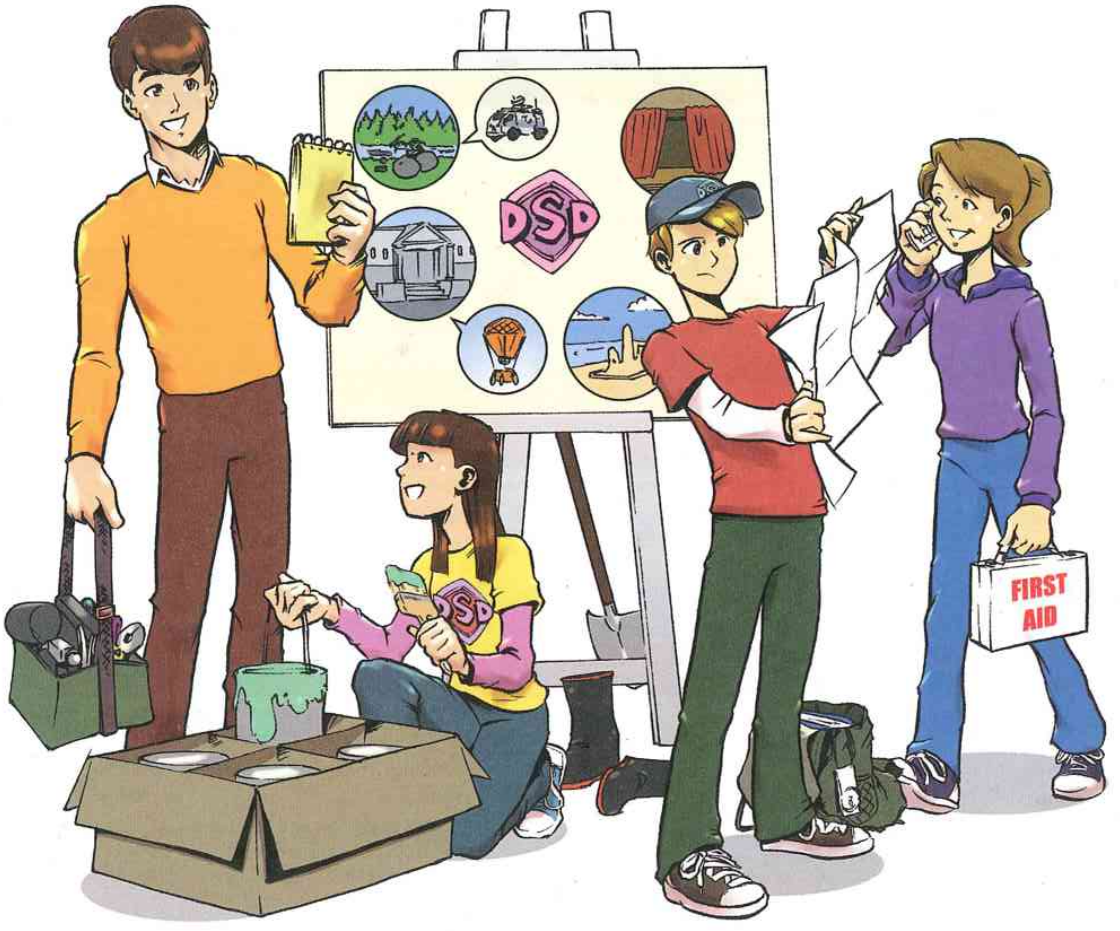
Family and Friends 5

Class Book



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Scope and sequence

Starter: Do something different! page 4

Present simple Present continuous Past simple Punctuation review

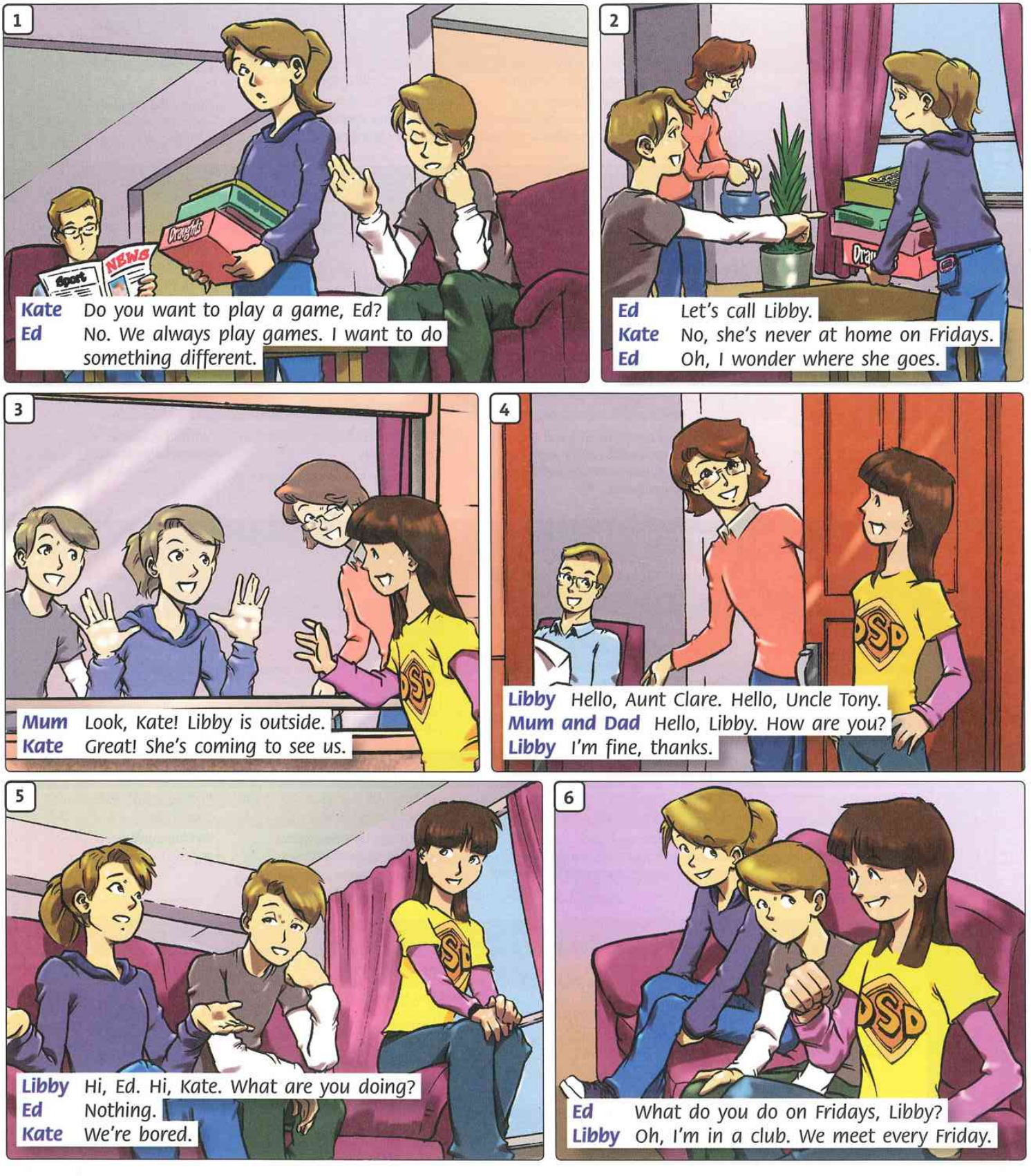
	Words	Grammar	Skills	
Performing arts				
1 You can build it! page 8	**Tools** **Working with words:** subject verb object adjectives and adverbs **Words in context:** *My tree house*	**Present perfect: *ever / never*** *Have you ever cleaned a kitchen?* *I've never made a cake.* **Present perfect: *for / since*** *Ben has had woodwork lessons since he was eight.* *He's worked on this wooden table for two weeks.*	**Reading:** A poem: *My tree house* (Cross-curricular link) **Listening:** Listening and ordering objects **Speaking:** Asking and answering questions about making things	**Writing focus:** Rhythm in poetry (counting syllables and stresses) **Writing outcome:** Writing a poem using syllable counts and stresses (Workbook)
2 It's show time! page 16	**Putting on a play** **Working with words:** Silent letters: *gh* and *k* **Words in context:** *The Crown Diamond*	**Past simple and present perfect** *It was great!* *I've tidied up all the leaves.* ***already / yet / before / just*** *I've already built the set.* *I haven't learnt the script yet.* *I haven't been in a play before.* *Karen has just finished the costumes.*	**Reading:** A play script: *The Crown Diamond* (Cross-curricular link) **Listening:** Listening and ordering events **Speaking:** Predicting the ending to a play	**Writing focus:** Features of a play script **Writing outcome:** Completing a play script (Workbook)
3 The best party ever! page 24	**Household items** **Working with words:** Suffix *-ion* **Words in context:** *Lost at the carnival*	**Comparatives and superlatives** ***as ... as ...*** It's as colourful as the carnival in Rio. ***not as ... as ....*** It's not as big as the carnival in Rio. ***too / enough*** It's too dark now. There's not enough light in here.	**Reading:** A story: *Lost at the Carnival* **Listening:** Predicting and listening for descriptions **Speaking:** Asking and answering questions about wearing costumes	**Writing focus:** Beginnings and endings of stories **Writing outcome:** Ending a story (Workbook)
Extensive reading: non-fiction *National Youth Theatre* page 32				
Extensive reading: fiction *The Raft* page 34				
The environment				
4 Our planet page 36	**The environment** **Working with words:** Compound nouns **Words in context:** *An eco home*	**Past simple and past continuous: interrupted actions** *Some children were playing when we arrived.* ***Used to*** *There used to be lots of litter here.*	**Reading:** An information text: *An eco home* (Cross-curricular link) **Listening:** Identifying details of a lifestyle **Speaking:** Asking and answering questions about the environment	**Writing focus:** Making writing more fluent **Writing outcome:** Writing an information text (Workbook)
5 Reuse and recycle page 44	**Recycling** **Working with words:** Prefix *re-* **Words in context:** *As good as new*	***Will / won't*** *Now Chip will know how to do everything and he won't make mistakes.* **Present continuous with future meaning** *We're leaving at two o'clock.*	**Reading:** A magazine article: *As good as new* (Cross-curricular link) **Listening:** Listening and ordering events **Speaking:** Asking and answering questions about recycling	**Writing focus:** Making suggestions **Writing outcome:** Writing a leaflet (Workbook)
6 Crazy about wildlife! page 52	**At the wildlife park** **Working with words:** Suffixes *-er / -or* **Words in context:** *Gorilla Kingdom*	***Going to*: future plans and intentions** *My class is going to adopt a tiger.* ***Going to*: predictions** *It's going to fall.*	**Reading:** An article: *Gorilla Kingdom* (Cross-curricular link) **Listening:** Listening and completing fact files **Speaking:** Asking and answering questions about animals	**Writing focus:** Topic sentences and paragraphs **Writing outcome:** Writing an article (Workbook)
Extensive reading: non-fiction *Trash People* page 60				
Extensive reading: fiction *The Elephant's Child* page 62				

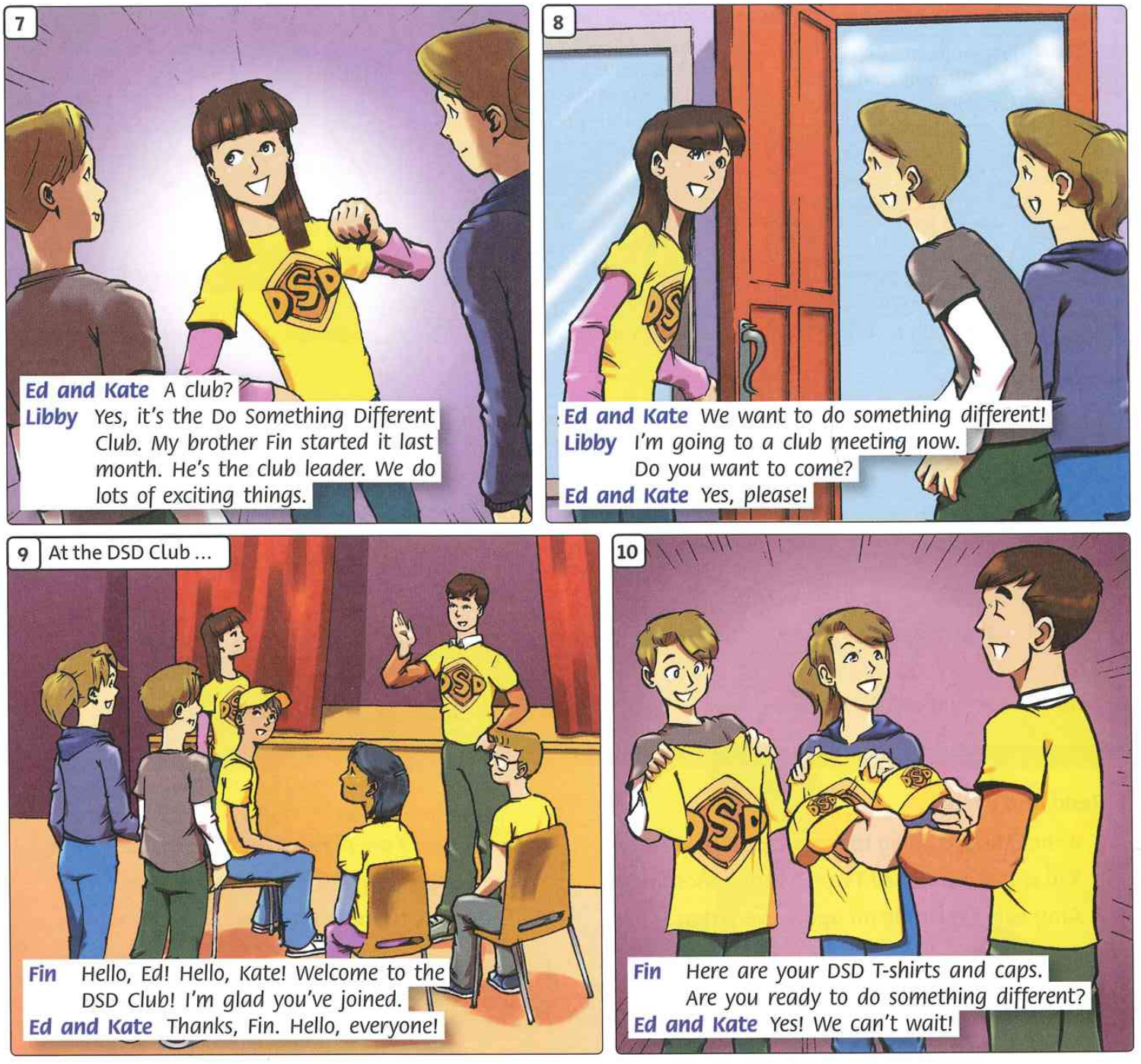
	Words	Grammar	Skills	
Health and fitness				
7 Call an ambulance!				page 64
	First aid **Working with words:** Phrasal verbs **Words in context:** *A day in the life of a firefighter*	**Reported speech** *He said he needed some bandages.* ***said / told*** *Our teacher told us she had got a surprise for us. She said we were going to learn first aid.* **Reported speech: time markers** *"A doctor is coming to the school tomorrow." She told us a doctor was coming to the school the next day.*	**Reading:** An account: *A day in the life of a firefighter* (Cross-curricular link) **Listening:** Listening for detail in a phone call to the emergency services **Speaking:** An emergency services phone call roleplay.	**Writing focus:** Features of a newspaper report **Writing outcome:** Writing a newspaper report (Workbook)
8 Let's eat healthily				page 72
	Food **Working with words:** Phrasal verbs with *get* **Words in context:** *The healthy eating pyramid*	**First conditional** *If I press this button, the machine will make a pizza.* **First conditional questions** *Will I get ill if I don't eat fruit and vegetables?*	**Reading:** An information poster: *The healthy eating pyramid* (Cross-curricular link) **Listening:** Listening and summarising **Speaking:** Asking and answering questions about diet	**Writing focus:** Concluding a personal account **Writing outcome:** Writing a personal account (Workbook)
9 The big match				page 80
	Sport **Working with words:** Antonyms **Words in context:** *Just breathe*	**Modal verbs: *may*, *might* and *could*** *I might need to do more work on those boots.* ***have to / had to* statements and questions** *Do you have to exercise every day?* *We had to tidy our bedrooms before we could go out to play yesterday.*	**Reading:** A process text: *Just breathe* (Cross-curricular link) **Listening:** Listening for detail in an interview **Speaking:** Asking and answering questions about exercise	**Writing focus:** Writing up notes into full sentences **Writing outcome:** Writing up an interview from notes (Workbook)
Extensive reading: non-fiction *Young stars*				page 88
Extensive reading: fiction *Clara's Visit*				page 90
History				
10 Ancient buildings				page 92
	Archaeology **Working with words:** Suffix *-ful* **Words in context:** *The lost city*	**Indefinite pronouns** *There are machines everywhere.* *There is something wrong with all my inventions.* *Is there anything wrong?* **Question tags** *These necklaces are beautiful, aren't they?*	**Reading:** An article: *The lost city* (Cross-curricular link) **Listening:** Listening for details about ancient sites **Speaking:** Asking and answering questions about museums	**Writing focus:** Making writing more interesting **Writing outcome:** Writing a descriptive account (Workbook)
11 A message for the future				page 100
	A time capsule **Working with words:** Homonyms **Words in context:** *A Kid in King Arthur's Court*	**The passive (present simple)** *English is spoken in many different countries.* **Passive and active** *People in costumes greet visitors.* *Visitors are greeted by people in costumes.*	**Reading:** A film review: *A Kid in King Arthur's Court* **Listening:** Listening and identifying descriptions **Speaking:** Asking and answering questions about films	**Writing focus:** Features of a film review **Writing outcome:** Writing a film review (Workbook)
12 Be a part of history!				page 108
	The news **Working with words:** Adjectives with *-ing* **Words in context:** *Who deserves a high salary?*	**The passive (past simple)** *You were invented to cook and clean.* **Passive questions** *Is English spoken in the USA?* *Who was the telephone invented by?*	**Reading:** An internet forum: *Who deserves a high salary?* (Cross-curricular link) **Listening:** Listening and identifying opinions **Speaking:** Asking and answering questions about future aspirations	**Writing focus:** Expressing opinions **Writing outcome:** Writing an opinion text (Workbook)
Extensive reading: non-fiction *Ancient China*				page 116
Extensive reading: fiction *Treasure Island*				page 118

Starter Do something different!

Lesson One Story

1 Listen and read. Who comes to visit? 01





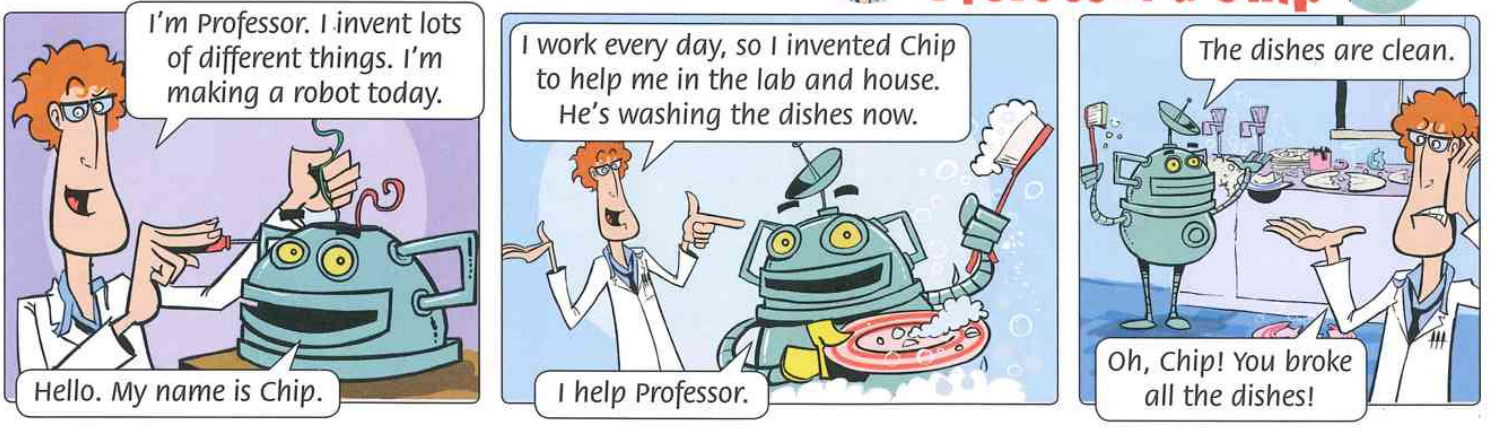
2 **Listen to the story again and repeat. Act.**

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

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

1 Listen and read. What is Professor making? 02

Professor & Chip



2 Read and learn.

Present simple and present continuous

Use the present simple to talk about habits and routines.

I work every day.

Use the present continuous to talk about actions happening now.

I'm making a robot today.

He's washing the dishes now.

Past simple

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

I invented Chip to help me in the house.

You broke all the dishes!

3 Read and circle.

1 Anna goes / *is going* to the park every weekend.

2 We *played* / *are playing* football last Saturday.

3 You *watch* / *watched* TV on Sunday mornings.

4 Mum and Dad *work* / *are working* now.

5 Amy *eats* / *is eating* an apple every day.

6 I *listen* / *listened* to my new CD yesterday.

4 Speaking Ask and answer.

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

Punctuation

We use capital letters for:

- **the beginning of a new sentence**
  This is Lucy.
- **names** Lucy is eight.
- **nationalities** She is British.
- **proper nouns** She is from London.
  London is in the UK.
  My birthday is in May.

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

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

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

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

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

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

1 Rewrite the sentences with the correct punctuation.

1 mario is from madrid Mario is from Madrid.
2 my name is helen she said _____
3 my favourite sports are football tennis and basketball _____
4 is carla from italy _____
5 open the door _____
6 are lee dan and amy from the usa _____

2 Listen and write. Sing. 03

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

Do something different!

Try a new [1] sport ,
Learn a new fact,
Find a fun [2] _____ game
to play.
Learn a new skill,
[3] _____ a new friend,
Do something [4] _____ today!

Chorus:
Do something different,
Have lots of [5] _____.
It's amazing to try something new.
Do something different,
Have lots of fun.
There are so [6] _____ new things
to do!

Try a new [7] _____,
Read a new book,
[8] _____ some great new
words to say.
[9] _____ a new film,
See a new [10] _____,
Do something different today!

1 You can build it!

Lesson One Story

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

1

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

2

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

3

Fin Now we need to join these together. Pass me that hammer and a nail please, Kate.
Ed What can I do?
Libby You can help me paint the sheets. You're good at art.

4

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

5 Later ...

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

6

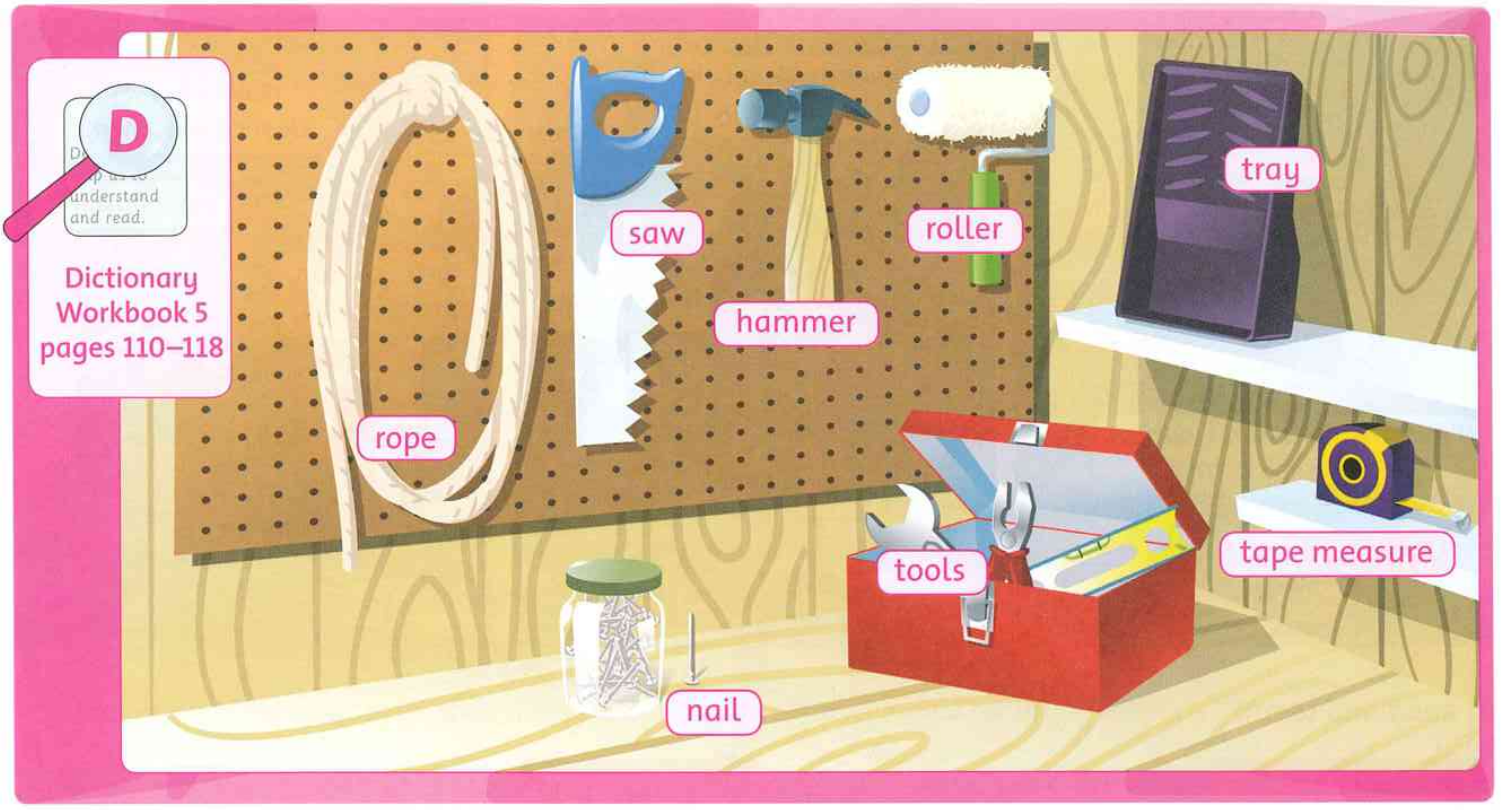
Fin Oh, look! They're stuck in the middle.
Libby Oh no! We can't move until the paint dries!

2 Listen to the story again and repeat. Act.

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

1 Ed and Libby have written a story. False
2 Dad has given the children his tools. _____
3 Fin asks Kate for a sheet. _____
4 Libby paints the mountains. _____
5 Kate is good at building. _____
6 Libby and Ed can't move. _____

1 Listen and repeat. 05



2 Write the words.

1 Dad keeps his tools in a box in the garage.
2 You can use _____ to pull things or to tie things together.
3 We used a _____ to see how long the piece of wood was.
4 A _____ is a small, sharp piece of metal.
5 You can use a _____ to hit nails.
6 You can use a _____ or a paintbrush to paint walls.

Working with words

subject	verb	object	adjective	adverb
Joe	has found	lots of wood.	Wet paint dries	slowly.

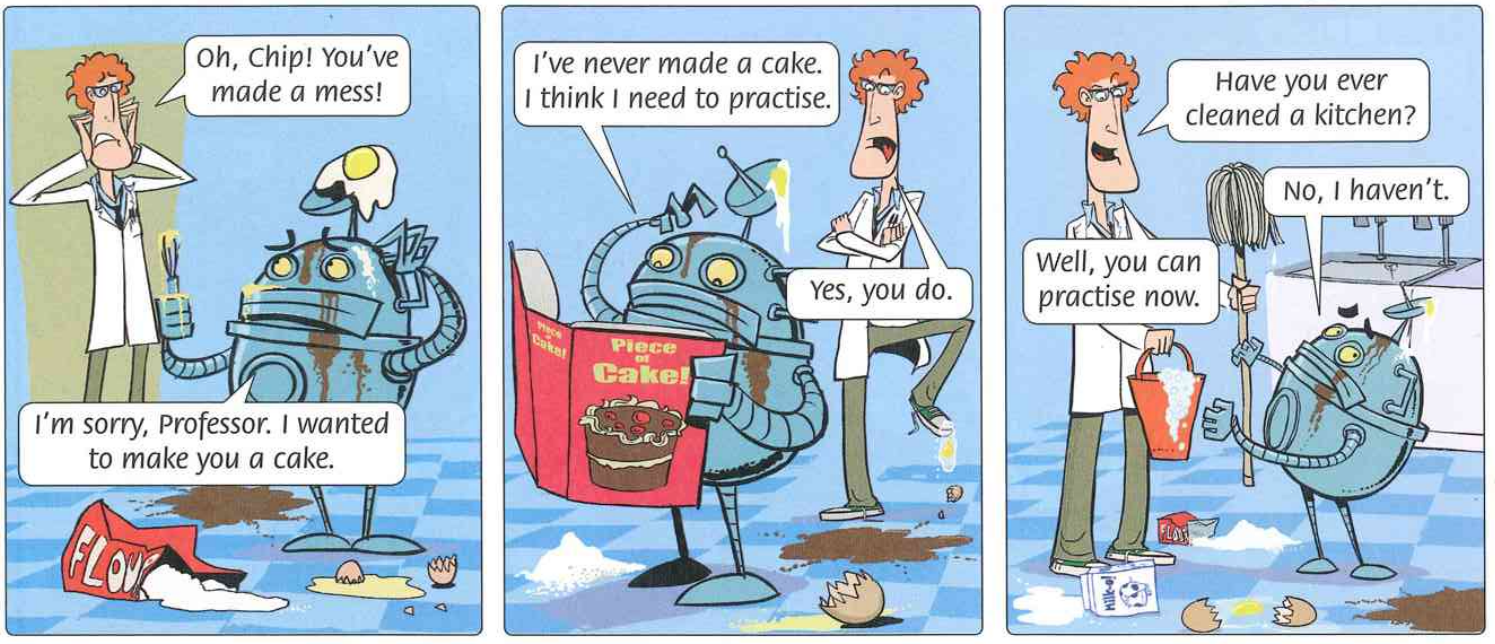
3 Look at the words in bold. Write.

verb adverb object ~~subject~~

1 I've written a story. subject
2 Mum made **a pizza**. _____
3 He's **playing** tennis. _____
4 My sister talks **fast**. _____

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

Professor & Chip



2 Read and learn.

Present perfect

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

You've made a mess.

Present perfect = *have / has* + past participle

ever / never

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

Have you ever cleaned a kitchen?

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

I've never made a cake.

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

V Irregular verb list Workbook 5 page 119

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

4 Speaking Ask and answer.

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

Have you ever ridden a horse?

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

G Complete Grammar Time Exercise 1 on page 102 of Workbook 5.

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

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

2 Read and learn.

since

Use the present perfect and *since* to talk about past actions after a certain time or date, e.g. January, last Tuesday, 2006, 4 o'clock.

Ben has had woodwork lessons since he was eight.

for

Use the present perfect and *for* to talk about past actions in a period of time, e.g. a week, 3 years, 5 hours, a month.

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

3 Write *since* or *for*.

1 We've lived in this house for five years.
2 Lisa has been at this school _____ 2007.
3 You've been here _____ an hour.
4 Tony has been on holiday _____ last Monday.
5 The children have been in the park _____ ten o'clock this morning.
6 I've known my best friend _____ three years.

4 Write sentences about Steve. Irregular verb list

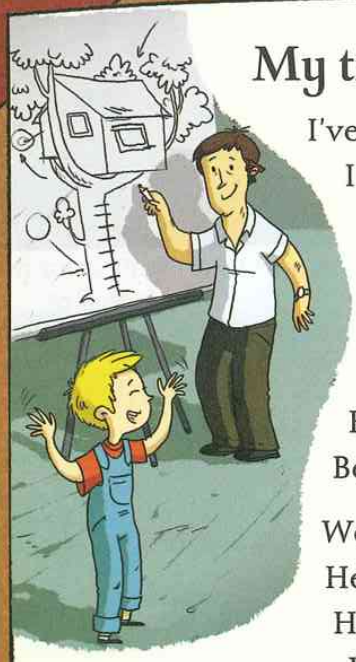
1 (ride / a bike) Steve has ridden a bike for five years.
2 (have / English lessons)
3 (use / a computer)
4 (play / the drums)
5 (live / in London)
6 (collect / comics)

Skills Time!

Reading

1 **Look at the poem and the pictures. What do you think happens in the poem?**

2 **Listen and read.** 08

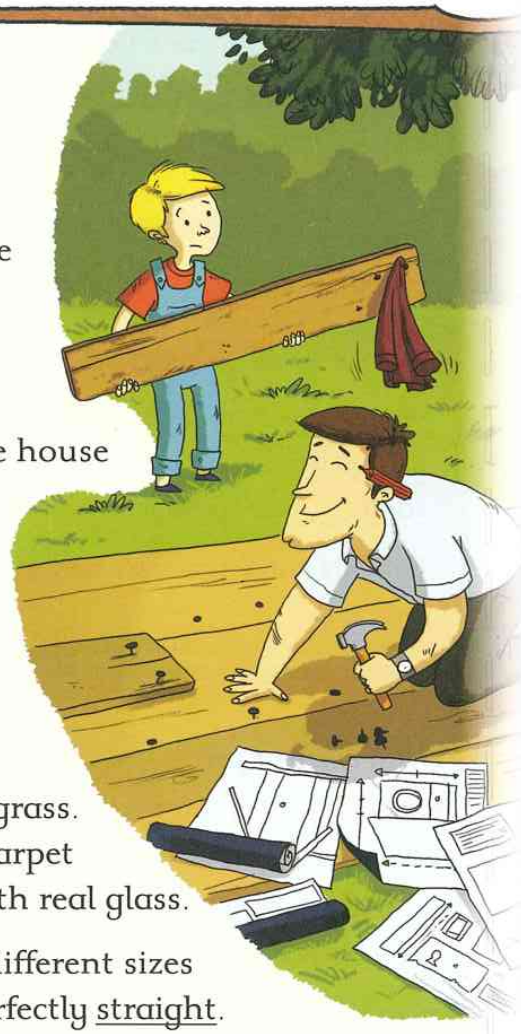


My tree house

I've always wanted a tree house.
I think they're great places to play.
My dad drew the plans for a tree house
And we started to build it one day.

Dad got some boards and a tool box,
Some nails and a hammer and saw.
He said, "You'll need help with your tree house
Because you've never built one before."

We started working together.
He watched as I hammered and sawed.
He tried not to laugh very loudly
When I nailed my coat to a board.

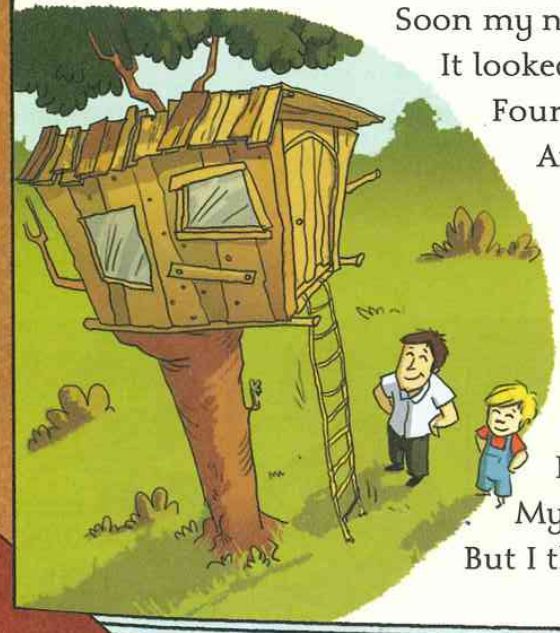


Soon my new tree house was ready.
It looked wonderful there on the grass.
Four walls and a door and a carpet
And two windows, both with real glass.

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

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

Bill Robbins



3 **Read again and circle.**

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

Words in context

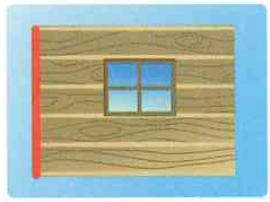
1 Find the words in the poem to match the pictures.

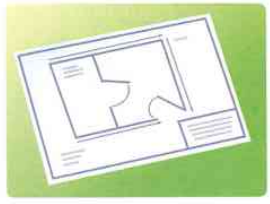
D
understand and read.

Dictionary Workbook 5

1 tree house

2 _____


3 _____


4 _____

5 _____

6 _____

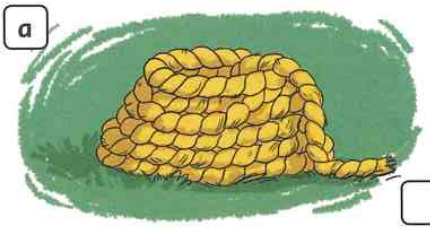
7 _____

8 _____

Listening

2 Listen. Who is talking? 09

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

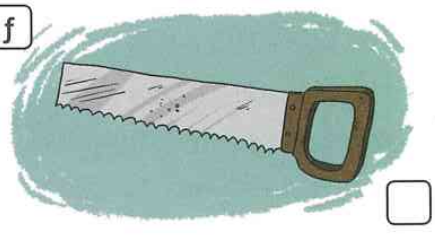
a 

b

c
1

d

e

f 

Speaking

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

Have you ever made something? _____ Yes, I have. / No, I haven't.

What did you make? I made _____. a mask / a model / a card / a poster

What did you use to make it? I used _____. paper / glue / paint / a box / scissors / string

Skills Time!

Writing

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

2 Read.

Our kite

Last week we made a big kite.
We had a lot of fun.
My brother drew some great plans.
The kite looked like the sun.

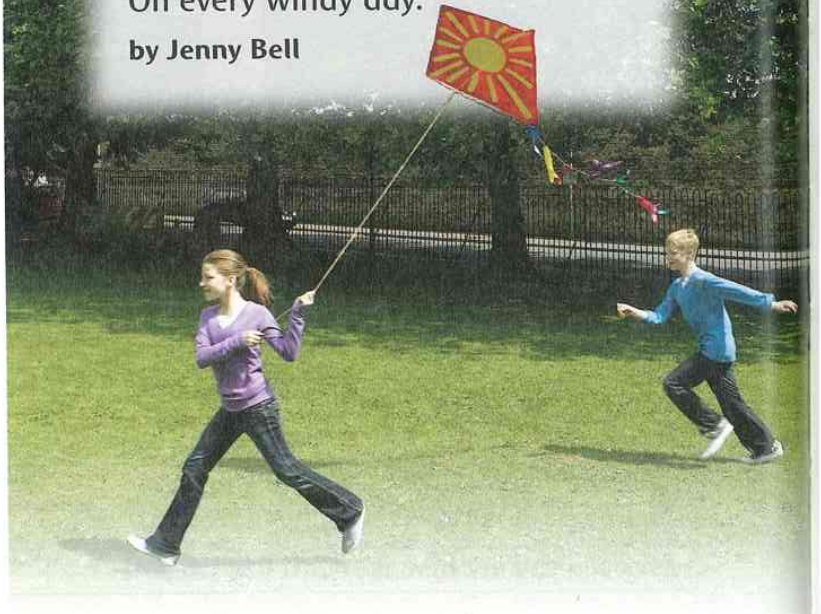
We found some string and paper,
Some nails and glue and wood.
We sawed and glued and hammered.
The kite looked really good.

We painted the kite yellow
Then we left it out to dry.
And soon the kite was ready.
It was time for it to fly!

We held on to the kite string
And the kite flew, fast and high.
It really looked amazing
As it flew across the sky.

And now, when it is windy,
We can't wait to go and play.
We want to fly our kite
On every windy day.

by Jenny Bell



3 Read again and answer the questions.

1 What did the children use to make their kite?
2 When do they want to fly their kite?

A poem: pattern and rhythm

When we write a poem we follow a pattern:

	syllables
Last **week** we **made** a **big** kite.	= 7
We **had** a **lot** of **fun.**	= 6
My **bro**ther **drew** some **great** plans	= 7
The **kite** looked **like** the **sun.**	= 6

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

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

We found some string and paper,	7
Some nails and glue and wood.	___
We sawed and glued and hammered.	___
The kite looked really good.	___

5 Complete writing page 12 of Workbook 5.

1 Complete the quiz.

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

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

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

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

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

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

7 **Who drew the plans for the tree house?**

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

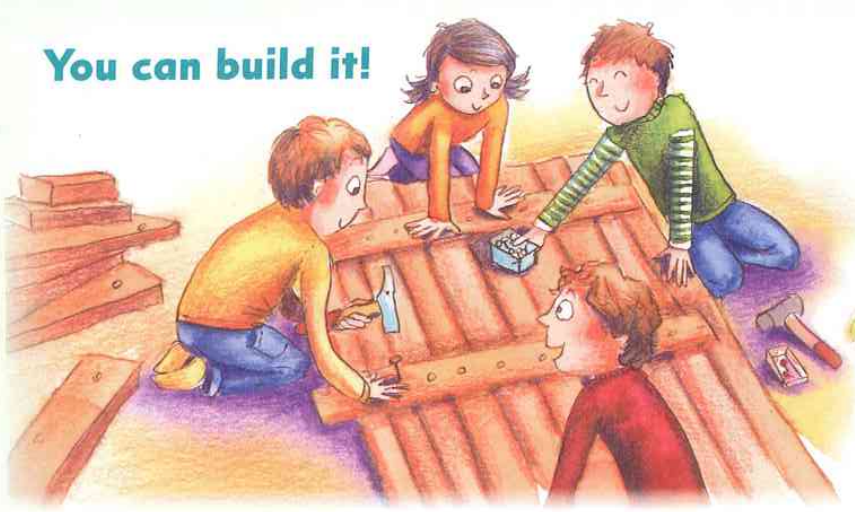
9 **How many syllables?**
We held on to the kite string.

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

2 Listen and write. Sing. 10

plan hammer built saw Build new nails ~~ever~~

You can build it!



Have you [1] ever built a boat?
[2] _____ it, sail it, watch it float.
Take some [3] _____ and take some wood.
Building new things feels so good!

Chorus:
You can build it, you know how.
Make a [4] _____ and build it now!
Building things is fun to do!
Let's try building something [5] _____.

Have you ever [6] _____ a kite?
Take some string and tie it tight.
Take a [7] _____, take a [8] _____.
It's such fun, let's build some more!

2 It's show time!

Lesson One Story

1 Listen and read. Who are the children waiting for? Why? 11

2 Listen to the story again and repeat. Act.

3 Read again and write the names.

Ed	Kate	~~Libby~~	Fin

1 Libby is excited.
2 _____ needs to look at the script again.
3 _____ looks really scary.
4 _____ has got all the costumes.
5 _____ talks to Fin on the phone.
6 _____ has called the garage.

1 **Listen and repeat.** 12

2 **Write the words.**

1 Actors need to learn a script before they can be in a play.
2 I was nervous before I walked on to the _____.
3 Helen was a queen in the play and she had a beautiful _____.
4 We used a lot of _____ to make Ben's face look scary for the play.
5 Who was your favourite _____ in the play?
6 The _____ laughed when the clown came on to the stage.

Working with words

Some words have silent letters.
We don't pronounce these letters when we say the words.
lights night straight know knee knife

D
Dictionary Workbook 5

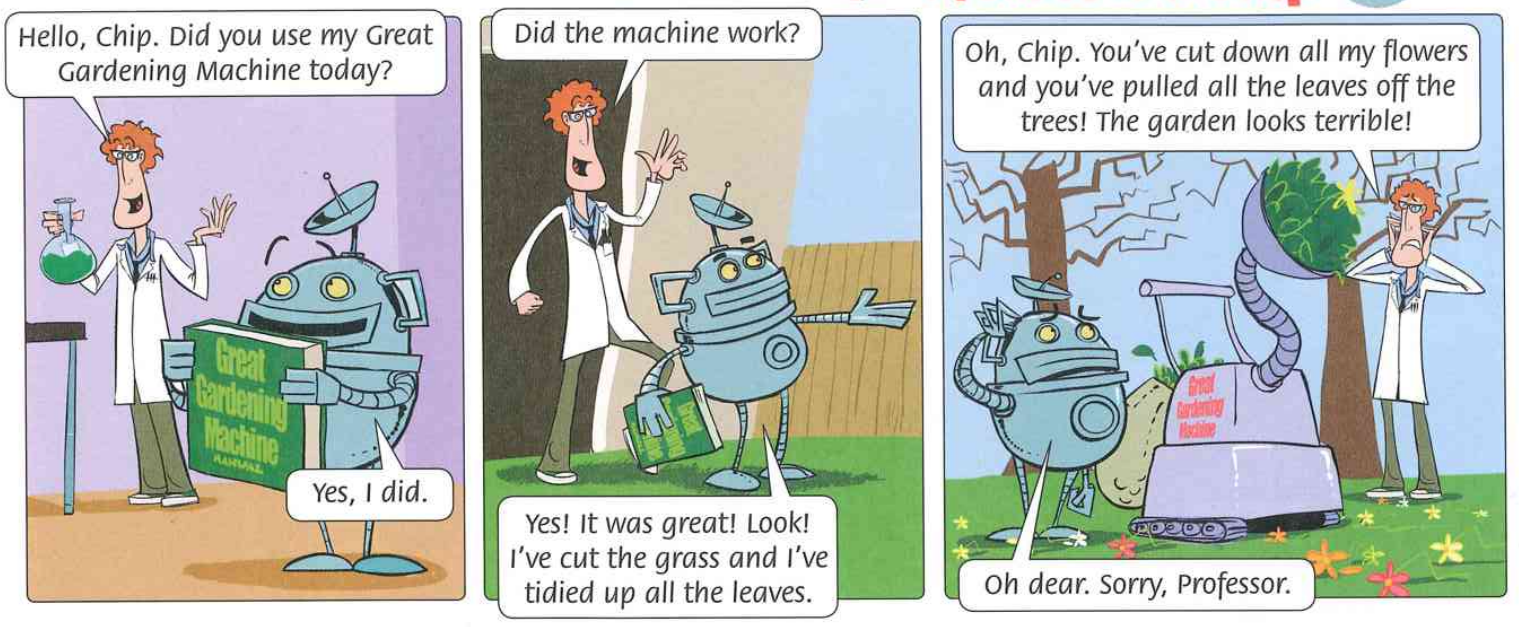
3 **Listen and repeat.** 13

4 **Circle the silent letters.**

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

Professor & Chip

1 Listen and read. What has Chip done? 14



2 Read and learn.

Past simple

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

It was great!

Present perfect

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

I've cut the grass and I've tidied up all the leaves.

3 Complete the sentences. Use the present perfect or past simple. V Irregular verb list

1 I haven't finished (not finish) my homework.
2 You _____ (live) in this house for ten years.
3 Lucy _____ (go) to the cinema three days ago.
4 We _____ (be) best friends since we were six.
5 The boys _____ (play) football in the park yesterday.
6 Jim _____ (not eat) his dinner last night.

4 Speaking Ask and answer.

Has Lisa tidied her bedroom?

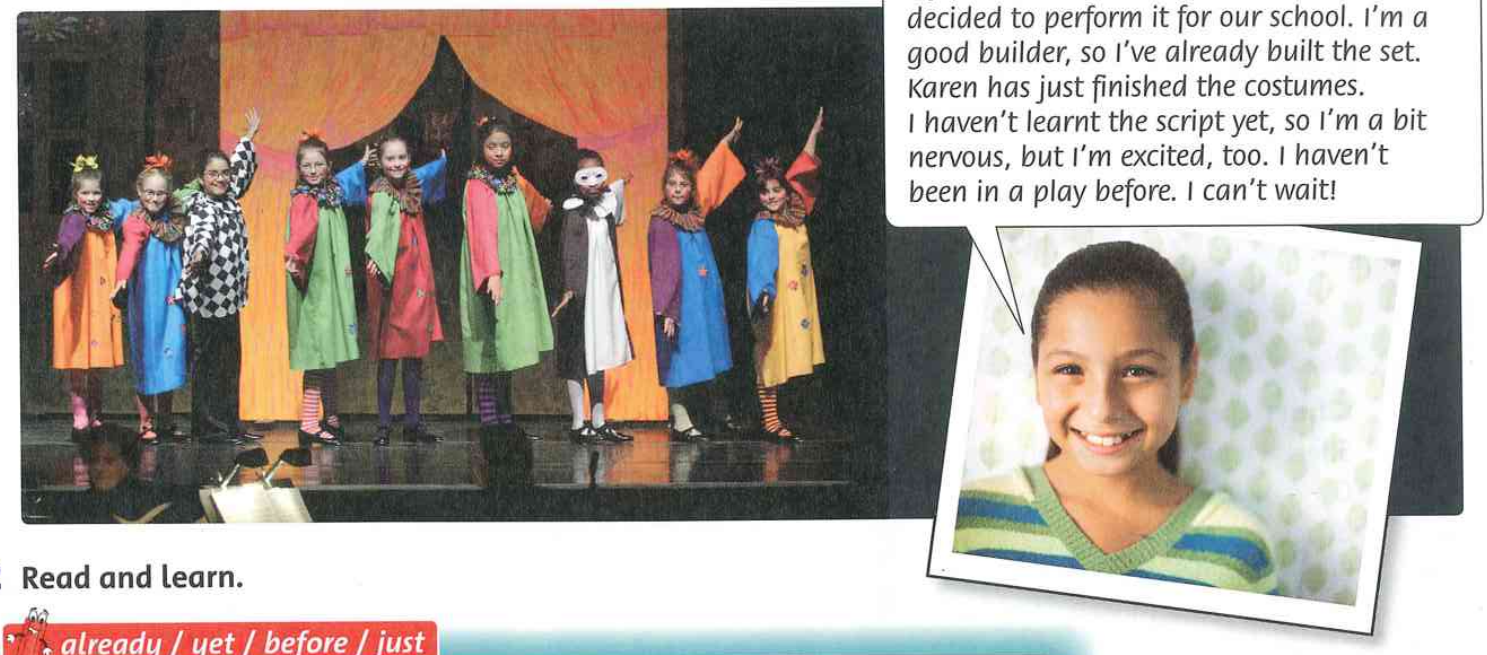
Yes, she has. She tidied her bedroom yesterday.

To do:

• tidy my bedroom	✓ (yesterday)
• visit my grandma	✓ (last Sunday)
• do my homework	✓ (two hours ago)
• buy a new schoolbag	✓ (last weekend)
• call my friend	✓ (an hour ago)
• make my mum a birthday card	✓ (yesterday)

G Complete Grammar Time Exercise 1 on page 102 of Workbook 5.

1 Listen and read. What is she talking about? 15



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

2 Read and learn.

already / yet / before / just

Use these time words with the present perfect:

I've already built the set. I haven't learnt the script yet.

I haven't been in a play before. Karen has just finished the costumes.

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

3 Read and circle.

1 We've *already* / *before* seen this film.
2 Carl hasn't travelled by plane *just* / *before*.
3 You haven't eaten your breakfast *already* / *yet*.
4 I've *just* / *yet* heard some exciting news.
5 Amy hasn't met a famous person *before* / *just*.
6 Billy and I have *already* / *yet* washed the car.

4 Write sentences about Mike. V Irregular verb list

1 Mike has just made lunch.

G Complete Grammar Time Exercise 2 on page 103 of Workbook 5.

Reading

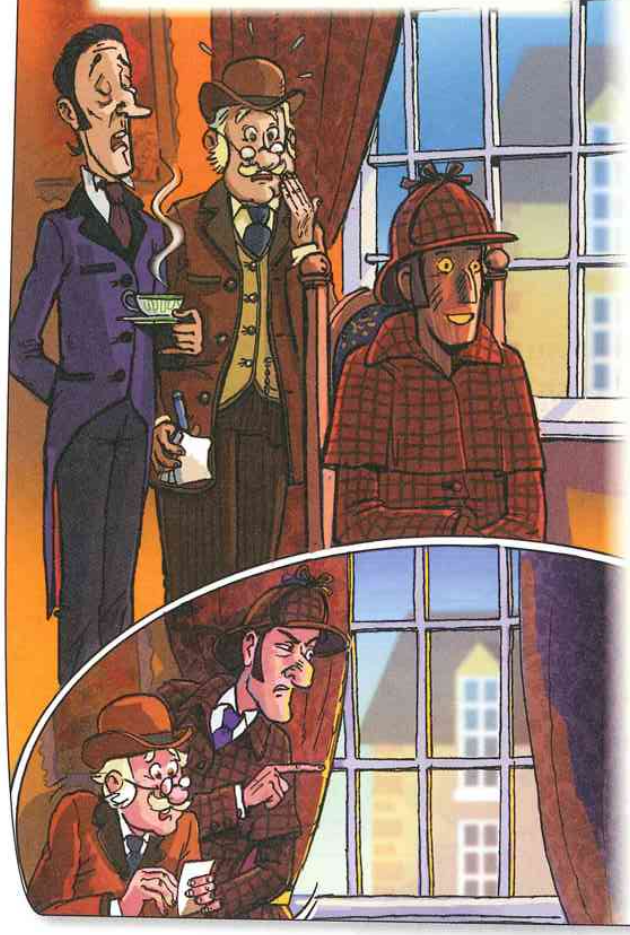
1 Look at the pictures. Who do you think the characters are?

2 Listen and read. 16

The Crown Diamond

by Sir Arthur Conan Doyle

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



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

(*Enter Watson and Billy.*)

Watson When will Holmes be back, Billy?

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

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

Billy That's right, sir.

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

Watson What's this?

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

Watson Why?

(*Enter Holmes.*)

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

Watson Who?

Holmes Sebastian Moran. Write it down, Watson!

(*A doorbell rings. Billy exits.*)

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

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

(*Enter Billy.*)

Billy Sebastian Moran is here, sir.

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

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

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

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

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

Words in context

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

D
understand and read.

Dictionary Workbook 5

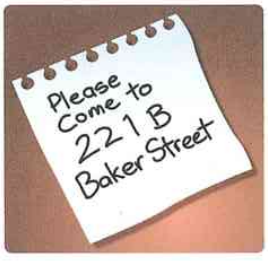
1 servant

2 _____

3 _____

4 _____

5 _____



6 _____

7 _____

8 _____

Listening

2 Read the play script on page 20 again. What do you think happens next?

3 Listen to what happens next. Were you right? 17

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

- [ ] Holmes shows Moran a book.
- [ ] Holmes takes the diamond.
- [ ] The police arrive.
- [1] Moran enters.
- [ ] Holmes goes into the bedroom.
- [ ] Billy brings Merton in.

Speaking

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

What do you think happens to Moran and Merton?

I think _____.

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

Have you ever read a detective story?

_____

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

Who were the characters?

They were _____.

a detective / a police officer / a criminal

Skills Time!

Writing

1 **Look at the play script. Who wrote it?**

2 **Read.**

The surprise party

by Emily Collins

Characters:
Katie – a 12-year-old girl
Mum – Katie's mum
Dad – Katie's dad
Robbie – Katie's brother
Children – Katie's friends

Scene 1 Katie's living room.

(Enter Katie.)
Katie Where is everyone?

(Dad enters, carrying shopping bags.)
Katie Hello, Dad. What's in those bags?
Dad Nothing!
Katie You've just been shopping.
Dad No, I haven't.

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

(Robbie sees Katie and hides the present behind his back.)
Katie What's that?
Robbie Nothing!

(Robbie exits, quickly.)
Katie My family is keeping a secret from me. But what is it?

(Mum enters from the kitchen. She is talking to someone in the kitchen. She sees Katie and stops.)
Katie Hello, Mum. Who's in the kitchen?
Mum It's Robbie.
Katie No, it isn't. I've just seen Robbie.
Mum Oh, OK. Come out, everyone.

(Children enter, holding presents.)
All SURPRISE! HAPPY BIRTHDAY, KATIE!

3 **Read again and answer the questions.**

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

A play script

When we write a play script:

- **we give a list of characters**
  Katie – a 12-year-old girl
  Mum – Katie's mum
  Dad – Katie's dad
  Robbie – Katie's brother
  Children – Katie's friends
- **we describe where the scene happens**
  Katie's living room.
- **we write stage directions in brackets**
  (Mum enters from the kitchen. She is talking to someone in the kitchen. She sees Katie and stops.)

4 **Match.**

1 *(Enter Mr Harris.)* [a]
2 The street outside Fred and Julie's house. [ ]
3 *(Takes a photo from his pocket and shows it to Fred and Julie.)* [ ]
4 Mr Harris – a policeman
Fred – a 13-year-old boy
Julie – Fred's sister [ ]

a Stage directions
b Characters
c Scene

5 **Complete writing page 20 of Workbook 5.**

1 Complete the quiz.

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

2 **Who has got the costumes in the story?**

3 **Circle the two silent letters in this sentence.**
I know all the characters in the play.

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

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

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

7 **Who stole the Crown Diamond?**

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

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

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

2 Listen and order the lines. Sing. 18

It's show time!

_1_ We've put on our costumes.
___ We're ready for our play.
___ So we know what to say.
___ We've learnt all our words now

Chorus:

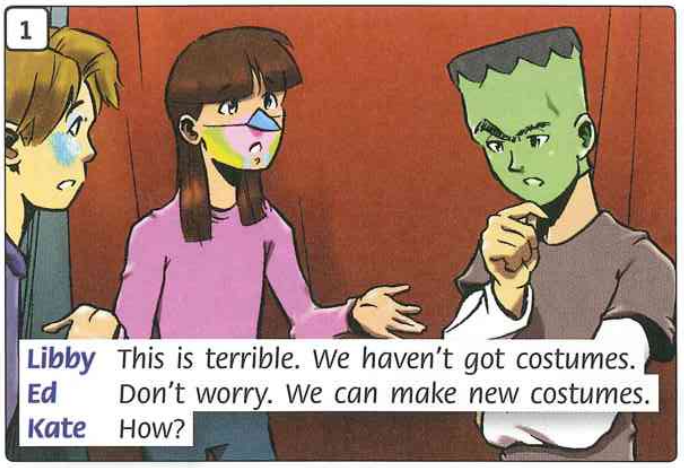
_1_ It's show time! It's show time!
___ Let's all be stars tonight.
___ The stage lights are so bright.
___ It's show time! It's show time!

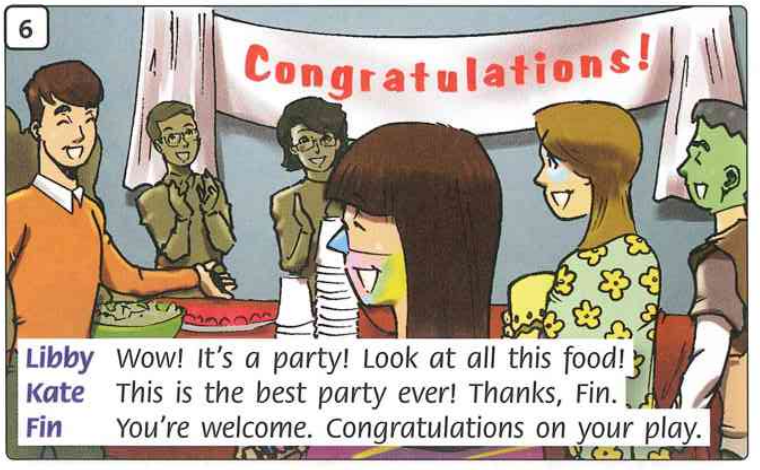
_1_ We've put on our make-up,
___ In front of all the school!
___ We're out on the stage now
___ We all look really cool.

3 The best party ever!

Lesson One Story

1 Listen and read. Who designs the new costumes? 19





2 Listen to the story again and repeat. Act.

3 Read again and answer the questions.

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

1 Listen and repeat. 20

D
Dictionary Workbook 5

2 Read and circle.

1 You can use a *broom* / *lampshade* to sweep the floor.
2 We used a big *sack* / *sponge* to wash the car.
3 Can you hang the clean clothes on the *broom* / *washing line*, please?
4 Mum uses a *feather duster* / *washing line* to dust the furniture.
5 Grandma bought a colourful *lampshade* / *rubber gloves* for the light in my bedroom.
6 I always wear *washing lines* / *rubber gloves* when I do the washing up.

Working with words

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

invent	invention
act	action
direct	direction

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

congratulate	congratulation
decorate	decoration
celebrate	celebration

D
Dictionary Workbook 5

3 Listen and repeat. 21

4 Read and circle.

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

Lesson Three Grammar 1

1 **Listen and read. What is happening in the photos?** 22

The Notting Hill Carnival is not as big as the carnival in Rio, but it is the largest street festival in the UK. It's as colourful as the carnival in Rio and it's the most exciting event in London every year. This year the carnival will be better than ever. There will be a competition for the best costume and there will be lots of wonderful music. Don't miss it!

2 **Read and learn.**

Comparatives and superlatives

Comparatives:

This year, the carnival will be better than ever.

Superlatives:

It's the largest street festival in the UK.

It's the most exciting event in London every year.

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

It's as colourful as the carnival in Rio.

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

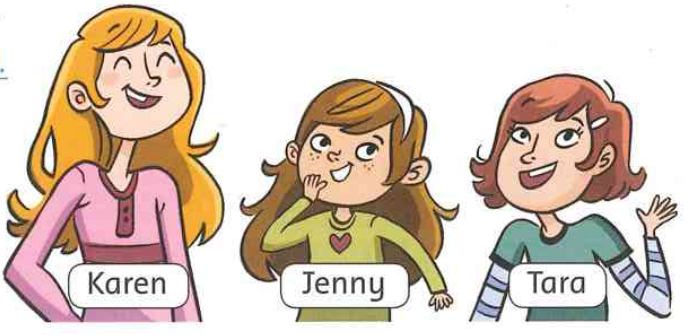
The Notting Hill Carnival is not as big as the carnival in Rio.

3 **Read and circle.**

1 Ollie is the *funnier* / *funniest* boy in the class.
2 I think football is the *better* / *best* sport in the world.
3 My bag is *big* / *bigger* than your bag.
4 CDs are *more expensive* / *most expensive* than books.
5 Katie is *friendlier* / *friendliest* than her sister.
6 I think history was the *more interesting* / *most interesting* lesson today.

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

1 Jenny / old / Tara Jenny is not as old as Tara.
2 Jenny / old / Karen
3 Karen's hair / long / Jenny's hair
4 Tara's hair / long / Karen's hair
5 Jenny / tall / Karen
6 Tara / tall / Jenny



G Complete Grammar Time Exercise 1 on page 103 of Workbook 5.

1 Listen and read. Does Chip help Professor? 23

2 Read and learn.

too / enough

Use *too* before adjectives to say that something is more than we need or want.

It's too dark now.

Use *enough* after adjectives or before nouns to say that something is as much as we need or want.

Is it bright enough now, Professor?

There isn't enough light in here.

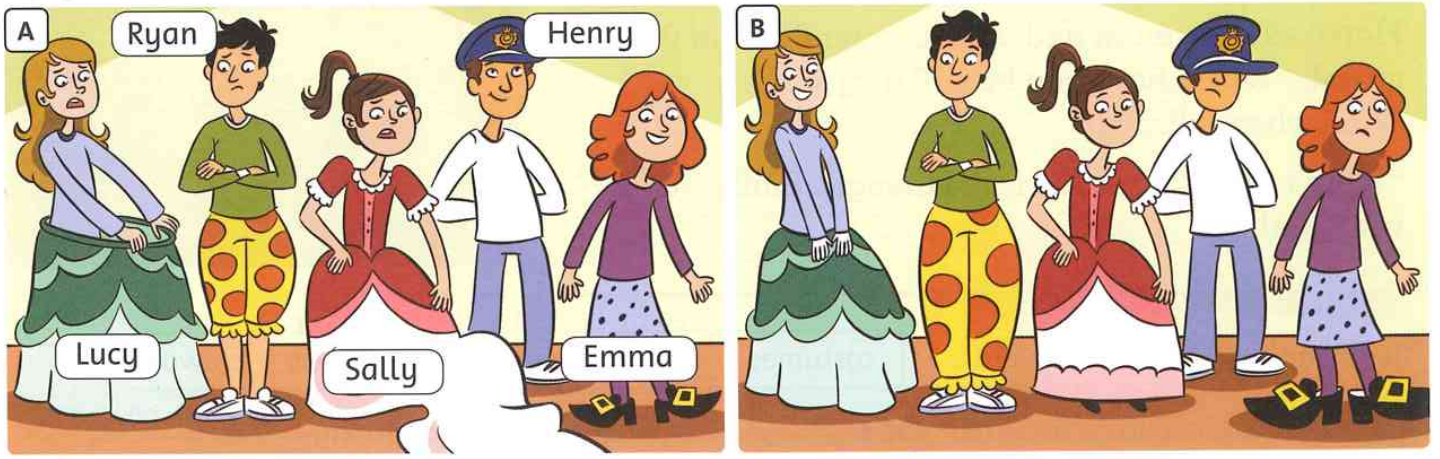
3 Write *too* or *enough*.

1 I'm too tired to play tennis.
2 We haven't got _____ washing line to hang out the clothes.
3 This soup is _____ hot for me to eat.
4 This sack isn't big _____ to put all the rubbish in.
5 Katie is _____ young to drive a car.
6 We've got _____ people to make a basketball team.

4 Speaking Talk about the pictures.

shoes dress skirt hat trousers

big small long short



Lucy's skirt is too big.

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

It's Picture B.

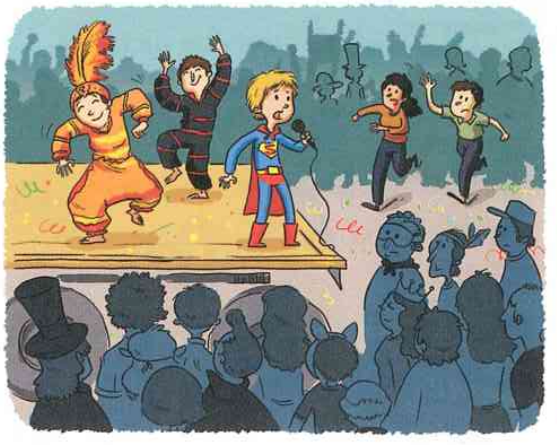
Skills Time!

Reading

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

2 Listen and read. 24

Lost at the carnival



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

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

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

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

Harry saw his mum and dad running through the crowd. "Where have you been?" they said. "And where's Emily?"

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

3 Read again and write the words.

costumes ~~cape~~ stage dress float crowd

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

Words in context

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

D
understand and read.
Dictionary Workbook 5

1 parade

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

Listening

2 Read the story on page 28 again. What do you think happened to Emily?

3 Listen to what happens next. Were you right? 25

4 Listen again and match.

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

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

Speaking

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

Have you ever worn a costume? _____ Yes, I have. / No, I haven't.

What did you dress up as? *I dressed up as* _____. a superhero / a spaceman / a pop star / a monster

What did you wear? *I wore* _____. a hat / trousers / a dress / boots / a shirt

Where did you go? *I went to* _____. a party / a carnival / a festival

Skills Time!

Writing

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

2 **Read.**

The costume by Robbie Turner

It was the day before the carnival. Liam was outside the costume shop. There was a wonderful firefighter costume in the window. Liam wanted the costume, but it was too late. A label on the costume said 'SOLD'.

At home, Liam made a carnival costume, but his costume wasn't as good as the costume in the shop. He hung his costume on his bedroom door and went to bed.

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

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

3 **Read again and answer the questions.**

1 Where is Liam at the beginning of the story?

2 What does Liam want to buy?

A story: beginnings and endings

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

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

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

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

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

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

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

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

4 It was a lovely warm day. Julie was reading a book in the garden when she suddenly heard someone call her name. ____

5 Complete writing page 28 of Workbook 5.

1 Complete the quiz.

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

2 **Who has got a surprise for the children in the story?**

3 **Circle the correct word.**
The telephone was a very important *invent / invention.*

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

5 **Correct the sentence.**
London is not as big than Rio.

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

7 **Who climbed on to a float?**

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

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

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

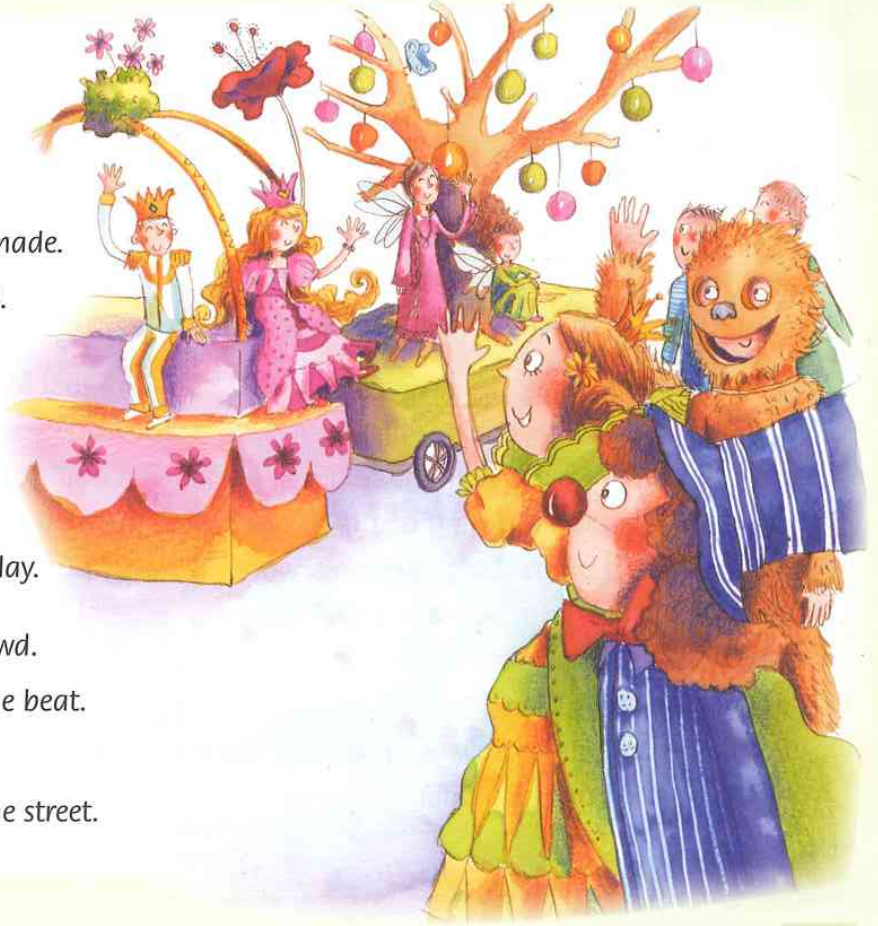
2 Listen and order the lines. Sing. 26

Come to the carnival

1 Come to the carnival, join the parade.
___ See the princesses with beautiful crowns.
___ See all the children in costumes they've made.
___ See scary monsters and see funny clowns.

Chorus:
1 Come to the carnival, join us today.
___ Carnival time is the best time of year!
___ Everyone's happy now carnival's here.
___ Come to the carnival, sing, dance and play.

1 Come to the carnival, move with the crowd.
___ Hear the bands playing and dance to the beat.
___ It's always busy and it's always loud.
___ Wave to the floats as they move down the street.



Extensive reading: non-fiction

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

2 Read.

national youth theatre

What is the National Youth Theatre?

The National Youth Theatre (NYT) is an organization for young people who are interested in the theatre. The organization is in London. It started in 1956. It gives young people the chance to do something exciting in their school holidays and to make great new friends from all over the UK.

How did the National Youth Theatre start?

A man called Michael Croft started the organization. Michael Croft worked at a boys' school and he organized a lot of school plays. When he left the school, a lot of the students asked him to help them to perform plays in the school holidays. Michael decided to start the National Youth Theatre so that other children in the UK could have fun in their school holidays, too.

The National Youth Theatre's first play was Shakespeare's *Henry V*. In those days, it was very unusual for young actors to perform Shakespeare's plays. Lots of people were interested in the idea, so there were large audiences at the performances. Soon, lots of people knew about the National Youth Theatre and the organization grew very quickly. Young people from all over the country wanted to join.

The National Youth Theatre was a big success because it gave young people the chance to show their thoughts and feelings through acting. It also helped young people to learn to work as a team, to feel confident and to communicate well with other people.

Who can join the National Youth Theatre?

All young British people, from the age of thirteen to twenty-one, can join the National Youth Theatre. About 4,500 young people apply to join the organization every year. A lot of famous British people started their careers in the National Youth Theatre.

What can you learn at the National Youth Theatre?

The National Youth Theatre teaches young people how to act. But the organization is not just for people who want to be famous actors. You can also learn to write and direct plays, work stage lights, build sets and design costumes. You can meet some of the best writers, directors and designers in the UK. The National Youth Theatre offers lessons in lots of different subjects every summer, so young people can learn new things and have fun in their school holidays. You can find out what you are good at and learn a lot of great skills to help you in the future.

What does the National Youth Theatre do?

The National Youth Theatre organizes lots of exciting events.

In 2006, the organization celebrated its 50th birthday. On the 10th of September, 2006, the members of the National Youth Theatre performed a show in Trafalgar Square, London. The show was on the same date as the National Youth Theatre's first play, fifty years before. The show started at midday, with a parade through the city to Trafalgar Square. Then about 1,500 young actors filled the square with lots of colourful and exciting performances. The smaller performances lasted until 8pm and then there was a final, special performance with amazing music and lights. The show was a great success.

In 2007, the NYT started a special season called *Generation ID Season*. The members of the NYT worked on plays, films and even computer programs to show what life is like for young people today.

The NYT does not only perform plays in the UK. The organization often travels to major cities in other countries to perform. The NYT has been to New York, Moscow, Paris, Berlin, Madrid and to lots of places in Holland and Norway. In 2008, the National Youth Theatre travelled to China and 25 members of the organization sang the British National Anthem to an audience of 91,000 at the Beijing Olympics. People all around the world watched their performance on television. This was a special performance because London will be the next city to hold the Olympic Games.

Members of the NYT also performed Shakespeare's play, *The Merchant of Venice*, in Beijing.

3 Read again and answer the questions.

1 Who can join the National Youth Theatre?
2 When did the National Youth Theatre start?
3 Why did Michael Croft start the National Youth Theatre?
4 Why did the National Youth Theatre celebrate in 2006?

4 Discuss.

1 Do you think the National Youth Theatre is a good organization? Why (not)?
2 Would you like to join an organization like the National Youth Theatre? Why (not)?

Extensive reading: fiction

1 Look at the pictures. What are the people doing? How do you think they feel?

2 Read.

My name is Huckleberry Finn. I've had lots of exciting adventures. Interesting things happen to me all the time. This is a story about how my friend Jim and I escaped on a raft and sailed down the Mississippi river.

My friend Jim and I had to get away from some bad men. We ran away together and went to live on the island. We were happy on the island and we felt safe because no one knew we were there.

One day, I went to the town to get a few things. I wore different clothes and pretended to be someone else. Nobody knew I was Huckleberry Finn. But while I was in the town, I heard some terrible news. The bad men knew where we were hiding. They planned to come to the island and catch us that night!

I hurried back to the island to tell Jim the awful news. We needed to leave the island and we needed to leave fast. That night, when it was dark, we quickly put our things on our raft. Jim didn't say a word while we worked, but I knew he was scared.

When everything was ready, we started to sail around the island and out onto the Mississippi river. By one o'clock that morning, the island was behind us and we were out on the main river. The raft moved slowly, but we didn't see any boats behind us, so we felt safe. We forgot the fishing rod and we didn't have any food. We were in such a hurry to leave the island that we couldn't think about all these things.

We didn't want to travel during the day because people might see us. We decided to rest during the day and travel at night. When the sun started to come up, we found a good place to stop. We tied the raft up to a tree on the river bank and covered it with branches so nobody could see it. There were mountains on one side of the river and a forest on the other side. We weren't near a town, so we didn't worry about anybody finding us. We sat under a group of trees on the river bank all day and watched the rafts and the steamboats moving up and down the huge river.

3 Read again and answer the questions.

1 Why do the boys need to leave the island?
2 What did they forget to take with them on the raft?
3 Why did they want to travel at night?
4 How did Jim make the raft better?

4 Discuss.

1 Do you think Huckleberry and Jim will stay safe?
2 What do you think will happen next?
3 Have you ever sailed on a river? Describe the experience.

When it started to get dark, we came out from under the trees and looked around. There were no boats or rafts on the river and we couldn't see any people around. Jim decided to make our raft better, so that we could have a more comfortable journey. He took some wood from the top of the raft and he built a little hut on the raft. Now we had shelter from the sun and rain and we could keep all our things dry. Jim made a floor for the hut, too. The floor was higher than the deck of the raft, so our hut was safe from the waves. The steamboats made big waves when they passed. Jim and I built a wooden frame in the middle of our hut and filled it with ten or twelve centimetres of dirt. Now we had a safe place to build a fire when it was cold. Nobody could see the fire, because it was inside the hut.

Next, we made an extra oar, in case one of the others broke. We wanted to be ready for every emergency. Finally, we found a short stick with a fork at the top and fixed it to the deck of the raft. We could hang our lantern on the stick when we saw a steamboat coming down the river to stop the steamboat from hitting us. The rest of the time, we planned to keep our lantern in the hut, so nobody could see the light from it. We didn't want the wrong people to notice us.

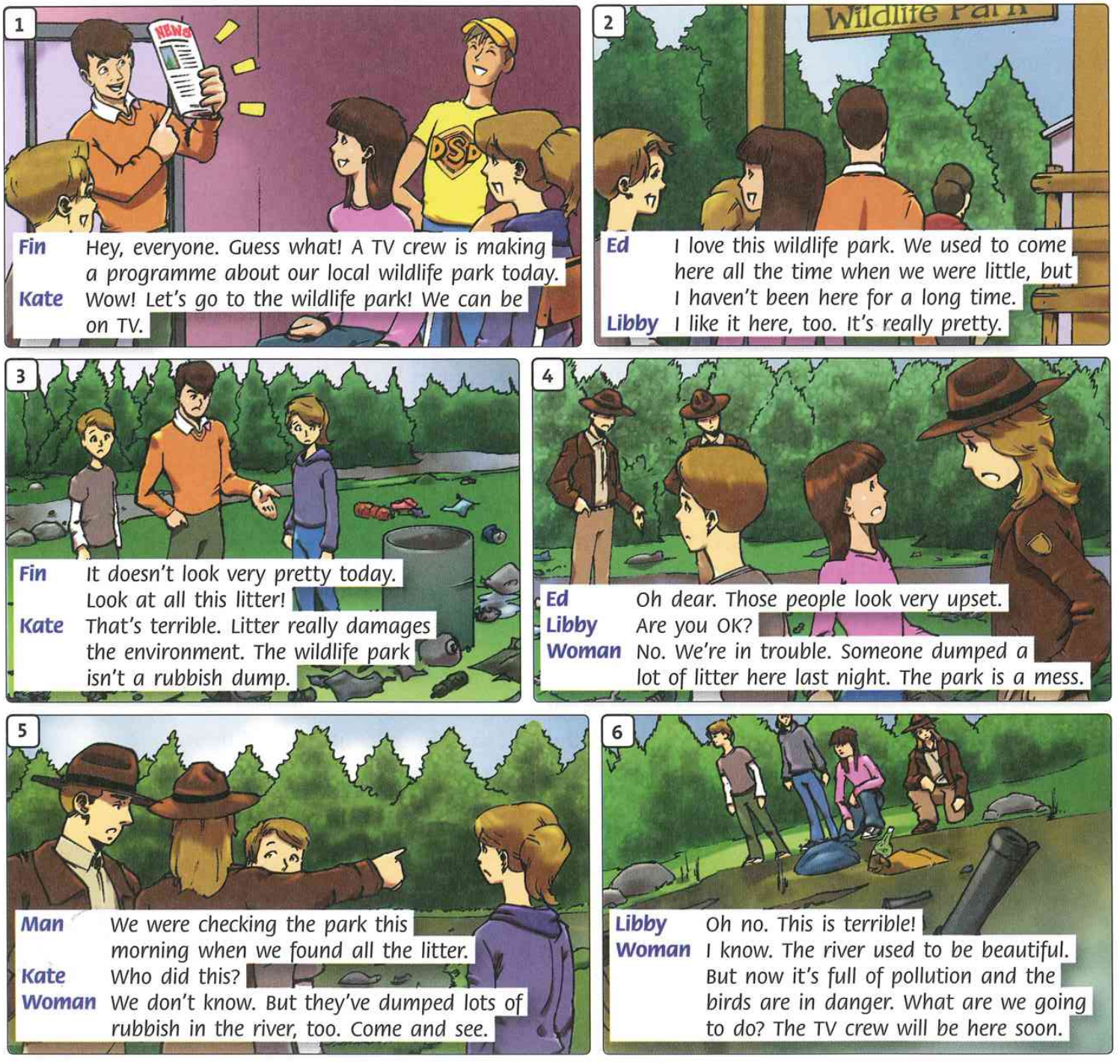
At last, our raft was ready. We were very pleased with our work. It was a great raft and a cosy little home. We set sail again and travelled down the river for seven or eight hours. We made new fishing rods and caught fish for our dinner. We swam in the river to get clean and to help us to stay awake. It was strange to be out on the river at night, lying on our backs on the raft and looking up at the stars. We didn't talk much. It was quiet and peaceful. The weather was fine and the river was calm. Jim and I were safe at last.

Based on a story by Mark Twain

4 Our planet

Lesson One Story

1 **Listen and read. Why do they go to the wildlife park?** 27



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

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

1 The DSD Club visits a wildlife park. True
2 The children don't want to be on TV. _____
3 The park looks pretty today. _____
4 Someone has dumped litter in the park. _____
5 The river is beautiful. _____
6 The birds are in danger. _____

1 Listen and repeat. 28

clean up *verb* to make a place clean and without litter and pollution
damage *verb* to hurt something or do something bad to it
the environment *noun* the world around us
litter *noun* paper and other rubbish on the ground
planet *noun* a very large, round rock in space that goes around the sun, for example Earth or Mars
pollution *noun* something that makes water, air or land dirty
rubbish dump *noun* a place for people to leave rubbish
wildlife *noun* the animals and birds living in a place

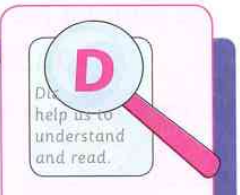
2 Write the words.

1 Litter and pollution can damage the environment .
2 The school decided to _____ the playground and make it beautiful again.
3 Cars and motorbikes make air _____.
4 You can see lots of animals and birds at the _____ park.
5 Please put your _____ in the bin.
6 Earth is the _____ we live on.

Working with words

Sometimes we put two words together to make compound nouns:

wildlife park	**rubbish dump**	**swimming pool**
police station	**computer room**	**post office**



Dictionary Workbook 5

3 Listen and repeat. 29

4 Write the words.

dump	office	~~park~~	room

1 We saw some amazing animals at the wildlife park .
2 I sometimes do my homework in the computer _____.
3 Can you take these letters to the post _____, please?
4 Don't drop litter in the park. It isn't a rubbish _____.

Professor & Chip

1 Listen and read. Where did they go? 30

2 Read and learn.

Past simple

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

Some children were playing when we arrived.

Past continuous

Use the past continuous to talk about the actions that were interrupted.

Some children were playing when we arrived.

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

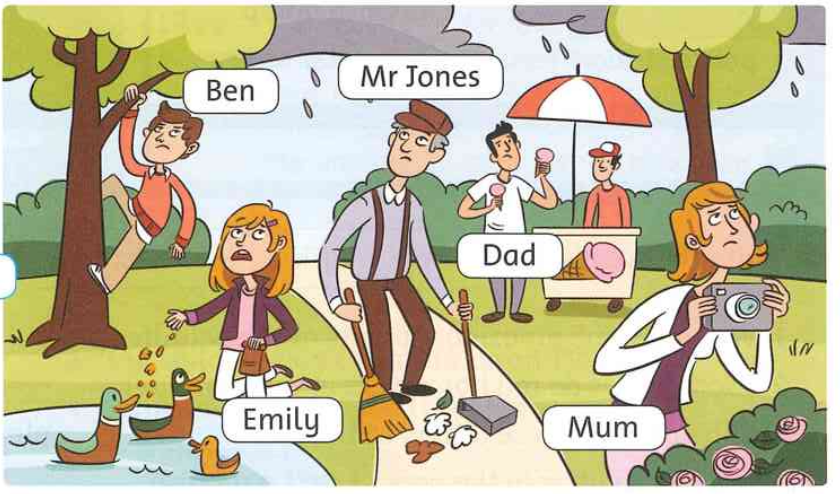
1 We were watching (watch) TV when Dad came home.
2 Steve was eating dinner when his friend _____ (call).
3 I _____ (sleep) when the doorbell rang.
4 The children were playing football when they _____ (break) the window.
5 You _____ (talk) to your friend when I met you in town.
6 Emma was walking in the park when she _____ (see) some boys drop some litter.

4 Speaking Ask and answer.

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

What was Emily doing when it started to rain?

She was feeding the ducks.



Complete Grammar Time Exercise 1 on page 104 of Workbook 5.

1 Listen and read. Has the park always looked great? 31

Emma Wow! The park looks great!

Mike I know. There used to be lots of litter here, but it's all gone now.

Toby Yes, the park used to look horrible, but the local people worked together all last weekend. They've made it clean and beautiful again.

Mike That's great. Now the local children have got a lovely place to play.

2 Read and learn.

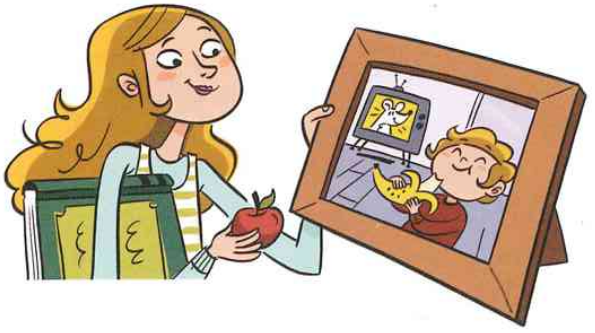
used to

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

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

3 Read and circle.

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



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

1 (ride a bike)
Jack used to ride a bike.

2 (be short)
_____

3 (live in a small house)
_____

4 (play the piano)
_____

5 (read comics)
_____

6 (wear glasses)
_____

Skills Time!

Reading

1 **Look at the pictures and the title. Who do you think lives in this house?**

2 **Listen and read.** 32

An eco home

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

The eco home is in a hill in Wales, UK. It looks like a house in a film. Half of the house is underground. Martin and his family started to build the house in March and moved in at the end of July. The house was very cheap to build. It has wooden beams and wooden floors. It has stone and mud walls and it has a skylight in the roof. There are solar panels on the roof to make electricity for the lights, CD player and computer. The family gets water from a spring and they burn wood to heat the house.

Martin and his wife, Lara, were working in a forest when they decided to build their eco home. They wanted somewhere to live while they were working and they wanted to save energy. They thought their old house in the town was boring because it was the same as everyone else's house. They wanted to live somewhere different and they liked the idea of living close to nature. Now they don't want to live anywhere else. Martin's family loves their home because it helps the planet and it looks amazing. They think that eco homes are a great idea for everyone.

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

1 Eco homes don't produce dangerous **chemicals**. Eco homes don't produce dangerous gases.
2 Eco homes don't use **alternative** fuels.
3 Martin's home is in a **forest** in Wales.
4 The house was **expensive** to build.
5 The eco home has **stone** floors.
6 The family gets **wood** from a spring.

Words in context

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

Dictionary Workbook 5

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

Listening

2 Listen. Who is talking? 33

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

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

Speaking

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

Do you try to help the environment? → _____ → Yes, I do. / No, I don't.

What do you do? → I _____. → save water / save electricity / travel by bus / pick up litter

What do you think of the eco home on page 40? → I think it looks _____. → cool / beautiful / funny / interesting / ugly

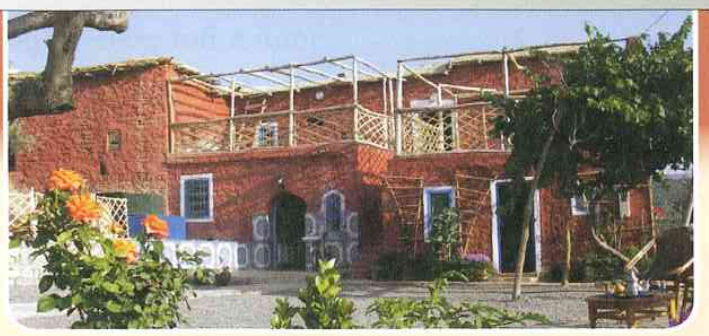
Skills Time!

Writing

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

2 Read.

Getting back to nature



Do you want to enjoy an amazing holiday and help to protect the environment at the same time? Why not book a holiday at the Little Morocco eco hotel in Morocco?

The Little Morocco is a beautiful building. Builders used stone and mud to build the hotel. There are skylights in the roof so we save electricity. The skylights give us light in the day, so we don't use electric lights. We don't use chemicals to clean the rooms because we don't want to damage the environment.

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

At the Little Morocco hotel, you can have a great holiday and enjoy nature. **Come and visit us soon.**

3 Read again and answer the questions.

1 What did builders use to build the hotel?

2 What can you do on your holiday?

Making writing more fluent

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

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

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

4 Match to make compound sentences.

1 There was a lot of litter in the park [d]
2 It's good to use alternative energy [ ]
3 He rides his bike to work [ ]
4 We grow our own vegetables [ ]
5 There is a skylight in the roof [ ]
6 I love animals [ ]

a because cars pollute the environment.
b so the house is very light in the daytime.
c because it's healthy and cheap.
d so we decided to pick it up.
e so I often go to the wildlife park.
f because it doesn't damage the environment.

5 Complete writing page 36 of Workbook 5.

1 Complete the quiz.

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

2 **Why are the people worried in the story?**

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

4 **Correct the sentence.** We was watching TV when Dad came home.

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

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

7 **How does the Harris family heat their house?**

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

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

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

2 Listen and write. Sing. 34

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

We can save our planet

Every day the [1] sun shines
And gives us heat and light.
Let's use [2] _____ power
To make our future bright.

Chorus:
We can save our [3] _____
Why don't we start today?
We can [4] _____ together
And find a better way.

Every day the [5] _____ blows
Across the land and sea.
We can use wind power
For [6] _____.

Cars use lots of petrol.
Let's save on fossil [7] _____.
Let's use public transport
To go to work and [8] _____.

5 Reuse and recycle

Lesson One Story

1 Listen and read. How do the children help? 35

2 Listen to the story again and repeat. Act.

3 Read again and write the words.

kill holds pick film trap ~~calls~~

1 Kate calls their friends and families.
2 They will _____ up the litter and recycle it.
3 Carrier bags can _____ birds.
4 Chemicals can _____ birds and fish.
5 Ed _____ the bird still.
6 The TV crew can't _____ yet.

1 Listen and repeat. 36

D
Dictionary Workbook 5

2 Write the words.

1 Dad got oil on his clothes when he was fixing the car.
2 My torch isn't working. I think it needs a new _____.
3 We take all our rubbish to the _____ every week.
4 Batteries have got _____ in them.
5 Can you take these bottles and jars to the _____, please?
6 We put all the shopping in a _____.

Working with words

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

remove	return	recycle
reuse	retell	rewrite

D
Dictionary Workbook 5

3 Listen and repeat. 37

4 Read and circle.

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

Professor & Chip

1 Listen and read. Does Professor's new computer work? 38

2 Read and learn.

will / won't

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

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

Look! **'ll = will** **won't = will not**

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

1 We will take (take) our rubbish to the recycling centre next Thursday.
2 Jake _____ (not come) to the party because he is on holiday.
3 More people _____ (live) in eco homes in 50 years.
4 Dad _____ (not walk) to work today because it's raining.
5 I _____ (visit) Paris one day.
6 The children _____ (not drop) litter in the park.

4 **Speaking** Ask and answer.

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

Will Karen drive a car when she's 24?

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

Complete Grammar Time Exercise 1 on page 104 of Workbook 5.

1 **Listen and read. Where are they going?** 39

Jack What are you doing this afternoon?
Ellie Dad and I are taking all our rubbish to the recycling centre.
Jack Can my sister and I come with you? We've got lots of rubbish, too.
Ellie Sure. We're leaving at two o'clock. Let's meet outside your house.

2 **Read and learn.**

Present continuous with future meaning

Use the present continuous to talk about future plans and arrangements.

Dad and I are taking all our rubbish to the recycling centre.

We're leaving at two o'clock.

3 **Complete the sentences. Use the present continuous.**

1 Harry isn't visiting (not visit) his grandparents on Monday.
He 's having (have) a guitar lesson.

2 Harry _____ (not do) his homework on Tuesday.
He _____ (play) tennis with Gary.

3 Harry _____ (not cook) dinner on Wednesday.
He _____ (clean) his room.

4 Harry _____ (not have) a guitar lesson on Thursday.
He _____ (cook) dinner.

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

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

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

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

1 She's having an English lesson on Monday.

Skills Time!

Reading

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

a) how to recycle b) making new products from recycled rubbish c) collecting rubbish

2 **Listen and read.** 40

As good as new

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

Would you like some new shoes? They're colourful, fashionable and guess what! They used to be car tyres! It's easy for scientists to recycle car tyres and use the rubber to make new things.

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

This colourful T-shirt used to be plastic bottles. It takes five large plastic bottles to make one large T-shirt. You can buy baseball caps that used to be plastic bottles too!

Guess what! These beautiful bracelets used to be old newspapers, comics and bus tickets.

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

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

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

1 The shoes used to be car tyres. True
2 It's difficult for scientists to recycle car tyres. _____
3 The bag used to be milk cartons. _____
4 It takes one large bottle to make five large T-shirts. _____
5 You can make greetings cards from magazines. _____
6 The prize for the competition is a T-shirt. _____

Words in context

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

D

understand and read.

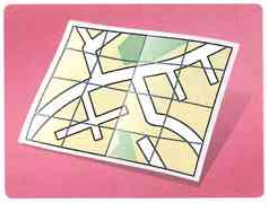
Dictionary Workbook 5

1 greetings card

2 _____

3 _____

4 _____



5 _____

6 _____

7 _____

8 _____

Listening

2 Listen. What did the children make? 41

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

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

Speaking

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

What do you recycle?	I recycle _____.	plastic bottles / metal cans / glass jars / newspapers / juice cartons
What do you think about the recycled items in the article?	I think they are _____.	cool / fashionable / colourful / fun
Have you ever made anything from your old things?	_____	Yes, I have. / No, I haven't.
What did you make?	I made a _____.	bag / pencil case / greetings card / gift box / picture
What did you use?	I used some old _____.	clothes / cardboard / paper / ribbon / plastic / magazines

Skills Time!

Writing

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

2 Read.

Give your rubbish a new home

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

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

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

3 Read again and answer the questions.

1 Where can you take your old toys?

2 Where can you take your old newspapers?

Suggestions and reasons

We use these phrases to make suggestions:

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

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

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

4 Match the suggestions and reasons.

1 How about using rain water to clean the house? [b]

2 Why not visit the wildlife park? [ ]

3 What about making book covers from old posters? [ ]

4 Why not put solar panels on the roof? [ ]

5 How about growing your own food? [ ]

a It will save you a lot of money at the supermarket.

b You will save lots of water.

c You will see lots of amazing animals.

d They will look great and they will keep your books clean.

e They will catch the sun's energy.

5 Complete writing page 44 of Workbook 5.

1 Complete the quiz.

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

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

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

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

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

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

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

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

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

10 **Write *S* (suggestion) or *R* (reason).** Why not recycle your rubbish? ____

2 Listen and order the lines. Sing. 42

Reuse and recycle

1 Bottles and boxes and ribbons and jars.

____ Recycle your rubbish and make something new.

____ Old books and magazines, tyres from cars.

____ There are so many great things you can do.

Chorus:

1 Reuse and recycle, it's easy to do.

____ You'll help save the planet and have lots of fun!

____ Reuse and recycle, come on everyone!

____ Let's use something old to make something brand new.

1 Keep your old clothes and your books and games, too.

____ Recycle your rubbish, don't throw it away.

____ Perhaps you can use it a different way.

____ Friends will be happy to swap them with you.

6 Crazy about wildlife!

Lesson One Story

1 Listen and read. What is the TV programme about? 43

2 Listen to the story again and repeat. Act.

3 Read again and circle.

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

1 Listen and repeat. 44

D help us to understand and read.
Dictionary Workbook 5

2 Write the words.

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

Working with words

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

verb	keep	present	sing	invent	act	visit
noun	keeper	presenter	singer	inventor	actor	visitor

D help us to understand and read.
Dictionary Workbook 5

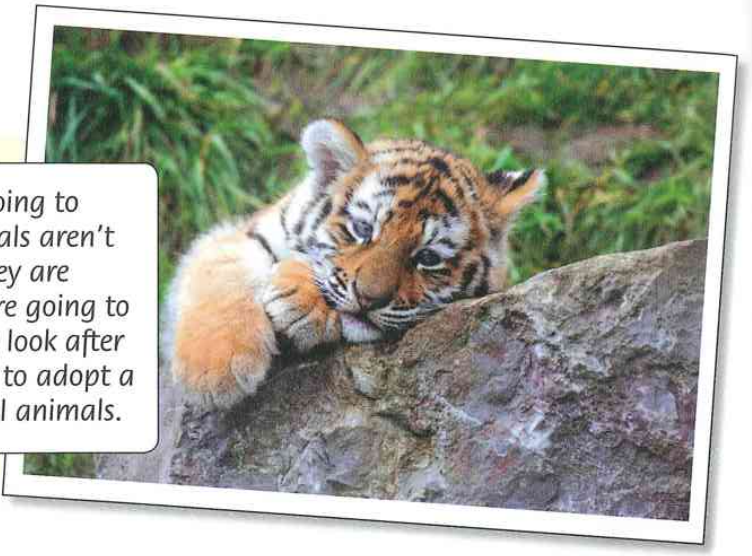
3 Listen and repeat. 45

4 Write.

1 Let's help the park keeper (keep) to clean up the litter.
2 I'm going to _____ (invent) a recycling machine.
3 Welcome to the wildlife park. You're our first _____ (visit) today.
4 I want to _____ (present) a TV show when I'm older.

1 Listen and read. What are they going to do? 46

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



2 Read and learn.

going to

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

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

3 Complete the sentences. Use *going to*.

1 We are going to visit (visit) our cousins this weekend.
2 Harry isn't going to watch (not watch) a film tonight.
3 Mum and Dad _____ (not take) us to the zoo on Saturday.
4 I _____ (buy) a new CD tomorrow.
5 Katie _____ (not clean) her room this evening.
6 You _____ (have) lots of fun at the party tomorrow.

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

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

Saturday

Monday

Tuesday

Wednesday

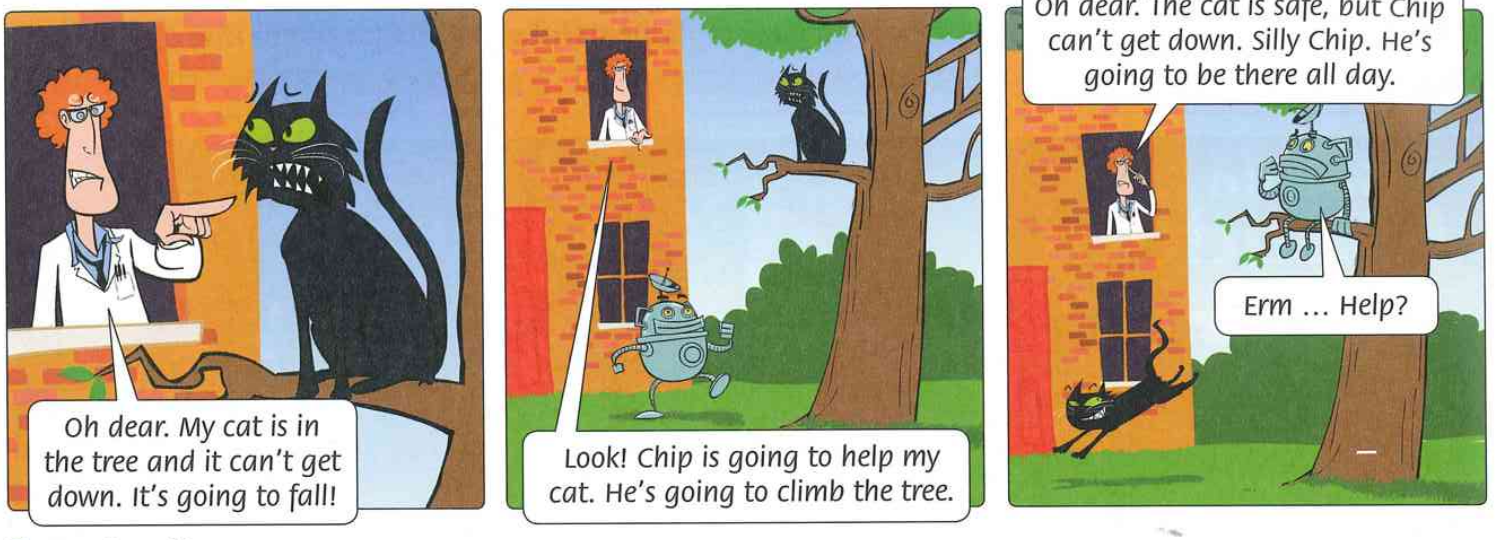
Thursday

Friday

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

G Complete Grammar Time Exercise 1 on page 105 of Workbook 5.

1 Listen and read. Does Chip try to help? 47



2 Read and learn.

going to

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

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

3 Match the sentences and pictures.

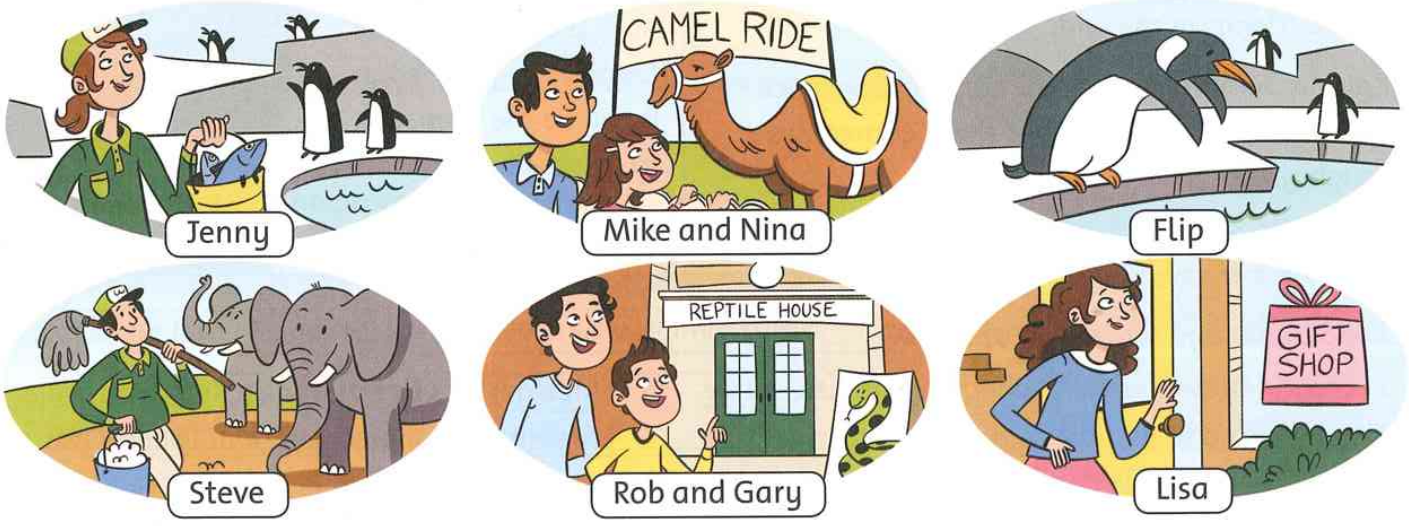
1 It's going to rain. C
2 They're going to play football.
3 She's going to water the plants.
4 He's going to watch a film.

4 Speaking Ask and answer.

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

What is Jenny going to do?

She's going to feed the penguins.



Skills Time!

Reading

1 Look at the article and the photos. Where do you think the gorillas are?

2 Listen and read. 48

The Zoological Society of London (ZSL) tries to breed endangered species and prevent animals from becoming extinct. This is important work because we can learn a lot from animals but when they are extinct they are gone forever.

In 2007, the ZSL opened Gorilla Kingdom, a wonderful new gorilla enclosure at London Zoo, with waterfalls, warm rocks, hills, plants and birds. Today, four gorillas live in Gorilla Kingdom.

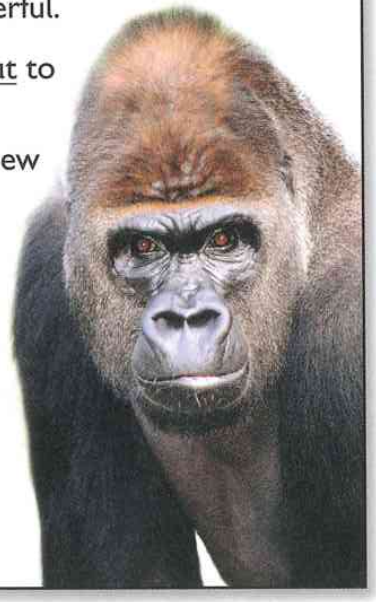
Bobby is 26 years old. He came to London Zoo from Rome Zoo in 2003. Bobby was a wild animal when he was a baby, but he performed in a circus until the late 1980s. It takes time for Bobby to get to know new people, but he always makes friends in the end!

Zaire is 34. She has been at London Zoo since 1984. She is very playful, but she is sometimes naughty, too.

Effie is 16. She used to live in Germany, but she arrived at London Zoo in 2007. Effie loves small children and she always greets them when they come and visit.

Jookie is the youngest gorilla at London Zoo. She's only ten years old. Jookie is very funny. She often steals Bobby's food, but Bobby doesn't mind. He thinks Jookie is wonderful.

In the wild the main threat to gorillas is loss of habitat. The ZSL hopes that the new enclosure will make the gorillas feel happy and safe. They are hoping to have a baby gorilla at Gorilla Kingdom soon. It will be the first step to increasing the gorilla population.



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

1 The ZSL tries to breed endangered species. True
2 Three gorillas live at Gorilla Kingdom. _____
3 Bobby used to perform in a circus. _____
4 Effie is the youngest gorilla at London Zoo. _____
5 Jookie often steals Bobby's food. _____
6 There is already a baby gorilla at Gorilla Kingdom. _____

Words in context

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

Dictionary Workbook 5

1 extinct *adj* If a type of animal becomes this, all the animals die so there are no more.
2 _____ *noun* a type of animal, bird or plant
3 _____ *adj* If a type of animal, bird or plant is this, it is disappearing and in danger of becoming extinct.
4 _____ *verb* to stop something from happening
5 _____ *adj* If an animal is this, it lives in nature, not in a zoo or a wildlife park.
6 _____ *noun* how many of a type of animal there are in the world
7 _____ *noun* a show that a group of people does in a big tent, sometimes with animals
8 _____ *noun* a danger to something, for example to a type of animal

Listening

2 Listen. What are the men talking about? 49

3 Listen again and complete.

1

Name: Giant Panda
Type of animal: mammal
Size: 150–[1]180 centimetres long
Weight: 80–151 kilograms
Lives: hills and [2] _____
Threat: loss of habitat

2

Name: Great Green Macaw
Type of animal: [3] _____
Size: 85–90 centimetres long
Weight: [4] _____ kilogram
Lives: rainforests
Threat: loss of habitat

3

Name: Southern Bluefin Tuna
Type of animal: fish
Size: up to [5] _____ centimetres long
Weight: up to 910 kilograms
Lives: [6] _____
Threat: fishing

Speaking

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

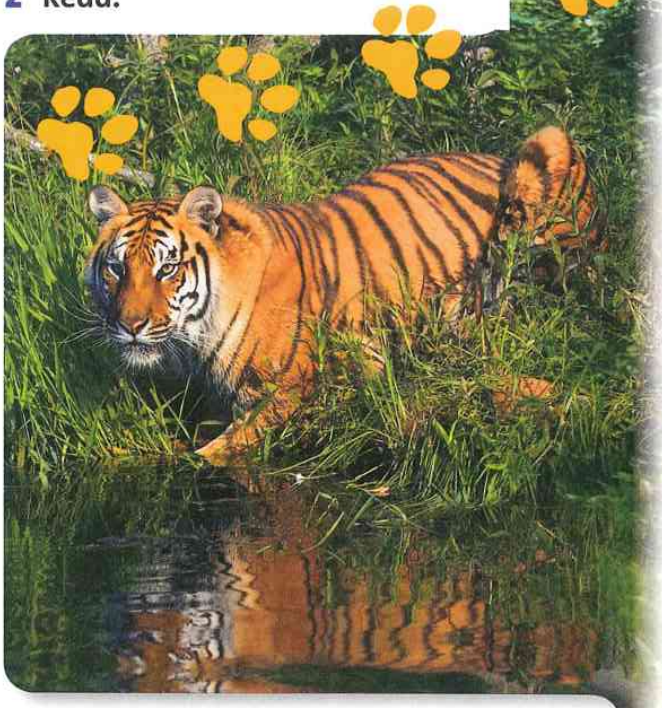
Do you like animals?	_____	Yes, I do. / No, I don't.
What's your favourite animal?	My favourite animal is the _____.	gorilla / parrot / panda
What does your favourite animal look like?	It's _____. It's got _____.	big / small / (black and white) / four legs / a (big) (body) / wings
Where does it live?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

Skills Time!

Writing

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

2 Read.



Save the tiger

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

Tigers are an endangered species. 100 years ago, there were 100,000 tigers in the world. Today, there are only about 5,000 tigers left. They live in India, China, Indonesia, Russia and some other countries in Asia.

Sadly, there are many threats to the tiger population. People hunt tigers for their beautiful fur. Another threat to tigers is loss of habitat, because people cut down trees in the forests and the tigers have nowhere to live.

Organizations all over the world are trying to increase the tiger population. An organization called Save China's Tigers is going to take Chinese tiger cubs from zoos and teach them how to hunt. Then they are going to release the tigers into the wild.

3 Read again and answer the questions.

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

Topic sentences and paragraphs

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

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

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

4 Match the topic sentences and paragraphs.

1 The Black Rhino is a very large animal. [b]
2 Sadly, Black Rhinos are endangered. [ ]
3 The main threat to the Black Rhino is hunting. [ ]
4 The World Wildlife Fund is working hard to save the Black Rhino. [ ]

a People kill the Black Rhino for its horn. Rhino horn is very expensive.
b It is dark grey, with a large body and thick legs.
c They are going to breed Black Rhinos and release them into the wild.
d 30 years ago, there were 65,000 Black Rhinos in the world. Today, there are only about 4,000.

5 Complete writing page 52 of Workbook 5.

1 Complete the quiz.

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

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

3 **Circle the correct word in this sentence.**
A park *keep / keeper* looks after a park.

4 **Complete the sentence with *going to*.**
Mum is at the supermarket. She _____ (buy) some food.

5 **Complete the sentence with *going to*.**
The boys are in the garden. They _____ (play) tennis.

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

7 **When did Bobby arrive at London Zoo?**

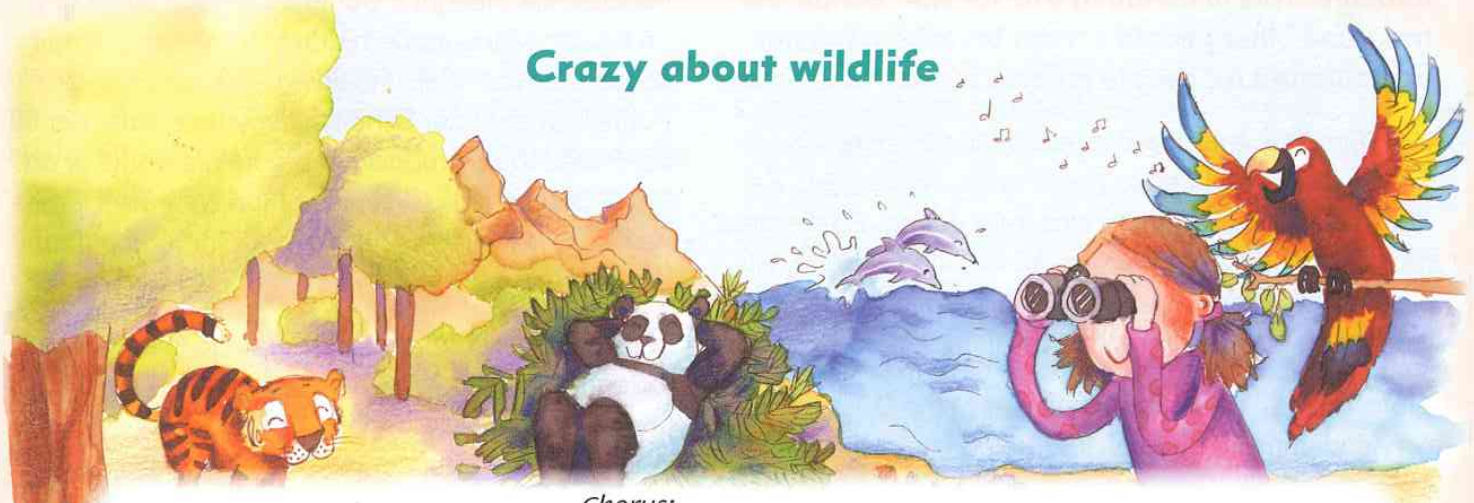
8 (noun) a type of animal, bird or plant
What is the word?

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

10 **Order the sentences.**
___ Penguins are very large birds.
___ Some penguins are over 100 centimetres tall.

2 Listen and write. Sing. 50

sing	pandas	take	~~going~~	jungle	wildlife	I'll	species



Crazy about wildlife

Chorus:

I'm [1]going to visit forests
To see tigers hunt and run.
Then [2]_____ go to the mountains
To see [3]_____ in the sun.

I'm crazy about [4]_____ !
All [5]_____, big and small.
I think they're just amazing
And I want to see them all!

I'm going to [6]_____ a boat trip
To see dolphins swim and play
And when I'm in the [7]_____
I'll hear parrots [8]_____ all day.

Extensive reading: non-fiction

1 Look at the pictures and the title. Where are the *Trash People*?

2 Read.

Trash People

trash *noun (American English)* rubbish; things that you do not want anymore

They say that one man's trash is another man's treasure. This is certainly true for H.A. Schult. He has used other people's trash to make a famous art sculpture for people all over the world to enjoy.

H.A. Schult is a German artist. He is 63 years old. Schult always wanted to be an artist. He started drawing pictures when he was very young. By the time he was six years old, he was an excellent painter. His parents found an art teacher for him so that he could learn more about different kinds of art.

From 1958 to 1961, Schult studied at the Düsseldorf Art Academy. He became interested in making art from rubbish. In 1969, he covered a street in Munich with rubbish and paper to make a huge work of art. In 1976, he filled St. Mark's Square in Venice with old newspapers during the night. When people saw the newspapers in the morning, they were very surprised. Some people thought Schult was making a mess, but other people realized that he was using rubbish to make something different and wonderful.

Schult moved to New York, USA in the 1970s because he thought it would be a good place to work on his art. Many modern artists have started their careers in New York, including Jackson Pollock. Pollock was one of Schult's favourite artists. Schult continued to use rubbish to create his works of art. In 1983, he used old copies of the *New York Times* newspaper to create a paper river through part of the city.

Later, Schult returned to Germany to live and work in Cologne. In the 1990s, he began to work on a huge project. He visited a rubbish dump in Cologne and paid €41,000 for lots of old cans, computer parts, used plastic and all kinds of other rubbish. Next, Schult worked with 30 assistants to clean all the rubbish. Then, they used the rubbish to create 1,000 life-size sculptures of people. It took them six months to complete the project. Schult called the sculptures *Trash People*.

3 Read again and answer the questions.

1 When did Schult make the *Trash People*?
2 What did Schult use to make his sculptures?
3 Where did the *Trash People* stand last?
4 What does Schult want people to do?

4 Discuss.

1 Do you like the *Trash People*? Why (not)?
2 Have you ever used rubbish to make something?
3 Have you ever seen a famous work of art? How did it make you feel?

Schult showed his sculptures in Germany first. He placed them at the Amphitheatre of Xanten. The *Trash People* stood in rows, like an army of soldiers. The sculptures were very popular and Schult wanted to give more people the chance to see them. He decided to send the *Trash People* on a tour around the world. Between 1996 and 2008, the *Trash People* stood in parks in New York City, in front of the Pyramids at Giza and along the Great Wall of China. They visited Moscow's Red Square, Rome's Piazza del Popolo and La Grande Arche de la Défense in Paris. The *Trash People* don't look like rubbish. They are actually wonderful to look at and it is amazing to see them standing in front of ancient buildings, or next to world landmarks.

Over the years, Schult sold half of the *Trash People* and replaced them with new ones. The sculptures sold for €6,000 each. "Doctors and dentists like to put them in their waiting rooms," Schult said. The money from the sculptures paid for the *Trash People's* journey around the world. Their journey lasted for twelve years. Luckily the figures are very strong, so they could survive lots of journeys and they could stand outside in all kinds of weather. They stood in very hot, dry temperatures in the desert during their visit to Egypt in 2002. They stood in very salty air in the underground salt mines in Gorleben, Germany. In 2008, the *Trash People* visited the Antarctic, so they experienced very cold temperatures, too. Of course, Schult sometimes had to repair the *Trash People*. He often had to clean the sculptures, too. "You should have seen them when they got back from the desert," Schult says. "There was sand all over them!"

The *Trash People* attracted lots of visitors in every country. For example, when they visited Brussels, one million people came to see them. During their eight-day stay in Rome, in March 2007, two million visitors came to walk along the lines of *Trash People*. A visit from the *Trash People* brought a lot of money to a city, because tourists travelled to see the sculptures and they spent money in the city's hotels and shops.

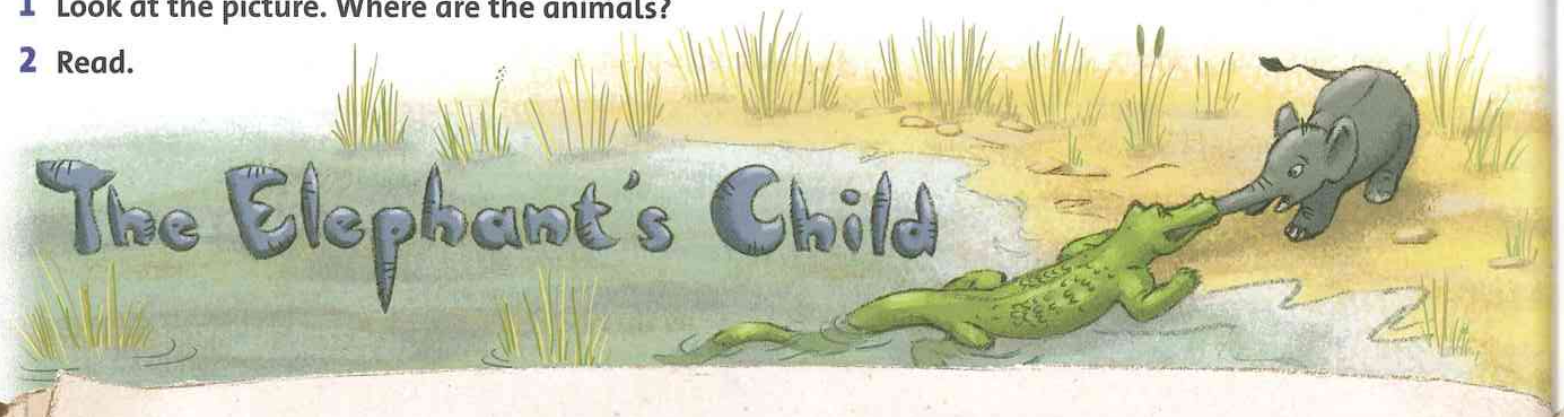
The *Trash People* made their last journey in 2008. They visited the Antarctic and stood in the ice and snow. Then, their long tour of the world was finally over. Schult divided up the sculptures and gave them to three different cities in Germany.

Schult hopes that the *Trash People* will send an important message to the world. He wants people to think about how much rubbish we create. "We live in trash times," he says. It's important to remember that not all rubbish becomes art. Most rubbish ends up in rubbish dumps or landfills and it damages our environment. Schult wants people to create less rubbish and help protect the environment.

Extensive reading: fiction

1 Look at the picture. Where are the animals?

2 Read.



The Elephant's Child

A long time ago, elephants did not have trunks. They had short, grey noses. There was a young elephant, the elephant's child, who was very curious. He was always asking questions. He lived in Africa and every time he met a new animal, he asked that animal a question. He asked the ostrich why her neck was so long. He asked the hippo why her eyes were red and he asked the baboon why his face was hairy. He asked questions about everything and he made all his friends and family very angry. They didn't like answering questions all the time.

One morning, the elephant's child asked a new question. "What does the crocodile have for dinner?" he asked. His family looked scared. "Be quiet!" they said. The elephant's child went for a walk. Soon, he met a parrot. "I want to know what the crocodile has for dinner," said the elephant's child. The parrot looked at him. "Go to the river and find out," it said.

The elephant's child walked and walked. At last, he came to the river. The elephant's child did not know what a crocodile looked like. The first thing he saw was a snake. The snake was sleeping on a rock, but it opened one eye and looked at the elephant's child. "Excuse me," said the elephant's child. Is there a crocodile near here?" "What a silly question," said the snake.

"Excuse me," said the elephant's child. "But can you tell me what the crocodile has for dinner?" The snake shook its head slowly. "That is a very dangerous question," it said. "Go home to your family." So the elephant's child said goodbye to the snake, but he did not go home. He walked along the banks of the river until he saw what he thought was a large piece of wood lying in the mud. But it was not a piece of wood. It was the crocodile. The crocodile opened one eye and winked at the elephant's child.

"Excuse me," said the elephant's child. Is there a crocodile near here?" The crocodile opened its other eye. "I am a crocodile," it said. The elephant's child sat down in the mud next to the crocodile. "I am so pleased to meet you," he said. "I want to know what you have for dinner." "Come here," said the crocodile, "and I will whisper the answer."

3 Read again and answer the questions.

1 Why did the elephant's child want to find the crocodile?
2 What did the crocodile want for dinner?
3 Did the snake help the elephant's child?
4 Why did all the elephants go to the river?

4 Discuss.

1 Do you think this is really how elephants got long noses?
2 Have you ever seen an elephant? Where?
3 Have you read any other stories about animals?

The elephant's child moved closer to the crocodile and put his head next to the crocodile's mouth. But the crocodile caught the elephant's nose in its mouth. "I think I will have elephant's child for dinner today," it said.

The elephant's child was angry. "You're hurting me!" he said. He tried to pull his nose from the crocodile's mouth, but the crocodile held on tight. The crocodile pulled and the elephant's child pulled and the elephant's nose grew longer and longer.

The snake heard the fight and came down from its rock. It wrapped its tail around the elephant's child's legs. The crocodile pulled and the elephant's child pulled and the snake pulled and the elephant's nose grew and grew. But the elephant's child and the snake were strong and suddenly the crocodile let go of the elephant's child and fell back into the river with a loud splash!

The elephant's child fell backwards into the mud. He thanked the snake. "My nose is the wrong shape now," he said. It was a long trunk, like the noses that all elephants have today. A fly landed on the elephant's back. The elephant's child lifted his trunk and hit the fly with it. "Your new nose is very useful," said the snake. "Try and eat something now." The elephant's child pulled up some grass with his trunk and pushed it into his mouth. "You are lucky to have a nose like that," said the snake. "Now, go home to your family."

So the elephant's child walked home. When he was hungry he pulled fruit down from a tree with his trunk and he picked grass up from the ground with his trunk. When he felt lonely he sang through his trunk, and the noise was loud and wonderful.

When the elephant's child got home, his family was very pleased to see him. "Where did you go?" they asked, "and where did you get that wonderful nose?" "The crocodile gave it to me," said the elephant's child.

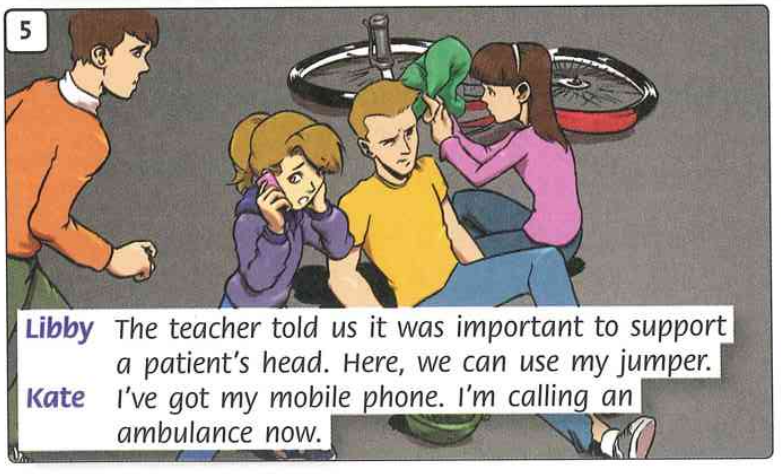
So all the elephants went to the river to get new noses from the crocodile. That is why all the elephants in the world today have long, useful noses like the elephant's child.

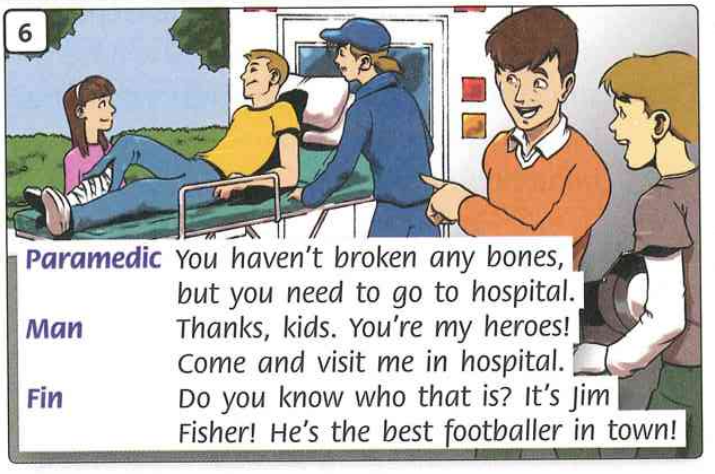
Based on a fable by Rudyard Kipling

7 Call an ambulance!

Lesson One Story

1 Listen and read. What are the children doing in picture 5? 51





2 Listen to the story again and repeat. Act.

3 Read again and write the words.

~~course~~	hospital	ambulance	Libby

1 The children have just done a first aid course .
2 _____ was very good at first aid.
3 Kate calls an _____.
4 The man is going to _____.

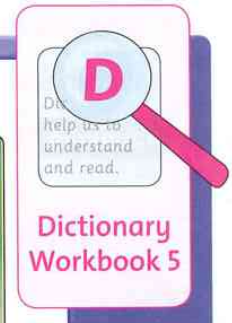
1 Listen and repeat. 52

2 Write the words.

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

Working with words

Phrasal verbs



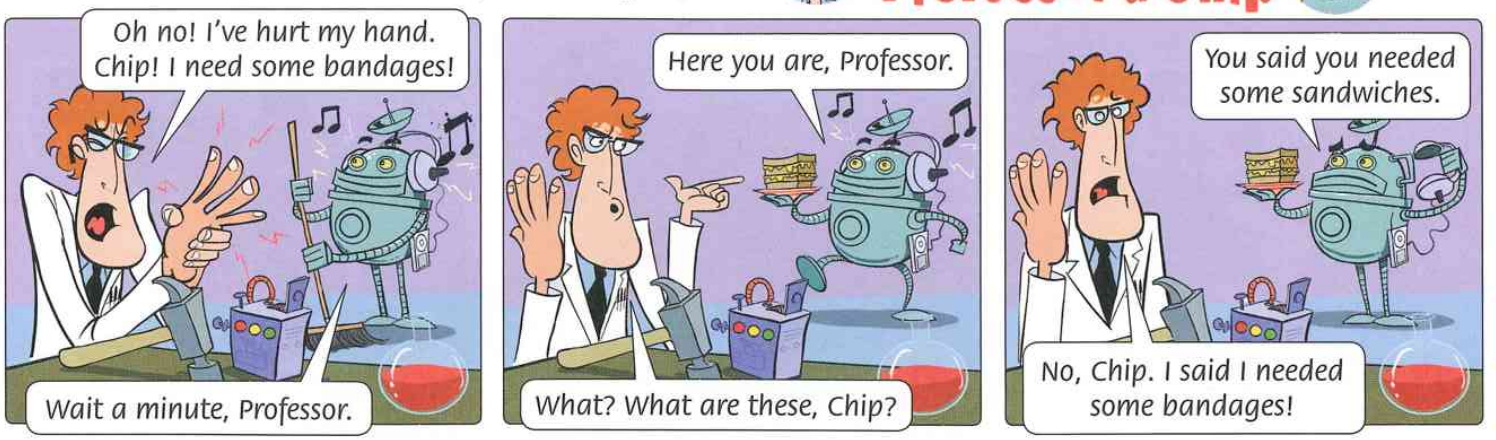
3 Listen and repeat. 53

4 Read and circle.

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

Professor & Chip

1 **Listen and read. What does Chip do wrong?** 54



2 **Read and learn.**

Reported speech

Use reported speech to report what somebody else said.

Direct speech:	**Reported speech:**
"I need some bandages."	He said he needed some bandages.

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

"I need some bandages."	He said he needed some bandages.
"We're making some sandwiches."	They said they were making some sandwiches.

3 **Read and circle.**

1 *Julie is my best friend.*
Karen said Julie *is* / (*was*) her best friend.

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

3 *I'm watching TV.*
Helen said she *was watching* / *watched* TV.

4 *We're going to a party.*
The boys said they *are* / *were* going to a party.

4 **Speaking** **What did they say? Ask and answer.**

I'm calling an ambulance.

My arm hurts.

We know first aid.

I don't know what happened.

Complete Grammar Time Exercise 1 on page 105 of Workbook 5.

1 Listen and read. Who was coming to visit the school? 55

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

2 Read and learn.

said / told

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

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

She said we were going to learn first aid.

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

"A doctor is coming to the school tomorrow."

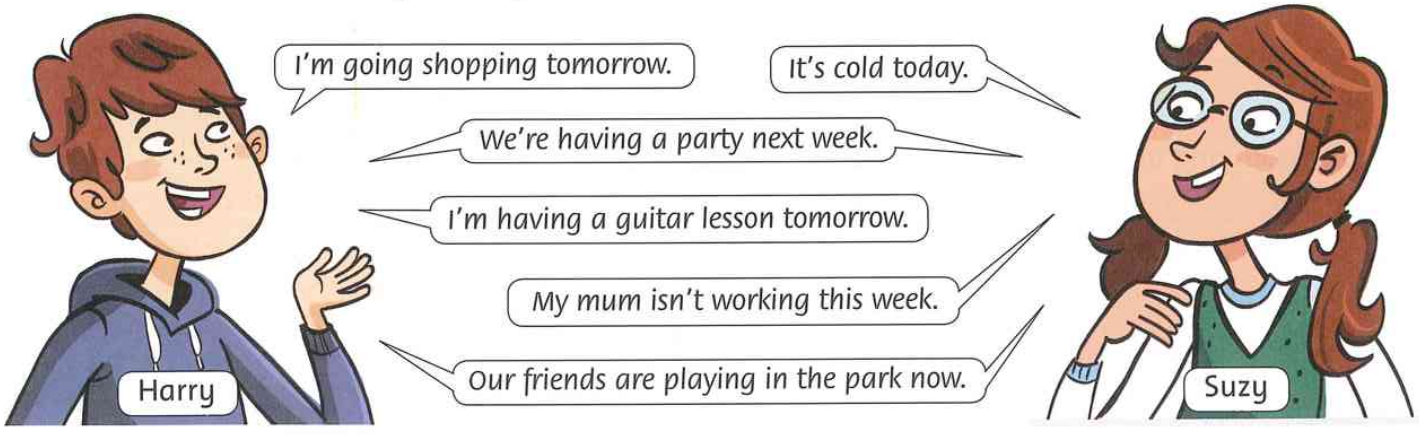
She told us a doctor was coming to the school the next day.

Direct speech:	Reported speech:
tonight, today	that night, that day
this week / month / year	that week / month / year
now	then
tomorrow	the next day
next week / month / year	the next week / month / year

3 Read and circle.

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

4 Rewrite the sentences. Use reported speech.



1 Harry said he was going shopping the next day.

Reading

1 **Look at the website. Who do you think the text is about?**

2 **Listen and read.** 56

A day in the life of a firefighter

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

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

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

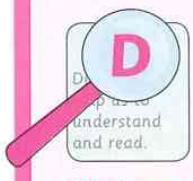
Today, Rob and Jenny, another firefighter, were busy checking the equipment. But suddenly, there was a call. A house was on fire and there were two people trapped in an upstairs bedroom. The firefighters jumped into the fire engines and raced to the house. Rob and Jenny ran upstairs while the rest of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

3 **Read again and answer the questions.**

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

Words in context

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



Dictionary Workbook 5

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

Listening

2 Listen. Why has the lady made the phone call? 57

3 Listen again and complete.

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

Speaking

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

Emergency, which service?
What's your name, please?
Where are you calling from?
What's the emergency?
How many people need help?
OK. Help is on its way. Please stay calm. Thank you. Goodbye.

_____, please.
It's _____.
I'm at _____.
There's _____.
_____

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

Writing

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

2 **Read.**

Basketball star saves family

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

The fire started when an electric heater in the Parrys' living room caught fire. The family were all asleep in bed, but the smoke alarm woke Jake up. He called the emergency services and then woke up his parents and his sister, Jenny, aged eight.

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

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

3 **Read again and answer the questions.**

1 How did the fire start?

2 Who called the fire brigade?

A newspaper report

When we write a newspaper report, we include:

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

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

☐ Two children and their parents are safe after a flood trapped them in their home yesterday.

☐ Emma said that the firefighters were amazing. "They arrived so quickly," she said. Mr and Mrs Hicks told reporters they were very glad that the emergency services were so organized.

[1] Family Trapped in Flood

☐ Emma Hicks, aged 11, and her brother Tim, aged nine, were at home with their parents when the river near their house flooded and filled their street with water. The water started to come into the house and flood the downstairs rooms. The family quickly moved upstairs and called the emergency services. Firefighters arrived in a boat and rescued the family. The family is now staying with relatives.

5 Complete writing page 60 of Workbook 5.

1 Complete the quiz.

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

2
Who do the children help in the story?

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

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

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

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

7
Who did Rob and Jenny rescue?

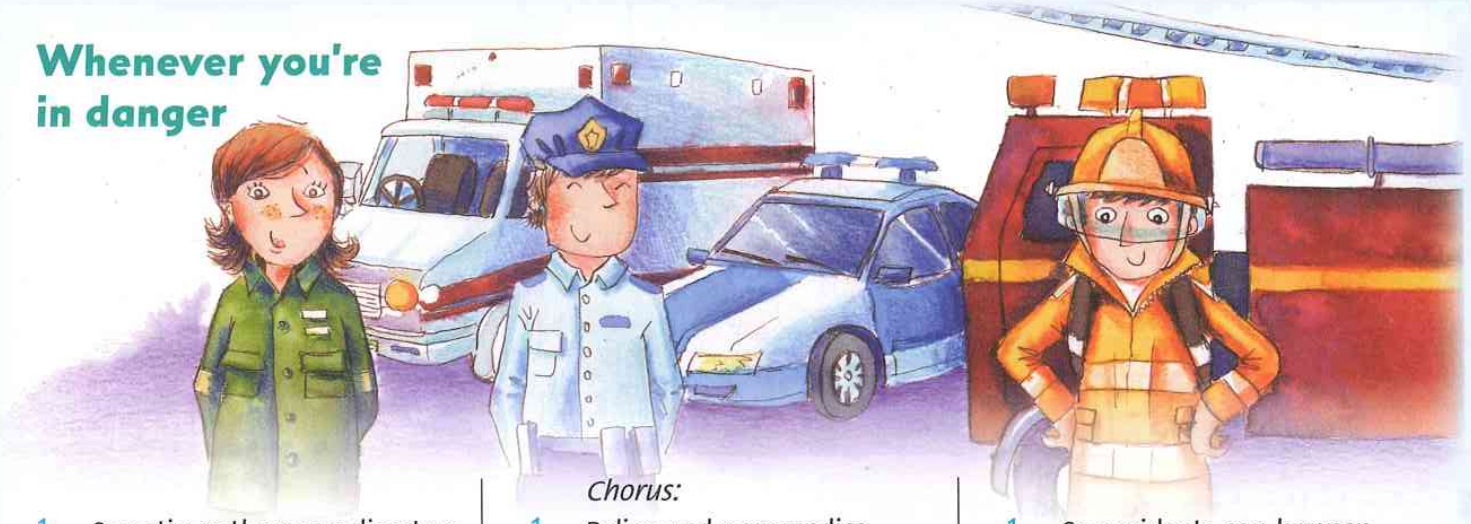
8
(verb) *to teach people how to do something*
What is the word?

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

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

2 Listen and order the lines. Sing. 58

Whenever you're in danger



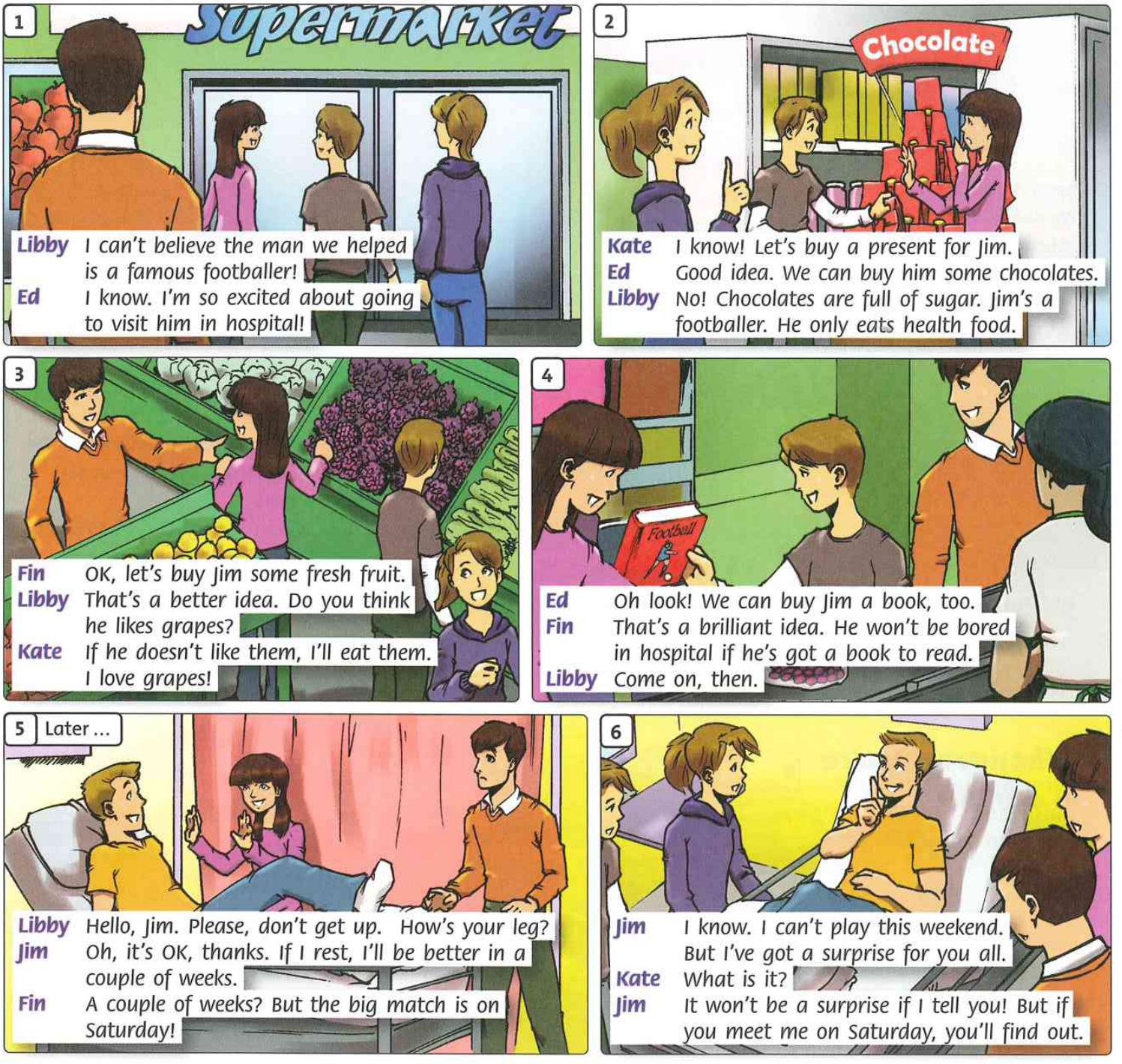
Chorus:

1 Sometimes there are disasters,	1 Police and paramedics,	1 So accidents can happen
___ But when you are in trouble	___ Whenever you're in danger	___ There's help around the corner,
___ They can happen to us all.	___ They will come to rescue you.	___ But you're never on your own.
___ There are people you can call.	___ Brave firefighters, too.	___ Just pick up your telephone.

8 Let's eat healthily

Lesson One Story

1 Listen and read. Where are the children in pictures 2 and 5? 59



2 Listen to the story again and repeat. Act.

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

1 The children are going to visit Jim in the supermarket. False
2 Jim doesn't eat health food. _____
3 Kate loves grapes. _____
4 The children buy Jim a book. _____
5 The big match is on Sunday. _____
6 Jim will play in the big match. _____

1 Listen and repeat. 60

additives *noun* things we add to a food to make it taste or look better, or to help it stay fresh
dairy products *noun* foods made from milk, for example cheese and yogurt
health food *noun* food that you eat because it is good for you
home-made *adj* If food is home-made, it is made at home, not bought in a shop.
ingredients *noun* the different foods you cook together to make a dish
junk food *noun* food that you buy that is not good for you
ready-made *adj* If food is ready-made, it is cooked or ready to cook when you buy it.
sugar *noun* a very sweet food that is in cakes, chocolate and sweets

2 Write the words.

ingredients ~~junk food~~ ready-made additives dairy products home-made

1 I don't eat junk food because it's bad for me.
2 Supermarkets sell a lot of _____ foods because they're quick and easy to cook.
3 Milk, cheese and yogurt are _____.
4 Mum makes delicious _____ cakes. They're much better than cakes from the bakery.
5 Have we got all the _____ we need to make biscuits?
6 Junk food has a lot of _____ in it to make it look and taste better.

Working with words

Phrasal verbs with *get*

get up

get on with

get on

get off

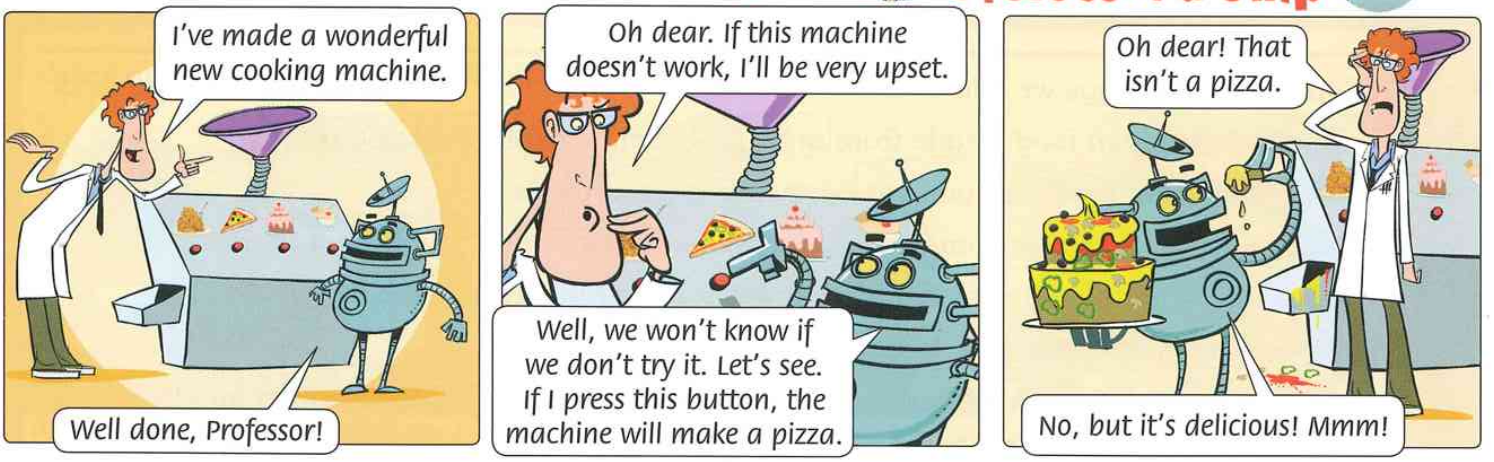
D
Di... help us to understand and read.
Dictionary Workbook 5

3 Listen and repeat. 61

4 Read and circle.

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

1 Listen and read. Does Professor's machine work? 62



2 Read and learn.

First conditional

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

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

Look!

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

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

3 Read and tick.

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

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

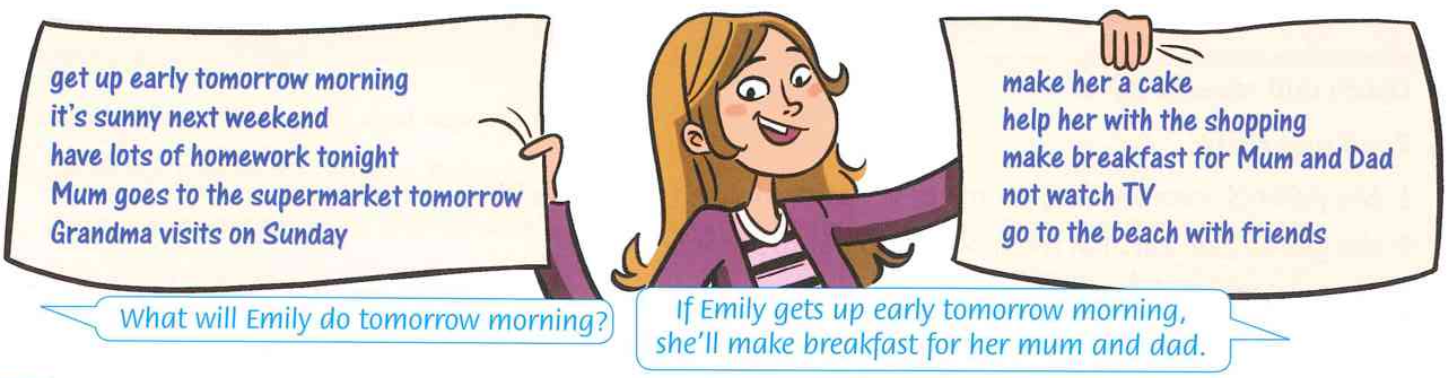
3 If the team practise a lot,
- they win the football match. ☐
- they'll win the football match. ☐

4 We will be late for school if
- we don't hurry. ☐
- we won't hurry. ☐

5 If Billy has enough money,
- he buys a new CD. ☐
- he'll buy a new CD. ☐

6 You won't be healthy if
- you don't eat lots of vegetables. ☐
- you won't eat lots of vegetables. ☐

4 Speaking Match. Ask and answer.



G Complete Grammar Time Exercise 1 on page 106 of Workbook 5.

1 Listen and read. Is junk food good for you? 63

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

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

2 Read and learn.

First conditional questions

Will I get ill if I don't eat fruit and vegetables?

Yes, you will. No, you won't.

3 Match.

1 Will we be warm enough [c]
2 Will you walk to school [ ]
3 Will the boys play football [ ]
4 Will Jenny stay at home tomorrow [ ]
5 Will Joe wash the dishes [ ]
6 Will Mum be angry [ ]

a if they find their ball?
b if she doesn't feel well?
c if we wear our jackets?
d if we don't tidy our bedrooms?
e if the bus doesn't come soon?
f if he makes the dinner?

4 Complete the sentences. Use the first conditional.

1 You'll be tired tomorrow *if you don't go* (you / not go) to bed early.
2 _____ (the boys / wear) their new T-shirts tomorrow if it's sunny?
3 The cake will burn _____ (I / not turn) off the oven.
4 We won't go to the beach tomorrow _____ (it / rain).
5 _____ (Lisa / visit) us tomorrow if she has time?
6 Jack _____ (come) to the party if you invite him.

Skills Time!

Reading

1 Look at the poster. Which foods should you eat most of?

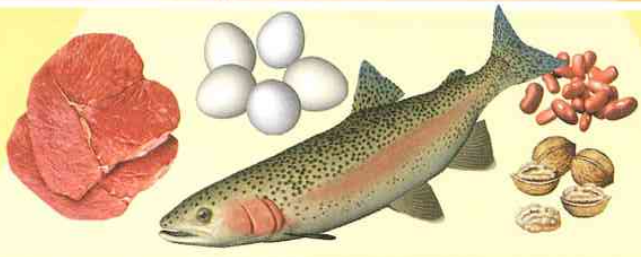
2 Listen and read. 64

The healthy eating pyramid

Healthy eating is not about being thin, or about giving up the foods you love. It's about feeling great and having more energy. If you choose the right foods, your healthy diet will be a tasty diet, too.

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

Dairy products like milk, cheese and yogurt are great because they contain calcium and keep our teeth and bones healthy.
Tip: Choose low-fat dairy products.



Meat, fish, eggs, beans and nuts are important, too. They keep our bodies healthy and they give us energy to work and play.
Tip: Avoid salted or sugary nuts.

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

Fruit and vegetables are the most important part of a healthy diet. They are low in calories and full of vitamins. Eat lots of fruit and vegetables with every meal, and as snacks during the day.
Tip: Fruit and vegetables with brighter or darker colours have more vitamins.

Healthy eating is easy and fun. Just take one step at a time towards a healthier diet!

3 Read again and write the answers.

1 Is it important to eat fruit and vegetables? Yes, it is.
2 Is fruit full of calories? _____
3 Are whole grains good for your heart? _____
4 Is meat bad for you? _____
5 Is cheese good for your bones? _____
6 Can you still eat sweets sometimes? _____

Words in context

1 Find words in the poster to match the definitions.

Dictionary Workbook 5

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

Listening

2 Listen. What is the same about these stories? 65

3 Listen again and match.

Speaker 1 [c]
Speaker 2 [ ]
Speaker 3 [ ]
Speaker 4 [ ]

a This person fell asleep and burnt something.
b This person used the wrong ingredient.
c This person forgot to buy something.
d This person forgot to remove something.

Speaking

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

Do you have a healthy diet? _____ — Yes, I do. / No, I don't.

Which foods do you eat a lot of? I eat a lot of _____. — fruit / vegetables / dairy products / meat / home-made food / junk food

What do you like to eat as a snack? I like to eat _____. — fruit / biscuits / nuts / sandwiches / chocolate

How many different kinds of fruit and vegetables do you eat in a day? I eat _____. — two / three / four

Skills Time!

Writing

1 **Look at the text. What is it about?**

2 **Read.**

Monday, April 14

Pizza problems

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

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

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

Posted by Tina at 3:33 p.m.

3 **Read again and answer the questions.**

1 What did Tina want to make?

2 Why didn't Tina hear her brother come into the kitchen?

A personal account: endings

We can end a personal account by writing:

- **how people felt**
  Luckily, my family thought my cooking disaster was very funny.
- **what happened in the end**
  We went to a pizza restaurant for dinner.
- **the writer's comments about what happened and what they have learnt**
  I haven't cooked again since then! If I cook again, I won't listen to music in the kitchen!

4 **Match.**

1 how people felt [c]

2 what happened in the end [ ]

3 the writer's comments on the story [ ]

a If I decide to surprise Mum again, I'll make her a card. It's a lot safer!

b I bought Mum a birthday cake from the bakery and we all enjoyed her birthday party.

c My mum laughed when she heard about my adventures in the kitchen, but I felt very silly.

5 Complete writing page 68 of Workbook 5.

1 Complete the quiz.

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

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

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

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

5 **Complete the sentence.**
Mum will be angry if we _____ (not tidy) our bedrooms.

6 **Complete the sentence.**
The boys _____ (not play) football if it rains.

7 **Why do we need to eat dairy products?**

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

9 **Tick the sentence that describes how the person felt.**
- ☐ I was very glad that my family enjoyed the meal.
- ☐ We had dinner very late that night because I made so many mistakes!

10 **Tick the sentence that describes what the person learnt.**
- ☐ Now I know the difference between sugar and salt!
- ☐ It tasted horrible. I felt so silly!

2 Listen and write. Sing. 66

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

Start eating healthily

Eat lots of [1] vegetables .
Fill up your plate.
[2] _____ you eat healthily,
You [3] _____ feel great.

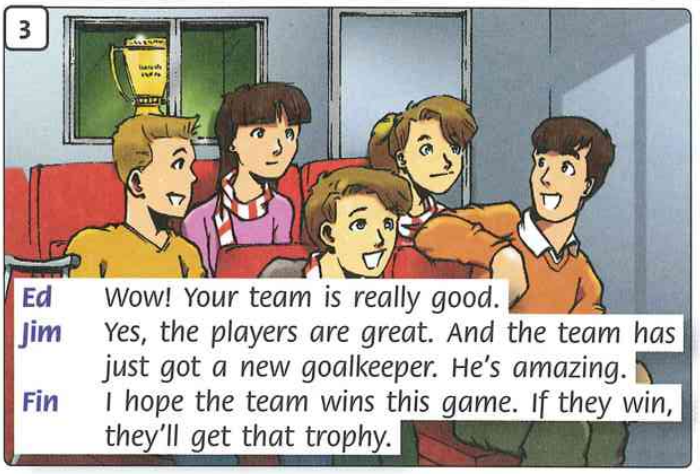
Chorus:
Food gives you [4] _____
For work and play.
Start [5] _____ healthily.
Try it today!

[6] _____ is delicious, so
Juicy and [7] _____.
It's full of [8] _____
And good to eat.

9 The big match

Lesson One Story

1 **Listen and read. What are the children doing in pictures 4 and 6?** 67

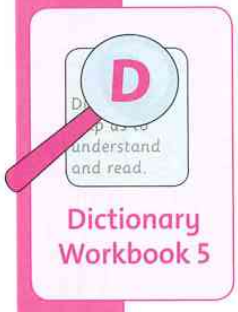


2 **Listen to the story again and repeat. Act.**

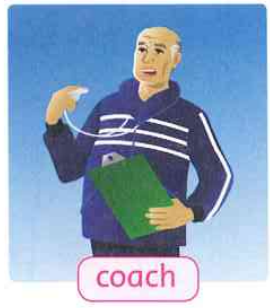
3 **Read again and circle.**

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

1 Listen and repeat. 68



athlete

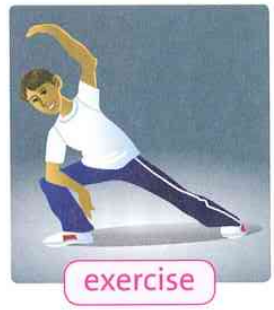

coach

training

trophy

goalkeeper

fan


exercise

captain

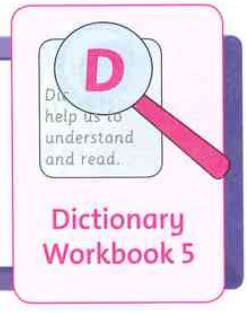
2 Write the words.

1 Football players do a lot of training before they play in a match.
2 A _____ is a special prize for a winning team or athlete.
3 A football _____ trains the players.
4 The _____ is the leader of a football team.
5 An _____ is a person who plays a sport or runs races.
6 A football _____ supports a team and watches their matches.

Working with words

Antonyms are words with opposite meanings.

best	worst
win	lose
give	take



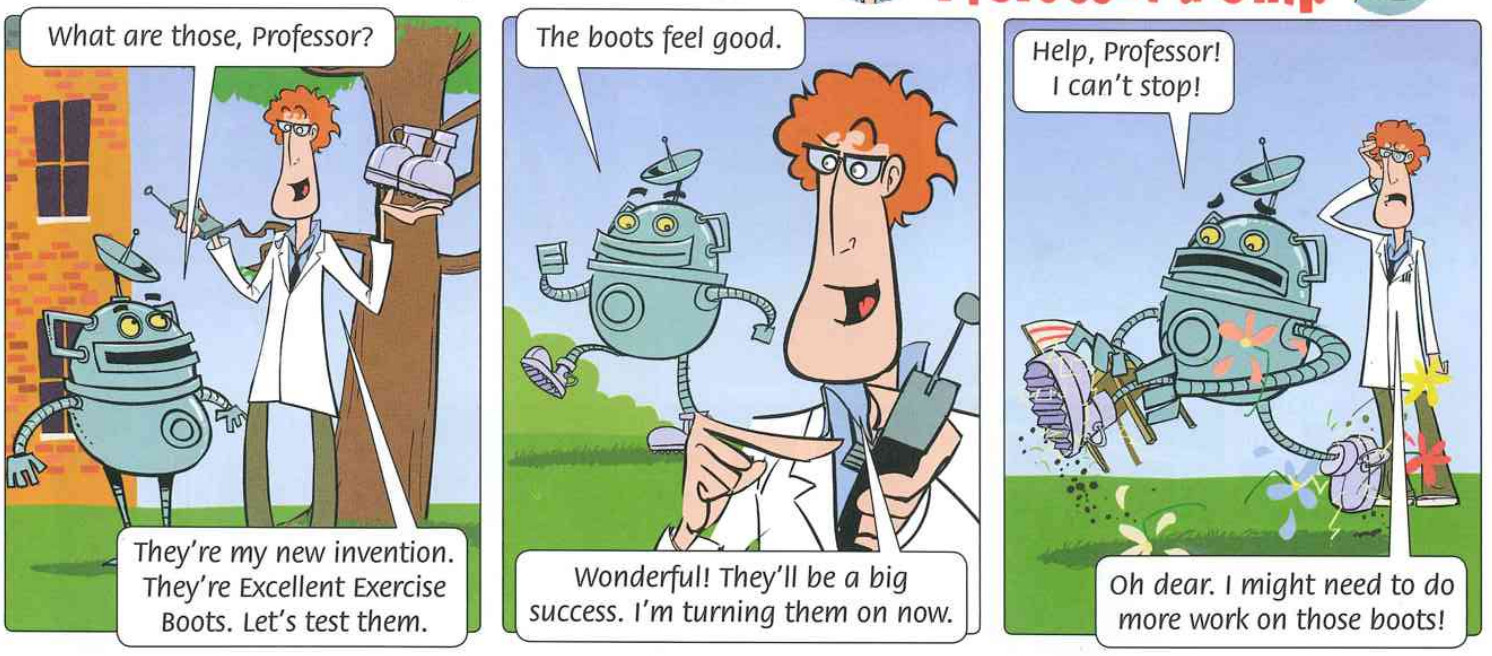
3 Listen and repeat. 69

4 Read and circle.

1 I forgot to *give* / *take* my bag with me when I got off the bus.
2 Jenny's a fan of the local team. She hopes they are going to *win* / *lose* on Saturday.
3 It was so nice of you to *give* / *take* me your extra ticket.
4 That was the *best* / *worst* film I've ever seen. It was so boring!

Professor & Chip

1 **Listen and read. What has Professor invented?** 70



2 **Read and learn.**

Modal verbs

Use *may*, *might* and *could* to talk about present and future possibilities.

I might need to do more work on those boots!

Use *will* and *won't* to talk about future definites.

They'll be a big success.

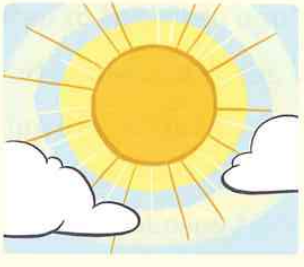
3 **Read and circle.**

1 If it's sunny tomorrow, we *could* / *won't* have a picnic.
2 We *might* / *will* go to a restaurant. We'll decide tomorrow.
3 The children *won't* / *may* play outside if it doesn't rain.
4 If you eat a lot of junk food, you *could* / *won't* get health problems.
5 If I'm very tired, I *won't* / *might* go to bed early tonight.
6 Julie *will* / *may* be happy if her team wins the match.

4 **Speaking** **Ask and answer.**

What are you doing on Saturday?

If it's sunny, I might play basketball.



play basketball ✓/✗
go to the park ✓
watch TV ✗

stay at home ✓
play in the garden ✗
listen to music ✓/✗

G Complete Grammar Time Exercise 1 on page 107 of Workbook 5.

1 Listen and read. Who could be giving the advice about exercise? 71

Do you have to exercise every day?
Yes, you do. It's very important to do some exercise every day. You don't have to go to the gym or do a sport every day, but it's a good idea to go for a walk or a run. You have to use your body to keep it healthy.

2 Read and learn.

have to / had to

Use *have to* / *had to* to talk about something that is / was necessary.

You have to use your body to keep it healthy.
Do you have to exercise every day?
Yes, you do.

Use *don't have to* / *didn't have to* to talk about something that is not / was not necessary.

You don't have to go to the gym or do a sport every day.

3 Read and choose.

1 __a__ you have to do lots of homework tonight?
a Do b Have c Does

2 I ____ help my mum clean the house today.
a doesn't have to b has to c have to

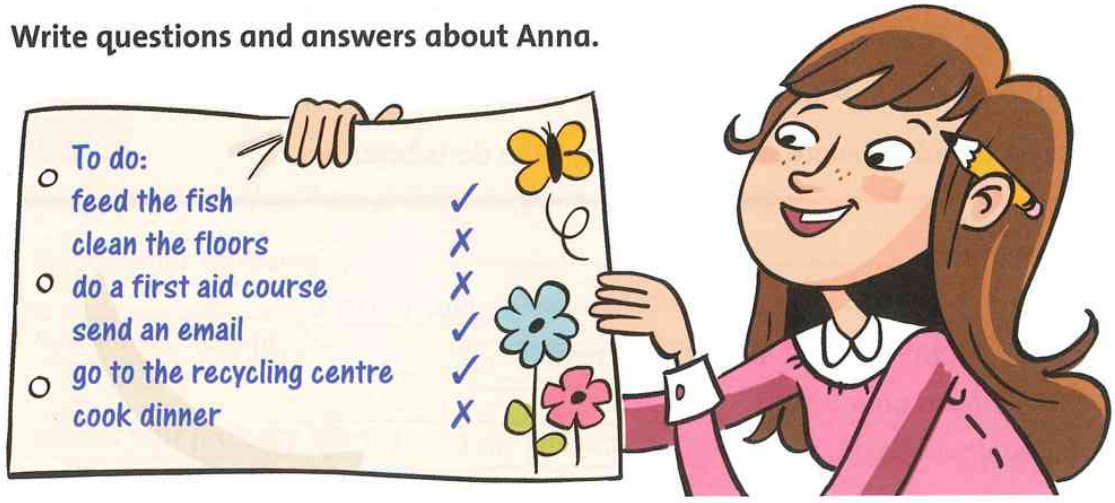
3 Karen ____ get up at eight o'clock last Monday.
a doesn't have to b had to c have to

4 ____ Billy have to practise his guitar yesterday?
a Did b Has c Does

5 We ____ tidy our bedrooms before we could go out to play yesterday.
a doesn't have to b had to c have to

6 The boys ____ wash the dishes last night because their mum had already washed them.
a didn't have to b had to c don't have to

4 Write questions and answers about Anna.



1 Does Anna have to feed the fish today? Yes, she does.

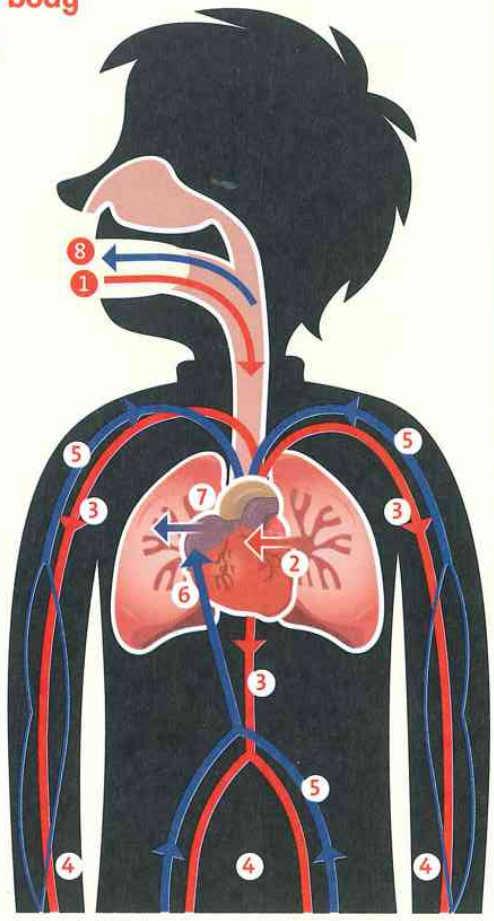
Reading

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

2 Listen and read. 72

Just breathe

The movement of your blood through your heart and around your body is called circulation. The process of circulation is fast! It takes less than a minute to pump blood to every part of your body.



1. When you breathe in, oxygen goes into your lungs.
2. Blood from your lungs fills with oxygen and moves into the left side of your heart.
3. The left side of your heart pumps the blood with oxygen in it out through tubes called arteries. Arteries carry blood away from your heart to your body.
4. Your body takes the oxygen out of the blood and uses it to stay healthy and strong. We need oxygen for everything we do: moving, growing, speaking and thinking. If we do not have oxygen, we cannot live.
5. When your body uses the oxygen from your blood, it makes carbon dioxide. Your body doesn't need this carbon dioxide, so the blood takes it away. Other tubes, called veins, carry the blood with carbon dioxide in it back to your heart.
6. The blood from your body goes into the right side of your heart.
7. The right side of your heart pumps this blood into your lungs. Your lungs remove the carbon dioxide from the blood.
8. When you breathe out, the carbon dioxide goes back into the air.

Remember, all this happens in about a minute, and all you have to do is **breathe!**

3 Read again and write the answers.

1 Is circulation slow? No, it isn't.
2 Does blood from your lungs go into the right side of your heart? _____
3 Do arteries carry blood away from your heart? _____
4 Do veins carry blood back to your heart? _____
5 Do your lungs remove carbon dioxide from your blood? _____
6 Does oxygen go into the air when you breathe out? _____

Words in context

1 Find words in the text to match the definitions.

D
understand and read.
Dictionary Workbook 5

1 process *noun* something natural that happens in the body
2 _____ *noun* the gas that we need to live
3 _____ *noun* the red liquid that goes around your body and keeps you alive
4 _____ *verb* to take air in and out of your body through your nose and mouth
5 _____ *noun* two parts inside the top half of your body that you use to breathe
6 _____ *verb* to make a liquid move to another place by pushing it
7 _____ *noun* the gas that we breathe out after we breathe in air
8 _____ *noun* the part inside your chest that makes blood go around your body

Listening

2 Listen. What sport does Joe do? 73

3 Listen again and complete.

Interview with Joe Willis

- start cycling?
  1 5 years old
- win first race?
  2 ____ years old
- training?
  cycle every day
  run 3 ____ days a week
  go to gym 4 ____ days a week
- diet?
  eat fruit, vegetables, whole grains, 5 ____
  drink water every 6 ____ minutes when training

Speaking

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

Do you enjoy exercising? — Yes, I do. / No, I don't.

How do you keep fit? — I _____. — run / swim / play football / walk / ride my bike / go to the gym

What's your favourite sport? — My favourite sport is _____. — football / tennis / basketball / volleyball / hockey / baseball / sailing / gymnastics / surfing / swimming / athletics / skiing

What other sports or activities would you like to try? — I'd like to try _____.

Skills Time!

Writing

1 Look at the text. Who is the interview with?

2 Read.

Katie Barrett is 20, and she has won two world medals for running. I went to see her in training to find out more ...

Katie, when did you start running?
When I was five, I used to race my brother in the garden. He always won!

When did you win your first race?
When I was seven I won a race at school. I was very proud!

Do you have to do a lot of training?
I run for three hours every day. I swim four days a week, too. Swimming is great exercise for every part of the body.

Do you have a special diet?
When I'm training, I eat plenty of fish or chicken with brown rice and vegetables.

Katie, we think you're an amazing sportswoman. We look forward to seeing you win another medal very soon.

3 Read again and answer the questions.

1 When did Katie win her first race?

2 What does Katie eat when she's training?

An interview: notes

When we interview a person, we ask them questions and make notes of their answers.

Note: Training?
run – 3 hours a day

When we write the interview, we use our notes to write full answers to our questions.

Sentence: Do you have to do a lot of training?
I run for three hours every day.

4 Match the notes to the questions and answers.

1 diet?
eat healthy food, drink plenty of water [d]

2 start playing tennis?
8 [ ]

3 training?
practise – 2 hours a day
go to gym – 5 days a week [ ]

4 win first match?
10 [ ]

a When did you start playing tennis?
When I was eight years old.

b How old were you when you won your first match?
I was ten years old.

c Do you have to do a lot of training?
I practise for two hours every day and I go to the gym five days a week.

d Do you have a special diet?
I eat healthy food and I drink plenty of water.

5 Complete writing page 76 of Workbook 5.

1 Complete the quiz.

1
(noun) *a person whose job is to train athletes*
What is the word?

2
What do the children give the team captain in the story?

3
Circle the correct word in this sentence.
My brother is going to *give* / *take* me his old bike.

4
Circle the correct answer.
I *might* / *will* go swimming tomorrow.
I haven't decided yet.

5
Circle the correct answer.
Mum *had to* / *has to* go to the supermarket today.

6
Circle the correct answer.
Did / *Do* you have to do lots of homework last night?

7
Which side of the heart pumps out blood?

8
(noun) *two parts inside the top half of your body that you use to breathe*
What is the word?

9
Match the notes to the questions and answers.

1 training?
swim every day
go to gym every day ☐

2 start swimming?
6 ☐

a When did you start swimming?
When I was six years old.

b Do you have to do a lot of training?
I swim every day and I go to the gym every day, too.

2 Listen and write. Sing. 74

heart oxygen blood ~~Breathe~~ Take lungs body pumps

Breathe in, breathe out

[1] Breathe in, breathe out.
Fill up your [2] _____.
You do it every day.
Breathe in, breathe out.
[3] _____ in fresh air
To help you work and play!

Chorus:
Breathe in, breathe out.
With every breath
The [4] _____ moves round and round.
Breathe in, breathe out.
Your [5] _____ [6] _____ fast!
Just listen to the sound!

Breathe in, breathe out.
It isn't hard,
You do it all day long.
Breathe in, breathe out.
The [7] _____
Will keep your [8] _____ strong!

Extensive reading: non-fiction

1 Look at the title and the pictures. Why do you think the girls are famous?

2 Read.

Young stars

Ming Kipa

Ming Kipa is from Nepal. In May 2003, she became the youngest person to climb to the top of Mount Everest. Everest is the highest mountain in the world. Ming climbed the mountain when she was only 15 years old. Her older brother and sister climbed the mountain with her. They reached the top of the mountain exactly 50 years after Edmund Hillary became the first person to climb Everest in 1953. Since then, a lot of people have climbed Everest to try and set new world records. Ming's sister, Lhakpa, also broke a world record in 2003. She became the first woman to climb Everest three times.

Mount Everest is in two countries. One side of the mountain is in Nepal. People under the age of 16 are not allowed to climb the mountain in Nepal, because it is very dangerous. Ming didn't want to wait until she was 16, so she decided to climb the mountain from the other side. It was a long and difficult climb. Mount Everest is 8,848 metres high. It is very cold near the top of the mountain. There is a lot of snow and ice, so it is difficult to climb. Also, there isn't a lot of oxygen, so it is difficult to breathe. Climbers have to be very fit.
Ming's brother and sister were good at climbing mountains. They were older and they had a lot of experience. Ming didn't have any climbing experience at all, but she was very strong and fit and she didn't give up.

Since 2003, Ming has spent a lot of time on Mount Everest. She works as a Sherpa, like her sister, Lhakpa. Sherpas are special guides who help people to climb Mount Everest. They know the mountain very well, so they know the best ways to go and they know which parts of the mountain are dangerous. A lot of people in Nepal work as Sherpas, because people come to Nepal from all over the world to try to climb Mount Everest. Ming likes her exciting job and she also enjoys studying. She wants to learn English so that she can help more people to climb the world's highest mountain.

3 Read again and answer the questions.

1 How old was Ming when she first climbed Mount Everest?
2 Why is it difficult to breathe near the top of Mount Everest?
3 How many gold medals has Eleanor won?
4 How often does Eleanor train?

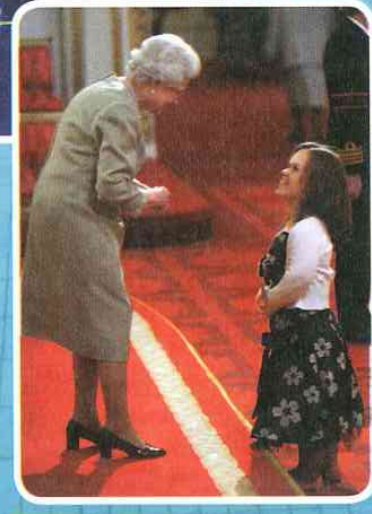
4 Discuss.

1 What are you good at?
2 Have you ever won an award?
3 What do you want to be when you grow up?

Eleanor Simmonds

Eleanor Simmonds is 15 years old, but she has already won two Paralympic gold medals. The Paralympic Games are a sports event for athletes with disabilities. Eleanor has a disability that stops her bones from growing normally. But her disability hasn't stopped her from becoming a sports star.

Eleanor is a swimmer in the British Paralympic team. In 2008, she was the youngest British athlete at the Paralympic Games in Beijing, China. She was only 13 years old. Eleanor swam in lots of races and she won her gold medals for the 100 metre and 400 metre swimming races. That year, she also won an award for being the Young Sports Personality of the Year. In 2009, Eleanor became the youngest person ever to get an award from the Queen.



Eleanor lives in Wales, UK. She has been a swimmer since she was five. She decided to become a Paralympic athlete when she watched Nyree Lewis win a gold medal for swimming at the 2004 Paralympics in Athens. "I just told myself that I would like to do that," she said.

Eleanor trains with her coach six times a week and her swimming is getting better and better. She is already faster than her hero, Nyree Lewis.

Eleanor is looking forward to swimming in the next Paralympics and she hopes she will be in the British team for more Paralympic Games in the future. Eleanor's coach says, "Ellie is a very talented swimmer. She should get many more awards."

Extensive reading: fiction

1 Look at the pictures. What are the people doing? How do you think they feel?

2 Read.

Heidi was very excited. Her friend Clara was coming to visit. Clara was ill and she couldn't walk, so it wasn't easy for her to visit Heidi on the mountain. Heidi couldn't wait for her friend to arrive.

Heidi ran down the mountain to tell her friend Peter about Clara's visit. Peter looked after Grandfather's goats and Heidi liked to help him. Heidi and Peter were usually good friends, but today Peter was worried. Maybe Heidi wouldn't want to be his friend anymore when her new friend arrived.

A few days later, Clara finally arrived. Heidi was playing outside when she saw two men carrying a chair up the mountain. A young girl was sitting in the chair. It was Clara. She was wrapped in shawls and she looked very pale and ill. There was an old lady on a horse behind Clara. She was Clara's grandmother. Beside Grandmother, there was a man pushing Clara's wheelchair and another man carrying Clara's luggage. Heidi and Grandfather greeted Clara and her grandmother and soon they were all chatting like old friends.

Grandfather brought the table and chairs outside so that they could eat lunch in the sunshine. Clara looked around and laughed happily. "It's so beautiful here," she said. "I want to stay here forever." Heidi was very pleased. The lunch was delicious and Clara ate a lot. Grandmother was very surprised. "You never eat a lot in Frankfurt," she said. "I am never hungry at home," said Clara. "Everything tastes better here."

"It's because of the mountain air," said Grandfather. "It makes people hungry. Perhaps Clara should stay here for a few weeks." Everyone thought this was a wonderful idea. Heidi was very excited and she couldn't stop jumping up and down.

Clara and Heidi were delighted to have lots of time together. Peter was not very friendly to Clara at first. He was still worried. But Heidi and Clara were always friendly to Peter and soon he forgot his worries. Perhaps Clara could be his new friend, too.

Heidi wanted to show Clara all her favourite places but Clara looked sad. "Oh Heidi", she said. I want to see all the beautiful things that you wrote to me about in your letters, but I can't."

3 Read again and answer the questions.

1 Why is it difficult for Clara to visit Heidi?
2 Why does Clara eat more in the mountains?
3 Where does Heidi take Clara?
4 Why is Grandmother delighted at the end of the story?

4 Discuss.

1 Why does Clara get healthier in the mountains?
2 Do you like to spend time outside?
3 Have you ever been ill? How did you get better?

"You can see everything," said Heidi. "Let's go!" and she used all her strength to push Clara's wheelchair all over the mountain. She showed Clara the tall, strong fir trees that grew behind the hut. She took her to the goat shed and showed her all of Peter's goats. And she took Clara to her favourite place of all, the flower meadow where beautiful red flowers danced in the grass. Clara had never seen such things or had such fun adventures before.

Grandfather prepared delicious meals and Clara ate more every day. Soon Clara's face didn't look pale anymore. "I feel so much better than I did in Frankfurt," said Clara. "I eat more and I sleep more when I am here." "It's because you are outside all the time," said Heidi. "You need fresh air to be healthy." One day, Heidi, Clara and Grandfather were getting ready to go for a walk. Heidi went to fetch Clara's wheelchair, but she couldn't see it anywhere.

"I think the wind has blown Clara's chair down the mountain," said Heidi. "What are we going to do?" "I will have to go home," said Clara sadly. "I can't move around without my chair." "Don't worry," said Grandfather. "We will think of something." Just then, Heidi saw Peter and she had an idea.

"Peter, come and help me," she said. "You can take Clara's right arm and I will take her left arm." Peter and Heidi lifted Clara and held her, but Clara was too heavy for them to carry. "Can you put your feet on the ground?" Heidi asked Clara. Clara put one foot on the ground and then the other. "It doesn't hurt!" she said.

She put one foot in front of the other again and again. "Look, Heidi!" she laughed. "I can do it! I can walk!" "Oh, Clara, this is wonderful!" said Heidi. "Now we can walk in the mountains every day and you will get healthy and strong. You will never need a wheelchair again!"

Clara practised walking every day, and when Grandmother came to visit, Clara walked down the path to meet her. Grandmother was delighted when she saw Clara looking so healthy and happy.

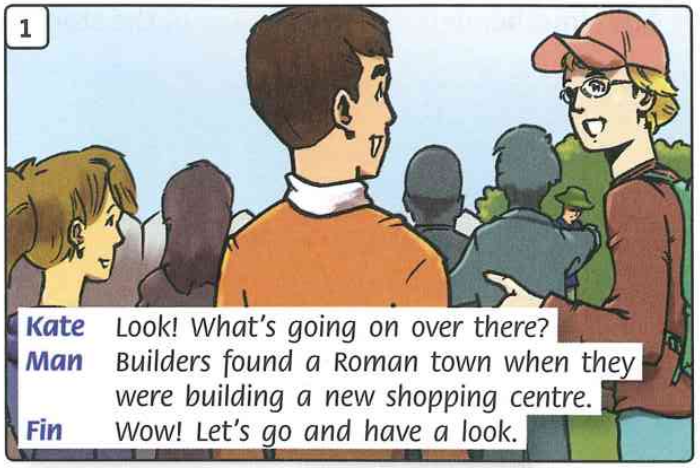
"The mountain is the best hospital in the world!" she said.

Based on a story by Johanna Spyri

10 Ancient buildings

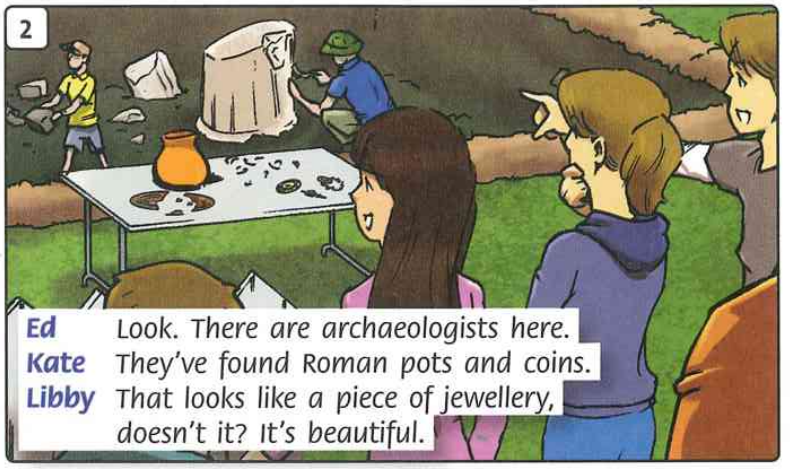
Lesson One Story

1 Listen and read. What did the builders find? 75



1

Kate Look! What's going on over there?
Man Builders found a Roman town when they were building a new shopping centre.
Fin Wow! Let's go and have a look.



2

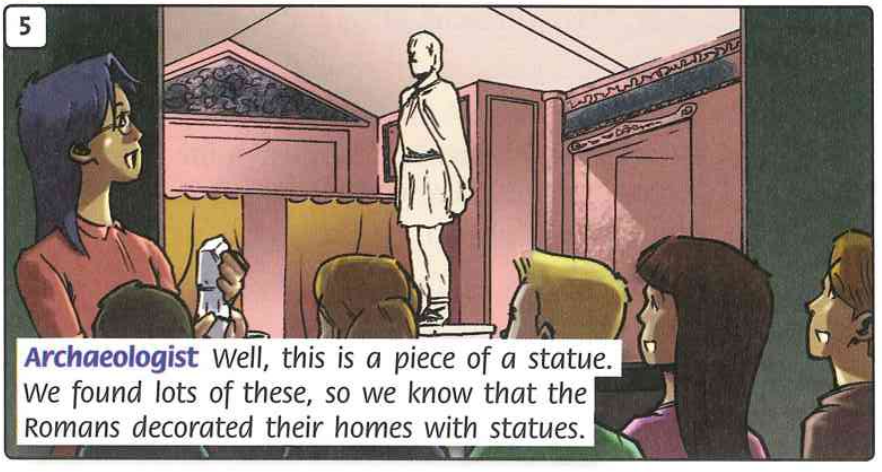
Ed Look. There are archaeologists here.
Kate They've found Roman pots and coins.
Libby That looks like a piece of jewellery, doesn't it? It's beautiful.

3

Fin This is wonderful, isn't it? A Roman town was under our feet all the time.
Archaeologist Are you interested in the history of the town?
Libby We are now! Will you come to our club and tell us all about it?

4 A few days later ...

Archaeologist Everything we find is helpful, because it tells us something about how the Romans used to live.
Ed But how can these things tell you anything about the Romans?



5

Archaeologist Well, this is a piece of a statue. We found lots of these, so we know that the Romans decorated their homes with statues.

6

Ed That's amazing. You can learn a lot about the Romans from just a few things ... I think I've got an idea. I'll tell you at the next meeting.

2 Listen to the story again and repeat. Act.

3 Read again and write the names.

Libby	Fin	~~Builders~~	Ed

1 Builders were building a shopping centre.
2 _____ wants to look at the Roman town.
3 _____ thinks the jewellery is beautiful.
4 _____ has an idea.

1 Listen and repeat. 76

2 Write the word.

1 column *noun* a tall, round thing made of stone, that holds up a roof
2 _____ *noun* a large piece of stone used for building
3 _____ *noun* blocks of stone that get higher and higher, that you walk up or down
4 _____ *noun* a person who learns about the past from old things they dig up from the ground
5 _____ *noun* the shape of a person or animal made from stone or wood
6 _____ *noun* a shape, picture or pattern made in stone or wood with a knife

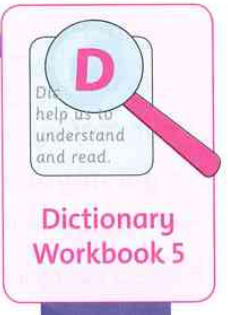
Working with words

We add *-ful* to some nouns to make adjectives.

noun	wonder	cheer	help	care	play
adjective	wonderful	cheerful	helpful	careful	playful

When a noun ends in a consonant + *-y*, remove the *-y* and add *-iful*.

beauty beautiful



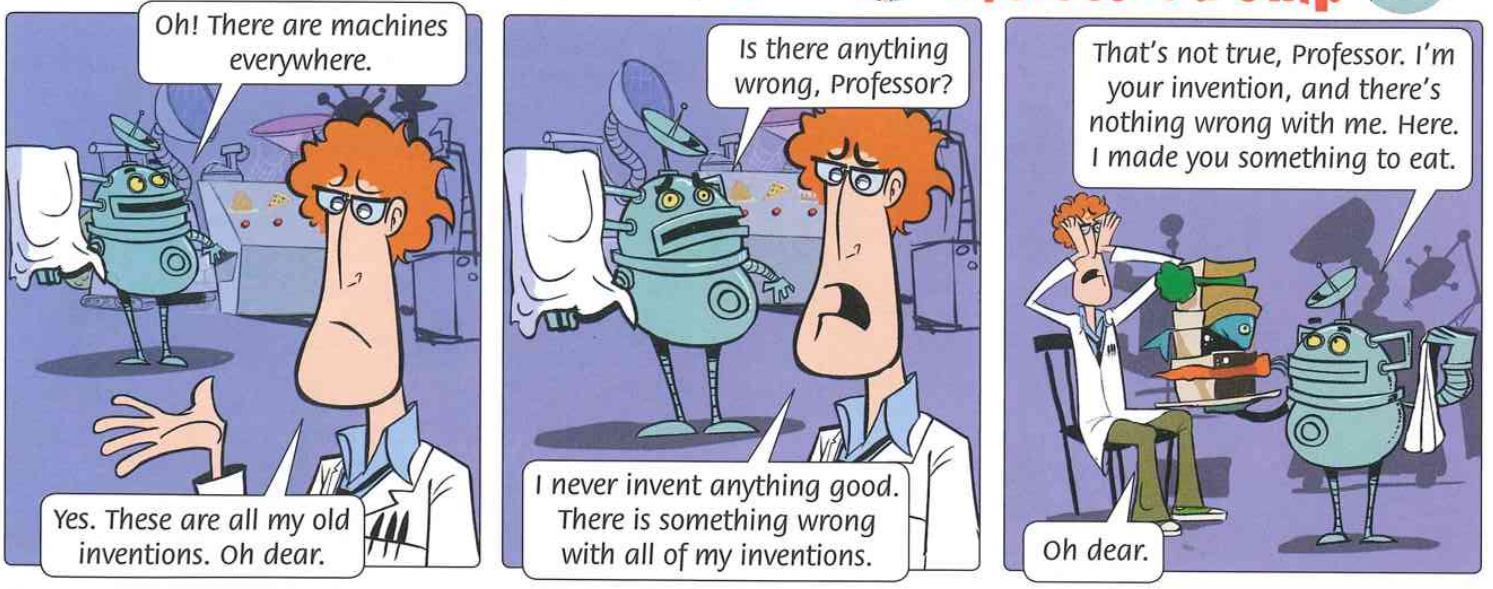
3 Listen and repeat. 77

4 Write.

1 Would you like some help (help)?
2 There's water on the floor. Be _____ (care)!
3 Work and _____ (play) are both important for school children.
4 Look at the colours in that painting. They're _____ (beauty).

1 Listen and read. How does Professor feel? Why? 78

Professor & Chip



2 Read and learn.

Indefinite pronouns

Use indefinite pronouns to talk about people, things and places which we don't name.

someone*, *something*, *somewhere

There is something wrong with all of my inventions.

everyone*, *everything*, *everywhere

There are machines everywhere.

no one*, *nothing*, *nowhere

There's nothing wrong with me.

Negative sentences and questions:

anyone*, *anything*, *anywhere

Is there anything wrong, Professor?

3 Read and circle.

1 Has *someone* / *anyone* seen my keys?
2 Put your money *somewhere* / *everywhere* safe.
3 We've got *anything* / *everything* we need for our holiday.
4 *No one* / *Anyone* wants to go to the beach in the rain.
5 He looked *everywhere* / *nowhere*, but he couldn't find his watch.
6 I'm bored. I haven't got *anything* / *nothing* to do.

4 Speaking Ask and answer.

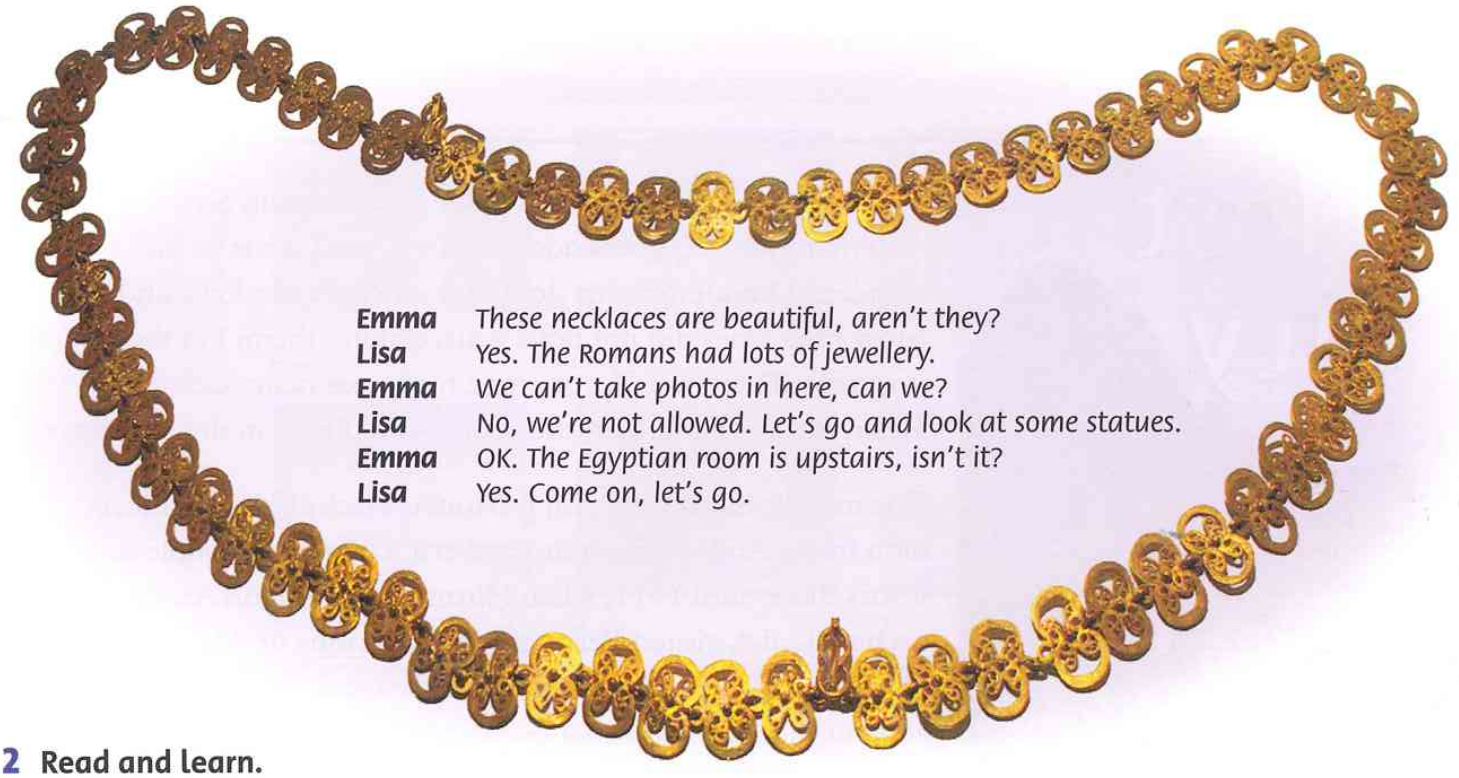
in your family	in your house	from school
in your garden	from a club	in the classroom

Is it a person or a thing?
It's a person.
Is it someone from school?
No, it isn't.
Is it someone in your family?
Yes, it is.
It's your mum!

a bath
my friend
my mum
a desk
a tree
my teacher

Complete Grammar Time Exercise 1 on page 108 of Workbook 5.

1 Listen and read. Where do you think they are? 79



Emma *These necklaces are beautiful, aren't they?*
Lisa *Yes. The Romans had lots of jewellery.*
Emma *We can't take photos in here, can we?*
Lisa *No, we're not allowed. Let's go and look at some statues.*
Emma *OK. The Egyptian room is upstairs, isn't it?*
Lisa *Yes. Come on, let's go.*

2 Read and learn.

Question tags

Use question tags at the end of sentences to mean 'Am I right?' or 'Do you agree?'.

These necklaces are beautiful, aren't they?

Look!

The Egyptian room is upstairs, isn't it?

We can't take photos in here, can we?

3 Read and choose.

1 You can play the piano, __c__ ?
a can you b are you c can't you

2 We're shopping, ____ ?
a are we b aren't we c aren't you

3 He couldn't play football, ____ ?
a can he b couldn't he c could he

4 Dad is very funny, ____ ?
a is he b was he c isn't he

5 It wasn't very cold yesterday, ____ ?
a was it b wasn't it c isn't it

6 They can't swim, ____ ?
a can they b can we c can't they

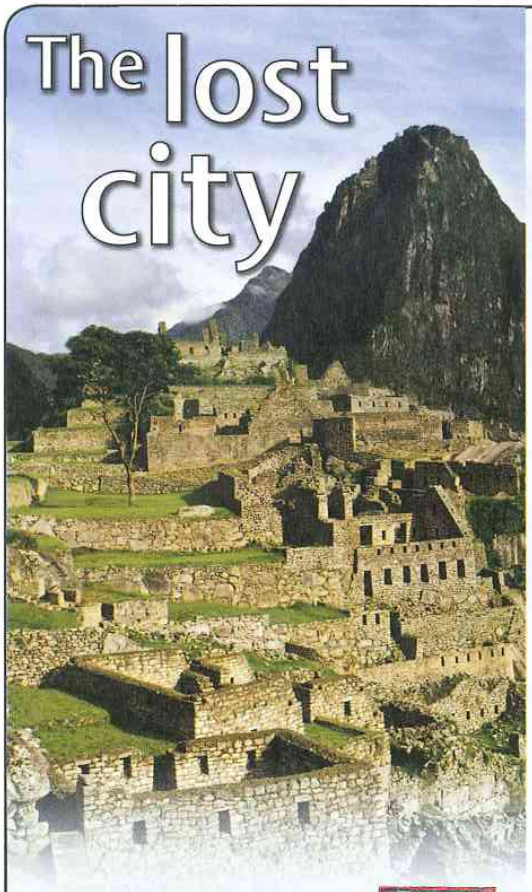
4 Write four sentences with question tags for your friend.

1 You can play the violin, can't you?

Reading

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

2 Listen and read. 80



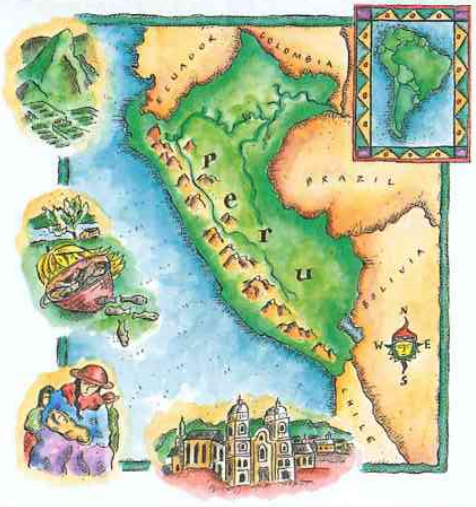
The lost city

The Inca people lived in the Andes mountains in South America over 500 years ago. The Inca used stone to build wonderful buildings with slanted doorways, windows and roofs. Most Inca cities did not have walls around them, but they were very safe. There were large stone fortresses near each city. When there was danger, the people could hide in the fortresses.

The most famous Inca city is Machu Picchu. Machu Picchu is high in the Andes mountains in Peru. Only local people knew it was there until 1911, when Hiram Bingham, an American archaeologist, visited Peru and saw the ruins of this ancient city. When he returned to America he wrote an article about Machu Picchu in *National Geographic* magazine. Soon the rest of the world knew about this wonderful place.

Explorers went to Machu Picchu and found palaces, fortresses and the remains of stone aqueducts. The aqueducts brought water from rivers to the city. Today, the streets and the walls of the city are like a stone maze for people to walk through. There are still some things that we don't know about Machu Picchu today. For example, no one knows why the Inca stopped living there. Some people think there was an illness that made the Inca run away from the city. It is difficult to find out if they are right because there are no records to tell us. The Inca didn't write but they were excellent builders.

It has been nearly 100 years since the rest of the world first heard about Machu Picchu. Today, Machu Picchu is Peru's most famous tourist attraction. If you travel to Peru, you should definitely visit the amazing lost city of the Inca.



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

1 The Inca were from South America. True
2 All Inca cities had walls around them. _____
3 Machu Picchu is in Peru. _____
4 Explorers found fortresses at Machu Picchu. _____
5 The Inca wrote about their lives. _____
6 Not many people know about Machu Picchu. _____

Words in context

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

D
understand and read.

Dictionary Workbook 5

1 slanted

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

Listening

2 Listen. What are they talking about? 81

3 Listen again and complete.

Name: Parthenon
Place: Athens, [1] Greece
Age: more than 2,000 years old
Description: huge [2] _____, beautiful statues

Name: Stonehenge
Place: Salisbury, [3] _____
Age: more than 4,000 years old
Description: huge [4] _____ of stone in a circle

Name: Great Wall
Place: [5] _____
Age: more than 2,000 years old
Description: very [6] _____, made from bricks and stone

Speaking

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

Have you ever visited a museum? → _____ → Yes, I have. / No, I haven't.

What did you see there? → I saw _____. → pots / jewellery / coins / statues / paintings

What ancient place would you like to visit? → I'd like to visit _____. → Machu Picchu / the Pyramids / Stonehenge / the Great Wall

Why? → Because it looks _____. → beautiful / ancient / interesting

Skills Time!

Writing

1 Look at the text. What is it about?

2 Read.

A visit to the Colosseum by Ben Sanders

Have you ever wondered what life was like in ancient Rome? A visit to the Colosseum is a wonderful way to find out something about life in Roman times.

I visited the Colosseum on a cold morning last February. I could smell fresh bread from the bakeries as I walked through the noisy streets. Suddenly I saw the Colosseum in front of me.

Sadly, the Colosseum is in ruins now. The stone seats have gone and the floor has gone, too. But I imagined excited Romans sitting in the seats and watching a fantastic show. I explored the rooms under the Colosseum, where the Romans kept things for the shows. I felt scared, because the rooms were small and dark.

As I was leaving, I saw a man wearing a Roman costume. "Come back soon," he said. I hope I will visit the Colosseum again soon. It's an amazing place.

3 Read again and answer the questions.

1 What could Ben smell when he walked to the Colosseum?

2 Why did Ben feel scared?

Making writing more interesting

We can make a piece of writing more interesting by:

- **asking a question**
  Have you ever wondered what life was like in ancient Rome?
- **using the senses (what we could hear / see / smell / taste / touch)**
  I could smell fresh bread from the bakeries as I walked through the noisy streets.
- **using a variety of adjectives**
  But I imagined excited Romans sitting in the seats and watching a fantastic show.
- **describing people's thoughts and feelings**
  I felt scared, because the rooms were small and dark.
- **using direct speech**
  "Come back soon," he said.

4 Match.

1 Do you ever wonder how people built ancient buildings? [c]
2 I could feel the sun on my face and the wind in my hair as we drove up the hill. [ ]
3 The old stone walls were covered in beautiful paintings. [ ]
4 I felt excited as I walked through the doors of the castle. [ ]
5 "I hope you enjoyed your visit," she said to me. [ ]

a using the senses
b describing people's thoughts and feelings
c a question
d direct speech
e a variety of adjectives

5 Complete writing page 84 of Workbook 5.

1 Complete the quiz.

1 (noun) *a large piece of stone used for building* **What is the word?**

2 **Who found the Roman town?**

3 **Circle the correct word in this sentence.** We had a *wonder / wonderful* time at the theatre.

4 **Circle the correct answer.** I can't find my camera *everywhere / anywhere.*

5 **Circle the correct answer.** Have you had *anything / nothing* to eat?

6 **Circle the correct answer.** Pat called you yesterday, *did she / didn't she?*

7 **Where is Machu Picchu?**

8 (adj) *very old; from a long time ago* **What is the word?**

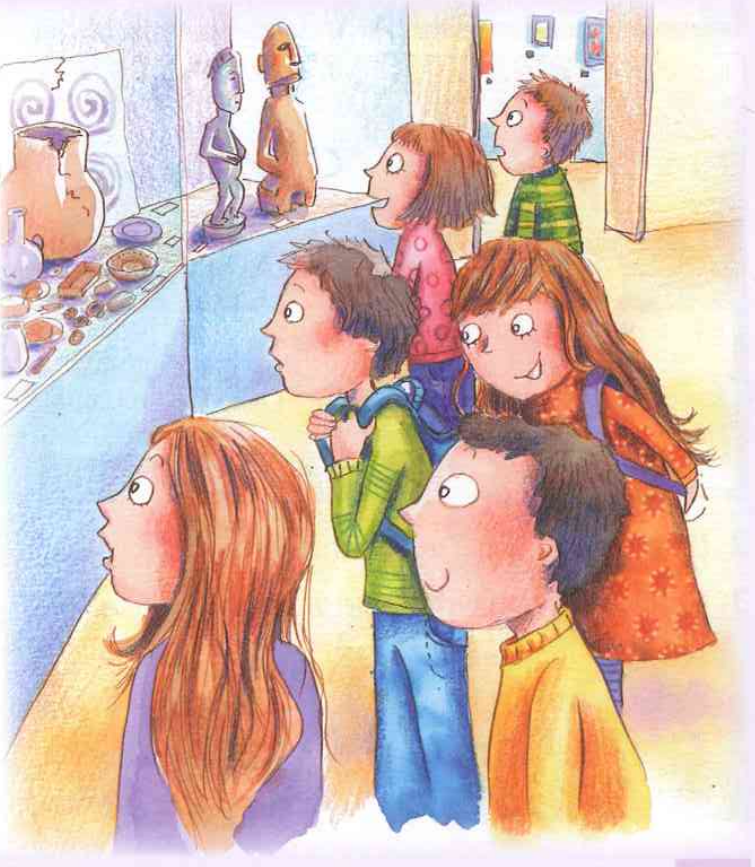
9 **Write two ways to make a piece of writing more interesting.**

_____

_____

2 Listen and order the lines. Sing. 82

Everything changes



1 People from long ago left things behind,

_____ People may go, but their homes and things last.

_____ Now we can learn about life in the past.

_____ Clues for their friends in the future to find.

Chorus:

1 Everything changes and time moves so fast.

_____ Will you leave something for people to find?

_____ The present and future will soon be the past.

_____ What piece of history will you leave behind?

1 In ancient buildings, we find ancient things,

_____ What was it like then? We all want to know.

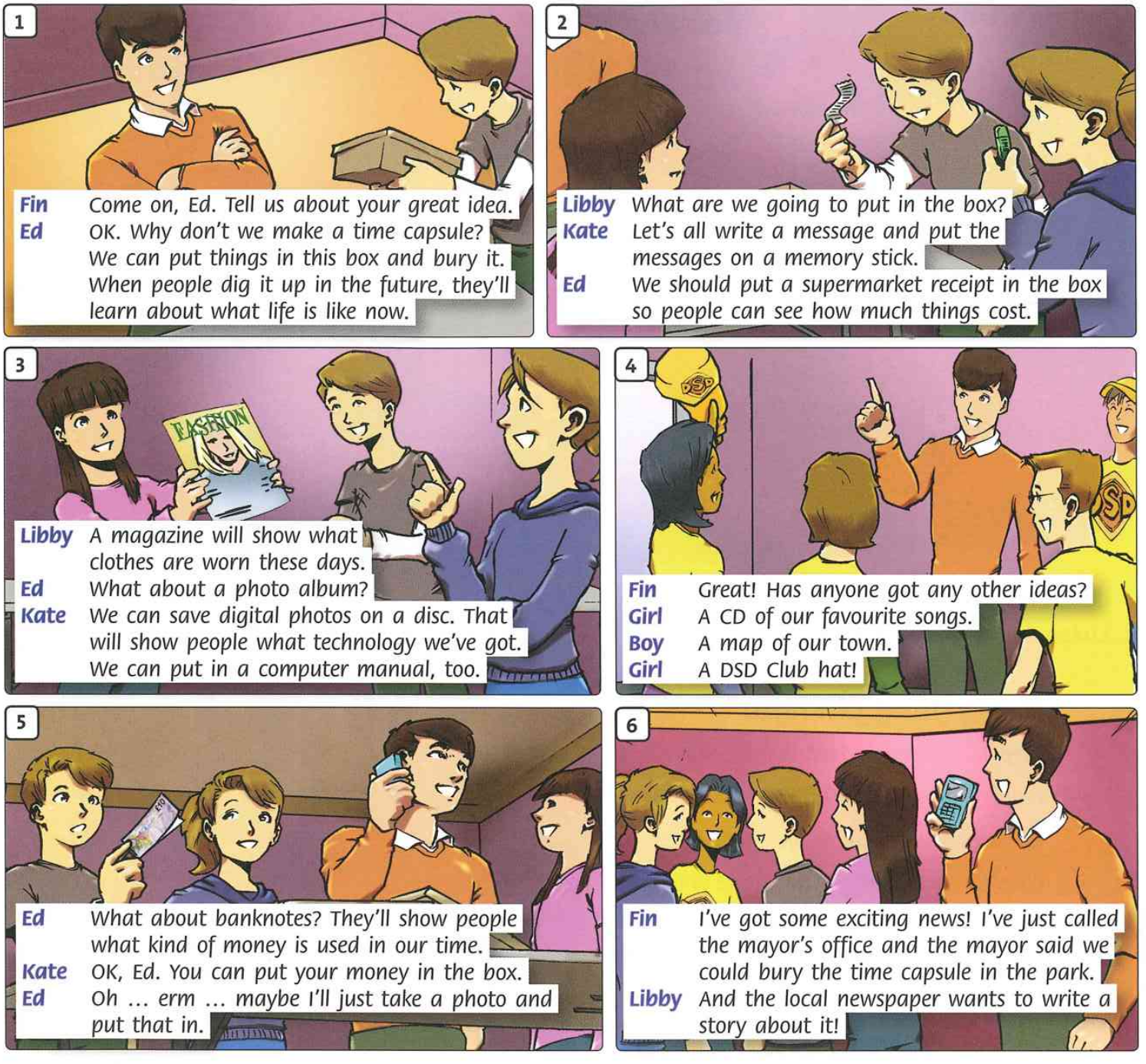
_____ Statues and dishes and carvings and rings.

_____ Each clue tells something of life long ago.

11 A message for the future

Lesson One Story

1 **Listen and read. What are the children doing?** 83



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

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

1 Ed has got a metal box. True

2 The children are going to write messages and put them on a disc. _____

3 Ed wants to put his money in the time capsule. _____

4 The children are going to bury the time capsule in the park. _____

1 Listen and repeat. 84

D
Dictionary Workbook 5

2 Write the words.

1 You can write about your life in a diary.
2 A _____ is paper money.
3 You can store information on a _____.
4 A _____ tells you how to use a new machine.
5 You can keep your favourite photos in a _____.
6 When you buy something from a shop, you get a _____.

Working with words

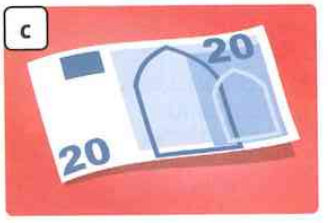
Homonyms are words that have the same spelling but different meanings.

stamp *noun*	**float** *noun*	**spring** *noun*	**note** *noun*	**coach** *noun*	**light** *noun*
stamp *verb*	**float** *verb*	**spring** *noun*	**note** *noun*	**coach** *noun*	**light** *adj*

D
Dictionary Workbook 5

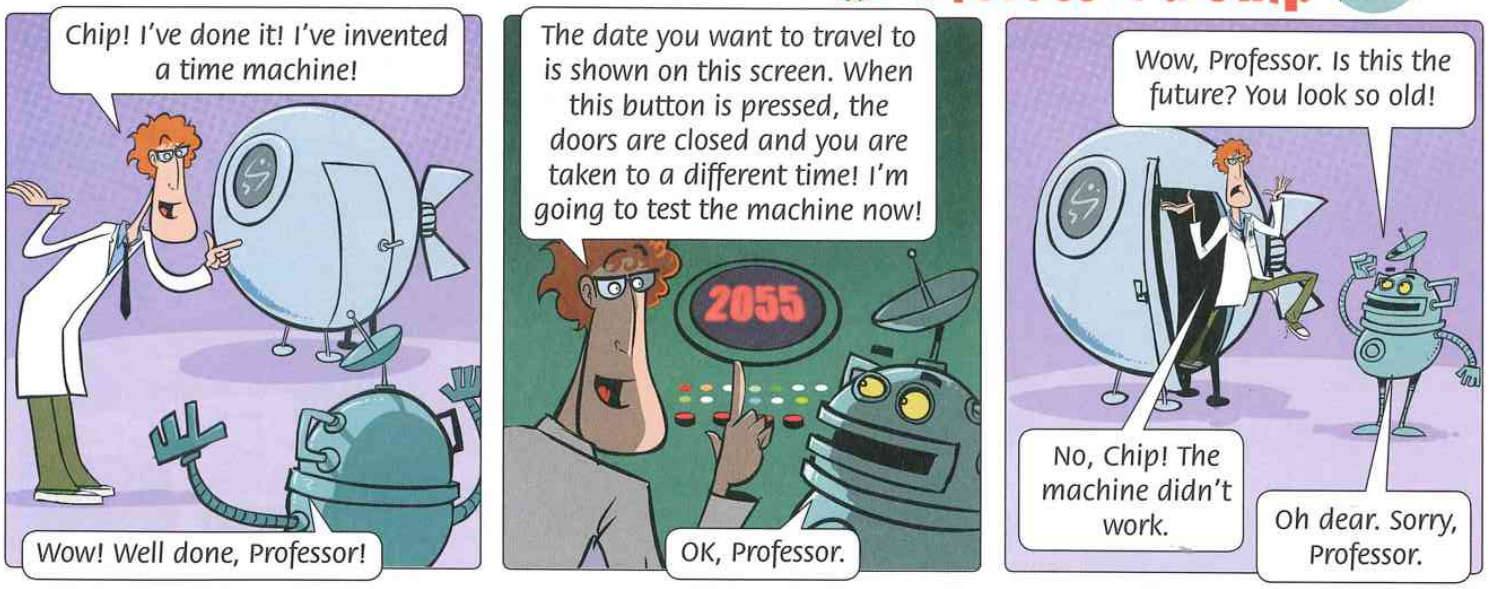
3 Listen and repeat. 85

4 Match the homonyms.



Professor & Chip

1 **Listen and read. Does the time machine work?** 86



2 **Read and learn.**

The passive (present simple)

Use the passive when you don't know the subject of a sentence (who does an action).

Present simple passive = *is / are* + past participle

You **are taken** to a different time.

Also use the present simple passive to talk about things that are generally true.

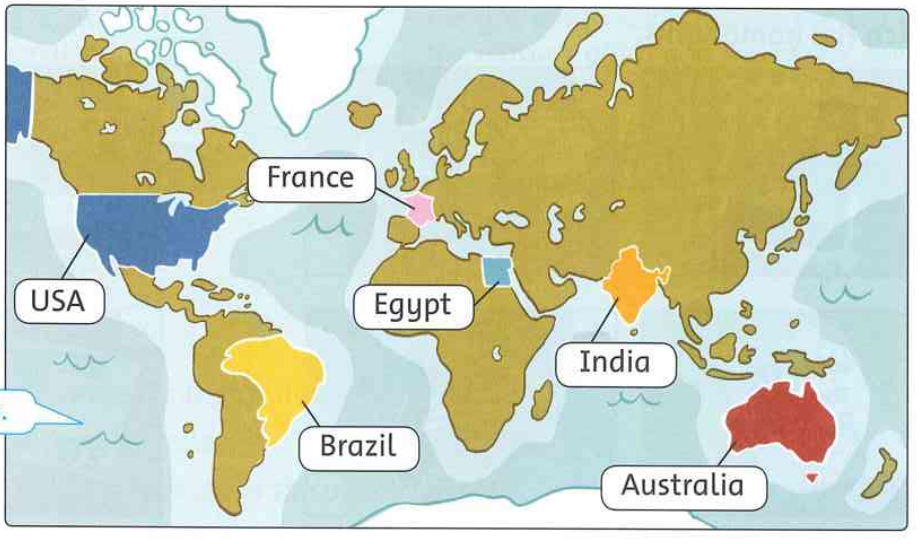
English **is spoken** in many different countries.

3 **Write *A* (active) or *P* (passive).**

1 Computers are used all over the world. P
2 I do all my homework on my computer. ___
3 The film starts at eight o'clock. ___
4 A lot of films are made in Hollywood. ___
5 A lot of ancient things are kept in museums. ___
6 We often visit our local museum. ___

4 **Speaking** **Make passive sentences.** Irregular verb list

kangaroos / found
French / spoken
rice / grown
coffee / made
American football / played
the Pyramids / seen



Kangaroos are found in the USA.

No! Kangaroos are found in Australia.

Complete Grammar Time Exercise 1 on page 108 of Workbook 5.

1 Listen and read. What does this museum teach you about? 87

The Titanic was a huge ship. It sank on its first trip, in 1912. Today, you can visit the Titanic Museum in Missouri, USA and see what life was like for the people on the Titanic. Visitors are greeted by people in costumes and are given tickets for their journey. Inside, the museum is decorated with things from the real Titanic passengers, like clothes, letters and jewellery. You can learn about the passengers and explore the world's most famous ship.

2 Read and learn.

Passive and active

Use the passive when the object of an active sentence is more important than the subject.

Active: People in costumes greet visitors.

Passive: Visitors are greeted by people in costumes.

Use *by* to say who or what does an action.

Visitors are greeted by people in costumes.

Use *with* to say what is used to do an action.

The museum is decorated with things from the real Titanic passengers.

3 Read and circle.

1 Pictures are painted *by* / *with* artists.
2 Bread is made *by* / *with* flour.
3 Aeroplanes are flown *by* / *with* pilots.
4 Photos are taken *by* / *with* cameras.
5 Thieves are caught *by* / *with* the police.
6 These bottles are filled *by* / *with* water.

4 Rewrite the sentences. Use the passive or active. V Irregular verb list

1 Mrs Green teaches our English lessons.
Our English lessons are taught by Mrs Green.
2 Fires are put out by firefighters.
Firefighters put out fires.
3 Dad drives the children to school.
4 Criminals are caught by the police.
5 Mobile phones are used by lots of people.
6 Hundreds of tourists visit my town.
7 My clothes are washed by my mum.
8 Karen feeds the penguins.

G Complete Grammar Time Exercise 2 on page 109 of Workbook 5.

Skills Time!

Reading

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

2 **Listen and read.** 88

A Kid in King Arthur's Court is directed by Michael Gottlieb. The main character in the film is a teenager called Calvin Fuller. Calvin is played by Thomas Ian Nicholas.

This film is a modern retelling of Mark Twain's classic book *Connecticut Yankee*.

Calvin lives in California, USA. He is a very shy boy and he is not very good at sport. At the beginning of the film, Calvin is playing baseball when there is a terrible earthquake. A hole opens in the ground and Calvin falls through it. He lands in the past, in the time of King Arthur.

Calvin meets King Arthur and Merlin, the wizard. King Arthur is played by Joss Ackland and Merlin is played by Ron Moody. They think that Calvin is amazing because he plays them modern music on his CD player and he shows them how to make rollerblades and a mountain bike. Calvin is trained to be a knight and he becomes more confident. Calvin helps King Arthur to beat his enemy, Lord Belasco, and then Merlin sends Calvin back to the future. Calvin finds himself back in the baseball game, but this time he wins the game.

The special effects in *A Kid in King Arthur's Court* are very good. Michael Gottlieb is a great director and the actors' performances are brilliant. Thomas Ian Nicholas was in the competition for a Young Artist Award for his performance. The film is funny and exciting. It's a comedy, a drama and an action film all in one.

Don't miss the chance to watch *A Kid in King Arthur's Court*. It made my grandpa, my younger sister and me laugh a lot. It's great fun for all the family.

Jon Wilson, Class 5B

3 **Read again and circle.**

1 Calvin Fuller is the main *character* / *director* in the film.
2 Calvin goes back to the *past* / *future* and meets King Arthur.
3 Merlin is a *king* / *wizard*.
4 Calvin trains to be a *knight* / *king*.
5 Calvin *wins* / *loses* the baseball game at the end of the film.
6 Michael Gottlieb is a great *actor* / *director*.

Words in context

1 Find the words in the review. Write.

Dictionary Workbook 5

comedy	~~director~~	special effects	performance
teenager	confident	earthquake	knight

1 A director tells the actors what to do.
2 I like _____ films, because they make me laugh.
3 I'm not _____ enough to be an actor. I feel shy when people are watching me.
4 There was an _____ yesterday. Did you feel the ground move?
5 My favourite actor gives a wonderful _____ in this film.
6 In history, a _____ was a man who fought for the king.
7 The _____ in this film are amazing. It really looks like the characters are flying.
8 A _____ is someone aged 13–19.

Listening

2 Listen. What was the film about? 89

3 Listen again and match.

1 the story [f]	a sad
2 the beginning [ ]	b funny
3 the script [ ]	c boring
4 the actors [ ]	d amazing
5 the special effects [ ]	e brilliant
6 the ending [ ]	f clever

Speaking

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

What's your favourite film?	My favourite film is _____.	(the name of the film)
What kind of film is it?	It's a / an _____ film.	comedy / action / science fiction / adventure / historical
Who are the main characters played by?	_____	(the names of the actors)
Why do you like the film?	Because it's _____.	exciting / scary / funny / sad / amazing / interesting

Skills Time!

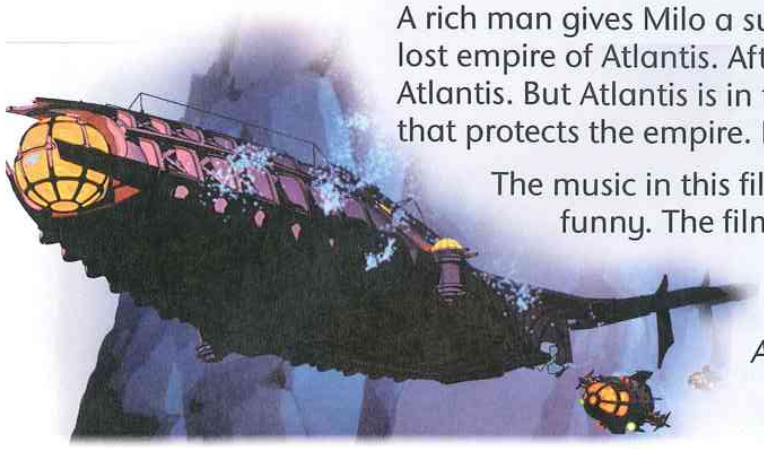
Writing

1 **Look at the text. What is it about?**

2 **Read.**

Atlantis: The Lost Empire by Lucy Winters

Atlantis: The Lost Empire is a Disney cartoon film. It is directed by Gary Trousdale and Kirk Wise. The main character is a scientist called Milo Thatch. Milo's voice is played by Michael J. Fox.



A rich man gives Milo a submarine and a team of people to help him find the lost empire of Atlantis. After some exciting adventures, Milo and his team find Atlantis. But Atlantis is in trouble. A bad man wants to steal the blue stone that protects the empire. Milo has to beat the bad man and save the empire.

The music in this film is amazing and some of the characters are very funny. The film is sometimes scary, but it is very exciting. It's a comedy and an action film all in one.

If you like action films and cartoons, you will love *Atlantis: The Lost Empire*. It's a fantastic film.

3 **Read again and answer the questions.**

1 Who is *Atlantis: The Lost Empire* directed by?

2 Who is the main character?

A film review

When we write a film review, we write:

- **who the film is directed by**
  It is directed by Gary Trousdale and Kirk Wise.
- **who the characters are played by**
  Milo's voice is played by Michael J. Fox.
- **a short description of the plot (the story)**
  A rich man gives Milo a submarine and a team of people to help him find the lost empire of Atlantis. After some exciting adventures, Milo and his team find Atlantis ...
- **details of special effects / costumes / music etc.**
  The music in this film is amazing and some of the characters are very funny.
- **what we think is good / bad about the film**
  The film is sometimes scary, but it is very exciting.
- **a recommendation (advice about whether people should watch this film and who will enjoy it)**
  If you like action films and cartoons, you will love *Atlantis: The Lost Empire*.

4 **Match.**

1 The film is directed by Mike Hammond. [d]
2 The Ice Queen is played by Tina Reynolds. [ ]
3 When the children get lost in the snow, the Ice Queen saves them and takes them to her castle. [ ]
4 The special effects are beautiful and make the film very interesting. [ ]
5 The plot is exciting, but the film is sometimes a bit scary. [ ]
6 Everyone will love this film. It's great for all the family. [ ]

a characters
b plot
c recommendation
d director
e what is good / bad about the film
f details of special effects

5 Complete writing page 92 of Workbook 5.

1 Complete the quiz.

1 (noun) *a small thing that you use for saving information from a computer, and that you carry with you*
What is the word?

2 **Where are the children going to bury their time capsule?**

3 **What is a homonym for *note (n)* *paper money*?**

4 **Complete the sentence with the passive.**
Our rubbish _____ (recycle) every week.

5 **Complete the sentence with the passive.**
We _____ (take) to school by my dad every morning.

6 **Complete the sentence with the passive.**
Special effects _____ (make) with computers.

7 **Who does Calvin meet in the past?**

8 (noun) *the person who tells actors what to do in a play or film*
What is the word?

9 **Name two things that you would write about in a film review.**
_____
_____

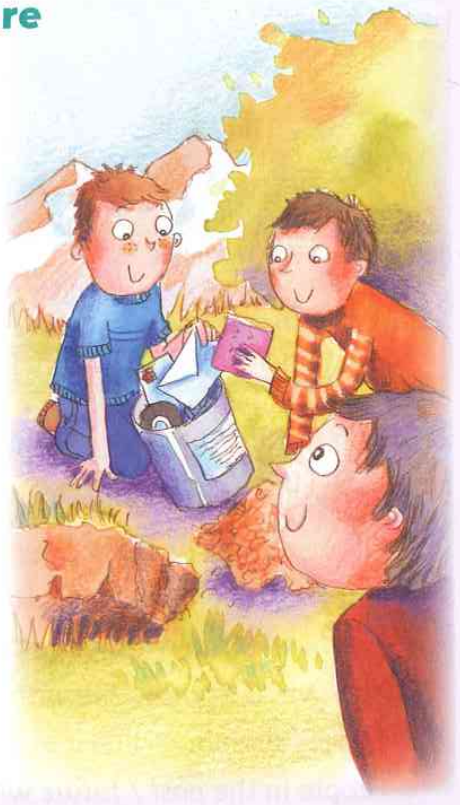
2 Listen and order the lines. Sing. 90

Leave a message for the future

1 You can make your own time capsule,
_____ What will people find inside it
_____ It's so easy, you know how.
_____ When it's dug up years from now?

Chorus:
1 Leave a message for the future,
_____ How we work and how we play.
_____ Tell them how we think and feel now,
_____ Tell them how life is today.

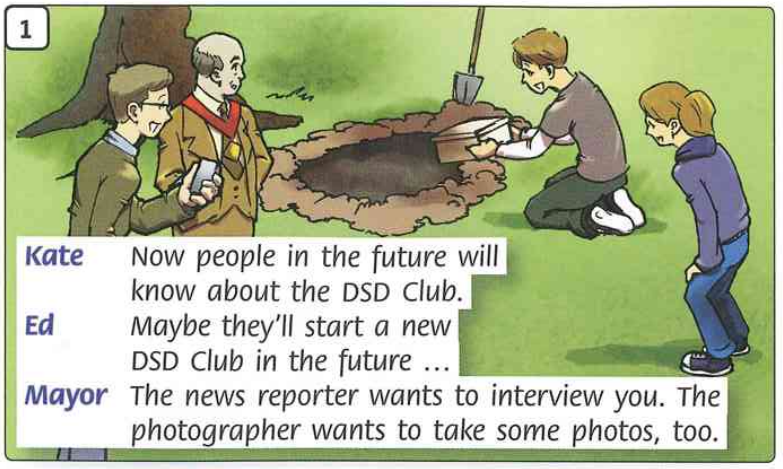
1 Like a message in a bottle,
_____ When your capsule is discovered,
_____ Who will read the things you wrote?
_____ You don't know who'll find your note.

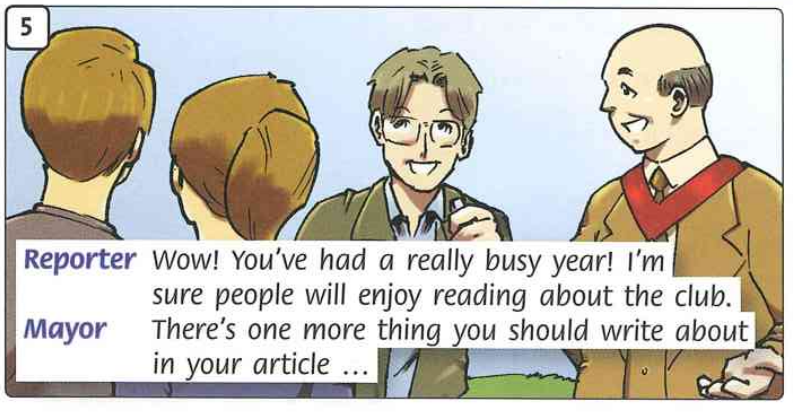


12 Be a part of history!

Lesson One Story

1 Listen and read. What are the children doing in pictures 3 and 6? 91





2 Listen to the story again and repeat. Act.

3 Read again and circle.

1 The *reporter* / *photographer* wants to interview the DSD Club.
2 The children have done a lot of *boring* / *interesting* things.
3 The river in the wildlife park was *cleaned* / *filled* with litter.
4 The river is *horrible* / *beautiful* again now.
5 The children have had a *busy* / *boring* year.
6 People in the *past* / *future* will know about the DSD Club.

1 Listen and repeat. 92

2 Write the words.

1 Tom is a very good photographer. He takes beautiful pictures.
2 I want to be a _____ because I like asking people questions.
3 I closed my eyes when you took my photo because the _____ was too bright.
4 If you talk into the _____, your voice will be louder.
5 We always watch the _____ because we like to know what is happening in the world.
6 This camera has got a very long _____ for taking pictures of things from a long way away.

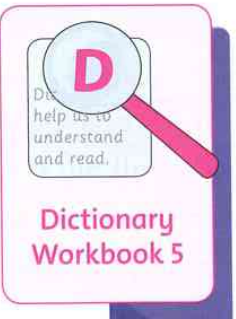
Working with words

We add *-ing* to some verbs to make adjectives.

verb	interest	frighten	relax
adjective	interesting	frightening	relaxing

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

excite exciting bore boring amaze amazing



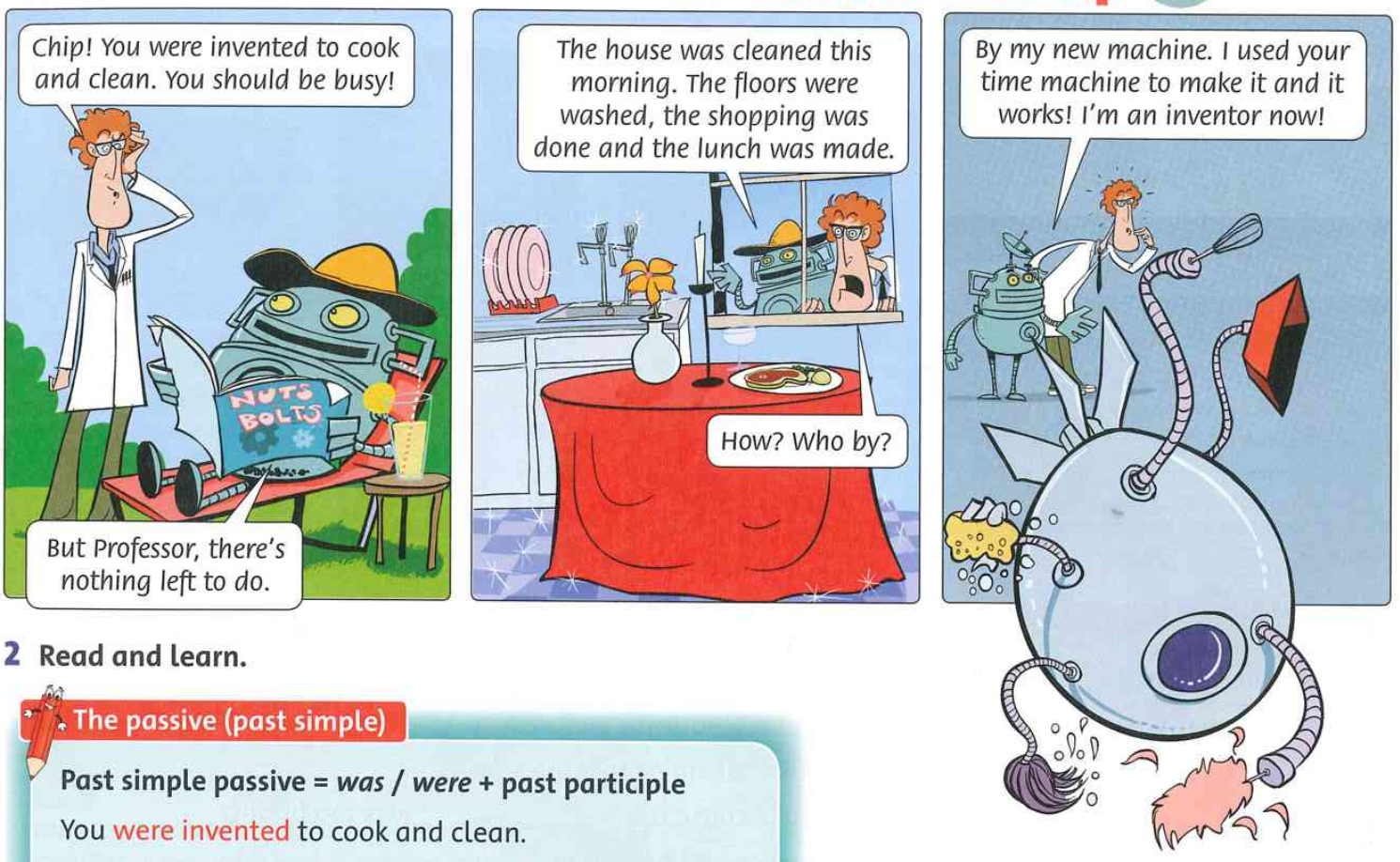
3 Listen and repeat. 93

4 Write.

1 My favourite subject is history, because it's very interesting (interest).
2 Mum enjoys listening to music because she finds it _____ (relax).
3 The children don't like watching the news. They think it's _____ (bore).
4 We had a great time at the concert. It was _____ (amaze).

1 Listen and read. What has Chip done? 94

Professor & Chip



2 Read and learn.

The passive (past simple)

Past simple passive = *was / were* + past participle

You were invented to cook and clean.

Active: My new machine did the shopping.

Passive: The shopping was done by my new machine.

3 Read and circle.

1 This photo *took* / *was taken* by my dad.
2 I *invited* / *was invited* all my friends to my birthday party.
3 This picture *painted* / *was painted* by a famous artist.
4 Jenny *sent* / *was sent* her cousin an email yesterday.
5 The children *gave* / *were given* lots of homework last week.
6 Mike *scored* / *was scored* a goal in the football match.

4 Complete the sentences. Use the past simple passive. V Irregular verb list

1 Emma was given (give) a watch for her birthday.
2 Two statues _____ (steal) from the museum last night.
3 The Eiffel Tower _____ (build) in 1889.
4 Our house _____ (decorate) last year.
5 These books _____ (write) a hundred years ago.
6 I _____ (teach) to ride a bike when I was five.

G Complete Grammar Time Exercise 1 on page 109 of Workbook 5.

1 **Listen and read. What is the text about?** 95

Q Who was the telephone invented by?
A It was invented by Alexander Graham Bell.
Q When was the first telephone call made?
A It was made in 1876.
Q What was said?
A "Mr Watson. Come here. I want to see you."

2 **Read and learn.**

Passive questions

English is spoken in the USA.
Is English spoken in the USA?

You were given a present.
Were you given a present?

This picture was painted by my sister.
Who was this picture painted by?

Who was the telephone invented by?
When was the first telephone call made?
Where was the first mobile phone used?
What was invented in the 20th century?

3 **Read and choose.**

1 ___b___ your new TV delivered yesterday?
a Is b Was c Were

2 _____ was the *Mona Lisa* painted by?
a Who b Where c What

3 _____ coffee grown in Brazil?
a Are b Were c Is

4 _____ was this film made?
a Who b Where c What

5 _____ were the Pyramids built?
a What b When c Who

6 _____ pandas found in China?
a Is b Was c Are

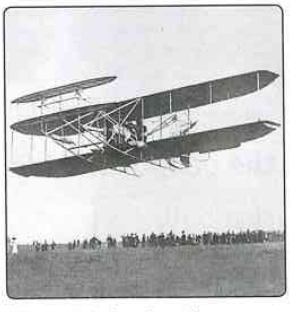
4 **Speaking** **Ask and answer.**

television plane electric light car camera

Johann Zahn
1685

Thomas Edison
1879

Karl Benz
1885



The Wright brothers
1903

John Logie Baird
1925

Who was the camera invented by? It was invented by Johann Zahn.
When was it invented? It was invented in 1685.

Skills Time!

Reading

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

2 Listen and read. 96

Who deserves a high salary?

Bright star — Posted at 14:56 on 12/4

Should anyone earn more than £1 million a year? I read in the newspaper that a famous footballer was paid the same in one week as 150 factory workers. Factory workers work 40 hours a week. Footballers just kick a ball around. I think they are paid more than they deserve.

Sports fan — Posted at 17:23 on 12/4

Football stars need a lot of training from a young age. They train five days a week and have strict diets. Also, athletes entertain people, so they are giving something to the public. I think they deserve their money.

London girl — Posted at 18:06 on 12/4

I don't think that a footballer or any other celebrity should be paid so much money. They don't help anyone. Scientists and doctors train for years, too. They improve people's lives, but they are not paid as much as pop stars. That's silly!

Book worm — Posted at 18:42 on 12/4

I agree with London girl. Surgeons, firefighters and the police deserve to be paid a lot more. They help people every day and they work in difficult and dangerous situations. They are heroes and they should be the real celebrities.

Sports fan — Posted at 19:18 on 12/4

Tickets to football games and concerts are expensive. So are CDs and DVDs. Celebrities were paid a lot less years ago, but these days we pay more for entertainment, so they earn more. It's simple.

Bright star — Posted at 19:56 on 12/4

Thanks for all your interesting replies. I think the emergency services, scientists and engineers deserve more money than celebrities. But if people are happy to pay lots of money for entertainment, then the celebrities will be rich.

3 Read again. Match the people and ideas.

1 Footballers just kick a ball. [a]
2 Football stars train from a young age. [ ]
3 Doctors improve people's lives. [ ]
4 The police should be celebrities. [ ]
5 Celebrities were paid less in the past. [ ]
6 Firefighters are heroes. [ ]

a Bright star
b London girl
c Sports fan
d Book worm

Words in context

1 Find the words in the text. Write.

Dictionary Workbook 5

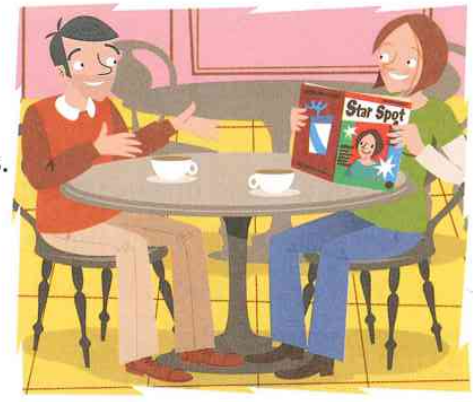
salary	factory	deserve	scientist
celebrity	~~surgeon~~	improve	hero

1 My dad is a surgeon in a big hospital.
2 You've worked very hard, so you _____ to have a holiday.
3 A lot of modern inventions _____ our lives and make things easier.
4 We visited a chocolate _____ to see how chocolate is made.
5 This singer is a _____. She's always in the news.
6 Doctors are paid a good _____.
7 Tony wants to be a _____ because he's very good at science.
8 The firefighter who saved the children is a _____ in our town now.

Listening

2 Listen. What are they talking about? 97

3 Listen again and write *Julie* or *Carl*.



1 Julie thinks it is too easy to become a celebrity.
2 _____ thinks there are lots of new pop stars and actors these days.
3 _____ thinks inventors and world leaders are the real celebrities.
4 _____ thinks the public want to read about famous people.
5 _____ thinks everyone wants to be famous these days.
6 _____ thinks people should want to do more important jobs.

Speaking

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

Do you want to be famous? → _____ → Yes, I do. / No, I don't.

Why (not)? → Because being famous is _____. → exciting / fun / interesting / difficult / boring / tiring

What job do you want to do? → I want to be a _____. → surgeon / footballer / actor / singer / scientist / firefighter / police officer / paramedic / teacher

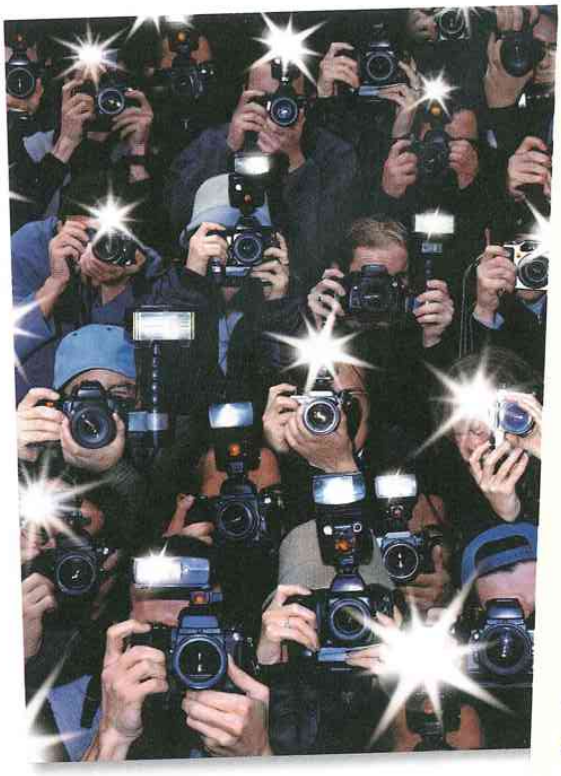
Why do you want to do that job? → Because _____. → I'm good at ... / it is ... / I want to earn a good salary / I want to improve people's lives

Skills Time!

Writing

1 Look at the text. What is it about?

2 Read.



Famous people in the news by Tony Adams

Celebrities are always in our newspapers and magazines. They are not always happy when stories about them are reported in the news. But I believe that the public should know about famous people's lives.

Firstly, celebrities want to be famous. It seems to me that celebrities should be pleased when their photo is printed in newspapers or magazines, because it means that people are reading about them.

Also, people spend a lot of money on tickets to watch concerts, films and sports events or on CDs and DVDs, so they want to know about the celebrities' lives and personalities.

On the other hand, reporters and photographers sometimes make life difficult for famous people. They wait outside celebrities' houses and they often follow them. In my opinion, this is a problem.

In conclusion, I think reporters should write about celebrities, but they shouldn't make life difficult for famous people. After all, celebrities are people, too.

3 Read again and answer the questions.

1 Does the writer think that reporters should write about celebrities?

2 What reasons does the writer give for his opinion?

Expressing opinions

We use these phrases to express our opinions:

I (don't) think that ...	In my opinion, ...
I (don't) believe that ...	It seems to me that ...

4 Look at the text in Exercise 2. Underline the phrases expressing the writer's opinion.

5 Read and circle.

1 I don't *opinion* / *believe* celebrities should be angry when their pictures are printed in newspapers.

2 It *seems* / *believe* to me that famous people have very good lives.

3 In my *opinion* / *think*, famous actors earn more money than they deserve.

4 I *seems* / *think* it is very easy to become famous these days.

5 Complete writing page 100 of Workbook 5.

1 Complete the quiz.

1 (noun) *a person who investigates news for a newspaper, TV or radio*
What is the word?

2 **What does the Mayor give the children?**

3 **Complete the sentence.**
This article in the newspaper is very _____ (interest).

4 **Complete the sentence with the past passive.**
I _____ (invite) to a party last Saturday.

5 **Complete the question with the past passive.**
When _____ (the computer / invent)?

6 **Complete the sentence with the past passive.**
The children _____ (rescue) by a firefighter.

7 **Who thinks that athletes should be paid a lot of money?**

8 (noun) *a person who is very famous, who you see a lot on TV and in magazines*
What is the word?

9 **Write the word.**
It _____ to me that it is not easy to be an actor.

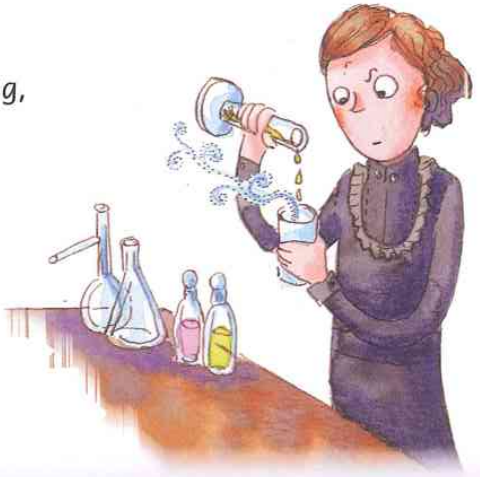
10 **Write the word:**
In my _____, the newspapers write too many stories about famous people.

2 Listen and order the lines. Sing. 98

Be a part of history

1 *You don't have to sing pop songs*
_____ *Or be on a TV show.*
_____ *To be someone people know.*
_____ *You don't have to play football*

Chorus:
1 *You can be a big star,*
_____ *Do something amazing,*
_____ *Be a real celebrity.*
_____ *Be a part of history.*



1 *Great scientists improved our lives*
_____ *Through paintings, books and plays.*
_____ *In many different ways.*
_____ *Our world was changed by artists, too*

1 *Their names were not forgotten,*
_____ *Because great things always last.*
_____ *Their fame will last forever*
_____ *Although many years have passed.*

Extensive reading: non-fiction

1 **Look at the pictures. What do you think they show? Who do you think these buildings / statues were built by?**

2 **Read.**

Ancient China

The Ancient Chinese learnt to write about 1,800 years ago. They carved shapes into animal bones or shells. Archaeologists have found some of these bones and have learnt a lot about the history of China from the writing on them.

They also used jade (a precious green stone) to make jewellery and decorations. Jade was very important to the Chinese. They believed it was more valuable than gold or silver. Jade was used to make many items for kings and royal families.

China's history is divided into dynasties. A 'dynasty' is a line of people from the same family, who have power over a country. China was ruled by kings or emperors. When a king or emperor died, one of his younger relatives became the ruler of China. A new dynasty began when another family fought the ruling family and took over the country.

In 1122 BC, a group called the Chou took over the country. Life in China was peaceful. But then, people learned how to use iron to make tools and weapons. Groups of people used these new weapons to fight each other. For two hundred years, there were many wars in China. The Chou lost power over the country and in 221 BC, a new king took over China. His name was Emperor Ch'in. He was the first Emperor of China and he started the Ch'in dynasty. This dynasty gave China its name.

Emperor Ch'in was a very powerful man. He had lots of assistants and he sent them to different parts of the country to make sure China was safe. He made everyone in China use the same letters to write with and the same weights to measure things with. Ch'in was very rich and he built huge palaces. He also made a powerful army to protect China.

There were already lots of walls along the edges of northern China. They were built by earlier kings to protect the country from enemies. Ch'in told his army to join up all these walls to make one big wall. The wall became the first version of the Great Wall of China. Ch'in's wall was 1,500 miles long and it was very strong. It helped to keep China safe.

Ch'in died in 210 BC, and he was buried in a huge underground tomb. Ch'in wanted to have a very special tomb when he died, so he told people to build the tomb while he was alive. Workers started building the tomb when Ch'in was only thirteen years old. Ch'in wanted to have a whole city in his tomb, with palaces and towers. He wanted a hundred rivers of mercury to run through the city. He also wanted to be buried with a huge army of clay soldiers, chariots, horses, officials, acrobats, strongmen and musicians. Historians think that 700,000 people worked on the tomb. Archaeologists have found Ch'in's underground city and his army of clay soldiers. They believe that there were sculptures of over 8,000 soldiers, 130 chariots and 670 horses buried with the first Emperor of China.

3 Read again and answer the questions.

1 What is a dynasty?
2 What was jade used for?
3 Who was the first Emperor of China?
4 How many buildings are there in the Forbidden City?

4 Discuss.

1 What do you know about your country's history?
2 What is the most famous building in your country? Describe it.
3 Do you want to visit China? Why (not)?

After Ch'in died, his son became the new Emperor of China, but the son was not as popular as his father. The different parts of China began to fight the Emperor and eventually the Emperor lost his power over the country. In 202 BC, a new emperor took over. His name was Emperor Gao and he started the Han dynasty.

The most important change in Chinese architecture took place during the Han dynasty. People started to build pagodas. Pagodas are tall towers with many floors. Each floor has its own roof. Early pagodas were made of wood and they were used to keep valuable things in, such as books and treasures. Over the years, people began to decorate pagodas more to make them very beautiful to look at.

However, the most famous example of Chinese architecture is the Forbidden City in Beijing. The Forbidden City was built during the Ming dynasty, in the 15th Century. It was a huge palace where the emperors lived. It was called the Forbidden City because nobody was allowed to go in or out unless the Emperor gave them permission. There is a high wall all around the Forbidden City. Inside the wall, there are 980 buildings, with more than 8,000 rooms.

Thousands of tourists visit China every year to visit the Forbidden City and see the Great Wall of China, as well as the country's many other wonderful buildings. China is a beautiful country with a long and interesting history.

Extensive reading: fiction

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

2 Read.

My name is Jim Hawkins. When I was a boy, my father had a small hotel in England, near the sea. One day, an old sailor arrived at the hotel. He said his name was Billy Bones. He went to the beach every day and he looked out at the sea. Billy had a wooden box in his room. Nobody knew what was inside it.

After a few months, Billy Bones became very ill. When I visited Billy, he pointed at his wooden box. "There is treasure in that box," he said. "If you help me, I will share the treasure with you." But that night, Billy Bones died. I was very sad. I decided to open the wooden box. Inside, I found some papers wrapped in a cloth. I took the papers to Doctor Livesey's house. Doctor Livesey was having dinner with the Squire. They unwrapped the papers and looked at them carefully.

"This is a list of treasure and a map!" said the Squire. "The treasure is on an island. We must get a ship and go to find it." So the Squire found a ship. He also met a ship's cook called Long John Silver who only had one leg. Long John Silver told me wonderful stories about the sea and about his adventures. I liked talking to him, but I didn't like his pet parrot. It was always shouting.

Soon we were ready to leave. I said goodbye to my parents and we sailed away to look for treasure. One day, I was tired and hungry. I wanted to rest for a few minutes, but I soon fell asleep. When I woke up, I heard men talking. They didn't see me. One of the men was Long John Silver. "When we find the treasure and get it onto the ship, we'll steal the ship from Jim and his friends," he said. The other men agreed. "We'll leave Jim and his men on the island and we'll all be rich!" they said.

Suddenly, there was a shout. We were near Treasure Island. I found Doctor Livesey and the Squire and I told them about Long John Silver's terrible plan.

3 Read again and answer the questions.

1 What did Jim find in Billy Bones's box?
2 Who found the treasure?
3 Where did Long John Silver run away?
4 What does Jim sometimes hear in his dreams?

4 Discuss.

1 Did you enjoy the story? Why (not)?
2 Do you think Jim was brave? Why (not)?
3 Do you think Long John Silver is a bad man? Why (not)?

When we arrived at Treasure Island, we all left the ship and went to explore the island. We found a wooden house and we stayed there for the night. When I woke up the next morning my friends were gone! I was very scared. But when the other men left the house, Long John Silver told me his new plan.

"I'm not going to steal the ship or the treasure," he said. "I'm going to help you and your friends. But the other men think I am going to share the treasure with them. We mustn't tell them our secret."

That afternoon, we went to look for the treasure. But when we found the right place, we saw a large hole in the ground. The treasure was gone! The men were very angry with Long John Silver. "You tricked us!" they said. But then my friends jumped out from behind the trees.

"The treasure is safe," said Doctor Livesey. "We found it last night. We're taking it back to England and Long John Silver is going to come with us. The rest of you must stay here, on Treasure Island."

I was glad to sail away from Treasure Island. We stopped in South America and Long John Silver ran away. He took some of the treasure with him and we never saw him again. When we arrived home, we shared the treasure and lived happily. But sometimes in my dreams I still hear Long John Silver's parrot shouting.

Based on a story by Robert Louis Stevenson

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