

OXFORD

Tamzin Thompson





Tamzin Thompson



Starter: Do something different!

Present simple Present continuous Past simple Punctuation review

page 4

		Words	Grammar	Skills	
	1	You can build it!			page 8
	U	Tools Working with words: subject verb object adjectives and adverbs Words in context: My tree house	Present perfect: ever / never Have you ever cleaned a kitchen? I've never made a cake. Present perfect: for / since Ben has had woodwork lessons since he was eight. He's worked on this wooden table for two weeks.	Reading: A poem: <i>My tree house</i> (Cross-curricular link) Listening: Listening and ordering objects Speaking: Asking and answering questions about making things	Writing focus: Rhythm in poetry (counting syllables and stresses) Writing outcome: Writing a poem using syllable counts and stresses (Workbook)
rts	2	It's show time!			page 16
Performing arts	24	Putting on a play Working with words: Silent letters: gh and k Words in context: The Crown Diamond	Past simple and present perfect It was great! I've tidied up all the leaves. already / yet / before / just I've already built the set. I haven't learnt the script yet. I haven't been in a play before. Karen has just finished the costumes.	Reading: A play script: <i>The Crown Diamond</i> (Cross-curricular link) Listening: Listening and ordering events Speaking: Predicting the ending to a play	Writing focus: Features of a play script Writing outcome: Completing a play script (Workbook)
ď	3	The best party ev	ver!		page 24
	Ð	Household items Working with words: Suffix -ion Words in context: Lost at the carnival	Comparatives and superlatives as as It's as colourful as the carnival in Rio. not as as It's not as big as the carnival in Rio. too / enough It's too dark now. There isn't enough light in here.	Reading: A story: <i>Lost at the</i> <i>Carnival</i> Listening: Predicting and listening for descriptions Speaking: Asking and answering questions about wearing costumes	Writing focus: Beginnings and endings of stories Writing outcome: Ending a story (Workbook)
		And and a second se			
		Fluency Time! 1	Booking tickets Pro	oject: an event poster	page 32
			Booking tickets Pro g: non-fiction <i>Carnivals</i> , fiction		page 32 page 34
	/み				
ent	公	Extensive reading			page 34
nment		Extensive reading Our planet The environment Working with words: Compound nouns Words in context:	Past simple and past continuous: interrupted actions Some children were playing when we arrived. used to There used to be lots of litter here.	The Trojan Horse Reading: An information text: An eco home (Cross-curricular link) Listening: Identifying details of a lifestyle Speaking: Asking and answering	page 34 page 38 Writing focus: Making writing more fluent Writing outcome: Writing an
e environment	4 5	Extensive reading Our planet The environment Working with words: Compound nouns Words in context: An eco home	Past simple and past continuous: interrupted actions Some children were playing when we arrived. used to There used to be lots of litter here.	The Trojan Horse Reading: An information text: An eco home (Cross-curricular link) Listening: Identifying details of a lifestyle Speaking: Asking and answering	page 34 page 38 Writing focus: Making writing more fluent Writing outcome: Writing an information text (Workbook)
The environment	5	Extensive reading Our planet The environment Working with words: Compound nouns Words in context: An eco home Recycling Working with words: Prefix re- Words in context:	Past simple and past continuous: interrupted actions Some children were playing when we arrived. used to There used to be lots of litter here. will / won't Now Chip will know how to do everything and he won't make mistakes. Present continuous with future meaning We're leaving at two o'clock.	The Trojan Horse Reading: An information text: An eco home (Cross-curricular link) Listening: Identifying details of a lifestyle Speaking: Asking and answering questions about the environment Reading: A magazine article: As good as new (Cross-curricular link) Listening: Listening and ordering events Speaking: Asking and answering	page 34 page 38 Writing focus: Making writing more fluent Writing outcome: Writing an information text (Workbook) page 46 Writing focus: Making suggestions Writing outcome: Writing a leaflet
		Extensive reading Our planet The environment Working with words: Compound nouns Words in context: An eco home Recycling Working with words: Prefix re- Words in context: As good as new	Past simple and past continuous: interrupted actions Some children were playing when we arrived. used to There used to be lots of litter here. will / won't Now Chip will know how to do everything and he won't make mistakes. Present continuous with future meaning We're leaving at two o'clock.	The Trojan Horse Reading: An information text: An eco home (Cross-curricular link) Listening: Identifying details of a lifestyle Speaking: Asking and answering questions about the environment Reading: A magazine article: As good as new (Cross-curricular link) Listening: Listening and ordering events Speaking: Asking and answering	page 34 page 38 Writing focus: Making writing more fluent Writing outcome: Writing an information text (Workbook) page 46 Writing focus: Making suggestions Writing outcome: Writing a leaflet (Workbook)
	5	Extensive reading Our planet The environment Working with words: Compound nouns Words in context: An eco home Recycling Working with words: Prefix re- Words in context: As good as new Crazy about wild At the wildlife park Working with words: Suffixes -er / -or Words in context:	g: non-fiction Carnivals, fiction Past simple and past continuous: interrupted actions Some children were playing when we arrived. used to There used to be lots of litter here. e will / won't Now Chip will know how to do everything and he won't make mistakes. Present continuous with future meaning We're leaving at two o'clock. life! going to: future plans and intentions My class is going to adopt a tiger. going to: predictions	Reading: An information text: An eco home (Cross-curricular link) Listening: Identifying details of a lifestyle Speaking: Asking and answering questions about the environment Reading: A magazine article: As good as new (Cross-curricular link) Listening: Listening and ordering events Speaking: Asking and answering questions about recycling Reading: An article: Gorilla Kingdom (Cross-curricular link) Listening: Listening and condering events Speaking: Asking and answering questions about recycling Reading: An article: Gorilla Kingdom (Cross-curricular link) Listening: Listening and completing fact files Speaking: Asking and answering	page 34 page 38 Writing focus: Making writing more fluent Writing outcome: Writing an information text (Workbook) page 46 Writing focus: Making suggestions Writing outcome: Writing a leaflet (Workbook) page 54 Writing focus: Topic sentences and paragraphs Writing outcome: Writing an article (Workbook)

		Words	Grammar	Skills				
	7	Call an ambulance! page 68						
and fitness		First aid Working with words: Phrasal verbs Words in context: A day in the life of a firefighter	Reported speech He said he needed some bandages. said / told Our teacher told us she had got a surprise for us. She said we were going to learn first aid. Reported speech: time markers "A doctor is coming to the school tomorrow." She told us a doctor was coming to the school the next day.	Reading: An account: A day in the life of a firefighter (Cross-curricular link) Listening: Listening for detail in a phone call to the emergency services Speaking: An emergency services phone call roleplay	Writing focus: Features of a newspaper report Writing outcome: Writing a newspaper report (Workbook)			
fit	8	Let's eat healthily page 76						
Health and	•	Food Working with words: Phrasal verbs with get Words in context: The healthy eating pyramid	First conditional If I press this button, the machine will make a pizza. First conditional questions Will I get ill if I don't eat fruit and vegetables?	Reading: An information poster: The healthy eating pyramid (Cross-curricular link) Listening: Listening and summarizing Speaking: Asking and answering questions about diet	Writing focus: Concluding a personal account Writing outcome: Writing a personal account (Workbook)			
I	9	The big match			page 84			
	Ð	Sport Working with words: Antonyms Words in context: Just breathe	Modal verbs: may, might and could I might need to do more work on those boots! have to / had to statements and questions Do you have to exercise every day? We had to tidy our bedrooms before we could go out to play yesterday.	Reading: A process text: Just breathe (Cross-curricular link) Listening: Listening for detail in an interview Speaking: Asking and answering questions about exercise	Writing focus: Writing up notes into full sentences Writing outcome: Writing up an interview from notes (Workbook)			
		Fluency Time! 3	Passing on messages	Project: English text	messages page 92			
		Extensive reading	: non-fiction Young stars, fictio	n Clara's Visit	page 94			
	10	Ancient buildings			page 98			
		Archaeology Working with words: Suffix -ful Words in context: The lost city	Indefinite pronouns There is something wrong with all my inventions. There are machines everywhere. Is there anything wrong? Question tags These necklaces are beautiful, aren't they?	Reading: An article: The lost city (Cross-curricular link) Listening: Listening for details about ancient sites Speaking: Asking and answering questions about museums	Writing focus: Making writing more interesting Writing outcome: Writing a descriptive account (Workbook)			
	11	A message for the future page 106						
History	A time capsuleThe passive (present simple)ReWorking with words:English is spoken in many different countries.LiHomonymsPassive and activeidWords in context:People in costumes greet visitors.Sp		Reading: A film review: Nim's Island Listening: Listening and identifying descriptions Speaking: Asking and answering questions about films	Writing focus: Features of a film review Writing outcome: Writing a film review (Workbook)				
	12	Be a part of histo	ry!		page 114			
		The news Working with words: Adjectives with <i>-ing</i> Words in context: Who deserves a high salary?	The passive (past simple) You were invented to cook and clean. Passive questions Is English spoken in the USA? Who was the telephone invented by?	Reading: An internet forum: Who deserves a high salary? (Cross-curricular link) Listening: Listening and identifying opinions Speaking: Asking and answering questions about future aspirations	Writing focus: Expressing opinions Writing outcome: Writing an opinion text (Workbook)			
		Fluency Time! 4	Detailed descriptions	Project: a knowledg	e game page 122			
			: non-fiction China, fiction Tre		page 124			
			1001 clubs The USA	School trips	page 128			
		Class play	The Treasure Map		page 134			

Do something different!

Lesson One Story

Starter

1 Listen and read. Who comes to visit? So on



Libby Hi, Ed. Hi, Kate. What are you doing? Ed Nothing.

Ed What do you do on Fridays, Libby? **Libby** Oh, I'm in a club. We meet every Friday.

Lesson One Story



2 Listen to the story again and repeat. Act.

3 Read again and write *True* or *False*.

1	Ed wants to play a game.	False
2	Libby is Ed and Kate's sister.	·
3	Libby is in a club.	
4	Libby's brother is the club leader.	
5	Ed and Kate want to go to the club meeting.	
6	Fin gives Ed and Kate T-shirts and bags.	



1 Listen and read. What is Professor making? 🍥 º





2 Read and learn.

Present simple and present continuous

Use the **present simple** to talk about habits and routines.

I work every day.

Use the **present continuous** to talk about actions happening now.

I'm making a robot today. He's washing the dishes now.

3 Read and circle.

- 1 Anna goes / is going to the park every weekend.
- 3 You watch / watched TV on Sunday mornings.
- 5 Amy eats / is eating an apple every day.

Past simple

Use the **past simple** to talk about actions which started and finished in the past.

I invented Chip to help me in the house. You broke all the dishes!

- 2 We played / are playing football last Saturday.
- 4 Mum and Dad work / are working now.
- 6 I listen / listened to my new CD yesterday.

4 Speaking Ask and answer.

read / a book do / homework paint / pictures watch / TV play / basketball listen to / music water / the flowers wash / the car



Lesson Three Punctuation

Punctuation

We use capital letters for:

- the beginning of a new sentence This is Lucy.
- names Lucy is eight.
- **nationalities** She is British.
- proper nouns
 She is from London.
 London is in the UK.
 My birthday is in May.

We use . at the end of a sentence. My name is Kate.

We use ? at the end of a question. How old are you?

ow old are god.

We use ! after commands and to express surprise. Come here!

We use : before lists. Shopping list: bread, milk, eggs

We use , in a list of more than two things. I like apples, oranges and cherries.

We use , and " " for direct speech. "I'm cold," he said.

1 Rewrite the sentences with the correct punctuation.

- 1 mario is from madrid Mario is from Madrid.
- 2 my name is helen she said
- 3 my favourite sports are football tennis and basketball
- 4 is carla from italy
- 5 open the door
- 6 are lee dan and amy from the usa
- 2 Listen and write. Sing. 🍥 🛯

different place Learn new fun food sport Watch Make many

Do something different!



Chorus: Do something different, Have lots of ⁵ ______. It's amazing to try something new. Do something different, Have lots of fun. There are so ⁶ _____ new things

Try a new ⁷ _____, Read a new book, ⁸ ______ some great new words to say. ⁹ ______ a new film, See a new ¹⁰

Do something different today!

You can build it!

Lesson One Story

1 Listen and read. What is the DSD Club doing today? 🍥 4



- 2 Listen to the story again and repeat. Act.
- 3 Read again and write *True* or *False*.
 - 1 Ed and Libby have written a story. False
 - 3 Fin asks Kate for a sheet.
 - 5 Kate is good at building.

- 2 Dad has given the children his tools.
- 4 Libby paints the mountains.
- 6 Libby and Ed can't move.

1 Listen and repeat. 🚳 05



2 Write the words.

- 1 Dad keeps his <u>tools</u> in a box in the garage.
- 2 You can use ______ to pull things or to tie things together.
- 3 We used a ______ to see how long the piece of wood was.
- is a small, sharp piece of metal. А 4
- 5 You can use a ______ to hit nails.
- 6 You can use a or a paintbrush to paint walls.



3 Look at the words in bold. Write.

verb adverb object subject

- 1 I've written a story. subject 2 Mum made a pizza.
- 3 He's playing tennis.
- 4 My sister talks fast.



1 Listen and read. Is Chip good at cooking? 🍥 🕫





2 Read and learn.

C	Present simple and present continuous	Past simple	
	Use the present perfect to talk about actions in the past that are still true now.	Use ever to ask about what someone has done in their life up to now.	
	You <mark>'ve made</mark> a mess.	Have you <mark>ever</mark> cleaned a kitchen?	
Present perfect = <i>have / has</i> + past participle		Use never to talk about what someone has not done in their life up to now.	
		I've <mark>never</mark> made a cake.	

3 Complete the sentences. Use ever or never and the past participle. V Irregular verb list Workbook 5 page 135

- 1 We've never written (write) a play.
- 3 Carl has (visit) Italy.
- 5 The children have (hear) this story. 6 Has your dad (fly) a plane?
- 4 Speaking Ask and answer.

ride / a horse be / in a play climb / a mountain swim / in the sea write / a song make / a cake

Have you ever ridden a horse?

No, I haven't. I've never ridden a horse.

- 2 Have you _____ (see) a giraffe?
- 4 Has Emma _____ (play) volleyball?

1 Listen and read. What is Ben's hobby? 🍥 🕫

Ben has had woodwork lessons since he was eight. He goes to lessons every Tuesday and Thursday after school. He's very good at woodwork now. He's worked on this wooden table for two weeks. He's decided to give it to his mum as a present.



2 Read and learn.

since

Use the present perfect and *since* to talk about past actions after a certain time or date, e.g. January, last Tuesday, 2006, four o'clock.

Ben has had woodwork lessons <mark>since</mark> he was eight.

for

Use the present perfect and *for* to talk about past actions in a period of time, e.g. a week, three years, five hours, a month.

He's worked on this wooden table for two weeks.

3 Write since or for.

- 1 We've lived in this house <u>for</u> five years.
- 3 You've been here an hour.
- 5 The children have been in the park _____ ten o'clock this morning.
- **2** Lisa has been at this school _____ 2007.
- 4 Tony has been on holiday last Monday.
- 6 I've known my best friend ______ three years.
- 4 Write sentences about Steve. V Irregular verb list Workbook 5 page 135



- 1 (ride / a bike) Steve has ridden a bike for five years.
- 3 (use / a computer)
- 5 (live / in London)

- 2 (have / English lessons)
- 4 (play / the drums)
- 6 (collect / comics)

Skills Time!

Lesson Five

Reading

- 1 Look at the poem and the pictures. What do you think happens in the poem?
- 2 Listen and read. 🍥 🕫

My tree house

I've always wanted a <u>tree house</u>. I think they're great places to play. My dad drew the <u>plans</u> for a tree house And we started to build it one day.

Dad got some <u>boards</u> and a <u>tool box</u>, Some nails and a hammer and saw. He said, "You'll need help with your tree house Because you've never built one before."

We started working together. He watched as I hammered and sawed. He tried not to <u>laugh</u> very loudly When I nailed my coat to a board.

> Soon my new tree house was ready. It looked wonderful there on the grass. Four walls and a door and a carpet And two windows, both with real glass.

> > The windows were two different sizes And the door wasn't perfectly <u>straight</u>. The walls were a little bit <u>crooked</u> But Dad thought my tree house was great.

Dad got some rope and a <u>ladder</u>. He pulled the house into the tree. My tree house looks crazy and funny But I think it is perfect for me.

Bill Robbins

3 Read again and circle.

- 1 Bill's dad drew the *plans* / *boards* for the tree house.
- 3 Dad thought the tree house was great / crooked.
- 5 The walls / windows were two different sizes.

- 2 Bill nailed his coat to a hammer / board.
- 4 There was real *glass / carpet* in the windows.
- 6 Dad pulled the house into a tree / ladder.

Lesson Six

Words in context

1 Find the words in the poem to match the pictures.



Listening

- 2 Listen. Who is talking? 🍥 9
- **3** Listen again and number the pictures in the correct order.



Speaking

4 Ask and answer. Use the prompts or your own answers.

Have you ever made something?		Yes, I have. / No, I haven't.
What did you make?	I made	a mask / a model / a card / a poster
What did you use to make it?	(I used	paper / glue / paint / a box / scissors / string

Skills Time!

Lesson Seven

Writing

- 1 Look at the text. Who do you think wrote it?
- 2 Read.



3 Read again and answer the questions.

- 1 What did the children use to make their kite?
- 2 When do they want to fly their kite?

A poem: pattern and rhythm

When we write a poem we follow a pattern:			
	syllables		
Last <mark>week</mark> we made a big kite.	= 7		
We had a lot of fun.	= 6		
My <mark>bro</mark> ther <mark>drew</mark> some <mark>great</mark> plans	= 7		
The <mark>kite</mark> looked <mark>like</mark> the <mark>sun.</mark>	= 6		

The syllables in **red** are stressed. We say the stressed syllables more strongly than the others. This gives our poem a rhythm.

4 Count the syllables. Underline the syllables that are stressed.

We <u>found</u> some <u>string</u> and <u>paper</u> ,	7
Some nails and glue and wood.	
We sawed and glued and hammered.	
The kite looked really good.	

5 Complete the writing task on page 12 of Workbook 5.

Our kite

Last week we made a big kite. We had a lot of fun. My brother drew some great plans. The kite looked like the sun.

We found some string and paper, Some nails and glue and wood. We sawed and glued and hammered.

The kite looked really good.

We painted the kite yellow Then we left it out to dry. And soon the kite was ready. It was time for it to fly!

We held on to the kite string And the kite flew fast and high. It really looked amazing As it flew across the sky.

And now, when it is windy, We can't wait to go and play. We want to fly our kite On every windy day. by Jenny Bell





²_____ it, sail it, watch it float. Take some ³_____ and take some wood.

Building new things feels so good!

You can build it, you know how. Make a ⁴_____ and build it now! Building things is fun to do! Let's try building something Have you ever ⁶_____ a kite? Take some string and tie it tight. Take a ⁷_____, take a ⁸____. It's such fun, let's build some more! Lesson One Story

1 Listen and read. Who are the children waiting for? Why? Sum 1



Libby I'm so excited. The audience has arrived. Our play is going to start in five minutes. I'm not excited. I'm nervous. I need to look at Kate the script again. I don't want to forget my words.



Ed

Libby Relax, Kate. You've already learnt the script. You know what to say. You look great. Your make-up is really cool. Kate Thanks, Ed. So is yours. You look really scary!





Libby The lights in the hall have just gone down. It's time for the play to start. Has Fin tried to call you, Kate? Kate No ... Oh wait! This is Fin now.



I'm really sorry. My car has just broken Fin down. I've already called the garage, but they can't come for half an hour.



Oh no! What are we going to do? Kate The audience is waiting, but we can't Ed perform the play without our costumes!

2 Listen to the story again and repeat. Act.

3 Read again and write the names.

- Libby is excited. 1
- 3 looks really scary.
- 5 talks to Fin on the phone.
- 2 needs to look at the script again. 4 has got all the costumes.
 - 6 has called the garage.

Ed Kate Libby Fin

Unit 2 It's show time!

1 Listen and repeat. 🍥 12



2 Write the words.

- 1 Actors need to learn a script before they can be in a play.
- 2 I was nervous before I walked onto the
- 3 Helen was a queen in the play and she had a beautiful
- 4 We used a lot of ______ to make Ben's face look scary for the play.
- 5 Who was your favourite ______ in the play?
- 6 The ______ laughed when the clown came onto the stage.

Working with words

Some words have silent letters. We don't pronounce these letters when we say the words. lights night straight know knee knife



3 Listen and repeat. 🍥 🔢

4 Circle the silent letters.

- 1 I already know my words.
- 3 The audience sat up very straight in the scary parts!
- 2 We saw the play last night.
- 4 Pass me a knife and fork, please.

Lesson Three Grammar 1

1 Listen and read. What has Chip done? 🍥 14





I've cut the grass and I've tidied up all the leaves.





2 Read and learn.

Past simple	Present perfect
Use the past simple to talk about actions that started and finished in the past.	Use the present perfect to talk about actions in the past that are still true now.
It <mark>was</mark> great!	I <mark>'ve cut</mark> the grass and I' <mark>ve tidied</mark> up all the leaves.
3 Complete the sentences. Use the present per	fect or past simple. V Irregular verb list Workbook 5 page 135
1 I haven't finished (not finish) my homework	. 2 You (live) in this house for ten years.
3 Lucy (go) to the cinema three days	ago. 4 We (be) best friends since we were six.
5 The boys (play) football in the part yesterday.	6 Jim (not eat) his dinner last night.
4 Speaking Ask and answer. To do:	me Sala
	iy bedroom 🗸 (yesterday)
Vas she has she tidied her	ny grandma 🗸 (last Sunday)
• ao my	homework 🗸 (two hours ago)
	new schoolbag 🗸 (last weekend)
	y friend 🗸 (an hour ago) 🛒 🕫
	ny mum a
birtha	ay card 🗸 (yesterday)

Lesson Four Grammar 2

1 Listen and read. What is she talking about? 🍥 15



My friends and I have written a play. We've decided to perform it for our school. I'm a good builder, so I've already built the set. Karen has just finished the costumes. I haven't learnt the script yet, so I'm a bit nervous, but I'm excited too. I haven't been in a play before. I can't wait!



2 Read and learn.

already / yet / before / just

Use these time words with the present perfect:

I've already built the set. I haven't learnt the script yet.

I haven't been in a play before. Karen has just finished the costumes.

Look! These time words are used in different places in the sentence.

3 Read and circle.

- 1 We've *already* / *before* seen this film.
- 3 You haven't eaten your breakfast *already / yet*.
- 5 Amy hasn't met a famous person *before / just*.
- 2 Carl hasn't travelled by plane just / before.
- 4 I've just / yet heard some exciting news.
- 6 Billy and I have *already / yet* washed the car.



Skills Time!

Lesson Five

Reading

- 1 Look at the pictures. Who do you think the characters are?
- 2 Listen and read. 🚳 16

Characters:

The Crown Diamond by Sir Arthur Conan Doyle

Sherlock Holmes – a detective

Dr Watson – Holmes's friend

Billy – Holmes's servant



3 Read again and write *True* or *False*.

- 1 Holmes is looking for a diamond.
- 3 A man is trying to attack Watson.
- 5 Moran is in the street outside Holmes's house.

Scene 1 A room with a large window. There is a curtain across the window.

(Enter Watson and Billy.)

Watson When will Holmes be back, Billy?

Billy I don't know, sir. He's very busy. He's trying to find the Crown <u>Diamond</u>.

Watson Oh, yes. It was stolen in the <u>robbery</u> last week.Billy That's right, sir.

(Watson pulls back the curtain. A model of Holmes is in a chair by the window.)

Watson What's this?

Billy Holmes wants people to think he is at home when he isn't.

Watson Why?

(Enter Holmes.)

Holmes Because a man is trying to attack me, Watson. Watson Who?

Holmes Sebastian Moran. Write it down, Watson!

- (A doorbell rings. Billy exits.)
- Watson (*Writing in his notebook*.) Why don't you tell the police?

Holmes Because I haven't found out where the diamond is yet. Moran stole it and a man called Sam Merton helped him.

(Enter Billy.)

True

Billy Sebastian Moran is here, sir.

Holmes Good! (Looks out of the window.) And Sam Merton is outside.

Watson This is dangerous. I'll stay with you, Holmes.

- Holmes No, Watson. (Writes a <u>note</u>.) Take this note to the police. They will come and <u>arrest</u> Moran. But before they get here, I will find out where the diamond is.
 - 2 There is a model of Watson by the window.
 - 4 Moran stole the diamond.
 - 6 Holmes wants Watson to go to the police.

Lesson Six

Words in context

1 Find the words in the play script to match the pictures.



Listening

- 2 Read the play script on page 20 again. What do you think happens next?
- 3 Listen to what happens next. Were you right? 🍥 ग
- **4** Listen again and number the events in the correct order.
 - Holmes shows Moran a book.
 - Holmes takes the diamond.
 - The police arrive.
 - Moran enters.
 - Holmes goes into the bedroom.
 - Billy brings Merton in.

Speaking

5 Ask and answer. Use the prompts or your own answers.

What do you think happens to Moran and Merton?	I think	they run away / they go to prison / the police arrest them
Have you ever read a detective story?		Yes, I have. / No, I haven't.
a detective story?		
		a detective / a police officer /
Who were the characters?	They were	a criminal

Skills Time!

Lesson Seven

Writing

- 1 Look at the play script. Who wrote it?
- 2 Read.

The surprise party

by Emily Collins

Characters:

Katie – a 12-year-old girl Mum – Katie's mum Dad – Katie's dad Robbie – Katie's brother Children – Katie's friends

3 Read again and answer the questions.

- 1 Whose birthday is it?
- 2 Who was in the kitchen?

A play script

When we write a play script:

- we give a list of characters
 Katie a 12-year-old girl
 Mum Katie's mum
 Dad Katie's dad
 Robbie Katie's brother
 Children Katie's friends
- we describe where the scene happens Katie's living room.
- we write stage directions in brackets

(Mum enters from the kitchen. She is talking to someone in the kitchen. She sees Katie and stops.)

Scene 1 Katie's living room.
(Enter Katie.)
Katie Where is everyone?
(Dad enters, carrying shopping bags.)
Katie Hello, Dad. What's in those bags?
Dad Nothing!
Katie You've just been shopping.
Dad No, I haven't.
(Dad exits quickly. Robbie enters, holding a present.)
Katie Hello, Robbie.
(Robbie sees Katie and hides the present behind
his back.)

KatieWhat's that?RobbieNothing!

(Robbie exits, quickly.) Katie My family is keeping a secret from me. But what is it?

(Mum enters from the kitchen. She is talking to someone in the kitchen. She sees Katie and stops.)

a

Katie Hello, Mum. Who's in the kitchen?

- Mum It's Robbie.
- Katie No, it isn't. I've just seen Robbie.
- Mum Oh, OK. Come out, everyone.

(Children enter, holding presents.)
All SURPRISE! HAPPY BIRTHDAY, KATIE!

4 Match.

- 1 (Enter Mr Harris.)
- **2** The street outside Fred and Julie's house.
- **a** Stage directions
- 3 (Takes a photo from his pocket and shows it to Fred and Julie.)
- b Charactersc Scene
- 4 Mr Harris a policeman Fred – a 13-year-old boy Julie – Fred's sister
- 5 Complete the writing task on page 20 of Workbook 5.









It's show time!

- 1 We've put on our costumes.
 - We're ready for our play.
- So we know what to say.
 - We've learnt all our words now.

Chorus:

- 1 It's show time! It's show time!
- Let's all be stars tonight.
 - The stage lights are so bright.
 - It's show time! It's show time!
- _1_
- ___ We've put on our make-up,
 - In front of all the school!
 - We're out on the stage now.
 - We all look really cool.

Lesson One Story

1 Listen and read. Who designs the new costumes? (5) 19



Ed Don't worry. We can make new costumes. Kate How?



They're not as pretty as your costumes, but they're all we've got. OK. Let's put our new costumes Kate on and do the play!



But your new ones are brilliant. Libby Yeah. Ed is the best costume designer! I've got a surprise for you all. Come with me. Fin

- **2** Listen to the story again and repeat. Act.
- 3 Read again and answer the questions.
 - 1 Do the children make new costumes? Yes
 - 3 Is Ed's costume a sheet?
 - 5 Does the audience enjoy the play?



Look! There are lots of things in this cupboard. Libby, take these feather dusters. Kate, this lampshade can be your crown. This sack and these rubber gloves can be my costume.



Libby The audience loved us! They really enjoyed the play! Ed's amazing. He saved the play. Kate



You're welcome. Congratulations on your play.

- 2 Is Kate's crown made from a lampshade?
- 4 Are the new costumes prettier than the old ones?
- 6 Does Fin have a surprise for the children?

1 Listen and repeat. 🚳 20



2 Read and circle.

- 1 You can use a broom / lampshade to sweep the floor.
- 2 We used a big *sack / sponge* to wash the car.
- 3 Can you hang the clean clothes on the broom / washing line, please?
- 4 Mum uses a feather duster / washing line to dust the furniture.
- 5 Grandma bought a colourful *lampshade / rubber gloves* for the light in my bedroom.
- 6 I always wear washing lines / rubber gloves when I do the washing up.

Working with words

We use the suffix -ion to change some verbs into nouns.		When the verb ends in <i>-e</i> , remove the <i>-e</i> and add <i>-ion</i> .		Dictionary
invent	invention	congratulate	congratulat <mark>ion</mark>	Workbook 5
act	action	decorate	decorat <mark>ion</mark>	pages 126–134
direct	direct ion	celebrate	celebrat <mark>ion</mark>	

3 Listen and repeat. 🍥 21

4 Read and circle.

- 1 We made this banner to *congratulate* / *congratulation* you on winning the race.
- 2 He got lost because he walked in the wrong *direct / direction*.
- 3 Let's decorate / decoration the room with these balloons and streamers.
- 4 The scientist was very pleased with his new invent / invention.

1 Listen and read. What is happening in the photos? 6 22

The Notting Hill Carnival is not as big as the carnival in Rio, but it is the largest street festival in the UK. It's as colourful as the carnival in Rio and it's the most exciting event in London every year. This year the carnival will be better than ever. There will be a competition for the best costume and there will be lots of wonderful music. Don't miss it!



2 Read and learn.

Comparatives and superlatives

Comparatives:

This year, the carnival will be better than ever.

Superlatives:

It's the largest street festival in the UK.

It's the most exciting event in London every year.

Use *as* ... *as* to show that there is no difference between two people or things. It's as colourful as the carnival in Rio.

Use *not as* ... *as* to show that there is a difference between two people or things. The Notting Hill Carnival is not as big as the carnival in Rio.

3 Read and circle.

- 1 Ollie is the *funnier / funniest* boy in the class.
- 3 My bag is *big / bigger* than your bag.
- 5 Katie is *friendlier / friendliest* than her sister.

4 Write sentences about the girls. Use (not) as ... as.

- 1 Jenny/old/Tara Jenny is not as old as Tara.
- 2 Jenny / old / Karen
- 3 Karen's hair / long / Jenny's hair
- 4 Tara's hair / long / Karen's hair
- 5 Jenny / tall / Karen
- 6 Tara / tall / Jenny

- 2 I think football is the *better / best* sport in the world.
- 4 CDs are more expensive / most expensive than books.
- **6** I think history was the *more interesting / most interesting* lesson today.



Complete Grammar Time Exercise 1 on page 117 of Workbook 5.

Lesson Four Grammar 2 PROFESSOR & CHIP 1 Listen and read. Does Chip help Professor? 🍥 23 Is it bright enough I'm trying to invent a new machine, but there isn't now, Professor? Oh, Chip. It's too dark now. enough light in here. It's too bright now. I know. I can't Turn the lights down, I can turn the light see anything. please, Chip. Sorry, Professor. on, Professor.

2 Read and learn.

6	too / enough		
	Use <i>too</i> before adjectives to say that something is more than we need or want. It's too dark now.	Use <i>enough</i> after adjectives or before nouns to say that something is as much as we need or want. Is it bright enough now, Professor? There isn't enough light in here.	
3	Write <i>too</i> or <i>enough</i> . 1 I'm too tired to play tennis.	2 We haven't got w	ashing line to hang out the clothe
	2 This source hot for moto		to put all the mubbleh in

- **3** This soup is hot for me to eat.
- 5 Katie is young to drive a car.
- 4 **Speaking** Talk about the pictures.
- nes.
- **4** This sack isn't big to put all the rubbish in.
 - 6 We've got people to make a basketball team.



27

Skills Time!

Lesson Five

Reading

- 1 Look at the story and the pictures. What do you think happens in the story?
- 2 Listen and read. 🍥 24

Lost at the carnival

It was the sunniest day of the year. Harry and Emily were very excited because they were at the carnival with their mum and dad. Harry had a superhero costume with a long, red cape. Emily was dressed up as a pop star, with a sparkly dress and sunglasses.

Harry and Emily loved the <u>parade</u>. They waved at the floats and they looked at all the wonderful costumes and <u>masks</u>. They danced to music from the band. Just then, a crowd of <u>dancers</u> and people on <u>stilts</u> came down the street. The dancers moved between Harry and his family. Harry tried to push through the <u>crowd</u>, but the dancers moved too fast. Harry couldn't get away, so he moved down the street with the dancers.

Suddenly, Harry thought he saw a stage. He climbed onto it and looked around for his parents. But then Harry started to move. He wasn't on a stage. He was on a <u>float</u> with a lot of dancers on it. Harry picked up a <u>microphone</u>.

"Hello," he said, and his voice came through all the speakers in the street. "I'm Harry. Mum, Dad, Emily, can you hear me?"

Harry saw his mum and dad running through the crowd. "Where have you been?" they said. "And where's Emily?"

"I don't know," said Harry. "I thought Emily was with you! ..."





3 Read again and write the words.

- costumes cape stage dress float crowd
- 1 Harry's costume had a long, red <u>cape</u>.
- 3 Harry and Emily looked at the wonderful _____.
- 5 Harry thought he saw a _____.
- - 2 Emily had a sparkly _____
 - 4 Harry couldn't push through the
 - 6 Harry was on a _____

Unit 3 Reading: a story

Lesson Six

Words in context

1 Find the words in the story to match the pictures.



Listening

- 2 Read the story on page 28 again. What do you think happened to Emily?
- 3 Listen to what happens next. Were you right? 🍥 25

С

- 4 Listen again and match.
 - 1 The dancers
 - 2 The people on stilts
 - 3 Harry
 - 4 Emily
 - 5 Emily's parents

- **a** were a lot taller than Emily.
- **b** laughed when they saw Emily.
- c were in front of Emily.
- d called Emily through the speakers.
- e shouted Harry's name.

Speaking

5 Ask and answer. Use the prompts or your own answers.

Have you ever worn a costume?		Yes, I have. / No, I haven't.
What did you dress up as?	I dressed up as	a superhero / a spaceman / a pop star / a monster
What did you wear?		a hat / trousers / a dress / boots / a shirt
Where did you go?	I went to	 a party / a carnival / a festival

Skills Time!

Lesson Seven

Writing

1 Look at the story and the picture. What do you think happens in the story?

2 Read.

The costume by Robbie Turner

It was the day before the carnival. Liam was outside the costume shop. There was a wonderful firefighter costume in the window. Liam wanted the costume, but it was too late. A label on the costume said 'SOLD'.

At home, Liam made a carnival costume, but his costume wasn't as good as the costume in the shop. He hung his costume on his bedroom door and went to bed.

The next morning, Liam woke up early. He looked at his bedroom door and saw the firefighter costume from the shop. There was a note on the costume. It said 'To Liam, from Mum and Dad'.

Liam was very excited. He put on the costume and ran downstairs. He hugged his mum and dad. "You're the best parents in the world," he said.

3 Read again and answer the questions.

1 Where is Liam at the beginning of the story?

A story: beginnings and endings

When we write the beginning of a story, we write:

- when the story takes place It was the day before the carnival.
- who / where the characters are Liam was outside the costume shop.
- what the characters are doing / thinking / feeling Liam wanted the costume, but it was too late.

4 Write *B* (beginning) or *E* (ending).

- Lucy was very happy. She ran home to tell her parents all about her exciting day.
- **3** It was a rainy Saturday afternoon and Billy and Kate were sitting in the living room.
- Complete the writing task on page 28 of Workbook 5.

2 What does Liam want to buy?

When we write the ending of a story, we write:

- what happens in the end He put on the costume and ran downstairs.
- how the characters feel Liam was very excited.

E

- 2 Danny and his brother felt very pleased, but they decided to be more careful in future.
- 4 It was a lovely warm day. Julie was reading a book in the garden when she suddenly heard someone call her name.





2 Listen and order the lines. Sing. 🊳 26

Come to the carnival

 1
 Come to the carnival, join the parade.

 See the princesses with beautiful crowns.

 See all the children in costumes they've made.

 See scary monsters and see funny clowns.

Chorus:

- 1
 Come to the carnival, join us today.

 Carnival time is the best time of year!
- Everyone's happy now carnival's here.
- _____ Come to the carnival, sing, dance and play.
- 1Come to the carnival, move with the crowd.Hear the bands playing and dance to the beat.It's always busy and it's always loud.
- _____ Wave to the floats as they move down the street.

Fluency Time! 1

زبان امید www.languagecentre.ir

Everyday English

1 Listen and read. 🍥 27



Use these phrases to ask and answer about events such as concerts, plays and sports matches.

What time does it start?

The evening performance is <mark>sold out</mark>.

Can we see the evening performance, not the matinee? Are there any seats left for that? (Can we see the evening show, not the afternoon show?) (Are there any tickets available for that?)

(There aren't any tickets left.)

2 Listening Listen and complete the notes. 🍥 28

Event: Saturday afternoon film: Saturday evening film: Sunday afternoon film: Number of seats left: Ticket price:





Watch the DVD!

3 Speaking Ask and answer. Use the prompts or your own answer.





There's a matinee at ...



Speaking Tell the class about your project.

What is your event called?

Who are the actors / musicians in your concert, play or film?

When and where is your event?

My poster is about a play. It's called 'The Dark Diamond' and it's a detective story. Mike Holland and Julie Winters are actors in the play. The play is on at the Starlight Theatre on ...

33

Project



- 1 Look at the pictures. What's happening in each photo? Where do you think they are?
- 2 Listen and read. 🙆 29



Hi! My name's Bruno. I'm twelve and I'm from Rio de Janeiro in Brazil. My favourite time of year is summer. Summer in Brazil is from 22nd December to 21st March. Every summer in Rio, we celebrate the famous Rio Carnival.

The Rio Carnival is the most famous carnival in the world. It lasts for four days. The two biggest performances in the Rio Carnival are on Carnival Sunday and Monday, when the best samba schools in the city have a competition. Samba schools are dance groups and every samba school has its own dancers and musicians. The samba school competition is a fantastic show! Everyone cheers when they see the amazing costumes and floats and the brilliant dancers. The music is great, too. Everybody wants to dance when they hear Samba music!

The children's parade is on Carnival Tuesday. It's always lots of fun. Lots of children in Brazil learn how to dance the traditional samba. I go to a samba school and we're always very busy before the carnival. We write a special song and we create and practise our dance for the children's parade. We work together to build and decorate our float and we sew our costumes, too! When you go to a samba school, you learn to do lots of different things!

There are fantastic street parades at the carnival, too, with clowns, acrobats and people on stilts. My favourite street parade is called Gigantes da Lira. It takes place on the Saturday before carnival. I always go to watch it with my parents. I love the clowns and the giant puppets.

I think the carnival in Rio de Janeiro is the best celebration in the world. There are parties all over the city during carnival and it seems like the whole city is dancing! Come and dance with us! Hello. I'm Cassi and I'm eleven years old. I'm from London in the UK. I love August in London because that's when the Notting Hill Carnival takes place. Notting Hill is an area near the centre of London. The Notting Hill Carnival starts on the last Sunday in August and it lasts for two days. It's the biggest carnival in Europe and it's the second largest carnival in the world. About two million people go to the carnival every year.

Sunday is my favourite day of the carnival, because it's Children's Day. On Children's Day, you can join in with colourful costume parades, listen to live music and watch street performances. Most of the street performers on Children's Day are under 21. There are lots of special competitions for children, too. My brother and I always take part in the costume competition. We sometimes enter the dance competition, too.

My mum makes our costumes for Children's Day. My brother and I usually make masks to wear with our costumes. We always get up early on Children's Day. The carnival starts at nine o'clock in the morning, and we always want to watch the beginning. The carnival bands start playing music in the streets. Steel drums are a traditional instrument in the Caribbean. They make a beautiful sound.

You can eat delicious food at the carnival. There are food stalls with traditional Caribbean, Nigerian, Chinese and Thai food. I love Caribbean food. My favourite is grilled corn on the cob.

The streets of Notting Hill are full of people during the carnival. Everybody wants to see the colourful floats and the beautiful costumes. There are lots of different bands and DJs, so the streets are very noisy! The Notting Hill Carnival is London's biggest street party, and I think it's the best party in the world!

3 Read again and answer the questions.

Nottin

- 1 When is the Rio Carnival?
- 2 How does Bruno's samba school prepare for the carnival?
- 3 When is the Notting Hill Carnival?
- 4 What happens on Children's Day?

4 Discuss.

- 1 What celebrations are there in your city / country?
- 2 What's your favourite time of the year? Why?


- 1 Look at the pictures. What are the people doing? Who do you think the people are?
- 2 Listen and read. 🍥 30
- 3 Read again and answer the questions.
 - 1 Whose idea was the Trojan Horse?
 - **3** How many Greek soldiers hid in the horse?
- 2 Why did the Greeks build the Trojan Horse?
- 4 What did the rest of the Greek army do?



Hundreds of years ago, Prince Paris of Troy took a beautiful Greek woman called Helen back to Troy with him. A Greek army sailed to Troy to bring Helen home. For ten long years, the Greeks surrounded the city of Troy. But the city had high, strong walls and heavy gates. No enemy could get inside.

One day, a Greek leader called Odysseus had a clever idea for entering the city. The Greeks listened to his plan and started work immediately. They used large saws to cut down trees and make long pieces of wood. They used hammers and nails to join the wood together to make a huge wooden horse. They put the horse on a large wooden platform with wheels underneath, so that the horse could move along the ground. They made a door in the horse's stomach so that thirty soldiers could hide inside the horse. The rest of the Greeks sailed their ships to an island near the city of Troy and waited.

When the Trojans saw that the Greek camps and the Greek ships were gone, they were surprised but very happy. They came out of the city and the children ran down to the water to swim and play in the sea for the first time in their lives. The Trojans believed that the Greeks were tired of the war and didn't want to fight any more. Then the Trojans saw the amazing wooden horse.



4 Discuss.

- 1 Do you think the Trojan Horse was a good idea?
- 2 Do you think the Greeks were right or wrong to use a trick to win the war?
- 3 Do you know any other stories about Ancient Greece? What happens in the stories?

At first, they thought it was a wonderful gift. They wanted to take it into the city. But one old man spoke to the crowd. "My friends, I'm sure this is a trap." The old man threw a spear at the horse. The spear stuck in the side of the horse and a strange noise came from the horse. For a moment, the Trojans were afraid and they wanted to burn the wooden horse.

But, just then, some Trojan soldiers arrived with a prisoner. The prisoner was a Greek called Sinon.

"This man can tell us the truth about the horse," said the Trojan soldiers.

"I will tell you the truth," said Sinon. "You are better friends to me than Odysseus. He left me here and now I can't get home!"

The Trojans listened to Sinon and tried to decide whether he was telling the truth or not. "Tell us the truth about the horse," said the Trojan soldiers.

"The Greeks wanted to end this war a long time ago, and so recently they decided to sail home," said Sinon. "They wanted the gods to send them a good strong wind to blow our

ships home. They built this horse and filled it with treasure to make the gods happy."

The Trojans believed Sinon and wanted the treasure that he was describing. They pulled the wooden horse into the city of Troy. The children danced around the horse and musicians began to play. It was time to celebrate the end of the war. The soldiers let Sinon go free, and he went to the beach. He lit a fire to send a signal to the Greek army on their island.

At night, the Greek soldiers quickly climbed out of the horse and down a long rope to the ground. At last, the Greeks were inside the city of Troy. They opened the gates of the city for the rest of their army to enter. Then they found the beautiful Helen and took her home to Greece. This time, the war was truly over.



Lesson One Story

1 Listen and read. Why do they go to the wildlife park? S 31



Fin Hey, everyone. Guess what! A TV crew is making a programme about our local wildlife park today.
Kate Wow! Let's go to the wildlife park! We can be on TV.



Ed I love this wildlife park. We used to come here all the time when we were little, but I haven't been here for a long time.
Libby I like it here, too. It's really pretty.



Ed Oh dear. Those people look very upset. Are you OK?

 Man
 We were checking the park this morning when we found all the litter.

 Kate
 Who did this?

 Woman
 We don't know. But they've dumped lots of rubbish in the river, too. Come and see.



of litter here last night. The park is a mess.

Libby Oh no. This is terrible! Woman I know. The river used to be beautiful. But now it's full of pollution and the birds are in danger. What are we going to do? The TV crew will be here soon.

- **2** Listen to the story again and repeat. Act.
- **3** Read again and write *True* or *False*.
 - 1 The DSD Club visits a wildlife park. <u>True</u>
 - 3 The park looks pretty today.
 - 5 The river is beautiful.

- 2 The children don't want to be on TV.
- 4 Someone has dumped litter in the park.
- 6 The birds are in danger.

1 Listen and repeat. 🚳 32

clean up verb to make a place clean and without litter and pollution damage verb to hurt something or do something bad to it the environment noun the world around us litter noun paper and other rubbish on the ground planet noun a very large, round rock in space that goes around the sun, for example Earth or Mars pollution noun something that makes water, air or land dirty rubbish dump noun a place for people to leave rubbish wildlife noun the animals and birds living in a place

2 Write the words.

- 1 Litter and pollution can damage the <u>environment</u>.
- 2 The school decided to ______ the playground and make it beautiful again.
- 3 Cars and motorbikes make air
- 4 You can see lots of animals and birds at the park.
- 5 Please put your _____ in the bin.
- 6 Earth is the _____ we live on.

Working with words

Sometimes we put	two words together to ma	ke compound nouns:
wildlife park	rubbish dump	swimming pool
police station	computer room	post office





3 Listen and repeat. 🚳 33

4 Write the words.

dump office park room

- 1 We saw some amazing animals at the wildlife park .
- 2 I sometimes do my homework in the computer _____
- 3 Can you take these letters to the post _____, please?
- 4 Don't drop litter in the park. It isn't a rubbish _____.

Lesson Three Grammar 1

1 Listen and read. Where did they go? 🍥 34





2 Read and learn.

Past simple

Use the **past simple** to talk about actions that interrupted other actions in the past.

Some children were playing when we arrived.

Vesterday, I took Chip to the

Yesterday, I took Chip to the park. Some children were playing when we arrived.

Chip picked up some litter, but he also picked up a ball, a bike and a skateboard!



Past continuous

Use the **past continuous** to talk about the actions that were interrupted.

Some children were playing when we arrived.

3 Complete the sentences. Use the past simple or the past continuous.

- 1 We were watching (watch) TV when Dad came home.
- 2 Steve was eating dinner when his friend _____ (call).
- **3** I ______ (sleep) when the doorbell rang.
- 4 The children were playing football when they ______ (break) the window.
- 5 You _____ (talk) to your friend when I met you in town.
- 6 Emma was walking in the park when she

A Speaking Ask and answer.

climb / a tree pick up / litter take / a photo buy / an ice cream feed / the ducks

What was Emily doing when it started to rain?

She was feeding the ducks.



(see) some boys drop some litter.



Complete Grammar Time Exercise 1 on page 118 of Workbook 5.

Lesson Four Grammar 2

1 Listen and read. Has the park always looked great? S 35

Emma Wow! The park looks great!

- Mike I know. There used to be lots of litter here, but it's all gone now.
- **Toby** Yes, the park used to look horrible, but the local people worked together all last weekend. They've made it clean and beautiful again.
- Mike That's great. Now the local children have got a lovely place to play.



2 Read and learn.

used to

Use *used to* to talk about habits and situations in the past that are not true now.

There used to be lots of litter here.

The park used to look horrible.

3 Read and circle.

- 1 Clare has/ used to have long hair.
- 2 She likes / used to like apples.
- 3 She watches / used to watch cartoons.
- 4 She has / used to have short hair.
- 5 She reads / used to read books.
- 6 She likes / used to like bananas.

4 Write sentences about Jack. Use *used to*.

- 1 (ride a bike) Jack used to ride a bike.
- 2 (be short)
- 3 (live in a small house)
- 4 (play the piano)
- 5 (read comics)
- 6 (wear glasses)





Skills Time!

Lesson Five

Reading

1 Look at the pictures and the title. Who do you think lives in this house?

2 Listen and read. 🍥 36

An ecohome

Martin Harris and his family live in an interesting house. It's an eco home. Eco homes don't harm the environment. They use <u>alternative energy</u>. They don't use <u>fossil fuels</u> like coal or oil, so they don't use up the planet's resources or produce dangerous gases.

The eco home is in a hill in Wales, UK. It looks like a house in a film. Half of the house is underground. Martin and his family started to build the house in March and moved in at the end of July. The house was very cheap to build. It has wooden <u>beams</u> and wooden floors. It has stone and <u>mud</u> walls and it has a <u>skylight</u> in the roof. There are <u>solar panels</u> on the roof to make <u>electricity</u> for the lights, CD player and computer. The family gets water from a <u>spring</u> and they burn wood to heat the house.

Martin and his wife, Lara, were working in a forest when they decided to build their eco home. They wanted somewhere to live while they were working and they wanted to save energy. They thought their old house in the town was boring because it was the same as everyone else's house. They wanted to live somewhere different and they liked the idea of living close to nature. Now they don't want to live anywhere else. Martin's family loves their home because it helps the planet and it looks amazing. They think that eco homes are a great idea for everyone.

3 Read again and correct the words in bold.

- 1 Eco homes don't produce dangerous chemicals.
- 2 Eco homes don't use alternative fuels.
- 3 Martin's home is in a **forest** in Wales.
- 4 The house was expensive to build.
- 5 The eco home has stone floors.
- 6 The family gets wood from a spring.

Eco homes don't produce dangerous gases.

Unit 4 Reading: an information text

Words in context

1 Find the words in the text to match the definitions.

Dictionary	1 <u>electricity</u> 2	<i>noun</i> the energy we use to make machines work <i>noun</i> a flat piece of glass that catches the sun's energy
Dictionary Workbook 5 pages 126–134	3	<i>noun</i> materials we can burn to make electricity, for example coal and oil
	4	_ <i>noun</i> a way of making electricity from, for example wind, sun or water power
	5	_ noun a long, thick piece of wood you use to hold up a roof
	6	_ noun a window in the roof to let light in
	7	noun soft, wet earth
	8	_ <i>noun</i> a place where fresh water comes out of the ground

True

Listening

- 2 Listen. Who is talking? 🍥 37
- **3** Listen again and write *True* or *False*.
 - 1 Tim's friends like his house.
 - 2 Tim and his sister go out to get wood every day.
 - 3 Tim cuts wood from trees.
 - 4 Tim goes to the spring every day to get water.
 - 5 Tim's family saves rain water.
 - **6** Tim's family uses rain water to clean the house.

Speaking

4 Ask and answer. Use the prompts or your own answers.



Skills Time!

Lesson Seven

Writing

1 Look at the text. Where do you think it is from?

2 Read.

Getting back to nature

Do you want to enjoy an amazing holiday and help to protect the environment at the same time? Why not book a holiday in a Getaway eco cabin in Alaska?

The cabins are beautiful buildings. Builders used wood and mud to build the walls. There are skylights in the roof so we save electricity. The small skylights give us light in the day, so we don't use electric lights. We don't use chemicals to clean the rooms because we don't want to damage the environment.



You can walk in the mountains near the cabin and see lots of local wildlife. Enjoy a boat trip on the lake and see the amazing waterfalls, or visit the beautiful caves. Years ago, people used to live in the caves. You can still see some of the cave homes today.

In the Getaway cabins, you can have a great holiday and enjoy nature. **Come and visit us soon.**

3 Read again and answer the questions.

- 1 What did builders use to build the walls?
- 2 What can you do on your holiday?

Making writing more fluent

We can make our writing more fluent by using compound sentences. We can make a compound sentence by using *and*, *or*, *so* and *because* to join simple sentences together. Simple sentences: There are skylights in the roof. We save electricity. Compound sentence: There are skylights in the roof **so** we save electricity.

4 Match to make compound sentences.

- 1 There was a lot of litter in the park,
- 2 It's good to use alternative energy
- 3 He rides his bike to work
- 4 We grow our own vegetables
- 5 There is a skylight in the roof,
- 6 I love animals,

- **a** because cars pollute the environment.
- **b** so the house is very light in the daytime.
- c because it's healthy and cheap.
- d so we decided to pick it up.
- e so I often go to the wildlife park.
- f because it doesn't damage the environment.

Complete the writing task on page 38 of Workbook 5.

page 38

Unit 4 Writing: making writing more fluent



Review Unit 4

Lesson One Story

1 Listen and read. How do the children help? So 39



Fin Don't worry. We can help you clean up. Kate We'll need more people. I'm calling our friends and families.







Libby Thanks for coming, everyone. We'll pick up all the litter and recycle it. There are bags here for plastic, metal, paper and glass.



Libby Oh, this is horrible. I'm having a hot bath later.
Kate Come on, Libby. We're all dirty, but the river will be clean soon. That's the important thing.
Libby Yes, you're right.





2 Listen to the story again and repeat. Act.

- **3** Read again and write the words.
 - kill holds pick film trap calls
 - 1 Kate <u>calls</u> their friends and families.
 - 3 Carrier bags can _____ birds.
 - 5 Ed _____ the bird still.

- **2** They will _____ up the litter and recycle it.
- 4 Chemicals can _____ birds and fish.
- 6 The TV crew can't _____ yet.

Unit 5 Reuse and recycle

1 Listen and repeat. 🚳 40



2 Write the words.

- 1 Dad got oil on his clothes when he was fixing the car.
- 2 My torch isn't working. I think it needs a new _____
- 3 We take all our rubbish to the ______ every week.
- 4 Batteries have got ______ in them.
- 5 Can you take these bottles and jars to the _____, please?
- 6 We put all the shopping in a ______.

Working with words

We add the prefix re- to some verbs to make a new verb:removereturnrecyclereuseretellrewrite

Dictionary Workbook 5 pages 126–134

- 3 Listen and repeat. 🚳 41
- 4 Read and circle.
 - 1 We try to *rewrite* / *recycle* all our rubbish.
 - 2 You need to return / reuse this book to the library.
 - 3 Don't throw your carrier bag away. You can reuse / remove it.
 - 4 I want to rewrite / remove my story with a new ending.

Lesson Three Grammar 1





2 Read and learn.



There. Now Chip will know how to do everything and he won't make mistakes. Can you clean the floor, please, Chip?



will / won't

Use *will* and *won't* to make predictions about the future.

Now Chip will know how to do everything and he won't make mistakes.

Look! 'll = will won't = will not

3 Complete the sentences. Use will or won't.

- 1 We will take (take) our rubbish to the recycling centre next Thursday.
- 2 Jake (not come) to the party because he is on holiday.
- 3 More people _____ (live) in eco homes in 50 years.
- 4 Dad _____ (not walk) to work today because it's raining.
- 5 I (visit) Paris one day.
- **6** The children (not drop) litter in the park.

Speaking Ask and answer.

drive a car ride a bike work in a shop work in a school read comics read books play the piano play the guitar

Will Karen drive a car when she's 24?

No, she won't. She'll ride a bike.



Lesson Four Grammar 2

1 Listen and read. Where are they going? S 43

Jack What are you doing this afternoon?

Ellie Dad and I are taking all our rubbish to the recycling centre.

- Jack Can my sister and I come with you? We've got lots of rubbish, too.
- Ellie Sure. We're leaving at two o'clock. Let's meet outside your house.

2 Read and learn.

Present continuous with future meaning

Use the **present continuous** to talk about future plans and arrangements.

Dad and I are taking all our rubbish to the recycling centre.

We're leaving at two o'clock.

3 Complete the sentences. Use the present continuous.

- Harry <u>isn't visiting</u> (not visit) his grandparents on Monday.
 He <u>'s having</u> (have) a guitar lesson.
- 2 Harry _____ (not do) his homework on Tuesday.He (play) tennis with Gary.
- **3** Harry _____ (not cook) dinner on Wednesday. He (clean) his room.
- 4 Harry _____ (not have) a guitar lesson on Thursday. He _____ (cook) dinner.

Monday	have a guitar lesson
Tuesday	play tennis with Gary
Wednesday	clean my room
Thursday	cook dinner
Friday	
Saturday	

4 Write about Sally's plans for next week. Use the present continuous.

play / basketball have / a picnic visit / her grandparents <u>have / an English lesson</u> watch / TV play / computer games go / swimming



1 She's having an English lesson on Monday.

Skills Time!

Lesson Five

Reading

- 1 Look at the article. What do you think it is about?
 - a) how to recycle
- b) making new products from recycled rubbish
- c) collecting rubbish

2 Listen and read. 🚳 44

As good as new

We all want to help the planet, but we want to look good, too. Now you can buy lots of great clothes and accessories and protect the environment at the same time.

Would you like some new shoes? They're colourful, fashionable and guess what! They used to be <u>car tyres</u>! It's easy for scientists to recycle car tyres and use the rubber to make new things.

> Do you like this fun bag? It's bright and trendy, but can you guess what people made it with? Have a look ... this bag used to be old juice cartons!

This colourful T-shirt used to be plastic bottles. It takes five large plastic bottles to make one large T-shirt. You can buy baseball caps that used to be plastic bottles, too!

Guess what! These beautiful <u>bracelets</u> used to be old newspapers, comics and <u>bus tickets</u>.

Next time you are out shopping, see how many recycled items you can find. Or why not try making something new from your old rubbish? You can make greetings cards from old paper, magazines or paper bags. You can make book covers from old carrier bags, posters, <u>maps</u> or even clothes. You can save <u>wrapping paper</u>, gift boxes and <u>ribbons</u> and use them again.

We want to hear about your ideas, too, so we're having a competition. What can you make with your rubbish? Send us an email with a photo. We'll send a cool *As good as new* T-shirt to the ten readers with the best ideas, and we'll print your photos in our next magazine.

3 Read again and write *True* or *False*.

- The shoes used to be car tyres.
 It's difficult for scientists to recycle car tyres.
 The bag used to be milk cartons.
 It takes one large bottle to make five large T-shirts.
- 5 You can make greetings cards from magazines.
- **6** The prize for the competition is a T-shirt.

Lesson Six

Words in context

1 Find the words in the article to match the pictures.



Listening

- 2 Listen. What did the children make? 🍥 45
- **3** Listen again and number the events in the correct order.
 - The children sold pencil cases to their friends.
 - The children sent their pencil cases to the magazine.
 - The magazine sent the children two T-shirts.
 - The children read about the competition in a magazine.
 - The children made pencil cases from old jeans.



Speaking

4 Ask and answer. Use the prompts or your own answers.



Skills Time!

Lesson Seven

Writing

- 1 Look at the text. Where do you think it is from?
- 2 Read.



- **3** Read again and answer the questions.
 - 1 Where can you take your old toys?
 - 2 Where can you take your old newspapers?

🚺 Give your rubbish a new home 📢

Recycling is a great idea, but before you throw your rubbish into a recycling bin, stop and think. There are lots of other things you can do with your rubbish.

- How about giving your old books, toys or clothes to a charity? The charity will sell your old things to make money, or will give them to children who need them.
- Why not take old boxes, plastic bags, wrapping paper, greetings cards and ribbons to a local school? Teachers will use them for art and craft lessons.
- What about taking old boxes and newspapers to pet shops? They will use them to make beds for the animals.
- Why not take old magazines to a local doctor's surgery? They will put the magazines in the waiting room for patients to read.
- Some supermarkets recycle plastic bags, so you can return your carrier bags to them.

Your rubbish is useful to other people. Find a new home for your old things and help your town.

Suggestions and reasons

We use these phrases to make suggestions: Why not ... ? How about ... ? What about ... ?

When we make a suggestion, we give a reason for the suggestion. Why not take old magazines to a local doctor's surgery? They will put the magazines in the waiting room for patients to read.

4 Match the suggestions and reasons.

- 1 How about using rainwater to clean the house?
- 2 Why not visit the wildlife park?
- 3 What about making book covers from old posters?
- 4 Why not put solar panels on the roof?
- 5 How about growing your own food?
- Complete the writing task on page 46 of Workbook 5.

- **a** It will save you a lot of money at the supermarket.
- **b** You will save lots of water.
- c You will see lots of amazing animals.
- **d** They will look great and they will keep your books clean.
- e They will catch the sun's energy.



2 Listen and order the lines. Sing. 🚳 4

Reuse and recycle

- 1 Bottles and boxes and ribbons and jars.
- Recycle your rubbish and make something new. Old books and magazines, tyres from cars.
- _____ There are so many great things you can do.

Chorus:

- 1 Reuse and recycle, it's easy to do.
- You'll help save the planet and have lots of fun!
- _____ Reuse and recycle, come on everyone!
- _____ Let's use something old to make something brand new.
- _____ Keep your old clothes and your books and games too.
- _____ Recycle your rubbish, don't throw it away.
- _____ Perhaps you can use it a different way.
- _____ Friends will be happy to swap them with you.

53

Lesson One Story

1 Listen and read. What is the TV programme about? Subscript 47



2 Listen to the story again and repeat. Act.

3 Read again and circle.

- 1 The children don't want the TV crew to film the river/ aquarium yet.
- 2 The TV crew are going to make a different *clean up / programme*.
- 3 The children are going to take all the litter to the *reptile house / recycling centre*.
- 4 Ed is going to visit the park next month / weekend.

1 Listen and repeat. 🍥 48



2 Write the words.

- 1 You can see lots of birds here. <u>aviary</u>
- **2** Penguins swim in this.
 - 4 You can see snakes and lizards here.

5 There are lots of fish here.

3 You can have lunch here.

6 You can buy postcards and T-shirts here.

Working with words

We add th	e suffixes	-er or -or to	some ve	rbs to make	nouns:		Dictionary
verb	keep	present	sing	invent	act	visit	Dictionary Workbook 5
noun	keep <mark>er</mark>	present <mark>er</mark>	sing er	invent <mark>or</mark>	actor	visitor	pages 126–134
\subseteq							

- 3 Listen and repeat. 🚳 49
- 4 Write.
 - 1 Let's help the park keeper (keep) to clean up the litter.
 - 2 I'm going to _____ (invent) a recycling machine.
 - 3 Welcome to the wildlife park. You're our first _____ (visit) today.
 - 4 I want to _____ (present) a TV show when I'm older.

Lesson Three Grammar 1

1 Listen and read. What are they going to do? So 50



The classes in my school are going to adopt wild animals. The animals aren't going to live in our houses. They are going to stay in the zoo. We are going to give some money to the zoo to look after the animals. My class is going to adopt a tiger, because they're beautiful animals.

ONE OF



2 Read and learn.

going to

Use *going to* to talk about future plans or intentions.

My class is going to adopt a tiger. The animals aren't going to live in our houses.

3 Complete the sentences. Use *going to*.

- 1 We are going to visit (visit) our cousins this weekend.
- 2 Harry isn't going to watch (not watch) a film tonight.
- 3 Mum and Dad (not take) us to the zoo on Saturday.
- 4 I _____ (buy) a new CD tomorrow.
- 5 Katie _____ (not clean) her room this evening.
- 6 You _____ (have) lots of fun at the party tomorrow.

4 Write sentences about Ellie and Carl. Use *going to*.





1 Listen and read. Does Chip try to help? (5) 51



2 Read and learn.



going to

Also use going to to make predictions about things we can see.

It's going to fall.

He's going to climb the tree.

3 Match the sentences and pictures.

- 1 It's going to rain.
- 2 They're going to play football.
- 3 She's going to water the plants.
- 4 He's going to watch a film.
- Speaking Ask and answer.





57

Skills Time!

Lesson Five

Reading

- 1 Look at the article and the photos. Where do you think the gorillas are?
- **2** Listen and read. 🚳 52



The Zoological Society of London (ZSL) tries to breed endangered species and prevent animals from becoming extinct. This is important work because we can learn a lot from wild animals, but when they are extinct they are gone forever.

Seven years ago, the ZSL opened Gorilla Kingdom, a wonderful gorilla enclosure at London Zoo with waterfalls, warm rocks, hills, plants and birds.Today, three gorillas live in Gorilla Kingdom.

Zaire is 39. She has been at London Zoo since 1984. She is very playful, but she is sometimes naughty too. Zaire can often be shy – it takes time for her to get to know new people, but she always makes friends in the end!

Effie is 21. She used to live in Germany, but she arrived at London Zoo in 2007. Effie loves small children and she always greets them when they come and visit.

Jookie is the youngest gorilla at London Zoo. She's only 14 years old. Jookie is very funny. She often steals Zaire's food, but Zaire doesn't mind. She thinks Jookie is wonderful.

In the wild, the main threat to gorillas is loss of habitat. The ZSL hopes that the enclosure will make the gorillas feel happy and safe. They are hoping to have a baby gorilla at Gorilla Kingdom soon. It will be the first step to increasing the gorilla population.

- **3** Read again and write *True* or *False*.
 - 1 The ZSL tries to breed endangered species. True
 - 3 Zaire is sometimes naughty.
 - 5 Jookie often steals Zaire's food.

- **2** Three gorillas live at Gorilla Kingdom.
- 4 Effie is the youngest gorilla at London Zoo.
- 6 There is already a baby gorilla at Gorilla Kingdom.

Lesson Six

Words in context

1 Find the words in the article to match the definitions.

Dictionary Workbook 5 pages 126–134	1 2 3	extinct adj If a type of animal becomes this, all the animals die so there are no more.
	4	verb to stop something from happening
	5	adj If an animal is this, it lives in nature, not in a zoo or a wildlife park.
	6	noun how many of a type of animal there are in the world
	7	noun a show that a group of people does in a big tent, sometimes with animals
l	8	noun a danger to something, for example to a type of animal

Listening

- 2 Listen. What are the men talking about? 6 53
- **3** Listen again and complete.



Name: Giant Panda Type of animal: mammal Size: 150–1180 centimetres long Weight: 80–151 kilograms Lives: hills and 2_____ Threat: loss of habitat



Name: Great Green Macaw Type of animal: ³_____ Size: 85–90 centimetres long Weight: ⁴______kilogram Lives: rainforests Threat: loss of habitat



Name: Southern Bluefin Tuna Type of animal: fish Size: up to ⁵_____ centimetres long Weight: up to 910 kilograms Lives: ⁶_____ Threat: fishing

Speaking

4 Ask and answer. Use the prompts or your own answers.



Skills Time!

Lesson Seven

Writing

1 Look at the text. Where do you think it is from?



3 Read again and answer the questions.

- 1 How many tigers are left in the world?
- 2 Why are tigers endangered?

Topic sentences and paragraphs

Look at the highlighted sentences in the text. These are topic sentences.

We use a topic sentence at the beginning of a paragraph. It tells us what the paragraph is going to be about.

Tigers are large, beautiful animals. They are wild cats ...

4 Match the topic sentences and paragraphs.

- 1 The Black Rhino is a very large animal.
- 2 Sadly, Black Rhinos are endangered.
- **3** The main threat to the Black Rhino is hunting.
- 4 The World Wildlife Fund is working hard to save the Black Rhino.

- **a** People kill the Black Rhino for its horn. Rhino horn is very expensive.
- **b** It is dark grey, with a large body and thick legs.
- **c** They are going to breed Black Rhinos and release them into the wild.
- **d** Thirty years ago, there were 65,000 Black Rhinos in the world. Today, there are only about 4,000.

Complete the writing task on page 54 of Workbook 5.

page 54

Save the tiger **Tigers are large, beautiful animals.**

They are wild cats with orange and black stripes. Tigers live in forests. They eat meat and they hunt other animals for food.

Tigers are an endangered species. A hundred years ago, there were 100,000 tigers in the world. Today, there are only about 5,000 tigers left. They live in India, China, Indonesia, Russia and some other countries in Asia.

Sadly, there are many threats to the tiger population. People hunt tigers for their beautiful fur. Another threat to tigers is loss of habitat, because people cut down trees in the forests and the tigers have nowhere to live.

Organizations all over the world are trying to increase the tiger population. An organization called Save China's Tigers is going to take Chinese tiger cubs from zoos and teach them how to hunt. Then they are going to release the tigers into the wild.



61

Fluency Time! 2

Everyday English

1 Listen and read. 🚳 55



We use these phrases to give our opinions and to agree or disagree with other people's opinions.

Expressing	your	opinion	
	5		

I (don't) think ...

Agreeing	Disagreeing
I agree	I'm sorry, but I don't agree
That's true.	I see your point, but
You're right.	I don't think so.

2 Listen and complete the table. 🚳 56

	B	len	Megan		
	Agree	Disagree	Agree	Disagree	
1 Dolphins are clever.	1		1		
2 Sharks are scary.					
3 Snakes are horrible.					
4 Wolves are beautiful.					



3 Speaking Ask and answer. Use the prompts or your own answer.





What animals are there in your park?

What do you and your friend think about the animals?

My wildlife park is called 'Animal Adventure'. There are tigers, wolves, elephants, dolphins and gorillas. I think the tigers are the scariest animals, but Maria disagrees with me. She thinks ...

63



1 Look at the photos. What are the people doing? What do you think Earth Day is?

2 Listen and read. 🚳 57

Earth Day

What is Earth Day?

Earth Day is an international event when people all over the world think about how we can protect our planet. Earth Day takes place on 22nd April every year.

How did Earth Day start?

In 1970, US politician Gaylord Nelson decided that there should be a special day for people to think about how we can work together to take better care of our planet. The first Earth Day took place on 22nd April 1970, in the United States. Twenty million people and thousands of local schools and communities took part. Because of the success of the first Earth Day, the government of the United States decided to make new laws to protect the environment. Earth Day soon became an annual event and an international celebration.

Why do we need Earth Day?

Earth Day is important because we all share the same planet. Sometimes, we forget that we are responsible for our planet and that we should protect it for ourselves and for other people. Earth Day is a day for everyone to think about the problems our planet faces, such as climate change, endangered species, deforestation and pollution. It's a time for us to think about how we can stop these problems and make our world a cleaner, safer place for all the people and animals on Earth.

What do people do on Earth Day?

People celebrate Earth Day in many different ways. Some people hold rallies or demonstrations. They make signs with messages about protecting nature and they march in



3 Read again and answer the questions.

- 1 Who started Earth Day?
- 3 How do trees help the environment?
- 4 Discuss.
 - 1 Do you think Earth Day is important? Why (not)?
 - 2 How do you try to help the environment?

the streets. Sometimes, they wear costumes to express their message in a funny way, For example, people in a rally for the protection of endangered species might dress up as endangered animals.

Some people plant trees on Earth Day. This is a great activity to do with your family, your friends or your school. You can buy some young trees and plant them in a park. Trees improve our environment by removing dust, pollutants and carbon dioxide from the air. Trees also produce oxygen and provide a home for birds, insects and small animals.

Some schools or families go on a trip to explore nature on Earth Day. Getting out in nature is a great way to learn about your planet, your local environment and the amazing plants and animals that live there.

Some towns and cities have a Car-Free Day on Earth Day. No cars are allowed to drive around the streets. People walk, cycle or use public transport. This is a great way to help the planet because cars produce a lot of dangerous gases and destroy the ozone layer which protects our planet from the sun's ultraviolet light.

Another great idea is a recycled art competition. Recycled art is becoming more and more popular, and many artists these days use recycled rubbish to make works of art. Some artists use things they find to make interesting sculptures. Others use pieces of plastic, paper, glass or metal to create beautiful pictures. Artist Jane Perkins used old buttons, toys, plastic spoons and other small pieces of rubbish to make this amazing copy of the *Mona Lisa*! Why not see what you can make with your rubbish on Earth Day?



- 2 What environmental problems are mentioned in the article?
- 4 What did the artist use to make the picture of the Mona Lisa?
 - 3 Do you celebrate Earth Day? Which activities from the article do you want to try?

How can we make every day Earth Day?

Earth Day is very important, but we should celebrate and take care of our planet every day. You can help to make every day Earth Day by doing a few simple things.

Don't use cars to get around. Walk or cycle to school, to the park, or to the supermarket. Tell your family and friends to walk or cycle, too. It's good for our planet and it's good for your health!

Don't drop litter. Pick up litter when you see it on the street, on the beach or in the park. Litter pollutes our planet and puts animals and birds in danger.

Recycle your rubbish! Send your rubbish to be recycled, or reuse it yourself! Think about ways to use plastic bags, cardboard boxes, glass jars and old newspapers again. Be creative!

The Earth is your planet. Take care of it!



Extensive reading: fiction

1 Look at the picture. Where are the animals?

Elephants

2 Listen and read. 🊳 58

A long time ago, elephants did not have trunks. They had short, grey noses. There was a young elephant, the elephant's child, who was very curious. He was always asking questions. He lived in Africa, and every time he met a new animal he asked that animal a question. He asked the ostrich why her neck was so long. He asked the hippo why her eyes were red, and he asked the baboon why his face was hairy. He asked questions about everything, and he made all his friends and family very angry. They didn't like answering questions all the time.

One morning, the elephant's child asked a new question. "What does the crocodile have for dinner?" he asked. His family looked scared. "Be quiet!" they said. The elephant's child went for a walk. Soon he met a parrot. "I want to know what the crocodile has for dinner," said the elephant's child. The parrot looked at him. "Go to the river and find out," it said.

The elephant's child walked and walked. At last, he came to the river. The elephant's child did not know what a crocodile looked like. The first thing he saw was a snake. The snake was sleeping on a rock, but it opened one eye and looked at the elephant's child. "Excuse me," said the elephant's child. "Is there a crocodile near here?" "What a silly question," said the snake.

"Excuse me," said the elephant's child. "But can you tell me what the crocodile has for dinner?" The snake shook its head slowly. "That is a very dangerous question," it said. "Go home to your family." So the elephant's child said goodbye to the snake, but he did not go home. He walked along the banks of the river until he saw what he thought was a large piece of wood lying in the mud. But it was not a piece of wood. It was the crocodile. The crocodile opened one eye and winked at the elephant's child.

"Excuse me," said the elephant's child. "Is there a crocodile near here?" The crocodile opened its other eye. "I am a crocodile," it said. The elephant's child sat down in the mud next to the crocodile. "I am so pleased to meet you," he said. "I want to know what you have for dinner." "Come here," said the crocodile, "and I will whisper the answer."

3 Read again and answer the questions.

- 1 Why did the elephant's child want to find the crocodile?
- 3 Did the snake help the elephant's child?

4 Discuss.

- 1 Do you think this is really how elephants got long noses?
- 2 Have you ever seen an elephant? Where?
- 3 Have you read any other stories about animals?

- 2 What did the crocodile want for dinner?
- 4 Why did all the elephants go to the river?

The elephant's child moved closer to the crocodile and put his head next to the crocodile's mouth. But the crocodile caught the elephant's nose in its mouth. "I think I will have elephant's child for dinner today," it said.

The elephant's child was angry. "You're hurting me!" he said. He tried to pull his nose from the crocodile's mouth, but the crocodile held on tight. The crocodile pulled and the elephant's child pulled, and the elephant's nose grew longer and longer.

The snake heard the fight and came down from its rock. It wrapped its tail around the elephant's child's legs. The crocodile pulled and the elephant's child pulled and the snake pulled, and the elephant's nose grew and grew. But the elephant's child and the snake were strong, and suddenly the crocodile let go of the elephant's child and fell back into the river with a loud splash!

The elephant's child fell backwards into the mud. He thanked the snake. "My nose is the wrong shape now," he said. It was a long trunk, like the noses that all elephants have today. A fly landed on the elephant's back. The elephant's child lifted his trunk and hit the fly with it. "Your new nose is very useful," said the snake. "Try and eat something now." The elephant's child pulled up some grass with his trunk and pushed it into his mouth. "You are lucky to have a nose like that," said the snake. "Now, go home to your family."

So the elephant's child walked home. When he was hungry he pulled fruit down from a tree with his trunk and he picked grass up from the ground with his trunk. When he felt lonely, he sang through his trunk and the noise was loud and wonderful.

When the elephant's child got home, his family was very pleased to see him. "Where did you go?" they asked, "and where did you get that wonderful nose?" "The crocodile gave it to me," said the elephant's child.

So all the elephants went to the river to get new noses from the crocodile. That is why all the elephants in the world today have long, useful noses like the elephant's child.

Based on a fable by Rudyard Kipling

Call an ambulance!

زبان امید www.languagecentre.ir

Lesson One Story

1 Listen and read. What are the children doing in picture 5? 🍥 59



Libby DSD Club was great today. I've always wanted to do a first aid course.
Kate Me too. The teacher said you were very good at it. Maybe you'll be a doctor one day.



Ed These first aid kits are really cool.
We've got plasters and slings ...
Kate Put them away, Ed. We don't need them now.
Fin Yes, we do. Look!



Ed I don't think I'll be a doctor. I couldn't put on bandages very well!



Kate Oh no! He's fallen off his bike! Are you OK? Man No. My leg really hurts!





2 Listen to the story again and repeat. Act.

- **3** Read again and write the words.
- course hospital ambulance Libby

2

- 1 The children have just done a first aid <u>course</u>.
- 3 Kate calls an _____.

- was very good at first aid.
- 4 The man is going to _____.

1 Listen and repeat. 🍥 🚳



2 Write the words.

- 1 <u>cut</u> noun a hole in your skin, where you have hurt yourself
- 2 _____ noun a place where your skin is purple, blue or green, where you have hurt yourself
- 3 ______ noun a box with plasters and bandages in it, to help you when you hurt yourself
- 4 _____ noun a place where fire or heat has hurt your skin
- 5 ______ noun a piece of material you tie around your neck to hold your arm when you hurt it
- 6 *noun* a person who sees a doctor because he / she is ill or hurt

Working with words



3 Listen and repeat. 🊳 🕫

4 Read and circle.

- 1 Please pick *on /up* your clothes from the floor.
- 3 Please put on / away your toys now.
- 2 He put *down / up* the box because it was very heavy.
- 4 We put on / down sun cream so we don't get sunburn.

Lesson Three Grammar 1





- I'm watching TV. Helen said she was watching / watched TV.
- 4 We're going to a party. The boys said they are / were going to a party.
- Speaking What did they say? Ask and answer.



Lesson Four Grammar 2

1 Listen and read. Who was coming to visit the school? 🊳 🚳

Last Monday, our teacher told us she had got a surprise for us. She told us a doctor was coming to the school the next day. She said we were going to learn first aid. We were all very excited. Our teacher said that it was important to know first aid so that we could help in an emergency.



2 Read and learn.

said / told

Use *said* and *told* with reported speech.

Our teacher told us she had got a surprise for us.

She said we were going to learn first aid.

When we use reported speech, we sometimes change the time words.

"A doctor is coming to the school tomorrow." She told us a doctor was coming to the school the next day.

Direct speech: tonight, today this week / month / year now tomorrow next week / month / year Reported speech: that night, that day that week / month / year then the next day the next week / month / year

3 Read and circle.

- 1 Tim said / told me he felt ill.
- 3 Mum said / told it was raining.
- 5 Ben *said / told* he wanted to learn first aid.
- 2 Our teacher *said / told* us we were going on a school trip.
- 4 Carla said / told her friend she was going to the party.
- 6 The boys said / told they were playing football.

4 Rewrite the sentences. Use reported speech.



1 Harry said he was going shopping the next day.

71
Lesson Five

Reading

- 1 Look at the website. Who do you think the text is about?
- 2 Listen and read. 🌀 🚳

A day in the life of a firefighter

Rob Elliot has worked as a firefighter for eight years and he loves his job. Rob's day starts at 9 a.m. Rob and the rest of his crew meet in front of the fire station to get their instructions for the day. "Every day is different," says Rob. "On some days, I drive the fire engine. On other days, I wear the <u>breathing apparatus</u>. I enjoy every part of my job."

Rob has rescued people from all kinds of situations. "We get called to road accidents, <u>flood</u>s, rail and air crashes or chemical spills," says Rob.

But firefighters do more than <u>rescue</u> people. They give first aid, and they clean up and <u>check sites</u> after an <u>accident</u> or disaster. They often work together with the police and paramedics. They also <u>train</u> people in fire safety.

Today, Rob and Jenny, another firefighter, were busy checking the equipment. But suddenly, there was a call. A house was on fire and there were two people trapped in an upstairs bedroom. The firefighters jumped into the fire engines and raced to the house. Rob and Jenny ran upstairs while the rest of the team used <u>hoses</u> to put out the fire. Rob and Jenny found a mother and daughter in one of the bedrooms. They opened a window and helped the mother and her little girl to climb down a ladder. Soon the fire was out and everyone was safe. "And it's still only eleven o'clock!" said Rob.







3 Read again and answer the questions.

- 1 Does Rob always drive the fire engine?
- 2 Does Rob enjoy his job?
- 3 Do firefighters give first aid?
- 4 Were the people trapped downstairs?
- 5 Did Rob and Jenny use hoses to put out the fire?
- 6 Did Rob and Jenny help the mother and daughter?

No,	he	doesn't.	

Lesson Six

Words in context

1 Find the words in the website to match the definitions.

Ctionary	1	hose	noun a long tube that you use to put water on a fire
Dictionary	2		verb to teach people how to do something
Workbook 5 pages 126–134	3		noun a place where something happened or is happening
pages izo isi	4		noun when a lot of water suddenly covers a place
	5		noun a special mask that helps you breathe when there is a lot of
			smoke and fire
	6		noun a dangerous thing that suddenly happens, for example a fall
			or a car crash
	7		verb to look at something carefully to make sure it is safe
1	8		verb to take someone away from a dangerous place to a safe place

Listening

- 2 Listen. Why has the lady made the phone call? 畅 🚳
- **3** Listen again and complete.



Emergency service needed: 1 ambulance Caller's name: 2 Address of emergency: 51³ Type of emergency: 4 Vehicles: two 5 Number of people: 6

Roberts Street accident , one motorbike

Speaking

4 Ask and answer. Use the prompts or your own answers.



Lesson Seven

Writing

- 1 Look at the text. Where do you think it is from?
- 2 Read.



3 Read again and answer the questions.

- 1 How did the fire start?
- 2 Who called the fire brigade?

4 Number the parts of the newspaper report in the correct order.

Two children and their parents are safe after a flood trapped them in their home yesterday.

Emma said that the firefighters were amazing. "They arrived so quickly," she said. Mr and Mrs Hicks told reporters they were very glad that the emergency services were so organized.

1] Family Trapped in Flood

Emma Hicks, aged 11, and her brother Tim, aged nine, were at home with their parents when the river near their house flooded and filled their street with water. The water started to come into the house and flood the downstairs rooms. The family quickly moved upstairs and called the emergency services. Firefighters arrived in a boat and rescued the family.

Basketball star saves family

School basketball star Jake Parry, aged 12, is in hospital after a fire at his home in Park Road last night.

The fire started when an electric heater in the Parrys' living room caught fire. The family were all asleep in bed, but the smoke alarm woke Jake up. He called the emergency services and then woke up his parents and his sister, Jenny, aged eight.

The fire brigade rescued the family from the house, and paramedics took Jake and his family to hospital. Jake's parents and sister have already gone home and Jake will be out of hospital later today.

Firefighter Bill Sanders said Jake was very brave. "He thought quickly and he saved his family." Jake told reporters he was looking forward to going back to school to play in an important basketball match on Friday.

A newspaper report

When we write a newspaper report, we include:

- A headline (the title of the report) This tells us what the report is about. Basketball star saves family
- A short introduction
 This tells us the most important parts of the story, but not all the details.
 School basketball star Jake Parry, aged 12, is in hospital after a fire at his home in Park Road last night.
- A main body This tells us all the details.
- A conclusion

This tells us what happened in the end and what people said about the event. Firefighter Bill Sanders said Jake was very brave. "He thought quickly and he saved his family."

Complete the writing task on page 64 of Workbook 5.





There are people you can call.

Brave firefighters too.

Just pick up your telephone.

Review

Unit 7 75

Lesson One Story

1 Listen and read. Where are the children in pictures 2 and 5? 🍥 🕫



- **2** Listen to the story again and repeat. Act.
- **3** Read again and write *True* or *False*.
 - 1 The children are going to visit Jim in the supermarket. False
 - 3 Kate loves grapes.
 - 5 The big match is on Sunday.

- **2** Jim doesn't eat health food.
- 4 The children buy Jim a book.
- 6 Jim will play in the big match.

1 Listen and repeat. 🍥 🚳

additives *noun* things we add to a food to make it taste or look better, or to help it stay fresh dairy products *noun* foods made from milk, for example cheese and yogurt health food *noun* food that you eat because it is good for you home-made *adj* If food is home-made, it is made at home, not bought in a shop. ingredients *noun* the different foods you cook together to make a dish junk food *noun* food that you buy that is not good for you ready-made *adj* If food is ready-made, it is cooked or ready to cook when you buy it sugar *noun* a very sweet food that is in cakes, chocolate and sweets

2 Write the words.

ingredients junk food ready-made additives dairy products home-made

- 1 I don't eat junk food because it's bad for me.
- 2 Supermarkets sell a lot of ______ foods because they're quick and easy to cook.
- 3 Milk, cheese and yogurt are _____
- 4 Mum makes delicious ______ cakes. They're much better than cakes from the bakery.

.

- 5 Have we got all the ______ we need to make biscuits?
- 6 Junk food has a lot of ______ in it to make it look and taste better.

Working with words



3 Listen and repeat. 🚳 69

4 Read and circle.

- 1 My parents were waiting for me at the station when I got on with / off the train.
- 2 We get up / on early in the morning to get to school on time.
- 3 I get on with / on my brother and my sister very well.
- 4 I was very excited when I got on / up the plane to fly to London.

Lesson Three Grammar 1

1 Listen and read. Does Professor's machine work? 🍥 70





Use the first conditional to talk about things that might happen in the future.

Look!

If I press this button, the machine will make a pizza.

If this machine doesn't work, I'll be very upset. I'll be very upset if this machine doesn't work.

2 Mum will be happy if

we cook dinner.

we'll cook dinner.

we don't hurry.

we won't hurry.

6 You won't be healthy if

you don't eat lots of vegetables.

you won't eat lots of vegetables.

4 We will be late for school if

3 Read and tick.

 If you don't do your homework, your teacher is angry.

your teacher will be angry.

- 3 If the team practise a lot, they win the football match. they'll win the football match.
- 5 If Billy has enough money, he buys a new CD.
 - he'll buy a new CD.
- 4 **Speaking** Match. Ask and answer.



make her a cake help her with the shopping make breakfast for Mum and Dad not watch TV

go to the beach with friends

If Emily gets up early tomorrow morning, she'll make breakfast for her mum and dad.

get up early tomorrow morning it's sunny next weekend have lots of homework tonight Mum goes to the supermarket tomorrow Grandma visits on Sunday

What will Emily do tomorrow morning?

1 Listen and read. Is junk food good for you? 🍥 71



Will I be healthy if I eat junk food? No, you won't. Junk food has a lot of additives and sugar in it. You can eat some junk food, but you mustn't eat a lot. You need healthy food too.



Will I get ill if I don't eat fruit and vegetables? Yes, you will. Fruit and vegetables are health foods. We need to eat them because they help our bodies to work properly.

2 Read and learn.

First conditional questions

Will I get ill if I don't eat fruit and vegetables?

Yes, you will.

No, you won't.

3 Match.

- 1 Will we be warm enough
- 2 Will you walk to school
- 3 Will the boys play football
- **4** Will Jenny stay at home tomorrow
- 5 Will Joe wash the dishes
- 6 Will Mum be angry

- **a** if they find their ball?
- b if she doesn't feel well?
- c if we wear our jackets?
- d if we don't tidy our bedrooms?
- e if the bus doesn't come soon?
- f if he makes the dinner?
- **4** Complete the sentences. Use the first conditional.
 - 1 You'll be tired tomorrow if you don't go (you / not go) to bed early.
 - 2 (the boys / wear) their new T-shirts tomorrow if it's sunny?
 - **3** The cake will burn (I / not turn) off the oven.
 - 4 We won't go to the beach tomorrow (it / rain).
 - 5 _____ (Lisa / visit) us tomorrow if she has time?
 - 6 Jack ______ (come) to the party if you invite him.

Lesson Five

Reading

- 1 Look at the poster. Which foods should you eat most of?
- 2 Listen and read. 🍥 72

The healthy eating pyramid

Healthy eating is not about being thin, or about giving up the foods you love. It's about feeling great and having more <u>energy</u>. If you choose the right foods, your healthy <u>diet</u> will be a tasty diet too.



You can still enjoy your favourite <u>sweet</u> and <u>salty</u> foods, but too much sugar and salt is bad for your body. These foods should only be occasional treats.

Dairy products like milk, cheese and yogurt are great because they contain calcium and keep our teeth and bones healthy. Tip: Choose low-fat dairy products.



I III

Meat, fish, eggs, beans and nuts are important, too. They keep our bodies healthy and they give us energy to work and play. Tip: Avoid salted or sugary nuts.

Whole grains are an important part of every meal. If you eat lots of whole grains, you will have a healthy heart. Whole grains are in bread, cereal, pasta and rice. Tip: Dark bread and brown rice are great <u>source</u>s of whole grains.



Fruit and vegetables are the most important part of a healthy diet. They are low in <u>calories</u> and full of <u>vitamins</u>. Eat lots of fruit and vegetables with every meal, and as <u>snacks</u> during the day. Tip: Fruit and vegetables with brighter or darker colours have more vitamins.

Healthy eating is easy and fun. Just take one step at a time towards a healthier diet!

3 Read again and write the answers.

- 1 Is it important to eat fruit and vegetables?
- 3 Are whole grains good for your heart?
- 5 Is cheese good for your bones?
- Yes, it is.
- **2** Is fruit full of calories?
 - 4 Is meat bad for you?
 - 6 Can you still eat sweets sometimes?

Unit 8 Reading: an information poster

Lesson Six

Words in context

1 Find words in the poster to match the definitions.

Dictionary	1 energy	noun the power that your body gets from food
	2	noun an amount of energy
Workbook 5	3	noun food that you eat between meals
pages 126–134	4	adj If food is this, it tastes of sugar.
	5	adj If food is this, it tastes of salt.
	6	noun the types of food that you eat most often
	7	noun things in food that we need to grow and be healthy
	8	noun the place where you get something from

Listening

- 2 Listen. What is the same about these stories? 🍥 73
- **3** Listen again and match.



- **a** This person fell asleep and burnt something.
- **b** This person used the wrong ingredient.
- c This person forgot to buy something.
- **d** This person forgot to remove something.



Speaking

4 Ask and answer. Use the prompts or your own answers.



Lesson Seven

Writing

- 1 Look at the text. What is it about?
- 2 Read.



Monday, 14 April

Pizza problems

If you're a terrible cook, you'll love this story! Last month, my mum bought me a recipe book. The recipes looked easy, so I decided to make pizza for dinner one evening.

I bought the ingredients and then I started to make the bread for the pizza. I mixed flour, salt and water in a bowl. I was listening to music on the radio. It was very loud, so I didn't hear my brother come into the kitchen. He shouted my name and scared me. I dropped the bowl. The flour and water went all over the table, the floor and my trousers.

Luckily, my family thought my cooking disaster was very funny. We went to a pizza restaurant for dinner. I haven't cooked again since then! If I cook again, I won't listen to music in the kitchen!

Posted by Tina at 3:33 p.m.

3 Read again and answer the questions.

- 1 What did Tina want to make?
- 2 Why didn't Tina hear her brother come into the kitchen?

A personal account: endings

We can end a personal account by writing:

- how people felt
 Luckily, my family thought my cooking disaster was very funny.
- what happened in the end We went to a pizza restaurant for dinner.

4 Match.

- **a** If I decide to surprise Mum again, I'll make her a card. It's a lot safer!
- **b** I bought Mum a birthday cake from the bakery and we all enjoyed her birthday party.
- **c** My mum laughed when she heard about my adventures in the kitchen, but I felt very silly.

Complete the writing task on page 72 of Workbook 5.

- the writer's comments about what happened and what they have learnt
 I haven't cooked again since then! If I cook again, I won't listen to music in the kitchen!
 - 1 how people felt
 - 2 what happened in the end
 - 3 the writer's comments on the story



Unit 8 Writing a personal account: endings

5



83

Lesson One Story

1 Listen and read. What are the children doing in pictures 4 and 6? 🍥 75





Jim Yes, the players are great. And the team has just got a new goalkeeper. He's amazing. Fin I hope the team wins this game. If they win, they'll get that trophy.



- 2 Listen to the story again and repeat. Act.
- **3** Read again and circle.
 - 1 Jim has got *tickets*/ *players* for the big match.
 - 3 The children might meet the *players / trophy* later.
 - 5 Jim has got a *job / game* for the children.





Libby The game is nearly over. The team has to score another goal to win the match.
Kate This is really exciting.
Ed Ha ha! You're a football fan now, Kate! ****



KateWe loved the match. You all played really well.CaptainThank you. It's nice to meet new fans.LibbyWe'll come back and watch you playagain when Jim's leg is better.

- 2 The children have got the best *team / seats*.
- 4 The team has got a new captain / goalkeeper.
- 6 The children give the *team / trophy* to the captain.

1 Listen and repeat. 🚳 76



ctionary

Dictionary Workbook 5

pages 126-134

2 Write the words.

- 1 Football players do a lot of <u>training</u> before they play in a match.
- **2** A ______ is a special prize for a winning team or athlete.
- 3 A football ______ trains the players.
- 4 The ______ is the leader of a football team.
- 5 An ______ is a person who plays a sport or runs races.
- 6 A football ______ supports a team and watches their matches.

Working with words

Antonyms are words with opposite meanings.bestworstwinlosegivetake



4 Read and circle.

- 1 I forgot to give /(take) my bag with me when I got off the bus.
- 2 Jenny is a fan of the local team. She hopes they are going to win / lose on Saturday.
- 3 It was so nice of you to give / take me your extra ticket.
- 4 That was the best / worst film I've ever seen. It was so boring!

Lesson Three Grammar 1

1 Listen and read. What has Professor invented? 🍥 78







I'm turning them on now.



2 Read and learn.

Modal verbs

Use *may*, *might* and *could* to talk about present and future possibilities.

Use *will* and *won't* to talk about future definites.

They'll be a big success.

I might need to do more work on those boots!

3 Read and circle.

- 1 If it's sunny tomorrow, we could / won't have a picnic.
- 2 We *might / will* go to a restaurant. We'll decide tomorrow.
- 3 The children won't / may play outside if it doesn't rain.
- 4 If you eat a lot of junk food, you *could / won't* get health problems.
- 5 If I'm very tired, I won't / might go to bed early tonight.
- 6 Julie *will / may* be happy if her team wins the match.

4 **Speaking** Ask and answer.



Lesson Four Grammar 2

1 Listen and read. Who could be giving the advice about exercise? 🍥 79

Do you have to exercise every day? Yes, you do. It's very important to do some exercise every day. You don't have to go to the gym or do a sport every day, but it's a good idea to go for a walk or a run. You have to use your body to keep it healthy.



2 Read and learn.

have to / had to

Use *have to / had to* to talk about something that is / was necessary.

Use don't have to / didn't have to to talk about something that is not / was not necessary. You have to use your body to keep it healthy.

sport every day.

You don't have to go to the gym or do a

Do you have to exercise every day?

Yes, you do.

3 Read and choose.



87

Lesson Five

Reading

- 1 Look at the text. Where do you think it is from?
- 2 Listen and read. 🊳 8

Just breathe

1		
		5
4	3	

- The movement of your blood through your heart and around your body is called circulation. The <u>process</u> of circulation is fast! It takes less than a minute to <u>pump</u> blood to every part of your body.
- 1) When you <u>breathe</u> in, <u>oxygen</u> goes into your <u>lungs</u>.
- <u>Blood</u> from your lungs fills with oxygen and moves into the left side of your heart.
- 3 The left side of your <u>heart</u> pumps the blood with oxygen in it out through tubes called arteries. Arteries carry blood away from your heart to your body.
- 4 Your body takes the oxygen out of the blood and uses it to stay healthy and strong. We need oxygen for everything we do: moving, growing, speaking and thinking. If we do not have oxygen, we cannot live.
- 5 When your body uses the oxygen from your blood, it makes <u>carbon dioxide</u>. Your body doesn't need this carbon dioxide, so the blood takes it away. Other tubes, called veins, carry the blood with carbon dioxide in it back to your heart.
- 6 The blood from your body goes into the right side of your heart.
- 7 The right side of your heart pumps this blood into your lungs. Your lungs remove the carbon dioxide from the blood.
- 8 When you breathe out, the carbon dioxide goes back into the air.

Remember, all this happens in about a minute, and all you have to do is breathe!

3 Read again and write the answers.

Is circulation slow?
 Does blood from your lungs go into the right side of your heart?
 Do arteries carry blood away from your heart?
 Do veins carry blood back to your heart?
 Do your lungs remove carbon dioxide from your blood?
 Does oxygen go into the air when you breathe out?

Lesson Six

Words in context

1 Find words in the text to match the definitions.

	1 process	noun something natural that happens in the body
Ctionary	2	noun the gas that we need to live
Workbook 5	3	noun the red liquid that goes around your body and keeps you alive
pages 126–134	4	verb to take air in and out of your body through your nose and mouth
	5	noun two parts inside the top half of your body that you use to breathe
	6	verb to make a liquid move to another place by pushing it
	7	noun the gas that we breathe out after we breathe in air
	8	noun the part inside your chest that makes blood go around
		your body

Listening

- 2 Listen. What sport does Joe do? 6 81
- **3** Listen again and complete.

Joe Willis • start cycling? 1_5_ years

- old
- win first race?
 ²_____ years old

Interview with

training?
 cycle every day

- run ³ days a week
- go to gym ⁴____ days a week
- diet?
 - eat fruit, vegetables, whole grains,
 - 5 drink water every 6 minutes when training

Speaking

4 Ask and answer. Use the prompts or your own answers.



Lesson Seven

Writing

- 1 Look at the text. Who is the interview with?
- 2 Read.

Katie Barrett is 20 and she has won two world medals for running. I went to see her in training to find out more ...

Katie, when did you start running? When I was five, I used to race my brother in the garden. He always won!

When did you win your first race? When I was seven I won a race at school. I was very proud!

Do you have to do a lot of training?

I run for three hours every day. I swim four days a week, too. Swimming is great exercise for every part of the body.

Do you have a special diet? When I'm training, I eat plenty of fish or chicken with brown rice and vegetables.

Katie, we think you're an amazing sportswoman. We look forward to seeing you win another medal very soon.

Sentence:

3 Read again and answer the questions.

1 When did Katie win her first race?

2 What does Katie eat when she's training?

write full answers to our questions.

Do you have to do a lot of training?

I run for three hours every day.

When we write the interview, we use our notes to

An interview: notes

When we interview a person, we ask them questions and make notes of their answers.

Note: Training?

run – 3 hours a day

- 4 Match the notes to the questions and answers.
 - 1 diet?
 eat healthy food, drink plenty of water d
 2 start playing tennis?
 8
 3 training?
 practise 2 hours a day
 go to gym 5 days a week
 4 win first match?
 10
- **a** When did you start playing tennis? When I was eight years old.
- **b** How old were you when you won your first match? I was ten years old.
- c Do you have to do a lot of training?
 I practise for two hours every day and I go to the gym five days a week.
- d Do you have a special diet?I eat healthy food and I drink plenty of water.
- Complete the writing task on page 80 of Workbook 5.





Review Unit 9

Fluency Time!

Everyday English

1 Listen and read. 🚳 83



We use these phrases to talk about the messages we receive and the information in those messages.

<mark>I've got a message from</mark> Layla.	(Layla has sent a message to my phone.)
<mark>Did</mark> she <mark>text you</mark> ?	(Did she send you a text message?)
She <mark>left me a voicemail.</mark>	(She left me a recorded message.)
<mark>What did</mark> Layla <mark>'s voicemail / text say</mark> ?	(What did Layla say in the recorded message / text message?)
<mark>I've just got a text</mark> !	(I've just received a text message.)
Zaid has messaged me!	(Zaid has sent me a message.)

Listening 2 Listen and match the messages to the people. 🚳 84 glossary a What DVDs have U got 4 tonight? 1 Megan C = see2 Layla **b** R U going 2 football practice tomorrow? R = are3 Zaid c CU@6pm! U = you4 = for4 Ben d Can U bring your new CD? 2 = to@ = atSpeaking Ask and answer. Use the prompts or your own answer. Did he / she leave I've got a message my mum / my dad / my brother / you a voicemail? from my sister / my friend / my cousin he/she No, texted me. What did his / her text say? He asked me to go to Can you come to my house tonight? I see. his house tonight. Can you buy some milk, please?

Meet me in the park at 4 p.m.! Can you help me with my homework? Call me at 8 p.m.!

Project: English text messages

93

That's nice.

Colour and cut out the mobile phone template. Carefully cut along each side of the mobile phone screen.

1 Look at the story again. Act.

1

2

(3

2 Write some English text messages.

Write secret text messages on the mobile phone screens. You can use the words in the box to help you. You can find more text message codes on the Internet.

Cut out your secret text messages and place one of them into your mobile phone.

from Maria.

Swap mobile phones with a partner. Can you

Speaking Tell a friend about your partner's text message.



This is my mobile phone. I swapped six secret text messages with my partner. In the first message, I asked ...

Speaking Tell the class about your project.

How many text messages did you swap?

What did you say in your text messages?

What did your partner say in his / her text messages?





Project



- 1 Look at the photos. What are the people doing? How old do you think the people are?
- 2 Listen and read. 🚳 85





Jordan Romero is from the United States. He was born on 12th July 1996. On 22nd May 2010, Jordan became the youngest person to climb to the top of Mount Everest. He was thirteen years, ten months and ten days old when he reached the top of the mountain. He climbed the mountain with his father, Paul Romero, his step-mother, Karen Lundgren, and three Sherpas (special guides) called Ang Pasang Sherpa, Lama Dawa Sherpa and Lama Karma Sherpa.

Climbing Mount Everest was part of Jordan's ambition to climb the tallest mountain on every continent. This adventure is called the Seven Summits. When Jordan finished this incredible task, he was fifteen years, five months and twelve days old, so he is the youngest person ever to climb all seven mountains.

Mountain	Continent	Date climbed
Mount Kilimanjaro	Africa	Apr 2006
Mount Elbrus	Europe	Jul 2007
Mount Aconcagua	South America	
Mount McKinley	North America	Jun 2008
Mount Carstensz Pyramid	Australia	Sep 2009
Mount Everest	Asia	May 2010
Vinson Massif	Antarctica	Dec 2011

The Seven Summits adventure took a lot of hard work, preparation and training. Jordan visited some of the most beautiful places and some of the most extreme places on Earth, including the coldest place on Earth (Antarctica). Jordan was lucky to have a great team climbing with him. His father, Paul, and his stepmother, Karen, have both got a lot of experience in mountaineering and they both love adventure. Paul knows how to help people in medical emergencies at great heights, where there isn't much oxygen. Karen is a coach and a personal trainer, so she's great at encouraging people to keep going! But Jordan didn't need a lot of encouragement to achieve his ambition. Like his dad, he loves adventure.

Now, Jordan has started a new adventure, but this time he is staying on one continent. He's going to climb the highest point in each of the US's fifty states. He calls this adventure the Find YOUR Everest Tour. He wants to encourage children and teenagers in the US to get outside, be fit and healthy and do things as a family. He wants young people to come and meet him when he visits each state and to join in his adventure, or find their own adventure. Jordan thinks everyone should have an ambition. You don't have to climb Everest, but it's important to set yourself a goal and try to achieve it.

3 Read again and answer the questions.

- 1 How old was Jordan when he climbed Everest?
- 3 When did Samantha start wheelchair racina?
- 2 What is the Find YOUR Everest Tour?
- 4 What is Samantha's next goal?

4 Discuss.

- 1 Who do you think is the bravest: Jordan or Samantha? Why?
- 2 Do you think it is important to have a goal? Why (not)?
- 3 What goals do you want to achieve?



Samantha Kinghorn

Samantha Kinghorn is sixteen years old and she's from Scotland, in the UK. In December 2010, when Samantha was fourteen years old, she was helping her dad to clear a path in the snow at her family's farm. Suddenly, a large pile of snow and ice fell from a roof and landed on Samantha. The snow and ice injured Samantha's back and she couldn't feel her legs. An ambulance took her to the nearest hospital, but Samantha's back was broken and she was not able to walk again.

Samantha spent six months in the hospital recovering from her injuries. She learned how to use a wheelchair and to get around without using her legs.

As Samantha became stronger, she discovered that she could make her wheelchair move very fast! A physiotherapist at the hospital took Samantha to Stoke Mandeville, the national centre for disability sports. Samantha tried lots of different wheelchair sports. She realized that she was very good at wheelchair racing.

Samantha started training six times a week. She soon became very fit and very fast. She won the Great Scottish Run 10 kilometre wheelchair race in September 2012. In April 2013, she entered the Mini London Marathon and finished second! She has also joined Scotland's athletics squad and will be the youngest member taking part in the Commonwealth Games in Glasgow in 2014. Her next goal is to take part in the 2016 Paralympics in Rio de Janiero.

Samantha has achieved a lot in a very short time, and she is already becoming a national hero. Her family is very proud of her for being so strong and positive. Like Jordan Romero, Samantha thinks it is important to have dreams and goals, and she wants to show the world that being in a wheelchair can't stop you from achieving your goals.

"I want to teach people that being disabled doesn't mean that you can't do something, it just means you have to do it in a different way," she says.



1 Look at the pictures. What are the people doing? How do you think they feel? 2 Listen and read. 6 86



Heidi was very excited. Her friend Clara was coming to visit. Clara was ill and she couldn't walk, so it wasn't easy for her to visit Heidi on the mountain. Heidi couldn't wait for her friend to arrive.

Heidi ran down the mountain to tell her friend Peter about Clara's visit. Peter looked after Grandfather's goats and Heidi liked to help him. Heidi and Peter were usually good friends, but today Peter was worried. Maybe Heidi wouldn't want to be his friend any more when her new friend arrived.

A few days later, Clara finally arrived. Heidi was playing outside when she saw two men carrying a chair up the mountain. A young girl was sitting in the chair. It was Clara. She was wrapped in shawls and she looked very pale and ill. There was an old lady on a horse behind Clara. She was Clara's grandmother. Beside Grandmother, there was a man pushing Clara's wheelchair and another man carrying Clara's luggage. Heidi and Grandfather greeted Clara and her grandmother and soon they were all chatting like old friends.

Grandfather brought the table and chairs outside so that they could eat lunch in the sunshine. Clara looked around and laughed happily."It's so beautiful here," she said. "I want to stay here forever." Heidi was very pleased. The lunch was delicious and Clara ate a lot. Grandmother was very surprised. "You never eat a lot in Frankfurt," she said. "I am never hungry at home," said Clara. "Everything tastes better here."

"It's because of the mountain air," said Grandfather. "It makes people hungry. Perhaps Clara should stay here for a few weeks." Everyone thought this was a wonderful idea. Heidi was very excited and she couldn't stop jumping up and down.

Clara and Heidi were delighted to have lots of time together. Peter was not very friendly to Clara at first. He was still worried. But Heidi and Clara were always friendly to Peter and soon he forgot his worries. Perhaps Clara could be his new friend, too.

Heidi wanted to show Clara all her favourite places but Clara looked sad. "Oh Heidi", she said. "I want to see all the beautiful things that you wrote to me about in your letters, but I can't." "You can see everything," said Heidi. "Let's go!" and she

3 Read again and answer the questions.

- 1 Why is it difficult for Clara to visit Heidi?
- 3 Where does Heidi take Clara?
- 2 Why does Clara eat more in the mountains?
- 4 Why is Grandmother delighted at the end of the story?

4 Discuss.

- 1 Why does Clara get healthier in the mountains?
- 2 Do you like to spend time outside?
- 3 Have you ever been ill? How did you get better?

used all her strength to push Clara's wheelchair all over the mountain. She showed Clara the tall, strong fir trees that grew behind the hut. She took her to the goat shed and showed her all of Peter's goats. And she took Clara to her favourite place of all, the flower meadow where beautiful red flowers danced in the grass. Clara had never seen such things or had such fun adventures before.

Grandfather prepared delicious meals, and Clara ate more every day. Soon Clara's face didn't look pale any more. "I feel so much better than I did in Frankfurt," said Clara. "I eat more and I sleep more when I am here." "It's because you are outside all the time," said Heidi. "You need fresh air to be healthy." One day, Heidi, Clara and Grandfather were getting ready to go for a walk. Heidi went to fetch Clara's wheelchair, but she couldn't see it anywhere.

"I think the wind has blown Clara's chair down the mountain," said Heidi. "What are we going to do?" "I will have to go home," said Clara sadly. "I can't move around without my chair." "Don't worry," said Grandfather. "We will think of something." Just then, Heidi saw Peter and she had an idea.

"Peter, come and help me," she said. "You can take Clara's right arm and I will take her left arm." Peter and Heidi lifted Clara and held her, but Clara was too heavy for them to carry. "Can you put your feet on the ground?" Heidi asked Clara. Clara put one foot on the ground and then the other. "It doesn't hurt!" she said.

She put one foot in front of the other again and again. "Look, Heidi!" she laughed. "I can do it! I can walk!" "Oh, Clara, this is wonderful!" said Heidi. "Now we can walk in the mountains every day and you will get healthy and strong. You will never need a wheelchair again!"

Clara practised walking every day, and when Grandmother came to visit, Clara walked down the path to meet her. Grandmother was delighted when she saw Clara looking so healthy and happy.

"The mountain is the best hospital in the world!" she said.

Based on a story by Johanna Spyri

Lesson One Story

1 Listen and read. What did the builders find? 🍥 87



2 Listen to the story again and repeat. Act.

3 Re	ad again and write the names.	Libby	Fin	Builders	Ed	
1	Builders were building a shopping	g centre.		2		wants to look at the Roman town.
3	thinks the jewellery is been	autiful.		4		has an idea.

1 Listen and repeat. 🚳 8



2 Write the word.

1	column	<i>noun</i> a tall, round thing made of stone, that holds up a roof
2		noun a large piece of stone used for building
3		noun blocks of stone that get higher and higher that you walk up or down
4	<u>.</u>	noun a person who learns about the past from old things they dig up from the ground
5		noun the shape of a person or animal made from stone or wood
6		noun a shape, picture or pattern made in stone or wood with a knife

Working with words



3 Listen and repeat. 🚳 89

4 Write.

- 1 Would you like some <u>help</u> (help)?
- 2 There's water on the floor. Be _____ (care)!
- 3 Work and _____ (play) are both important for school children.
- **4** Look at the colours in that painting. They're _____ (beauty).

Lesson Three Grammar 1

1 Listen and read. How does Professor feel? Why? 🍥 9



Oh dear.

That's not true, Professor. I'm

your invention, and there's nothing wrong with me. Here. I made you something to eat.



2 Read and learn.

Indefinite pronouns

Use **indefinite pronouns** to talk about people, things and places which we don't name.

someone, something, somewhere

There is something wrong with all of my inventions.

everyone, everything, everywhere There are machines everywhere.

3 Read and circle.

- 1 Has someone / anyone seen my keys?
- 2 Put your money somewhere / everywhere safe.
- 3 We've got anything / everything we need for our holiday.
- 4 No one / Anyone wants to go to the beach in the rain.
- 5 He looked everywhere / nowhere, but he couldn't find his watch.
- 6 I'm bored. I haven't got anything / nothing to do.

4 Speaking Ask and answer.



no one, nothing, nowhere There's nothing wrong with me.

Is there anything

wrong, Professor?

I never invent anything good. There is something wrong

with all of my inventions.

Negative sentences and questions: *anyone, anything, anywhere* Is there anything wrong, Professor?

1 Listen and read. Where do you think they are? 🍥 🤊

Emma Lisa

Emma Lisa

Emma

Lisa

2 Read and learn.

Question tags

Use **question tags** at the end of sentences to mean 'Am I right?' or 'Do you agree?'. These necklaces are beautiful, aren't they?

Yes. Come on, let's go.

These necklaces are beautiful, aren't they?

OK. The Egyptian room is upstairs, isn't it?

No, we're not allowed. Let's go and look at some statues.

Yes. The Romans had lots of jewellery. We can't take photos in here, can we?

Look!

The Egyptian room is upstairs, isn't it? We can't take photos in here, can we?

3 Read and choose.

1 You can play the piano, <u>c</u>?

a can you b are you c can't you

- 3 He couldn't play football, ____?
 a can he b couldn't he c could he
- 5 It wasn't very cold yesterday, ____? a was it b wasn't it c isn't it
- 2 We're shopping, ____? **a** are we **b** aren't we **c** aren't you
- 4 Dad is very funny, ___? a is he b was he c isn't he
- 6 They can't swim, ____? a can they b can we c can't they
- **4** Write four sentences with question tags for your friend.
 - 1 You can play the violin, can't you?

Lesson Five

Reading

- 1 Look at the article. What do you think it is about?
- 2 Listen and read. 🍥 🥺



The Inca people lived in the Andes mountains in South America over 500 years ago. The Inca used stone to build wonderful buildings with <u>slanted</u> doorways, windows and roofs. Most Inca cities did not have walls around them, but they were very safe. There were large stone <u>fortress</u>es near each city. When there was danger, the people could hide in the fortresses.

The most famous Inca city is Machu Picchu. Machu Picchu is high in the Andes mountains in Peru. Only local people knew it was there until 1911, when Hiram Bingham, an American archaeologist, visited Peru and saw the <u>ruins</u> of this <u>ancient</u> city. When he returned to America, he wrote an article about Machu Picchu in *National Geographic* magazine. Soon the rest of the world knew about this wonderful place.

<u>Explorers</u> went to Machu Picchu and found <u>palaces</u>, fortresses and the remains of stone <u>aqueducts</u>. The aqueducts brought water from rivers to the city. Today, the streets and the walls of the city are like a stone <u>maze</u> for people to walk through. There are still some things that we don't know about Machu Picchu today. For example, no one knows why the Inca stopped living there. Some people think there was an illness that made the Inca run away from the city. It is difficult to find out if they are right because there are no records to tell us. The Inca didn't write, but they were excellent builders.

It has been nearly 100 years since the rest of the world first heard about Machu Picchu. Today, Machu Picchu is Peru's most famous tourist attraction. If you travel to Peru, you should definitely visit the amazing lost city of the Inca.

3 Read again and write *True* or *False*.

- 1 The Inca were from South America. <u>True</u>
- 3 Machu Picchu is in Peru.
- 5 The Inca wrote about their lives.
- 2 All Inca cities had walls around them.
- 4 Explorers found fortresses at Machu Picchu.
- 6 Not many people know about Machu Picchu.

Words in context

1 Find the words in the article to match the pictures.



Listening

- 2 Listen. What are they talking about? 🍥 🤧
- **3** Listen again and complete.



Description: huge ² beautiful statues Age: more than 4,000 years old Description: huge 4 of stone in a circle

Age: more than 2,000 years old Description: very ⁶ made from bricks and stone

Speaking

4 Ask and answer. Use the prompts or your own answers.

Have you ever visited a museum?		Yes, I have. / No, I haven't.
What did you see there?	I saw	pots / jewellery / coins / statues / paintings
What ancient place would you like to visit?	I'd like to visit	Machu Picchu / the Pyramids / Stonehenge / the Great Wall
Why?	Because it looks	beautiful / ancient / interesting

Lesson Seven

Writing

- 1 Look at the text. What is it about?
- 2 Read.



A visit to the Colosseum by Ben Sanders

Have you ever wondered what life was like in ancient Rome? A visit to the Colosseum is a wonderful way to find out something about life in Roman times.

I visited the Colosseum on a cold morning last February. I could smell fresh bread from the bakeries as I walked through the noisy streets. Suddenly, I saw the Colosseum in front of me.

Sadly, the Colosseum is in ruins now. The stone seats have gone and the floor has gone, too. But I imagined excited Romans sitting in the seats and watching a fantastic show. I explored the rooms under the Colosseum where the Romans kept things for the shows. I felt scared, because the rooms were small and dark.

As I was leaving, I saw a man wearing a Roman costume. "Come back soon," he said. I hope I will visit the Colosseum again soon. It's an amazing place.

3 Read again and answer the questions.

- 1 What could Ben smell when he walked to the Colosseum?
- 2 Why did Ben feel scared?

Making writing more interesting

- We can make a piece of writing more interesting by:
- asking a question Have you ever wondered what life was like in ancient Rome?
- using the senses (what we could hear / see / smell / taste / touch)

I could smell fresh bread from the bakeries as I walked through the noisy streets.

- using a variety of adjectives But I imagined excited Romans sitting in the seats and watching a fantastic show.
- describing people's thoughts and feelings I felt scared, because the rooms were small and dark.
- using direct speech "Come back soon," he said.

С

4 Match.

- 1 Do you ever wonder how people built ancient buildings?
- 2 I could feel the sun on my face and the wind in my hair as we drove up the hill.
- 3 The old stone walls were covered in beautiful paintings.
- 4 I felt excited as I walked through the doors of the castle.
- 5 "I hope you enjoyed your visit," she said to me.
- 5 Complete the writing task on page 90 of Workbook 5.

- **a** using the senses
- **b** describing people's thoughts and feelings
- c a question
- d direct speech
- e a variety of adjectives



2 Listen and order the lines. Sing. 🍥 94

Everything changes

- People from long ago left things behind,
 People may go, but their homes and things last.
 Now we can learn about life in the past.
- Clues for their friends in the future to find.

Chorus:

- 1
 Everything changes and time moves so fast.

 Will you leave something for people to find?

 The present and future will soon be the past.

 What piece of history will you leave behind?
- In ancient buildings, we find ancient things,
 What was it like then? We all want to know.
 Statues and dishes and carvings and rings.
 Each clue tells something of life long ago.

Lesson One Story

1 Listen and read. What are the children doing? 🍥 95



Fin Come on, Ed. Tell us about your great idea. Ed OK. Why don't we make a time capsule? We can put things in this box and bury it. When people dig it up in the future, they'll learn about what life is like now.



Kate Let's all write a message and put the messages on a memory stick.
Ed We should put a supermarket receipt in the box so people can see how much things cost.



Kate We can save digital photos on a disc. That will show people what technology we've got. We can put in a computer manual too.



FinGreat! Has anyone got any other ideas?GirlA CD of our favourite songs.BoyA map of our town.GirlA DSD Club hat!





- Fin I've got some exciting news! I've just called the mayor's office and the mayor said we could bury the time capsule in the park. Libby And the local newspaper wants to write a story about it!
- 2 Listen to the story again and repeat. Act.

3 Read again and write *True* or *False*.

- 1 Ed has got a metal box.
- 2 The children are going to write messages and put them on a disc.
- 3 Ed wants to put his money in the time capsule.
- 4 The children are going to bury the time capsule in the park.

True

......

1 Listen and repeat. 🚳 🤒



2 Write the words.

- 1 You can write about your life in a <u>diary</u>.
- **3** You can store information on a _____.
- 5 You can keep your favourite photos in a
- 2 A _____ is paper money.

a_____.

- **4** A _____ tells you how to use a new machine.
- 6 When you buy something from a shop, you get

Working with words

Homonyms a	re words that	have the same s	pelling but dif	ferent meaning	s.	Dictionary
stamp <i>noun</i>	float <i>noun</i>	spring noun	note <i>noun</i>	coach <i>noun</i>	light <i>noun</i>	Dictionary Workbook 5
stamp verb	float verb	spring <i>noun</i>	note <i>noun</i>	coach <i>noun</i>	light <i>adj</i>	Workbook 5 pages 126–134

- 3 Listen and repeat. 🊳 97
- **4** Match the homonyms.















b


1 Listen and read. Does the time machine work? 🍥 🤒



The date you want to travel to is shown on this screen. When this button is pressed, the doors are closed and you are taken to a different time! I'm going to test the machine now!





2 Read and learn.

The passive (present simple)

Use **the passive** when you don't know the subject of a sentence (who does an action).

Present simple passive = *is / are* + past participle

Also use the **present simple passive** to talk about things that are generally true.

English is spoken in many different countries.

You are taken to a different time.

3 Write A (active) or P (passive).

- 1 Computers are used all over the world.
- 3 The film starts at eight o'clock.
- 5 A lot of ancient things are kept in museums.

4 Speaking Make passive sentences. V Irregular verb list Workbook 5 page 135

- P
- 2 I do all my homework on my computer.
 - 4 A lot of films are made in Hollywood.
 - 6 We often visit our local museum.



Lesson Four Grammar 2

1 Listen and read. What does this museum teach you about? 🍥 🤧

The Titanic was a huge ship. It sank on its first trip, in 1912. Today, you can visit the Titanic Museum in Missouri, USA, and see what life was like for the people on the Titanic. Visitors are greeted by people in costumes and are given tickets for their journey. Inside, the museum is decorated with things from the real Titanic passengers, like clothes, letters and jewellery. You can learn about the passengers and explore the world's most famous ship.





2 Read and learn.

Passive and active Use the passive when the object of an active Use by to say who or what does an action. sentence is more important than the subject. Visitors are greeted by people in costumes. Active: People in costumes greet visitors. Use with to say what is used to do an action. The museum is decorated with things from the Passive: Visitors are greeted by people in real Titanic passengers. costumes.

3 Read and circle.

- 1 Pictures are painted by / with artists.
- 3 Aeroplanes are flown by / with pilots.
- 5 Thieves are caught by / with the police.

4 Rewrite the sentences. Use the passive or active. V Irregular verb list Workbook 5 page 135

- 1 Mrs Green teaches our English lessons. Our English lessons are taught by Mrs Green.
- 3 Dad drives the children to school.
- Mobile phones are used by lots of people. 5
- My clothes are washed by my mum. 7

- 2 Bread is made by / with flour.
- 4 Photos are taken by / with cameras.
- 6 These bottles are filled by / with water.

- 2 Fires are put out by firefighters. Firefighters put out fires.
- 4 Criminals are caught by the police.
- 6 Hundreds of tourists visit my town.
- Karen feeds the penguins. 8

Skills Time!

Lesson Five

Reading

- 1 Look at the text. What do you think it is about?
- 2 Listen and read. 🍥 100



Nim's Island is a great film. It's directed by Jennifer Flackett and Mark Levin. The main character in the film is an eleven-year-old girl called Nim. Nim is played by Abbie Breslin, who is only a <u>teenager</u> but already a famous actress. The film is based on the <u>novel Nim's Island</u> by Wendy Orr.

Nim lives on an island in the South Pacific. She has some cute animal friends, including Selkie the sea lion, Fred the lizard and Galileo the pelican. Nim is a very <u>confident</u> girl. She can find food, climb trees and build fires. Nim doesn't have a mother. She lives with her father, Jack Rusoe. He is played by Gerrard Butler. Jack is a scientist and he studies tiny sea <u>creatures</u>. One day, Jack goes on a trip on his boat. He wants to take Nim with him, but Nim wants to stay at home on the island. Jack agrees and he sets off on his trip.

Soon after Jack leaves, an email arrives for him. The email is from Nim's favourite author, Alex (Alexandra) Rover. Alex is played by Jodi Foster. Alex wants to ask Jack about his work. Nim replies to Alex, and they become email friends.

While Jack is at sea, there is a terrible storm. Jack's boat breaks and he can't contact Nim. Nim is very worried. There are lots of tourists arriving on the island and they are making a mess. She wants Jack to come home, but she doesn't know where he is. Nim asks Alex to help. Alex comes to the island and helps Nim to make all the tourists leave. At last, Jack comes home, and he becomes friends with Alex, too.

The <u>special effects</u> in *Nim's Island* are very good. There is an amazing storm and a scary volcanic eruption. Jennifer Flackett and Mark Levin are great <u>directors</u>, and the actors' <u>performances</u> are brilliant. The film is funny and exciting. It's a <u>comedy</u>, fantasy and adventure film all in one.

Don't miss the chance to watch Nim's Island. It's a great film for all the family. I can't wait to watch Nim's Island 2!

3 Read again and circle.

- 1 Nim is the main *character*/ *director*.
- **3** Jack is a fisherman / marine biologist.
- 5 There is a *storm / trip* at the end of the film.
- 2 Nim lives with her father / brother.
- 4 Nim meets her favourite friend / author.
- 6 Jennifer Flackett and Mark Levin are great actors / directors.

Words in context

1 Find the words in the review. Write.



Listening

- 2 Listen. What was the film about? So 101
- **3** Listen again and match.
 - the story
 the beginning
 the script
 - 4 the actors
 - 5 the special effects
 - 6 the ending

a sad
b funny
c boring
d amazing
e brilliant
f clever



Speaking

4 Ask and answer. Use the prompts or your own answers.



Skills Time!

Lesson Seven

Writing

- 1 Look at the text. What is it about?
- 2 Read.



Atlantis: The Lost Empire by Lucy Winters

Atlantis: The Lost Empire is a Disney cartoon film. It is directed by Gary Trousdale and Kirk Wise. The main character is a scientist called Milo Thatch. Milo's voice is played by Michael J. Fox.

A rich man gives Milo a submarine and a team of people to help him find the lost empire of Atlantis. After some exciting adventures, Milo and his team find Atlantis.

But Atlantis is in trouble. A bad man wants to steal the blue stone that protects the empire. Milo has to beat the bad man and save the empire.

The music in this film is amazing and some of the characters are very funny. The film is sometimes scary, but it is very exciting. It's a comedy and an action film all in one.

If you like action films and cartoons, you will love Atlantis: The Lost Empire. It's a fantastic film.

3 Read again and answer the questions.

- 1 Who is Atlantis: The Lost Empire directed by?
- 2 Who is the main character?

A film review

When we write a film review, we write:

- who the film is directed by It is directed by Gary Trousdale and Kirk Wise.
- who the characters are played by Milo's voice is played by Michael J. Fox.
- a short description of the plot (the story)
 A rich man gives Milo a submarine and a team of people to help him find the lost empire of Atlantis.
 After some exciting adventures, Milo and his team find Atlantis ...
- details of special effects / costumes / music etc.
 The music in this film is amazing and some of the characters are very funny.
- what we think is good / bad about the film The film is sometimes scary, but it is very exciting.
- a recommendation (advice about whether people should watch this film and who will enjoy it)
 If you like action films and cartoons, you will love Atlantis: The Lost Empire.

4 Match.

- 1 The film is directed by Mike Hammond.
- 2 The Ice Queen is played by Tina Reynolds.
- 3 When the children get lost in the snow, the Ice Queen saves them and takes them to her castle.
- 4 The special effects are beautiful and make the film very interesting.
- 5 The plot is exciting, but the film is sometimes a bit scary.
- 6 Everyone will love this film. It's great for all the family.
- Complete the writing task on page 98 of Workbook 5.

- d
- a characters
- **b** plot
- **c** recommendation
- **d** director
- e what is good / bad about the film
- f details of special effects

Unit 11 Writing a film review

5



2 Listen and order the lines. Sing. 🊳 🗤



Leave a message for the future

You can make your own time capsule,
 What will people find inside it
 It's so easy, you know how.
 When it's dug up years from now?

Chorus:

- Leave a message for the future,
 How we work and how we play.
 Tell them how we think and feel now,
 Tell them how life is today.
- Like a message in a bottle, When your capsule is discovered, Who will read the things you wrote? You don't know who'll find your note.



Lesson One Story

1 Listen and read. What are the children doing in pictures 3 and 6? 🍥 103



- 2 Listen to the story again and repeat. Act.
- **3** Read again and circle.
 - 1 The reporter / photographer wants to interview the DSD Club.
 - 2 The children have done a lot of *boring / interesting* things.
 - 3 The river in the wildlife park was *cleaned / filled* with litter.
 - 4 The river is horrible / beautiful again now.
 - 5 The children have had a *busy / boring* year.
 - 6 People in the *past / future* will know about the DSD Club.

Lesson Two Words

1 Listen and repeat. 🍥 104



2 Write the words.

- 1 Tom is a very good **photographer**. He takes beautiful pictures.
- 2 I want to be a _____, because I like asking people questions.
- 3 I closed my eyes when you took my photo because the ______ was too bright.
- 4 If you talk into the _____, your voice will be louder.
- 5 We always watch the ______ because we like to know what is happening in the world.
- 6 This camera has got a very long ______ for taking pictures of things from a long way away.

Working with words



- 3 Listen and repeat. 🚳 105
- 4 Write.
 - 1 My favourite subject is history, because it's very <u>interesting</u> (interest).
 - 2 Mum enjoys listening to music because she finds it _____ (relax).
 - 3 The children don't like watching the news. They think it's _____ (bore).
 - 4 We had a great time at the concert. It was _____ (amaze).

Lesson Three Grammar 1

1 Listen and read. What has Chip done? 🚳 106



The house was cleaned this morning. The floors were washed, the shopping was done and the lunch was made.



2 Read and learn.

The passive (past simple)

Past simple passive = was / were + past participle

You were invented to cook and clean.

My new machine did the shopping. Active:

Passive: The shopping was done by my new machine.

3 Read and circle.

- 1 This photo took / was taken by my dad.
- 2 I invited / was invited all my friends to my birthday party.
- 3 This picture *painted / was painted* by a famous artist.
- 4 Jenny sent / was sent her cousin an email yesterday.
- 5 The children gave / were given lots of homework last week.
- 6 Mike scored / was scored a goal in the football match.

4 Complete the sentences. Use the past simple passive. (V) Irregular verb list Workbook 5 page 135)

- 1 Emma was given (give) a watch for her birthday.
- **2** Two statues ______ (steal) from the museum last night.
- 3 The Eiffel Tower _____ (build) in 1889.
- 4 Our house _____ (decorate) last year.
- 5 These books (write) a hundred years ago.
- 6 I (teach) to ride a bike when I was five.



By my new machine. I used your time machine to make it and it works! I'm an inventor now!



116

Lesson Four Grammar 2

- 1 Listen and read. What is the text about? 🚳 107
 - **Q** Who was the telephone invented by?
 - A It was invented by Alexander Graham Bell.
 - **Q** When was the first telephone call made?
 - A It was made in 1876.
 - **Q** What was said?
 - A "Mr Watson. Come here. I want to see you."
- 2 Read and learn.

Passive questions

English is spoken in the USA. Is English spoken in the USA?

You were given a present. Were you given a present?

This picture was painted by my sister. Who was this picture painted by?

3 Read and choose.

- 1 b your new TV delivered yesterday? a Is b Was c Were
- 3 coffee grown in Brazil?
 - a Are b Were c Is
- 5 were the Pyramids built? **b** When **c** Who a What
- Speaking Ask and answer.







Thomas Edison

television



1879



2

4

6

a Who

a Who

a Is

Karl Benz 1885



The Wright brothers 1903

- It was invented by Johann Zahn.
- It was invented in 1685.



John Logie Baird 1925

was the Mona Lisa painted by? c What was this film made? c What **b** Where pandas found in China? c Are

Complete Grammar Time Exercise 2 on page 123 of Workbook 5.



Who was the telephone invented by?

When was the first telephone call made?

Where was the first mobile phone used?

What was invented in the 20th century?

b Where

b Was

Skills Time!

Lesson Five

Reading

- 1 Look at the text. Where do you think it is from?
- 2 Listen and read. 🌀 108

Bright star	Posted at 14:56 on 12/4		Bookworm	Posted at 18:42 on 12/-
Should anyone earn more than £1 million a year? I read in the newspaper that a famous footballer was paid the same in one week as 150 factory workers. <u>Factory</u> workers work 40 hours a week. Footballers just kick a ball around. I think they are paid more than they <u>deserve</u> .			and the police des They help people in difficult and dar	on girl. <u>Surgeon</u> s, firefighters serve to be paid a lot more. every day and they work ngerous situations. They are should be the real celebrities.
Sports fan	Posted at 17:23 on 12/4		Sports fan	Posted at 19:18 on 12/
Football stars need a lot of training from a young age. They train five days a week and have strict diets. Also, athletes entertain people, so they are giving something to the public. I think they deserve their money.			Tickets to football games and concerts are expensive. So are CDs and DVDs. Celebrities were paid a lot less years ago, but these days we pay more for entertainment, so they earn more. It's simple.	
London girl	Posted at 18:06 on 12/4		Bright star	Posted at 19:56 on 12/
I don't think that a footballer or any other <u>celebrity</u> should be paid so much money. They don't help anyone. <u>Scientists</u> and doctors train for years, too. They <u>improve</u> people's lives, but they are not paid as much as pop stars. That's silly!			the emergency se deserve more mo people are happy	ur interesting replies. I think ervices, scientists and engineers ney than celebrities. But if to pay lots of money for en the celebrities will be rich.



a

 \Box

3 Read again. Match the people and ideas.

- 1 Footballers just kick a ball.
- 2 Football stars train from a young age.
- 3 Doctors improve people's lives.
- 4 The police should be celebrities.
- 5 Celebrities were paid less in the past.
- 6 Firefighters are heroes.

- **a** Bright star
- **b** London girl
- c Sports fan
- d Book worm

Unit 12 Reading: an internet forum

Words in context

1 Find the words in the text. Write.



Listening

- 2 Listen. What are they talking about? So 109
- **3** Listen again and write *Julie* or *Carl*.
 - 1 <u>Julie</u> thinks it is too easy to become a celebrity.
 - 2 _____ thinks there are lots of new pop stars and actors these days.
 - 3 _____ thinks inventors and world leaders are the real celebrities.
 - 4 _____ thinks the public want to read about famous people.
 - 5 _____ thinks everyone wants to be famous these days.
 - 6 thinks people should want to do more important jobs.



Speaking

4 Ask and answer. Use the prompts or your own answers.



Skills Time!

Lesson Seven

Writing

- 1 Look at the text. What is it about?
- 2 Read.



Famous people in the news by Tom Adams

Celebrities are always in our newspapers and magazines. They are not always happy when stories about them are reported in the news. But I believe that the public should know about famous people's lives.

Firstly, celebrities want to be famous. It seems to me that celebrities should be pleased when their photo is printed in newspapers or magazines, because it means that people are reading about them.

Also, people spend a lot of money on tickets to watch concerts, films and sports events, or on CDs and DVDs, so they want to know about the celebrities' lives and personalities.

On the other hand, reporters and photographers sometimes make life difficult for famous people. They wait outside celebrities' houses and they often follow them. In my opinion, this is a problem.

In conclusion, I think reporters should write about celebrities, but they shouldn't make life difficult for famous people. After all, celebrities are people, too.

3 Read again and answer the questions.

- 1 Does the writer think that reporters should write about celebrities?
- 2 What reasons does the writer give for his opinion?

Expressing opinions

We use these phrases to express our opinions:

- I (don't) think that ... In my opinion, ...
- I (don't) believe that ... It seems to me that ...

4 Look at the text in Exercise 2. Underline the phrases expressing the writer's opinion.

5 Read and circle.

- 1 I don't opinion / believe celebrities should be angry when their pictures are printed in newspapers.
- 2 It seems / believe to me that famous people have very good lives.
- 3 In my opinion / think, famous actors earn more money than they deserve.
- 4 I seems / think it is very easy to become famous these days.

6 Complete the writing task on page 106 of Workbook 5.



Fluency Time!

Everyday English

1 Listen and read. 🚳 🎟



We use these phrases to talk about what materials things are made of.

What's it made of?

It's made of cotton.

We use these phrases to describe what we sense with our hands, eyes and noses.

<mark>It feels like</mark> silk.	feels = What you sense with your hands / skin.
<mark>It looks like</mark> metal.	looks = What you sense with your eyes.
<mark>It smells like</mark> chocolate.	smells = What you sense with your nose.

2 Listening Listen and complete the sentences with the words in the box. 🚳 112

CD magazine skateboard per

- 1 Layla is thinking of a <u>pen</u>.
- 2 Zaid is thinking of a _____
- 3 Megan is thinking of a _____.
- **4** Ben is thinking of a _____.



3 Speaking Ask and answer. Use the prompts or your own answer.

ball book window ruler door pencil towel eraser plate spoon









- 1 Look at the pictures. What can you see? Who do you think invented these things?
- 2 Listen and read. 🚳 113

How China changed the world

China has a rich and fascinating history. From ancient times, Chinese engineers and inventors have made amazing inventions and discoveries. The Ancient Chinese often invented or knew about things long before the rest of the world, but eventually their ideas reached other countries and changed the world. Many of the things that we use today originally came from Ancient China. These are some of China's most important inventions:

Paper

The Chinese invented paper in the 2nd century BC. That's over two thousand years ago! Three hundred years later, in 105 AD, the Chinese invented a way to manufacture paper, so they could make lots of paper to write on. At this time, people in the rest of the world were writing on clay or animal skins. The Chinese used their paper to make paper money and playing cards.

Printing

Hundreds of years before Gutenberg invented his printing press in Europe, the Chinese invented a printing press and printed newspapers and books. The first printed newspapers were sold in Beijing in 700 AD, and the first printed book with pictures was printed in China in 868 AD. In 1155 AD, the first printed map was produced in China. Thanks to these inventions, books changed the world by improving education and making information available to everyone.

The Compass

When the Chinese invented the compass between the 2nd century BC and the 1st century AD,



they used it to choose the best places to build their homes. The Ancient Chinese believed that their homes should face north, so they used the compass to find the correct direction. Later, the compass was used for travelling on land and sea. The compass made some of history's most famous journeys possible.

Silk

The Ancient Chinese were the first people to make silk. Silk thread is made by silkworms. The Chinese collected the thread and used it to make a soft, light material. Wealthy people in Europe wanted silk to make their clothes, so a lot of people bought silk from the Chinese. The route from Europe to China was called the Silk Road. For hundreds of years, the Chinese didn't tell anyone how to make silk. It was a wonderful secret.

The Kite

There are many stories about how the kite was invented. Some people believe that a Chinese farmer tied a string to his hat to stop it from blowing away, and his hat became the first kite. Other stories say that Chinese soldiers used kites to send



3 Read again and answer the questions.

- 1 What did the Chinese make with paper?
- 3 How did fireworks help the Ancient Chinese armies?

4 Discuss.

- 1 Which of the inventions in the text do you use?
- 2 Which invention do you think was the most important? Why?
- 3 What do you want to invent? What is your invention for? How can your invention change the world?

messages to each other or to warn each other when danger was coming. The first written report of someone using a kite is from about 200 BC, when Chinese army leader Han Hsin flew a kite over the wall around a city to measure how far his army needed to dig underground to make a tunnel into the city! One thing is certain: the kite gave inventors the idea for the plane, so it was a very important invention in the world's history.

Fireworks

Fireworks may not seem like an invention that changed the world. However, the main ingredient in fireworks is gunpowder, and gunpowder certainly changed the world.

The first fireworks were invented by the Ancient Chinese. The invention might have been an accident, but firework displays soon became very popular. Until the 12th century, the Chinese only used gunpowder for entertainment. But in 1161, they used explosives to make weapons for the first time. Cannons and guns were also invented by the Chinese. At first, exploding weapons gave the Chinese a great power. They were able to protect themselves from their enemies. But people began to buy gunpowder and guns and take them back to Europe. Soon everyone had these powerful weapons and the world changed forever.

Pasta

When we think of spaghetti, we think of Italy. But in fact the Chinese invented pasta and made it into long, thin strips called noodles. The Chinese were eating pasta for four thousand years before European explorers took the idea back to Europe. Ancient Chinese inventions are part of our everyday lives, whether we realize it or not. When you use an umbrella, you are using a Chinese invention. The Chinese made the first umbrellas to protect themselves from the sun and rain. When you use a match to light a fire, you are using another great idea from Ancient China. The Ancient Chinese invented wheelbarrows, bells, hot air balloons, forks, toothbrushes, football, dominoes, fishing reels and restaurant menus. Can you imagine a world without any of these things?





- 2 How did books change the world?
- 4 Why was the kite an important invention?



Look at the story and the pictures.
 What do you think happens in the story?

treasure sland

2 Listen and read. 🚳 114

My name is Jim Hawkins. When I was a boy, my father had a small hotel in England, near the sea. One day, an old sailor arrived at the hotel. He said his name was Billy Bones. He went to the beach every day and he looked out at the sea. Billy had a wooden box in his room. Nobody knew what was inside it.

After a few months, Billy Bones became very ill. When I visited Billy, he pointed at his wooden box. "There is treasure in that box," he said. "If you help me, I will share the treasure with you." But that night, Billy Bones died. I was very sad. I decided to open the wooden box. Inside, I found some papers wrapped in a cloth. I took the papers to Doctor Livesey's house. Doctor Livesey was having dinner with the Squire. They unwrapped the papers and looked at them carefully.

"This is a list of treasure and a map!" said the Squire. "The treasure is on an island. We must get a ship and go to find it." So the Squire found a ship. He also met a ship's cook called Long John Silver who only had one leg. Long John Silver told me wonderful stories about the sea and about his adventures. I liked talking to him, but I didn't like his pet parrot. It was always shouting.

Soon we were ready to leave. I said goodbye to my parents and we sailed away to look for treasure. One day, I was tired and hungry. I wanted to rest for a few minutes, but I soon fell asleep. When I woke up, I heard men talking. They didn't see me. One of the men was Long John Silver. "When we find the treasure and get it onto the ship, we'll steal the ship from Jim and his friends," he said. The other men agreed. "We'll leave Jim and his men on the island and we'll all be rich!" they said.

Suddenly, there was a shout. We were near Treasure Island. I found Doctor Livesey and the Squire and I told them about Long John Silver's terrible plan.

3 Read again and answer the questions.

- 1 What did Jim find in Billy Bones's box?
- 3 Where did Long John Silver run away?

4 Discuss.

- 1 Did you enjoy the story? Why (not)?
- 2 Do you think Jim was brave? Why (not)?
- 3 Do you think Long John Silver is a bad man? Why (not)?

2 Who found the treasure?

4 What does Jim sometimes hear in his dreams?

When we arrived at Treasure Island, we all left the ship and went to explore the island. We found a wooden house and we stayed there for the night. When I woke up the next morning my friends were gone! I was very scared. But when the other men left the house, Long John Silver told me his new plan.

"I'm not going to steal the ship or the treasure," he said. "I'm going to help you and your friends. But the other men think I am going to share the treasure with them. We mustn't tell them our secret."

That afternoon, we went to look for the treasure. But when we found the right place, we saw a large hole in the ground. The treasure was gone! The men were very angry with Long John Silver. "You tricked us!" they said. But then my friends jumped out from behind the trees.

"The treasure is safe," said Doctor Livesey. "We found it last night. We're taking it back to England and Long John Silver is going to come with us. The rest of you must stay here, on Treasure Island."

I was glad to sail away from Treasure Island. We stopped in South America and Long John Silver ran away. He took some of the treasure with him and we never saw him again. When we arrived home, we shared the treasure and lived happily. But sometimes in my dreams I still hear Long John Silver's parrot shouting.

Based on a story by Robert Louis Stevenson

Culture

Sehool elubs

1 Listen and read. What club is each of the children in? 🚳 💵

Hi! I'm Danny. This is my school drama club. We meet every Thursday after school. We're practising our new play at the moment. I'm trying to remember all my lines. I'm playing the king, so I'm going to wear a crown and a long cloak. I'll look funny in my costume! I love acting in plays. I want to be an actor when I'm older.

> My name's Lucy and I'm in the school art club. We meet on Tuesday lunchtimes and we sometimes meet after school on Fridays, too. Today, I'm painting a picture of a garden. I'm using lots of bright colours for the flowers. I like painting pictures. I think it's very relaxing. I like looking at pictures, too. Sometimes the art club goes to the art gallery. We see lots of beautiful paintings there.

My name's Jack. I'm in the school football team. We get together on Wednesdays and Fridays. Today, we're training for a very important match. It's raining a little bit today, so the ground is muddy. I'm wearing my new football shirt, but it's already dirty! We practise in all kinds of weather, because we want to win! I feel happy when I score a goal and win a football match!

128



I'm Emma and I love music. I go to the school music club every Friday. We all play different instruments. I know how to play the violin and the piano. Today, I'm playing the violin. We're learning a new piece of music for a concert. I love playing music and I like listening to music. I love pop music but I hate heavy metal. I love classical music, too, because you can hear lots of different instruments.

Let's talk about school clubs!

Active verbs

We practise our play. I play the king. I wear a crown. We're practising our new play. I'm playing the king. I'm wearing a crown.

Stative verbs

I love acting in plays. I want to be an actor. I like painting pictures (I'm loving acting in plays.) (I'm wanting to be an actor.) (I'm liking painting pictures.)

2 Read again and write *True* or *False*. Correct the false sentences.

1 Danny is in the school music club. Danny is in the school drama club. False

2 The drama club meets on Thursdays.

- 3 Lucy doesn't like looking at pictures.
- 4 Jack is training for an important match.
- 5 Emma loves heavy metal.

3 Talk about the children in Exercise 1.

Danny	sees	the violin
Lucy	is playing	lots of instruments in classical
		music
Jack	is trying	to be an actor
Emma	wants	to remember his lines
	is painting	happy when he scores a goal
	loves	painting pictures
	is training	heavy metal
	likes	for an important match
	hates	lots of beautiful paintings at the
		art gallery
	feels	playing music
	hears	a picture of a garden

Danny is trying to remember his lines. He wants to be an actor.

4 Draw and write about a school club you go to. What do you do there? Why do you like it?



Hi! I'm Emily and I'm in the school chess club. We meet every ...

Culture

The USA

\$

Los Angeles

San Francisco

2al

THE UNITED STATES OF AMERICA

Phoenix

0 30

HAWAII 💫

1 Listen and read. Find the places on the map. 🚳 116



Hi! I'm Stacey. I'm very excited because my family is planning a trip to the USA! It's going to be an amazing experience. Over 304 million people live in the USA. It's the third biggest country in the world, so there are lots of places to visit. My mum wants to go to New York, which is the biggest city in the USA. It's a really exciting place with lots of theatres, museums and sights. If we went to New York, we'd definitely go up the Empire State Building. It's the tallest building in New York. We'd visit the Statue of Liberty too. The statue was given to the USA by France in 1886.

Dallas

Houston

Chicago

Detroi

Washington DC

Miami

My sister wants to go to San Francisco, which is a very hilly city! It's built on about 50 hills. If we visited San Francisco, we'd ride in the famous cable cars and we'd definitely visit the Golden Gate Bridge. We'd have a meal in Chinatown, too. I love Chinese food!

ASKA

My dad wants to visit Washington DC, which is the capital city of the USA. It's a beautiful city with lots of parks, museums and famous monuments. If we went to Washington DC, we'd definitely visit the White House. It's the home of the President of the USA.

Factfile

New York City

Philadelphia

......

.......

IIIIIII.

The USA has more big cities than nearly any other country in the world. Over 700 of its cities have a population of over 50,000 people.

Natural sights







I want to see some of the famous natural sights in The USA. If we went to Yellowstone National Park, we'd see lots of amazing geysers and hot springs. If we went to Yosemite National Park, we'd explore the beautiful valley and see fantastic waterfalls. But the place I most want to see is the Grand Canyon. It's 1,500 metres deep and 150 kilometres long!

Let's talk about The USA!

Second conditional

If we went to New York, we'd definitely go up the Empire State Building.

If we visited San Francisco, we'd ride in the famous cable cars. we'd = we would

False

2 Read again. Write *True* or *False*.

- 1 The USA is the biggest country in the world.
- **2** The Statue of Liberty is the tallest building in New York.
- **3** Stacey would see the Statue of Liberty if she went to San Francisco.
- 4 The White House is in Washington DC.
- **5** Stacey would see hot springs if she went to Yellowstone National Park.

3 Talk about what you would do in the different places.



do at the beach. You can ...

Culture

School trips

1 Listen and read. Where did the two boys go? 🚳 117



Hello. I'm Toby. Last week, my class went on a school trip to the London Science Museum. There were lots of different exhibits, but my favourite part was the *Who Am I?* gallery. It's all about what makes us the way we are. You can find out all about yourself by looking at different objects and pictures and by doing interesting activities.

We learnt about the human brain and about DNA. DNA is the code in our bodies that makes us who we are. I used a computer program to see myself as an old man. It was very strange! My friend John used a special microphone to hear himself speak with a girl's voice. That was very funny! The Science Museum is a wonderful place for a school trip.



Hi! My name's Mark. Last week, my class went on a school trip to London Zoo. There are over 650 different species of animal at London Zoo, so there was lots to see there! The gorillas in Gorilla Kingdom were amazing. Keshno, a male gorilla, was cleaning himself. Jookie, a female gorilla, was very funny. She made herself a hat from an old sack!

In the Tiger Territory exhibit, we saw a tiger catch itself some dinner. Tigers like to feed themselves, so the zookeepers put meat on tall poles for the tigers to climb. My favourite part of the day was the penguin show. The penguins played in their huge pool while the zookeeper fed them fish. The penguins really enjoyed themselves and we enjoyed ourselves, too! London Zoo is great!





Let's talk about school trips!

Reflexive pronouns

I used a computer program to see myself as an old man. You can find out all about yourself. Keshno was cleaning himself. Jookie made herself a hat from an old sack! We saw a tiger catch itself some dinner. The penguins really enjoyed themselves. We enjoyed ourselves, too!

2 Read again. Complete the sentences with the words in the box.

microphone brain poles program pool

- 1 At the Science Museum, you can use a computer ______to see yourself as an old person.
- 2 You can use a _____ to hear yourself speak with a different voice.
- 3 You can learn about DNA and the human
- 4 The tigers get meat from tall _____
- 5 The penguins play and enjoy themselves in a huge _____.

3 Talk about the school trips.

Toby saw himself as an old man at the Science Museum.

Mark's classmates enjoyed themselves at London Zoo.

4 Write about a school trip you have been on. What did you see and do?



My name's Maria. Last month, my class went on a school trip to the Archaeological Museum. We learnt about the history of our town and we saw ...



- - 1 Look at the pictures. What are the characters doing?
 - 2 Practise the play with your friends.

Scene 1: A Mysterious Map

Chorus It's Saturday. Sam and his friends are playing in the garden. Look, Sam. There's a piece of paper under this tree. Jenny (Jenny picks up a piece of paper from the floor.) Oh dear. Is it litter? Clare No, it isn't. I think it's something important. Jenny (The children gather together and study the piece of paper.) Sam It's a map. That's strange. Why was a map left in my garden? Tom And who was it drawn by? It looks like a treasure map! Clare Tom's right. Look! Someone has drawn a big X on the map. Jenny But there aren't any street names on the map. We won't find the treasure if we can't read the map. (Sam points to something on the map.) Hmm ... I'm not so sure ... Look at this. It's a picture of a football. I think this is the football stadium. Sam Tom It might be a clue! We have to go to the football stadium! Clare Of course! If we start at the stadium, we'll find the names of the streets on the map. If we know the names of the streets, we'll find the treasure! Jennu

Children Let's go! Let's find the treasure!

(The children walk off the stage.)

Scene 2: At The Stadium

The children arrive at the football stadium. Chorus (The children walk onto the stage, looking around.)

- Jenny There are lots of people here.
- Clare My dad says there's an important football match today.
- Tom Really? I love football. Can we watch some of the match?
- Sam No, we can't! We've got to complete the map.
- Sam's right. What's this street called? Jenny

(Clare points to a (real or imaginary) street sign.)

Clare It's Hill Street.

Tom Good. I'll write that on the map.

(Tom writes the street name on the map. Sam points at something on the map.)

- Sam Look at this. This is Hill Street, and there's a picture of a monkey here.
- Tom I think that's the wildlife park!
- Clare There's a picture of a statue on the map, too.
- Jenny The statue could be where the museum is.

Sam Let's go to the wildlife park and the museum! We can find the names of some more streets on the way!

Children Brilliant! Let's go!

(The children walk off the stage.)





Scene 3: At The Museum

Chorus The children go to the wildlife park, and then they go to the museum. (*The children walk onto the stage, looking around.*)

Jenny I've never been to the museum.

Clare Really? I've been here three times. There's some amazing Roman jewellery.

TomThat's right. Lots of things from Roman times were found when archaeologists dug up an old
Roman town near here.

Jenny Really? Can we go in and see them?

Sam No, we can't! We haven't finished the map yet!

- Jenny OK. Sorry, Sam.
- Tom What street is this?

(Clare points to a (real or imaginary) street sign.)

Clare It's Silver Street. Can you write that on the map, Tom? (Tom writes the street name on the map.)

TomLook, we've got lots of street names, now. I think we
can read the map.ClareCan you find the treasure?JennyYes, I can! Follow me!

Children Come on! Let's follow Jenny! (Jenny holds the map and leads the children off the stage.)





Chorus Jenny reads the map and finds the X. (The children walk onto the stage, looking around.) Here! This is the X on the map! Jenny Sam I don't believe it! This is my street. And the X is my house. Tom Do you think the treasure is hidden in your house, Sam? Sam It might be ... (The children walk to the centre of the stage. Ben enters and greets the other children.) Chorus Here's Ben! He's Sam's brother. Hello! Where have you been? Ben Tom Hi, Ben! We've been all around the town! We found this map. We thought it was a treasure map, but there weren't any street names written on it. Jenny (Jenny shows Ben the map.) Clare We went all around the town to find the street names, but the map brought us back here. (Ben takes the map and laughs.) Ha ha! That isn't a treasure map! That's my geography homework! Our teacher told us to draw a Ben map of our town. Sam What? But why was it in the garden? Ben I lost it yesterday. I thought it fell out of my school bag. I'm glad you've found it. Sam But why weren't the names of the streets written on the map? Because I haven't finished it uet! Ben Well, we've finished it now. Tom We thought we were looking for treasure, but really we were doing Ben's geography homework! Jenny That's right! Thanks very much! The map looks great now! Ben

Chorus Oh, Ben!

OXFORD UNIVERSITY PRESS

Great Clarendon Street, Oxford, 0x2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2014

The moral rights of the author have been asserted

First published in 2014 2018 2017 2016 2015 2014 10 9 8 7 6 5 4 3 2

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

ISBN: 978 0 19 480833 0 Pack ISBN: 978 0 19 480844 6 Class Book ISBN: 978 0 19 480859 0 MultiROM

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Cover illustration by: Eric Kim (Three in a Box Illustration)

Main characters created by: Eric Kim (Three in a Box Illustration).

Professor and Chip characters created by: Steve May (Arena).

Illustrations by: Dave Cockburn pp.9, 13, 17, 21, 25, 29, 47, 51, 55, 69, 77, 85, 99, 103, 107, 115; Stephen Elford pp.32, 62, 92, 122, 134, 135; Melanie Florian (The Bright Agency) pp.15, 23, 31, 45, 53, 61, 75, 83, 91, 105, 113, 121; Laure Fournier (The Organisation) pp.66, 66-67 (book background), 96-97 (book background), 126-127 (book background), 126, 127; Pablo Gallego (Beehive Illustration) pp.36, 37; Eric Kim (Three in a Box Illustration) finished by Nigel Dobbyn (Beehive Illustration) pp.4, 5, 7, 8, 16, 24, 38, 46, 54, 68, 76, 84, 98, 106, 114; Genevieve Kote pp.6, 11, 18, 19, 26, 27, 40, 41, 48, 49, 56, 57, 70, 71, 78, 86, 87, 108; David Lopez (The Bright Agency) pp.12, 13, 28, 30; Steve May (Arena) pp.6, 10, 18, 27, 40, 48, 57, 70, 78, 86, 100, 108, 116; Chris Pavely pp.130; Dusan Pavlic (Beehive Illustration) pp.34, 35, 96; Lesley Vamos (Andrea Brown Literary Agency) pp.131, 133; Laszlo Veres (Beehive Illustration) pp.80.

The Publishers would like to thank the following for their kind permission to reproduce photographs and other copyright material: Alamy pp.19 (girls performing on stage/Art Directors & TRIP), 22 (gifts/D. Hurst), 26 (Rio carnival/BrazilPhotos. com), 26 (Notting Hill carnival/Fotomatador), 35 (steel band/Patrick Ward), 44 (idyllic lake retreat/Dennis Frates), 50 (t-shirt/eurekaimages.com), 56 (tiger cub/Sue Morris), 59 (giant panda/angelo cavalli), 59 (parrot/Nicola Gavin), 71 (first aid/Adrian Sherratt), 74 (firemen tackling blaze/Kevpix), 90 (female athlete with medal/Radius Images), 95 (wheelchair athletes/ Adrian Muttitt), 101 (gold necklace/Ali Kabas), 103 (Stonehenge/Jon Arnold Images Ltd), 103 (Parthenon/nagelestock.com), 109 (Titanic exhibition/ Travel Pictures), 111 (two boys chatting/Picture Partners), 112 (underwater city/Chartron Benoit), 117 (camera/D. Hurst), 118 (footballer/epa european pressphoto agency b.v.), 124 (kite/Terry Mathews), 128 (girl in art club/Blend Images), 128 (boy practising for school play/Ted Foxx), 129 (girl playing violin/Mike Booth), 132 (boy/Radius Images), 132-133 (Science Museum/Mark Davidson); Corbis pp.11 (woodwork lesson/Jennie Woodcock; Reflections Photolibrary), 35 (children's day parade/Paul Brown/Demotix), 65 (Mona Lisa - Da Vinci/The Gallery Collection), 72 (fireman headshot/Bill Stormont), 79 (fruit and veg/Batista Moon Studio), 79 (junk food/Steven Mark Needham), 87 (boys playing football/Tim Pannell), 117 (Alexander Graham Bell/ Bettmann), 117 (Edison lightbulb/Schenectady Museum; Hall of Electrical History Foundation), 117 (Wright plane/Underwood & Underwood); Getty pp.34 (Samba at Rio carnival/Mauricio Lima), 34 (Gigantes da Lira parade/ Ormuzd Alves/LatinContent), 42 (eco home exterior/Universal Images), 42 (eco home interior/Will Gray), 43 (eco home interior/Pete Mcbride),

58 (Gorilla Kingdom grounds/Bloomberg), 58 (Gorilla Kingdom entrance/ View Pictures), 64 (planting trees/Alistair Berg), 72 (fire engine/Jac Depczyk), 94 (Jordan Romero/AFP), 94 (Jordan Romero climbing a mountain/Hyoung Chang), 102 (Machu Picchu/David Madison), 104 (Colosseum/Nils-Johan Norenlind), 117 (Mercedez-Benz/Daniel Farson), 124 (Chinese parchment/ Pan Hong), 128 (boy football training/Les and Dave Jacobs), 133 (tigers/Bruno Vincent), 132-133 (penguins feeding/Gary Devereaux); iStock pp.35 (black girl/MichaelDeLeon); 49 (girl on phone/Brainsil), 56 (happy schoolboy/ GlobalStock), 58 (gorilla/archives), 103 (Great Wall of China/studali), 124 (silk dress/hanhanpeggy), 125 (printing press/boomzfoto), 131 (Yosemite/Ron_ Thomas), 131 (Yellowstone geyser/stevegeer); Jane Perkins pp.65 (Mona Lisa/Jane Perkins); Oxford University Press pp.39 (Earth/Corbis), 50 (bag/ Stephen Hawkins), 50 (necklace/Stephen Hawkins), 60 (Bengal tiger/ Design Pics), 65 (picking up litter at beach/Cultura), 72 (fire fighters/Digital Vision), 102 (map of Peru/Jennifer Thermes), 117 (TV/Lawrence Manning/ Corbis), 118 (surgeons/Stockbyte), 120 (paparrazi/White), 130 (cable cars in San Francisco/Jon Arnold Images), 130 (girl in art club/KidStock), 131 (boy/ Graham Alder), 131 (girl/Mark Mason), 132 (boy/Graham Alder); PA Photos pp.73 (phone operator/Tim Ockenden); REX pp.95 (Samantha Kinghorn/ Angus Blackburn) 109 (Titanic advert/Roger-Viollet), 110 (Nim's Island/Snap Stills), 130 (Empire State Building/Dan Callister), 132 (children at Science Museum/Nils Jorgensen); Shutterstock pp.34 (Brazilian boy/Hurst Photo), 41 (children in park/prudkov), 42 (solar panel/pedrosala), 49 (boy on phone/ Monkey Business Images), 59 (bluefin tuna/holbox), 89 (man on bike/Stefan Schurr), 110 (rocky island/leoks), 124 (noodles/RusGri), 124 (antique compass/ Tischenko Irina), 125 (fireworks display/elen_studio), 130 (Statue of Liberty/ Matej Hudovernik), 130 (the White House/Orhan Cam), 131 (Grand Canyon/ beboy), 129, 131, 133 (notebook/Prapann).

Commissioned photography by: Graham Alder at MM Studios, Oxford pp.14, 33, 51, 52, 63, 93, 123.

Props created by: Jo Brooker pp.14 (kite), 51 (pencil case).



Support and development for the whole child Building on the exceptionally strong skills training, phonics and civic education of the internationally best-selling first edition, **Family and Friends 2nd Edition** now brings you:

- **NEW** Real-world fluency development with supporting DVD
 - Interactive online practice you can assign and track
- NEW
 - NEW Comprehensive assessment and testing programme, including Cambridge English: Young Learners (YLE)

For teachers

For students



Class Book with Student MultiROM

Workbook

Also available

Grammar Friends

with or without Online Practice

d the World

in Eighty Days





with Fluency DVD, Online Practice and Assessment and Resource CD-ROM & Audio CD







Oxford iTools Digital Classroom Resources



ISBN 978-0-19-480833-0

9

Class Audio CDs



Writing Posters



Grammar Friends

Readers



زبان امید www.languagecentre.ir

www.oup.com/elt/familyandfriends

Oxford Primary Skills: Reading and Writing