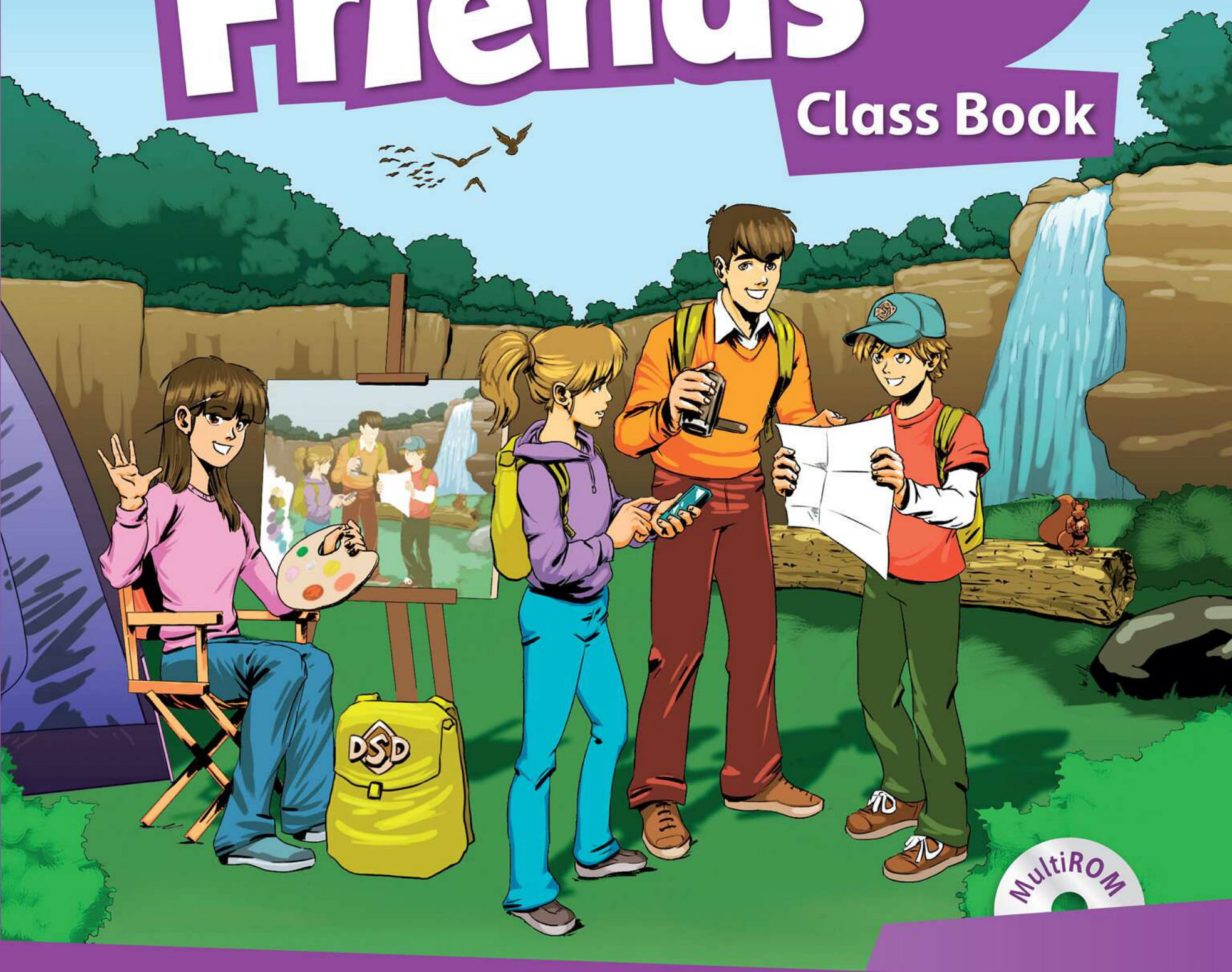
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2nd Edition

Family and Friends 5

Class Book



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Scope and sequence

Starter: Do something different! page 4

Present simple | Present continuous | Past simple | Punctuation review

		Words	Grammar	Skills	
Performing arts	1	**You can build it!** page 8			
		Tools **Working with words:** subject verb object adjectives and adverbs **Words in context:** *My tree house*	**Present perfect: *ever / never*** *Have you ever cleaned a kitchen?* *I've never made a cake.* **Present perfect: *for / since*** *Ben has had woodwork lessons since he was eight.* *He's worked on this wooden table for two weeks.*	**Reading:** A poem: *My tree house* (Cross-curricular link) **Listening:** Listening and ordering objects **Speaking:** Asking and answering questions about making things	**Writing focus:** Rhythm in poetry (counting syllables and stresses) **Writing outcome:** Writing a poem using syllable counts and stresses (Workbook)
	2	**It's show time!** page 16			
		Putting on a play **Working with words:** Silent letters: *gh* and *k* **Words in context:** *The Crown Diamond*	**Past simple and present perfect** *It was great!* *I've tidied up all the leaves.* ***already / yet / before / just*** *I've already built the set.* *I haven't learnt the script yet.* *I haven't been in a play before.* *Karen has just finished the costumes.*	**Reading:** A play script: *The Crown Diamond* (Cross-curricular link) **Listening:** Listening and ordering events **Speaking:** Predicting the ending to a play	**Writing focus:** Features of a play script **Writing outcome:** Completing a play script (Workbook)
	3	**The best party ever!** page 24			
		Household items **Working with words:** Suffix *-ion* **Words in context:** *Lost at the carnival*	**Comparatives and superlatives** ***as … as …*** It's as colourful as the carnival in Rio. ***not as … as ….*** It's not as big as the carnival in Rio. ***too / enough*** It's too dark now. There isn't enough light in here.	**Reading:** A story: *Lost at the Carnival* **Listening:** Predicting and listening for descriptions **Speaking:** Asking and answering questions about wearing costumes	**Writing focus:** Beginnings and endings of stories **Writing outcome:** Ending a story (Workbook)
		Fluency Time! 1 **Booking tickets** **Project: an event poster** page 32			
		Extensive reading: non-fiction *Carnivals*, fiction *The Trojan Horse* page 34			
The environment	4	**Our planet** page 38			
		The environment **Working with words:** Compound nouns **Words in context:** *An eco home*	**Past simple and past continuous: interrupted actions** *Some children were playing when we arrived.* ***used to*** *There used to be lots of litter here.*	**Reading:** An information text: *An eco home* (Cross-curricular link) **Listening:** Identifying details of a lifestyle **Speaking:** Asking and answering questions about the environment	**Writing focus:** Making writing more fluent **Writing outcome:** Writing an information text (Workbook)
	5	**Reuse and recycle** page 46			
		Recycling **Working with words:** Prefix *re-* **Words in context:** *As good as new*	***will / won't*** *Now Chip will know how to do everything and he won't make mistakes.* **Present continuous with future meaning** *We're leaving at two o'clock.*	**Reading:** A magazine article: *As good as new* (Cross-curricular link) **Listening:** Listening and ordering events **Speaking:** Asking and answering questions about recycling	**Writing focus:** Making suggestions **Writing outcome:** Writing a leaflet (Workbook)
	6	**Crazy about wildlife!** page 54			
		At the wildlife park **Working with words:** Suffixes *-er / -or* **Words in context:** *Gorilla Kingdom*	**going to: future plans and intentions** *My class is going to adopt a tiger.* ***going to:* predictions** *It's going to fall.*	**Reading:** An article: *Gorilla Kingdom* (Cross-curricular link) **Listening:** Listening and completing fact files **Speaking:** Asking and answering questions about animals	**Writing focus:** Topic sentences and paragraphs **Writing outcome:** Writing an article (Workbook)
		Fluency Time! 2 **Expressing opinions** **Project: a wildlife park map** page 62			
		Extensive reading: non-fiction *Earth Day*, fiction *The Elephant's Child* page 64			

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

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Starter Do something different!

Lesson One Story

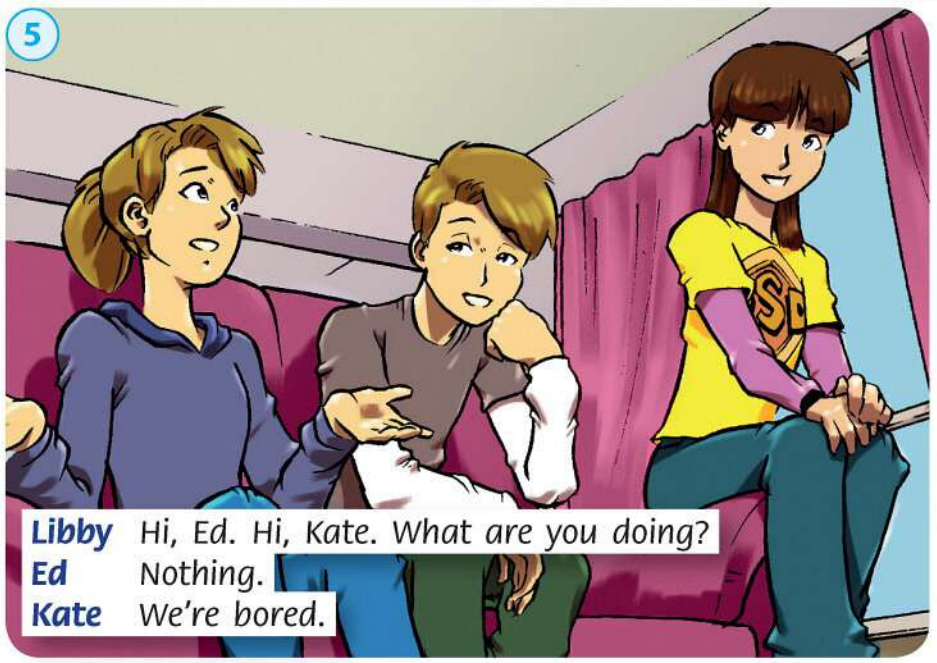
1 Listen and read. Who comes to visit? 01





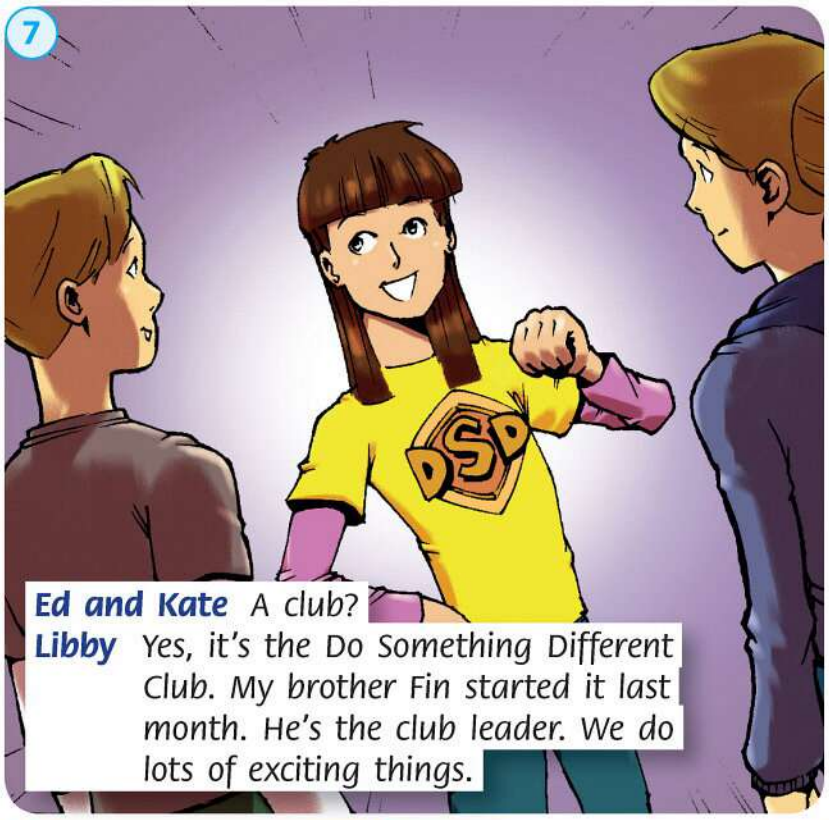


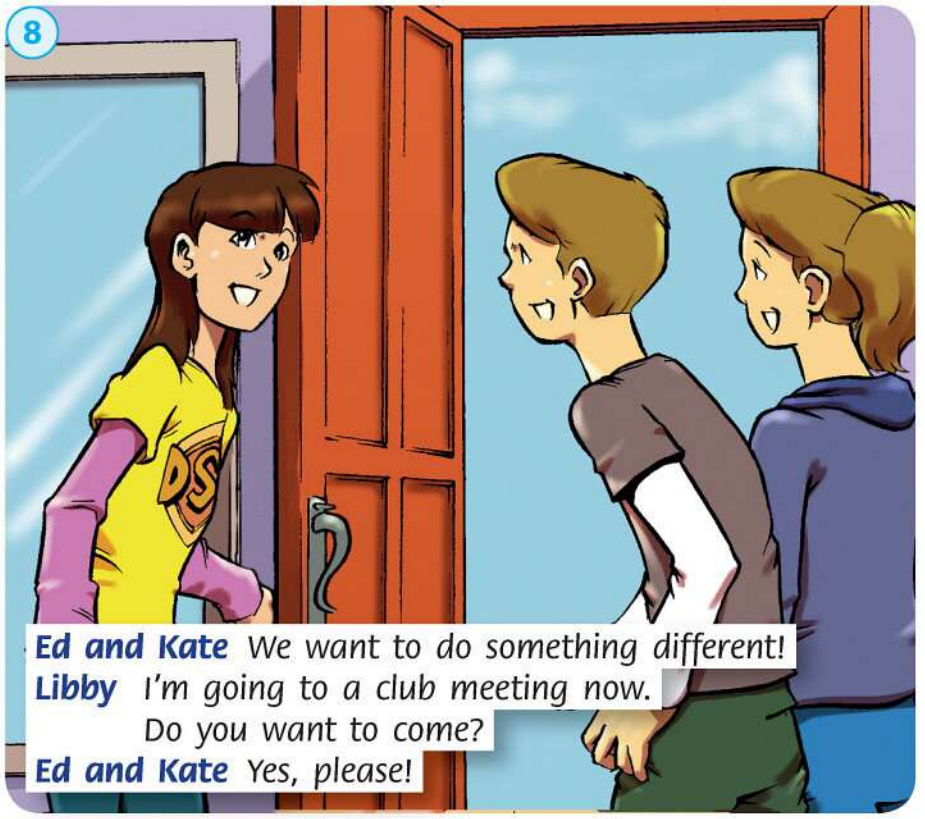


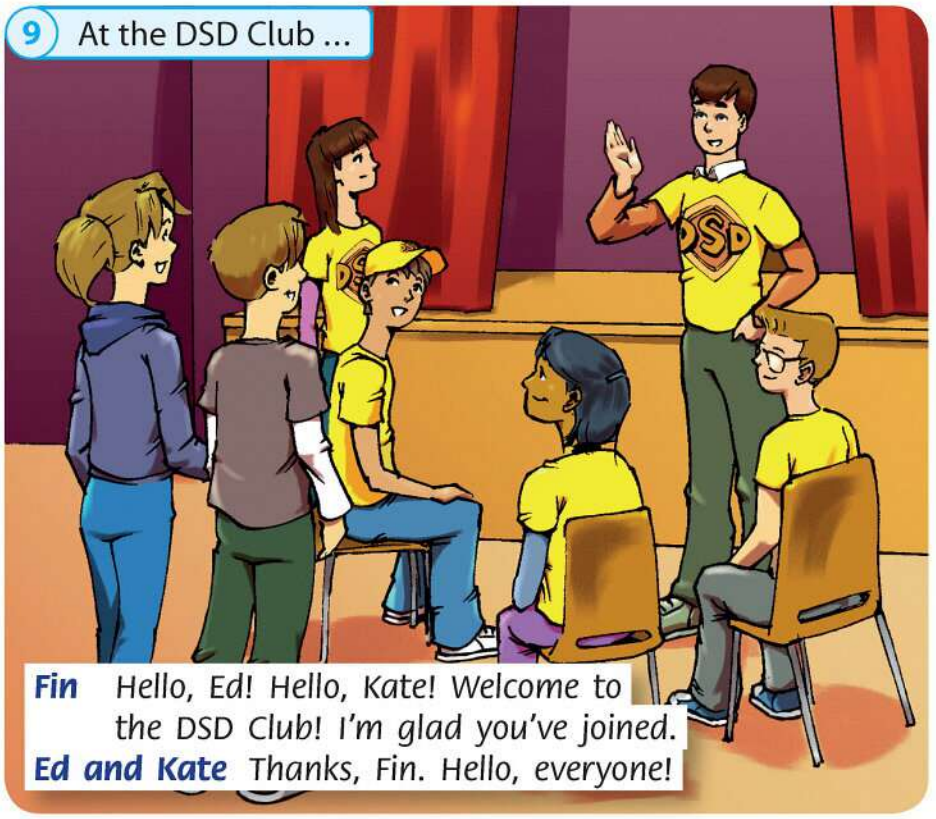


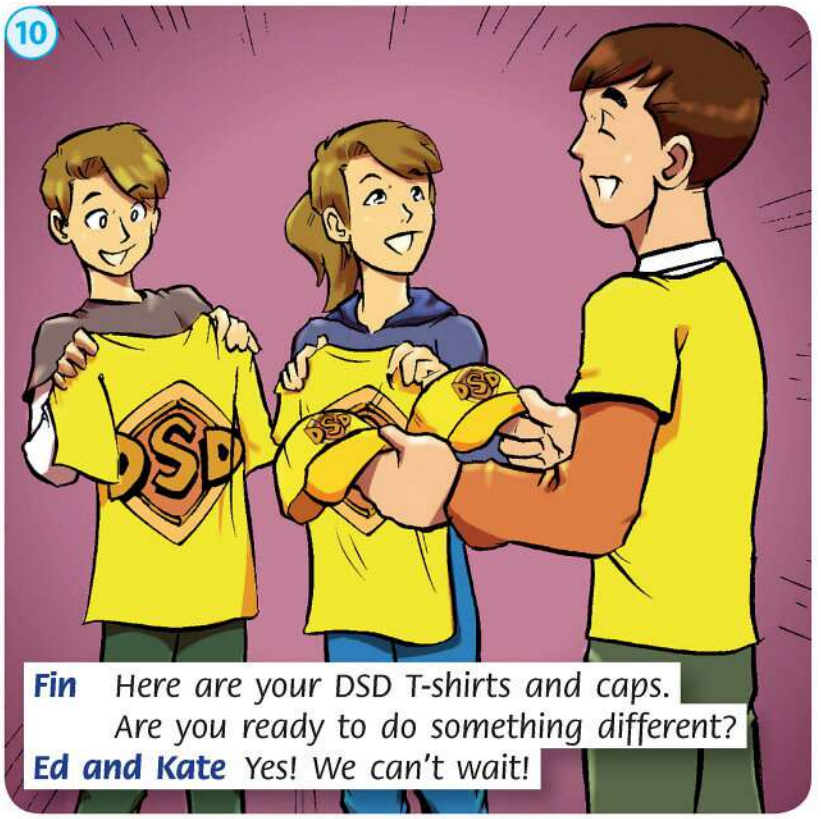


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2 **Listen to the story again and repeat. Act.**

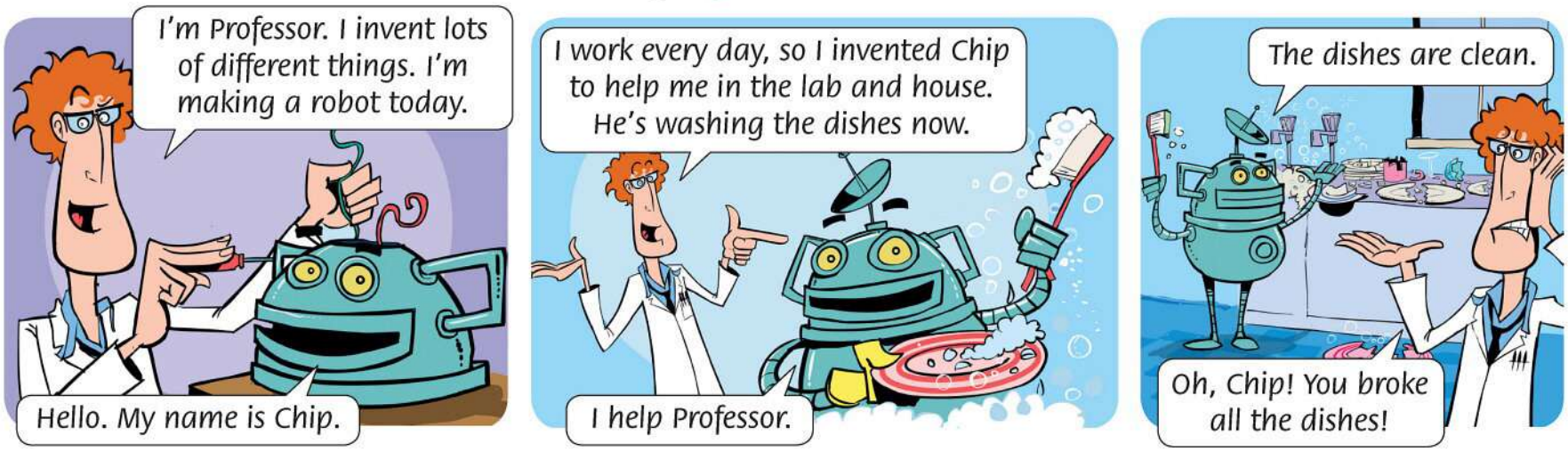
3 **Read again and write *True* or *False*.**

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

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1 Listen and read. What is Professor making? 02

PROFESSOR & CHIP



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.
2 We *played* / *are playing* football last Saturday.
3 You *watch* / *watched* TV on Sunday mornings.
4 Mum and Dad *work* / *are working* now.
5 Amy *eats* / *is eating* an apple every day.
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



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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.**

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

2 **Listen and write. Sing.** 03

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

Do something different!



Try a new [1] sport ,
Learn a new fact,
Find a fun [2] _____ *game*
to play.
Learn a new skill,
[3] _____ *a new friend,*
Do something [4] _____ *today!*

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

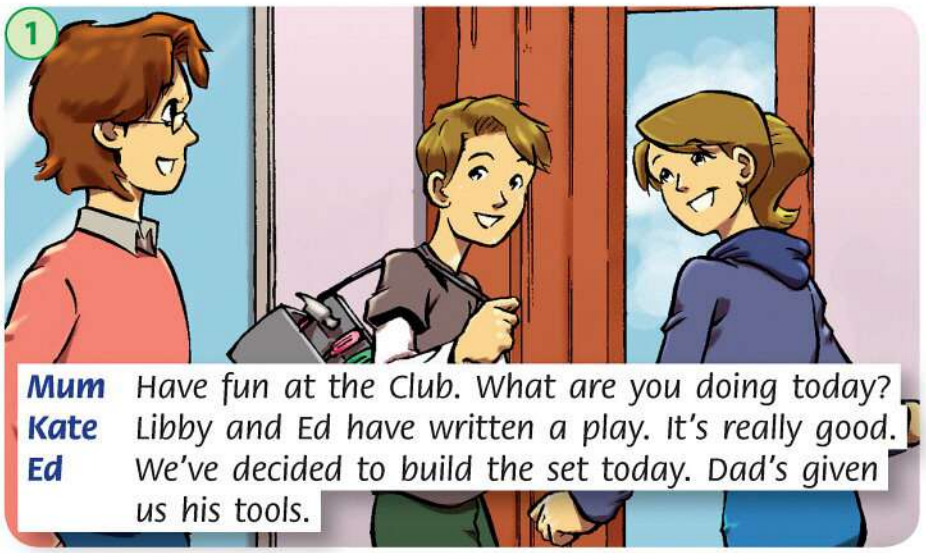
Try a new [7] _____ ,
Read a new book,
[8] _____ *some great new*
words to say.
[9] _____ *a new film,*
See a new [10] _____ ,
Do something different today!

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1 You can build it!

Lesson One Story

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













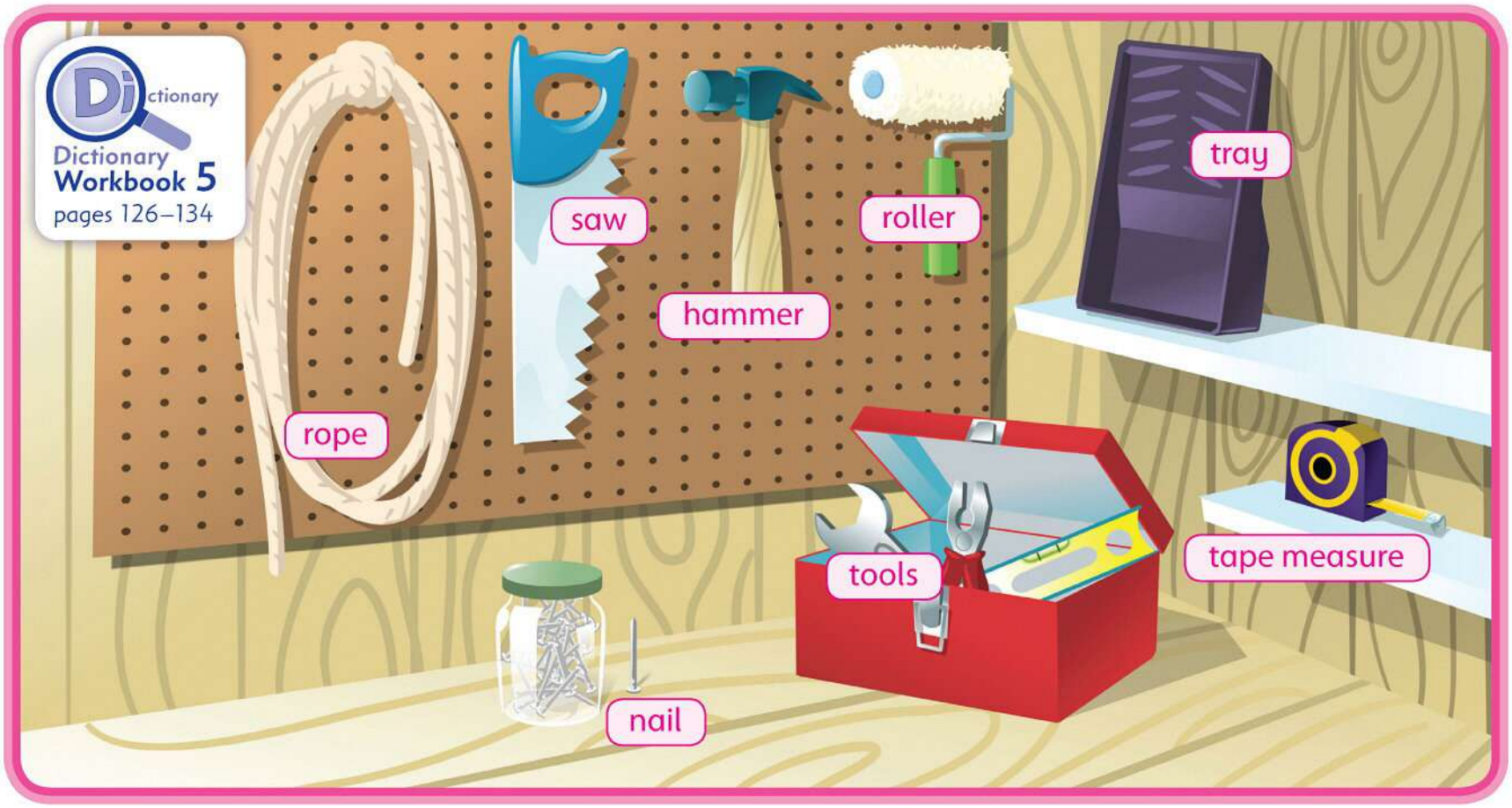
2 Listen to the story again and repeat. Act.

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

1 Ed and Libby have written a story. False
2 Dad has given the children his tools. _____
3 Fin asks Kate for a sheet. _____
4 Libby paints the mountains. _____
5 Kate is good at building. _____
6 Libby and Ed can't move. _____

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1 Listen and repeat. 05



2 Write the words.

1 Dad keeps his tools in a box in the garage.
2 You can use _____ to pull things or to tie things together.
3 We used a _____ to see how long the piece of wood was.
4 A _____ is a small, sharp piece of metal.
5 You can use a _____ to hit nails.
6 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.

Dictionary
Workbook 5
pages 126–134

3 Look at the words in bold. Write.

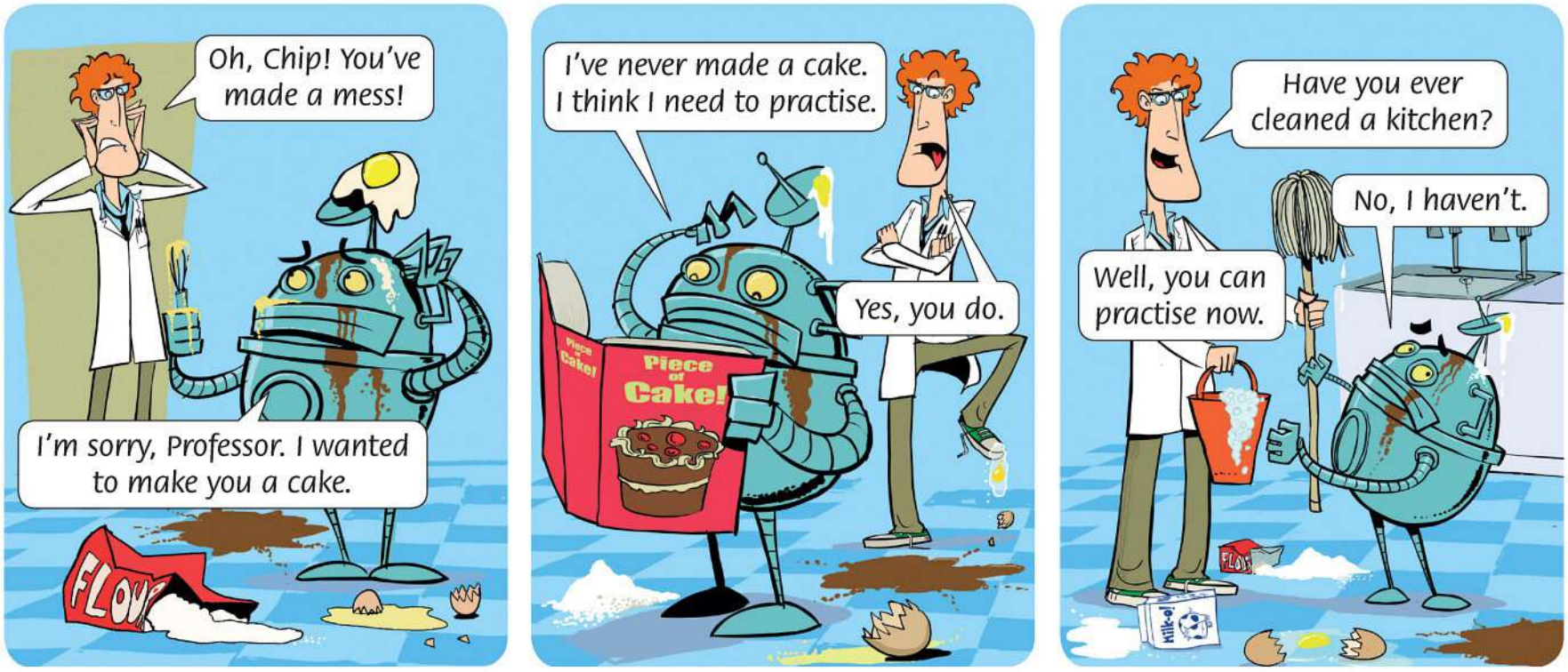
verb adverb object ~~subject~~

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

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

PROFESSOR & CHIP



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.

V 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.

G Complete Grammar Time Exercise 1 on page 116 of Workbook 5.

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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*.

1 We've lived in this house ___for___ five years.
2 Lisa has been at this school _____ 2007.
3 You've been here _____ an hour.
4 Tony has been on holiday _____ last Monday.
5 The children have been in the park _____ ten o'clock this morning.
6 I've known my best friend _____ three years.

4 Write sentences about Steve.

V Irregular verb list Workbook 5 page 135



1 (ride / a bike) Steve has ridden a bike for five years.
2 (have / English lessons)
3 (use / a computer)
4 (play / the drums)
5 (live / in London)
6 (collect / comics)

G Complete Grammar Time Exercise 2 on page 116 of Workbook 5.

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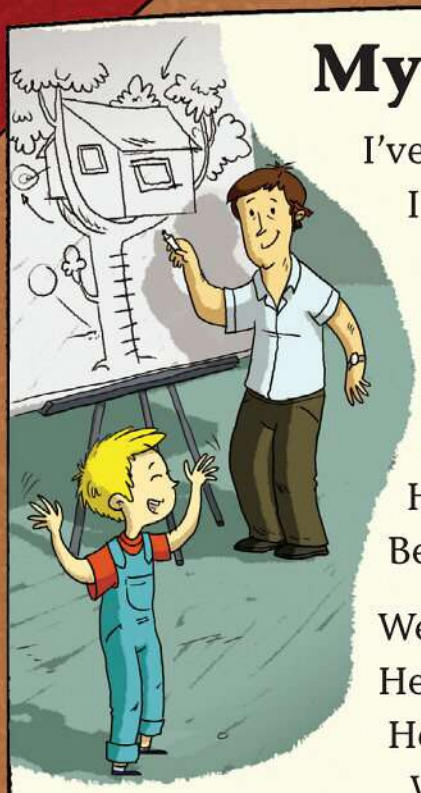
Skills Time!

Lesson Five

Reading

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

2 Listen and read. 08

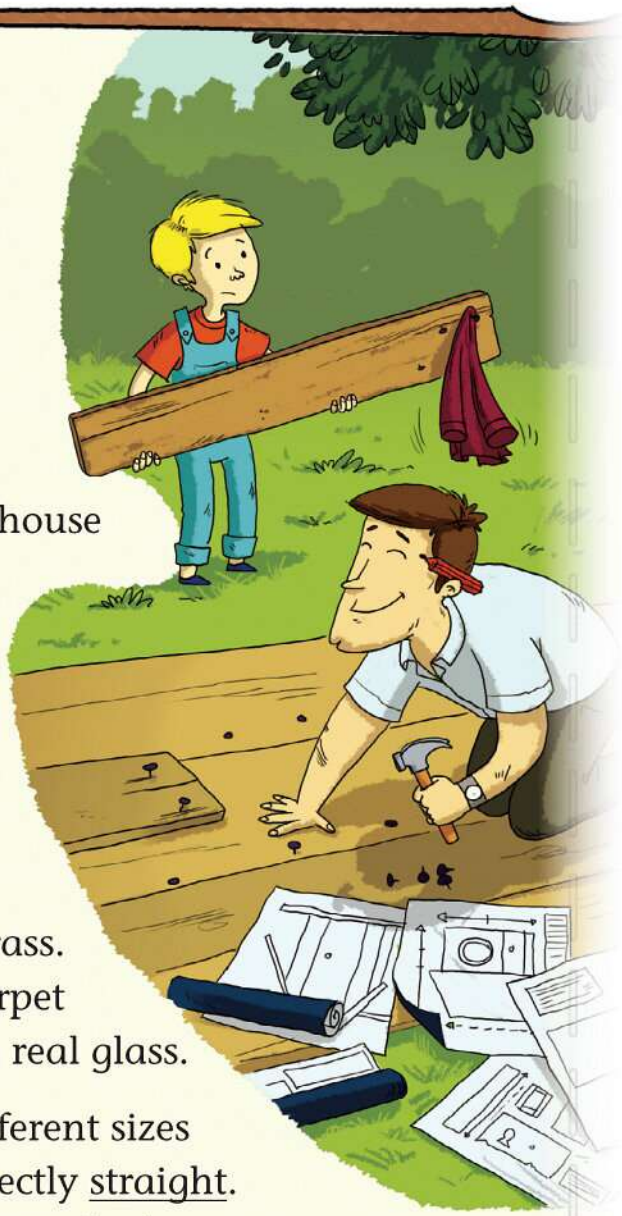


My tree house

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.

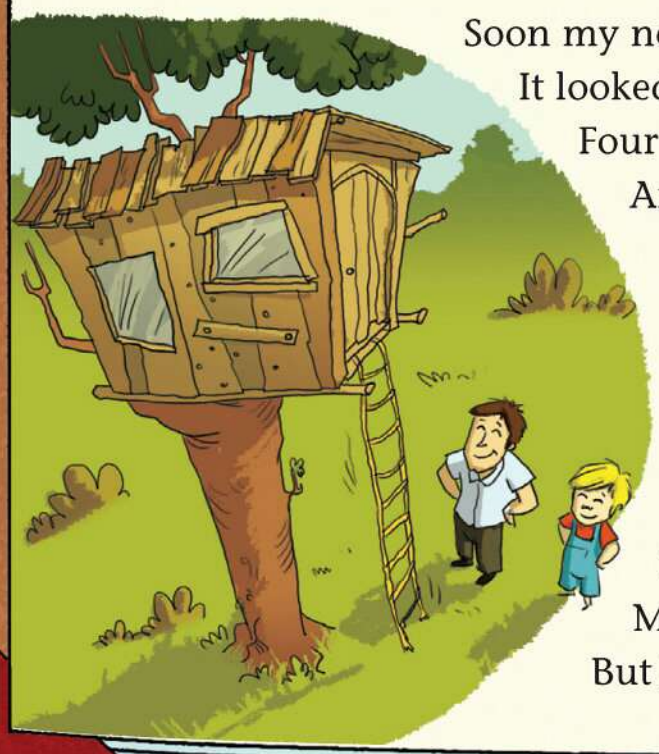


Soon my new tree house was ready.
It looked wonderful there on the grass.
Four walls and a door and a carpet
And two windows, both with real glass.

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*.

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Words in context

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

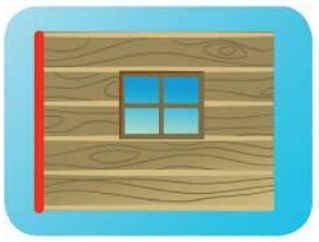
Dictionary Workbook 5 pages 126–134



1 tree house



2 _____



3 _____



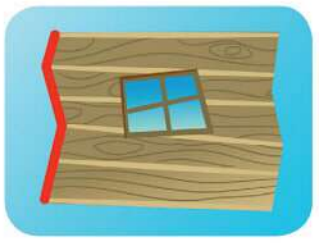
4 _____



5 _____



6 _____



7 _____



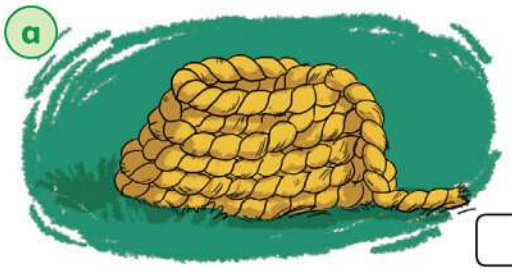
8 _____

Listening

2 Listen. Who is talking? 09

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

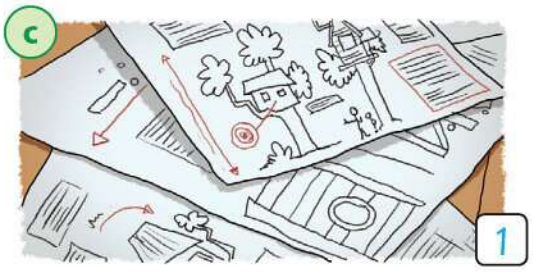
a



b



c



1

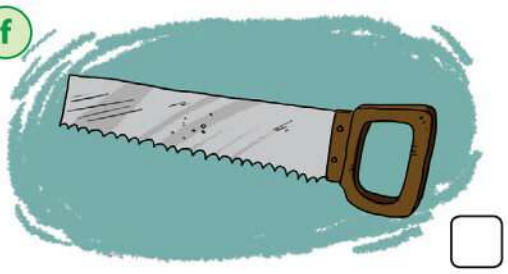
d



e



f



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

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Skills Time!

Lesson Seven

Writing

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

2 Read.



3 Read again and answer the questions.

1 What did the children use to make their kite?

2 When do they want to fly their kite?

A poem: pattern and rhythm

When we write a poem we follow a pattern:

syllables

Last **week** we **made** a **big** kite. = 7

We **had** a **lot** of **fun.** = 6

My **bro**ther **drew** some **great** plans = 7

The **kite** looked **like** the **sun.** = 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 found some string and paper, 7

Some nails and glue and wood. ___

We sawed and glued and hammered. ___

The kite looked really good. ___

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

page 12

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

languagedownload.ir

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!



Have you [1] ever built a boat?
[2] _____ it, sail it, watch it float.
Take some [3] _____ and take some wood.
Building new things feels so good!

Chorus:
You can build it, you know how.
Make a [4] _____ and build it now!
Building things is fun to do!
Let's try building something [5] _____.

Have you ever [6] _____ a kite?
Take some string and tie it tight.
Take a [7] _____, take a [8] _____.
It's such fun, let's build some more!

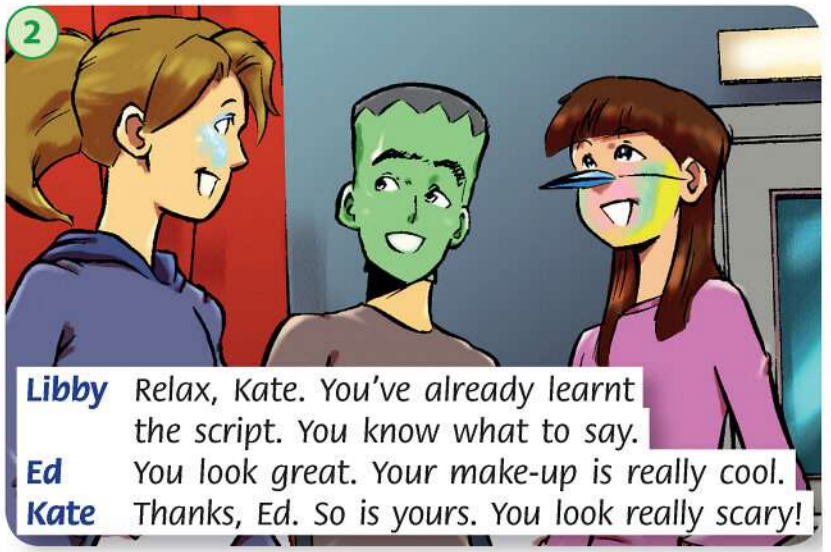
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2 It's show time!

Lesson One Story

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













2 Listen to the story again and repeat. Act.

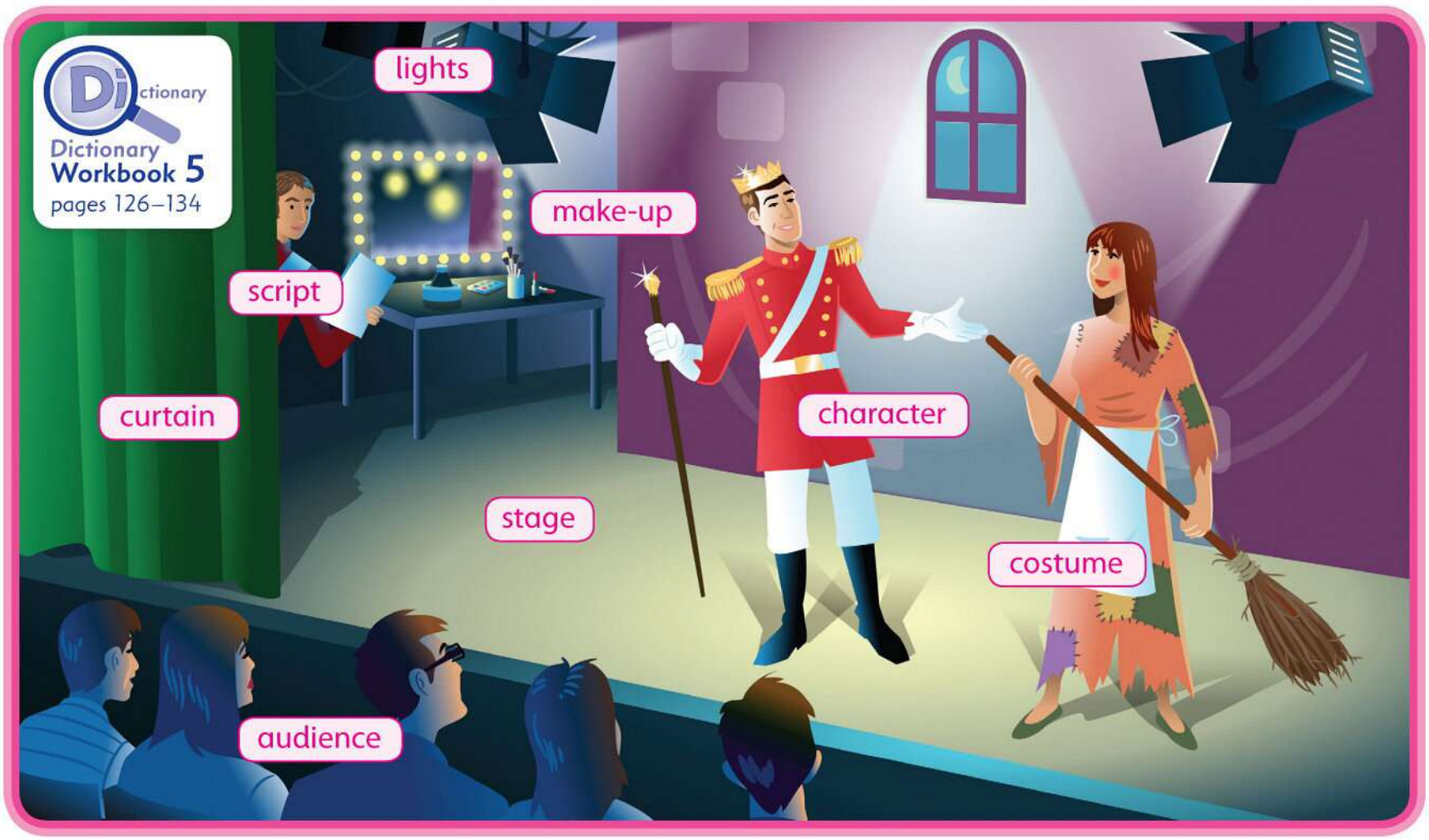
3 Read again and write the names.

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.

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1 Listen and repeat. 12



2 Write the words.

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

Working with words

Some words have silent letters.
We don't pronounce these letters when we say the words.
li**gh**ts ni**gh**t stra**igh**t **k**now **k**nee **k**nife

Dictionary Workbook 5 pages 126–134

3 Listen and repeat. 13

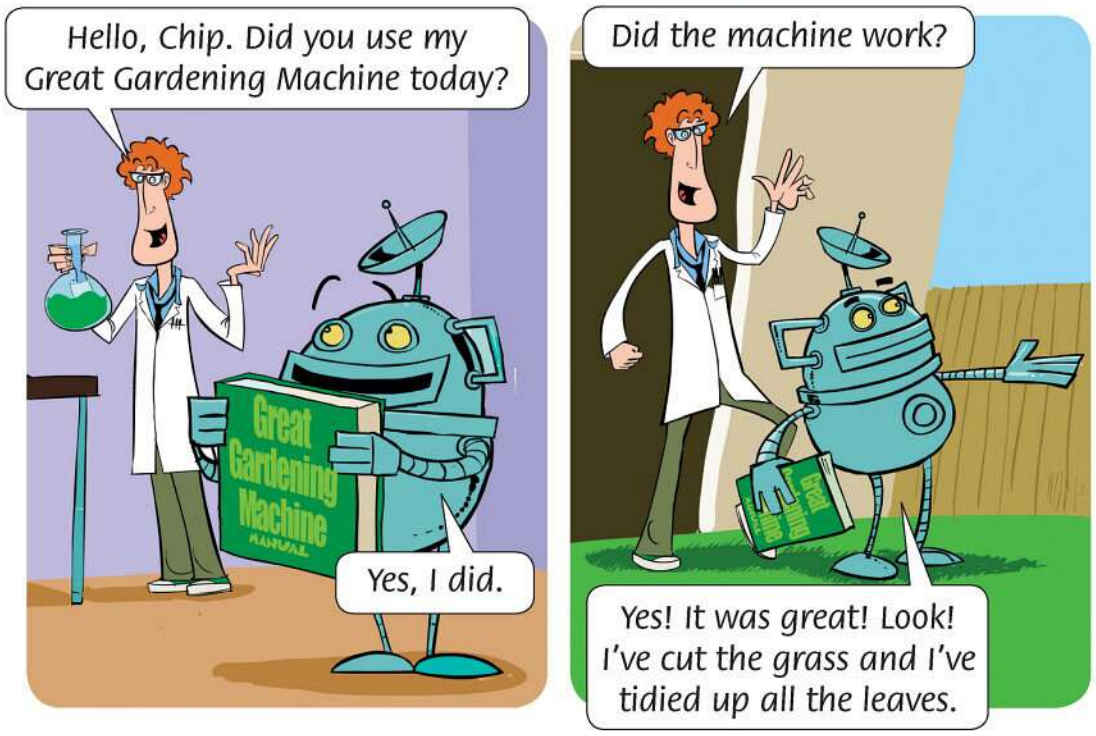
4 Circle the silent letters.

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

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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.

V Irregular verb list Workbook 5 page 135

1 I haven't finished (not finish) my homework.
2 You _____ (live) in this house for ten years.
3 Lucy _____ (go) to the cinema three days ago.
4 We _____ (be) best friends since we were six.
5 The boys _____ (play) football in the park yesterday.
6 Jim _____ (not eat) his dinner last night.

4 Speaking Ask and answer.

Has Lisa tidied her bedroom?

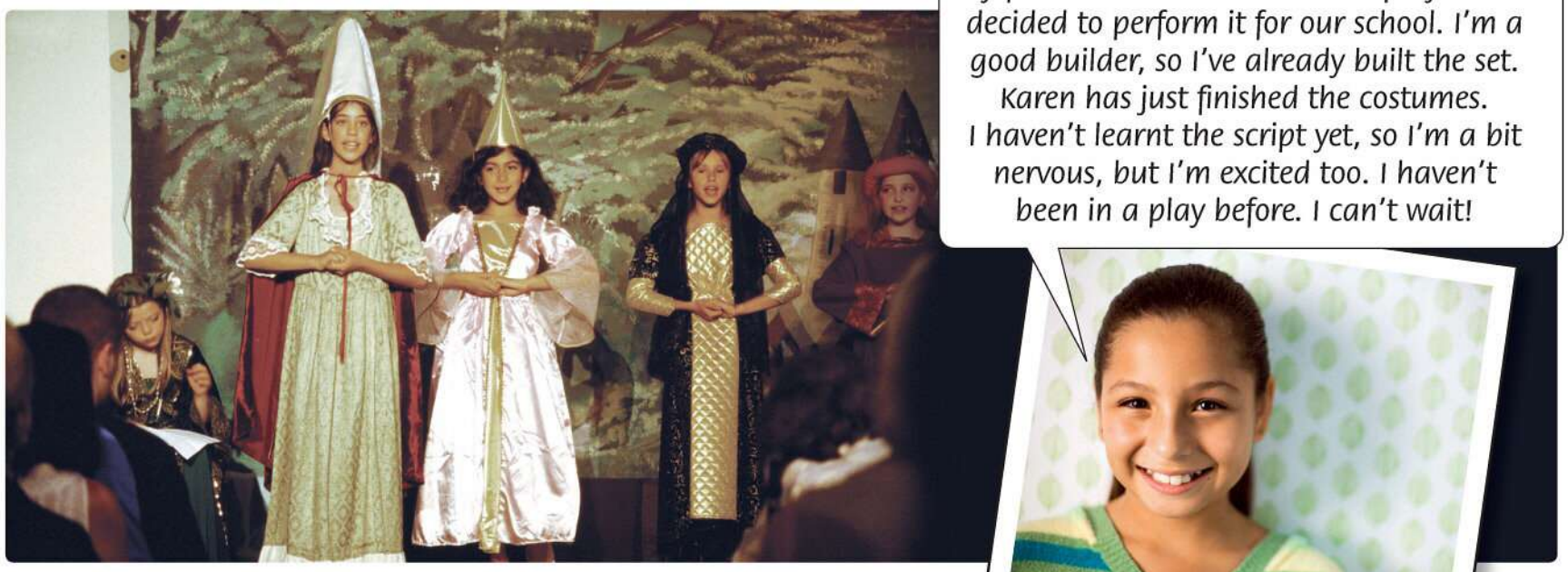
Yes, she has. She tidied her bedroom yesterday.



G Complete Grammar Time Exercise 1 on page 116 of Workbook 5.

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

4 Write sentences about Mike.

V Irregular verb list Workbook 5 page 135

1 Mike has just made lunch.



G Complete Grammar Time Exercise 2 on page 117 of Workbook 5.

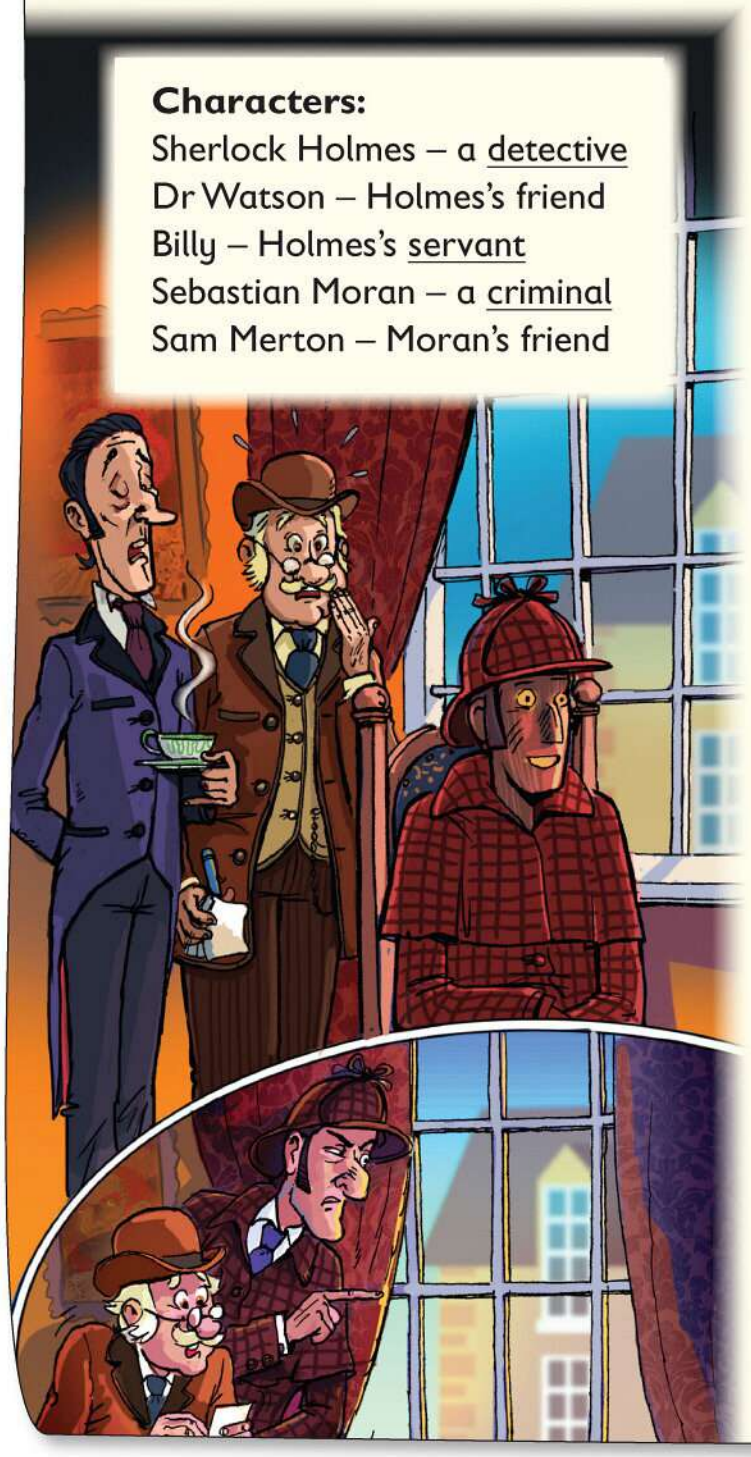
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Reading

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. True
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. _____

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Words in context

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

Dictionary Workbook 5 pages 126–134



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

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Skills Time!

Lesson Seven

Writing

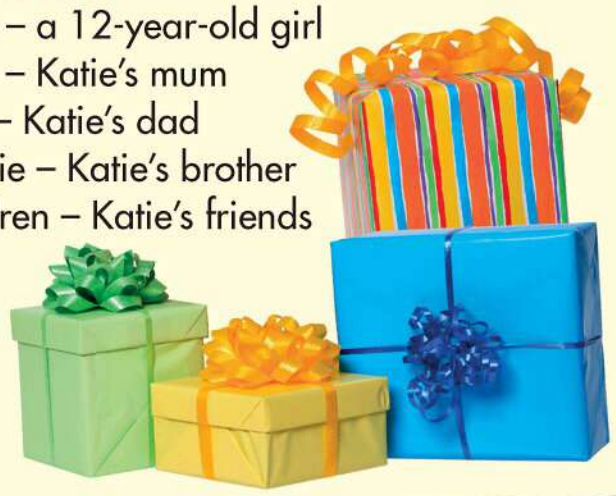
1 Look at the play script. Who wrote it?

2 Read.

The surprise party

by Emily Collins

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



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!

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.)

4 Match.

1 *(Enter Mr Harris.)* [a]
2 The street outside Fred and Julie's house. [ ]
3 *(Takes a photo from his pocket and shows it to Fred and Julie.)* [ ]
4 Mr Harris – a policeman
Fred – a 13-year-old boy
Julie – Fred's sister [ ]

a Stage directions
b Characters
c Scene

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

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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.	1	It's show time! It's show time!	1	We've put on our make-up,
___	We're ready for our play.	___	Let's all be stars tonight.	___	In front of all the school!
___	So we know what to say.	___	The stage lights are so bright.	___	We're out on the stage now.
___	We've learnt all our words now.	___	It's show time! It's show time!	___	We all look really cool.

Chorus:

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3 The best party ever!

Lesson One Story

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













2 Listen to the story again and repeat. Act.

3 Read again and answer the questions.

1 Do the children make new costumes? Yes
2 Is Kate's crown made from a lampshade? ____
3 Is Ed's costume a sheet? ____
4 Are the new costumes prettier than the old ones? ____
5 Does the audience enjoy the play? ____
6 Does Fin have a surprise for the children? ____

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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	invention
act	action
direct	direction

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

congratulate	congratulation
decorate	decoration
celebrate	celebration

Dictionary Workbook 5 pages 126–134

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*.

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



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



2 Read and learn.

Comparatives and superlatives

Comparatives:
This year, the carnival will be better than ever.

Superlatives:
It's the largest street festival in the UK.

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

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

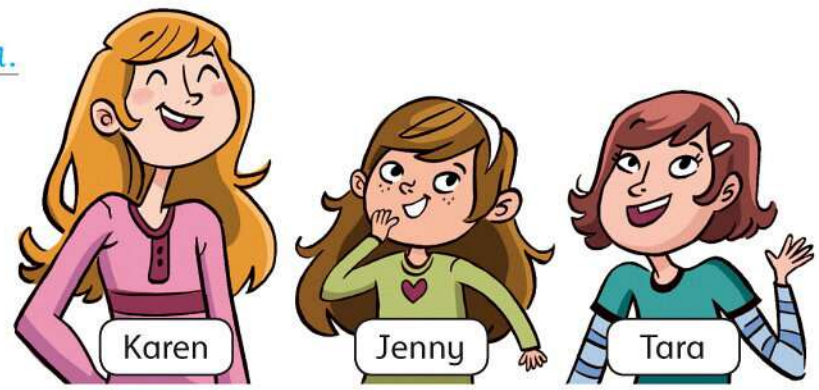
Use *not as ... as* to show that there is a difference between two people or things.
The Notting Hill Carnival is not as big as the carnival in Rio.

3 Read and circle.

1 Ollie is the *funnier* / *funniest* boy in the class.
2 I think football is the *better* / *best* sport in the world.
3 My bag is *big* / *bigger* than your bag.
4 CDs are *more expensive* / *most expensive* than books.
5 Katie is *friendlier* / *friendliest* than her sister.
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



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

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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.

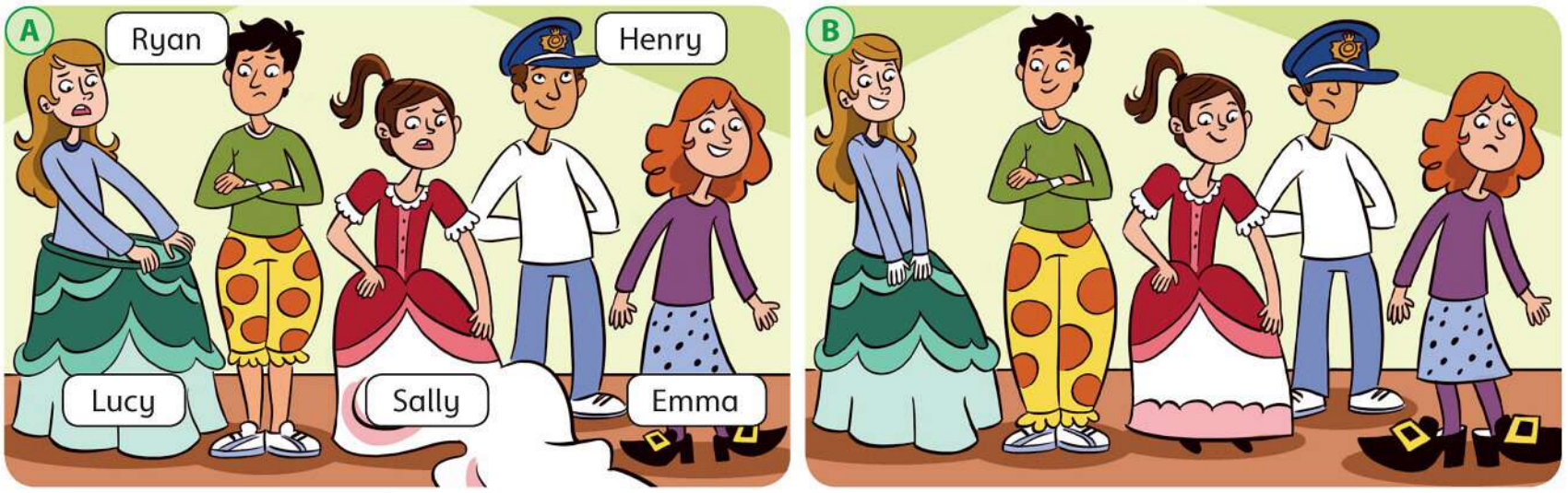
3 Write *too* or *enough*.

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



G Complete Grammar Time Exercise 2 on page 117 of Workbook 5.

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Skills Time!

Lesson Five

Reading

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

2 Listen and read. 24

Lost at the carnival

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

Harry and Emily loved the 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 _____.

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Words in context

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

Dictionary Workbook 5 pages 126–134



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	**a** were a lot taller than Emily.
2	The people on stilts		**b** laughed when they saw Emily.
3	Harry		**c** were in front of Emily.
4	Emily		**d** called Emily through the speakers.
5	Emily's parents		**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

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Skills Time!

Lesson Seven

Writing

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

2 Read.

The costume by Robbie Turner

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

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

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

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



3 Read again and answer the questions.

1 Where is Liam at the beginning of the story?

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. page 28

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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. ____

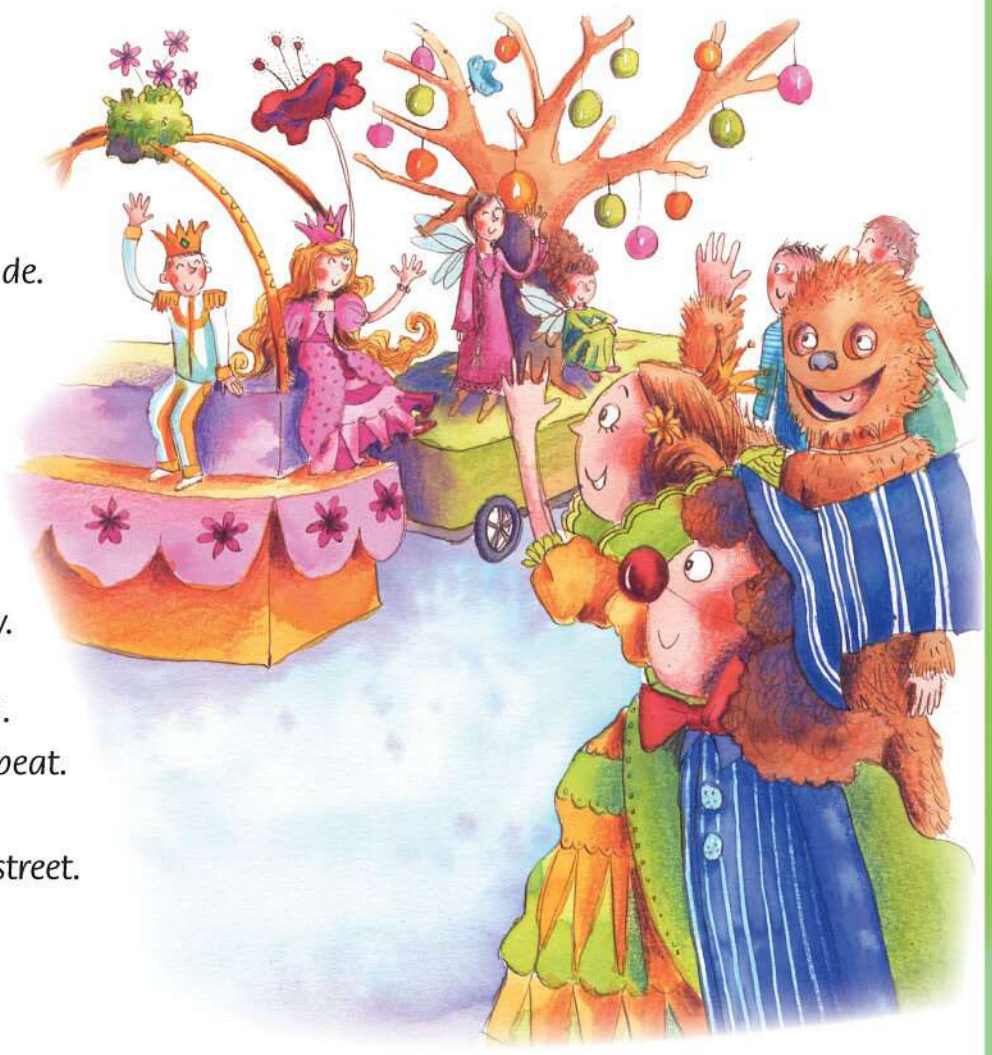
2 Listen and order the lines. Sing. 26

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.



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Fluency Time! 1

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?

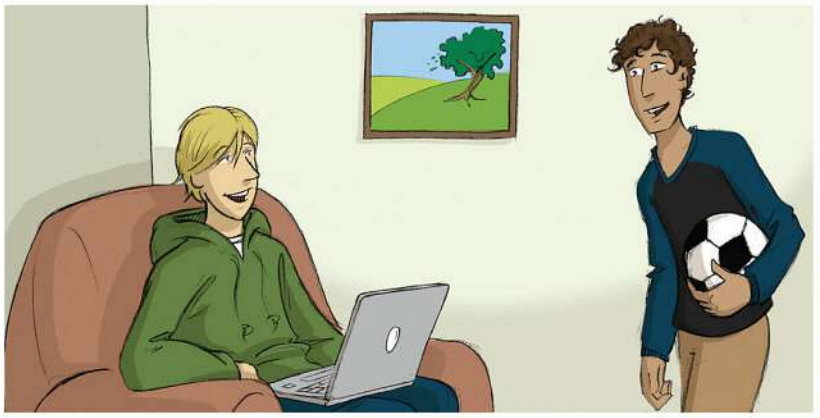
The evening performance is sold out. *(There aren't any tickets left.)*

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!

Watch the DVD!

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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.



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 …

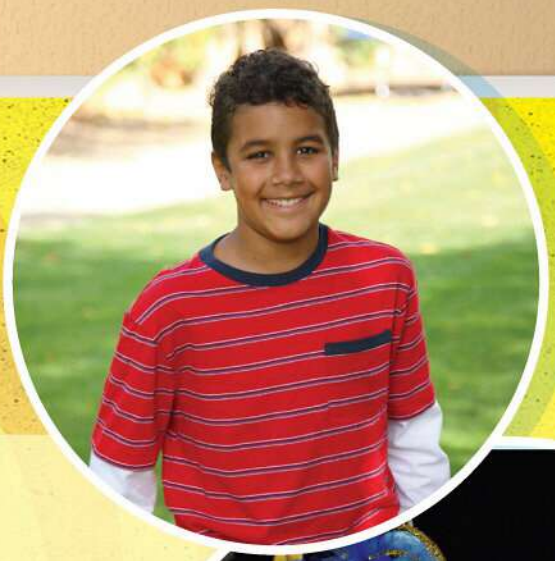
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Extensive reading: non-fiction

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!

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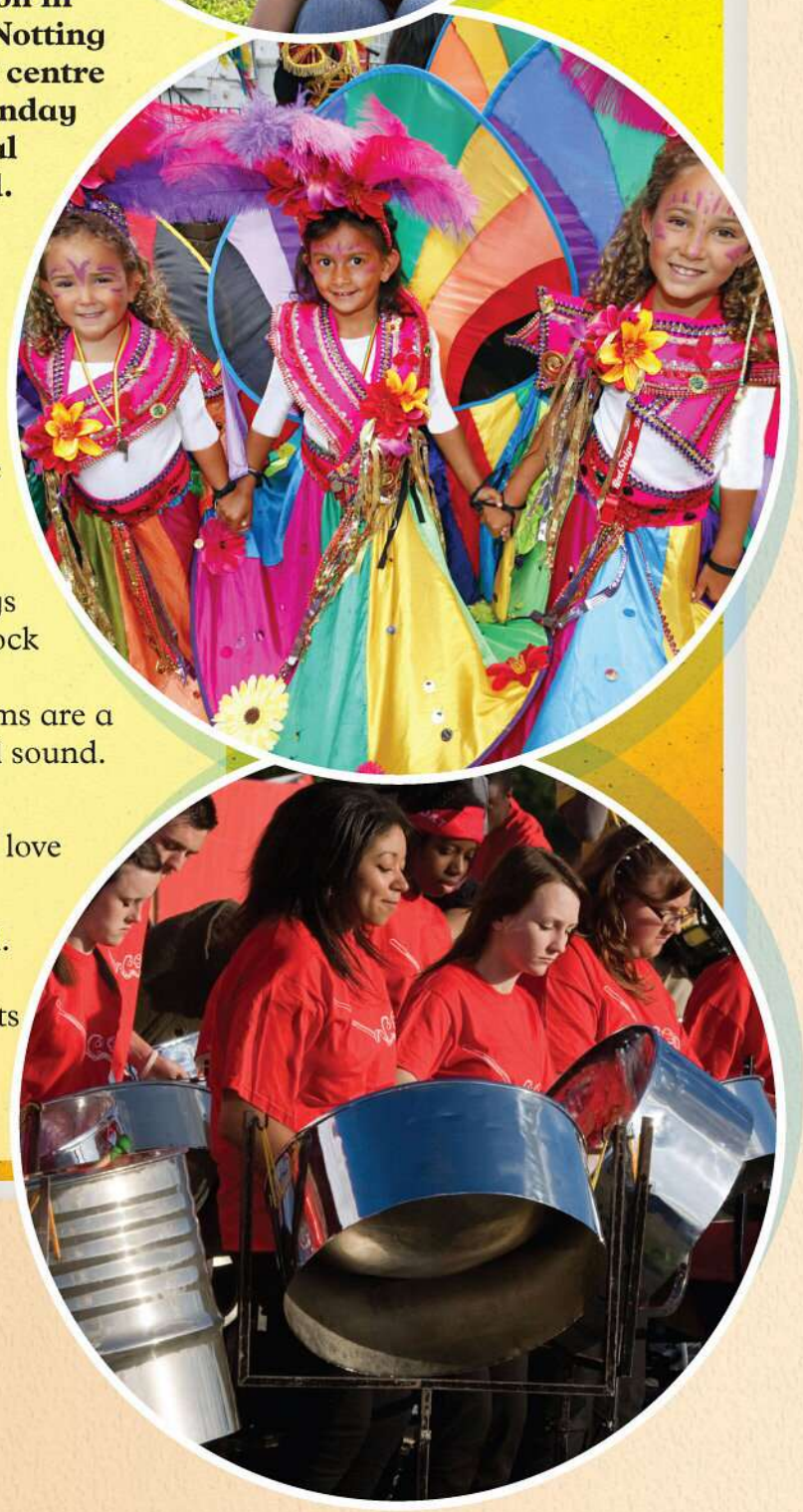
Notting Hill Carnival



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?

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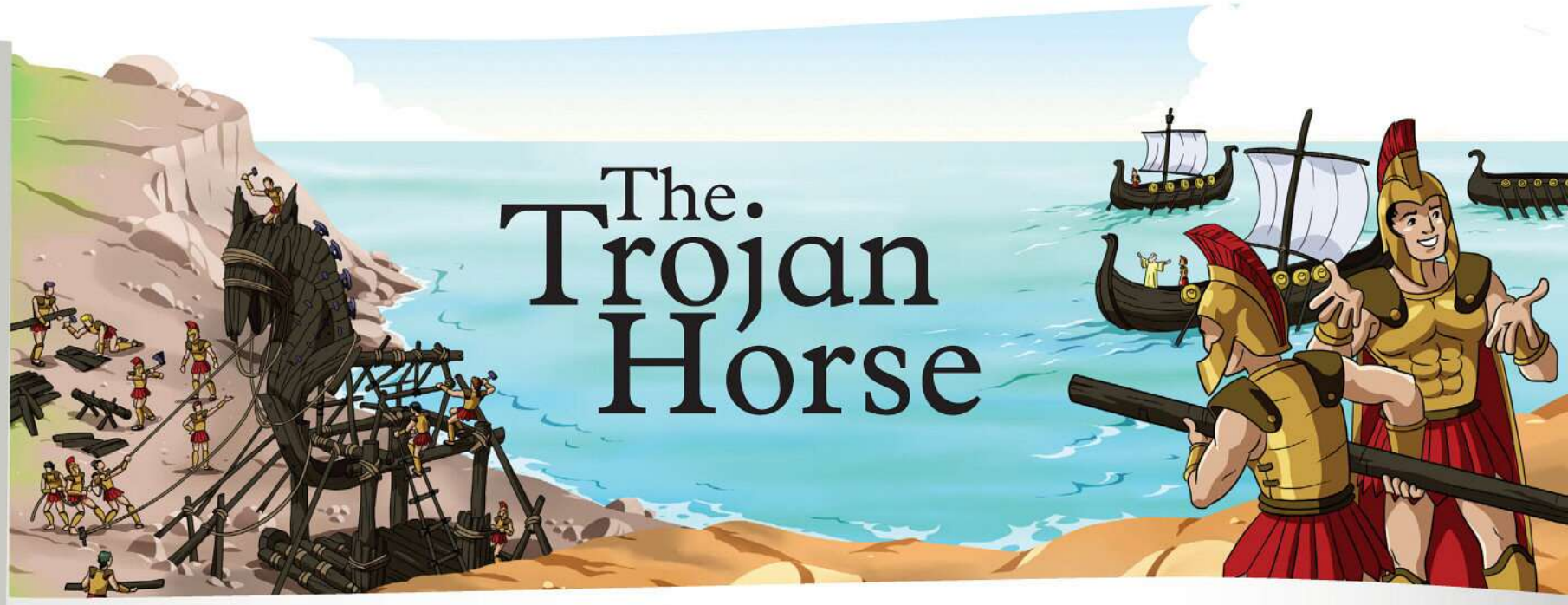
Extensive reading: fiction

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?



The Trojan Horse

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.



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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.



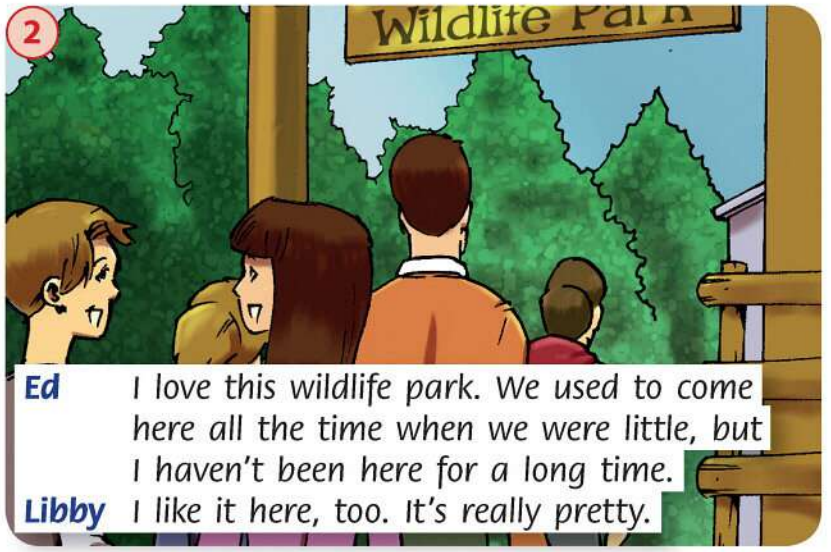
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4 Our planet

Lesson One Story

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













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
2 The children don't want to be on TV. _____
3 The park looks pretty today. _____
4 Someone has dumped litter in the park. _____
5 The river is beautiful. _____
6 The birds are in danger. _____

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1 Listen and repeat. 32

clean up *verb* to make a place clean and without litter and pollution

damage *verb* to hurt something or do something bad to it

the environment *noun* the world around us

litter *noun* paper and other rubbish on the ground

planet *noun* a very large, round rock in space that goes around the sun, for example Earth or Mars

pollution *noun* something that makes water, air or land dirty

rubbish dump *noun* a place for people to leave rubbish

wildlife *noun* the animals and birds living in a place

2 Write the words.

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



Working with words

Sometimes we put two words together to make compound nouns:

wildlife park | rubbish dump | swimming pool
police station | computer room | post office

Dictionary Workbook 5 pages 126–134

3 Listen and repeat. 33

4 Write the words.

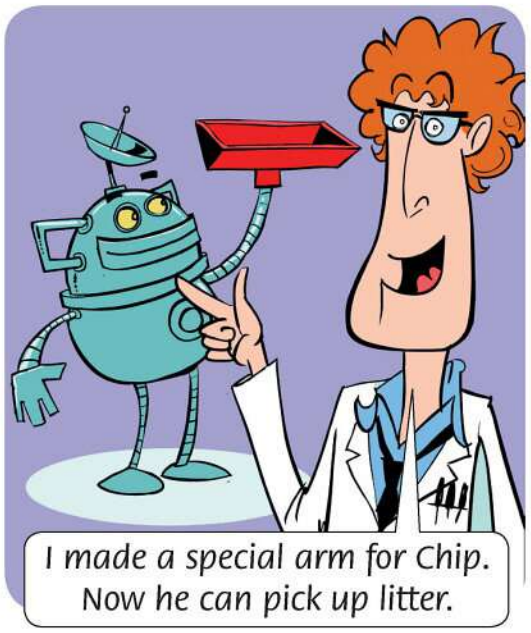
dump | office | ~~park~~ | room

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

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1 Listen and read. Where did they go? 34

PROFESSOR & CHIP







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.

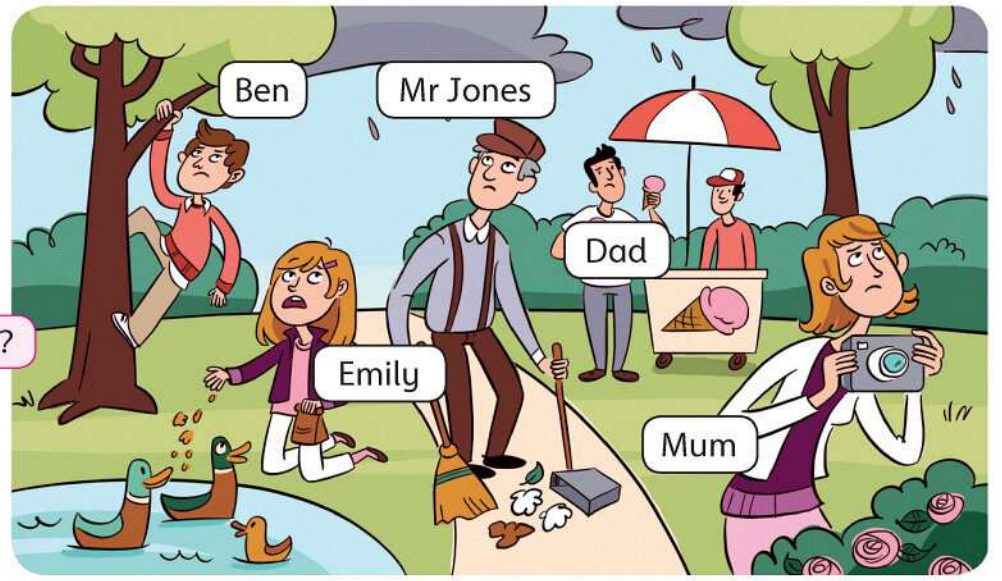
1 We were watching (watch) TV when Dad came home.
2 Steve was eating dinner when his friend _____ (call).
3 I _____ (sleep) when the doorbell rang.
4 The children were playing football when they _____ (break) the window.
5 You _____ (talk) to your friend when I met you in town.
6 Emma was walking in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



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

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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)



G Complete Grammar Time Exercise 2 on page 118 of Workbook 5.

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Lesson Five

Reading

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

2 Listen and read. 36

An eco HOME



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**. — Eco homes don't produce dangerous gases.
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.

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Words in context

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

Dictionary Workbook 5 pages 126–134

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

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Skills Time!

Lesson Seven

Writing

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

2 Read.

Getting back to nature

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

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



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

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

3 Read again and answer the questions.

1 What did builders use to build the walls?

2 What can you do on your holiday?

Making writing more fluent

We can make our writing more fluent by using compound sentences. We can make a compound sentence by using *and*, *or*, *so* and *because* to join simple sentences together.

Simple sentences: There are skylights in the roof. We save electricity.

Compound sentence: There are skylights in the roof **so** we save electricity.

4 Match to make compound sentences.

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

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

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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 [1] sun shines
And gives us heat and light.
Let's use [2] _____ power
To make our future bright.

Chorus:
We can save our [3] _____
Why don't we start today?
We can [4] _____ together
And find a better way.

Every day the [5] _____ blows
Across the land and sea.
We can use wind power
For [6] _____.

Cars use lots of petrol.
Let's save on fossil [7] _____.
Let's use public transport
To go to work and [8] _____.

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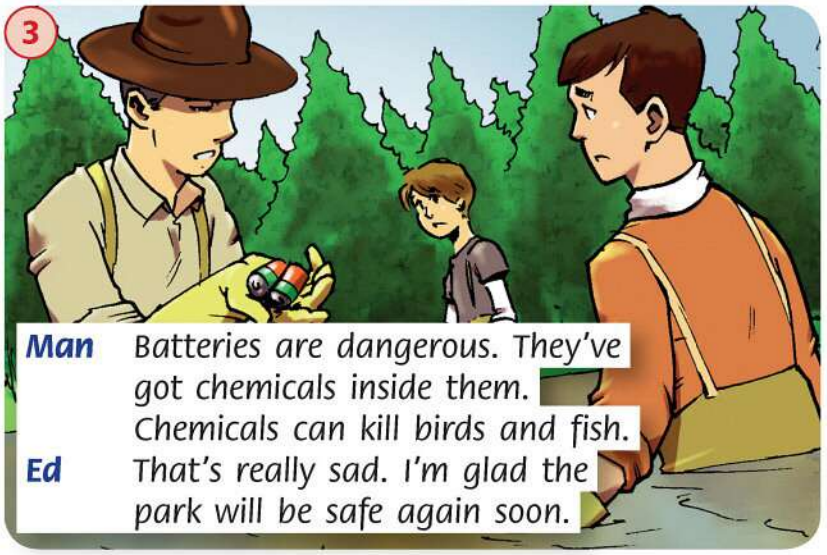
5 Reuse and recycle

Lesson One Story

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













2 Listen to the story again and repeat. Act.

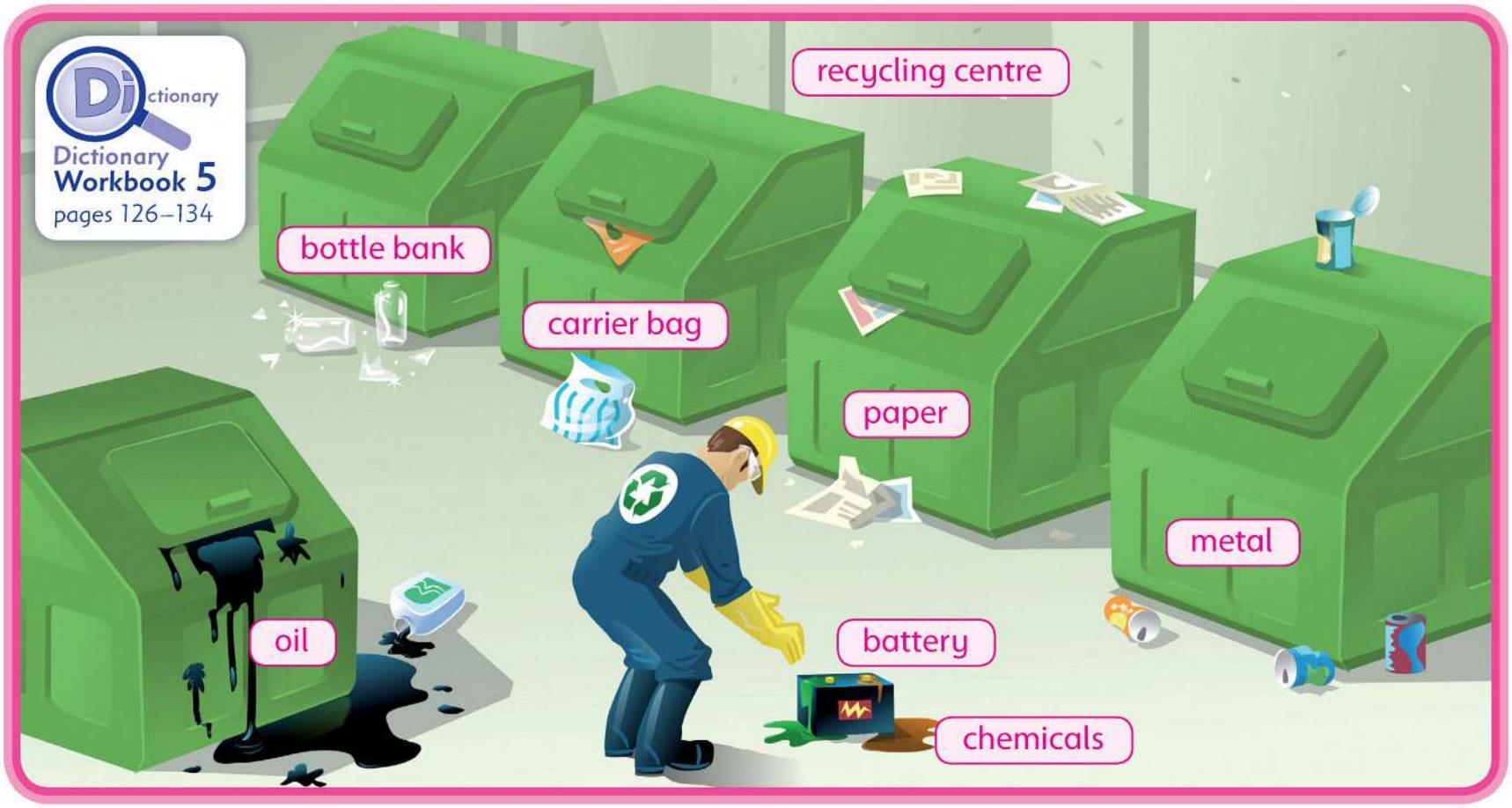
3 Read again and write the words.

kill holds pick film trap ~~calls~~

1 Kate calls their friends and families.
2 They will _____ up the litter and recycle it.
3 Carrier bags can _____ birds.
4 Chemicals can _____ birds and fish.
5 Ed _____ the bird still.
6 The TV crew can't _____ yet.

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1 Listen and repeat. 40



2 Write the words.

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

Working with words

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

remove	**re**turn	**re**cycle
reuse	**re**tell	**re**write

Dictionary Workbook 5 pages 126–134

3 Listen and repeat. 41

4 Read and circle.

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

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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*.

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

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.

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

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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're 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.

Complete Grammar Time Exercise 2 on page 118 of Workbook 5.

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Skills Time!

Lesson Five

Reading

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

a) how to recycle **b)** making new products from recycled rubbish **c)** collecting rubbish

2 **Listen and read.** 44

As good as new

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



Would you like some new shoes? They're colourful, fashionable and guess what! They used to be 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. True
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. _____

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Words in context

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

Dictionary Workbook 5 pages 126–134



1 greetings card



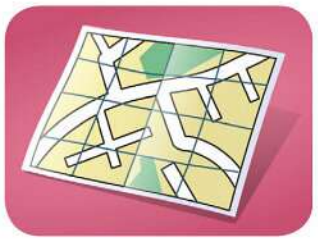
2 _____



3 _____



4 _____



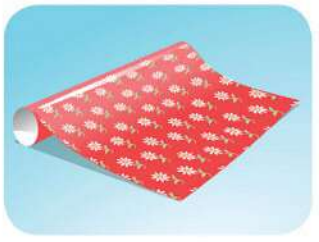
5 _____



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

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Skills Time!

Lesson Seven

Writing

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

2 Read.



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.

3 Read again and answer the questions.

1 Where can you take your old toys?

2 Where can you take your old newspapers?

Suggestions and reasons

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

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

4 Match the suggestions and reasons.

1 How about using rainwater to clean the house? [b]
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? [ ]

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.** page 46

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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.

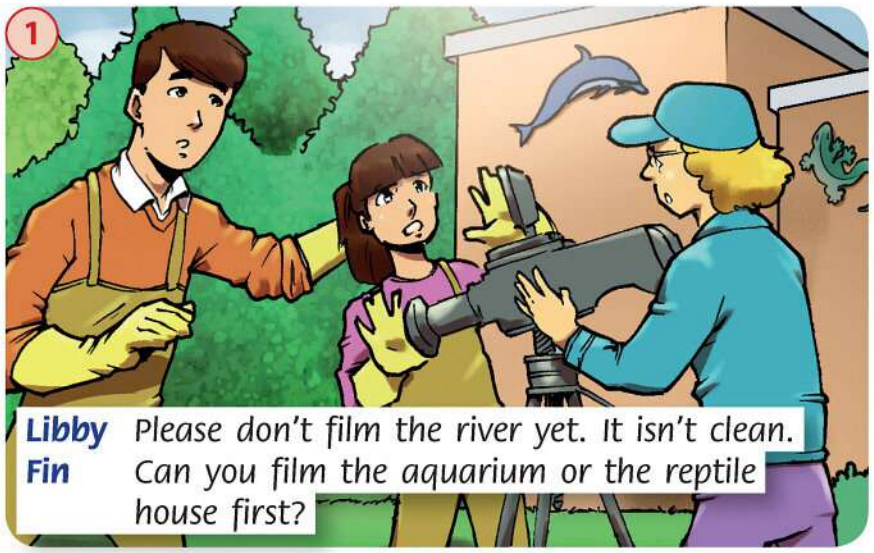


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6 Crazy about wildlife!

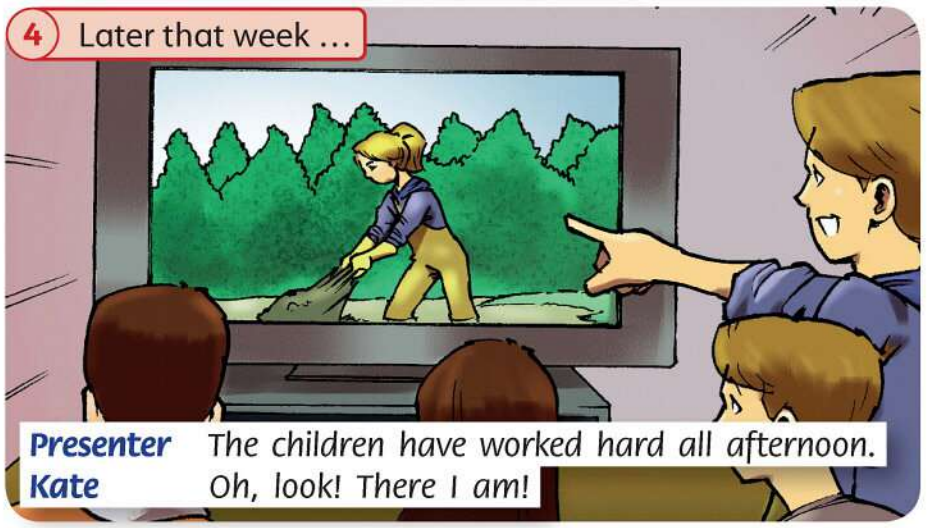
Lesson One Story

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













2 Listen to the story again and repeat. Act.

3 Read again and circle.

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

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1 Listen and repeat. 48



2 Write the words.

1 You can see lots of birds here. aviary
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

Dictionary Workbook 5 pages 126–134

3 Listen and repeat. 49

4 Write.

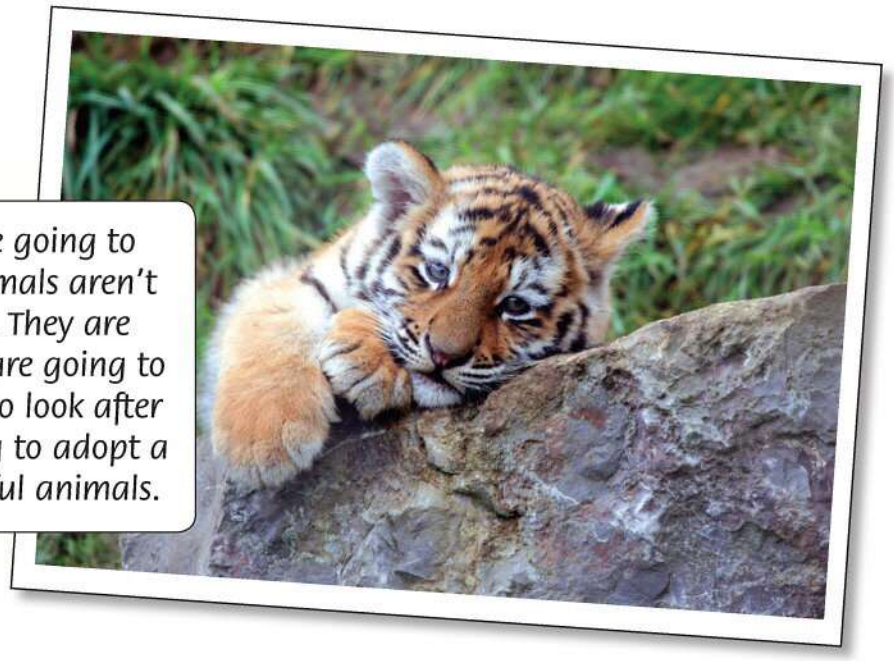
1 Let's help the park keeper (keep) to clean up the litter.
2 I'm going to _____ (invent) a recycling machine.
3 Welcome to the wildlife park. You're our first _____ (visit) today.
4 I want to _____ (present) a TV show when I'm older.

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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.*

G Complete Grammar Time Exercise 1 on page 119 of Workbook 5.

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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.

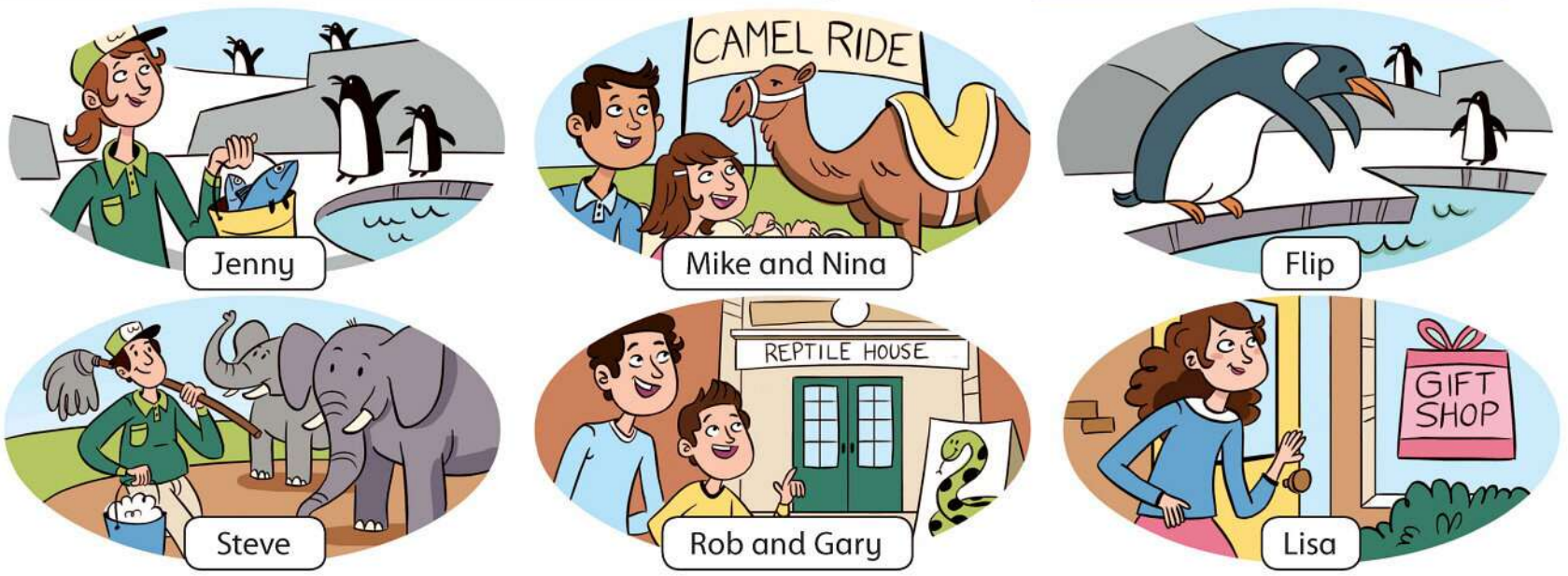


4 Speaking Ask and answer.

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.



Complete Grammar Time Exercise 2 on page 119 of Workbook 5.

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Skills Time!

Lesson Five

Reading

1 Look at the article and the photos. Where do you think the gorillas are?

2 Listen and read. 52



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

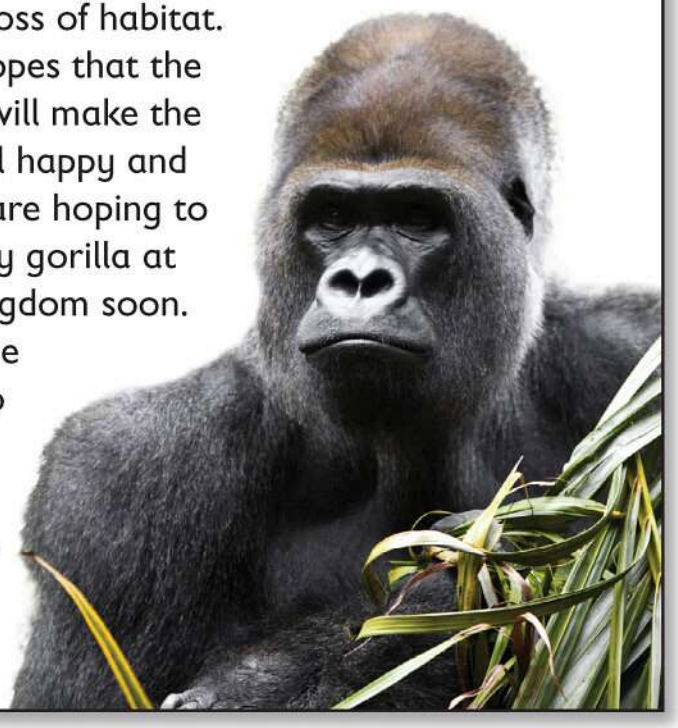
Seven years ago, the ZSL opened Gorilla Kingdom, a wonderful gorilla enclosure at London Zoo with waterfalls, warm rocks, hills, plants and birds. Today, three gorillas live in Gorilla Kingdom.

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

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

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

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



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

1 The ZSL tries to breed endangered species. True
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. _____

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Words in context

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

Dictionary Workbook 5 pages 126–134

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–[1]180 centimetres long
Weight: 80–151 kilograms
Lives: hills and [2]_____
Threat: loss of habitat



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



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

Speaking

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

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

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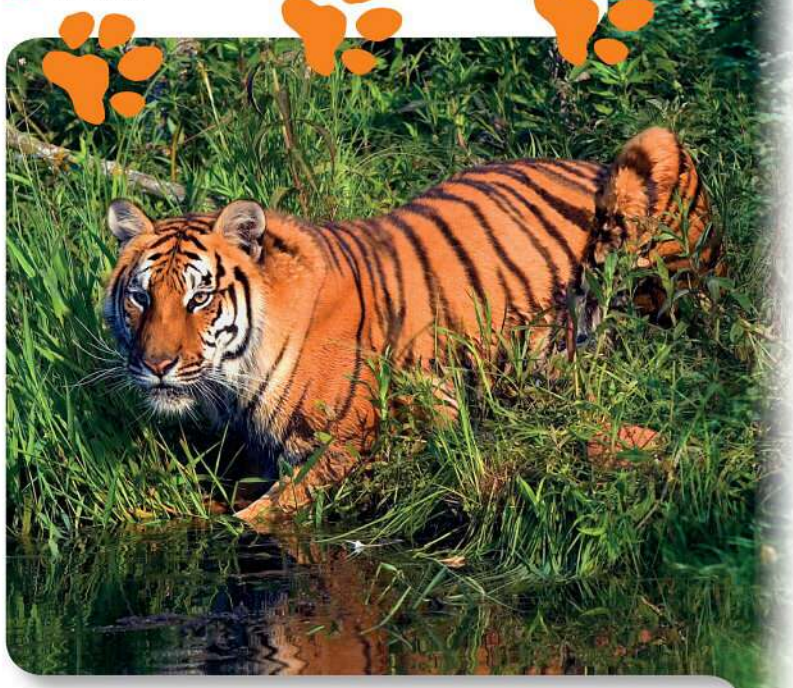
Skills Time!

Lesson Seven

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. [b]
2 Sadly, Black Rhinos are endangered. [ ]
3 The main threat to the Black Rhino is hunting. [ ]
4 The World Wildlife Fund is working hard to save the Black Rhino. [ ]

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

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

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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



I'm [1]*going* *to visit forests*
To see tigers hunt and run.
Then [2]_____ *go to the mountains*
To see [3]_____ *in the sun.*

Chorus:
I'm crazy about [4]_____ *!*
All [5]_____*, big and small.*
I think they're just amazing
And I want to see them all!

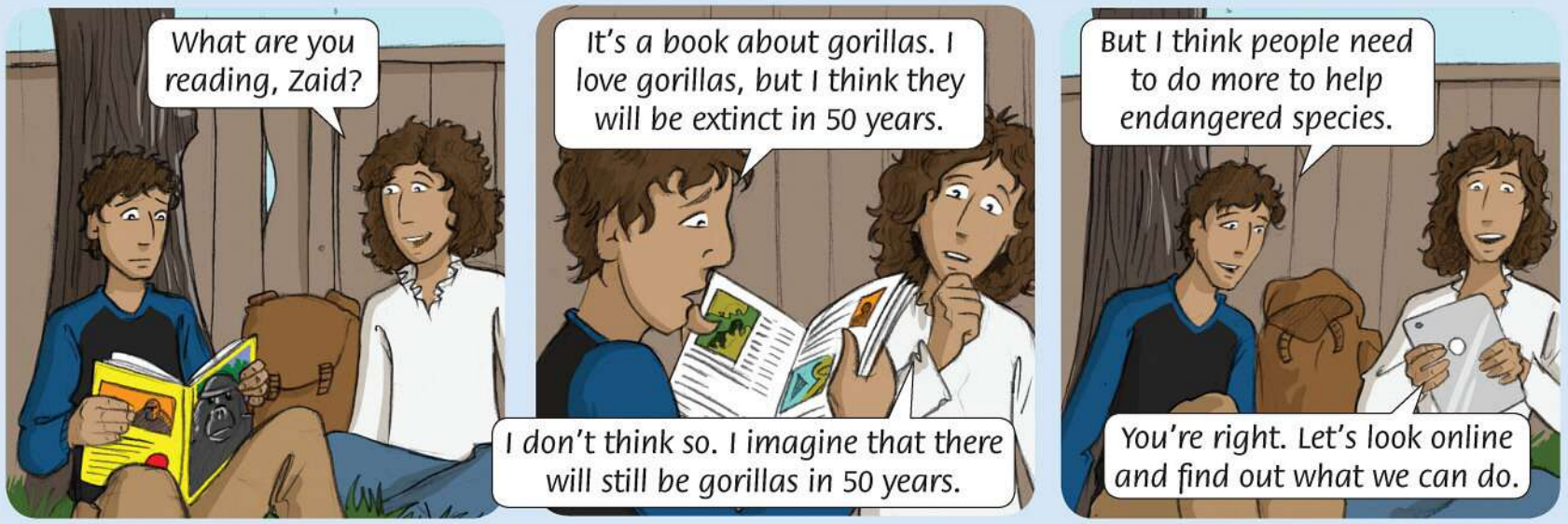
I'm going to [6]_____ *a boat trip*
To see dolphins swim and play
And when I'm in the [7]_____
I'll hear parrots [8]_____ *all day.*

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Fluency Time! 2

Everyday English

1 Listen and read. 55



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

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

2 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.

Do you think snakes are horrible?

Why?

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

Because I think they are …

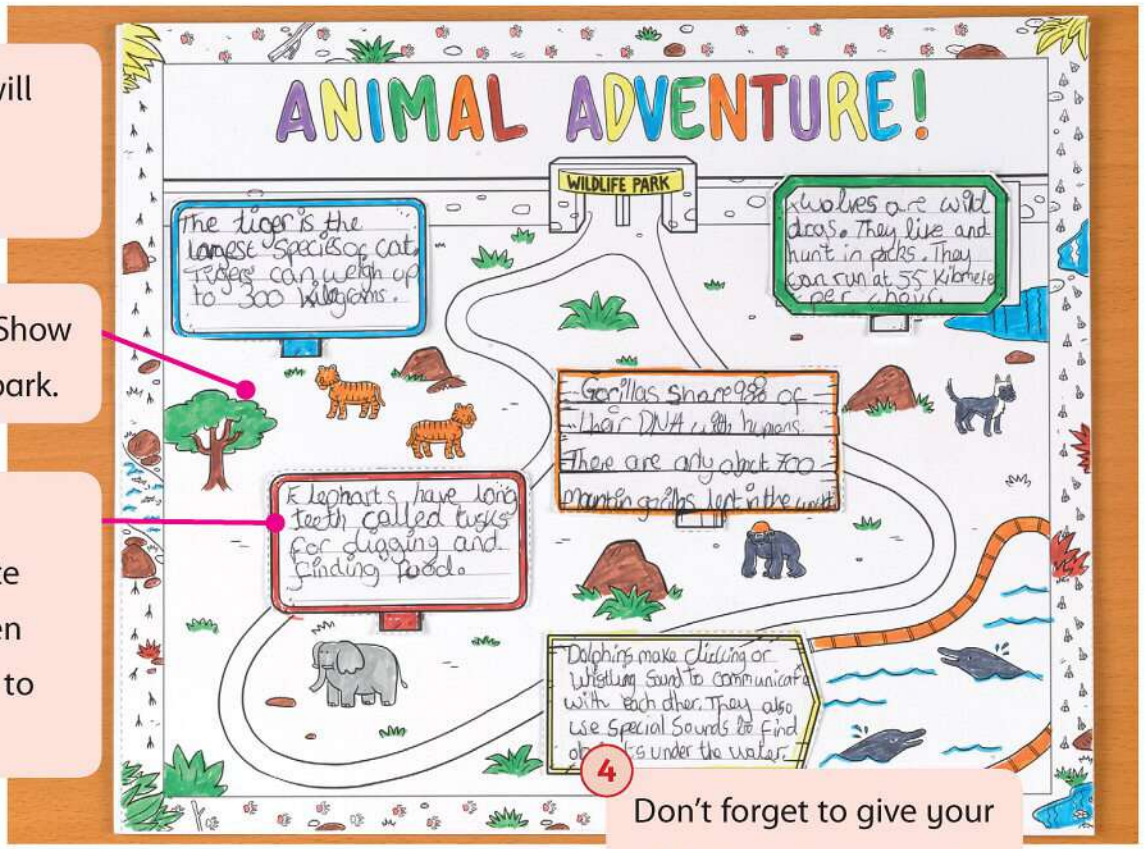
Watch the DVD!

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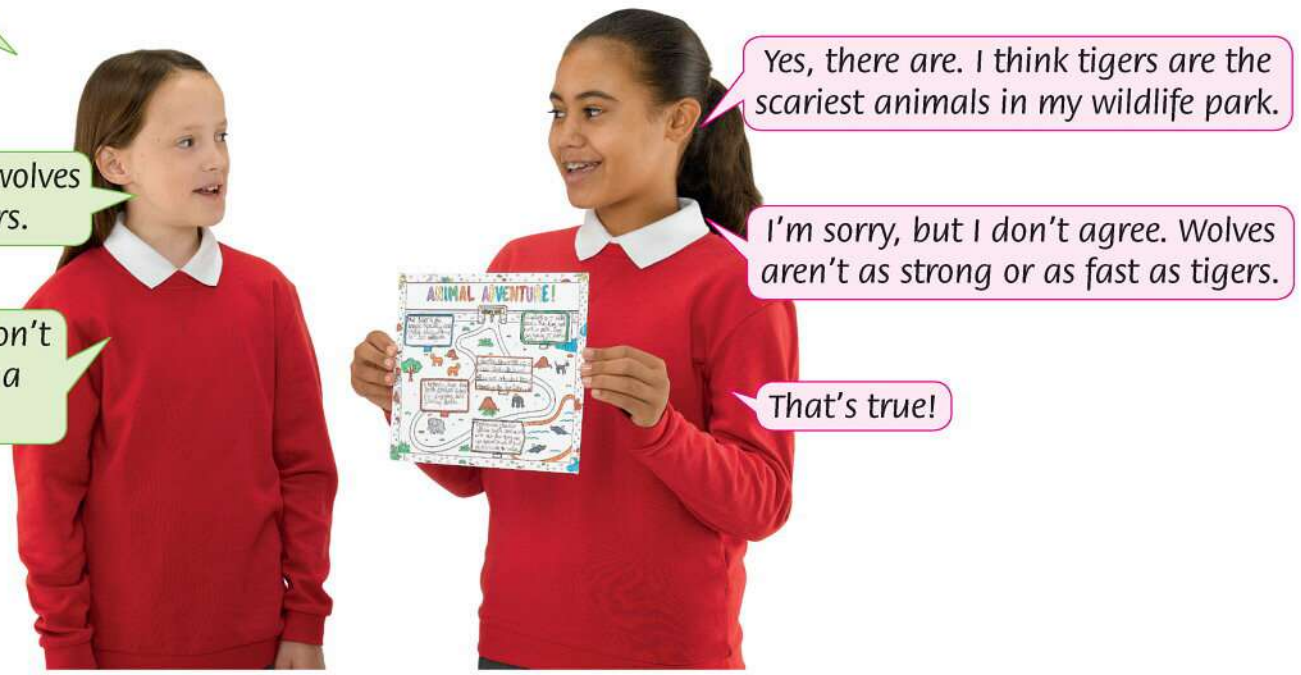
1 Look at the story again. Act.

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.



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 ...

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Extensive reading: non-fiction

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



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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?

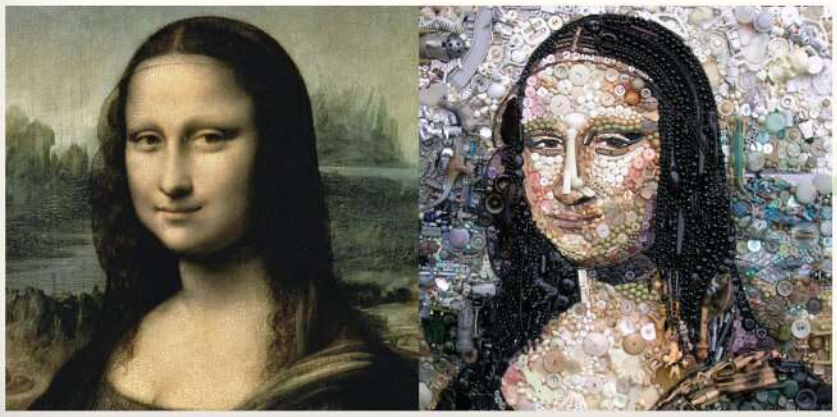
the streets. Sometimes, they wear costumes to express their message in a funny way. For example, people in a rally for the protection of endangered species might dress up as endangered animals.

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!

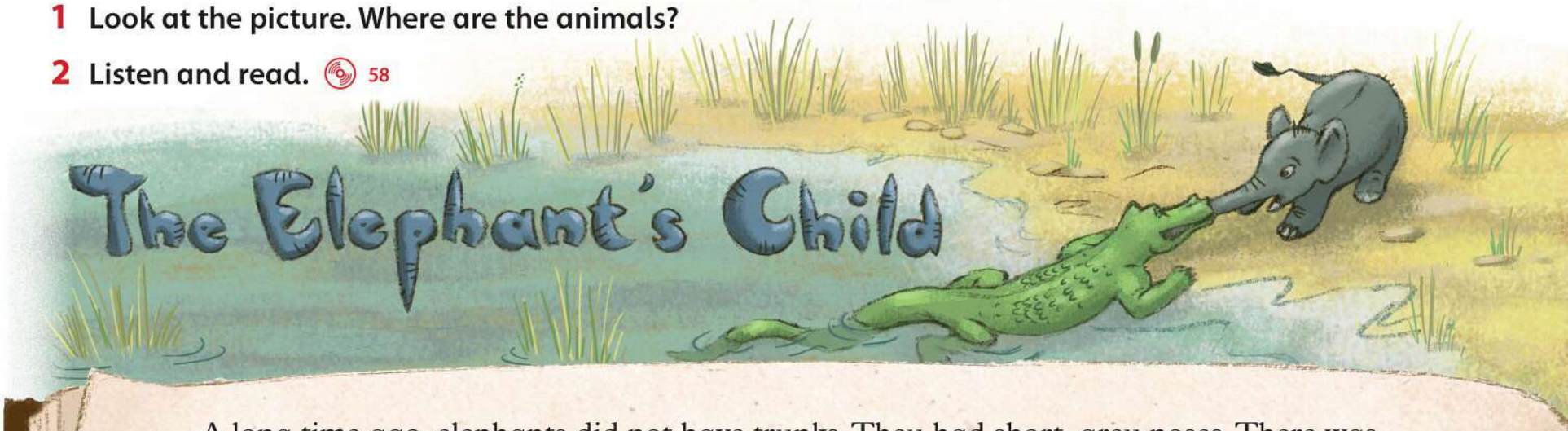


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Extensive reading: fiction

1 Look at the picture. Where are the animals?

2 Listen and read. 58



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

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

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

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

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

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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

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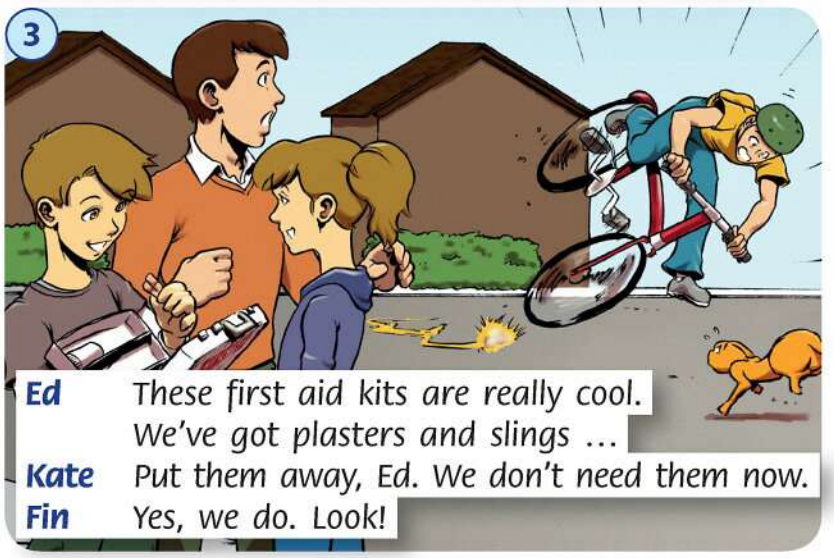
7 Call an ambulance!

Lesson One Story

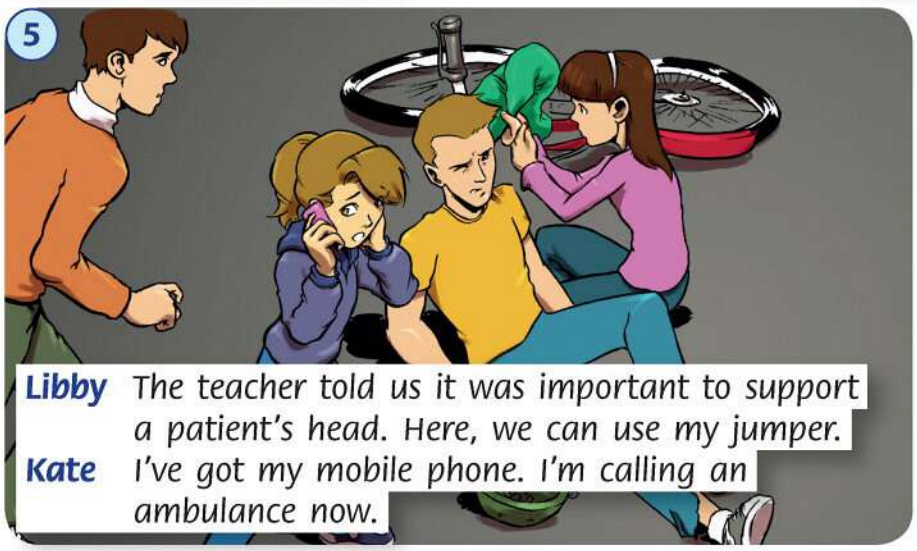
1 Listen and read. What are the children doing in picture 5? 59

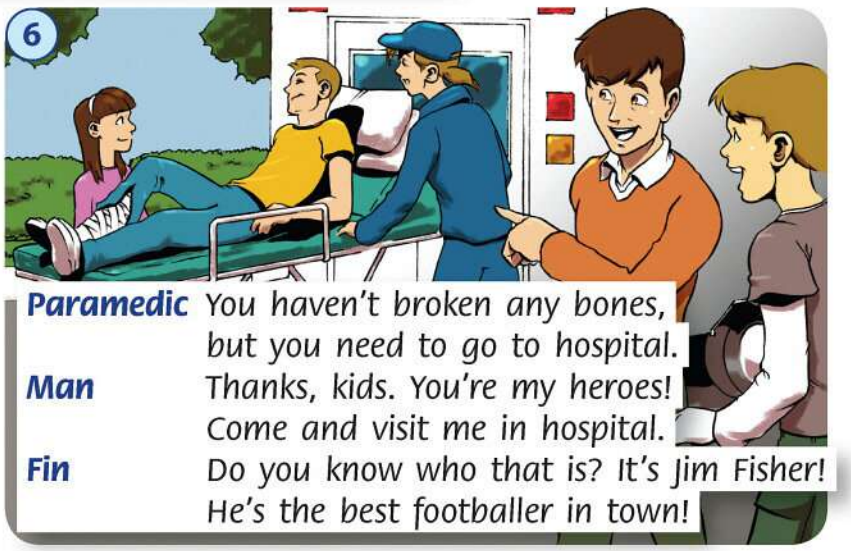












2 Listen to the story again and repeat. Act.

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 _____.

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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



Dictionary Workbook 5 pages 126–134

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.

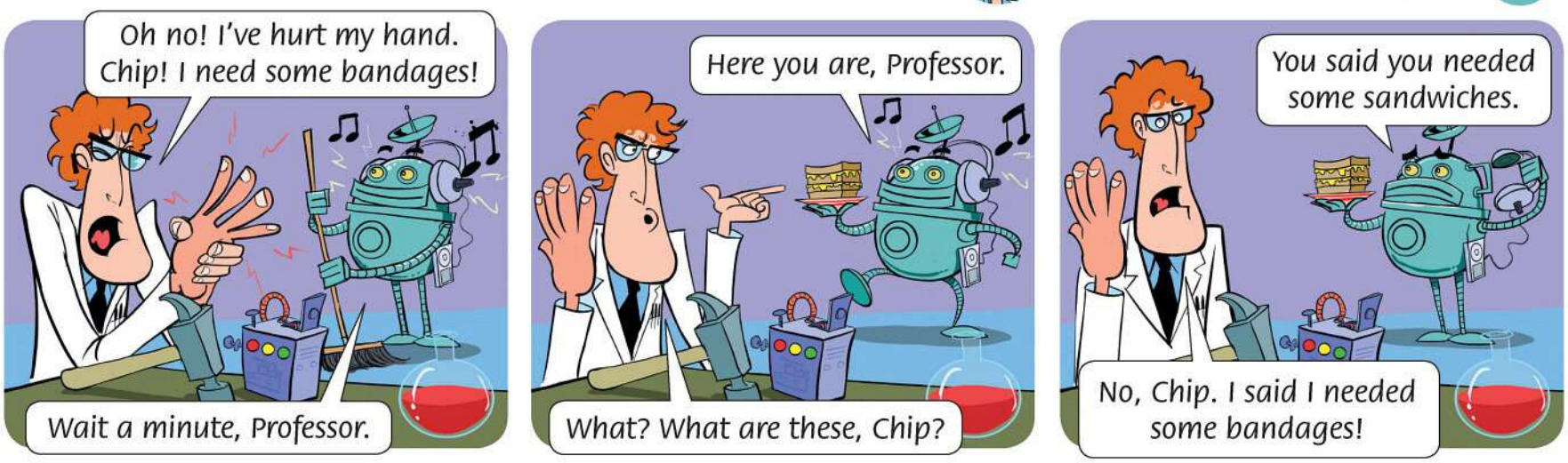
3 Please put *on* / *away* your toys now.

4 We put *on* / *down* sun cream so we don't get sunburn.

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

PROFESSOR & CHIP



2 Read and learn.

Reported speech

Use reported speech to report what somebody else said.

Direct speech:	**Reported speech:**
"I need some bandages."	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.

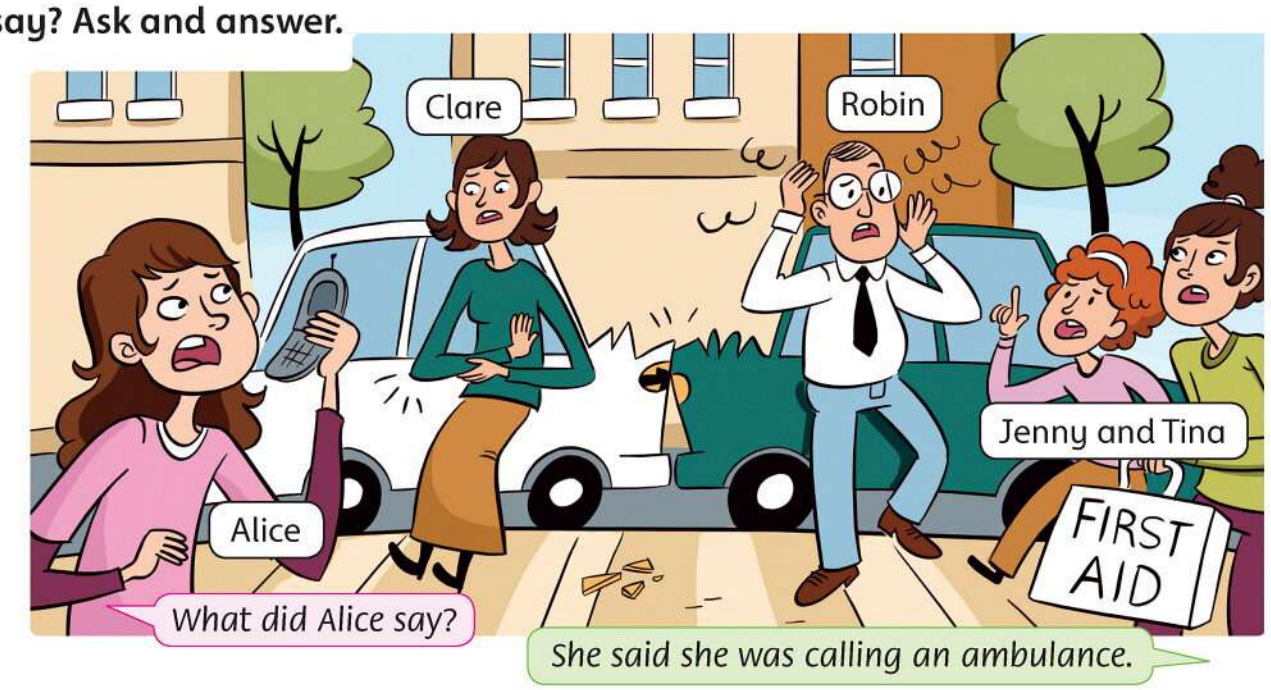
4 Speaking What did they say? Ask and answer.

I'm calling an ambulance.

My arm hurts.

We know first aid.

I don't know what happened.



G Complete Grammar Time Exercise 1 on page 119 of Workbook 5.

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

3 Read and circle.

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

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Skills Time!

Lesson Five

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? _____

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Words in context

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

Dictionary Workbook 5 pages 126–134

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.



Emergency service needed: 1 ambulance
Caller's name: 2 _____ Roberts
Address of emergency: 51 3 _____ Street
Type of emergency: 4 _____ accident
Vehicles: two 5 _____, one motorbike
Number of people: 6 _____

Speaking

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

Emergency, which service? — Police / Fire / Ambulance
What's your name, please? — _____, please. — (your name)
Where are you calling from? — It's _____. — (your home address / your school address)
What's the emergency? — I'm at _____. — a fire / a flood / an accident / a robbery
How many people need help? — There's _____. — One. / Two. / Three. / Four. / I don't know. / I'm not sure.
OK. Help is on its way. Please stay calm. Thank you. Goodbye. — _____

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Skills Time!

Lesson Seven

Writing

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

2 Read.



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.

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.

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.** page 64

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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?**

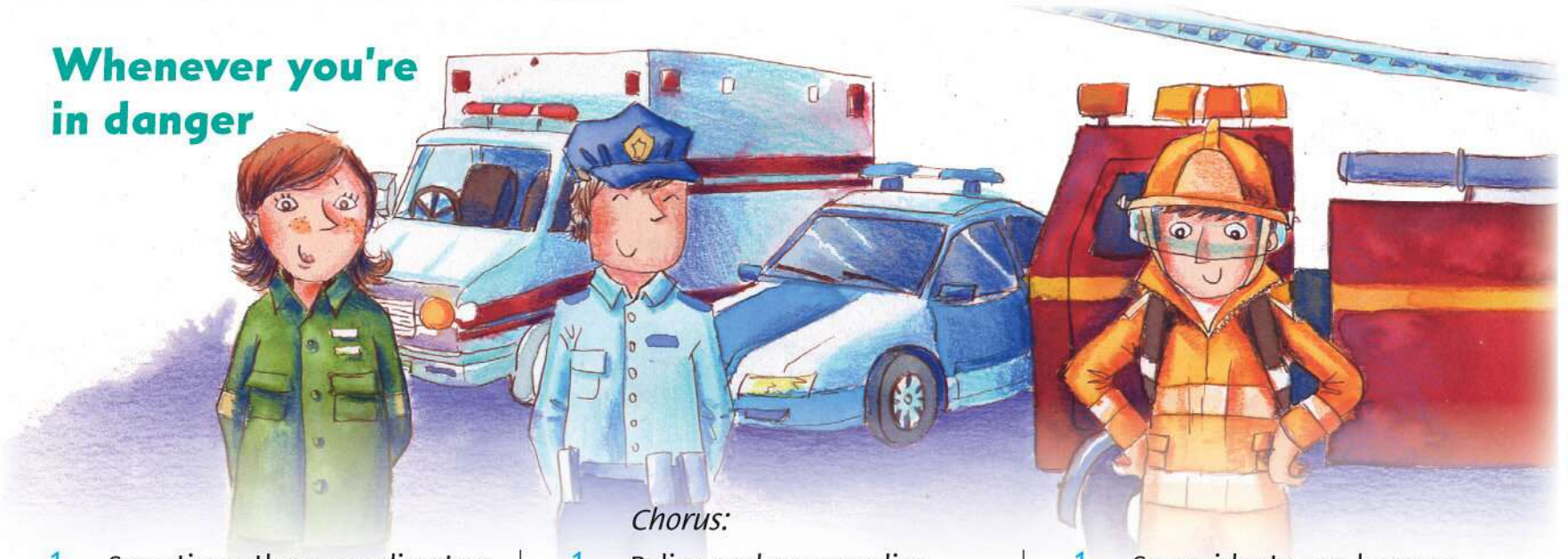
8 (verb) *to teach people how to do something*
What is the word?

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



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

Chorus:
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.

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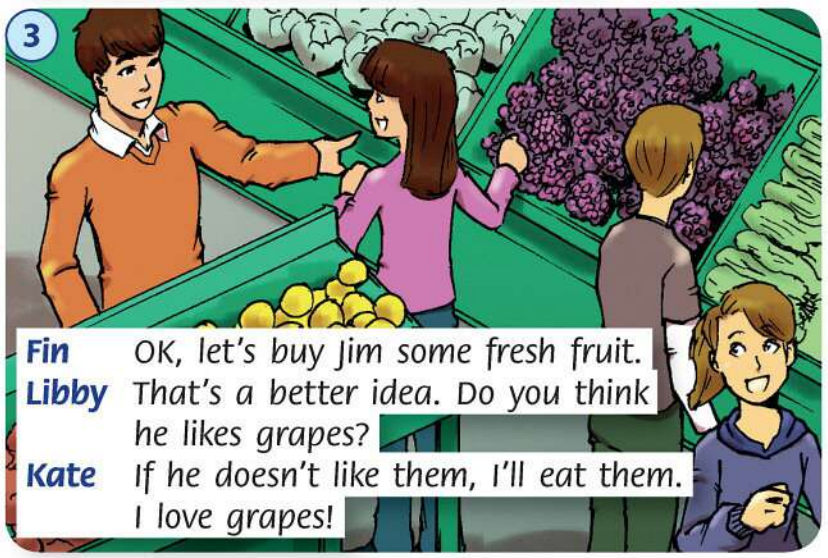
8 Let's eat healthily

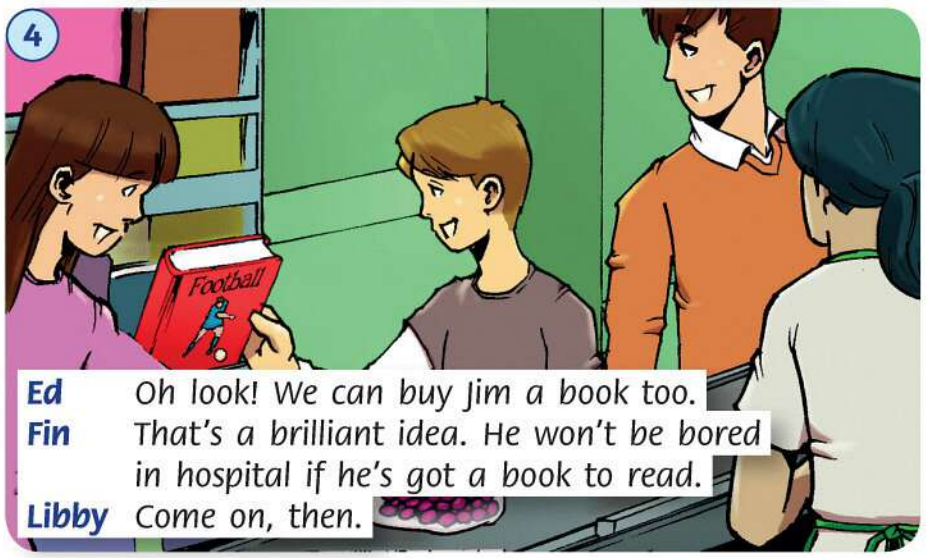
Lesson One Story

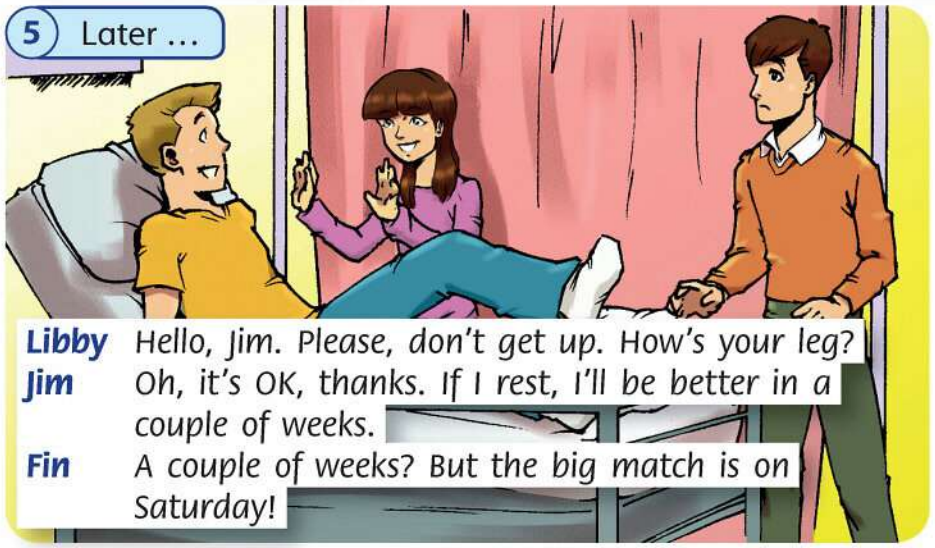
1 Listen and read. Where are the children in pictures 2 and 5? 67













2 Listen to the story again and repeat. Act.

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

1 The children are going to visit Jim in the supermarket. False
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. _____

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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

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

Working with words

Phrasal verbs with *get*


get up


get on with


get on


get off

Dictionary Workbook 5 pages 126–134

3 Listen and repeat. 69

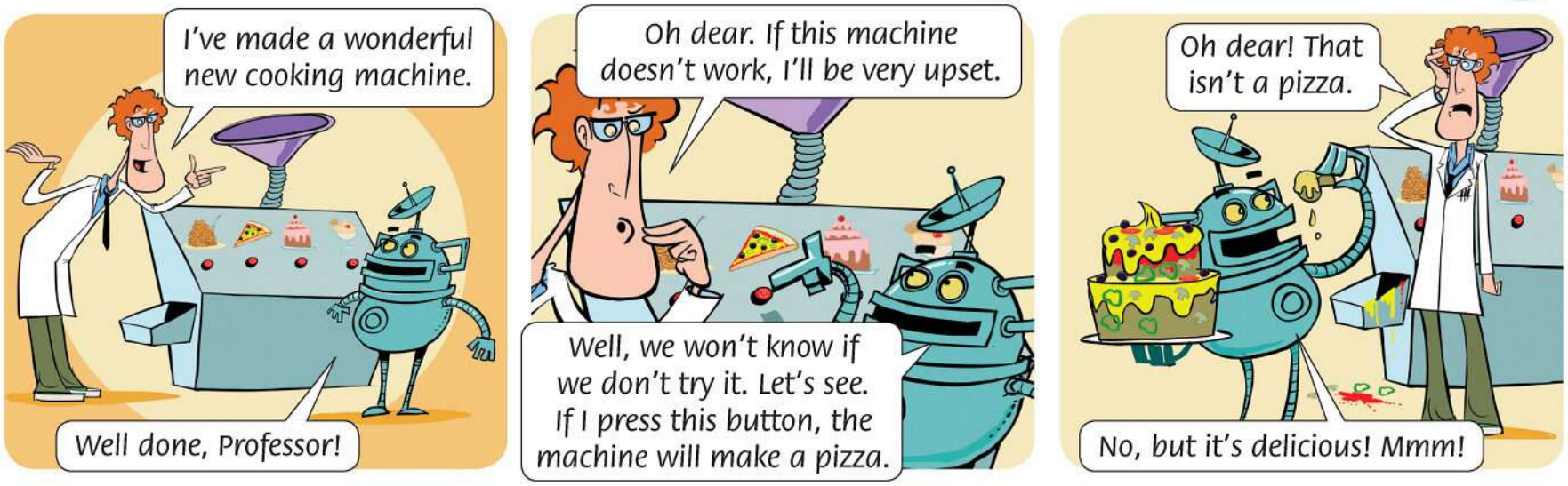
4 Read and circle.

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

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

PROFESSOR & CHIP



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. ☑

2 Mum will be happy if
- we cook dinner. ☐
- we'll cook dinner. ☐

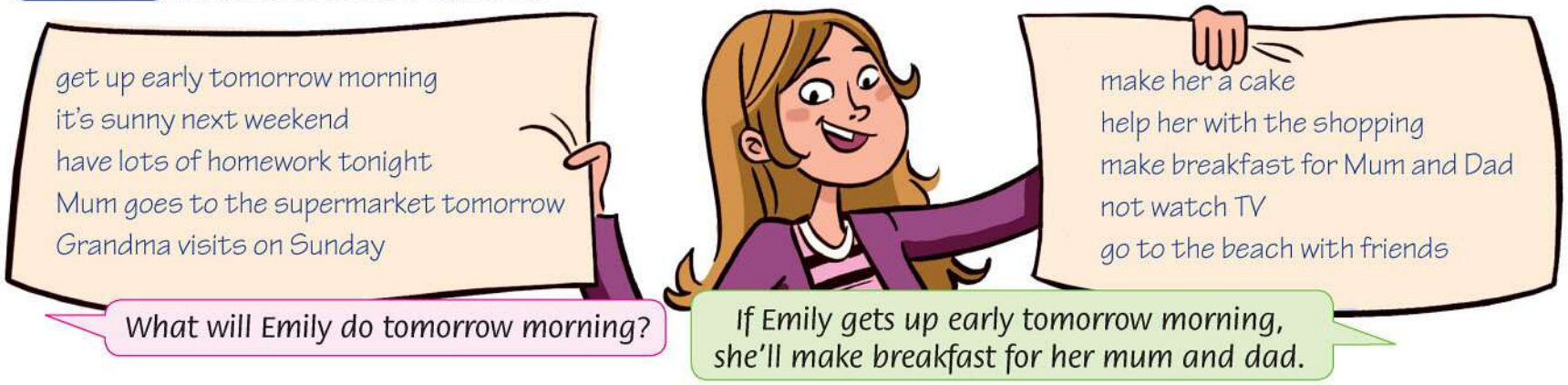
3 If the team practise a lot,
- they win the football match. ☐
- they'll win the football match. ☐

4 We will be late for school if
- we don't hurry. ☐
- we won't hurry. ☐

5 If Billy has enough money,
- he buys a new CD. ☐
- he'll buy a new CD. ☐

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.



G Complete Grammar Time Exercise 1 on page 120 of Workbook 5.

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

4 Complete the sentences. Use the first conditional.

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

G Complete Grammar Time Exercise 2 on page 121 of Workbook 5.

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Skills Time!

Lesson Five

Reading

1 Look at the poster. Which foods should you eat most of?

2 Listen and read. 72

The healthy eating pyramid

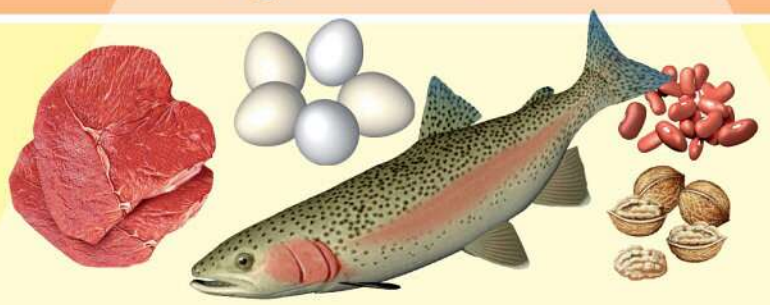
Healthy eating is not about being thin, or about giving up the foods you love. It's about feeling great and having more energy. If you choose the right foods, your healthy diet will be a tasty diet too.



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? Yes, it is.
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? _____

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Words in context

1 Find words in the poster to match the definitions.

Dictionary Workbook 5 pages 126–134

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 [c] **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.

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

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Skills Time!

Lesson Seven

Writing

1 Look at the text. What is it about?

2 Read.



Monday, 14 April

Pizza problems

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

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

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

Posted by Tina at 3:33 p.m.

3 Read again and answer the questions.

1 What did Tina want to make?

2 Why didn't Tina hear her brother come into the kitchen?

A personal account: endings

We can end a personal account by writing:

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

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.** page 72

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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 [1] vegetables .
Fill up your plate.
[2] _____ you eat healthily,
You [3] _____ feel great.

Chorus:
Food gives you [4] _____
For work and play.
Start [5] _____ healthily.
Try it today!

[6] _____ is delicious, so
Juicy and [7] _____.
It's full of [8] _____
And good to eat.

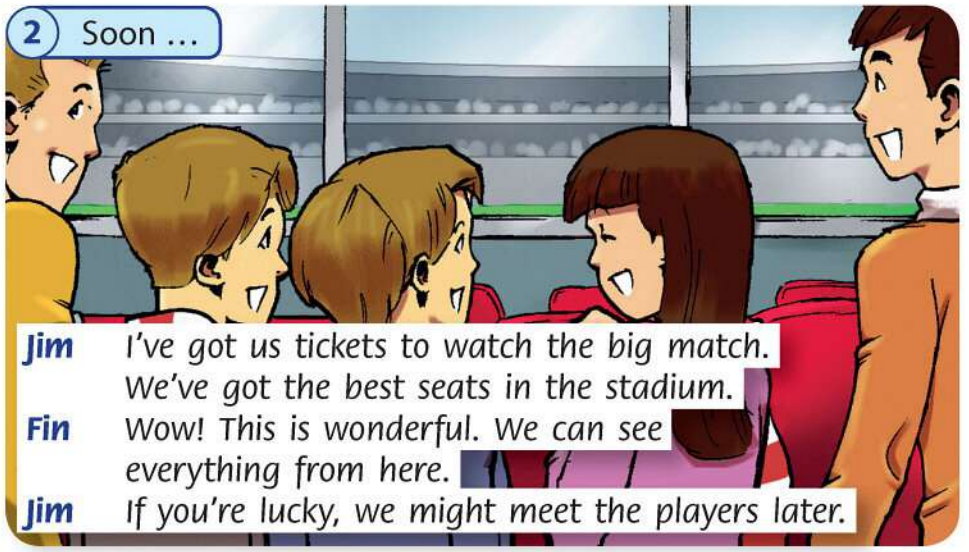
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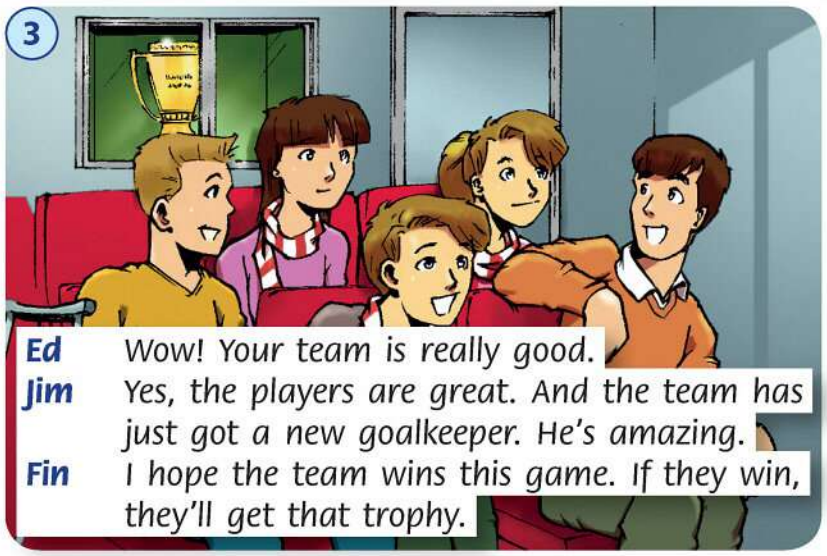
9 The big match

Lesson One Story

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













2 Listen to the story again and repeat. Act.

3 Read again and circle.

1 Jim has got *tickets* / *players* for the big match.
2 The children have got the best *team* / *seats*.
3 The children might meet the *players* / *trophy* later.
4 The team has got a new *captain* / *goalkeeper*.
5 Jim has got a *job* / *game* for the children.
6 The children give the *team* / *trophy* to the captain.

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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

Dictionary Workbook 5 pages 126–134

3 Listen and repeat. 77

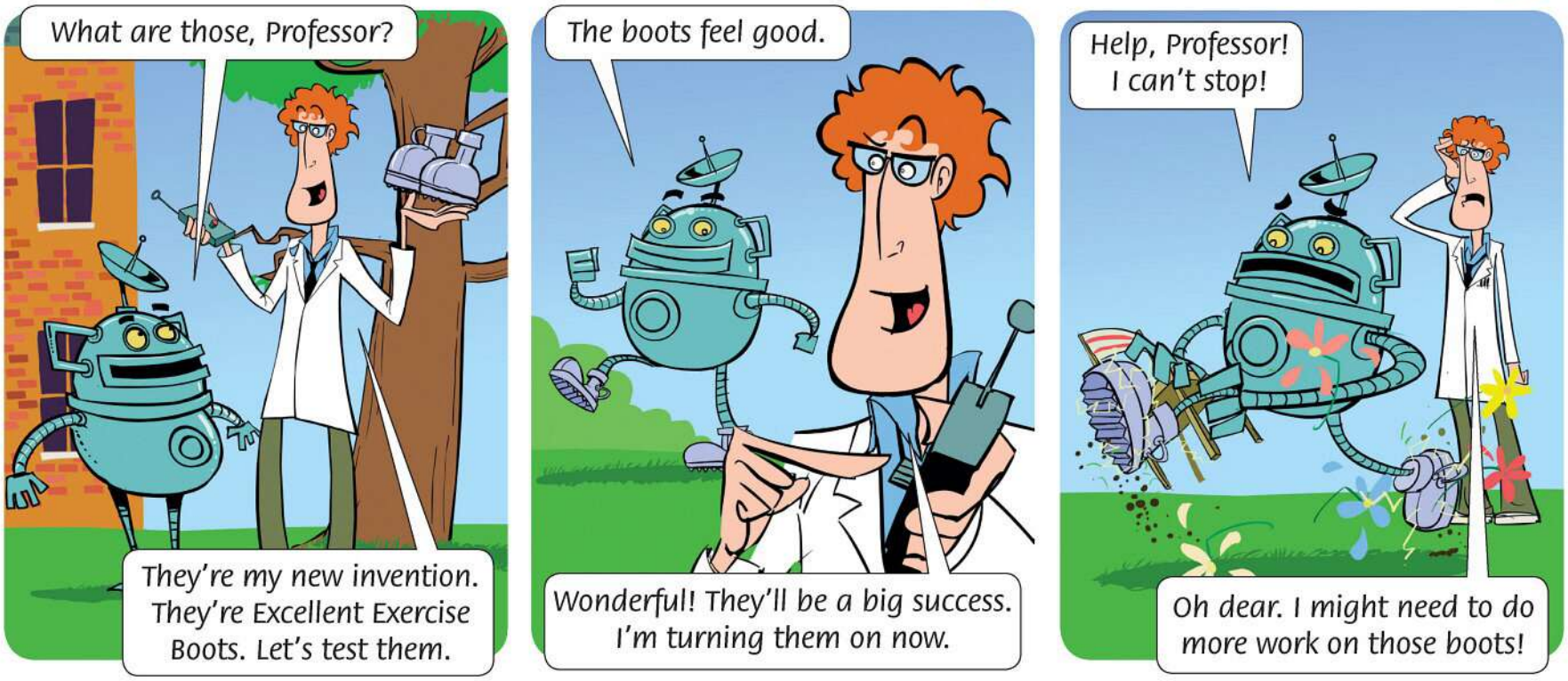
4 Read and circle.

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!

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1 Listen and read. What has Professor invented? 78

PROFESSOR & CHIP



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.

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

4 Speaking Ask and answer.

What are you doing on Saturday?

If it's sunny, I might play basketball.



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



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

G Complete Grammar Time Exercise 1 on page 121 of Workbook 5.

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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

2 I ____ help my mum clean the house today.
a doesn't have to **b** has to **c** have to

3 Karen ____ get up at eight o'clock last Monday.
a doesn't have to **b** had to **c** have to

4 ____ Billy have to practise his guitar yesterday?
a Did **b** Has **c** Does

5 We ____ tidy our bedrooms before we could go out to play yesterday.
a doesn't have to **b** had to **c** have to

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.

G Complete Grammar Time Exercise 2 on page 121 of Workbook 5.

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Skills Time!

Lesson Five

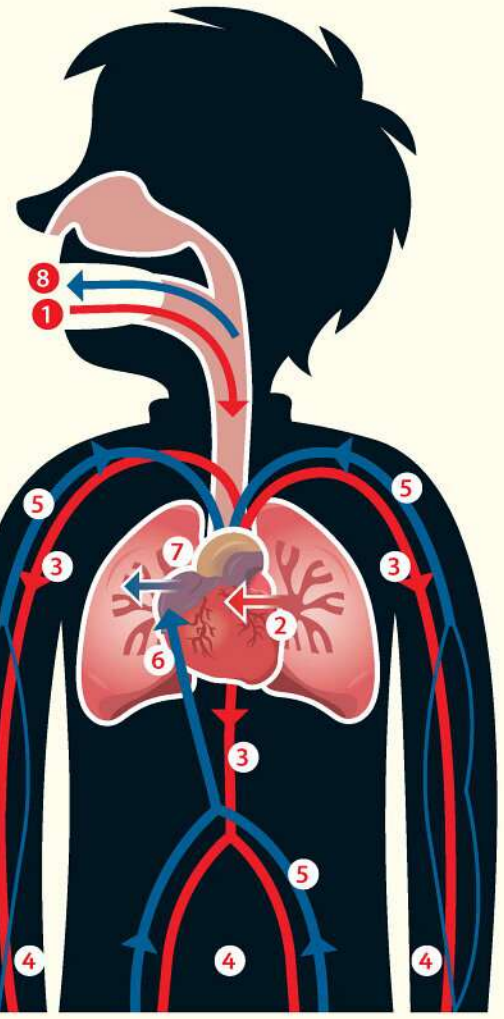
Reading

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? No, it isn't.
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? _____

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Words in context

1 Find words in the text to match the definitions.

Dictionary Workbook 5 pages 126–134

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?
  [1] 5 years old
- win first race?
  [2] _____ years old
- training?
  cycle every day
  run [3] _____ days a week
  go to gym [4] _____ days a week
- diet?
  eat fruit, vegetables, whole grains,
  [5] _____ drink water every [6] _____ minutes when training

Speaking

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

Do you enjoy exercising? → _____ → Yes, I do. / No, I don't.

How do you keep fit? → I _____. → run / swim / play football / walk / ride my bike / go to the gym

What's your favourite sport? → My favourite sport is _____. → football / tennis / basketball / volleyball / hockey / baseball / sailing / gymnastics / surfing / swimming / athletics / skiing

What other sports or activities would you like to try? → I'd like to try _____.

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Skills Time!

Lesson Seven

Writing

1 Look at the text. Who is the interview with?

2 Read.

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

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

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

Do you have to do a lot of training?
I run for three hours every day. I swim four days a week, too. Swimming is great exercise for every part of the body.

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

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



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?
eat healthy food, drink plenty of water [d]

2 start playing tennis?
8 [ ]

3 training?
practise – 2 hours a day
go to gym – 5 days a week [ ]

4 win first match?
10 [ ]

a When did you start playing tennis?
When I was eight years old.

b How old were you when you won your first match?
I was ten years old.

c Do you have to do a lot of training?
I practise for two hours every day and I go to the gym five days a week.

d Do you have a special diet?
I eat healthy food and I drink plenty of water.

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

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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 ☐

2 start swimming?
6 ☐

a When did you start swimming?
When I was six years old.

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 [2] _____.
You do it every day.
Breathe in, breathe out.
[3] _____ in fresh air
To help you work and play!

Breathe in, breathe out.
With every breath
The [4] _____ moves round and round.
Breathe in, breathe out.
Your [5] _____ [6] _____ 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 [7] _____
Will keep your [8] _____ strong!

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Fluency Time! 3

Everyday English

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	☐	**a** What DVDs have U got 4 tonight?
2	Layla	☐	**b** R U going 2 football practice tomorrow?
3	Zaid	☐	**c** C U @ 6pm!
4	Ben	☐	**d** Can U bring your new CD?

glossary

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

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.

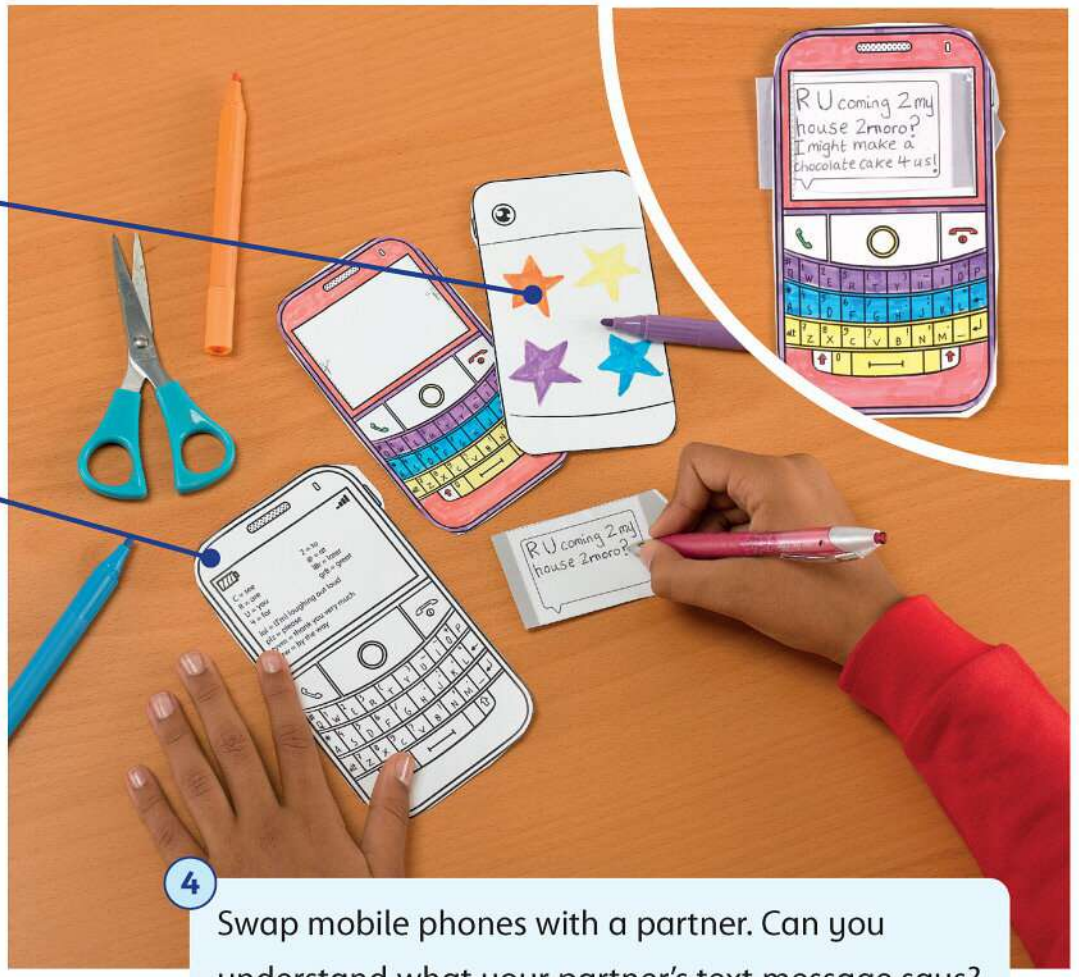
Watch the DVD!

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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.



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 …

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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.

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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 Janiero.

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

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

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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

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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.

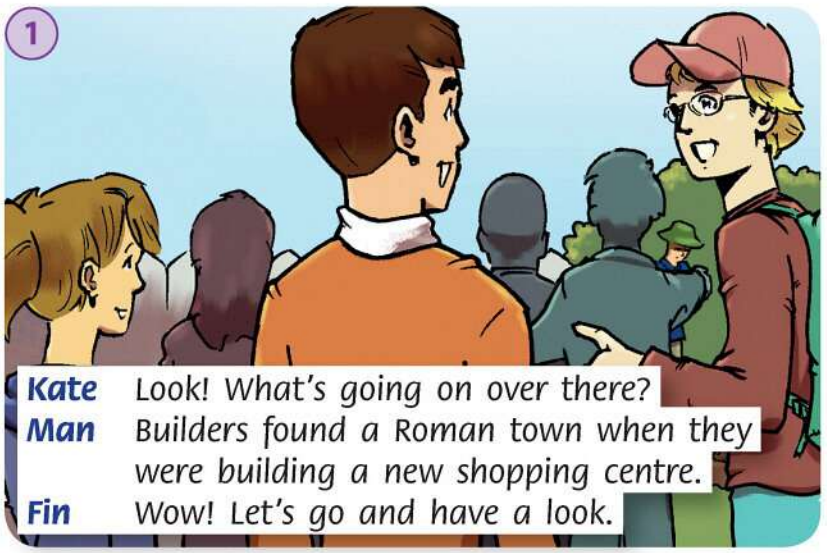
Based on a story by Johanna Spyri

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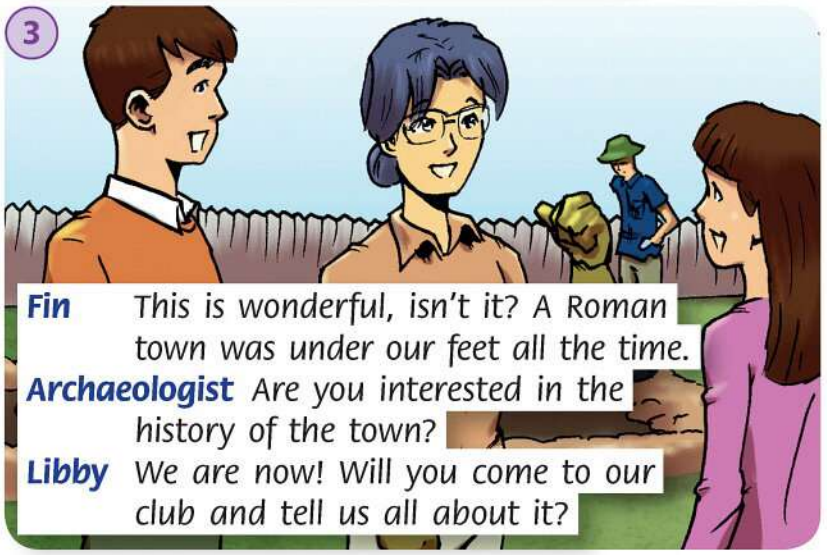
10 Ancient buildings

Lesson One Story

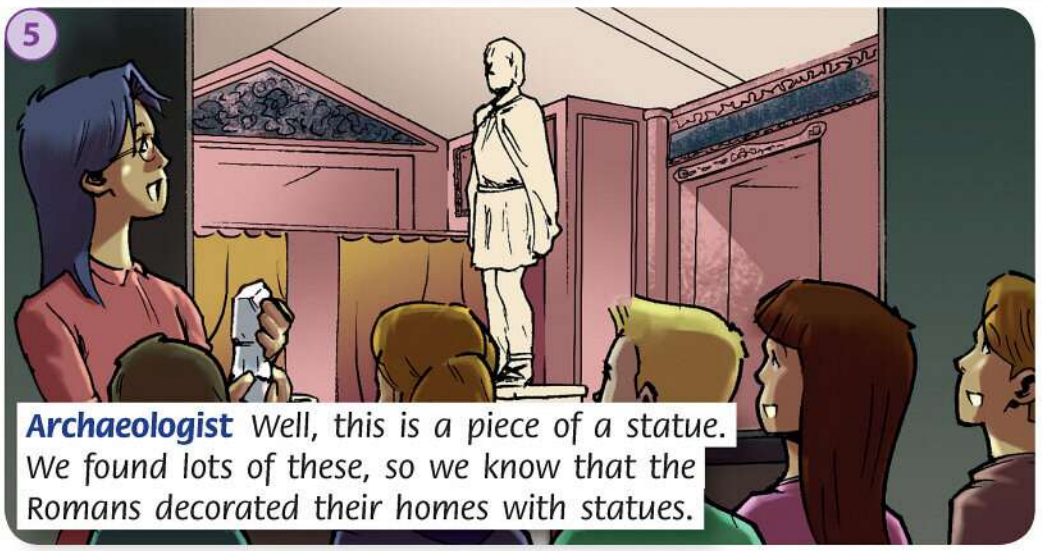
1 Listen and read. What did the builders find? 87













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.

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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

Dictionary Workbook 5 pages 126–134

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)!

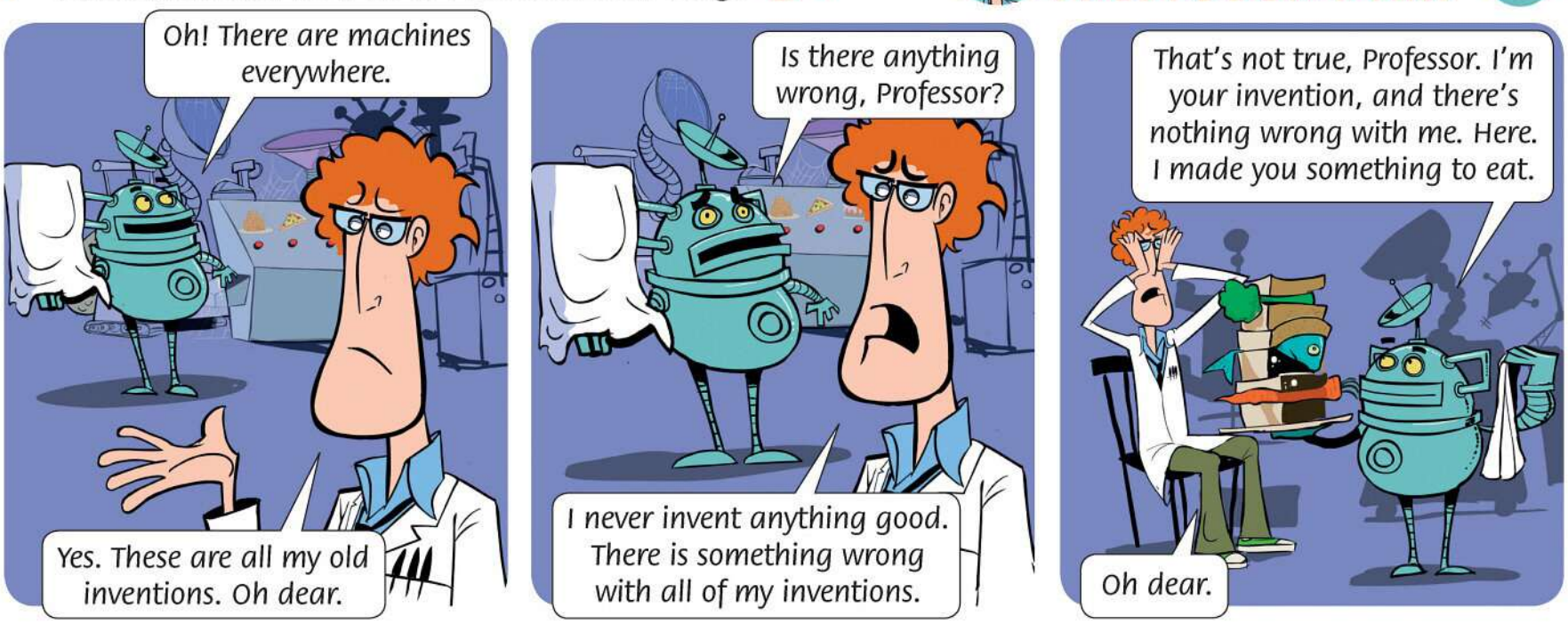
3 Work and _____ (play) are both important for school children.

4 Look at the colours in that painting. They're _____ (beauty).

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

PROFESSOR & CHIP



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!

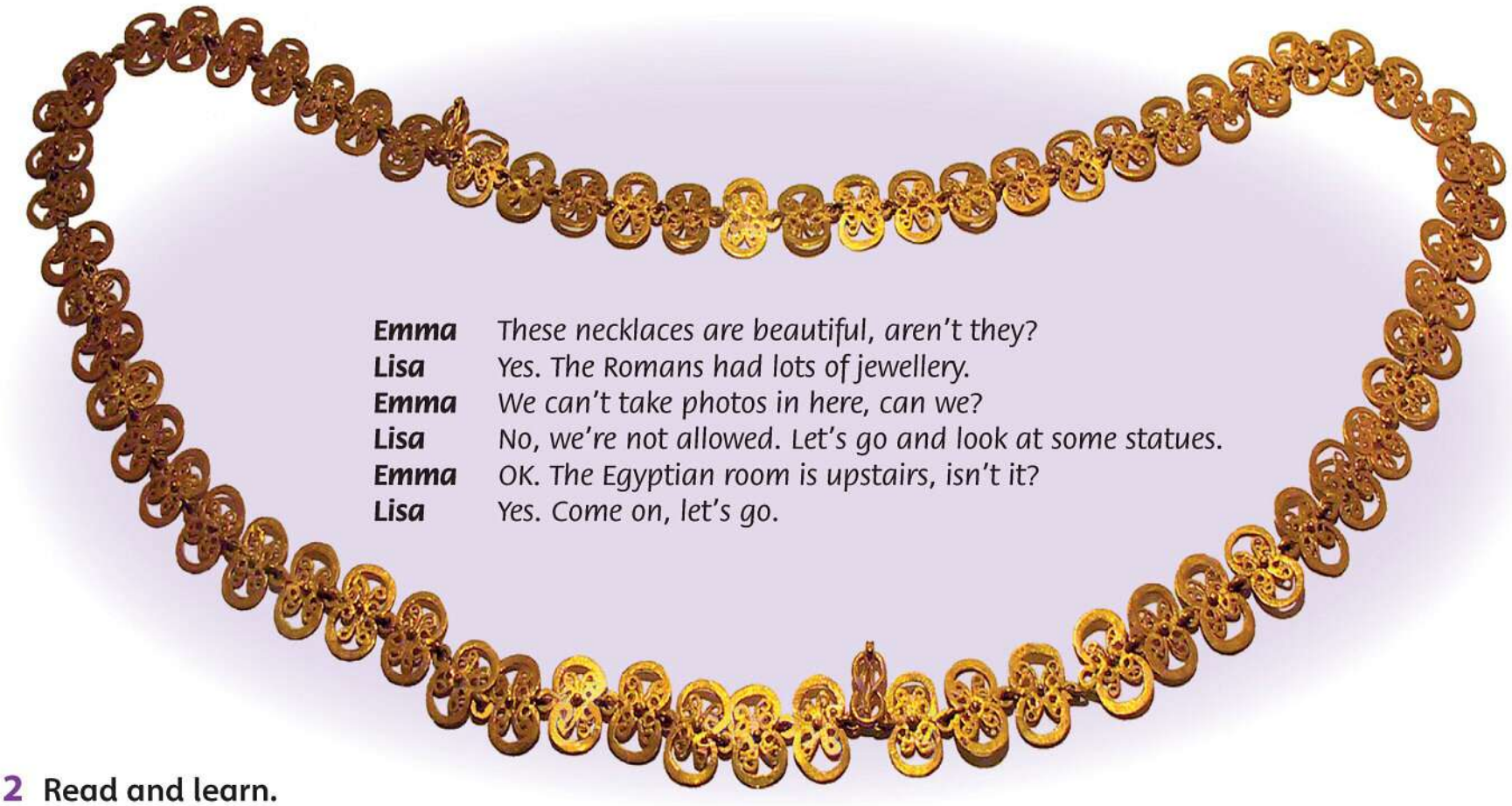
It's a person.
No, it isn't.
Yes, it is.



G Complete Grammar Time Exercise 1 on page 122 of Workbook 5.

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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, __c__ ?
a can you **b** are you **c** can't you

2 We're shopping, _____ ?
a are we **b** aren't we **c** aren't you

3 He couldn't play football, _____ ?
a can he **b** couldn't he **c** could he

4 Dad is very funny, _____ ?
a is he **b** was he **c** isn't he

5 It wasn't very cold yesterday, _____ ?
a was it **b** wasn't it **c** isn't it

6 They can't swim, _____ ?
a can they **b** can we **c** can't they

4 Write four sentences with question tags for your friend.

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

Complete Grammar Time Exercise 2 on page 122 of Workbook 5.

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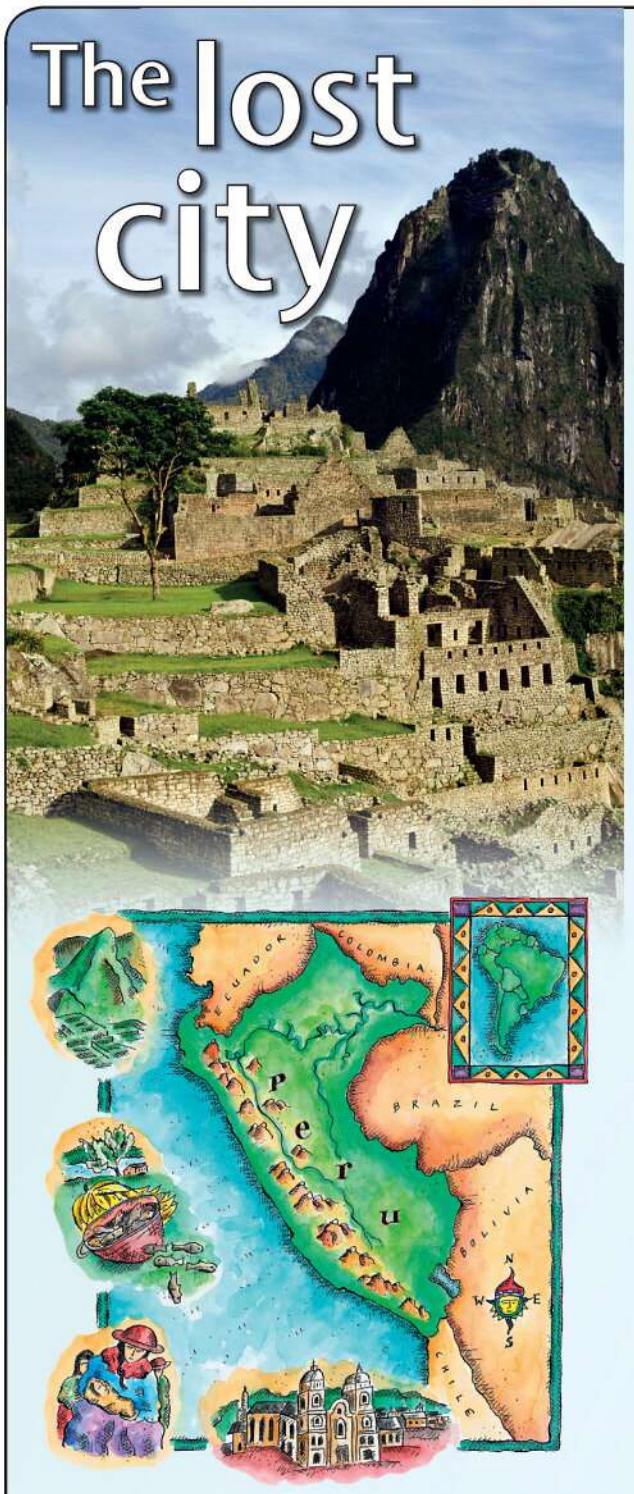
Skills Time!

Lesson Five

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*.

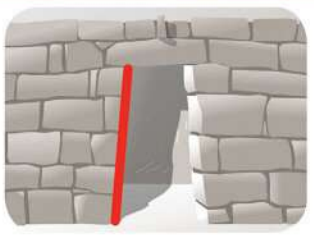
1 The Inca were from South America. True
2 All Inca cities had walls around them. _____
3 Machu Picchu is in Peru. _____
4 Explorers found fortresses at Machu Picchu. _____
5 The Inca wrote about their lives. _____
6 Not many people know about Machu Picchu. _____

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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 _____

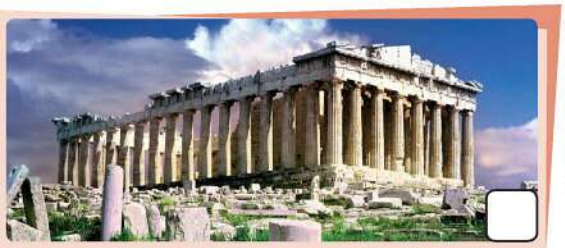


8 _____

Listening

2 Listen. What are they talking about? 93

3 Listen again and complete.



Name: Parthenon
Place: Athens, [1] Greece
Age: more than 2,000 years old
Description: huge [2] _____, beautiful statues



Name: Stonehenge
Place: Salisbury, [3] _____
Age: more than 4,000 years old
Description: huge [4] _____ of stone in a circle



Name: Great Wall
Place: [5] _____
Age: more than 2,000 years old
Description: very [6] _____, made from bricks and stone

Speaking

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

Have you ever visited a museum? — _____ / Yes, I have. / No, I haven't.

What did you see there? — *I saw* _____. / pots / jewellery / coins / statues / paintings

What ancient place would you like to visit? — *I'd like to visit* _____. / Machu Picchu / the Pyramids / Stonehenge / the Great Wall

Why? — *Because it looks* _____. / beautiful / ancient / interesting

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Skills Time!

Lesson Seven

Writing

1 Look at the text. What is it about?

2 Read.



A visit to the Colosseum by Ben Sanders

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

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

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

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

3 Read again and answer the questions.

1 What could Ben smell when he walked to the Colosseum?

2 Why did Ben feel scared?

Making writing more interesting

We can make a piece of writing more interesting by:

- **asking a question**
  Have you ever wondered what life was like in ancient Rome?
- **using the senses (what we could hear / see / smell / taste / touch)**
  I could smell fresh bread from the bakeries as I walked through the noisy streets.
- **using a variety of adjectives**
  But I imagined excited Romans sitting in the seats and watching a fantastic show.
- **describing people's thoughts and feelings**
  I felt scared, because the rooms were small and dark.
- **using direct speech**
  "Come back soon," he said.

4 Match.

1 Do you ever wonder how people built ancient buildings? [C]

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. [ ]

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

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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.**

_____

_____

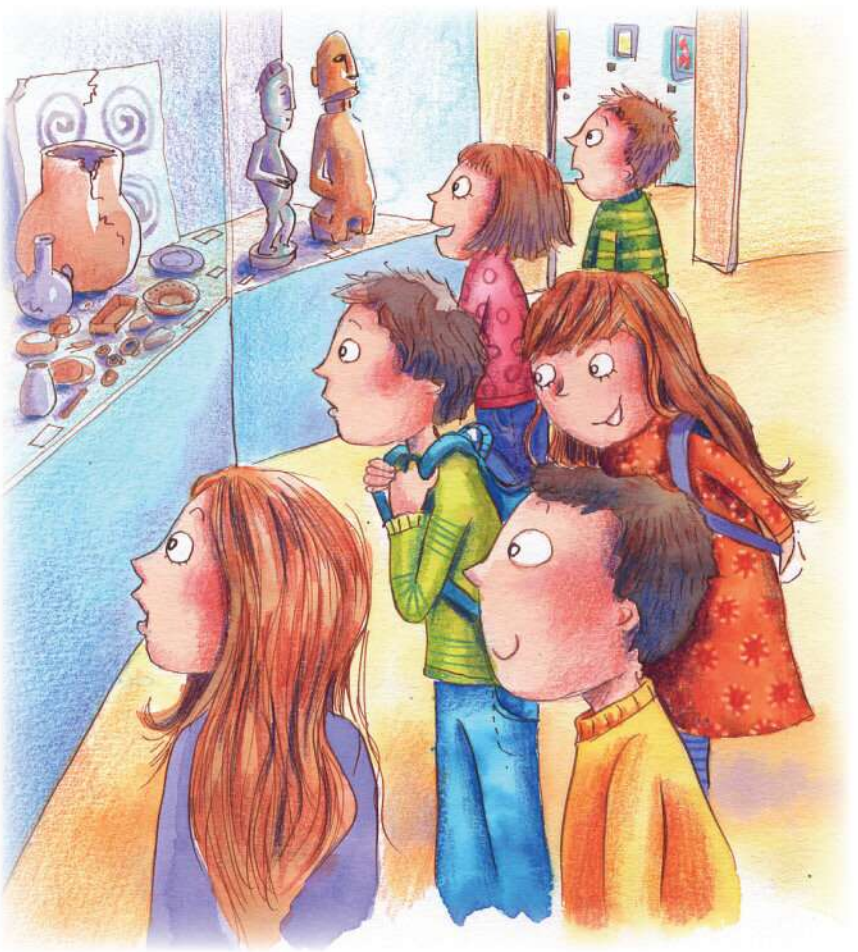
2 Listen and order the lines. Sing. 94

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.

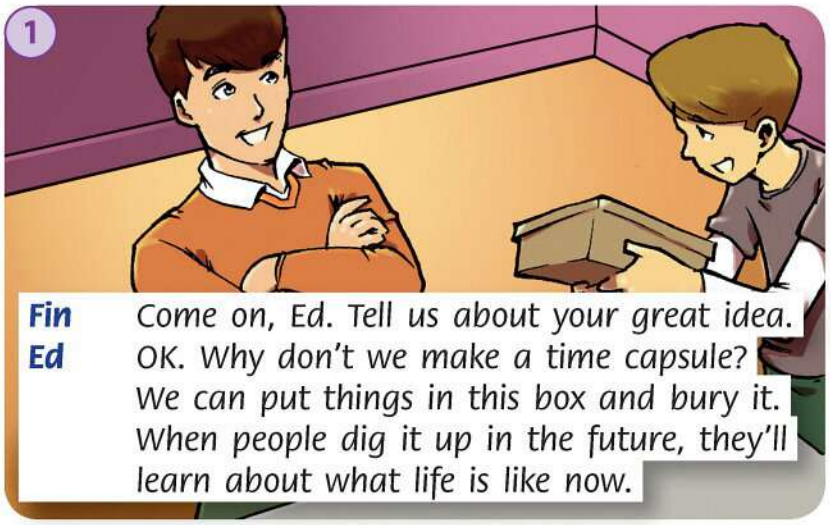


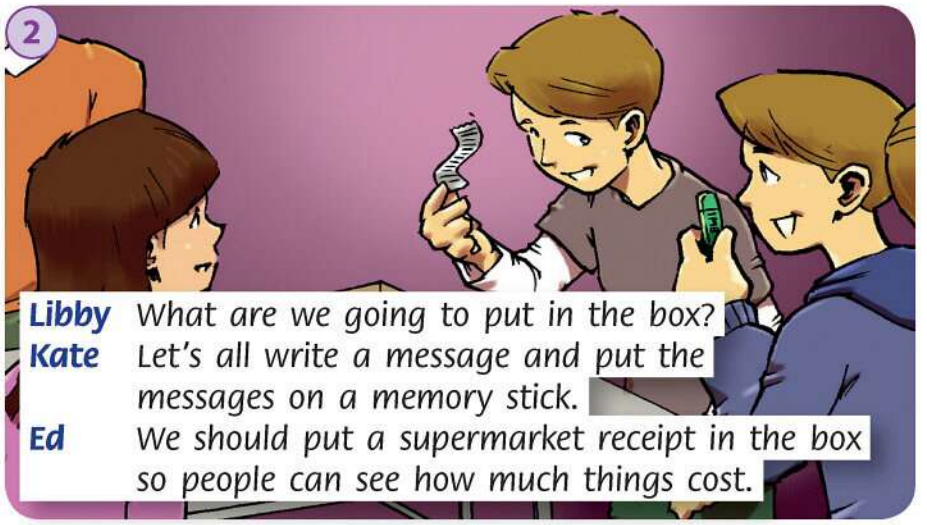
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11 A message for the future

Lesson One Story

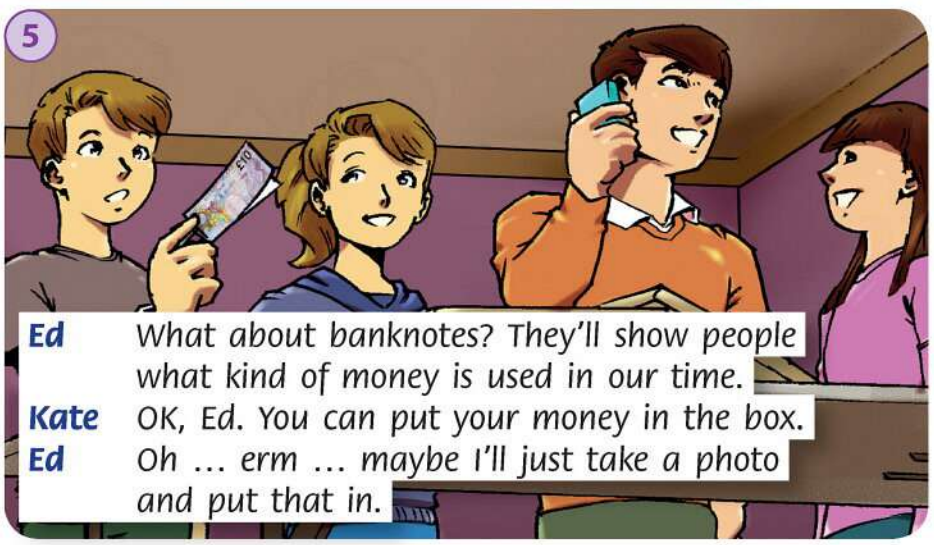
1 Listen and read. What are the children doing? 95













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. _____

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1 Listen and repeat. 96



2 Write the words.

1 You can write about your life in a diary.

2 A _____ is paper money.

3 You can store information on a _____.

4 A _____ tells you how to use a new machine.

5 You can keep your favourite photos in a _____.

6 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 *noun*	float *noun*	spring *noun*	note *noun*	coach *noun*	light *noun*
stamp *verb*	float *verb*	spring *noun*	note *noun*	coach *noun*	light *adj*

Dictionary Workbook 5 pages 126–134

3 Listen and repeat. 97

4 Match the homonyms.



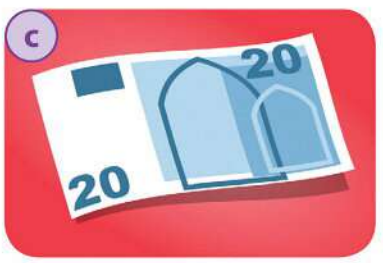










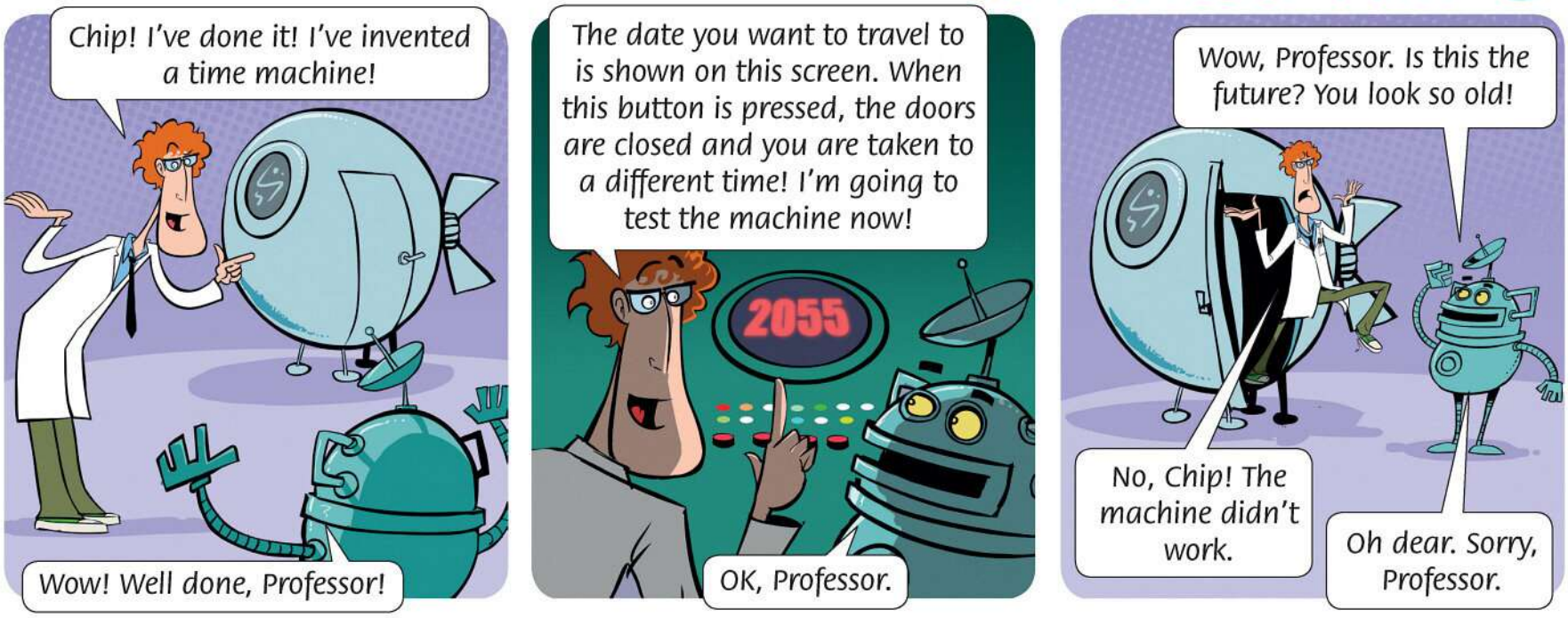




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1 Listen and read. Does the time machine work? 98

PROFESSOR & CHIP



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. P
2 I do all my homework on my computer. ___
3 The film starts at eight o'clock. ___
4 A lot of films are made in Hollywood. ___
5 A lot of ancient things are kept in museums. ___
6 We often visit our local museum. ___

4 Speaking Make passive sentences.

V 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.



G Complete Grammar Time Exercise 1 on page 122 of Workbook 5.

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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.
2 Bread is made *by* / *with* flour.
3 Aeroplanes are flown *by* / *with* pilots.
4 Photos are taken *by* / *with* cameras.
5 Thieves are caught *by* / *with* the police.
6 These bottles are filled *by* / *with* water.

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

1 Mrs Green teaches our English lessons.
Our English lessons are taught by Mrs Green.
2 Fires are put out by firefighters.
Firefighters put out fires.
3 Dad drives the children to school.
4 Criminals are caught by the police.
5 Mobile phones are used by lots of people.
6 Hundreds of tourists visit my town.
7 My clothes are washed by my mum.
8 Karen feeds the penguins.

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

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Skills Time!

Lesson Five

Reading

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

2 Listen and read. 100



Nim's Island is a great film. It's directed by Jennifer Flackett and Mark Levin. The main character in the film is an eleven-year-old girl called Nim. Nim is played by Abbie Breslin, who is only a 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*.

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Words in context

1 **Find the words in the review. Write.**

Dictionary Workbook 5 pages 126–134

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	f	a sad
2	the beginning		b funny
3	the script		c boring
4	the actors		d amazing
5	the special effects		e brilliant
6	the ending		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

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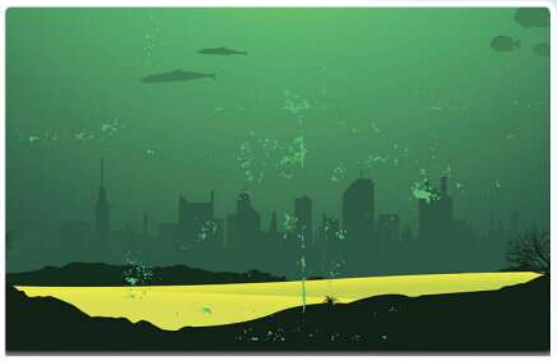
Skills Time!

Lesson Seven

Writing

1 **Look at the text. What is it about?**

2 **Read.**



Atlantis: The Lost Empire by Lucy Winters

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

A rich man gives Milo a submarine and a team of people to help him find the lost empire of Atlantis. After some exciting adventures, Milo and his team find Atlantis. But Atlantis is in trouble. A bad man wants to steal the blue stone that protects the empire. Milo has to beat the bad man and save the empire.

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

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

3 **Read again and answer the questions.**

1 Who is *Atlantis: The Lost Empire* directed by?

2 Who is the main character?

A film review

When we write a film review, we write:

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

4 **Match.**

1 The film is directed by Mike Hammond. [d]

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. [ ]

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

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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.

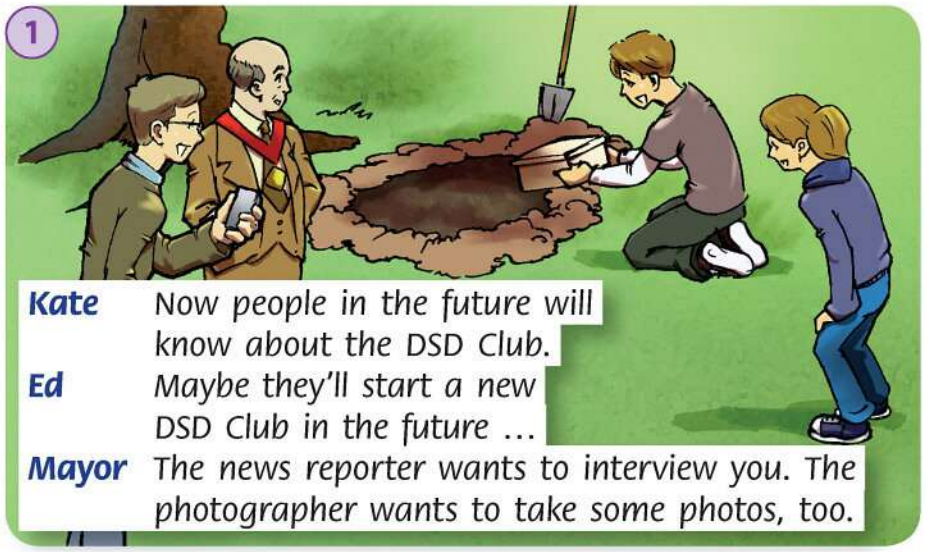


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12 Be a part of history!

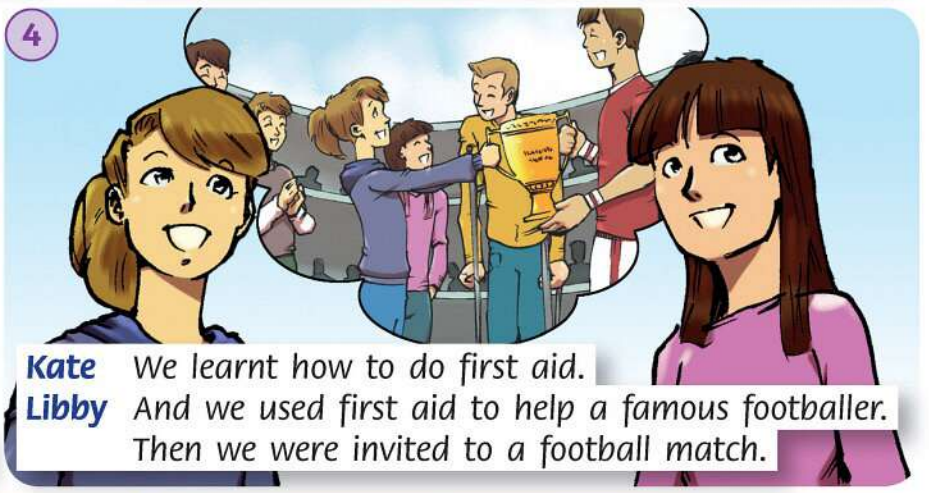
Lesson One Story

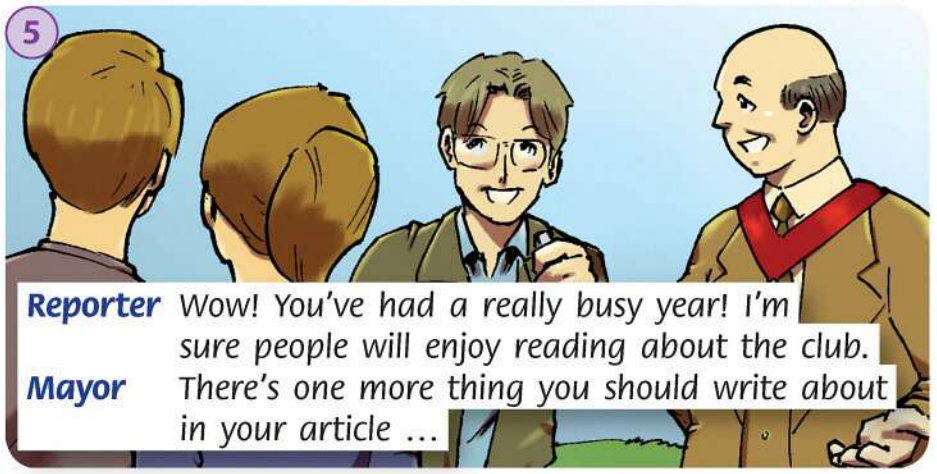
1 Listen and read. What are the children doing in pictures 3 and 6? 103













2 Listen to the story again and repeat. Act.

3 Read again and circle.

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

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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

Dictionary Workbook 5 pages 126–134

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

excite exciting bore boring amaze amazing

3 Listen and repeat. 105

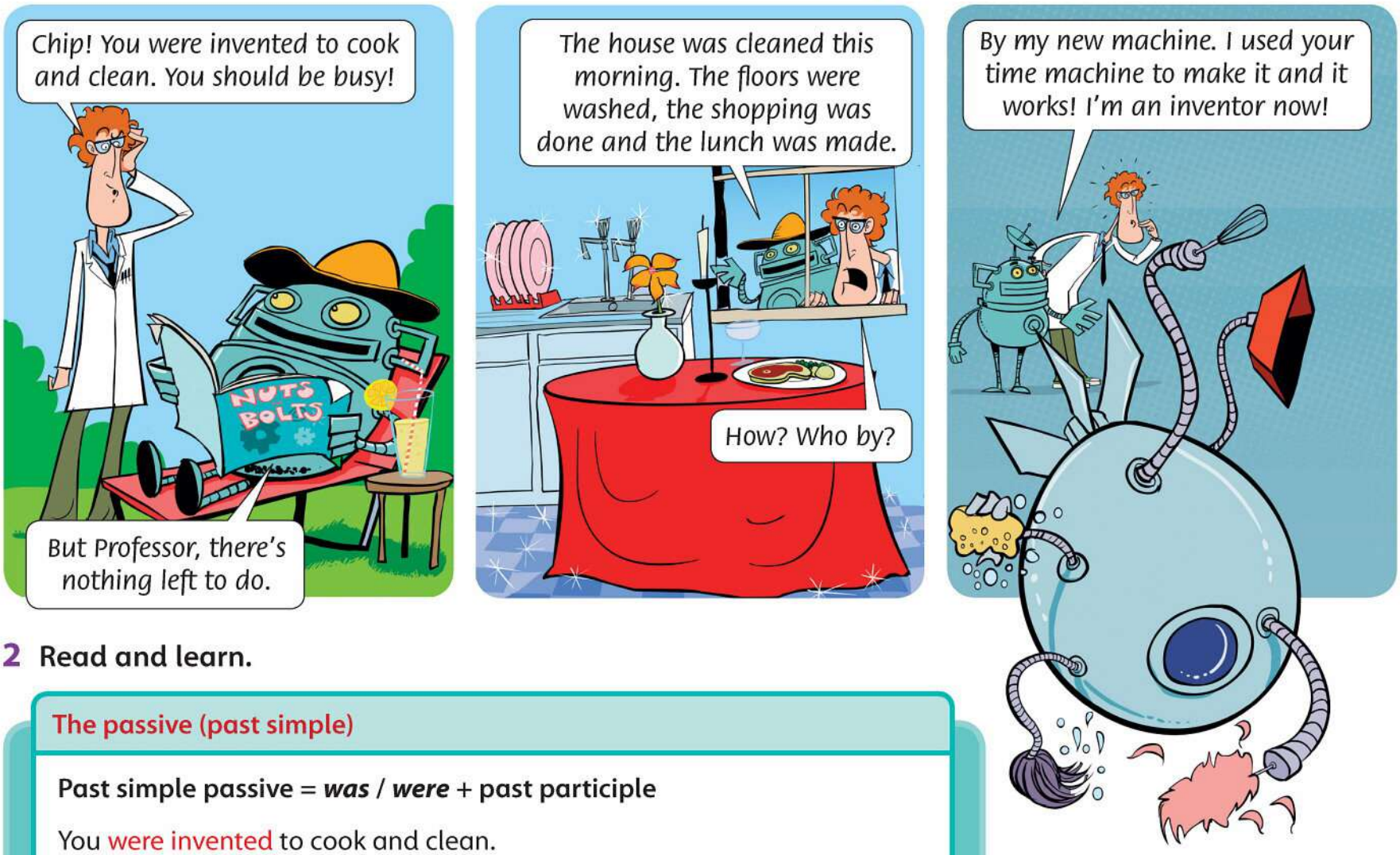
4 Write.

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).

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1 Listen and read. What has Chip done? 106

PROFESSOR & CHIP



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.

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

4 Complete the sentences. Use the past simple passive.

V Irregular verb list Workbook 5 page 135

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

G Complete Grammar Time Exercise 1 on page 123 of Workbook 5.

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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.*

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

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Skills Time!

Lesson Five

Reading

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

2 Listen and read. 108

Who deserves a high salary?

Bright star — Posted at 14:56 on 12/4

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. Factory workers work 40 hours a week. Footballers just kick a ball around. I think they are paid more than they deserve.

Sports fan — Posted at 17:23 on 12/4

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.

London girl — Posted at 18:06 on 12/4

I don't think that a footballer or any other celebrity should be paid so much money. They don't help anyone. Scientists and doctors train for years, too. They improve people's lives, but they are not paid as much as pop stars. That's silly!

Bookworm — Posted at 18:42 on 12/4

I agree with London girl. Surgeons, 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 heroes and they should be the real celebrities.

Sports fan — Posted at 19:18 on 12/4

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.

Bright star — Posted at 19:56 on 12/4

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.





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

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Words in context

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

Dictionary Workbook 5 pages 126–134

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

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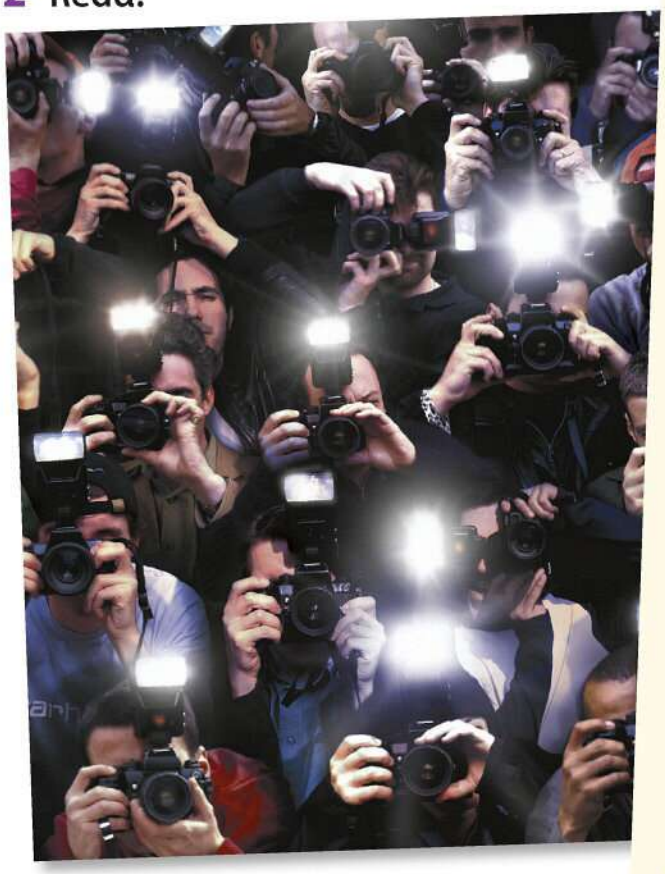
Skills Time!

Lesson Seven

Writing

1 Look at the text. What is it about?

2 Read.



Famous people in the news by Tom Adams

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

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

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

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

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

3 Read again and answer the questions.

1 Does the writer think that reporters should write about celebrities?

2 What reasons does the writer give for his opinion?

Expressing opinions

We use these phrases to express our opinions:

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

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

5 Read and circle.

1 I don't *opinion* / *believe* celebrities should be angry when their pictures are printed in newspapers.

2 It *seems* / *believe* to me that famous people have very good lives.

3 In my *opinion* / *think*, famous actors earn more money than they deserve.

4 I *seems* / *think* it is very easy to become famous these days.

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

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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

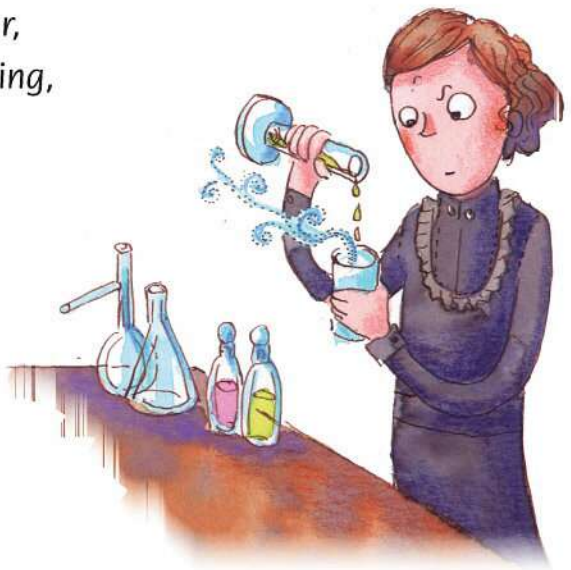




1 You don't have to sing pop songs
_____ Or be on a TV show.
_____ To be someone people know.
_____ You don't have to play football

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.

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Fluency Time! 4

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~~

1 Layla is thinking of a pen.
2 Zaid is thinking of a _____.
3 Megan is thinking of a _____.
4 Ben is thinking of a _____.



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

ball book window ruler door pencil towel eraser plate spoon

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.

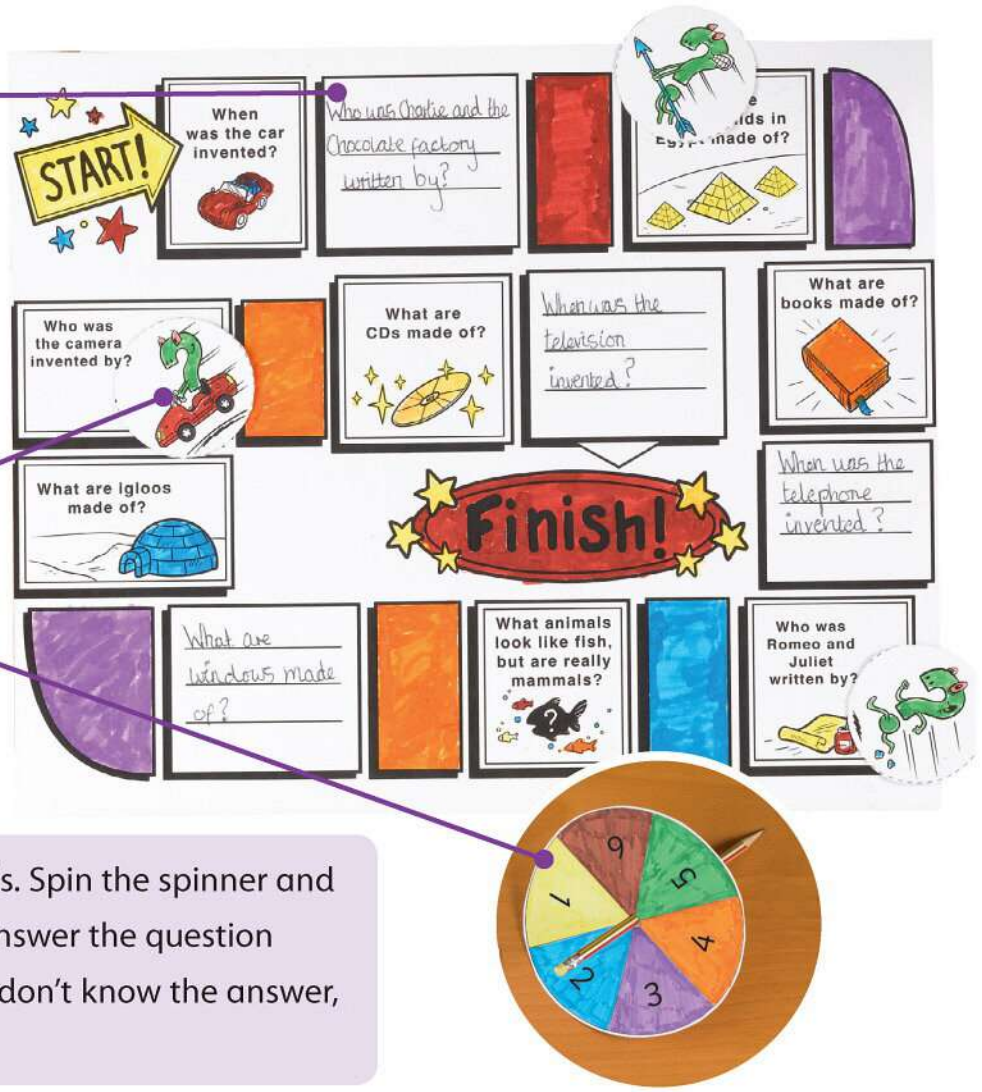
Watch the DVD!

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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.



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 …

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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

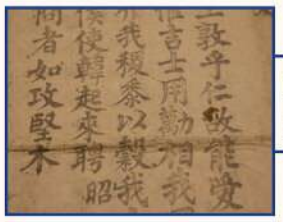
There are many stories about how the kite was invented. Some people believe that a Chinese farmer tied a string to his hat to stop it from blowing away, and his hat became the first kite. Other stories say that Chinese soldiers used kites to send



3000 BC Bells

2000 BC Pasta

1200 BC Kite



2nd century BC Paper

2400–1900 BC Fork



1300 BC Silk

300–100 BC Football

21 AD Umbrella

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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?



100–200 AD Wheelbarrow

200 AD Printing



220–280 AD Hot air balloons

600–900 AD Toothbrush

900 AD Matches

1000 AD Compass & Restaurant menus

1000–1100 AD Fireworks

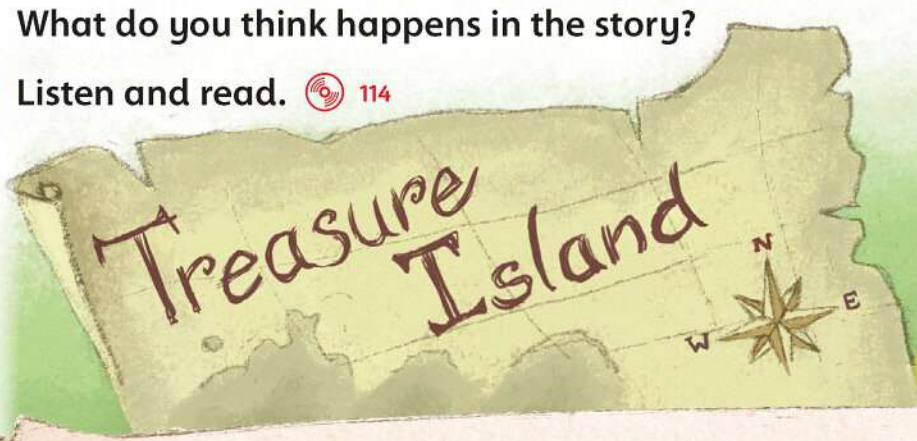
1127–1279 AD Fishing reel

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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.

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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



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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!

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



Let's talk about school clubs!

Active verbs

We practise our play.	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.

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

2 The drama club meets on Thursdays. _____

3 Lucy doesn't like looking at pictures. _____

4 Jack is training for an important match. _____

5 Emma loves heavy metal. _____

3 Talk about the children in Exercise 1.

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

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

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

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

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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.

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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

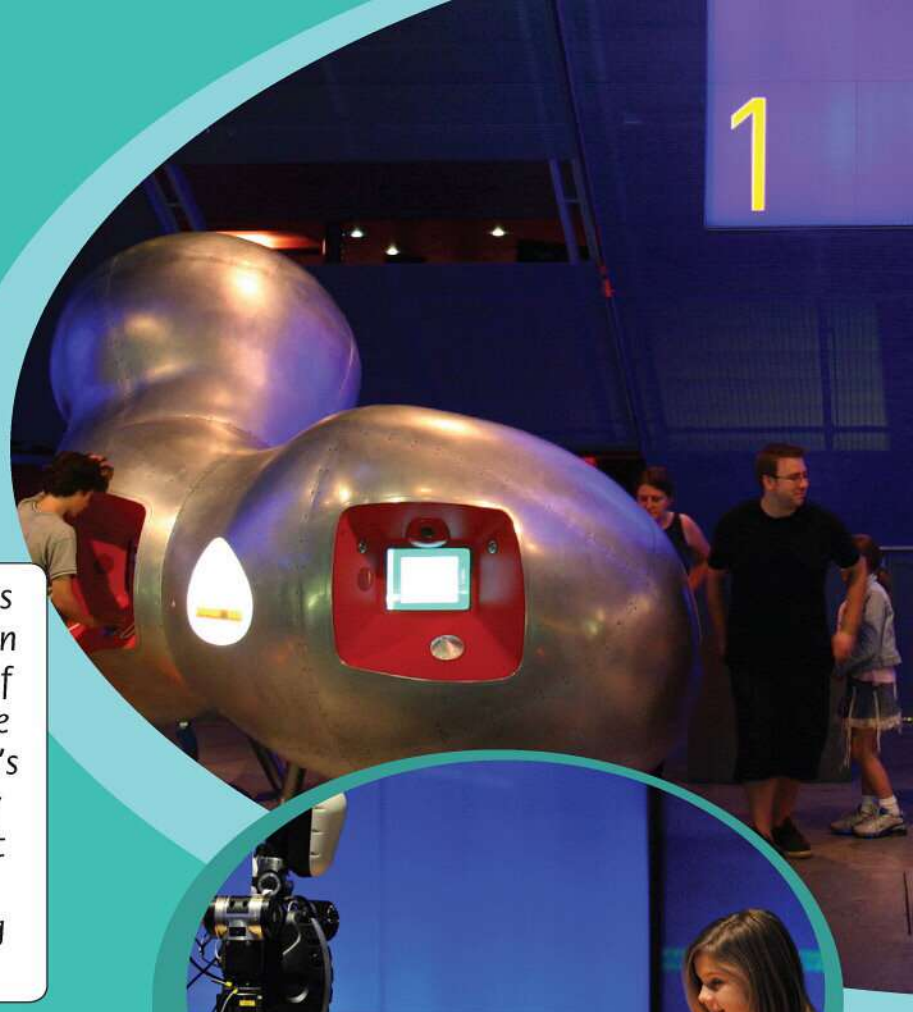
4 Write about you. Where do you usually go on holiday? What can you do there?



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 ...

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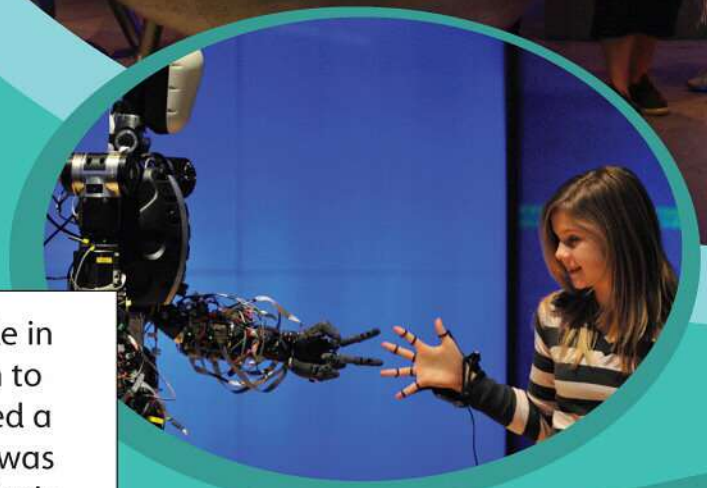
School trips



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



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

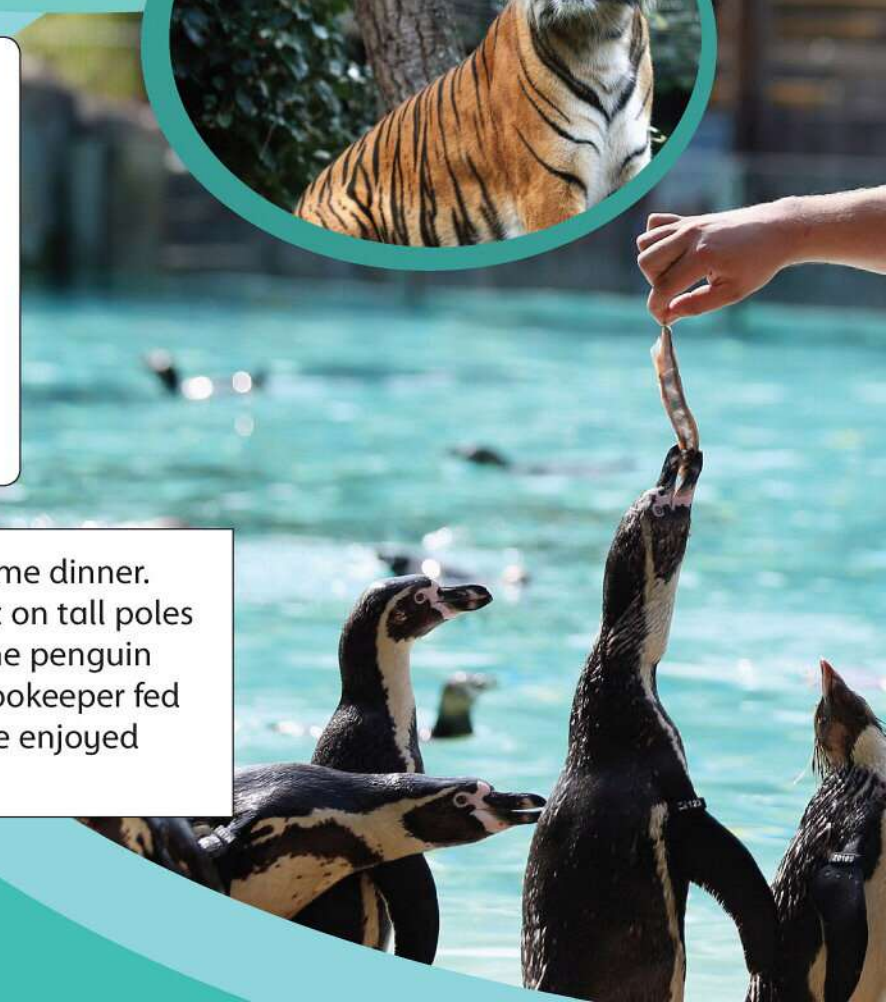


We learnt about the human brain and about DNA. DNA is the code in our bodies that makes us who we are. I used a computer program to see myself as an old man. It was very strange! My friend John used a special microphone to hear himself speak with a girl's voice. That was very funny! The Science Museum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



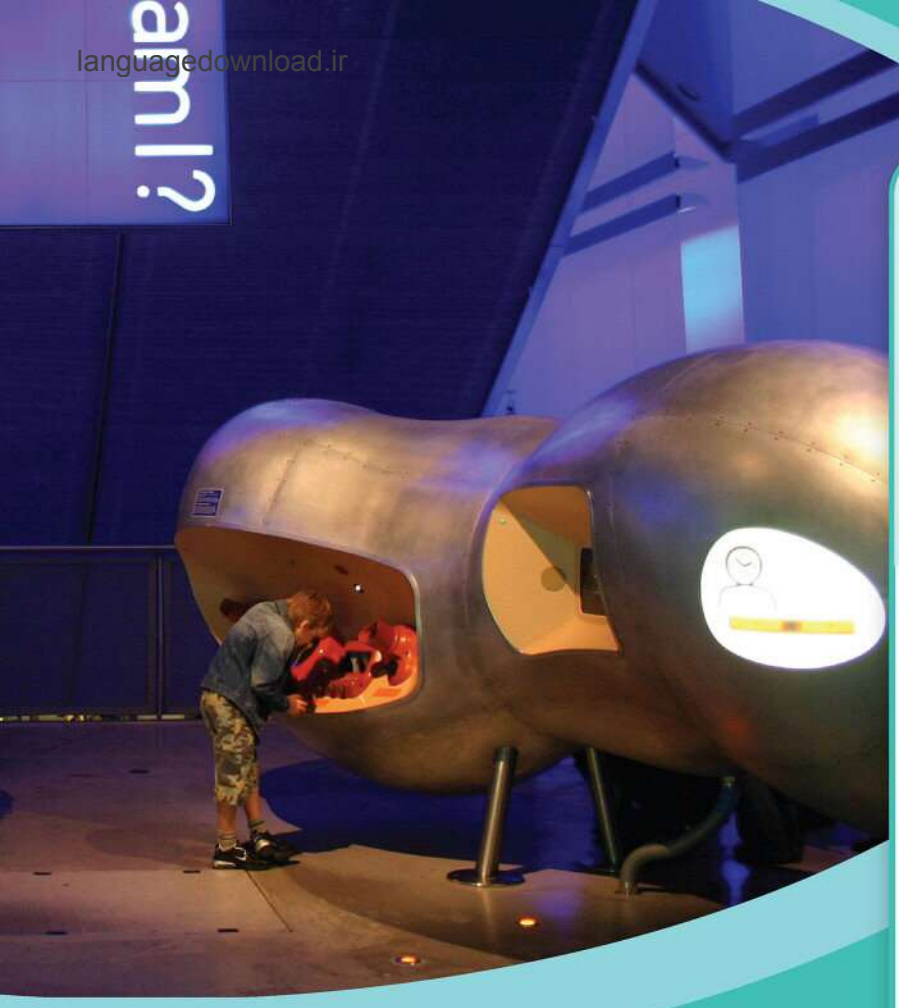
Hi! My name's Mark. Last week, my class went on a school trip to London Zoo. There are over 650 different species of animal at London Zoo, so there was lots to see there! The gorillas in Gorilla Kingdom were amazing. Keshno, a male gorilla, was cleaning himself. Jookie, a female gorilla, was very funny.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





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

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Let's talk about school trips!

Reflexive pronouns

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

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

microphone	brain	poles	program	pool

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

3 Talk about the school trips.

Toby	catch
Mark's classmates	enjoy
the penguins	hear
a tiger	see
Toby's friend John	make
Jookie	

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 ...

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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.

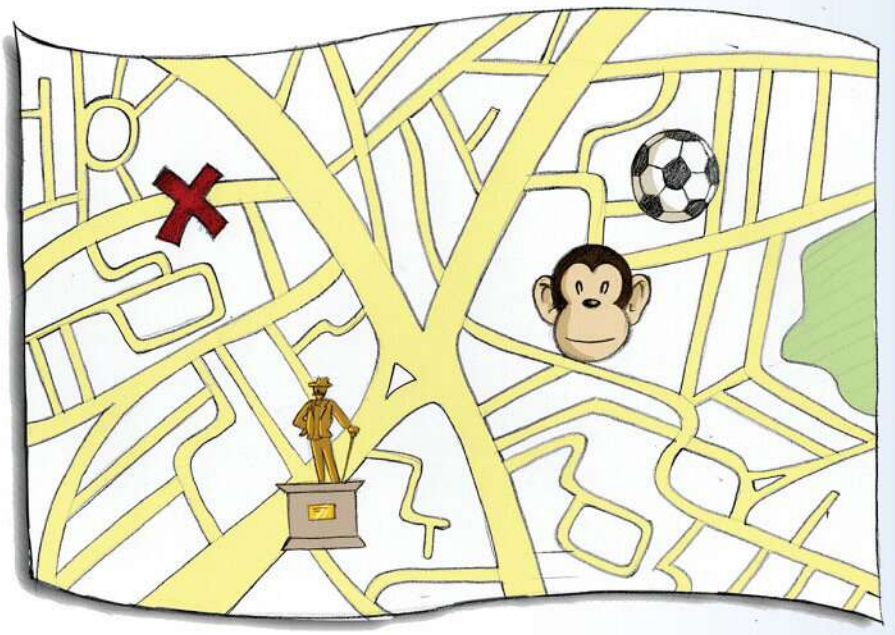
Tom It might be a clue! We have to go to the football stadium!

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.)

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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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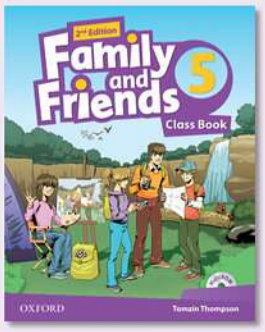
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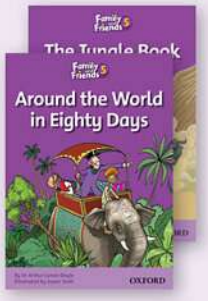
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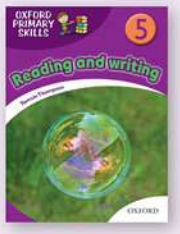


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