



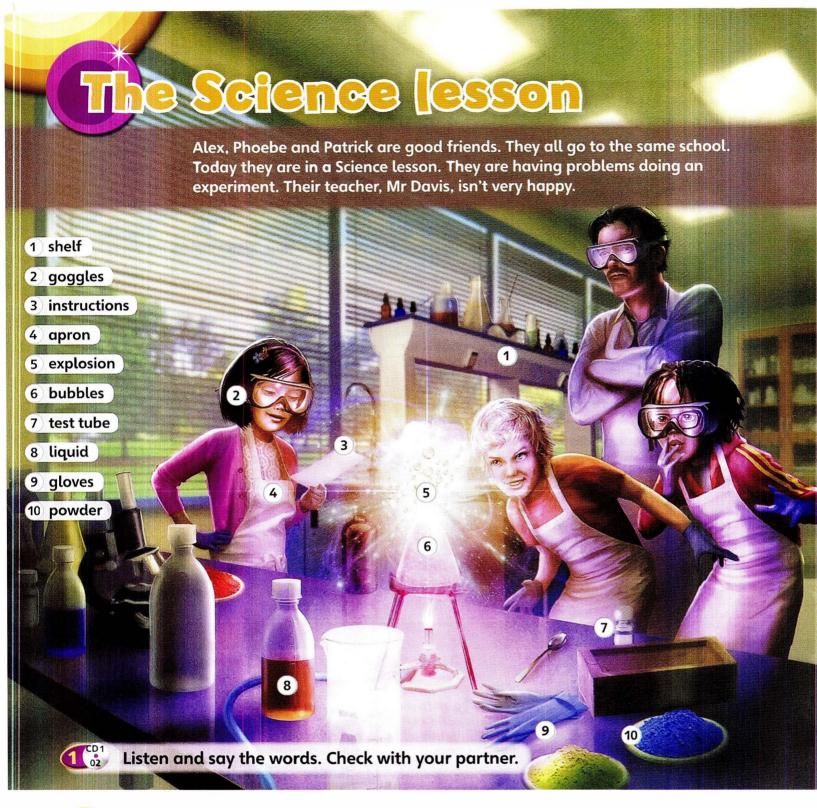


این مجموعه با لوگوی مرجع زبان ایرانیان به صورت نشر برخط و حامل به ثبت رسیده است. کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

# Map of the book

The Scie	nce lesson (pages 4-9)				
Vocabulary Experiments	Grammar  Nobody had a test.  Phoebe didn't have Music.  Patrick loved all three subjects.  What did you do at school today?	Story and value The explosion Following instructions carefully	Thinking skills Problem solving		
> Song: The	e Time Travellers <b>Phonics:</b> Rhymin	g words			
1 Disast	er! (pages 10-21)	Make I	MIRIT N	199-TE	
Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Around Pompeii	When the earthquake happened Mr Harmer and his sons were playing football. While Mum was working in the garden, the dog was eating her socks.	A narrow escape Helping people in danger	Reading and speaking Listening and writing	Understanding text coherence	Geography: Volcanoes
<b>Song:</b> Da	nger! Phonics: final e	Co	mmunication	P Revision:	My portfolio
2 In the	rainforest (pages 22–33)		I THE THE		
Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Rainforest life	one hundred – five million You have to wear a shirt. Do I have to bring any food? You don't have to bring any food.	The present Respecting other cultures	Listening, writing and speaking Reading and speaking	Scanning a text for time references Applying world knowledge	Environmental studies: The rainforest
Function	nal language dialogue	Cre	eativity	Revision:	My portfolio
3 The ro	ock 'n' roll show (pages 34–45)				
Vocabulary  At a rock concert	Grammar  I'm going to see the Suzy Slick show.  Are you going to buy the new Suzy	Story <i>Elvis</i>	Skills and value Listening and speaking	Thinking skills Applying linguistic	English for school Music: Rhythm
	Slick album? It's five past five.		Reading Not giving up	knowledge Identifying patterns	
Song: Co	me rock with me <b>Phonics:</b> rock or	roll Co	mmunication	P Revision:	My portfolio
Space	restaurant (pages 46-57)			Maria Paris	
Vocabulary	Grammar	Story	Skills	Thinking skills	English for school and value
In a restaurant	The 2nd (second) of May is a Tuesday. If you put honey in your tea, it becomes sweet.	The birthday meal	Reading and speaking Writing and listening	Logical thinking Putting a monetary value on things Categorising	<b>B</b> iology: Healthy food Eating healthily
Function	nal language dialogue	P Cr	eativity	P Revision:	My portfolio

	ild West (pages 58-69)		61.111	m1.1.1.1	E 11 1 C
Vocabulary Wild West	Grammar  The saddle's made of leather.  It's used for riding horses.  The baby's hat.  The babies' hats.	Story The bank robbery	Skills and value Reading Listening, writing and speaking Understanding and learning about other cultures	Thinking skills Showing an understanding of character and situation	English for school Geography: Gold
<b>Song:</b> The rob	meanest berintown  Phonics: double consonants	<b>&gt;</b>	Communication	<b>Revision:</b> M	y portfolio
🕝 In Isto	inbul (pages 70–81)				
Vocabulary Souvenirs	Grammar  You shouldn't go out without a hat. You should always be careful when crossing the road. Could I try on that T-shirt over there? Do you mind if I close the door?	Story and value Lost in the city Showing interest in the wider world	Skills Listening, reading and writing Listening, speaking and writing	Thinking skills Orientation in space	English for school Geography: Town planning
Function	al language dialogue	>	Creativity	P Revision: M	ly portfolio
7 The st	ory teller (pages 82–93)				
Vocabulary Shakespeare's Globe	Grammar  I'll ask my sister to give us a bracelet.  She's just cut her finger.	Story Helping Shakespeare	Skills and value Listening, reading and speaking Reading Being honest	Thinking skills Applying knowledge Creative thinking	English for school Literature: Poetry
_	ı'll never buy <b>&gt;&gt;&gt; Phonics:</b> silent e rings	>	Communication	<b>Revision:</b> M	y portfolio
8 Museu	ım of the future (pages 94–10	)5)		# 1/4 (1/4 m)	
Vocabulary Jobs	Grammar  If you're tired, it'll do your homework. Let's go to the museum. But, what if it's closed?	Story and value The trouble with Orange- head XR-97 Helping people	writing Speaking, reading and writing	Thinking skills Lateral thinking Applying world knowledge	English for school Maths: Fractions
<b>Function</b>	nal language dialogue	)>	Creativity	P Revision: N	ly portfolio
9 Myste	ry at sea (pages 106–117)				CHANGE OF
Vocabulary On board	Grammar  I've already done my Maths homework. He hasn't visited Argentina yet. Have you tidied your room yet?	Story  The Mary Celeste	Skills  Reading and speaking Listening and writing	Imaginative interpretation of a text Applying world knowledge	English for school and value Geography: Oceans and seas Learning about the environment





## Read, listen and answer the questions.

- How many spoons of blue powder did Patrick use?
- How many spoons of blue powder did the instructions ask for?
- 3 What does Mr Davis ask Patrick to put on?
- What does Mr Davis say about safety in the classroom?
- Choose a word. Draw it for your partner to guess.



# Think! Read the clues and tick (✓) the subjects.

Alex, Patrick and Phoebe are sometimes in different classes. What lessons did they have yesterday afternoon?

Phoebe only had two lessons. Alex, Phoebe and Patrick watched a film.

Phoebe didn't sing a song and didn't listen to any music.

	Music	History	Science
Alex			
Patrick			
Phoebe			

The film was about life in ancient Rome.

Patrick loved all three subjects.

Alex only had one subject.



Grammar focus

Listen and say the sentences.

One of the children **had** three subjects. Nobody **had** a test. Alex, Phoebe and Patrick **watched** a film.

Patrick loved all three subjects.

Phoebe didn't have Music.



Imagine that yesterday was your perfect day. Describe it to your partner.





# Listen and write the names. Then sing the song.

- This person is not very patient.
- 2 This person went after Phoebe.
- 3 This person is Phoebe's best friend.
- This person is never early.
- These people can go to the past and the future.

Phoebe was the first one, She didn't want to wait. Now she's lost in time because She stepped into that gate.

Alex followed Phoebe Because he's her best mate. Now he's lost in time because He stepped into that gate.

Patrick was the last one, But then, he's always late. Now he's lost in time because He stepped into that gate.

The Time Travellers. They're lost in time, They'll never come back If they cross that line.

The Time Travellers, Travelling so fast, The past is the present, And the future is the past.

www.irLanguage.com



Listen and say the dialogue.



Sue Do you want to go

through the gate too? Ben Let's follow the friends till the story ends!



### • Read and choose the correct face for each of the children.







**Mum** Did you have a good day at school today, Alex?

Alex It was OK.

Mum Just OK?

Alex Yes. It was just a normal day.

Nothing special.







Dad How was school today, Patrick?
 Patrick It was the worst day ever.
 Dad Why was it so bad?
 Patrick Our football team lost 6–0

and I was the goalkeeper.







**Mum** What did you do at school

today, Phoebe?

**Phoebe** We talked about the Geography

project and guess what?

Mum

**Phoebe** I'm doing a project on Mexico!

I'm so excited.

What?



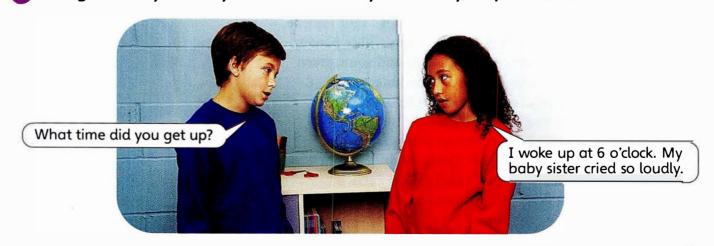
Grammar focus

Listen and say the questions.

What did you do at school today?
Did you have a good time?
How was school today?
Why was it a bad day?



Imagine that yesterday was the worst day ever. Ask your partner about it.





- Work in pairs. Look at the pictures and the title of the story.
- Write down words that come to your mind.
- Try and make a story out of the words.



Read and listen to the story to find out if it is similar to or different from your story.

# THE EXPLOSION

Alex read out the instructions for the next A experiment. 'Add one spoon of yellow powder to the blue liquid,' he read. Phoebe followed the instruction. 'It's turned green!' she said. Patrick was not very impressed. 'Yellow and blue make green,' he said, 'everyone knows that!' 'Wait!' said Alex. 'There are more instructions. Now take some of the liquid and drop it on the brick.' Phoebe did this and the brick turned purple. 'Wow!' she said. 'That's amazing!' 'It's boring,' said



Patrick. 'Can we do the next experiment?'

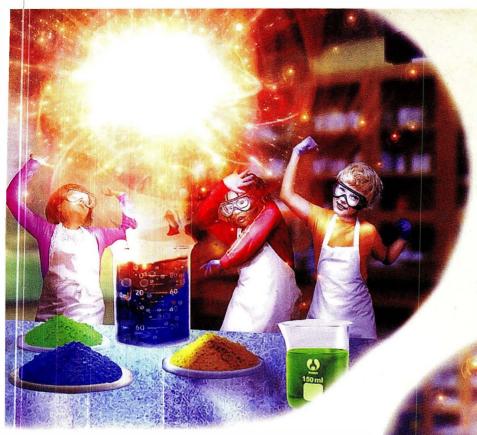
For the next experiment, Patrick read and Alex followed his instructions. He put two spoons of white powder and one spoon of red powder into a test tube. Then he added some pink liquid. It quickly turned orange. 'Now pour some of the orange liquid onto the brick,' said Patrick. Alex did this and amazingly the brick started to get bigger. 'Wow!' said Alex. 'That's fantastic!' Mr Davis came to look at their experiment. 'Good work,' he said, 'but don't forget to read the instructions

carefully for your next experiment.' 'That wasn't very interesting,' said Patrick. 'Let's do the next one.'

'OK, it's your turn to do it,' said Phoebe. She read the instructions. 'OK, we need some blue power, some green powder, some orange powder and some green liquid.' While Patrick was getting all the things together he knocked over a small cup of water. The water went all over the instructions. 'Careful Patrick!' said Phoebe. 'Oh no! There's water on the instructions now and I can't read a thing.' 'Let's ask Mr Davis for some more instructions,' said Alex. 'Don't be silly,' said Patrick. 'I've got everything here. We just need to mix it



together and put it on the brick.'



'But we don't know how many spoons of each powder we need,' said Alex. 'Don't worry,' said Patrick, 'let's experiment.'

Patrick poured all the blue powder into the orange and green powder. Then he added all the green liquid. Suddenly there was a big explosion and a bright red flash. 'Wow!' said Patrick. 'Now that was amazing. I think I added a bit too much liquid,' he laughed. Alex and Phoebe didn't think it was funny.

'What's that?' said Alex. He was pointing to a strange, glowing light. It was yellow and it looked like a kind of gate. 'It's really strange!' said Phoebe. The children walked towards the light and stepped into it. They were gone in a flash.

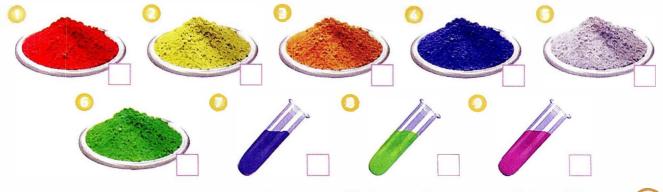
**3** Read and answer the questions.

Which experiment (1, 2 or 3) ...

- 1 does Alex do?
- 2 does Phoebe read the instructions for?
- 3 makes a yellow light?

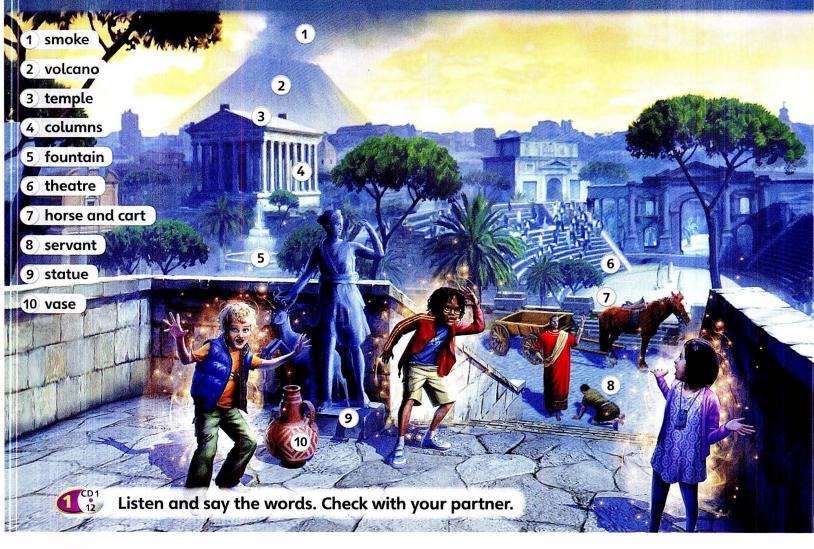
- 4 changes the colour of the brick?
- 5 makes the brick bigger?
- 6 goes wrong?

What do you need for each experiment? Write 1st, 2nd or 3rd next to the pictures.



# isosfer.

Pompeii was a city of 20,000 people in the south of Italy 2,000 years ago. It was a very modern city. Lots of the houses had running water. There was a busy marketplace, a theatre and there were lots of shops. The shopkeepers sold things that came on big ships from different countries around the world. The city was full of beautiful works of art.



2 CD 1	Read,	listen and	complete	the sentences	5.
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- The gate takes the children into the \_\_\_\_\_. 1
- Phoebe likes the gardens with the \_\_\_\_\_ and the \_\_\_\_\_.
- 3 There are no cars, only and
- The mountain is not a mountain. It's a
- Choose a word. Mime it for your partner to guess. (Look! Can you guess the word?)

(I'm not sure ... Is it ...?)



Read the newspaper text and write the names under the pictures. There is one extra picture.

## Earthquake shakes London

At 5.37 p.m. yesterday many Londoners suddenly felt the earth shake. We talked to some of them this morning to hear their stories.

'My sons and I were playing football,' said Ken Harmer from Wimbledon. 'We didn't feel much and we weren't worried.' 'I was in the living room,' said his wife, Claire. 'I was reading – it was strange!' Their neighbour Caroline was sleeping when it happened. 'It was terrible. I was so scared!' she said. Another man, Mr Singh told us, 'When I felt the earthquake, I was standing on the balcony of our flat. It's on the 27th floor. 'I didn't know what to do so I sat down!'

















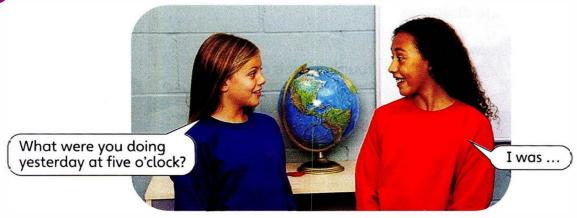
Listen and say the sentences.

When the earthquake happened:

- ... Mr Harmer and his sons were playing football.
- ... his wife was reading in the living room.
- ... their neighbour was sleeping.



Ask and answer.





Listen and correct the mistakes. Then sing the song.

I was <del>sleeping</del> in the garden, (1) When the ground began to shake, A vase fell in the fountain, (2) The fountain fell in the lake. I ran inside the shop, (3)\_ And I thought, 'No, this is it!' Yeah, I was feeling pretty angry when ...  $^{(4)}$ The earthquake hit.

> Danger. Danger, everywhere! Life is full of danger, You'd better take care!

I was walking in the city, (5)\_ When the day turned really grey. I looked up at the clouds (6)

And I knew I couldn't stay.

There was rain in the clouds, (7)

There was smoke and thunder too.

I was feeling pretty happy when the ... (8)

Volcano blew.



The first punk bands came from the USA and UK in the mid 1970s. Bands like The Ramones and The Clash wanted to change music forever. Their songs were fast, short and often very angry. Punk was about fashion too – scruffy torn clothes, amazing hair styles and lots of safety pins.



It's great. It's OK. I don't really like it.





Listen and say the dialogue.



Gran Your haircut is cute,

Stan!

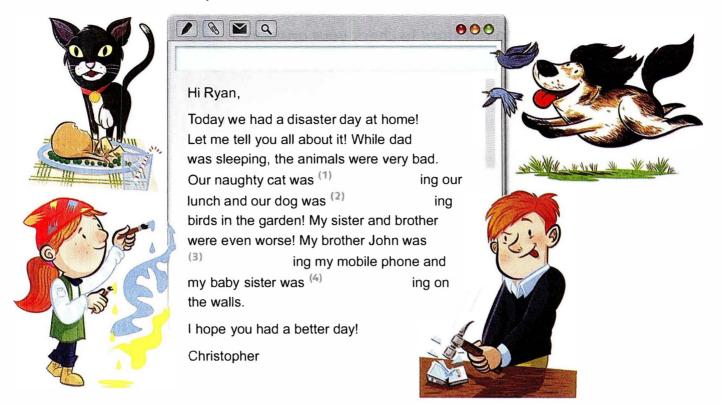
**Stan** I like your cap and

cape, Gran!





Read Christopher's email to his friend. Some of the words were accidentally deleted. Look at the pictures and correct the email.



2 CD1

Grammar focus

Listen and say the sentences.

While Mum was working in the garden, the dog was eating her socks.

While Christopher was reading, his brother was fixing the alarm clock.



Play the wishidishing game with a partner. Say a sentence. Your partner has to guess.





- Go through the text quickly and find answers to the questions.
- Where are the kids?
- What year is it?

Read and listen to the story to check your answers.

# A narrow escape

Dhoebe started running down the stone stairs. 'Hey, wait!' Alex shouted. 'Where are you going?' 'Come quickly. Follow me!' Phoebe shouted. 'Why?' Alex and Patrick didn't understand what was happening. Phoebe was running through the city in the direction of the hills. Alex and Patrick followed her. They ran past the houses and the beautiful temples with their statues and columns, but Alex and Patrick didn't have time to look at any of that. They followed Phoebe up a hill outside the city.



When Phoebe reached the top of the hill, she sat down, and the boys sat down next to her.



'I don't understand!' said Patrick. 'What are we doing here?' Phoebe waited for her breathing to slow down. Then she began to speak. She looked worried. 'This city is Pompeii. We learned about it in History. That volcano over there is going to erupt, and we're in danger!' 'But how do you know it's going to erupt now?' asked Alex.

Suddenly there was a loud noise like thunder. The three friends looked up at the volcano. They were scared by what they saw. There was a lot of dark, grey smoke. 'I was right,' said Phoebe. 'We have to go and tell the people who live in Pompeii.' 'But are you certain it's going to erupt?' asked Alex. 'Look!' said Phoebe. 'Animals often run away from natural disasters. We learned that at school. Now come on! The people are in danger.'

Back in the city the children tried to tell everyone about the volcano but the people didn't understand what they were saying and so they were not worried. Suddenly there was another loud explosion.

'Look!' shouted Phoebe. 'It's too late! It's erupting.' Everybody was very scared. The sky became really dark and smoke filled the air. Stones flew from the volcano and landed in the city. People started

to run away shouting for help. The children didn't know what to do. Suddenly Alex saw a yellow

light through the smoke. 'What's that? Look!' Phoebe and Patrick saw it too.

'I know what that is. It's the gate that brought us here!' Phoebe shouted.

> 'Let's go through it.' 'The gate?' Patrick didn't understand. 'Yes,' said Phoebe, 'Remember the lab? The yellow glow - the gate to the past. Maybe it'll take us back to our time? Let's run or we'll all die! It's our only chance!' The

children ran as fast as they could to the light and jumped. They were gone in a flash!



On August 29th in 79 AD, Vesuvius erupted and destroyed the city of Pompeii. The volcano threw smoke and stones more than 30 kilometres high into the air. Within minutes, the stones, lava and ashes covered the whole city. Almost 20,000 people died.

They tried to warn people.

Phoebe told the boys about Pompeii.

They heard a loud noise.

Suddenly they saw a bright light!

The children ran up a hill.

Think! Work in pairs. Read the sentences. Check the text and then replace the underlined words with more specific information.

- They often run away from natural disasters.
- They're in danger.

... they were not worried.

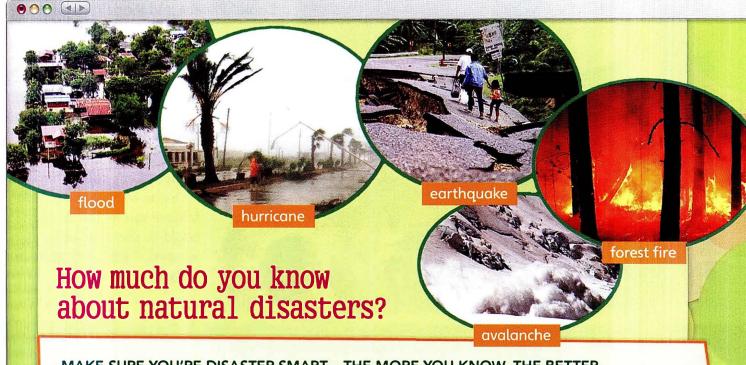
They ran as fast as they could ...

Let's find 'natural disasters' in the text.

Here it is. Let's look. OK. It says.



- Read the text from a news website. Write t (true) or f (false).
  - 1 Natural disasters can happen all over the world.
  - Scientists can stop weather disasters from happening.
- 3 Scientists can warn us about volcanoes, but not about earthquakes.
- 4 Floods often cause lots of damage.
- 5 Weather and people can cause forest fires.



#### MAKE SURE YOU'RE DISASTER SMART - THE MORE YOU KNOW, THE BETTER.

- Natural disasters happen all over the world. We cannot stop them from happening.
- The weather causes some disasters like thunderstorms, floods, hurricanes and avalanches. Scientists often know when weather disasters will happen.
- Scientists have special equipment to watch volcanoes and earthquakes, but it's hard to know when these disasters will happen. That is why volcanoes and earthquakes cause a lot of damage.
- Statistics show that floods are the most expensive natural disasters.

- Forest fires can happen because of lightning, but also because people are not careful and make a fires in very dry places.
- Earthquakes are the deadliest of all natural disasters because they kill more people each year than any other disaster.
- It's a good idea to find out what kinds of disasters can happen where you live.
- When people choose a place to live, they should think about what disasters can happen. For example, people shouldn't build houses close to rivers if there is a danger of floods.
- Work in groups of four. Think of a disaster you heard about / read about / watched on TV or which you experienced yourself. Tell your <u>classmates about it</u>.

A terrible flood happened in ...



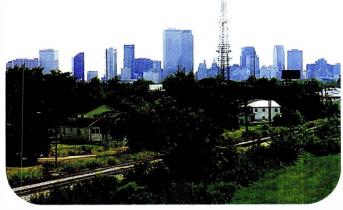




#### Listen to a radio show about a natural disaster and answer the questions.

- When did the flood in New Orleans happen?
- What have people lost?
- What did people need?
- How many people died?









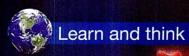
## Listen again and match the sentence halves.

- The Red Cross and Red Crescent
- A few years ago, there was a terrible
- It was called Katrina and it
- 4 Thousands of people lost their families,
- 5 People didn't have clean water, they
- 6 The helpers worked day and night for

- killed lots of people.
- b their homes and their jobs.
- are one organisation with two names.
- hurricane in the city of New Orleans.
- many weeks to help the people of New Orleans.
- had no food, and needed medical help.

#### Think of a natural disaster (real or imaginary). Use the questions to write a short text.

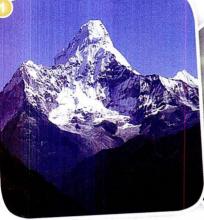
- What was the disaster?
- Where did it happen?
- When did it happen?
- What were you doing when it happened?
- What damage was there? (Houses broken? People dead?)



# Volcanoes

Look at the photos. Which of them shows a volcano?
What do volcanoes look like?

Volcanoes are ...







the ocean floors. About 50–70 of them are active each year. Many volcanoes are dormant (they have not erupted for a long time, but could still erupt). Others are extinct (they have not been active for thousands of years and they will not erupt again).

Read the article to find out how volcanoes erupt. Write the words in the picture.

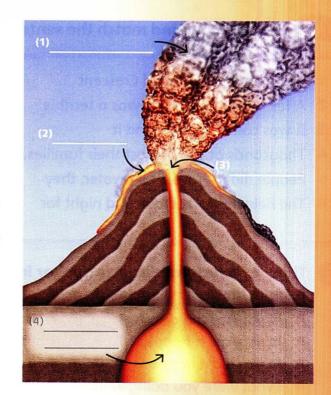
ash clouds magma chambers crater lava

#### Fire from inside Earth

Imagine a bottle of cola. What happens when you shake the bottle and open it? The drink will explode out of the bottle. This is because the bubbles in the drink are made of gas. When you shake the bottle, there is more pressure. When you open the bottle, the gas comes out very fast.

The same thing happens when a volcano *erupts*. Earth is very hot under the surface. It's so hot that the rock is liquid. This liquid rock is called magma. The temperature of magma is very high, between 700°C and 1300°C. Magma forms big caves inside Earth. They are called chambers. When pieces of rock fall into the magma they make gas. When the pressure of the gas is very high, the gas and the magma come up through a hole. The hole is called a crater. We often see ash clouds coming out from the crater before an eruption.

When magma comes out of the crater, it's called lava. When lava gets cold, it becomes stone.





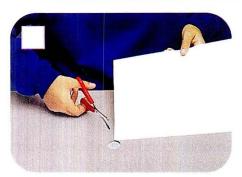


## Project

#### Make your own volcano. Look, read and order the pictures.

You need:

- 1 sheet of thin cardboard1 sheet of thick cardboard
- 1 empty bottle, not too big
- some paints for decoration
- a roll of sticky tape
  - a few sheets of newspaper



- 1 Put the bottle upside down on the thin cardboard and draw a circle around it.
- Cut out the circle.
- Fold the cardboard to form a cone. Put some tape on it.
- Cut the cone so it is straight and the same height as the bottle. Put the bottle inside. Use the sticky tape to fix the mouth of the bottle to the cardboard.
- Turn the cone upside down, with the bottle in the middle. Use crumpled newspaper to fill the cone.
- 6 Put the cone on the thick cardboard. Paint your volcano.





You need:

- water
- 2 big spoons of baking soda
- 4 or 5 drops of detergentvinegar



- 1 Take the bottle out of the volcano.
- Fill the bottle almost full with water.
- 3 Put 4 or 5 drops of detergent into the water.
- 4 Add 2 big spoons of baking soda.
- 5 Put the bottle back in the volcano.
- 6 Pour some vinegar into the bottle.
- 7 Watch the eruption!



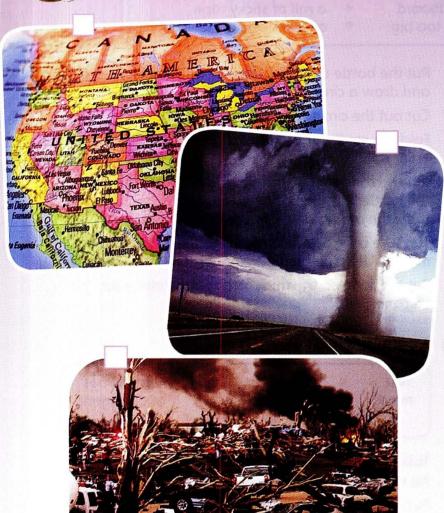




# A mini-talk



Listen to a group presentation about a tornado. Put the pictures in order.





## Listen again and answer the questions.

- What is a tornado?
- What happened to Joplin in the USA?



#### Tips for presenters

You should give a talk, and not read out your text. That's why you should prepare your presentation well, so you know what you are going to say. When you talk, look at your classmates. This makes your talk more interesting.

#### Find out about it

- Choose a disaster and find out more about it. Possible topics are: a flood, a mudslide, an avalanche, an earthquake, the eruption of a volcano, a fire or a tsunami.
- Use books and magazines.
- Talk to people in your family.
- Go online and see what you can find on the Internet.

#### **Prepare it**

- Work in groups of four.
- Find out some important facts about the disaster. Make notes on a big sheet of paper.
- Find four different pictures and print them out. Make sure the pictures or photos are big enough for your classmates to see from a distance.
- Write your talk. Each of you should write three or four sentences about your picture. Then show it to your teacher to help you with the language.
- Correct the text. Read it often enough so that you know what you are going to say.

#### **Present it**

- Tell your classmates about your topic.
- Point to your pictures while you are talking to make it more interesting.

A tornado is a very strong wind.

The tornado in Joplin was in 2011.

It destroyed lots of buildings.

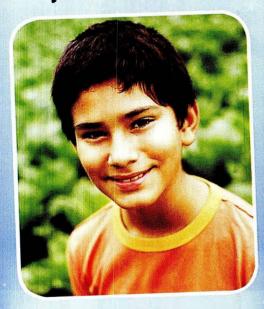


# Filling in a form

Start a new portfolio for this year. Write about yourself in your profile.

My portfolio	What my friends like about me:		
my portions	I am funny and good at singing.		
My name:	What I did in my holidays:		
Antulio Martinez	I went to Lake Louise Summer Camp.		
My class:	My favourite topics:		
6e	My favourite topics are rainforests and Geography!		
My teacher's name:	What I like best about my English lessons:		
Mrs Wilkins	I like singing songs in English best!		

2 In his holidays, Antulio went on a summer camp. Read the form and answer the questions below.



- What's his first name?
- What's his last name?
- 3 When was he born?
- What's his home address?
- 5 What country is he from?
- What's his email address?

# Lake Louise Summer Camp



PLEASE WRITE IN CAPITAL LETTERS

MARTINEZ Last name: **ANTULIO** First name: Nationality: MEXICAN

✓ M Sex:

Date of birth: 5 AUGUST 2002 Place of birth: MEXICO CITY

TR 84902658 Passport no:

Home address (street): I702, CALLE SAN JOSE

Town / Country: BUENA VISTA, MEXICO

Postal code: 37604

speedy@mail.mex Email:

## Tips for writers

When you need to fill in a form, make sure you understand what you have to write. Sometimes you can guess what the words mean but always check with someone just to make sure.

In pairs, ask and answer questions. Then make a form for your partner. Check their answers.



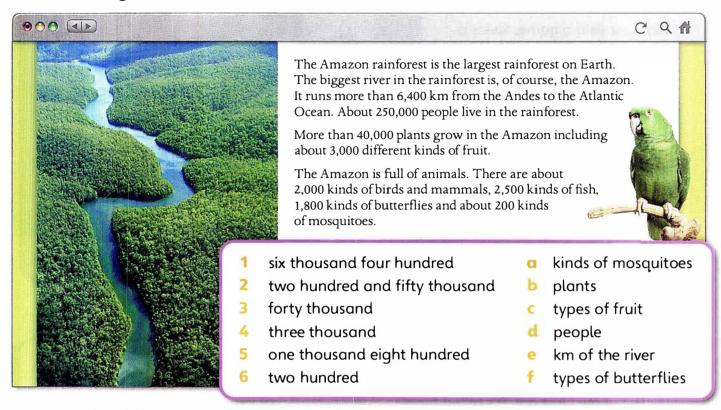
# 2 Read, listen and answer the questions.

- What animals can the children see?
- What's the difference between a tiger and a jaguar?
- 3 What do sloths eat?
- Why does Phoebe tell Patrick not to touch the frog?
- Choose a word. Describe it for your partner to guess.

It's a big cat that ...



Read about the Amazon rainforest and match the numbers with the categories.



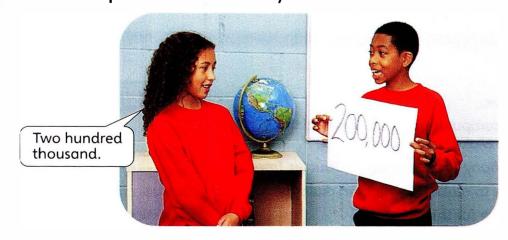


Grammar

Listen and say the numbers.

100 – one hundred 1,000 – one thousand 10,000 – ten thousand 100,000 – one hundred thousand 1,000,000 – one million 500 – five hundred
3,000 – three thousand
40,000 – forty thousand
200,000 – two hundred thousand
5,000,000 – five million

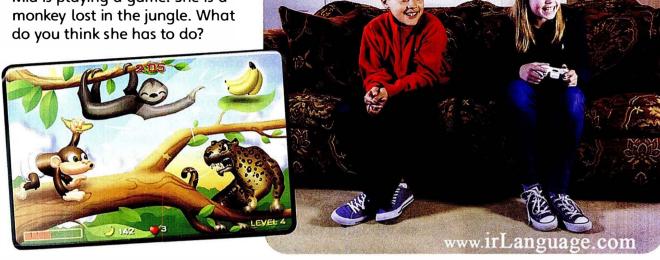
Work with a partner. Write and say.





Look at the pictures and answer the question.

Mia is playing a game. She is a





#### Read and listen to the dialogue to check your answer.

Charlie Charlie What are you playing? OK, I get it.

Mia Oh! Hi, Charlie. It's a new computer Mia And you have to be careful

game I just got. It's called Jungle of jaguars.

Jake. It's pretty cool. Charlie Why is that? Charlie What do you have to do?

Mia Because they eat you, silly! Well, you're a baby monkey called Mia Charlie Is there anything else?

Jake. You're lost in the jungle and Mia Um, yes, you have to find bananas

you're trying to find your mum. to eat. They give you energy. Do

Charlie Is that all? you want to have a go?

Mia Of course not. You have to do Charlie No, I'm OK, thanks. loads of other things.

Mia Don't you like computer games? Charlie Like what?

Charlie I like games – I just don't like Well, you have to find other

bananas. animals like sloths and toucans

### Work in pairs.

Mia

Practise the dialogue.

Choose one of the computer games below and think of some rules for it. Make notes.

and ask them for help.

Toucan Trees Anaconda! Anthony the Anteater

- Use your new game to make up your own dialogue.
- Act out your dialogue for the class.



#### **Asking for instructions**

What do you have to do?

is that all?

Is there anything else?





# Listen and read the dialogue. Then tick ( $\checkmark$ ) the correct pictures.



Guide OK, Mr Nelson, the tour starts at seven. So you

have to be here at half past six. OK?

Mr Nelson Fine, what shall I wear, a T-shirt?

Guide No, no. There are lots of mosquitoes so you

have to wear a shirt with long sleeves.

Mr Nelson Oh, that's right. I had to wear a shirt when I

went on a jungle tour some time ago. Are my

trainers all right?

Guide No, sorry. There are dangerous snakes around so

you have to wear boots.

Mr Nelson Do I have to bring food and something to drink?

Guide You don't have to bring any food or water.

We provide everything you need.

**Mr Nelson** That's great. Thanks.





Grammar focus

Listen and say the sentences.

You have to wear a shirt with long sleeves. I had to wear a shirt and boots. Do I have to bring any food? You don't have to bring any food.



Write yes or no. Then talk about the rules at your home with	ı your partner.
--------------------------------------------------------------	-----------------

help in the kitchen \_\_\_\_\_

Do you have to help in the kitchen?

go shopping \_ take off your shoes in the house \_

Yes, I do.

4 make your bed \_\_\_\_\_

Do you have to go shopping?

tidy up your room \_\_\_\_\_

No, I don't, but I like going shopping with my dad.

wash the dishes \_\_\_\_



- Work in pairs. Look at the pictures and the title of the story.
- Where are the children this time?
- Who are they going to meet in the story?



Read and listen to the story to check your answers.

# The present

The children started walking through the rainforest looking for a way out. After half an hour they came to a river. 'I'm very hungry,' said Alex. 'Me too,' Phoebe and Patrick answered. 'Let's follow the river, maybe we can find a village,' Alex said. The three friends walked along the river in the rainforest for an hour. They were hot and hungry.

Suddenly they heard a very loud animal noise.

'That must be a jaguar,' Patrick shouted.

'Let's climb that big tree over there to hide.'

They ran to the tree and started climbing.

To their surprise, the terrible noise got louder and louder until it was right above their heads. They looked up into the tree and saw hairy black arms and a tail above them. 'It's a howler monkey,' Phoebe shouted. They all started to laugh.

'That was a scary ten minutes!'

The children climbed down the tree and carried on walking for 20 minutes. Suddenly Patrick stopped. 'Look,' he whispered, 'there's a man with a spear.' 'We have to put our hands on our chest. That means we are

friends,' Phoebe said. The man smiled and the three friends followed him. After

15 minutes, they saw some huts and a small

village. In the middle, there was a fire with some women and small children

sitting around it.

Two men appeared and they took the children to a very old man. 'I think that the old man is the chief, so we have to give him a present,' Phoebe said. Alex gave his penknife to the old man. The old man looked very happy and he pointed at the fire. The children went over and had some delicious food.





After dinner, a man took Phoebe, Alex and Patrick to a nearby waterfall. He pointed to the top of it and there they could see a yellow glow.

'We have to get there quickly or we'll never get back home!' Phoebe said. They smiled to say thank you to the man and started climbing. The problem was that the yellow gate was far out in the air. There was only one way to get to it. 'We have to swing through the gate on a creeper,' Patrick said. 'I can't do that,' Alex answered. 'I'm scared.' 'Follow me,' shouted Patrick. He grabbed a creeper, ran, swung through the air and disappeared through the yellow glow.

Phoebe looked at Alex. 'Let's go together,' Alex said. 'Quickly!' The two friends took the creeper, ran and jumped. They were gone in a flash.

Read and tick (/) the correct name.

	Phoebe	Alex	Patrick
1 Who thought there was a jaguar?			
2 Who saw the man with the spear?			
3 Who gave the chief a present?			
Who was scared of jumping through the gate?			
5 Who helped Alex jump through the gate?			

# Think! Read the story again and answer the question.

How much time passed from the beginning of their adventure (when they started their walk through the rainforest) until they arrived in the village?





#### Listen to the documentary and complete the trading cards.



1000	Killer Creatures  Jungle series 2
	NAME: Bengal tiger
L	WHERE:
9 8	SIZE: m
6 6	EATS: buffalo,,
9 6 5 6	/
80	LIVES FOR:
	WARNING! There aren't many tigers left in the wild. They need our help now!



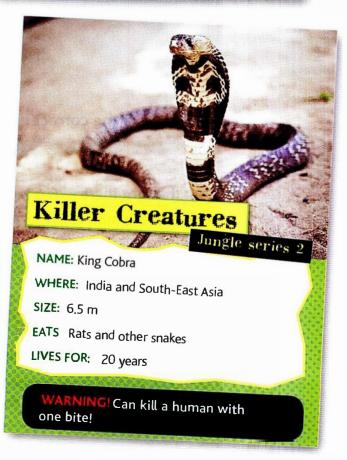
#### Listen again and answer the questions.

- 1 How long do male spiders live for?
- What does the female spider do to the male?
- 3 What are the four big cats?
- 4 How many Bengal tigers are there left in the wild?
- Use the trading card to write a short text about the King Cobra.

The King Cobra is from India and South-East Asia.

- Oiscuss in pairs.
  - Which of these creatures would you most like to see? Why?
  - b Which would you not like to see? Why?

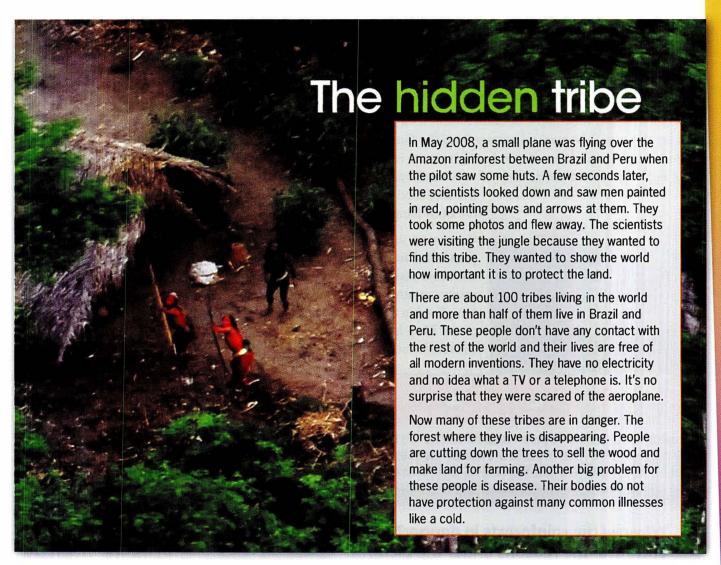
I'd like to see ...







- Read the article and answer the questions. Give reasons for your answers.
- 1 Were the men from the tribe surprised to see the plane?
- Were the men from the tribe happy to see the plane?
- 3 Were the scientists on the plane surprised to see the tribe?
- Were the scientists on the plane happy to see the tribe?



- Discuss with your partner. How do you think the chief of this tribe might answer these questions from a journalist?
- 1 Why are you scared of us?
- 2 Do you want something from us?
- 3 Is your life better than ours?
- In groups, present your ideas to the rest of the class.

We're scared because ...

Learn and think

# Help save the rainforest





Why do you think rainforests are important? Write down as many answers as you can. Read and listen to the text and check your ideas.

- \* They are beautiful
  so people like to
  go there for holidays.
- There are many rare plants and animals.



Rainforests are the lungs of our planet. They produce oxygen. Without oxygen, humans and animals would die.

Rainforests get their name because it rains a lot in them and they store a lot of water. The trees take water from the forest floors and put it back into the air in the form of clouds. Without the rainforests, many parts of the world would not get any rain. Without rain, farmers could not

produce food and many people would die from hunger.

Rainforests are home to millions of plants and animals. If they get smaller, we'll lose many of these animals. The rainforests are also home to people who have lived in them for thousands of years. They too are in danger because the rainforests are getting smaller.





Tropical rainforests are very old — between 60 and 100 million years. Over 30 million different kinds of plants and animals live in them. That's half of Earth's wildlife and more than half of its different kinds of plants!

Why are the rainforests in danger? Read and write the reasons under the pictures.

Thousands of trees are cut down in rainforests every day. This is called logging. Logging happens because people want to sell the trees. Wood from rainforest trees is expensive because it's very good quality.

Another problem is farming. Thousands of trees are cut down to create space for big farms. People around the world eat lots of meat. So more farms are needed and that's bad for the rainforests.



Problem 1:



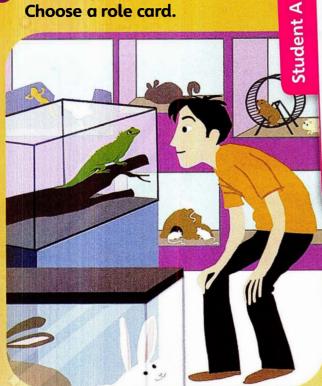
Problem 2:





# At the pet shop

1 Work in pairs. Choose a role card.



2 Act out your dialogue.

# You are the customer.

You want to buy an exotic pet – a snake, spider or a lizard. Think about the following:

- how much it costs
- if it's dangerous
- where to keep it and how much space the animal needs
- what to feed it and how often
- if you can play with it

Student

# You are the owner of a pet shop.

Someone is going to ask you questions about an exotic pet they want to buy. You tell the buyer:

- how much it is
- if it's dangerous or not
- where they should keep it and how big the tank should be
- how often they should feed it and what they should feed it
- if it is safe to play with the pet

#### Useful language

#### Student A

I'd like to buy ...

How much ...?

Is it ... ?

How big does the tank have to be ...?

What do I have to ...?

How often do I have to ...?

Is it safe to ...?

#### **Student B**

OK, what animal would you ...?

It's about ... . It depends on the size.

Some are ... others are ...

The animal has to ...

You have to ...

They ...





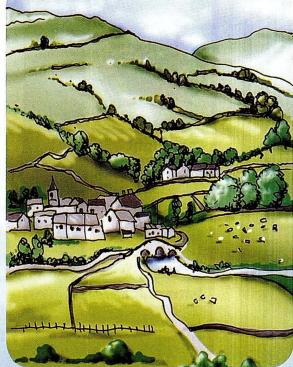


# A description

Read Tim's message. Choose the best subject for the email.

My place Friends and families School! My hobbies





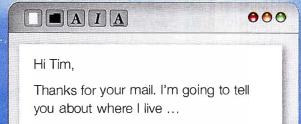
- Find these words in Tim's email: fun, beautiful, small, great, nice, lovely. With a friend, read the email without these words. What does it sound like?
- Choose five of the adjectives below to describe places in your town.





When you describe something, adjectives help you to make your description better.

Write an email to answer Tim. Use adjectives to describe your home.



# The traditional show

In 1992, the Italian singer and song writer Andrea Bocelli released his debut and entered the Italian top ten. His blindness didn't make him give up. He lost his eye sight when he was 12. He's still popular despite his problem.



spotlight



harmonica



bodyguards



violin

stage



fans



مرجع زبان ايرائيان



Listen and say the words. Check with your partner.

Read, listen and complete the sentences.

- Patrick thinks they're in the
- Patrick's is a fan of Andrea Bocelli.
- 3 Alex prefers like the music. and
- Put the words from Activity 1 into three categories. Add two words of your own to each category.

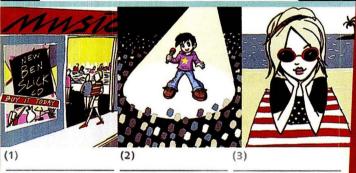
objects people places





#### Listen and read the interview. Write the months under the pictures.





Interviewer So Ben, last year was a big year for you. What are your plans for this year?

Ben Well, I'm making a new record at the moment and it's going to be in the shops in April.

Interviewer That's great news.

Een And then in May, I'm going to play some concerts with my band.

Interviewer Which countries are you going to visit?

Ben We're going to play in the UK, France, Italy, Spain and some other European countries.

Interviewer Are you going to play in the USA?

Ben No, we're not going to play there this year. But we have plans to visit next year.

Interviewer So, a new record, a European tour.

Is that everything for the year?

Ben Well, I'm going to have a holiday in October. A nice long holiday ...

Interviewer I hope you enjoy it.

Ben Thanks!





Listen and say the sentences.

I'm going to see the Ben Slick show.

He's not going to play a concert in our town.

Are you going to buy the new Ben Slick album?



- Play the pop stars game.
  Ask and answer questions.
- When / make / new album?
- What / call / it?
- When / play / show?
- Where / When / play / concerts?
- What / do / for the rest of the year?



#### Listen and write the missing words. Then sing the song.

I don't drink coffee I take tea my dear I like my toast done on the side And you can hear it in my accent when I talk I'm an Englishman in New York See me walking down Fifth Avenue A walking cane here at my side I take it everywhere I walk I'm an Englishman in New York

I'm an alien, I'm a legal alien I'm an Englishman in New York I'm an alien, I'm a legal alien I'm an Englishman in New York

> If "manners maketh man" as someone said Then he's the hero of the day It takes a man to suffer ignorance and smile! Be yourself no matter what they say



I'm an alien, I'm a legal alien I'm an Englishman in New York I'm an alien, I'm a legal alien I'm an Englishman in New York

Modesty, propriety can lead to notoriety You could end up as the only one Gentleness, sobriety are rare in this society At night a candle's brighter than the sun

Takes more than combat gear to make a man Takes more than license for a gun Confront your enemies, avoid them when you can A gentleman will walk but never run

If "manners maketh man" as someone said Then he's the hero of the day It takes a man to suffer ignorance and smile Be yourself no matter what they say



### Listen and say the dialogue.



Rose Are you going to the

music show?

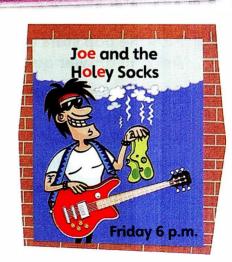
Tom I don't know, Rose I

prefer pop.

Rose But Tom! It's Joe and

the Holey Socks!

**Tom** Well ... okay, why not?





Read and match the pictures with the clocks.



The newest superstar tells us how she spends her days.

My alarm clock rings at twenty five past nine but I usually get up at half past. I'm so lazy! Then at ten o'clock I have a big breakfast of beef and eggs, toast and a fruit salad — the perfect start to the day. After breakfast at about twenty to eleven I go to my computer and read my emails. I get lots from my fans and I try to answer a few. Then I usually write my blog and go to

the gym. At half past two, I make myself a salad. Then I sit down at my piano and write songs. At quarter past four I stop for half an hour and watch my favourite TV show. I never miss it.

At five o'clock I visit my hairdresser. In the evenings I sometimes stay at home and relax or I go to parties with my friends. I never go to bed before midnight.











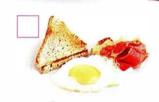














Language

Listen and say the times.











It's five past five.

It's five to six.

It's ten past five.





Sorry. That's wrong. No points.



- Go through the text quickly and find answers to the questions.
- Where do the children talk to Elvis? Where do they have a meal with him?

Read and listen to the story to check your answers.

# LUIS

After the show, the singer and his band left the stage. 'Go on, Patrick,' said Alex. 'Ask him if he's Elvis.' 'Excuse me,' asked Patrick. 'Are you Elvis Presley, the king of rock 'n' roll?' The singer stopped. 'Yes, I am,' he said. He looked very happy. 'I knew it!' said Patrick. 'My grandma loves you.' 'Your grandma?' Elvis looked confused. 'How old is your grandma?' 'She's 70,' Patrick said, 'and she's got all of your CDs.' Now Elvis looked really confused. 'What's a CD?' he asked. 'Never mind,' said Patrick. 'I just wanted to tell you how much people love you.'



Elvis invited the kids to his dressing room. They asked him about being famous. He said that it wasn't always as fun as it looked. 'For example,' he said, 'how am I going to leave the theatre with all those fans waiting? They're going to try to follow me to my hotel.' The children listened. Even in the dressing room they could hear the fans. They were all shouting for Elvis. Alex looked around the room. 'I've got an idea,' he said. 'I'm going to need that long coat, those glasses and that wig. Now listen carefully. Here's the plan ...'





Outside the back door there were hundreds of fans waiting. When they saw Elvis, they all screamed and ran towards him. Soon they were all around him, taking photos and trying to talk to him.

Suddenly Elvis took off his wig, glasses and coat. The fans were amazed! Elvis wasn't Elvis! He was Alex sitting on the shoulders of Patrick. 'Sorry fans!' Patrick shouted, 'Elvis wanted a bit of peace and quiet.' The two boys got into a car and drove away. Nobody followed them. At the same time, Elvis was walking out of the front of the theatre with Phoebe, but nobody saw them.

Back at the hotel, Elvis thanked the kids with a fantastic American meal of hot dogs, hamburgers, ice cream and milkshakes. Elvis was really funny and told them stories about being a rock 'n' roll star. They were having such a good time that Phoebe was sad when she noticed a familiar vellow glow. She turned to the boys who were laughing with Elvis. 'Sorry!' she said, 'but we have to go.' The boys were unhappy because they didn't really want to leave. Elvis watched as the children walked slowly towards the light. They turned to wave goodbye and then they were gone in a flash.



#### Correct the mistakes in the sentences.

- Alex was the first to ask Elvis a question.
- Patrick's mother is a fan of Elvis.
- Elvis took the kids to a café to talk.
- Alex used a wig, a coat and a pair of boots for his plan.
- Patrick wore the wig and the glasses.
- Phoebe and Elvis left from the back of the theatre.
- The kids ate pizza and spaghetti with Elvis.
- The children were happy to leave Elvis.



Think! Here are some Elvis songs that were big hits. Can you complete them with the words in the box?

> It's Blue me Let's dog









Reading for pleasure (39)



Listen and choose the correct words.



- 2 How long was it?
- 3 What influenced the fashion of the fifties?
- 4 What did a lot of parents think of swing skirts?
- 5 How many records did a jukebox hold?
- 6 How did you work a jukebox?
- 3 Talk about what you like best: the Cadillac, the swing skirt or the jukebox. Why?

I like the jukebox because ...





- Look at the pictures and answer the questions.
- What is the girl with the guitar doing?
- What do the boy and the other girls think of her?



Read, listen and check your answers.



The poster was Misha's dream come true. She phoned and arranged to meet Mike. She was nervous as she walked into the room because the band looked like real rock stars. 'I'm looking for Mike,' said Misha. 'I've come to join his band.' 'I'm Mike,' said a man. 'Let's hear you play.' Misha started to play, but after 20 seconds Mike asked her to stop. 'You play well,' he said, 'but you're not loud enough. We're playing for Don Parsons next week. I don't think you'll help us get a contract with him.' Misha left. She was sad.

The poster was Misha's dream come true. She arranged to meet Katia that afternoon. When she arrived, she was nervous. 'I'm looking for Katia,' Misha said, 'I'd like to join her band.' 'Oh,' said the girl, 'I'm Katia. Sing me a song.' After 10 seconds Katia didn't want to hear any more. 'You sing well,' she said, 'but you don't look right. We're singing for Don Parsons next week. I don't think you'll help us get a contract with him.'

Two weeks later, Misha was playing her guitar in the town centre. She enjoyed playing for the shoppers. She looked up and noticed a well-dressed man watching her.

When she finished, he came up and introduced himself. 'I'm Don Parsons,' he said, 'I'm a record producer. I think you could be a star.' Misha couldn't believe it. 'But, I'm too quiet to be a star.' 'No you're not,' Don said. 'Lots of bands think that if they make a loud noise they're good. I saw The Metal Kings last week – they were loud, but they weren't good.' Misha still couldn't believe it. 'But I don't look like a star.' 'You look perfect and you can sing,' Don said. 'I saw Girlz last week – they looked good, but they couldn't sing.' 'But, but, but ...,' said Misha. 'But ... nothing! You've got it all,' said Don. 'If you want to be a star, I can help you make it happen.'



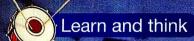




#### Match the sentence halves to make the summary.

- 1 First Misha sees an advert for
- 2 They are looking for
- 3 Mike thinks she
- 4 Next Misha sees an advert for
- 5 They are looking for
- 6 The girls think she
- Misha meets Don Parsons
- 8 Don Parsons thinks Misha

- a quitarist.
- a singer.
- doesn't look right.
- while she is playing the guitar.
- is too quiet.
- is perfect!
- The Metal Kings.
- a band called Girlz.





Listen, read and find out what you need to make rhythm. Number the sounds.

### What is rhythm?

مرجع زبان ايرانيان

Rhythm is all around us. You hear it when a basketball player bounces a ball, when the rain falls against the window or when you clap your hands. Rhythm is very important in making music. It is made from sounds and silences. These sounds can be longer, louder, shorter or quieter.

Some silences can be longer or shorter. When the sounds and silences are repeated, we get a pattern of sound that is called rhythm. In one piece of music, we can often hear more than one rhythm. Listen to the sounds. Can you hear the rhythm?



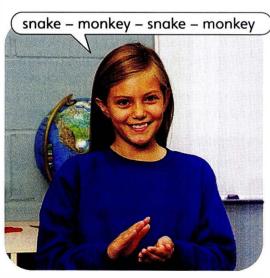




Think! Listen to three short rhythms and write numbers 1-3. Then listen and clap.

1	XX	хx	xx	xx
	X	xx	X	XX
	X	X	X	X

- The girl in the photo is saying a rhythm. Which of the rhythms in Activity 2 is she saying?
- Make each of the three rhythms using the two words snake (X) and monkey (xx).
- Work in three groups. Each group claps one of the rhythms in Activity 2.
- Now the three groups clap their different rhythms at the same time.
- Now, do the same, but use words. Can you find other jungle / animal words for the patterns?
- In pairs, create your own rhythm. Write your rhythm on a big piece of paper.
- Clap it to the class.



#### Learn and think

Read the text. Write the correct words under the music notes and complete the sentence.

### Rhythm in music

To show rhythm in music we use crochets ( $\downarrow$ ) and quavers ( $\downarrow$ ).

A crochet is one beat. A quaver is half a beat. So two quavers are the same length as one crochet.

two one

A crochet is the length of \_\_\_\_\_



Try clapping each of these rhythms. Then listen and check.





Mozart was a famous composer. His music has a rhythm of 60 beats per minute. Scientists say that his music helps us relax. It also helps us concentrate and remember things better.

- Use the words snake and monkey to say each of the rhythms in Activity 2.
- roject) Music and my learning.

#### DAY 1

- 1 Choose a piece of text (about 80 words) that you want to remember from this book.
- 2 Listen to some music by Mozart. Study the text for 10 minutes.
- 3 Half an hour later ask someone to test you. How much did you remember? Give yourself points.
  - 1 nothing at all
  - 2 a little
  - 3 a lot
  - 4 everything

#### DAY 2

- 1 Choose another piece of text (80 words) from this book. Study it for 10 minutes, but this time don't play any music.
- 2 Half an hour later ask someone to test you. Give yourself points and write them down.
- 3 Add up your points. Talk about your findings in class.

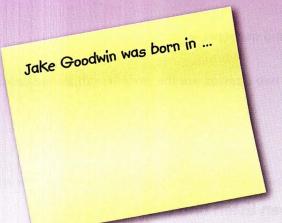


## A show-and-tell





Listen to Jasmine talking about her favourite singer and make notes.





What does Jasmine like about Jake Goodwin as well as his music?

Jasmine likes ...

#### Find out about it

- Talk to your friends. Find out who their favourite singers or bands are.
- Listen to some of the songs they like.
- Choose a singer or band for your presentation.

#### **Prepare it**

- Find out more about the singer / group: name, country, language(s), hobbies, most successful song, how many songs, family ....
- Think about these questions and write down your answers:
  - Where do you listen to music on the Internet, CDs, friends CDs, the radio?
  - Which songs do you like best? What do you like about them?
  - Collect some pictures from magazines or the Internet.

#### **Present it**

 You should talk for about a minute.
 Show the pictures. Think about questions you can ask your classmates.

Do you like ... ?

Did you know that ...?



#### Tips for presenters

If you want to use a difficult word in your talk, write it on the board before you start. Use the word in a sentence. Can your friends guess what it means?



## A diary

Read Jeremy's diary and put the paragraphs in the right order.

	Then we rode to Whitewall Castle. There is a huge park with a little lake in the middle. We had a picnic.
	So we went home quickly. We were wet, but it was a wonderful day.
	Last Sunday, a group of friends and I went on a bike ride.
	Finally, we went to the stadium to see a football match. But the weather changed and it started to rain.
	First, we rode up into the hills near

our town. It was great up there. The weather was beautiful.



2 Add these words to make Kylie's diary better.

first finally last Sunday then

#### **SATURDAY**

Grandma and Grandpa came to visit me and my sister. We went to the fun park in Blackhill. Grandma went on the ghost train with us. That was fantastic. We walked to a very nice restaurant and had lunch there. I had chicken and chips, and my sister had a burger. We went to the town hall. There was a concert with Give It All. They are a new band from Liverpool. The concert was great. We were very tired and went home straight away. We went to bed at eight o'clock.

### Tips for writers

To say that something happened some time ago (last weekend, last summer, in 2011, three weeks ago ...), use verbs in their past forms: was/were ... had ... went ... didn't like ... stayed ... loved.

- Think about something you did last weekend.
- Write about it for five minutes. Just write, write, write. When you can't think of a word, make a line \_\_\_\_\_\_.
  You can add the word later.
- b Think how you can organise your ideas. Use the words from Activity 2 to do this.
- e Put your text in an envelope and seal it. Look at it again after three days and try to make it even better.



# 4 Space restaurant

What will people eat in the year 3002? Nobody knows. Maybe they will eat pills when they are hungry. Red pills in the morning, blue pills at lunchtime and green pills in the evening. Maybe people on Earth will get all their food out of machines.

- 1) waiter
- 2 biscuits
- 3 salt
- 4 pepper
- 5 napkin
- 6 chopsticks
- 7) fork
- 8 spoon
- 9 knife



Read, listen and answer the questions.

1 When do they serve meals in the restaurant?

Listen and say the words. Check with your partner.

3 What is the date?

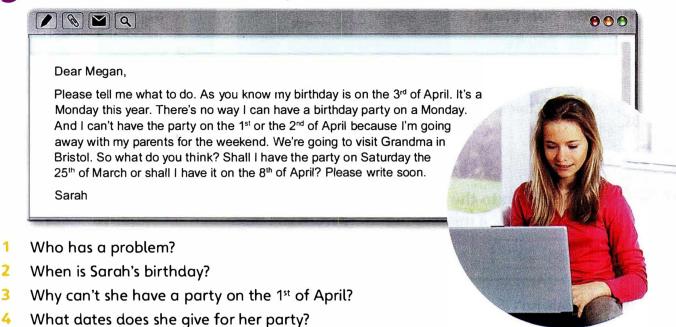
- 2 How is time different?
- 4 How old is Phoebe?
- Choose words and play the odd-one-out game with your partner.

My words are knife, salt and chopsticks.

Salt is the odd one out. You don't use it to eat.



Read the email and answer the questions.



2 CD2

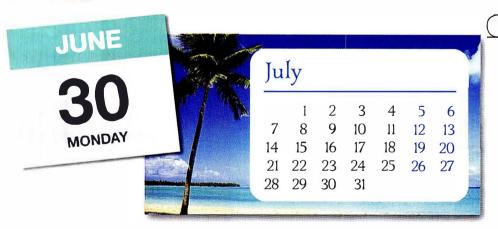
Language focus

Listen and say the sentences.

This year the 1st (first) of May is a Monday.
The 2nd (second) of May is a Tuesday.
The 3rd (third) of May is a Wednesday.
The 4th (fourth) of May is a Thursday.
The 5th (fifth) of May is a Friday.



(3) Think!) Work with a partner. Ask and answer.



What day is the 11th of July?

Give me a second. I think it's a Friday.

That's right.

Think of three questions to ask your partner.

When is your dad's birthday?

What is the last day of school this year?



- Look at the photos and answer the questions.
  - How does Charlie look in photo 1 and photo 2?
  - What do you think happened?







Read and listen to the dialogue to check your answers. Complete with the missing numbers from the box.

5<sup>th</sup> 22<sup>nd</sup> 29<sup>th</sup>

Charlie	Hey Josh, isn't it your birthday soon?	Charlie	I love that place.
Josh	Um, yes. It's on the (1)	Josh	Yeah, it is pretty good.
Charlie	What! That's only a week away.  Today's the (2)	Charlie	So, what do you want for a birthday present? Are you still into Mega Monster trading cards?
Josh	Yeah, I know.	Josh	Yeah. I still like them.
Charlie	So what are you going to do? Are		
	you going to have a party?		Excellent! I'll get you three packets.
Josh	Not this year. Mum said I could take	Josh	Um, Charlie, there's one problem.
	some friends to the cinema.	Charlie	What's that?
Charlie	Cool! What film?	Josh	Mum said I can only have four
Josh	KidSpyz 3.		friends and you were (3)
Charlie	Brilliant! I really want to see		on the list. I'm sorry.
	that one.	Charlie	Oh, no!
Josh	And then we're going to have lunch at Benny's.	Josh	I'm only joking Charlie. You were 1st on my list!

#### Work in pairs.

- Practise the dialogue.
- Imagine it's the birthday of one of you soon. Decide on:
  - when it is
  - a good way to celebrate
  - what would be a good present
  - how many people are invited
- Use your ideas to make up your own dialogue.
- d Act out your dialogue for the class.





#### Read and correct the sentences below.



#### Food will never be the same again.

By our reporter Poppy Beanie

Yesterday, in his laboratory, Professor McKarrot showed us what our food will be like in the future.

Look at these two pills. 'If you put water on the green pill, you get broccoli with fish,' the professor said. The professor poured water on the green pill. But there was a problem. The fish was green too. The professor was not happy.

'If you put water on the pink pill, you get tomatoes with beef,' the professor said. Then he poured water on the pink pill. The tomatoes looked like pink roses and the beef looked like pink paper. 'We're working on it,' the professor told us, 'we're not quite there.'

- 1 Poppy Beanie is a scientist.
- Professor McKarrot showed her how to make food in the future.
- 3 If you put coffee on the green pill, you get broccoli with fish.
- 4 If you put water on the pink pill, you get tomatoes with chicken.



Grammar focus

Listen and say the sentences.

If you put honey in your tea, it becomes sweet.

If you leave chocolate in the sun, it becomes very soft.

If you put water in the freezer, it turns to ice.



Play the food game with a partner. Imagine that you have pills of six different colours. Tell your partner what food you get.



If you put water on the blue pill, you get potatoes with spinach.



### Look at the pictures. Where can you see these things:

knives and forks 2 lots of washing up 3 a birthday cake pots with steam



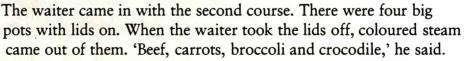
Go through the text quickly. Why does the robot want the children to do the washing up? Listen and check your answer.

# The birthday meal

The friends sat down at the table. After ten minutes the waiter came with the starter. There were three bowls with something orange in them. 'Orange soup with fish and pepper,' the waiter said. They tried to eat the soup with their spoons, but it didn't work. The soup was hard. 'If you throw your soup into the air, you can eat it more easily,' said the waiter. So they threw the soup out of the bowls into the air. The soup fell onto the table and broke into hundreds of little orange balls. The children tried to pick up the balls with their spoons but they always rolled away. 'It's easier if you use your chopsticks,' the waiter said. So they ate the little balls with their chopsticks.



'The soup is really good,' Phoebe said. 'It tastes like fishy, peppery sweets.' 'I like it too,' Alex agreed, 'but I'm still hungry.'



'You have to eat the steam fast or it will disappear.' The children took their spoons and tried to eat the steam as quickly as possible, but they didn't get much.

'I can't believe that all we have to eat is soup and steam!' said Alex. 'What's for dessert?' the children asked. 'Wait and see,' answered the waiter.

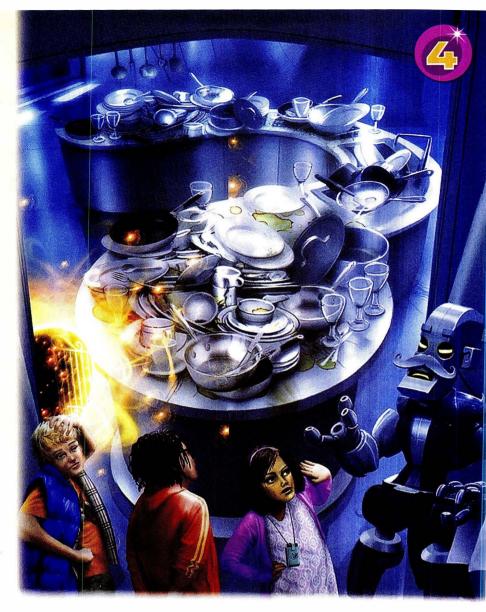
The kitchen door opened with a loud noise. Phoebe, Alex and Patrick saw a huge spaceship sailing towards them. On it there were lots and lots of burning candles. 'Happy birthday!' shouted the waiter as the spaceship landed in front of Phoebe.



'Blow out the candles,' Alex said.
'Please help me,' answered Phoebe,
'there are too many.' So, together
they blew out the candles. 'Hurray,
the spaceship is made of chocolate
and there's ice cream inside,'
Phoebe shouted. Alex, Patrick and
Phoebe are until they were full.

'That was wonderful,' Phoebe said. At that moment the waiter came and gave them the bill. 'It's 60,000 goldstars altogether,' he said.

'What? We, we ... haven't got any goldstars,' Patrick answered. The waiter scratched his head. 'Then I'm afraid that you have to work in the kitchen for a week.' The children nodded sadly and walked towards the kitchen. When they got to the door, a golden glow appeared around it. They looked at each other happily and walked into it. They were gone in a flash.



#### Read and answer the questions.

- 1 What was the first course?
- 2 How could they catch the orange balls?
- 3 What was the second course?
- What did they have for dessert?
- 5 What money does the restaurant take?
- 6 What did the waiter tell them to do?

## (4) (Think!) Read and match the prices with the objects.

If a three course meal for three costs 60,000 goldstars, how much do you think these things cost at the edge of the universe?

1.000 goldstars 10,000 goldstars 50,000 goldstars 100,000 goldstars



A can of space cola



A trip to the 6D cinema



A jet booster bike



A pet Zonk



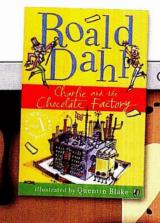
Read the blog and match the pictures with the paragraphs.



I'm crazy about chocolate, so it's no surprise that my favourite book is *Charlie and the Chocolate Factory* by the wonderful Roald Dahl. Forget Charlie Bucket, the real hero of the book is Willy Wonka, inventor of the most amazing sweets in the world. Here are just a few of his delicious creations:

- Chewing gum that is a complete three course meal: tomato soup followed by roast beef with blueberry pie for dessert. I think I'd choose different courses, though. Willy Wonka also invented a chewing gum that never loses its flavour very useful.
- ② Hot ice cream for a cold day! What a great idea. Now I can eat ice cream every day! He also invented an ice cream that never melts very useful.
- Wallpaper that you can lick. This wallpaper comes with pictures of fruit all over it; oranges, grapes, apples, bananas. When you lick the pictures you taste the fruit. Brilliant!
- ⚠ Lollipops with lights in them perfect for eating in bed and reading at night.
- (5) Grass made of sugar called Swudge. It grows by the chocolate river and the chocolate waterfall in Willy Wonka's factory.
- Mr Wonka also invented some great sweets for schoolchildren such as invisible chocolate bars. The teacher does not know you are eating them! There are also sugar coated pencils and magic hand-fudge you hold the fudge in your hand and you taste it in your mouth. Finally, there are Wonka's exploding sweets a great way of scaring the school bully!

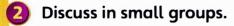
Anyway, these are just a few of his inventions. Read the book if you want to know more.











Which of the sweets would you like most? Why?

I'd like to try ...

- What three courses would you like your chewing gum to be?
- What flavours would you like on your wallpaper?



#### How to make

## A hot chocolate Swudge drink

straight from Willy Wonka's factory!

Write the words under the pictures.

an ice cream glass an ice cream scoop a pan a straw

#### You need:













Listen and write the missing numbers.





\_ bottle(s) of chocolate sauce

\_ bag(s) of green jelly sweets



\_\_ g of milk chocolate



 $_{-}$  ml of cream



\_\_ tablespoon(s) of sugar



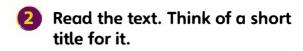
\_ ball(s) of chocolate-mint ice cream

Listen and put the steps in order.

- Fill a quarter of the glass with chocolate sauce.
- Pour some more chocolate sauce on top of the ice cream so that it runs down the ice cream like a chocolate waterfall.
- Cut the jelly sweets to make blades of grass.
- Put in a straw and start drinking!
  - Break the chocolate and slowly melt it in a pan. Add the cream and the sugar and mix them together. Don't let it get too hot and keep stirring!
- When the chocolate, cream and sugar are well mixed, pour it into the glass containing chocolate sauce. Now add the ice cream.
- Work in pairs. Think of something you would like to invent.
- What is it called?
- What are the ingredients?
- How do you make it?
- Present your invention to the class.

## The importance of eating healthy food

1 Look at the photos. Which child is healthier? Why do you think this?







Food keeps you alive. If you don't eat, your body won't work, but that's not enough. You want your body to be fit and to work well. It can only work well if you choose healthy food.

#### Healthy food helps to:

- make your bones and muscles strong.
- repair damage.
- give you the energy you need.
- keep your digestion healthy (how the food gets through your body).
- keep you warm.

3 CD 2 38

Read and listen to the text. Look at the picture and think about what you eat.

Look at the picture of different food types that we eat. The plate shows the correct amounts you need of each food type.

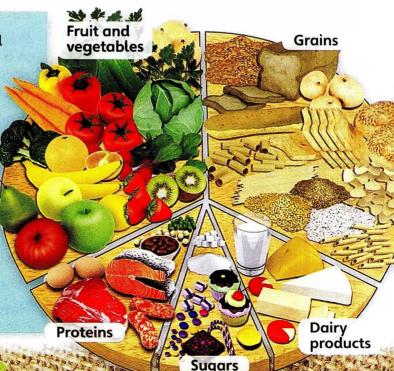
Fruit and vegetables make you strong and give you energy.

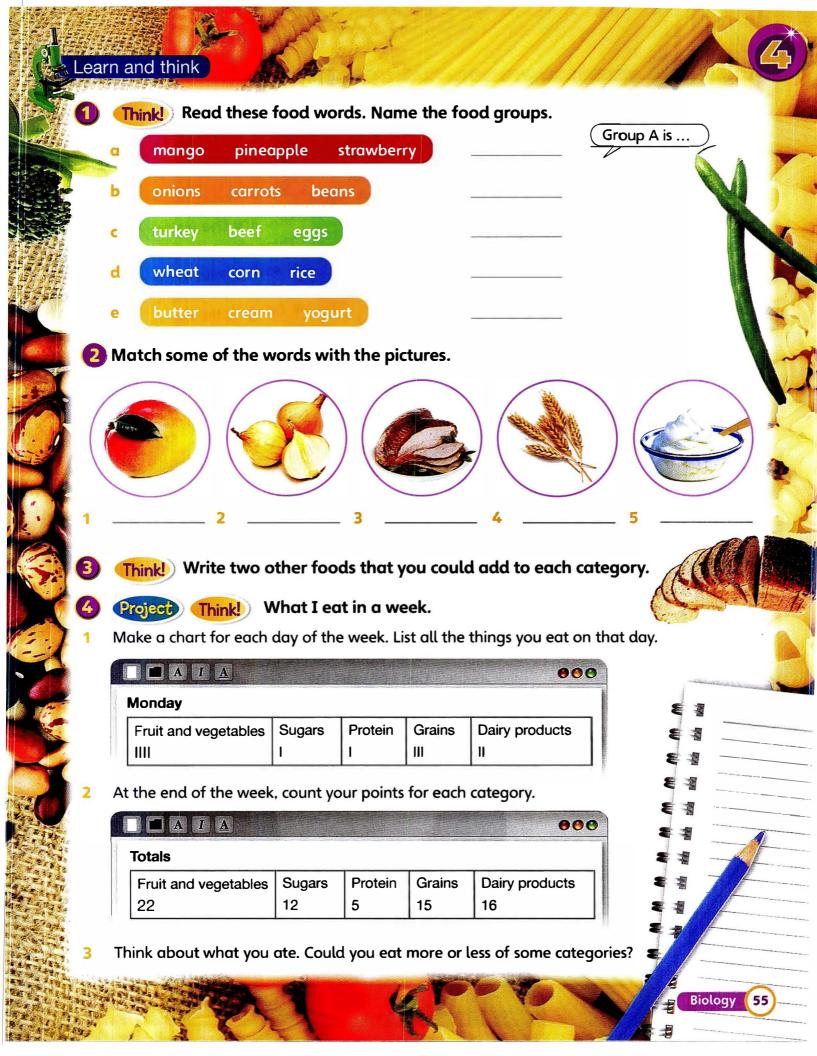
Grains are good for your digestion.

Dairy products are good for your bones and teeth.

Proteins give you energy and help repair your body.

Sugars taste great, but are not very good for you!







## At the restaurant

Work in pairs. Choose a role card.



## You are the customer.

You are having a meal in a restaurant. Think about the following:

Student

- saying hello
- asking for the menu
- ordering a drink
- ordering starters
- ordering the main course
- ordering another drink
- ordering dessert
- asking for the bill
- saying goodbye

## You are the waiter/waitress.

Think about the following:

- saying hello to the guest and showing them a table
- bringing the menu
- asking what they would like to drink
- asking what they would like to eat
- asking if they would like anything else
- asking if everything was all right
- bringing the bill
- saying thank you

Act out your dialogue.

#### Useful language

#### Student A

Hello, have you got a table for ...?

I'd like to see ...

What do you suggest?

For starters I'd like ...

Then I'll have ...

Can I have ... with the ...?

Can I have another ...?

Could you please bring me ...?

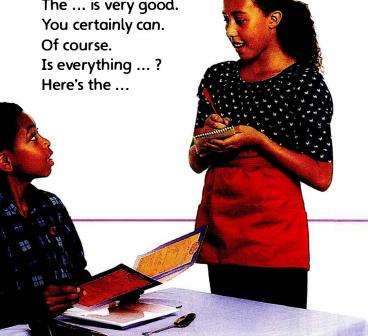
Can I have ...?

#### **Student B**

Please follow me. What would you like ...?

Can I suggest the ...?

The ... is very good.





## A recipe

- Read the recipe.
  - Complete the text with the phrases from the box.
  - Match the words (1-4) with the pictures.

Things you need Ingredients How to make it

## Apple Surprise

Preparation time: 10 minutes

(1)

2 small red apples 2 tbsp.\* lemon juice 2 tbsp. sugar a little bit of cinnamon some vanilla ice cream



(2)

- 1 knife
- 2 a tablespoon
- 3 blender
- serving bowls









- Peel the apples and cut them into small pieces. Throw away the core.
- Put the apple pieces and lemon juice into the blender. Blend until the mixture is very smooth.
- Pour the mixture into a small bowl and stir in the sugar and cinnamon.
- Pour over your ice cream and enjoy!

#### Note:

Use a knife only when a parent or another adult is present!

\*tbsp. = tablespoon

Circle the verbs in 'How to make it' and write them under the pictures.











Write your own recipe. **Include information** about Ingredients time, Things you need, **Preparation** and How to make it. Find a good name for your recipe.

#### Tips for writers

When you create your own recipe, use verbs such as: put in, stir, peel, cut, pour.

Use the following language to say how much: a little bit of, a tablespoon of, a cup of, half a litre of, half a kilo of.

# The Wild West

The Wild West describes part of North America in the second half of the 19th century. It was a time when people were travelling across North America, discovering new land and building new towns. It was also the time of cowboys, both good and bad!

- 1) jail
- 2 sheriff
- 3 robbers
- 4) wagon
- 5 handcuffs
- 6 barrel
- 7 pistol
- 8) saddle
- 9 rope

Listen and say the words. Check with your partner.

	CD2
7	
<b>_</b>	407

Read, listen and complete the sentences.

- 1 Patrick loves
- Alex thinks the men on horses are \_\_\_\_\_
- The sheriff is wearing a \_\_\_\_\_ and has got a \_\_\_\_ in his holster.
- Phoebe thinks the sheriff looks
- Choose a word. Describe it for your partner to guess. You find this on a horse.

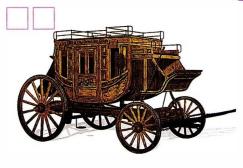
Is it a ... ?





- 1 It's made of wood and metal.
- 2 It's made of cotton.
- 3 They're made of leather.
- 4 It's used for hiding your face.
- 5 They're made of glass.
- 6 They're used for keeping your feet warm.
- 7 They're used for holding water.
- 8 It's used for travelling to places.











Grammar focus

Listen and say the sentences.

The saddle's made of leather. It's used for riding horses.

The handcuffs are made of metal. They're used for arresting robbers.





Listen and write the missing words. Then sing the song.

- Table Control of the Control of th	是一种是一种的一种的一种的一种的一种的一种的一种的一种的一种的一种的一种的一种的一种的一
His (1) was made of silver,	Sitting inside the stagecoach,
His teeth were black and (2)	. Dressed in (9) and brown,
His name was Billie Liar,	Was (10) William Teller,
The meanest robber in town.	The quickest man in town.
When Billie rode along the (3)	, The sheriff grabbed the robber,
The people all got down,	And threw him to the ground.
And hid behind the (4),	Now Billy Liar's behind the (11)
From the meanest robber in town.	Of the safest jail in town.
Billie robbed a lot of (5),	
He went from town to town.	
Not a single (6)was ever safe	
From the meanest robber in town.	
One day he wall had a (7)	
One day he robbed a (7),	
As it came into the town,	
And that was the one (8),	All about was Country and Wooton
From the meanest robber in town.	All about music: Country and Western
	Country and western music came from the USA in
ن مرجع زبان ایرانیا	the 1920s. The songs were often about cowboys and told stories of the early settlers. These days
	the music is still very popular in America and in
A	many other parts of the world as well.
	It's great.
CID to MAN I A SECOND TO THE S	
VI VIII A LA L	It's OK.



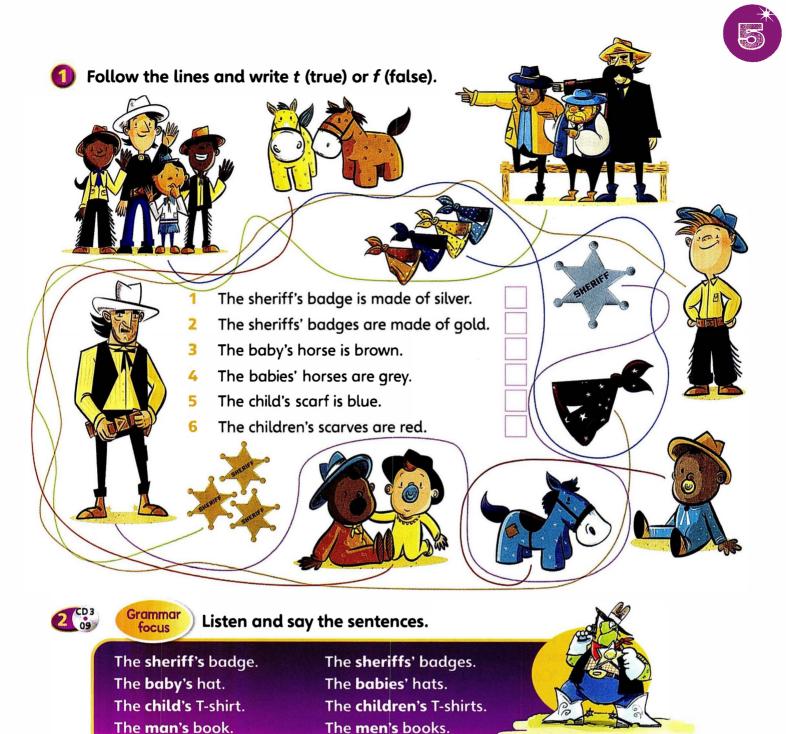
Listen and say the dialogue.

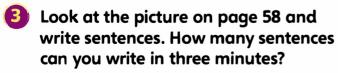


Eddie Run, Jenny! Billie's getting out his gun! Jenny Well, I'm not running, Eddie. He's got a bubble

gun!







- the robbers
- the sheriff
- the children
- the babies

The robbers' horses are ...

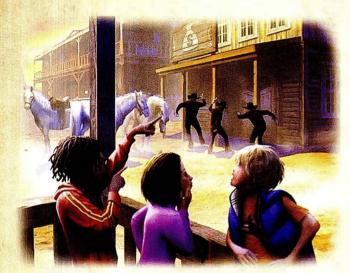


- Go through the text quickly and find answers to the questions.
- What are the names of the robbers?
- **b** What does the sheriff give the kids?



Read and listen to the story to check your answers.

# The bank robbery

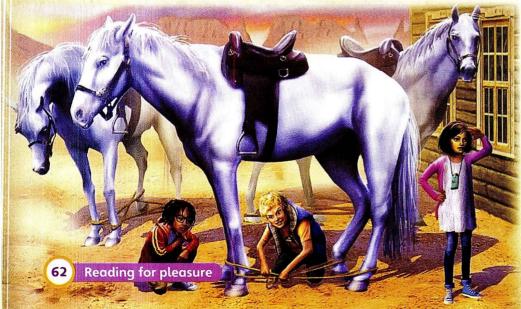


The children watched the men get off their horses and walk up to the bank. The people in the street looked very worried and went inside their houses. The men had scarves around their mouths. They disappeared inside the bank.

'I don't like this,' said Phoebe. 'I think they're going to rob the bank.' A minute later, a woman ran out of the building. 'They're robbing the bank!' she shouted. 'You were right Phoebe,' said Alex, 'but what can we do?' 'We can go in and stop them,' said Patrick. 'Don't be silly,' said Phoebe. 'That's too dangerous. Let's go and talk to the sheriff.'

The kids went into the sheriff's office and told him about the robbers. He wasn't very interested. 'Aren't you going to do something?' asked Phoebe. 'What can I do?' asked the sheriff. 'They're the Dalton brothers, the most dangerous robbers around. I'm not going to try to stop them. It's too dangerous!' 'Well somebody has got to do something,' said Patrick. 'Come on, I've got a plan!'





Patrick walked over to the robbers' horses. Phoebe and Alex followed. 'Pass me that rope,' he said. Alex gave him the rope and Patrick tied it around the horses' legs. 'That'll stop them!' he said. 'I think we need to do more.' said Alex, 'Give me your penknife, Patrick.' 'Hurry up boys,' said Phoebe. 'The Daltons are coming.'



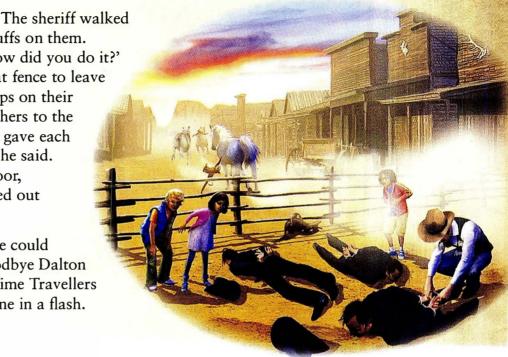


The Dalton brothers walked up to the children. 'You three are brave,' the tallest one said. He took out a big knife. The kids were scared. 'Don't worry,' he said. 'This is to free our horses. Nice try kids!' He cut the rope from the horses' legs and they rode away. 'That wasn't a very good plan!' Phoebe said. 'Just wait a minute,' said Alex.

As the Daltons were leaving town, their horses jumped over a fence and the men fell to the ground. 'We've got them!' Alex shouted. 'Get the sheriff.'

up to the brothers and put handcuffs on them. 'That was very clever, kids, but how did you do it?' 'I knew they had to jump over that fence to leave town,' said Alex, 'so I cut the straps on their saddles.' The sheriff took the brothers to the jail and put them behind bars. He gave each of the kids a badge. 'Thank you!' he said. As the kids walked past the jail door, the shortest of the brothers shouted out to them. 'We'll get you kids!'

'I don't think so!' said Phoebe. She could see the yellow light glowing. 'Goodbye Dalton brothers. Goodbye sheriff!' The Time Travellers walked into the light and were gone in a flash.



- Choose the correct answers.
- 1 Who wants to go into the bank?
  - a Alex b Patrick c Phoebe
- Why doesn't the sheriff want to do anything?
  - a He's scared. b He's lazy. c He's tired.
- What does the tallest Dalton brother think of the kids?
  - They are silly.
  - They are courageous.
  - They are scared.
- What does Alex do with the penknife?
  - He cuts the rope.
  - b He stops the sheriff.
  - He cuts the saddles.

4 Think!

Think! Who do you think says these things? Where and when do they say them?

- Everybody on the floor.

  Now give us the money.
- The Dalton brothers aren't scared of me!
- That was a great plan, Alex.
- 4 (Those kids. They tricked us!
- These brothers aren't going to rob any more banks now.



#### Read the webpage and match the words with the definitions.

teepee a areas of land where modern Indians live

Sioux
b an animal that lives in North America

bison c a famous Indian tribe

4 reservations d a typical Indian house



#### Read the webpage again and discuss the questions.

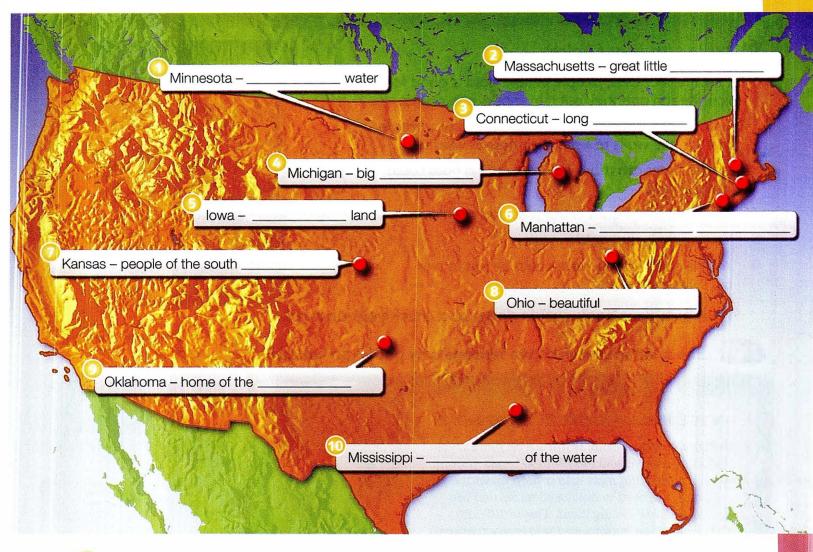
- 1 How did the American Indians get their name?
- 2 How were American Indian tribes different from each other?
- 3 Why did things get bad between the Europeans and the American Indians?
- 4 What did the Europeans want?
- 5 What is the situation for American Indians these days?







### Listen and complete the place names.



Think of five places you both know. How could American Indians describe these places?

> London - place of many people Paris - city with big tower Rio de Janeiro - place of beautiful beaches

Read your place names for your partner to guess.

City with beautiful opera house. Is it Sydney?



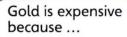


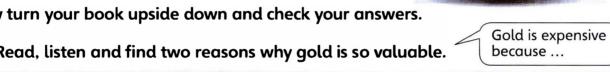
- In some countries, people believe gold is good for your health and they put it in snacks and drinks.
- Gold is sometimes used for building houses. People put it in the walls to keep their houses warm.
- Native American tribes believed eating gold could make you fly.
- There is a lot of gold in the seas and oceans.
- You can only find gold in water.
- All the gold that we have could be put in two big swimming pools.

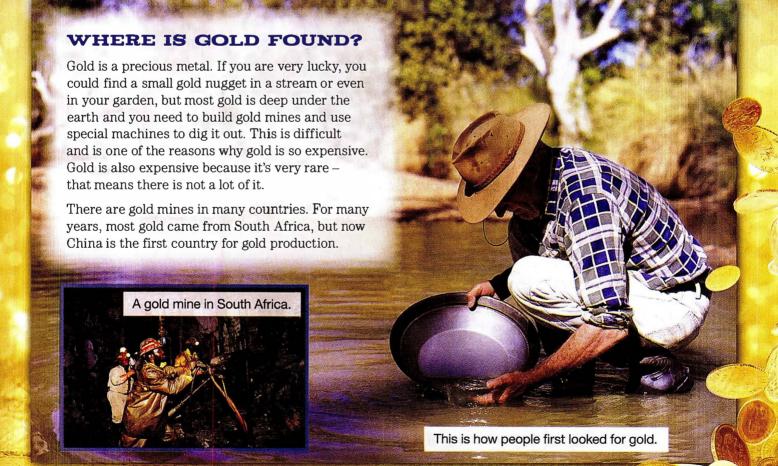
Now turn your book upside down and check your answers.

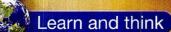


Read, listen and find two reasons why gold is so valuable.











Look, read and answer the questions. Think of other things that gold is used for.

Gold is used for ...

- What is gold often used for?
- Do you know any other precious metals? What are they used for?

## What is gold used for?

Gold has many different uses. Here are some of them:

مرجع زبان ايرانيان

## Money

Because gold is expensive, it is used as money. All over the world, people will always want to buy gold.



## Jewellery

60% of all the gold we have is made into jewellery. This is because gold is very soft and easy to work with. Gold is also used in jewellery because it's very beautiful.

### Electronics

All metals conduct electricity (meaning that electricity can move through them easily), but gold is better than most other metals. This means that gold is often used in machines like computers.

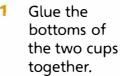




Make a trophy.

#### You need:

- foam or cardboard coffee cups
- a small square box
- masking tape
- 2 pipe cleaners
- gold craft paint
- scissors
- paintbrush
- craft glue





- When the glue between the cups has dried, wrap a piece of masking tape around the middle.
- Insert a pipe cleaner into each side of one of the cups as trophy handles.
- Cover the cups with masking tape.
- Paint the tape on the cups and the box gold. Let them dry.
- Use the glue to stick the bottom of the cup that does not have the pipe cleaner handles onto the box. Let the glue dry completely.
- Think of someone to give the trophy to and tell them why.





# A Wanted Poster



Look at the poster and listen to the presentation. Make a note of three differences you hear.

# WANTED BETTY THE COYOTE



21 years old. 1.78 metres tall. Dark brown hair. Round face. Green eyes. Small nose. Bad teeth. Sometimes wears a red scarf and a black belt made of leather. Carries two pistols in brown holsters. Bring Betty the Coyote to any sheriff in Arizona. 500 dollars are waiting for you.

#### Think about it

- Work with a friend. Think of a name for the person on your Wanted Poster.
- Draw a picture of the person. Think about what the person looks like and what clothes he or she wears.
- Draw a picture of the person on a big piece of paper. Colour it in.
- Make notes about the person, where he or she is from, his or her clothes, other things he or she has got (horse? pistols?).
- Think of how much the sheriff will pay for the person on your Wanted Poster.

#### **Prepare it**

- On a piece of paper, write the text for your poster with your partner.
- Show it to your teacher to help you with the language.
- Write the text on your poster.

#### Present it

- When you present your poster to the class, do not just read out the text.
   Say a little bit more.
  - This is
  - Be careful!
  - There's a reward of

## i

#### Tips for presenters

When you give a presentation, you should speak a little bit louder than normal. Make sure everybody in your class can hear and understand what you are saying.



## Write a story

- Complete the story with the correct sentences.
- 'Everybody give me your money!' he shouted loudly.
- 'Who did this?' he shouted angrily.
- 'I'll get Hank Knife, and I'll put him behind bars!' he said.
- 'He's so mean, and he's very dangerous!' they said.

Hank Knife was a robber who lived in Sandhill. Everyone was afraid of him. (1)

It was a Friday. There were lots of people in the street. Suddenly they saw Hank Knife on his big, black horse. He stopped in front of the bank and went inside, (2) The people gave him all their money.

But Sandhill had a new sheriff. He wasn't afraid of Hank Knife. (3)

When Hank Knife came back to his horse, there was a rope around the horse's legs. Hank was angry. (4) Then he bent down to cut the rope. The sheriff jumped out from behind a barrel. He arrested Hank Knife.



Choose the best title for the story.

Sandhill on a Friday

The big black horse

A lot of money

Bad luck for Hank Knife

- Look at the questions and write a story with the title 'Boris's last robbery'.
- Who is the main character of the story?
- What does he do?
- What happens?

#### Tips for writers

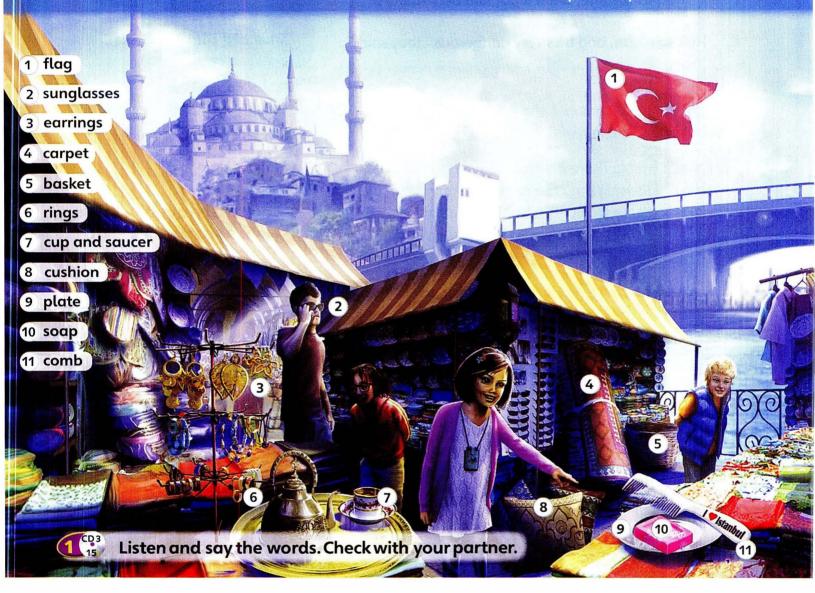
Make your story interesting. Write three or four sentences to say what people said, shouted or asked. Remember to use speech marks.

In pairs, read your stories. How are they different?

# In Istanbul



Istanbul is one of the world's biggest and most beautiful cities. It is the only city in the world that is built on two continents – Europe and Asia. They are divided by a bit of the sea that looks like a river: the Bosphorus Strait. Tourists love Istanbul because it offers the combination of a modern, Western lifestyle with fascinating Eastern traditions. In 2010, Istanbul was named the European Capital of Culture.





**2** Read, listen and answer the questions.

- What does Patrick want to buy and why?
- Where are the children?

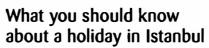
- Why does Alex think that's not a good idea?
- How does Phoebe know where they are?
- Choose a word. Draw it for your partner to guess. Can you think of any other things you can buy? (Is that a ...?



1 Read the text from a website for tourists. Then cover it up and complete the sentences.

- 1 You should \_\_\_\_\_ comfortable shoes.
- You should always
  the name
  and address of your hotel
  on a piece of paper.
- You shouldn't worry if you don't \_\_\_\_\_ Turkish.

  Many people speak English.
- 4 You should \_\_\_\_\_ a map when you walk around the city.
- 5 You shouldn't \_\_\_\_\_photos without asking.



- ★ You should wear comfortable shoes all the time. You'll do lots of walking. It's easier in the right shoes!
- ★ Make sure you know the name and the address of your hotel – write it on a piece of paper – Istanbul is a huge city. It's easy to get lost.
- You shouldn't worry if you don't speak Turkish. Many Turkish people speak very good English and are very friendly and helpful. But why don't you learn a few words in Turkish? People will like that!
- You should always take a map with you before you start walking around the city. And before you leave your hotel, you should make a plan of what you want to see.
- ★ You shouldn't take photos without asking.



Grammar focus

Listen and say the sentences.

In summer, you **shouldn't** go out without a hat. It can be very hot. There are lots of cars. You **should** always be careful when crossing the road.







Look at the photo and answer the questions.

Mia and Olivia want to buy a present.

- What do you think they want to buy?
- Who is it for?



Read and listen to the dialogue to check your answers.

Mia This is the shop. We'll definitely find

Miss Saunders a present here.

Olivia Let's get something nice. She's a brilliant teacher.

Mia Yes. I'm going to miss her next year.

Olivia Look at those earrings. They're

really cool.

Mia They're OK ... but I really like that ring

over there.

**Olivia** I'm not so sure. I prefer the earrings.

Mia But they're not for you, they're for

Miss Saunders. She'll like the ring best.

Olivia She'll like the earrings more.

Mia I don't agree, I think we should get

the ring.

Olivia I disagree, I think we should get

the earrings!

OK, let's see how much they cost. Mia

Can you read the prices?

Olivia Let me see. Um, the earrings are ... £350!

What! Mia



Olivia And the ring's ... £3,000!

Mia OK, I think we should go to

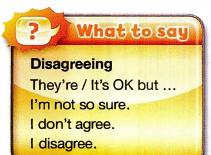
another shop!

Olivia I agree!

Mia Come on!

### Work in pairs.

- Practise the dialogue.
- Imagine you want to buy someone a present. Decide on:
  - who it is for
  - why you want to buy a present
  - two things you could get
- Use your ideas to make up your own new dialogue.
- Act out your dialogue for the class.





### Read and listen to the dialogues. Match them with the pictures.

A Could I see that ring over there, please?

B Of course.

A Do you mind if I open this book?

B Not at all.

A Do you mind if I try this jacket on?

B Not at all.

A Could I buy some stamps for these postcards, please?

B Of course.











Grammar

Listen and say the questions and answers.

**Could I** try on that T-shirt over there? Do you mind if I close the door?

Of course. Not at all.



Play tourist and shop assistant in a souvenir shop. Then swap roles.



Could you show me / tell me / give me ...?

Could I see / have ...?

Do you mind if I try this on / look at the ...?



Could I ... ? / Do you mind if I ... ?

### The Time Travellers

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

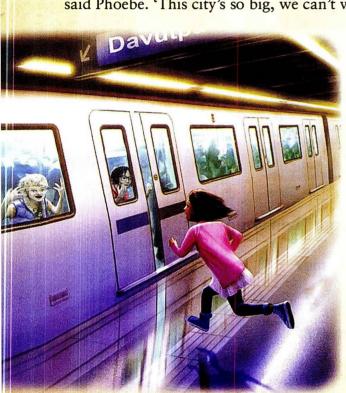


Read and listen to the story to check vour answers.

## Lost in the city

Phoebe bought a little guidebook about Istanbul from the tourist office. The Time Travellers sat down to read it. 'Let's go sightseeing!' said Phoebe. She was so excited. The photos in her book were wonderful. 'This city's great!' Patrick said. 'Let's go!'

They made a list of all the sights they wanted to see. 'We should go by underground,' said Phoebe. 'This city's so big, we can't walk all day.'

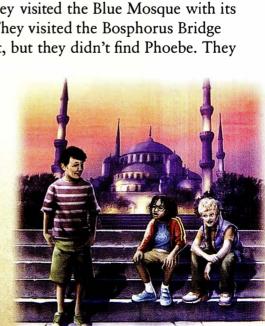


The nearest underground station was called Taksim. It was full of people and hard to move quickly. 'There's the train! Quick!' Patrick shouted. Patrick and Alex pushed through the crowd and jumped onto the train. Phoebe wasn't fast enough. The doors closed before she could get in! She didn't know what to do. 'Stop!' she shouted, but that didn't help.

Alex and Patrick talked about what to do. How would they find Phoebe in a city of more than 12 million people? 'Let's go and see all the sights we wanted to see,' Patrick said, 'Phoebe knows what they are. I'm sure we'll find her at one of them!' The boys spent six hours in Istanbul. They visited the Blue Mosque with its beautiful blue tiles. They visited the Bosphorus Bridge and the Spice Market, but they didn't find Phoebe. They were really worried.

'Can I help you?' a voice said. 'I'm Ali.' Ali was about

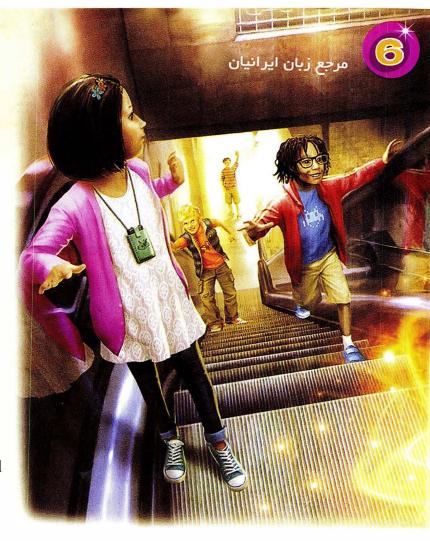
the same age as them, and he was very friendly. Alex and Patrick told him what had happened. 'Hm! You lost your friend at the underground station in Taksim. She's probably waiting for you there!' he said. 'Of course!' Alex and Patrick shouted. 'Let's go back to Taksim!'



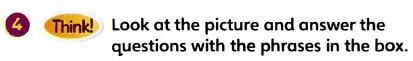
Sure enough, when the three boys arrived at Taksim they found Phoebe waiting on the platform where they had last seen her.

'I'm so sorry!' Patrick said. 'It wasn't very clever that we got on the train without you!' Phoebe laughed. 'I'm so happy we're together again. So happy! But what did you do all day?' The boys told her about all the beautiful places. 'I'd love to see them too!' Phoebe said. 'We can go and see them tomorrow!' said Ali. 'That's a great idea,' said Phoebe, 'but we can't stay!' 'Why not?' asked Ali. 'Istanbul is beautiful!' 'I know,' Phoebe said sadly. She was looking up towards the escalator where there was a yellow glow.

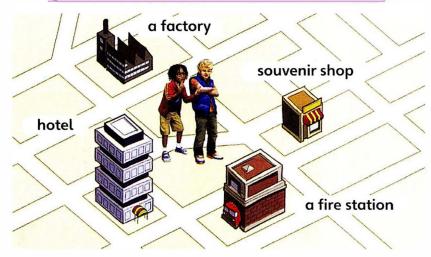
Ali was unhappy to say goodbye. He saw his three new friends going up the escalator. They waved at him. Then they slowly moved into the light and were gone in a flash.



- Correct the mistakes in the sentences.
- 1 Phoebe, Alex and Patrick looked at a book with some photos of the underground.
- 2 They decided to travel around the city by bus.
- 3 Alex and Patrick went to see some sights. They wanted to find Ali, their friend.
- 4 They went back to Taksim with a Turkish girl.
- 5 When they arrived in Taksim, they couldn't find Phoebe.
- 6 Ali wanted to show Phoebe the city the next day, but she didn't like Istanbul.



in front of behind to the left to the right



Where is the

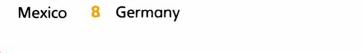
• hotel? • factory? • souvenir shop? • fire station? Alex and Patrick now turn to face the left. Now where are the buildings?





### Match the flags with the countries. Listen and check.

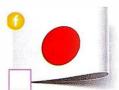
- India 2 Indonesia
  - 3 Finland
- China
- Japan
- 6 USA















- Read again and choose the best title for it. Write it above the text.
  - The world in your room.
  - Why is your room always such a mess?
  - Made in China.
- Work in pairs. Make a list of the things in your home that are made in your country.



Write your ideas on the board and make a class list.

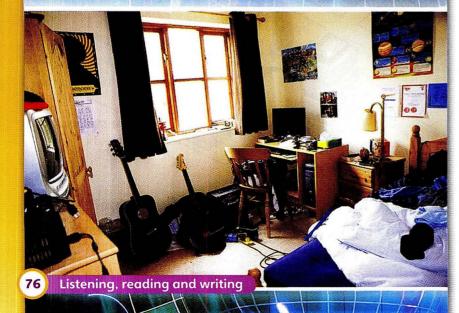
Read about what things these countries make.

Would you be surprised to learn that you have things from all over the world? Have a look around your room. Those trainers on the floor (the ones your parents are always asking you to tidy away) are made in Indonesia on the other side of the world. Your jeans and T-shirt (also a mess on the floor) come from Mexico or India, on completely opposite sides of the world.

Now find your mobile phone. You can't. Look under the bed. There it is! What does that say? 'Made in Finland' and your computer, well, that came all the way from China.

Your mum's home from work. You can hear her car stopping outside the house. That new car that she spends all Sunday cleaning was made in Germany and then put on a ship and brought all the way over here.

Your homework is done - well most of it is. You're tired and you need to relax. You lie on your bed and you decide to turn on the TV, which came all the way from Japan. There's a French film on. You're too tired to read the subtitles so you turn over and watch an American police series. Who needs to travel the world? It's all here in your home.

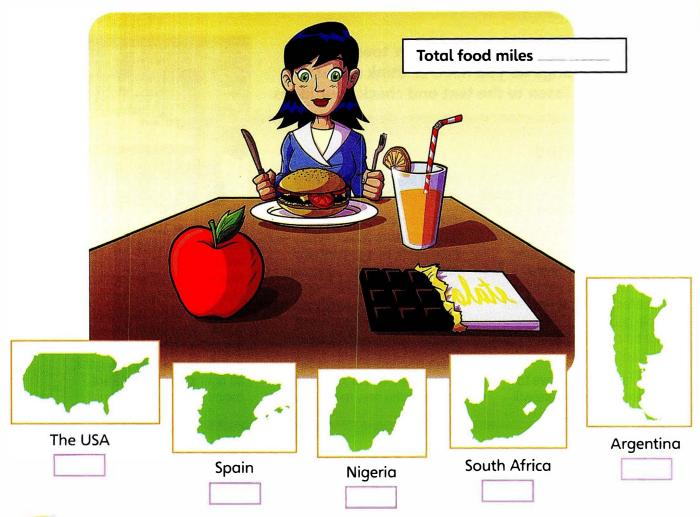




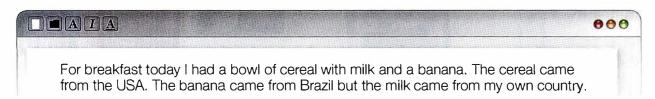


1 CD 3

### Listen and draw lines from the countries to the food.



- How many kilometres has the food travelled? Listen again and write the numbers in the boxes. What is the total?
- Discuss the questions in small groups.
- 1 What food that you eat comes from other countries?
- What food that you eat definitely comes from your country?
- 3 Is it a good or a bad thing to eat food that travels a long way. Why?
- Find out where all the food for your breakfast comes from and how far it has to travel. Write a short text.



## Town Planning

1 CD3

Imagine you are planning a new town. What kinds of things do you need to think about?
Read and listen to the text and check your ideas.



New towns must be well planned. This is the job of a town planner. A town planner helps build a great place to live.

Town planners have to think about many things. Should people live in blocks of flats or smaller buildings? How will people get to work? Should there be an underground system, buses and trains?

Town planners also have to think about cars. Where will

people park? How big do the roads need to be?

Planners make sure that different parts of the town have parks, playgrounds and swimming pools for adults and children to enjoy. They need to think about where to put shops and supermarkets and about schools, libraries and hospitals.

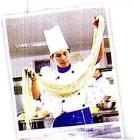
Town planners also have to think about what kind of jobs people can do in the new town. There



will be many jobs in stations, restaurants, schools, shops and hospitals. It's important that people can live near the places they work. As you can see, the job of a town planner is not an easy one. There are many things to think about and it is important that they get it all right so that people are happy to live in the town.

We need lots of different places in a town and we need lots of people to work in those places. Where do these people work? Create a table.

sports restaurant hospital train school shop centre

















How many more different places in a town can you think of?

### Learn and think

1 Town planners think about what places towns need and the best location for them. What places do you think are important for these people? Choose three places for each person.







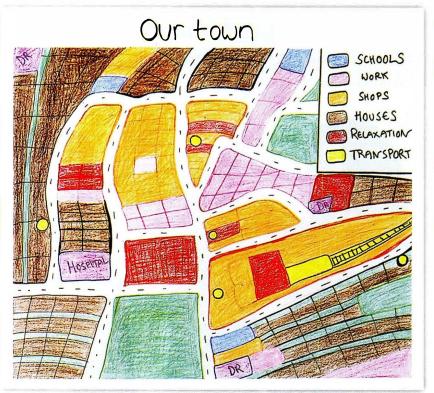


What four places are the most important for you in your town/area?

The ... is the most ...

3 Project

Project Plan a town.



- Make a simple map of your town/area.
- Colour code the different places – schools, hospitals and doctors, places people shop, relax, work, live, take transport from.
- What do you notice about where the different places are?
- Think of three changes or new places that would improve your area.

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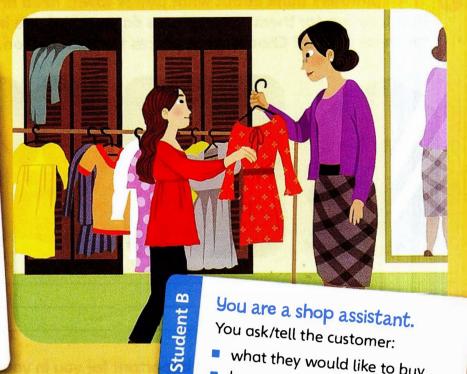
### At a clothes shop

1) Work in pairs. Choose a role card.

### You are the customer.

You want to buy some clothes. Think about the following:

- what you would like to buy
- how much the items
- whether they have got the item in another colour or another size
- if you can try it on
- what the item is made of



- what they would like to buy
- how much the items are
- if you have the item in another size and colour
- where they can try the item on
- what the item is made of

2 Act out your dialogue.

### Useful language

### **Student A**

I'm looking for ... How much is/are ...? Could you show me a different ...? Have you got it in another ...?

Do you mind if I ... ? / Can I ... ?

What is it ...?

#### **Student B**

I can show you ...

It's/They're ...

Here we've got ...

No problem.

I'll check if ...

Come this way.

It's made of ...







### A leaflet giving advice

Gavin is a new member of the basketball team. The trainer has written up some rules for him. Write should or shouldn't.



Add the missing word to each tip.

You  $\Lambda$  always help other players if they have a problem.

When another player makes a mistake you ⋀ laugh.

You ∧ do a lot of training.

You <sup>↑</sup> forget that basketball is a team sport.

Write a leaflet giving advice to a visitor to your town.

### Tips for writers

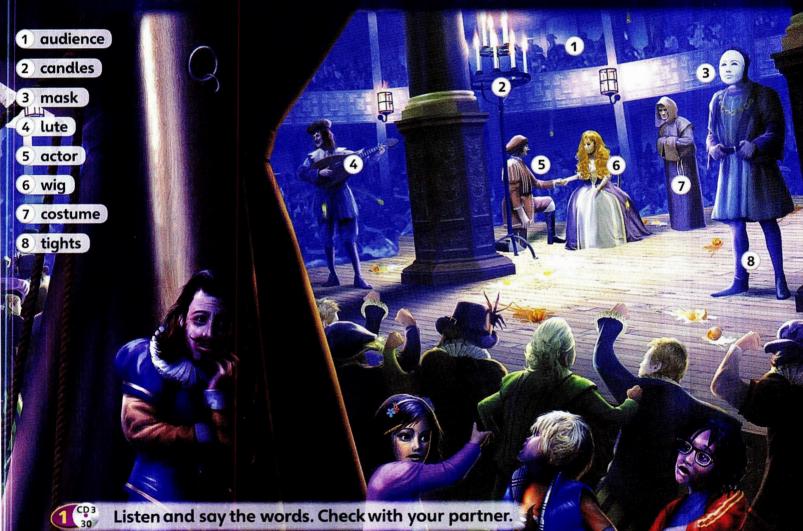
Before you start writing, take time to think. Make notes.

#### Think about:

- places they should visit.
- places they shouldn't visit.
- the weather and what clothes they should wear.
- how much money they should bring and what they should buy.
- where they should stay.
- how long they should stay.

# 7 The story teller

William Shakespeare (1564–1616) is one of the world's most famous writers. He lived in England all his life and wrote lots of plays and poems. You can see his plays today in theatres all over the world. One of his most famous plays is *Romeo and Juliet*. It's a sad story about a boy and a girl who are in love, but their families are enemies.



### Read, listen and complete the sentences.

- 1 Alex thinks the theatre is \_\_\_\_.
- 2 Mrs Butler showed them photos of \_\_\_\_\_ and the Globe \_\_\_\_\_.
- 3 The audience the play.
- 4 Phoebe thinks the play is \_\_\_\_\_\_.
- 3 Choose a word. Describe it for your partner to guess.

They are in films and plays.





Read and listen to the dialogue. Who brings each item? Write the names below the items.

Paul What do we need for the play?

Lisa We need costumes, two wigs, a necklace and a bracelet for the queen and a sword for the king. I'll bring the costumes.

Daisy I'll bring a blonde wig from my grandmother.

Harry I think we've got a black wig at home. I'll ask my mum if I can have it.

Lisa Great. What about the necklace and the bracelet?

Adam I'll check at home. I'm sure my sister has got lots of them.

Lisa Excellent. What about a sword?

Lily I'll make one.

Paul I'll bring some hats. We've got lots

of old ones at home.

Lisa Great. Thank you all. See you

tomorrow at three.















Listen and say the sentences.

I'll ask my sister to give us a bracelet. I'll get my mum to make us a costume. We'll get some sandwiches from the shop.



- Work with your partner. How can you help them? Then swap roles.
- I'm thirsty.
- I can't do my homework.
- This bag is very heavy.
- I'm hungry.
- It's cold in here.
- I can't find my camera.

I'm thirsty.

I'll get you a glass of orange juice.



Listen and correct the mistakes. Then sing the song.

I'll buy you a parrot, (1 I'll buy you a nice hat, I'll buy you a bracelet, I'll buy you a car. (2)

I really don't believe you, When you promise me these things, You'll never buy me necklaces, You'll never buy me rings.

I'll write you a comic. (3) I'll tell you a secret, I'll sing you a song, I'll build you a house. (4)



When two people sing a song together it is called a duet. Often the singers are a man and a woman and the songs are romantic ballads. These songs can be about happy times but they are usually about when things go wrong.



It's great. It's OK.

I don't really like it.





I really don't believe you, When you promise me these things, You'll never write me poems, You'll never buy me rings.

I'll take you to the circus, (5) I'll take you to the sea, (6)\_ I'll take you to a show, I'll do it all for you.

I really don't believe you, When you promise me these things, You'll never take me to a show, You'll never buy me rings.





Listen and say the dialogue.



Olive

Olive

Let's go to the

Shakespeare Theatre!

George Isn't it a little

expensive, dear?

Yes, but I promise you'll love it, George!

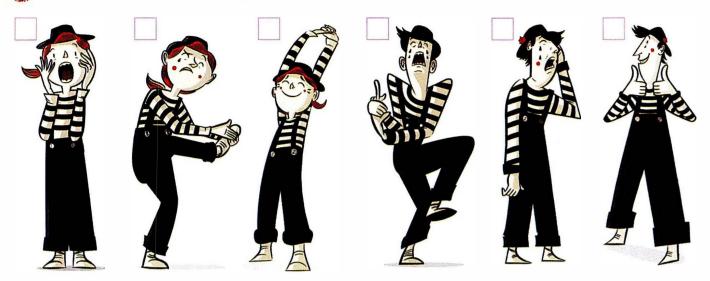
George Err ... of course I will,

Olive.



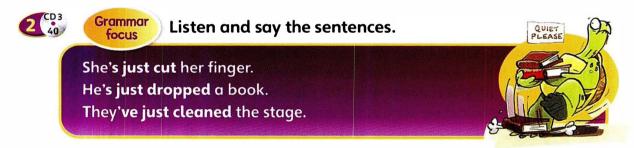


1 What are the actors doing? Match the pictures with the sentences.



- 1 He's just read some good news.
- 2 He's just heard some bad news.
- 3 He's just cut his finger.

- 4 She's just dropped a book on her foot.
- 5 She's just got up.
- 6 She's just had a fright.



Play the game. Mime and say.





### Go through the text quickly and find answers to the questions.

a How do the children think Shakespeare should change the end of his play?

b What do the audience think of the new end to the play?



Read and listen to the story to check your answers.

# Helping Shakespeare

et's go and talk to Shakespeare,' said Phoebe, 'I feel sorry for him.' 'How can we help him?' answered Alex.

'I've got an idea,' Phoebe said. The friends climbed up onto the stage. Shakespeare was sitting on a big box. The children said hello.

'I don't know what to do,' Shakespeare said. 'The audience didn't like my play.

They shouted and threw eggs and vegetables onto the stage.' 'Maybe we can help you,' said Phoebe.
'I don't see how you can do that,' Shakespeare answered sadly.

Suddenly they heard shouting. 'Where is he? We want our money back!' Two men with big sticks were in the theatre looking for Shakespeare. They looked very angry. 'Stand at the edge of the stage,' said Patrick. 'Quickly, they're coming! When they're close, wave your arms in the air.' Shakespeare stood next to the box at the edge of the stage. Patrick picked up an actor's sword and



Reading for pleasure

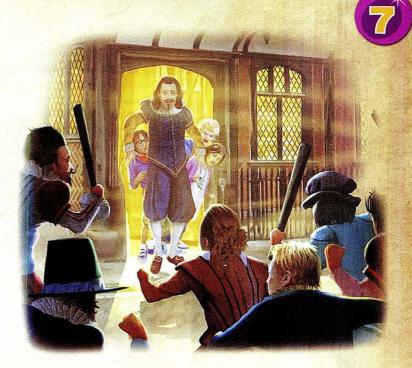
he hid behind the box with Alex. When the two men saw Shakespeare they ran up to him shouting, 'Give us our money back!'

The men ran towards Shakespeare. When they were very close he waved his hands and Patrick tripped them with the sword. With a loud crash they fell off the stage. 'Run, or I'll get you with my sword,' Patrick shouted. The men ran away. They were very frightened. Shakespeare was happy. 'Thank you, you've just saved my life!' he said. 'Please come to my house and have dinner with me.'

At Shakespeare's house the children and Shakespeare talked about Romeo and Juliet. 'Maybe the audience didn't like the happy ending,' Phoebe said. 'Why don't you rewrite the ending so that they both die? Maybe the audience will like that ending better.' At that moment, they heard voices outside.

Shakespeare opened the door. It was the men from the theatre with some of their friends. They looked very angry. 'That's him,' said one of the men pointing at Patrick. 'He's the one who had the sword.' They all started walking towards Patrick. 'Stop!' shouted Shakespeare. 'Leave the boy alone or you will never know the new ending of my play.' 'New ending?' said one of the men. 'What happens?' 'Come and see,' said Shakespeare 'There are free tickets for all of you.'





The Time Travellers watched from the side of the stage. The audience were enjoying the play and Shakespeare was very happy. At the end, the audience clapped. Shakespeare looked at the kids and waved his hand for them to join him on the stage. As they walked up to it, they saw the yellow glow in front of them. They stepped through and were gone in a flash.

### Put the sentences in order.

- Alex and Patrick save Shakespeare from the two men.
- Some angry men arrive at Shakespeare's house.
- Shakespeare invites the three friends for dinner.
- The three friends are in a theatre.
- The three friends talk to Shakespeare.
- Shakespeare offers some free tickets to the men.
- The audience does not like the ending of the play.
- Two men want their money back.
  - The audience like the ending of the play.





Think!) Match the differences between Shakespeare's Globe and theatres now. Can you think of another difference?

### Shakespeare's Globe

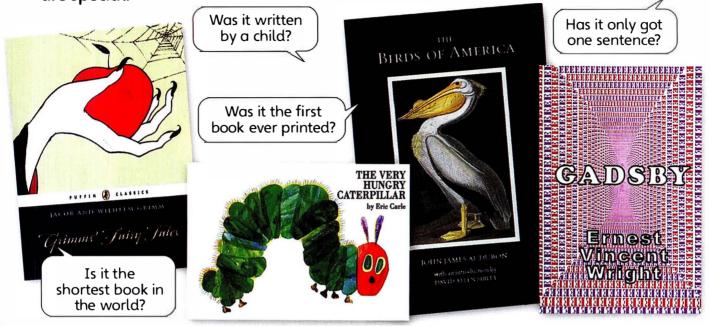
### Theatres now

- There were candles to light the stage.
- The actors were all men.
- 3 Most of the audience stood up.
- If the play was bad, people threw fruit.
- Many theatres did not have a roof.

- Everyone sits down.
- Most theatres are inside.
- There are electric lights.
- Actors can be men or women.
- If they do not like the play, people leave.



Look at the book covers. Work with your partner and guess why the books are special.



Listen and check your answers. Why are these books special?

Gadsby is special because ...



Listen again and answer the questions.

- How many words are in Gadsby?
- 2 How many paintings are in Birds of America?
- How much did a copy of Birds of America sell for? 3
- When was the collection of fairy tales first published?
- Into how many languages was The Very Hungry Caterpillar translated?
- Read about 50-word stories and think about the questions.

Can you write a story using exactly 50 words? Look at this example. It tells the story of Shakespeare's Romeo and Juliet. There is only one problem. It's got five words too many. Can you make it exactly 50 words long?

Romeo and Juliet fall in love. Their families are great enemies so they decide to get married in secret. Before this, Juliet pretends to die to avoid marrying a man she doesn't like very much. Romeo thinks she is dead and so he kills himself. Juliet wakes up, sees Romeo's dead body and kills herself.

Think!) Think of a story you know well and tell it in 50 words. If you want, you can be like Ernest Vincent Wright and not use any word with an e in it.





### 1 Look at the pictures and answer the questions.

- 1 What are the three men doing?
- What does the man want to do with the cow?



Read, listen and check your answers.

### A CLEVER WOMAN

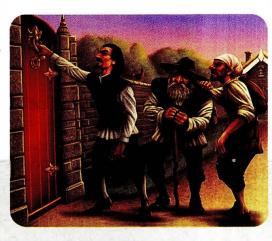
Marlowe was the richest man in the village.
One evening, three men knocked at his door.
They were tired and wanted a bed for the night.
'You can sleep in the stable,' said Marlowe, 'and my servant will bring you some soup.' The strangers said thank you and went to the stable. In the middle of the night, one of the men got up quietly. He took a rope and tied it round a cow's neck. He led the cow into a forest and tied it to a tree. 'I'll get the cow in the morning and sell her in the market,' he thought.

Next morning, the servant went to

milk the cows. When he saw that one cow was missing he went

to tell Marlowe. Marlowe went to the stable. 'Did you steal one of my cows?' he asked. 'Of course not,' the three men answered. 'We were asleep all night.'

Marlowe told his wife about the cow. 'I'm sure that one of the three men stole the cow.' She said, 'I have a plan.'



They went to the stable and she said, 'We have a very clever dog called Barney. He will show us who stole the cow. Go into the room where Barney is, and stroke him. When the thief strokes Barney's fur the dog will bark.'

The first man went into the room. The dog didn't make a sound. The second man went in. The dog didn't make a sound. Finally the third man went in. The dog still didn't make a sound. 'Did you all stroke the dog's fur?' asked the woman. 'Yes,' they said. Then Marlowe's wife asked to smell the hand that each man used to stroke the dog. She smelled them in turn. When she got to the third man, she said, 'You are the thief. Our dog Barney is very smelly. Your friends' hands smell of Barney. Your hand doesn't. You didn't stroke Barney's fur because you were afraid that Barney would bark. Now tell us where the cow is.'

### Match the sentence halves to make the summary.

- 1 Three men were looking
- 2 Marlowe told them to sleep in the stable
- 3 In the middle of the night, one of the men
- 4 He wanted to sell it
- 5 In the morning, one of the servants
- 6 The farmer told his wife, who
- 7 The three men had to stroke
- 8 The thief's hand didn't
- 9 So the farmer's wife knew

- a in the market the next day.
- **b** smell of Barney.
- c and gave them some soup.
- d the dog's fur.
- e who the thief was.
- f had a plan.
- g for a place to stay overnight.
- h saw that a cow was missing.
- took Marlowe's cow into a forest.

# Poetry

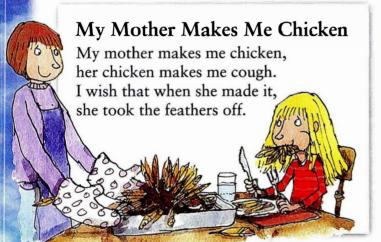
Read the text below and find out about poetry.

Poetry has a long history. Thousands of years ago, when most people could not read or write, poets told stories about the adventures of men and women in the form of poems. Poetry is still popular today and what's so great about it is that anyone can write it. Poems can be about people, objects, animals, the weather and feelings. In fact, they can be about anything. Poems often rhyme but they don't have to.

Read the three poems. Say which you like best and why.

The first example is by the American poet Jack Prelutsky.

The second poem is by Roger McGough, an English poet.



### Fame

The best thing about being famous is when you walk down the street and people turn round to look at you and bump into things.

The last example is by Shel Silverstein, who began writing when he was 12 years old. Shel Silverstein also wrote plays and music for films.

### Spaghetti

Spaghetti, spaghetti, all over the place, Up to my elbows – up to my face, Over the carpet and under the chairs, Into the hammock and wound round the stairs, Filling the bathtub and covering the desk, Making the sofa a mad mushy mess.

The party is ruined, I'm terribly worried,
The guests have all left (unless they're all buried).
I told them, "Bring presents." I said, "Throw confetti."
I guess they heard wrong
"Cause they all throw another:"

'Cause they all threw spaghetti!





Discuss in groups.

- 1 Do you ever read poetry?
- 2 Do you know the names of poets in your country?
- 3 Do you know any poems by heart?
- 2 Project Write poetry.
- 1 Read the examples of different kinds of poems.

### The story I'm going to write

by Jorge Xirau (11)

There is a castle, there are dragons, there is a black knight there is a queen and there are lots of fights in the story I'm going to write.

### Acrostic

by Carlos Vallejo (11)

Chicken loving

Angry (sometimes)

Runs fast

Lucky

One sister

Super footballer!

What to do: Choose a word (a person, a place name, an animal, a school subject ...) Write the first letters in a vertical line. Then write a word or a phrase beginning with the first letter of each line. Try to describe the thing that you have chosen.

### What to do:

Use the following model for your poem.

There is/are ...

there is/are ...

there is/are ...

there is/are ...

and there is/are ...

in the story I'm going to write.

### Colour poem

by Ana Romero (12)

White is the car that my mum drives.

White are the flowers in our garden.

White is the pen that I use.

White is the board in our classroom.



#### What to do:

Choose a colour.
Write about
things that are
the same. Try
to think of lots
of different and
interesting things.

- Choose a kind of poem and write one.
- Stick your poems on the wall in your classroom. Read as many poems as possible. Talk about the poems you like.

I like your poem because ...

The words I like in your poem are ...

Your poem is really great.





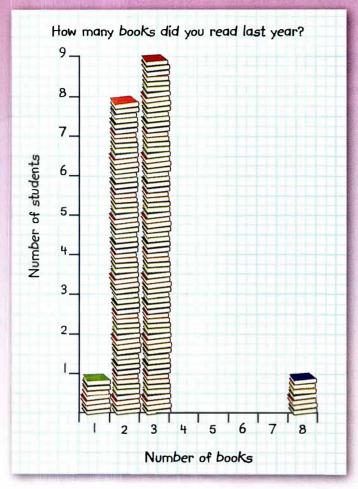




## Class survey



Listen to the presentation on books and look at the bar chart. Find two differences.





### Match the sentence halves. Listen again and check.

- 1 Here are
- 2 Let me explain
- 3 As you can see
- 4 A total of nine students
- 5 Thank you

- a read three books.
- **b** a few things.
- our results.
- . . . .
- d for listening.
- e from the bar graph.

### Think about it

- Who is your favourite writer?
- What is your favourite book?
- Is there a book you didn't like at all?
- What book are you reading at the moment?
- What was the last book you read?
- Where do you read? In your room? In the living room? Somewhere outside?
- How many hours do you read in a week?
- How many books did you read last year?

### **Prepare it**

- Choose eight interviewers, one for each question.
- The interviewers walk around the class and ask everyone their question.
- The interviewers write down their classmates' answers.

### **Present it**

- In groups, use the interviewers' notes to prepare a large bar chart for each question.
- Look at the example in Activity 1.
- Show the bar chart to the class and explain it.

### PE

### Tips for presenters

Take your time to explain the bar chart. Make sure your classmates understand what each of the two lines mean. Write in big letters 'Number of students' / 'Number of books'.



### A biography

Complete the biography of William Shakespeare with the phrases from the box.

> at the age of 18 he spent the rest of his life He died in 1616 He was born in In 1598 Between 1585 and 1592

Many people consider William Shakespeare to be the greatest writer in the English language. However, not a lot is known about his life. 1564 in Stratfordupon-Avon in England. He was the third of seven children for his parents John and Mary. He went to a

good school and (2) he married Anne Hathaway. She was eight years older than him. They had three children.

he started a successful theatre company in London where he wrote, produced and acted in his plays.

, his company moved to the famous Globe theatre. In 1603, King James I gave his company royal support. In 1610, Shakespeare retired from the theatre and

in Stratford-upon-Avon. (6) at the age of 52.



- Answer the questions.
- How many brothers and sisters did Shakespeare have?
- 2 In what year did he get married?
- How old was Anne when they married?
- 4 How old was Shakespeare when he returned to Stratford?
- Complete the sentences so that they are true about you.

was born	
in 20	
Between 20	and 20

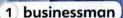
### Tips for writers

When you write a biography, make sure you put the facts in order. In a story, there is always a beginning, a middle and an end. In a story about a person's life, this is the same.

Research a person you like and write a short biography for them. Use time phrases.

# 8 Museum of the future

When we go to a museum, we see things from the past, and we learn about how people used to live. When you see a train or a plane in a museum, they look very different to the planes and trains of today. What will museums of the future show? They will show the planes and trains that we think are modern now. To visitors in the future these things will look old!



- 2 cleaner
- 3 engineer
- 4 dentist
- 5 businesswoman
- 6 artist
- 7 farmer
- 8 mechanic
- 9 computer programmer



### Read, listen and answer the questions.

Listen and say the words. Check with your partner.

- 1 What did Phoebe's grandpa do?
- 3 What year is it?

- Why is the museum strange?
- 4 How is the world different?
- 3 Choose a word. Describe it for your partner to guess.

He works with animals.

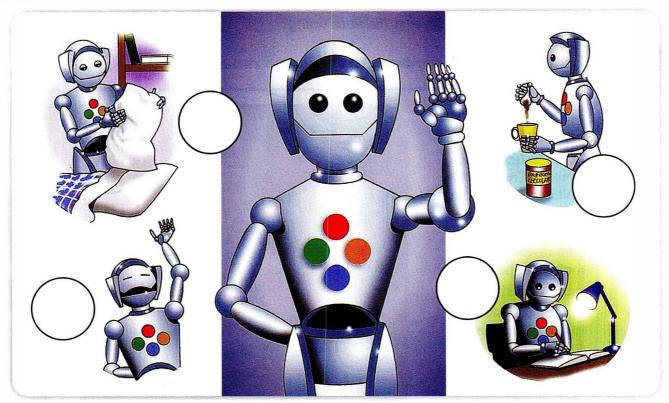
rLanguage.com





10 to 4

### Listen to the advert. Colour the buttons.





Grammar focus

Listen and say the sentences.

If you're thirsty, the robot will make you a nice cup of hot chocolate.

If you're tired, it'll do your homework.

If you're bored, it'll sing you a song.







Look at the photo and answer the question.

What do you think Mia, Charlie and Josh are doing?



### Read and listen to the dialogue to check your answer.

Mia I'm bored. Let's

watch TV.

**Josh** Yeah, I'm bored too.

Come on Charlie. Why

don't we put the TV on?

Charlie No, the Maths test is

tomorrow so let's do some revision. That's what we're here for.

Josh I hate Maths!

Mia Me too. Why do we

have to learn about

Maths?

Josh I don't know. We never

use it in real life.

Charlie I thought you wanted

to be an engineer.

**Josh** Yes I do, just like my

dad.

Charlie You'll never be an engineer

if you don't know any Maths.

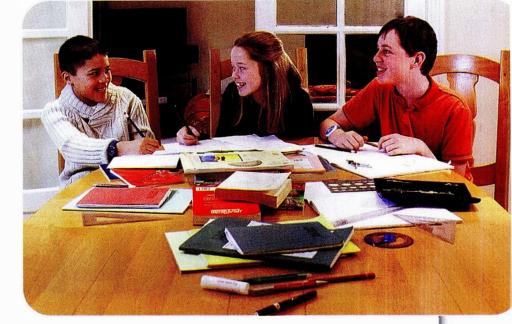
Josh Really?

Charlie Yes, engineers work with numbers

all the time.

Mia Well, what about me?

Charlie What do you want to be?



Mia I want to be a rich

businesswoman.

Charlie Well, then you definitely need to

be good at Maths.

Mia Why?

Charlie How will you count all your money

if you can't do Maths?

Mia You're right. Come on Josh,

Let's do some revision!

### Work in pairs.

- a Practise the dialogue.
- b You are studying for a test. Decide:
  - what subject the test is on.
  - what jobs you want to do.
  - why that subject is important for the jobs.
- Use your ideas to make up your own dialogue.
- d Act out your dialogue for the class.





### Read and listen to the dialogue. What will Pete do on Sunday?



Rich What can we do on Sunday?

**Pete** Let me think. Ah. I know. We can build a tree house.

**Rich** But what if it rains?

**Pete** Then we'll go to my room and listen to music.

**Rich** But what if I don't like your music?

**Pete** Then we'll play computer games.

**Rich** But what if your computer doesn't work?

Pete Then we'll have an ice cream!

**Rich** But what if it's too cold for an ice cream?

Pete Then we'll make some tomato soup.

Rich But what if you haven't got any tomatoes

at home?

Pete Then we'll make some tea.

**Rich** But what if I don't want any tea?

**Pete** Oh, sorry, I've got no time on Sunday.

Rich Why's that?

Pete Because ... if it's sunny, I'll build a tree house. If it rains, I'll listen to ...







Listen and say the dialogues.

**Rich** Let's go to the cinema.

Rich Let's go to the museum.

Pete But what if the film isn't good?

Pete But what if it's closed?

Rich Then we'll watch a football match.

Rich Then we'll go shopping



Read the examples and play the But what if ...? game.

Let's ride our bikes. Let's play football. Let's go for a walk. Let's go to the zoo. Let's sing a song. Let's help Dad.

Let's ride our bikes.

But what if it rains?

We'll get a bit wet.

But what if we get a cold?

We'll miss a few days of school.

But what if we miss an important exam





- Work in pairs. Look at the pictures and the title of the story.
- a Write down words that come to your mind. b Make a story out of your words.
- Read and listen to the story to find out if it is similar to or different from your story.

### The trouble with Orangehead XR-97

The children walked around the museum. There were some sports cars and motorbikes at the end of it. 'Amazing!' Alex thought. 'People don't use cars and motorbikes any more!' 'Boring,' said Patrick, 'I'm going,' 'Where?' shouted Phoebe. Patrick pointed at a door with a *Don't enter* sign on it. 'Let's open that door,' he said. 'Patrick, no!' said Phoebe.

Patrick didn't listen. He went into the room. Alex and Phoebe followed him. Inside, sat a big robot with an orange head. It was at a computer with its back to the children. 'Tomorrow I'll be master of the world!' laughed the robot. The children were scared. 'What can we do?' Patrick whispered. 'Let's get out of here,' said Phoebe.

They left the room and heard a sound coming from a submarine. 'Help! Help me!' 'What's

BNE ENTER

that?' Patrick asked. There
was a man trapped inside. He looked very scared. 'How can we get
him out?' asked Phoebe. Patrick ran towards the room with the
models. A minute later, he was back with a big box of tools
from the mechanic.

The children opened the door and set the man free. His name was Don and he was the programmer of the robots. 'Orangehead XR-97 was my best robot,' Don said sadly. 'But he's

dangerous. He locked me in the

submarine. He wants to take over the world. If we don't stop him, he will destroy everyone.' The children were very worried. 'What can we do?' asked Alex.



Don had an idea, 'Every morning from 6.55 to 7 o'clock, all the robots shut down for five minutes to charge their batteries. That's our only chance. But now we have to hide. Ouick!'

'Hide? Where?' said Patrick. 'Get on a motorbike or in a car. But don't move,' said Don. Don climbed back into the submarine. When the robots came to clean the room, they saw two boys in the sports car and a girl on the motorbike, but they thought they were wax models.





The next morning at 6.55, Don and the children entered the computer room. It was full of very quiet robots including Orangehead XR-97. Don switched on the computer and worked very quickly. At 7 o'clock there was a loud noise. The Time Travellers saw flames and smoke coming out of Orangehead XR-97. 'I destroyed it!' Don said.

He turned around to thank the children and saw a bright glowing yellow light. The children waved goodbye and stepped into the light. They were gone in a flash.

### Complete the sentences. You can use 1, 2, 3 or 4 words.

- 1 The kids saw a door with the *Don't enter* sign but \_\_\_\_\_
- They found out that the robot \_\_\_\_\_\_ wanted to take over the world.
- 3 They went to a room and found a man \_\_
- 4 He told them that the robot with the orange head was his best robot, but
- 5 The robots \_\_\_\_\_\_ to recharge their batteries.
- Don Singleton didn't like it but he had to \_\_

### (4) (Think!) Work in groups. Read and answer.

- Two fathers and two sons were making robots. Each of them made one robot. So why did they only have three robots when they finished?
- A scientist made a robot that looked like a horse. He rode to town on Sunday, stayed two days, and left town on Sunday. How did he do it?





Discuss in pairs.

Look at the list of unusual jobs. One of them is not real. Which one do you think it is? What do you think the other jobs involve?

I think the fruit cleaner is not a real job.



fruit cleaner



ostrich babysitter

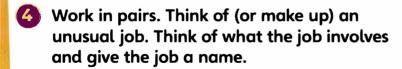


Listen and check your answers.

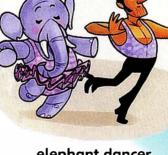


Listen again. Write t (true) or f (false). Correct the false ones.

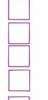
- Pet food testers don't usually eat the food.
- Fruit cleaners work in supermarkets.
- There is a film about a pet detective.
- 4 Looking after ostriches is a very busy job.
- 5 Golf ball divers give the balls back to the golfers.



- **5** Tell the class about your unusual job and decide which is the best one.
- Write a short text about your unusual job.



elephant dancer



pet food tester



golf ball diver



888

Leaf cleaners clean leaves in gardens to make them look nice ...



Discuss in pairs.

Think about firefighters. What do they do? Are they usually men or women?

Firefighters help to ...

Read the interview with a firefighter. Does she like her job?

My grandfather and my uncle were both firefighters so it's a job I knew quite a lot about. When I was a little girl, I always wanted to be one but when I grew up, I stopped thinking about it and looked for other jobs.

For a while I worked in a circus! That was fun.
And then I was a sports teacher for a few years.

One day, I took some of the school children on a trip to the fire station. I was amazed at how excited I got and I knew I had to try and do this job. A year later I was a firefighter.

Well, he's a firefighter as well so he can't really complain. We work at different fire stations so we don't often see each other at work – only when there's a really big fire.

Lots of things. I love working at different times of the day. When I was a teacher, I always

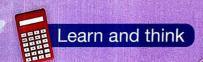
worked from 9 a.m. until 3.30 p.m. As a firefighter, I work at very different times. It makes the job interesting. I also like the friends I have at the fire station.

No, I'm the only one, but I don't mind.
The men are funny and we laugh a lot.
I think more women should become firefighters. Women are as brave as men.



The best thing is knowing that you are doing an important job and saving lives. That makes you feel really good.

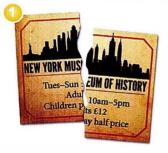
- **3** Read again and match the questions with the answers. There is one extra question.
- a What does your husband think about the job?
- **b** So how did you get interested in firefighting?
- C Do you get paid a lot of money?
- d And finally, what's the best thing about the job?
- e What do you like about the job?
- f Did you do any other jobs before you became a firefighter?
- g Are there many women at your fire station?
- h Did you always want to be a firefighter?
- Think of three more jobs. Are they usually done by men or women? What do you think about that?



- Read the ticket and choose the correct answers.
- How much do adults pay?
  - g f4
- **b** f6
- c f12
- What fraction do children pay?
  - a ½
- b 1/4
- c 1/3
- Read the sentences and write the fractions.

1/5 1/3 1/4 1/2











- If we tear the ticket into two pieces, we have two halves.
- If we tear the ticket into three pieces, we have three thirds.
- 3 If we tear the ticket into four pieces, we have four quarters.
- If we tear the ticket into five pieces, we have five fifths.
- Look at the pictures. Write the words and then the numbers.

tenths sevenths ninths sixths

- If we tear the ticket into nine pieces, we have nine
- If we tear the ticket into six pieces, we have six
- If we tear the ticket into ten pieces, we have ten
- If we tear the ticket into seven pieces, we have seven









### Learn and think

Read and colour.











1 two quarters

2 two thirds

3 seven eighths

4 two ninths

5 five tenths

- Think! Look at the coins and discuss in pairs.
  - 1 What do you notice about two quarters and five tenths?
- What is two eights the same as?
- 3 Put the fractions in order of size from biggest to smallest.
- Read, write the prices and answer the questions.
  - Sara had £8 to spend in the museum gift shop. She spent half her money on a teddy bear and a quarter of her money on sweets.





How much money did she have left?

2 Bobby had £12 to spend in the museum gift shop. He spent a third of his money on a cap and a sixth of his money on a bar of chocolate.





£

How much money did he have left?

Who spent the most money?

4



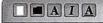
Two quarters and five tenths are ...

My weekend in fractions.

Make a pie chart of the activities you will do this weekend.



Write the activities as fractions. Remember – there are 48 hours in the weekend.



000

I spent  $\frac{1}{2}$  of my weekend sleeping. I spent  $\frac{1}{12}$  of my weekend eating. I spent  $\frac{1}{8}$  of my weekend with friends.



### Finding out about an exhibition

Work in pairs. Choose a role card.

Student A

### You want to see an exhibition at a museum.

You are making a phone call to find out about the following:

- if the exhibition is still on
- what the opening times are
- how much the ticket is
- how to get there by public transport from the railway station
- if there is a restaurant there



### You work for the museum.

Someone is going to phone you to ask you some questions about an exhibition. Tell them:

- if the exhibition is still on
- about opening times
- about the price of tickets
- if there are long queues
- how to get there from the railway station
- if there is a restaurant at the museum

2 Act out your dialogue.

### Useful language

#### **Student A**

Is this the National Museum?

Is the exhibition ...?

What are the ...?

How much are ...?

Could you please tell me how to ...?

Is there a ...?

#### **Student B**

The exhibition...

We are open from ...

The price of ...

It might be a good idea to book ...

There are ...

Take bus number ...

Yes, we've got ...







### An advertisement

Read this advertisement for a robot and answer the questions below.

Buy ROBOLIX3000 – it'll be your best friend for years because it's the most exciting robot in the universe.

It'll make you happy on sad days, and it'll help you if you are in trouble.

If you're bored, the robot will start playing the drums.

If you're hot, it'll bring you a glass of orange juice.

If you're hungry, it'll make you some sandwiches.

If you want to go for a walk and it starts raining, it'll bring an umbrella for you.

If you say 'Good night!', it'll start singing a beautiful song to help you sleep.



- Why will Robolix3000 be your best friend for years?
- What will it do for you on sad days? 2
- What will it do if you are in trouble?
- What will happen if it starts raining?

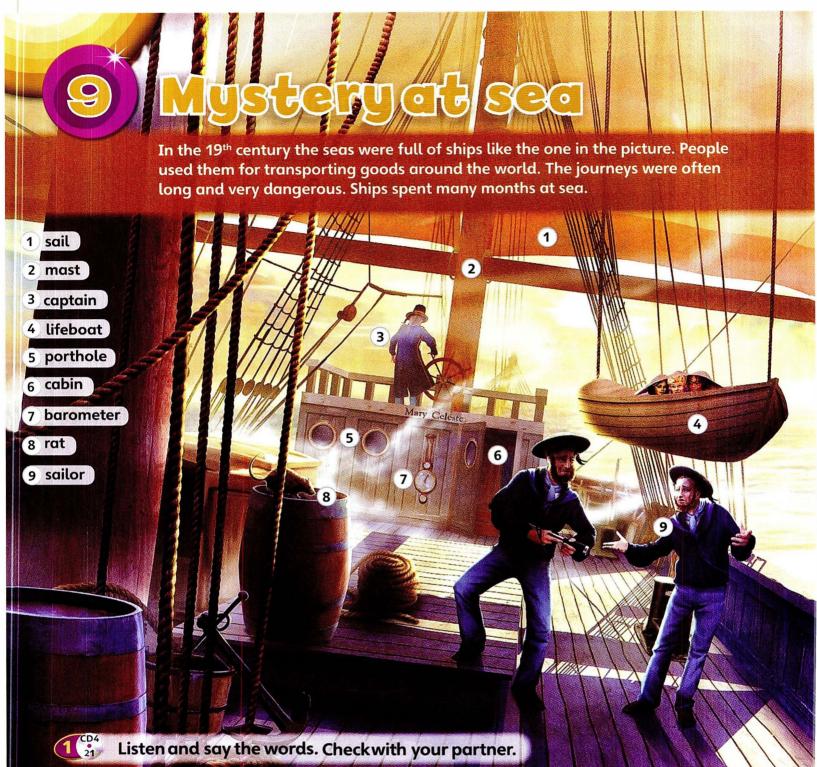
Robolix3000 will ...



### Tips for writers

Before you start writing, think and make notes about your ideas.

- Imagine you are a scientist and are going to build a fancy robot. Write an advertisement for your robot.
- Write down all the things your robot will do to help:
  - \* feel tired make coffee
  - \* are bored play the saxophone
  - \* go on holiday take photos
- Write an advertisement for your robot so lots of people will buy it.



CD4		_	1
22 10	Read listen	and complet	te the sentences.
24	nead, disteri	and compte	te the sellectices.

1	The ship is much	than the Ti	itanic.
2	The ship's	is standing near t	he
3	Phoebe thinks they sh	ouldf	or a while.
4	The ship's name is on	the wall of the	next to the

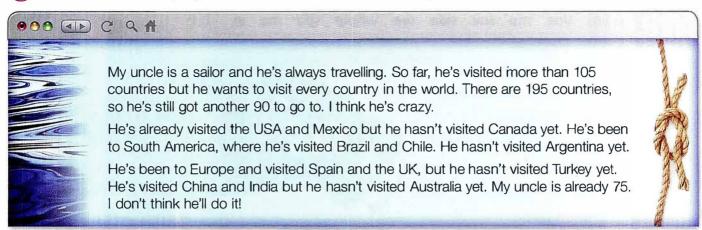
Choose a word. Describe it for your partner to guess.

You use it to check the weather.

Ah, Iknow, it's abarometer!



### **1** Read Paul's webpage. Tick $(\checkmark)$ or cross (x) the flags of the places he has visited.









Listen and say the sentences.

I've already done my Maths homework.

I haven't done my English homework yet.

My uncle's already been to South America.

He hasn't visited Argentina yet.



Play the coin tossing game.



I've already done my ...

I haven't done my ...





Listen and write the rhyming words. Then sing the song.

swim side me sail ride see whale sea me in

Grandma and I one sunny day Went off for a nice boat (1) When suddenly I turned around She wasn't by my (2)\_

Captain drop the anchor, Make your men jump (3) My grandma's fallen in the sea,

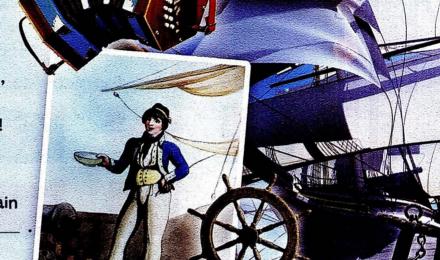
I don't think she can (4)

I ran up to the telescope, To see what I could (5) I rubbed my eyes and looked again At the beast in front of (6)

Captain drop the anchor, Captain drop the (7)\_\_\_\_\_, My grandma's fallen in the sea, I think she's in a (8)

The captain dropped the anchor down, His men jumped in the (9) When suddenly I turned around, My gran was next to (10) \_\_\_\_\_!

'What's all the fuss about?'



### All about music: Sea Shanties

Sea shanties were songs that sailors used to sing on their ships many years ago. Their work was often very hard and boring. The sailors were often at sea for many months at a time and the songs helped the days go quicker. Sea shanties are often played on accordions and tin whistles.



It's great. It's OK.

I don't really like it.



Listen and say the dialogue.



Cookie

Woody

You shouldn't put so much sugar in the pudding, Woody! But look, Cookie. The cookbook says, 'Six cupfuls'.







# Listen. Complete the dialogues with the words from the box. Match the dialogues to the pictures.

	parrot dishes kitchen cabin b	ath	soup	dinner
Captain	Have you finished cleaning my yet?	Ì	Capta	in Have you finished making yet?
	Well, I've already swept it but But what?	П	Sailor	Well, I've already made the but
	I haven't washed the floor yet.			in But what? I haven't made the main course yet.
Commence of the last		1		
Captain	Have you finished looking after	1	Capta	in Have you finished tidying the
	Have you finished looking after my yet? Well, I've already given him a but			in Have you finished tidying the yet? Well, I've already washed the but
Sailor	my yet? Well, I've already given him a		Sailor	yet? Well, I've already washed the
Sailor Captain	my yet? Well, I've already given him a but		Sailor Capta	yet? Well, I've already washed the but













Listen and say the questions and answers.

Have you tidied your bedroom yet? Yes. I've already done it. Have you walked the dog yet? No. I haven't done it yet.



	do homework	<ul><li>wash dishes</li></ul>	Have you yet?
	walk dog	make breakfast	7
•	tidy bedroom	• feed cat	Yes, I have. / No, I haven't.
	do shopping		

- Go through the text quickly and find answers to the questions.
- Why were the children hiding?
- Why did one of the sailors know where the children were hiding?



Read and listen to the story to check your answers.

# The Mary Celeste

The children hid in a lifeboat and watched the sailors working. They didn't seem very friendly. Two of them came and stood by the lifeboat. 'I'm worried,' one of them said. 'The captain's nervous. He's already shouted at me three times today ...' 'Attishoo!' sneezed Patrick. 'Whoops. I'm sorry!'





The sailors heard the noise and looked in the lifeboat. They found the children and took them to the captain. 'Look what we found!' one of them said. 'Lock them in my cabin,' said the captain. He looked worried. 'I'll talk to them later.'

The children looked around the cabin. The door would not open. 'Now, what?' Alex asked. 'We'll have to wait

and see what the captain says,' said Patrick. Phoebe picked up a book from the table. 'Hey, listen guys. It's the captain's diary!' She read out, 'Things are strange. There is something wrong with this ship. I have a strong feeling that something bad is going to happen ... 'Quick!' Patrick interrupted. 'Come and look out of the porthole!'





'Look at all those lights. It's our gate!' shouted Alex. 'We've got to go! But those lights are green,' said Phoebe. 'Our gate's yellow! That's very strange!'

'We've got to get out of here,' said Patrick. 'Let's break the door down.' The children picked up the table and banged it against the door. It opened and they walked out. There were green gates glowing all over the ship. The children were amazed. 'Look, there's a sailor. He's walking through one of the green gates!' shouted Alex. The sailor walked through the gate, and a second later he was gone. Everything was silent. There was no one left!

'Now I remember,' said Alex. 'The *Mary Celeste* was the ship that they found with no one on it. No one knew what happened.' 'Now we know, but nobody would believe us,' said Phoebe. 'Look!' shouted Patrick. 'There's a yellow light. That's our gate. Come on!' The children stepped into the yellow gate. They were gone in a flash ... and landed in their school playground with a thump.

'I don't believe it!' said Phoebe. 'We're home. Look there are Sam and Rob.' The Time Travellers ran over to their friends. 'Hey, guys!' said Patrick. 'You'll never guess what just happened. We had an incredible journey. That explosion in the Science lesson created a time tunnel ...'

'Very funny! We haven't had Science yet. It's this afternoon!' Sam laughed. 'Come on, lunch is nearly over and I want to play football.' The three friends looked at each other. Were they really back at the right time or was something wrong?



# Match the sentence halves to make the summary.

- 1 The children hide in
- 2 The sailors talk about
- 3 The sailors lock the children in
- Phoebe finds a diary on
- 5 Patrick looks out of
- 6 The children see lots of
- 7 The children use the table to break
- 8 The children arrive in

- a the captain.
- b the table.
- green lights.
- d the door.
- e the playground.
- f the cabin.
- q the porthole.
- h a lifeboat.
- (4) Think! Read and add another answer for each question. Then choose the best answer.
- 1 Why was the captain worried?
  - The ship was going the wrong way.
    b His sailors were all aliens.
- Where did the sailors go?
  - a into a UFO b to another time
- 3 What might be wrong back at school?
  - It's not really their school.Their friends don't believe their story.



Read the article and match the questions from the box with the answers.

So what's the truth? Where is it? What is it? What has happened there?

# IT'S A WEIRD WORLD: THE BERMUDA TRIANGLE

The Bermuda Triangle is an area at sea where many ships and planes have disappeared mysteriously. Nobody can say where they went.

2

The Bermuda Triangle is in the Atlantic Ocean. The corners of the 'triangle' are Florida, Bermuda and Puerto Rico.

3

These are two of the famous disappearances:

In 1918, a ship called the US Cyclops disappeared in the area. None of the 306 people on board were ever seen again.

In 1945, a group of fighter planes disappeared while they were flying over the area. The pilots said they could see strange lights in the sky on their radios. The next day another plane went to look for the missing planes. This plane also disappeared.

4

No one really knows. Some people say that there is nothing mysterious about the area at all. They say that there are a lot of ships in this area so it's not surprising that sometimes ships go missing. They also say that the bad weather in the area causes a lot of problems.

Other people think the area is more mysterious. Some people believe that aliens take the ships. Other people think that a giant whirlpool pulls ships and planes under the sea.

What do you think?

www.irLanguage.com



The Bermy L. Triangle

Is there a giant whirlpool in the Bermuda Triangle? Planes like these disappeared in 1945.

- Read again and correct the sentences.
- 1 The Bermuda Triangle is in the Pacific Ocean.
- Only ships disappear in the area.
- 3 The US Cyclops was a plane.

- 4 In 1945, a plane disappeared in the area.
- 5 Not many ships sail in the area.
- 6 The weather is always good in the area.

Discuss in pairs. What do you think?

I think the Bermuda Triangle is ...

That's silly.

Maybe it's ...

That's a good idea.

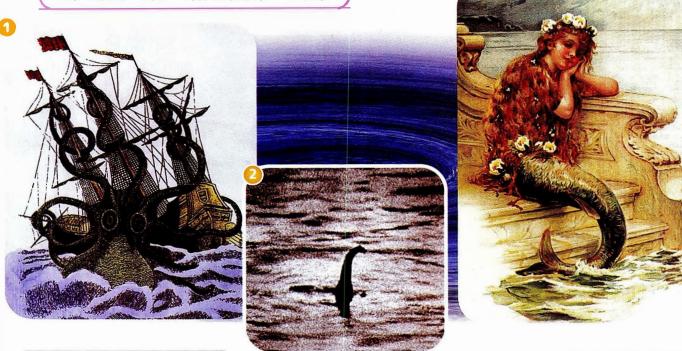






Listen to the radio show Mysteries of the Deep and write the names of the creatures under the pictures.

mermaids Loch Ness monster Kraken

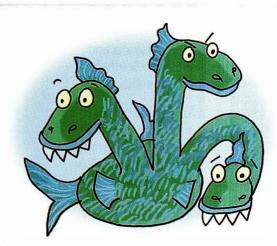




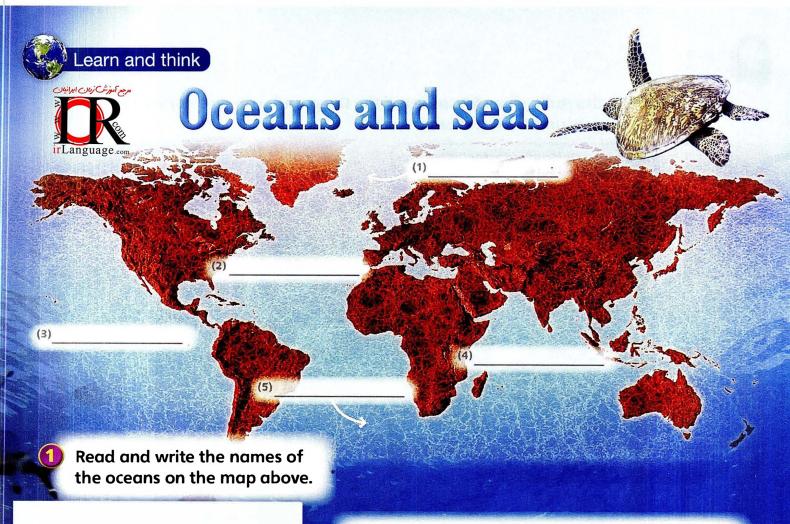
### Listen again and write the names of the creatures next to the sentences.

- It pulled ships under the sea.
- It doesn't live in the sea.
- Columbus saw three of them.
- Everyone wants a photo of this.
- Was this just a giant octopus?
- They were friendly.

Draw a picture of a sea monster. Give it a name and write a few sentences about it.



This is a Trifish. It has three heads and lots of teeth. If you catch a Trifish, it is very bad luck.

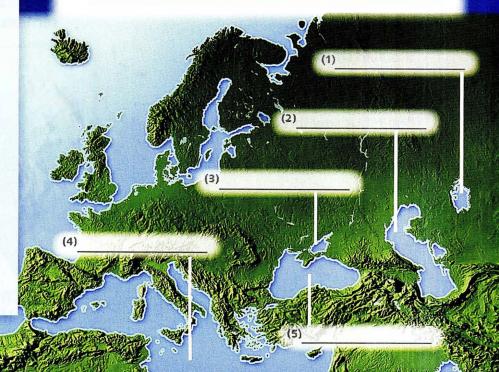


Oceans are large areas of salty water, which cover about 70% of Earth's surface. They contain more than 90% of Earth's water. There are five oceans. The smallest is the Arctic Ocean around the North Pole. The biggest is the Pacific Ocean between Asia and Australia and North and South America. The Atlantic Ocean lies between west Africa, Europe and North and South America. The Indian Ocean borders east Africa, south Asia, western Australia and Antarctica. Finally, there is the Southern Ocean, which is around Antarctica.

We call smaller areas of salty water *seas*. Some seas, like the Caribbean Sea or the North Sea, are part of an ocean. Other seas like the Mediterranean Sea, the Red Sea or the Black Sea, have small waterways that connect them with an ocean. There are also seas that have no connection with oceans at all, like the Dead Sea, the Caspian Sea, the Sea of Azov and the Aral Sea.

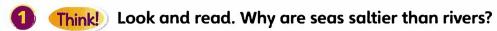
2 Match the seas from the box to the map below.

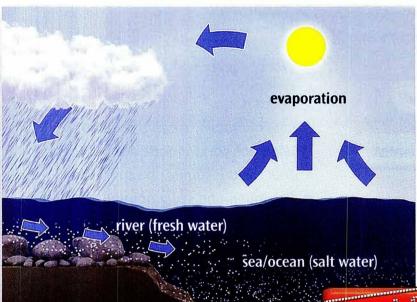
Mediterranean Sea the Black Sea the Aral Sea the Caspian Sea the Sea of Azov.











When water flows in rivers, it picks up pieces of salt from the rocks and soil on the riverbeds. These pieces are so small that the river water does not taste salty (we call it fresh water). This water eventually flows into the oceans and seas. Some of the water in the sea evaporates in the sun, but the salt does not evaporate, it stays in the sea. The evaporated water (with no salt in it) then falls as rain into the rivers and starts its journey back to the sea, again, taking tiny bits of salt with it as it goes. Over millions and millions of years, the sea water has become salty because there is more salt in it.

# g smart idli

The deepest point on Earth is the Mariana Trench in the western pacific ocean south of Japan and east of the Philippines. The bottom is 10,924 metres below sea level. Imagine if Mount Everest, at

Ilu 😚 🗸 🚥

8,848 metres the highest mountain on Earth, was placed at this location. How many metres under the sea would its top be?



### **Project** Research a river.

- Think about these questions and decide which river you want to do your project on.
  - Would you like to find out more about a river in your own or another country?
  - Look at a map of the country you have chosen. What rivers are there? Which is the one that interests you most?
  - Use the Internet or library to find out more about the river you have chosen.
  - How many metres long is it?
  - Does it join other rivers / a lake / the ocean?
  - What wildlife is in it?
  - Does it run through cities?If so, which?
  - What shape does it have?

Oxford Sundi London Sundan Sun

to the village of Kenkle in the Cotswoods.

• Part of the area west

of London is sometimes called the Thames Valley?

century, the Thames often froze in the winter.

The River Thames

- Write a short text about your river.
  Use your answers to help you.
- Draw a map that shows where the river runs. Add the names of cities and other information.



# Small-group talk



Listen to Ruby, Mike and Sue talking about UFOs. Put these key words in the order you hear them.

little green men

farmer

**UFO** 

scientist









# Listen again and answer the questions.

- What does Ruby talk about?
- 2 What story does Mike tell?

3 What does Sue say? Ruby talks about ...



### Tips for presenters

When you practise, check if one of you says 'um' or 'ah' a lot. If you do, try not to. Your classmates may think that you have not prepared well if there are lots of 'ums' and 'ahs'.

#### Find out about it

- Work in groups of three. Choose an unexplained mystery and find out more about it.
- Possible topics are: Bigfoot, the Yeti ...
- Use books and magazines.
- Talk to your family and to friends.
- Go online and see what you can find on the Internet.
- In your group, decide what each of you is going to talk about.

### **Prepare it**

- Each of you tries to find out some important facts about the mystery. Take notes. Compare your notes. Put them in order.
- Find pictures and print them out. Make sure the pictures or photos are big enough for your classmates to see from a distance.
- Decide what each of you is going to say and write your part of the talk. Then show it to your teacher to help you with the language.
- Correct the text if necessary. Read it often enough so that you know what you will say.
- Practise it as a group. Each of you should know when the other one stops so you know when to start. Decide when to show the pictures.

#### Present it

- Tell your classmates about your topic and present the pictures.
- You should talk for about a minute, but do not just read your text.
- Make sure that all your classmates can see the pictures.





# A summary

Read the summary of the first four episodes of the Time Travellers and complete with the words from the box. Use each word twice.

and so but because

lex, Phoebe and Patrick are friends. A One day, they have an accident in the school science lab (1) they create a gateway to different times and places. First, they visit ancient Pompeii. Phoebe sees smoke coming from the volcano and wants to warn the people \_\_\_\_\_ the children go to the city. However, the volcano erupts and it's too late for the people (3) the children escape when the gateway appears. Next, the children find themselves in the middle of the jungle. Phoebe thinks they are in South America (4) she can see a jaguar. The children walk through the jungle (5) they meet some people. Alex gives them a penknife as a present. Then they see the gateway at the top of a waterfall \_\_\_ they climb up it and jump through it. Next, the children are in 1950s America watching Elvis on stage. After the show, they talk to him. He is afraid to leave (7) there are lots of fans waiting for him. The children think of a plan to help him escape. The children want to stay with Elvis (8) they know they have to go through the gateway again. They are trying to get home.

- Read the summary of the next three episodes. Write it again and use and, so, but and because to put together the sentence pairs that are marked in colour.
- The children are now in the future in a restaurant at the edge of the universe. They find out it is Phoebe's birthday. They decide to celebrate. They have an amazing meal with lots of wonderful food and a birthday cake. The waiter tells them that the meal costs 60,000 goldstars. The children don't have any money. The waiter takes them to the kitchen to wash up. They are saved because the gateway appears.
- The children arrive in the Wild West. A bank robbery is taking place. They talk to the sheriff. He doesn't do anything. He is scared of the robbers. Alex has a plan. He ties a rope around the robbers' horses' legs. The robbers fall off their horses. The sheriff arrests them. The kids disappear through the gateway.
- The next place they arrive in is Istanbul. They decide to go sightseeing but Phoebe misses the train. She is lost. The boys try to find her. A Turkish boy helps them. Finally, they find Phoebe and they say goodbye to their new friend as they walk through the gateway to a new adventure.
- Write a summary of the final three episodes of the Time Travellers. Use and, so, but and because to put sentences together.

# Tips for writers

When you write a summary, only focus on the most important information. When you have finished, read your text again. Imagine somebody who has not read the original story is reading it. Would they understand it?



### Past simple revision

I/He/She was at a birthday party.
It was very cold.
We/You/They were at the zoo.

I/He/She wasn't late.
It wasn't sunny.
We/You/They weren't at the party.

I/You/He/She/It/We/You/They loved the food. I/You/He/She/It/We/You/They didn't like the music.

## Complete the sentences with the verbs in brackets.

ork to	do.	(have)
	ork to	ork to do.

- 2 I up very early. (get)
- 3 I all day. (study)
- 4 In the evening I \_\_\_\_\_ my dad in the kitchen. (help)
- 5 He very happy about that. (be)
- 6 In the evening I \_\_\_\_\_\_ TV. I \_\_\_\_\_ too tired. (not watch/be)



### Past simple questions revision

Was I too loud this morning?
Was he angry?
Was she happy?
Were you at home?
Were they at the shops?

Did I wake you up?
Why did you phone me?
Did he help you?
How did she go to school?
Did it win?
Did we wake you up?
What did they say?

- Choose the correct words.
- 1 What did she **study/studied**?
- Was/Were your sister on holiday?
- 3 Was/Were they very hungry?
- 4 **Did/Do** you visit your grandfather yesterday?
- 5 How did/How do your exam go?
- 6 Why was/were you late this morning?





### Past continuous revision

What were you doing when the fire started?

I was playing the quitar You were reading a book He was playing the piano She was cooking It was raining We/You/They were dancing rock 'n' roll

when the fire started.



- Choose the correct words.
- I was/were eating when the phone rang.
- When the boat arrived, we was/were buying the tickets.
- 3 They was/were cooking when the lights went off.
- You were sleeping when the film started/was starting.
- When the phone rang, she **worked/was working** in the garden.

### Two simultaneous actions with while

While I was talking on the phone, While you were playing football, While he/she was repairing the car, While it was sunny, While we were swimming in the pool, While they were having a barbecue,

the tortoise was eating the roses.

2	Complete the	contoncos	with the	vorhe in	hrackets
-	complete the	3CHICEHICE3	AAICII CIIC	VCIDS III	Diackets.

\_\_\_\_\_TV, they were lying in the While we were \_\_ sun. (watch)

- While he to his neighbour, the dog was barking loudly. (talk)
- They were playing football while their friends \_\_ to music. (listen)
- Dad while you were playing. (help)
- for You were walking the dog while I my test. (study)



# In the rainforest

### Numbers 100-5,000,000

100 – one hundred 1,000 – a thousand 10,000 – ten thousand 100,000 – one hundred thousand 1,000,000 – one million 500 – five hundred 5,000 – five thousand 30,000 – thirty thousand 600,000 – six hundred thousand 2,000,000 – two million

# Write the numbers or the words. 1 13.000 –

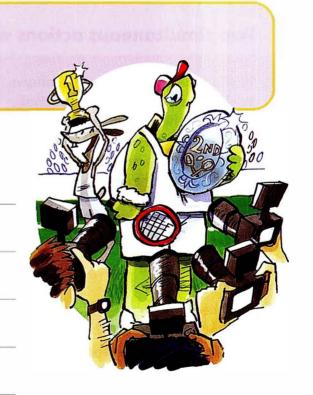
2 \_\_\_\_\_ - twelve million
3 4,000 - \_\_\_\_\_
4 900,000 - \_\_\_\_
5 \_\_ - seventy thousand

Nine thousand nine hundred and ninety nine!

### Have to/Had to revision

I/You have to eat healthily.
I/You have to train hard.
You don't have to do a lot of weightlifting.
Do I have to smile?

- Make sentences and questions.
- 1 to/nine/have/You/bed/go/before/to/.
- before/get/You/have/don't/to/up/eight/.
- 3 homework/of/Do/have/do/lot/a/we/to/?
- 4 I/Do/to/have/you/phone/?
- 5 I/to/Do/bring/have/food/any/?
- 6 don't/to/You/have/us/come/with/.





# The rock 'n' roll show

### Going to revision

I'm going to be late! **Are you going to play in our team?** He's going to write me an email. She's going to meet her friends tomorrow.

It's not going to rain. We're going to help you. You're not going to win the match. They're going to record a new song.

- Make sentences.
- come/not/to/today/They're/school/to/going
- going/read/to/book/over/this/I'm/the/weekend
- not/pizza/going/She's/make/to
- going/They're/table/to/tennis/play
- watch/not/going/the/to/match/We're



### Time: past and to the hour









It's twenty past five.

It's ten past twelve.

It's twenty to twelve. It's ten to twelve.

- Complete the sentences.
- It's
- It's







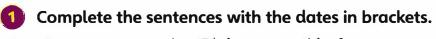






### **Ordinal numbers**

the 1<sup>st</sup> (first) of January the 2<sup>nd</sup> (second) of January the 3<sup>rd</sup> (third) of January the 4<sup>th</sup> (fourth) of January the 5<sup>th</sup> (fifth) of January



1 His birthday's on <u>the 17<sup>th</sup> (seventeenth) of May</u>. (17 May)

2 He's going to leave on the \_\_\_\_\_\_. (1 December)

3 It's on \_\_\_\_\_\_\_ . (31 January)

4 His holidays start on \_\_\_\_\_\_ . (13 February)

5 She's arriving on \_\_\_\_\_\_ . (2 October)

### **Zero conditional**

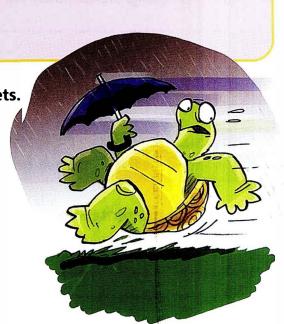
If you put a candle near the oven, it melts.

If it rains, the grass gets wet.

If you stay in the sun for too long, you get sunburnt.

Complete the sentences with the verbs in brackets.

- 1 If flowers \_\_\_\_\_ water, they die. (not get)
- If you heat water to 100 degrees, it \_\_\_\_\_\_. (boil)
- 3 If you put salt on ice, it \_\_\_\_\_\_. (melt)
- 4 If a flame \_\_\_\_\_ air, it doesn't burn. (not get)
- 5 If a car \_\_\_\_\_ of petrol, it stops. (run out)



# The Wild West

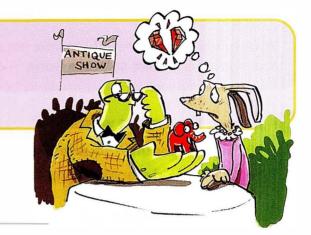
### Made of .../Used for ...

This elephant is made of glass.

My jeans are made of cotton.

This wood's used for making furniture.

These books are used for teaching French.



- Make sentences.
- 1 pencil case/The/made/cotton/of/is
- 2 are/made/My/leather/of/cow/shoes
- 3 blankets/for/These/covering/paintings/used/are/the
- 4 notebooks/are/for/These/drawing/used/pictures
- 5 used/Gold/is/jewellery/for/making

### Possessive apostrophes

The pilot's uniform is dark blue.
The pilots' sunglasses look cool.
The tortoise's shoes are a little too big.
My sisters' computers are new.
My dad's car is quite old.
My parents' books are in our living room.





- Match the pictures with the sentences. Write numbers.
- 1 The girls' jeans are green.
- The teacher's glasses are red.
- 3 The boy's jeans are grey.
- 4 The teachers' glasses are red.
- 5 The boys' jeans are grey.
- 6 The girl's jeans are green.















#### Should/Shouldn't

You should listen carefully to your teacher. You shouldn't make so much noise in class.

- Choose the correct words.
- 1 It's hot. You **should/shouldn't** wear your coat.
- You have found a golden ring. You should/shouldn't report your find.
- Your little brother has built a sandcastle. You should/ shouldn't destroy it.
- 4 There's a great film on tonight. You **should/shouldn't** come to the cinema with us.
- 5 There are snakes around. You **should/shouldn't** be careful.



### Could I ...?/Do you mind if I ...?

Could you tell me what bus goes to the main square?
Could I try on this hat, please?
Do you mind if I look at the cameras?

Not at all.

Of course.

- Make questions.
- 1 me/you/Could/show/way/the/to/stadium/the/?
- you/Do/use/mind/I/your/mobile/if/phone/?
- 3 you/station/tell/where/me/the/is/Could/?
- 4 I/talk/Could/for/five/to/minutes/you/?
- 5 I/have/tea/Could/cup/another/of/please?
- 6 you/Do/if/tomorrow/I/come/mind/back/?





### Will for offers and promises

- A We need some games for the party.
- A It's so cold in here.
- A I've got a cold.

- B I'll ask my mum to help us.
- B I'll shut the window.
- **B** I'll give you some medication.

1	Complete the senter	nces with the verbs in brackets.	
1	There are no sandwich	nes left.	2
		some more. (make)	0
2	I'm thirsty		160

you some orange juice. (get)

- There's someone at the door.
  - I \_\_\_\_\_ a look. (have)
- 4 There's been an accident.
  - the police. (phone)
- 5 Peter's still sleeping.
  - him up. (wake)



### Present perfect with just

I've just spoken to her. (= have just spoken)

You've just broken my pen. (= have just broken)

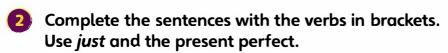
Tom's just left for school. (= has just left)

Karen's just phoned.

The tortoise **has just discovered** a new sport.

We've just seen her.

They've just heard the good news.



- 1 Tom's very happy. He \_\_\_\_\_\_ a lovely present. (get)
- Ouch! I \_\_\_\_\_ my knee. (hurt)
- 3 I'm still tired. I \_\_\_\_\_ up. (get)
- 4 Tom and Peter are coming tomorrow! They \_\_\_\_\_\_. (phone)
- 5 Look! I \_\_\_\_\_ a beautiful feather. (find)
- 6 We're not hungry. We \_\_\_\_\_lunch. (have)



# Museum of the future

#### If clauses

If it rains, I'll take my umbrella.

If you're cold, I'll give you my pullover.

If they're late, there won't be any food for them.

Complete the sentences with the verbs in bracket	1	1	Complete the	e sentences	with the	verbs i	in bracke	ts.
--------------------------------------------------	---	---	--------------	-------------	----------	---------	-----------	-----

- 1 If you like fruit, I \_\_\_\_\_\_ you some mangos. (get)
- 2 If you send me an email, I \_\_\_\_\_\_ to bring your books. (not forget)
- 3 If the sun \_\_\_\_\_\_, we'll go swimming. (shine)
- 4 If you aren't careful, you \_\_\_\_\_\_ your leg. (break)
- 5 If our teacher \_\_\_\_\_ that, he won't be happy. (hear)



### What if ...?

- A Let's go swimming.
- B But what if it rains?
- A Then we'll go home again.
- A Let's bake a cake for our friends.
- B But what if it doesn't taste good?
- A Then we'll buy one!
- Make sentences and questions.
- 1 A eat/Let's/apples/these/.
  - B what/are/if/they/not/good/But/?
  - A we'll/Then/some/eat/bananas/.
- 2 A buy/that/Let's/car/.
  - B if/But/what/it's/expensive/too/?
  - A Then/buy/a/we'll/motorbike/.





### Present perfect with already and yet

I've already been to New York. You've already told me that. He's already had lunch. She's already heard this song. It's already been eaten. We've already tried this food. They've already been here.

I/You/We/They haven't seen this yet. He/She hasn't done her homework yet.

- Make sentences.
- 1 hasn't/She/to/London/been/yet
- 2 already/the/They've/money/found
- 3 told/I/you/haven't/yet
- 4 already/all/read/the/We've/books
- 5 yet/haven't/shopping/done/You/the

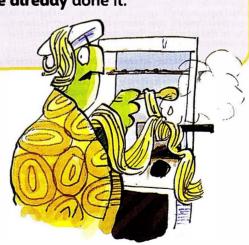


- A Have you phoned your brother yet?
- B Yes, I've already done it.
- A Have you phoned your sister yet?
- B No, I haven't done it yet.

- A Have you cooked the spaghetti yet?
- B Yes, I've already done it.
- 2 Complete the sentences with the verbs in brackets.
- A Have you \_\_\_\_\_\_ your bike yet? (clean)

  B Yes, \_\_\_\_
- A Have you \_\_\_\_\_\_ your dinner yet? (eat)

  B No, \_\_\_\_\_
- 3 A Have you \_\_\_\_\_ your homework yet? (do)
  B Yes.
- 4 A: Have you \_\_\_\_\_ your room yet? (tidy)
  B No.



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Starter		

### Level 5

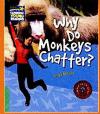
Student's Book with DVD-ROM

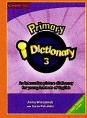
Teacher's Book

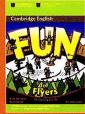
**Teacher's Resource Book** with Audio CD

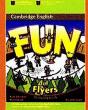
Class Audio CDs Classware and Interactive DVD-ROM

Other resources you can use:









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