

Jane Boylan and Claire Medwell

CAMBRIDGE Global English

Learner's Book

4



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CAMBRIDGE
Global English

Learner's Book



Jane Boylan and Claire Medwell

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Welcome to Cambridge Global English Stage 4

Cambridge Global English is an eight-stage course for learners of English as a Second Language (ESL). The eight stages range from the beginning of primary (Stages 1–6) to the end of the first two years of junior secondary (Stages 7–8). It is ideal for all international ESL learners, and particularly for those following the Cambridge Primary/Secondary English as a Second Language Curriculum Framework, as it has been written to adhere to this framework. It also presents realistic listening and reading texts, writing tasks, and end-of-unit projects similar to those students might encounter in the context of a first-language school. These elements provide teachers with the opportunity to tailor the level of challenge to meet the needs of their particular students. The course is organised into nine thematic units of study which include a range of activities, text types and objectives.







Cambridge Global English materials are aligned with the Common European Framework of Reference. The materials reflect the following principles:

- **An international focus.** Specifically developed for young learners throughout the world, the topics and situations in *Cambridge Global English* have been selected to reflect this diversity and encourage learning about each other's lives through the medium of English.
- **An enquiry-based, language-rich approach to learning.** *Cambridge Global English* engages children as active, creative learners. At the same time as participating in a range of curriculum-based activities, they can acquire content knowledge, develop critical thinking skills and practise English language and literacy.

- **English for educational success.** To meet the challenges of the future, learners will need to develop facility with both conversational and more formal English. From the earliest stage, *Cambridge Global English* addresses both these competencies. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using English-language classroom materials.

In addition to this Learner's Book, *Cambridge Global English Activity Book 4* provides supplementary support and practice. Comprehensive support for teachers is available in *Cambridge Global English Teacher's Resource 4*.

The following icons are used in this Learner's Book:

-  pre-recorded listening activity
-  pairwork or small group speaking activity (not mediated by teacher)
-  write in notebook activity
-  linking activity in Activity Book
-  cross-curricular maths activity
-  cross-curricular science activity.

We hope that learners and teachers enjoy using *Cambridge Global English Stage 4* as much as we have enjoyed writing it.

Jane Boylan and Claire Medwell

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1

Family circles

We're going to:

compare and contrast family lives
 learn about children's lives and routines in different countries
 talk about and describe sports
 identify 3rd person endings

write a letter using correct punctuation
 read and listen to a piece of literature
 read a poem about someone's favourite things.

1 Talk about it



Discuss these quotes. Are they true for you?



My dad takes me swimming on Saturdays. He's a great cook too.

My mum helps me with my homework when I don't understand. She's really good at Maths.

My grandma is very caring and gives me lots of good advice.

My grandpa tells me amazing stories about life when he was a child.

2 Talk

Who are the family members? Use the words to help you.

grandma cousin dad uncle
 mum grandpa aunt me

3 Listen

Listen and match the people in the family with the activities.

fitness and dance violin chess Tai Chi



4 Read

Read these extracts from the listening text. What do you think the words in **bold** mean?

- 1 Do you all **get on well** together?
- 2 ... sometimes my mum **tells me off** for not tidying my room.
- 3 I **take after** my dad because he plays the violin too.
- 4 When I **grow up**, I'd like to be a violin teacher.
- 5 Grandma **looks after** me when I get home from school because my parents are working.

5 Word study Phrasal verbs

Match the expressions with their meanings.

get on with take after tell (someone) off grow up look after

- 1 to have a good relationship with someone
- 2 to speak angrily to someone for doing something wrong
- 3 to look like or behave like someone in your family
- 4 to take care of someone
- 5 to become an adult

6 Talk

Ask your partner these questions about their family relationships. Take turns.

- 1 Who tells you off in your family and why?
- 2 Who do you take after?
- 3 Who do you get on well with in your family?
- 4 What do you want to do when you grow up?
- 5 Who looks after you when your parents aren't at home?

7 Talk about the similarities and differences with your partner.


My dad plays the violin **too**.

Grandpa and I **both** like playing chess.

My mum loves doing exercise, **whereas** I prefer to play the violin.



2 Global children

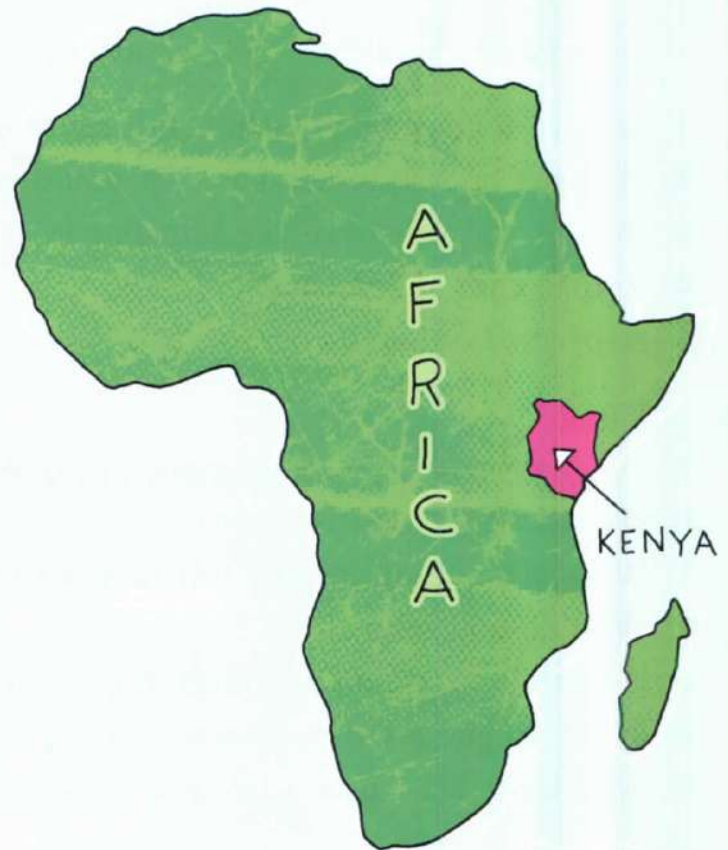
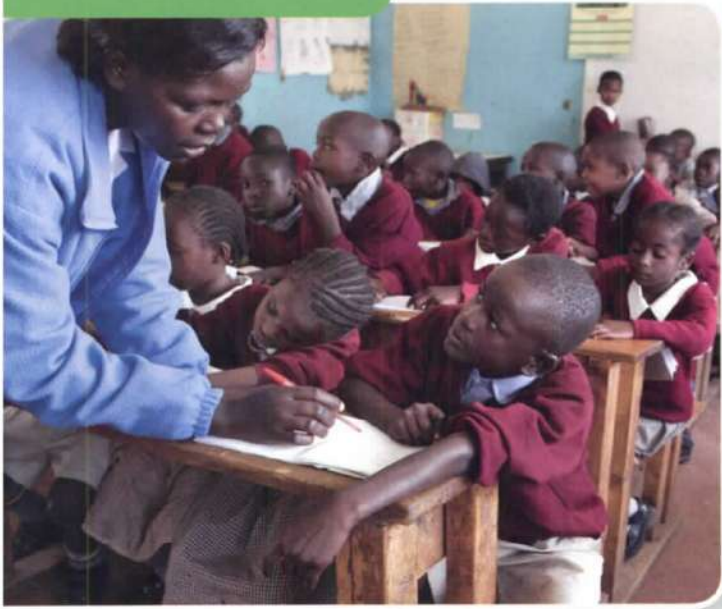
1 Talk about it  Read the *Fact file* and talk about how it is different from your school.

In our school there are 30 students in a class.

Reading strategy: Scanning

Scan the text for specific information. When you scan a text, you don't have to read all the text. Just look for the information you need to answer a question or complete a task.

Fact file



In Kenya, children have to go to school between the ages of six and thirteen.

The schools are free, so the parents don't have to pay any money.

The class sizes can be very large.

Some classes could have as many as 85 pupils per class! Children may share desks and sometimes there aren't enough books or pencils.

Four out of ten children don't go on to secondary school because they have to help their families by working the land, cooking and fetching water.

Jeremiah's story



Jeremiah is 12 years old. He lives in a village in Nairobi, the capital of Kenya. Jeremiah lives with his sister, aunt, grandma and his cousin in a small house. Every day, he goes to fetch clean drinking water from a nearby village.


On a school day, he always gets up at 5 o'clock. School starts at 6 o'clock, so he usually runs to school to arrive on time. Jeremiah's favourite subjects are Science and English. When he grows up, he wants to be an engineer, so that he can build a proper house for his family and help others who can't help themselves. After school, he does his homework and then he always goes to fetch more clean water from the tap.

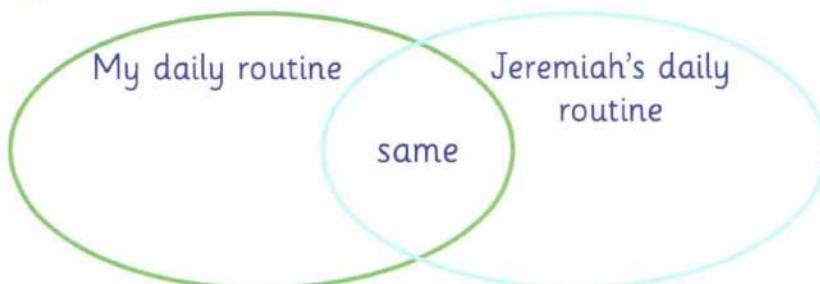
His favourite food is chapati (a type of bread) with beans and his favourite sport is football which he always plays with his friends after school. His favourite team is Manchester United and his dream is to see them play one day!

2 Read

Scan the text about Jeremiah above and find the information below.

- 1 Where does Jeremiah live?
- 2 Who does he live with?
- 3 How does he help at home?
- 4 What are his favourite subjects?
- 5 What are his hobbies?

- 3  Complete the diagram. Compare the things you do which are the same.



Language detective

Adverbs of frequency

He **usually** runs to school.

He is **always** fetching water.



4 Over to you

Look at the *Language detective* and write sentences about how you help around the house. Compare with your partner.

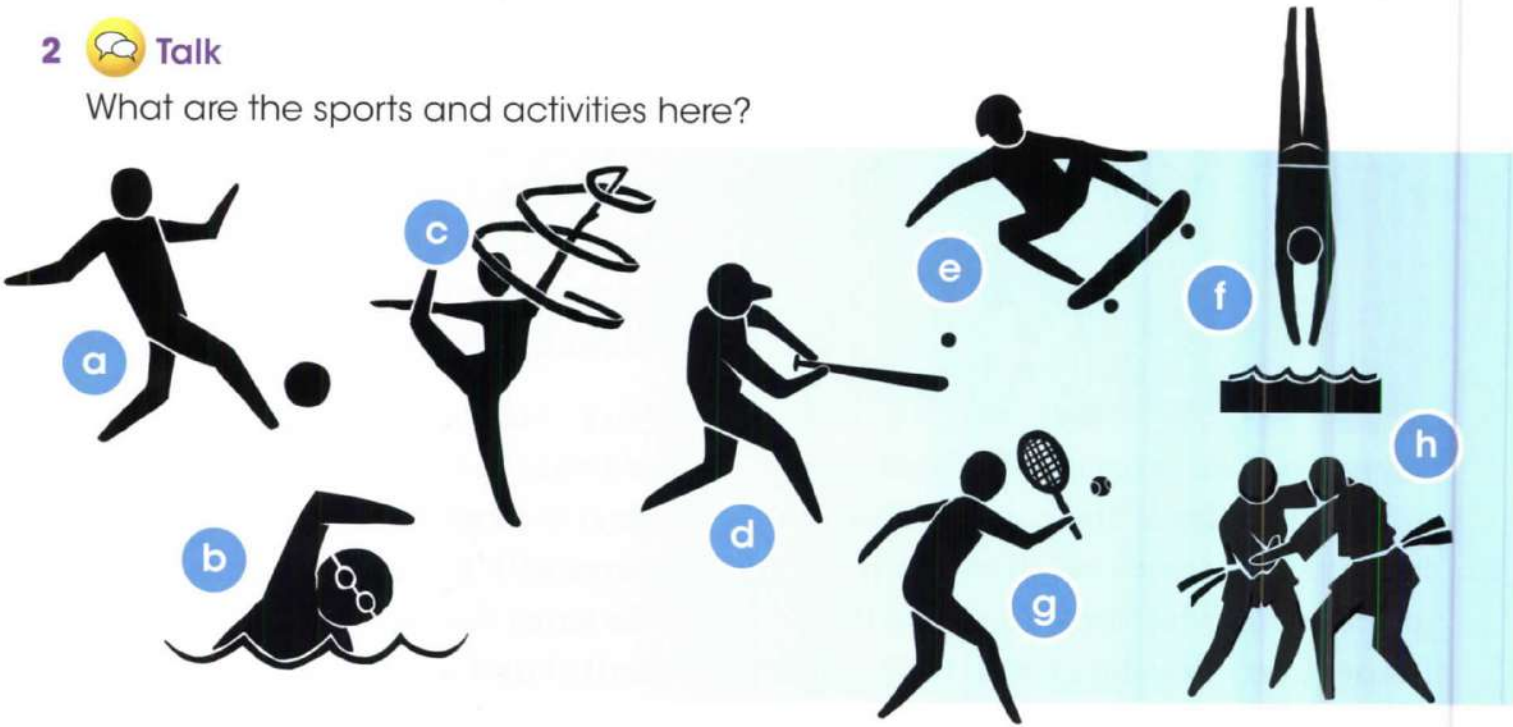
3 Sporting talent!

1 Talk about it  What sport do the members of your family play?

Do you do any sports together? Are there any young sports stars in your country?

2 Talk 

What are the sports and activities here?



3 Read

Read the text on page 11. Match the headings with the paragraphs.

- | | |
|-------------------------------|---|
| a Tom's gold medal joy | c Tom thanks his dad |
| b Tom's daily routine | d Britain's young diving star wins bronze! |

4 Read again and answer **true** or **false**.

- Tom's mum supported him at the Olympics.
- Tom won a bronze medal.
- Tom started diving when he was seven years old.
- His afternoon training session is over three hours long.
- Tom gave his medal to his dad.

5 Use of English 

Match the sports in Activity 2 with the correct verbs *play/go/do*. Write more examples.

play football go — do —

Language detective

Sports verbs

My brother **plays** football.
(for sports which use a ball)

I go diving.
(for sports which end in **-ing**)

I do gymnastics.
(for all other sports)






1
At 18, Tom Daley won a bronze medal at the 2012 London Olympics in the 10-metre platform diving. In the crowd, his mum, his young brothers and his grandparents were there to support him.

2
After a difficult start, Tom performed some fantastic dives. He was in first place going into the last round, but lost to Qui Bo from China (silver medallist) and David Boudia from USA (gold medallist). Although he won a bronze medal, Tom says, 'This is like a gold medal for me – it's been a difficult year and I am just so happy now!'

3
Tom has been diving since he was 12 years old and has worked very hard to take part in the Olympic Games. He wakes up at 7:30 every day and after a healthy breakfast, he goes to school for two lessons before he goes to his morning diving session at 10:15. After training, he has lunch at 1:00 and then he goes back to school for a few more lessons. His afternoon training session begins at 5:30 and he finishes at 9:15 in the evening.

4
'I couldn't have done this without my family,' said Tom. 'It's been a very difficult year for us.' Tom's dad died a year before the Olympics and was always his greatest supporter. He always believed that Tom could win an Olympic medal. 'This medal's for you, Dad!' said Tom proudly.

3 6  **Pronunciation** Present simple 3rd person singular -s
Listen and write the verbs next to the correct ending.

/s/ plays /z/ goes /iz/ catches

7  **Talk**

Think of a sport you haven't done before which you'd like to try. Why do you want to try it? Tell your partner.

I'd like to try ___ because ___ .

4 Penfriends

1 Talk about it Do you write letters?

Why do you write letters? Who do you write them to? Do you have a penfriend?

2 Read

Read the letter. Where does Camila live? What does she like doing?

Hi,

1 My name's Camila and I'm from Patagonia in Argentina. Do you know where that is? It's in South America. I live with my family - my mum, dad and my two brothers in a nice house in the country.

2 During the week I get up at 8am. I have breakfast and then I get dressed. I go to a local school which is five minutes from my house. I usually cycle to school with my brothers, but in the winter we always walk because there is a lot of snow. After school, I do my homework and then I help Dad feed our animals. If I have time, I help my mum and dad cook the dinner. I love cooking, especially cakes!

3 My family and I do a lot of outdoor activities. I like trekking and I play tennis too. I'm quite good at it! My brothers take after my dad: they love fishing! They fish every Sunday at a nearby lake. Mum prefers gardening to playing sports, although she wants to start yoga classes in the autumn.

Write and tell me all about your family and where you live.

I hope to hear from you soon!

From Cami



3 Read the letter again and match the headings with the paragraphs.


- a Sports and activities her family like
- b Her family and where she's from
- c Her daily routine

4  Listen

Listen to the sentences and write the verbs in the correct column.

verbs + to + infinitive	verbs + -ing

enjoy
hope
learn
love
want

5  Use of English

Look at the *Language detective* and write sentences about yourself and your family.

My mum likes swimming.

Language detective

-ing vs infinitive

I **like** trekking.

She **wants to start** yoga classes.

My brothers **love** fishing.

I **hope to hear** from you soon.



6  Write

Write a reply to Camila giving information about yourself and your family.

- Introduce yourself and your family.
- Write about your daily routine and the chores you do at home.
- Write about your family and the sports and activities they like doing. Tell her what you're good at.
- Check your letter for correct punctuation.



Writing tip

Punctuation Capital letters

We use capital letters ...

- to start a sentence – ***I***'s in South America.
- for names – My name is ***C***amila.
- for places and countries – I live in ***P***atagonia in ***A***rgentina.
- for the pronoun ***I*** – ***I*** like trekking.
- for days of the week and months – They fish every ***S***unday at a nearby lake.

5 How the Moon was kind to her mother

1 Talk about it



Are you kind to the people in your family?

How are you kind?

2 Read and listen

Read and listen to the story. How was the Moon kind to her mother?

3 Read

Read the first part of the story below and match the words with the correct pictures.

mother sister aunt sister uncle sister

How the Moon was kind to her mother

Once upon a time, a long time ago, the Sun, the Wind, and the Moon were three sisters, and their mother was a pale, lovely Star that shone, far away, in the dark evening sky.

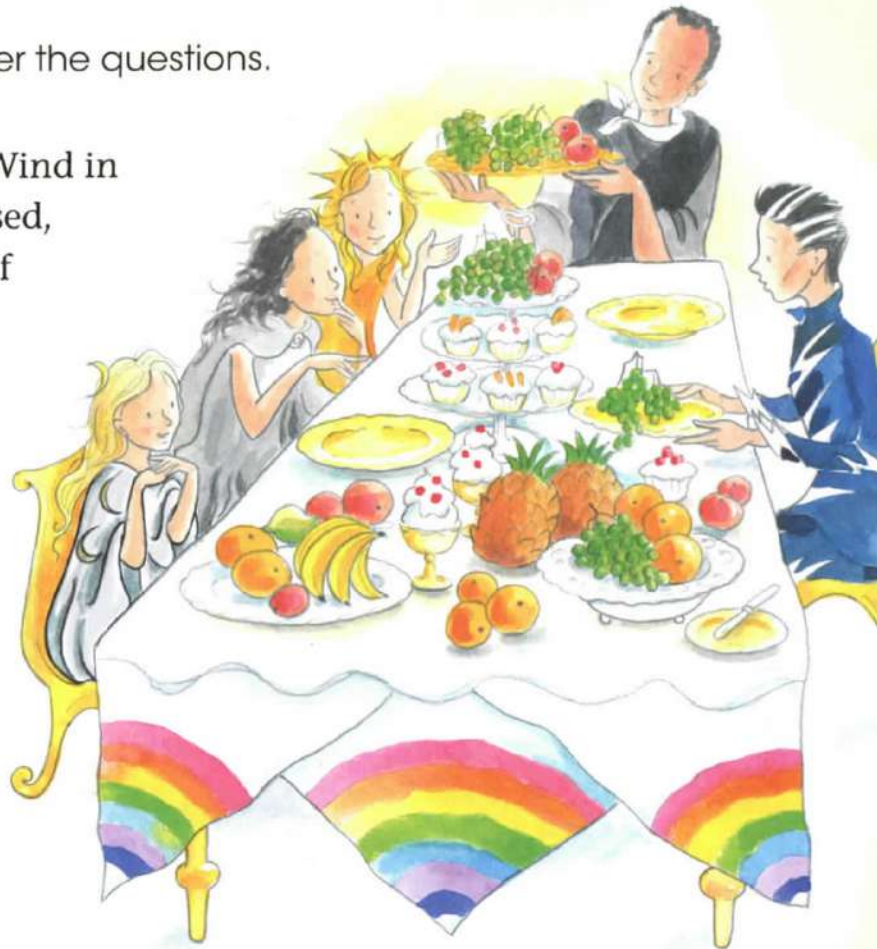


One day, their uncle and aunt, Thunder and Lightning, invited the three sisters to have **supper** with them, and their mother said that they could go. She would wait for them, she said, and would not sleep until all three returned and told her about their **pleasant** visit.



4 Read the rest of the story and answer the questions.

So the Sun in her dress of gold, the Wind in a trailing dress that rustled as she passed, and the Moon in a wonderful **gown** of silver went to the dinner party. Oh, it was a supper to remember! The table was spread with a cloth of rainbow. There were ice creams like the snow on the mountain tops, and cakes as soft and white as clouds, and fruits from every part of the Earth. The three sisters ate a lot, especially the Sun and the Wind, who were very greedy and ate everything. But the Moon was kind and remembered her mother. She hid a part of her supper in her long, white fingers to take home and share with her mother, the Star.



- 1 Who invited the three sisters to supper?
- 2 What did the three sisters eat?
- 3 Where did the Moon hide part of her supper?

Then the three sisters said goodbye to Thunder and Lightning and went home. When they reached home, they found their mother, the Star, waiting and shining for them as she had said she would.

‘What did you bring me from the supper?’ she asked.

The Sun tossed her head with all its yellow hair and answered,

‘Why should I bring you anything? I went out for my own pleasure and not to think of you.’

It was the same with the Wind. She wrapped her flowing robes about her and turned away from her mother.

‘I, too, went out to have fun,’ she said, ‘and why should I think of you, Mother, when you were not with me?’

But it was very different with the Moon, who was not as greedy and selfish as her two sisters, the Sun and the Wind. She turned her sweet face towards her mother, the Star, and held out her **slender** hands.

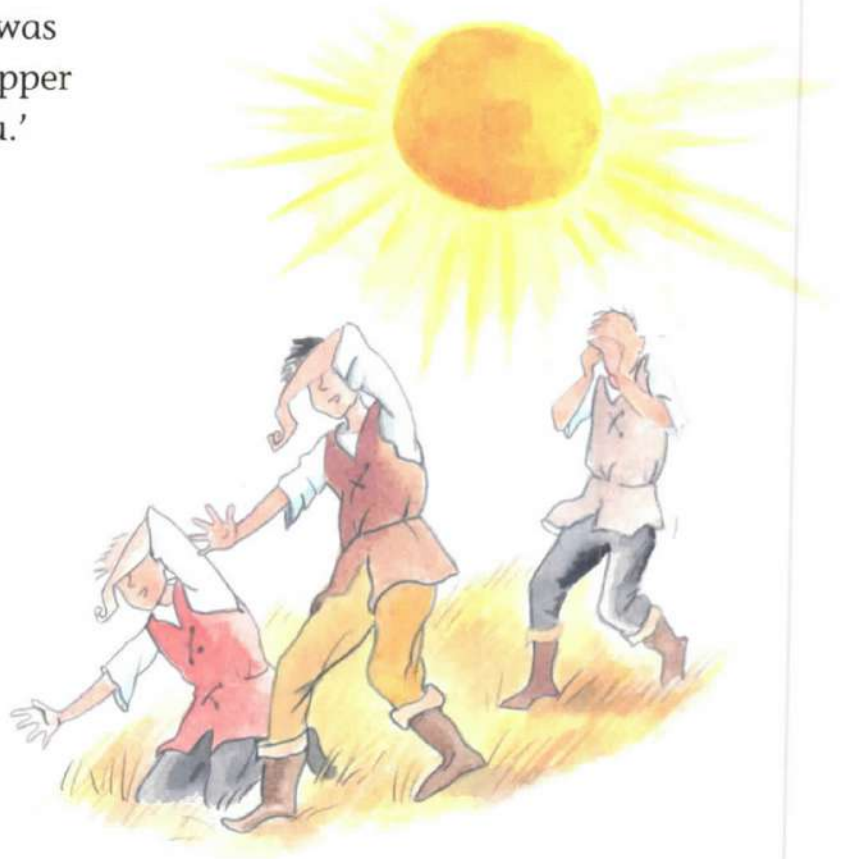
'See, Mother,' cried the Moon, 'I have brought you part of everything that was on my plate. I ate only half of the supper because I wanted to share it with you.'

4 How were the Sun and the Wind unkind to their mother?



So the mother put the food that her kind daughter, the Moon, had brought her on her gold plate. She ate it and then she turned to her three children, for she had something important to say to them. She spoke first to the Sun.

'You were thoughtless and selfish, my daughter,' she said. 'You thought only about yourself. From this day, your rays will be so hot that they will burn everything they touch. People will cover their heads when you appear.'



And that is why, to this day, the Sun is so hot and blazing.

Next, the mother spoke to the Wind.

'You, too, my daughter, have been unkind and greedy,' she said. 'You will blow in the heat of your sister, the Sun. No-one will love you any more.'

And that is why, to this day, the Wind, blowing in hot weather, is very **unpleasant**

Last, the mother spoke to her kind daughter, the Moon.

'You remembered your mother, and were very kind,' she said. 'Those who are thoughtful of their mother and others will be blessed. For all time, your light will be cool, and calm, and beautiful. You will make the dark night bright, and all people will love you.' And that is how the Moon was kind to her mother.



- 5 What happened because they were unkind?
- 6 How was the Moon blessed by her mother?
- 7 Look at the pictures and use the text to describe the characters.

The Sun is gold and beautiful with yellow hair. She is greedy and selfish. People don't like the Sun because she is hot.

The Wind is ____ .

The Moon is ____ .

5 Word study

Match the words in **blue** in the text with the meanings.

- | | |
|-----------|------------|
| 1 a dress | 4 thin |
| 2 nice | 5 not nice |
| 3 dinner | |

6 Values

Think about how you could be kind and helpful in these situations.

- 1 A blind person is standing at the zebra crossing waiting to cross the road.
- 2 Your grandma is trying to carry heavy bags up the stairs.
- 3 Your friend can't do his/her Maths homework.
- 4 Your little brother is crying because he can't find his teddy.

6 Choose a project

1 A special person in my family

- 1 Draw three word clouds, on a piece of paper.
- 2 In the first word cloud, write adjectives which describe the person in your family. In the second word cloud, write activities that this person likes doing. In the third word cloud, write words to describe how this person helps other people.
- 3 Use the ideas you have brainstormed to write three short paragraphs describing what the person in your family is like and why they are special.

My mum is very special because —

adjectives

activities

helping others

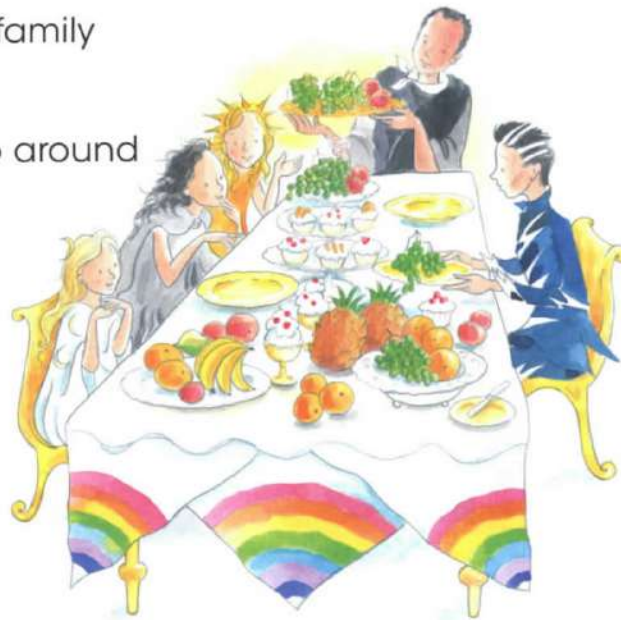
2 Compare and contrast the lives of two people in the unit

- 1 Look back through the unit and find the two people you would like to compare and contrast.
- 2 For each person, answer the questions:
 - Where is he/she from? How old is he/she?
 - Where does he/she live?
 - What is it like where he/she lives?
 - What sports/activities does he/she like doing?
 - What is his/her daily routine?
- 3 Write about their lives. Compare and contrast the information using **whereas**, **both** and **too**.

Reflect on your learning

Why are families special?

- 1 Give yourself one minute to write as many family names as you can think of.
- 2 Write a list of the things you can do to help around the house.
- 3 Write sentences about a typical day using adverbs of frequency.
- 4 Write a list of your favourite sports and activities. Use **play**, **do** and **go**.
- 5 Write three sentences describing your favourite sport or activity.



- 6 Write sentences using these verbs: **enjoy**, **hope**, **like**, **learn**, **love** and **want**.
Remember to use verb + **-ing** or verb + **to** + infinitive.

Look what I can do!

Write or show examples in your notebook.

- 1 I can compare and contrast family lives.
- 2 I can compare and contrast the lives of different children.
- 3 I can talk about and describe sports and activities.
- 4 I can write a letter using correct punctuation.
- 5 I can read and understand a literary text.
- 6 I can write a project related to the unit.

2

Stories

We're going to:

talk about reading habits
describe personal qualities
design and describe a
superhero character
plan a short story

understand a short story
write and talk about
past events
talk about brave actions.



1 Talk about it



What do you like reading?

What do you read for fun?

2 Read

Read what these children say about reading.
Find all the words that describe things you can read.

a

I'm really into comics and stories about superheroes. I love reading about adventures and characters that can do amazing things. I love the colourful cartoons that go with the story.

b

I like going online to read stories and find facts. My favourite websites are the interactive ones where you can make up your own stories or find out new things by doing online quizzes.

c

I enjoy reading factual books like my encyclopaedia - I'm not into fictional stories. I like learning about science and finding out how things work.

d

I really like historical or futuristic stories about times in the past or set in the future. I like imagining places that are very different from where I live, so I'm not very keen on factual books - too boring.



- 3 Read the children's comments again. Copy the table in your notebook. What do they like about reading?

What you can read	Why?
Comics	Read about adventures Read about characters Look at cartoons
Factual books	
Websites	
Story books	

- 4 **Word study** Describe likes and dislikes Find these phrases in the text. Fill in the missing words.
- 1 I ___ reading about adventures.
 - 2 I ___ reading factual books.
 - 3 I'm really ___ comics and stories about superheroes.
 - 4 I like learning ___ science.
 - 5 I'm not ___ fictional stories.
 - 6 I'm not very keen ___ factual books.

- 5 **Talk**

Use the phrases in the *Word study* to talk about the books or stories you like or don't like reading.

2 The PowerPals

1 **Talk about it**  Which are your favourite characters from stories?

What makes these characters special? Look at the characters below. What are they like? What are their special powers?



2 **Word study**  Adjectives to describe personal qualities

Match the adjectives with the descriptions. Predict which adjectives describe each PowerPal.

- | | |
|---------------|---|
| 1 fearless | a someone who is very strong |
| 2 agile | b someone who is very good at running and jumping |
| 3 intelligent | c someone who is not afraid of anything |
| 4 powerful | d someone who is very clever |
| 5 wicked | e someone who can move very quickly and easily |
| 6 athletic | f someone who does bad things |

Listening strategy: Predicting


Before you listen, try to guess or predict what you will hear. This means you'll have some ideas first.

6 **3 Listen**


Listen and check your predictions for Activity 1.

6 4  Listen again and complete the table in your notebook.

Character	Adjectives	Why? What can he/she do?
Leila	agile, athletic	She can jump from building to building.
Mike		
Abdul		
Cassie		

7 5  **Pronunciation** Word stress
Listen and repeat the adjectives.
How many syllables do they have?

beautiful athletic intelligent powerful

6  **Use of English**

Complete the description of a superhero with a relative pronoun. Look at the **blue** words and *Language detective* to help you.

A superhero is a **person** ___ is strong and brave. He or she has special **powers** ___ ordinary people don't have.

He or she uses those powers to help **people** ___ are in trouble. He or she goes to **places** ___ there is danger or a big problem.

7   **Write** Describe a character

- Brainstorm. Write down story or comic characters that you like.
- Write a description using adjectives. Don't write the name of the character! Use interesting adjectives and relative pronouns.
- Read your description to another pair. Can they guess who it is?

Language detective

Relative pronouns

He breaks into the place **where** the villains are hiding.

Cassie is the girl **who** really saves the day!

She works out the code **that** breaks the cyber-attack.





3 Make a superhero

1 Talk about it  What things are you good at?

Have you ever shown someone else how to do something?

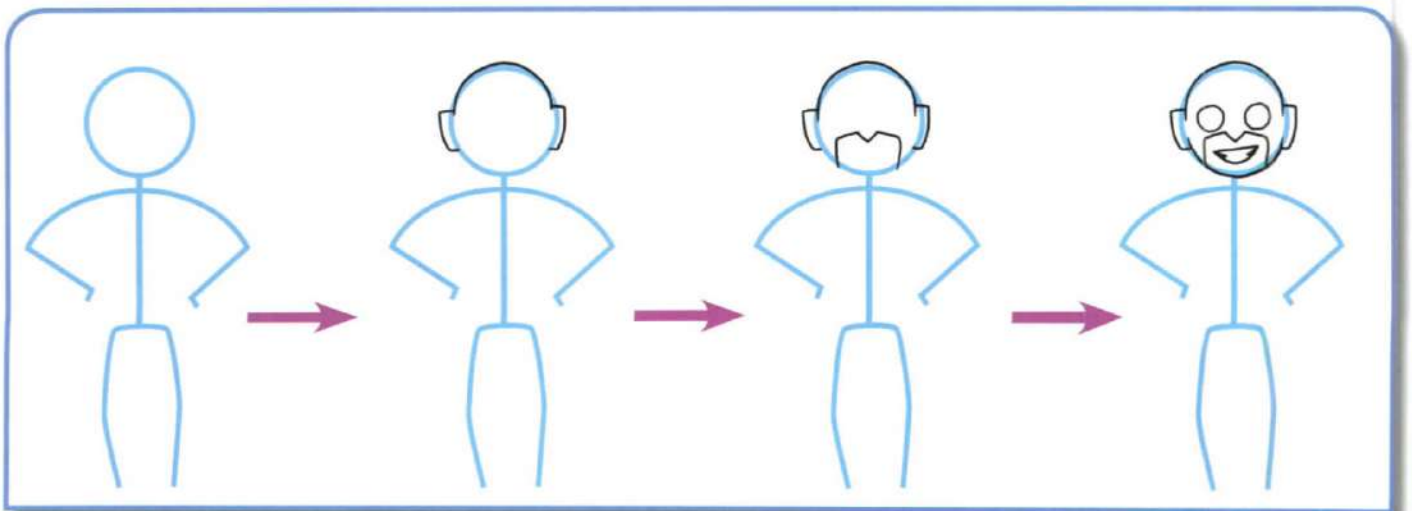
2 Read

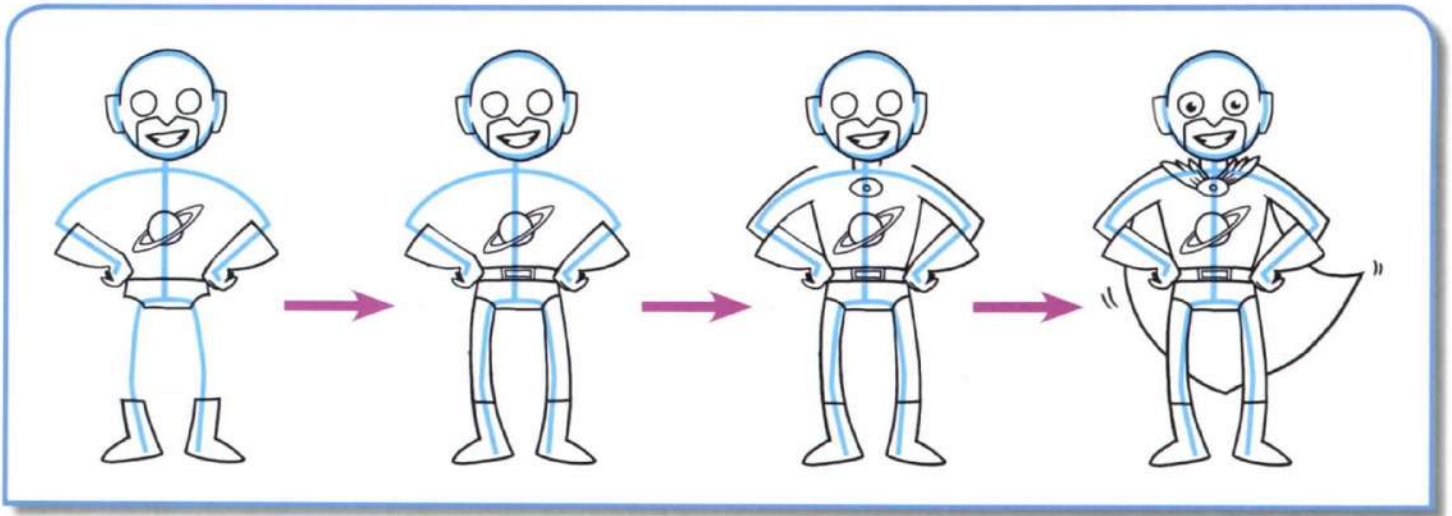
Read the text quickly. What is the first thing you draw when you create a picture of a superhero? What is the last thing you do?



How to draw a superhero

- Draw your superhero's head.
- Draw a simple stick person with a circle for a head. These are guidelines for your superhero drawing.
- Don't press too hard on your pencil.
- Use a light pencil line, then you can rub out the guidelines later.
- Decide now if your superhero is a boy or a girl. Is he/she wearing a mask? What is the expression on his/her face?





- Draw your superhero's body.
- Add the rest of your superhero's body. Use the guidelines to draw your superhero's arms and legs.
- Think about your superhero's clothing. What is he/she wearing? Boots? Armbands? A cape? A belt? Does he/she have a special symbol or logo? Is he/she holding anything?
- Your cartoon superhero drawing is complete. Rub out the guidelines and add some colour!

Language detective

Instructions

Draw a simple stick person.

Add some colour.

Don't press too hard on your pencil.

Start with the instruction word like this:

~~You~~ **D**raw a simple stick person.



3 Over to you

Draw and talk about your own superhero.

- 1 Use the instructions to draw and colour in your own superhero. Don't show your partner yet.
- 2 Give your partner instructions on how to draw your superhero. Describe his/her face, body and clothing. Give as many details as you can.

Draw a mask like a cat. Draw some boots and a big belt.
Colour the boots dark blue.

- 3 Compare your partner's picture with yours. How similar is it to your picture?

4 Planning a story

1 Read

Read the story quickly. What does Ben like doing? Does he win?


Ben loved judo and dreamed of winning a big tournament. One day at school, Ben was chosen to join the school judo team, but he was worried about the big competition. After school, he went to visit his granddad. They talked and Granddad gave Ben a present. It was a silver trophy that Granddad had won in a judo competition when he was at school. 'Wow! Thank you, Granddad!' Ben exclaimed. The next day, Ben felt confident the trophy would bring him luck.

At last, the day of the competition arrived. Ben's granddad and friends came to cheer. Ben felt really nervous, so he put the silver trophy on a bench where he could see it. The competition began. He felt strong and confident and did so well that he got into the final. Just as the final round was about to start, he couldn't see the trophy. Ben looked around in a panic. The match began, but Ben couldn't concentrate. Then he heard his granddad shouting, 'Come on, Ben! You can do it!'

He whispered to himself, 'I can do this with or without the trophy!' Suddenly he felt strong again. He stared his opponent straight in the eye and kicked his leg high Finally, Ben won the match. Granddad and Ben's friends cheered and clapped. 'Ben won! Ben won!' they chanted.

Ben found the trophy under the bench. 'It was there all the time,' he gasped as he picked it up. Then he thought maybe he had only won the match because of Granddad's lucky trophy. He ran over and asked Granddad. Granddad laughed, 'You did it, Ben! You won because you tried your best. Now go and get your own trophy. You deserve it!' Finally, Ben had won his own judo trophy!



2  Read the story again and answer these questions in your notebook.

- 1 Where is the story set?
- 2 Who are the characters in the story?
- 3 What problems does Ben have?
- 4 How does he solve the problems?
- 5 What happens in the end?

3  **Word study** Sequencing words

Look at the **blue** words below. Find other words in the text that tell you when something happened.

After school, he went to visit his grandad.

The next day, Ben felt confident.

At last, the day of the competition arrived.


4  **Write**

Look at the sentences and add the correct punctuation.

- 1 You did really well he said
- 2 Here's your trophy she smiled
- 3 That's brilliant he exclaimed
- 4 Be quiet she whispered

Writing strategy: Make a story plan

When you write a story, make a plan first to organise your ideas.
Where is it set? Who are the characters? How does it start and end?

5  Think about ideas for your own story. Make notes under these headings and then write your story.

- Where is it set?
- Who are the characters?
- What problem do they have?
- How do they solve the problem?



Writing tip

Punctuation

'Wow! Thank you, Grandad!' Ben exclaimed.

'It was there all the time,' he gasped.



5 The Seekers

1 Talk about it  Who are the children in the picture?

Why do you think they are called The Seekers? What are they looking for?



Reading strategy: Reading for gist

Read the text quickly first to get the general idea of what the text is about. This will help you understand when you read in more detail.

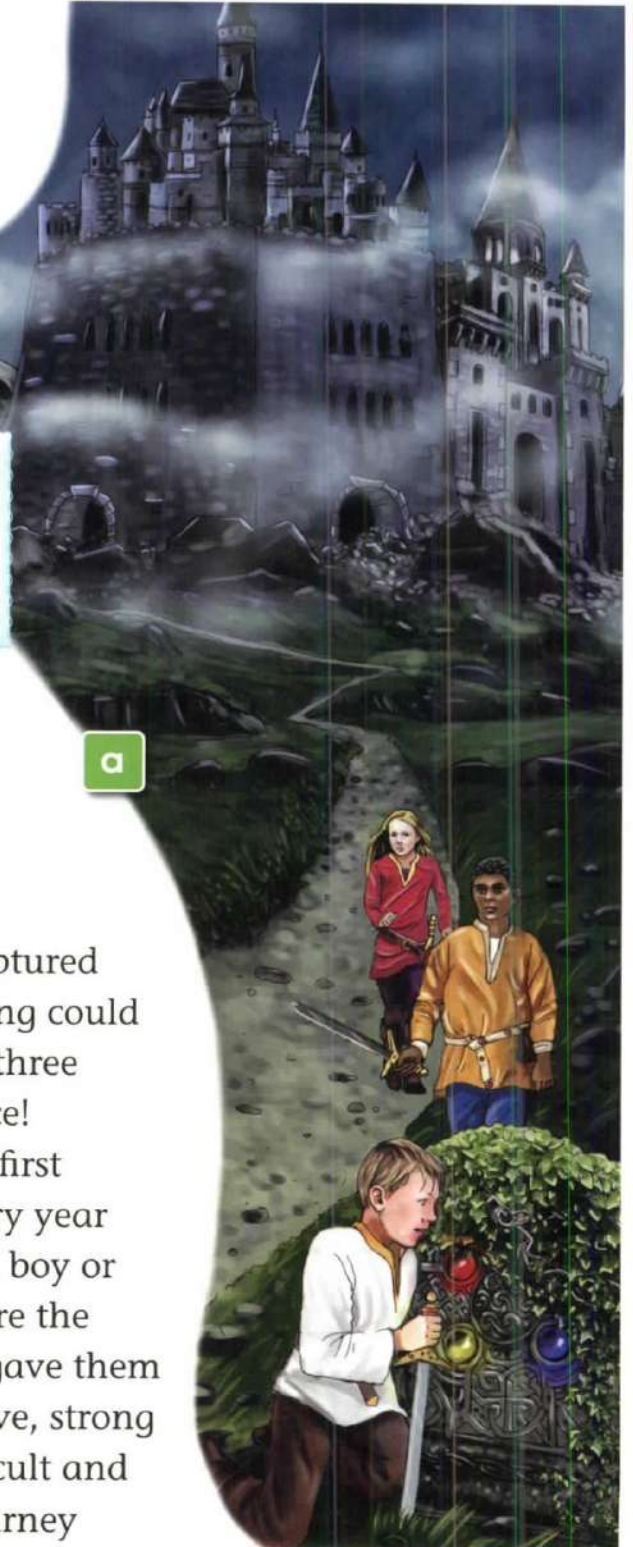
8 2 Read and listen

Read the introduction to the story. Find the answers to the questions in Activity 1.

The Seekers

Long ago, a wicked tribe called the Digons captured the peaceful Kingdom of Raban. Only one thing could save the Kingdom and the people of Raban – three magic stones that were hidden in a secret place!

The people of Raban wanted to be free, but first someone had to find the magic stones. So every year the Guardians of the Kingdom chose a special boy or girl to go on a journey to find the stones. Before the Guardians chose the special boy or girl, they gave them a test. They wanted a boy or girl who was brave, strong and intelligent. But the journey was very difficult and dangerous. So far, no-one had finished the journey and no-one had found the stones.



Then one day, a young boy called Kehan came to do the test. He was a little boy with a big heart. He wanted to discover the secret place, find the stones and save the Kingdom!

To his surprise, Kehan passed the test. The Guardians said that he could take two friends with him on the journey. He chose his good friend Bariel and another boy, Horaf, to go with him. The Guardians gave each child a sword. The swords had magic powers to protect the children on their difficult and dangerous journey.

Now our three heroes are at the beginning of their journey in the wild countryside of Raban. In front of them are two paths. On the left, there is a path through thick forest down to the valley. On the right, there is a narrow mountain track ...

The Seekers based on the story by Valerie Bloom.

3 Read

Read the introduction again and answer the questions.

- 1 What happened to the Kingdom of Raban?
 - 2 What was special about the stones?
 - 3 Who were the Guardians, do you think?
 - 4 What did the Guardians do every year?
 - 5 Who did Kehan choose to help him?
- 4 Look at the pictures b–g which show the next part of the story in the wrong order.
- 1 What do you think happens next?
 - 2 Find these things in the pictures:

a ravine a sword a flash of light the beasts



9 5 Listen

Listen to the next part of the story. Check your predictions and put the pictures b–g in the correct order.

Which way did the children go at the beginning of their journey – left or right?

9 6 Listen again and match the sentence halves. What do you think happened to the beasts?

- | | |
|---------------------------------------|-----------------------|
| 1 Suddenly the children heard | a into the air. |
| 2 They saw three beasts | b towards the ravine. |
| 3 The beasts leapt | c at the children. |
| 4 The children ran | d a terrible sound. |
| 5 The magic swords lifted them | e in front of them. |

Language detective

Past simple

We use the past simple to talk about actions that happened in the past. We use this tense when we know **when** the actions happened.

Long ago, a wicked tribe called the Digons **captured** the peaceful Kingdom of Raban. Then one day, the Guardians **chose** a young boy called Kehan. Before they **chose** him, they **gave** him a test.



7 Use of English

Find six examples of the past simple in the story.

Regular	Irregular
captured (capture)	gave (give)


8 Talk

- 1 What do you think happened next?
- 2 What happened to the children?
- 3 What happened to the beasts?

I think that the children ...

Maybe the beasts ...



9  Which children in the story do these adjectives describe? Why?

I think Kehan is brave because ___

brave wicked
fearless strong
intelligent powerful

10  **Values** Being brave

What jobs are there where people do brave things?
Do you know anyone who does one of these jobs?

A firefighter is very brave because ___

11 Read

Read the sentences about being brave. Which ones describe someone you know or have read about?

- 1 Someone who puts him/herself in danger to save someone else's life.
- 2 Someone who has a serious illness, but tries to be happy when other people are around.
- 3 Someone who does something that makes them feel nervous or scared, especially if it will help other people.
- 4 Someone who stands up for another person who is weaker.
- 5 Someone who has a disability, but still participates in activities with everyone else.
- 6 Someone who faces something difficult with a calm attitude.

12  **Talk**

Tell your partner about the sentences you have chosen.

My uncle is very brave because ___

Last week, I read a story about a girl who ___



6 Choose a project

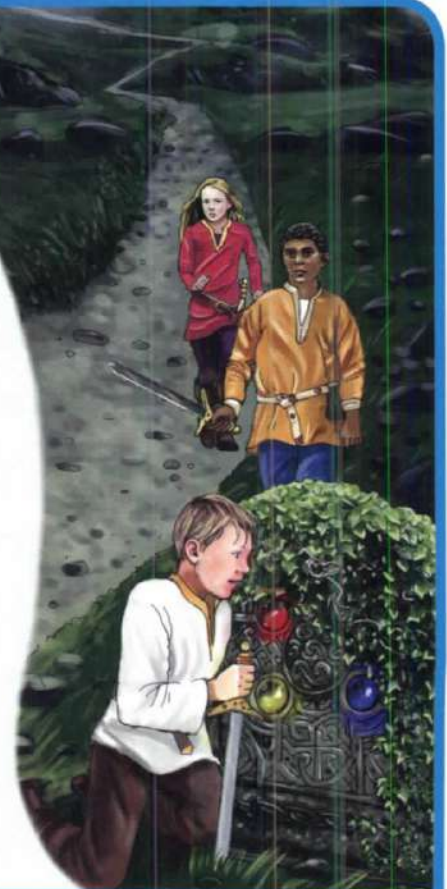
1 Create your own comic strip

- 1 Plan your comic strip using the story plan template on page 27. Think of a title too.
- 2 Write your story in your notebook. Use the past simple, adjectives and linking words that you have learnt in this unit.
- 3 Divide your story into eight parts. What is the most important thing that happens in each part? Take eight pieces of paper. Draw a picture to show the most important and most exciting parts of the story.
- 4 Write the different parts of the story under the pictures.
- 5 Stick the pictures and the story parts onto a big piece of card. You have now created a storyboard!
- 6 Present your comic strip to your class.



2 Write the ending to *The Seekers* story

- 1 Read and listen to the story again. Look at your ideas for the next scene of the story.
- 2 Use the story plan template on page 27 to look at the different parts of the story and plan the rest of the story.
- 3 Write the rest of the story in your notebook. Use the past simple, adjectives and sequencing words. Decorate your story with pictures if you like.
- 4 Present your ideas to the rest of the class. What happens in the end? Do The Seekers find the stones?



Reflect on your learning

What makes a good story?

- 1 Write a list of things that you can read. Which ones do you read for information? Which ones do you enjoy reading?
- 2 How many adjectives can you remember to describe personal qualities? Which adjectives have a positive meaning? Which ones are negative? Make a list of synonyms for the adjectives.
- 3 Think about a story character that you like. Use the relative pronouns **who**, **where** and **that** to make five sentences about them.
- 4 Write five important instructions for drawing a superhero.
- 5 Think about a story plan. Can you remember the five important parts that create a story?
- 6 Can you remember five irregular verbs from *The Seekers* story? Write the past simple forms. Now make five sentences about the story using these verbs.
- 7 How do you pronounce these words?
beautiful powerful athletic intelligent



Look what I can do!

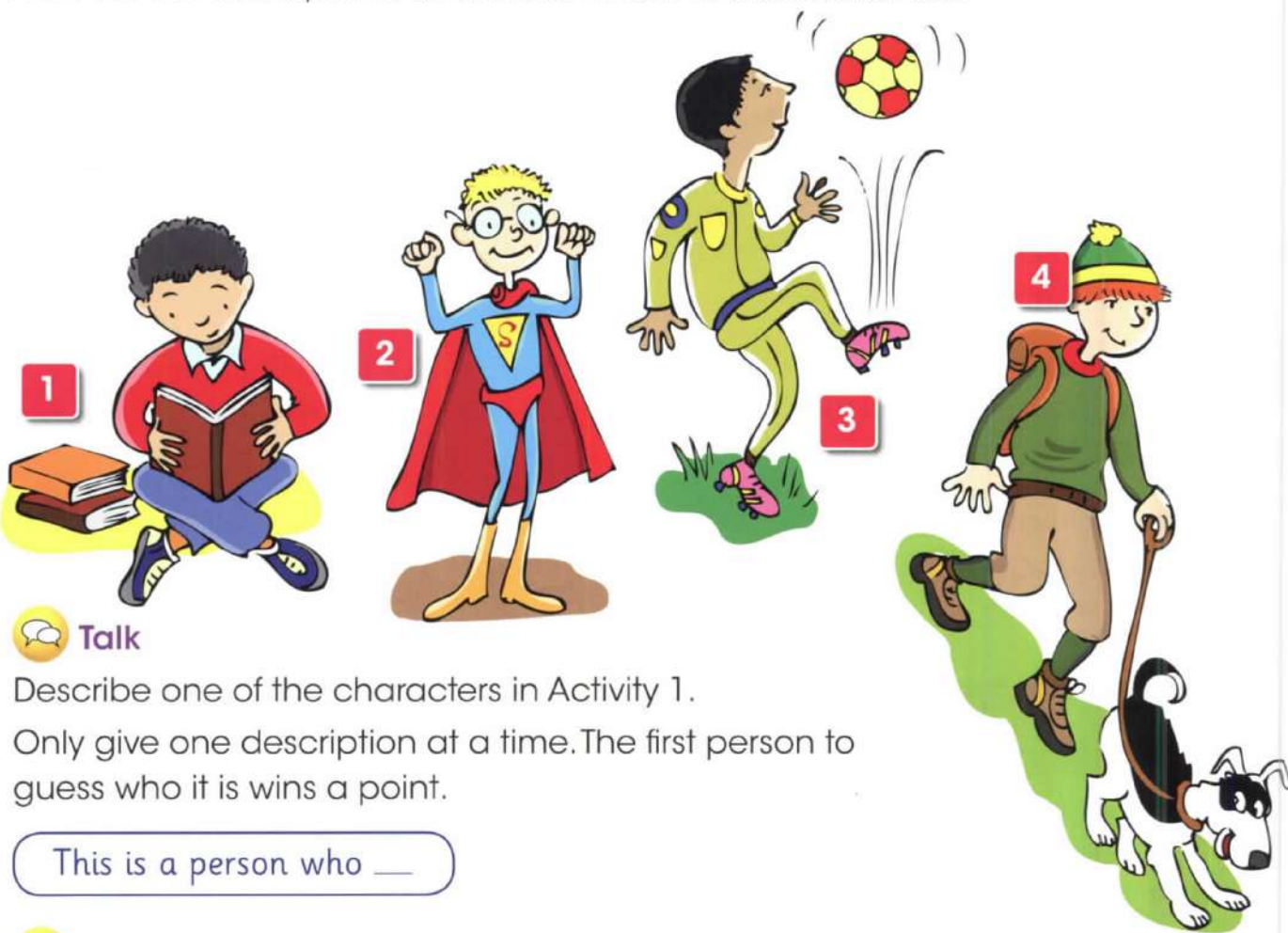
Write or show examples in your notebook.

- 1 I can talk about things I like reading.
- 2 I can use different words to describe personal qualities.
- 3 I can draw and describe a superhero.
- 4 I can plan a story and understand what the different parts are.
- 5 I can write a short story.
- 6 I can understand a short story.
- 7 I can write and talk about things that happened in the past.
- 8 I can pronounce some adjectives with three or more syllables.
- 9 I can talk about brave actions.

Review 1

10 1 Listen

Listen to the descriptions and match them to the characters.



2 Talk

Describe one of the characters in Activity 1.

Only give one description at a time. The first person to guess who it is wins a point.

This is a person who ____

3 Vocabulary

Read the clues and guess the words.

- 1 This word describes a person who isn't scared of anything.
- 2 This is a person in a play or a book.
- 3 This person is your mother's father.
- 4 In this sport you jump up and down.
- 5 This adverb of frequency means that you don't do something.
- 6 This international sports event happens every four years.
- 7 This book contains facts about many things.
- 8 This person helps you if your house is burning.

4 Use of English

Choose the correct word or phrase.

Juliette loves (1) *dance / to dance / dances*. She's crazy about all kinds of sports (2) *but / who / that* she's really into street dance. She (3) *work / works / worked* hard at dance.

She (4) *always / never / sometimes* practises after school – she never misses a class. (5) *Sometimes / Never / Usually* she dances in special shows, but that's usually once or twice a year.

Last year, she (6) *performs / is performing / performed* at an international festival. She really enjoyed it, but she (7) *found / finds / is finding* that it was a lot of work.

The person in her family (8) *who / which / where* she takes after is her grandfather. He was a ballroom dancer, (9) *but / that / who* he doesn't like the music (10) *who / that / where* Juliette dances to!



5 With a partner, ask three **Wh-** questions about Juliette.

Why does ___? When does ___? Who does ___?

6 Punctuation Capital letters

How many capital letters are missing?

hi leo,
i watched your dance crew on the tv last week when you performed in shanghai,
china. it was the most amazing show ever. i'm totally into dance but i don't know how
you do half of those moves. i see that your next show is in argentina and then mexico.
hope to see you when you're next in new york.
your cousin,
juliette

7 Write

Write a short email to a person in another country.

8 Talk

Compare the stories in Units 1 and 2. Which one did you like the best? Why?

I liked ___ because ___

3

Day and night

We're going to:

read about the Midnight Sun
talk about and compare Earth's natural landscapes
learn about our solar system

write a fact file about a nocturnal animal
read a poem about night time
identify words that rhyme.

1 Talk about it



What time does it get dark in your country at this time of year? Do you ever go to sleep when it is still light outside?

2 Read

Look at the map and read Alek's blog.
How is Norway different?



June 14th

I'm here in Tromsø (the north of Norway) visiting my grandparents. Last night was really cool! We stayed up late again and played basketball at 11.30 pm! After that, we had a barbecue and didn't go to bed until about 3 am!

In Tromsø, there are 24 hours of daylight during the summer months. The Sun doesn't set, so you can see it all day and all night too. This is why it's called the Midnight Sun. People living north of the Arctic Circle have sunlight for 24 hours, even at midnight! On a clear night, you can see the Midnight Sun from the end of May to the end of July.

In the evening, it is difficult to fall asleep at the normal time because it is still light outside and people often have more energy. A lot of people do activities that you would normally do during the day, like hiking. On Saturday, my dad and grandad are doing a midnight hike!



3 Read the blog again. Are these sentences **true** or **false**?

- 1 Last year, Alek played basketball at 11.30 am.
- 2 In Tromsø, the Midnight Sun lasts all year.
- 3 Where there is the Midnight Sun, people feel tired.
- 4 On Saturday, Alek is going hiking.

Amazing fact

Did you know that, if you flew from your country to somewhere on the other side of the world on your birthday, you could celebrate your birthday twice?

4  **Word study** Expressing time

Last night was really cool!

We played basketball **at** 11.30 pm.

On Saturday, my dad and grandad are doing a midnight hike.

Times of the day Specific times Days of the week

in the morning ... **at** 10 am **on** Monday

in the evening ... **at** midnight **on** Thursday

Look at the prepositions in the text and complete the sentences.

- 1 the morning, I'm often tired.
- 2 I go to bed 9 o'clock in the evening.
- 3 Sunday, I'm meeting my friends.
- 4 night, I went to bed at 8 o'clock.

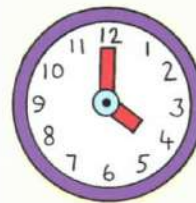
5  **Talk**

- 1 Would you like to be in a place where it never gets dark?
Why? Why not?
- 2 Write down three advantages and three disadvantages.

6  What do you usually do at these different times of the day?

How does this change at the weekend or in holidays?

On a school day, I usually get up at 6 am, whereas on Saturdays I get up at



2 Planet Earth

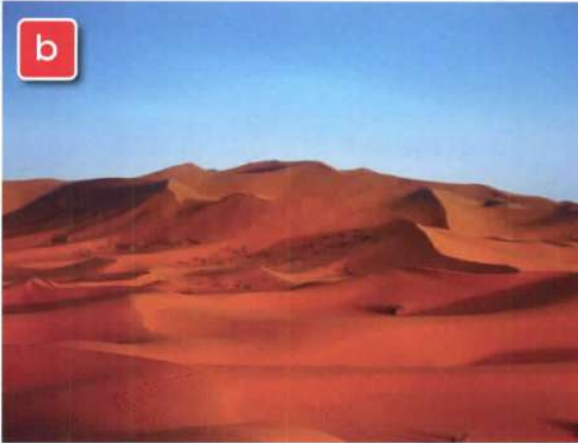
1 Talk about it  Look at the pictures below.

Which landscapes can you find in your country?

- | | |
|-------------------------|--------------------------|
| 1 The Amazon River | 4 The North Pole |
| 2 Mauna Loa Volcano | 5 The Sahara Desert |
| 3 The Amazon Rainforest | 6 The Great Barrier Reef |

Amazing fact

Pink dolphins and piranhas (man-eating fish) live in the Amazon River.



2  **Word study** Adjectives

Choose the adjectives to describe these landscapes.

long high hot cold dry big wide wet beautiful humid cool warm

The Desert

The Tropical Rainforest

The Arctic

The Savannah

dry

11 **3 Listen**

Listen and check. Which of the places above are described?

Listening strategy: Listen for specific information

Before you listen, read the questions carefully and try to guess the answers.

The first time you listen, listen out for the information, and then listen again to try to find the rest of the information. Guess any answers you don't know.

11 4 Listen again and choose the correct answer.

- 1 The Amazon River
 - a is 11 km long.
 - b is 6400 km long.
 - c is longer than the Nile.
- 2 The Sahara Desert
 - a is one of four deserts in Africa.
 - b is hotter than the Kalahari Desert.
 - c is older than the Namib Desert.
- 3 The Kilauea Volcano
 - a erupts very often.
 - b is bigger than the Mauna Loa Volcano.
 - c isn't colourful.

5 Use of English

Use the *Language detective* and the adjectives to describe the pictures.

The Sahara Desert is **drier** than the Amazon Rainforest.

6 Write

Write a true/false quiz about your country. Write six sentences.

- Think about mountains, beaches, forests, deserts, the temperature.
- Use comparative adjectives. Make sure some are true and some are false.

7 Talk

Do the quiz in groups of four, taking turns to ask and answer questions.

Language detective

Comparatives

The Namib Desert is **older than** the Sahara.

The River Nile is **longer than** the Amazon River.

Is it **more dangerous** than you think?

Adjectives ending in -e add -r:

The Amazon is **wider than** the Nile.

Adjectives ending in -y change to -ier:

The Sahara Desert is **drier than** the Namib Desert.








Double letters:

The Sahara Desert is **hotter than** the Namib Desert.



3 Orbits

1 Talk about it Test yourself quiz.

- How many planets are there in our solar system?
a 8 b 9 c 10 
- These letters list the order of the planets from nearest to furthest from the Sun. Can you name them?
M V E M J S U N 
- What orbits the Sun?
a The Moon 
b The Earth 
c The Universe
- What is another name for the Moon?
a Ceres 
b Luna
c Saturn
- How long does it take for the Moon to orbit the Earth?
a more than 29 days 
b less than 28 days
c more than 28 days
- Is Pluto a planet? 

2 Read

Read the introduction to the text about the solar system and check your answers.

-  Read about the planets and complete notes in your notebook.

Name: Mercury
Colour: grey
Number of moons: none
Aspect: small, rocky



4 Talk

Look at the *Language detective* and ask and answer five questions about the planets and the solar system.

A: Which is the smallest planet?

B: The smallest planet is ____

Language detective

Superlatives

Short adjectives and long adjectives:

Mercury is **the nearest** planet to the Sun.

Saturn is one of the **most beautiful** planets.

Adjectives ending in -e add -st:

Neptune is **the fourth largest** of the eight planets.

Adjectives ending in -y change to -iest:

Mars is one of **the driest** planets.

Double letters (vowel + consonant):

Mercury is **the smallest** planet in our solar system.



5 Write

Create your own planet.

- Give your planet a name.
- What colour is it?
What is it like (rocky, cloudy)?
- What's special about it?
How many moons has it got?



Mercury is the smallest planet in our solar system and is the nearest planet to the Sun. It is grey and rocky. Mercury doesn't have any moons.

Earth is small and rocky and is the only planet to support life. Satellite pictures show it is light blue with white clouds. The Earth has one moon.

Mars is a red-orange colour. It is small, rocky and lifeless. It is also one of the driest planets. It has two small moons called Phobos and Deimos.

Saturn is pale yellow. It's famous for its thousands of bright rings and is one of the most beautiful planets in the solar system. Saturn has 53 moons that we know of – more than any other planet!

In our solar system, eight planets move around the Sun. The nearest planet to the Sun is Mercury followed by Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Scientists used to think Pluto was a planet, but it is now called a dwarf planet because it is so small. There are

three other known dwarf planets. The Sun is in the middle of the solar system and the planets orbit it. The Earth takes 12 months to orbit the Sun. The Earth has one moon, sometimes called Luna by astronomers, which takes less than 28 days to travel around the Earth.

Jupiter is 318 times bigger than the Earth!

Neptune is the fourth largest of the eight planets.

New moons are discovered every year for Jupiter, Saturn, Uranus and Neptune!

Neptune has winds that travel at 2000 km per hour!

Venus has got poisonous yellow clouds.

4 Nocturnal nature

1 Talk about it  Which animals come out at night?

Have you ever seen them? What do they do at night? Why?

12 2 Listen

Listen and check. Why do animals come out at night?

13 3  Complete the animal fact file.

Fact file

Name: (1)___

Type of animal: (2)___

Habitat: (3)___ and savannahs of Africa.

Features: It has a small (4)___ ,
a long pointed (5)___ and large brown
(6)___ on its body. It walks mainly on its
back (7)___ because its front legs have
very long, sharp (8)___ . It has a very long (9)___ but no (10)___ . It also has
no (11)___ that you can see, but it can hear very well!

Night-time habits: This animal is a nocturnal creature. It (12)___ during the day.
At night, it uses its strong sense of smell to find insects to (13)___ . It loves to eat
ants and uses its long (14)___ to scoop them up!

Interesting facts:

- Its scales are made of the same material as human fingernails.
- These (15)___ are very sharp and protect the pangolin from other animals.
- When it is asleep or afraid, it curls itself into a ball.
- Its (16)___ can be 25 centimetres long.



4  **Talk**

Discuss the questions in pairs.

- 1 Have you seen this animal before?
- 2 Do you know any other rainforest animals?
- 3 What is a savannah?

5 Match the animals with the pictures.

raccoon owl springhare rattlesnake

6 **Word study** Parts of animals

Look at the pictures and use the words in the box to describe the animals. What other words do you know?

wings scales paws claws
fur feathers tail ears

7 **Talk**

Look at the *Writing tip* and describe the animals in the pictures.

This animal is black and white.
It's got a long, bushy tail —

Writing tip

Adjective order

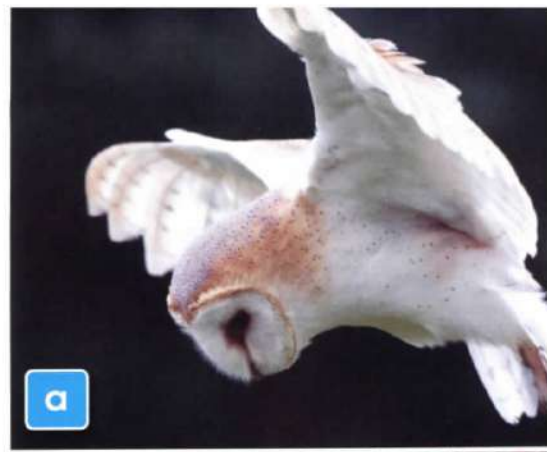
The Giant Pangolin has a **long pointed** nose and **large brown** scales on its body. It has **long sharp** claws.

Size	Shape	Colour	Noun
long	pointed		nose
large		brown	scales

8 **Write**

Create a fact file for a nocturnal animal.

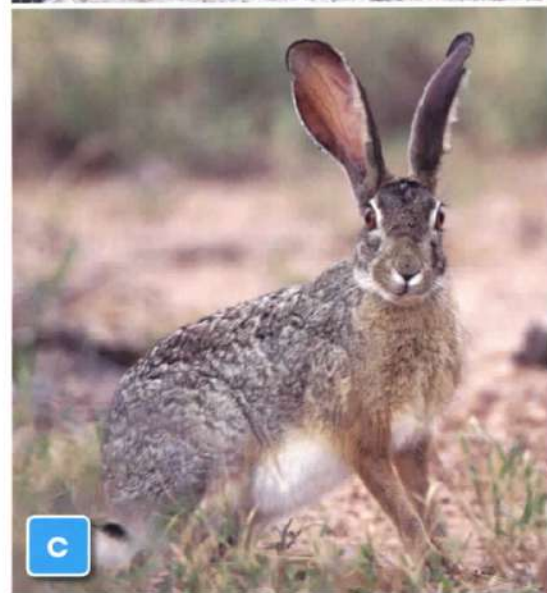
- Choose an animal. It can be one of the animals in the pictures or a different one.
- Look at the headings in the fact file and make notes.
- Write your fact file. Remember the adjective order.
- Find a picture of your animal. Display your fact file for your class to see.



a



b



c



d

5 Afraid of the dark

1 Talk about it  Are you ever afraid of the dark?

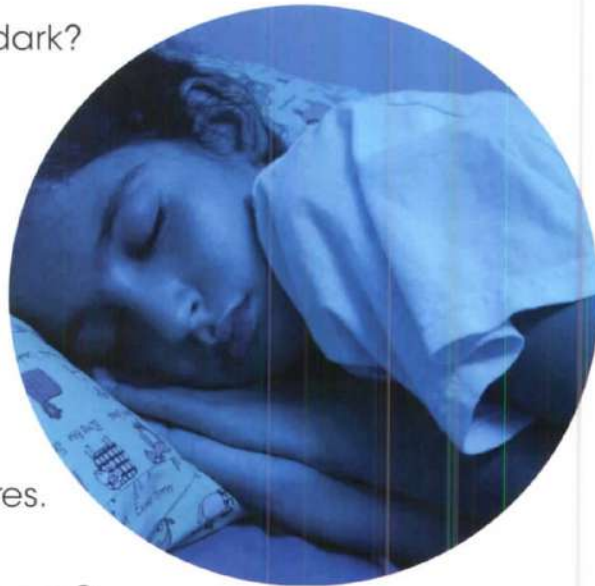
What kind of things are you afraid of?

Reading strategy: Reading for gist

Read the text and look at the pictures.

Try to get a general idea of the meaning.

Don't worry about words you don't know.



14 2 Read

Read and listen to the poem. Look at the pictures.

- 1 What is under the bed?
- 2 What does the boy have to do to make it go away?

Hey Ma, Something's Under My Bed by Joan Horton

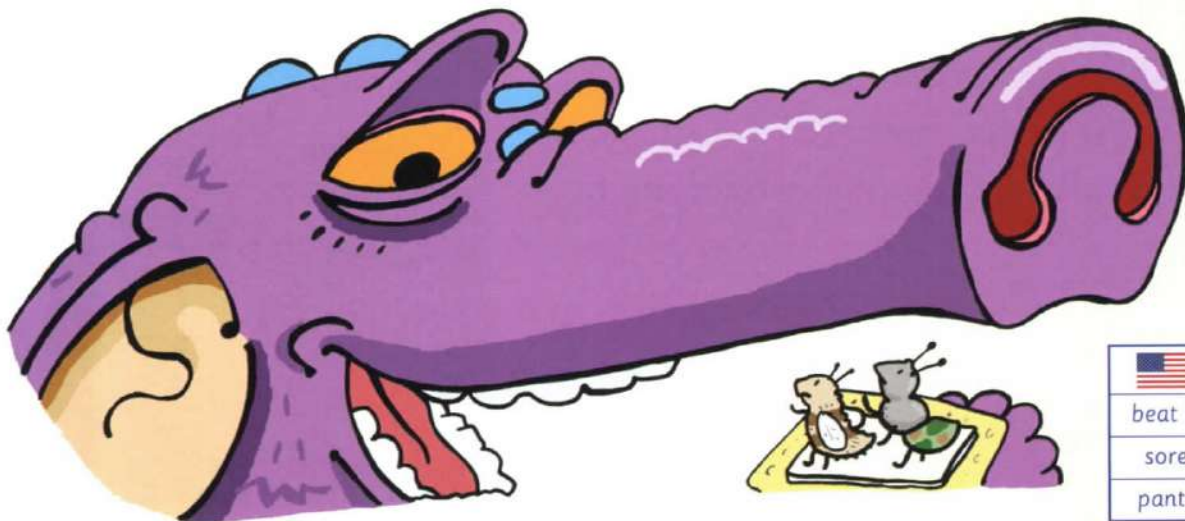
- 1 I hear it at night
when I turn out the light.
It's that creature who's under my bed.
He won't go away.
He's determined to stay.
But I wish he would beat it, instead.
- 2 I told him to go,
but he shook his head no.
He was worse than an unwelcome guest.
I gave him a **nudge**,
but he still wouldn't **budge**.
It was hard to get rid of the pest.



3 The creature was slick.
He was clever and quick.
This called for a drastic manoeuvre.
So I lifted my **spread**
and charged under the bed
with the roar of my mother's new **Hoover**.

4 But he snorted his nose
and sucked in the long hose,
the canister, cord, and the plug,
and vacuumed in dust
till I thought he would **bust**
then he blew it all over the rug.

5 Now this made me sore,
so I cried, 'This is war!'
and sent in a contingent of fleas,
an army of ants
dressed in camouflage pants,
followed closely by big killer bees.
But he welcomed them in
with a sly, crafty grin,
and he ate them with crackers and cheese.



	
beat it	go away
sore	angry
pants	trousers

- 6 I screamed, 'That's enough!'
It was time to get tough.
'You asked for it, Creature,' I said,
as I picked up and threw,
with an aim sure and true,
my gym sneaker under the bed.
- 7 With each whiff of the sneaker
the creature grew weaker.
He staggered out gasping for air.
He coughed and he sneezed
and collapsed with a wheeze
and accused me of not playing fair.
- 8 Then holding his nose
with his twelve hairy toes,
the creature curled into a ball,
and rolled '**cross** the floor
smashing right through the door.
I was rid of him once and for all.
- 9 The very next night
when I turned out the light
and was ready to lay down my head,
I heard my kid brother
cry out to my mother,
'Hey, Ma, something's under my bed.'



	
sneaker	trainer

3 Word study

Read the poem again. Look at the words in **blue** in the text and match them to the meanings 1–6.

- | | |
|------------------|-------------|
| 1 vacuum cleaner | 4 across |
| 2 push | 5 move |
| 3 break | 6 bed cover |

4 Read

Put the creature's actions in order. Use the pictures from the poem to help you.

- 1 He ate the insects with cheese and biscuits.
- 2 He smelt the gym shoe and fell over.
- 3 He sucked up the vacuum cleaner and all its parts.
- 4 He blew it all out again.
- 5 He rolled across the bedroom floor.
- 6 He refused to move.

5 Talk

Talk about the questions in groups. Write your answers in your notebook.

- 1 When does the boy hear the creature?
- 2 What sort of guest is he?
- 3 Where does the boy hide?
- 4 Where does the creature go?
- 5 What does it do the next night?
- 6 Find words to describe the creature's personality.

6 Pronunciation Rhyming words

Look at the underlined words in verse 1. Which words rhyme? Find the rhyming words in the other verses. Which is the sound that is the same in each case?

7 Talk

- 1 Did you like this poem? What did you like about it?
- 2 What other poems do you know?
- 3 Do they rhyme? If so, how do they rhyme?

6 Choose a project

1 My favourite planet

- 1 Which is your favourite planet? Why is this planet your favourite? Give reasons.
- 2 Find out more information about your planet on the Internet. What are its characteristics?
- 3 What makes this planet different from other planets? Compare and contrast.
- 4 Draw and colour a picture of your planet.



2 Create your own poem

Read the poem and write your own.

Night owl
Silent, watching
Fast, powerful
You grasp your prey with your long sharp claws
Dangerous night owl.



- 1 Choose a subject from these topics:
beautiful landscapes planets nocturnal animals.
- 2 Use this structure to write your poem.
Line 1 The name of the subject
Line 2 Adjectives to describe the subject
Line 3 Adjectives to describe its actions or movements
Line 4 A comment about the subject
(an opinion, feelings or observation)
Line 5 Another name or short description of the subject.
- 3 Decorate your poem with pictures. Display your poem.
- 4 Read other poems. Make a note of new adjectives and ideas.

Reflect on your learning

What is happening when you're asleep?

- 1 Write two facts about the Midnight Sun.
- 2 Write five comparative sentences using the adjectives below.
long hot dry old active
- 3 Write a list of the planets from the nearest to the furthest from the Sun.
- 4 Write down three nocturnal animals from your country.
 - a What type of animals are they?
 - b Name four features that they have.
 - c What kind of habitat do they live in?
- 5 Think about the poem on pages 44 to 46. Describe:
 - a Three things the boy does to try and make the creature go away.
 - b Three things the creature does in response.



Look what I can do!

Write or show examples in your notebook.

- 1 I can understand a text about the Midnight Sun.
- 2 I can talk about and compare natural landscapes.
- 3 I can identify the planets in our solar system.
- 4 I can talk about types of nocturnal animals and describe their features.
- 5 I can write a fact file about an animal.
- 6 I can understand the story described in a poem.
- 7 I can identify words that rhyme.

4

Homes

We're going to:

talk about different types of homes
talk and read about places in town
write about a landmark in a town or city
understand and enjoy an extract from
The Hobbit.

1 Talk about it



Match the words with the pictures. Which house would you like to live in?

detached house hut terraced house
eco-house bungalow high-rise flat



15 2 Listen


Listen to different children describing their homes. Match the speakers to pictures in Activity 1. What do the children like about their homes?

b He loves it because he doesn't have to walk up and down the stairs.

3 Talk


What type of building do you live in? Describe it to your partner. Why do you like it?



- 4  Would you like to live in a tree house, a castle or a hut? What do you think would be different about living in these places?

5 **Read**

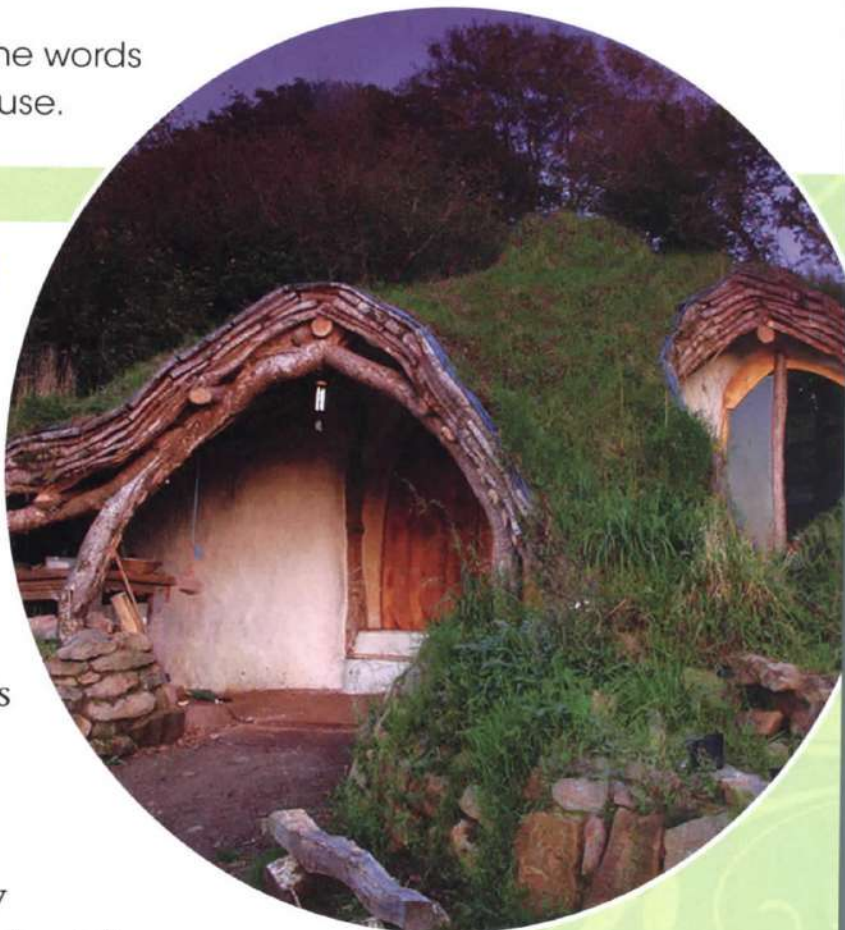
Do you know what an 'eco-house' is? Read and check.

- 6  Read the text again. Write down the words from the text that mean it's an eco-house.

An eco-woodland house

This eco-woodland house was built by a family in Wales. The house was built using recycled materials found in the rubbish tip and local materials like stone, metal, wood and mud – lots of mud! The house is built into the hillside. The walls and floors are made of stone and mud, and the roof is made of wooden beams from trees.

It is also an 'eco-house' because it uses natural resources like water and energy efficiently. They have a wood burner to heat the house and big windows in the roof to let in natural light. They also have solar panels to provide energy for lighting and music. They collect rain water to water the garden in the summer.



  **Word study** Materials

Find and write down the materials the family used to build the house.

 **Talk**

What do you think about this house? Would you like to live there? Why? Why not?

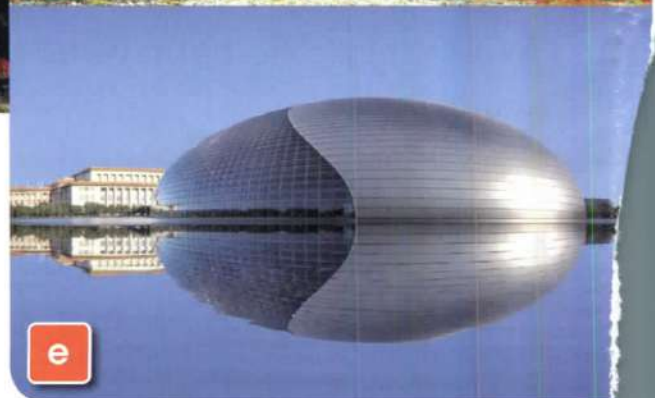
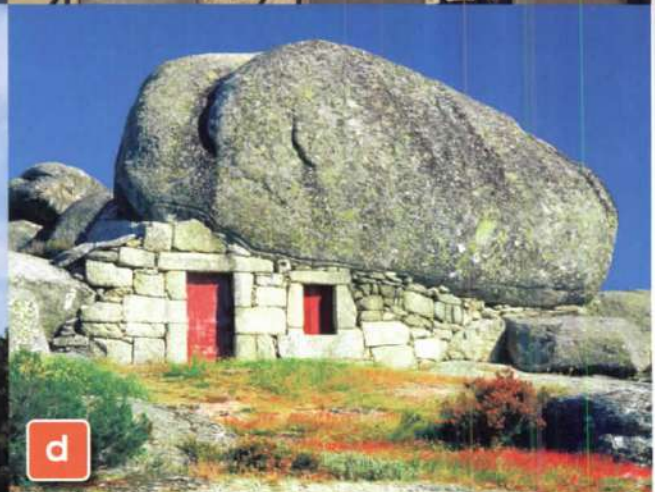
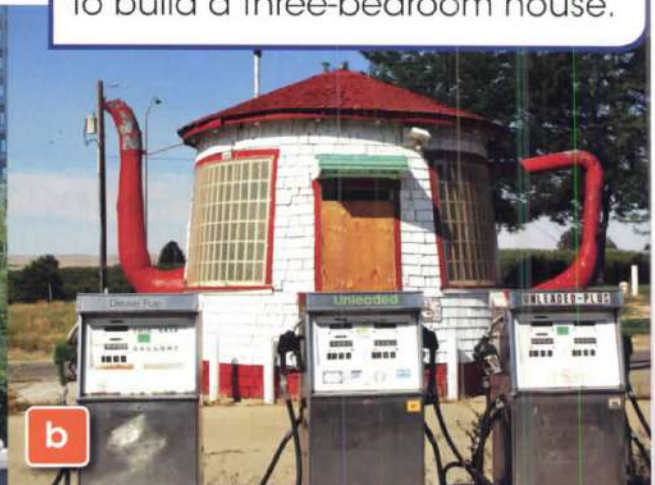
2 Strange buildings

1 **Talk about it**  Look at these photos of strange buildings.

Why are they strange? What type of building do you think each one is?

Amazing fact

About 18,000 bricks are needed to build a three-bedroom house.



16 **2**  **Listen**

Listen and complete the sentences with a modal verb.

- a It ___ be a library.
- b It ___ be a house.
- c It ___ be a museum.
- d It ___ be a house.
- e It ___ be a shopping centre.

3 Talk

Look at the *Language detective* and discuss the pictures in pairs.

17 4 Listen

Listen to the children's teacher talking about the pictures. What are the buildings? Were you correct?

5 Read

Read and write labels for the parts of the house.

Language detective

Modal verbs of probability

It **might** be a shopping centre.

It **could** be a museum.

It **must** be a petrol station.

It **can't** be a house because ...



*This is the mushroom house.
It is made of wood, mud and stone.
It has very large windows to let
in natural sunlight. The house is
energy-efficient because it has
got solar panels on the roof to
provide energy for lighting, music
and computers. The water is from
underground - you can see the
well in the picture. The roof
has got a small roof garden
for growing vegetables.*



6 Over to you


Draw and write about your own strange building.

- Write about what type of building it could be.
- Describe what it is made of.
- What special features does it have? Is it energy-efficient?
- Display your work in the classroom.

Talk

Describe your building to your partner.

3 Out and about

- 1 **Talk about it**  Do you go out with your friends? Where do you go? What do you do? When do you go?

Reading strategy: Reading for specific information

We do this when we need to find specific information like dates, times and locations.

- 2  **Read**

Read the advertisements and complete the chart opposite in your notebook with the relevant information.

1

The Sting Ray Rappers performing live @ Penleave Castle, 26th June

What's on for young people?
Outdoor Summer Concert!

7 pm until late.

Buy tickets at the Town Hall box office
from 18th June.

Free parking in the Castle Grounds.

2

Blue Box Sports Day!

Bring your family and friends to this special
fund-raising sports day for Blue Box charities.
There will be activities for all the family.
Food, drink and fairground rides!
All funds raised go to charity.

Where: Ralley Road Sports Centre Field

Date: 5th July at 11 am

3



Carnival 10th July Don't miss it!

This year, the theme of
the carnival is our favourite
cartoon characters!

Starts at 11 o'clock in the
morning in the Town Park.

There will be fun and
entertainment with musician
magicians and bands.

	Advert 1	Advert 2	Advert 3
What?	Outdoor summer concert		
Where?			
When?		5th July	
What time?			11 o'clock
Other information			

3 Talk

Talk to your partner about which event you would like to go to and why.

A: I'd like to go to ___ because ___

B: I'd prefer to go to ___ because ___

4 Listen

Listen to the three conversations. Which event above are the children going to?

1 ___ 2 ___ 3 ___

Pronunciation Intonation in question tags
Listen and repeat.

- 1 You're going to the carnival, aren't you?
- 2 Your sister is dressing up, isn't she?
- 3 You play football, don't you?
- 4 It starts at 7 o'clock, doesn't it?

Talk

Make sentences using question tags to check facts about your partner's life.

You've got a dog, haven't you?

You like football, don't you?

Language detective

Question tags

You're going to the carnival, **aren't you?**

You've got a brother, **haven't you?**

You play football, **don't you?**



4 Famous places

1 Read

Read the text and answer the questions.

Have you been to Peru?

If you haven't, and this is your first time in Peru, then you must visit Machu Picchu, the lost Inca city. Machu Picchu is in the Cusco region of Peru in South America. It is high up in the mountains above the Urubamba River.

Do you know the history?

'Machu' means **old** or **ancient** and 'picchu' means peak or mountain – 'Old Mountain'. It was built by the Inca emperor Pachacuti and it is high above the Urubamba River. It was discovered by an American explorer, Hiram Bingham, in 1911 and historians think it was a **spiritual** and ceremonial Inca site.

Have you been on a trek before?

There are quite a few ways to get to Machu Picchu: train, helicopter and trekking! The Inca Trail is the most difficult way to get to the **mysterious** lost city of the Incas! It is the most **famous** trek in South America. It is very **long** (43 kilometres), and the trek goes through **beautiful** mountain scenery and **lush** forests until you arrive at the **spectacular** Inca site. You can choose an easy, moderate or difficult route, depending on how fit you are!



2 Read and answer the questions.

- 1 What is the meaning of Machu Picchu?
- 2 Who discovered the lost Inca city?
- 3 Which is the most difficult way to get to Machu Picchu?

3 Talk

Talk about famous landmarks in your country. Look at the *Language detective* and ask and answer using the verbs below.

Have you been to ___?

visit see
climb be travel

Language detective

Present perfect

I **have been** to Machu Picchu.

I **have visited** other historical sites.

Have you been to Peru?

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

4 Word study

Look at the **blue** adjectives in the text and use them to describe the pictures a-d.

Writing tip

Adjectives

Use different adjectives to make your writing more interesting.

The trek goes through ~~nice~~ **beautiful** scenery.

5 Over to you

Choose a landmark and find out information on it. Write about it and include a picture.

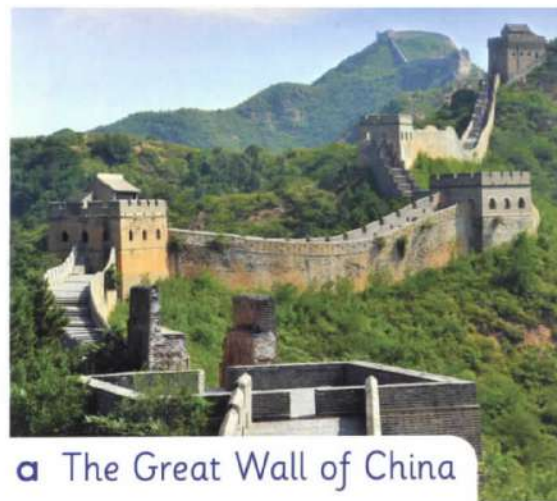
Writing strategy: Paragraphs

Organise your writing into paragraphs with clear information in each one.

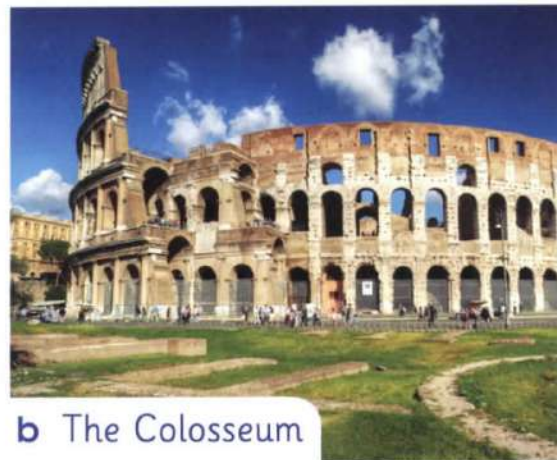
Paragraph 1 Write about the location.

Paragraph 2 Provide historical information. Describe the place. (Remember to use interesting adjectives.)

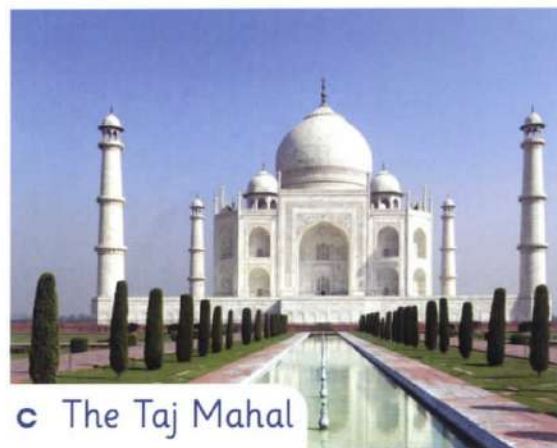
Paragraph 3 Describe how to travel to this place.



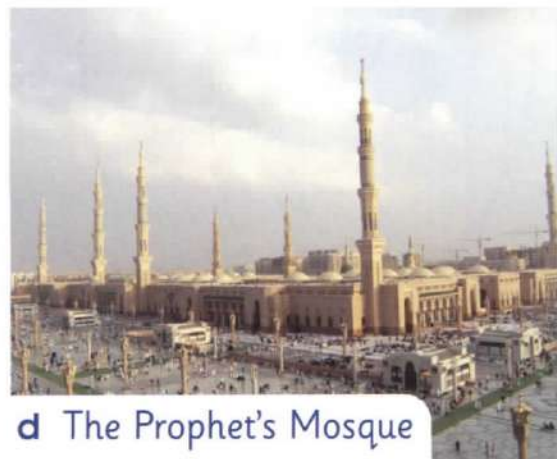
a The Great Wall of China



b The Colosseum



c The Taj Mahal



d The Prophet's Mosque

5 The Hobbit

1 Talk about it



Have you read *The Hobbit* or perhaps seen the film?

What did you like about it?

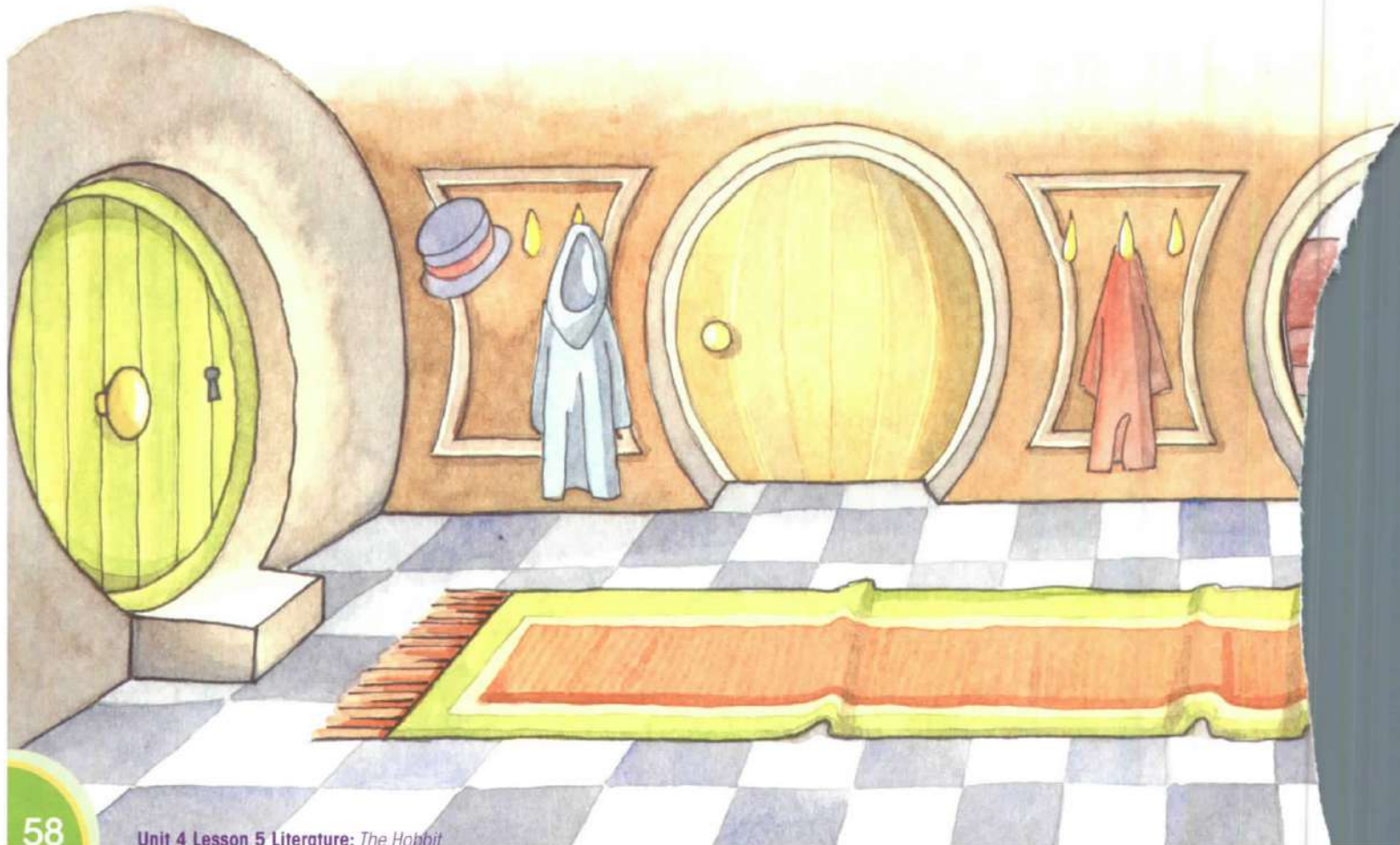
20 2 Read and listen

Read and listen to an extract from *The Hobbit* by JRR Tolkien and match the headings to the correct paragraphs 1, 2 and 3.

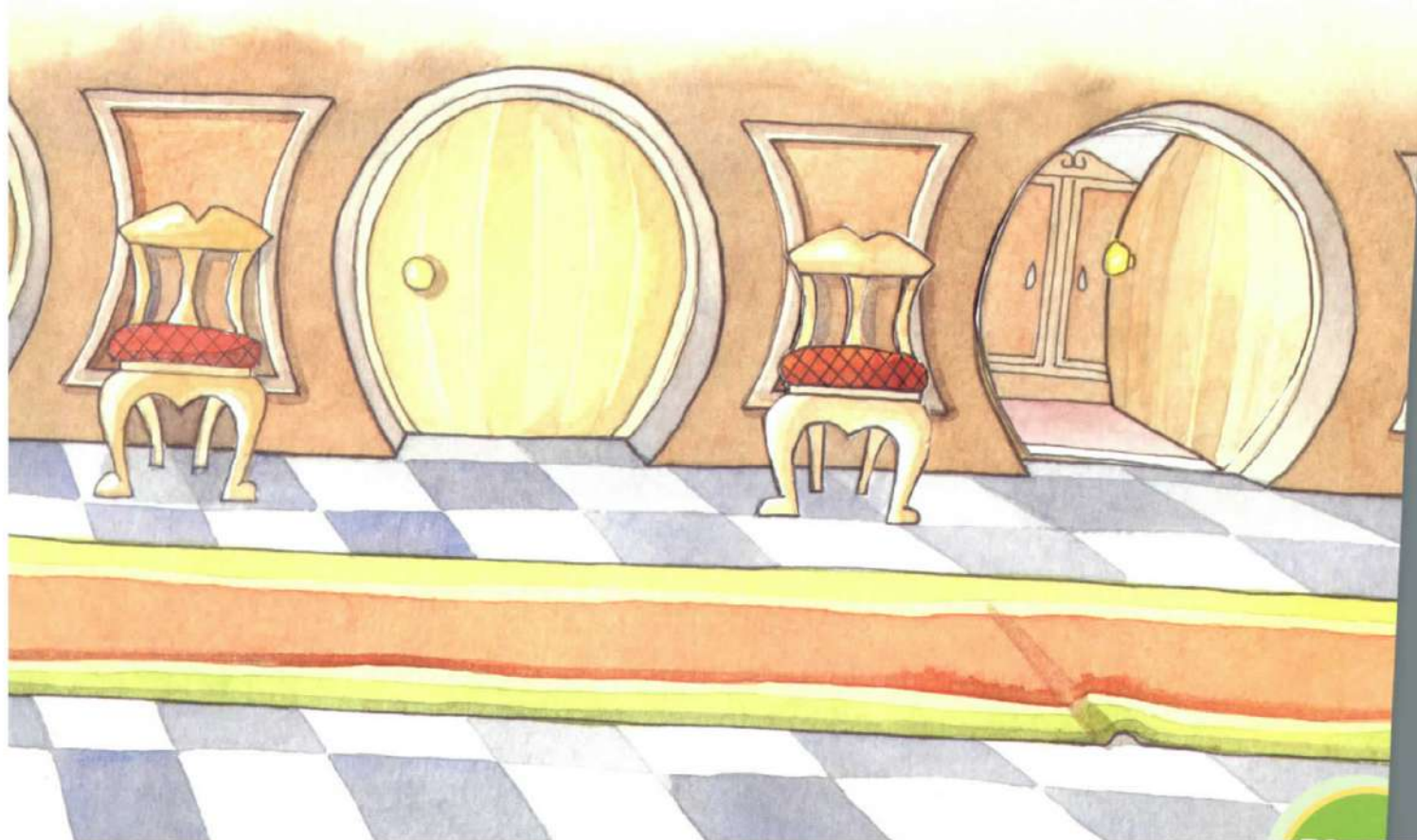
- a The hobbit's house
- b Definition of a hobbit-hole
- c What is a hobbit like?

The Hobbit

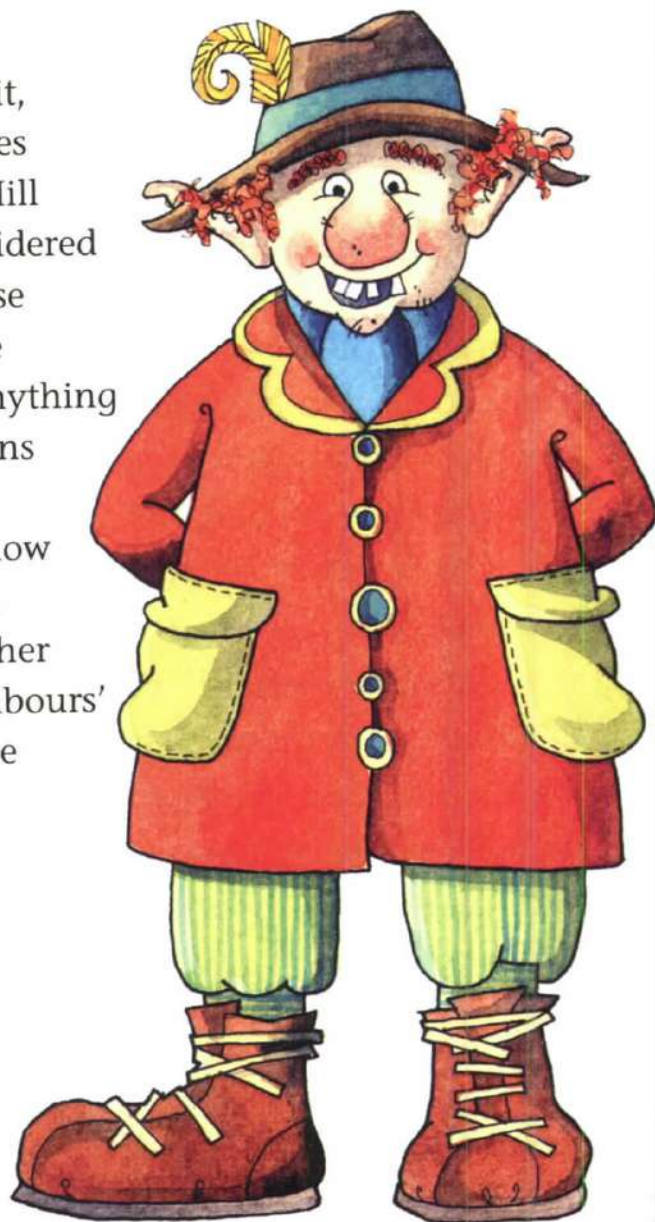
- 1 In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an **oozy** smell, nor yet a dry, bare, sandy hole with nothing in it to sit down on or to eat: it was a hobbit-hole, and that means comfort.



2 It had a perfectly round door like a **porthole**, painted green, with a shiny yellow brass knob in the exact middle. The door opened on to a tube-shaped hall like a tunnel: a very comfortable tunnel without smoke, with panelled walls, and floors tiled and carpeted, provided with polished chairs, and lots and lots of pegs for hats and coats – the hobbit was fond of visitors. The tunnel wound on and on, going fairly but not quite straight into the side of the hill – The Hill, as all the people for many miles round called it – and many little round doors opened out of it, first on one side and then on another. No going upstairs for the hobbit: bedrooms, bathrooms, cellars, pantries (lots of these), wardrobes (he had whole rooms devoted to clothes), kitchens, dining-rooms, all were on the same floor, and indeed on the same passage. The best rooms were all on the left-hand side (going in), for these were the only ones to have windows, deep-set round windows looking over his garden, and **meadows** beyond, sloping down to the river.



- 3 This hobbit was a very **well-to-do** hobbit, and his name was Baggins. The Bagginses had lived in the neighbourhood of The Hill for **time out of mind**, and people considered them very **respectable**, not only because most of them were rich, but also because they never had any adventures or did anything unexpected: you could tell what a Baggins would say on any question without the bother of asking him. This is a story of how a Baggins had an adventure, and found himself doing and saying things altogether unexpected. He may have lost the neighbours' respect, but he gained – well, you will see whether he gained anything in the end.



3 Read

Read the text again and answer the questions.

- 1 What kind of house do you think it is?
a semi-detached b eco-house c bungalow
- 2 What size is the tunnel?
a short b wide c long
- 3 Where are all the best rooms?
a upstairs b on the right c on the left
- 4 What can he see out of his window?
a his garden b another house c a lake

4 Read

Find adjectives which describe what Baggins is like.

5 Match the words in **blue** in the text, to the meanings below.

- | | |
|---------------------|------------------|
| 1 soft and muddy | 4 rich |
| 2 a long time | 5 grassland |
| 3 of good character | 6 a round window |

6 Read the text again and answer the questions.

- 1 What sort of hole is a hobbit-hole?
- 2 What is good about the rooms on the left-hand side?
- 3 What rooms does the house have?
- 4 How long had the Bagginses lived on The Hill?
- 5 Why is the Baggins' story unusual?

7 Talk

- 1 Would you like to live in this house?
- 2 What sort of people do you think hobbits are?

8 **Values** Being a responsible person

In *The Hobbit*, the Bagginses are described as being 'very respectable' by people in the neighbourhood.

Make three sentences which best describe a responsible person.

A responsible person ...

- is disciplined.
- is committed.
- looks after the things around them.
- works to the best of their abilities.
- is responsible for their actions.
- is respected by others.

Talk

Answer the questions.

- 1 Are you responsible?
- 2 What responsibilities do children your age have?

6 Choose a project

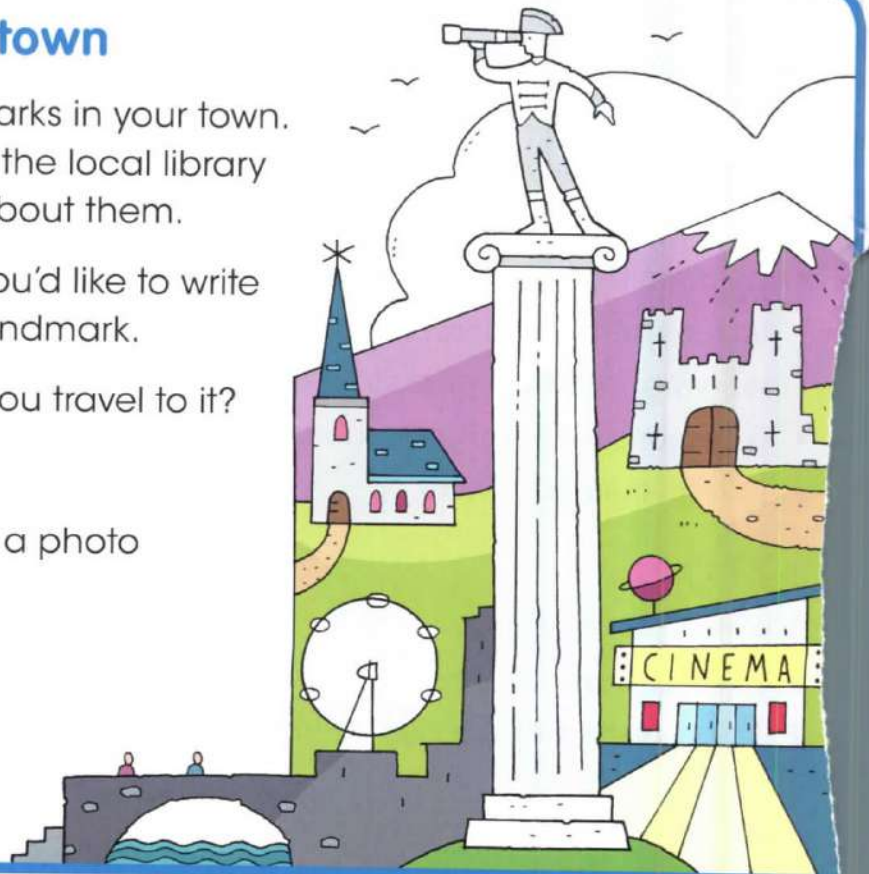
1 My dream home

- 1 What kind of building would be your dream home? Give reasons.
- 2 Where would your dream home be? Why?
- 3 Describe your dream home. Does it have any special features?
- 4 Draw a picture of your dream home. Label the special features it has got.



2 A landmark in my town

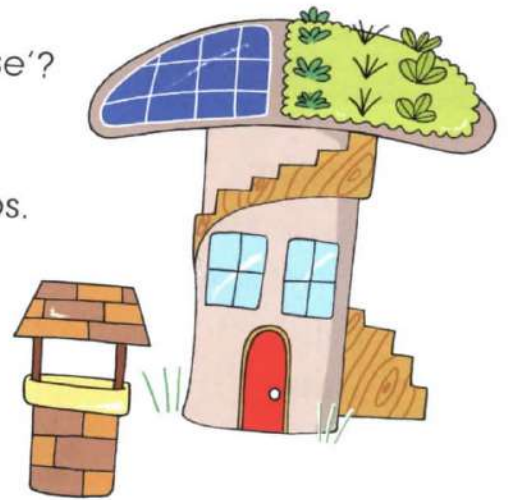
- 1 Find out about landmarks in your town. Use the Internet, go to the local library or talk to your family about them.
- 2 Choose a landmark you'd like to write about. Describe this landmark.
Where is it? How can you travel to it?
- 3 Write about its history.
- 4 Draw a picture or take a photo of your landmark.



Reflect on your learning

What do people build?

- 1 Write the names of five types of housing.
- 2 What words and expressions describe an 'eco-house'?
- 3 What materials can you use to build a house?
- 4 What can you see in these images? Use modal verbs.
- 5 Talk about where you go in your town or city.
- 6 Write and perform a dialogue with your partner about 'Going out in your town'.
- 7 Write sentences about places or countries you have visited using the present perfect.



👁️👁️ k what I can do!

Write or show examples in your notebook.

- 1 I can express an opinion about different types of homes.
- 2 I can identify the materials used to build a house.
- 3 I can talk about the places in my town.
- 4 I can identify world landmarks.
- 5 I can write about a famous landmark in my country.
- 6 I can understand an extract from children's literature.
- 7 I can talk about how to be a responsible person.

Review 2

21 1 Listen

Listen and write the words that rhyme with:

- 1 tall
- 2 trees
- 3 doors
- 4 Sun
- 5 bold
- 6 said
- 7 house
- 8 dad



2 Talk

In pairs, ask and answer about the poem.

- 1 The house is old, isn't it?
- 2 It's an eco-house, isn't it?
- 3 The house is in good repair, isn't it?
- 4 It's a warm house, isn't it?
- 5 The girl lives in the house alone, doesn't she?
- 6 There aren't any animals in the house, are there?

3 Vocabulary

Read the clues and guess the words.

- 1 This word describes the Sun and related planets.
- 2 This is a house that is attached to other houses.
- 3 You can find these on the outside of a fish.
- 4 This is our planet.
- 5 This is a place where people live that is very tall.
- 6 You find these on a bird's wings and body.
- 7 This is a bear's hand or foot.
- 8 This adjective describes a thing or person that looks very, very nice.



4 Use of English

Read and choose the correct word.

(1) *In / On / At* the summer in the Arctic, there is no or little night. It (2) *can / must / should* even be hot when there is sunshine all day long. The people of Yellowknife in northern Canada think that there is no (3) *best / good / better* city in the world. You can visit the colourful bungalows in Latham Island – mostly owned by native people who (4) *have / has / have to* continued to carry out traditional activities. (5) *Have / Has / Are* you ever wanted to try fishing and hunting? You can go out in canoes to hunt and fish.

Many people have trouble sleeping (6) *at / in / on* night, but others (7) *has learned / is learning / have learned* to live with the Midnight Sun. They enjoy playing baseball (8) *in / at / on* the morning. Some people (9) *might / must / can* be surprised at all the activity in this small northern city, but it's (10) *most / more / less* international than you think.



5   In one minute, write as many questions as possible about the article in Activity 4. Ask your partner questions using these words.

Where __ ? When __ ? What time __ ?

6  Write

Write an opinion quiz about houses. Use the pattern and words below.

What is more comfortable – a warm house or a cool house?

comfortable nice fun attractive beautiful tall big small long eco-friendly
amazing cool uncomfortable old new flat detached house terraced house

  Talk

Interview your partner and write their answers to the quiz.

 Contrast Units 3 and 4. Discuss with your partner.

Which unit was more interesting, amusing or exciting?

5

Getting around

We're going to:

talk about getting to school
read about road safety
design a sign

talk about cities and give directions
write a description of a famous person
read a short story.

1 Talk about it



Which types of transport in the pictures do you use regularly? Which places do you go to? Which of these types of transport have you used? Which did you like best?

22 2



Listen

Listen to some children talking about how they get to school every day. Match the speakers and pictures.

3



Listen again. What are the good and bad points for each type of transport?

4



Talk

How do you get to school? Describe one good point and one bad point about your journey.

I cycle to school. I like it because ____

The only problem is that ____



f



e



g



a



b



c



d





h

5 Read

Read the article quickly. How does Daisy get to school? How long does the journey take?



All over the world, children travel to school in lots of different ways. But for eleven-year-old Daisy, who lives in the remote village of Los Pinos, in Colombia, there are only two ways she can get to school – a two-hour hike through the jungle or a one-minute zipwire ride down to the main road near her school. Every morning, she takes the terrifying ride across the treetops, over a deep canyon and over a river. And she doesn't travel alone ... she is the oldest child in her family and she has to help her two younger brothers get safely to the other side too. She fixes her brothers, one by one, onto their harnesses and sends them down the cable. Then she follows them. She travels down the cable at a speed of 30 mph. Daisy makes the journey every day, but this doesn't make it any easier. She says that she still gets nervous every single time she rides over the treetops just to get to school.

  Read the article again and answer the questions.

- 1 What other way could Daisy get to school? Why doesn't she?
- 2 What responsibilities does Daisy have when travelling by zipwire?
- 3 How fast does the zipwire travel?
- 4 How does Daisy feel when she's travelling like this?

Word study Uses of **get**

We **get** to school by jeepney (**get** = travel)

She still **gets** nervous every time ____ (**get** = a change in something/someone)

  Find other phrases with **get** in the texts.

Talk

Discuss with a partner.

Can you think of safer ways for the children to get to school?

2 Staying safe on the road

1 Talk about it How do you usually travel?

What can you do to travel safely by bike, on foot and by car?

2 Read

Now read the texts quickly and check your ideas about road safety from Activity 1.

1 Our school is on a main road in the town centre. It's really busy with lots of cars, lorries and buses. When I ride my bike, I always wear a helmet.



2 In the winter here, it gets dark really early. When I walk home from school, I always wear reflective armbands so drivers can see me clearly.



3 I know that you mustn't go near big lorries, even if they are not moving. The drivers often can't see things that are very near. That means they could reverse into you if you are standing too near.



4 You should always use pedestrian crossings to cross busy roads. If I can't find a pedestrian crossing, I find a quiet place to cross the road, away from corners and parked cars.



5 Our mum always tells us to wear seatbelts in the car. But my little brother hates wearing his seatbelt and sometimes he tries to take it off. If he undoes his seatbelt, my mum stops the car and makes him put it on again.






3  Read again and complete the table in your notebook.

What keeps you safe?

When?

a helmet

when you ride your bike

- 4  Find two more examples of safe behaviour.
- 5   Read the texts on page 68 again, look at the *Language detective* and complete the sentences.
 - 1 I always wear a helmet when I ride my bike.
 - 2 When _____, I always wear reflective armbands.
 - 3 When _____, I use a pedestrian crossing.
 - 4 If _____, we always wear seatbelts.

Amazing fact

Did you know that wearing a cycling helmet means you are 50% less likely to have a serious head injury?

Language detective

Zero conditional

We use the zero conditional to talk about things that are true.

If/When + present simple + present simple.

When I **ride** my bike, I always **wear** a helmet.

If I **can't find** a pedestrian crossing, I **find** a quiet place to cross the road.

You can also make sentences like this to give orders or advice:

When you **ride** your bike, **wear** a helmet.



6 Talk

These three signs help to keep people safe when they are walking, cycling or driving. What do the signs mean?

Over to you

What are the dangers on the roads near to your home and school? Design a sign to warn people about the dangers.

- Brainstorm ideas for your sign. Is it about a danger on the road? Is it a sign to warn adults or children about dangerous behaviour?
- Choose one idea to make into a sign.
- Present your sign to your class. Explain what the sign is and why your neighbourhood needs this sign.



3 Getting around big cities

1 Talk about it  Do you live in a town or a city?

How many ways are there to travel around your town or city? Which do you think is the best way? Which is the fastest? Which is the cheapest?

2 Word study Ways of travelling

Which of these ways of travelling did you talk about in Activity 1?

car	plane
bike	on foot
bus	boat
taxi	underground
tram	motorbike
ferry	helicopter

3  Put the methods of transport into these categories. Add at least two more to each list.

By land **By air** **By water**

23 **4 Listen**

Listen to the two conversations in the tourist office.

1 Where are the speakers?

a New York **b** Sydney **c** London **d** Johannesburg **e** San Francisco

2 Which methods of transport from Activity 2 do they mention?

Listening strategy: Listening for specific information

When you are completing notes, try to guess the missing words before you listen.

24 **5 Read and listen**

Read Dad's notes. Try to guess the missing words and then listen and check.

The Natural ¹___ Museum – wonderful wildlife ²___ .


Underground – South Kensington.

From there ³___ to the Museum (about ⁴___ minutes).

Go out of the office – turn right and walk across the road.

Turn ⁵___ after the Post Office – walk up that street.

The entrance to the ⁶___ is on the right.

25 6  Listen again to the second conversation.

- 1 What things are there to do on Alcatraz Island?
- 2 What does the information officer give to Mum at the end of the conversation?

Language detective

Prepositions of direction

From here you can ...	Walk across/up the road/street ...
Go out of the door ...	Walk towards the Post Office/Pier
On the left/right	The entrance to the underground/bus stop ...



7 Talk

Look at the map of San Francisco and the *Language detective*. Ask and give directions to the places on the map.



8 Over to you

Plan a two-day visit for two visitors coming to your town or city.

- Choose a place for the visitors to stay.
- Choose three places for them to visit in one day.
- Describe how they would get there by different types of transport and by walking. Where would they go first?
- Present your ideas to your class.

4 One giant leap



1 Talk about it  Why do you think people want to travel in space? What qualities and skills do you think astronauts need?

2  **Read**

Read the text quickly. Check your ideas from Activity 1. What was Neil Armstrong's great achievement?

3  Read the text again. Why are these dates important?

1 1969 2 1962 3 1930 4 2012

4 Match the descriptions with paragraphs A–D in the text.

- 1 Neil Armstrong's life after his great achievement.
- 2 The great achievement that made Neil Armstrong famous.
- 3 Neil Armstrong's early life before he became famous.
- 4 The background to Neil Armstrong's great achievement.

5  Read each paragraph again and make notes.

- What happened?
- When did it happen?
- Where did it happen?

6 Look at the underlined words in the text. What are they referring to?

- | | |
|----------------|------------------|
| 1 He (line 2) | 4 it (line 16) |
| 2 him (line 8) | 5 that (line 19) |
| 3 it (line 8) | |

7  **Write**

Write a description of a famous person in history. Use the ideas in Activity 4 to help you.

- Brainstorm adjectives to describe your famous person.
- Make notes. What happened? When? Where?
- Write your description – use reference words.
- Decorate your description with pictures and photographs.

Writing tip

Reference words

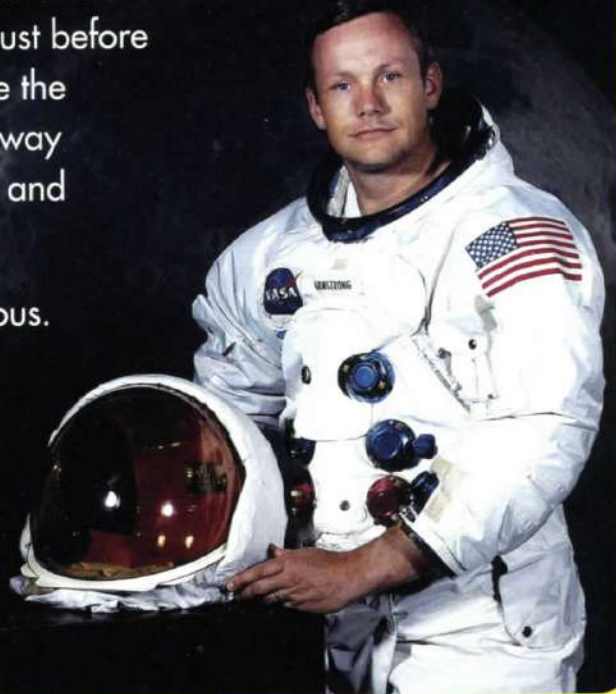
Use reference words to avoid repetition.

Neil Armstrong was born in 1930, in Ohio in the USA. When **he** was six years old, ...


He also had the ability to stay calm ... , **this** helped to make the moon landing successful.

One giant leap – The story of Neil Armstrong

- A At 02:56 on 21 July 1969, Neil Armstrong became the first man in history to walk on the Moon. He immediately sent a broadcast back to Earth and millions of people heard his message, 'That's one small step for man, one giant leap for mankind' But, despite his huge achievement, Armstrong was a modest and private man who did not think of himself as a hero.
- B Neil Armstrong was born in 1930, in Ohio in the USA. When he was six years old, his father took him on his first flight and he loved it – his love of flying began. He learnt to fly a plane when he was sixteen and later became a pilot for the US Airforce.
- C In 1962, he trained to become an astronaut. Armstrong was perfect for the job. He was a skilled and experienced pilot and physically fit. He also had the ability to stay calm in a crisis and later this helped to make the moon landing successful. Just before landing, huge rocks suddenly appeared before the spacecraft. Armstrong had to quickly steer it away to avoid a crash. The spacecraft landed safely and history was made!
- D After that, Neil Armstrong became world famous. But he didn't enjoy the fame and wanted to live a normal life. However, the world always remembered him as the first man on the Moon. When he died in 2012, President Barack Obama said he was 'among the greatest of American heroes'.



5 Lost in the Desert

1 Talk about it  Have you ever got lost somewhere away from home? What did you do to find your way home?

2  **Read**

Before you read, look at the pictures. How do you think this girl gets lost in the desert?

26 **3**  **Read and listen**

Read and listen to the story. Check your predictions and answer the questions after each part.



Lost in the Desert by Margo Fallis

The rock dropped to the bottom of the well and landed with a splash when it hit the water. Rabin was a beautiful little girl with dark brown eyes and hair as dark as the midnight sky. She laughed when she saw the water splash up. Then she **skipped off** towards the tent where she lived.

Summer in the Egyptian desert could be very very hot. Rabin's tent was in a small village in the arid desert, southwest of Cairo. Not many people ever came to the village to visit, but now and then a camel train would pass through. A tree sprouted up now and then from the parched earth.

Sometimes she'd ask her friends, Karim and Yasmine, to play with her. One day, they were walking along a sandy trail, when they came to an area of trees. Rabin saw something moving off the side of the path. It was a furry rabbit. She wanted to follow it, but her mother had warned her never to leave the path; it was dangerous. She'd told Rabin that she might get hurt or lost. Sometimes there were wild animals waiting in the bushes. But Rabin wanted to catch that rabbit.

- 1 Where did Rabin live?
- 2 What kind of home did she live in?



She **ran off** the trail, following the rabbit through rocks and sandy soil. Karim and Yasmine tried to call her back, but she wouldn't listen. The rabbit hopped over a dead tree, so Rabin followed it. It ran up a small hill. It **leapt over** a wide riverbed. While Rabin was running after it, the rabbit **jumped into** some thorny bushes and she lost sight of it.

- 3 What did Rabin want to do?
- 4 Did Karim and Yasmine go with her?
- 5 Did Rabin catch the rabbit?



She sat down in the shade of a tree and looked around at the unfamiliar surroundings. In the tree above hung a rather large beehive. As Rabin sat there, unaware of the hive, she noticed a lot of bees gathering around her. They were buzzing back and forth. Rabin didn't like bees. She **jumped up** and ran as fast as she could.

She ran into the bushes and realised that she was lost. Nothing looked familiar to her. Where were Karim and Yasmine? Why hadn't she listened to what her mother had said? She sat down on a rock and started to cry.

- 6 What happened when Rabin sat down to rest?
- 7 What did she do?

As she sobbed, she heard a hissing sound. She looked at the ground and saw a cobra. It was coiled up and its tongue was flickering in and out of its mouth. Its head was flat and wobbled back and forth. Rabin jumped up on top of the rock and watched the snake. It slithered across the sand, but then it slunk away. Now she really began to cry. She was very frightened.

She **hopped off** the rock and started running back to the riverbed. She was walking along when she saw something move. Her heart jumped as she thought it was the rabbit. Maybe, if she followed it again, it would lead her back to Yasmine and Karim. She ran over to it, but saw it was a small fox, reddish brown with a bushy tail. It scurried off into the bushes.

- 8 What did Rabin see next?
- 9 How did she feel?
- 10 What did she do?

She hung her head down and **plodded along**. She noticed tracks by the riverbed, like a crocodile's. She couldn't see a crocodile, but she thought that one might be waiting nearby. So she ran quickly down the riverbed.

Now Rabin felt tired, hungry and afraid. The sun was setting below the horizon. The sky glowed a beautiful orange and red colour, but she didn't want to be alone in the dark. She sat down in the sand, too tired to move. She lay her head on her hands and fell asleep.

- 11 How did she feel now?
- 12 What time of day was it?
- 13 What did she do?



When she woke up, the rabbit was standing by her head. Its little black nose was wet and rubbing against her cheek. Rabin stood up slowly. The rabbit didn't **run away**. It wanted Rabin to follow it.

She walked slowly and followed the rabbit back down the riverbed, past the crocodile tracks, past the rock where the cobra had slithered and past the tree filled with angry bees. The rabbit suddenly stopped. Rabin listened. 'Rabin. Where are you?' It was her father.



She called out, 'I'm here. I'm here.' Soon her father found her, picked her up in his arms and hugged her tightly. 'Where were you, Rabin? We've been worried about you. Yasmine and Karim told us you'd wandered off the path. You know you aren't supposed to do that,' her father scolded.

'I know, Father. I am very sorry. I'll never leave the path again.' She turned and looked for the rabbit. Where did it go? She saw it **running off** into the trees. She smiled, took her father's hand then walked back home.

- 14 How did Rabin find her way home?
- 15 How did her father feel?
- 16 What did Rabin do?



Language detective

Past continuous - interrupted actions

She **was walking** along when she **saw** something move.

(continuous action)

(short action)



4 Look at the *Language detective* and match these sentences from the story. Check your answers in the text.

- | | |
|---|--|
| 1 They were walking along a sandy trail | a when she saw something move. |
| 2 While Rabin was running after it, | b when they came to an area of trees. |
| 3 She was walking along, | c the rabbit was standing by her. |
| 4 When she woke up, | d the rabbit jumped into some thorny bushes. |

5   **Word study** Verbs of movement

Find the verbs in **blue** in the story. Work out the meaning or check your dictionary.

- 1 Which one is the odd one out?
- 2 Now compare the other verbs. How are the movements different?

27 6  **Pronunciation** -ed endings

Listen to the verbs from the story and put them in the correct column.

/t/	/d/	/ld/
dropped	raised	landed

7 **Values** Taking advice

- 1 What advice did Rabin's mother and father give her?
- 2 What happened when she didn't listen to them?
- 3 How did she feel?
- 4 What did Rabin say to her father at the end?

8  **Talk**

- 1 What advice do your parents or family members give you?
- 2 Have you ever ignored their advice? What happened?

6 Choose a project

1 Design your own vehicle

1 Brainstorm: What is the purpose of your vehicle?

To take me to school.

To take me on holiday.

Is it a vehicle for land, water or air?

Why is it special? What are its special features?

- 2 Brainstorm adjectives to describe your vehicle and verbs to describe what your vehicle does.
- 3 Write a description of your vehicle and draw a picture.
- 4 Present your design to your classmates.

2 Design a safety poster

1 Brainstorm: What can you do to keep safe when you are not at home? Think about:

- What to do to prevent getting lost.
- What to do if you get lost.
- What to do to keep safe in the street.

2 Make a poster to give advice to other children. Write eight statements.

When you go out, always tell someone where you are going.

- 3 Decorate your poster and display it on the wall.
- 4 Read your classmates' posters. Is there any advice that is different to yours?

Reflect on your learning

How can we stay safe when we are not at home?

- 1 Name three ways of getting to school.
Give one good and one bad point about each one.
- 2 Write five sentences giving advice about road safety.
- 3 Give directions on how to get from your home to your school by walking and/or public transport.
- 4 Write five sentences about your favourite type of transport. Use adjectives.
- 5 Write three things that happened while you were travelling to school today.

While I was travelling to school, my brother ____

While I was going to school, I ____

- 6 Which three sounds come at the end of regular verbs in the past simple?
- 7 Talk about the best pieces of advice your family or teacher has ever given you. Think of two examples.



Look what I can do!

Write or show examples in your notebook.

- 1 I can talk about how I get to school.
- 2 I can understand issues about road safety.
- 3 I can design a road safety sign.
- 4 I can give directions using a street map.
- 5 I can write a description of a famous person in history.
- 6 I can understand a short story.
- 7 I can pronounce the three sounds that come at the end of regular past simple verbs.
- 8 I can talk about the importance of taking advice.

6

School lunch

We're going to:

read about school lunches around the world

identify what objects are made of

talk about quantities of food and drink

read about how chocolate is made

read and listen to an extract from *Charlie and the Chocolate Factory*

identify and practise connected speech.

**1 Talk about it**

Do you eat school lunch?

What is a typical lunch at your school? Is it healthy?

2 Read

Read about school lunches around the globe.



My name's Marie. I'm from France. I have lunch at school every day. Lunch is the biggest meal of the day in my country. At school, we usually have salad to start, then some fish or meat with pasta or rice. Next, we have some cheese and then dessert which is usually a piece of fruit.



Hi! I'm Paolo!

At school, my favourite snack is *queijadinhas*. It's a muffin made from cheese and coconut. Today we're having a green salad to start, then rice and beans. For the main course, we've got meat and vegetables in a sauce and a banana for dessert.




Hi, my name's Sachi. I'm from Japan. The school lunches or *kyuushokuas*, as we call them in Japanese, are very healthy. We eat lunch in our classroom and we eat with chopsticks. On today's menu there is a salad with carrots and onions, and soya bean soup followed by pork, rice and black beans.

3 Find examples of food in the text and write them in the table.

Vegetables	Fruit	Dairy products	Grains	Protein

4  **Talk**

Compare your school lunch with one of the school lunches described in Activity 2.

5  What food can you see in the pictures here? How are the two different?



8 6 **Listen**

Listen to descriptions of the meals in the photos, and compare them.

28 7  Listen again and answer the questions.

- 1 What is Jamie Oliver's job?
- 2 Why was he worried about the school lunches?
- 3 What was the name of his campaign?
- 4 What were children eating too much of?
- 5 What does he want children to learn about in school?



8  **Talk**

Use **some** and **any** to describe the food in the pictures.

There is **some** ____

Language detective

some and any

There is **some** fruit.

There are **some** vegetables. (positive sentences)

There isn't **any** fruit.

There aren't **any** vegetables. (negative sentences)

Is there **any** fruit?

Are there **any** vegetables? (questions for countable and uncountable nouns)



2 Recycled art

1 Talk

Make a list of materials we can recycle and compare them with your partner. How do we recycle them?

2 Which of these things do you do?

- Put bottles in recycling bins.
- Put paper in recycling bins.
- Put cans and tins in recycling bins.
- Put plastic containers in recycling bins.
- Reuse plastic bags.
- Reuse materials to make things.



3 Read

Read about Lal's sculptures. What recycled material can you see?

Reading strategy: Reading for details

Read a text quickly to find information to complete a task.



Recycled art

Lal Hitchcock makes her sculptures from unwanted objects or rubbish. Many of the objects have been washed up on beaches or found by divers in the sea. These are the materials in her workshop.

- 4  Read, draw the sculptures and label the recycled items.

1 wood 2 brush 3 combs 4 handle



This sculpture is made of wood. His hair is made from an old brush and his eyes are made of stone and black bottle tops. His mouth is made from two red combs and his nose is made from the handle of the brush. It's very long!

5 blue tubes 6 wheel 7 plastic 8 door handles 9 metal springs

This sculpture has got spiky hair made from blue tubes. His head is made from half a plastic wheel and his eyes are made of blue plastic. His ears are made from metal door handles and his earrings are made from metal springs. He's also got a red mouth made of wood.



- 5  Create it!

Design a sculpture made from recycled objects.

- 1 Think of the different materials it could be made from.
- 2 Draw your design.
- 3 Label the recycled objects in your drawing.
- 4 Make your sculpture. (If you don't have time in class, you could do it at home.)

Language detective

made of / made from

We use **made of** to express the 'pure materials' used in making something.

This sculpture is **made of** wood.

We use **made from** when one thing is made from another.

His ears are **made from** metal door handles.



3 Party plans

1 Talk about it



Have you ever had a party with your friends?

Where did you have the party? What did you eat?

What presents did you receive?

Which was your favourite present?

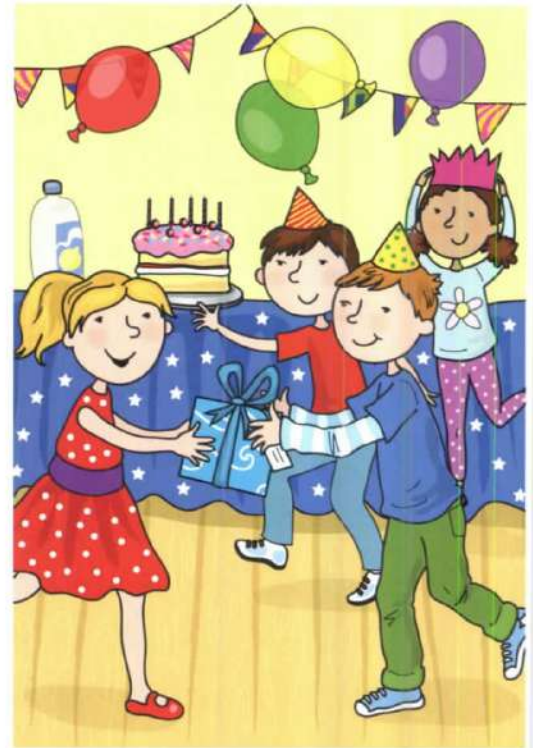
29 2 Listen

Listen to Fred and his mum talking about his birthday. Write the items they are going to buy.

29 3 Listen again. In your notebook complete this list with the quantity and a word from the box.

- 1 ___ of bread.
- 2 ___ of cheese.
- 3 ___ of cola.
- 4 ___ of water.
- 5 ___ of ice cream.
- 6 ___ of crisps.
- 7 ___ of orange juice.

packet
bottle
tub
can
carton
loaf



30 4 Pronunciation Connected speech

Listen and repeat.

- 1 a packet of crisps
- 2 a tub of ice cream
- 3 a can of cola
- 4 a bottle of water
- 5 a carton of orange juice



Language detective

Quantifiers

Many is used with countable nouns in questions and negative sentences.

Much is used with uncountable nouns in questions and negative sentences.

A lot of and **plenty of** are used with countable and uncountable nouns in affirmative sentences.

A lot of is usually used in negative sentences and questions.

A little is used for small quantities of uncountable nouns.

A few is used for small quantities of countable nouns.



5 Use of English

Choose the right words to describe Fred's party food. Use the *Language detective* to help you.

- 1 There aren't
a little / many
sandwiches left.



- 2 There's only
a little / a few
cola left.



- 3 There are
plenty of / much
crisps in the bowl.



- 4 There isn't
much / many
water left.



- 5 There is
plenty of / many
ice cream left.



- 31 6 Complete the dialogue with quantifiers. Listen and check, and then read the dialogue with your partner.

Susan: Hey, Fred! Can you pass me the bottle of cola, please?

Fred: Here you are. Do you want some crisps?

Susan: Yes, please! Oh! There's only ¹ ___ left.

Fred: Can you pass me a cheese sandwich, please?

Susan: Here you are. There aren't ² ___ left though.

Fred: There isn't ³ ___ ice cream left. Do you want to share?

Susan: OK, I only want ⁴ ___ .

7 Write

Plan your own birthday party. Use the cues to help you.

- Who are you going to invite?
- What are you going to do at the party?
- Write a list of the food and drink.

I'm going to invite ___

4 All about chocolate!

1 Talk about it



What is your favourite kind of chocolate?

Do you know what chocolate is made of? How is it made? Who manufactured the first chocolate bar? Why does chocolate melt in our mouths?

2 Read

Read and check your answers.

Amazing fact

Did you know that there are over 500 different varieties of chocolate?

From bean to bar!

The first chocolate bar was invented by Joseph Fry in 1847.

Growing

Chocolate is made from cacao beans which grow on a tropical tree called the *Theobroma Cacao*. Cacao is grown in tropical countries close to the Equator where it is warm all year round.

Harvesting

The cacao bean pods are usually harvested twice a year. The workers use a long stick with a machete (a type of knife) to cut down the pods, **so as not to break** the tree which is very fragile. They open the pods with their hands, **so that** the beans inside don't break.

Fermentation

Next is the fermentation stage. The beans are put into wooden bins and are covered with banana leaves. They are left for a week. Then they are dried in the sun for another a week. After that, they go to the factory **in order to be turned into chocolate**.

Manufacturing

In the factory, the cacao beans are roasted in big ovens. Then the shells are cracked and the beans inside are crushed into a paste. **In order to** make the paste sweet, it is mixed with sugar, cocoa butter, vanilla and milk.

Product

When the mixture is cooled, we have the final product – chocolate!



Chocolate melts in our mouth because the melting point of cocoa butter is lower than the human body temperature.

3 Read and decide if the sentences are **true** or **false**.

- 1 Cacao beans are grown in hot countries.
- 2 Cacao beans are harvested once a year.
- 3 The workers climb the trees in order to cut down the cacao pods.
- 4 After the shells are cracked, the beans are roasted.
- 5 They add sugar to the paste so that it is sweet.
- 6 When the mixture is heated, we have the final product.

4  Find examples of linkers of purpose in the text and write them down.

5  **Write**

Complete the information about chocolate production using linkers of purpose. Use the text to help you.

- 1 A machete is used ____
- 2 They use their hands ____
- 3 The beans are left in the sun ____
- 4 Sugar is added ____
- 5 The mixture is cooled ____

Writing tip


Linkers of purpose

We use these to describe the purpose of an action / why we do something.

... **so that** + noun or verb phrase

... **so as not to** + verb

... **in order to** + verb

6  Choose one of these food products to write about. Find out information about them in your local library or on the Internet.

coffee tea cooking oil salt bread butter

- What is it made from? Where is it grown and why?
- How is it grown?
- How is it harvested or collected?
- How is it manufactured?
- Find a picture of your product and display this with the process in your class.

5 Charlie and the Chocolate Factory

1 Talk about it



Would you like to visit a chocolate or sweet factory?

What do you think it would be like inside?

32

2



Read and listen

Read and listen to *Charlie and his family*.

- 1 Why was life difficult for Charlie?
- 2 What did he eat for breakfast, lunch and dinner?
- 3 What was special about the chocolate factory in his town?
- 4 Why did his dream come true?

Charlie and his family

Charlie Bucket was a young boy who lived with all his family (six grown-ups) in a small wooden house on the edge of a great town.

The house wasn't nearly large enough for so many people and life was extremely uncomfortable for them all.

Mr Bucket was the only person in the family with a job. He worked in a toothpaste factory, where he sat all day long at a bench and screwed the little caps on to the tops of the tubes of toothpaste after the tubes had been filled. But a toothpaste cap-screw is never paid much, so there wasn't even enough money to buy proper food for them all. The only meals they could afford were bread and margarine for breakfast, boiled potatoes and cabbage for lunch, and cabbage soup

for supper. AND the one thing Charlie longed for more than anything was ... CHOCOLATE!

Even worse, in the town where Charlie lived there was an ENORMOUS CHOCOLATE FACTORY. In fact, it was the largest and most famous in the world!

One day, it so happened that Willy Wonka, who owned the factory, announced that he would invite the five lucky children who found the Golden Tickets hidden underneath the wrapping of his chocolate bars to visit his factory. Not only that, but they would all receive a gift of sweets and chocolate to last a lifetime!

Well, of the five children who won, Augustus Gloop was one and, believe it or not, Charlie was another!

Inside the Chocolate Factory

The Chocolate Room

'An important room, this!' cried Mr Wonka, taking a bunch of keys from his pocket and slipping one into the keyhole of the door. 'This is the nerve centre of the whole factory, the heart of the whole business!'

Mr Wonka opened the door. Five children and nine grown-ups pushed their ways in – and oh, what an amazing sight it was that now met their eyes!

They were looking down upon a lovely valley. There were **green meadows** on either side of the **valley**, and along the bottom of it there flowed a **great brown river**.


What is more, there was a **tremendous waterfall** halfway along the river – a **steep cliff** over which the water curled and rolled in a solid sheet, and then went crashing down into a boiling churning whirlpool of froth and spray.

Below the waterfall (and this was the most astonishing sight of all), a whole mass of **enormous glass pipes** were dangling down into the river from


somewhere high up in the ceiling! They really were **enormous**, those pipes. There must have been a dozen of them at least, and they were sucking up the brownish muddy water from the river and carrying it away to goodness knows where.

Graceful trees and **bushes** were growing along the riverbanks. In the meadows there were thousands of **buttercups**.

'There!' cried Mr Wonka, dancing up and down and pointing his gold-topped cane at the great brown river. 'It's all chocolate! Every drop of that river is hot melted chocolate of the **finest** quality. The waterfall is most important!' Mr Wonka went on. 'It mixes the chocolate! It churns it up! It pounds it and beats it! It makes it light and frothy! No other factory in the world mixes its chocolate by waterfall! And do you like my meadows? Do you like my grass and my buttercups? The grass you are standing on, my dear little ones, is made of a new **kind of** soft, minty sugar that I've just invented! I call it swudge! Try a blade! Please do!'

- 33 **3**  Read and listen to *Inside the Chocolate Factory*. Look at the **green** words in the text and match them with the words below with a similar meaning. Use your dictionary to help you.

- 1 **a** low **b** high **c** small 3 **a** best **b** good **c** worst
2 **a** tiny **b** narrow **c** very big 4 **a** packet **b** type **c** piece

- 4  Describe what you can see in the *Chocolate Room*. Use the words in **blue** to help you.

Augustus Gloop's accident

Automatically, everybody bent down and picked one blade of grass – everybody, that is, except Augustus Gloop, who took a big handful of chocolate from the river.

When Mr Wonka turned round and saw what Augustus Gloop was doing, he cried out, 'Oh, no! Please, Augustus, please! I beg of you not to do that. My chocolate must be untouched by human hands!'

'Augustus!' called out Mrs Gloop. 'Didn't you hear what the man said? Come away from that river at once!'

'This stuff is fabulous!' said Augustus, taking not the slightest notice of his mother or Mr Wonka. 'Gosh, I need a bucket to drink it properly!'

'Augustus,' cried Mr Wonka, hopping up and down and wagging his stick in the air, 'you must come away. You are dirtying my chocolate!'

'Augustus!' cried Mrs Gloop.

'Augustus!' cried Mr Gloop.

But Augustus was deaf to everything except the call of his enormous stomach. He was now lying full length on the ground with his head far out over the river, lapping up the chocolate like a dog.

'Augustus!' shouted Mrs Gloop. 'You'll be giving that nasty cold of yours to about a million people all over the country!'

'Be careful, Augustus!' shouted Mr Gloop. 'You're leaning too far out!'

Mr Gloop was absolutely right. For suddenly there was a shriek, and then a splash, and into the river went Augustus Gloop, and in one second he had disappeared under the brown surface.

Extracts adapted from *Charlie and the Chocolate Factory* by Roald Dahl.

34 **5**  Read and listen to *Augustus Gloop's accident* and answer the questions.

- 1 Why is Mr Wonka angry with Augustus?
- 2 What happens to Augustus?
- 3 Where do you think Augustus goes?

6 Talk

Put the pictures in order and use the prompts to describe what happened.

1 put/river

a



2 fall/river

b



3 pick/grass

4 drink/chocolate

c



d





5 lay/eat

7 Vocabulary

Which of these adjectives best describes Augustus?

generous helpful greedy selfish mean

8   Use these adjectives to talk about people you know.

My sister is never selfish. She always lets me share her CDs and sweets.

9 Values

Read this description.

Being greedy usually describes people who like to have all things to themselves. Sometimes people do bad things to satisfy their greed, like Augustus in the story.

10 Vocabulary

Which adjective above is the opposite of greedy?

11 Talk

Talk about how we can be generous to other people.

6 Choose a project

1 Invent a new type of sweet or chocolate

- 1 Make a list of the ingredients you need to make your sweet or chocolate.
- 2 Think of a name for your product.
- 3 Describe it. Write about what it is made of and how it is made.
- 4 What special quality does your sweet or chocolate have? Read *Charlie and the Chocolate Factory* again for more ideas.
- 5 Draw a picture of your invention and display it with the description in your class.



2 Write about what happened to Augustus Gloop

- 1 Read the extract from *Charlie and the Chocolate Factory* again.
The extract ends ... *there was a shriek and then a splash and into the river went Augustus Gloop, and in one second he had disappeared under the brown surface.*
- 2 Brainstorm ideas about where you think Augustus went.
- 3 Use these questions to help you:
 - Did he go to a special room?
 - What happened there?
 - Did his parents find him in the end?
- 4 Write a paragraph in your notebook explaining what happened to Augustus.
- 5 Remember to use the past simple and sequencing words **first, then, next, after, finally**.



Reflect on your learning

How do people eat in different places?

- 1 Write a healthy school lunch menu. Include a starter, a main course and a dessert.
- 2 Write a sentence for each of these quantifiers: **many, much, a little, a few, a lot of, plenty of.**
- 3 Write about what you had for lunch today or yesterday. Remember to use quantifiers and determiners **some** and **any**.
- 4 Imagine you are organising a party for your friends. What food are you going to buy? Write your shopping list. Compare with your partner.
- 5 Practise saying these sentences using the connected speech introduced in the unit.
 - A tub of ice cream, please.
 - A packet of crisps, please.
 - A can of coke, please.



- 6 What food and drink is there in your fridge? Write sentences, remembering to add the packaging too.

There's a tub of ice cream.

- 7 Can you remember what the products in your fridge are made from or grown from? Write sentences.

Chocolate is made from cacao beans.



Look what I can do!

Write or show examples in your notebook.

- 1 I can talk about what children eat around the globe.
- 2 I can talk about what objects are made of.
- 3 I can write about quantities of food and drink.
- 4 I can understand the processes of basic food production.
- 5 I can read and understand an extract from children's literature.
- 6 I can write about a new type of sweet.

Review 3

35 1 Listen

Listen and say where the people are going.



2 Talk

In pairs, ask and answer about the picture.

- 1 How does the granny travel?
- 2 How does the boy travel?
- 3 How does the girl travel?
- 4 What does the sign near the bookshop mean?
- 5 What does the sign near the train station mean?
- 6 What does the sign near the school mean?



3 Vocabulary

Can you think of the opposites to the words below?
Try to think of opposites before you look at the word box at the bottom of the page.

1 generous

2 dangerous

3 left

4 stand up

5 quickly

6 a little

7 unhealthy

8 sweet

a lot safe right healthy selfish sour slowly sit down

4 Use of English

Read and choose the correct word.

'When I go roller blading, I always (1) *wear / wore / am wearing* my helmet,' said my little brother.

'But if you don't fasten it, it (2) *doesn't / don't / didn't* protect you,' I (3) *explain / explains / am explaining*. 'So what good is that?'

My brother is crazy. For example, last week he (4) *decided / decides / decide* to only eat healthy food. Then I saw him drinking two (5) *bottles / loaves / tubs* of cola and eating a (6) *packets / packet / carton* of strawberry sweets.

'Is that (7) *a lot / a little / many* unhealthy?' I asked gently (8) *so as not to / because / when* upset him.

'Oh no,' he said. 'This cola is very healthy. It's got (9) *much / many / a lot of* fruit in it. It's cherry cola.'

'Let me guess,' I said. 'The strawberry sweets are healthy because they're made of (10) *plenty / much / many* of strawberries.'

'That's right,' he said.

5 Complete the sentences about the text in Activity 4.

- 1 The girl asked the question about the cola gently in order to ____
- 2 Her brother wore a helmet so as not to ____
- 3 The girl said that the helmet wasn't very useful when not strapped up in order to ____

6 Write

Choose one of the products from the text. Write a few sentences about how it is made. Try to use the expressions in the box.

is made of
is made from
is made by
is prepared by
is manufactured by
is made in ...

7 Talk

Look at Units 5 and 6. Discuss:

- What did you like reading about – vehicles or food?
- Which reading did you like the best?
- Which unit taught you more new things?

7

Australia

We're going to:

- talk about extreme weather
- read a country fact file
- listen to a report about endangered animals
- write a blog about an adventure trip
- read a traditional story.



a

1 Talk about it



What's the weather like?

Choose the phrases which describe the weather in your country at different times of the year.

- It's hot and humid.
- It's sunny and mild.
- It's cold and rainy.
- It's stormy with thunder and lightning.
- It's hot and dry.
- It's snowy and frosty.

c



b



2 Talk

Imagine you are talking to someone from another country. Describe the weather in your country at different times of the year.

It's usually hot and humid from April to October ____
 Sometimes it's snowy and frosty during January and February ____

d



e



3 Word study Extreme weather

Match the words with the pictures above.

- a hurricane a tornado a blizzard
 a flood a drought

36 4 Listen

Listen to the weather report. What type of extreme weather is happening? In which country?

5 Vocabulary

Match the words with the definitions.

- | | |
|--------------|---|
| a a warning | 1 get bigger |
| b severe | 2 turn round and round |
| c speed | 3 protect yourself underneath something |
| d build up | 4 an announcement that something bad might happen |
| e rotate | 5 when things are broken or destroyed |
| f take cover | 6 very bad |
| g damage | 7 how fast or slow something is |

36 6 Listen

Listen again and complete this safety advice.

If you are at home or in a building, find a room inside with no ___ on the ___ floor, or take shelter in a ___ and get under a big piece of ___, like a table. If you are outside, you should take cover in a safe and strong ___ .

If you are in a car, do not try and ___ away from the tornado. You should ___ your car immediately.

7 Talk

What is the worst weather you have ever seen in your country?
What happened?

Last year, there was ___

Last winter, there were ___

8 When this type of weather happens, what safety advice would you give?

When there is lightning, don't take cover under a tree because ___

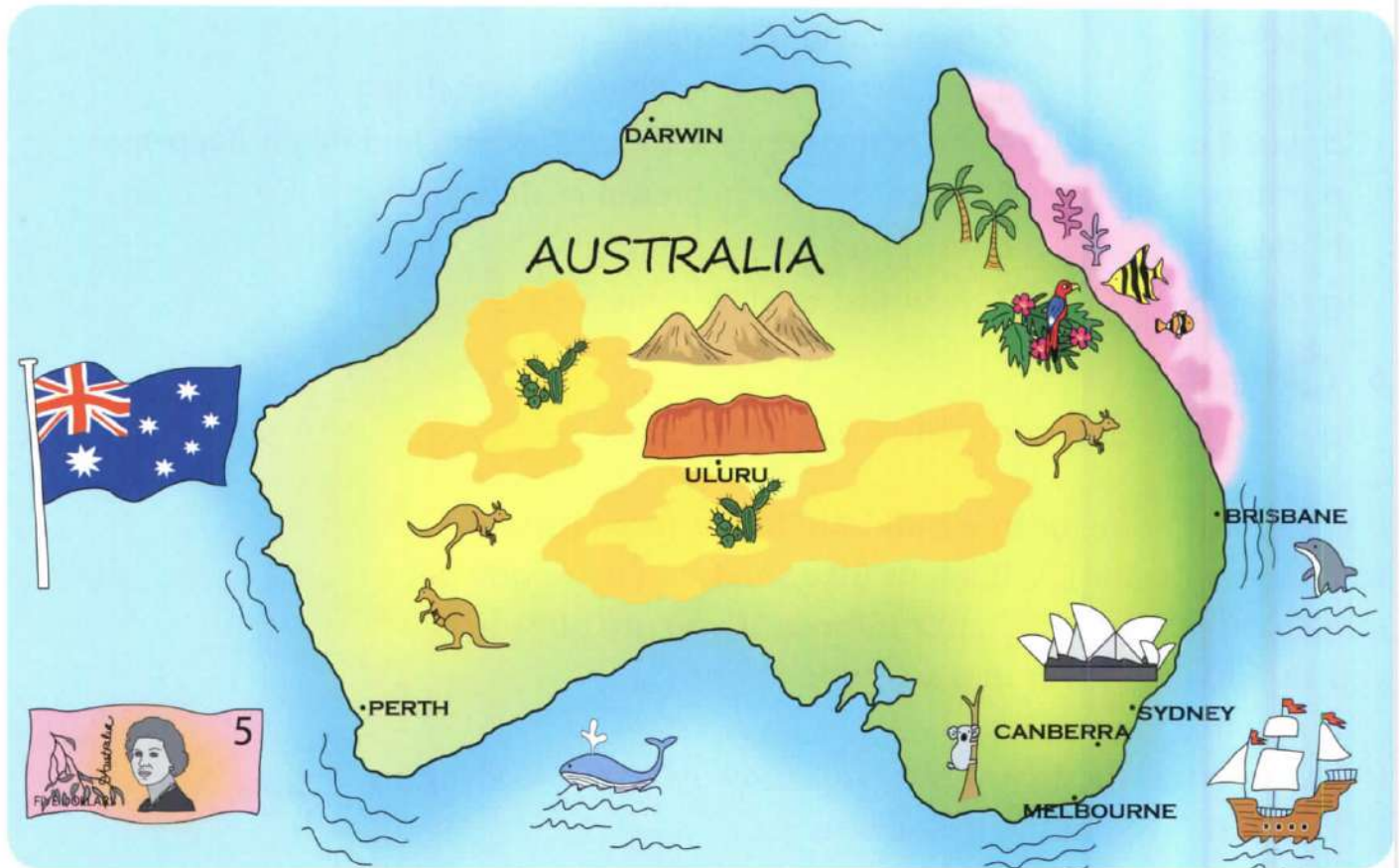
2 Australia

1 Talk about it  Is Australia a country or a continent? Look on the map.

Where might you find snow in Australia? What is Uluru?

Which part of Australia can be seen from space?

When is summer in Australia?



2 Word study Geographical features

Find examples of the features in the box on the map.

Reading strategy: Noticing numbers

When you are reading, notice any numbers and figures. These will often help you understand important information in the text.

desert mountain range
coral reef rock formation
coast tropical rainforest

3 Read

Read the *Fact file* about Australia on page 99. Find the answers to the questions in Activity 1.

Amazing fact

Did you know that you can see The Great Barrier Reef from space?

4 Read the *Fact file* again and answer the questions.

- 1 How much is 22 million? a 22 000 b 22 000 000
- 2 How do you write *sixth* in numbers? a 6th b 1/6
- 3 How much is 7.7 million? a 7 700 000 b 770 000
- 4 How much is 20%? a 1/5 b 1/6 c 1/4
- 5 Which three types of natural environments are mentioned here?

Fact file Australia

Facts and figures

The population of Australia is **22 million**. There are many different types of people and religions and nearly one quarter of Australians were born in other countries. Australia is the **sixth** largest country in the world. It has a land mass of nearly **7.7 million** square kilometres. It is both a country and a continent; the currency is the Australian dollar, which is divided into 100 cents.

Australia is home to one of the most famous landmarks in the world – the Sydney Opera House. This amazing building was opened in 1973 and is for everybody to enjoy theatre, ballet, opera and music concerts.



Geography

Almost **20%** of Australia is desert. Here it is hot and dry with hardly any rainfall. There are mountain ranges across the whole of the east coast, where the temperatures are sometimes below zero. There are also tropical rainforests in the north, where it is hot and humid. The amazing Great Barrier Reef is the world's largest coral reef and stretches for 2000 km along the north-east coast.

In the centre of Australia is the beautiful Uluru (known as Ayer's Rock outside Australia), a huge mysterious sandstone rock formation that looks like it changes colour at different times of the day. Uluru is a sacred place for the Anangu, the aboriginal people of the area.

Australia is in the southern hemisphere. Seasons are at a different time to countries in the northern hemisphere. In Australia, the summer months are December to February and the winter months are June to August.

5 Talk

Find two similarities and two differences between Australia and your country. Use the *Fact file* and words in the *Word study* to help you.

There are deserts in my country too.

3 Animal matters

1 Talk about it Which animals live in the wild in your country?

Which animals are common? Which are rare? Why do you think some animals are rare? Look at the pictures below. What do these animals have in common? What is an endangered animal?

Listening strategy:

Following the listening topic

Listen for words like **they** and **here** to help you follow the topic of the text.

37 2 Listen

Listen to the introduction to the report and find the missing words.

Australia is home to many unique species of animal, such as the famous kangaroos and koalas. (1) ___ is also home to deadly and dangerous saltwater crocodiles, snakes and spiders. Strange, unusual animals, such as the echidna and the platypus, live (2) ___ too. But did you know that some of (3) ___ animals are now endangered species? (4) ___ means that large numbers are dying, fewer animals are producing babies and soon there might not be any left at all. Unique Australian animals, such as koalas, numbats, Tasmanian devils and bilbies, are all examples of endangered species.

numbat



Tasmanian devil



koala



bilby

38 3 Listen to the rest of the report.

- 1 Why is the koala an endangered animal in some parts of Australia?
- 2 Why are there fewer bilbies and numbats in the wild now?
- 3 What has happened to Tasmanian devils since the 1990s?

38 4  Listen again and complete the table in your notebook.

Endangered animal	Reasons
Koala	People destroy their habitats to build houses

39 5  Listen to the last part again and complete the sentences.

- 1 Australian scientists are doing research _____ a cure for the disease.
- 2 Nowadays the government of Australia works hard _____ its endangered animals.
- 3 There are rules _____ people building houses on the places where these animals live.
- 4 They can live in peace and produce more young _____ the population grow again.

Language detective

Infinitives of purpose (to + verb)

We use the infinitive of purpose to explain the reason for something.

Human beings destroy animals' habitats **to build** houses and towns.



40 6 **Pronunciation** Numbers

Listen to the numbers and repeat.

〇〇 〇〇 〇〇 〇〇

fifty **sixty** **fifteen** **sixteen**

7   **Talk**

Discuss these questions in small groups. Make notes in your notebook.


- 1 Which wild animals are endangered species in your country?
- 2 Why are these animals endangered?
- 3 What can people do to protect wild animals?

Don't leave plastic bags in the countryside because animals might eat them.

8   **Over to you**

Present your ideas to your class. Listen to other presentations and make a note of different answers for 1, 2 and 3 in Activity 7.

4 Taking a trip

1 Talk about it  What reasons are there for taking a trip away from home? How can you keep in contact with other people while you are away?

2 Read

Read Daniel's blog below. What do you think is the purpose of this trip

a for Daniel? **b** for his mum?

Day 1 I'm sitting in my tent. We're camping tonight in the outback. I'm feeling scared because there are dangerous snakes and spiders out there! We set off from Darwin at 7 this morning and we've been at the campsite for

three hours now. We've just eaten dinner under the stars and it tasted amazing! Tomorrow we're travelling to the **beach**, so my mum can do her work.

Day 4 It's night-time and I'm writing this by torchlight. This morning, Dad and I went snorkelling for the third time in the sea. It has been fantastic every time! We've seen lots of different fish and we've seen



1

two **turtles** since Tuesday! My mum says turtles are an endangered species in this part of Australia. She's working on a conservation project to find out why turtles and fish are dying. Conservation projects help to keep wildlife safe and free to live in the wild. My mum collects bits of **rubbish** from the beach and sea. She tests it to see if it contains poisons that kill the turtles.

Can't wait for tomorrow – Dad and I are going out on a boat trip.



3


3 Match the words in **blue** in the text with the pictures. What does Daniel say about these things in his blog?

- 4 Look at Day 1 and find
- what Daniel is doing as he is writing
 - what he did earlier in the day
 - his plans for the next day.

5  Write

Use the headings in Activity 4 to make notes on Day 4 of Daniel's blog.

His plans for the next day
Boat trip with Dad

6  Use of English

Look at the *Language detective* and complete the blog using the present perfect.

Day 8 We ___^a (*be*) here for a week now. Since Monday, my mum ___^b (*collect*) loads of rubbish from the beach and ___^c (*write*) loads of notes about the wildlife here.

Writing tip

Making notes

When you make notes, you only have to write the key words. You don't have to write full sentences.

Language detective

Past and present actions

We can use the present perfect with **for** or **since** to talk about actions that started in the past and continue in the present time.

We have been at the campsite **for** three hours now.

I've seen two turtles **since** Tuesday!



7  Write

- Think of a trip you would like to do in your own country or somewhere else.
- Decide how many days your trip will last.
- Now make notes on what you're going to do on each day.
Make notes on:
 - what you're doing as you are writing
 - what you did earlier in the day
 - your plans for the next day.
- Include some new or interesting information, e.g. about the place you visit, something you see or how you feel.
- Now use your notes to write a blog or a journal.
- Read your classmates' blogs or journals. For each one, make a note of the place and some new information that you have learnt.

5 Why emus can't fly

1 Talk about it



What traditional stories do you know from your country or culture? Which one is your favourite? Why? Does your favourite story have a special message or advice? What is it?

41 2 Read and listen

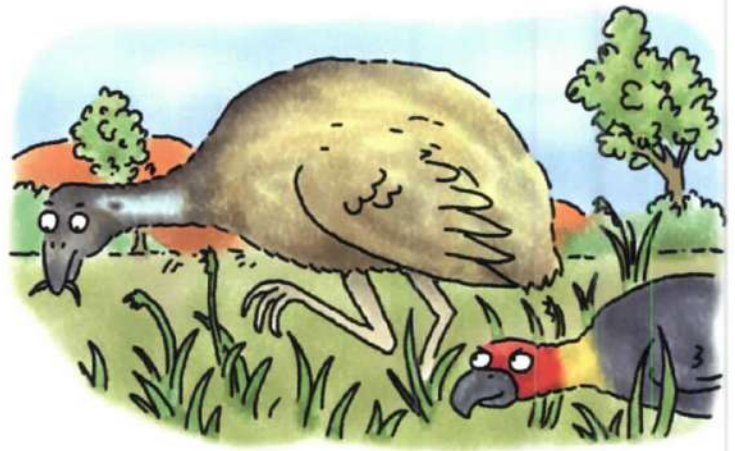
Read and listen to the story of Emu.

- 1 Read the first part of the story. Who are the two main characters?
- 2 Read each part of the story and answer the questions at the end of each section.

Why emus can't fly

A traditional story from the aboriginal people

Dinewan the Emu was big and strong, with **huge** wings that carried him over great distances. His wife had lots of children each year and he was well respected and feared. Like all powerful ones, he also had some enemies, especially Goomblegubbon the Brush Turkey. He was jealous of Emu's power of flight and the way he could run **swiftly** over the vast plains without tiring. So he made a plan to hurt Emu and he told no-one about it except for his wife. He waited until he knew that Emu was going out on the plain to feed and he made sure that he got there before him. He held his wings close by his body, ruffled up his feathers and sat on the ground where the grass was rich and long.



When Emu had eaten a lot of grass and was in a good mood, Brush Turkey spoke to him. 'Hello, I want to tell you something that I think you should know. The other animals are wondering why a big, strong bird like you chooses to fly everywhere, instead of walking.' Emu looked at him with great surprise. How else could he get anywhere, he wondered. Brush Turkey continued, 'No-one else would dare to tell you these things, Emu, but walking really is best. Flying is something that any bird can do. It's common and

ordinary. It's only men and strong birds like you and me who can get about by walking. It's a sign that you are a special bird.' Emu thought about it and replied, 'Hmm, perhaps you are right. I will have to talk about it with my wife this evening.' And off Emu went, **striding** across the plain to test Brush Turkey's words. His long legs carried him swiftly home to his wife.

The next day, the two birds met again. 'I have thought about it and decided that you were right,' Emu said. 'My wife and I took off our wings last night. We were sad to lose them, but my leg muscles are growing stronger already. I'll **race** you to that bush!' Brush Turkey laughed and laughed. 'I can't believe that it was so easy to trick you with that **tale**, Emu. Your brains must be as small as a baby bird's. But if you want to, I'll race you.'



Emu **sprinted** across the sun-baked ground. Brush Turkey waited until Emu had nearly reached the bush, then he **flapped** noisily through the air, **landing** well ahead of Emu. 'Ha, ha, what a fool you are, Emu,' he cried. 'The other animals will never respect a bird who cannot fly.' Emu was angry. He **rushed at** Brush Turkey, **striking out** at him with his powerful legs, but Brush Turkey just flew away laughing. Emu sadly walked home to tell his wife how he had been **tricked**.

- 1 Why do you think Brush Turkey wanted to hurt Emu?
- 2 Why is walking better than flying, according to Brush Turkey?
- 3 How did Emu get home after listening to Brush Turkey?
- 4 What did Emu and his wife do after listening to Brush Turkey?
- 5 Who won the race?
- 6 What was Emu's reaction?
- 7 How did Brush Turkey respond?

A whole year went by. Emu never said anything to Brush Turkey about the loss of his wings, and this **puzzled** Brush Turkey. Emu's legs grew stronger and soon he was able to run as fast as the other could fly. One morning, Emu took his two largest children out with him, leaving his other fourteen in their mother's care. He met up with Brush Turkey and his wife and their noisy family. 'Busy?' asked Emu. 'Busy!' exclaimed Brush Turkey, 'It's hard work all day long just trying to keep all of the children's stomachs full and they still look so thin. We're trying to teach them to hunt for their own food, but we haven't had much luck so far.' 'Yes, I can see that,' replied Emu, 'But the trouble is that there are too many of them. They don't get a chance to grow big. We sent most of ours to live with other families. We thought that the only way to have strong, healthy chicks was to only keep the biggest. See how much bigger my two are than yours. The next generation will be real birds.'

Brush Turkey and his wife walked around Emu's chicks and thoughtfully whispered together. Emu walked off with his chicks, chuckling quietly to himself.



The following day, he met Brush Turkey on the plain. 'I have taken your advice, Emu,' Brush Turkey said. 'Here are my two biggest chicks. The others have gone to live with their aunts and uncles. What do you think of this strong pair?' Emu laughed and laughed. 'What a fool you are,' he said. 'A bird's strength lies not in his ability to use his wings, but in the number of his children. I am sorry for you, my friend, but perhaps it will teach you that brush turkeys are even more **foolish** than emus.'

And that is why emus have so many chicks, but cannot fly, and why brush turkeys only lay two eggs each year.

- 8 When Emu and Brush Turkey met again, what problem did Brush Turkey have?
- 9 What solution did Emu suggest?
- 10 What did Brush Turkey do to his family?
- 11 What was Emu's reaction?

3 Talk

What do you think was the true reason that made Emu lose his wings?

- 1 Brush Turkey wanted to have a smaller family.
- 2 Brush Turkey was jealous of Emu and wanted to hurt him.
- 3 Emu thought walking was better than flying.

4 Do you think there is a message in the story? What do you think it is?

5 Word study Synonyms

Match the words in **blue** in the story with a word that means the same.

quickly confused stupid very big silly story hitting

6 Words describing movement

Match the words in **green** in the story with the definitions.

- 1 when birds move their wings very quickly
- 2 try to run faster than someone in a competition
- 3 walk quickly taking big steps
- 4 run fast over a short distance
- 5 move quickly towards someone
- 6 touch the ground after flying in the air

7 Values What to do if you feel jealous

- 1 Have you ever felt jealous of someone? Why?
- 2 What do you think is the best advice to take if you feel jealous of someone? Why?
 - a Try to be better than them.
 - b Try to hurt them.
 - c Think about the good things in your own life and focus on those things.

6 Choose a project

1 Write a country fact file

- 1 Choose a country (either your own or a different country).
- 2 Choose three sections from these choices:
Facts and figures Geography Climate Animals and birds.
- 3 Fact finding:
 - Find three or four pieces of important or interesting information for each section. Use the Internet or reference books to find your information.
 - Find one amazing fact to include in your country fact file (any section).
- 4 Make a poster for your country fact file and decorate with pictures.
- 5 Display your poster on the wall. Read other country fact files and make a note of two pieces of interesting or surprising information from each one.

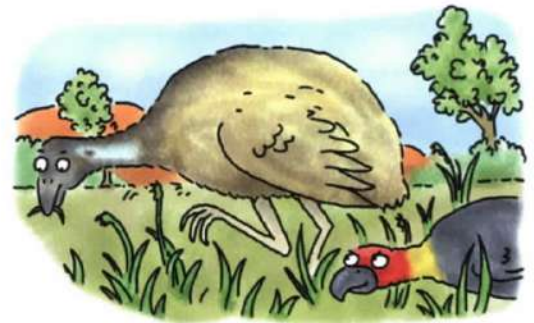
2 Write a report about an endangered animal

- 1 Use the Internet and reference books to find examples of animals in your country that are endangered. Choose two or three to write about in your report.
- 2 Write your report. Make sure you include this information in your report:
 - A description of the animal and its habitat.
 - How many animals there were before and how many there are now.
 - The reasons why the animal has become endangered.
 - What people can do to help.
- 3 Present your report to your class. Choose three pictures to go with your report. These could be a picture of the animal, its habitat and a picture that represents why it is endangered.

Reflect on your learning

What can we learn about one country?

- 1 Name four examples of extreme weather.
- 2 What can you do to keep safe in a tornado?
Give two examples of safety advice.
- 3 Name one fact about Australia for each of these categories:
a General fact **b** Geography **c** Climate.
- 4 Give two reasons why animals become endangered.
- 5 How do you pronounce these numbers?
a 17 **b** 70 **c** 40 **d** 14 **e** 18 **f** 30
- 6 Think about Daniel's blog. What did his mum do on the trip? Why?
- 7 Give two examples of how Emu and Brush Turkey tricked each other in the story *Why emus can't fly*.



Look what I can do!

Write or show examples in your notebook.

- 1 I can talk about the weather in my country.
- 2 I can understand a weather report about a weather incident.
- 3 I can give examples of facts about Australian geography, climate, animals and other general information.
- 4 I can explain at least two reasons why animals become endangered and what people do to help them.
- 5 I can distinguish and pronounce the sounds that come at the end of numbers with *-teen* and *-ty*.
- 6 I can write a blog or journal about an adventure trip.
- 7 I can understand a traditional story.

8

The human race

We're going to:

talk about physical appearance
 learn about traditional dances
 read about a crime
 write about a crime

role play an interview
 read about a famous crime
 identify homophones.

1 Talk about it



Describe the people in the pictures below.

How are they different? Think about hair type and colour, and eyes.

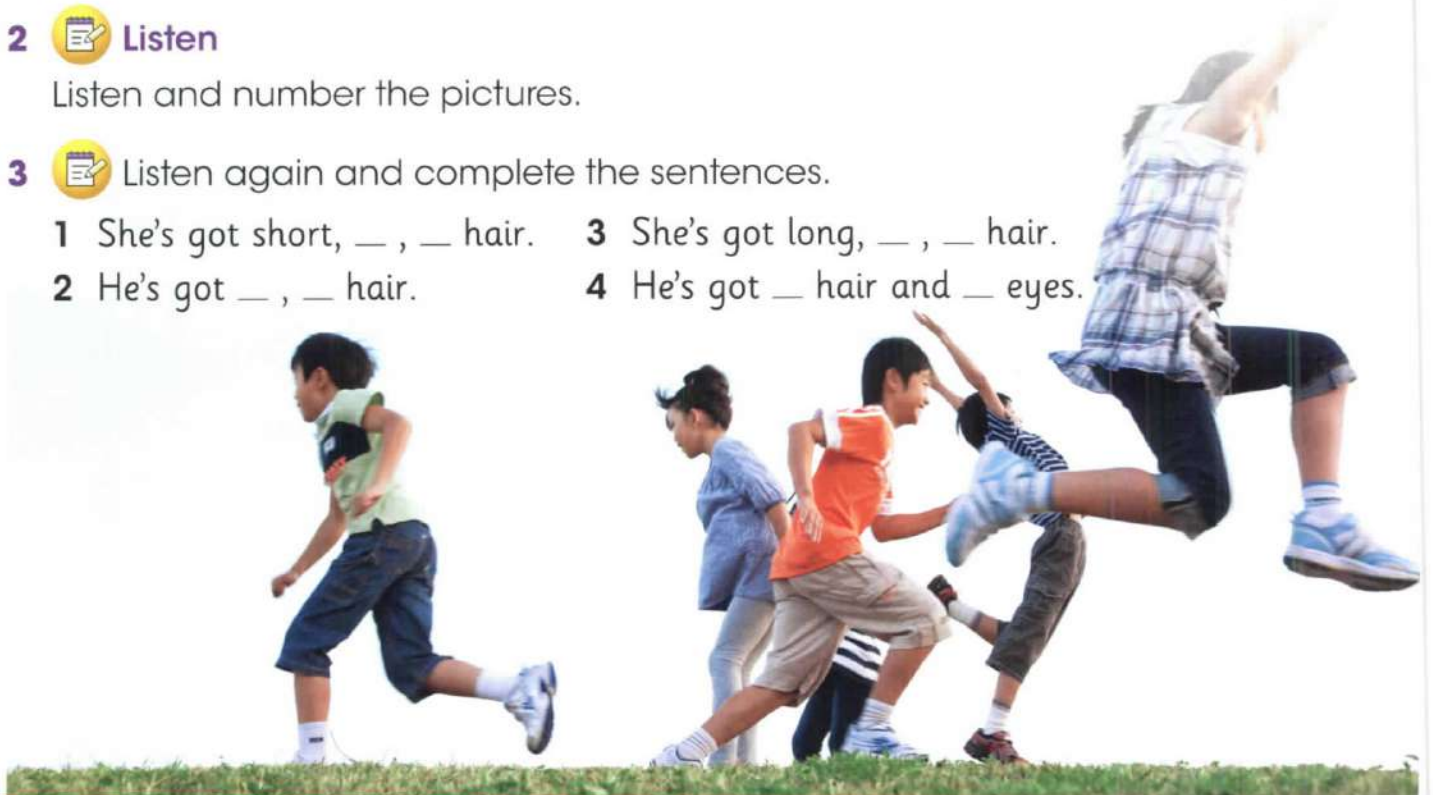


42 2 Listen

Listen and number the pictures.

42 3 Listen again and complete the sentences.

- 1 She's got short, __, __ hair. 3 She's got long, __, __ hair.
 2 He's got __, __ hair. 4 He's got __ hair and __ eyes.



4 Word study Facial characteristics

Write the words in the correct column. Some can be in more than one column. Add more words of your own.

dark fair thick fine shiny thin wide
round little spiky pointed square oval

Face	Hair	Eyes

5 Talk

Take turns to describe a famous person. Your partner guesses who it is.

6 Describe these three cartoon drawings. Use vocabulary from Activity 4.

Listening strategy: Following instructions

Listen for words like **first**, **next** and **finally** to help you.



43 7 Listen

Follow the instructions and draw a cartoon face with the help of your teacher.

8 Talk

How similar is your cartoon face to the original? Is it angry, happy or sad?

9 Over to you

Draw your own cartoon face.

- Don't show it to your partner.
- Use the vocabulary in Activity 4 to describe it to your partner.
- Your partner draws the face you describe.
- Compare your cartoons.

2 Traditional dances

1 Talk about it



Do you know where these traditional dances are from?

Do you know what they are called?

2 Read

Read and check your ideas.

Amazing fact

The Maoris from New Zealand stick out their tongues and show the whites of their eyes to frighten their opponents in a famous sporting event.

The Maori Haka

The Maori Haka dance is an important part of New Zealand's national identity. In **ancient** times, it was performed to **intimidate** and threaten **opponents** before a war, but today it is famous all over the world, thanks to the New Zealand rugby team, the All Blacks, who perform the Haka before the match begins. The Haka is also used to welcome people and to celebrate achievements. The Haka involves the men bending and lifting their knees as they shout at their opponent. They pull very strange faces, as well as stamping and slapping their arms.




Flamenco

The flamenco dance is Spanish in origin. This form of dancing developed over **several** centuries from Gypsy, Moorish and Andalusian traditional dancing. It is a serious, **passionate** dance performed by men and women.

The flamenco dancer often begins by slowly clapping their hands to the music before they begin to stamp with the heels of their shoes. This is accompanied by elegant, curving arm and hand movements. The women wear beautiful dresses which swirl around them as they dance, and men wear tight black trousers and brightly-coloured shirts.



- 3  Read and decide if the sentences are **true** or **false**.
Correct the false sentences.

- 1 The Haka dance is famous in some parts of the world.
- 2 The New Zealand rugby team perform the Haka before the match begins.
- 3 It is a happy dance.
- 4 Flamenco dancing is only performed by men.
- 5 The dancers clap their hands to the music.

Reading strategy: Identifying difficult words

Think carefully about the context of the sentence each word is in. Try to guess its meaning.

- 4   Match the words in **blue** in the texts with the definitions.

- 1 more than two but not many
- 2 emotional or a strong feeling
- 3 very old
- 4 to frighten
- 5 people you compete against in a sport

- 5  **Use of English**

Look at the *Language detective*. Match the verbs of movement with the body parts. Use the text to help you.

arms hands feet face knees

Language detective

Verbs of movement

bend lift pull stamp
slap clap curve



- 6  **Talk**

Talk about how to perform a traditional or popular dance in your country. Remember to use verbs of movement.

3 The Golden Falcon

1 Talk about it  Can you think of a famous object in your country that was stolen? What was it? Was it found?

2 Read

Read the newspaper report.

- 1 What has happened?
- 2 When did it happen?
- 3 Where did it happen?

Golden Falcon theft from Sacky Museum

The Golden Falcon, one of the most important and valuable exhibits at the Sacky Museum, has been stolen. It happened during the early hours of Sunday morning, when the alarm began to sound at the Sacky Museum. Security guards did not see anybody entering or leaving the Museum, although an eyewitness confirms seeing somebody running out of the back entrance of the Museum. Investigators have looked everywhere for the thief and the Falcon, but they are nowhere to be found. Nothing else was stolen from the Museum.



Language detective

Quantitative pronouns



44 **3**  **Listen**

Look at the *Language detective* and complete the sentences with quantative pronouns. Listen and check.


- 1 The Golden Falcon has been stolen by — .
- 2 Police teams are looking — .
- 3 So far — has been found.
- 4 — has reported seeing the thief.
- 5 The guards heard — strange.
- 6 An eyewitness saw — running out of the building.

45 **4** Listen to the description of the thief given by the eyewitness. Who is it?



46 **5**  **Pronunciation** Homophones

Listen to sentences from the eyewitness's description. Choose the correct word.

- 1 eye/I
 - 2 eight/ate
 - 3 hour/our
 - 4 there/their
 - 5 knows/nose
- 6**  Find the mistakes and write the correct sentences.
- 1 No-one nose who the thief is.
 - 2 The guard eight a snack.
 - 3 Hour dog started to bark.
 - 4 Their was a man running out of the door.
 - 5 He had a very long, pointed knows.

4 The Golden Falcon flies home

1 Talk about it



Read the headline. What do you think has happened?

2 Read

Read the newspaper report and check your answer.

Golden Falcon flies home!

Thief's long nose helps police catch him

At 10 o'clock yesterday morning, the Golden Falcon thief was caught by police as he tried to get on a plane to another country. 'An eyewitness's description of the thief helped us to catch him,' said a police officer. The eyewitness, Madge Jones, gave a very detailed description of the thief to police after the theft of the Golden Falcon.

'He had dark, straight hair,' said Madge. 'Oh, and a very long, pointed nose.'

Passport control officers called the police when they saw the photograph of the thief on his passport. The police have taken him to prison and the Golden Falcon is now on display again in the Sachy Museum.



3 Read and decide if the sentences are **true** or **false**.

Correct the false sentences.

- 1 The thief was getting on a train.
- 2 The eyewitness's description helped police catch the thief.
- 3 The passport officers thought the photograph matched the description of the thief.
- 4 The thief had dark, wavy hair.
- 5 The police took the thief to prison.

4 Punctuation Speech marks

Look at the text and answer the questions.

- 1 When do we use speech marks?
- 2 Does other punctuation go inside or outside the speech marks?

5 Write

Punctuate these sentences.

- 1 Someone has stolen the Golden Falcon cried the museum curator
- 2 Look the thief is running away shouted the eyewitness
- 3 What were you doing asked the police officer
- 4 What did you see asked the reporter
- 5 What did he look like asked the police officer

- 6 Look at these pictures about a theft. Use the notes to make sentences about each picture.



- 7 Write a newspaper article about the robbery in the pictures.

- Think of a headline.
- Write an introduction (one or two lines).
- When did it happen? Where did it happen?
- What was stolen?
- What did the thief look like?
- How was the crime resolved?

Remember to use speech marks with direct speech.

5 The Mona Lisa

1 Talk about it



Do you know this famous painting? What is it called?

Who painted it? Who is the painting of?

Do you like this painting? Why? Why not?

2 Read

Read the *Fact file* and check your answers to Activity 1.

Fact file

The Mona Lisa

Painter: Leonardo da Vinci

Date: painted from 1503 to 1506

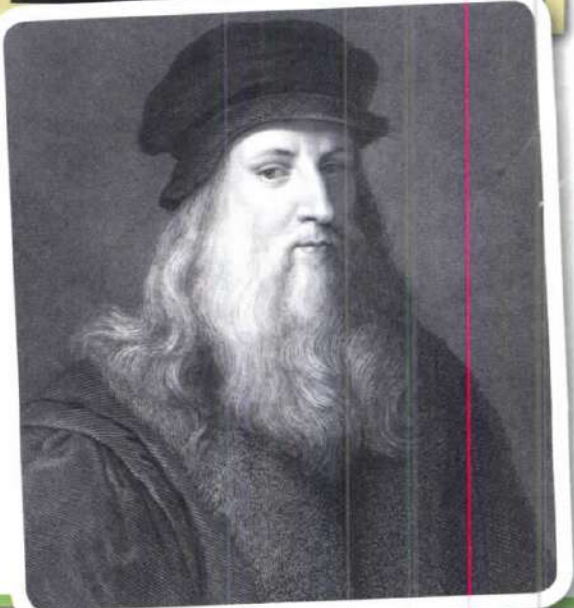
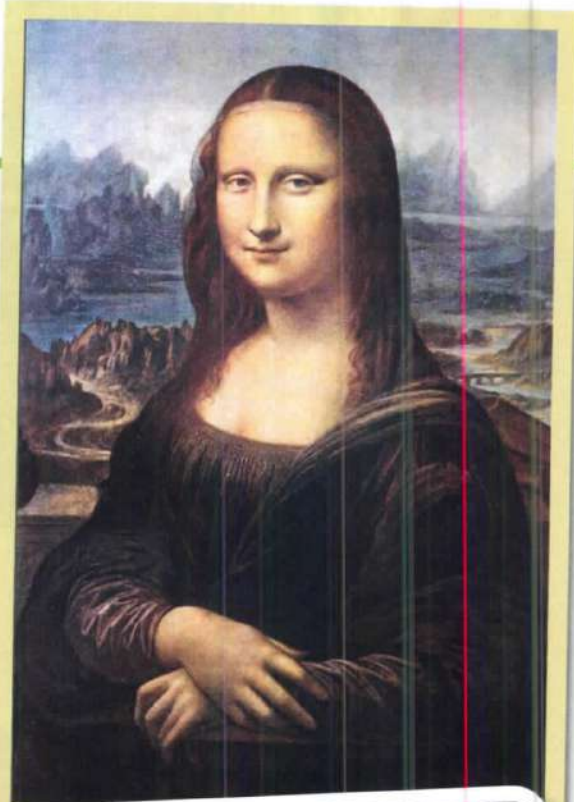
Woman's real name: Lisa Gherardini Giocondo

Museum: Le Louvre, Paris (since 1804)

On August 21st 1911, Leonardo da Vinci's Mona Lisa, one of the most famous paintings in the world, was stolen off the wall of the Louvre (a famous museum in Paris, France). It was such an unthinkable crime that the Mona Lisa wasn't even noticed missing until **the following day**.

Who would steal such a famous painting? Why did they do it? Was the Mona Lisa lost forever?

On Tuesday August 22nd 1911, Béroud, a painter, who was visiting the Louvre, walked into the Salon Carré, where the Mona Lisa had been on display for five years. But on the wall, where the Mona Lisa used to be, there was a blank space.



47 **3**  **Read and listen**

Answer the questions.

- 1 When did they notice that the Mona Lisa wasn't there?
- 2 How long had it been on display in the Louvre?
- 3 When were investigators called to the Museum?
- 4 How long was the Museum closed for?
- 5 What did visitors do when the Museum reopened?
- 6 When did the thief make contact?
- 7 Whom did he contact?
- 8 How much money did he want?
- 9 Where was the Mona Lisa?
- 10 How did Geri know it was the 'real' Mona Lisa?

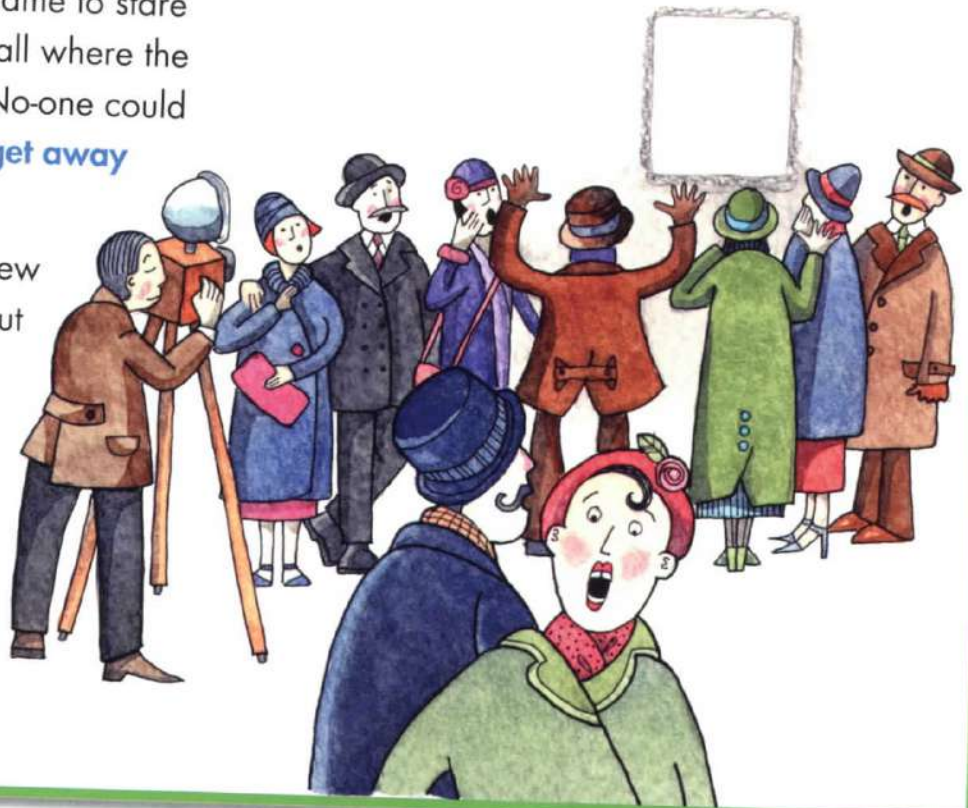
The Paris police were called and shortly after midday about 60 investigators were sent to the Louvre Museum to **look into** the crime. They closed the Museum and continued the search.

The Louvre was closed for **a whole week** to help the investigation. When it was reopened, a line of people came to stare at the empty space on the wall where the Mona Lisa had once hung. No-one could believe that someone could **get away with** this crime so easily.

Investigators began to interview guards and workers to find out when the Mona Lisa went missing, because no-one had **broken into** the Museum when it was closed.

One worker remembered seeing the painting around

7 o'clock **on Monday morning** (a day before it was discovered missing), but noticed it had gone when he walked by the Salon Carré an hour later. He thought that a museum official had moved it.



Further research discovered that the usual guard in the Salon Carré was at home (one of his children was ill) and his replacement left his post for **a few minutes** around 8 o'clock. Investigators thought someone had **made off with** the painting between 7:00 and 8:30 on Monday morning. Investigators interviewed all the workers in the Louvre and famous fingerprint experts looked for clues too, but they could not find the thief.

Two years later, the thief made contact. He contacted a well-known antique dealer called Alfredo Geri. He said he had the stolen Mona Lisa and would sell it to him for half a million lire*. Geri agreed to pay the price and arranged to meet the thief in his hotel room **the next day**. The thief opened a wooden trunk. He took out some old shoes, a pair of trousers and a shirt. Then he removed a false bottom and there was the Mona Lisa.

Geri recognised the Louvre stamp on the back of the painting. This was the real Mona Lisa! Geri left the hotel and called the police. The thief, Vincenzo Peruggia, was arrested and **locked up**.


The story of the theft was much simpler than many people thought. Vincenzo Peruggia, born in Italy, had worked in Paris at the Louvre in 1908. Peruggia had walked into the Museum, noticed the Salon Carré empty, grabbed the Mona Lisa, gone to the staircase, removed the painting from its frame, and **run off with** the Mona Lisa under his painter's smock.



* **Lire** = Italian currency at the time

4 Read

Read and put the events in order.

- 1 The Louvre was closed for a whole week.
 - 2 After two years with no contact, the thief made contact.
 - 3 On 21st August 1911, Vincenzo Peruggia walked into the Louvre and stole the Mona Lisa.
 - 4 Alfredo Geri, a well-known antique dealer, arranged to meet the thief.
 - 5 The Paris police arrived at the Museum shortly after midday.
 - 6 The Mona Lisa was in the bottom of the wooden trunk.
 - 7 Vincenzo Peruggia was arrested.
 - 8 Police investigators interviewed all the workers at the Louvre.
 - 9 The thief wanted a half million lire for the painting.
 - 10 Geri recognised the Louvre stamp on the back of the painting.
- 5  Match the **green** time expressions in the text with the sentence halves.

- | | |
|---|-----------------------------------|
| 1 The crime wasn't noticed until | a at 7 o'clock on Monday morning. |
| 2 The Louvre was closed | b for a few minutes. |
| 3 One worker remembered seeing the painting | c for a whole week. |
| 4 A guard admitted leaving his post | d the next day. |
| 5 The thief made contact | e after two years. |
| 6 The thief suggested meeting Geri | f the following day. |

6 Word study Crime

Match the phrasal verbs in **blue** in the text with the definitions.

- 1 to not get caught
- 2 to investigate
- 3 to enter a building when you aren't allowed to
- 4 to escape with something
- 5 to put someone in prison
- 6 to escape quickly with something

7 Talk

In pairs, tell the story. What can you remember?
Use time expressions and phrasal verbs.

6 Choose a project

1 Describe a modern dance

- 1 Think about a popular dance that young people like in your country. What is it called?
- 2 Where is this dance from? Is it from your country or another country?
- 3 Think about how it is performed. Make a list of the verbs of movement you need to describe the dance.
- 4 Describe the sequence of the dance. Remember to use sequencing words.
- 5 Find pictures of children performing the dance and display with your written work.



2 Write a newspaper article about a theft

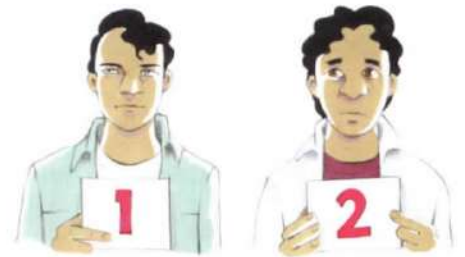
- 1 Prepare the facts. What has been stolen? Where did the crime take place? When did the crime take place?
- 2 How did the thief enter and leave the building? Use prepositions of movement.
- 3 Were there any eyewitnesses? Who were they? Where were they? Did they see the thief?
- 4 Describe the thief.
- 5 Display your newspaper article. Add drawings too.



Reflect on your learning

What makes people different? What makes them the same?

- 1 Describe the facial characteristics of the person sitting next to you.
- 2 Using these verbs of movement, **stamp**, **pull**, **bend**, **lift**, **slap**, describe how the Maori Haka dance is performed.
- 3 Think of three sets of homophones from the unit.
- 4 Imagine you are going to interview an eyewitness about a crime. Write five questions you need to ask.
- 5 Punctuate these sentences.
 - a Where were you on the night of the theft asked the policeman
 - b Look theres the thief shouted the woman
 - c Did you see anyone run out of the building asked the policeman
- 6 Find out where the Mona Lisa painting is now. Is it still in the Louvre? How is the painting protected now?



Look what I can do!

Write or show examples in your notebook.

- 1 I can talk about facial characteristics.
- 2 I can describe a traditional dance.
- 3 I can understand the sequence of events of a crime.
- 4 I can write about a crime.
- 5 I can interview someone.
- 6 I can identify homophones.
- 7 I can understand an account of a famous crime.

Review 4

48 1 Listen

Listen and decide what is **true** or **false**.

- 1 There has been a hurricane today.
- 2 The reporter is talking to a man.
- 3 Mrs Robinson's house has been destroyed by the tornado.
- 4 Mrs Robinson's car is all right.
- 5 Mr Robinson was in the house when it was blown away.
- 6 Mrs Robinson thinks that the reporter is funny.



2 Talk

Describe the weather words to your group. Can they guess what the weather is?

hurricane tornado blizzard drought flooding

Describe:

- where it happens (countries, continents, geographical features)
- what exactly happens
- what the effects of it can be.

3 Vocabulary

Look at the words. Write a homophone (a word that sounds the same) for each word. What do the words mean?

1 eight

4 witch

7 sight

2 your

5 flour

8 knew

3 nose

6 would

9 tale

4 Use of English

Read and choose the correct word.

A Tasmanian devil has been stolen from the zoo. The zookeeper noticed Lucifer was missing at 3 o'clock this afternoon. Visitors to the zoo noticed

- (1) *no-one* / *anyone* / *someone* running out of the exit with a large bag.
- (2) *For* / *Since* / *When* then, there have been searches going on with over
- (3) *two thousand* / *two million* / *two hundred* volunteers.

The main habitat of the Tasmanian devil is on the island of Tasmania, where they (4) *have lived* / *lived* / *live* (5) *for* / *since* / *when* thousands of years. They probably became extinct in Australia about (6) *three thousand* / *thirty thousand* / *three million* years ago. They like a mild climate and dry forests. Tasmanian devils are small animals with round bodies, fat tails and pointed noses. In spite of their shape, they have been protected since 1941.

'(7) *Anyone* / *Anything* / *No-one* who steals a Tasmanian devil is asking for trouble,' said the zookeeper. 'They can be very vicious and have a horrible shriek. Worst of all ... they smell really bad. (8) *Nobody* / *Everyone* / *Someone* can stand that for long.'

5 Read

How many facts can you and your partner find about the Tasmanian devil in Activity 4? Make a list.

6 Write

Imagine the thief who stole the Tasmanian devil. Write a description.

- Was it a man or a woman?
- Describe his/her face, hair and clothes.
- Describe what he/she was like after a few hours with the Tasmanian devil!

7 Talk

Look at Units 7 and 8. Discuss these questions:

- What kind of country would you like to visit?
- Which unit taught you more new things?

9

Looking backwards and forwards

We're going to:

talk about school holidays

listen to an interview

read advertisements for holidays

do a class survey

write an email

read and practise a play.

1 Talk about it



What kind of activities do you do in the school holidays?

When is your longest school holiday? How long is it?

What do you like best about school holidays?

Are there any disadvantages to long holidays?

49 2 Listen

Listen to the interview with these children about school holidays. Match the speakers with the activities below.



Carly, Canada



Jassim, Jordan



Ana, Brazil



Luis, Spain

go camping play football spend time with grandparents
help in a shop go to a sports camp go to the park

3 Talk

What activities do the children mention from your list in Activity 1?

49 **4**  **Listen**

Listen again. Decide if these sentences are **true** or **false**.

Correct the false sentences.

- 1 Ana earns extra pocket money by helping in her mum and dad's shop.
- 2 Last year on holiday, Luis nearly set fire to the car.
- 3 Jassim spends time at his cousin's house during the holidays.
- 4 Carly has been to the same place for the last four years.

5  **Word study** Holiday activities

Which activities do we do indoors, outdoors or in both places?

do jobs around the house

spend time with our

go out on our bikes

go on a day trip

grandparents

go to sports camp

go to the park

cook on the camp fire

help in the shop

50 **6**  **Listen**

Listen to the second part of the interview. What don't the children like about long school holidays? Complete their comments.

Carly: — sometimes I think that the holidays are just — !

Jassim: Me too. When I'm at home, sometimes I — to do.

Luis: I see what you mean, but I don't really agree! I love the holidays so much that I don't want them to end. The only thing I — are holiday — .

Ana: I agree with Jassim and Carly. I love school holidays, but sometimes I wish they were a bit — — then it wouldn't be so — to — to school afterwards!

7   **Word study** Agreeing and disagreeing

Look at the phrases in Activity 6. Which words do we use to agree and disagree?

8   **Talk**

- 1 Make a list of three things that you like about long school holidays.
- 2 Now write down something that you don't like.
- 3 Discuss your list with another pair. Compare what you like and don't like. Remember to use the phrases for agreeing and disagreeing.

I like long holidays because we don't get any homework.

Me too — and I like holidays because — .

2 Holiday fun

1 Talk about it  What kind of holidays do you enjoy?

Do you like to just relax? Do you prefer to be active all the time?

Reading strategy: Looking at pictures and text types

Before you read, look at the picture and the type of text. This will help you predict the content and understand the text better.

2 Read

Read these advertisements for holiday activities. Which camps are the longest? Which are suitable for older children?

ART COURSES

Our one-week projects have something for everyone! Learn new skills and techniques, make new friends and produce a packed portfolio of great artwork! Equipment provided.

Age range: 7–12. For more information visit our website.



CAMPING

Enjoy our one-week adventure camps. Explore amazing countryside, track wildlife and learn how to care for our natural world. Learn teamwork and how to look after yourself. Tents and cooking equipment are provided.

Age range: 12–16. For more information visit our website.



SPORTS CAMPS

One or two week sports camps for kids with energy to burn! All abilities welcome. Try a new sport or improve your skills with our coaches. All equipment provided.

Age range: 11–16. For more information visit our website.



3 Choose the best course for the children below. Which holiday would you like to go on? Why?

- 1 Ali likes being outside, but he doesn't like sport.
- 2 Pilar is eight and she is good at drawing.
- 3 Katie likes learning about wild animals.
- 4 Sam wants to learn how to swim well.

51 **4 Listen**

Listen to two girls talking about the holidays. Which holiday activity are these girls going to do?

51 **5**   **Word study** Packing for a trip

What items from the box are the girls going to take? Use the *Language detective* to help you.

51 **6**  **Listen**

Match these sentence halves. Then listen and check.

- | | |
|---------------------------|-----------------------------------|
| 1 I think we'll have to | a things for eating? |
| 2 We'll definitely need | b no electric light. |
| 3 There'll be | c take everything else ourselves. |
| 4 Do you think we'll need | d sleeping bags. |

52 **7** Which holiday advertisement are these boys talking about? What is the problem?

52 **8** Listen again. What solutions do the boys suggest?

1 How about ___ ? 2 Why don't we ___ ? 3 Let's ___ !

9  **Talk**

Plan a holiday trip together. Choose one of these problems to discuss. Use the phrases in Activity 8.

1 Art course: Student A is not good at drawing. Student B makes suggestions for another type of art.

If you're not good at drawing, why don't you try ___ ?

2 Sport course: Agree on a sporting holiday course to go on together.

Language detective

Future predictions

We use **will** (or 'll) + verb to make a prediction about a future event.


What do you think we'll **need**?

I think the organisers **will supply** everything for us to eat with.



plastic utensils	a journal
a backpack	a tent
a torch	a waterproof jacket
jeans	an MP3 player
cooking equipment	a sleeping bag

3 Looking back

- 1 Talk about it**  What has been your favourite activity in English this year? What has been the most difficult?

Reading strategy: Preparing to read

Read the questions first. This will make it easier to match the questions because you will know which information to look for in the texts.

2 Read

Read these children's comments about their year of English. Match three of the questions 1–6 to the comments.

- 1 What was the most interesting English project this year? Why?
- 2 Have you enjoyed pair work or group work the most?
- 3 What was your favourite unit in this book?
- 4 What three things have helped you learn English this year?
- 5 Which skills have you improved the most this year: speaking, listening, reading or writing?
- 6 What topics would you like to study next term in English?

a I think I can speak and understand English much better now because our teacher is always asking us to talk about something before we start reading or writing about it. Sometimes we have to present our ideas to the class.

Sunil, 9

b I really like working with three or four of my friends at the same time. That way we can share ideas and help each other. **Most of us** in my class enjoy working like this and **hardly any of us** like working on our own.

Malena, 10

c In my class, **all of us** keep a notebook for new words. **Some of my friends** draw pictures next to the word to help them remember. What else? Watching films and TV in English is really good because the images on the screen help you understand what's happening.

A few of us go to see a film in English at the cinema about once a month. I also find that listening to music really helps because it is easy to remember the English song lyrics.

Kofi, 10

3 Talk

Ask and answer questions 1–6 in Activity 2 with your partner. Make a note of your partner's answers.

53 4 **Pronunciation** Questions

Listen and repeat.

- Which have you enjoyed the most?
- Which do you find easier?

5 Word study Numbers of people

Write the words in **blue** from the text in order. Start with the phrase that describes the most people.

1 In my class, **all of us** ____

2 ____

3 ____

4 **A few of us** ____

5 ____

6 Talk and write A survey

- 1 Choose three questions from Activity 2 and ask ten classmates.
- 2 Make a note of their answers for each question.
- 3 Write a short paragraph about the information you have collected.

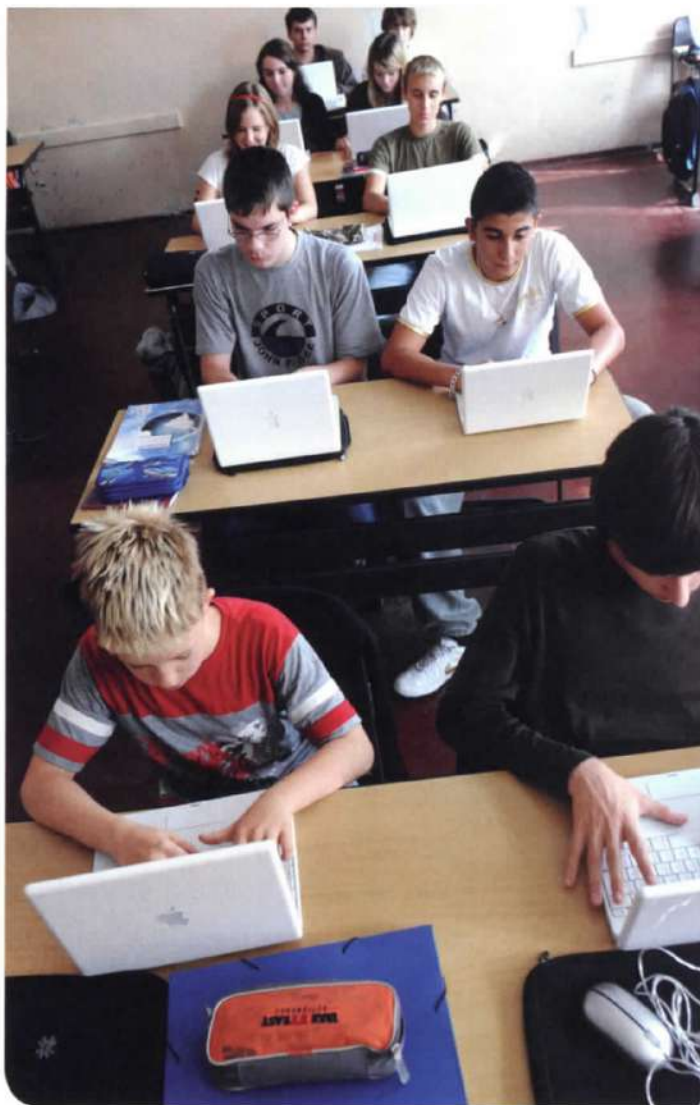
In our class, most of us have improved ____

7 Over to you

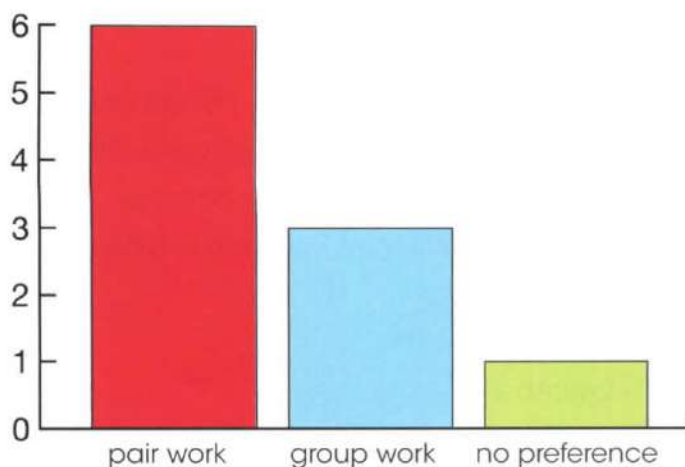
Draw a bar chart to show the results of your survey. Use the bar chart opposite to help you. Make a mini-poster to display in your classroom.

8 Talk


Give a short presentation, telling the class about your results.



Have you enjoyed pair work or group work the most?



4 Party planning

1 Talk about it  What did you do to celebrate your last birthday?

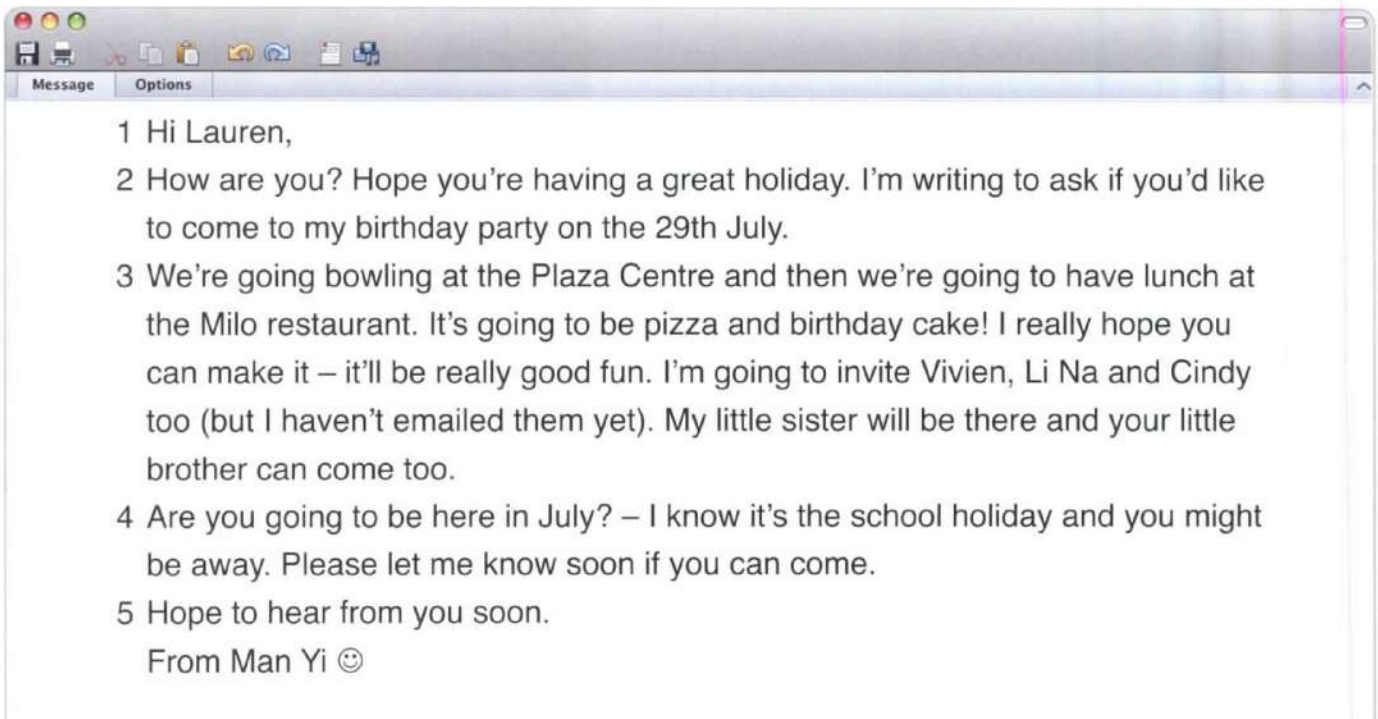
Did you invite any friends? How did you invite them?

by email by text an invitation by post or hand with a phone call

2 Read

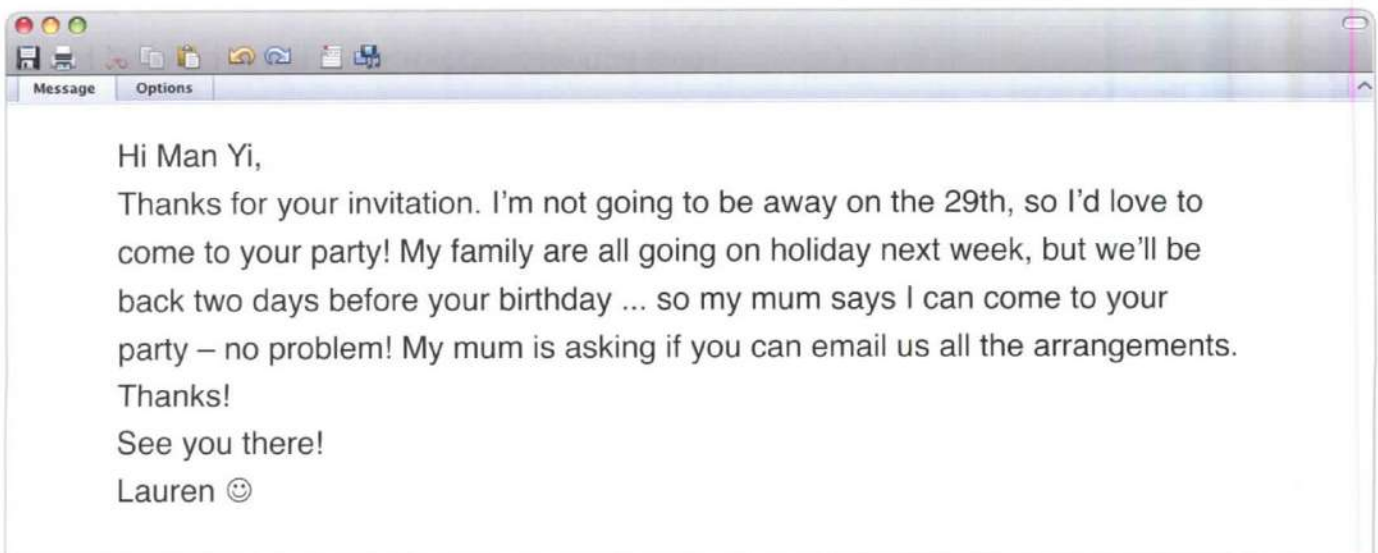
Read Man Yi's email. Why is she writing to Lauren?

What is the purpose of Lauren's reply?



Message Options

1 Hi Lauren,
2 How are you? Hope you're having a great holiday. I'm writing to ask if you'd like to come to my birthday party on the 29th July.
3 We're going bowling at the Plaza Centre and then we're going to have lunch at the Milo restaurant. It's going to be pizza and birthday cake! I really hope you can make it – it'll be really good fun. I'm going to invite Vivien, Li Na and Cindy too (but I haven't emailed them yet). My little sister will be there and your little brother can come too.
4 Are you going to be here in July? – I know it's the school holiday and you might be away. Please let me know soon if you can come.
5 Hope to hear from you soon.
From Man Yi 😊



Message Options

Hi Man Yi,
Thanks for your invitation. I'm not going to be away on the 29th, so I'd love to come to your party! My family are all going on holiday next week, but we'll be back two days before your birthday ... so my mum says I can come to your party – no problem! My mum is asking if you can email us all the arrangements.
Thanks!
See you there!
Lauren 😊

- 3 Read Man Yi's email again. Match paragraphs 1–5 with the topics a–e.
- a reason for writing
 - b details
 - c saying goodbye
 - d asking for information
 - e informal introduction.

Language detective

Future plans *going to + verb*

We're **going to have** lunch at the Milo restaurant.

I'm **not going to be** away.



4 Use of English

Look at the *Language detective*. Read and complete Man Yi's reply to Lauren. Choose the correct words.

be call not email come meet go

Hi Lauren,

So pleased you can come to my party! We (1) ___ at the entrance to the Plaza centre at 10 am. Lunch is at 12.30 and finishes at 2 pm. Oh yes – my cousin Mei (2) ___ there too. (3) ___ your brother ___? My mum (4) ___ a map now – she'll send it nearer the time.

Enjoy your holiday! Speak to you soon.

Man Yi

5 Read

Read the emails again and complete the sentences.

- 1 _ hope you're having a great holiday.
- 2 _ see you there!
- 3 _ so pleased you can come to my party!
- 4 _ speak to you soon.

Writing tip

Informal writing

We often leave out words in informal writing.

I **H**ope you are well.

6 Write An email

- Choose one of these:
 - a A birthday party
 - b An end-of-term celebration
 - c You choose.
- Write an email to your partner to invite him/her to the celebration.
- Say why you are writing, explain the plans for the event and ask your friend to reply.
- Swap emails with your partner and answer it. If you can't come to the celebration, say why.

5 Back to school

1 Talk about it



How do you feel about going back to school after long school holidays? What preparations do you make for your first day back?

54 2 Listen and read

- 1 Look at the picture and the title of the play. What problem do you think the children are talking about?
- 2 Listen to Parts 1 and 2 of the play and check your answer.

Back to school

Part 1

[Ben, Tom and Daisy are sitting together looking unhappy.]

Ben: I really don't want to start school again tomorrow.

Daisy: **Me neither.**

Ben: The holidays have been great. I don't want them to end!

Tom: **Me neither.**

Ben: I keep thinking about tomorrow and going back to school again. I've a horrible feeling in my stomach and I feel a bit sick!

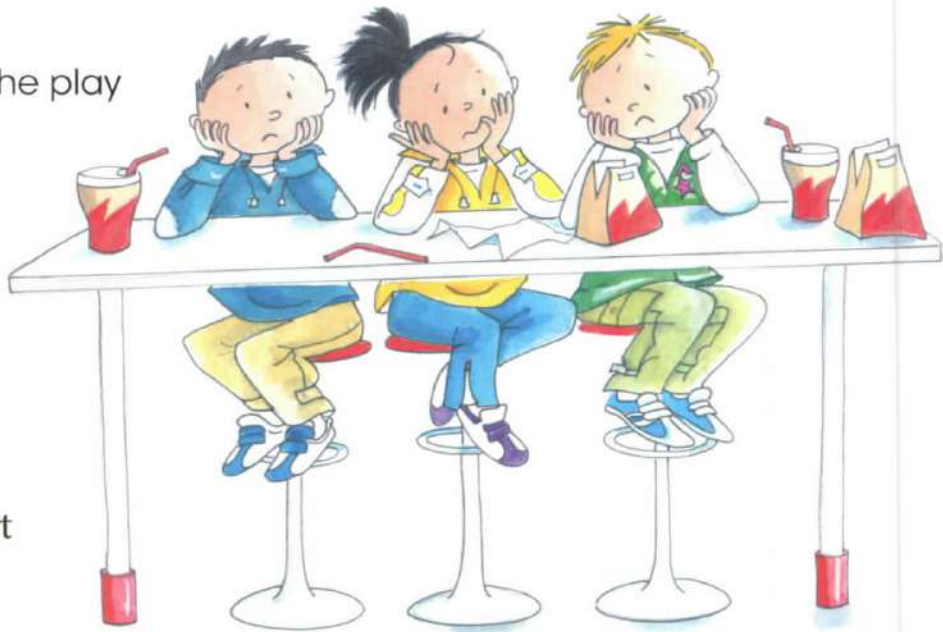
Daisy: **Me too!**

Ben: I don't want to start a new class with that new teacher!

Tom: Me neither!

Ben: I liked our old class. I want to go back there!

Daisy: **Me too!**



Ben: I'm going to tell my mum and dad that I'm not going to school tomorrow!

Tom: Me too!

Ben: What? You're going to tell my mum and dad that you're not going to school tomorrow?

Tom: Nooo ...! Sorry ... it's just that I feel the same way and I've never told anyone before ... I always feel like this the day before going back to school after the holidays ...

Ben: **Me too ...**

Daisy: **Me too ...**

Part 2

[The three kids nod glumly. Ben's older sister, Sara approaches.]

Sara: Hey, what's up? Oh, dear! What's the matter?

Ben: Nothing! Nothing at all!

Tom: Nooo ... nothing! We're great, aren't we?

Sara: No, you're not! I can tell ... I know what it is ... you're feeling nervous because you've got to go back to school tomorrow, aren't you?

Daisy: No!

Tom: Well, actually, yeah ... you're right.

Sara: I thought so. Look, it's okay. Everyone feels like that the night before. I'm feeling a bit like that too ...

Ben: **Really?** But you're fourteen!

Sara: I know, but I still get that feeling even now. Everyone does! Look, I bet there are loads of kids, all over the country, who are feeling exactly the same way today.

Daisy: Do you really think so?

Sara: Of course! Kids everywhere get this feeling, whatever their age. It's just that no-one admits it! And it's not just kids ...

Ben: You mean ...?

Sara: Yes! Even adults get it too. Dad told me once that even he gets a bit nervous before he goes back to work after a holiday. He said that he thinks about the great big pile of work waiting for him on his desk ... all the people he has to deal with ... And he's 42!

Ben: Well, I suppose it's normal to feel like this if even adults get it ...

Tom: And big sisters ...

Sara: Of course it is! Think of all the good things too – there are good things about going back to school, you know. Try to think of some!

Daisy: Well, it'll be really good to see all our friends again. It's been ages since we've seen most of them.

Tom: And the football season starts when we go back!

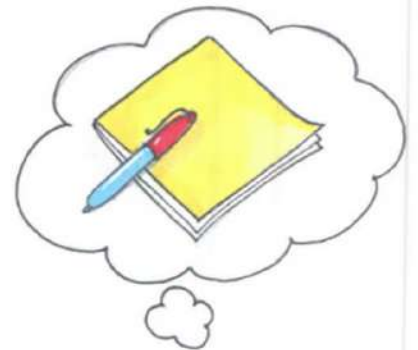
55 3 Listen

Listen to the first part again and answer the questions.

- 1 How do the children feel? What's the main reason?
- 2 What other reasons does Ben give for the way he feels?
- 3 What does he plan to do? Do you think he's serious?

56 4 Listen to the second part again and answer the questions.

- 1 Does Ben's older sister, Sara, feel the same way?
- 2 Sara says that no-one knows that everyone has the same feeling. Why is this?
- 3 What does Sara say to make the children feel better about their problem?
- 4 What examples does she give to support what she says?
- 5 What is her advice at the end?



5  **Word study** Responding

Match the words in **blue** in the text with the sentences.

- 1 I really don't want to start school again tomorrow.
- 2 The holidays have been great. I don't want them to end!
- 3 I've got a horrible feeling in my stomach.
- 4 I liked our old class. I want to go back there!
- 5 I always feel like this ...
- 6 I'm feeling a bit like that too ...



6  **Talk**

Think about your own feelings. Use the words in **blue** from the text to respond to these statements.

- 1 I can't wait to go back to school tomorrow!
- 2 I wish the holidays were longer.
- 3 I'd like to have more homework.
- 4 I think we have too much homework.
- 5 I don't feel ready to go back to school tomorrow.
- 6 I don't want the holidays to end.



57 7 Punctuation Exclamation marks

Listen and repeat.

- a ... and he's 42!
- b I feel a bit sick!
- c Nothing! Nothing at all!
- d Of course!

57 8 Listen

Listen to the sentences again and answer the questions.

- 1 Which speaker is upset?
- 2 Which speaker is trying to hide something?
- 3 Which speaker wants to emphasise that something is right?
- 4 Which speaker wants to emphasise something surprising or funny?

9  **Talk**

In groups of four, act out the play.

- 1 Choose a role each and practise reading the play first. Remember to put expression into your voices.
- 2 Now act out the play together. If you all feel confident, act it out in front of your class!

10  **Values** Being sympathetic

In the play, Sara listened to the children's problem and tried to help. Create a role-play using one of these problems.

- *You have an exam and you are feeling very nervous.*
- *You couldn't do the homework and are afraid to tell the teacher.*

Student A: Explain the problem to your friend.

Student B: Respond to your friend and try to help.

A: I feel so nervous about the exam tomorrow!

B: Me too. But you'll be fine. Everybody gets nervous before exams ...

6 Choose a project

1 Challenge plan poster

- 1 Look back through your course book and write nine challenges based on the unit topics. You and your classmates are going to carry out these challenges during your school holiday. Here are some examples:
 - Try a new sport (Unit 1)
 - Read three books in English (Unit 2)
 - Try a new food (Unit 6).
- 2 Add one more challenge of your own choice, to make a total of ten challenges. Remember – your challenges should be fun and make your classmates learn and experience something new.
- 3 Design a poster to show your challenge plan.
- 4 Swap your challenge plan poster with another group. See how many of the activities on the challenge plan poster you can do by the end of the holiday.

2 Create a short play

- 1 You're going to write a play about new school term problems. Choose one of these issues or think of your own problem:
 - Your best friend is going to a different school in the new term.
 - Your class is going to have a new teacher who is very strict.
 - An unfriendly classmate.
- 2 Choose characters for your play and think of a title.
- 3 Write the dialogue between the characters. One character should be sympathetic to other characters' problems and try to help.
- 4 Remember to use exclamation marks to emphasise strong points and emotions.
- 5 Add notes to the script to let the reader know what the characters are doing while they are talking.
- 6 Perform your play in groups. If you are all confident, perform it in front of the class.

Reflect on your learning

Why are some activities enjoyable?

- 1 Talk about three things that you did in your long school holidays last year. What is your favourite holiday activity? What are the disadvantages to school holidays?
- 2 Remember five items that the girls will need to take on the camping trip. Write the items and the reason for taking them.
- 3 Which two units have you enjoyed the most in this Learner's Book? Why?
- 4 Talk about three things you're planning to do in this school holiday.
- 5 In the play *Back to school*, what did Sara say to make the children feel better about going back to school after the holidays?



Look what I can do!

Write or show examples in your notebook.

- 1 I can talk about school holiday activities.
- 2 I can understand advertisements about holiday trips.
- 3 I can make predictions about things to take on a holiday trip.
- 4 I can carry out a class survey about study habits.
- 5 I can write an email explaining plans for a celebration.
- 6 I can understand a short play.
- 7 I can read lines from the play using expression in my voice.

Review 5

In teams, do the tasks in each box. How many points can you get?

1



Act out activities that you are going to do in the holidays. How many can the class guess in one minute?

Points:

2



Make a packing list for a beach holiday. How many things can you think of in two minutes? Extra points if you spell them correctly!

Points:

3



Write down three good reasons why holidays are better than school. Can you convince your teacher?

Points:

4



Write down three good reasons why school is better than holidays. Can you convince your classmates?

Points:

5



Make a list of the ten best things you've done since the beginning of the school year. Do the others agree? Convince them and come up with a master list.

Points:

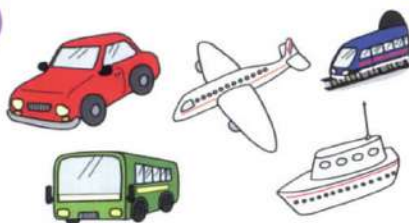
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Choose a country for your holiday. What is the weather like there? Do a weather report for the class. Can they guess where it is?

Points:

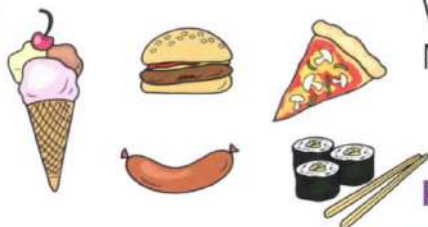
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What is the best way to travel when on holiday? By plane? Car? Train? Boat? Bus? Choose one way and debate this with the other teams.

Points:

8



What's your favourite food while on holiday? Make a list in two minutes.

Points:

9



Make a TV advert for your ideal holiday. Act it out for the class. Did they like it?

Points:

10



Have a great holiday!
Finish.

Total points:

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Key: *t* = top, *c* = centre, *b* = bottom, *l* = left, *r* = right.

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