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OXFORD

BRIGHT IDEAS

Class Book 5

Katherine Bilsborough Steve Bilsborough
Sarah Phillips

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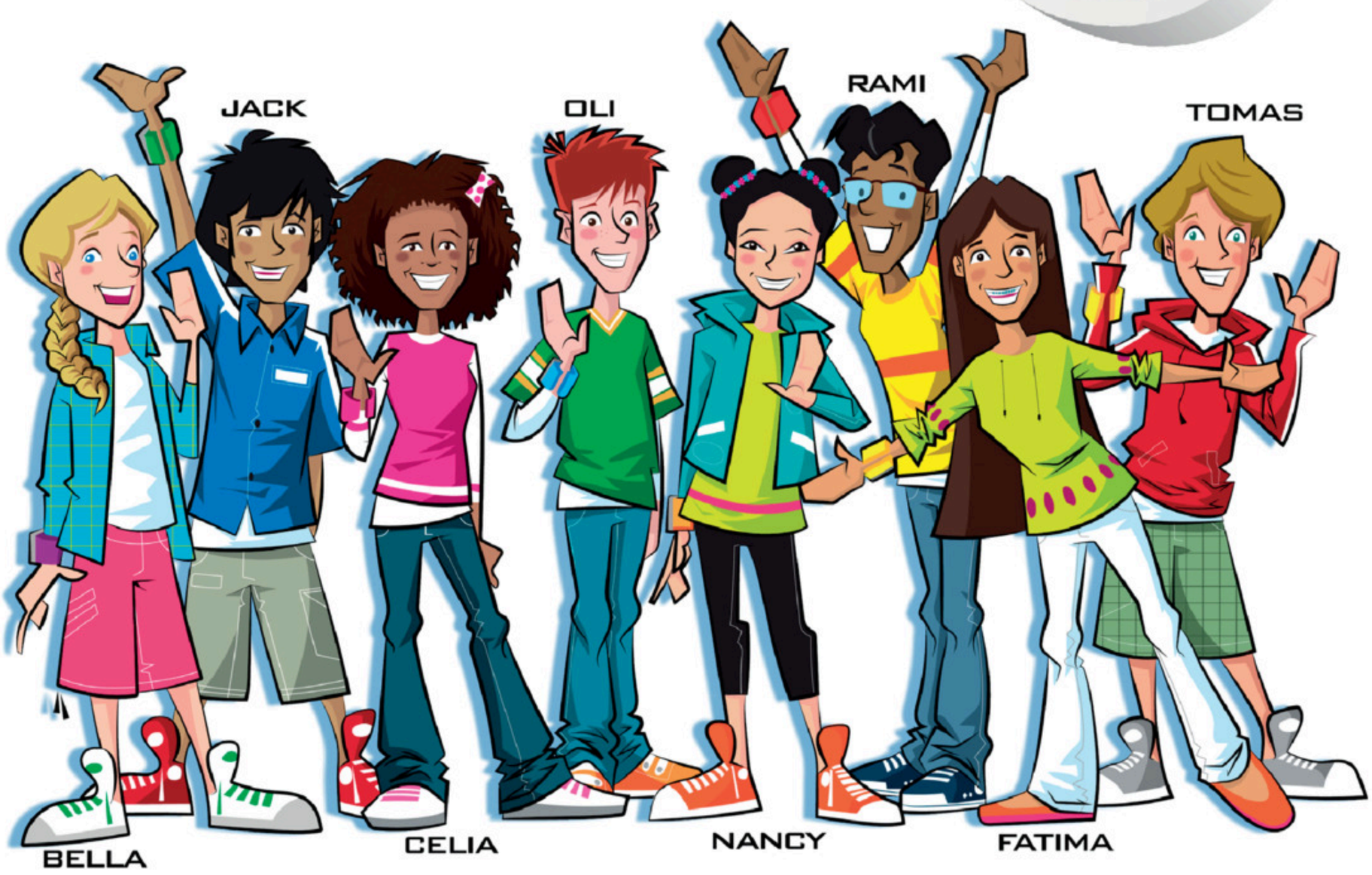

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Syllabus

	Vocabulary	Grammar	Cross-curricular, culture and values	Literacy
S Starter How do we get to know each other? Page 4	Numbers 1,000 to 1,000,000 Game words	**Tense review** Present continuous Past simple *going to*		
1 What can we do in different seasons? Page 8	Outdoor summer activities Winter activities	***Wh-* questions with *did*** *What did you see?* *Who did you go with?* *Where did you go?* ***will / won't*** *I'll go skiing.* *I won't make a bird feeder.* *I think we'll win.*	**Science:** learning about life cycles **Culture:** The Navajo Mountain Chant Festival **Values:** expressing feelings and ideas through poems	**Reading:** a poem **Writing**: a haiku poem **The Big Write tip:** features of a haiku, using keywords
2 How do we discover things? Page 18	Science class Verbs	**Zero conditional** *If you boil water to 100°c, it turns into steam.* *What happens if you melt ice?* **Verb + *ing*** *I enjoy taking photos.* *Does she like being invisible?*	**Art:** artists' materials **Culture:** talent shows in Ireland **Values:** the importance of festivals	**Reading:** an e-flyer **Writing**: an e-flyer **The Big Write tip:** features of an e-flyer, writing information in note form
3 How do we get around? Page 28	Places Transport	**Directions** *Can you tell me where the theatre is?* *along, straight on, turn left / right, go / continue towards / past / over* **Relative pronouns** *This is ... which / who / whose / where ...* *This is the city where they met Phileas Fogg.* *This is the woman whose necklace was stolen.*	**Geography:** identifying parts of a map **Culture:** unusual transport in Egypt **Values:** connecting communities	**Reading:** an information leaflet **Writing**: an information leaflet **The Big Write tip:** features of a leaflet, writing persuasive sentences
The Big Project 1 Page 38	The Great Outdoors **English in use: Linking words** *and, but, or, so, because* *There aren't any woods in our area but there's a field near the school.* ***Shall we ... ? Should we ... ?*** *Should we have a membership fee?*			
4 What's exciting about exploring? Page 42	Geographical features Birds	**Present perfect third person singular affirmative and negative** *She's climbed a cliff.* *He hasn't canoed on a river.* ***as ... as*** *A parrot is as beautiful as an eagle.* *A swan isn't as colourful as a hummingbird.*	**History:** the exploration of Saturn **Culture:** visiting Angel Falls in Venezuela **Values:** taking interest in the natural world	**Reading:** a diary entry **Writing**: a diary entry **The Big Write tip:** features of a diary entry, using linking words
5 How can we help at home? Page 52	Indoor chores Outdoor chores	**Present perfect questions and short answers** *Have you washed up?* *Yes, I have. / No, I haven't.* *Has he laid the table?* *Yes, he has. / No, he hasn't.* **Present perfect affirmative and negative** *I've watered the plants.* *I haven't cut the grass.*	**Maths:** using a pie and bar chart **Culture:** family chores **Values:** thinking before you act	**Reading:** a folktale **Writing**: a folktale **The Big Write tip:** features of a folktale, using linking words

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	Vocabulary	Grammar	Cross-curricular, culture and values	Literacy
6 What possessions are important to you? Page 62	Family heirlooms Clothes adjectives	**Direct and indirect object pronouns** *I'll ask him tomorrow.* *I gave her the photos.* ***look / sound / feel / smell / taste like*** *What does it look like?* *It sounds like a bird.* *It feels soft.*	**History:** evaluating sources **Culture:** holidays in the UK **Values:** the importance of souvenirs	**Reading:** a journal entry **Writing**: a journal entry **The Big Write tip:** features of a journal entry, using the past tense
The Big Project 2 Page 72	Reuse and Recycle	**English in use:** ***What about ... ? / How about ... ?*** *What about putting in a picture of an old TV?*		
7 What's a great day out? Page 76	Activities for a day out Funfair attractions	***Have you ever ... ?* + past simple** *Have you ever been to the theatre?* *Yes, I have. / No, I haven't.* *When did you go there?* *I went last summer / last week.* **Making and replying to suggestions** *Let's go on the bumper cars!* *Why don't we go on the merry-go-round!* *How about going on the roller coaster?* *What about going on the big wheel?*	**Science:** exploring density **Culture:** a tourist attraction in Croatia **Values:** learning by trying new things	**Reading:** adverts **Writing**: an advert for an activity or excursion **The Big Write tip:** features of an advert, writing key information
8 How do we experience other cultures? Page 86	Food from around the world International activities	***too much / too many / (not) enough*** *There's too much oil in the salad.* *There are too many spices in the dish.* *There isn't enough black pepper in this soup.* *There aren't enough mangoes in the dessert.* **Tag questions** *Karaoke is from Japan, isn't it?* *You can sing, can't you?* *They are Z-bots, aren't they?* *You've got a medal, haven't you?*	**History:** understanding ancient processes and codes **Culture:** everyday life in Australia **Values:** what we can learn from animals	**Reading:** a film review **Writing**: a film review **The Big Write tip:** features of a film review, writing film recommendations
The Big Project 3 Page 96	Planning a trip!	**English in use:** ***What next ... ? What else ... ?*** *What could we do next?*		
Festival 1 Page 100	New Year			
Festival 2 Page 101	Earth Day			
Exam preparation and practice Page 102	**Cambridge English Qualifications A2 Flyers** Listening Parts 1, 3–5 Speaking Parts 1–4 Reading and Writing Parts 1–3, 5, 7			

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Starter

How do we get to know each other?

Lesson 1 Vocabulary review

1 **Read the answers to the Big Question. Do you agree with them?**

Bella

By talking about things we like.

2 **Think, pair, share!** **What answers can you think of for the Big Question?**

3 **Read Jack's post and listen to the online club profiles.** 001 **Then answer the questions.**

Jack

We can get to know someone from their club profile.

Oli

Hello. I'm Oli and I'm British. I live in a house with a big garden near my school. My hobbies are taking photos and collecting football cards. I've got more than 3,500 cards in my collection!

Fatima

Hello. I'm Fatima and I'm from Egypt. I enjoy all kinds of sport, writing – and eating as much pizza as I can! I want to be a detective when I'm older and solve crimes.

Rami

Hi! I'm Rami. I was born in the UK but my parents are from India. I live with my two brothers and we love going to the cinema. Animated films are our favourite – I think we've seen millions of them!

Nancy

Hello. I'm Nancy and I was born in Hong Kong, in China. I've got lots of hobbies: aquarobics, street dancing and cake decorating are only a few of them!

1 Which of the children collects things?
2 Who was born outside the UK?
3 Who has seen lots of films?
4 Who has got the most hobbies?

4 **Communicate** **Make more questions like the ones in activity 3. Ask your partner about the profiles.**

5 **Create** **Write your own profile.** AB Page 3

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Lesson 2 Grammar

1 Listen and read. 006

CHAT ROOM

Hi, Celia. Where are you at the moment?

Hello, Tomas. I'm sitting in my room at home. I just finished doing my science homework. It was easy so it didn't take me long.

I'm in the school library. I'm doing my maths homework here.

This chat room is great.

Yes, it is. Is this your first time in a chat room?

Yes, it is. What about you?

I use chat rooms quite a lot. You can get to know people better. Oli said that he likes sport. He wants to play basketball with me on Friday.

Great! This chat room is a great way of talking with different people and making plans.

Yes, it is. And it's a good way of getting information from your friends, too!

Yes! I'm going to speak to Nancy tomorrow. She's going to tell me about her favourite book.

2 Read the dialogue again and answer.

1 What are Celia and Tomas doing?
2 Where is Celia sitting?
3 Was Celia's homework difficult?
4 When is Celia going to speak to Nancy?

3 Think Look at the table and answer.

I'm sitting in my room.	→ present continuous
I spoke to Fatima yesterday.	→ past simple
I'm going to speak to Nancy tomorrow.	→ *going to* tense

Which tense do we use for the following situations?

1 Talking about our plans for the future.
2 Talking about things that started and finished in the past.
3 Talking about things that are happening in the present.

4 Complete the sentences and say. Use the correct tense of the verbs.

I'm writing an email to my friend in India at the moment.

1 I [...] an email to my friend in India at the moment. (write)
2 I [...] to Susan last week. (speak)
3 We [...] spaghetti for lunch and dinner yesterday. (eat)
4 They [...] a party next Friday afternoon. (have)
5 We [...] volleyball after school. (play)
6 What [...] Nancy [...] right now? (do)

5 Communicate Ask and answer.

1 Where are you sitting now?
2 What did you do yesterday at 5 pm?
3 What did you do last weekend?
4 What are you going to do next weekend?

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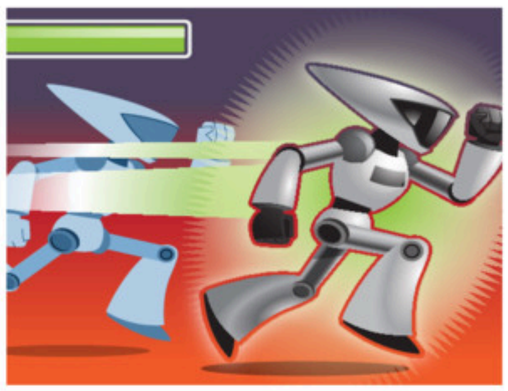
Lesson 3 Vocabulary and story

1 **Think** Which of the game words below do you know? Which games do you know them from?

2 Listen and say the numbers. 008

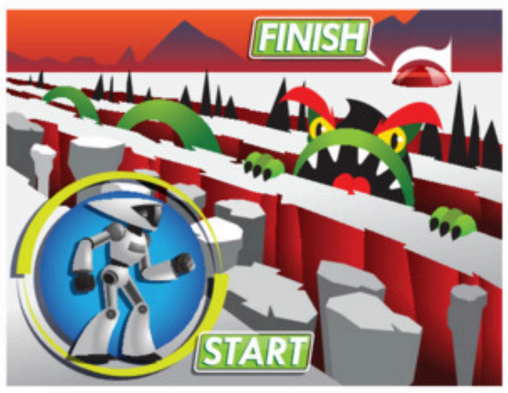
3 Listen and say the game words. 009

1 player



2 power up

3 unlock



4 challenge

5 villain

6 activate

4 **BEFORE YOU READ** This story is an introduction to the Power Up! game.

1 Which game words can you see?

2 How do the players feel about the game?

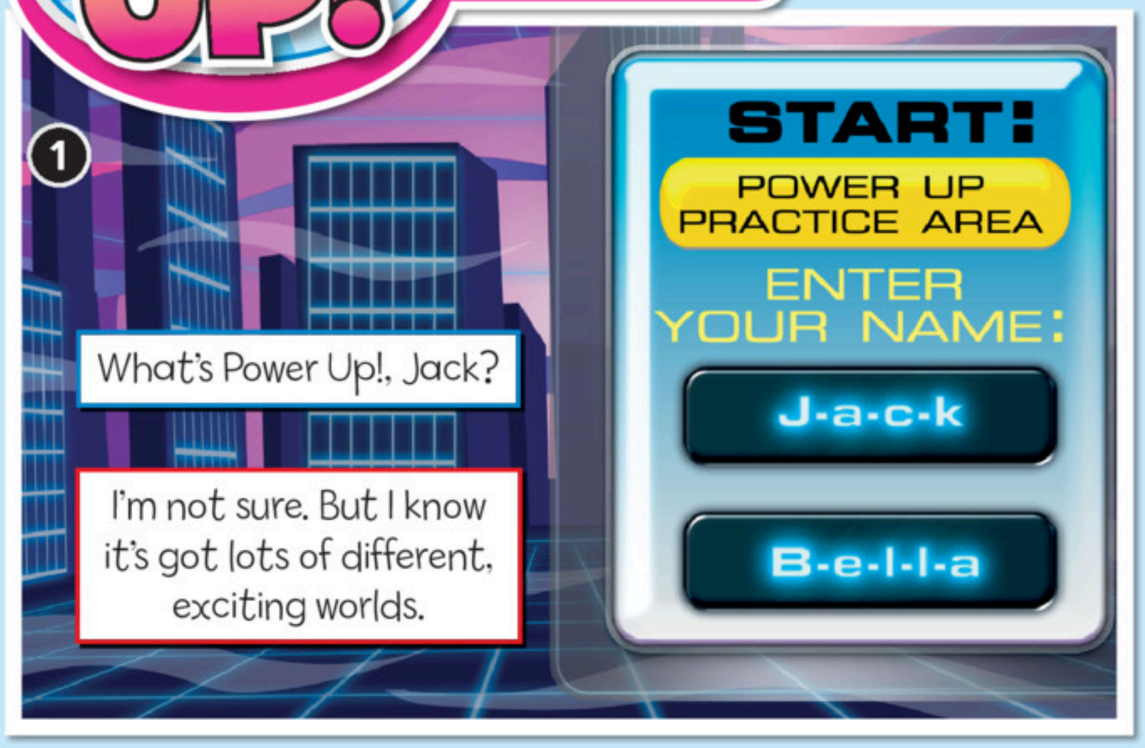
5 Listen, read and check. 010

6 **AFTER YOU READ** Watch the story.

How do we get to know each other?

We can share adventures!

Power Up! Training Day



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4
Oh, hello there!
Hello
Look, Jack! You have to complete a challenge to unlock a new world.
Find a lost dodo
Win a medal
Rescue an astronaut
Swim with a shark
Some are difficult ... and a bit dangerous, too.

5
Mwah ha ha ha ...
Look! Who is that? He's running away.
Perhaps he's a villain. He laughs like one!
Yes, he does!

6
'Dr Zeevil! Master of tricks and evil technology.' It says he doesn't want us to unlock new worlds.
WANTED
PLAYERS BE CAREFUL!
We need to look out for him but we don't know what he looks like ...

7
Thank you.
Look! We can try one. What's that question mark?
SUPER STRENGTH
SUPER STRETCH
?
CAMOUFLAGE
It's a secret power up. Let's activate it.

8
They didn't see us!
Ha ha.
ACTIVATING FLIGHT
Flight power! That's exciting. Come on, Jack.

9
Over there! Look!

10
Wow! This is fun. I'm ready to play but we need to be careful of Dr Zeevil.
One villain isn't too bad.

11
I can't wait to play a real game.
PRACTICE COMPLETED
NEW WORLD UNLOCKED:
Me, too! Some of the challenges look difficult but the power ups are going to be a great help.

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1 What can we do in different seasons?

Ellie's star post

We can eat and drink different things.

Hi! My name's Ellie and I'm twelve years old. Watch my video about autumn. You can see the red, orange and brown leaves on the trees in the forest near my house. My dad and I pick fruit and vegetables from our garden in autumn. You'll see us making apple pie with the apples we picked from our apple tree. We eat the pie with ice cream.

Did you know?

Did you know that there are about 7,500 different kinds of apple in the world? That's a lot!

Find out what fun activities Nancy does in summer.

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Learn about winter activities with Oli.

Learn about the life cycle of butterflies with Celia.

Read poems about winter with Oscar.

TALKING POINT

Why do you love summer?

I love summer because it's warm and sunny.

Lesson 1 THE BIG QUESTION

1 **Look, read and answer.**

1 What can you see in the pictures?
2 Look at the posts. What do you think each section is about?
3 Read Ellie's star post. What does she eat with apple pie?

2 **Watch the video.**
What doesn't Ellie do?

1 She doesn't pick fruit.
2 She doesn't make apple pie.
3 She doesn't pick leaves from the ground.
4 She doesn't eat apple pie.

3 **Think** **Think about the Big Question and answer.**

What activities do you do in winter?

4 **Think, pair, share!** **What answers can you think of for the Big Question? List your answers on the Big Question poster.**

We can go to the outdoor swimming pool in summer.

In spring, we can see lots of flowers in the countryside.

5 **Collaborate** **Look at the Talking Point. Then ask and answer with your partner.**

Why / love / ... ?

6 **Watch the video again.**
Complete the activities in the Activity Book. AB Page 6

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1 Lesson 2 Vocabulary

1 **Think** What fun things can people do outside in summer? Copy the table and write two more things for each heading.

Sports	Hobbies	Other activities
play football	collect shells	have a picnic

2 Listen and read about Nancy's summer activities. 014 Find the five words in bold in the pictures. Do you do any of the activities which Nancy does?

Nancy's blog

In summer, I spend a lot of time with my grandmother. We often **play mini golf** because it's her favourite activity. We sometimes **go hiking**, too. One year, we went to a farm and **picked strawberries**. I never **go mountain biking** in the summer. I don't really like bikes. My birthday is in the summer. All my friends come to my party and, sometimes, we **have a barbecue**.

3 Listen to Nancy's grandmother. 015 Copy the words and number them in the order you hear them.

go horse riding

learn to windsurf

do a treasure hunt

grow a sunflower

go to an outdoor cinema

4 Listen and repeat. 016 Point to the pictures.

5 Listen and repeat the dialogue. 017

6 **Communicate** Make true and false statements about your summer holidays.

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1 Lesson 3 Grammar

1 Listen and read. 018

CHAT ROOM

Hi, Tomas! My summer holidays were great!

Hi, Nancy! Really? Where did you go?

I went to a campsite near a lake. The campsite was amazing!

Who did you go with?

I went with my family and my friend, Julia, came, too.

What did you do?

We went horse riding around the lake every day. It was really great.

That sounds fantastic. What did you see?

We saw a deer, and we also saw lots of interesting trees and flowers.

I love the countryside!

2 Read again and say the missing words.

1 Nancy spent her holidays near a [...].
2 She thought the campsite was [...].
3 Nancy's [...] went on holiday with her and her family.
4 Nancy went riding on a [...] every day.
5 Nancy saw some trees and flowers, and a [...].

3 Think Read the table. Which *Wh-* questions with *did* in the table are in Nancy and Tomas's chat?

Where	did	you	go?
Who		he	go with?
What		she	see?
			do?
I	went to the beach.		
He	saw a train.		
She	played mini golf.		

We use **Where** / **Who** / **What** + **did** + infinitive to ask detailed questions.

4 Choose the correct word and say the sentence.

1 **Who** / **When** did you go to the park with?
2 **What** / **Where** did he see?
3 He **went** / **had** with Kyle and Karina.
4 I **saw** / **went** to the cinema.
5 She **played** / **went** mini golf near the beach.

5 Communicate Ask your partner about his / her summer holidays.

What did you do in the summer holidays?

I went on holiday.

Where did you go?

I went to the seaside.

Who did you go with?

I went with my grandparents.

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1 Lesson 4 Vocabulary and story

1 **Think** What activities can you do in winter? Make a list.

2 Listen, repeat and and point. 020

3 Listen and say the winter activities. 021

1 go skiing

2 go sledging

3 make a snowman

4 do crafts

5 make soup

6 make a bird feeder

4 **BEFORE YOU READ** This is a story about a chase. How can people travel in the snow?

5 Listen, read and check. 022

6 **AFTER YOU READ** Watch the story. ▶ Complete the activities. AB Page 9

4
How can I help you?
SUPERSONIC SKIS
POWER PACK 500 HOURS
We'd like two pairs of supersonic skis, please.
Good choice! They're the fastest skis in the world!

5
Have you got a plan, Nancy?
Yes. Let's make a snowman ... then we'll wait until it gets dark.

6
Oli! Wake up. There's the criminal!
Quick! Activate the Night vision. We'll see better.

7
We won't catch him.
I think we'll catch him. These skis are amazing!

8
But suddenly ...
Aaaaaargh!
The supersonic skis won't move.
Ha ha ha ha ha!
But that's impossible.
Oh, no! That man in the shop was Dr Zeevil!
TIME LEFT:

9
A sledge! Look at that! It will go really fast.
Yes, it will. And look! We've got help. Let's go sledging.

10
I think we'll catch him, Nancy! Hold on!
Noooooooooo!

11
Look! The criminal is one of Dr Zeevil's Z-bots. We caught him ... err ... her.
Yes, we did. Look! The ski shop is closed. Dr Zeevil escaped ...
For now. But I think we'll see him again, Oli.
SKI
CLOSED
CRIMINAL CAUGHT!
NEW WORLD UNLOCKED:

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1 Lesson 5 Grammar

1 **REMEMBER THE STORY** **Match the parts of the sentences.**

1	I think	**a**	Time travel will help us.
2	I don't think	**b**	wait until it gets dark.
3	Then we'll	**c**	we'll catch him.
4	I think Night vision	**d**	need some skis.
5	I think we'll	**e**	will be useful.

2 **Read the table. Say something you *will do* and something you *won't do* this winter.**

I He She We	**'ll**	go skiing. go sledging. make a snowman.
	won't	make soup. make a bird feeder. do crafts.
I think **I don't think**		**I'll** go skiing **we'll** win.

We use ***will / won't*** + infinitive to talk about future actions. We often use ***I think*** and ***I don't think*** with *will*.

3 **Make sentences.**

She'll go skiing at the weekend.

1 She / / at the weekend. ✔

2 We / / on Saturday. ✘

3 She / / after school today. ✔

4 I / / tomorrow evening. ✘

4 **Collaborate** **Talk to your class about their ideas for next weekend. Write down their answers.**

5 **Communicate** **What did you discover in activity 4? Talk to your partner.**

Julia thinks she'll go shopping. She won't go to the cinema.

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1 Lesson 6 Cross-curricular

1 **Think, pair, share!** **Look at the pictures in activity 2. Which is the correct order of the stages?**

a caterpillar – butterfly – chyrsalis – eggs
b butterfly – chyrsalis – eggs – caterpillars
c eggs – caterpillar – chyrsalis – butterfly
d eggs – butterfly – caterpillar – chyrsalis

2 **Listen and read.** 024

Butterflies are amazing!

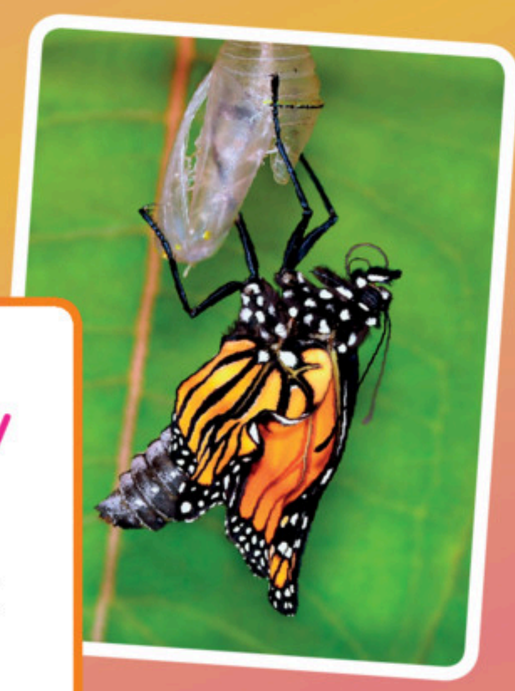
There are four different stages in a butterfly's life cycle. At each stage, the butterfly looks different. This special process is called *metamorphosis*. Metamorphosis means *changing shape*.

Stage 1
First, the female butterfly lays some **eggs** on a leaf. They're very small.

Stage 2
Caterpillars hatch from the eggs. These caterpillars are long and thin. They eat lots of leaves and flowers, and they grow fast.

Stage 3
The caterpillar stops eating and growing. It makes a **chrysalis**. The caterpillar is safe inside the chrysalis. It is safe from other insects and bigger animals, as well as from the rain and wind. Inside the chrysalis, the caterpillar starts changing shape. It changes into a butterfly.

Stage 4
The chrysalis opens and the **butterfly** comes out into the world. It can't fly when it comes out but, soon, its wings start to move and it flies away. The new butterfly looks for its food in flowers. Females find males and the life cycle starts again.



3 **Read and answer.**

1 Where do butterflies lay eggs?
2 What do caterpillars eat?
3 Do caterpillars grow slowly?
4 What happens inside the chrysalis?
5 What is this change called?
6 What do butterflies do when they come out of the chyrsalis?

4 **Think, pair, share!** **What other animals have different stages and forms in their life cycle?**

5 **Learn how to compare the life cycles of two animals.** AB Page 11

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1 Lesson 7 Literacy: a poem

What can we do in different seasons?

Winter is a time
to sit by the fire.

Oscar

1 **BEFORE YOU READ** **Look at the pictures. What are the two poems about?**

2 **Think** **Look at the titles of the two poems, and the pictures. What is the weather like?**

3 **Listen and read.** 027 **Were you right?**

Here are two poems. They are both very short poems and they talk about different aspects of winter. They use different poetic techniques to create an impression of winter.

The first poem uses an effective metaphor to talk about snow covering the ground. A metaphor uses unusual words to create a picture of something.

The second poem is called a *haiku*. A *haiku* has got 17 syllables divided into three lines. This technique allows the poet to create a quick impression of a winter scene.

Night falls on the prairie

The sun sleeps and the
moon rises high,
A million white feathers
fall silently from the sky.
Our Chief smiles, his face
a golden light.
Stories and dreams
around a fire at night.

Cold winter landscape

Cold winter landscape,
Tiny footprints in the snow.
A fox looks for food.

4 **AFTER YOU READ** **Complete the activities.** AB Page 12

Our Values!

Is writing poems a good way to show your feelings? Why (not)?

Lesson 8 Culture: The Navajo Mountain Chant festival AB Page 13

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1 Lesson 9 Writing: a poem

1 **Read the four haikus which Fatima has written. Which season is each one about?**

2 **Read the haikus again and answer the questions.**

1 What does 'brothers' refer to in haiku 1?
2 Is the writer inside or outside in haiku 2?
3 What does 'whispers' mean in haiku 3?
4 Where are the people in haiku 4?

3 **Match the features and the colours in the haikus.**

1 A line with five syllables
2 A line with seven syllables
3 A second line with five syllables
4 Keywords about nature

4 **Read the Big Write tip.** The Big Write AB Page 14

Fatima

Four haikus for four seasons

Haiku 1

{A single gold leaf}
{falls silently from the tree}
{to meet its brothers.}

Haiku 2

{Butterflies and birds.}
{Trees show us their new green leaves.}
{A new world wakes up.}

Haiku 3

{Snow whispers gently,}
{turning the whole world to white,}
{hiding our secrets.}

Haiku 4

{Long days in the sun,}
{barbecue smells and music,}
{sand between our toes.}

Lesson 10 THE BIG QUESTION REVIEW

1 **SONG** **Listen and answer.** 031
Which food do they mention in the song?

2 **Watch and answer the questions on the video.**

3 **Think, pair, share!** **Look at the Big Question poster. How do your answers compare with the unit answers?**

I like Celia's answer about spring.

Yes. Butterflies are beautiful in spring.

And you can see lots of other insects, too.

I know! We've got lots of bees in our garden!

4 **Complete the activities and do the self-evaluation.** AB Page 16

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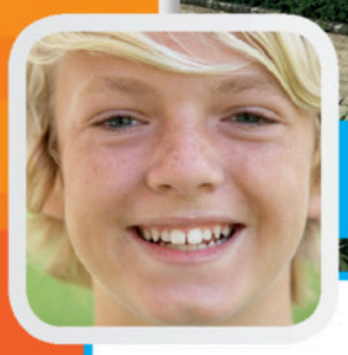
2 How do we discover things?



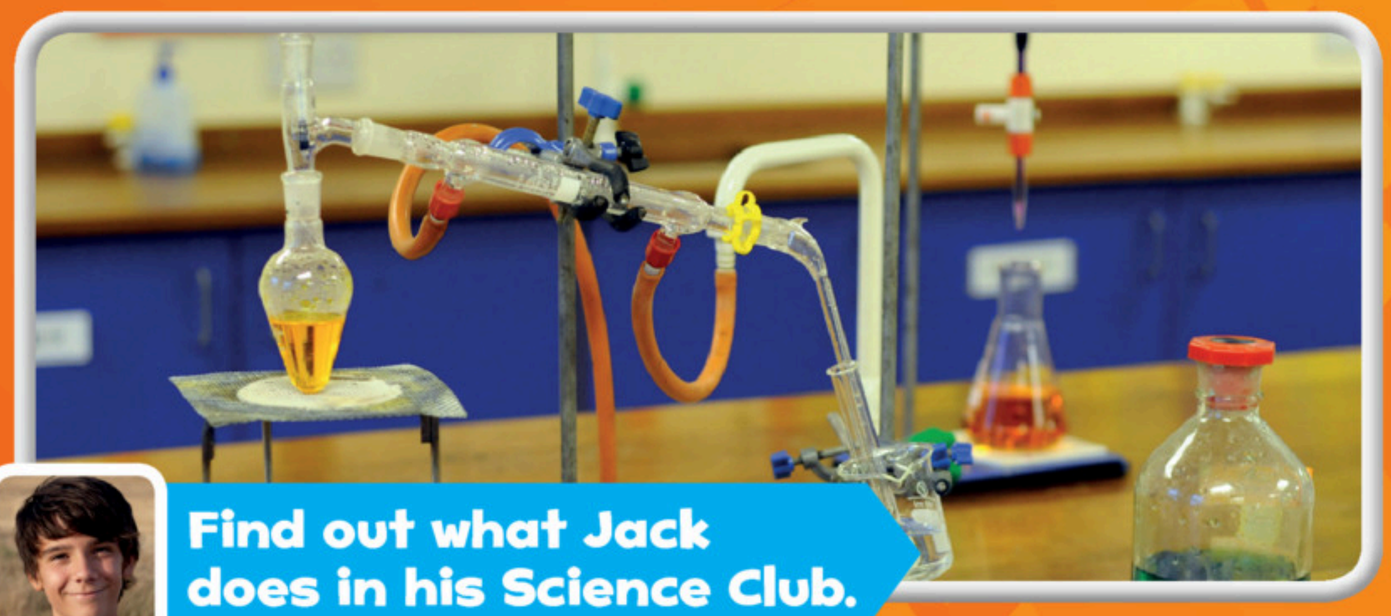
Finn's star post

We discover things when we visit interesting places.

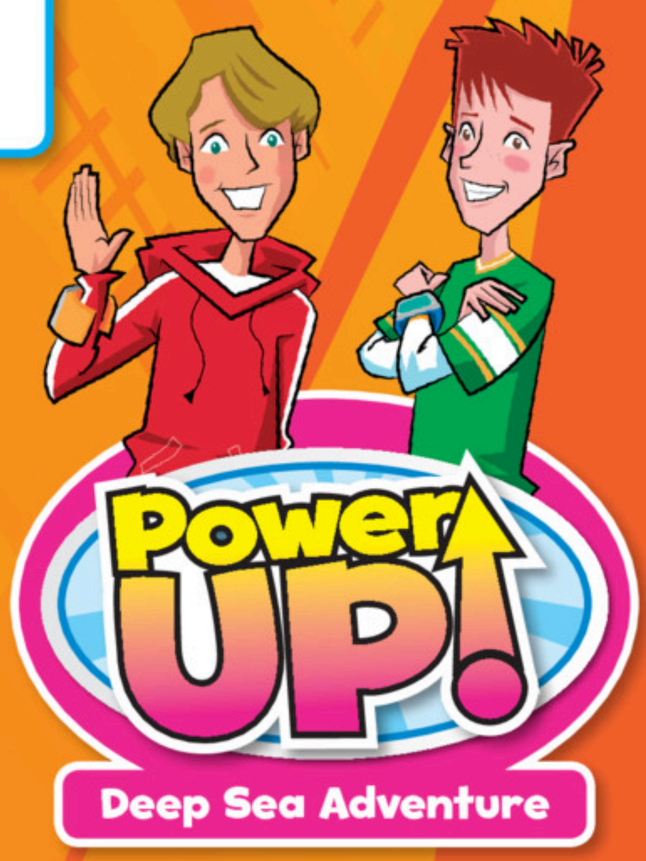
Hello! I'm Finn and I'm twelve years old. Watch my video about the Eden Project in the UK. There are hundreds of thousands of plants there from all over the world. There are also some amazing sculptures! I go there with my family quite a lot because it's close to our house. I never get bored. There is always something new to do and see. You can even do ice skating in winter!

Did you know?

The Rainforest Biome at the Eden project is 240 metres long, 110 metres wide and 50 metres high! It contains more than 1,000 tropical plants.



Find out what Jack does in his Science Club.



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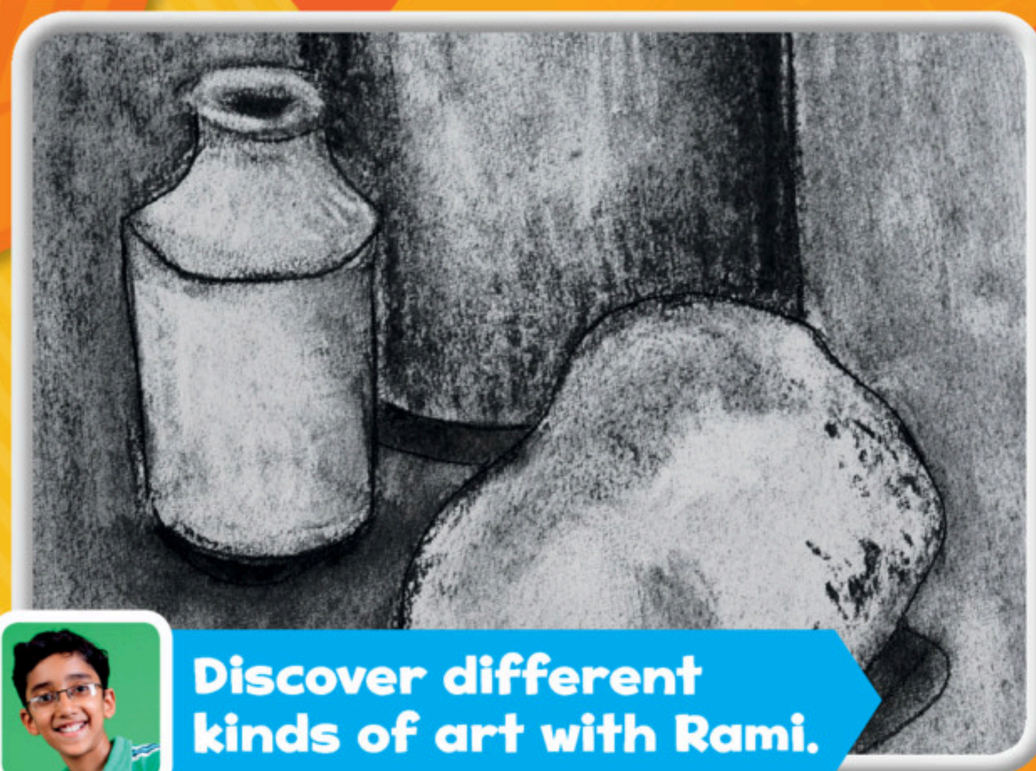
Discover a new species with Tomas.



Discover different kinds of art with Rami.

Read an e-flyer with Sally.

TALKING POINT

What places did you discover on holiday last year?

I discovered the Eiffel Tower when we went to Paris.

Lesson 1 THE BIG QUESTION

1 **Look, read and answer.**

1 What can you see in the pictures?
2 Look at the posts. What do you think each section is about?
3 Read Finn's star post. What does he think of the sculptures at the Eden Project?

2 **Watch the video and correct the sentences.**

1 Finn doesn't like the Eden Project.
2 There are three biomes at the Eden Project.
3 The sculpture in the Core Building is called the Wee Man.
4 You have to take your own food and drink to the Eden Project.

3 **Think** **Think about the Big Question and answer.**

What discovery did you make at school last week?

4 **Think, pair, share!** **What answers can you think of for the Big Question? List your answers on the Big Question poster.**

We can discover things in class.

Reading is a great way to discover things.

5 **Collaborate** **Look at the Talking Point. Then ask and answer with your partner.**

What / places / you discover / ... ?

6 **Watch the video again.** **Complete the activities in the Activity Book.** AB Page 17

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2 Lesson 2 Vocabulary

1 **Think** What do you do in your science class? Copy the table and write two more words for each heading.

Experiment verbs	Other verbs
pour	listen

Jack

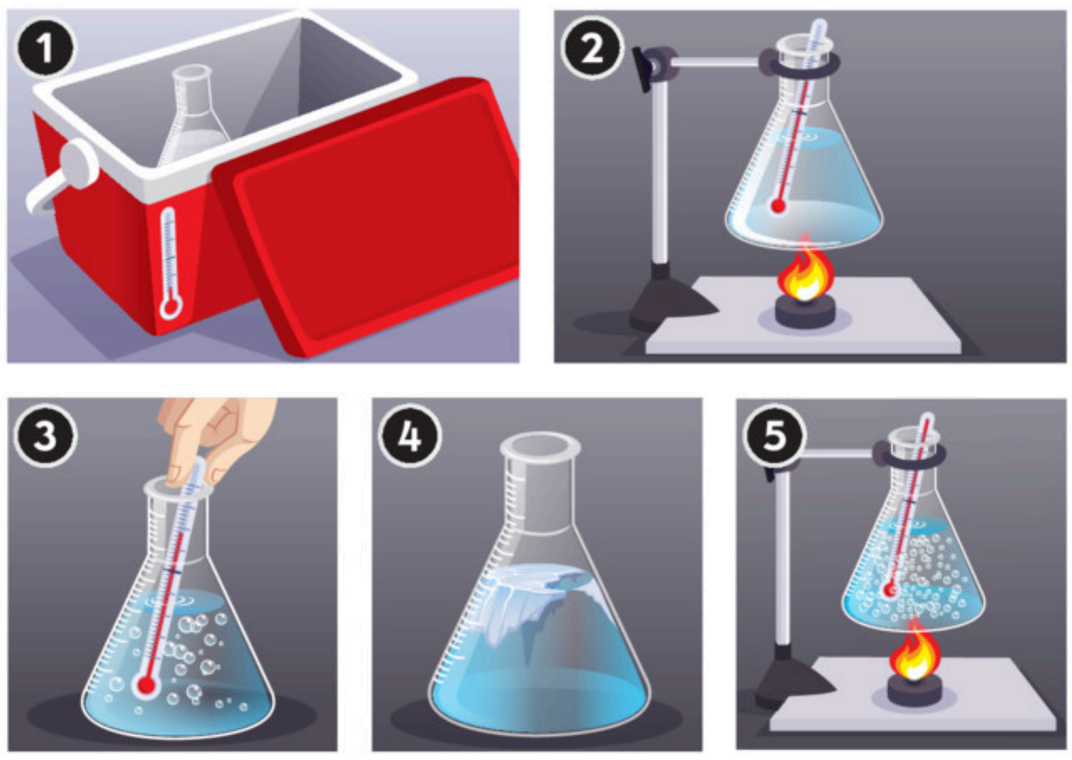
How do we discover things?

We do experiments in our Science Club.

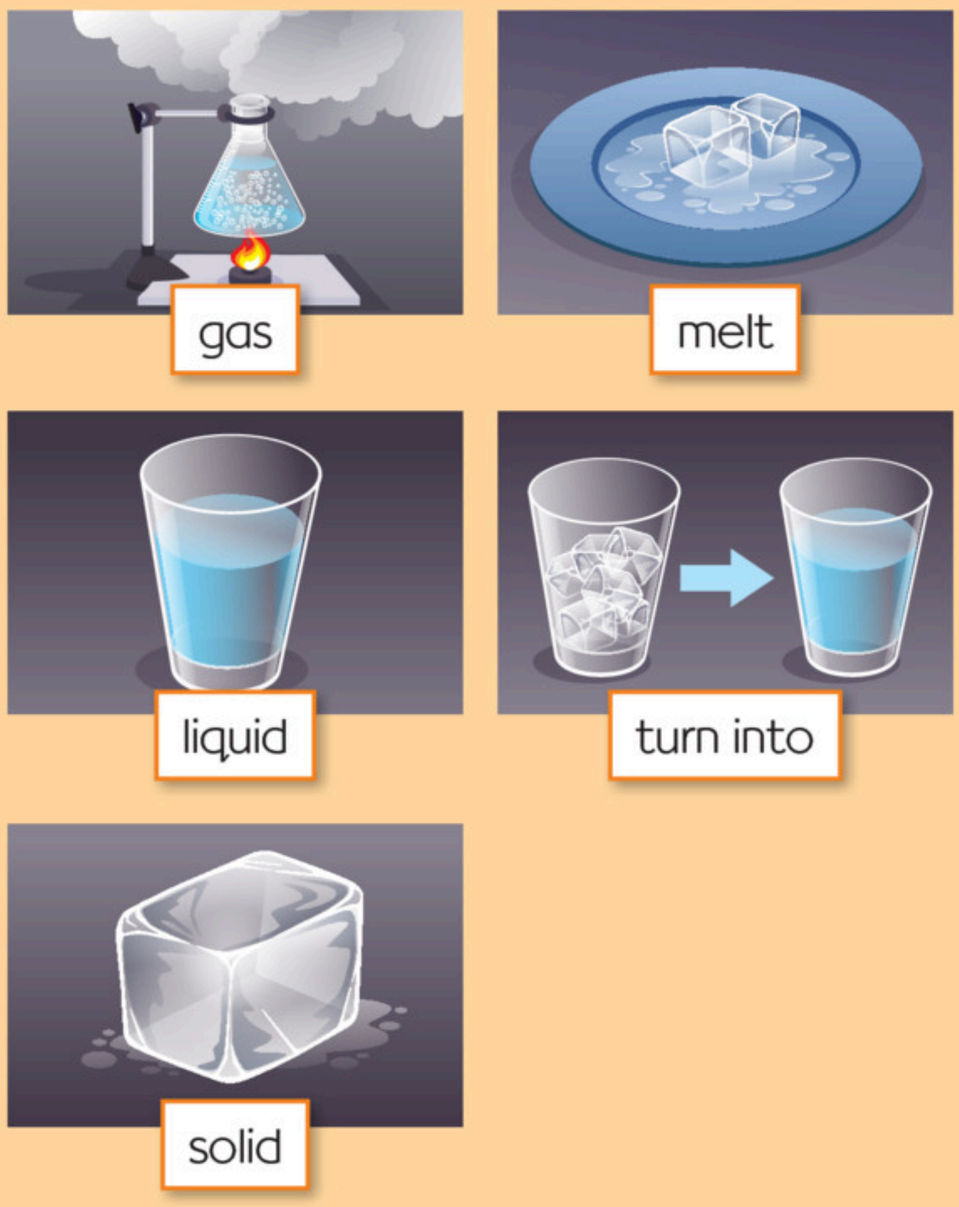
2 Listen and read about Jack's science club. 036 Find the five words in bold in the pictures. Do you learn about these things in your science class?

Jack's blog

In our Science Club, we're looking at water at the moment. I'm doing some experiments with Nancy. We **heat** water and **boil** it to see what happens. Then we **cool** it and **freeze** it to see what happens. We **measure the temperature** to find out when changes happen to the water. Water is really interesting, you know!



3 Listen to Nancy. 037 Copy the words and number them in the order you hear them.



4 Listen and repeat. 038 Point to the pictures.

5 Listen and repeat the dialogue. 039

6 **Communicate** Talk about things you can freeze.

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2 Lesson 3 Grammar

1 Listen and read. 040

CHAT ROOM

I went to Science Club after school today. We learned all about the three states of water. 💧💧💧

The three states of water? What does that mean?

We did an experiment to show how water can be three different things.

How can it be three things? 😕

Well, if you cool water to less than zero degrees Celsius, it freezes. It turns into ice.

Oh, I see.

And if you leave ice at room temperature, it melts and turns into liquid.

OK. That's two states of water – ice and liquid. What's the third state?

If you heat water to 100 degrees Celsius, it boils. If water boils, it turns into vapour. Vapour is a gas.

That's fascinating! 😮

2 Read the conversation again. Then answer the questions.

1 What happens if you heat water to 100 degrees Celsius?
2 What happens if you freeze water?
3 What happens if you leave ice at room temperature?

3 Think Read the table. Which zero conditional sentences are in Jack and Celia's chat?

If	I you we	**boil** water, **freeze** water, **melt** ice,	it **turns** into	steam. ice. water.
What **happens if**	you **boil** water? we **melt** ice?			

We use the present simple to make **zero conditional** sentences. Zero conditional sentences state facts that are always true.

4 Match the parts of the sentences.

1	If you freeze water,	**a**	it melts.
2	If you leave ice cream in the sun,	**b**	if you boil milk?
3	What happens	**c**	it turns into ice.

5 Communicate Talk about the pictures. Use the zero conditional.

one hour

If you go by bus, it takes one hour.

30 minutes

three hours

eight hours

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2 Lesson 4 Vocabulary and story

1 **Think** Look at the pictures. Is there anything you like or don't like?

2 Listen, repeat and and point. 042

3 Listen and say the verbs. 043

1 Mmm! I **fancy** a cake!

2 I really **dislike** salad!

3 **Carry on** with your game. Dinner is in an hour.

4 Which one do you **suggest** for the party?

5 I can **imagine** going there! It looks so beautiful.

6 **Stop!** It's too high.

4 **BEFORE YOU READ** This story is about a new species of fish called an octofish. What do you think it looks like?

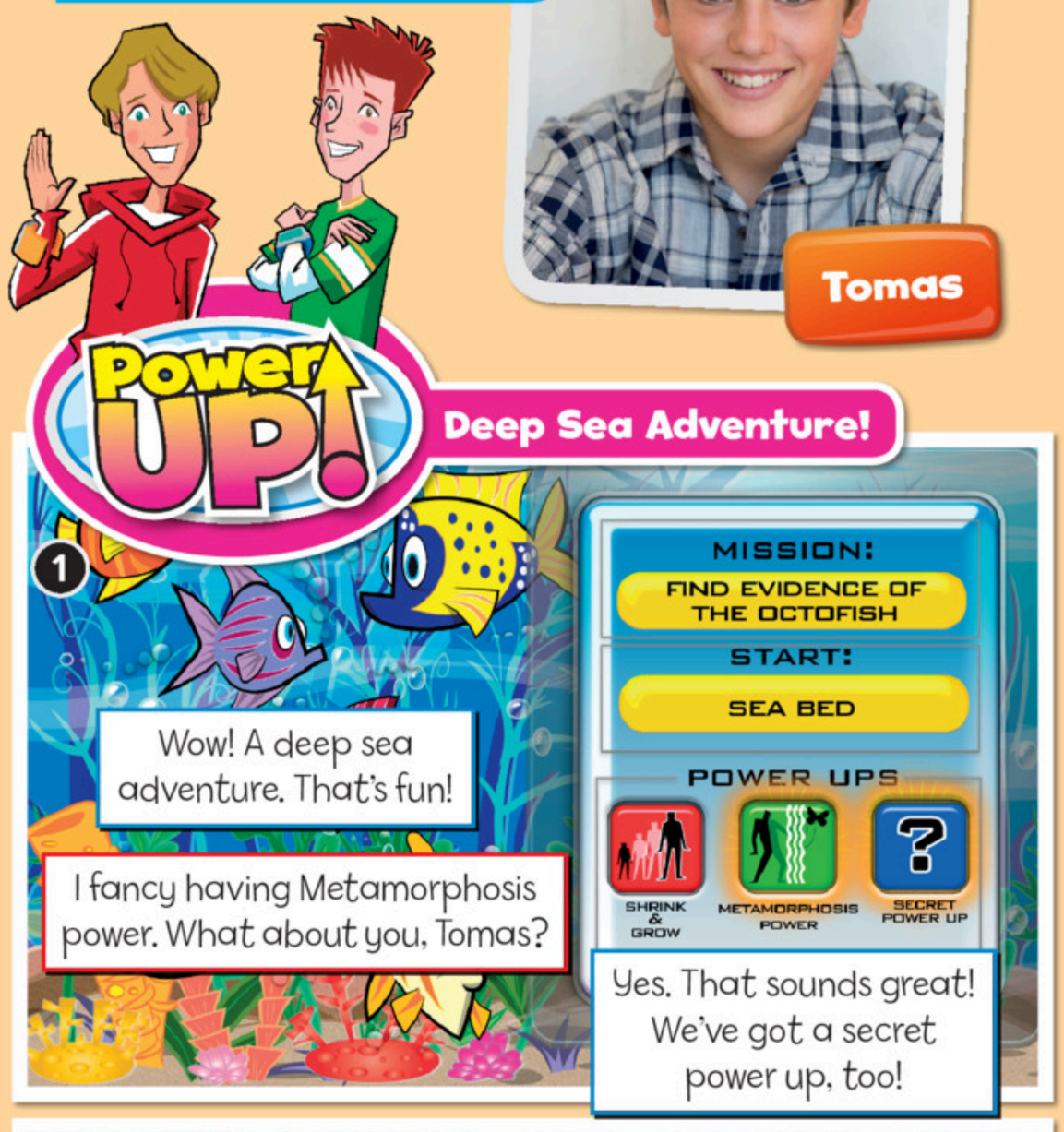
5 Listen, read and check. 044

6 **AFTER YOU READ** Watch the story. ▶ Complete the activities. AB Page 20

How do we discover things?

We observe nature to discover new species.

Tomas



4
There isn't ONE shark, Tomas. There are hundreds!
Quick! Activate the Metamorphosis power up.
ACTIVATING
METAMORPHOSI

5
Look! They aren't real. They're photos.
Somebody wants to frighten us away, Oli. But who? And why?

6
Suddenly ...
What's that?
I think it's a submarine. Look! There's a window.
KEEP OUT!
PRIVATE!
STAY AWAY!

7
Those poor fish. The tanks are too small.
Look! Photo Cut software.
Somebody's coming! He heard us.
Photo Cut
Who's there?

8
Professor Zol is really Dr Zeevil! And his discovery isn't real!
He used Photo Cut software to invent the octofish. We have to free those fish!

9
You carry on freeing the fish, Tomas. I'll stop Dr Zeevil!
ACTIVATING
SECRET POWER UP
BALLOON MAKER

10
The Balloon maker worked - but he's getting away!
We can catch Dr Zeevil another day. All the fish are free. That's more important.
WANTED
Dr Zeevil
NEWS
OCTOFISH A LIE!

11
That was exciting. It's a pity the octofish doesn't exist. We'd be famous!
NEWS
OCTOFISH A LIE!
Ha ha! Now you are dreaming, Oli!
MISSION SUCCESSFUL!
NEW WORLD UNLOCKED:

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2 Lesson 5 Grammar

1 REMEMBER THE STORY Who is speaking? Complete the phrases from the story using the verbs in the box. Then say *Oli* or *Tomas*.

looking dreaming having freeing

1 I fancy ... Metamorphosis power. What about you?

2 Stop ... ! We've got a mission.

3 I suggest ... over there by those plants.

4 You carry on ... the fish. I'll stop Dr Zeevil!

2 Read the table. Then make a question to ask a classmate.

I You We	enjoy like	reading. taking photos.
Do you Does she		going on adventures? being invisible?

Sometimes, we use two verbs together in a sentence. The verbs *enjoy*, *like*, *dislike*, *fancy*, *stop*, *carry on*, *imagine* and *suggest* are followed by the *ing* form of the verbs which come after them.

3 Say the sentences. Use the correct form of the verb in brackets.

1 Stop ... in the sea! It's too dangerous! (swim)

2 Do you fancy ... this book? It's very good. (read)

3 Can you imagine ... in the river? (fish)

4 I'll carry on ... my picture for an hour. (paint)

5 I suggest ... a nature programme. (watch)

6 Do you like ... maths homework? (do)

4 Complete the sentences. Use the names of five of your classmates and the correct form of the verbs in brackets.

1 ... can imagine (be) in London.

2 ... dislikes (have) science homework.

3 ... fancies (go) to the USA one day.

4 ... suggested (do) something interesting last week.

5 ... will carry on (study) English all his / her life.

5 Collaborate Ask your classmates. Are your sentences from activity 4 true or false?

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1 **Think, pair, share!** Which materials can you use to make a work of art?

2 Listen and read. 046

Artists' materials

How do we discover things?

We can discover different artists' materials in an art shop.

Look what I found at the art shop! Mum gave me this scrapbook. It's for my art projects. The first pages have got examples of different kinds of artists' materials. Which ones do you like best?

Charcoal
Some artists use charcoal to make black lines on paper. Charcoal sticks are black or dark grey. Artists use soft charcoal for dark lines and hard charcoal for lighter lines. Sometimes, an artist uses his or her finger to rub the charcoal on the paper. This makes a shadow.

Watercolour paints
Watercolour paints come in tubes or small blocks. The artist uses a brush to add water to the paint before putting it on the paper. Colours become lighter when water is added.

Oil paints
Lots of paintings that we see in art galleries are made with oil paints on a special material called **canvas**. The paints usually come in tubes and are bright colours. Artists mix the paints on a **palette** to make different colours. Sometimes, they add oil to make the paint thinner.

Pastels
Pastels are small, narrow sticks, similar to chalk. They come in lots of colours, and they can be soft or hard. Artists use pastels on paper, using their fingers to mix new colours or to make shadows.

3 **Read and say *charcoal*, *oil paints*, *watercolours* or *pastels*.**

1 Artists make new colours by rubbing these with their fingers.
2 You can buy these in tubes or blocks.
3 Artists paint on a canvas with these.
4 You can use these sticks to make a black and white drawing.

4 **Think, pair, share!** Ask and answer.

1 Which of these artists' materials are the easiest to use? Why?
2 Which of these artists' materials would you like to use? Why?

5 **Learn how to identify different artists' materials.** AB Page 22

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2 Lesson 7 Literacy: an e-flyer

1 **BEFORE YOU READ** Look quickly at the e-flyer. Does it make you want to read more? Why (not)?

2 **Think** Ask a question about the festival.

3 Listen and read. 048 Does the e-flyer answer your question?

How do we discover things?

We can discover new music on the internet.

Summer Sound Songs Music Festival

Golden Wizards

DJ Sparkly

Tina Frost and the Icicles!

29 – 31 August
Rural fields,
Bath Road
Tinford

One of the UK's friendliest family festivals!

Kids' zone for fun activities (ages 3-12)

Kids' disco (under-14s)

Music workshops for all ages

Free camping!

A great mix of international food stalls

All-day barbecue

Jill & Mo's ice cream

To find out more and to buy tickets, visit our website: **www.summersoundsongsfestival.com**

Ticket hotline: 0844 456123

4 **AFTER YOU READ** Complete the activities. AB Page 23

Lesson 8 Culture: Talent shows in Ireland AB Page 24

Our Values!

Is it important to have music festivals? Why (not)?

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2 Lesson 9 Writing: an e-flyer

1 **Read the e-flyer which Rami has posted. Which event is it advertising?**

2 **Read the e-flyer and answer the questions.**

1 How long does the festival last?
2 How much does a ticket cost?

3 **Match the features and the colours used in the e-flyer.**

1 Title of the event
2 Short pieces of text which give relevant information.
3 Practical details (date, time, place)
4 What to do to find out more.
5 Information in note form

4 **Read the Big Write Tip.** The Big Write AB Page 25

End-of-Year Music Festival

Local Bands
Glow XX
Back Yard Sounds
The School Choir
The School Orchestra
... and more!

Saturday 10 July
10 am – 8 pm
School playing fields

Fun Zone!
Games and sports competitions
Face painting
Karaoke

Barbecue
All-day food at low prices!

For more information and tickets: School office or school blog
Free tickets!

Important notice
We are organizing this event to raise money for new equipment at the local children's hospital. Tickets are free – but we hope to make money from food and drink sales, and we will also accept donations (small or large!).

Lesson 10 THE BIG QUESTION REVIEW

1 SONG **Listen and answer.** 051 **Where are the scientists?**

2 **Watch and answer the questions on the video.**

3 Think, pair, share! **Look at the Big Question poster. How do your answers compare with the unit answers?**

Rami's answer is original. He discovered lots of artists' materials in an art shop.

Yes! Shops are good places to discover things. I enjoy discovering exciting new authors in our local bookshop!

4 **Complete the activities and do the self-evaluation.** AB Page 27

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3 How do we get around?

Gerald's star post

Some of us get around on wheels.

Hi! I'm Gerald and I'm twelve. Watch my video about getting around on wheels. The best part of my video shows people who use a wheelchair to get around. Some wheelchair users are really fit, like Paralympic wheelchair racers Hannah Cockcroft and Kurt Feanley. They are top athletes!

Did you know?

Wheels were invented about 5,500 years ago. Can you imagine a world without wheels?

Find out how to get around Bella's town.

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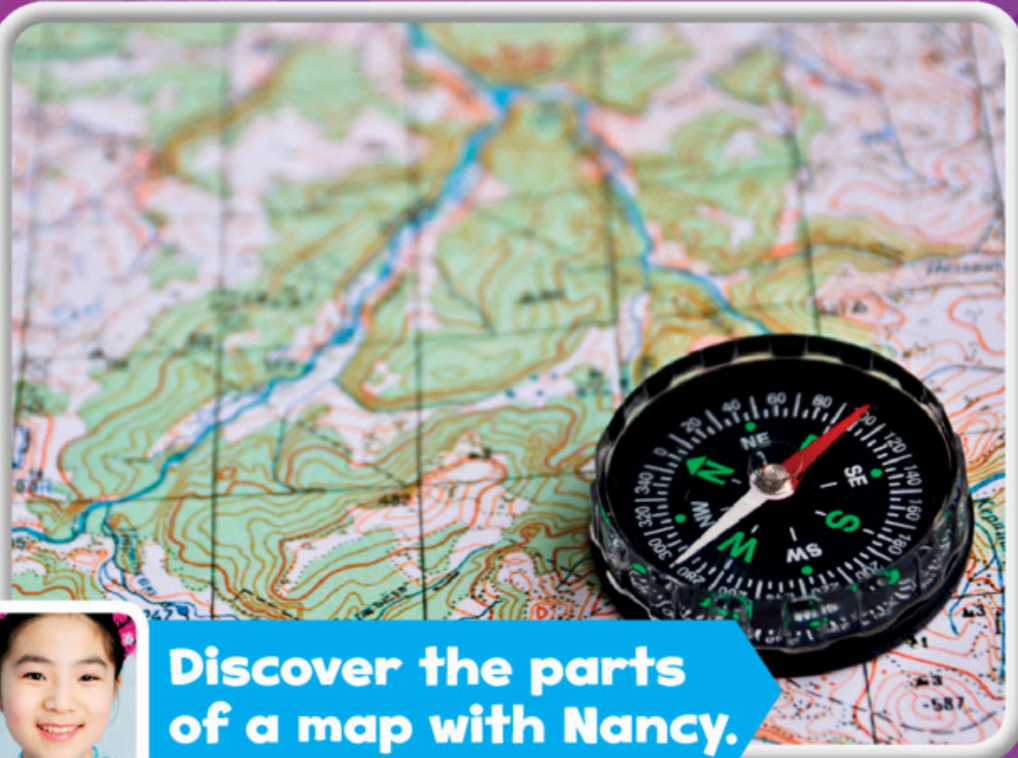
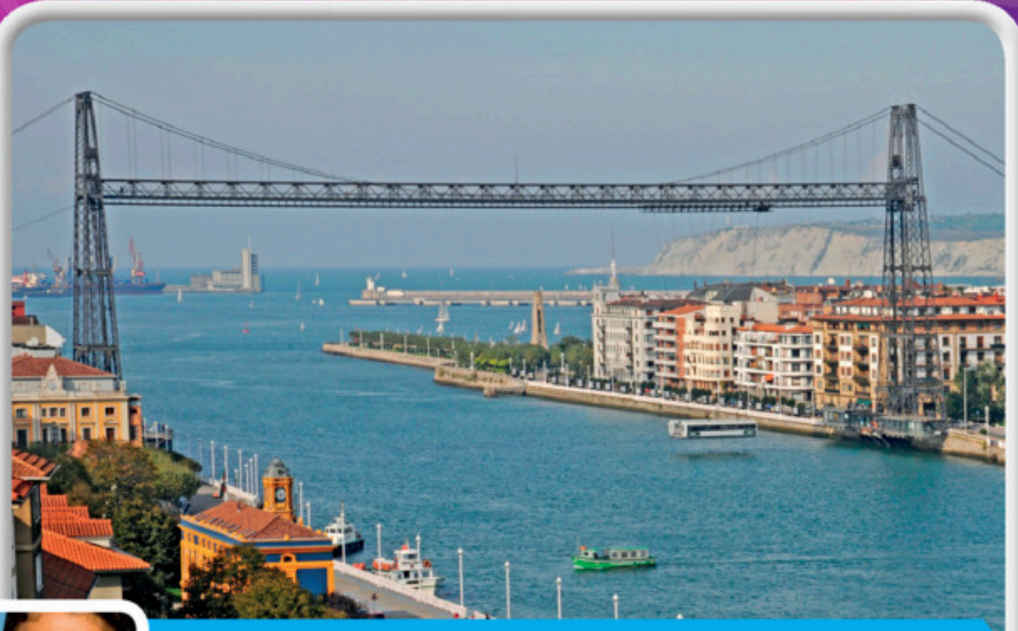
Learn about transport from around the world with Rami.



Discover the parts of a map with Nancy.



Read about an unusual form of transport with Hanif.

TALKING POINT

Which form of transport is your favourite?

I like travelling by train.

Lesson 1 THE BIG QUESTION

1 **Look, read and answer.**

1 What can you see in the pictures?
2 Look at the posts. What do you think each section is about?
3 Read Gerald's star post. Which part of his video does he like best?

2 **Which forms of transport can you see in the video? Watch and say the missing transport.**

- bicycles
- taxis
- vans

3 **Think** **Think about the Big Question and answer.**

How many ways to get around can you think of?

4 **Think, pair, share!** **What answers can you think of for the Big Question? List your answers on the Big Question poster.**

When I was a baby, I got around in a pushchair.

In Australia, some people get around on a horse.

5 **Collaborate** **Look at the Talking Point. Then ask and answer with your partner.**

Which / form of transport / favourite?

6 **Watch the video again. Complete the activities in the Activity Book.** AB Page 28

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3 Lesson 2 Vocabulary

1 **Think** What can you see outside in your area? Copy the table and write two more things for each heading.

Objects in your area	Places in your area
street lights	restaurant

2 Listen and read about Bella's town. 056 Find the five words in bold in the picture. Are any of the places in your area, too?

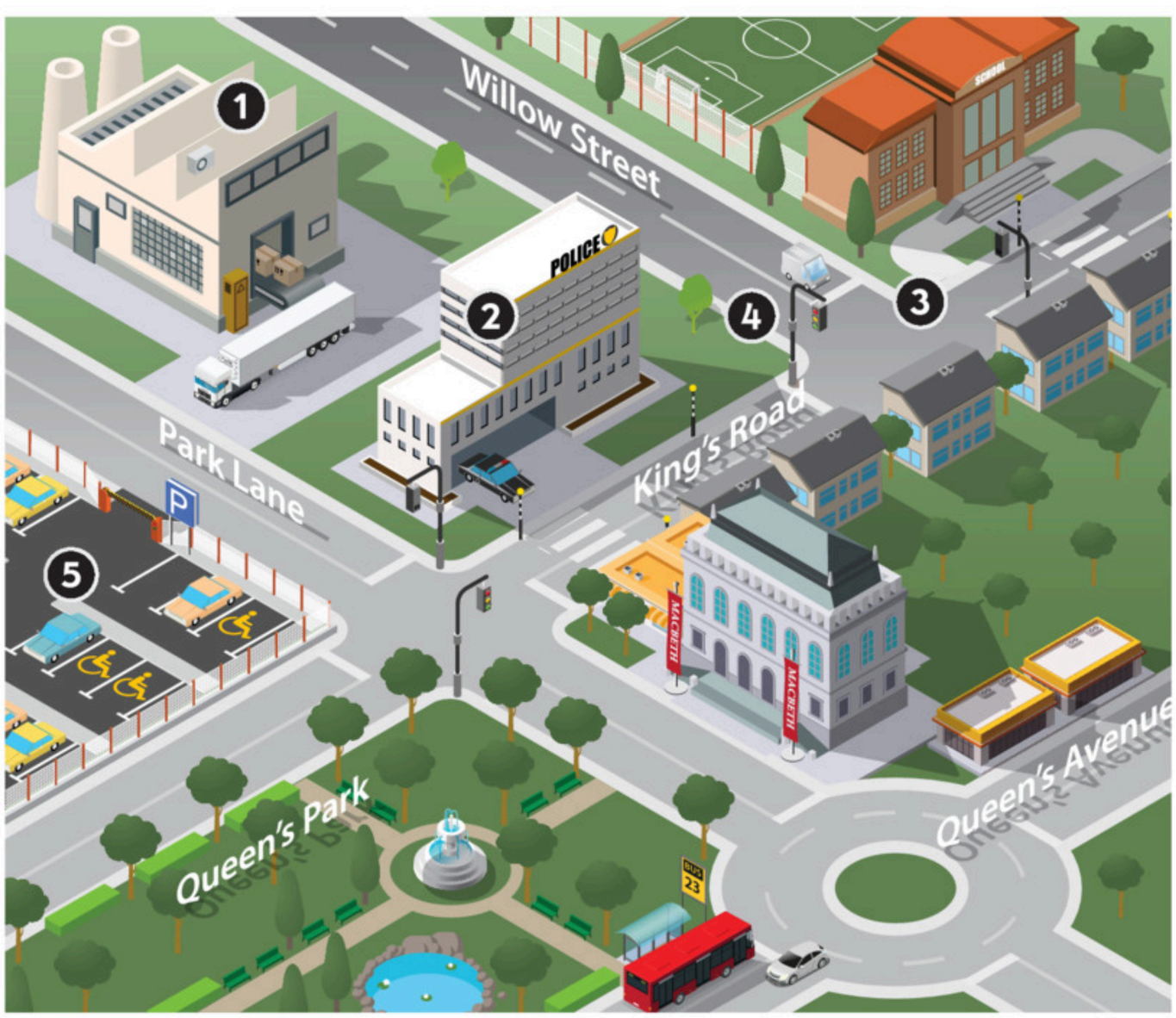
Bella

How do we get around?

We can ask for directions.

Bella's blog

It's easy to get to our school. Take the number 23 bus to the **roundabout** where Queen's Avenue meets Park Lane. On the right, you'll see a **theatre** and, on the left, there's a park with a beautiful **fountain** in it. Go to the **crossroads** on Park Lane. On the right, there's a **zebra crossing**. This is King's Road. Go straight on and our school is on the left.



3 Match the words and the parts of the picture in activity 2. Then copy the words, listen and number them in the order you hear them. 057

traffic lights car park corner
police station factory

4 Listen and repeat. 058
Point to the places on the map.

5 Listen and repeat the dialogue. 059

6 **Communicate** Look at the map of Bella's area. Ask and answer.

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3 Lesson 3 Grammar

1 Listen and read. 060

CHAT ROOM

Hi, Bella! Can you tell me where the theatre is?

Hi, Oli! It's on King's Road, opposite the police station.

I don't know where that is. I'm outside the school. How do I get to the theatre from here?

That's easy ... Go along King's Road towards the traffic lights. Go past the police station.

OK ... past the police station.

Then turn left at the crossroads and go straight on, past the shop. Walk along Park Lane until you get to the roundabout.

OK ... left at the crossroads and straight on. I'm going towards the roundabout.

The roundabout where Park Lane meets Queen's Avenue?

Yes. That's right.

Stop there! The theatre is on your left.

2 Read again and say *True* or *False*.

1 Oli knows where the theatre is.
2 The theatre is on King's Road.
3 Oli has got to go past the fountain.
4 The roundabout is where Park Lane meets Queen's Avenue.
5 The theatre is on Oli's right.

3 Read the table. Which sentences in the table are similar to the directions in Oli and Bella's chat?

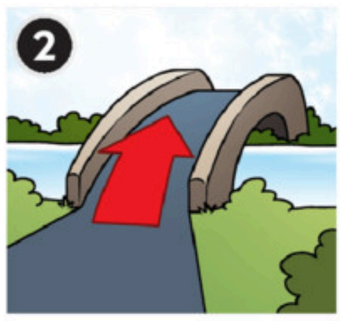
Can you tell me where		the theatre is? the bus stop is?
Go Walk	**along** King's Road **straight on**	**until** you get to the crossroads / the roundabout.
Turn	**left** **right**	at the crossroads. at the roundabout.
Go Continue	**towards** the traffic lights. **past** the police station. **over** the bridge.	

We can use the verbs ***go***, ***walk***, ***turn*** and ***continue*** to give directions.

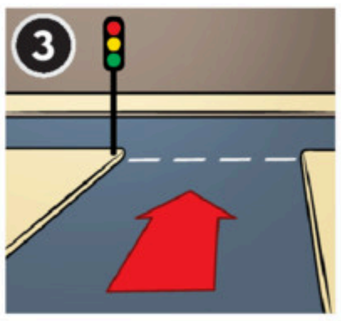
4 Say the directions using the words in the box.

over along towards

Walk ... Park Lane.



Go ... the bridge.



Go ... the traffic lights.

5 Communicate Look at the map on page 30. Ask for and give directions for the journeys below.

1 From the fountain in Queen's Park to the factory.
2 From the car park to the theatre.
3 From the school to Queen's Park.

I'm outside the fountain in Queen's Park. Can you tell me how to get to the factory from here?

Yes. Go towards the car park ...

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3 Lesson 4 Vocabulary and story

1 **Think** Make a list of different types of transport. Then sort them into air (A), land (L) and water (W).

2 Listen, repeat and point. 062

3 Listen and say the transport words. 063

1 dog sled

2 double-decker bus

3 gondola

4 camel

5 cable car

6 rickshaw

4 **BEFORE YOU READ** **This story is about a trip around the world.**

1 Which characters appear in the story?

2 What kinds of transport do you think might appear in the story?

5 Listen, read and check. 064

6 **AFTER YOU READ** **Watch the story.** ▶ **Complete the activities.** AB Page 31

How do we get around?

You can use different transport in different countries.

Power UP! Around the World in 80 Days

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4
Phileas is in there. The Z-bots are guarding him.
Luckily, I've got some robopops. Z-bots LOVE robopops and ...
Let's activate the wind power up!

5
Wait, Rami! ... Hang on, Phileas!!
Oh, dear. Whose idea was this?
You're free, Phileas! Come on! It's this way to our transport.

6
In a nearby park ...
What's that?
It's the hot-air balloon which is going to take us to London and win the challenge.
But we must arrive before midnight. Hurry!

7
Oh, no! Dr Zeevil is catching us but we can't use the power up again!
Wait a minute. We can use the robopops.
Good idea!

8
There you go, Z-bots! Enjoy.
Goodbye, Dr Zeevil!
Noooo! Z-bots, where are you going???

9
Later ...
What's the matter, Mr Fogg? We're in London.
We're still too late. It's five minutes past twelve.

10
Look! We aren't late. It's five minutes past twelve in France but it's an hour earlier in England.

11
Goodbye, my friends!
MISSION SUCCESSFUL!
NEW WORLD UNLOCKED:

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3 Lesson 5 Grammar

1 **REMEMBER THE STORY** **Match the words and the descriptions.**

1 The place where the mission started.
2 The person who travels with Phileas Fogg.
3 The transport which Phileas Fogg used to travel across Alaska.
4 The person whose Z-bots are guarding Phileas Fogg.
5 The place where Phileas Fogg needs to go.

a Jean Passpartout
b Dr Zeevil
c dog sled
d London
e Paris

2 **Read the table. Which sentences in the story use a relative pronoun?**

This is the necklace. The thief stole it. This is the necklace **which** the thief stole.
This is the man. They met him in Paris. This is the man **who** they met in Paris.
This is the city. They met Phileas Fogg there. This is the city **where** they met Phileas Fogg.
This is the woman. Her necklace was stolen This is the woman **whose** necklace was stolen.

We use **relative pronouns** to give more information about nouns. We can make two sentences into one sentence using relative pronouns.

3 **Choose the correct words.**

1 This is the shop **who** / **where** I bought the necklace.
2 This is the woman **which** / **who** found my bag.
3 This is the transport **which** / **who** I used.
4 This is the man **who** / **whose** dog won the race.
5 This is the bike **whose** / **which** my brother got for his birthday.

4 **Join the sentences together and say.**

1 This is the man. He found your bag. (who)
2 This is the shop. I bought the scarf here. (where)
3 This is the gondola. I used it. (which)
4 This is the man. His friend lost the keys. (whose)

5 **Collaborate** **Talk to your class. Make and ask questions using the prompts and a relative pronoun.**

1 Find a boy who plays a sport.
2 Find a girl who has got a horse.
3 Find a boy whose family lives in a quiet area.
4 Find a girl whose brother or sister is older than them.

6 **Communicate** **What did you discover in activity 5? Ask and answer. Use relative pronouns.**

Did you find a boy who plays a sport?

Yes, I did. Emilio's brother plays table tennis.

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How do we get around?

We can use a map!

1 **Think, pair, share!** When do we use maps? What kind of information appears on a map?

2 Listen and read. 066

The parts of a map

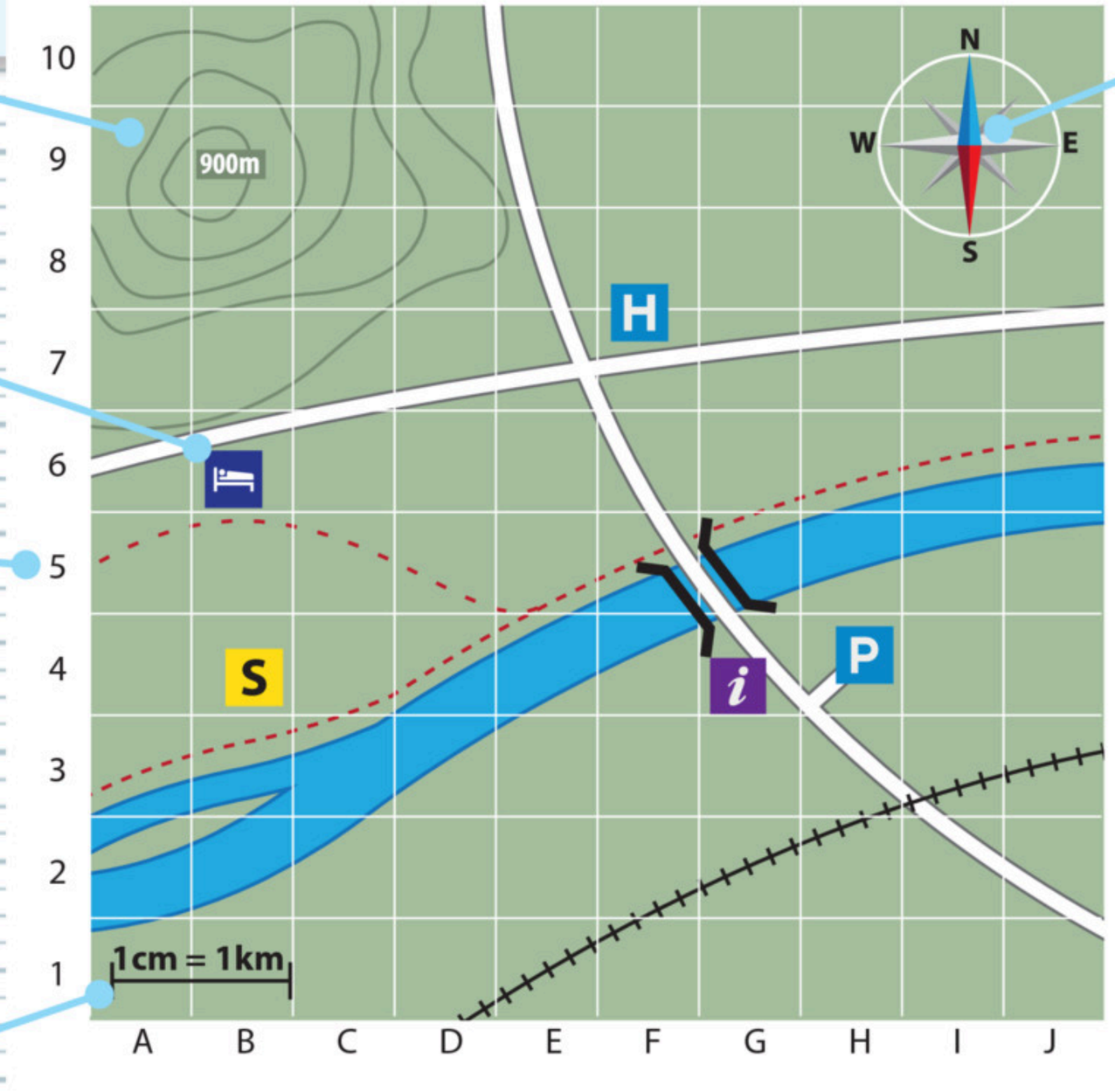
There are lots of different kinds of maps. Climate maps give information about an area's climate and how much rain falls there. Physical maps show features such as rivers, lakes and mountains. Political maps show the borders between different countries or areas. Road maps help people to plan a trip. They show roads, airports, cities and towns. Street maps show the different places in a town or city. When you look at different maps, you can see that, often, the parts of a map are the same.

Contour lines: These are lines that show the changes in height for different areas of land on a map.

Symbols: These are small pictures on a map that represent real things.

Grid coordinates: These refer to an exact point on a map. For example, on this map, at 6B, there is a hotel and, at 4G, there is a tourist office.

Scale: We use this to show how distances on a map represent real distances.



Compass rose: This shows which way is 'up' on the map. North is always at the top of the map.

Key: This tells us what the symbols used on the map mean.

Map key	
H	Hospital
S	School
][	Bridge
	River
	Road
	Public footpath
	Railway
i	Tourist office
	Hotel
P	Car park

3 **Look at the map. Read and answer.**

1 You are at the tourist office. Which direction is the hotel?
2 What are the grid coordinates for the car park?
3 Which building is located at 4B?
4 Where does the railway cross the main road?
5 What is the symbol for a footpath?
6 How high does the hill go on this map?

4 **Think, pair, share!** **Ask and answer.**

1 What kind of information is it important to include on a street map?
2 Do you think that the symbols in the map above are good? Why (not)?

5 **Learn how to read a map.** AB Page 33

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3 Lesson 7 Literacy: an information leaflet

How do we get around?

We can use unusual kinds of transport.

Hanif

1 **BEFORE YOU READ** Look at the photos and read the heading. What is the leaflet about?

2 **Think** How do you think the bridge works?

3 Listen and read. 069 Was your answer to activity 2 correct?

The Hanging Bridge of Vizcaya was the first transporter bridge in the world to carry people and cars. They travel inside a metal basket, called a gondola. There is enough space for six cars, six motorbikes or bicycles, and 200 people.

Most of the passengers use the bridge to go to work. It is especially busy early in the morning and in the evening.

Tourists can take a lift up to the top of the bridge and walk across a path to the other side.

Amazing views! ***Price: €8 (euros)***

Where is it? The bridge crosses the Nervion River in Vizcaya, northern Spain. It links the towns of Portugalete and Las Arenas.

Prices (euros and cents)	
Passengers	€0.40
Bicycles	€0.70
Motorbikes	€0.80
Cars	€1.60

World Heritage Site

The Vizcaya Bridge is on UNESCO's Industrial Heritage list. UNESCO believes the bridge is both beautiful and useful.

UNESCO = United Nations Educational, Scientific and Cultural Organization

Facts and figures

1. The bridge operates every eight minutes at its busiest times.
2. It is open 24 hours a day, seven days a week, 365 days a year.
3. Every year, four million people and half a million cars cross the bridge.

Our Values!

Why is it important to connect towns and communities?

4 **AFTER YOU READ** Complete the activities. AB Page 34

Lesson 8 Culture: unusual transport in Egypt AB Page 35

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3 Lesson 9 Writing: an information leaflet

1 **Read the leaflet from Celia's trip. Would you like to visit this museum? Why (not)?**

2 **Read the leaflet again and answer the questions.**

1 How much does it cost for one adult and two children to visit the museum?
2 What can you see on a guided tour?

3 **Match the features and the colours used in the leaflet.**

1 Main heading
2 Subheadings
3 Important facts
4 Short pieces of text which describe important features.
5 Maps and other images

4 **Read the Big Write tip.**

The Big Write AB Page 36

Plan your visit
Opening hours: 10.00 am – 6 pm
Adults: £17 Children FREE

We are easy to find
You'll find us at Covent Garden Piazza (south-east corner), London.

Enjoy a unique experience
Discover our unique poster collection with beautiful pictures of British transport history through the ages.

We are family-friendly
Take part in family activities during school holidays.
Join in special 'stories and songs' events for the under-5s.
Participate in creative workshops for children aged 12 and younger.

Remember to book tickets because places are limited (children under 17 go free)!

Try our 'out and about' activities
Sign up for our guided tours. You'll see historic vehicles and signs across, around and under the city!
Come along to our early morning events for children with special educational needs (SEN).

Lesson 10 THE BIG QUESTION REVIEW

1 **SONG** **Listen and answer.** 072
What happens at quarter past two?

2 **Watch and answer the questions on the video.**

3 **Think, pair, share!** **Look at the Big Question poster. How do your answers compare with the unit answers?**

Gerald's answer really made me think.

Yes. It isn't always easy for people in wheelchairs to get around.

I like Bella's answer.

Me, too. I think ...

4 **Complete the activities and do the self-evaluation.** AB Page 38

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The Great Outdoors

1 **Listen and read.** 074 **What activities do you think they enjoy doing?** WHOLE CLASS

Getting started

2 **Listen and read.** 075 **Say the missing words.** WHOLE CLASS

Clean Parks Club

Keep our parks clean!

Cleaning up litter, fallen leaves, etc.

Game days for children

All welcome

[1] ... Saturday and Sunday of the month

10.00 am –12.00 pm

Meet at the [2] ...

Free

Community Walking Club

Walk for health

Stay healthy and make new friends!

Walks for all levels:

Short and easy walks in the [3] ...

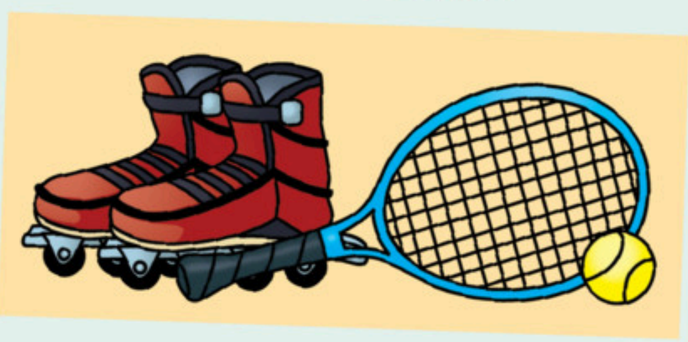
Long walks in the [4] ...

Membership: 5 euros each walk, to cover planning and maps

Meet at Queen's Park main entrance

Every Sunday afternoon 2–5 pm

Fitness for Teens



Get fit quick!

Outdoor aerobics, [5] ..., rollerblading and ball games – come and join in the fun!

Boys and girls welcome, age 13-16

Mon, Wed and Fri, 4 pm to 6 pm

Witney School tennis courts

... per session

3 **Think, pair, share!** **Answer the questions.**

1 Are there any clubs in your school?
2 Where and when do they meet?
3 What kinds of activities do they do?
4 Have they got membership fees?

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Research

4 Work in groups of three. Divide into A, B and C, and do research on your local area. Make notes in your Activity Book. AB Page 39 PROJECT GROUP

A

Open or green spaces in your area. Think about:

- places in town / the city – parks, play areas, etc.
- places in nature – woods, fields, beaches, etc.

B

People who live or work in your area. Think about:

- different age groups – children, teenagers, adults.
- what kinds of activities these people like doing.

C

Popular outdoor activities in your area. Think about:

- activities in different kinds of places.
- how these activities work and who organizes them.

5 Collaborate **Tell your group your information. Listen to other classmates' information and complete the notes in your Activity Book.** AB Page 39 PROJECT GROUP

English in use

Remember to use linking words to connect your ideas:

and ***but*** ***or*** ***so*** ***because***

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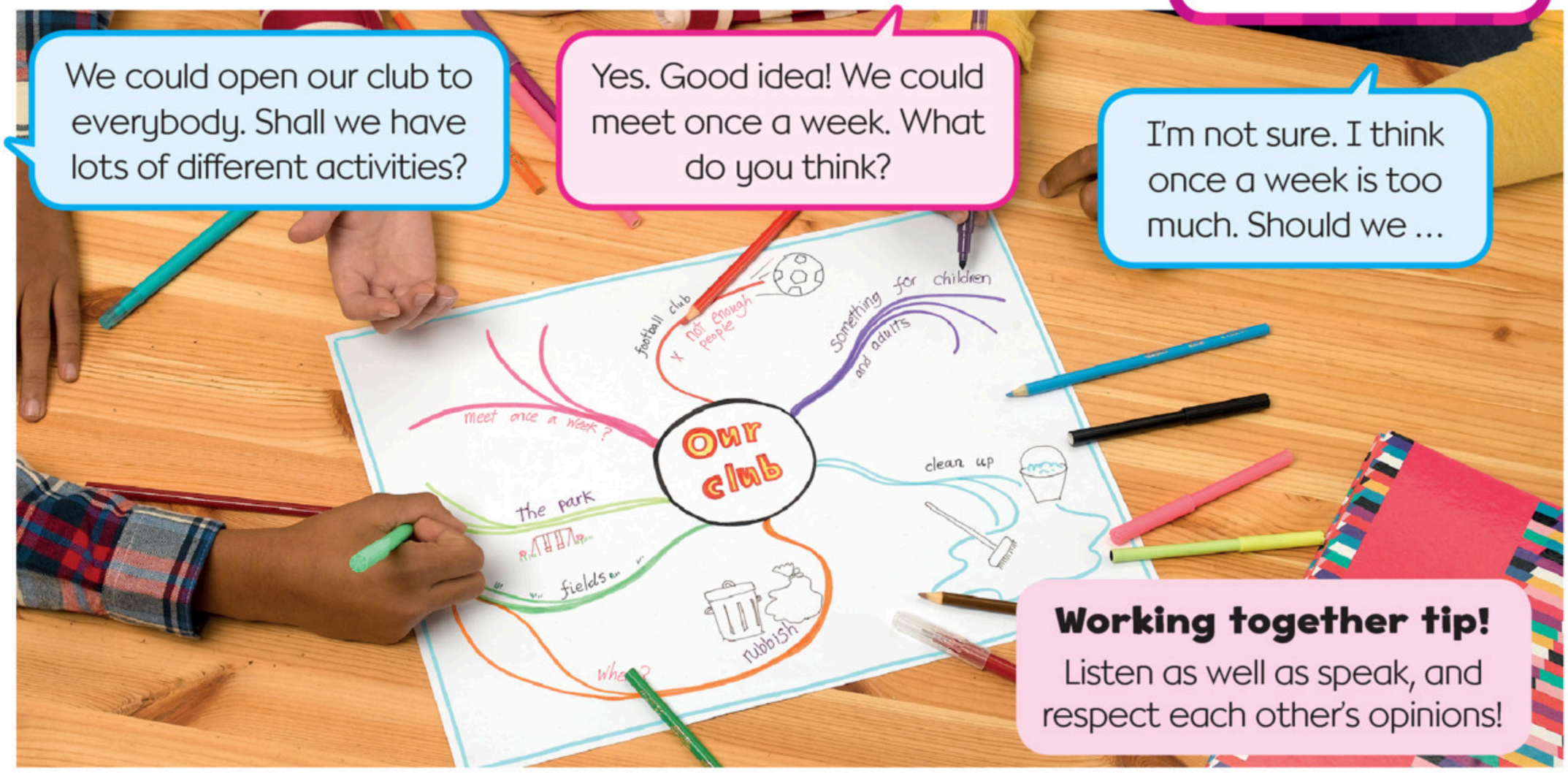
Plan

English in use

Use ***Shall we ... ?*** or ***Should we ... ?*** to make suggestions.

6 **Collaborate** Listen and read. 076 Then discuss and write up your own ideas for the club. PROJECT GROUP



7 **Collaborate** Decide on the type of outdoor activity club you want. Complete the concept map in your Activity Book. AB Page 40 PROJECT GROUP

Name of club

Type of club

Members – age group, gender

Membership fee

Types of activities

Meeting place and time

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Make

8 **Create** **Make the poster for your outdoor activity club. Complete the steps below.** PROJECT GROUP

Step 1
Decide what you want your poster to look like. Remember to include all the information from activity 7. Look at the posters in activity 2 for ideas.

Step 2
Write the poster's heading.

Step 3
Write what type of club it is.
Write the club's activities and decorate with drawings or photos.

Step 4
Write who can join the club.
Write the membership fee.
Decorate and add colour to make sure the information is clear.

Step 5
Write the meeting place.
Write the meeting days and times.
Add more photos or drawings, if you need to.

Step 6
Put all the parts of the poster together.
Check that you are happy with your poster. Do you need to add or change anything?

Present

9 **Collaborate** **Present your outdoor activity club to your class. Use your poster to help and answer any questions from your class.** PROJECT GROUP WHOLE CLASS

Presentation tip!
Before you present your club, decide who is going to speak. Will everybody say a part during the presentation?

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4 What's exciting about exploring?

Junior's star post

You can explore your own city

Hi! I'm Junior and I'm twelve years old. Watch my video about the city where I live: Cape Town in South Africa. It's a great city to explore! There's a mountain called Table Mountain where baboons live. You can get there on a cable car. From the top of the mountain, you'll see all the beautiful beaches around Cape Town, where you can surf. There are sea lions in the sea, too.

Did you know?

The world's oldest city, Uruk, was built about 6,000 years ago. Can you imagine exploring it?

Find out what kind of things explorers do with Tomas.

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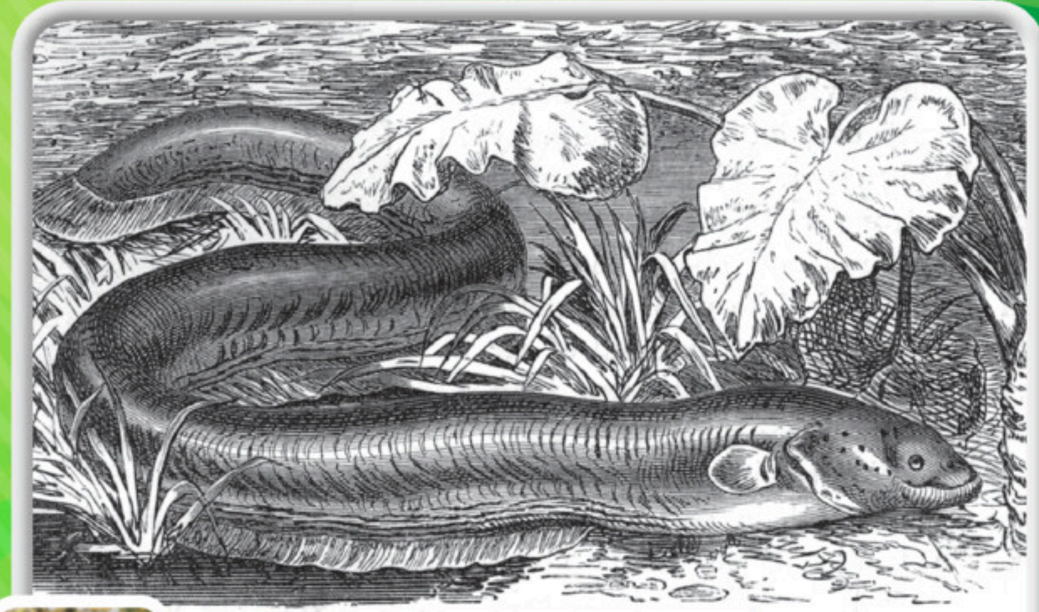
Learn about wild birds with Bella.

Learn about exploring other planets with Jack.



Read an explorer's diary with Olga.

TALKING POINT

Where do you want to explore?

I want to explore another country.

Lesson 1

THE BIG QUESTION

1 **Look, read and answer.**

1 What can you see in the pictures?
2 Look at the posts. What do you think each section is about?
3 Read Junior's star post. How do you get to the top of Table Mountain?

2 **In what order do these things appear in the video? Watch and say (1–4).**

- The beach
- A statue of Nelson Mandela
- Some shops
- The mountain

3 **Think** **Think about the Big Question and answer.**

Do you like exploring cities? Why (not)?

4 **Think, pair, share!** **What answers can you think of for the Big Question? List your answers on the Big Question poster.**

Exploring is exciting because you discover new places.

Eating different food is a fun part of exploring.

5 **Collaborate** **Look at the Talking Point. Then ask and answer with your partner.**

Where / want to explore?

6 **Watch the video again.**
Complete the activities. AB Page 41

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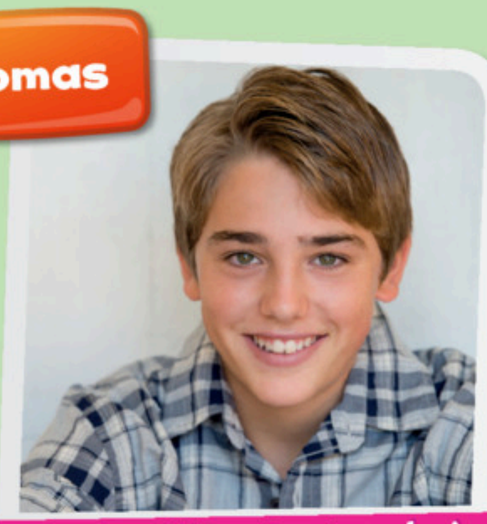
4 Lesson 2 Vocabulary

1 **Think** What kind of things do explorers do?
Copy the table and write two more things for each heading.

On land	In water	In the air
walk to the North Pole	sail across the Atlantic	travel in a hot air balloon

2 Listen and read about a programme Tomas watched. 080
Match the words in bold with the pictures. Which of the activities look the most exciting?

Tomas

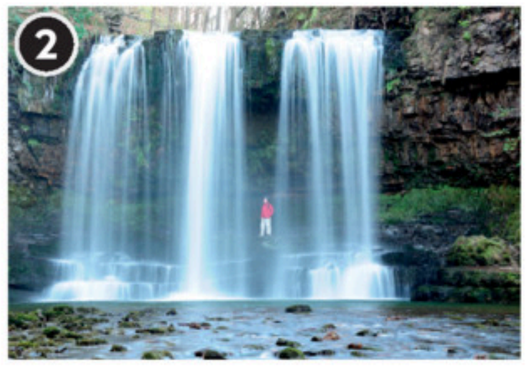


What's exciting about exploring?

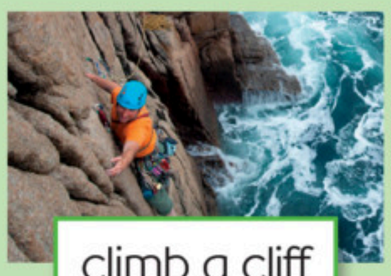
Explorers do amazing things.

Tomas' blog

Yesterday, I watched a TV programme about some students in South America. First, they **explored a jungle** and saw lots of wild animals. They **walked under a waterfall**, too. It was noisy! Some of the group **canoed on a river**. Then everybody **explored a cave**. It was very dark and scary! Next week, the students are going to **dive near a coral reef**. Can you imagine that!

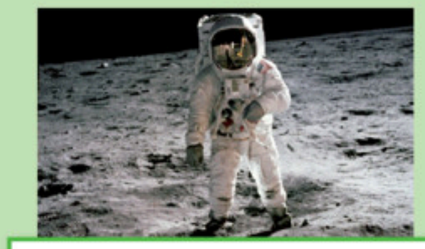


3 Listen to Tomas's mum. 081 Copy the words and number them in the order you hear them.



climb a cliff

explore an island



walk on the moon

climb a volcano

trek across a desert

4 Listen and repeat. 082
Point to the activities.

5 Listen and repeat the dialogue. 083

6 **Communicate** Look at your table in activity 1 and the activities in activities 2 and 3. Ask and answer.

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4 Lesson 3 Grammar

1 Listen and read. 084

CHAT ROOM

Look at this photo of Ella Dawson with my friend Lucy. She came to our school today.

Really? 😮 I saw her on TV last week. She's a great explorer.

That's right. She's trekked across a desert in Australia. And she's dived near a coral reef there, too.

The Great Barrier Reef in Australia! We've studied that at school. It's really beautiful!

She's explored all kinds of amazing places all over the world.

That's fantastic!

Yes. She told us some amazing stories. She's travelled everywhere.

Everywhere? To the moon?! 🌙

OK. So … she hasn't walked on the moon. But she's thinking of it!

I really want to walk on the moon. Maybe we can organize a trip there one day! 🙂

2 Read again and say *True* or *False*.

1 Ella Dawson is Tomas's friend.
2 Celia has visited the Great Barrier Reef.
3 Ella Dawson has explored places all over the world.
4 Tomas wants to walk on the moon.

3 Read the table. Which present perfect sentences appear in Tomas and Celia's chat?

He	's	**dived** near a coral reef.
	has	**climbed** a cliff
		walked on the moon.
She		**canoed** on a river.
	hasn't	**trekked** across a desert.
		walked under a waterfall.

We use the **present perfect** to talk about experiences in the past when we don't say when it happened. We use *has(n't) / have(n't)* + the past participle to form the present perfect.

4 Say the sentences. Use the correct form of the verb in brackets.

1 Megan has … in the Mediterranean. (dive)
2 Toby has … from London to Oxford. (walk)
3 Asha hasn't … this mountain. (climb)
4 David has … this city. (explore)

5 Communicate Talk about the pictures. Use the present perfect.

Marco has explored a cave.

Marco hasn't walked under a waterfall.

6 Tell your partner about some activities you have done.

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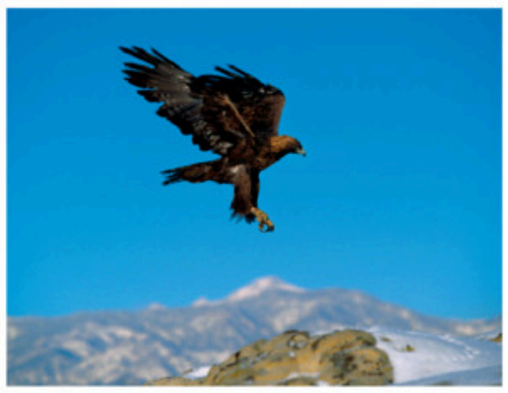
4 Lesson 4 Vocabulary and story

1 **Think** What names of birds do you know? Make a list.

2 Listen, repeat and point. 086

3 Listen and say the names of the birds. 087

1 swan



2 eagle

3 hummingbird

4 peacock

5 parrot

6 vulture

4 **BEFORE YOU READ** **This is a story about being lost in a forest.**

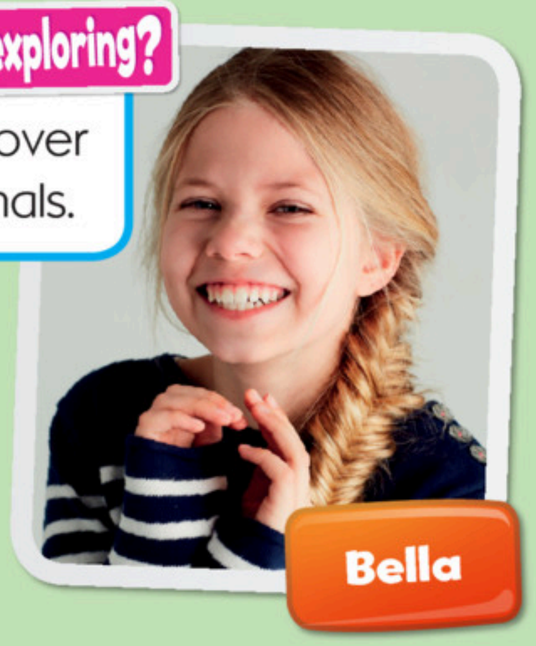
How can you find your way out of a forest?

5 Listen, read and check. 088

6 **AFTER YOU READ** **Watch the story.** ▶ **Complete the activities.** AB Page 44

What's exciting about exploring?

Explorers discover unknown animals.



Bella

Power UP! Forest Adventure

www.frenglish.ru

4
ACTIVATING
TALK TO THE ANIMALS
Now ... we need to find an animal.
Yes. But not a bear. I'm scared of bears. Look! There's a rabbit.

5
Come back!
No way! Humans are as dangerous as tigers. They EAT rabbits!

6
Oh, dear. That wasn't a good idea.
Look, Bella! A parrot.
Eek! Humans! You put birds in cages!
I'm as beautiful as a flower!

7
Later ...
All the small animals and birds are afraid of us. Maybe this power up isn't a good idea.
What's that? Somebody is hurt.
Ouch! It hurts ... My wing!

8
It's an eagle! Is it dangerous?
No! It isn't as dangerous as a bear. It's got a broken wing.
Be quick! You're as slow as a snail. Do something!

9
Bella looks in her rucksack.
This sticky tape will help. Can you move your wing?
Yes. That's much better.
Now turn left again.

10
I can fly again! How can I thank you?
Well ... there is something you can do.

11
We did it!
Hello! Don't be afraid. We're your friends.
They can't understand you. Our power up has finished.
MISSION SUCCESSFUL!
NEW WORLD UNLOCKED:

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4 Lesson 5 Grammar

1 REMEMBER THE STORY Say the missing adjectives.

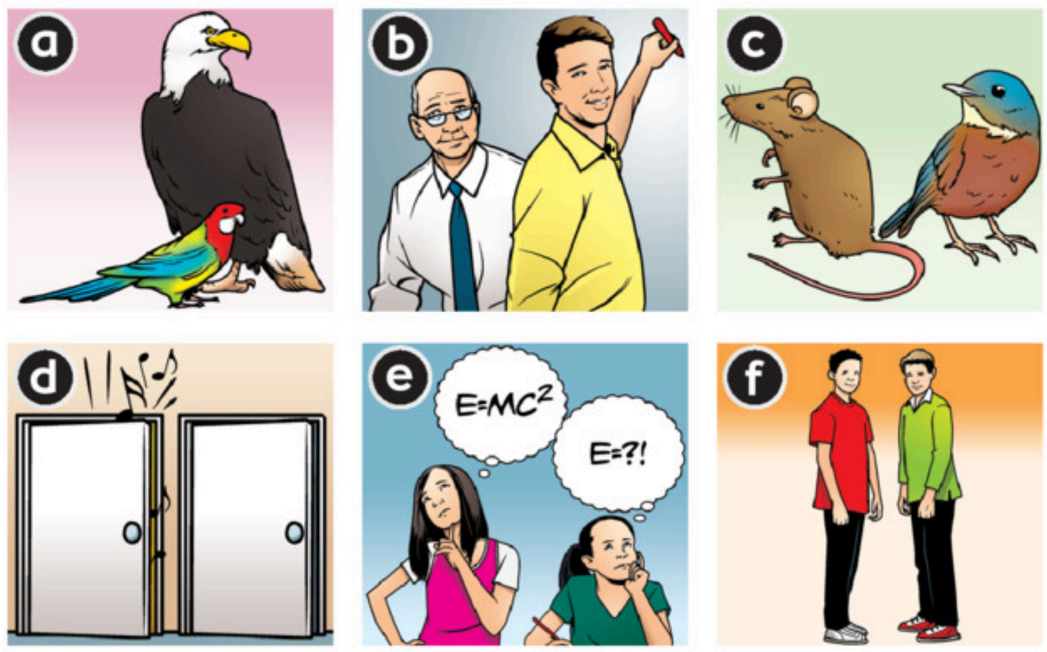
1 I'm as [...] as a flower.
2 It isn't as [...] as a bear.
3 Humans are as [...] as tigers!
4 This forest is as [...] as a city.
5 You're as [...] as a snail.

2 Look and make true sentences.

A swan	's	as	big	as	an eagle.
A peacock	is		small		
A parrot			colourful		a hummingbird.
	isn't		beautiful		a vulture.
			ugly		
			noisy		

We use *(not) as ... as* to compare two things.

3 Make sentences and match them to the pictures.



He's as tall as his brother.

1 He / tall / his brother
2 She / not / clever / her sister
3 The bird / small / the mouse
4 The parrot / not / big / the eagle
5 This room / not / noisy / the other room
6 My teacher / not / old / my dad

4 Communicate Talk to your partner. Compare yourselves using the adjectives. Make notes.

tall short old
young hungry thirsty

I'm not as old as you.

You're as tall as me.

5 Collaborate What did you discover in activity 4? Talk to your class.

Julian isn't as old as me.

Megan is as tall as me.

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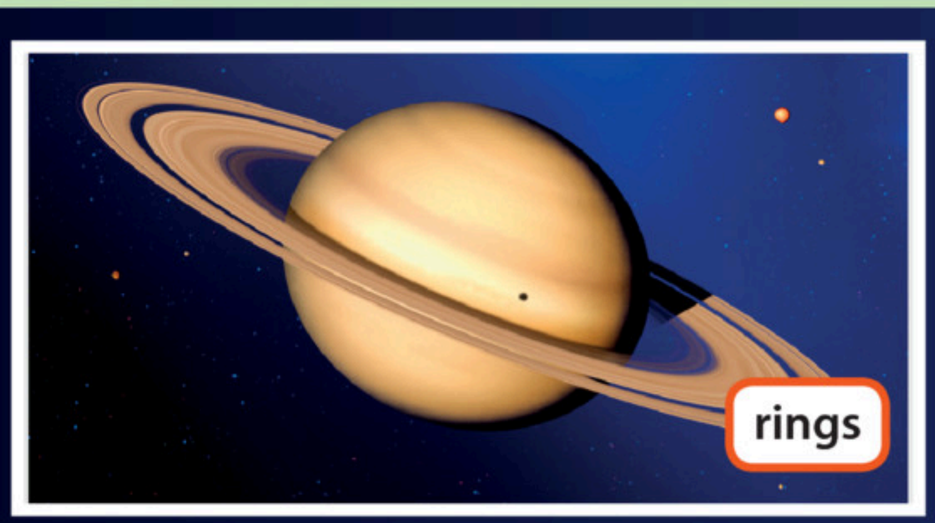
4 Lesson 6 Cross-curricular

1 **BEFORE YOU READ** Look at the photos. Do you know anything about Saturn?

2 Look at the timeline and read. Check your answers.



Saturn

Saturn is the sixth planet from the Sun. It's the second-biggest planet in the solar system. It's made of gas. How do we know this? We can explore it with telescopes and spacecraft.

1600 1700 1800 1900 2000

1610
Galileo had a simple telescope. He thought the planet had ears!

Now we know that the ears are rings.

1659
Huygens made a better telescope. He discovered the rings. He also saw Saturn's biggest moon.

Now we call Saturn's biggest moon Titan.

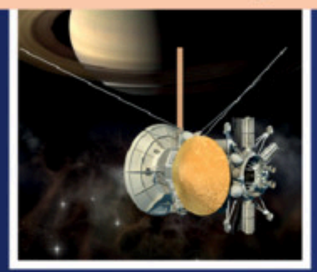
1671 to 1684
Cassini discovered four more of Saturn's moons.

Now we know there are more than 65 moons.

1979, 1980,1981
Three spacecraft visited Saturn: **Pioneer**, **Voyager 1** and **Voyager 2**.

Now the two Voyager spacecraft are in deep space.

2004
The **Cassini-Huygens** spacecraft arrived at Saturn. It had two parts, called *Cassini* and *Huygens*.



2005
Huygens went to Titan and explored it.

Now we know that Titan is very cold. It has got rivers, lakes and seas made of liquid methane.

2008
Cassini took photos and collected data about Saturn's moons and rings.

Now we know that the rings are made of rocks and ice.

2017
The mission ended. The scientists programmed Cassini to fly very near Saturn and to explode.

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

1 Galileo discovered that Saturn had rings in 1610.
2 Huygens' telescope was stronger than Galileo's telescope.
3 Cassini discovered 65 of Saturn's moons.
4 Spacecraft started to visit Saturn in the 1990s.
5 The rivers and lakes on Titan are made of water.

4 **Think, pair, share!** **Ask and answer.**

1 What other planets do you know about?
2 Why are scientists interested in planets?

5 **Learn about the history of space exploration.** AB Page 46

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4 Lesson 7 Literacy: a diary entry

What's exciting about exploring?

Explorers make discoveries.

1 **BEFORE YOU READ** Look at the dates of the explorer's diary entries. Why are the pictures drawings and not photos?

2 **Think** What do you think the explorer discovered?

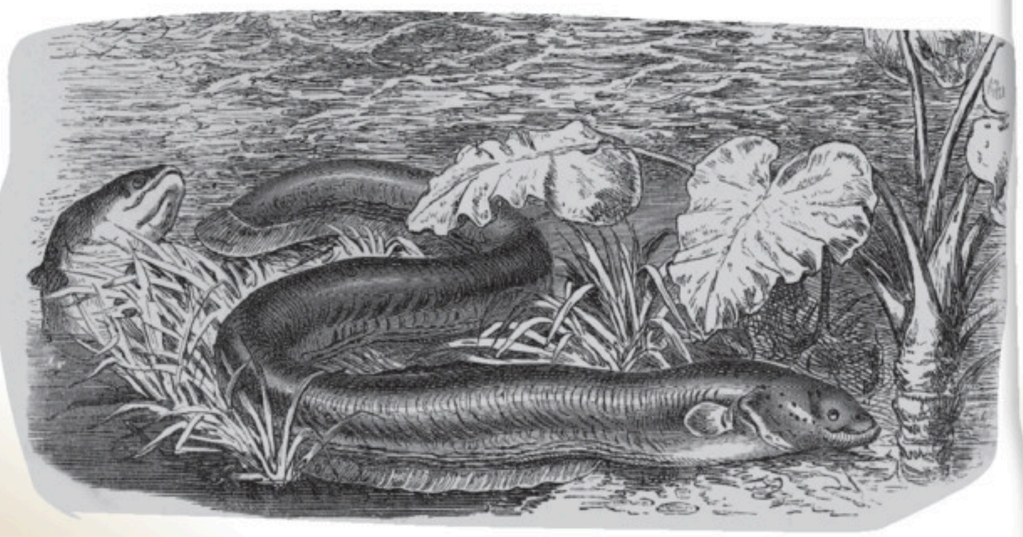
3 Listen and read. 091
Does the diary agree with your answer?

16th June 1799

Today has been a very strange day. I was in Cumaná with my friends. We met an explorer called Alexander Humboldt. He wants to explore the Orinoco river. He needs a helper. He can't speak our language but I can speak Spanish and English. I'm going to go with him. I'm very excited!

19th February 1800

We're exploring the Orinoco river with Mr Humboldt. He's interested in everything. Today, we found some electric eels in the river. Mr Humboldt was very surprised. He didn't know these animals. We caught some eels for him. He picked one up and got a terrible electric shock. He nearly died! Then he opened the eel with a knife. He wanted to discover how it worked.



23rd June 1802

Today, we climbed the Chimborazo Volcano. Mr Humboldt always carries scientific instruments with him. He discovered that the volcano is 5,878 metres high. He was happy because it's the highest that a European has climbed. It was very dangerous because there was ice at the top. I was scared but Mr Humboldt laughed!

Our Values!

Why is it important to be interested in the natural world around you?

4 **AFTER YOU READ** Complete the activities. AB Page 47

Lesson 8 Culture: A trip in Venezuela AB Page 48

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4 Lesson 9 Writing: a diary entry

1 **Read Oli's diary entries. Where did Oli go?**

2 **Read the diary entries again and answer the questions.**

1 Which two places did Oli explore?
2 Which day did Oli enjoy the most? (Why?)

3 **Match the features and the colours used in the diary.**

1 The date
2 First person subject pronouns
3 Verbs in the past tense
4 Linking words
5 Adjectives to describe events and feelings.

4 **Read the Big Write Tip.**

The Big Write AB Page 49

4th August

I arrived at the Adventure Park an hour ago, and I met the other children. We've got the plan for the next two days and it's amazing!

5th August

Today was fantastic! We explored a forest with a 15th-century tower and an ancient tree. Some of us climbed to the top of the tower. That was great! We arrived back in time for dinner (fish and chips – yum!). After that, we uploaded our photos onto the Adventure Park's blog and, finally, we prepared our bags for tomorrow.

6th August

Wow! Yesterday was brilliant but today was even better! We explored an island about an hour away by boat. I LOVE boats! We saw some seals. Then we walked to the top of a hill because the views from there are fantastic. We all took loads of photos and had lots of fun. Exploring is my favourite hobby!

Lesson 10 THE BIG QUESTION REVIEW

1 **SONG** **Listen and answer.** 094
Where is the eagle's nest?

2 **Watch and answer the questions on the video.**

3 **Think, pair, share!** **Look at the Big Question poster. How do your answers compare with the unit answers?**

Your answer is the same as Jack's answer.

Yes. That's because we both love learning about planets!

4 **Complete the activities and do the self-evaluation.** AB Page 51

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5 How can we help at home?

Abby's star post

We can cook a meal.

Hi! I'm Abby and I'm twelve years old. I love cooking and I help in the kitchen when I can. Watch my video about my family's Sunday lunch. Watch my little brother Ben prepare vegetables and my dad cook a chicken. Watch my mum and me make a trifle, and learn how to make one. I love Sunday lunch, especially when Grandma comes to eat with us. She always brings something delicious!

Did you know?

Potatoes were first grown by the Inca people in Peru more than 7,000 years ago. Today, they are the world's fourth biggest crop.

Find out what indoor chores Fatima does.

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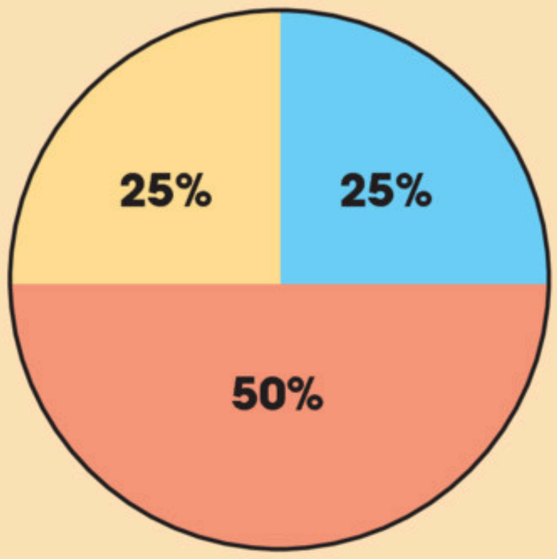
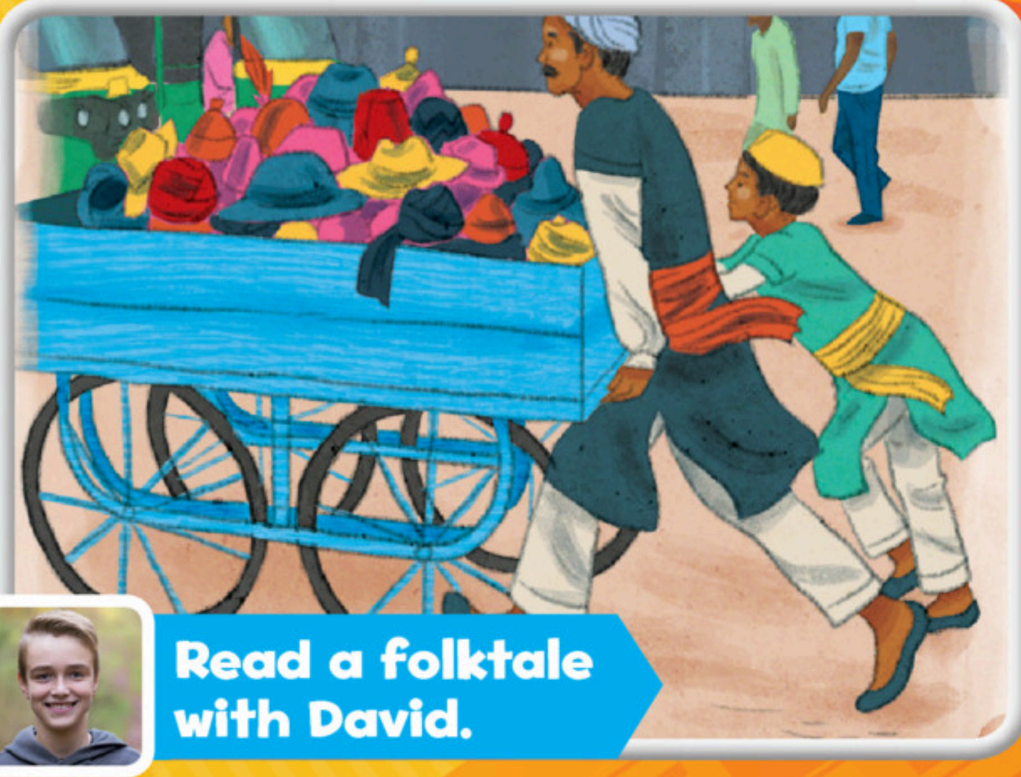
Find out with Bella which chores are easier with help.



Learn how to make charts with Nancy.



Read a folktale with David.

TALKING POINT

How much time do you spend on chores?

I spend about two hours a week on chores.

Lesson 1 THE BIG QUESTION

1 **Look, read and answer.**

1 What can you see in the pictures?
2 Look at the posts. What do you think each section is about?
3 Read Abby's star post. Who helps to cook in Abby's house?

2 **Watch the video.** ▶
Which of these foods are mentioned?

1 chicken
2 potatoes
3 sausages
4 spinach
5 tomatoes
6 biscuits
7 cake
8 milk
9 cream
10 fruit

3 **Think** **Think about the Big Question and answer.**

Which chores do people in your family do every day?

4 **Think, pair, share!** **What answers can you think of for the Big Question? List your answers on the Big Question poster.**

We can help to keep the living room tidy.

We can put our games away when we finish playing.

5 **Collaborate** **Look at the Talking Point. Then ask and answer with your partner.**

How much time / you spend on chores?

6 **Watch the video again.** ▶
Complete the activities in the Activity Book. AB Page 52

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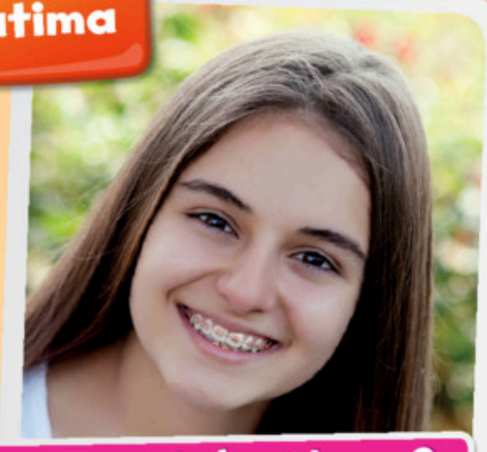
5 Lesson 2 Vocabulary

1 **Think** What chores do you and your family do at home? Copy the table and write two more chores for each heading.

In the kitchen	In the bedroom	In other parts of the home
cook lunch	pick up clothes	wash up

2 Listen and read about Fatima's chores. 099 Find the five phrases in bold in the pictures. Do you do any of these chores?

Fatima



How can we help at home?

We can put away our own things.

Fatima's blog

I always help mum and dad at home. Every morning, I **make my bed** before I get dressed. Then, before breakfast, I **feed my pet**, Charlie. He's a fish. After school, I'm quite busy with homework. But, on Fridays, I **put away the shopping**. That's a big job! On Saturdays and Sundays, I **lay the table** for dinner. Oh – and I **tidy my room**, of course. I hate messy bedrooms!

3 Listen to Fatima's brother. 100 Copy the words and number them in the order you hear them.

wash up

vacuum the floor

clean my shoes

take out the rubbish

load the dishwasher

4 Listen and repeat. 101 Point to the pictures.

5 Listen and repeat the dialogue. 102

6 **Communicate** Look at your table in activity 1 and the activities in activities 2 and 3. Ask and answer.

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5 Lesson 3 Grammar

1 Listen and read. 103

CHAT ROOM

Hi, Rami! Look at my cake. Do you like it?

Hi, Fatima! Yes. It looks tasty! Have you finished your homework?

No, I haven't. I've been busy. I've cleaned the kitchen, loaded the dishwasher and taken out the rubbish.

Wow! Have you tidied your room, too?

Yes, I have. And my brother has made his bed and tidied his room. He's vacuumed the floors, too.

That's great. But why?

It's a surprise for Mum! It's her birthday today. We're going to decorate the cake now.

Have you made any other food?

Yes, we have. We've made sandwiches, salad and jelly.

She's going to be very happy! Say 'Happy Birthday' from me.

2 Read again and answer the questions.

1 Why hasn't Fatima done her homework?
2 Which three chores has Fatima's brother done?
3 What food have they made?
4 Who wants to wish Fatima's mum a happy birthday?

3 Think Read the table. Which present perfect questions and short answers are in Rami and Fatima's chat?

Have you	**tidied** the room? **fed** the pet? **taken out** the rubbish?	**Yes**, I / we **have**. **No**, I / we **haven't**.
Has he / she	**laid** the table? **cleaned** the shoes? **vacuumed** the floor?	**Yes**, he / she **has**. **No**, he / she **hasn't**.

We use ***Have you*** / ***Has he*** + past participle to make **present perfect** questions. Short answers use ***Yes*** / ***No*** and the verb ***have***.

4 Make questions and answers.

Have you made your bed? — No, I haven't.

1 make your bed? / No
2 feed your pet? / Yes
3 put away the shopping? / No
4 clean your shoes? / Yes
5 load the dishwasher? / No

5 Communicate Ask and answer.

Have you washed up? — Yes, I have.

6 Communicate Ask and answer about what you have done today.

Have you done your homework? — No, I haven't.

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5 Lesson 4 Vocabulary and story

1 **Think** Which chores are easier when somebody helps? Make a list.

2 Listen, repeat and point. 105

3 Listen and say the outdoor chores. 106

1 water the plants

2 wash the car

3 sweep the patio

4 cut the grass

5 wash the windows

6 hang out the clothes

4 **BEFORE YOU READ** **This is a story about a fairy tale land.**

Which fairy tale characters do you know?

5 Listen, read and check. 107

6 **AFTER YOU READ** **Watch the story. Complete the activities.** AB Page 55

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4
Inside the giant's house ...
Come with me! Don't be scared. I won't hurt you.
Oh, no! He's t-t-trapped us.

5
TIME REMAINING
24 HOURS
Remember - your challenge is to clean my house in 24 hours.
He isn't a scary giant.
No. He's a sad giant.

6
It's impossible!
•Sweep the patio
•Clean the kitchen
•Cut the grass
•Water the plants
•Wash the
TIME REMAINING
23 HOURS / 59 MINUTES 59 SECONDS
No, it isn't. I've got an idea.

7
In the library ...
Favourite Fairy Tale Characters
What a lot of windows!
Now I understand the power up. Activate it ... quickly!
ACTIVATING
CHARACTER ANIMATION

8
We've animated some story book characters!
They're helping us!
I've washed the windows in the library.
We've cut the grass outside.

9
CHORES
SWEEP THE PATIO
CLEAN THE KITCHEN
CUT THE GRASS
WATER THE PLANTS
WASH THE WINDOWS
A short time later ...
What's the matter Jack?
We did it!
Poor George! He's sad because he hasn't got any friends ...
... Can we use the power up again?
TIME REMAINING
23 HOURS

10
The Friendly Giant
REACTIVATING POWER UP
Hello!
What have you done?
We haven't done anything bad! We've brought you a friend.

11
We've finished the challenge.
Do you want to go for a walk?
Great idea. Then shall we play cards?
Yes ... and we've made George happy.
CHORES COMPLETED!
NEW WORLD UNLOCKED:

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5 Lesson 5 Grammar

1 **REMEMBER THE STORY** **Match the speech bubbles and the characters.**

1 I've washed the windows.

2 We've finished the challenge.

3 We've cut the grass outside.

4 We haven't done anything bad.

a

b

c

d

2 **Look and review. Make three true sentences about yourself.**

I / We	've	**watered** the plants. **washed** the car. **swept** the patio. **cut** the grass. **washed** the windows. **hung** out the clothes.
	haven't	

Remember: We make the **present perfect** with have and the past participle of regular and irregular verbs.

3 **Look at the list. Say what you've done and what you haven't done.**

Hang out the clothes ✔
Cut the grass ✗
Water the plants ✔
Make my bed ✔
Lay the table ✗
Feed the pets ✗
Wash up ✔
Take out the rubbish ✗

I've hung out the clothes

I haven't cut the grass

4 **Collaborate** **Find three other pupils who have or haven't done the same things as you today. Then tell your group.**

put away my games — had a maths lesson
had breakfast — drunk a glass of milk
read a story — watched TV

I've put away my games.

Me, too!

I haven't drunk a glass of milk.

Me, neither!

5 **Communicate** **What did you discover in activity 4? Talk to your partner. Take notes.**

Yelitza, Federico and I have put away our books today.

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5 Lesson 6 Cross-curricular

1 **Read and answer. How many children have answered Fatima's survey questions?**

2 **Listen and read.** 109

How can we help at home?

We all help in different ways.

My survey

I wanted to find out how the children in my class help at home.

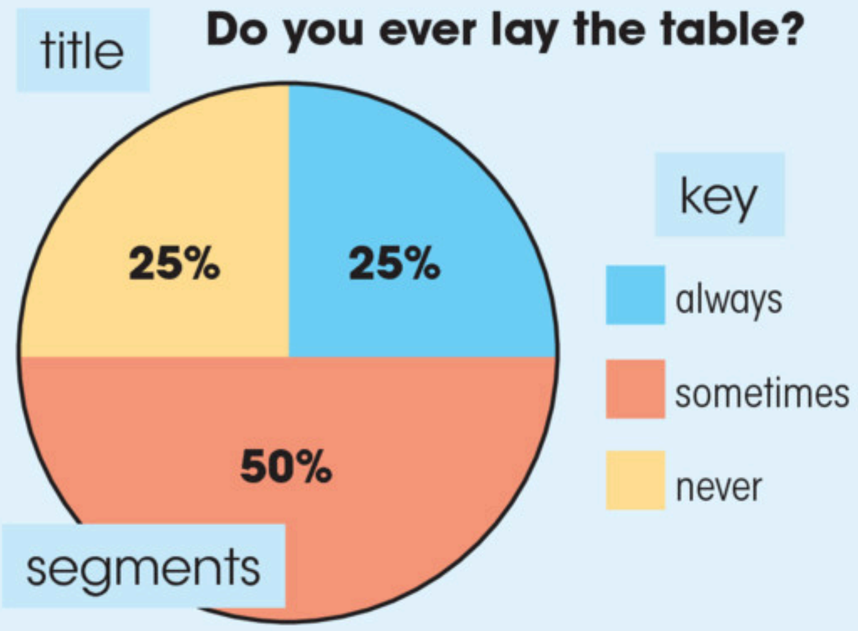
I did a class survey. First, I chose four typical chores. Then I wrote the questions and the possible answers on a tally chart. After that, I spoke to each of the pupils in my class in turn. I asked the questions and I added their answers to the tally chart.

I = one child ||||| = five children

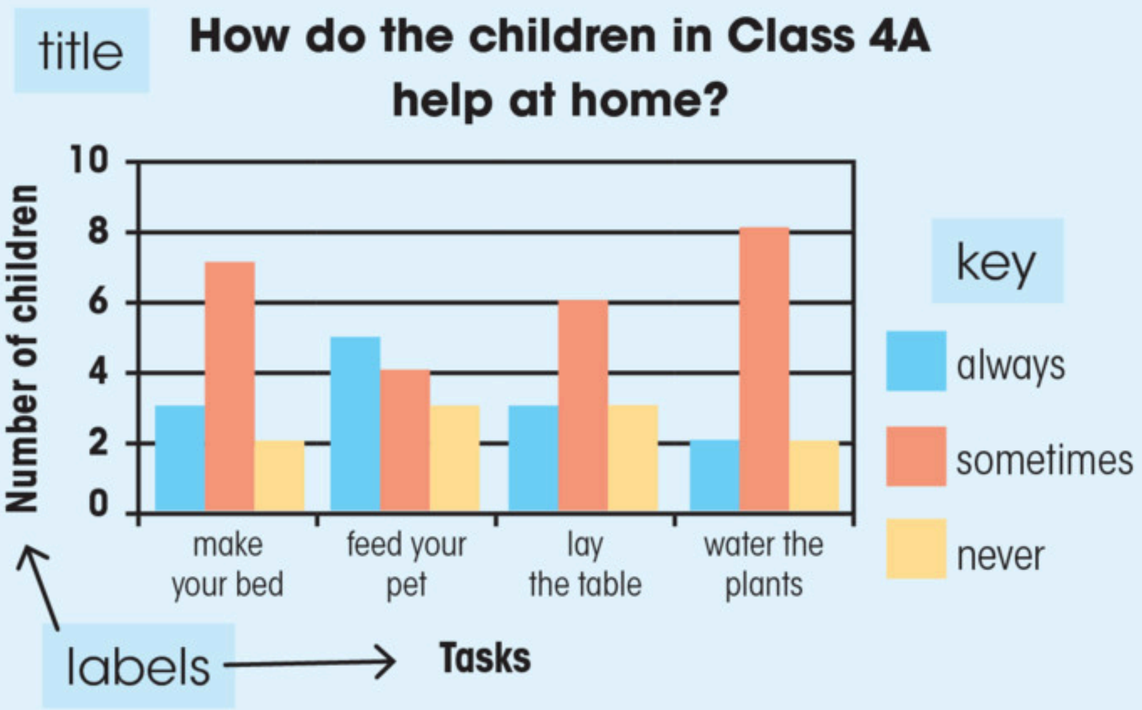
Do you ever ...	Always	Sometimes	Never
make your bed?	III	||||| II	II
feed your pet?	|||||	IIII	III
lay the table?	III	||||| I	III
water the plants?	II	||||| III	II

The results

I have presented the results in two different ways: first, in four pie charts and then on a bar chart.



This is one of my pie charts. It shows the different answers to one of my questions. The key shows the colours I've used for each answer. Using a different colour for each segment makes it easy to understand the information.



My bar chart shows the answers to all the questions in my survey.

3 **Read and look at the charts. Answer.**

1 How many questions are there on the tally chart?
2 How many possible answers are there in total on the tally chart?
3 Which colour represents *sometimes* on the pie chart and the bar chart?
4 Which colour is the biggest segment of the pie chart?
5 How many children sometimes feed their pet?

4 **Think, pair, share! Which chart shows the results of the survey better? Why?**

5 **Learn how to make different kinds of charts.** AB Page 57

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5 Lesson 7 Literacy: a folktale

How can we help at home?

Sometimes, we can help by giving good ideas.

David

1 **BEFORE YOU READ** Look at the pictures. Who is the story about?

2 **Think** Why do you think the man is crying?

3 Read, listen and check your ideas. 111

What a monkey sees, a monkey does

Once upon a time, there was a hat maker called Raj. One day, Raj and his son Samar got up early to go to market. Samar helped his father to carry all the hats for sale out of the house. They put them in their little cart. They put on their own hats and set off for market.

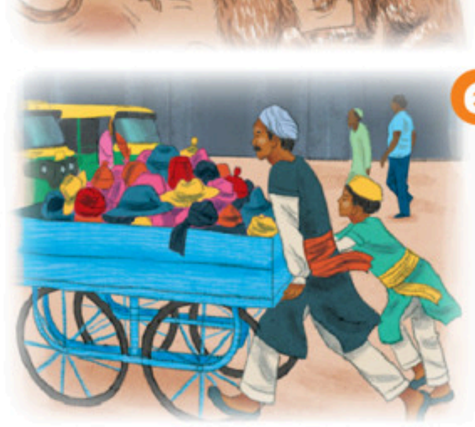
Suddenly, the cart fell over and all the hats fell out onto the road.

Hundreds of monkeys lived by the road. They picked up the hats and put them on! 'Give me back my hats!' Raj shouted. He picked up a stick and waved it at the monkeys. But ... what a monkey sees a monkey does. All the monkeys picked up sticks and waved them at Raj. Samar watched.

'Give me back my hats!' Raj shouted. He jumped up and down and he started to cry. But ... what a monkey sees a monkey does. The monkeys jumped up and down. They started to cry. Samar watched.

Samar had an idea. He took off his hat and he threw it into the cart. 'Look!' said Samar. 'What a monkey sees a monkey does.' The monkeys took off their hats and threw them into the cart.

'Well done, Samar,' said Raj.



Our Values!

Why is it important to think about the result of your actions before you do something?

4 **AFTER YOU READ** Complete the activities. AB Page 58

Lesson 8 Culture: Family chores AB Page 59

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5 Lesson 9 Writing: a folktale

1 **Celia's grandma told her a folktale, and Celia wrote it down. What can we learn from it?**

2 **Read the story again and answer the questions.**

1 Why did the boy cry 'Wolf! Wolf!' at the beginning of the story?
2 Why didn't the villagers stop the wolf eating the sheep?

3 **Match the features and the colours used in the folktale.**

1 The title
2 An expression which means 'this is the beginning of the story'.
3 Inverted commas
4 Time expressions
5 Verbs in the past tense

Celia

THE BOY WHO CRIED 'WOLF'!

Once upon a time, there was a boy who looked after some sheep near the village. He often felt bored.

One morning, for fun, the boy called out, 'Wolf! Wolf!' – although there wasn't a wolf in the field. The villagers stopped everything and ran to save the sheep from the wolf. When they arrived, the boy just laughed.

The naughty boy played this joke again and again. Each time, the villagers ran to save the sheep. One day, the villagers got tired of the boy who cried 'Wolf!' so they decided to stay in the village the next time he called.

A few weeks later, a wolf really did come into the field. The boy cried, 'Wolf! Wolf!' – but nobody came. The wolf ate a lot of sheep that day – and the boy learned a lesson!

4 **Read the Big Write tip.** The Big Write AB Page 60

Lesson 10 THE BIG QUESTION REVIEW

1 **SONG** **Listen and answer.** 114
Which chores can you hear in the song?

2 **Watch and answer the questions on the video.**

3 **Think, pair, share!** **Look at the Big Question poster. How do your answers compare with the unit answers?**

Nancy wrote a good answer. She said we all help in different ways. My sister helps my mum. She does her online shopping!

I like Bella's answer best. If you share a chore, it's easier.

4 **Complete the activities and do the self-evaluation.** AB Page 62

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6 What possessions are important to you?

Ida's star post

I love things that are handmade.

My name's Ida. I always like getting a handmade present because I know that somebody has spent a lot of time making it. Watch my video about things that are handmade. You can see people making beautiful jewellery and really nice pottery. You can also see somebody making sculptures out of stone. I'd like to do that! Can you imagine making something that will last forever?

Did you know?

The oldest pottery that we know about is over 3,000 years old.

Read about some of Rami's family's possessions.

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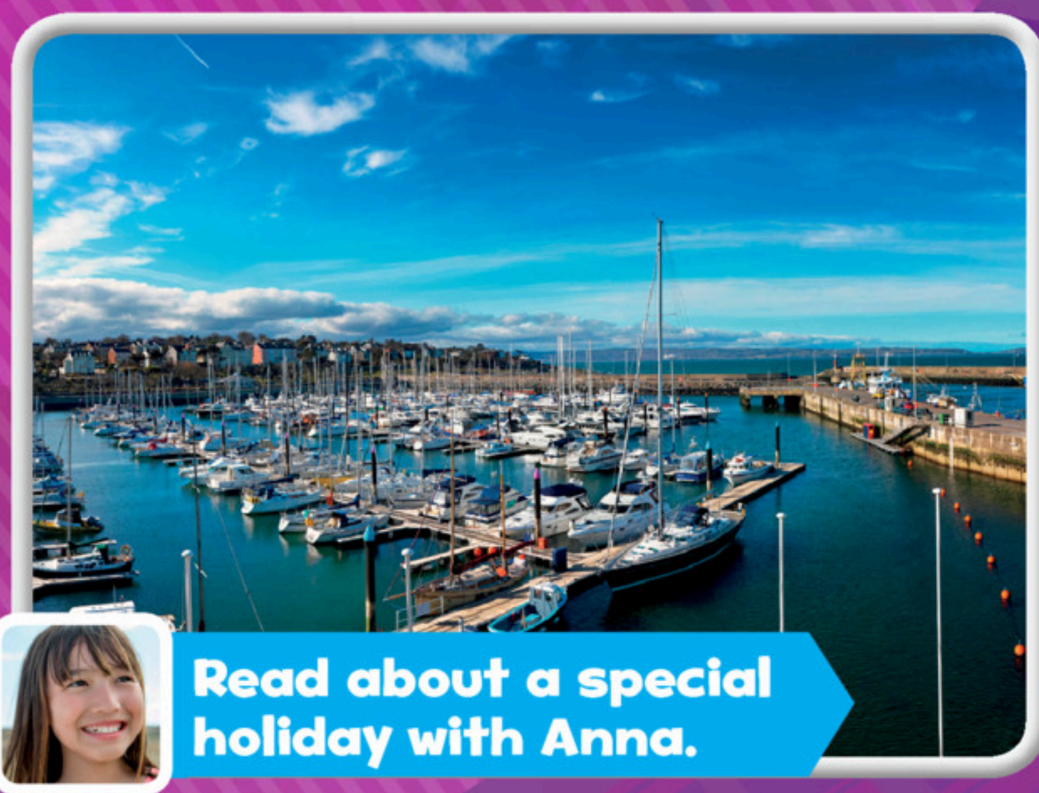
Learn how to describe clothes with Fatima.

Look at the importance of old things with Oli.



Read about a special holiday with Anna.

TALKING POINT

What are more important to you: possessions or friends?

My friends are more important!

Lesson 1 THE BIG QUESTION

1 **Look, read and answer.**

1 What can you see in the pictures?
2 Look at the posts. What do you think each one is about?
3 Read Ida's star post. Why does she like getting handmade presents?

2 **Watch the video.** ▶
Which handmade items can you see?

3 **Think** **Think about the Big Question and answer.**

What does 'possession' mean?
Give some examples of your possessions.

4 **Think, pair, share!** **What answers can you think of for the Big Question? List your answers on the Big Question poster.**

My holiday photos are important to me.

I love my collection of model aeroplanes. I've got more than 20!

5 **Collaborate** **Look at the Talking Point. Then ask and answer with your partner.**

What / more important to you: … ?

6 **Watch the video again.** ▶
Complete the activities. AB Page 63

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6 Lesson 2 Vocabulary

1 **Think** What kinds of things have you got in your home? Copy the table and write two more words for each heading.

Living room	Kitchen	Bedroom	Other rooms
sofa	fridge	bed	bath

2 Listen and read about Rami's home. 119 Find the five words in bold in the picture. Have you got any of these things in your home?

What possessions are important to you?

Things which have been in the family for years.

Rami's blog

In our house, we've got a room full of antiques. There's an antique **lamp** and an old **vase** sitting on the shelf. On the shelf below are my great grandfather's **trophies**. He was a footballer when he was young. He was also a soldier, and we've got all his **medals**. And our family **photo album** is always open on the coffee table.

3 Match the words and the parts of the picture in activity 2. Then copy the words, listen and number them in the order you hear them. 120

oil painting jewellery box rings
earrings cutlery

4 Listen and repeat. 121 Point to the objects in the picture in activity 2.

5 Listen and repeat the dialogue. 122

6 **Communicate** Look at your table from activity 1 and the objects in the picture. Ask and answer.

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6 Lesson 3 Grammar

1 Listen and read. 123

CHAT ROOM

Hi, Rami! I'm going to tidy the spare room tomorrow.

Hi, Jack! I can help you, if you like.

Really? OK, but it will be hard work! The room is full of things. 😮

What kinds of things?

My grandpa's oil paintings, for example. He painted them when he was young.

I'd like to see them! 🙂

And then there's an old lamp. I'm going to throw it away.

We can take it to the recycling centre.

My sister is going to help, too. I gave her all the family photos to organize. There's so much to do! 😐

Don't worry. My cousin can probably help us, too. I'll ask him to come along.

2 Read again and say *True* or *False*.

1 It will be easy to tidy the room.
2 They're going to take the oil paintings to the recycling centre.
3 Jack's sister is going to organize the family photos.
4 Jack's cousin might help them.

3 Think Read the table. Which sentences with object pronouns are in Rami and Jack's chat?

We can take **the lamp** to the recycling centre.	We can take **it** to the recycling centre.
She put **the trophies** on the shelf.	She put **them** on the shelf.
I'll ask **John** tomorrow.	I'll ask **him** tomorrow.
I gave **my sister** the photos.	I gave **her** the photos.

We can replace the object of a sentence with an **object pronoun** for example, ***it***, ***them***, ***him*** and ***her***.

4 Replace the underlined words. Use the object pronouns in brackets.

1 We can help <u>your brother</u>. (her / him)
2 He won <u>his bike</u> in a competition. (him / it)
3 I found <u>these medals</u> in an antique shop. (them / it)
4 She gave <u>my sister</u> some earrings. (her / him)
5 They bought <u>this vase</u> at the market. (her / it)

5 Communicate Look at the picture. Ask and answer questions about the picture using the words in the box.

this vase | the boy | that girl | those books

Can you see the boy?

Yes. I can see him on the chair.

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6 Lesson 4 Vocabulary and story

1 **Think** What are your favourite clothes? How can you describe them?

2 Listen, repeat and point. 125

3 Listen and say the adjectives. 126

1 bright

2 floral

3 striped

4 spotted

5 checked

6 ripped

4 **BEFORE YOU READ** This story is about a lost bird in a labyrinth.

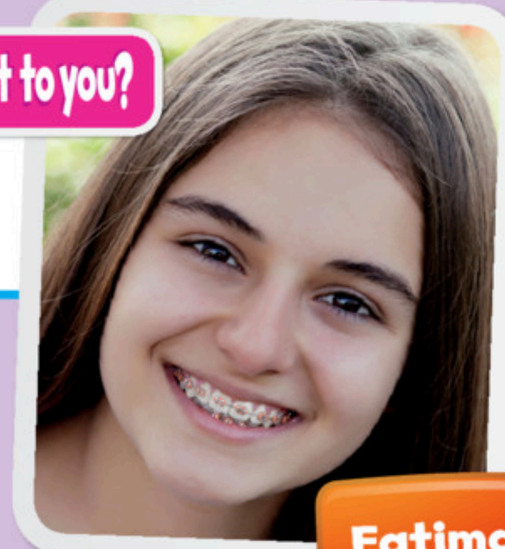
Why is the lost bird hard to find?

5 Listen, read and check. 127

6 **AFTER YOU READ** Watch the story. ▶ Complete the activities. AB Page 66

What possessions are important to you?

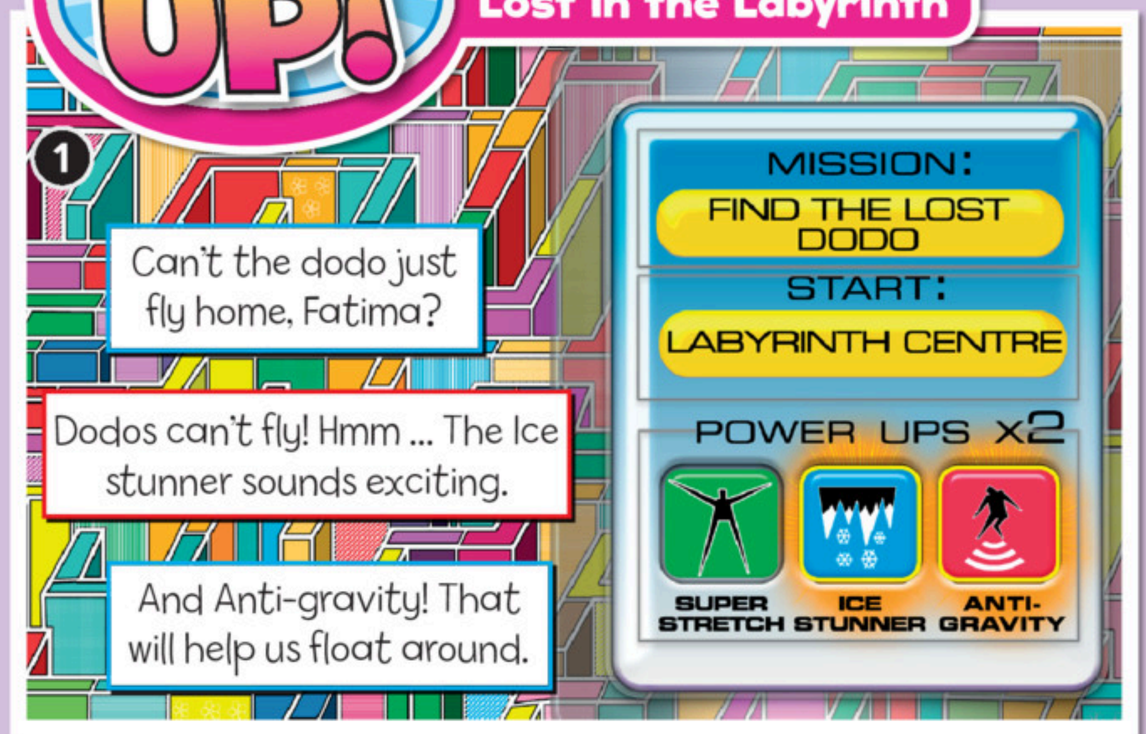
My clothes are important to me.



Fatima

Power UP!

Lost in the Labyrinth



4
The labyrinth trick is to use the 'right hand rule'. Keep your right hand on the wall and you won't get lost.
This wall feels like glass.

5
That looks like Didi! It's got a spotted scarf, too. DIDI!
Quick! It's going around that corner.

6
ACTIVATING
ICE STUNNER
A Z-bot! Will it be OK?
Yes. We needed to make sure it didn't get away, or we'll never find Didi.

7
Listen. That sounds like a dodo!
It's coming from that floral part of the labyrinth.
Screeeeeech!

8
There 's Didi. She sounds happy to see us.
Screeeeeech!
Hmm, that looks like something I've seen before!

9
Ha ha ha! Now you'll never leave the labyrinth.
Dr Zeevil! He's changing the labyrinth.

10
Those stairs look impossible to climb!
Celia, now is the perfect time for that power up.
Anti-gravity power is fantastic!

11
Didi! Thank goodness. I thought you were gone for ever!
Didi's place
CONGRATULATIONS!
NEW WORLD UNLOCKED

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6 Lesson 5 Grammar

1 **REMEMBER THE STORY** **Who is speaking? Say the missing word or words.**

1 The ice stunner … exciting.

2 That … a message coming through.

3 That … a dodo!

4 She … happy to see us.

5 Those stairs … impossible to climb.

2 **Think** **Read the table. What does a kitten feel like? What does it sound like?**

What does it	**look** **sound** **feel** **smell** **taste**	**like**?
It	**looks** **sounds** **feels** **smells** **tastes**	**like** an egg / a bird.
		nice / soft / sweet.

The verbs ***look, sound, feel, smell*** and ***taste*** relate to our five senses: sight, sound, touch, smell and taste. We use ***like*** after these verbs when we compare something to something else.

3 **Communicate** **Ask and answer.**

What does it feel like?

What does it look like?

It feels soft. It feels like a feather.

4 **Communicate** **Play a guessing game with your partner. Use the words in the box.**

bat balloon lemonade
bracelet shell curry flute

It looks like a bird.

Can you give me another clue?

It sounds like a mouse.

5 **Collaborate** **Write descriptions like those in activity 4 about objects in the classroom. Then read another group's descriptions. Which group can guess the most objects?**

It looks like lemonade but it doesn't taste sweet.

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6 Lesson 6 Cross-curricular

1 **Think, pair, share!** Where do you think historians find information?

2 Listen and read. 129

What possessions are important to you?

I love old things!

Investigating the past

In history, we have to look at different **sources** to help us understand historical events. A **source** is anything you can use to study the past. There are two kinds of sources.

Primary sources

A ***primary*** source was created at the time of the event. It's good to use primary sources because you can form your own opinion about a historical event.

This journal really made my project feel real.

Look at this bowl. It tells a story from thousands of years ago!

Examples

- Letters
- Diaries and journals
- Interviews (oral history)
- Creative work (art, architecture)
- Speeches
- Photographs
- Artefacts
- Newspapers from the time

Secondary sources

A ***secondary*** source tells us about an event from a time AFTER that event.
It's good to use secondary sources because you can see other people's ideas and compare them with your own.

Examples

- Textbooks
- ***Encyclopaedias***
- Historical films
- Magazines
- Reviews and articles
- Newspapers (discussing the facts after they have happened)

I love historical films but they aren't always accurate.

Sources can be found in museums, and in the ***archives*** of libraries and Town Halls.

3 **Read and say if the following activities include a primary source or a secondary source.**

1 Watching a drama about an old war.
2 Reading a newspaper report written in 1950.
3 Looking at an old photograph.
4 Reading a newspaper report written 50 years after the event.
5 Reading a journal entry.
6 Finding an important artefact.

4 **Think, pair, share!** **Ask and answer.**

1 What skills do you think a historian needs?
2 Is history important? Why (not)?

5 **Learn how to evaluate sources.** AB Page 68

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6 Lesson 7 Literacy: a journal entry

What possessions are important to you?

Things that remind me of my holidays.

Anna

1 **BEFORE YOU READ** Look at the pictures. What do you think Anna did on her holiday?

2 **Think** What kind of souvenirs might Anna buy to remind her of her holiday?

3 Listen and read. 131 Does Anna's journal mention any of the souvenirs that you thought of?

Summer holiday!

This year, our summer holiday wasn't far from home. We went to a quiet village called Helen's Bay. Mum and Dad said I could take a friend, so Layla came with us.

The weather was lovely – most of the time! We went to the beach, swam in the sea (COLD! Brrrr!) and had delicious picnics on the sand.

In the evenings, we sat in the garden, and watched the boats coming and going. We played board games and watched a couple of films on Dad's tablet. We had a barbecue one night. Dad cooked fish – delicious!

One day, it was rainy and cold so we caught a train to a town nearby (Bangor). Mum took us to an aquatic centre with a great swimming pool. We had lunch in a café and went shopping for souvenirs. I bought a T-shirt with a picture of Helen's Bay and Layla bought a mug that says 'I ♥ Bangor'.

I brought back some other souvenirs, too: a ticket from the aquatic centre, a shell that smells like the beach, and a small, pink rock that I found on the beach. It looks like a sweet!

4 **AFTER YOU READ** Complete the activities. AB Page 69

Our Values!

Is it important to bring back souvenirs from holidays? Why (not)?

Lesson 8 Culture: holidays in the UK AB Page 70

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6 Lesson 9 Writing: a journal entry

1 **Read the entry from Tomas's journal. Do you think he's enjoying the summer camp? Why (not)?**

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

1 How long has Tomas been at the summer camp?
2 What new things did Tomas learn today?

3 **Match the features and the colours in the journal entry.**

1 A hope or feeling about the next day
2 Descriptions which use expressive language.
3 A first-line summary
4 Verbs in the past tense
5 The date

4 **Read the Big Write Tip.**

The Big Write AB Page 71

Summer camp journal: day 4 15th July

{Today was a busy day!}

This morning, we went up Nook's Hill and took photos of the amazing view across the valley. It was beautiful because there were no clouds in the sky and you could see everything clearly.
Mr Nelson showed me how to use an app to make the photos better. Now they look like magazine photos!
In the afternoon, it rained so we stayed in and watched a really funny film – a comedy about some children who form a band.
After dinner, we had a bit of free time. I played a computer game with Leo, which was great fun. Then Mr Nelson came and told us it was time to go to bed, which wasn't so nice.
{I can't wait for the boat trip tomorrow!}

Lesson 10 THE BIG QUESTION REVIEW

1 **SONG** **Listen and answer.** 134
How many photo albums has the singer got in the house?

2 **Watch and answer the questions on the video.**

3 **Think, pair, share!** **Look at the Big Question poster. How do your answers compare with the unit answers?**

Rami's answer is great!

Yes. My mum's silver ring has been in the family for about a hundred years.

What do you think of Fatima's answer?

It's similar to mine. I think ...

4 **Complete the activities and do the self-evaluation.** AB Page 73

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Reuse and Recycle

1 **Listen and read.** 136 **Why do people reuse and recycle old things?** WHOLE CLASS

Getting started

2 **Listen and read the facts.** 137 **Write the missing numbers.** WHOLE CLASS

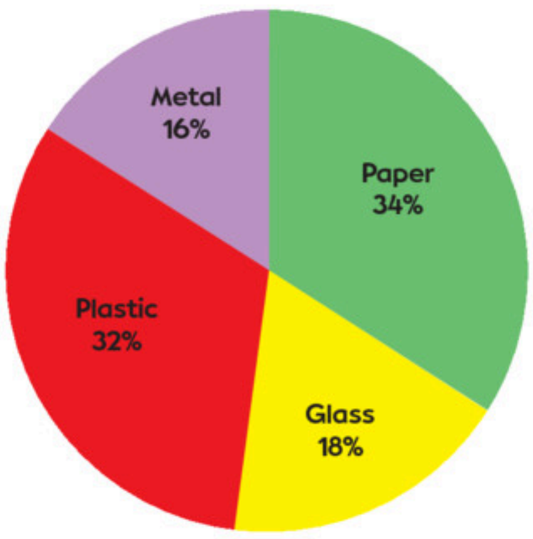
1 Nearly [...] per cent of the rubbish in our bins could be recycled.
2 The energy from one recycled glass bottle could power a computer for [...] minutes.
3 The energy from one recycled can could power a TV for [...] hours.
4 The energy from one recycled plastic bottle could power a light bulb for [...] hours.
5 You need [...] per cent less energy to make recycled paper than new paper.
6 [...] out of ten people don't recycle because it's difficult.

3 **Communicate** **Look at the charts. Ask and answer.** PROJECT GROUP

A

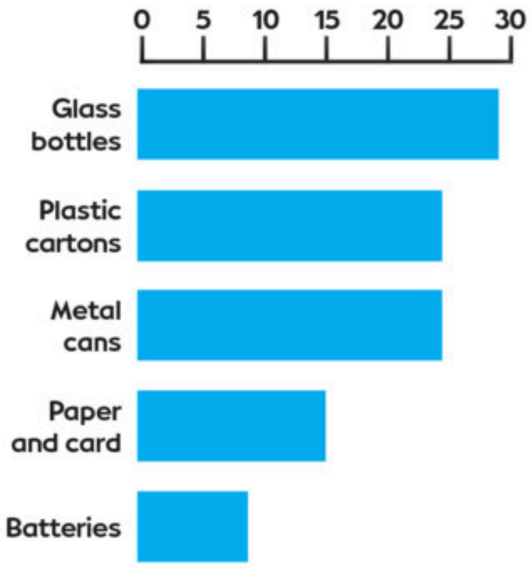
Class 3B's most frequently recycled materials

Number of students: 24



B

Class 4C's recycling habits



1 What do the charts show?
2 How are the charts similar to each other?
3 Which is the easiest to understand? (Why?)
4 Which is the most difficult to understand? (Why?)

The charts both show the results of ...

In chart A, there are only four materials but, in chart B, ...

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Research

4 **Work in groups of three. Divide into A, B and C, and do a class survey. Make notes in your Activity Book.** AB Page 74 PROJECT GROUP

A

Research your classmates' possessions.

Think about:

- what they wear.
- what they play or study with.

Example:

How many pairs of (shoes) have you got?

B

Research the things that your classmates use and throw away every day.

Think about:

- what they eat and drink.
- what they throw away (e.g. packets)

Example:

How often do you throw away (plastic bottles)?

C

Research your classmates' attitudes towards recycling.

Think about:

- how they reuse things.
- how much they recycle things.

Example:

Where do you take your old (computer games)?

Surveys tip!

You can use a tally chart to keep a record of your answers.

Recycles bottles	Recycles glass
~~HH~~ I	II

5 **Write up the information from your research in activity 4. Draw charts and write sentences.**

6 **Collaborate** **Tell your group your survey results. Listen to other classmates' information and complete the notes in your Activity Book.** AB Page 74 PROJECT GROUP

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Plan

7 **Look at page 36 of your Class Book to see the features of an information leaflet. Match and say the parts of the sentences.**

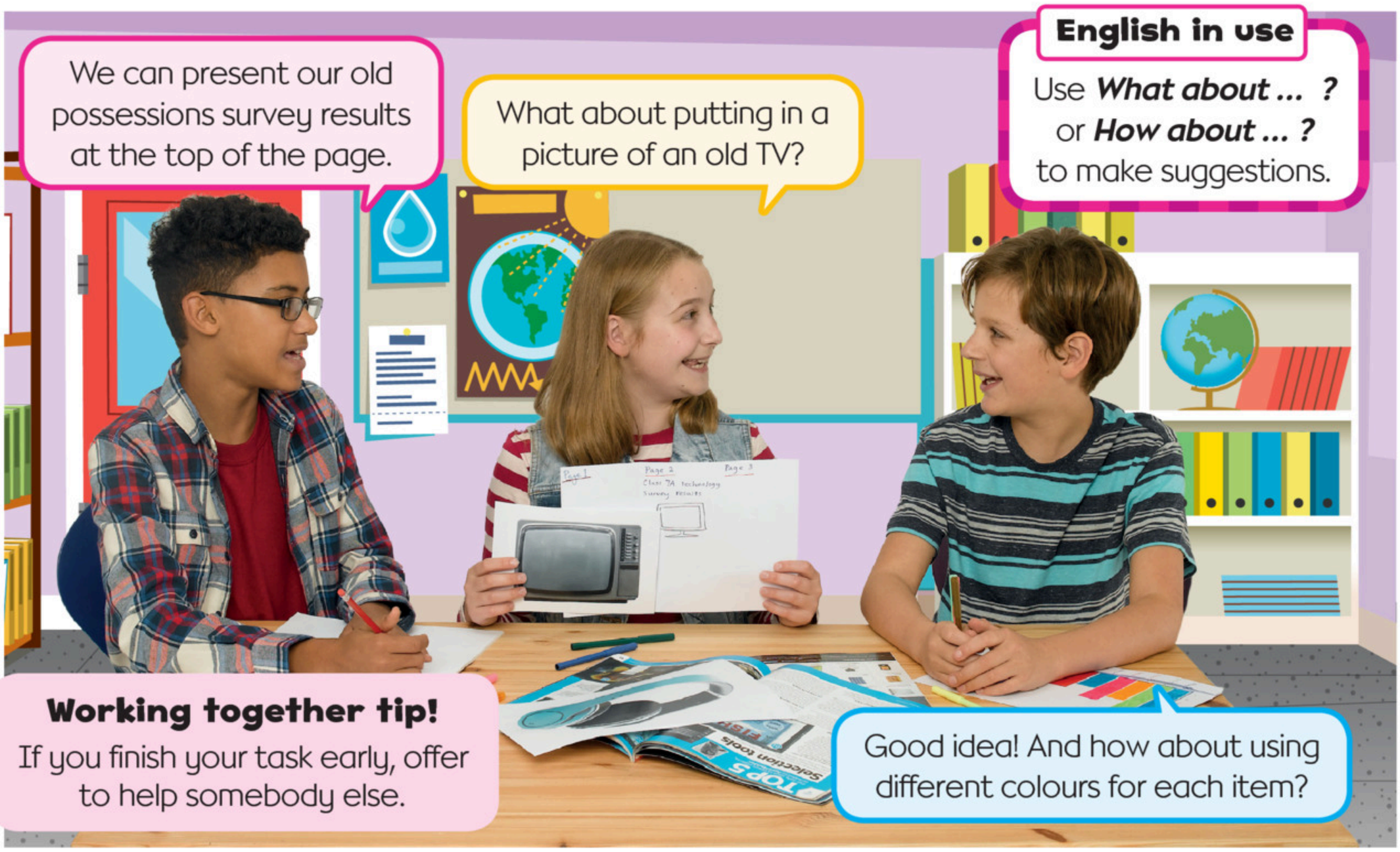
1 A leaflet includes short pieces of	**a** sub-headings.
2 A leaflet includes a main	**b** facts.
3 A leaflet includes one or more	**c** other images.
4 A leaflet includes maps and	**d** text describing important features.
5 A leaflet includes important	**e** heading.

8 **Listen and match speakers A–E with steps 1–5.** 138 WHOLE CLASS

1 Which information to include in the information leaflet.
2 How to present the results of the surveys.
3 How to present the information about recycling.
4 Layout and design of the information leaflet.
5 Main heading, sub-headings and illustrations.

Speaker A
Speaker B
Speaker C
Speaker D
Speaker E

9 **Collaborate** **Decide on and plan your school waste leaflet. Complete steps 1–3 from activity 8. Make notes in your Activity Book.** AB Page 75



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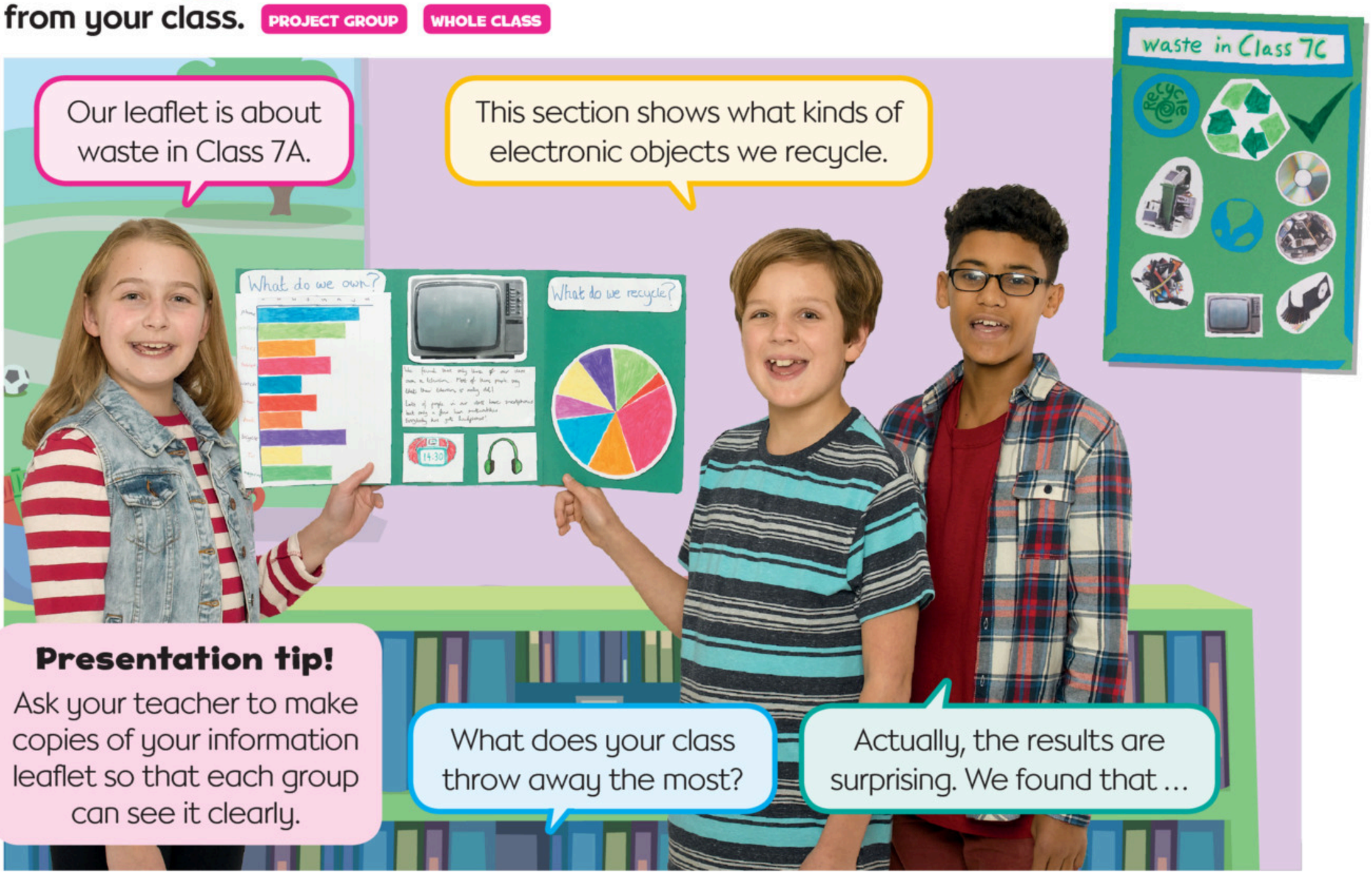
Make

10 **Create** **Make your information leaflet. Complete all the steps below.** PROJECT GROUP

Step 1	Review activity 9 and what you want your information leaflet to look like. Cut pieces of paper for each section of the information leaflet. Write the separate parts of the information leaflet on these pieces of paper.
Step 2	Write or draw up the results of the surveys.
Step 3	Write the information about how you can reuse and recycle.
Step 4	Find or draw images to decorate your information leaflet.
Step 5	Write the headings and sub-headings.
Step 6	Put all the parts of your information leaflet together. Check that there aren't any mistakes and that you are happy with it.

Present

11 **Collaborate** **Present your information leaflet. Then answer any questions from your class.** PROJECT GROUP WHOLE CLASS



Presentation tip!

Ask your teacher to make copies of your information leaflet so that each group can see it clearly.

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7 What's a great day out?

Amelia's star post

Doing something with your family

Hi! I'm Amelia. I'm twelve. I love doing things with my family! Watch my video about when we did beach cleaning at Kimmeridge Bay. People enjoy different activities there, especially surfing. We often come to walk our dog, Mac. He loves running and jumping in the waves! The beach gets a lot of litter, though – so, every few months, volunteers get together to pick it up. If it sounds like hard work, it is! But it's a really great day out, too.

Did you know?

In just one year of the Great British Beach Clean, 6,000 people collected 268,384 pieces of litter.

Find out what activities you can do in Celia's area.

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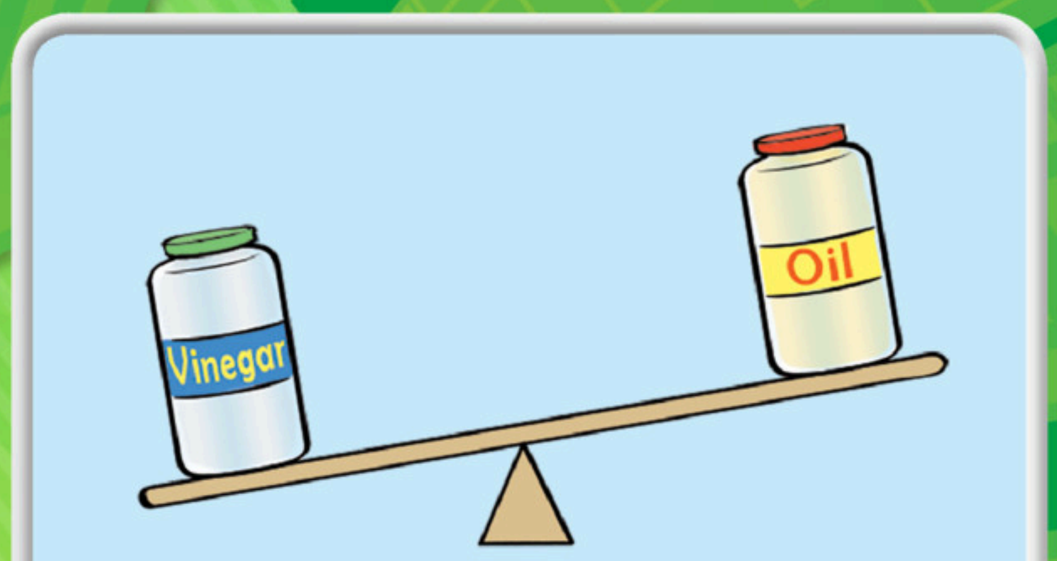
Find out about funfair attractions with Rami.



Do a density experiment with Fatima.

Read an advert about a holiday in Croatia with Alenka.

TALKING POINT

Where is a place for a good day out with your family?

The beach is a good place.

Lesson 1 THE BIG QUESTION

1 **Look, read and answer.**

1 What can you see in the pictures?
2 Look at the posts. What do you think each section is about?
3 Read Amelia's star post. Who loves jumping in the sea?

2 **Watch the video and say *True* or *False*.**

1 Kimmeridge Bay is close to Amelia's house.
2 Sometimes, the waves at Kimmeridge Bay are big.
3 Amelia's family cleaned the beach alone.
4 There were a lot of plastic bottles on the beach.

3 **Think** **Think about the Big Question and answer.**

Do you prefer going for a day out with your family or your friends? Why?

4 **Think, pair, share!** **What answers can you think of for the Big Question? List your answers on the Big Question poster.**

A great day out is going to the beach.

I think that the best days out include a picnic or a barbecue!

5 **Collaborate** **Look at the Talking Point. Then ask and answer with your partner.**

Where / place / a good day out / … ?

6 **Watch the video again.** **Complete the activities in the Activity Book.** AB Page 76

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7 Lesson 2 Vocabulary

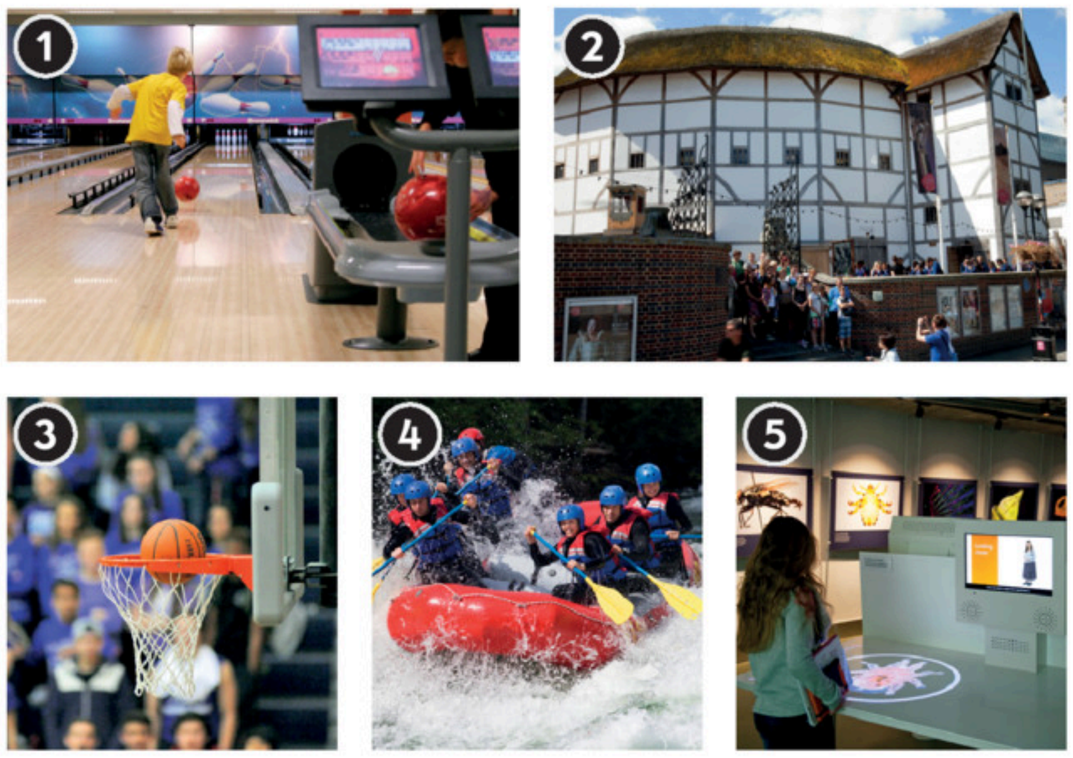
1 **Think** What activities can you do in your area? Copy the table and write two more activities for each heading.

Indoors	Outdoors
play table tennis	go for a picnic in the park

2 Listen and read about five activities you can do in Celia's area. 142 Find the five words in bold in the pictures. Which of the activities do you like best?

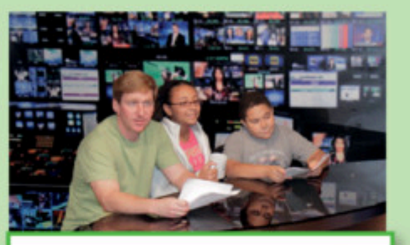
Celia's blog

I love my area because there are so many fun things to do. There's a river nearby so you can **go rafting** in the holidays. When the weather is bad, you can **go to a museum** or **go to the theatre**. Sport fans have got lots of choice. You can **watch a basketball match** in the park on Saturdays and you can also **go bowling**. That's always great fun!



3 Listen to Celia's friend. 143 Copy the words and number them in the order you hear them.

visit an aquarium


visit a TV studio

see a parade

go to a funfair

visit a lighthouse

4 Listen and repeat. 144 Point to the pictures.

5 Listen and repeat the dialogue. 145

6 **Communicate** Look at your table in activity 1 and the activities in activities 2 and 3. Ask and answer.

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7 Lesson 3 Grammar

1 Listen and read. 146

CHAT ROOM

Hi Oli. I'm really excited! I'm watching a basketball match today. I'm with my sister. We're in the sports hall now.

Hi, Celia! Fantastic! Have you watched a basketball match before?

No, I haven't. It's my first time. Have you ever watched a basketball match?

Yes, I have. My brother plays in a team and we often go to watch him.

Does he play a lot?

Yes. He plays every weekend. We went to see him last Saturday.

Have you ever seen him score any points?

No, I haven't.

Why not? Isn't he very good?

Oh, he's very good. The thing is, he plays in defence!

2 Read the conversation again. Then say the missing person.

1 Celia is going to see a basketball match with ... .
2 ... hasn't been to a basketball match before.
3 ... has watched lots of basketball matches.
4 ... plays basketball.

3 Think Read the table. Which questions with *Have you ever* ... are in Celia and Oli's chat?

Have you ever	**been** to the theatre? **seen** a basketball match?	Yes, I **have**. No, I **haven't**.
When **did** you	**go** there? **see** it?	I **went** there last week. I **saw** it last summer.

We use the **present perfect** to ask about experiences in the past when we don't say when it happened. We use the **past simple** to ask for details about where and when.

4 Say the questions and answers. Use the correct form of the verbs in brackets.

1 Have you ever ... to a funfair? Yes, I ... . (go)
2 When did you ... to the beach? (go)
3 Have you ever ... a famous person? No, I ... . (see)
4 When did you ... your cousin? (see)
5 Have you ever ... a 3D film at the cinema? Yes, I ... . (watch)
6 Where did you ... the match? (watch)
7 Have you ever ... German? (speak)
8 When did you ... to Grandma? (speak)

5 Communicate Ask and answer with your partner.

been to France / Italy / Scotland?

seen a famous person / a concert / a whale?

played volleyball / basketball / cricket?

Have you ever been to France?

Yes, I have. I went with my family at Christmas.

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7 Lesson 4 Vocabulary and story

1 **Think** What attractions can you see at a funfair? Make a list.

2 Listen, repeat and and point. 148

3 Listen and say the funfair attractions. 149

1 big wheel

2 roller coaster

3 bumper cars

4 merry-go-round

5 bungee trampoline

6 fun house

4 **BEFORE YOU READ** This is a story about some dangers at a funfair.
What do you think the dangers are?

5 Listen, read and check. 150

6 **AFTER YOU READ** Watch the story ▶
Complete the activities. AB Page 79

4
The merry-go-round looked safe. But suddenly ...
Hold on tight, Nancy.
Aaaargh! What's happening?
Ha ha ha ha ha!

5
This challenge is difficult, Rami.
Why don't we ride on the big wheel next?
Oh, no. We've stopped!
Look down there ... Aren't they Z-bots?

6
Be careful, Rami.
You, too, Nancy!
Ha ha ha!

7
Those Z-bots are making trouble!
Yes. They don't want us to complete the challenge.
Big Wheel
Roller Coaster
Bumper Cars
Fun House

8
The last attraction is the roller coaster. How about activating the power up?
Good idea!
ROLLER COASTER

9
ACTIVATING
SUPER STICK
We're OK. We are super sticking to our seats!
I can't see!

10
Those Z-bots are very naughty.
Let's teach them a lesson. I've got an idea.

11
Help!
We've survived the funfair, Nancy.
Yes ... but the Z-bots haven't!
Ha ha ha ha ha!
MISSION SUCCESSFUL!
NEW WORLD UNLOCKED:
1st

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7 Lesson 5 Grammar

1 **REMEMBER THE STORY** **Match parts of the sentences. Then say who said each sentence.**

1 Let's	**a** we ride on the big wheel next?
2 What about	**b** about activating the power up?
3 Why don't	**c** starting there?
4 How	**d** choose the Super stick power up.

2 **Think** **Look at the table and make a suggestion for a friend.**

Let's **Why don't we**	**go** on	the bumper cars! the merry-go-round! the roller coaster? the big wheel?
How about **What about**	**going** on	

We can agree or disagree with suggestions with phrases such as: ***Good idea!***, ***OK!***, ***Great!***, ***I don't think so.***, ***Let's ...*** and ***I'm not sure. Why don't we ... ?***

3 **Choose the correct option.**

1 Let's **go** / **going** on the roller coaster.
2 Why don't we **having** / **have** a picnic?
3 How about **go** / **going** to the cinema?
4 Why don't we **watch** / **watching** the news on TV?
5 **What** / **Why** about going to the funfair?
6 Let's **to take** / **take** sandwiches with us.

4 **Communicate** **Ask and answer with your partner.**

1 have an ice cream / yes

Why don't we have an ice cream?

Good idea!

2 go to the park / no / go to Peter's party

Let's go to the park.

I don't think so. Why don't we go to Peter's party?

3 watch a DVD / yes
4 make cupcakes / yes
5 do a jigsaw / no / play football
6 hang out the clothes / no / go to the funfair
7 play volleyball / no / watch TV
8 go to a museum / no / visit an aquarium

5 **Collaborate** **Copy the diary page for next week. Find five people to do a different activity with on each day. When you find somebody, write the activity and the person's name in the space.**

Mon	
Tue	
Wed	
Thurs	
Fri	

Why don't we go to the cinema on Monday?

OK. Great!

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1 **Look. How many things do you need to do the experiment? How many steps are there in the experiment?**

What's a great day out?

Doing an experiment at the Science Museum is exciting.

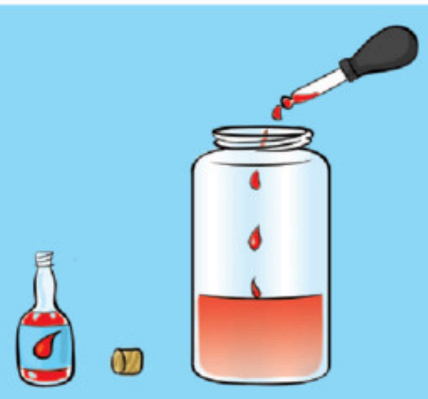
Do a density experiment

You need

a jar | vegetable oil | vinegar | food colouring | bicarbonate of soda

1 Put 100 ml of vinegar into the jar.

2 Add ten drops of red food colouring.



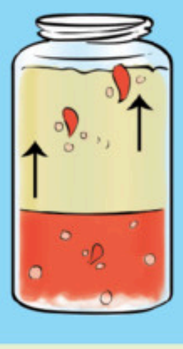
3 Add 250 ml of vegetable oil.

The oil floats on the vinegar.

4 Add a spoon of bicarbonate of soda.

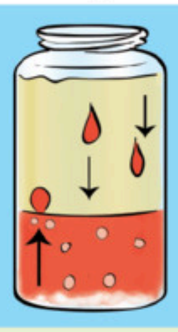
The vinegar and bicarbonate of soda make gas bubbles.

5 Observe the gas bubbles.



The gas bubbles carry the red vinegar to the top of the jar.

6 Observe the red vinegar.

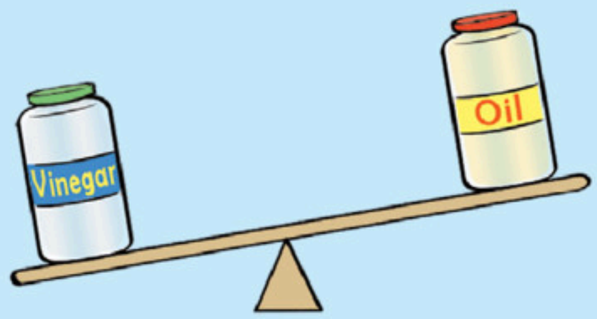


The gas escapes at the top of the glass. Then the red vinegar sinks to the bottom of the jar again.

Why does the red vinegar go up and down?

10 ml of vinegar is heavier than 10 ml of oil.

Scientists say that vinegar is more dense than oil. That is why oil floats on vinegar.



Gas bubbles aren't as dense as vinegar or oil. They float to the top of the jar. They take the vinegar with them. When the gas escapes, the vinegar sinks because it's more dense than the oil.

2 **Listen and read.** 152 **Then answer.**

1 Look at step 2. What colour is the vinegar?
2 Look at step 3. Which is on top: the oil or the vinegar?
3 Look at step 4. Where is the gas: in the oil or in the vinegar?
4 Look at step 5. Are the gas bubbles and the vinegar going up or down?
5 Look at step 6: Is the vinegar going up or down?
6 Which is the most dense: oil, vinegar or gas?

3 **Think, pair, share! Can you order the items from the most dense to the least dense? How can you check your ideas?**

water | vegetable oil | honey

4 **Learn how to make a density tower.** AB Page 81

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7 Lesson 7 Literacy: adverts

What's a great day out?

Going somewhere new is fun.

Alenka

1 **BEFORE YOU READ** Look at the photos. What are the adverts for?

2 **Think** What information do you need from an advert?

3 Listen and read. 155 Do the adverts give you the information you need?

Things to do in Croatia!

Go rafting on the Cetina River

The adventure starts when you put on your wetsuit, helmet and life jacket, and get into the rafts.

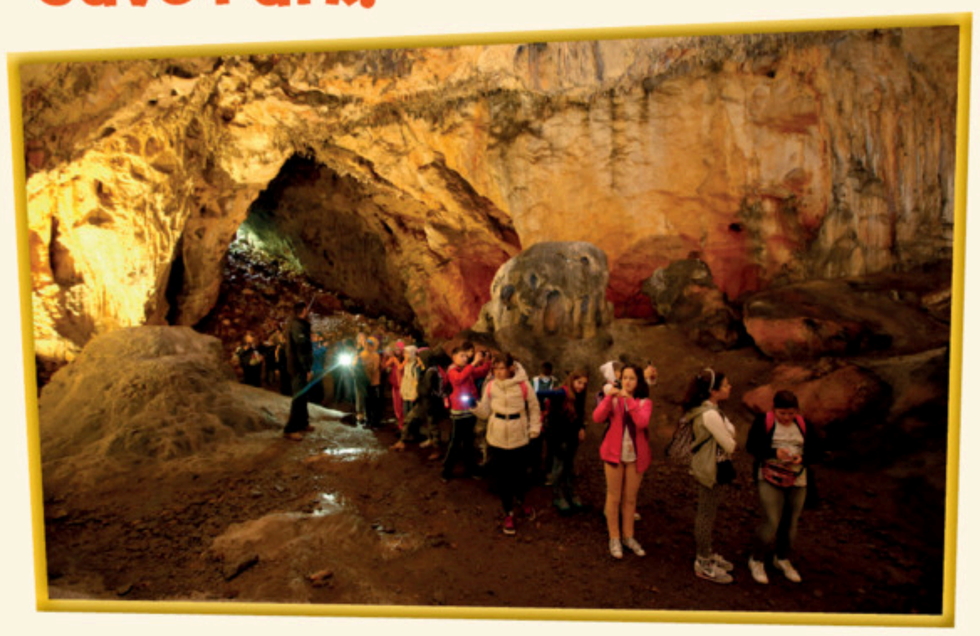
Sometimes, the river is green and quiet. At other times, the white water makes it an exciting ride!

During a break, you can have a snack, swim in the river near a waterfall and dive off high rocks into a deep pool.

It's a great day out!

Time: 3 hours
Prices: Children under 16 - €15
Adults - €30
Includes: wetsuits, helmets and life jackets
For more information and booking:
www.cetinaadventures.hr

Have an underground adventure at Grabovača Cave Park!



Underground rivers formed some amazing caves in the Grabovača Cave Park thousands of years ago. We offer guided tours of the Samograd cave, the biggest cave here.

The guide will take you down 470 steps into the cave, which is full of fantastic rock formations. There are beautiful green stalactites and stalagmites, and there are two bridges made of rock. It's a great experience!

Time: 1 hour

Prices: Children under 16 - €5 Adults - €6

Includes: guide

Important: Wear warm clothes and strong shoes.

For more information and booking:
www.croatiaadventures.hr

4 **AFTER YOU READ** Complete the activities. AB Page 82

Lesson 8 Culture: A tourist attraction in Croatia AB Page 83

Our Values!

What can you learn by trying new things?

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7 Lesson 9 Writing: an advert

1 **Oli has an idea for an end-of-term trip. Read the advert he has posted. Would you like to go on the trip? Why (not)?**

2 **Read the advert again and answer the questions.**

1 How many activities involve water?
2 What does the ticket price include?

3 **Match the features with the colours used in the advert.**

1 The heading
2 Images such as photos or illustrations
3 Persuasive language
4 Key information in note form
5 Bold text

4 **Read the Big Write Tip.** The Big Write AB Page 84

Lesson 10 THE BIG QUESTION REVIEW

1 SONG **Listen and answer.** 158
Which funfair attractions can you hear?

2 **Watch and answer the questions on the video.**

3 **Think, pair, share!** **Look at the Big Question poster. How do your answers compare with the unit answers?**

Alenka's answer is good. It's always fun to visit a new place.

My answer is similar to Celia's: it's great when we can do something new!

4 **Complete the activities and do the self-evaluation.** AB Page 86

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8 How do we experience other cultures?

Amandeep's star post

We can celebrate different cultures at festivals.

Hi! I'm Amandeep and I'm twelve years old. I'm British but my parents were born in India. Watch my video about a very special Indian festival, called Diwali. The festival in Leicester is the biggest Diwali celebration outside India. It's my favourite festival because it's so colourful and the celebrations last for days. Everybody can take part and, every year, the festival is better than the year before. It's magical!

Did you know?

Every year, more than 800 million people around the world celebrate Diwali.

Read about food from faraway places with Oli.

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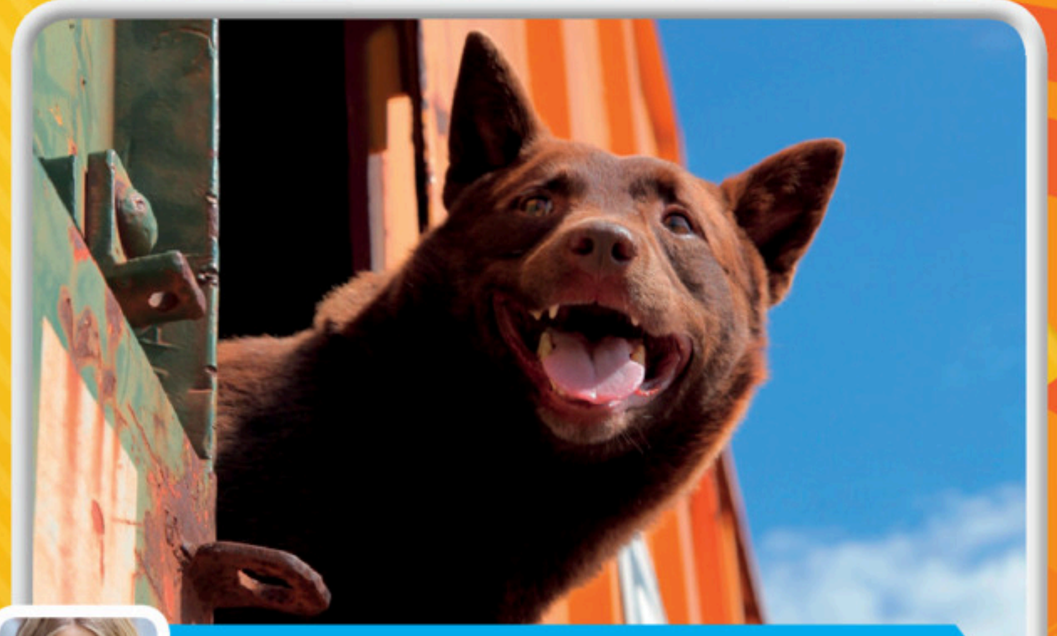
Try out an activity from Japan with Celia.

Find out about something very, very old with Tomas.



Read about an Australian film in Film Club with Suzie.

TALKING POINT

Do you know anybody from India?

Yes. My doctor is from India.

Lesson 1

THE BIG QUESTION

1 **Look, read and answer.**

1 What can you see in the pictures?
2 Look at the posts. What do you think each section is about?
3 Read Amandeep's star post. What does she like about the Diwali festival?

2 **Which things are important in the Diwali festival? Watch the video and say the missing things.**

- music
- special drinks
- colourful clothes

3 **Think** **Think about the Big Question and answer.**

Each culture has its own language and traditions. Which language and traditions does your culture have?

4 **Think, pair, share!** **What answers can you think of for the Big Question? List your answers on the Big Question poster.**

I saw some Brazilian samba dancing in a shopping centre.

You can talk to people from other countries.

5 **Collaborate** **Look at the Talking Point. Then ask and answer with your partner.**

Do / know / anybody / ... ?

6 **Watch the video again.**
Complete the activities. AB Page 87

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8 Lesson 2 Vocabulary

1 **Think** What kind of food does your family buy?
Copy the table and write two more foods for each heading.

Fruit / Vegetables	Meat / Fish	Dairy products	Other
tomatoes	beef	yoghurt	pasta

2 Listen and read about Oli's family's shopping. 163
Find the five words in bold in the picture. Does your family buy any of the food which Oli's family buys?

Oli's blog

In our family, we like to eat lots of different kinds of food. My dad likes Chinese and Indian food, and my mum loves Italian and French cooking. I love it all! Look at this week's shopping. There's **couscous** from Morocco; **spices** and **black pepper** from India; **garlic** from France; and **chilli peppers** from Mexico. All from the same supermarket!

3 Listen to Oli's friend. 164 Copy the words and number them in the order you hear them.

papaya

aubergine

coconut

mango

spaghetti

4 Listen and repeat. 165
Point to the pictures.

5 Listen and repeat the dialogue. 166

6 **Communicate** Look your table from activity 1. Ask and answer.

How do we experience other cultures?

You can buy food from all over the world in our supermarket!

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8 Lesson 3 Grammar

1 Listen and read. 167

CHAT ROOM

Did you enjoy the international food party at school yesterday?

Yes, it was great! There was enough food for everbody and it was delicious.

What was your favourite dish?

I loved the Moroccan couscous dish.

There were too many spices in it for me.

And the Greek salad?

There was too much oil in it. And too much garlic.

Did you like anything?

Yes. There was a delicious Indian drink made from mango and yoghurt. But there weren't enough glasses for everybody.

Well, at least you liked something!

2 Read the conversation again. Then say *True* or *False*.

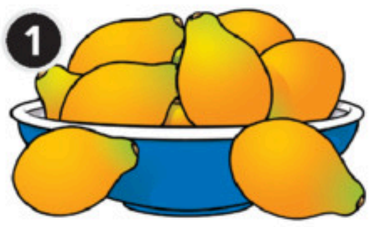
1 Nancy liked the couscous dish.
2 Nancy didn't like the Greek salad.
3 In India, people make a drink using yoghurt and fruit.
4 There weren't enough glasses at the party.
5 Fatima didn't like anything at the party.

3 Think Look and learn. Find examples of *too much* and *too many* in Nancy and Fatima's chat.

There's ***too much***		oil in the salad. spaghetti on the plate.
There are ***too many***		spices in the dish. aubergines in the basket.
There is (isn't) / are (aren't)	***enough***	black pepper in this soup. mangoes in the dessert.

When we describe quantities, we use ***too much*** with uncountable nouns and ***too many*** with countable nouns. We use ***enough*** with both countable and uncountable.

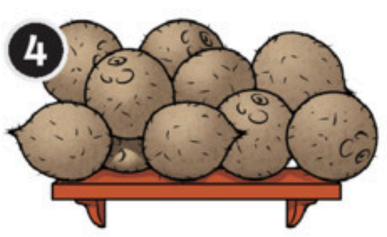
4 Complete the sentences. Use *too much* or *too many*.



1 There are ... papayas.

2 There is ... couscous.

3 There is ... orange juice.



4 There are ... coconuts.

5 Communicate Talk about the pictures. Use *enough* or *not enough*.

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8 Lesson 4 Vocabulary and story

1 **Think** What's your favourite activity? Why do you like it?

2 Listen, repeat and point. 169

3 Listen and say the activities. 170

1 go surfing

2 practise yoga

3 practise tai chi

4 practise pilates

5 do crosswords

6 sing karaoke

4 **BEFORE YOU READ** **This story is about the Robot Games.**

What kind of games are there at the Robot Games?

5 Listen, read and check. 171

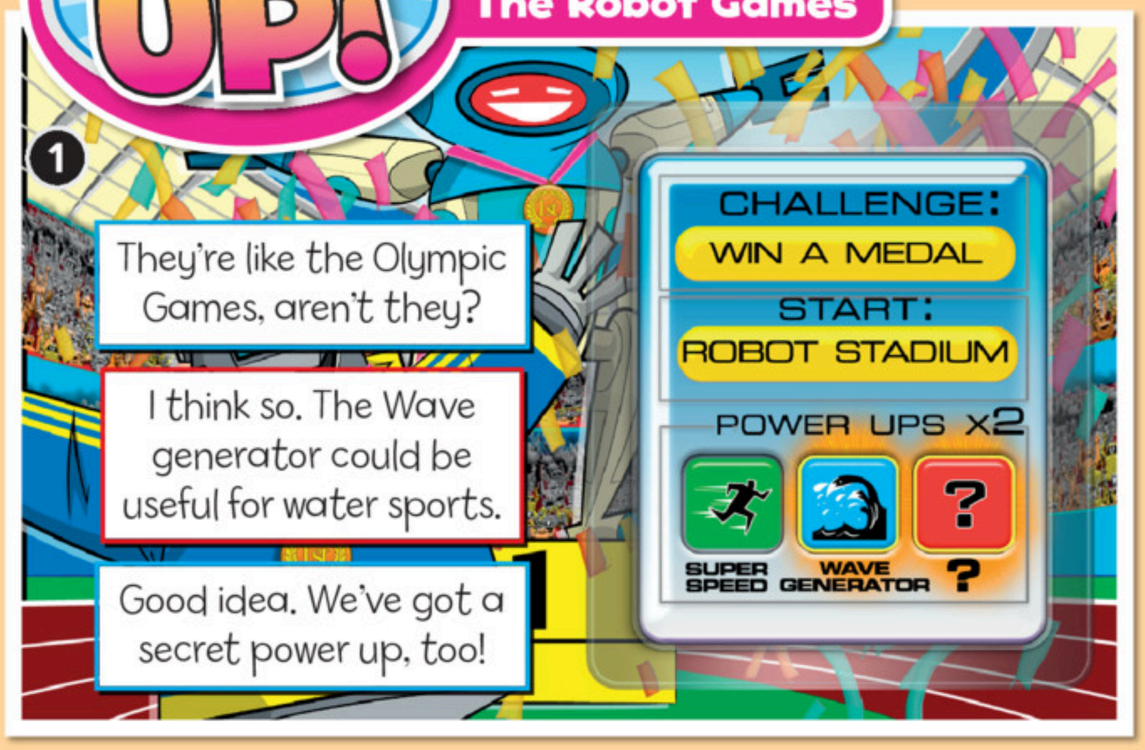
6 **AFTER YOU READ** **Watch the story.** ▶ **Complete the activities.** AB Page 90

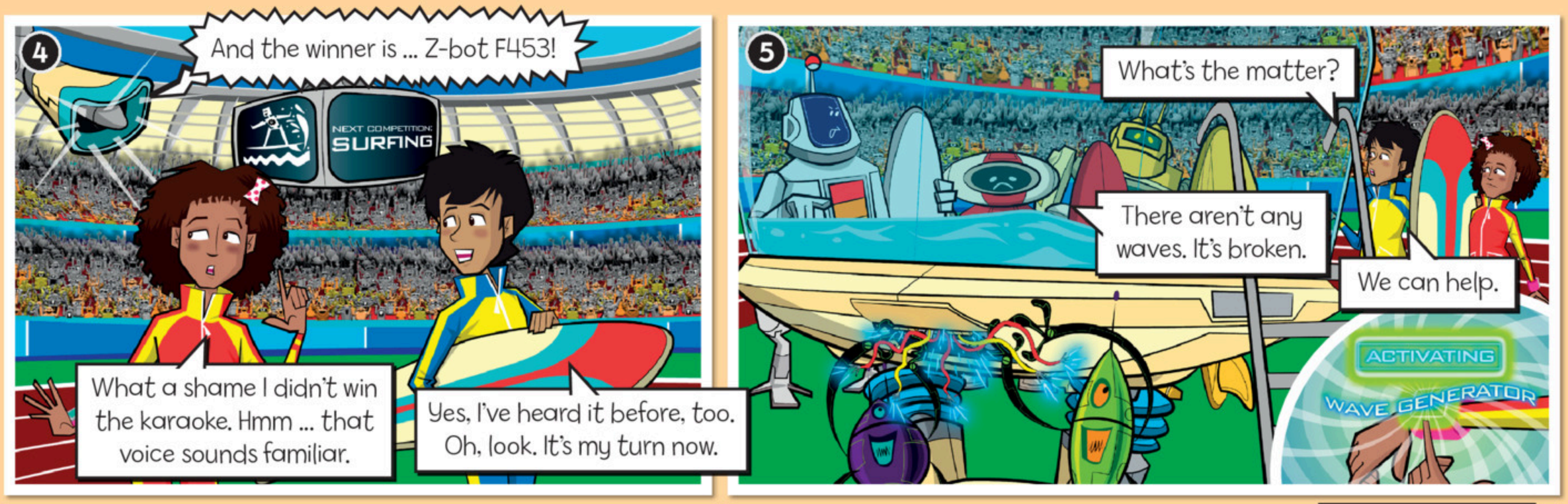
How do we experience other cultures?

We can try activities from other cultures.

Celia

Power UP! The Robot Games




4
And the winner is ... Z-bot F453!
NEXT COMPETITION: SURFING
What a shame I didn't win the karaoke. Hmm ... that voice sounds familiar.
Yes, I've heard it before, too. Oh, look. It's my turn now.
5
What's the matter?
There aren't any waves. It's broken.
We can help.
ACTIVATING
WAVE GENERATOR
6
Woo hoo! This is fun!
And the winner is ... Jack.
It's that voice again. He sounds grumpy now.
7
Celia and Jack walk to their next event.
I think they're practising yoga.
What are they doing?
REST AND RELAX
Robots need to relax, too, you know.
8
These games are getting stranger and stranger.
You're good at doing crosswords, aren't you?
NEXT COMPETITION: CROSSWORD
Yes. I do one every day.
9
Finished!
Time's up. And the winner is ... ugh ... Celia.
COMPLETED
10
STOP! You can't keep those medals. Z-bots, bring out the super-magnet.
Our medals!
Dr Zeevil is stealing them. Quick! Activate the secret power up.
Anti-gravity? It's not helping!
11
Later ...
This karaoke medal is for you. We know the Z-bots cheated.
OFFICIAL
OFFICIAL
Thank you!
YOU WON A MEDAL!
NEW WORLD UNLOCKED
?

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8 Lesson 5 Grammar

1 **REMEMBER THE STORY** **Who is speaking? Say the missing words.**

1 They're like the Olympic Games, ... they?

2 You can sing, ... you?

3 But it can be a game, ... it?

4 You're good at doing crosswords, ... you?

2 **Read the table. When do you use the affirmative form of the verb? When do you use the negative form of the verb?**

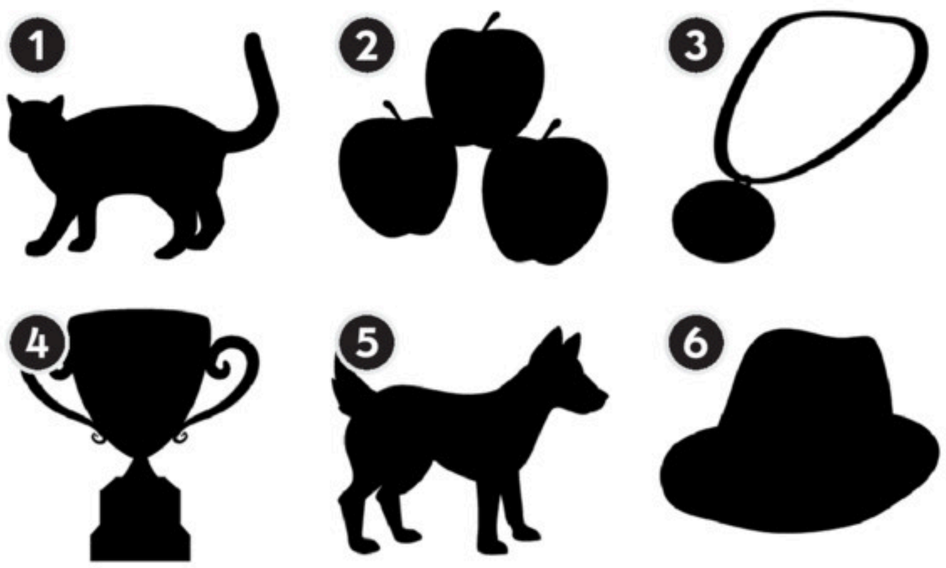
Karaoke **is** from Japan, **isn't** it?
You **can** sing, **can't** you?
They **are** Z-bots, **aren't** they?
You**'ve** got a medal, **haven't** you?

We can use **tag questions** to confirm that a sentence is true.

3 **Communicate** **Complete the tag questions.**

1 Yoga is from India, ... ?
2 You're a pupil at this school, ... ?
3 Our teacher can speak English, ... ?
4 You've got a sister, ... ?
5 It's sunny today, ... ?

4 **Look at the pictures. Ask and answer.**



It's a cat, isn't it?

Yes, it is.

5 **Complete the sentences below on a piece of paper. Don't show them to anybody.**

I can ...	I can do karate.
I'm ...	I'm eleven years old.
I've got ...	I've got a new guitar.

6 **Collaborate** **Read the piece of paper from your teacher. Ask and answer questions in your group. Find the right person.**

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How do we experience other cultures?

We can learn about international history in museums.

1 **Think, pair, share!** What kind of things can you see in history museums?

2 Listen and read. 174

Ancient Egypt

Last week, we went to the History Museum and saw an exhibition about Ancient Egypt. The best parts were the mummies and the hieroglyphics.

Mummies

The Egyptians believed that, after they died, they went to another world. It was important to protect the dead person's body so they used **mummification**:

- They washed the body.
- They took out all of the body's organs, except the heart.
- They used salt to dry the body for about 50 days.
- They covered the outside of the body with lots of **linen**.
- They put masks on some mummies.
- Finally, they put the mummy inside a big stone box, called a **sarcophagus**, and put it in a **pyramid**.

Only rich people became mummies because it was expensive. The Egyptians also used mummification on cats, snakes, birds and other animals.

Hieroglyphics

The Egyptians used a special kind of writing, called **hieroglyphics**. They didn't have an alphabet with letters like we use today. They used pictures to show objects and actions.

The Egyptians also made a special kind of paper from a plant. It was called **papyrus**. Some men were 'scribes'. They wrote letters, diaries and shopping lists.

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

1 Mummification was a system for protecting a dead body.
2 People used linen to wash the bodies.
3 A sarcophagus was a kind of stone pyramid.
4 Everybody who died became a mummy.
5 Hieroglyphics is a very old kind of Egyptian writing.
6 Women worked as scribes.

4 **Think, pair, share!** **Ask and answer.**

1 What kinds of things can we learn in history museums?
2 Do you think it's important to learn about how ancient people used to live? Why (not)?

5 **Learn to write in hieroglyphics.**

AB Page 92

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8 Lesson 7 Literacy: a film review

1 **BEFORE YOU READ** Look at the film poster. What do you think the film is about?

2 **Think** Ask a question about the film.

3 Listen and read. 176 Does the film review answer your question?

How do we experience other cultures?

We can learn about other cultures from films.

International Film Reviews

Australia

My favourite film is called ***Red Dog***. It's a comedy-drama film from Australia and a true story about a very special dog, called Red Dog. ***Red Dog*** came out on DVD in December 2011 in Australia.

The film is the story of Red Dog's life. One of the most interesting characters in the film is a man called Jack Collins, played by the actor Noah Taylor.

Red Dog has lots of adventures. He travels around Western Australia on foot, by car and bus – and even by ship. Everywhere he goes, he meets and helps different people. He is a very clever dog – much cleverer than the people around him. The film shows us what life was like in that part of Australia in the 1970s.

I love this film because the acting is really good, and it makes me laugh a lot. I love seeing the dog actor, called Koko, playing the part of Red Dog – it's amazing! Koko even won a special prize for 'Best Dog in a Foreign Film'. But some parts of the film are really sad.

Red Dog is a good film for anybody who loves animals.

My rating

★★★★★

4 **AFTER YOU READ** Complete the activities. AB Page 93

Our Values!

What can we learn from animals?

Lesson 8 Culture: everyday life in Australia AB Page 94

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8 Lesson 9 Writing: a film review

1 **Read Nancy's film review. Would you like to see *Brave*? Why (not)?**

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

1 What is the relationship between the characters in the film?
2 Which two negative things does the writer say about *Brave*?

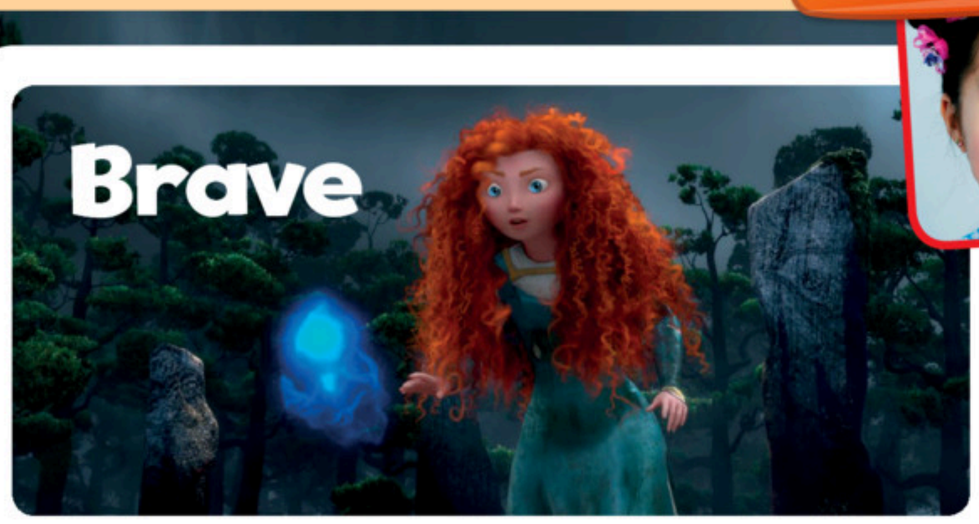
3 **Match the features and the colours in the film review.**

1 A description of the plot, the setting and main characters.
2 Who will like the film, and why.
3 An introduction with a short description of what kind of film it is and what it is about.
4 The positive and the negative things about the film.

4 **Read the Big Write Tip.**

The Big Write AB Page 95

Nancy



Brave is an animated film about a young princess called Merida. Merida has to show how strong and brave she is when she faces the biggest challenge of her life.

In the film, a magic spell threatens Merida's kingdom, and Merida has to undo the spell and put things right. The film is exciting – and a bit scary! Most of it is set in the Scottish Highlands. There are forests and mysterious places. There are also strong characters, including Merida; her father, King Fergus; and her mother, Queen Ellinor, who has a secret.

The film is beautiful with lots of colour. The animation is really good, and there are lots of funny scenes. Some of the characters, such as Mor'du, an evil bear, are a bit too scary for younger children. The film is also quite long.

I love this film! It's a great film for families because adults will find it interesting, as well as children.

Lesson 10 THE BIG QUESTION REVIEW

1 SONG **Listen and answer.** 179
Which countries can you hear?

2 **Watch and answer the questions on the video.**

3 Think, pair, share! **Look at the Big Question poster. How do your answers compare with the unit answers?**

Look! Suzie's post is the same as yours and Ella's.

Yes! I love watching foreign films.

Tomas had a good answer, too.

I agree. I thought …

4 **Complete the activities and do the self-evaluation.** AB Page 96

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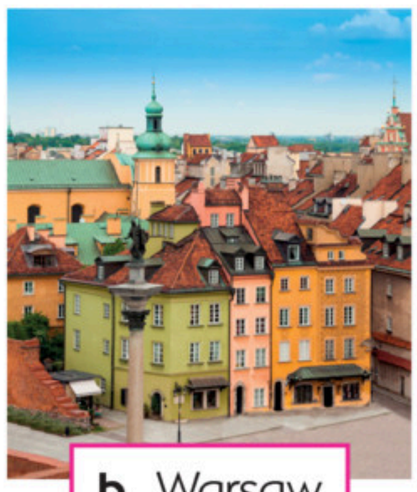
Planning a Trip!

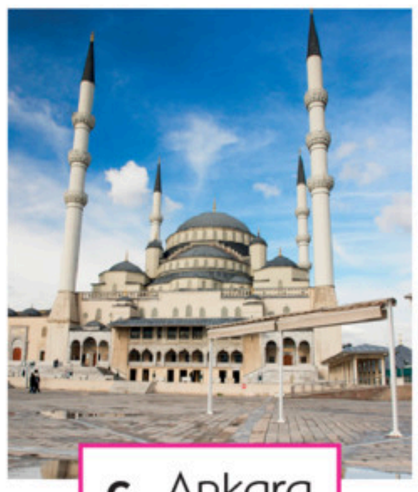
1 **Listen and read.** 181 **What's great about going on a trip?** WHOLE CLASS

Getting started

2 **Listen and decide which capital city these pupils are planning a trip to.** 182 WHOLE CLASS

a Madrid


b Warsaw


c Ankara

d Cairo

e Brasilia

3 **Think, pair, share!** **What can tourists do when they come to the capital city of your country?**

1 How can they get around the city?
2 What can they see and do?
3 What things can they eat and drink?
4 What kinds of souvenirs can they buy?

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Research

4 Work in groups of three. Choose a capital city in another country. Then divide into A, B and C, and do your research. Make notes in your Activity Book. AB Page 98 PROJECT GROUP

A

Travelling

Think about:

- how to get to the city.
- how to get around the city.

Where to stay

Think about:

- type of place(s).
- number of days.

B

Things to do and see

Think about:

- indoor activities: art galleries, etc.
- outdoor activities: monuments, gardens, etc.

C

Things to eat and drink

Think about:

- typical dishes.
- popular restaurants.
- snacks and drinks.

Souvenirs

Think about:

- how much you have to spend.
- typical souvenirs.

5 Collaborate **Tell your group your information. Listen to other classmates' information and complete the table in your Activity Book.** AB Page 98 PROJECT GROUP

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Plan

English in use

Use ***What ... next?*** or ***What else ... ?*** to ask for more information about doing something.

6 **Collaborate** **Choose your favourite things to do and places to eat. Plan your class trip in detail.** PROJECT GROUP

Transport | Sights to see | Types of activities | Places to eat | Places to stay | Schedule

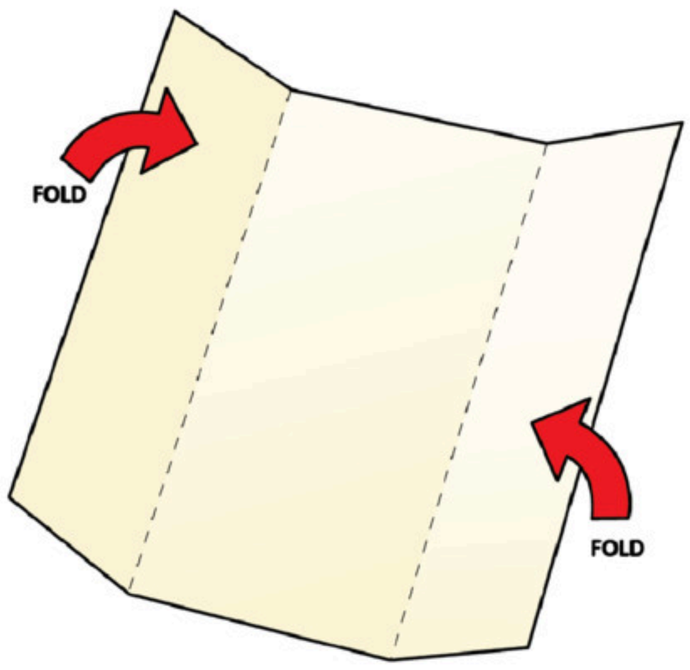
7 **Collaborate** **Plan a project board to present your trip. Use the steps below. Draw your plan and make notes in your Activity Book.** AB Page 99 PROJECT GROUP

1 Decide which information to include on the project board.

2 Decide how to organize the information – what to put first, what next, etc.

3 Decide which heading, sub-headings and text you need to present your ideas.

4 Decide which photos, drawings, etc. you want to use to decorate your board.



Project board tip!

A project board is a great way to show your ideas to other people. Fold a big piece of coloured card. Stick words, photos, drawings and anything else onto the card that will help you to show your ideas.

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Make

8 **Create** **Make a project board to show your plan.**
Complete all the steps below. PROJECT GROUP

Step 1
Review your project board plan from activity 7. Cut pieces of paper for each section of the project board.

Step 2
Write the poster's heading.
Write about how visitors can get to the city and how they can get around.

Step 3
Write about where visitors can stay in the city.
Include a map, if possible.

Step 4
Write about what visitors can see and do in the city.
Decorate with photos and drawings.

Step 5
Write about what typical food and drink visitors can enjoy.
Decorate with some attractive photos or drawings.

Step 6
Put all the parts of the project board together.
Check that you are happy with your project board. Do you need to add or change anything?

Present

9 **Collaborate** **Present your plans for the trip to your class. Use your project board.**
Then answer any questions from your class. PROJECT GROUP WHOLE CLASS

Presentation Tip!
Practise giving your presentation at least once.
Speak loudly and clearly so that everybody can understand you.

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New Year

1 **Listen and read.** 183 **What countries do you think the pictures a-e are from?** WHOLE CLASS

New Year

People celebrate New Year all over the world, often with parties, food and fireworks. Each country has its own **traditions**. Here are just a few!

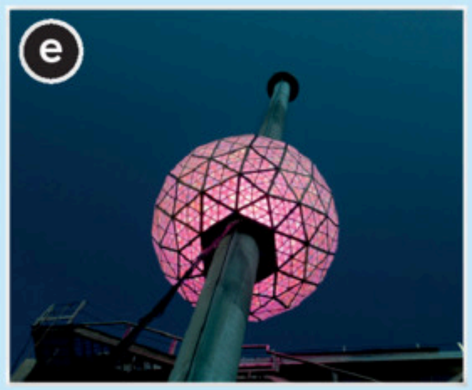
In China, the New Year festival lasts for 15 days. On the last night, there's a **lantern** festival with thousands of coloured paper lanterns.

In Scotland, there is an old tradition called **first footing**. Somebody brings a small gift – often, a biscuit – to a neighbour's house very early on New Year's Day.

In Denmark, people are also up early on New Year's Day. However, instead of bringing a gift to a neighbour, they **smash a dish** against their neighbour's door! This means that they will be friends.

New Year in New York's Times Square in the USA is exciting! Here, they drop an enormous ball down a tall **flag pole** at midnight. Everybody cheers and greets the new year together.

New Year in the Philippines is a **feast**! People cover the table with round foods. They believe that they will bring money.



2 **Match the parts of the sentences. Then say the country.**

1	They drop a giant ball	**a**	which are round.
2	They break	**b**	of celebrations.
3	They eat different foods	**c**	a small gift.
4	They give the person next door	**d**	down a flag pole.
5	They have two weeks	**e**	bowls into pieces.

3 **Think, pair, share!** **How do people celebrate New Year in your country? Discuss with your partner.**

We invite all the family to dinner.

We watch an amazing fireworks display!

4 **Create** **Think about your favourite way to celebrate New Year. Use the prompts below to write your ideas and draw pictures.**

twelve o'clock | food and drink | people | traditions

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Earth Day

1 **Listen and read.** 184 **Match the blue words and the pictures (a–e).**

Earth Day started in the USA in 1970, after big **protests** against an **oil spill** in California in 1969. Now, it is a global festival in almost 200 countries around the world. Thousands of environmental groups choose their own ways to celebrate the festival.

When is it?
On 22nd April (or on the weekend immediately before or after the 22nd).

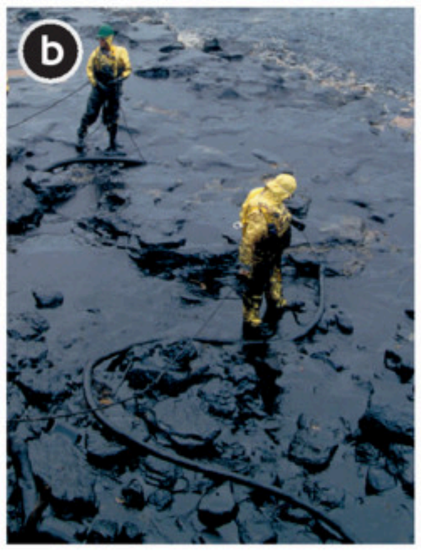
What is it?
A special day when people around the world show their support for a clean and healthy environment.

Why have it?
To help to protect the environment through activities in the local community.

What kinds of activities?
Hundreds of activities! Including parties, speakers, competitions, meals and **campaigns**, such as:

Buying local food and drink | **Recycling e-waste** | **Bike-sharing** | **Tree-planting**

A **billion** environmentally friendly actions
More than 1,000,000,000 individuals, environment groups, businesses and governments have taken environmentally friendly actions for Earth Day.



2 **Read the text again. Complete and say the sentences.**

1 The first Earth Day started after an [...] in the USA.
2 More than a [...] people or groups have taken actions.
3 'Tree-planting' and 'Buying local food and drink' are two [...].
4 The word [...] means old computers, mobile phones and other electronic rubbish.

3 **Think, pair, share!** **Ask and answer.**

1 Why do you think so many people celebrate Earth Day?
2 How do the different campaigns help the Earth?

4 **Create** **Think of an Earth Day campaign for your school and make a poster. Use the prompts below.**

poster heading explanation about Earth Day
place day and time activities
who can take part any other useful information

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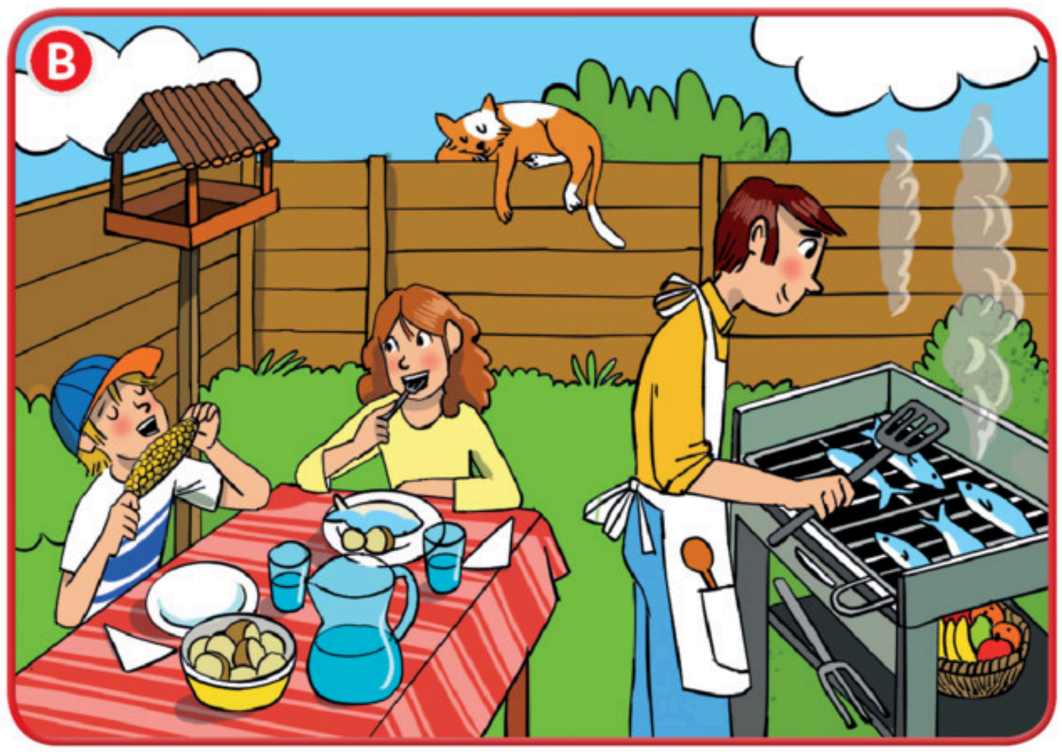
1 A2 Flyers

1 Read. Say *picture A* or *picture B*.



1 There's a snowman in the garden.
2 They're having a barbecue.
3 The cat is sleeping.
4 There's a tree in the garden.
5 The children are eating.

Exam tip!

Remember to look at all the details in the pictures before choosing your answers.

2 Read and look at the pictures again. Say *True* or *False*.

1 The cat is small in picture A but it's bigger in picture B.
2 The children are making a snowman in picture A but they're skiing in picture B.
3 It's snowing in picture A but it's raining in picture B.
4 There are four birds in picture A but there aren't any birds in picture B.

3 Work with your partner. Talk about the differences between picture A and picture B.

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1 Match the questions and answers.

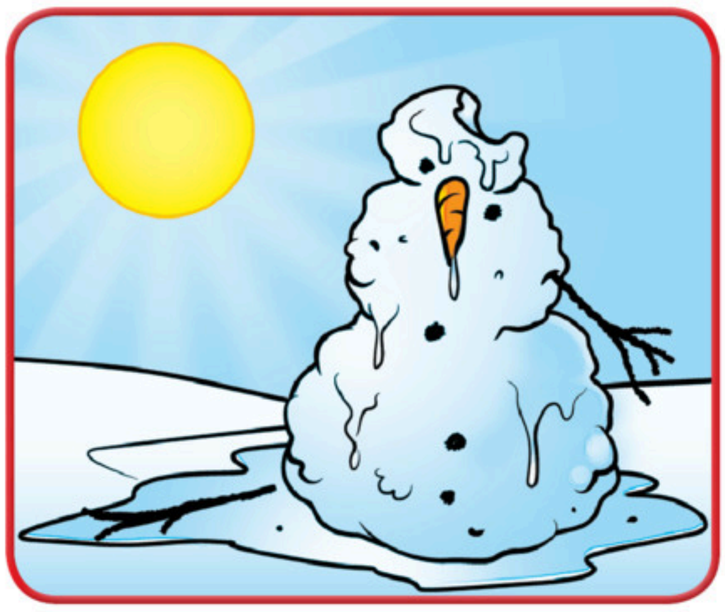
1 Where is the science lesson?	**A** The experiment is about things which float.
2 What day is the science lesson?	**B** The lesson is on Wednesday.
3 What time is the science lesson?	**C** If you add salt to water, things float.
4 What is the experiment about?	**D** The lesson is in room 10A.
5 What can you discover?	**E** The lesson is at 10.30 am.

2 Student A: Look at the questions in activity 1. Ask your partner about a science lesson. Student B: Look at the information in the table below. Answer your partner's questions.

Where	Room 20B
Day	Thursday
Time	1.30 pm
What / about	freezing water
What / discover	If you cool water to zero degrees Celsius, it freezes.

3 Student B: Look at the questions in activity 1. Ask your partner about a science lesson. Student A: Look at the information in the table below. Answer your partner's questions.

Where	Room 15C
Day	Tuesday
Time	11.45 am
What / about	melting snow
What / discover	If it is above zero degrees Celsius, snow melts.



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3 A2 Flyers

1 Write the missing questions. Then ask and answer.

1 … My name's John.
2 … I'm from Ireland.
3 … I live in Dublin.
4 … Yes. I've got one brother and one sister.
5 … Their names are Paul and Jenny.
6 … Yes. The school is on London Street, next to the park.

2 Put the words in the correct order and write the questions. Then ask and answer.

1 your / subject / favourite / what's / ?
2 subject / your / what's / best / ?
3 your / of / what's / form / transport / favourite / ?
4 food / what / you / like / don't / ?
5 music / kind / of / do / what / like / you / ?
6 do / you / do / what / sports / ?
7 do / what / doing / like / in / you / free / time / your / ?
8 bicycle / got / have / a / you / ?

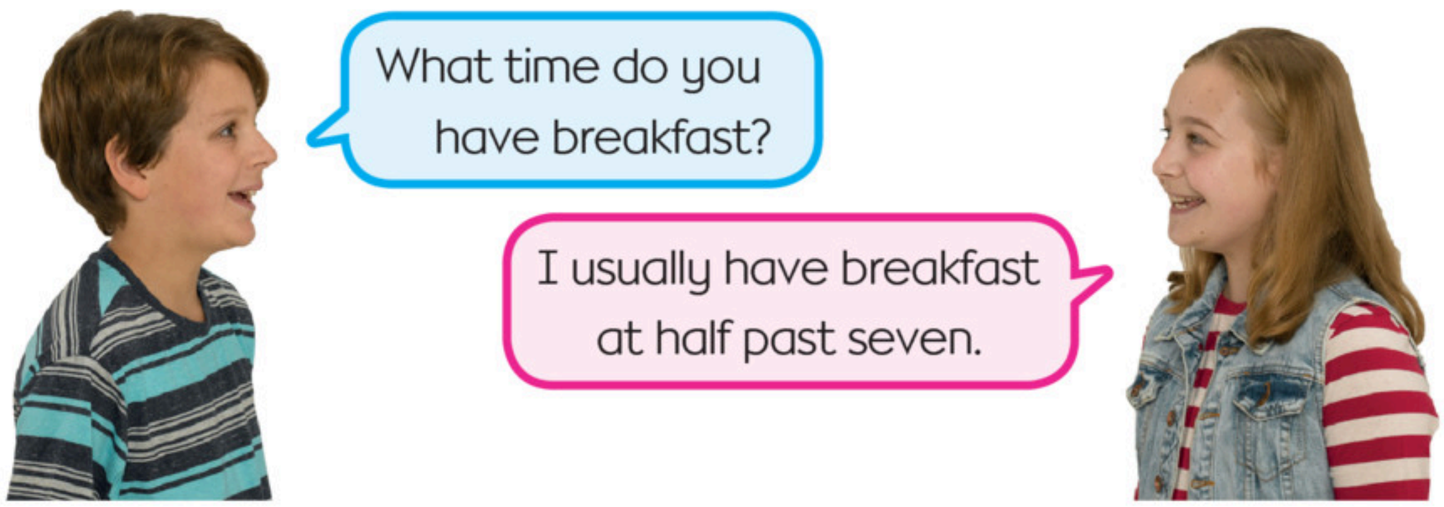
3 Talk about daily routines, and the places you live and go to school. Ask and answer. Use the tables.

What time do you	get up in the morning? have breakfast? start school? finish school? go to bed?

Tell me about	the village / town / city where you live. the place where you go to school. the places on your street.

1 Can you think of any other questions beginning with 'What time do you …' ?

2 Can you think of any other things to ask about beginning with 'Tell me about …' ?



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1 Match the sentences and the pictures.

1 They have found a box in the cave.
2 Mary and Jim have had a picnic with their mum.
3 They have found some treasure.
4 There's a photo of Mary and Jim in the newspaper.
5 They have carried the box out of the cave.

Exam tip!

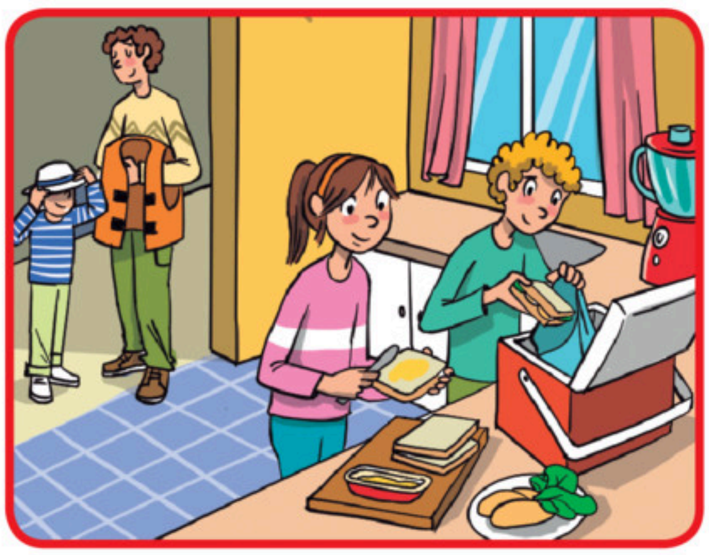
In activity 2, think about the order of events. Then make sentences using the words.

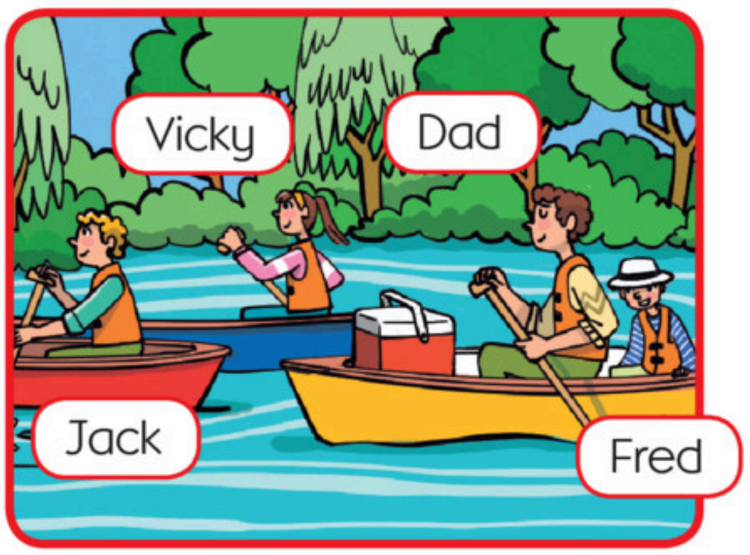
2 Use the words to describe picture E in activity 1.

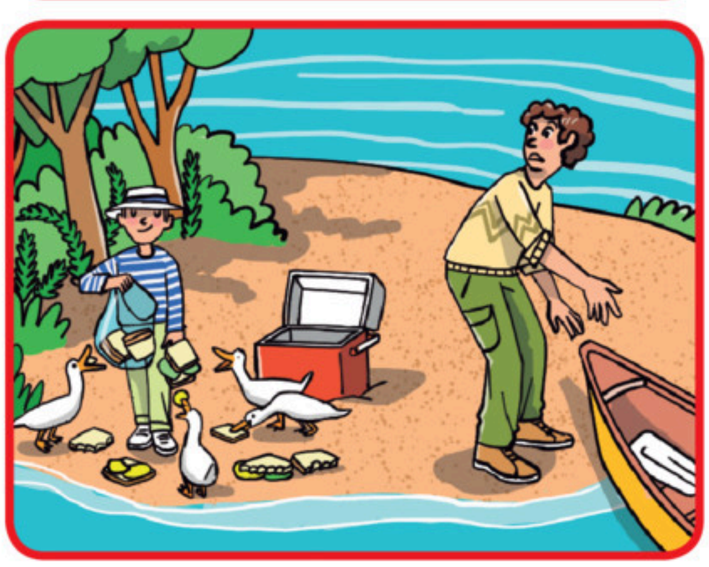
box open treasure bracelet amazed

3 Read the first part of the story. Then use the pictures to continue the story. Work with a partner.

Vicky and Jack have made four sandwiches. They're putting them in the picnic box.







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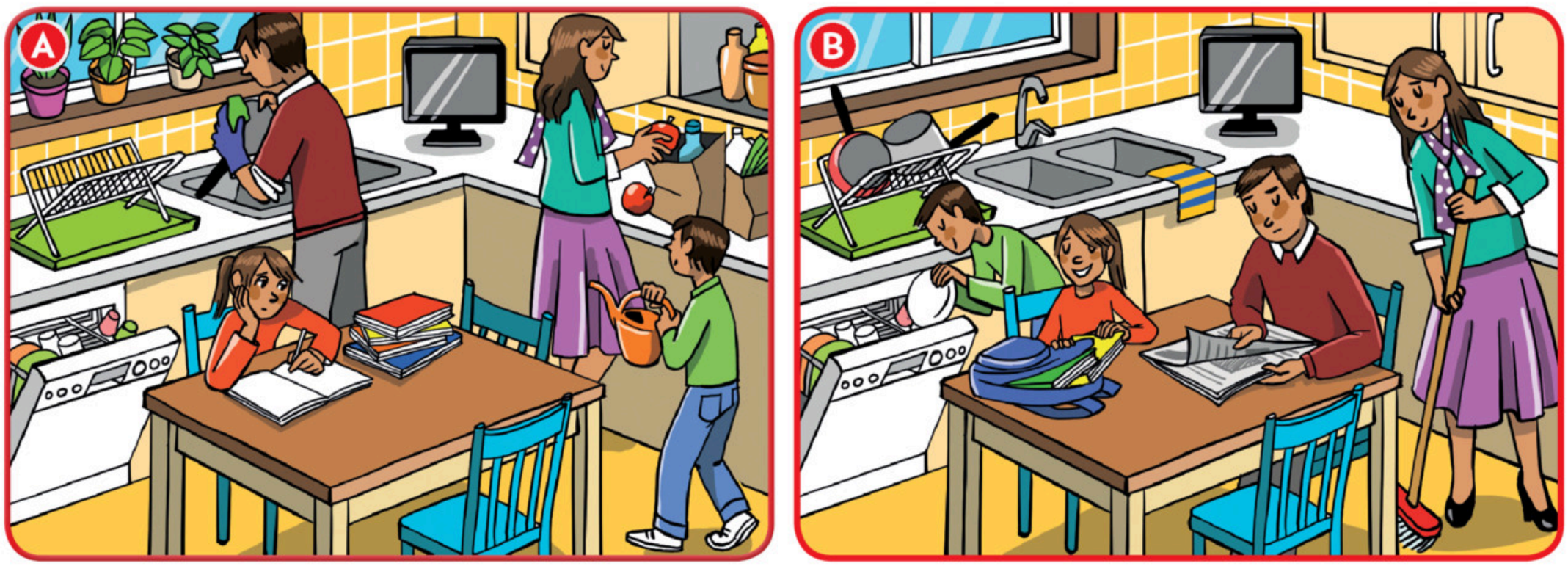
1 Listen. 187 Choose picture A or B.



2 Read and look at the pictures again. Say *True* or *False*.

1 There are three chairs in picture A but there are two chairs in picture B.
2 The girl is doing her homework in picture A but she's finished her homework in picture B.
3 The boy is going to water the plants in picture A but he's going to start the dishwasher in picture B.
4 The man is washing up in picture A but he's sweeping the floor in picture B.
5 The woman is putting away the shopping in picture A but she's laying the table in picture B.

3 Work with your partner. Talk about the differences between picture A and picture B.

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6 A2 Flyers

1 Say one thing to your partner about each of the topics.

clothes | holidays | birthdays | work

family and friends | animals | home

sports | the weather | school

2 Look and read. Which topic from activity 1 are they talking about?

1 I always have a party and invite all my friends.

2 I've got a brother who looks like me.

3 I know it sounds like a dream but I want to be a musician when I grow up.

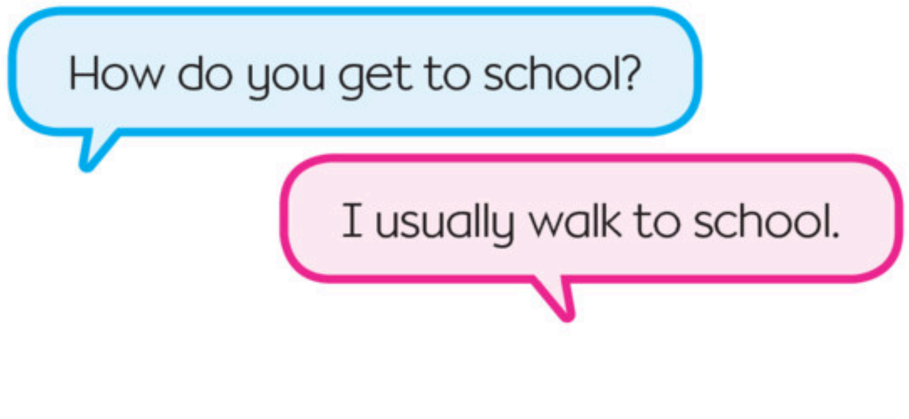
4 My best subject is maths but the subject I enjoy most is art.

5 I prefer snowy days to rainy days. I feel happy when it snows.

6 I like watching football but I'm not very good at playing it.

3 Look at the questions about the topics in activity 1. Write one more question for each topic. Then ask and answer.

1 How do you get to school?
2 Where do you usually go on holiday?
3 When was your last birthday?
4 How many cousins have you got?
5 Have you got a pet?
6 What kind of clothes do you like?
7 Where do you live?
8 What's your favourite sport?
9 Do you prefer hot weather or cold weather?
10 What jobs do you *not* like?



Exam tip!

Think of questions you can ask about the topics in activity 1. Then think of the vocabulary you need to answer them.

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7 A2 Flyers

1 Listen. 191 Circle the picture they don't talk about.

2 Read. Are the boy's answers good? How can they be better?

Have you ever been to a funfair?

Yes, I have.

When did you go?

I went last summer, on my birthday.

Who did you go with?

I went with some friends from school.

What's your favourite ride?

I like the bumper cars best!

What rides don't you like?

I don't like the big wheel because it's scary.

Exam tip!

If you don't hear the question, you can say, *'Sorry. Can you say that again, please?'*

3 Work with a partner to ask and answer the questions from activity 2. Use your own answers.

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1 Match the parts of the sentences.

1	What's the name	**A**	the exhibition take place?
2	Where does	**B**	at the exhibition?
3	When does	**C**	the exhibition start?
4	How much does it	**D**	of the exhibition?
5	What can you see	**E**	cost to get in?

2 Student A: Look at the questions in activity 1. Ask your partner about an exhibition. Student B: Look at the information in the table below. Answer your partner's questions.

Name	Ancient Rome Exhibition
Where	Green Street Art Gallery
When	13th March – 15th April
How much / cost	4 euros
What / see	Maps, books, pictures and coins

What's the name of the exhibition?

It's called the Ancient Rome Exhibition.

3 Student B: Look at the questions in activity 1. Ask your partner about an exhibition. Student A: Look at the information in the table below. Answer your partner's questions.

Name	Ancient Greece Exhibition
Where	The Central Exhibition Rooms
When	January – March
How much / cost	6 euros (2 euros for students)
What / see	Furniture, everyday objects and how people lived in Ancient Greece

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1 Listen and say the numbers. 195

The lost ring

2 Match the sentences to the pictures in activity 1.

A Oliver is taking out the rubbish.
B Mum is putting the glasses in the dishwasher.
C Oliver has found Mum's ring in a glass.
D Mum's ring is falling into the dishwasher.
E Mum and Oliver are looking for the ring.

3 Read the first part of the story. Use the pictures to continue the story. Work with a partner.

A surprise at the river

Frank and Sophie are next to the river. They're going rafting with their dad.

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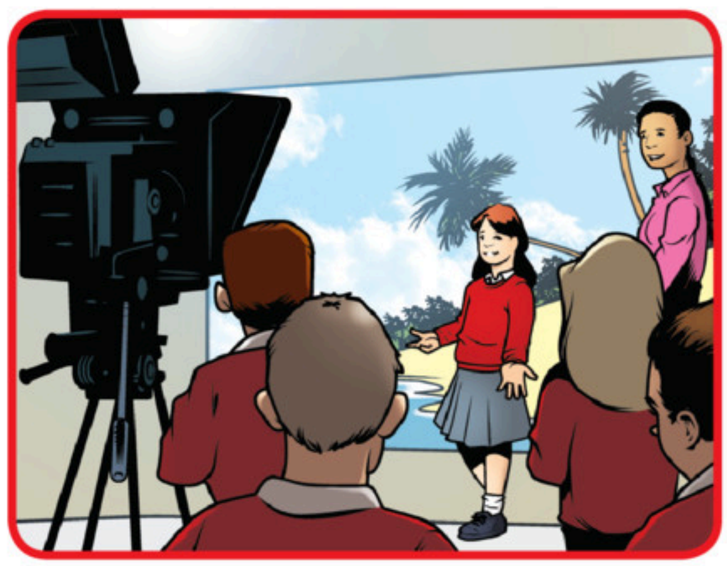
1 Match the questions and answers about a great day out.

1 Where are they going?	**A** They're meeting at 9.30 am.
2 Where are they meeting?	**B** They're meeting in the car park.
3 What time are they meeting?	**C** They can buy food and drinks.
4 What are they going to do?	**D** They're going to the aquarium.
5 What can they buy in the shop?	**E** They're going to see a coral reef.

2 Student A: Look at the questions in activity 1. Ask your partner about a great day out. Student B: Look at the information below. Answer your partner's questions.

Where	a TV studio
Where / meeting	at the roundabout by the factory
Time	3.30 pm on Saturday
What / do	explore an island
What / buy	a photo album



3 Student B: Look at the questions in activity 1. Ask your partner about a great day out. Student A: Look at the information below. Answer your partner's questions.

Where	a lighthouse
Where / meeting	at the traffic lights on Sea View Street
Time	9.00 am on Friday
What / do	climb to the top of the lighthouse
What / buy	a lamp that looks like the lighthouse

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