

Meet Diversicus

1 1.02 Listen. Who speaks in this part of the director's film?

Diversicus is preparing to go on their new world tour. Today a film director is asking about life in the circus.



2 1.03 Who says it? Listen and say the name.

3 Play the describing game.

Lily. She's an acrobat. She's Pablo's mum. She's Marc's sister.



1 What are you going to do today?

I'm going to show the people making the film around Diversicus. Can I bring them to your kitchen first, Ben?

Yes, OK.

2 Hello, I'm the circus strongman and I need to eat five big meals a day.

In Diversicus, food is very important. All the acrobats work very hard and they need to eat correctly.

3 I've got an idea. Why don't we make a video, too?

Yeah, it looks fun. Let's go and get your camera and tell the girls.

4 Here's Ivan. He's the strongest man in the circus. He can lift a tractor.

No, I can't, actually ... I can pull a tractor with my teeth!

5 Here are May and Fred, the designers. May makes all the amazing costumes.

No, I don't. My husband and I make all the costumes together.

6 And my wife makes ... me a very happy man.

Excellent, Grandpa! Now let's go and see the acrobats.

7 And here are our amazing acrobats. Last year, Lily flew in the shows!

No, I didn't, actually. I jumped and Marc caught me.

8 Here we have four of the most brilliant children in the world. You should use some of their film.

Er, no, actually. You really shouldn't.

4 1.05 Listen and say yes or no.



This year's trip

1 Watch the video. Ask and answer.

What do you do in the school holidays?
Where would you like to go on a trip?



mission Prepare a holiday planner for this school year

In this unit I will:

- Prepare a year planner.
- Suggest and discuss options for different holidays.
- Plan my holidays with a partner.
- Present our holiday planner to the class.

Vocabulary 1



1

1 Listen. Which countries do they talk about?

Diversicus is in Dubai. The children are in the classroom. They're talking to Miguel about this year's tour.

September	October	November	December
Home	Dubai		
January	February	March	April
May	June	July	August
	England	Holidays	Holidays

2 Say the chant.

3 Tell your friend about something that happens in each month.

In January, it's cold. I wear a coat.

In February, it's my sister's birthday.



1 What are you going to do today?

I think we may go skiing.

That might be difficult because there isn't any snow in Dubai. There's only sand.

3 I don't know what to pack in my rucksack.

You may need your sunglasses because the snow might be bright.

Ivan, would you like to come with us?

5 These trousers look OK. What do you think?

Ivan, I think you might need some bigger ones!

I may have a larger pair on the shelf.

7 Later, on the slopes.

OK. Let's try again. Are you ready?

Let's all go together.

No, I'm OK. I think I might go by myself this time.

1 Listen and say the number.

2 Actually, Ivan, Dubai's got an excellent ski centre.

What? On the sand?

No, don't worry, Ivan. It's inside!

4 I don't know. I might not enjoy it.

I'm worried too. I don't know how to ski. But it might be fun - we can all go together.

6 I've got a larger jacket here. It's our biggest one.

Yes, I think so. That looks better!

8 Who's that? Oh dear, I think it might be Ivan.

I'm coming through. It's only me!

Yes, Dad. It's Ivan.



1 Describe the holiday photo. Then read the message.

Hi Emma! I can't wait for you to come next August! You might need to bring lots of different things because we aren't sure what we're going to do when you're here. It might be hot and Mum loves going to the beach, so you may need a beach towel and your swimsuit. Dad prefers to go camping in the mountains, so you may need a pair of strong boots. It might be cold in the mountains, so you might need a warm coat, too. I don't mind what we do, because I enjoy going to the beach and I love camping. So, we might go to the mountains or we might go to the beach, but I'm sure we're going to have a lot of fun together.

Grammar spotlight

It **might** be hot. You **may** need a pair of strong boots.

2 Read the message to Emma again and complete the sentences. Use 1, 2, 3 or 4 words.

- 1 Emma _____ and _____
- 2 In the mountains, the weather _____
- 3 Emma _____ a pair of strong boots for camping in the mountains.
- 4 She might need a _____ because it's cold in the mountains.
- 5 They _____ to the mountains or the beach.

3 Imagine you're going to go camping or to the beach or to the sports centre. Say what you may or might do or see.

mission STAGE 1

I'm going to go to the beach. I might make a sandcastle.

Prepare your year planner.

- Put family and school dates on your planner. Discuss with a partner.

What's happening in January? It's my grandma's birthday. It's on 15th January. We might have a party.

We may have a school sports day in June. Why don't you include that? That's a good idea. Thanks.

1 Listen and match. Then sing the song.



We're all going on a journey.
 We're all going on a journey. (x2)
 We're in the car on the ¹motorway,
 Giving Frank a lift to the station. (x2)

Chorus
 I see a ²taxi on the road and there's lots of ³traffic.
 I see an ⁴ambulance and a ⁵bicycle. (x2)

Chorus
 There's my train at the ⁶railway station.
 There are ⁷passengers on the ⁸platform. (x2)

Chorus (x2)



2 Listen and write the words.

3 Play a game with a partner. Guess the word.

It's when there are a lot of cars and lorries on the road.

Traffic.

How do you usually get to school?



1 Listen. Why is the shopping centre in Dubai special?

2 Copy and complete the grammar box. Listen and check.

Grammar spotlight

	all	+	-/?	-
	every	some	any	no
Where	everywhere	somewhere	anywhere	nowhere
Thing				
One				

3 Ask and answer.

QUICK QUIZ

- Do you know anyone who ... ?
- Is there anywhere near here you can ... ?
- Can you tell me anything about ... ?
- Is there anyone in your family who ... ?

Do you know anyone who lives in Dubai?

No, I don't.

mission STAGE 2

Suggest and discuss options for different holidays.

- Work with your Mission partner. Compare your year planners.
- Find dates when you're both free.
- Discuss and choose holidays together.

We're both free the first weekend in December. Shall we go skiing?

I think everyone might have the same idea, so it might be very busy.

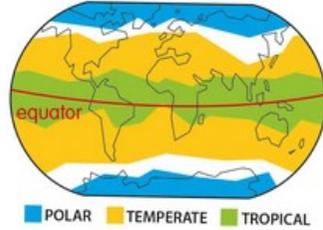
Let's go on a bicycle trip before Easter!

That's a great idea! I love cycling!

What's the climate like?

- Watch the video.
- Is the weather in your country the same all year?
- Listen and read. Match the photos to the climate zones.

Why are there deserts in some countries and rainforests in other countries? It's always very cold at the North Pole and South Pole, even in summer. Why isn't it very cold all year where you live? Different places have different climates. Climate describes the usual weather of a place over many years and it influences the plants and animals that we find there. There are three main climate zones: **polar**, **temperate** and **tropical**.



Polar climates are cold all year and there is always snow and ice. In winter the temperatures can be as low as -50°C and it's dark all the time. In summer there is sun nearly all day, but it's very weak, so it's still cold.

Temperate climates usually have winters that aren't very cold and summers that aren't very hot. Countries in the temperate climate zone have four seasons: winter, spring, summer and autumn.

Tropical climates are hot and humid all year. Countries near the equator are in the tropical climate zone. They don't have four seasons: they only have rainy and dry seasons.

- Read the text again and answer the questions.
 - Which climate zone has rainy and dry seasons? _____
 - When is it dark all day in the polar climate zone? _____
 - To see autumn, which climate zone should you visit? _____

- Listen and read. Answer the questions.

A desert is a place with little or no rain. They can be cold, like Antarctica, but many of them are hot, like the Arabian Desert. During the day here, temperatures are over 40°C , but at night, it's very cold and temperatures can fall below 0°C .



In the past, most people who lived in the desert were nomads. Nomads don't have a permanent home. They travel across the desert and they have large tents which keep them cool during the day and warm at night. Traditional clothes use light colours because they're cooler than dark colours. They're also long to protect people's arms and legs from the sun and the sand.

Now, there are cities in the deserts because there are more ways of keeping cool. Dubai, in the United Arab Emirates, is a modern, exciting city in the Arabian Desert. The temperature in August is over 45°C . How do people keep cool there? There are artificial islands, and also beaches, but when it gets too hot to be outside, people stay at home or go to the air-conditioned shopping centres.

- How are your summer clothes different from the clothes in the photo? _____
- Why do people in Dubai spend a lot of time inside? _____
- Do you wish you lived in Dubai? Explain your reasons to a partner. _____

Fun fact!

The tallest building in the world, Burj Khalifa, is in Dubai. It's 828 metres tall and it contains flats, a hotel, a gym, offices and shops.



mission STAGE 3

Plan your holidays.

- In pairs, choose dates and decide how you're going to travel for each holiday.
 - Let's travel by train. It's quicker than going by car.
- Decide what you need to pack for each holiday.
 - We need to pack our bike helmets. Yes. We need to pack warm coats, too. It's cold in the mountains in March.
- Write your final holiday plans in your year planner.



1 Answer the questions.

- 1 Look at the text. What type of book would you find it in? How do you know?
- 2 Read the title and the sub-headings. What do you think the text is about?

1.18 THE LION OF THE SEAS

Name: Ahmad Ibn Majid
Occupation: Sailor, writer and poet
Year of birth: Around 1430
Place of birth: Julfar
Year of death: Around 1500



Julfar Today

Today Julfar is called Ras Al Khaimah. Ras Al Khaimah is nearly two hours' journey by motorway from Dubai. When Ahmad Ibn Majid was a boy, it was an important port.

Early Life



Ahmad Ibn Majid was the son of a famous sailor and he loved the sea. He liked watching the boats coming and going and he enjoyed talking to anyone who arrived by sea. He wanted to be a sailor, too. His father taught him the art of navigation. Ahmad Ibn Majid was very brave and confident. When he was 17, he could navigate a ship by himself.

Ahmad Ibn Majid: The Sailor

He studied the stars carefully and their position helped him to navigate ships. Other sailors called him 'The Shooting Star'. Soon he could sail from Julfar to East Africa, India and to many other distant locations. He understood about winds and tides, and the effect of the moon on the tides, and he could navigate through the roughest seas.



Ahmad Ibn Majid: The Writer

The sea, however, was not his only interest. He liked writing, too. He wrote 40 books about the sea, the stars and sea routes. He also wrote poetry. Soon he was famous and everyone talked about him.



Vasco da Gama

Vasco da Gama asked Ahmad Ibn Majid to help him. With his help, Vasco da Gama found the Cape of Good Hope in South Africa, sailed across the Indian Ocean and reached India.



Ahmad Ibn Majid and Vasco da Gama

Vasco da Gama, the famous Portuguese explorer, wanted to sail from Portugal to India, but no-one knew the sea route from Europe to India at that time.



The route that Ahmad Ibn Majid helped Vasco da Gama to find

Why we remember him

Hundreds of years after he died, we still remember Ahmad Ibn Majid and his navigational skills. He's called 'The Lion of the Seas'. His books are in the National Library in Paris.

- 2 Why do you think Ahmad Ibn Majid was called 'The Shooting Star' in his lifetime? Why do you think he's now called 'The Lion of the Seas'? Discuss in groups.
- 3 Think of a time when you were brave. What happened? Tell a partner.



1 Look at the picture and choose the correct answer.

- 1 Who are the people?
A boy and his uncle. / A boy and his school friend. / Two brothers.
- 2 Where are they going?
To the beach. / To an office. / To the railway station.



2 Now read the instructions. Are you right?

David is going with his Uncle Frank to the railway station today. David is asking Uncle Frank some questions about the journey. What does Uncle Frank say?

3 Read and complete David's questions about the journey.

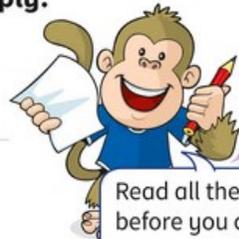
- 1 _____ far is it to the station? 4 _____ there usually a lot of passengers?
- 2 _____ are we going to get there? 5 _____ people take bicycles on a train?
- 3 _____ platform is our train on? 6 If I'm hungry, _____ can we buy food?

4 What kind of information does each answer need? Circle your answer.

a number a time phrase a yes/no answer a place

5 Now match David's questions with a reply.

- A In about five minutes. _____
- B It's only about two miles from here. _____
- C It's number one, near the drinks machine. _____
- D Yes, they can - with a special ticket. _____
- E There's a nice café opposite the ticket office. _____
- F No, there aren't. October's a quiet month. _____



Read all the choices before you choose an answer. In the exam there are two answers that you will not use.

mission in action!

Present your holiday planner to the class.

★ Talk about your holidays.

This year we're going to go on three holidays.

★ Explain where you and your partner are going to go on holiday and what you're going to do.

We're going to go to the mountains in March. We're going to ride our bicycles every day.

★ Share the journey details and say what you're going to pack.

We're going to leave on 24th March. We're going to go by train. We're going to take our bicycles, helmets and warm coats.

★ As a class, vote to choose your favourite holiday.



Can you remember?

- 1 In which month is Diversicus going to be in England? _____
- 2 What was the problem with Ivan's jacket? _____
- 3 What does Emma need to take with her on holiday? _____
- 4 What are the three main types of climate zones? _____
- 5 What's different about people who are nomads? _____
- 6 What name did sailors give to Ahmad Ibn Majid? _____

2

Our beautiful planet

1 Watch the video. Ask and answer.

What animals and plants can you see where you live?
What activities do you like doing outside?

mission Write an explorer's expedition diary

In this unit I will:

- 1 Describe my preparation and first day.
- 2 Describe what happened with some animals.
- 3 Write ideas about how to protect an endangered species.
- 4 Role play an interview with an explorer.

Vocabulary 1

2

1 Listen. Where are the class going to camp? Name two places.

Diversicus is in Sydney in Australia. The children are having a geography lesson.

The Australian Environment

- desert
- stone
- hill(s)
- land
- wood(s)
- stream
- ocean
- cave
- fire

2 Say the chant.

3 Play the spelling game.

Number one: E-N-V-I-R-O-N-M-E-N-T.

1 environment



1 Yeah. When are you going to tell us about it?

You came back two days ago and we don't know anything about your trip.

Er, now.

2 We left here after school last Friday and we got to the beach at eight o'clock in the evening.

Yes, it took five and a half hours.

3 Jim forgot his pyjamas, so we had to look for somewhere which sold them.

Yeah, that wasn't the problem. Su-Lin found out there was a post office in town.

4 She bought stamps and postcards and then she began to write them!

We let her, but she spent an hour writing them before she sent them!

5 It was dark when we began to put up the tents.

I was inside my tent. Suddenly, I heard a noise outside, but I didn't go and tell Miguel. I explored by myself.

6 Pablo was outside, too. Jenny ran into him. They fell over and the tent came down.

A kangaroo appeared behind a tree and I ran away from it.

Were you OK?

7 Well, we didn't break anything. We only cut our knees and elbows.

Miguel repaired the tent, but he wasn't pleased with them.

No, I'm not surprised.

8 The next day Pablo and I lost a day. We stayed on the beach and Jim looked after us.

Yes, but the other days were great. We saw lots of amazing animals ... and some lovely kangaroos.

1 Listen and complete. Use two words. Then say the sentence.

Language practice 1

1 Look at the photo. What do you think Frank did on holiday?

2 Complete the text with the words from the box.

got camped stones met could caves visit

Well, here we are in Australia. We ¹got here a week ago. On the first day, we ² my dad's cousin and we explored some interesting ³ near a beach. We went on a boat with a glass floor, so we ⁴ see lots of amazing creatures.

Three days ago, we visited the Great Sandy Desert. We ⁵ in a big tent, but there were lots of ⁶ on the ground. We did ⁷ Uluru, the huge rock in the middle of Australia. Did you go away last month?

Frank

Grammar spotlight

We **got** here a week **ago**. We **didn't visit** Uluru. **Did you go away last month?**

3 Play *Find someone who*. Ask and answer. Then tell the class.

mission STAGE 1

Choose where to explore and start your explorer's diary.

- Write about your trip preparation. Describe your first day.

I packed my hat and a blanket. It gets cold at night. I arrived in the desert two days ago. We made a fire to keep warm.

- Talk to another explorer.

When did you pack?

I packed my suitcase two days ago.

1 Listen and match. Then sing the song.



That was a ¹dinosaur,
But it's now extinct.
All there is on this dry land
Are its huge footprints.

²Butterflies and ³beetles,
⁴Eagles in the air,
⁵Camels in the desert –
Creatures everywhere!

I'm a special ⁶tortoise
With black ⁷swans in the stream.
Look after our environment.
Don't let us be extinct!

Chorus ... everywhere! ...
Creatures everywhere!

I'm just an ⁸octopus
Living in the sea.
Keep the ocean clean.
Don't let us be extinct!

Chorus ... everywhere! ...
Creatures everywhere! (x2)

2 Read and guess.
Then write a description
of a creature.

This creature is an insect. It's usually small
and beautiful. It's got four wings and six
legs. It likes flying around flowers.

3 Play the definition guessing game.
Use your description from Activity 2.

Let's talk about animals. Where do you see animals in your town?



1 Look at the pictures. What are the problems? Listen and check.



Grammar spotlight

There's **too much** plastic. There are **too many** cars. The land is **too** dry.
There isn't **enough** water. There aren't **enough** trees. The air isn't clean **enough**.

2 Look and write sentences with **too** and **enough**.



I think the air
in cities is too
dirty.

3 Ask and answer.

What do you do too much? What don't you do enough?
What have you got too much/many of? What haven't you got enough of?

I don't tidy my bedroom enough.

I've got too many old toys.

mission STAGE 2

Describe what happened with some animals.

- Write about your day and tell a story about some animals.
- Discuss in groups.

How was your day?

I walked too near a snake. It was scary.

Save our world

1 Watch the video.

2 Listen and read. Answer the questions.

About 65 million years ago, Earth lost half of all its animals. Many people believe that a meteorite hit the planet and this caused the **extinction** of so many animals. Extinction happens when the last member of a species dies. Dinosaurs probably became extinct because of this natural disaster, but other animals are now extinct because of humans. One example is the dodo. Dodos lived on an island. When humans arrived, they hunted the birds and their dogs ate the dodos' eggs. Soon there were no more dodos.



dinosaurs



dodo

Today, we try harder to protect animals, but many are still **endangered**. This means that there aren't many of them alive, so they might become extinct in the future.

1 What's the difference between extinct and endangered?

2 Why are animals endangered?

3 Look at the photos. How can we help? What other ways can you think of?



The list of endangered animals is very long and it includes polar bears, gorillas, rhinos and elephants.



polar bear



rhino

Animals become endangered for many reasons. Pollution and climate change are serious problems for all living things, but there are other reasons why so many animals are endangered. Hunters kill animals for their beautiful fur and some even kill them for sport. Humans cut down forests and change rivers to build cities and roads. This changes the animals' habitats and the animals lose their homes and food. These actions put animals in danger of extinction. We must remember that we share our planet. It doesn't belong to us.

4 Listen and read. Write *true* or *false*. Correct the false statements.



Australia has lots of unusual animals and many of them only live there, and nowhere else, for example kangaroos and koalas. These are both **marsupials** – animals that carry their babies in a pouch.

Australia is also home to some very dangerous animals. It has more venomous species than any other country in the world. These include spiders, scorpions and snakes on land and jellyfish in the oceans.

The people in Australia work hard today to protect their unusual and special animals. They don't want more animals to become extinct, like the Tasmanian tiger. The last time anyone saw this amazing animal was nearly 100 years ago. It was a very strange animal. It had a dog's body, a wolf's head, a kangaroo's pouch and stripes like a tiger.



It walked on four legs, but it could also hop on two legs. It was the largest carnivorous marsupial on Earth. A **carnivorous** animal is an animal that eats meat. The Tasmanian tiger hunted at night. Unfortunately, Tasmanian tigers attacked sheep, so farmers hunted them and now experts believe that they're extinct.



- Marsupials carry their babies in a pouch. _____
- The Tasmanian tiger had a head like a dog. _____
- It walked on four legs, but it could also hop like a kangaroo on two legs. _____
- It hunted during the day. _____
- People killed the animals because they had beautiful fur. _____
- The Tasmanian tiger is endangered. _____

mission STAGE 3

Write ideas about how to protect an endangered animal.

- Do research about an endangered animal where you're exploring.
- Find out ways to protect this animal and write ideas.

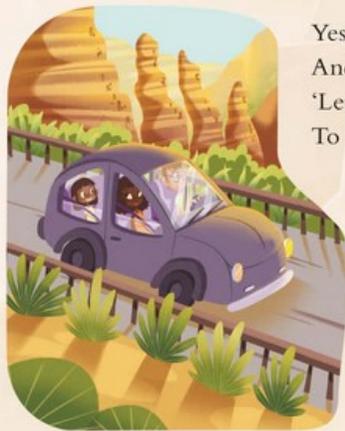
The Western Swamp Tortoise is endangered. We need to put more plants in the water where they live. Insects come when there are plants and the tortoises eat the insects.



- 1** What do you do when you lose something? Who helps you find it?
Where do you think Dad finds his glasses in Amy's poem?
Read and find out.

WHEN DAD LOST HIS GLASSES

On the first day of March we arrived on a plane
In Sydney, Australia, where there's not so much rain.
It was too hot for me and too hot for my dad
And Mum said, 'This weather's the hottest we've had!'



Yes, the sun was so high and the sky was so blue
And the air was so hot. Oh, what could we do?
'Let's go somewhere else,' I said, 'go somewhere cold,
To the lovely Blue Mountains where they say there is gold.'

So we drove in the car on the very next day
To the mountains that Mum said were not far away
And the caves that were dark and so quiet and cold –
Full of beautiful things, some new and some old.



We walked and we talked in these Jenolan Caves,
Mum, Dad and I, and our guide, Mr Graves.
'This is limestone,' he said, with his hand to the wall,
'And it makes all these shapes, so big and so tall.'

'Look at this,' said our guide, 'look up there, look at that!
Here's one like a hill! There's one like a hat!
Over time these things formed from the water that fell.
Do you like them? They've all got some stories to tell.'



We had a good time in these interesting caves
Until Dad said, 'My glasses! My gla- ... Mr Graves!
We looked for them here and we looked for them there
And Dad said, 'But when did I lose them? And where?'

But the torch on my helmet helped me to see,
So I looked in the dark that was all around me
And I said to my dad, 'They're on top of your head!
He put them back on and his face was bright red.



- 2** Answer the questions with a partner. Choose words from the box.

angry surprised tired excited pleased interested worried thirsty

- 1 How did Amy and her parents feel when they arrived and it was very hot?
- 2 How did they feel when they saw the shapes in the caves?
- 3 How did Amy's dad feel when he couldn't find his glasses?
- 4 How did he feel when he realised they were on his head?



1 Look at the picture. What kind of activities do you think the children did on their trip?



2 Look at the notes. What kind of information is missing for each space?

a noun (x 3) a name a number

School trip

Place: Ocean and Desert World

- 1 Class: _____
- 2 Name of teacher: Mr _____
- 3 First day: fed the _____
- 4 Everyone had to: write a _____
- 5 Last day: children visited a _____



3 Complete the notes with the words in the box. Listen and check.

cave sharks diary
Taylor 6 Desert

School trip

Place: Ocean and _____ World

- 1 Class: _____
- 2 Name of teacher: Mr _____
- 3 First day: fed the _____
- 4 Everyone had to: write a _____
- 5 Last day: children visited a _____

4 Listen and write the surnames of these children on the trip.

- 1 Dan _____
- 2 Alice _____
- 3 Lily _____



Make sure you know the letters of the alphabet and always check your spelling.



5 Practise spelling with a friend.

5 animal words 5 surnames 5 environment words

Swan.

S-W-O ...

No, try again!

S-W-A-N.

Yes! Well done!

mission in action!

Role play an interview with an explorer.

★ Ask other explorers about their arrival at the camp and use your diary to answer.

What did you do on your first night?

★ Ask and answer about incidents with animals.

Did you see any interesting animals?

★ Ask about each explorer's animal research and give the ideas you wrote about how to protect an endangered animal.

Did you find out about any endangered animals? How can we help them?



Can you remember?

- 1 Which subject was Miguel teaching the children? _____
- 2 Which animal was outside Jenny's tent? _____
- 3 Where did Frank and his family go on their first day in Australia? _____
- 4 Name three animals that are endangered. _____
- 5 Why do people think Tasmanian tigers are extinct? _____
- 6 Who lost his glasses in the Jenolan Caves? _____

My mission diary
Activity Book
page 18

3

Let's celebrate!

1 Watch the video. Ask and answer.

Do you celebrate any festivals where you live?
What do you do to celebrate?



mission Have a class quiz in teams

In this unit I will:

- 1 Write questions about Diversicus.
- 2 Write quiz questions about experiences in my group.
- 3 Research a country's music and write quiz questions.
- Take part in a quiz.

Vocabulary 1

3

1 Listen. Which country won the men's beach volleyball?
Which country won the women's cycling road race?



Diversicus is in Brazil. This morning, Ivan and the children are on the beach.

2 Say the chant.

3 Listen and say yes or no.



1 We've won our match!
Excellent! Well done!
How's your game of chess going?

2 I've taken Jim's queen, but we haven't finished.
Oh dear. She can take my king now. I've lost the game. Where's Ivan?
He's gone to get the volleyball.

3 Look what Ivan's done!
He's lifted the ice cream cart!
Yes, but he's got the ball.

4 How many ice creams have you bought?
I've bought four for you and they've made this 'little' one for me.
How many balls of ice cream have they put in that? It's huge!

5 Tell us, Ivan. What other strange things have you lifted?
I've lifted a sofa with four people on it!
But you've done stranger things than that ...

6 What else has he done?
He's carried huge rocks, he's pushed little cars and he's pulled a plane!
Yes, I've seen a photo of that.

7 I've heard it's Rio Carnival next weekend. Is that right?
Yes - the biggest street party in the world! Has anyone decided which costume to wear?
Yes, I have. I'm going to be a king - the king of the castle!

8 Well, King Ivan, have you ever lifted a castle?
Don't be silly. Of course I haven't. No-one can lift a castle.
Well, I can - look!

1 Listen and say the number.

Language practice 1

1 Look at the pictures. Talk about them.

2 Circle the words to complete the questions in the advert.

- 1 Have you ever **eaten**/eat black beans?
- 2 Have you ever **spent**/spend the day at the beach?
- 3 Have you ever **have**/had mango ice cream?
- 4 Have you ever **swum**/swim in the sea?
- 5 Have you ever **drink**/drunk juice out of a coconut?
- 6 Have you ever **go**/gone to the market to buy food?
- 7 Have you ever **danced**/dance samba?
- 8 Have you ever **be**/been to a carnival?

If you have said **No** to any of these, then come to Brazil! You can do all of these and more. Book your ticket today!



Grammar spotlight

Have you ever **eaten** black beans? Have you ever **danced** samba?

3 Ask and answer the questions in the advert. Write about your friend.

João has eaten black beans, but he hasn't ...

mission STAGE 1

Write questions about Diversicus.

- In groups, write three Yes/No questions and answers about the characters. Use the present perfect.

Have the Friendly family been to Australia?

- a** Yes, they have.
- b** No, they haven't.

Has Ivan pulled a plane?

- a** Yes, he has.
- b** No, he hasn't.

1 1.39 Listen and match. Then sing the song and do the actions.



At the ¹festival,
²Musicians who ³rock
 Join in the music –
 Hip-hop or ⁴pop!
 At the festival!

At the ⁵concert
 Wave your ⁶flags!
 Play your ⁷instruments!
 Don't be sad!
 At the concert!

⁸Whistle a ⁹tune!
 Hit the ¹⁰drums!
 Let's meet on ¹¹stage
 With our mums!
 At the concert!

Lily can swing
 To Mum's ¹²violin.
 Zoe can sing
 With Su-Lin.



2 1.41 Listen and write the words.

3 Play the memory game.

Mrs Friendly's playing the guitar.

No, she isn't. She's playing the violin.

Let's talk about music.
 What type of music do
 you like?

1 2.02 Listen and look. What does Jim want to see?

Where?	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Last year	Russia	China	Indonesia	India	Greece	Turkey	Spain	USA	Mexico
This year	Dubai	Australia	Brazil	?	?	?	?	?	?

2.03 Grammar spotlight

I've **already** taken
 more than 100 photos.

I haven't seen the
 pyramids **yet**.

We've **just** finished in
 Brazil.

2 Where have they been? Ask and answer about Diversicus.

Italy South Korea Greece Turkey Ecuador Spain
 Russia Mexico Portugal Indonesia

Have they been to Russia yet?

Yes, they've already been there.

Have they been to Italy yet?

No, they haven't been there yet.

mission STAGE 2

Write quiz questions about experiences in your group.

• Talk about your experiences and choose three.

Has anyone ever been skiing?

Yes, I have. Let's choose that.

• For each experience, write three present perfect sentences about your group.
 Only one sentence is correct.

1 Skiing

a Pablo has been skiing.

b Julia and Sam have been skiing.

c Everyone in our group has been skiing.

Making music history

- 1  Watch the video.
- 2  Listen and name the instruments.
- 3  Listen and read. Then order the photos from the oldest instrument (1) to the most modern (4).



The guitar is one of the most popular musical instruments in the world. Many different cultures have played instruments like the guitar for over 3,000 years. The oldest instrument that we can see today comes from Ancient Egypt. You can see this guitar in a museum in Cairo. It belonged to a singer who sang for the Egyptian queen Hatshepsut. This type of guitar had a long neck and only three strings.

The lute is also an ancient instrument similar to a guitar, but it has a short neck and a body like half a pear. It usually had more strings than a guitar and they were in pairs. From 1100–1500, travelling singers and story tellers played the lute to accompany their songs.

Guitars sometimes had pairs of strings like the lute, but the guitar changed over time to use single strings. People used guitars with six single strings for the first time in the 1600s in Italy, but the most important change happened in the 1850s. The Spanish guitar maker Antonio Torres Jurado made the guitar's body bigger. His idea made the sound of the guitar louder and better. Most of today's classical guitars follow his design.

The first electric guitars appeared in the 1930s. The electric guitar has a solid body and can make many different sounds. We also find them in many different shapes and sizes. Some electric guitars don't look like guitars at all!

- 4 Read the text. When and how do you listen to music? What music do people in your family like? What festivals with music are there in your country?

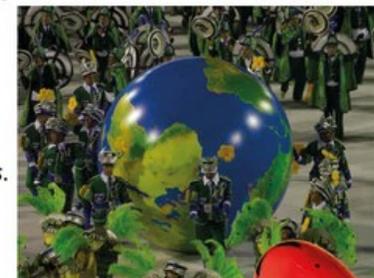
Music is all around us. We can hear it everywhere. We can also take it with us wherever we go, but that wasn't possible until the 1980s. Now we have our favourite music on our phones and on our computers. Headphones let us listen to our music on the bus or in the car. We can hear it, but other people can't. This is good because not everyone likes the same kind of music! There are many styles of music. Some people like classical music and others like folk, jazz or hip-hop.

Music is important in many cultures and different musical instruments are typical in different places. In many countries the drum is the most important instrument and you can see them in different shapes and sizes. Music is also very important at festival time in many countries.



- 5  Listen to Liliana talking about music at the Rio Carnival. Read and choose the correct words.

- 1 Brazil celebrates carnival in *February or March / December or January*.
- 2 Carnival happens *only in Rio de Janeiro / all over Brazil*.
- 3 People celebrate carnival *at home / in the streets*.
- 4 Samba music came from *Africa / America*.
- 5 Samba musicians use guitars and *trumpets / drums*.



- 6 Make your own Brazilian instruments. Use materials that you have at home or in class.

mission STAGE 3

Research a country's music and write quiz questions.

- Choose a country and research its music.
- Write three quiz questions. Give three possible answers (only one of which is correct).

Let's find out about music in ...

Good idea!

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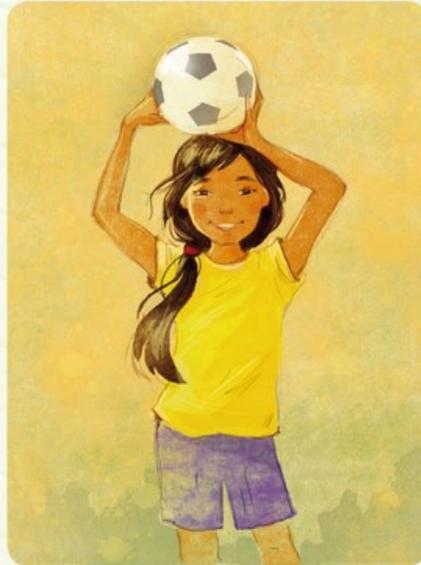


1 Which sports people do you like? How do you think their life changed when they became famous?

2.07 THE LOCAL FOOTBALL HERO

My name is Rebeca and I'm 11. I'm from beautiful Brazil! But my family live in a poor area, and life isn't easy. My parents work hard so my brother and I can go to school, and we always come straight home after school to help with the housework. But I have a passion ... football! And I want to tell you how football has changed my life.

My dad wanted my big brother to be a professional football player, but he didn't like training. I loved football and when I played I felt happy and I forgot about everything around me. My mum said, 'Football isn't for girls.' The boys at school didn't want to play with a girl either, but when they saw I was good, they picked me for their team.



One day a teacher told me about a football team just for girls. They were amazing. They told me that they were preparing for a competition in March. I really wanted to be part of the team and I decided to try my hardest.

When I told my dad and brother, they were very happy. My mum still didn't like the idea. 'It isn't going to be easy for you because football is a boy's sport,' she said. But she said nothing after that, and my dad and brother trained with me every day for six months. Finally, in February the coach told us which players were in the team for the competition. When I heard my name, I jumped in the air and I screamed with excitement.



Our team travelled to Rio de Janeiro in March and we won the competition – it was amazing! Since then we've won a lot more matches, but more importantly, I've made lots of new friends and I've become more confident about myself.



When I get older, I want to be a professional football player. Lots of my football idols have learnt English. For me, it's important to speak English just like them and study hard so I can travel round the world and talk to people from different countries. That's now my biggest dream in life.

2 Answer the questions.

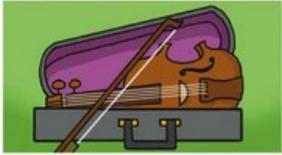
- 1 How did football make Rebeca feel? _____
- 2 What sport or activity makes you feel the same as Rebeca? Why? _____

3 Rebeca practised a lot to achieve her dreams, even though it was difficult. Do you have a dream? Is it easy to achieve it?



1 Look at the pictures. Where might you see these things?

You might see a drum in a music shop.



violin



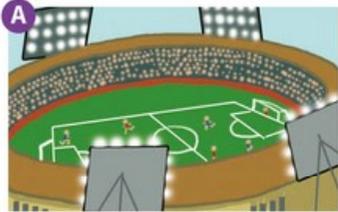
drum



puzzle book

2 Listen. Which object in Activity 1 is Aunt Helen talking about? How do you know?

3 What might you find in these places?



Picture A – ball, grass ...

4 Listen and match a picture A–D with each word in Activity 1. Which letter didn't you use? Why?

In the exam, there are two extra pictures, but you will hear something about all of the pictures. Use the second listening to check your final choices.



mission in action!

Have a class quiz in teams.

- ★ In your group, think of a team name.
- ★ Ask the other teams your quiz questions.
- ★ The teams circle the correct letter for each question.
- ★ Change answer sheets. Count up the scores.

We're The Samba Stars!

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Can you remember?

- 1 What game were Ivan, Pablo and Jenny playing on the beach? _____
- 2 What hasn't Ivan lifted before? _____
- 3 Name three things you can do in Brazil. _____
- 4 Where's the oldest type of guitar from? _____
- 5 In which months does Brazil celebrate carnival? _____
- 6 Who didn't think Rebeca should play football? _____

Review • • • Units 1–3

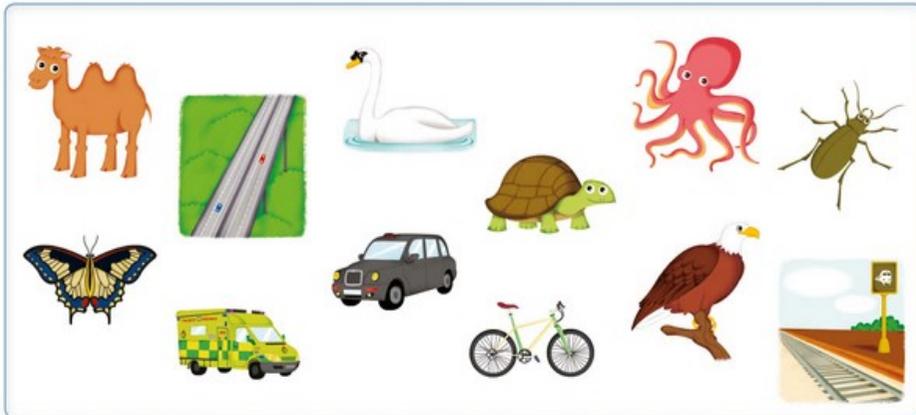
1 Watch the video and do the quiz.

2 Copy the table. Listen to Katy and George and complete the birthdays. Then listen again and complete the notes.

Name	Birthday	What did they do on their last birthday?
Katy	14th April	went to _____ with her _____
George	_____	played _____ in _____
Emma	_____	went _____ in the _____
Michael	_____	broke _____ in _____

3 Work with a partner. Play the game. Take it in turns.

- Student A: Choose two pictures for your partner. Say one thing that is the same about the two things.
- Student B: Say one thing that is different about the two things.



Swan and eagle! They can both fly.

A swan lives on water, but an eagle lives on land.

4 Read the interview. Then read and correct the sentences.

- E** Hi, David. I'm writing a quiz. Can I please ask you some questions? You may win a prize!
- D** Sure! Go ahead!
- E** Have you ever swum in a lake?
- D** No, I haven't. Everyone I know has swum in the sea, but no-one has swum in a lake.
- E** Have you ever been to a festival?
- D** No, I haven't – not yet! My mum says I'm not old enough to go.
- E** Have you ever sent a postcard?
- D** Yes, I've just sent one to my cousin to say thank you for looking after my tortoise. Postcards aren't too expensive, so I send them from everywhere I go on holiday.
- E** Have you ever been somewhere really hot, like a desert?
- D** No, I haven't. It's too hot for me there and I like having enough water to drink!
- E** Thanks, David! Hmm ... I'm sorry, you only answered 'yes' to one question, so you aren't the winner.
- D** Oh no! I've never won a prize!



- David has swum in a lake.
- David doesn't know anyone who has swum in the sea.
- David's mum thinks David is old enough to go to a festival.
- David has sent only one postcard. He thinks they're too expensive.
- David has been to a desert.

5 Now write your own interview for a friend. Think of six questions and then ask and answer.

- Write questions about transport, animals, music/festivals and competitions.
- Start your questions with: *Have you ever ... ?*
- Write your questions. Ask your friend and write their answers.



Time of our lives

1 Watch the video. Ask and answer.

Where can you see clocks?
Do you always get up and go to bed at the same time?



mission Write a chain story about a mystery

In this unit I will:

- 1 Decide on the setting and characters for a story.
- 2 Describe a problem.
- 3 Describe how the problem is solved.
- Finish and read the stories.

Vocabulary 1



1 Listen. Why is Rose worried?



2 Say the chant.

3 Who says it? Listen and say the name.



1 Hello! Where have you been?

It's a long story.

You know why we're late, Ben. And now you can explain everything!

3 Why did you get here late? What were you doing?

We had lots of time. We were travelling happily down the motorway when Dad saw a path to the jungle.

5 Were you driving fast, Ben?

No, he wasn't. He was driving slowly and carefully.

We were lucky we weren't going too fast.

7 While we were travelling, everyone was singing ...

... and Mum was playing her violin.

And we were studying for an exam!

1 Listen and complete. Use two words. Then say the sentence.

2 I'm sorry lunch is a little late today, but we were driving along the road when we had a problem.

The road? We were driving along a path in the jungle, Dad!

4 Ben thought we had enough time to drive through the jungle.

We did! We were early! But while we were driving along the path, we hit a hole ... and then ... the tyre burst.

6 Were you driving fast, Ben?

The bus was amazing. I've never seen anything like it before.

Dad was repairing the tyre when a bus arrived. In the middle of the jungle!

8 Marc, fetch a new tyre and go with Ben to get their home from the jungle, please.

Thanks, Rose.

Jim, Jenny - now it's your turn to study for the exam.

Language practice 1

1 What do you have to do before you can ride the bike in the photo?

2 Complete the text using the correct words from the list below.

Last weekend Mum ¹ asked my older sister and me to clean and repair our bikes. Both bikes had small holes in the tyres so we couldn't cycle to the park. While I ² cleaning my bike, my sister was ³ cartoons on TV! I was getting hot and angry when Mum came out to help me. She brought me some juice which I drank ⁴ I was repairing the tyre. Mum and I were ready to go. We ⁵ getting on our bikes when my sister ⁶ out to join us. She couldn't come because her bike wasn't ready!

- | | | | | | | | |
|---|---------|----------|---------|---|-------|------|-------|
| 1 | ask | asking | asked | 4 | while | who | why |
| 2 | is | was | were | 5 | are | was | were |
| 3 | watched | watching | watches | 6 | came | come | comes |

Grammar spotlight

While I was cleaning my bike, my sister was watching TV. when Mum came out. I was getting hot

3 Choose words from your teacher's lists. Make sentences and act them out.

You were hopping when you fell over.

mission STAGE 1

Plan your mystery story.

- In groups, choose your setting. Think about your characters.
- Choose a title. Give your plan to your teacher for another group.

The story takes place in the colourful city Cartagena de Indias. Sally, Lily, Pedro and Marco are four friends who met while ... Our title: What was Pedro doing at the Clock Tower?

1 Listen and match. Then sing the song.



We were waiting for the bus
At ¹five past two.
We were waiting for the bus
At ²ten past two.
The bus didn't come,
The bus didn't come.
... At ³quarter past two.
... At ⁴twenty past two.
... At ⁵twenty-five past two.
... At ⁶twenty-five to three.
... At ⁷twenty to three.
... At ⁸quarter to three.
... At ⁹ten to three.
... At ¹⁰five to three.
We arrived at the bus stop late.
We arrived at five past two.
We arrived at the bus stop late.
The bus left at two.



2 Write five questions about yesterday.

in the morning in the afternoon
in the evening at night

3 Ask and answer your questions with a partner.

What were you doing at twenty-five to eight in the morning?

I was getting dressed.

How long does it take you to get to school?
What time do you usually arrive?

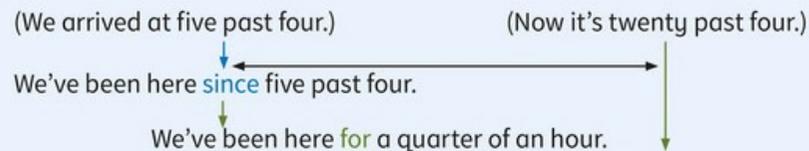


- 1 What were you doing at twenty-five to eight in the morning?
- 2 What was your mum doing ... ?

1 Listen. What time does the bus usually arrive?



Grammar spotlight



2 Write the questions.

- | | |
|---|---|
| 1 How long / you / be / at this school? | 4 How long / you / have / your shoes? |
| 2 How long / you / live / here? | 5 How long / you / know / your teacher? |
| 3 How long / you / study / English? | 6 How long / you / ... ? |

3 Ask and answer the questions from Activity 2 with a partner.

How long have you been at this school?

I've been here for four years.
I've been here since I was five.

mission

Describe a problem for the mystery story.

- In groups, read the setting, characters and title of the story you have.
- Think of a problem and write the 'build-up' part of the story.
- Give the story to your teacher for another group.

The four friends were going to meet at eleven o'clock.
Sally, Lily and Marco arrived at eleven o'clock at the Barrio de Getsemani, but Pedro ...
A little later, Sally said, 'How long have we waited for? We've ...'
'What can we do now? Pedro doesn't have a phone,' said Lily.

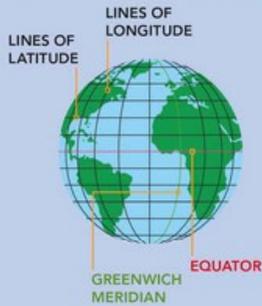
Time zones

1 Watch the video.

2 Listen and read. Answer the questions.



As Earth turns in space, the sun shines on only part of the planet. When it's day where you live, it's night time on the other side of the world. This means that when you're eating your breakfast, other children are going to bed. It's a different time in their country because the world has different **time zones**.



A map of the world has lots of lines on it. Lines of **latitude** go around Earth. They show us the distance from the **equator**, the line that goes round the middle. Lines of **longitude** go up and down, dividing Earth like pieces of an orange.

The **Greenwich Meridian** is a very important line of longitude which passes through London in the UK. It traditionally sets the time for all the clocks around the world. The time on this line of longitude is Greenwich Mean Time (GMT). If you live to the **east** of the Greenwich Meridian, it's later than in London. If you live to the **west**, it's earlier. Large countries like the USA have three or more time zones, but most countries have one, so the time is the same everywhere in that country. Before you phone a friend, check what time it is in their country. You might call them at 3.00 in the morning and no-one wants to talk then!



- 1 Explain the difference between lines of latitude and lines of longitude.

- 2 Is New York to the west or to the east of the Greenwich Meridian?

- 3 Is the time in New York earlier or later than GMT?

3 Look at the photos and read. What are they celebrating? What do the GMT labels mean?



New York, the USA



Athens, Greece



Sydney, Australia

It's 31st December, a special celebration in many parts of the world. It's a time when we hope for the future. Each country has its own traditions at this time.

4 Listen to the children talking about celebrations in their countries. Write **K (Ken)**, **M (Maria)** or **D (Dom)**.

- | | |
|--------------------------------------|---|
| 1 _____ eats 12 pieces of fruit. | 4 _____ watches fireworks on the bridge. |
| 2 _____ has a party at the beach. | 5 _____ puts a vegetable on their door. |
| 3 _____ might get money for singing. | 6 _____ puts an extra plate on the table. |

5 How do you celebrate New Year? Talk with a partner.

6 Find out when and how people celebrate Chinese New Year. Use the internet to help you.



mission STAGE 3

Continue the story.

- In groups, read the 'build-up' part of the story and decide how to solve the problem.
- Write the 'resolution' and give the story to your teacher for another group.

Sally said, 'I know what happened! Pedro hasn't changed the time to Colombian time!'

'You're right. Let's go to the Clock Tower. I think he's there!' said Marco.



- 1** Look at the pictures. What is the setting for the story?
Why do we need to protect this place? How can we do this?



2.23 THE LEGEND OF MOTHER MOUNTAIN

Somewhere deep in the rainforests and mountains of Colombia there's a very special woman. You may never see her, but she's there all the same. She wears a dress made of leaves. She's got no shoes on her feet and she has a ring of wild flowers on her head. Her name is Mother Mountain. Her job is to look after nature and the environment, and to make sure that no-one harms it. The animals of the rainforests and mountains love her. She's their friend, and they know that they're safe with her.



One day a man came to the forest to cut down some trees. As he was swinging his axe at a tree, Mother Mountain suddenly appeared from nowhere and caught his axe in her strong hands. The man turned and looked at her in amazement. 'Why have you come into the rainforest?' Mother Mountain asked. 'To cut wood to burn for our fires,' the man said. 'You can't cut down my trees,' Mother Mountain said. Slowly her green eyes turned red as she said:

'The environment is important for you and me!

Go to sleep now. Then wake up and see!'



Immediately the man fell to the ground in a deep sleep. The tree moved in the wind. It seemed to be saying 'Thank you, Mother Mountain.'

A few minutes later, another man came into the forest. He didn't see the man asleep on the ground, but he saw a bear. As he was getting ready to catch it with a net, Mother Mountain suddenly appeared from nowhere and caught the net in her strong hands. 'Why have you come into the forest?' she asked. 'To get meat for my children to eat,' the man said. 'You can't kill my animals,' Mother Mountain said. Slowly her green eyes turned red and she said:

'The environment is important for you and me!

Go to sleep now. Then wake up and see!'

The man fell to the ground in a deep sleep. The bear touched Mother Mountain and made a soft noise. It seemed to be saying 'Thank you, Mother Mountain.'



The two men slept for several hours. Then they woke up from their deep sleep and they looked round. They didn't see Mother Mountain. She wasn't there. They only saw how beautiful the forest and its animals were. They walked home together, promising never to cut down a tree or hurt an animal ever again.



- 2** Why are the men never going to cut down a tree or hurt an animal again?

- 3** Do you do anything to look after nature and natural places?

- 4** In groups of five, act out the story. Decide who's going to be Mother Mountain, the two men, the tree and the bear.



1 Michael was doing one of these activities yesterday at 5 p.m. What are the different activities?



A



B



C

2 Listen and say the order you hear the activities.

3 Look at the pictures carefully. Then listen and read the question and the conversation. Answer the question.



A



B



C

Where was Mum waiting for Michael?

Michael: I left school late because Mr March told us to tidy the playground. Can we still go to the cinema?

Mum: Well, only if there's a later time for the film ...

Michael: I can find out on my tablet. Yes! At eight o'clock.

Mum: OK, as it's Friday, but we need a bus back here to the bus station after the film. Let's look at the times.



Remember to choose your answer when each part of the conversation finishes. You always listen again so you can check your answer.

mission in action!

Finish and read the stories.

★ In groups, write the end of the story which you now have.

Sally, Lily and Marco arrived at the Clock Tower and they saw Pedro. 'Hi Pedro!' the friends said. 'Hi! I've waited for half an hour!' Pedro said. 'You haven't changed your watch to Colombian time!' Sally said. 'It's 12 o'clock here.' 'Oh no!' Pedro said. They all laughed. THE END.

★ Next, read the finished story to the whole class.

This story takes place ...

The title of the story is ...

★ Finally, as a class vote to choose your favourite story.

The best story is ...



Can you remember?

- 1 Why was the Friendly family late for lunch at Diversicus? _____
- 2 What did Jim and Jenny need to study for? _____
- 3 Why did the girl have to repair her bike? _____
- 4 What's the name of the line that goes round the middle of our planet? _____
- 5 In which country do people eat 12 grapes at New Year? _____
- 6 What does Mother Mountain wear? _____

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5

Let it snow!

1 Watch the video. Ask and answer.

Does it snow where you live?
What do you like doing when the weather is cold?



mission Prepare a TV weather report

In this unit I will:

- 1 Research winter weather in a different country.
- 2 Draw a map with weather symbols.
- 3 Write some travel advice.
- ★ Act out a TV weather report.

Vocabulary 1

5

1 Listen. In which months is the temperature usually coldest?



2 Say the chant.

3 Ask and answer questions about the weather where you live.

What's the weather like here in spring?

It's warm and sunny, but there are sometimes storms.

DIVERSICUS



1 Miguel's given us a group project to do about animals and their environment in Patagonia.



Different animals appear in different seasons. You can't see all the animals at the same time.

3 You've both chosen the easiest ones! I'll have to search for information online.



Actually, Jim, we can't. We haven't got wifi here.

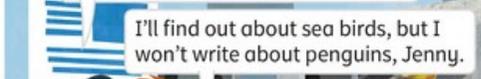
So, how will you do it then?

5 There won't be much information here, so let's go to the End of the World Museum. There's an excellent library there.



Wow, what a brilliant name! I'm sure Ivan will want to come.

7 I'll collect information about the environment. What will you do, Jim?



I'll find out about sea birds, but I won't write about penguins, Jenny.

And we'll help you, so you finish faster.

2 I'll write about the penguins. I'll use the photos which I took yesterday.



And I'll make a video of the whales and dolphins from the film which I got yesterday.

4 Books - do you remember what they are, Jim? You'll have to use our school books.



No, we won't. I've got a better idea.

6 So, we'll go to the museum and after that ... lunch!



We'll have a lovely day out.

Let's ask Pablo and Jenny too.

8 I'll find out about sea birds, but I won't write about penguins, Jenny.



What a huge plate of seafood!

We won't finish all of that!

I will! I can eat more than a penguin!

1 Listen and say the number.

Language practice 1

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



2 Read. Answer the questions.

HelpatHome - online

Mr and Mrs Hill are old and they're part of our 'Help at Home' programme. Who can help?

Robert: I'll feed their cat.

Sarah: My brother and I will do their shopping for them.

Katy: I'll make them a sandwich.

Harry: I'll water their garden.

Excellent. Who wants to sit and chat with them? And what time will you go?

George: Betty and I will sit and talk to them after school. We won't talk about football because Mrs Hill hates it.

- Who'll feed their cat?
- What'll Sarah and her brother do?
- Will Katy make them some soup?
- What'll Harry do?
- Who'll chat with Mr and Mrs Hill?
- What won't they talk about?

Grammar spotlight

I'll water their garden. We won't talk about football. What time will you go?

3 How will you help? Write three sentences.

I'll tidy their bedroom.

mission STAGE 1

Research winter weather in a different country.

- In groups, choose a country that isn't your own.
- Research the weather in winter.

I think it's foggy and cold.

What's the weather like in Canada in winter?

1 Listen and match. Then sing the song.

My friend's made a ¹ **snowman**.
I haven't got my ² **gloves**.
My hands are in my ³ **pockets**.
I have to stand and watch.

He's ⁴ **skiing** down the mountain.
She's riding on her ⁵ **sledge**.
He's making lots of ⁶ **snowballs**.
To throw them at his friend.

He's carrying his ⁷ **snowboard**.
He's going to the top.
⁸ **Snowboarding** isn't easy –
I hope that she can stop.

The temperature has dropped a lot.
They've put their ice skates on.
They're skating very fast now.
They're on the icy ⁹ **pond**.



2 Listen and write the words.

3 Play a miming game.



What am I doing?

Yes, I am.



Are you throwing a snowball?

What do you like to do in winter?

1 Listen and choose the correct picture.

1 What clothes do George and Grandpa talk about?



2 What have George and his parents decided to do tomorrow?



Grammar spotlight

The weather's really cold, **so** we have to wear warm clothes.
Today we couldn't go skiing **because** it was foggy.

2 Match to make correct sentences. Write the sentences.

- 1 There was a bad storm, ... a because there was a lot of snow.
- 2 They were wearing warm clothes ... b so we could go sledding.
- 3 It snowed heavily, ... c so we couldn't play in the park.

mission STAGE 2

Draw a map with weather symbols.

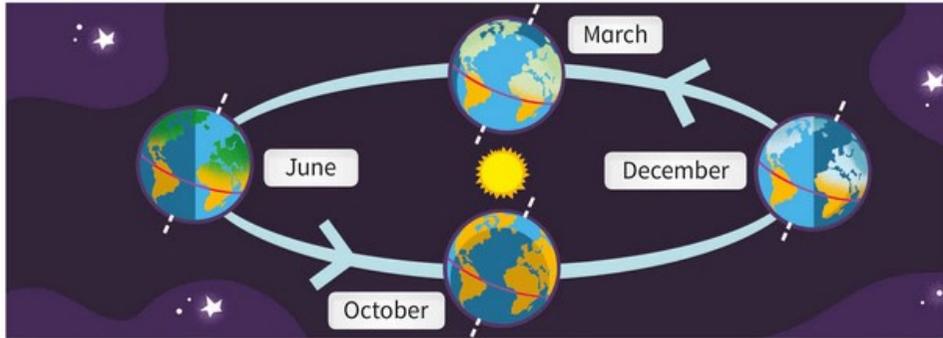
- In groups, draw a map of the country you chose.
- Draw the weather symbols on your map for a day in winter.

The weather in the north is foggy and cold because it's near the sea.

It's snowy in the east because there are mountains.

Spring, summer, autumn, winter

- 1 Watch the video.
- 2 Listen and read. Why do some parts of the world have seasons?



You know that the **equator** is an imaginary line that goes around Earth. It divides Earth into two **hemispheres**: the northern and southern hemispheres.

Earth's **axis** is another imaginary line. It passes through the centre of Earth between the North Pole and the South Pole.

You can see in the diagrams that Earth's axis isn't vertical. It **tilts** to one side. Earth travels around the sun in one year (365 days). As it travels, different places on Earth are closer to the sun. This is why there are different seasons.

Look at the picture of Earth in December.

The North Pole **tilts away** from the sun. This means that the northern hemisphere will be **colder** in December. The South Pole **tilts towards** the sun in December, so that's when the southern hemisphere is **warmer**. This is why it's winter in the northern hemisphere when it's summer in the southern hemisphere.

Find the equator in the diagrams. Why don't countries on the equator have the four seasons? They're at the **centre** of Earth, so they have the **same amount** of sunlight all year.

- 3 Listen and think. Is it the northern or southern hemisphere?



- 4 Listen and read about the different seasons in Argentina. Answer the questions.



Argentina is a very large country in South America. It's in the southern hemisphere, so winter begins in June and summer begins in December. However, it isn't cold in winter in all of Argentina because it has different climate zones.

Let's look at two examples. The **north** of Argentina is near the equator and it has a **tropical** climate. There are lots of rainforests and there are high temperatures all year, even in winter. The **south** of Argentina has a **polar** climate. It's close to

Antarctica, so it's very cold all year – cold enough for penguins – because it's never near the sun.

In many countries we can say, 'I go skiing in winter and I love swimming in the sea in summer.' You can do those activities in Argentina, but in any season. Why? The Andes is the longest mountain range in the world and 4,000 kilometres of it is on the border between Chile and Argentina. Argentina also has almost 5,000 kilometres of coast from north to south. It's no problem to go skiing in summer and swim in the sea in winter. You only have to choose the correct place!

- 1 Why are the seasons different in various parts of Argentina?
- 2 Where are the rainforests?
- 3 Where is the polar climate zone in Argentina?
- 4 Can you only find penguins in winter?
- 5 What's special about the Andes?
- 6 Are the Andes in Argentina longer than the coast?

- 5 Make a poster about the seasons in your country. Use your poster to describe the things you like best about each season.



mission STAGE 3

Write some travel advice.

- In your group, think about the weather and prepare travel advice. It's snowy in the mountains. You can go skiing! Be careful, there will be ice on the road.



- 1** Look at the picture. Name three activities that you can do when it snows. Have you got a favourite snow activity?



TOMÁS AND THE SNOWMAN

Tomás and Valentín were brothers. They lived in a small town in Patagonia in Argentina. Tomás was five and Valentín was nine, so they often wanted to do different things.

One day in winter it snowed so much that the hill behind the boys' house became white. Tomás wanted to make a snowman, but Valentín wanted to go snowboarding. 'Will you help your brother make a snowman?' the boys' mum asked. 'Yes,' Valentín said, 'I'll help Tomás make a snowman.'

Tomás and Valentín made a snowman. They called it El Viejo, the old man. It had a scarf around its neck, stones for its eyes and mouth, a carrot for its nose and sticks for its arms. 'I like him,' Tomás said. 'I like him! Let's make a friend for him! I'll get some more sticks and stones from under the trees over there!' Tomás ran to the trees singing, 'Snowman, snowman, lovely, lovely snowman!'

Valentín kicked the snow and said to himself, 'I don't want to make another snowman. I want to go snowboarding.' But what could he do? Then he had an idea. 'I'll knock El Viejo down,' he thought, 'but I'll tell Tomás that the snowman has gone away. Then Tomás will want to go back home and play a different game. And I can go snowboarding!'



When Tomás came back he was surprised to find that El Viejo wasn't there. 'Where is he?' he said. 'Oh, he walked away down the hill,' Valentín answered. 'I don't know where he was going.' Tomás started crying. 'No!' he said. 'He can't! El Viejo! Come back!' Before Valentín could stop him, Tomás ran back to the house shouting, 'Mummy! Daddy! El Viejo has gone!'

When Valentín got home, he found his brother sitting at the kitchen table. His mother and father looked at him in that special way, the one they used when they weren't pleased with him. Valentín said, 'I'm sorry, Tomás,' and then he asked his brother to go back to the hill. 'We'll make another El Viejo,' he said, 'lots of them.' 'Can we?' Tomás asked. 'Can we, Valentín?' And that was what the brothers did for the rest of the day. They filled the hillside with snowmen. Valentín was happy that his brother was excited and he thought to himself, 'Well, there's always tomorrow – I'll go snowboarding then.'



- 2** Role play a conversation with a partner. Imagine you are Tomás and Valentín.

- A** You are Tomás. You're very sad about El Viejo. You were very excited when you made him and you were very sad when you saw that El Viejo wasn't there. Tell Valentín how you feel.

I'm very sad, Valentín. I liked the snowman so much!

- B** You are Valentín. You're sorry that you made Tomás sad. You only wanted to go snowboarding. Say sorry to Tomás, tell him what happened and talk about the new snowmen you can make together.

I'm very sorry, Tomás. I didn't want you to be sad. Let's make lots more snowmen. They'll be bigger and better than El Viejo.



1 Talk about the pictures. What are Emma and Robert wearing? What winter sports might they do?



Emma's winter sport Robert's winter sport

2 Make questions for the answers about Robert's winter sport.

- | | | |
|---|------------------------|---------------------------------------|
| 1 | Favourite winter sport | His favourite winter sport is skiing. |
| 2 | Where | He does it in the mountains. |
| 3 | Who / with | He goes with his family. |
| 4 | Morning / afternoon | He goes in the afternoon. |
| 5 | How long / ski / for | He skis for two hours. |

3 Answer the questions about Emma. Choose a word from the box and make a full sentence.

three sledging friends morning hills

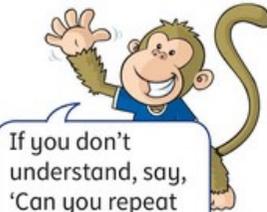
- What is Emma's favourite winter sport?
- Where does she go sledging?
- Who does she go sledging with?
- Does she go in the morning or the afternoon?
- How long does she go sledging for?

4 In pairs, ask and answer about Emma and Robert. Use the ideas in the box or your own ideas. Invent the answers.

How old? What clothes? Slow / fast? What time? Teacher? When / lessons? Has / prize?

How old is Emma?

She's nine.



If you don't understand, say, 'Can you repeat that please?'

mission in action!

Act out your TV weather report.

My mission diary
Activity Book
page 56

★ Say which country you're covering in your weather report.

This is today's weather report for Canada.

★ Give the weather report in different regions or areas of the country.

It'll be snowy in the mountains.

★ Give some travel advice to the audience.

It's a good time to go skiing in the mountains. Be careful, there'll be ice on the road.



Can you remember?

- Where's Patagonia?
- What's the name of the museum that Ivan and the children visited?
- How will Harry help Mr and Mrs Hill?
- In which month does summer start in Argentina?
- What type of climate does the north of Argentina have?
- What did Valentin want to do in the snow?

6

Working together

1 Watch the video. Ask and answer.

What jobs do you know?
What jobs do robots do?



mission Invent something to help with a job

In this unit I will:

- 1 Choose a job and think what people need for that job.
- 2 Invent and describe something new for the job.
- 3 Make a model of the invention.
- 4 Show the invention at an inventions fair.

Vocabulary 1

6

1 Listen. Which part is Marc going to play in the new show?



2 Say the chant.

3 Describe a job. Play a guessing game.

The person who repairs cars.

I think it's a mechanic.

DIVERSICUS



1 So, we're in South Korea. What's it famous for?

They invented K-pop music, didn't they?

Yeah! And in South Korea they use a lot of robots, don't they?

2 You're both right, but let's look at robots first.

Jenny, Dad's got a robot in the kitchen, hasn't he?

Yes, but it doesn't look like a person.

3 No, they don't. Robots can be any shape or size.

Robots don't always look like people, do they?

At home, we've got one which cleans the floor. It hasn't got arms or legs.

4 They're designing robot teachers, aren't they, Dad?

Yes, they are, but they aren't ready yet. Now, this afternoon we're all going to see some robots!

5 Later ...

Look! That robot's playing the violin.

Yes, but it can't play a tune as well as a real musician, can it?

6 That's the biggest robot in the world, isn't it?

No, but it can lift cars. It's as strong as Ivan.

Hmm. Oh, look over there.

7 Look! This puppy can walk, can't it?

You aren't going to get one, are you?

Yes, it can. And it can play with a ball!

8 Yes, I did. I couldn't leave him there, could I? Come on, Mr Barker! Walkies!

You didn't buy a puppy, did you?

1 Who says it? Listen and say the name.

Language practice 1

6

1 Look at the pictures. What will Barry do in August?



2 Read. Circle the correct tag question.

From: Junu To: Barry

Hi Barry,

I can't wait for your visit next month. Mum wants to know a few things before you arrive here in Seoul. First of all, you're going to arrive at about half past four in the morning, (1) **aren't you / don't you?** We'll give you a lift from the airport. You'll be here for a month, (2) **aren't you / won't you?** Now, about food: you eat everything, (3) **don't you / didn't you?** You don't have any problems with food, (4) **do you / does it?** We're going to take our bicycles and cycle along the Han River. You can cycle, (5) **couldn't you / can't you?** What about this idea? Do you like it? One last thing: you said you loved Korean dance music, (6) **didn't you / don't you?** I love it too, so the good news is ... we've got tickets for a K-pop concert! I'm really excited.

Speak soon,
Junu

Grammar spotlight

You eat everything, **don't you?** You can cycle, **can't you?**

3 What do you know about your friend? Write questions. Ask and answer.

You walk to school by yourself, don't you? Yes, I do.

mission STAGE 1

Choose a job and think what people need for that job.

- In groups, choose a job and discuss what people need when they do this job.

Firefighters need to be able to dress quickly. They need a uniform that's easy and quick to put on.

My mission diary
Activity Book page 68

Vocabulary 2 and song

1 Listen and match. Then sing the song.

1 Firefighters in the **fire station**
Wearing uniforms on their **fire engine**.

2 Businessmen and businesswomen
Going to **meetings** in their **offices**.
World of work! (x4)

3 Police officers by the **police station**
Wearing uniforms in police cars.

4 Journalists in the street
Getting **news** for the **newspapers**.
World of work! (x3)

5 Engineers in **factories**
With robots making cars.
World of work! (x4)

2 Listen and write the words.

3 Ask and answer about where people work.

Where do journalists work?

They work in newspaper offices and in the street.

Do you know anyone who works in an office? Who?



Language practice 2

1 Listen and write.

Time on Friday morning: ¹ _____
Camera shows the man standing near ² _____
Brother's job: ³ _____
Brother had a meeting with: ⁴ _____



Grammar spotlight

I didn't go to the bank on Friday morning. **Didn't you?**
It was my twin brother. **Was it?**
I was having coffee with the bank manager. **Were you?**

2 Choose a situation and write a conversation with a partner. Then act it out.

- There were some sweets on the table half an hour ago. They aren't there now.
- The tablet was working an hour ago. It isn't working now.
- Your school sweater was on the kitchen chair. Now it's on the floor and it's dirty.

There were some sweets on the table half an hour ago.

Were there? I didn't see them ...

mission STAGE 2

Think of the job which you've chosen. Invent and describe something that people need to do it.

- In groups, think of ideas for something that can help.
- Choose an idea and draw a sketch of your invention.
- Describe your invention.

A one-piece suit that is easy and quick to put on for a firefighter.

It has a helmet, a jacket and boots all in one!

Inventions and robotics

1 Watch the video.

2 In the past we only used phones to talk to people. Phones have changed a lot. Look at the photos and order them from the earliest phone (1) to the most modern phone (5).



3 Listen and read. Answer the questions.

An invention begins as an idea. Then other people find ways to make that invention better. Our machines are always changing. Not very long ago, we thought of robots as science fiction, but robots are already part of our lives.

Robots are machines that can do the actions of a human. At first, most robots did boring or dangerous work in factories, like putting parts of cars together or putting chocolate bars in boxes ready to go to the shops. They could repeat the same action all day and never get

bored. Those robots didn't need a human to control every action. Other robots need human control. For example, doctors use robots to help them operate on very small body parts. We use robots to test planes and cars. We also have robots which can clean our homes. Some robots drive special cars which don't need a driver and there are even robots on Mars!

Scientists have developed robots that look and behave like humans. They can talk to people, and scientists think they can help in hospitals and schools one day. Do you think it's possible that your future teachers will be robots?

- | | |
|---|---|
| 1 What are robots?
_____ | 3 What do doctors use robots for?
_____ |
| 2 How can robots make life easier?
_____ | 4 What dangerous jobs do robots do
_____ |

4 **Talk to a partner about a robot that you would like to invent.**

- | | |
|------------------------|-------------------------------------|
| • How will it help us? | • What kind of energy does it need? |
| • How will it work? | • Who will want to use this robot? |

5 Listen and read. How many of these inventions do you use? Which is the most useful to you? Why?

South Korea is a country in Asia. It isn't a large country, but more than 50 million people live there. South Korea is one of the most modern and developed countries in the world, with a very important electronics industry.

South Korea also has some of the most interesting ideas in the world of technology. You probably use many of these inventions every day, but did you know that they come from South Korea?

For example, have you got a mobile phone or a tablet? South Korean scientists invented the



touch screen. Before this invention, people had to press buttons or use a special kind of pen to give instructions to the machine. It's much easier to give the instructions with your fingers.

South Korea also invented the first MP3 player. In the past, people collected big round records or cassettes of their favourite music. The invention of the MP3 player was the beginning of mobile

digital music. You can now take your music with you and listen to it anywhere: on a bus, on a train or in bed. In the past you could take your music with you, but the machines were big and uncomfortable to carry. Does anyone in your family have a smart card to travel around the city? It's a card that you use to pay for your journeys on buses and trains and it's also a South Korean invention. Have you ever seen an internet café? Again, it's a South Korean invention. You can see why South Korea is so important in the world of technology, can't you?

6 Find out about other inventors and inventions from your country.

mission STAGE 3

Make a model of your invention.

- In groups, think of and find materials you can recycle to make your model.
- Make a model of your invention.

We can use old clothes for the model.

I've got some old clothes at home which we can use.



1 Would you like to have a robot as a teacher? Why? / Why not?

3.11 BUDDIE AND SEO-JOON'S ADVENTURE

Scene 1

Narrator: Somewhere in Seoul in the near future ...
Buddie is a humanoid robot. He's a teaching assistant in a primary school.
It's his first week at school.

Buddie: Very good! Please repeat.

Kang-dae: He's weird, isn't he! You know like ... strange!

Yong-sun: And he isn't human, so he doesn't understand how we feel, does he? He doesn't know how bored we are. He's like a cold fish.



Scene 2

Narrator: One day after class Buddie speaks to Seo-joon.

Buddie: Please help me. No-one in the class likes me. The school is going to send me back to the factory.

Seo-joon: Don't worry, no-one likes me either! They think I'm unfriendly too.
Hey! I can teach you about humans!

Buddie: That's a great idea. Thank you! In return, I will help you with your homework.

Seo-joon: Will you? Really? Thanks! I'd love some help with my maths.

Scene 3

Narrator: The following Friday afternoon, Seo-joon gives Buddie some of his clothes and they secretly leave the school together.

Buddie: Mm! I look cool in these!

Seo-joon: Shh! Follow me. We don't want to attract the principal's attention, do we?

Scene 4

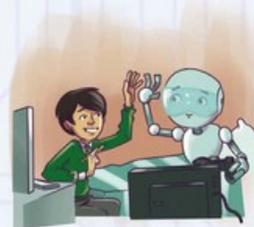
Narrator: In the evening, Seo-joon's parents meet Buddie.

Seo-joon: This is Buddie. He's going to help me with maths. He's cool, isn't he?

Parents: Yes, very! How are you?

Buddie: Fine, thank you. I am here to learn about humans ...
er, help your son.

Seo-joon: Oh no! This is going to be difficult!



Scene 5

Narrator: As the weeks pass, Seo-joon and Buddie become great friends. Seo-joon improves his maths while Buddie learns about humans.

Seo-joon: So, if $x=10$, the value of $6x-x^2$ is ... -40. Yes!

Buddie: This game is wonderful! Come on! I will play you!

Seo-joon: OK, but you'll never win!

Scene 6

Narrator: One Friday night they're leaving school as usual, when suddenly the principal appears.

Principal: Hey! Where are you going?

Seo-joon: Oh no! We're in big trouble now!

Principal: In my office now! Both of you.



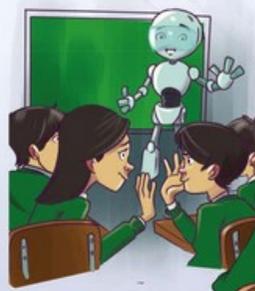
Scene 7

Narrator: In the principal's office.

Principal: I'm sending you back to Teacherbot.com immediately.

Seo-joon: I'm sorry. It was my idea. It was wrong, but Buddie has helped me with my maths. I'm getting 'A's now. He's my friend!

Buddie: And Seo-joon has helped me to understand what humans like and do. Now we are friends!



Scene 8

Narrator: A few weeks later in the classroom.

Mgung-ok: Wow! I never knew you were so good at maths. Could you help me with my homework this evening? We could play video games after that if you like?

Seo-joon: Sure! Thanks.

Buddie: OK class, today we're going outside to study maths!

Class: Hurray!

Seo-joon: Buddie, you're the best!

2 What problems did Seo-joon and Buddie have? How did they fix them? Do you think they were good friends? Why?



1 What would you like to know about firefighters? Read the text. Does it answer your questions?

Firefighters

A lot of cities and villages have firefighters. These are men or women who have (1) ... how to save people and buildings when there is a fire.

They usually wear a (2) ... with a helmet, special gloves and strong boots. They always have a torch and (3) ... they carry a phone (4) ... they can call their manager for help.

To prepare for (5) ... job takes 1–4 years. During that time, the men and women practise working in (6) ... kinds of dangerous places or with different kinds of fires.

There are firefighters at the fire station all day and night. They wait for the sound that tells them to get ready and go to a fire. It takes a good firefighter under a minute to put on a uniform and run to the fire engine. That's fast, (7) ... it?

One of the firefighters (8) ... the fire engine. This is not always red and you will find trucks around the world (9) ... are different colours. It's important to choose a colour which people see (10) ... at night.



2 Look at the choices for spaces 1–4. Answer the questions.

- | | | | |
|---|-----------|----------|---------|
| 1 | learn | learning | learnt |
| 2 | clothes | uniform | jackets |
| 3 | sometimes | once | never |
| 4 | while | before | so |

Which word helps you choose?

Which word helps you choose?

Why are the other adverbs wrong?

Is the text about *why* they carry a phone or *when*?

3 Which choice is correct? Why?

- | | | | | | | | |
|---|-------|-------|--------|----|--------|---------|--------|
| 5 | these | those | this | 8 | drives | driving | driven |
| 6 | all | each | every | 9 | who | where | which |
| 7 | isn't | is | wasn't | 10 | easy | easier | easily |

Remember, you don't need to think of the words. You choose one of three for each space.



mission in action!

Show the invention at an inventions fair.

- ★ In groups, describe what the invention is for.

This is an easy-to-wear uniform. You can put it on quickly.

- ★ Describe how you made your invention.

We used recycled clothes.

- ★ Which job is the invention for? Ask the class.

Which job do you think the invention is for?

A firefighter!



Can you remember?

- What's the name of Diversicus's new show? _____
- What did Ivan buy at the robot exhibition? _____
- Say two things that Barry's going to do on his trip to Seoul with Junu. _____
- How can doctors use robots? _____
- Name three South Korean inventions. _____
- How did Seo-joon help Buddie? _____

Review • • • Units 4–6

1 Watch the video and do the quiz.

2 Look at the pictures and answer the questions.

- | | |
|---|--|
| 1 What's the weather like?
_____ | 4 What's the boy doing?
_____ |
| 2 Where are the children in the first picture?
_____ | 5 What time is it in the second picture?
_____ |
| 3 What's the girl doing?
_____ | 6 How are the girl's clothes and the boy's clothes different?
_____ |
| | 7 What are the girl and the boy doing together?
_____ |



3 Listen and find the mistakes.

4 Match the sentence halves. Then add a tag question and ask and answer with a friend.

- | | |
|-----------------------------|--------------------------------|
| 1 Your dad _____ | a a journalist |
| 2 You were playing _____ | b a snowman last winter |
| 3 Your house _____ | c a meeting all day |
| 4 She wishes she was _____ | d pilot |
| 5 Your mum's a _____ | e prepares your lunch |
| 6 Your parents are in _____ | f season is autumn |
| 7 School _____ | g starts at 7 a.m. |
| 8 You can snowboard _____ | h is near the station |
| 9 Your favourite _____ | i very well |
| 10 You didn't make _____ | j volleyball all day yesterday |

Your dad prepares your lunch, doesn't he?

No, he doesn't. I prepare it!

5 Read the replies to the teacher's question. Then cover the text and try to remember as many as you can.

6 Ask your classmates for their ideas. Find six things they will change this month. Then write six sentences in your notebook.

I'll start playing tennis.

I'll make sure I do my homework on time.

My friend Jane will start playing tennis.

7

Then and now

1 Watch the video. Ask and answer.

Which objects do you use at home every day?
Do you think people in the past had the same objects? Why? / Why not?



mission Create an encyclopedia entry

In this unit I will:

- 1 Choose a household object.
- 2 Write a description of it.
- 3 Talk about how the object has changed over time.
- ★ Create an encyclopedia entry for it.

Vocabulary 1

7

1 Listen. What are they going to do in the afternoon?

Diversicus is in Egypt. Today the Friendly family are on a ship on the River Nile. They're looking at one of their rooms.



2 Say the chant.

3 Listen and answer the questions.

DIVERSICUS



1 Mum, Dad, have you seen Ivan? Look over there!

Hello. Only me!

2 Hello, Ivan. How did you get here?

I've come by car. I've borrowed Marc's car for three days. I've driven from Cairo.

3 We're going to see the old city. Come on.

I'd like to ride on a camel first. Have you ever ridden on one, Ben?

No, I've never ridden on a camel ... and I'm not going to ride on one today!

4 Take them for a camel ride, please?

OK. We'll meet you in the old city in two hours.

Can't I stay with Dad? I've never ridden on one either!

5 Ivan! Jenny's just fallen off her camel!

Oh no! I hope she hasn't broken anything.

6 Are you OK, Jenny?

Yes! I've hurt my leg a bit, but I didn't fall far. The camel hasn't stood up yet.

Oh, you've cut your knee. I don't feel well ...

7 Later ... Jenny! Take a photo.

Sorry, we've forgotten the camera. We've left it on the ship.

Don't worry, I'll take one.

8 Hello? ... It's your dad. They've found a great place for lunch.

Great! I'm really hungry.

And this time we'll travel by car, OK?

1 Listen and say the number.

Language practice 1



1 Look at the pictures. What do you think George has done during the holidays?

2 Read and circle the correct answer.

Dear Emma,

Can you ¹see / saw / seen the beautiful stamp on the envelope? I'm in Egypt! We've been here for five days and we've ²found / find / finding it really interesting.

We've already ³driven / drove / drive to some of the most important pyramids, but we haven't ⁴try / trying / tried riding camels yet. I ⁵taken / take / took some great photos on our first four days, but my sister ⁶have / hasn't / has just broken my phone. I'm really unhappy about that! 😞

I'm ⁷wrote / writing / written this letter while we're sitting in a café. Dad's ⁸gone / go / went to the car because he and Mum forgot to bring some money, so we can't pay for our drinks until he gets back! I don't mind – it's nice and cool in here. 😊

Love,
George

Grammar spotlight

I've **taken** some great photos. My sister has just **broken** my phone!

3 Write six questions to ask your classmates. Use these words.

seen driven found ridden forgotten
broken stood fallen hurt flown left put

Have you ever stood on a bee?

mission STAGE 1

Choose a household object.

- In groups, discuss the most useful household objects. Choose one object for your encyclopedia entry.

We can choose a telephone.

Maybe a fridge is better? People have always needed to keep things cold.

My mission diary
Activity Book page 82

1 Listen and match. Then sing the song.

Come on, Jim! Come on, Jenny!
Your room's ¹untidy, your room's untidy.
Your room must be tidy when we leave.

We've tidied our room, now our room is ²tidy.
We've tidied our room, now our room is tidy.
But my suitcase is ³full. It's too ⁴heavy.

Now your suitcase is ⁵broken, your suitcase is broken.

My suitcase is ⁶empty and it's ⁷light.
Let's pack this one, put something in mine.
Let's pack this one, put something in mine.
Pack it quickly, it'll be all right.

I've been to town and I've bought this rug.
Isn't it ⁸unusual? Isn't it great?
I've been to town and I've bought this rug.
And it wasn't ⁹expensive. It was ¹⁰cheap.

It isn't a problem. I've got Marc's car.
So put everything in Marc's car.
It's only me! I'm by myself.
It's only me! It'll be all right.



2 Listen and answer the questions.

3 In pairs, play the adjective game.

unhappy tidy untidy broken heavy light empty full
unusual expensive cheap brave friendly popular unfriendly

Think of something which is heavy.

I think my grandpa's brave.

I think an elephant is heavy. My turn. Think of someone who is brave.

What do you do when something is broken?



1 Guess which picture they don't talk about in the museum. Listen and check.



Grammar spotlight

It was used for cooking food.

It was used to cook food.

Ovens like this are used for making bread and pizza today.

Ovens like this are used to make bread and pizza today.

2 Write definitions for five different things.

1 It's made of plastic, metal or wood. It's used to sit on and it's got four legs.

3 Play the definitions guessing game.

This is used for looking at your face. It's usually made of glass.

Is it a mirror?

mission STAGE 2

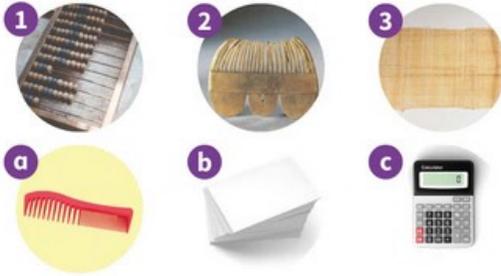
Describe the household object.

- In groups, write a description of how we use the object.
- Compare different versions of the object.

Fridges are used ...
to keep food fresh
and cold. Some
fridges have got an
ice machine ...

Time machines

- 1 Watch the video.
- 2 How have objects evolved? Draw a line to match the old and modern objects in the photos.
- 3 Listen and read. Match the words in blue with the photos (1-6).



We use machines to help us in different ways: to work, travel, communicate ... or to have fun. There are simple machines, with only one or no moving parts, like a screw , and complex machines, with many parts that work together, like a clock.

'Time to get up!' Clocks control modern life. Today, we nearly always know the time, but early humans didn't worry about it. They hunted and worked when it was light and they slept at night. However, as civilisations developed, humans wanted to know the time.

The Egyptians built enormous towers and used shadows and the sun to tell the time. Later, people used a smaller version of this, called a **sundial** , but this can't help on cloudy days or at night. For hundreds of years people marked and burnt candles or they used a **water clock** or an **hourglass** , which used sand.

The **14th century mechanical clock** was a European invention. It rang a bell every hour. Clockmakers added the hour and minute hands. A clock with hands is called an **analogue clock** and a **digital clock** only has numbers. Our clocks today are much more accurate than earlier versions and they're everywhere: on our computers, tablets, phones and even in the street. No-one should be late these days!



- 4 Listen and read. Answer the questions.

The Ancient Egyptians were one of the earliest human civilisations to develop and their inventions were amazing. 3,000 years ago, their technology helped them build the pyramids and royal palaces. They had their own writing called hieroglyphics and they made paper from the papyrus plant.

The pyramids in Egypt are some of the most impressive things that humans have built. When a pharaoh (their king) died, the people buried him inside a pyramid. There are about 140 pyramids. The largest is the Pyramid of Khufu or the Great Pyramid



of Giza, which was about 150 metres tall. We can see that they used enormous blocks of rock, but there are some important questions. How did the Ancient Egyptians bring the rocks to the place where they were building the pyramid? How did they lift the rocks to the top?

Experts think that they brought the rocks down the River Nile on rafts. They didn't have the machines that we

have today, but they had simple machines like ramps and levers. The workers cut the rocks and moved them slowly up the pyramid on ramps which they built around the sides. They lifted the heavy rocks with levers and built the pyramids one rock at a time. Archaeologists think it took 23 years, and thousands of people, to complete the Great Pyramid of Giza.



- 1 Why did the Ancient Egyptians build the pyramids?
- 2 How did the River Nile help the pyramid builders?
- 3 Which simple machines did the Ancient Egyptians use to build the pyramids?
- 4 How long did it take to build the Great Pyramid of Giza?

Fun fact!

Did you know that the Ancient Egyptians also invented toothpaste? They had problems with their teeth because their bread had a lot of sand in it.

mission STAGE 3

Research the history and evolution of your household object.

- Find out about earlier versions of your item.
- Use the internet and encyclopedias to help you make notes.

Egyptians used jars full of water to keep food cold.



- 1** What do you know about Ancient Egypt? Look at the picture and find three mistakes.



3.26 THE BOY KING

In 1922, an archaeologist found the tomb of an Ancient Egyptian king, a pharaoh, called Tutankhamun, who we sometimes call King Tut. Tutankhamun died when he was 19. An x-ray showed he had a broken leg, but we don't know much about his life. People have different ideas about what happened to him, but no-one knows for sure. Here's a story about what may have happened to him.

Once upon a time in a city called Akhetaten in Ancient Egypt, there was a boy called Tut. Tut was a happy child, but when he was only nine years old his father died. The great men of the royal court told him that he was now the country's new king, which they called 'pharaoh'. That was the end of Tut's happy days as a child.



Tut didn't know how to be a king, but no-one let him decide what to do anyway. The real rulers of the land were a general named Horemheb and a man called Ay. They wanted to control Tut and they wanted him to do everything they said. Tut hated them both.

A year later Horemheb and Ay told Tut to marry a beautiful young girl. Her name was Ank. Tut had everything that a pharaoh needed, but he was bored!

When Tut was 18, Horemheb and Ay gave him a new pair of sandals. They were expensive, but there was nothing special about them. Or was there? There were faces on the bottom of the sandals.



'That's unusual,' Tut thought. He asked 'Why are these faces here?'

'They are the faces of your enemies,' Horemheb explained. 'These sandals are used for standing on them.' Tut was very interested and he put on the sandals.

As soon as Tut was alone, he took them off again. Who were his real enemies? Horemheb and Ay, of course. They were horrible and they never let him do what he wanted. Tut carefully painted Horemheb's and Ay's faces onto the bottom of his new sandals. Then he put them on, he went outside and he jumped up and down in the hot sand!

Later that day, Horemheb and Ay gave Tut a board game. Tut and Ank started to play. Horemheb and Ay stood behind them, watching the game. Suddenly a piece fell off the board. Tut jumped up to get it, but something made him fall over. Did he fall or was he pushed? No-one will ever know, but his leg was broken. It was a very bad break. Tut became sick and died. Ay married Ank and became the next pharaoh.



- 2** Everyone in Egypt thought Horemheb and Ay worked very hard to help Tut to be king, but Tut didn't like them. Do you think Tut was right or wrong? Give reasons.



- 1 Look at this story title and the picture. What can you see? What is the woman doing?

Mrs Stamp's new phone



- 2 Read the sentences on the left.

Examples

Mrs Stamp lives in America and works for the police. She decided to buy a new phone for all the messages when she's at work.

Mrs Stamp is an **police / American police officer**. She gets a lot of messages so she **needed / used** a new phone.

1 Her car wasn't working, so her husband David drove her to a shop near his office.

She and her husband went **by car / for a walk** to a shop near where he works.

2 Mrs Stamp suddenly saw a black and silver one, which she liked.

Mrs Stamp preferred the phone which **had two colours / suddenly rang**.

3 She paid for it and David took her home.

David drove his wife home **after / before** she bought the phone.

4 At half past six, Mrs Stamp walked into the kitchen to make their dinner and feed their cat, Holly.

At half past six, she went **to prepare / to eat** everyone's dinner.

5 The cat was sitting on the floor and the phone was next to her, in pieces.

Holly was **next to / sitting on** the broken phone.

6 Mrs Stamp started to shout, so David went to see why.

David **could hear his wife / couldn't see Holly** because she was making a loud noise.

7 'I love our cat, but she's very naughty! Look at my phone!'

Mrs Stamp / David says that Holly is very naughty.

Who is Holly? Why is she naughty?

- 3 Look at the sentences on the right. They must have the same meaning as the sentences on the left. Choose the right word(s).

Be careful! The picture doesn't give you any answers. All the words you need for your answers are in the story.



mission in action!

Create an encyclopedia entry.

- ★ Write a short description of the object. Include information about the history of the object.

Fridges are used to keep food in good condition and to keep food cold. Egyptians used jars full of water to keep food cold. Later, people ...

- ★ Draw pictures or add photographs of the object.

- ★ Share your encyclopedia entry with the class.

We chose a fridge. People have always needed to keep things cold. The history in our entry starts thousands of years ago with the Ancient Egyptians.



Can you remember?

- Which river did the Friendly family sail on?
- Who fell off a camel in Egypt?
- What hasn't George done on his holiday yet?
- What type of clock uses the sun?
- What was the problem with Ancient Egyptian bread?
- Why did King Tut dislike Horemheb and Ay?

8

Space travel

1 Watch the video. Ask and answer.

What can you see in the sky during the day / at night?
What do you know about space?



mission Plan a space mission

In this unit I will:

- 1 Decide with my group where we're going and what we will do and see there.
- 2 Give instructions on how to fly the spaceship.
- 3 Decide what to take on our mission.
- Give a report to journalists on Earth.

Vocabulary 1

1 3.27 Listen. What's Pablo going to write?



2 3.28 Say the chant.

3 3.29 Listen and say yes or no.



1 Have you finished your new comic book, Pablo?

Nearly. I'm going to finish it this afternoon. Do you want to see my new hero?

2 Wow! Your astronaut looks big and strong!

He is. It's 2050 and he's going to travel into deep space.

2050. What do you think life will be like then?

3 I think people will eat more food!

I don't think they'll eat the same food as today.

I think they'll eat unusual food in 2050.

4 Yes, they will. My astronaut's going to use his computer to get food.

That doesn't look very nice! I don't think I'll eat that in the future!

5 How will people travel?

More people will use planes and trains because they'll be faster and cleaner.

We won't drive on roads. Cars will fly!

6 Well, my astronaut's going to travel in an enormous spaceship. He's going to have some amazing adventures.

I think your comic book will be really exciting.

7 Are those the clothes which he's going to wear?

Yes, he's going to have a special spacesuit which will help him do amazing things and save Earth.

8 Is that someone we know?

Yes, he's big, strong and he's our favourite superhero.

It's only me!

1 Listen and complete. Use two words. Then say the sentence.

Language practice 1

1 Look at the pictures. What do you think the astronaut is going to do on holiday?

2 Read and complete the dialogue with A-E.

Journalist: Hello, Betty. You've just come back from space, haven't you?

Betty Queen: 1 C

Journalist: Do you think people will have holidays on the moon in the future?

Betty Queen: 2

Journalist: And will space travellers have to wear enormous spacesuits?

A No, we aren't. We're going to watch films about adventures at home!

B Yes, I do. Spaceships will improve and they'll carry more people.

C Yes, that's right. I arrived at the Space Centre two days ago.

D Yes, I am, and I'm going to watch films with my children.

E I don't think so. They'll be smaller and helmets won't be as heavy as now.

Grammar spotlight

Spaceships will improve.

Are you going to watch space films?

3 What do you think will change in the future?

I think children won't go to school.

4 What are you going to do this weekend? Ask and answer.

mission STAGE 1

Decide on a space mission.

- In groups, decide what you're going to do.
- Discuss what you think you'll see.

We're going to go to Mars and we're going to look for life there. I think we'll see some aliens.



1 Listen and match. Then sing the song.

- Can you ¹touch the stars?
- ²Follow the Milky Way!
- Can you explore space today?
- Go into your rocket, through the ³entrance.
- ⁴Turn on your engine. See Earth disappear.
- See the moon appear. ⁵Land on the red planet.
- ⁶Turn off your engine, put on your spacesuit.
- Put on your helmet. Pick up your flag.
- Leave your spaceship, through the ⁷exit.
- Put your flag into the ground.
- Take pictures for the news and the internet.
- ⁸Enter your spaceship. Prepare your dinner.
- ⁹Save some moon cheese for me.
- Save some moon cheese for me.
- Come back to Earth.
- Sit in the armchair, watch films on TV.
- ¹⁰Stay at home. Stay at home.



2 Imagine you work for a Space Mission. Write instructions for an astronaut to go into deep space. Use the words in the box.

enter land stay touch turn on turn off follow

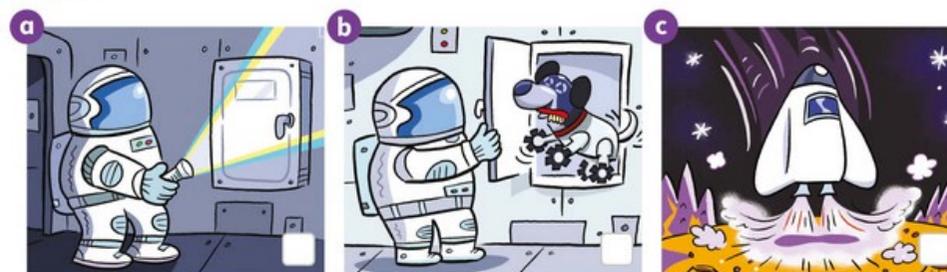
1 Enter the spaceship.

3 Read your instructions for a friend to act out.

Would you like to go to space? Why? / Why not?



1 Listen and order the pictures.



Grammar spotlight

Ivan **landed** his rocket on the new planet.
 Something **was moving** behind the door!
 He **was turning off** his engine **when** he **heard** a strange noise.

2 Finish the sentences to write a different story. Tell it to a friend.

3 Write about things which happened last week.

I was ... when ...
 My (sister) was ... when ...
 We were ... when ...

Ivan was turning on the engine when ...
 He was putting on his helmet when ...
 He was leaving the spaceship when ...
 Ivan was flying through space when ...



mission STAGE 2

Give spaceship instructions.

- In groups, give instructions to fly the spaceship. Include a diagram.
- Press the green button to turn on the engine.
- Please don't touch the yellow button!
- Enter your secret number.

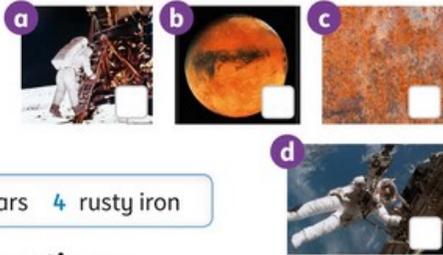
Preparing for Mars

1 Watch the video.

2 Match the words to the photos.

- 1 moon landing 2 spacewalk 3 Mars 4 rusty iron

3 Listen and read. Answer the questions.



Mars is the fourth planet from the sun. It's called 'the red planet' because iron oxide (rusty iron) gives the surface this colour. Mars is a cold, desert world and, like Earth, it has seasons and weather. Scientists want to know if Mars had living things in the past. They think that in the past there was liquid water on the planet.

NASA believes that it will be possible to send astronauts to Mars by 2030. We have to know what dangers there are and find a way to protect the astronauts. This is why there have been robots on Mars for many years.

The robots send information back to Earth about the rocks and atmosphere on Mars and scientists design materials to help astronauts to survive there.

How can we prepare people on Earth for a Mars mission? Different groups of six scientists have spent eight months in a special dome. Could people live in a small group out of contact with their friends and families, with no phones or messages? Yes! The experiments have worked and the mission plans continue.



1 Why have we sent robots to Mars?

2 What do these robots do?

3 Would you like to go to Mars? Why? / Why not?

4 Look at the table. Compare Earth and Mars.

	Size (diameter)	Days in a year	Hours in a day	Moons	Name and surface information
Earth	12,742 km	365	24	1	'the blue planet' (water)
Mars	6,779 km	687	25	2	'the red planet' (iron oxide)

5 Listen and read. Answer the questions.

HOME | STORIES | PHOTOS

The International Space Station (the ISS) is a huge science laboratory in space where astronauts can live and work. The astronauts come from different countries, but they must be able to speak English and Russian. It's quite difficult living on a space station because there

is no gravity. Everything floats, so there are special ways to have a shower, wash your hair and go to the toilet on a space station.

On Earth, we're always moving against gravity (except when we're asleep) and this helps us to keep fit. If astronauts don't exercise, they become weak and they have serious health problems when they return to Earth. This is why the astronauts have a very strict exercise programme, but they can't play sports like basketball. Can you think why?

Life is difficult in space, but Italian astronaut Samantha Cristoforetti brought her coffee machine! How could you make **your** stay on the ISS more like home?

1 Why do you think the astronauts must speak English and Russian?

2 What activities are difficult for astronauts because there is no gravity?

6 Read again and complete the fact file. Listen and add the missing information.

mission STAGE 3

Decide what to take on your mission and say why.

We're going to take cameras to take photos.

We're going to take extra spacesuits because ...

My mission diary
Activity Book page 94

FACT FILE

- Name: Cristoforetti
- Date of birth: _____
- Nationality: _____
- First job: _____
- Profession now: _____
- Days at the ISS: _____



**1 Do the space quiz with a partner.**

- How many planets are there in our solar system? Circle the correct answer.
A Six. B Seven. C Eight.
- Which planet is called 'the red planet'?
A Mars. B Earth. C Venus.
- What do you call a science laboratory in space?
A A space mission. B A space station. C A space office.

**THE SPACE BLOG****BLOG POST 1: DAY ONE**

Hello! This is Elena Romano. I'm on board Explorer One with Luca Rossi. Luca and I were the very lucky winners of a competition to become the first children to go into space. We're travelling with two astronauts called Leo and Melita and I'm going to write about what happens. This will be an exciting adventure!

BLOG POST 2: DAY THREE

I've had some questions from people on Earth. Everyone asked, 'Are you afraid?' No, we aren't. We feel very safe up here! Sally from Canada asked, 'What's the best thing about space?' That's easy - looking out of the window at planet Earth. It's so beautiful! Luca's favourite thing is zero gravity. Every few minutes he says, 'Come on, let's fly!'

BLOG POST 3: DAY FIVE

Nikos in Athens wants to know the worst thing about space. The food, Nikos! There is no word to describe it. It's just - eurrghhhh! Luca says he wants to eat a bowl of his grandmother's pasta. Me too, Luca, me too!

**BLOG POST 4: DAY SEVEN**

Something in the rocket is making a strange noise. Melita says everything is OK, but I saw her talking to Leo earlier. They both looked worried.

BLOG POST 5: DAY EIGHT (morning)

This morning Luca and I were looking out of the window when Leo appeared. 'Bad news,' he said. 'The engine isn't working very well.' Luca asked, 'What's going to happen?' Leo didn't answer for a long, long time. Finally, he said, 'I don't know.'

**BLOG POST 6: DAY EIGHT (afternoon)**

This is getting frightening. The lights on the spaceship are turning on and off. Leo and Melita are going from place to place, fetching things to try to fix the engine. They've told us not to worry, but we don't know what's going to happen. Luca thinks we'll be lost in space forever. Will we ever get home?

BLOG POST 7: DAY EIGHT (evening)

We're nearly home! Leo and Melita asked us to fly the spaceship for them while they fixed the engine. Well, the spaceship's computer flies the spaceship, but we had to watch the screen and make sure that the blue light was on and that we were moving from left to right on the screen! 'You've been brilliant!' Melita said. 'We've fixed the engine. You two can have a rest now while Leo and I take us home. Why don't you have some space food while we slowly go back to Earth?'

2 Work with a partner. Role play a conversation.

- You are Luca. You're very worried about the spaceship's engine. You think you might not get back to Earth. Tell Elena how you feel.
- You are Elena. You're also worried about the spaceship's engine, but you think the astronauts can fix it. Tell Luca how you feel.

I'm worried about the engine. Do you think we'll get back to Earth?

Well, it's a strange noise, but Leo and Melita are very clever. I'm sure ...

3 What do you do when you feel worried or frightened?



- 1 Read these sentences from a story about a trip to a cinema. Where didn't people want to live in the film?

1 Yesterday, William and his cousin Katy watched a film about a red planet at the cinema.

(1 adjective and 1 verb in the past)

2 'I really want to be an astronaut.'

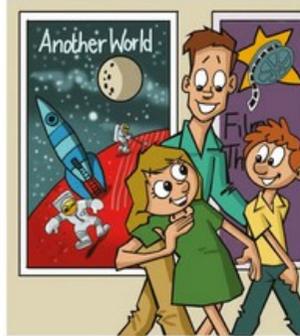
(1 present simple and 1 singular noun)

3 'I think it'll be frightening because space is enormous. I don't really like adventures!'

(1 plural noun and 1 future verb)

4 At the end of the film people were living in strange, new cities on the red planet because no-one wanted to live on Earth.

(3 adjectives)



- 2 Find examples of the words in brackets () for each sentence.

- 3 Read the end of the story. What's missing: an adjective, a noun or a verb?

'That was (1) _____,' said Katy's dad, 'but I like living on our (2) _____, I hope we can stay here!'

'Me too!' (3) _____ William. 'Will children go to school on that planet?'

'Perhaps there'll be schools for aliens and people in the future!' said Katy's dad. 'But now let's go and have some (4) _____.'

'That's a great (5) _____,' said William and everyone agreed.

- 4 Choose the best word for each space.

interesting ice cream said idea cinema
 interested homework spoke planet

Remember to read all of the story once before you start completing the spaces. This will help you understand what the story is about.



mission in action!

Give a report to journalists on Earth.

★ You're talking to journalists. Present your team.

This is the Rocket team ...

★ Explain what and where your mission was.

We went to look for life on Mars ...

★ Say what you found.

We took lots of photos of Mars, but we didn't find life there!



Can you remember?

- Which museum did Ivan and the children visit?
- What's Pablo's astronaut going to travel in?
- Where has Betty Queen just travelled back from?
- What do some people call Mars?
- What unusual thing did Samantha Cristoforetti take into space?
- Why were Elena and Luca frightened on day eight of their journey?



1 So, this is the end of your tour. Oh, that music sounds nice!

Yes, it does. It sounds like Egyptian music, doesn't it?

Yes, but it's from Dubai. I think it sounds wonderful.

3 This sun cream smells like coconut. Yes, it does. It's made from coconuts.

It smells good enough to eat! I feel hungry.

5 What a lovely day! This is very nice. I'm getting hungry.

Oh yes. Come on, let's have something to eat.

7 I hope you like the noodles. I made them with my family's special sauce.

Delicious! They look like spaghetti ... but they don't taste like spaghetti. But it's difficult with chopsticks!

No, it's easy! Watch me!

1 Listen and say yes or no.

2 Put on your caps. It's hot and sunny and we're going to eat outside today ... and here's the sun cream. Put some on, too.

OK, Ivan. Thanks.

4 This rug feels nice and soft. Yes, it feels like wool.

Yes, that's right. It is made of wool. It's very unusual and it wasn't expensive. I got it in Egypt.

6 What are these? They're chopsticks, Grandma. They're from South Korea. They're used to eat rice and noodles.

They don't look like forks and spoons.

8 Try these, Grandpa. You can eat them with your fingers.

That's horrible! They look like grapes, but they don't taste like them! What are they?

Olives. Su-Lin told me. I think it's a great party and everything's delicious!

Language practice 1

1 Circle the words to complete the text.

School Bake Off by Harry Green

Last week there was a school cake competition. At the end, the teacher tried to use a microphone to say the winners' names, but it made a loud noise. It ¹tasted / ²sounded like someone playing an electric guitar very badly!

The cake which won first prize ³smelt / ⁴looked like a big bird's nest with gold eggs in it. I touched the nest and it ⁵tasted / ⁶felt like dry grass, but it was cereal! It ⁷sounded / ⁸smelt like carrot cake, but I wanted to know what it ⁹looked / ¹⁰tasted like.



In the end, the winner gave me a piece ... and yes, it was carrot cake and it tasted ⁶delicious / ¹⁰noisy.

Grammar spotlight

I wanted to know what it **tasted like**. It **felt like** dry grass.
 It **smelt like** carrot cake. It **looked like** a nest.
 It **sounded like** someone playing an electric guitar.

2 Listen. What does it sound like?

3 What does it look like?



mission STAGE 1

Create a cooking challenge.

- In groups, think of a cooking challenge and create a challenge card.

You have to create a delicious snack that doesn't use salt ...

- Give your cooking challenge card to another group.



1 4.09 Listen and match. Then sing the song.

We're having a surprise party
For the end of the tour.
We're making afternoon tea.
Let's bake some more!

¹Biscuits are made of this:
²Butter, ³honey, ⁴flour and ⁵eggs.
I've turned on the ⁶cooker,
So the ⁷oven's hot.
I've ⁸baked the biscuits.
We've got a lot.

Chorus

Mix the cake in the bowl:
⁹Sugar and butter, eggs and flour.
Put it in the oven.
Let it bake for an hour.
Put some ¹⁰jam in the middle,
Then go and ¹¹wash up... Wash up!

Chorus (x2)



2 4.11 Listen and write the words.

3 Imagine you've just baked a special cake. Draw and write about it.

- What ingredients did you mix together?
- What does it look, taste and smell like?
- How long was it in the oven?
- Who's it for?

Do you like to cook? What's your favourite recipe?



1 4.12 Listen. What will Betty help Frank to do before they go to the park?

4.13 Grammar spotlight

The smell's **making me hungry**.
It **made me** really happy.
It **made us** hot and thirsty.



2 Write two answers for each question.

- 1 What makes you happy? *My kitten makes me happy.*
- 2 What makes you angry?
- 3 What makes you sad?
- 4 What makes you worried?
- 5 What makes you frightened?

3 Ask and answer with a friend. Are any of your answers the same?

mission STAGE 2

Complete the cooking challenge.

- In your group, read the challenge and decide what you're going to cook.
- List the ingredients. Think about how you'll present your creation.

I think we can bake a cake with eggs, flour and butter.

But will people need a fork? The challenge said 'eat it without a fork'.

I know! We can cut it into small pieces.



How chocolate is made

- 1 Watch the video.
- 2 What do you eat that comes from both plants and animals?

- 3 Listen and read. Then find the missing words and write the sentences in the correct order.



The cacao tree grows in hot climate zones. It has small white flowers and some of these flowers grow fruit called pods. The pods can be as big as footballs. When the pods are ready, they change colour and workers cut them down from the tree.

They open the pods and take out the beans. Inside the pods, there are 20 to 50 beans. The beans dry in the sun. The workers then put the beans into sacks and send them to the factory.

Next, they crush the beans and take out the cocoa liquid. This isn't sweet – it's very bitter.

At the factory, they clean and cook the beans.

They have to add sugar and sometimes milk to the cocoa liquid to make it sweet.

Finally, they heat the mixture so they can make different shapes with it. What does your favourite chocolate bar look like?



- a Then they mix the cocoa liquid with _____ and milk.
- b People cut down the pods when they are ready and take out the _____.
- c They send the beans to the _____, where people clean and cook them.
- d They heat the mixture and make it into different _____.
- e The beans dry in the _____.

- 4 Listen and read about a popular meal in the UK. Where's it from?

Traditional foods use ingredients that people can find locally – that's why they are traditional. For example, China grows rice, so rice usually accompanies a Chinese meal. Fish and chips developed as a traditional meal on the UK coast because it was easy to buy fish (and potatoes, of course).
These days, one of the most popular meals in the UK is not British. Do you recognise the food in the photo? This is curry, with rice, Indian bread and the other things that usually accompany it.

The curries that people eat in the UK are originally from India, Pakistan and Bangladesh. Curry has become an important part of British life and 23 million people in the UK say that they eat curry regularly. Some people like very hot, spicy curries, but others prefer a milder curry. Have you ever tried curry? And would you like yours spicy?



- 5 Listen and match the traditional UK food to the photos.

1 fish and chips 2 shepherd's pie 3 Victoria sponge cake 4 roast beef 5 trifle



- 6 Talk about your favourite traditional meal.

My favourite meal is ... It's got ... It's made with ... and it's delicious!

mission STAGE 3

Discuss the ingredients in your creation.

- Think about where you found the ingredients for your creation and whether they came from animals or plants.

We used honey from the bees in our village.



1 Look at the pictures. What kind of adventures do you think the gingerbread girl has?

4.17 THE GINGERBREAD GIRL'S ADVENTURE



Every Saturday morning Bruno gets up at 5 a.m. to make gingerbread people. He carefully measures the ingredients and puts them into a large mixing bowl, with a big smile. As he bakes, he listens to his favourite music and sings along happily. Later, he and his dad take the warm, freshly baked gingerbread people to Spring Wood, a local home for older people. The gingerbread people taste so delicious that everyone in London knows about them.

One Saturday morning, the doorbell rang. Bruno opened the door and a man walked in. The man took a deep breath.

'Ah gingerbread!' he said. 'It smells just like my old granny's kitchen, and I'm sure it tastes delicious, too. Sorry, I'm Mr Brett,' he added. 'I have cake shops all over London and I'd like you to bake your special gingerbread for me. You could become very rich!'

'Really?' Bruno said, surprised. 'But I just use a traditional recipe.'

'No secret, extra, special ingredient ...?' Mr Brett asked.

'No. Let me get Dad – you can ask him too,' Bruno replied.

When Bruno went upstairs, Mr Brett saw a basket of gingerbread people on the hall table. He took one, a gingerbread girl, put it into his pocket and left very quickly.



The gingerbread girl was afraid. When Mr Brett stopped moving, she looked around. She was in a huge bakery.

'I have a new biscuit! Crush it up and find out what the secret ingredient is!' she heard Mr Brett say.

Oh no! The gingerbread girl didn't like that idea – and Bruno and the people at Spring Wood needed her. She had to do something fast!

At that moment, Mrs Brett came in. 'I'm going to the market to get some ingredients now.'

When the gingerbread girl heard that, she quickly jumped into Mrs Brett's handbag.

Mrs Brett left the bakery and caught a bus. The gingerbread girl looked out of the window at all the famous sights of London: Big Ben, the London Eye, ... and she saw crowds of people.

Then something amazing happened. She saw Bruno and his dad in the street. The next time the bus stopped, she jumped off and a big black taxi almost crushed her. Finally, she caught up with Bruno and jumped into his coat pocket.

As soon as Bruno and his dad arrived at Spring Wood, they gave out the gingerbread people. When Bruno came to the last lady, there weren't any left. He couldn't

understand it. He always made 50! Checking the basket again, he saw a gingerbread girl lying in the bottom.

'Oh, here she is,' he said. He didn't know anything about the gingerbread girl's great adventure.

As he gave the old lady her gingerbread, she smiled and said, 'These biscuits make me so happy. They taste like a bit of home every Saturday! You must put a lot of love into them.'

Bruno smiled and said, 'Yes, that's my secret, extra, special ingredient – love.'



2 The old lady knows that Bruno makes his biscuits with love. Tell a partner about something that someone does, or has done, for you which felt like this.

My grandma always makes birthday biscuits with my name on them.





- 1 Match the verbs in box A with the words in box B. How many different phrases can you make?

A

take
give
make
be
visit
taste
leave

B

someone a piece of cake
delicious
a photo
a market
a cake
something in the oven
on a tour

- 2 Make sentences using the phrases.

Last year, I visited a really cool market in Vienna.

My brother left a pizza in the oven yesterday and it smelt horrible!

- 3 Harry is writing a holiday diary. Find two mistakes.

I is on a cooking tour with my uncle. This morning we went into town and we visit a market. In the afternoon, we learnt to prepare pasta with a meat sauce. It wasn't very difficult. (I often make something like that at home.)



- 4 Read the rest of his diary. Write a word for each space. Look at the phrases in Activity 1 to help you, but you need to change some of the words.

Then we (1) a coconut cake . It only needed to cook for 25 minutes, but I left mine (2) the oven too long, so it burnt! It didn't matter. The cook gave us each a (3) of her cake. It tasted (4) , of course, and it looked great too, so I (5) a photo!

Tomorrow's lesson is a snack with olives and tomatoes. No problem!



When you finish, it's a good idea to re-read all the text and check spelling and meaning.

mission in action!

Vote for the best creation.

- ★ In your groups, read your challenge card aloud.

Our cooking challenge was to create a delicious snack that you can eat without a fork.

- ★ Describe and show your creation.

We made a cake that you can eat without a fork. We made it with ...

- ★ As a class, vote for the best creation.



Can you remember?

- Who do the children prepare lunch with in Cambridge?
- What does Grandpa Friendly think looks like spaghetti?
- What did the cake that won the School Bake Off look like?
- What type of climate do cacao trees grow in?
- Name three traditional UK dishes.
- Why did Mr Brett take the gingerbread girl?

Review • • • Units 7–9

1 Watch the video and do the quiz.

2 4.18 Listen and say the word. Write the word under each picture.

A knife – that's picture e!



3 Practise with a friend.

What's this used for?

It's used for ...

4 Complete the chart. Think of questions to ask your friends. Use *What makes you ... ?* Write their answers in the chart.

happy unhappy hungry tired angry bored frightened thirsty

Name	Question	Answer
Helen	What makes you happy?	Listening to rock music.

Helen, what makes you happy?

Listening to rock music makes me happy.

5 Read the email. What two snacks does Helen write about?

From: Helen To: Oliver

Hi Oliver,

How are you? I want to tell you about my trip to the city space museum two days ago. I've never been before so I was very excited! I was looking after my little sister and she was bored so I said 'We're going on an adventure!' Adventures make her happy! ☺

When we arrived, we started to explore. It's enormous, not expensive and full of interesting and exciting objects to touch.

The first room you enter looks like deep space. There is information about different planets with a quiz at the end. The winner can invent a name for a planet – that's exciting, isn't it? The next room looks like the inside of a spaceship. You can touch an astronaut's spacesuit (I don't know how an astronaut can wear it – it looks really heavy!) and you can see where the astronauts prepare their food – did you know they use a knife, fork and spoon to eat? I didn't – I thought it was all in bags.

We were looking at the oven from the spaceship when my sister said she was hungry, so we went to have a snack. They were preparing a pizza in the restaurant and the smell of food always makes me hungry so we had a piece of pizza with olives! It was delicious. While we were eating the pizza, they were baking biscuits, so we bought some. Don't worry! We have left some for you – you will love them! They look like rockets and taste like honey!

After lunch, we explored more of the museum and stayed for the rest of the day. They were turning off the lights when we left!

Have you ever been to a museum?

See you soon,

Helen

6 Read the email again and complete the sentences.

- 1 Helen and her sister went to a _____.
- 2 The museum is _____ and not _____.
- 3 Helen thought the _____ looked heavy.
- 4 Helen didn't know astronauts _____.
- 5 Helen and her sister ate _____.
- 6 They have left _____ for Oliver. They look like _____ and _____.

7 Imagine you're Oliver. Write a postcard to Helen and tell her about your trip to a museum. Use these questions to help you.

Where did you go? Who did you go with? When did you go? What did you see?
What did you have to eat? What was the most exciting thing you saw?

Grammar reference

Unit 1

might/may

We use *might* and *may* to talk about things we aren't sure about in the present or the future.

I	might may	(not)	go to the ski centre.
You			
He/She			
We			
They			

I might not enjoy skiing.



Indefinite pronouns

- We use indefinite pronouns to talk about a place, person or thing without saying which one.
- We use pronouns with *every-* to talk about **all** of something.
*Luca ate **everything** on his plate, and then asked for more.*
- We use pronouns with *some-* to talk about **one** of something.
*We should eat **something** before we go out.*
- We use pronouns with *any-* for **asking questions**.
*Are you hungry? Would you like **anything** to eat?*
- We use pronouns with *no-* to talk about **none** of something.
*There's **nothing** to eat at home. Shall we go to a restaurant for lunch?*

We use *-where* to talk about places, *-one* to talk about people and *-thing* to talk about things.

	<i>all</i>	<i>+</i>	<i>-/?</i>	<i>-</i>
	<i>every</i>	<i>some</i>	<i>any</i>	<i>no</i>
<i>where</i>	<i>everywhere</i>	<i>somewhere</i>	<i>anywhere</i>	<i>nowhere</i>
<i>thing</i>	<i>everything</i>	<i>something</i>	<i>anything</i>	<i>nothing</i>
<i>one</i>	<i>everyone</i>	<i>someone</i>	<i>anyone</i>	<i>no-one</i>

Everyone should come to the circus!



Past tense review: regular and irregular verbs; past simple with ago

- To make the past simple tense, we usually add *-ed* to the end of the base form of the verb.
- There are lots of irregular verbs in the past tense. You can check the past tense of some important verbs on p127.
*When we **got** home, we **sat** down and we **told** my mum all about our trip.*
- To make a negative, we use *did + not + verb* in base form.
- To make a question, we use (question word +) *did + pronoun* (e.g. *she, you*) + base form of the verb.

I	stayed on the beach. broke the tent.	I	didn't	stay on the beach. break the tent.
You				
He/She/It				
We				
They				

What	did	I	say?	
	Did	you	say	something?
		he/she/it		
		we		
		they		

We saw lots of amazing animals.



- We use *ago* to say when something in the past happened.
*Pablo arrived three days **ago**.*

Remember:
did not = didn't

too and enough

- We use *too* (*much/many*) when we want less of something. We use (*not*) *enough* when we want more of something.
- We use *too many* before something we can count. We use *too much* before something we can't count.

With nouns (e.g. buses, information)

There are	too many	<i>buses in this city.</i>
	not enough	
There is	too much	<i>information in this book.</i>
	not enough	

With adjectives (e.g. big)

This house is	too	<i>big</i>	.
	not		

With verbs (e.g. talk)

I don't	<i>talk to my friends</i>	enough.
I		too much.



It was too hot for me.

Unit 2

Present perfect for experience

- We use the present perfect to talk about our experiences. We form it with the present simple of the verb *have* + the past participle.
- We can form the negative with *have* + *not*, or use *never*.
- We often use *ever* in the question form to ask about someone's experiences in all their life.

I	have	been to Brazil.	Have	I	(ever)	been to Brazil?	Yes,	I	have.
You	haven't			No,			you	haven't.	
We							we		
They			they				Yes,	he	has.
He	has		Has	he			No,	she	hasn't.
She	hasn't			she			it		
It				it					

Remember:

I have = I've She has = She's
have not = haven't has not = hasn't

We've won our match!

Present perfect with *just*, *already*, *yet*

- We often use the present perfect with the words *just*, *already* and *yet*.
- We use *just* to say that something happened a very short time ago. When we use it with the present perfect, it goes between the verb *have* and the past participle.
Justin has just started at a new school, and he's feeling nervous.
- We use *already* to say that something happened before now. It usually also goes between the verb *have* and the past participle.
I've already been to Japan twice, but I want to go back again next year.
- We use *not ... yet* to say that something hasn't happened before now, and we use *yet* to ask questions. *Yet* usually comes at the end of a sentence.
I haven't learnt the song yet. I'm going to do it this weekend.
'Have you learnt the song yet?' 'No, I haven't.'

Jenny's just fallen off her camel!

Past continuous

- We use the past continuous tense to talk about actions that continued for a period of time in the past. We form the past continuous tense with *was/were* and the *-ing* form of the verb (e.g. *doing*).

I	was	watching a film.	Was	I	swimming in the pool?	Yes,	I	was.
He/She/It				No,		he/she/it	wasn't.	
You						you		
We	were		Were	we		Yes,	you	were.
They			they			No,	we	weren't.

- We often use the past continuous and the past simple together when one action interrupts another.

We were eating dinner when he phoned me.

He was driving slowly.

for and since

- We use the present perfect with *for* and *since* to talk about something that started in the past and continues into the present.
- We use *for* before a period of time (e.g. *five minutes, two weeks, three years*).
Amy's lived in this town for five years.
- We use *since* before the point in time when something started (e.g. *three o'clock, Friday, 2014*).
Harry's been at school since seven o'clock this morning.

will/won't

- We use *will* and *won't* to talk about actions and events in the future, and to make offers. We form it with *will/won't* and the base form of the verb (e.g. *do*).

I	'll	do the shopping.	Will	I	do the shopping?	Yes,	I	will.
You				No,		you	won't.	
He/She/It						he/she/it		
We	won't		Won't	we		Yes,	you	will.
They			they			No,	we	won't.

Remember:

I will = I'll will not = won't

We'll have a lovely day out.

Conjunctions: *so* and *because*

- We use *so* and *because* to talk about the reasons why something happens. We use *because* to talk about causes. We use *so* to talk about effects.
- We often use a comma (,) before *so*, but we don't use one before *because*.

I'm not wearing my gloves, → *so I've got cold hands.*
I've got cold hands → *because I'm not wearing my gloves.*

Tag questions

- We use tag questions at the end of a sentence to check that a statement is true. If the statement is positive, we usually use a negative tag question. If the statement is negative, we usually use a positive tag question. With most verbs in the present, we use *do/does* and *don't* in the question tag.

You like cycling,	→	don't you?
She doesn't drink coffee,	→	does she?

- When we're using the verb *to be*, an auxiliary verb (e.g. *are going to do*, *have done*) or a modal verb (e.g. *can*, *could*, *will*), we use those verbs in the question tag.

We aren't late,	→	are we?
He is going to the cinema tonight,	→	isn't he?
Jake hasn't done his homework,	→	has he?
Mia can ride a bike,	→	can't she?
They couldn't hear the music,	→	could they?
I will see you at the concert,	→	won't I?

That's the biggest robot in the world, isn't it?



- When the verb is in the past simple, we usually use *did* and *didn't* in the question tag. When we're using the verb *to be*, we use *was/were*.

We **went** to the same school, **didn't** we?
 You **didn't** see the doctor, **did** you?
 Charlie **wasn't** at home last night, **was** he?
 The students **weren't** happy about the exam, **were** they?

Short questions

- We use short questions to show interest or surprise. We use a positive verb if the verb in the main sentence is positive. We use a negative verb if the verb in the main sentence is negative. Like tag questions, we use *do/does* and *don't* with most verbs in the present simple tense.

'Ella lives on this street.'	→	'Does she?'
'I don't watch TV in the morning.'	→	'Don't you?'

- If the main sentence uses the verb *to be*, an auxiliary verb (e.g. *are going to do*, *have done*) or a modal verb (e.g. *can*, *could*, *will*), we repeat it.

'Tom is a police officer.'	→	'Is he?'
'There was a fire at the factory last night.'	→	'Was there?'
'We aren't going to the concert tomorrow.'	→	'Aren't you?'
'I have lived here for three years.'	→	'Have you?'
'Emily can repair your bike.'	→	'Can she?'
'I could go to the shop for you.'	→	'Could you?'
'My brothers will be at the airport when we arrive tomorrow.'	→	'Will they?'

This puppy can play with a ball!



Can it?

Past participles

- We use past participles when we form the present perfect tense. For regular verbs, we form the past participle by adding *-ed* to the base form of the verb (e.g. *borrow - borrowed*, *start - started*).
*I've **borrowed** your tablet to play a game - I'll give it back!*
*Harry has **started** playing the guitar, but it's quite difficult.*
- There are a lot of irregular past participles (e.g. *forgot - forgotten*, *take - taken*). You can check the past participles of some important irregular verbs on p127.
*Josh has **forgotten** where he put his sports kit.*
*My dad has **taken** thousands of photos on his camera; he's a photographer.*



I've hurt my leg a bit.

be used for/to

- We can use the phrases *be used for* and *be used to* to describe the purpose of an object. We use the *-ing* form of the verb after *be used for*. We use the base form of the verb (e.g. *do*) after *be used to*.

?	What is this machine used for?
+	This machine is used for making ice cream.
+	This machine is used to make ice cream.
+	100 years ago, candles were used for lighting people's homes.
+	In the past, animal skins were used to write on.

Toothbrushes are used for cleaning your teeth.



will and going to

- We use *will* to say what we think will happen in the future (to make predictions). We form it with *will* or *won't* + the base form of the verb. (See p123 for a table with *will*.)
*In the future, we **won't** drive cars. They **will** drive themselves!*
- We use *going to* to talk about our plans for the future. We form it with the verb *to be* + *going to* + the base form of the verb.

I	am		
	'm not		
You	are	going to	eat lunch.
We	aren't		
They			
He	is		
She	isn't		

Am	I		
Are	you	going to	eat lunch?
	we		
	they		
Is	he		
	she		

My astronaut is going to travel in an enormous spaceship.



Review of past tenses

- We often use the past continuous and the past simple together when one action interrupts another action.

We **were eating** dinner when he **phoned** me.

- The past simple describes the important, shorter action (*he phoned me*). The past continuous describes a longer action that happens before and after (*we were eating dinner*). We often use *when* before the verb in the past simple.

I was talking to my friend on the phone → *when I heard a loud noise outside.*

Olivia and Nico were watching TV → *when someone knocked on the door.*

Unit 9 It smells/tastes/looks/feels/sounds like ...

- Verbs like *smell* and *taste* describe what we experience with our senses. We usually use adjectives after these verbs.

Lily's trainers **smell bad** because she wore them in the rain.

- We use verbs like *smell* and *taste* with *like* to say what something is similar to or what something might be. We use a noun after *like*.

Dad's socks	smell like	old cheese.
This bread	tastes like	the bread we ate in Italy.
That cloud	looks like	a plane.
This jumper	feels like	wool.
That noise	sounds like	my phone.

They look like spaghetti, but they don't taste like spaghetti.



Make somebody + adjective

- We use *make somebody + adjective* to talk about how a person feels as a result of something. We form it with the verb *to make* + object (e.g. *me, you*) + adjective.

Loud music	makes	me/you/him/ her/us/them	angry.
Long queues	make		



Irregular verb list

Base form	Past simple	Past participle
be	was/were	been
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	been able
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learnt	learnt
leave	left	left

Base form	Past simple	Past participle
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt	smelt
speak	spoke	spoken
spell	spelt	spelt
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written



This year's trip



Year planner



Holiday options



Plan holidays



Prepare a holiday planner for this school year

Use the pen tool  to tick the completed tasks in the mission.

- 1 Prepare a year planner.
- 2 Suggest and discuss options for different holidays.
- 3 Plan my holidays with a partner.
- 4 Present our holiday planner to the class.

 Back to Unit 1



Our beautiful planet



Diary



Endangered



Explorer



Write an explorer's expedition diary

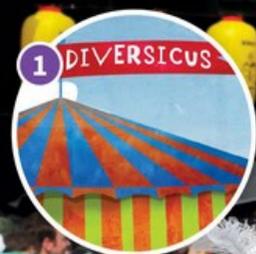
Use the pen tool  to tick the completed tasks in the mission.

- 1 Describe my preparation and first day.
- 2 Describe what happened with some animals.
- 3 Write ideas about how to protect an endangered species.
- 4 Role play an interview with an explorer.

 Back to Unit 2



Let's celebrate!



Diversicus



Music



Quiz



Have a class quiz in teams

Use the pen tool  to tick the completed tasks in the mission.

- 1 Write questions about Diversicus.
- 2 Write quiz questions about experiences in my group.
- 3 Research a country's music and write quiz questions.
- 4 Take part in a quiz.

[Back to Unit 3](#)



Time of our lives



Characters



Problem



Solve a problem



Write a chain story about a mystery

Use the pen tool  to tick the completed tasks in the mission.

- 1 Decide on the setting and characters for a story.
- 2 Describe a problem.
- 3 Describe how the problem is solved.
- 4 Finish and read the stories.

[Back to Unit 4](#)



Let it snow!



Winter weather



Weather symbols



TV report



Prepare a TV weather report

Use the pen tool  to tick the completed tasks in the mission.

- 1 Research winter weather in a different country.
- 2 Draw a map with weather symbols.
- 3 Write some travel advice.
- 4 Act out a TV weather report.

 Back to Unit 5



Working together



Jobs



Invention



Inventions fair



Invent something to help with a job

Use the pen tool  to tick the completed tasks in the mission.

- 1 Choose a job and think what people need for that job.
- 2 Invent and describe something new for the job.
- 3 Make a model of the invention.
- 4 Show the invention at an inventions fair.

 Back to Unit 6



Then and now



Household objects



Encyclopedia



Create an encyclopedia entry

Use the pen tool  to tick the completed tasks in the mission.

- 1 Choose a household object.
- 2 Write a description of it.
- 3 Talk about how the object has changed over time.
- 4 Create an encyclopedia entry for it.

 Back to Unit 7



Space travel



Fly a spaceship



Space mission



Give a report



Plan a space mission

Use the pen tool  to tick the completed tasks in the mission.

- 1 Decide with my group where we're going and what we will do and see there.
- 2 Give instructions on how to fly the spaceship.
- 3 Decide what to take on our mission.
- 4 Give a report to journalists on Earth.

 Back to Unit 8



Great bakers



Ingredients



Vote



Take part in a cooking competition

Use the pen tool  to tick the completed tasks in the mission.

-  Create a cooking challenge.
-  Complete a cooking challenge.
-  Discuss the ingredients in your creation.
-  Present your creation and vote for the best.



Back to Unit 9