



# مشاوره تحصیلی هیوا

تخصصی‌ترین سایت مشاوره کشور

تماس با مشاوران ما، با شماره گیری

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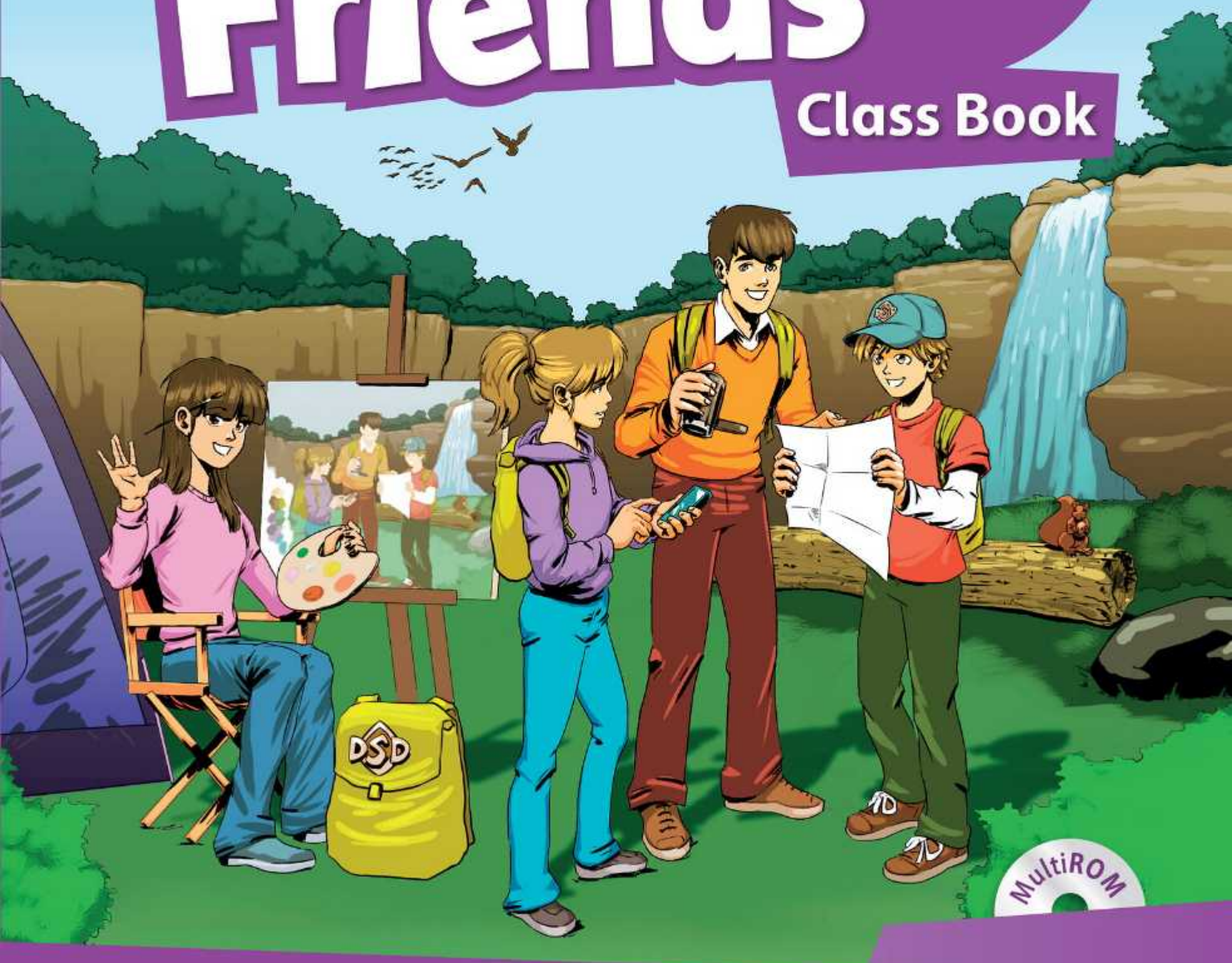
از طریق تلفن ثابت

2nd Edition

# Family and Friends

# 5

Class Book



OXFORD

Tamzin Thompson

2<sup>nd</sup> Edition

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Class Book



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OXFORD  
UNIVERSITY PRESS

# Scope and sequence

## Starter: Do something different!

page 4

Present simple Present continuous Past simple Punctuation review

	Words	Grammar	Skills	
Performing arts	<b>1 You can build it!</b> <span style="float: right;">page 8</span>			
	<b>Tools</b> <b>Working with words:</b> subject verb object adjectives and adverbs <b>Words in context:</b> <i>My tree house</i>	<b>Present perfect: ever / never</b> <i>Have you ever cleaned a kitchen? I've never made a cake.</i> <b>Present perfect: for / since</b> <i>Ben has had woodwork lessons since he was eight. He's worked on this wooden table for two weeks.</i>	<b>Reading:</b> A poem: <i>My tree house</i> (Cross-curricular link) <b>Listening:</b> Listening and ordering objects <b>Speaking:</b> Asking and answering questions about making things	<b>Writing focus:</b> Rhythm in poetry (counting syllables and stresses) <b>Writing outcome:</b> Writing a poem using syllable counts and stresses (Workbook)
	<b>2 It's show time!</b> <span style="float: right;">page 16</span>			
	<b>Putting on a play</b> <b>Working with words:</b> Silent letters: gh and k <b>Words in context:</b> <i>The Crown Diamond</i>	<b>Past simple and present perfect</b> <i>It was great! I've tidied up all the leaves.</i> <b>already / yet / before / just</b> <i>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.</i>	<b>Reading:</b> A play script: <i>The Crown Diamond</i> (Cross-curricular link) <b>Listening:</b> Listening and ordering events <b>Speaking:</b> Predicting the ending to a play	<b>Writing focus:</b> Features of a play script <b>Writing outcome:</b> Completing a play script (Workbook)
	<b>3 The best party ever!</b> <span style="float: right;">page 24</span>			
	<b>Household items</b> <b>Working with words:</b> Suffix -ion <b>Words in context:</b> <i>Lost at the carnival</i>	<b>Comparatives and superlatives</b> <b>as ... as ...</b> <i>It's as colourful as the carnival in Rio.</i> <b>not as ... as ...</b> <i>It's not as big as the carnival in Rio.</i> <b>too / enough</b> <i>It's too dark now. There isn't enough light in here.</i>	<b>Reading:</b> A story: <i>Lost at the Carnival</i> <b>Listening:</b> Predicting and listening for descriptions <b>Speaking:</b> Asking and answering questions about wearing costumes	<b>Writing focus:</b> Beginnings and endings of stories <b>Writing outcome:</b> Ending a story (Workbook)
<b>Fluency Time! 1</b>		<b>Booking tickets</b>	<b>Project: an event poster</b>	<span style="float: right;">page 32</span>
<b>Extensive reading: non-fiction <i>Carnivals</i>, fiction <i>The Trojan Horse</i></b>				<span style="float: right;">page 34</span>
The environment	<b>4 Our planet</b> <span style="float: right;">page 38</span>			
	<b>The environment</b> <b>Working with words:</b> Compound nouns <b>Words in context:</b> <i>An eco home</i>	<b>Past simple and past continuous: interrupted actions</b> <i>Some children were playing when we arrived.</i> <b>used to</b> <i>There used to be lots of litter here.</i>	<b>Reading:</b> An information text: <i>An eco home</i> (Cross-curricular link) <b>Listening:</b> Identifying details of a lifestyle <b>Speaking:</b> Asking and answering questions about the environment	<b>Writing focus:</b> Making writing more fluent <b>Writing outcome:</b> Writing an information text (Workbook)
	<b>5 Reuse and recycle</b> <span style="float: right;">page 46</span>			
	<b>Recycling</b> <b>Working with words:</b> Prefix re- <b>Words in context:</b> <i>As good as new</i>	<b>will / won't</b> <i>Now Chip will know how to do everything and he won't make mistakes.</i> <b>Present continuous with future meaning</b> <i>We're leaving at two o'clock.</i>	<b>Reading:</b> A magazine article: <i>As good as new</i> (Cross-curricular link) <b>Listening:</b> Listening and ordering events <b>Speaking:</b> Asking and answering questions about recycling	<b>Writing focus:</b> Making suggestions <b>Writing outcome:</b> Writing a leaflet (Workbook)
	<b>6 Crazy about wildlife!</b> <span style="float: right;">page 54</span>			
	<b>At the wildlife park</b> <b>Working with words:</b> Suffixes -er / -or <b>Words in context:</b> <i>Gorilla Kingdom</i>	<b>going to: future plans and intentions</b> <i>My class is going to adopt a tiger.</i> <b>going to: predictions</b> <i>It's going to fall.</i>	<b>Reading:</b> An article: <i>Gorilla Kingdom</i> (Cross-curricular link) <b>Listening:</b> Listening and completing fact files <b>Speaking:</b> Asking and answering questions about animals	<b>Writing focus:</b> Topic sentences and paragraphs <b>Writing outcome:</b> Writing an article (Workbook)
<b>Fluency Time! 2</b>		<b>Expressing opinions</b>	<b>Project: a wildlife park map</b>	<span style="float: right;">page 62</span>
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	Words	Grammar	Skills	
Health and fitness	<b>7 Call an ambulance!</b>			<b>page 68</b>
	<b>First aid</b> <b>Working with words:</b> Phrasal verbs <b>Words in context:</b> <i>A day in the life of a firefighter</i>	<b>Reported speech</b> <i>He said he needed some bandages.</i> <b>said / told</b> <i>Our teacher told us she had got a surprise for us. She said we were going to learn first aid.</i> <b>Reported speech: time markers</b> <i>"A doctor is coming to the school tomorrow." She told us a doctor was coming to the school the next day.</i>	<b>Reading:</b> An account: <i>A day in the life of a firefighter</i> (Cross-curricular link) <b>Listening:</b> Listening for detail in a phone call to the emergency services <b>Speaking:</b> An emergency services phone call roleplay	<b>Writing focus:</b> Features of a newspaper report <b>Writing outcome:</b> Writing a newspaper report (Workbook)
	<b>8 Let's eat healthily</b>			<b>page 76</b>
	<b>Food</b> <b>Working with words:</b> Phrasal verbs with <i>get</i> <b>Words in context:</b> <i>The healthy eating pyramid</i>	<b>First conditional</b> <i>If I press this button, the machine will make a pizza.</i> <b>First conditional questions</b> <i>Will I get ill if I don't eat fruit and vegetables?</i>	<b>Reading:</b> An information poster: <i>The healthy eating pyramid</i> (Cross-curricular link) <b>Listening:</b> Listening and summarizing <b>Speaking:</b> Asking and answering questions about diet	<b>Writing focus:</b> Concluding a personal account <b>Writing outcome:</b> Writing a personal account (Workbook)
	<b>9 The big match</b>			<b>page 84</b>
	<b>Sport</b> <b>Working with words:</b> Antonyms <b>Words in context:</b> <i>Just breathe</i>	<b>Modal verbs: may, might and could</b> <i>I might need to do more work on those boots!</i> <b>have to / had to statements and questions</b> <i>Do you have to exercise every day?</i> <i>We had to tidy our bedrooms before we could go out to play yesterday.</i>	<b>Reading:</b> A process text: <i>Just breathe</i> (Cross-curricular link) <b>Listening:</b> Listening for detail in an interview <b>Speaking:</b> Asking and answering questions about exercise	<b>Writing focus:</b> Writing up notes into full sentences <b>Writing outcome:</b> Writing up an interview from notes (Workbook)
<b>Fluency Time! 3</b>		<b>Passing on messages</b>	<b>Project: English text messages</b>	<b>page 92</b>
<b>Extensive reading: non-fiction <i>Young stars</i>, fiction <i>Clara's Visit</i></b>				<b>page 94</b>
History	<b>10 Ancient buildings</b>			<b>page 98</b>
	<b>Archaeology</b> <b>Working with words:</b> Suffix <i>-ful</i> <b>Words in context:</b> <i>The lost city</i>	<b>Indefinite pronouns</b> <i>There is something wrong with all my inventions. There are machines everywhere. Is there anything wrong?</i> <b>Question tags</b> <i>These necklaces are beautiful, aren't they?</i>	<b>Reading:</b> An article: <i>The lost city</i> (Cross-curricular link) <b>Listening:</b> Listening for details about ancient sites <b>Speaking:</b> Asking and answering questions about museums	<b>Writing focus:</b> Making writing more interesting <b>Writing outcome:</b> Writing a descriptive account (Workbook)
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	<b>A time capsule</b> <b>Working with words:</b> Homonyms <b>Words in context:</b> <i>Nim's Island</i>	<b>The passive (present simple)</b> <i>English is spoken in many different countries.</i> <b>Passive and active</b> <i>People in costumes greet visitors. Visitors are greeted by people in costumes.</i>	<b>Reading:</b> A film review: <i>Nim's Island</i> <b>Listening:</b> Listening and identifying descriptions <b>Speaking:</b> Asking and answering questions about films	<b>Writing focus:</b> Features of a film review <b>Writing outcome:</b> Writing a film review (Workbook)
	<b>12 Be a part of history!</b>			<b>page 114</b>
	<b>The news</b> <b>Working with words:</b> Adjectives with <i>-ing</i> <b>Words in context:</b> <i>Who deserves a high salary?</i>	<b>The passive (past simple)</b> <i>You were invented to cook and clean.</i> <b>Passive questions</b> <i>Is English spoken in the USA? Who was the telephone invented by?</i>	<b>Reading:</b> An internet forum: <i>Who deserves a high salary?</i> (Cross-curricular link) <b>Listening:</b> Listening and identifying opinions <b>Speaking:</b> Asking and answering questions about future aspirations	<b>Writing focus:</b> Expressing opinions <b>Writing outcome:</b> Writing an opinion text (Workbook)
<b>Fluency Time! 4</b>		<b>Detailed descriptions</b>	<b>Project: a knowledge game</b>	<b>page 122</b>
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<b>Culture</b>	<b>School clubs</b>	<b>The USA</b>	<b>School trips</b>	<b>page 128</b>
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## Lesson One Story

1 Listen and read. Who comes to visit?  01



**Kate** Do you want to play a game, Ed?  
**Ed** No. We always play games. I want to do something different.



**Ed** Let's call Libby.  
**Kate** No, she's never at home on Fridays.  
**Ed** Oh, I wonder where she goes.



**Mum** Look, Kate! Libby is outside.  
**Kate** Great! She's coming to see us.



**Libby** Hello, Aunt Clare. Hello, Uncle Tony.  
**Mum and Dad** Hello, Libby. How are you?  
**Libby** I'm fine, thanks.



**Libby** Hi, Ed. Hi, Kate. What are you doing?  
**Ed** Nothing.  
**Kate** We're bored.



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



**Ed and Kate** A club?

**Libby** Yes, it's the Do Something Different Club. My brother Fin started it last month. He's the club leader. We do lots of exciting things.

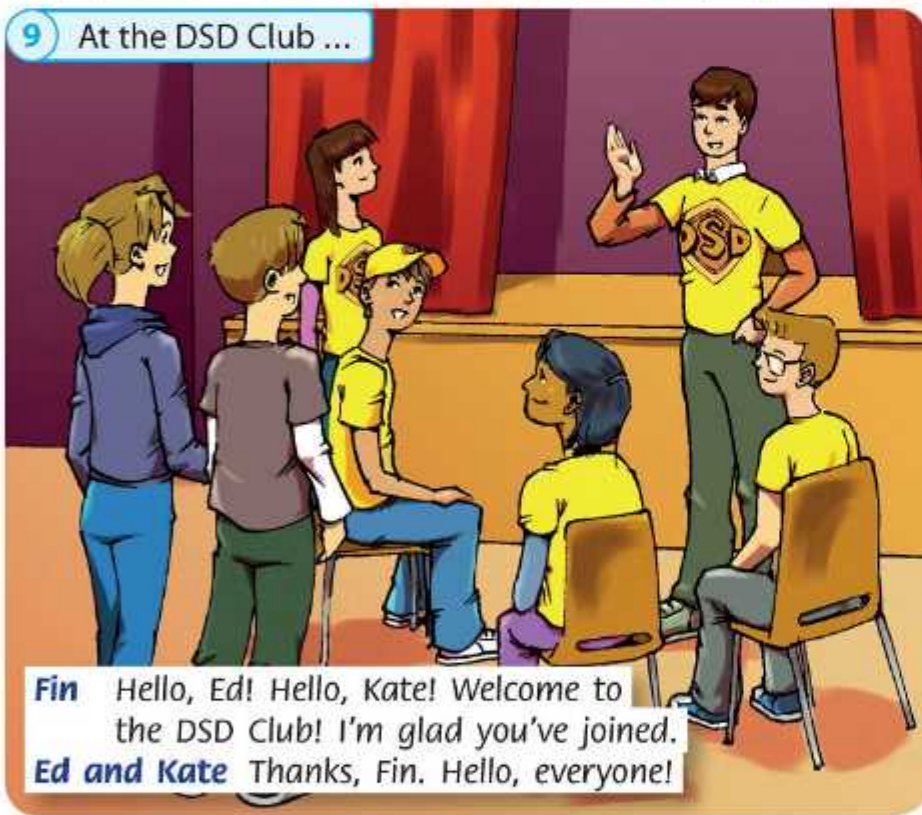


**Ed and Kate** We want to do something different!

**Libby** I'm going to a club meeting now.

Do you want to come?

**Ed and Kate** Yes, please!



**9** At the DSD Club ...

**Fin** Hello, Ed! Hello, Kate! Welcome to the DSD Club! I'm glad you've joined.

**Ed and Kate** Thanks, Fin. Hello, everyone!



**Fin** Here are your DSD T-shirts and caps. Are you ready to do something different?

**Ed and Kate** Yes! We can't wait!

**2** Listen to the story again and repeat. Act.

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

- 1 Ed wants to play a game.
- 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.

False

\_\_\_\_\_

\_\_\_\_\_

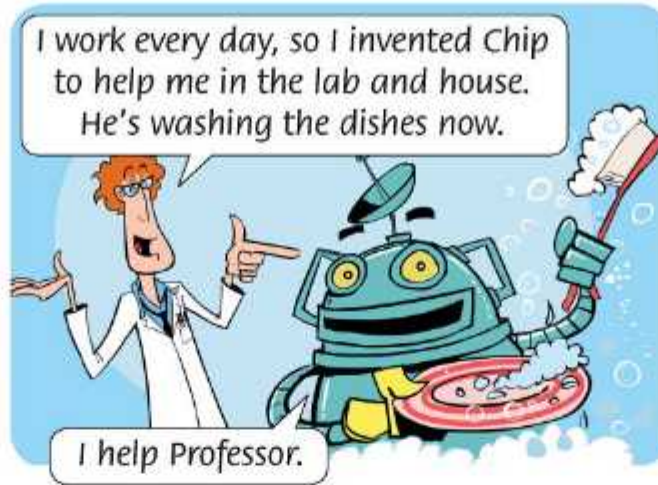
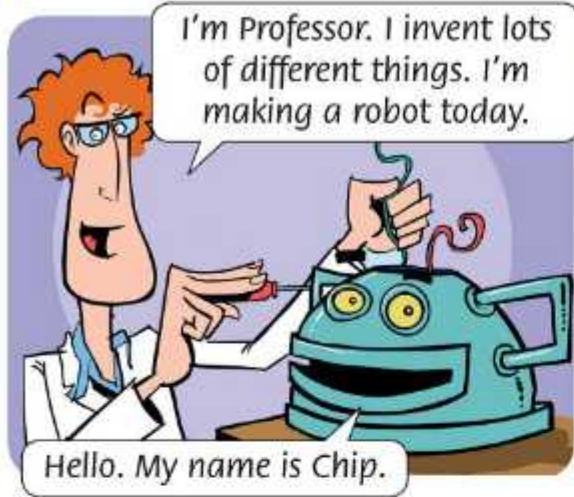
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



1 Listen and read. What is Professor making? 02



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.

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!

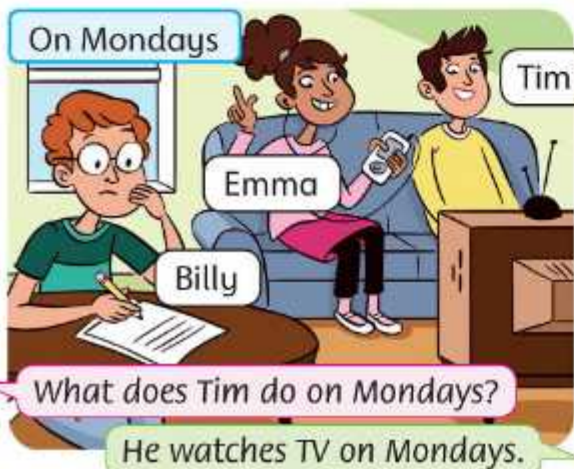
3 Read and circle.

- 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.

- 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





## 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?

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.

- mario is from madrid Mario is from Madrid.
- my name is helen she said \_\_\_\_\_
- my favourite sports are football tennis and basketball \_\_\_\_\_
- is carla from italy \_\_\_\_\_
- open the door \_\_\_\_\_
- are lee dan and amy from the usa \_\_\_\_\_

### 2 Listen and write. Sing. 03

different place Learn new fun  
food ~~sport~~ Watch Make many

### Do something different!



Chorus:

Try a new <sup>1</sup> sport ,  
Learn a new fact,  
Find a fun <sup>2</sup> \_\_\_\_\_ game  
to play.  
Learn a new skill,  
<sup>3</sup> \_\_\_\_\_ a new friend,  
Do something <sup>4</sup> \_\_\_\_\_ today!

Do something different,  
Have lots of <sup>5</sup> \_\_\_\_\_ .  
It's amazing to try something new.  
Do something different,  
Have lots of fun.  
There are so <sup>6</sup> \_\_\_\_\_ new things  
to do!

Try a new <sup>7</sup> \_\_\_\_\_ ,  
Read a new book,  
<sup>8</sup> \_\_\_\_\_ some great new  
words to say.  
<sup>9</sup> \_\_\_\_\_ a new film,  
See a new <sup>10</sup> \_\_\_\_\_ ,  
Do something different today!

## Lesson One Story

1 Listen and read. What is the DSD Club doing today?  04



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.

- Dad keeps his tools in a box in the garage.
- You can use \_\_\_\_\_ to pull things or to tie things together.
- We used a \_\_\_\_\_ to see how long the piece of wood was.
- A \_\_\_\_\_ is a small, sharp piece of metal.
- You can use a \_\_\_\_\_ to hit nails.
- You can use a \_\_\_\_\_ or a paintbrush to paint walls.

## Working with words

subject

verb

object

Joe

has found lots of

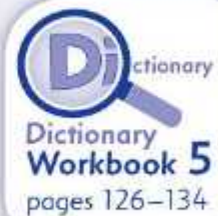
wood.

adjective

adverb

Wet

paint dries slowly.



## 3 Look at the words in bold. Write.

verb    adverb    object    subject

- I've written a story. subject
- Mum made **a** pizza. \_\_\_\_\_
- He's **playing** tennis. \_\_\_\_\_
- My sister talks **fast**. \_\_\_\_\_



1 Listen and read. Is Chip good at cooking? 06



2 Read and learn.

Present simple and present continuous

Use the **present perfect** to talk about actions in the past that are still true now.

You've **made** a mess.

**Present perfect = have / has + past participle**

Past simple

Use **ever** to ask about what someone has done in their life up to now.

Have you **ever** cleaned a kitchen?

Use **never** to talk about what someone has not done in their life up to now.

I've **never** made a cake.

3 Complete the sentences. Use *ever* or *never* and the past participle.

Irregular verb list Workbook 5 page 135

- 1 We've never written (write) a play.
- 2 Have you \_\_\_\_\_ (see) a giraffe?
- 3 Carl has \_\_\_\_\_ (visit) Italy.
- 4 Has Emma \_\_\_\_\_ (play) volleyball?
- 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.

1 Listen and read. What is Ben's hobby?  07

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 **since** 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**.

- We've lived in this house for five years.
- Lisa has been at this school \_\_\_\_\_ 2007.
- You've been here \_\_\_\_\_ an hour.
- Tony has been on holiday \_\_\_\_\_ last Monday.
- The children have been in the park \_\_\_\_\_ ten o'clock this morning.
- I've known my best friend \_\_\_\_\_ three years.

4 Write sentences about Steve.  Irregular verb list Workbook 5 page 135

- (ride / a bike) Steve has ridden a bike for five years.
- (have / English lessons)
- (use / a computer)
- (play / the drums)
- (live / in London)
- (collect / comics)

### Reading

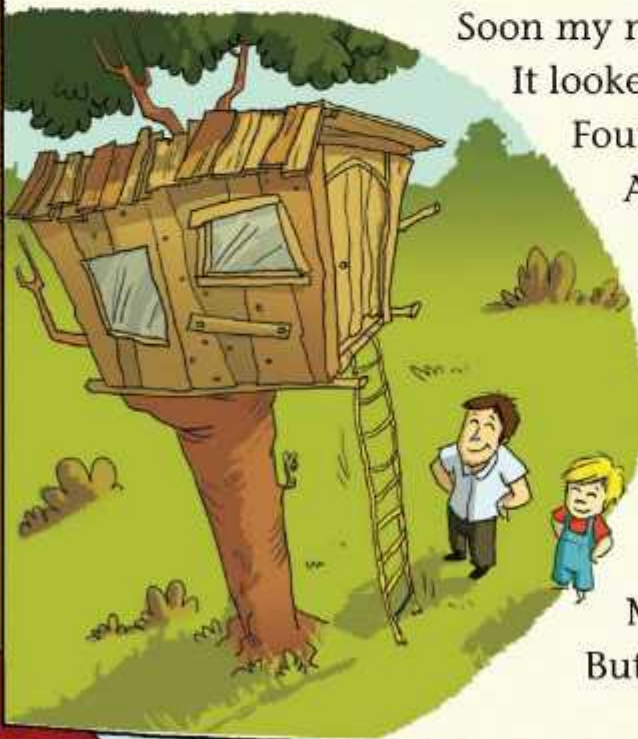
- 1 Look at the poem and the pictures. What do you think happens in the poem?
- 2 Listen and read.  08

## My tree house

I've always wanted a tree house.  
 I think they're great places to play.  
 My dad drew the plans for a tree house  
 And we started to build it one day.  
 Dad got some boards and a tool box,  
 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 laugh 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 straight.  
 The walls were a little bit crooked  
 But Dad thought my tree house was great.  
 Dad got some rope and a ladder.  
 He pulled the house into the tree.  
 My tree house looks crazy and funny  
 But I think it is perfect for me.

Bill Robbins

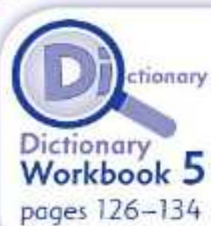


### 3 Read again and circle.

- 1 Bill's dad drew the plans / boards for the tree house.
- 2 Bill nailed his coat to a hammer / board.
- 3 Dad thought the tree house was great / crooked.
- 4 There was real glass / carpet in the windows.
- 5 The walls / windows were two different sizes.
- 6 Dad pulled the house into a tree / ladder.

Words in context

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



1 tree house



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_

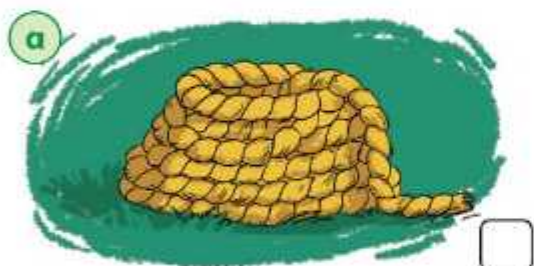


8 \_\_\_\_\_

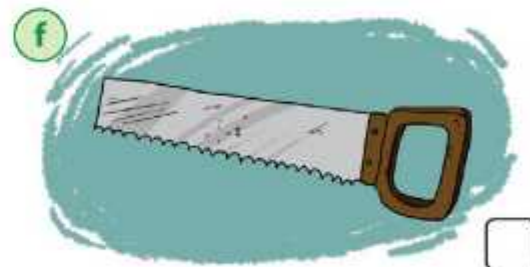
Listening

2 Listen. Who is talking? 09

3 Listen again and number the pictures in the correct order.



1



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

### 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 <b>w</b> eek we <b>m</b> ade a <b>b</b> ig kite.	= 7
We <b>h</b> ad a <b>l</b> ot of <b>f</b> un.	= 6
My <b>b</b> rother <b>d</b> rew some <b>g</b> reat plans	= 7
The <b>k</b> ite looked <b>l</b> ike the <b>s</b> un.	= 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> ,	<u>7</u>
Some <u>nails</u> and <u>glue</u> and <u>wood</u> .	_____
We <u>sawed</u> and <u>glued</u> and <u>hammered</u> .	_____
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





1 Complete the quiz.

1 (noun) a long, thin tool with metal teeth for cutting wood  
What is the word?

2 Who paints the mountains on the sheet in the story?

3 Circle the adjective and underline the adverb in this sentence.  
The happy children laughed loudly.

4 Correct the sentence.  
I've ever written a play.

5 Correct the sentence.  
I've lived in this town since five years.


6 Correct the sentence.  
She's had piano lessons for last January.

7 Who drew the plans for the tree house?

8 (noun) a large, flat piece of wood  
What is the word?

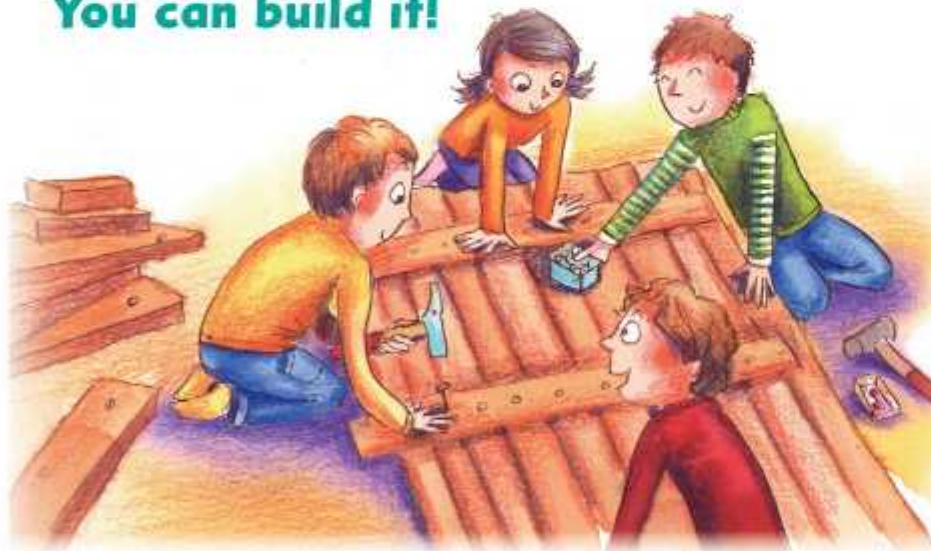
9 How many syllables?  
We held on to the kite string.

10 Underline the stressed syllables.  
We want to fly our kite.

2 Listen and write. Sing.  10

plan hammer built saw Build new nails ever

You can build it!




Chorus:

Have you <sup>1</sup> ever built a boat?  
<sup>2</sup> \_\_\_\_\_ it, sail it, watch it float.  
Take some <sup>3</sup> \_\_\_\_\_ and take some wood.  
Building new things feels so good!

You can build it, you know how.  
Make a <sup>4</sup> \_\_\_\_\_ and build it now!  
Building things is fun to do!  
Let's try building something <sup>5</sup> \_\_\_\_\_.

Have you ever <sup>6</sup> \_\_\_\_\_ a kite?  
Take some string and tie it tight.  
Take a <sup>7</sup> \_\_\_\_\_, take a <sup>8</sup> \_\_\_\_\_.  
It's such fun, let's build some more!

## Lesson One Story

1 Listen and read. Who are the children waiting for? Why?  11

1 

**Libby** I'm so excited. The audience has arrived. Our play is going to start in five minutes.

**Kate** I'm not excited. I'm nervous. I need to look at the script again. I don't want to forget my words.

2 

**Libby** Relax, Kate. You've already learnt the script. You know what to say.

**Ed** You look great. Your make-up is really cool.

**Kate** Thanks, Ed. So is yours. You look really scary!

3 

**Libby** Where is Fin? He's got all our costumes.

**Ed** He's very late!

4 

**Libby** The lights in the hall have just gone down. It's time for the play to start.

**Ed** Has Fin tried to call you, Kate?

**Kate** No ... Oh wait! This is Fin now.

5 

**Kate** Hi, Fin. What's going on?

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

6 

**Kate** Oh no! What are we going to do?

**Ed** The audience is waiting, but we can't perform the play without our costumes!

2 Listen to the story again and repeat. Act.

3 Read again and write the names.

Ed Kate Libby Fin

1 Libby is excited.

2 \_\_\_\_\_ needs to look at the script again.

3 \_\_\_\_\_ looks really scary.

4 \_\_\_\_\_ has got all the costumes.

5 \_\_\_\_\_ talks to Fin on the phone.

6 \_\_\_\_\_ has called the garage.

1 Listen and repeat.  12

## 2 Write the words.

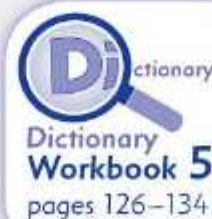
- Actors need to learn a script before they can be in a play.
- I was nervous before I walked onto the \_\_\_\_\_.
- Helen was a queen in the play and she had a beautiful \_\_\_\_\_.
- We used a lot of \_\_\_\_\_ to make Ben's face look scary for the play.
- Who was your favourite \_\_\_\_\_ in the play?
- 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.

**l**ights **n**ight **s**traight **k**now **k**nee **k**nife

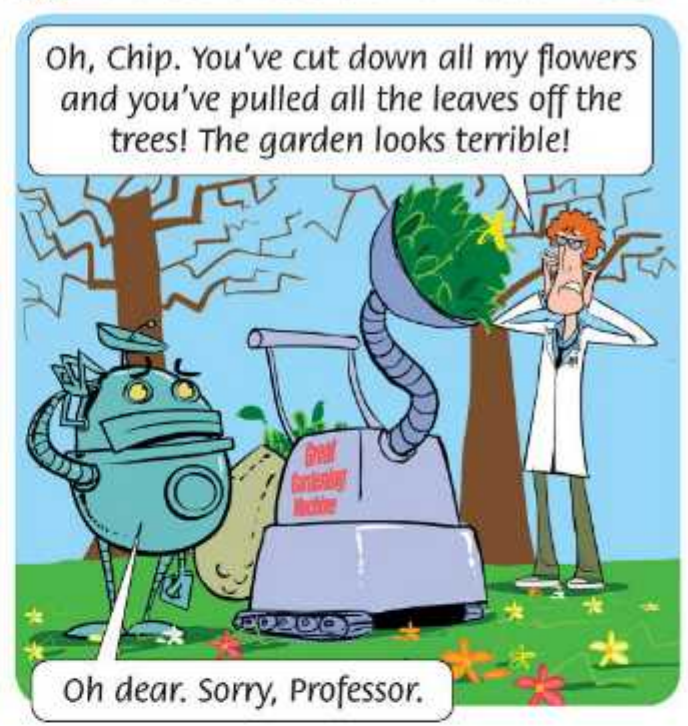
3 Listen and repeat.  13

## 4 Circle the silent letters.

- I already **k**now my words.
- We saw the play last **n**ight.
- The audience sat up very **s**traight in the scary parts!
- Pass me a **k**nife and fork, please.



1 Listen and read. What has Chip done? 14



2 Read and learn.

Past simple

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

It **was** great!

Present perfect

Use the **present perfect** to talk about actions in the past that are still true now.

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

3 Complete the sentences. Use the present perfect or past simple.

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 park yesterday.
- 6 Jim \_\_\_\_\_ (not eat) his dinner last night.

4 Speaking Ask and answer.


Has Lisa tidied her bedroom?

Yes, she has. She tidied her bedroom yesterday.

To do:

- tidy my bedroom ✓ (yesterday)
- visit my grandma ✓ (last Sunday)
- do my homework ✓ (two hours ago)
- buy a new schoolbag ✓ (last weekend)
- call my friend ✓ (an hour ago)
- make my mum a birthday card ✓ (yesterday)



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.

4 Write sentences about Mike.  Irregular verb list Workbook 5 page 135

1 Mike has just made lunch.



### Reading

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

## The Crown Diamond

by Sir Arthur Conan Doyle

### Characters:

Sherlock Holmes – a detective  
 Dr Watson – Holmes's friend  
 Billy – Holmes's servant  
 Sebastian Moran – a criminal  
 Sam Merton – Moran's friend



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 Diamond.

**Watson** Oh, yes. It was stolen in the robbery 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.)*

**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.

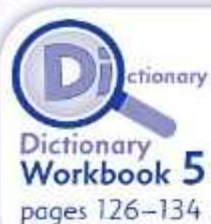
**Holmes** No, Watson. *(Writes a note.)* Take this note to the police. They will come and arrest Moran. But before they get here, I will find out where the diamond is.

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

- |  |             |   |       |
|--|-------------|---|-------|
| 1 Holmes is looking for a diamond.               | <u>True</u> | 2 There is a model of Watson by the window. | _____ |
| 3 A man is trying to attack Watson.              | _____       | 4 Moran stole the diamond.                  | _____ |
| 5 Moran is in the street outside Holmes's house. | _____       | 6 Holmes wants Watson to go to the police.  | _____ |

Words in context

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



1 servant



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

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? 17

4 Listen again and number the events in the correct order.

- Holmes shows Moran a book.
- Holmes takes the diamond.
- The police arrive.
- 1 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.

Who were the characters?

They were \_\_\_\_\_.

a detective / a police officer / a criminal

### 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.)

**Katie** What's that?

**Robbie** Nothing!

(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.)

**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.)  | <input checked="" type="checkbox"/> | a |                    |
| 2 The street outside Fred and Julie's house.                      | <input type="checkbox"/>            |   | a Stage directions |
| 3 (Takes a photo from his pocket and shows it to Fred and Julie.) | <input type="checkbox"/>            |   | b Characters       |
| 4 Mr Harris – a policeman   | <input type="checkbox"/>            |   | c Scene            |
| Fred – a 13-year-old boy  |                                     |   |                    |
| Julie – Fred's sister   | <input type="checkbox"/>            |   |                    |

- 5 Complete the writing task on page 20 of Workbook 5.



1 Complete the quiz.

1 (noun) a group of people who watch a play  
What is the word?

2 Who has got the costumes in the story?

3 Circle the two silent letters in this sentence.  
I know all the characters in the play.

4 Correct the sentence.  
I've watched a play yesterday.

5 Correct the sentence.  
Have you had your lunch just?


6 Correct the sentence.  
We've never been to a surprise party already.

7 Who stole the Crown Diamond?

8 (verb) to come into a room or building  
What is the word?

9 Underline the character.  
Billy (walks to the window)  
I don't know where she is.

10 Underline the stage direction.  
Amy What are we going to do?  
(Sits down on the sofa.)

2 Listen and order the lines. Sing.  18



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?  19



**Libby** This is terrible. We haven't got costumes.  
**Ed** Don't worry. We can make new costumes.  
**Kate** How?



**Ed** 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.



**Ed** Here. These sheets can be dresses. You can use this washing line to tie them. They're not as pretty as your costumes, but they're all we've got.  
**Kate** OK. Let's put our new costumes on and do the play!



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



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




**Libby** Wow! It's a party! Look at all this food!  
**Kate** This is the best party ever! Thanks, Fin.  
**Fin** You're welcome. Congratulations on your play.

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?

- 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.

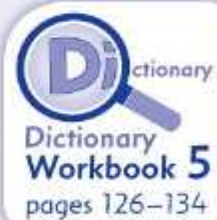

## Working with words

We use the suffix **-ion** to change some verbs into nouns.

invent	<b>invention</b>
act	<b>action</b>
direct	<b>direction</b>

When the verb ends in **-e**, remove the **-e** and add **-ion**.

congratulate	<b>congratulation</b>
decorate	<b>decoration</b>
celebrate	<b>celebration</b>

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?  22



Rio, Brazil

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!



Notting Hill, UK

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.

- 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.

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

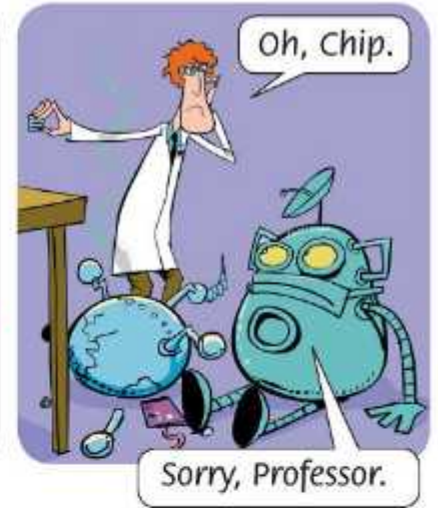
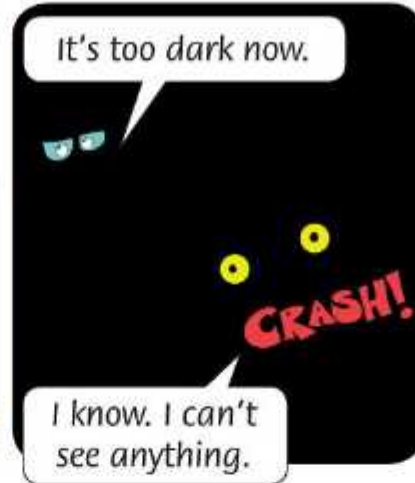




**PROFESSOR & CHIP**



1 Listen and read. Does Chip help Professor? 23



2 Read and learn.

**too / enough**

Use **too** before adjectives to say that something is more than we need or want.

It's **too dark** now.

Use **enough** 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 *too* or *enough*.

- 1 I'm too tired to play tennis.
- 2 We haven't got \_\_\_\_\_ washing line to hang out the clothes.
- 3 This soup is \_\_\_\_\_ hot for me to eat.
- 4 This sack isn't big \_\_\_\_\_ to put all the rubbish in.
- 5 Katie is \_\_\_\_\_ young to drive a car.
- 6 We've got \_\_\_\_\_ people to make a basketball team.

4 **Speaking** Talk about the pictures.

shoes dress skirt hat trousers

big small long short




Lucy's skirt is too big.

It's Picture A.  
Ryan's trousers are long enough.

It's Picture B.

### 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 parade. They waved at the floats and they looked at all the wonderful costumes and masks. They danced to music from the band. Just then, a crowd of dancers and people on stilts came down the street. The dancers moved between Harry and his family. Harry tried to push through the crowd, 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 float with a lot of dancers on it. Harry picked up a microphone.

"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! ..."



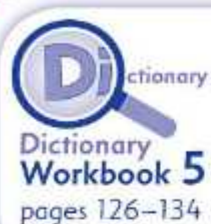
- 3 Read again and write the words.

costumes cape stage dress float crowd

- 1 Harry's costume had a long, red cape.
- 2 Emily had a sparkly \_\_\_\_\_.
- 3 Harry and Emily looked at the wonderful \_\_\_\_\_.
- 4 Harry couldn't push through the \_\_\_\_\_.
- 5 Harry thought he saw a \_\_\_\_\_.
- 6 Harry was on a \_\_\_\_\_.

Words in context

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



1 parade



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

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

4 Listen again and match.

- 1 The dancers  c
- 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?	I wore _____.	a hat / trousers / a dress / boots / a shirt
Where did you go?	I went to _____.	a party / a carnival / a festival

### 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?

2 What does Liam want to buy?

### 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.

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.

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

1 Lucy was very happy. She ran home to tell her parents all about her exciting day.  E

2 Danny and his brother felt very pleased, but they decided to be more careful in future.      

3 It was a rainy Saturday afternoon and Billy and Kate were sitting in the living room.      

4 It was a lovely warm day. Julie was reading a book in the garden when she suddenly heard someone call her name.      

5 Complete the writing task on page 28 of Workbook 5.





1 Complete the quiz.

1 (noun) a rope you hang wet clothes on for them to get dry  
What is the word?

2 Who has got a surprise for the children in the story?

3 Circle the correct word.  
The telephone was a very important invent / invention.

4 Correct the sentence.  
The carnival is best than last year.

5 Correct the sentence.  
London is not as big than Rio.


6 Correct the sentence.  
These shoes are enough small for me to wear.

7 Who climbed on to a float?

8 (noun) special boxes that loud music comes out of  
What is the word?

9 Write B (beginning) or E (ending).  
Jake was tired, but he was very pleased. The party was a big success after all. \_\_\_\_

10 Write B (beginning) or E (ending).  
It was a sunny day and Claire was walking in the park. \_\_\_\_

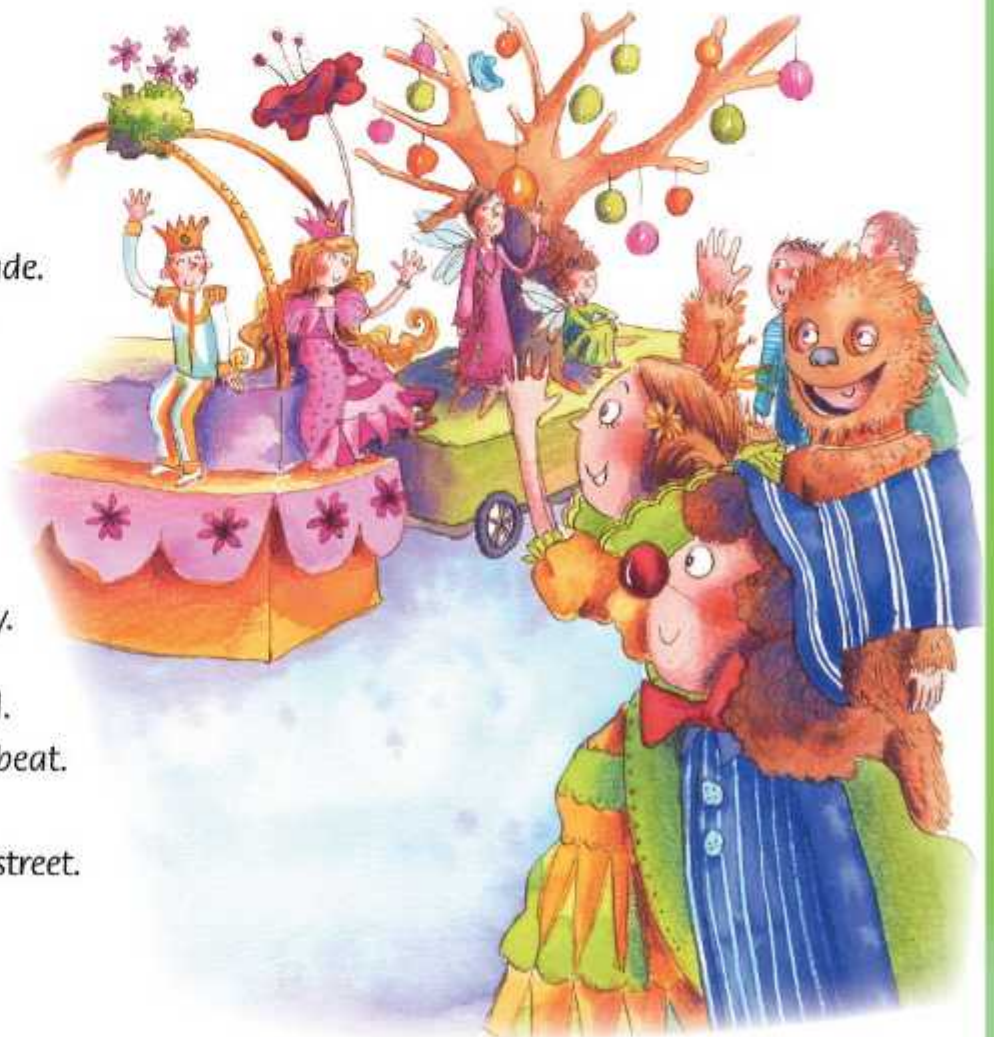
2 Listen and order the lines. Sing.  26

**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.
- 
- 1 Come 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.



## 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 sold out.

(There aren't any tickets left.)

Can we see the evening performance, not the matinee?

(Can we see the evening show, not the afternoon show?)

Are there any seats left for that?

(Are there any tickets available for that?)

### 2 Listening Listen and complete the notes. 28


Event: 1) film  
 Saturday afternoon film: 2) \_\_\_ o'clock  
 Saturday evening film: 3) \_\_\_ o'clock  
 Sunday afternoon film: 4) \_\_\_ o'clock  
 Number of seats left: 5) \_\_\_  
 Ticket price: 6) \_\_\_ pounds each



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

What are you doing on Saturday?	I'm going to a _____. Do you want to come?	play / musical / concert
That sounds good. What time does it start?	There's an evening performance at _____.	8 p.m. / 7 p.m. / 8:30 p.m.
That's too late. Can we go to the matinee, not the evening performance?	Yes, we can. There are _____ seats left. Let's book now.	three / five / seven / No, we can't. It's sold out!



- 1 Look at the story again. Act. 
- 2 Make a poster about a concert, play, musical or film.

- 1 Think about where the event takes place and what kind of event it is.
- 2 Decide who the actors / musicians in your concert / play / musical / film are.
- 3 Include some information about the event. Make the event sound interesting so that people want to see it!
- 4 Give details about the date(s) and time(s) of the event. Don't forget to mention how much the tickets cost and how people can buy tickets.
- 5 Draw pictures or find photos to decorate your poster.



- 3 **Speaking** Use your poster to make plans. Ask and answer.

There's a play on at the theatre next Saturday.

It's about ...

There's a matinee at ...

Really? What's it about?

That sounds good. What time does it start?

I see. How much are the tickets?

- 4 **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 ...



## Extensive reading: non-fiction

1 Look at the pictures. What's happening in each photo? Where do you think they are?

2 Listen and read.  29

# Rio Carnival

**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!



# Notting Hill Carnival

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.


- 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?

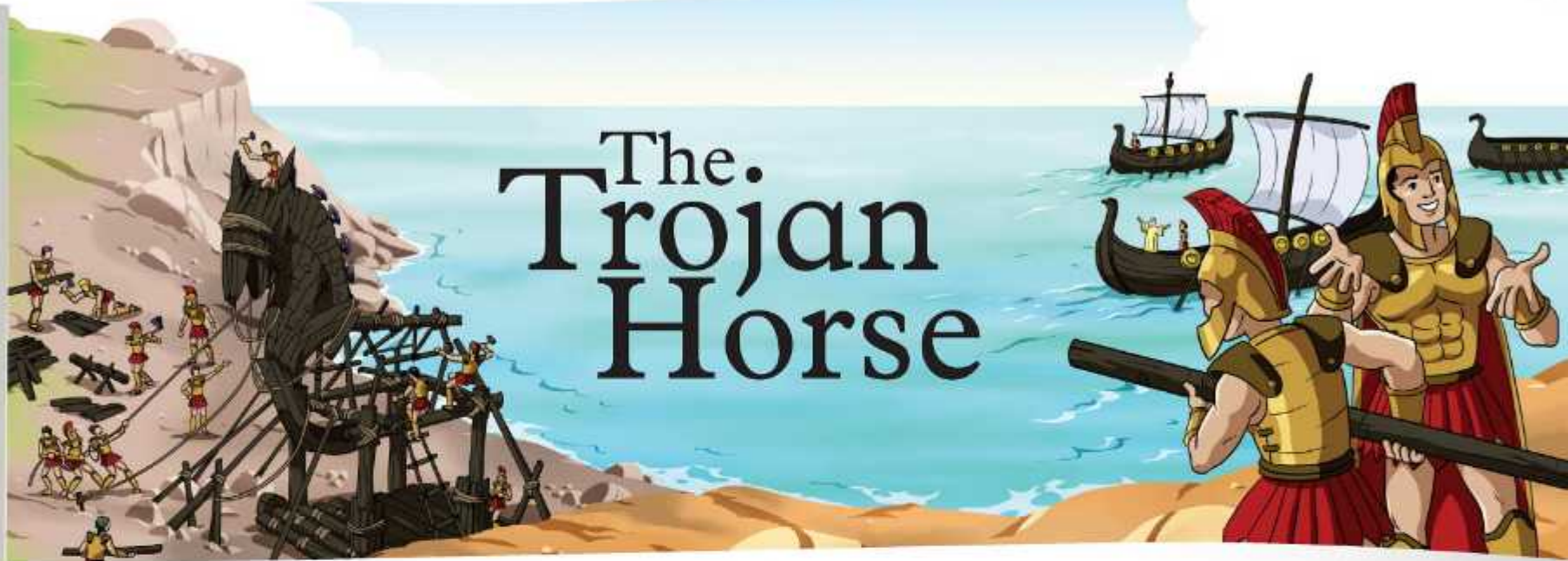
### 4 Discuss.

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



## Extensive reading: fiction

- 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?
  - 2 Why did the Greeks build the Trojan Horse?
  - 3 How many Greek soldiers hid in the 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?  31

1 

**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.

2 

**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.

3 

**Fin** It doesn't look very pretty today. Look at all this litter!

**Kate** That's terrible. Litter really damages the environment. The wildlife park isn't a rubbish dump.

4 

**Ed** Oh dear. Those people look very upset.

**Libby** Are you OK?

**Woman** No. We're in trouble. Someone dumped a lot of litter here last night. The park is a mess.

5 

**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.

6 

**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. True
- 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.

- Litter and pollution can damage the environment.
- The school decided to \_\_\_\_\_ the playground and make it beautiful again.
- Cars and motorbikes make air \_\_\_\_\_.
- You can see lots of animals and birds at the \_\_\_\_\_ park.
- Please put your \_\_\_\_\_ in the bin.
- Earth is the \_\_\_\_\_ we live on.



## Working with words

Sometimes we put two words together to make compound nouns:

wildlife park

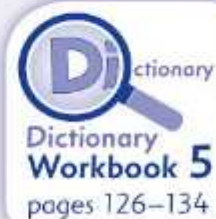
rubbish dump

swimming pool

police station

computer room

post office

3 Listen and repeat.  33

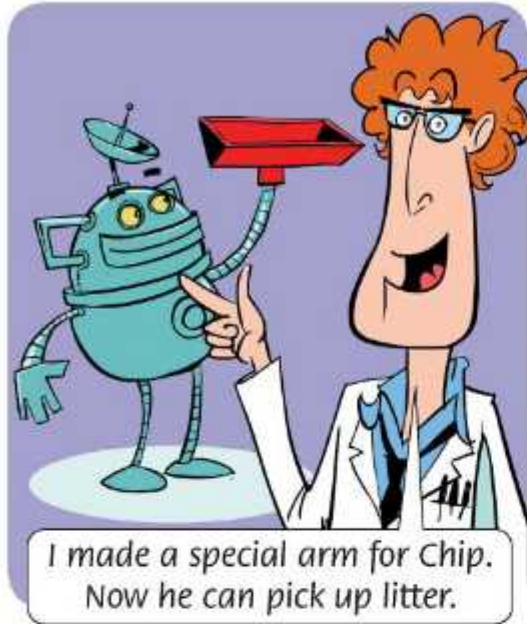
## 4 Write the words.

dump office park room

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



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**.

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.

- We were watching (watch) TV when Dad came home.
- Steve was eating dinner when his friend \_\_\_\_\_ (call).
- I \_\_\_\_\_ (sleep) when the doorbell rang.
- The children were playing football when they \_\_\_\_\_ (break) the window.
- You \_\_\_\_\_ (talk) to your friend when I met you in town.
- Emma was walking in the park when she \_\_\_\_\_ (see) some boys drop some litter.

4 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.



1 Listen and read. Has the park always looked great?  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)  
\_\_\_\_\_



### 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 alternative energy. They don't use fossil fuels 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 beams and wooden floors. It has stone and mud walls and it has a skylight in the roof. There are solar panels on the roof to make electricity for the lights, CD player and computer. The family gets water from a spring 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.

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Words in context

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



- 1 electricity *noun* the energy we use to make machines work
- 2 \_\_\_\_\_ *noun* a flat piece of glass that catches the sun's energy
- 3 \_\_\_\_\_ *noun* materials we can burn to make electricity, for example coal and oil
- 4 \_\_\_\_\_ *noun* 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 \_\_\_\_\_ *noun* a place where fresh water comes out of the ground

Listening

2 Listen. Who is talking? 37

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

- 1 Tim's friends like his house. True
- 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.

Do you try to help the environment?

\_\_\_\_\_

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

What do you do?

I \_\_\_\_\_.

save water / save electricity / travel by bus / pick up litter

What do you think of the eco home on page 40?

I think it looks \_\_\_\_\_.

cool / beautiful / funny / interesting / ugly

### 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, | <input checked="" type="checkbox"/> | d | a because cars pollute the environment.      |
| 2 It's good to use alternative energy    | <input type="checkbox"/>            |   | b so the house is very light in the daytime. |
| 3 He rides his bike to work              | <input type="checkbox"/>            |   | c because it's healthy and cheap.            |
| 4 We grow our own vegetables             | <input type="checkbox"/>            |   | d so we decided to pick it up.               |
| 5 There is a skylight in the roof,       | <input type="checkbox"/>            |   | e so I often go to the wildlife park.        |
| 6 I love animals,                        | <input type="checkbox"/>            |   | f because it doesn't damage the environment. |

### 5 Complete the writing task on page 38 of Workbook 5.

1 Complete the quiz.

1 (noun) *paper and other rubbish on the ground*  
What is the word?

2 Why are the people worried in the story?

3 Circle the correct word in this sentence.  
You can see lots of animals and birds at the wildlife *pool / park*.

4 Correct the sentence.  
We was watching TV when Dad came home.

5 Correct the sentence.  
I was walking to school when it was starting to rain.


6 Correct the sentence.  
Our street used be very quiet.

7 How does the Harris family heat their house?

8 (noun) *a place where fresh water comes out of the ground*  
What is the word?

9 Make a compound sentence.  
We took our umbrellas. It was raining.

10 Make a compound sentence.  
I was tired. I went to bed early.

2 Listen and write. Sing.  38

wind sun electricity fuels planet work school solar

**We can save our planet**

Every day the <sup>1</sup> sun shines  
And gives us heat and light.  
Let's use <sup>2</sup> \_\_\_\_\_ power  
To make our future bright.


*Chorus:*  
We can save our <sup>3</sup> \_\_\_\_\_  
Why don't we start today?  
We can <sup>4</sup> \_\_\_\_\_ together  
And find a better way.



Every day the <sup>5</sup> \_\_\_\_\_ blows  
Across the land and sea.  
We can use wind power  
For <sup>6</sup> \_\_\_\_\_.

Cars use lots of petrol.  
Let's save on fossil <sup>7</sup> \_\_\_\_\_.  
Let's use public transport  
To go to work and <sup>8</sup> \_\_\_\_\_.

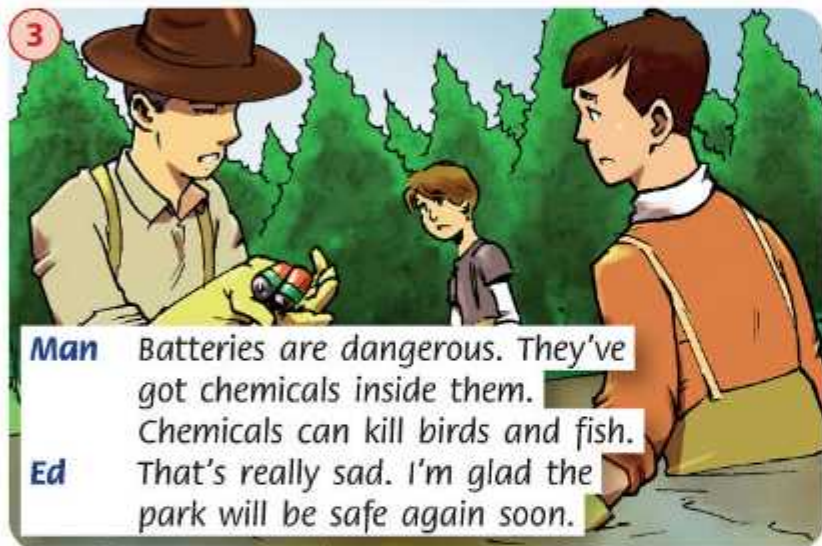
## Lesson One Story

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

**1**  
**Fin** Don't worry. We can help you clean up.  
**Kate** We'll need more people. I'm calling our friends and families.



**2** Soon ...  
**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.



**3**  
**Man** Batteries are dangerous. They've got chemicals inside them. Chemicals can kill birds and fish.  
**Ed** That's really sad. I'm glad the park will be safe again soon.



**4**  
**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.



**5**  
**Woman** Look. This bird's trapped. It can't fly or swim.  
**Ed** Poor thing. Can I help?  
**Woman** Yes, you hold him still and I'll remove the carrier bag.



**6**  
**Fin** Look! The TV crew is here!  
**Kate** Oh no! They can't film yet!  
**Libby** We're not ready!

2 Listen to the story again and repeat. Act.

3 Read again and write the words.

kill holds pick film trap calls1 Kate calls 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.



1 Listen and repeat.  40

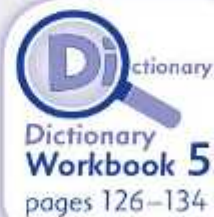

## 2 Write the words.

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

## Working with words

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

**remove**      **return**      **recycle**  
**reuse**      **retell**      **rewrite**

3 Listen and repeat.  41

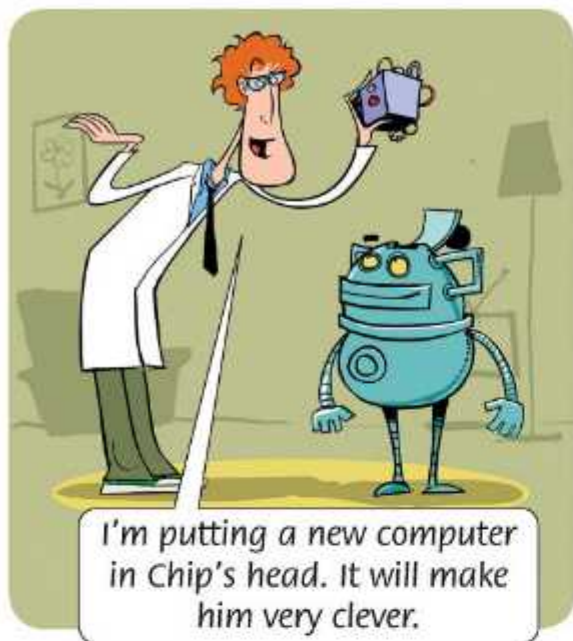
## 4 Read and circle.

- We try to *rewrite* / *recycle* all our rubbish.
- You need to *return* / *reuse* this book to the library.
- Don't throw your carrier bag away. You can *reuse* / *remove* it.
- I want to *rewrite* / *remove* my story with a new ending.

1 Listen and read. Does Professor's new computer work? 42



PROFESSOR & CHIP



2 Read and learn.

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**.

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

4 **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.



1 Listen and read. Where are they going?  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 **are leaving** at two o'clock.

3 Complete the sentences. Use the present continuous.

1 Harry isn't visiting (not visit) his grandparents on Monday.

He 's having (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    ~~have / an English lesson~~  
 watch / TV    play / computer games    go / swimming

Monday 	Tuesday 	Wednesday 	Thursday 	Friday 	Saturday 	Sunday 
---	--	--	--	---	---	---

1 She's having an English lesson on Monday.

### 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 car tyres! 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 bracelets used to be old newspapers, comics and bus tickets.

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, maps or even clothes. You can save wrapping paper, gift boxes and ribbons 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*.

- |  |             |
|--|-------------|
| 1 The shoes used to be car tyres.                        | <u>True</u> |
| 2 It's difficult for scientists to recycle car tyres.    | _____       |
| 3 The bag used to be milk cartons.                       | _____       |
| 4 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.            | _____       |

Words in context

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

  
 Dictionary  
**Workbook 5**  
 pages 126–134

  
 1 greetings card

  
 2 \_\_\_\_\_

  
 3 \_\_\_\_\_

  
 4 \_\_\_\_\_


  
 5 \_\_\_\_\_

  
 6 \_\_\_\_\_

  
 7 \_\_\_\_\_

  
 8 \_\_\_\_\_

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.
- 1 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.

What do you recycle?	I recycle _____.	plastic bottles / metal cans / glass jars / newspapers / juice cartons
What do you think about the recycled items in the article?	I think they are _____.	cool / fashionable / colourful / fun
Have you ever made anything from your old things?	_____.	Yes, I have. / No, I haven't.
What did you make?	I made a _____.	bag / pencil case / greetings card / gift box / picture
What did you use?	I used some old _____.	clothes / cardboard / paper / ribbon / plastic / magazines

### 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?

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?

b

- 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.

5 Complete the writing task on page 46 of Workbook 5.



### 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.

1 Complete the quiz.

1 (noun) *a thin plastic bag you use to carry shopping*  
What is the word?

2 Why can't the bird fly in the story?

3 Circle the correct word in this sentence.  
I've forgotten my bag, so I need to *return / remove* home to get it.

4 Correct the sentence.  
I think lots of people are living in eco homes in the future.

5 Correct the sentence.  
Liam will meeting his friend at two o'clock.


6 Correct the sentence.  
Do you think it is raining tomorrow?

7 What is the prize for the *As good as new* competition?

8 (noun) *a long, thin piece of shiny material that you can tie around a present*  
What is the word?

9 Write *S (suggestion)* or *R (reason)*.  
This will help save the planet. \_\_\_\_\_

10 Write *S (suggestion)* or *R (reason)*.  
Why not recycle your rubbish? \_\_\_\_\_

2 Listen and order the lines. Sing.  46

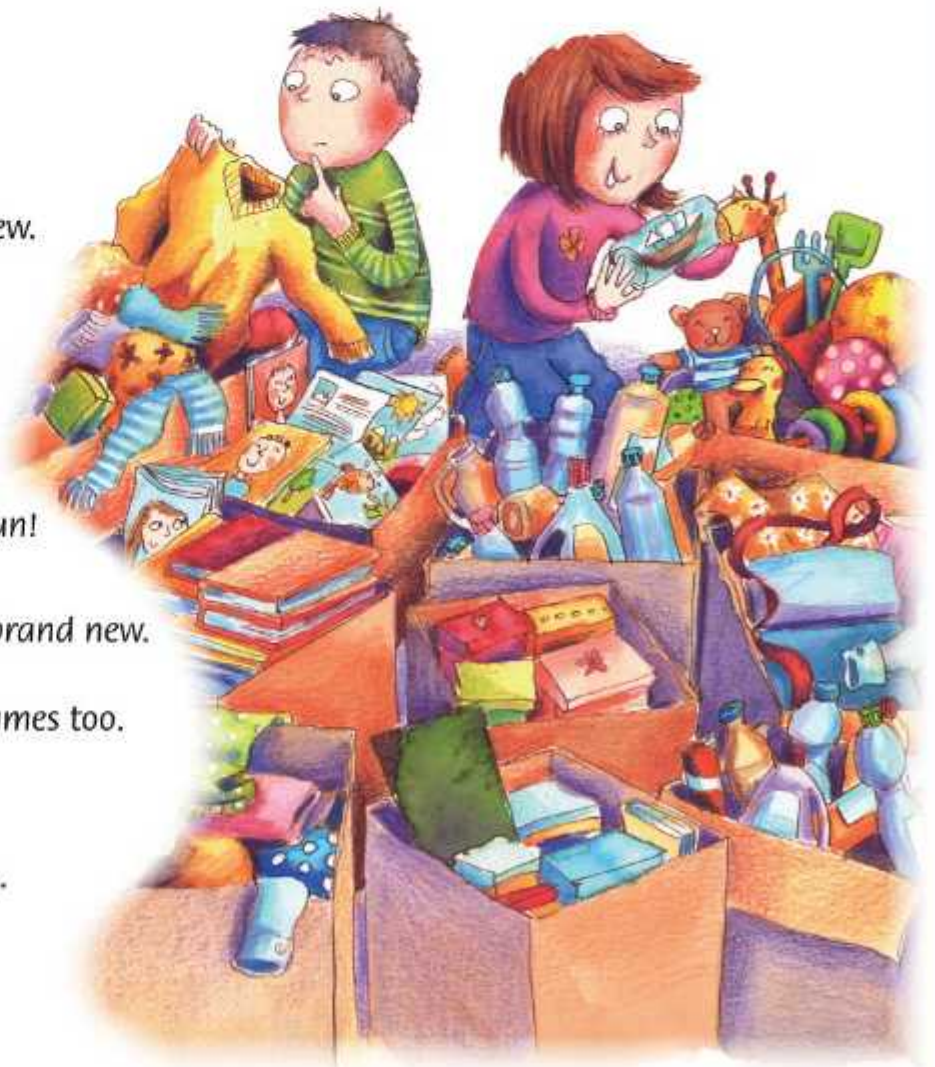
Reuse and recycle

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.

1 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.



## Lesson One Story

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



**1**  
**Libby** Please don't film the river yet. It isn't clean.  
**Fin** Can you film the aquarium or the reptile house first?



**2**  
**Presenter** I'm Karen. I'm the presenter. What happened to the river?  
**Kate** Someone dumped lots of rubbish in it. We're helping the park keepers to clean up and save the birds.



**3** Five minutes later ...  
**Presenter** OK, we're going to make a different programme. We're going to film you cleaning up. It will be a great show.  
**Ed** Really? That's so exciting! We're going to be on TV.



**4** Later that week ...  
**Presenter** The children have worked hard all afternoon.  
**Kate** Oh, look! There I am!



**5**  
**Fin** And there's Libby!  
**Libby** We're very glad that the river is safe again. Now we're going to take all the litter to the recycling centre.




**6**  
**Woman** Thanks to the DSD Club for all their help. They can have free visits to the wildlife park any time.  
**Ed** Wow, that's great! I'm going to go next weekend.  
**Libby** Me too. But this time I'm not going to go in the river!

2 Listen to the story again and repeat. Act.

3 Read again and circle.

- The children don't want the TV crew to film the river / aquarium yet.
- The TV crew are going to make a different *clean up* / programme.
- The children are going to take all the litter to the *reptile house* / recycling centre.
- 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. _____                   |
| 3 You can have lunch here. _____                | 4 You can see snakes and lizards here. _____     |
| 5 There are lots of fish here. _____            | 6 You can buy postcards and T-shirts here. _____ |

**Working with words**

We add the suffixes **-er** or **-or** to some verbs to make nouns:


verb	keep	present	sing	invent	act	visit
noun	keeper	presenter	singer	inventor	actor	visitor



3 Listen and repeat.  49

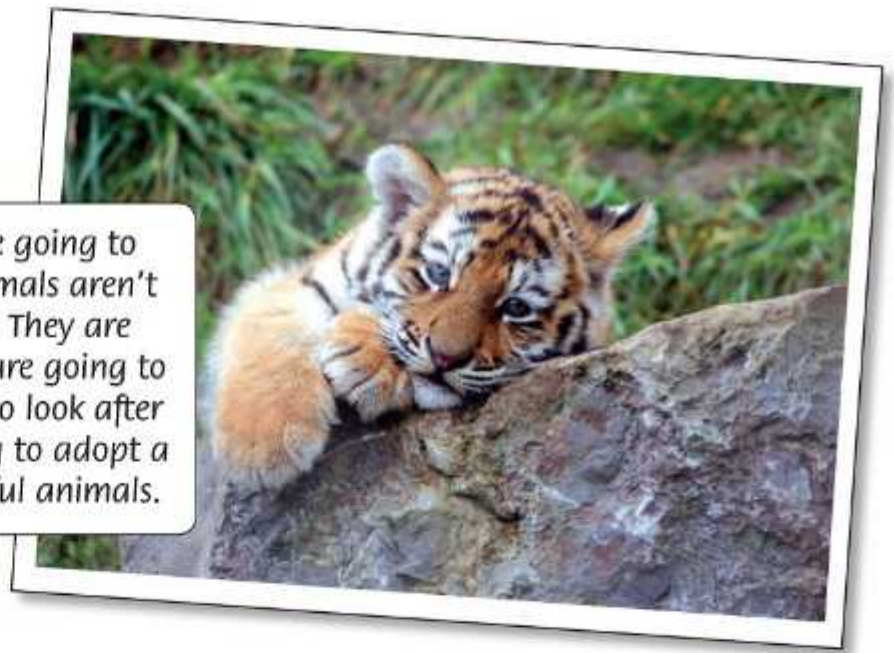
4 Write.

- Let's help the park keeper (keep) to clean up the litter.
- I'm going to \_\_\_\_\_ (invent) a recycling machine.
- Welcome to the wildlife park. You're our first \_\_\_\_\_ (visit) today.
- I want to \_\_\_\_\_ (present) a TV show when I'm older.

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



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*.

help their mum    send some emails    watch a film    have a piano lesson  
visit a wildlife park    play basketball



Saturday



Monday



Tuesday



Wednesday



Thursday



Friday

- 1 Ellie and Carl are going to visit a wildlife park on Saturday.



**PROFESSOR & CHIP**

1 Listen and read. Does Chip try to help? 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.  c
- 2 They're going to play football.
- 3 She's going to water the plants.
- 4 He's going to watch a film.



4 **Speaking** Ask and answer.

ride a camel    feed the penguins    wash the elephants  
visit the reptile house    jump into the pool    buy a gift


What is Jenny going to do?

She's going to feed the penguins.



## 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.

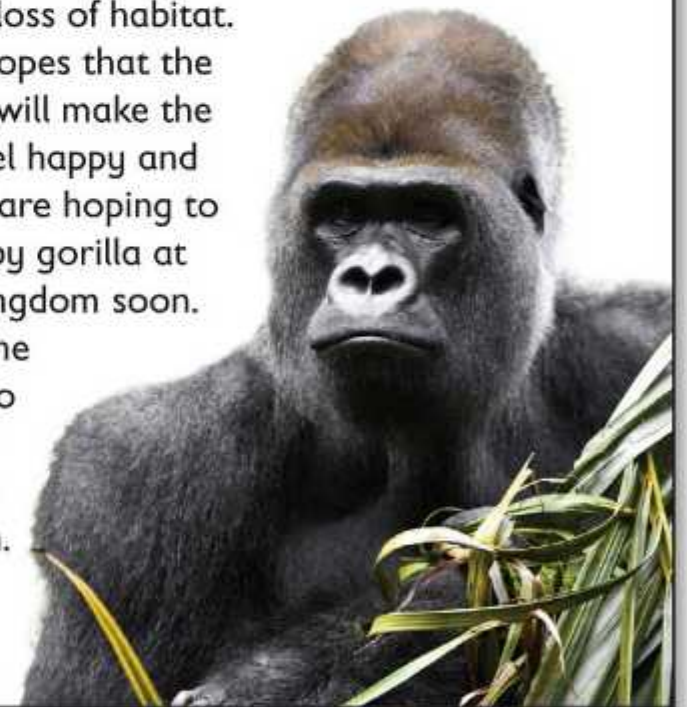
Seven years ago, the ZSL opened Gorilla Kingdom, a wonderful gorilla enclosure at London Zoo with waterfalls, warm rocks, hills, plants and birds. Today, three gorillas live in Gorilla Kingdom.

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.

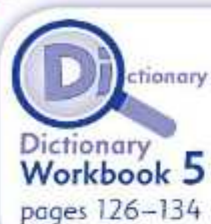


### 3 Read again and write *True* or *False*.

- |  |             |   |       |
|--|-------------|---|-------|
| 1 The ZSL tries to breed endangered species. | <u>True</u> | 2 Three gorillas live at Gorilla Kingdom.             | _____ |
| 3 Zaire is sometimes naughty.                | _____       | 4 Effie is the youngest gorilla at London Zoo.        | _____ |
| 5 Jookie often steals Zaire's food.          | _____       | 6 There is already a baby gorilla at Gorilla Kingdom. | _____ |

Words in context

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



- 1 **extinct** *adj* If a type of animal becomes this, all the animals die so there are no more.
- 2 \_\_\_\_\_ *noun* a type of animal, bird or plant
- 3 \_\_\_\_\_ *adj* If a type of animal, bird or plant is this, it is disappearing and in danger of becoming extinct.
- 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
- 8 \_\_\_\_\_ *noun* a danger to something, for example to a type of animal

Listening

2 Listen. What are the men talking about? 53

3 Listen again and complete.



**Name:** Giant Panda  
**Type of animal:** mammal  
**Size:** 150–<sup>1</sup>180 centimetres long  
**Weight:** 80–151 kilograms  
**Lives:** hills and <sup>2</sup> \_\_\_\_\_  
**Threat:** loss of habitat



**Name:** Great Green Macaw  
**Type of animal:** <sup>3</sup> \_\_\_\_\_  
**Size:** 85–90 centimetres long  
**Weight:** <sup>4</sup> \_\_\_\_\_ kilogram  
**Lives:** rainforests  
**Threat:** loss of habitat



**Name:** Southern Bluefin Tuna  
**Type of animal:** fish  
**Size:** up to <sup>5</sup> \_\_\_\_\_ centimetres long  
**Weight:** up to 910 kilograms  
**Lives:** <sup>6</sup> \_\_\_\_\_  
**Threat:** fishing

Speaking

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

Do you like animals?	_____	Yes, I do. / No, I don't.
What's your favourite animal?	My favourite animal is the _____.	gorilla / parrot / panda
What does your favourite animal look like?	It's _____. It's got _____.	big / small / (black and white) / four legs / a (big) (body) / wings
Where does it live?	It lives in _____.	rainforests / mountains / the jungle

### Writing

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

2 Read.



## 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.

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.                          | <input checked="" type="checkbox"/> | a People kill the Black Rhino for its horn. Rhino horn is very expensive.                           |
| 2 Sadly, Black Rhinos are endangered.                              | <input type="checkbox"/>            | b It is dark grey, with a large body and thick legs.  |
| 3 The main threat to the Black Rhino is hunting.                   | <input type="checkbox"/>            | c They are going to breed Black Rhinos and release them into the wild.                              |
| 4 The World Wildlife Fund is working hard to save the Black Rhino. | <input type="checkbox"/>            | d Thirty years ago, there were 65,000 Black Rhinos in the world. Today, there are only about 4,000. |

5 Complete the writing task on page 54 of Workbook 5.

1 Complete the quiz.

1 (noun) a building in a zoo where you can see fish and other water animals  
What is the word?

2 Where do the children take all the litter in the story?

3 Circle the correct word in this sentence.  
A park *keep* / *keeper* looks after a park.

4 Complete the sentence with *going to*.  
Mum is at the supermarket.  
She \_\_\_\_\_ (buy) some food.

5 Complete the sentence with *going to*.  
The boys are in the garden.  
They \_\_\_\_\_ (play) tennis.


6 Complete the sentence with *going to*.  
You are very tired. You \_\_\_\_\_ (fall) asleep.

7 When did Effie arrive at London Zoo?

8 (noun) a type of animal, bird or plant  
What is the word?

9 Order the sentences.  
\_\_\_ They can do tricks and they can learn new things.  
\_\_\_ Dolphins are very clever animals.

10 Order the sentences.  
\_\_\_ Penguins are very large birds.  
\_\_\_ Some penguins are over 100 centimetres tall.

2 Listen and write. Sing.  54

sing pandas take going jungle wildlife I'll species

Crazy about wildlife



I'm <sup>1</sup>going to visit forests  
To see tigers hunt and run.  
Then <sup>2</sup>\_\_\_\_\_ go to the mountains  
To see <sup>3</sup>\_\_\_\_\_ in the sun.

Chorus:  
I'm crazy about <sup>4</sup>\_\_\_\_\_ !  
All <sup>5</sup>\_\_\_\_\_, big and small.  
I think they're just amazing  
And I want to see them all!

I'm going to <sup>6</sup>\_\_\_\_\_ a boat trip  
To see dolphins swim and play  
And when I'm in the <sup>7</sup>\_\_\_\_\_  
I'll hear parrots <sup>8</sup>\_\_\_\_\_ all day.

### 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

I (don't) think ...

#### Agreeing

I agree ...

That's true.

You're right.

#### Disagreeing

I'm sorry, but I don't agree ...

I see your point, but ...

I don't think so.

#### 2 **Listening** Listen and complete the table. 56



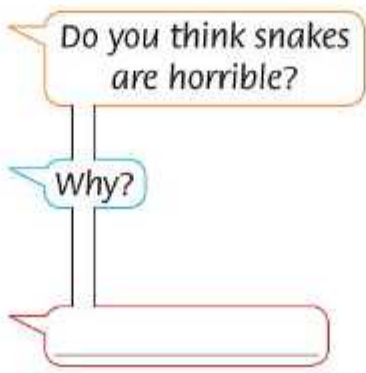
	Ben		Megan	
	Agree	Disagree	Agree	Disagree
1 Dolphins are clever.	✓		✓	
2 Sharks are scary.				
3 Snakes are horrible.				
4 Wolves are beautiful.				

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

wolves / tigers / lions / snakes / sharks / dolphins / spiders / lions / monkeys

scary / funny / clever / beautiful / horrible / interesting / friendly / dangerous

I see your point, but I think ... / I agree. / I don't agree.



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

Because I think they are ...



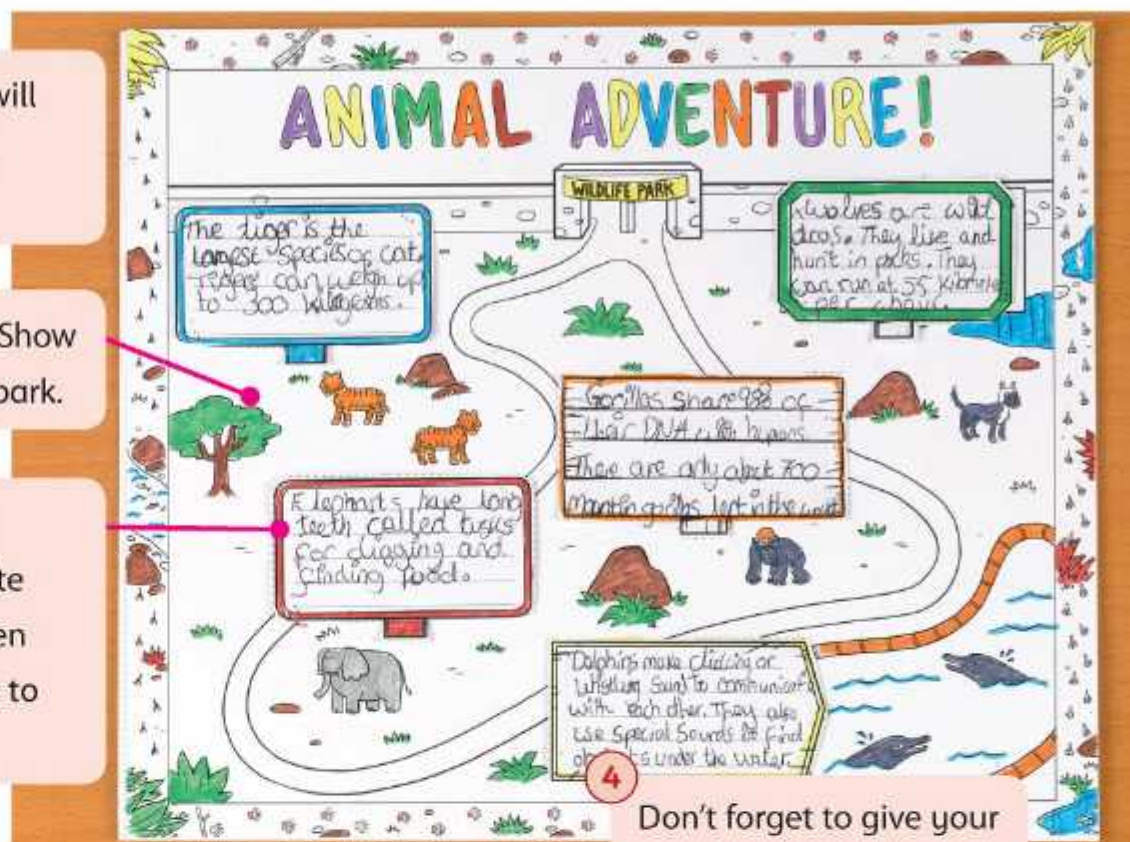
1 Look at the story again. Act. 

2 Make a map of a wildlife park.

1 Think about which animals you will include in your wildlife park and where each animal will be.

2 Draw a map of your wildlife park. Show how visitors can walk around the park.

3 Find out facts about each of the animals in your wildlife park. Write the facts on the noticeboards, then cut them out and stick them next to each animal.



4 Don't forget to give your wildlife park a name!

3 **Speaking** Use your park to discuss the animals. Ask and answer.

Are there any tigers in your wildlife park?

I don't think so. I think wolves are scarier than tigers.

I see your point, but I don't think you'll ever meet a tiger in the wild!

Yes, there are. I think tigers are the scariest animals in my wildlife park.

I'm sorry, but I don't agree. Wolves aren't as strong or as fast as tigers.

That's true!

4 **Speaking** Tell the class about your project.

What is your wildlife park called?


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 ...



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?
- 2 What environmental problems are mentioned in the article?
- 3 How do trees help the environment?
- 4 What did the artist use to make the picture of the *Mona Lisa*?

### 4 Discuss.

- 1 Do you think Earth Day is important? Why (not)?
- 2 How do you try to help the environment?
- 3 Do you celebrate Earth Day? Which activities from the article do you want to try?

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?



### 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?

2 Listen and read.  58

### The Elephant's Child



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?
- 2 What did the crocodile want for dinner?
- 3 Did the snake help the elephant's child?
- 4 Why did all the elephants go to the river?

### 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?

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**

## Lesson One Story

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

1 

**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.

2 

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

3 

**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!

4 

**Kate** Oh no! He's fallen off his bike! Are you OK?

**Man** No. My leg really hurts!

**Ed** It's OK. We know first aid.

5 

**Libby** The teacher told us it was important to support a patient's head. Here, we can use my jumper.

**Kate** I've got my mobile phone. I'm calling an ambulance now.

6 

**Paramedic** You haven't broken any bones, but you need to go to hospital.


**Man** Thanks, kids. You're my heroes! Come and visit me in hospital.

**Fin** Do you know who that is? It's Jim Fisher! He's the best footballer in town!

2 Listen to the story again and repeat. Act.

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

- 1 The children have just done a first aid course.
- 2 \_\_\_\_\_ was very good at first aid.
- 3 Kate calls an \_\_\_\_\_.
- 4 The man is going to \_\_\_\_\_.

1 Listen and repeat.  60

## 2 Write the words.

- 1 cut *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

## Phrasal verbs



put on



take off



put away



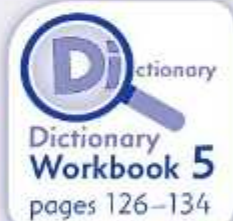

get out



put down



pick up

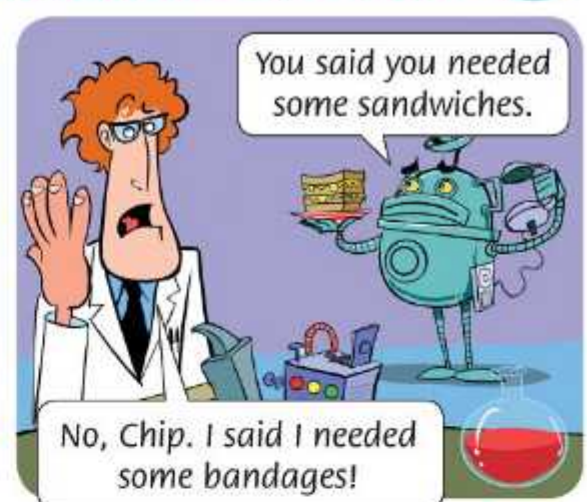
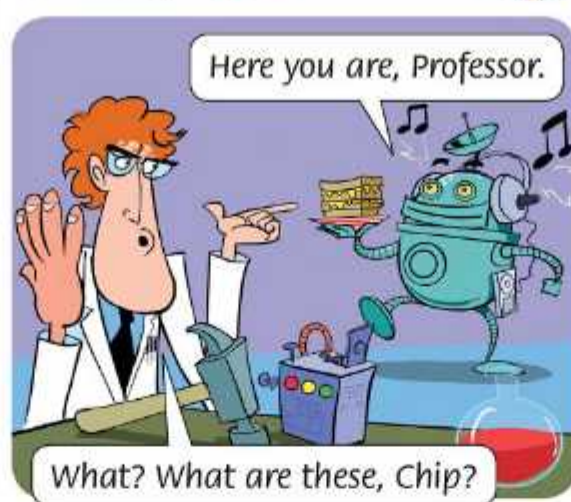
3 Listen and repeat.  61

## 4 Read and circle.

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



1 Listen and read. What does Chip do wrong? 62



2 Read and learn.

Reported speech

Use **reported speech** to report what somebody else said.

Direct speech:

"I need some bandages."

Reported speech:

He said he **needed** some bandages.

In reported speech, we change the present to the past.

"I **need** some bandages."

He said he **needed** some bandages.

"We're **making** some sandwiches."

They said they **were making** some sandwiches.

3 Read and circle.

1 Julie is my best friend.

Karen said Julie is / **was** her best friend.

2 We want to stay at home.

The children said they want / **wanted** to stay at home.

3 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.

4 Speaking What did they say? Ask and answer.

I'm calling an ambulance.

My arm hurts.

We know first aid.

I don't know what happened.



What did Alice say?

She said she was calling an ambulance.



1 Listen and read. Who was coming to visit the school?  63

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.

### Reading

- 1 Look at the website. Who do you think the text is about?
- 2 Listen and read.  64

## 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 breathing apparatus. I enjoy every part of my job."

Rob has rescued people from all kinds of situations. "We get called to road accidents, floods, rail and air crashes or chemical spills," says Rob.

But firefighters do more than rescue people. They give first aid, and they clean up and check sites after an accident or disaster. They often work together with the police and paramedics. They also train 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 hoses 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? No, he doesn't.
- 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? \_\_\_\_\_

Words in context

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



- 1 hose *noun* a long tube that you use to put water on a fire
- 2 \_\_\_\_\_ *verb* to teach people how to do something
- 3 \_\_\_\_\_ *noun* a place where something happened or is happening
- 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
- 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? 65

3 Listen again and complete.



Speaking

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

- Emergency, which service?
- What's your name, please?
- Where are you calling from?
- What's the emergency?
- How many people need help?
- OK. Help is on its way. Please stay calm. Thank you. Goodbye.

- \_\_\_\_\_, please.
- It's \_\_\_\_\_.
- I'm at \_\_\_\_\_.
- There's \_\_\_\_\_.
- \_\_\_\_\_.

- Police / Fire / Ambulance
- (your name)
- (your home address / your school address)
- a fire / a flood / an accident / a robbery
- One. / Two. / Three. / Four. / I don't know. / I'm not sure.

### 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."

- 5 Complete the writing task on page 64 of Workbook 5.

1 Complete the quiz.

1 (noun) a place where fire or heat has hurt your skin  
What is the word?

2 Who do the children help in the story?

3 Circle the correct word in this sentence.  
Please put *on* / *off* your jacket.  
It's cold today.

4 Complete the sentence.  
"We don't like playing basketball," said the boys.  
The boys said they \_\_\_\_\_ playing basketball.

5 Complete the sentence.  
"My dad is working today," said Carl.  
Carl said his dad \_\_\_\_\_ that day.


6 Complete the sentence.  
"We're going to the park tomorrow," said the children.  
The children said they \_\_\_\_\_ to the park the next day.

7 Who did Rob and Jenny rescue?

8 (verb) to teach people how to do something  
What is the word?

9 Write *I* (introduction) or *C* (conclusion).  
Police officer Christopher Harris said that Toby was a very brave boy. "He's the kind of person we need in the police force," he said. \_\_\_\_  
A 12-year-old boy stopped a man from stealing from a shop in the town centre yesterday. \_\_\_\_

10 Write *I* (introduction) or *C* (conclusion).  
Ten-year-old student Karen Willis saved a little boy's life when he fell into the river. \_\_\_\_  
Karen said she was glad the boy was safe. "I hope he won't play near the river again," she said. \_\_\_\_

2 Listen and order the lines. Sing.  66

Whenever you're in danger



Chorus:

1 Sometimes there are disasters,  
\_\_\_\_ But when you are in trouble  
\_\_\_\_ They can happen to us all.  
\_\_\_\_ There are people you can call.

1 Police and paramedics,  
\_\_\_\_ Whenever you're in danger  
\_\_\_\_ They will come to rescue you.  
\_\_\_\_ Brave firefighters too.

1 So accidents can happen  
\_\_\_\_ There's help around the corner,  
\_\_\_\_ But you're never on your own.  
\_\_\_\_ Just pick up your telephone.


## Lesson One Story

1 Listen and read. Where are the children in pictures 2 and 5?  67

1  **Supermarket**

**Libby** I can't believe the man we helped is a famous footballer!

**Ed** I know. I'm so excited about going to visit him in hospital!

2  **Chocolate**

**Kate** I know! Let's buy a present for Jim.

**Ed** Good idea. We can buy him some chocolates.

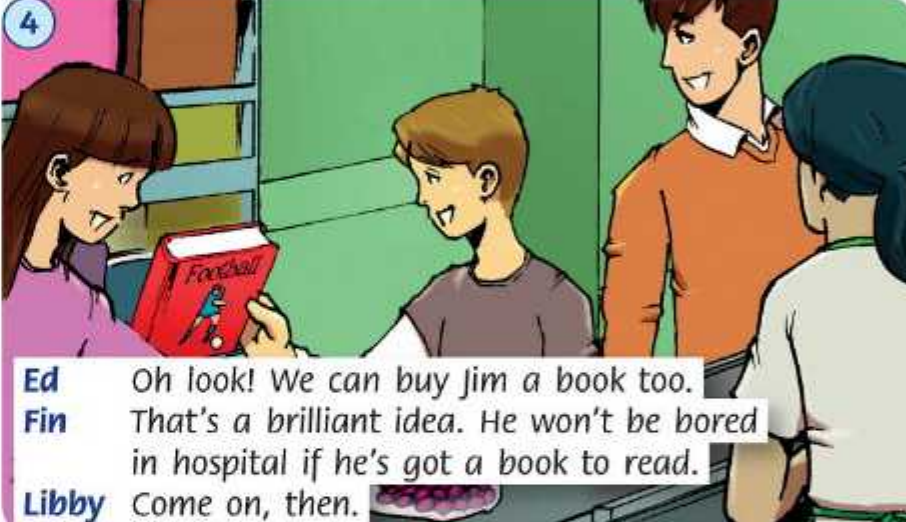
**Libby** No! Chocolates are full of sugar. Jim's a footballer. He only eats health food.

3 

**Fin** OK, let's buy Jim some fresh fruit.

**Libby** That's a better idea. Do you think he likes grapes?

**Kate** If he doesn't like them, I'll eat them. I love grapes!

4 

**Ed** Oh look! We can buy Jim a book too.

**Fin** That's a brilliant idea. He won't be bored in hospital if he's got a book to read.

**Libby** Come on, then.

5 Later ... 

**Libby** Hello, Jim. Please, don't get up. How's your leg?

**Jim** Oh, it's OK, thanks. If I rest, I'll be better in a couple of weeks.

**Fin** A couple of weeks? But the big match is on Saturday!

6 

**Jim** I know. I can't play this weekend. But I've got a surprise for you all.

**Kate** What is it?

**Jim** It won't be a surprise if I tell you! But if you meet me on Saturday, you'll find out.

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. | <u>False</u> | 2 Jim doesn't eat health food.    | _____ |
| 3 Kate loves grapes.                                      | _____        | 4 The children buy Jim a book.    | _____ |
| 5 The big match is on Sunday.                             | _____        | 6 Jim will play in the big match. | _____ |

1 Listen and repeat.  68

**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

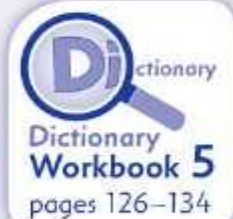

## 2 Write the words.

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

- I don't eat junk food because it's bad for me.
- Supermarkets sell a lot of \_\_\_\_\_ foods because they're quick and easy to cook.
- Milk, cheese and yogurt are \_\_\_\_\_.
- Mum makes delicious \_\_\_\_\_ cakes. They're much better than cakes from the bakery.
- Have we got all the \_\_\_\_\_ we need to make biscuits?
- Junk food has a lot of \_\_\_\_\_ in it to make it look and taste better.

## Working with words

Phrasal verbs with *get*

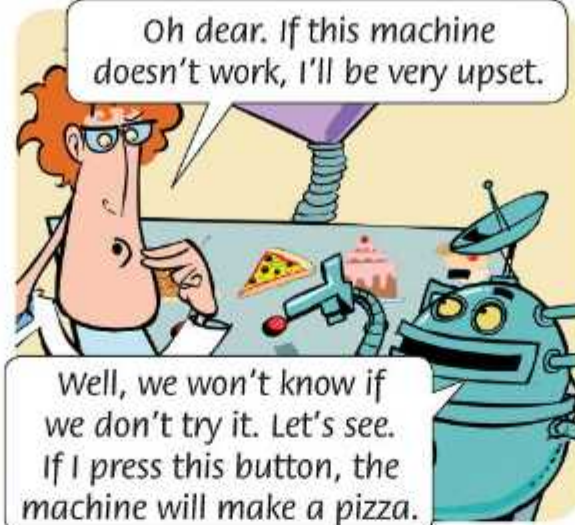
3 Listen and repeat.  69

## 4 Read and circle.

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



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



2 Read and learn.

First conditional

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

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

Look!

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

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

3 Read and tick.

- 1 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.

- 2 Mum will be happy if we cook dinner.
- we'll cook dinner.
- 4 We will be late for school if 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 **Speaking** Match. Ask and answer.



What will Emily do tomorrow morning?

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



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           | <input checked="" type="checkbox"/> | c | a if they find their ball?       |
| 2 Will you walk to school          | <input type="checkbox"/>            |   | b if she doesn't feel well?      |
| 3 Will the boys play football      | <input type="checkbox"/>            |   | c if we wear our jackets?        |
| 4 Will Jenny stay at home tomorrow | <input type="checkbox"/>            |   | d if we don't tidy our bedrooms? |
| 5 Will Joe wash the dishes         | <input type="checkbox"/>            |   | e if the bus doesn't come soon?  |
| 6 Will Mum be angry                | <input type="checkbox"/>            |   | f if he makes the dinner?        |

4 Complete the sentences. Use the first conditional.

- You'll be tired tomorrow if you don't go (you / not go) to bed early.
- \_\_\_\_\_ (the boys / wear) their new T-shirts tomorrow if it's sunny?
- The cake will burn \_\_\_\_\_ (I / not turn) off the oven.
- We won't go to the beach tomorrow \_\_\_\_\_ (it / rain).
- \_\_\_\_\_ (Lisa / visit) us tomorrow if she has time?
- Jack \_\_\_\_\_ (come) to the party if you invite him.

### Reading

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

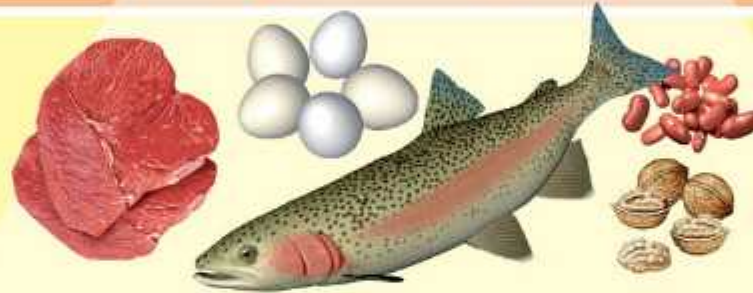
### The healthy eating pyramid

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



You can still enjoy your favourite sweet and salty 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.



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 sources of whole grains.



Fruit and vegetables are the most important part of a healthy diet. They are low in calories and full of vitamins. Eat lots of fruit and vegetables with every meal, and as snacks 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? | <u>Yes, it is.</u> | 2 Is fruit full of calories?          | _____ |
| 3 Are whole grains good for your heart?        | _____              | 4 Is meat bad for you?                | _____ |
| 5 Is cheese good for your bones?               | _____              | 6 Can you still eat sweets sometimes? | _____ |

Words in context

1 Find words in the poster to match the definitions.



- 1 energy *noun* the power that your body gets from food
- 2 \_\_\_\_\_ *noun* an amount of energy
- 3 \_\_\_\_\_ *noun* food that you eat between meals
- 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.

- Speaker 1  a This person fell asleep and burnt something.
- Speaker 2  b This person used the wrong ingredient.
- Speaker 3  c This person forgot to buy something.
- Speaker 4  d This person forgot to remove something.



Speaking

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

<p>Do you have a healthy diet?</p>	<p>_____</p>	Yes, I do. / No, I don't.
<p>Which foods do you eat a lot of?</p>	<p>I eat a lot of _____.</p>	fruit / vegetables / dairy products / meat / home-made food / junk food
<p>What do you like to eat as a snack?</p>	<p>I like to eat _____.</p>	fruit / biscuits / nuts / sandwiches / chocolate
<p>How many different kinds of fruit and vegetables do you eat in a day?</p>	<p>I eat _____.</p>	two / three / four

### 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.

- 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!

- 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.

- 1 how people felt
- 2 what happened in the end
- 3 the writer's comments on the story

- 5 Complete the writing task on page 72 of Workbook 5.



1 Complete the quiz.

1 (noun) *the different foods you cook together to make a dish*  
What is the word?

2 What do the children buy for Jim in the story?

3 Circle the correct word in this sentence.  
What time do you usually get *on / up* in the morning?

4 Complete the sentence.  
If you don't wear a jacket, you \_\_\_\_\_ (be) cold.

5 Complete the sentence.  
Mum will be angry if we \_\_\_\_\_ (not tidy) our bedrooms.

6 Complete the sentence.  
The boys \_\_\_\_\_ (not play) football if it rains.

7 Why do we need to eat dairy products?

8 (noun) *the types of food that you eat most often*  
What is the word?

9 Tick the sentence that describes how the person felt.

I was very glad that my family enjoyed the meal.

We had dinner very late that night because I made so many mistakes!

10 Tick the sentence that describes what the person learnt.

Now I know the difference between sugar and salt!

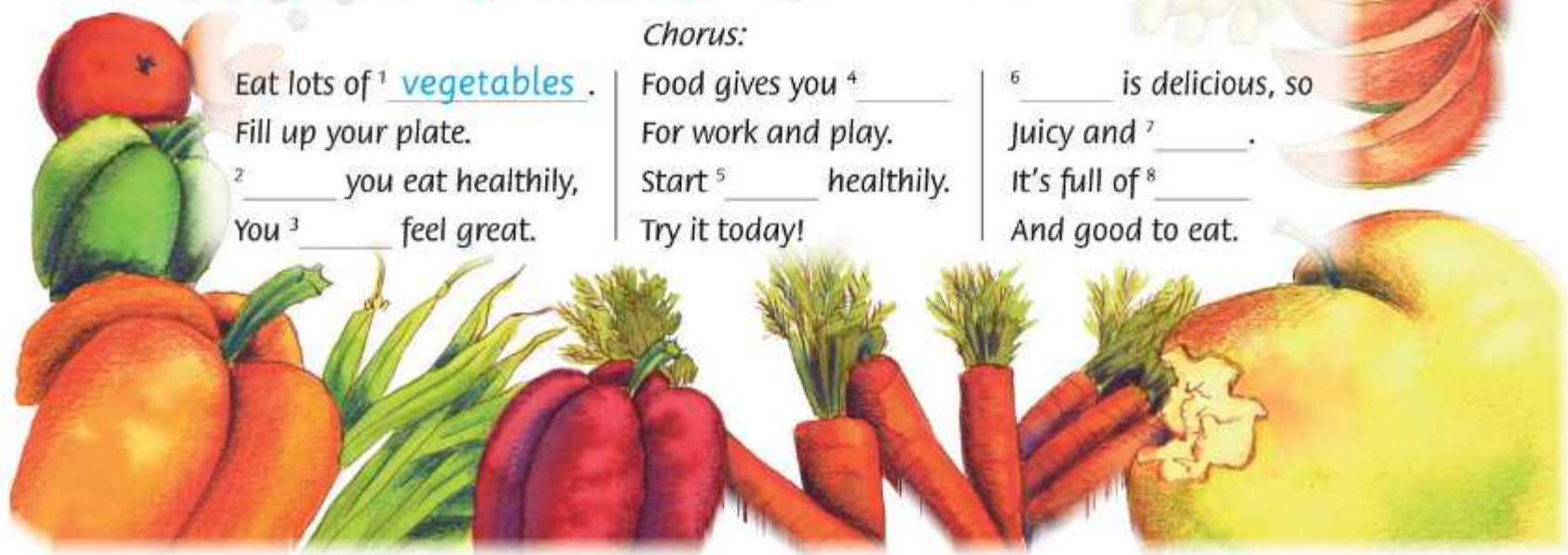
It tasted horrible. I felt so silly!

2 Listen and write. Sing. 74

eating ~~vegetables~~ sweet Fruit energy If vitamins will



Start eating healthily



Eat lots of <sup>1</sup> vegetables .  
Fill up your plate.  
<sup>2</sup> \_\_\_\_\_ you eat healthily,  
You <sup>3</sup> \_\_\_\_\_ feel great.

Chorus:  
Food gives you <sup>4</sup> \_\_\_\_\_  
For work and play.  
Start <sup>5</sup> \_\_\_\_\_ healthily.  
Try it today!

<sup>6</sup> \_\_\_\_\_ is delicious, so  
Juicy and <sup>7</sup> \_\_\_\_\_ .  
It's full of <sup>8</sup> \_\_\_\_\_  
And good to eat.

## Lesson One Story

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

1 On Saturday ...



**Ed and Kate** Hi, Jim!  
**Jim** Hello, kids. I'm glad you're here. Are you ready for your surprise?  
**Libby** We can't wait!

2 Soon ...



**Jim** I've got us tickets to watch the big match. We've got the best seats in the stadium.  
**Fin** Wow! This is wonderful. We can see everything from here.  
**Jim** If you're lucky, we might meet the players later.

3



**Ed** Wow! Your team is really good.  
**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.

4



**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!

5



**Kate** Yes! They scored!  
**Jim** We've won! That's fantastic! Come on, kids. I've got a job for you. You can give the trophy to the captain of my team.  
**Fin** Fantastic!

6




**Kate** We loved the match. You all played really well.  
**Captain** Thank you. It's nice to meet new fans.  
**Libby** We'll come back and watch you play again when Jim's leg is better.

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.

- 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

  
 Dictionary  
**Workbook 5**  
 pages 126–134

  
athlete

  
coach

  
training

  
trophy

  
goalkeeper

  
fan

  
exercise

  
captain

## 2 Write the words.

- 1 Football players do a lot of training 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.

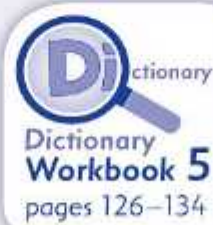

## Working with words

Antonyms are words with opposite meanings.

best    worst

win    lose

give    take

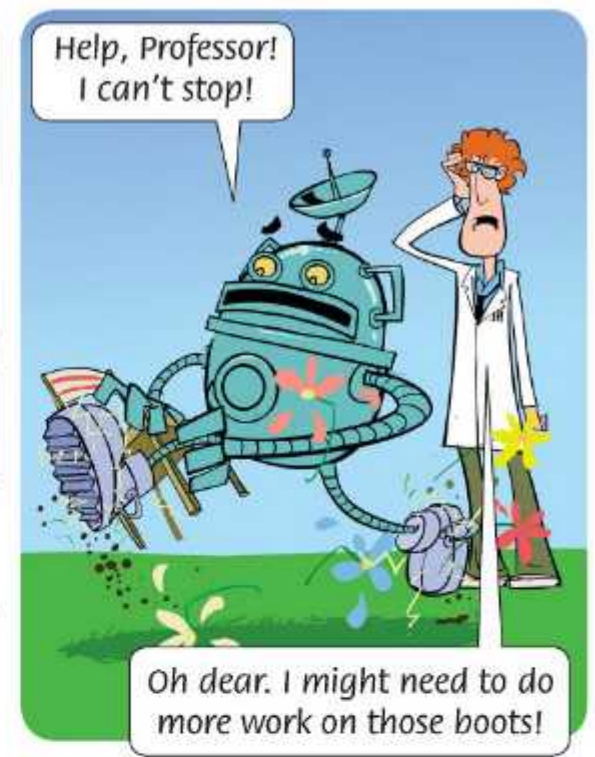
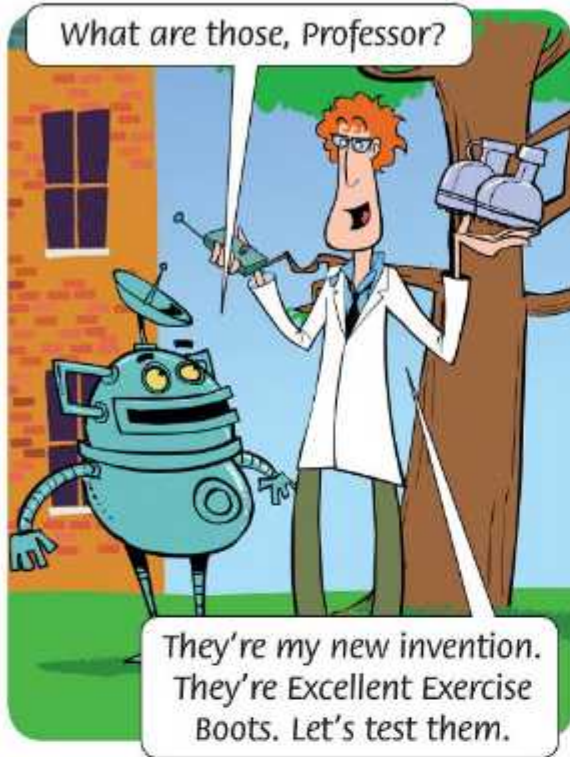
3 Listen and repeat.  77

## 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!



1 Listen and read. What has Professor invented? 78



2 Read and learn.

Modal verbs

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

I **might** need to do more work on those boots!

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

They'll be a big success.

3 Read and circle.

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

4 Speaking Ask and answer.

What are you doing on Saturday?

If it's sunny, I might play basketball.

play basketball	✓/X
go to the park	✓
watch TV	X

stay at home	✓
play in the garden	X
listen to music	✓/X



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.

You **have to** use your body to keep it healthy.

Do you **have to** exercise every day?

Yes, you do.

Use **don't have to / didn't have to** to talk about something that is not / was not necessary.

You **don't have to** go to the gym or do a sport every day.

## 3 Read and choose.

1 a you have to do lots of homework tonight?

**a Do**   **b Have**   **c Does**

3 Karen \_\_\_\_\_ get up at eight o'clock last Monday.

**a doesn't have to**   **b had to**   **c have to**

5 We \_\_\_\_\_ tidy our bedrooms before we could go out to play yesterday.

**a doesn't have to**   **b had to**   **c have to**

2 I \_\_\_\_\_ help my mum clean the house today.

**a doesn't have to**   **b has to**   **c have to**

4 \_\_\_\_\_ Billy have to practise his guitar yesterday?

**a Did**   **b Has**   **c Does**

6 The boys \_\_\_\_\_ wash the dishes last night because their mum had already washed them.

**a didn't have to**   **b had to**   **c don't have to**

## 4 Write questions and answers about Anna.



1 Does Anna have to feed the fish today?

Yes, she does.

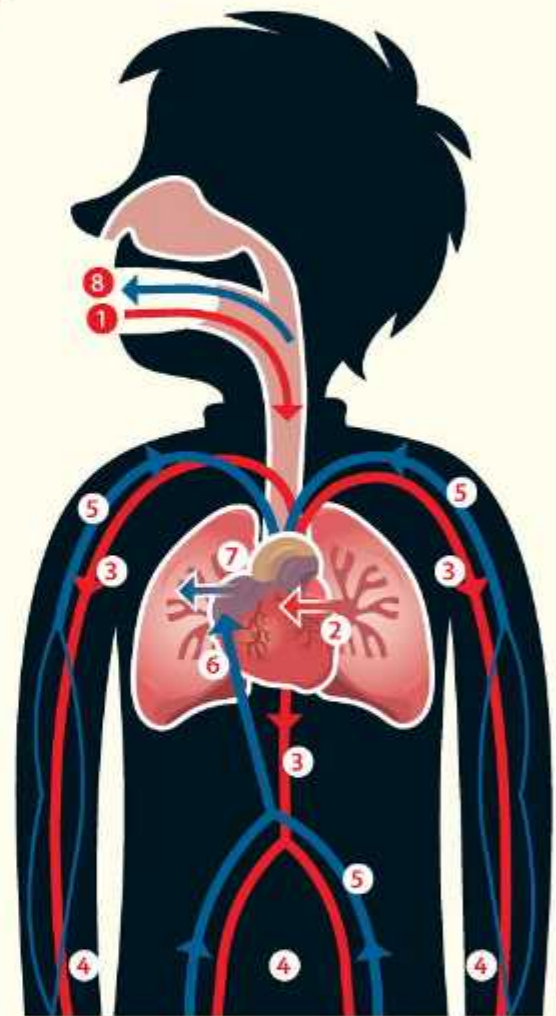
### Reading

- 1 Look at the text. Where do you think it is from?
- 2 Listen and read.  80

## Just breathe

The movement of your blood through your heart and around your body is called **circulation**. The **process** of circulation is fast! It takes less than a minute to **pump** blood to every part of your body.

- 1 When you **breathe** in, **oxygen** goes into your **lungs**.
- 2 **Blood** from your lungs fills with oxygen and moves into the left side of your heart.
- 3 The left side of your **heart** 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 **carbon dioxide**. 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.

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

No, it isn't.

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Words in context

1 Find words in the text to match the definitions.



- 1 process *noun* something natural that happens in the body
- 2 \_\_\_\_\_ *noun* the gas that we need to live
- 3 \_\_\_\_\_ *noun* the red liquid that goes around your body and keeps you alive
- 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? 81

3 Listen again and complete.



Interview with Joe Willis

- start cycling?  
<sup>1</sup> 5 years old
- win first race?  
<sup>2</sup> \_\_\_\_\_ years old

- training?  
 cycle every day  
 run <sup>3</sup> \_\_\_\_\_ days a week  
 go to gym <sup>4</sup> \_\_\_\_\_ days a week
- diet?  
 eat fruit, vegetables, whole grains,  
<sup>5</sup> \_\_\_\_\_ drink water every <sup>6</sup> \_\_\_\_\_ minutes when training

Speaking

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

- Do you enjoy exercising?
- How do you keep fit?
- What's your favourite sport?
- What other sports or activities would you like to try?

\_\_\_\_\_

I \_\_\_\_\_.

My favourite sport is \_\_\_\_\_.

I'd like to try \_\_\_\_\_.

- Yes, I do. / No, I don't.
- run / swim / play football / walk / ride my bike / go to the gym
- football / tennis / basketball / volleyball / hockey / baseball / sailing / gymnastics / surfing / swimming / athletics / skiing

### 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.**



- 3 Read again and answer the questions.

- 1 When did Katie win her first race?
- 2 What does Katie eat when she's training?

### 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

When we write the interview, we use our notes to write full answers to our questions.

Sentence:

Do you have to do a lot of training?

I run for three hours every day.

- 4 Match the notes to the questions and answers.

- |  |                                     |   |
|--|-------------------------------------|---|
| 1 diet?<br>eat healthy food, drink plenty of water                   | <input checked="" type="checkbox"/> | d |
| 2 start playing tennis?<br>8   | <input type="checkbox"/>            |   |
| 3 training?<br>practise – 2 hours a day<br>go to gym – 5 days a week | <input type="checkbox"/>            |   |
| 4 win first match?<br>10   | <input type="checkbox"/>            |   |
- 
- |   |  |
|---|--|
| a | When did you start playing tennis?<br>When I was eight years old.  |
| b | How old were you when you won your first match?<br>I was ten years old.  |
| c | Do you have to do a lot of training?<br>I practise for two hours every day and I go to the gym five days a week. |
| d | Do you have a special diet?<br>I eat healthy food and I drink plenty of water.                                   |

- 5 Complete the writing task on page 80 of Workbook 5.

1 Complete the quiz.

1 (noun) a person whose job is to train athletes  
What is the word?

2 What do the children give the team captain in the story?

3 Circle the correct word in this sentence.  
My brother is going to *give* / *take* me his old bike.

4 Circle the correct answer.  
I *might* / *will* go swimming tomorrow.  
I haven't decided yet.

5 Circle the correct answer.  
Mum *had to* / *has to* go to the supermarket today.

6 Circle the correct answer.  
*Did* / *Do* you have to do lots of homework last night?

7 Which side of the heart pumps out blood?

8 (noun) two parts inside the top half of your body that you use to breathe  
What is the word?

9 Match the notes to the questions and answers.

1 training? swim every day go to gym every day	<input type="checkbox"/>	a When did you start swimming? When I was six years old.
2 start swimming? 6	<input type="checkbox"/>	b Do you have to do a lot of training? I swim every day and I go to the gym every day, too.

2 Listen and write. Sing. 82

heart oxygen blood ~~Breathe~~ Take lungs body pumps

Breathe in, breathe out



Chorus:

1 Breathe in, breathe out.  
Fill up your <sup>2</sup> \_\_\_\_\_.  
You do it every day.  
Breathe in, breathe out.  
<sup>3</sup> \_\_\_\_\_ in fresh air  
To help you work and play!

Breathe in, breathe out.  
With every breath  
The <sup>4</sup> \_\_\_\_\_ moves round and round.  
Breathe in, breathe out.  
Your <sup>5</sup> \_\_\_\_\_ <sup>6</sup> \_\_\_\_\_ fast!  
Just listen to the sound!

Breathe in, breathe out.  
It isn't hard,  
You do it all day long.  
Breathe in, breathe out.  
The <sup>7</sup> \_\_\_\_\_  
Will keep your <sup>8</sup> \_\_\_\_\_ strong!

### 1 Listen and read. 83



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

I've got a message from Layla.

(Layla has sent a message to my phone.)

Did she text you?

(Did she send you a text message?)

She left me a voicemail.

(She left me a recorded message.)

What did Layla's voicemail / text say?

(What did Layla say in the recorded message / text message?)

I've just got a text!

(I've just received a text message.)

Zaid has messaged me!

(Zaid has sent me a message.)

### 2 **Listening** Listen and match the messages to the people. 84

- |                                  |   |
|----------------------------------|---|
| 1 Megan <input type="checkbox"/> | a What DVDs have U got 4 tonight?         |
| 2 Layla <input type="checkbox"/> | b R U going 2 football practice tomorrow? |
| 3 Zaid <input type="checkbox"/>  | c C U @ 6pm!                              |
| 4 Ben <input type="checkbox"/>   | d Can U bring your new CD?                |

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

my mum / my dad / my brother / my sister / my friend / my cousin

he / she

Can you come to my 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.!

I've got a message from \_\_\_\_\_.

No, \_\_\_\_\_ texted me.

He asked me to go to his house tonight.


Did he / she leave you a voicemail?

What did his / her text say?

I see.

## glossary

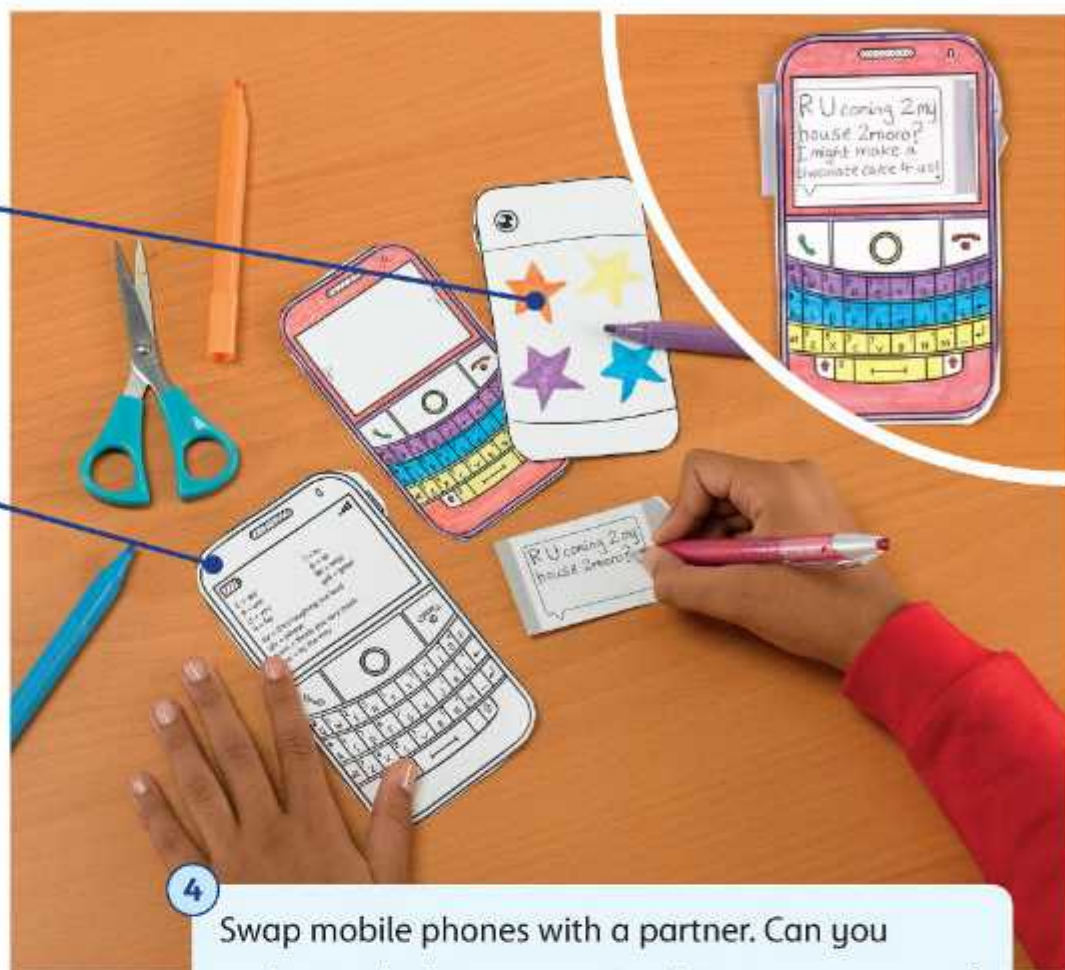
- C = see
- R = are
- U = you
- 4 = for
- 2 = to
- @ = at

- 1 Look at the story again. Act. 
- 2 Write some English text messages.

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

2 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.

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



4 Swap mobile phones with a partner. Can you understand what your partner's text message says?

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

I've just had a text from Maria.

She asked if I was going to her house tomorrow.

Yes. She said she might make a chocolate cake for us.

What did she say in her text?

Did she say anything else?

That's nice.



- 4 **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?

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



# Extensive reading: non-fiction

1 Look at the photos. What are the people doing? How old do you think the people are?

2 Listen and read. 85



## Young stars

### Jordan Romero



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	Dec 2007
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?
- 2 What is the *Find YOUR Everest Tour*?
- 3 When did Samantha start wheelchair racing?
- 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 Janeiro.

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.





## Extensive reading: fiction

- 1 Look at the pictures. What are the people doing? How do you think they feel? 2 Listen and read. 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?
- 2 Why does Clara eat more in the mountains?
- 3 Where does Heidi take Clara?
- 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.


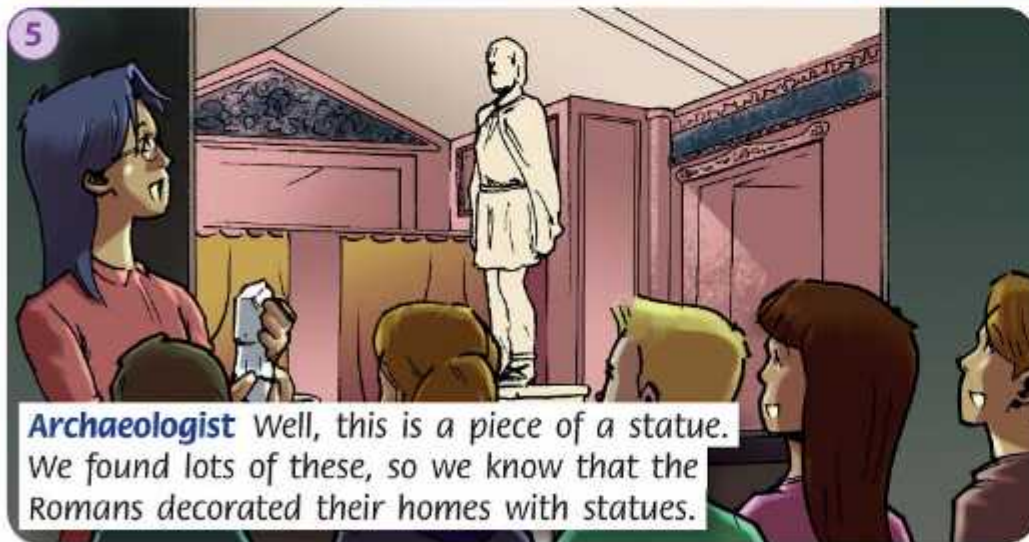
She put one foot in front of the other again and again. "Look, Heidi!" she laughed. "I can do it! I can walk!" "Oh, Clara, this is wonderful!" said Heidi. "Now we can walk in the mountains every day and you will get healthy and strong. You will never need a wheelchair again!"

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 Read again and write the names. Libby Fin Builders Ed

1 Builders were building a shopping centre.

2 \_\_\_\_\_ wants to look at the Roman town.

3 \_\_\_\_\_ thinks the jewellery is beautiful.

4 \_\_\_\_\_ has an idea.

1 Listen and repeat.  88

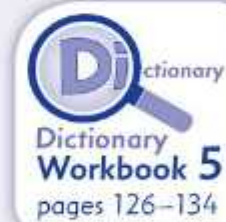
## 2 Write the word.

- 1 column *noun* 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 \_\_\_\_\_ *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


We add **-ful** to some nouns to make adjectives.

noun	wonder	cheer	help	care	play
adjective	wonderful	cheerful	helpful	careful	playful



When a noun ends in a consonant + **-y**, remove the **-y** and add **-iful**.

beauty    beautiful

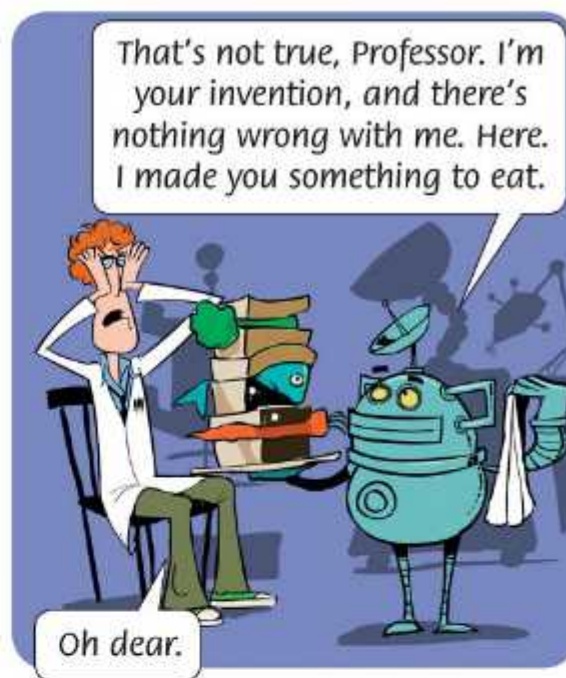
3 Listen and repeat.  89

## 4 Write.

- 1 Would you like some help (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).



1 Listen and read. How does Professor feel? Why? 90



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**.

**no one, nothing, nowhere**

There's **nothing** wrong with me.

**Negative sentences and questions:**

**anyone, anything, anywhere**

Is there **anything** wrong, Professor?

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.


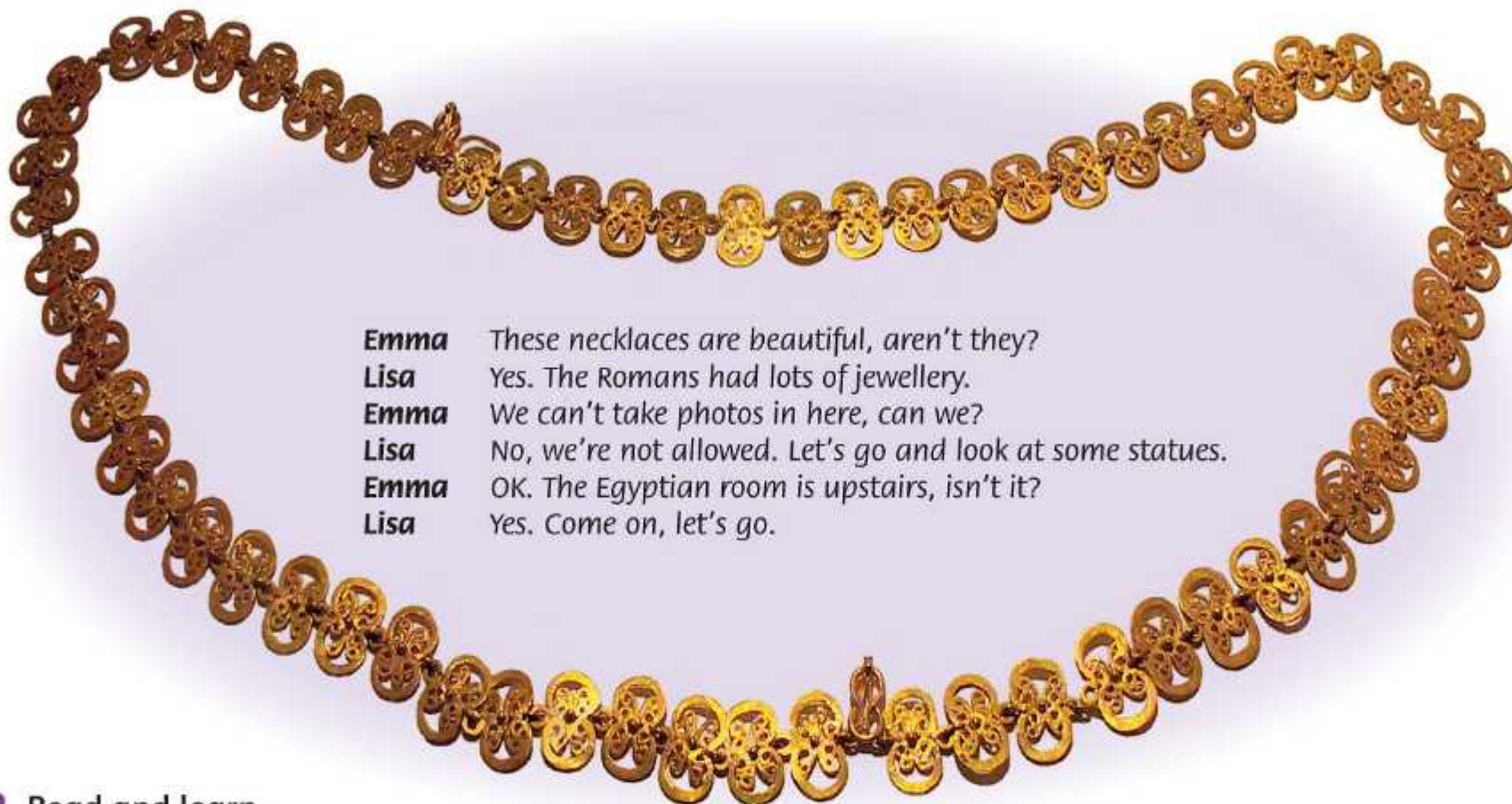
4 **Speaking** Ask and answer.

in your family   in your house   from school   in your garden  
from a club   in the classroom

- Is it a person or a thing?
- Is it someone from school?
- Is it someone in your family?
- It's your mum!

- It's a person.
- No, it isn't.
- Yes, it is.

a bath   my friend  
my mum   a desk  
a tree   my teacher

1 Listen and read. Where do you think they are?  91

- Emma** These necklaces are beautiful, aren't they?  
**Lisa** Yes. The Romans had lots of jewellery.  
**Emma** We can't take photos in here, can we?  
**Lisa** No, we're not allowed. Let's go and look at some statues.  
**Emma** OK. The Egyptian room is upstairs, isn't it?  
**Lisa** Yes. Come on, let's go.

## 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?**

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, <b>c</b> ?<br><b>a</b> can you <b>b</b> are you <b>c</b> can't you    | 2 We're shopping, ____ ?<br><b>a</b> are we <b>b</b> aren't we <b>c</b> aren't you |
| 3 He couldn't play football, ____ ?<br><b>a</b> can he <b>b</b> couldn't he <b>c</b> could he   | 4 Dad is very funny, ____ ?<br><b>a</b> is he <b>b</b> was he <b>c</b> isn't he    |
| 5 It wasn't very cold yesterday, ____ ?<br><b>a</b> was it <b>b</b> wasn't it <b>c</b> isn't it | 6 They can't swim, ____ ?<br><b>a</b> can they <b>b</b> can we <b>c</b> can't they |

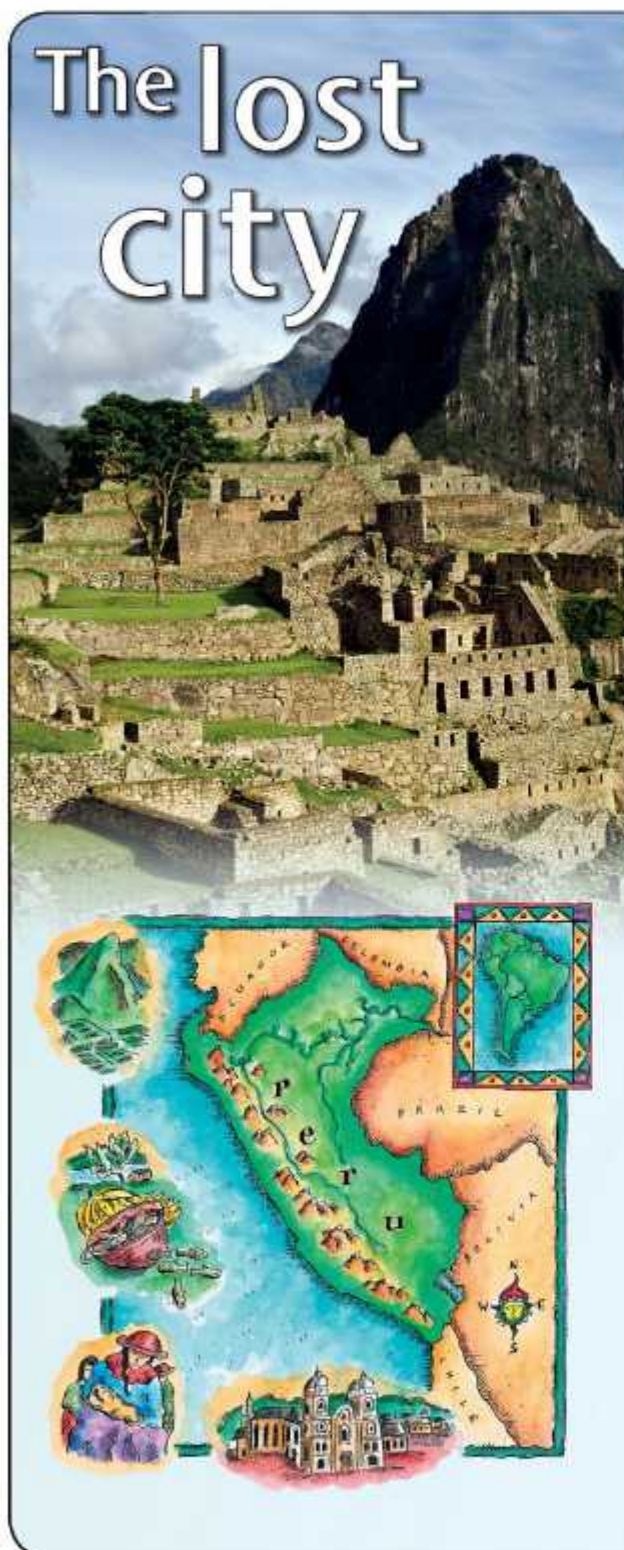
## 4 Write four sentences with question tags for your friend.

- 1 You can play the violin, can't you?

### Reading

1 Look at the article. What do you think it is about?

2 Listen and read.  92



The Inca people lived in the Andes mountains in South America over 500 years ago. The Inca used stone to build wonderful buildings with slanted doorways, windows and roofs. Most Inca cities did not have walls around them, but they were very safe. There were large stone fortresses 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 ruins of this ancient 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.

Explorers went to Machu Picchu and found palaces, fortresses and the remains of stone aqueducts. The aqueducts brought water from rivers to the city. Today, the streets and the walls of the city are like a stone maze 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> | 2 All Inca cities had walls around them.      | _____ |
| 3 Machu Picchu is in Peru.          | _____       | 4 Explorers found fortresses at Machu Picchu. | _____ |
| 5 The Inca wrote about their lives. | _____       | 6 Not many people know about Machu Picchu.    | _____ |



Words in context

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



Dictionary  
Workbook 5  
pages 126–134



1 slanted



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_


Listening

2 Listen. What are they talking about?  93


3 Listen again and complete.



Name: Parthenon  
Place: Athens, <sup>1</sup> Greece  
Age: more than 2,000 years old  
Description: huge <sup>2</sup> \_\_\_\_\_,  
beautiful statues



Name: Stonehenge  
Place: Salisbury, <sup>3</sup> \_\_\_\_\_  
Age: more than 4,000 years old  
Description: huge <sup>4</sup> \_\_\_\_\_  
of stone in a circle



Name: Great Wall  
Place: <sup>5</sup> \_\_\_\_\_  
Age: more than 2,000 years old  
Description: very <sup>6</sup> \_\_\_\_\_,  
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

### 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.

- 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.

 c





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

- 5 Complete the writing task on page 90 of Workbook 5.

page

90

1 Complete the quiz.

1 (noun) a large piece of stone used for building  
What is the word?

2 Who found the Roman town?

3 Circle the correct word in this sentence.  
We had a *wonder* / *wonderful* time at the theatre.

4 Circle the correct answer.  
I can't find my camera *everywhere* / *anywhere*.


5 Circle the correct answer.  
Have you had *anything* / *nothing* to eat?

6 Circle the correct answer.  
Pat called you yesterday, *did she* / *didn't she*?

7 Where is Machu Picchu?

8 (adj) very old; from a long time ago  
What is the word?

9 Write two ways to make a piece of writing more interesting.

2 Listen and order the lines. Sing.  94

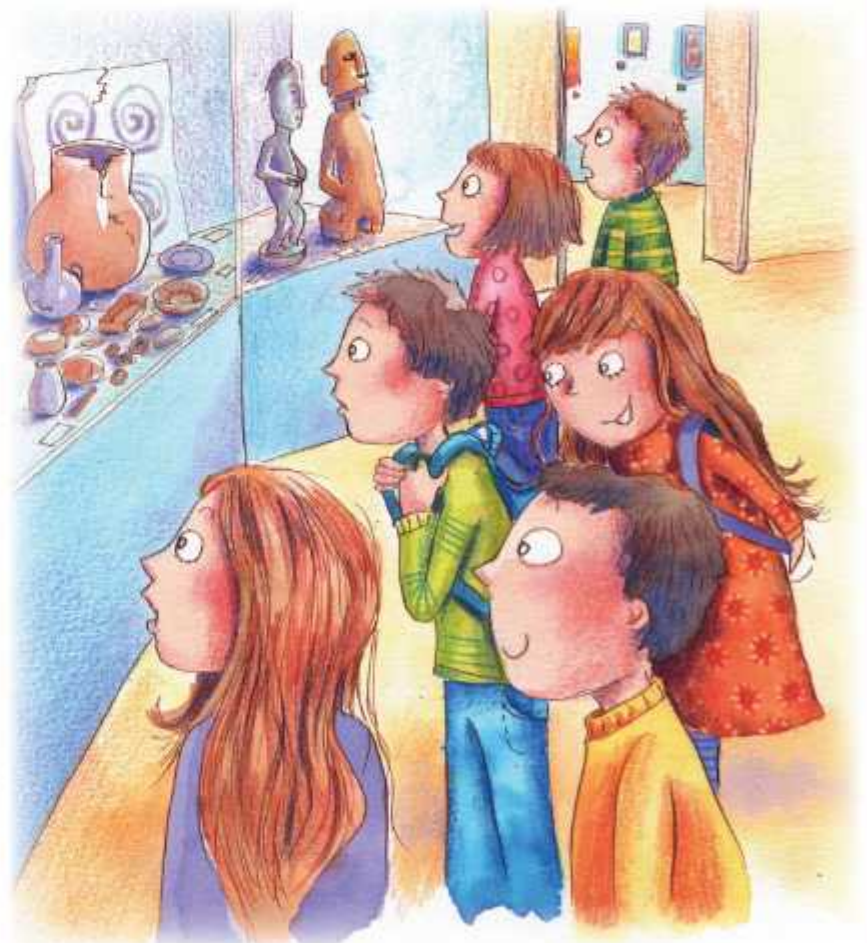
Everything changes

1 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?

1 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




**1**

**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.



**2**

**Libby** What are we going to put in the box?  
**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.




**3**

**Libby** A magazine will show what clothes are worn these days.  
**Ed** What about a photo album?  
**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.



**4**

**Fin** Great! Has anyone got any other ideas?  
**Girl** A CD of our favourite songs.  
**Boy** A map of our town.  
**Girl** A DSD Club hat!



**5**

**Ed** What about banknotes? They'll show people what kind of money is used in our time.  
**Kate** OK, Ed. You can put your money in the box.  
**Ed** Oh ... erm ... maybe I'll just take a photo and put that in.



**6**

**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. True
- 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. \_\_\_\_\_

1 Listen and repeat. 96



Dictionary  
Dictionary  
Workbook 5  
pages 126–134

2 Write the words.

- You can write about your life in a diary.
- A \_\_\_\_\_ is paper money.
- You can store information on a \_\_\_\_\_.
- A \_\_\_\_\_ tells you how to use a new machine.
- You can keep your favourite photos in a \_\_\_\_\_.
- When you buy something from a shop, you get a \_\_\_\_\_.

**Working with words**

Homonyms are words that have the same spelling but different meanings.

- |                   |                   |                    |                  |                   |                   |
|-------------------|-------------------|--------------------|------------------|-------------------|-------------------|
| stamp <i>noun</i> | float <i>noun</i> | spring <i>noun</i> | note <i>noun</i> | coach <i>noun</i> | light <i>noun</i> |
| stamp <i>verb</i> | float <i>verb</i> | spring <i>noun</i> | note <i>noun</i> | coach <i>noun</i> | light <i>adj</i>  |

Dictionary  
Dictionary  
Workbook 5  
pages 126–134

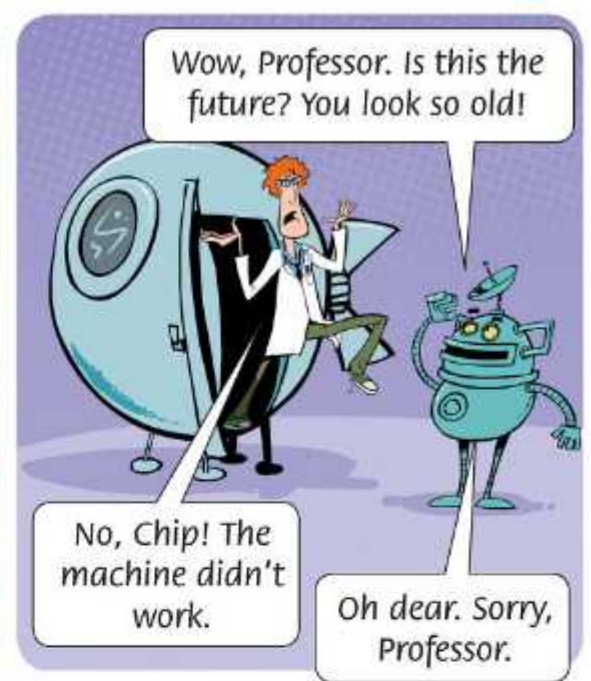
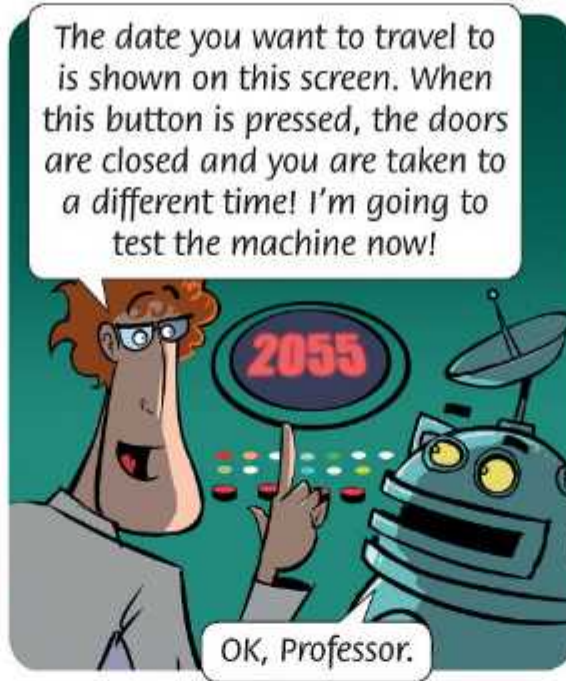
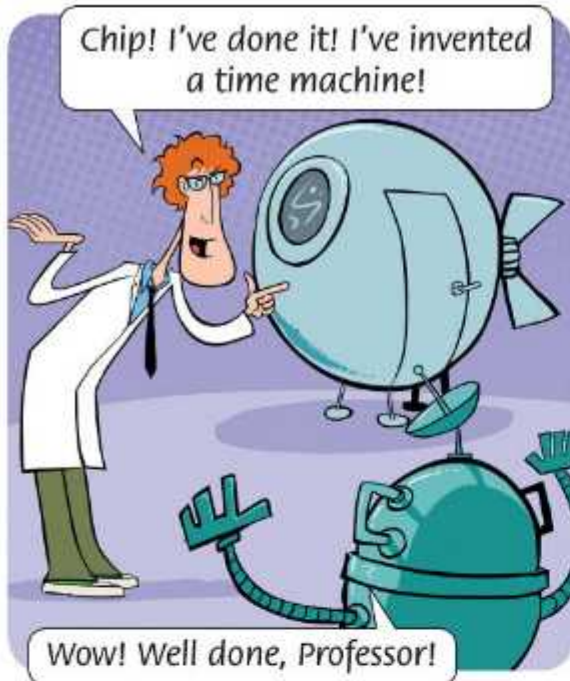
3 Listen and repeat. 97

4 Match the homonyms.





1 Listen and read. Does the time machine work? 98



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

You **are taken** to a different time.

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

English **is spoken** in many different countries.

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

- |  |               |   |               |
|--|---------------|---|---------------|
| 1 Computers are used all over the world.       | <u>  P  </u>  | 2 I do all my homework on my computer.  | <u>      </u> |
| 3 The film starts at eight o'clock.            | <u>      </u> | 4 A lot of films are made in Hollywood. | <u>      </u> |
| 5 A lot of ancient things are kept in museums. | <u>      </u> | 6 We often visit our local museum.      | <u>      </u> |

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

- kangaroos / found
- French / spoken
- rice / grown
- coffee / made
- American football / played
- the Pyramids / seen

Kangaroos are found in the USA.

No! Kangaroos are found in Australia.



1 Listen and read. What does this museum teach you about?  99

**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 sentence is more important than the **subject**.

Active: People in costumes greet visitors.

Passive: Visitors are greeted by people in costumes.

Use **by** to say who or what does an action.

Visitors are greeted **by** people in costumes.

Use **with** to say what is used to do an action.

The museum is decorated **with** things from the real Titanic passengers.

## 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.

2 Bread is made by / with flour.

4 Photos are taken by / with cameras.

6 These bottles are filled by / with water.

## 4 Rewrite the sentences. Use the passive or active.

 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.

5 Mobile phones are used by lots of people.

7 My clothes are washed by my mum.

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.

8 Karen feeds the penguins.

### 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 teenager but already a famous actress. The film is based on the novel *Nim's Island* 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 confident 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 creatures. 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 special effects in *Nim's Island* are very good. There is an amazing storm and a scary volcanic eruption. Jennifer Flackett and Mark Levin are great directors, and the actors' performances are brilliant. The film is funny and exciting. It's a comedy, 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.
- 2 Nim lives with her *father* / brother.
- 3 Jack is a *fisherman* / marine biologist.
- 4 Nim meets her favourite *friend* / author.
- 5 There is a *storm* / trip at the end of the film.
- 6 Jennifer Flackett and Mark Levin are great *actors* / directors.



Words in context

1 Find the words in the review. Write.



comedy director special effects performance  
teenager confident novel creatures

- 1 A director tells the actors what to do.
- 2 I like \_\_\_\_\_ films because they make me laugh.
- 3 I'm not \_\_\_\_\_ enough to be an actor. I feel shy when people are watching me.
- 4 My sister likes many sea \_\_\_\_\_. She wants to be a scientist.
- 5 My favourite actor gives a wonderful \_\_\_\_\_ in this film.
- 6 She wrote a great \_\_\_\_\_ about a dangerous island.
- 7 The \_\_\_\_\_ in this film are amazing. It really looks like the characters are flying.
- 8 A \_\_\_\_\_ is someone aged 13–19.

Listening

2 Listen. What was the film about? 101

3 Listen again and match.

- |                       |                                     |             |
|-----------------------|-------------------------------------|-------------|
| 1 the story           | <input checked="" type="checkbox"/> | a sad       |
| 2 the beginning       | <input type="checkbox"/>            | b funny     |
| 3 the script          | <input type="checkbox"/>            | c boring    |
| 4 the actors          | <input type="checkbox"/>            | d amazing   |
| 5 the special effects | <input type="checkbox"/>            | e brilliant |
| 6 the ending          | <input type="checkbox"/>            | f clever    |



Speaking

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

What's your favourite film?	My favourite film is _____.	(the name of the film)
What kind of film is it?	It's a / an _____ film.	comedy / action / science fiction / adventure / historical
Who are the main characters played by?	_____	(the names of the actors)
Why do you like the film?	Because it's _____.	exciting / scary / funny / sad / amazing / interesting

### 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.

 d






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

- 5 Complete the writing task on page 98 of Workbook 5.

page  
98

1 Complete the quiz.

1 (noun) a small thing that you use for saving information from a computer and that you carry with you  
What is the word?

2 Where are the children going to bury their time capsule?

3 What is a homonym for note (n) paper money?

4 Complete the sentence with the passive.  
Our rubbish \_\_\_\_\_ (recycle) every week.


5 Complete the sentence with the passive.  
We \_\_\_\_\_ (take) to school by my dad every morning.

6 Complete the sentence with the passive.  
Special effects \_\_\_\_\_ (make) with computers.

7 Who comes to the island to help Nim?

8 (noun) the person who tells actors what to do in a play or film  
What is the word?

9 Name two things that you would write about in a film review.  
\_\_\_\_\_  
\_\_\_\_\_

2 Listen and order the lines. Sing.  102

Leave a message for the future



1 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:

1 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.

1 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

1 


**Kate** Now people in the future will know about the DSD Club.  
**Ed** Maybe they'll start a new DSD Club in the future ...  
**Mayor** The news reporter wants to interview you. The photographer wants to take some photos, too.

2 


**Reporter** You've done a lot of interesting things this year. Can you tell us about them?  
**Kate** Well, we cleaned up the local wildlife park. The river was a mess. It was filled with litter, but it's beautiful again now.

3 

**Libby** We performed a play, too.  
**Reporter** I see. Who was it written by?  
**Ed** Us! We built the set, too. It was great fun.

4 

**Kate** We learnt how to do first aid.  
**Libby** And we used first aid to help a famous footballer. Then we were invited to a football match.

5 


**Reporter** Wow! You've had a really busy year! I'm sure people will enjoy reading about the club.  
**Mayor** There's one more thing you should write about in your article ...

6 

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.

1 Listen and repeat.  104

  
 Dictionary  
**Workbook 5**  
 pages 126–134

  
 photographer

  
 microphone

  
 flash

  
 lens

  
 reporter

  
 interview

  
 article

  
 news

## 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

We add **-ing** to some verbs to make adjectives.

verb

interest

frighten

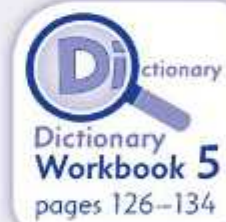
relax

adjective

interesting

frightening

relaxing




When a verb ends in **-e**, remove the **-e** and add **-ing**.

excite exciting

bore boring

amaze amazing

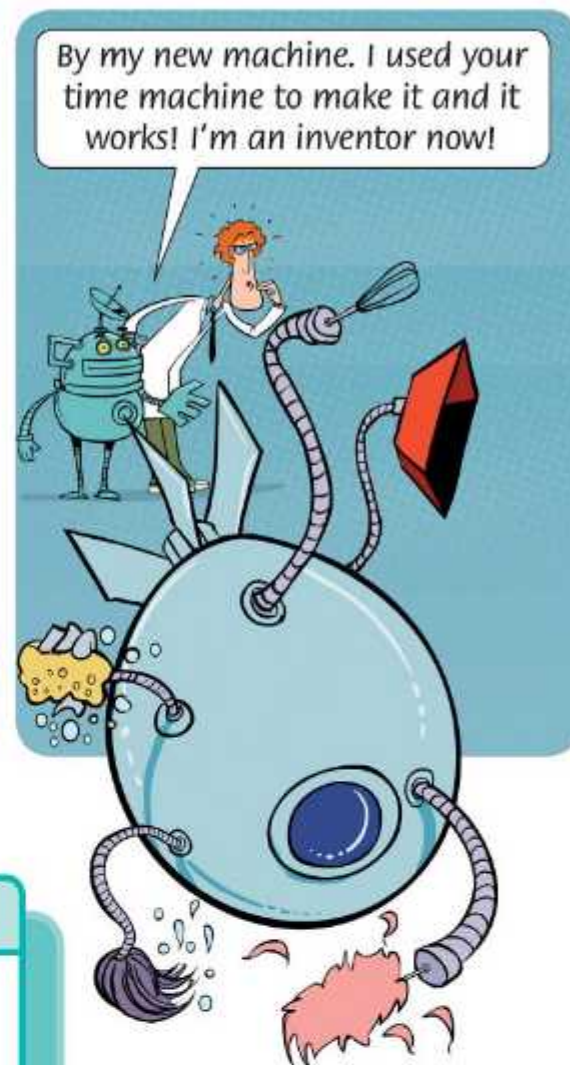
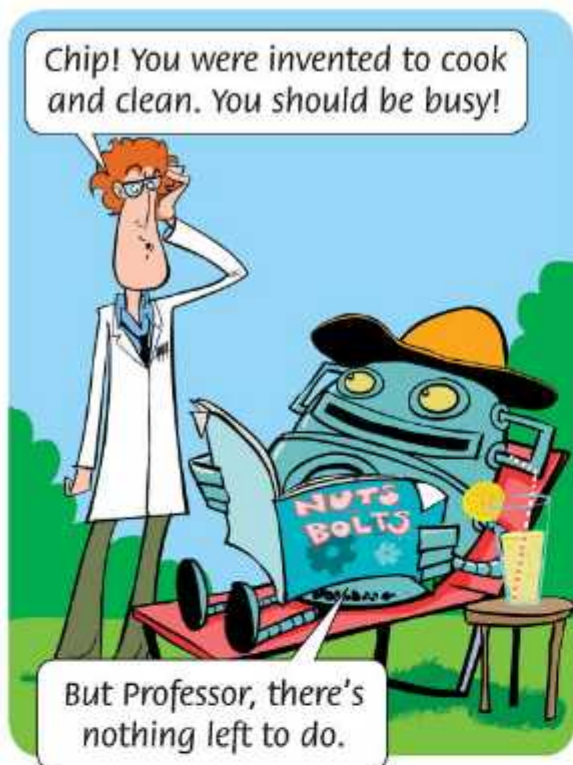
3 Listen and repeat.  105

## 4 Write.

- 1 My favourite subject is history, because it's very interesting (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).



1 Listen and read. What has Chip done? 106



2 Read and learn.

The passive (past simple)

Past simple passive = **was / were** + past participle

You **were invented** to cook and clean.

Active: My new machine did the shopping.

Passive: The shopping **was done** by my new machine.

3 Read and circle.

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

4 Complete the sentences. Use the past simple passive.

Irregular verb list Workbook 5 page 135

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

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**?

**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?

3 Read and choose.

- 1  b  your new TV delivered yesterday?  
 a Is    b Was    c Were
- 2       was the *Mona Lisa* painted by?  
 a Who    b Where    c What
- 3       coffee grown in Brazil?  
 a Are    b Were    c Is
- 4       was this film made?  
 a Who    b Where    c What
- 5       were the Pyramids built?  
 a What    b When    c Who
- 6       pandas found in China?  
 a Is    b Was    c Are

4 **Speaking** Ask and answer. television   plane   electric light   car   camera



Johann Zahn  
1685



Thomas Edison  
1879



Karl Benz  
1885



The Wright brothers  
1903



John Logie Baird  
1925

Who was the camera invented by?

It was invented by Johann Zahn.

When was it invented?

It was invented in 1685.

### Reading

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

2 Listen and read.  108

## Who deserves a high salary?

<p><b>Bright star</b> Posted at 14:56 on 12/4</p> <p>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 workers</u> work 40 hours a week. Footballers just kick a ball around. I think they are paid more than they <u>deserve</u>.</p>	<p><b>Bookworm</b> Posted at 18:42 on 12/4</p> <p>I agree with London girl. <u>Surgeons</u>, firefighters and the police deserve to be paid a lot more. They help people every day and they work in difficult and dangerous situations. They are <u>heroes</u> and they should be the real celebrities.</p>
<p><b>Sports fan</b> Posted at 17:23 on 12/4</p> <p>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.</p>	<p><b>Sports fan</b> Posted at 19:18 on 12/4</p> <p>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.</p>
<p><b>London girl</b> Posted at 18:06 on 12/4</p> <p>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!</p>	<p><b>Bright star</b> Posted at 19:56 on 12/4</p> <p>Thanks for all your interesting replies. I think the emergency services, scientists and engineers deserve more money than celebrities. But if people are happy to pay lots of money for entertainment, then the celebrities will be rich.</p>




3 Read again. Match the people and ideas.

1 Footballers just kick a ball.

 a

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

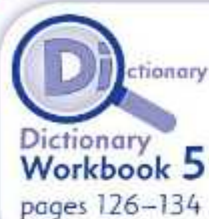
c Sports fan

d Book worm



## Words in context

## 1 Find the words in the text. Write.



salary factory deserve scientist celebrity  
surgeon improve hero

- 1 My dad is a surgeon in a big hospital.
- 2 You've worked very hard, so you \_\_\_\_\_ to have a holiday.
- 3 A lot of modern inventions \_\_\_\_\_ our lives and make things easier.
- 4 We visited a chocolate \_\_\_\_\_ to see how chocolate is made.
- 5 This singer is a \_\_\_\_\_. She's always in the news.
- 6 Doctors are paid a good \_\_\_\_\_.
- 7 Tony wants to be a \_\_\_\_\_ because he's very good at science.
- 8 The firefighter who saved the children is a \_\_\_\_\_ in our town now.

## Listening

## 2 Listen. What are they talking about? 109

3 Listen again and write *Julie* or *Carl*.

- 1 Julie 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.

Do you want to be famous?	_____	Yes, I do. / No, I don't.
Why (not)?	Because being famous is _____.	exciting / fun / interesting / difficult / boring / tiring
What job do you want to do?	I want to be a _____.	surgeon / footballer / actor / singer / scientist / firefighter / police officer / teacher / paramedic
Why do you want to do that job?	Because _____.	I'm good at ... / it is ... / I want to earn a good salary / I want to improve people's lives

### 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.

1 Complete the quiz.

1 (noun) a person who investigates news for a newspaper, TV or radio  
What is the word?

2 What does the mayor give the children?

3 Complete the sentence.  
This article in the newspaper is very \_\_\_\_\_ (interest).

4 Complete the sentence with the past passive.  
I \_\_\_\_\_ (invite) to a party last Saturday.

5 Complete the question with the past passive.  
When \_\_\_\_\_ (the computer / invent)?


6 Complete the sentence with the past passive.  
The children \_\_\_\_\_ (rescue) by a firefighter.

7 Who thinks that athletes should be paid a lot of money?

8 (noun) a person who is very famous, who you see a lot on TV and in magazines  
What is the word?

9 Write the word.  
It \_\_\_\_\_ to me that it is not easy to be an actor.

10 Write the word:  
In my \_\_\_\_\_, the newspapers write too many stories about famous people.

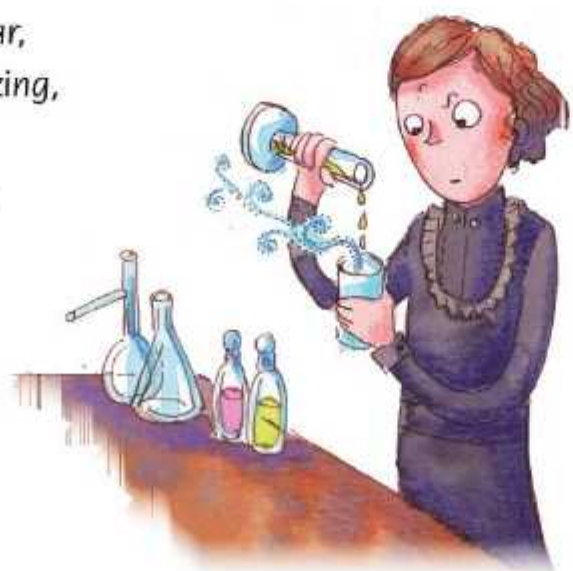
2 Listen and order the lines. Sing.  110

Be a part of history

1 You don't have to sing pop songs  
Or be on a TV show.  
To be someone people know.  
You don't have to play football

Chorus:

1 You can be a big star,  
Do something amazing,  
Be a real celebrity.  
Be a part of history.



1 Great scientists improved our lives  
Through paintings, books and plays.  
In many different ways.  
Our world was changed by artists too

1 Their names were not forgotten,  
Because great things always last.  
Their fame will last forever  
Although many years have passed.

## Everyday English

### 1 Listen and read. 111



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.

It feels like silk.

*feels = What you sense with your hands / skin.*

It looks like metal.

*looks = What you sense with your eyes.*

It smells like 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 pen

- Layla is thinking of a pen.
- Zaid is thinking of a \_\_\_\_\_.
- Megan is thinking of a \_\_\_\_\_.
- 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

OK, it's your turn to choose one. What's it made of?	It's made of plastic or rubber.	plastic / rubber / metal / glass / wood / cotton / paper
What does it look like?	It's round. It can be big or small.	round / square / long / short / thick / thin / flat / big / small
Is it a ball?	Yes! Well done! Now it's your turn.	Yes! Well done! / Sorry, try again.

1 Look at the story again. Act. 

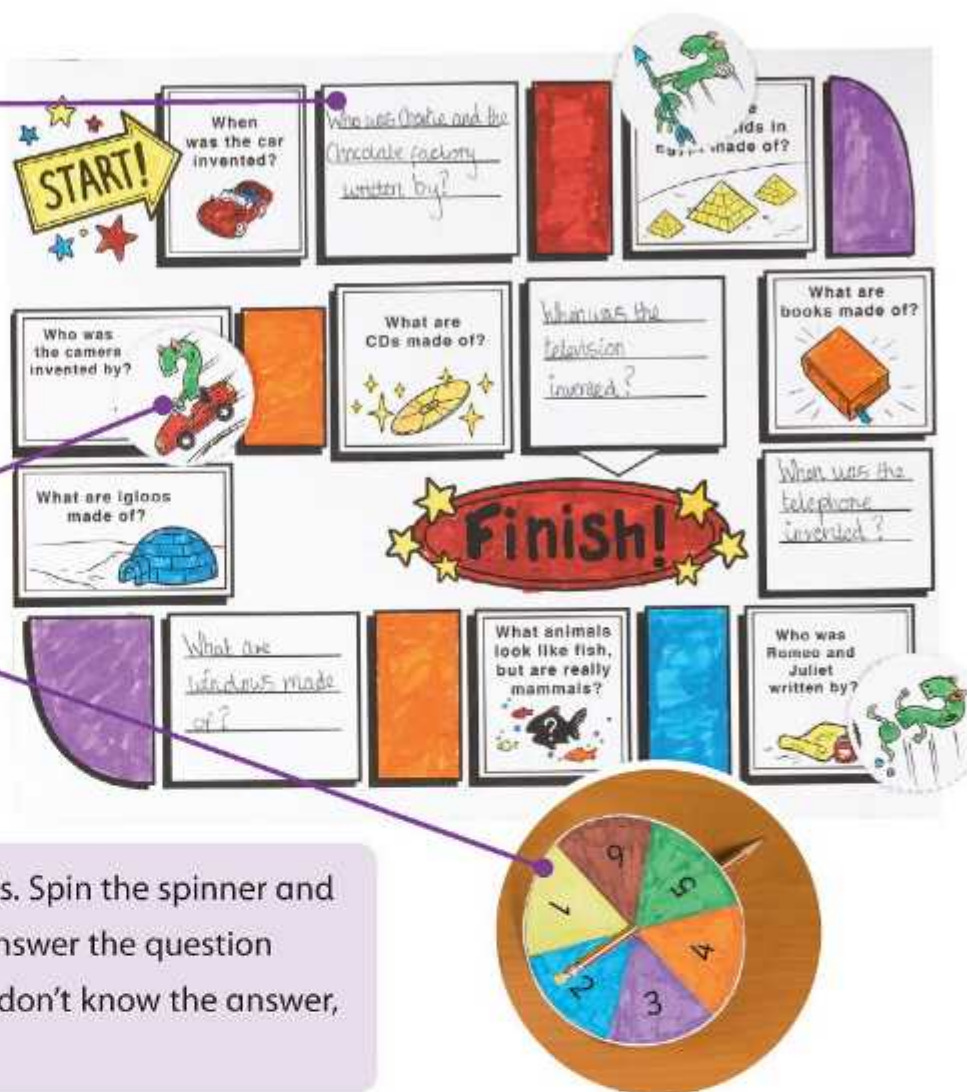
2 Make a knowledge board game.

1 Write one question in each of the empty squares in the board game. You can find questions in your Class Book or on the Internet, or you can think of your own questions.

2 Cut out the board game and the counters.

3 Colour and cut out the spinner template. Push a pencil through the middle of the spinner.

4 Now you can play the game with your friends. Spin the spinner and move your counter along the board. If you answer the question correctly, you can continue the game. If you don't know the answer, you must miss your next turn.



3 **Speaking** Play the game with your friends.

When was the plane invented?

That's right! Now it's my turn.

Are they made of metal?

I think it was invented in 1903.

What are CDs made of?

No, they aren't. They're made of plastic. Miss a turn!

4 **Speaking** Tell the class about your project.

Who did you play with?

What questions did you know the answer to?

What new facts have you learned?

I played the board game with Tony and Carlos. I knew a lot of the answers, but I learned some new facts, too. I learned that the car was invented by Karl Benz. I also learned that ...



# Extensive reading: non-fiction

- 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.

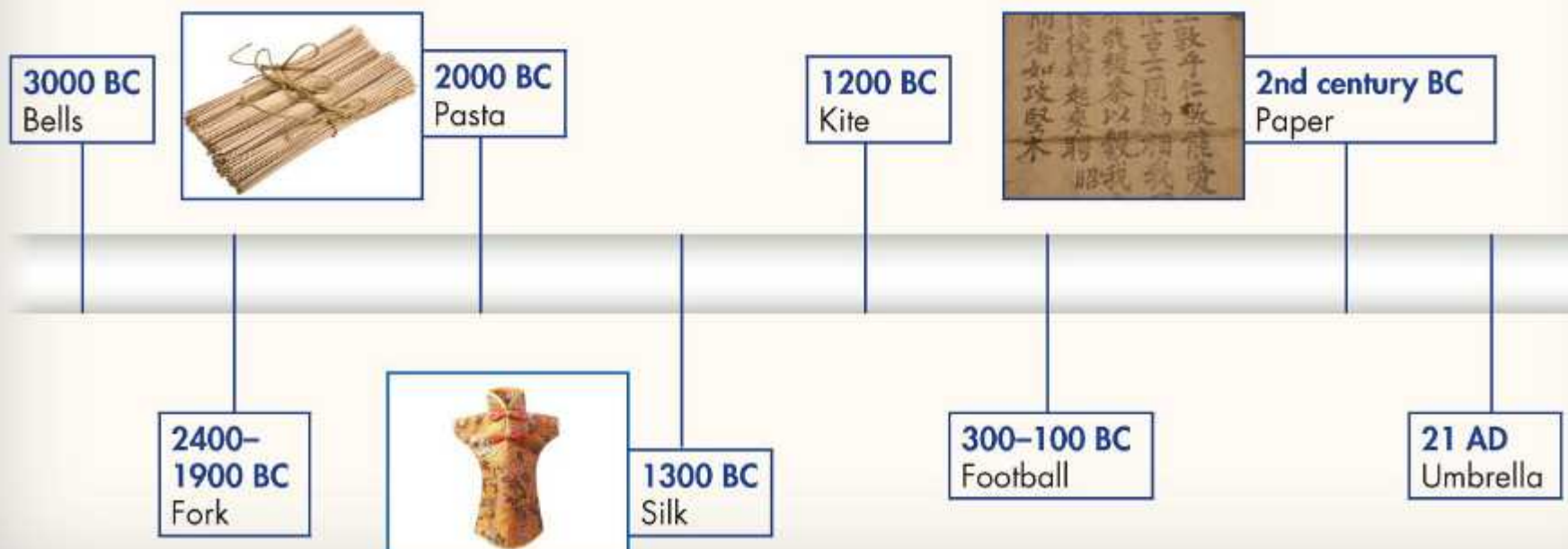


### Silk

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?
- 2 How did books change the world?
- 3 How did fireworks help the Ancient Chinese armies?
- 4 Why was the kite an important invention?

### 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.

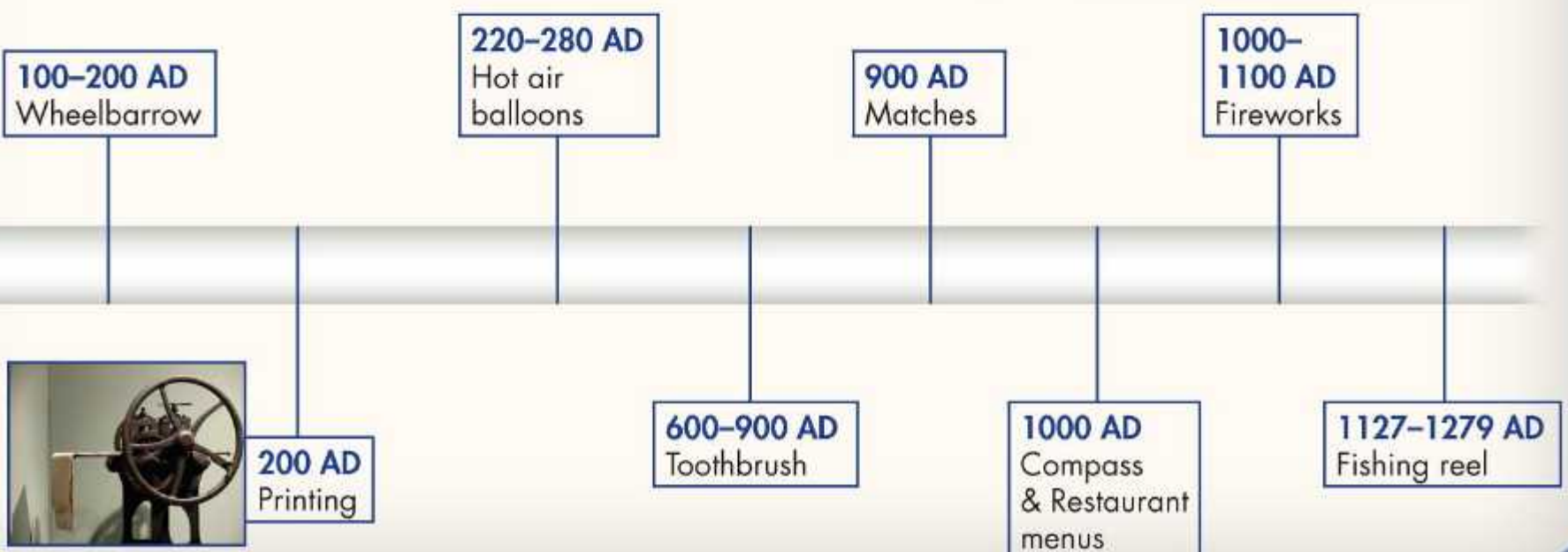
The first fireworks were invented by the Ancient Chinese. The invention might have been an accident, but firework displays soon became very popular. Until

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?

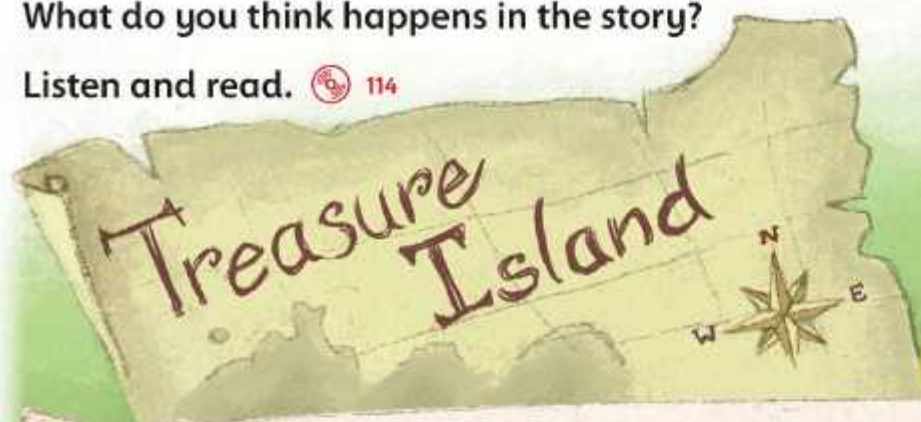




## Extensive reading: fiction

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

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?
- 2 Who found the treasure?
- 3 Where did Long John Silver run away?
- 4 What does Jim sometimes hear in his dreams?

### 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)?

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**



# School clubs

1 Listen and read. What club is each of the children in?  115

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!



## Let's talk about school clubs!



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.



### Active verbs

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

### Stative verbs

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

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

- Danny is in the school music club. False  
Danny is in the school drama club.
- The drama club meets on Thursdays. \_\_\_\_\_
- Lucy doesn't like looking at pictures. \_\_\_\_\_
- Jack is training for an important match. \_\_\_\_\_
- 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 ...

# The USA

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.



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!

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

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**

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

- 1 The USA is the biggest country in the world. False
- 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.



If I went to New York, I'd visit the Statue of Liberty.



Me too. I'd go up the Empire State Building, too.

New York	●	● see geysers
Washington DC	●	● explore the beautiful valley
San Francisco	●	● see the Golden Gate Bridge
Yellowstone National Park	●	● visit the Statue of Liberty
Yosemite National Park	●	● visit some famous monuments
	●	● see fantastic waterfalls
	●	● go up the Empire State Building
	●	● see hot springs
	●	● visit the White House
	●	● ride in a cable car


### 4 Write about you. Where do you usually go on holiday? What can you do there?



Hi! I'm Nick. My family and I usually spend our holidays in Spain. We go to the beach and we stay in a hotel. There are lots of things to do at the beach. You can ...

# School trips

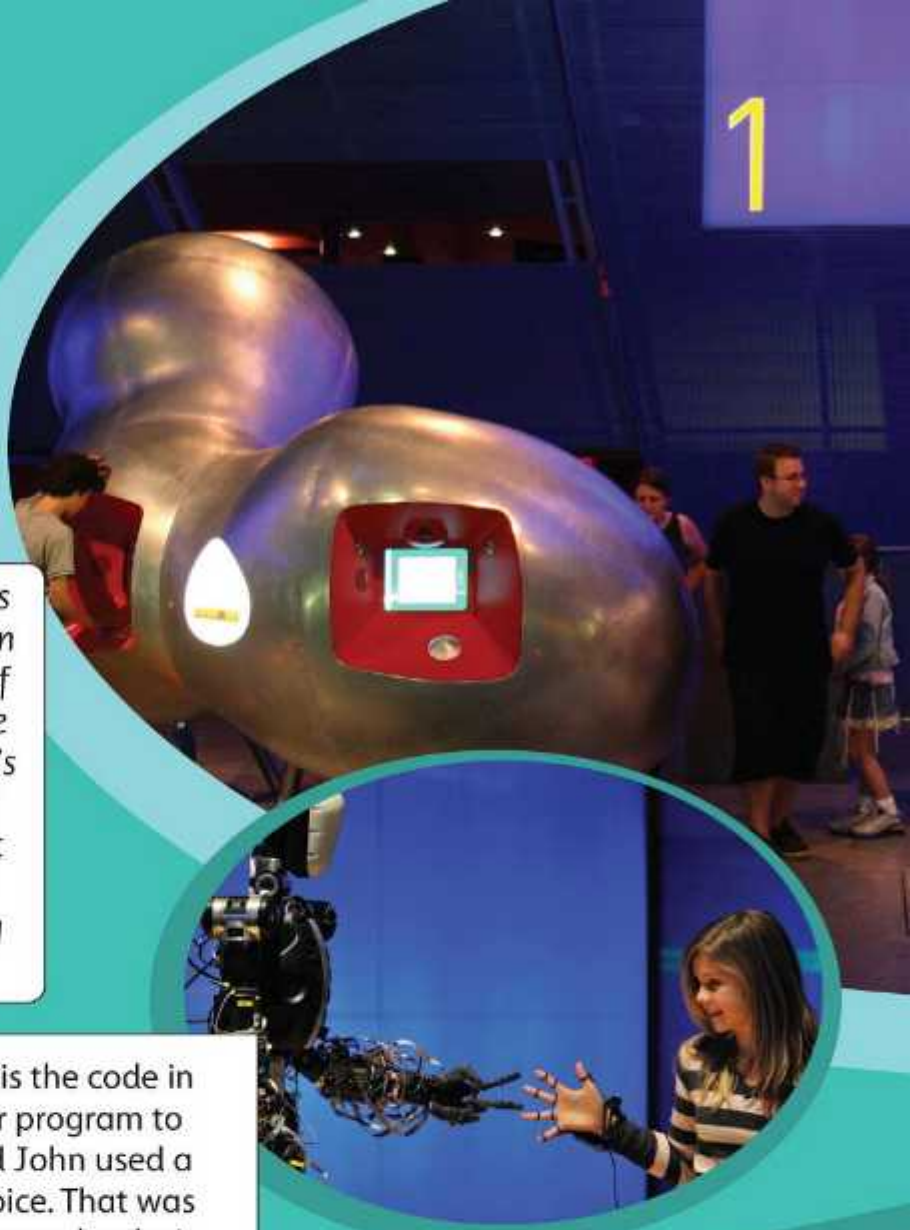
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1 Listen and read. Where did the two boys go?  117



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

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

### 3 Talk about the school trips.

Toby  
Mark's classmates  
the penguins  
a tiger  
Toby's friend John  
Jookie

catch  
enjoy  
hear  
see  
make

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 ...



# Class play: The Treasure Map

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.

**Jenny** Look, Sam. There's a piece of paper under this tree.

*(Jenny picks up a piece of paper from the floor.)*

**Clare** Oh dear. Is it litter?

**Jenny** No, it isn't. I think it's something important.

*(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.)*

**Sam** Hmm ... I'm not so sure ... Look at this. It's a picture of a football. I think this is the football stadium.

**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.

**Jenny** If we know the names of the streets, we'll find the treasure!

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

*(The children walk off the stage.)*



## Scene 2: At The Stadium

**Chorus** The children arrive at the football stadium.

*(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.

**Jenny** Sam's right. What's this street called?

*(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!

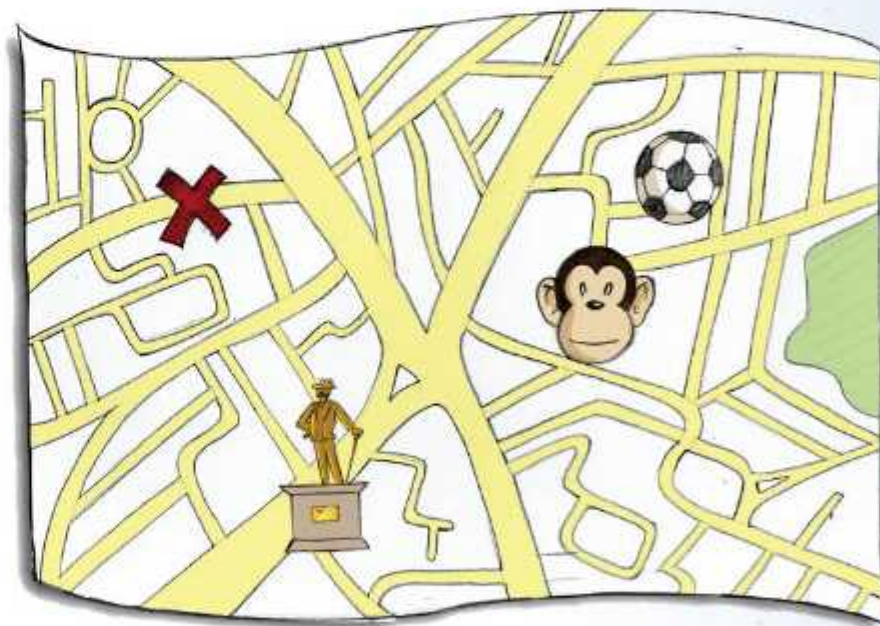
**Clare** There's a picture of a statue on the map, too.

**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.

**Tom** That'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.)*

**Tom** Look, we've got lots of street names, now. I think we can read the map.

**Clare** Can you find the treasure?

**Jenny** Yes, I can! Follow me!

**Children** Come on! Let's follow Jenny!

*(Jenny holds the map and leads the children off the stage.)*



### Scene 4: At Home

**Chorus** Jenny reads the map and finds the X.

*(The children walk onto the stage, looking around.)*

**Jenny** Here! This is the X on the map!

**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.

**Ben** Hello! Where have you been?

**Tom** Hi, Ben! We've been all around the town!

**Jenny** We found this map. We thought it was a treasure map, but there weren't any street names written on it.

*(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.)*

**Ben** Ha ha! That isn't a treasure map! That's my geography homework! Our teacher told us to draw a 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?

**Ben** Because I haven't finished it yet!

**Tom** Well, we've finished it now.

**Jenny** We thought we were looking for treasure, but really we were doing Ben's geography homework!

**Ben** That's right! Thanks very much! The map looks great now!

**Chorus** Oh, Ben!



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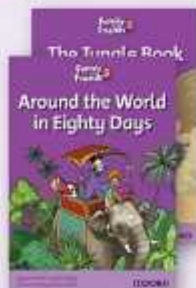


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