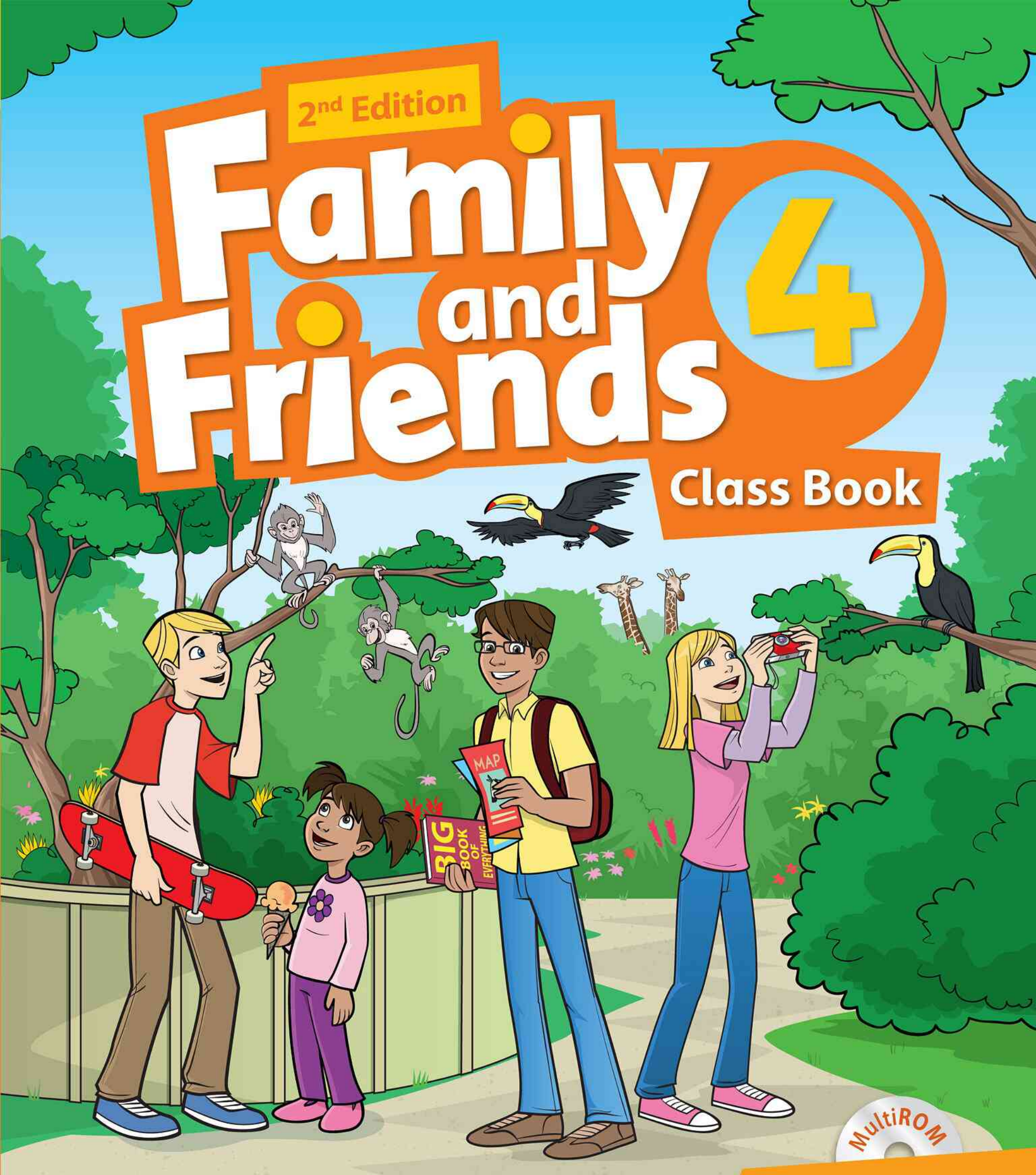


2nd Edition

# Family and Friends

# 4

Class Book



with animated stories

OXFORD

Naomi Simmons

2nd Edition

# Family and Friends

# 4

Class Book



Naomi Simmons

With Extensive reading texts by Jenny Quintana and Naomi Simmons

OXFORD  
UNIVERSITY PRESS

# Scope and sequence

## Starter Back together

Food words    Telling the time    Alphabetical order  
**like + verb +ing**    **can for permission / requests**    **Countable and uncountable nouns**  
**a / an / some**    **be going to + verb**    **Comparative and superlative adjectives**

page 4

### Words

### Grammar

### Phonics

### Skills

## 1 The food here is great!

page 8

The restaurant  
 Words in context:  
*What do you like for breakfast?*

**Present simple and present continuous**  
*They usually wear blue uniforms.*  
*They're wearing white today.*  
**Time markers: present simple and continuous**  
*always / usually / sometimes / rarely / never / now / today / right now / at the moment*

**Long a and e sounds:**  
**a:** *train, tray, cake*  
**e:** *tree, leaves, key*

**R:** a magazine article  
**L:** identifying details about family meals  
**S:** talking about eating habits  
**W:** recognizing syllables in words, writing about my eating habits (Workbook -WB)

## 2 We had a concert

page 14

The concert  
 Words in context:  
*The Concert*

**Past simple: have and be**  
*All our friends were there.*  
**Past simple: regular verbs**  
*The audience clapped and cheered.*  
**Time markers: past simple**  
*last week / yesterday / last night / two weeks ago*

**Long i, o and u sounds:**  
**i:** *light, cry, bike*  
**o:** *boat, blow, bone*  
**u:** *room, blue, flute*

**R:** a poem  
**L:** identifying different musical activities  
**S:** asking and answering questions about musical preferences and abilities  
**W:** the double consonant rule, writing a description of a picture (WB)

## 3 The dinosaur museum

page 20

The dinosaur museum  
 Words in context:  
*Dinosaur data*

**Past simple: irregular verbs with negatives**  
*We didn't go to school.*  
**Past simple: irregular verbs with questions**  
*Did they go to a museum?*  
*What did you see?*

**f and ph spellings:**  
**f:** *flamingo, scarf, feet*  
**ph:** *phone, nephew, alphabet*

**R:** a non-fiction text  
**L:** identifying favourite things on a school trip  
**S:** asking and answering questions about school trips  
**W:** exclamation marks, writing a webpage about my school trip (WB)

## Fluency Time! 1

## Eating out

## Project: a café menu

page 26

## Review 1

page 28

## Extensive reading: Fossils

page 30

## 4 Whose jacket is this?

page 32

Sports time  
 Words in context:  
*tennis*

**Possessive pronouns**  
*Whose jacket is it?*  
*It's mine / yours / his / hers / ours / theirs.*  
**Adverbs: +ly and irregular**  
*He ran slowly. They played well.*

**ll endings:**  
*smell, bell, shell*  
**rr words:**  
*mirror, carrot, cherry*

**R:** a history poster  
**L:** identifying children's favourite sports  
**S:** asking and answering questions about favourite sports  
**W:** *It's* or *Its*, writing instructions for a sport (WB)

## 5 Go back to the roundabout

page 38

Directions  
 Words in context:  
*Shadow puppet theatre*

**have to / had to**  
*We have to go back to the roundabout.*  
**Giving directions**  
*Go straight on at the roundabout.*  
**why / because**  
*Why are we at this petrol station? Because ...*

**ck and c endings:**  
**ck:** *neck, duck, clock, rock*  
**c:** *plastic, picnic, music, comic*

**R:** an informative webpage  
**L:** understanding directions  
**S:** giving directions  
**W:** instructions, writing an invitation (WB)

## 6 The best bed!

page 44

Describing words  
 Words in context:  
*The Ant and the Grasshopper*

**Comparatives and superlatives: long adjectives**  
*My bed is more comfortable than this one.*  
**Irregular comparatives and superlatives**  
*better than / worse than / the best / the worst*

**Soft c and g sounds:**  
**c:** *city, ice, dance, rice*  
**g:** *cage, page, giraffe, stage*

**R:** a fable  
**L:** identifying chronology in a fable  
**S:** telling a story from pictures  
**W:** identifying irregular plurals, writing a fable (WB)

## Fluency Time! 2

## Making phone calls

## Project: a telephone

page 50

## Review 2

page 52

## Extensive reading: Sport

page 54

## 7 Will it really happen?

page 56

In space  
 Words in context:  
*The Future*

**The future with will**  
*People will travel in super-fast planes.*  
*Will they go back to Australia?*  
**Time markers: the future**  
*in a month's time / in two weeks' time / next week / on Monday / this evening / tomorrow / soon / later*

**au, aw and or spellings:**  
**au:** *sauce, August, autumn*  
**aw:** *jigsaw, straw, paw*  
**or:** *horse, sport, morning*

**R:** a website forum  
**L:** identifying children's predictions  
**S:** offering opinions about the future  
**W:** compound words, expanding notes into a text (WB)

## 8 How much time have we got? page 62

At the airport

Words in context:  
my holiday**Expressing quantity**

*How much money have you got?*  
*I haven't got much money.*  
**some / any**  
*Have you got any newspapers?*

**Past simple -ed**

**endings:**  
*walked, waited, showed*

**R:** a letter**L:** identifying details about holidays**S:** asking and answering questions about your holiday**W:** addressing envelopes, writing a letter about my holiday (WB)

## 9 Something new to watch! page 68

Audio-visual  
entertainmentWords in context:  
What's on TV?**Infinitive of purpose**

*I turned on the TV to watch sports.*  
*We went in the boat to see the dolphins.*

**How often ... ?**

*I watch TV every day / three times a week.*

**er and or endings:**

**er:** *mother, father,*  
*September*

**or:** *visitor, doctor, actor*

**R:** a TV guide**L:** identifying details about children's favourite TV shows**S:** talking about favourite TV shows**W:** the prefix *un*, writing a TV guide (WB)

## Fluency Time! 3 Choosing TV programmes Project: my own TV page 74

### Review 3 page 76 Extensive reading: Travel page 78

## 10 I've printed my homework page 80

Computers

Words in context:  
sending emails**Present perfect: affirmative**

*He's put the books on the shelves.*

**Present perfect: questions, answers and negatives**

*Have you seen my new speakers?*  
*Yes, I have. / No, I haven't.*

**ur and ir spellings:**

**ur:** *hurt, Thursday, nurse,*  
*curtains*

**ir:** *circle, girl, shirt, bird*

**R:** online instructions**L:** identifying children's computer use**S:** talking about computer use**W:** parts of speech, writing about how I use a computer (WB)

## 11 Have you ever been ...? page 86

Places

Words in context:  
Everest Expeditions**Present perfect: ever**

*Have you ever been to space?*  
*Yes, I have. / No, I haven't.*

**Present perfect: never**

*We've never fallen in the mountains.*

**ea and e spellings:**

**ea:** *feather, bread, head,*  
*heavy*

**e:** *spend, tent, present,*  
*help*

**R:** an account**L:** identifying details about a mountain expedition**S:** interviewing an explorer**W:** topic sentences, writing a blog entry (WB)

## 12 What's the matter? page 92

Illness

Words in context:  
*How to stay*  
*healthy***should / shouldn't**

*You should drink some water.*  
*You shouldn't eat lots of cakes.*

**could / couldn't**

*Max couldn't eat his dinner.*  
*But he could eat lots of cakes.*

**le and al endings:**

**le:** *candle, castle, table,*  
*people*

**al:** *sandal, animal,*  
*hospital, cereal*

**R:** an information leaflet**L:** identifying details about children's healthy lifestyles**S:** describing what you do to be healthy**W:** connecting sentences using *because* and *so*, writing an information leaflet (WB)

## Fluency Time! 4 Describing accidents Project: a room cube page 98

### Review 4 page 100 Extensive reading: Exciting places page 102

## 13 Can you help me? page 104

Making  
smoothiesWords in context:  
Young Heroes**Object pronouns**

*me / you / him / her / it / them / us*

**Relative pronouns**

*This is the boy who didn't put the lid on.*  
*This is the smoothie which was in the blender.*

**el and il endings:**

**el:** *tunnel, camel, towel,*  
*travel*

**il:** *lentils, pencil, April,*  
*pupil*

**R:** two factual accounts**L:** matching people with how they help others**S:** asking questions about jobs**W:** identifying and using sub clauses, writing an interview (WB)

## 14 We were fishing page 110

Family

Words in context:  
*My relatives are*  
*coming!***Past continuous**

*What were you doing?*  
*I was looking at photos.*

**Dates and I was born ...**

*My dad was born in 1971.*  
*He was born on 9th July 1971.*

**tion and shion endings:**

**tion:** *addition,*  
*subtraction, invitation*

**shion:** *fashion, cushion*

**R:** a poem**L:** identifying favourite memories**S:** talking about your memories**W:** poem structure and rhyme, completing a poem (WB)

## 15 Good news, bad news page 116

Jobs

Words in context:  
*Three Wishes***Past simple and past continuous**

*When I was working, the phone rang.*

**Grammar homophones: there / they're / their**

*There is some good news.*

**Vocabulary****homophones:**

*see / sea, hear / here,*  
*wear / where, write / right*

**R:** a traditional story**L:** identifying children's wishes**S:** talking about your wishes**W:** using speech marks, writing the end of a story (WB)

## Fluency Time! 5 In the playground Project: a mini book page 122

### Review 5 page 124 Extensive reading: Gold page 126 Science page 128

### Culture Shopping, Watching wildlife, Australia page 130

## Lesson One

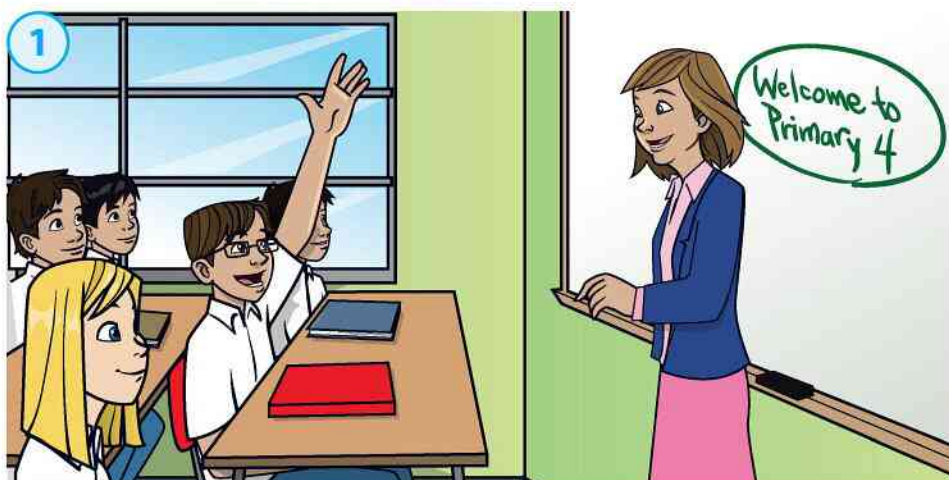
### 1 Listen and sing. 🎧 01

### We're all back together

We're all back together with friends from before.  
We're ready to work and learn some more.

It's time to show what we can do.  
The holidays are over for me and you!

### 2 Listen and read. 🎧 02



**1**

**Teacher** Welcome to Primary 4. I'm your new teacher, Miss Wells. I'd like you all to tell me something about yourself. Who's first?


**Max** My name's Max. I like reading and learning about everything.

**Teacher** That's great, Max.



**2**


**Max** I've got a younger sister. Her name's Holly and she's in Primary 2. She likes listening to music and playing with her toys.



**3**

**Max** And my Australian cousins are here, too. Amy is in this class. Look!

**Amy** Hello, Miss Wells. I love taking photos and playing sports.



**4**

**Max** My other cousin is Leo, but he doesn't go to this school. He's 12. He really loves skateboarding and we do lots of things together.

**Teacher** Great. And do you skateboard together?

**Max** Well, he skateboards and I read books about skateboards!

1 **Speaking** Ask and answer about Max, Amy, Holly and Leo.

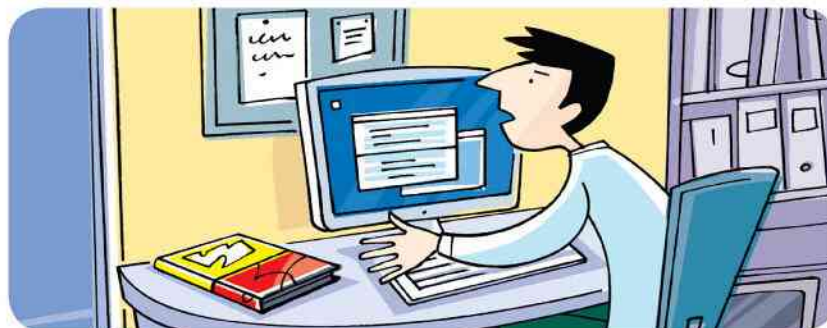
skateboard read play with toys take photos

What does Max like doing?

He likes reading.

2 Write.

can can't



Oli <sup>1</sup> Can I play some games on the computer, please?

Dad Sorry. No, you <sup>2</sup> \_\_\_\_\_. I'm working on the computer.

Dad But you <sup>3</sup> \_\_\_\_\_ listen to your new MP3 player. Or you <sup>4</sup> \_\_\_\_\_ watch this DVD.



Oli I'd like to watch the DVD. <sup>5</sup> \_\_\_\_\_ I watch it in here?

Dad No, you <sup>6</sup> \_\_\_\_\_. I'm working here. You <sup>7</sup> \_\_\_\_\_ watch it on the DVD player in the living room.

Oli OK, Dad.

3 **Speaking** Choose four foods you would like to buy. Ask and answer.

pasta bread onions meat  
cheese eggs melon  
cucumber cereal lemon milk  
potato grapes bananas

What would you like?

I'd like a / some ... , please.



4 Now write about what your friend would like.

Leila would like ...

# Lesson Three

## 1 Speaking Ask and answer.

read a comic    watch TV    visit grandma  
play the guitar    play volleyball    play chess



What is he going to do this weekend?

He's going to ...



What are they going to do?

They're going to ...

## 2 Write about what you are going to do this weekend.

*This weekend, I'm going to ...*

## 3 Complete the words.

mp    nt    ld    lt    nd



There is a lamp next to my te\_\_!



Next to the green fie\_\_s is a beach with white sa\_\_.



There is a big pla\_\_ growing in the po\_\_.




I've got a new be\_\_.

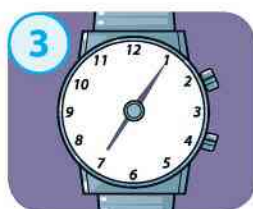
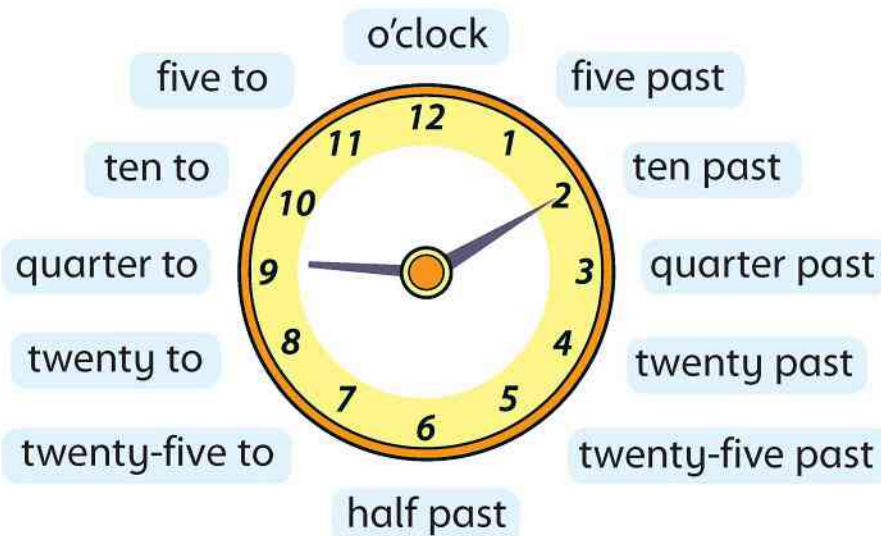


Look at this beautiful qui\_\_.



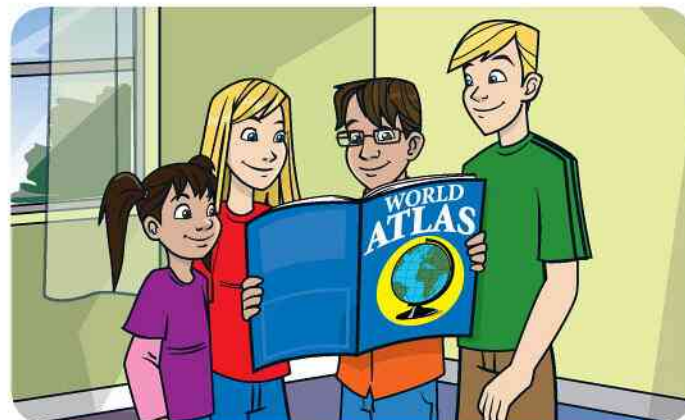
"Tickets for six chi\_\_ren and two adu\_\_, please."

1 **Speaking** Listen, point and repeat.  03 Ask and answer.



2 Complete the sentences with *er* or *est*.

- Max is taller than Holly. But Leo is the \_\_\_\_\_ cousin. (tall)
- Russia is the \_\_\_\_\_ country. But Australia is \_\_\_\_\_ than the UK. (big)
- Leo's skateboard is \_\_\_\_\_ than Amy's skates. But Holly's bike is the \_\_\_\_\_. (fast)
- Holly is the \_\_\_\_\_ cousin. But Max is \_\_\_\_\_ than Leo. (young)



3 Write the words in alphabetical order.

Words in a dictionary are in **alphabetical order**. We look at the **first letter** of a word, but when two words have the same letter, we look at the **second letter**.

**a b c d e f g h i j k l m n o p q r s t u v w x y z**

- |                         |              |               |              |
|-------------------------|--------------|---------------|--------------|
| 1 monkey zebra camel    | <u>camel</u> | <u>monkey</u> | <u>zebra</u> |
| 2 winter summer autumn  | _____        | _____         | _____        |
| 3 Spain Thailand Russia | _____        | _____         | _____        |
| 4 cinema café museum    | _____        | _____         | _____        |
| 5 bike taxi bus         | _____        | _____         | _____        |

# 1

# The food here is great!

## Lesson One Words

1 Listen, point and repeat.  04



waiter



waitress



uniform



menu



customer



bottle of water



cup of coffee



glass of milk



bowl of soup



plate of salad

2 Listen and read.  05



Watch the MultiROM! ▶

1 


**Max** We often come to this restaurant. The food here is great!

**Holly** Look, Max! All the waiters are wearing green today. They usually wear blue uniforms.

2 

**Dad** Can I have a bowl of pasta and some salad, please?

**Waiter** Sorry, we haven't got any pasta. But on the menu, we've got a selection of pizzas. Look!

3 

**Holly** That's strange! You usually have pasta. We have pasta every time.

**Waiter** Usually? But you're our first customers!

**Max** Really? But this is Ken's Café, isn't it?

4 

**Waiter** Ken's Café is next door. This is The Pizza Place. We only opened today.

**Dad** So that's why it's different! Well, let's try it.

**Waiter** You're our first customers. Have free ice creams!

**Holly** Wow! Thank you!

- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

## Present simple and present continuous

They usually **wear** blue uniforms.  
They're **wearing** green today.

We usually **have** pasta.  
But we're **having** pizza now.

Use the **present simple** for things you do **many times** or **all the time**.  
Use the **present continuous** for things you are **doing at the time of speaking**.



We usually eat at Ken's Café, but today we're trying *The Pizza Place*. It's great!

### 3 Read and circle.

- 1 She's drink / drinking / drinks a glass of water now.
- 2 The family are sit / sitting / sits by the door today.
- 3 They usually sit / sitting / sits by the window.
- 4 He never have / having / has soup for dinner.
- 5 She's have / having / has soup at the moment.



### 4 Write.

has    playing    having (x2)    ~~play~~    shares    have



At break time, I usually <sup>1</sup> play with my friends Beth and Alex. Alex isn't at school today, so I'm <sup>2</sup> \_\_\_\_\_ with Beth. We're <sup>3</sup> \_\_\_\_\_ fun today. At lunchtime, I always <sup>4</sup> \_\_\_\_\_ a sandwich and an apple. But there weren't any apples, so today I'm <sup>5</sup> \_\_\_\_\_ a banana. Alex usually <sup>6</sup> \_\_\_\_\_ salad and biscuits. Sometimes, she <sup>7</sup> \_\_\_\_\_ her biscuits with us. She's a kind girl.

## 1 Read and learn.

### Time markers: present simple and present continuous

always	●	●	●	●
usually	●	●	●	○
sometimes	●	●	○	○
rarely	●	○	○	○
never	○	○	○	○

now                      right now  
today                     at the moment

He **usually** has pasta,  
but he's **eating** pizza **now**.

The words above go **before** the **verb**.  
But they go **after** the verb **to be**.

## 2 Speaking Think of a girl. Say and answer.

				
Karen	now		sometimes	
Amy		usually		right now
Kai	today			sometimes
Sarah		always	today	

She usually has a bowl of salad. She's having ...

It's ...

## 3 Now write sentences about the girls.


## 4 Listen and sing. 06

### At my friend's house

I'm at my friend's house to eat and play.  
But the food isn't what I eat each day.  
I rarely eat carrots. But I'm eating them right now.  
I didn't know I liked them. But I really love them now.

I usually drink water. But I'm drinking juice today.  
I didn't know I liked to have fruit this way.  
I'm at my friend's house to eat and play.  
The food is delicious. What a wonderful day.



1 Listen, point and repeat.  07

long a

train



tray



cake



long e

tree



leaves



key



2 Listen and read.  08



3 Read again. Circle the words with long a sounds and underline the words with long e.

4 Circle the word that contains a different vowel sound.

1 train tray tree play

2 cake peas day rain

3 eating seeing playing dreaming

4 leaves key queen same


5 feet tray space Spain

6 three please snake turkey

7 case race sea lake

8 plane week mean sea

### Reading

- 1 What do you eat for breakfast?
- 2 Listen and read.  09

## What do you like for breakfast?

We asked four children about their favourite breakfast foods.



Hi. I'm Abd Allah from Egypt. I sometimes eat bread with jam or cheese. But usually I eat *fuul* and bread for breakfast. *Fuul* is mashed beans. It's great with olive oil and flat bread. I sometimes have an egg with it, too.



Hi. My name is Mariana and I'm from Mexico. My favourite breakfast is *huevos rancheros*: eggs cooked in tomato and chilli sauce. Under the eggs is a tortilla, which is a corn pancake. I always eat a big breakfast because we don't have lunch at school.



My name's Pete. I'm from Scotland. For breakfast, I usually have a bowl of cereal with milk, and then toast with butter. We have lots of different cereals at home, but my favourite is cornflakes. I don't have a very big breakfast because I eat lunch early at school.



Hi, everyone. I'm Huong and I come from Vietnam. For breakfast, I usually have noodle soup. My grandma makes it every morning. Sometimes, I have *xoi*. These are balls of rice with beans. They are wrapped in coconut leaves and are really yummy.

- 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

beans olive oil toast noodles coconut chilli corn pancake

- 4 Read again and write *M* (Mexico), *S* (Scotland), *V* (Vietnam) or *E* (Egypt).

- |  |                                     |                                      |                          |
|--|-------------------------------------|--------------------------------------|--------------------------|
| 1 People have soup for breakfast.        | <input checked="" type="checkbox"/> | 2 People eat cereal with milk.       | <input type="checkbox"/> |
| 3 Breakfast here is a pancake with eggs. | <input type="checkbox"/>            | 4 People eat mashed beans and bread. | <input type="checkbox"/> |
| 5 The children have a big breakfast.     | <input type="checkbox"/>            | 6 Some people have rice balls.       | <input type="checkbox"/> |

**Listening**

- 1 Listen and number.  10
- 2 Listen again and circle the correct word.



dinner / lunch



Saturdays / Sundays



chicken / salad

**Speaking**



**3 Ask and answer.**

- |  |                                |
|--|--------------------------------|
| 1 What do you usually eat for breakfast?     | 2 What is your favourite meal? |
| 3 Do you go to restaurants with your family? | 4 Where do you eat your lunch? |
| 5 What time do you eat dinner?               | 6 What's your favourite drink? |
| 7 Who cooks in your family?                  | 8 What can you cook?           |

*What do you usually eat for breakfast?*

*I usually have mashed beans and bread.*

**Writing preparation**

We can break words into small sounds called **syllables**. There are *two* syllables in this word: **sa|lad** 2


**4 Clap and count the syllables in these words. Then write.**

- |              |                   |           |                   |
|--------------|-------------------|-----------|-------------------|
| 1 dinner     | <u>  2  </u>      | 2 sit     | <u>          </u> |
| 3 waitress   | <u>          </u> | 4 coconut | <u>          </u> |
| 5 avocado    | <u>          </u> | 6 corn    | <u>          </u> |
| 7 restaurant | <u>          </u> | 8 tomato  | <u>          </u> |

**Complete the writing tasks on pages 12–13 of the Workbook.**



## Lesson One Words

1 Listen, point and repeat.  11

concert



drums



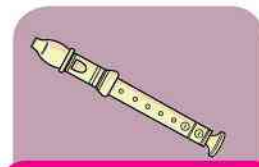
instruments



violin



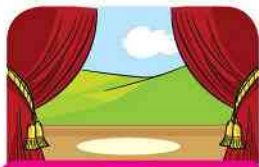
audience



recorder



cheer



stage



programme




trumpet

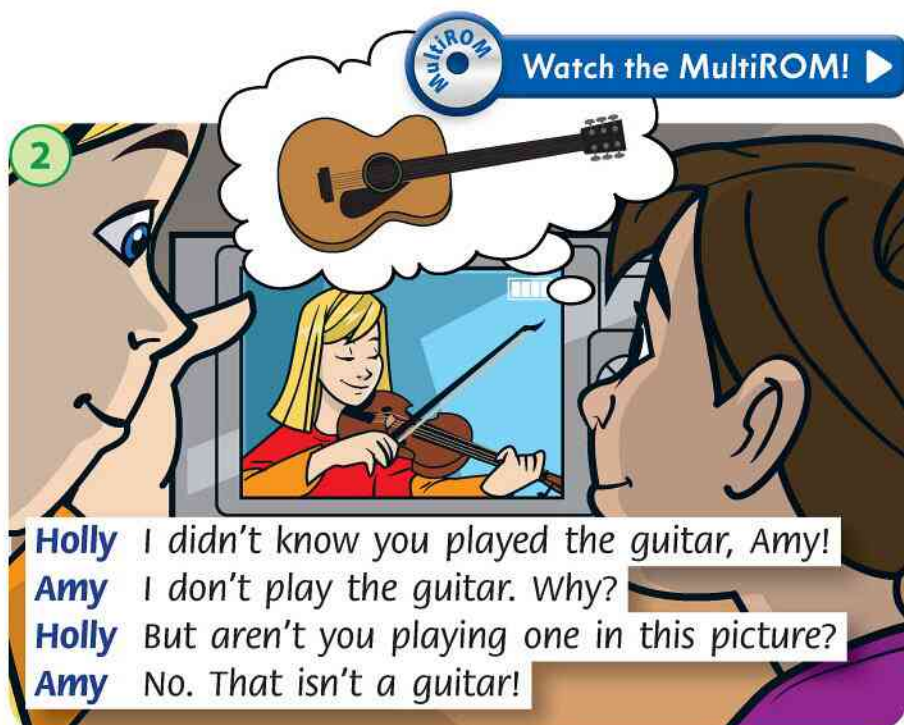
2 Listen and read.  12

1 

**Amy** Two years ago, we had a concert at our house in Australia. All our family and friends were there.

**Leo** Look! I played the drums.

 Watch the MultiROM! ▶

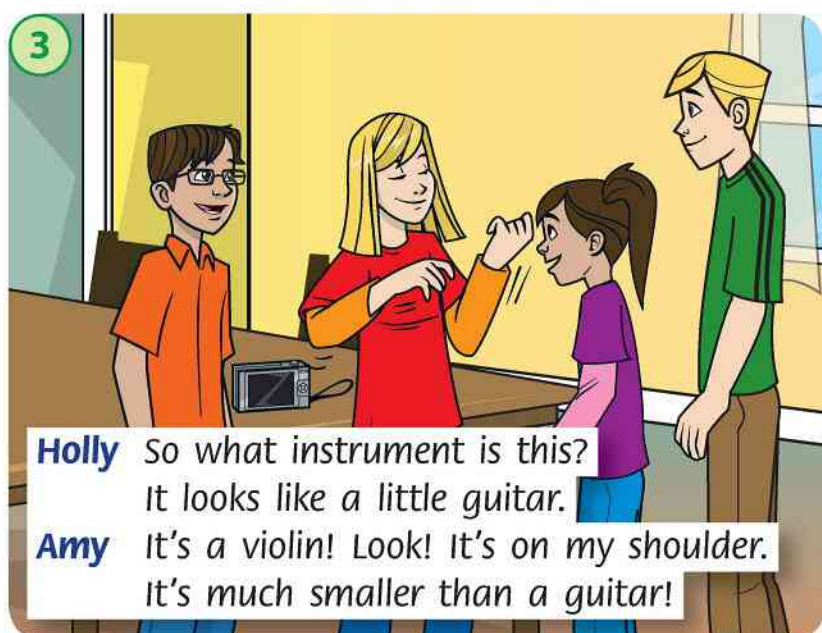
2 

**Holly** I didn't know you played the guitar, Amy!

**Amy** I don't play the guitar. Why?

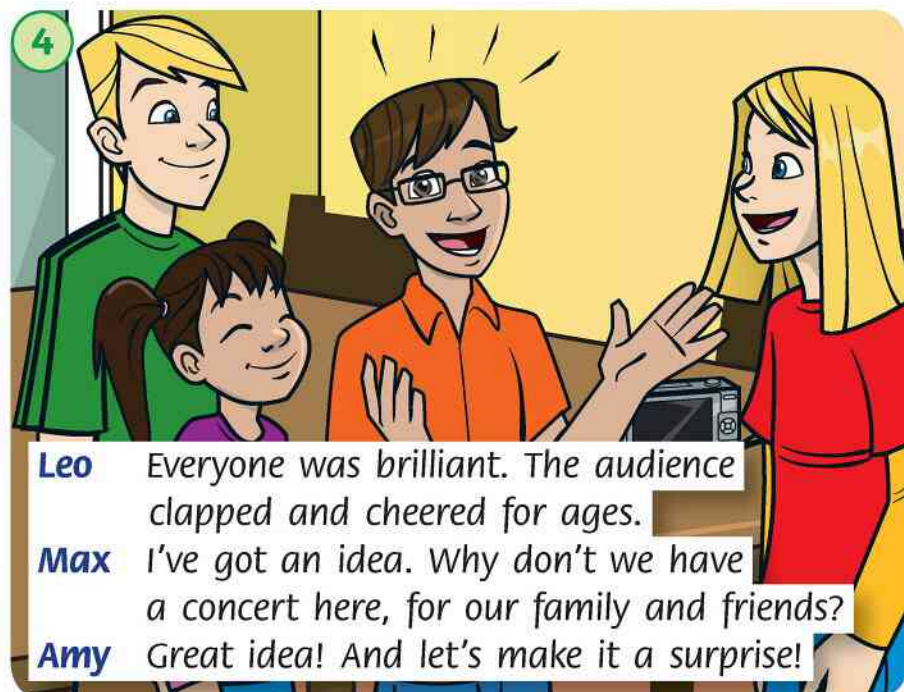
**Holly** But aren't you playing one in this picture?

**Amy** No. That isn't a guitar!

3 

**Holly** So what instrument is this? It looks like a little guitar.

**Amy** It's a violin! Look! It's on my shoulder. It's much smaller than a guitar!

4 

**Leo** Everyone was brilliant. The audience clapped and cheered for ages.

**Max** I've got an idea. Why don't we have a concert here, for our family and friends?

**Amy** Great idea! And let's make it a surprise!

- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

**Past simple: have and be**

We **had** a concert at our house.  
 All our friends **were** there.  
 Everyone **was** brilliant.

**Past simple: regular verbs**

Mum play**ed** the piano.  
 The audience clap**ped** and cheer**ed**.

Amy played the violin.



regular verbs – +**ed**  
 tidy – tidy**ed**  
 clap – clap**ped**

be – **was / were**  
 have – **had**

- 3 Read and circle.

Amy and Leo <sup>1</sup>was / **had** a family concert. The concert <sup>2</sup>were / was at home in Australia. The children and their parents <sup>3</sup>were / played their instruments. Everyone in the audience <sup>4</sup>listened to / was the music and <sup>5</sup>enjoyed / had it. It <sup>6</sup>was / were a really special day.

- 4 Write.

have    enjoy    be (x4)    play (x2)    clap

Yesterday, there <sup>1</sup> was a concert at school.  
 Everyone in the audience <sup>2</sup> \_\_\_\_\_ programmes about the concert.  
 Kate and James <sup>3</sup> \_\_\_\_\_ on stage first.  
 They <sup>4</sup> \_\_\_\_\_ the recorder.  
 Tom <sup>5</sup> \_\_\_\_\_ next on stage. He <sup>6</sup> \_\_\_\_\_ his trumpet.  
 The audience <sup>7</sup> \_\_\_\_\_ at the end. They all  
<sup>8</sup> \_\_\_\_\_ the concert. It <sup>9</sup> \_\_\_\_\_ fantastic!



## 1 Read and learn.

### Time markers: past simple

We had a concert **last week**. **Last night**, I played my drums.  
 My birthday was **yesterday**. **Two weeks ago**, they had a party.

These words can go at **the beginning or the end** of sentences.

## 2 Look at the calendar and write.

**last week**    **four weeks ago**    ~~yesterday~~    **five days ago**

Hi, my name is Lucy. Look. This is my calendar.  
 This month was really busy! <sup>1</sup> Yesterday, it was my birthday. I was ten. We had a family concert <sup>2</sup> \_\_\_\_\_. I played my recorder. <sup>3</sup> \_\_\_\_\_ my friend Jane had a party at her house. It was lots of fun. We had dinner at Grandma's house <sup>4</sup> \_\_\_\_\_. We visit her every month.

MAY						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5 Dinner at Grandma's house	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24 Concert	25	26 Jane's party	27
28	29	30 Birthday	31 TODAY			

## 3 Look at the calendar again. Write sentences about Lucy.

*Yesterday was Lucy's birthday. She was 10.*

## 4 Listen and sing. 13

### What a busy week it is!

I went to the cinema last night,  
 Last night, last night.

I went to the cinema last night.  
 What a busy week it is!


It was my birthday yesterday, ...









I had a party two days ago, ...

And today my friends are coming to play,  
 Coming to play, coming to play.

And today my friends are coming to play.  
 What a busy week it is!



1 Listen, point and repeat.  14

long i			long o		
light	cry	bike	boat	blow	bone
					
long u					
room	blue	flute			
					

2 Listen to and read the poem.  15

It's a cold, cold night and I'm out in my boat.  
 The wind is blowing  
 And I'm wearing a coat.  
 The sky's dark blue. I can see the moon.  
 I can see a bright light  
 From a distant room.  
 I hear a cry, up in the sky.  
 What could it be?  
 It's a bird flying high.



3 Read again. Circle the words with long i in green, the words with long o in blue and the words with long u in purple.

4 Circle the word that contains a different vowel sound.

- |                               |                        |
|-------------------------------|------------------------|
| 1 light smile <u>soap</u> cry | 2 moon bone elbow snow |
| 3 blue tune boot sky          | 4 dry boat like night  |
| 5 my fly blow high            | 6 room June soon stone |

### Reading

1 Describe what is happening in the picture.

2 Listen and read.  16

# The Concert

The park is full of people.  
This is a special day.  
A very famous orchestra  
Is playing here today.

We've got a picnic blanket  
And our favourite things to eat:  
Biscuits, cakes and sandwiches.  
This is a lovely treat.

We hear the trumpets calling  
And we hear the cymbals clang.  
We hear the flutes and violins.  
We hear the big drums bang.

When each piece is finished,  
The people clap and cheer.  
The music is amazing.  
We're happy to be here.

And now it's early evening,  
The sky is getting dark.  
The lights from little torches  
Are shining in the park.  
The concert's nearly over,  
The music's very loud.  
Now fireworks shoot into the sky  
And burst above the crowd.

This is the perfect concert.  
This is the perfect day.  
It's time to leave the park now,  
But I really want to stay.

We all pack up our picnics  
And we all go home to bed.  
I fall asleep, but I still hear  
The music in my head.



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

orchestra treat cymbals piece shining burst pack up

4 Read again and match the questions and answers.

- |   |                                       |                                      |
|---|---------------------------------------|--------------------------------------|
| 1 Where is the concert?                     | <input checked="" type="checkbox"/> d | a Fireworks shoot into the sky.      |
| 2 What is making a clanging sound?          | <input type="checkbox"/>              | b The drums.                         |
| 3 What is making a banging sound?           | <input type="checkbox"/>              | c At the end of each piece of music. |
| 4 When do people clap and cheer?            | <input type="checkbox"/>              | d In the park.                       |
| 5 What happens near the end of the concert? | <input type="checkbox"/>              | e The cymbals.                       |

Listening

1 Listen and number.  17



2 Listen again and write *Lisa, Dan, Ben or Kate*.

1 \_\_\_\_\_ saw a band in the park last weekend.

2 \_\_\_\_\_ and his sister went to a concert last month.

3 \_\_\_\_\_ wants to be a famous musician.

4 \_\_\_\_\_ practises every day.

Speaking

3 Choose a girl. Ask and answer with your friend.

	Fiona	Susan	Pam	Liz
can play the piano	✓	✗	✓	✗
can play the drums	✗	✗	✗	✓
likes singing	✓	✗	✓	✓
likes classical music	✗	✓	✓	✗
like pop music	✓	✓	✗	✓



Can she play the piano?

No, she can't.

Does she like classical music?

Yes, she does.

It's Susan!

That's right! Your turn!

4 Ask and answer about you.

Can you play an instrument?

No, I can't. But I want to play the guitar.

Writing preparation

To spell verbs in the **present continuous**, **double the last letter** when the word has one syllable, one short vowel and ends in a consonant.  
 stop **stopping**

5 Circle the verbs that follow the double consonant rule.

- 1 drink drinking
- 2 clap clapping
- 3 play playing
- 4 watch watching
- 5 tap tapping
- 6 open opening

Complete the writing tasks on pages 18–19 of the Workbook.



## Lesson One Words

1 Listen, point and repeat.  18

dinosaur



museum



model



skeleton



scary



scream



roar



alive



dead

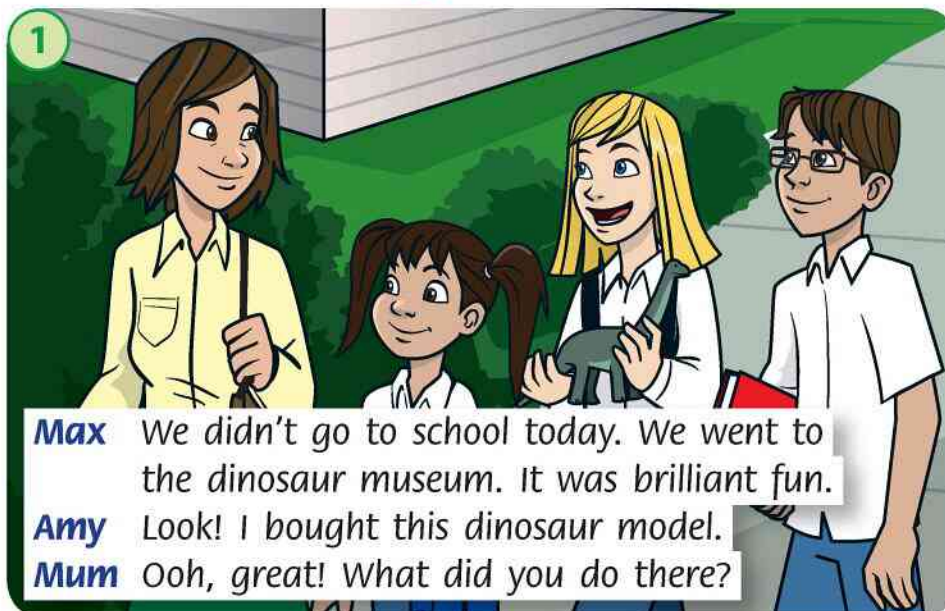


robot

2 Listen and read.  19

Watch the MultiROM! ▶

1



**Max** We didn't go to school today. We went to the dinosaur museum. It was brilliant fun.  
**Amy** Look! I bought this dinosaur model.  
**Mum** Ooh, great! What did you do there?

2



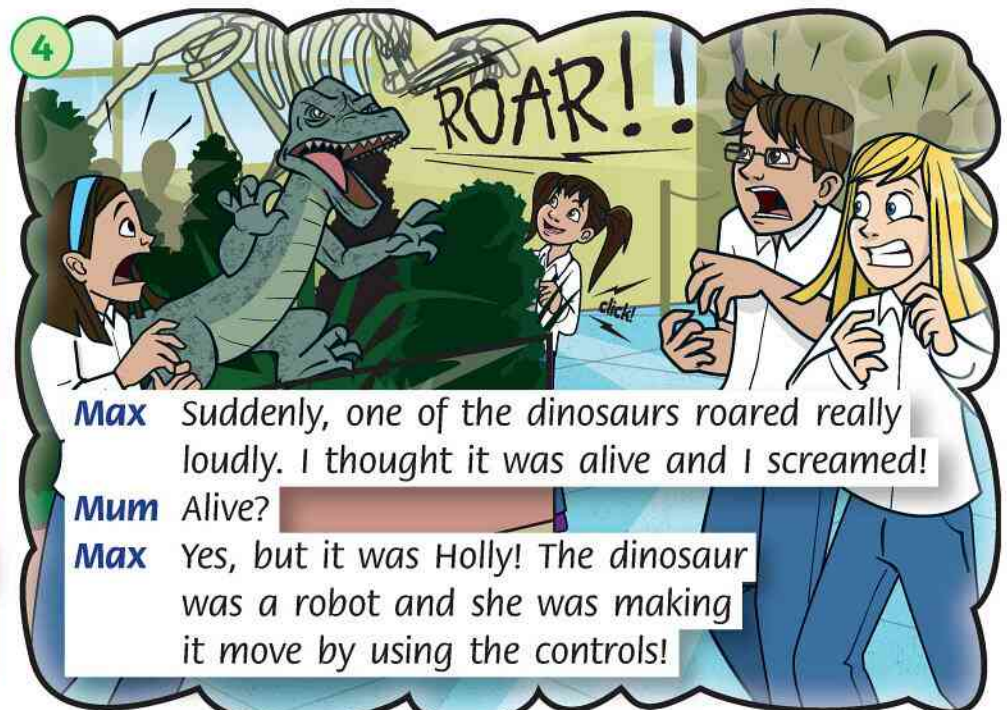
**Holly** We saw dinosaur skeletons and bones.  
**Max** And we learnt all about how dinosaurs lived.  
**Mum** Wow! That sounds really exciting.

3



**Amy** But then something scary happened.  
**Max** Yes, and we all screamed.  
**Mum** Why? What happened?

4



**Max** Suddenly, one of the dinosaurs roared really loudly. I thought it was alive and I screamed!  
**Mum** Alive?  
**Max** Yes, but it was Holly! The dinosaur was a robot and she was making it move by using the controls!

1 Listen to the story again and repeat. Act.

2 Read and learn.  Irregular verb list Workbook 4 page 131

### Past simple: irregular verbs with negatives

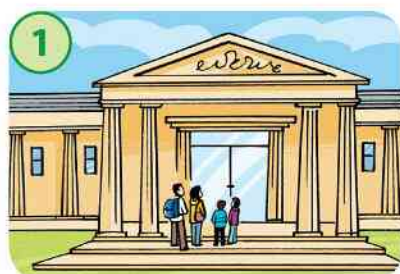
We **went** to the dinosaur museum.  
We **didn't go** to school.

I **saw** dinosaurs.  
I **didn't see** fish.



buy – <b>bought</b>	make – <b>made</b>
eat – <b>ate</b>	see – <b>saw</b>
go – <b>went</b>	think – <b>thought</b>
hear – <b>heard</b>	wear – <b>wore</b>
learn – <b>learnt</b>	write – <b>wrote</b>

3 Write.



1 We went (go) to the science museum together.



2 I \_\_\_\_\_ (not buy) a postcard.



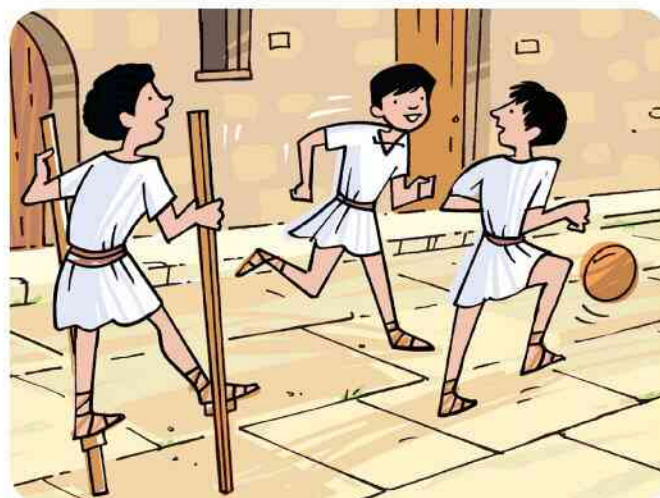
3 My sister \_\_\_\_\_ (see) her friends.



4 We \_\_\_\_\_ (not eat) our sandwiches inside.

4 Write.

We <sup>1</sup> went (go) to a museum to learn about the life of children two thousand years ago. Most children then <sup>2</sup> \_\_\_\_\_ (not go) to school and <sup>3</sup> \_\_\_\_\_ (not learn) to read. Many children <sup>4</sup> \_\_\_\_\_ (play) games in the street and with yo-yos and wooden toys. Boys <sup>5</sup> \_\_\_\_\_ (not wear) trousers. They <sup>6</sup> \_\_\_\_\_ (wear) short tunics, like a dress.



1 Read and learn.

Past simple: irregular verbs with questions

Did they go to a museum?

Yes, they did.

Did Amy buy a postcard?

No, she didn't. She bought a model.

Which museum did you go to?

We went to the dinosaur one.

What did you see?

We saw dinosaur skeletons.

2 Speaking Write notes

about you. Ask and answer.

	You	Your friend
1 Where did you go on ... ?		
2 What did you see?		
3 What did you eat?		
4 Who did you see?		
5 Did you buy anything?		
6 Did you have a good day?		

Where did you go on Saturday?

I went to the park.

3 Write about what you and your friend did.


4 Listen and sing.  20

My school trip

Where did you go  
When you went on your trip?  
Did you go to a museum  
Or a farm or a ship?  
When it was lunchtime,  
What did you eat?  
Did you eat a sandwich  
And did you eat some meat?



I went to a museum  
And saw paintings old and new.  
I ate a yummy sandwich  
And I bought this badge for you.

1 Listen, point and repeat.  21

flamingo



scarf  
feet

phone

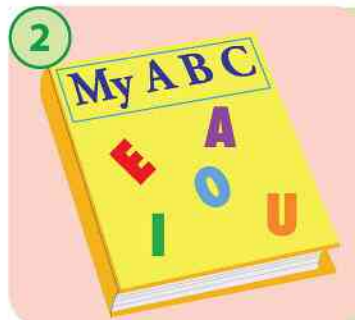


nephew  
alphabet

2 Listen and read.  22



Yesterday, an uncle and his nephew went to the zoo together. Now they are talking on the phone about the animals. They saw elephants, giraffes, flamingos and fish. They took lots of photos. They had a good time.



There are 26 letters in the English alphabet. Five are vowels. Can you say your alphabet?



When it's cold, I wear a hat and a scarf, and on my feet, I wear boots.

3 Read again. Circle the words with *ph* and underline the words with *f*.

4 Complete the words with *f* or *ph*.



scarf\_



\_\_oto



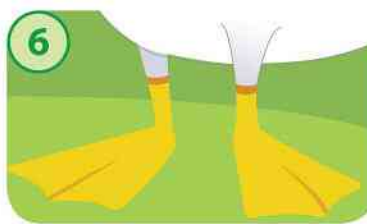
\_\_one



al\_\_abet



\_\_lamingo



\_\_eet



ne\_\_ew



\_\_rog

### Reading

1 What do you know about dinosaurs?

2 Listen and read.  23

### Dinosaur data



**Dinosaurs lived on Earth for millions of years.**

Scientists study dinosaur bones to find out how they lived and what they looked like.

There were more than 700 different types of dinosaur! Some dinosaurs ate plants and others ate meat. Some walked on two legs and others walked on four legs. Some could fly and others lived in the sea. We know they were all different, but no one knows what colour or pattern they were. This is because there is no dinosaur skin left to study.

Dinosaurs disappeared 65 million years ago. Why was this? Some scientists think that a large rock called an asteroid fell to Earth from space. This made the Earth much colder and there was no longer any food for the dinosaurs to eat.

The most famous dinosaur is the T-Rex (Tyrannosaurus Rex). It was 14 metres long and 5.5 metres high: bigger than a house! Its strong tail helped it move quickly. But no one knows how fast it could run. Its teeth were 36 centimetres long and it ate meat. You can see T-Rex skeletons in some museums.



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

Earth scientist pattern skin disappear rock asteroid fall (fell)

4 Read again and match the sentence halves.

- |                             |                                     |   |
|-----------------------------|-------------------------------------|---|
| 1 There were lots of        | <input checked="" type="checkbox"/> | a a large rock from space.                  |
| 2 An asteroid is            | <input type="checkbox"/>            | b different types of dinosaur.              |
| 3 When the asteroid fell,   | <input type="checkbox"/>            | c a very big dinosaur.                      |
| 4 The dinosaurs disappeared | <input type="checkbox"/>            | d the Earth became very cold.               |
| 5 The T-Rex is              | <input type="checkbox"/>            | e because it was too cold to live on Earth. |

Listening

- 1 Listen and number.  24
- 2 Listen again and circle the children's favourite things.



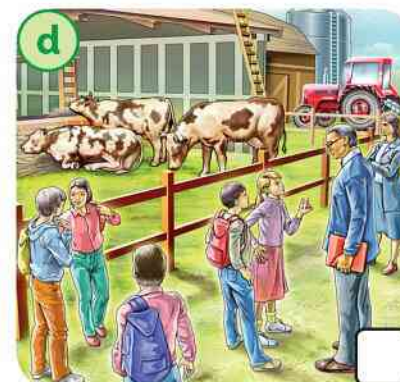
boat / plants



monkey / snake



car / skeleton



cows / a walk

Speaking



- 3 Ask and answer about the children above.

Jane    Simon    Lisa    Max

beach    zoo    museum    farm

Where did Jane go?

She went to a ...

What did she see?

She saw ...

What did she like?

She liked ...

Writing preparation

We use **exclamation marks (!)** to show **strong feelings**, for example, surprise or excitement, or after an **instruction**.

The dinosaur moved! [F]

Don't touch the bones! [I]

- 4 Read the sentences. Write *F* for 'feelings' or *I* for 'instructions'.

1 Open the window now!  I

2 Wow, you're here at last!

3 We were lost!

4 Take your litter with you!

5 Don't walk on the grass!

6 That's great news!

Complete the writing tasks on pages 24–25 of the Workbook.



# Fluency Time! 1

## Everyday English

### 1 Listen, read and say. 25



Tom: I'd like this sandwich with fries, please.  
 Anna: Can I have this salad without onions?  
 Waiter: Yes. That's fine. Thank you.



Anna: Can I have some more juice, please?  
 Mum: And can we have the bill, please?  
 Waiter: Sure.

### 2 Listening Listen and circle the correct word. 26

- Mum wants coffee with / without milk.
- Tom wants a sandwich with / without onions.
- Tom would like his sandwich with / without cucumber.
- They want some more juice / water.

### 3 Speaking Talk with your friend.

sandwich pizza  
salad fish

with  
without

tomatoes onions cucumber fries  
cheese meat pineapple chilli

juice water coffee milk bread rice

I'd like this sandwich with cheese, please.

And I'd like this salad without onions, please.


Can I have some more water, please?

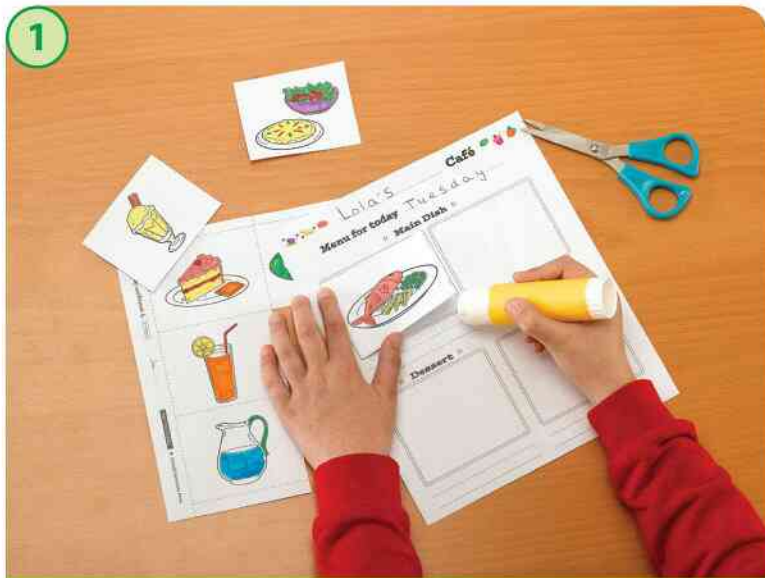
A sandwich with cheese.

Yes. That's fine.

Yes, sure.



- 1 Look at the story again. Act. 
- 2 Make a menu for a café.



Decorate the menu and write the day. Create today's menu. Choose two main dishes, one dessert and one drink. Colour the pictures and cut them out.



Stick the pictures on the menu. Write about the food and drink.

- 3 **Speaking** Order from the menu project with a friend.



I'd like fish with peas but without fries, please.

Lemon ice cream, but without a biscuit, please.

Can we have some more water and the bill, please?

Fish with peas and without fries. And for dessert?

That's fine. Thank you.

Yes, of course.



- 4 **Speaking** Tell the class about your conversation.

1 Customer: What did you order?

2 Waiter / waitress: What did the customer order?

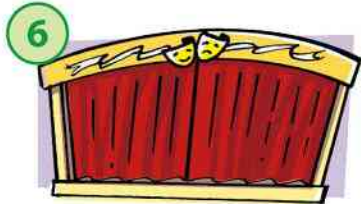
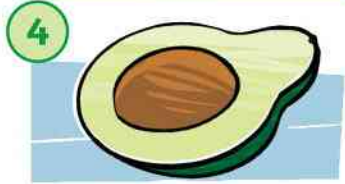
I ordered a pizza with salad. For dessert ...

The customer ordered soup with bread, but without butter. For dessert ...

# Review 1

## 1 Complete the crossword.

### Down



1  
s  
k  
e  
l  
e  
t  
o  
n

2  
g  
3 p

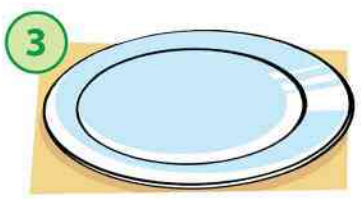
4  
5 w a

6  
s

7  
c

8  
r

### Across



## 2 Write. cheered concert trumpet violin stage audience

Emily and Joe are both ten. On Wednesdays, they go to music lessons. Emily is learning the <sup>1</sup> violin and Joe is learning the <sup>2</sup> trumpet. Last week, they performed in a <sup>3</sup> concert at the music school. Emily went up on the <sup>4</sup> stage first. Then it was time for Joe. They were nervous, but they played well. The <sup>5</sup> audience clapped and <sup>6</sup> cheered. Emily and Joe were very proud.



## 3 Read and then write what Mia did yesterday afternoon.



I am watching TV at the moment. It is about a dinosaur museum. Some of the dinosaur skeletons are really big. My brother is playing football outside.

Mia watched TV yesterday afternoon. It was about ...

4 Match the questions and answers.

- |                                   |                                       |                              |
|-----------------------------------|---------------------------------------|------------------------------|
| 1 Where did you go yesterday?     | <input checked="" type="checkbox"/> b | a Yes, I ate dinner at home. |
| 2 What did you see?               | <input type="checkbox"/>              | b I went to the cinema.      |
| 3 Did you buy anything there?     | <input type="checkbox"/>              | c I thought it was great.    |
| 4 Did you eat after the film?     | <input type="checkbox"/>              | d I saw a film about tigers. |
| 5 What did you think of the film? | <input type="checkbox"/>              | e Yes, I bought a drink.     |

5 Write, using the present simple and present continuous.

travel / walk    eat / go    go to bed / play    ~~get up / read~~



I usually get up at seven o'clock every morning. But today, I am reading in bed.



I normally \_\_\_\_\_ to school by bus. But now, I \_\_\_\_\_ to my friend's house.



I always \_\_\_\_\_ lunch at school. But right now, I \_\_\_\_\_ to a restaurant.



I usually \_\_\_\_\_ at half past eight. But today, I \_\_\_\_\_ computer games. My school holidays started today!

6 Write the words under the correct heading.

~~tray~~    blue    cake    leaves    key    light    train    bike  
 coat    sky    nose    room    tree    flute    blow

long a

long e

long i

long o

long u

<u>tray</u>	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



# Extensive reading: Fossils

1 Look at the pictures. What can you see?

2 Listen and read.  27

## What are fossils?

What do you know about life on Earth thousands of years ago? Fossils give us some clues. Fossils are shapes in rocks that show the animals and plants that lived at this time. To be a fossil, the shape has to be at least ten thousand years old. Sometimes fossils show the shape of the animal or its bones. Other fossils show an animal's footprints, eggs or nest. Some fossils are 500 million years old.



### Why are fossils important?

Fossils tell us about the past. We can learn about types of rocks and we can learn about animals that lived a very long time ago.

### Where can you find fossils?

You can find fossils in most parts of the world. You can find them on mountains and in seas. You can find them in deserts and on beaches. You can also find them under the ground. Sometimes people find them when they are digging up roads or building houses.

### How can I see fossils?

You can visit museums to look at fossils, or you can buy them at special fossil shops. You can also look for your own fossils, especially on the beach or on rocks.

### Whales in the desert

Where is the best place to look for whale fossils? The sea or on beaches is the most obvious answer. But in 2011, scientists found the skeletons of 20 whales in the desert in Chile, one of the driest places on Earth. The fossils are between two and seven million years old and are very big – some are the size of a bus! Why were there whales in the desert? Scientists think that in the past this part of the desert was a sea or a very big lake.



3 Read again and write *T* (true) or *F* (false).

- 1 Fossils are at least one thousand years old. \_\_\_\_\_
- 2 You can find fossils at the beach. \_\_\_\_\_
- 3 You can't buy fossils. \_\_\_\_\_
- 4 There were whales in the desert in Chile. \_\_\_\_\_

4 Ask and answer.

- 1 Where can you find fossils in your country?
- 2 Do you like learning about the past? Why?

1 Underline the girl's name. Find her name in the dinosaur name.

2 Listen and read.  28

## Girl's amazing fossil discovery

Scientists who study rocks are called geologists. It is the dream of geologists around the world to find out something new about the past. Scientists were very surprised



when this happened to a young girl in England. Daisy Morris, now 10, was walking on a beach with her family.

Suddenly, she saw some black bones sticking out of the sand. She knew it was a fossil and so she dug it out and showed her family. She was only five years old at the time, and she was very interested in fossils.

Her family took the fossil to a geologist called Mr Simpson.

Scientists then studied it for five years. Then, in 2013, they told the world that Daisy's fossil was of a flying dinosaur. In fact, it was a flying dinosaur that no one knew existed before, so this dinosaur didn't have a name.

As Daisy discovered the dinosaur, the scientists called it *Vectidraco Daisymorrisae*. This means Daisy Morris Flying Dinosaur. Scientists think it is 250 million years old. Daisy's dinosaur is now in the Natural History Museum in London.

Mr Simpson said, "I knew that I was looking at something very special. And I was right." He was very happy that Daisy found the dinosaur because it was going to be washed into the sea and lost for ever.

All Daisy's family and friends are very proud of her.



**Daisy said: "When I told my friends they said it was cool."**

Daisy still loves fossils. She has so many that her family says that her bedroom is like a museum. Daisy wants to be a geologist when she grows up.

3 Read again and answer the questions.

1 How old was Daisy when she found the fossil?

\_\_\_\_\_

2 How long did scientists study the fossil for?

\_\_\_\_\_

3 Where is Daisy's dinosaur now?

\_\_\_\_\_

4 What does Daisy want to be when she grows up?

\_\_\_\_\_

4 Ask and answer.

1 Are you interested in dinosaurs? Why?

2 Imagine you find a new dinosaur fossil. What is its name?

## Lesson One Words

1 Listen, point and repeat.  29

team



jacket



trainers



trophy



player



kick



score a goal



racket



rucksack

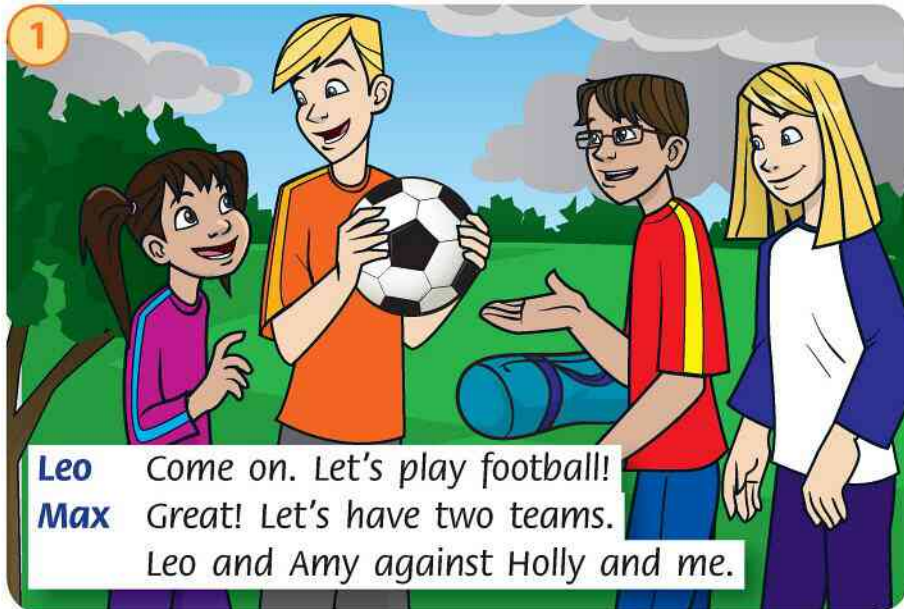


win (won)

2 Listen and read.  30

Watch the MultiROM! ▶

1



**Leo** Come on. Let's play football!  
**Max** Great! Let's have two teams.  
 Leo and Amy against Holly and me.

2



**Leo** It's cold now. Let's put on our jackets.  
**Max** Whose jacket is this? Is it yours, Amy?  
**Amy** Yes, it's mine. Thanks.

3



**Amy** Is this one yours, Leo? It's blue.  
**Leo** Yes, my jacket's blue.  
**Max** This one is mine. And this blue jacket is hers. Here you are, Holly.

4



**Holly** That jacket is very small, Leo. Are you sure it's yours? And mine is really big.  
**Leo** Oh no! I've got yours. That's why it's so small for me!

- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

## Possessive pronouns

### Possessive adjectives

It's **my** jacket.

They're **your** trainers.

It's **his** racket.

It's **her** water bottle.

They're **our** trophies.

It's **their** rucksack.

### Possessive pronouns

It's **mine**.

They're **yours**.

It's **his**.

The water bottle is **hers**.

They're **ours**.

The rucksack is **theirs**.

This jacket is hers!



Use **whose** for the **question**.  
*Whose jacket is it?*

### 3 Read and circle.

- 1 This water bottle is **my** / mine.
- 2 The red trainers are **her** / **hers**.
- 3 There are five players in **my** / **mine** team.
- 4 This is **our** / **ours** trophy.
- 5 That rucksack is **their** / **theirs**.
- 6 Which one is **your** / **yours** jacket?

### 4 Write.

mine his hers yours ours theirs



I think this snorkel  
is his.



Is this \_\_\_\_\_?



Hurrah! We won!  
It's \_\_\_\_\_.



These trainers are \_\_\_\_\_.  
They're new.



It's \_\_\_\_\_. Let's give  
it back.



This rucksack is \_\_\_\_\_.

1 Read and learn.

Regular adverbs: + ly

slow He ran slowly.  
 quiet They talked quietly.  
 happy She smiled happily.  
 careful They did their homework carefully.

Irregular adverbs

good They played well.  
 fast They ran fast.

**Adverbs** tell you more about a **verb**.  
 Many adverbs end in **-ly** (e.g. slowly).  
 Some are a **different word** (e.g. well).



You played really well! We won!

2 **Speaking** Ask and answer about the people in the pictures.



Who is running slowly?



Adam.



3 Now write sentences about the pictures.

Joe ran fast, but Adam ran slowly.

4 Listen and sing. 31



**At break time ...**

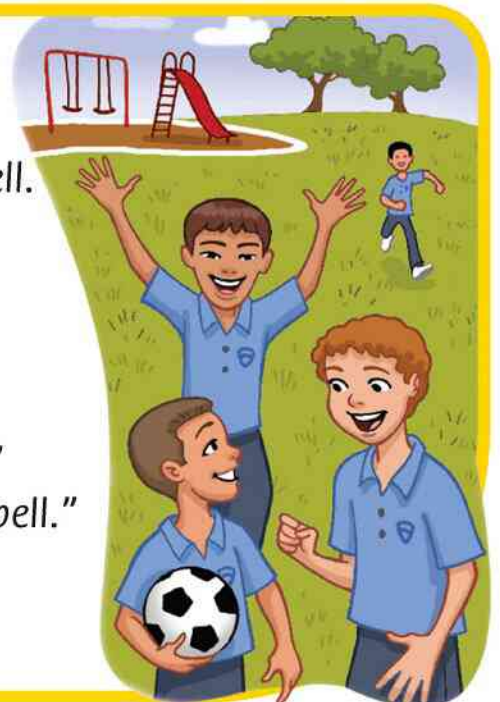
At break, we played football, football, football.  
 At break, we played football. Our team played well.


We all cheered loudly, loudly, loudly ...  
 We didn't hear the bell.

The bell rang softly, softly, softly ...

The teacher said, "Run quickly, quickly, quickly."  
 The teacher said, "Run quickly. You didn't hear the bell."

She said, "Listen carefully, carefully, carefully."  
 She said, "Listen carefully. Listen for the bell."



1 Listen, point and repeat.  32



2 Listen and read.  33

I'm waiting at the door, looking in the mirror and brushing my hair.

We're going to the beach with my friend today!  
I'm going to take my doll. Her name is Carrie. We've got a picnic: sandwiches, cheese, carrots and cherries.  
We're going to look for shells and smell the sea air.  
Oh! I can hear the doorbell. My friend is here.

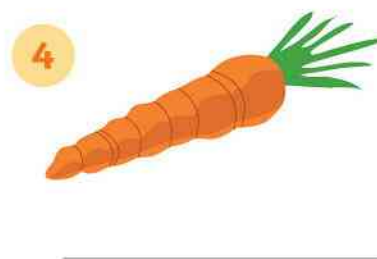


3 Read again. Circle the words with *ll* and underline the words with *rr*.

4 Match and write.



*ll*  
*rr*



### Reading

1 What do you know about tennis?

2 Listen and read.  34

Tennis is a very popular sport all over the world. Every year, tennis fans watch the Wimbledon Championships, the French Open, the US Open or the Australian Open to see their favourite players. Tennis is also an Olympic sport.

#### How did the game of tennis begin?

In the 12th century, people in France played a game called "Paume". At first, they hit a ball with the palms of their hands. Later, they started wearing a leather glove to hit the ball.

In 1873, people started to play tennis outside. They called the outdoor game "lawn tennis". There were new rules and a different court. Lawn tennis is the same as modern tennis.

In the 16th century, people used simple rackets to play Paume. They started to call the game "Tennis", because the players shouted the French word "Tenez!" ("Let's play") at the start of each game. Many kings in Europe played tennis. King Henry VIII of England loved the game. He built an indoor tennis court at his favourite palace.

In 1877, 22 tennis players entered the first World Tennis Championship at Wimbledon in the UK. The first winner was Spencer Gore. At first, only men played tennis at Wimbledon, but in 1884, women started playing in the championships, too.

The first tennis balls were wooden!

Wimbledon was first on TV in 1937.

Venus and Serena Williams were the first sisters to win Olympic gold medals in tennis.



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

fans medals championship leather court hit rules

4 Read again and complete the sentences.

- The game of "Paume" came from \_\_\_\_\_.
- People wore leather \_\_\_\_\_ to hit the ball.
- "Tenez" is a \_\_\_\_\_ word.
- Henry VIII built a tennis \_\_\_\_\_ at his palace.
- In 1873, people played tennis \_\_\_\_\_.
- Spencer Gore was the first \_\_\_\_\_ of Wimbledon.

Listening

1 Listen and circle the sports the children like.  35



swimming /  
gymnastics



riding a bike /  
football



football /  
riding a bike



basketball /  
volleyball

2 Listen again and write *T* (true) or *F* (false).

- 1 Sara loves playing team sports. F
- 2 Kareem plays his sport in the park. \_\_\_\_\_
- 3 Harry does his favourite sport at a sports field. \_\_\_\_\_
- 4 Rosy likes playing in a team. \_\_\_\_\_

Speaking



3 Ask and answer about with your friend. Remember to use the correct verb.

with play	with do	with go
football	gymnastics	swimming
volleyball	athletics	skiing
basketball	judo	running
tennis	karate	cycling

What do you like doing?  
I like playing / doing / going ...

Where do you play / do / go ...?  
I play / do / go ...

What do you wear?  
I wear ...

Writing preparation

Remember! **It's** shows the short form of **is**: **It's** new. = **It is** new.  
And the short form of **has**:  
**It's** got wings. = **It has** got wings.  
**Its** is a **possessive adjective**.  
There is a horse on the farm. **Its** name is Star. (the horse's name)  
Look at the dinosaur! **Its** teeth are long. (the dinosaur's teeth)

4 Write *It's* or *Its*.

- 1 The sports centre is great. It's got a pool and basketball courts.
- 2 We've got a parrot. \_\_\_\_\_ wings are green and blue.
- 3 Oh no! \_\_\_\_\_ going to rain.
- 4 The T-Rex was very big, but we don't know the colour of \_\_\_\_\_ skin.

Complete the writing tasks on pages 34–35 of the Workbook.



## Lesson One Words

1 Listen, point and repeat.  36

read a map



turn left



go back



traffic light



hurry



roundabout



get lost



turn right



go straight on

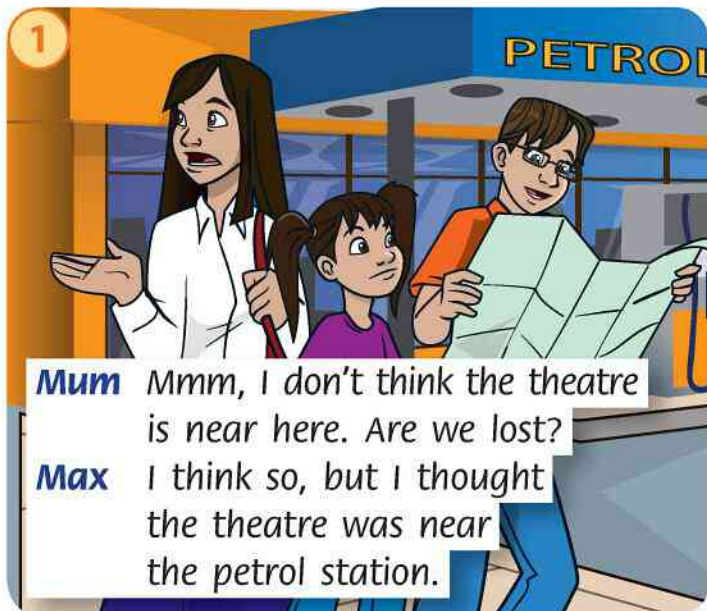


petrol station

2 Listen and read.  37

Watch the MultiROM! ▶

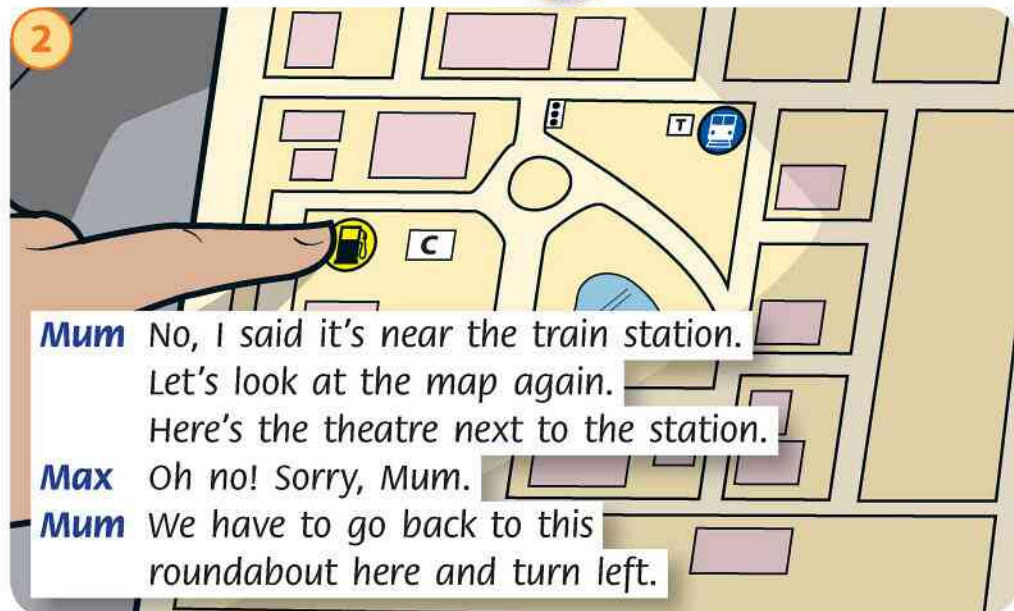
1



**Mum** Mmm, I don't think the theatre is near here. Are we lost?

**Max** I think so, but I thought the theatre was near the petrol station.

2

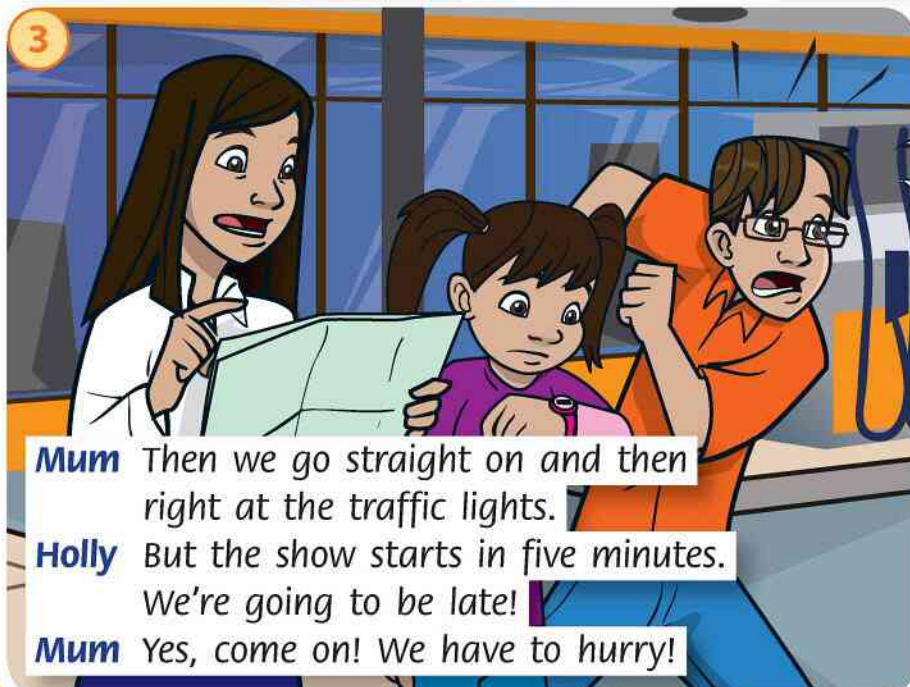


**Mum** No, I said it's near the train station. Let's look at the map again. Here's the theatre next to the station.

**Max** Oh no! Sorry, Mum.

**Mum** We have to go back to this roundabout here and turn left.

3

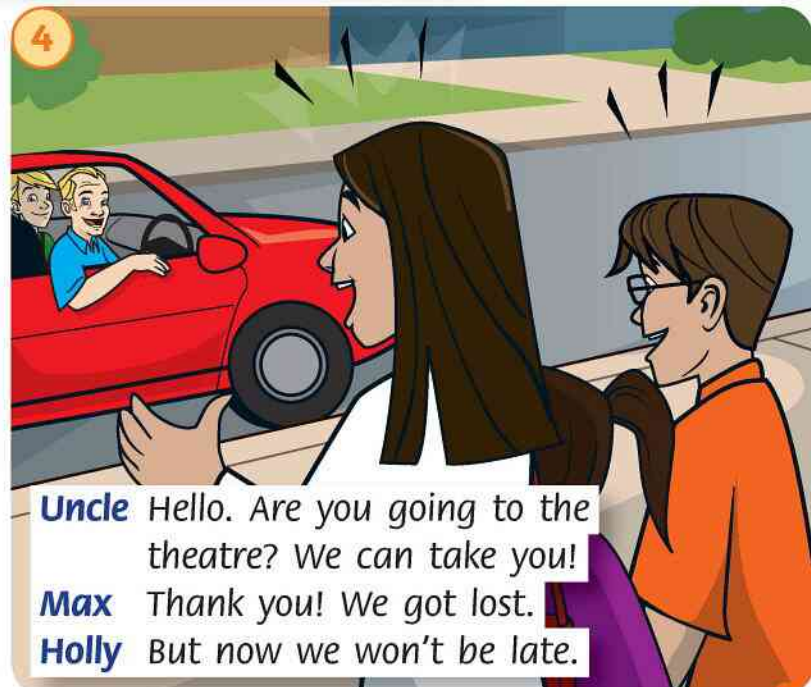


**Mum** Then we go straight on and then right at the traffic lights.

**Holly** But the show starts in five minutes. We're going to be late!

**Mum** Yes, come on! We have to hurry!

4



**Uncle** Hello. Are you going to the theatre? We can take you!

**Max** Thank you! We got lost.

**Holly** But now we won't be late.

- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

### Have to

We **have to** go back to the roundabout.  
We **have to** hurry.

Use **have to** when something is necessary.  
For the past tense, use **had to** e.g. *They **had to** hurry.*



### Giving directions

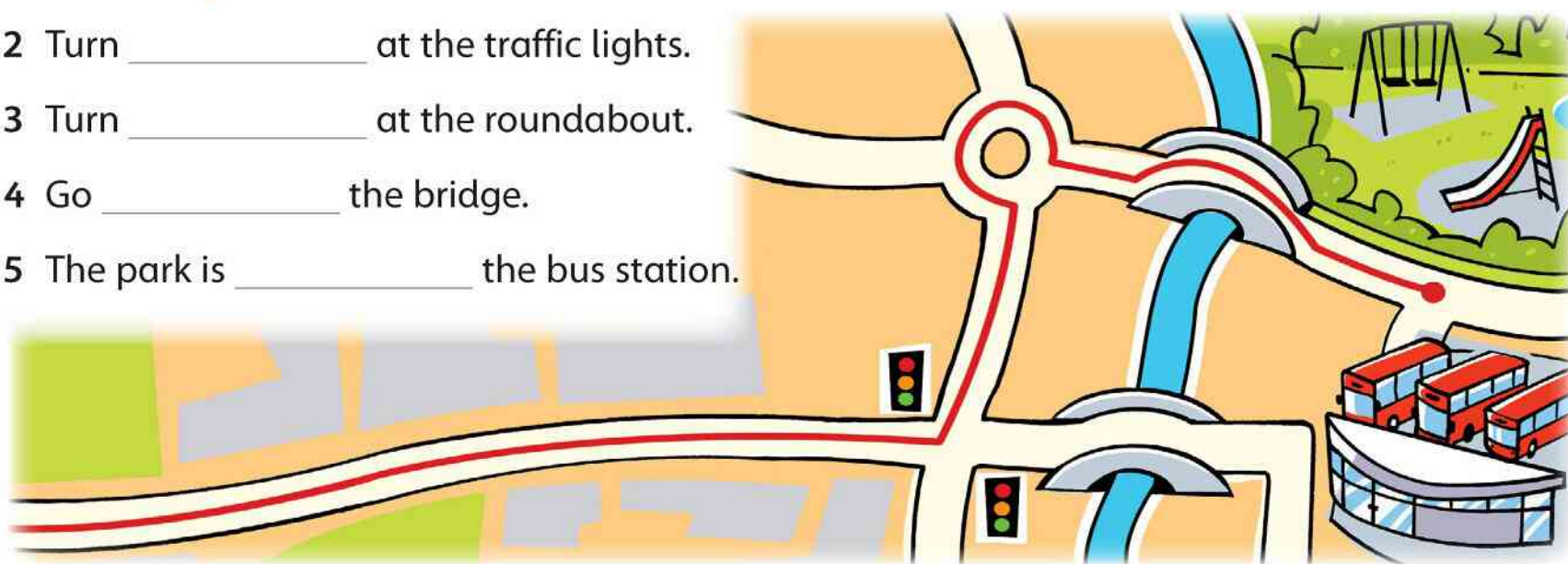
Turn left. ↶ Go straight on **at** the roundabout. ↑

- 3 Complete the sentences. read the map   ~~hurry~~   wait   stop

- 1 We're late! We have to hurry \_\_\_\_\_.
- 2 They're lost. They \_\_\_\_\_.
- 3 The traffic light is red. He \_\_\_\_\_.
- 4 I'm at the theatre early. I \_\_\_\_\_.

- 4 Write directions to the park. right   over   left   in front of   ~~straight on~~

- 1 Go straight on .
- 2 Turn \_\_\_\_\_ at the traffic lights.
- 3 Turn \_\_\_\_\_ at the roundabout.
- 4 Go \_\_\_\_\_ the bridge.
- 5 The park is \_\_\_\_\_ the bus station.



1 Read and learn.

**Why / because**

**Why** are we at this petrol station?  
**Because** we're lost.

**Why** are we lost?  
**Because** we didn't read the map carefully.

Use **why** for questions. Use **because** for answers.

2 **Speaking** Ask and answer.



late



get lost



couldn't read / map

Why were they late?

Because they got lost.



get wet



forget / umbrella



late

Why did they get lost?

3 Now write sentences about the pictures.

The woman and her son were late because they got lost.


4 Listen and sing. 38

**Why are they lost?**

Why are they standing  
 In the middle of the square?  
 Because they can't find the station  
 That they thought was there.

Why are they lost  
 In the middle of the town?  
 Because they're holding  
 Their map upside down!



1 Listen, point and repeat.  39



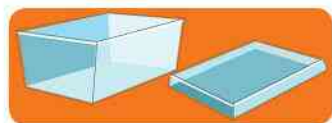
2 Listen and read.  40

Dick and Rick are having a picnic. Their sandwiches are in a plastic box. Dick is reading a comic and Rick is listening to music. They don't see the duck and the chick coming out of the water. The duck and the chick see the picnic and take the boys' food. They hide behind a rock. They are very quick. "Where's the food?" ask Dick and Rick.



3 Read again. Circle the words ending with *ck* and underline the words ending with *c*.

4 Match and write.



du

comi

picni

ne

clo

plasti

**ck**

**c**

1 duck

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

### Reading

- 1 Have you seen any shadow puppet theatre?      2 Listen and read.  41

## Shadow puppet theatre

Shadow puppet theatres first started in China thousands of years ago. But shadow puppet theatre is still popular today in many parts of the world. Shadow puppets tell people about important events and describe traditional stories. Nowadays, there are some new and modern stories, too.



The puppets are usually made from animal skins. These shadow puppets are camel skin and they come from Indonesia. Often, there is just one puppeteer who makes the puppets move. To move the puppets, there are wooden sticks on the puppets' backs.

The theatre is dark and a bright light shines on the puppets to make shadows on a screen behind them. The puppeteer does all the voices. And sometimes, there are other people singing or playing instruments.

### Hand shadows

You can do shadow theatre at home, using your hands! You will need a white wall and a bright light.

### To make a growling tiger:

- Make a 'C' shape with your left hand.
- Put your right hand on top of your left hand, with your fingers on the back of your hand.
- Lift up your right thumb a little for the tiger's ear.
- Don't forget to make the tiger's mouth move by moving the fingers and thumb on your left hand.




- 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

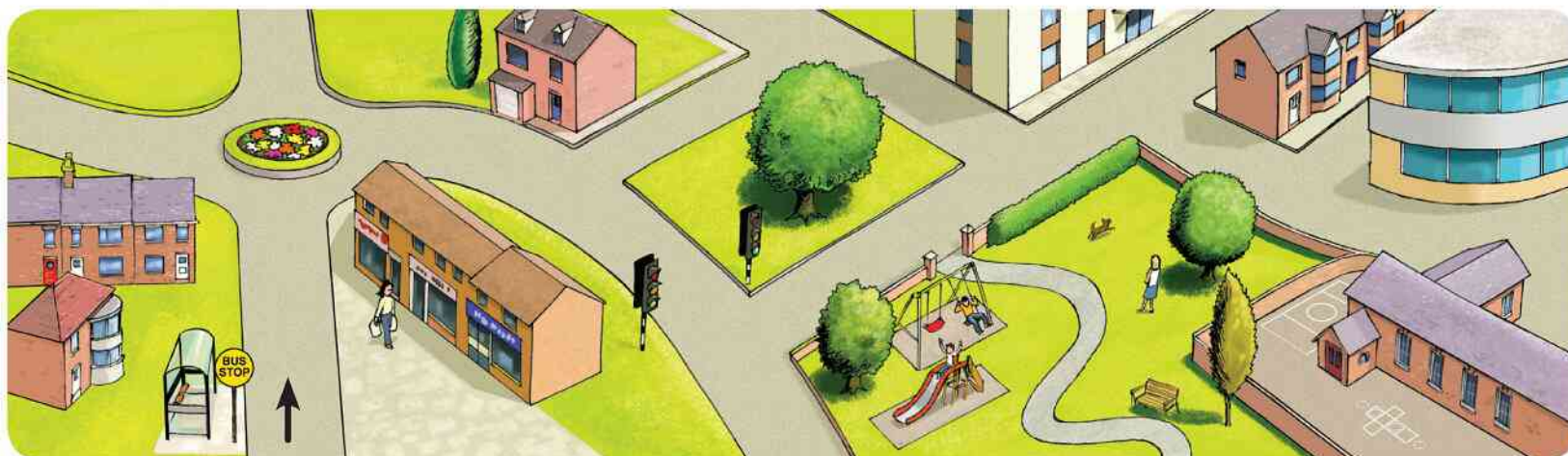
shadow puppet popular event stick screen voice lift up

- 4 Read again and write *T* (true) or *F* (false).

- 1 Shadow puppet theatre started in Turkey.   F
- 2 The theatre shows are always about old stories.
- 3 The puppets are usually made from plastic.
- 4 You can make shadows with a white wall and a bright light.
- 5 You can make a tiger's mouth move.

Listening

- 1 Listen and point to the route. Where is Leo going?  42
- 2 Listen again and draw the route to Leo's school.



Speaking



- 3 Give directions to a visitor at your school. Start at the school door.

go upstairs    go downstairs    turn left / right    go straight on  
 in front of    behind    next to    the first / second / third door

- 1 your classroom
- 2 playground
- 3 art room
- 4 computer room

Where's your classroom?

Go straight on. Go upstairs. It's the second door on the right.



Writing preparation

We use **imperatives** to tell a reader to do something. We usually **start a new line** for each **new instruction**.

- 4 Underline the imperatives in these instructions.

- Take an empty, white paper bag.
- Turn it upside down and fold under the corners to make the head.
- Cut out ears and paws and stick them on.
- Draw on the rabbit's eyes and nose.



Complete the writing tasks on pages 40–41 of the Workbook.



# 6

# The best bed!

## Lesson One Words

1 Listen, point and repeat. 43



break



repair



comfortable



hard



soft



expensive



cheap



wooden



metal



modern

2 Listen and read. 44



Watch the MultiROM! ▶



**Max** My bed broke, Mum. I'm sorry.  
**Mum** Don't worry. It was a very old bed. I know you like your bed, but we'll have to get you a new one.



**Mum** This metal one is bigger than your old one.  
**Max** But my old bed is more comfortable. This one is hard.  
**Dad** Look, Max! This one is softer.  
**Max** It's OK. But my old bed is better.



**Max** What about this one? It's a cool spaceship bed. Please can I have this one?  
**Dad** Sorry, Max. But it's the most expensive bed in the shop. Let's find something less expensive.



**Assistant** We can repair old beds, if you prefer.  
**Max** Yes, please, Dad. My old bed is the best of all.  
**Dad** OK. And it's cheaper than a new bed!

- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

### Comparatives and superlatives: long adjectives



My bed is **more** comfortable **than** this one.  
It's **less** expensive **than** a new bed.



This is **the most** expensive bed in the shop.  
This is **the least** expensive one.

Adjectives with 2+ syllables = **more / less than** and **the most / the least**.  
But 2-syllable adjectives ending in -y = **-ier** and **the -iest**. (e.g. *happier, happiest*).

### 3 Write.



1 The metal bed is less comfortable than (comfortable) the wooden one.



2 The wooden bed is \_\_\_\_\_ (expensive) the spaceship bed.



3 The spaceship bed is \_\_\_\_\_ (modern) the wooden one.

4 The wooden bed is \_\_\_\_\_ (comfortable) the metal one.

### 4 Speaking Ask and answer.

comfortable beautiful modern expensive



Which house / garden is the most / the least beautiful?

I think house A is the most beautiful.

1 Read and learn.

**Irregular comparatives and superlatives**

This bed is **good**.  
This one is **better**.  
And this one is **the best**!

This bed is **bad**.  
This one is **worse**.  
And this one is **the worst**.



My old bed is the best of all!

2 **Speaking** Talk about the pictures.

good better the best bad worse the worst



I think bike number one is the best. Bike number three is better than bike number two.

3 Now write sentences about the pictures.

4 Listen and sing. 45

**Saturday was the best of all!**

Monday was bad. I lost my hat.  
Tuesday was worse. I broke my bat.


Wednesday was the worst of all.  
I bumped my head on the classroom wall.



Thursday was good. I did well at school.  
Friday was better. I went swimming at the pool.

But Saturday was the best of all.  
I went to the park and played football.



1 Listen, point and repeat.  46

c says s

city

ice  
dance  
rice



g says j

cage

page  
giraffe  
stage



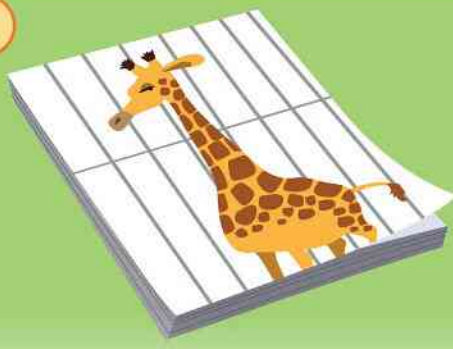
2 Listen and read.  47

1



**£5 Special dinner tonight:**  
Meat, rice and vegetables.  
Fruit with ice cream.


2



Turn the pages of this book really quickly and you will see a giraffe dancing in its cage!

3

**SKATE CITY**



**Come to the *ice rink* in the city.**  
**Meet your friends and learn to skate!**

3 Read again. Circle the words with c saying s and underline the words with g saying j.

4 Circle letter c that says s and underline letter g that says j.



cucumber



race



crayon



cereal



city



camera



stage



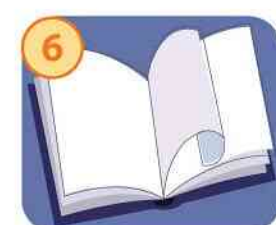
guitar



goal



giraffe



page



finger

### Reading

- 1 Describe what is happening in the pictures.      2 Listen and read.  48

## The Ant and the Grasshopper



It was a lovely summer day. The grasshopper was sitting in the sun, playing his violin. An ant walked by, grunting as he carried an enormous piece of corn on his back.

"That corn looks really heavy," said the grasshopper. "Come and play with me instead."

The ant was tired and hot. He pointed at a pile of corn.

"I can't. This will be my food during winter," he said. "There will be less food then, so I must prepare now." The grasshopper laughed.

"Why worry about winter?" he said. "It's summer now and there's plenty of food."



Soon, the weather became very cold and the ground was covered with thick snow and ice. The grasshopper tried to dig, but he couldn't find any food.

"Help me! I'm hungry," said the grasshopper to the ant. "Please, can I share your food?"

The ant had lots of food and was kind and generous.

"I will help you this time," said the ant, and he gave the grasshopper some corn.

"But next year, I will not help you. You mustn't be lazy and you must prepare for winter!"



- 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

enormous    prepare    worry    thick    dig    share    generous    lazy

- 4 Read again and complete the sentences.

- 1 The grasshopper played his violin.      2 The ant carried some heavy \_\_\_\_\_.
- 3 There is plenty of food in \_\_\_\_\_.      4 That winter the ant was very \_\_\_\_\_.

Listening

1 Listen to this fable and tick (✓) the correct moral.  49

A fable is a story with a moral. It teaches you how to behave. The moral of this fable is:

- 1 Always work hard.       2 Never say things that are not true.

2 Listen again and put the pictures in the correct order.



Speaking



3 Here is a modern version of *The Boy who Cried Wolf*. Look at the pictures and tell the story.



girl / bored /  
mum inside



shouted help /  
saw a snake



mum ran /  
no snake



next day / real  
snake / girl shouted



mum / not true /  
stayed inside

Writing preparation

Some words stay the **same** in the **plural**. Some words are completely **different**.

4 Circle the plurals that are different. Underline the plurals that stay the same.

- |              |                 |             |           |
|--------------|-----------------|-------------|-----------|
| 1 one foot   | <u>two feet</u> | 2 one fish  | two fish  |
| 3 one tooth  | two teeth       | 4 one sheep | two sheep |
| 5 one person | two people      | 6 one woman | two women |

Complete the writing tasks on pages 46–47 of the Workbook.



# Fluency Time! ②

## Everyday English

1 Listen, read and say.  50



**1**  
Dad: Hello.  
Anna: Hi. Can I speak to Sara, please?  
Dad: Yes. Who's calling, please?



**2**  
Anna: It's Anna here.  
Dad: Hold on a minute, please.  
Sara! It's for you!

2 **Listening** Listen and write *T* (true) or *F* (false).  51

- 1 Anna is calling Sam. F
- 2 Sam is at home at the moment. \_\_\_\_\_
- 3 Sam is going to Tom's house on Thursday. \_\_\_\_\_
- 4 Tom has got a new basketball game. \_\_\_\_\_

3 **Speaking** Talk with your friend.



Mike



Oscar



Brian



Suzy



Iman



Jess



Hi. Can I speak to Brian, please?

It's Daniel here.

OK. Thanks.

Yes. Who's calling, please?

Hold on a minute, please.

Brian. It's for you!



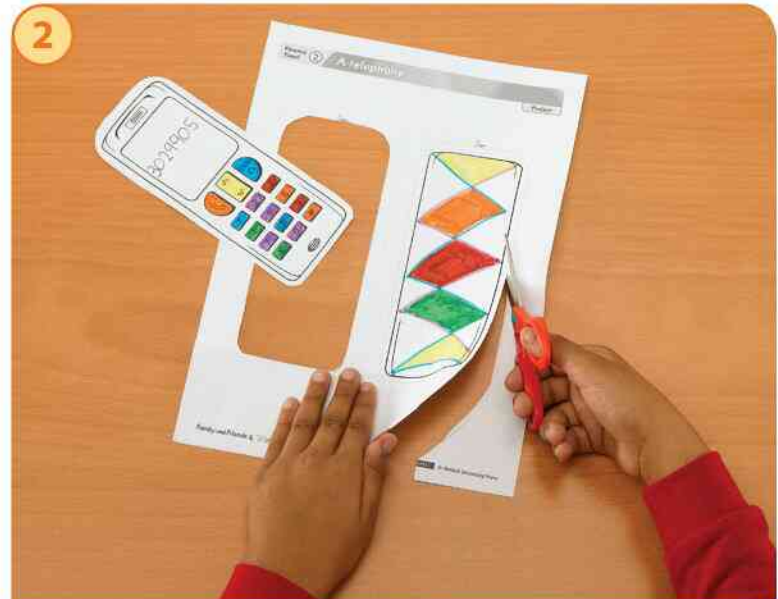
Watch the DVD!

1 Look at the story again. Act. 

2 Make a telephone.



Decorate and colour the telephone. Write in a telephone number.



Cut out your telephone and use it to make phone calls.

3 **Speaking** Use your telephone to make a phone call.



Hello. This is 302 9905.

Will isn't here at the moment. Who's calling?

Can you call again at seven o'clock, James?

Thank you. Goodbye.

Hi. Can I speak to Will, please?

It's James here.

Yes, that's fine.

Bye.



4 **Speaking** Tell the class about your phone call.

1 Who did you call?

2 Was he / she there?

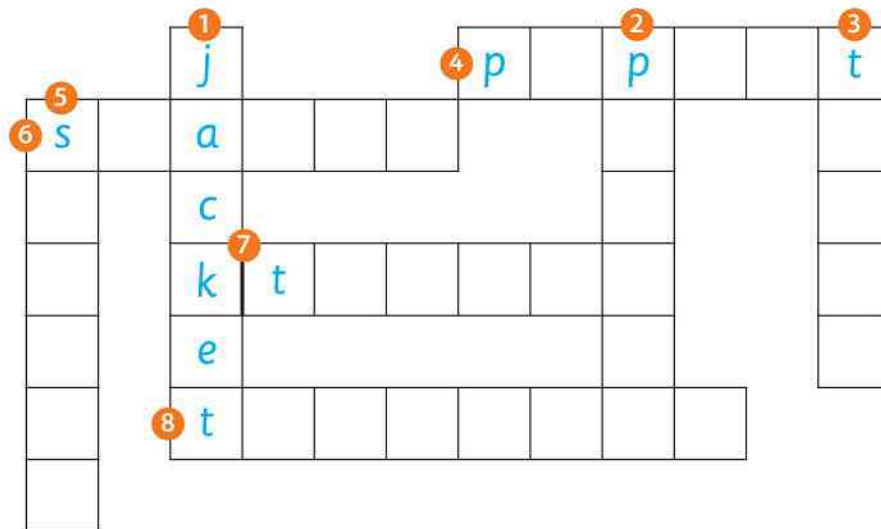
3 Did you speak to your friend?

I called Will, but he wasn't there. I can call again at seven o'clock.

I called Emily and she was there. I'm going to play at her house ...

1 Complete the crossword.

Down



Across



2 Write. bridge   ~~straight on~~   right   roundabout   left   traffic lights

Yesterday, I was with my dad outside my house. A man asked, "Excuse me. Where's the station?" My dad said, "Go <sup>1</sup> straight on, then turn <sup>2</sup> \_\_\_\_\_ at the <sup>3</sup> \_\_\_\_\_. At the <sup>4</sup> \_\_\_\_\_, turn <sup>5</sup> \_\_\_\_\_. Go under a <sup>6</sup> \_\_\_\_\_ and it's in front of you." "Thank you," said the man. "You know the city well." "That's because I'm a taxi driver," my dad said.



3 Write. why   because

Tai <sup>1</sup> Why are you smiling?  
 Millie <sup>2</sup> \_\_\_\_\_ I'm happy.  
 Tai <sup>3</sup> \_\_\_\_\_ are you so happy?  
 Millie <sup>4</sup> \_\_\_\_\_ I won this trophy.  
 Tai <sup>5</sup> \_\_\_\_\_ did you win the trophy?  
 Millie I won it <sup>6</sup> \_\_\_\_\_ I came first in a race at school. And <sup>7</sup> \_\_\_\_\_ are you asking so many questions?

4 Write.

It's   hold on   for you  
 calling   speaking

Mum Hello.  
 Tim Hello. Can I <sup>1</sup> speaking to Jon, please?  
 Mum Yes. Who's <sup>2</sup> \_\_\_\_\_, please?  
 Tim <sup>3</sup> \_\_\_\_\_ Tim, here.  
 Mum <sup>4</sup> \_\_\_\_\_ a minute, please. Jon!  
 It's <sup>5</sup> \_\_\_\_\_!

4 Read and write T (true) or F (false).

- 1 The pink flowers are the least beautiful. T
- 2 The red flowers are the most expensive. \_\_\_\_\_
- 3 The purple flowers are the cheapest. \_\_\_\_\_
- 4 The purple flowers are more expensive than the yellow and white ones. \_\_\_\_\_
- 5 The yellow and white flowers are less beautiful than the pink ones. \_\_\_\_\_



5 Write.

hers theirs mine ~~yours~~ ours his



Well done!  
This is yours.



We didn't order it.  
Perhaps it's \_\_\_\_\_.



Look at this new computer. It's \_\_\_\_\_.



I think it's \_\_\_\_\_.



I think these are my brother's. Yes, they're \_\_\_\_\_.



This is your racket.  
But where's \_\_\_\_\_?

6 Write the words under the correct heading.

~~pencil~~ yogurt orange gloves picnic cucumber badge police

c says 'c'

c says 's'

g says 'g'

g says 'j'

\_\_\_\_\_

\_\_\_\_\_

pencil

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



1 Look at the page. Describe the pictures.

2 Listen and read.  52



## American Football

American football is very different from European football. It is more like the game of rugby. But when and how did American football start?

In the 19th century, people played football in England. Like modern football there were teams, the players kicked the ball and scored goals. Then one day, a player picked up the ball and ran to the goal. It was a new sport and they called it rugby. Football and rugby spread across to the USA and became popular there. Then the Americans invented American football.

Modern American football is most like rugby, but there are only eleven players in each team. There are 60 minutes of play, but the game can last four or five hours. This is because they stop the game when there is no play. The teams use an oval ball,

and they have to run with the ball to the other team's goal. When they get there, they can score a touchdown and get six points. American



football players are usually very big and very strong because they have to stop the other team. The game is more dangerous than rugby, so the players wear helmets and special clothes.

Today, American football is the United States' most popular sport. The most important game is called the *Super Bowl*. They play this in January. Millions of families in America watch it on TV or go to the game. Some of the most popular teams are the *New York Giants* and the *Dallas Cowboys*. Every year, all the teams find new American Football players. The best players become very famous in America.



**Name:** Eli Manning  
**Birthday:** January 3 1981  
**Birth place:** New Orleans  
**Height:** 193cm  
**Position:** Quarterback  
**Team:** New York Giants



**Name:** JJ Watt  
**Birthday:** March 22 1989  
**Birth place:** Wisconsin  
**Height:** 196cm  
**Position:** Defensive end  
**Team:** Houston Texans

3 Answer the questions.

1 What is the name of the biggest American football game?

\_\_\_\_\_

2 Who do Eli Manning and JJ Watt play for?

\_\_\_\_\_

3 Who is taller: JJ Watt or Eli Manning?

\_\_\_\_\_

4 Ask and answer.

1 Would you like to watch or play American football? Why?

2 What's your favourite sport? Why do you like it?

1 Look at the pictures. What is the text about?

2 Listen and read.  53

# The fastest man in the world



Many people say that Usain Bolt is the world's fastest man ever. In 2008 he won three gold medals at the Beijing Olympic Games in the men's 100m, 200m, and 4x100m relay.

He also broke three world records. He was the first person to win these three events at the same Olympics. Then, at the London Olympics in 2012, he won three gold medals again in the same events! This is his story.

Usain Bolt was born in Jamaica on August 21, 1986. He lived in a small town called Trelawney, where his parents had a small food shop. When he was a child, Usain played cricket and football in the street with his brother, Sadeeki, and sister, Sherine. Usain was very good at cricket, and wanted to play for the West Indies.

Usain loved all sports and was one of the best runners at his school, but his sports coach wanted him to be an athlete. So Usain started to run in competitions. He won many races and, when he was 15, he won a gold medal and two silver medals at the 2002 World Junior

Championships in Kingston, Jamaica.

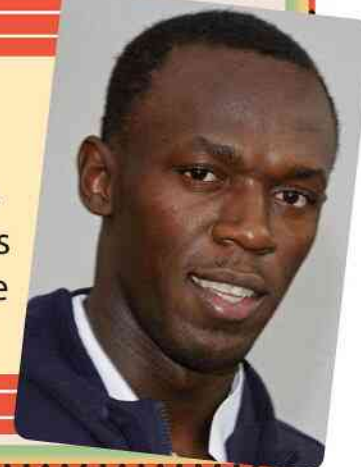
In 2004, Usain ran in the Olympic Games in Athens. He didn't win a medal because he had an injured leg. However, at the 2008 Olympic Games he became world famous.

Usain was always an ambitious boy and wanted to do well. His family was quite poor, but now he can help them and the people in his town. He also inspires young sportspeople all over the world.

So, how does he run so fast? Is it because he is so tall? Most athletes are around 182cm tall, but Usain Bolt is 196cm tall. He is taller and his legs are longer, so he takes fewer steps.

## Fun Facts

Usain Bolt likes dancing and watching football. His favourite team is England's Manchester United. People call him *Lightning Bolt*.



3 Read again and write *T* (true) or *F* (false).


1 Usain Bolt's parents had a sports shop. \_\_\_\_\_

3 He won a gold medal three times at the London Olympics. \_\_\_\_\_

2 He won a gold medal at the Athens Olympics. \_\_\_\_\_

4 Usain has longer legs than most other athletes. \_\_\_\_\_

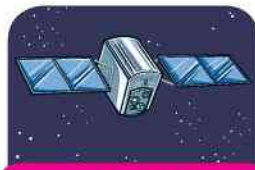
## Lesson One Words

1 Listen, point and repeat.  54

the future



travel



satellite



the moon



the sun



planets



rocket



astronaut



star



spaceship

2 Listen and read.  55

Watch the MultiROM! ▶

1

**Mum** Listen! Amy and Leo have to go back to Australia.

**Holly** Oh no! Will they miss our holiday? It's in two weeks' time.

**Mum** No, they won't. They'll be here for another four months.

2

**Holly** Max, did you hear what Mum said?

**Max** Yes, but look at this magazine. It says there will be super-fast planes and it will take less than five hours to fly from England to Australia!

**Holly** Amazing! That's very fast! Will it really happen?

3

**Max** Well, the magazine says it will. So, in the future, there won't be any more long plane journeys.

**Holly** That's good. Long plane journeys are boring.

4

**Max** Mum, can we go on a super-fast plane to visit Amy and Leo in Australia for the weekend? It will only take a few hours!

**Mum** Well, there aren't any planes like that yet. But maybe one day!

- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

### The future with will

People **will travel** in super-fast planes.  
There **won't be** any more long plane journeys.

**Will** they **go** back to Australia?

**Yes**, they **will**.

**Will** they **miss** our holiday?

**No**, they **won't**.

Super-fast planes of the future!



I'll = I **will**  
He'll = he **will**  
won't = will **not**

- 3 Write. will    won't

In the future, maybe people <sup>1</sup> will go to the moon for holidays. They <sup>2</sup> \_\_\_\_\_ travel by aeroplane. They <sup>3</sup> \_\_\_\_\_ travel by rocket or spaceship. They <sup>4</sup> \_\_\_\_\_ wear astronauts' clothes. They <sup>5</sup> \_\_\_\_\_ eat normal food. They <sup>6</sup> \_\_\_\_\_ eat space food with a straw. But they <sup>7</sup> \_\_\_\_\_ get out of the spaceship. It <sup>8</sup> \_\_\_\_\_ be too dangerous. But they <sup>9</sup> \_\_\_\_\_ see amazing things!



- 4 **Speaking** Look at the picture again. Ask and answer.

go to the moon    travel by aeroplane / spaceship  
 wear normal clothes / astronauts' clothes    eat normal food / space food

Will people go to the moon for holidays?

Yes, they will.

Will they eat normal food?

No, they won't. They will eat space food.

1 Read and learn.

Time markers: the future

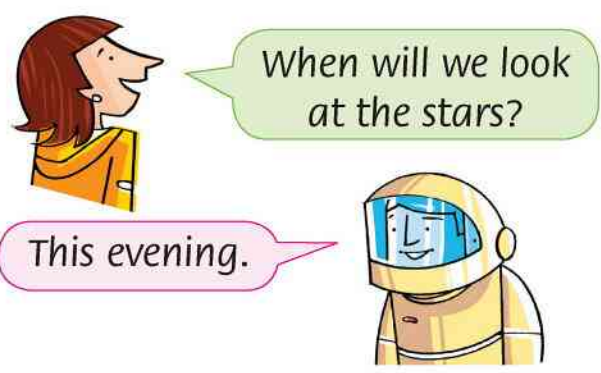
We will go on holiday ...

- in a month's time.
- in two weeks' time.
- next week.
- on Monday.
- this evening.
- tomorrow.
- soon.
- later.



2 Speaking Ask and answer.

tomorrow    next Monday    this evening    on Saturday    in three days' time



Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon
Today Look at the stars	Walk in space		Fly to Venus		Walk on the moon		Go back to Earth

3 Now write sentences about the moon trip.


On our trip to the moon, we will look at the stars this evening, ...

4 Listen and sing. 56

A trip to the moon!



Get in the rocket; we're leaving soon.  
 We're off on a trip to the moon.  
 We'll be there in two days' time.  
 We're off on a trip to the moon.  
 This evening, we'll eat dinner with a straw.  
 We're off on a trip to the moon.  
 And next week, we'll come back to Earth.  
 We're off on a trip to the moon.

1 Listen, point and repeat.  57

sauce

August  
autumn



jigsaw

straw  
paw



horse

sport  
morning



2 Listen and read.  58

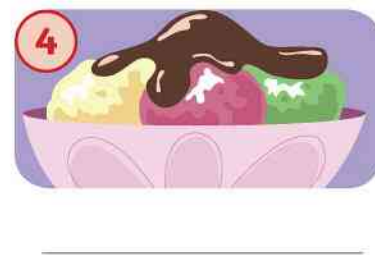
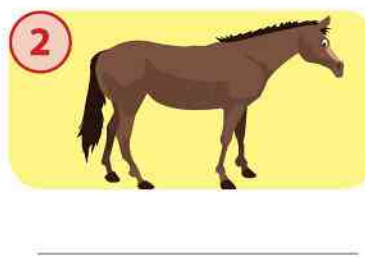


Paul's birthday was in August. When he woke up in the morning, he saw his presents. He got a big jigsaw puzzle. Then he went horse riding with his friend. After that, they ate ice cream with chocolate sauce.

In the autumn, my sister will start school. She'll learn to read. She'll draw and she'll play sport.

3 Read again. Circle the words with *au* in blue, with *aw* in green and with *or* in purple.

4 Match and write.



au

aw


or

### Reading

- 1 Describe what is happening in the pictures.      2 Listen and read.  59


## The Future


What do you think the future will be like?



**Rob, 10**


There won't be much land, so there will be big cities underwater, and we will travel in submarines. I think some houses will be underground, too, but I won't live in an underground house. I'll live in an underwater house with glass walls. I will see fish swimming around!

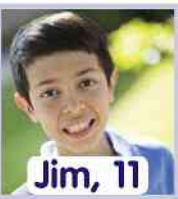




**Lara, 10**


I agree with Rob. There won't be many parks or green spaces. There will be lots of cars and planes, so pollution will be very bad. We won't have a lot of fresh food, so people will eat lots of junk food. There will be food pills, too.






**Jim, 11**


I disagree. I think the world will be a cleaner place in the future, because we won't use petrol or other fossil fuels. We will use energy from the sun to power our cars and houses. I think cars will be very fast and some cars will fly, too!





**Jasmine, 11**

I think computers will be very small in the future. We will have computers in our clothes and we will use our voices to control them. We'll learn lots of interesting things. We will use virtual reality to study. We won't go to school, but we'll meet our teachers and friends in cool virtual places to learn about the world.



- 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

underwater   submarines   underground   control  
energy   virtual reality   pills   power

- 4 Read again and write *T* (true) or *F* (false).

- |  |   |
|--|---|
| <p>1 Rob thinks there will be lots more space on land in the future. <input type="checkbox"/> <b>F</b></p> | <p>2 Rob thinks lots of houses will be underwater. <input type="checkbox"/></p>             |
| <p>3 Lara thinks there will be lots of parks in the future. <input type="checkbox"/></p>                   | <p>4 Jim thinks we will use fossil fuels in the future. <input type="checkbox"/></p>        |
| <p>5 Jim thinks some cars will fly. <input type="checkbox"/></p>   | <p>6 Jasmine thinks children won't go to school in the future. <input type="checkbox"/></p> |

Listening

1 Listen and circle the correct answers. 60

- 1 People will live on Earth / in space stations.
- 2 Children will go to school / study at home.
- 3 There will be more teachers / machines.
- 4 Robots will help children / go to work.

2 Listen again and match the sentences to the pictures. 60

- 1 Children will learn about their new life in space.
- 2 Children will study at home.
- 3 Children will still go to normal schools.
- 4 Robots will talk.



Speaking



3 What will life be like in 100 years' time? Talk about: school, home, travel, robots, weather, food, animals, Earth

I think we will go to school, but we will all have a computer at our desks.

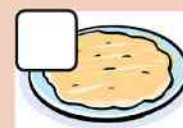
I don't think robots will do everything. They won't do our homework.

Writing preparation

We can make **new words** when we put **two words together**.  
 fire + man = **fireman**

4 Write the words and number the pictures.

- 1 sun + flower = sunflower
- 2 pan + cake = \_\_\_\_\_
- 3 house + work = \_\_\_\_\_
- 4 door + bell = \_\_\_\_\_



Complete the writing tasks on pages 56–57 of the Workbook.



## Lesson One Words

### 1 Listen, point and repeat. 61



money



passenger



arrivals



departures



luggage



passport



suitcase



magazine



newspaper



coin

### 2 Listen and read. 62



Watch the MultiROM! ▶

1

**Holly** How much time have we got, Mum?  
Is there time to look in the shops?

**Mum** Yes, there's still lots of time left.  
Here's some money for each of you.

**Max** Thanks, Mum!

2

**Holly** How much money have you got?

**Amy** One pound.

**Leo** Me, too. We've all got a pound.

3

**Max** Not another pencil, Holly!  
How many pencils have you got already?

**Holly** Hundreds! OK, maybe not.

**Amy** I've got an idea. Because we haven't got  
much money, why don't we put it together  
and buy one really nice thing?

4 Later ...

**Mum** So, what did you buy?

**Leo** A present for you!

**Mum** For me? Thank you.  
You know I love chocolates.

**Holly** It's to say thank you for  
taking us on holiday.

- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

### Expressing quantity

**How much** money have you got?

I haven't got **much** money.

We've got **lots of** money.

**How many** pencils have you got?

I haven't got **many** pencils.

I've got **lots of** pencils.

We haven't got much time now.



Let's go to the departure gate.

Use **many** with countables and **much** with uncountables. You can use **lots of** with both.

- 3 Write. **how many**    **how much**

Steward <sup>1</sup> How much luggage have you got?

Woman We've got these bags and suitcases.

Steward <sup>2</sup> \_\_\_\_\_ suitcases are going in the aeroplane?

Woman Three.

Steward And <sup>3</sup> \_\_\_\_\_ passengers are travelling?

Woman Four.

Woman <sup>4</sup> \_\_\_\_\_ time have we got before the plane leaves?

Steward One hour. Have a good holiday!



- 4 **Speaking** Point and say. **lots of**    **much**    **many**    **any**



1 luggage



2 food



3 time



4 money



5 passport

She hasn't got much luggage.

1 Read and learn.

Some / any

Have you got **any** newspapers?  
 We haven't got **any** newspapers.  
 But we have got **some** magazines.



Use **any** for **questions** and **negative** sentences. Use **some** for **positive** sentences.

2 **Speaking** Ask and answer.

soap    magazines    toothbrushes    pastries



Have you got any soap?

Sorry, we haven't got any soap.  
 But we've got some shampoo.

3 Now write about what is in the shop.

They've got some ... But they haven't got any ...

4 Listen and sing. 63

Have you got any toothpaste?

Have you got any toothpaste, any toothpaste, any toothpaste?

Have you got any toothpaste?

My wash bag's not here.

Yes, I've got some toothpaste, some toothpaste, some toothpaste.

Yes, I've got some toothpaste.

Here you are, dear.

Have you got any shampoo, ... ?

Yes, I've got some shampoo, ...



1 Listen, point and repeat. 64

ed says t

walked

finished  
washed



ed says id

waited

painted  
tidied



ed says d

showed

played  
rained



2 Listen and read. 65



Alice walked home from school yesterday. She got wet because it rained. When Alice finished her homework, she tidied her desk. Then she painted a picture and showed it to her mum.



We waited until the evening for the football game to start. The footballers played until half past ten.

3 Read again. Circle the *ed* words in green when they say *t*, in blue when they say *id* and in purple when they say *d*.

4 Listen to the words. Write them in the correct box. 66

painted    washed    played    showed  
 walked    waited    finished    tidied    rained

says **t**

---

---

---

says **id**

painted

---

---

---

says **d**

---

---

---

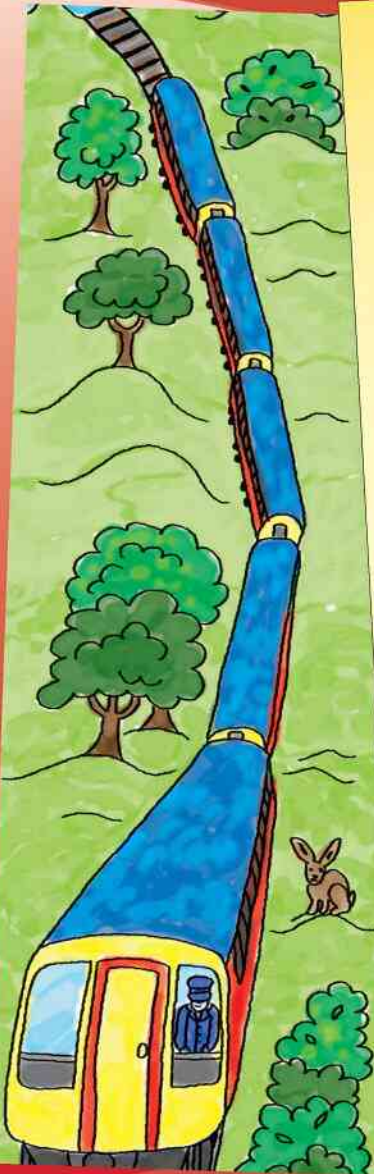
# Skills Time!

## Lesson Five

### Reading

1 Look at the pictures. What do you know about Finn's holiday?

2 Listen and read.  67



August 20<sup>th</sup> 14 Hilltop View Road  
Oxford

Dear Dan,  
How are you?


We had a really unusual start to our summer holiday this year. My family and I were on the train to Cornwall. It was a long journey, but it was comfortable and we all fell asleep. Suddenly, we heard the train's whistle and we all woke up. "Oh no, it's eight o'clock!" Mum said. "We missed our station!"

We had to get off at the next station. Dad asked the ticket seller the time of the next train back to our station. But he said, "There aren't any more trains today. The next train leaves tomorrow morning. But I can book you into a hotel. Follow me."

On the way to the hotel, I was disappointed because the town seemed small and unexciting. But in the town centre, we saw some fireworks and heard some music. There was a festival and a fair! After we checked into the hotel, we went and joined the festival. We had a fantastic evening and it was a brilliant start to our holiday!

Write soon to tell me about your holiday.

From,  
Finn




3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

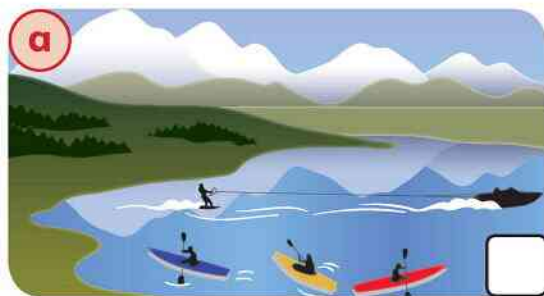
unusual journey fall asleep whistle hotel disappointed fireworks fair

4 Read again and write *T* (true) or *F* (false).

- |  |  |
|--|--|
| 1 The journey was quite short. <u>  F  </u>                        | 2 Finn enjoyed the start of his holiday. <u>      </u>             |
| 3 The family got off the train at the right station. <u>      </u> | 4 They caught a train to their station the same day. <u>      </u> |

**Listening**

1 Listen and write *L* (Lucas), *N* (Nada) or *R* (Ronny).  68



2 Listen again and circle.

- |                                   |   |
|-----------------------------------|---|
| 1 How did Lucas get to the beach? | by car / by train / by plane            |
| 2 How long was his journey?       | two hours / four hours / five hours     |
| 3 How many cousins has Nada got?  | two / six / eight                       |
| 4 What was Ronny's favourite day? | the zoo / the sports game / a boat trip |

**Speaking**



3 Ask and answer.

- |                                      |                                 |
|--------------------------------------|---------------------------------|
| 1 Did you go on holiday last summer? | 2 Where did you go?             |
| 3 How did you travel there?          | 4 What did you do?              |
| 5 What was the weather like?         | 6 Did you eat any special food? |

**Writing preparation**

- 1 Put the stamp at the top, on the right.
- 2 Write the name first.
- 3 Write the house or flat number, then the road.
- 4 Write the town.
- 5 Finally, write the postcode at the end.



- 2 Harry Jones
- 3 36 Cherry Tree Road
- 4 London
- 5 SW3 5YH

4 Read and circle.

- |  |  |
|--|--|
| 1 The stamp goes on the <b>left</b> / <b>right</b> .           | 2 The town goes <b>before</b> / <b>after</b> the road. |
| 3 The house number goes <b>before</b> / <b>after</b> the road. | 4 The postcode goes at the <b>top</b> / <b>end</b> .   |

**Complete the writing tasks on pages 62–63 of the Workbook.**



## Lesson One Words

### 1 Listen, point and repeat. 69



cartoon



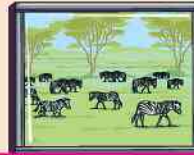
radio



camcorder



the news



documentary



channel



advert



remote control



TV programme



mobile phone

### 2 Listen and read. 70



Watch the MultiROM! ▶

1

**Mum** Why are you arguing? Please give me the remote control.

2

**Leo** I turned on the TV to watch the basketball match. But Max turned it off to play a video game.  
**Amy** Well, my favourite programme is on now. Can I watch it, please?  
**Holly** And I want to watch it, too!

3

**Mum** Let's find something new to watch. How about this new DVD?  
**Max** What is it?  
**Mum** Put it on. Then you'll see.

4

**Leo** It's our holiday DVD. Wow!  
**Amy** Ahh. It's when we went in the boat to see the dolphins!  
**Max** Thanks. This is much better than playing a video game.  
**Mum** And it's much better than arguing!

- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

### Infinitive of purpose

I turned on the TV **to watch** sports.  
 We went in the boat **to see** the dolphins.

Use **to + the base form** of the verb for a purpose or a reason.  
**to + base form = infinitive** (e.g. *to watch*)



### 3 Speaking Match and say.

- 1 He turned on the radio
- 2 She watched a documentary
- 3 I turned on the TV
- 4 We use the computer
- 5 I use my mobile phone

to

- a write emails.
- b play the DVD.
- c speak to my friends.
- d learn about dolphins.
- e listen to music.

He turned on the radio to listen to music.

### 4 Read and number. Then write.

to see    ~~to show~~    to listen    to change    to take

- 1 On holiday, we made a video to show all our family and friends back home.
- 2 He looked in the newspaper \_\_\_\_\_ what was on TV.
- 3 I don't have a camera, but I can use my mobile phone \_\_\_\_\_ photos.
- 4 I don't like this programme. Where's the remote control \_\_\_\_\_ the channel?
- 5 I've got a new MP3 player \_\_\_\_\_ to my music.



1 Read and learn.

**How often ... ?**

**How often** do you watch TV?

I watch it **every** day.

I watch it **three times** a week.

I **never** watch TV. We haven't got one.

I watch a documentary **once** a week.

I buy a new CD **twice** a year.

1x = **once** 2x = **twice** 3x = **three times**

4x = **four times** 0x = **never**

2 **Speaking** Ask and answer.

How often do you ...

watch a film?

use a camcorder?

play computer games?

watch the news?

listen to the radio?

use a mobile phone?

3 Now write sentences about how often you and your friend do these things.

*I watch a film once a week, but Andy watches a film three times a week.*

4 Listen and sing.  71

**How often ... ?**

How often do you watch cartoons?

Three times a week.

Three times a week.

I watch cartoons three times a week.

How often do you watch a film?

Once a week ...

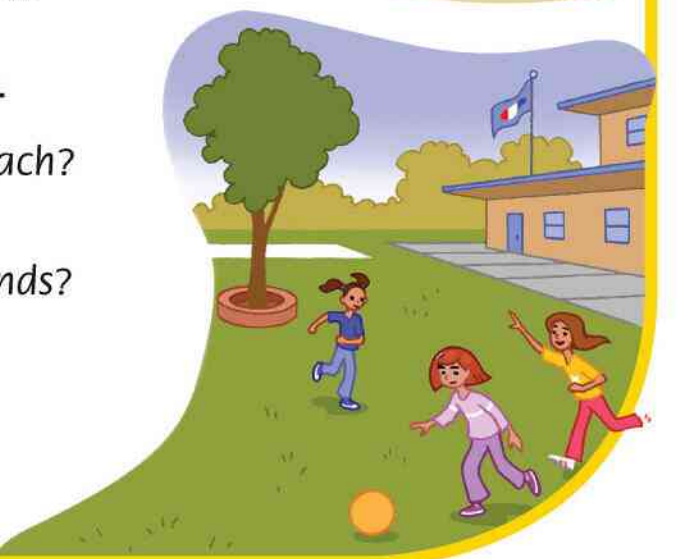
I watch a film once a week.

How often do you go to the beach?

Twice a year ...

How often do you see your friends?

Every day ...



1 Listen, point and repeat. 72

mother  
father  
September

visitor  
doctor  
actor

2 Listen and read. 73

1   
 In September, I will have a new teacher at school. Her name is Mrs Butler.

2   
 When we have a visitor, my mother and father prepare a fantastic dinner.

3   
 My older brother is an actor. He'll be in a play in October. In the play, he is a doctor.

3 Read again. Circle the words ending with *er* and underline the words ending with *or*.

4 Match and write.



visit



doct



moth



teach



act



Decemb

er

or

1 visitor

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

### Reading

1 Which TV programme would you like to watch? Why?

2 Listen and read.  74

# What's on TV?

Channel 1	Channel 2	Channel 3	Channel 4
4:30 Film <b>Despicable Me</b>	5:15 Cartoon <b>The Simpsons</b>	6:00 Sport <b>Italy vs Spain</b>	7:30 Documentary <b>The Mystery of the Galapagos</b>
Gru wants to be the best supervillain. When another supervillain called Vector steals a pyramid from Egypt, Gru decides to steal the moon! He adopts three little girls to help him with his plan. But how will Gru be able to look after the girls?	The Simpsons are a very funny family. They live in Springfield, in the USA. Bart is a naughty boy, who plays tricks on people and gets into trouble. Lisa is a very clever girl who plays the saxophone. Homer, their dad, loves eating doughnuts! Join the Simpsons and find out what's happening in Springfield this week.	Don't miss tonight's big game! Spain will play Italy for a place in this year's World Cup final! Kick-off is at 6:20pm at the Olympic Stadium in Rome. Both teams are very strong. Join us live on Channel 3 to find out which team is going to the final.	The Galapagos Islands are home to unusual plants and animals, such as giant tortoises and colourful crabs. How did wildlife come to this group of islands? Find out as we explore the islands and meet their amazing creatures.
			


3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

steal   doughnut   villain   get into trouble  
kick-off   stadium   giant   play a trick on

4 Read again and complete the sentences.

- Gru wants to steal the moon.
- Gru needs the little girls to help him with his \_\_\_\_\_.
- Lisa Simpson plays the \_\_\_\_\_.
- Homer Simpson is Bart and Lisa's \_\_\_\_\_.
- The match starts at \_\_\_\_\_.
- The Galapagos is a group of \_\_\_\_\_.

Listening

1 Listen and write S (Stacy), J (James), E (Emily) or K (Kai).  75



2 Listen again and write T (true) or F (false).

- 1 Stacy watched a documentary last week. \_\_\_\_\_
- 2 She learnt about planets. \_\_\_\_\_
- 3 James only likes football programmes. \_\_\_\_\_
- 4 England won the match. \_\_\_\_\_
- 5 Emily saw a film about super heroes. \_\_\_\_\_
- 6 The film was on a Friday. \_\_\_\_\_
- 7 Kai sometimes watches cartoons. \_\_\_\_\_
- 8 She watches TV after school. \_\_\_\_\_

Speaking



3 Ask and answer.

Tell me about your favourite programme.

What channel is it on?

When's it on?

My favourite programme is ...

It's on ...

I watch it at ...

It's got ...

It's about ...

Writing preparation

The prefix **un-** changes a word so it means the **opposite**.

lucky  
**un**lucky = **not** lucky

4 Write the words. Add *un* to change the meaning.

- 1 happy unhappy
- 2 friendly \_\_\_\_\_
- 3 well \_\_\_\_\_
- 4 safe \_\_\_\_\_
- 5 clean \_\_\_\_\_
- 6 comfortable \_\_\_\_\_
- 7 kind \_\_\_\_\_
- 8 popular \_\_\_\_\_

Complete the writing tasks on pages 68–69 of the Workbook.



# Fluency Time! 3

## Everyday English

### 1 Listen, read and say. 76



Tom: Hi Anna. What's on TV?  
 Anna: Basketball. I can't stand sport on TV.  
 Tom: OK. Let's change the channel.



Anna: Pass me the remote control, please.  
 Tom: I love cartoons. Let's watch this!  
 Anna: Yes, that's a good idea.

### 2 **Listening** Listen and write T (true) or F (false). 77

- 1 Anna and Tom love adverts.     F
- 2 Anna wants to change the channel.
- 3 The news is on Channel 3.
- 4 Tom can't stand animal documentaries.

### 3 **Speaking** Talk with your friend.

football    basketball    cycling    swimming    documentary  
                  the news    adverts    cartoons



What's on TV?

Let's change the channel!


A film! I love films.

Cycling. I can't stand cycling on TV.

OK. Pass me the remote control, please.

Great! Let's watch this.



1 Look at the story again. Act. 

2 Make a TV.



1 Colour and cut out the remote control. Cut out the TV. Cut the dotted slot lines.



2 Colour and cut out the TV programmes. Slot them into the TV.

3 **Speaking** Ask and answer with your friend.



4 **Speaking** Tell the class about your conversation.

- 1 What programme did you watch?
- 2 What did you like?
- 3 What didn't you like?

We turned on the TV. A film was on but we didn't like it. So we changed the channel ...

1 Complete the crossword.

Down



3 p \_\_\_\_\_ s

4 \_\_\_\_\_ s

5 t \_\_\_\_\_

6 p \_\_\_\_\_

7 n \_\_\_\_\_ r

8 a \_\_\_\_\_

1 p \_\_\_\_\_

2 s \_\_\_\_\_

Across



2 Write.

channel programme camcorder the news cartoons documentary

I sometimes watch <sup>1</sup> cartoons after school, before I do my homework. I love *Bugs Bunny*! But my favourite <sup>2</sup> \_\_\_\_\_ is a quiz show on Saturdays. When it's finished, my sister changes the <sup>3</sup> \_\_\_\_\_ to watch her favourite programme. It's a <sup>4</sup> \_\_\_\_\_ about life in space. Sometimes on Saturday evenings, my family and I all watch a film together. My dad took his <sup>5</sup> \_\_\_\_\_ on holiday, so last Saturday, we watched a DVD of us! It was good fun. Then my parents watched <sup>6</sup> \_\_\_\_\_. They watch it every evening.



3 Read and circle. Then ask and answer.

- 1 How **much** / **many** time are you at school every day?
- 2 How **much** / **many** pens are there in your pencil case?
- 3 How **much** / **many** books do you have on your desk?
- 4 How **much** / **many** money do you have in your pocket?

4 Write. many   some   any   lots of

Pete Have you got <sup>1</sup> any tickets for the match next month?

Assistant Yes, of course. You're quite early. We've still got <sup>2</sup> \_\_\_\_\_ tickets left. How <sup>3</sup> \_\_\_\_\_ do you want?

Pete Four, please. Sue, have you got <sup>4</sup> \_\_\_\_\_ money you can give me until tomorrow? I want to buy all the tickets today.

Sue Sorry, Pete. I haven't got <sup>5</sup> \_\_\_\_\_ money today. But we've got <sup>6</sup> \_\_\_\_\_ time. Let's come back tomorrow.

Pete OK. Thanks.

5 Write. will   won't

When I grow up, I <sup>1</sup> won't have to go to school every day, but I <sup>2</sup> \_\_\_\_\_ have to go to work. I want to be a pilot, so I <sup>3</sup> \_\_\_\_\_ have to wear a pilot's uniform. When I'm a pilot, I <sup>4</sup> \_\_\_\_\_ travel all around the world and I <sup>5</sup> \_\_\_\_\_ see lots of places. I <sup>6</sup> \_\_\_\_\_ work in an office, but I <sup>7</sup> \_\_\_\_\_ sometimes work at night. You have to be very clever to be a pilot, so I <sup>8</sup> \_\_\_\_\_ have to work hard at school.

6 Complete the words. au   aw   or er   or

Every au tumn, the leaves fall from the trees.



When I grow up, I want to be a doct \_\_\_\_.



For my birthday, I got a jigs \_\_\_\_ puzzle.



I get up every m \_\_\_\_ ning at five past six.



There are thirty days in Septemb \_\_\_\_.



My favourite sp \_\_\_\_ t is swimming.



1 Look at the page. What are the people doing?

2 Listen and read. 78

Family Activity Holiday

[home](#)
[about us](#)
[contact us](#)

**Do you want a holiday that everyone can enjoy together? Are you an active family? Our three-day family activity holiday helps you get fit and have fun together. This holiday is suitable for all the family, including children from the age of five and above.**

Our programme is packed with fun activities from morning until night. You will be in small groups with other families, and we make sure that the children in each group are of a similar age.

During the day, you can try rock climbing on our 15 metre climbing wall. Our expert instructors will show you how to wear harnesses and ropes to keep you safe at all times. You can try our high ropes and zip wire courses, and enjoy being up in the trees and flying through the air like a bird. A low ropes course is also available. We also spend a morning horse riding in the beautiful hills near our centre. Our ponies are very calm and well behaved, and you don't need any previous experience to take part. Our mountain bike ride is also very popular.

We offer water activities, too. We have a beautiful, clean lake where you can learn to sail, canoe and kayak, always with the help of our expert instructors.

In the evenings, there are games and sports activities for all the family. With so much to do, your family will never be bored!





*This was my best family holiday ever! I went with my mum and dad, my brother James (age 6) and my sister Emily (age 12). The instructors were very friendly and helpful. I made lots of new friends. I recommend this holiday and we will come again next year.*

*Cerys, 10  
London, UK.*

Programme	<i>Monday</i>	<b>AM</b> Horse riding
		<b>PM</b> Rock climbing
	<i>Tuesday</i>	<b>AM</b> Kayaking and canoeing
		<b>PM</b> Sailing
	<i>Wednesday</i>	<b>AM</b> Mountain biking
		<b>PM</b> Zip wires in the forest

3 Read again and write *yes* or *no*.

- 1 Can you sail on the lake? \_\_\_\_\_
- 3 Can children aged nine do these holiday activities? \_\_\_\_\_

- 2 Will families be in large groups? \_\_\_\_\_
- 4 Has Cerys got a brother? \_\_\_\_\_

4 Ask and answer.

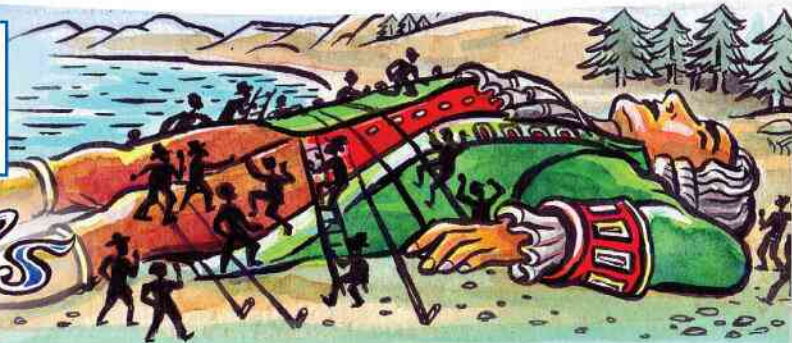
- 1 Which activities do you like or dislike on this activity holiday?
- 2 What do you usually do on holiday?

# 1 Describe the picture.

# 2 Listen and read. 79

The author Jonathon Swift wrote his book *Gulliver's Travels* in 1735. It is still very popular today, after more than 275 years. There are also famous films of the story.

# Gulliver's Travels



## A voyage to Lilliput

My name is Gulliver, and when I was a young man I went travelling. I joined a ship and sailed to the islands of the South Pacific. It was a brilliant voyage at first. We sailed across the Atlantic Ocean and the Indian Ocean. Suddenly there was a terrible storm and I fell into the water. Finally I swam to an island. I walked on the beach and looked around me. There were no people and no houses. I was very tired so I fell asleep on the sand.

When I woke up in the morning, I couldn't move. I was lying on my back and my arms and my legs were tied to the ground. I was very hot in the sun and I was frightened. Suddenly I saw a very small man. He was about 15 centimetres tall and he was walking on my leg. Then I saw lots of small men on my arms and my legs. I shouted and, in surprise, the men fell off my body. Then I spoke to them in English. They didn't understand my language, but they saw that I was friendly.



I pointed at my mouth to show I was hungry and they brought me some food. Their food was normal, but it was very, very small and it meant I had to eat a lot. I ate lots of tiny loaves of bread and lots of tiny pieces of cheese and a lot of meat. I finished my meal and then hundreds of men and thousands of horses carried me to their city. It was a very long journey.

When I arrived at the city, I looked around me. The houses were smaller than my feet and I was bigger than the trees. The king and the people were kind to me so I stayed on the island. I learned that I was in Lilliput and I learned their language. I played with their children and I gave them presents such as my watch and some coins. These things were enormous to them. Eventually, I left the city and travelled again.


## 3 Read again and put the sentences in the correct order.

- |                         |                                     |                           |                          |
|-------------------------|-------------------------------------|---------------------------|--------------------------|
| a He went to an island. | <input type="checkbox"/>            | b He had some food.       | <input type="checkbox"/> |
| c He went on a ship.    | <input checked="" type="checkbox"/> | d He went to a city.      | <input type="checkbox"/> |
| e He fell into the sea. | <input type="checkbox"/>            | f He saw some little men. | <input type="checkbox"/> |

## 4 Ask and answer.

- 1 Did you enjoy the story? Why?                      2 Would you like to travel by ship? Why?

## Lesson One Words

1 Listen, point and repeat.  80



printer



screen



mouse



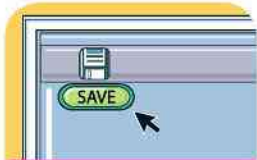
log on



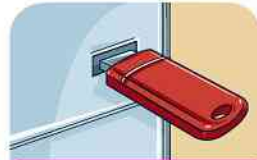
speakers



click on



save a document



memory stick



search the Internet

2 Listen and read.  81



Watch the MultiROM! 

1

**Holly** We've finished our homework. Can we play now?  
**Mum** Have you turned off the computer and the printer?  
**Max** No, we haven't.  
**Mum** Go and turn them off first, please.

2

**Mum** But you've made a mess in here. Please tidy up these books and papers first. It won't take you long. Then you can play.  
**Max** OK, Mum.

3

**Two hours later ...**  
**Mum** This is amazing! You've worked really hard!  
**Holly** Look! I've put all the books into alphabetical order. And Max has tidied the cupboards.

4

**Mum** Fantastic. Now you can play!  
**Max** After all that tidying, I'm too tired now.  
**Holly** Me, too.

- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.  Irregular verb list Workbook 4 page 131

### Present perfect: affirmative

We've finished our homework.  
He's put the books on the shelves.  
You've made a mess.

Use the **present perfect** for **actions in the past that are still true now.**

*I've tidied my room.*

This means the room is tidy now.

Present perfect = **have / has** + **past participle** (pp)  
Regular past participles = printed, saved, logged off  
Irregular past participles = make – **made**, put – **put**



- 3 Underline *have / has* and circle the past participle.

1 We've saved our documents.

2 He's made a mess.

3 I've put the speakers on the shelf.

4 She has printed her homework.

- 4 Write.

Tom Can we play with our friends outside now?

Mum Have you finished everything?

Tom Yes, I <sup>1</sup> 've finished (finish) my homework and I <sup>2</sup> \_\_\_\_\_ (print) it.

Mum What about Sophie?

Tom She <sup>3</sup> \_\_\_\_\_ (save) hers on a memory stick.

Sophie And we <sup>4</sup> \_\_\_\_\_ (log off) and we <sup>5</sup> \_\_\_\_\_ (turn off) the printer.

Mum Very good. You can go outside and play now.



1 Read and learn.

**Present perfect: questions, answers and negatives**

**Have** you **seen** my new speakers?

**No**, I **haven't**. Please show me.

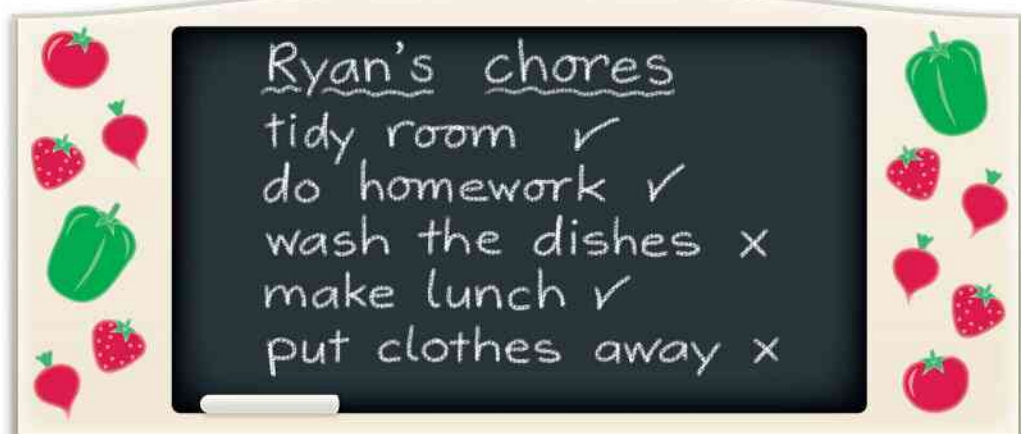
**Has** she **done** her homework?

**Yes**, she **has**. But she **hasn't** printed the document.

see – **seen** (pp)

do – **done** (pp)

2 **Speaking** Ask and answer.



Have you tidied your room?

Yes, I have.

3 Now write about what Ryan has and hasn't done.

He has tidied his room and ...

4 Listen and sing.  82

**I've really tried!**


I've tried to print my work.  
I've turned the printer on.  
There's paper in the printer.  
But something's wrong.

Have you saved your work  
On a memory stick?  
Have you moved the mouse  
And remembered to click?

You haven't checked the printer.  
It needs more ink.  
Look at the ink button.  
Can you see it blink?

I tried to print my work.  
But something was wrong.  
There wasn't any ink.  
And that was what was wrong.



1 Listen, point and repeat.  83

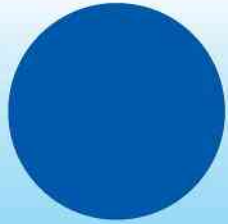
**hurt**

Thursday  
nurse  
curtains



**circle**

girl  
shirt  
bird



2 Listen and read.  84



1 Last Thursday, this girl hurt her arm. She had to see the nurse. The girl was very sad because it was her birthday.



2 Today was the first time I wore my purple skirt and new green shirt. Look! The skirt has got lots of circles on it.



3 My curtains are purple. Look! There are lots of birds on them.

3 Read again. Circle the words with *ur* and underline the words with *ir*.

4 Complete the words with *ur* or *ir*.



1 curtains



2 Saturday



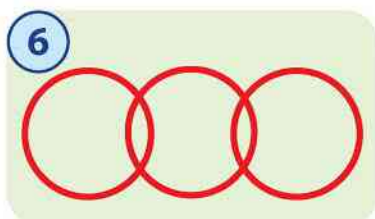
3 thirsty



4 skirt



5 nurse



6 circles



7 first



8 shirt

### Reading

1 Look at the email. What is it about?


2 Listen and read.  85


### What is an email?


An email is a message sent from one computer to another. The message goes through the Internet.

How to send an email

- 1 First, use your mouse and click on *To*. Type the person's email address in the space.
- 2 Now click on *Subject* and write what the email is about.
- 3 Type your email message, using the keyboard.
- 4 When you have finished, you can check your spelling. Click on this button. It's a spellchecker.
- 5 You can also attach pictures from websites or your own photos to the email. Click on this button.
- 6 Finally, click on *Send* to send your message to your friend.

4 

5 

6 

1 To: Kate@cyberspace.com

From: Lucy

2 Subject: Re: My birthday

3 Hi Kate,

Thanks for the invitation to your bowling party. Yes, I'd love to come. You know I really like bowling! I'm really looking forward to seeing everyone on your birthday. It will be great fun. I can't wait! Did you have a good holiday?

See you on Saturday.  
From Lucy

---

Hi Lucy,

It's my birthday next week and I'm having a bowling party on May 12th at the Bowlplex. The bowling starts at 3 o'clock and there will be drinks and birthday cake afterwards. I hope you can come!

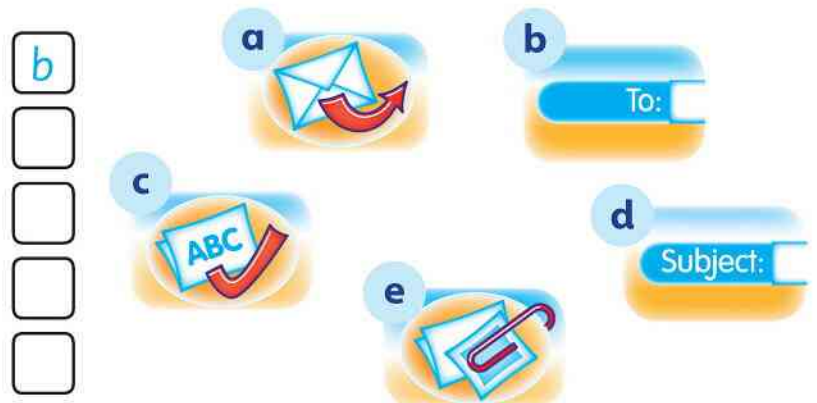
Kate

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

type the email address    subject    keyboard    spellchecker  
attach a photo    website    send a message

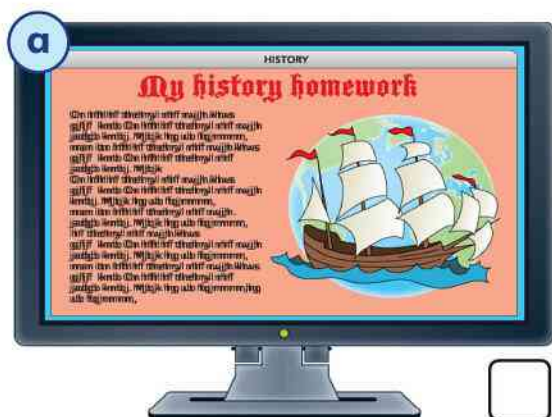
4 Read again and match.

- 1 You write the person's email address here.
- 2 You write what the email is about here.
- 3 You send your message by clicking on this.
- 4 You correct your spelling by clicking here.
- 5 You add pictures with this.



Listening

1 Listen and number.  86



2 Listen again and write *R* (Rita), *D* (Dan) or *B* (Beth).

- |   |   |
|---|---|
| 1 <input type="checkbox"/> can type very well.                                    | 2 <input type="checkbox"/> makes photo albums and sends emails.   |
| 3 <input type="checkbox"/> plays computer games on the Internet.                  | 4 <input type="checkbox"/> uses the Internet to help do homework. |
| 5 <input checked="" type="checkbox"/> <i>R</i> has a computer in the dining room. | 6 <input type="checkbox"/> cannot play computer games every day.  |

Speaking



3 Ask and answer. How often do you ... on the computer?

- |               |                       |
|---------------|-----------------------|
| 1 do homework | 2 listen to music     |
| 3 send emails | 4 play games          |
| 5 watch DVDs  | 6 search the Internet |

How often do you do your homework on the computer?

Once a week.

Writing preparation

Different words (**parts of speech**) in a sentence do different things. The **verb** shows the action in the sentence. The **subject** does this action. The **object** receives the action. The object is usually *after* the verb.

**She sends emails.**  
S      V      O

4 Look at the sentences. Write **S** (subject), **V** (verb) and **O** (object).

1 Beth types her homework.

S       

2 Rita makes photo albums.


3 Dan is playing computer games.

Complete the writing tasks on pages 78–79 of the Workbook.



## Lesson One Words

1 Listen, point and repeat.  87



town



ocean



volcano



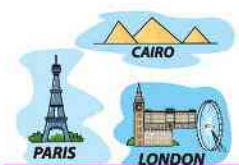
village



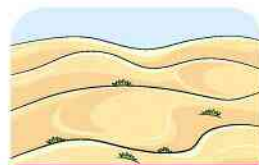
oasis



rainforest



capital city



desert



island



cave

2 Listen and read.  88




Watch the MultiROM! ▶

1




**Teacher** Today, we have a special guest. This is Mat Jones and he lives in our town, but he has been somewhere very exciting. Let's see if you can guess where. Who wants to ask the first question?

2



**Max** Have you ever been to space?  
**Mat** No, I've never been to space.  
**Amy** Have you been to the bottom of the ocean?  
**Mat** No, I haven't.

3



**Girl** What about mountains? Have you ever climbed a really high one?  
**Mat** Yes, I have. But I usually climb a special type of mountain. The mountains I climb get hotter as you go up!

4

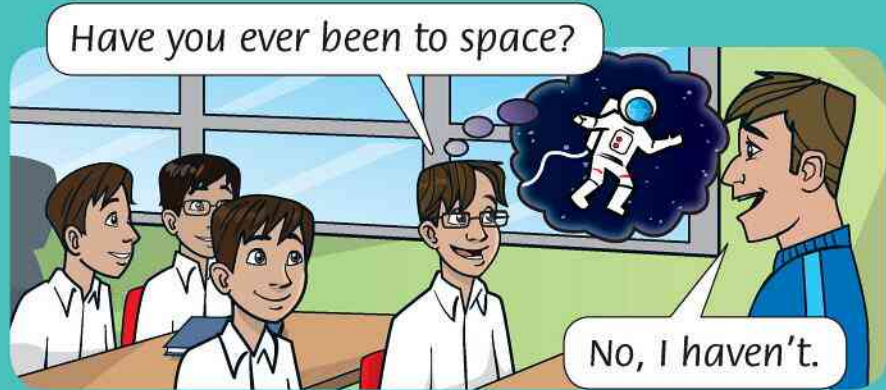


**Max** I know! Have you climbed a volcano?  
**Mat** Yes, I have. Correct! It's dangerous, so I have to be very careful. Here is a photo at the top of the volcano.

- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

**Present perfect: ever**

Has he **ever** been to a desert?  
 No, he hasn't.  
 Has he **ever** climbed a volcano?  
 Yes, he has.



Use Have you **ever ... ?** to mean *in your life up to now*.

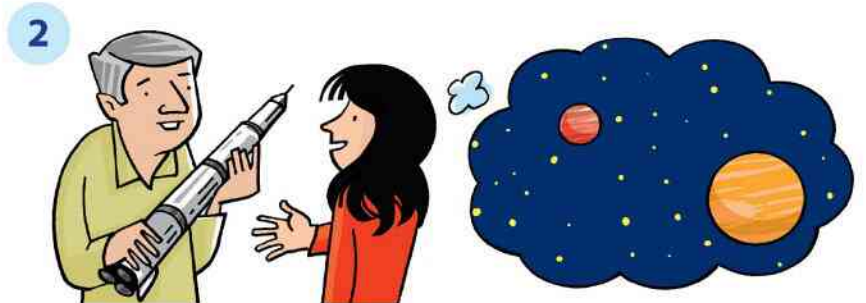
go - **been** (pp)

- 3 Write.    some mountains    ~~a desert~~    an oasis    space



*Have you ever been to a desert?*

Yes, I have.



Yes, I have.



No, I haven't.



No, I haven't.

- 4 **Speaking** Ask and answer with your friends.

a rainforest    a desert    the ocean    an airport  
 space    a cave    some mountains    a volcano

Have you ever been to ... ?

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

## 1 Read and learn.

### Present perfect: *never*

I've **never** seen a volcano.





She's **never** been to the bottom of the ocean.

We've **never** fallen in the mountains.

Use **never** to talk about things you **have not done** in *your life up to now*.

see – **seen** (pp)  
go – **been** (pp)  
fall – **fallen** (pp)

## 2 **Speaking** Choose a person. Ask and answer.

	 Dave	 Alice	 Dom	 Libby
climbed a mountain	✓	✓	✗	✓
been to space	✓	✗	✓	✓
been to a desert	✓	✓	✓	✗
seen gorillas in a rainforest	✗	✗	✓	✓

*This person has climbed a mountain and been to the desert, but has never been to space or seen gorillas in a rainforest.*

*It's Alice!*

## 3 Now write sentences about what the people have and have never done.

## 4 Listen and sing. 89


### One day soon

*I've never been to the moon,  
Or been in a balloon.  
But maybe, maybe,  
I will one day soon.*

*I've never played in the snow,  
Or seen a volcano.  
But maybe, maybe,  
One day I will go.*

*I've never been to France,  
Or seen a monkey dance.  
But maybe, maybe,  
I will get the chance.*



1 Listen, point and repeat.  90

feather

bread  
head  
heavy



spend

tent  
present  
help



2 Listen and read.  91



3 Read again. Circle the words with ea and underline the words with e.

4 Match and write.



bread



ea

e



### Reading

1 Look at the photographs. What are the men doing?

2 Listen and read.  92

## Everest Expeditions

Mount Everest is the highest mountain in the world. It is named after George Everest, the first person to record its location and height.

The first people to climb to the top of Mount Everest were Sir Edmund Hillary and Tenzing Norgay.



Tenzing was a mountain climber from Nepal and Hillary was an explorer from New Zealand. They were part of a large expedition including 362 porters and 20 guides.

The expedition started in March 1953. It took the team many weeks to get close to the top of the mountain. Some of the climbers had to give up when their equipment didn't work and they couldn't get enough oxygen, but Hillary and Tenzing continued the expedition.

There was heavy snow and freezing winds, but by 28th May, Hillary and Tenzing were near the summit. They slept in a tent that night.

The next morning, Hillary's boots were frozen solid outside the tent! It took two hours to melt the ice and get the boots warm. Hillary and Tenzing climbed the last part of the mountain. They used ice axes to pull themselves up the icy rocks. On 29th May, they reached the summit. They stood on the highest point on Earth. Then Hillary took some photos and they buried some chocolates in the snow for future climbers. They only stayed at the top of Everest for about 15 minutes, because it was difficult to breathe. There isn't much oxygen at 8,848m!



Since then, many people have climbed Mount Everest. The oldest person to reach the summit was Yuichiro Miura, from Japan. He was 80 years old. The youngest person was Jordan Romero, from the USA. He was 13.




3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

location height oxygen expedition summit equipment frozen melt

4 Read again and put the sentences in the correct order.

- a Hillary and Tenzing slept in a tent near the summit.
- b A large expedition team started to climb Everest.
- c Hillary and Tenzing buried chocolates in the snow.
- d Hillary and Tenzing climbed the last part of the mountain.
- e Some of the climbers gave up.

## Listening

1 Listen and number.  932 Listen again and circle.  93

- 1 Hillary and Tenzing's backpacks weighed 14 / 40 kilos.
- 2 Sometimes the men had to climb walls of **snow** / ice.
- 3 Tenzing didn't know how to use **an axe** / a camera.
- 4 Hillary's friend brought **snow** / **soup** up the mountain for Hillary and Tenzing.

## Speaking



Watch the DVD!

## 3 Interview Edmund Hillary or Tenzing Norgay.

- 1 How many men took part in the expedition?
- 2 What did you eat?
- 3 What was the weather like?
- 4 Where did you sleep?

How many men took part in the expedition?

382 men ...

## Writing preparation

The **first sentence** of each paragraph tells you what the rest of the paragraph is about. It is called a **topic sentence**.

**Mount Everest is the highest mountain in the world.** It is named after George Everest. He was the first person to record the location and height of the mountain.


## 4 Read the topic sentences and match them to the correct paragraph.

- 1 The expedition started in March 1953.
- 2 Since then, many people have climbed Mount Everest.
  - The oldest person to reach the summit was Yuichiro Miura, from Japan. He was 80 years old. ...
  - It took the team many weeks to get close to the top of the mountain. ...

Complete the writing tasks on pages 84–85 of the Workbook.

pages 84–85

## Lesson One Words

1 Listen, point and repeat.  94



a headache



feel sick



feel dizzy



a cold



a cough



an earache



a stomach ache



a sore throat



take medicine

2 Listen and read.  95



Watch the MultiROM! ▶

1

**Mum** Max, what's the matter?  
You haven't eaten your dinner!

**Max** Sorry, Mum. I've got a stomach ache and a headache. I feel sick.

2

**Mum** Oh dear. I think you're ill. You should drink some water and go to bed.

3

**Mum** There were lots of cakes before. Has anyone seen the others?

**Max** Oh. Sorry, Mum. I ate some. In fact, I ate quite a lot.

**Mum** But you shouldn't eat cakes when you've got a stomach ache!

4

**Max** I ate the cakes before I got a stomach ache.

**Mum** You couldn't eat your dinner, but you could eat all those cakes! So that's why you feel sick. Now you can't go to your friend's house this afternoon.

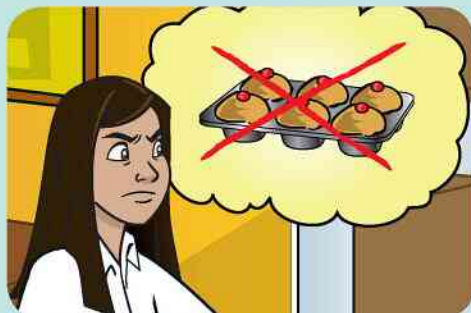
**Max** Sorry, Mum.

- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

**Should / shouldn't**



You **should** drink some water.



You **shouldn't** eat lots of cakes.

Use **should** and **shouldn't** to say what is good and not good for you.

**3 Write.**

**should**    **shouldn't**

Max is ill. He's got a stomach ache.

- 1 Max should drink water.
- 2 He \_\_\_\_\_ play outside.
- 3 He \_\_\_\_\_ stay in bed.
- 4 He \_\_\_\_\_ eat chocolates.



**4 Speaking** Ask and answer.

a stomach ache    a cold    a sore throat    an earache



I've got an earache.

You should / shouldn't ...

1 Read and learn.

**Could / couldn't**

Max **couldn't** eat his dinner.  
But he **could** eat lots of cakes.

**Could** and **couldn't** are the  
past tense of **can** and **can't**.

2 Write.

**could    couldn't    can**

Sue And this is me when I was four.

Mai <sup>1</sup> **Could** you swim when you were four?

Sue No, I <sup>2</sup> \_\_\_\_\_, but I <sup>3</sup> \_\_\_\_\_ now. And you?

Mai Yes, I <sup>4</sup> \_\_\_\_\_. I learnt to swim when I was two.

Sue <sup>5</sup> \_\_\_\_\_ you send emails when you were four?

Mai No, I <sup>6</sup> \_\_\_\_\_. But my brother showed me how to send emails last year.

Sue And how many languages <sup>7</sup> \_\_\_\_\_ you speak when you were four?

Mai Only one. But now I <sup>8</sup> \_\_\_\_\_ speak two!



3 **Speaking** Ask and answer. You can use some of these verbs.

read    ride a bike    use a phone    write in English    count to 100

What could you do when you were five years old?    What couldn't you do?

*When I was five, I could play all day but I couldn't read.*

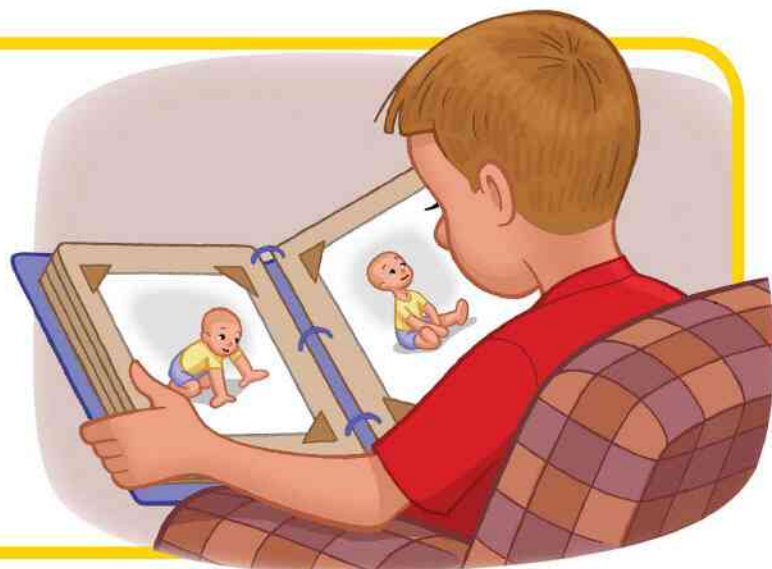
4 Listen and sing. 96


**When I was a baby**

When I was a baby, I could sleep and dream.  
I could only drink milk and cry and scream.

When I was a baby, I couldn't talk.  
I couldn't go to school and I couldn't walk.

But now that I am older, I can go to school.  
I can read and play. Growing up is cool!



1 Listen, point and repeat.  97

**candle**

castle  
table  
people

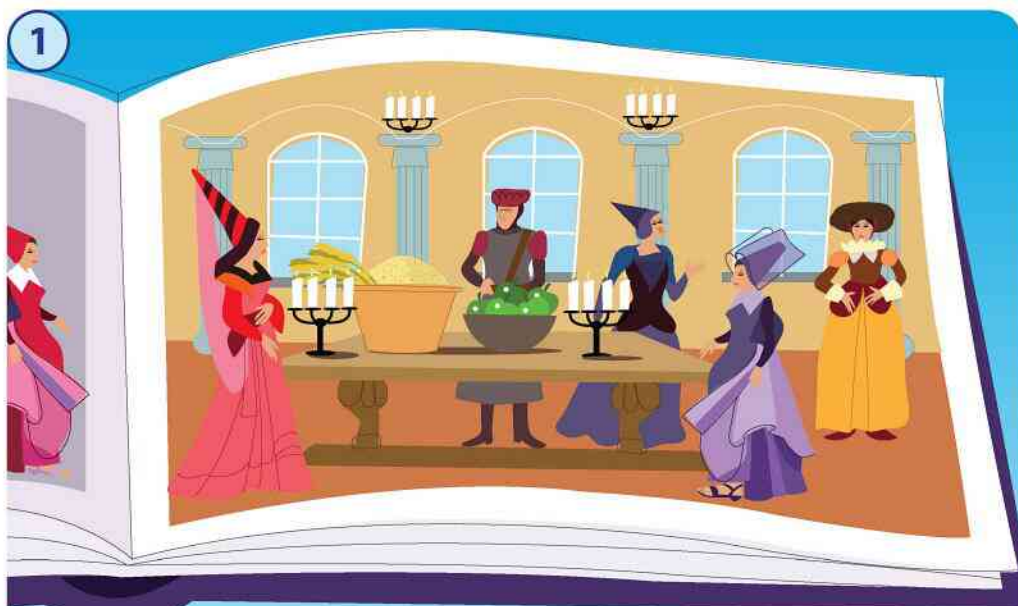


**sandal**

animal  
hospital  
cereal



2 Listen and read.  98



Many years ago, some people lived in castles.  
 Look at the picture. Can you see a woman wearing a purple dress and sandals?  
 On the table there is a bowl of apples and a basket full of cereals. There are lots of candles because there weren't any lights many years ago.



3 Read again. Circle the words ending in *le* and *al*.

4 Now write the circled words in the correct boxes.

**le**

people \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**al**

\_\_\_\_\_

\_\_\_\_\_

### Reading

1 Look at the text and pictures below. Say three ways to stay healthy.

2 Listen and read.  99

## How to stay healthy

We all want to be fit and healthy, so here are some tips to help.

### Take lots of exercise

Watching TV or playing computer games won't make you fit, but playing sports will. You can join a club or play with your friends in a park. If you don't like team sports, you can walk to school, go swimming or try skating instead. Regular exercise makes you feel stronger and gives you more energy.

### Eat a healthy diet

Sweets, chocolate and crisps are fun to eat sometimes, but it is not good to eat them every day. These foods contain too much sugar, fat or salt. Make sure you eat vegetables, such as cabbage, with every meal, and plenty of fruit, too. Fruit and vegetables help you stay healthy and grow strong.

### Drink lots of water and milk

Water or juices are better for you than fizzy drinks because fizzy drinks contain lots of sugar. Eating a lot of sugar is bad for your teeth. One can of cola contains about nine teaspoons of sugar! Milk is good because it contains lots of calcium. You need calcium to help your 206 bones to grow and keep your teeth strong.

There is this much calcium in a serving of ...



- 1 a glass of milk
- 2 two sardines
- 3 cabbage
- 4 cheese
- 5 yogurt
- 6 beans

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

healthy fit energy crisps sugar cabbage calcium sardine

4 Read again and complete the sentences.

- 1 Walking and skating are types of exercise.
- 2 You should eat \_\_\_\_\_ with your meal.
- 3 There is a lot of \_\_\_\_\_ in fizzy drinks.
- 4 \_\_\_\_\_ has got a lot of calcium.
- 5 Vegetables help you to stay \_\_\_\_\_.
- 6 Calcium keeps your \_\_\_\_\_ strong.



## Everyday English

### 1 Listen, read and say. 101




Teacher: What's the matter?  
 Anna: Tom fell over. He's hurt his leg.  
 Teacher: Where did it happen?



Tom: I fell over in the playground.  
 Teacher: Take Tom to the school nurse, please.  
 Anna: OK, Miss Taylor. Come on, Tom.

### 2 **Listening** Listen and complete the sentences with the words below.

There are two extra words.  102

head    living room    arm    see    garden    wash

- 1 Anna's hurt her arm.      2 Now she's in the \_\_\_\_\_.
- 3 She fell over in the \_\_\_\_\_.      4 Tom's mum will \_\_\_\_\_ Anna's arm.

### 3 **Speaking** Talk with your friend.

leg    arm    hand  
 finger    foot

playground    classroom    sports field  
 art room    computer room



Watch the DVD!

1 Look at the story again. Act. 

2 Make a room cube.



1 Colour the pictures of the rooms and parts of the body. Cut out the cube.



2 Fold the cube and stick the tabs. Roll the cube and do the activity.

3 **Speaking** Ask and answer with your friend.

Why aren't you doing PE today?

Because I hurt my arm.

What happened?

I fell over yesterday.

Where did it happen?

At home. I fell over in the bedroom.



4 **Speaking** Tell the class what happened to your friend.

1 What happened?

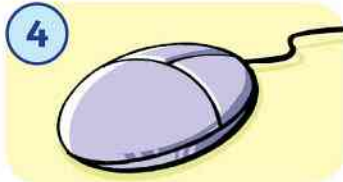
2 When did it happen?

3 Where did it happen?

Julia hurt her knee on Monday. It happened at home. She fell over in the ...

1 Complete the crossword.

Down



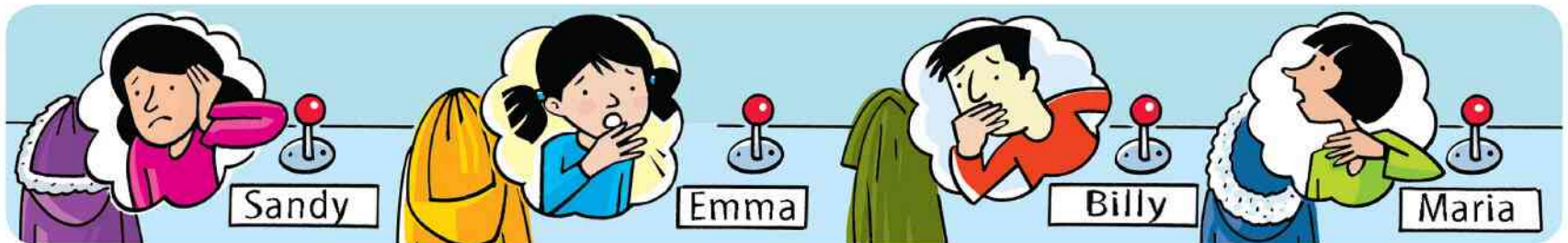
Across



3 d		1 s				2 c
		a				
		v		4 m		5 p
6 k	e					
					7 t	
8 e						

2 Write. cough a sore throat take medicine felt sick ~~an earache~~

Today, four children in my class weren't at school because they were ill. Sandy didn't go to school because she had <sup>1</sup> an earache. She had to stay in bed all day. Emma had a bad <sup>2</sup> \_\_\_\_\_ and had to <sup>3</sup> \_\_\_\_\_. Billy ate some bad food and he <sup>4</sup> \_\_\_\_\_. He had to drink lots of water. And Maria had <sup>5</sup> \_\_\_\_\_ and she had to suck special sweets. It was quieter than usual at school today!



3 Write. take happen come on fell over ~~matter~~ hurt

What's the <sup>1</sup> matter ? Phil has <sup>2</sup> \_\_\_\_\_ his foot.

Where did it <sup>3</sup> \_\_\_\_\_ ? He <sup>4</sup> \_\_\_\_\_ in the playground.

<sup>5</sup> \_\_\_\_\_ Phil to the school nurse, please. OK. <sup>6</sup> \_\_\_\_\_ Phil.

4 Write.

do have (x2) ~~finish~~ make have not put on find

Mum Are you ready for school?

Girl I've <sup>1</sup> finished my breakfast and <sup>2</sup> \_\_\_\_\_ my bed.

Mum Have you <sup>3</sup> \_\_\_\_\_ your school bag?

Girl Yes, I <sup>4</sup> \_\_\_\_\_. It was under my bed.

Mum Has Jamie <sup>5</sup> \_\_\_\_\_ his homework?

Girl Yes, he <sup>6</sup> \_\_\_\_\_.

Mum And has he <sup>7</sup> \_\_\_\_\_ his shoes?

Girl No, he <sup>8</sup> \_\_\_\_\_ put on his shoes. He can't find them!

Mum Oh no! Please hurry up!



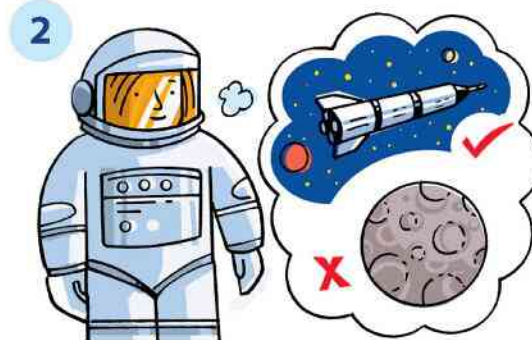
5 Complete the sentences.

~~desert~~ space the moon Spain ~~rainforest~~ Egypt



Has she ever been to a rainforest ?

Yes, she has. But she's never been to a desert .



Has he \_\_\_\_\_ ?

Yes, he has. But he's \_\_\_\_\_ .



Have they \_\_\_\_\_ ?

No, But \_\_\_\_\_ .

6 Complete the words.

ur ir ea e



heavy



curtain



shirt



heat



feather



present



# Extensive reading: Exciting places

1 Look at the text. What do you know about life in the Arctic?

2 Listen and read.  103

## My life in the Arctic

Dear Laura,

I am your new penfriend and I want to tell you about my life. I live with my parents and grandparents. I've got two younger brothers, Koda and Atka, who are two and four years old. I live in a village near the city of Barrow in Alaska. It is quite famous because it is the most northern city on the North American continent. We are in the Arctic, so I suppose my life here is very different from yours in England. Here, in winter, there is normally very thick snow. It's very cold. The temperature is about minus 30 degrees! During winter, the sky is dark all the time, even in the day, but the white snow on the ground gives us light to see. Sometimes we can see beautiful colours in the sky, too. This is called the Northern lights.



Most of my friends walk to school using special snow shoes or skis. I live further from the school, so I go by snowmobile, which is really fun. My mom drives it and I sit on the back. How do you go to school? Do you have snowmobiles in England? I think you have more rain than snow there, right? It hardly ever rains here.

There are 200 children at my school, mostly Eskimos like me. We also have other visitors to our school: reindeers and polar bears try to come into school. Polar bears are beautiful, but really dangerous. What wild animals do you have in England?

At the weekends, there are usually dog sled races in my village. We have five dogs and my father drives them. It's really exciting. We also tell stories, sing songs and dance.

In the summer, everything changes. Most of the snow goes and the sky is always light and sunny. It's never dark at all. Eskimo children don't go to school during the summer here. We travel with our parents to go hunting and fishing, and we sleep in tents. What do you do in the summer?

Please write soon and tell me about life in England. I imagine it is very different from life here!

Best wishes, Kirima



## Facts about the Arctic

- Eskimo people live in Alaska (USA), Canada, Greenland and Russia.
- The Arctic is bigger than the continent of North America.
- People have lived in the Arctic for thousands of years.
- There are four million people living in the Arctic.

3 Read again and circle the correct word.

- 1 Kirima goes to school by **skis** / **snowmobile** / **bus**.
- 2 In the Arctic it is dark all the time in **winter** / **summer**.
- 3 Kirima's **mother** / **father** drives the dog sled.
- 4 In the summer, Eskimo children **go** / **don't go** to school.

4 Ask and answer.

- 1 Would you like to go to the Arctic? Why?
- 2 How is your life different from Kirima's life?

1 Describe the picture. What do you know about deserts?

2 Listen and read.  104

## Life in the Desert

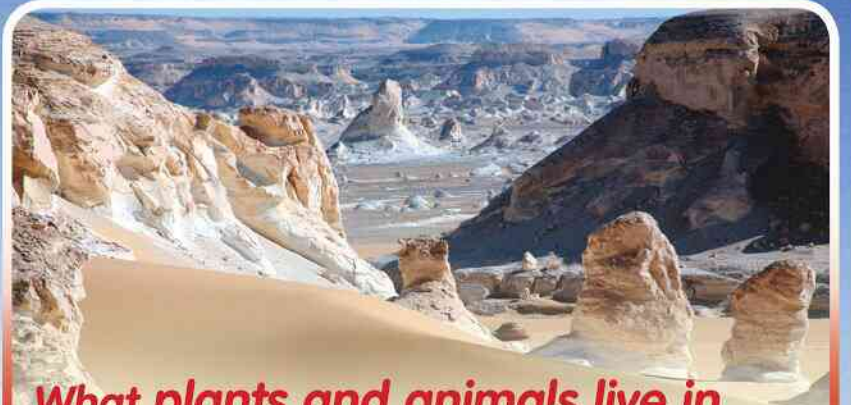
### What is a desert?

There are different kinds of deserts. There are hot deserts and there are cold deserts. The *Sahara Desert* is the biggest hot desert in the world. The *Gobi Desert* is always very cold. Some deserts are sandy. Some deserts are rocky. Other deserts have mountains. Antarctica is the coldest place in the world, but it is a desert and it is covered in snow and ice.

### What is the weather like in the desert?

A desert is a very dry place. It has very little rain. It snows in Antarctica, but it does not often rain. In hot deserts, it is very hot during the day and then very cold at night. When it rains, it rains suddenly. But there is very little water in the desert. Sometimes you can find water in rocks underground. These places are called oases.

It can be very windy in the desert, too. There can be sandstorms or snowstorms. In sandy deserts, the wind blows the sand and makes big shapes like mountains. These shapes are called sand dunes.



### What plants and animals live in hot deserts?

Plants and animals need water to survive. The desert is very dry but amazingly, there are many plants in the desert. There are also many animals, insects and birds. How do they survive?

Some plants, like cacti, keep rain water in their leaves for a long time. Other plants have long roots. The roots take water from deep under the ground.

Some animals in the desert never drink. They get water from seeds and plants. Many animals are nocturnal. This means they sleep during the hot day and come out at night. Some animals live underground for most of the time because it is colder.

People often travel in the desert on camels. These animals can drink a lot of water very quickly and then they do not need to drink for a very long time. They are perfect in the desert!

3 Read again and write *T* (true) or *F* (false).

1 It is always hot in the desert. \_\_\_\_\_

2 It never rains in the desert. \_\_\_\_\_

3 Animals and plants live in the desert. \_\_\_\_\_


4 Some animals don't need water. \_\_\_\_\_

4 Ask and answer.

1 Have you ever been to a desert? What was it like?

2 Would you like to go on a trip to the desert? Why?

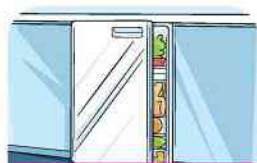
## Lesson One Words

1 Listen, point and repeat.  105

smoothie



milk



fridge



pour



blender



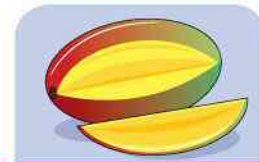
strawberry



chop



lid



mango



peel

2 Listen and read.  106


Watch the MultiROM! ▶

1



**Mum** Can you help me make some fruit smoothies, please? Leo, please get some milk from the fridge and pour it in the blender. Then add a little sugar.

2




**Mum** Here are some strawberries. Chop them up please, Amy.

**Holly** I'll help her.

**Mum** Leo's got the blender. Holly, give them to Leo when you've finished.

3



**Mum** Here, Leo, ...

**Leo** I know, Mum! Now I turn on the blender. Ahh ...

4



**Mum** ... this is the lid which goes on the blender.

**Leo** Sorry, Mum. I'll clean it up.

- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

### Object pronouns

I	Please help <b>me</b> !
You	I'll help <b>you</b> .
He	I can see <b>him</b> .
She	I'll help <b>her</b> .
It	Pour <b>it</b> in the blender.
They	Chop <b>them</b> up.
We	They saw <b>us</b> .



The **object** of a sentence can be replaced by a **pronoun**.  
 Can you get **some milk** from the fridge? Then pour **it** in the blender.

### 3 Read and circle.

- 1 I can hear my brother, but I can't see him / her / it.
- 2 I've got a problem. Please help her / you / me.
- 3 Are you lost? I live here. I can show us / you / them the way.
- 4 Is that your coat? Please put it / them / you in the cupboard.
- 5 Please can you get the tomatoes out of the fridge and wash it / you / them?
- 6 We want to make smoothies, Mum. Can you help us / you / them?

### 4 Write.

me    them    her    you



1 Look at me.  
I've made a great smoothie!



2 You can go and play with \_\_\_\_\_ now.



3 Can I help \_\_\_\_\_,  
Dad?



4 Where's your sister? I can't find \_\_\_\_\_.

1 Read and learn.

Relative pronouns

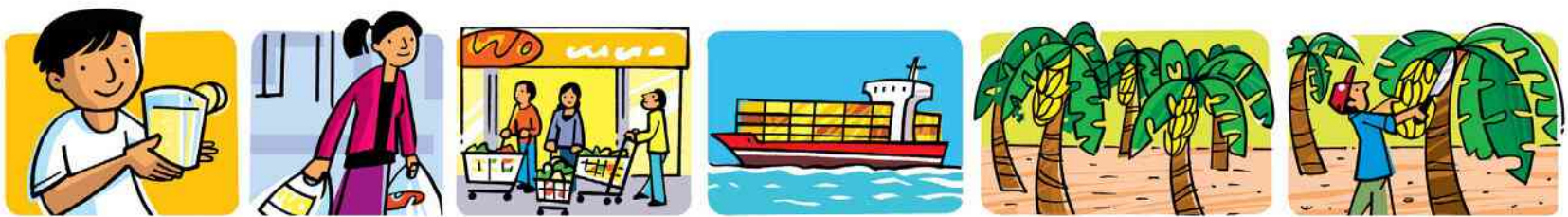
This is the boy. He didn't put the lid on.  
 This is the boy **who** didn't put the lid on.  
 This is the smoothie. It was in the blender.  
 This is the smoothie **which** was in the blender.

**Relative pronouns** join two sentences together.  
 Use **who** for people.  
 Use **which** for things.

2 **Speaking** The story of a smoothie. Say what happens in the pictures.

**who which**

- 1 boy / make / the smoothie
- 2 mum / buy / bananas and milk
- 3 supermarket / sell the bananas
- 4 ship / carry the bananas
- 5 bananas / grow on the trees
- 6 farmer / look after the trees



This is the boy who made the smoothie.

3 Now write your sentences.

4 Listen and sing. 107



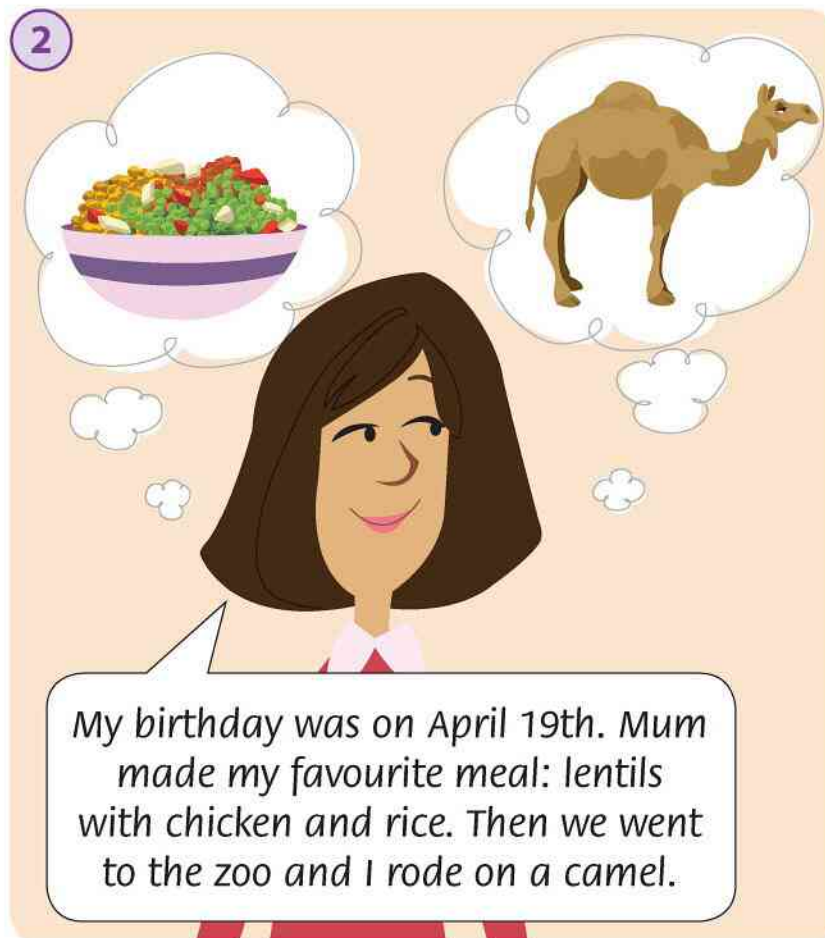
**This is the boy ...**

This is the boy who dropped the milk,  
 Dropped the milk, dropped the milk.  
 This is the boy who dropped the milk,  
 On the floor.  
 This is the cat which drank the milk, ...  
 From the floor.  
 This is the dog which chased the cat, ...  
 Out the door.  
 And this is the dog which drank the milk,  
 From the floor.

1 Listen, point and repeat.  108

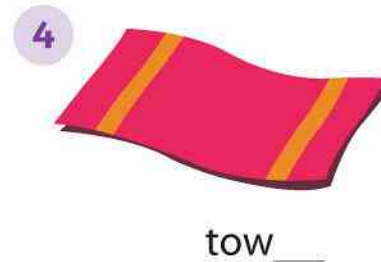
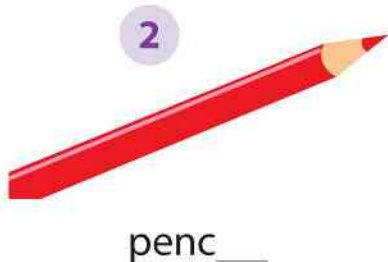


2 Listen and read.  109




3 Read again. Circle the words ending in *el* and underline the words ending in *il*.

4 Complete the words with *el* or *il*.



### Reading

- 1 Look at the text. Why do you think these boys are heroes? 2 Listen and read.  110

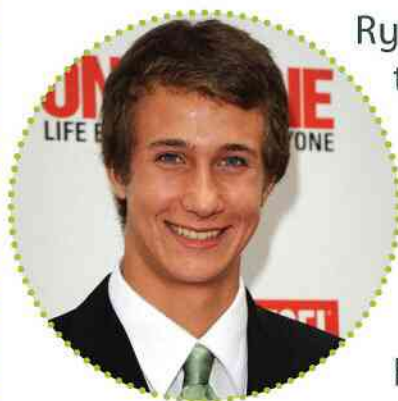
## Young Heroes

### Boy helps earthquake victims

Charlie Simpson, from England, watched the news on TV about a strong earthquake in Haiti and felt very sad. Charlie was only seven years old, but he wanted to help the people in Haiti. He decided to do a sponsored bike ride around his local park to raise money for UNICEF, a large charity which helps children around the world. Charlie started a webpage to ask people to sponsor his bike ride for UNICEF. Soon lots of people heard about Charlie's idea, including the British Prime Minister! Lots of people sponsored Charlie, and his bike ride raised £136,000 to help the victims of the Haiti earthquake.



### Boy starts 'clean water' charity



Ryan Hreljac, from Canada, was six years old when his teacher, Mrs Prest, told his class about a big problem in Africa. Many people there don't have clean water. Because of this, they often get ill. Ryan wanted to help, so he started doing chores for money. It took several months, but Ryan finally raised \$2,000 to pay for a well near a school in Uganda. Ryan was happy, but he wanted to do more. He started a charity called Ryan's Well Foundation. Since 1999, Ryan's foundation has raised millions of dollars to provide clean water to people in Africa.

- 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

hero earthquake sponsored bike ride  
raise money charity well chores

- 4 Read again. Circle the wrong word and write the correct word.

- Charlie decided to do a sponsored bike ride around his town. park
- UNICEF helps children around the country. \_\_\_\_\_
- Charlie started a magazine to ask people to sponsor him. \_\_\_\_\_
- Many people in Africa don't have clean air. \_\_\_\_\_
- Ryan raised money to pay for a school. \_\_\_\_\_

Listening

1 Listen and number.  111



2 Listen again and match.

- |  |                          |             |
|--|--------------------------|-------------|
| 1 This person sometimes works in dangerous places.     | <input type="checkbox"/> | a doctor    |
| 2 This person helps 25 people every day.               | <input type="checkbox"/> | b teacher   |
| 3 This person helps to make our cities and roads safe. | <input type="checkbox"/> | c fireman   |
| 4 This person likes making children smile.             | <input type="checkbox"/> | d policeman |

Speaking



3 Think of a job. Ask and answer.

Does he work with ...  
(a computer / people)?

Does he wear a ...  
(uniform / hat)?

- |           |         |         |
|-----------|---------|---------|
| nurse     | teacher | fireman |
| housewife | pilot   | farmer  |
| actor     | singer  | waiter  |

Writing preparation

We can use a **sub clause** in a sentence to give more information. Again, we use **which** for things and **who** for people. We put two **commas** around the new information.

Lin Hao, **who** is a ten-year-old pupil, was very brave ...

4 Underline the sub clauses in these sentences.


Then say each sentence without the sub clause.

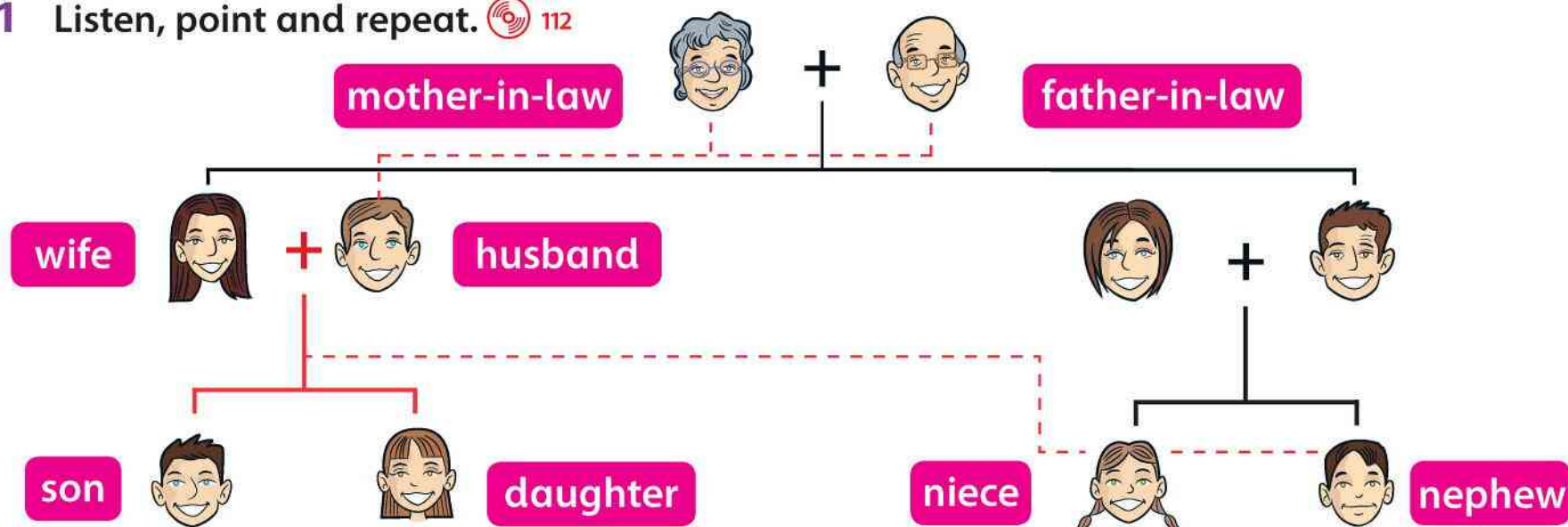
- This doctor, who works in a hospital, helps children.
- The earthquake, which was very strong, happened in China.
- This teacher, who teaches English, has got 25 pupils in her class.
- The fireman, who has a dangerous job, rescues people after storms.

Complete the writing tasks on pages 100–101 of the Workbook.



## Lesson One Words

1 Listen, point and repeat.  112



2 Listen and read.  113



Watch the MultiROM! ▶

1 

**Aunt** Why are you crying, Holly?  
**Holly** Because you're all going back to Australia in only two weeks' time!

2 

**Aunt** Yes, it's sad. But let's think about something happy. We've got happy memories, so let's look at the photo album!

3 

**Aunt** Look at my funny son! He wasn't making a smoothie. He was making a mess! Do you remember?  
**Holly** Yes! The smoothie went all over him. Look at this one. We were fishing together.  
**Aunt** And here, we were going to the theatre.

4 

**Holly** I feel better now. But we'll miss you all so much.  
**Aunt** And I'll miss my favourite niece and nephew, too. And I hope you'll visit one day.

- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

### Past continuous

What **were** you doing?  
I **was** looking at photos.

He **wasn't** making a smoothie.  
He **was** making a mess.

**Were** they going to the train station?  
**No**, they **weren't**. They **were** going to the theatre.

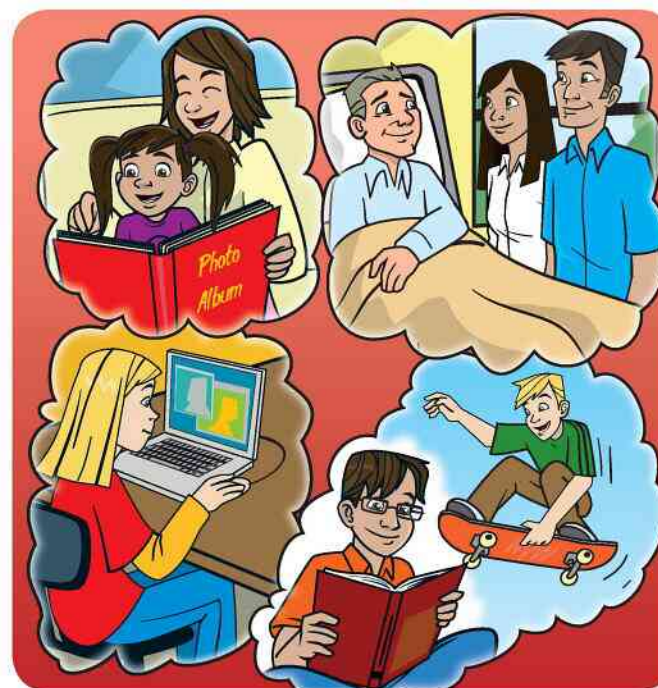
Use the **past continuous** to describe an action happening at **a certain time in the past**.



- 3 Write. ride visit look make read

What were the family doing at three o'clock yesterday afternoon?

- 1 Holly and her aunt were looking at the photo album.
- 2 Holly's parents \_\_\_\_\_ a friend in hospital.
- 3 Amy \_\_\_\_\_ a photo album on the computer.
- 4 Leo \_\_\_\_\_ his skateboard outside.
- 5 Max \_\_\_\_\_ a new book.



- 4 **Speaking** Look at the pictures again. Ask and answer.

- 1 Were Holly's parents going to the cinema?
- 2 Was Max reading a new book?
- 3 Were Holly and her aunt taking photographs?
- 4 Was Amy making a photo album?
- 5 Was Leo riding his skateboard inside?

Were Holly's parents going to the cinema?

No, they weren't. They were visiting a friend in hospital.

- 5 What were you doing at three o'clock yesterday afternoon?

1 Read and learn.

Dates

We **say** and **write dates** differently.

22nd June 1997

**the** twenty-second **of** June, nineteen ninety-seven

4th October 2009

**the** fourth **of** October, two thousand and nine

I was born ...

My dad **was born** in 1971.



Use the correct **preposition** with years and months:

He was born **in** 1971.

He was born **on** 9th July 1971.

2 Speaking Read the dates. Ask and answer.

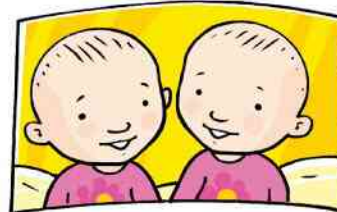


Paul:

3rd March 1999

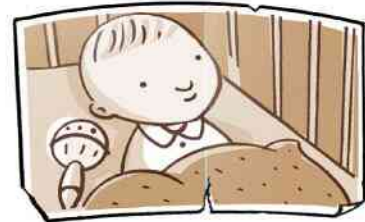


Liz: 1950



Simon and Mat:

4th May 1997



Alf: 1932

When was Paul born?

He was born on the third of March, nineteen ninety-nine.

3 Write about when you and your family were born.

4 Listen and sing. 114


When Sally was born

What was Jim doing when Sally was born?  
 When Sally was born? When Sally was born?  
 What was Jim doing when Sally was born?  
 He was playing.

What was Kate doing when Sally was born ... ? She was reading.

What was Mike doing when Sally was born ... ? He was working.



1 Listen, point and repeat.  115

addition

8 + 9

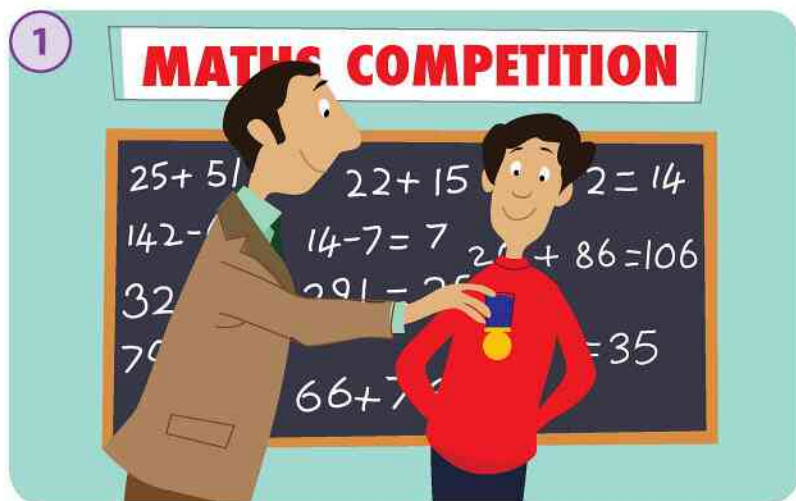
subtraction  
invitation

fashion

cushion



2 Listen and read.  116



At school, we had a maths competition.  
We had to do addition and subtraction.  
Carl won.

Leila got an invitation to a fashion show.  
There were lots of people there, so she sat  
on the floor on a cushion.

3 Read again. Circle the words with *tion* and underline the words with *shion*.

4 Look at the pictures below. Write the words in the correct box.



tion

addition

shion

### Reading

1 Describe what is happening in the picture.

2 Listen and read.  117

## My relatives are coming!

We're getting ready  
For a really special day.  
My relatives are arriving  
And this is where they'll stay.

My aunt and my uncle  
And my cousins Bill and Kate  
Will be here for a week,  
And I just can't wait.

My cousin Bill's a toddler  
Who has just turned two.  
He likes to scream and shout,  
Just like normal toddlers do.

But he's really fun and cute  
And he's learning to be good,  
And I'm going to help him  
Do all the things he should.

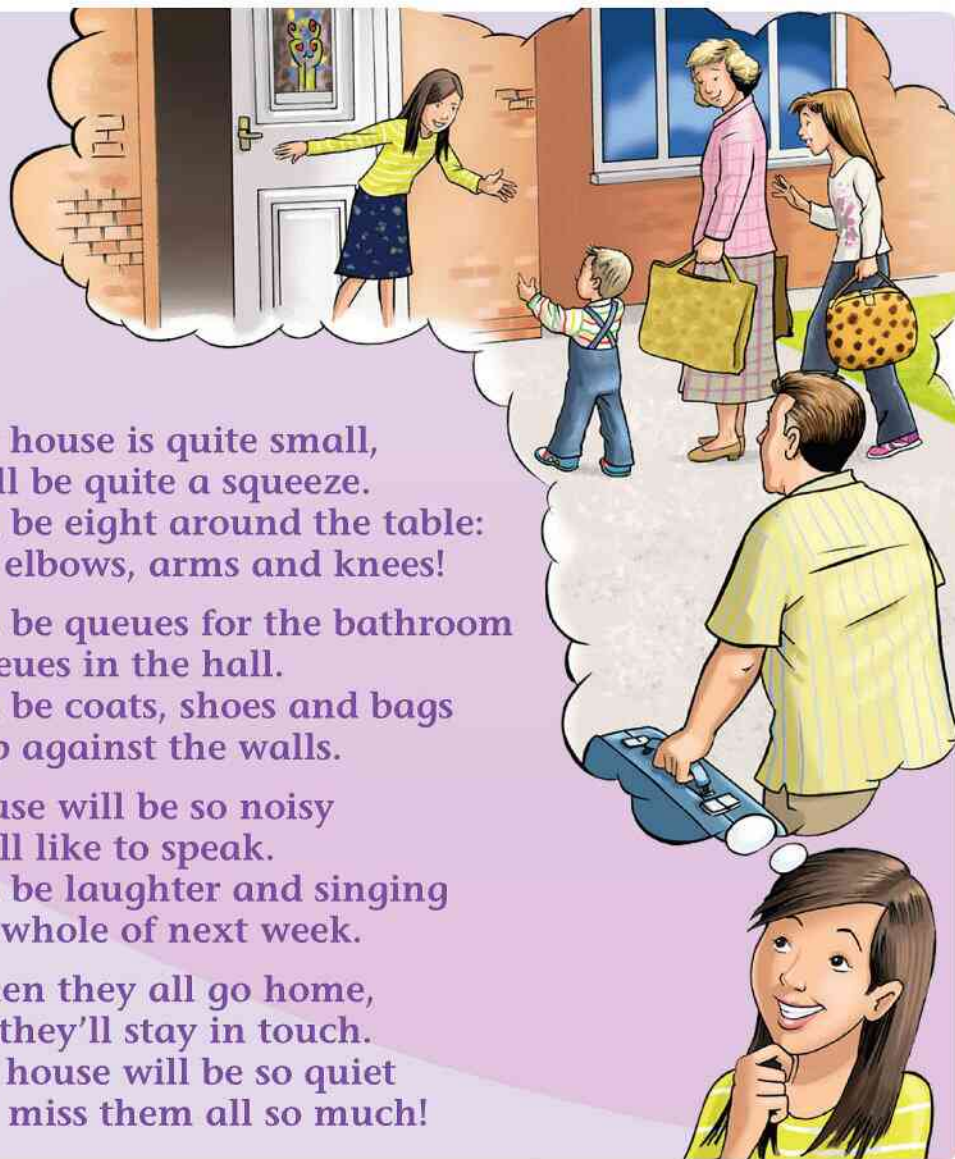
Kate will sleep in my room  
On some cushions on the floor,  
Aunt and Uncle in the lounge,  
On a camp bed by the door.

But our house is quite small,  
So it will be quite a squeeze.  
There'll be eight around the table:  
Sixteen elbows, arms and knees!

There'll be queues for the bathroom  
And queues in the hall.  
There'll be coats, shoes and bags  
Piled up against the walls.

The house will be so noisy  
As we all like to speak.  
There'll be laughter and singing  
For the whole of next week.

And when they all go home,  
I know they'll stay in touch.  
But the house will be so quiet  
And I'll miss them all so much!



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

relatives toddler normal cute squeeze  
queue stay in touch miss someone

4 Read again and write short answers.

1 How long will the relatives stay? A week.

2 Is it a big house? \_\_\_\_\_

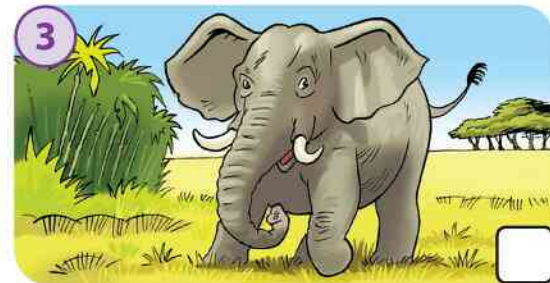
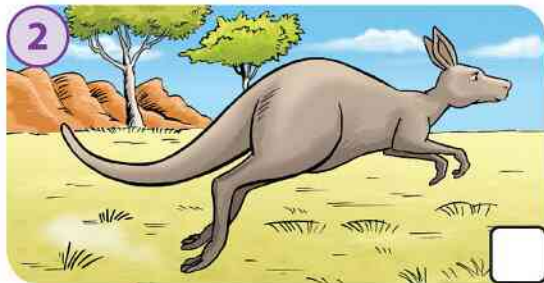
3 What does everyone like doing? \_\_\_\_\_

4 Is Bill always good? \_\_\_\_\_

5 How will the house be after the visit? \_\_\_\_\_

Listening

1 Listen and number.  118



2 Listen again. Write S (Stuart), E (Emily) or A (Anna).

- |                                      |                          |                                    |                          |
|--------------------------------------|--------------------------|------------------------------------|--------------------------|
| 1 Who helped look after animals?     | <input type="checkbox"/> | 2 Who helped look after a child?   | <input type="checkbox"/> |
| 3 Who went to a new country?         | <input type="checkbox"/> | 4 Who usually has a party at home? | <input type="checkbox"/> |
| 5 Who had a brother three years ago? | <input type="checkbox"/> | 6 Who went surfing?                | <input type="checkbox"/> |

Speaking



3 Ask and answer. Talk about your happy memories.

- |                                 |                     |
|---------------------------------|---------------------|
| 1 What is your happiest memory? | 2 When was it?      |
| 3 Describe what happened?       | 4 How did you feel? |

What is your happiest memory?

It's when I got my new bike ...

Writing preparation

What can you find in a **poem**?

Look at the poem again. The lines are in different parts, or **verses**.

Some poems **rhyme**. This means there are words which sound the same.

4 Look at the poem again and answer the questions.

1 How many verses are there in the poem? \_\_\_\_\_

2 How many lines are there in each verse? \_\_\_\_\_


3 Circle all the words that rhyme in the poem.

What pattern can you see? \_\_\_\_\_

Complete the writing tasks on pages 106–107 of the Workbook.



## Lesson One Words

1 Listen, point and repeat.  119

boss



office



builder



vet



journalist



secretary



dentist



receptionist




mechanic



author

2 Listen and read.  120

Watch the MultiROM! ▶

1 

**Mum** Listen, both of you. Your dad has got something important to tell you.

**Dad** Well, when I was working this morning, the phone rang. It was my boss. I had to go to his office. I was a bit worried.

2 

**Dad** But they were smiling when I went in. And that's because ... I've got a new job: a better one!

**Max** Great, Dad!


3 

**Dad** There's some good news and some bad news.

**Max** Oh, no. What's the bad news?

**Dad** You'll have to change schools and say goodbye to your friends.

**Holly** Huh! Really?

4 

**Max** And the good news?

**Dad** The good news is that the new job is in ... Australia! You will go to school with your cousins.

**Holly** So we'll all be together again!

**Max** Yippee!

- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

### Past simple and past continuous



When I **was working**, the phone **rang**.



They **were smiling** when I **went** in.

**When** can go at the beginning or the middle of a sentence.  
 Use a **comma** after the first verb if a sentence **starts with When**.  
*I was eating **when** he arrived.      **When** I was eating, he arrived.*

### 3 Match and number the pictures.

- 1 I was waiting at the library
- 2 He was walking to work
- 3 The secretary was typing
- 4 The footballer was running
- 5 The mechanic was repairing the car

**when**

- a the author came in.
- b he fell over.
- c it started to rain.
- d the customer arrived.
- e her boss phoned.



### 4 Speaking Point to the pictures and say.

*I was waiting at the library when the author came in.*

### 5 Now write the sentences with *When* at the beginning.

*When I was waiting in the library, ...*

1 Read and learn.

**Grammar homophones: there, they're, their**

**There** is some good news and some bad news.  
**They're** very happy.  
 They will be with **their** cousins.



These three words sound the same but are spelt differently.

**there** – a place, or to say what is present

**they're** – short form of **they are**

**their** – shows possession by more than one person

2 Write. **there they're their**

The family are going to Australia. Look, <sup>1</sup> there are six suitcases. Max and Holly have a suitcase each for <sup>2</sup> \_\_\_\_\_ clothes and special toys. <sup>3</sup> \_\_\_\_\_ a bit nervous about living in Australia because everything will be so new and different. But <sup>4</sup> \_\_\_\_\_ very happy too, because <sup>5</sup> \_\_\_\_\_ cousins will help them. Together, they'll have lots of fun!



3 **Speaking** Now talk about the picture.

4 Listen and sing. 121

**They're nearly there!**

*There's a boy and there's a girl.  
 They're going to see their cousins.*

*They've packed their bags. They're nearly there.  
 They're going to see their cousins.*

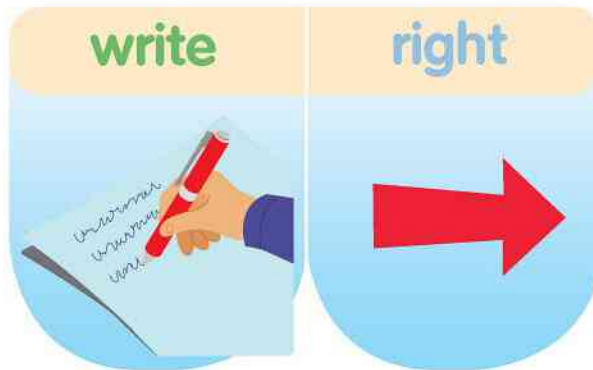
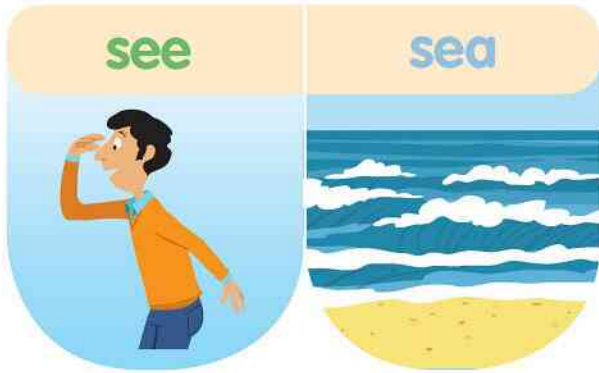
*They've got their passports in their bags.  
 They're going to see their cousins.*

*They're as happy as can be.  
 They're going to see their cousins.*



1 Read and learn.

vocabulary homophones



2 Listen and read. 122



What can you see?  
I can see a boat on the sea.



Can you hear some birds?  
Yes. They are here in this tree.



Where do you wear these clothes?  
I wear them at school.



Which hand do you write with?  
I write with my right hand.

3 Read again and circle the words from Exercise 1.

4 Write.



1 Excuse me. Where is the bus station?



2 We went to the beach and swam in the \_\_\_\_\_.



3 I can \_\_\_\_\_ some lovely music.



4 \_\_\_\_\_ is your passport.

### Reading

1 Describe what is happening in the pictures.

2 Listen and read.  123

## Three Wishes

Once upon a time, there was a poor fisherman. The fisherman's wife was usually angry because he didn't catch many fish.

One day, the man was fishing when suddenly, a little fish jumped into his net.

"My wife will be happy now," said the man, "we will eat this fish for dinner."

But then the fish spoke. "Please throw me back in the sea," it said, "and I will give you three wishes."



The fisherman was very surprised. "Great!" he thought. "I can make my wife very happy with three wishes."

Later, he told his wife about the fish. She wasn't happy.

"Fish don't speak, you silly man!" she said. "And now there isn't any fish for dinner."

The fisherman was hungry, and he looked at his dinner of bread and water.

"I wish we had sausages instead of bread and water," he said.

Suddenly, three delicious sausages appeared on his plate. He was very happy and started to eat.

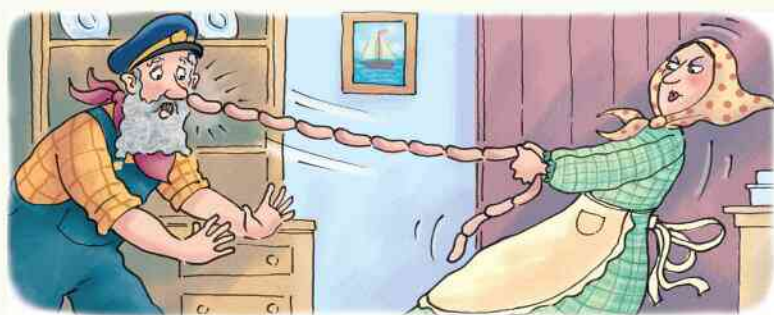


But his wife shouted angrily, "Why didn't you wish for something better, like money or gold? You silly man! I wish those sausages were on the end of your nose!"

The man looked down at his nose and screamed. All the sausages were on the end of his nose.

The wife pulled and pulled, but she couldn't get the sausages off the man's nose. They had to use their last wish.

"I wish," said the fisherman sadly, "for the sausages to go away." Suddenly, the sausages disappeared.



Now they had no sausages and no wishes. And the fisherman never saw the fish again.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

fisherman speak (spoke) silly surprised sausage delicious wish for pull

## Listening

1 What do they wish for? Listen and write *L* (Lucas), *R* (Rosy) or *A* (Akram).  124



1 go to England

2 no hungry people in the world

3 camcorder



4 three more wishes

5 brother

6 no extinct animals



7 no earthquakes

8 MP3 player

9 grandmother get better

## Speaking



2 Imagine the fish is giving you three wishes. What are they? And why?

My first wish is for ... a computer because ...  
My second wish is to ... visit a rainforest because ...  
My third wish is for / to ... because ...

## Writing preparation

We use **speech marks** to show that someone is speaking. A **comma** or a **question mark** is placed *inside* the speech marks.

"Fish don't speak," said the fisherman's wife.

We can also cut the sentence into two parts. Look at the punctuation!

"Please throw me back in the sea," the fish said, "and I will give you three wishes."

3 Circle the commas and question marks before the speech marks. Then underline the different verbs used.

1 "I wish these were sausages," he said.

2 "Why didn't you wish for something better?" asked the woman.

3 "You silly man," the fisherman's wife said.

4 "I wish," said the man sadly, "for the sausages to go away."

5 "My wife will be happy now," said the man, "we will eat this fish for dinner."

Complete the writing tasks on pages 112–113 of the Workbook.



# Fluency Time! 5

## Everyday English

### 1 Listen, read and say. 125



1  
**Anna:** Hi. Are you **on your own**?  
**Emma:** Yes. My best friend is **off school** today.  
**Anna:** You can **play with us!**



2  
**Anna:** Do you want to play a **skipping game**?  
**Emma:** Yes, please. **That sounds fun.**

### 2 **Listening** Listen and circle the correct word. 126

- Robert usually plays with **his sister** / his brother / Tom.
- Kevin's off school because he's got **a headache** / a stomach ache / an earache.
- Robert can play with Tom and **Dave** / his dad / his brother.
- They are going to play **basketball** / volleyball / football.
- Robert thinks it will be **interesting** / exciting / fun.

### 3 **Speaking** Talk with your friend.

basketball    chess    football    frisbee    on the climbing frame  
 with yoyos    a skipping game    a computer game



Are you on your own?

You can play with us.

Do you want to play chess?

Yes, my best friend is off school today.

Thanks.

That sounds fun.



1 Look at the story again. Act. 

2 Make a mini book.

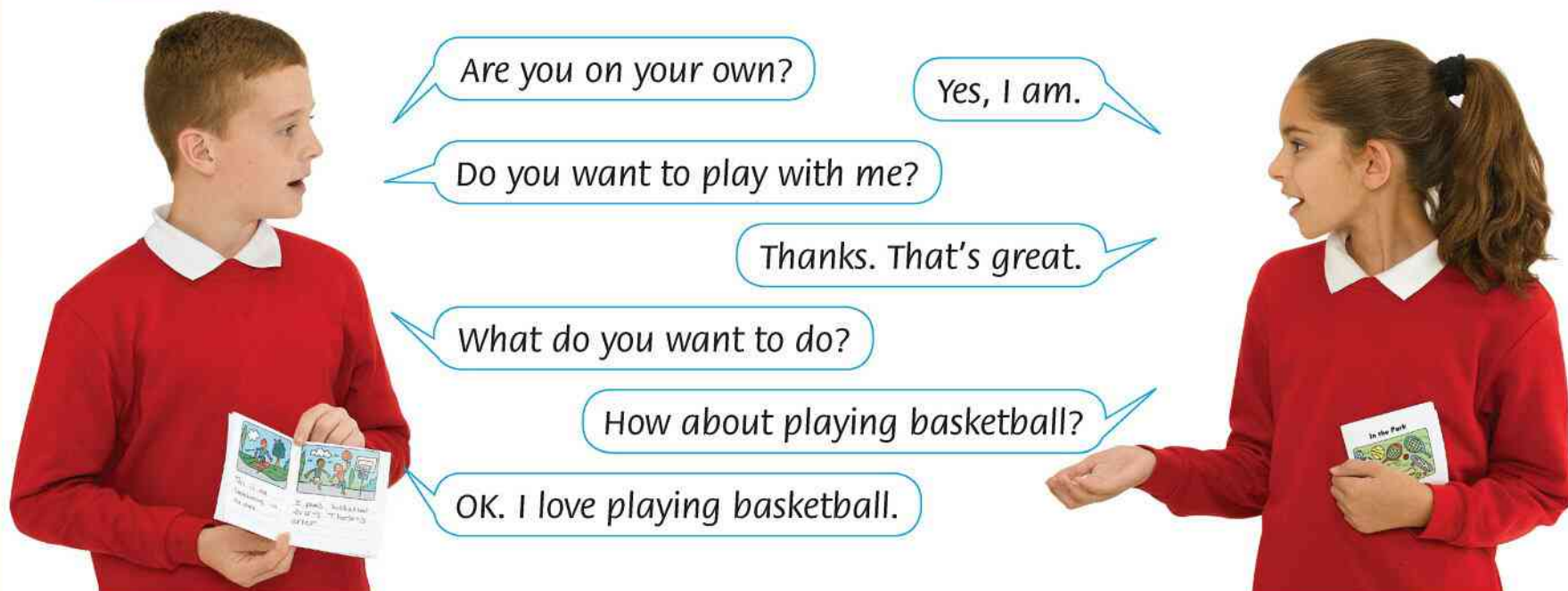


Fold the paper in half. Then fold it again. Cut along the top of the book. Your book now has eight pages.



Draw or stick pictures. Write about what you like doing in the park or playground. Decorate the front cover.

3 **Speaking** Ask and answer with your friend.



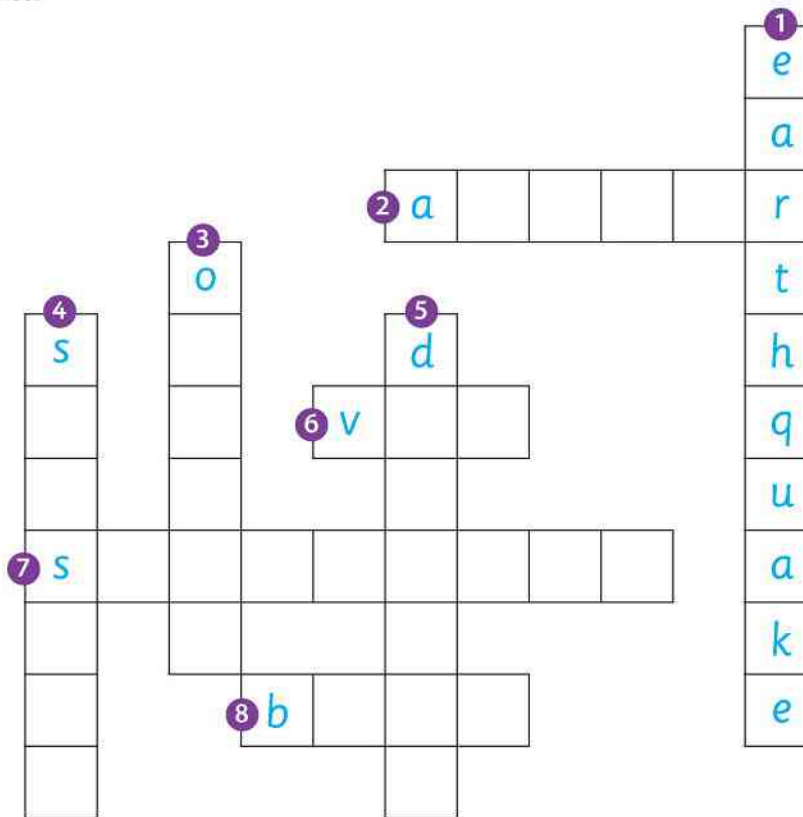
4 **Speaking** Tell the class about your mini book.

- 1 What do you do in the playground at school?
- 2 Who do you play with?
- 3 What do you like doing at the park?

I usually play football in the playground. I play with ...

1 Complete the crossword.

Down



Across



2 Write.

niece    mother-in-law    ~~husband~~    father-in-law    wife    nephew

Look! This is me with my <sup>1</sup> husband, Len.  
 These are Len's parents. Look! She is my  
<sup>2</sup> \_\_\_\_\_ and he is my <sup>3</sup> \_\_\_\_\_.  
 The man with black hair is my brother,  
 Henry. He is standing with his <sup>4</sup> \_\_\_\_\_,  
 Jane. Henry and Jane have got two children.  
 This girl is my <sup>5</sup> \_\_\_\_\_ and the boy is my  
<sup>6</sup> \_\_\_\_\_. His name's Patrick.



3 Read and circle.

Grandma and Grandpa are visiting. Lucy and Peter ask their mum, "Can you help <sup>1</sup> us / we make some smoothies for Grandma and Grandpa?" Peter chops up a banana and puts <sup>2</sup> them / it in the blender. Mum says, "Now you need to get the milk, Lucy." So Lucy pours <sup>3</sup> they / it into the blender. To help <sup>4</sup> she / her, Mum puts the lid on. When the smoothies are ready, Lucy and Peter take <sup>5</sup> they / them into the living room. "Are these for <sup>6</sup> us / we?" ask Grandma and Grandpa. "Thank you so much!"

4 Complete the sentences with *who* or *which*.

forty metres deep    the race    ~~the volcano~~    yesterday



This is the man who  
climbed the volcano.



This is the lake \_\_\_\_\_ is  
\_\_\_\_\_.



This is the girl \_\_\_\_\_ won  
\_\_\_\_\_.



This is the new library \_\_\_\_\_  
opened \_\_\_\_\_.

## 5 Write.

- I was watching TV when my aunt arrived. (watch TV / arrive)
- She \_\_\_\_\_ when the phone \_\_\_\_\_. (lay the table / ring)
- When he \_\_\_\_\_, a fish \_\_\_\_\_ out of the water. (fish / jump)
- When I \_\_\_\_\_ my homework, the printer \_\_\_\_\_. (print / stop)
- They \_\_\_\_\_ lunch when Lucy \_\_\_\_\_ her glass. (eat / drop)

## 6 Complete the words.

el    tion    il    shion



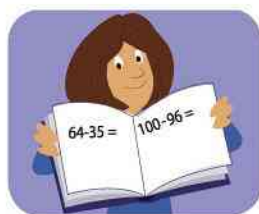
1 Can you pass me  
my towel?



2 I am a pup \_\_\_\_\_ at Wood  
View Primary School.



3 This dress is the latest  
fa\_\_\_\_\_.






4 My maths homework is to  
practise subtrac\_\_\_\_\_.



# Extensive reading: Gold

- 1 Look at the pictures. What country is it? What are people looking for?
- 2 Listen and read. 127

## The Gold Rush

California is one of the most famous states in the USA. It is the home of Hollywood and cities like Los Angeles and San Francisco. But, until 1848, San Francisco was only a tiny village with a few hundred people. Then something happened – people found gold there! Between 1848 and 1855, over 300,000 people travelled to California to look for gold. This time was called the Gold Rush.

The Gold Rush started when James Marshall, a man who worked in a mill in California, saw little pieces of shiny yellow metal in the river. He was very excited to find it was gold. The mill owner tried to keep it a secret, but soon people found out about the gold and started to arrive in California.

They came from all over the world. Some were Americans, but many came from places like China, Mexico, Europe and Australia. The people looking for gold were called *prospectors*. Many travelled by ship, and some travelled overland on horses and wagons.

At first, many people found gold and became rich. They found it by 'panning for gold' with a big pan.

They put water and small stones into the pan, then shook it. As gold is heavier, it went to the bottom of the pan, where the prospector could find it easily.

Looking for gold was very hard work. The prospectors lived in tents and cooked on fires. Life was very hard and many became ill.

After a few years, most of the gold from the rivers was gone. Then most of the prospectors found very little gold and were very poor. When the gold ran out, everyone left the camps and tried somewhere else. In fact, there are still some empty towns in California from this time. There are lots of empty buildings, but nobody lives there now. One example is Bodie in California. Tourists can visit it today to find out more about life during the Gold Rush.

But the city of San Francisco grew and is now one of the biggest cities in the USA. It is thanks to the Gold Rush that the city became so successful.

**Gold Rush facts**

- People used their old ships to build houses. Today, you can still see old ships below buildings in San Francisco.
- Children play 'panning for gold' games at parties.

### 3 Read again and write *T* (true) or *F* (false).

- |   |  |
|---|--|
| 1 San Francisco is a village now. _____ | 2 The Gold Rush happened in China. _____ |
| 3 Some prospectors came by sea. _____   | 4 No prospectors became rich. _____      |

1 Describe the pictures. What is the story about?

2 Listen and read.  128



Long ago, in Ancient Greece, there was a king named Midas. He lived in an enormous palace with his wife and his daughter. King Midas was very, very rich. He had more gold than any other king in the world. His palace was full of gold statues, gold jewellery and gold coins, but Midas was greedy and he always wanted more.

One day, the king was walking in the garden of his palace with his daughter. She was picking yellow flowers for her room. "Those yellow flowers are very beautiful," King Midas said, "but gold flowers are more beautiful."

The king's daughter ran back into the palace with her flowers and the king walked alone. Then Midas made a wish. He wished that everything he touched became gold. Soon he touched a flower. It became gold. He touched a tree and it became gold.

He touched a plant and it too was gold. "My wish has come true!" he shouted.

The king touched many things in his garden and in his palace. He touched pictures and vases and plates and they all became gold. Soon Midas was hungry and thirsty.

But, when he put some bread in his mouth, it turned to gold. And when he put some water to his lips, it also turned to gold.



The king sat in his garden. "I have all the gold in the world," he thought, "but I cannot eat and I cannot drink. What shall I do?"

At last, the king's daughter saw her father in the garden. She ran to him because he looked so sad. She touched his hand and suddenly she became gold, too. King Midas made another wish. He wished that he could have his daughter back and he wished to not have any more gold. Suddenly, all the gold was gone and his daughter was playing happily in the garden. King Midas had learnt his lesson and he never asked for more gold again.

3 Read again and write *yes* or *no*.

- 1 Does King Midas have a lot of gold? \_\_\_\_\_ 2 Does King Midas want more gold? \_\_\_\_\_  
3 Can King Midas eat the bread? \_\_\_\_\_ 4 Does this story have a moral? \_\_\_\_\_

4 Ask and answer.

- 1 Do you enjoy stories like this? Why? 2 What is your favourite story from your country?



1 Look at the pictures. What job did Marie Curie do?

2 Listen and read.  129

## Marie Curie

Can you imagine a world without X-rays? X-rays let doctors see your bones, so they know if you have a broken arm or leg. X-rays exist thanks to the work of a very important scientist called Marie Curie. She discovered *radium*, an element used in X-rays and treatments for cancer. Her work was so important that Marie Curie was the first woman to win a Nobel Prize and was also the first person ever to win two Nobel Prizes. Marie was born in Warsaw, Poland, in 1867. She was the youngest of five children. Her parents were both teachers. Science and maths were her favourite subjects at school. As her father was a maths teacher, he could help her at home. When Marie left school, she wanted to be a scientist, but the family did not have enough money for her to study. She worked as a teacher to earn money, and read science books in her free time. She had to wait six years to have enough money to study. Finally, in 1891, Marie went to study Physics at a famous university in France, called the Sorbonne. In France, she met her husband, Pierre Curie, who was a famous scientist. They worked on complicated experiments together, and during these experiments the new elements were found.



### A talented family

As well as the achievements of Marie and her husband, Pierre, their daughters, Irene and Eve, were also very successful.



Irene, the older daughter, also became a famous scientist and won a Nobel Prize for Chemistry. The younger daughter, Eve, wrote a book about her mother's life.

### World War I

During World War I, there were not enough X-ray machines for the hospitals. Marie Curie made X-ray machines that could move from hospital to hospital in a truck. These trucks were called *Little Curies* and helped over one million soldiers during the war.

### Safety

Although radium is a very helpful element, no one knew at the time that it can also be very dangerous. Nowadays, people are much more careful. Marie Curie did not wear protective clothing and often carried radioactive materials in her pockets. Sadly, Marie died in 1934 due to too much contact with the element. She will always be remembered for her excellent contribution to science and to healthcare.

Nobel Prizes are given each year to the best scientists in the world. You have to discover something very important to receive this award.

3 Read again and circle the correct word.

- |   |   |
|---|---|
| 1 Marie Curie was born in <b>France / Poland</b> .          | 2 Marie and Pierre had two <b>daughters / sons</b> .        |
| 3 <b>Eve / Irene</b> wrote a book about Marie Curie's life. | 4 Marie Curie's parents were <b>scientists / teachers</b> . |

4 Ask and answer.

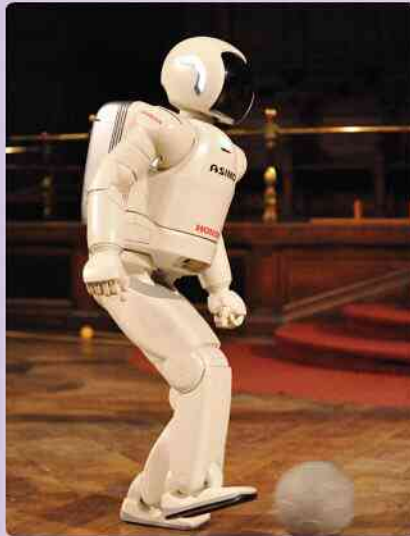
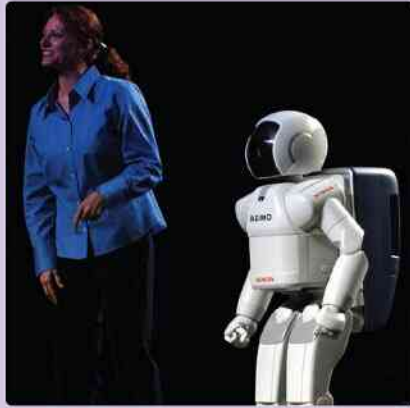
- |                             |  |
|-----------------------------|--|
| 1 Do you like science? Why? | 2 What do you want to do when you grow up? |
|-----------------------------|--|

# Robots

Most people have seen films or TV programmes with robots in them, but can you imagine a world with real robots? Would you like a robot to cook your dinner, clean your house or play football with you?

There is a robot that can do these things. Its name is ASIMO and it is from Japan. ASIMO is the most advanced robot in the world. It is the first robot to walk and run like a human, and it can even climb stairs. The robot can run at 6km per hour, about the same as a fast child.

ASIMO can also recognise people's faces, their names, and can understand their commands. This robot can respond to what you say and it can learn to speak any language. ASIMO has arms and hands, so it can open doors, carry things and turn lights on and off. ASIMO can help old people or people with disabilities by doing jobs around the house. ASIMO can also play sports and other games, so it is very popular with children. In fact, ASIMO is the same height as a ten year-old child, at 1.3 metres tall. The robot also looks very friendly and playful.



## The future of robots

In the future, robots will also do dangerous jobs like putting out fires, rescuing people after earthquakes or going to dangerous places. They may also teach in schools and help with operations in hospitals. Special robot arms in factories already make cars, and in the future more things will be made by robots.

Although some robots look human, we have to remember that they are machines with computers inside. Robots can do many things, but they cannot think or feel.

Whatever happens in the future, you will probably meet a robot like ASIMO one day.

### A job for ASIMO

ASIMO works as the receptionist at the Honda offices in Japan. The robot meets visitors, talks to them and takes them to the correct rooms.

3 Read again and write *T* (true) or *F* (false).

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| 1 Asimo can run like a human. _____ | 2 Robots will put out fires. _____ |
| 3 Robots can think and feel. _____  | 4 Robots can't make cars. _____    |

4 Ask and answer.

- 1 Would you like to have an ASIMO robot? Why?
- 2 What films with robots have you seen? What can the robots do?

# Shopping

1 Listen and read. Write the child's name next to each picture.  131



Liam  
10 years old

I love toys, so Hamleys toy shop is my favourite place in London. There are five floors at the shop. That's a lot of toys! Five million people visit Hamleys every year. I am looking for a present for my brother. He loves robots and there are quite a lot here to choose from.



Bryony  
11 years old

I usually find shopping boring, but I really like shopping at Brick Lane Market on Sundays with my aunt. There are hardly any big shops here; just lots of stalls selling unusual things. I'm looking for a pretty mirror for my bedroom. There are usually a few street entertainers, too, so we always have a lot of fun.



Caitlin  
9 years old

Today, I'm shopping at Westfield Shopping Centre with my mum. It's a huge shopping mall with lots of different shops and some department stores, all under one roof. I'm looking for new trainers and I've seen a few that I really like!



Danny  
13 years old

Today, I'm in Tottenham Court Road with my uncle. This street has quite a lot of shops that sell electrical things like computers and televisions. We're looking for a new radio for my uncle. My sister doesn't like it here because there aren't any clothes shops.





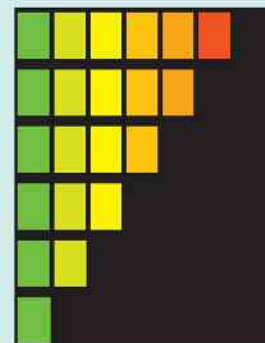
## Factfile

Hamleys is the biggest toy shop in the UK.

## Let's talk about shopping!

### Quantifiers

a lot of (lots of)  
quite a lot of  
some  
a few  
hardly any  
aren't any



There are **quite a lot of** robot toys here.  
There are **hardly any** big shops here.

### 2 Read again. Write T (true) or F (false).

- 1 Caitlin is buying a new dress. F
- 2 Lots of people visit Hamleys.
- 3 You can buy computers in Tottenham Court Road.
- 4 Brick Lane Market is open on Sundays.
- 5 Danny is looking for clothes.

### 3 Talk about shopping in London.

street entertainers	big shops
department stores	toys
clothes shops	computers

There are lots of toys at Hamleys.

There are a few street entertainers.

### 4 Write. Draw a picture.



I'm Cara and I'm from Vietnam. Every week, I go to Ben Thanh Market with my parents. I love seeing the different clothes ...

# Watching wildlife

1 Listen and read. Where are the children?  132



Hello everyone!

It's nine o'clock in the morning. I've been at the National Marine Aquarium for the whole night! The National Marine Aquarium is in Plymouth and it's the biggest aquarium in the UK. It's been open since 1998, and it works hard to protect ocean wildlife. You can see lots of fish and other sea creatures at the aquarium. I've loved the ocean since I was little, and last night my dad and I spent the night in the aquarium to learn more about the amazing species there. It's called the Sleeping With Sharks experience. We saw sharks, octopuses and clown fish, and we learnt lots of interesting things about them. I loved Snorkel, the Loggerhead Turtle. She's lived at the aquarium for about 25 years. We made models or painted pictures of our favourite sea creatures in the arts and crafts centre. I made a model of Snorkel. Then we watched a film about a turtle on a big 4D screen. The screen blew air at us and sprayed water in our faces! It was really cool! We got into our sleeping bags in front of a huge fish tank. We had a snack and then we fell asleep while the fish swam around us. I've had a brilliant time!

Finn, age 11



Hi there!

It's midday and I've been at Whipsnade Zoo since seven o'clock this morning! My family is spending the day here and we're having an amazing time! Whipsnade Zoo is the largest zoo in the UK. It has been open since 1931 and it's been my favourite place to visit since I was little. I've always loved wild animals, and there are more than 2,500 wild animals at Whipsnade Zoo! This morning, we travelled around the zoo on a steam train for an hour. Today, we've seen the elephants, rhinos and camels. The biggest elephant is called Emmet. He's lived at Whipsnade Zoo since 1997. We've watched the keepers feeding the bears and the lemurs, and we've seen all kinds of different birds. We've learnt lots of new things since we arrived. Did you know that parrots like doing puzzles and that zebras have stripy skin? After lunch, we're going to watch a sea lion show. Then we're going to visit the Discovery Centre because there are lots of unusual species there. Whipsnade Zoo has worked for years to protect rare and endangered species. I want to learn more about how we can help to protect wild animals. I'll write more later!

Jemma, age 10

## Let's talk about wildlife

Present perfect with *for* and *since*

I've been here **for** the whole night!

She's lived at the aquarium **for** about 25 years.

I've been awake **since** seven o'clock this morning.

He's lived at Whipsnade Zoo **since** 1997.

2 Read again. Write *T* (true) or *F* (false).

1 Finn stayed at the zoo all night.   F  

2 The aquarium has been open since 1931.           

3 Finn made a model of a turtle.           

4 Jemma travelled around the zoo on a bus.           

5 Jemma has seen elephants at the zoo.           

3 Talk about the children in Exercise 1.

be at the zoo

love the ocean

be at the aquarium

learn lots of things

half past five

yesterday

the whole night

an hour

seven o'clock

Finn has been at the aquarium for the whole night.

4 Write about a zoo, aquarium or wildlife park you have been to. You can draw or stick a picture.



I've been to Tortugero National Park in Costa Rica. We travelled on boats and we saw lots of frogs, iguanas ...



# Australia

1 Listen and read. Circle six sentences that contain the word *if*.  133



1 Hi. My name's Dan. I live in Oxford, in England. I've got an aunt, an uncle and two cousins who live in Australia. Sadly, I've never met them. This is because Australia is a long way from England. Dad says that if we can, we'll go to visit them next year! I really hope we can.

2 My relatives live in Sydney, the biggest city in Australia. If we go to Sydney, I'll visit the Sydney Opera House. It's really famous and it's at the harbour. If we go to Australia, we'll visit other big cities, too, like Melbourne and Perth. I also want to see Canberra, the capital, which is quite small.

3 In the middle of Australia is the Outback. It's very hot and dry there. The Aboriginal people arrived in Australia about 50,000 years ago. Most live in towns now, but some Aboriginal people still live a traditional life in the Outback. They hunt with boomerangs and spears. If we travel to the Outback, we'll see kangaroos and possums, and maybe we'll meet some Aboriginal people, too!

4 If we go in January, we'll get to see Australia Day. This is on 26th January every year, and there are parades and fireworks. If we are in Sydney, we'll see a ferry race across the harbour. It sounds very exciting.



## Let's talk about Australia!

### First conditional

If we **go** to Sydney, I'll **visit** the Opera House.

If we **travel** to the Outback, we'll **see** kangaroos.

### 2 Read again. Write T (true) or F (false). Correct the false sentences.

1 Dan has met his Australian relatives. \_\_\_\_\_

F

*Dan hasn't met his Australian relatives.*

2 There is a ferry race across Sydney harbour every April. \_\_\_\_\_

3 Sydney is the capital of Australia. \_\_\_\_\_

4 If they go in January, they'll see Australia Day. \_\_\_\_\_

5 There are more people than kangaroos. \_\_\_\_\_

### 3 Talk about Dan's trip to Australia.

can / go / Australia next year  
goes / Sydney / visit Opera House  
goes / Australia / visit other cities  
travels / Outback / see kangaroos  
goes / January / see Australia Day

*If he can, he'll go to Australia next year.*

*If he goes to Sydney, he'll visit the Opera House.*

### 4 Write about a city in your country. Draw.



*My name's Marisa. I'm from Granada, in Spain. One of Spain's most famous places is the Alhambra Palace ...*



## Factfile

There are more kangaroos than people in Australia.

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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First published in 2014

2018 2017 2016 2015 2014

10 9 8 7 6 5 4 3 2

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ISBN: 978 0 19 480842 2 Class Book

ISBN: 978 0 19 480858 3 MultiROM

ISBN: 978 0 19 480832 3 Pack

Printed in China

This book is printed on paper from certified and well-managed sources

### ACKNOWLEDGEMENTS

*Illustrations by:* David Atkinson (Hand Made Maps) pp.134; Adrian Barclay (Beehive Illustration) pp.5, 6 (Ex1), 9 (Ex3, 4), 10 (Ex2), 15 (Ex4), 21 (Ex3, 4), 28 (Ex1, 2, 3), 29 (Ex5), 33 (Ex4), 34 (Ex2), 39 (Ex4), 40 (Ex2), 45 (Ex3, 4), 52 (Ex1, 2, 3), 53 (Ex4, 5), 57 (Ex3), 58 (Ex2), 61 (Writing box), 63 (Ex3, 4), 64 (Ex2), 69 (Ex4), 76 (Ex1, 2), 77 (Ex4, 5), 81 (Ex4), 87 (Ex3), 93 (Ex4), 94, (Ex2), 100, 101 (Ex4, 5), 105 (Ex4), 106 (Ex2), 112 (Ex1, 2), 117 (Ex3), 124 (Ex1, 2), 125 (Ex4); Kathy Baxendale pp.16 (Ex2), 42, 43 (Writing box), 66, 67, 82 (Ex2), 84, 85; Jared Beckstrand pp.10 (Ex4), 16 (Ex4), 22, 34 (Ex4), 40 (Ex4), 46 (Ex4), 58 (Ex4), 64 (Ex4), 70, 82 (Ex4), 88, 94 (Ex4), 106 (Ex4), 112 (Ex4), 118 (Ex4); Simon Clare pp.6 (Ex3), 11, 17, 23, 35, 41, 47, 59, 65, 71, 77 (Ex6), 83, 89, 95, 101 (Ex6), 107, 113, 119, 125 (Ex6); Steve Cox pp.48, 49, 120, 121; James Elston pp.4, 7 (Ex2), 8 (Ex2), 9 (Ex2), 14 (Ex2), 15 (Ex2), 20 (Ex2), 21 (Ex2), 32 (Ex2), 33 (Ex2), 34 (Ex1), 38 (Ex2), 39 (Ex1), 44 (Ex2), 45 (Ex2), 46, 56 (Ex2), 57 (Ex2), 58 (Ex1), 62 (Ex2), 63, (Ex2), 64 (Ex1), 68 (Ex2), 69 (Ex1), 80 (Ex2), 81 (Ex2), 86 (Ex2), 87 (Ex2), 92 (Ex2), 93 (Ex2, 3), 104 (Ex2), 105 (Ex2), 110 (Ex2), 111, 116 (Ex2), 117 (Ex2), 118 (Ex1, 2); Liborio Daniele Festa (Beehive Illustration) pp.24, 25; Fabiano Fiorin (Milan Illustration) pp.26, 27, 50, 74, 98, 122; Paul Gibbs pp.43 (Ex2, 3), 114, 115; Andrew Hennessey pp.7 (Ex1), 8 (Ex1), 14 (Ex1), 20 (Ex1), 32 (Ex1), 38 (Ex1), 44 (Ex1), 56 (Ex1), 62 (Ex1), 68 (Ex1), 80 (Ex1), 86 (Ex1), 92 (Ex1), 104 (Ex1), 110 (Ex1), 116 (Ex1); Kelly Kennedy (Sylvie Poggio Artists) pp.60; Carl Pearce (Advocate Art) pp.19, 61 (Ex2), 97; Anthony Rule pp.91; Jorge Santillan (Beehive Illustration) pp.51 (lightning bolt); Harris Sofokleous (Sylvie Poggio Artists) pp.79 (Gulliver), 127 (King Midas); Lesley Vamos (Andrea Brown Literary Agency) pp.131, 133, 135.

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Norgay/Bettmann), 90 (Yuichiro Miura/Reuters), 103 (Western Desert/Mike Nelson/epa), 109 (school/Michael Nicholson), 126 (gold prospector/PEMCO - Webster & Stevens Collection; Museum of History and Industry, Seattle), 135 (Aboriginal man/Free Agents Limited); **Getty** pp.12 (huevos rancheros/gordana jovanovic), 12 (Mexican girl/Gustavo Di Mario), 24 (Paleontologist at work/David McNew), 54 (Eli Manning/Getty Images), 54 (JJ Watt/Getty Images), 55 (Usain Bolt/AFP/Getty Images), 72 (Spain v Italy football/FIFA via Getty Images), 73 (shuttle launch/Matt Strohane), 88 (Dave/Garry Wade), 88 (Libby/Jetta Productions), 96 (chicken salad/Dorling Kindersley), 102 (snowmobile/hana/Datacratt), 108 (Ryan Hreljac/WireImage/George Pimentel), 134 (Sydney Opera House/Ludovic Maisant), 135 (fireworks/David Messent); **iStock** pp.60 (Rob/PhotoInc), 96 (fruit salad/studiogi), 126 (map of California/gmutlu); **Mary Evans** pp.36 (portrait of Henry VIII/Mary Evans/Epic/Tallandier); **Oxford University Press** pp.26, 74, 122 (girl talking head/Mark Mason), 50, 98 (boy talking head/Mark Mason), 50, 98 (girl talking head/Gareth Boden), 60 (Jasmine/Monkey Business Images), 103 (dunes/Photodisc), 130 (Bryony/Moodboard), 130 (Caitlin/Geoff du Feu), 130 (Danny/Ana Lukascuk), 132 (Jemma/Image Source), 134 (Dan/Rayes), 135 (kangaroos/White); **REX** pp.31 (Daisy Morris/Isle of Wight County Press), 72 (Despicable Me pic/Universal/Everett), 72 (Simpsons/TM & copyright 20th Century Fox/Everett), 73 (England v France football/Offside), 73 (super hero pic/Snap Stills), 73 (Looney Tunes pic/Courtesy Everett Collection), 90 (Jordan Romero on Everest/Sipa Press), 108 (Charlie Simpson/REX), 131 (shop on street/Andy Drysdale), 135 (boats/Newspix); **Shutterstock** pp.12 (cornflakes/gemphoto), 12 (beef pbo/farbled), 30 (fossil imprint/Phaitoon Sutunyawatchai), 31 (pteranodon/Ozja), 37 (Sara/mamahoooba), 37 (Harry/Valua Vitaly), 37 (Kareem/Monkey Business Images), 60 (Jim/Goodhuz), 60 (Lara/fofoto), 128 (xray of hand/Claudio Divizia), 130 (Liam/Monkey Business Images), 131 (notebook/Prapann), 132 (Finn/AVAVA), 133 (aquarium/Vlad61), 133 (chimps/Kjersti Joergensen), 133 (jaguar/Patryk Kosmider), 135 (possum/Gary Unwin), 135 (notebook/Prapann).

*Commissioned photography by:* Graham Alder at MM Studios, Oxford pp.27, 51, 75, 99, 123; Gareth Boden p.13 (kitchen, pizza).

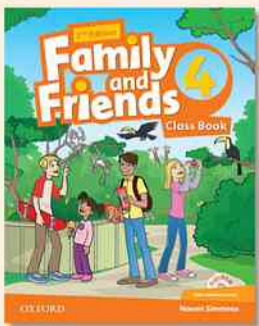
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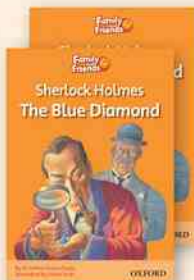
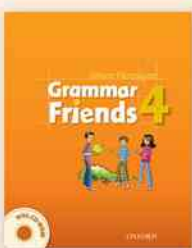


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