

OXFORD

BRIGHT IDEAS

Activity Book

5

Katherine Bilborough Steve Bilborough



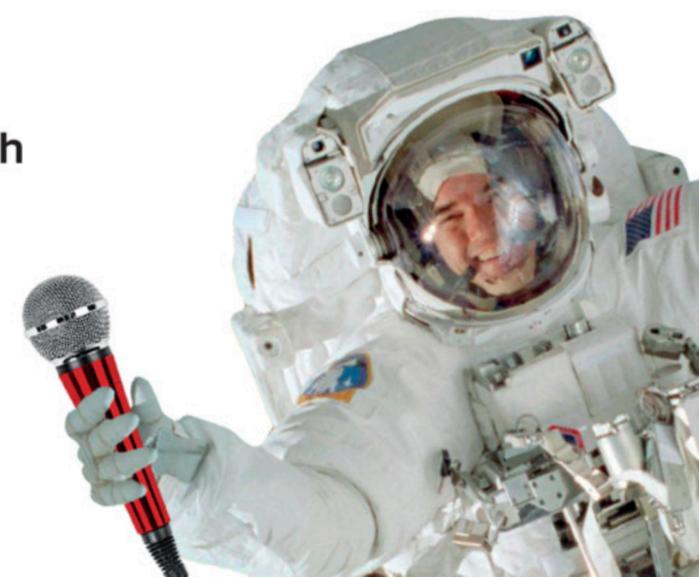
BRIGHT IDEAS

Activity Book **5**

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OXFORD
 UNIVERSITY PRESS





How do we get to know each other?

Lesson 1 The Big Question and pronunciation

1 Listen to Nancy and Jack's answers to the Big Question, and answer the questions. 002

1 Which hobbies or interests does Nancy talk about?



a sports

c clothes

e books

b music

d pets

f films

2 Which personal information does Jack talk about?



a age

c birthday

e name

b place of birth

d hobbies

f address

2 Listen and complete the table. 003

| | | | |
|--|---|--|---|
| Jack's city  | The city's population is ¹ <u>325,556</u> . | Bella's village  | Tourists spend ⁴ £_____ each year in the village. |
| Rami's town  | The tallest building in the town is ² _____ metres high. | Oli's town  | An average of ⁵ _____ millimetres of rain falls each year. |
| Fatima's city  | The city produces ³ _____ birthday candles each year. | Nancy's village  | The summer population of the village is ⁶ _____. |

3 Read Tomas's and Celia's online club profiles, and answer the questions.



Hello! I'm called Tomas. I live in a city in the north of England. My mum and dad are from Poland but I was born in the UK.

My favourite hobby is collecting comics but I also love going on walks with my dad.

1 Where does Tomas live?

He lives in the north of England.

2 What are his hobbies?



Hi! My name's Celia. I live in a lovely town in the south of England.

We have got a really nice beach here.

My favourite subject at school is

science and I love doing scientific experiments at home, too.

3 Where does Celia live?

4 What's her favourite subject?

4 Think  Read Jack's and Bella's online club profiles. Which is the best one? Why?



Good morning! My first name is Jack and my surname is Brown. My address is 21 Cedar Road. My city is very big. My hobbies are watching TV, going online, football, art and collecting stamps. I also paint a lot.



Hi! I'm Bella. I live in a small village in Wales. It's quiet here in winter but, in summer, it's full of tourists. I love computers and technology in general. I play computer games and I use the internet a lot.

5 Think  Plan your online club profile. Make notes below and write your profile in your notebook. 

| | |
|---|--|
| <p>1 Informal greeting and your name</p> <p>_____</p> <p>_____</p> | <p>3 Something interesting about where you live</p> <p>_____</p> <p>_____</p> |
| <p>2 Where you live</p> <p>_____</p> <p>_____</p> | <p>4 Something about your hobbies</p> <p>_____</p> <p>_____</p> |

6 Stick your profile on the wall. Read other students' profiles. Do you know who they are?

Pronunciation

7 Listen to the rule. Then listen to the numbers and repeat.  004

- | | | | | |
|----------|-----------|--------------|--------------|----------------|
| 1 2,350 | 3 56,623 | 5 1,253,420 | 7 57,791,626 | 9 100,323,300 |
| 2 22,420 | 4 773,424 | 6 22,563,400 | 8 80,000,000 | 10 420,624,225 |

8 Practise saying the numbers in the box. Then write the correct number next to the facts. Listen and check.  005

272,712,960 ~~370,300~~ 3,650 12,712 31,536,000

- The distance from the Earth to the moon (in kilometres). 370,300
- The distance from the North Pole to the South Pole (in kilometres). _____
- The number of seconds in a year. _____
- The number of days between 01/01/2011 and 01/01/2021. _____
- $3,456 \times 78,910 =$ _____

Remember!

1,000 = one thousand
 10,000 = ten thousand
 100,000 = a hundred thousand
 1,000,000 = a million
 1,000,000,000 = a billion

1 Circle the correct option (a, b or c). Then listen and check.  007

- 1 I ___ my homework at the moment.
 (a) 'm doing b do c did
- 2 Last weekend, we ___ to the beach and had a great time.
 a are going b go c went
- 3 Our teacher ___ us homework every Friday.
 a give b is giving c gives
- 4 I ___ my friend Joe at football club last year.
 a met b meet c 'm meeting
- 5 What ___ you ___ now?
 a do, do b are, doing c did, do



2 Complete the text. Use the correct form of the verbs in brackets.



Hi Grace

Guess what! I really ¹ want (want) to go to New York and, now, we ² _____ (go)! Next summer, we ³ _____ (have) a holiday in The Big Apple! Yesterday, my mum ⁴ _____ (give) us the news. I ⁵ _____ (be) so excited! My parents ⁶ _____ (make) plans right now. Yay!

Fatima

3 **Think**  Read the speech bubbles. Use the table to help you to find the surnames. 

| | Brown | Halliday | Carter | Shine |
|-------|-------|----------|--------|-------|
| Oli | | | | |
| Celia | | | | |
| Nancy | | | | |
| Jack | | | | |

Oli's surname is going to be in my poem!
I need a word which rhymes with 'town'.

Celia's surname has got five letters.

Nancy's surname has got two syllables.

Jack's surname is similar to a happy time of year!

1 Oli Brown 2 _____ 3 _____ 4 _____

4 **Communicate**  Ask and answer.

- 1 When did you meet your best friend? 3 What are you going to do tomorrow?
- 2 What did you do last weekend? 4 What are you doing at the moment?

S

Lesson 3 Vocabulary and story

Dictionary Page 119

1 Think, pair, share! REMEMBER THE STORY In pairs, ask and answer questions.

Use the prompts. ▶

power ups challenges locked worlds

Which power ups are there in the story?

There was a flight power up.

2 Complete the words in the box. Then use the words to complete the text.

1 _ _ ct _ _ v _ _ t _ _

2 ch _ _ ll _ _ ng _ _ s

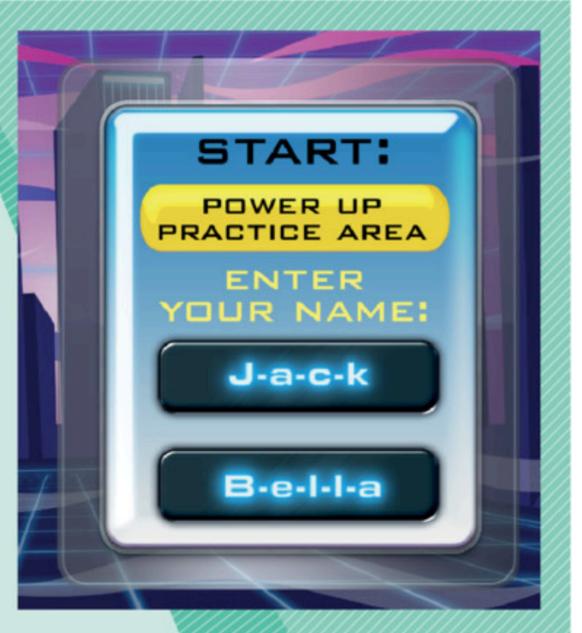
3 pl a y e r s

4 p _ _ w _ _ r _ _ p

5 _ _ nl _ _ ck

6 v _ _ ll _ _ _ n

Power Up! Training Day is a story about two ^a players learning a new game. They see a list of ^b _____. Some are difficult. They learn how to ^c _____ new worlds. They see the story's ^d _____, Dr Zeevil, and they learn how to ^e _____ a special power – called a ^f _____!



3 Read the story again and answer the questions.

- Which two characters visit the power up practice area? Bella and Jack visit the power up practice area.
- How can players unlock a new world?

- What is the name of the villain?

- What is the secret power up which Bella and Jack choose? _____
- What do the two players think of their experience? _____
- What do they think of the power ups?

4 Collaborate Imagine that you are going to design some Power Up! games.

Write your ideas for new worlds and power ups below.

New worlds

Under the sea world

Power ups

Super-fast swimming

1 What can we do in different seasons?

Lesson 1 The Big Question and pronunciation

1 REMEMBER THE VIDEO ▶

Write *Yes* or *No*.



- | | |
|---|-----------|
| 1 Ellie lives in a city. | <u>No</u> |
| 2 There's a forest near her house. | _____ |
| 3 Ellie and her dad grow berries in their garden. | _____ |
| 4 Apple pie goes in the oven for one hour. | _____ |
| 5 Ellie eats ice cream with her apple pie. | _____ |

2 Listen to Charlie talking about a community garden.

Does he like it? Listen again and tick ✓ *True* or *False*.  011

- | | | |
|--|--------------------------|-------------------------------------|
| 1 Charlie lives in a house with a garden. | True | False |
| 2 Charlie can walk to the community garden in less than ten minutes. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3 At the community garden, each gardener has got a piece of land. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Charlie's mum is making leek and potato soup today. | <input type="checkbox"/> | <input type="checkbox"/> |

Pronunciation

3 Listen to the rule. Then listen to the words and complete the table. 012

long horse ~~snow~~ outdoors home socks

| /ɒ/ sound (<i>dog</i>) | /əʊ/ sound (<i>phone</i>) | /ɔː/ sound (<i>short</i>) |
|--------------------------|-----------------------------|-----------------------------|
| 1 _____ | 3 <u>snow</u> | 5 _____ |
| 2 _____ | 4 _____ | 6 _____ |

4 Listen to the letter *o* in the words. 013 Circle the words with a different sound.

- | | |
|-----------------------------------|--------------------------------------|
| 1 nose old bowl <u>fork</u> | 3 north joke forty tortoise |
| 2 shop slow lorry golf | 4 bottle comic pop more |

1

Lesson 2 Vocabulary

Dictionary Page 119

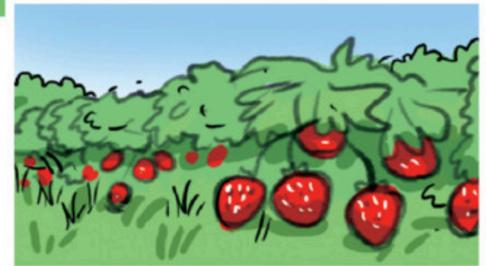
1 Complete the sentences.

- Last summer, we went to a lake to l _____ to w _____.
- In August, you can go to an o _____ c _____ to watch films outside.
- We did a t _____ h _____ last July. We had to follow a map and use clues.
- I love to go h _____ r _____ in the summer. I love being outside and I love animals.
- Let's play m _____ - g _____. I'm not very good at it but I like it.
- This is a great place to go m _____ b _____. You can even hire a bike here.

2 Complete the sentences using the words in the boxes.

~~have~~ grow go picka sunflower strawberries hiking ~~a barbecue~~

- We're going to eat in the garden today. We're going to _____ have _____ a barbecue _____.
- I like to _____ with my aunt and uncle on Sundays. We go on paths in the countryside.
- I tried to _____ in my garden last summer but it wasn't very sunny so it didn't get very big.
- On this farm, you can _____ your own _____. You pay for them on the way out.



3 Think Look and write.



Last summer, ...

- I picked strawberries.
- _____
- _____

Last summer, ...

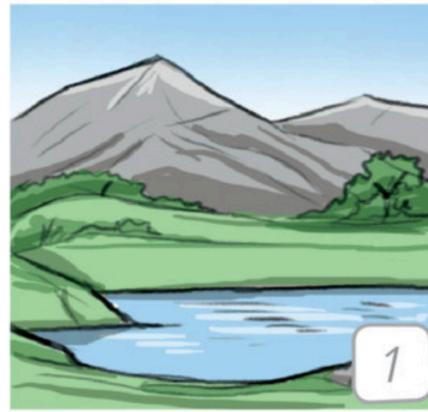
- _____
- _____
- _____

Finished? Write four sentences about some of the things you did last summer.

1

Lesson 3 Grammar

Grammar Reference Page 110

1 Listen and number the pictures in order.  019

2 Write the words in order to make questions about Sam. Then write the answers.

1 did Who go with? he

Who did he go with?He went with his friend Dex and his family.

2 did he Where go?

3 do? What did he

4 What see? he did

5 he did buy? What

3 **Think**  Read the answers about Emily. Then write the questions.1 Where did she go?

She went to the park.

2 _____

She went with her mum and dad.

3 _____

She did a treasure hunt.

4 _____

She saw some ducks.

5 _____

She bought an ice cream.

4 **Communicate**  Change the questions in activity 3 into *you* questions.

Then ask and answer about last summer with your partner.

Where did you go last summer?I went to London.

1

Lesson 4 Vocabulary and story

Dictionary Page 119

1 **Think, pair, share!** **REMEMBER THE STORY** Ask and answer questions about the power ups. ▶

Was the night vision power up useful?

Yes, it was because ...

2 **Think** Look and write. Use words in the boxes.

go go
do do
~~make~~ make

a bird feeder crafts
~~a snowman~~ sledging
soup skiing



1 make a snowman



2 _____



3 _____



4 _____



5 _____



6 _____

3 **Read the story again and match.**

- | | |
|----------------------------|-----------------------------|
| 1 The criminal | a stop working. |
| 2 Oli decides to | b covers the criminal. |
| 3 The supersonic skis | c comes out at night. |
| 4 Oli and Nancy | d take the Z-bot away. |
| 5 The snow from the sledge | e buy some skis. |
| 6 The park guards | f see a sledge in the snow. |



4 **Collaborate** Which three winter activities from activity 2 are the most popular? Have a class vote.

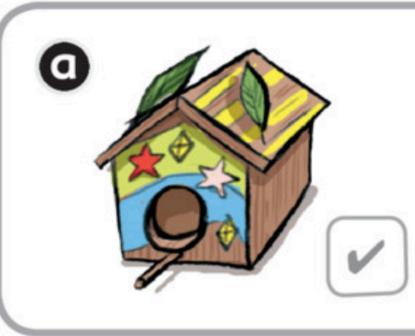
Finished? Choose three winter activities from activity 2. Write a list of the things you need to do them.

1 Lesson 5 Grammar

1 Listen and tick ✓. 023

1

a

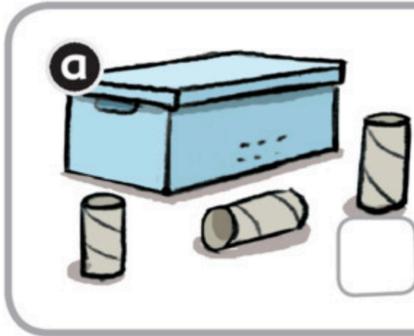


b

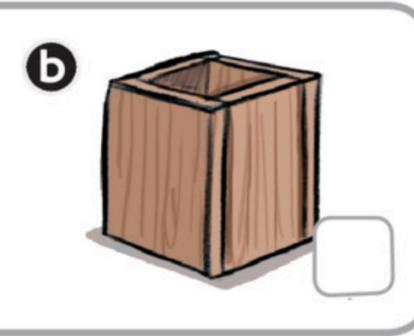


2

a



b



3

a



b

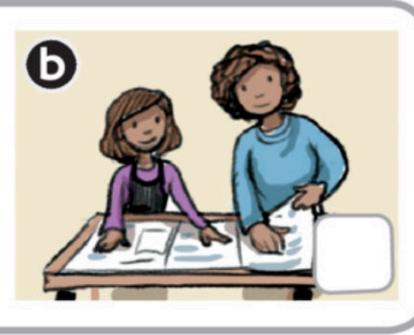


4

a



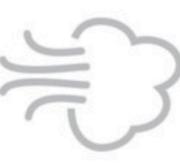
b



2 Write the opposite of the sentences.

- 1 I'll go sledging. I won't go sledging.
- 2 I won't make a snowman. _____
- 3 She'll make a cake. _____
- 4 I don't think we'll finish. _____

3 Look at the chart and tick ✓ or cross X the activities. Then write about your plans.

| | Weather | Activities |
|-----------|---|---|
| Monday |  | go skiing <input checked="" type="checkbox"/> pick strawberries <input type="checkbox"/> |
| Tuesday |  | make a snowman <input type="checkbox"/> have a picnic <input type="checkbox"/> |
| Wednesday |  | have a barbecue <input type="checkbox"/> fly a kite <input type="checkbox"/> |

- 1 On Monday, I'll go skiing.
I won't _____.
- 2 On Tuesday, I'll _____.
I won't _____.
- 3 On Wednesday, I'll _____.
I won't _____.

4 **Think** Look at today's weather. Circle. Then write about what you'll do after school.

It's snowy / sunny / windy today. I think I'll _____.

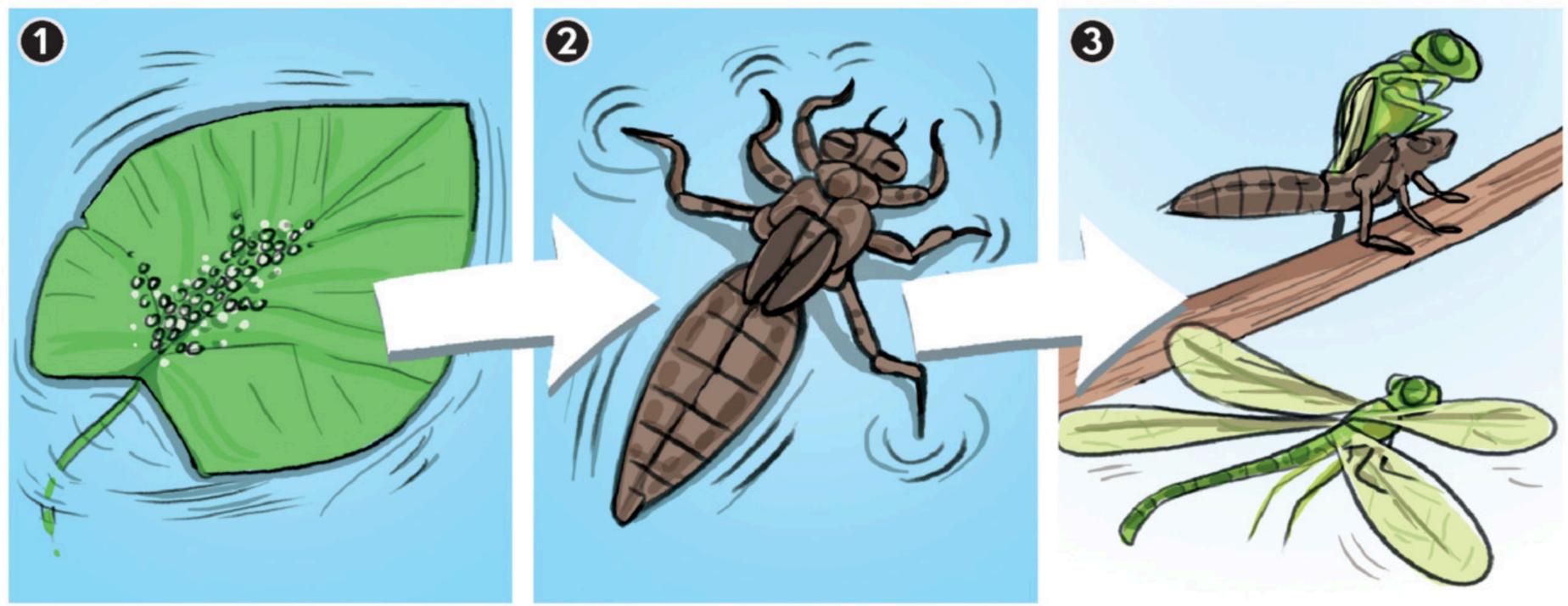
I won't _____.

1 Lesson 6 Cross-curricular

1 Listen and write the numbers (1-5).  025



2 **Think**  Look and read. Then number the sentences. Listen and check.  026



- a Nymphs come out of the water and walk onto a plant. The nymphs leave their skin and an adult dragonfly comes out.
- b The female dragonfly lays eggs on a water plant. 1
- c Nymphs hatch from the eggs. They haven't got any wings. They live in water and eat smaller insects.

3 Read the sentences and write **B** (butterfly) or **D** (dragonfly).

- 1 They have four stages in their life cycle. B
- 3 They have three stages in their life cycle.
- 4 They lay eggs on a plant in water.
- 2 Caterpillars hatch from the eggs.
- 5 They come out of a chrysalis.
- 6 They leave their skin on a plant.



4 **Create**  Make a poster about the life cycle of a butterfly or a dragonfly. Find or draw pictures and write sentences to describe each stage.

Finished? What is similar about a butterfly and a dragonfly? Write four sentences.

1

Lesson 7 Literacy

1 Think  Read the poems on Class Book page 16 again and answer the questions with your ideas.

1 Which words in the poems help you understand that it is winter?

Fire, _____

2 What do the *white feathers* in the first poem represent?

3 How do the first and second poems make you feel?

4 What can you see / hear / smell when you read the poems?

5 How was life for a Native North American in winter?

6 Who made the footprints in the second poem?

2 Which ideas can you find in the poems? Tick ✓.

Night falls on the prairie

1 It is daytime.

2 The Chief cares about his people.

Winter landscape

1 The poem describes a scene indoors.

2 The fox is walking through the snow.

3 Read and listen.  028 Write the number of the picture next to the line of the poem it matches.

Native American Summer

1 Red eagle high in the sky, b

2 Feathers shining in the sun. _____

3 The hunter looks; an arrow flies. _____

4 Eagle glides away. _____



4 **Think, pair, share!** Talk about poetry. Ask and answer. Use the prompts.

like / read poetry?

why / not?

like / write poetry?

why / not?

Do you like reading poetry?

Yes, I do. I like it because ...

1

Lesson 8 Culture

1 Listen and answer.  029

Which three things does Tadi talk about?

painting eating dancing singing

2 Listen again and complete the notes.  030

Festival name: ¹ Navajo Mountain Chant

Where: ² _____

When: ³ _____ How long: ⁴ _____

Activities: ⁵ _____ ⁶ _____

⁷ _____

Who goes: ⁸ _____

3 **Think**  Think about a traditional festival in your country. Complete the information.

Festival name: _____

Where: _____

When: _____ How long: _____

Activities: _____

Who goes: _____

4 **Think**  Make a list of similarities and differences between the Navajo Mountain Chant festival and the festival in your country. 5 **Communicate**  Talk about the similarities and differences you found in activity 4. Use *and* and *but*.

The Navajo Mountain Chant festival is very old and the festival in my country is old, too.

The Navajo Mountain Chant festival is in winter but my festival is in summer.

Finished? Imagine that you were at one of the festivals in activities 2 and 3. Write three things which you enjoyed about it, and why you enjoyed them.

1 Read and complete the Big Write tip. Use the words in the box.

The Big Write tip

keywords seven ~~poem~~ nature five

A haiku is a kind of ¹ poem from Japan. A haiku uses very few words to create a 'picture' for the reader. A haiku must have three lines. The first line is five syllables long, the second line is ² _____ syllables long and the last line is ³ _____ syllables long. The topic of a haiku is usually about ⁴ _____.

When you picture a scene in your mind, you will soon think of certain words to describe the main features of the scene. These are the ⁵ _____ in your description. They are the most important words in any piece of writing, but especially in a haiku. For example: **Trees** show us their new **green leaves**.

2 Look and write the correct keywords for the scenes.

~~birds~~ sun snow ice ice cream snowman flowers beach lambs



a birds
b _____
c _____



a _____
b _____
c _____



a _____
b _____
c _____

3 **Think** Think about something in nature. Plan a haiku about it.

Think: Imagine the 'picture' you want to create.

Keywords: Plan some words and phrases about the scene which is in your mind.

Syllables: Count the syllables in the words and phrases.

Lines: Arrange the best words into three lines with the correct number of syllables.

4 **Create** Write your haiku. Then draw the picture your haiku describes.

Collaborate

Community Task

Have a poetry reading. Display all your pictures and take turns to read your haiku to your class. The rest of the class says the picture described in the haiku. Then read your haikus in a school assembly.

1

Lesson 10

THE BIG QUESTION REVIEW



1 Listen and complete the song. 032

MY FAVOURITE SEASON

In summer, we'll have a barbecue.
I'll make some sardines for you.
We'll go to an ¹ outdoor cinema.
We'll try to grow a ² _____.

*But spring's my favourite season!
Don't ask me for a reason.
All the birds in the sky will sing.
My favourite season is spring.*

Autumn's windy by the sea.
We'll learn to ³ _____, you and me.
We'll go ⁴ _____ round the coast.
We'll stop at a café for tea and toast.

Chorus

And then, in winter, when it snows,
We'll make a ⁵ _____ with a carrot nose.
We'll ⁶ _____, we'll have some fun,
But we won't have a picnic 'cause there's no sun!

Chorus x 2

2 Read the answers. Then write the questions.

1 Where did you go?

I went to the seaside.

2 _____

I went with my aunt.

3 _____

I saw lots of monuments.

4 _____

We played mini-golf.

5 _____

We stayed in a hotel.

6 _____

I bought a new beach ball.

3 Look and complete the sentences. Use the correct form of the words.



1 I think it will rain.
(think / it / rain)



2 I _____.
(think / she / fall)



3 I _____
soup. (think / he / eat)



4 I _____
a snowman.
(think / they / build)



5 I _____
the bus.
(think / he / catch)



6 I _____
sledding.
(think / he / go)

4 Play the Snakes and Ladders game.

Start

1 What do you call a man made of snow?

2 What's she doing?


3 Say this in the past simple tense: *Where do you go?*

4 Make this negative: *I'll make soup.*

5 What's a winter activity beginning with *s*?

6 Make this affirmative: *She won't go home.*

7 Make a past simple tense question using *see*.

8 What's the missing word? *I'm ... crafts.*

9 What's this?


10 Make a past simple question using *did*.

11 What's she doing?


12 Make a past simple tense question using *who* and *with*.

13 Complete the sentence: *I don't think ...*

14 What's the missing word? *We can do a treasure ...*

15 What are they doing?


16 What's she doing?


17 What's the opposite of *indoor*?

18 What's the missing word? *Let's ... a barbecue!*

19 Say two things you think you'll do this weekend.

20 Make two past simple tense questions using *where* and *what*.

Finish

5 Read and tick ✓ or cross x. **Self-evaluation**

- 1 I can name outdoor summer activities.
- 2 I can name winter activities.
- 3 I can make questions in the past simple tense.
- 4 I can make sentences with *will* / *won't*.
- 5 I can write a haiku poem.

6 Complete the sentences.

- 1 My answer to the Big Question is:

- 2 I'd like to know more about:

2

How do we discover things?

Lesson 1 The Big Question and pronunciation

1 REMEMBER THE VIDEO ▶

Answer the questions.



1 Where is the Eden Project?

It's in Cornwall, in the UK.

2 What is a biome?

3 What did they use to make the Seed sculpture?

4 What is the Wee Man made out of?

2 Listen to Emmeline talking about her visit to the Eden Project.

Who did she go with? Listen again and write *Yes* or *No*.  0331 Coffee is the most popular drink in the world. Yes

2 Coffee grows in more than 60 countries. _____

3 A coffee fruit usually contains one bean. _____

4 When the coffee bean is ripe, it turns green. _____

Pronunciation

3 Listen to the rule. Then listen to the words and complete the table.  034

action caterpillar doctor
intention invention option
~~scientist~~ skating

| /t/ sound (<i>dentist</i>) | /ʃ/ sound (<i>attention</i>) |
|------------------------------|--------------------------------|
| 1 <u>scientist</u> | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

4 Listen to the letter *t* in the words.  035 Circle the words with a different sound.1 tortoise fountain national waiter

2 hospital collection faster exciting

3 picture painting fiction decoration

4 history pasta cartoon education

5 connection university position animation

6 tomatoes solution information description

Finished? Write six more words which contain the letter *t*. Then write /t/ or /ʃ/ next to each word.

2

Lesson 2 Vocabulary

Dictionary Page 119

1 Complete the sentences. Use the words in the box.

- 1 Water boils when it is 100 degrees Celsius.
- 2 Water _____ when it is zero degrees Celsius.
- 3 Ice _____ at room temperature.
- 4 Water can be a vapour, a liquid or a _____.
- 5 You can _____ water in the fridge.

freezes
solid
cool
melts
boils



2 Think Match the pictures and the sentences in activity 1.

a

b

c

d

e

3 Find and circle. Then complete the text using the words.

Clue: the words begin with *h, m, t, t, l* and *v*.

| | | | | | | | | | | | |
|---|---|---|---|---|---|----------|---|---|---|---|---|
| M | G | U | V | V | O | X | E | M | O | B | M |
| T | E | M | P | E | R | A | T | U | R | E | T |
| I | L | W | H | S | M | C | M | L | M | E | I |
| V | U | O | K | T | R | H | E | S | N | Q | V |
| Y | U | A | W | U | K | E | A | N | V | P | Y |
| S | H | B | L | R | L | A | S | R | C | L | S |
| B | M | C | Z | N | I | T | U | L | P | B | B |
| E | T | L | I | I | Q | E | R | R | O | P | E |
| X | Y | B | N | N | U | D | E | S | G | B | X |
| Q | D | K | Z | T | I | Z | D | Z | R | Z | Q |
| I | S | X | T | O | D | H | X | P | L | Y | I |
| M | G | U | V | V | G | A | S | M | O | B | M |

Notes on today's experiment

We ¹ heated the water for five minutes and it started to boil. We ² _____ the ³ _____ of the water. It was 100 degrees Celsius. We watched the water ⁴ _____ steam and disappear into the air. This experiment showed that water goes from a ⁵ _____ to a ⁶ _____ when you heat it.



Finished? Draw pictures to illustrate the experiment in activity 3.

2

Lesson 3 Grammar

Grammar Reference Page 112

1 Write the words in order to make sentences. Then listen and check.  041

1 rains, it I always an umbrella. If take

If it rains, I always take an umbrella.

2 happens doesn't melt? if What the ice

3 by train, takes 30 minutes. the journey If go we

4 you if seed? happens a plant What

2 Complete the sentences. Use the correct form of the verbs. Then match.

1 If you heat water to 100 degrees Celsius, it boils. (heat / boil)

2 If you _____ ice in water, it _____. (put / melt)



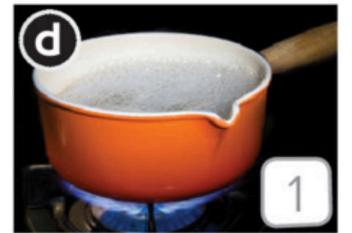
3 If you _____ by bus, it _____ 20 minutes to get there. (go / take)

4 If the weather _____ very cold, the ground _____. (be / freeze)



5 If you _____ the grass every month, it _____ short. (cut / stay)

6 If the clock _____ twelve, it _____ that it's midday. (strike / mean)

3 **Communicate**  Ask and answer about travel times from the city centre.

| | To airport | To beach | To exhibition centre |
|----------|------------|----------|----------------------|
| By train | 30 mins | 25 mins | 50 mins |
| By bus | 45 mins | 30 mins | 1 hour |
| By taxi | 20 mins | 15 mins | 30 mins |

How long does it take to get to the airport?

If you go by train, it takes 30 minutes.

4 Write about travel times from your home to your school. Use the prompts. 

bus walk car bicycle run scooter

Finished? Think about travel times from your home to a relative's home (grandparent, aunt, cousin, etc.). Write about the travel times using four different forms of transport.

2

Lesson 4 Vocabulary and story

Dictionary Page 119

1 **Think, pair, share!** **REMEMBER THE STORY** Ask and answer questions about the beginning, the middle and the end of the story. ▶

What happens in the middle of the story?

Tomas and Oli find a submarine.

2 **Think** Complete the dialogues. Use the verbs in the box. Then match.

fancy carry on imagine suggest dislike ~~stop~~

1 **Ali:** Shall we stop?
It's half past twelve.
Bo: No. Let's _____ until one o'clock.

2 **Kara:** Shall we go sailing?
Mel: No, thanks! I _____ all water sports.

3 **Toby:** Can you _____ a place to have lunch?
Irma: If you _____ a pizza, we can go to Gino's.

4 **Lena:** She's going to have a big surprise!
Will: I know! Can you _____ how happy she'll be!.



3 **Read the story again and tick ✓ True or False.**

- 1 Tomas thinks he knows the professor.
- 2 The avatars see some real sharks.
- 3 The fish inside the submarine are happy.
- 4 Dr Zeevil sees the avatars outside the window.
- 5 Dr Zeevil used Photo Cut software to make the octofish.
- 6 The avatars become famous at the end of the story.

| True | False |
|-------------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

4 **Collaborate** Invent a new species. Draw it, give it a name and write a description.

Finished? Choose four verbs from activity 2. Write a sentence using each one.

2

Lesson 5 Grammar

Grammar Reference Page 112

1 Complete the sentences. Use the correct form of the verbs in the box. Then listen and check.  045

~~write~~ walk go read do fly

- 1 Stop writing on the table! Use paper!
- 2 My mum dislikes _____ magazines. She prefers books.
- 3 Do you fancy _____ to the cinema tonight?
- 4 Can you imagine _____ like a bird?
- 5 I'll sit here for a moment. You carry on _____.
- 6 I suggest _____ an experiment next week.



2 Look at the pictures and complete the sentences.



Stop talking!



My dad dislikes _____.



They carried on _____ for an hour.



She can imagine _____ Japanese.



She suggested _____ an ice cream.



I fancy _____ to the park.

3 **Think**  Complete the sentences for you.

- 1 I dislike _____.
- 2 Right now, I fancy _____.
- 3 I know I'll carry on _____.
- 4 I can imagine _____.
- 5 I think I'll stop _____.

4 **Think**  Write your sentences from activity 3 on a piece of paper and give it to your teacher. Then read the sentences your teacher gives to you. Guess who wrote them.



Finished? Choose four verbs from activity 2 (e.g. *stop*, *fancy*). Write a sentence using each one.

2

Lesson 6 Cross-curricular

1 Listen and write the numbers (1-6).  047



2 Look and complete the sentences. Use the words in the box.

pastels charcoal water watercolour paints chalk
shadows soft canvas darker palette ~~oil paints~~

1  The artist used
a oil paints for this painting. He mixed them on a b palette. The painting is on a c canvas.

2  The artist used
a charcoal. She used hard sticks to make light lines and b soft sticks to make c shadows lines.

3  The artist used
a watercolour paints. She mixed them with b water to make the colours lighter.

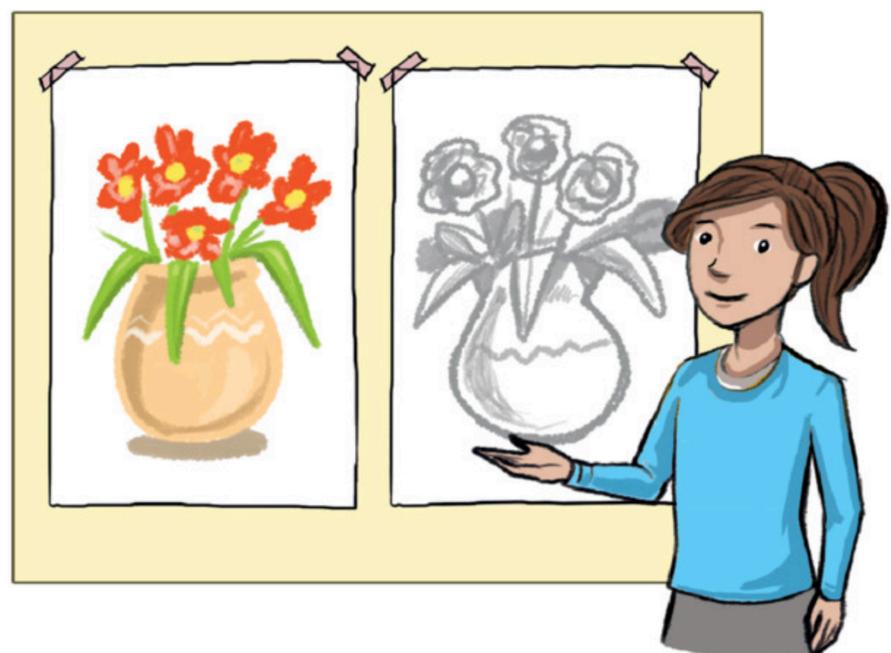
4  The artist used
a pastels. They are similar to b chalk. He used his fingers to make c shadows.

3 **Communicate**  Look at the paintings in activity 2. Take turns to describe them. Say what they show and which materials the artist used.

Painting 1 shows a horse. The artist used ...

Painting 2 shows ...

4 **Create**  Make a poster about art which you like. Use at least two different artists' materials.



Finished? Imagine a painting. Write about it. Say what it shows and what materials the artist used.

2

Lesson 7 Literacy

1 Read the e-flyer on Class Book page 26 again and tick ✓ the information you can find.

1 musicians 4 number of bands

2 location 5 type of food

3 price 6 transport to festival



2 Correct the sentences.

- 1 The festival is in Bath.
- 2 The festival is in June.
- 3 It's one of the USA's friendliest festivals.
- 4 Golden DJs are playing.
- 5 There are music workshops for teenagers.
- 6 You can find more information on the blog.

The festival is in Tinford.

3 Complete the email with information about the festival.

| | |
|----------|--------------------------|
| To: Elsa | Subject: Music festival! |
|----------|--------------------------|

Hi Elsa

Do you want to come to a music festival with me next month? It's called

¹ Summer Sound Songs and it's on for ² _____ days. I think it's going to be great fun! They've got a ³ _____ for children our age (13) and they've got Jill and Mo's ⁴ _____ - your favourite! We're sharing a big tent with my mum and dad. There's free ⁵ _____! Oh - and your favourite DJ is playing: ⁶ _____!

Hope you can come!

Lizzie

4 **Think, pair, share!** Which features of a festival are very important and which are less important? Why? Ask and answer. Use the prompts.

good music

good food

special children's zone

free camping

What do you think is very important?

I think good music is very important because ...

2

Lesson 8 Culture

1 Listen and tick ✓ the topics Sally's cousin Shane talks about.  049

- | | | | |
|----------------------|-------------------------------------|-----------------|--------------------------|
| 1 walking the dog | <input checked="" type="checkbox"/> | 4 text messages | <input type="checkbox"/> |
| 2 Saturday nights | <input type="checkbox"/> | 5 dancing | <input type="checkbox"/> |
| 3 playing the guitar | <input type="checkbox"/> | 6 concerts | <input type="checkbox"/> |



2 Listen again and correct the words in bold.  050

- Shane watches **three** talent shows on TV every week. four
- Shane watches the talent shows with his **sister**. _____
- Shane's dad **cooks dinner** while the shows are on. _____
- The presenter on Shane's favourite show is **funny**. _____
- Shane votes by sending **an email** to the talent show. _____
- Shane thinks it would be **fun** to go on a talent show. _____

3 **Think**  Think about TV talent shows in your country. Complete the information.

Number of talent shows: _____

Name of one show you like: _____

Which TV channel: _____

When: _____

Presenter(s) and / or judge(s): _____

Past winner(s): _____

4 **Think**  Make a list of similarities and differences between the talent show which Shane watches and the talent show which you watch. 

5 **Communicate**  Talk about the similarities and differences you found in activity 4. Use *and* and *but*.

In Shane's talent show, the presenter is really kind but, in the talent show which I watch, the presenter is really funny.

In Shane's talent show, the presenter is a man and, in the talent show which I enjoy, the presenter is also a man.

2

Lesson 9 Writing

1 Read and complete the Big Write tip. Use the words in the box.

The Big Write tip

short pieces of text ~~title~~ find out more
note form practical details

An e-flyer is a kind of online advert for an event like a festival, concert, etc. An e-flyer uses a simple design to present the facts. At the top of the e-flyer, the ¹ _____ *title* _____ gives the name of the event. There are ² _____ to give information about what's on at the event, such as details about music, food and where to stay. The ³ _____ (date, place, etc.) are always very clear. Information about where to buy tickets and how to ⁴ _____ is usually at the bottom of the e-flyer.

 If there is too much text in an e-flyer, it is difficult to read - so all the important information is written in ⁵ _____. For example: *All-day food at low prices!*

2 Write the information in note form.

1 The local bands, Big Bang Band and The Discovery Duo, and other bands are going to appear at the festival.

Big Bang Band, The Discovery Duo and more!

2 There will be a fun area where you will be able to play party games and join in a face-painting competition. You can win fantastic prizes in the competition.

3 The festival takes place on 18th June. It starts at 5 pm and it finishes at 10 pm. It is in the school playground.

3 **Think**  Think of an event you want to advertise. Plan an e-flyer for it. 

Title: Make it clear what the event is.

Short pieces of text: Make a list of everything that is going to happen at the event. Then organize the information into short pieces of text. Only include important information.

Practical details: List the place, date and times of the event.

More information: Write what to do if you want to go to the event or want to find out more.

Collaborate 

Community Task

Read your classmates' e-flyers. Decide which events you like best. Then organize a class event and make an e-flyer about it. Show it to the school, and to your family and friends.

4 **Create**  Write and design your e-flyer. Make sure it is simple and presents all the facts. 



1 Listen and complete the song. 052

SCIENCE IN THE KITCHEN

If you ¹ cool water to zero degrees,
It gets very cold and begins to ² f _____.
That's how water ³ t _____ i _____ i _____.
If you put it in your drink, it's really nice!

Science in the kitchen!

*Don't stop listening to the scientists
in the kitchen.*

Science in the kitchen!

⁴ C _____ O _____ listening to the scientists
in the kitchen.

If you ⁵ h _____ water, it ⁶ b _____ and then
It's a hundred degrees and that is when
You pour the hot ⁷ l _____ onto some tea
And then you can have a nice cuppa with me!

Chorus

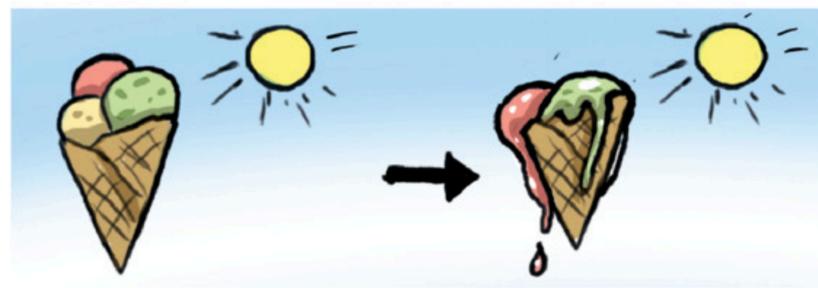
You fancy eating supper – some butter and bread,
But the butter is ⁸ s _____ – it's too hard to spread!
Leave it to ⁹ m _____! If you want soft butter,
Take it out of the fridge about an hour before supper.

Chorus

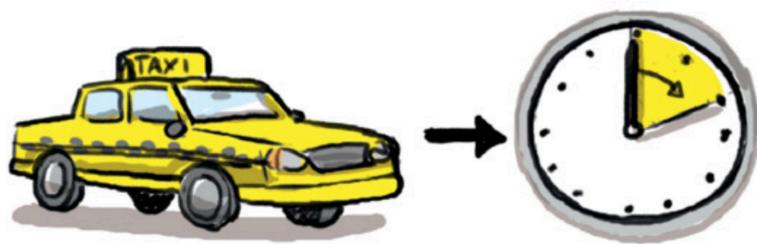
2 Complete the sentences. Use the correct form of the verbs.



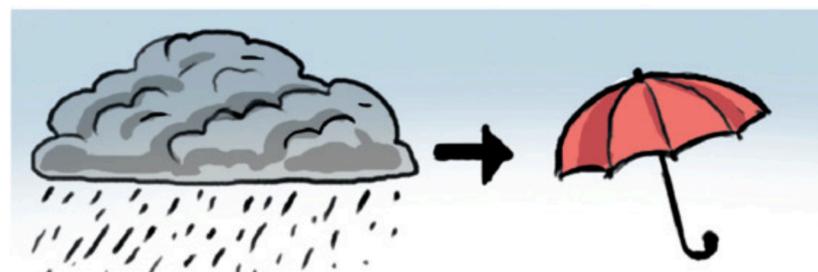
1 If you _____ heat water, it
_____ gas. (heat / turn into)



3 If you _____ ice cream in the sun,
it _____. (leave / melt)



2 If we _____ by taxi, it
_____ ten minutes. (go / take)



4 If it _____, I _____
my umbrella. (rain / use)

3 Complete the table with the *ing* form of the verbs. Then complete the sentences.

| | |
|------|----------------|
| read | <u>reading</u> |
| talk | _____ |
| do | _____ |
| live | _____ |
| eat | _____ |

- 1 Carry on reading your book. I'll watch TV.
- 2 I dislike _____ homework at the weekend.
- 3 I don't fancy _____ this soup. It looks horrible.
- 4 Can you imagine _____ on another planet?
- 5 Please stop _____. This is a library!

4 Copy the grid onto a piece of paper and play the Bee Hive game.



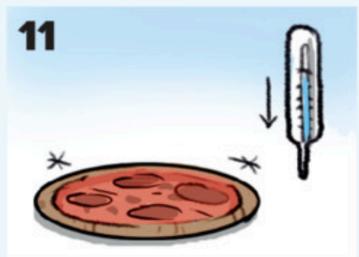
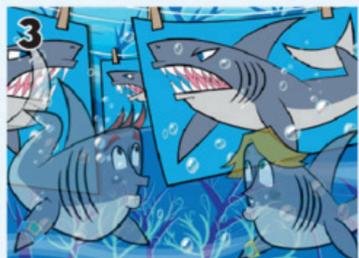
Complete the sentences.

- 1** If you heat water to 100 degrees Celsius, ...
- 5** If you leave an ice cream in the sun, ...
- 9** If you boil water, ...
- 13** If you put water in the freezer, ...

Use the two verbs to make a sentence.

- | | |
|---------------------------|------------------------------|
| 2 fancy have | 6 carry on work |
| 10 enjoy do | 14 suggest go |

Make sentences using one of the verbs: cool, measure the temperature, turn into, melt.



Say the state of the water.



5 Read and tick ✓ or cross X. **Self-evaluation**

- 1** I can name science class words.
- 2** I can name verbs which are followed by *ing*.
- 3** I can use the zero conditional.
- 4** I can use the verb + *ing* form.
- 5** I can write an e-flyer.

6 Complete the sentences.

- 1** My answer to the Big Question is:

- 2** I'd like to know more about:

3 How do we get around?

Lesson 1 The Big Question and pronunciation

1 REMEMBER THE VIDEO ▶

Tick ✓ True or False.



- | | True | False |
|--|--------------------------|-------------------------------------|
| 1 Gerald doesn't think that many adults ride bikes these days. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 You can borrow a bike and ride it to another part of the city in a cycle scheme. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 About five million people cycle every week in the UK. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Lots of disabled people do sport. | <input type="checkbox"/> | <input type="checkbox"/> |

2 Listen to Anita talking about items with wheels. How many items does she mention? Listen again and answer the questions. 053

- | | |
|--|--|
| 1 Which items with wheels does Anita mention? <i>She mentions bikes,</i> _____ _____ | 3 How does Anita protect herself from getting hurt? _____ _____ |
| 2 Does Anita think it is dangerous to go to school on her skateboard? _____ _____ | 4 How do we know that Anita loves skateboards? _____ _____ |

Pronunciation

3 Listen to the rule. Then listen to the words and complete the table. 054

| | |
|-------------------|--------|
| behind | climb |
| flight | film |
| bridge | office |

| /ɪ/ sound (<i>fridge</i>) | /aɪ/ sound (<i>bike</i>) |
|-----------------------------|----------------------------|
| 1 <u>bridge</u> | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

4 Listen to the letter *i* in the words. 055 Tick ✓ the correct box.

| | /ɪ/ | /aɪ/ | | /ɪ/ | /aɪ/ | | /ɪ/ | /aɪ/ |
|--------|-------------------------------------|--------------------------|------------|--------------------------|--------------------------|------------|--------------------------|--------------------------|
| 1 milk | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 cinema | <input type="checkbox"/> | <input type="checkbox"/> | 7 jigsaw | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 kite | <input type="checkbox"/> | <input type="checkbox"/> | 5 dinosaur | <input type="checkbox"/> | <input type="checkbox"/> | 8 write | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 rice | <input type="checkbox"/> | <input type="checkbox"/> | 6 kind | <input type="checkbox"/> | <input type="checkbox"/> | 9 director | <input type="checkbox"/> | <input type="checkbox"/> |

3

Lesson 2 Vocabulary

Dictionary Page 119

1 Complete the sentences. Use the words in the box.

police park zebra ~~traffic~~

- 1 She stopped the car because the traffic lights were on red.
- 2 He left his car in the car _____ near the town centre.
- 3 They waited for the cars to stop at the _____ crossing.
- 4 He phoned the _____ station to report the stolen car.



2 Think Some of the words in the message below are written in code.

There's a ¹ SKBISAB on Park Lane between the ² CIRSDAO and the ³ RIA XIAP. Behind it, there's a ⁴ XDZMRB YSISMDL and, around the ⁵ RDALBA, there's a park. The treasure is buried under the ⁶ CDNLSIML in the middle of the park.

| | | | |
|-------|-------|-------|-------|
| A = r | H = w | O = y | V = q |
| B = e | I = a | P = k | W = x |
| C = f | J = m | Q = j | X = p |
| D = o | K = h | R = c | Y = s |
| E = z | L = n | S = t | Z = l |
| F = g | M = i | T = b | |
| G = d | N = u | U = v | |

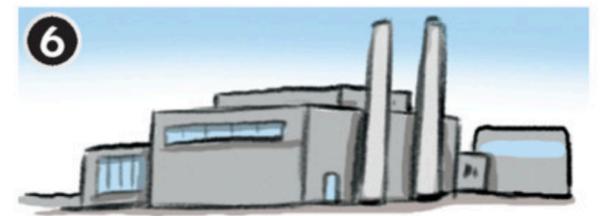
Crack the code and write the words.

1 theatre 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

3 Look and write the words.



traffic lights



4 Circle the correct words.

- 1 The car stopped at the **crossroads** / **traffic lights** because they were on red.
- 2 There's a Shakespeare play on at the **theatre** / **police station** tonight.
- 3 Let's go to the restaurant on the **corner** / **roundabout** of Park Lane and King's Cross.
- 4 When I saw the **fountain** / **car park**, there wasn't any water coming out of it.

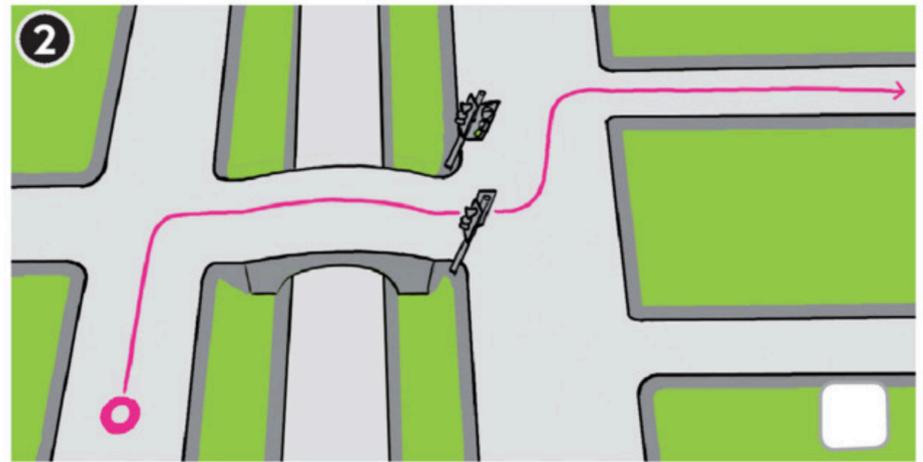
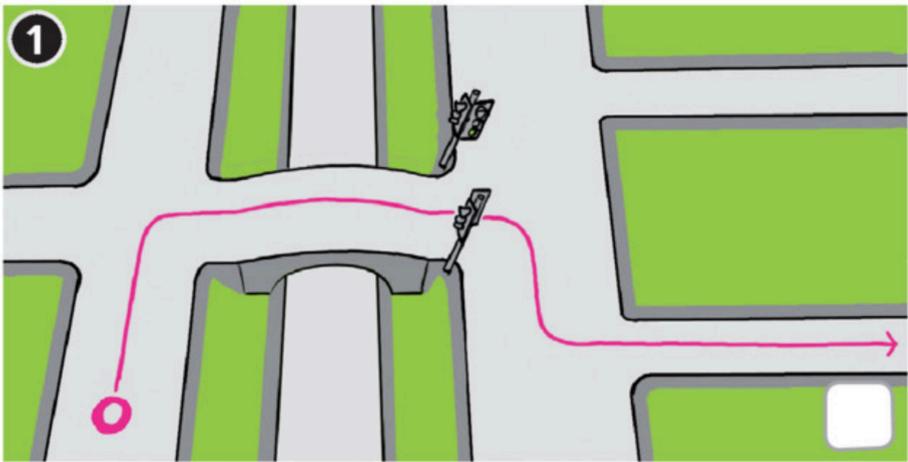
Finished? Choose four words from activity 1 and activity 2, and write definitions for them. For example: A corner is a place where two streets meet.

3

Lesson 3 Grammar

Grammar Reference Page 113

- 1 Listen to the directions and tick ✓ the correct map (1 or 2).  061

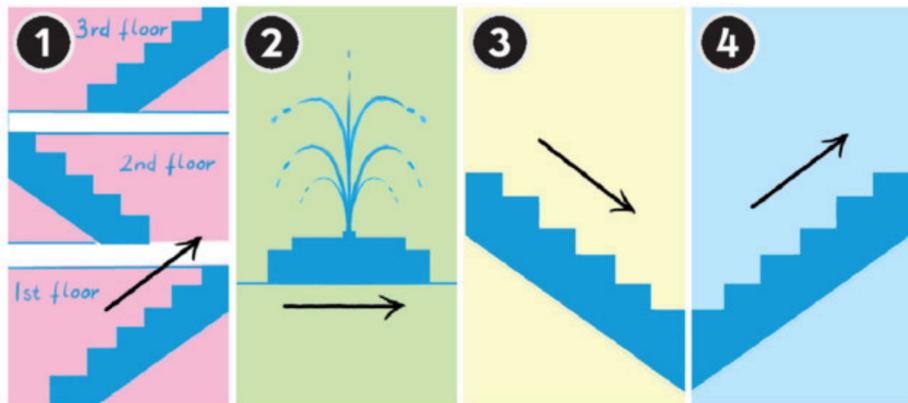


- 2 Circle the correct words.

- Go **on** / **along** the street until you get to the roundabout.
- Can you **say** / **tell** me where the police station is?
- Turn **straight** / **left** at the roundabout.
- Go **over** / **at** the bridge in Green Street.
- Go along the road **over** / **until** you get to the theatre.
- Turn right and walk **towards** / **until** the traffic lights.
- Continue **on** / **towards** the school.
- Turn **right** / **past** at the crossroads.



- 3 Match the pictures and the directions.



- a Go downstairs.
b Go past the fountain.
c Go upstairs.
d Go to the second floor.

- 4 Complete the sentences.
Use the words in the box.

past across on ~~left~~ over

- Go along King's Road and turn _____ *left* _____ at the corner.
- Turn right and then go _____ the bridge.
- Don't stop at the factory.
Go _____ it and go straight _____.
- Go to the zebra crossing and go _____ the road.

- 5 Write the directions from your classroom to the main entrance of your school. 

3

Lesson 4 Vocabulary and story

Dictionary Page 119

- 1 **Think, pair, share!** **REMEMBER THE STORY** Ask and answer questions about the power ups. ▶

Which power up did they choose at the beginning of the story?

They chose a Wind machine. Do you think that Rami was right to activate it?

- 2 **Complete the email. Use the words in the box.**

Hi Lee

Your holiday plans sound amazing, especially the part about travelling across the snow in Alaska on a ¹ dog sled!

Last year, I went on a ² _____ in London. The views were great from the top! My mum went up a mountain on a ³ _____ once, and my dad and my uncle went on ⁴ _____ when they were in Egypt. They were huge animals!

My dream is to have a ride in a ⁵ _____ on the canal in Venice. I'm going to Italy next year so that could come true! I'd like to go on a motorized ⁶ _____.

I think three wheels are more exciting than four!

Claire

rickshaw
double-decker bus
~~dog sled~~ cable car
camels gondola



- 3 **Read the story again and order the events (1-6).**

- | | |
|---|--|
| <input type="checkbox"/> Phileas Fogg wins a trophy. | <input type="checkbox"/> Phileas tells the Z-bots about his trip. |
| <input type="checkbox"/> 1 Jean tells Rami and Fatima that Phileas is a prisoner. | <input type="checkbox"/> Rami and the others go up in a hot-air balloon. |
| <input type="checkbox"/> Phileas's prison blows away in the wind. | <input type="checkbox"/> Rami activates the wind machine. |

- 4 **Collaborate**  **What forms of transport are there where you live?**

Write a list. Then have a class vote to answer the questions. 

- 1 Which is the fastest form of transport?

- 2 Which is the most comfortable form of transport?

Finished? Choose three forms of transport from activity 2. Write one sentence for each form of transport, saying what you like about it.

3 Lesson 5 Grammar

1 Match the parts of the sentences. Then listen and check. 065

- | | |
|------------------------------|----------------------------|
| 1 This is the city | a car was taken. |
| 2 That isn't the ring | b where Mozart comes from. |
| 3 This is the necklace which | c which I gave you. |
| 4 He's the man whose | d was stolen. |
| 5 She's the girl | e I was born. |
| 6 This is the place where | f who helped us. |



2 Circle the correct words.

- This is the bus **which** / **who** goes to the town centre.
- I know a place **who** / **where** we can eat.
- The man **who** / **whose** invented the steam engine was born here.
- She's the girl **who** / **whose** phone was stolen.
- The person **which** / **who** you wanted to see is on holiday.
- Here is the key **where** / **which** opens the main door.



3 Think Complete the puzzle.

1 s
 a
 n
 2 d
 w
 i
 c
 h
 3 t
 r
 a
 i
 n
 f
 o
 r
 e
 s
 t
 4
 5
 6
 7
 8

- Down**
- Something which you make with bread.
 - A kind of transport which travels on rails.
 - A place where you can park your car.
 - A person who steals things.
 - A place where policemen and policewomen work.
- Across**
- Somebody who helps people who are ill.
 - A person who sings.
 - A place where there are lots of trees and it rains a lot.

4 Communicate Take turns to choose one of the words in the box. Make a definition for the word for your partner to guess. Use sentences with *which*, *who*, *where* or *whose*.

school shoes zebra crossing
 player camel teacher theatre
 factory villain car park driver

It's a place where ...

It's a person who ...

Finished? Write two sentences using *which* and two sentences using *where*.

3

Lesson 7 Literacy

1 Think Read the information leaflet on Class Book page 36 again and complete the sentences.

- The Hanging Bridge of Vizcaya crosses a river in the north of Spain.
- The metal 'basket' for people and vehicles is called a _____.
- You can get to the top of the bridge in a _____.
- The bridge was the first _____ bridge for people and cars.
- At very busy times of the day, the bridge operates every _____ minutes.



2 Match the sentences and the numbers.

- | | |
|-------------|--|
| 1 seventy | a) This is how many cars cross the bridge each year. |
| 2 6 | b) There is space for this number of cars in the gondola. |
| 3 500,000 | c) This is the number of cents it costs to take a bicycle across the bridge. |
| 4 4,000,000 | d) This is the number of people who cross the bridge every year. |

3 Answer the questions.

- | | |
|--|--|
| 1 What kind of vehicles can cross the Hanging Bridge of Vizcaya? <u>Cars, motorbikes and bicycles can cross the bridge.</u> | 3 What can tourists do on the bridge? _____ _____ |
| 2 Why do most people use the bridge? _____ _____ | 4 Why did UNESCO add the bridge to its Industrial Heritage list? _____ _____ |

4 Think, pair, share! Ask and answer. Then write your answers.

- Would you like to go across the Hanging Bridge of Vizcaya? Why (not)?

- Why do you think tourists visit monuments like the Hanging Bridge of Vizcaya?



3

Lesson 8 Culture

1 Listen and tick ✓ the boat that Hanif is describing.  070



2 Listen again and complete the notes.  071

A felucca is a type of ¹ boat. You see feluccas ² _____.

Feluccas are usually made of ³ _____ and they've got ⁴ _____.

A felucca hasn't got a ⁵ _____. A short trip lasts a couple of hours.

3 **Think**  Think about an unusual form of transport in your country. Complete the information.

- Name of transport: _____
- Where it is found: _____
- What it is made of: _____
- What it has got: _____
- What it hasn't got: _____

4 **Think**  Make a list of similarities and differences between the felucca in activity 1 and the form of transport in your country. 

5 **Communicate**  Talk about the similarities and differences you found in activity 4. Use *also* and *however*.

A felucca travels on water and a boat also travels on water.

A felucca is in Egypt. However, helicopters are everywhere.



Finished? Make a wordsearch for a partner, using four words for forms of transport.

1 Read and complete the Big Write tip. Use the words in the box.

The Big Write tip

subheadings images ~~heading~~ facts text

An information leaflet gives facts and other information about tourist attractions, events, etc. It contains lots of colour and interesting facts so that people want to read it. A leaflet should include:

- A main ¹ heading to tell people what the leaflet is about.
- One or more ² _____ to divide the information leaflet into separate sections.
- Short pieces of ³ _____ about important features of the place, event, etc.
- Important ⁴ _____, for example, prices, times, directions, etc.
- Maps and ⁵ other _____, for example, photos and diagrams, to illustrate the leaflet.

 An information leaflet uses persuasive language to persuade the reader to go to the tourist attraction. For example: *Discover our unique poster collection with beautiful pictures of ...*

2 Look at the table and write your own persuasive sentences.

| Normal language | Persuasive language |
|------------------------------|---|
| Visit our museum. | Why not visit our wonderful museum? Visit our museum – you'll love it! |
| There is a sword collection. | Discover / You'll enjoy our ancient sword collection. |

1 Visit the historic city centre.

2 There are lots of souvenir shops.

3 **Think**  What place or event would you enjoy? Plan an information leaflet about it. 

Main heading: The name of the place or event.

Subheadings: Choose titles for each section of text.

Texts: Plan to write two to three sentences each, describing different features.

Facts: Provide important information for visitors, including prices and opening times.

Images: Plan to include attractive and interesting photos, maps and diagrams.

4 **Create**  Write your information leaflet. Remember to use colourful text and images. 

Collaborate 

Community Task

Make a list of places in your area where you can find information leaflets. Then collect some leaflets and create a classroom display with them.



1 Listen and circle the correct words.  073

I THINK I'M LOST!

Where's the theatre?

Do you know the way?

I think I'm lost!

I'm going to miss the play!

Go ¹ **past** / **along** the street to the traffic lights,
Turn left at the ² **factory** / **corner** and then turn right.
There's a ³ **roundabout** / **car park** there and a bus stop, too.
A double decker bus leaves at quarter past two.

Chorus

Take the bus to the crossroads -
you won't be late.

Walk ⁴ **past** / **on** the car park and the
factory gate.

You'll see a zebra crossing - it's black
and white.

Go across the ⁵ **road** / **street** and the
theatre's on the right!

There's the theatre!

I think I've found the way.

Now I'm not lost,

I'm going to love this play!

2 Write the words in order to make sentences. Then match.



1 across the zebra crossing. Walk

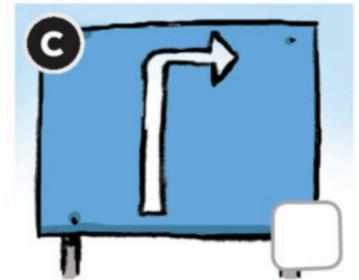
Walk across the zebra crossing.

2 where tell me is? Can the school you



3 over Go on King's Road. the bridge

4 and then Go on turn straight right.



3 Circle the correct option (a or b). Then match.

1 She's the girl ____ lives next door to me.

a who **b** which

2 This is the place ____ I was born.

a which **b** where

3 It's a game ____ boys and girls can play.

a who **b** which

4 He's the man ____ umbrella was stolen.

a who **b** whose



4 Play the Zig-zag game.

Start

1 Ask for directions to the town centre.

2 Make a sentence using the relative pronoun *where*.

3 Give directions from your classroom to the playground.

4 Where do policemen and policewomen work?

5  What's this?

6 Make a sentence using *along*.

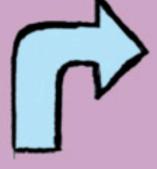
7  Go _____.

8  Turn _____.

9 Make a sentence using the relative pronoun *who*.

10  Go _____ the fountain.

11 _____ lights are red, orange and green.

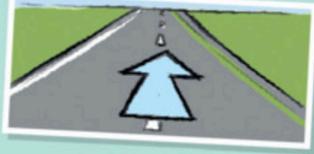
12  Turn _____.

13 Make a sentence using the relative pronoun *which*.

14  Go _____.

15 A _____ is black and white.

16 Where can people leave their cars safely?

17  Go _____ on.

18  What's this?

19 Make a sentence using the relative pronoun *whose*.

20 Give directions from your school to your house.

Finish

5 Read and tick ✓ or cross X. **Self-evaluation**

- 1 I can name some places in a town.
- 2 I can name some forms of transport.
- 3 I can ask for and give directions.
- 4 I can use the relative pronouns *where*, *which*, *who* and *whose*.
- 5 I can write an information leaflet.

6 Complete the sentences.

- 1 My answer to the Big Question is:

- 2 I'd like to know more about:

The Great Outdoors

- 1** **Think**  Make notes for activity 4 on Class Book page 39. Look at the table and answer the questions for your area of research. **PROJECT GROUP**

A: Places

- 1 How many open or green spaces are there in your area? _____

- 2 Which of these places are in the town? _____

- 3 Which of these places are in nature? _____

B: People

- 1 What kinds of people do you see in your area? _____

- 2 What different age groups do you see? _____

- 3 What kinds of activities do different kinds of people like doing? _____

C: Activities

- 1 What kinds of outdoor activities do you see in your area? _____

- 2 In which different places can you do the activities? _____

- 3 How do they work and who organizes the activities? _____

2 English in use Write the words in order to make sentences.

1 meetings we school? have after Shall

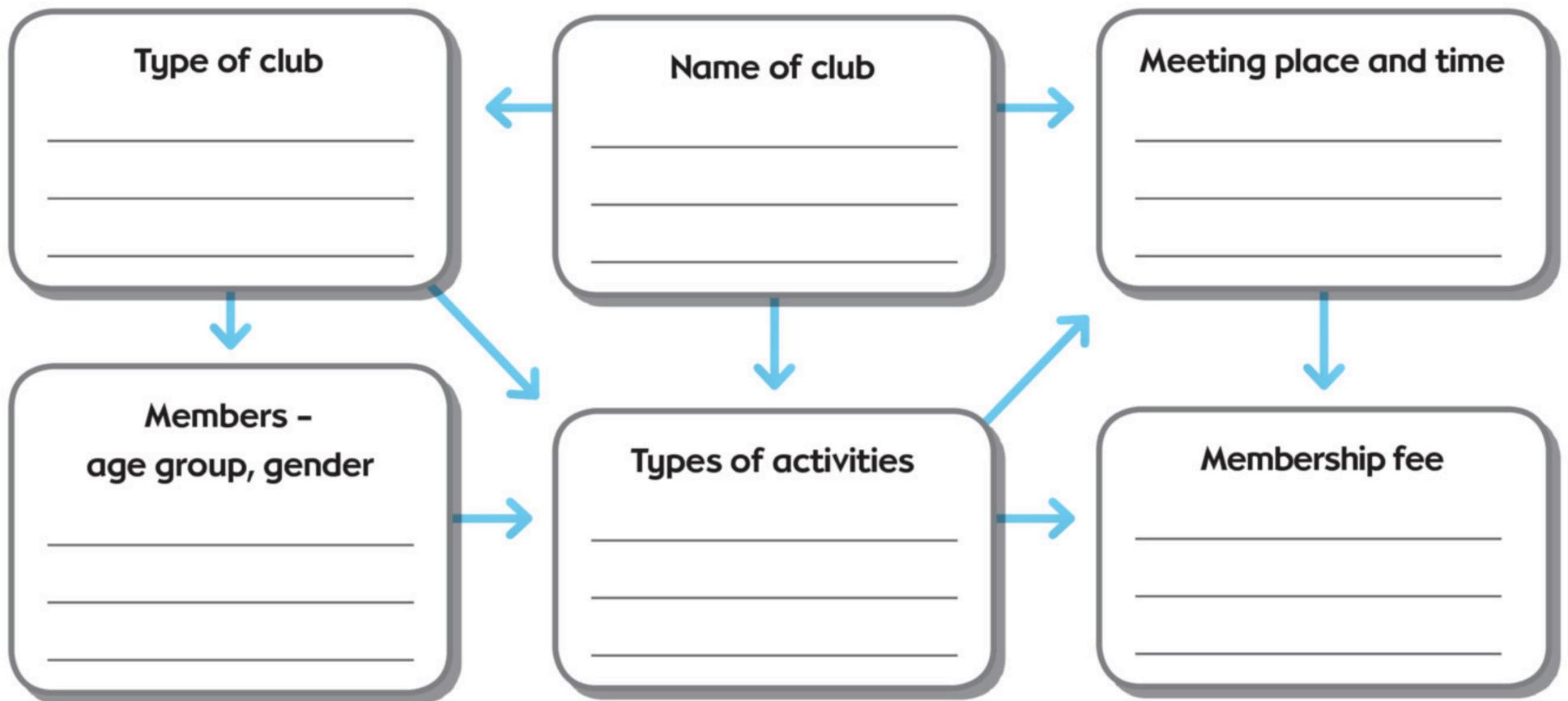
Shall we have meetings after school?

2 invite the to we ages club? all Should join

3 meeting have first Should here? we our

4 month? Shall we a once or meet twice

3 See activity 7 on Class Book page 40. Look at the concept map and write the details of your outdoor activity club. **PROJECT GROUP**



4 Answer the questions. **Self-evaluation**

1 What was the best thing about this project? Why?

2 Were you a good group member? Why (not)?

3 What is your group going to do better next time?

4 What mark are you going to give your group's work?

_____ / 10

4

What's exciting about exploring?

Lesson 1 The Big Question and pronunciation

1 REMEMBER THE VIDEO ▶

Tick ✓ True or False.



- 1 Cape Town is in South Africa.
- 2 Table Mountain is exactly 1,000 metres high.
- 3 People live on Table Mountain.
- 4 Junior thinks that surfing is difficult sometimes.
- 5 Nelson Mandela was the president of South Africa.

True False

| | |
|-------------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

2 Listen to Charlotte talking about her town. Which country does she live in? Then listen again and circle the correct words.  077

- 1 Tourists like the beaches / museums in Charlotte's town.
- 2 People go surfing **in the summer** / **at all times of the year**.
- 3 You can attend a summer school to learn **English** / **surfing**.
- 4 The Pyrenees Mountains are easy to get to by **rail** / **road**.
- 5 Charlotte **likes** / **doesn't like** living in her town.



Pronunciation

3 Listen to the rule. Then listen to the words and complete the table.  078climbs makes ~~travels~~ uses walks washes

| /z/ sound (<i>explores</i>) | /s/ sound (<i>looks</i>) | /ɪz/ sound (<i>catches</i>) |
|-------------------------------|----------------------------|-------------------------------|
| 1 <u>travels</u> | 3 _____ | 5 _____ |
| 2 _____ | 4 _____ | 6 _____ |

4 Circle the correct symbols. Then listen and check.  079

- | | |
|---|---|
| 1 He observes the moon. <u>/z/</u> /s/ /ɪz/ | 4 He collects rocks. /z/ /s/ /ɪz/ |
| 2 She shouts for help. /z/ /s/ /ɪz/ | 5 He watches the lion carefully. /z/ /s/ /ɪz/ |
| 3 He uses a torch. /z/ /s/ /ɪz/ | 6 She reads the map. /z/ /s/ /ɪz/ |

Finished? Write two more words with each of the three endings in the table. Then write /z/, /s/ or /ɪz/ next to each word.

1 Write the letters in order to complete the sentences. Then match.



1 **kert coasrs a tereds** My dad's friends went to Africa to trek
across a
desert. c

3 **aneco no a virre** I'd really like to learn how to _____
_____.

2 **porexel a genluj** If you want to _____
_____, you need a guide. _____

4 **vide rena a rolac free** My brother went to Australia to _____

_____.

2 **Think** Complete the sentences with *climb*, *walk* or *explore*. Then circle the correct words.

- It's very **dangerous** / **safe** to climb a volcano because it can erupt at any moment.
- We arrived in the morning by **car** / **boat** and we immediately began to _____ the island.
- You need to have the correct equipment to _____ a cliff because it's **deep** / **high**.
- I hope that, one day, I'll be able to travel **in a fast train** / **by spaceship** and _____ on the moon.
- We are going on an excursion to _____ a cave. We hope to see some cave **paintings** / **films** there.
- You have to follow the path to the **sea** / **river** and _____ under the waterfall.

3 Read Jana's comment on Tomas's blog. Correct the words in bold.



Jana: I saw the next episode of the TV programme which Tomas watched! It was exciting! The students went to dive near a coral **cliff** ¹ reef. They also explored an **moon** ² _____ and they trekked across a **island** ³ _____ on camels! When I grow up, I want to be an explorer! I want to climb a **reef** ⁴ _____ near the sea and also explore a deep **desert** ⁵ _____ under the ground.

4 Which places can people explore in your area? Write three sentences using *on foot*, *on a bike* and *by car*. 📝

You can explore the park on foot.

4

Lesson 3 Grammar

1 Listen and tick ✓ or cross x what Uncle Dave has done.  085



2 Complete the sentences about Uncle Dave. Use the present perfect form of the verb in brackets.

1 He 's climbed a mountain. (climb)

3 He _____ an island. (explore)

2 He _____ a volcano. (not climb)

4 He _____ on the moon. (not walk)

3 Write sentences about Aunt Sarah.



1 She's dived near a coral reef.

4 _____

2 _____

5 _____

3 _____

6 _____

4 **Communicate**  Ask and answer. Talk about people you know. Use the prompts.

live / another country

swim / lake

see / famous person

eat / strange food

My uncle has lived in another country.

Where has he lived?

Finished? Write three sentences about different things you or people you know have done.

4

Lesson 4 Vocabulary and story

Dictionary Page 119

- 1 Think, pair, share! REMEMBER THE STORY** Ask and answer questions about the beginning, the middle and the end of the story. ▶

What happens at the beginning of the story?

Tomas and Bella are in the forest. They see a path.

- 2 Think** Complete the words. Then use the words to label the pictures.



swan



1 swan

2 v

3 p

4 e

5 h

6 p

- 3** Read the story again and circle the correct option (a or b).

1 Thomas and Bella don't know ____.

a where to start

b which power up to choose

2 The rabbit ____ Bella and Tomas.

a is scared of

b wants to help

3 ____ is worried about the power up.

a Tomas

b Bella

4 ____ is hurt.

a An eagle

b A parrot

5 Bella mends the bird's ____.

a tail

b wing

6 The eagle shows the avatars ____.

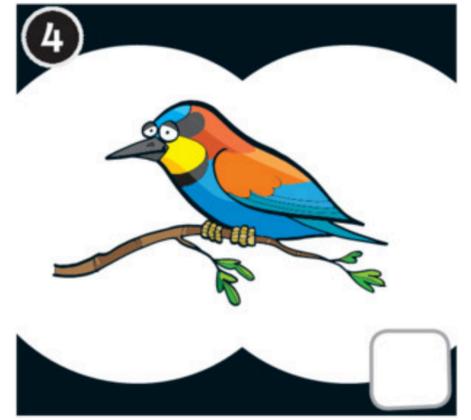
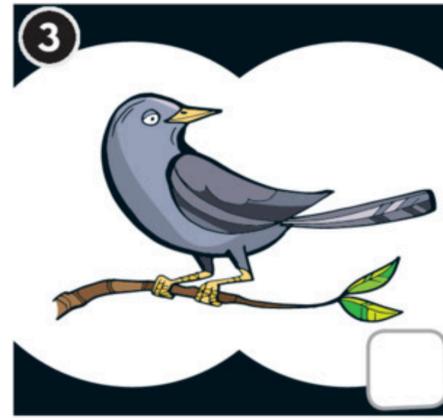
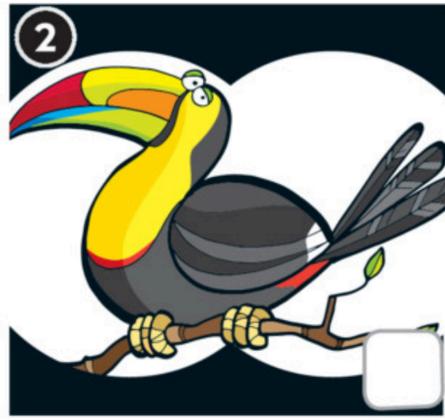
a the way out

b the forest



- 4 Collaborate** What can you do to help birds in your area? Write a list of ideas. Then have a class vote to choose the best one.

1 Listen and tick ✓ the correct picture.  089



2 Write the words in order to make sentences.



1 a as colourful It's as parrot.

It's as colourful as a parrot.

2 ugly as It's a as vulture.

3 as It peacock. beautiful a isn't as

4 as a small It isn't hummingbird as



3 **Think**  Complete the second sentence so that it means the same as the first.

1 A horse is bigger than a donkey.
A donkey *isn't as big as a horse* _____.

2 A mouse is smaller than a cat.
A cat _____.

3 A fox is faster than a hen.
A hen _____.

4 I'm taller than my sister.
My sister _____.

5 Dolphins are cleverer than other fish.
Other fish _____.

6 My jokes are funnier than your jokes.
Your jokes _____.

4 **Communicate**  Think of an animal. Make sentences about it using *(not) as ... as*. 
Then ask and answer. Can your partner guess the animal?

It isn't as fast as a rabbit. It isn't as big as a cat.

Is it a mouse?

4

Lesson 6 Cross-curricular

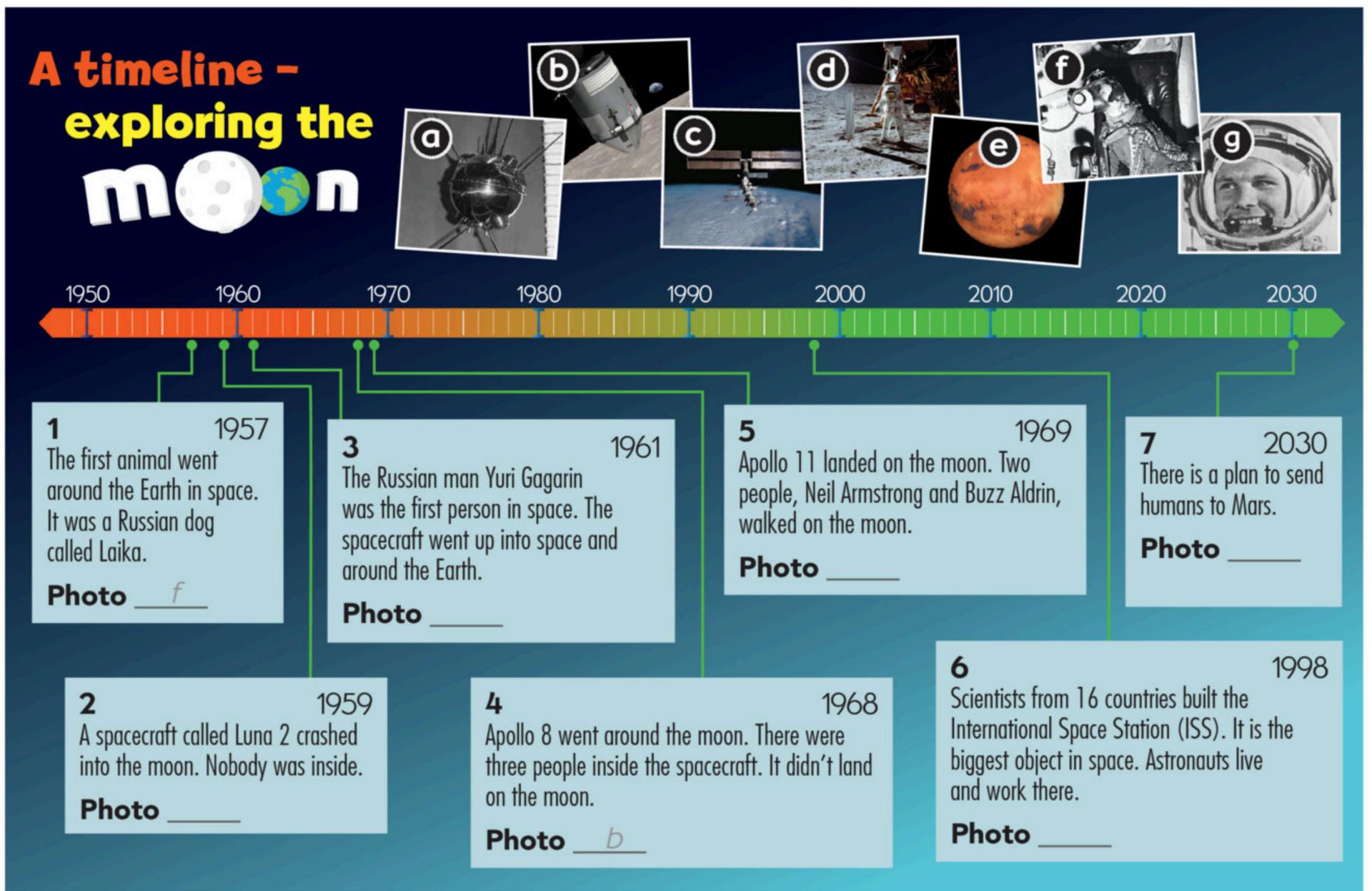
1 Listen and complete the sentences.  090

telescope sixth first Earth Saturn explored

- 1 Saturn is the sixth planet from the Sun.
- 2 Galileo used a _____ to look at the planets.
- 3 Pioneer was the _____ spacecraft to visit Saturn.
- 4 Other spacecraft, such as Voyager 1, sent data to the _____.
- 5 Huygens _____ Titan.
- 6 Cassini collected important data about _____.

2 **Think**  Read the events in the timeline and match them to the photos.

A timeline - exploring the moon



The timeline shows the following events and photos:

- 1957:** The first animal went around the Earth in space. It was a Russian dog called Laika. **Photo** f
- 1959:** A spacecraft called Luna 2 crashed into the moon. Nobody was inside. **Photo** _____
- 1961:** The Russian man Yuri Gagarin was the first person in space. The spacecraft went up into space and around the Earth. **Photo** _____
- 1968:** Apollo 8 went around the moon. There were three people inside the spacecraft. It didn't land on the moon. **Photo** b
- 1969:** Apollo 11 landed on the moon. Two people, Neil Armstrong and Buzz Aldrin, walked on the moon. **Photo** _____
- 1998:** Scientists from 16 countries built the International Space Station (ISS). It is the biggest object in space. Astronauts live and work there. **Photo** _____
- 2030:** There is a plan to send humans to Mars. **Photo** _____

3 List six important events in your life. 

- 1 I was born.
- 2 I started school.
- 3 _____
- 4 _____
- 5 _____
- 6 _____

4 **Create**  Make a timeline of the events in your life from activity 3.

4

Lesson 7 Literacy

1 Read the diary entries on Class Book page 50 again and match.

- | | |
|--|-----------------------------|
| 1 The diary entries always start | a what he thinks and feels. |
| 2 Most of the diary entries are | b when something happened. |
| 3 The writer uses adjectives to describe | c happened on each day. |
| 4 The writer describes what | d with the date. |
| 5 Time words like <i>today</i> and <i>then</i> tell us | e in the past simple. |

2 What does the adjective refer to? Circle the correct option (a, b or c).

- | | | | |
|--------------|---------------|---------------------|------------------------|
| 1 strange | a Mr Humboldt | b a language | c 16th June |
| 2 excited | a the writer | b Mr Humboldt | c the writer's friends |
| 3 interested | a the writer | b Mr Humboldt | c the writer's friends |
| 4 terrible | a Mr Humboldt | b the eels | c the electric shock |
| 5 dangerous | a Mr Humboldt | b the Orinoco river | c the volcano |
| 6 scared | a the volcano | b Mr Humboldt | c the writer |

3 Answer the questions.

- 1 Which explorer did the writer meet?

The writer met Alexander Humboldt.

- 2 What languages did the writer speak?

- 3 What did the explorers find in the river?

- 4 How did Humboldt nearly die?

- 5 Where did the writer climb with Humboldt?

- 6 How did the writer feel at the top?



4 Think, pair, share! Talk about keeping a diary. Ask and answer. Use the prompts.

think / good idea / keep a diary?

why / not?

you keep / a diary?

Do you think it's a good idea to keep a diary?

Yes, I do.

4

Lesson 8 Culture

1 Listen and tick ✓ Yes or No.  092

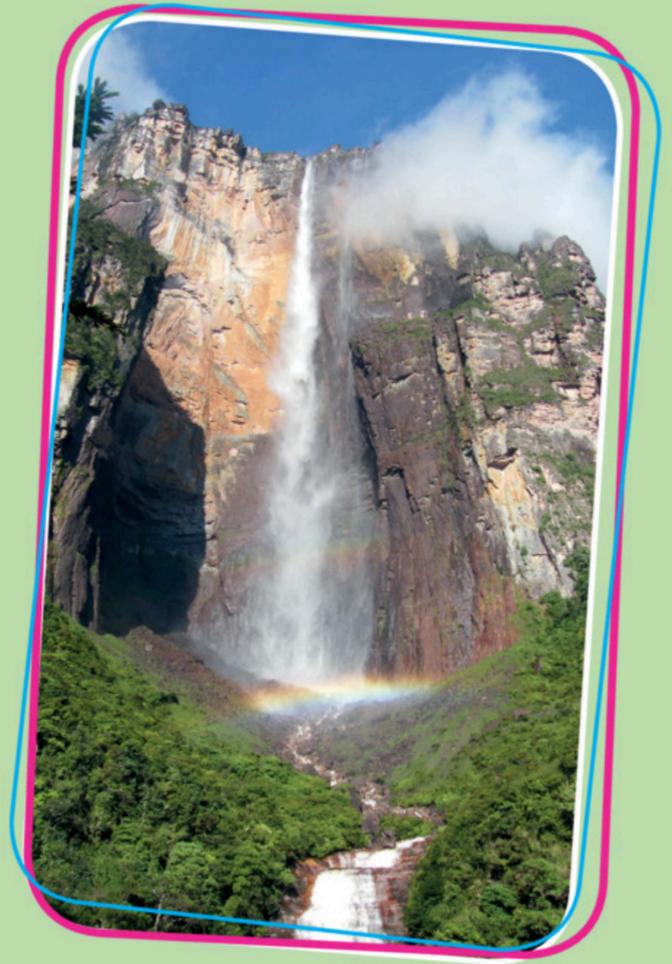
Is it easy to go to Angel Falls?

Yes

No

2 Listen again and order the sentences (1-6).  093

- a They got out of the canoe.
- b They camped in the jungle.
- c They saw flowers, frogs and parrots.
- d They started their trip in a canoe.
- e They saw the highest waterfall in the world.
- f They saw fish and snakes.

 13 **Think**  Think about a trip you went on in your country. Complete the information.

Where you went to: _____

Which country it is in: _____

How you got there: _____

What you saw: _____

What you did: _____

Where you slept: _____

4 **Think**  Make a list of similarities and differences between Camila's trip and your trip. 5 **Communicate**  Talk about the similarities and differences you found in activity 4. Use *however* and *also*.

Camila went to a place in Venezuela. However, I went to a place in New Zealand.

Camila camped on a beach and I also camped on a beach.

1 Read and complete the Big Write tip. Use the words in the box.

The Big Write tip

linking past ~~date~~ adjectives first

A diary entry always begins with the ¹ date. Each diary entry is about the main events which happened to you on that day. A diary entry should use ² _____ person subject pronouns (*I* or *we*) and verbs in the ³ _____ tense to describe events. It should also use ⁴ _____ to describe the different events and feelings.

 A diary entry uses ⁵ _____ words, such as *but*, *and*, *because*, *then*, *after that* and *finally* to help the reader to follow the text. For example: *Finally, we prepared our bags for tomorrow.*

2 Complete the sentences. Use the linking words from activity 1.

- I went to the shop to buy some sweets for my little brother _____ *but* _____ it was closed.
- We didn't go to the outdoor concert _____ it was raining.
- They looked everywhere for their aunt's lost dog and, _____, they found it.
- First, she went to the park for a picnic and, _____, she went to the cinema.
- I had fish _____ chips for lunch!
- I'm going to do my homework and _____ I'm going to watch a DVD with my friends.



3 **Think**  Think about the past three days. Plan diary entries about them. 

4 **Create**  Write your diary entries. Then illustrate them. 

Dates: Write the dates of your three entries.

Events: Write a list of the important things that happened to you on each day.

First person: Plan to use *I* or *we* to describe events.

Tense: Plan to use the past tense to describe events.

Linking words: Think about which linking words you can use.

Language: Think about which informal language you can use.

Collaborate 

Community Task

Read each other's diary entries in class. Ask and answer questions about them, for example: *What time did you go to judo class?* Then take your diary entries home and share them with your family.

1 Listen and complete the song.  095 Use the words in the box.

eagle desert walk climb moon trek volcano ~~cliff~~

🎵 I WANT TO BE AN EXPLORER

I want to be an explorer.

That's what I want to be.

Exploring here, exploring there.

I'll be as brave as I can be.

I'll climb a ¹ cliff to find an
² _____'s nest.

It might be hard but I'll do my best.

I'll fly in a rocket and ³ _____
on the ⁴ _____.

But if I don't like it there, I'll come back soon!

Chorus

I'll ⁵ _____ across the ⁶ _____
with a friend,

But I don't know if we'll get to the end.

I'll ⁷ _____ a ⁸ _____,
right to the top,

But, if it erupts, I'll just have to stop.

Chorus



2 Write sentences. Use the present perfect tense.

1 He / walk on the moon



He hasn't walked on the moon.

2 Mum / walk under a waterfall



3 My brother / see a peacock



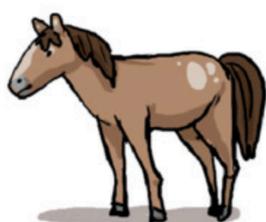
4 She / dive near a coral reef



5 He / write a diary entry



3 Look at the pictures and write sentences. Use the adjectives and (not) as ... as.



1 big

A cat isn't as big as a horse.



2 beautiful



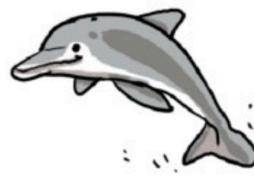
3 fast



3 small



5 clever



6 tall



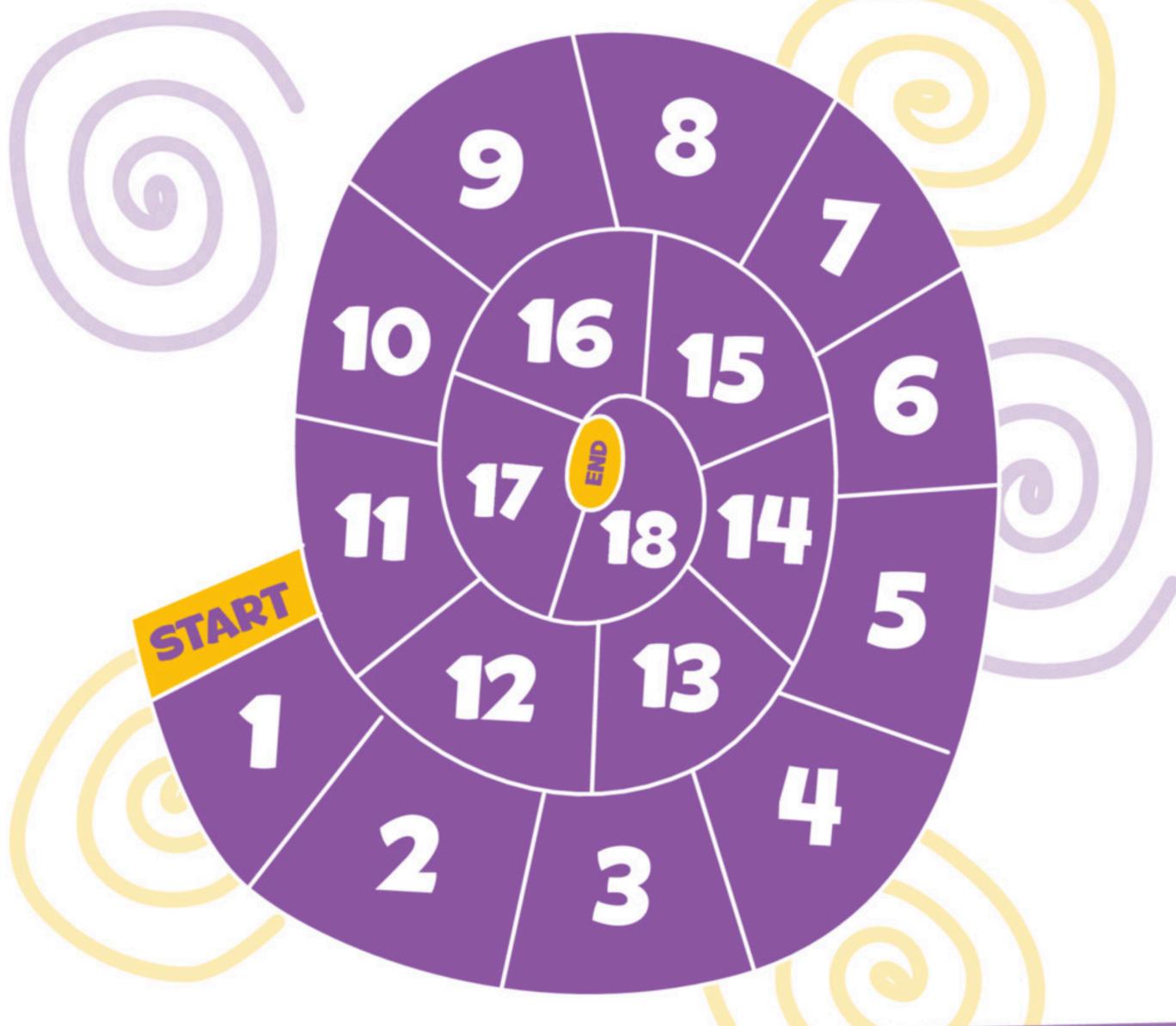
4 Play the Spiral game.

Say the words.

- 1** The smallest bird in the world.
- 3** A very colourful bird with green, blue and yellow feathers.
- 15** A bird which eats dead animals.

Order the words and say the sentences.

- 4** explored / an island. / He / has
- 8** canoed / Dad / on / hasn't / a river.
- 9** have / They / across / trekked / the desert.
- 10** as / a parrot. / It's / as / noisy
- 12** small / It / as / isn't / as / a hummingbird.
- 16** hasn't / Mum / on / walked / the / moon.
- 18** is / as / Amy / as / her sister. / tall



Say the activities.



5 Read and tick ✓ or cross X. **Self-evaluation**

- 1** I can name geographical features.
- 2** I can name birds.
- 3** I can use the present perfect tense.
- 4** I can use *as... as* to compare things.
- 5** I can write a diary entry.

6 Complete the sentences.

- 1** My answer to the Big Question is:

- 2** I'd like to know more about:

5 How can we help at home?

Lesson 1 The Big Question and pronunciation

1 REMEMBER THE VIDEO

Read and correct the sentences. ▶



- 1 Abby's brother Marcus is helping his mum in the kitchen.
Abby's brother Marcus is helping his dad in the kitchen.
- 2 Marcus's dad is cooking the sausages.

- 3 Abby has got some carrots from the garden.

- 4 Trifle is a traditional French dessert.

- 5 Grandma usually comes for lunch on Saturday.

2 Listen to Chloe talking about a family meal. Who is Chloe?

Listen again and circle the correct answer. 🔊 096

- 1 Abby and Marcus come to dinner with their **parents** / **parents and grandma**.
- 2 Chloe has got **a different** / **the same** grandma as Abby and Marcus.
- 3 Lasagne is **a Spanish** / **an Italian** dish.
- 4 They ate **lasagne, garlic bread and salad** / **lasagne and salad**.
- 5 **Chloe's mum** / **Grandma** made an apple pie for dessert.



Pronunciation

3 Listen to the rule. Then listen to the words and complete the table. 🔊 097

~~clean~~ ready weather
jeans heavy season

| /i:/ sound (teacher) | /e/ sound (leather) |
|----------------------|---------------------|
| 1 <u>clean</u> | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

4 Read the words. Do they have /i:/ or /e/ sounds? Choose and circle. Then listen and check. 🔊 098

- 1 ice cream (/i:/) /e/ 7 instead /i:/ /e/
- 2 treasure /i:/ /e/ 8 feather /i:/ /e/
- 3 measure /i:/ /e/ 9 head /i:/ /e/
- 4 bread /i:/ /e/ 10 eagle /i:/ /e/
- 5 beak /i:/ /e/ 11 eat /i:/ /e/
- 6 peacock /i:/ /e/ 12 cheap /i:/ /e/

5 Lesson 2 Vocabulary

Dictionary Page 119

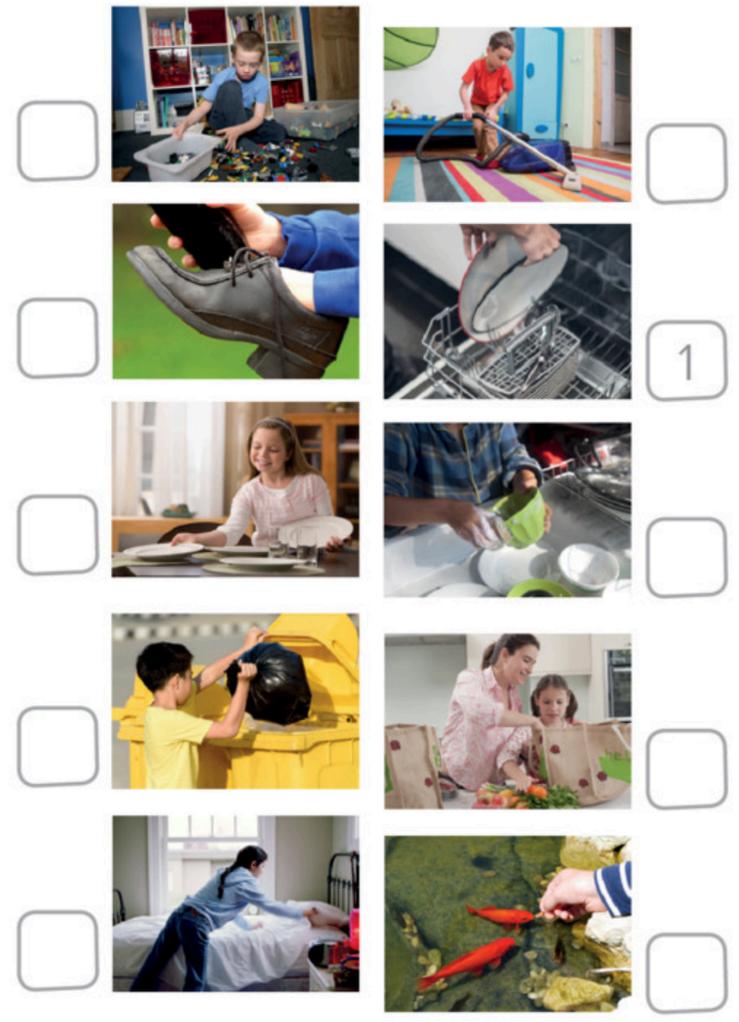
1 Match the parts of the sentences.

- | | |
|---------------------------|-------------------------------------|
| 1 Can you help me to lay | a your room before dinner! |
| 2 Don't forget to make | b the table, please? |
| 3 I hope you tidy | c up after lunch. |
| 4 You can help me to wash | d your bed before you go to school. |

2 Think Look and complete the chores. Then number the photos.

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ○ | × | ● | ♥ | ☆ | ◇ | ♥ | □ | △ | ▷ | ★ | ■ | ▽ | ↗ | + | ▷ | ◆ | ◐ | ↶ | ◁ | ▲ | ♣ | ▽ | ◎ | ♣ | ▶ |
| a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | w | x | y | z |

- + ○ ♥ _____ *load* the dishwasher
- ○ ♣ _____ the table
- ▽ ○ ★ ☆ _____ my bed
- ◇ ☆ ☆ ♥ _____ my pet
- ♣ ○ ● ▲ ▲ ▽ _____ the floor
- ◁ △ ♥ ♣ _____ my room
- ■ ☆ ○ ↗ _____ my shoes
- ▽ ○ ↶ □ _____ up
- ▷ ▲ ◁ ○ ▽ ○ ♣ _____ the shopping
- ◁ ○ ★ ☆ + ▲ ◁ _____ the rubbish



3 Complete the questions. Then write your answers.

- Do you ever  _____ *lay the table* _____ ? _____
- Do you ever  _____ ? _____
- Do you ever  _____ ? _____

Finished? Write lists of four chores you like and of four chores you don't like.

5 Lesson 3 Grammar

1 Listen and tick. 104

| | | | | | | |
|--|---|--|---|---|---|---|
| |  |  |  |  |  |  |
|  Rosie | ✓ | | | | | |
|  Dan | | | | | | |

2 Complete the questions and answers.

1 Mum: *Have you vacuumed* the floor in your bedrooms?

Amy and Max: (✓) *Yes, we have.*

2 Mum: _____ your shoes this morning?

Me: (✗) _____

3 Mum: _____ the dishwasher today?

Me: (✓) _____

4 Mum: _____ the fish and the rabbits?

Amy and Max: (✗) _____

3 Look at the two lists of chores. Write questions and answers.

1  *Has* Jess *vacuumed the floor*?
No, she hasn't.

2  _____ Jake _____?

3  _____ Jess _____?

4  _____ Jake _____?

| Chores for Jess | |
|------------------|---|
| vacuum the floor | ✗ |
| tidy her room | ✓ |

| Chores for Jake | |
|-----------------------|---|
| make the bed | ✗ |
| put away the shopping | ✓ |

4 Communicate What chores has your partner done this week? Ask and answer. Use the prompts.

- make / bed?
- wash up?
- clean / shoes?
- tidy / room?
- lay / table?

Have you made your bed this week? Yes, I have.

5

Lesson 4 Vocabulary and story

Dictionary Page 119

- 1 Think, pair, share! REMEMBER THE STORY** In pairs, ask and answer questions about the power ups. ▶

Do you think the power up was useful?

Yes, I do. It was perfect because ...

- 2 Think** Complete the words. Then match the chores to the pictures. There is one extra picture.

- 1 w _____ the p _____ d _____
- 2 w _____ the c _____
- 3 w _____ the w _____
- 4 s _____ the p _____
- 5 c _____ the g _____
- 6 h _____ o _____ the
c _____



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

- 1 What does the sign above the door say?

The sign says 'George's house'.

- 2 Why is Jack scared?

- 3 What is the first chore on the list?

- 4 Who helps the avatars to do the chores?

- 5 Why does Jack say 'Poor George!'?

- 6 How does George feel at the end of the story? (Why)

- 4 Collaborate** Design a book cover for the story *Fairy Tale Land*.

Think about pictures and text. Show the class your design and explain your ideas. Then have a class vote for the best design.

5

Lesson 5 Grammar

Grammar Reference Page 115

1 Listen and circle the things which Bella has done.  108



2 Complete the sentences. Use the present perfect form of the verbs in the box.

not hang out sweep not wash ~~clean~~ not water cut

1 I 've cleaned the windows.

4 I _____ the g_____.

2 He _____ the p_____.

5 You _____ the pl_____.

3 We _____ the c_____.

6 She _____ the cl_____.

3 **Think**  Tick or cross for you. Then write sentences.

take out the rubbish

put away the toys

wash up

make dinner

feed the pets

clean the bathroom

1 I've taken out the rubbish.

2 _____

3 _____

4 _____

5 _____

6 _____

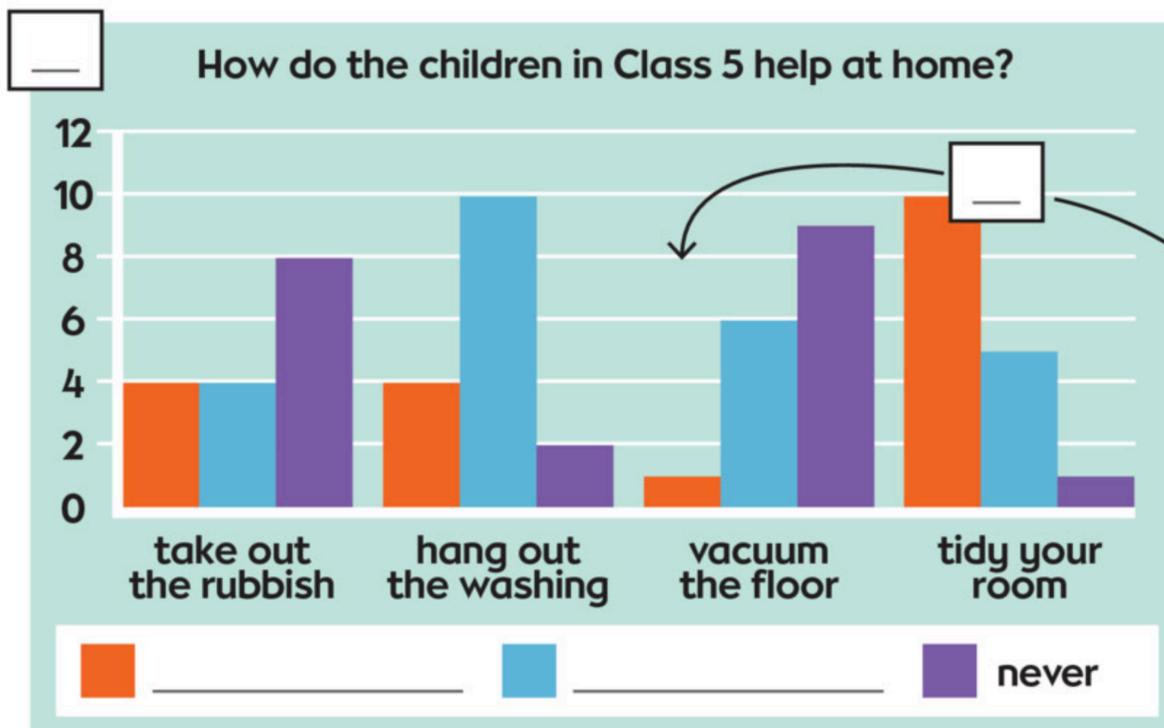
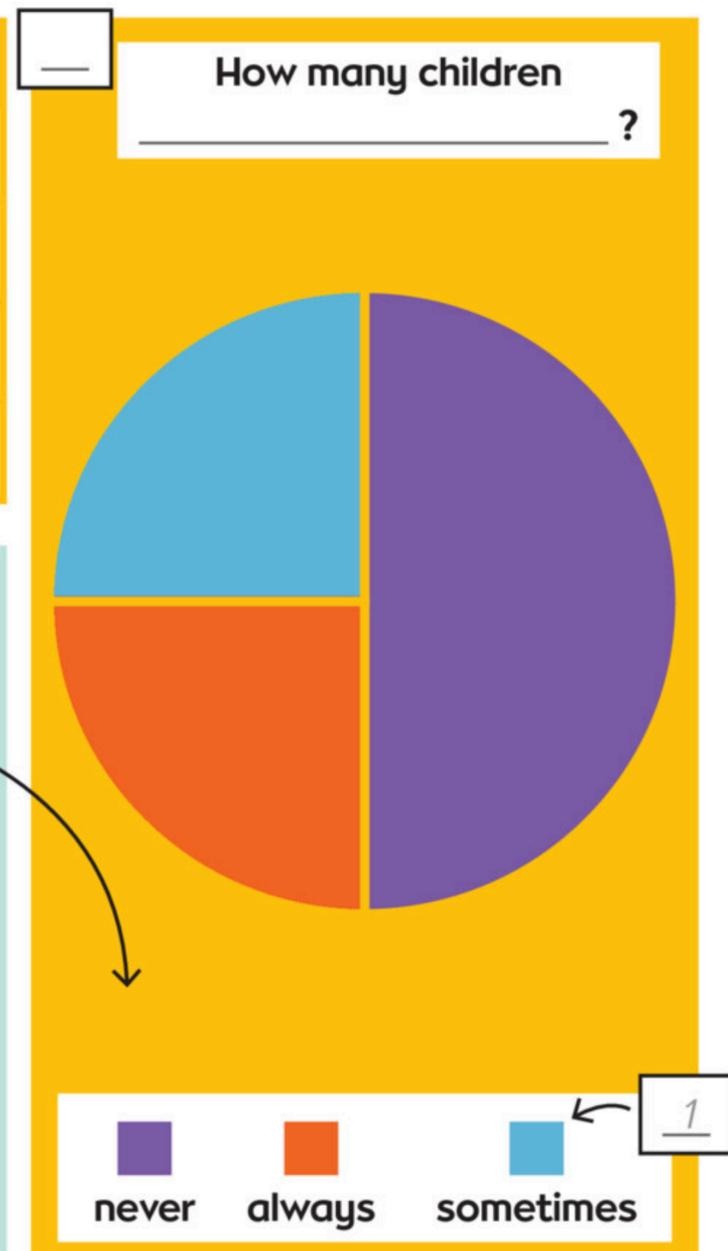
4 **Think, pair, share!** Write a list of chores you have done this week and a list of chores you haven't done. Then tell your partner.

I've laid the table but I haven't washed my mum and dad's car.

5 Lesson 6 Cross-curricular

1 Listen and label the parts of the diagram (1, 2, 3, 4 and 5).  110

| Do you ever ... | always | sometimes | never |
|-----------------------|--------|-----------|-------|
| take out the rubbish? | | | |
| hang out the washing? | _____ | | |
| vacuum the floor? | | | _____ |
| tidy your room? | | | |



2 **Think**  Read the instructions and complete the charts in activity 1.

- 1 The pie chart shows the results for one question. Look and complete the title on the pie chart.
- 2 Look at the tally chart and complete the missing parts of the key for the bar chart.
- 3 Look at the bar chart and complete the missing sections of the tally chart.

3 **Collaborate**  Work in groups of six to eight children. Choose four chores and ask people in your group how often they do them. Complete the tally chart.

| Do you ever ... | always | sometimes | never |
|-----------------|--------|-----------|-------|
| | | | |
| | | | |
| | | | |
| | | | |

4 **Create**  Make a bar chart to show the answers to your survey in activity 3. Remember to include a title and a key for your bar chart.

5

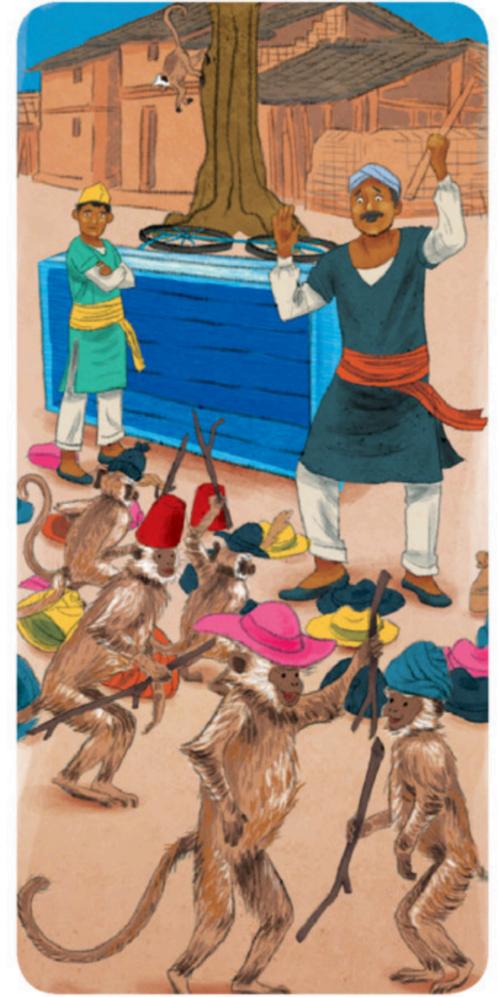
Lesson 7 Literacy

1 Think Read the folktale on Class Book page 60 again and tick ✓ or cross X.

- 1 The father and son work together.
- 2 The story has a happy ending.
- 3 The story teaches us a lesson about life.
- 4 There isn't any dialogue in the story.
- 5 The story happened many years ago.
- 6 The story is long and difficult.

2 What happened in the folktale?
Complete the sentences in your own words.

- 1 Raj and Samar put their hats _____ *in their cart* _____.
- 2 The cart fell over and _____.
- 3 When the monkeys saw the hats, they _____.
- 4 When Raj saw the monkeys, he _____.
- 5 At the same time, Samar _____.
- 6 When Raj started to cry, the monkeys _____.
- 7 Samar had an idea. He _____.
- 8 When the monkeys saw Samar, they _____.



3 Think Folktales always teach a lesson. Tick ✓ the lesson of this folktale.

- 1 When something bad happens, show that you are angry and upset so that other people know how you feel.
- 2 It's better to stay away from animals because all animals copy people.
- 3 When something bad happens, watch, listen and think. Then you can find a way to change things.

4 Think, pair, share! Ask and answer about the folktale.
Use the prompts.

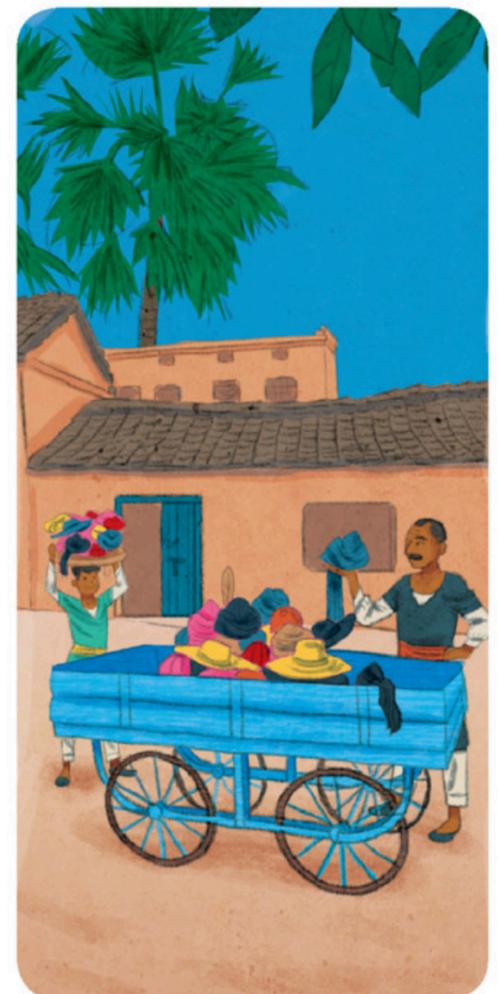
like / the folktale? why / not? what / favourite part? why?

Do you like the folktale?

Why do you like it?

Yes, I do.

I like ...



5 Lesson 8 Culture



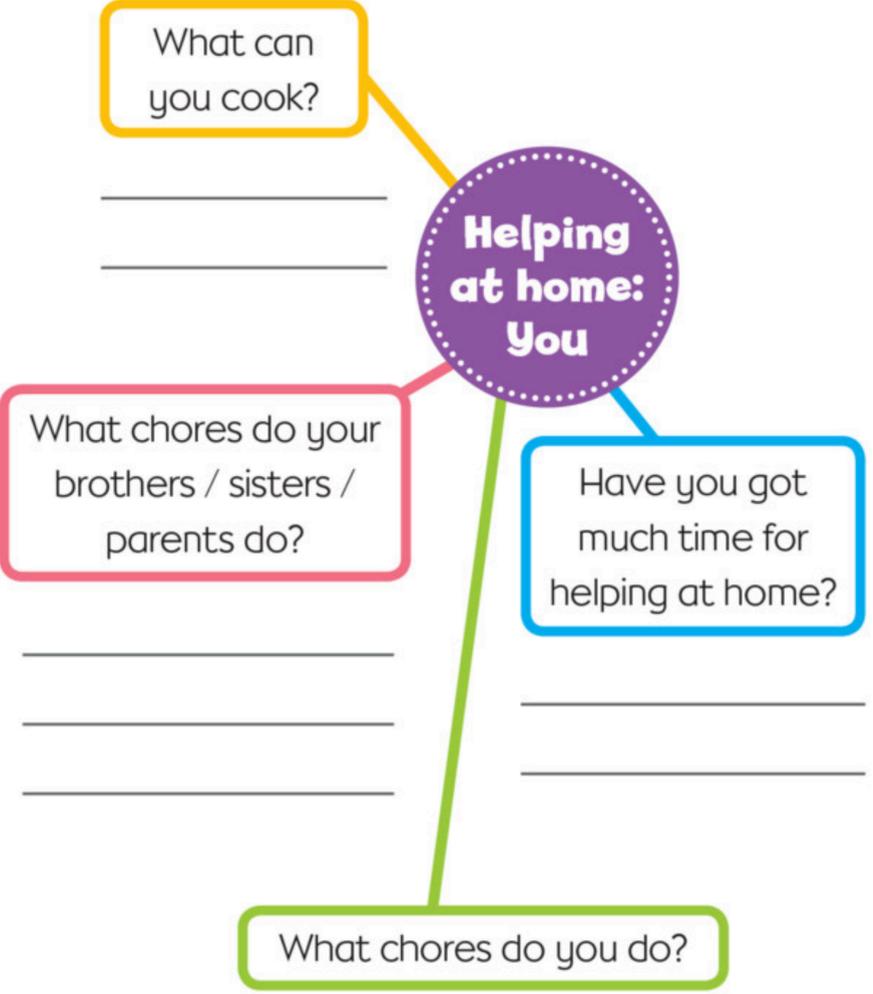
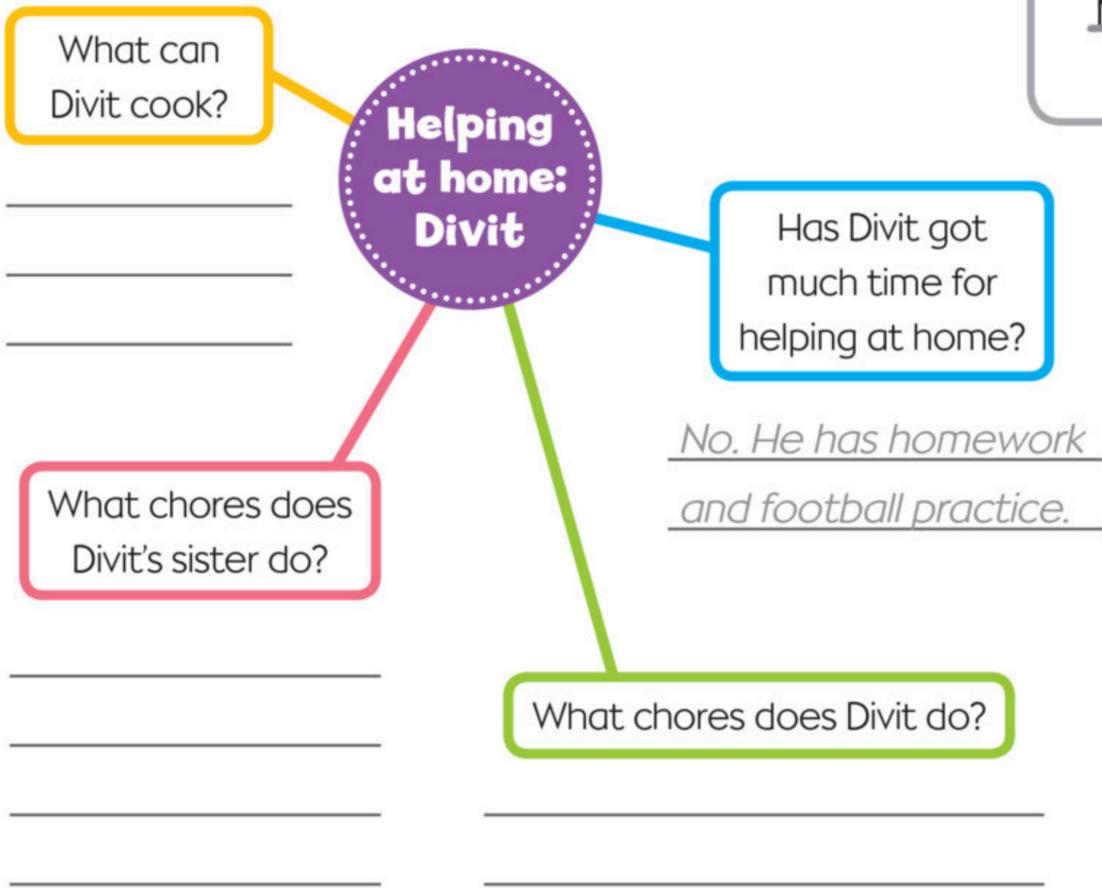
1 Listen to Divit. 112 **Then answer the question.**
Who does more chores: Divit or his sister Meena? _____

2 Listen again. 113 **Answer the questions.**
Write D (Divit), M (Meena) or DM (Divit and Meena).

- | | |
|---|---------------------------------|
| 1 Who has football practice three days a week? <u> D </u> | 5 Who washes up? _____ |
| 2 Who helps in the kitchen? _____ | 6 Who sweeps the patio? _____ |
| 3 Who takes Divit's dad his tiffin every day? _____ | 7 Who tidies the house? _____ |
| 4 Who lays the table? _____ | 8 Who has to do homework? _____ |

3 Think **Complete the mind map for Divit.**
Use the phrases in the box. Then make a mind map about chores in your family.

lays the table chapati sweeps the patio
takes his dad's snack to his office
tidies the house curries
~~No. He has homework and football practice.~~
washes up after lunch tiffin



4 Think **Make a list of similarities and differences between Divit's mind map and your mind map.**

5 Communicate **Talk about the similarities and differences you found in activity 4. Use *and*, *too* and *but*.**

Divit can cook curries and I can cook curries, too!

Divit has got football practice but I've got tennis practice.

Finished? Write a paragraph about chores in your family. Use the information in your mind map in activity 3.

- 1 Read and complete the Big Write tip. Use the words in the box.

The Big Write tip

inverted once time tense ~~title~~

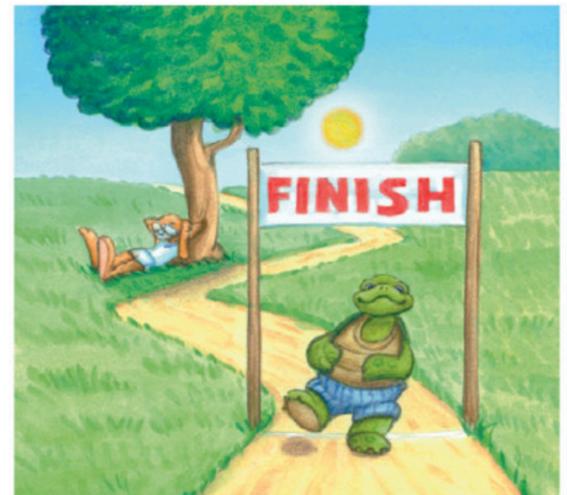
A folktale is a traditional story which is often told to children of different generations in a family, for example, to a grandparent, a parent and a grandchild. A folktale always has a lesson for people to learn.

After the ¹ title, a folktale usually begins with the expression ² '_____ upon a time'. A folktale uses verbs in the past ³ _____ to tell the story. The writer puts the words which people speak in ⁴ _____ commas. ⁵ _____ expressions, such as *One day*, *One morning* and *Each time*, show what happened when.

 A folktale also uses linking words, such as *because*, *so*, *suddenly* and *but*, to connect events together. For example: *The villagers got tired of him so they decided to stay in the village.*

- 2 Complete the sentences. Use linking words from activity 1.

- The tortoise won the race because the hare fell asleep.
- The pig's house was made of straw _____ it wasn't very strong.
- Jack's mum wanted money for their cow _____ Jack brought some beans home instead.
- There was a knock at the door and Grandma opened it. _____, the wolf jumped on her and ate her!



- 3 **Think**  Think about a folktale you know. Plan how to write it. 

- 4 **Create**  Write your folktale. Add some illustrations. 

Title: What is it called?

First expression: How will you start your story?

Tense: Plan to use the past tense to describe events.

Speech: Remember to use inverted commas for the things that people say.

Time expressions: Think about which time expressions you can use.

Linking words: Think about which linking words you can use.

Collaborate 

Community Task

Listen to each other's stories and talk about the lessons you have learned. Share your story with your family and friends.



1 Complete the song with the correct form of the verbs in brackets. Then listen and check. 115

♪ I'LL DO IT IN A MINUTE!

Have you washed (wash) the bedroom windows?
Have you _____ (sweep) the floors?
Have you _____ (put) away the shopping?
Have you _____ (do) your chores?

*I'll do it in a minute!
You know I'll do my chores.
Just let me lie here on the sofa
For half an hour more!*

Have you _____ (lay) the kitchen table?
Have you _____ (make) your bed?
Have you _____ (take) out the rubbish
Or _____ (do) anything I said?

Chorus

Have you _____ (cut) the grass,
I wonder?
Have you _____ (feed) your pet?
Have you _____ (hang)
out any clothes?
Or are they still wet?

Chorus

2 Complete the sentences. Use the words in brackets and the correct form of *have*.

- 1 Have you _____ made your bed? (you)
- 2 Yes, _____.
- 3 _____ put away the shopping? (she)
- 4 Yes, _____.
- 5 _____ fed your fish? (you)
- 6 No, _____.
- 7 _____ cut the grass? (he)
- 8 No, _____.

3 Complete the sentences.



1 She has laid the table.

2 He _____

3 She _____

4 He _____

5 She _____

6 He _____



4 Copy the words and cut out cards. Play the Matching Pairs game.

load

lay

take
out

water

vacuum

make

feed

cut

wash

tidy

put
awayhang
out

sweep

the patio



my bed

my
roomthe
clothes

the grass

my pet

the
dishwasherthe
plantsthe
floorthe
table

up

the
shoppingthe
rubbish

5 Read and tick ✓ or cross X. **Self-evaluation**

- 1 I can name indoor chores.
- 2 I can name outdoor chores.
- 3 I can use the present perfect to ask and answer questions.
- 4 I can say what people have or haven't done.
- 5 I can write a folktale.

6 Complete the sentences.

- 1 My answer to the Big Question is:

- 2 I'd like to know more about:

6 What possessions are important to you?

Lesson 1 The Big Question and pronunciation

1 REMEMBER THE VIDEO Complete the text. Use the names in the box.

There is one extra name. ▶

Anna Emily Finn Paul ~~Ida~~ Simon



¹ Ida got lots of presents on her birthday. One of her favourites was a bracelet from her Auntie ² _____. She always likes things that are made by hand. She likes the pottery bowls which ³ _____ makes and thinks ⁴ _____'s sculptures from clay are fantastic. One day, she wants to make sculptures in stone like ⁵ _____ - but she thinks it looks quite difficult.

2 Listen to Simon talking about sculptures. Who is Simon?

Listen again and write **Yes** or **No**.  116

- Only some people can do sculptures from stone. Yes
- For Simon, the best thing is seeing his students learn how to use the tools. _____
- Becky used to work with horses before she made her sculpture. _____
- Becky wanted to sell her sculpture. _____
- Simon wants to make furniture with wood because it's a new challenge. _____

Pronunciation

3 Listen to the rule. Then listen to the words and complete the table.  117

| Words spelled with <i>f</i> | Words spelled with <i>ph</i> |
|-----------------------------|------------------------------|
| 1 <u>fridge</u> | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

4 Complete the words. Then listen to the spelling and check.  118



- flood
- rase
- dollin
- thieve
- otocopy
- rriend
- hilm
- hysics
- hall

Finished? Write two more words spelled with *f* and two more words spelled with *ph*. Then use the words to write four sentences.

6

Lesson 2 Vocabulary

Dictionary Page 119

1 Look at the picture and complete the text. Use the words in the box.

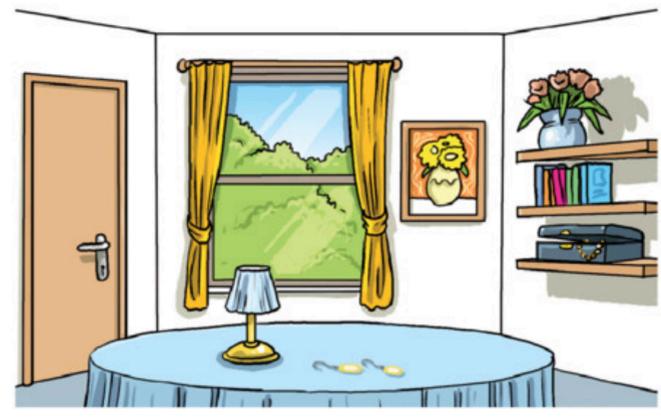
photo album ring medals vase ~~oil paintings~~ lamp jewellery box trophies

There are two ¹ oil paintings on the wall. On the coffee table, there's a ² _____ and a ³ _____. There's a ⁴ _____ in the jewellery box. On the top shelf, there are some ⁵ _____. There's also a ⁶ _____ on the top shelf. On the bottom shelf, there are some ⁷ _____. Next to the table, there's a ⁸ _____.



2 **Think** Write a text about the picture. Use the text in activity 1 as a model and the words in the box.

some earrings a vase an oil painting a lamp a jewellery box a necklace



3 Match the parts of words. Then find the pictures and write the numbers.

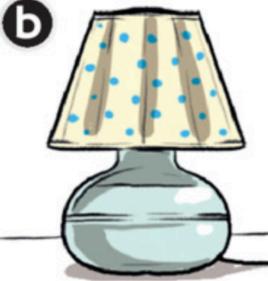
8 dal 3 tro 9 mp 11 lery

1 ri 10 phy 6 ng

2 va 7 me 4 la

5 cut 12 se

a 
1 and 6

b 
_____ and _____

c 
_____ and _____

d 
_____ and _____

e 
_____ and _____

f 
_____ and _____

Finished? Which family heirlooms have you got at home? Which would you like to have? Write a list. Write which is your favourite and why.

6

Lesson 3 Grammar

Grammar Reference Page 116

1 Read the dialogues and circle the correct words. Then listen and check.  124

1 Mmm! Strawberries. I love strawberries!
Mmm! Yes. I love **it** / **them** / **they**, too.

2 Oh, no! My jewellery box is broken.
Let me see. Don't worry. I'll fix **it** / **him** / **them** for you.

3 Do you know where Grandma is?
Yes. I saw **her** / **she** / **it** in the garden five minutes ago.

4 Why do you want to see her brother?
Because I want to talk to **her** / **him** / **he** about her party.

2 Complete the sentences. Use the object pronouns in the box.

them him ~~it~~ them it her

- 1 Where's the photo album?
I can't find it anywhere.
- 2 Where are my earrings?
I can't see _____ anywhere.
- 3 Where's Grandpa's medal?
I can't find _____ anywhere.
- 4 Where's Dad?
I can't see _____ anywhere.
- 5 Where's Mrs Smith?
I can't find _____ anywhere.
- 6 Where are Angie and Henry?
I can't see _____ anywhere.

3 Write the correct object pronouns in the sentences.

- 1 I found **some mangoes** / them for you.
- 2 Arthur sent **the parcel** / _____ to Mum and Dad yesterday.
- 3 They brought **presents** / _____ for all the class.
- 4 Toby, I saved **the apple juice** / _____ for you.
- 5 Elena took **her homework** / _____ to her teacher.
- 6 My brother gave **his old football cards** / _____ to his friend.



4 Complete the sentences so they are true for you. Then rewrite them using an object pronoun.

- 1 I bought a book last week. I bought it last week.
- 2 I found _____ last year. _____
- 3 I spoke to _____ this morning, _____
- 4 I saw _____ outside the school today. _____

6

Lesson 4 Vocabulary and story

Dictionary Page 119

1 **Think, pair, share!** REMEMBER THE STORY

Ask and answer questions about the beginning, the middle and the end of the story. ▶

What happens at the beginning of the story?

Celia and Fatima are in a labyrinth at the beginning of the story.

2 **Think** Read and colour. Then look, read and write.

Myra is wearing a bright hat and a dark scarf. She's also wearing a floral jumper, ripped trousers and spotted boots. She's got a checked umbrella.



Anya is wearing a

1 striped hat
and a 2 _____ scarf. She's also wearing a 3 _____ jumper, 4 _____ trousers and 5 _____ boots. She's got a 6 _____ shopping bag.

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

- Celia and Fatima can choose two power ups. True
- The labyrinth wall feels like glass. _____
- Didi's wearing a striped scarf. _____
- Celia and Fatima hear the dodo. _____
- The dodo's owner makes changes to the labyrinth. _____
- Celia and Fatima use their Anti-gravity power up to leave the labyrinth. _____

4 **Answer the questions.**

- Which power ups do Celia and Fatima choose?
They choose the Ice Stunner and the Anti-gravity power ups.
- What is the dodo's name?

- What is the dodo wearing?

- What is the labyrinth trick?

- What does Dr Zeevil do to the labyrinth?

- How do Celia, Fatima and the dodo escape?

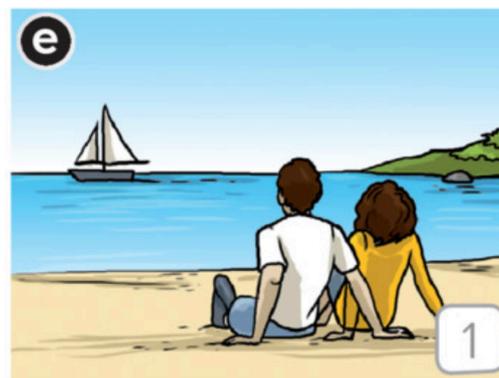
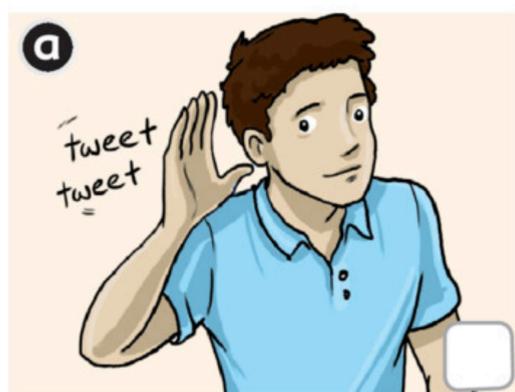
5 **Collaborate** Imagine that this story is made into a film. Design a poster to advertise the film. Include information about the story and some pictures.

6

Lesson 5 Grammar

Grammar Reference Page 116

1 Listen to the dialogues and number the pictures (1-5).  128



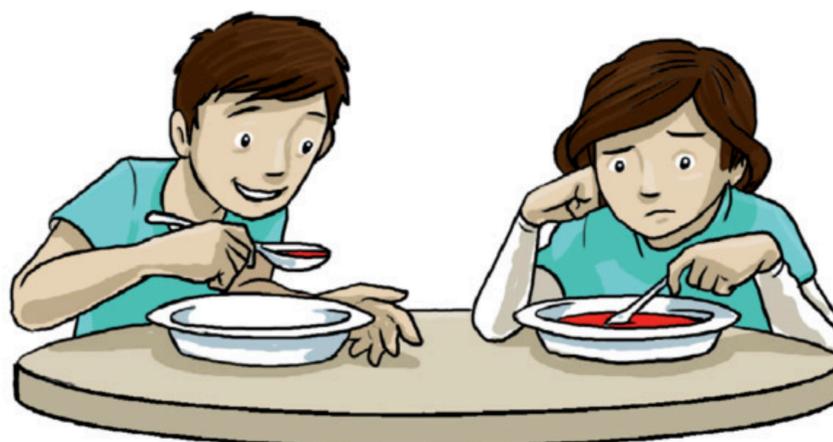
2 Complete the sentences. Use *like* or use a dash (-), if *like* is not needed.

- This soup tastes ____ - ____ very nice.
- He looks _____ a policeman.
- What does it feel _____?
- This cheese doesn't smell _____ very nice.
- She sounds _____ a professional singer.
- She sounds _____ beautiful when she sings.

3 **Think**  Complete the sentences.

- Who does he look like?
- He _____ his grandfather.
- What _____ it _____ like?
- It _____ dirty socks!
- What _____ it _____ like?
- It _____ sweet.
- What _____ it _____ like?
- It _____ soft.
- What _____ it _____ like?
- It _____ a very noisy party!

4 **Think**  Answer the questions.



- What do you think tomato soup tastes like?

- What do you think techno music sounds like?

- What do you think a new T-shirt feels like?

- What do you think the sea smells like?

- What do you think the Earth looks like from space?

Finished? Write five sentences using *sound like*, *feel like*, *look like*, *smell like* and *taste like*.

6

Lesson 6 Cross-curricular

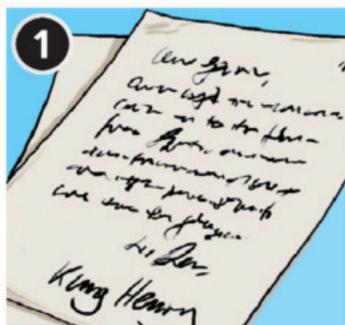
1 Listen and complete the sentences.  130

primary source secondary source ~~sources~~ historical film artefact archives

- We use different sources to help us to understand past events.
- A _____ is created at the same time as an event.
- An _____ is an object like a bowl or a tool.
- A _____ is created after a historical event.
- Historians can find old newspapers in the _____ of libraries.
- You can learn about history by watching a _____.

2 **Communicate**  Talk about the historical sources with your partner.

Use *primary* and *secondary*.



Look! I think that's a letter from a king.

Yes. King Henry! It's very old. It's a primary source.

3 **Think**  Think of a historical event from your country. In pairs, write two places where you can find primary or secondary sources about the event. Then write two primary sources and two secondary sources which historians could use in their research.

1 Event: _____

Places to find sources

Primary sources

Secondary sources

2 _____

4 _____

6 _____

3 _____

5 _____

7 _____

4 **Think**  What kind of information can a historian get from the sources?

Write your ideas.

1 The diary of somebody who lived in the 18th century

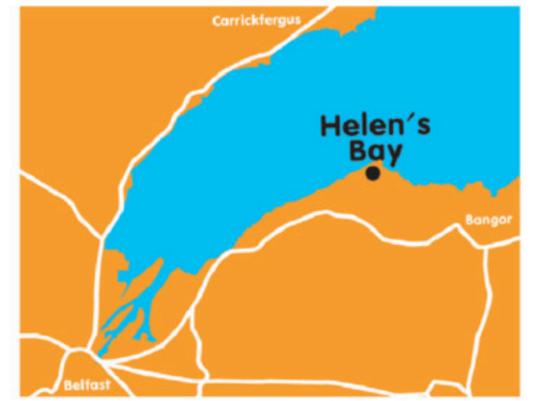
2 Some photos of your town from 50 years ago

6

Lesson 7 Literacy

1 Read the journal entry on Class Book page 70 again and complete the sentences.

- 1 Anna went on holiday to Helen's Bay.
- 2 She went on holiday with _____.
- 3 During the day, they _____.
- 4 In the evenings, they _____.
- 5 They went on a trip to Bangor, where they _____.
- 6 The souvenirs which remind Anna of her holiday are _____.



2 Read the journal entry and circle the correct words.

- 1 Helen's Bay is **noisy** / **quiet** / **beautiful**.
- 2 The weather on holiday was mostly **terrible** / **good** / **OK**.
- 3 The family ate picnics **on the beach** / **in their holiday home** / **in the garden**.
- 4 The barbecue Anna's dad cooked tasted **bad** / **OK** / **great**.
- 5 Bangor's aquatic centre had a **scary** / **fun** / **boring** swimming pool.
- 6 Anna's souvenirs were **expensive** / **cheap** / **free**.



3 Complete the phrases. Use the verbs below. Then tick ✓ the activities Anna did on her holiday.

stay buy find catch have take swim go

- | | | | |
|--------------------------|-------------------------------------|--------------------|--------------------------|
| 1 <u>go</u> to the beach | <input checked="" type="checkbox"/> | 5 _____ a bus | <input type="checkbox"/> |
| 2 _____ in the lake | <input type="checkbox"/> | 6 _____ a rock | <input type="checkbox"/> |
| 3 _____ a friend | <input type="checkbox"/> | 7 _____ a souvenir | <input type="checkbox"/> |
| 4 _____ in a hotel | <input type="checkbox"/> | 8 _____ a picnic | <input type="checkbox"/> |

4 **Think, pair, share!** Talk about a holiday you enjoyed. Ask and answer. Use the prompts.

where / go? who / go with? where / stay? what / do during the day?

what / do in the evening? what / weather like? did / bring back / souvenirs?

Where did you go on holiday?

I went to Mexico.

Finished? Write four sentences about the holiday your partner told you about in activity 4.

6

Lesson 8 Culture

1 Listen and complete the sentence.  132 Write *Tobias* or *Layla*.

_____ goes on holiday more often than his / her friend.

2 Listen again and complete the notes.  133

My Holiday - by Layla

Layla went to ¹ *London* with ² _____.

They travelled by ³ _____ and they stayed in

⁴ _____ for ⁵ _____. During the day,

Layla ⁶ _____ and, in the

evenings, she ⁷ _____.

Layla brought back ⁸ _____

from the Natural History Museum.



3 **Think**  Think about a holiday you went on. Complete the information.

Name of place: _____

Who with: _____

How you got there: _____

Where you stayed: _____

What you did during the day: _____

What you did in the evenings: _____

Souvenirs: _____

4 **Think**  Make a list of similarities and differences between Layla's holiday and your holiday. 

5 **Communicate**  Talk about the similarities and differences you found in activity 4. Use the past tenses of some of the verbs: *go, travel, see, bring, stay, visit, play*.

Layla went on holiday with her parents and I did, too.

Layla visited a city. However, I visited a beach.

Layla brought back some souvenirs and I did, too.

6

Lesson 9 Writing

1 Read and complete the Big Write tip. Use the words in the box.

The Big Write tip

descriptions ~~date~~ feeling past summary

A journal entry is the story of a day in somebody's life. Some people write a journal entry every day. Others only write about special events. A journal entry is more personal than a diary entry. It includes more thoughts, feelings and reflections about events. A journal entry should include:

- The ¹ date on which events happened.
- A ² summary on the first line to give a quick idea of what happened.
- ³ descriptions which show interest in something, using expressive words like *amazing* or *scary*.
- A closing line which talks about a hope or a ⁴ feeling about the next day.

 A journal entry uses verbs in the ⁵ past tense because events are finished. For example: *In the afternoon, it rained so we stayed in and watched a really funny film.*

2 Write the past tense of the irregular verbs.

- | | | | |
|--------|-------------|---------|-------|
| 1 swim | <u>swam</u> | 5 tell | _____ |
| 2 make | _____ | 6 say | _____ |
| 3 buy | _____ | 7 go | _____ |
| 4 find | _____ | 8 catch | _____ |



3 **Think**  Plan a journal entry about a special day in your life. 

4 **Create**  Write your journal entry. Remember to use expressive words to describe events. 

Date: Include the day, too, if you like.

Summary: Plan a sentence to introduce your entry.

Descriptions: Plan two or three paragraphs talking about different events in your day, using the past tense.

Hope or feeling: Plan a closing sentence expressing something you hope for or feel about the next day.

Collaborate 

Community Task

Plan a class journal and decide how you can share it with your families. Take turns to write the journal entries and to read them to the rest of the class.

6

Lesson 10

THE BIG QUESTION REVIEW



1 Listen and complete the song. 135

♪ TOO MANY THINGS!

In my house, there are lots of ¹ _____ rooms _____,
 But they're all full of family heirlooms.
 There is silver cutlery,
 A big box of ² _____,
 With things of every shape and size.
 There are golden earrings,
 And pretty oil ³ _____.
 Don't forget our striped and spotted ties.

Chorus
 There are medals and trophies.
 There are photographs of horses.
 There must be fifty photo albums
⁴ _____!
 There are vases, there are lamps,
 There are coins and there are ⁵ _____.
 There are family heirlooms hidden everywhere.

Chorus

2 Complete the sentences.

1 **Amy:** I like your new bicycle!
Cal: Thank you! Mum and Dad gave _____ to me.

2 **Amy:** Where are the _____ you took last weekend?
Cal: I've got _____ in my pocket.

3 **Amy:** Did you speak to _____?
Cal: Yes. I spoke to _____ yesterday.

4 **Amy:** Did you send the _____ to Grandma and Grandpa?
Cal: Yes. I sent _____ this morning.

5 **Amy:** I saw _____ yesterday.
Cal: Really? Where did you see _____?

6 **Amy:** Do you like this _____?
Cal: Yes, I love _____!

3 Match the parts of the sentences.

- | | | |
|----------------------------|--|------------------------------|
| 1 They smell like | | a there are a lot of people. |
| 2 You and your sister look | | b fragrant flowers. |
| 3 Your scarf feels | | c very similar. |
| 4 This pasta dish tastes | | d really delicious. |
| 5 It sounds like | | e lovely and soft. |



4 Play the Scarf game. Get to the end of the scarf!

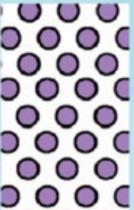
Start

1 What's this?


10 Replace the underlined word with an object pronoun:
I like cheese.

2 Make a sentence using the object pronoun *it*.

11 What pattern is this?


3 What pattern is this?


12 Make a sentence using the object pronoun *him*.

4 Make a sentence using *look like*.

13 Go back two spaces.

5 Go back one space.

14 What are these?


15 Make a sentence using *taste like*.

6 Make a sentence using *feel like*.

16 Make a sentence using the object pronoun *her*.

7 What's this?


17 Go forward two spaces.

8 Go forward one space.

18 What pattern is this?


19 Make a sentence using *look*.

9 Make a sentence using the object pronoun *them*.

20 Make a question using *smell like*.

21 Make a sentence using *sound*.

22 Make a sentence using the object pronoun *us*.

Finish

5 Read and tick ✓ or cross ✗. Self-evaluation

- 1 I can name family heirlooms.
- 2 I can use adjectives to describe clothes.
- 3 I can use direct and indirect object pronouns.
- 4 I can talk about how things *look*, *sound*, *feel*, *smell* and *taste*.
- 5 I can write a journal entry.

6 Complete the sentences.

- 1 My answer to the Big Question is:

- 2 I'd like to know more about:

Reuse and Recycle

- 1** **Think**  Make notes for activity 4 on Class Book page 73.
Look at the table and answer the questions for your area of research. **PROJECT GROUP**

A: Your classmates' possessions

- 1** What do your classmates wear? _____

- 2** What do they play or study with? _____

B: Things which your classmates use every day

- 1** What do your classmates eat and drink? _____

- 2** What do they throw away?

C: Your classmates' attitudes towards waste

- 1** Do your classmates reuse things? What do they do? _____

- 2** Do they recycle things? How much? _____

- 2** See activity 9 on Class Book page 74. Decide on and plan your school waste leaflet. Make notes. **PROJECT GROUP**

Information to include

How to present survey results

How to present reusing / recycling information

- 3** **English in use** Write complete sentences.

1 a / here? / putting / about /
What / picture

What about putting a picture here?

2 different / using / about / pens? /
How / coloured

3 a / about / at / What / top? / putting /
pictures / few / the

4 the / a / How / presenting / results /
about / survey / in / table?

- 4** Answer the questions. **Self-evaluation**

1 What was the best thing about
this project? Why?

2 Were you a good group member? Why (not)?

3 What is your group going to do
better next time?

4 What mark are you going to give your
group's work?

_____ / 10

7 What's a great day out?

Lesson 1 The Big Question and pronunciation

1 REMEMBER THE VIDEO

Tick ✓ *True* or *False*. ▶



- 1 Amelia lives near the Dorset coast.
- 2 Amelia doesn't like beach cleaning.
- 3 Some people go surfing at Kimmeridge Bay.
- 4 On UK beaches, there is less litter now than 20 years ago.
- 5 Organizers recycled hundreds of plastic bottles.

| True | False |
|-------------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

2 Listen to Anton talking about rubbish. Which mountain does he talk about? Then listen again and answer the questions. 🎧 139

- 1 Where are the Himalayas?
They're in Nepal.
- 2 How high is Mount Everest, the Earth's highest mountain?

- 3 Why do some people call it 'the highest rubbish dump in the world'?

- 4 How much rubbish can the rubbish bags hold?

Pronunciation

3 Listen to the rule. Then listen to the words and complete the table. 🎧 140

~~fun~~ museum
use brush
butterfly July
cup music
student umbrella

| /ʌ/ sound (<i>run</i>) | | /u:/ sound (<i>mute</i>) | |
|--------------------------|------------|----------------------------|-------|
| 1 | <u>fun</u> | 6 | _____ |
| 2 | _____ | 7 | _____ |
| 3 | _____ | 8 | _____ |
| 4 | _____ | 9 | _____ |
| 5 | _____ | 10 | _____ |

4 Listen to the letter *u* in the words and circle the word which is different. 🎧 141

- 1 trumpet adult music jump 3 jungle June umbrella must
- 2 usually much tuna flute 4 university hungry vacuum human

1 Think Complete the words. Then complete the tables with the activities.

- 1 watch a b _____ m _____ 2 go to the t _____
 3 see a p _____ 4 visit a TV s _____ 5 visit an a _____
 6 go b _____ 7 go r _____ 8 visit a l _____
 9 go to a m _____ 10 go to a f _____

Indoor activities



watch a basketball match

Outdoor activities



2 Read and write the questions.

Todd: Hi, Emma. Guess what I did last weekend!

Emma: Did you ¹ *go bowling?*



Todd: No, I didn't.

Emma: Did you ² _____?



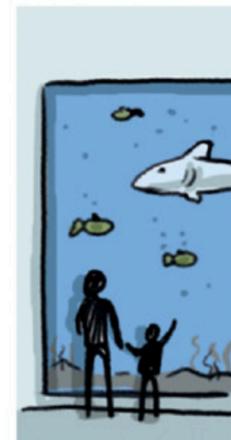
Todd: No, I didn't.

Emma: Did you ³ _____?



Todd: Yes, I did. It was great!

3 Think Write a dialogue. Use activity 2 as a model.



Todd: ¹ *Did you go to the theatre?*

Emma: (X) ² _____

Todd: ³ _____

Emma: (✓) ⁴ _____

Todd: ⁵ _____

Emma: (X) ⁶ _____

Finished? Write a list of the activities in activity 1. Then decide how much you like each one and draw stars. 1 star = you don't like it very much. 5 stars = you love it!

7

Lesson 3 Grammar

1 Listen and circle. 147



- 1 go to the theatre
- 2 watch a basketball match
- 3 see a parade
- 4 visit a lighthouse
- 5 go bowling

- | | |
|-------|-------------|
| ✗ | ✓ |
| never | last year |
| never | in 2017 |
| never | on Saturday |
| never | last month |
| never | on Sunday |

2 Complete the questions. Then match the questions and the answers.

- 1 Have you ever been
to the theatre?
- 2 _____
a basketball match?
- 3 _____
a parade?
- 4 _____
a lighthouse?
- 5 _____
bowling?

watched visited ~~been~~ seen been

- a Yes, I have. I visited one last summer. _____
- b Yes, I have. I went last weekend. 1
- c Yes, I have. I watched one on Sunday. _____
- d No, I haven't. I've never seen one. _____
- e No, I haven't. I've never been. _____

3 Write questions. Then write answers that are true for you.



1 Have you ever been to a funfair?



2 _____



3 _____



4 _____

4 **Communicate** Ask and answer. Use the prompts.

- | | |
|-----------------------|--------------------|
| eat snails | see someone famous |
| go to another country | |
| be on a big wheel | paint a wall |
| watch a tennis match | |

Have you ever eaten snails?

No, I haven't. Have you ...

- 1 Think, pair, share! REMEMBER THE STORY** In pairs, ask and answer questions about the beginning, the middle and the end. ▶

What happens at the beginning of the story?

The avatars choose a power up.

Which power up do they choose?

- 2 Think** The words in bold are in the wrong sentences. Write them in the correct sentences.

- 1 I love going on the roller **wheel** coaster!
- 2 The **bungee** _____ cars are great fun.
- 3 Let's go on the merry-go-**fun** _____.
- 4 My favourite attraction is the **round** _____ house.
- 5 I've never seen a **bumper** _____ trampoline.
- 6 I don't like going on the big **coaster** _____.



- 3 Read the story again. Then order the events (1-6).**

- a The Z-bots make the bumper cars go faster. _____
- b Rami and Nancy climb down from the big wheel. _____
- c The Z-bots get covered in candy floss. _____
- d Rami and Nancy arrive at the funfair. 1
- e Rami and Nancy activate the power up. _____
- f Rami tells Nancy to hold on tight on the merry-go-round. _____



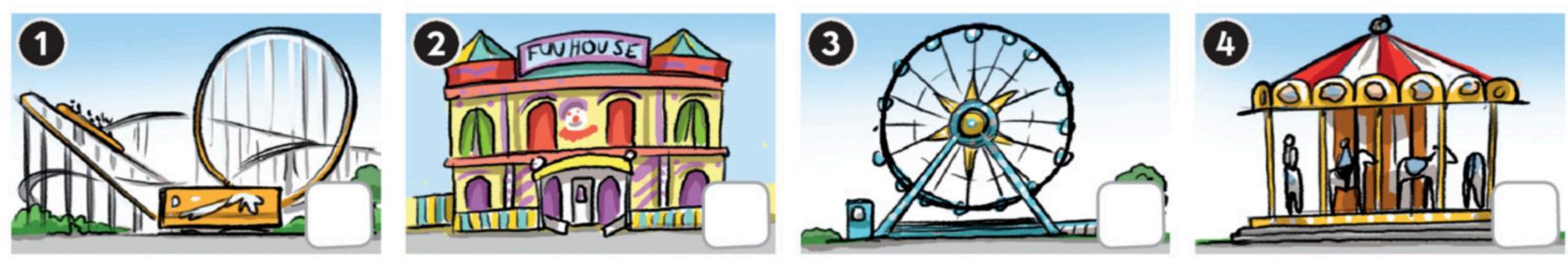
- 4 Collaborate** Design a funfair in your group. Decide which attractions you want and draw a plan. Think of a name for your funfair. Show the class and explain your ideas.

7

Lesson 5 Grammar

Grammar Reference Page 117

1 Listen and tick which funfair attraction they go on.  151



2 Complete the sentences. Use the words in the box.

about don't How Let's going go

- 1 Why don't we go to the fun house?
- 2 How about _____ on the bungee trampoline?
- 3 What _____ going on the bumper cars?
- 4 _____ go on the merry-go-round.
- 5 _____ about going on the roller coaster?
- 6 Why _____ we go on the big wheel?



3 You're at the park with a friend. Follow and make suggestions.

1 How about 

2 Why don't we 

3 What about 

4 Let's 

- 1 How about playing mini-golf?
- 2 _____
- 3 _____
- 4 _____

4 **Collaborate**  Follow the rules and play **Alphabet Picnic**.

You are planning a class picnic. Take turns to suggest ideas for the picnic. You must use the letters of the alphabet in the correct order!

Why don't we take some apples?

Let's take some bread!

How about taking some cheese?

What about ...

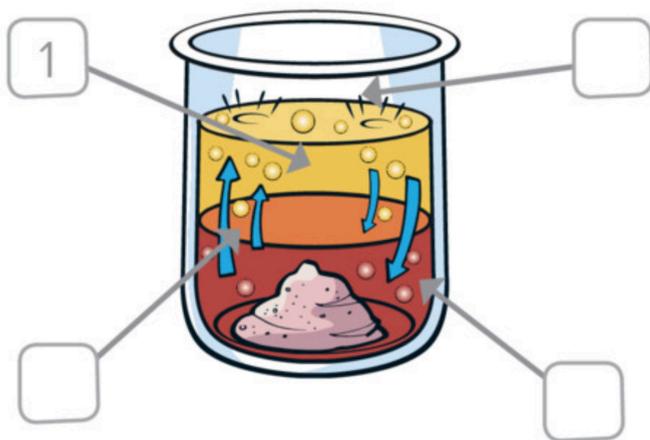
Finished? Imagine that two friends are planning to spend a weekend together. Write a dialogue. What do they suggest doing?

7

Lesson 6 Cross-curricular

- 1 Listen and complete the sentences.  153 Use the words in the box. Then write the numbers.

escapes ~~floats~~ make sinks



- 1 The oil floats on the vinegar because vinegar is more dense than oil.
- 2 The vinegar and bicarbonate of soda _____ gas bubbles. They go to the top of the jar.
- 3 After the gas bubbles get to the top, the gas _____.
- 4 The vinegar _____ to the bottom again.

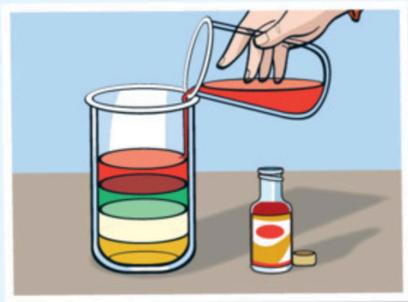
- 2 Look, read and circle the correct words. Then listen and check your answers.  154

Make a density tower!

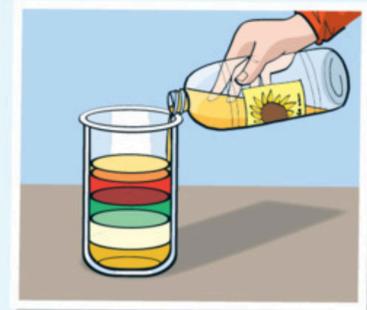
A density tower shows which liquids are the most dense and the least dense. The most dense liquid stays at the bottom. The least dense liquid floats on the top.



- 1 Put honey / vegetable oil / water into the jar. This is the most dense liquid. Then add some milk. On top, add some washing-up liquid.



- 2 Add ten drops of food colouring into some honey / water / milk. Then pour it down the side of the jar so that it goes in slowly.



- 3 Add some washing-up liquid / honey / vegetable oil. Pour it down the side of the jar so that it goes in slowly, too. Note! Use the same amount of each liquid.

- 3 **Communicate**  Order the liquids from the most dense to the least dense. Take turns to make suggestions.

tomato ketchup orange juice black coffee
mayonnaise shower gel vinegar

I think that tomato ketchup is more dense than black coffee.

I agree. But what about mayonnaise? I think that mayonnaise is the same density as tomato ketchup.

7

Lesson 7 Literacy

1 Think Read the adverts on Class Book page 84 again. Write **Yes** or **No**.

- 1 Is there a description of what will happen? Yes
- 2 Are there lots of positive adjectives describing the experiences? _____
- 3 Are there lots of questions? _____
- 4 Do the adverts use exclamation marks? _____
- 5 Are the pictures boring and ugly? _____
- 6 Is the important information easy to find? _____

2 Read the adverts again and answer the questions.



1 Which safety clothes do you have to wear on the rafting trip?
You have to wear a wetsuit, helmet and life jacket.

2 In which ways does the river change?

3 What can you do in the break?



4 What is special about the Samograd cave?

5 Which features can you see in the cave?

6 What kind of clothes should you wear in the cave?

3 Read the reviews of the trips from the adverts. Which advert are they for? Write **R** (Rafting) or **C** (Cave Park).

- 1 Our guide told us a lot of interesting information. I learned a lot!
- 2 Don't go on this trip if you can't swim!
- 3 It was amazing to see something so old!
- 4 The adventure took all afternoon but it was a fantastic ride!

C

4 Think, pair, share! Talk about the two trips. Ask and answer. Use the prompts.

like / the trips?

why / not?

which trip / prefer?

why?

Do you like the trips?

Yes, I do.

7

Lesson 8 Culture



1 Listen to Alenka talking to her grandma.  156

Which activities did Alenka do in the park?

1 visit the cave

3 go hiking

2 go rafting

4 go mountain biking

2 Listen again and write *True* or *False*.  157

1 Alenka's grandma has never visited the Grabovača Cave Park.

False

2 Alenka liked the white rocks in the cave best.

3 Alenka learned about some rare flowers.

4 There are bears in the park.

5 After lunch, everybody went rafting on the river.

6 Alenka doesn't like rafting.

3 **Think**  Choose a tourist attraction from your country. Complete the information.

What it is: _____

Where it is: _____

What you can see there: _____

What you can do there: _____

Cost to visit: _____

Important information: _____

4 **Think**  Make a list of similarities and differences between Grabovača Cave Park and your tourist attraction. 

5 **Communicate**  Talk about the similarities and differences you found in activity 4. Use *too* and *however*.

You can go rafting in Grabovača Cave Park and in Arija, too!

There are stalagmites and stalactites in Grabovača Cave Park. However, there aren't any in my tourist attraction.

Finished? Think of three tourist attractions you've been to. Write a list and write why you liked each one.

The Big Write

1 Read and complete the Big Write tip. Use the words in the box.

The Big Write tip

bold persuasive key ~~header~~ images

An advert gives information about a product (for example, a food, toy or holiday) and encourages people to buy the product. An advert starts with a ¹ header; this tells us what the product is. An advert uses ² persuasive language so that people will want to buy the product. There are usually ³ images, such as photos or illustrations, to show what the product looks like.

Adverts often use ⁴ bold text and language in note form for ⁵ important information (prices, times, etc.). This makes it easy to read. For example: **Includes:** return bus fare, entry to park, lunch.

2 Write the key information from the advert so that it is easy to read. 

The excursion takes two hours. It costs 25 euros for adults and 15 euros for children under the age of 14. The price includes sandwiches, crisps and a bottle of water for lunch. To get more information about this excursion and how to book tickets, just go to our website, which is www.schooltrips.com.

Time: 2 hours

3 **Think**  Think of a product you want to sell. Plan an advert for the product. 

Header: Make it clear what the product is.

Language: Use persuasive language to encourage people to buy your product.

Images: Take, make or collect some photos or illustrations to use in your advert.

Important information: Write the key information so that it is easy to read. Remember to use bold text and note form.

4 **Create**  Write your advert. Think about the design. Is everything clear and will people want to buy the product? 

Collaborate 

Community Task

Watch three adverts at home with your family and choose the best one. Make notes about why you like it. Then talk about the adverts in class.



1 Listen and complete the song.  159

LET'S GO TO THE FUNFAIR

Going to the theatre's a good idea.
I'd like to go there once a year.
I'll visit a ¹ l _ i _ ghth _ o _ u _ s _ e and a museum, too.
I'll visit the ² _ _ q _ _ _ r _ _ _ m in the zoo.

But when the ³ f _ _ nf _ _ _ r is in town,
The ⁴ b _ _ g wh _ _ _ l and the
⁵ m _ _ rry-g _ _ r _ _ _ nd,
There's nowhere I'd rather be.
How about it? Come with me!

*Let's go to the funfair!
We'll have lots of fun there.
Come on! How about it?
Everybody sing and shout it!*

Seeing a ⁶ p _ _ r _ _ d _ _ is very nice.
I don't mind it once or twice.
But have you seen the funfair poster,
With ⁷ b _ _ mp _ _ r c _ _ rs and the
⁸ r _ _ ller c _ _ _ st _ _ r?

Chorus

2 Complete the dialogue.

Andreas: Have you ¹ _____ *ever* _____ watched a football match?

Helena: Yes, I ² _____. I watched a match last Saturday.

Andreas: Have you ³ _____ played a tennis match?

Helena: No, I ⁴ _____. Have you?

Andreas: Yes, I have. I ⁵ _____ a few matches last summer.



3 Write the words in order to make sentences.

1 (don't) (we) (go) (Why) (the cinema!) (to)

Why don't we go to the cinema?

2 (about) (on) (the big wheel?) (How) (going)

3 (the aquarium!) (go) (to) (Let's)

4 (watching) (about) (a DVD?) (What)

5 (we) (Why) (for) (chicken salad) (dinner?) (don't) (have)

4 Play the Big Wheel game.

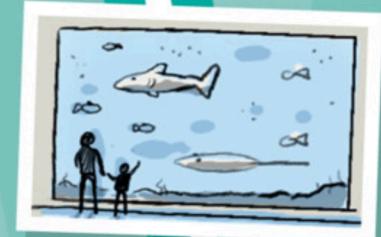
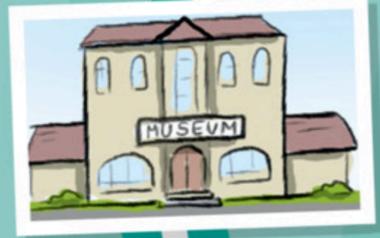
Start



Finish



 **Make a suggestion**



 **Ask 'Have you ever...?'**



5 Read and tick ✓ or cross X. **Self-evaluation**

- 1 I can name activities for a day out.
- 2 I can name funfair attractions.
- 3 I can ask and answer questions using *Have you ever...?*
- 4 I can make and reply to suggestions.
- 5 I can write an advert.

6 Complete the sentences.

- 1 My answer to the Big Question is:

- 2 I'd like to know more about:

8

How do we experience other cultures?

Lesson 1 The Big Question and pronunciation

1 REMEMBER THE VIDEO

Read and order the sentences (1-8). ▶



- People wear colourful clothes at Diwali.
- There are lots of Indian shops and restaurants in Leicester.
- The music and dancing are popular.
- At the end of the festival, the lights come on.
- 1 Amandeep is from Leicester.
- Diwali is celebrated in Belgrave Road.

2 Listen to Seth talking about a music festival. Where was it? Listen again and answer the questions. 🗣️ 160

1 Who did Seth meet at the festival?

He met some school friends at the festival.

2 Why does Seth like dancing?

3 Why can't Seth choose a best group?

4 What did Seth like about the Mexican musicians?

Pronunciation

3 Listen to the rule. Then listen to the words and complete the table. 🗣️ 161

actor celebration centre ~~colourful~~ culture dance difficult place

| /k/ sound (<i>calm</i>) | | /s/ sound (<i>fence</i>) | |
|---------------------------|---------|----------------------------|---------|
| 1 <u>colourful</u> | 3 _____ | 5 _____ | 7 _____ |
| 2 _____ | 4 _____ | 6 _____ | 8 _____ |

4 Circle the words with a different sound. Then listen and check. 🗣️ 162

1 circle certain castle century

2 canoe cut country cycle

3 biscuit documentary secretary rice

4 clothes ceiling cymbals circus

Finished? Write six more words which contain the letter c. Then write /k/ or /s/ next to each word.

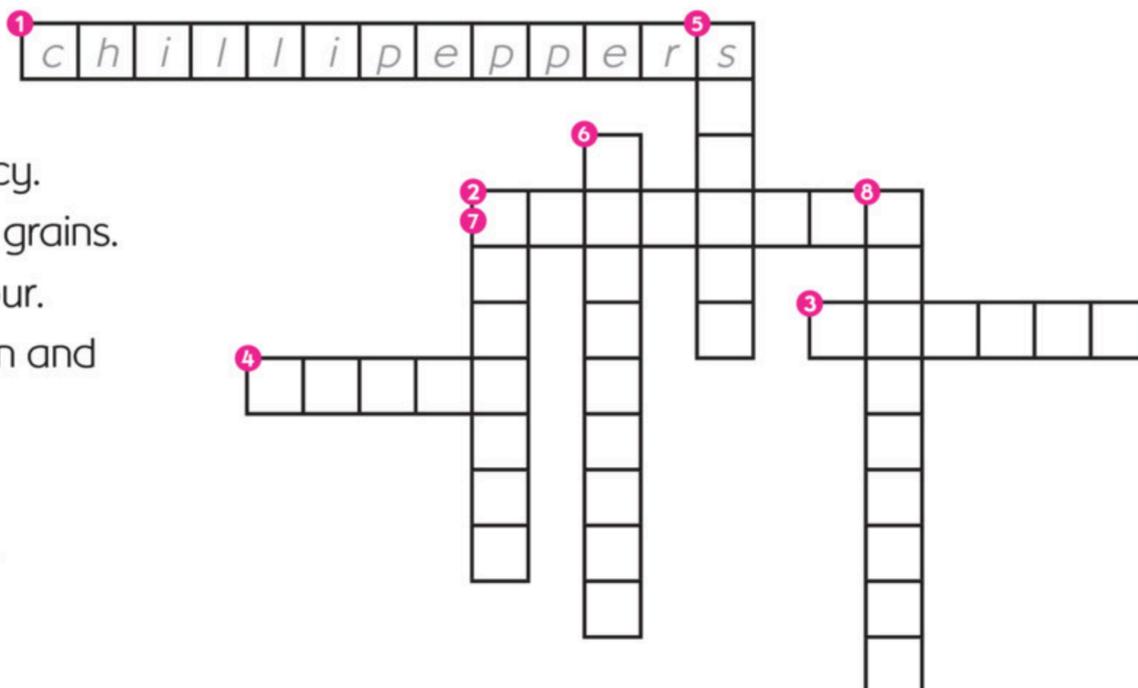
1 Complete the crossword.

Across

- 1 These make Mexican food hot and spicy.
- 2 This Moroccan food has got very small grains.
- 3 This French food has got a strong flavour.
- 4 This exotic fruit has got a red-green skin and is yellow inside.

Down

- 5 These make Indian curries taste good.
- 6 This vegetable is long and dark purple.
- 7 This fruit grows on a tall tree and looks like a very large brown nut.
- 8 This is a typical Italian food.



2 Look at the table and write sentences.

| | like | not mind | not fond of |
|--------|---|---|--|
| Katy |  |  |  |
| George |  |  |  |

- 1 Katy likes aubergines.
- 2 Katy doesn't mind _____.
- 3 Katy isn't fond of _____.
- 4 George _____.
- 5 George doesn't _____.
- 6 George isn't _____.

3 Circle the correct words. Then match.

- 1 This couscous / spaghetti looks like yellow rice!
- 2 **Coconuts** / **Papayas** are as sweet as apples.
- 3 My dad uses lots of different **black pepper** / **spices** when he cooks.
- 4 **Aubergines** / **Mangoes** are my favourite vegetables.
- 5 Please don't use **spaghetti** / **chilli peppers**. I don't like 'hot' food!
- 6 I think **garlic** / **a coconut** looks like an onion.



4 Complete the sentences for you. Use the food words from activity 1 to activity 3.

- 1 I like _____.
- 2 I don't mind _____.
- 3 I don't like _____.
- 4 I don't know if I like _____ or not.

1 Listen and write the numbers (1-3).  168



2 Complete the sentences. Use *too much* or *too many*.

- This soup doesn't taste very nice. There's too much salt in it.
- There isn't any room for the oranges in the bowl; there are _____ pineapples in it.
- There's _____ cheese in the fridge. I can't put any other food in it.

3 **Think**  Who can make a cake? Read the information and complete the sentences.

Cake ingredients

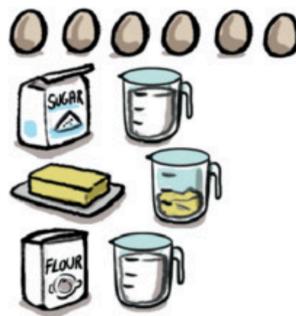
4 eggs
1 cup of sugar
1 cup of butter
2 cups
of flour



Tom



Ariana



Dan



- Tom can't make the cake on his own. He has got ^a enough sugar but he hasn't got ^b _____ butter. He has got ^c _____ flour but he hasn't got ^d _____ eggs.
- Ariana can't make the cake on her own. She has got ^a _____ sugar but she hasn't got ^b _____ butter. She has got ^c _____ eggs but she hasn't got ^d _____ flour.
- Dan can't make the cake on his own. He has got ^a _____ sugar but he hasn't got ^b _____ butter. He has got ^c _____ eggs but he hasn't got ^d _____ flour.
- Which two people can make the cake together? ^a _____ and ^b _____.

4 **Communicate**  Complete the sentences. Then tell your partner.

- Too much sugar is bad for your health.
- We haven't got enough _____ in our school.
- We've got too many _____ in our school.

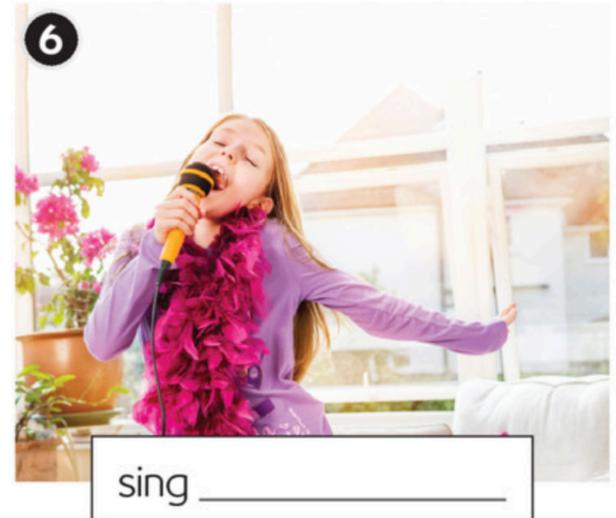
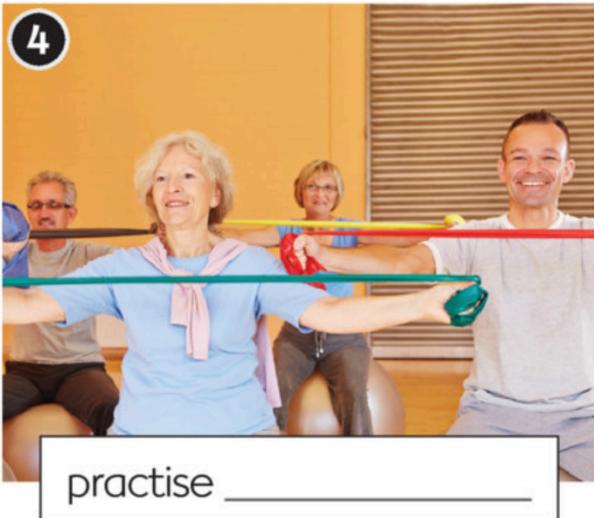
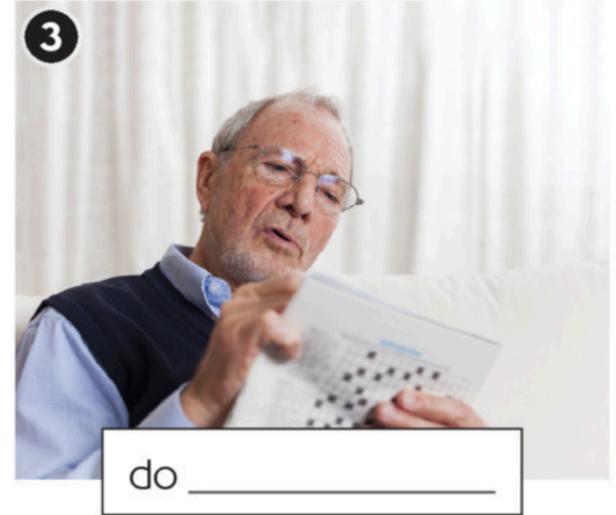
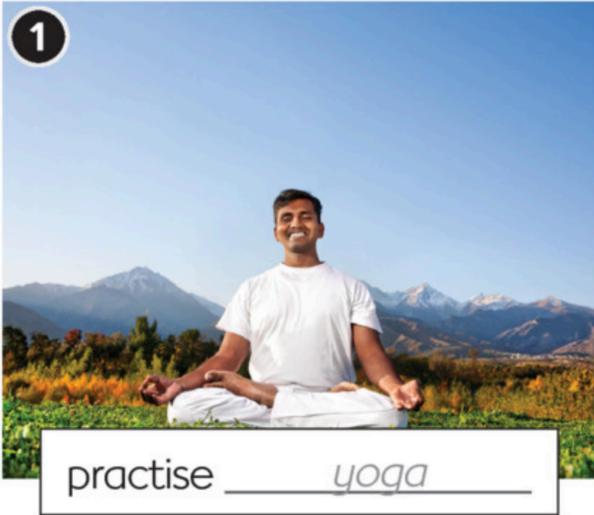


- 1 Think, pair, share! REMEMBER THE STORY** Discuss how the characters used their power ups during the story. ▶

Jack chose the correct power up for his event.

That's true. Do you think that they were right to try the secret power up?

- 2 Complete the activities.**



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

1 What does Jack say about karaoke?

Jack says that karaoke isn't a sport. _____

2 What happens to the karaoke machine?

3 Why isn't anybody surfing?

4 Whose voice sounds grumpy?

5 Why are the robots doing yoga?

6 What happens to Jack's and Celia's medals?

- 4 Collaborate**  Are games like the ones in the story a good idea? Why (not)? Share your ideas with your group. Then have a class vote to choose the best idea.

1 Match and say. Then listen and check. 172

- 1 They're from Australia,
- 2 Your dad can speak Japanese,
- 3 This game is from China,
- 4 You're good at crosswords,
- 5 We've got some money,
- 6 You can help me with my homework,

- a can't he?
- b aren't you?
- c isn't it?
- d can't you?
- e haven't we?
- f aren't they?



2 Read and complete the sentences. Then listen and check. 173

She **isn't** French, **is** she?

He **can't** speak Chinese, **can** he?

We **haven't** got much money, **have** we?

You **aren't** very good at surfing, **are** you?

They **don't** understand English, **do** they?

- 1 Your brother doesn't do crosswords, _____ he?
- 2 We can practise yoga here, _____ we?
- 3 These foods aren't Italian, _____ they?
- 4 Kung Fu isn't from India, _____ it?
- 5 You've got lots of books, _____ you?
- 6 We can't walk to town, _____ we?

3 Look at the pictures and complete the dialogues.



1 **Finn:** Sara ^a can sing, ^b can't she?

Bo: Yes, she ^c can.

2 **Bo:** She ^a _____ dance
really well, ^b _____ she?

Finn: No, she ^c _____.

3 **Finn:** She ^a _____ got a scooter,
^b _____?

Bo: Yes, she ^c _____.

4 **Bo:** She ^a _____ British, ^b _____ she?

Finn: No, she ^c _____.

4 **Communicate** Complete the sentences with your own ideas, and add a tag question. Then ask and answer.

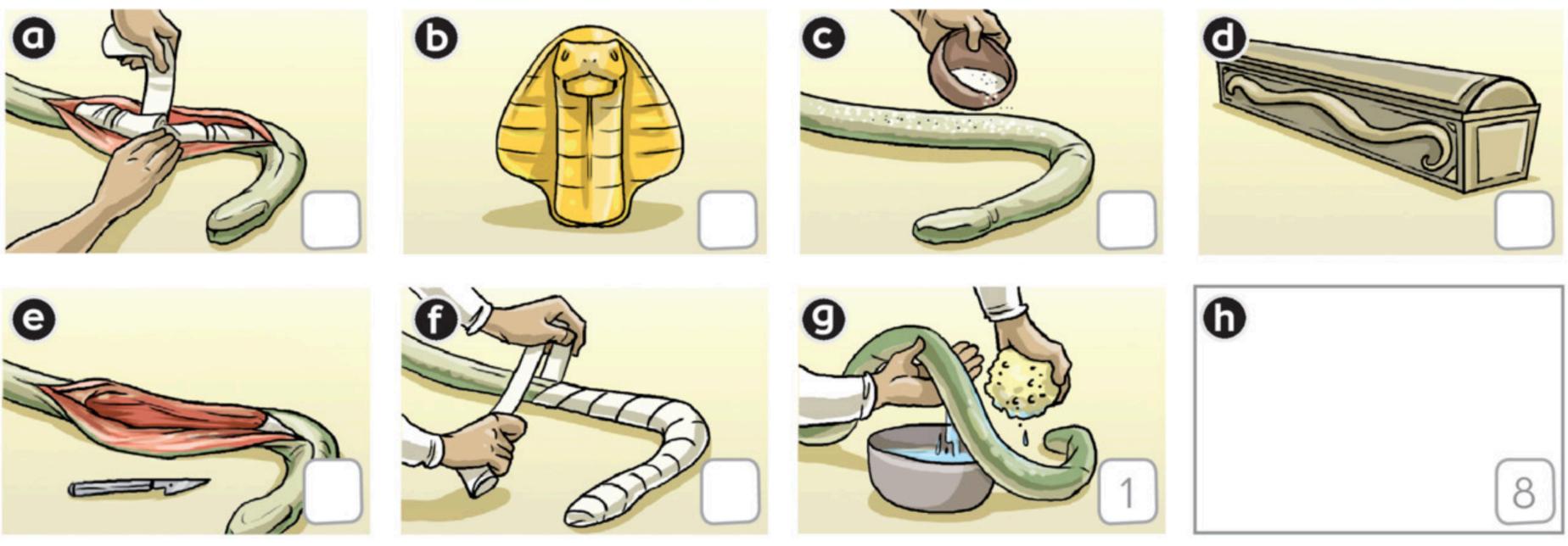
- 1 You are _____ ?
- 2 You aren't _____ ?
- 3 You can _____ ?
- 4 You can't _____ ?
- 5 You've got _____ ?
- 6 You haven't got _____ ?

Finished? Write two sentences with positive question tags and two sentences with negative question tags.

8 Lesson 6 Cross-curricular

1 Listen and order the pictures (1-8). 175 Then draw the last picture.

The process of snake mummification



2 **Communicate** Talk about the process of mummification with your partner. Use the pictures in activity 1 and the words below.

put cover wash remove use

They washed the body.

Then they ...

3 **Think** Use the hieroglyphic code to write the message.

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



4 Write your name in hieroglyphics.

5 **Create** Invent your own code. First, write the alphabet. Then create a symbol for each letter.

Finished? Imagine that you are in a history museum. Draw and write a sentence about three things you can see.

8

Lesson 7 Literacy

1 Think Read the film review on Class Book page 94 again and tick ✓ the best summary.

1 *Red Dog* is a film about animals sharing their lives with people.

2 It's a film about the friends Red Dog makes in his life.

3 *Red Dog* is about a dog living in Western Australia.

2 Complete the fact file with information from the film review.

| Film fact file | |
|--------------------------|-------------------|
| Title of film | 1 <i>Red Dog</i> |
| Type of film | 2 _____ |
| Year and country | 3 _____, _____ |
| Main characters | 4 _____ and _____ |
| Actors | 5 _____ and _____ |
| Prizes | 6 _____ |
| Writer's opinion of film | 7 _____ |
| Good film for ... | 8 _____ |



3 Read the film review again and answer the questions.

1 Is *Red Dog* based on a true story?

Yes, it is.

3 Which period of time is the film set in?

2 Which four forms of transport does *Red Dog* use?

a _____ b _____

4 What did Koko win a prize for?

c _____ d _____

5 Is the film funny or sad?

4 Think, pair, share! Talk about a film you like. Ask and answer the questions.

What do you think of ... ?

Would you recommend it?

Why are film reviews useful?

8

Lesson 8 Culture

1 Listen and answer the questions.  177

1 Do you think that Marleene likes living in Australia?

2 How does she help her parents?

2 Listen again and complete the notes.  178

Everyday Life in Australia

Marleene lives in ¹ Queensland, in Australia. Lots of people in her area are ² _____, like her parents. Marleene gets up ³ _____ to help. She has toast, ⁴ _____ for breakfast, and then she feeds ⁵ _____. She starts school at ⁶ _____. She gets to school and home again on the school ⁷ _____.

In her free time, Marleene loves doing all kinds of ⁸ _____. Her favourite is tennis.

At the weekend, Marleene spends time with her ⁹ _____. Sometimes, her best friend comes over and they watch a play or ¹⁰ _____.

3 Think about everyday life in your country. Answer the questions.

1 Where do you live?

5 What do you do after school?

2 What do you have for breakfast?

6 What do you do at the weekend?

3 What time does school start and finish?

4 How do you get to and from school?

4 **Think**  Make a list of similarities and differences between everyday life in Australia and everyday life in your country. 

5 **Communicate**  Talk about the similarities and differences you found in activity 4. Use *and* and *but*.

They play tennis in Australia and in my country.

In Australia, they start school at eight o'clock but, in Spain, we start school at nine o'clock.

1 Read and complete the Big Write tip. Use the words in the box.

The Big Write tip

positive ~~introduction~~ who negative description

A film review tells readers about a film they haven't seen. They can then decide whether they want to see it or not. A film review should include:

- An ¹ introduction which tells readers what kind of film it is (action, cartoon, etc.) and what it is about.
- A ² _____ of the plot, the setting and the main characters.
- Your opinion of the ³ _____ and the ⁴ _____ things about the film.

A film review ends with a recommendation about ⁵ _____ will like the film, and why. For example: *It's a great film for anybody who loves animals.*

2 Complete the table. Use the words and phrases in the box.

the funny one Mars ~~fantasy~~
comedy a city the hero



| Introduction: kinds of film | Description: settings | Description: characters |
|-----------------------------|-----------------------|-------------------------|
| 1 <u>fantasy</u> | 3 _____ | 5 _____ |
| 2 _____ | 4 _____ | 6 _____ |

3 **Think** Plan a film review about a film you enjoyed.

4 **Create** Write your film review. Remember to include the name of the film!

Introduction: What kind of film is it – science fiction, drama or other? What is the main story of the film?

Descriptions: Think about details of the film's plot, where it takes place and who the main characters are.

Opinion: Think about what is good about the film, and what is not very good.

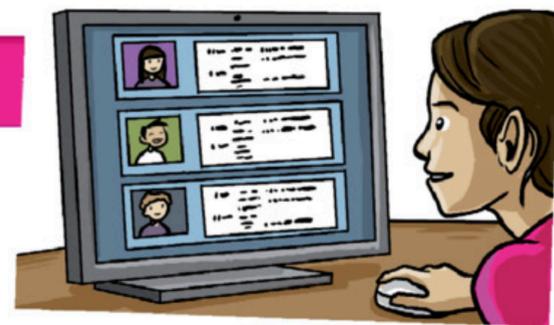
Recommendation: Think about what kind of people would enjoy the film and why.

Collaborate



Community Task

Start a class film review club. Write reviews on pieces of card and share them with club members. Recommend films to each other, and to your family and friends.



1 Listen and complete the song.  180

 **GOOD FRIENDS**

*I've got good friends everywhere,
Good friends from here and there,
Good friends all over the ¹ _____ world _____,
International boys and girls.*

My Chinese friend is called Su Li.
She eats tofu and drinks green tea.
She loves crosswords and tai ² _____.
She's so cool, ³ _____ she?

Chorus

Another friend is Japanese.
He loves anything with ⁴ _____,
He practises yoga and ⁵ _____.
He loves karaoke and climbing trees.

Chorus

My Australian friend - her name is Jean
Loves couscous with ⁶ _____.
She likes brown bread with margarine.
But she eats too ⁷ _____ ice cream.

Chorus

2 Circle the correct answer (a or b).

- There's ___ chilli pepper in this soup!
 a too much b too many
- We haven't got ___ rice to make a paella.
a too much b enough
- You've got ___ mangoes on your plate.
a too many b too much
- There are ___ people to make two teams of three.
a too many b enough



- There ___ books for everyone.
a aren't enough b are enough
- There are ___ children in the classroom.
a enough b too many

3 Complete the sentences. Use tag questions.

- Judo is from Japan, _____ *isn't it* _____?
- Elephants can't jump, _____?
- We haven't got any spices, _____?
- You can sing, _____?
- It isn't snowing, _____?
- They're going home now, _____?



4 Play the Mangoes and Chilli Peppers game.

| | | | | | | | | |
|--------------|---|---|--|--|--|--|---|---|
| START | 1 Say a purple vegetable beginning with the letter <i>a</i> . | 2 Make a sentence using <i>too much</i> . | 3 Say what this is: <i>A big nut with milk in it.</i> | 4 Complete the tag question: <i>You're English, _____?</i> | 5 Make a sentence using <i>enough</i> . | 6  Make a sentence using <i>too many</i> . | | |
| | FINISH | 7 Say an activity which involves exercising and relaxation. | 8 Make a sentence using <i>not enough</i> . | 9  MANGOES + CHILLI PEPPERS | 10 = forward 2 spaces  | 11 = back 2 spaces  | 12 Complete the tag question: <i>They've got pizza, _____?</i> | |
| | | 13 Say a type of pasta which is long and thin. | 14 Say an activity you do on a board on the sea. | 15 Complete the tag question: <i>He can sing, _____?</i> | 16  | 17 Complete the tag question: <i>She can't swim, _____?</i> | 18 Say a kind of food which is typical in Morocco. | 19 Complete the tag question: <i>He isn't hungry, _____?</i> |

5 Read and tick ✓ or cross X. **Self-evaluation**

- 1 I can name food from around the world.
- 2 I can name international activities.
- 3 I can use *too much*, *too many*, and *(not) enough* in sentences.
- 4 I can use tag questions.
- 5 I can write a film review.

6 Complete the sentences.

- 1 My answer to the Big Question is:

- 2 I'd like to know more about:

Planning a trip!

- 1** **Think**  Make notes for activity 4 on Class Book page 97.
Look at the table and answer the questions for your area of research. **PROJECT GROUP**

A: Travelling and where to stay in _____

- 1 How are you going to get to the city? _____

- 2 How are you going to get around the city? _____

- 3 Where are you going to stay? _____

- 4 How many days are you going to stay? _____

B: Things to do and see in _____

- 1 Which indoor activities can you do? _____

- 2 Which outdoor activities can you do? _____

C: Food, drink and souvenirs in _____

- 1 Which typical dishes can you try? _____

- 2 Which popular restaurants can you visit? _____

- 3 Which snacks and drinks can you have? _____

- 4 How much money should you take to spend? _____

- 5 What kinds of souvenirs can you buy? _____

2 English in use Match the parts of the questions.

- | | |
|---------------------------|--------------------------|
| 1 What do you | a do you want to go? |
| 2 Where else | b we ask for directions? |
| 3 What are we going to do | c next? |
| 4 What else can | d we do? |
| 5 Who else can | e want to do next? |

3 Collaborate  See activity 7 on Class Book page 98. Draw a plan for your project board and make notes. Remember to think about the elements below. **PROJECT GROUP**

heading

sub-headings

texts

photos

drawings

4 Answer the questions. **Self-evaluation**

- | | |
|---|---|
| 1 What was the best thing about this project? Why? _____ | 3 What is your group going to do better next time? _____ |
| 2 Were you a good group member? Why (not)? _____ | 4 What mark are you going to give your group's work? _____ |

_____ / 10

1 A2 Flyers

1 Look at the picture in activity 3. Tick ✓ the things you can see.

- | | | | |
|--|--|---|--------------------------------------|
| <input checked="" type="checkbox"/> a barbecue | <input type="checkbox"/> a present | <input type="checkbox"/> a treasure map | <input type="checkbox"/> mushrooms |
| <input type="checkbox"/> decorations | <input type="checkbox"/> a backpack | <input type="checkbox"/> strawberries | <input type="checkbox"/> tomatoes |
| <input type="checkbox"/> a water bottle | <input type="checkbox"/> a cake | <input type="checkbox"/> a sunflower | <input type="checkbox"/> a butterfly |
| <input type="checkbox"/> a football | <input type="checkbox"/> chocolate money | <input type="checkbox"/> a bird feeder | <input type="checkbox"/> fire |

2 Say sentences about the picture. Work with a partner.

They're having a barbecue.

3 Look at the picture. Listen and match.  185 There's one example.

Alex Ann Dan

Sue Tony May

1 Unscramble the words.

1 teha

heat

2 og giknhi

3 od fcsrat

4 lofat

5 slacumi

6 rogw a worefusnl

7 dmaar

8 cmedoy

9 iolb

2 Write the words from activity 1 in the table.

| Science class | Activities for different seasons | Types of films |
|---------------|----------------------------------|----------------|
| 1 <i>heat</i> | 4 | 7 |
| 2 | 5 | 8 |
| 3 | 6 | 9 |

3 Look and read. Choose the correct words and write them on the lines.

There's one example.

a musical a treasure hunt a comedy strawberries an outdoor cinema
~~water~~ a cartoon a sunflower ice temperature

- 1 If you heat this to 100 degrees, it boils. *water*
- 2 This is a type of film for children made with pictures. _____
- 3 This is a type of tall, yellow flower. _____
- 4 You can pick this red fruit in the summer. _____
- 5 The characters in this type of film sing part of the story. _____
- 6 This is a place you can go to watch a film in the summer. _____
- 7 This is a funny film with jokes in it. _____
- 8 You make this if you cool water to zero degrees. _____
- 9 This is what you measure to see how hot or cold something is. _____
- 10 To play this game, you follow a map to find a hidden prize. _____

1 Look at the picture and answer the questions.



- 1 Which city do you think this is?

- 2 What forms of transport can you see?

- 3 What are the children doing?

- 4 What other things can you see in the picture?

2 Look at the pictures again and read the story. Choose the best title.

Last week, we went on a day trip to London with our teacher, Mr Smith. We're doing a project in our class about London at the moment so it was very useful.

We met outside the school at nine o'clock and the bus came to pick us up at half past nine. We arrived in London at midday, just in time for lunch. We went to a big park called Hyde Park to have our lunch because it was such a nice, sunny day. We had sandwiches and bottles of water.

After lunch, we went sightseeing. We used the Underground (or 'the Tube') to get

around the city. First, we went to Trafalgar Square and then we went to Tower Bridge. While we were looking for the Houses of Parliament and Big Ben, we got lost, and Mr Smith had to ask for directions! In the end, we caught a double-decker bus and it took ages to get there because there's quite a lot of traffic in London.

At six o'clock, we caught our bus back. We arrived at the school gates at half past eight, and our mums and dads were there. We were all very tired – but we were happy because it was a great day out!

- 1 A School Project 2 A Great School Trip 3 Transport in London

3 Write some words to complete the sentences about the story.

You can use one, two, three or four words.

- 1 _____ *Mr Smith* _____ is our teacher.
- 2 It was a useful trip because we _____ about London in class.
- 3 We set off to London at _____ on the school bus.
- 4 We had _____ for lunch.
- 5 The first place we visited was _____.
- 6 Mr Smith had to ask for directions to the houses of Parliament because _____.
- 7 When we arrived back at the school gates, _____ were there.

4 A2 Flyers

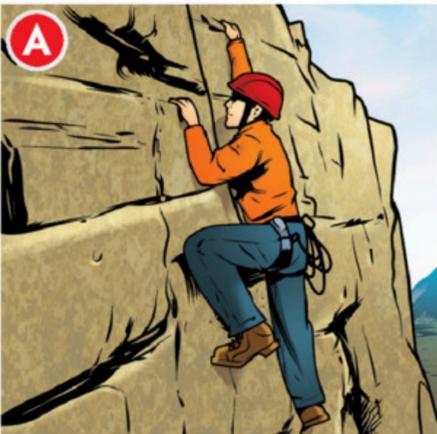
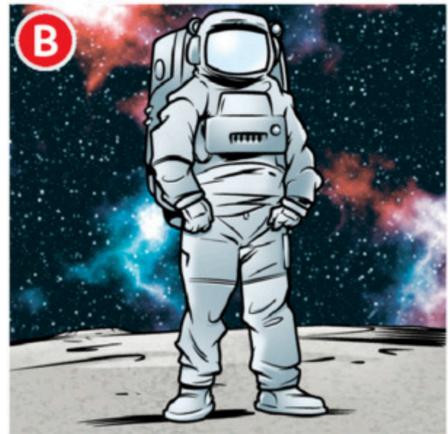
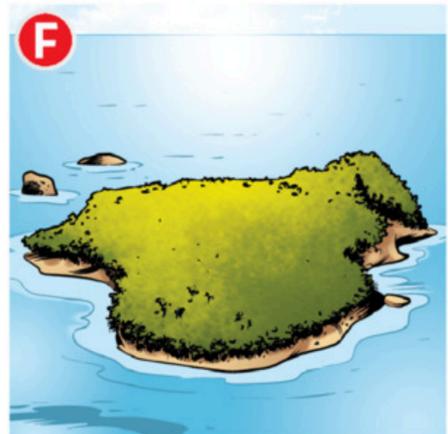
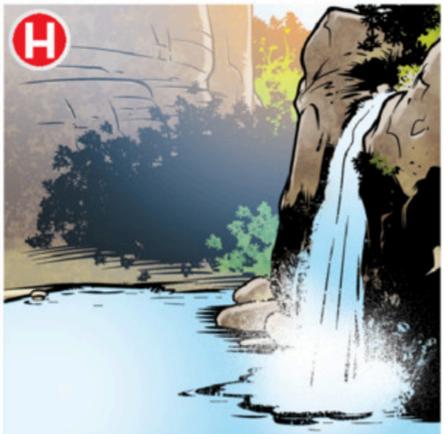
1 Unscramble the words.

| | | | |
|---|--|---|---|
| <p>1</p> <p>filcl</p> <p>_____ cliff _____ A</p> | <p>2</p> <p>verir</p> <p>_____ _____</p> | <p>3</p> <p>linsad</p> <p>_____ _____</p> | <p>4</p> <p>onom</p> <p>_____ _____</p> |
| <p>5</p> <p>laroc fere</p> <p>_____ _____</p> | <p>6</p> <p>setred</p> <p>_____ _____</p> | <p>7</p> <p>colonav</p> <p>_____ _____</p> | <p>8</p> <p>tralfewal</p> <p>_____ _____</p> |

2 Look at the pictures in activity 3. Write the letter next to each of the words in activity 1.

3 Mrs Green is telling Kim about the people in her family and their holidays. Which holiday did each person have? Listen and write a letter in each box.  186
There's one example.

| | | | | | |
|---|---|---|---|---|--|
| <p>1</p>  <p>her parents <input type="text" value="H"/></p> | <p>2</p>  <p>her son <input type="text"/></p> | <p>3</p>  <p>her daughter <input type="text"/></p> | <p>4</p>  <p>her uncle <input type="text"/></p> | <p>5</p>  <p>her brother <input type="text"/></p> | <p>6</p>  <p>her cousin <input type="text"/></p> |
|---|---|---|---|---|--|

| | | | |
|---|--|---|---|
| <p>A</p>  | <p>B</p>  | <p>C</p>  | <p>D</p>  |
| <p>E</p>  | <p>F</p>  | <p>G</p>  | <p>H</p>  |

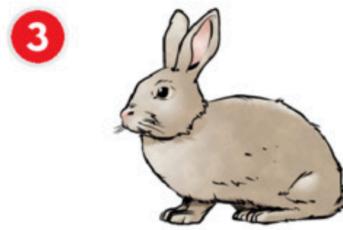
5

A2 Flyers

1 Label the pictures.



dishwasher N



2 Look at the words in activity 1. Are they nouns or adjectives? Write N (noun) or A (adjective) next to the words.

3 Read the story. Write the correct word next to numbers 1-6. There's one example.

~~Saturday~~ surprised apple juice dishwasher hungry mountain biking

In my family, I have jobs to do every ¹ Saturday morning. Last week, I wanted to go ² _____ with my friends. So I got up at six o'clock in the morning and I did all my jobs! At eight o'clock, my mum came downstairs. I said to her, 'I've watered the plants and washed the car!' Mum was really ³ _____! Mum asked why I got up early to do my jobs so I told her. Then I said, 'I haven't loaded the ⁴ _____ with the breakfast things because nobody has eaten breakfast.' Mum was very happy with me, and gave me some delicious biscuits, some grapes and some ⁵ _____ to take. Then Mum said, 'Have you fed Samson?' I said, 'No, I haven't!' Samson is my pet rabbit. He was very ⁶ _____! I fed him and then I went! I had a great day!

4 Now choose the best name for the story. Tick ✓ one box.

My Family and the Jobs we Do

How I Look After my Pet Rabbit

Why I Got Up Early One Day

1 Look at the picture in activity 3 and answer the questions.

- 1 Where are the girl and boy? They're on a bus.
- 2 Are they in a town or in the countryside? _____

2 Write answers to the questions for you. Then ask and answer with a partner.

- 1 What did you do at the weekend? _____
- 2 Who did you go with? _____
- 3 Have you ever been to the theatre? _____
- 4 How about going to a museum this weekend? _____

3 Read the conversation and choose the best answer.
Write a letter for each answer.



Example:

Michael: Did you have a nice weekend, Holly?

Holly: B

A My Uncle Tom took my sister and me.

B Yes. It was great!

C Yes. That's a great idea!

D No, I didn't. It was difficult.

E I went bowling.

F No, I haven't. It was my first time.

Questions:

1 Michael: What did you do?

Holly: _____

2 Michael: That sounds fantastic!
Have you ever been before?

Holly: _____

3 Michael: Who did you go with?

Holly: _____

4 Michael: Did you win?

Holly: _____

5 Michael: What about going again this
weekend with Joe and Sam?

Holly: _____

8 A2 Flyers

1 Listen and tick ✓.  192

Which shopping basket is John's?



2 Listen and match the people and the places.  193 There are two extra countries.

1 Dan 2 Mark

3 Susan

A Ireland B India C the north of Spain

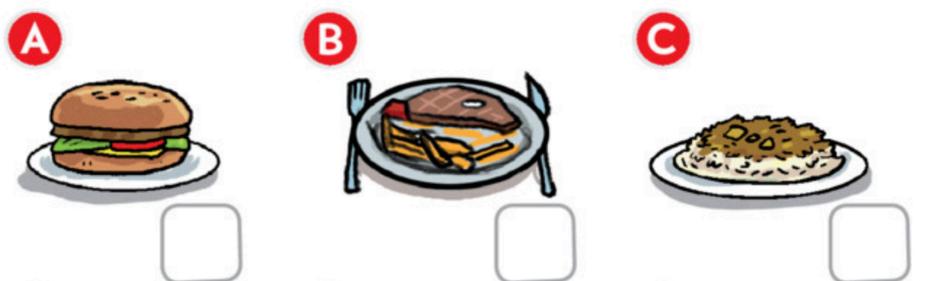
D China E the south of Spain

3 Listen and tick ✓ the box.  194

1 What is Peter's dad making for dinner?



2 What is Sophie having at the restaurant?



3 What does Jim need for his cooking class tomorrow?



4 What flavour ice cream does the waiter suggest?



1 Look at the picture in activity 3. Tick ✓ the things you can see.

- | | | | |
|--|--|-----------------------------------|---|
| <input checked="" type="checkbox"/> a dishwasher | <input type="checkbox"/> plates | <input type="checkbox"/> earrings | <input type="checkbox"/> shopping |
| <input type="checkbox"/> eggs | <input type="checkbox"/> tomatoes | <input type="checkbox"/> rubbish | <input type="checkbox"/> a bin |
| <input type="checkbox"/> a cat | <input type="checkbox"/> a table | <input type="checkbox"/> glasses | <input type="checkbox"/> a vacuum cleaner |
| <input type="checkbox"/> strawberries | <input type="checkbox"/> a striped dress | <input type="checkbox"/> a vase | |

2 Look at the picture in activity 3 again. Read the sentences and write *True* or *False*.

- 1 The children are helping at home. True
- 2 The boy with glasses is feeding his pet. _____
- 3 A girl is loading the dishwasher. _____
- 4 A girl is putting eggs in the fridge. _____
- 5 A girl is vacuuming the floor in the kitchen. _____
- 6 A boy is taking out the rubbish. _____

3 Listen, colour and write.  196 There's one example.



1 Listen to the story and number the pictures.  197



2 Look at the pictures in activity 1, and read and write.

Example:

Robert and Sarah are at the funfair.

Complete the sentences about picture A.

- 1 Sarah wants to go on _____.
- 2 Robert _____ to go on it.

Answer the questions about picture B.

- 3 How is Sarah feeling? _____.
- 4 What is Robert eating? _____.

Now write two sentences about picture C.

- 5 _____.
- 6 _____.

3 Look at the three pictures. Write about the story. Write 20 or more words.



Grammar Reference

S

Lesson 2 Tense review

Present continuous

| | |
|---------------|----------------------------------|
| I'm (am) | walking to school at the moment. |
| He's (is) | |
| They're (are) | |

Past simple

| | |
|-----|-----------------------------|
| I | walked to school yesterday. |
| She | |
| We | |

1 Complete the sentences. Use the present continuous or the past simple form of the verb in brackets.

- We caught the bus to school yesterday. (catch)
- Paul can't go out to play - he _____ his homework at the moment. (do)
- I _____ tennis with John and William last Saturday. (play)
- I _____ my bedroom right now so I can't come to the shops with you. (clean)
- Jenny _____ to her mum on the phone at the moment. I'll ask her to phone you later. (speak)
- _____ you _____ to your grandmother's house in France last summer? (go)
- My dad _____ to work by car this morning. (go)
- _____ we _____ dinner now? (have)

going to

| | |
|---------------|-------------------------------|
| I'm (am) | going to see a film tomorrow. |
| He's (is) | |
| They're (are) | |

2 Complete the sentences.

- Are you going to go Disneyland next year?
- We _____ to visit our friends in India this summer.
- I _____ to see this film again - I love it!
- She _____ to ride a horse for the first time.
- _____ Hitesh _____ to come to the picnic?
- I _____ to make a cake this weekend.
- My brother _____ to read this book after me.
- _____ they _____ to come and visit soon?

1

Lesson 3 *Wh-* questions with *did*

| Questions | | | |
|---------------|-----|-------------------------------------|----------|
| What Where | did | I you we they he she | go? |
| Who | | | go with? |

| Affirmative | | |
|-------------------------------------|------|---------------------------------|
| I You We They He She | went | to the beach. with a friend. |

Read and circle.

- 1 **What** / **Where** did you go at the weekend?
I **go** / **went** to the beach with my family.
- 2 **What** / **Where** did you do after school?
I **play** / **played** tennis with my friend Amy.
- 3 **Where** / **Who** did she go on holiday?
She **goes** / **went** to the forest with her dad.
- 4 **Who** / **What** did she go to the cinema with?
She **goes** / **went** with her older brother.

Lesson 5 *will* / *won't*

| Affirmative and negative | | |
|-------------------------------------|--------------------------------------|--|
| I You We They He She | 'll (will) won't (will not) | go skiing. do my homework at the weekend. play tennis before dinner. listen to music. |

Read and complete with *'ll* or *won't*.

- 1 Everybody is hungry. I _____ 'll _____ make some sandwiches.
- 2 Callum doesn't like football. He _____ go to the match.
- 3 You bought Mum and Dad a lovely present! They _____ be very pleased.
- 4 It's late. We _____ watch a DVD.
- 5 It's raining. Lara _____ go for a walk this afternoon.
- 6 It's a sunny day. I _____ wear a T-shirt.
- 7 Look! It's snowing! I think I _____ go sledging later.
- 8 I don't think Jon _____ cook lunch until one o'clock.

2

Lesson 3 Zero conditional

If

you **heat** water,
you **plant** a seed,it **boils**.
a flower **grows**.

What happens if

it **rains**?
you **add** salt?

Match the parts of the sentences.

- | | |
|---------------------------|------------------------------------|
| 1 If you catch the train, | a you learn more. |
| 2 What happens if | b if the bottle breaks? |
| 3 What happens | c it takes two hours to get there. |
| 4 What happens if you | d you add ice? |
| 5 If you study, | e you sleep better. |
| 6 If you go bed early, | f boil water? |

Lesson 5 verb + ing

I

You

We / They

Do you / they

Does she / he

enjoy

like

dislike

fancy

suggest

imagine

drinking water.**going** to the park.**reading** books?**cycling** to school?

Complete the sentences. Use the correct form of the verbs in brackets.

- Stop shouting (shout). I'm trying to study!
- I dislike _____ (watch) films on a mobile phone.
- He suggested _____ (catch) the bus.
- You have a rest. I'll carry on _____ (work).
- Do you fancy _____ (have) an ice cream?
- Can you imagine _____ (climb) to the top of that mountain?
- I enjoy _____ (relax) on the beach.
- My sister prefers _____ (swim) in the sea.

3

Lesson 3 Directions

Can you tell me where the police station is?

Go **along** the road **until** you get to the traffic lights.
Walk **straight on** the theatre.

Go / Continue **towards / past / over** the bridge.
upstairs / downstairs / to the first floor.

Complete the sentences. Use the words in the box.

Can until past on ~~along~~ tell

- Go along the street until you get to the roundabout.
- Go to the crossroads and then go straight _____.
- _____ you _____ me where the supermarket is, please?
- Go to the park and continue _____ the fountain.
- Go along the road _____ you get to the theatre.

Lesson 5 Relative pronouns

| Which (things) | Who (people) | Where (places) | Whose (possessions) |
|--|--|---|--|
| This is the car which the thief escaped in. | He's the boy who stole the comic. | This is the town where I was born. | She's the writer whose books Mum loves. |

Circle the correct answer (a, b or c).

- A thief is a person _____ steals things.
a what b which **c who**
- We went back to the town _____ we were born.
a which b where c who
- The film is about a boy _____ discovers a dragon in his garden.
a who b whose c which
- I met a boy _____ sister is in my English class.
a who b which c whose
- This is the comic _____ I bought last week.
a what b which c who
- There's a bus _____ goes to the town centre every 15 minutes.
a which b whose c who

4

Lesson 3 Present perfect third person singular affirmative and negative

Affirmative

| | | |
|------|---------------|---|
| I | 've (have) | climbed a cliff. walked on the moon. been to school today. had pasta for dinner. |
| You | | |
| We | | |
| They | | |
| He | 's (has) | |
| She | | |

Negative

| | | |
|------|-----------------------|---|
| I | haven't (have not) | climbed a cliff. walked on the moon. been to school today. had pasta for dinner. |
| You | | |
| We | | |
| They | | |
| He | hasn't (has not) | |
| She | | |

Read and circle.

- ✓ She **'s** / **'ve** climbed a mountain.
- ✗ They **hasn't** / **haven't** had breakfast.
- ✗ He **'s** / **hasn't** travelled by plane.
- ✓ We **have** / **haven't** visited an island.

Look!

We make the present perfect with *have* / *has* + the past participle. With regular verbs, we form the past participle by adding *ed* to the end:

walk → walked *but*: dive → dived

Lesson 5 *as ... as*

Affirmative and negative

| | | | | | |
|-----------------|------------------|----|---|----|---|
| I | 'm (am) | as | colourful big intelligent funny hungry quiet | as | a parrot. a mouse. you. my friends. her sister. |
| | 'm (am) not | | | | |
| You / We / They | 're (are) | | | | |
| | aren't (are not) | | | | |
| He / She / It | 's (is) | | | | |
| | isn't (is not) | | | | |

Complete the sentences.

- (small ✓) A hummingbird _____ *is as small as* _____ a mouse.
- (old ✗) I _____ my teachers.
- (colourful ✗) A chicken _____ a parrot.
- (big ✓) A zebra _____ a donkey.
- (heavy ✗) A penguin _____ an elephant.
- (funny ✓) My brother _____ a monkey.

5

Lesson 3 Present perfect questions and short answers

Questions

| | | |
|-------------|------------------------|----------------------------------|
| Have | I / you / we / they | loaded the dishwasher? |
| Has | he /she | |

Short answers

| | | |
|------|---------------------|-----------------|
| Yes, | I / you / we / they | have. |
| No, | | haven't. |
| Yes, | he / she | has. |
| No, | | hasn't. |

Complete the sentences. Then write short answers.

- Have you (lay) laid the table? ✓ Yes I have.
- Has Katie (take) _____ out the rubbish? ✗ _____
- Have Ella and Andrew (feed) _____ the hamster? ✓ _____
- Has Toby (make) _____ the sandwiches? ✓ _____
- Have you (do) _____ your homework? ✓ _____

Lesson 5 Present perfect affirmative and negative

Affirmative

| | | |
|------------------------|-----------------------------|-------------------------------|
| I / You / We / They | 've (have) | watered the plants. |
| He / She | 's (has) | |

Negative

| | | |
|----------------------|-------------------------------------|-------------------------------|
| I / You We / They | haven't (have not) | watered the plants. |
| He / She | hasn't (has not) | |

Write the sentences.

- She / sweep the patio ✗
She hasn't swept the patio.
- You / cut the grass ✓

- We / wash the car ✓

- He / hang out the clothes ✗

- They / eat dinner yet ✗

Look!

Remember, we make the past participle of regular verbs by adding *ed* (or *d*) to the end.

wash → washed

breathe → breathed

The past participles of irregular verbs with don't follow a pattern.

hang → hung do → done

6

Lesson 3 Direct and indirect object pronouns

Direct and indirect object pronouns

me / you / him / her / us / them

Rosa sent Lucia some photos.

Rosa sent her them.

Rosa sent some photos to Lucia.

Rosa sent them to her.

Rewrite the sentences. Replace the underlined words with a direct or an indirect pronoun.

1 I love oranges.*I love them.*4 I sent the letters by post.2 I've had this bike for three years.5 Ana gave this picture to us.3 She spoke to Peter this morning.6 Your mum and dad are in the supermarket.

Lesson 5 look / sound / feel / smell / taste like

What

does
doit
they

feel / smell / look / sound / taste like?

It

feels / smells

great.

It

looks / sounds / tastes

like

a chicken.

Complete the sentences. Use the words in the box.

feels tastes ~~looks~~ smell like sound

- 1 He looks like a businessman.
- 2 This vegetable soup _____ really delicious.
- 3 Ice _____ really cold against your skin.
- 4 These flowers _____ like perfume.
- 5 What does your new song _____ like?
- 6 What does the couscous taste _____ ?

7

Lesson 3 Have you ever ...? + past simple

Present perfect: questions

| | | | |
|------|----------------------|------|-------------------------|
| Have | I / you we / they | ever | been to the theatre? |
| Has | he / she | | |

Past simple:
affirmative answers

| | | |
|----------------------------------|------------------------|------------|
| I / You We / They He / She | went to the theatre | last year. |
|----------------------------------|------------------------|------------|

Circle the correct words.

- Has she ever **been** / **went** to a funfair?
Yes, she has. She **been** / **went** last year.
- Have you ever **seen** / **saw** a tiger?
No, I haven't. I've never **seen** / **saw** a tiger.
- Have they ever **visit** / **visited** China?
Yes, they have. They **visits** / **visited** in 2017.
- Has he ever **been** / **gone** skiing?
No, he hasn't. He's never **been** / **gone** skiing.

Present perfect:
short answers

| | | |
|------|-----------|---------------------|
| Yes, | I / you | have. |
| No, | we / they | haven't (have not). |
| Yes, | he / she | has. |
| No, | | hasn't (has not). |

Present perfect: negative
answers with *never*

| | | | |
|----------------------|------------|-------|-------------------------|
| I / You We / They | 've (have) | never | been to the theatre. |
| He / She | 's (has) | | |

Look!

Have you ever been to the theatre?

- ✓ Yes, I have. I went to the theatre last year.
- ✗ No, I haven't. I've never been to the theatre.

Lesson 5 Making and replying to suggestions

| | | | |
|--------------|-------|----------------------------|---|
| Let's | go | on the bumper cars home | ! |
| Why don't we | | | |
| How about | going | to the park | ? |
| What about | | | |

Complete the suggestions.

- How about going (go) on the roller coaster?
- Why don't we _____ (see) the clowns?
- Let's _____ (buy) a balloon!
- What _____ (play) football?
- How _____ (have) lunch by the lake?
- _____ don't we _____ (eat) now?

8

Lesson 3 *too much, too many, (not) enough*

| | | |
|---|-----------------|---|
| There's (is) | too much | salt in my soup. |
| There are | too many | people in the room. |
| There isn't (is not) / aren't (are not) | enough | water in the glass. olives in the salad. |

Complete the sentences. Use *much, many* or *enough*.

- There aren't enough chairs for everybody to sit down.
- We haven't got _____ eggs to make a cake.
- There are too _____ plates on the table.
- Is this too _____ sugar for you?
- Have we got _____ orange juice for everybody?
- I think this rice has got too _____ salt in it.
- Is £30 too _____ money to give to Helena for her day trip?
- I can see that there are too _____ people and not enough books.

Lesson 5 Tag questions

| | Statement | Tag question |
|--------------------|---|--------------------------------------|
| Affirmative | John is from Scotland, We can walk there, | isn't he? can't we? |
| Negative | Sally hasn't got a bike, You aren't from here, | has she? are you? |

Complete the sentences.

- Curry is from India, isn't it?
- Anita can't sing very well, _____ she?
- This kind of drink is from Japan, _____ it?
- We haven't got enough money for a taxi, _____ we?
- Rollo's a really good dancer, _____ he?
- I can wear a T-shirt to the theatre, _____ ?
- Miranda can't come tonight, _____ she?
- You aren't very hungry this evening, _____ you?

Dictionary

A

aubergine *noun* a smooth, purple vegetable

B

big wheel *noun* a fun fair attraction in the shape of a giant wheel

black pepper *noun* a spice we put on our food

boil *verb* heat up a liquid until bubbles appear

bright *adjective* if something is bright, it shines so you notice it

bumper cars *noun* a funfair attraction with small cars which bump into each other

bungee trampoline *noun* a trampoline where you wear an elastic harness and jump up very high

C

cable car *noun* a transport system, usually up and down the side of a mountain

camel *noun* a large, long-necked mammal with one or two humps on its back

canoe on a river *verb + noun* travel on a river in a small, narrow boat for one or two people

car park *noun* a place where people park their cars

carry on *phrasal verb* if you carry on, you continue doing something

checked *adjective* if something is checked, it has got a pattern of crossed lines

chilli pepper *noun* a hot spice used in cooking

clean my shoes *verb + noun* if you clean your shoes, you remove the dirt from them

climb a cliff *verb + noun* walk up to the top of a steep rock face at the edge of the sea

climb a volcano *verb + noun* walk up to the top of a mountain where hot vapour can erupt from the Earth

coconut *noun* a fruit with a large, hard, brown shell and a white centre

cool *verb* reduce the heat in something

corner *noun* the place where two walls or two streets meet

couscous *noun* a typical food with very small grains, eaten in Morocco

crossroads *noun* the place where two or more roads meet

cut the grass *verb + noun* use a machine to make grass shorter

cutlery *noun* knives, forks and spoons

D

degrees *noun (plural)* degrees are units to measure temperature

dislike *verb* if you dislike something, you don't like it

dive near a coral reef *verb + noun* swim deep under the water near a ridge of rock formed from tiny creatures

do a treasure hunt *verb + noun* guess the answer to some clues that lead you to a prize

do crafts *verb + noun* use different materials to make something new

do crosswords *verb + noun* the action of answering clues to complete a crossword

dog sled *noun* a kind of transport pulled by dogs through the snow

double-decker bus *noun* a bus with seats on two floors

E

eagle *noun* a large bird of prey that lives often high up in the mountains

earring *noun* a kind of jewellery worn in the ears

explore a cave *verb + noun* the action of looking around a cave, usually for the first time

explore a jungle *verb + noun* the action of looking around a jungle, usually for the first time

explore an island *verb + noun* the action of looking around an island, usually for the first time

F

factory *noun* a place where things are made before they are sent to shops

fancy *verb* if you fancy doing something, you feel like doing it

feed my pet *verb + noun* if you feed your pet, you give it something to eat

float *verb* stay on the surface of water without sinking

floral *adjective* if something is floral, it has got a pattern which is covered with flowers

fountain *noun* an ornament in a garden or a park where water is pumped into the air

freeze *verb* change into ice because of extreme cold

funhouse *noun* a funfair attraction in the shape of a house, with moving floors, unusual mirrors, etc.

G

garlic *noun* a small onion-like vegetable used to flavour food

go bowling *verb + noun* do a sport where you throw a ball at a number of pins, trying to knock them over

go hiking *verb + noun* go for a long walk, usually in the countryside

go horse riding *verb + noun* go for a trip sitting on the back of a horse

go mountain biking *verb + noun* go for a ride on your bike in the countryside

go rafting *verb + noun* ride down a river in small boat filled with air

go skiing *verb + noun* go for a fast ride down a snowy mountain wearing skis

go sledging *verb + noun* ride for fun in a small vehicle down or across snow or ice

go surfing *verb + noun* ride along the waves whilst standing on a flat board

go to a funfair *verb + noun* visit a type of entertainment in a field or park where people can ride on large machines and play games to win prizes

go to a museum *verb + noun* visit a special building with objects of artistic, cultural, historical or scientific interest

go to an outdoor cinema *verb + noun* visit a special place outdoors where films are shown

go to the theatre *verb + noun* visit a special building with a stage to see a show or a play

gondola *noun* a flat-bottom boat used on the canals of Venice, Italy

grow a sunflower *verb + noun* plant a sunflower seed and look after it until it grows and becomes a flower

H

hang out the clothes

verb + noun put wet clothes outside to dry in the sun and air

have a barbecue *verb + noun* cook food outdoors on a small fire, and eat it

heat *verb* make something hotter

hummingbird *noun* a tiny bird which flies extremely quickly

I

imagine *verb* create an image in your mind about what something is like

J

jewellery box *noun* a box where you keep necklaces, rings, etc.

L

lamp *noun* an object which provides light in a bedroom, living room, etc.

lay the table *verb + noun* prepare a table to make it ready for a meal

learn to windsurf

verb + noun have classes on how to ride in the sea on a board with a sail

load the dishwasher

verb + noun put dirty plates and dishes into a machine that will wash them

M

make a bird feeder

verb + noun use materials to make an object where birds can eat seeds, etc.

make a snowman

verb + noun use snow to build a model of a person

make my bed *verb + noun*

tidy your bed after you get up

make soup *verb + noun*

make a hot meal by mixing different ingredients in a saucepan with water

mango *noun* a tropical fruit which is yellow inside, and green and red on the outside

measure *verb* find out the size, weight etc. of something using a device

medal *noun* a metallic disc that you win in a sporting event

melt *verb* change from a solid into a liquid

merry-go-round *noun*

a fairground attraction where you sit on a pretend animal, and go round and round

mix *verb* add two or more ingredients together

O

oil painting *noun*

a picture painted with paints made from oils

P

papaya *noun* a tropical fruit which is yellow-green on the outside and has a soft, orange inside with black seeds

parrot *noun* a colourful bird with green, red, yellow and blue feathers

peacock *noun* a large, colourful bird with bright blue and green feathers in its tail

photo album *noun* a special book for keeping photos in

pick strawberries *verb + noun* collect strawberries from a plant when they are ready to eat

play mini golf *verb + noun*

hit a small white ball into a number of holes around a short course

police station *noun* the place where police officers work

practise pilates *verb + noun*

if you practise pilates, you do a system of exercises to make the body stronger and more flexible

practise tai chi *verb + noun*

if you practise tai chi, you do a martial art from China, with very slow, controlled movements

practise yoga *verb + noun*

if you practise yoga, you do special movements and breathing to exercise the body and mind

put away the shopping

verb + noun after shopping, put items in their place at home

R

rickshaw *noun* a light vehicle with two wheels, traditionally pulled by a person, but sometimes with a small motor

ring *noun* a piece of jewellery worn on a finger

ripped *adjective* if your clothes are ripped, there are holes in them

roller coaster *noun* a large fairground attraction with carriages and a railway track with lots of turns and slopes

roundabout *noun* the place on a road where traffic moves in one direction around a central island to reach one of the roads which leave it

S

see a parade *verb + noun* watch a public celebration in the streets

sing karaoke *verb + noun* if you sing karaoke, you sing popular songs with pre-recorded music

spaghetti *noun* long, thin pieces of pasta

spices *noun* powders or seeds that are used to make food taste better, e.g. pepper

spotted *adjective* if something is spotted, it is decorated with small, round circles

stop *verb* bring something to an end

striped *adjective* if something is striped, it is decorated with lots of lines, sometimes in more than one colour

suggest *verb* present an idea to other people

swan *noun* a large, white water bird with a long neck

sweep the patio

verb + noun use a brush to remove leaves, etc. from an area outside a house

T

take out the rubbish

verb + noun put the rubbish from your bins inside into a large bin outside

temperature *noun* the amount of heat in an object, place or person

theatre *noun* a place where you can go to watch a performance, such as a play or a show

tidy my room *verb + noun* put things away in my bedroom

traffic lights *noun* red, green and orange lights in the road, which show cars when they can move and when they have to stop

trek across a desert

verb + noun walk a long way across a large area of sand

trophy *noun* a prize given for winning a sports competition

V

vacuum the floor

verb + noun use a machine to clean the floor inside

vase *noun* a decorative container for putting flowers in

visit a lighthouse *verb + noun* go to a tower on the coast which uses a light to warn boats about danger

visit a TV studio *verb + noun*

go to a building where TV programmes are made

visit an aquarium

verb + noun go to a building where you can see fish and other sea animals

vulture *noun* a large bird of prey which eats dead animals

W

walk on the moon *verb + noun*

walk on the surface of the Earth's satellite

walk under a waterfall

verb + noun walk under water that is falling from a high place in a river to a low place

wash the car *verb + noun*

use water and soap to make a car clean

wash the windows

verb + noun use water and soap to make windows clean

wash up *phrasal verb* wash

plates and dishes, etc. after eating a meal

watch a basketball match

verb + noun watch two teams playing a ball game in which they score points by throwing the ball through a basket

water the plants *verb + noun*

put water on plants so that they grow

Z

zebra crossing *noun* an area on a road with black and white stripes where you can cross safely to the other side

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

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e-Book Edition

ISBN: 978 0 19 411711 1 Classroom Presentation Tool

ISBN: 978 0 19 411136 2 e-Book

ISBN: 978 0 19 411137 9 e-Book in-app

ISBN: 978 0 19 411138 6 e-Book Sample

First published in 2018

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ACKNOWLEDGEMENTS

Back cover photograph: Oxford University Press building/David Fisher

Main illustrations by: Timo Grubing/Beehive Illustration

Other illustrations by: Akbar Ali/The Organisation p.58; Nigel Dobbyn/Beehive Illustration pp.69, 100, 103, 104, 106, 108, 109; Tony Forbes/Sylvie Poggio Artist's Agency (with thanks to Andrew Painter/Sylvie Poggio Artists Agency) pp.5, 9, 79; John Haslam p.45; Iole Eulualia Rosa/Beehive Illustration p.60; Eric Smith/Beehive Illustration p.54.

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