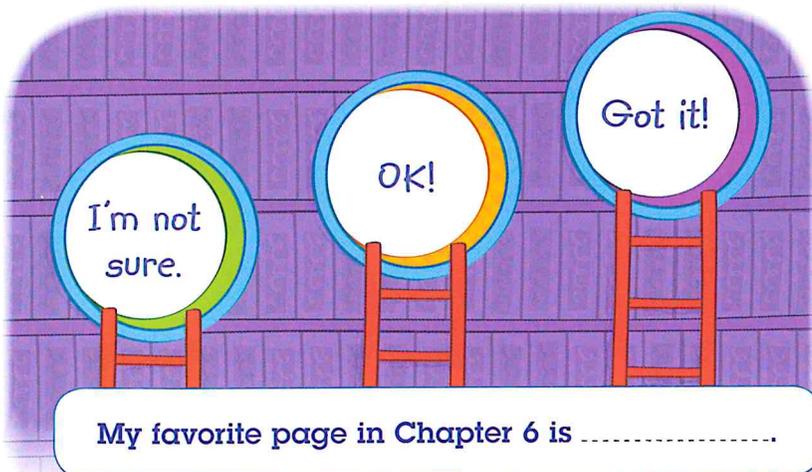
2 Look and complete with the verb in the past. Then complete 4 and 5 for you.



~~put on~~ find erase steal disappear hide

- 1 When I put on..... my shoe, I found..... a ring.
- 2 When the teacher ..... the board, the alphabet .....
- 3 When my brother ..... my towel, he ..... it in a tree.
- 4 When I put on the cloak, I .....
- 5 When I rubbed the lamp, the genie .....

3 Think about Chapter 6. Color and complete for you.



My favorite page in Chapter 6 is .....

## Treasure Hunt!

Look back at pages 4 and 5.  
Find:

a character wearing a sword,  
a ring, and a cloak

# Clues and Crimes

## Lesson 1

1 Listen and number. Then say.

The house layout includes the following rooms and clues:

- bedroom:** Clue 6 (belt)
- stairs:** Clue 5 (necklace)
- garage:** Clue 7 (handbag)
- library:** Clue 4 (earring)
- game room:** Clue 8 (gloves)
- kitchen:** Clue 3 (button)
- hall:** Clue 2 (gloves)
- living room:** Clue 1 (earring)

**Clues**

- belt
- gloves
- handbag
- scarf
- tie
- earring
- button
- necklace

2 Close your book. Play a memory game.

Earring

Sofa!

3 Write about where the clues are.

The earring is in the living room.



1 )))

Listen and read. Complete the detective's notes.

## Detective Notes

Someone stole some money from Sky View Elementary School yesterday. The money was in the school office. When the principal looked in the office, the money wasn't there. She called the police ...

What were you doing at 2 o'clock yesterday?

I was working in my classroom.

I was painting - it was my art class.

Man suspect - clothes: .....

.....

Woman suspect - clothes: .....

.....

2 )))

Listen again and **circle**.

- 1 The girl **was** / *wasn't* working.
- 2 The man *was* / *wasn't* running.
- 3 The boy *was* / *wasn't* reading.
- 4 The woman *was* / *wasn't* taking the money to the bank.

3

Ask and answer with a friend.

What were you wearing yesterday at 7 o'clock?

I was wearing jeans, a belt, and a T-shirt.

## Grammar Central

What **were** you **doing** at 2 o'clock yesterday?

I **was** **working** in my classroom.

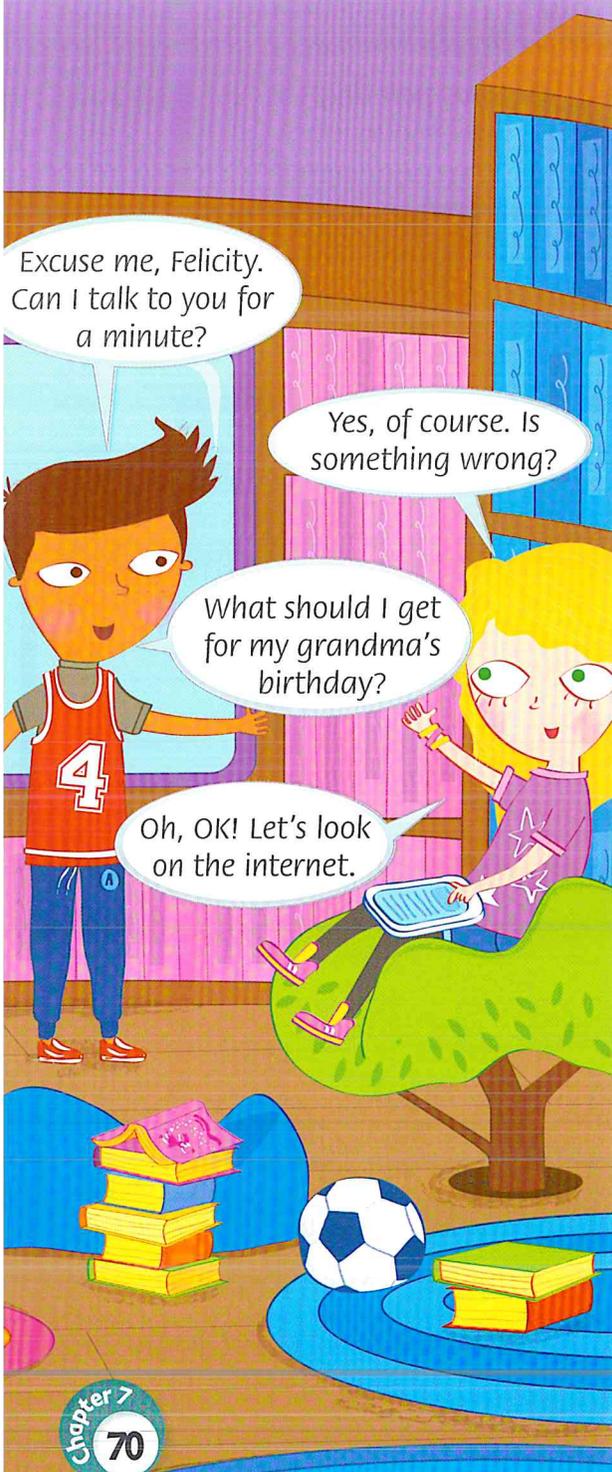
**Was** he wearing a tie?

No, he **wasn't** wearing a tie.

# Lesson 3

## Tell Me a Story

1 ))) Listen and read.  
Then act out.



Excuse me, Felicity.  
Can I talk to you for  
a minute?

Yes, of course. Is  
something wrong?

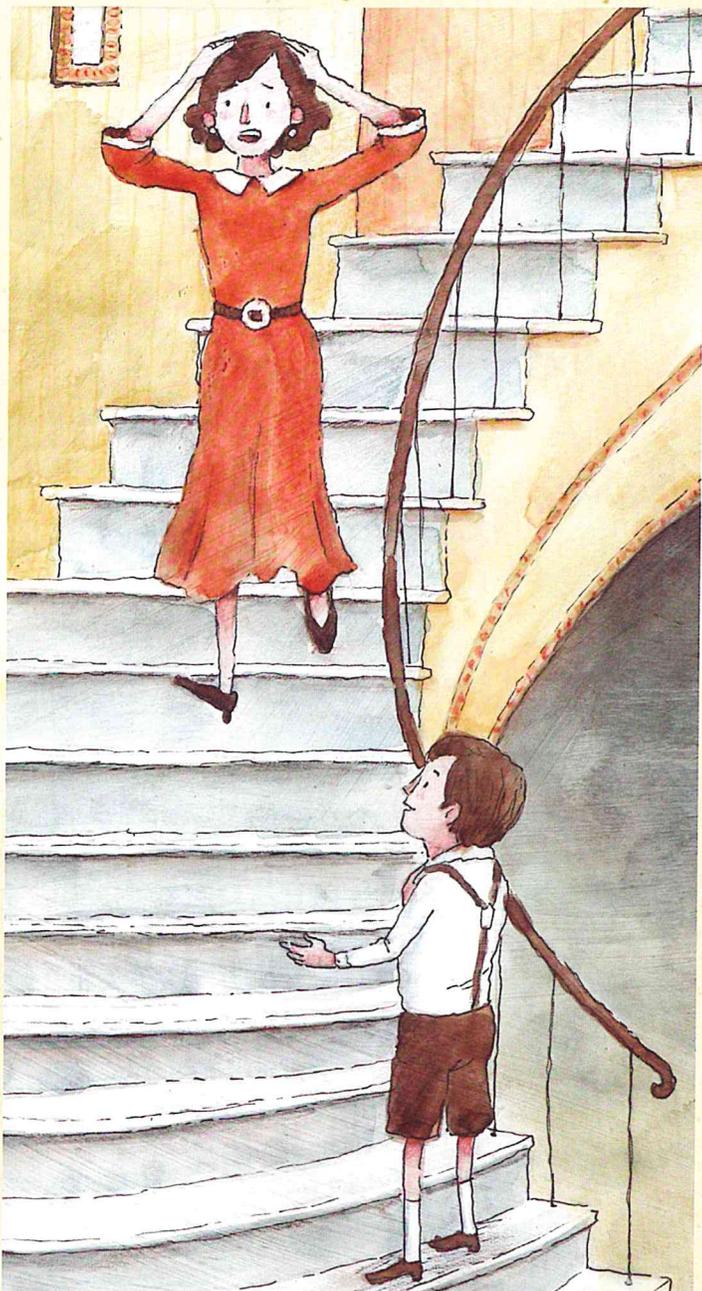
What should I get  
for my grandma's  
birthday?

Oh, OK! Let's look  
on the internet.

# Whodunit?

1. It was Grandma Agatha's birthday. Everyone was getting ready for the party. The cooks were cooking, the maids were cleaning, and the gardeners were digging. Peter was getting in everyone's way.





2. Cousin Flo ran down the stairs.

"My new fur hat!" she cried. "I was getting dressed and I saw it wasn't there."

"Hm, a crime," said Peter.

"I think Tilly the cook took it," said Cousin Flo.  
"She was trying it on."

2 Look at the story. Why do you think everyone's so busy?

.....  
.....

3 Listen and read. Complete.

Tilly Cousin Flo  
Grandma Agatha  
The gardeners Peter

- 1 ..... was having a birthday party.
- 2 ..... were digging.
- 3 ..... was getting in everyone's way.
- 4 ..... ran down the stairs.
- 5 ..... was trying on Cousin Flo's hat.

4 What do you think happens next?

- Grandma Agatha loses something, too.
- Peter solves the crime.
- Cousin Flo goes home.

# Lesson 4

## Time to Think

- 1 ))) Read the story in your Reader.
- 2 Number the characters Peter goes to see in order. Then write the things that belong to them.

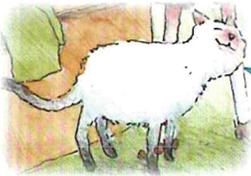
### Reading Report

~~hat~~ gloves cream kittens handbag

- Cousin Flo ..... hat
- Grandma Agatha .....
- the cat .....
- Uncle Alistair .....
- Tilly the cook .....



- 3 Imagine you are the cat. Write sentences to say what you did that day.



.....

.....

.....

.....

### I Can Read and Write!

When a character talks about themselves, they often start the sentence with *I*, e.g.

*I was cooking.*

Find examples of *I* sentences in the story.

- 4 Talk about the story.

Have you ever lost and found something?  
What did you lose and where did you find it?



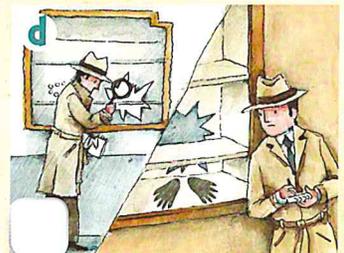
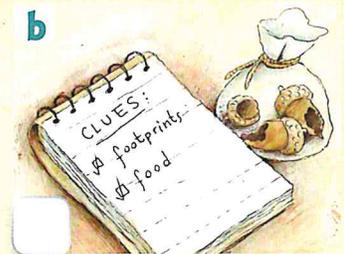
# Lesson 5



1 Listen and number the pictures in order. Then sing.

## There was a Crime in Town Today

- 1 There was a **crime** in town today.  
A **thief** stole jewels and ran away.
- 2 **Detectives** came and looked around.  
They found some **footprints** on the ground.
- 3 There was a crime in town today.  
The thief left **clues** and ran away.
- 4 A **witness** said she saw the crime.  
Detectives said, "Now give us time."
- 5 There was a crime in town today.  
But **fingerprints** have saved the day.  
Detectives went and caught the thief.  
And took him to the police chief.



2 Point to the pictures and retell the story.

The thief stole jewels.

Detectives came to the store. They asked questions.

3 Write your own detective report. Use words from the song.

A thief stole a gold ring from a house. He left large footprints.

4 Listen and say the chant.

Say, is it **true**? Detectives in **blue**.  
Did **you** find the **jewels**?  
Did **you** get a **new** **clue**?



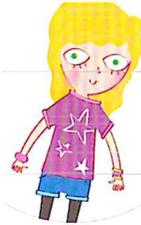
5 Find it!

How many can you find on the page?  
ou, ue, ew words



## Spelling Central

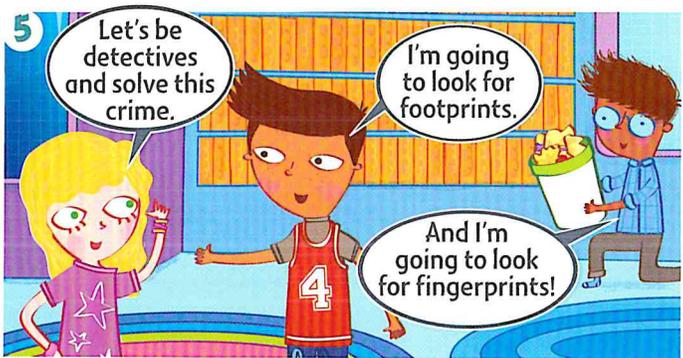
In some words, ue, ew, and ou can sound the same as oo, e.g. **true**, **new**, **you**, **kangaroo**.



# Lesson 6

## 1 Listen and read. Where was Jason's computer?

### A Crime in Story Central



## 2 Correct the mistakes.

- 1 Jason was talking to the children when the man took the computer.  
.....
- 2 Miguel was reading a book when the man left.  
.....
- 3 Cheng was dancing when the man went into the office.

### Grammar Central

I **was** talking on the phone **when** he **took** it.



## 1 Read. What clues help the police catch thieves?

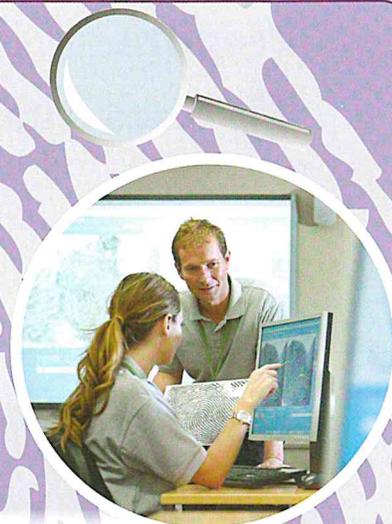
### Catching Thieves

Police have used fingerprints and footprints to catch thieves for more than one hundred years. But why are they so useful?

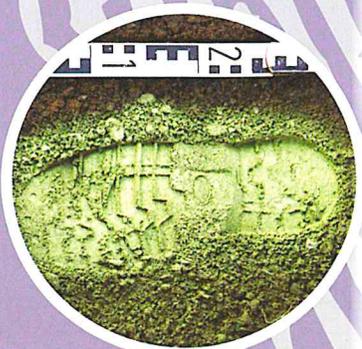


#### Fingerprints

Fingerprints are one of the best and easiest ways to identify people. Fingers have lines that make patterns. Every person in the world has a different pattern. There aren't any two people who have the same pattern, not even identical twins!



People produce natural oils, which help leave a fingerprint when they touch something. When there is a crime, detectives look for fingerprints. When they find one, they compare it with the fingerprints they have on their computers. Before computers, detectives sometimes spent days looking through books of fingerprints to match one with a fingerprint from a crime scene!



#### Footprints

Detectives can now use patterns from the bottom of shoes to help solve crimes. They can use the patterns to find out what type of shoe it is, and if the same pattern has appeared at another crime scene. The size of the footprint is also a clue about how tall the thief is.

## 2 Circle T (true) or F (false).

- 1 Detectives used fingerprints and footprints to catch thieves in the past. T / F
- 2 You can have the same patterns on your fingers as another person. T / F
- 3 Natural oils leave fingerprints. T / F
- 4 Footprints can tell detectives how tall someone is. T / F

## 3 Class Vote

Do you think it is easy to be a detective?  
Why / Why not?

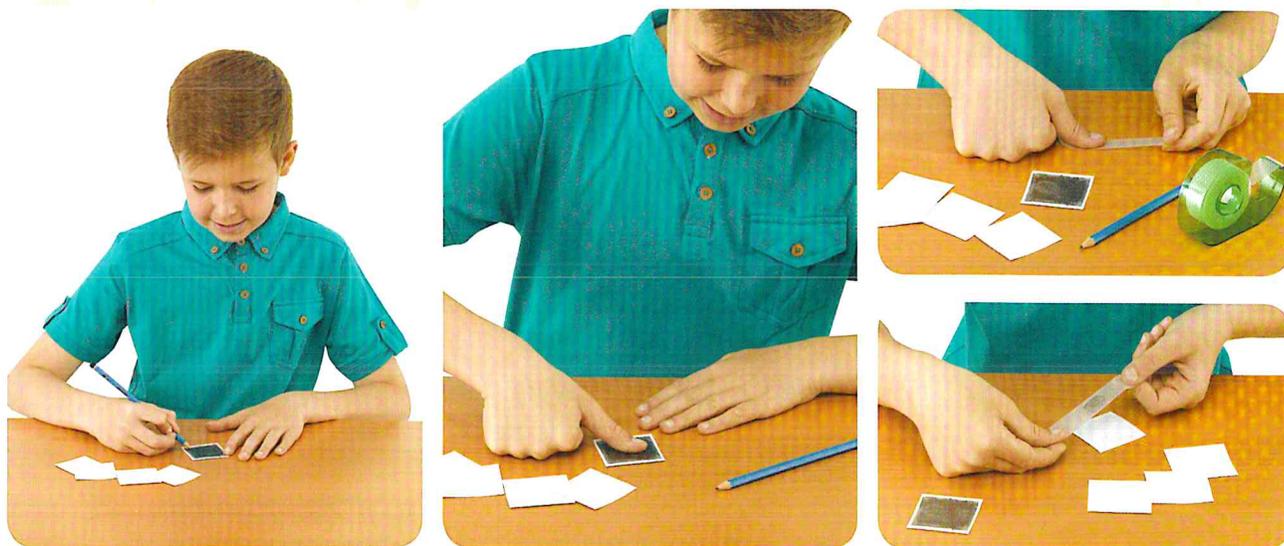
**Find Out More!**    
What other clues do the police use to catch thieves?

### Prepare

#### 1 Make a thumbprint database.

#### You need:

- soft lead pencil
- construction paper
- clear tape
- two pieces of white posterboard



- 1 Cover the card with pencil. Make sure you press hard.
- 2 Press your thumb onto the pencil dust.
- 3 Press your thumbprint onto the sticky side of the tape.
- 4 Stick the tape onto your piece of white posterboard and write your name on the back. Display all the thumbprints on the classroom wall.

### Showcase



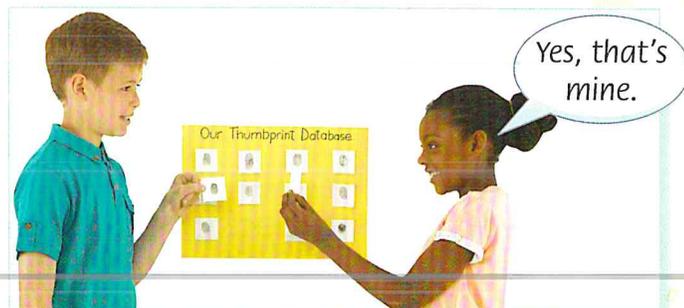
#### 2 Check the database!

- 1 Make another thumbprint (the same thumb), and write your name on it.
- 2 Swap prints and check against the database. Can you figure out whose print it is?
- 3 Check the names. Were you correct?

### Ideas Box



Every fingerprint is different.  
You're a good detective!  
Whose fingerprint is this?  
That's mine / his / hers.



1 ))) Listen and write the names. Nicky ~~Gina~~ Lenny Sally Emma



2 Complete with the correct form of the verb. Check (✓) the thief.



Emma:

It was 8 o'clock. I 1 (do) was doing my homework. While I was studying, 2 I (see) ..... a woman in the yard. She was tall and thin. She 3 (wear) ..... a black and white sweater, jeans, and a blue scarf. She 4 (not wear) ..... gloves. When she 5 (run) ..... away, I saw her face – she 6 (have) ..... brown hair and blue eyes.

3 Think about Chapter 7. Color and complete for you.

I'm not sure. OK! Got it!

My favorite page in Chapter 7 is .....

## Treasure Hunt!

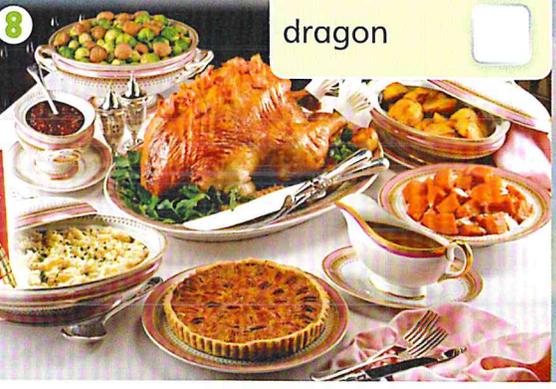
Look back at pages 4 and 5.

How many detective clues can you find?

Chapter 7  
77

**1** Listen and number. Then say.

### My Favorite Things About Festivals



**+ add** **edit board** **pins** **followers**

- feast
- costume
- lantern
- parade
- gift
- decoration
- firework
- dragon

**2** Ask and answer.

Which festival would you like to go to?

I'd like to go to the lantern festival. The lanterns are so beautiful.

**3** Write a list of celebrations you know using words from Activity 1.

Halloween - costumes, lanterns



# Lesson 3

## Tell Me a Story

1  Listen and read.  
Then act out.

Hey, Miguel. You look happy.

I got an A+ on my test!

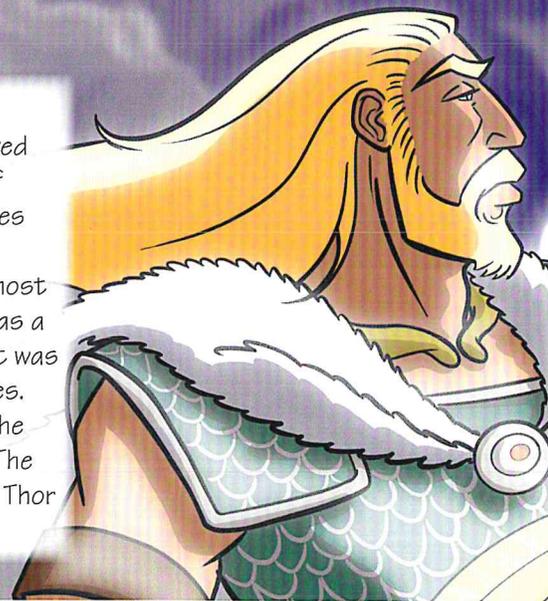
That's because you worked really hard.

Good job!

# THOR and the Stolen Hammer

1

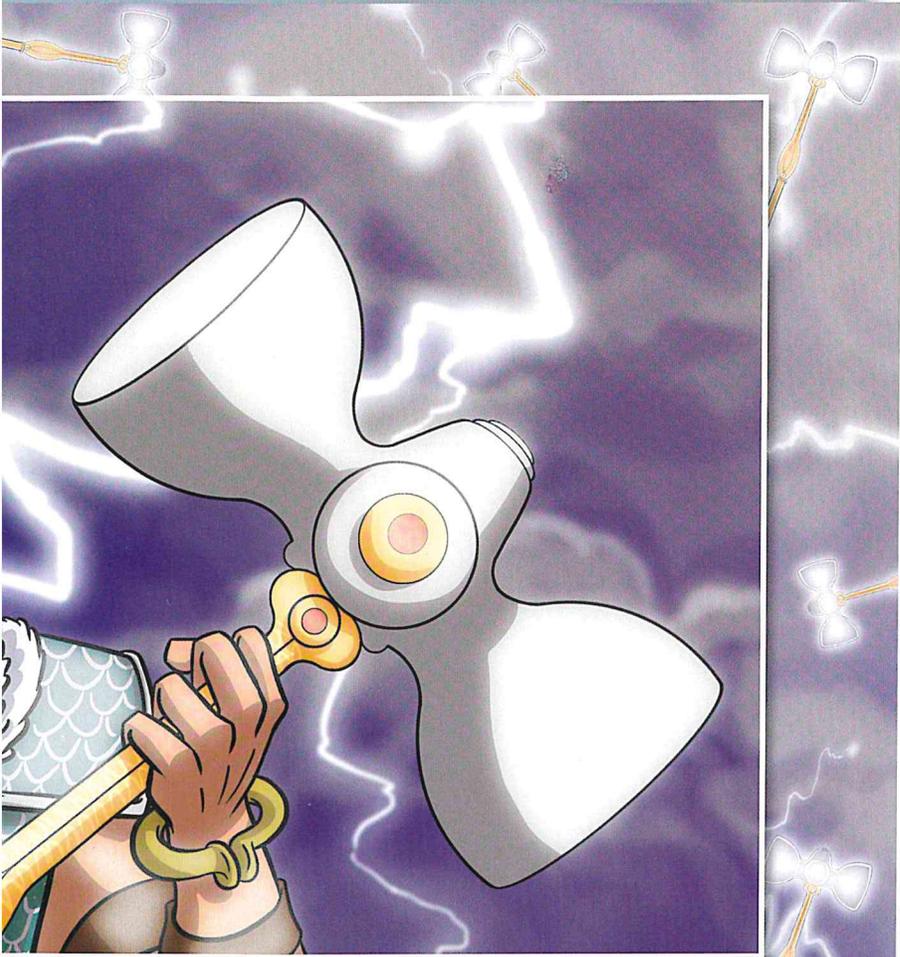
The Vikings, who lived many years ago, believed in superheroes. One of the original superheroes was Thor. He could control thunder. His most important treasure was a beautiful hammer that was a gift from the dwarves. Every night, he hung the hammer next to him. The giants were scared of Thor and the hammer.



2



One day, Thor woke up. His special hammer wasn't there. "The giants have stolen the hammer!" he shouted. His voice was like fireworks across the sky.



Thor went to his friend, Freyja, to ask for help. She had an unusual feather costume. The person who wore it could fly.

"Freyja, the giants have taken the hammer!" said Thor. "Give me your costume, so I can fly to the giants' land and bring back my hammer," he said.

**2** Look at the story. Who do you think the main character is? Are they human?



.....

.....

.....

**3** Listen and read. Check (✓) the correct answer.

- 1 Thor can ...
  - control thunder.
  - fly.
- 2 Thor's treasure is ...
  - a flying costume.
  - a hammer.
- 3 The giants ...
  - The dwarves ...
  - ... stole Thor's treasure.

**4** What do you think happens next?

- Freyja gives Thor her flying costume.
- Freyja flies to the giants.
- Freyja asks another friend for help.

# Lesson 4

## Time to Think

- 1 ))) Read the story in your Reader.
- 2 **Circle** T (true) or F (false).

### Reading Report

- 1 The giants stole Thor's hammer.  T /  F
- 2 Freyja's costume makes people fly.  T /  F
- 3 Freyja wanted to live with the giants.  T /  F
- 4 Freyja gave her costume to Thor.  T /  F
- 5 Loki can change shape.  T /  F
- 6 Loki dressed Thor to look like Freyja.  T /  F
- 7 The giants kept Thor's hammer.  T /  F



- 3 Write about your favorite thing. Why is it special to you?

My favorite thing is .....

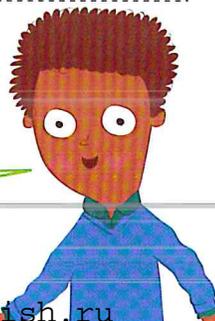
.....

.....

.....

- 4 Talk about the story.

What special power would you choose?



### I Can Read and Write!

How do we know that Thor's hammer is special? Find places in the story that tell the reader how important the hammer is.



1 Listen and **circle** the correct word. Then sing.



**It's Time to Celebrate**

Hooray! It's time to celebrate.  
 We have a house to **decorate** / *invite*.  
 It's time to *invite* / **exchange** our friends to eat.  
 We'll have a feast — just come and see.  
 Hooray! It's time to celebrate.  
**Visit** / *Perform* your friends and don't be late.  
*Exchange* / **Light** some gifts of food today.  
 Have some fun and **perform** / *decorate* a play.  
 Hooray! It's time to celebrate.  
**Light** / *Visit* the lanterns — they look great.  
*Hang* / **Exchange** decorations in red and gold.  
**Bring** / *Visit* some tasty food — hot or cold!



2 Talk about celebrations in your country.

We hang paper decorations.

We perform music for our family.

3 Complete the sentences with the correct words from the song.

- 1 We invite friends for lunch every weekend.
- 2 We \_\_\_\_\_ lanterns and they look beautiful.
- 3 Friends \_\_\_\_\_ gifts on their birthdays.
- 4 For Chinese New Year, people \_\_\_\_\_ their houses in red and gold.

4 Listen and say the chant.

Come and *eat*, we have a *feast*!  
 See the lanterns in the *trees*.



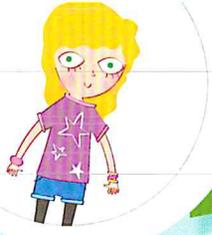
5 Find it!

How many can you find on the page?  
 long e sound

**Spelling Central**

Some words with ea sound like ee, e.g. **eat**, **feet**. Put them in two different groups to help you remember.

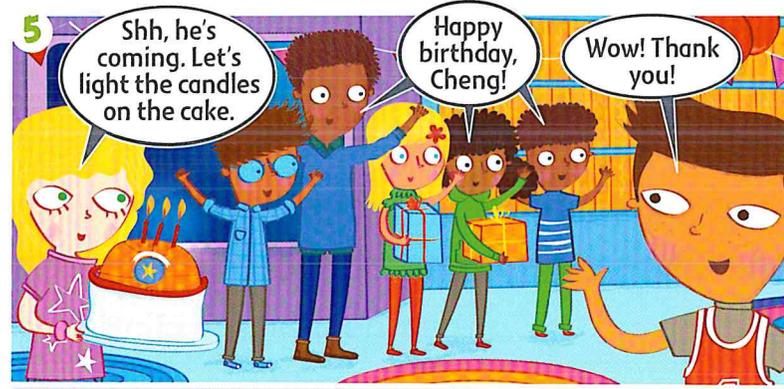
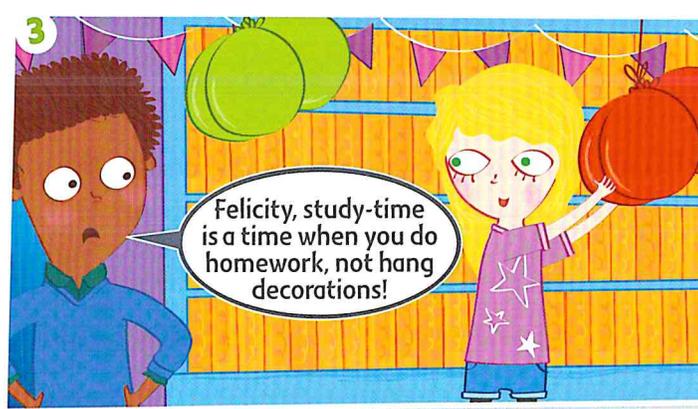
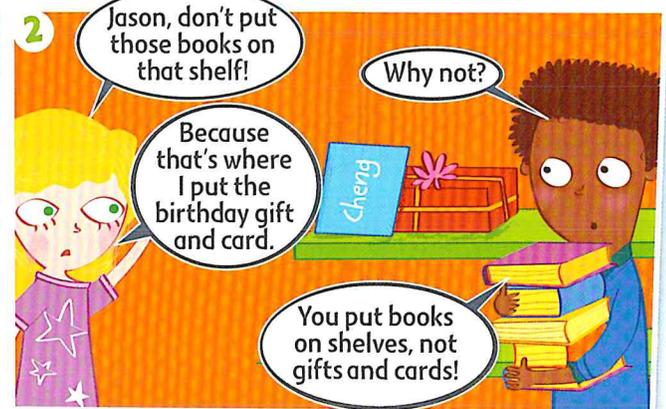
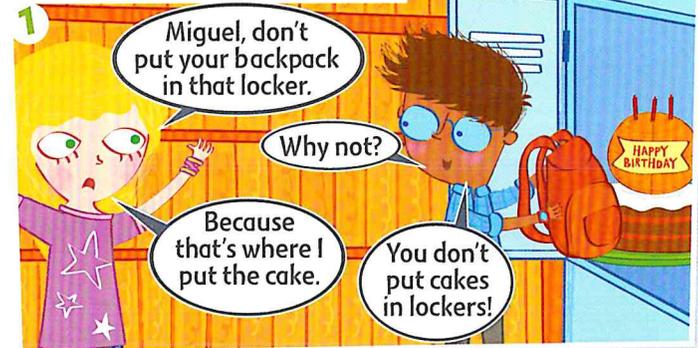




# Lesson 6

1 ))) Listen and read. What special day is it today?

## Cheng's Special Day



## 2 Complete.

- 1 A locker is where you put backpacks .....
- 2 A shelf is .....
- 3 Study-time is .....
- 4 Birthdays are .....

## Grammar Central

That's the locker **where** I put the cake.  
 Birthdays are **when** you invite friends and celebrate.



1 Read. What do people use sky lanterns for?

# Sky Lanterns

Sky lanterns are small paper lanterns that fly in the air. In some countries like China, Brazil, and Mexico, people use sky lanterns to celebrate special dates and festivals, like New Year's Eve. Many people believe that sky lanterns bring good luck. When people light a lot of lanterns together, the sky looks very beautiful!



Traditional sky lanterns are made from rice paper and bamboo. People make the lanterns in a balloon shape and put a small candle inside. When you light the candle, the hot air makes the lantern fly. Sky lanterns can fly for around 25 minutes before the candle goes out.



Sky lanterns are beautiful, but they are also dangerous. They can cause fires and harm animals. Because of this, some countries like Germany and Australia don't use them. Now, people are trying to invent sky lanterns that are safer.

2 Answer the questions.

- 1 What do some people believe sky lanterns bring? good luck.....
- 2 What do sky lanterns need to fly? .....
- 3 How long can sky lanterns fly for? .....
- 4 Why are sky lanterns dangerous? .....

3 Class Vote

Should you use sky lanterns for a celebration?  
Why / Why not?

**Find Out More!**

Which other festivals use lanterns and light?

- You need:**
- clothesline
  - colored pencils or markers
  - magazines or pictures
  - index cards
  - pegs

**Prepare**

**1 Research a celebration for a world celebrations timeline.**

1 Find out about a celebration in another part of the world. Use these questions to help you:

What's the name of the celebration?  
Who celebrates it?

When is it?  
What's it for?



- 2 Make an information card about your country and celebration.
- 3 Draw or find a picture to decorate. Remember to include the date of the celebration!
- 4 Make 12 "month" signs. Then hang your information card at the correct place on the timeline for the year.

**Showcase**

**2 Present your timeline.**

Tell the class about the country and celebration you researched. Ask about the countries your classmates researched, too.

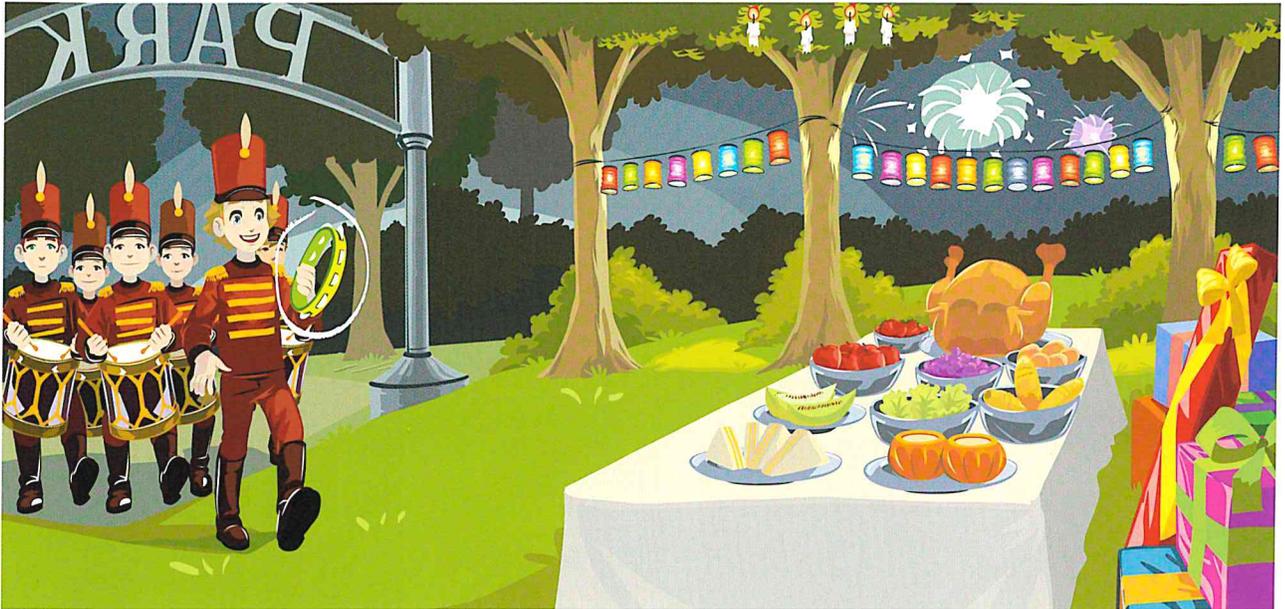


In Spain, people celebrate La Tomatina.

**Ideas Box**

In ... , people celebrate ...  
They decorate / give gifts / eat / bring / wear ...  
Something that is important is ...

1 ))) Look and listen. Then circle four mistakes.

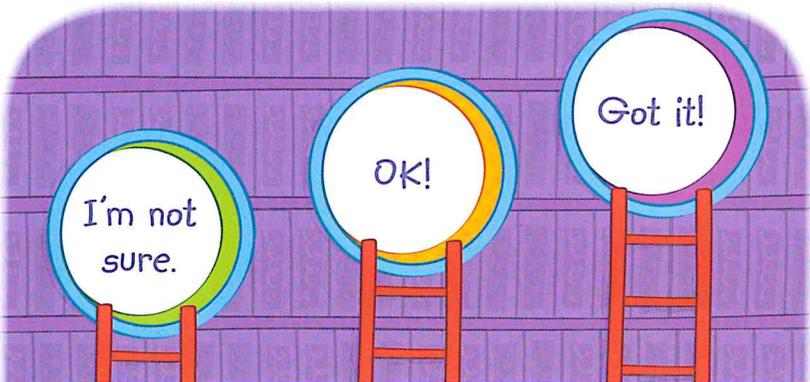


2 Complete with a word from the box and your own ideas.

who when where that

- 1 My bedroom is a place where I can listen to music.
- 2 Winter is a time ..... I .....
- 3 ..... is a food ..... we eat for .....
- 4 People ..... live in my country celebrate .....
- 5 My friend is a person .....

3 Think about Chapter 8. Color and complete for you.



My favorite page in Chapter 8 is .....

## Treasure Hunt!

Look back at pages 4 and 5.  
Find:

a character who is hanging decorations

Chapter 8  
87



1



Listen and number. Then say.



## List of things children should do by 9 <sup>3</sup>/<sub>4</sub>!

build a den

climb a tree

make a snowman

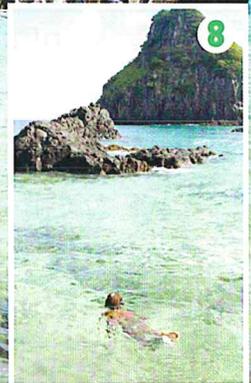
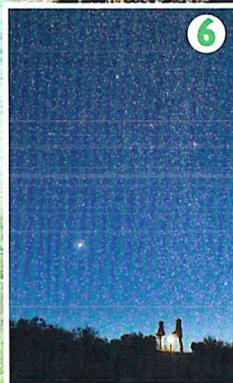
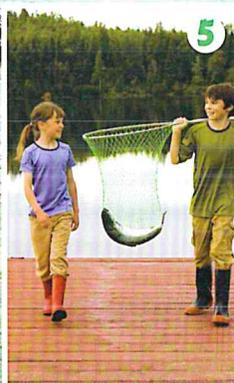
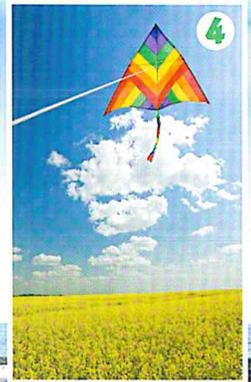
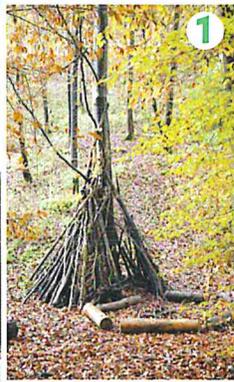
fly a kite

catch a fish

swim in the ocean

watch the sunrise

go stargazing



2

Choose your six favorite activities and tell a friend.

I like to swim  
in the ocean.

Me too!

3

Write your list of things you want to do before you're 10.



I want to go stargazing.



# Lesson 2



1 ))) Listen and read. Complete *go stargazing* on the bar chart.

## Have You Ever?

3				
2				
1				

### Key



climb a tree



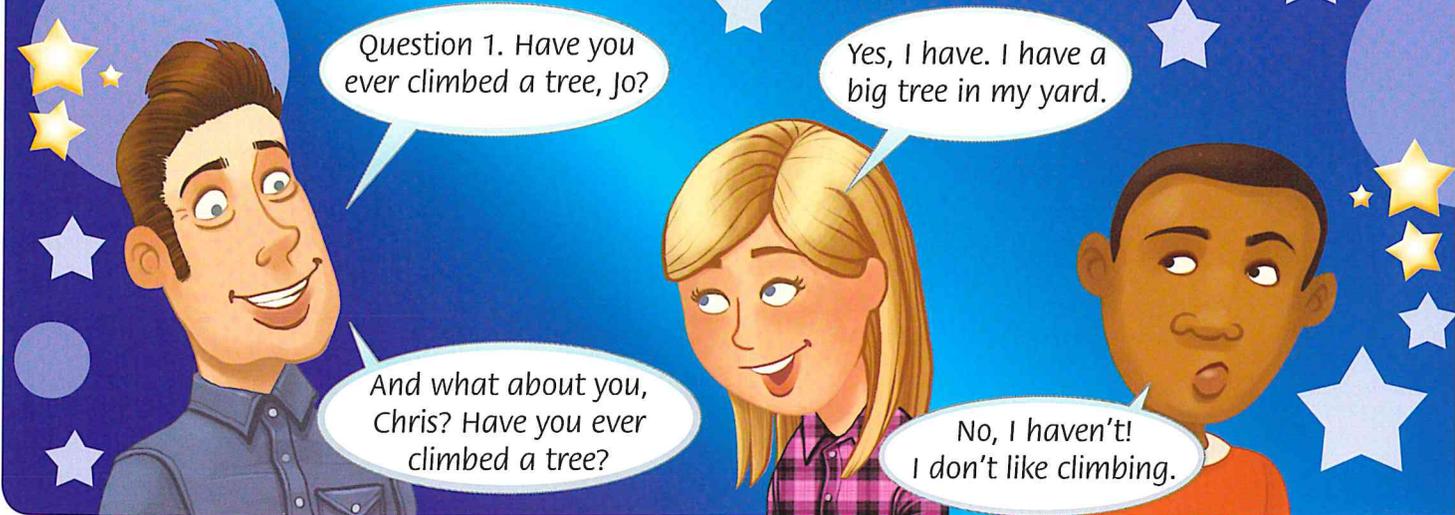
make a snowman



swim in the ocean



go stargazing



2 Complete the questions. Then write answers for you.

- 1 Have you ever built a den? .....
- 2 ..... caught a fish? .....
- 3 ..... watched the sunrise? .....
- 4 ..... flown a kite? .....

3 Ask and answer.



## Grammar Central

**Have** you **ever climbed** a tree?

Yes, I **have**.

**Have** you **ever caught** a fish?

No, I **haven't**.

# Lesson 3

## Tell Me a Story

1 ))) Listen and read.  
Then act out.



Hey, Felicity. Have you thought about going on an adventure trip?

Yes, I'd love to. I'm really interested in nature and animals.

Me, too!



6 They reached the top of the mountain. Suddenly, heavy rain started to fall. They couldn't see the track.

7 Jack and Ryan leaned branches against a tree.

We need more branches.



We can't go on. Have you ever built a den before?

No, I haven't.

8 Soon, they had a shelter. They climbed inside to keep warm. The rain continued, but they were dry inside the den.

We have to stay here until morning.

I didn't expect to sleep out here!

2 Look at the story. What do you think the characters are doing?

.....

.....

.....

3 Listen and read. Circle T (true) or F (false).

- 1 Ryan has built a den before. T / F
- 2 It was dry inside the den. T / F
- 3 Ryan and Jack have to sleep outside. T / F
- 4 Ryan climbed a tree. T / F

4 What do you think happens next?

A wild animal visits the camp.

Ryan and Jack are rescued by boat.

They catch a fish for dinner.

# Lesson 4

## Time to Think

- 1 ))) Read the story in your Reader.
- 2 Help Ryan complete his nature study report. Complete the blanks.

### Reading Report

Name: ..... Ryan Park .....

Relationship to ranger: .....

Location: .....

Things we brought: .....

Weather: .....

We were looking for: .....

What I did: .....

.....

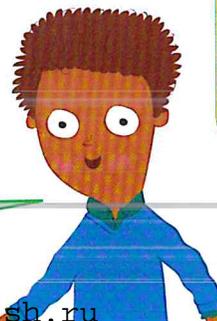
.....

- 3 Write a smartphone message from Ryan to his mom, describing his adventure.



- 4 Talk about the story.

Have you ever been camping? Where did you sleep and how did you prepare food?



### I Can Read and Write!

We use sequencing words like *then*, *next*, and *after* to tell the reader when something happened. We use *suddenly* when something unexpected happens. Can you find examples of these words in the story?

# Lesson 5



1

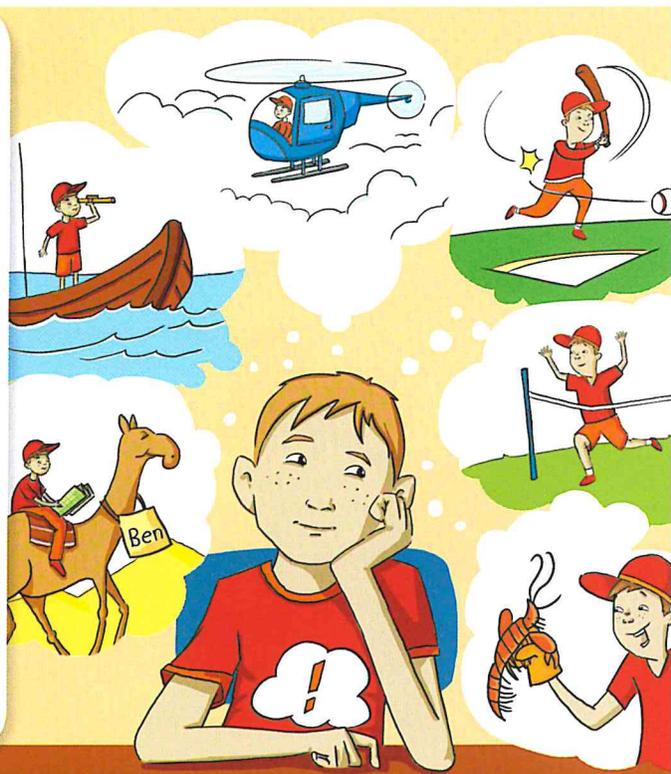


Read and **circle** the words for the blanks. Then listen, complete, and sing.

**ridden** read sailed eaten flown hit  
traveled run danced climbed

## There are a Lot of Things I Want to Do

Have you ever ..... **ridden** ..... a camel?  
Or ..... **the ocean blue**?  
Have you ever ..... **a mountain**?  
Or ..... **foreign food**?  
Have you ever ..... **in a helicopter**?  
Or ..... **a home run**?  
Have you ever ..... **abroad alone**?  
Or ..... **a marathon**?  
There are a lot of things that I want to do!  
But my mom says, "Wait one year more."  
I can do it! I can do it, Mom, I'm almost 10.  
I can do it, I can do it, my camel's name is Ben.  
I can do it, I can do it, let's travel abroad and then,  
We can come back home and start again!



2 Ask and answer.

Have you ever flown in a helicopter?

Yes, I have.

3 Choose verbs and write another verse for the song.

Have you ever gone horseback riding?

go see learn

4 Listen and say the chant.

The camel climbed down a **foreign** mountain,  
and sailed **abroad** across an **ocean**.

5 Find it!

How many can you find on the page?  
difficult words



## Spelling Central

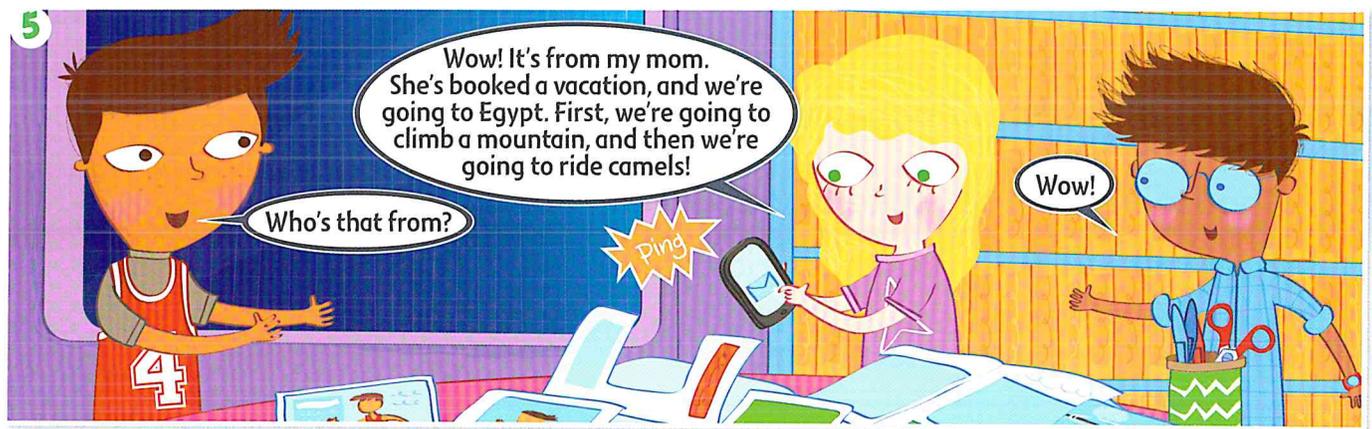
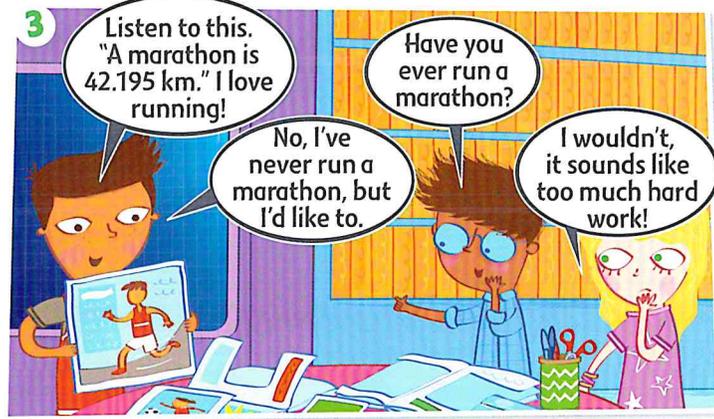
Group words that are difficult to spell, e.g.  
topic set: **abroad**,  
**foreign**, **ocean**.



# Lesson 6

1 ))) Listen and read. What has Felicity never done?

## Dreams for the Future



2 Write three things you've never done, but would like to.

- 1 I have never ....., but I'd like to.
- 2 .....
- 3 .....

## Grammar Central

I've never run a marathon, but I'd like to.

I've never flown in a helicopter. I'm too scared!



1 Read. What percentage of people from the USA have traveled abroad?

### Life Experiences

The USA is a very big country. It has a population of over 310 million people. Around 110 million of those people have traveled abroad. This is around 35% of the population. Look:

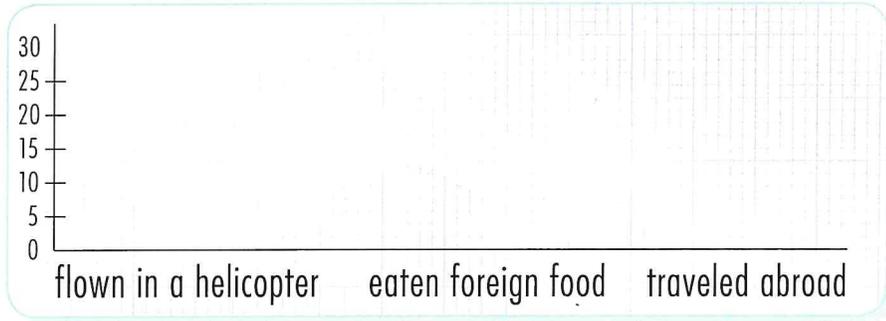


$$110 \div 310 = 0.35 \times 100 = 35$$

This means around 1 in 3 people have traveled to a different country!

2 Talk to your classmates and make a bar chart.

Have you ever ...  
flown in a helicopter?



3 Calculate percentages.

1 number of classmates who have flown in helicopter  $\times 100 = \dots\dots\dots$   
 $\frac{\quad}{\quad}$   
 total number of classmates

2 number of classmates who have eaten foreign food  $\times 100 = \dots\dots\dots$   
 $\frac{\quad}{\quad}$   
 total number of classmates

3 number of classmates who have traveled abroad  $\times 100 = \dots\dots\dots$   
 $\frac{\quad}{\quad}$   
 total number of classmates

4 Class Vote

Do you need a lot of money to have interesting life experiences? Why / Why not?

Find Out More!

Find out which pets your classmates have owned.



**You need:**

- paper
- glue
- magazines
- construction paper
- scissors
- pictures
- colored pencils or markers
- ribbon

**Prepare**

**1** Make an accordion scrap book.



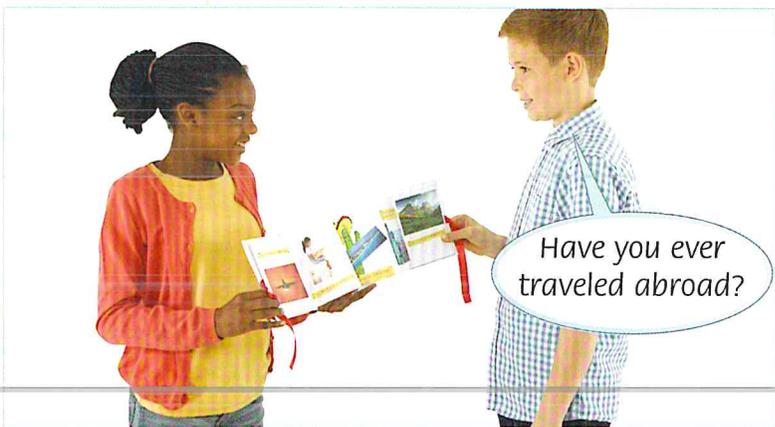
- 1 Fold a long piece of paper and stick the first and last pages to both pieces of construction paper.
- 2 Find or draw pictures to show what you have done. Write about your achievements. Decorate the pages and the front cover.
- 3 Stick ribbon to the middle of the front and back covers. Tie your ribbons to close.

**Showcase**



**2** Present your scrap book to the class.

Talk about your achievements. Look at your classmates' presentations. Say which things you haven't done, but would like to.



**Ideas Box**



Have you ever ...?  
 Yes, I have.  
 No, I haven't, but I'd like to.  
 I wouldn't like to ...  
 It sounds fun.



**1** Complete with the correct form of the verbs. Then listen and answer for Mason.

~~sail~~ be swim climb ride fly

- 1 Have you ever sailed across the Atlantic Ocean? Yes, I have.
- 2 Have you ever ..... a mountain? .....
- 3 Have you ..... a plane? .....
- 4 Have ..... with sharks? .....
- 5 ..... a tiger? .....
- 6 ..... to the moon? .....

**2** Write sentences for you. Then write a question to ask a friend.

- 1 build a den I've never built a den, but I'd like to.  
Have you ever built a den?
- 2 invent a code .....
- 3 go to the moon .....
- 4 see a wild animal .....

**3** Think about Chapter 9. Color and complete for you.

**I'm not sure.**

**OK!**

**Got it!**

My favorite page in Chapter 9 is .....

## Treasure Hunt!

Look back at pages 4 and 5.  
Find:  
a character who's built a den

# Grammar Reference

## Chapter 1 Grammar

**Was there** a roller coaster at the amusement park? Yes, **there was**.

**Were there** a lot of people from different countries?

Yes. **There were** people from Mexico, Japan, and Canada.

There aren't **many** people on the carousel.

There isn't **much** time left.

There are **a few** children on the ride.

There are **a lot of** restaurants.

### Think Again!

**Were there** roller coasters?

~~Was there roller coasters?~~

### Think Again!

We use *many*, *a lot of*, and *a few* with things we can count, e.g. **people**.

We use **much** with things we can't count, e.g. **time**.

There aren't **many** people on the carousel.

~~There aren't much people on the carousel.~~

There isn't **much** time left.

~~There isn't many time left.~~

### Sentence Maker: How many questions can you make?

Was there	a	carousel?
Were there	-	swings?
		zip line?
		picnic area?
		many people?
		amusement parks?

## Chapter 2 Grammar

You **should** stay at home and sleep.

You **shouldn't** go to school.

**Could** you play basketball?

I **could** walk.

I **couldn't** play basketball or soccer for a long time.

### Think Again!

We don't use *to* with *should* or *shouldn't*.

You **should take** cough medicine.

~~You should to take cough medicine.~~

### Think Again!

We don't use *do* to make questions with *could*.

**Could** you go to school?

~~Did you could go to school?~~



## Sentence Maker: How many sentences can you make?

You should	do homework.
You shouldn't	sleep.
Could you...?	walk.
	take the test.
	play video games.
I couldn't	stay home.
	take medicine.
	do weightlifting.

## Chapter 3 Grammar

Earth is **more interesting than** the other seven planets.

Neptune is **the farthest** from the Sun.

Saturn is **the most beautiful** planet.

Neptune is **the most similar** planet to Uranus.

**When** the moon **goes** in front of the Sun, there **is** an eclipse.

**If** the moon **blocks** the Sun's light, the sky **gets** very dark.

### Think Again!

Long adjectives use *more* and *most* not *-er* and *-est*.

Neptune is the **most similar** to Uranus.

~~Neptune is the similarest to Uranus.~~

### Think Again!

Don't forget the *if* and *when*.

**When** the moon goes in front of the Sun, there's an eclipse.

~~The moon goes in front of the sun, there's an eclipse.~~

## Sentence Maker: How many sentences can you make? Do you agree?

Tigers	are	more	beautiful	than	rockets.
Earth	is		dangerous		Saturn.
English			interesting		snakes.
The moon			unusual		math.
Meteors					deserts.
Jungles					Mars.

Yes, it is. / No, it isn't!

Yes, they are. / No, they aren't!

# Grammar Reference

## Chapter 4 Grammar

I've **seen** every movie in town.  
We **haven't met** Justin Drake.

**Have you seen** *Valley of the Vampires* **yet**?  
No, I **haven't seen** it **yet**.  
I've **already seen** it.

**Sentence Maker:** How many sentences can you make?

I	've	already	met	the movie	–
You			seen	a song	
We			done	to Japan	
			cleaned	a solar eclipse	
			been	my room	
			written	a famous actor	
I	haven't	–			yet.
You					
We					

### Think Again!

We don't use *yesterday*, *last year*, *last weekend*, or *last month* with the present perfect.

We've **bought** all the movies.  
~~We've bought all the movies yesterday.~~

### Think Again!

I've **already** seen it.  
~~I've yet seen it.~~

## Chapter 5 Grammar

People **made** the first cave paintings 30,000 years **ago**.  
We've **discovered** a lot about life then because of cave paintings.

**Have you seen** Miguel?  
When **did** he **send** the message?

### Think Again!

I **lived** in the United States two years **ago**.  
~~I've lived in the United States two years ago.~~

### Think Again!

Have you **done** your homework?  
~~Have you did your homework?~~



## Sentence Maker: How many sentences can you make?

Have you	been seen bought played mailed sent	new sneakers the birthday card tennis to Germany your friend a text message a picture	today? yet? this morning?
Did you	go see buy play mailed send		last weekend? one month ago? yesterday?

## Chapter 6 Grammar

**Whose** ring is this?

This ring is **mine/yours/hers/his/ours/theirs**.

### Think Again!

This pen is **mine**.

~~This pen is my~~

**When** I **opened** my eyes, I **saw** my dog.

**When** I **rubbed** his nose, he **disappeared**.

### Think Again!

When Bob Black **left**, he **gave** me this.

~~When Bob Black left, he give me this.~~

## Sentence Maker: How many sentences can you make?

This	book	is	mine.
That	sneakers	are	yours.
Those	hat		his.
These	treasure		hers.
	apples		ours.
	lamp		theirs.
	camera		

# Grammar Reference

## Chapter 7 Grammar

What **were** you doing at 7 o'clock yesterday?

I **was** eating my dinner.

Was she wearing gloves?

No, she **wasn't** wearing gloves.

I **was** talking on the phone **when** he **took** the computer.

### Think Again!

He **was** wearing a brown belt.

~~He were wearing a brown belt.~~

### Sentence Maker: How many sentences can you make?

I	was	wearing	a	red	scarf.
He				blue	necklace.
She				green	hat.
You	were		–	white	gloves.
We				brown	earrings.
They				black	pants.

### Think Again!

I **was** playing basketball **when** it started to rain.

~~I playing basketball when it started to rain.~~

## Chapter 8 Grammar

The person **who** arrives first brings a special gift.

The Chinese New Year is a festival **that** is in January or February.

That's the locker **where** I put the cake.  
Birthdays are **when** you invite friends and celebrate.

### Think Again!

People **who** walk in the parades **wear** animal costumes.

~~People who walk in the parades they wear animal costumes.~~

### Think Again!

**where** = places

**when** = times



## Sentence Maker: How many sentences can you make?

This is	the classroom the time	who that	I left my book. we do our homework.
These are	the friends the playground the day the costume the decorations the person	when where	we read a story. we play soccer. visited our house. I wear for carnival. we hang in the garden. you celebrate your birthday. brings a gift.

## Chapter 9 Grammar

**Have** you **ever climbed** a tree?

Yes, I **have**.

**Have** you **ever caught** a fish?

No, I **haven't**.

I've **never run** a marathon, but I'd like to.

I've **never flown** in a helicopter. I'm too scared!

### Think Again!

**Have** you **ever flown** a kite?

~~Have you ever fly a kite?~~

### Think Again!

I've **never traveled** abroad.

~~I haven't never traveled abroad.~~

## Sentence Maker: How many sentences can you make?

Have	you	ever	met broken flown built eaten traveled	in a helicopter? abroad? a den? your leg? a famous person? a kite? foreign food?
------	-----	------	--	--

Macmillan Education  
4 Crinan Street  
London N1 9XW  
A division of Springer Nature Limited

Companies and representatives throughout the world

ISBN 978-0-230-45223-7  
Pack ISBN 978-0230-45224-4

Text © Angela Llanas and Libby Williams 2015  
Design and illustration © Springer Nature Limited 2015  
Additional material written by Mo Choy Design Ltd

The authors have asserted their rights to be identified as the authors of this work in accordance with the Copyright, Designs and Patents Act 1988.

Story Central is a registered trademark of Macmillan Publishers International Limited

First published 2015

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Designed by Wild Apple Design Ltd

Illustrated by Aardvart p58; Ilias Arahovitis (Beehive Illustration) pp8, 68; David Belmonte (Beehive Illustration) pp90–91, 92, 93; A Corazio Albierto (Sylvie Poggio Artist Agency) pp20–21, 22, 23; Russ Daff (Beehive Illustration) pp18, 38, 59, 69; Nelson Evergreen (Bright Agency) pp50–51, 52, 53; Diane Le Feyer (Advocate Art) pp60–61, 62, 63; Pablo Gallego (Beehive Illustration) pp13b, 17, 19, 23b, 27, 33b, 43b, 47, 49, 53b, 57, 63b, 67, 73b, 77, 83b, 87, 89, 93b, 97; Dante Ginerva (Advocate Art) pp90–91, 92, 93; David Lopez (Bright Agency) pp10–11, 12, 13; Lucia Masciulo (Pickled Ink) pp70–71, 72, 73; David Neale (Bright Agency) pp40–41, 42, 43; Laszlo Veres (Beehive Illustration) pp28, 37, 48, 55; Steven Wood (Advocate Art) pp4–104 (border design and main character artwork) 4–5, 6–7, 10, 14, 20l, 24, 30l, 34, 40l, 44, 50l, 54, 60l, 64, 70l, 74, 80l, 84, 90l, 94.

Cover design by Wild Apple Design Ltd

Cover artwork by Steven Wood (Advocate Art)

Cover photographs by Paul Bricknell

Picture research by Victoria Gaunt

The authors and publishers would like to thank the following for permission to reproduce their photographs:

**Alamy**/amana images inc. p79(cm), Alamy/imageBROKER p79(bl), Alamy/Holger Burmeister p85(l), Alamy/foodfolio p78(8), Alamy/Ted Foxx p45(bl), Alamy/Robert Harding Picture Library Ltd p78(3), Alamy/Paul Hawkett p88(1), Alamy/George H.H. Huey p88(7), Alamy/IMAGEMORE Co., Ltd. pp79(bl), 85(r, background), Alamy/Images of Africa Photobank p35(cl), Alamy/Spotmatik p79(bm) Alamy/Worldspec/NASA p29(cl), Alamy/Alaska Stock p88(5), Alamy/ImageZoo p48(7); **Animals Animals**/Mendez Raymond p26(r); **Corbis** p15(tr), Corbis/Heide Benser p39, Corbis/Walter Bibikow/JAI p9(l), **Corbis**/So Hing-Keung p78(5), Corbis/Con Tanasiuk/Design Pics p48(5), Corbis/Tony Hallas/Science Faction p35(t), Corbis/Alex Robinson/JAI p88(8), Corbis/Denis Scott p29(l), Corbis/Keren Su pp79(cr, background); **Getty Images** pp15(bl), 48(4,6), Getty Images/Subir Basak p79(bl), Getty/Adelman-Cohen p29(r), Getty Images/AFP p78(4), Getty/Comstock p26(l), Getty Images/De Agostini Picture Library p55(b), Getty Images/Danita Delimont p78(1, background), Getty Images/Pauline St.Denis p79(tl), Getty Images/Tim Graham p88(3), Getty/small\_frog p45(br), Getty Images/Joshua Hodge Photography p95(tl), Getty Images/Mike Ledwith p78(2), Getty Images/DEA/G. DAGLI ORTI p48(3), Getty Images/PT Images p79(tr), Getty Images/Monty Rakuse p75(tr), Getty/Stockbyte p26(m), Getty Images/Pete Turner p65(m); **The Kobal Collection**/Columbia Pictures/Sony Pictures Animation/SPI p45(tr); **Macmillan Publishers Ltd** p49(tl), Macmillan Publishers Ltd/Stuart Cox p79(cl); **Science Photo Library** p65(r), Science Photo Library/David A. Hardy p35(cr); **Superstock**/Bridgeman Art Library, London p48(1), Superstock/Iberfoto p55(t), Superstock/Jochen Tack/imagebrok/imagebroker.net p75(bl), Superstock/NASA/Science Faction p29(cr), Superstock/David Nunuk/All Canada Photos p88(6); **Thinkstock**/plusphoto/amanaimagesRF p78(6), Thinkstock/Andreyuu p75(tl), Thinkstock/bhofack2 p88(2), Thinkstock/Comstock p45(tl), Thinkstock/Barbara Helgason p78(7), Thinkstock/pinyoj p48(2), Thinkstock/Prykhodov p48(8), Thinkstock/Purestock p9(r), Thinkstock/Joe Rainbow p65(l), Thinkstock/Ron Chapple Stock p88(4); **Topfoto**/The Granger Collection p15(tl).

Commissioned Photography by MMStudios p16, 26, 36, 46, 56, 66, 76, 86, 96.

Prop artwork by Carla Drury

We would like to thank the following for their help with the photos in the book: Alexander, Camron, D'Jarnee, Eva, Katherine and Kian.

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

Printed and bound in China

2020 2019 2018  
20 19 18 17 16 15 14



# Story Central

Student Book  
**4**  
with eBook

*Story Central: where imagination, creativity, and learning come alive*

Story Central is a beautiful new six-level series that fosters a love of language and learning through storytelling, critical literacy, and critical thinking.

The Story Central series includes:

- Student Book
- Reader
- Activity Book
- Student eBook
- Student's App
- Student's Resource Center
- Teacher Edition
- Presentation Kit
- Teacher's Resource Center
- Class Audio CDs



#### COMMON EUROPEAN FRAMEWORK

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
A1	A1	A1+	A2	A2	A2/B1

[www.macmillanyounglearners.com/storycentral](http://www.macmillanyounglearners.com/storycentral)

**Desktop system requirements:** Windows 7 & 8, 8.1, 10; CPU Speed (equivalent): Any 2GHz dual core processor. Browser: IE 9, 10, 11 / Firefox / Chrome\* (\*Chrome recommended). Apple Macintosh OS 10.7, 10.8, 10.9, 10.10, 10.11; CPU Speed (equivalent): Any 2GHz dual core processor. Browser: Safari 7, 8, 9. RAM: 1GB (32-bit), 2GB (64-bit). Display: 1024 × 768, 32-bit color. Audio sound card. **Mobile system requirements for eBook:** Android: Dual core 1GHz or better, 1GB RAM, 8GB internal storage with Android 4.1, 4.2, 4.3, 4.4, 5. iOS: iPad 2, 3, 4 with iOS 7, 8, 9. Minimum resolution: 1024 × 768. Mobile devices: 7" and 10" screen size. Internet connection required on first use. For customer service, please go to [help.macmillan.com](http://help.macmillan.com)



ISBN 978-1-786-32953-0



9 781786 329530