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# SUPER Minds



Student's Book 5

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# Map of the book

## The Science lesson (pages 4–9)

<b>Vocabulary</b>	<b>Grammar</b>	<b>Story and value</b>	<b>Thinking skills</b>
Experiments	<i>Nobody had a test. Phoebe didn't have Music. Patrick loved all three subjects. What did you do at school today?</i>	<i>The explosion</i> Following instructions carefully	Problem solving
<p>▶ <b>Song:</b> The Time Travellers ▶ <b>Phonics:</b> Rhyming words</p>			

## 1 Disaster! (pages 10–21)

<b>Vocabulary</b>	<b>Grammar</b>	<b>Story and value</b>	<b>Skills</b>	<b>Thinking skills</b>	<b>English for school</b>
Around Pompeii	<i>When the earthquake happened Mr Harmer and his sons were playing football. While Mum was working in the garden, the dog was eating her socks.</i>	<i>A narrow escape</i> Helping people in danger	Reading and speaking Listening and writing	Understanding text coherence	<b>Geography:</b> Volcanoes
<p>▶ <b>Song:</b> Danger! ▶ <b>Phonics:</b> final e ▶ <b>Communication</b> ▶ <b>Revision:</b> My portfolio</p>					

## 2 In the rainforest (pages 22–33)

<b>Vocabulary</b>	<b>Grammar</b>	<b>Story and value</b>	<b>Skills</b>	<b>Thinking skills</b>	<b>English for school</b>
Rainforest life	<i>one hundred – five million</i> <i>You have to wear a shirt.</i> <i>Do I have to bring any food?</i> <i>You don't have to bring any food.</i>	<i>The present</i> Respecting other cultures	Listening, writing and speaking Reading and speaking	Scanning a text for time references Applying world knowledge	<b>Environmental studies:</b> The rainforest
<p>▶ <b>Functional language dialogue</b> ▶ <b>Creativity</b> ▶ <b>Revision:</b> My portfolio</p>					

## 3 The rock 'n' roll show (pages 34–45)

<b>Vocabulary</b>	<b>Grammar</b>	<b>Story</b>	<b>Skills and value</b>	<b>Thinking skills</b>	<b>English for school</b>
At a rock concert	<i>I'm going to see the Suzy Slick show.</i> <i>Are you going to buy the new Suzy Slick album?</i> <i>It's five past five.</i>	<i>Elvis</i>	Listening and speaking Reading Not giving up	Applying linguistic knowledge Identifying patterns	<b>Music:</b> Rhythm
<p>▶ <b>Song:</b> Come rock with me ▶ <b>Phonics:</b> <i>rock</i> or <i>roll</i> ▶ <b>Communication</b> ▶ <b>Revision:</b> My portfolio</p>					

## 4 Space restaurant (pages 46–57)

<b>Vocabulary</b>	<b>Grammar</b>	<b>Story</b>	<b>Skills</b>	<b>Thinking skills</b>	<b>English for school and value</b>
In a restaurant	<i>The 2nd (second) of May is a Tuesday.</i> <i>If you put honey in your tea, it becomes sweet.</i>	<i>The birthday meal</i>	Reading and speaking Writing and listening	Logical thinking Putting a monetary value on things Categorising	<b>Biology:</b> Healthy food Eating healthily
<p>▶ <b>Functional language dialogue</b> ▶ <b>Creativity</b> ▶ <b>Revision:</b> My portfolio</p>					

## 5 The Wild West (pages 58–69)

Vocabulary	Grammar	Story	Skills and value	Thinking skills	English for school
Wild West	<i>The saddle's made of leather. It's used for riding horses. The baby's hat. The babies' hats.</i>	<i>The bank robbery</i>	Reading Listening, writing and speaking Understanding and learning about other cultures	Showing an understanding of character and situation	<b>Geography:</b> Gold
▶ <b>Song:</b> The meanest robber in town		▶ <b>Phonics:</b> double consonants		▶ <b>Communication</b> ▶ <b>Revision:</b> My portfolio	

## 6 In Istanbul (pages 70–81)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Souvenirs	<i>You shouldn't go out without a hat. You should always be careful when crossing the road. Could I try on that T-shirt over there? Do you mind if I close the door?</i>	<i>Lost in the city Showing interest in the wider world</i>	Listening, reading and writing Listening, speaking and writing	Orientation in space	<b>Geography:</b> Town planning
▶ <b>Functional language dialogue</b>		▶ <b>Creativity</b>		▶ <b>Revision:</b> My portfolio	

## 7 The story teller (pages 82–93)

Vocabulary	Grammar	Story	Skills and value	Thinking skills	English for school
Shakespeare's Globe	<i>I'll ask my sister to give us a bracelet. She's just cut her finger.</i>	<i>Helping Shakespeare</i>	Listening, reading and speaking Reading Being honest	Applying knowledge Creative thinking	<b>Literature:</b> Poetry
▶ <b>Song:</b> You'll never buy me rings		▶ <b>Phonics:</b> silent e		▶ <b>Communication</b> ▶ <b>Revision:</b> My portfolio	

## 8 Museum of the future (pages 94–105)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Jobs	<i>If you're tired, it'll do your homework. Let's go to the museum. But, what if it's closed?</i>	<i>The trouble with Orange-head XR-97 Helping people</i>	Speaking, listening, reading and writing Speaking, reading and writing	Lateral thinking Applying world knowledge	<b>Maths:</b> Fractions
▶ <b>Functional language dialogue</b>		▶ <b>Creativity</b>		▶ <b>Revision:</b> My portfolio	

## 9 Mystery at sea (pages 106–117)

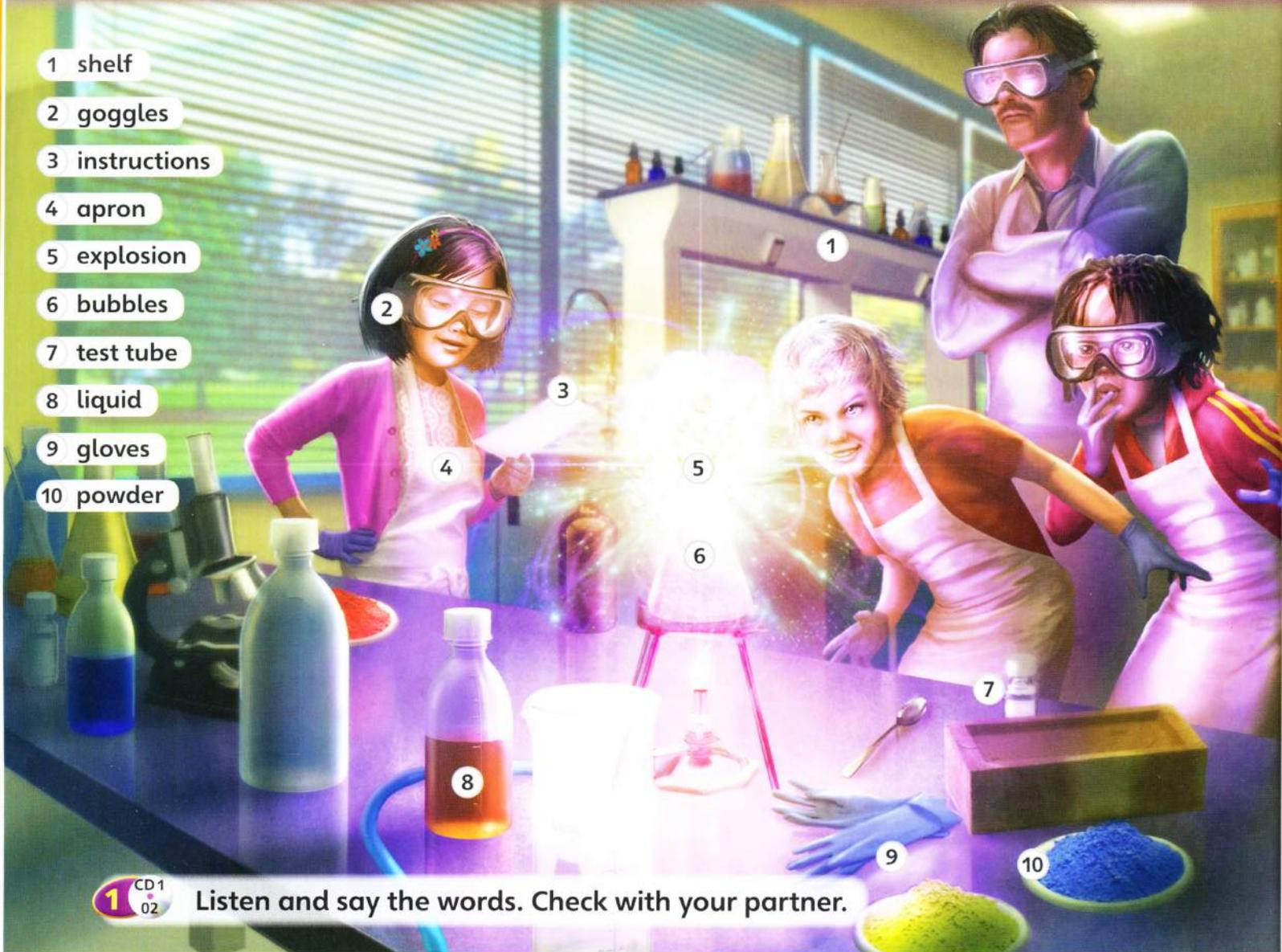
Vocabulary	Grammar	Story	Skills	Thinking skills	English for school and value
On board	<i>I've already done my Maths homework. He hasn't visited Argentina yet. Have you tidied your room yet?</i>	<i>The Mary Celeste</i>	Reading and speaking Listening and writing	Imaginative interpretation of a text Applying world knowledge	<b>Geography:</b> Oceans and seas Learning about the environment
▶ <b>Song:</b> Drop the anchor		▶ <b>Phonics:</b> look and put		▶ <b>Communication</b> ▶ <b>Revision:</b> My portfolio	

Grammar focus: pages 118–127

# The Science lesson

Alex, Phoebe and Patrick are good friends. They all go to the same school. Today they are in a Science lesson. They are having problems doing an experiment. Their teacher, Mr Davis, isn't very happy.

- 1 shelf
- 2 goggles
- 3 instructions
- 4 apron
- 5 explosion
- 6 bubbles
- 7 test tube
- 8 liquid
- 9 gloves
- 10 powder



**1** <sup>CD 1</sup><sub>02</sub> Listen and say the words. Check with your partner.

**2** <sup>CD 1</sup><sub>03</sub> Read, listen and answer the questions.

- 1 How many spoons of blue powder did Patrick use?
- 2 How many spoons of blue powder did the instructions ask for?
- 3 What does Mr Davis ask Patrick to put on?
- 4 What does Mr Davis say about safety in the classroom?

**3** Choose a word. Draw it for your partner to guess.

**4** Experiments

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

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

Phoebe only had two lessons.

Alex, Phoebe and Patrick watched a film.

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

	Music	History	Science
Alex			
Patrick			
Phoebe			

The film was about life in ancient Rome.

Patrick loved all three subjects.

Alex only had one subject.

**2** CD1  
04

**Grammar focus**

Listen and say the sentences.

One of the children had three subjects.  
 Nobody had a test.  
 Alex, Phoebe and Patrick watched a film.  
 Phoebe didn't have Music.  
 Patrick loved all three subjects.



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



Yesterday was great. I got up at 10 o'clock. I ate chocolate for breakfast and I watched three Spiderman films on TV. Then I ...

1 CD 1 05

Listen and write the names. Then sing the song.

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

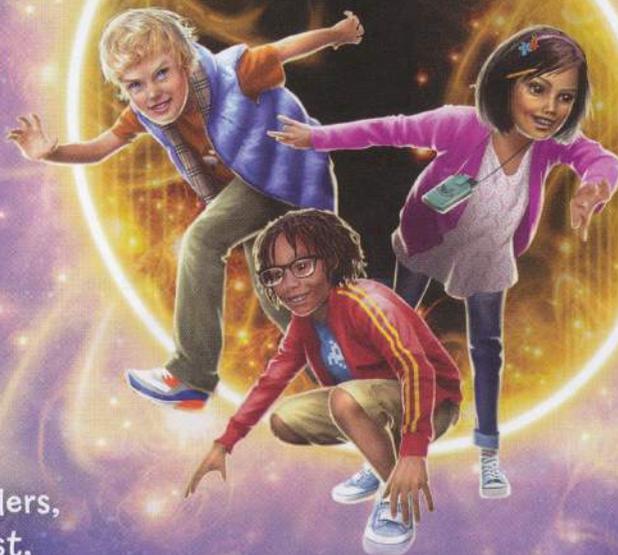
Phoebe was the first one,  
She didn't want to wait.  
Now she's lost in time because  
She stepped into that gate.

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

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

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

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



2 CD 1 07

Listen and say the dialogue.



**Sue** Do you want to go through the gate too?

**Ben** Let's follow the friends till the story ends!



6 Phonics focus: rhyming words

**1** Read and choose the correct face for each of the children.



**Mum** Did you have a good day at school today, Alex?  
**Alex** It was OK.  
**Mum** Just OK?  
**Alex** Yes. It was just a normal day. Nothing special.



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



**Mum** What did you do at school today, Phoebe?  
**Phoebe** We talked about the Geography project and guess what?  
**Mum** What?  
**Phoebe** I'm doing a project on Mexico! I'm so excited.

**2** CD 1  
10

**Grammar focus**

Listen and say the questions.

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



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



1 Work in pairs. Look at the pictures and the title of the story.

- a Write down words that come to your mind.
- b Try and make a story out of the words.

2 <sup>CD1</sup> <sub>11</sub> Read and listen to the story to find out if it is similar to or different from your story.

## THE EXPLOSION

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



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

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





‘But we don’t know how many spoons of each powder we need,’ said Alex. ‘Don’t worry,’ said Patrick, ‘let’s experiment.’ Patrick poured all the blue powder into the orange and green powder. Then he added all the green liquid. Suddenly there was a big explosion and a bright red flash. ‘Wow!’ said Patrick. ‘Now that *was* amazing. I think I added a bit too much liquid,’ he laughed. Alex and Phoebe didn’t think it was funny.

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

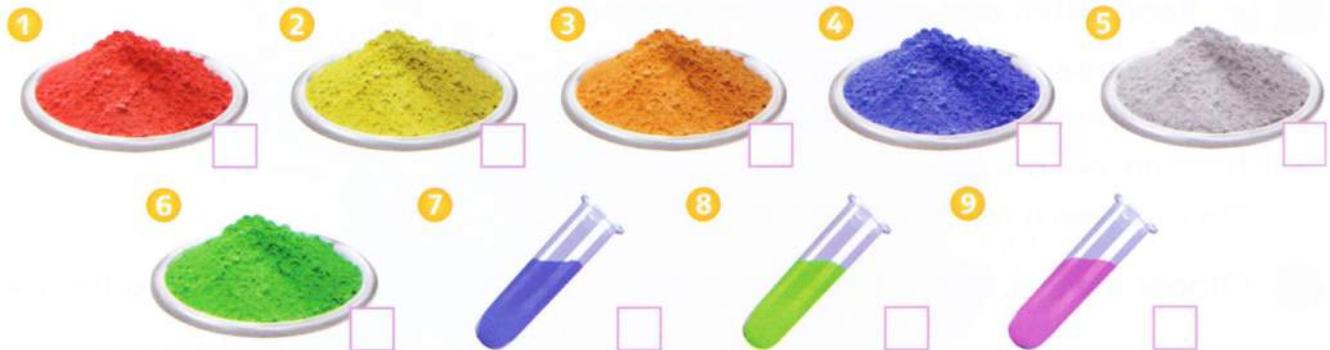


**3 Read and answer the questions.**

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

- |  |                                    |
|--|------------------------------------|
| 1 does Alex do?                          | 4 changes the colour of the brick? |
| 2 does Phoebe read the instructions for? | 5 makes the brick bigger?          |
| 3 makes a yellow light?                  | 6 goes wrong?                      |

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



## 1

## Disaster!

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

- 1 smoke
- 2 volcano
- 3 temple
- 4 columns
- 5 fountain
- 6 theatre
- 7 horse and cart
- 8 servant
- 9 statue
- 10 vase

1 CD-1  
12

Listen and say the words. Check with your partner.

2 CD-1  
13

Read, listen and complete the sentences.

- 1 The gate takes the children into the \_\_\_\_\_.
- 2 Phoebe likes the gardens with the \_\_\_\_\_ and the \_\_\_\_\_.
- 3 There are no cars, only \_\_\_\_\_ and \_\_\_\_\_.
- 4 The mountain is not a mountain. It's a \_\_\_\_\_.

3

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

Look! Can you guess the word?

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

10 Around Pompeii

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

## Earthquake shakes London

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

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



2 CD 1  
14

Grammar  
focus

Listen and say the sentences.

When the earthquake happened:  
 ... Mr Harmer and his sons were playing football.  
 ... his wife was reading in the living room.  
 ... their neighbour was sleeping.



- 3 Ask and answer.



What were you doing yesterday at five o'clock?

I was ...

1 CD 1 15

Listen and correct the mistakes.  
Then sing the song.

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

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

I was walking in the city, <sup>(5)</sup> \_\_\_\_\_  
When the day turned really grey.  
I looked up at the clouds <sup>(6)</sup> \_\_\_\_\_  
And I knew I couldn't stay.  
There was rain in the clouds, <sup>(7)</sup> \_\_\_\_\_  
There was smoke and thunder too.  
I was feeling pretty happy when the ... <sup>(8)</sup> \_\_\_\_\_  
Volcano blew.

### All about music: Punk Rock

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

What I think

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

2 CD 1 17

Listen and say the dialogue.



Gran Your haircut is **cute**, Stan!

Stan I like your cap and **cape**, Gran!



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



Hi Ryan,

Today we had a disaster day at home! Let me tell you all about it! While dad was sleeping, the animals were very bad. Our naughty cat was (1) \_\_\_\_\_ ing our lunch and our dog was (2) \_\_\_\_\_ ing birds in the garden! My sister and brother were even worse! My brother John was (3) \_\_\_\_\_ ing my mobile phone and my baby sister was (4) \_\_\_\_\_ ing on the walls.

I hope you had a better day!

Christopher



2 CD 1 20 Grammar focus

Listen and say the sentences.

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

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



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

On Sunday afternoon while I was playing computer games, my mum was wishidishing

No, she wasn't.

No.

Yes, she was!

While you were playing computer games, your mum was reading.

Was she sleeping?

Was she listening to music?

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

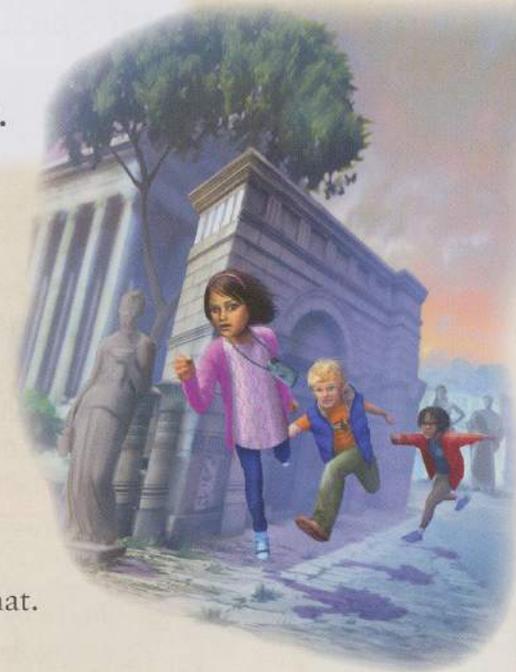
- a Where are the kids?      b What year is it?

2  Read and listen to the story to check your answers.

## A narrow escape

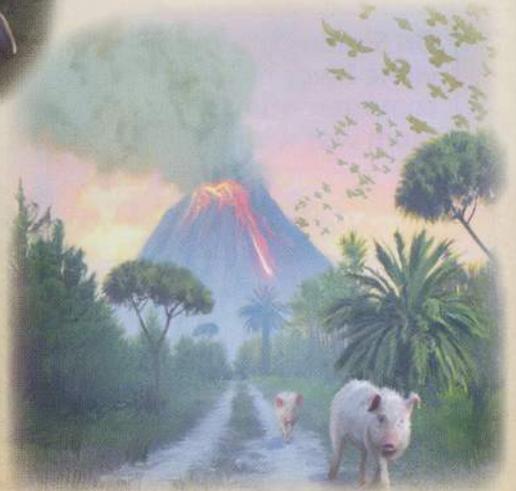
Phoebe started running down the stone stairs. ‘Hey, wait!’ Alex shouted. ‘Where are you going?’ ‘Come quickly. Follow me!’ Phoebe shouted. ‘Why?’ Alex and Patrick didn’t understand what was happening. Phoebe was running through the city in the direction of the hills. Alex and Patrick followed her. They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

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



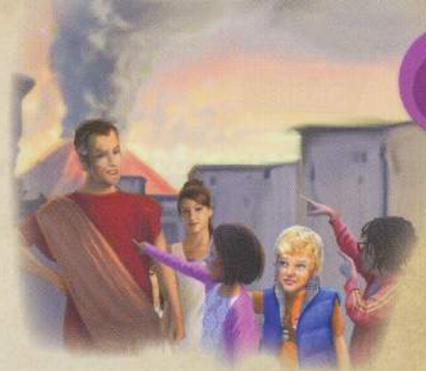
‘I don’t understand!’ said Patrick. ‘What are we doing here?’ Phoebe waited for her breathing to slow down. Then she began to speak. She looked worried. ‘This city is Pompeii. We learned about it in History. That volcano over there is going to erupt, and we’re in danger!’ ‘But how do you know it’s going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

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



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

'Look!' shouted Phoebe. 'It's too late! It's erupting.' Everybody was very scared. The sky became really dark and smoke filled the air. Stones flew from the volcano and landed in the city. People started to run away shouting for help. The children didn't know what to do. Suddenly Alex saw a yellow



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

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

'Let's go through it.' 'The gate?' Patrick didn't understand. 'Yes,' said Phoebe. 'Remember the lab? The yellow glow – the gate to the past. Maybe it'll take us back to our time? Let's run or we'll all die! It's our only chance!' The children ran as fast as they could to the light and jumped. They were gone in a flash!



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

**3** Put the sentences in the correct order.

- |  |  |
|--|--|
| <input type="checkbox"/> They tried to warn people.  | <input type="checkbox"/> Phoebe told the boys about Pompeii. |
| <input type="checkbox"/> They heard a loud noise.    | <input type="checkbox"/> Suddenly they saw a bright light!   |
| <input type="checkbox"/> The children ran up a hill. |  |

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

- |   |                                      |
|---|--------------------------------------|
| 1 They often run away from natural disasters. | 3 ... <u>they</u> were not worried.  |
| 2 They're in danger.                          | 4 They ran as fast as they could ... |

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

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



## Skills

1 Read the text from a news website. Write *t* (true) or *f* (false).

- 1 Natural disasters can happen all over the world.
- 2 Scientists can stop weather disasters from happening.
- 3 Scientists can warn us about volcanoes, but not about earthquakes.
- 4 Floods often cause lots of damage.
- 5 Weather and people can cause forest fires.



## How much do you know about natural disasters?

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

- Natural disasters happen all over the world. We cannot stop them from happening.
- The weather causes some disasters like thunderstorms, floods, hurricanes and avalanches. Scientists often know when weather disasters will happen.
- Scientists have special equipment to watch volcanoes and earthquakes, but it's hard to know when these disasters will happen. That is why volcanoes and earthquakes cause a lot of damage.
- Statistics show that floods are the most expensive natural disasters.
- Forest fires can happen because of lightning, but also because people are not careful and make a fires in very dry places.
- Earthquakes are the deadliest of all natural disasters because they kill more people each year than any other disaster.
- It's a good idea to find out what kinds of disasters can happen where you live.
- When people choose a place to live, they should think about what disasters can happen. For example, people shouldn't build houses close to rivers if there is a danger of floods.

2 Work in groups of four. Think of a disaster you heard about / read about / watched on TV or which you experienced yourself. Tell your classmates about it.

A terrible flood happened in ...

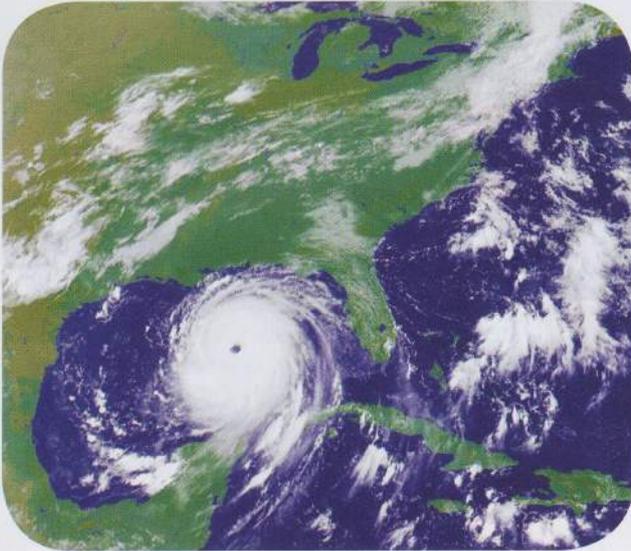


## Skills

1 CD 1  
22

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

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



2 CD 1  
23

**2 Listen again and match the sentence halves.**

- |  |   |
|--|---|
| 1 The Red Cross and Red Crescent           | a killed lots of people.                        |
| 2 A few years ago, there was a terrible    | b their homes and their jobs.                   |
| 3 It was called Katrina and it             | c are one organisation with two names.          |
| 4 Thousands of people lost their families, | d hurricane in the city of New Orleans.         |
| 5 People didn't have clean water, they     | e many weeks to help the people of New Orleans. |
| 6 The helpers worked day and night for     | f had no food, and needed medical help.         |

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

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



# Volcanoes

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

Volcanoes are ...



### Smart fact



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

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

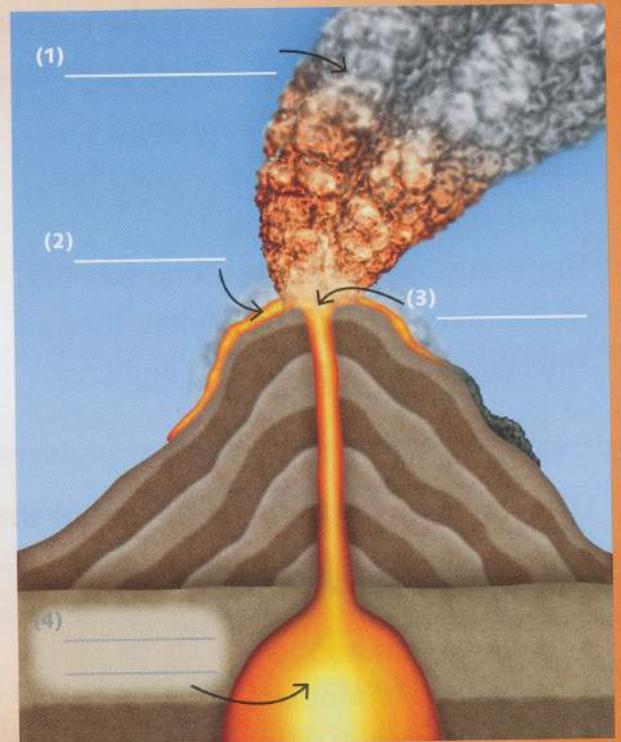
ash clouds magma chambers crater lava

## Fire from inside Earth

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

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

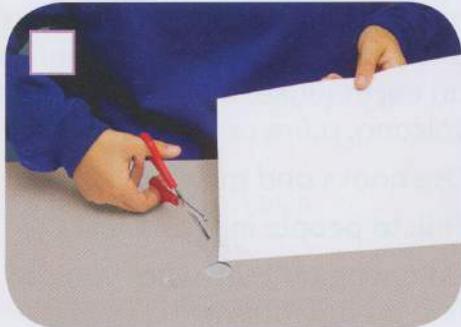
When magma comes out of the crater, it's called lava. When lava gets cold, it becomes stone.





**1 Project** Make your own volcano. Look, read and order the pictures.

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



**1** Put the bottle upside down on the thin cardboard and draw a circle around it.



**2** Cut out the circle.



**3** Fold the cardboard to form a cone. Put some tape on it.



**4** Cut the cone so it is straight and the same height as the bottle. Put the bottle inside. Use the sticky tape to fix the mouth of the bottle to the cardboard.

**5** Turn the cone upside down, with the bottle in the middle. Use crumpled newspaper to fill the cone.

**6** Put the cone on the thick cardboard. Paint your volcano.

**2** Now make your volcano erupt.

- You need:**
- water
  - 2 big spoons of baking soda
  - 4 or 5 drops of detergent
  - vinegar

**1** Take the bottle out of the volcano.

**2** Fill the bottle almost full with water.

**3** Put 4 or 5 drops of detergent into the water.

**4** Add 2 big spoons of baking soda.

**5** Put the bottle back in the volcano.

**6** Pour some vinegar into the bottle.

**7** Watch the eruption!





# A mini-talk

1 CD 1 25

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



## Find out about it

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

## Prepare it

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

2 CD 1 26

Listen again and answer the questions.

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



## Tips for presenters

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

## Present it

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

A tornado is a very strong wind.

The tornado in Joplin was in 2011.

It destroyed lots of buildings.

# Filling in a form

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

## My portfolio

My name:

Antulio Martinez

My class:

6e

My teacher's name:

Mrs Wilkins

What my friends like about me:

I am funny and good at singing.

What I did in my holidays:

I went to Lake Louise Summer Camp.

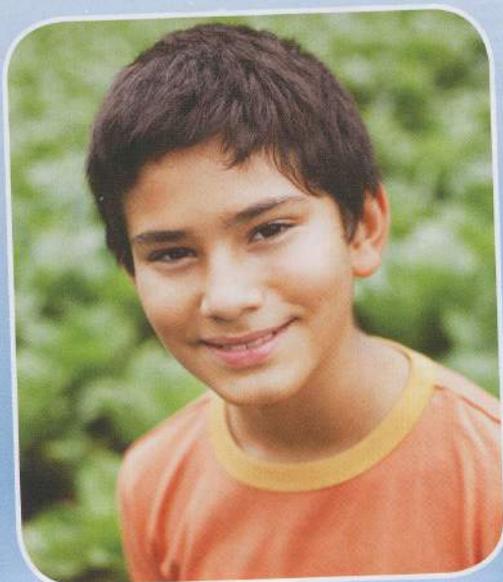
My favourite topics:

My favourite topics are rainforests and Geography!

What I like best about my English lessons:

I like singing songs in English best!

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



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

## Lake Louise Summer Camp



PLEASE WRITE IN CAPITAL LETTERS

Last name: MARTINEZ

First name: ANTULIO

Nationality: MEXICAN

Sex:  M  F

Date of birth: 5 AUGUST 2002

Place of birth: MEXICO CITY

Passport no: TR 84902658

Home address (street): 1702, CALLE SAN JOSE

Town / Country: BUENA VISTA, MEXICO

Postal code: 37604

Email: speedy@mail.mex



### Tips for writers

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

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

# 2

# In the rainforest

The Amazon rainforest is very large. It's called the Amazon because of the river that runs through it. The rainforest crosses nine South American countries: Brazil, Colombia, Peru, Venezuela, Ecuador, Bolivia, Guyana, French Guiana and Suriname. The biggest part of the Amazon rainforest is in Brazil.

1 creeper

2 beak

3 toucan

4 sloth

5 branch

6 anaconda

7 pool

8 jaguar

9 anteater



1 CD 1 27

Listen and say the words. Check with your partner.

2 CD 1 28

Read, listen and answer the questions.

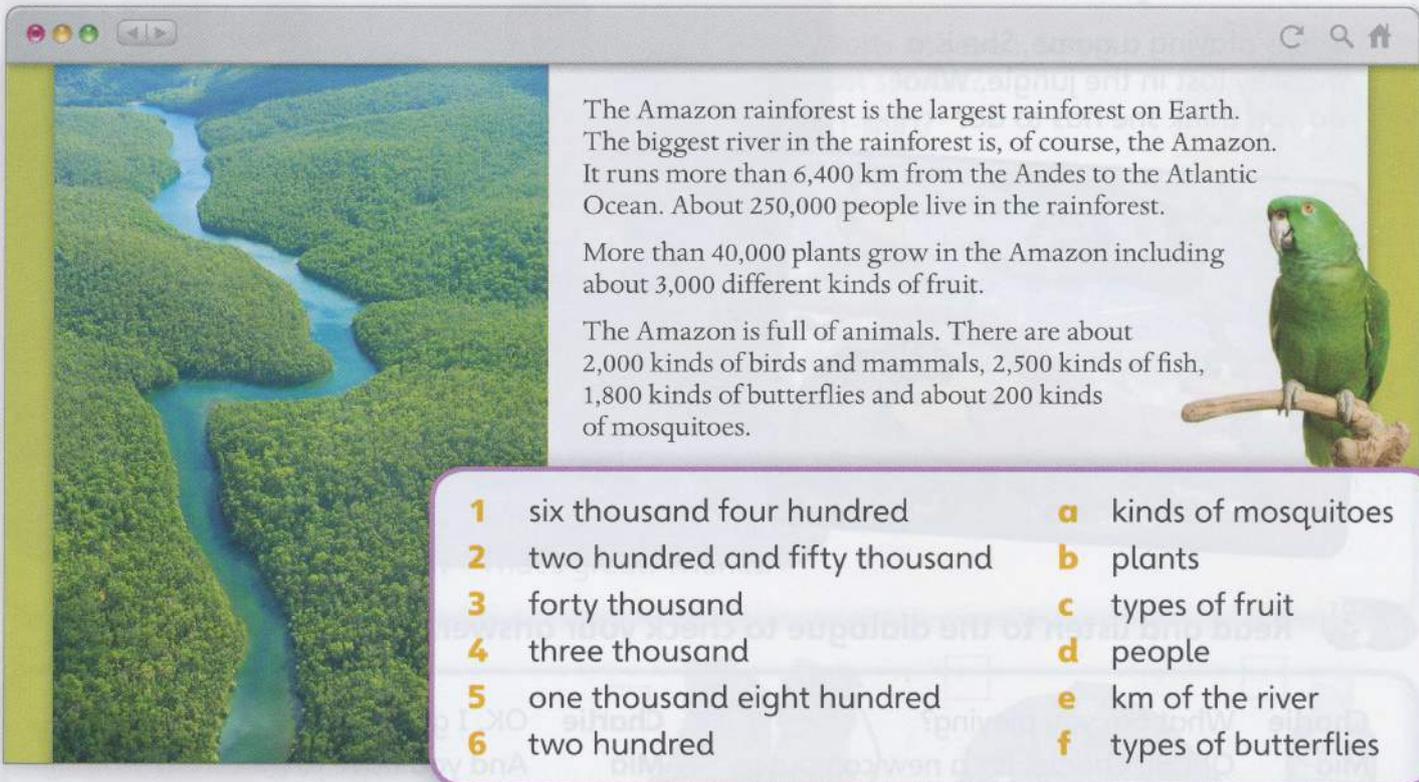
- 1 What animals can the children see?
- 2 What's the difference between a tiger and a jaguar?
- 3 What do sloths eat?
- 4 Why does Phoebe tell Patrick not to touch the frog?

3

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

It's a big cat that ...

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



The Amazon rainforest is the largest rainforest on Earth. The biggest river in the rainforest is, of course, the Amazon. It runs more than 6,400 km from the Andes to the Atlantic Ocean. About 250,000 people live in the rainforest.

More than 40,000 plants grow in the Amazon including about 3,000 different kinds of fruit.

The Amazon is full of animals. There are about 2,000 kinds of birds and mammals, 2,500 kinds of fish, 1,800 kinds of butterflies and about 200 kinds of mosquitoes.

<b>1</b> six thousand four hundred	<b>a</b> kinds of mosquitoes
<b>2</b> two hundred and fifty thousand	<b>b</b> plants
<b>3</b> forty thousand	<b>c</b> types of fruit
<b>4</b> three thousand	<b>d</b> people
<b>5</b> one thousand eight hundred	<b>e</b> km of the river
<b>6</b> two hundred	<b>f</b> types of butterflies

**2** CD 1  
29

Language focus

Listen and say the numbers.

100 – one hundred

1,000 – one thousand

10,000 – ten thousand

100,000 – one hundred thousand

1,000,000 – one million

500 – five hundred

3,000 – three thousand

40,000 – forty thousand

200,000 – two hundred thousand

5,000,000 – five million



**3** Work with a partner. Write and say.

Two hundred thousand.





## Communication

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

Mia is playing a game. She is a monkey lost in the jungle. What do you think she has to do?



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

**Charlie** What are you playing?

**Mia** Oh! Hi, Charlie. It's a new computer game I just got. It's called *Jungle Jake*. It's pretty cool.

**Charlie** What do you have to do?

**Mia** Well, you're a baby monkey called Jake. You're lost in the jungle and you're trying to find your mum.

**Charlie** Is that all?

**Mia** Of course not. You have to do loads of other things.

**Charlie** Like what?

**Mia** Well, you have to find other animals like sloths and toucans and ask them for help.

**Charlie** OK, I get it.

**Mia** And you have to be careful of jaguars.

**Charlie** Why is that?

**Mia** Because they eat you, silly!

**Charlie** Is there anything else?

**Mia** Um, yes, you have to find bananas to eat. They give you energy. Do you want to have a go?

**Charlie** No, I'm OK, thanks.

**Mia** Don't you like computer games?

**Charlie** I like games – I just don't like bananas.

### 3 Work in pairs.

**a** Practise the dialogue.

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

*Anaconda!*    *Anthony the Anteater*    *Toucan Trees*

**c** Use your new game to make up your own dialogue.

**d** Act out your dialogue for the class.



### What to say

**Asking for instructions**

What do you have to do?

Is that all?

Is there anything else?

1 CD1 34

Listen and read the dialogue. Then tick (✓) the correct pictures.



**Guide** OK, Mr Nelson, the tour starts at seven. So you have to be here at half past six. OK?

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

**Guide** No, no. There are lots of mosquitoes so you have to wear a shirt with long sleeves.

**Mr Nelson** Oh, that's right. I had to wear a shirt when I went on a jungle tour some time ago. Are my trainers all right?

**Guide** No, sorry. There are dangerous snakes around so you have to wear boots.

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

**Guide** You don't have to bring any food or water. We provide everything you need.

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



2 CD1 35

**Grammar focus**

Listen and say the sentences.

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



3 Write **yes** or **no**. Then talk about the rules at your home with your partner.

- 1 help in the kitchen \_\_\_\_\_
- 2 go shopping \_\_\_\_\_
- 3 take off your shoes in the house \_\_\_\_\_
- 4 make your bed \_\_\_\_\_
- 5 tidy up your room \_\_\_\_\_
- 6 wash the dishes \_\_\_\_\_

Do you have to help in the kitchen?

Yes, I do.

Do you have to go shopping?

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

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

2 <sup>CD 1</sup><sub>36</sub> Read and listen to the story to check your answers.

## The present

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

Suddenly they heard a very loud animal noise.

'That must be a jaguar,' Patrick shouted.

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

They ran to the tree and started climbing.

To their surprise, the terrible noise got louder

and louder until it was right above their heads. They looked up into the tree and saw hairy black arms and a tail above them.

'It's a howler monkey,' Phoebe shouted. They all started to laugh.

'That was a scary ten minutes!'

The children climbed down the tree and carried on walking for 20 minutes. Suddenly Patrick stopped. 'Look,' he whispered, 'there's a man with a spear.'

'We have to put our hands on our chest. That means we are

friends,' Phoebe said. The man

smiled and the three friends followed him. After

15 minutes, they saw some huts and a small

village. In the middle, there was a fire

with some women and small children sitting around it.

Two men appeared and they took the

children to a very old man. 'I think

that the old man is the chief, so we

have to give him a present,' Phoebe

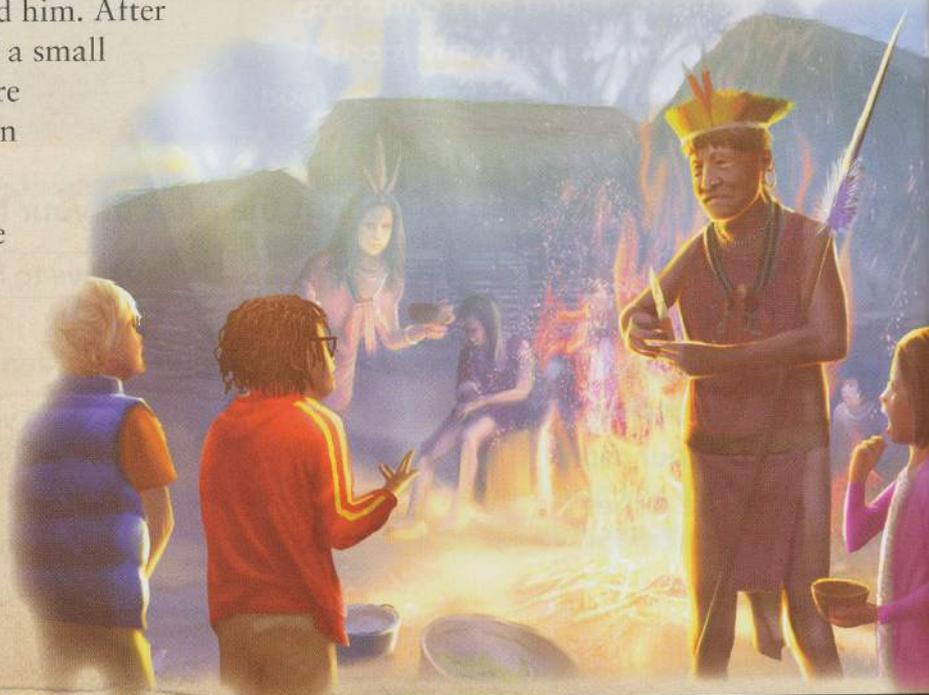
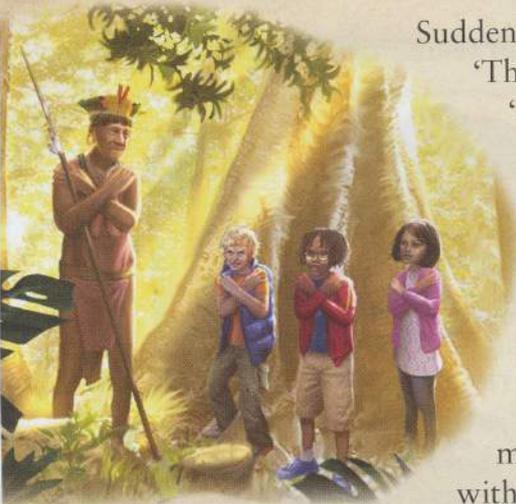
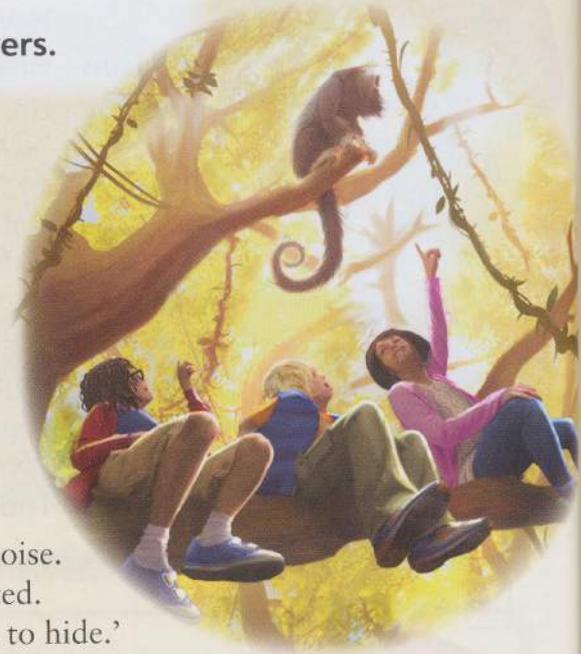
said. Alex gave his penknife to the

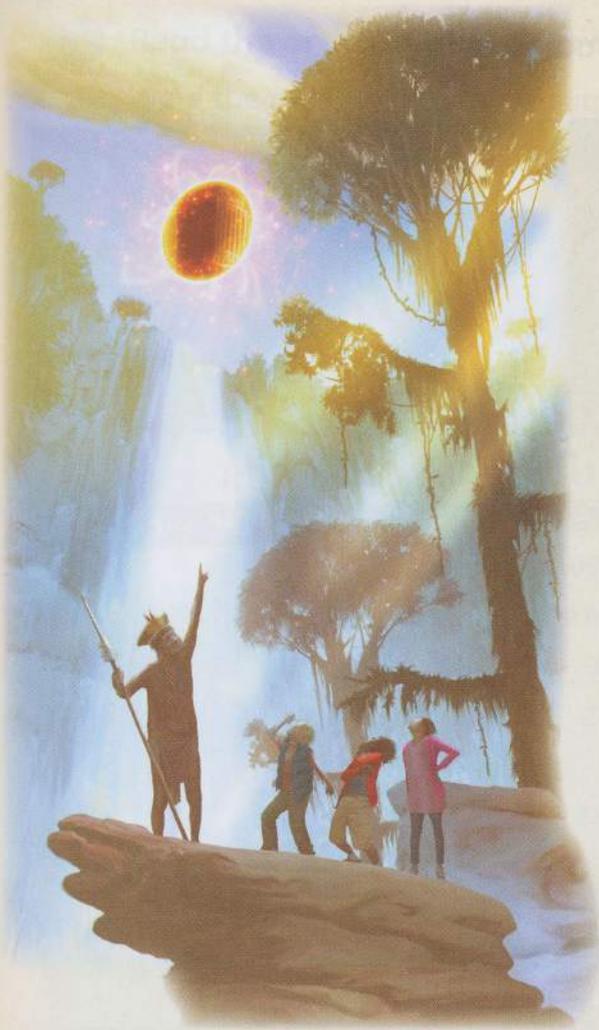
old man. The old man looked very

happy and he pointed at the fire.

The children went over and had

some delicious food.

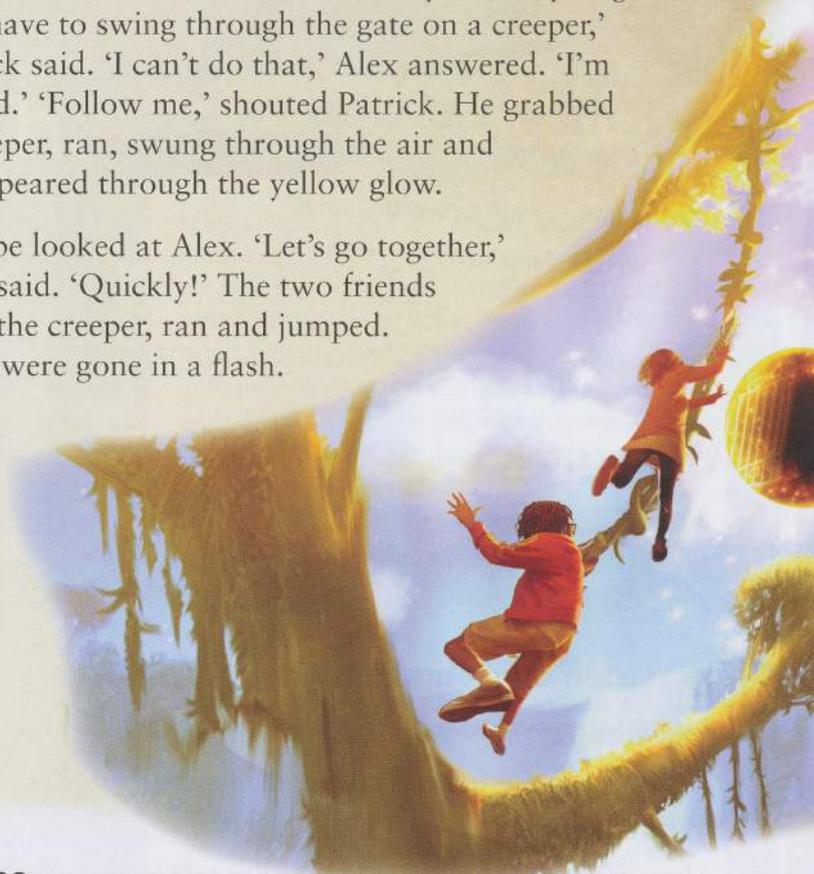




After dinner, a man took Phoebe, Alex and Patrick to a nearby waterfall. He pointed to the top of it and there they could see a yellow glow.

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

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



**3** Read and tick (✓) the correct name.

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

**4** **Think!** Read the story again and answer the question.

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



1 CD2 02

Listen to the documentary and complete the trading cards.



### Killer Creatures

Jungle series 2

NAME: Goliath bird-eating spider

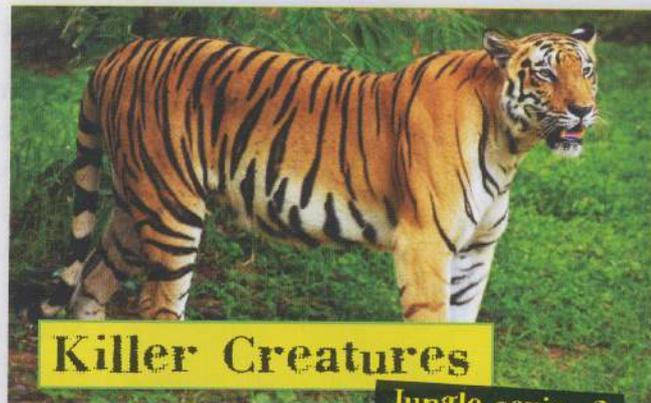
WHERE: Northern \_\_\_\_\_

SIZE: \_\_\_\_\_ cm

EATS: \_\_\_\_\_

LIVES FOR: \_\_\_\_\_ (female only)

**WARNING!** This is a very aggressive spider. It's poisonous too!



### Killer Creatures

Jungle series 2

NAME: Bengal tiger

WHERE: \_\_\_\_\_

SIZE: \_\_\_\_\_ m

EATS: buffalo, \_\_\_\_\_

LIVES FOR: \_\_\_\_\_

**WARNING!** There aren't many tigers left in the wild. They need our help now!

2 CD2 03

Listen again and answer the questions.

- 1 How long do male spiders live for?
- 2 What does the female spider do to the male?
- 3 What are the four big cats?
- 4 How many Bengal tigers are there left in the wild?

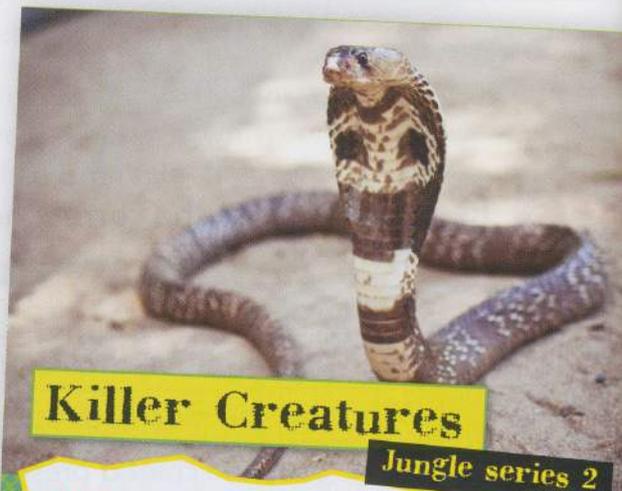
3 Use the trading card to write a short text about the King Cobra.

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

4 Discuss in pairs.

- a Which of these creatures would you most like to see? Why?
- b Which would you not like to see? Why?

I'd like to see ...



### Killer Creatures

Jungle series 2

NAME: King Cobra

WHERE: India and South-East Asia

SIZE: 6.5 m

EATS: Rats and other snakes

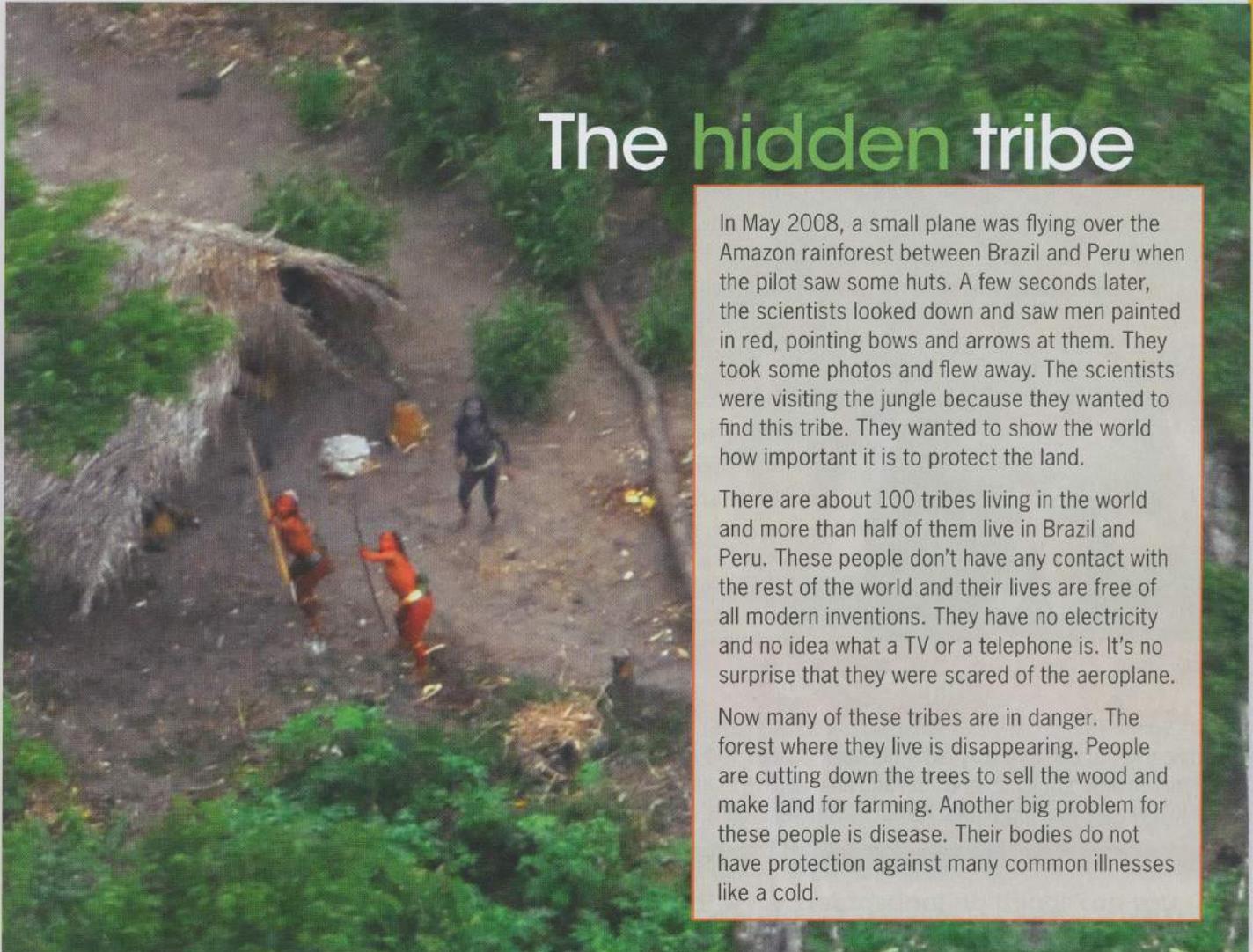
LIVES FOR: 20 years

**WARNING!** Can kill a human with one bite!



**1** Read the article and answer the questions. Give reasons for your answers.

- 1 Were the men from the tribe surprised to see the plane?
- 2 Were the men from the tribe happy to see the plane?
- 3 Were the scientists on the plane surprised to see the tribe?
- 4 Were the scientists on the plane happy to see the tribe?



## The hidden tribe

In May 2008, a small plane was flying over the Amazon rainforest between Brazil and Peru when the pilot saw some huts. A few seconds later, the scientists looked down and saw men painted in red, pointing bows and arrows at them. They took some photos and flew away. The scientists were visiting the jungle because they wanted to find this tribe. They wanted to show the world how important it is to protect the land.

There are about 100 tribes living in the world and more than half of them live in Brazil and Peru. These people don't have any contact with the rest of the world and their lives are free of all modern inventions. They have no electricity and no idea what a TV or a telephone is. It's no surprise that they were scared of the aeroplane.

Now many of these tribes are in danger. The forest where they live is disappearing. People are cutting down the trees to sell the wood and make land for farming. Another big problem for these people is disease. Their bodies do not have protection against many common illnesses like a cold.

**2** Discuss with your partner. How do you think the chief of this tribe might answer these questions from a journalist?

- 1 Why are you scared of us?
- 2 Do you want something from us?
- 3 Is your life better than ours?

**3** In groups, present your ideas to the rest of the class.

We're scared because ...

# Help save the rainforest



1 CD 1 36

Think!

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

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

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

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



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



## Smart fact



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

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

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

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

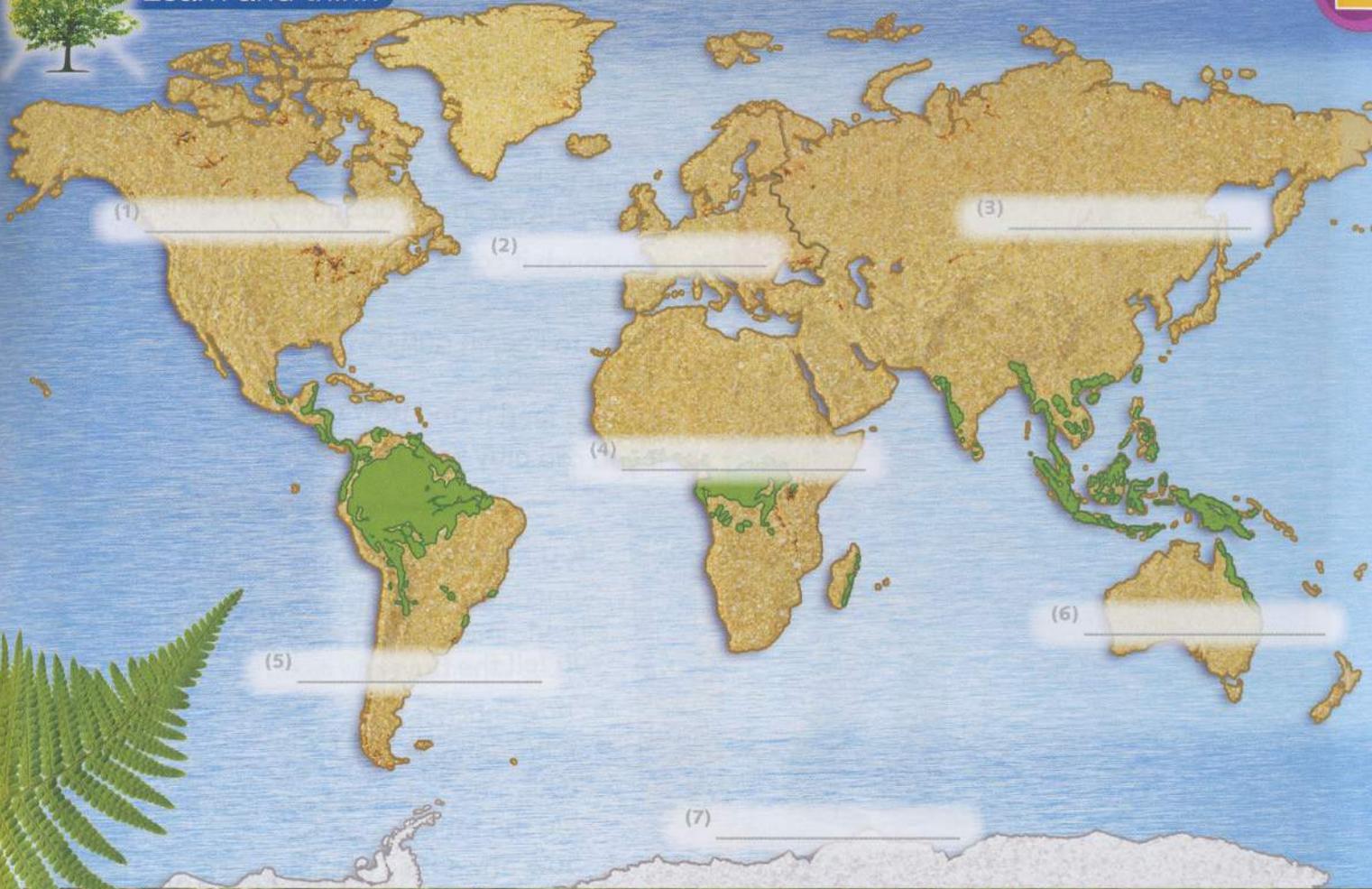


Problem 1: \_\_\_\_\_



Problem 2: \_\_\_\_\_

## Learn and think



**1** Write the names of the continents on the map. Which of them have rainforests?

Asia North America South America Africa Europe Australasia Antarctica

**2** **Project** Find out more about rainforests.

- 1 Which continent do you live in? Is there a rainforest in your continent?
- 2 Use the Internet, talk to your teacher or go to a library. What fascinating things can you see, hear, smell, taste and touch in rainforests?

A I A

In the rainforest you can:

see:            hear:            smell:            taste:            touch:

**3** Now present your findings to the class.

In the rainforest you can see trees and hear toucans ...





Act out

# At the pet shop

- 1 Work in pairs.  
Choose a role card.



Student A

### You are the customer.

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

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

Student B

### You are the owner of a pet shop.

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

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

- 2 Act out your dialogue.

## Useful language

### Student A

I'd like to buy ...  
 How much ... ?  
 Is it ... ?  
 How big does the tank have to be ... ?  
 What do I have to ... ?  
 How often do I have to ... ?  
 Is it safe to ... ?

### Student B

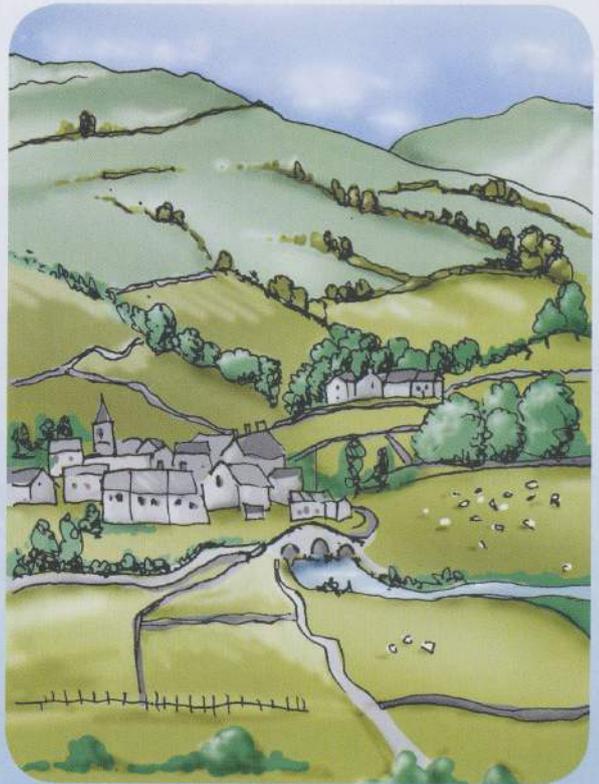
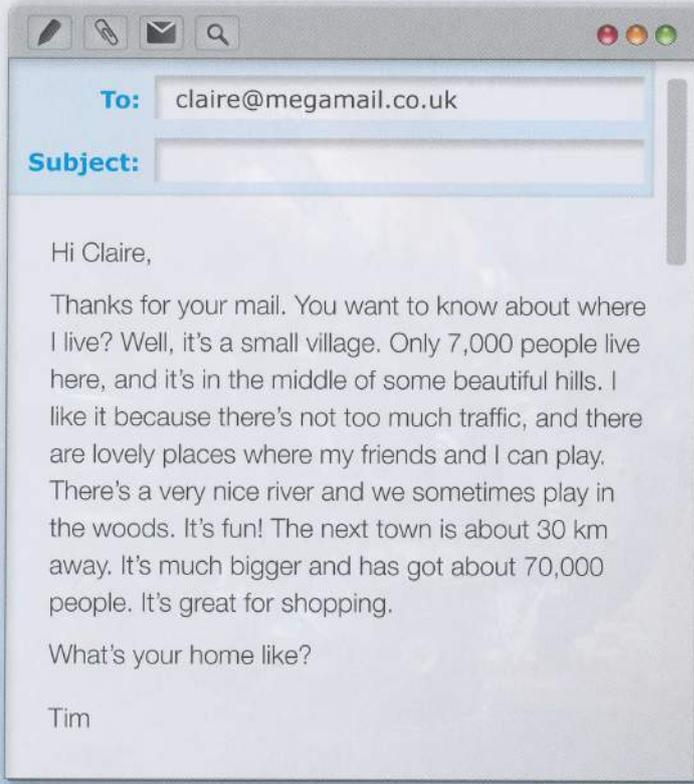
OK, what animal would you ... ?  
 It's about ... . It depends on the size.  
 Some are ... others are ...  
 The animal has to ...  
 You have to ...  
 They ...



# A description

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

- School! My place Friends and families My hobbies



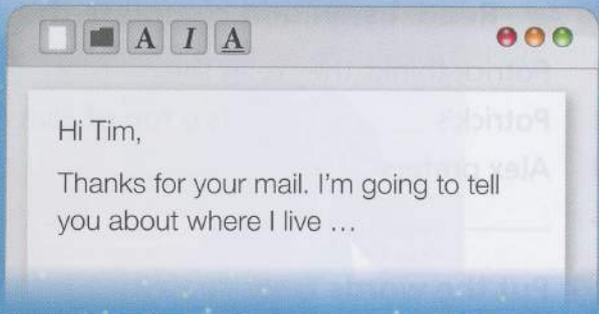
2 Find these words in Tim's email: *fun, beautiful, small, great, nice, lovely*. With a friend, read the email without these words. What does it sound like?

3 Choose five of the adjectives below to describe places in your town.

- quiet
- long
- huge
- new
- noisy
- tiny
- interesting
- famous
- unusual
- old

**Tips for writers**  
When you describe something, adjectives help you to make your description better.

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



# 3

# The rock 'n' roll show

In 1955, Elvis Presley was becoming a rock 'n' roll superstar. Many fans went to his shows. By 1956, he was the most popular singer in the USA and had his first number one hit record. He had more than seventeen hits before he died in 1977. He still has a lot of fans today. For many people he will always be 'The King'.

- 1 spotlight
- 2 bodyguards
- 3 fans
- 4 electric guitar
- 5 bass guitar
- 6 backing singers
- 7 dancer
- 8 drum kit
- 9 stage



1 <sup>CD2</sup><sub>06</sub> Listen and say the words. Check with your partner.

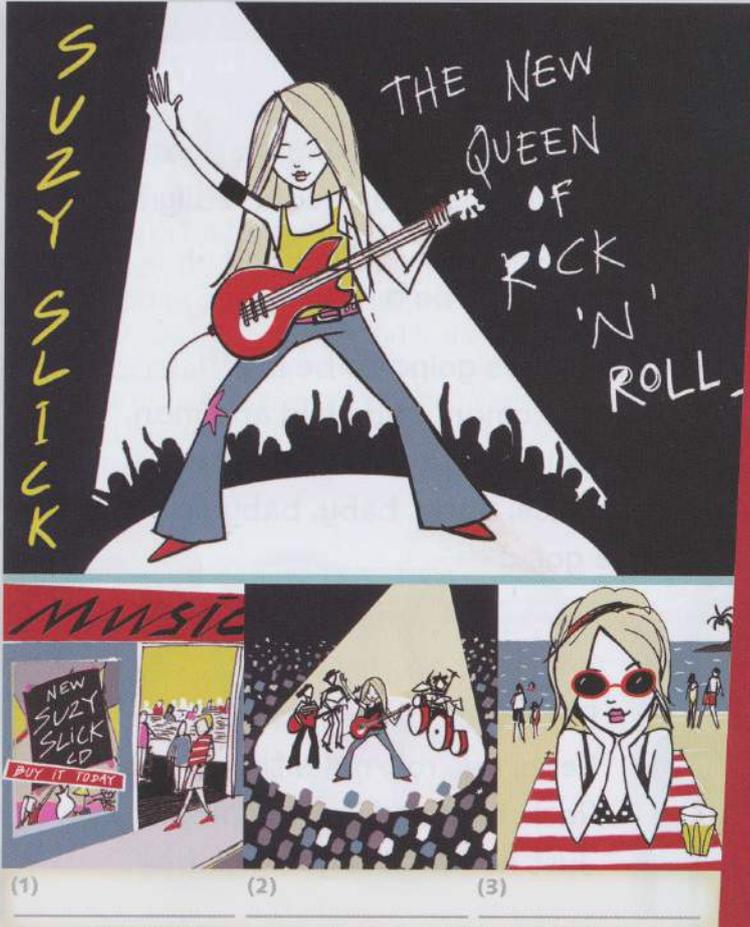
2 <sup>CD2</sup><sub>07</sub> Read, listen and complete the sentences.

- 1 Patrick thinks they're in the \_\_\_\_\_.
- 2 Patrick's \_\_\_\_\_ is a fan of Elvis Presley.
- 3 Alex prefers \_\_\_\_\_.
- 4 \_\_\_\_\_ and \_\_\_\_\_ like the music.

3 Put the words from Activity 1 into three categories. Add two words of your own to each category.

places                      people                      objects

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



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

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

**Interviewer** That's great news.

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

**Interviewer** Which countries are you going to visit?

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

**Interviewer** Are you going to play in the USA?

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

**Interviewer** So, a new record, a European tour. Is that everything for the year?

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

**Interviewer** I hope you enjoy it.

**Suzy** Thanks!

**Grammar focus**

Listen and say the sentences.

I'm going to see the Suzy Slick show.  
 She's not going to play a concert in our town.  
 Are you going to buy the new Suzy Slick album?



**3** Play the pop stars game. Ask and answer questions.

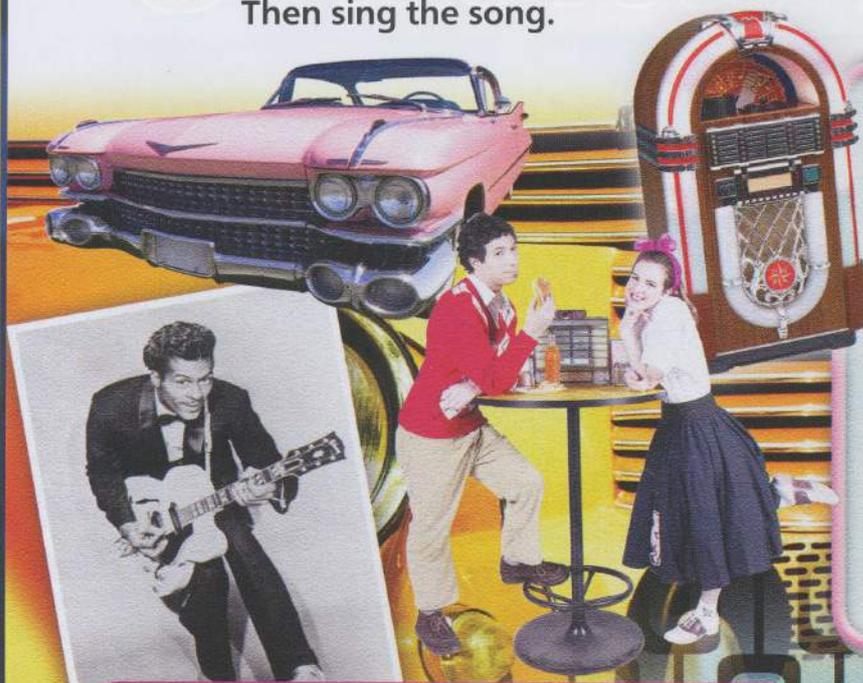
- When / make / new album?
- What / call / it?
- When / play / show?
- Where / When / play / concerts?
- What / do / for the rest of the year?

What are you going to call your new album?



I'm going to call it *The King of the World.*

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



I'm going to play a shiny <sup>(1)</sup> \_\_\_\_\_,  
I'm going to drive a big fast car,  
I'm going to go far, yeah, really far,  
Because, baby, baby, baby ...  
I'm going to be a <sup>(2)</sup> \_\_\_\_\_.

Everyone's going to be my <sup>(3)</sup> \_\_\_\_\_,  
Every woman, and child and man,  
I'm going to do everything I can,  
Because, baby, baby, baby ...  
I've got a <sup>(4)</sup> \_\_\_\_\_.



All about music: Rock 'n' Roll

Rock 'n' roll started in the USA in the early 1950s. It was the first type of music that was very popular with teenagers and many older people did not like it. They thought music and dancing was bad for young people. Some of the most famous rock and rollers were Chuck Berry, Jerry Lee Lewis and, of course, Elvis Presley.



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

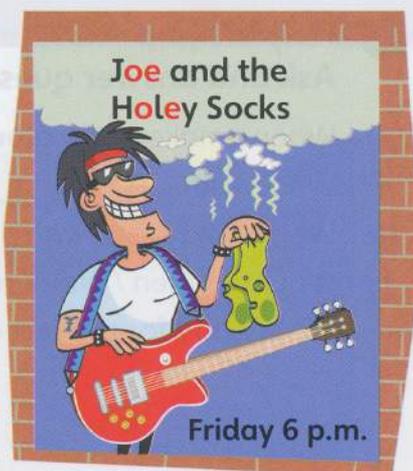
Rock, rock, come rock with me,  
Yeah, roll, roll, roll with me,  
Rock, rock and you're going to see,  
Just how big I'm going to be.

I'm going to shout. I'm going to <sup>(5)</sup> \_\_\_\_\_,  
I'm going to do the dinga linga ling,  
I'm going to win. Yeah, I'm going to win,  
Because, baby, baby, baby ...  
I'm going to be <sup>(6)</sup> \_\_\_\_\_.

Listen and say the dialogue.



- Rose** Are you going to the rock 'n' roll show?  
**Tom** I don't know, Rose I prefer pop.  
**Rose** But Tom! It's Joe and the Holey Socks!  
**Tom** Well ... okay, why not?



1 Read and match the pictures with the clocks.

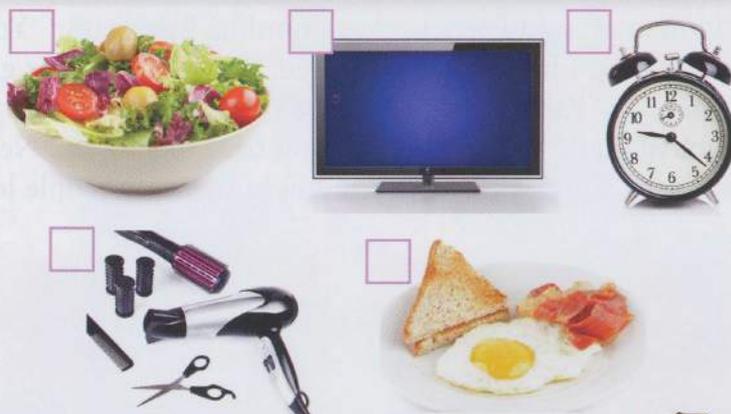
# A day in the life of Suzy Slick.

Rock 'n' Roll's newest superstar tells us how she spends her days.

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

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

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



2 CD2 16

Language focus

Listen and say the times.

A



It's five past five.

B



It's five to six.

C



It's ten past five.

D



It's ten to six.



3 Play the time game.

It's twenty to three.



Sorry. That's wrong. No points.

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

- a Where do the children talk to Elvis?      b Where do they have a meal with him?

2 <sup>CD2</sup><sub>17</sub> Read and listen to the story to check your answers.

# ELVIS

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



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



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

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

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

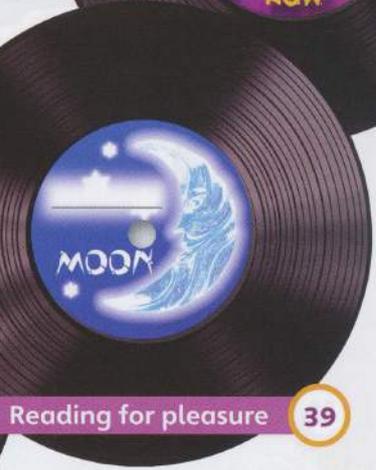
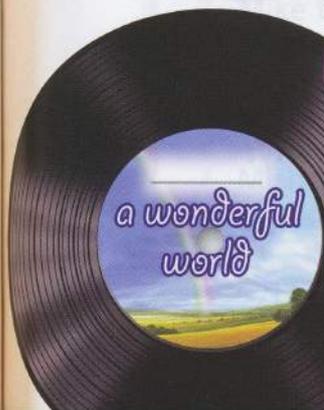


**3 Correct the mistakes in the sentences.**

- |   |   |
|---|---|
| 1 Alex was the first to ask Elvis a question.               | 6 Phoebe and Elvis left from the back of the theatre. |
| 2 Patrick's mother is a fan of Elvis.                       | 7 The kids ate pizza and spaghetti with Elvis.        |
| 3 Elvis took the kids to a café to talk.                    | 8 The children were happy to leave Elvis.             |
| 4 Alex used a wig, a coat and a pair of boots for his plan. |   |
| 5 Patrick wore the wig and the glasses.                     |   |

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

dog It's Blue me Let's





Skills

1 CD2 18

Listen and choose the correct words.



1 Buick / Chevy / Cadillac



2 Jive skirt / Swing skirt / Boogie skirt



3 Jukebox / Jivebox / Music box

2 CD2 19

Listen again and answer the questions.

- 1 When was the Cadillac Series 62 built?
- 2 How long was it?
- 3 What influenced the fashion of the fifties?
- 4 What did a lot of parents think of swing skirts?
- 5 How many records did a jukebox hold?
- 6 How did you work a jukebox?

3 Talk about what you like best: the Cadillac, the swing skirt or the jukebox. Why?

I like the jukebox because ...



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

- 1** What is the girl with the guitar doing?      **2** What do the boy and the other girls think of her?

**2** CD2  
20

Read, listen and check your answers.



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



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



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

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



**3** Match the sentence halves to make the summary.

- |   |   |
|---|---|
| <b>1</b> First Misha sees an advert for | <b>a</b> a guitarist.                     |
| <b>2</b> They are looking for           | <b>b</b> a singer.                        |
| <b>3</b> Mike thinks she                | <b>c</b> doesn't look right.              |
| <b>4</b> Next Misha sees an advert for  | <b>d</b> while she is playing the guitar. |
| <b>5</b> They are looking for           | <b>e</b> is too quiet.                    |
| <b>6</b> The girls think she            | <b>f</b> is perfect!                      |
| <b>7</b> Misha meets Don Parsons        | <b>g</b> The Metal Kings.                 |
| <b>8</b> Don Parsons thinks Misha       | <b>h</b> a band called Girlz.             |



# Rhythm

1 CD2 21

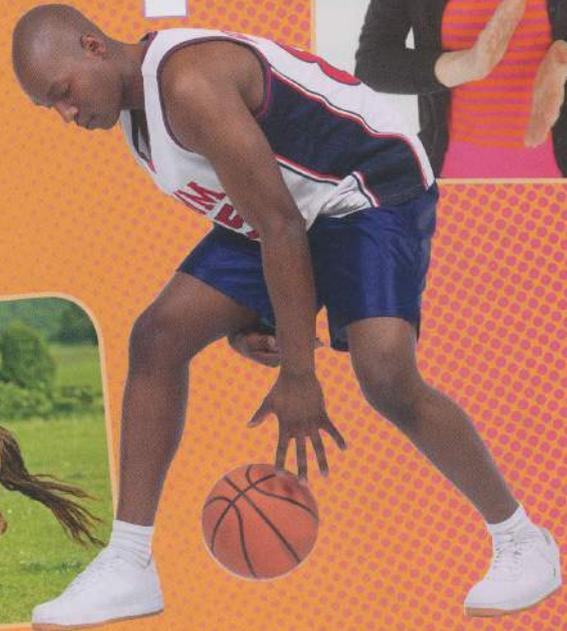
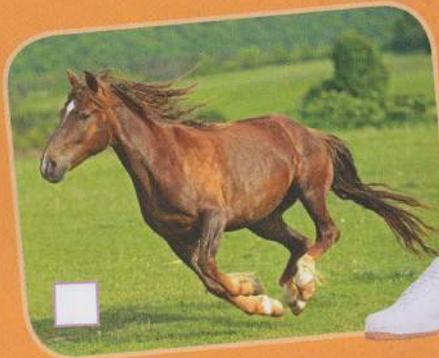
Listen, read and find out what you need to make rhythm. Number the sounds.



## What is rhythm?

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

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



2 CD2 22

Think!

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

—	xx	xx	xx	xx
—	X	xx	X	xx
—	X	X	X	X

snake – monkey – snake – monkey



3 The girl in the photo is saying a rhythm. Which of the rhythms in Activity 2 is she saying?

4 Make each of the three rhythms using the two words *snake* (X) and *monkey* (xx).

- 1 Work in three groups. Each group claps one of the rhythms in Activity 2.
- 2 Now the three groups clap their different rhythms at the same time.
- 3 Now, do the same, but use words. Can you find other jungle / animal words for the patterns?
- 4 In pairs, create your own rhythm. Write your rhythm on a big piece of paper.
- 5 Clap it to the class.

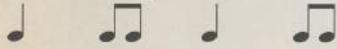


## Learn and think

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

### Rhythm in music

To show rhythm in music we use crochets (♩) and quavers (♪).



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

one \_\_\_\_\_ two \_\_\_\_\_

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

- 2 CD2  
24 Try clapping each of these rhythms. Then listen and check.

1	♩	♩	♪♪	♪♪
2	♪♪	♪♪	♩	♩
3	♩	♪♪	♩	♪♪
4	♪♪	♪♪	♪♪	♩

### Smart fact



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

- 3 Use the words *snake* and *monkey* to say each of the rhythms in Activity 2.
- 4 **Project** Music and my learning.

#### DAY 1

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

#### DAY 2

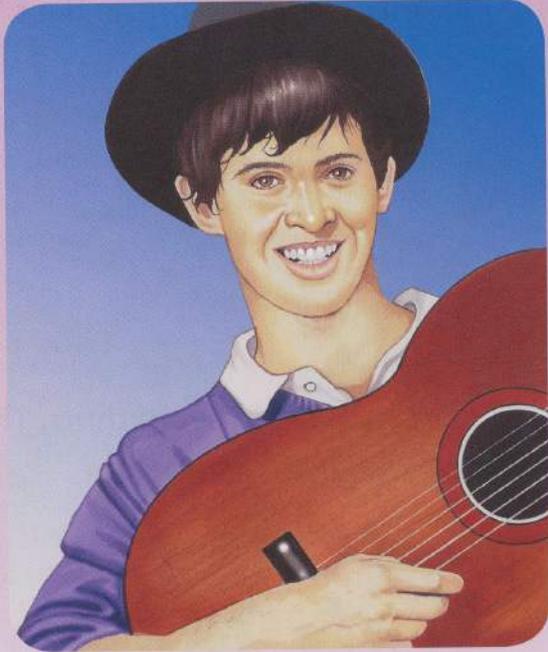
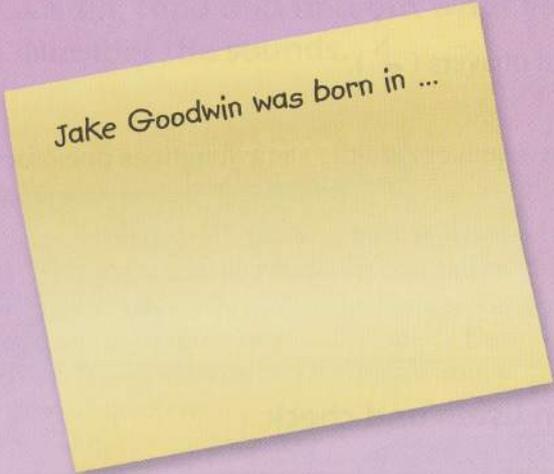
- 1 Choose another piece of text (80 words) from this book. Study it for 10 minutes, but this time don't play any music.
- 2 Half an hour later ask someone to test you. Give yourself points and write them down.
- 3 Add up your points. Talk about your findings in class.



# A show-and-tell

1 CD2  
26

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



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

Jasmine likes ...

### Find out about it

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

### Prepare it

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

### Present it

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

Do you like ... ?

Did you know that ... ?

**Tips for presenters**

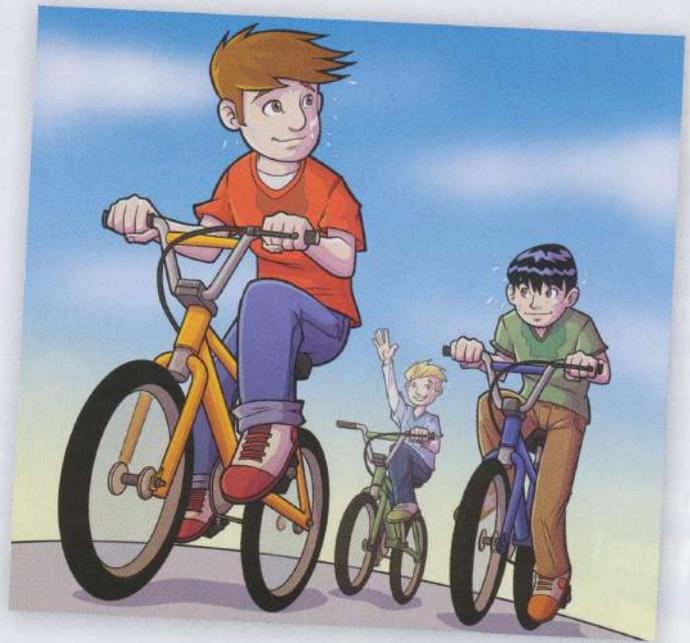
If you want to use a difficult word in your talk, write it on the board before you start. Use the word in a sentence. Can your friends guess what it means?

# A diary



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

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



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

first finally last Sunday then

## SATURDAY

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



### Tips for writers

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

3 Think about something you did last weekend.

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

# 4

# Space restaurant

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

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



**1** <sup>CD2</sup><sub>27</sub> Listen and say the words. Check with your partner.

**2** <sup>CD2</sup><sub>28</sub> Read, listen and answer the questions.

- 1 When do they serve meals in the restaurant?
- 2 How is time different?
- 3 What is the date?
- 4 How old is Phoebe?

**3** Choose words and play the odd-one-out game with your partner.

My words are knife, salt and chopsticks.

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

**1 Read the email and answer the questions.**



- 1 Who has a problem?
- 2 When is Sarah's birthday?
- 3 Why can't she have a party on the 1st of April?
- 4 What dates does she give for her party?

**2** CD2  
29 Language focus **Listen and say the sentences.**

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



**3** Think! **Work with a partner. Ask and answer.**

July

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

What day is the 11<sup>th</sup> of July?

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

That's right.

**4** **Think of three questions to ask your partner.**

When is your dad's birthday?

What is the last day of school this year?



Communication

1 Look at the photos and answer the questions.

- How does Charlie look in photo 1 and photo 2?
- What do you think happened?



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

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

**Charlie** Hey Josh, isn't it your birthday soon?

**Josh** Um, yes. It's on the <sup>(1)</sup> \_\_\_\_\_.

**Charlie** What! That's only a week away. Today's the <sup>(2)</sup> \_\_\_\_\_.

**Josh** Yeah, I know.

**Charlie** So what are you going to do? Are you going to have a party?

**Josh** Not this year. Mum said I could take some friends to the cinema.

**Charlie** Cool! What film?

**Josh** *KidSpyz 3*.

**Charlie** Brilliant! I really want to see that one.

**Josh** And then we're going to have lunch at Benny's.

**Charlie** I love that place.

**Josh** Yeah, it is pretty good.

**Charlie** So, what do you want for a birthday present? Are you still into Mega Monster trading cards?

**Josh** Yeah. I still like them.

**Charlie** Excellent! I'll get you three packets.

**Josh** Um, Charlie, there's one problem.

**Charlie** What's that?

**Josh** Mum said I can only have four friends and you were <sup>(3)</sup> \_\_\_\_\_ on the list. I'm sorry.

**Charlie** Oh, no!

**Josh** I'm only joking Charlie. You were 1st on my list!

3 Work in pairs.

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

What to say

Expressing excitement

- What!
- So what are you going to do?
- Cool!
- Brilliant!
- I love that ...
- Excellent!

1 Read and correct the sentences below.



Food will never be the same again.

By our reporter Poppy Beanie

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

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

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

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

2 CD2  
33

Grammar  
focus

Listen and say the sentences.

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

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

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



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



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

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

- 1 knives and forks 2 lots of washing up 3 a birthday cake 4 pots with steam

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

## The birthday meal

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

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

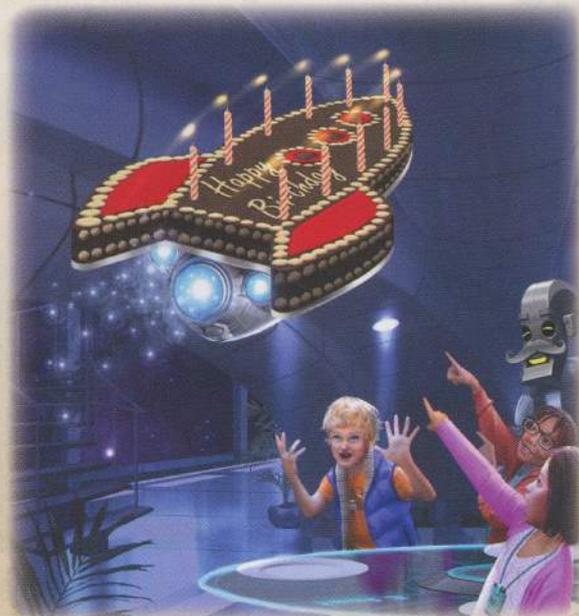
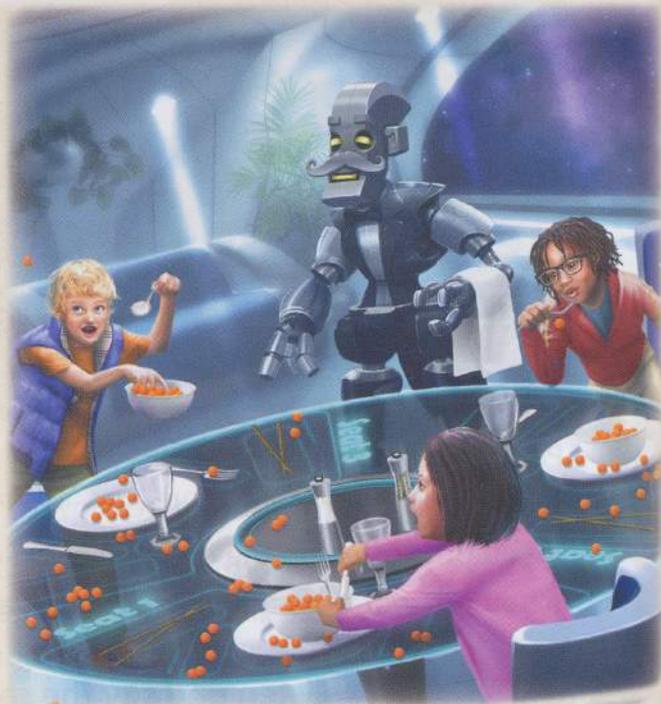
The waiter came in with the second course. There were four big pots with lids on. When the waiter took the lids off, coloured steam came out of them. 'Beef, carrots, broccoli and crocodile,' he said.

'You have to eat the steam fast or it will disappear.'

The children took their spoons and tried to eat the steam as quickly as possible, but they didn't get much.

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

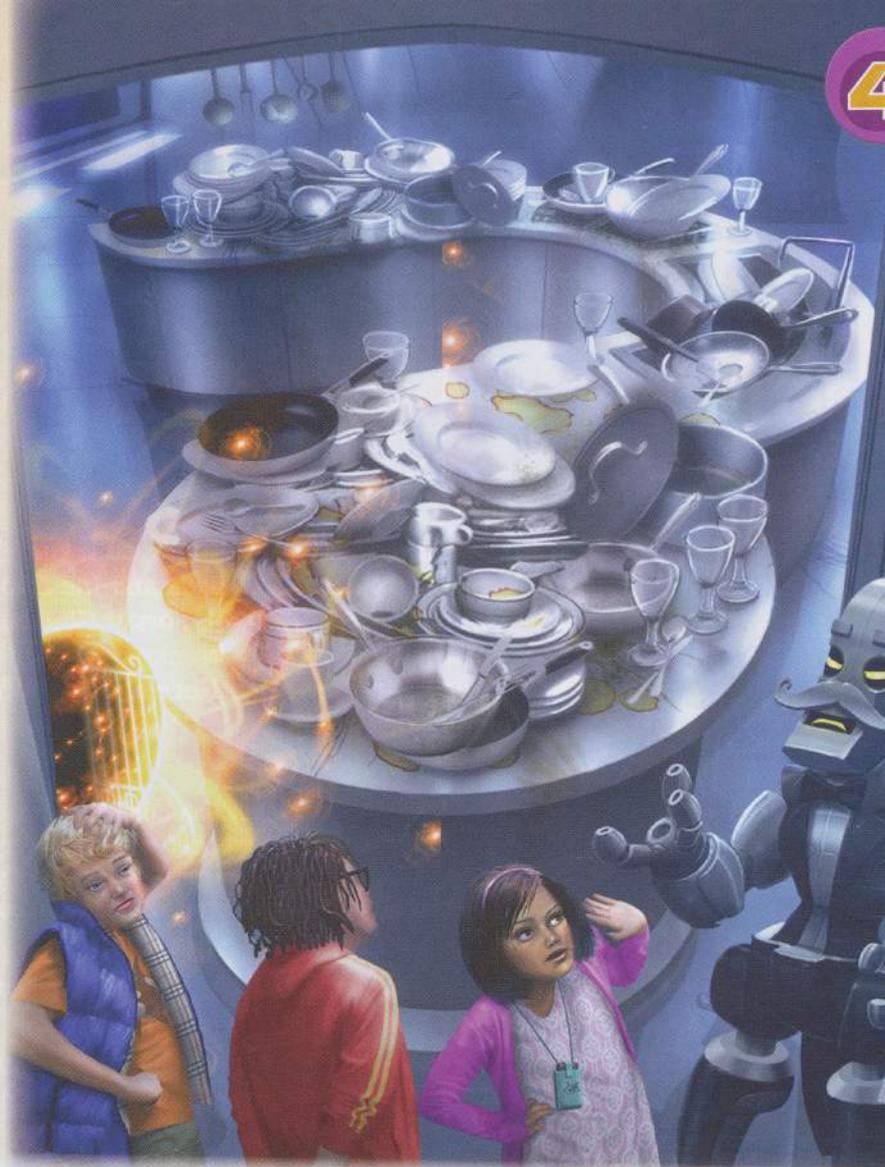
The kitchen door opened with a loud noise. Phoebe, Alex and Patrick saw a huge spaceship sailing towards them. On it there were lots and lots of burning candles. 'Happy birthday!' shouted the waiter as the spaceship landed in front of Phoebe.



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

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

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



**3 Read and answer the questions.**

- |  |  |
|--|--|
| 1 What was the first course?             | 4 What did they have for dessert?      |
| 2 How could they catch the orange balls? | 5 What money does the restaurant take? |
| 3 What was the second course?            | 6 What did the waiter tell them to do? |

**4 Think! Read and match the prices with the objects.**

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

1,000 goldstars    10,000 goldstars    50,000 goldstars    100,000 goldstars

1



A can of space cola

2



A trip to the 6D cinema

3



A jet booster bike

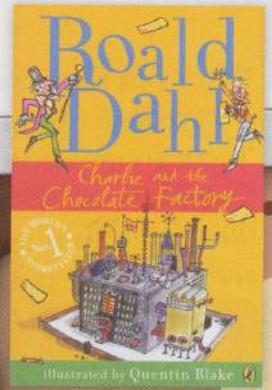
4



A pet Zonk



1 Read the blog and match the pictures with the paragraphs.



# TheChocolateBlog.com

for all things sweet and chocolatey

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



1 Chewing gum that is a complete three course meal: tomato soup followed by roast beef with blueberry pie for dessert. I think I'd choose different courses, though. Willy Wonka also invented a chewing gum that never loses its flavour – very useful.

2 Hot ice cream for a cold day! What a great idea. Now I can eat ice cream every day! He also invented an ice cream that never melts – very useful.

3 Wallpaper that you can lick. This wallpaper comes with pictures of fruit all over it; oranges, grapes, apples, bananas. When you lick the pictures you taste the fruit. Brilliant!

4 Lollipops with lights in them – perfect for eating in bed and reading at night.

5 Grass made of sugar called Swudge. It grows by the chocolate river and the chocolate waterfall in Willy Wonka's factory.

6 Mr Wonka also invented some great sweets for schoolchildren such as invisible chocolate bars. The teacher does not know you are eating them! There are also sugar coated pencils and magic hand-fudge – you hold the fudge in your hand and you taste it in your mouth. Finally, there are Wonka's exploding sweets – a great way of scaring the school bully!

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

2 Discuss in small groups.

- a Which of the sweets would you like most? Why?
- b What three courses would you like your chewing gum to be?
- c What flavours would you like on your wallpaper?

I'd like to try ...



## How to make

# A hot chocolate Swudge drink

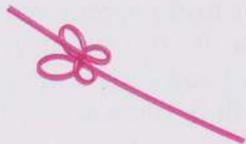
straight from Willy Wonka's factory!



**1** Write the words under the pictures.

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

**You need:**



**2**  Listen and write the missing numbers.

1



\_\_\_ bottle(s) of chocolate sauce

2



\_\_\_ bag(s) of green jelly sweets

3



\_\_\_ g of milk chocolate

4



\_\_\_ ml of cream

5



\_\_\_ tablespoon(s) of sugar

6



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

**3**  Listen and put the steps in order.

- Fill a quarter of the glass with chocolate sauce.
- Pour some more chocolate sauce on top of the ice cream so that it runs down the ice cream like a chocolate waterfall.
- Cut the jelly sweets to make blades of grass.
- Put in a straw and start drinking!
- Break the chocolate and slowly melt it in a pan. Add the cream and the sugar and mix them together. Don't let it get too hot and keep stirring!
- When the chocolate, cream and sugar are well mixed, pour it into the glass containing chocolate sauce. Now add the ice cream.

**4** Work in pairs. Think of something you would like to invent.

- What is it called?
- What are the ingredients?
- How do you make it?

**5** Present your invention to the class.



# The importance of eating healthy food

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



2 Read the text. Think of a short title for it.

\_\_\_\_\_

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

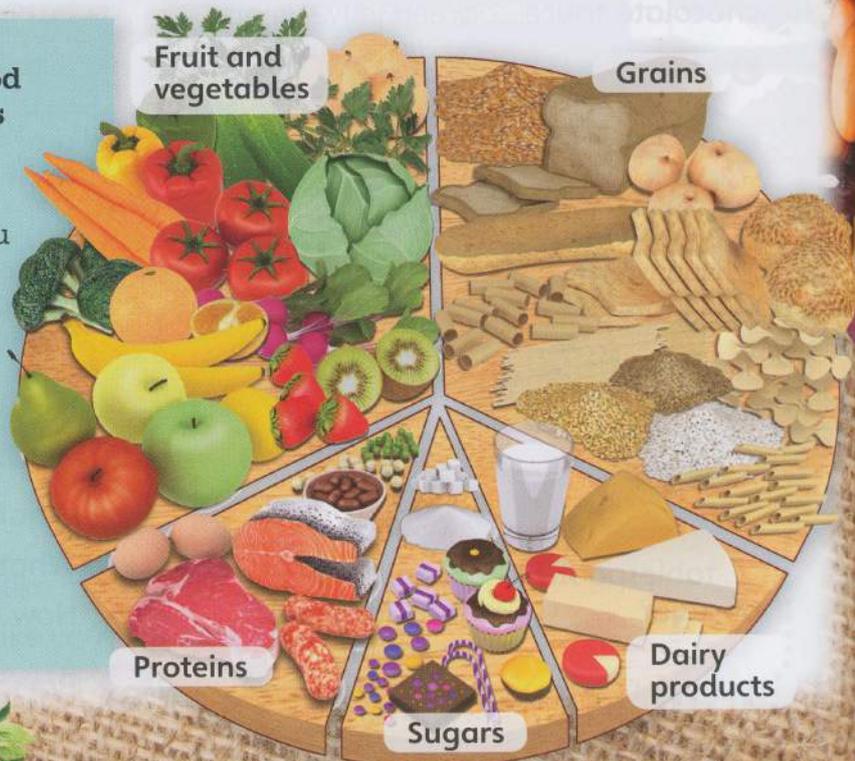
### Healthy food helps to:

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

3 CD2 38 Read and listen to the text. Look at the picture and think about what you eat.

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

- Fruit and vegetables make you strong and give you energy.
- Grains are good for your digestion.
- Dairy products are good for your bones and teeth.
- Proteins give you energy and help repair your body.
- Sugars taste great, but are not very good for you!



1 **Think!** Read these food words. Name the food groups.

a mango pineapple strawberry

b onions carrots beans

c turkey pork eggs

d wheat corn rice

e butter cream yogurt

Group A is ...

2 Match some of the words with the pictures.



1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

3 **Think!** Write two other foods that you could add to each category.

4 **Project Think!** What I eat in a week.

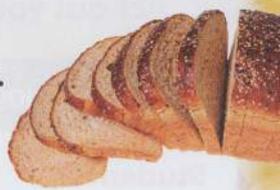
1 Make a chart for each day of the week. List all the things you eat on that day.

Monday				
Fruit and vegetables	Sugars	Protein	Grains	Dairy products
IIII	I	I	III	II

2 At the end of the week, count your points for each category.

Totals				
Fruit and vegetables	Sugars	Protein	Grains	Dairy products
22	12	5	15	16

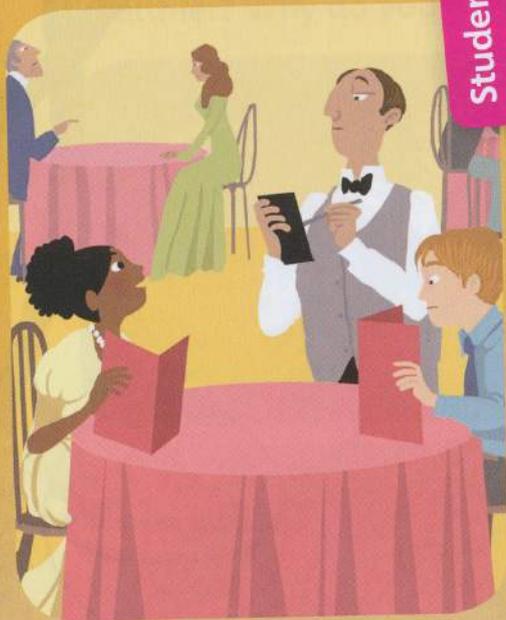
3 Think about what you ate. Could you eat more or less of some categories?





# At the restaurant

1 Work in pairs.  
Choose a role card.



Student A

**You are the customer.**

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

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

Student B

**You are the waiter/waitress.**

Think about the following:

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

2 Act out your dialogue.

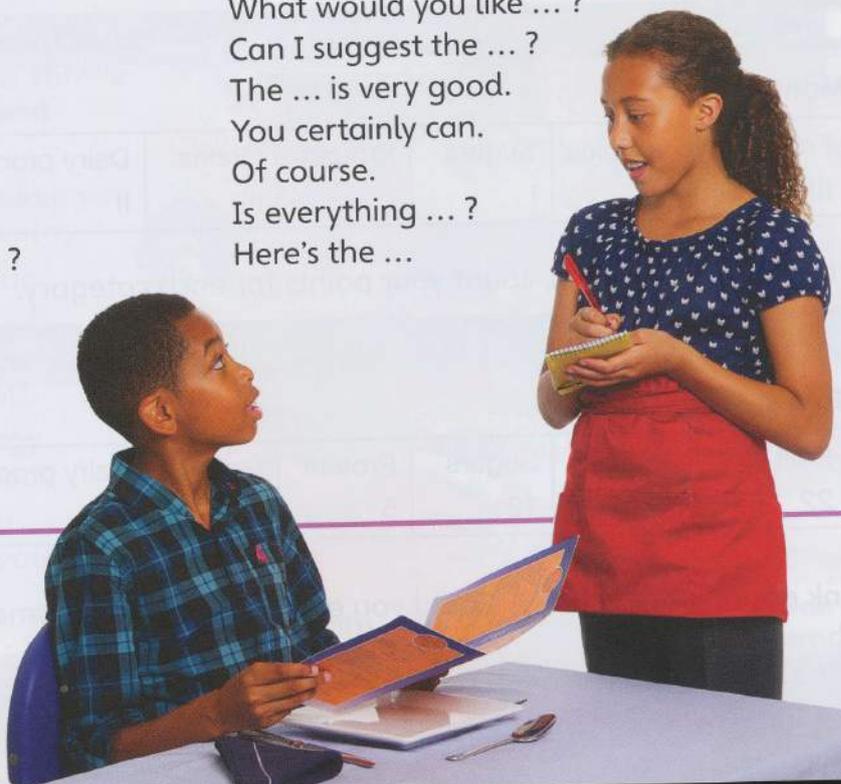
## Useful language

**Student A**

Hello, have you got a table for ... ?  
 I'd like to see ...  
 What do you suggest?  
 For starters I'd like ...  
 Then I'll have ...  
 Can I have ... with the ... ?  
 Can I have another ... ?  
 Could you please bring me ... ?  
 Can I have ... ?

**Student B**

Please follow me.  
 What would you like ... ?  
 Can I suggest the ... ?  
 The ... is very good.  
 You certainly can.  
 Of course.  
 Is everything ... ?  
 Here's the ...



**1 Read the recipe.**

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

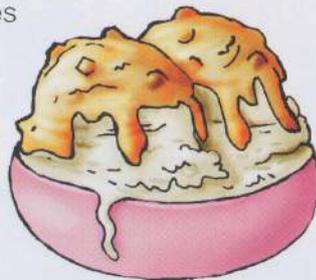
Things you need    Ingredients    How to make it

## Apple Surprise

Preparation time: 10 minutes

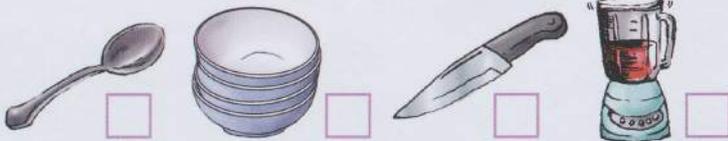
(1) \_\_\_\_\_

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



(2) \_\_\_\_\_

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



(3) \_\_\_\_\_

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

**Note:**

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

\*tbsp. = tablespoon

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



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

**Tips for writers**

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

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

# 5

# The Wild West

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

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



www.majazionline.ir

**1** CD2 39 Listen and say the words. Check with your partner.

**2** CD2 40 Read, listen and complete the sentences.

- 1 Patrick loves \_\_\_\_\_.
- 2 Alex thinks the men on horses are \_\_\_\_\_.
- 3 The sheriff is wearing a \_\_\_\_\_ and has got a \_\_\_\_\_ in his holster.
- 4 Phoebe thinks the sheriff looks \_\_\_\_\_.

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

You find this on a horse.

Is it a ... ?

1 Match the sentences with the pictures.

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



2 CD 3 02

Grammar focus

Listen and say the sentences.

The saddle's made of leather. It's used for riding horses.  
The handcuffs are made of metal. They're used for arresting robbers.



3 Play the guessing game.

I'm thinking of an object.

Is it made of wood?



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



His <sup>(1)</sup> \_\_\_\_\_ was made of silver,  
His teeth were black and <sup>(2)</sup> \_\_\_\_\_.  
His name was Billie Liar,  
The meanest robber in town.

When Billie rode along the <sup>(3)</sup> \_\_\_\_\_,  
The people all got down,  
And hid behind the <sup>(4)</sup> \_\_\_\_\_,  
From the meanest robber in town.

Billie robbed a lot of <sup>(5)</sup> \_\_\_\_\_,  
He went from town to town.  
Not a single <sup>(6)</sup> \_\_\_\_\_ was ever safe,  
From the meanest robber in town.

One day he robbed a <sup>(7)</sup> \_\_\_\_\_,  
As it came into the town,  
And that was the one <sup>(8)</sup> \_\_\_\_\_,  
From the meanest robber in town.

Sitting inside the stagecoach,  
Dressed in <sup>(9)</sup> \_\_\_\_\_ and brown,  
Was <sup>(10)</sup> \_\_\_\_\_ William Teller,  
The quickest man in town.

The sheriff grabbed the robber,  
And threw him to the ground.  
Now Billy Liar's behind the <sup>(11)</sup> \_\_\_\_\_  
Of the safest jail in town.



All about music: Country and Western

Country and western music came from the USA in the 1920s. The songs were often about cowboys and told stories of the early settlers. These days the music is still very popular in America and in many other parts of the world as well.

What I think

It's great.

It's OK.

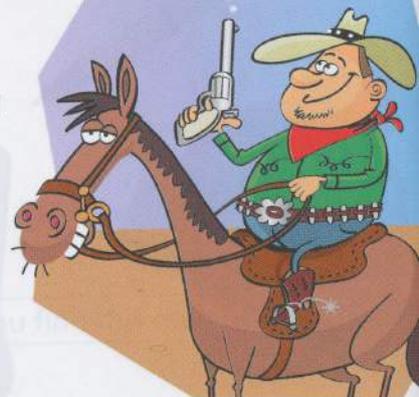
I don't really like it.

Listen and say the dialogue.

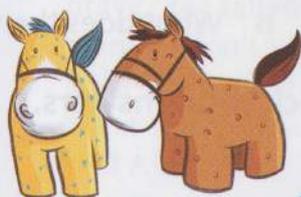


**Eddie** Run, Jenny! Billie's getting out his gun!

**Jenny** Well, I'm not running, Eddie. He's got a bubble gun!



1 Follow the lines and write *t* (true) or *f* (false).



- 1 The sheriff's badge is made of silver.
- 2 The sheriffs' badges are made of gold.
- 3 The baby's horse is brown.
- 4 The babies' horses are grey.
- 5 The child's scarf is blue.
- 6 The children's scarves are red.



2 CD 3  
09

Grammar focus

Listen and say the sentences.

The sheriff's badge.  
 The baby's hat.  
 The child's T-shirt.  
 The man's book.

The sheriffs' badges.  
 The babies' hats.  
 The children's T-shirts.  
 The men's books.



3 Look at the picture on page 58 and write sentences. How many sentences can you write in three minutes?

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

The robbers' horses are ...

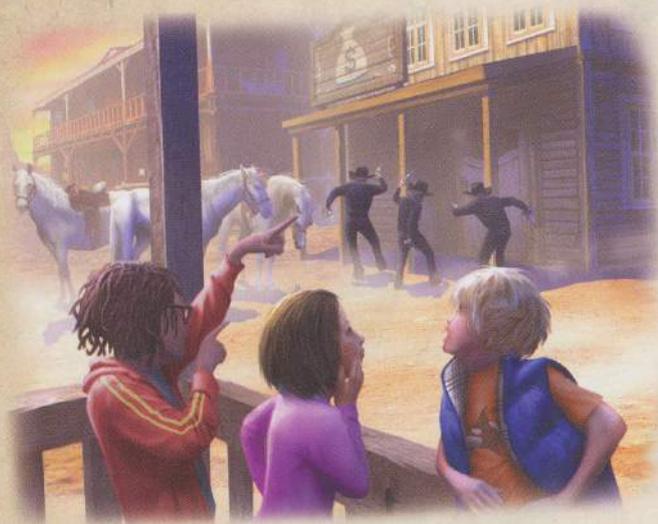
1 Go through the text quickly and find answers to the questions.

a What are the names of the robbers?

b What does the sheriff give the kids?

2  Read and listen to the story to check your answers.

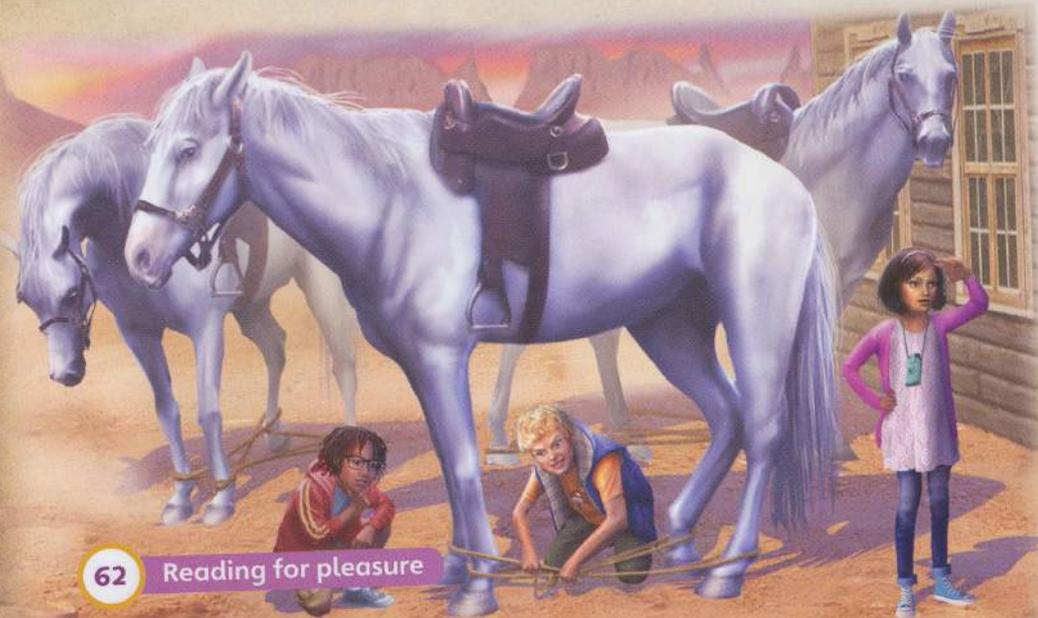
# The bank robbery



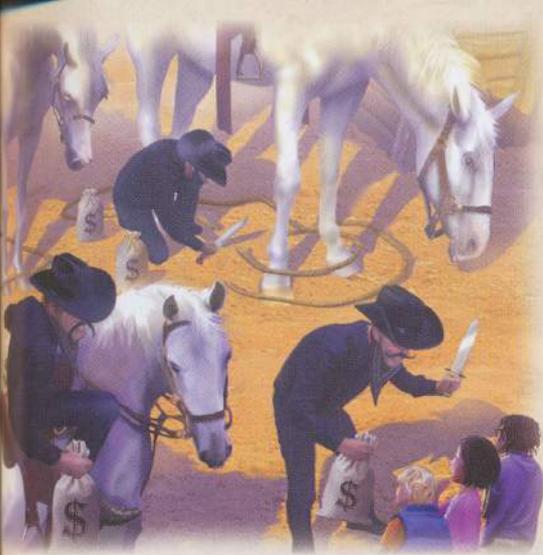
The children watched the men get off their horses and walk up to the bank. The people in the street looked very worried and went inside their houses. The men had scarves around their mouths. They disappeared inside the bank.

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

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



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

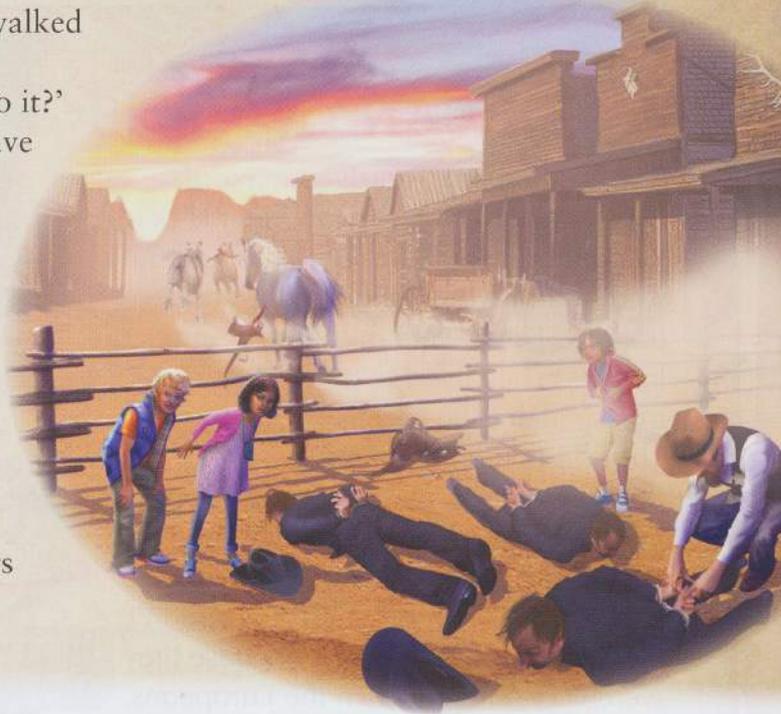


The Dalton brothers walked up to the children. 'You three are brave,' the tallest one said. He took out a big knife. The kids were scared. 'Don't worry,' he said. 'This is to free our horses. Nice try kids!' He cut the rope from the horses' legs and they rode away. 'That wasn't a very good plan!' Phoebe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

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

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

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



### 3 Choose the correct answers.

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

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

1 Everybody on the floor. Now give us the money.

2 The Dalton brothers aren't scared of me!

3 That was a great plan, Alex.

4 Those kids. They tricked us!

5 These brothers aren't going to rob any more banks now.



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

- |                |   |
|----------------|---|
| 1 teepee       | a areas of land where modern Indians live |
| 2 Sioux        | b an animal that lives in North America   |
| 3 bison        | c a famous Indian tribe                   |
| 4 reservations | d a typical Indian house                  |

http://www.real-world/AmericanIndians

## AMERICAN INDIANS

The first Europeans arrived in North America in 1492 and soon met the people living there. The Europeans thought they were in India and called these people Indians. There were millions of American Indians. They lived in many different tribes. Each tribe had its own way of life. They had different languages and lived in different types of houses. They loved their land, and nature was important to them. Soon more and more Europeans started to arrive in North America. They didn't like the American Indians because they were very different from the Europeans. The Europeans also wanted the American Indians' land so they could build their own homes and towns. There was fighting and many people were killed.

Many Indians lived in tall tents called teepees.

Sitting Bull was a famous chief of the Sioux tribe.

Bison were important for the Indians. They got food and clothing from them.

These days there are still many American Indians living in North America. Some of them live on areas of land called reservations. They have their own schools and even their own police. They are proud of their history and traditions.

2 Read the webpage again and discuss the questions.

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

CD 3  
12

1 Listen and complete the place names.



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

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

3 Read your place names for your partner to guess.

City with beautiful opera house.  
 Is it Sydney?



# GOLD

## 1 Write t (true) or f (false).

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



Now turn your book upside down and check your answers.

2 CD 3 13

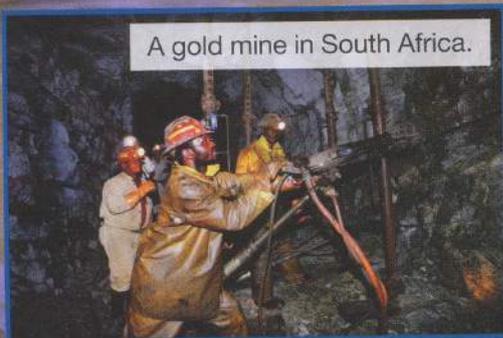
Read, listen and find two reasons why gold is so valuable.

Gold is expensive because ...

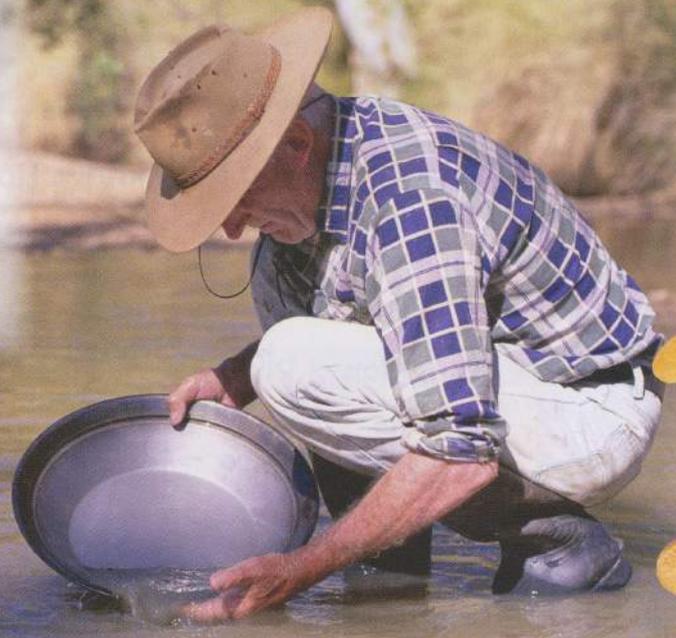
## WHERE IS GOLD FOUND?

Gold is a precious metal. If you are very lucky, you could find a small gold nugget in a stream or even in your garden, but most gold is deep under the earth and you need to build gold mines and use special machines to dig it out. This is difficult and is one of the reasons why gold is so expensive. Gold is also expensive because it's very rare – that means there is not a lot of it.

There are gold mines in many countries. For many years, most gold came from South Africa, but now China is the first country for gold production.



A gold mine in South Africa.



This is how people first looked for gold.

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

Gold is used for ...

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

## What is gold used for?

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

### Money

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

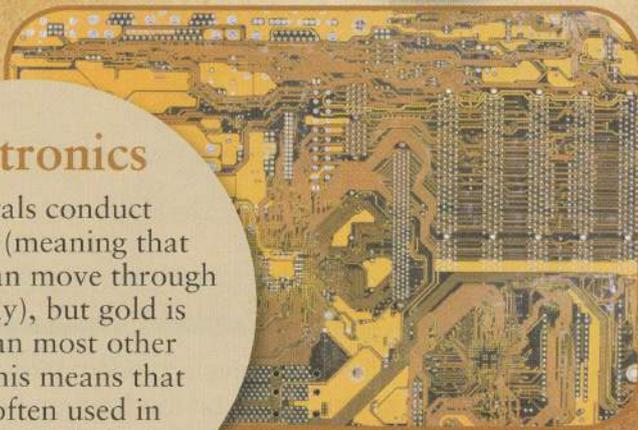


### Jewellery

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

### Electronics

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



2 **Project** Make a trophy.

You need:

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



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



Time to present

# A Wanted Poster

1 CD3  
14

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

## WANTED BETTY THE COYOTE



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

### Think about it

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

### Prepare it

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

### Present it

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



### Tips for presenters

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

# Write a story

**1 Complete the story with the correct sentences.**

- a 'Everybody give me your money!' he shouted loudly.
- b 'Who did this?' he shouted angrily.
- c 'I'll get Hank Knife, and I'll put him behind bars!' he said.
- d 'He's so mean, and he's very dangerous!' they said.

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

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

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

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



**2 Choose the best title for the story.**

- Sandhill on a Friday
- The big black horse
- A lot of money
- Bad luck for Hank Knife

**3 Look at the questions and write a story with the title 'Boris's last robbery'.**

- Who is the main character of the story?
- What does he do?
- What happens?

**Tips for writers**

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

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

# 6

# In Istanbul

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

1 flag

2 sunglasses

3 earrings

4 carpet

5 basket

6 rings

7 cup and saucer

8 cushion

9 plate

10 soap

11 comb



1 <sup>CD 3</sup> 15 Listen and say the words. Check with your partner.

2 <sup>CD 3</sup> 16 Read, listen and answer the questions.

- 1 What does Patrick want to buy and why?
- 2 Why does Alex think that's not a good idea?
- 3 Where are the children?
- 4 How does Phoebe know where they are?

3 Choose a word. Draw it for your partner to guess. Can you think of any other things you can buy?

Is that a ... ?

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

- 1 You should \_\_\_\_\_ comfortable shoes.
- 2 You should always \_\_\_\_\_ the name and address of your hotel on a piece of paper.
- 3 You shouldn't worry if you don't \_\_\_\_\_ Turkish. Many people speak English.
- 4 You should \_\_\_\_\_ a map when you walk around the city.
- 5 You shouldn't \_\_\_\_\_ photos without asking.

**What you should know about a holiday in Istanbul**

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

2 CD3 18

Grammar focus

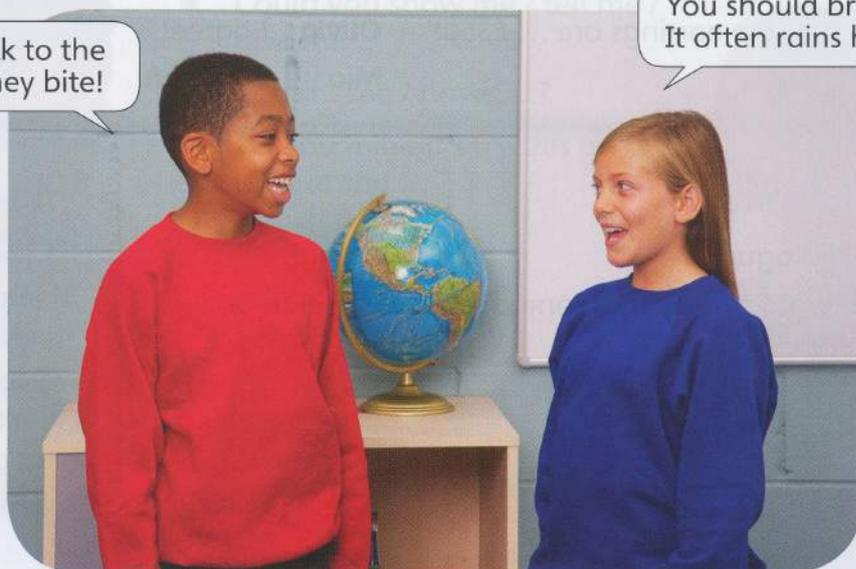
Listen and say the sentences.

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



3 Make some fun rules for your classroom.

You **shouldn't** talk to the students here. They bite!



You **should** bring an umbrella. It often rains here.



1 Look at the photo and answer the questions.

Mia and Olivia want to buy a present.

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

2 <sup>CD3</sup><sub>19</sub> Read and listen to the dialogue to check your answers.

**Mia** This is the shop. We'll definitely find Miss Saunders a present here.

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

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

**Olivia** Look at those earrings. They're really cool.

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

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

**Mia** But they're not for you, they're for Miss Saunders. She'll like the ring best.

**Olivia** She'll like the earrings more.

**Mia** I don't agree, I think we should get the ring.

**Olivia** I disagree, I think we should get the earrings!

**Mia** OK, let's see how much they cost. Can you read the prices?

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

**Mia** What!



**Olivia** And the ring's ... £3,000!

**Mia** OK, I think we should go to another shop!

**Olivia** I agree!

**Mia** Come on!

3 Work in pairs.

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



What to say

Disagreeing

They're / It's OK but ...  
 I'm not so sure.  
 I don't agree.  
 I disagree.

**1** CD 3 22 Read and listen to the dialogues. Match them with the pictures.

**A** Could I see that ring over there, please?  
**B** Of course.

**A** Do you mind if I open this book?  
**B** Not at all.

**A** Do you mind if I try this jacket on?  
**B** Not at all.

**A** Could I buy some stamps for these postcards, please?  
**B** Of course.

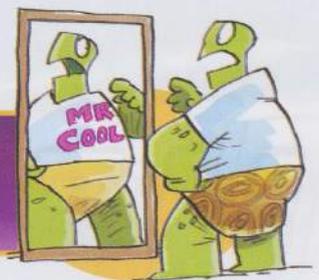


**2** CD 3 23

**Grammar focus**

Listen and say the questions and answers.

**Could I try on that T-shirt over there?** Of course.  
**Do you mind if I close the door?** Not at all.



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



- Could you show me / tell me / give me ... ?
- Could I see / have ... ?
- Do you mind if I try this on / look at the ... ?



- 1 Look at the pictures. What do you think happens to Phoebe in the story?
- 2 <sup>CD3</sup><sub>24</sub> Read and listen to the story to check your answers.

## Lost in the city

Phoebe bought a little guidebook about Istanbul from the tourist office. The Time Travellers sat down to read it. 'Let's go sightseeing!' said Phoebe. She was so excited. The photos in her book were wonderful. 'This city's great!' Patrick said. 'Let's go!' They made a list of all the sights they wanted to see. 'We should go by underground,' said Phoebe. 'This city's so big, we can't walk all day.'

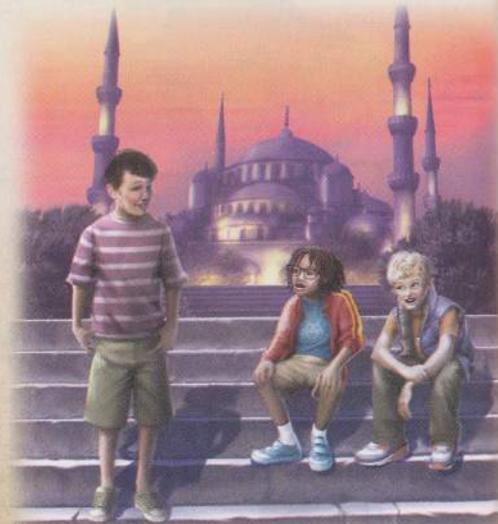


The nearest underground station was called Taksim. It was full of people and hard to move quickly. 'There's the train! Quick!' Patrick shouted. Patrick and Alex pushed through the crowd and jumped onto the train. Phoebe wasn't fast enough. The doors closed before she could get in! She didn't know what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

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

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

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



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

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

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



### 3 Correct the mistakes in the sentences.

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

### 4

**Think!**

Look at the picture and answer the questions with the phrases in the box.

in front of behind to the left to the right



Where is the

- hotel? • factory? • souvenir shop? • fire station?

Alex and Patrick now turn to face the left. Now where are the buildings?

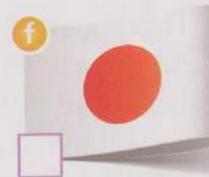
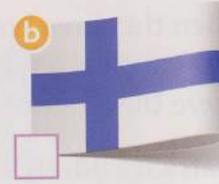


## Skills

1 CD3  
25

**1 Match the flags with the countries. Listen and check.**

- |          |             |           |
|----------|-------------|-----------|
| 1 India  | 2 Indonesia | 3 Finland |
| 4 China  | 5 Japan     | 6 USA     |
| 7 Mexico | 8 Germany   |           |



**2 Read about what things these countries make.**

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

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

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

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

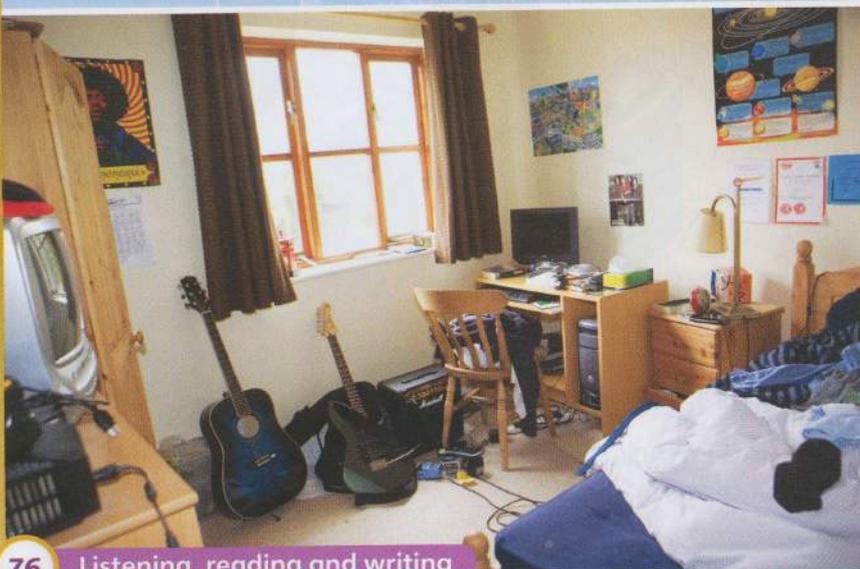
**3 Read again and choose the best title for it. Write it above the text.**

- The world in your room.
- Why is your room always such a mess?
- Made in China.

**4 Work in pairs. Make a list of the things in your home that are made in your country.**

pencils  
lamp  
chair

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





Listen and draw lines from the countries to the food.



The USA



Spain



Nigeria



South Africa



Argentina

How many kilometres has the food travelled? Listen again and write the numbers in the boxes. What is the total?

3 Discuss the questions in small groups.

- 1 What food that you eat comes from other countries?
- 2 What food that you eat definitely comes from your country?
- 3 Is it a good or a bad thing to eat food that travels a long way. Why?

4 Find out where all the food for your breakfast comes from and how far it has to travel. Write a short text.

For breakfast today I had a bowl of cereal with milk and a banana. The cereal came from the USA. The banana came from Brazil but the milk came from my own country.



# Town Planning

1 CD3 29

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



## Town Planning

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

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

Town planners also have to think about cars. Where will

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

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

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

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



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

sports centre	restaurant	hospital	train station	school	shop



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



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



Four sets of horizontal lines for writing answers to question 1.

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

The ... is the most ...

3 **Project** Plan a town.



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





Act out

# At a clothes shop

- 1 Work in pairs.  
Choose a role card.

Student A

### You are the customer.

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

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



Student B

### You are a shop assistant.

You ask/tell the customer:

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

- 2 Act out your dialogue.

## Useful language

### Student A

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

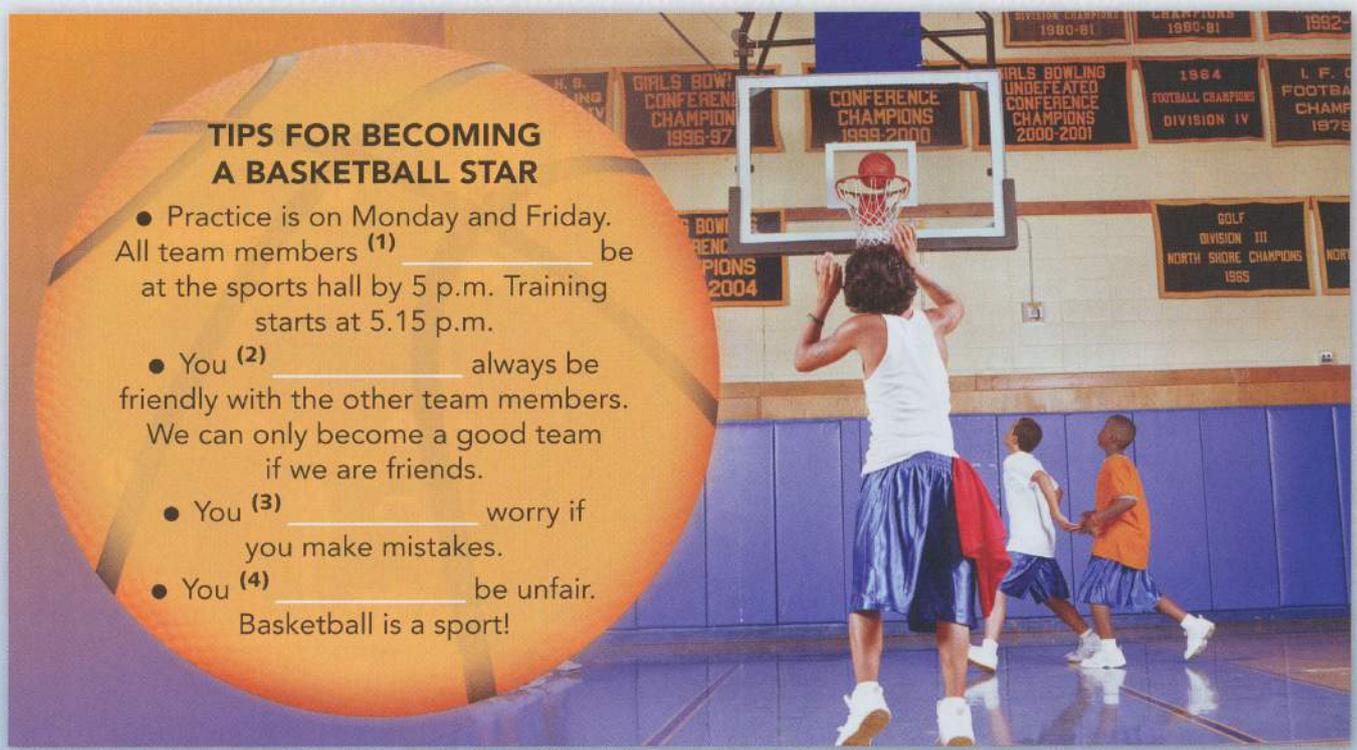
### Student B

I can show you ...  
 It's/They're ...  
 Here we've got ...  
 No problem.  
 I'll check if ...  
 Come this way.  
 It's made of ...



# A leaflet giving advice

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



**TIPS FOR BECOMING A BASKETBALL STAR**

- Practice is on Monday and Friday. All team members (1) \_\_\_\_\_ be at the sports hall by 5 p.m. Training starts at 5.15 p.m.
- You (2) \_\_\_\_\_ always be friendly with the other team members. We can only become a good team if we are friends.
- You (3) \_\_\_\_\_ worry if you make mistakes.
- You (4) \_\_\_\_\_ be unfair. Basketball is a sport!

2 Add the missing word to each tip.

You **^** always help other players if they have a problem.

When another player makes a mistake you **^** laugh.

You **^** do a lot of training.

You **^** forget that basketball is a team sport.

**i Tips for writers**

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

Think about:

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

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

## 7

## The story teller

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

1 audience

2 candles

3 mask

4 lute

5 actor

6 wig

7 costume

8 tights

1 CD3  
30

Listen and say the words. Check with your partner.

2 CD3  
31

Read, listen and complete the sentences.

- 1 Alex thinks the theatre is \_\_\_\_\_.
- 2 Mrs Butler showed them photos of \_\_\_\_\_ and the Globe \_\_\_\_\_.
- 3 The audience \_\_\_\_\_ the play.
- 4 Phoebe thinks the play is \_\_\_\_\_.

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

They are in films and plays.

1 CD3 32

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

**Paul** What do we need for the play?  
**Lisa** We need costumes, two wigs, a necklace and a bracelet for the queen and a sword for the king. I'll bring the costumes.  
**Daisy** I'll bring a blonde wig from my grandmother.  
**Harry** I think we've got a black wig at home. I'll ask my mum if I can have it.  
**Lisa** Great. What about the necklace and the bracelet?  
**Adam** I'll check at home. I'm sure my sister has got lots of them.  
**Lisa** Excellent. What about a sword?  
**Lily** I'll make one.  
**Paul** I'll bring some hats. We've got lots of old ones at home.  
**Lisa** Great. Thank you all. See you tomorrow at three.



2 CD3 33

Grammar focus

Listen and say the sentences.

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



3 Work with your partner. How can you help them? Then swap roles.

- I'm thirsty.
- I can't do my homework.
- This bag is very heavy.
- I'm hungry.
- It's cold in here.
- I can't find my camera.

I'm thirsty.

I'll get you a glass of orange juice.

Listen and correct the mistakes. Then sing the song.

I'll buy you a parrot, <sup>(1)</sup> \_\_\_\_\_  
 I'll buy you a nice hat,  
 I'll buy you a bracelet,  
 I'll buy you a car. <sup>(2)</sup> \_\_\_\_\_



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

I'll write you a comic, <sup>(3)</sup> \_\_\_\_\_  
 I'll tell you a secret,  
 I'll sing you a song,  
 I'll build you a house. <sup>(4)</sup> \_\_\_\_\_

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

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



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

**All about music: Duets**

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



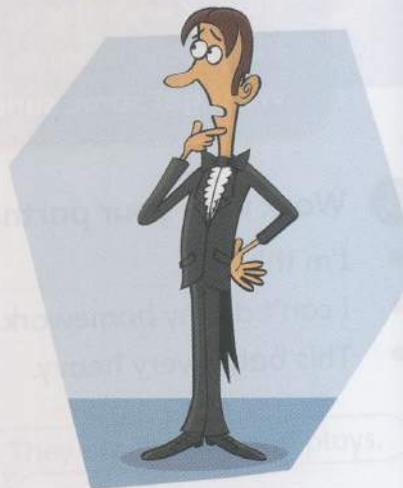
- It's great.
- It's OK.
- I don't really like it.



Listen and say the dialogue.



**Olive** Let's go to the Shakespeare Theatre!  
**George** Isn't it a little expensive, dear?  
**Olive** Yes, but I promise – you'll love it, George!  
**George** Err ... of course I will, Olive.



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



- |                                  |  |
|----------------------------------|--|
| 1 He's just read some good news. | 4 She's just dropped a book on her foot. |
| 2 He's just heard some bad news. | 5 She's just got up.                     |
| 3 He's just cut his finger.      | 6 She's just had a fright.               |

2 CD 3  
40

Grammar focus

Listen and say the sentences.

She's just cut her finger.  
He's just dropped a book.  
They've just cleaned the stage.



3 Play the game. Mime and say.



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

- a How do the children think Shakespeare should change the end of his play?  
 b What do the audience think of the new end to the play?

2  Read and listen to the story to check your answers.

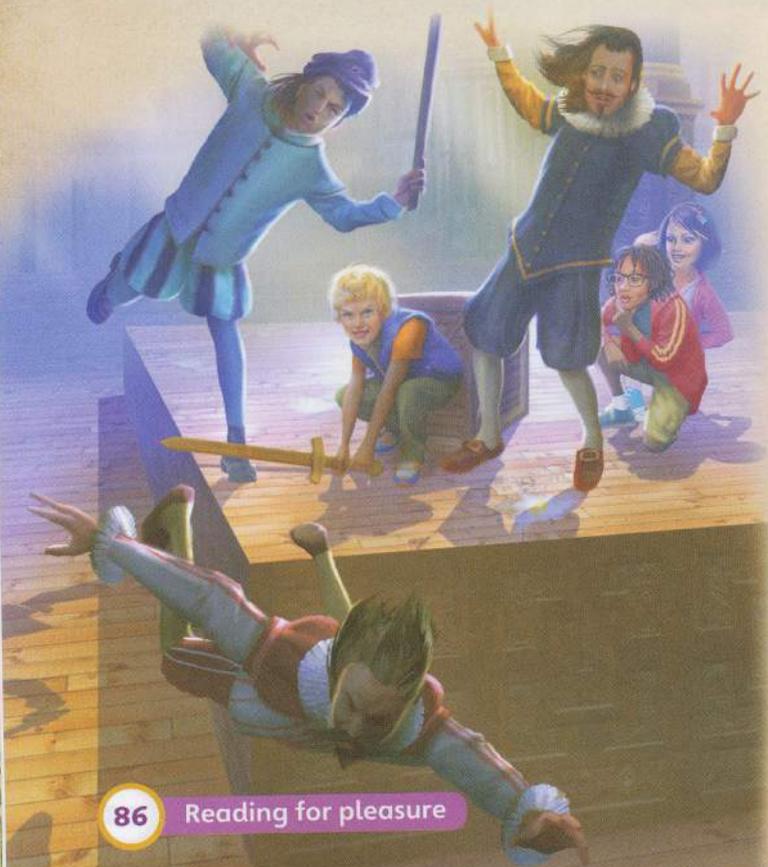
## Helping Shakespeare

‘Let’s go and talk to Shakespeare,’ said Phoebe, ‘I feel sorry for him.’ ‘How can we help him?’ answered Alex. ‘I’ve got an idea,’ Phoebe said. The friends climbed up onto the stage. Shakespeare was sitting on a big box. The children said hello. ‘I don’t know what to do,’ Shakespeare said. ‘The audience didn’t like my play. They shouted and threw eggs and vegetables onto the stage.’ ‘Maybe we can help you,’ said Phoebe. ‘I don’t see how you can do that,’ Shakespeare answered sadly.

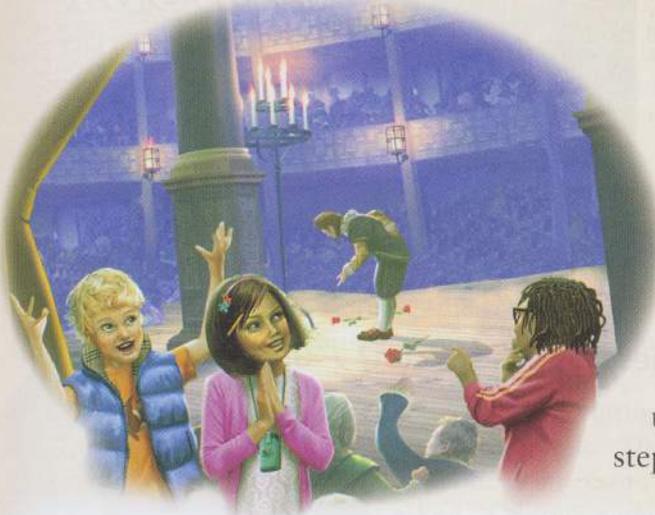
Suddenly they heard shouting. ‘Where is he? We want our money back!’ Two men with big sticks were in the theatre looking for Shakespeare. They looked very angry. ‘Stand at the edge of the stage,’ said Patrick. ‘Quickly, they’re coming! When they’re close, wave your arms in the air.’ Shakespeare stood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

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

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



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



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

**3 Put the sentences in order.**

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

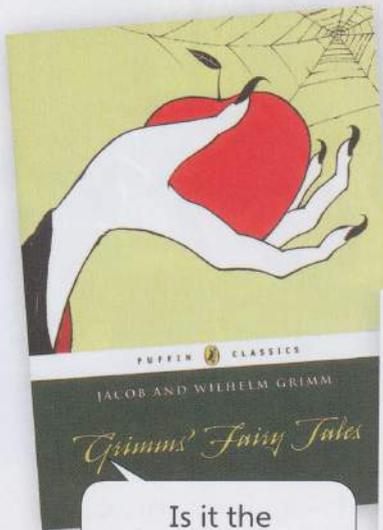
**4 Think! Match the differences between Shakespeare's Globe and theatres now. Can you think of another difference?**

Shakespeare's Globe	Theatres now
1 There were candles to light the stage.	a Everyone sits down.
2 The actors were all men.	b Most theatres are inside.
3 Most of the audience stood up.	c There are electric lights.
4 If the play was bad, people threw fruit.	d Actors can be men or women.
5 Many theatres did not have a roof.	e If they do not like the play, people leave.



Skills

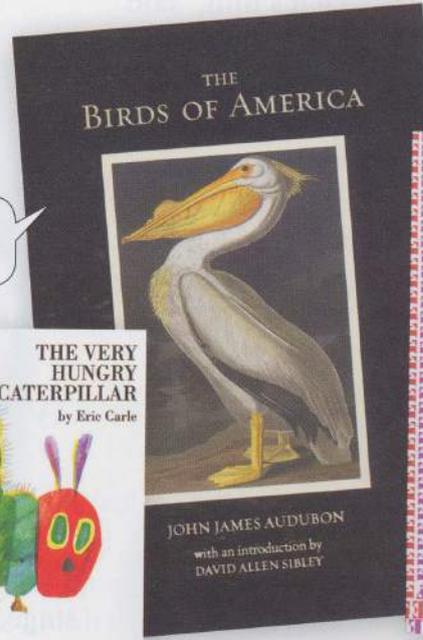
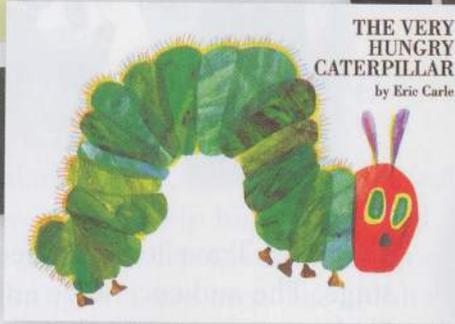
1 Look at the book covers. Work with your partner and guess why the books are special.



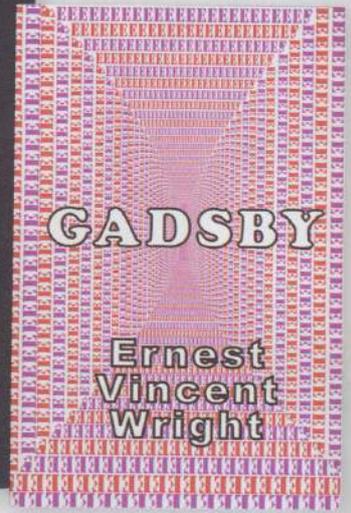
Is it the shortest book in the world?

Was it written by a child?

Was it the first book ever printed?



Has it only got one sentence?



2 CD4 03

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

Gadsby is special because ...

3 CD4 04

Listen again and answer the questions.

- 1 How many words are in *Gadsby*? \_\_\_\_\_
- 2 How many paintings are in *Birds of America*? \_\_\_\_\_
- 3 How much did a copy of *Birds of America* sell for? \_\_\_\_\_
- 4 When was the collection of fairy tales first published? \_\_\_\_\_
- 5 Into how many languages was *The Very Hungry Caterpillar* translated? \_\_\_\_\_

4 Read about 50-word stories and think about the questions.

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

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

5

Think!

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



1 Look at the pictures and answer the questions.

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

2 CD 4 05 Read, listen and check your answers.



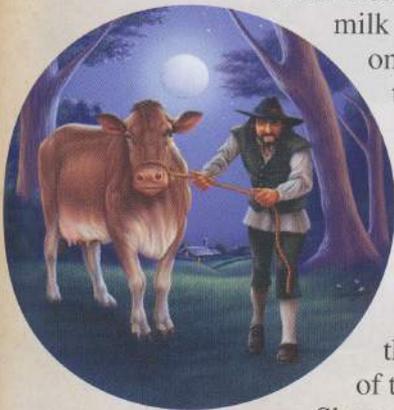
A CLEVER WOMAN

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

Next morning, the servant went to milk the cows. When he saw that one cow was missing he went to tell Marlowe. Marlowe went to the stable. 'Did you steal one of my cows?' he asked. 'Of course not,' the three men answered. 'We were asleep all night.'

Marlowe told his wife about the cow. 'I'm sure that one of the three men stole the cow.'

She said, 'I have a plan.'



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

The first man went into the room. The dog didn't make a sound. The second man went in. The dog didn't make a sound. Finally the third man went in.

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



3 Match the sentence halves to make the summary.

- |  |                                     |
|--|-------------------------------------|
| 1 Three men were looking                     | a in the market the next day.       |
| 2 Marlowe told them to sleep in the stable   | b smell of Barney.                  |
| 3 In the middle of the night, one of the men | c and gave them some soup.          |
| 4 He wanted to sell it                       | d the dog's fur.                    |
| 5 In the morning, one of the servants        | e who the thief was.                |
| 6 The farmer told his wife, who              | f had a plan.                       |
| 7 The three men had to stroke                | g for a place to stay overnight.    |
| 8 The thief's hand didn't                    | h saw that a cow was missing.       |
| 9 So the farmer's wife knew                  | i took Marlowe's cow into a forest. |

# Poetry

## 1 Read the text below and find out about poetry.

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

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

*The first example is by the American poet Jack Prelutsky.*

### My Mother Makes Me Chicken

My mother makes me chicken,  
her chicken makes me cough.  
I wish that when she made it,  
she took the feathers off.

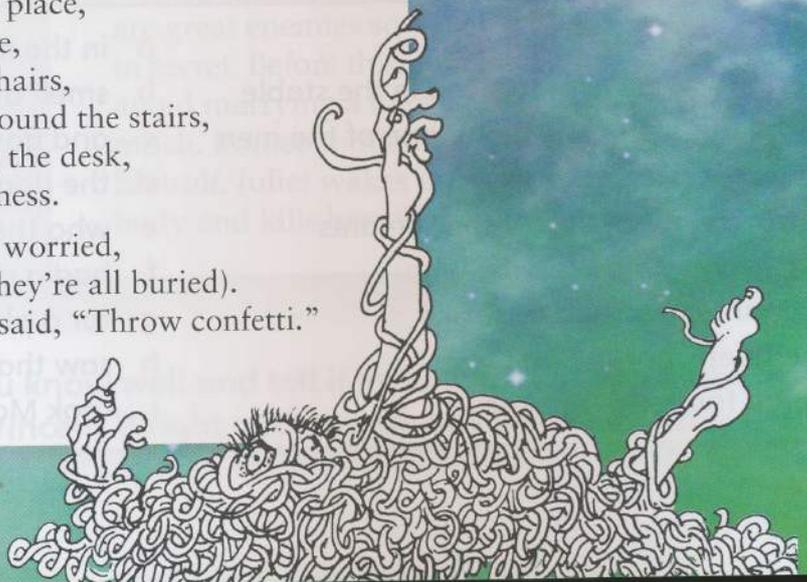


*The last example is by Shel Silverstein, who began writing when he was 12 years old. Shel Silverstein also wrote plays and music for films.*

### Spaghetti

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

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



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

### Fame

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





### The story I'm going to write

by Jorge Xirau (11)

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



#### What to do:

Use the following model for your poem.

There is/are ...  
there is/are ...  
there is/are ...  
there is/are ...  
and there is/are ...  
in the story I'm going to write.

### 1 Discuss in groups.

- 1 Do you ever read poetry?
- 2 Do you know the names of poets in your country?
- 3 Do you know any poems by heart?

### 2 Project Write poetry.

- 1 Read the examples of different kinds of poems.

#### Acrostic

by Carlos Vallejo (11)

**C**hicken loving  
**A**ngry (sometimes)  
**R**uns fast  
**L**ucky  
**O**ne sister  
**S**uper footballer!

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

#### Colour poem

by Ana Romero (12)

White is the car  
that my mum drives.  
White are the flowers  
in our garden.  
White is the pen  
that I use.  
White is the board  
in our classroom.



#### What to do:

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

### 3 Choose a kind of poem and write one.

### 4 Stick your poems on the wall in your classroom. Read as many poems as possible. Talk about the poems you like.

I like your poem because ...

The words I like in your poem are ...

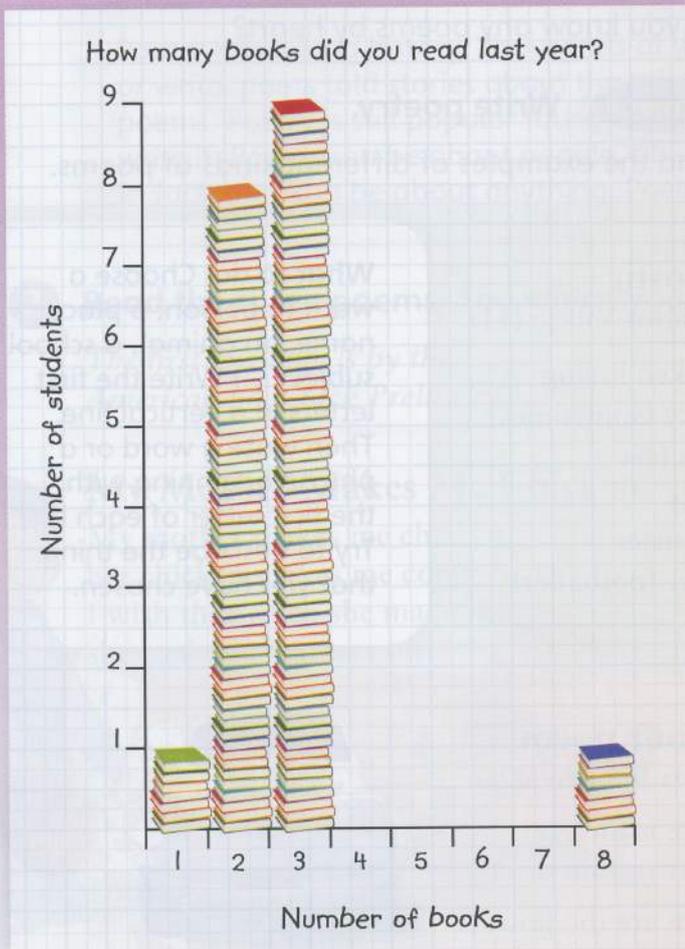
Your poem is really great.



# Class survey

1 CD4 06

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



### Think about it

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

### Prepare it

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

### Present it

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

2 CD4 07

Match the sentence halves. Listen again and check.

- |                            |                       |
|----------------------------|-----------------------|
| 1 Here are                 | a read three books.   |
| 2 Let me explain           | b a few things.       |
| 3 As you can see           | c our results.        |
| 4 A total of nine students | d for listening.      |
| 5 Thank you                | e from the bar graph. |



### Tips for presenters

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

# A biography

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

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

Many people consider William Shakespeare to be the greatest writer in the English language. However, not a lot is known about his life.

(1) \_\_\_\_\_ 1564 in Stratford-upon-Avon in England. He was the third of seven children for his parents John and Mary. He went to a good school and (2) \_\_\_\_\_ he married Anne Hathaway. She was eight years older than him. They had three children.

(3) \_\_\_\_\_, he started a successful theatre company in London where he wrote, produced and acted in his plays.

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

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



**2 Answer the questions.**

- 1 How many brothers and sisters did Shakespeare have?
- 2 In what year did he get married?
- 3 How old was Anne when they married?
- 4 How old was Shakespeare when he returned to Stratford?

**3 Complete the sentences so that they are true about you.**

At the age of \_\_\_\_\_ I \_\_\_\_\_

I was born \_\_\_\_\_

In 20 \_\_\_\_\_

I \_\_\_\_\_

Between 20 \_\_\_\_\_ and 20 \_\_\_\_\_

I \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Tips for writers**

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

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

# 8

# Museum of the future

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

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



**1** CD 4 08 Listen and say the words. Check with your partner.

**2** CD 4 09 Read, listen and answer the questions.

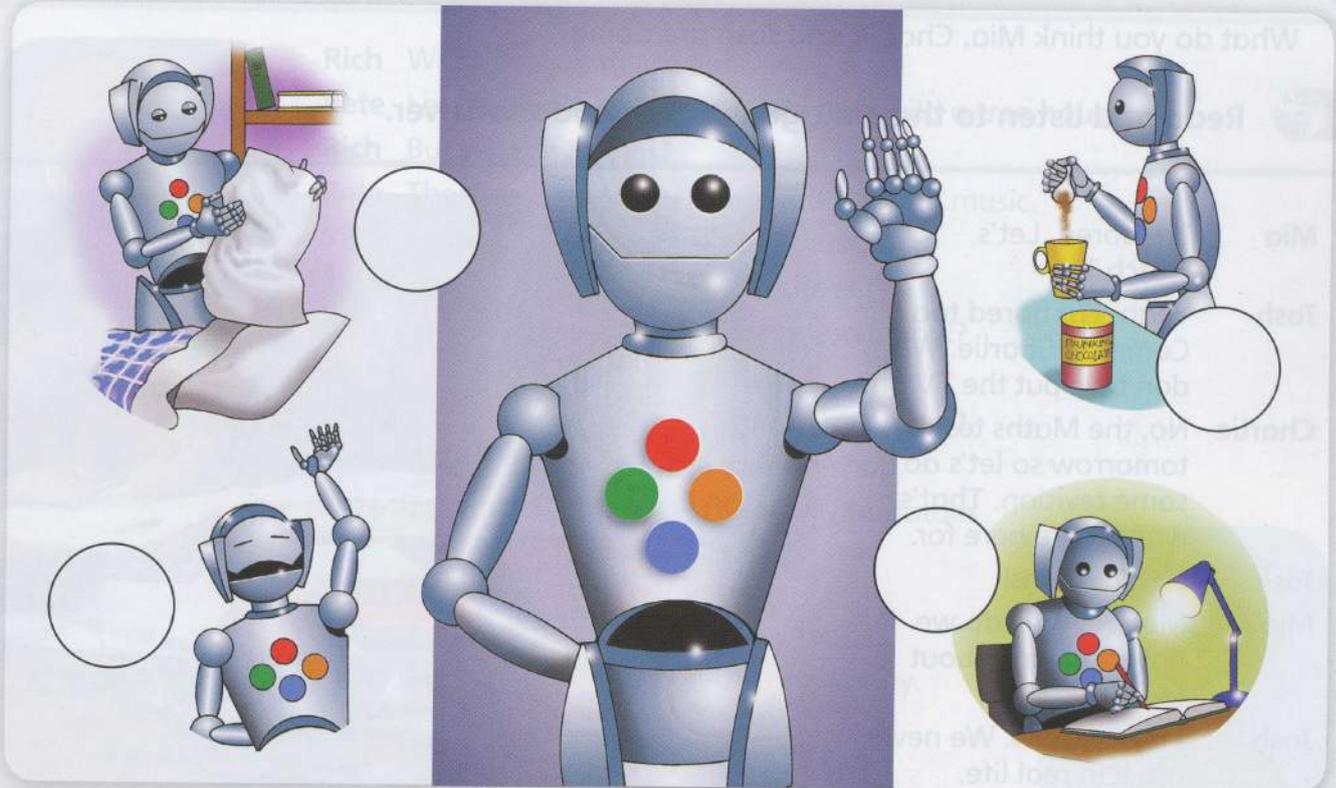
- 1 What did Phoebe's grandpa do?
- 2 Why is the museum strange?
- 3 What year is it?
- 4 How is the world different?

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

He works with animals.

1 CD4  
10

Listen to the advert. Colour the buttons.

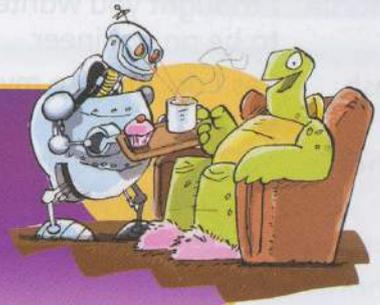
2 CD4  
11Grammar  
focus

Listen and say the sentences.

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

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

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



3 Play the robot game with a partner.

If you're hungry, I'll make you a sandwich.





1 Look at the photo and answer the question.

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

2 <sup>CD4</sup> <sub>12</sub> Read and listen to the dialogue to check your answer.

**Mia** I'm bored. Let's watch TV.

**Josh** Yeah, I'm bored too. Come on Charlie. Why don't we put the TV on?

**Charlie** No, the Maths test is tomorrow so let's do some revision. That's what we're here for.

**Josh** I hate Maths!

**Mia** Me too. Why do we have to learn about Maths?

**Josh** I don't know. We never use it in real life.

**Charlie** I thought you wanted to be an engineer.

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

**Charlie** You'll never be an engineer if you don't know any Maths.

**Josh** Really?

**Charlie** Yes, engineers work with numbers all the time.

**Mia** Well, what about me?

**Charlie** What do you want to be?



**Mia** I want to be a rich businesswoman.

**Charlie** Well, then you definitely need to be good at Maths.

**Mia** Why?

**Charlie** How will you count all your money if you can't do Maths?

**Mia** You're right. Come on Josh, Let's do some revision!

3 Work in pairs.

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

**? What to say**

**Making suggestions**

Let's ...

Why don't we ... ?

1 CD4  
15

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



**Rich** What can we do on Sunday?

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

**Rich** But what if it rains?

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

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

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

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

**Pete** Then we'll have an ice cream!

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

**Pete** Then we'll make some tomato soup.

**Rich** But what if you haven't got any tomatoes at home?

**Pete** Then we'll make some tea.

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

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

**Rich** Why's that?

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

2 CD4  
16Grammar  
focus

Listen and say the dialogues.

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

**Pete** But what if the film isn't good?

**Rich** Then we'll watch a football match.

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

**Pete** But what if it's closed?

**Rich** Then we'll go shopping

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

Let's ride our bikes.    Let's play football.    Let's go for a walk.

Let's go to the zoo.    Let's sing a song.    Let's help Dad.

Let's ride our bikes.

But what if it rains?

We'll get a bit wet.

But what if we get a cold?

We'll miss a few days of school.

But what if we miss an important exam ... ?

What if ... ?

97

1 Work in pairs. Look at the pictures and the title of the story.

a Write down words that come to your mind. b Make a story out of your words.

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

## The trouble with Orangehead XR-97

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

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

They left the room and heard a sound coming from a submarine. 'Help! Help me!' 'What's that?' Patrick asked. There

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

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

Don said sadly. 'But he's dangerous. He locked me in the submarine. He wants to take over the world. If we don't stop him, he will destroy everyone.' The children were very worried. 'What can we do?' asked Alex.



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

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



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

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

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

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

**4 Think! Work in groups. Read and answer.**

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





# Skills

## 1 Discuss in pairs.

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

I think the fruit cleaner is not a real job.



fruit cleaner



pet detective



ostrich babysitter



elephant dancer



pet food tester



golf ball diver

## 2 Listen and check your answers.

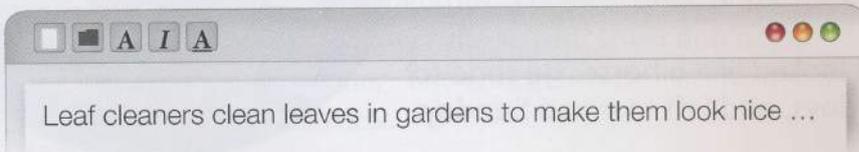
## 3 Listen again. Write t (true) or f (false). Correct the false ones.

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

## 4 Work in pairs. Think of (or make up) an unusual job. Think of what the job involves and give the job a name.

## 5 Tell the class about your unusual job and decide which is the best one.

## 6 Write a short text about your unusual job.





1 Discuss in pairs.

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

Firefighters help to ...

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

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

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

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

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

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

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

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

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



3 Read again and match the questions with the answers. There is one extra question.

- a What does your husband think about the job?
- b So how did you get interested in firefighting?
- c Do you get paid a lot of money?
- d And finally, what's the best thing about the job?
- e What do you like about the job?
- f Did you do any other jobs before you became a firefighter?
- g Are there many women at your fire station?
- h Did you always want to be a firefighter?

4 Think of three more jobs. Are they usually done by men or women?  
What do you think about that?



# Fractions



### 1 Read the ticket and choose the correct answers.

- How much do adults pay?  
a £4                      b £6                      c £12
- What fraction do children pay?  
a  $\frac{1}{2}$                       b  $\frac{1}{4}$                       c  $\frac{1}{3}$

### 2 Read the sentences and write the fractions.

$\frac{1}{5}$     $\frac{1}{3}$     $\frac{1}{4}$     $\frac{1}{2}$



- If we tear the ticket into two pieces, we have two halves. \_\_\_\_\_
- If we tear the ticket into three pieces, we have three thirds. \_\_\_\_\_
- If we tear the ticket into four pieces, we have four quarters. \_\_\_\_\_
- If we tear the ticket into five pieces, we have five fifths. \_\_\_\_\_

### 3 Look at the pictures. Write the words and then the numbers.

tenths    sevenths    ninths    sixths

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





# Learn and think

## 1 Read and colour.



1 two quarters

2 two thirds

3 seven eighths

4 two ninths

5 five tenths

## 2 Think! Look at the coins and discuss in pairs.

- 1 What do you notice about two quarters and five tenths?
- 2 What is two eighths the same as?
- 3 Put the fractions in order of size from biggest to smallest.

Two quarters and five tenths are ...

## 3 Read, write the prices and answer the questions.

- 1 Sara had £8 to spend in the museum gift shop. She spent half her money on a teddy bear and a quarter of her money on sweets.



How much money did she have left? £ \_\_\_\_\_

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

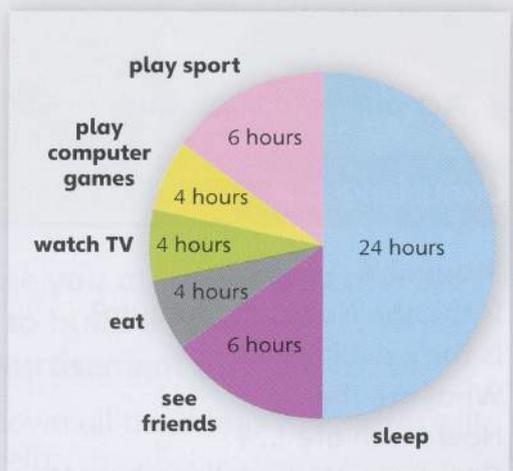


How much money did he have left? £ \_\_\_\_\_

- 3 Who spent the most money?  
\_\_\_\_\_

## 4 Project My weekend in fractions.

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



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

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



Act out

# Finding out about an exhibition

- 1 Work in pairs.  
Choose a role card.

Student A

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

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

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



Student B

**You work for the museum.**

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

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

- 2 Act out your dialogue.

## Useful language

### Student A

Is this the National Museum?  
 Is the exhibition ... ?  
 What are the ... ?  
 How much are ... ?  
 Could you please tell me how to ... ?  
 Is there a ... ?

### Student B

The exhibition ...  
 We are open from ...  
 The price of ...  
 It might be a good idea to book ...  
 There are ...  
 Take bus number ...  
 Yes, we've got ...



# An advertisement

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

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

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

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

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

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

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

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



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

Robolix3000 will ...

**Tips for writers**

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

2 Imagine you are a scientist and are going to build a fancy robot. Write an advertisement for your robot.

1 Write down all the things your robot will do to help:

- \* feel tired - make coffee
- \* are bored - play the saxophone
- \* go on holiday - take photos

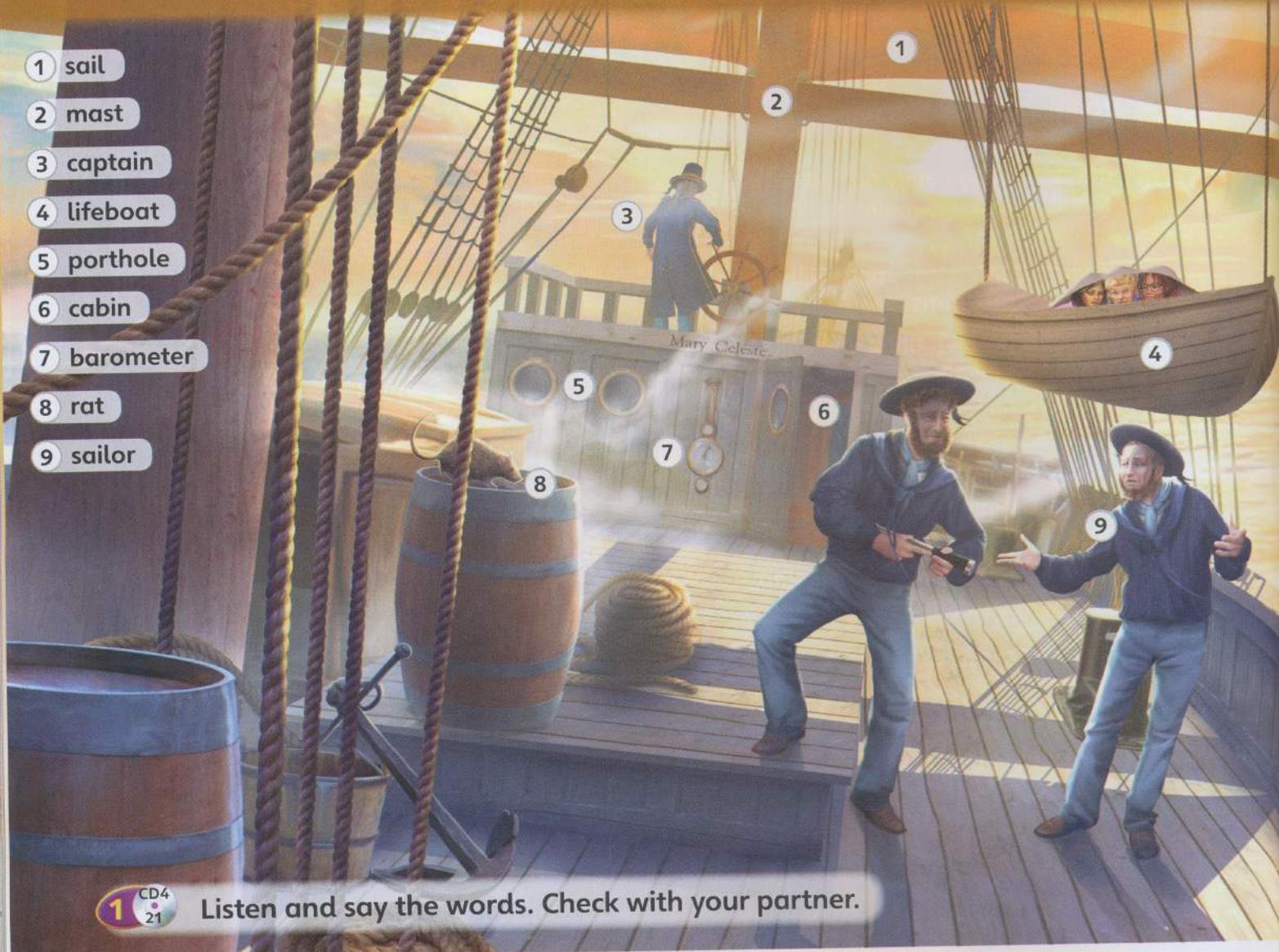
2 Write an advertisement for your robot so lots of people will buy it.

# 9

# Mystery at sea

In the 19<sup>th</sup> century the seas were full of ships like the one in the picture. People used them for transporting goods around the world. The journeys were often long and very dangerous. Ships spent many months at sea.

- 1 sail
- 2 mast
- 3 captain
- 4 lifeboat
- 5 porthole
- 6 cabin
- 7 barometer
- 8 rat
- 9 sailor



**1** CD4 21 Listen and say the words. Check with your partner.

**2** CD4 22 Read, listen and complete the sentences.

- 1 The ship is much \_\_\_\_\_ than the *Titanic*.
- 2 The ship's \_\_\_\_\_ is standing near the \_\_\_\_\_.
- 3 Phoebe thinks they should \_\_\_\_\_ for a while.
- 4 The ship's name is on the wall of the \_\_\_\_\_ next to the \_\_\_\_\_.

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

You use it to check the weather.

Ah, I know, it's a barometer!

1 Read Paul's webpage. Tick (✓) or cross (x) the flags of the places he has visited.

My uncle is a sailor and he's always travelling. So far, he's visited more than 105 countries but he wants to visit every country in the world. There are 195 countries, so he's still got another 90 to go to. I think he's crazy.

He's already visited the USA and Mexico but he hasn't visited Canada yet. He's been to South America, where he's visited Brazil and Chile. He hasn't visited Argentina yet.

He's been to Europe and visited Spain and the UK, but he hasn't visited Turkey yet.

He's visited China and India but he hasn't visited Australia yet. My uncle is already 75. I don't think he'll do it!

1  <input type="checkbox"/>	2  <input type="checkbox"/>	3  <input type="checkbox"/>	4  <input type="checkbox"/>	5  <input type="checkbox"/>	6  <input type="checkbox"/>
7  <input type="checkbox"/>	8  <input type="checkbox"/>	9  <input type="checkbox"/>	10  <input type="checkbox"/>	11  <input type="checkbox"/>	12  <input type="checkbox"/>

CD 4  
23

Grammar focus

Listen and say the sentences.

I've already done my Maths homework.  
 I haven't done my English homework yet.  
 My uncle's already been to South America.  
 He hasn't visited Argentina yet.



3 Play the coin tossing game.



abc		
		3x7=21 4x7=28
		

I've already done my ...

I haven't done my ...

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

swim side me sail ride see whale sea me in

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

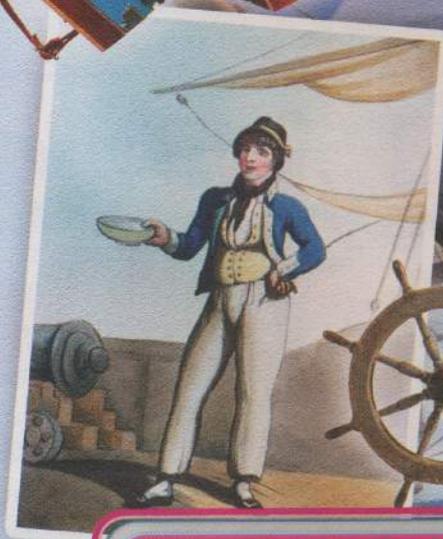
Captain drop the anchor,  
Make your men jump <sup>(3)</sup> \_\_\_\_\_,  
My grandma's fallen in the sea,  
I don't think she can <sup>(4)</sup> \_\_\_\_\_!

I ran up to the telescope,  
To see what I could <sup>(5)</sup> \_\_\_\_\_.  
I rubbed my eyes and looked again  
At the beast in front of <sup>(6)</sup> \_\_\_\_\_.

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

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

'What's all the fuss about?'



All about music: **Sea Shanties**

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

What I think

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

Listen and say the dialogue.



**Cookie** You shouldn't put so much sugar in the pudding, Woody!

**Woody** But look, Cookie. The cookbook says, 'Six cupfuls'.



CD4  
31

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

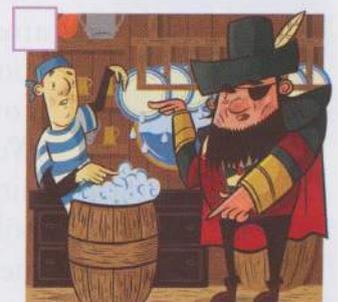
parrot dishes kitchen cabin bath soup dinner

1 **Captain** Have you finished cleaning my \_\_\_\_\_ yet?  
**Sailor** Well, I've already swept it but ...  
**Captain** But what?  
**Sailor** ... I haven't washed the floor yet.

2 **Captain** Have you finished making \_\_\_\_\_ yet?  
**Sailor** Well, I've already made the \_\_\_\_\_ but ...  
**Captain** But what?  
**Sailor** ... I haven't made the main course yet.

3 **Captain** Have you finished looking after my \_\_\_\_\_ yet?  
**Sailor** Well, I've already given him a \_\_\_\_\_ but ...  
**Captain** But what?  
**Sailor** ... I haven't fed him yet.

4 **Captain** Have you finished tidying the \_\_\_\_\_ yet?  
**Sailor** Well, I've already washed the \_\_\_\_\_ but ...  
**Captain** But what?  
**Sailor** ... I haven't cleaned the windows yet.



CD4  
32

Grammar  
focus

2 Listen and say the questions and answers.

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



3 Play the housework game. Find out what your partner has or hasn't done this week.

- |                |                          |                  |                          |
|----------------|--------------------------|------------------|--------------------------|
| ● do homework  | <input type="checkbox"/> | ● wash dishes    | <input type="checkbox"/> |
| ● walk dog     | <input type="checkbox"/> | ● make breakfast | <input type="checkbox"/> |
| ● tidy bedroom | <input type="checkbox"/> | ● feed cat       | <input type="checkbox"/> |
| ● do shopping  | <input type="checkbox"/> |                  |                          |

Have you ... yet?

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

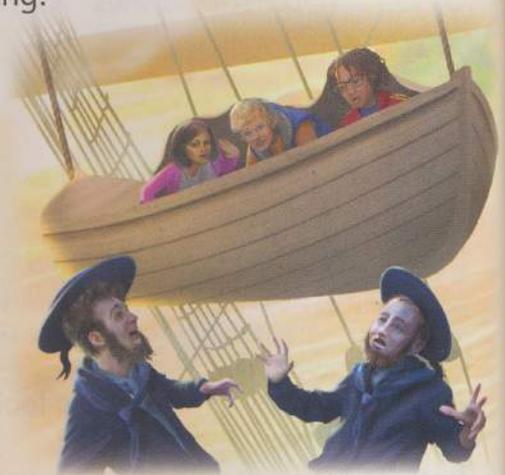
**1** Go through the text quickly and find answers to the questions.

- a** Why were the children hiding?  
**b** Why did one of the sailors know where the children were hiding?

**2**  **CD 4**  
**33** Read and listen to the story to check your answers.

## The *Mary Celeste*

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



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

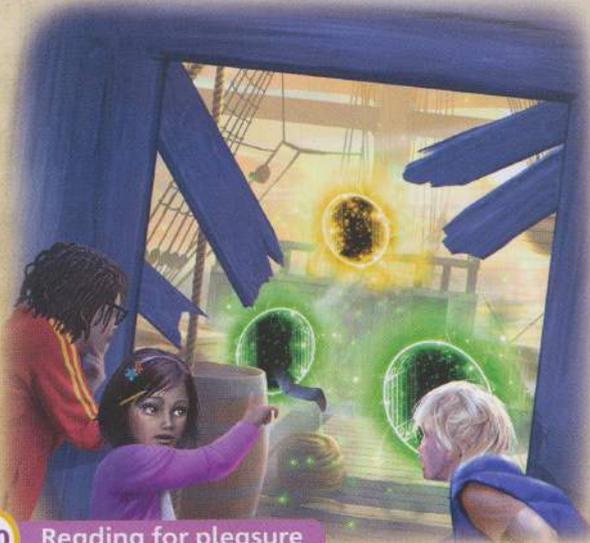
The children looked around the cabin. The door would not open. 'Now, what?' Alex asked. 'We'll have to wait

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



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

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



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

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

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



**3 Match the sentence halves to make the summary.**

- |                                       |                   |
|---------------------------------------|-------------------|
| 1 The children hide in                | a the captain.    |
| 2 The sailors talk about              | b the table.      |
| 3 The sailors lock the children in    | c green lights.   |
| 4 Phoebe finds a diary on             | d the door.       |
| 5 Patrick looks out of                | e the playground. |
| 6 The children see lots of            | f the cabin.      |
| 7 The children use the table to break | g the porthole.   |
| 8 The children arrive in              | h a lifeboat.     |

**4 Think! Read and add another answer for each question. Then choose the best answer.**

- 1 Why was the captain worried?
 

a The ship was going the wrong way.	b His sailors were all aliens.
c _____	
- 2 Where did the sailors go?
 

a into a UFO	b to another time
c _____	
- 3 What might be wrong back at school?
 

a It's not really their school.	b Their friends don't believe their story.
c _____	



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

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

# IT'S A WEIRD WORLD: THE BERMUDA TRIANGLE

1 \_\_\_\_\_

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

2 \_\_\_\_\_

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

3 \_\_\_\_\_

These are two of the famous disappearances:

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

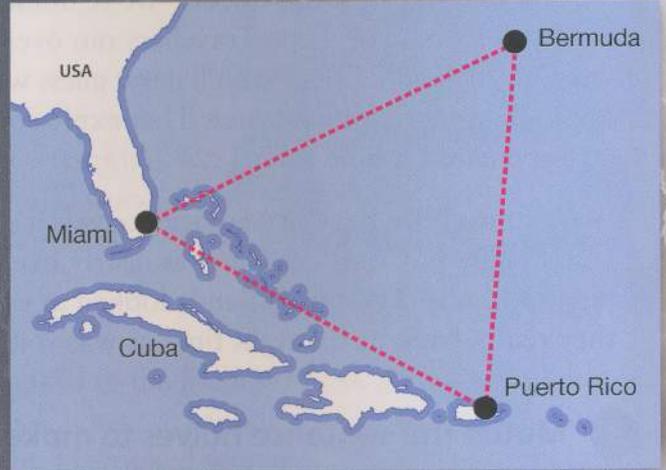
In 1945, a group of fighter planes disappeared while they were flying over the area. The pilots said they could see strange lights in the sky on their radios. The next day another plane went to look for the missing planes. This plane also disappeared.

4 \_\_\_\_\_

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

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

What do you think?



The Bermuda Triangle

Is there a giant whirlpool in the Bermuda Triangle?

Planes like these disappeared in 1945.



2 Read again and correct the sentences.

- 1 The Bermuda Triangle is in the Pacific Ocean.
- 2 Only ships disappear in the area.
- 3 The US Cyclops was a plane.
- 4 In 1945, a plane disappeared in the area.
- 5 Not many ships sail in the area.
- 6 The weather is always good in the area.

3 Discuss in pairs. What do you think?

I think the Bermuda Triangle is ...

That's silly.

Maybe it's ...

That's a good idea.



1 CD4 34

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

mermaids Loch Ness monster Kraken

1



3



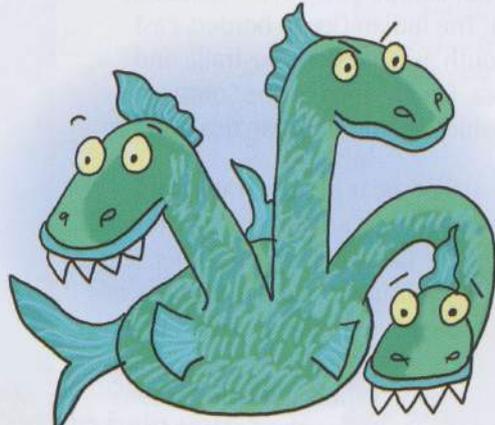
2 CD4 35

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

3

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

- 1 It pulled ships under the sea. \_\_\_\_\_
- 2 It doesn't live in the sea. \_\_\_\_\_
- 3 Columbus saw three of them. \_\_\_\_\_
- 4 Everyone wants a photo of this. \_\_\_\_\_
- 5 Was this just a giant octopus? \_\_\_\_\_
- 6 They were friendly. \_\_\_\_\_



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



# Oceans and seas



**1** Read and write the names of the oceans on the map above.

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

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

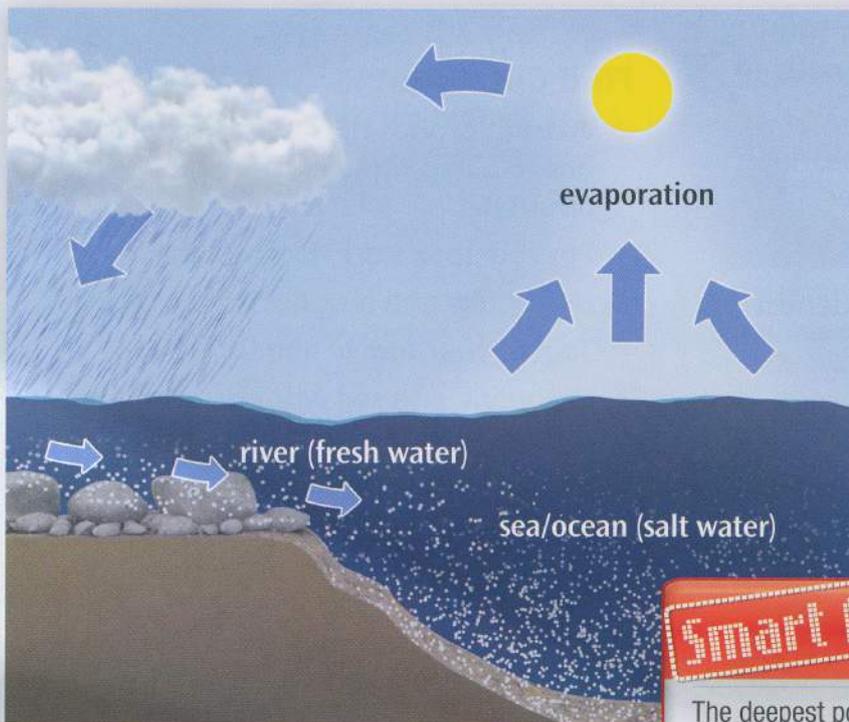
**2** Match the seas from the box to the map below.

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





1 Think! Look and read. Why are seas saltier than rivers?



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

Smart fact



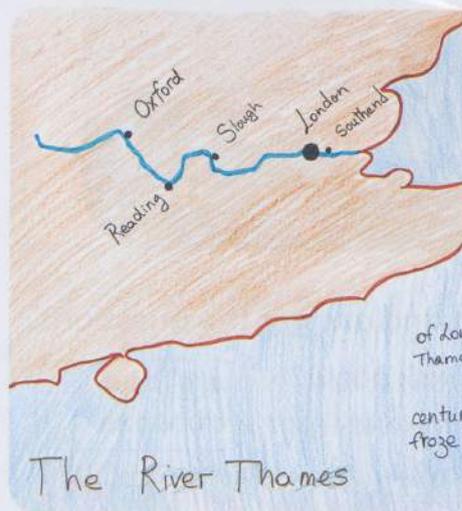
The deepest point on Earth is the Mariana Trench in the western Pacific ocean south of Japan and east of the Philippines. The bottom is 10,924 metres below sea level. Imagine if Mount Everest, at 8,848 metres the highest mountain on Earth, was placed at this location. How many metres under the sea would its top be?

2 Project Research a river.

1 Think about these questions and decide which river you want to do your project on.

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

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



FACTS

- The Thames is 346 kilometres long.
- Its source is close to the village of Kemble in the Cotswolds.
- Part of the area west of London is sometimes called 'the Thames Valley'.
- In the 17<sup>th</sup> and 18<sup>th</sup> century, the Thames often froze in the winter.



Time to present

## Small-group talk

1 CD 4  
36

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

 little green men farmer UFO scientist2 CD 4  
37

Listen again and answer the questions.

- 1 What does Ruby talk about?
- 2 What story does Mike tell?
- 3 What does Sue say?

Ruby talks about ...

### Tips for presenters

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

### Find out about it

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

### Prepare it

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

### Present it

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

# A summary

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

and so but because

Alex, Phoebe and Patrick are friends. One day, they have an accident in the school science lab <sup>(1)</sup> \_\_\_\_\_ they create a gateway to different times and places. First, they visit ancient Pompeii. Phoebe sees smoke coming from the volcano and wants to warn the people <sup>(2)</sup> \_\_\_\_\_ the children go to the city. However, the volcano erupts and it's too late for the people <sup>(3)</sup> \_\_\_\_\_ the children escape when the gateway appears.

Next, the children find themselves in the middle of the jungle. Phoebe thinks they are in South America <sup>(4)</sup> \_\_\_\_\_ she can see a jaguar. The children walk through the jungle <sup>(5)</sup> \_\_\_\_\_ they meet some people. Alex gives them a penknife as a present. Then they see the gateway at the top of a waterfall <sup>(6)</sup> \_\_\_\_\_ they climb up it and jump through it.

Next, the children are in 1950s America watching Elvis on stage. After the show, they talk to him. He is afraid to leave <sup>(7)</sup> \_\_\_\_\_ there are lots of fans waiting for him. The children think of a plan to help him escape. The children want to stay with Elvis <sup>(8)</sup> \_\_\_\_\_ they know they have to go through the gateway again. They are trying to get home.

- 2** Read the summary of the next three episodes. Write it again and use *and*, *so*, *but* and *because* to put together the sentence pairs that are marked in colour.

**1** The children are now in the future in a restaurant at the edge of the universe. They find out it is Phoebe's birthday. They decide to celebrate. They have an amazing meal with lots of wonderful food and a birthday cake. **The waiter tells them that the meal costs 60,000 goldstars. The children don't have any money.** The waiter takes them to the kitchen to wash up. They are saved because the gateway appears.

**2** The children arrive in the Wild West. A bank robbery is taking place. They talk to the sheriff. **He doesn't do anything. He is scared of the robbers.** Alex has a plan. He ties a rope around the robbers' horses' legs. The robbers fall off their horses. **The sheriff arrests them. The kids disappear through the gateway.**

**3** The next place they arrive in is Istanbul. They decide to go sightseeing but Phoebe misses the train. **She is lost. The boys try to find her.** A Turkish boy helps them. Finally, they find Phoebe and they say goodbye to their new friend as they walk through the gateway to a new adventure.

- 3** Write a summary of the final three episodes of the Time Travellers. Use *and*, *so*, *but* and *because* to put sentences together.



## Tips for writers

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

## Past simple revision

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

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

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



### 1 Complete the sentences with the verbs in brackets.

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

## Past simple questions revision

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

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

### 2 Choose the correct words.

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



## 1

## Disaster!

## Past continuous revision

What were you **doing** when the fire started?

I **was playing** the guitar

You **were reading** a book

He **was playing** the piano

She **was cooking**

It **was raining**

We/You/They **were dancing** rock 'n' roll

when the fire started.



1 Choose the correct words.

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

Two simultaneous actions with *while*

**While I was talking** on the phone,

**While you were playing** football,

**While he/she was repairing** the car,

**While it was sunny,**

**While we were swimming** in the pool,

**While they were having** a barbecue,

the tortoise **was eating** the roses.

2 Complete the sentences with the verbs in brackets.

- 1 While we were \_\_\_\_\_ TV, they were lying in the sun. (watch)
- 2 While he \_\_\_\_\_ to his neighbour, the dog was barking loudly. (talk)
- 3 They were playing football while their friends \_\_\_\_\_ to music. (listen)
- 4 I \_\_\_\_\_ Dad while you were playing. (help)
- 5 You were walking the dog while I \_\_\_\_\_ for my test. (study)



# 2 In the rainforest

## Numbers 100–5,000,000

100 – one hundred  
 1,000 – a thousand  
 10,000 – ten thousand  
 100,000 – one hundred thousand  
 1,000,000 – one million

500 – five hundred  
 5,000 – five thousand  
 30,000 – thirty thousand  
 600,000 – six hundred thousand  
 2,000,000 – two million

1 Write the numbers or the words.

- 1 13,000 – \_\_\_\_\_
- 2 \_\_\_\_\_ – twelve million
- 3 4,000 – \_\_\_\_\_
- 4 900,000 – \_\_\_\_\_
- 5 \_\_\_\_\_ – seventy thousand



Nine thousand nine hundred and ninety nine!

## Have to/Had to revision

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

2 Make sentences and questions.

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



# 3

# The rock 'n' roll show

Going to revision for ...

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

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

## 1 Make sentences.

- 1 come/not/to/today/They're/school/to/going
- 2 going/read/to/book/over/this/I'm/the/weekend
- 3 not/pizza/going/She's/make/to
- 4 going/They're/table/to/tennis/play
- 5 watch/not/going/the/to/match/We're



## Time: past and to the hour



It's twenty past five.



It's ten past twelve.



It's twenty to twelve.



It's ten to twelve.

## 2 Complete the sentences.

- 1 It's \_\_\_\_\_.
- 2 It's \_\_\_\_\_.
- 3 It's \_\_\_\_\_.
- 4 It's \_\_\_\_\_.

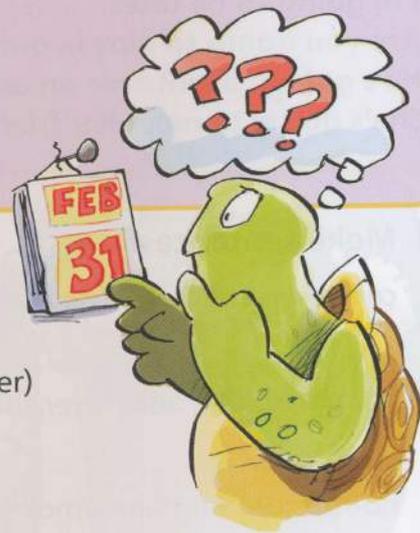


## 4

## Space restaurant

## Ordinal numbers

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



## 1 Complete the sentences with the dates in brackets.

- 1 His birthday's on the 17<sup>th</sup> (seventeenth) of May. (17 May)
- 2 He's going to leave on the \_\_\_\_\_ . (1 December)
- 3 It's on \_\_\_\_\_ . (31 January)
- 4 His holidays start on \_\_\_\_\_ . (13 February)
- 5 She's arriving on \_\_\_\_\_ . (2 October)

## Zero conditional

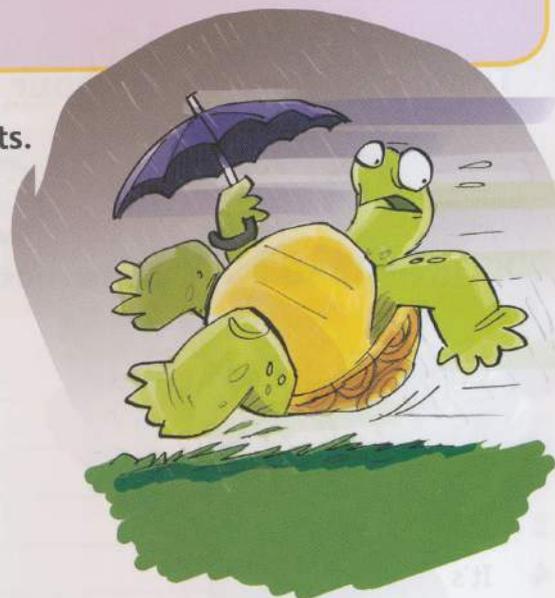
If you **put** a candle near the oven, it **melts**.

If it **rains**, the grass **gets wet**.

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

## 2 Complete the sentences with the verbs in brackets.

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



# 5

# The Wild West

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

This elephant is made of glass.  
 My jeans are made of cotton.  
 This wood's used for making furniture.  
 These books are used for teaching French.



### 1 Make sentences.

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

## Possessive apostrophes

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



### 2 Match the pictures with the sentences. Write numbers.

- 1 The girls' jeans are green.
- 2 The teacher's glasses are red.
- 3 The boy's jeans are grey.
- 4 The teachers' glasses are red.
- 5 The boys' jeans are grey.
- 6 The girl's jeans are green.



# 6 In Istanbul

## Should/Shouldn't

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



### 1 Choose the correct words.

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

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

**Could you** tell me what bus goes to the main square?      Of course.  
**Could I** try on this hat, please?  
**Do you mind** if I look at the cameras?      Not at all.



### 2 Make questions.

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

# 7 The story teller

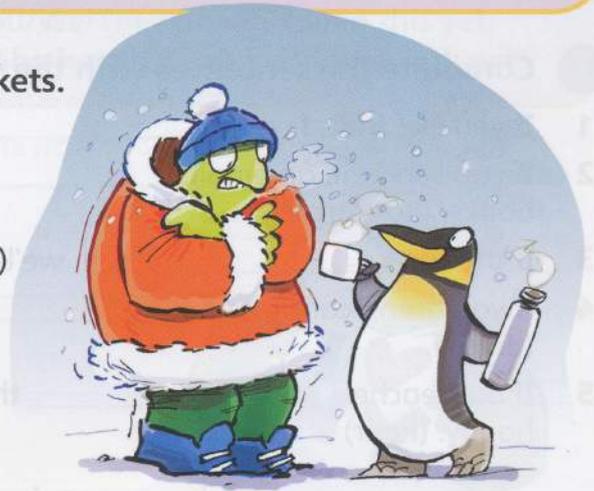
## Will for offers and promises

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

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

### 1 Complete the sentences with the verbs in brackets.

- 1 There are no sandwiches left.  
I \_\_\_\_\_ some more. (make)
- 2 I'm thirsty.  
I \_\_\_\_\_ you some orange juice. (get)
- 3 There's someone at the door.  
I \_\_\_\_\_ a look. (have)
- 4 There's been an accident.  
I \_\_\_\_\_ the police. (phone)
- 5 Peter's still sleeping.  
I \_\_\_\_\_ him up. (wake)



## Present perfect with just

- I've just spoken to her. (= have just spoken)
- You've just broken my pen. (= have just broken)
- Tom's just left for school. (= has just left)
- Karen's just phoned.
- The tortoise has just discovered a new sport.
- We've just seen her.
- They've just heard the good news.



### 2 Complete the sentences with the verbs in brackets. Use just and the present perfect.

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

## If clauses

If it rains, I'll take my umbrella.  
 If you're cold, I'll give you my pullover.  
 If they're late, there won't be any food for them.



## 1 Complete the sentences with the verbs in brackets.

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

## What if ...?

- |                                |   |
|--------------------------------|---|
| A Let's go swimming.           | A Let's bake a cake for our friends.        |
| B But <b>what if</b> it rains? | B But <b>what if</b> it doesn't taste good? |
| A Then we'll go home again.    | A Then we'll buy one!                       |

## 2 Make sentences and questions.

- 1 A eat/Let's/apples/these/.

\_\_\_\_\_

B what/are/if/they/not/good/But/?

\_\_\_\_\_

A we'll/Then/some/eat/bananas/.

\_\_\_\_\_

- 2 A buy/that/Let's/car/.

\_\_\_\_\_

B if/But/what/it's/expensive/too/?

\_\_\_\_\_

A Then/buy/a/we'll/motorbike/.

\_\_\_\_\_



# 9 Mystery at sea

## Present perfect with *already* and *yet*

I've **already** been to New York.  
 You've **already** told me that.  
 He's **already** had lunch.  
 She's **already** heard this song.

It's **already** been eaten.  
 We've **already** tried this food.  
 They've **already** been here.

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

### 1 Make sentences.

1 hasn't/She/to/London/been/yet

\_\_\_\_\_

2 already/the/They've/money/found

\_\_\_\_\_

3 told/I/you/haven't/yet

\_\_\_\_\_

4 already/all/read/the/We've/books

\_\_\_\_\_

5 yet/haven't/shopping/done/You/the

\_\_\_\_\_



### Have you ... yet?

A **Have you phoned your brother yet?**  
 B Yes, I've **already** done it.

A **Have you cooked the spaghetti yet?**  
 B Yes, I've **already** done it.

A **Have you phoned your sister yet?**  
 B No, I **haven't** done it **yet**.

### 2 Complete the sentences with the verbs in brackets.

1 A Have you \_\_\_\_\_ your bike yet? (clean)  
 B Yes, \_\_\_\_\_.

2 A Have you \_\_\_\_\_ your dinner yet? (eat)  
 B No, \_\_\_\_\_.

3 A Have you \_\_\_\_\_ your homework yet? (do)  
 B Yes, \_\_\_\_\_.

4 A: Have you \_\_\_\_\_ your room yet? (tidy)  
 B No, \_\_\_\_\_.



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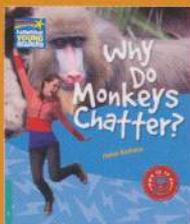
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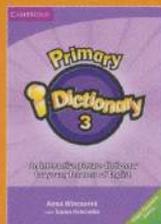
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