

American

2nd Edition

# Family and Friends

# 5

Student Book



with  
DIGITAL  
PACKAGE

OXFORD

Tamzin Thompson

American  
**Family  
and  
Friends** 5  
2nd Edition  
Student Book



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OXFORD  
UNIVERSITY PRESS



# Scope and sequence

## Starter: Do something different!

page 4

Simple present Present progressive Simple past Punctuation review

|   | Words   | Grammar   | Skills   |  |
|---|---|---|--|--|
| Performing arts   | <b>1 You can build it!</b> <span style="float: right;">page 8</span>  |   |  |  |
|   | <b>Tools</b><br><b>Working with words:</b> subject verb object adjectives and adverbs<br><b>Words in context:</b> <i>My tree house</i>  | <b>Present perfect: ever / never</b><br><i>Have you ever cleaned a kitchen? I've never made a cake.</i><br><b>Present perfect: since / for</b><br><i>Ben has had woodworking classes since he was eight. He's worked on this wooden table for two weeks.</i>                          | <b>Reading:</b> A poem: <i>My tree house</i> (Cross-curricular link)<br><b>Listening:</b> Listening and ordering objects<br><b>Speaking:</b> Asking and answering questions about making things                  | <b>Writing focus:</b> Rhythm in poetry (counting syllables and stresses)<br><b>Writing outcome:</b> Writing a poem using syllable counts and stresses (Workbook) |
|   | <b>Fluency Time! 1</b> <b>In the school yard</b> <b>Craft: a mini book</b> <span style="float: right;">page 16</span>   |   |  |  |
|   | <b>2 It's show time!</b> <span style="float: right;">page 18</span>   |   |  |  |
|   | <b>Putting on a play</b><br><b>Working with words:</b> Silent letters: gh and k<br><b>Words in context:</b> <i>The Crown Diamond</i>  | <b>Simple past and present perfect</b><br><i>It was great! I've cleaned up all the leaves.</i><br><b>already / yet / before / just</b><br><i>I've already built the set. I haven't learned the script yet. I haven't been in a play before. Karen has just finished the costumes.</i> | <b>Reading:</b> A play script: <i>The Crown Diamond</i> (Cross-curricular link)<br><b>Listening:</b> Listening and ordering events<br><b>Speaking:</b> Predicting the ending to a play                           | <b>Writing focus:</b> Features of a play script<br><b>Writing outcome:</b> Completing a play script (Workbook)   |
| <b>Social Studies Time!</b> <b>Celebrations</b> <b>Project: a celebration item</b> <span style="float: right;">page 26</span>   |   |   |  |  |
| <b>3 The best party ever!</b> <span style="float: right;">page 28</span>  |   |   |  |  |
| <b>Household items</b><br><b>Working with words:</b> Suffix -ion<br><b>Words in context:</b> <i>Lost at the parade</i>          | <b>Comparatives and superlatives</b><br><b>as ... as ...</b><br><i>It's as colorful as the carnival in Rio.</i><br><b>not as ... as ...</b><br><i>It's not as big as the carnival in Rio.</i><br><b>too / enough</b><br><i>It's too dark now. There isn't enough light in here.</i> | <b>Reading:</b> A story: <i>Lost at the parade</i><br><b>Listening:</b> Predicting and listening for descriptions<br><b>Speaking:</b> Asking and answering questions about wearing costumes   | <b>Writing focus:</b> Beginnings and endings of stories<br><b>Writing outcome:</b> Ending a story (Workbook)   |  |
| <b>Extensive reading: fiction <i>The Trojan Horse</i></b> <span style="float: right;">page 36</span>                            |   |   |  |  |
| The environment   | <b>4 Our planet</b> <span style="float: right;">page 38</span>  |   |  |  |
|   | <b>The environment</b><br><b>Working with words:</b> Compound nouns<br><b>Words in context:</b> <i>An eco home</i>  | <b>Simple past and past progressive: interrupted actions</b><br><i>Some children were playing when we arrived.</i><br><b>used to</b><br><i>There used to be lots of litter here.</i>  | <b>Reading:</b> An information text: <i>An eco home</i> (Cross-curricular link)<br><b>Listening:</b> Identifying details of a lifestyle<br><b>Speaking:</b> Asking and answering questions about the environment | <b>Writing focus:</b> Making writing more fluent<br><b>Writing outcome:</b> Writing an information text (Workbook)   |
|   | <b>Fluency Time! 2</b> <b>Booking tickets</b> <b>Craft: an event poster</b> <span style="float: right;">page 46</span>  |   |  |  |
|   | <b>5 Reuse and recycle</b> <span style="float: right;">page 48</span>   |   |  |  |
|   | <b>Recycling</b><br><b>Working with words:</b> Prefix re-<br><b>Words in context:</b> <i>As good as new</i>   | <b>will / won't</b><br><i>Now Chip will know how to do everything and he won't make mistakes.</i><br><b>Present progressive with future meaning</b><br><i>We're leaving at two o'clock.</i>   | <b>Reading:</b> A magazine article: <i>As good as new</i> (Cross-curricular link)<br><b>Listening:</b> Listening and ordering events<br><b>Speaking:</b> Asking and answering questions about recycling          | <b>Writing focus:</b> Making suggestions<br><b>Writing outcome:</b> Writing a brochure (Workbook)  |
| <b>Art Time!</b> <b>Modern Art</b> <b>Project: a trash animal</b> <span style="float: right;">page 56</span>                    |   |   |  |  |
| <b>6 Crazy about wildlife!</b> <span style="float: right;">page 58</span>   |   |   |  |  |
| <b>At the wildlife park</b><br><b>Working with words:</b> Suffixes -er / -or<br><b>Words in context:</b> <i>Gorilla Kingdom</i> | <b>going to: future plans and intentions</b><br><i>My class is going to adopt a tiger.</i><br><b>going to: predictions</b><br><i>It's going to fall.</i>  | <b>Reading:</b> An article: <i>Gorilla Kingdom</i> (Cross-curricular link)<br><b>Listening:</b> Listening and completing fact files<br><b>Speaking:</b> Asking and answering questions about animals  | <b>Writing focus:</b> Topic sentences and paragraphs<br><b>Writing outcome:</b> Writing an article (Workbook)  |  |
| <b>Extensive reading: non-fiction <i>Earth Day</i></b> <span style="float: right;">page 66</span>                               |   |   |  |  |



**Words**

**Grammar**

**Skills**

**7 Call an ambulance!**

page 68

**First aid**  
**Working with words:**  
 Phrasal verbs  
**Words in context:**  
*A day in the life of a firefighter*

**Reported speech**  
*He said he needed some bandages.*  
**said / told**  
*Our teacher told us she had got a surprise for us. She said we were going to learn first aid.*  
**Reported speech: time markers**  
*"A doctor is coming to the school tomorrow." She told us a doctor was coming to the school the next day.*

**Reading:** An account: *A day in the life of a firefighter* (Cross-curricular link)  
**Listening:** Listening for detail in an emergency phone call  
**Speaking:** An emergency phone call roleplay

**Writing focus:** Features of a newspaper report  
**Writing outcome:** Writing a newspaper report (Workbook)

**Fluency Time! 3**

**Expressing opinions**

**Craft: a wildlife park map**

page 76

**8 Let's eat healthily**

page 78

**Food**  
**Working with words:**  
 Phrasal verbs with *get*  
**Words in context:**  
*The healthy eating pyramid*

**First conditional**  
*If I press this button, the machine will make a pizza.*  
**First conditional questions**  
*Will I get ill if I don't eat fruit and vegetables?*

**Reading:** An information poster: *The healthy eating pyramid* (Cross-curricular link)  
**Listening:** Listening and summarizing  
**Speaking:** Asking and answering questions about diet

**Writing focus:** Concluding a personal account  
**Writing outcome:** Writing a personal account (Workbook)

**Science Time!**

**Food Webs**

**Project: a 3D food web**

page 86

**9 The big game**

page 88

**Sport**  
**Working with words:**  
 Antonyms  
**Words in context:**  
*Just breathe*

**Modal verbs: may, might and could**  
*I might need to do more work on those boots!*  
**have to / had to statements and questions**  
*Do you have to exercise every day? We had to clean our bedrooms before we could go out to play yesterday.*

**Reading:** A process text: *Just breathe* (Cross-curricular link)  
**Listening:** Listening for detail in an interview  
**Speaking:** Asking and answering questions about exercise

**Writing focus:** Writing up notes into full sentences  
**Writing outcome:** Writing up an interview from notes (Workbook)

**Extensive reading: fiction *Treasure Island***

page 96

**10 Ancient buildings**

page 98

**Archeology**  
**Working with words:**  
 Suffix *-ful*  
**Words in context:**  
*The Heavenly Horse*

**Indefinite pronouns**  
*There is something wrong with all my inventions. There are machines everywhere. Is there anything wrong?*  
**Question tags**  
*These necklaces are beautiful, aren't they?*

**Reading:** An article: *The Heavenly Horse* (Cross-curricular link)  
**Listening:** Listening for details about ancient sites  
**Speaking:** Asking and answering questions about museums

**Writing focus:** Making writing more interesting  
**Writing outcome:** Writing a descriptive account (Workbook)

**Fluency Time! 4**

**Passing on messages**

**Craft: English text messages**

page 106

**11 A message for the future**

page 108

**A time capsule**  
**Working with words:**  
 Homonyms  
**Words in context:**  
*Alexander and the Terrible, Horrible, No good, Very Bad Day*

**The passive (simple present)**  
*English is spoken in many different countries.*  
**Passive and active**  
*People in costumes greet visitors. Visitors are greeted by people in costumes.*

**Reading:** A movie review: *Alexander and the Terrible, Horrible, No good, Very Bad Day*  
**Listening:** Listening and identifying descriptions  
**Speaking:** Asking and answering questions about movies

**Writing focus:** Features of a movie review  
**Writing outcome:** Writing a movie review (Workbook)

**History Time!**

**Stories from the past**

**Project: a mural**

page 116

**12 Be a part of history!**

page 118

**The news**  
**Working with words:**  
 Adjectives with *-ing*  
**Words in context:**  
*Who deserves a high salary?*

**The passive (simple past)**  
*You were invented to cook and clean.*  
**Passive questions**  
*Is English spoken in the U.S.A.? Who was the telephone invented by?*

**Reading:** An Internet forum: *Who deserves a high salary?* (Cross-curricular link)  
**Listening:** Listening and identifying opinions  
**Speaking:** Asking and answering questions about future aspirations

**Writing focus:** Expressing opinions  
**Writing outcome:** Writing an opinion text (Workbook)

**Extensive reading: *How China changed the world***

page 126

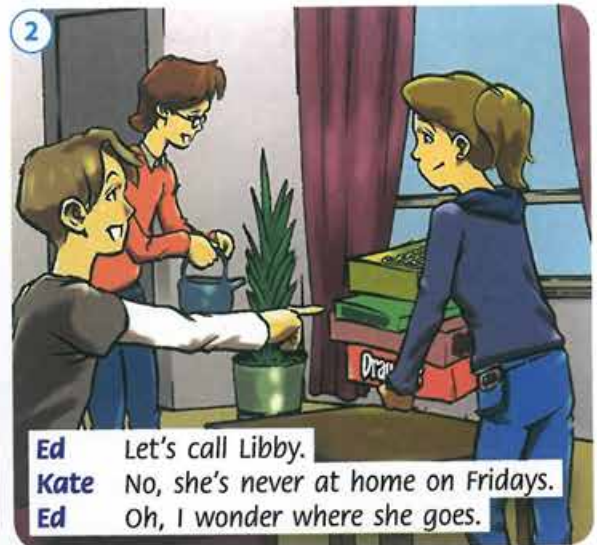


## Lesson One Story

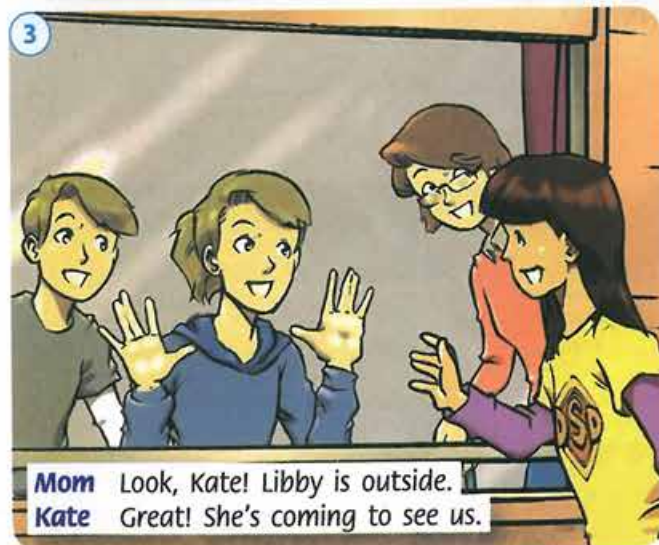
1 Listen and read. Who comes to visit? 🎧 01



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



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



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



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



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

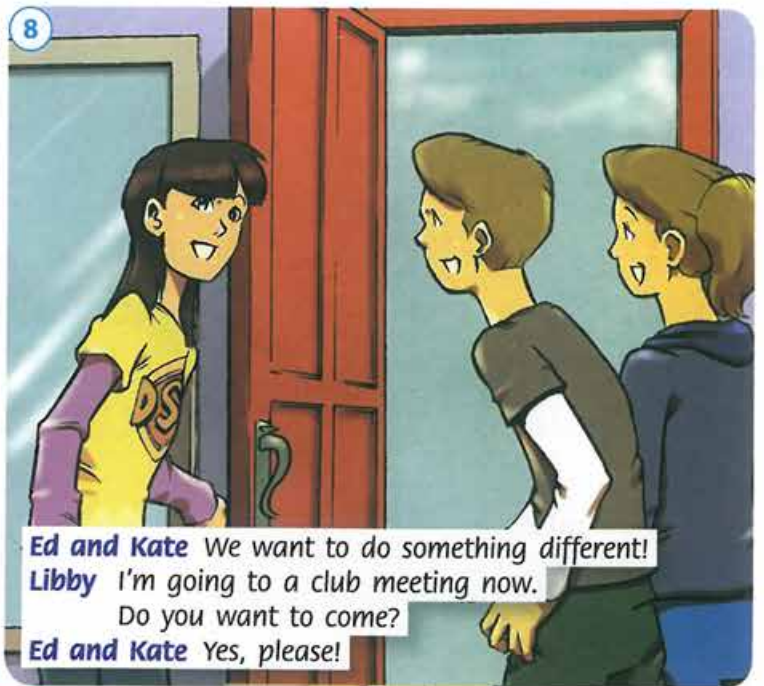


**Ed** What do you do on Fridays, Libby?  
**Libby** Oh, I'm in a club. We meet every Friday.

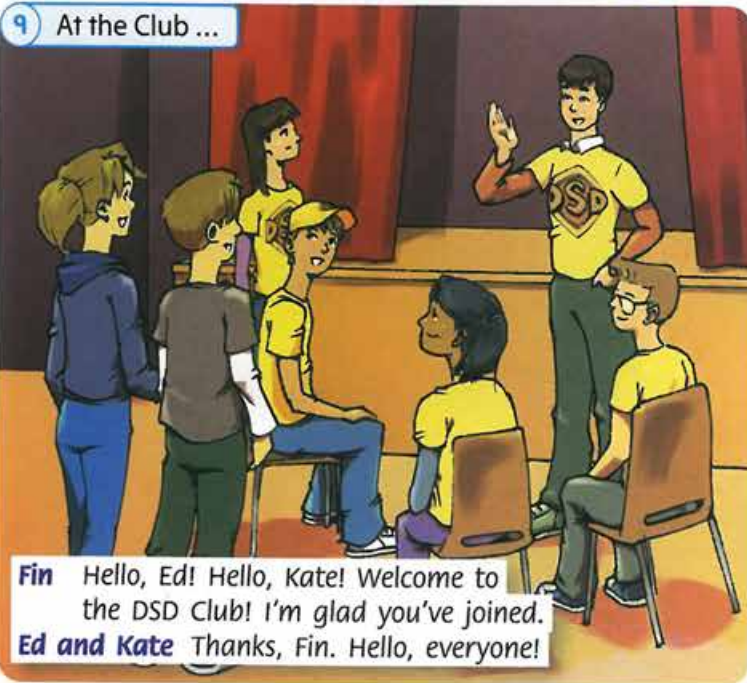




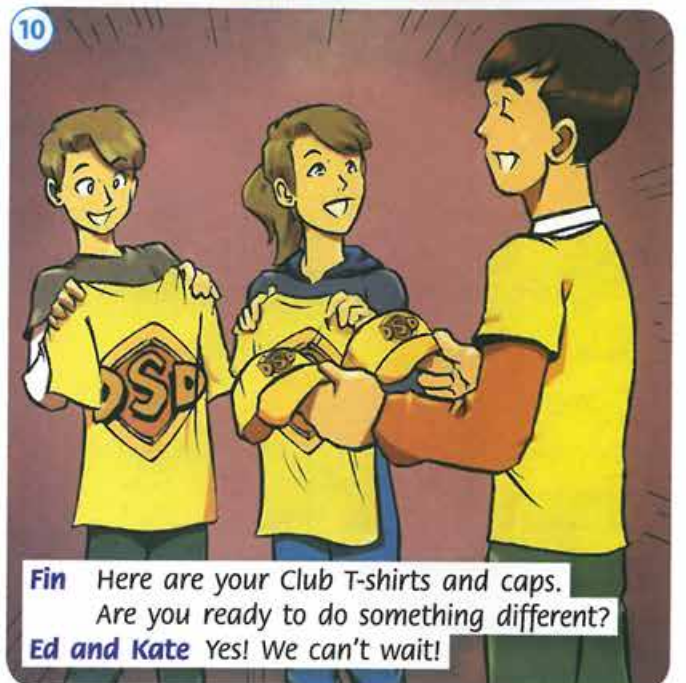
**Ed and Kate** A club?  
**Libby** Yes, it's the Do Something Different Club. My brother Fin started it last month. He's the club leader. We do lots of exciting things.



**Ed and Kate** We want to do something different!  
**Libby** I'm going to a club meeting now. Do you want to come?  
**Ed and Kate** Yes, please!



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




**Fin** Here are your Club T-shirts and caps. Are you ready to do something different?  
**Ed and Kate** Yes! We can't wait!

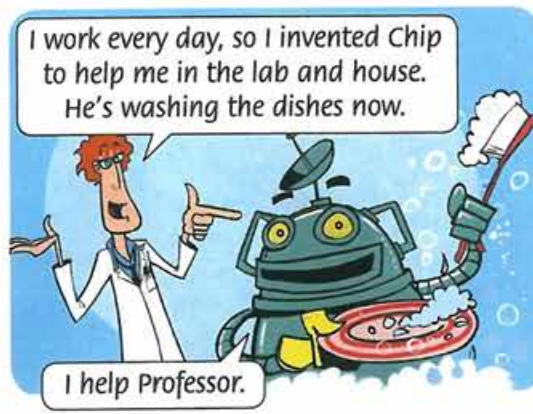
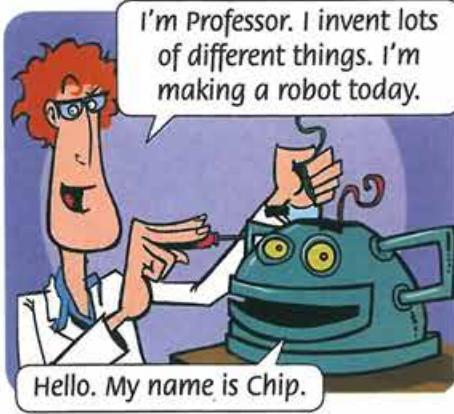
2 Listen to the story again and repeat. Act.

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

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



1 Listen and read. What is Professor making?  02



2 Read and learn.

Simple present and present progressive

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

I **work** every day.

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

I'm **making** a robot today.

He's **washing** the dishes now.

Simple past

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

I **invented** Chip to help me in the house.

You **broke** all the dishes!

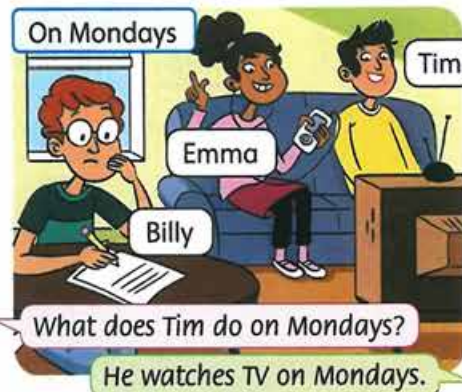
3 Read and circle.

- 1 Anna goes / is going to the park every weekend.
- 3 You watch / watched TV on Sunday mornings.

- 2 We played / are playing basketball last Saturday.
- 4 Mom and Dad work / are working now.

4 Speaking Ask and answer.

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





**Punctuation**

**We use capital letters for:**

- **the beginning of a new sentence**  
This is Lucy.
- **names**            Lucy is eight.
- **nationalities**    She is American.
- **proper nouns**  
She is from Chicago.  
Chicago is in the U.S.A.  
Her birthday is in May.

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

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

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

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

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

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

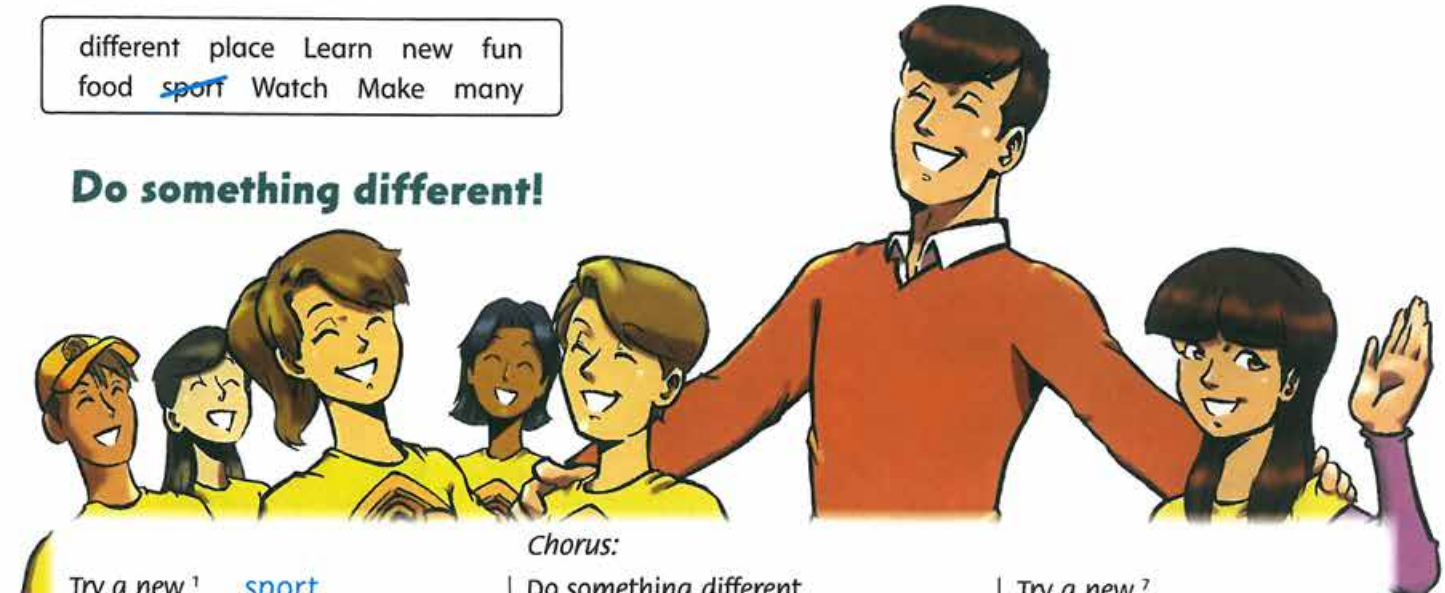
**1 Rewrite the sentences with the correct punctuation.**

- 1 mario is from madrid Mario is from Madrid.
- 2 my name is helen she said \_\_\_\_\_
- 3 my favorite sports are soccer tennis and basketball \_\_\_\_\_
- 4 is carla from italy \_\_\_\_\_

**2 Listen and write. Sing.** 🎧 03

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

**Do something different!**



Chorus:

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

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

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



# 1

# You can build it!

## Lesson One Story

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

**1**

**Mom** Have fun at the Club. What are you doing today?  
**Kate** Libby and Ed have written a play. It's really good.  
**Ed** We've decided to build the set today. Dad's given us his tools.

**2**

**Libby** Fin has found lots of wood and some old sheets. We've brought some paint, too.  
**Fin** Let's start work! I need to measure the wood with this tape measure.

**3**

**Fin** Pass me that hammer and a nail please, Kate.  
**Ed** What can I do?  
**Libby** You can help me paint the sheets.

**4**

**Libby** We need to paint mountains and sky on this sheet.  
**Ed** OK. You can paint the sky. I'm going to paint the mountains.

**5** Later ...

**Kate** This is great. I've never built a set before.  
**Fin** Well, you've done a good job.  
**Kate** Thanks. Let's go and see what Ed and Libby have done.

**6**

**Fin** Oh, look! They're stuck in the middle.  
**Libby** Oh no! We can't move until the paint dries!

2 Listen to the story again and repeat. Act.

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

- 1 Ed and Libby have written a story. False
- 3 Fin asks Kate for a sheet. \_\_\_\_\_
- 5 Kate is good at building. \_\_\_\_\_

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



## 1 Listen and repeat. 05



## 2 Write the words.

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

## Working with words

subject

verb

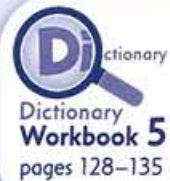
object

Joe has found lots of wood.

adjective

adverb

Wet paint dries slowly.



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

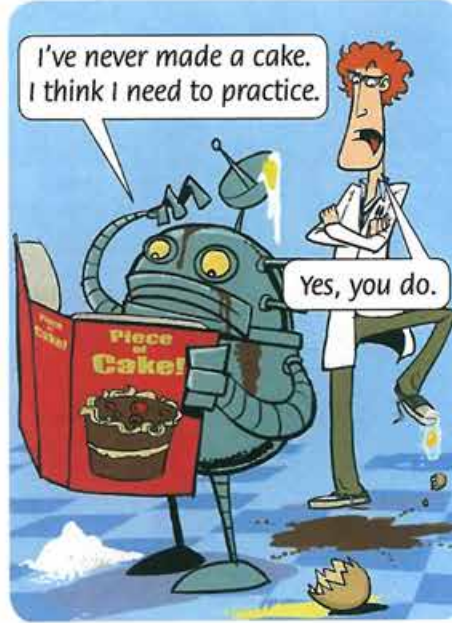
verb    adverb    object    ~~subject~~

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





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



2 Read and learn.

Present perfect

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

You've **made** a mess.

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

Ever / never

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

Have you **ever** cleaned a kitchen?

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

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

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

✓ Irregular verb list Workbook 5 page 136

- 1 We've never written (write) a play.
- 2 Have you \_\_\_\_\_ (see) a giraffe?
- 3 Carl has \_\_\_\_\_ (visit) China.
- 4 Has Emma \_\_\_\_\_ (play) volleyball?
- 5 The children have \_\_\_\_\_ (hear) this story.
- 6 Has your dad \_\_\_\_\_ (fly) a plane?


4 **Speaking** Ask and answer.

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

Have you ever ridden a horse?

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



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

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



2 Read and learn.

**since**

Use the present perfect and **since** to talk about past actions after a certain time or date, e.g. January, last Tuesday, 2010, four o'clock.

Ben has had woodworking classes **since** he was eight.

**for**

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

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

3 Write **since** or **for**.

- We've lived in this house for five years.
- Lisa has been at this school \_\_\_\_\_ 2011.
- You've been here \_\_\_\_\_ an hour.
- Tony has been on vacation \_\_\_\_\_ last Monday.
- The children have been in the park \_\_\_\_\_ ten o'clock this morning.
- I've known my best friend \_\_\_\_\_ three years.

4 Write sentences about Steve.  Irregular verb list Workbook 5 page 136




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



# Skills Time!

## Lesson Five

### Reading

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



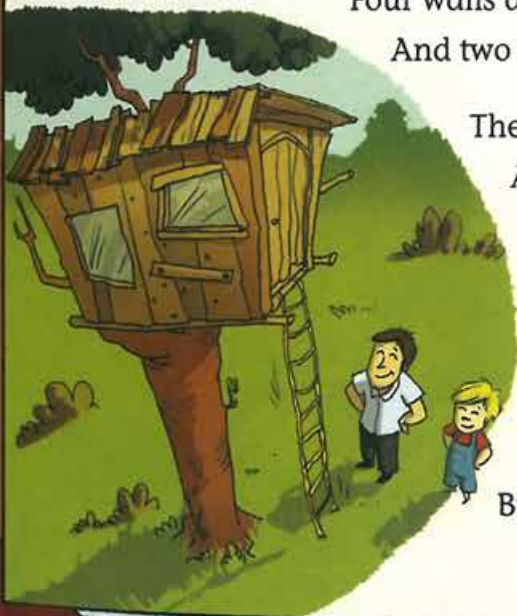
## My tree house

I've always wanted a tree house.  
I think they're great places to play.  
My dad drew the plans for a tree house  
And we started to build it one day.  
Dad got some boards and a tool box,  
He said, "Now we're building. That's good."  
He tried not to laugh very loudly  
When I nailed my coat to some wood.  
Soon my new tree house was ready.  
It looked wonderful there on the grass.  
Four walls and a door and a carpet  
And two windows, both with real glass.

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

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

Bill Robbins

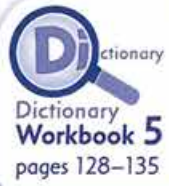


### 3 Read again and circle.

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



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



1 tree house



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_

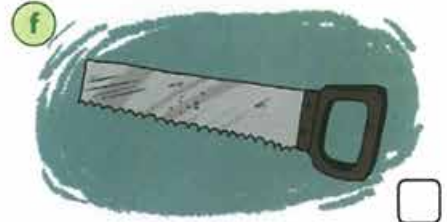


8 \_\_\_\_\_

Listening

2 Listen. Who's talking? 09

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



Speaking

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

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



# Skills Time!

## Lesson Seven

### Writing

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



- 3 Read again and answer the questions.

- 1 What did the children use to make their kite?
- 2 Did their kite work?

### A poem: pattern and rhythm

When we write a poem we follow a pattern:

|  | syllables |
|--|-----------|
| Last <b>w</b> eek we <b>m</b> ade a <b>b</b> ig kite.    | = 7       |
| We <b>h</b> ad a <b>l</b> ot of <b>f</b> un.             | = 6       |
| My <b>b</b> rother <b>d</b> rew some <b>g</b> reat plans | = 7       |
| The <b>k</b> ite looked <b>l</b> ike the <b>s</b> un.    | = 6       |

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

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

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

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

### Our kite

Last week we made a big kite.  
We had a lot of fun.  
My brother drew some great plans.  
The kite looked like the sun.  
We found some string and paper,  
Some nails and glue and wood.  
We sawed and glued and  
hammered.  
The kite looked really good.  
We painted the kite yellow  
Then we left it out to dry.  
And soon the kite was ready.  
It was time for it to fly!  
We held on to the kite string  
And the kite flew fast and high.  
It really looked amazing  
As it flew across the sky.

by Jenny Bell



page  
12



1 Complete the quiz.

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

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

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

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

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

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

7 Who drew the plans for the tree house?

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

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

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

2 Listen and write. Sing.  10

plan hammer built saw  
Build new nail **ever**

**You can build it!**

Have you <sup>1</sup> ever built a boat?  
<sup>2</sup> \_\_\_ it, paint it, watch it float.  
Take a <sup>3</sup> \_\_\_\_, take a <sup>4</sup> \_\_\_\_.  
It's such fun, now watch it sail!

*Chorus:*

You can build it, you know how.  
Make a <sup>5</sup> \_\_\_\_ and build it now!  
Building things is fun to do!  
Let's try building something <sup>6</sup> \_\_\_\_.

Have you ever <sup>7</sup> \_\_\_\_ a kite?  
Take some string and tie it tight.  
Take a <sup>8</sup> \_\_\_\_ and take some wood.  
Building new things feels so good!





## Everyday English

### 1 Watch and listen. Read. 11



**Megan:** Hi. Are you **by yourself**?  
**Emily:** Yes. My best friend is **not at school today**.  
**Megan:** You can **play with us**.



**Girls:** Come on Emily!  
**Megan:** Do you want to **play basketball**?  
**Emily:** Yes, please. **That sounds fun**.



**Megan:** Great, you can be on my team. Have you played before?  
**Emily:** Yes, I have. **Let me** just put my game away. OK, I'm ready ...

### 2 Watch and listen. Answer Yes or No. 12

- Is Kevin by himself today? Yes
- Does Kevin always play with his cousin? \_\_\_\_\_
- Does Kevin's brother have a cold? \_\_\_\_\_
- Can Kevin play with David and Ben? \_\_\_\_\_
- Do the boys want to play basketball? \_\_\_\_\_



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


Are you **by yourself**?  
 You can play \_\_\_\_\_ with us.  
 Have you played before?

Yes, my \_\_\_\_\_ is not at school today.  
 Thanks. That sounds \_\_\_\_\_  
 Yes, I have. Let me just \_\_\_\_\_ OK, I'm ready.

brother / sister / best friend  
 fun / great / good  
 finish my drink / put my game away / tie my shoelaces

### 4 Complete the Fluency Time! 1 exercise on page 126 of Workbook 5.



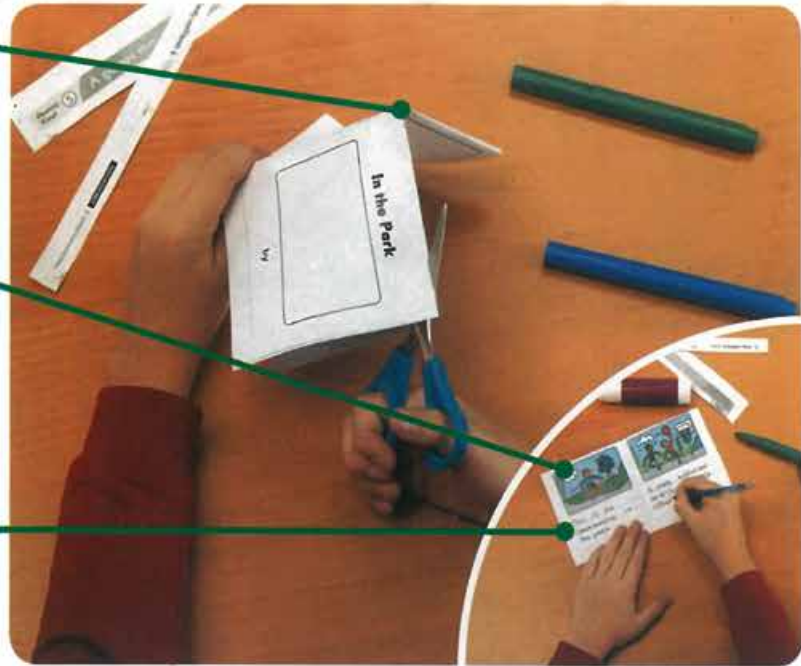
1 Look at the story again. Act. 

2 Make a mini book about free-time activities.

1 Fold the paper in half. Then fold it again. Cut along the top of the book. Your book now has eight pages.

2 Color and cut out pictures to show activities you like doing. Glue them into your book. Don't forget to make a cover!

3 Write about what you like doing in the park or playground. Give details about when you do the activities and who you do them with.



3 **Speaking** Use your book to discuss activities. Ask and answer.



Are you by yourself?

Yes, I am.

Do you want to play with me?

Yes, that sounds good. What do you want to do?

How about playing basketball?

OK. I love playing basketball.



4 **Speaking** Work in groups. Talk about your free-time activities.

Who do you usually play with at school?


What do you usually do in the school yard?

When were you last off school? Why?

I usually play with John and Carlos at school. We play ...



## Lesson One Story

1 Listen and read. Who are the children waiting for? Why?  13

1 

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

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

2 

**Libby** Relax, Kate. You've already learned the script.

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

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

3 

**Libby** Where is Fin? He has all our costumes.

**Ed** He's very late!

4 

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

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

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

5 

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

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

6 

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

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

2 Listen to the story again and repeat. Act.

3 Read again and write the names.

Ed Kate Libby Fin

1 Libby is excited.

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


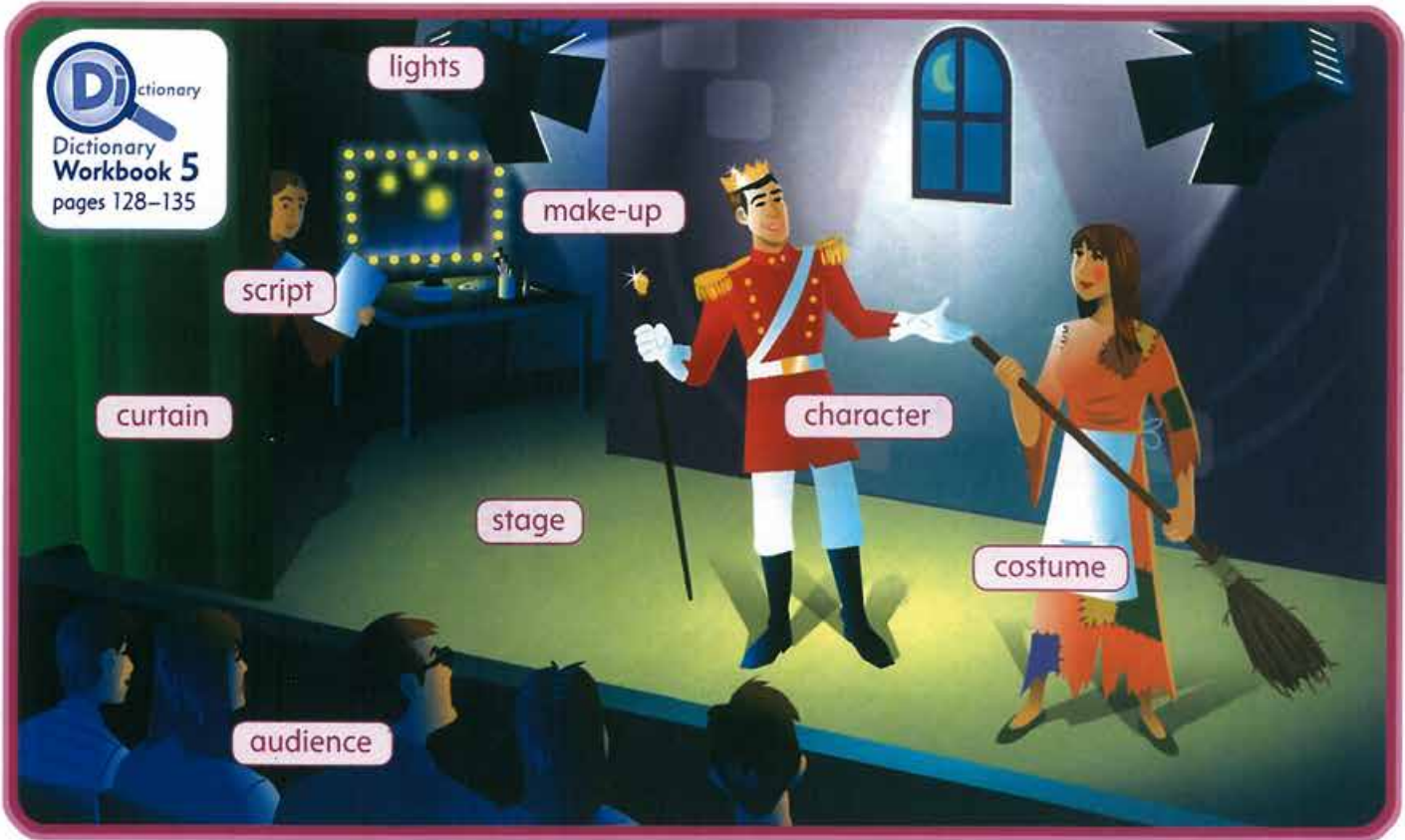
3 \_\_\_\_\_ looks really scary.

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

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

6 \_\_\_\_\_ has called for help.



1 Listen and repeat.  14

## 2 Write the words.

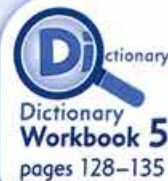
- Actors need to learn a script before they can be in a play.
- I was nervous before I walked onto the \_\_\_\_\_.
- Helen was a queen in the play and she had a beautiful \_\_\_\_\_.
- We used a lot of \_\_\_\_\_ to make Ben's face look scary for the play.
- Who was your favorite \_\_\_\_\_ in the play?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

## Working with words

Some words have silent letters.

We don't pronounce these letters when we say the words.

lights night straight know knee knife

3 Listen and repeat.  15

## 4 Circle the silent letters.

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



## Lesson Three Grammar 1

### 1 Listen and read. What has Chip done? 16



Hello, Chip. Did you use my Great Gardening Machine today?



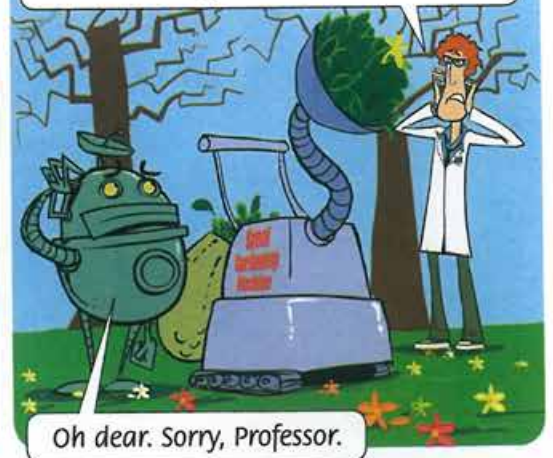
Yes, I did.

Did the machine work?



Yes! It was great! Look! I've cut the grass and I've cleaned up all the leaves.

Oh, Chip. You've cut down all my flowers and you've pulled all the leaves off the trees! The garden looks terrible!



Oh dear. Sorry, Professor.

### 2 Read and learn.

#### Simple past

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

It **was** great!

#### Present perfect

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

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

### 3 Complete the sentences. Use the present perfect or simple past. Irregular verb list Workbook 5 page 136

- 1 I haven't finished (not finish) my homework.      2 You \_\_\_\_\_ (live) in this house for ten years.  
3 Lucy \_\_\_\_\_ (go) to the museum three days ago.      4 We \_\_\_\_\_ (be) best friends since we were six.

### 4 Speaking Ask and answer.

Has Lisa cleaned her bedroom?

Yes, she has. She cleaned her bedroom yesterday.

#### To do:

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





1 Listen and read. What is she talking about?  17



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



2 Read and learn.

*already / yet / before / just*

Use these time words with the present perfect:

I've **already** built the set.

I haven't learned the script **yet**.

I haven't been in a play **before**.

Karen has **just** finished the costumes.

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

3 Read and circle.

1 We've already / before seen this movie.

2 Carl hasn't traveled by plane just / before.

3 You haven't eaten your breakfast already / yet.

4 I've just / yet heard some exciting news.

5 Amy hasn't met a famous person before / just.

6 Billy and I have already / yet washed the car.

4 Write sentences about Mike.

 Irregular verb list Workbook 5 page 136


1 Mike has just made lunch.

|                           |   |
|---------------------------|---|
| just / make lunch         | ✓ |
| travel to Brazil / before | X |
| just / go into the yard   | ✓ |
| already / finish homework | ✓ |
| ride a horse / before     | X |
| water the plants / yet    | X |
| practice the guitar / yet | X |





### Reading

- 1 Look at the pictures. Who do you think the characters are?
- 2 Listen and read.  18

## The Crown Diamond

by Sir Arthur Conan Doyle

### Characters:

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



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

*(Enter Watson and Billy.)*

**Watson** When will Holmes be back, Billy?

**Billy** I don't know, sir. He's very busy. He's trying to find the Crown Diamond.

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

**Billy** That's right, sir.

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

**Watson** What's this?

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

**Watson** Why?

*(Enter Holmes.)*

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

**Watson** Who?

**Holmes** Sebastian Moran. Write it down, Watson!

*(A doorbell rings. Billy exits.)*

**Watson** *(Writing in his notebook.)* Why don't you tell the police?

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

*(Enter Billy.)*

**Billy** Sebastian Moran is here, sir.

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

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

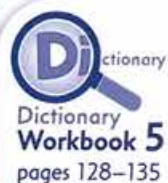
**Holmes** No, Watson. *(Writes a note.)* Take this note to the police. They will come and arrest Moran. But before they get here, I will find out where the diamond is.

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

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



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



1 servant



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

Listening

2 Read the play script on page 22 again. What do you think happens next?

3 Listen to what happens next. Were you right? 19

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

- Holmes takes the diamond.
- The police arrive.
- 1 Moran enters.
- Holmes goes into the bedroom.
- Billy brings Merton in.



Speaking

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

What do you think happens to Moran and Merton?

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

they run away / they go to prison / the police arrest them

Have you ever read a detective story?

\_\_\_\_\_

Yes, I have. / No, I haven't.

Who were the characters?

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

a detective / a police officer / a criminal



# Skills Time!

## Lesson Seven

### Writing

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

## The surprise party

by Emily Collins

### Characters:

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



- 3 Read again and answer the questions.

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

### A play script

When we write a play script:

- we give a list of characters  
Katie – a 12-year-old girl  
Mom – Katie's mom  
Dad – Katie's dad
- we describe where the scene happens  
*Katie's living room.*
- we write stage directions in parentheses  
*(Enter Katie.)*

Scene 1 Katie's living room.

*(Enter Katie.)*

**Katie** Where is everyone?

*(Dad enters, carrying shopping bags.)*

**Katie** Hello, Dad. What's in those bags?

**Dad** Nothing!

*(Dad exits quickly. Robbie enters, holding a present.)*

**Katie** Hello, Robbie.

*(Robbie sees Katie and hides the present behind his back.)*

**Katie** What's that?

**Robbie** Nothing!

*(Robbie exits, quickly.)*

**Katie** My family is keeping a secret from me. But what is it?

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

**Katie** Hello, Mom. Who's in the kitchen?

**Mom** It's Robbie.

**Katie** No, it isn't. I've just seen Robbie.

**Mom** Oh, OK. Come out, everyone.

*(Children enter, holding presents.)*

**All** SURPRISE! HAPPY BIRTHDAY, KATIE!

- 4 Match.

- |  |                                     |                    |
|--|-------------------------------------|--------------------|
| 1 <i>(Enter Mr. Harris.)</i>                                   | <input checked="" type="checkbox"/> | a Stage directions |
| 2 The street outside Fred's house.                             | <input type="checkbox"/>            | b Characters       |
| 3 <i>(Takes a photo from his pocket and shows it to Fred.)</i> | <input type="checkbox"/>            | c Scene            |
| 4 Mr. Harris – a policeman                                     | <input type="checkbox"/>            |                    |
| Fred – a 13-year-old boy                                       | <input type="checkbox"/>            |                    |

- 5 Complete the writing task on page 22 of Workbook 5.



1 Complete the quiz.

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

2 Who has the costumes in the story?

3 Circle the three silent letters in this sentence.  
This knife isn't straight.

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

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


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

7 Who stole the Crown Diamond?

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

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

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

2 Listen and order the lines. Sing.  20



**It's show time!**

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

Chorus:

- 1 It's show time! It's show time!
- Let's all be stars tonight.
- The stage lights are so bright.
- It's show time! It's show time!

- 1 We've put on our make-up,
- In front of all the school!
- We're out on the stage now.
- We all look really cool.



# Social Studies Time!

## Topic: Celebrations

## A World of Celebrations

- 1 Look at the photos. What do you think the people are celebrating?
- 2 Listen and read.  21

All around the world, people celebrate special occasions with festivals, parades, costumes, food, and other traditions. Many of these celebrations are connected to the seasons.

### New Year

One of the most popular celebrations around the world is New Year, but people in different countries celebrate the New Year at different times and in different ways. In Ecuador, the celebration of the New Year starts on January 1<sup>st</sup>. On New Year's Eve, people make a straw man and dress it in old clothes. The straw man represents the old year. At midnight, people burn the straw man and say goodbye to the old year.

### Harvest

Harvest is an important time, because it brings us food. The most famous harvest festival is *Thanksgiving*, in the U.S.A., but many other countries celebrate and give thanks for their harvests, too. In China, people celebrate the harvest of rice and wheat with the *Harvest Moon Festival*. They look at the full moon, eat delicious moon cakes, and have parades with lanterns and puppet shows.

### Spring

Many cultures celebrate the end of winter and the arrival of spring, because plants start to grow and there is new life everywhere. In India, people celebrate spring with the Holi color festival. They burn incense, dance around huge fires, and dance in the streets, throwing colored powder and water at each other. Older people give out money and traditional candy.

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

- 1 The New Year is celebrated on the same day in every country. False
- 2 In Ecuador, people wear old clothes to celebrate the New Year. \_\_\_\_\_
- 3 Thanksgiving is an American festival. \_\_\_\_\_
- 4 People eat special cakes to celebrate harvest in China. \_\_\_\_\_
- 5 People celebrate spring because it brings new life. \_\_\_\_\_
- 6 At the Holi color festival, people throw money at each other. \_\_\_\_\_

### 4 **Think!** Talk to your partner.

- 1 What other national celebrations can you think of?
- 2 Why are there similar celebrations in countries that are so different?
- 3 Do you think it is important to have celebrations? Why?



1 Listen and circle the correct words.  22

- 1 People in Vietnam *celebrate* / *tradition* Tet Trung Thu in the fall.
- 3 Children wear masks and light *parades* / *lanterns*.
- 5 People burn *flowers* / *incense* at the temples.
- 2 It's a festival to celebrate the *harvest* / *winter* moon.
- 4 People eat white cakes which *represent* / *celebrate* the moon.
- 6 There is a dragon that can breathe *powder* / *fire*.

## 2 Project. Make something for a celebration in another country.

- 1 Choose a celebration in another country. Think about:
  - when the celebration takes place;
  - why people celebrate;
  - what people do.
- 2 Do your research. Find out about the celebration. Then write down three interesting facts about the celebration.
- 3 Make something to use at the celebration. For example, a mask, a lantern, a puppet, etc.

This is a paper lantern.  
It's for Chinese New Year.

- People in China celebrate New Year in late January or in February.
- Chinese people make paper lanterns to decorate their homes for New Year.
- Chinese New Year celebrations last for fifteen days.



## 3 Present your project.

What did you make?

What celebration is it for?

What do you know about this celebration?

I made a paper lantern. It's for Chinese New Year. People in China celebrate New Year ...

## Presentation Tip

Make notes to help you remember what to say.



## Lesson One Story

1 Listen and read. Who designs the new costumes? 23




2 Listen to the story again and repeat. Act.

3 Read again and answer the questions.

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



1 Listen and repeat.  24

## 2 Read and circle.

- 1 You can use a broom / lampshade to sweep the floor.
- 2 We used a big sack / sponge to wash the car.
- 3 Can you hang the clean clothes on the broom / clothes line, please?
- 4 Mom uses a feather duster / clothes line to dust the furniture.
- 5 Grandma bought a colorful lampshade / rubber gloves for the light in my bedroom.

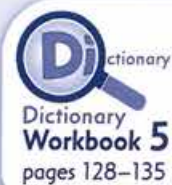

## Working with words

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

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

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

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

3 Listen and repeat.  25

## 4 Read and circle.

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



## Lesson Three Grammar 1

### 1 Listen and read. What is happening in the photos? 26

The New Orleans Carnival is not as big as the carnival in Rio de Janeiro, but it is the most famous carnival in the U.S.A.

It's as colorful as the carnival in Rio and it's the most exciting event in New Orleans every year. The carnival season lasts for two weeks, but the busiest time is the last five days. The carnival is bigger and more exciting than ever during these five days. It's the best time to visit New Orleans!



Rio de Janeiro, Brazil



New Orleans, U.S.A.

### 2 Read and learn.

#### Comparatives and superlatives

##### Comparatives:

The carnival is **bigger** and **more exciting than** ever during these five days.

##### Superlatives:

It's **the best** time to visit New Orleans.

It's **the most famous** carnival in the U.S.A.

Use **as ... as** to show that there is no difference between two people or things:

It's **as** colorful **as** the carnival in Rio.

Use **not as ... as** to show that there is a difference between two people or things:

The New Orleans Carnival is **not as big as** the carnival in Rio de Janeiro.

### 3 Read and circle.

- Ollie is the *funnier* / funniest boy in the class.
- I think baseball is the *better* / *best* sport in the world.
- CDs are *more expensive* / *most expensive* than books.
- My bag is *big* / *bigger* than your bag.
- Katie is *friendlier* / *friendliest* than her sister.
- This is the *more exciting* / *most exciting* day of the year!

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

- Jenny / old / Tara Jenny is not as old as Tara.
- Jenny / old / Karen
- Karen's hair / long / Jenny's hair
- Tara's hair / long / Karen's hair
- Jenny / tall / Karen
- Tara / tall / Jenny







**PROFESSOR & CHIP**



1 Listen and read. Does Chip help Professor? 27

I'm trying to invent a new machine, but there isn't enough light in here.



I can turn the light on, Professor.

Is it bright enough now, Professor?



It's too bright now. Turn the lights down, please, Chip.

It's too dark now.



I know. I can't see anything.

Oh, Chip.



Sorry, Professor.

2 Read and learn.

**too / enough**

Use **too** before adjectives to say that something is more than we need or want.  
It's **too dark** now.

Use **enough** after adjectives or before nouns to say that something is as much as we need or want.  
Is it **bright enough** now, Professor?  
There isn't **enough light** in here.

3 Write **too** or **enough**.

- 1 I'm too tired to play tennis.
- 2 We don't have \_\_\_\_\_ clothes line to hang out the clothes.
- 3 This soup is \_\_\_\_\_ hot for me to eat.
- 4 This garbage bag isn't big \_\_\_\_\_ to put all the garbage in.

4 **Speaking** Talk about the pictures.

shoes dress skirt hat pants

big small long short




Lucy's skirt is too big.

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

It's Picture B.



### Reading

- 1 Look at the story and the pictures. What do you think happens in the story?
- 2 Listen and read.  28

## Lost at the parade

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

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

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

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

Harry saw his mom and dad running through the crowd. "Where have you been?" they said.

"And where's Emily?"

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

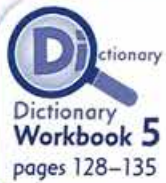


- 3 Read again and write the words. costumes cape stage pop star float crowd

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



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



1 parade



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

Listening

2 Read the story on page 32 again. What do you think happened to Emily?

3 Listen to what happens next. Were you right? 29

4 Listen again and match.

- 1 The dancers  c
- 2 The people on stilts
- 3 Harry
- 4 Emily
- 5 Emily's parents

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

Speaking

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

|                               |                        |  |
|-------------------------------|------------------------|--|
| Have you ever worn a costume? | _____                  | Yes, I have. / No, I haven't.                        |
| What did you dress up as?     | I dressed up as _____. | a superhero / a spaceman /<br>a pop star / a monster |
| What did you wear?            | I wore _____.          | a hat / pants / a dress / boots /<br>a shirt         |
| Where did you go?             | I went to _____.       | a party / a parade / a festival                      |



# Skills Time!

## Lesson Seven

### Writing

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

2 Read. **The costume** by Robbie Turner

It was the day before the parade. Liam was outside the costume store. There was a wonderful firefighter costume in the window. Liam wanted the costume, but it was too late. A label on the costume said "SOLD." At home, Liam made a parade costume, but his costume wasn't as good as the costume in the store. He hung his costume on his bedroom door and went to bed.

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

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



3 Read again and answer the questions.

1 Where is Liam at the beginning of the story?

2 What does Liam want to buy?

### A story: beginnings and endings

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

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

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

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

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

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

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

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

4 It was a warm day. Julie was reading a book in the park.      

5 Complete the writing task on page 32 of Workbook 5.





## 1 Complete the quiz.

1

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

2

Who has a surprise for the children in the story?

3

Circle the correct word.

The telephone was a very important  
*invent / invention.*

4

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

5

Correct the sentence.  
New Orleans is not as big than Rio de Janeiro.

6

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

7

Who climbed on to a float?

8


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

9

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

10

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

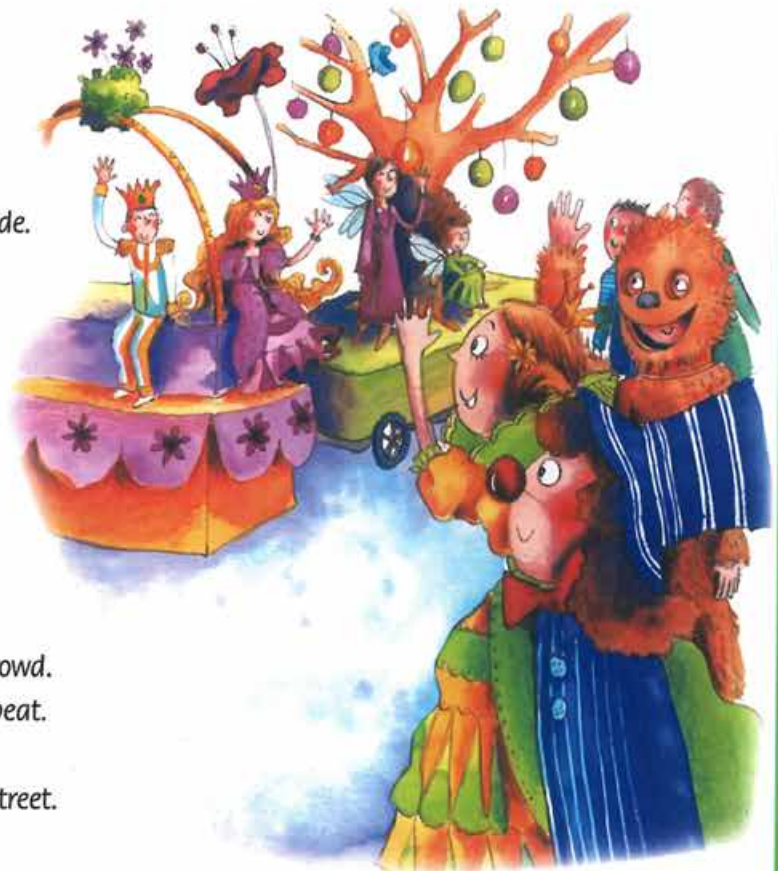
2 Listen and order the lines. Sing.  30

## Join the parade

- 1 Hey everybody, come join the parade.  
 See the princesses with beautiful crowns.  
 See all the children in costumes they've made.  
 See scary monsters and see funny clowns.

Chorus:


- 1 Join the parade, you can sing, dance and play.  
 This is our favorite time of the year!  
 Everyone's happy, the whole town is here.  
 Put on your costumes and come out today.
- 1 Hear the great music and move with the crowd.  
 Hear the bands playing and dance to the beat.  
 It's always busy and it's always loud.  
 Wave to the floats as they move down the street.

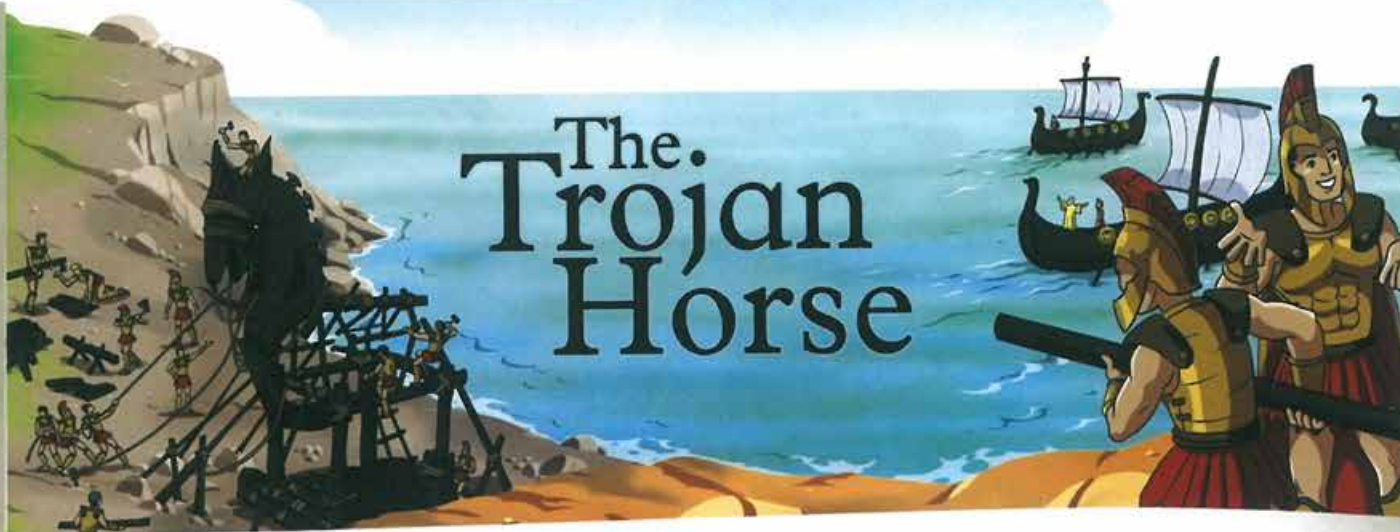






## Extensive reading: fiction

- 1 Look at the pictures. What are the people doing? Who do you think the people are?
- 2 Listen and read.  31
- 3 Read again and answer the questions.
  - 1 Whose idea was the Trojan Horse?
  - 2 Why did the Greeks build the Trojan Horse?
  - 3 How many Greek soldiers hid in the horse?
  - 4 What did the rest of the Greek army do?



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

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

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





#### 4 Think! Discuss.

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

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

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

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

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

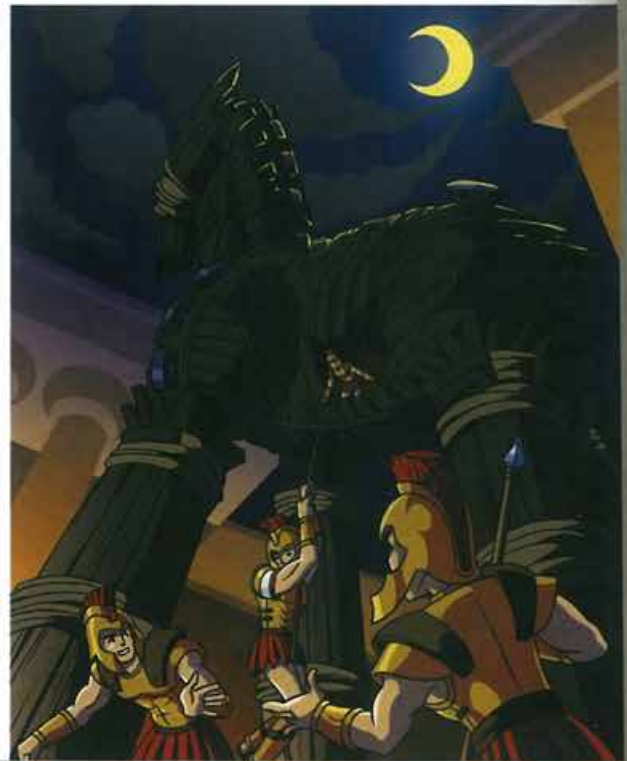
The Trojans listened to Sinon and tried to decide whether he was telling the truth or not.

"Tell us the truth about the horse," said the Trojan soldiers.

"The Greeks wanted to end this war a long time ago, and so recently they decided to sail home," said Sinon. "They wanted the gods to send them a good strong wind to blow our ships home. They built this horse and filled it with treasure to make the gods happy."

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

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





## Lesson One Story

1 Listen and read. Why do they go to the wildlife park?  32


**1**

**Fin** Hey, everyone. Guess what! A TV crew is making a show about our local wildlife park today.

**Kate** Wow! Let's go to the wildlife park! We can be on TV.



**2**

**Ed** I love this wildlife park. I haven't been here for a long time.

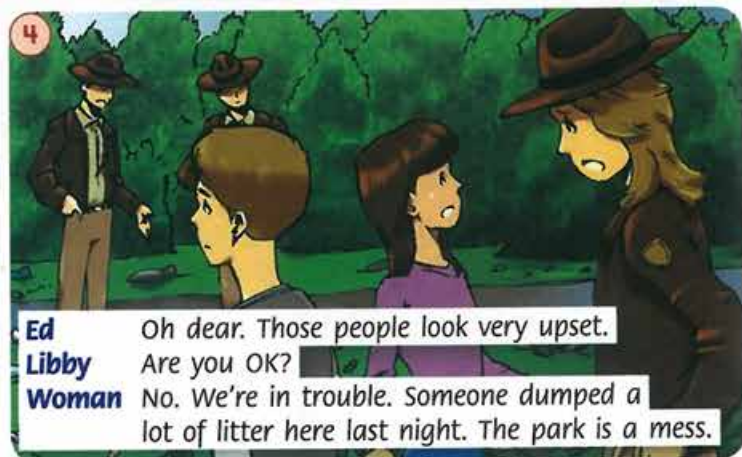
**Libby** I like it here, too. It's really pretty.



**3**

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

**Kate** That's terrible. Litter really damages the environment.



**4**

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

**Libby** Are you OK?

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



**5**

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

**Kate** Who did this?

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



**6**

**Libby** Oh no. This is terrible!

**Woman** I know. The river is full of pollution and the birds are in danger. What are we going to do? The TV crew will be here soon.

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

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

- |  |             |  |       |
|--|-------------|--|-------|
| 1 The DSD Club visits a wildlife park. | <u>True</u> | 2 The children don't want to be on TV. | _____ |
| 3 The park looks pretty today.         | _____       | 4 Someone dumped litter last week.     | _____ |
| 5 The river is full of pollution.      | _____       | 6 The birds are in danger.             | _____ |



1 Listen and repeat.  33

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

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

**the environment** the world around us

**garbage dump** a place for people to leave garbage

**litter** paper and other garbage on the ground

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

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

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

## 2 Write the words.

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



## Working with words

Sometimes we put two words together to make compound nouns:

wildlife park

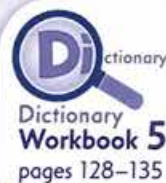

garbage dump

swimming pool

police station

computer room

post office

3 Listen and repeat.  34

## 4 Write the words.

dump office park room

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



1 Listen and read. Where did they go? 35



2 Read and learn.

**Simple past**

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

Some children were playing when we **arrived**.

**Past progressive**

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

Some children **were playing** when we arrived.

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

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


4 **Speaking** Ask and answer.

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

What was Emily doing when it started to rain?  
She was feeding the ducks.





1 Listen and read. Has the park always looked great?  36

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



2 Read and learn.

*used to*

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

There **used to** be lots of litter here.      The park **used to** look horrible.

3 Read and circle.

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



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


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






## Lesson Five

### Reading

- 1 Look at the pictures and the title. Who do you think lives in this house?
- 2 Listen and read.  37



# An **ecoHOME**

Glenn Kangiser and his wife, Kathy, live in an interesting house. It's an eco home. Eco homes don't harm the environment. They use alternative energy. They don't use fossil fuels like coal or oil, so they don't use up the planet's resources or produce dangerous gases.

Glenn and Kathy's eco home is in California, U.S.A. It looks like a house from one of *The Lord of the Rings* movies. Most of the house is underground. The house was very cheap to build. It has wooden beams and wooden floors. The windows and skylights are recycled glass. There are solar panels to make electricity for the lights, CD player, and computer. Glenn and Kathy get water from a well and they grow vegetables in the mud on top of the house.

Glenn was reading a book about underground homes when he decided to build his own amazing home. He wanted somewhere unusual to live and he wanted to use recycled materials to build it. Now he and Kathy don't want to live anywhere else. They love their home because it helps the planet and it looks fantastic. They think that eco homes are a great idea for everyone.



### 3 Read again and correct the words in bold.

- 1 Eco homes don't produce dangerous **chemicals**.
- 2 Eco homes don't use **alternative** fuels.
- 3 The house was **expensive** to build.
- 4 The eco home has **stone** floors.
- 5 Glenn and Kathy get **wood** from a well.
- 6 Glenn and Kathy grow **flowers** on top of the house.

Eco homes don't produce dangerous gases.

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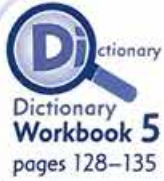
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Words in context

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



- 1 electricity *noun* the energy we use to make machines work
- 2 \_\_\_\_\_ *noun* a flat piece of glass that catches the sun's energy
- 3 \_\_\_\_\_ *noun* materials we can burn to make electricity, for example coal and oil
- 4 \_\_\_\_\_ *noun* a way of making electricity from, for example, wind, sun, or water power
- 5 \_\_\_\_\_ *noun* a long, thick piece of wood you use to hold up a roof
- 6 \_\_\_\_\_ *noun* a window in the roof to let light in
- 7 \_\_\_\_\_ *noun* soft, wet earth
- 8 \_\_\_\_\_ *noun* a hole in the ground where you can get fresh water

Listening

2 Listen. Who is talking? 38

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

- 1 Tim's friends like his house. True
- 2 Tim and his sister go out to get wood every day. \_\_\_\_\_
- 3 Tim cuts wood from trees. \_\_\_\_\_
- 4 Tim goes to the well every day to get water. \_\_\_\_\_
- 5 Tim's family uses rain water to clean the house. \_\_\_\_\_



Speaking

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

Do you try to help the environment?

\_\_\_\_\_

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

What do you do?

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

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

What do you think of the eco home on page 42?

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

cool / beautiful / funny / interesting / ugly




# Skills Time!

## Lesson Seven

### Writing


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



### Getting back to nature

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

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



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

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

- 3 Read again and answer the questions.

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

### Making writing more fluent

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

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

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

- 4 Match to make compound sentences.

- |  |                                     |   |   |
|--|-------------------------------------|---|---|
| 1 There was a lot of litter in the park, | <input checked="" type="checkbox"/> | d | a because cars pollute the environment.       |
| 2 It's good to use alternative energy    | <input type="checkbox"/>            |   | b so the house is very bright in the daytime. |
| 3 He rides his bike to work              | <input type="checkbox"/>            |   | c because it's healthy and cheap.             |
| 4 We grow our own vegetables             | <input type="checkbox"/>            |   | d so we decided to pick it up.                |
| 5 There is a skylight in the roof,       | <input type="checkbox"/>            |   | e because it doesn't damage the environment.  |

- 5 Complete the writing task on page 40 of Workbook 5.





1 Complete the quiz.

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

2 Why are the people worried in the story?

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

4 Correct the sentence.  
We was watching TV at eight o'clock.

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

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

7 Why do Glenn and Kathy love their home?

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

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

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

2 Listen and write. Sing.



39

wind ~~sun~~ electricity fuels planet work school solar

We can save our planet

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

Chorus:

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



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

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



## Everyday English

### 1 Watch and listen. Read. 40

1

Emily: This classical music concert sounds good. **What time** does it start?

Megan: There's a matinee performance at two o'clock.

2

Emily: That's too early. Can we see the evening performance, **not the matinee**?

Megan: I'm afraid not. The evening performance is **sold out** ... But there's a matinee performance on Saturday.

3

Emily: **Are there any seats left for that?**

Megan: Yes, there are eight seats left. Quick! Let's book them now!

### 2 Watch and listen. Write True or False. 41

- Megan has a credit card. False
- Emily has been to a classical concert before. \_\_\_\_\_
- The girls have enough money to buy tickets. \_\_\_\_\_
- The girls have a music lesson now. \_\_\_\_\_
- The girls are going to run to the ticket office. \_\_\_\_\_




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

|   |  |   |
|---|--|---|
| What are you doing on Saturday?   | I'm going to a _____. Do you want to come?               | play / musical / concert                            |
| That sounds good. What time does it start?                              | There's an evening performance at _____.                 | 8:00 p.m. / 7:00 p.m. / 8:30 p.m.                   |
| That's too late. Can we go to the matinee, not the evening performance? | Yes, we can. There are _____ seats left. Let's book now. | three / five / seven / No, we can't. It's sold out! |

### 4 Complete the Fluency Time! 2 exercise on page 126 of Workbook 5.

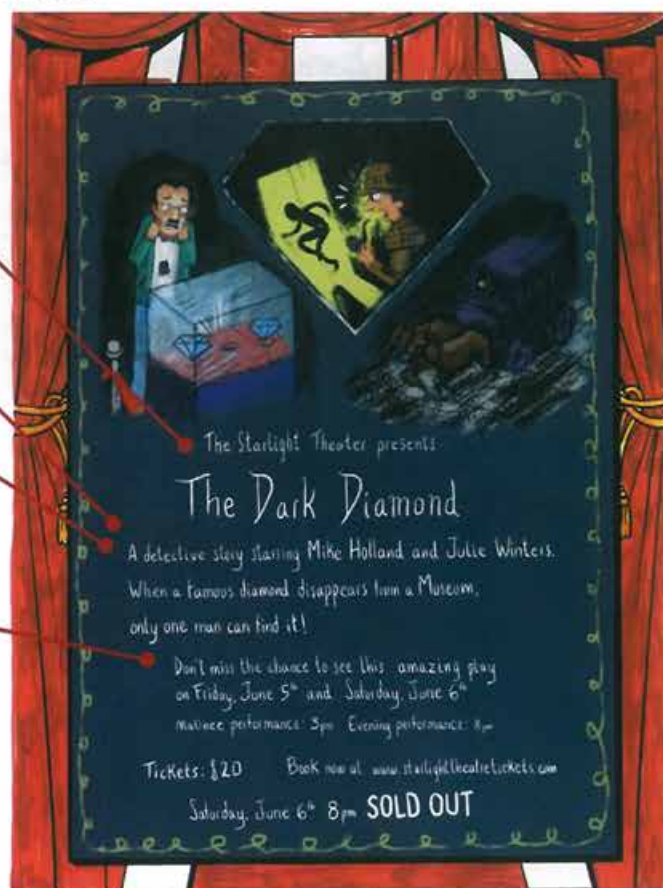




1 Look at the story again. Act. 

2 Make a poster about a concert, play, musical, or movie.

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



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




4 **Speaking** Work in groups. Talk about concerts.

- Have you ever seen or been to a concert / play / musical?
- When and where was the event?
- Who were the actors / performers / musicians?

I've been to a play. It was Romeo and Juliet. It was at the City Theater last summer...



## Lesson One Story

1 Listen and read. How do the children help?  42


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

## 3 Read again and write the words.

kill holds pick film trap calls

- Kate calls their friends and families.
- They will \_\_\_\_\_ up the litter and recycle it.
- Plastic bags can \_\_\_\_\_ birds.
- Chemicals can \_\_\_\_\_ birds and fish.
- Ed \_\_\_\_\_ the bird still.
- The TV crew can't \_\_\_\_\_ yet.



1 Listen and repeat.  43

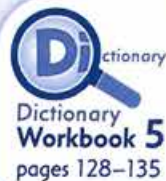
## 2 Write the words.

- Dad got oil on his clothes when he was fixing the car.
- My flashlight isn't working. I think it needs a new \_\_\_\_\_.
- We take all our garbage to the \_\_\_\_\_ every week.
- Batteries have \_\_\_\_\_ in them.
- These glass \_\_\_\_\_ can be recycled.
- We put all the groceries in a \_\_\_\_\_.

## Working with words

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

remove      return      recycle  
reuse      retell      rewrite

3 Listen and repeat.  44

## 4 Read and circle.

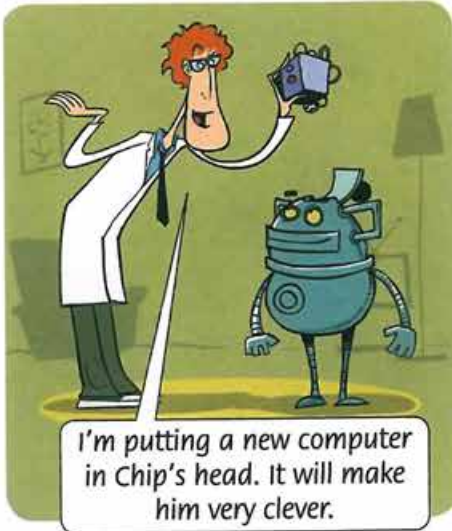
- We try to *rewrite* / recycle all our trash.
- You need to *return* / *reuse* this book to the library.
- Don't throw your plastic bag away. You can *reuse* / *remove* it.
- I want to *rewrite* / *remove* my story with a new ending.



1 Listen and read. Does Professor's new computer work? 45



**PROFESSOR & CHIP**



I'm putting a new computer in Chip's head. It will make him very clever.



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



Oh dear. I think Chip will always get things wrong!

2 Read and learn.

**will / won't**

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

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

Look! 'll = will    won't = will not

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

- 1 We will take (take) our garbage to the recycling center next Thursday.
- 2 Jake \_\_\_\_\_ (not come) to the party because he is on vacation.
- 3 More people \_\_\_\_\_ (live) in eco homes in 50 years.
- 4 Dad \_\_\_\_\_ (not walk) to work today because it's raining.

4 **Speaking** Ask and answer.

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

Will Karen drive a car when she's 24?

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





1 Listen and read. Where are they going? 46

Jack What are you doing this afternoon?

Ellie Dad and I are taking all our garbage to the recycling center.

Jack Can my sister and I come with you? We have lots of garbage, too.

Ellie Sure. We're leaving at two o'clock. Let's meet outside your house.



2 Read and learn.

Present progressive with future meaning

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

Dad and I **are taking** all our garbage to the recycling center.

We're **leaving** at two o'clock.

3 Complete the sentences. Use the present progressive.

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

He 's having (have) a guitar lesson.

2 Harry \_\_\_\_\_ (not do) his homework on Tuesday.

He \_\_\_\_\_ (play) tennis with Gary.

3 Harry \_\_\_\_\_ (not cook) dinner on Wednesday.

He \_\_\_\_\_ (clean) his room.

4 Harry \_\_\_\_\_ (not have) a guitar lesson on Thursday.

He \_\_\_\_\_ (cook) dinner.

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

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

play / basketball    have / a picnic    visit / her grandparents    ~~have / an English class~~  
 watch / TV    play / computer games    go / swimming

|            |             |               |              |            |              |            |
|------------|-------------|---------------|--------------|------------|--------------|------------|
| Monday<br> | Tuesday<br> | Wednesday<br> | Thursday<br> | Friday<br> | Saturday<br> | Sunday<br> |
|------------|-------------|---------------|--------------|------------|--------------|------------|

1 She's having an English class on Monday.



# Skills Time!

## Lesson Five

### Reading

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

a) how to recycle

b) making new products from recycled garbage

c) collecting garbage

2 Listen and read.  47

## As good as new

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

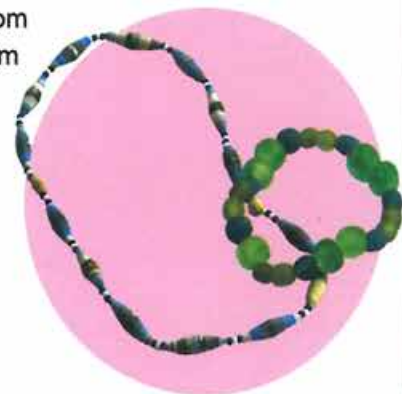
Do you like this fun bag? It's bright and trendy, but can you guess what people made it with? Have a look ... old juice cartons!



This colorful T-shirt was once plastic bottles! It takes five large plastic bottles to make one large T-shirt. Scientists can make baseball caps from plastic bottles, too. They can also make sneakers from car tires!

Guess what! People used old newspapers, comics, and bus tickets to make these beautiful bracelets.

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



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

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

1 The shoes used to be car tires.

True

2 It's not possible for scientists to recycle car tires.

\_\_\_\_\_

3 The bag used to be milk cartons.

\_\_\_\_\_

4 It takes one large bottle to make five large T-shirts.

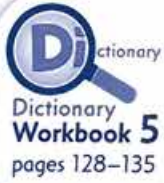
\_\_\_\_\_

5 The prize for the competition is a T-shirt.

\_\_\_\_\_



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



1 greetings card



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



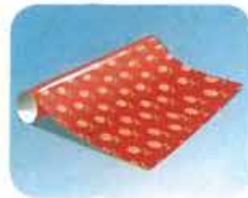
5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

Listening

2 Listen. What did the children make? 48

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

- The children sold pencil cases to their friends.
- The children sent their pencil cases to the magazine.
- The magazine sent the children two T-shirts.
- 1 The children read about the competition in a magazine.
- The children made pencil cases from old jeans.



Speaking

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

What do you recycle?

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

plastic bottles / metal cans / glass jars / newspapers / juice cartons

What do you think about the recycled items in the article?

I think they are \_\_\_\_\_.

cool / fashionable / colorful / fun

Have you ever made anything from your old things?

\_\_\_\_\_.

Yes, I have. / No, I haven't.

What did you make?

I made a \_\_\_\_\_.

bag / pencil case / greeting card / gift box / picture

What did you use?

I used some old \_\_\_\_\_.

clothes / cardboard / paper / ribbon / plastic / magazines



# Skills Time!

## Lesson Seven

### Writing

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



- 3 Read again and answer the questions.

- 1 Where can you take your old toys?
- 2 Where can you take your old newspapers?

- 4 Match the suggestions and reasons.

- 1 How about using rain water to clean the house?
- 2 Why not visit the wildlife park?
- 3 What about making book covers from old posters?
- 4 Why not put solar panels on the roof?

a

- a You will save lots of water.
- b They will catch the sun's energy.
- c They will look great and they will keep your books clean.
- d You will see lots of amazing animals.

- 5 Complete the writing task on page 50 of Workbook 5.



## Give your garbage a new home



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

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

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

### Suggestions and reasons

We use these phrases to make suggestions:

Why not ... ? How about ... ? What about ... ?

When we make a suggestion, we give a reason for the suggestion.

Why not take old magazines to a local doctor's office? They will put the magazines in the waiting room for patients to read.



1 Complete the quiz.

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

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

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

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

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


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

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

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

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

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

2 Listen and order the lines. Sing.  49

**Reuse and recycle**

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

*Chorus:*

- 1 Reuse and recycle, it's easy to do.
- \_\_\_ You'll help save the planet and have lots of fun!
- \_\_\_ Reuse and recycle, come on everyone!
- \_\_\_ Let's use something old to make something brand new.

- 1 Keep your old clothes and your books and games, too.
- \_\_\_ Recycle your garbage, don't throw it away.
- \_\_\_ Perhaps you can use it a different way.
- \_\_\_ Friends will be happy to swap them with you.





# Art Time!

## Topic: Modern Art

- 1 Look at the photos. What do you think the people are made of?
- 2 Listen and read.  50

# Trash Art

They say that one man's trash is another man's treasure. This is certainly true for HA Schult.

Schult is a German artist and he loves making art from trash. In 1969, he covered a street in Munich with trash to make a huge work of art. In 1983, he used old copies of the New York Times newspaper to create a paper river through part of the city. In the 1990s, Schult used old cans, computer parts, used plastic, and all kinds of other trash to make one thousand life-size sculptures of people. He called the sculptures *Trash People*.

Schult displayed his sculptures at the Amphitheatre of Xanten in Germany. The *Trash People* stood in rows, like an army of soldiers. The exhibition was very popular, so Schult decided to send the *Trash People* on a tour around the world.

Between 1996 and 2008, the *Trash People* visited many countries, including China, Egypt, the U.S.A., and the Antarctic. They stood in front of ancient buildings, and next to world landmarks.

In 2010, Schult used trash to create a whole hotel in Rome, Italy! It's called *Save the Beach*, and it has two storeys and five rooms. Schult wants the *Trash People* and *Save the Beach* to remind people that not all trash becomes art. He hopes people will create less trash and help protect the environment.

### 3 Read again and complete the sentences with the underlined words in the text.

- 1 The *Trash People* are life-sized sculptures.
- 2 HA Schult decided to \_\_\_\_\_ the *Trash People* in Germany first.
- 3 People enjoyed the \_\_\_\_\_ of Schult's *Trash People*.
- 4 The *Trash People* went on a \_\_\_\_\_ of lots of different countries.
- 5 The *Trash People* stood next to \_\_\_\_\_ in many different countries.
- 6 Schult used trash to \_\_\_\_\_ a hotel in Rome, Italy.

### 4 **Think!** Talk to your partner.

- 1 Do you like the *Trash People*? Why (not)?
- 2 Have you ever seen a famous work of art? How did it make you feel?
- 3 Do you think art can change the way people think and act?



## 1 Listen and correct the words in bold. 51

1 Amy went to an art **competition** last week.exhibition3 The art gallery has become a famous **treasure**.5 Amy saw some amazing **paintings**.2 Lots of artists **create** their work at the new gallery.4 Amy's class went on a **trip** of the gallery.6 She saw **clocks** made out of trash.

## 2 Project. Make a trash animal.

- 1 Choose an animal. Think:
- what the animal looks like;
  - what you can use to make each part of the animal;
  - what you want your work of art to say to people.

- 2 Sketch your animal on a piece of card. Find the materials you want to use.

- 3 Glue the materials onto the card. You can paint the materials if you like.

- 4 Write a label for your work of art. What is it called? What do you want people to think when they see it?

Trash bird, by Anna Morris  
Many birds are harmed by  
brush every year. Save the birds.  
Save the planet. Recycle your trash.



## 3 Present your project.

What animal did you make?

What did you use to make your  
trash animal?

What do you want people to think  
about when they see it?

I made a trash bird. I used old  
newspapers, magazines ...

## Presentation Tip

Practice what you want  
to say before you speak  
to the class.



## Lesson One Story

## 1 Listen and read. What is the TV show about? 52



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

## 3 Read again and circle.

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



1 Listen and repeat. 53



2 Write the words.

- 1 You can see lots of birds here. aviary
- 2 Penguins swim in this. \_\_\_\_\_
- 3 You can have lunch here. \_\_\_\_\_
- 4 You can see snakes and lizards here. \_\_\_\_\_
- 5 There are lots of fish here. \_\_\_\_\_
- 6 You can buy postcards and T-shirts here. \_\_\_\_\_

**Working with words**

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

|      |                |                |                  |               |                 |
|------|----------------|----------------|------------------|---------------|-----------------|
| verb | help           | sing           | invent           | act           | visit           |
| noun | help <b>er</b> | sing <b>er</b> | invent <b>or</b> | act <b>or</b> | visit <b>or</b> |



3 Listen and repeat. 54

4 Write.

- 1 Let's help (help) to clean up the litter.
- 2 Welcome to the wildlife park. You're our first \_\_\_\_\_ (visit) today.
- 3 I'm going to \_\_\_\_\_ (invent) a recycling machine.
- 4 I want to be an \_\_\_\_\_ (act) in a movie when I'm older.



## Lesson Three Grammar 1

### 1 Listen and read. What are they going to do? 55



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



### 2 Read and learn.

**going to**

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

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

### 3 Complete the sentences. Use *going to*.

- We are going to visit (visit) our cousins this weekend.
- Daniel isn't going to watch (not watch) a movie tonight.
- Mom and Dad \_\_\_\_\_ (not take) us to the zoo on Saturday.
- I \_\_\_\_\_ (buy) a new CD tomorrow.
- You \_\_\_\_\_ (have) lots of fun at the party tomorrow.

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

help their mom   send some emails   watch a movie   have a piano lesson  
~~visit a wildlife park~~   play basketball



Saturday



Monday



Tuesday



Wednesday



Thursday



Friday

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



1 Listen and read. Does Chip try to help? 56



**PROFESSOR & CHIP**



2 Read and learn.

**going to**

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

It's **going to** fall.      He's **going to** climb the tree.

3 Match the sentences and pictures.

- 1 It's going to rain.  c
- 2 They're going to play soccer.
- 3 She's going to water the plants.
- 4 He's going to watch a movie.



4 **Speaking** Ask and answer.

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

What is Jenny going to do?

She's going to feed the penguins.






# Skills Time!

## Lesson Five

### Reading

- 1 Look at the article and the photos. Where do you think the pandas are?
- 2 Listen and read.  57

## Meet the pandas!



The San Diego Zoo tries to breed endangered species and prevent animals from becoming extinct. The most famous endangered animals at the zoo are the giant pandas. Today, three giant pandas live in the zoo's Giant Panda Research Station. The Research Station is an amazing enclosure with lots of trees, plants, and rocks.

Gao Gao is 23 years old. He came to San Diego Zoo in January 2003. Gao Gao was a wild animal when he was a baby, but he went to live in a nature reserve in China when he was one year old. Gao Gao is very lively and he likes making new friends.

Bai Yun is 24 years old. She came to the zoo in 1996. Bai Yun is interested in everything. Her name means "white cloud" in English.

Bai Yun has had six baby pandas, including Xiao Liwu, who also lives in the Giant Panda Research Station.

Xiao Liwu is the youngest panda at the San Diego Zoo. He is three years old. He is full of energy, and he is very independent.

In the wild, the main threat to giant pandas is people. People are building in places that pandas live. The Giant Panda Research Station helps the people at San Diego Zoo to learn more about giant pandas and to find ways of increasing the panda population. Why not visit the zoo and help support the pandas and other amazing animals.

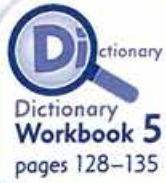


### 3 Read again and write *True* or *False*.

- 1 The San Diego Zoo tries to breed endangered species. True
- 2 Four pandas live in the Giant Panda Research Station. \_\_\_\_\_
- 3 Gao Gao lived in a zoo when he was a baby. \_\_\_\_\_
- 4 Bai Yun is the youngest panda at the San Diego Zoo. \_\_\_\_\_
- 5 Xiao Liwu is three years old. \_\_\_\_\_



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



- 1 extinct *adj* If a type of animal becomes this, all the animals die so there are no more.
- 2 \_\_\_\_\_ *noun* a type of animal, bird, or plant
- 3 \_\_\_\_\_ *adj* If a type of animal, bird, or plant is this, it is disappearing and in danger of becoming extinct.
- 4 \_\_\_\_\_ *verb* to stop something from happening
- 5 \_\_\_\_\_ *adj* If an animal is this, it lives in nature, not in a zoo or a wildlife park.
- 6 \_\_\_\_\_ *noun* how many of a type of animal there are in the world
- 7 \_\_\_\_\_ *adj* If a person is this, they do not want or need help to do something.
- 8 \_\_\_\_\_ *noun* a danger to something, for example to a type of animal

Listening

2 Listen. What are the men talking about? 58

3 Listen again and complete.



**Name:** Gorilla  
**Type of animal:** mammal  
**Size:** 165–<sup>1</sup>175 centimeters long  
**Weight:** 140–200 kilograms  
**Lives:** forests and <sup>2</sup> \_\_\_\_\_  
**Threat:** hunting and loss of habitat



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



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

Speaking

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

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



# Skills Time!

## Lesson Seven

### Writing

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

2 Read.



## Save the tiger

**Tigers are large, beautiful animals.**

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

**Tigers are an endangered species.**

100 years ago, there were 100,000 tigers in the world. Today, there are only about 3,000 tigers left. They live in India, China, Indonesia, Russia, and some other countries in Asia.

**Sadly, there are many threats to the tiger population.**

People hunt tigers for their beautiful fur. People also cut down trees in the forests, so the tigers have nowhere to live.

3 Read again and answer the questions.

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

### Topic sentences and paragraphs

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

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

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

4 Match the topic sentences and paragraphs.

- |  |                                     |   |
|--|-------------------------------------|---|
| 1 The Black Rhino is a very large animal.                          | <input checked="" type="checkbox"/> | a People kill the Black Rhino for its horn.   |
| 2 Sadly, Black Rhinos are endangered.                              | <input type="checkbox"/>            | b It is dark gray, with a large body and thick legs.  |
| 3 The main threat to the Black Rhino is hunting.                   | <input type="checkbox"/>            | c They want to increase the Black Rhino population.   |
| 4 The World Wildlife Fund is working hard to save the Black Rhino. | <input type="checkbox"/>            | d Thirty years ago, there were 65,000 Black Rhinos in the world. Today, there are only about 4,000. |

5 Complete the writing task on page 60 of Workbook 5.





1 Complete the quiz.

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

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

3 Circle the correct word in this sentence.  
Let's visit / visitor the aviary.

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

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

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

7 When did Gao Gao arrive at San Diego Zoo?

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

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

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

2 Listen and write. Sing. 59

sing pandas take going jungle wildlife I'll species

Crazy about wildlife



Chorus:

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


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

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





## Extensive reading: non-fiction

- 1 Look at the photos. What are the people doing? What do you think Earth Day is?
- 2 Listen and read.  60

# Earth Day



### What is Earth Day?

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

### How did Earth Day start?

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

### Why do we need Earth Day?

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

### What do people do on Earth Day?

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





### 3 Read again and answer the questions.

- 1 Who started Earth Day?
- 2 What environmental problems are mentioned in the article?
- 3 How do trees help the environment?
- 4 Why is littering so bad for our planet?

### 4 **Think!** Discuss.

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

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

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

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

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

#### **How can we make every day Earth Day?**

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

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

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


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

#### **The Earth is your planet. Take care of it!**





## Lesson One Story

1 Listen and read. What are the children doing in picture 5?  61



2 Listen to the story again and repeat. Act.

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


1 The children have just done a first aid course.

2 \_\_\_\_\_ was very good at first aid.

3 Kate calls an \_\_\_\_\_.

4 The man is going to the \_\_\_\_\_.



1 Listen and repeat.  62

## 2 Write the words.


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

## Working with words

## Phrasal verbs



Dictionary  
Workbook 5  
pages 128–135

3 Listen and repeat.  63

## 4 Read and circle.

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





1 Listen and read. What does Chip do wrong? 64



2 Read and learn.

Reported speech

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

Direct speech:

"I need some bandages."

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

"I **need** some bandages."

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

Reported speech:

He said he **needed** some bandages.

He said he **needed** some bandages.

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

3 Read and circle.

1 Julie is my best friend.

Karen said Julie is / was her best friend.

3 I'm watching TV.

Helen said she was watching / watched TV.

2 We want to stay at home.

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

4 We're going to a party.

The boys said they are / were going to a party.

4 Speaking What did they say? Ask and answer.

I'm calling an ambulance.

My arm hurts.

We know first aid.

I don't know what happened.



What did Alice say?

She said she was calling an ambulance.



1 Listen and read. Who was coming to visit the school?  65

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



2 Read and learn.

**said / told**

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

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

She **said** we were going to learn first aid.

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

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

**Direct speech:**

tonight, today  
this week / month / year  
now  
tomorrow  
next week / month / year

**Reported speech:**

**that night, that day**  
**that week / month / year**  
**then**  
**the next day**  
**the next week / month / year**

3 Read and circle.

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

4 Rewrite the sentences. Use reported speech.




- 1 Harry said he was going shopping the next day.



# Skills Time!

## Lesson Five

### Reading

- 1 Look at the website. Who do you think the text is about?
- 2 Listen and read.  66

## A day in the life of a firefighter

Rob Elliot has worked as a firefighter for eight years and he loves his job. Rob's day starts at 9 a.m. "Every day is different," says Rob. "On some days, I drive the fire engine. On other days, I wear the breathing apparatus. I enjoy every part of my job."

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

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

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



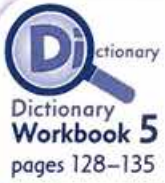
### 3 Read again and answer the questions.

- 1 Does Rob always drive the fire engine? No, he doesn't.
- 2 Does Rob enjoy his job? \_\_\_\_\_
- 3 Do firefighters give first aid? \_\_\_\_\_
- 4 Were the people trapped downstairs? \_\_\_\_\_
- 5 Did Rob and Jenny use hoses to put out the fire? \_\_\_\_\_



Words in context

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



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

Listening

2 Listen. Why has the lady made the phone call? 67

3 Listen again and complete.



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

Speaking

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

- 911. What is your emergency?
- Where are you calling from?
- What's your name, please?
- Which service do you need?
- How many people need help?
- OK. Help is on the way.  
Please stay calm.

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

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



# Skills Time!

## Lesson Seven

### Writing

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



- 3 Read again and answer the questions.

- 1 When did the fire start?
- 2 Who called the firefighters?

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

- Two children and their parents are safe after a flood yesterday.
- Emma said, "The firefighters were amazing. They arrived so quickly." The Hicks family is very glad that the emergency services were so organized.
- 1 Family Trapped in Flood
- Emma Hicks, aged 11, and her brother Tim, aged nine, were at home with their parents when the river near their house flooded and filled their street with water. The family quickly moved upstairs and called 911. Firefighters arrived in a boat and rescued the family.

- 5 Complete the writing task on page 68 of Workbook 5.

## Basketball star saves family

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

The fire started when the family was asleep in bed, but the smoke alarm woke Jake up. He called 911 and then woke up his parents and his sister, Jenny, aged eight.

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

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

### A newspaper report

When we write a newspaper report, we include:

- **A headline (the title of the report)**  
This tells us what the report is about.  
Basketball star saves family
- **A short introduction**  
This tells us the most important parts of the story, but not all the details.  
School basketball star Jake Parry, aged 12, is in the hospital after a fire at his home in Park Road last night.
- **A main body**  
This tells us all the details.
- **A conclusion**  
This tells us what happened in the end and what people said about the event.  
Firefighter Bill Sanders said, "Jake was very brave. He thought quickly and he saved his family."



1 Complete the quiz.

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

2 Who do the children help in the story?

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

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

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

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

7 Who did Rob and Jenny rescue?

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

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

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

2 Listen and order the lines. Sing.  68

Whenever you're in danger



Chorus:

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

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

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



## Everyday English

### 1 Watch and listen. Read. 69

1

Emily: What are you reading, David?

David: It's a magazine about wildlife. I love gorillas, but I think they will be extinct in 50 years.

2

Emily: I disagree. I think gorillas will still be here in 50 years.

David: I'm sorry, but I don't agree with you. People are cutting down the forests. Soon the gorillas won't have a home.

3

David: I think people need to do more to help endangered species.

Emily: You're right. Let's look online and find out what we can do to help.

### 2 Watch and listen. Circle the correct words. 70

- David and Emily are finding out more about A.  
 A gorillas      B lions      C rats
- Ben shows David and Emily his \_\_\_\_\_.  
 A computer      B bag      C project
- Rats can carry lots of \_\_\_\_\_.  
 A animals      B diseases      C food
- Rats are not \_\_\_\_\_.  
 A dangerous      B endangered      C animals



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

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

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

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

Do you think snakes are horrible?

Why?


\_\_\_\_\_

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

Because I think they are ...

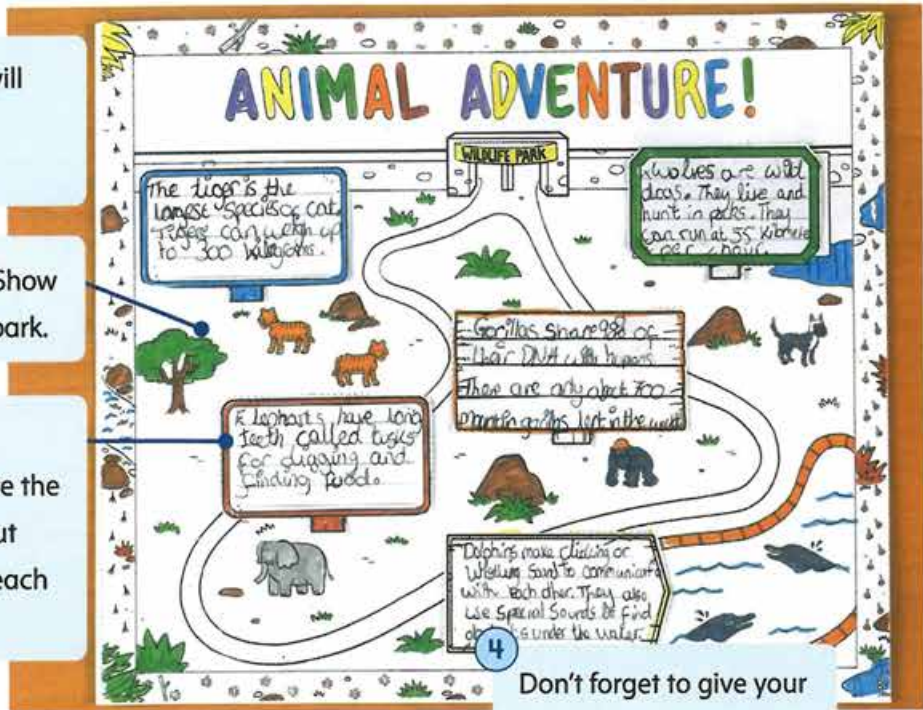
### 4 Complete the Fluency Time! 3 exercise on page 127 of Workbook 5.



1 Look at the story again. Act. 

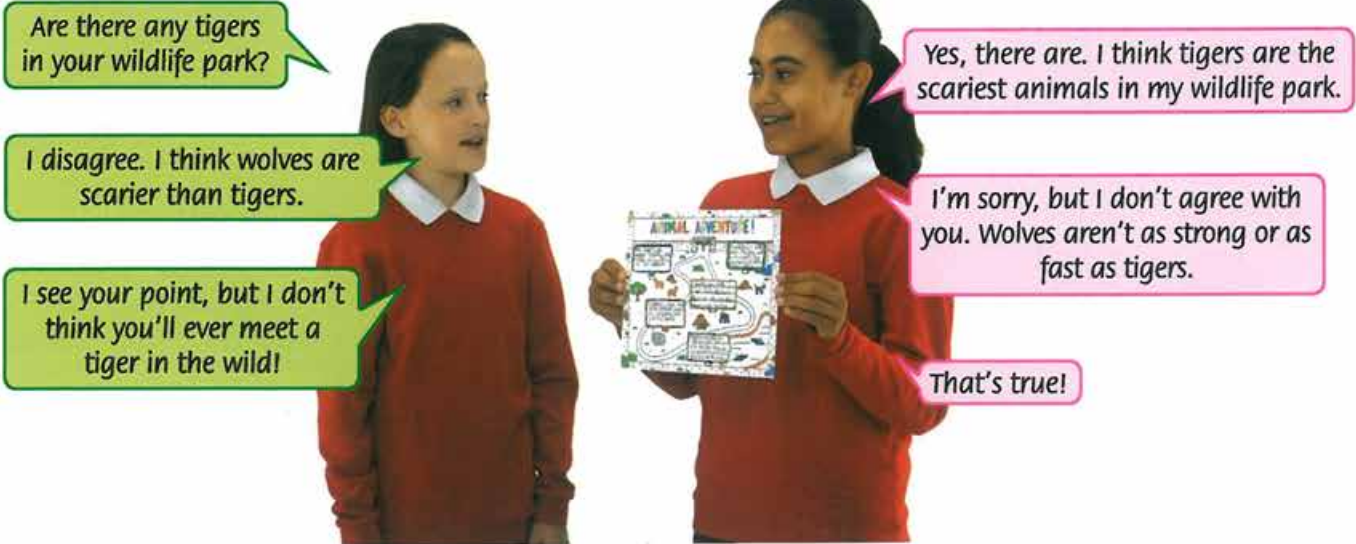
2 Make a map of a wildlife park.

- 1 Think about which animals you will include in your wildlife park and where each animal will be.
- 2 Draw a map of your wildlife park. Show how visitors can walk around the park.
- 3 Find out facts about each of the animals in your wildlife park. Write the facts on the noticeboards, then cut them out and glue them next to each animal.



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

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




4 **Speaking** Work in groups. Talk about your favorite animals.

- What's your favorite wild animal?
- Why do you like this animal?
- What facts do you know about this animal?

My favorite wild animal is the elephant. I like elephants because they are very smart and ...



## Lesson One Story

1 Listen and read. Where are the children in pictures 2 and 5?  71



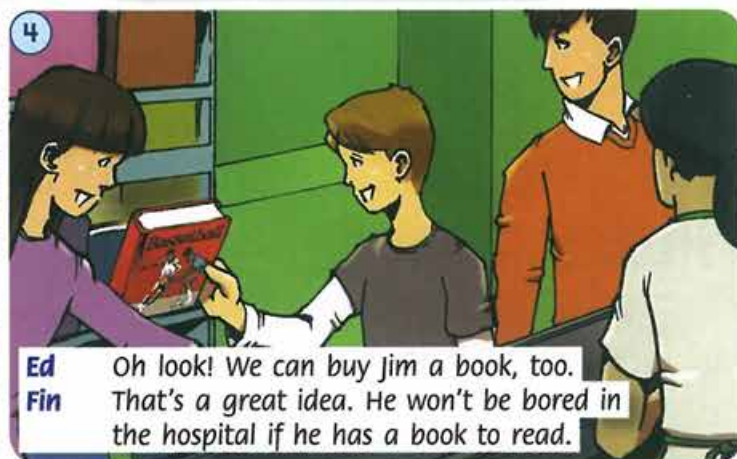
**Libby** I can't believe the man we helped is a famous basketball player!  
**Ed** I'm so excited about going to visit him in the hospital!



**Kate** I know! Let's buy a present for Jim.  
**Ed** Good idea. We can buy him some chocolates.  
**Libby** No! Chocolates are full of sugar. Sports people only eat health food.



**Fin** OK, let's buy Jim some fresh fruit.  
**Libby** Yes. Do you think he likes grapes?  
**Kate** If he doesn't like them, I'll eat them. I love grapes!



**Ed** Oh look! We can buy Jim a book, too.  
**Fin** That's a great idea. He won't be bored in the hospital if he has a book to read.



**Libby** Please, don't get up, Jim. How's your leg?  
**Jim** Oh, it's OK, thanks. If I rest, I'll be better in three weeks.  
**Fin** Three weeks? But the big game is on Saturday!



**Jim** I know. I can't play, but I have a surprise for you all.  
**Kate** What is it?  
**Jim** It won't be a surprise if I tell you! If you meet me on Saturday, you'll find out.

2 Listen to the story again and repeat. Act.

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

- 1 The children are going to visit Jim in the supermarket. False  
 3 Kate loves grapes. \_\_\_\_\_  
 5 The big game is on Sunday. \_\_\_\_\_

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



1 Listen and repeat.  72

**additives** *noun* things we add to a food to make it taste or look better, or to help it stay fresh

**dairy products** *noun* foods made from milk, for example cheese and yogurt

**health food** *noun* food that you eat because it is good for you

**homemade** *adj* If food is homemade, it is made at home, not bought in a store.

**ingredients** *noun* the different foods you cook together to make a dish

**junk food** *noun* food that you buy that is not good for you

**prepared** *adj* If food is prepared, it is cooked or ready to cook when you buy it.

**sugar** *noun* a very sweet food that is in cake, chocolate, and candy

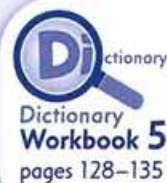

## 2 Write the words.

ingredients ~~junk food~~ prepared food dairy products homemade

- I don't eat junk food because it's bad for me.
- Supermarkets sell a lot of \_\_\_\_\_ because it's quick and easy to cook.
- Milk, cheese, and yogurt are \_\_\_\_\_.
- Mom makes delicious \_\_\_\_\_ cakes. They're much better than cakes from the store.
- Do we have all the \_\_\_\_\_ we need to make cookies?

## Working with words

Phrasal verbs with *get*

3 Listen and repeat.  73

## 4 Read and circle.

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



1 Listen and read. Does Professor's machine work?  74



PROFESSOR & CHIP 



2 Read and learn.

First conditional

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

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

Look!

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

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

3 Read and check.

- 1 If you don't do your homework, your teacher is angry.
- your teacher will be angry.

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

- 3 If the team practices a lot, they win the baseball game.
- they'll win the baseball game.

- 4 We will be late for school if we don't walk fast.
- we won't walk fast.

4 Speaking Match. Ask and answer.

- 1 get up early tomorrow morning
- 2 it's sunny next weekend
- 3 have lots of homework tonight
- 4 Mom goes to the supermarket tomorrow

- a help her with the shopping
- b make breakfast for Mom and Dad
- c not watch TV
- d go to the beach with friends

What will Emily do tomorrow morning?

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



1 Listen and read. Is junk food good for you? 75



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



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

2 Read and learn.

**First conditional questions**

**Will I get ill if I don't eat fruit and vegetables?**  
 Yes, you will.      No, you won't.

3 Match.

- |                                    |                                     |                                      |
|------------------------------------|-------------------------------------|--------------------------------------|
| 1 Will we be warm enough           | <input checked="" type="checkbox"/> | a if they find their ball?           |
| 2 Will you walk to school          | <input type="checkbox"/>            | b if she doesn't feel well?          |
| 3 Will the boys play soccer        | <input type="checkbox"/>            | c if we wear our jackets?            |
| 4 Will Jenny stay at home tomorrow | <input type="checkbox"/>            | d if we don't clean up our bedrooms? |
| 5 Will Mom be angry                | <input type="checkbox"/>            | e if the bus doesn't come soon?      |

4 Complete the sentences. Use the first conditional.


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



# Skills Time!

## Lesson Five

### Reading

- 1 Look at the poster. Which foods should you eat most of?
- 2 Listen and read.  76

### The healthy eating pyramid

Healthy eating is about feeling great and having more energy. If you choose the right foods, your healthy diet will be a tasty diet, too.



You can still enjoy your favorite sweet and salty foods, but too much sugar and salt is bad for your body. These foods should only be treats.

Dairy products like milk, cheese, and yogurt are great because they contain calcium and keep our teeth and bones healthy.

Tip: Choose low-fat dairy products.



Meat, fish, eggs, beans, and nuts are important, too. They keep our bodies healthy and they give us energy to work and play.

Tip: Avoid salted or sugary nuts.

Whole grains are an important part of every meal. If you eat lots of whole grains, you will have a healthy heart. Whole grains are in bread, cereal, pasta, and rice.

Tip: Dark bread and brown rice are great sources of whole grains.



Fruit and vegetables are the most important part of a healthy diet. They are low in calories and full of vitamins. Eat lots of fruit and vegetables with every meal, and as snacks during the day.

Tip: Fruit and vegetables with brighter or darker colors have more vitamins.

### 3 Read again and write the answers.

- 1 Is it important to eat fruit and vegetables?
- 3 Are whole grains good for your heart?
- 5 Is cheese good for your bones?

Yes, it is.

\_\_\_\_\_

\_\_\_\_\_

- 2 Is fruit full of calories?

\_\_\_\_\_

- 4 Is meat bad for you?

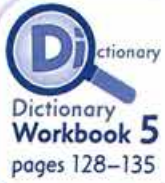
\_\_\_\_\_

- 6 Can you still eat candy sometimes?

\_\_\_\_\_



1 Find words in the poster to match the definitions.



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

Listening

2 Listen. What is the same about these stories? 77

3 Listen again and match.

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



Speaking

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

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



# Skills Time!

## Lesson Seven

### Writing

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



Monday, April 14

### Pizza problems

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

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

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

Posted by Tina at 3:33 p.m.

- 3 Read again and answer the questions.

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

### A personal account: endings

We can end a personal account by writing:

- how people felt

Luckily, my family thought my cooking disaster was very funny.

- what happened in the end

We went to a pizza restaurant for dinner.

- the writer's comments about what happened and what they have learned

I haven't cooked again since then! If I cook again, I won't listen to music in the kitchen!

- 4 Match.

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

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

- 5 Complete the writing task on page 78 of Workbook 5.

page  
78



1 Complete the quiz.

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

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

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

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

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

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

7 Why do we need to eat dairy products?

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

9 Check the sentence that describes how the person felt.

I was very glad that my family enjoyed the meal.

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

10 Check the sentence that describes what the person learned.

Now I know the difference between sugar and salt!

It tasted horrible. I felt so silly!

2 Listen and write. Sing. 78

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



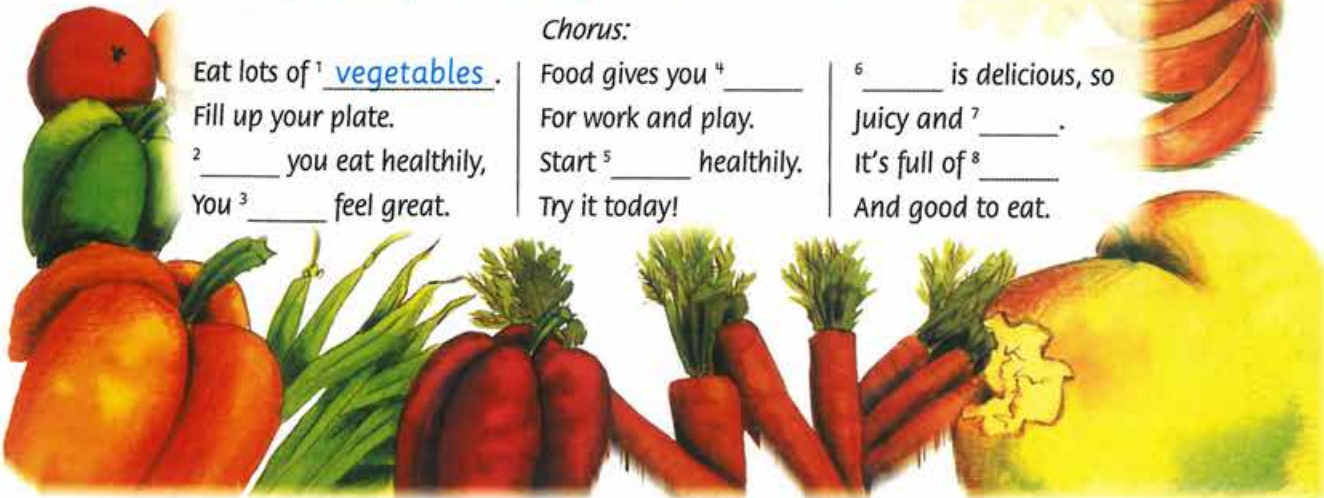
Start eating healthily

Chorus:


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

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

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





- 1 Look at the picture. What do you think the arrows mean?
- 2 Listen and read.  79

# Food Journeys




Every living thing needs energy to move and grow. We get this energy from the food we eat. Different living things get their food in different ways.

## Producers

Plants are called producers, because they produce their own food. They take energy from the sun and mix it with chemicals from the air and the water in soil to turn it into sugar and oxygen.

## Consumers

Animals and humans are called consumers, because we can't make our own food. We need to consume (or eat) other things to get energy. Some consumers eat plants, and some consumers eat other animals. There are three groups of consumers:

-  **Herbivores** – animals that only eat plants.
-  **Carnivores** – animals that only eat other animals.
-  **Omnivores** – animals that eat plants and other animals. Humans are omnivores.

## Decomposers

Bacteria and fungi are called decomposers. When plants or animals die, bacteria and fungi eat them and make them part of the soil again. The soil gives energy to new plants.

Food webs show how each living thing gets food, and how different plants and animals are connected. For example, grasshoppers and sheep eat grass. Birds eat grasshoppers. Foxes eat birds and sometimes young sheep. Humans eat sheep. Bacteria eat everything in the food web when it dies.



- 3 Read again and complete the sentences with the underlined words in the text.

1 Producers can make their own food.

2 \_\_\_\_\_ need to eat plants or animals to get energy.

3 \_\_\_\_\_ don't eat other animals.

4 \_\_\_\_\_ don't eat plants.

5 \_\_\_\_\_ eat plants and animals.

6 Fungi are types of \_\_\_\_\_.

- 4 **Think!** Talk to your partner.

- 1 What's your favorite animal? Is it a carnivore, herbivore, or omnivore?
- 2 What foods do you like to eat? Are these foods producers or consumers?
- 3 What do you think might happen if something in the food web became endangered or extinct?

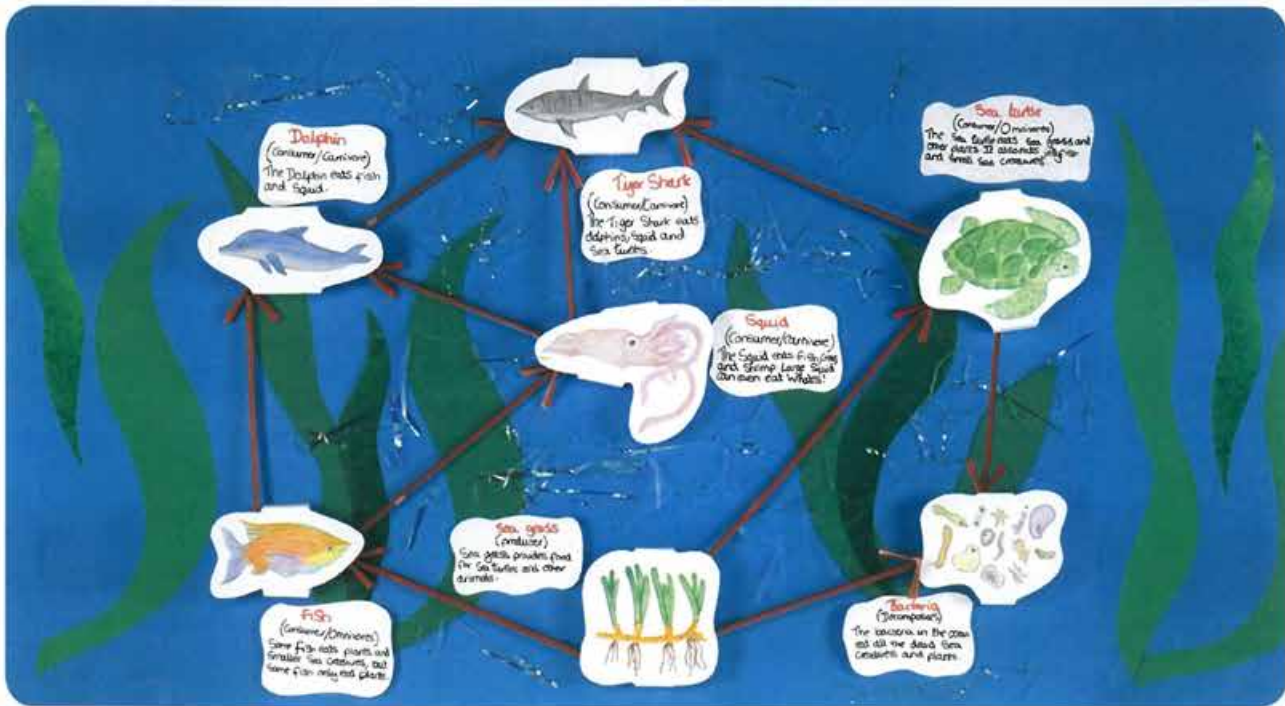


1 Listen and answer Yes or No.  80

- |  |           |                             |       |
|--|-----------|-----------------------------|-------|
| 1 Are turtles Karen's favorite animal? | <u>No</u> | 2 Are turtles carnivores?   | _____ |
| 3 Are plants consumers?                | _____     | 4 Are bacteria decomposers? | _____ |
| 5 Are dolphins herbivores?             | _____     | 6 Is Tom an omnivore?       | _____ |

2 Project. Make a 3D food web.

- Choose your favorite animal. Think about:
  - what plants or smaller animals it eats;
  - what plants or animals those smaller animals eat;
  - what might eat your favorite animal.
- Draw the plants and animals in your food web on pieces of card. Fold the top and bottom of each card to make tabs.
- Arrange the plants and animals. Use string or straws to show what each animal eats. Then decorate your food web to show where the animals live.
- Write labels for the living things in your food web. Include the correct words from page 86. Write what each animal eats.



3 Present your project.

- What does your favorite animal eat?
- Do any larger animals eat your favorite animal?
- Which is the most important animal in your food web?



My favorite animal is the dolphin. Dolphins eat fish. Tiger sharks eat dolphins, and they also eat ...

**Presentation Tip**  
Remember to look at the class, not at your notes!



## Lesson One Story

1 Listen and read. What are the children doing in pictures 3 and 6?  81

1 On Saturday ...



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

2 Soon ...



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

3



**Ed** Wow! Your team is really good.  
**Jim** Yes, we've just got a new coach. He's amazing.  
**Fin** I hope the team wins this game. If they win, they'll get that trophy.

4



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

5



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

6




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

2 Listen to the story again and repeat. Act.

3 Read again and circle.

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



1 Listen and repeat.  82


Dictionary  
Workbook 5  
pages 128–135



athlete



coach



training



trophy



arena



fan



exercise



captain

2 Write the words.

- 1 Basketball players do a lot of training before they play in a game.
- 2 A \_\_\_\_\_ is a special prize for a winning team or athlete.
- 3 A basketball \_\_\_\_\_ trains the players.
- 4 The \_\_\_\_\_ is the leader of a team.
- 5 A \_\_\_\_\_ supports a team and watches their games.


### Working with words

Antonyms are words with opposite meanings.


best    worst

win    lose

give    take



Dictionary  
Workbook 5  
pages 128–135

3 Listen and repeat.  83

4 Read and circle.

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



## Lesson Three Grammar 1

1 Listen and read. What has Professor invented?  84



# PROFESSOR & CHIP



2 Read and learn.

### Modal verbs

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

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

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

They'll be a big success.

3 Read and circle.

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

4 **Speaking** Ask and answer.

What are you doing on Saturday?

If it's sunny, I might play basketball.



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



|                 |     |
|-----------------|-----|
| stay at home    | ✓   |
| go to the beach | X   |
| listen to music | ✓/X |



1 Listen and read. Who could be giving the advice about exercise?  85

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

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



2 Read and learn.

**have to / had to**

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

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

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

Yes, you do.

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

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

3 Read and choose.

1 a you have to do lots of homework tonight?

- a** Do   **b** Have   **c** Does

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

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

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

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

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

- a** Did   **b** Has   **c** Does

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

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

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

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

4 Write questions and answers about Anna.

To do:

- feed the fish
- clean the floors
- go to a first aid course
- send an email
- go to the recycling center
- cook dinner



1 Does Anna have to feed the fish today?

Yes, she does.



# Skills Time!

## Lesson Five

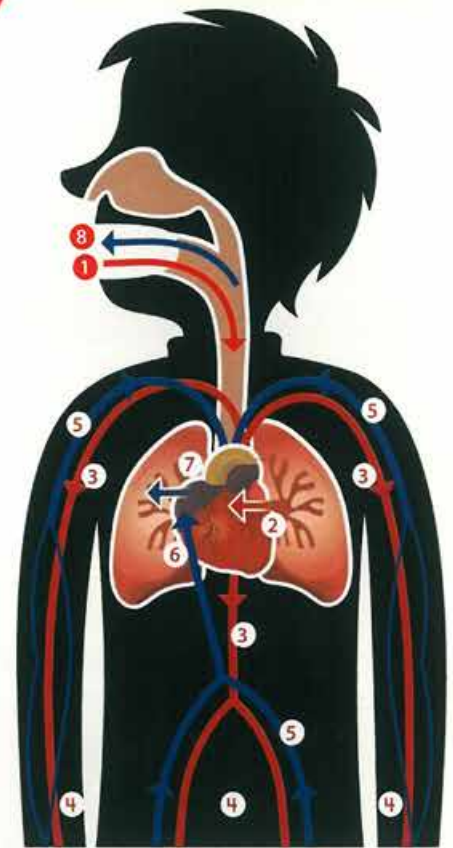
### Reading

- 1 Look at the text. Where do you think it is from?
- 2 Listen and read.  86

## Just breathe

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

- 1 When you **breathe** in, **oxygen** goes into your **lungs**.
- 2 **Blood** from your lungs fills with oxygen and moves into the left side of your heart.
- 3 The left side of your **heart** pumps the blood with oxygen in it out through tubes called **arteries**. Arteries carry blood away from your heart to your body.
- 4 Your body takes the oxygen out of the blood and uses it to stay healthy and strong. We need oxygen for everything we do: moving, growing, speaking, and thinking. If we do not have oxygen, we cannot live.
- 5 When your body uses the oxygen from your blood, it makes **carbon dioxide**. Your body doesn't need this carbon dioxide, so the blood takes it away. Other tubes, called **veins**, carry the blood with carbon dioxide in it back to your heart.
- 6 The blood from your body goes into the right side of your heart.
- 7 The right side of your heart pumps this blood into your lungs. Your lungs remove the carbon dioxide from the blood.
- 8 When you breathe out, the carbon dioxide goes back into the air.



### 3 Read again and write the answers.

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

No, it isn't.

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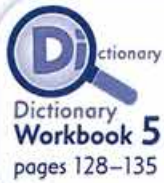
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1 Find words in the text to match the definitions.



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

Listening

- 2 Listen. What sport does Joe do? 87
- 3 Listen again and complete.



Interview with Joe Willis

- start cycling?  
<sup>1</sup> 5 years old
- win first race?  
<sup>2</sup> \_\_\_\_\_ years old
- training?  
 cycle every day  
 run <sup>3</sup> \_\_\_\_\_ days a week  
 go to gym <sup>4</sup> \_\_\_\_\_ days a week
- diet?  
 eat fruit, vegetables, whole grains,  
<sup>5</sup> \_\_\_\_\_ drink water every <sup>6</sup> \_\_\_\_\_ minutes when training

Speaking

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

|  |                             |  |
|--|-----------------------------|--|
| Do you enjoy exercising?                               | _____                       | Yes, I do. / No, I don't.  |
| How do you stay fit?                                   | I _____.                    | run / swim / play basketball / walk / ride my bike / go to the gym   |
| What's your favorite sport?                            | My favorite sport is _____. | soccer / tennis / basketball / volleyball / hockey / baseball / sailing / gymnastics / surfing / swimming / cycling / skiing |
| What other sports or activities would you like to try? | I'd like to try _____.      |  |



# Skills Time!

## Lesson Seven

### Writing

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

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

**Katie, when did you start running?**

When I was five, I used to race my brother in the park. He always won!

**When did you win your first race?**

When I was seven I won a race at school. I was very proud!

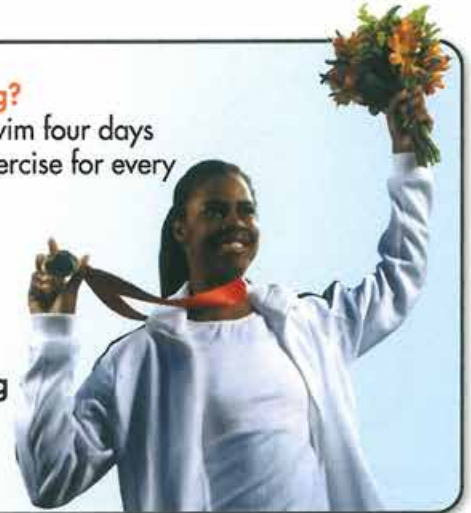
**Do you have to do a lot of training?**

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

**Do you have a special diet?**

When I'm training, I eat plenty of fish or chicken with brown rice and vegetables.

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



- 3 Read again and answer the questions.

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

### An interview: notes

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

Note:

Training?

run – 3 hours a day

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

Sentence:

Do you have to do a lot of training?

I run for three hours every day.

- 4 Match the notes to the questions and answers.

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

- 5 Complete the writing task on page 88 of Workbook 5.

page  
**88**



1 Complete the quiz.

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

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

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

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

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

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

7 Which side of the heart pumps out blood?

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

9 Match the notes to the questions and answers.

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

2 Listen and write. Sing. 88

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

Breathe in, breathe out



Chorus:

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

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


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

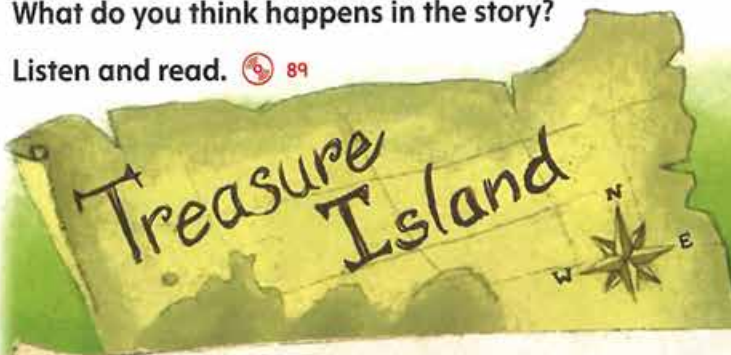






## Extensive reading: fiction

- 1 Look at the story and the pictures.  
What do you think happens in the story?
- 2 Listen and read.  89



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

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

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

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

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



### 3 Read again and answer the questions.

- 1 What did Jim find in Billy Bones's box?
- 2 Who found the treasure?
- 3 Where did Long John Silver run away?
- 4 What does Jim sometimes hear in his dreams?

### 4 **Think!** Discuss.

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

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

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

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

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


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

Based on a story by Robert Louis Stevenson






## Lesson One Story

1 Listen and read. What did the people find?  90

1 

**Kate** Look! What's going on over there?  
**Man** People found the ruins of an old town when they were building a new shopping mall.  
**Fin** Wow! Let's go and have a look.

2 

**Ed** Look. There are archeologists here.  
**Kate** They've found pots and coins.  
**Libby** That looks like a piece of jewelry, doesn't it? It's beautiful.

3 

**Fin** This is wonderful, isn't it?  
**Archeologist** Are you interested in the history of the town?  
**Libby** We are now! Will you come to our club and tell us all about it?

4 A few days later ... 

**Archeologist** Everything we find is helpful, because it tells us something about how people lived in the past.  
**Ed** But how can these things tell you anything about people?

5 

**Archeologist** Well, these are pieces of pots. We found lots of these, so we know that people used pots in their homes.

6 

**Ed** That's amazing. You can learn a lot about people from just a few things ... I think I have an idea. I'll tell you at the next meeting.

2 Listen to the story again and repeat. Act.

3 Read again and write the names. Libby ~~Fin~~ archeologist Ed


1 Fin wants to look at the old town.

2 \_\_\_\_\_ thinks the jewelry is beautiful.

3 The \_\_\_\_\_ talks to the DSD club.

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



1 Listen and repeat.  91

## 2 Write the word.

- 1 block *noun* a large piece of stone used for building
- 2 \_\_\_\_\_ *noun* blocks of stone that get higher and higher that you walk up or down
- 3 \_\_\_\_\_ *noun* a person who learns about the past from old things they dig up from the ground
- 4 \_\_\_\_\_ *noun* the shape of a person or animal made from stone or wood
- 5 \_\_\_\_\_ *noun* a shape, picture, or pattern made in stone or wood with a knife

## Working with words

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



noun

wonder

cheer

help

care

play

adjective

wonderful

cheerful


helpful

careful

playful

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

beauty    beautiful

3 Listen and repeat.  92

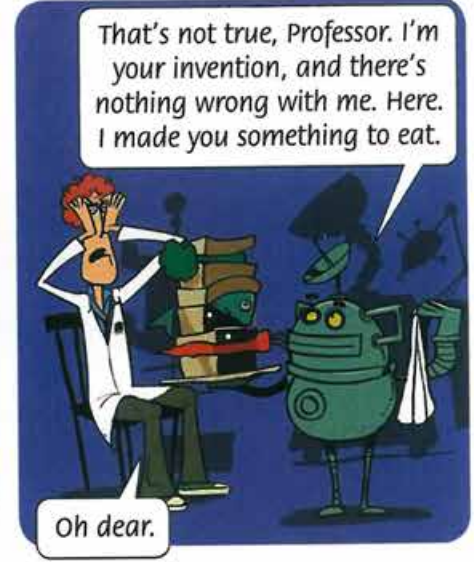
## 4 Write.

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





1 Listen and read. How does Professor feel? Why? 93



2 Read and learn.

**Indefinite pronouns**

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

**someone, something, somewhere**

There is **something** wrong with all of my inventions.

**everyone, everything, everywhere**

There are machines **everywhere**.

**no one, nothing, nowhere**

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

Negative sentences and questions:

**anyone, anything, anywhere**

Is there **anything** wrong, Professor?

3 Read and circle.

- 1 Has *someone* / anyone seen my keys?
- 2 Put your money *somewhere* / *everywhere* safe.
- 3 We have *anything* / *everything* we need for our vacation.
- 4 *No one* / *Anyone* wants to go to the beach in the rain.
- 5 I'm bored. I don't have *anything* / *nothing* to do.

4 **Speaking** Ask and answer.


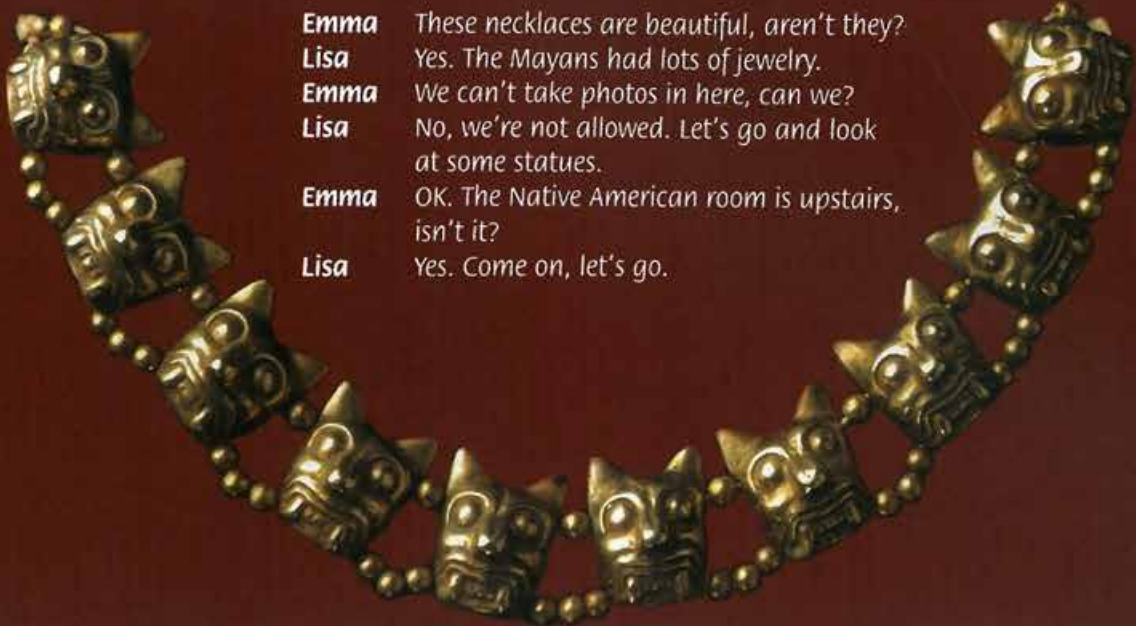
in your family   in your house   from school   in your backyard  
from a club   in the classroom

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

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

a bath   my friend  
my mom   a desk  
a tree   my teacher



1 Listen and read. Where do you think they are?  94


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

## 2 Read and learn.

## Question tags

Use **question tags** at the end of sentences to mean "Am I right?" or "Do you agree?"

These necklaces are beautiful, **aren't they?**

Look!

The Native American room **is** upstairs, **isn't it?**

We **can't** take photos in here, **can** we?

## 3 Read and choose.

1 You can play the piano, **c** ?

**a** can you   **b** are you   **c** can't you

2 We're shopping, \_\_\_ ?

**a** are we   **b** aren't we   **c** aren't you

3 He couldn't play basketball, \_\_\_ ?

**a** can he   **b** couldn't he   **c** could he

4 Dad is very funny, \_\_\_ ?

**a** is he   **b** was he   **c** isn't he

5 It wasn't very cold yesterday, \_\_\_ ?

**a** was it   **b** wasn't it   **c** isn't it

6 They can't swim, \_\_\_ ?

**a** can they   **b** can we   **c** can't they

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

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



# Skills Time!

## Lesson Five

### Reading

- 1 Look at the article. What do you think it is about?
- 2 Listen and read.  95

## The Heavenly Horse



One and a half thousand years ago, a powerful group of people named the Silla ruled Korea. The Silla had powerful armies to protect their royal families and their land. They built beautiful temples and statues and made wonderful jewelry and decorations.

When Silla kings died, people buried them in great tombs. There are many ancient Silla tombs in Korea, but the most famous tomb is the Cheonmachong tomb in the Gyeongju valley. Only local people knew the tomb was there until 1973, when archeologists decided to study the area. Soon the rest of the world knew about this wonderful place.



The tomb is 47 meters wide and 12.7 meters high. After digging for several months, archeologists found golden jewelry, a sword, a lamp, and some shoes. They also found a gold crown and a gold belt, which shows that the tomb was for a king. Inside a treasure chest, there was a painting of a horse with wings on its feet. Because of this painting, people called the tomb the Heavenly Horse.

Today, the Heavenly Horse tomb is a very popular tourist attraction. Visitors can go inside the tomb and see where the king lay for hundreds of years. If you travel to Korea you should definitely take the chance to see this amazing place.

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

- 1 The Silla people were from Korea.
- 2 The tomb is in the Gyeongju valley.
- 3 Archeologists dug for many years before they found anything in the tomb.
- 4 There was a painting of a horse in the tomb.
- 5 Not many people know about the tomb today.

True

\_\_\_\_\_

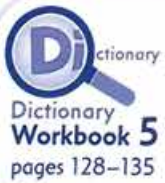
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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



1 army



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

Listening

2 Listen. What are they talking about? 96

3 Listen again and complete.



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



Name: Machu Picchu  
Place: Peru, South <sup>3</sup> \_\_\_\_\_  
Age: more than 500 years old  
Description: a <sup>4</sup> \_\_\_\_\_  
in the mountains



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

Speaking

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

Have you ever visited a museum?

\_\_\_\_\_

Yes, I have. / No, I haven't.

What did you see there?

I saw \_\_\_\_\_

pots / jewelry / coins / statues / paintings

What ancient place would you like to visit?

I'd like to visit \_\_\_\_\_

Machu Picchu / the Parthenon / Heavenly Horse / the Great Wall

Why?

Because it looks \_\_\_\_\_

beautiful / ancient / interesting



# Skills Time!

## Lesson Seven

### Writing

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



### A visit to the Colosseum by Ben Sanders

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

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

Sadly, the Colosseum is in ruins now. But I imagined excited Romans sitting in the seats and watching a great show. I explored the rooms under the Colosseum where the Romans kept things for the shows. I felt scared, because the rooms were small and dark.

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

- 3 Read again and answer the questions.

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

### Making writing more interesting

We can make a piece of writing more interesting by:

- asking a question

Have you ever wondered what life was like in ancient Rome?

- using the senses (what we could hear / see / smell / taste / touch)

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

- using a variety of adjectives

But I imagined excited Romans sitting in the seats and watching a great show.

- describing people's thoughts and feelings

I felt scared, because the rooms were small and dark.

- using direct speech

"Come back soon," he said.

- 4 Match.

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

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

- 5 Complete the writing task on page 96 of Workbook 5.

page

96



## 1 Complete the quiz.

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

2 Who came to talk to the DSD club?

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

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

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

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

7 Where is the Heavenly Horse tomb?

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

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

\_\_\_\_\_

\_\_\_\_\_

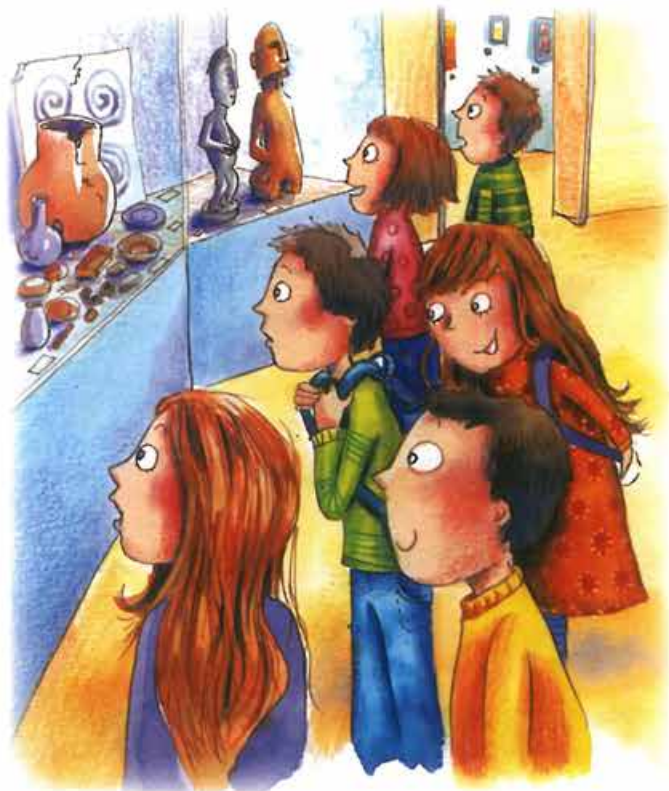
## 2 Listen and order the lines. Sing. 97

**Everything changes**

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

Chorus:

- 1 Everything changes and time moves so fast.  
Will you leave something for people to find?  
The present and future will soon be the past.  
What piece of history will you leave behind?
- 1 In ancient buildings, we find ancient things,  
What was it like then? We all want to know.  
Statues and dishes and carvings and rings.  
Each clue tells something of life long ago.





## Everyday English

### 1 Watch and listen. Read.



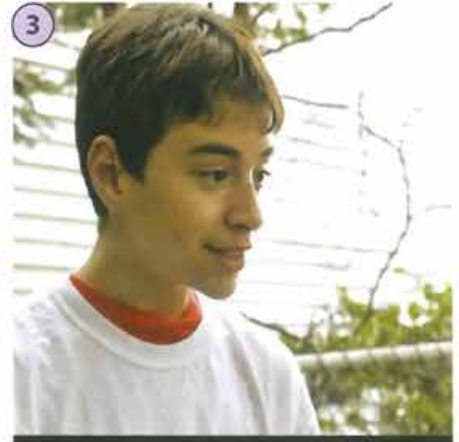
98



**Megan:** Oh, look! I have a message from Emily.  
**Ben:** Did she text you?  
**Megan:** No. She left me a voicemail.



**Ben:** What does the voicemail say?  
**Megan:** She asked me to go to her house tonight. We're going to watch DVDs and eat pizza!



**Ben:** Wait a minute! I just got a text! David and I are going to watch DVDs and eat pizza with you!  
**Megan:** Great!

### 2 Watch and listen. Circle the correct words.



99

- Megan has to clean her shoes / room.
- Megan has to get some milk / bread from the store.
- Ben has to get some cheese / bread from the store.
- Ben has to clean / dust his room.



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

my mom / my dad / my brother / my sister / my friend / my cousin

he / she

Can you come to my house tonight?  
 Can you buy some milk, please?  
 Meet me in the park at 4:00 p.m.!  
 Can you help me with my homework?  
 Call me at 8:00 p.m.!

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

No, \_\_\_\_\_ text me.

He asked me to go to his house tonight.

Did he / she leave you a voicemail?


What did his / her text say?

I see.

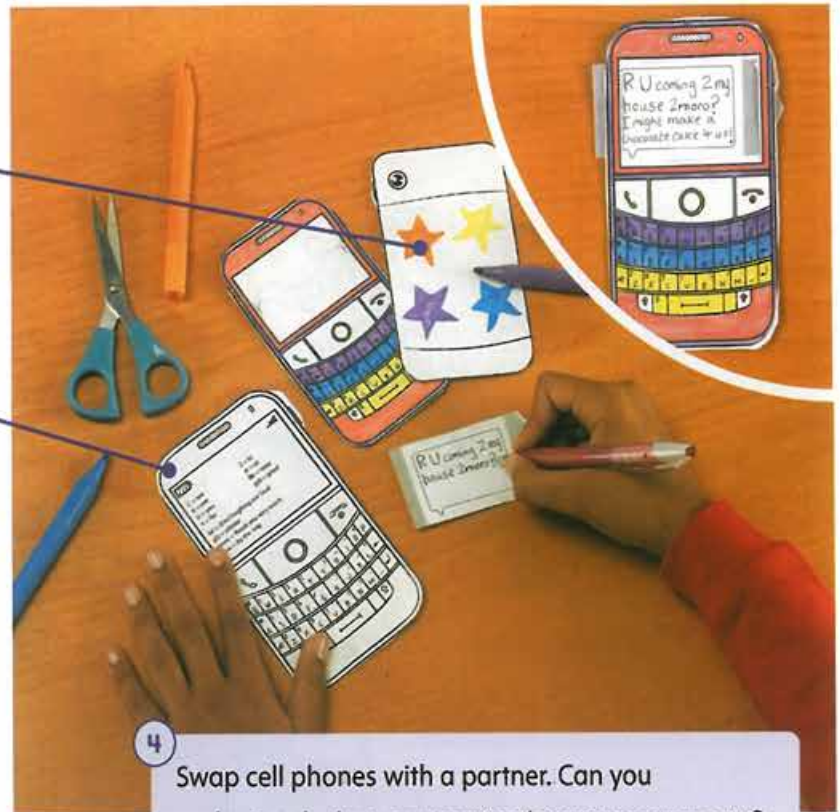
### 4 Complete the Fluency Time! 4 exercise on page 127 of Workbook 5.





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

- 1 Color and cut out the cell phone template. Carefully cut along each side of the cell phone screen.
- 2 Write secret text messages on the cell phone screens. You can use the words in the box to help you. You can find more text message codes on the Internet.
- 3 Cut out your secret text messages and place one of them into your cell phone.



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

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

I just got a text from Maria.

She asked if I was going to her house tomorrow.

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



What did she say in her text?

Did she say anything else?

That's nice.

**4 Speaking** Work in groups. Talk about your cell phone.


- Do you have a cell phone?
- How many text messages do you send every day?
- Who do you send text messages to?

I have a cell phone. I use it every day. I send about five text messages every...




## Lesson One Story

1 Listen and read. What are the children doing?  100



**1**

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



**2**

**Libby** What are we going to put in the box?  
**Kate** Let's all write a message and put them on a memory stick.  
**Ed** We should put a supermarket receipt in the box so people can see how much things cost.



**3**

**Libby** A magazine will show what clothes we wear.  
**Ed** What about a photo album?  
**Kate** We can put in a computer manual, too. That will show people what technology we have.



**4**

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



**5**

**Ed** What about dollars? They'll show people what kind of money we use.  
**Kate** OK, Ed. You can put your money in the box.  
**Ed** Oh ... um ... maybe I'll just take a photo and put that in.



**6**

**Fin** I have some exciting news! I called the mayor's office and he said we could bury the time capsule in the park.  
**Libby** And the local newspaper wants to write a story about it!

2 Listen to the story again and repeat. Act.

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

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

True

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



1 Listen and repeat. 101



**Dictionary**  
 Dictionary  
**Workbook 5**  
 pages 128–135

2 Write the words.

- 1 You can write about your life in a diary.
- 2 You put a \_\_\_\_\_ on a postcard.
- 3 You can store information on a \_\_\_\_\_.
- 4 A \_\_\_\_\_ tells you how to use a new machine.
- 5 You can keep your favorite photos in a \_\_\_\_\_.
- 6 When you buy something from a store, you get a \_\_\_\_\_.

**Working with words**

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

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

**Dictionary**  
 Dictionary  
**Workbook 5**  
 pages 128–135

3 Listen and repeat. 102

4 Match the homonyms.

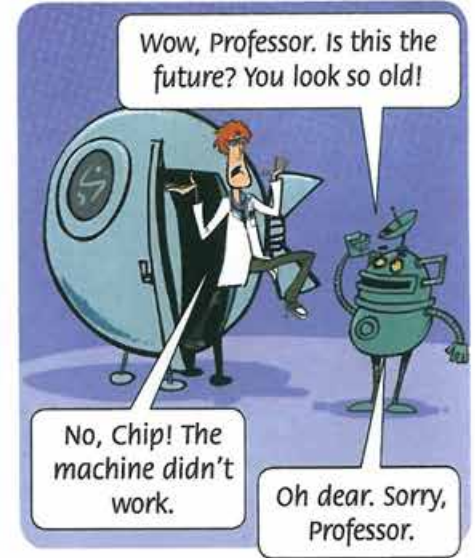
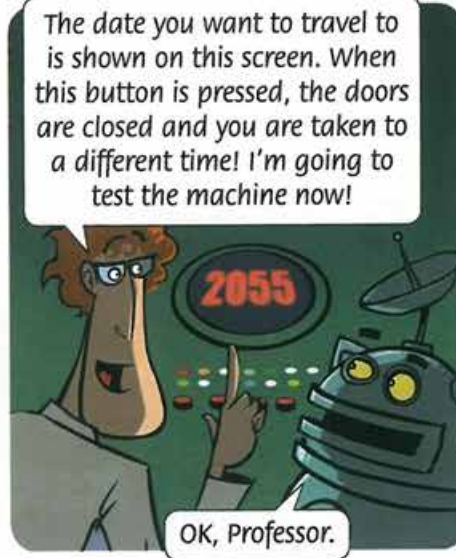
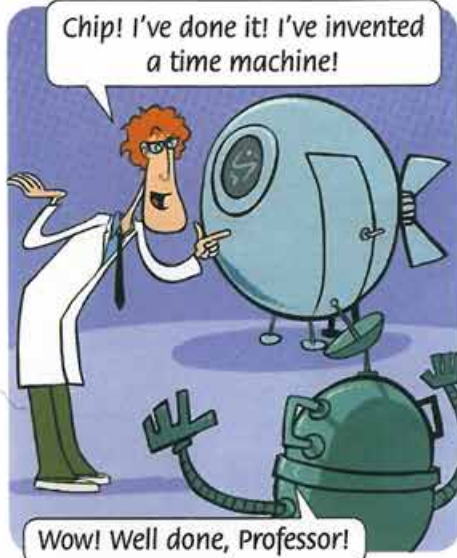




1 Listen and read. Does the time machine work? 103



**PROFESSOR & CHIP**



2 Read and learn.

**The passive (simple present)**

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

Simple present passive = *is / are* + past participle

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

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

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

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

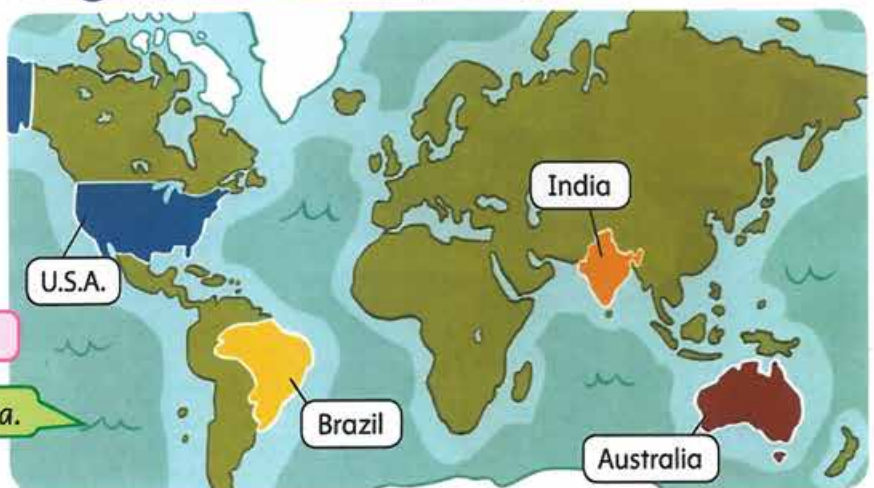
- |  |               |  |               |
|--|---------------|--|---------------|
| 1 Computers are used all over the world.       | <u>  P  </u>  | 2 I do all my homework on my computer.   | <u>      </u> |
| 3 The movie starts at eight o'clock.           | <u>      </u> | 4 A lot of movies are made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

4 **Speaking** Make passive sentences. Irregular verb list Workbook 5 page 136

- kangaroos / found
- English / spoken
- rice / grown
- coffee / made
- baseball / played
- carnival / held

*Kangaroos are found in the U.S.A.*

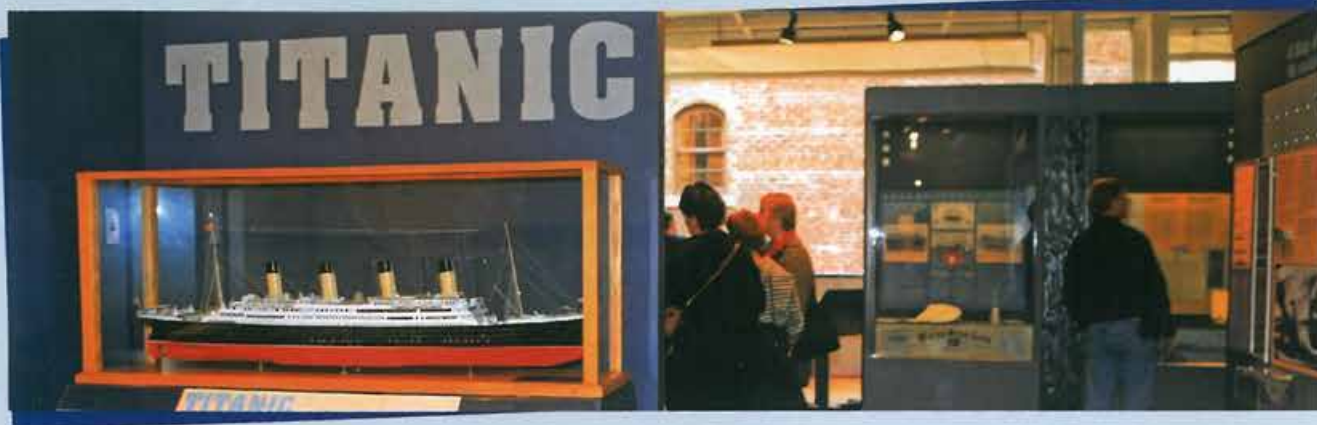
*No! Kangaroos are found in Australia.*





1 Listen and read. What does this museum teach you about?  104

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



## 2 Read and learn.

## Passive and active

Use the **passive** when the **object** of an active sentence is more important than the **subject**.

Active: People in costumes greet visitors.

Passive: Visitors are greeted by people in costumes.

Use **by** to say who or what does an action.  
Visitors are greeted **by** people in costumes.

Use **with** to say what is used to do an action.  
The museum is decorated **with** things from the real Titanic passengers.

## 3 Read and circle.

- 1 Pictures are painted by / with artists.
- 3 Photos are taken by / with cameras.

- 2 Bread is made by / with flour.
- 4 Airplanes are flown by / with pilots.

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

 Irregular verb list Workbook 5 page 136

- 1 Mrs. Green teaches our English class.  
Our English class is taught by Mrs. Green.
- 3 Dad drives the children to school.
- 5 Cell phones are used by lots of people.

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



# Skills Time!

## Lesson Five

### Reading

- 1 Look at the text. What do you think it is about?
- 2 Listen and read.  105

## Alexander and the Terrible, Horrible, No Good, Very Bad Day



*Alexander and the Terrible, Horrible, No Good, Very Bad Day* is a great movie. It's a comedy and it's directed by Miguel Arteta. The movie is based on a children's book by Judith Viorst. The main character in the movie is an eleven-year-old boy called Alexander Cooper. Alexander is played by Ed Oxenbould. He's only a teenager, but he's already been in lots of movies.

In this movie Alexander has the worst day in his life. Alexander lives in the U.S.A. with his mom, dad, older brother, older sister, and baby brother. His terrible day starts when he gets gum stuck in his hair, and then lots more things go wrong, one after the other. Alexander tells his family about the horrible things that happened to him, but his family doesn't feel sorry for him at all. Alexander's family members are all very confident and cheerful, and they can't see the problem. Alexander starts to think that bad things only happen to him. He wishes that his family could understand how he feels. But then Alexander's wish comes true, and his brothers,

sister, mom, and dad all have terrible days, too. Now they know just how Alexander feels! The family faces accidents, disasters, and even some wild creatures, like a crocodile and a kangaroo! Luckily, the terrible day teaches the family to stick together and help each other. They all agree that they need to have a few bad days so that they can really enjoy their good days.

The actors in the movie are very funny, and they all give great performances. Steve Carrell plays Alexander's dad and Jennifer Garner plays Alexander's mom. Miguel Arteta is a great director, and there are lots of great special effects in the movie, too. There's a scary car crash and lots of things breaking! The movie is funny and exciting.

Don't miss the chance to watch *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. It's a great movie for all the family.

### 3 Read again and circle.

- 1 Alexander is the main character / director.
- 2 Alexander has two *brothers* / *sisters*.
- 3 Alexander gets gum stuck in his *shoe* / *hair*.
- 4 Alexander's family isn't *sorry* / *cheerful* about his terrible day.
- 5 There is a *plane* / *car* crash in the movie.
- 6 Miguel Arteta is a great *actor* / *director*.



1 Find the words in the review. Write.



comedy ~~director~~ special effects performance  
 teenager confident disaster creatures

- 1 A director tells the actors what to do.
- 2 I like \_\_\_\_\_ films because they make me laugh.
- 3 I'm not \_\_\_\_\_ enough to be an actor. I feel shy when people are watching me.
- 4 My sister likes many sea \_\_\_\_\_. She wants to be a scientist.
- 5 My favorite actor gives a wonderful \_\_\_\_\_ in this film.
- 6 I dropped my lunch on the floor and my friend slipped on it. It was a \_\_\_\_\_.
- 7 The \_\_\_\_\_ in this movie are amazing. It really looks like the characters are flying.
- 8 A \_\_\_\_\_ is someone aged 13-19.

Listening

2 Listen. What was the movie about? 106

3 Listen again and match.

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



Speaking

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

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



# Skills Time!

## Lesson Seven

### Writing

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



## Atlantis: The Lost Empire by Lucy Winters

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

A rich man gives Milo a submarine and a team of people to help him find the lost empire of Atlantis. After some exciting adventures, Milo and his team find Atlantis. But Atlantis is in trouble. A bad man wants to steal the blue stone that protects the empire. Milo has to beat the bad man and save the empire. The music in this movie is amazing and some of the characters are very funny. The movie is sometimes scary, but it is very exciting. It's a comedy and an action movie all in one.

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

- 3 Read again and answer the questions.

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

2 Who is the main character?

### A movie review

When we write a movie review, we write:

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

- 4 Match.

- 1 The movie is directed by Mike Hammond.
- 2 The Ice Queen is played by Tina Reynolds.
- 3 When the children get lost in the snow, the Ice Queen saves them and takes them to her castle.
- 4 The plot is exciting, but the movie is sometimes a bit scary.
- 5 Everyone will love this movie. It's great for all the family.

d

a characters

b plot

c recommendation

d director

e what is good / bad about the movie

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

page

106



## 1 Complete the quiz.

1

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

2

Where are the children going to bury their time capsule?

3

What is a homonym for stamp (v) to make a noise with your foot on the ground?

4

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

5

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

6

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

7

What does Alexander wish for?

8


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

9

Name two things that you would write about in a movie review.

\_\_\_\_\_

\_\_\_\_\_

2 Listen and order the lines. Sing.  107

## Leave a message for the future

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

Chorus:

1 Leave a message for the future,  
How we work and how we play.  
Tell them how we think and feel now,  
Tell them how life is today.

1 Like a message in a bottle,  
When your capsule is discovered,  
Who will read the things you wrote?  
You don't know who'll find your note.





1 Look at the photos. What can we learn from these things?

2 Listen and read.  108

## TIME FRAGMENTS

The Palermo Stone is part of a large stone tablet from Ancient Egypt. The tablet contained a list of the pharaohs of Egypt and told about important events in Egyptian history. The tablet is the oldest historical text from Ancient Egypt. It was made more than 5,000 years ago. Today, the Palermo Stone is in a museum in Palermo, Italy.

◀ Greek pots are important because they tell us what life was like in ancient Greece. The ancient Greeks often decorated their pots with scenes from everyday life. Sometimes these scenes show what the pot was used for, and sometimes they show events that happened in Greek life or Greek mythology.

The San Bartolo murals are inside a pyramid in Guatemala. They are the oldest Mayan murals in the world, and they were discovered in 2001. The murals were painted by excellent artists, and they tell the story of how the universe was created. They also tell us a lot about Mayan life.

The Bayeux Tapestry isn't really a tapestry. It's an embroidered cloth and it tells the story of the Battle of Hastings in 1066. The Battle of Hastings is the most famous battle in England's history, and the Bayeux Tapestry is the longest piece of embroidery in the world. It's about as long as three swimming pools!



3 Read again and complete the sentences with the underlined words in the text.

- 1 The Palermo Stone is part of an important tablet.
- 2 Some Greek pots show events from Greek \_\_\_\_\_.
- 3 The San Bartolo \_\_\_\_\_ are inside a pyramid.
- 4 The San Bartolo artists painted the story of how the \_\_\_\_\_ was created.
- 5 We can learn about an English battle from the Bayeux \_\_\_\_\_.
- 6 The Bayeux Tapestry is really a very long piece of \_\_\_\_\_.

4 **Think!** Talk to your partner.

- 1 Which object in the text do you think is the best for telling stories? Why?
- 2 What ancient stories do you know about? Do you like ancient stories? Why (not)?
- 3 How do you think people will learn about us in the future?



1 Listen and write *True* or *False*.  109

- 1 Anna went to the museum today. False      2 The pots had scenes of buildings on them. \_\_\_\_\_
- 3 Anna saw ancient writing on stone tablets. \_\_\_\_\_      4 Some of the stones had murals. \_\_\_\_\_
- 5 There were lot of pharaohs in Egyptian mythology. \_\_\_\_\_      6 Anna saw pieces of tapestry with pictures of animals on them. \_\_\_\_\_

## 2 Project. Make a mural about an important event.

- 1** Choose a subject for your mural, either from your life or from history. Think about:
- what event your mural could show;
  - how you could draw or show the event in scenes;
  - what you want people to think about the event.
- 2** Sketch your mural on a sheet of paper or glue pictures. Then color your mural with paint or pens.
- 3** Write captions for the scenes in your mural. Write short sentences about where each scene takes place, what the people in the scene are doing, and what else is happening.



Apollo 11 blasts into space. The astronauts Neil Armstrong, Buzz Aldrin, and Michael Collins are on board.



The lunar module prepares to land on the moon. Neil Armstrong and Buzz Aldrin are inside. Michael Collins stays in the command module.



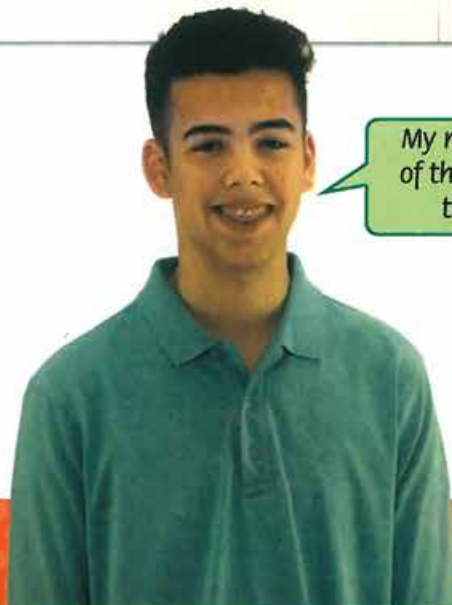
Neil Armstrong and Buzz Aldrin walk on the moon. They put a flag on the moon and collect moon rocks. Neil Armstrong says "This is one small step for a man; one giant leap for mankind."

## 3 Present your project.

What event is your mural about?

What does each scene in your mural show?

What do you think people in the future will learn from your mural?



My mural tells the story of the moon landing. In the first scene ...

**Presentation Tip**

Smile at the class. Smiling makes you feel more confident!



## Lesson One Story

1 Listen and read. What are the children doing in pictures 3 and 6?  110

1 


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

2 


**Reporter** You've done a lot of interesting things this year. Can you tell us about them?  
**Kate** Well, we cleaned up the local wildlife park. It looked like a garbage dump, but it's beautiful again now.

3 

**Libby** We performed a play, too.  
**Reporter** I see. Who wrote the play?  
**Ed** We did! We built the set, too.

4 

**Kate** We learned how to do first aid.  
**Libby** And we used first aid to help a famous athlete. Then he invited us to a basketball game.

5 

**Ed** We used to get bored on weekends but now we have fun with the DSD Club!  
**Mayor** There's one more thing you should write about in your article ...


6 

2 Listen to the story again and repeat. Act.

3 Read again and circle.

- The reporter / photographer wants to interview the DSD Club.
- The children have had a *busy* / boring year.
- The wildlife park looked *interesting* / like a garbage dump.
- The wildlife park is *horrible* / beautiful again now.
- The children used to *have fun* / get bored on weekends.
- People in the *past* / future will know about the DSD Club.



1 Listen and repeat.  111

  
 Dictionary  
**Workbook 5**  
 pages 128–135

  
photographer

  
microphone

  
flash

  
lens

  
reporter

  
interview

  
article

  
news

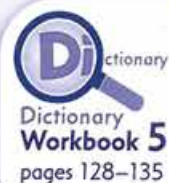
## 2 Write the words.

- Tom is a very good photographer. He takes beautiful pictures.
- I want to be a \_\_\_\_\_, because I like asking people questions.
- I closed my eyes when you took my photo because the \_\_\_\_\_ was too bright.
- If you talk into the \_\_\_\_\_, your voice will be louder.
- We always watch the \_\_\_\_\_ because we like to know what is happening in the world.

## Working with words


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

|           |             |             |          |
|-----------|-------------|-------------|----------|
| verb      | interest    | frighten    | relax    |
| adjective | interesting | frightening | relaxing |



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


excite **exciting**      bore **boring**      amaze **amazing**

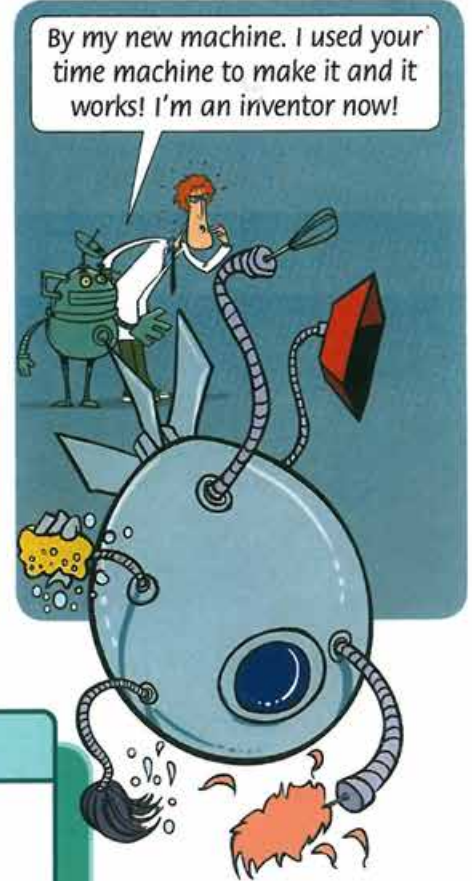
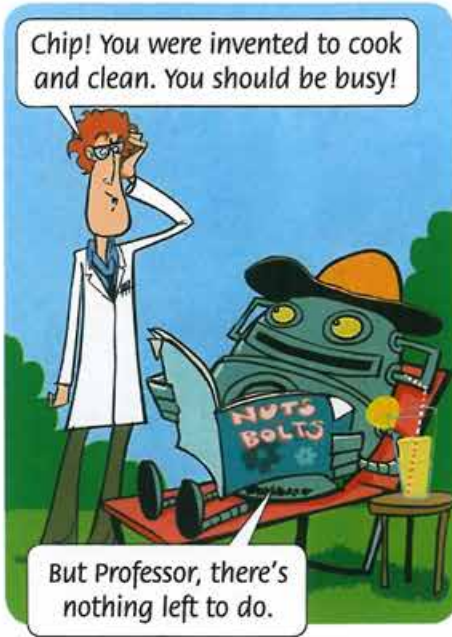
3 Listen and repeat.  112

## 4 Write.

- My favorite subject is history, because it's very interesting (interest).
- Mom enjoys listening to music because she finds it \_\_\_\_\_ (relax).
- The children don't like watching the news. They think it's \_\_\_\_\_ (bore).
- We had a great time at the concert. It was \_\_\_\_\_ (amaze).



1 Listen and read. What has Chip done?  113



2 Read and learn.

The passive (simple past)

Simple past passive = **was / were** + past participle

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

Active: My new machine did the shopping.

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

3 Read and circle.

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

4 Complete the sentences. Use the past simple passive.

 Irregular verb list Workbook 5 page 136

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



1 Listen and read. What is the text about? 🎧 114

- Q Who was the telephone invented by?  
 A It was invented by Alexander Graham Bell.  
 Q When was the first telephone call made?  
 A It was made in 1876.  
 Q What was said?  
 A "Mr. Watson. Come here. I want to see you."



2 Read and learn.

Passive questions

English **is** spoken in the U.S.A.

**Is** English spoken in the U.S.A?

You **were** given a present.

**Were** you given a present?

This picture **was** painted **by** my sister.

Who **was** this picture painted **by**?

**Who** was the telephone invented by?

**When** was the first telephone call made?

**Where** was the first cell phone used?

**What** was invented in the 20th century?

3 Read and choose.

1 b your new TV delivered yesterday?

- a Is    b Was    c Were

2 \_\_\_ was the *Mona Lisa* painted by?

- a Who    b Where    c What

3 \_\_\_ coffee grown in Brazil?

- a Are    b Were    c Is

4 \_\_\_ was this movie made?

- a Who    b Where    c What

5 \_\_\_ were the Pyramids built?

- a What    b When    c Who

6 \_\_\_ pandas found in China?

- a Is    b Was    c Are

4 **Speaking** Ask and answer.

television    plane    electric light    car    camera



Johann Zahn  
1685



Thomas Edison  
1879



Karl Benz  
1885



The Wright brothers  
1903



John Logie Baird  
1925

Who was the camera invented by?

It was invented by Johann Zahn.

When was it invented?

It was invented in 1685.



# Skills Time!



## Lesson Five

### Reading

- 1 Look at the text. Where do you think it is from?
- 2 Listen and read.  115

## Who deserves a high salary?

|   |                         |
|---|-------------------------|
| <b>Bright star</b>  | Posted at 14:56 on 4/12 |
| <p>Should anyone earn more than \$1 million a year? I read in the newspaper that a famous basketball player was paid the same in one week as 150 <u>factory</u> workers. Factory workers work 40 hours a week. Basketball players just throw a ball around. I think they are paid more than they deserve.</p> |                         |
| <b>Sports fan</b>   | Posted at 17:23 on 4/12 |
| <p>Sports stars need a lot of training from a young age. They train five days a week and have strict diets. Also, athletes entertain people, so they are giving something to the public. I think they deserve their money.</p>  |                         |
| <b>New York girl</b>  | Posted at 18:06 on 4/12 |
| <p>I don't think that an athlete or any other <u>celebrity</u> should be paid so much money. <u>Scientists</u> and doctors train for years, too. They <u>improve</u> people's lives, but they are not paid as much as pop stars. That's silly!</p>  |                         |
| <b>Book worm</b>  | Posted at 18:42 on 4/12 |
| <p>I agree with New York girl. <u>Surgeons</u>, firefighters, and the police deserve more money. They help people every day and they work in difficult and dangerous situations. They are <u>heroes</u> and they should be the real celebrities.</p>  |                         |
| <b>Sports fan</b>   | Posted at 19:18 on 4/12 |
| <p>Tickets to basketball games and concerts are expensive. So are CDs and DVDs. Celebrities used to earn a lot less, but these days we pay more for entertainment, so they earn more. It's simple.</p>  |                         |
| <b>Bright star</b>  | Posted at 19:56 on 4/12 |
| <p>Thanks for all your interesting replies. I think doctors, scientists, and engineers deserve more money than celebrities. But if people are happy to pay lots of money for entertainment, then the celebrities will be rich.</p>  |                         |



### 3 Read again. Match the people and ideas.

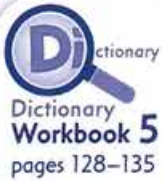
- 1 Basketball players just throw a ball.  a
- 2 Sports stars train from a young age.
- 3 Doctors improve people's lives.
- 4 The police should be celebrities.
- 5 Celebrities used to earn less in the past.
- 6 Firefighters are heroes.

- a Bright star
- b New York girl
- c Sports fan
- d Book worm



Words in context

1 Find the words in the text. Write.



salary factory deserve scientist celebrity  
surgeon improve hero

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

Listening

2 Listen. What are they talking about? 116

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

- 1 Julie thinks it is too easy to become a celebrity.
- 2 \_\_\_\_\_ thinks there are lots of new pop stars and actors these days.
- 3 \_\_\_\_\_ thinks inventors and world leaders are the real celebrities.
- 4 \_\_\_\_\_ thinks the public want to read about famous people.
- 5 \_\_\_\_\_ thinks people should want to do more important jobs.



Speaking

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

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



# Skills Time!

## Lesson Seven

### Writing

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



### Famous people in the news' by Tom Adams

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

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

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

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

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

- 3 Read again and answer the questions.

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

### Expressing opinions

We use these phrases to express our opinions:

I (don't) think that ...

In my opinion, ...

I (don't) believe that ...

It seems to me that ...

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

- 5 Read and circle.

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

- 6 Complete the writing task on page 116 of Workbook 5.



1 Complete the quiz.

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

2 What does the mayor give the children?

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

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

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


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

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

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

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

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

2 Listen and order the lines. Sing.  117

Be a part of history

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

Chorus:

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



- 1 Great scientists improved our lives
- \_\_\_ Through paintings, books, and plays.
- \_\_\_ In many different ways.
- \_\_\_ Artists changed our world as well

- 1 The world will not forget them
- \_\_\_ Because great things always last.
- \_\_\_ Their fame will last forever
- \_\_\_ Although many years have passed.







# Extensive reading: non-fiction

- 1 Look at the pictures. What can you see? Who do you think invented these things?
- 2 Listen and read. 118

## How China changed the world

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

### Paper

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

### Printing

Hundreds of years before Gutenberg invented his printing press in Europe, the Chinese invented a printing press and printed newspapers and books. The first printed newspapers were sold in Beijing in 700 AD, and the first printed book with pictures was printed in China in 868 AD. In 1155 AD, the first printed map

was produced in China. Thanks to these inventions, books changed the world by improving education and making information available to everyone.

### The Compass

When the Chinese invented the compass between the 2nd century BC and the 1st century AD, they used it to choose the best places to build their homes. The Ancient Chinese believed that their homes should face north, so they used the compass to find the correct direction. Later, the compass was used for traveling on land and sea. The compass made some of history's most famous journeys possible.

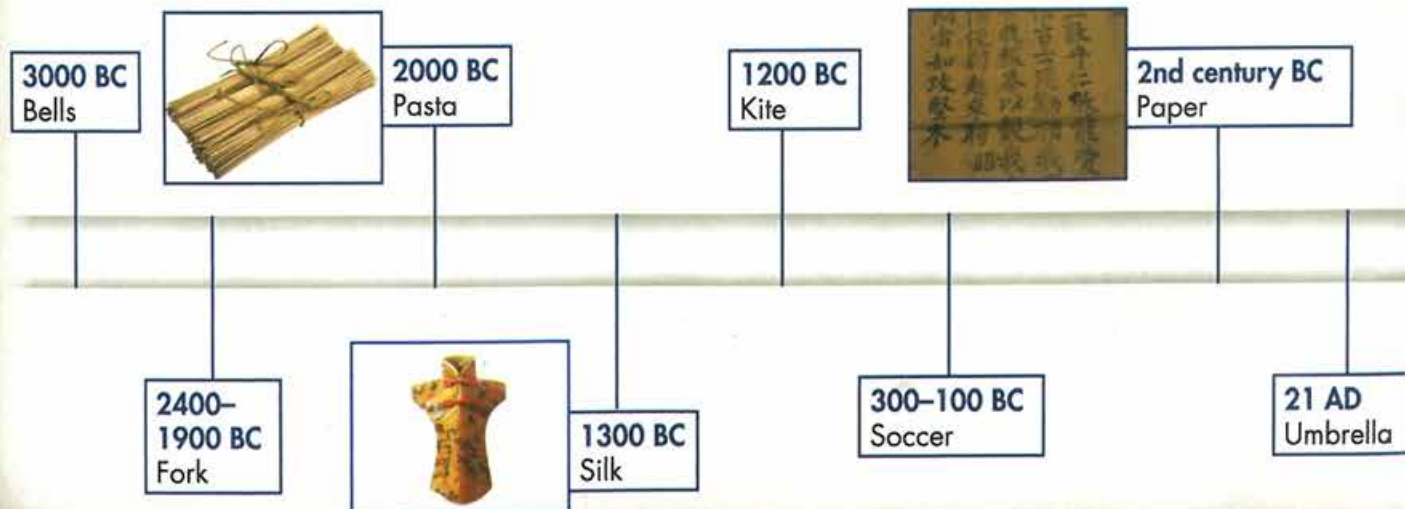


### Silk

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

### The Kite

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





### 3 Read again and answer the questions.

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

### 4 Think! Discuss.

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

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

#### Fireworks

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

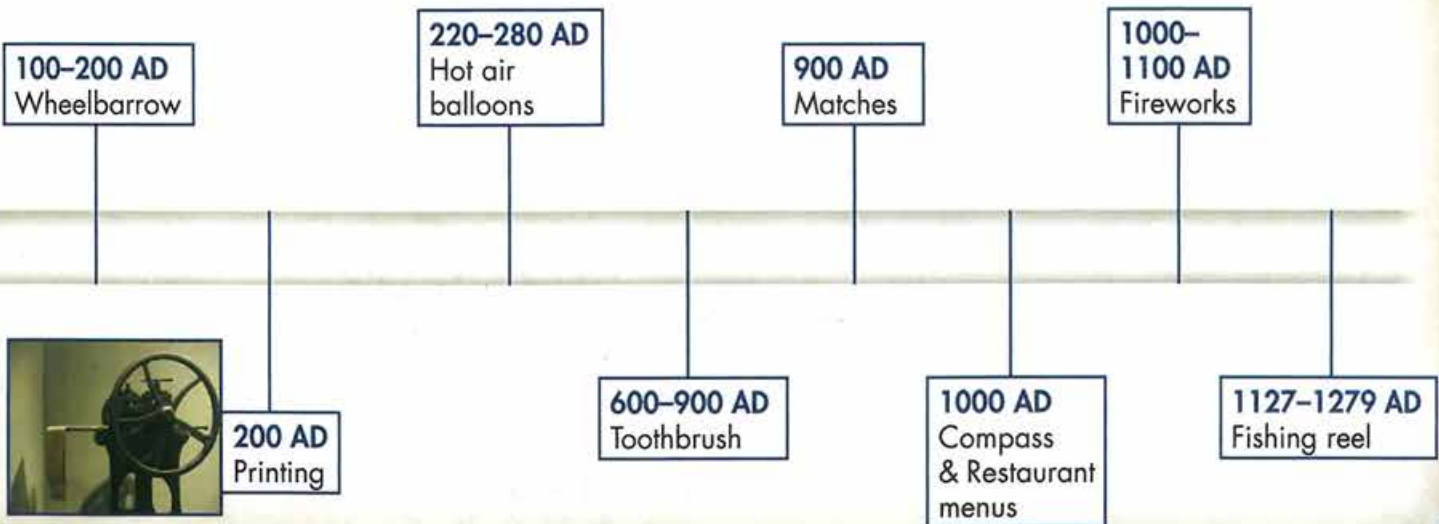
The first fireworks were invented by the Ancient Chinese. The invention might have been an accident, but firework displays soon became very popular. Until

the 12th century, the Chinese only used gunpowder for entertainment. But in 1161, they used explosives to make weapons for the first time. Cannons and guns were also invented by the Chinese. At first, exploding weapons gave the Chinese a great power. They were able to protect themselves from their enemies. But people began to buy gunpowder and guns and take them back to Europe. Soon everyone had these powerful weapons and the world changed forever.

#### Pasta

When we think of spaghetti, we think of Italy. But in fact the Chinese invented pasta and made it into long, thin strips called noodles. The Chinese were eating pasta for four thousand years before European explorers took the idea back to Europe.

Ancient Chinese inventions are part of our everyday lives, whether we realize it or not. When you use an umbrella, you are using a Chinese invention. The Chinese made the first umbrellas to protect themselves from the sun and rain. When you use a match to light a fire, you are using another great idea from Ancient China. The Ancient Chinese invented wheelbarrows, bells, hot air balloons, forks, toothbrushes, soccer, dominoes, fishing reels, and restaurant menus. Can you imagine a world without any of these things?





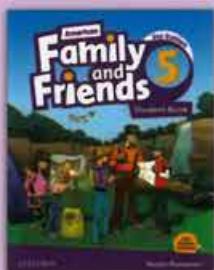
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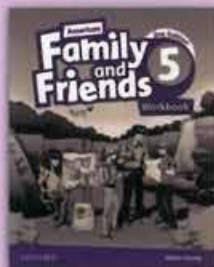
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