

OXFORD

# Beehive

American

Student Book

4



Kathleen Kampa  
and Charles Vilina



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UNIVERSITY PRESS



<b>Starter</b> <b>Let's Cook!</b> page 4	Cooking and measuring words ♦ Count and Noncount Nouns
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	Lesson 1 Words	Lesson 2 Grammar	Lesson 3 Words and Grammar
<b>1</b> <b>The World of Animals</b> page 6	Animals <b>Functional Language</b> <i>What's a ... like?</i>	Comparative Adjectives Superlative Adjectives	Animal actions Comparative and Superlative Adverbs
<b>2</b> <b>Fun at Home</b> page 18	TV shows <b>Functional Language</b> <i>What's on TV? There's a good ... at ...</i>	Relative Pronouns Statements Relative Pronouns Questions	Activities at home Simple Present with Present Progressive

**Extensive Reading** **Wild and Domestic Animals** page 30     A story ♦ A historical text

<b>3</b> <b>My Week at School</b> page 32	School subjects <b>Functional Language</b> <i>Which subject do you like more ... or ...?</i>	Simple Past Affirmative Statements Simple Past Negative Statements	School activities Simple Past Questions and Answers
<b>4</b> <b>Attractions</b> page 44	Places to visit <b>Functional Language</b> <i>I'd like ...</i>	Infinitives of Purpose Infinitives of Purpose: Questions and Answers	Souvenir shopping Indirect Objects

**Extensive Reading** **Attractions Past and Present** page 56     A historical fiction text ♦ An information text

<b>5</b> <b>Our Community</b> page 58	Jobs <b>Functional Language</b> <i>You will need ....</i>	Past Progressive Statements Past Progressive Questions and Answers	Job responsibilities Past Progressive with Simple Past
<b>6</b> <b>Future Travel</b> page 70	Transportation in the future <b>Functional Language</b> <i>How would you like to travel to ...?</i> <i>I'd like to travel by ....</i>	Will Statements Will Questions and Answers	Directions Using direction words

**Extensive Reading** **Doing Your Best** page 82     A biography ♦ A story

<b>7</b> <b>Making Music</b> page 84	Musical instruments <b>Functional Language</b> <i>How about ...?</i> <i>Good idea!</i>	Indefinite Pronouns for People Indefinite Pronouns for Things	Materials <i>Be made of</i>
<b>8</b> <b>The World of Games</b> page 96	Computer and video game parts <b>Functional Language</b> <i>What's this ... for?</i> <i>You use it to ....</i>	Present Perfect Affirmative Statements Present Perfect Negative Statements	Action Verbs Present Perfect Yes / No Questions

**Extensive Reading** **Music Makers** page 108     A play ♦ A TV report

<b>9</b> <b>Aches and Pains</b> page 110	Aches and pains <b>Functional Language</b> <i>What's the matter?</i> <i>I have ... That's too bad.</i>	<i>Should</i> and <i>shouldn't</i> Statements <i>Should</i> and <i>shouldn't</i> Questions and Answers	Action Verbs and Parts of the Body <i>Might</i>
<b>10</b> <b>Exciting Adventures</b> page 122	Things to see and do <b>Functional Language</b> <i>You know what? I'd like to ....</i> <i>That sounds fun!</i>	Present Perfect Questions with <i>ever</i> Present Perfect Statements with <i>never</i>	Outside activities Present Perfect and Simple Past

**Extensive Reading** **Brave Adventurers** page 134     A biography ♦ A poem





Lesson 4 Story			Lesson 5 Skills and Culture			Lesson 6 Writing Focus, Project, and Review		
<b>The Mouse and the Lion</b> <b>Emotional Well-being</b> Helping others			Animals in Belize and Australia			<b>Writing Focus</b> A compare and contrast report <b>Project</b> Make and play a card game		
<b>Family Night</b> <b>Emotional Well-being</b> Overcoming disappointment			Hobbies in Japan and Denmark			<b>Writing Focus</b> A letter <b>Project</b> Make a TV show		
<b>The Class Trip</b> <b>Emotional Well-being</b> Working as a team			Writing and calligraphy in China and Tunisia			<b>Writing Focus</b> An opinion report <b>Project</b> Plan the best day at school		
<b>The Camera</b> <b>Emotional Well-being</b> Taking responsibility			Festivals in the U.S.A. and Vietnam			<b>Writing Focus</b> A persuasive report <b>Project</b> Make a poster about an attraction		
<b>The Honest Waiter</b> <b>Emotional Well-being</b> Being honest			New and old architecture in the U.A.E. and Singapore			<b>Writing Focus</b> An interview <b>Project</b> Talk about jobs		
<b>The Race</b> <b>Emotional Well-being</b> Listening carefully; taking your time			Ways to travel in Thailand and Morocco			<b>Writing Focus</b> A speech <b>Project</b> Design a new kind of transportation		
<b>The Violinist</b> <b>Emotional Well-being</b> Not judging; being encouraging			Making instruments in Italy and Peru			<b>Writing Focus</b> An explanatory report <b>Project</b> Make a musical instrument quiz		
<b>The Senet Game</b> <b>Emotional Well-being</b> Learning from others			Traditional games in India and the U.K.			<b>Writing Focus</b> Game instructions <b>Project</b> Make and play a board game		
<b>The Best Friend</b> <b>Emotional Well-being</b> Being a real friend			Helping animals in Indonesia and Costa Rica			<b>Writing Focus</b> A personal narrative <b>Project</b> Make a health and safety poster		
<b>The Cave</b> <b>Emotional Well-being</b> Being brave			Outdoor activities in Norway and the U.S.A.			<b>Writing Focus</b> A story <b>Project</b> Plan an adventure tour		





## Starter Unit Let's Cook!

1 Listen, point, and repeat. 🎧 001



2 Read the recipe. Write the words.

### Antonio's Homemade Meat Sauce



- 1 1 kg. tomatoes
- 2 100 g. meat
- 3 1/2 cup mushrooms
- 4 3 tbsp. chopped onions
- 5 1 tsp. salt
- 6 1/4 tsp. spices



- one kilogram of tomatoes
- one hundred \_\_\_\_\_ of meat
- a \_\_\_\_\_ cup of mushrooms
- three \_\_\_\_\_ of chopped onions
- one \_\_\_\_\_ of salt
- a \_\_\_\_\_ teaspoon of spices



- 3 Listen and read. 🎧 002 Who has the shopping list?

## Shopping with Dad

**Dad:** Lily, you have the shopping list.  
How much butter do we need?

**Lily:** We need 200 grams of butter.

**Dad:** How many bananas and apples do we need?

**Lily:** We need five bananas and a bag of apples.

**Dad:** OK. And how much cereal and orange juice do we need?

**Lily:** We need two boxes of cereal and one bottle of orange juice.



- 4 Listen and read. 🎧 003

### Count and Noncount Nouns

We use *how many* to ask about things we can count.  
We use *how much* to ask about things we can't count.

Count

**How many** apples?

a kilogram of **apples**

two bags of **apples**

some **apples**

two **apples**

Noncount

**How much** salt?

a kilogram of **salt**

two bags of **salt**

some **salt**



- 5 Circle the correct words. Then listen and check. 🎧 004

- 1 How much / How many milk is she going to buy?
- 2 How much / How many potatoes is she going to buy?
- 3 How much / How many eggs is she going to buy?
- 4 How much / How many cheese is she going to buy?

- 6 Look at Lily's shopping list. Ask and answer.



How much pasta is Lily going to buy?

She's going to buy a box of pasta.



### Lily's Shopping List

- six pears
- a bag of salt
- a kilogram of potatoes
- a box of pasta
- 400 grams of cheese
- twelve eggs
- two bottles of milk
- a bag of carrots





# 1

## The World of Animals

### Lesson 1 Words

Let's talk about animals.

- 1 Look, share, learn.
- 2 Listen, point, and repeat. 🎧 005
- 3 Listen and say. 🎧 006

## Animal Fair

1 eagle



2 butterfly



3 sloth



4 toucan



5 giant tortoise



Forest Animals

Rainforest Animals

Island Animals

6 lion



Grassland Animals

4 Write.

- 1 colorful beak / beautiful feathers
- 2 strong / runs quickly / dangerous
- 3 colorful wings / beautiful / small
- 4 slow / quiet / brown hair

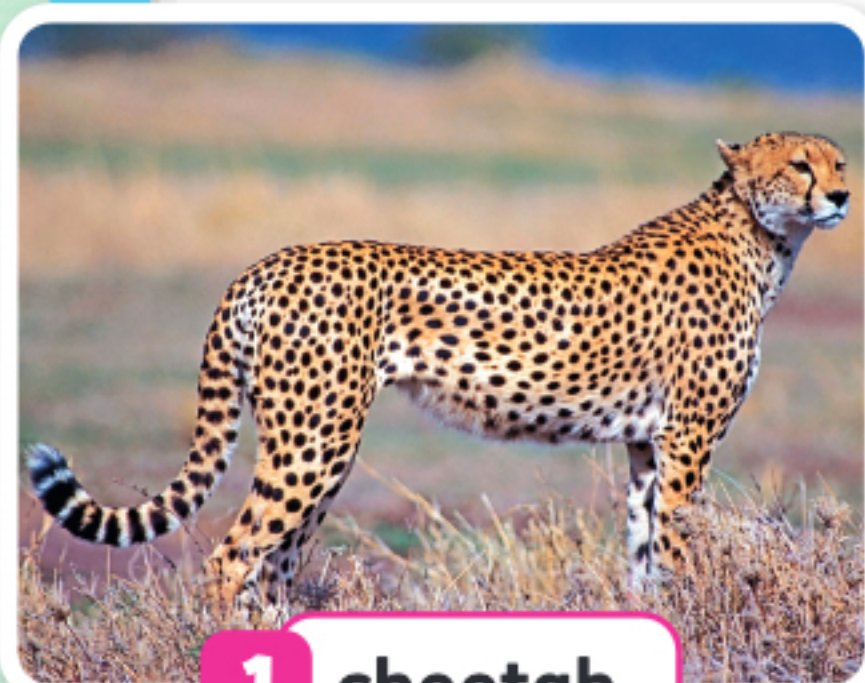
toucan



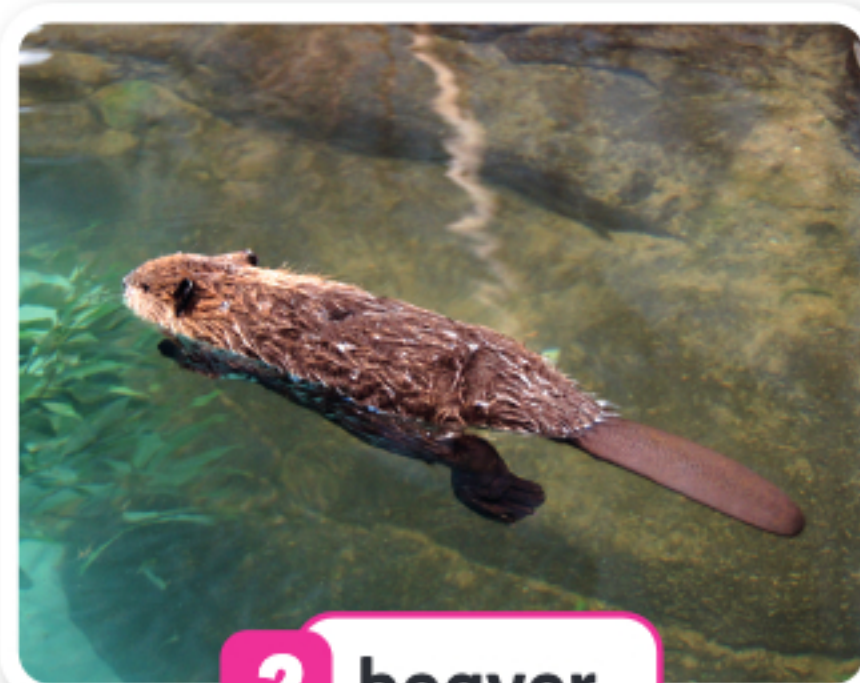
- 5 Listen, point, and repeat. 🔊 007
- 6 Read and write the words. Listen and check. 🔊 008

## Tia's Student Journal

October 6th. Today we learned about sea and land animals. Many of these animals can swim well. The sailfish is the fastest sea animal. It has a long nose! The \_\_\_\_\_ has eight arms, and it can swim quickly. The \_\_\_\_\_ is a land animal with brown hair and a wide tail. It can swim very well. The \_\_\_\_\_ is a cat. It can also swim, but it doesn't like swimming!



1 cheetah



2 beaver



3 sailfish



4 octopus

### 7 Write.

- 1 They are cats. lion , \_\_\_\_\_
- 2 They are slow. \_\_\_\_\_ , \_\_\_\_\_
- 3 They swim well. \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- 4 They can fly. \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

### 8 Listen and repeat. 🔊 009 Then make a new dialogue and practice.



What is **an octopus** like?

It has **eight arms**, and it can **swim quickly**.



**an eagle**  
**a lion**

**long wings / fly high**  
**a big body / be dangerous**



**Team Up!**

**1**

Make and play *Animal Bingo!*





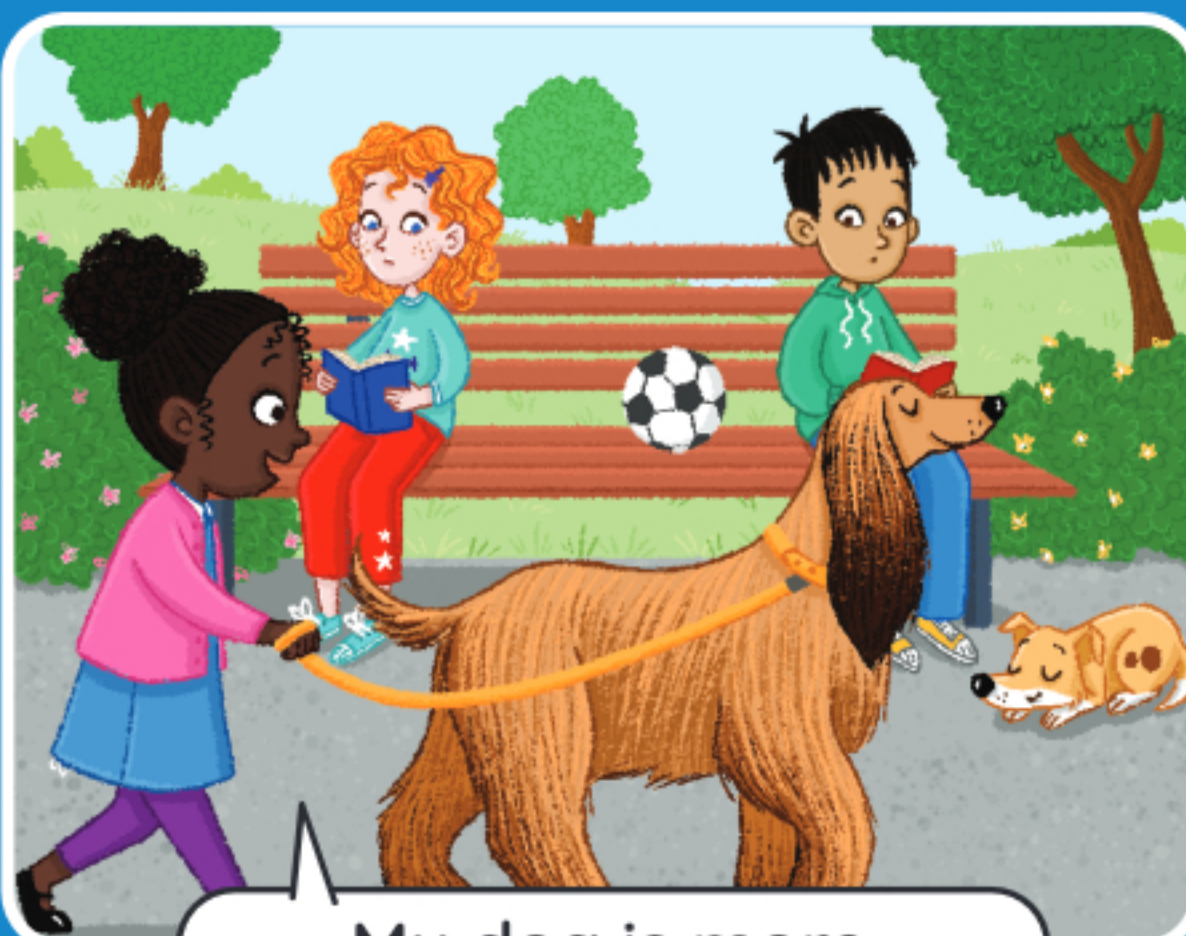


# 1 Listen and read. 010 Why isn't Tang sad?

My dog is stronger than your dog.



My dog is more beautiful than your dog.



Tang, I think your dog is better than those two dogs.



Thanks, Emma, but this isn't my dog.

# 2 Listen and read. 011



## Comparative Adjectives

We use comparative adjectives to talk about how two things are different.

My dog is **stronger** than your dog.

My dog is **more beautiful** than your dog.

Your dog is **better** than those two dogs.

## Look!

One syllable: long → longer

Two syllables + y: busy → busier

Other 2+ syllables: careful → more careful / less careful

Irregular adjectives: good → better bad → worse

# 3 Listen and circle the correct words. 012

Which animal is a <sup>1</sup>good / better pet, a fish or a dog? Well, I think dogs are <sup>2</sup>less interesting / more interesting than fish. Dogs are <sup>3</sup>noisy / noisier and <sup>4</sup>less colorful / more colorful than fish, but I think a dog is a <sup>5</sup>good / better pet for me.



# 4 Ask and answer.



Is a lion bigger than a cheetah?

Yes, it is.

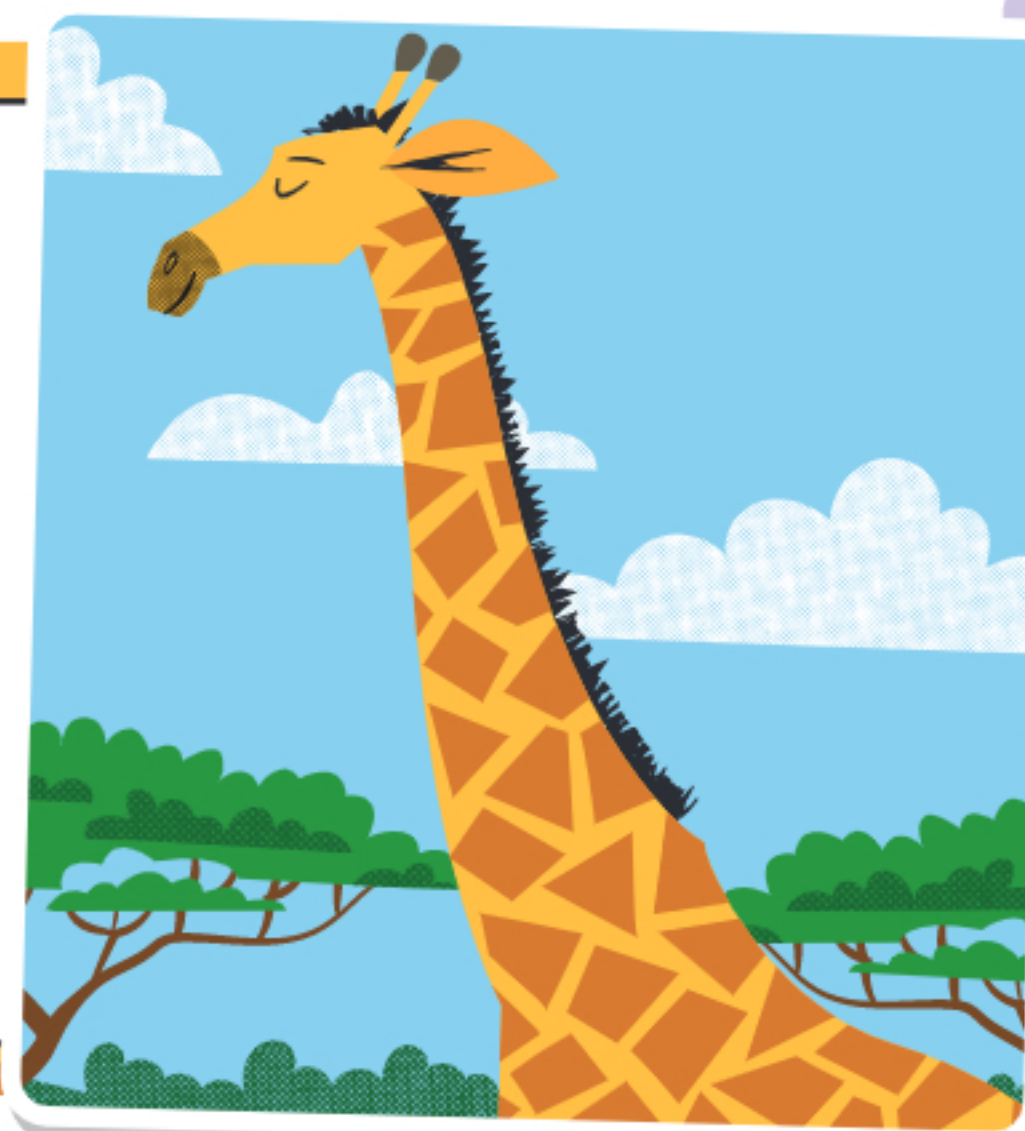




- 5 Listen and read.  013 Which is the most beautiful animal?

## The Best Animal

Five animals were talking. "I'm the tallest animal in the world," said the giraffe. "Yes, but I'm the longest animal," said the snake. "I'm the biggest animal on land," said the elephant. "And I'm the fastest animal," said the cheetah. "Well, I'm the most beautiful animal in the world," said the baby turtle. "My mom told me." And like all moms, she was right.



- 6 Listen and read.  014

### Superlative Adjectives

We use superlative adjectives to talk about how three or more things are different.

I'm **the biggest** animal on land.

I'm **the most beautiful** animal in the world.

### Look!

One syllable: tall → the **tallest**

Two syllables + y: happy → the **happiest**

Other 2+ syllables: dangerous → the **most** dangerous / the **least** dangerous

Irregular adjectives: good → the **best** bad → the **worst**

- 7 Write.

- 1 Which shark is the most dangerous shark? (the great white shark)

The great white shark is the most dangerous shark.

- 2 Which shark is the biggest shark? (the whale shark)

\_\_\_\_\_

- 3 Which shark is the most interesting shark? (the hammerhead shark)

\_\_\_\_\_



- 8 Circle the correct words. Then listen and check.  015

Lions, tigers, and cheetahs are cats. The cheetah is <sup>1</sup>smaller / **the smallest** of the three cats, and the lion is the <sup>2</sup>least colorful / most colorful. The tiger is <sup>3</sup>bigger / the biggest and <sup>4</sup>stronger / the strongest than the lion. All three cats are beautiful animals.



Team  
Up!

2

Compare animals.








- 1 Listen and read. 016 What is the fastest animal?

# Animal Actions!



All animals are different! A zebra runs faster than a giraffe, but a cheetah runs the fastest. An octopus swims more quickly than a dolphin, but a sailfish swims the most quickly. A lion roars more loudly than a tiger, and a caterpillar crawls more slowly than an ant. A koala sleeps the longest of any animal. It sleeps for 22 hours a day!

- 2 Listen, point, and repeat. 017



1 roar



2 sleep



3 stretch



4 leap



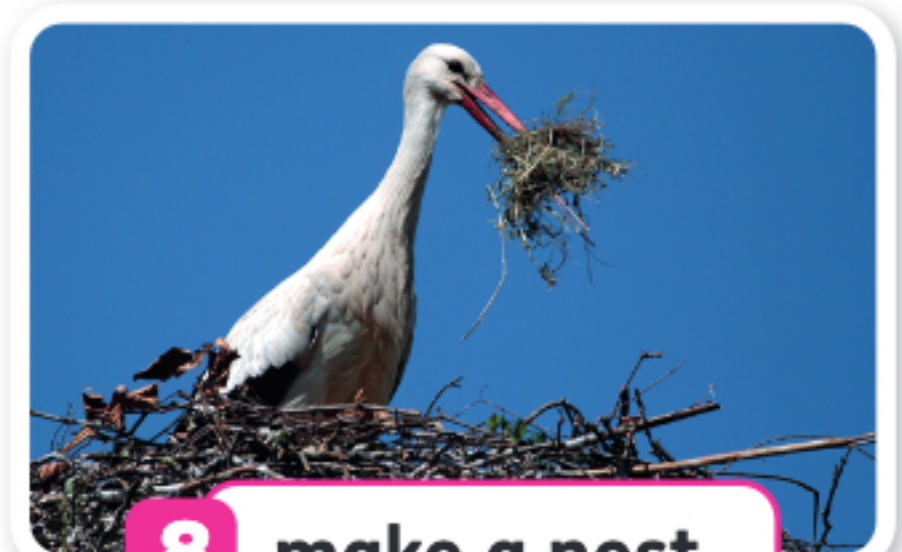
5 chew



6 dive



7 crawl



8 make a nest

- 3 Listen and write the action. 018

1 sleep

4 \_\_\_\_\_

7 \_\_\_\_\_

2 \_\_\_\_\_

5 \_\_\_\_\_

8 \_\_\_\_\_

3 \_\_\_\_\_

6 \_\_\_\_\_

- 4 Play the *Name the Animal* game.



Name an animal  
that makes a nest.

An eagle makes a nest!





## 5 Listen and read. 🎧 019

**Comparative and Superlative Adverbs**

An octopus swims **more quickly** than a dolphin,  
but a sailfish swims **the most quickly**.

A zebra runs **faster** than a giraffe, but a cheetah  
runs **the fastest**.

**Look!**

Regular adverbs  
(with -ly):

Irregular adverbs:

slowly → **more** slowly →  
the **most** slowly

high → **higher** → the **highest**

well → **better** → the **best**

## 6 Write.

1 Which chews more slowly, a cow or a rabbit? (slowly)

A cow chews more slowly than a rabbit.

2 Which leaps \_\_\_\_\_, a cat or a dog? (easily)

3 Which makes a nest \_\_\_\_\_, a duck or an eagle? (high)

4 Which dives \_\_\_\_\_, a beaver or a penguin? (well)



## 7 Complete.

1 Sara ran faster than John, but Ahmed ran the fastest. (fast)

2 Michael swam \_\_\_\_\_ than Nadia, but Sunita swam \_\_\_\_\_. (quickly)

3 Manuel jumped \_\_\_\_\_ than Jim, but Tina jumped \_\_\_\_\_. (high)

4 Ann climbed the tree \_\_\_\_\_ than Tom, but I climbed \_\_\_\_\_. (carefully)

## 8 Listen and read. Then sing. 🎧 020-021

## 🎵 Harry the Kangaroo 🎵

George **jumps higher** than Fred.  
Ann **jumps higher** than Sue.  
Jane **jumps higher** than Holly.  
And I **jump higher** than you.

But Harry **jumps the highest**.  
Harry does, it's true!  
Yes, Harry **jumps the highest**.  
Harry is a kangaroo!

**swims faster**

**swims the fastest**



**Team  
Up!**

**3**

Make and play the *Animal Actions* game.

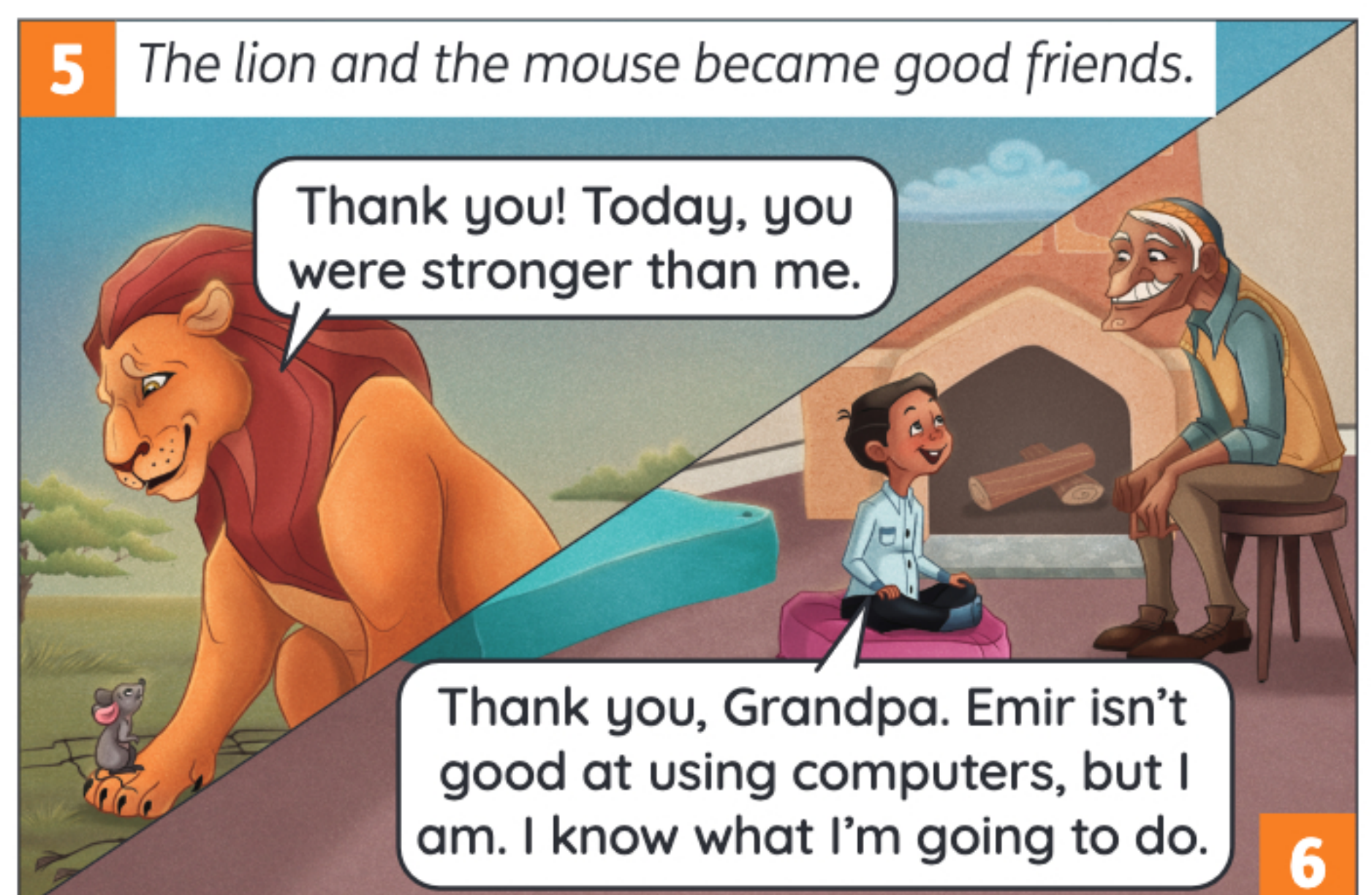
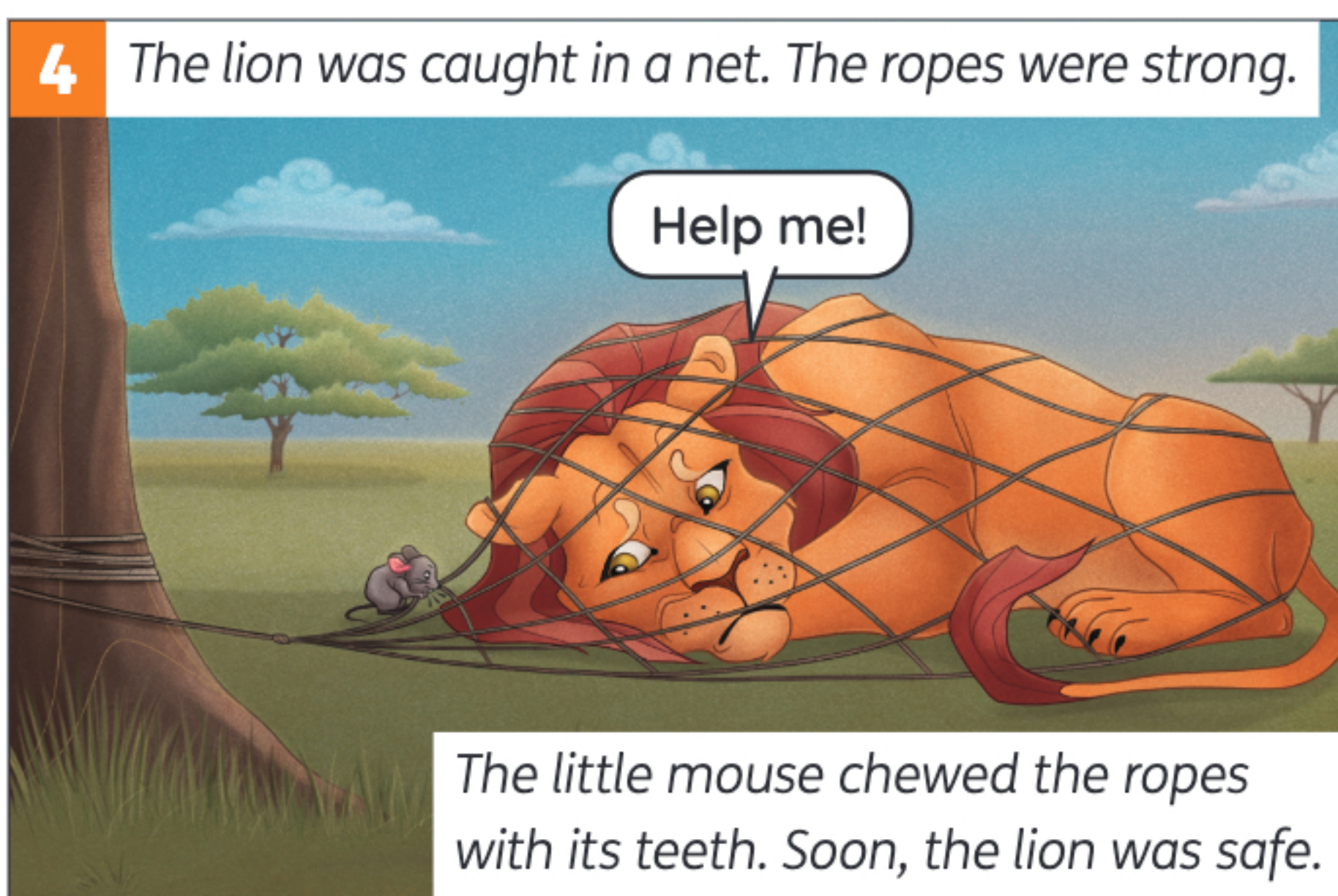
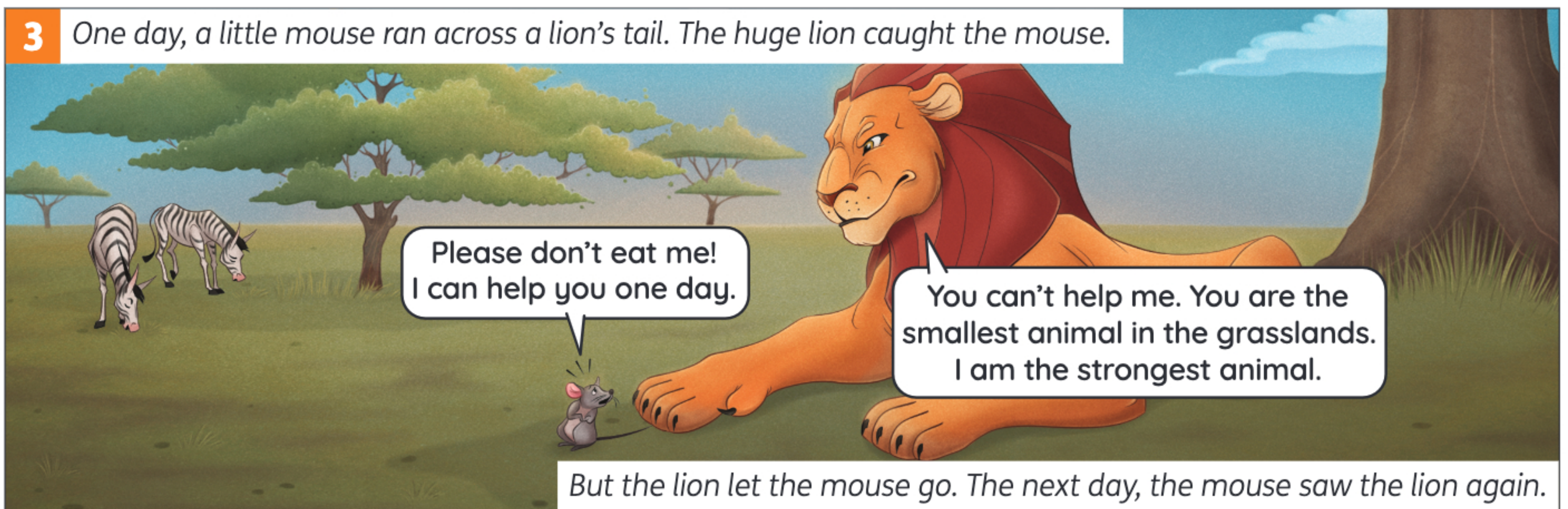






- 1 Look at the pictures. Which animal looks stronger?
- 2 Listen and read. 022 What isn't Yusuf good at? What is he good at?

## The Mouse and the Lion





### 3 Complete for you.

- 1 I don't like / like / love the story.
- 2 I think the story is funny / happy / interesting / sad.
- 3 My favorite character is \_\_\_\_\_.

### 4 Read again and match.

- |   |                   |
|---|-------------------|
| 1 He runs the fastest in Yusuf's class. | a Yusuf's grandpa |
| 2 Emir calls him a sloth.               | b Yusuf           |
| 3 He tells Yusuf a story.               | c the lion        |
| 4 The story is about this huge animal.  | d Emir            |



### 5 Write T (true) or F (false).

- |  |          |
|--|----------|
| 1 Yusuf runs more slowly than his friends. | <u>T</u> |
| 2 The mouse helps the lion the first day.  | _____    |
| 3 The lion chews the ropes of the net.     | _____    |
| 4 Emir is good at using computers.         | _____    |

### 6 Complete.

**stronger lion more easily ~~grandpa~~ mouse**

Yusuf's <sup>1</sup> grandpa tells Yusuf a story about a little <sup>2</sup> \_\_\_\_\_ and a huge lion. The lion is <sup>3</sup> \_\_\_\_\_ than the mouse, but the mouse can chew ropes <sup>4</sup> \_\_\_\_\_ than the lion. The mouse helps the <sup>5</sup> \_\_\_\_\_, and they become friends.



### Think, Feel, Grow

- 1 Which boy is like the mouse in the story? Which boy is like the lion?
- 2 What does Yusuf learn from his grandpa's story?
- 3 Do you think that Yusuf is going to help Emir in school? How can he help him?

### 7 Home-school Read the story at home.



**Team Up!**

**4**

Complete the *Helping Hands*.

